

CABOOLTURE SPORTS FC

COACHING MANUAL

Under 8 & 9



Following principles outlined in the FFA Curriculum



FOOTBALL
FEDERATION
AUSTRALIA

COACHING
RESOURCE

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INTRODUCTION

Welcome to Caboolture Sports Football Club.

Whether you are a returning coach or new to the role we thank you for taking up the role and responsibility of training our kids.

The main purpose for this manual is to provide you with a range of “tools” to help you plan and conduct suitable age appropriate training sessions.

The most important thing we want you to remember is you are not alone!

We are here to help, if you want to bounce ideas, get us to help with or even run a training session or you need to do is ask.

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CABOOLTURE SPORTS FOOTBALL CLUB

FFA BUILDING BLOCKS

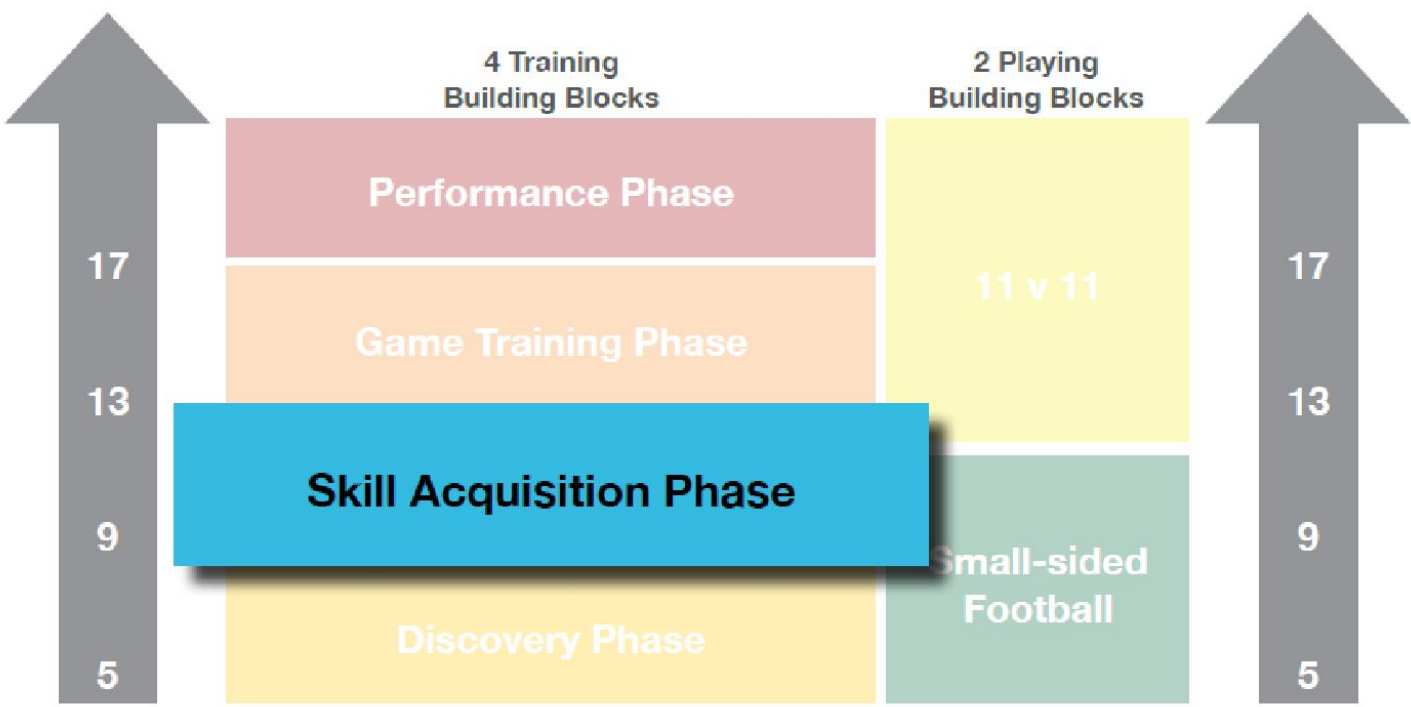


THE FFA BUILDING BLOCKS METHODOLOGY IS THE FRAMEWORK THAT PROVIDES PRACTICAL GUIDELINES FOR COACHES DEVELOPMENT IN ORDER TO HELP THEM IN ANSWERING QUESTIONS SUCH AS:

- WHAT ARE THE MENTAL AND PHYSICAL CHARACTERISTICS OF PLAYERS IN THE VARIOUS DEVELOPMENT STAGES?
- WHAT TYPE OF PRACTICES ARE BEST SUITED FOR SPECIFIC AGE GROUPS AND WHY?
- HOW LONG SHOULD A SESSION GO FOR AND HOW OFTEN SHOULD I TRAIN?
- HOW DO I PLAN AND DESIGN MY SESSIONS?
- WHAT ARE POINTS OF INTEREST WHEN I COACH MY TEAM DURING GAMES?



SKILL ACQUISITION PHASE



- IN THE SKILL ACQUISITION PHASE THE COACH MUST FOCUS EXCLUSIVELY ON PROVIDING A SOLID FOUNDATION OF TECHNICAL SKILL
- IF THE PLAYER DOES NOT GAIN THIS SKILL FOUNDATION DURING THIS PHASE IT WILL BE VERY DIFFICULT TO MAKE IT UP LATER
- NO AMOUNT OF FITNESS OR COMPETITIVE SPIRIT WILL EVER COMPENSATE FOR DEFICIENCIES IN FUNCTIONAL GAME SKILLS



THE SKILL ACQUISITION PHASE

THE CHARACTERISTICS OF CHILDREN THIS AGE ARE:

- THEY ARE HIGHLY MOTIVATED AND ENTHUSIASTIC
- THEY ARE COMPETITIVE, LIKE CHALLENGES AND WANT TO SHOW THEY'RE THE BEST
- THEY ARE WELL BALANCED AND COORDINATED
- THEY ARE VERY ADAPTIVE TO LEARNING MOTOR SKILLS
- ALTHOUGH STILL SELF-CENTRED, THEY START TO LEARN HOW TO WORK TOGETHER
- THEY ARE SENSITIVE TO CRITICISM AND FAILURE (PRAISE IS IMPORTANT)
- THEY ARE PHYSICALLY AND MENTALLY READY FOR A MORE STRUCTURED APPROACH TO TRAINING

TECHNICAL SKILLS MUST BE DEVELOPED NOW

(IF WE MISS OUT HERE IT WILL HAMPER US FOR THE REST OF OUR PLAYING CAREER).

HOPEFULLY IT NOW MAKES PERFECT SENSE WHY WE CALL THIS PHASE THE 'SKILL ACQUISITION PHASE'. THE FOCUS DURING THIS PERIOD IS ON THE DEVELOPMENT OF THE 'FUNCTIONAL GAME SKILLS'.

THESE ARE THE TECHNICAL SKILLS YOU NEED TO PERFORM EFFECTIVELY DURING A GAME. THE WORD 'FUNCTIONAL' EMPHASISES THE DIFFERENCE TO 'UN-FUNCTIONAL' TRICKS, WHICH MAY BE FUN TO SEE AND DO BUT USELESS DURING THE GAME.

AT THIS AGE GROUP WE FOCUS UPON DEVELOPING FOUR CORE SKILLS WHEN IN POSSESSION OF THE BALL.

1. STRIKING THE BALL

THIS INCLUDES ALL FORMS OF STRIKING THE BALL SUCH AS SHORT/LONG PASSING; SHOOTING AND CROSSING

2. FIRST TOUCH

CONTROLLING THE BALL WITH ALL ALLOWED BODY PARTS

3. 1 V 1

ALL MOVES, FEINTS AND ACCELERATIONS TO GET PAST AND AWAY FROM AN OPPONENT

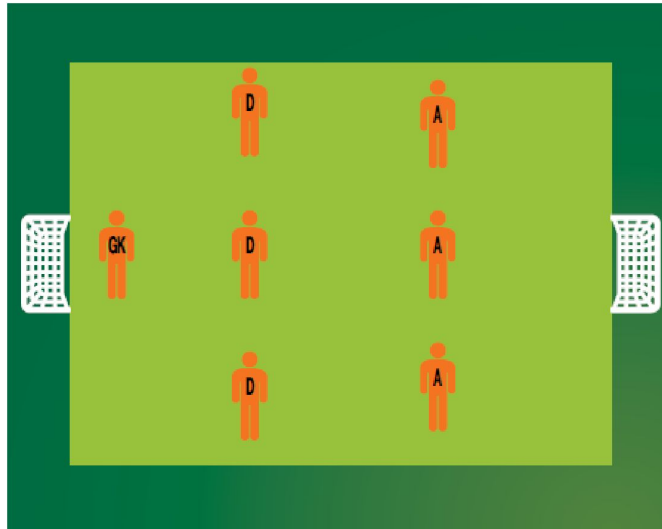
4. RUNNING WITH THE BALL

AT SPEED (WITH A LOT OF SPACE) OR 'DRIBBLING' (IN TIGHT AREAS), THIS INCLUDES TECHNIQUES FOR PROTECTING THE BALL AND CHANGING DIRECTION.

THESE FOUR CORE SKILLS COVER 95% OF THE ACTIONS OF ANY OUTFIELD PLAYER WHEN IN POSSESSION OF THE BALL DURING A GAME OF FOOTBALL. THE OTHER 5% CONSISTS OF ACTIONS SUCH AS HEADING AND THROW-INS.



COACHING TIPS



U/8-9

TEAMS OF 7 PLAYERS (ONE GOALKEEPER AND 6 OUTFIELD PLAYERS)

COACHING TIPS:

- THE PLAYERS NOW BEGIN TO UNDERSTAND WHAT THE GAME'S PURPOSE IS (WINNING BY SCORING MORE GOALS THAN THE OPPONENT)
- THERE WILL STILL BE A LOT OF INDIVIDUAL PLAY BUT THE PLAYERS START TO UNDERSTAND THAT THEY HAVE TO WORK TOGETHER IN ORDER TO BE SUCCESSFUL
- A BASIC 'FEELING' FOR TEAM PLAY, DIRECTION AND DEALING WITH AN OPPONENT STARTS TO DEVELOP
- PREFERENCE AND TALENT FOR A SPECIFIC POSITION STARTS TO SHOW: YOU CAN START WORKING ON A BASIC ORGANISATION (1 IN GOAL; 3 AT THE BACK; 3 UP FRONT) AND A BASIC UNDERSTANDING OF SOME TEAM TASKS (HOW TO DEFEND AND ATTACK AS A TEAM)
- THE COACH SHOULD STILL LET EVERY PLAYER PLAY IN EVERY POSITION REGULARLY. ONE WEEK THEY WANT TO BE GOALIE, NEXT TIME THE CENTRE FORWARD. LET THEM!
- BIGGER GOALS WITH GOALKEEPERS AUTOMATICALLY APPEAL TO AIMING AND SHOOTING: GIVE THEM ALL PLENTY OF OPPORTUNITIES TO SHOOT (OR BE THE GOALKEEPER).
- IN 7 V 7 FOOTBALL, THE COACH SHOULD STILL NOT BE TOO CONCERNED WITH TACTICS'. THE FOCUS IN TRAINING IS ON THE INDIVIDUAL PLAYER, SO IN THE WEEKEND GAME THE PLAYERS SHOULD HAVE THE OPPORTUNITY TO APPLY THEIR SKILLS IN A GAME SETTING. THE COACH ORGANISES THE PLAYERS INTO TWO LINES OF THREE WITH A GOALKEEPER BEHIND. THE PLAYERS JUST NEED SIMPLE TASKS SO THEY DO NOT BECOME CONFUSED OR OVERWHELMED WITH INFORMATION (EXAMPLES: 'YOU THREE TRY TO DEFEND MORE THAN YOU ATTACK' 'YOU THREE TRY TO ATTACK MORE THAN YOU DEFEND' 'LET'S SEE IF WE CAN ALWAYS HAVE ONE OF OUR PLAYERS PUSHED RIGHT UP IN THE MIDDLE OF THE PITCH' 'WHEN THE OPPONENT HAS THE BALL, CAN WE GET ONE OF OUR TEAM NEAR EVERY ONE OF THEIR PLAYERS ON THE GOAL SIDE', ETC)
- AT HALF-TIME, THE COACH SHOULD ROTATE PLAYERS AROUND TO EXPERIENCE DIFFERENT ASPECTS OF THE GAME (E.G. THE THREE DEFENDERS BECOME THE THREE ATTACKERS)
- AIM FOR EQUAL PLAYING TIME



MODEL SESSIONS

AT THIS AGE THE CHILDREN ARE READY FOR A MORE STRUCTURED APPROACH TO TRAINING. IN EVERY SESSION THE FOCUS IS ON ONE OF THE CORE SKILLS, FROM THE BEGINNING UNTIL THE END OF THE SESSION (“THEME BASED SESSIONS”).

THE SKILL ACQUISITION PHASE SESSIONS CONSIST OF 3 COMPONENTS:

1. **SKILL INTRODUCTION**, THIS IS THE WARM-UP AS WELL AS AN INTRODUCTION TO THE DESIGNATED CORE SKILL FOR THIS 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.

- FLOW, NO ‘STOP-START COACHING’.

2. **SKILL TRAINING**, THIS IS 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

- USE OF QUESTIONING (ASK PLAYERS ‘WHY DID YOU CHOOSE THAT OPTION?’, ‘WHERE DO YOU THINK THERE MIGHT BE MORE SPACE?’, ETC)

3. **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.

IT IS ALSO ADVISABLE TO ‘WRAP-UP’ THE SESSION AT THE END, SUMMARISING THE MAIN POINTS OF THE SESSION TO ENHANCE LEARNING. SINCE THE SKILL GAMES ARE GAMES IN WHICH ALL THE GAME SPECIFIC RESISTANCES ARE PRESENT (TEAM-MATES; OPPONENTS; GOALS; DIRECTION; ETC) THEY ALSO PROVIDE AN IDEAL OPPORTUNITY TO GRADUALLY ESTABLISH THE BASIC PRINCIPLES OF THE TEAM TASKS DURING THE MAIN MOMENTS OF THE GAME (E.G. ‘MAKE THE FIELD SMALL’ WHEN DEFENDING; ‘TRY TO FACE FORWARD’ WHEN ATTACKING).

IN OTHER WORDS: THE EMPHASIS IN THE SKILL ACQUISITION PHASE IS ON SKILL DEVELOPMENT BUT THIS CAN/SHOULD NOT BE SEPARATED FROM DEVELOPING INSIGHT/GAME UNDERSTANDING AT THE SAME TIME.



MODEL SESSIONS

THIS PRINCIPLE ALSO RELATES TO THE CONCEPT OF SMALL SIDED FOOTBALL AND APPROPRIATE COACH BEHAVIOUR:

DURING THE SKILL ACQUISITION PHASE, 2-3 SESSIONS OF 60-75 MINUTES PLUS A GAME IS A SAFE WEEKLY WORKLOAD, WITH THE FOLLOWING SESSION PLANNING GUIDELINES:

- WELCOME: 5 MINUTES
- SKILL INTRODUCTION: 15-20 MINUTES
- SKILL TRAINING: 25-30 MINUTES
- SKILL GAME: 20-25 MINUTES
- WRAP UP: 5 MINUTES

ON THE NEXT PAGES YOU WILL FIND THREE CONSECUTIVE 6 WEEK CYCLES (18 WEEKS PROGRAM) AND 12 SKILL ACQUISITION PHASE MODEL SESSIONS, 3 FOR EACH CORE SKILL WITH INCREASING DIFFICULTY. THE 6 WEEK CYCLES ARE BASED ON THE ASSUMPTION THAT THE WEEKLY TRAINING SESSIONS ARE ON TUESDAYS AND THURSDAYS WITH A GAME ON SATURDAY.

