

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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6 orange players are positioned approximately 5m outside of the centre circle with a ball each and act as 'goalkeepers'
6 yellow players are inside without a ball, in a smaller (7m-8m diameter) circle shaped by 6 cones
They receive a rolled ball off a 'goalkeeper' and with a controlled instep drive, shoot it back into the goalkeeper's hands
After going back around the next cone they receive a ball from the next 'goalkeeper'
Change roles and direction every 2 minutes.

SKILL TRAINING

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Organisation: One group focuses on right foot shooting, the other on left foot. Change groups regularly.

#1 passes to #2 and runs to apply pressure; #2 moves the ball with the first touch to prepare for a shot from the edge of the penalty area.

#1 then joins the shooting line (behind #6); #2 fetches the ball and joins the serving line (behind #5). The same pattern takes place in the left foot group simultaneously.

The angle/distance from #1 to #2 is manipulated by the coach to ensure #2 can shoot with the second touch without being tackled and without having to beat #1.

STEP UP/STEP DOWN

Increase the angle and/or distance from #1 to #2 to give #2 more or less time (less or more chance of #1 applying real pressure)

With younger players, the coach may move the cones closer towards the goals so the shots are from shorter distance (ensure safety of players by not moving too close to the GK)

SKILL GAME

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3 v 3 'shooting game' in a grid of approximately 20m x 20m divided by a halfway line.

In each half there is a goalkeeper + 2 outfield players from one team and 1 outfield player from the other team (see diagram), all players must stay in their own grid.

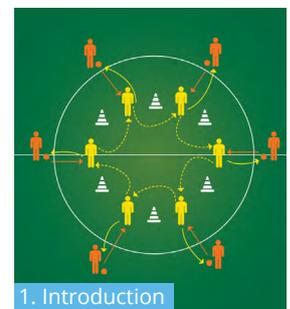
Make sure there are plenty of balls in/next to the goals.

The game starts with a 3 v 1 game in one grid. A team can only score by:

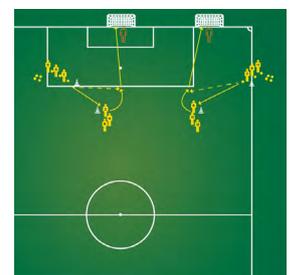
Shooting from their own half

A finish by the lone striker from a ball rebounding back from the goalkeeper; a defender or the post/bar

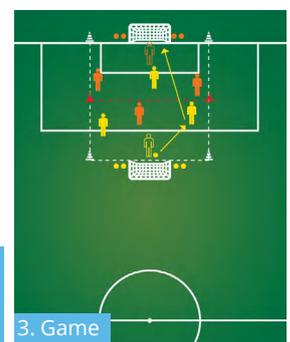
Rotate the players regularly.



1. Introduction



2. Training



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.