

### INTRODUCTION

Each week you will receive a training session plan designed for the age group you are coaching. All plans are consistent with the FFA National Curriculum and are set out in the format “beginning, middle, end”.

Training sessions should primarily focus on one core skill each week. Over the course of the year, we will be providing plans that focus on either “running with the ball”, “striking the ball”, or “1v1”.

#### “BEGINNING”

Better known as the “warm-up”, the purpose is to get the kids in the right frame of mind and activate their bodies. It’s unnecessary to run laps or do stretches to achieve that; all sorts of relays and tagging games with and without the ball are much better, more fun, and also help develop the children’s basic coordination.

#### “MIDDLE”

The section of the training session where we conduct fun football exercises such as dribbling, passing, shooting, et cetera.

#### “END”

Allocated for playing all sorts of small sided games.

### SESSION TIPS

1. Plan your sessions in advance
2. Arrive early and set up the area
3. Give clear, short instructions
4. Demonstrate quickly and efficiently
5. Keep the session flowing
6. Vary the activities but keep it simple
7. Be enthusiastic and give lots of praise
8. Encourage after mistakes
9. Be patient
10. Have fun (both the kids and you!)

### WHAT ARE THE CHARACTERISTICS OF CHILDREN IN THIS AGE BRACKET?

- X They are still ‘clumsy’ (lack fine motor skills), because they are still developing their coordination
- X They have a short span of attention and are quickly and easily distracted
- X They are ‘self-centred’ and not yet able to really work together (so do not ask them to perform team play, it is impossible for them!)
- X They play or participate for fun with short bursts of energy and enthusiasm
- X They are unable to handle a lot of information (instructions; feedback)

### S.O C.H.A.N.G.E I.T

If your players are finding the session too easy or hard, the solution is to use the S.O C.H.A.N.G.E I.T philosophy.

**Safe:** Safe physical environment (field, obstacles such as sprinklers) and safe space to learn

**Organised:** Prepared sessions and ensuring you have all the equipment you need to encourage participation.

**Coaching Style:** Provide feedback in the drink break or change of activities without interrupting the game.

**How You Score / Win:** Increase opportunities to score.

**Area:** Increase or decrease the game challenges by changing the size/shape of the playing area.

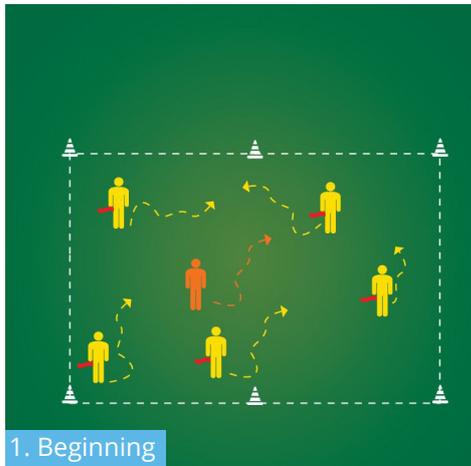
**Numbers:** Use different team numbers to overload the advantage of one team, or vary number of turns at goal.

**Game Rules:** Change the rules slightly, for example no tackling, minimum number of passes.

**Equipment:** Vary the equipment used, for example a bigger goal, smaller goal, more goals.

**Inclusion:** Engage players in modifying the practices; provide options they can choose from to encourage ownership.

**Time:** Reduce or extend the time to perform actions.



### BEGINNING: CATCH THE TAILS

One or more players are 'hunters'. They chase the other players and try to remove their 'tails'. If a player's 'tail' is taken, they become a 'hunter'.

(Bibs tucked into shorts can function as 'tails').

### PROGRESSION:

The 'hunter' dribbles their ball while trying to remove the 'tails'

Players with 'tails' dribble their balls while trying to avoid the 'hunter'

### MIDDLE: SIMON SAYS

Players dribble freely around the area with a ball each. Give the kids various tasks and challenges, which they must do ONLY if you say 'Simon says' at the start of the sentence. Therefore, sometimes you use 'Simon says' and sometimes you don't – see who's listening!

The players must avoid touching anyone else's ball, and must not let anyone else touch their own ball.



### POSSIBLE TASKS

**STOP!** (Means stop dead with your foot on your ball)

**TURN!** (Quickly go the other way with your ball)

**OUT!** (Run outside the square and put your foot on your ball)

**CHANGE!** (Leave your ball and find another one to dribble; who is the last one dribbling a new ball?)

**LEFT!** (Dribble around the area touching the ball only with your left foot)

**RIGHT!** (Dribble around the area touching the ball only with your right foot)

Use your imagination!

Use instructions like 'Simon says sit next to your ball' or 'Simon says get a drink from your bag', to give the players a rest when needed.

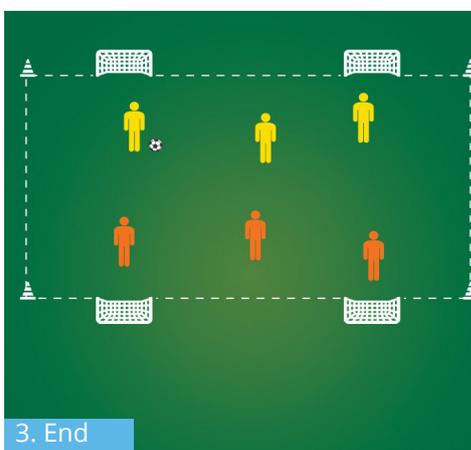
### END: 2V2/3V3/4V4 END ZONE FOOTBALL

Length: 20m

Width: 15m

Goal: create an end zone (a square 2m x 2m) behind the centre of each byline

To score the players must pass the ball to their own player in the end zone who must stop/control the ball in the area.



### NOTES ON THIS EXERCISE

**X** There are no goalkeepers

**X** Rotate players in the end zone every 1-2 minutes

**WATCH VIDEO**