

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.

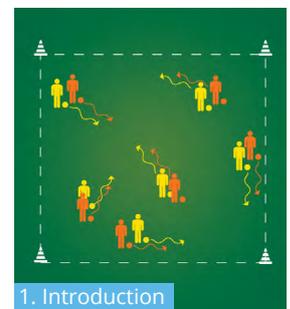
SKILL INTRODUCTION

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In a 30m x 30m grid the players are divided into pairs with a ball each (for safety reasons the grid should be rather too big than too small!).

One player dribbles in front, the other follows at short distance (change task of leader-follower regularly). In the beginning the speed is low and steady.

The coach asks the players to "scan" the field and be careful to not run into each other.



1. Introduction

SKILL TRAINING

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Organisation: Outside the penalty box another grid of the same size has been marked out.

Two teams (orange and yellow) are divided in 4 groups of equal numbers (A;B;C and D) and positioned as shown in the diagram.

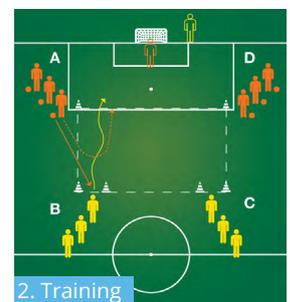
Groups orange A and D have a ball each, groups yellow C and B line up between the cones on the byline of the grid.

The exercise starts with the first player of group A passing the ball to the first player of group B (pass between the cones and with speed). Player B controls the ball and runs with it at speed toward the goal.

Player A follows their pass, overlaps and then chases player B who tries to finish (the shot can only be taken from inside the penalty box).

After the action has ended, the yellow player goes with the ball to position A; the orange player goes to position B.

Now it's group D and C's turn. Groups change sides regularly (use of other foot!). "Who scores most?"



2. Training

SKILL GAME

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4 v 4 in a grid of approximately 35m x 35m.

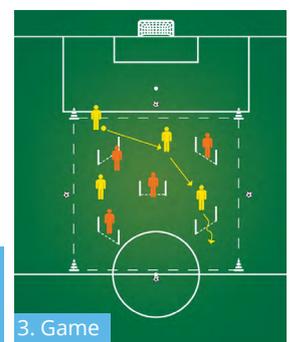
There are five gates of 3m positioned as shown.

The team in possession scores a goal when one of their players runs with the ball through one of the gates.

If the defending team wins the ball, the roles change without stopping the game. "Which teams scores most?"

STEP UP The attacking team must make an effort within 30 seconds, otherwise the possession goes to the opponent, Decrease the gate size.

STEP DOWN Increase the gate size, Add another gate, Introduce a 'joker'.



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.