

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 “Warm Up or Passing Practice, Positioning Games, Game Training Component, Training Game”. In the Performance Phase, three sessions of 75-90 minutes and one game is considered a safe maximum weekly work load. Sessions should be designed around solving a “football problem”.

“WARM UP OR PASSING PRACTICE”

After a 5 minute welcome/explanation. Preferably with a ball, for example passing practices, & if possible “theme related” including a level of decision-making. Avoid warm ups that are more like conditioning sessions. **15-20 mins**

“POSITIONING GAMES”

The main conditions for quality positioning play are maximal use of space in order to create more time on the ball (stretching the opponent, triangles (no players in straight lines), support play to create options for the player on the ball and anticipation/communication (verbal & non-verbal). **20 mins**

“GAME TRAINING COMPONENT”

Where conscious teaching & learning of the Team Task takes place. The coach must organise the practice in such a way that the focus is on the Team Task, in the right area of the field, create the proper level of resistance, give feedback and ask smart questions to develop player understanding and enhance learning. **25-30 mins**

“TRAINING GAME”

A traditional game at the end of the session, however not just a “free” game, rather one which contains all the elements of the real game but with rules and restraints that see to it that the Team Task is emphasised. Whilst players play, coaches observe if learning has taken place, coaching on the run. **20-25 mins**

“WARM DOWN”

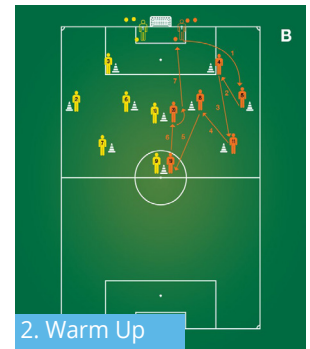
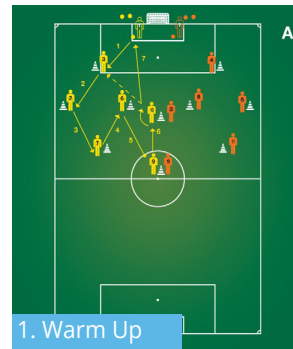
Warm down and a wrap up of the session. **5-10 mins**

FOOTBALL PROBLEM

Our team struggles to play out from the back. Too often we play a senseless ball forward that is easily intercepted by the opponent. The players do not recognise the right moments to play a forward pass or see the solutions too late. They are also hesitant to break the line and create a numerical advantage by moving forward with the ball at their feet.

WARM UP

Players in game positions as shown in diagram A. The passing sequence starts with the two goalkeepers (can be simultaneous): one to the right side; the other to the left side. The players pass the ball in a ‘logical’ order (1-7) while staying in their positions.



VARIATION

Here is another variation (see diagram B)

Now just improvise but use a logical order and every player must touch the ball

POSITIONING GAME

A grid of approximately 40m wide x 30m long.

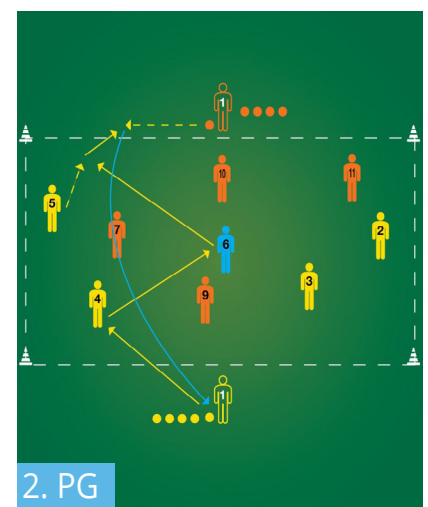
Two groups of 4 outfield players (orange + yellow). Yellow consisting of the players #2-3-4-5. Orange consisting of the players #7-9-10-11. #6 is a neutral player who always plays with the team in possession.

The two goalkeepers are neutral players who always play with the team in possession and are positioned just behind each back line.

The players as far as the game allows in ‘logical’ positions. Yellow #1 starts the game for the yellow team, who must try to pass the ball to orange #1 on the opposite side (see diagram).

If they succeed, orange #1 must now pass the ball across the grid back to yellow #1 on the opposite side, who must catch the ball and start again.

If orange wins the ball, they must try to pass the ball to orange #1 who restarts the game with orange in possession and yellow defending.



POSITION GAME CONTINUED

2 grids of approximately 30m x 30m (A & C) separated by a grid of 10m x 30m (B)

2 groups of 4 outfield players

Yellow consisting of the players #2-3-4-5

Orange consisting of the players #7-8-10-11

#9 and #6 are neutral players who always play with the team in possession; #9 in grid B; #6 in the grid where the positioning game takes place (see diagram)

2 goalkeepers positioned on each back line

Players #3-4-6 as much as possible in their game positions with #2 and #5 positioned on the edge of the grid

#1 yellow starts the game and yellow must try to get the ball to #9 but only #3;

4 or 6 can pass to #9

If yellow succeeds: start again with #1 yellow

If orange wins the ball in grid A, they must try to pass to #9 in grid B or their goalkeeper at the far end. All players then cross over to grid B where the game restarts with orange in possession and yellow defending

VARIATION

Now the orange team in prescribed positions (see diagram)

STEP UP OR DOWN

Make grids bigger/smaller

Free/limited touches

Stop-start change of grids/'flying' change of grids

#9 must pass the ball back in to the hands of #1

GAME TRAINING

Two teams of 8 players each consisting of a full defence line (#1-2-3-4-5) and attack line (#7-9-11).

Two grids approximately the width of a full pitch and 45m long as shown in diagram A. In both grids the defenders of one team play against the attackers of the other team. The goalkeepers start by serving the ball to one of the defenders (enough balls next to both goals).

Get the ball to the 'free' player who must run with the ball across the end line. If the attackers win the ball, attack the goal and try to score (one attempt only). If the defenders win the ball back, the action has ended.

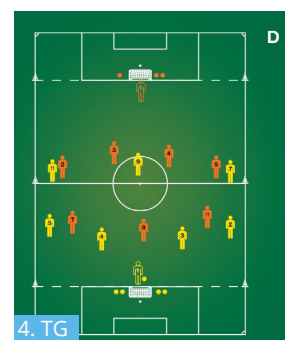
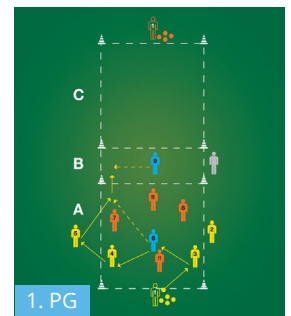
Every restart from the goalkeeper.

TRAINING GAME

Formation of both teams 1-4-3. All players can move across the whole field.

Normal rules, offside applies. Pitch size depends on player's ability (see diagram D).

Play two games of ten minutes with two minutes rest between.



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.