

5-11's COACHING SESSIONS





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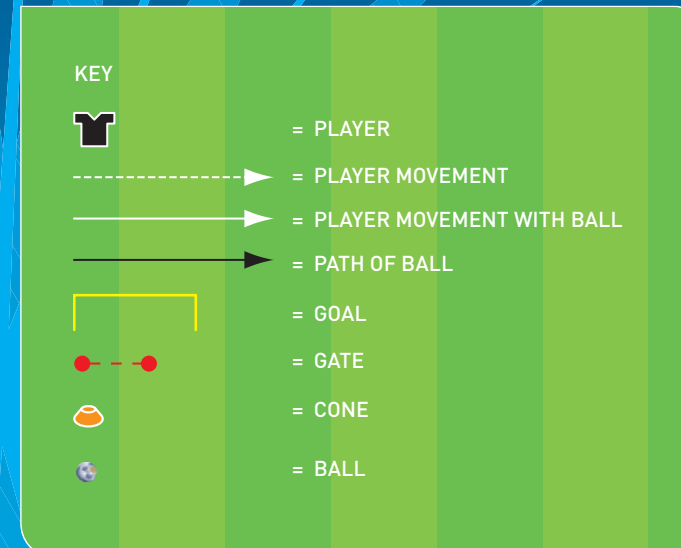
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1 Developing Movement

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1:1 Jump and Move

Learning outcomes

- Exploring the different ways to move from cone to cone
- Deciding on different ways to move
- Using different techniques in different situations

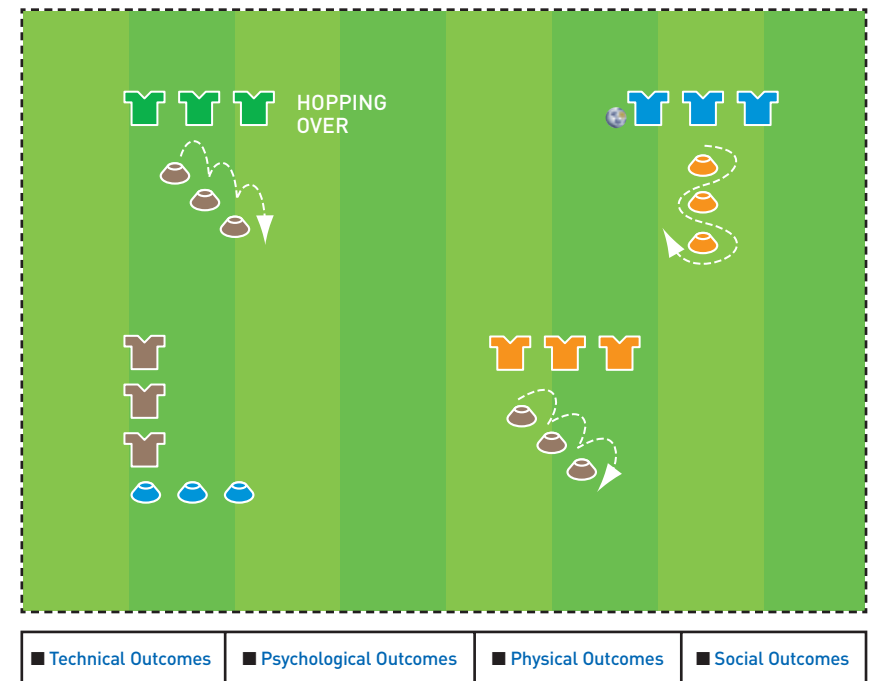
Description

- Each player in the group has a cone, which they make a straight line with
- Players then move by jumping, hopping etc over their cones
- On the coach's instruction players move to other coloured cones

Progression 1

To progress the following methods could be considered:

- Introduce a ball to each group. Players now have to pass, dribble etc around cones



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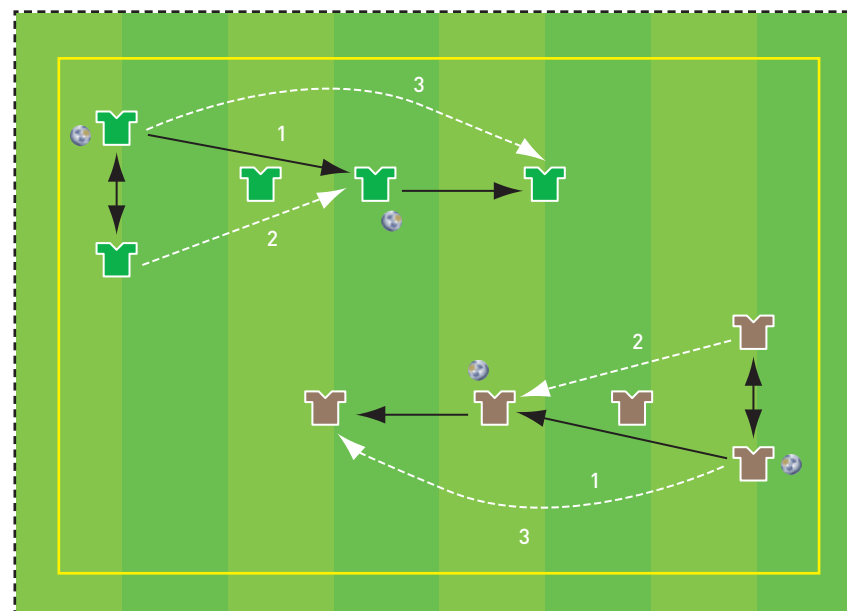
1:1 Jump and Move continued

Differentiation/inclusion

- Space – Increase/Decrease distance between cones
- Time – Add a time limit to each movement
- Environment – Increase/Decrease the number of cones and add new colours
- Pressure – Two taggers within the area look at different ways to move/dodge to avoid being tagged

Progressions 2

- In groups of three introduce a 2 v 1 game
- Players are to start the game passing the ball in their hands. If a wall pass is completed, the player gets 2 points
- A ball would then be introduced which each player would pass/dribble to one another, whilst still trying to achieve the above





1:2 Invisible Football

Learning outcomes

- Movement of players, correct body movement, knowing when and where to pass, communication and spatial awareness
- Warm up activity – improve range of movement and dynamic stretches

Description

- Players divided into two teams
- Objective is to play against one another with an 'imaginary ball'. The player in possession raises his/her arm to indicate ball ownership
- Players move to support player with the ball, and defending players react to the movement of the opposition

Progressions

To progress the following methods could be considered:

- Use a body movement to pass to a team-mate e.g. chest, volley or header
- If one player is dominating, put a time limit on how long they have in possession of the ball, or limit the number of touches the player is allowed
- Increase the number of completed passes before a team is allowed to shoot



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|----------------------|--------------------------|---------------------|-------------------|
| ■ Technical Outcomes | ■ Psychological Outcomes | ■ Physical Outcomes | ■ Social Outcomes |
|----------------------|--------------------------|---------------------|-------------------|



1:3 Follow the Leader

Learning outcomes

- Develop an understanding of passing, receiving and running with the ball
- Challenge thinking and stimulate the understanding of spatial awareness

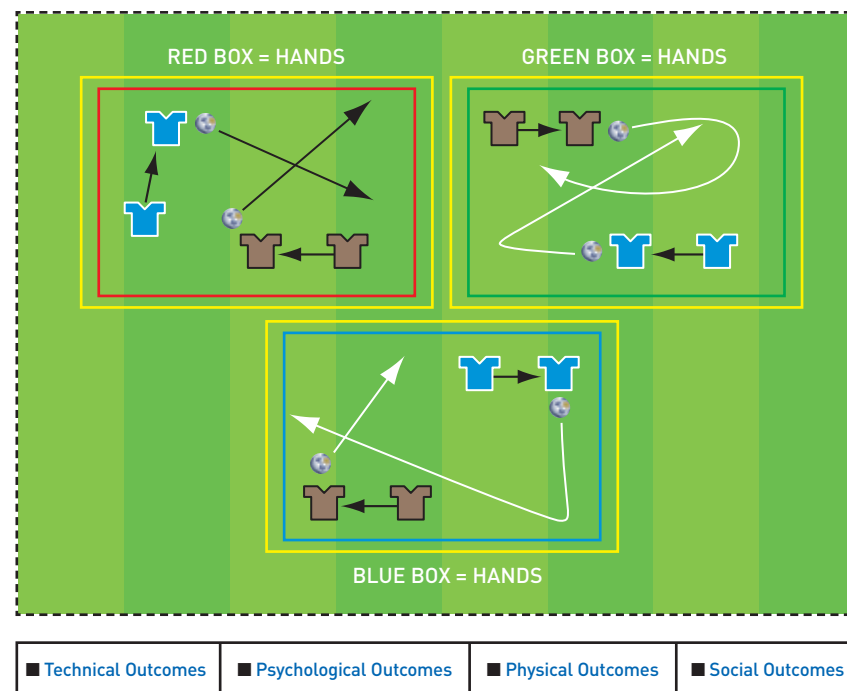
Description

- Three separate practice areas (box) are set up (20x20yds) containing different types/sizes of balls
- Players in the 'red box' will use hands, players in the 'green box' will use feet and players in the 'blue box' can use either their feet or hands
- Players get into pairs with the player with the ball being the leader
- The leaders then move around their area freely, carrying the ball with their partner following them
- When coach calls "change" the ball must be handed to the partner who then becomes the leader

Progressions

To progress the following methods could be considered:

- As the game progresses players are given the choice to pass ball in other ways, i.e. bounce, throw etc.





1:3 Follow the Leader continued

Differentiation/inclusion

- Apply the step principle as and when necessary
- Reduce/Increase size of boxes
- Introduce gates

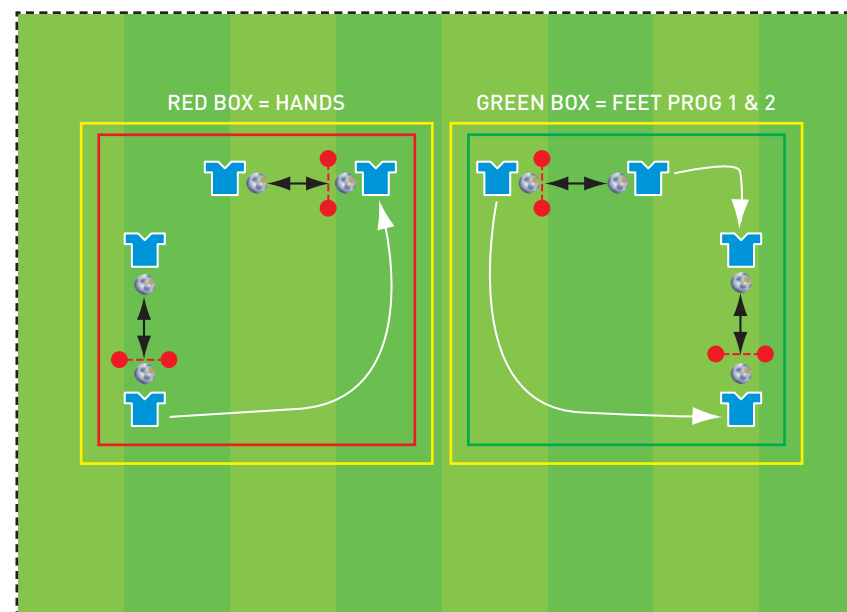
Progression 2

- Still using the 3 coloured boxes, now introduce gates. These will vary in size and number depending on player ability.

In pairs one of the players remains stationary at a gate, while the other is passing back & forth. On the coach's call of "go" they must move to another gate & continue.

To progress on:

- * Players move to a new gate after every pass.
- * Player with ball can dictate which gate is next





1:4 Shrek Story

Learning outcomes

- Develop an understanding of all motor skills and ABC

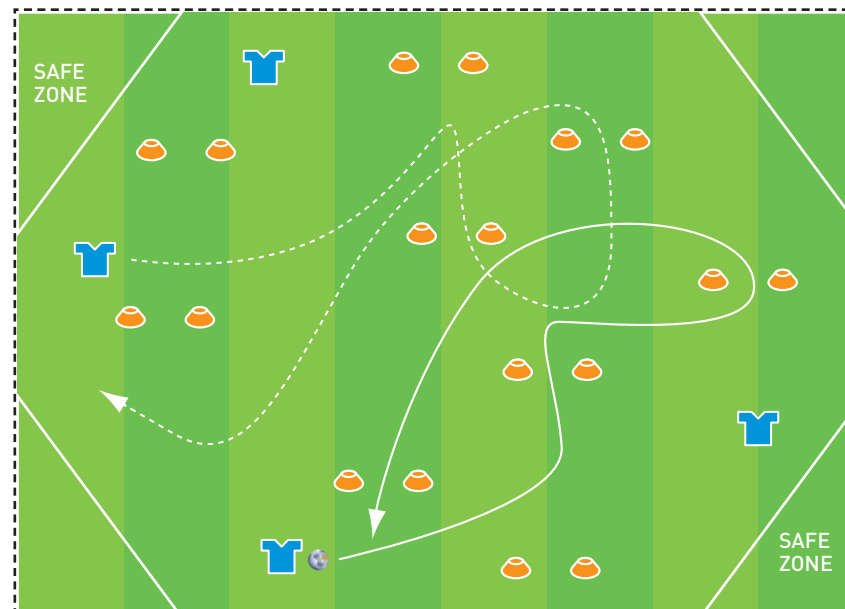
Description

- Players pretend they are 'Shrek' and have to explore the 'swamp'
- Players have to find different ways of moving to dodge cones ('onions')
- The coach should encourage hopping, jumping and other football related movements etc.
- Players call "Get OUTTA my swamp" and move to the next swamp if another player is already there

Progressions

To progress the following methods could be considered:

- Introduce moving around the "swamp" with a ball



■ Technical Outcomes

■ Psychological Outcomes

■ Physical Outcomes

■ Social Outcomes

Differentiation/inclusion

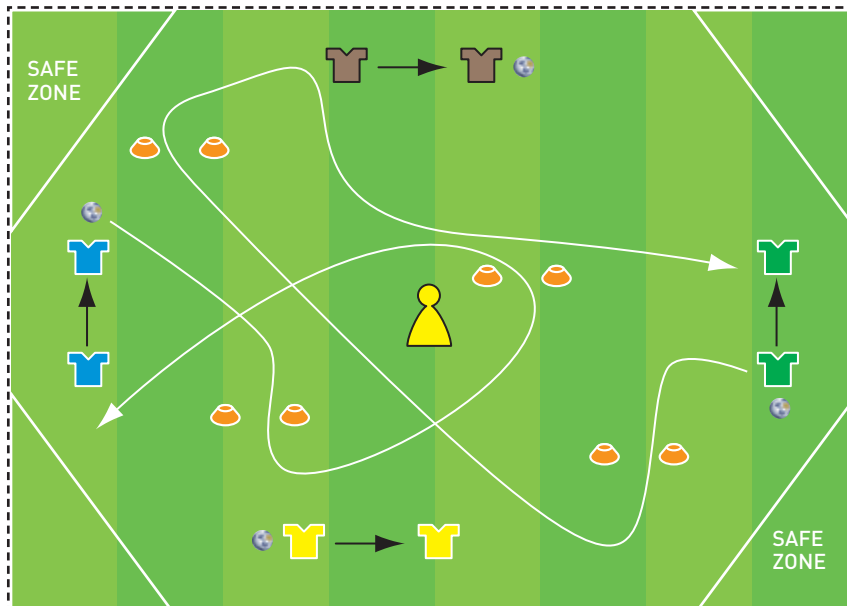
- If the exercise is too easy: players should move around the course by dribbling
- If the exercise is too hard: the coach should keep to encouraging players to proceed with walking/running movement



1:4 Shrek Story continued

Progression 2

- Players now get into pairs with one ball between them
- One player will be Shrek and the other Donkey
- Shrek dribbles/carries the ball around different cones ('Swamps') and also passes the ball back and forth with Donkey to gain clues to free Princess Fiona
- The coach should encourage the players to receive the ball on different parts of the body
- The first pair to get 5 clues can free Princess Fiona





1:5 Pirates of the Caribbean

Learning outcomes

- Ball familiarity
- Players to play with their head up

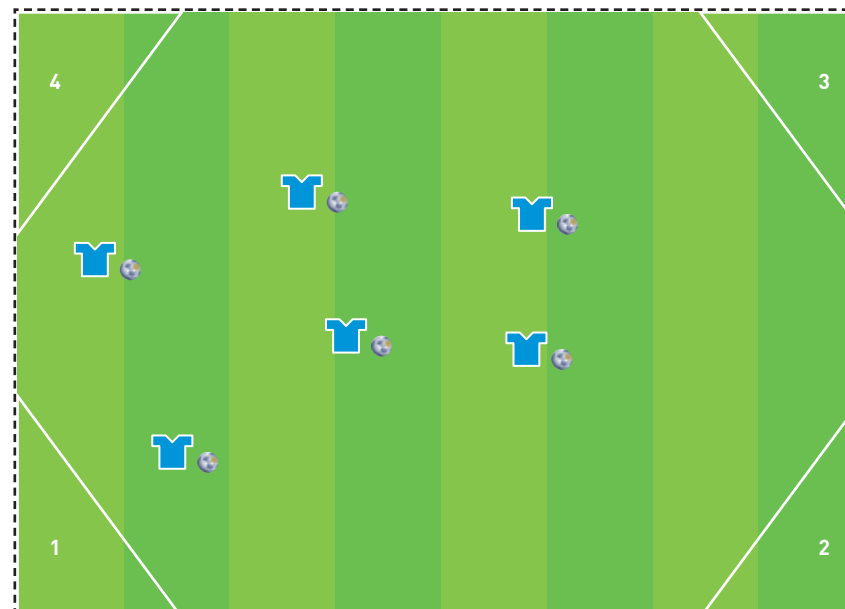
Description

- All players begin by completing basic movements around the area
- Players follow instructions such as:
 - “Salute the captain” (arm up and balance on one leg)
 - “Scrub the deck” (imitate washing the floor)
 - “Wind in the sails” (double arm circles)
 - “Row the boat” (in pairs)

Progression

To progress the following methods could be considered:

- Each corner is a different skill:
 - #1 Drag back
 - #2 Tip tap toes
 - #3 Keep ups x 3
 - #4 Hold ball between feet and jump



■ Technical Outcomes ■ Psychological Outcomes ■ Physical Outcomes ■ Social Outcomes

Differentiation/inclusion

Use of the STEP Principle to engage and challenge players

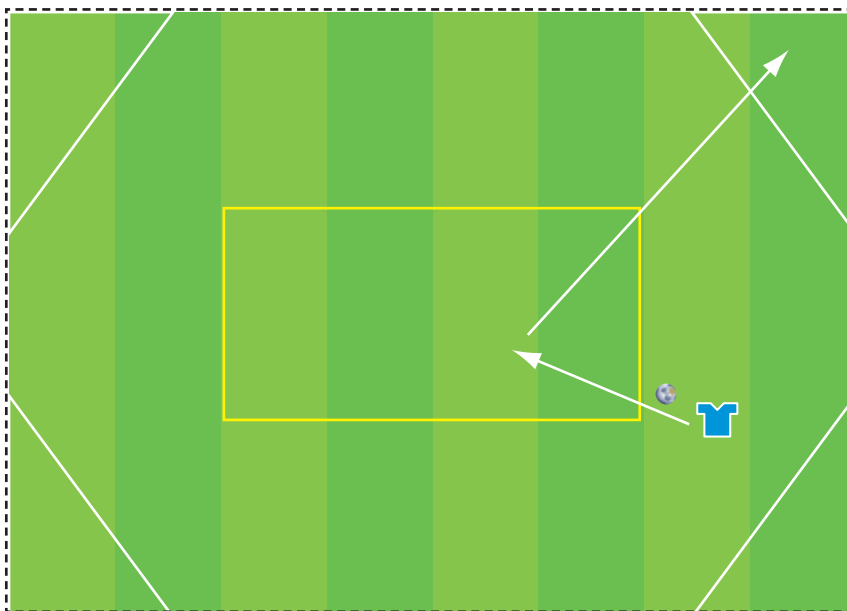


1:5 Pirates of the Caribbean continued

Progression 2

Treasure Chest:

- Player has to dribble into the centre and perform a turn before going to a corner
- 3 points for turn in a treasure chest
- 1 points for dribbling to the corner



Progression 3

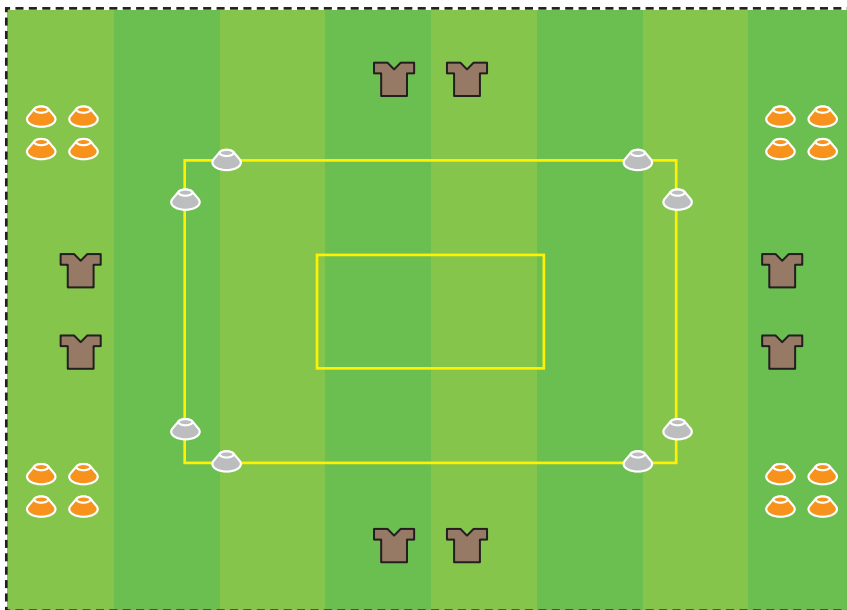
- One player acts as a “baddie” who tags other “goodies”
- Players kneel on ball once tagged
- High fives are used to free players



1:5 Pirates of the Caribbean continued

Progression 4

- Players may leave to go to the “desert island” to raid treasure – each player picks up a yellow cone and must dribble back to ship with it on their head, they then put it in the treasure chest
- If pirates are seen on the island they must stand completely still and then creep (dribble slowly) back to ship
- Boats are added to the game to patrol the area around the ship; if caught, pirates must give treasure to the boats (boats are two players linked together)





1:6 Indiana Jones and the Circle of Doom

Learning outcomes

- Decision Making
- Vary types of functional movement with & without a ball
- How to progress
- Balance and co-ordination

Description

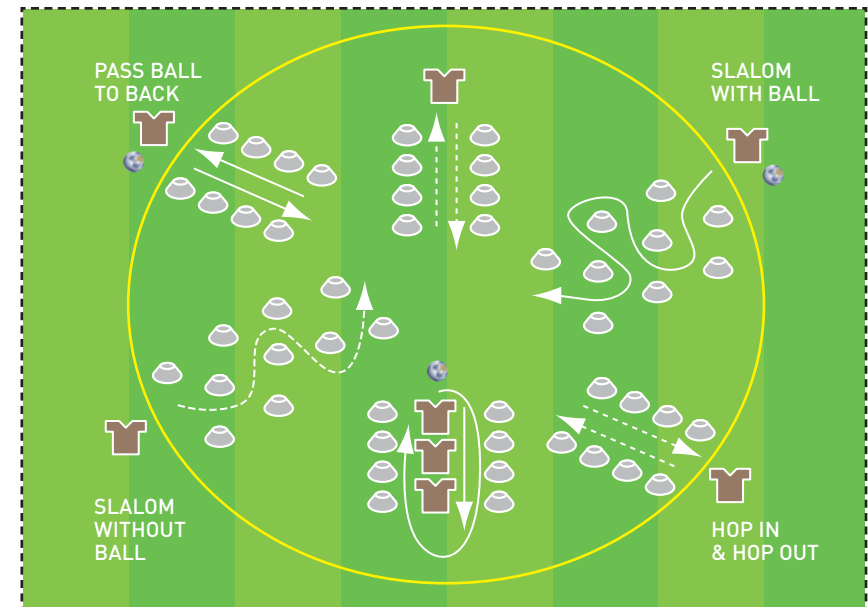
- 30 participants (6 teams of 5) in a circle
- Group 1 = Run without the ball
- Group 2 = Slalom with the ball
- Group 3 = Hop in and out of cones
- Group 4 = Tunnel Ball
- Group 5 = Slalom without a ball
- Group 6 = Pass ball to back

Progressions

To progress the following methods could be considered:

- Space – Change size and length of runs and dribbles
- Task – Vary types of functional movement, i.e. balance activities, hopscotch with and without ball

- Equipment – Use shapes as target areas
- Zones to vary decision-making emphasis
- People – Make activity opposed and working in pairs serving the ball



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| ■ Technical Outcomes | ■ Psychological Outcomes | ■ Physical Outcomes | ■ Social Outcomes |
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1:7 Shapes

Learning outcomes

- Develop understanding of ball familiarity and techniques of dribbling and turning
- Improve a player's understanding of motor skill movements and spatial awareness

Description

- Players first create a circular playing area by positioning cones and within the area (red) squares and (blue) triangles areas are also created. In each square or triangle a few footballs should also be placed
- Use of guided discovery
- Players travel within the outer area in various directions and the coach calls out the following instructions:
“FREEZE” – players pull a scary face etc.
- If the player is in a shape when the command is called, players must do something different such as using different parts of the foot to conduct touches on a ball and/or timed touches (15 seconds etc.)
- When the coach holds up a colour, the player gets into the corresponding shape as quickly as possible
- Dribble round: when the players reach a triangle, they change direction through it and perform a dribbling skill