DURING THE FIRST CYCLE, MODEL SESSION 1 OF EACH CORE SKILL IS REPEATED EVERY TWO WEEKS. EACH TIME WE REPEAT THE MODEL SESSION WE TRY TO MAKE A STEP-UP (MAKE THE SESSION MORE CHALLENGING) BUT ONLY IF THE PLAYERS ARE READY FOR IT. DURING THE SECOND CYCLE, MODEL SESSION 2 OF EACH CORE SKILL IS REPEATED EVERY TWO WEEKS AND DURING THE THIRD CYCLE MODEL SESSION 3 OF EACH CORE SKILL:



CYCLE PLANNING – CYCLE 1

Skill Acquisition Phase CYCLE 1	Tuesday	Thursday	Saturday
WEEK1	<u>First Touch</u> MODEL SESSION 1	<u>Striking the Ball</u> MODEL SESSION 1	GAME
WEEK 2	<u>Running With The Ball</u> MODEL SESSION 1	<u>1 v 1</u> MODEL SESSION 1	GAME
WEEK 3	<u>First Touch</u> MODEL SESSION 1 Step Up (If Possible)	<u>Striking the Ball</u> MODEL SESSION 1 Step Up (If Possible)	GAME
WEEK 4	<u>Running With The Ball</u> MODEL SESSION 1 Step Up (If Possible)	<u>1 v 1</u> MODEL SESSION 1 Step Up (If Possible)	GAME
WEEK 5	<u>First Touch</u> MODEL SESSION 1 Step Up (If Possible)	<u>Striking the Ball</u> MODEL SESSION 1 Step Up (If Possible)	GAME
WEEK 6	<u>Running With The Ball</u> MODEL SESSION 1 Step Up (If Possible)	<u>1 v 1</u> MODEL SESSION 1 Step Up (If Possible)	GAME



CYCLE PLANNING – CYCLE 2

Skill Acquisition Phase CYCLE 2	Tuesday	Thursday	Saturday
WEEK1	<u>First Touch</u> MODEL SESSION 2	<u>Striking the Ball</u> MODEL SESSION 2	GAME
WEEK 2	<u>Running With The Ball</u> MODEL SESSION 2	<u>1 v 1</u> MODEL SESSION 2	GAME
WEEK 3	<u>First Touch</u> MODEL SESSION 2 Step Up (If Possible)	<u>Striking the Ball</u> MODEL SESSION 2 Step Up (If Possible)	GAME
WEEK 4	<u>Running With The Ball</u> MODEL SESSION 2 Step Up (If Possible)	<u>1 v 1</u> MODEL SESSION 2 Step Up (If Possible)	GAME
WEEK 5	<u>First Touch</u> MODEL SESSION 2 Step Up (If Possible)	<u>Striking the Ball</u> MODEL SESSION 2 Step Up (If Possible)	GAME
WEEK 6	<u>Running With The Ball</u> MODEL SESSION 2 Step Up (If Possible)	<u>1 v 1</u> MODEL SESSION 2 Step Up (If Possible)	GAME

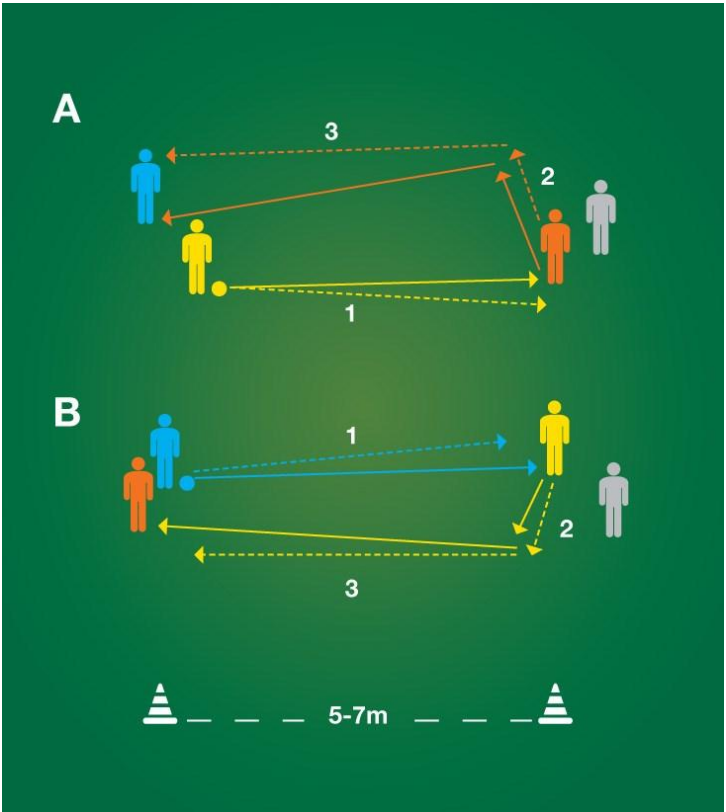


CYCLE PLANNING – CYCLE 3

Skill Acquisition Phase CYCLE 2	Tuesday	Thursday	Saturday
WEEK1	<u>First Touch</u> MODEL SESSION 3	<u>Striking the Ball</u> MODEL SESSION 3	GAME
WEEK 2	<u>Running With The Ball</u> MODEL SESSION 3	<u>1 v 1</u> MODEL SESSION 3	GAME
WEEK 3	<u>First Touch</u> MODEL SESSION 3 Step Up (If Possible)	<u>Striking the Ball</u> MODEL SESSION 3 Step Up (If Possible)	GAME
WEEK 4	<u>Running With The Ball</u> MODEL SESSION 3 Step Up (If Possible)	<u>1 v 1</u> MODEL SESSION 3 Step Up (If Possible)	GAME
WEEK 5	<u>First Touch</u> MODEL SESSION 3 Step Up (If Possible)	<u>Striking the Ball</u> MODEL SESSION 3 Step Up (If Possible)	GAME
WEEK 6	<u>Running With The Ball</u> MODEL SESSION 3 Step Up (If Possible)	<u>1 v 1</u> MODEL SESSION 3 Step Up (If Possible)	GAME



SKILL INTRODUCTION: FIRST TOUCH SESSION 1



Players in fours (fives is also fine, and is a way of reducing intensity, if required) with one ball between them. 2 pairs facing each other 5m-7m apart. The yellow player starts by passing the ball to the orange player and following their pass at speed.

The orange player uses their first touch to move the ball away from the yellow player, and with the second touch passes to the blue player. The orange player follows their pass and jogs to the back of the opposite line.

In example A, the orange player has moved the ball to the right because the yellow player approached him/her slightly to his/her left side.

In example B, the yellow player has moved the ball to the left because the blue player approached him/her to his/her right.

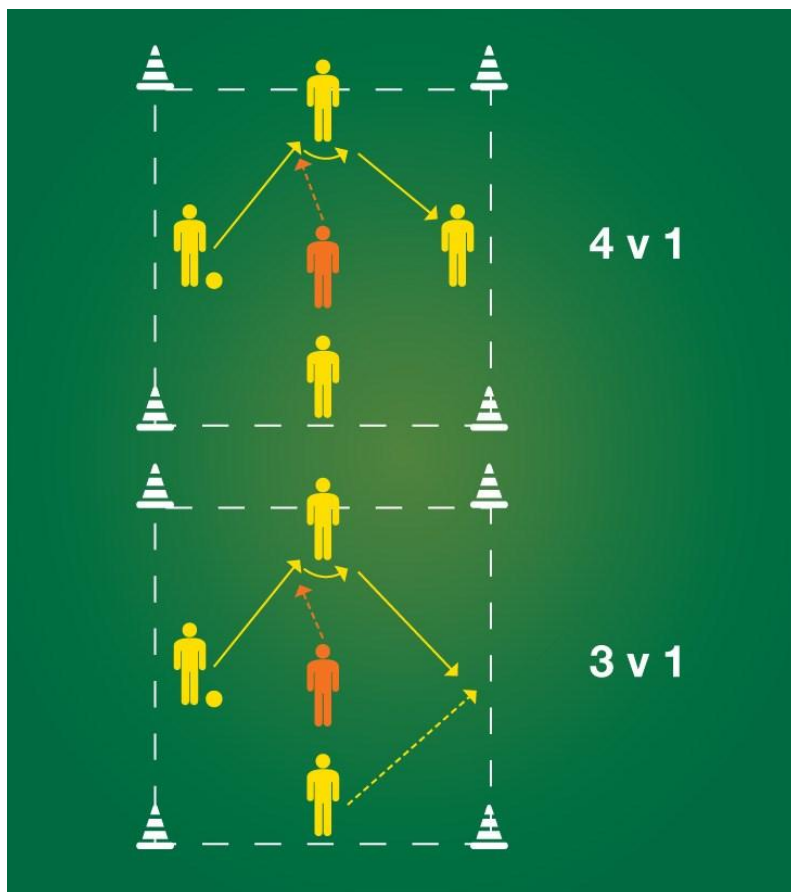
The coach can also direct the passer to follow the pass by running directly at the receiver. Therefore the receiver has the option of going left or right, ideally the receiver will fake to move the ball in one direction, and then with his/her first touch move the ball the other way.

Concluding Competition

Which group can complete 10 passes first?



SKILL TRAINING: FIRST TOUCH SESSION 1



Positioning Games with two touches as a mandatory requirement (i.e. first touch = control the ball, second touch = pass the ball).

Disallowing a direct pass forces the players to have a good first touch in order to move the ball away from the defender(s) and keep possession!

Which positioning game to use depends on the level of the players and ranges from 4 v 1 (easiest), 3 v 1, 5 v 2 and 4 v 2 (most difficult).

The grid size also depends on the level and capabilities of the players with 15m x 15m as a starting point (15m x 20m for the 5 v 2).

The coach can make the exercise more challenging for the players by simply decreasing the space or easier by making the grids bigger.

Concluding Competition

Competition: which defender(s) forces most mistakes in 1 minute

Possible Coach Remarks

“Move to support as the ball moves”

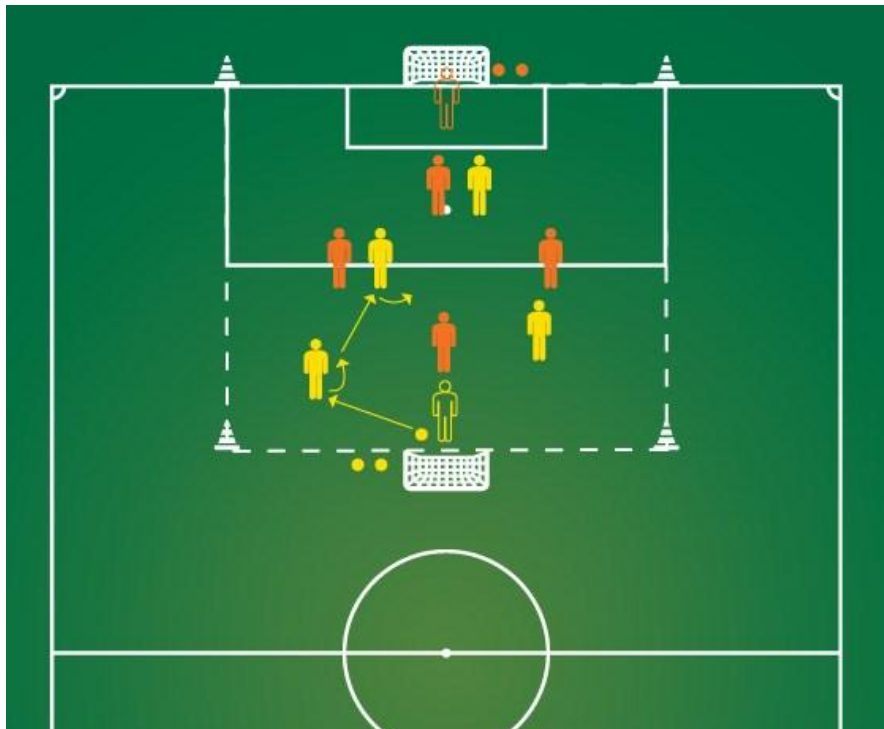
“Make angles (do not stand in the corners)”

“Keep your body open to the field”

“Move the ball with your first touch away from the defender(s)”

“Use body feints to disguise your intention”

SKILL GAME: FIRST TOUCH SESSION 1



5 v 5 with the restriction that with every ball contact each player must take two touches.

Variation

The coach can make the game more challenging by simply decreasing the space or more easy by making the field bigger or creating a numerical advantage for the team in possession of the ball by adding a 'joker'.

Notes on this Exercise

Disallowing direct play forces the players to have a good first touch in order to move the ball away from the defender(s) and keep possession!



SKILL INTRODUCTION: FIRST TOUCH SESSION 2

In and around the centre circle 3 groups of 4 (or more) players with different colour bibs are positioned as follows:

- a. The orange players outside the centre circle with a ball each
- b. The blue players outside the centre circle without a ball
- c. The yellow players inside the centre circle without a ball

The yellow group moves around the circle calling for the ball and moving it with their first touch to pass it with their second touch to a player outside the circle who does not have a ball (anticipation, communication and awareness)

Change roles after 1-2 min

Only use left/right foot

Only use inside/outside foot

Serve out of hands to thigh/chest

After passing the ball servers follow their pass to (passively) pressure the receiver on their 1st touch

Concluding game

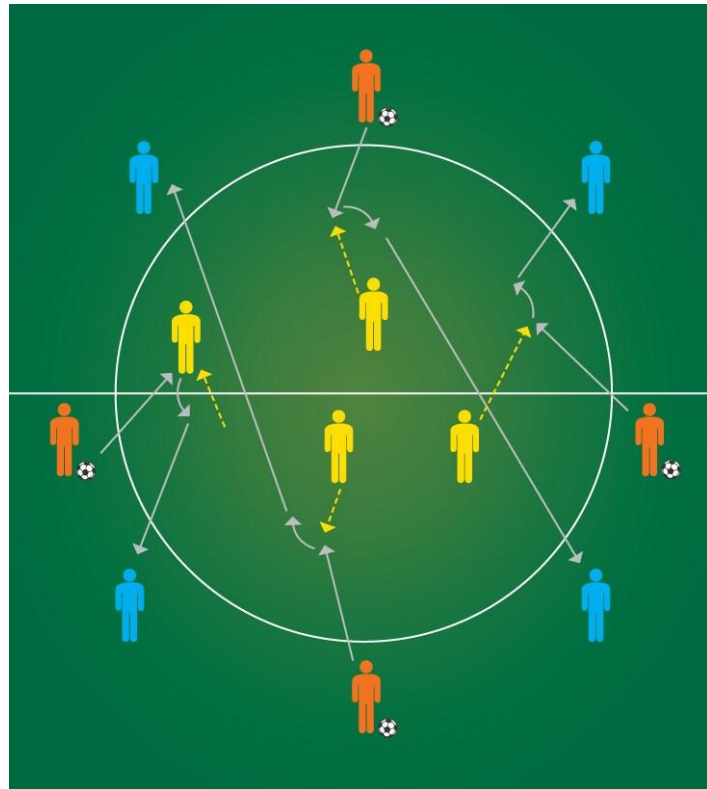
8 v 4 in centre circle, mandatory 2 touches to emphasise a quality 1st touch.

