

INTRODUCTION

Each week you will receive a training session plan designed for the age group you are coaching. All plans are consistent with the FFA National Curriculum and are set out in the format "Skill Introduction, Skill Training, Skill Game". Training sessions should primarily focus on one core skill each week. Football NSW will provide plans that focus on either "first touch", "running with the ball", "striking the ball", or "1v1" in the Skill Acquisition Phase for kids aged 9-13.

"SKILL INTRODUCTION"

The warm-up and introduction to the designated core skill for the session. This is the only part of the session where drill-type exercises should be used, but the creative coach can include elements of decision-making.

"SKILL TRAINING"

The part of the session where conscious teaching and learning of the designated core skill takes place. Lots of repetition in game realistic scenarios, task-based coaching, effective feedback through use of questioning; ask players "why did you choose that option?", "where do you think there might be more space?".

"SKILL GAME"

A game where as much as possible all the elements of the real game are present but organised in a way that the designated core skill has to be used regularly. Skill games are preferably small sided games to stimulate the number of repetitions/touches. The players play, the coach observes if learning has taken place.

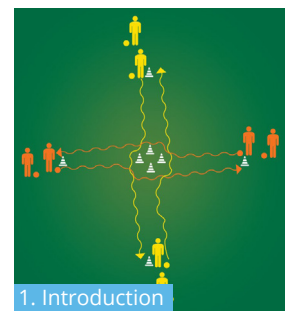
SKILL INTRODUCTION: 1 V 1

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Four markers placed 12-15m opposite of each other with four markers centrally in a diamond 1m-1.5m apart (see diagram).

Max two players with ball line up at the markers. On the coaches call two players opposite each other start dribbling to the other side. In the middle they perform a prescribed or free feint to go around the right side of the markers and accelerate to the opposite marker.

After two minutes, go around the left side.



1. Introduction

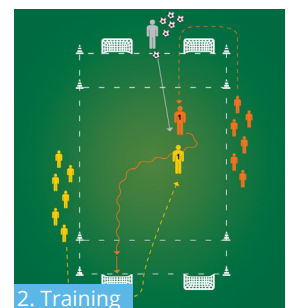
SKILL TRAINING: 1 V 1

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In a grid of approximately 20m x 30m two small goals are placed on each byline with markers on the corners and on the sideline at 5m from the corners to mark the 'scoring zone'. Two teams of 6 players maximum line up behind the markers on the sideline as shown. The coach is positioned with the balls between the two goals on one side of the pitch. On a signal from the coach orange #1 and yellow #1 sprint around the corner marker and the nearest goal.

The coach serves in favor of the orange player who take on the yellow player at maximum speed. The attacker can finish in either of the 2 goals but must finish from INSIDE the 5m 'scoring zone'. If the defender wins the ball they can score in one of the opposite goals (one attempt max. each). When the action has ended the players line up on the opposite side.

The coach can manipulate the 1 v 1 through the angle with which they serve the ball.

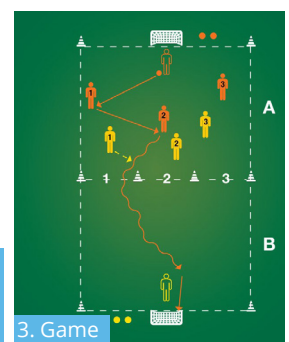


2. Training

SKILL GAME: 1 V 1

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3 v 3 on a pitch (20m wide x 40m long) with big goals and goalkeepers. Placed on the halfway line are 3 equal sized 'gates' as shown in the diagram. Each player (orange or yellow) must defend their 'own' designated gate when the opponent has the ball (i.e. player #1 defends gate 1, player #2 defends gate 2 etc). The orange goalkeeper starts the game with all outfield players of both teams in grid A. The orange team combines till one orange player beats their opponent 1 v 1 and moves through one of the gates into grid B and tries to score. If orange scores the game starts again in grid A. If yellow wins the ball in grid A they can immediately score. If yellow scores, the game restarts in grid B with possession for yellow. If the yellow goalkeeper wins the ball in grid B, the game restarts in grid B with possession for the yellow team.



3. Game

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.