- When the players reach a square, they turn and exit the square in the direction they entered it



| | | | |
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| ■ Technical Outcomes | ■ Psychological Outcomes | ■ Physical Outcomes | ■ Social Outcomes |
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Differentiation/inclusion

- Apply step principle where required
- Reduce/Increase the size of the shapes as necessary

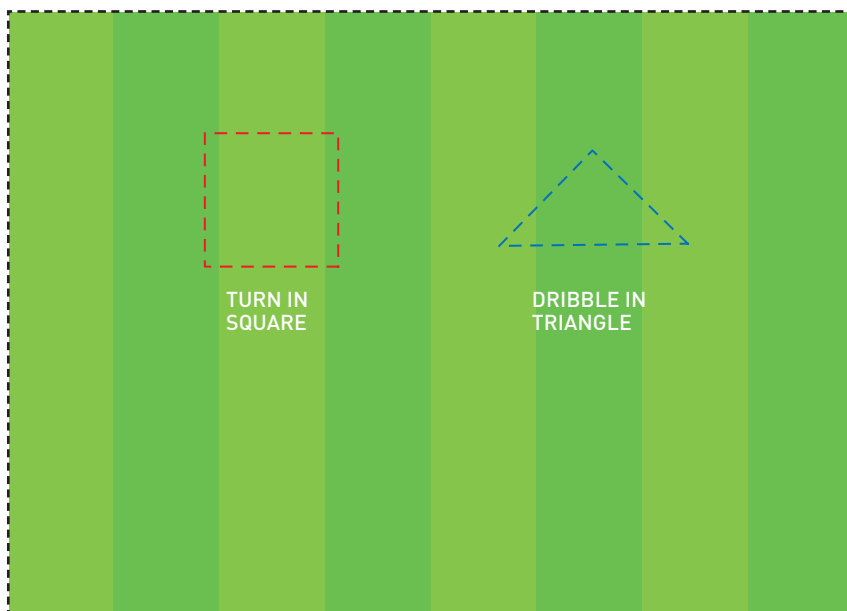


1:7 Shapes continued

Progression 1

Follow the Leader game:

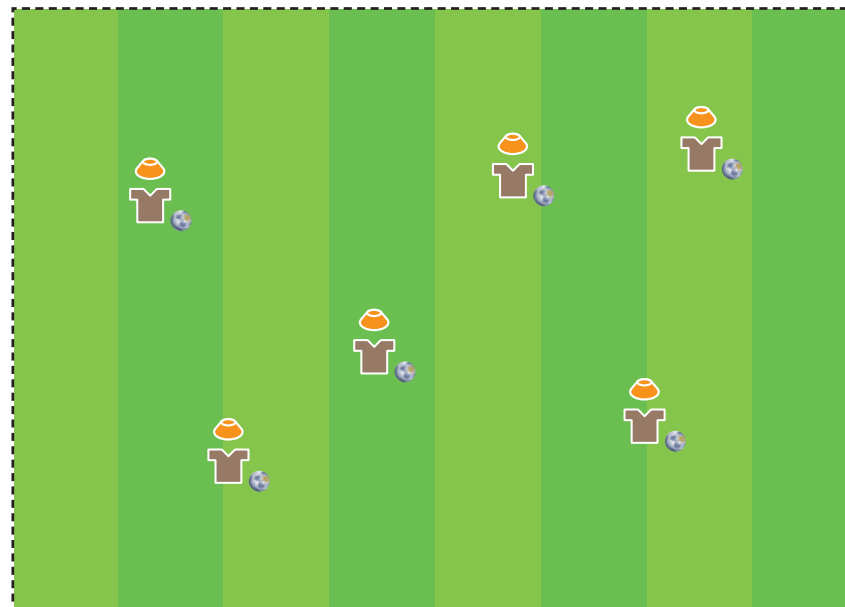
- Travel around, dribble when a triangle is reached. When a square is reached, the players turn and the leader is changed



Progression 2

Cone Head game:

- Everyone stands at a cone to start, before dribbling around the area
- When the coach instructs “Cone Head” or gives a visual cue, everyone must find a cone and put it on their head
- As the game continues the coach will begin to remove cones and players who cannot find a cone on command are out
- Last one with a “Cone Head” wins





1:8 Gone Camping

Learning outcomes

- Appreciate and develop an understanding of dribbling
- Appreciate and improve knowledge of fundamental movement
- Challenge thinking and stimulate the understanding of social awareness

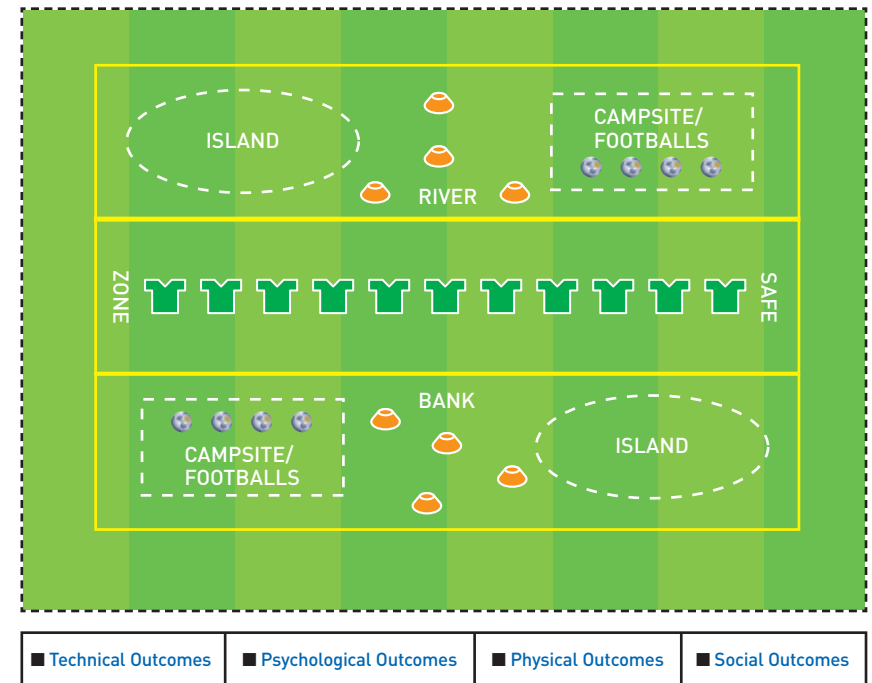
Description

- In a group, the players respond to commands of the coach
- Coach calls “River” – Players hop across the Safe Zone to the river
- Coach calls “Bank” – Players jump across the Safe Zone to the bank
- Coach calls “Island” – Players show ways to the island (run, hop, jump etc.)
- Coach calls “Campsite” – Players run to the campsite to collect their ball and then dribble it across the safe zone (rest can be done here) and then place their football in the opposite campsite.

Progressions

To progress the following methods could be considered:

- Use of obstacles, i.e. cones
- Use of a defender (“farmer”)



Differentiation/inclusion

- Apply the step principle if necessary
- Allow players to travel with the ball in hand
- Advanced players to evade the “catchers”
- Reduce/Increase the size of the ball used in the practice, even use a tennis ball for advanced players



1:9 The Sum

Learning outcomes

- Understanding how to move with and without a ball
- Understanding space/pressure

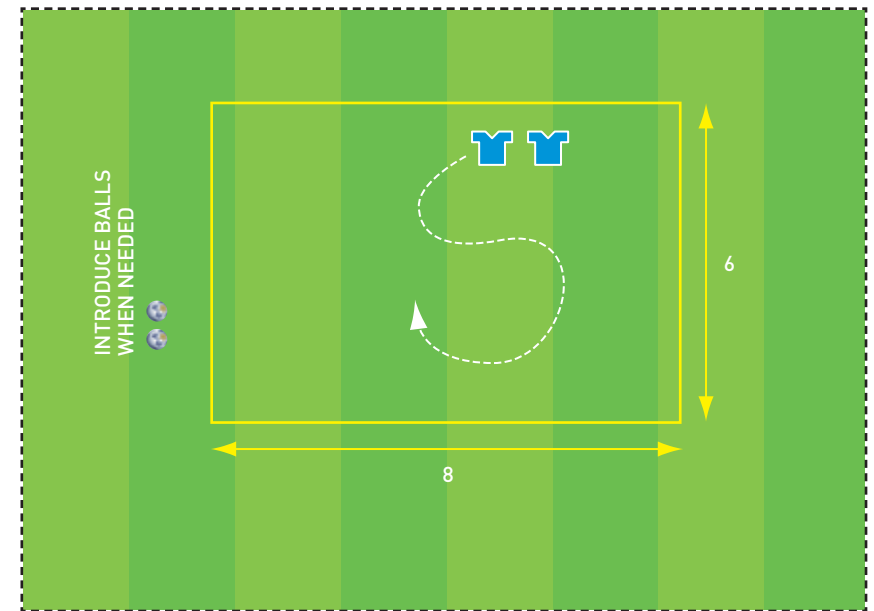
Description

- Inside a 6 x 8 area, players move around in pairs without a ball completing specific moves, e.g. sidestep, jog, heel flicks, dynamic stretch
- Pairs then move on to game of tag where one partner tries to tag the other below the knee. Perform this for 20 seconds then swap over
- Each pair is then given a ball which is to remain static. Both players must now imitate a push pass, step over, jump over etc whilst not touching the ball

Progressions

To progress, the following methods could be considered:

- Players must now move around the area with a ball, doing the same specific movements as above
- Pairs then undertake a game of 'follow the leader' where players imitate what one player does and rotate



■ Technical Outcomes

■ Psychological Outcomes

■ Physical Outcomes

■ Social Outcomes

Differentiation/inclusion

- Space – Increase/decrease size of area
- Time – Perform all three movements over ball in 10 seconds, then run and complete again with someone else's ball
- Environment – Add gates/goals for players to perform different techniques through and into
- Pressure – Add two taggers/tacklers to take ball from dribblers



1:10 Cone Direction

Learning outcomes

- Turning and dribbling
- Sending and receiving
- Balance and coordination and agility
- Decision-making and interaction

Description

- The player moves around area and when approaching a cone they change direction
- When the player reaches a ball, travel over it
- The player will then need to find different ways to travel with the ball

Progressions

To progress the following methods could be considered:

- In pairs hold hands at all times
- One pair has a ball and dribbles around the area, trying to pass the ball against the other pairs and to hit them below the knee
- If a pair is hit they go and collect another ball and join in to make another dribbling team
- The last pair to be hit are the winning team and therefore start with the ball for the next game



Differentiation/inclusion

- Space – Shape of area, work in and out of area
- Task – Change how players make decisions and how they work together to introduce other pairs
- Equip – Change ball and cone to other shapes
- People – Working in overloads, i.e. 2v3 or 4v2 etc



2 Ball Mastery

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KEY



= PLAYER



= PLAYER MOVEMENT



= PLAYER MOVEMENT WITH BALL



= PATH OF BALL



= GOAL



= GATE



= CONE



= BALL



2:1 Dribbling Around the World

Learning outcomes

- To improve dribbling

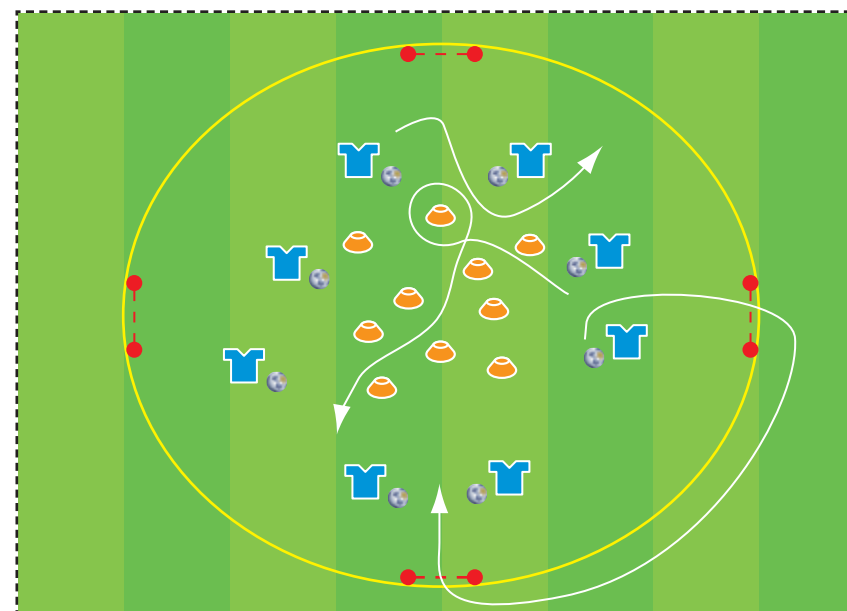
Description

- Session starts with players moving around the circle dribbling and moving with a ball
- Players are then asked to put a cone anywhere in the circle
- Still with a ball each player travels inside the circle. On the coach's instruction players dribble across the circle without touching the cones

Progressions

To progress the following methods could be considered:

- Add gates to the circle which players can enter and exit through
- Baby steps. Defenders with a ball starting inside the square (home base). Players score points by dribbling through gate on outside & then back to home base through another gate



■ Technical Outcomes

■ Psychological Outcomes

■ Physical Outcomes

■ Social Outcomes

Differentiation/inclusion

- STEP Principle to engage and challenge all players



2:2 Dribbling with stationary and moving obstacles

Learning outcomes

- Develop understanding of techniques – dribbling, close control and turning

Description

- Players create a circular area with cones
- Approximately 16 players participate in this exercise with a ball each who then position themselves within the area created
- On the coach's instruction (whistle) players dribble their ball in alternate directions within the circle

Players repeat by stopping and re-starting to the coach's instruction

Progressions

- Add further cones within the circle as extra obstacles
- Create a shielding and defending game where each player attempts to kick opponents' balls out of the circle while guarding their own



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| ■ Technical Outcomes | ■ Psychological Outcomes | ■ Physical Outcomes | ■ Social Outcomes |
|----------------------|--------------------------|---------------------|-------------------|

Differentiation/inclusion

- If the exercise is too easy: create a smaller circle, players must use their weaker foot and/or use a smaller sized football
- If the exercise is too difficult: create a larger circle, slow down the pace of the game to walking speed, encourage players to take more touches on the ball and/or use a larger sized football



2:3 Static and moving balls

Learning outcomes

- Develop an understanding of dribbling with the ball
- Appreciate and improve knowledge of motor skills movement
- Challenge thinking and stimulate understanding of spatial awareness and player interaction

Description

- Players move around the area any way they like, avoiding all cones and balls
- Players also must stand over a ball and perform different movements of their choice

Progressions

- Each player takes a ball from a cone and dribbles around the area avoiding other players



| | | | |
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| ■ Technical Outcomes | ■ Psychological Outcomes | ■ Physical Outcomes | ■ Social Outcomes |
|----------------------|--------------------------|---------------------|-------------------|

Differentiation/inclusion

- Apply the step principle as and when necessary
- Incorporate additional movement, practices and sequences
- Free space in the area by reducing the amount of balls and cones



2:4 Blue and Red Cones

Learning outcomes

- Understanding dribbling and turning
- Recognition of performing different techniques in different situations

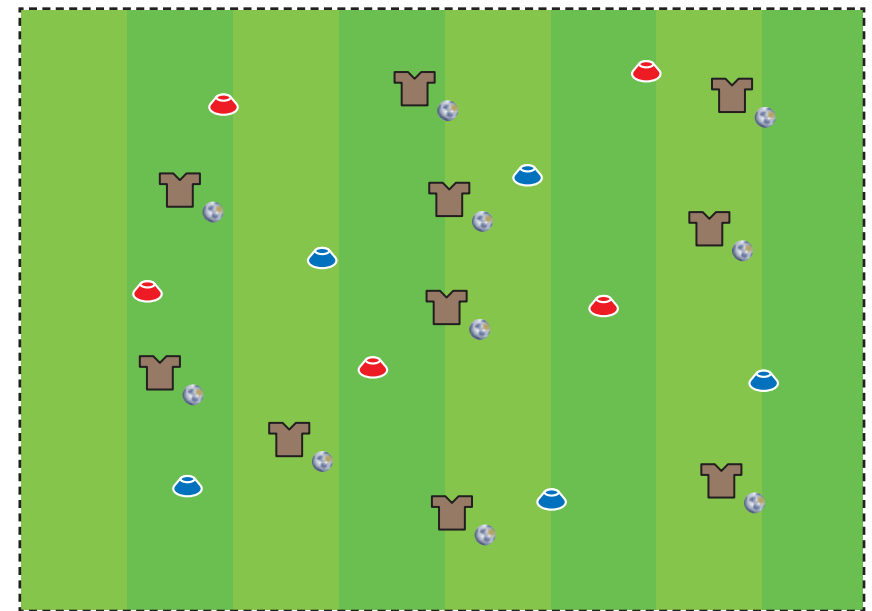
Description

- An activity which enables each player of the group to touch the ball as much as possible
- Players have a ball each and move however they want from cone to cone
- Using different coloured cones, players must decide what foot to use, how much speed and how heavy they want their touch to be

Progressions

To progress the following methods could be considered:

- When players reach a blue cone they must go around it twice
- When players reach a red cone they have to perform a turn



■ Technical Outcomes

■ Psychological Outcomes

■ Physical Outcomes

■ Social Outcomes

Differentiation/inclusion

- Space - Increase/Decrease size of area
- Time - 90 seconds to visit as many different cones as possible and record score
- Environment - Increase/Decrease number of cones or add different coloured cones
- Pressure - Two taggers are introduced for players to avoid



2:5 The Space Game

Learning outcomes

- Develop an understanding of fundamental movements, agility and balance
- Develop an understanding of dribbling, turning, co-ordination and ball control

Description

- The object of this exercise is for the players to travel around the various areas (boxes), completing various activities in each
- Each area is named after something in space – the diagram opposite displays some examples of these
- Within each area the following activities, or variations of, can be completed:

Space Station – High/Low Fives with ball in hand

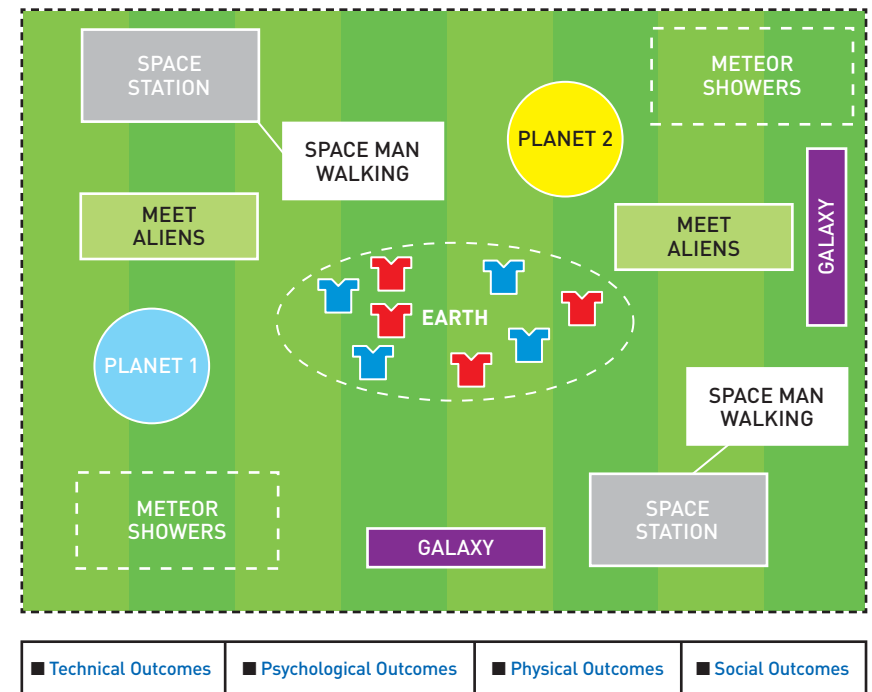
Galaxy – Players fly the spaceship (ball) around in any direction with their hands

Planets – Players stop the ball (spaceship) on the different planets via dribbling into the area and controlling the ball to a stop

Spaceman walk – Players either balance on one leg or hold or hop on one leg

Meet aliens – Players bounce from leg to leg shouting “I’m an alien, I’m an alien”

Meteor showers – Players throw and catch a ball (meteor) on their own or with a partner



Differentiation/inclusion

- Apply the step principle as and when necessary
- Allow players to travel how they wish to
- Increase the tempo and intensity of movement for advanced players
- Position cones randomly as obstacles to increase difficulty but avoid placing them within the defined areas



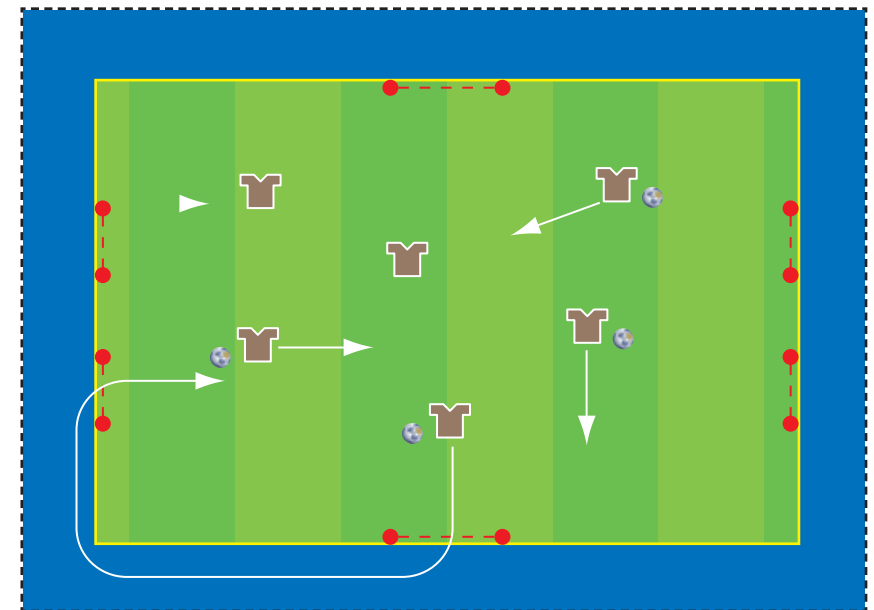
2:6 Ball Familiarisation

Learning outcomes

- Balance and coordination
- Functional movement
- Football familiarisation

Description

- Blue area = Safe Zone
- Each player has a ball each, and moves around dribbling anywhere they want to. Can use hands if want
- Players can exit through the gates into the safe zone, but must return to the area through a different gate
- Players then move to using any part of their foot



■ Technical Outcomes

■ Psychological Outcomes

■ Physical Outcomes

■ Social Outcomes

Differentiation/inclusion

- Space - Consider making practice directional versus multi directional
- People - Could begin to introduce opposed practice evasion game

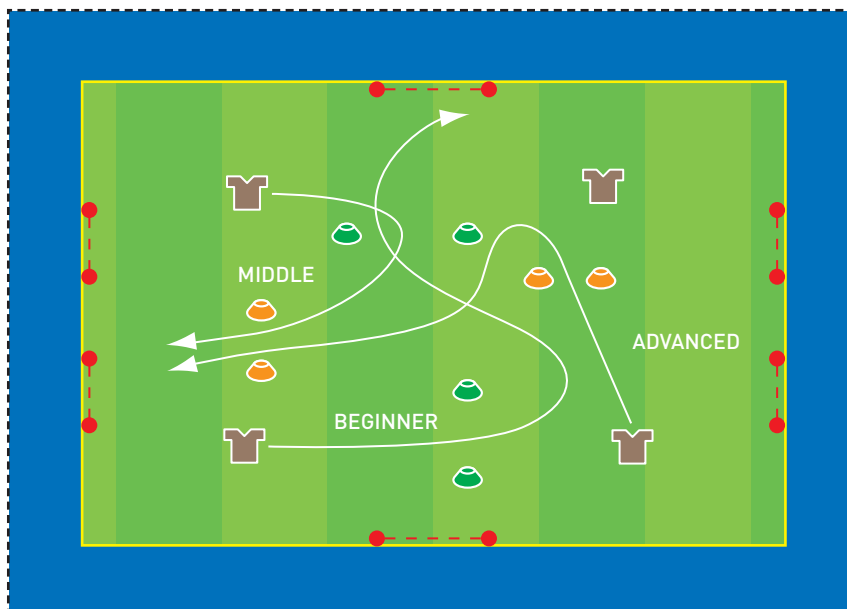


2:6 Ball Familiarisation continued

Progression

To progress the following methods could be considered:

- In same set-up as previous activity, players now travel through gates/cones on the inside
- Players with a lower ability will dribble through 2 green gates
- Players with middle ability will dribble through 1 green, 1 red gate
- Players with advanced ability will dribble through 2 red gates