Blue and orange try to keep possession with yellow defending

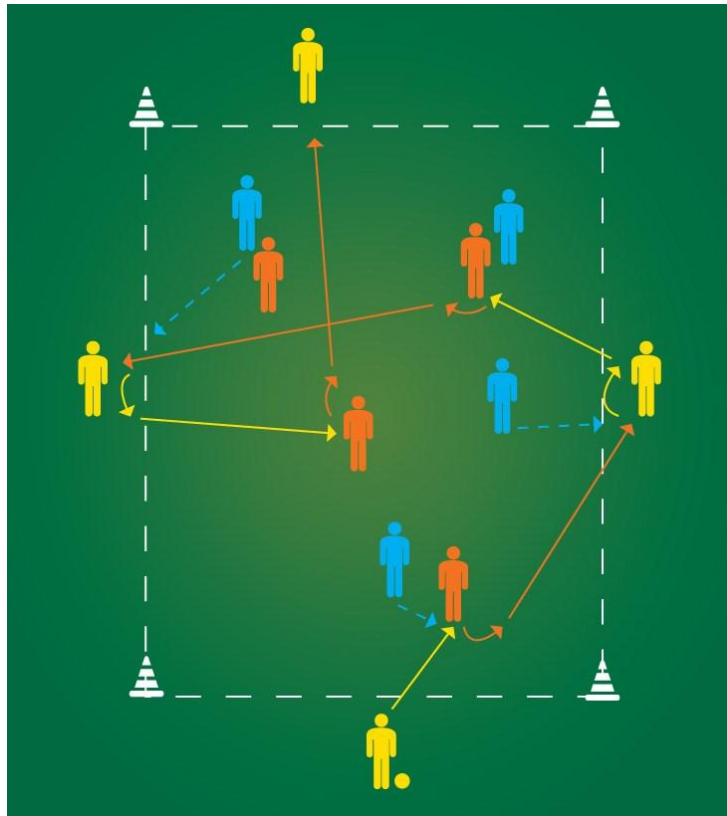
Always position 1 or 2 'link' players centrally

How long does it take for yellow to make 5 or 10 interceptions? Now blue defends and then orange

Who is the winner?



SKILL TRAINING: FIRST TOUCH SESSION 2



Positioning game 4 v 4 with 4 'wall' players (8 v 4) in a 20m x 30m grid (depending on player's ability).

Mandatory 2 touches for all players including the 'walls' who must keep the ball moving (i.e. not allowed to stop the ball with their 1st touch). This simple restraint sees to it that each 1st touch must be perfect every time the player receives the ball.

Step up

Reduce grid size

Step down

Increase grid size or go back to an easier positioning game (4 v 1; 3 v 1 or 4 v 2)

Possible Coaches Remarks

"Move the ball with your 1st touch away from the defender(s)"

"Use body feints to disguise your intention"

"Make an angle when asking for the ball"

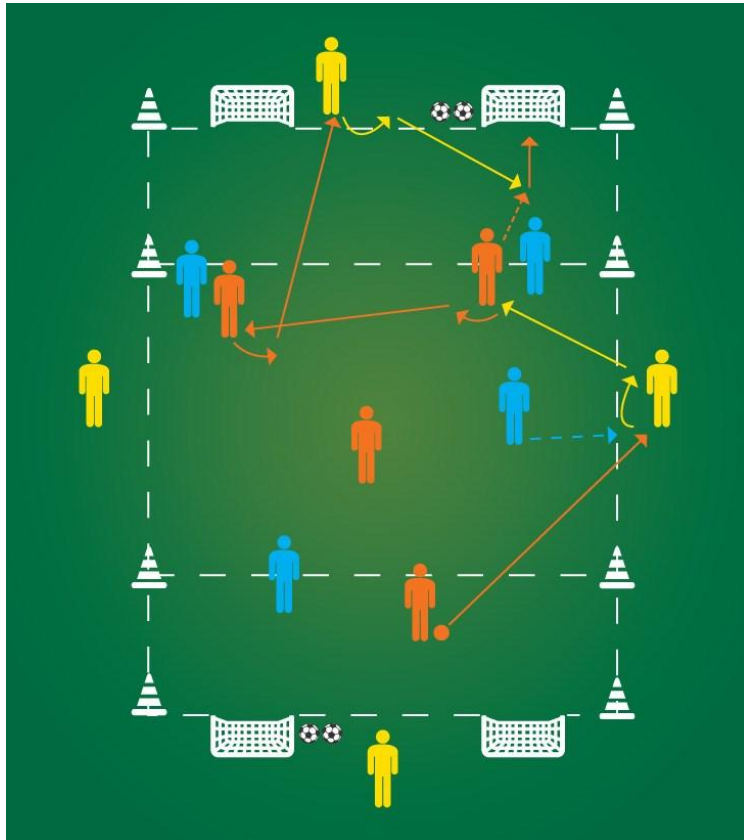
"Try to position yourself in such a way that you can see as much of the grid as possible"

"Scan your options before receiving the ball"

"Walls: help the players in the grid by coaching them"



SKILL GAME: FIRST TOUCH SESSION 2



4 v 4 with 4 walls (8 v 4) in a 20m x 30m grid with two 2m goals and a 5m-7m scoring zone at each end (see diagram)

Game rules

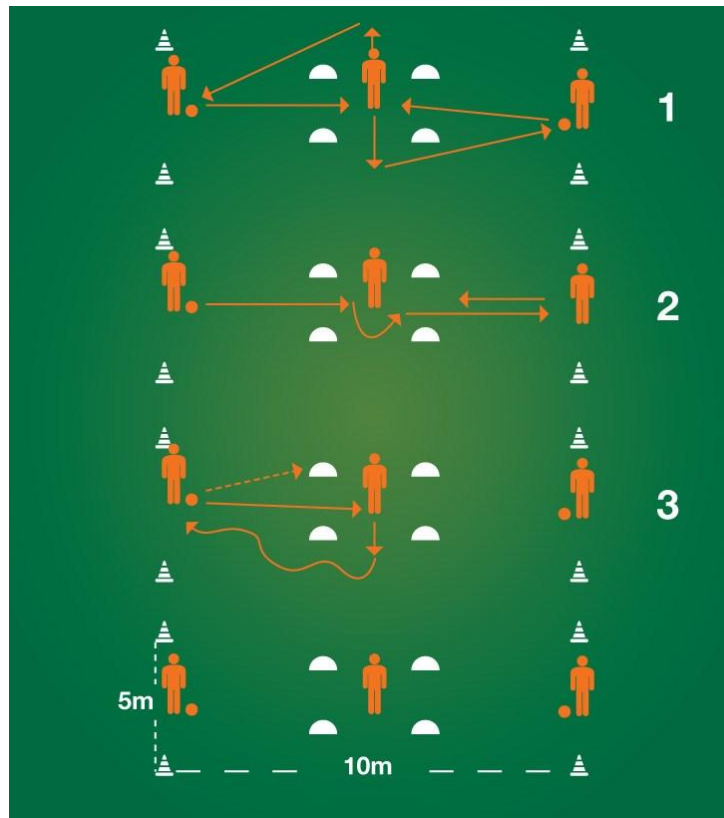
Mandatory 2 touches for every player (MUST touch the ball twice)

Wall players not allowed to stop the ball or play to each other Inside the scoring zone one touch finishes are allowed if the ball comes from the wall player between the goals

Change teams every 2-3 minutes or after a goal is scored



SKILL INTRODUCTION: FIRST TOUCH SESSION 3



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.

Concluding Competition

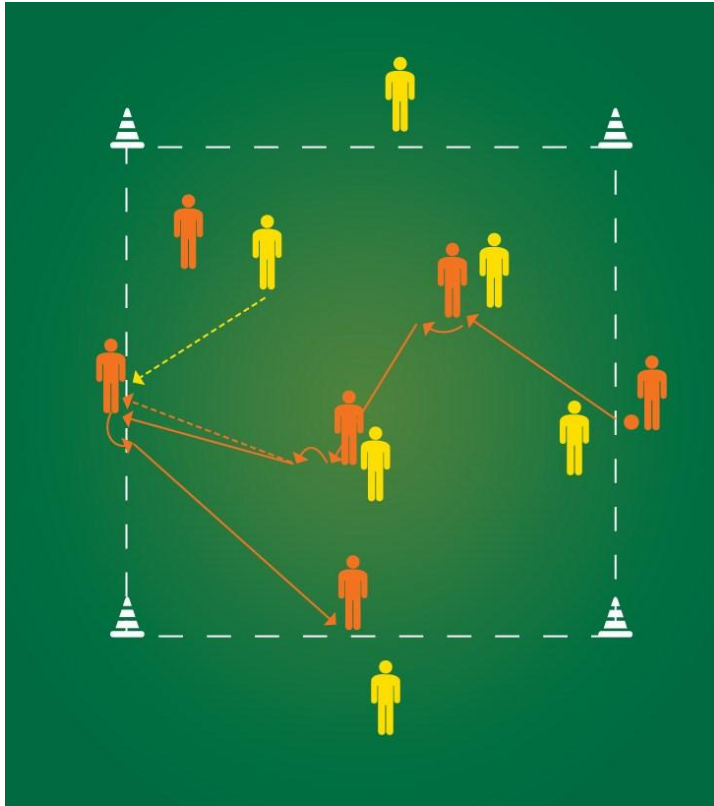
Use one of the 1st touch techniques for a relay:

"Which group has concluded 10 perfect repetitions by all 3 players first"

"OK, one more time and now(other technique)."



SKILL TRAINING: FIRST TOUCH SESSION 3



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

Step up

Reduce grid size

Game: one point for every successful interchange passer-rescue player (NB the rescue player must continue possession)

Step Down

Increase grid size

Use a 'joker' or an easier positioning game

Possible Coaches Remarks

"Move the ball with your 1st touch away from the defender(s)"

"Use body feints to disguise your intention"

"Make an angle when asking for the ball"

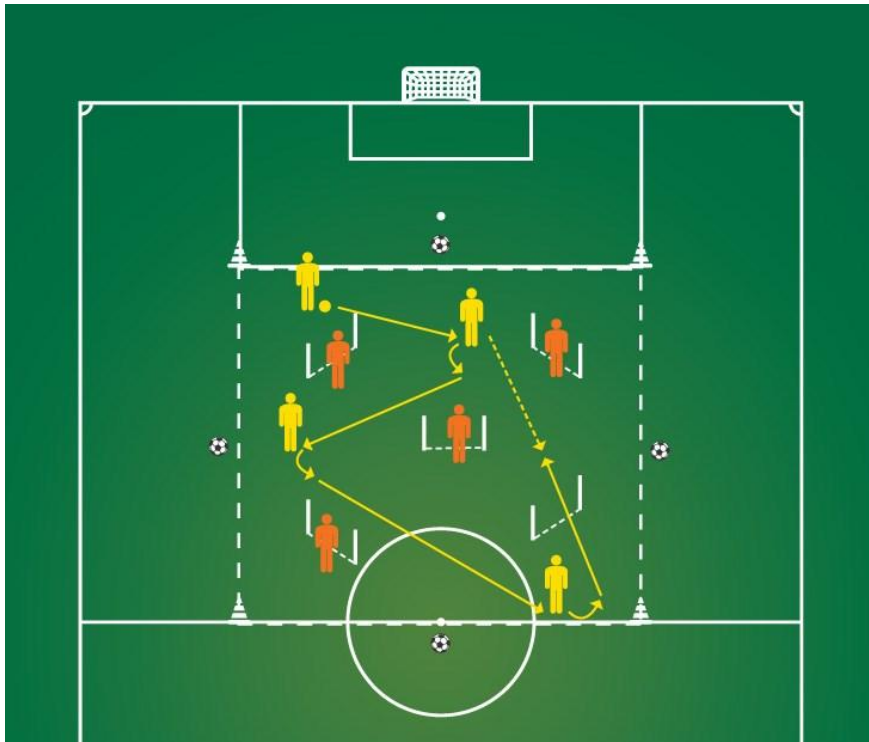
"Try to position yourself in a way that you can see as much of the grid as possible"

"Scan your options before receiving the ball"

"Rescue players: help the players in the grid by coaching them"



SKILL GAME: FIRST TOUCH SESSION 3



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?”

Step up

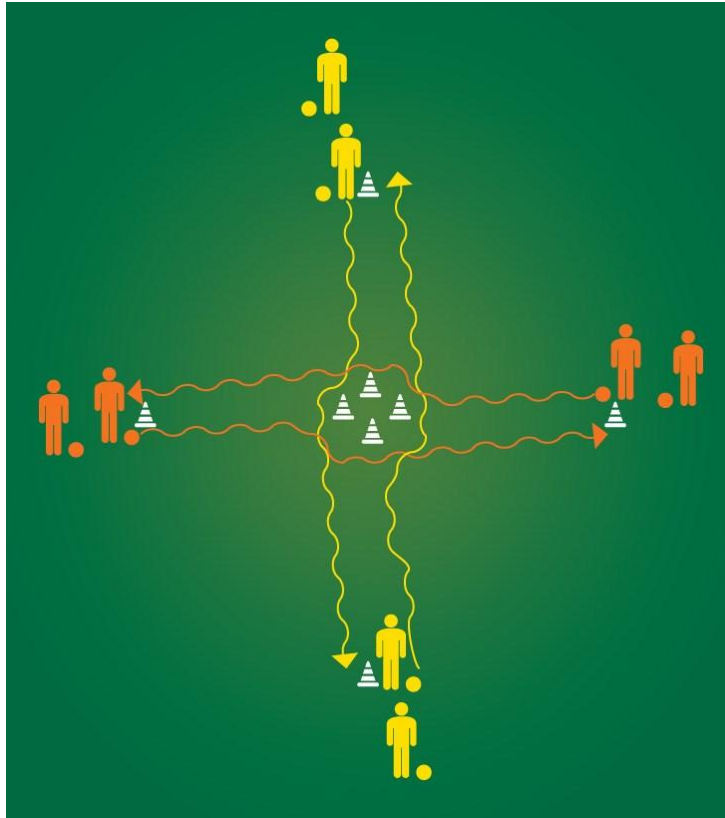
The attacking team must make an effort to score within 30 seconds, otherwise the possession goes to the opponent
Decrease the goal size

Step Down

Increase the goal size
Add another goal
Introduce a ‘joker’



SKILL INTRODUCTION: 1 V 1 SESSION 1



4 markers placed 12-15m opposite of each other with 4 markers centrally in a diamond 1m-1.5m apart (see diagram).

