

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](#)

A grid of approximately 30m x 30m has 4 small 5m x 5m grids in all 4 corners. The players are divided into 4 groups of 3 players and positioned in the corner grids with a ball each as shown. The 3 players in the corners wear different colour bibs or are numbered 1-3.

On the coaches signal all players of the same group (all orange or #1's) run with the ball to the next corner followed by the next group, again after the coaches signal.

When everyone is back in the grid where they started; we start again but now in the other direction using the other foot only. In the beginning the speed is low and should be raised gradually.

Next we add the following variations (both with right as well as with left foot)

SKILL TRAINING

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Organisation: 15m outside the penalty box, two lines of cones are placed as shown in the diagram. The players in pairs with one ball and positioned in grids A;B;C and D as shown. The pairs pass the ball back and forward to each other while waiting for their turn.

The exercise starts with the pair in grid A when, at the coach's whistle, player #2 passes the ball past #1 in the direction of the goal. Player #1 turns and runs with the ball towards the goal and tries to score (inside the box). Player #2 gives chase and tries to stop #1 from finishing.

As soon as the action ends, pair A return to their grid and pair B starts; etc. after every turn #1 and #2 change positions. Regularly change the composition of the pairs as well.

STEP UP - Reduce the distance between the two lines of cones (4m-3m-2m)

STEP DOWN - Increase the distance between the two lines of cones (6m-7m-8m)

SKILL GAME

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4 v 4 + 4 'walls' (8 v 4) on a long and narrow pitch with big goals and goalkeepers (as shown).

All players choose (or get assigned) a direct opponent and can only take the ball from that opponent.

The team in possession can use the wall players to combine with (walls: 1 or 2 touches only).

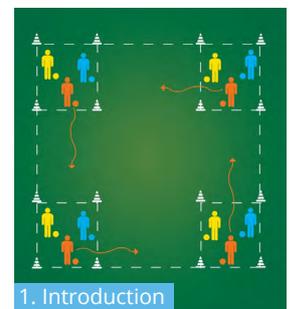
The offside rule applies

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

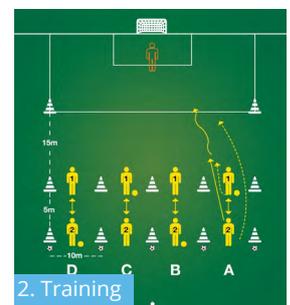
VARIATIONS - 1 or 2 small goals without goalkeepers. No goals but 'line-football'

STEP UP - Teams can only use the walls in their own half. Narrow the pitch.

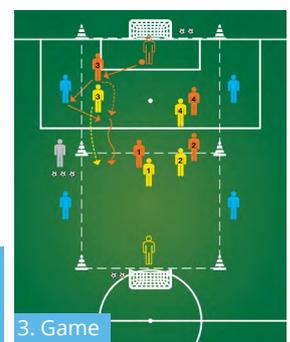
STEP DOWN - Widen the pitch.



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.