2:7 Touches on the Ball

Learning outcomes

- Improves ball familiarity

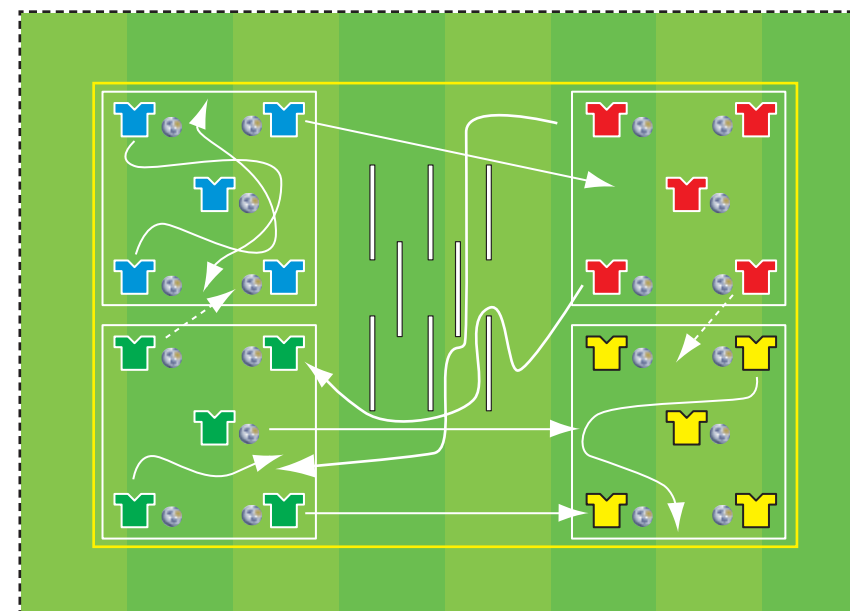
Description

- Four working groups, one group per square
- Each player has a ball each in their relevant squares, and may move the ball around any way they like
- Players then progress to juggling, using only their right foot, then left foot, find a way to swap balls with their opponents (decrease no. of balls from 5 to 2) etc
- Players can also pass their ball from square to square, e.g. Area 1 to Area 2, Area 2 to Area 3, Area 3 to Area 4, and reverse

Progressions

To progress the following methods could be considered:

- On the coach's instruction players move to another square in either a straight line or diagonal line (through slalom poles)
- On the coach's command team leaders must do the same
- To enter another square players must dribble, pass or follow the ball into it



■ Technical Outcomes

■ Psychological Outcomes

■ Physical Outcomes

■ Social Outcomes

Differentiation/inclusion

- Space - Different size squares (Increase/Decrease space)
- Time - Appropriate challenges
- Environment - Simple to get message across. Build up to agility



2:8 Zone Touches

Learning outcomes

- Ball familiarisation

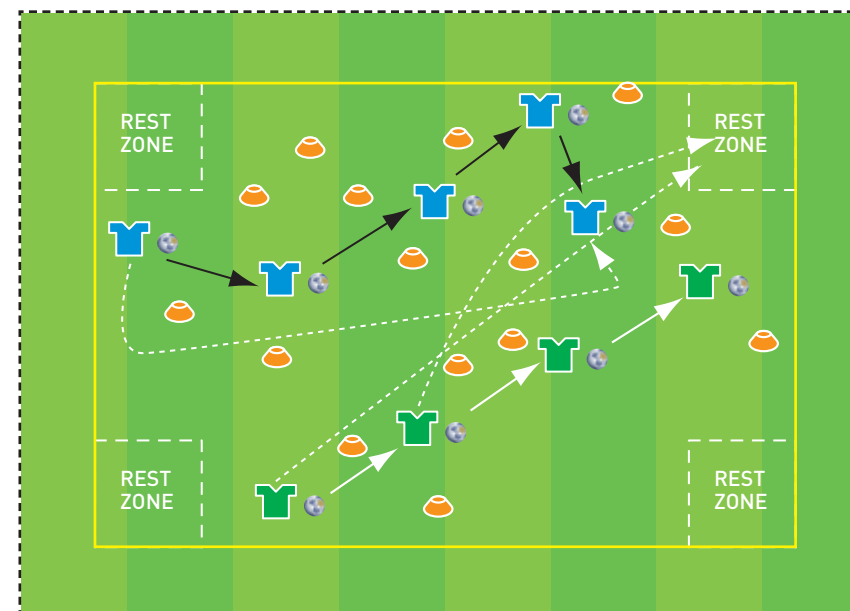
Description

- Players begin to move around the area using a ball and complete as many touches as possible whilst avoiding the cones
- Coach then introduces specific movements, i.e. Toe Taps, Top of the Ball, Cut Backs etc
- Rest zones may be used for active recovery, i.e. ball juggling

Progressions

To progress the following methods could be considered:

- Make each team visit every corner
- Teams that visit each corner must travel diagonally first, then straight



■ Technical Outcomes ■ Psychological Outcomes ■ Physical Outcomes ■ Social Outcomes

Differentiation/inclusion

Use of the STEP principle to engage and challenge all players



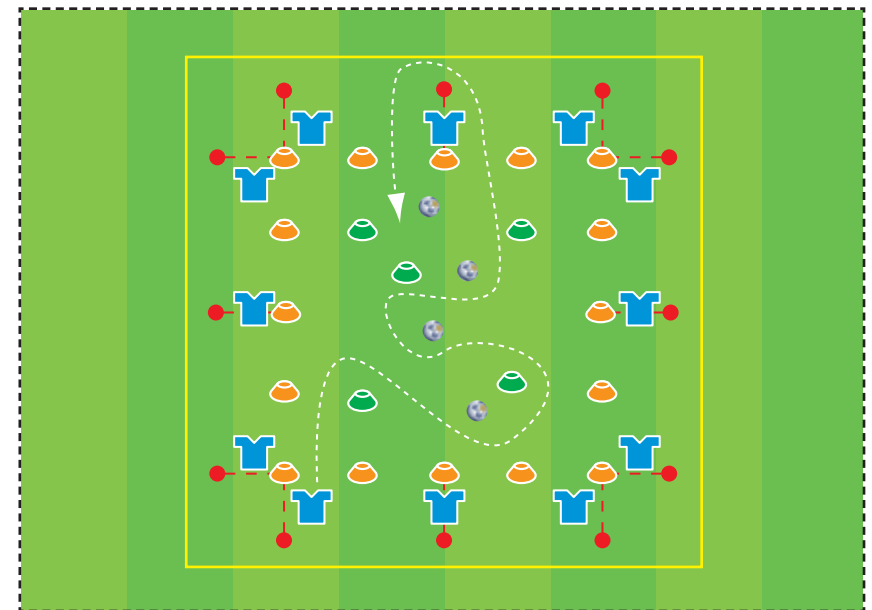
2:9 Farmer Scoreby's Cow Field

Learning outcomes

- Improve ball control, turning and dribbling

Description

- All players start outside the field, then on instruction carry out basic exercises in and around the footballs and inner cones (cow pats)
- Players may exit the field at a different gate than where they entered. Instructed exercises could include low or high knee skips, side-stepping, hop-skip-jumps and/or butt-kicks etc
- Players this time have a ball each and again start outside the field and dribble through and around the cones to a different gate on each lap
- Rules could be introduced for each player, i.e. only using either their foot or the sole of their feet or any other part they can think of



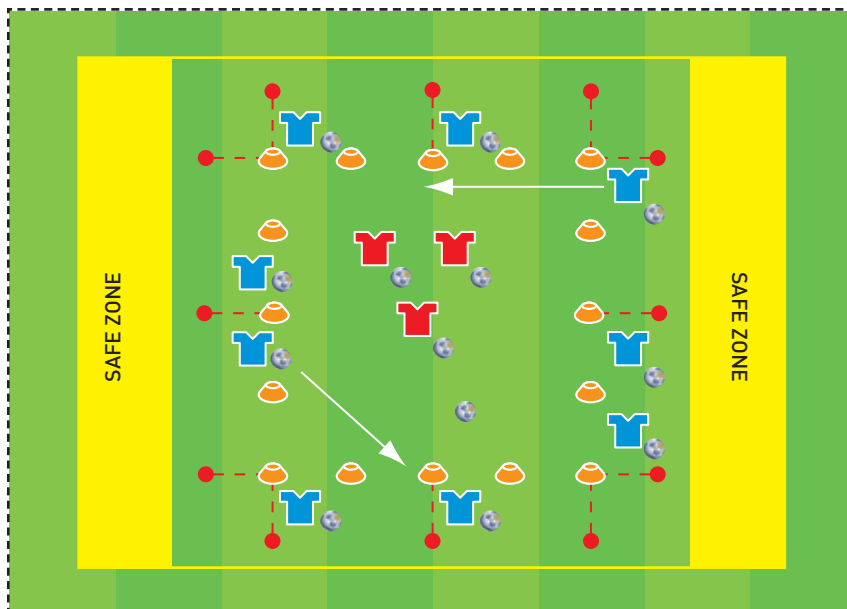
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| ■ Technical Outcomes | ■ Psychological Outcomes | ■ Physical Outcomes | ■ Social Outcomes |
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2:9 Farmer Scoreby's Cow Field continued

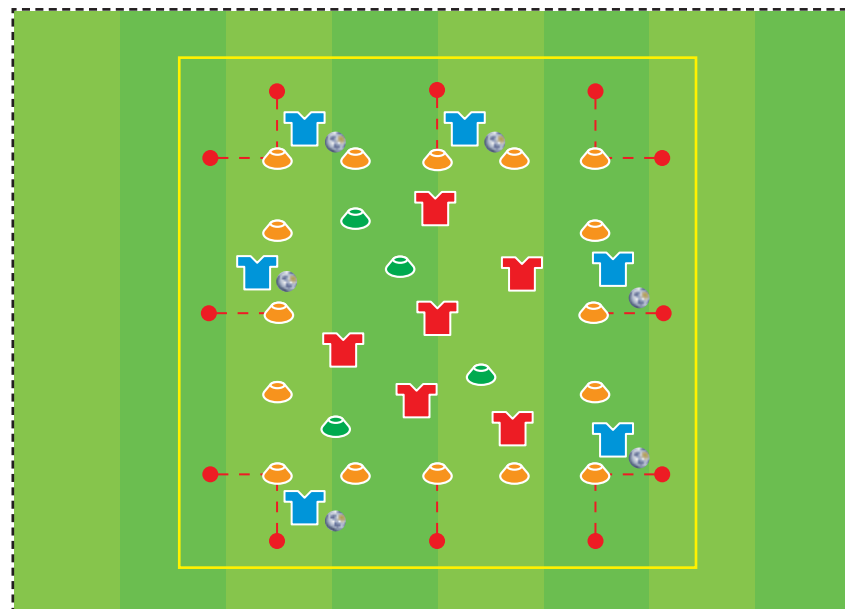
Progression 1

- Half of the players put on bibs to become the red players. They then stand still in the middle of the field while the other blue players try to dribble around them whilst avoiding each other and the cow pats
- The red players become 'donkeys' and remain stationary but this time if the other blue players dribble too close to them, they are allowed to try and kick the ball away from them
- Roles are reversed to ensure everyone gets a go



Progression 2

- The red players become 'bulls' and have a ball each and work on their ball skills. Blue players again dribble across the field between different gates
- When commanded by the coach, the bulls must dribble with the ball and try to tag other players. However the area outside the field and gates is the safe zone
- When a blue player gets tagged, he/she must swap with the red player to become one of the bulls





2:10 Zigzag Ball

Learning outcomes

- Improve ball manipulation
- Co-ordination ball control
- Dribbling and turning in limited space

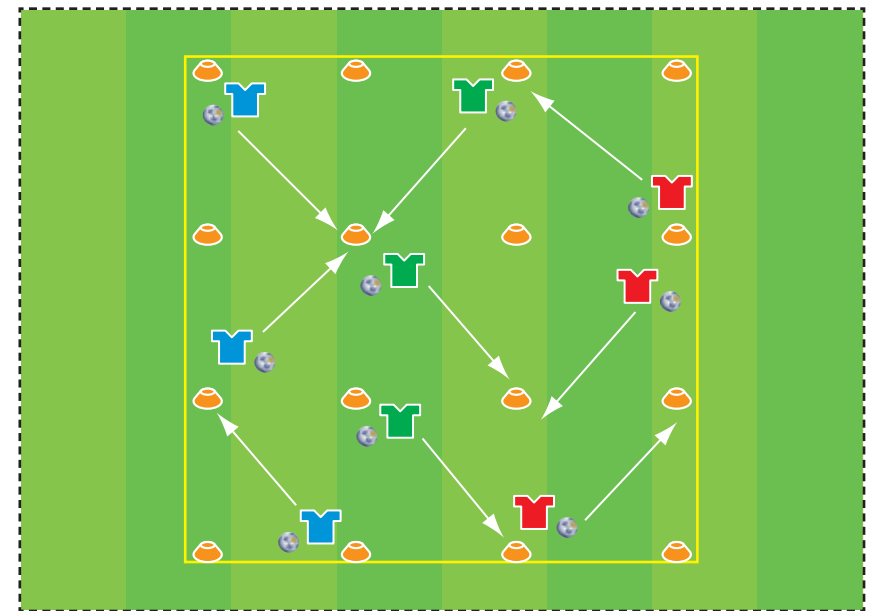
Description

- Players are split up into three teams with each team operating in one of the zones/alleys, and with each player in possession of a ball.
- The players then 'zigzag' across their zone practising running with the ball (short and long distances), dribbling moves, ball manipulation and turning

Progressions

To progress the following methods could be considered:

- Players can move to working across 2/3 zones. If faced with another player, try a dribbling move or turn and change direction



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2:11 Circle Pass and Move

Learning outcomes

- To improve dribbling, passing and decision-making when on the ball

Description

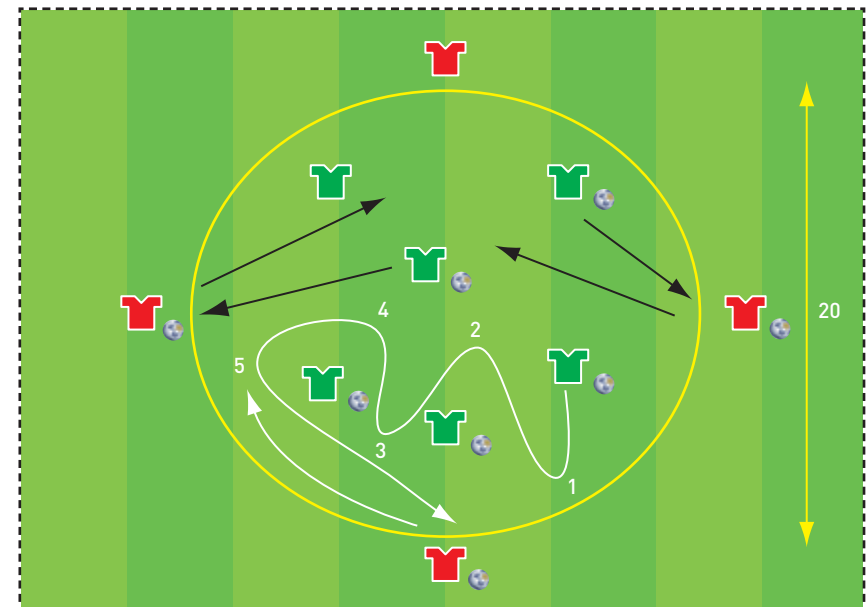
- The players inside the circle zone each have a ball
- The players then dribble around and pass to the players on the outside of the circle
- When 2 players complete a pass, they swap positions with the receiver, entering and dribbling the ball into and around the circle and the passer becoming a receiver on the outside of the circle
- While waiting on the outside, players should complete dynamic movements in preparation to receive the ball
- The exercise is repeated

Progression

To progress the following methods could be considered:

- The inner circle players must complete 5 turns in the circle before being allowed to swap places with the outside players and/or players must complete a mixture of 4 skills, turns and juggles in the circle before swapping etc.
- Players perform a skill then pass out with an aired cross

- Create a central inner circle that players must travel through before passing out to a player on the outside
- The inner circle players provide passive pressure on the receivers once a pass is completed and therefore the receiver must perform a skill to enter the circle



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| ■ Technical Outcomes | ■ Psychological Outcomes | ■ Physical Outcomes | ■ Social Outcomes |
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2:11 Circle Pass and Move continued

Progression 2

Place players in teams of 3 people (i.e. 1 Green team, 1 Red team etc)

P1 passes to P2, with P1 then moving to the middle

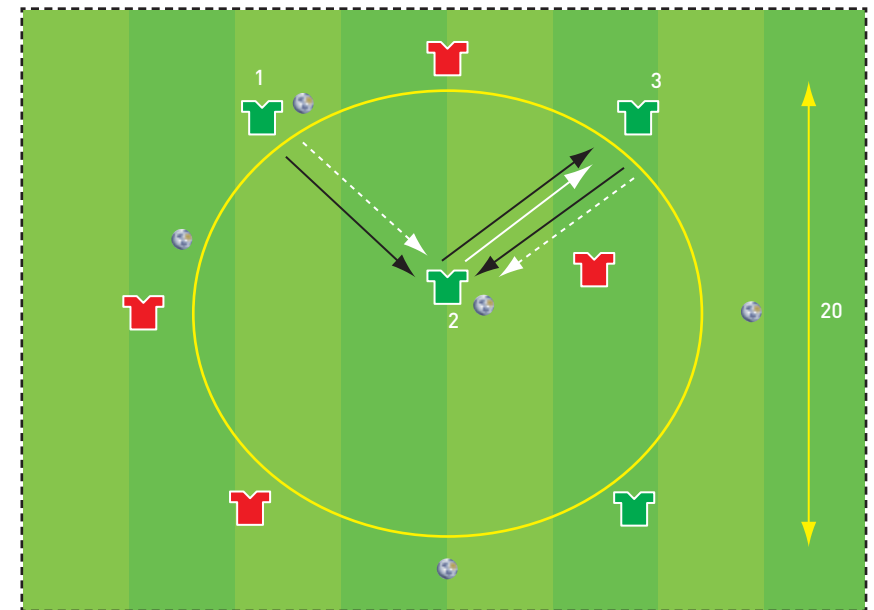
P2 will receive the pass, turn & dribble/pass to P3, with P2 staying on the outside

P3 then passes to P1, who receives, turns & dribbles/passes to P2 etc

Red team mirror these movements

Further progressions could be:

Add an inner circle so players must go through the middle before passing to the outside





2:12 Skill Circle

Learning outcomes

- To improve passing and receiving

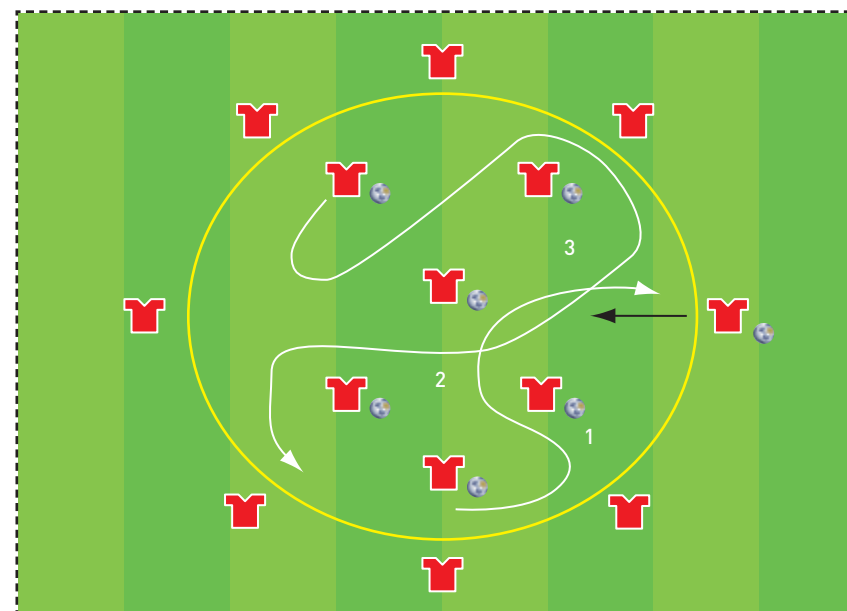
Description

- A circle is set out
- Players move around in lots of different directions, whilst relating movements to football
- When players see a pass, they play to an outside player and receive the ball back

Progression

To progress the following method could be considered:

- Players again move around in middle with a ball, but must do 3 tricks before passing & swapping with another player on the outside of the circle



■ Technical Outcomes

■ Psychological Outcomes

■ Physical Outcomes

■ Social Outcomes

Differentiation/inclusion

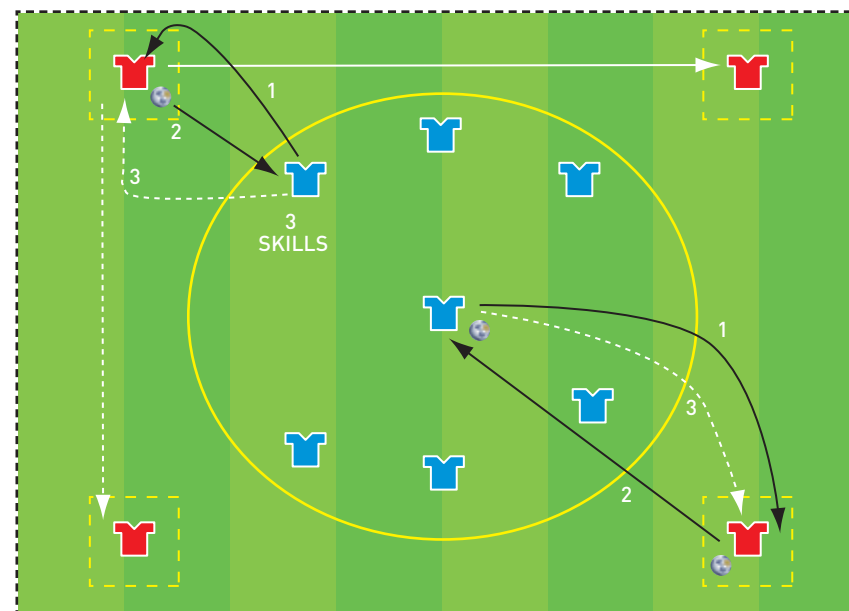
Use of the STEP Principle to engage and challenge players



2:12 Skill Circle continued

Progression 2

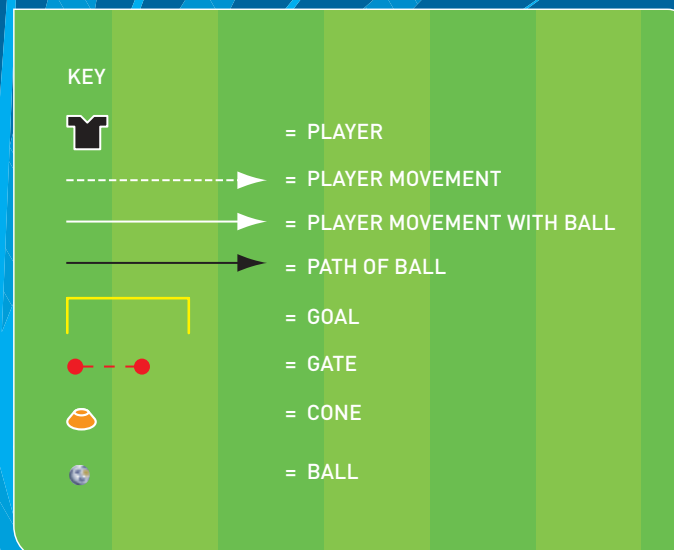
- One circle in the middle, with four boxes of various size around outside
- Session begins with a player in each box, and remaining players in the middle
- A Blue player dribbles, does 3 tricks, and then passes to a free person in an outside square
- Player in square then passes back to the same person they received from, stops the ball and swaps places with person on the inside
- Development – Red players on the outside pass a ball amongst themselves





3 Keeping Possession on your own

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3:1 Practising Your Moves

Learning outcomes

- Understanding dribbling and disguising movements to deceive opponents
- Understanding when to deceive opponents

Description

- Players start moving around with ball, and on the coach's instruction they stand still with ball at their feet
- Players now need to move their foot around and over the ball "shaving the head"
- Players then move to another ball and perform the same foot movement in front of ball whilst running on spot
- Players now move with ball and perform "shaving the head"

Progressions

To progress the following methods could be considered:

- Split players into two teams
- Team 1 works on left foot scissors movement
- Team 2 works on right foot scissors movement
- Move one player from Team 1 to Team 2 and vice versa
- When players come up to "rogue" player, they have to perform double "shaving the head"



■ Technical Outcomes

■ Psychological Outcomes

■ Physical Outcomes

■ Social Outcomes

Differentiation/inclusion

- Space – Increase/Decrease size of the area
- Time – Perform scissors and break out to the edge of the area quickly
- Environment – Add gates to dribble through, and goals to shoot into after performing scissors
- Pressure – Add two tacklers to attain balls of dribblers and swap places



3:2 Treasure Chest

Learning outcomes

- To improve dribbling, turning and running with the ball

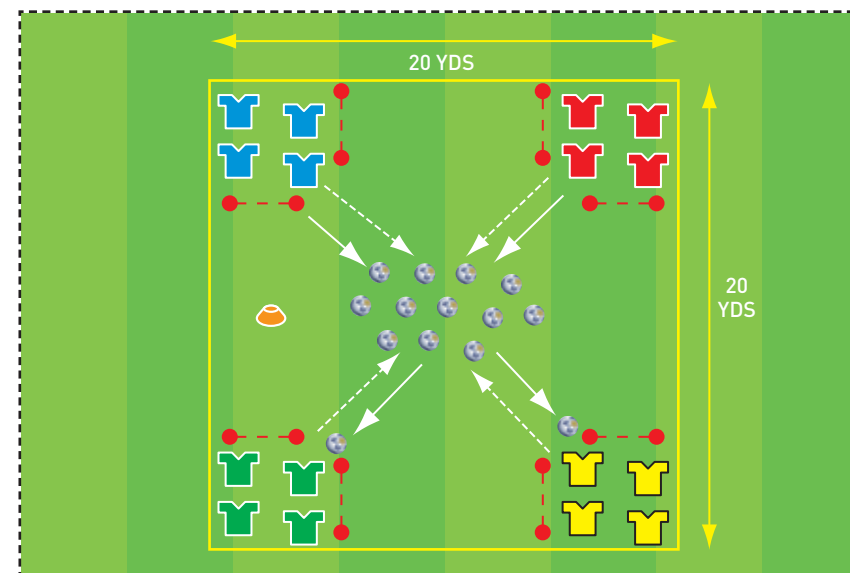
Description

- Players are in teams of four, each team with 1 bib between them
- 1 player wearing the bib then runs into the middle and collects a ball and returns to his/her corner zone with the ball any way they want
- The player then gives his/her bib to the next team-mate who repeats the exercise above
- Once all balls have gone from the middle, players attempt to steal balls from other teams
- Each ball collected is worth 1 point

