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 considererd 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**
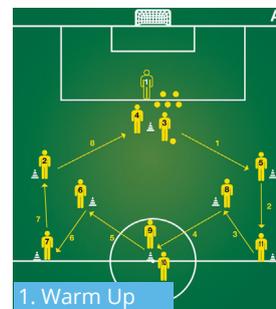
"WARM DOWN"
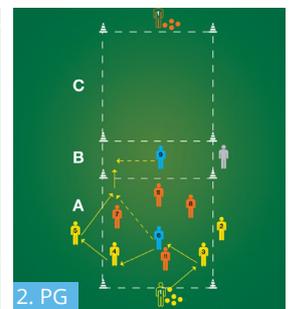Warm down and a wrap up of the session. **5-10 mins**

WARM UP   FIND OUT MORE

Players in game positions #2; 3/4; 5; 6; 7; 8; 9/10; 11 as shown in diagram A.

If the number of players allows/requires: a similar organisation on the other half of the pitch. Players #3 & #4 as well as the goalkeeper(s) at the starting position.

The players pass the ball around in a 'logical' sequence (1-8).

1. Warm Up

POSITIONING GAME   FIND OUT MORE

Two grids of approx 30m x 30m (A & C) separated by a grid of 10m x 30m (B). Two groups of four 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. PG

Two 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.
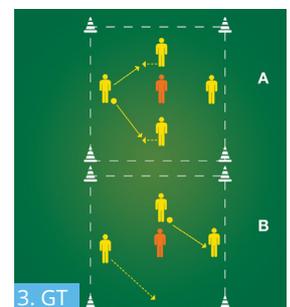
3. GT

## GAME TRAINING   FIND OUT MORE

Yellow defence (#1-2-3-4-5) playing out from the back against orange attack (#7-9-11). Goalkeeper (yellow #1) starts by serving the ball to one of the defenders. The objective for the yellow defenders (#2, #3, #4, #5) is to dribble the ball through one of the three gates (see yellow lines in diagram A). Yellow team can also use #6, 8 and 10 as bouncers (see blue lines in diagram A). If orange wins the ball, attack the goal and try to score (one attempt only) and if orange loses the ball the action has ended. Every restart is from yellow goalkeeper.

TRAINING GAME   FIND OUT MORE

Yellow defends the big goal; orange defends the three gates on the halfway line. Orange: try to score in big goal. Yellow: try to score in one of the gates. Offside rule applies. Maintain the organisation/formations.
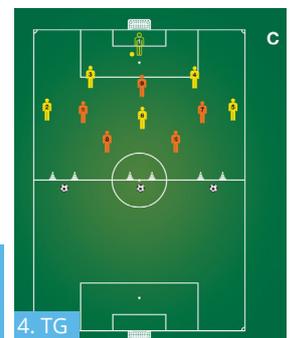
4. TG

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 the can choose from to encourage ownership.

Time: Reduce or extend the time to perform actions.