

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**

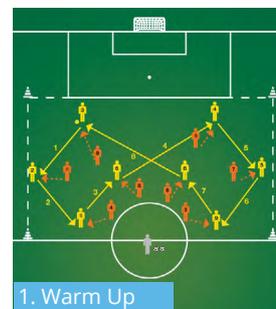
WARM UP

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Two groups of 8 players position themselves in a grid of approximately 35m x 50m as shown in diagram on the right.

Yellow #3 starts the passing exercise. Yellow players pass the ball in a prescribed order as shown (1-8). Although the players stay in their positions, they must not be 'static' but check off and anticipate; etc.

The orange players 'pressure' the ball as a unit without intercepting the ball or disrupting the passing sequence



1. Warm Up



2. PG

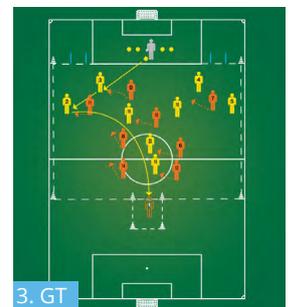
POSITIONING GAME

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Use the grid from the passing exercise, 2 goalkeepers on each back line in a 10m x 10m grid

The GK starts the game for yellow team who must try to pass the ball into the hands of the GK on the opposite side

Orange must prevent this by pressuring the ball, Change of roles if orange wins the ball



3. GT

GAME TRAINING

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A grid of 50m (length) x 60m (width), with two 5m gates on one byline and 10m x 10m box on the other byline (as shown in the diagram). Yellow team consists of the DF's #2, 3, 4 and 5, MF's #16, 18 and 20, and FW #19 (formation 4-3-1). Orange team consists of FW's #11, 9 and 7, MF's #10, 8 and 6 and DF's #13 & 14 (formation 2-3-3). The coach starts by serving the ball to one of the yellow defenders. The yellow team must try to pass the ball into the hands of the goalkeeper who is standing on the opposite side in the 10m x 10m box. The orange team must prevent this by collective, coordinated pressure. Offside rule applies. If orange wins the ball they try to score in one of the two goals (one attempt only). If the defenders win the ball back the action has ended. Every restart from the coach.

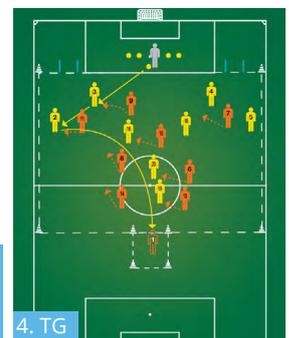
TRAINING GAME

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Continuing from the game training exercise on the previous page:

Yellow team gets 1 point for every successful pass into the hands of the goalkeeper

Orange gets 2 points for every pass through one of the two gates



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.