

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

[FIND OUT MORE](#)

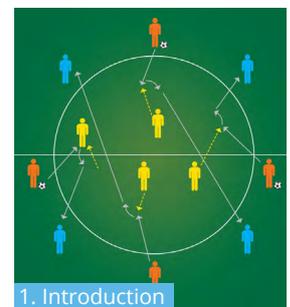
In and around the centre circle 3 groups of 4 (or more) players with different colour bibs are positioned as follows:

- The orange players outside the centre circle with a ball each
- The blue players outside the centre circle without a ball
- The yellow players inside the centre circle without a ball

The yellow group moves around the circle calling for the ball and moving it with their first touch to pass it with their second touch to a player outside the circle who does not have a ball (anticipation, communication and awareness)

Change roles after 1-2 min, Only use left/right foot, Only use inside/outside foot, Serve out of hands to thigh/chest

After passing the ball servers follow their pass to (passively) pressure the receiver on their 1st touch



1. Introduction

SKILL TRAINING

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Positioning game 4 v 4 with 4 'wall' players (8 v 4) in a 20m x 30m grid (depending on player's ability).

Mandatory 2 touches for all players including the 'walls' who must keep the ball moving (i.e. not allowed to stop the ball with their 1st touch). This simple restraint sees to it that each 1st touch must be perfect every time the player receives the ball.

STEP UP

Reduce grid size

STEP DOWN

Increase grid size or go back to an easier positioning game (4 v 1; 3 v 1 or 4 v 2)



2. Training

SKILL GAME

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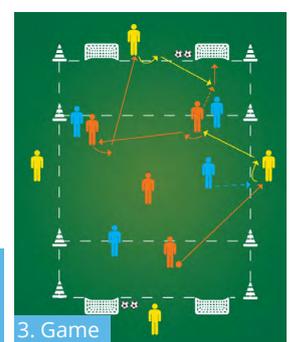
4 v 4 with 4 walls (8 v 4) in a 20m x 30m grid with two 2m goals and a 5m-7m scoring zone at each end (see diagram)

GAME RULES

Mandatory 2 touches for every player (MUST touch the ball twice)

Wall players not allowed to stop the ball or play to each other Inside the scoring zone one touch finishes are allowed if the ball comes from the wall player between the goals

Change teams every 2-3 minutes or after a goal is scored.



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.