

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: STRIKING THE BALL

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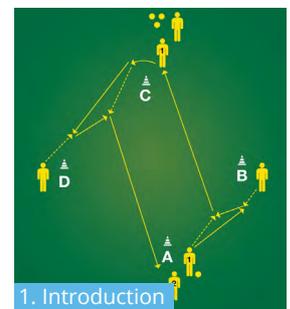
6 players are positioned as shown, distance between the cones 7m-8m.

The passing exercise starts with player #1 at cone A passing the ball to the feet of the player at cone B (who moves away with a dummy run as if getting away from an imaginary defender, then checks back to the ball to receive it).

B bounces back to A1 who plays the killer pass to the first player at cone C.

C1 moves the ball (1st touch) and passes to the player at cone D (2nd touch) and the same pattern is repeated.

All players involved move to the next cone after completing their action/pass (from cone A to B; B to C; C to D and D to A). Every 2-3 minutes: change the direction (use other foot).



1. Introduction

SKILL TRAINING: 3 V 1 KILLER PASS POSITIONING GAME

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Two grids of about 12m x 12m (A & C) separated by a grid of 12m x 5m (B).

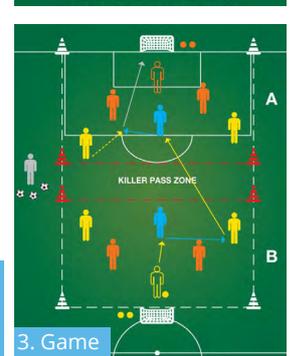
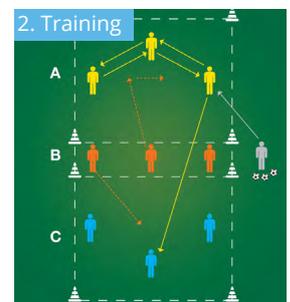
Three teams of 3 players with different colour bibs, one team in each grid as shown.

The coach is positioned with the balls centrally, next to grid B.

The coach starts the game with a pass to a yellow player in grid A. At that moment one orange player from grid B sprints into grid A to defend/win the ball: 3 v 1 in grid A.

Yellow must now look for the right moment to play a killer pass through grid B (with the two remaining orange defenders) to a blue player in grid C. Then immediately another orange player sprints into grid C to defend while the defender from grid A returns to grid B.

If a defender wins the ball in grid A/C or the defenders intercept the killer pass in grid B, they change grids with the team that lost the ball.



3. Game

SKILL GAME: STRIKING THE BALL

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[WATCH THE VIDEO](#)

5 v 5 (include goalkeepers) + 2 'neutral' players on a 40m x 50m pitch with big goals, divided in two grids (A & B) by a 5m 'killer pass zone' (see diagram). 2 defenders + goalkeeper and 2 attackers in each half as well as a 'neutral' player ('joker'). All players must stay in their designated grids.

The game starts in grid B with yellow + the joker playing 4 v 2 against the 2 oranges. They must try to play a 'killer pass' through/across the middle zone to a yellow player or the joker in grid A. If the orange players intercept the ball they can score immediately.

The yellow players + joker in grid A try to score against the 2 orange defenders + goalkeeper (3 v 3). If they score the game starts again in grid B. If they lose the ball to orange, the game continues/re-starts in grid A with orange + joker playing 4 v 2 against the 2 yellow players. Players to change roles/grids every 3-5 minutes.

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.