

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 "Skill Introduction, Skill Training, Skill Game". Training sessions should primarily focus on one core skill each week. Football NSW will provide plans that focus on either "first touch", "running with the ball", "striking the ball", or "1v1" in the Skill Acquisition Phase for kids aged 9-13.

"SKILL INTRODUCTION"

The warm-up and introduction to the designated core skill for the session. This is the only part of the session where drill-type exercises should be used, but the creative coach can include elements of decision-making.

"SKILL TRAINING"

The part of the session where conscious teaching and learning of the designated core skill takes place. Lots of repetition in game realistic scenarios, task-based coaching, effective feedback through use of questioning; ask players "why did you choose that option?", "where do you think there might be more space?".

"SKILL GAME"

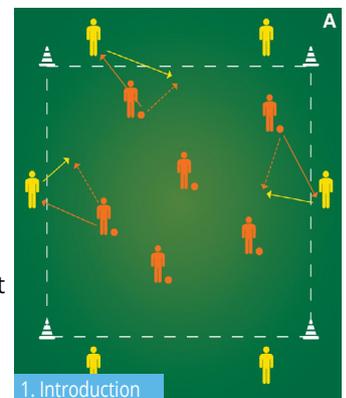
A game where as much as possible all the elements of the real game are present but organised in a way that the designated core skill has to be used regularly. Skill games are preferably small sided games to stimulate the number of repetitions/touches. The players play, the coach observes if learning has taken place.

SKILL INTRODUCTION: SHORT PASSING

In a grid of approximately 20m x 20m (dependent on group size) half of the players position themselves outside the grid without a ball and the other half with a ball inside.

The players inside the grid dribble freely until they can pass to a 'free' player on the outside who then passes the ball back to the same player (see diagram).

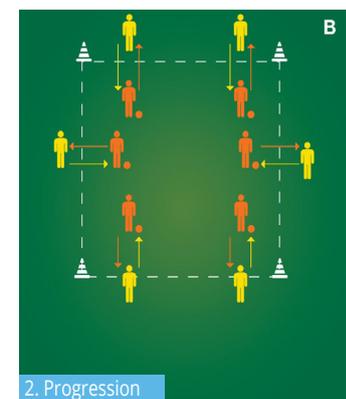
Change roles every two minutes, players must use left / right foot on coaches call i.e. 2 min left foot only; then 2 min right foot only.



SKILL INTRODUCTION: SHORT PASSING PROGRESSION

Next the players form pairs with one ball and position themselves at the edge of the grid, 3m on either side of the line (see diagram B)

The players move towards each other while playing one touch passes until they have reduced the distance to 1m-2m. Then they move backwards again continuing to pass until they have reached their starting position



SKILL INTRODUCTION: CONCLUDING GAME

All players go into the same grid we used for the previous exercises. Half of them have a ball at their feet, the others are without ball

One player is appointed 'tagger' and carries a bib in their hand

The tagger can only tag a player without ball. If the tagger succeeds in tagging a player without ball, both swap roles

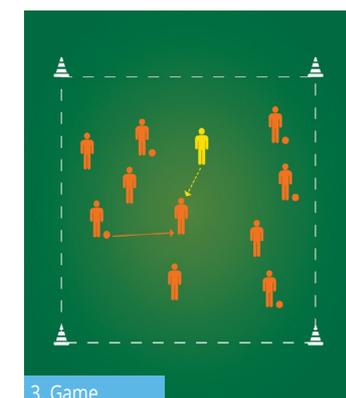
The players with ball can help their team-mates without ball by passing a ball to them when they are being chased by the tagger

Any balls that roll out of the grid may not be fetched back, so the passes need to be accurate.

VARIATION

2 or more taggers

More (or less) players with a ball



SKILL TRAINING: STRIKING THE BALL 3/4 V1

Depending on the ability of your players, choose any of the three 'basic' positioning games i.e. 4 v 1; 3 v 1 and 4 v 2. All have similar objectives but with varying degrees of resistance and complexity.

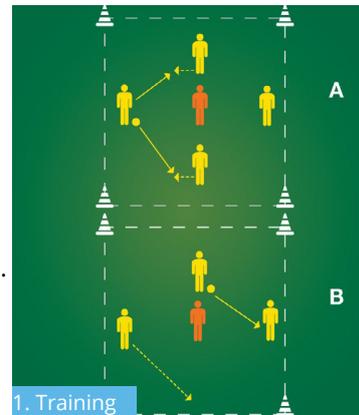
See diagrams:

A. 4 v 1 (grid size 10m x 10m – 15m x 15m).

B. 3 v 1 (depending on the level of the players).

Please note that 3 v 1 asks for a lot of running and is therefore quite exhausting for players this age.

Use regular drink breaks to allow for recovery.



SKILL TRAINING: STRIKING THE BALL 4V2

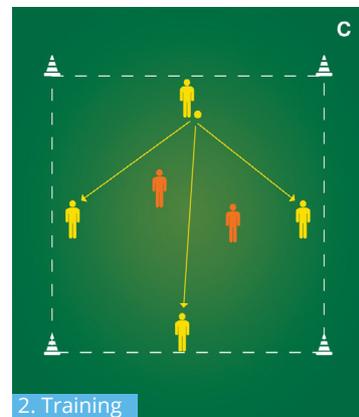
4 v 2 grid size 12m x 12m – 15m x 15m depending on level of players

STEP UP

Make the grid smaller

STEP DOWN

Make the grid bigger



SKILL GAME: SMALL SIDED GAME

4 v 4 with 4 neutral players (walls) on a pitch of approximately 20m x 30m.

4 small goals placed as shown (2m wide).

The team in possession of the ball can use the wall players (8 v 4).

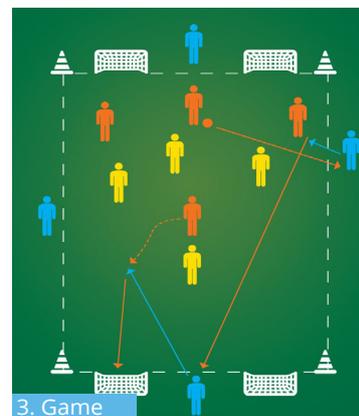
Rotate teams after 3 min or after each score: scorers stay on.

Depending on level of the players, 2-3 touches max in order to get an emphasis on passing.

VARIATION

Wall players must play the ball direct

Goals count as double if scored by a so-called 3rd man combination (see diagram)



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.