Progressions

To progress in general the following methods could be considered:

- Gates can be made bigger/smaller, farther/closer to the target (balls).
- Second player in a group can defend against other groups



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| ■ Technical Outcomes | ■ Psychological Outcomes | ■ Physical Outcomes | ■ Social Outcomes |
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Differentiation/inclusion

- For less advanced players, allow these players to use their hands to transfer the ball back to their corner zones
- Encourage players to experiment with different methods of collecting the ball, travelling with the ball and transferring the ball back into their corner zones

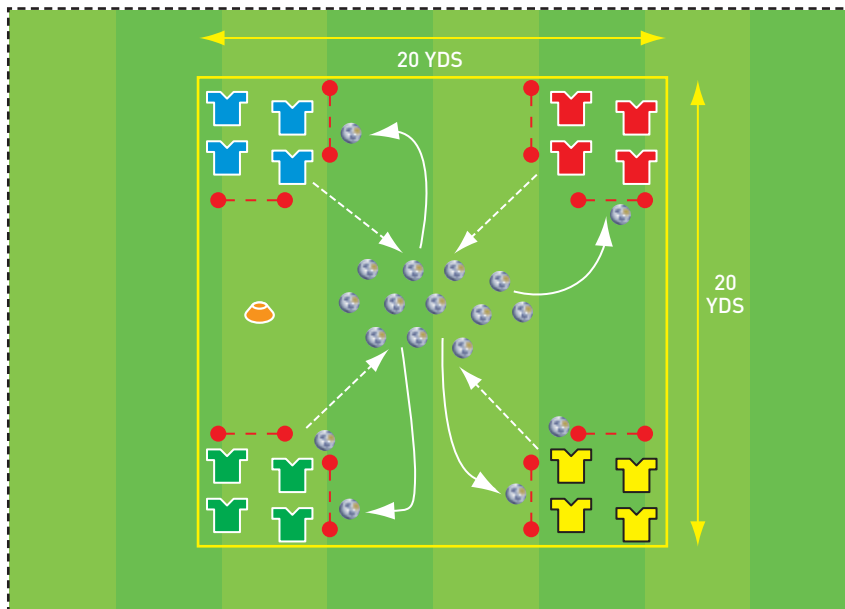


3:2 Treasure Chest continued

Progression 2

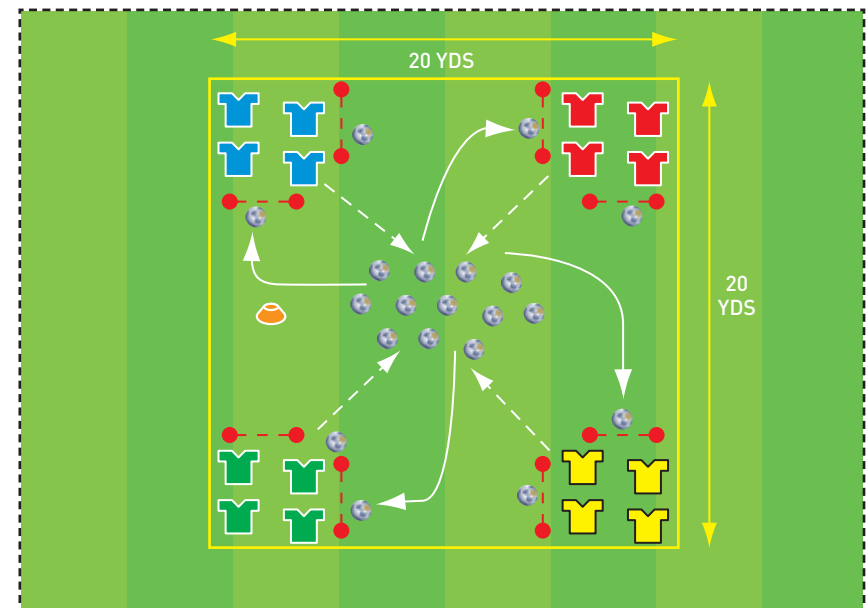
- Players must now transfer the ball through the gates to a team-mate in their group to receive 2 points
- As before, once all the balls are gone from the middle, players can steal from other groups provided they transfer the ball through the gates to a team-mate

(Players may go as close as they want to the gates)



Progression 3

- Players must now collect a ball from the middle and transfer the ball to a player in another team
- Each player will receive 2 points for an accurate and controlled pass
- Once all balls are gone from the middle, instead of stealing balls from other teams players take balls that have been passed to their team and transfer them to other teams





3:3 Cars

Learning outcomes

- Dribbling
- Ball familiarity, control and manipulation

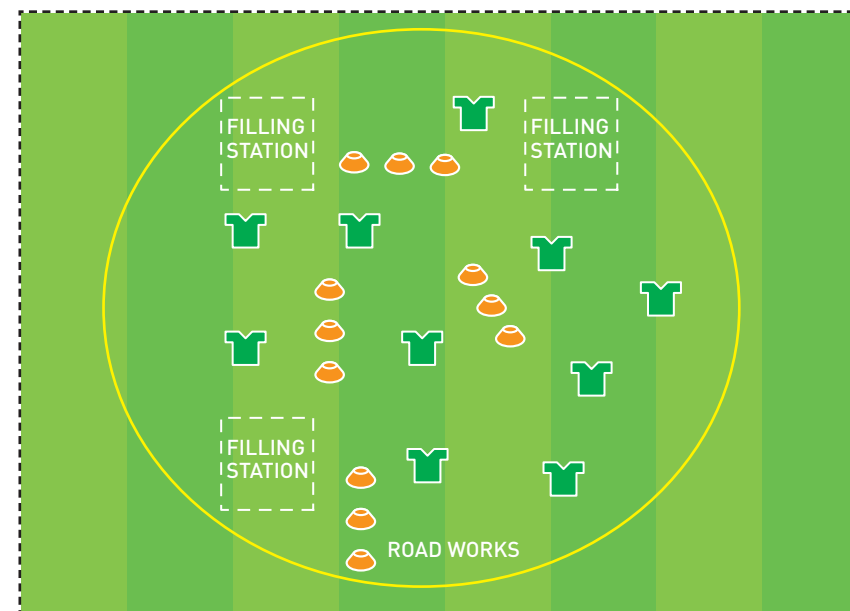
Description

- Players name themselves after characters in 'Cars', e.g. Sally, King, and Lightning McQueen
- Players use their feet (tyres) to move around in different directions to get over and around the road works
- The coach then introduces car gears for the players 1-2
- A ball is then added as a steering wheel. Players are to work on different techniques and challenge their ball skills

Progressions

To progress the following methods could be considered:

- Introduce a game of tag between the 'Chick Wicks' & remaining players
- Players have the ball in their hands or at their feet
- Players move around the area, avoiding taggers. When a player is tagged, they join the tagging team
- Filling stations can be changed to car parks, and act as a safe zone for 2 seconds



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| ■ Technical Outcomes | ■ Psychological Outcomes | ■ Physical Outcomes | ■ Social Outcomes |
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3:4 Traffic Lights

Learning outcomes

- Ball Familiarity
- Turning
- Space Awareness

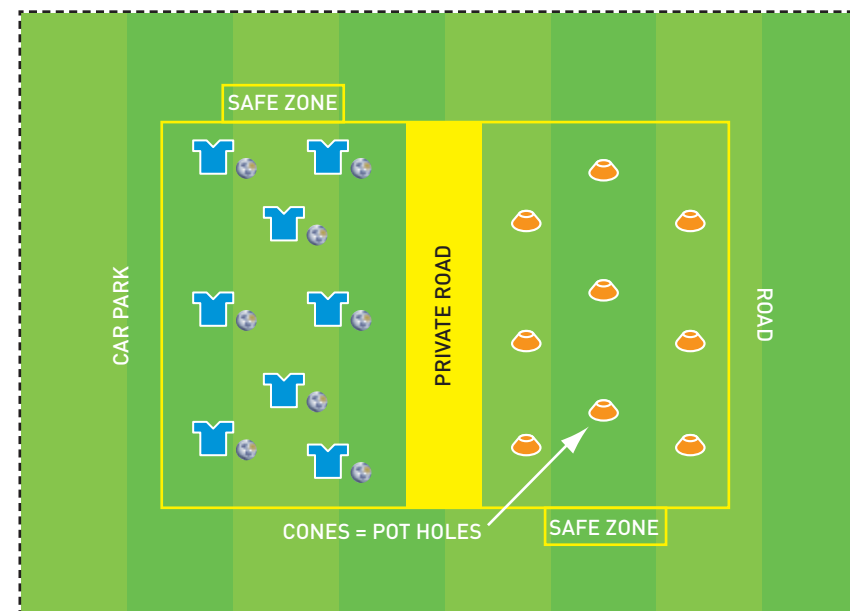
Description

- Players start off in the car-park, dribbling balls around, making sure they avoid others by honking their horn
- On seeing the traffic lights, participants do as asked...
Red = Stop Yellow = Slow Down Green = Move anywhere
- If players decide to go onto the road, they must avoid 'pot holes' (cones)
- It is important that players are looking for space

Progressions

To progress the following methods could be considered:

- Use of hazards i.e. Police Cars (defenders) to stop players going through private road.
- If the ball is kicked out, they then become Police cars



■ Technical Outcomes ■ Psychological Outcomes ■ Physical Outcomes ■ Social Outcomes

Differentiation/inclusion

- Step – Increase/Decrease
- Time – Engage and challenge all
- Environment – Various balls, cones (simple and hard)
- Pressure – Use of players appropriate to challenges



3:5 Colour Cones

Learning outcomes

- Understanding dribbling, passing & receiving
- Recognising space/pressure

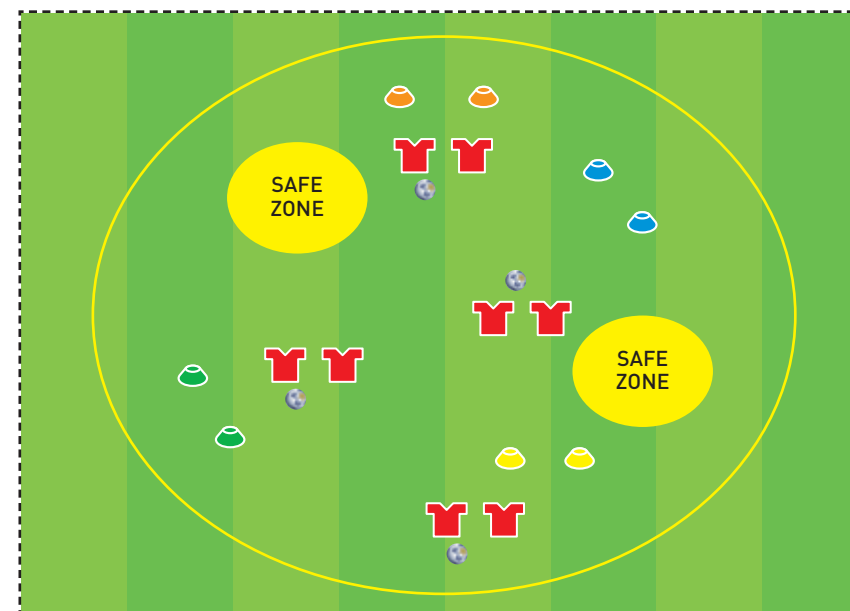
Description

- In the circle the gates are different colours and sizes
- Players move around the inside of the circle finding space
- Players team up in twos exchanging High Fives in the air and through the legs
- Players then move on to a head and shoulders game

Progressions

To progress the following methods could be considered:

- Introduce a gates game, whereby players move to each different colour gate while completing one – two combinations with their partner
- Different colour gates signify the use of different body parts, e.g. right foot, left foot, and head
- Players may also enter the safe zone with their partner. Once inside this safe zone they must pass a ball through partner's legs before moving on to a different coloured gate



■ Technical Outcomes

■ Psychological Outcomes

■ Physical Outcomes

■ Social Outcomes



3:6 Three Player Weave

Learning outcomes

- To improve movement with or without a ball in relation to team-mates

Description

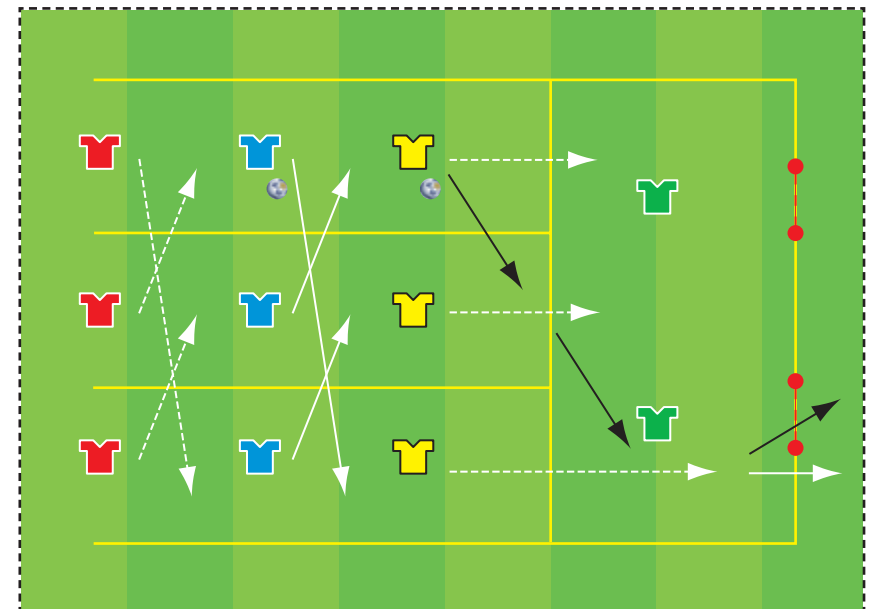
- Players are in teams of 3 or 4 with 1 ball per team
- The players should firstly travel through all 3 channels without a ball (red players)
- Secondly players should throw a ball between themselves while moving into different channels. They should always pass to a team-mate in another channel (blue players)
- Thirdly, players should pass the ball along the ground between themselves while moving through the different channels (yellow players)
- When the players reach the end of the channel they return to the start point

Progressions

To progress the following methods could be considered:

- Exercises should be the same as above but an end zone is introduced containing 2 or 3 defenders. The team of 3 or 4 should pass the ball while avoiding any contact with these defenders

- When the 3 or 4 player team enter the end zone, 2 or 3 players should act as distractions for the defenders' while the player in possession attempts to dribble the ball through an end gate
- The defenders objective is always to tag the player with the ball



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| ■ Technical Outcomes | ■ Psychological Outcomes | ■ Physical Outcomes | ■ Social Outcomes |
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3:6 Three Player Weave continued

Differentiation/inclusion

The coach can make this session easier or harder by considering:

- The length of the practice area
- Variations of the 3v1 to 3v3 in the end zone
- Larger or smaller gates/goals and being able to pass the ball through the gates to finish their exercise lap
- Progressions can be played with ball in hand if necessary



3:7 Crossing the Road

Learning outcomes

- To improve turning and dribbling through a progressive technique practice

Description

- All players have a football
- The red and blue team must try and dribble their ball back and forth through the middle between the two safety zones and between the cones
- The green team in the middle zone must stop players from either side 'crossing the road' by blocking and 'tagging' them
- Players who are successful in crossing the road gain a point but there must be players in each end zone at all times

Progressions

To progress the following method could be considered:

- Green players pair up with a ball between two and can only tag or intercept a player when in possession of the ball
- Blue and red players also pair up with a ball between two and can only be tagged when in possession of the ball



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3:8 Sending and Receiving

Learning outcomes

- Sending and receiving
- Improve passing and receiving

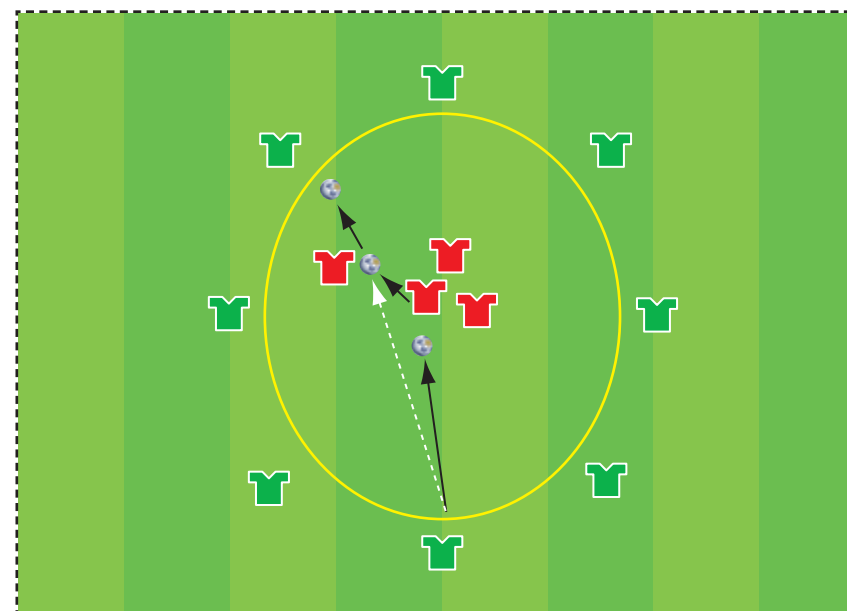
Description

- A player on the outside passes a ball into one of the three target players, who then sets the ball to one side
- The player on the outside then collects the ball & continues to an open space on the outside of the circle

Progressions

To progress the following methods could be considered:

- Increasing or decreasing the size of the circle



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3:9 Turning in Small Spaces

Learning outcomes

- To improve decision-making when receiving and turning

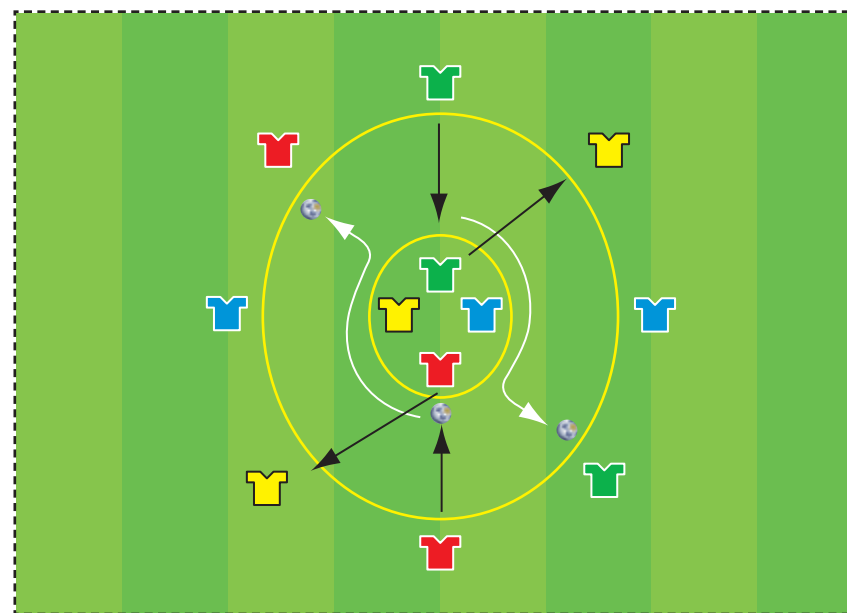
Description

- 12 players, 4 teams of 3, 1 ball between each team
- The player on the outside of the larger circle zone passes to his/her team-mate in the smaller circle zone
- The player on the inside of the smaller circle zone then turns and passes back out to his/her other team-mate on the outside of the larger circle area
- Players swap positions and repeat

Progressions

To progress the following methods could be considered:

- Players around the outside are moving
- Players can either dribble or pass ball out from inner zone – player to decide



■ Technical Outcomes

■ Psychological Outcomes

■ Physical Outcomes

■ Social Outcomes

Differentiation/inclusion

- Give ownership – allow players to organise the playing area



3:10 Drag Back and Turn

Learning outcomes

- Players will learn to travel with/without a ball
- Players will learn to use a variety of turns when retrieving a ball
- Players will develop observation skills

Description

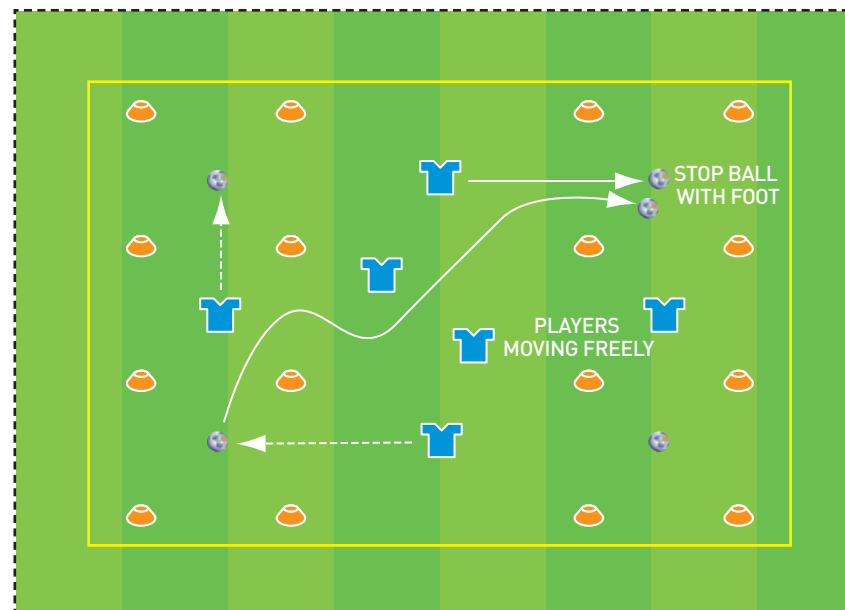
- The group of players are given sixteen cones and are asked to make 4 squares with a ball in each
- Players start by travelling around the area without a ball, performing a variety of movements
- Balls are introduced, with players in possession travelling around the area
- The balls are stopped in the squares
- Players move and find a new ball
- When retrieving a ball, players use a variety of ways to turn

Progressions

To progress the following methods could be considered:

- How many squares can players stop a ball in?
- Use players as defenders to block entry into squares

- All players have a ball, more than one ball at a time can be left in a square
- Players move around with ball and perform a different turn in each square



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| ■ Technical Outcomes | ■ Psychological Outcomes | ■ Physical Outcomes | ■ Social Outcomes |
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3:10 Drag Back and Turn continued

Differentiation/inclusion

- Change size/shape of area and squares
- Different coloured cones for different squares
- Allow players to travel with ball in hands
- Put safe zone (square) in middle, where players can rest and observe before moving off again



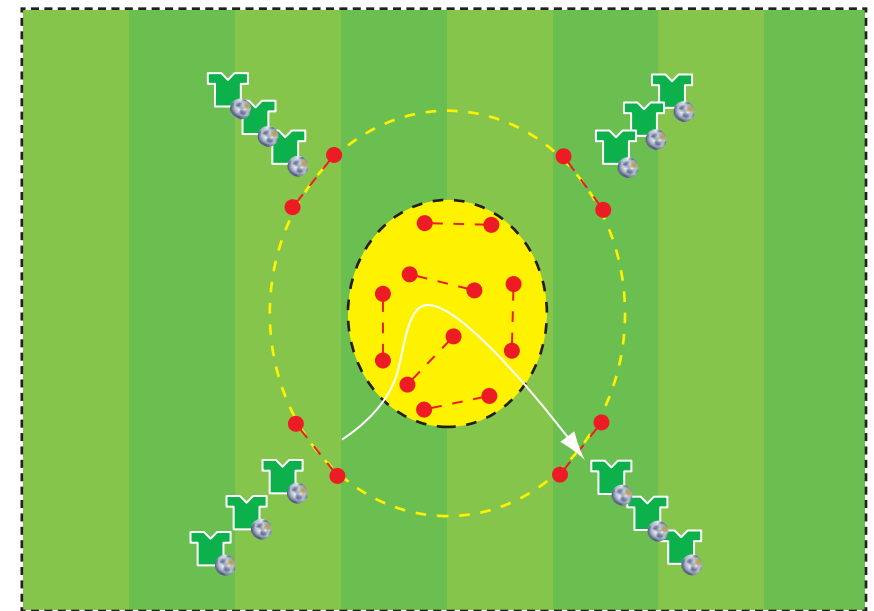
3:11 Circle of Activity

Learning outcomes

- Dribbling and changing direction
- Creativity
- Football Specific Movement

Description

- This exercise is specifically for a large numbers of players
- Players line up outside (4 to 6) gates placed around the outer circle
- The inner circle (orange) is known as the 'NO Crash Zone'
- Players then progress through a number of different exercises on the coach's command for both warm-ups and skill practices
- The first exercise could be for the players to run or dribble through a gate within the 'no crash zone' and then back out to his/her left or right to join another queue



