



BEST OF SOCCER AWARENESS



Wayne Harrison, UEFA "A" License Coach

ABOUT SOCCER AWARENESS

Soccer Awareness was founded by Wayne Harrison. Wayne is a former professional player and has been a highly qualified professional coach for many years. He has held the position of Academy Director at Blackpool Professional Football Club in England and at Al Ain Professional Football Club in the UAE.

Mission Statement: "To develop World Class Youth Soccer Players and Teams for clubs in a systematic and imaginative manner that will guarantee performance at the highest level of competition using the Soccer Awareness Programs"

The "Soccer Awareness" idea originated from what I felt were the most important things to teach players. I looked beyond the technical process as that is easy to implement and wanted to get INSIDE the head of the player. Thus the "Thinking Process" of a player became my focus, developing ways to teach an awareness of space, time, and movement, but significantly BEFORE the player received the ball. I drew from my own experience as a player knowing if I had more of this great ability I would have been a far better professional player than I was.

Now, as the game gets much faster, players MUST think, move, pass, position, and transition much more quickly and have the ultimate ability to make much faster and more accurate decisions than before. Soccer Awareness training does this and more, and it also develops SELF THINKING players who are not coach driven; but coach guided, and within this they are allowed to make mistakes without criticism; but rather; encouraged to learn from them.

Therefore Soccer Awareness training is a very positive experience for all players, they are empowered to self determine on the field, they are encouraged to offer their own opinions even from 7 years old. They are always only "guided"; not told; to decide for themselves, when, where; how and why they do things on the field, what I call the SKILL FACTOR of technical development. This produces; in time, much more Soccer Intelligent; self confident and successful players than all other coaching styles combined. To be successful and produce the best players you can; the coach and player have to have a two way relationship; that in time is led more by the player than the coach, which perhaps is a rather new concept to the game of today in the USA.

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OBJECTIVE: IMPROVING BASIC DRIBBLING

AND AWARENESS WITH LOTS OF TOUCHES IN

POSSESSION OF THE BALL

SOCCER AWARENESS DEVELOPMENT FOR COACHES AND PLAYERS

Four Areas of Awareness:

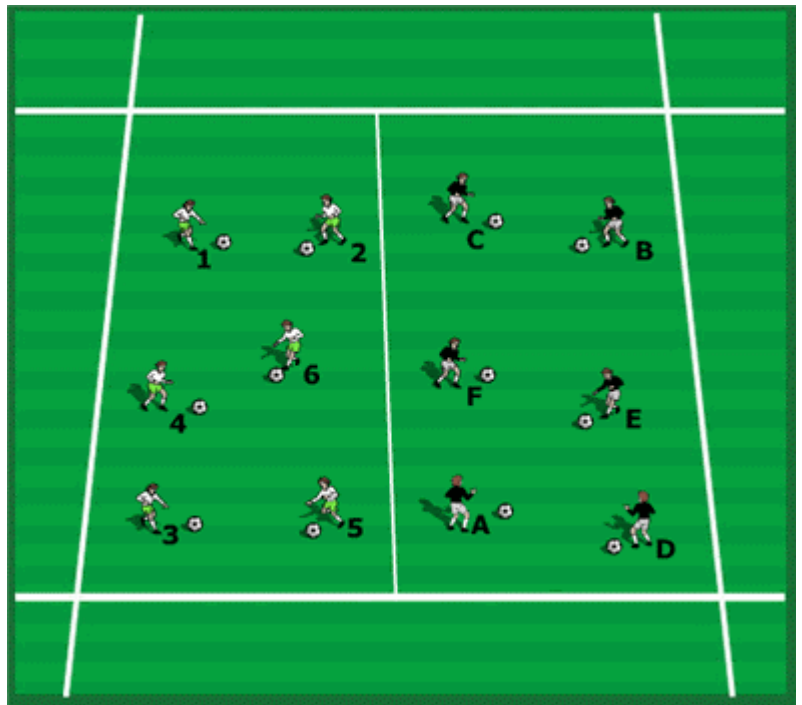
1. "On the Ball" Awareness before receiving the ball,
2. "On the Ball" awareness as the player receives it and moves it on quickly using one or two touches only;
3. "On the Ball" awareness if the player maintains possession of the ball using several touches; and:
4. "Off the Ball" awareness in terms of their positioning of players supporting the player On the Ball.

This works if all players are in synch and thinking ahead of the ball and it is not just the player on the ball thinking ahead.

This is awareness with lots of touches on the ball.

Principles of Dribbling:

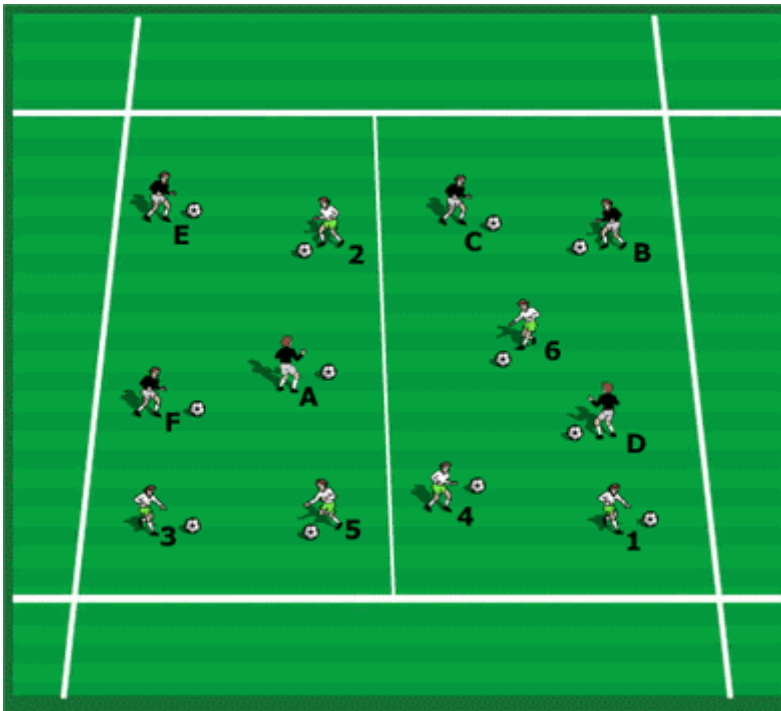
1. Initial Movement: In a straight line at a slower speed.
2. Deception: Unbalance the opponent.
3. Accelerate: Into space using change of pace
4. Space behind opponent: pass the ball past defender and run.
5. Restricted space behind: dribble past defender (in slow, out quick).



Coaching Points:

1. Tight close control.
2. Skill to use body to dummy and feint.
3. Skill in changing direction and pace.
4. A positive attitude.
5. Use of own or established dribbling techniques.
6. Looking around with your head up to have an awareness of where the other players are and where the immediate space is to move into.
7. This is more looking for yourself and when you are ON the ball.

A way to test if they are really looking around and behind is to ask them to stop, and then ask them, without them looking again, who are immediately behind them. If they were looking they will know.



Coaching Points:

1. Awareness of where other players are whilst maintaining possession of the ball ensuring players are looking around away from their own ball
2. Dribbling and Turning
3. Shielding
4. Anaerobic Fitness work.

Moving around with the ball, staying in space with your own team to begin then players mixing in with each other. Stop and check positions. Check how spread out players are, discuss the implications of being in possession of the ball in a game and making it hard for the opposition to mark you by using as much width and

length as possible. Therefore the players must use the spaces as effectively as possible.

Continue with dribbling and turning but emphasize keeping the head up and not looking at the ball but looking around, in front, and side to side and behind (for younger players equate it to a bird on a fence, that is, a bird on a fence just spends time looking around). The players can see the ball in their peripheral vision without looking at it directly.

Emphasize awareness of where other players are who are working in the same area by looking around; in front, to the side, and behind. Set the rule that when a player meets another player they must move to get away from them as if they were a defender in a game situation.

Ball each player dribbling and turning in a tight area avoiding other players. Coach can dictate techniques practiced. Work on improving ball control with quickening movement.

Keep emphasizing looking away from the ball and not down at it all the time so they get an awareness of player positions and where space is to play in. This is the basic beginning of awareness training.

Have players running INTO traffic testing their ability to control the ball and observe others in the same spaces, again increasing the awareness concept.

Commands:

1. Turn (checking that no one is behind them first of all with a look over the shoulder then a turn if the space behind is free) Doing different turns they are good at.
2. Out (they run outside the nearest line and check back in always looking to over the shoulder to see where other players are so they do not run into them.
3. Switch (changing soccer balls and continuing dribbling)
4. Dribble (using a dribbling skill they are good at in a tight area)
5. Right foot only (inside and out) This is more difficult so they will tend to look at the ball but remind them to look up when and where they can
6. Left Foot only (as above)
7. Quick (change pace and move more quickly for a few seconds but with the ball under control)
8. Number (coach will hold their hand up with a number of fingers indicated, the players have to shout the number immediately by looking up and observing but also keeping control of the ball).

AWARENESS CONCEPT INTRODUCTION ON THE BALL WITH FEW TOUCHES; USING A ONE AND TWO TOUCH MAXIMUM (EXAMPLE)

SOCCER AWARENESS DEVELOPMENT FOR COACHES AND PLAYERS

“The ultimate goal in coaching is helping each player develop his or her talents and abilities to the fullest. With this in mind, Wayne created this Unique Soccer Awareness philosophy of developmental coaching and training. It simply means training the mind before the body.”

Usual Elements of Awareness:

Composure, first touch, what to do, where to do it, when to do it, how to do it, why you do it? Composure on the ball helps you to do all this.

Dribbling - need to be able to see where team mates and opponents are at all times.

Passing - as above

Receiving and Control – first touch where does it go, what do i need to know?

Heading - need to know where the keeper is positioned when heading for goal, in general play know as above so you head away from an opponent and towards a team mate or towards goal if attacking.

Shooting - as above;

Receiving and Turning - need to know where opponents are so you don't run into them and lose possession?

Running with the ball - head up to see all the above.

Crossing - need to know where the keeper is positioned, where the strikers are going to be and where the defenders are, before you cross

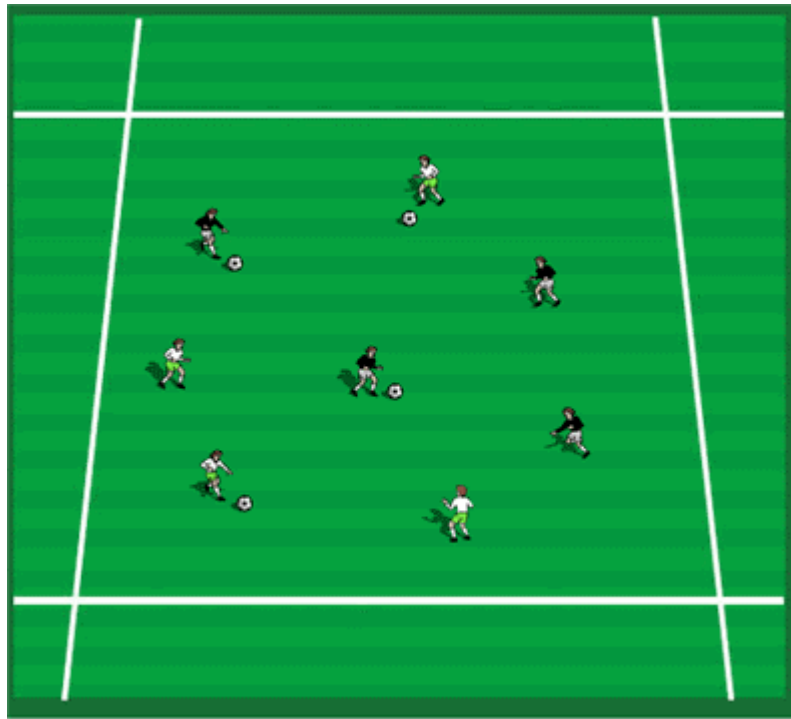
Movement off the ball – need to know where the space is to go to in order to help your team mate or help yourself.

Defending – need to know where your support is and which way to show the opponent.

Timing of runs, angle of runs, weight of passes, angle of passes, timing of passes, accuracy of passes, passes to space, passes to feet.

