

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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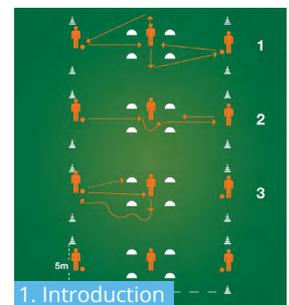
Players in threes, positioned as shown. Both players at the sides with a ball; the player in the middle stands in a 2m x 2m grid without ball.

The exercise starts with a player on one side passing the ball to the player in the grid. They must move the ball with their first touch side-ways out of the grid and pass it back with their second touch.

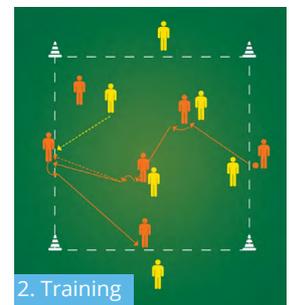
Then they receive the next ball from the player at the opposite side, etc. (see variation 1) Rotate positions after 10 repetitions. Use various techniques i.e. right/left foot only; inside/outside foot only.

In variation 2, the central player receives the ball, turns in the grid (one touch) and passes to the player at the opposite side with their 2nd touch. This player receives the ball and passes it back again to the player in the grid, etc. (so here we temporarily use one ball only!). Again: left and right; inside and outside foot.

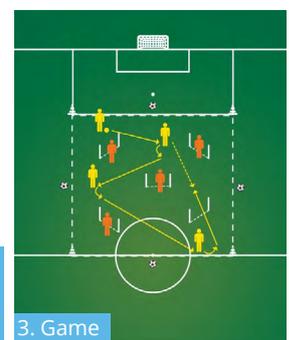
In variation 3, the outside players follow their pass, sprinting to the left or right cone of the grid. The player in the middle must now move the ball out of the grid in the opposite direction with their 1st touch and dribble the ball to the empty cone. The new middle player now receives the ball from the other end and the pattern is repeated.



1. Introduction



2. Training



3. Game

SKILL TRAINING

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Positioning game 4 v 4 + 2 'rescue' players (6 v 4) in a 30m x 30m grid

The 'rescue' players of both teams are positioned opposite each other

(as shown in diagram)

Mandatory 2 touches for all players, including the 'rescue' players (this simple restraint sees to it that each 1st touch must be good!)

If someone passes to a rescue player, both players (passer and 'rescue' player) must immediately swap positions

SKILL GAME

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4 v 4 in a grid of approximately 35m x 35m with five 3m gates positioned as shown.

The team in possession scores a goal when one of their players passes the ball to a team-mate through one of the gates.

Mandatory 2 touches for all players

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

"Which teams scores most?"

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.