

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**

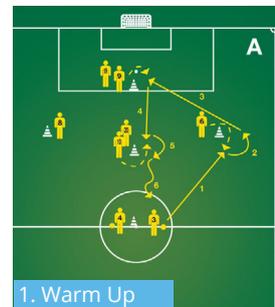
"WARM DOWN"

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

WARM UP

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Players in game positions as shown. At least two players in positions #3/#4, #10 and #9. #6 checks off and asks for the ball; #3 passes to #6 and coaches "turn" (1). #6 receives & turns (2) and passes to #9 (3). #9 bounces the ball to supporting #10 (4). #10 turns away (5) and dribbles to the starting position of #3 (6). All players move to the next position ("follow your ball"). Now the same via the left side starting with #4 passing to #8.



1. Warm Up



2. PG

POSITIONING GAME

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Grid of approximately 30m x 30m (dependent on level of players). Three groups of three; one group consisting of the midfield players #6-8-10. Six players (orange and blue) keep possession against 3 defenders (yellow). Always one 'link' player in the centre (preferably a midfielder). Provide four options (left; right; central and far) for the player on the ball through proper positioning. When the group of six loses possession, the whole team of the player that turned over the ball must now defend.

STEPS UP OR DOWN: Make grid bigger/smaller. Free/limited touches. Stop-start change of defender. Flying' change of defenders.

GAME TRAINING

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Starting situation: 3 grids (A;B;C) players must stay in their designated area. Every attack starts with a pass from orange #3 in grid A to one of the midfielders. Orange midfielders #6-8-10 play in grid B against 2 opponents (3 v 2) and can use orange #9 in grid C as a 'bouncer'. When one of the midfield players is free on the ball facing forward, they try to pass through one of the gates in grid C. When the yellow midfielders #16 or #18 win the ball, they try to pass through one of the gates in grid A.

PROGRESSION: Add another yellow player in grid B (3 v 3). 3 v 3 in grid B. #3 orange is now allowed to dribble into grid B and create a numerical advantage (4 v 3).



3. GT

TRAINING GAME

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Field long and narrow to emphasise midfield play through central axis. Both teams in a 1 (GK)-2-3-1 formation. Offside rule applies. Coaching 'on the run'



4. TG

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.