Why is developing Soccer Awareness Important?

Soccer Awareness training teaches the players to assess their options BEFORE THEY RECEIVE THE BALL. So they are looking ahead of the ball at all times assessing what could happen next.



It speeds up their thinking, movement, positioning, decision making to cope with the faster game we experience today.

Awareness concept introduction on the ball using few touches using a one and two touch maximum (example)

Use one or two balls per team for passing and moving (or more). You can keep it interesting by changing the theme for each awareness clinic e.g. passing to feet or space, opposite colors, receiving and turning, one touch / two touch, 1-2's, crossovers etc.

This workout is game specific and should be used before actual games.

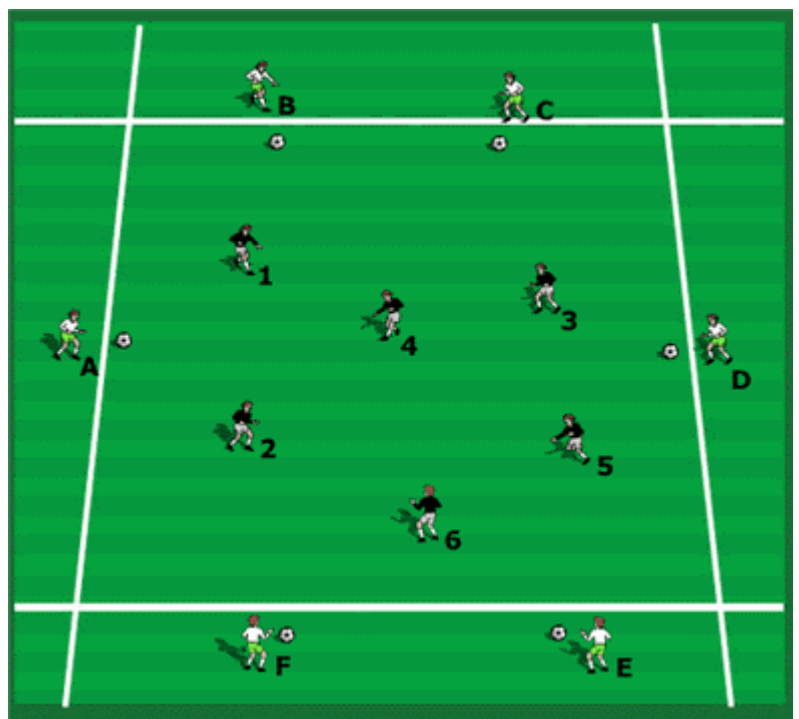
An Introduction To Awareness Training

This practice is designed to allow the players to be gently introduced to the fundamentals of the AWARENESS COACHING METHOD enabling them to practice in a more dynamic way. They can move anywhere in the area now.

A two team set up

Coaching Points:

1. Head up (awareness of the area and the players in it).



2. Looking before receiving to receive and turn; to see who is free, to see where other players are, to see where the space is to take the ball.
3. Body position open to receive,
4. Focus on the first touch and where to take the ball; decide BEFORE receiving the ball whether it is best to use the first touch for a pass or to set up the next touch.

One team inside, one team outside. Each outside player has a ball to begin.

Pass to an inside player who receives and turns and finds another outside free player with a pass. Then look to receive from another outside player.

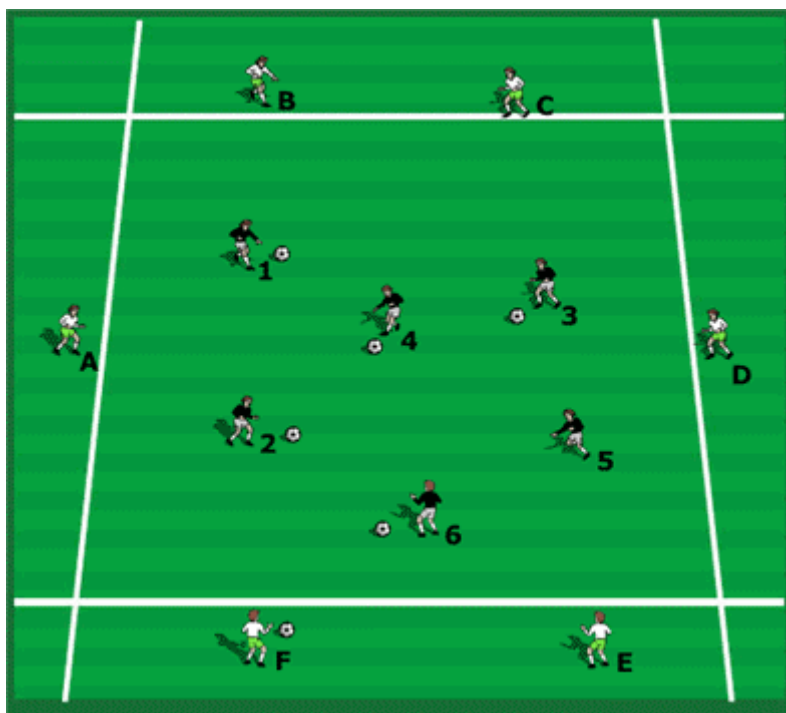
The outside player receives and moves the ball side to side until another inside player is free to receive a pass. This ensures all the players are working both inside and outside the grid.

Competitive: Have each player count the number of successful passes he makes in a given time and see who makes the most. Observe and comment on those who try to do it too quickly and lose control of the ball and lose the momentum of the session (for example they rush the pass, it is not accurate and the receiver ends up running away retrieving the ball which wastes precious time).

Change the practice to the balls starting with the inside players. These players now look to pass and receive a give and go from an outside player.

Rotate the players so both teams have the chance to play in the middle of the grid.

Move both teams to the middle; divide the grid into two with each team passing to their own team within their own grid area, keeping teams separate to begin.



Awareness Changeover Session

Inside team has a ball each and looks to find a free outside team player to pass to. Outside player brings the ball back in, inside player moves outside the zone waiting to receive a pass from someone else.

Set up second touch with a good first touch. Awareness of the free teammate(s)

Coaching Points:

1. Quality first touch of outside player.
2. Decision making of inside player in terms of when and where to pass and technique (quality) of pass

The Coach Can Create Conditions:

1. Get a turn in or dribble before passing.
2. Unlimited touches, then 3, then 2 touches.
3. Play 1- 2 with inside player then go outside.
4. Do a crossover with outside player rather than make a pass.

Inside player passes to outside player and closes down quickly, simulating a defensive movement. The receiver has to make a good first touch away from the pressure i.e. to either side of the pressuring player.

This is a good session because even though everyone is working hard, they get short intermittent rests, thus maintaining quality.

A GAME SITUATION WITHIN THE THEME

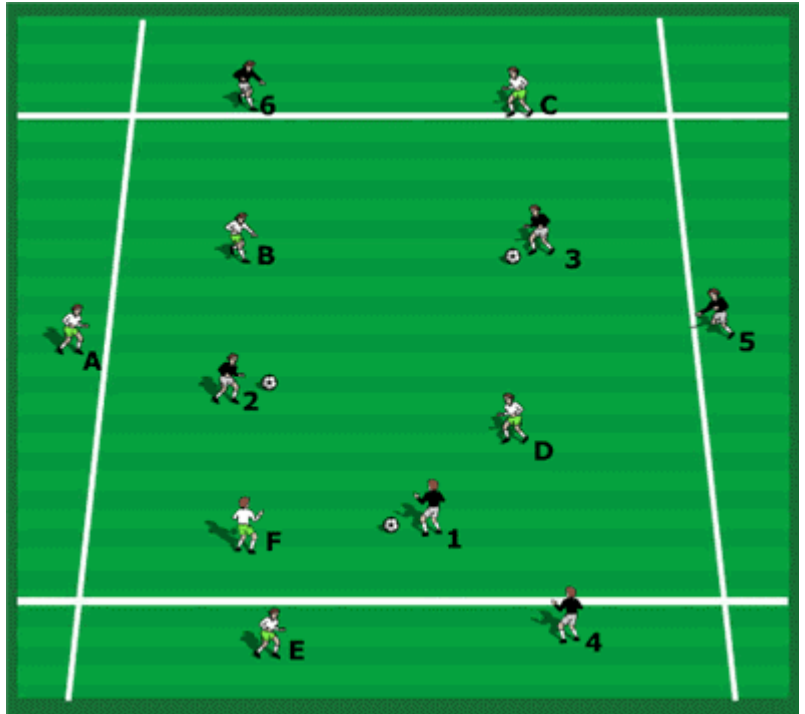
SOCCER AWARENESS DEVELOPMENT FOR COACHES AND PLAYERS

Numbers team can only pass to numbered players on the outside. Likewise, letters team can only pass to lettered players on the outside.

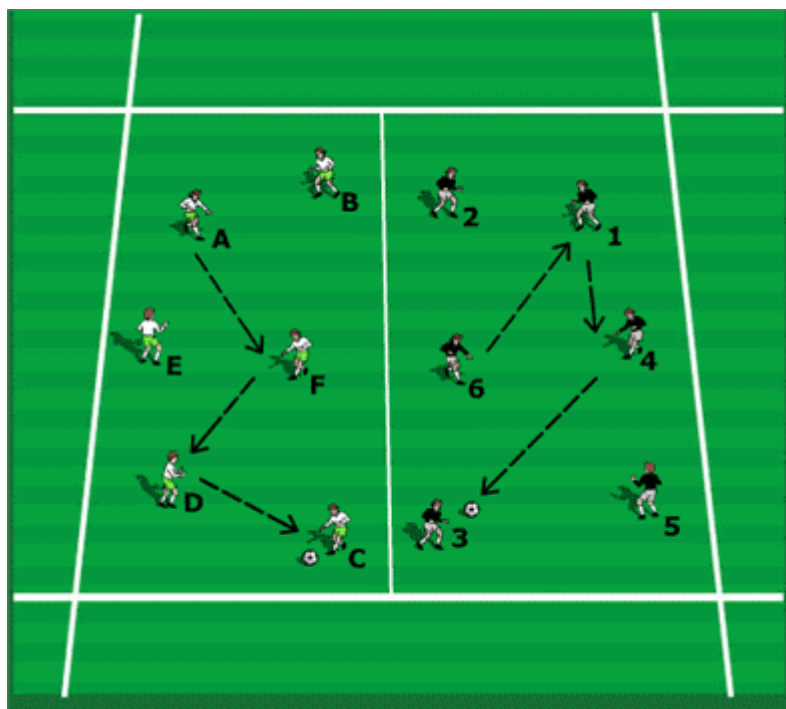
Develop: Play 1v1s in the middle (same players against each other). Have it passive to begin, with the defending players just shadowing the attacking players as they receive and turn and move.

Make it competitive. A lot of receiving and turning under pressure can occur now in the playing area

Develop: Have a 3 v 3 small sided game in the middle.



Objective: Identifying Levels Of Awareness



Coaching Points:

1. Looking around even if you do not receive the pass (always aware of others' positions, just in case)
2. Looking before receiving the pass, knowing what to do next
3. Decision: When and where to pass
4. Quality of Pass (especially the pace of the pass in one touch passing)
5. Good support positions of players off the ball

Start with two teams but separate in their own grid as above to simplify the process then mix the two teams later in the same area once they are starting to master the idea.

Have the players stand still and pass the ball around the group. They must look before they receive the ball to see where they are passing to.