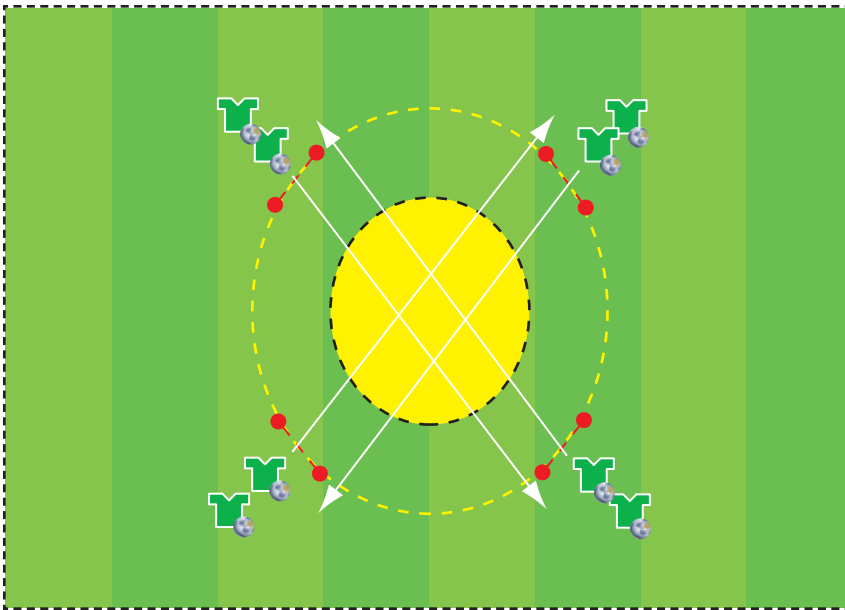
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| ■ Technical Outcomes | ■ Psychological Outcomes | ■ Physical Outcomes | ■ Social Outcomes |
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3:11 Circle of Activity continued

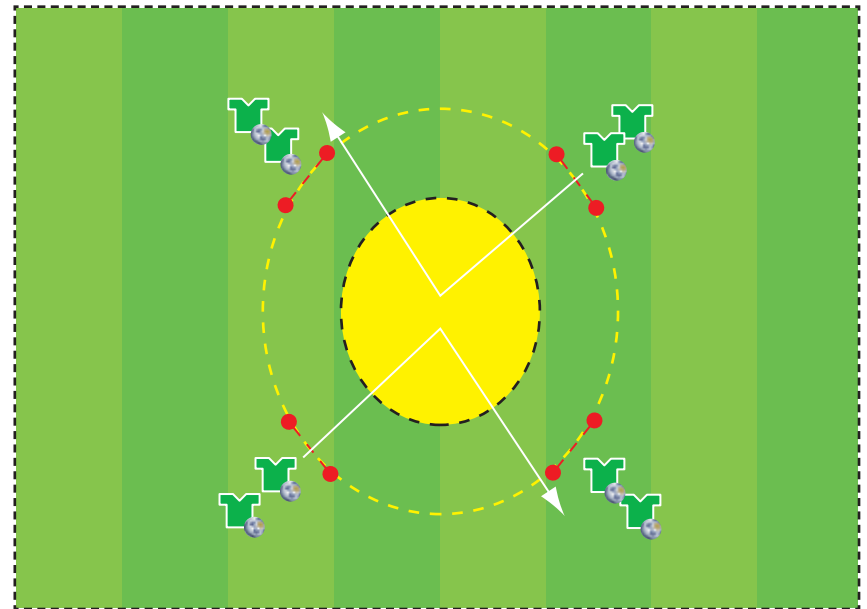
Progression 1

- Players are requested to run or dribble into the 'no crash zone' and manoeuvre around the other players within the zone to find a way straight through. Players continue until requested to stop



Progression 2

- Players are again requested to run or dribble into the 'no crash zone', turning inside the zone (using a skill if with a ball or a simple side step if without) and running or dribbling back out to either the left or the right to join a different queue





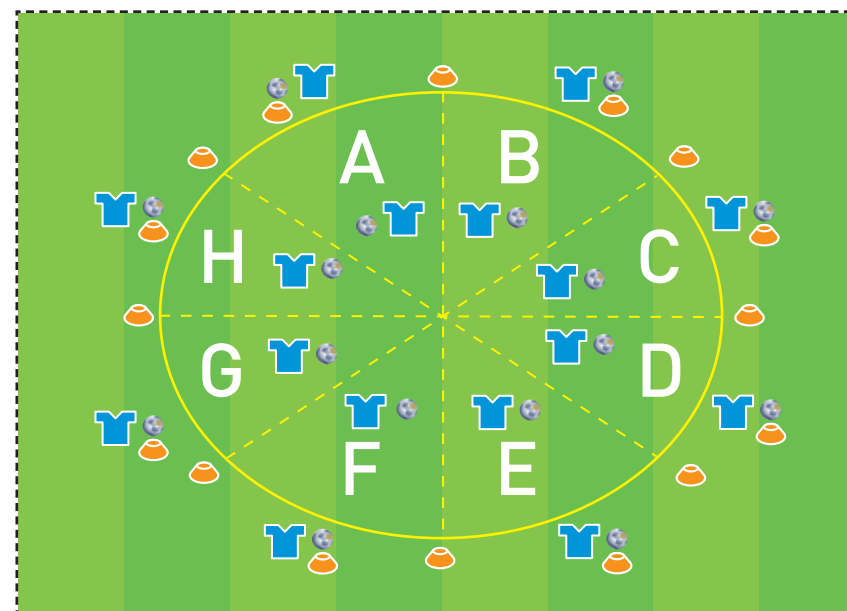
3:12 Imaginary Triangle

Learning outcomes

- Develop an understanding of techniques – dribbling, turning and the skill of shielding the ball
- Improve players motor skills movement, e.g. balance and coordination

Description

- Players in zones A-H work in an imaginary triangle, dribbling from cone to cone
- Players in each section dribble the ball around and within their imaginary triangle being careful not to exit their imaginary triangular area
- Players on the outside of the circle work around a stationary ball placed on a cone practising both foot rotation around ball, trying not to knock it off, e.g. scissors, double scissors, step-overs and/or step-arounds
- On the coach's instruction players swap positions
- On another instruction by the coach both players move into the triangle with one player in control of the ball leading, travelling around the triangle and the other player following. On the coach's instruction again the players swap positions within the triangle



■ Technical Outcomes

■ Psychological Outcomes

■ Physical Outcomes

■ Social Outcomes

Differentiation/inclusion

- If the exercise is too easy: The player should shield the ball at his/her feet whilst the other player tries to steal the ball using any body part
- If the exercise is too hard: The player should shield the ball in his/her hands whilst the other player tries to reach and touch it with his/her hands



3:12 Imaginary Triangle continued

Progressions

To progress the following methods could be considered:

- Using the ball positioned on the cone, 1 player uses his body to shield and protect the ball from the other player who attempts to knock it off the cone. This exercise is full contact in 1 minute rounds then players swap
- For advanced players, players use the free ball in their triangular area, 1 player leads in possession of the ball while shielding it again from the other player
- The object for the player in possession is to travel into as many different corners as possible in a designated time. Players score 1 point per corner reached
- The above can be advanced to a 1v1 situation in the whole circle area where the lead player again attempts to shield the ball from the other player for a designated amount of time



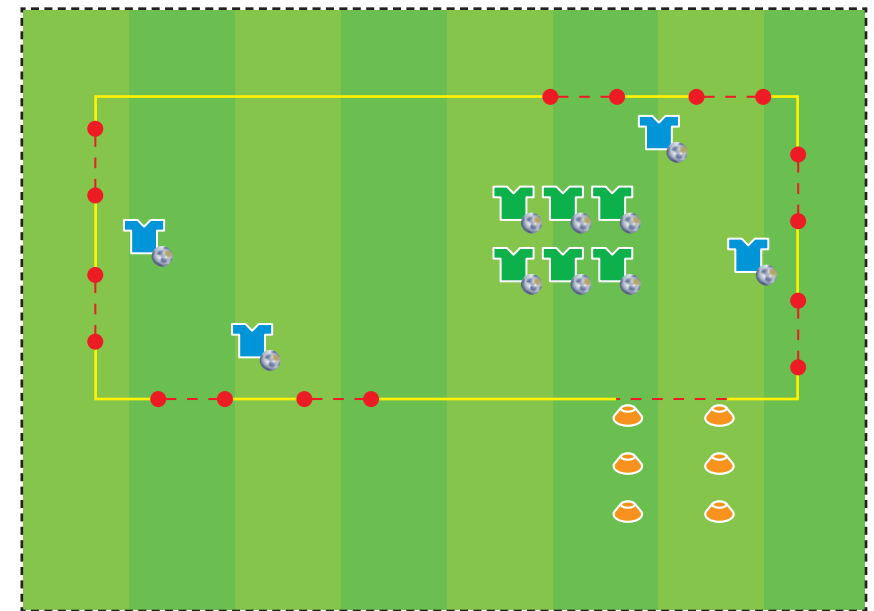
3:13 The Gate Escape

Learning outcomes

- Develop an understanding of fundamental movements, dribbling and running with the ball
- Challenge thinking and stimulate an understanding of special awareness and player interaction
- To appreciate and improve knowledge of the decision-making
- Improve the players' motor skills

Description

- A rectangular area is marked out on the playing field with two gates in close proximity to each other on each side
- Players are positioned in the middle of the area with a ball each and 4 other players (also with a ball) are placed between each set of gates as a 'guard'
- The middle player's aim is to get exit the area via dribbling through a gate, but the guard's objective is to tag them while controlling their ball
- Once the escaping players escape the area they must re-enter through the tunnel



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| ■ Technical Outcomes | ■ Psychological Outcomes | ■ Physical Outcomes | ■ Social Outcomes |
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Differentiation/inclusion

- Players can start with the ball in hand
- Allow players to escape through the gates using different methods
- Increase/Decrease size of area
- Increase/Decrease size of the gates



3:13 The Gate Escape continued

Progressions

To progress the following methods could be considered:

- Players must keep the ball close to feet
- An extra 'guard' can be added into the area who's allowed to travel freely to tag the escaping players who must then re-enter from the tunnel
- Once the escaping players get out of the area they must complete challenges such as keep-ups or step-overs on a lap of the area until each player arrives at the tunnel
- When the players escape the area they must try to re-enter back through the gates
- The guards progress from tagging to tackling while still in possession of their own ball
- The guards no longer possess a ball each and the green players pass one ball between them in the attempt to escape one at a time. The green players must be in possession of their team's ball to be able to escape and pass the ball back to their teammates through the tunnel

3:14 Bay Watch

Learning outcomes

- Understanding dribbling, receiving and passing
- Understanding when and where to apply the above techniques

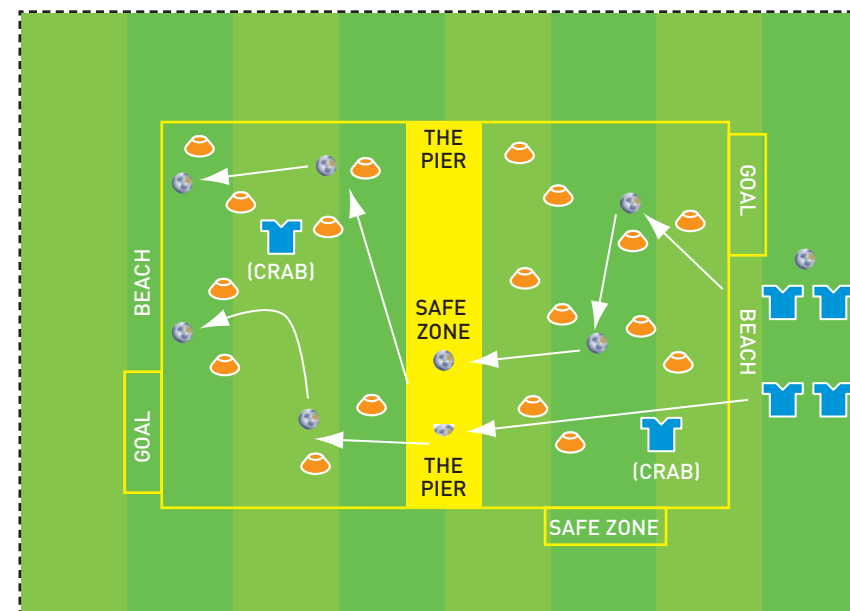
Description

- In pairs players have one ball between them
- The teams of two make their way down the 'beach' by either passing or dribbling between them.
- Their aim is to pass through the gates on both beaches while avoiding other cones and a defender (crab)
- The ball must be kept on the floor

Progressions

To progress the following methods could be implemented:

- Add two crabs into the safe zone
- Add a goal at each end, with the original crab/s becoming goalkeeper
- The use of a lifeguard (player) may be introduced to help players to the beach



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| ■ Technical Outcomes | ■ Psychological Outcomes | ■ Physical Outcomes | ■ Social Outcomes |
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Differentiation/inclusion

- Space – Increase/Decrease size of area, safe zone, or goals
- Time – Adding a time restriction to get from beach to beach
- Environment – Increase/Decrease number of cones
- Pressure – Increase/Decrease number of crabs



3:15 Lord of the Rings

Learning outcomes

- Spatial awareness
- Decision-making

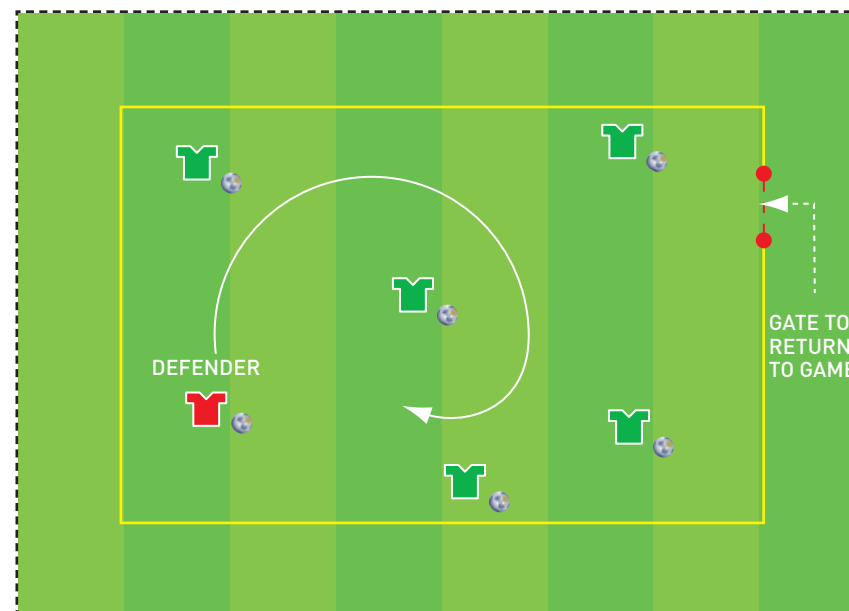
Description

- The defender moves around the area dribbling a ball
- They try and dispossess the other players without any physical contact
- When the defender plays a ball out, the other players complete a given number of toe taps then rejoin the game
- Now when a player gets dispossessed, they must perform a turn or dribble before rejoining the game

Progressions

To progress the following method could be considered:

- The players tuck a bib down the back of their shorts
- The defender tries to steal the bib encouraging the attacker to shield
- Increase the number of defenders



■ Technical Outcomes

■ Psychological Outcomes

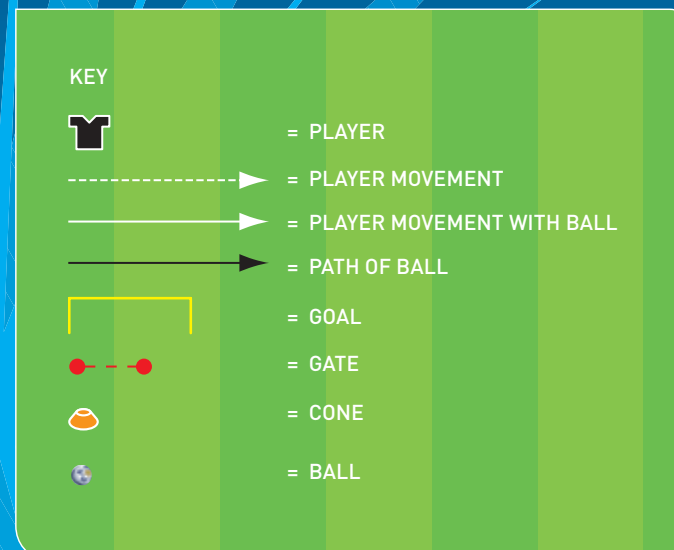
■ Physical Outcomes

■ Social Outcomes



4 Keeping Possession as a team

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| 4:11 | Can You Keep The Shape? | 75 |





4:1 Gate Task

Learning outcomes

- Develop an understanding of passing, receiving and turning
- Challenge thinking and stimulate an understanding of spatial awareness and player interaction
- To appreciate and improve knowledge of the decision-making process

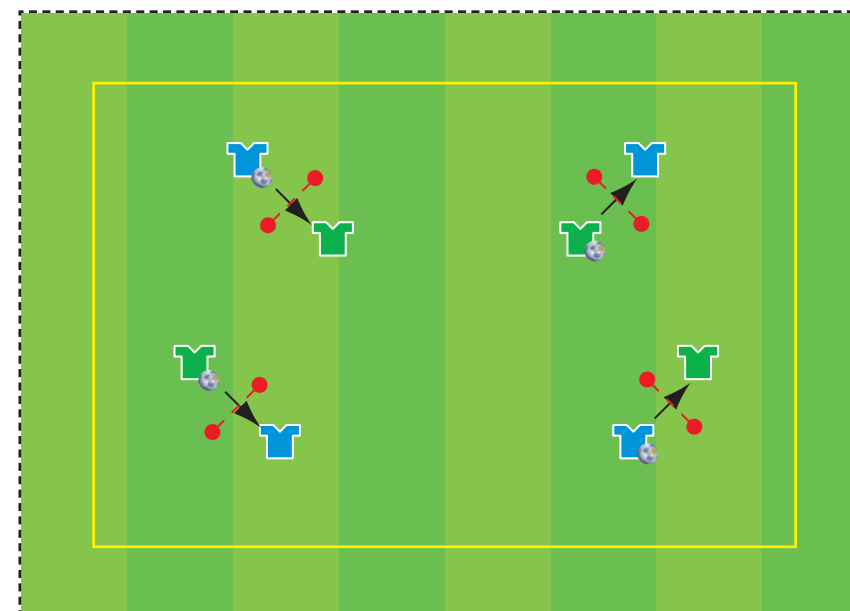
Description

- Players move around the area in pairs, passing the ball to each other through the gates

Progressions

To progress the following methods could be considered:

- Players pass the ball on the ground using different parts of the foot before progressing onto one touch passes. Players should consider turning on the receive with no touches
- Players should use other skills to pass the ball through the gates – back heel or drop volley etc
- Players should use other parts of the body, e.g. the thigh or head, when passing or receiving the ball
- Add blockers to the gates and encourage the players to turn using many touches if there is a blocker in the gate



■ Technical Outcomes

■ Psychological Outcomes

■ Physical Outcomes

■ Social Outcomes

Differentiation/inclusion

- Allow players to travel with the ball in hand
- Increase/Reduce the size of the gates
- Add/Remove the number of gates



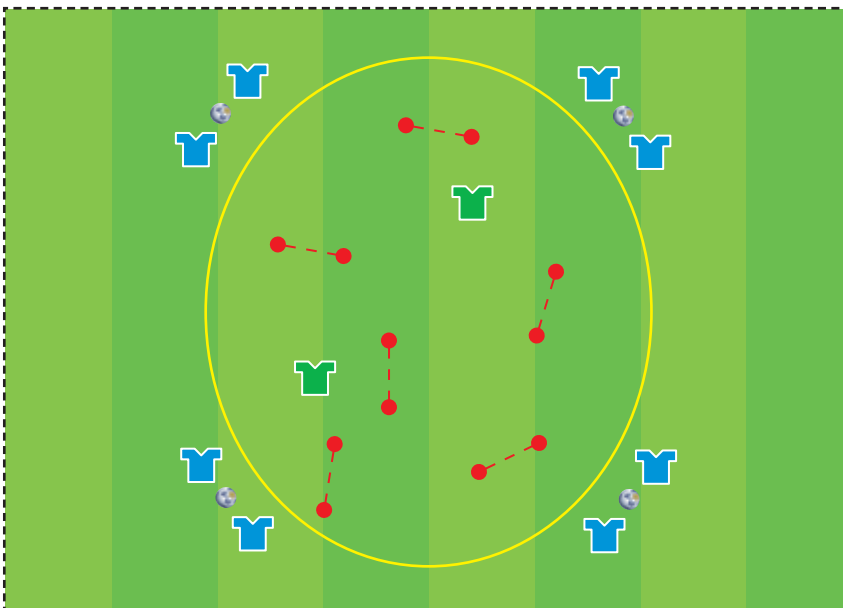
4:1 Gate Task continued

Progression 2

Make the game directional:

- Blue shirts are partners; they have to travel from one side of the circle to the other. They score a goal every time they turn between the gates
- Players can use any number of touches or no touches

The green shirts are blockers; they try to stop players passing through gates





4:2 Fruit Bowl

Learning outcomes

- Develop an understanding of passing and receiving
- Develop an understanding of motor skills, in all movement patterns
- Appreciate when and how players interact

Description

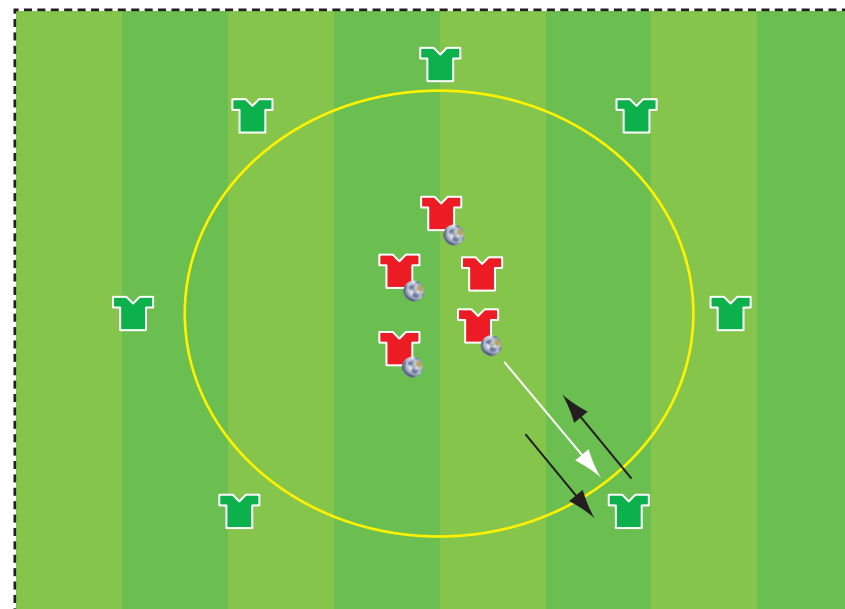
- A circular area is created called the 'fruit bowl'
- There must be an equal number of players on both the inside and outside of the circle
- Players in the middle start with the ball in their hands
- These players then throw the ball to a player on the outside of the area through a gate
- Players exchange places from the middle to the outside after each complete pass

Progressions

To progress the following methods could be considered:

- Players progress onto passing the ball with their feet instead of their hands
- When a player receives a ball by foot, this player travels with the ball (by dribbling) back through the gate and completes 1 lap of the 'fruit bowl'

- When a player receives a ball by foot, the 2 players involved complete a 1-2 passing combination during their swap over of positions



■ Technical Outcomes

■ Psychological Outcomes

■ Physical Outcomes

■ Social Outcomes

Differentiation/inclusion

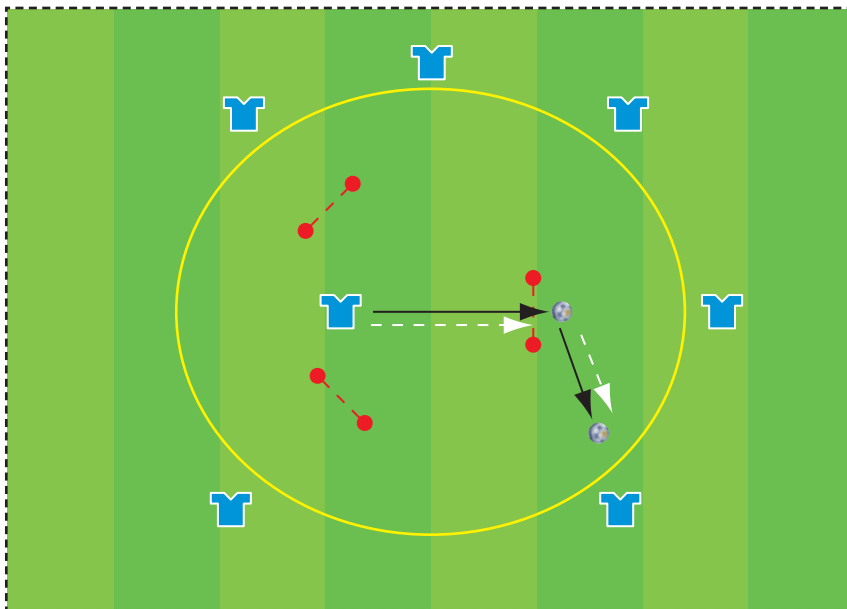
- Allow the players to pass through the gate in any way
- Increase/Decrease the size of the circle area and/or gates



4:2 Fruit Bowl continued

Progression 2

- 3 different sized gates are introduced, with 3 different points for each.
- One of the players makes a pass through a gate, which they then collect and pass to one of their team-mates on the outside of the circle. After this point they swap places with their team-mate.
- For further progression one player will become a gate keeper to prevent passes being made through a gate.





