

### INTRODUCTION

Each week you will receive a training session plan designed for the age group you are coaching and solving a "football problem". All plans are consistent with the FFA National Curriculum and are set out in the format "Warm Up, Positioning Games, Game Training Component, Training Game". In the Game Training Phase, three sessions of 75-90 minutes and one game is considered a safe maximum weekly work load.

#### "WARM UP"

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**

### 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

"Pass precision and ball speed"

"Now follow your pass to the next position" (NB: #10 goes to position #3/4)

"Gradually increase your running speed"



### VARIATION

"Here is another variation" (see above)

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

"Pass precision and ball speed"

### POSITIONING GAME: 5V4+2 (7V4) (POFTB 2)

A grid of approximately 40m wide x 30m long

2 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

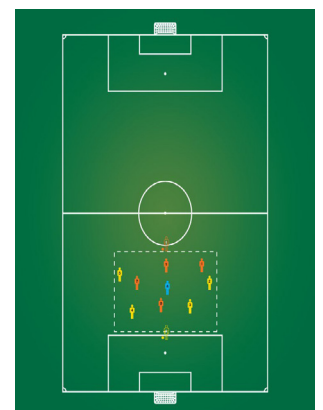
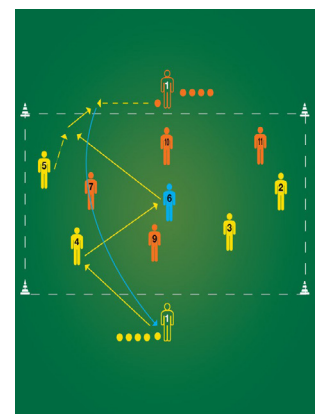
The 2 goalkeepers are neutral players who always play with the team in possession and are positioned just behind each back line

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



### STEP UP/STEP DOWN

Make grid bigger/smaller

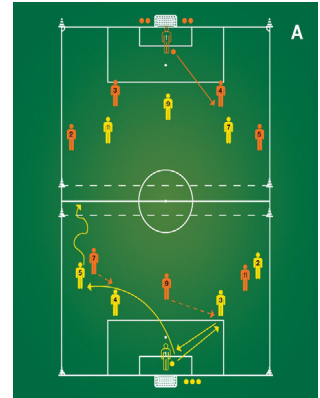
Free/limited touches

Free/minimum number of passes before you can pass to #1

1 point for every successful pass from goalkeeper to goalkeeper

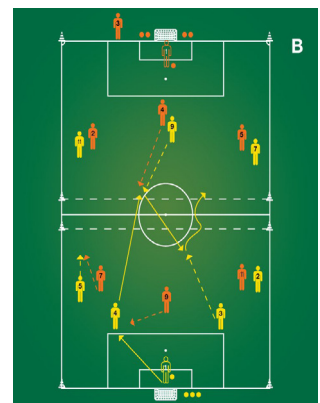
### GAME TRAINING:

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



### GAME TRAINING: PROGRESSION 1

Now we 'connect' both grids (see diagram B)  
 Yellow starts playing out from the back and tries to get one defender across to the other grid  
 They can now also use the yellow attackers in the other grid as bouncers (offside applies)  
 One orange defender waits next to the goal  
 So yellow has a numerical advantage (4 v 3) and tries to score  
 If the yellow team loses the ball in their defensive grid, orange can try to score (1 attempt only)  
 If yellow loses the ball in the attacking grid, orange play back to their goalkeeper and the action has ended

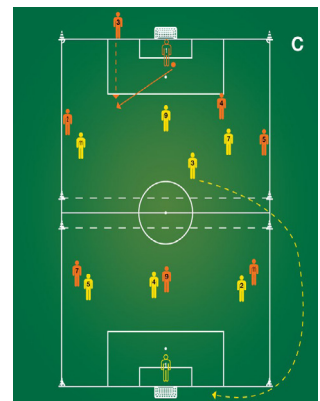


### GAME TRAINING: PROGRESSION 2

Now the orange defender (#3), who was waiting next to the goal, comes on to the pitch and the yellow defender (#3) that had joined the attack steps out and jogs back to wait next to the goal

The same action starts again but now with orange playing out and attacking while the yellow team defends (see diagram C)

The next step up would be to decrease the size of the grids, with portable goals on the edge of each box and narrowing the pitch 5m each side. The halfway line now divides the attacking and defensive halves



### 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.