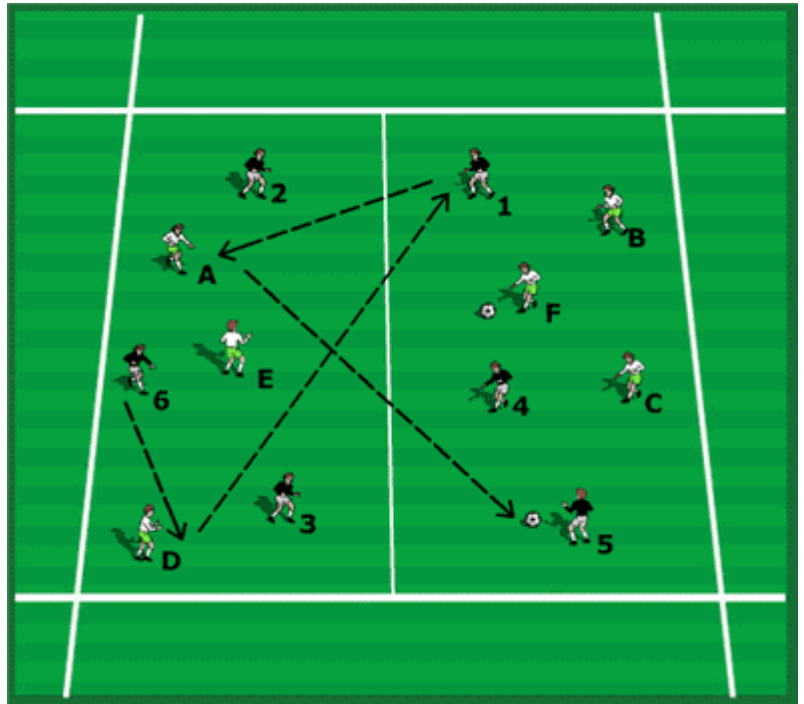
Make it 3 then 2 then 1 touch. This is particularly good for the younger end of the player spectrum where it often takes a few touches to just control the ball. Start with that; just passing it and not moving, then get them to look and then pass and so on and develop the idea this way.

To ensure they are looking, have the players call the name of the players they are passing to before they pass the ball. When they don't call the name you know they haven't looked ahead of the ball.

Observe which players can't do this and allow them more touches and more time and look to see how they improve with practice. This is THE most basic introduction to the awareness coaching method and you only do it with THE most basic of young players starting to learn the game.

Progression: Now have two teams in the same area and have them pass to opposite colors so the choices are halved. Have the two teams play through each other but not against each other.

1. Introduce 2 balls to the session then 3 and so on, but start with players standing still and not moving to keep it simple and to get initial success.
2. Have them begin to move around the area slowly like before but now with 2 or 3 balls to focus on to make the decision making more difficult as free players are harder to find.



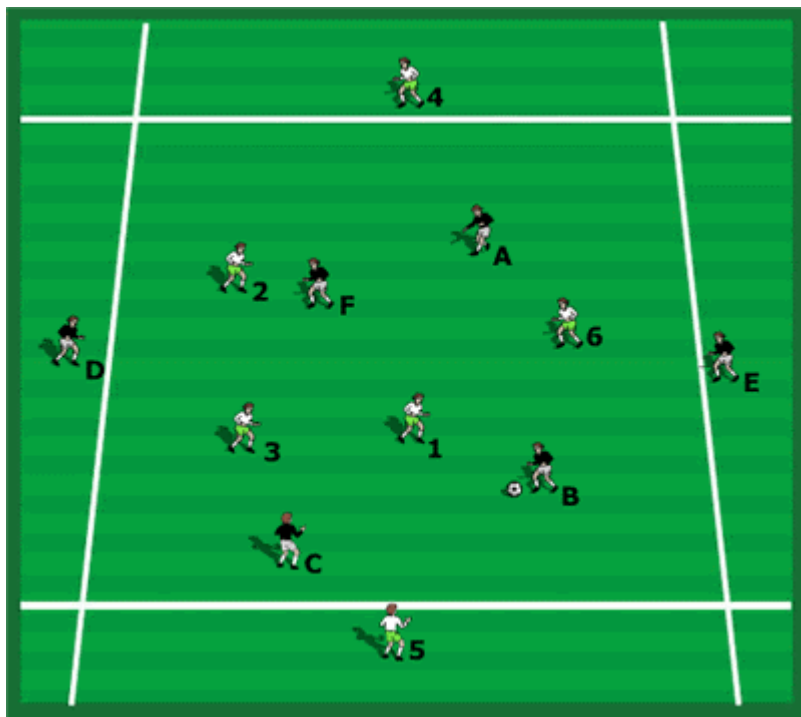
Development:

1. Here we have all the players moving freely, passing and moving within their own team. Begin with one ball being passed around a team and as they become proficient introduce another ball to increase their awareness.
2. Have the teams play throughout both grids to spread the play out and get the players comfortable and composed. As they improve you can change it to all players from both teams playing in one grid only so there is less room to work in and things happen more quickly. This is a test of their Awareness ability.
3. The Technical / Tactical Design within the framework of the clinic is described below and this information will get you started.
4. As they get proficient you can introduce new situations for them to deal with, all of which will be covered later. You may need to spend time repeating this basic set up before you move on to the other situational work. Be patient and ensure they get the basics right first.

OBJECTIVE: ENCOURAGING DRIBBLING AND

TURNING THROUGH QUICK TRANSITION PLAY

SOCCER AWARENESS DEVELOPMENT FOR COACHES AND PLAYERS



40 x 40

Rules:

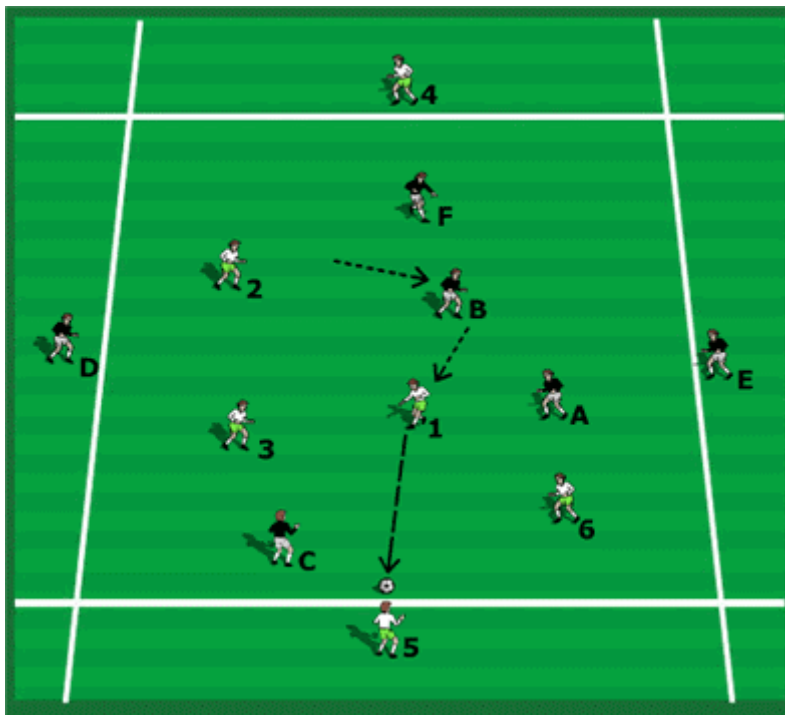
1. Attacking different ends of the zone. Helps transition and dribbling and turning on the ball (a goal is scored by passing the ball to a target and keeping possession).
2. Outside players change with inside players who pass to them.
3. Once a goal has been scored at one end the team has to score at the opposite end. They can go back to the player where they scored the goal and use this player as a support player only. If possession changes and then the

team win it back they then have the choice of going to either goal until they score one goal, then it is attacking the opposite goal again.

Observations: Players get a rest by passing into the target and transitioning positions. This maintains quick quality play because they don't get too tired (quality drops because of fatigue). Small zone to work in so lots of goals and success is therefore reinforced by this.

Coaching Points:

1. Quality of pass by inside player
2. Quality of first touch by outside player to move into space quickly and set up a new attack.
3. Players must change direction as they gain possession of the ball because they are defending one end then suddenly attacking at right angles to where they were defending. This helps quick decision making.
4. Attitude to attack quickly is important so they must be positive in mind and action.
5. Individual 1 v 1's
6. Team passing and support play.
7. Everything done at pace.



(1) Wins the ball off (B) and immediately must change direction to score a goal.

Two directions to go; to target player (4), or target player (5); here the choice is a pass to target player (5).

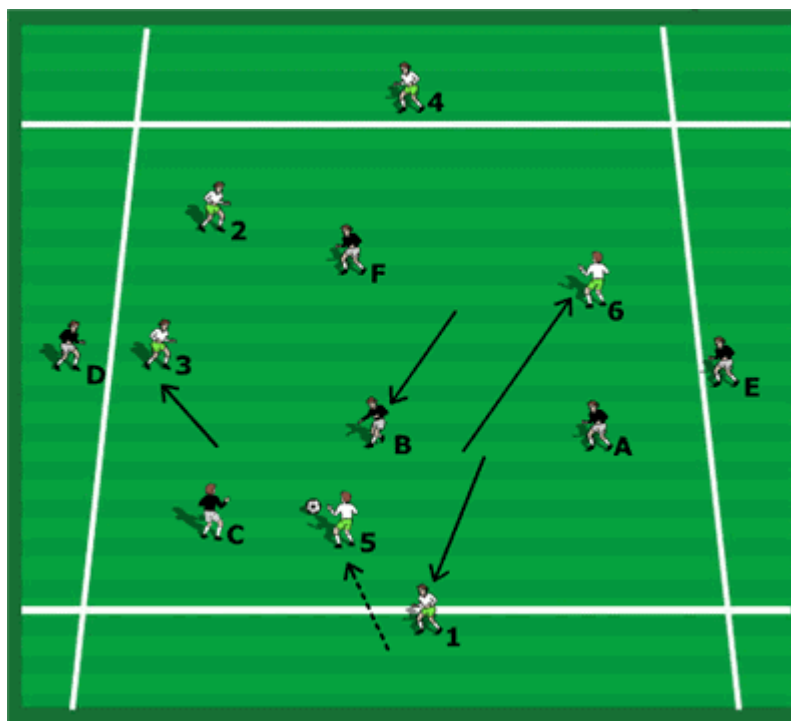
Defensively the letters team now needs to focus on defending in a different direction to which they were attacking, and thus defending two sides.

(1) Passes to (5) to score a goal and takes (5)'s place as a target. (5) Brings the ball out and attacks the opposite goal.

If the pass to the outside target player is a long one and the run is very long for the passer then the closest team mate to the target players can change places with them for efficiency and quickness.

Here (3) and (6) move off the ball to support (5), (2) is already in a good position to receive a pass.

Once a team gains possession they can score in either end goal of their own team.



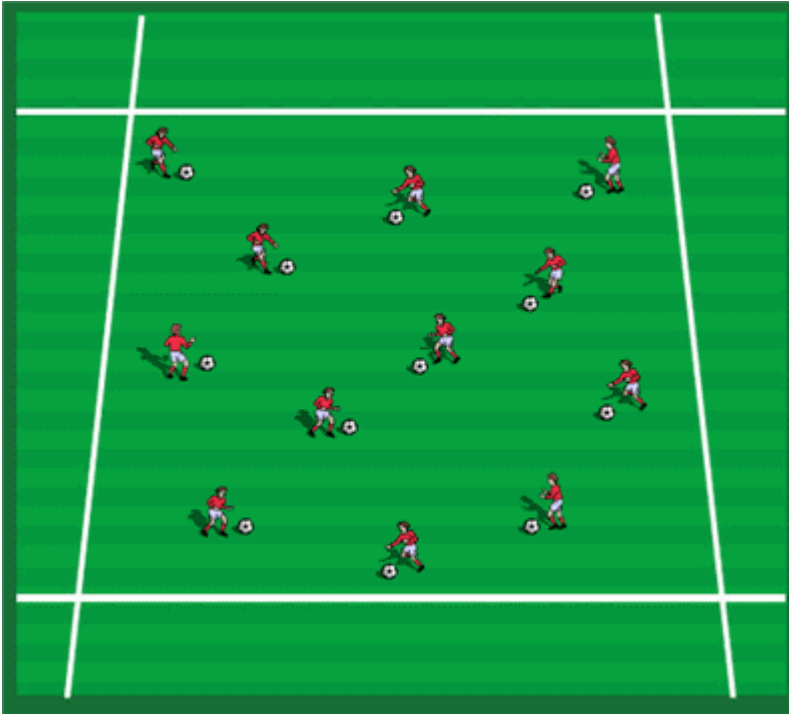
Should (B) win possession then (5) win it back then (5) can pass to either of the outside target players to score a goal.

Players should try hard to keep possession and work the ball from one end to the other scoring goals at both ends.