Max. 2 players with ball line up at the markers. On the coaches call two players opposite each other start dribbling to the other side. In the middle they perform a prescribed or free feint to go around the **right side** of the markers and accelerate to the opposite marker. After 2 minutes: now go around the **left side**

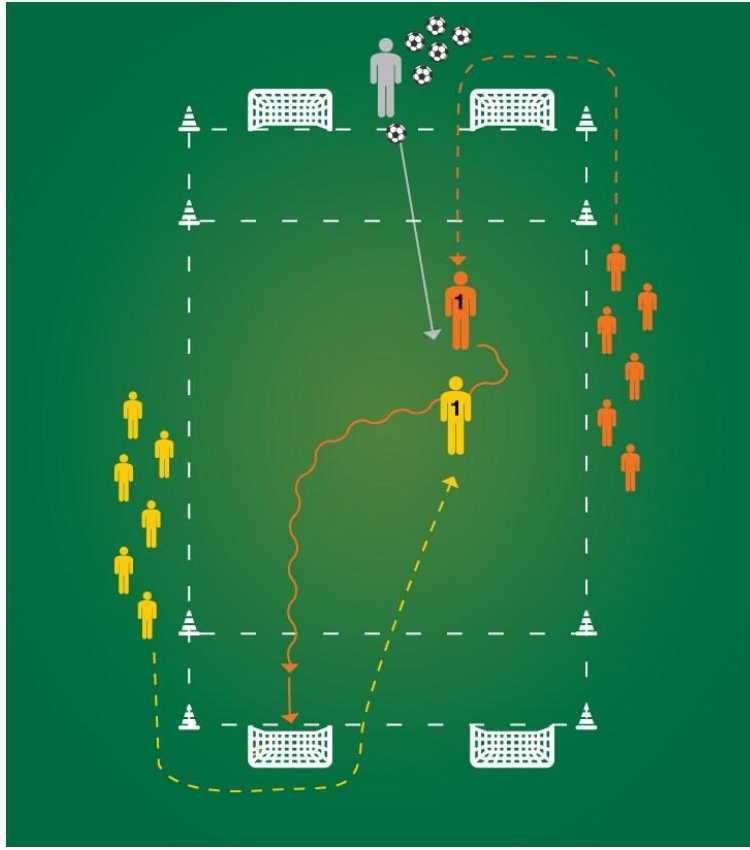
Progressions

Speed up tempo (maintain proper execution)

Take out the markers (perception and communication)



SKILL TRAINING: 1 V 1 SESSION 1



In a grid of approximately 20m x 30m two small goals are placed on each byline with markers on the corners and on the sideline at 5m from the corners to mark the 'scoring zone'. Two teams of 6 players maximum line up behind the markers on the sideline as shown. The coach is positioned with the balls between the two goals on one side of the pitch. On a signal from the coach orange #1 and yellow #1 sprint around the corner marker and the nearest goal. The coach serves in favor of the orange player who take on the yellow player at maximum speed. The attacker can finish in either of the 2 goals but must finish from INSIDE the 5m 'scoring zone'. If the defender wins the ball they can score in one of the opposite goals (one attempt max. each). When the action has ended the players line up on the opposite side. The coach can manipulate the 1 v 1 through the angle with which they serve the ball

Possible Coaches Remarks

Attacker

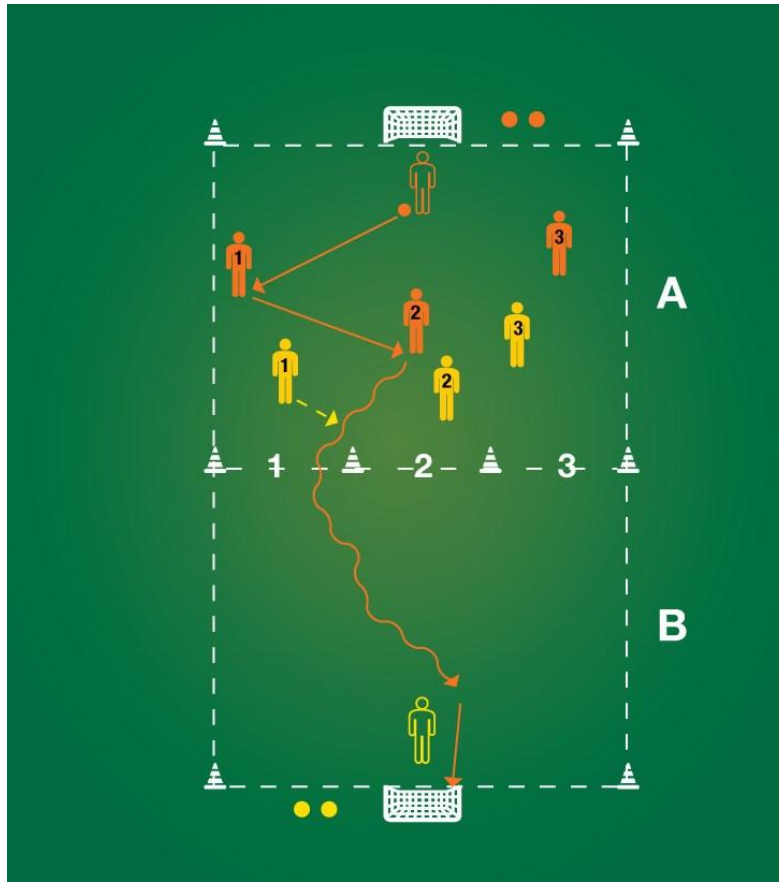
- "Go at the defender with speed"
- "Use a feint to put the defender off balance"
- "Threaten to go to one side then suddenly attack with the other"

Defender

- "Show the attacker one way"
- "Bend your knees and stand on your toes so you're able to change direction quickly"
- "The best moment to commit is when the attacker takes a heavy touch or slows down"



SKILL GAME: 1 V 1 SESSION 1



3 v 3 on a pitch (20m wide x 40m long) with big goals and goalkeepers. Placed on the halfway line are 3 equal sized 'gates' as shown in the diagram. Each player (orange or yellow) must defend their 'own' designated gate when the opponent has the ball (i.e. player #1 defends gate 1, player #2 defends gate 2 etc).

The orange goalkeeper starts the game with all outfield players of both teams in grid A. The orange team combines till one orange player beats their opponent 1 v 1 and moves through one of the gates into grid B and tries to score.

If orange scores the game starts again in grid A.

If yellow wins the ball in grid A they can immediately score. If yellow scores, the game restarts in grid B with possession for yellow.

If the yellow goalkeeper wins the ball in grid B, the game restarts in grid B with possession for the yellow team.

Step up

The attacking team must make a 1 v 1 effort within 30 seconds otherwise the possession goes to the opponent

Narrow the pitch (smaller gates)

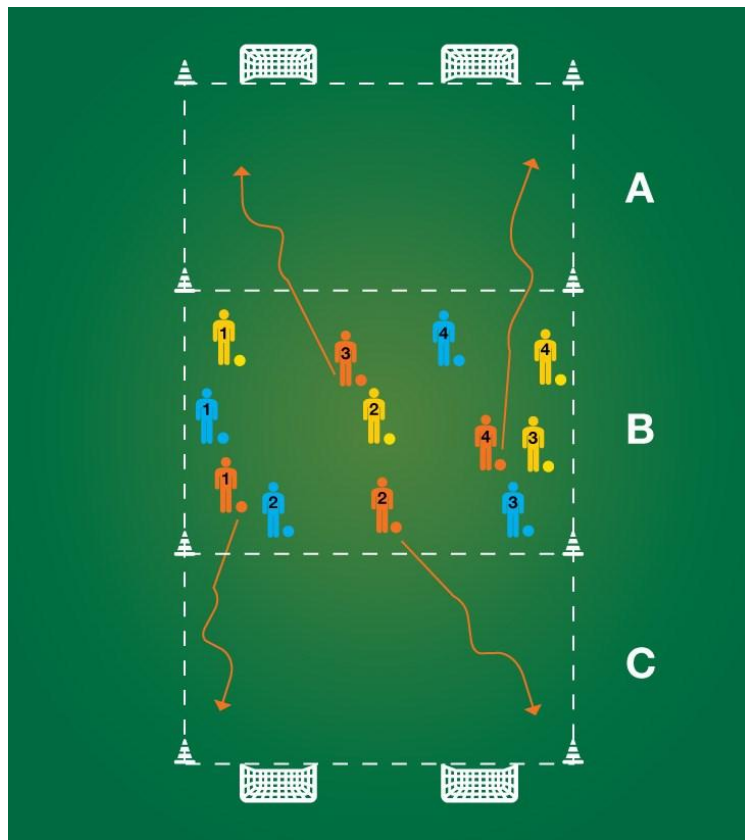
Step Down

Introduce a 'joker'

Widen the pitch (bigger gates)



SKILL INTRODUCTION: 1 V 1 SESSION 2



Set up the organisation as shown in the diagram. Grids A and C 20m x 10m, grid B 20m x 15m, with two 2m goals on each byline

All players dribble with a ball in grid B

Avoid collisions (balls and players)

Make feints (free choice)

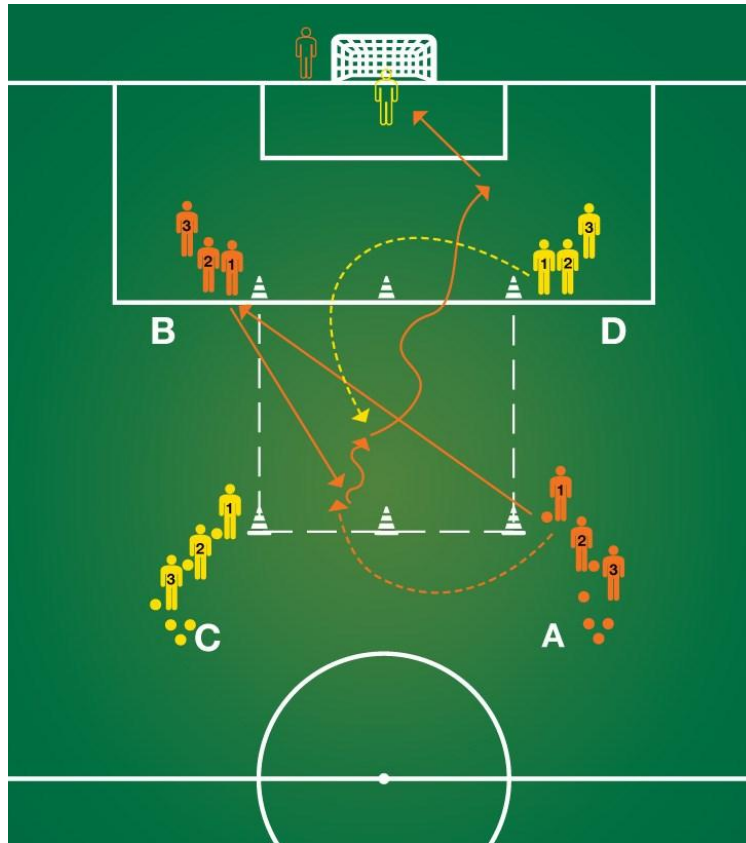
Accelerate after a feint into grid A or C

Progression

Number all players 1-4. On the call of a specific number these players (i.e. all #1's) feint and accelerate out of grid B and finish in separate goals (awareness; communication and decision-making!), then get their ball and return to grid



SKILL TRAINING: 1 V 1 SESSION 2



Organisation

Outside the penalty box is a 15m x 15m grid with 6 cones placed as shown in the diagram. Two teams (orange and yellow) are divided into 2 groups of equal numbers and positioned as shown.

Groups orange A and yellow C have a ball each. The exercise starts with A1 passing the ball to B1. A1 then runs around the central cone to receive the ball back from B1. At the moment A1 starts their run around the cone, D1 also starts to run around the opposite central cone.

A1 must now try to beat D1 in a 1 v 1 to enter the penalty box and finish on goal. D1 can only defend in the grid and is not allowed to enter the penalty box.

The action stops when A1 has finished on goal; D1 captures the ball from A1 or the ball goes out of the grid.

After the action has finished the players involved move as follows:

A1 to group B (bring back the ball)

B1 to group A (bring ball from A1)

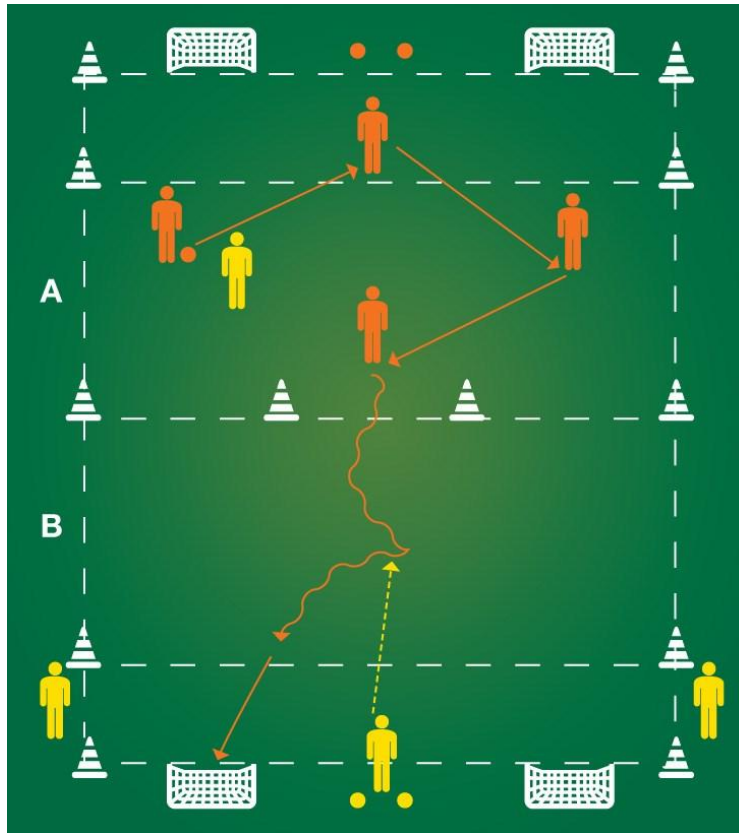
D1 goes back to group D (line up at the back)

Next sequence is C1 passing to D2 with B2 defending

“Which team can score the most?”



SKILL GAME: 1 V 1 SESSION 2



Organisation

A grid of 40m x 30m (depending on ability) divided in 2 grids of 20m x 30m by a halfway line of 4 cones (see diagram). Two small (2m) goals on each byline and a 5m-7m shooting line at each end.

Two teams of 4 players each. The game starts in grid A with the orange team in possession and one yellow defender (4 v 1). The 3 other yellow players position themselves as shown (one between the goals and the other 2 at the shooting line cones).

The orange team must get a player running with the ball across the halfway line into grid B and score in one of the goals (inside the scoring zone).

At the moment the orange player crosses the halfway line one of the yellow players enters the grid to attack the orange player (1 v 1).

Which defender commits depends on the 'gate' through which the attacker enters grid B (see diagram).

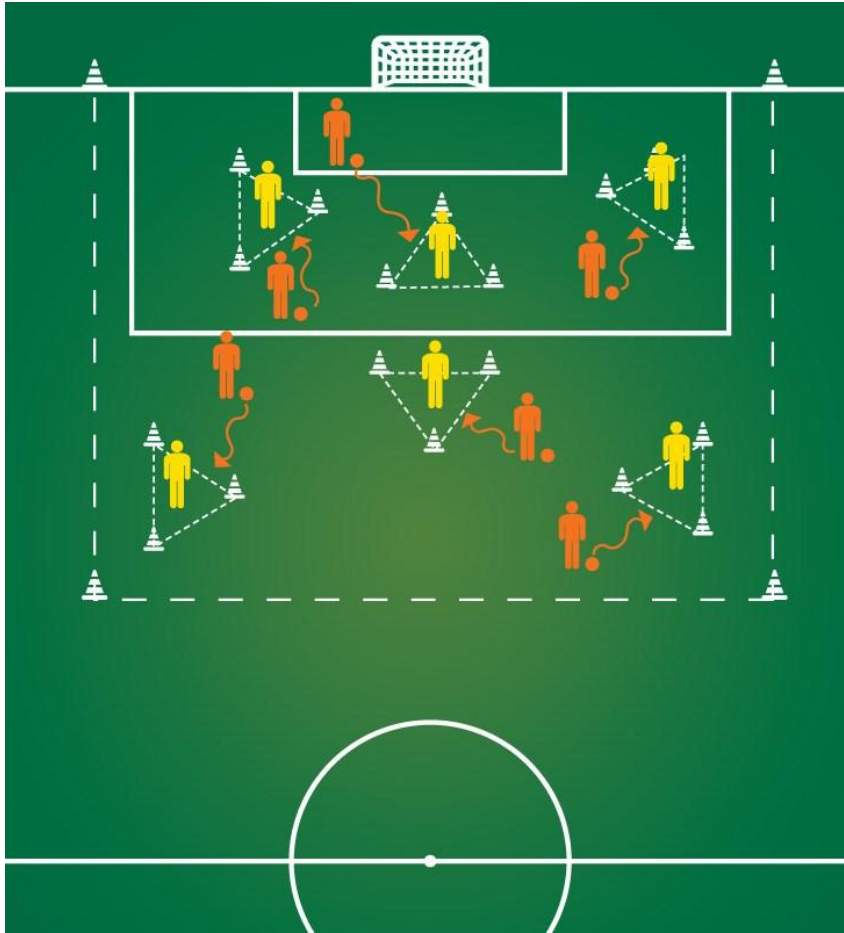
If orange scores: restart in grid A

If the yellow defender captures the ball in grid B: restart in grid B with yellow in possession

If the defender wins the ball in the 4 v 1, they can score immediately in 1 of the 2 goals (from any distance)



SKILL INTRODUCTION: 1 V 1 SESSION 3



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).

