

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**

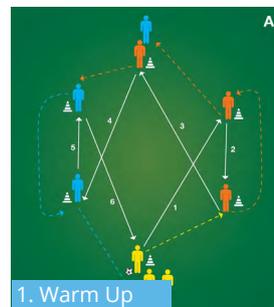
"WARM DOWN"

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

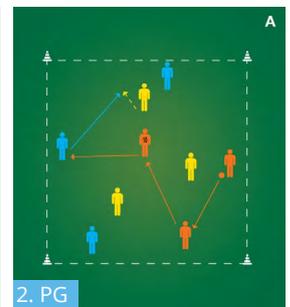
WARM UP

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Cones positioned as shown in diagram. Distance between the cones 5m-10m depending on ability. 9 players divided in 3 groups of three (different colours). Each group with a ball, 3-5 min random passing and moving in the area between the cones. Next they perform the passing drill shown in the diagram 1. Players move to the next cone after each pass. Change direction regularly (to left/right).



1. Warm Up



2. PG

POSITIONING GAME

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9 players divided in three groups of 3. A grid of 30m x 30m (dependent on ability of players). Orange and blue (6) keep possession while yellow (3) tries to win the ball (diagram 2)

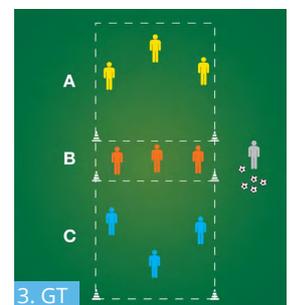
6 v 3 always requires a 'link' player in the centre (orange #10 in diagram as an example). As soon as an orange or blue player makes a mistake (interception by yellow defender or ball out of grid) the defenders swap roles with the team of the player that made the mistake (blue in diagram A). Blue must immediately start defending which forces yellow to also make a quick transition to BP. Play in series of 3-4 minutes.

GAME TRAINING

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3 v 1 with 9 players. Emphasis on quick transitioning

Organisation: Two grids of about 12m x 12m (A & C) separated by a grid of 12m x 5m (B). Three teams of 3 players with different colour bibs, one team in each grid as shown. The coach is positioned with the balls centrally, next to grid B.



3. GT

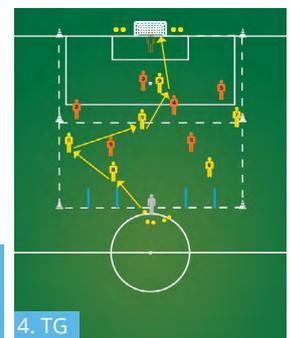
TRAINING GAME

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'Transitioning game' 6 v 6 + 1 goalkeeper (smaller/bigger teams: adjust pitch size). Pitch 40m x 40m divided in two equal halves (see diagram on the right). A 'neutral' goalkeeper in the goal with plenty of balls next to the goal. Two 5m -7m 'gates' on the back line. The coach with plenty of balls on the halfway line between the gates. The coach serves a ball to the yellow team who try to score in the goal with the goalkeeper. If orange wins the ball they must pass the ball through one of the gates. If yellow scores, the score is 1-0 and the coach restarts the game by serving the next ball to yellow

IF ORANGE PASSES THE BALL THROUGH ONE OF THE GATES, THE SCORE REMAINS 0-0 BUT THE TEAMS CHANGE SIDES ON THE RUN WITH THE COACH IMMEDIATELY SERVING A BALL TO ORANGE (TRANSITIONING)

Now orange attacks the goal and defends the 2 gates (players must get back in their proper positions ASAP).



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.