OBJECTIVE: A FUN AWARENESS WARM-UP FOR

IMPROVING PERIPHERAL VISION

SOCCER AWARENESS DEVELOPMENT FOR COACHES AND PLAYERS



Each player has a ball to play with. They must protect their own soccer ball but at the same time try to kick someone else's ball out the area. When your ball is kicked out you cannot kick anyone else's ball out. You can vary the game by allowing them chances, maybe up to three each before they are ultimately out of the game. When they are out have them juggle the ball to keep practicing skills.

Play until the last player is left with their own ball still and everyone else's ball has been kicked out. This player is the winner. Variations can be you have three areas of play they can work in. They start

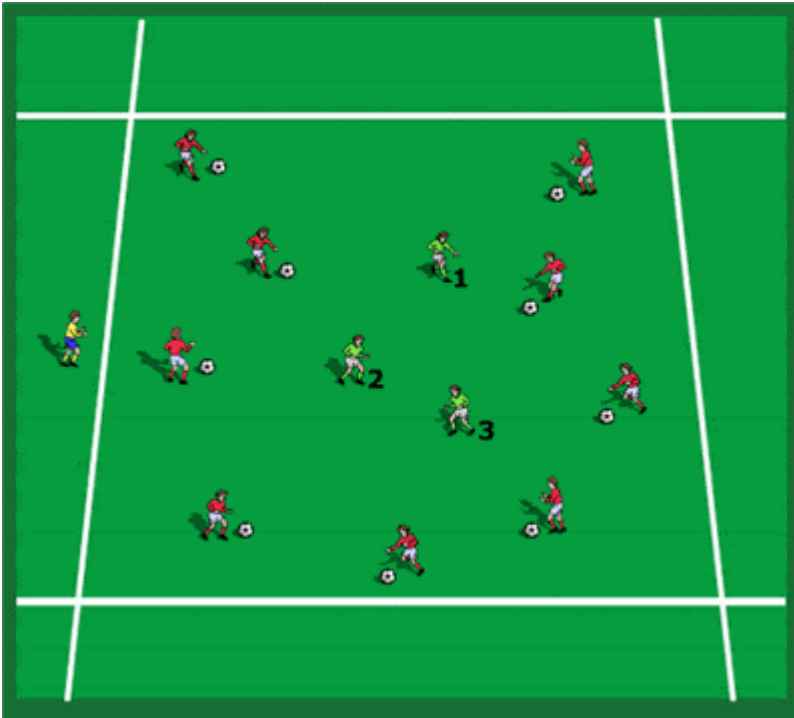
in one then if they are kicked out they go to the next and so on, this way they get two chances but also you can have two winners in each group with an overall winner at the end. Or you can just decrease the area they are playing in to make it harder as there is less space to work in.

Coaching Points:

1. Skills practice including Dribbling and Turning,
2. Shielding,
3. Tackling,
4. Awareness of where other players are (in this case all the other players are defenders trying to win possession of your ball) whilst maintaining possession of the ball ensuring players are looking around away from their own ball,
5. Anaerobic Fitness work. These are practices that are fun but ensure relevant skills are practiced by the players.

This is a session that is fun but ensures relevant skills are practiced by the players.

Kick Out Game



There are 12 players in this session, 9 with a ball, 3 without. The 3 without have to try and win a ball off a player with a ball and kick it out the area. If a player has their soccer ball kicked out then they can join in with the other players helping them keep possession by passing and support play.

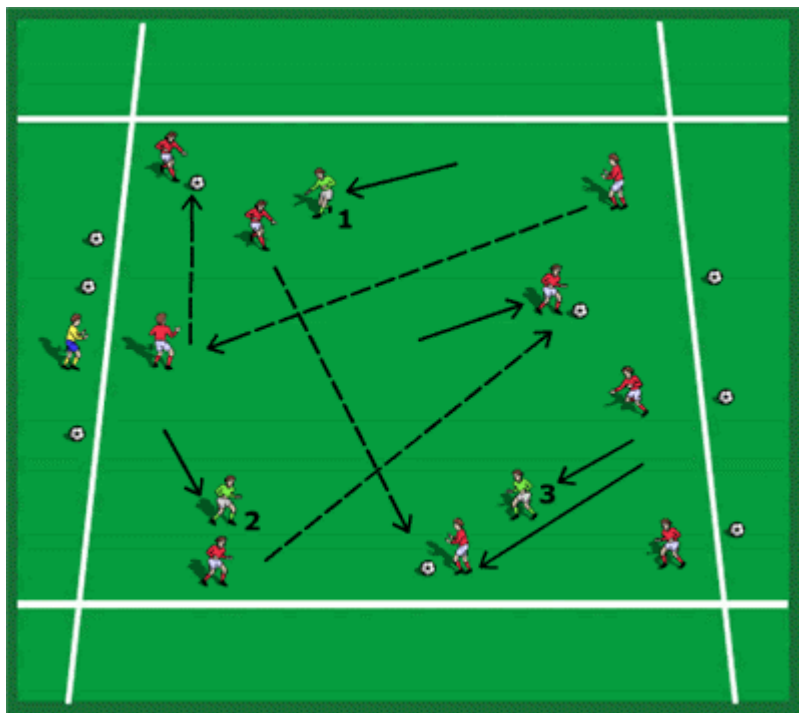
To make this competitive rotate the players so different groups of 4 work together, time each group to see who does the best.

To decrease the time it takes if the defenders can win a ball and pass it to the coach (who is constantly moving around outside the area) for example 3 times out of the 9 balls won, then the clock stops. This represents winning the ball and keeping possession in a game rather than kicking it out of play and losing possession again in a game. It may be the first 3 balls the defenders win.

Then have it where they need to get all the balls to the coach, a bigger more relevant challenge and have the coach moving around the area.

The session develops from an individual 1 v 1 attacking / defending work out to a passing and support situation. You can work on the defenders by encouraging them to work as a team, maybe in 2's for instance to have a better chance of winning the soccer balls. The defenders can pass the ball around between themselves until one can find the coach with a pass. Attackers during this time can try to win it back before it goes out the area.

This is showing the progression of the session where the defenders have won 6 balls and got 3 to the coach thus maintaining possession if it were likened to a game situation. The reward for them getting the soccer balls to the coach and keeping possession and working as a team to win them is that it may take a lot less time to have to work in the session.



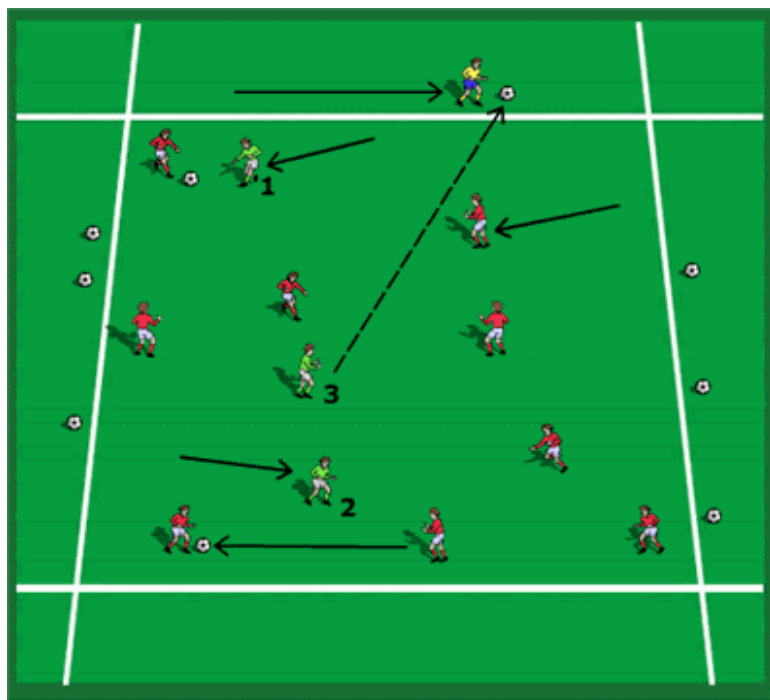
Coaching Points: Attackers with the ball –

1. Dribbling and turning practice,
2. Shielding the ball,
3. Moving, passing and support play,
4. Quality of passing, players keep possession by passing between each other once one or more lose their own ball.
5. Awareness of positions of both sets of players.

Defenders without the ball –

1. Practicing defensive pressurizing skills,
2. Team work (in 2's) to win the ball using supporting defensive skills – Angle / Distance / Communication,
3. Maintaining possession after winning the ball,
4. Awareness of the player to pass to (the coach; or a team mate to get it to the coach),
5. Quality of the pass once they win the ball to maintain possession.

The essence of this game is it is fun and competitive for the players but it also provides a situation where they are learning important skills. Here the coach is on the move with players



winning possession but also looking to see where their target player (the coach) is so an awareness is developed on and off the ball as to where the coach is (like it was a team mate in a game).

Defender (3) has won a ball from an attacker and passed it into the path of the coach who is on the move on the outside. An attacking player tries to intercept the pass but is unsuccessful.

Develop: Every ball won by a defender must be passed to the coach to show they have won the ball but also kept possession of the ball. This presents a bigger challenge to the players and teaches the players the

importance of not just winning possession of the ball but also trying to maintain possession after winning it. If the defending player passes the ball to the coach and it is not accurate and does not get to the coaches feet then the attacker who had the ball gets it back to continue in possession. This ensures quality of passing from the defender who has won back the ball in the first place.

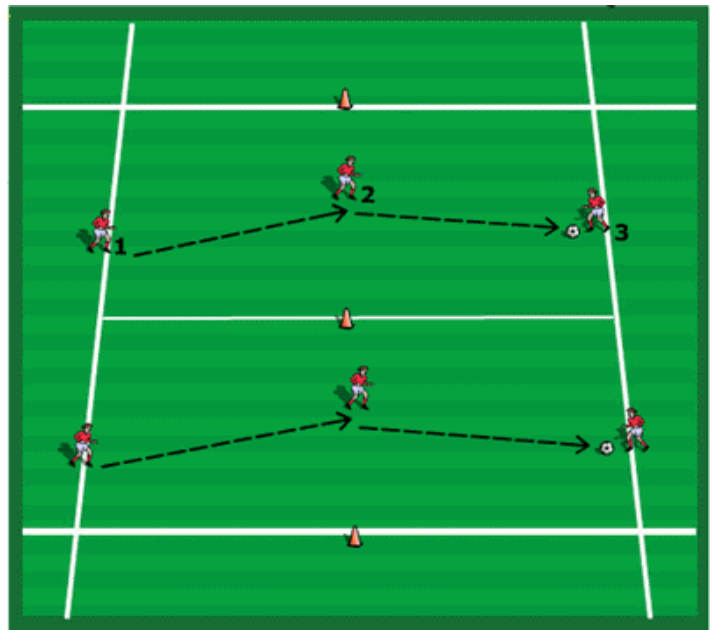
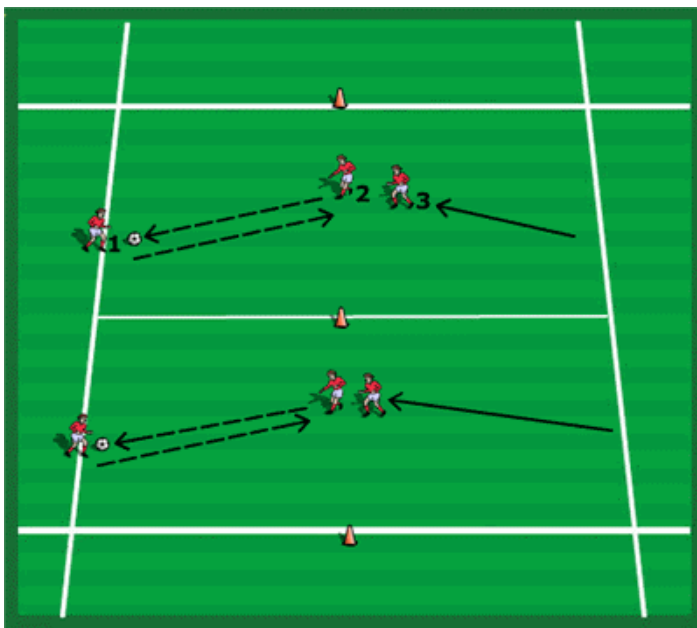
Develop: Make it a two team game, one defends, one attacks. Time each team as to how long it takes for them to win possession of each ball and make a successful pass to the coach. The clock stops when all the 6 balls have been passed successfully to the coach and the coach has maintained possession.