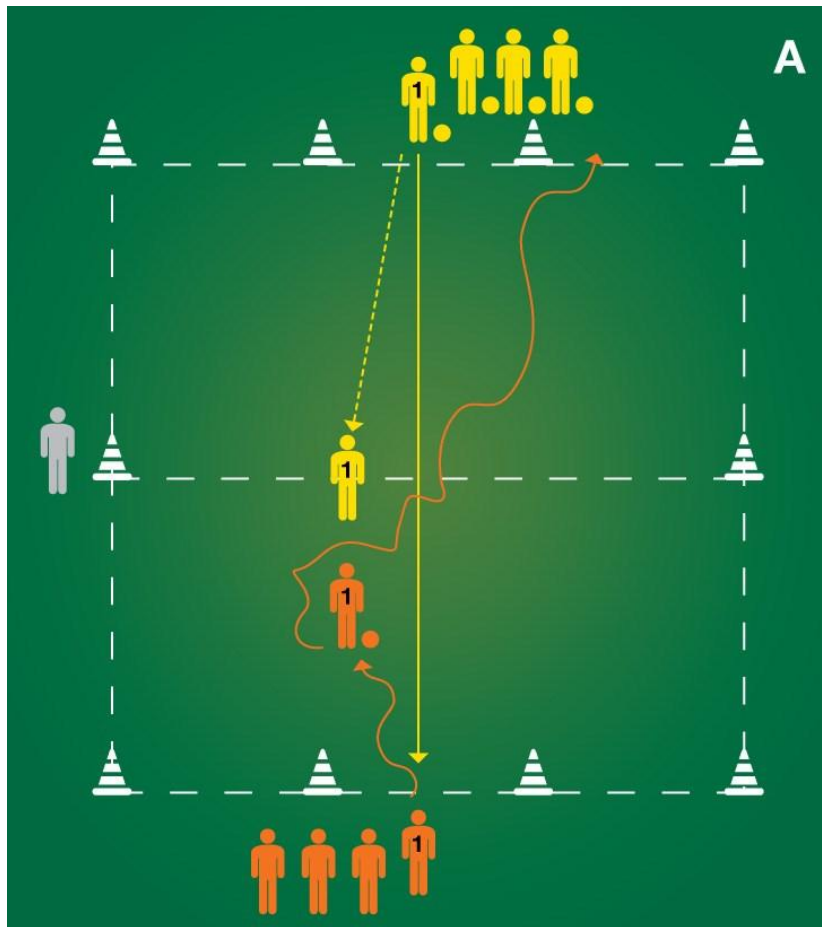
The orange players dribble around the area and 'attack' the triangles from any possible side. Only one player can attack a triangle at the same time (awareness; communication).

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

Change roles of groups regularly.



SKILL TRAINING: 1 V 1 SESSION 3



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 A)

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

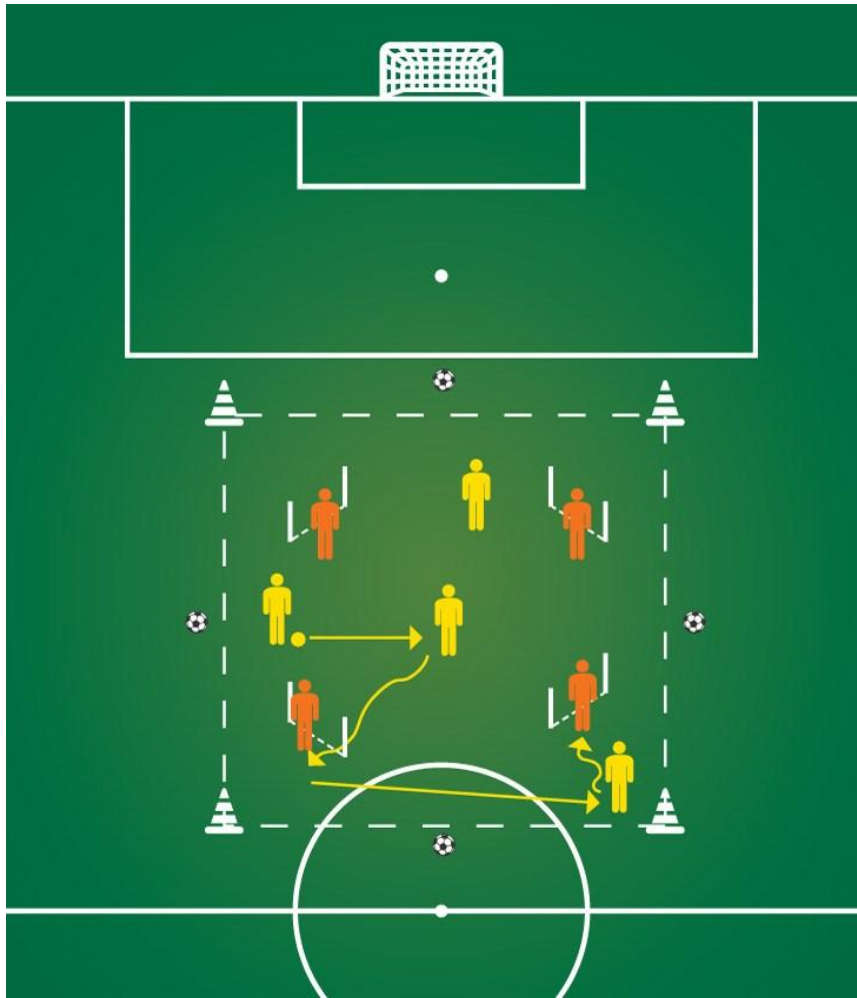
Orange #1 now takes the ball and joins the yellow line while yellow #1 joins the orange line

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

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



SKILL GAME: 1 V 1 SESSION 3



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?”

Step up

The attacking team must make a 1 v 1 effort within 15-30 seconds, otherwise the possession goes to the opponent

Decrease the gate size

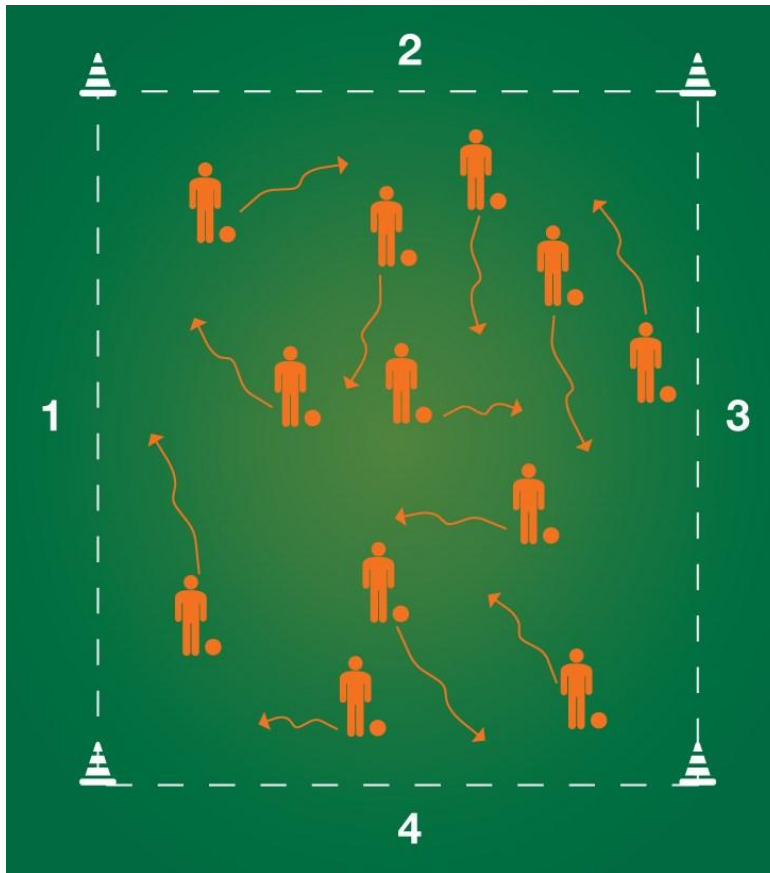
Step down

Increase the gate size

Introduce a ‘joker’



SKILL INTRODUCTION: RUNNING WITH THE BALL SESSION 1



All players running with a ball freely in a grid of approximately 30m x 30m to warm up.

First 2-3 minutes: “low speed/intensity”, “use both feet”.

Next 2-3 minutes: “accelerate when you see a free space in front of you; now only use your right/left foot”.

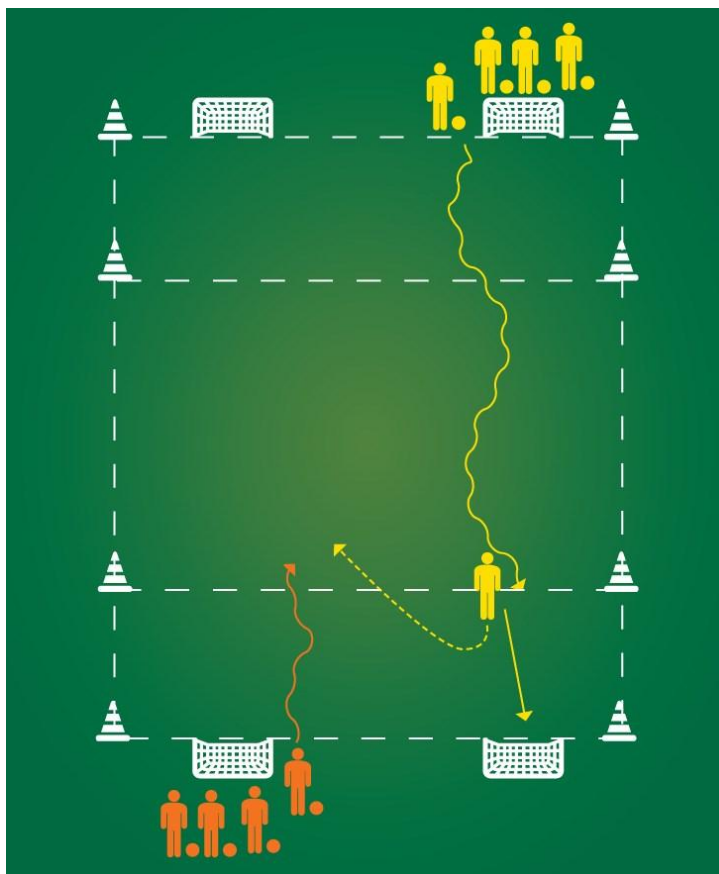
Now split the players into 4 groups and number them 1 to 4 placing them on all 4 sides. When the coach calls a number, these players run with the ball as quickly as they can across the area and back (opposite group will need to move back to give the others room to turn!).

Now 2 groups at the same time: “take care; vision; if necessary slow down and then accelerate again”.

Look out for collisions!



SKILL TRAINING: RUNNING WITH THE BALL SESSION 1



A grid of 30m x 20m; 4 small goals and a 5m-7m shooting line at each end

Evenly split teams positioned as shown

Minimum 4, maximum 8 players per grid; if the group is bigger then make two grids

The exercise starts with the first player of the yellow team running with the ball to the opposite side and shooting the ball into the goal. They can only shoot once they have crossed the line into the shooting zone

As soon as the yellow player shoots at goal, the first orange player starts running with the ball to the opposite side

As soon as the yellow player has had their shot at goal, they turn and chase the orange player to try and catch up with them and prevent them from scoring

Count the goals! Which team scores the most goals?.

Step up

Narrow the distance between the two goals on the byline

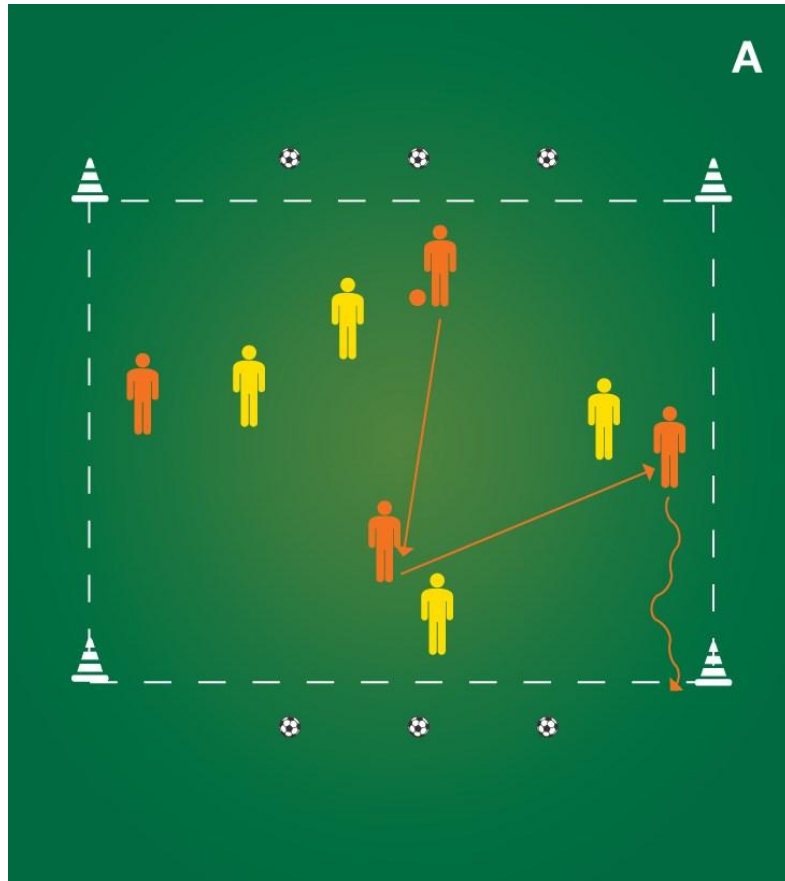
Step down

The chaser just races against the runner to beat him to the shooting line.

If the chaser reaches the shooting line first, the runner cannot shoot and score anymore.



SKILL GAME: RUNNING WITH THE BALL SESSION 1



4 v 4 line football

Grid size approximately 30m wide by 20m long (pitch shape is short but wide)

Explanation of the game

4 v 4 small sided game; to score a goal a player must run with the ball across the opponent's by-line (see diagram A).

Possible Coaches Remarks

"Spread out; use the width of the grid"

"We must have a centre forward and 2 wingers"

"Run with the ball whenever you see space in front of you"

"Don't be afraid to take on opponents"

"When a defender is chasing you use the feints you learned earlier"



SKILL INTRODUCTION: RUNNING WITH THE BALL SESSION 2



In a 30m x 30m grid the players are divided into pairs with a ball each (for safety reasons the grid should be rather too big than too small!).

One player dribbles in front, the other follows at short distance (change task of leader-follower regularly). In the beginning the speed is low and steady.

The coach asks the players to “scan” the field and be careful to not run into each other.