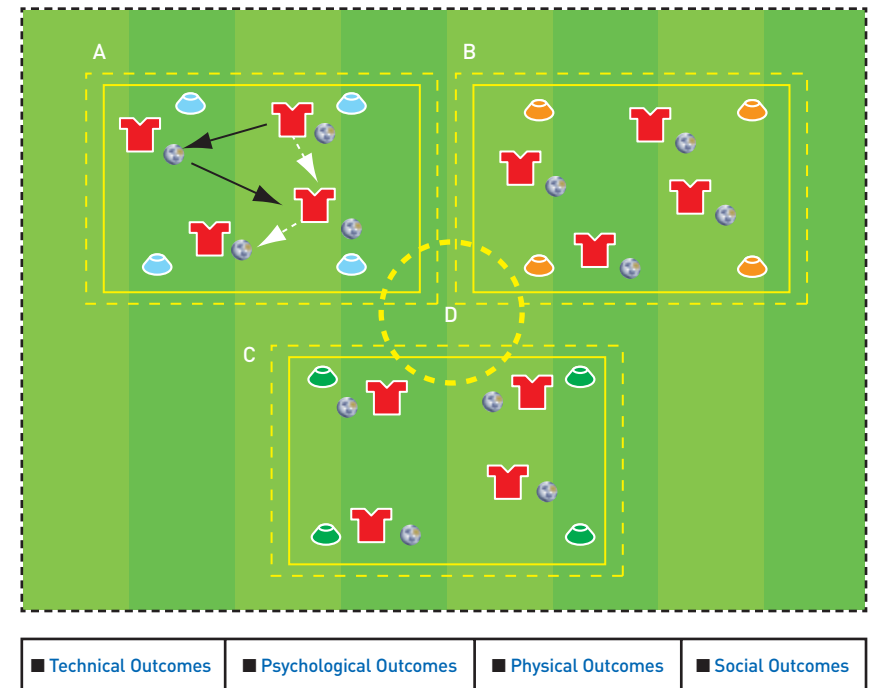
4:3 The A B C D Game

Learning outcomes

- Passing and receiving
- Spatial awareness and recognition
- Decision-making
- Movement variety

Description

- Three groups of four
- Areas marked by different colour cones, marked out by players themselves. Children work inside an area for a short period of time, then rotate
- Players pass and move inside area (A, B, C)
- Focus on good first touch and quality of pass
- Ask players what different surfaces of the foot they can use
- Rotate players as it makes players think about what they need to do in different spaces





4:3 The A B C D Game continued

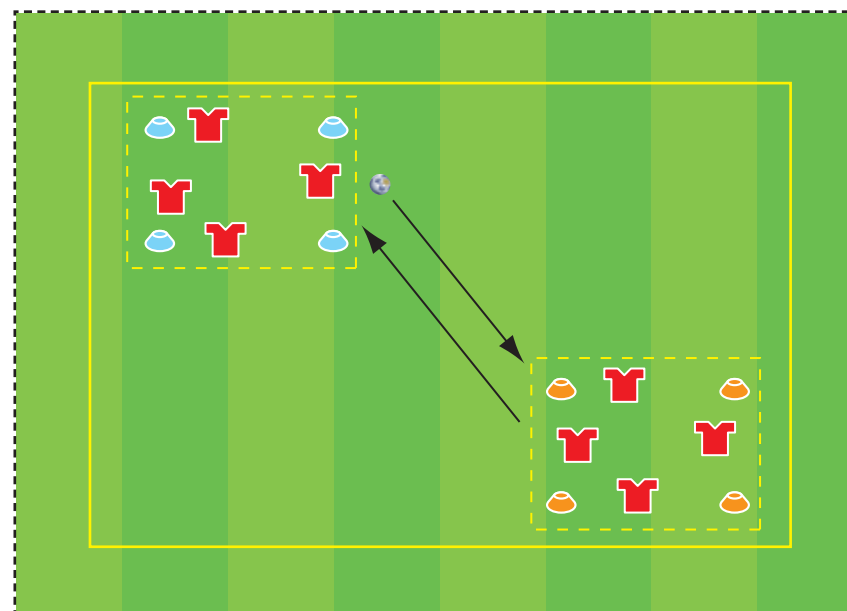
Progression 1

To progress the following methods could be considered:

- Players now passing and moving in the middle area (D), still with their own team
- Aim to pass and move towards an area (A, B, C). One player receives pass inside area and passes back out. Team must pass and move towards a different area, which should be a different colour
- Competition – teams should compete to score the most points in a timed period, e.g. 1 minute

Progression 2

- Players can now pass to members of other teams, although only when there are no options from own team and they must attempt to get it back i.e. communicate “bounce”, “1-2” etc
- Advanced players who pass the ball into the area are awarded a point
- Weaker players can get closer to the areas and pass ball along the ground



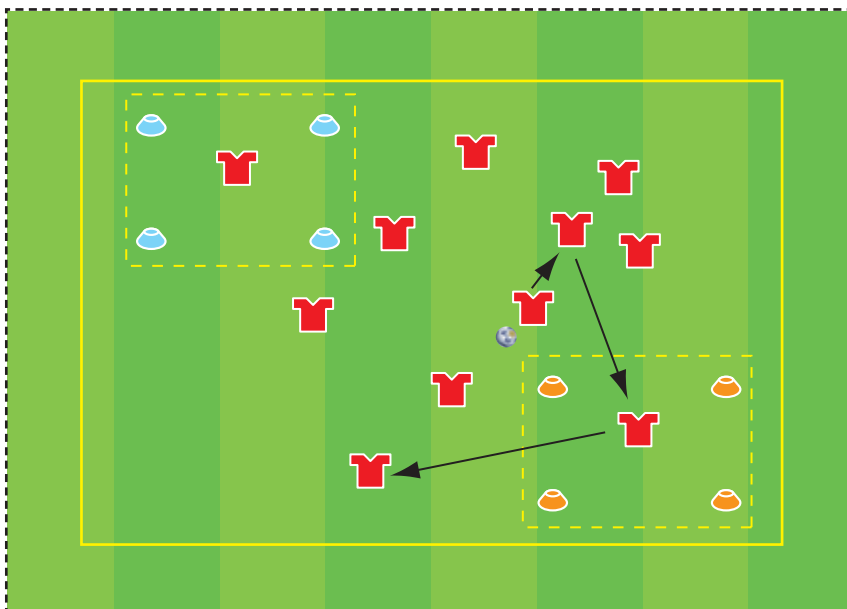


4:3 The A B C D Game continued

Progression 3

If players are coping well:

- One player from each team selected to pick an area as their “goal”
- Remaining players are still playing in the middle (area D), effectively creating a 6v3, e.g. when one team win ball, they must try to get ball into area where their team-mate is
- The team will need to focus on passing and receiving, finding the space and reaching the target at a high tempo



Differentiation/inclusion

Rotate players in shapes

- If too difficult (6v3), the team who loses ball must drop out of the game, leaving the team who won the ball against the team left in (3v3)



4:4 The Cross

Learning outcomes

- To improve passing and receiving skills

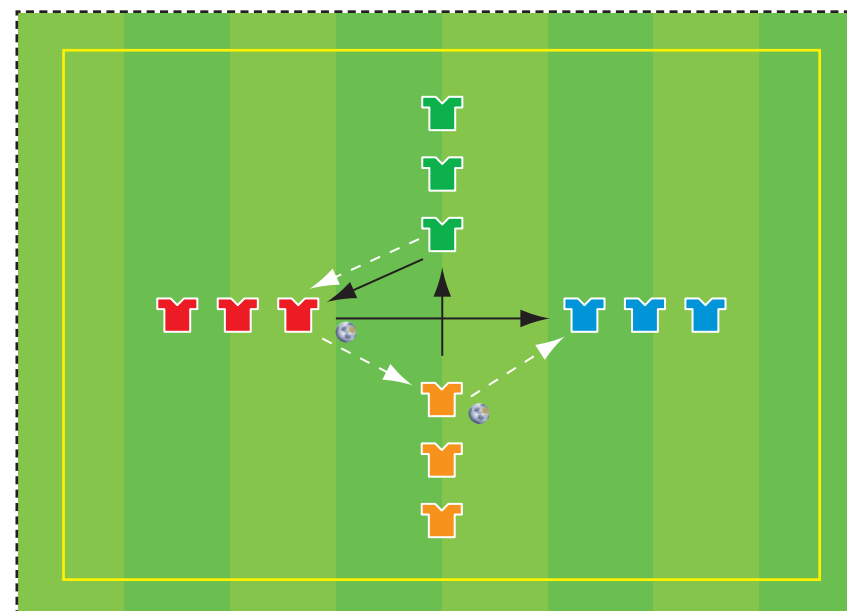
Description

- The group of players uses one ball between them
- The initial/1st player passes the ball across to the player opposite
- The 2nd player then lays a pass off to the player on his/her right
- The 3rd player then passes the ball across to the player opposite
- Each time a player makes a pass he/she moves to the back of the line of players to his/her right

Progressions

To progress the following methods could be considered:

- Players could lay off passes to their weaker side and/or with their weaker foot
- The ball can be passed in any direction and the player can move to any line. If one line starts to become unbalanced, players must make decisions to even up the number in that particular line of players
- Introduce 2 balls
- Players can pass/dribble to exchange possession



■ Technical Outcomes

■ Psychological Outcomes

■ Physical Outcomes

■ Social Outcomes

Differentiation/inclusion

- Vary direction of pass, the direction of runs and the number of touches allowed to suit the needs of the group
- Set up multiple practice areas for larger groups
- Do not allow players to be stationary in queues for long



4:5 Passing and Receiving

Learning outcomes

- Passing under control
- Moving and decision making
- Receiving and selecting passes

Description

- Set up next to each other
- Four colour coordinated 10 x 10 yds areas. Each area will consist of four players
- Initially one ball per square, the bottom right square will be unused area
- Working in their teams they must pass the ball with only their hands
- Players without the ball must remain mobile at all times
- On successful development the rules will progress to players being able to use their feet to distribute the ball

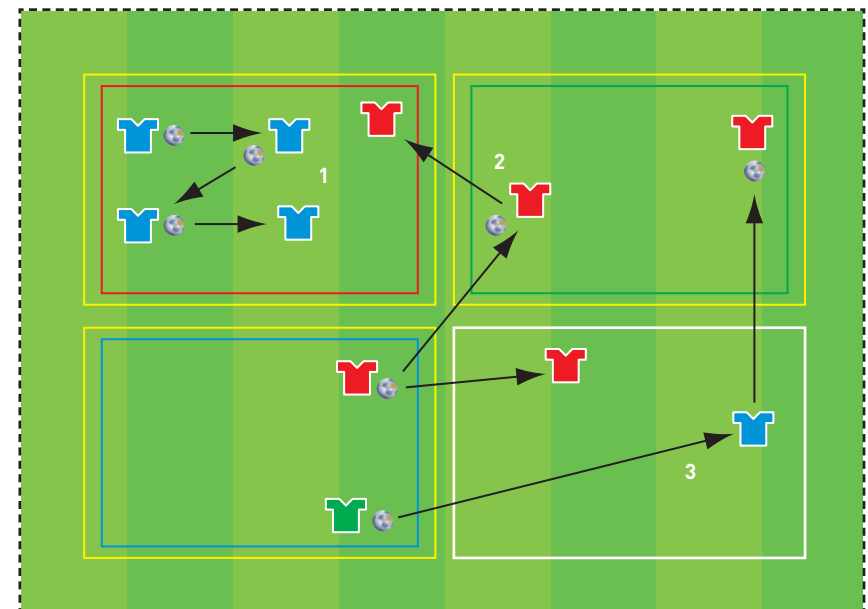
Progressions

To progress the following methods could be considered:

- Players will revert to using their hands to distribute the ball, but now they can move around in any of the four sub-sections, passing the ball through their team. At all times

players must be looking for space and continually changing direction. Once achieved, players move to using their feet

- Players again revert to using their hands, but will now pass to a team of a different colour in a set pattern, i.e. Reds can only pass to Greens. Once achieved, players move to using their feet



| | | | |
|----------------------|--------------------------|---------------------|-------------------|
| ■ Technical Outcomes | ■ Psychological Outcomes | ■ Physical Outcomes | ■ Social Outcomes |
|----------------------|--------------------------|---------------------|-------------------|



4:5 Passing and Receiving continued

Differentiation/inclusion

- Space – Change shape of areas, use of gates to enter and exit areas
- Task-Conditions to play square or diagonal-play through gates in areas
- Equipment- Use of goal to progress to direction practice
- People – Use of opposition from 1 team in each area 4v2 multi area skills practice



4:6 Team Passing

Learning outcomes

- Develop understanding of techniques – running with the ball, passing and receiving
- Appreciate understand the skills of combination play – one-twos and teamwork
- Develop motor skills and movement patterns

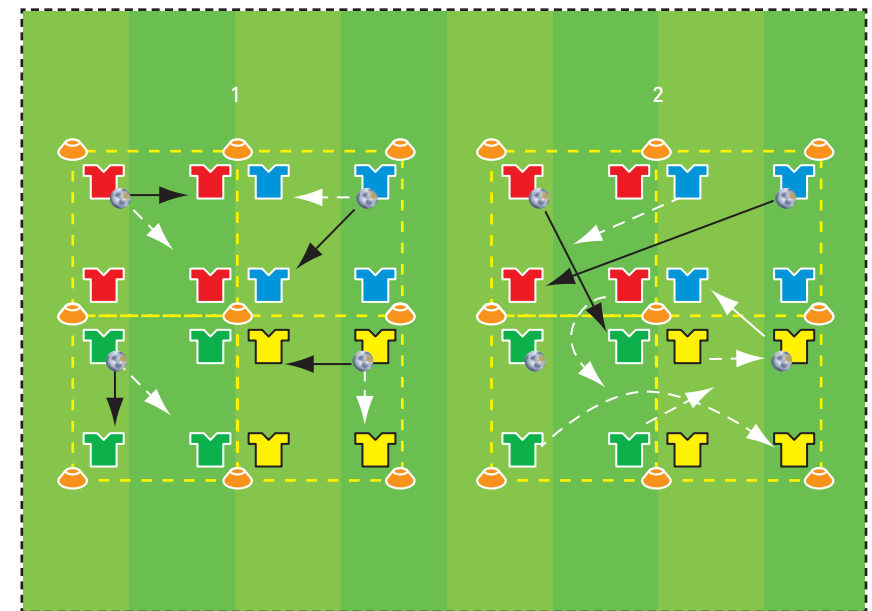
Description

- In practice #1 - each team in each square has 1 football, with which they then practise 'passing and moving' within their own team
- In practice #2 - each team develops onto passing or dribbling the ball into a neighbouring square on the coach's instruction or command
- However each time a player moves into another square, a player within that square must either swap or move into another square to keep 4 players in each

Progressions

To progress the following methods could be considered:

- In practice #1, introduce 2 touch passing then one touch passing. Players could also wall pass to each other while jogging around their square
- In practice #2, players can rotate clockwise, anti-clockwise or diagonally only



| | | | |
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| ■ Technical Outcomes | ■ Psychological Outcomes | ■ Physical Outcomes | ■ Social Outcomes |
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Differentiation/inclusion

- If the exercise is too easy: players must play 1 touch or 2 touch football
- If the exercise is too hard: players are allowed unlimited touches

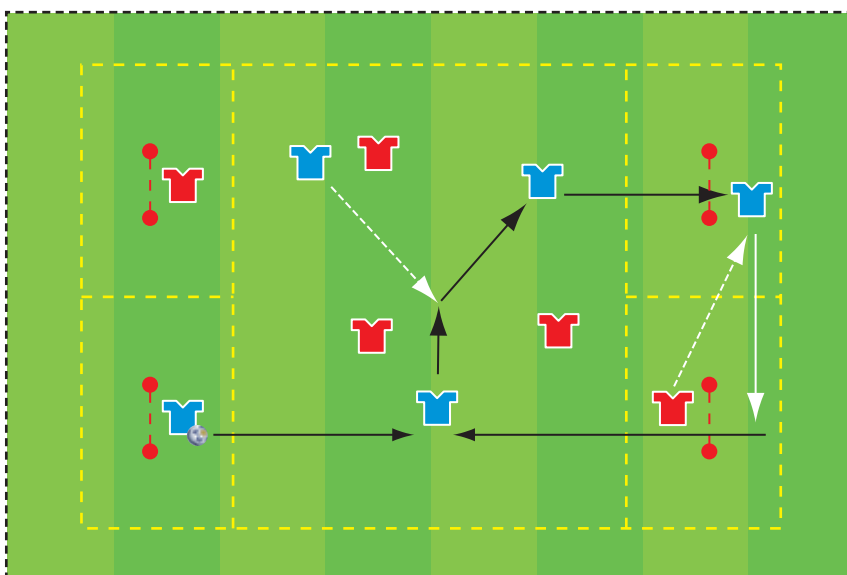


4:6 Team Passing continued

Progression 1

4v2 Target Man:

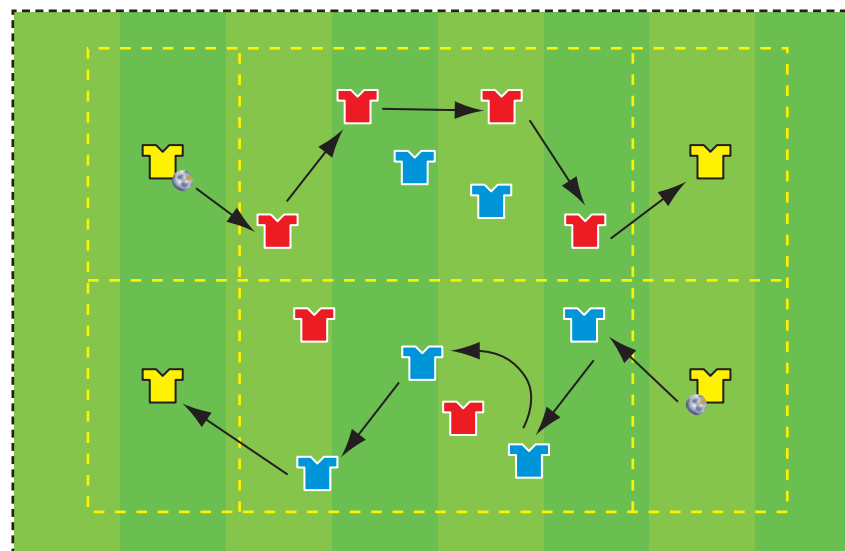
- The orange players are the target men and the game is started by one target man playing the ball out to a player of the attacking team
- The attacking team then plays 4v2 in an attempt to pass the ball to the opposite target
- 2 different teams can also play on areas side by side so that the footballs are circulating clockwise with passes between the target men
- The teams can compete by racing to a number of completed circuits



Progression 2

1v1/3v3 Target Man:

- The ball is initially played out to a team-mate from a player in one of the 4 corner boxes
- The players in the middle sector then play 3v3 until they can pass it to their other team-mate in the opposite corner box
- However once this player receives the pass the opposition player in his neighbouring box is allowed to pressure him while he attempts to play the ball through the 2 gates and back out to his team mates
- If a red player wins the ball or a mistake is made under pressure, the attacking team changes



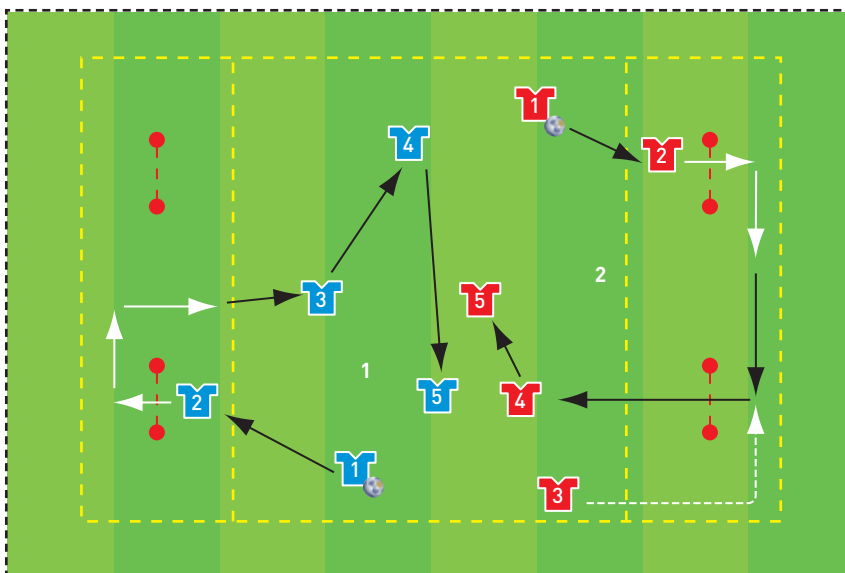


4:6 Team Passing continued

Progression 3

4x4/5x5 Target Man:

- 2 teams of 4 or 5 both have a ball each and start by passing from player 1 through to 5
- Player 2 is the target man and should remain in the end zone
- When the ball is passed to him, he should either #1 dribble the ball through a gate then pass it back out or #2 dribble through a gate then pass across the end zone to player 3 who has run into the end zone and in turn passes it back out through the other gate
- The teams can compete by racing to a number of circuits





4:7 Piggy in the Middle

Learning outcomes

- Develop understanding of techniques – passing, receiving, turning and dribbling
- Improve player's understanding of how and when to perform motor skills and patterns of movement
- Develop player's understanding of how to interact with others

Description

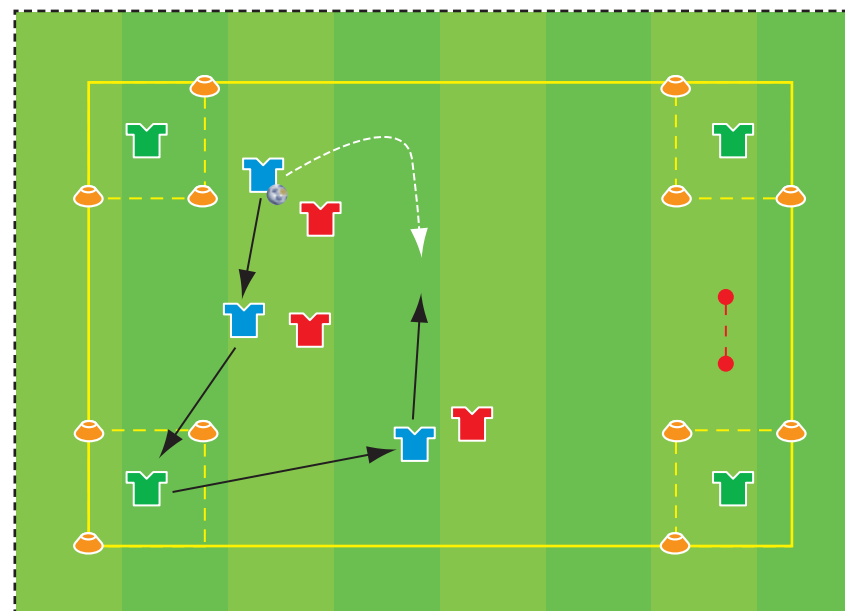
- In a practice area of approximately 25 x 25yds with marked areas in each corner approximately 5 x 5yds, 2 teams of 3 players play 3v3 in the middle with 4 neutral target players positioned in the corners
- The attacking team's (team in possession of the football) aim is to maintain possession of the football and may conduct passes with the target players to do so
- Teams earn points for each successful pass with a target player, but attacking teams must transport the ball around all 4 corners constantly and equally

Progressions

To progress the following methods could be considered:

- The coach should encourage a directional flow to the game by calling out instructions of which corner to use next to players

- Target player and in-game player swap positions when a pass is conducted
- Develop player's understanding of how to interact with others



| | | | |
|----------------------|--------------------------|---------------------|-------------------|
| ■ Technical Outcomes | ■ Psychological Outcomes | ■ Physical Outcomes | ■ Social Outcomes |
|----------------------|--------------------------|---------------------|-------------------|

Differentiation/inclusion

- Apply the step principle as and when necessary
- Increase/Reduce size of practice area and/or target areas
- Condition players to perform tasks i.e. turns, touches and/or running with the ball



4:8 Keep Ball Circle

Learning outcomes

- Understanding passing, receiving and dribbling
- Recognising when and where to apply the above techniques
- Recognising space/pressure