OBJECTIVE: TESTING PLAYERS AWARENESS

SOCCER AWARENESS DEVELOPMENT FOR COACHES AND PLAYERS

Coaches are trying to develop the concept of the player recognizing options before receiving the ball. This exercise is a very simple idea and tests the players to see if they looked over their shoulder away from the ball or not before they receive the pass.

The opposite outside player from the ball can decide to close down the middle player or stay away (in this case player 3). If they close down then the middle player must pass the ball back to the player who passed it to them, player 2. If not closed down then they receive and turn and pass to player 3 (below).



Coaching Points:

1. Look over shoulder before receiving (where you are passing to).
2. Body Stance – half turned (can see behind).
3. Support at an angle.
4. Save a touch – let weight of ball determine this- let it run across the body and move one touch.
5. Develop - Opposite player stays or closes the middle player down.
6. If closed down, middle player passes back to same.
7. If not closed the middle player turns and passes to opposite player.

Go through each progression in the order it is presented here, do one at a time and have each player practice it in the middle at every stage of the progressions.

If the player in the middle (2) turns and looks to pass to player 3 when player 3 has closed them down; this is an indication that player 2 in the middle did not look before receiving, to see where player 3 was. This will likely happen with some players.

Initially and before we set the conditions players will pass from 1 to 2 to 3 and not always look behind them before receiving, after making the reference to this and changing the idea having players close or not close down, you will see the middle player looking over their shoulder as the ball is being passed to them to see if they are closed down or not.

The difference is obvious when you put the conditions in and is a great help in developing awareness in players.

OBJECTIVE: TEACHING AWARENESS IN

THREE'S OR FOUR'S DEVELOPING MOVEMENTS

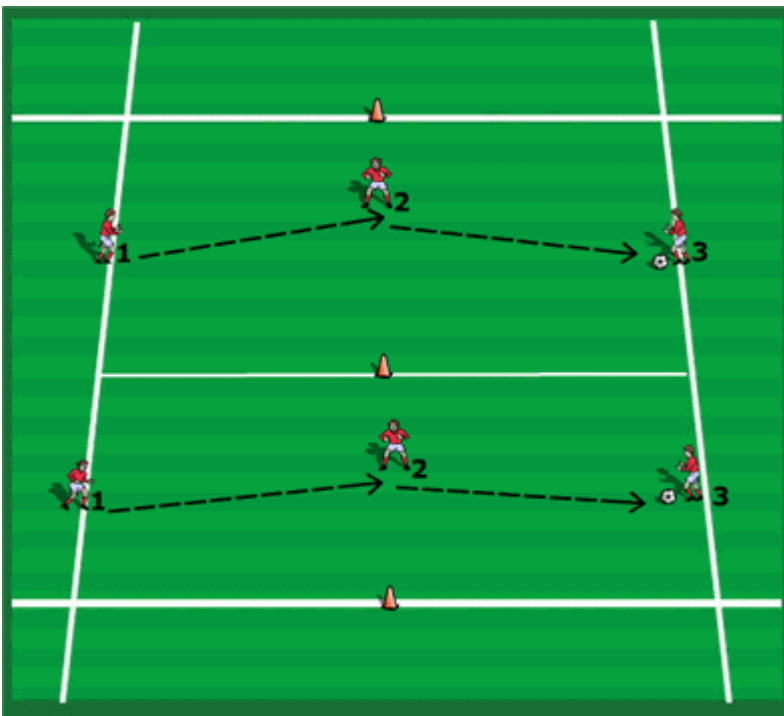
OFF THE BALL TO RECEIVE

SOCCER AWARENESS DEVELOPMENT FOR COACHES AND PLAYERS

Coaches are trying to develop the concept of the player recognizing options before receiving the ball. This exercise is a very simple idea and tests the players to see if they looked over their shoulder away from the ball or not before they receive the pass.

Development can be monitored and progression can be clearly judged and the coach can move the players onto the next level when they recognize the time is right. I have carefully developed the levels of progression of these sessions to ensure each level is addressed at the correct time.

Teaching very simple but important movements off the ball to get free in the game situation



Coaching Points:

1. Look over shoulder before receiving (where you are passing to).
2. Body Stance – half turned (can see behind).
3. Support at an angle.
4. Save a touch – let weight of ball determine this- let it run across the body and move one touch.
5. Develop - Opposite player stays or closes the middle player down.
6. If closed down, middle player passes back to same.
7. If not closed the middle player turns and passes to opposite player.

Go through each progression in the order it is presented here, do one at a time and have each player practice it in the middle at every stage of the progressions.

You can liken this to a defender passing to a midfielder passing to a striker.

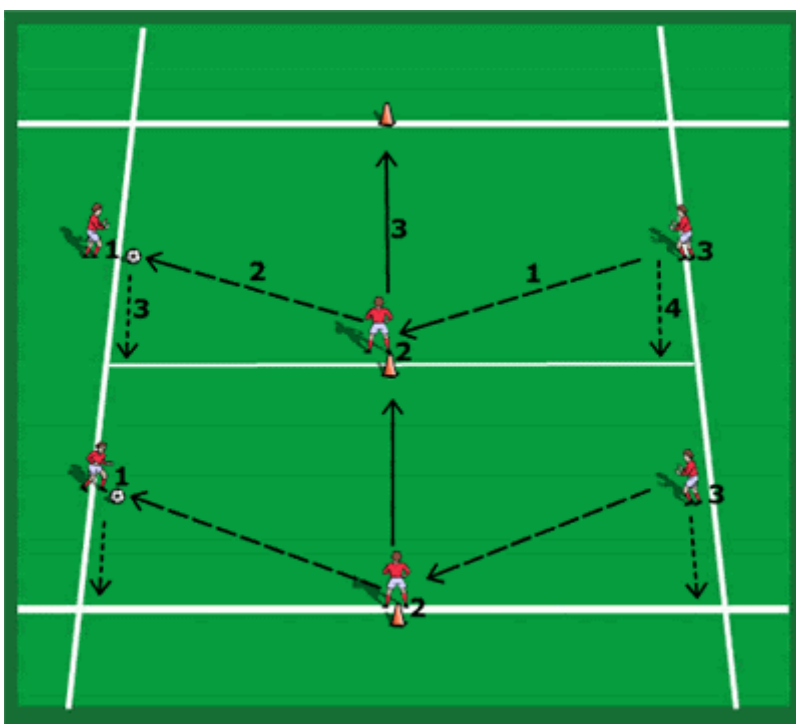
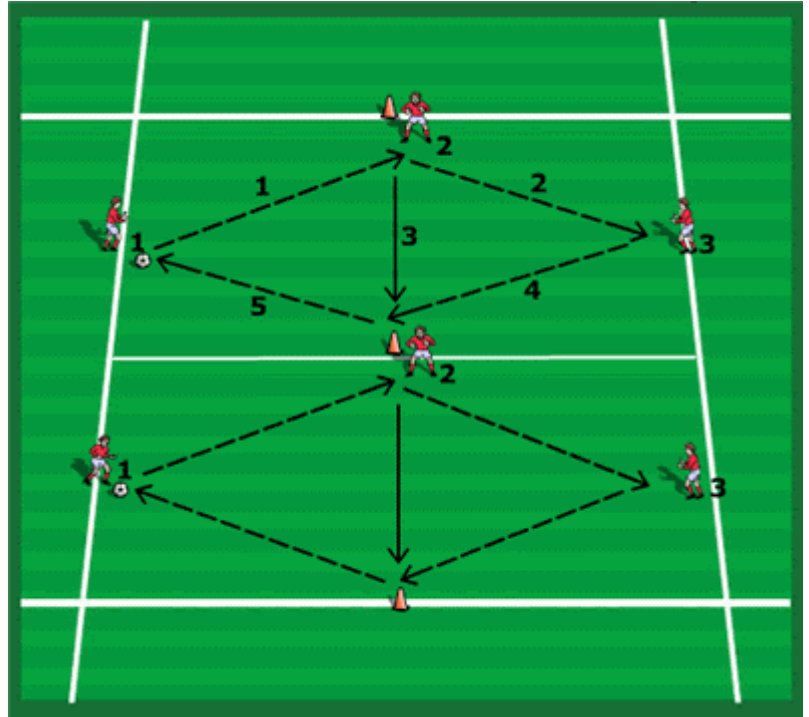
Begin by passing the ball from (1) to (2) to (3) and back. (2) Receives and turns and passes. Passing must be sharp and accurate, one or two touch.

You can receive with the furthest foot away from the passer and pass it with the nearest foot, or save a touch and move it one touch with the inside of the nearest foot or the outside of the furthest foot. Let the weight of the pass determine this, let it run across your body and move it one touch.

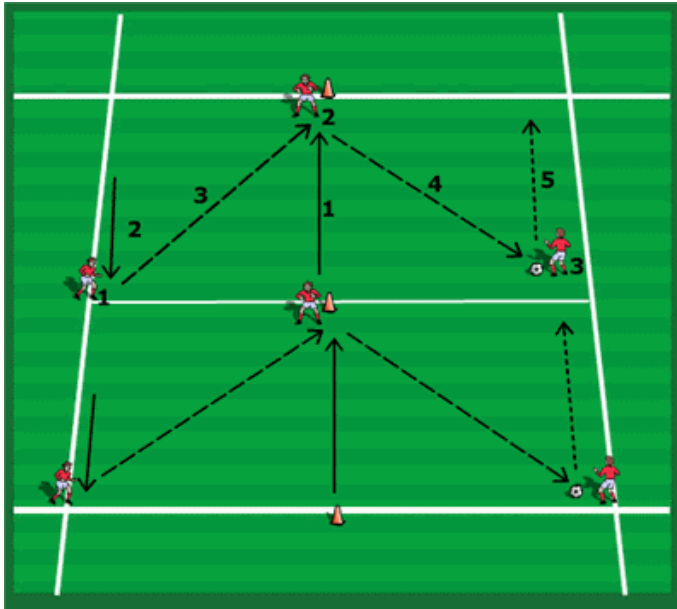
The player in the middle must open their body stance up by going side on so they can see what is behind them and it makes it easier to receive and pass the ball on.

Look over the shoulder to see what's behind, do this before receiving the ball not after. Position in the middle off at an angle to receive, this makes a triangular support position and opens up the field of vision. Once the ball has been passed on the middle player moves to the other side off at an angle again (can use cones to run to both sides). This forces the players to receive and pass with both feet.

Develop: CAN HAVE 4 PLAYERS WORKING AT THE SAME TIME WITH TWO BALLS FOR A MORE INTENSE PRACTICE.



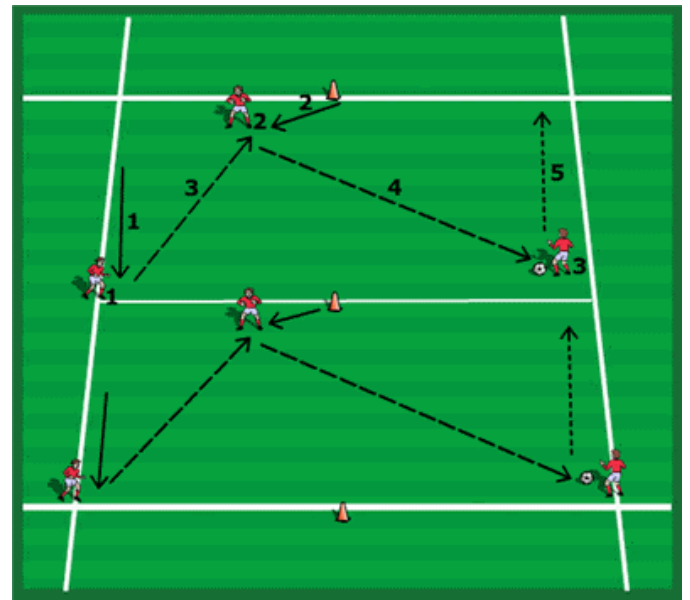
Now working on the movement of the outside player to create a bigger angle to pass and receive the ball. To the left; (2) passes to (1) who moves the ball into space with a good first touch to pass the ball back with a second touch



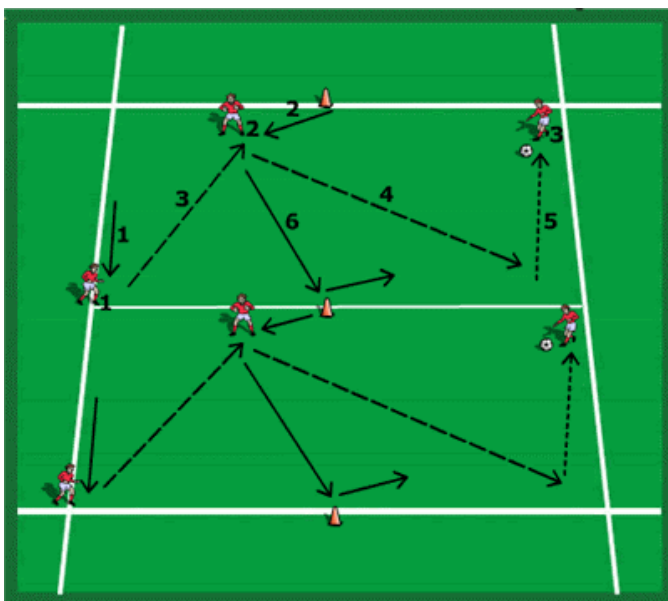
The movement is shown to the left. Likewise (3) receives and moves the ball off at an angle and the cycle continues.

