

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 "Warm Up or Passing Practice, Positioning Games, Game Training Component, Training Game". In the Performance Phase, three sessions of 75-90 minutes and one game is considered a safe maximum weekly work load. Sessions should be designed around solving a "football problem".

"WARM UP OR PASSING PRACTICE"

After a 5 minute welcome/explanation. Preferably with a ball, for example passing practices, & if possible "theme related" including a level of decision-making. Avoid warm ups that are more like conditioning sessions. **15-20 mins**

"POSITIONING GAMES"

The main conditions for quality positioning play are maximal use of space in order to create more time on the ball (stretching the opponent, triangles (no players in straight lines), support play to create options for the player on the ball and anticipation/communication (verbal & non-verbal). **20 mins**

"GAME TRAINING COMPONENT"

Where conscious teaching & learning of the Team Task takes place. The coach must organise the practice in such a way that the focus is on the Team Task, in the right area of the field, create the proper level of resistance, give feedback and ask smart questions to develop player understanding and enhance learning. **25-30 mins**

"TRAINING GAME"

A traditional game at the end of the session, however not just a "free" game, rather one which contains all the elements of the real game but with rules and restraints that see to it that the Team Task is emphasised. Whilst players play, coaches observe if learning has taken place, coaching on the run. **20-25 mins**

"WARM DOWN"

Warm down and a wrap up of the session. **5-10 mins**

WARM UP

Cones and players positioned as shown in diagram A.

If the number of players allows/requires: 2 players per position or a similar organisation on the other half of the pitch

At least 2 players at the starting position and 2 at the central cone

The players pass the ball around in a 'logical' sequence (1-6)

Players follow their pass to the next position

Now go the other way around and players #6 and #8 adjust accordingly

POSSIBLE COACHES REMARKS

- X "Check off before asking/receiving the ball"
- X "Check off before asking/receiving the ball"
- X "Now we go in the opposite direction"
- X "Gradually increase your running speed"

VARIATION

"Here is another variation" (see diagram B)

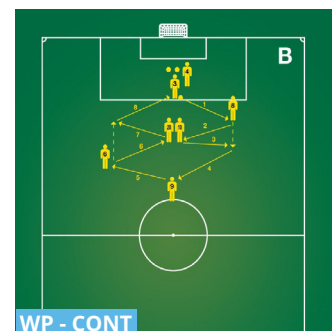
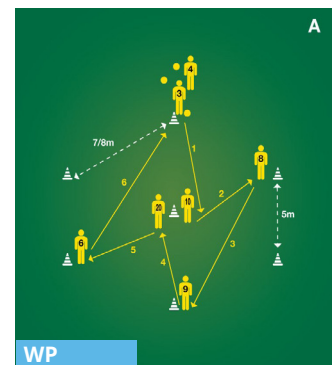
Player rotations are now as follows: #3 goes to #8, #8 to #9, #9 to #6 and #6 back to #1 (then recommence)

#10 and #20 stay in the middle

"Now just improvise but use a logical order and every player must touch the ball"

REMARK/HINT

Position the exercise in a 'realistic' area of the field



POSITIONING GAME: 3V3+2 (5V3) (MP 2)

A grid of approximately 30m x 25m, positioned in 'game realistic' area of the field (see diagram C)

Two groups of 3 outfield players

One team consisting of the midfield players #6-8 and #10 (yellow in diagram)

#3 and #9 are neutral players, positioned on each back line

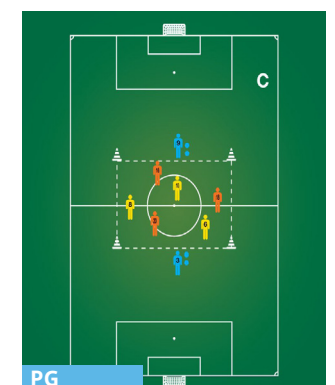
The players, as far as the game allows, in 'logical' positions

#3 starts the game for yellow who must try to pass the ball on the ground to #9 on the opposite side

#9 must now pass the ball back across the grid to #3, who starts again

If orange wins the ball, they must try to pass to #9 who restarts the game with orange in possession and yellow defending

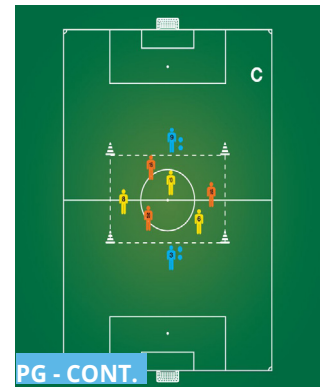
If the pass across the grid is intercepted (or #3 is not able to properly control it), the game restarts with #9 and possession for orange



POSITIONING GAME: 5V4 (A 1) CONTINUED

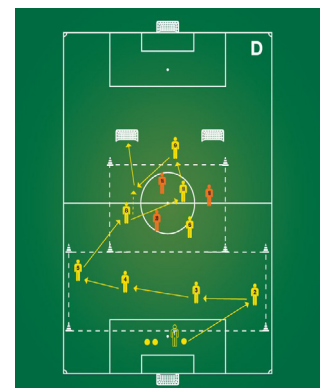
STEPS UP OR STEP DOWN

- Make grids bigger/smaller
- Free/limited touches
- Free/minimum number of passes before you can play to #3 or #9
- 1 point for every completed sequence



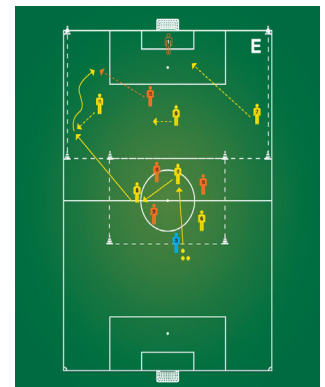
GAME TRAINING: (MP 2)

- Position a second 25m-50m grid adjacent to the one of the positioning game, as shown in diagram D
- Inside this grid are the defenders #2; 3; 4 and 5 of the yellow team
- Goalkeeper #1 serves them a ball and they combine amongst each other till there is a good situation to pass to one of the midfielders in the adjacent grid
- The midfielders try to pass into one of the two small goals, using #9 as a bouncer
- If the orange team intercepts the ball, they try to pass the ball into the hands of #1
- After every successful/unsuccessful attempt: #1 restarts again
- Next step is to introduce 1 or more opponent(s) in the grid of the defenders
- This organisation is aimed at practicing midfield play in relation to building-up



VARIATION

- We can also apply the same principle to practice midfield play in relation to attacking by placing the adjacent grid at the opposite end of the midfield grid (see diagram E)
- The midfielders must create/use the right opportunity to pass to one of the 3 attackers in the adjacent grid, who must try to score against 1, 2 or 3 defenders



PROGRESSION

- One midfielder can join the attack (with or without the ball)

TRAINING GAME: (MP 2)

- 8 v 8, normal rules apply (diagram F)
- Formation yellow: 1-4-3-1
- Formation orange: 1-2-3-3
- If our training aim is to improve midfield play in relation to building-up we focus on the execution of the yellow team
- If our training aim is to improve midfield play in relation to attacking we focus on the execution of the orange team

