

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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Positioned inside a large grid of approximately 40m x 40m are a number of 5m x 5m x 5m triangular grids. The players are split into 2 groups (orange and yellow) of equal numbers, orange with ball and yellow without.

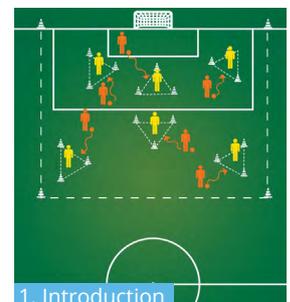
The number of triangular grids equals the number of players per group.

Of the group without the ball, each player must stand inside a triangular grid (see diagram).

The orange players dribble around the area and 'attack' the triangles from any possible side. Only one player can attack a triangle at the same time (awareness; communication).

The yellow players have to 'defend' the borders of their triangles (passively at the beginning).

Change roles of groups regularly.



1. Introduction

SKILL TRAINING

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A grid of approximately 15m x 15m with a halfway line and three gates of 5m at each byline

Two groups (yellow and orange) of 4 players positioned opposite one another in the middle gate (see diagram 2)

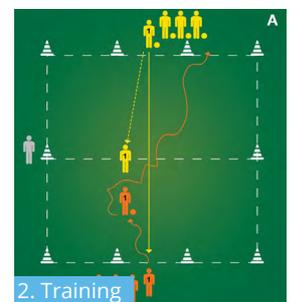
Yellow group with a ball each; orange without a ball. #1 yellow passes to #1 orange and immediately sprints to the halfway line (yellow must start defending on or over the halfway line, waiting in own half is not allowed).

Orange #1 receives the ball and takes on yellow #1 at speed, trying to get past them and score by dribbling through the left or right gate. The action stops when orange scores or yellow wins the ball.

Orange #1 now takes the ball and joins the yellow line while yellow #1 joins the orange line

After everyone's had a turn, the oranges now become the defenders and yellow the attackers

"Count the number of goals: who scored most?"



2. Training

SKILL GAME

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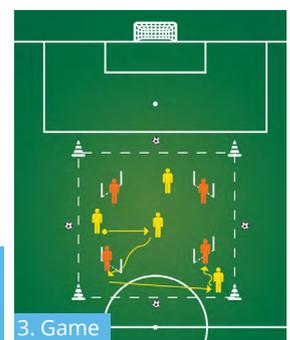
4 v 4 in a grid of approximately 35m x 35m.

There are four gates of 5m-7m positioned as shown, each protected by a defender (gates should be too wide rather than too narrow).

The team in possession of the ball scores a goal when one of their players can beat a defender and run with the ball through one of the gates (from either side).

If the defending team wins the ball, the roles change without stopping the game.

"Which team scores most?"



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.