Working on the middle player again, if they are marked in a game look to come short to receive the pass to get away from the defender.

Moving short to receive the pass; in a game it is getting away from the defender to receive in space with time on the ball. Keep the angle wide so you can still receive the pass side on, if you move short but more central you will receive the ball more with your back to the play with less room to work the ball in.

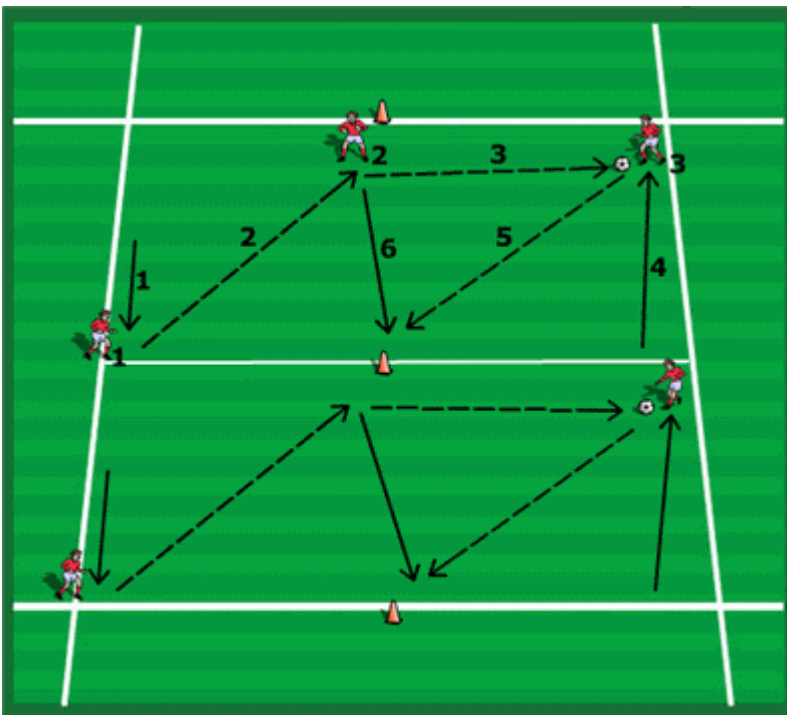
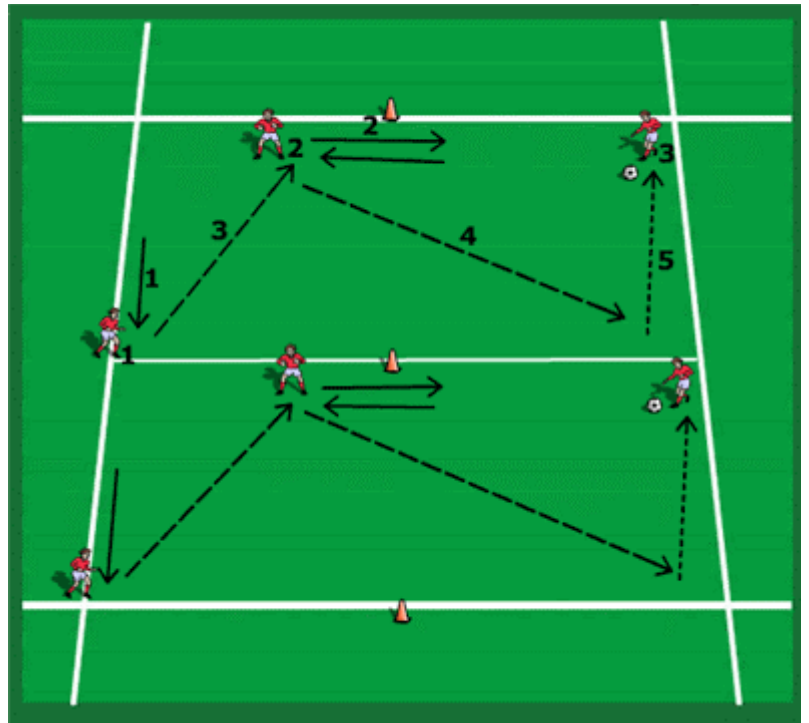


Develop by the middle player moving away from the ball to take a defender away from the space and then checking back to receive the pass in time and space.



With these movements the passer must be aware of the receivers movements to get the timing of the pass right. The receiver must be aware of how quickly the passer has control of the ball and is ready to pass it to get the timing of the run right (therefore always looking).

These movements in a game are dictated by how much time on the ball the passer has, if no time then coming short to receive the first pass, if time on the ball then the receiver can run a defender off the check and receive to feet.



The middle player receives the ball and passes into space to move the outside player. Previously it was a pass to feet and the outside player moved the ball.

OPPOSITE PLAYER CAN STILL CLOSE DOWN; OR NOT; TO KEEP THE MIDDLE PLAYER "LOOKING" BEHIND THEM.

OBJECTIVE: DEVELOPING COMPETITIVE 1 V 1,

2 V 2, 3 V 3 ATTACKING PLAY & PERIPHERAL

VISION

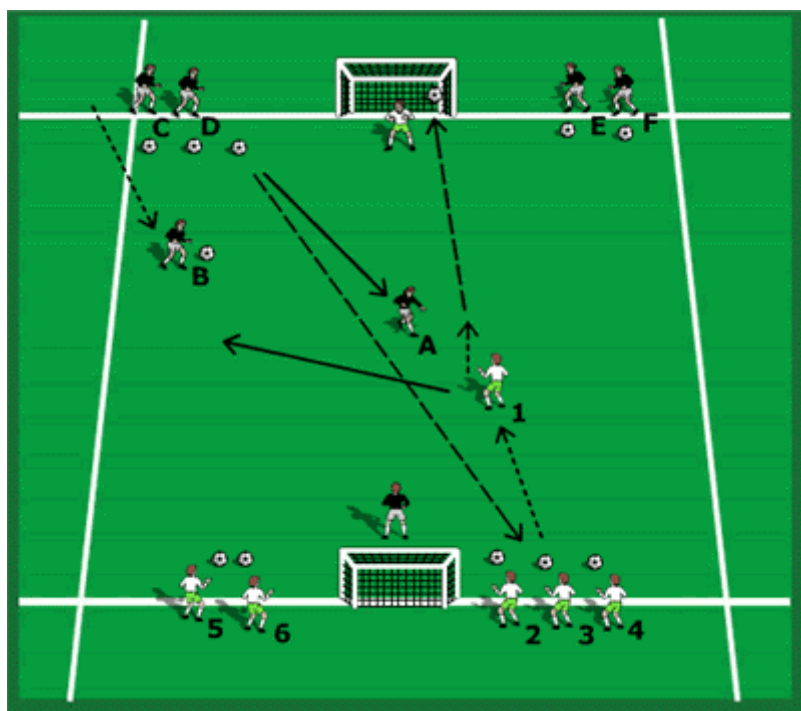
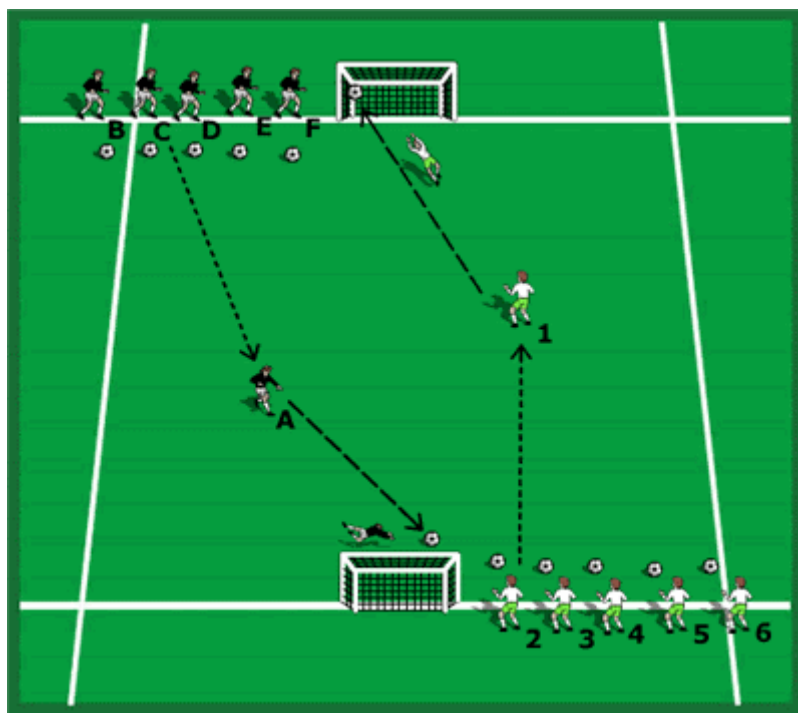
SOCCER AWARENESS DEVELOPMENT FOR COACHES AND PLAYERS

Players run with the ball from both sides and shoot at goal. When one has gone and finished the next one goes. Continuous shooting clinic.

Develop: Have the play on the field of play now receiving a pass from a team mate and having to receive and turn and shoot. The passer then goes onto the field and becomes the receiver.

Coaching Points:

1. Quick attack
2. Quality finishing
3. Instant Transition from attacking to defending



COMPETITIVE 1 v 1'S

(A) passes to (1) and (1) has to score as quickly as possible.

(1) then becomes the defender for the next attack from another lettered player. (B) Now attacks (1) and tries to score.

