

### 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"

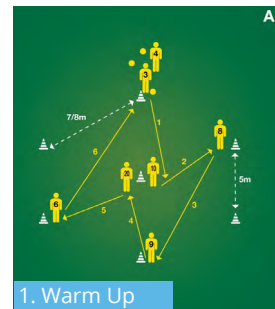
Warm down and a wrap up of the session. **5-10 mins**

### WARM UP

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Cones and players positioned as shown in diagram A.

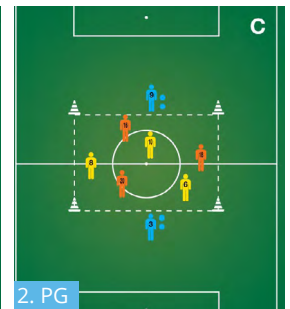
If the number of players allows/requires: 2 players per position or a similar organisation on the other half of the pitch. At least 2 players at the starting position and 2 at the central cone. The players pass the ball around in a 'logical' sequence (1-6). Players follow their pass to the next position. Now go the other way around and players #6 and #8 adjust accordingly.



### POSITIONING GAME

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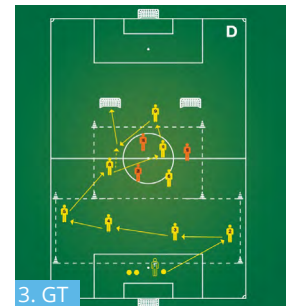
A grid of approximately 30m x 25m, positioned in 'game realistic' area of the field (see diagram C). Two groups x 3 outfield players. One team consisting of the midfield players #6-8 and #10 (yellow in diagram). #3 and #9 are neutral players, positioned on each back line. The players, as far as the game allows, in 'logical' positions. #3 starts the game for yellow who must try to pass the ball on the ground to #9 on the opposite side. #9 must now pass the ball back across the grid to #3, who starts again. If orange wins the ball, they must try to pass to #9 who restarts the game with orange in possession and yellow defending. If the pass across the grid is intercepted (or #3 is not able to properly control it), the game restarts with #9 and possession for orange.



### GAME TRAINING

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Position a second 25m-50m grid adjacent to the one of the positioning game, as shown in diagram D. Inside this grid are the defenders #2; 3; 4 and 5 of the yellow team. Goalkeeper #1 serves them a ball and they combine amongst each other till there is a good situation to pass to one of the midfielders in the adjacent grid. The midfielders try to pass into one of the two small goals, using #9 as a bouncer. If the orange team intercepts the ball, they try to pass the ball into the hands of #1. After every successful/unsuccessful attempt: #1 restarts again. Next step is to introduce 1 or more opponent(s) in the grid of the defender.



### TRAINING GAME

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8 v 8, normal rules apply (diagram F). Formation yellow: 1-4-3-1. Formation orange: 1-2-3-3. If our training aim is to improve **midfield play in relation to building-up** we focus on the execution of the yellow team. If our training aim is to improve **midfield play in relation to attacking** we focus on the execution of the orange team.



### 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.