Next the coach instructs the players to gradually add the following variations:

Variations

Accelerations (“when a space opens up in front of you”)

Changes of direction and turns

Stop-starts

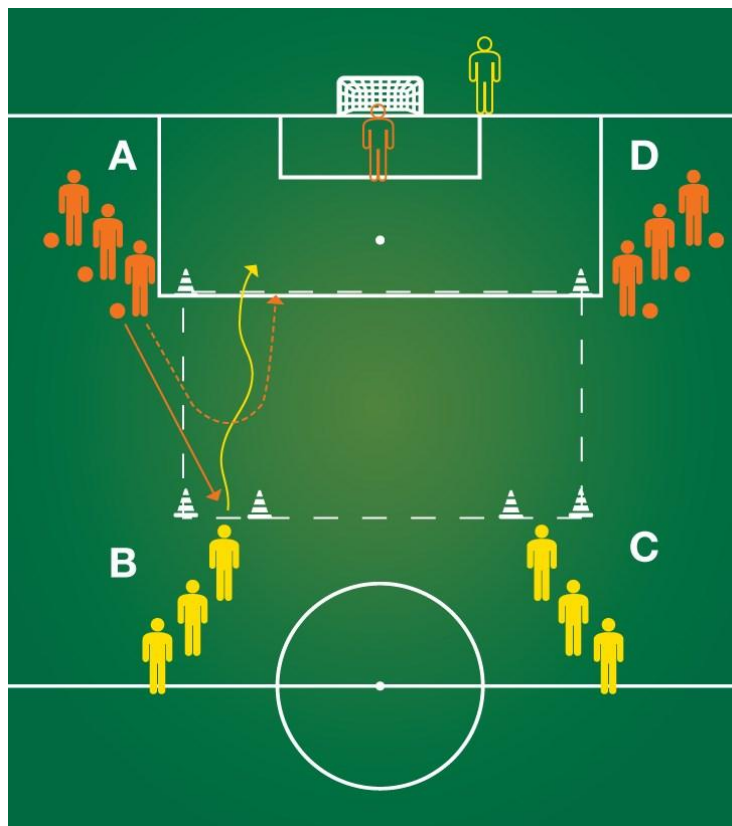
Feint stops followed by an acceleration

Feint turns followed by an acceleration

Etc



SKILL TRAINING: RUNNING WITH THE BALL SESSION 2



Organisation: Outside the penalty box another grid of the same size has been marked out. Two teams (orange and yellow) are divided in 4 groups of equal numbers (A;B;C and D) and positioned as shown in the diagram.

Groups orange A and D have a ball each, groups yellow C and B line up between the cones on the byline of the grid.

The exercise starts with the first player of group A passing the ball to the first player of group B (pass between the cones and with speed). Player B controls the ball and runs with it at speed toward the goal.

Player A follows their pass, overlaps and then chases player B who tries to finish (the shot can only be taken from inside the penalty box).

After the action has ended, the yellow player goes with the ball to position A; the orange player goes to position B.

Now it's group D and C's turn. Groups change sides regularly (use of other foot!). "Who scores most?"

Possible Coaches Remarks

"Push the ball forward every 3-4 steps"

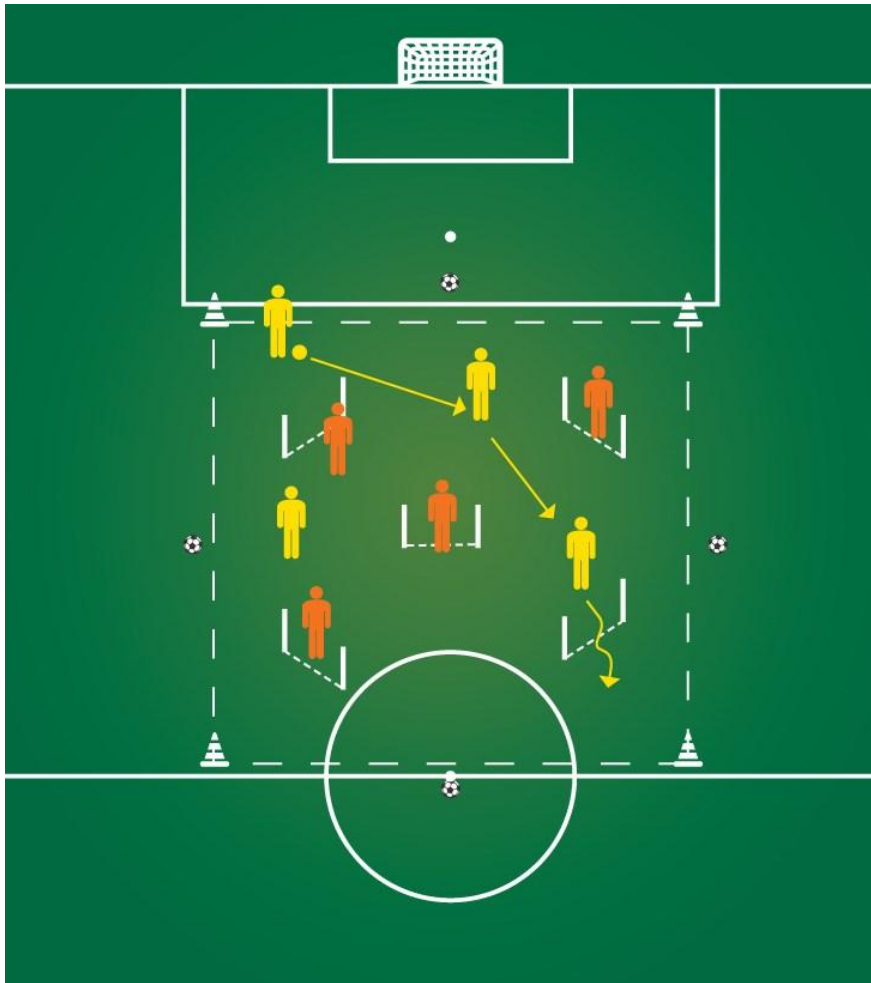
"Run as fast as you can but keep the ball under control"

"If the defender catches up with you, this is what you can do:" (demonstrate!)

- Feint to turn and accelerate again
- Feint to stop and accelerate again
- Cut off the defenders line by crossing in front
- Take on the defender 1 v 1 if they get in front



SKILL GAME: RUNNING WITH THE BALL SESSION 2



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

There are five gates of 3m positioned as shown.

The team in possession scores a goal when one of their players runs with the ball through one of the gates.

If the defending team wins the ball, the roles change without stopping the game. "Which teams scores most?"

Step up

The attacking team must make an effort within 30 seconds, otherwise the possession goes to the opponent

Decrease the gate size

Step Down

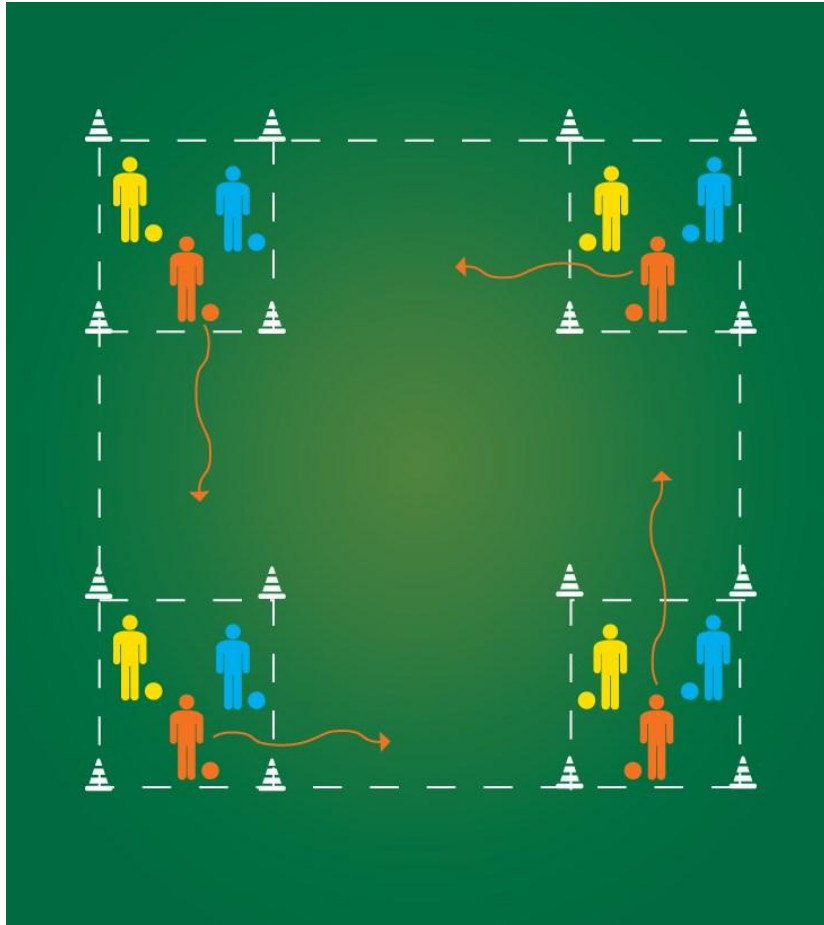
Increase the gate size

Add another gate

Introduce a 'joker'



SKILL INTRODUCTION: RUNNING WITH THE BALL SESSION 3



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)

Variations

Accelerations

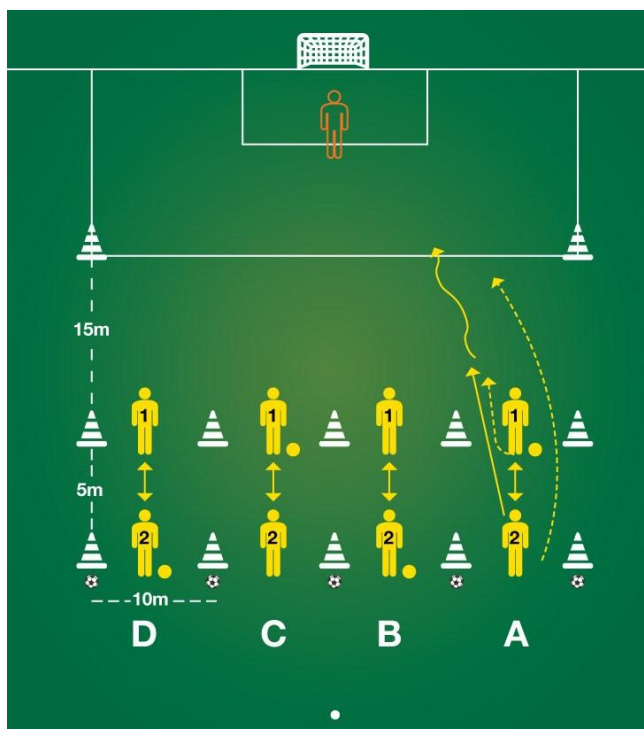
Stop-starts

Feint stops followed by an acceleration

Feint turns followed by an acceleration



SKILL TRAINING: RUNNING WITH THE BALL SESSION 3



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)

Possible Coaches Remarks

"Push the ball forward every 3-4 steps"

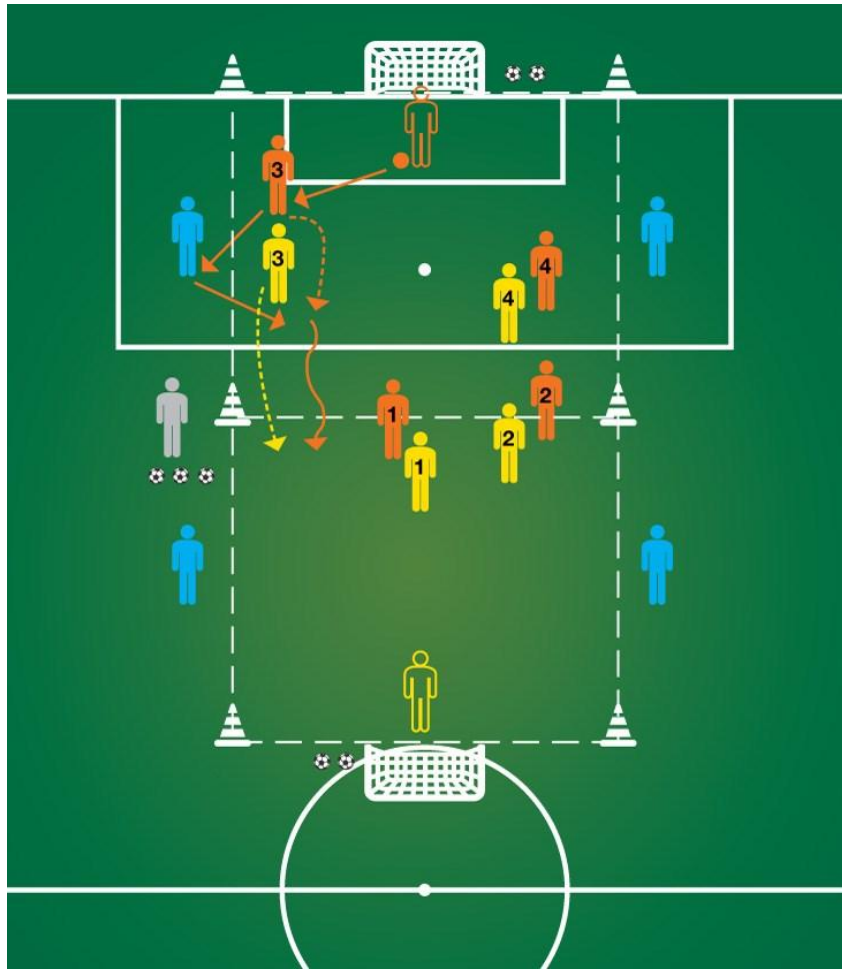
"Run as fast as you can but keep the ball under control"

"If the defender catches up with you, this is what you can do:" (demonstrate!)

- Feint to turn and accelerate again
- Feint to stop and accelerate again
- Cut off the defenders line by crossing in front of him
- Take on the defender 1 v 1 if they get in front



SKILL GAME: RUNNING WITH THE BALL SESSION 3



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

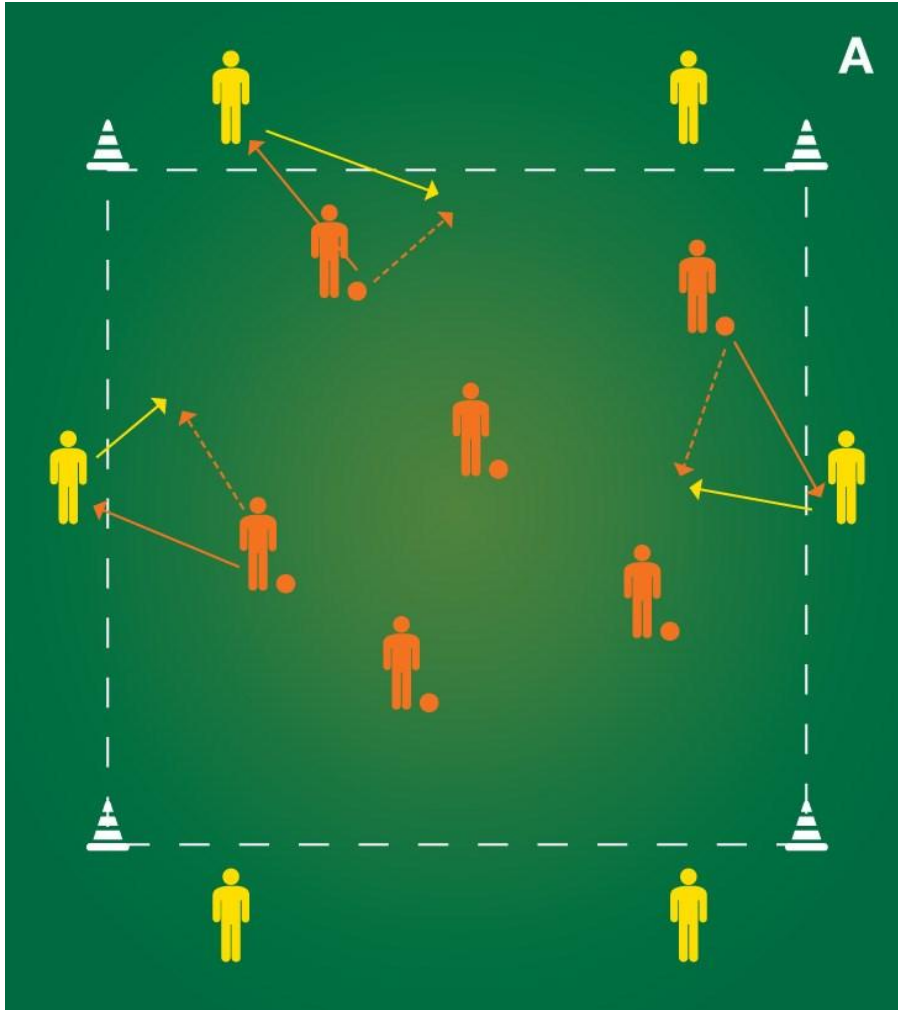
Step down

Widen the pitch



SKILL INTRODUCTION: STRIKING THE BALL SESSION

1



In a grid of approximately 20m x 20m (dependent on group size) half of the players position themselves outside the grid without a ball and the other half with a ball inside.