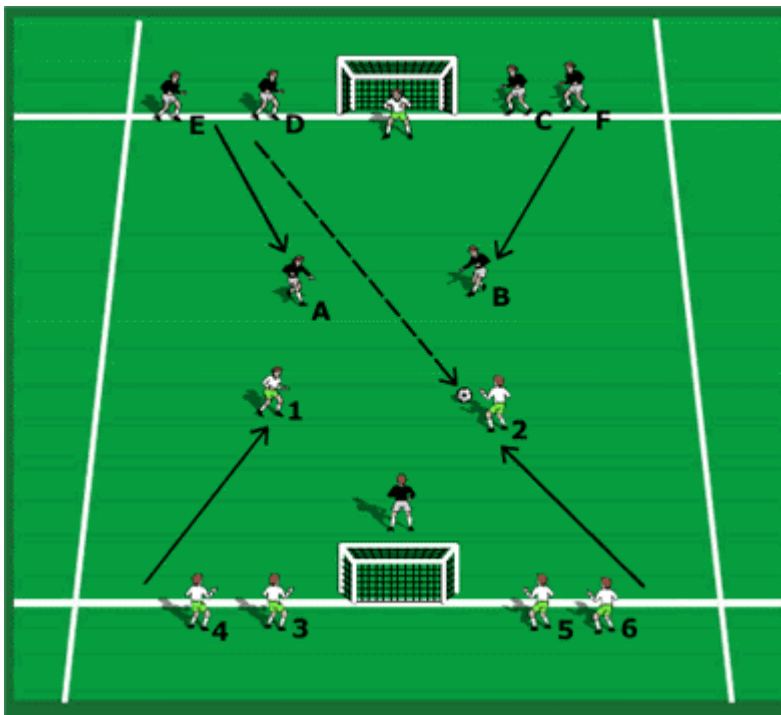
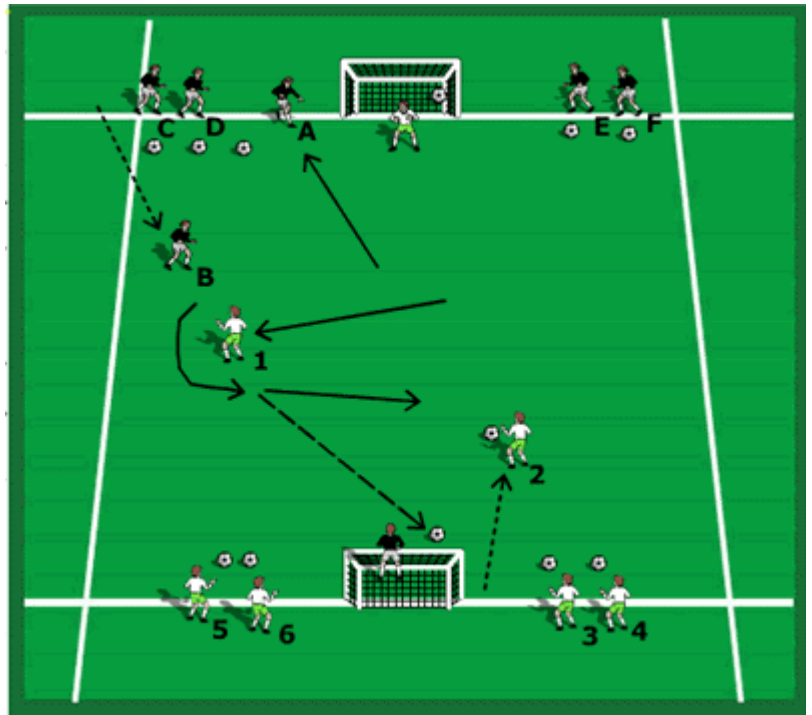
Players will forget to defend, so it is 5 pushups when they forget.

Keep the score of the game to keep it competitive.

(B) has the choice of shooting early from distance before (1) as in the previous slide before the defender (1) can close them down or dribbling around (1) and shooting at goal as above.

As soon as the 1 v 1 is over then (2) makes a run to attack and try to score quickly. (B) Must recover back quickly to try to stop them.

Keep the tempo up and encourage the players to attack with pace and a positive attitude to get a shot in on goal.



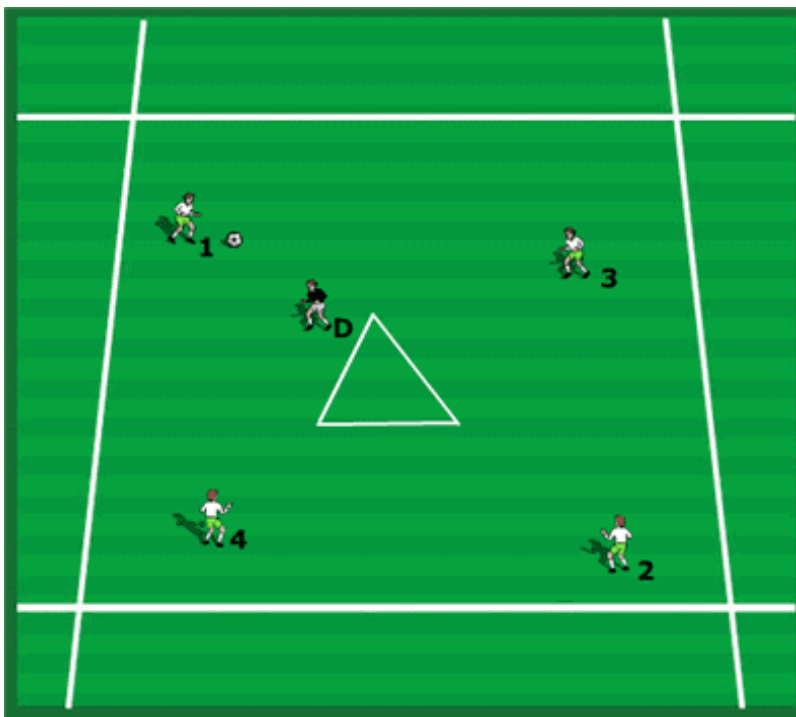
COMPETITIVE 2 v 2 GAMES

Develop: 2 v 1's, 2 v 2's and 3 v 3's and so on. As the numbers increase the emphasis is still on taking players on 1 v 1 but also to have the peripheral vision and awareness to see where team mates and opponents are at the same time.

OBJECTIVE: DEVELOPMENT OF AWARENESS

AND OF MOVEMENT “OFF” THE BALL

SOCCER AWARENESS DEVELOPMENT FOR COACHES AND PLAYERS



Here is an interesting way to work on passing, movement off the ball, fitness and looking for the penetrating pass. Start with a 20 x 20-yard grid and have a 4 yard equilateral triangle in the middle made up of cones. There are 5 players in the activity with one being a defender and the other four being on offense. The 4 players try to maintain possession while also looking to score goals by playing the ball through the triangle to their teammates. The defender is NOT allowed inside the triangle so he or she must be constantly working their way around the triangle trying to cut off the penetrating passes. See the diagram above for the set up.

The thing that makes this such an interesting activity is the required movement off the ball by the offensive players. On every pass, they are moving in order to get into a better position to either make a penetrating pass or to receive one (as opposed to the norm in possession games when players wait till they receive a ball before thinking what to do next, in this game the players have to be thinking ahead of the passes because it's not good enough to just play the ball through the triangle, a teammate has to be there and receive the ball for it to count.

MOVEMENT “OFF THE BALL” IN PASSING AND SUPPORT

Play this game for a 5 minute period with each player having a one minute turn on defense. It gets the players working hard, thinking and competing while having fun trying to beat their teammates. The player who gives up the fewest number of goals on defense wins the game.

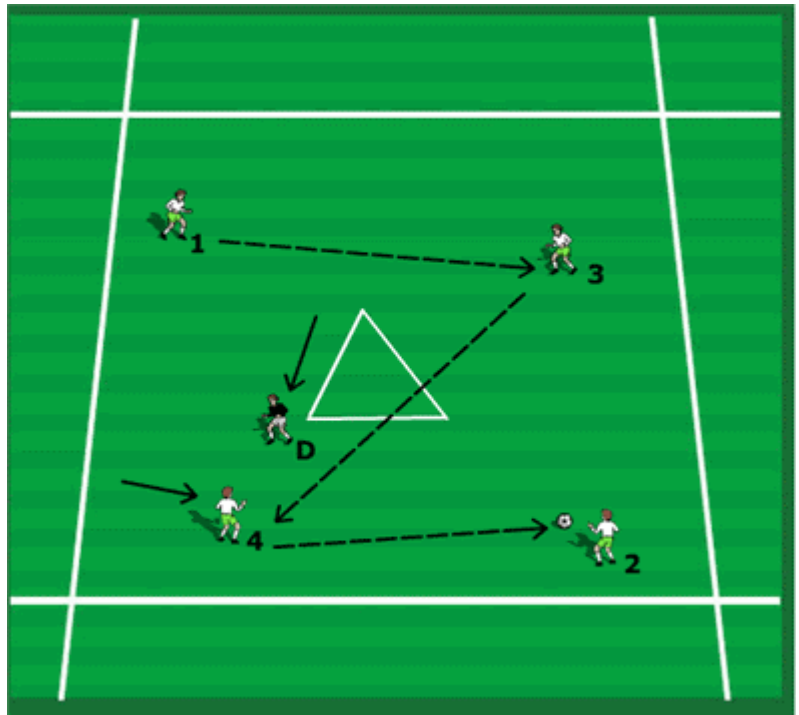
There is a tendency in this game for the offensive players to get too close to the triangle which takes away the passing angles (just like in a regular game where they come too close to the middle). This is easy to correct and is a good learning opportunity for the players.

(D) stops the immediate pass from (4) to (3) through the triangle so (4) passes to (2) and (1) makes a run off the ball to receive the next pass through the triangle and a goal is scored. (D) Tries to get back and around to prevent this.

Coaching Points:

1. Creating Space for yourself or for a team mate by movement off the ball
2. Quality of Passing (weight, accuracy and timing)
3. Quality of Control and first touch
4. Effective maintenance of possession

Progression: Change to 4 v 2, or 2 v 2 v 2. Keep the overload initially until players get good at this before you move on. Experiment with numbers increasing the difficulty of the session as you go.



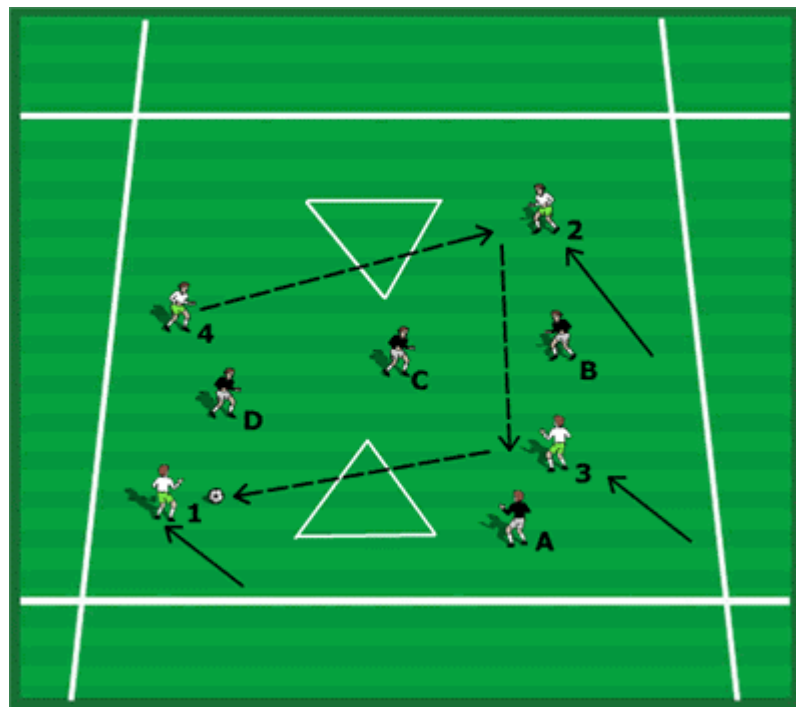
USING TWO TRIANGULAR GOALS IN A SMALL SIDED GAME

Coaching Points:

1. Head Up (looking into players eyes)
2. Ability to look at the player AND see the ball also in their peripheral vision
3. Good first touch to set up the second touch / pass
4. Technique of Passing

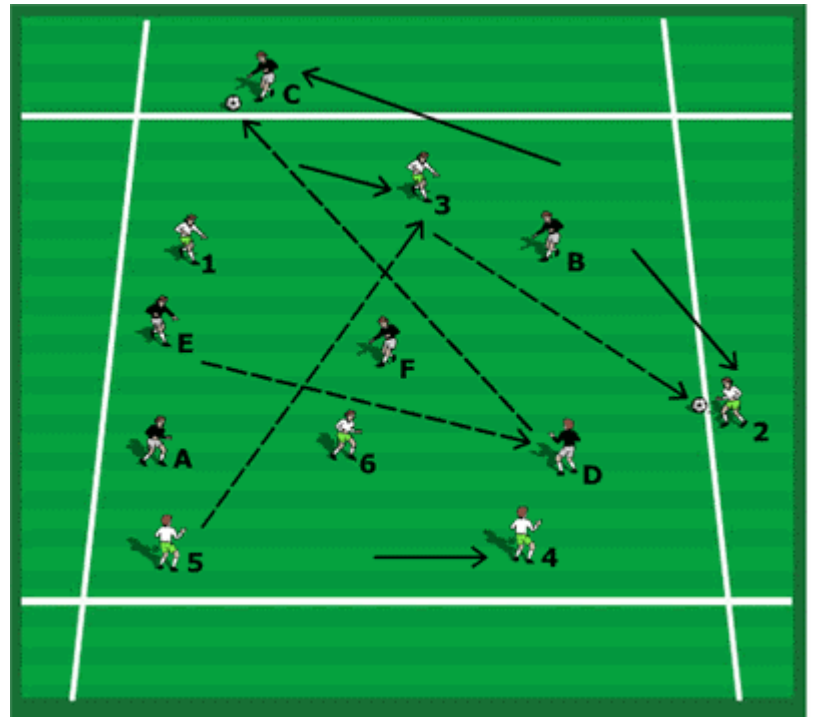
Increase the area to 30 x 30 and have a 3 v 3 or 4 v 4 game and two triangular goals. Numbers team attack one goal and letters team attacks the other.