Description

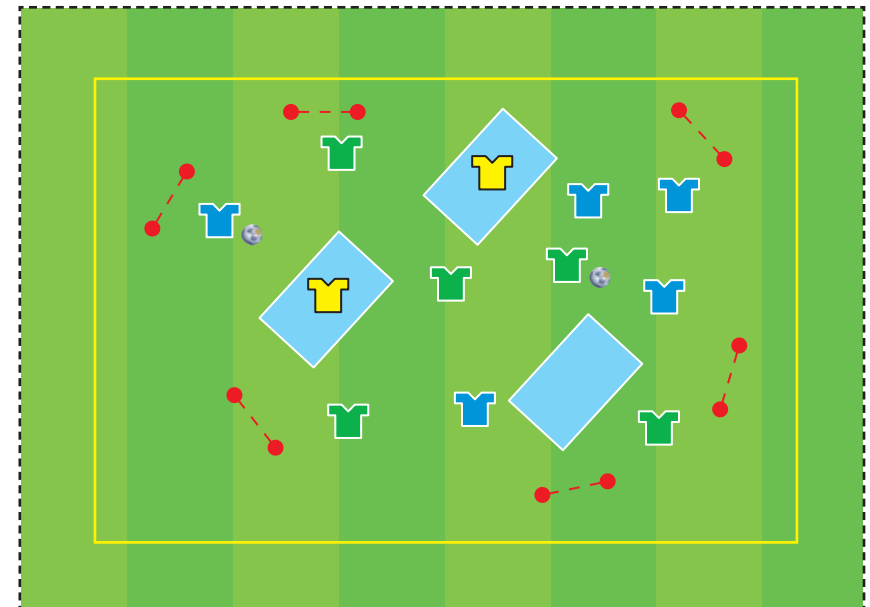
- Two teams of five, plus two target players
- Target players must only move from box to box
- Each team has a ball and must make as many passes as possible
- They may pass to target players in the boxes, with target players encouraged to change boxes continuously
- Players may 'step out' through outside gates to receive ball or rest

Progressions

To progress the following methods could be considered:

- Only one ball between whole group.
- Game is now 'keep ball' with same rules as above

- Points are awarded for a pass to a target or a dribble through an empty box
- To lower the intensity of session, players can use their hands to carry the ball



| | | | |
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| ■ Technical Outcomes | ■ Psychological Outcomes | ■ Physical Outcomes | ■ Social Outcomes |
|----------------------|--------------------------|---------------------|-------------------|



4:8 Keep Ball Circle continued

Differentiation/inclusion

- Space – Increase/Decrease size of area/boxes/gates
- Time – Add a time component to the game, i.e. 90 seconds to complete ten passes amongst the group
- Environment – More/Less boxes and/or gates
- Pressure – Two tacklers to intercept/steal ball, with boxes acting as a safe zone



4:9 Keep Ball Counter

Learning outcomes

- Develop an understanding of passing and receiving
- Appreciate and improve knowledge of special awareness
- Challenge thinking and stimulate the understanding of communication and player interaction

Description

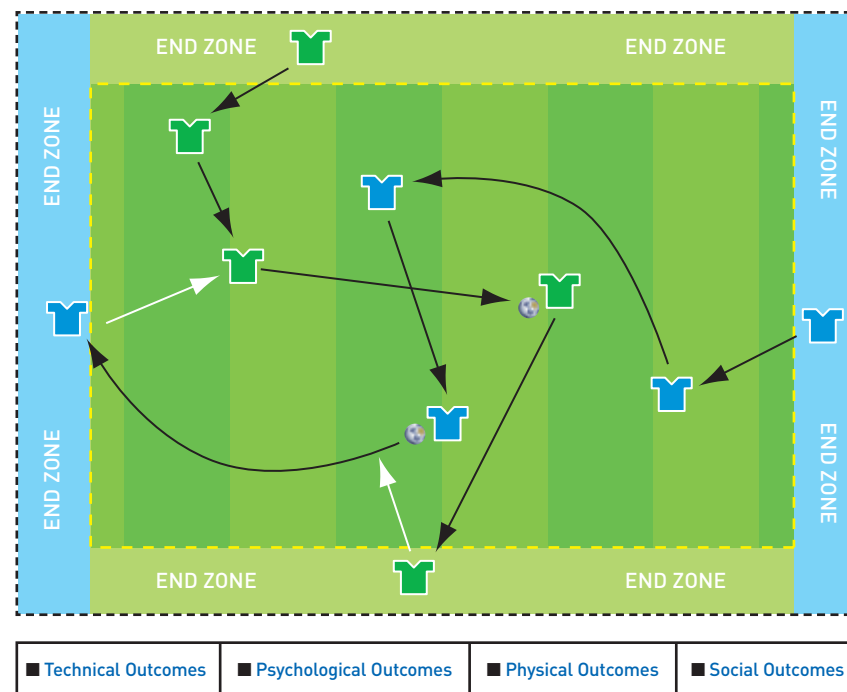
- The objective of this exercise is for the 2 teams (blue and green) to complete passes as a team through the inner zone between their 2 team-mates who stay in their appropriate end zones
- When a player passes out to their team-mate in an end zone the receiving player dribbles the ball back out into the centre area and the players swap positions

Progressions

To progress the following methods could be considered:

- Teams aim to become faster and learn effective one/two movements
- End zone players use their first touch to bring ball back into play from a pass
- Add 1 player from the opposition team in each end zone to create a 1v1 situation in the end zones on all 4 sides if numbers allow

- When the ball is played into the end zone, the defending player can only attempt to intercept (no contact)



Differentiation/inclusion

- Apply the step principle as and when necessary
- Allow players to pass the ball with hands
- Allow less advanced players to have 2-3 touches
- Allow pressure and challenging in last progression



4:10 Possession Play

Learning outcomes

- Develop understanding of techniques – running with and without the ball, passing, receiving, turning and dribbling
- Appreciate the skill of combination play and decision-making

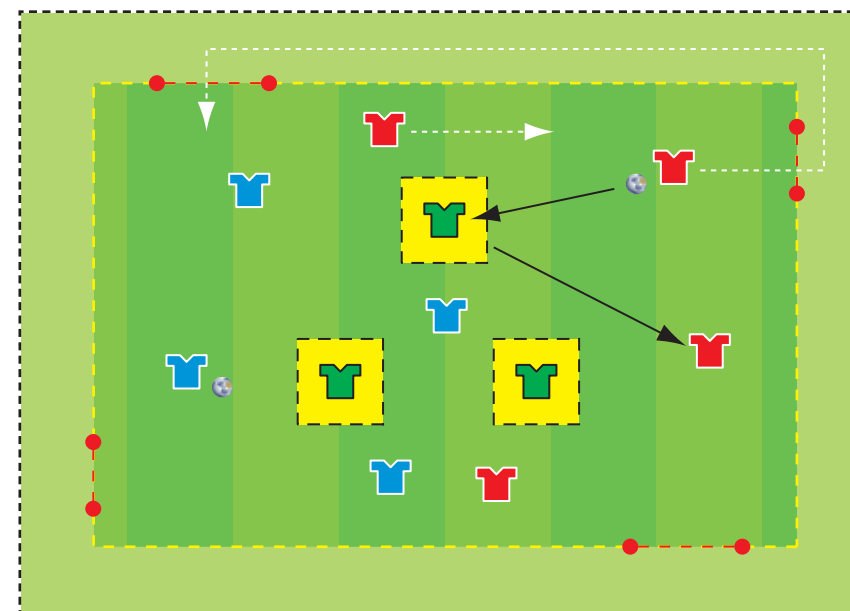
Description

- This exercise is designed for 11 players split into 3 teams (4 blue, 4 red and 3 green)
- The green players are neutrals who remain within their areas while the blue and red teams pass a ball between themselves
- The blue and red players also complete passes and passing combinations/movements with the neutral players
- Each time a player from either team makes a pass to a neutral player he/she can choose to exit the area through a gate and re-enter through a different gate. This ensures exercise but also allows time to think by decreasing the tempo

Progressions

To progress the following methods could be considered:

- Players can swap with the green target players (must swap bibs)
- Game can become competitive by playing for points within a time slot – 1 point per pass, 2 points per use of gates



■ Technical Outcomes ■ Psychological Outcomes ■ Physical Outcomes ■ Social Outcomes

Differentiation/inclusion

- If the exercise is too easy: limit the number of touches players are allowed on the ball and/or players are to practise one-two combinations with neutral players before exiting through the gates
- If the exercise is too hard: players are allowed to use hands and/or another neutral player should be introduced



4:11 Can You Keep The Shape?

Learning outcomes

- Passing and receiving
- Passing and moving
- Space recognition

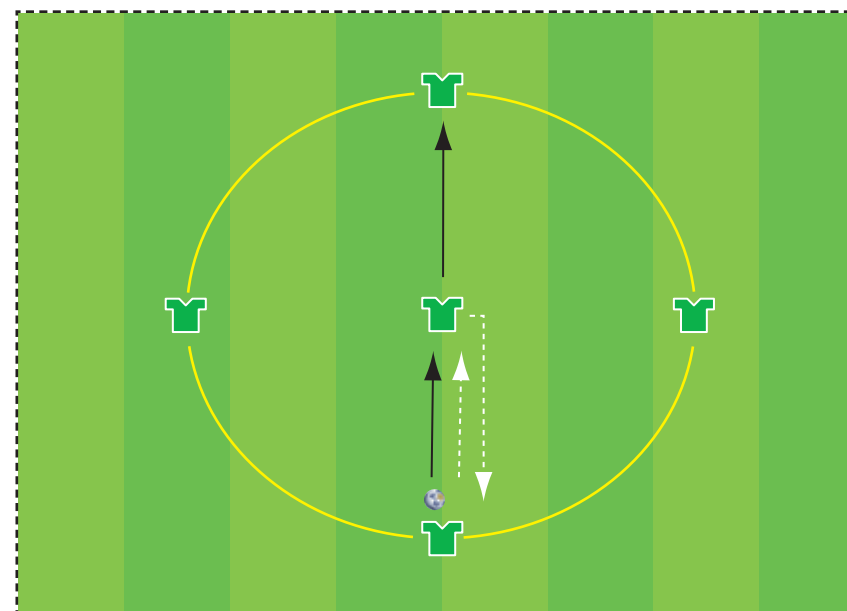
Description

- Player with the ball passes in to middle player and then follows into the middle of the circle
- Receiving player can turn and pass anywhere, but must fill the space to maintain the shape, i.e. where first player was

Progressions

To progress the following methods could be considered:

- Add inner area where the player in the middle now has to receive between circles, travel through and pass out
- The players must maintain the shape once passed out



■ Technical Outcomes

■ Psychological Outcomes

■ Physical Outcomes

■ Social Outcomes

Differentiation/inclusion

- Space – Change size type of shape
- Task – Multi interference with more groups in some activity in some space
- Equip – Add gates to play through
- People – Add other opposition



5 Attacking/Defending

| | | |
|------|------------------------|----|
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KEY



= PLAYER



= PLAYER MOVEMENT



= PLAYER MOVEMENT WITH BALL



= PATH OF BALL



= GOAL



= GATE



= CONE



= BALL



5:1 Dribbling and Shooting

Learning outcomes

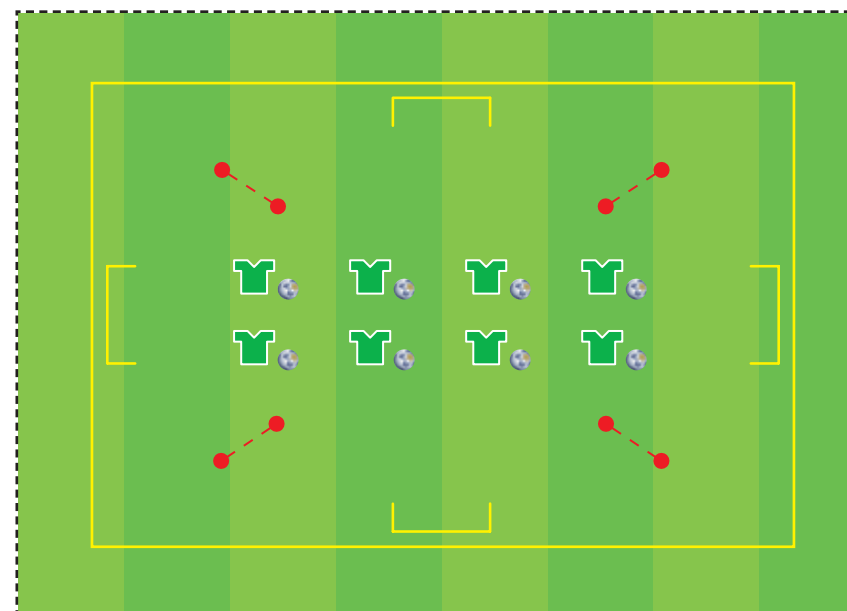
- Running with the ball

Description

- With each player in a bib, the ball is moved anywhere within the area
- On the coach's instruction the players travel through the gates and attempt to score

Progressions

- Add two cones on the goal line and one a yard from the post
- The player must then try to score between the post and the cone



■ Technical Outcomes

■ Psychological Outcomes

■ Physical Outcomes

■ Social Outcomes

Differentiation/inclusion

STEP principles to engage all players' understanding and learning



5:2 Pressure Attack

Learning outcomes

- Improve basic defending principle of intercepting
- Improve dribbling, control and passing

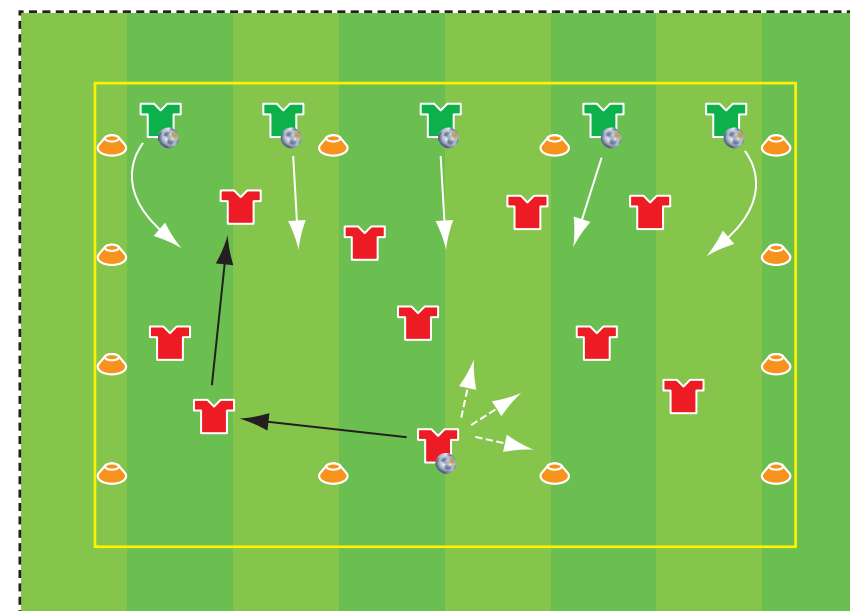
Description

- This is a team game of orange v green
- The objective for the green team is to dispossess the orange team of their ball whilst dribbling a ball each
- The objective for the orange team is to pass the ball between them around the green tacklers
- There should be more orange players than green players. An overload of 1/3 would be ideal
- Positions can swap between an orange and green player each time a successful tackle is made

Progressions

To progress the following methods could be considered:

- Introduce team tactics
- Greens nominate a captain of their team to decide on defending tactics
- One green player can be without a ball, one could be allowed to use his hands like a goalkeeper



| | | | |
|----------------------|--------------------------|---------------------|-------------------|
| ■ Technical Outcomes | ■ Psychological Outcomes | ■ Physical Outcomes | ■ Social Outcomes |
|----------------------|--------------------------|---------------------|-------------------|

Differentiation/inclusion

- Target 5/10 passes – 3 intercepts



5:3 2 Goals

Learning outcomes

- Develop understanding of techniques – dribbling, passing, receiving and shooting
- Appreciate the skill of combination plays, i.e. one-tuos
- Understand the movements required to combine and beat players

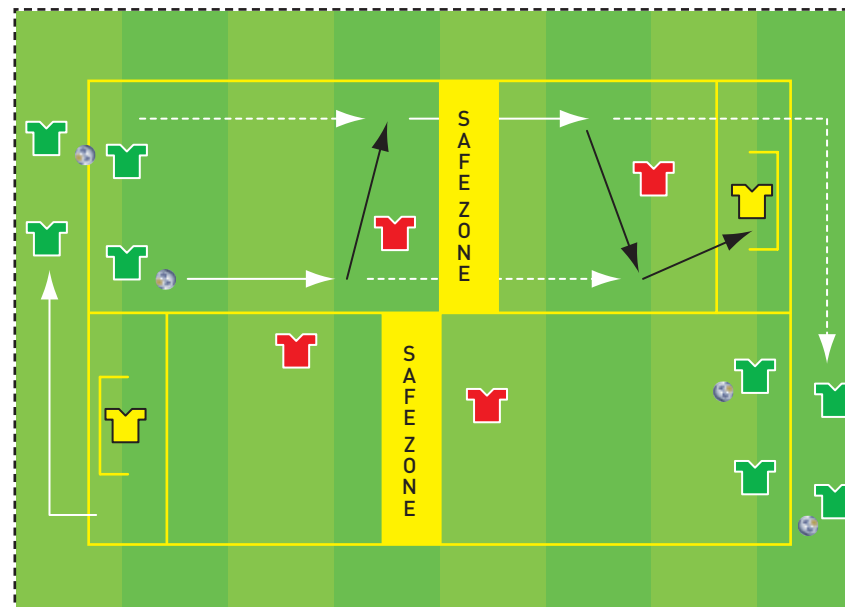
Description

- 2 channels are positioned side by side to make up the practice area. Each channel is split into 3 sections - the initial attack, a 'safe zone' and the final attack & shoot section. A defender is positioned in each section bar the 'safe zone'
- The game starts with 2 attackers dribbling and passing a ball between them through the channel finishing with a shot on goal
- When the attacking players achieve a shot on goal or if the ball leaves play or is intercepted by a defender, etc. the attacking players progress and rotate around to the second channel and try again
- The attacking players keep rotating between the channels for a period of time which is satisfactory to the coach

Progressions

To progress the following methods could be considered:

- A defender can be added to each attacking zone
- One defender can be permitted to enter the safe zone
- The attacking team must pass 5 times before proceeding to next zone or shoot



■ Technical Outcomes ■ Psychological Outcomes ■ Physical Outcomes ■ Social Outcomes



5:4 4 Goals

Learning outcomes

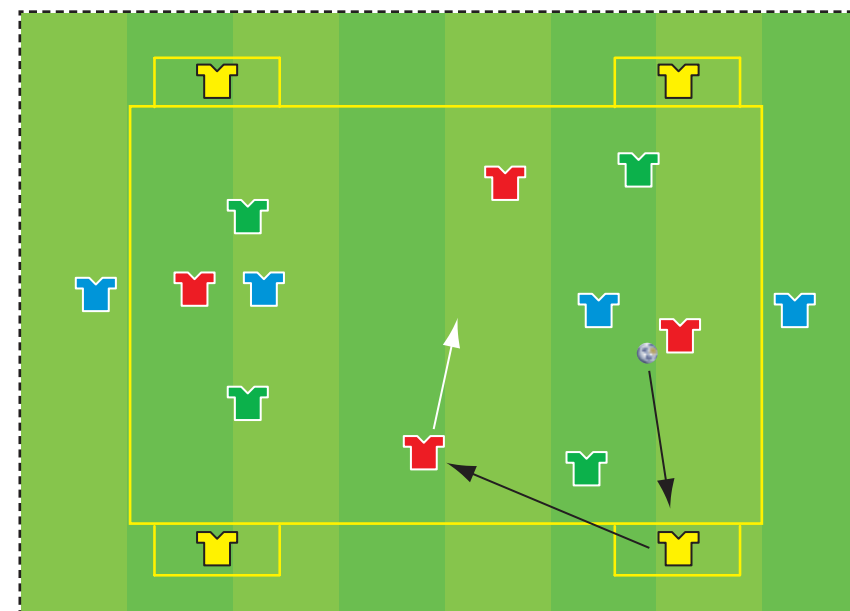
- Players will learn to apply individual skills and combine with other players
- Players will develop observation, communication and decision-making techniques
- Players will use a variety of tactics and strategies to gain success

Description

- Start the practice with 4v4 (green v reds) and with four neutral players in the end boxes
- Teams score by passing to neutral players
- If successful teams retain possession and try to score at other end
- This game can use 16 players. Ensure players are rotated to play in a variety of roles/positions

Progressions

- Introduce support players on outside (S)
- Team in possession must play with (S) before scoring
- All players on team must touch ball before being allowed to score
- Team must score with all four target players



■ Technical Outcomes ■ Psychological Outcomes ■ Physical Outcomes ■ Social Outcomes

Differentiation/inclusion

- Play the game as an overload, e.g. 4v2, 5v3
- Introduce floating players (F) to play with team in possession
- Play with hands to develop understanding of game
- Introduce safe zone inside practice



5:5 Shark Shooting

Learning outcomes

- To improve shooting

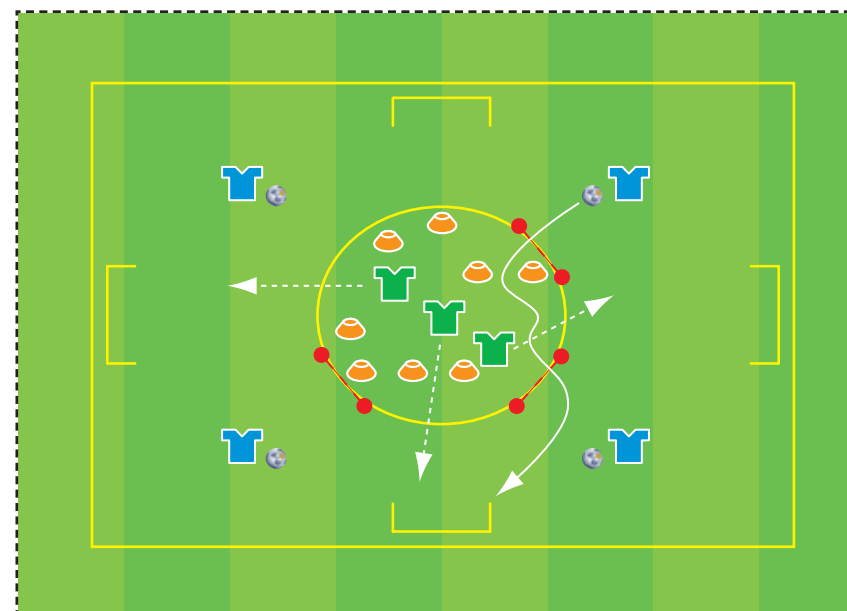
Description

- Three green players act as defenders or 'sharks' and start off in the middle circle or 'deserted island'
- Four blue players are outside the circle in the 'sea'
- On the coach's instruction blue players have to attempt to dribble into the circle through the three gates, while the sharks progress out to the sea
- When the blue players have dribbled through the cones they go back to where they started.
- Blue players then have to take on the sharks and try to score into any of the four goals. Once the blues have taken a shot they then must ensure they run to this goal so that they aren't eaten

Progressions

To progress the following methods could be considered:

- Add more sharks to make it enhance difficulty for the attackers
- Add more cones on the outside at an angle which attackers have to dribble through before they shoot



■ Technical Outcomes

■ Psychological Outcomes

■ Physical Outcomes

■ Social Outcomes

Differentiation/inclusion

Adopt the baby steps and STEP Principle



5:6 Narrow or Wide

Learning outcomes

To improve decision-making of when to dribble, pass or shoot

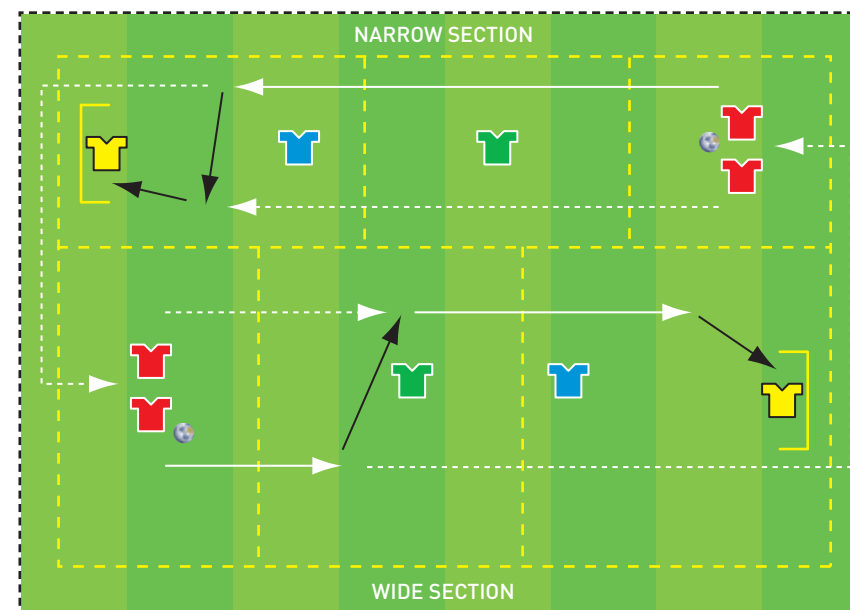
Description

- The red attacking players work in twos to attack the goal
- The green defending players defend within their zone which is marked by lines
- The aim for the red team is to create a shot on goal but the aim for the green player is to win the ball from the attackers
- Once either happens the two attacking players cycle to the next starting position in the other channel
- Change roles every 5 minutes

Progressions

To progress the following methods could be considered:

- Introduce a third player to support the 2 attackers and create a 3v1 overload
- Defenders have no restrictions, and can defend as a two when there is a 3v1 overload creating an instant 3v2 situation



Differentiation/inclusion

Size of the area should be set appropriately for the age & ability of the players, e.g. 40 x 30yds



5:7 Combination Play

Learning outcomes

- Players will use a variety of individual skills, both attacking and defending
- Players will learn to work with a partner (att+def)
- Players will start to use simple tactics/strategies
- Players will develop decision-making and communications