The players inside the grid dribble freely until they can pass to a 'free' player on the outside who then passes the ball back to the same player (see diagram A)

Change roles every two minutes, players must use left / right foot on coaches call i.e. 2 min left foot only; then 2 min right foot only.

Possible Coaches Remarks

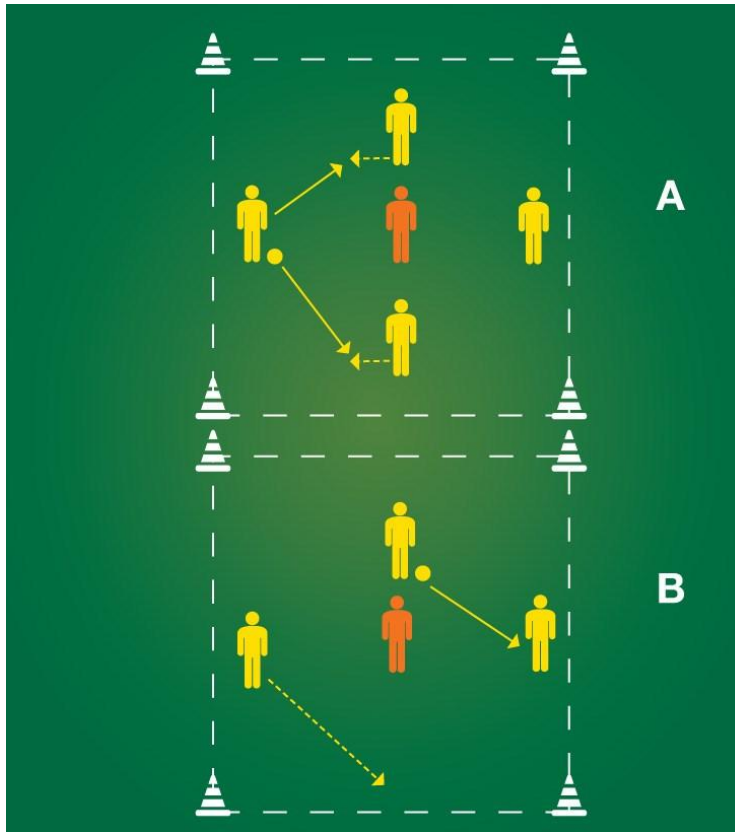
"Only pass the ball when the passing line is 'open' and make sure someone else is not passing to that player at the same time"

"Pass the ball precise and with the right speed"

"Look where you run when asking for the ball back and make an angle for the return pass"



SKILL TRAINING: STRIKING THE BALL SESSION 1



Depending on the ability of your players, choose any of the 3 'basic' positioning games i.e. 4 v 1; 3 v 1 and 4 v 2. All have similar objectives but with varying degrees of resistance and complexity.

See diagrams:

A. 4 v 1 (grid size 10m x 10m – 15m x 15m)

B. 3 v 1 (depending on the level of the players)

Notes on this exercise

Please note that 3 v 1 asks for a lot of running and is therefore quite exhausting for players this age. Use regular drink breaks to allow for recovery

Possible Coaches Remarks

"The player on the ball must always have a player to their left and right that they can play to"

"But do not stand in the corners, your angle is much smaller if you do that"

With 3 v 1 this means that "you have to move each time the ball moves"

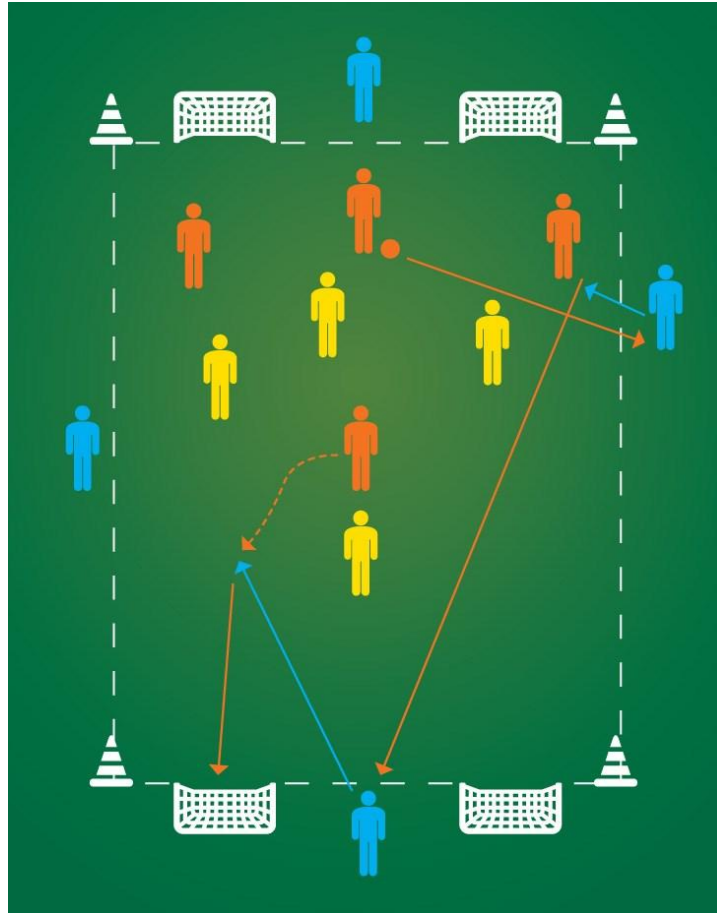
(see diagram B)

"Position yourself in a way that you can see the whole grid" ("with your back to the line")

"Play the ball to the proper foot of your team-mate (i.e. away from the defender) and with the proper speed and precision"



SKILL GAME: STRIKING THE BALL SESSION 1



4 v 4 with 4 neutral players (walls) on a pitch of approximately 20m x 30m

4 small goals placed as shown (2m wide)

The team in possession of the ball can use the wall players (8 v 4)

Rotate teams after 3 min or after each score: scorers stay on

Depending on level of the players: 2-3 touches max in order to get an emphasis on passing

Variations

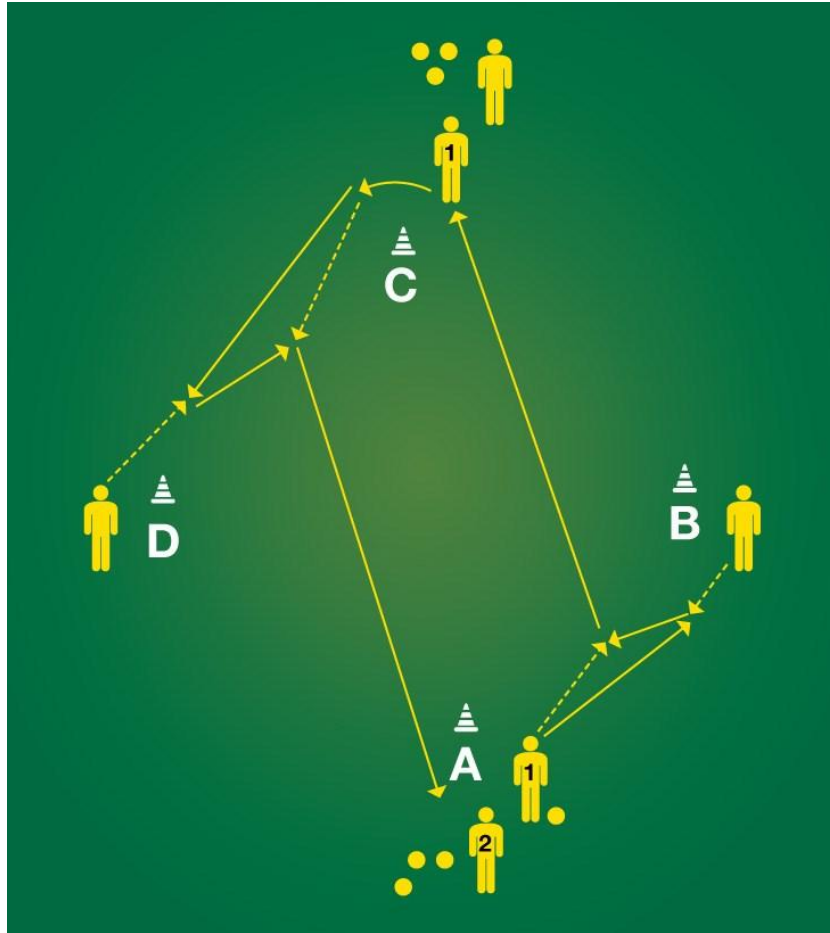
Wall players must play the ball direct

Goals count as double if scored by a so-called 3rd man combination (see diagram)



SKILL INTRODUCTION: STRIKING THE BALL SESSION

2



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).

Variation for advanced players

Use 2 balls, starting with A1 and C1 simultaneously

Possible Coaches Remarks

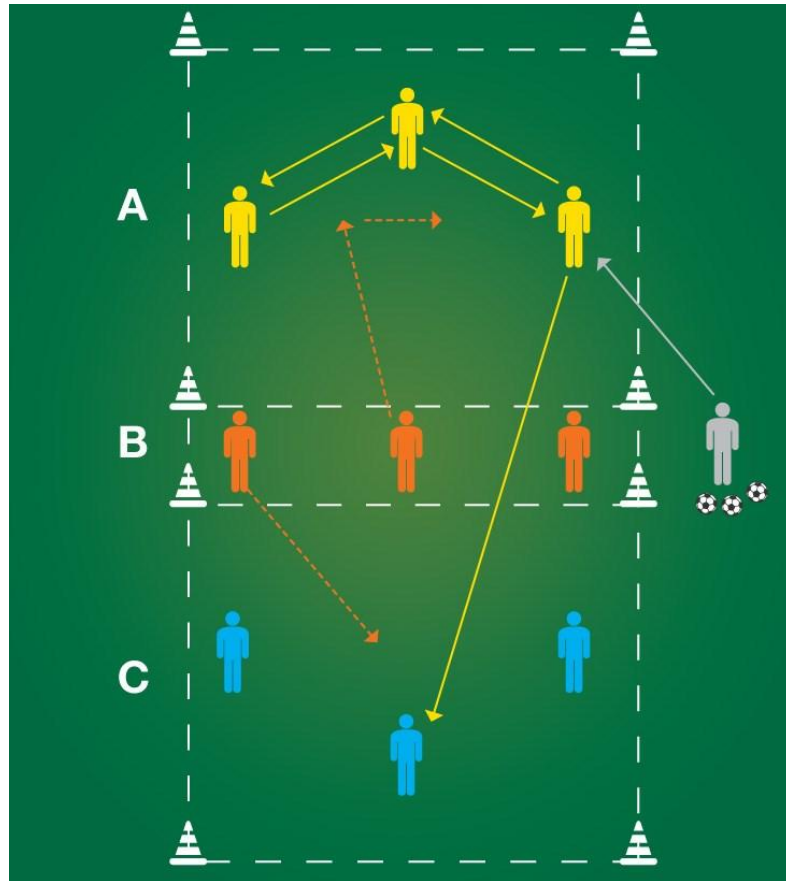
"More accuracy, play the ball to your mate's right/left foot"

"Play the ball with more speed"

"Communicate, time your action"



SKILL TRAINING: STRIKING THE BALL SESSION 2



3 v 1 killer pass positioning game with 9 players.

Organisation

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.

Step up/down

Make the grids bigger/smaller

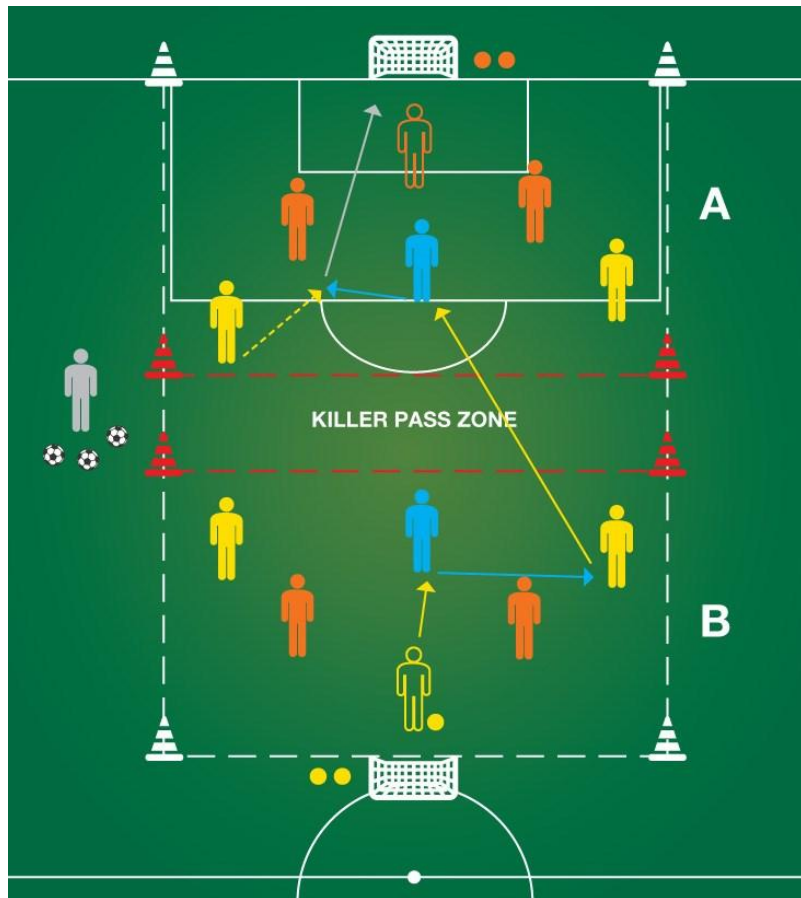
Free or limited touches (2-3) in 3 v 1

Killer pass: only on the ground or lofted pass allowed as well

Make easier: 6 players (2 per grid: 2 v 1) or harder: 12 players (4 per grid: 4 v 2)



SKILL GAME: STRIKING THE BALL SESSION 2



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.