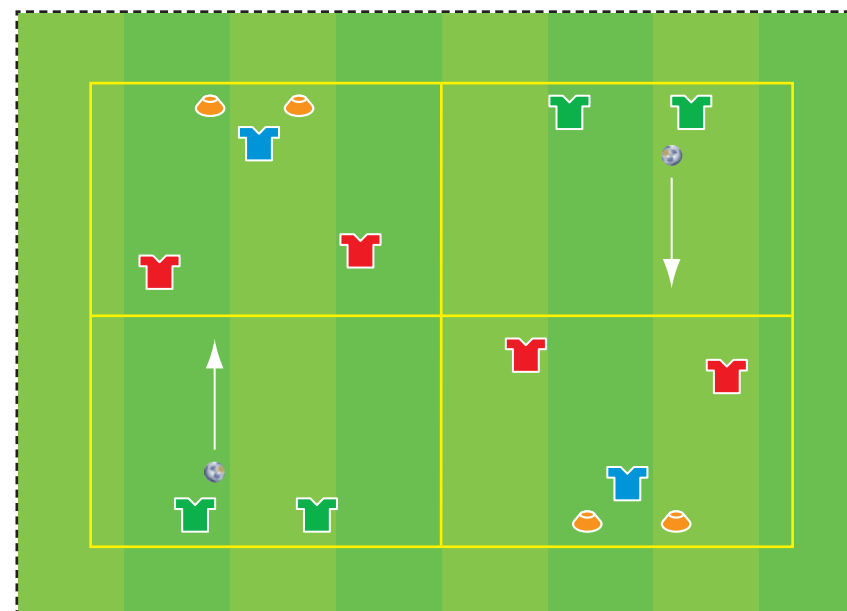
Description

- Green players use attacking combinations and individual skill to score
- Red players defend
- Play cannot begin until defenders have pushed up to halfway to make it realistic

Progressions

To progress the following methods could be considered:

- Add supporting player who can provide width by staying in the channel or can drift into practice to produce central overload and encourage quick passing
- Focus on when to pass and when to dribble or shoot
- Defenders can start from a variety of positions



■ Technical Outcomes

■ Psychological Outcomes

■ Physical Outcomes

■ Social Outcomes



5:8 The Three Stooges

Learning outcomes

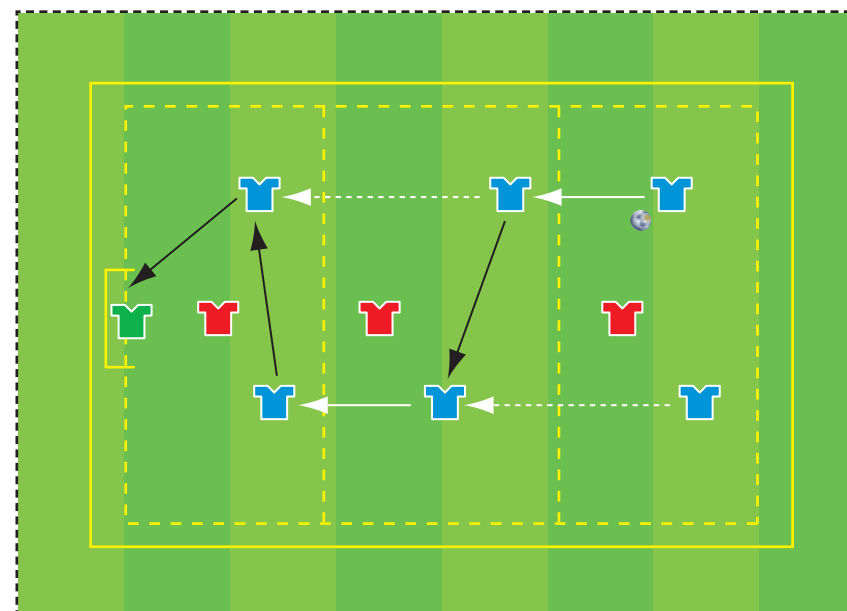
- Movement of players
- Correct body movement
- Knowing when and where to pass, dribble or shoot

Description

- Two blue players use a combination of passes and dribbling through the zones and around the red defenders to produce a shot on goal
- The Red defenders can only defend within their zone
- Players who are usually passing players must learn and recognise opportunities to dribble and dribblers must also recognise when to pass

Progression 1

- GK plays the ball out to the blue players who play 4v2 against the red players until they have made 5 passes
- Can also use the neutral orange players to play off
- After 5 passes are completed the ball must be moved forward into the other half either in one pass or through the neutral midfield players
- Once the ball is in the scoring half, the emphasis is on a change of tempo and recognising a good opportunity to shoot on goal



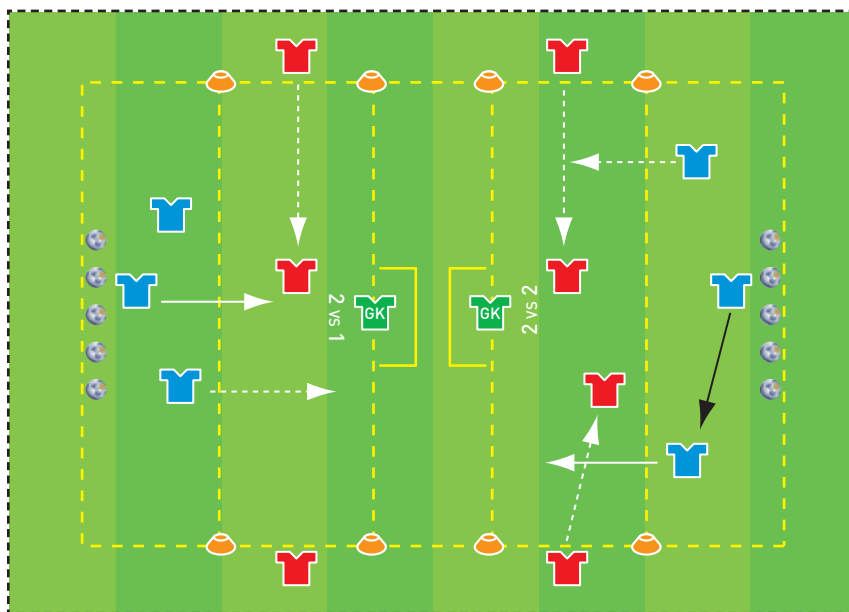
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| ■ Technical Outcomes | ■ Psychological Outcomes | ■ Physical Outcomes | ■ Social Outcomes |
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5:8 The Three Stooges continued

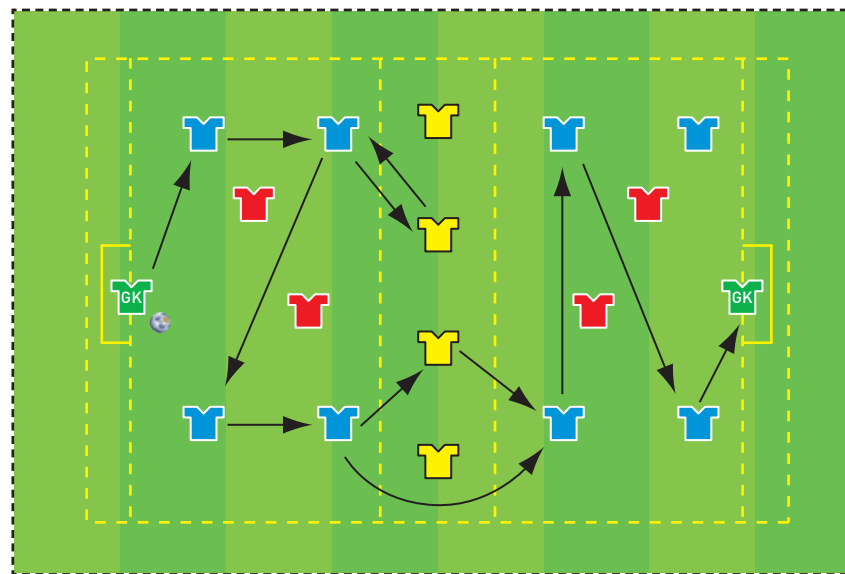
Progression 2

- As soon as the ball is played forward into the attacking half, the GK plays another ball into the defensive half
- A second progression would be to allow the defensive players to pass the ball forward when there is a good opportunity to do so



Progression 3

- 2v1 and 2v2 exercises. The basis of these exercises is for the blue players to complete different attacking combinations towards the goal and finish with a shot on goal
- The blue players receive the ball behind the cones at which point any defending red player can then enter the area to defend the goal
- The blue players have 5 attempts, then both red and blue players rotate at attacking and defending (2v1 to 2v2 etc.)
- When playing 2v2 the two attacking players can pass back to the third blue player (full-back) if needed. The blue full-back must remain behind the coned area though





5:9 Attacking & Defending

Learning outcomes

- To improve decision-making when attacking and defending

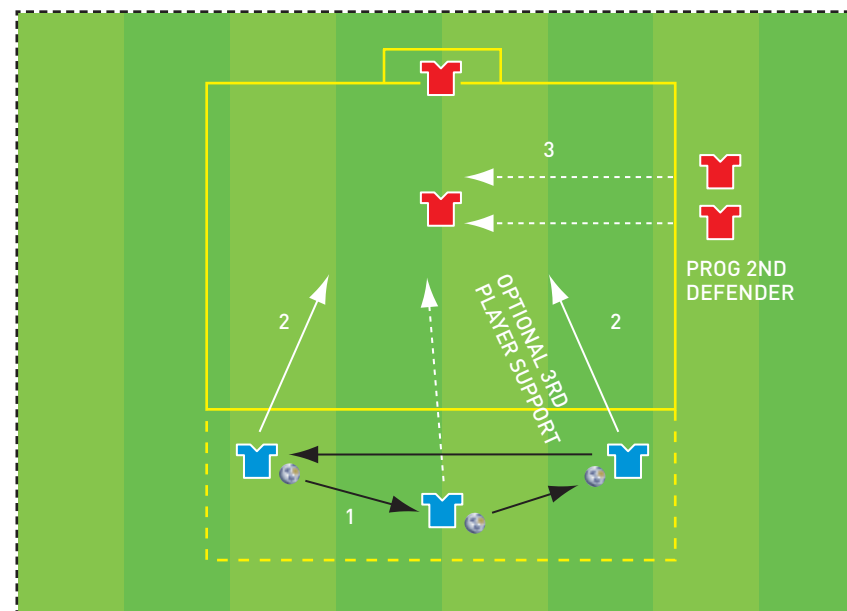
Description

- 3 Players begin in the safe zone passing ball between them
- When ready, 2 players break-out of the safe zone and one defender enters the playing area creating a 2v1 game
- The object from this stage is for the 2 attacking players to pass and move to create a shot on goal
- With this objective in hand, the challenge from this stage is to see how many goals they can score from 5 attempts

Progressions

To progress the following methods could be considered:

- Introduce an extra defender to create a 2v2 game
- Introduce the third attacker as a support player/striker, essentially creating a 3v2 game



■ Technical Outcomes ■ Psychological Outcomes ■ Physical Outcomes ■ Social Outcomes

Differentiation/inclusion

- Set up multiple practice areas for larger groups to allow maximum practice time for all players



5:10 3 v 3

Learning outcomes

- Players will learn to apply individual skills and combine with other players
- Players will develop observation, communication and decision-making skills
- Players will use a variety of tactics and strategies to gain success

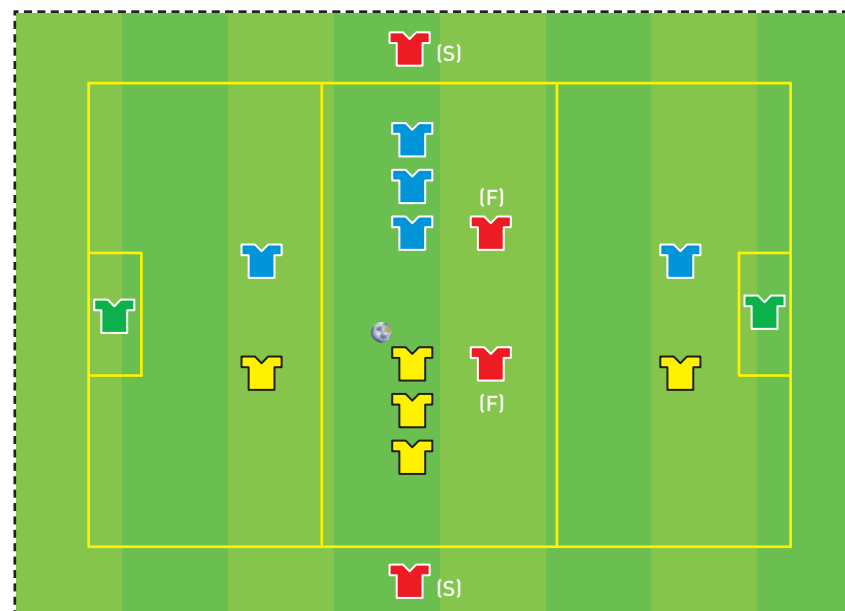
Description

- The game starts 3v3 in central area and 1v1 at each end
- Players in central area make a number of passes (3/4/5) before passing to one of their zone players who tries to score

Progressions

To progress the following methods could be considered:

- Add floating players (f) in central area to play with team in possession
- Add support players (s) on outside, who can be used by team possession
- The player passing into the end zone can join in to make 2v1 (one to drop back to middle)
- Team in possession must play with both support players (s) before passing into end zone



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| ■ Technical Outcomes | ■ Psychological Outcomes | ■ Physical Outcomes | ■ Social Outcomes |
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Differentiation/inclusion

- Start with an overload in middle, e.g. 4v2, ensure both teams and players are rotated so they all achieve some success
- Floating players (f) play with team in possession
- Game can be played with hands to start
- Both teams have a ball and achieve a given number of passes (uncontested) before playing to end zone. (The game remains the same but the opposition/interference presents the challenge)



5:11 4 v 4 and The Others!

Learning outcomes

- Develop understanding of techniques – running with the ball, passing, and receiving, turning, dribbling and shooting
- Understand the skills of combination play – one-twos and teamwork
- Develop understanding of when to pass, dribbling, turning and shooting

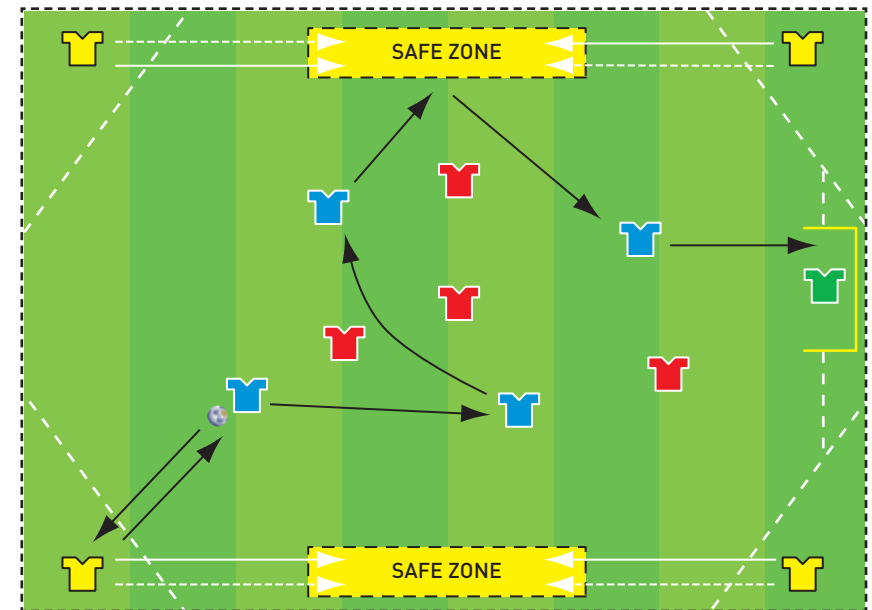
Description

- This is a basic 4v4 exercise
- The objective for either team is to score a goal by keeping possession and achieving a shot on goal
- Players must complete at least 3 passes with the neutral (orange) players in the corners before being allowed to shoot
- The orange players are safe in their corners and the 'safe zones' of which they may also travel to and from, with or without the ball to conduct passing manoeuvres with the attacking team

Progressions

To progress the following methods could be considered:

- The 2 players involved in a corner pass may swap positions (interchanging)
- Players on the outside of the exercise may join in by taking it in turns to operate the safe zone



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| ■ Technical Outcomes | ■ Psychological Outcomes | ■ Physical Outcomes | ■ Social Outcomes |
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Differentiation/inclusion

- If the exercise is too easy: players can only use each neutral player once and cannot play the ball back to the same corner
- If the exercise is too hard: outfield players can travel into the 'safe zones' where they become safe too



5:12 Attack and Score

Learning outcomes

- Attacking space
- Decision-making
- Special awareness

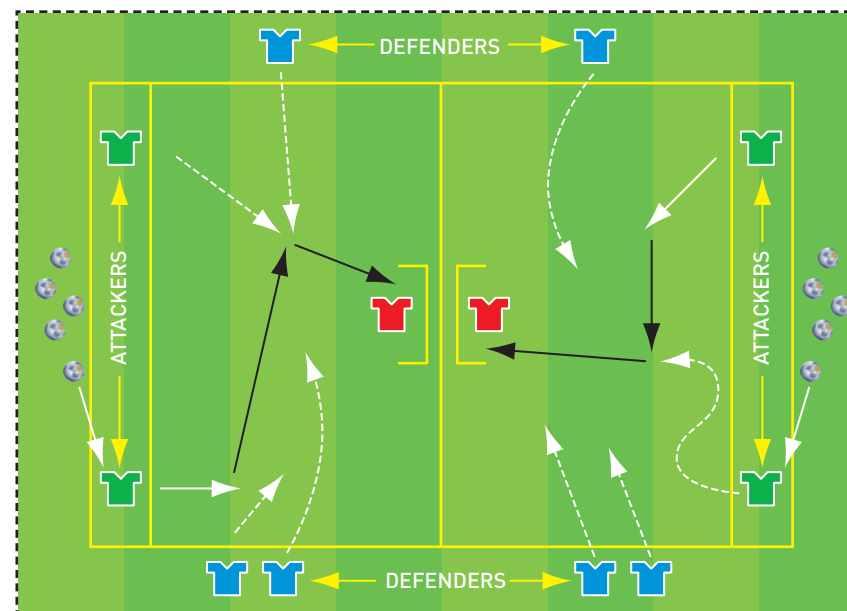
Description

- The object of the game is for the attackers to pass and to score and the defender tries to deal with two attackers
- As soon as the attackers leave the safe zone with the ball, the nearest defender enters the box 2v1
- Attackers return to the starting point when the ball goes dead
- The game ends when all five balls have been used up

Progressions

To progress the following methods could be considered:

- Defenders from the top pitch and attackers from the bottom join together as one team
- After all five balls have been used see how many goals have been scored or missed
- You can then introduce offside depending on the players' age and ability



■ Technical Outcomes

■ Psychological Outcomes

■ Physical Outcomes

■ Social Outcomes



5:13 2 Pitch Battle

Learning outcomes

- Players will learn to apply individual skills and continue with other players
- Players will develop observation, communication and decision-making skills
- Players will use a variety of tactics and strategies to gain success (attack and defend)

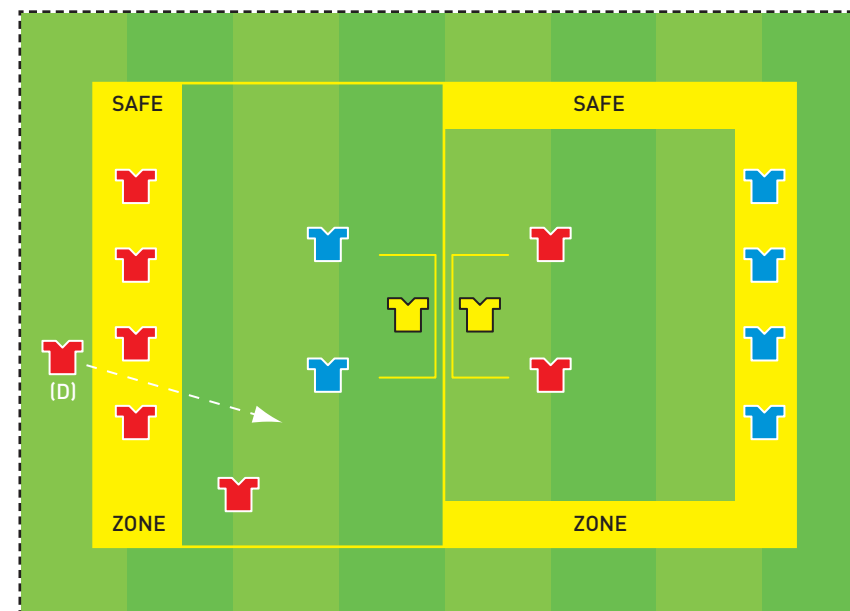
Description

- The coach plays a ball into one of the attacking teams who play 4v2 trying to score
- If they score, they get another ball to repeat and continue
- If they miss or the goalkeeper saves it or the defender gets possession, the attack is then over and the coach plays it to the attacking team and they try and score
- Each game can last for five minutes so if you miss, the ball goes to the other team and you have to sit and watch

Progressions

To progress the following methods could be considered:

- Add another defender
- Make the game 3v3, 4v4
- Defender comes in from the back after the attacking team has started (D)



Differentiation/inclusion

- Zigzag areas allowed as safe zones
- Remove a defender, to make practice 4v1



5:14 The Free Zone

Learning outcomes

- Develop an understanding of social awareness and player interaction
- Develop an understanding of passing and receiving
- Challenge the thinking of the decision-making process

Description

- 2 teams are created and at each end of the practice area (pitch) a 4v2 game is essentially set up
- The goalkeeper starts play by passing to one of his defenders in his 'half'
- The defenders must pass the ball between themselves around the opposition's 2 attackers in their 'half' until a pass can be made across the 'free zone' to either of their team-mates in the other half of the pitch
- When the forwards receive a pass they must then pass the ball between them to create a shot on goal
- Play is started by the goalkeeper in the half where the ball leaves play or play breaks down. This may either be by a tackle and/or interception or a shot on goal etc

Progressions

- Defenders can use introduced wide players in wing zones. This can be developed to a rule where players can only score from a wide player's pass or cross
- Players must score from open play or an aired cross only
- Opposite wingers may enter the attacking zone when the ball is in play in the opposite wing zone. He/she must return to his/her wing zone when the attack breaks down
- Rotate with wingers when passing out





5:14 The Free Zone continued

Differentiation/inclusion

- Allow players to pass and receive using hands
- Increase/Decrease size of playing area
- Increase/Reduce amount of players
- Forwards may enter the 'free zone' to collect a pass if needs be
- Allow less advanced players to play 'all in'
- Limit advanced players to 2 touches only etc



5:15 Wing Play

Learning outcomes

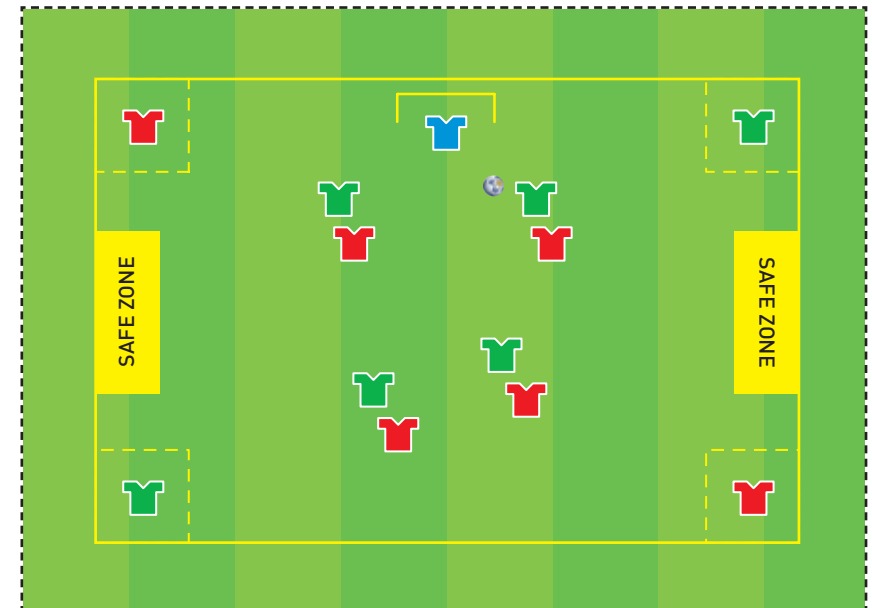
- Develop understanding of techniques – running with the ball, passing, receiving, dribbling and shooting
- Impose players' understanding of how and when to perform motor skills
- Develop understanding of how to interact with other players and appreciate the skill of combination play

Description

- In the middle of the practice area a 4v4 game situation is created
- 2 extra players from each team occupy the 4 corner boxes with 'safe zones' placed down the wings
- The goalkeeper begins play by passing to either player in the box areas beside him
- The team in possession must then combine three passes with their corner players before being allowed a strike at goal
- When a corner player receives the ball from the goalkeeper, he/she can also travel out and into the playing area to utilise the safe zones for wing play if needed
- However, each time a team member leaves his/her corner another team-mate must replace them to keep the same numbers in the open play

Progressions

- Goalkeeper can throw the ball out to any outfield player
- Team in possession must pass to each corner before striking at goal
- Players involved in a corner pass must change positions
- Remove the 'safe zones'



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