Step up

2 touches only in 4 v 2

No jokers: 2 v 2 (or 3 v 3) + goalkeepers

Step Down

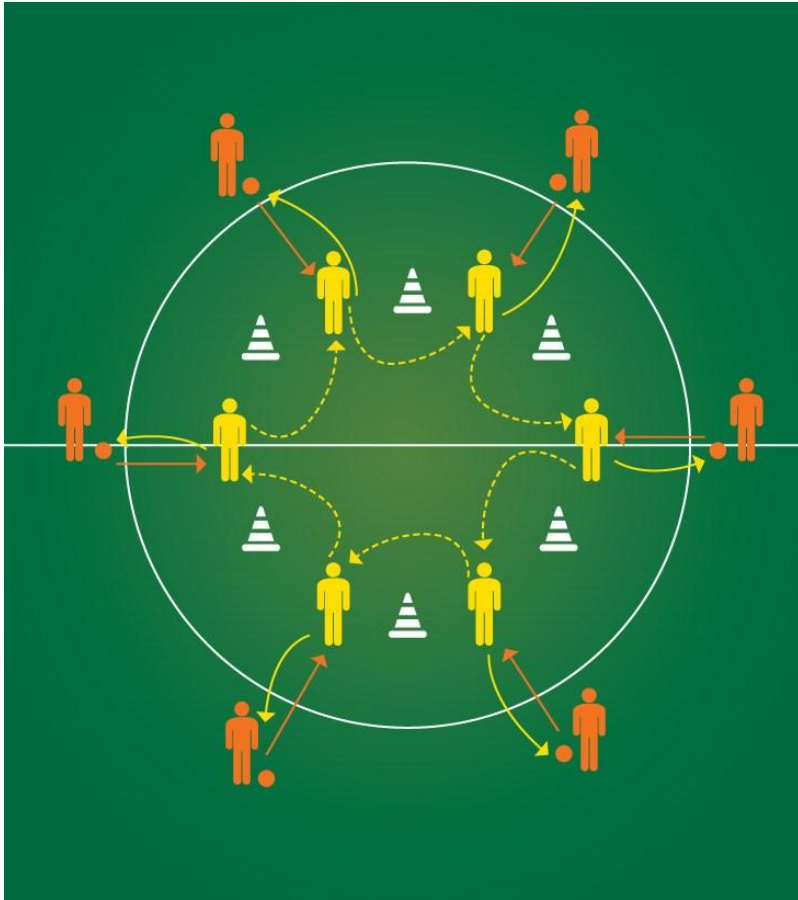
2 jokers per grid

Make grids A & B bigger



SKILL INTRODUCTION: STRIKING THE BALL SESSION

3



6 orange players are positioned approximately 5m outside of the centre circle with a ball each and act as 'goalkeepers'

6 yellow players are inside without a ball, in a smaller (7m-8m diameter) circle shaped by 6 cones. They receive a rolled ball off a 'goalkeeper' and with a controlled instep drive, shoot it back into the goalkeeper's hands.

After going back around the next cone they receive a ball from the next 'goalkeeper'.

Change roles and direction every 2 minutes.

Possible Coaches Remarks

"When we move in the direction of the clock, only use your right foot"

"When we move the other way around, only use left"

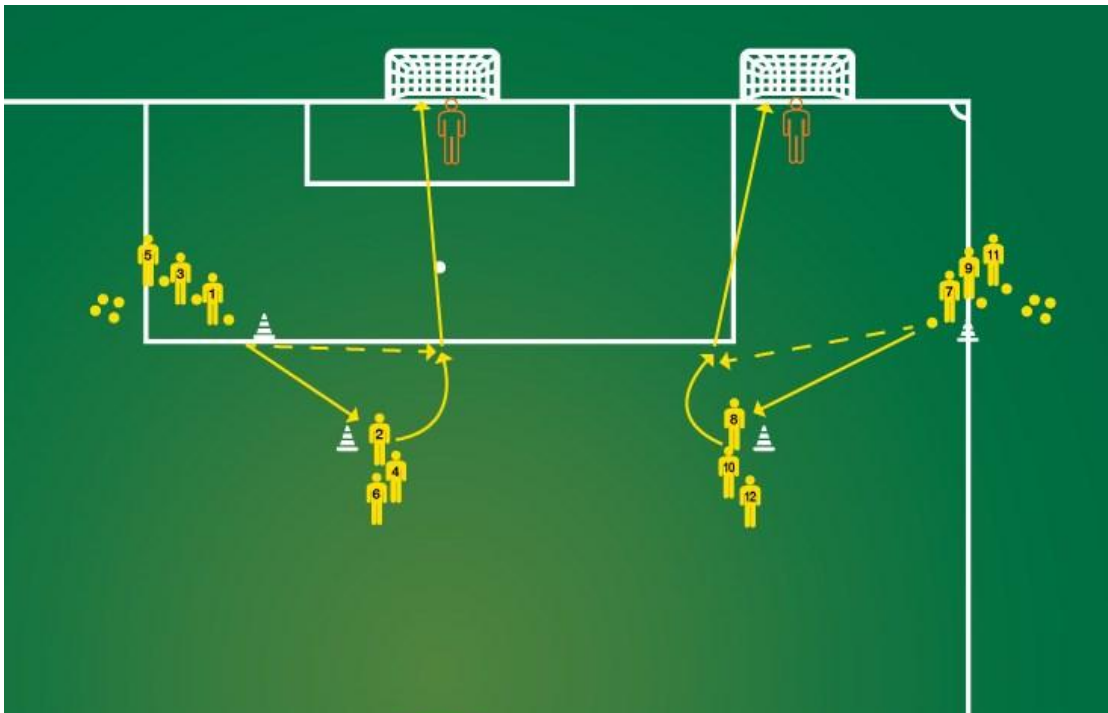
"Now goalkeepers: throw the ball and players: volley it back in the goalkeeper's hands before it hits the ground"

"It's about accuracy, not power"

"Now a half-volley"



SKILL TRAINING: STRIKING THE BALL SESSION 3



Organisation

One group focuses on right foot shooting, the other on left foot. Change groups regularly.

#1 passes to #2 and runs to apply pressure; #2 moves the ball with the first touch to prepare for a shot from the edge of the penalty area.

#1 then joins the shooting line (behind #6); #2 fetches the ball and joins the serving line (behind #5). The same pattern takes place in the left foot group simultaneously.

The angle/distance from #1 to #2 is manipulated by the coach to ensure #2 can shoot with the second touch without being tackled and without having to beat #1.

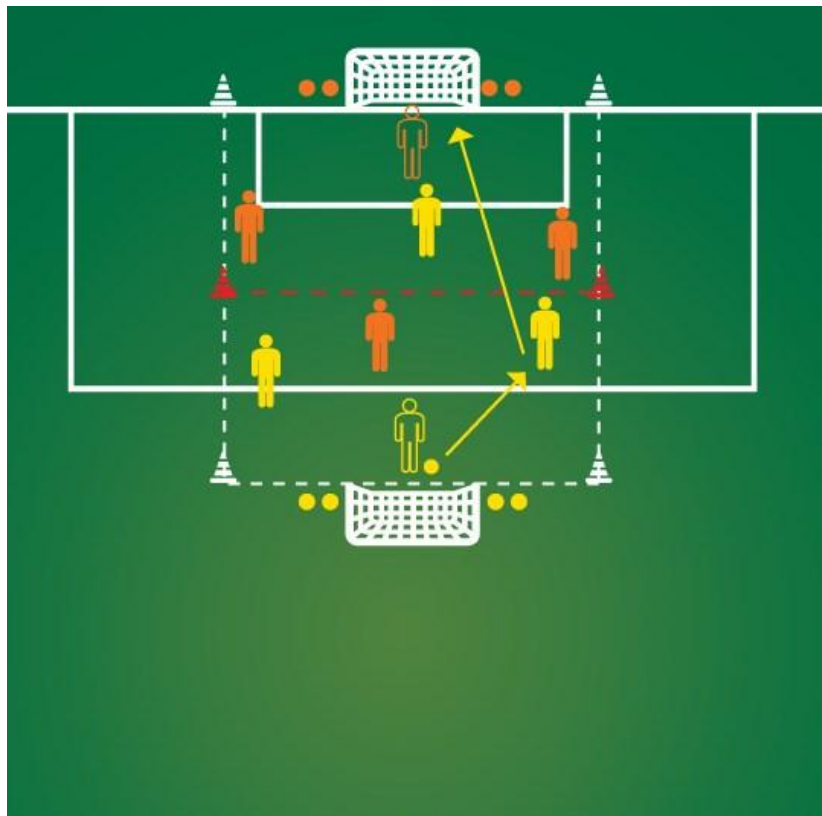
Step up/step down

Increase the angle and/or distance from #1 to #2 to give #2 more or less time (less or more chance of #1 applying real pressure)

With younger players, the coach may move the cones closer towards the goals so the shots are from shorter distance (ensure safety of players by not moving too close to the GK)



SKILL GAME: STRIKING THE BALL SESSION 3



3 v 3 'shooting game' in a grid of approximately 20m x 20m divided by a halfway line.

In each half there is a goalkeeper + 2 outfield players from one team and 1 outfield player from the other team (see diagram), all players must stay in their own grid.

Make sure there are plenty of balls in/next to the goals.

The game starts with a 3 v 1 game in one grid. A team can only score by:

- Shooting from their own half
- A finish by the lone striker from a ball rebounding back from the goalkeeper; a defender or the post/bar

Rotate the players regularly.

Step up

Limit the time or number of passes to take a shot

Make the grids smaller

Step Down

Make the grids bigger

Possible Coaches Remarks

"As soon as the line to the goal is open: SHOOT"

"Move the ball quickly to open the line to the goal"

"Don't just boot it, precision is more important"



GAME DAY

Playing Format	Under 8 & 9
Numbers	7-a-side including a goalkeeper Maximum of four substitutes
Field Size	¼ Full Size Pitch. Length: 40 – 50m Width: 30 – 40m
Field Markings	Markers or Line Markings
Penalty Area	5m depth x 12m width
Goal Size	Width: 3.0m Height: 2.0m
Goal Type	Goals, Poles or Markers
Ball Size	Size 3
Goalkeeper	Yes
Playing Time	2 x 20 minutes
Half Time Break	5 minutes
Referee	Instructing Referee
Points Table & Finals	No



GAME DAY

INSTRUCTING REFEREE

THE MAIN ROLE OF THE INSTRUCTING REFEREE IS TO CONTROL THE GAME TO ENSURE IT IS PLAYED FLUENTLY AND INSTRUCT AND CORRECT THE PLAYERS (WITH MINIMAL BLOWING OF THE WHISTLE) ON HOW TO BEHAVE AND WHAT THE RULES ARE, E.G. WHAT A FOUL IS, WHAT A FREE KICK IS AND HOW TO THROW IN ETC... SHOULD THESE INDISCRETIONS HAPPEN A SECOND TIME THE REFEREE SHOULD STOP THE GAME AND APPLY THE APPROPRIATE ACTION AND DECISIONS.

THIS PERSON CAN BE A CLUB OFFICIAL, CAPABLE PARENT, OLDER CHILD OR PLAYER, BEGINNING OR OFFICIAL REFEREE FROM THE FEDERATION OR ASSOCIATION.

THE INSTRUCTING REFEREE SHOULD;

- ENCOURAGE ALL CHILDREN TO HAVE FUN AND DIFFERENT CHILDREN TO TAKE RE-STARTS.
- ENSURE THE CORRECT NUMBERS OF PLAYERS ARE ON THE FIELD
- DISCOURAGE PLAYERS FROM PERMANENTLY STANDING IN BLATANT OFFSIDE POSITIONS AND INSTRUCT THEM TO MOVE INTO ONSIDE POSITIONS. IN THE UNDER 10 & 11 AGE GROUPS CHILDREN SHOULD BE MADE AWARE OF THE OFFSIDE RULE DURING TRAINING AND BE ENCOURAGED TO ADOPT THIS PHILOSOPHY DURING THE GAME AT ALL TIMES.
- LET THE GAME FLOW AND GIVE INSTRUCTION TO ALL PLAYERS ON THE RUN WHERE YOU CAN
- INSTRUCT PLAYERS IN THE FIRST INSTANCE BEFORE BLOWING THE WHISTLE WHERE POSSIBLE
- ENSURE TEAM OFFICIALS AND PARENTS CREATE A SAFE, ENJOYABLE AND POSITIVE PLAYING ENVIRONMENT FOR THE CHILDREN AND DO NOT EMPHASISE WINNING OR LOSING
- BE ENTHUSIASTIC, CONSISTENT AND APPROACHABLE



GAME DAY

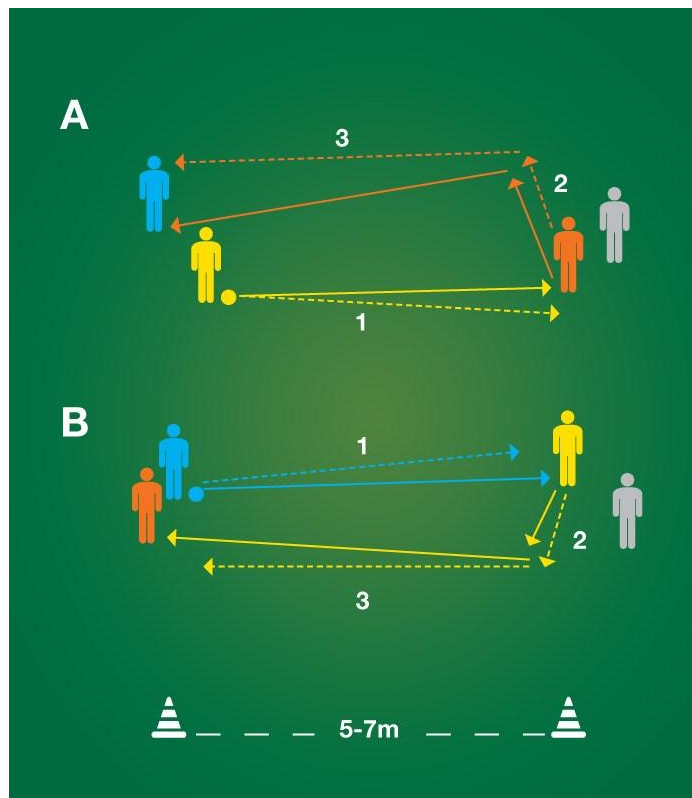
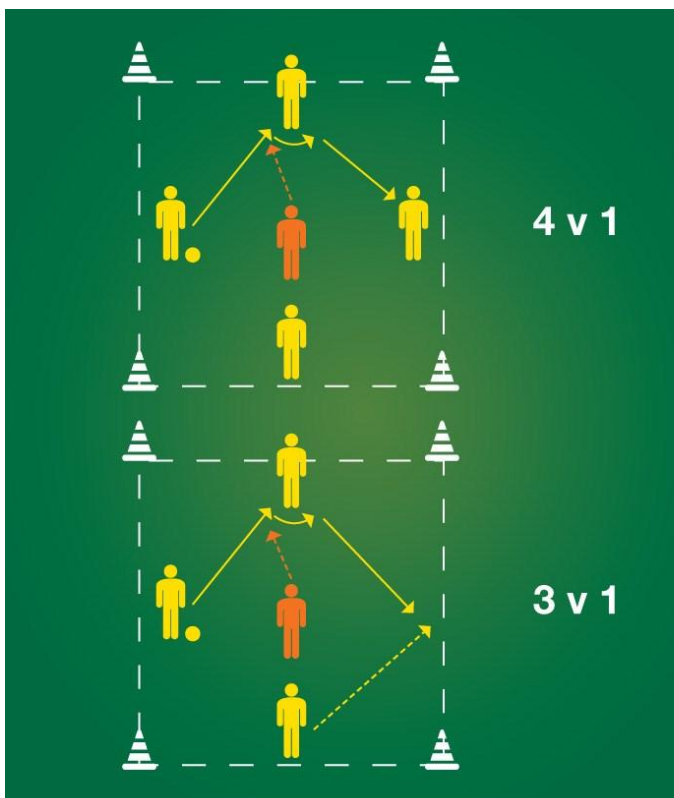
WARM UP DRILLS –

WARM UP DRILLS SHOULD REPLICATE THE SKILLS THAT WILL BE NEEDED DURING THE GAMES; DRIBBLING, PASSING ETC.

RESIST THE TEMPTATION TO HAVE THE KIDS LINE UP TO TAKE IT AT TURNS SHOOTING AT THE GOAL.

PICK A DRILL OR TWO IN THIS MANUAL THAT YOU FEEL WORKED WELL AND USE THEM AS A WARM UP.

3 V 1 AND 4 V 1 ARE IDEAL AS THEY GET THE CHILDREN STARTING TO MAKE DECISIONS THAT REPLICATE WHAT THEY WILL BE DOING IN THE MATCH.





Compiled by Luke Ballard



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