Progression: Each team can score through both goals but it must be a pass and receive from one player to another through the middle of the triangle. This brings more switching the point of attack into the game.

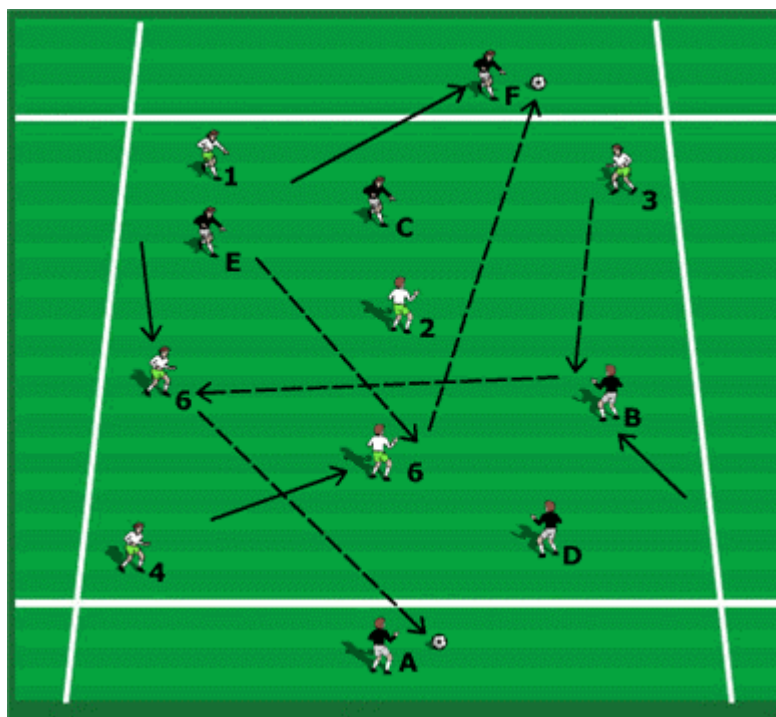


Condition it where once you score through one you need to try to score through the other. You can't go back to the goal you score previously until possession has changed and you have regained possession again. Players can also score a goal by keeping possession and making 5 consecutive passes without an interception.

Here we have two teams playing in the same area, player (5) passes to player (3). Player (2) as the ball is traveling runs outside the area, player (3) has to see this movement and make the next pass to that player. If (3) makes it with a one touch pass that is excellent as it shows they have seen the run as the ball is arriving and made the quickest pass possible to get the ball to (2). Player (2) then brings the ball back into play and the passing sequences start again.



Likewise player (E) on the other team passes to player (D), player (C) runs out of the area and the set up continues.



Progression: Passing to opposite colors so now a red player (numbers team) is looking to make a pass to a grey player (letters team) running out of the area and a grey player looking to make a pass to a red player running out of the area. This really sharpens up the awareness capabilities of the players. Here Grey (E) passes to Red (6) and Grey (F) makes a run outside the area, (6) spots the move and best case scenario makes a one touch pass to (F).

Likewise red (3) passes to grey (B) who spots the outside run by red (2) and passes to that player.

This is all designed to sharpen the awareness of all the players so they keep their heads up with and without the ball and to be able therefore to observe their options as quickly, efficiently and (especially) as effectively as possible.

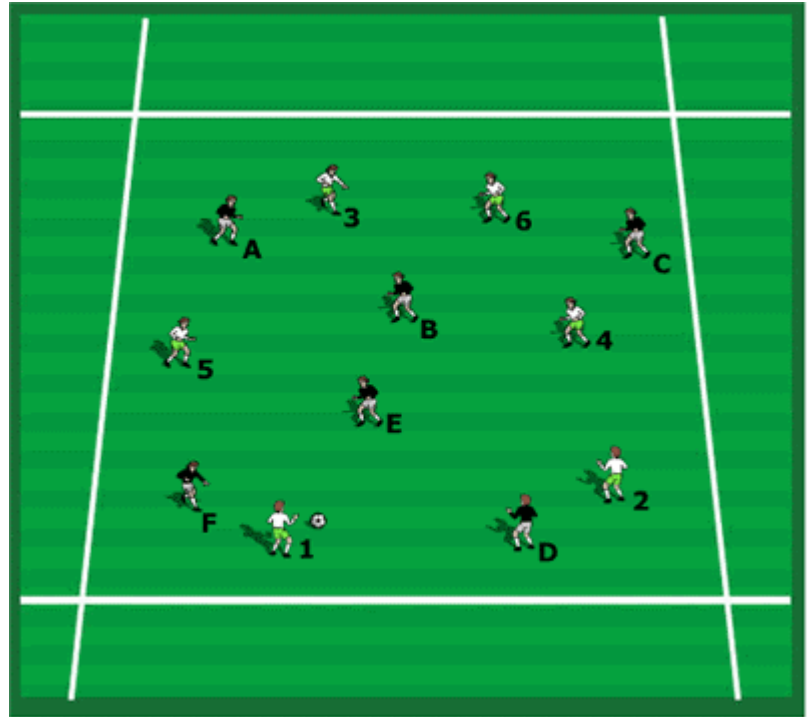
The ultimate challenge is to ask them to play 1 touch only and make it work.

GAME SITUATION (WE WILL USE A 2 TEAM GAME HERE FOR EASE OF TRANSITION BUT AN OVERLOAD THREE TEAM GAME CAN OFTEN BE A BETTER PROGRESSION MOVING TO THE TWO TEAM GAME EVENTUALLY).

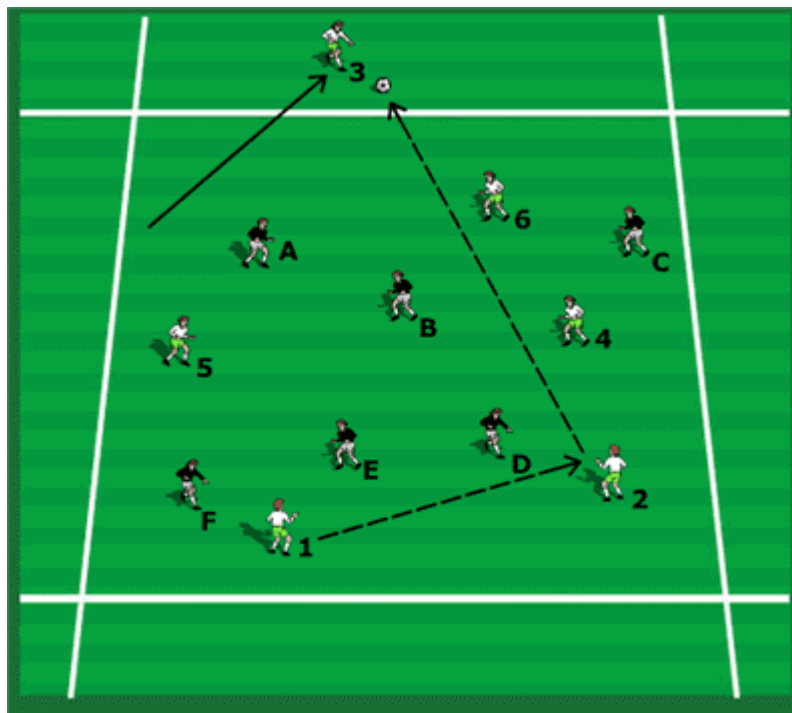
A two team game for ease of transition in this clinic with limited time (you can use neutral players to make it easier to work initially it is always best to begin with an overload situation to help them make it work). Five passes a goal.

The winner is the team who scores the most 5 pass - goals, you may do the first to score ten goals.

Develop: Include running out of the area in the game and if a player does this and receives a pass successfully they get three goals for it. Defending players can't track them outside the area.



This will encourage players to make outside runs as there is a reward and it will also test the players on the ball as to their peripheral vision and how quickly they identify that particular run.



This must happen in less than 6 seconds though and if after a short time the player does not receive a pass then they come back into the game.

Player (3) makes a run out of the area as (1) passes to (2). (2) Sees the run and passes and scores 3 goals. (3) Brings the ball back in and the game continues.

You are looking for players to anticipate where (3) needs support and move into position to help.

Other players need to move off the ball to get into open positions for the first pass or in anticipation of the next ones.

You can also reward a one touch pass with a goal to encourage quick play.

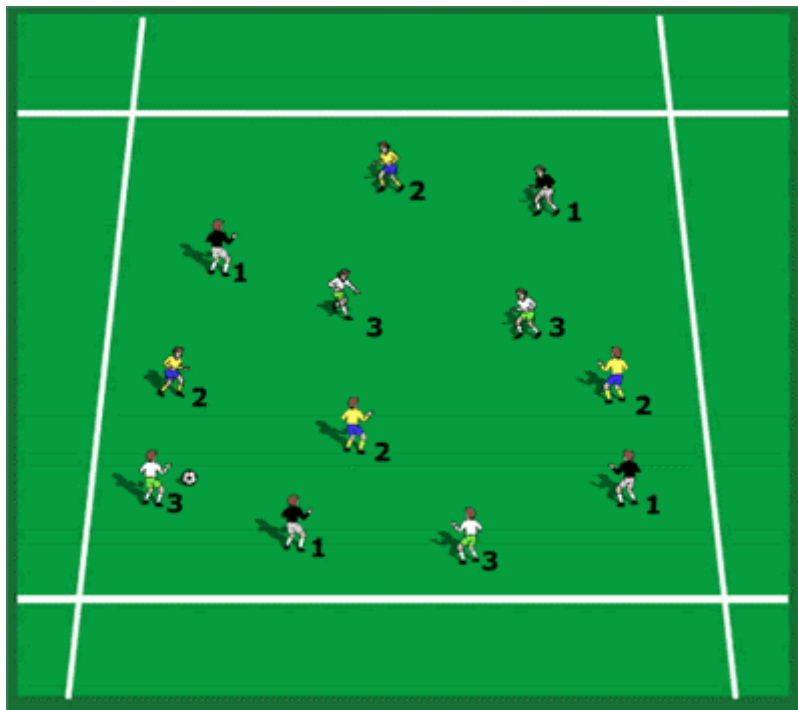
GAME SITUATION

Three team game, two teams combine and play together against one team. It is always best to begin with an overload situation to help them make it work. Once they are successful go to two equal numbered teams.

Count how many occasions the combined teams give the ball away in a set period of time. Have each team be the defending team.

The winner is the team who defend and have the most gains during their time defending (can include winning possession, forcing opponents to kick the ball out with pressure etc). If they win possession they give it back to the two attacking teams (or reward them by letting them try to keep possession).

Develop: Include running out of the area in the game and if a player does this and receives a pass successfully that cancels out two give a ways. Defending players can't track them outside the area.



This will encourage players to make outside runs as there is a reward and it will also test the players on the ball as to their peripheral vision and how quickly they identify that particular run. This must happen in less than 6 seconds though and if after a short time the player does not receive a pass then they come back into the game.

Numbers and letters team work together. It is an 8 v 4 overload.

(2) Makes a run out of the area, (A) sees the run and passes. (2) Brings the ball back in and the game continues.

You are looking for players to anticipate where (2) needs support and move into position to help.

Here (1) runs off the defender to create space for (C) to run into and support (2). (B) Also makes a run between the defenders to offer close help. Other players need to move off the ball to get into open positions for the first pass or in anticipation of the next ones.

Finally equal number teams but with the same rules.

RECEIVING, TURNING AND ANGLED PASSING

DEVELOPING AWARENESS ON AND OFF THE

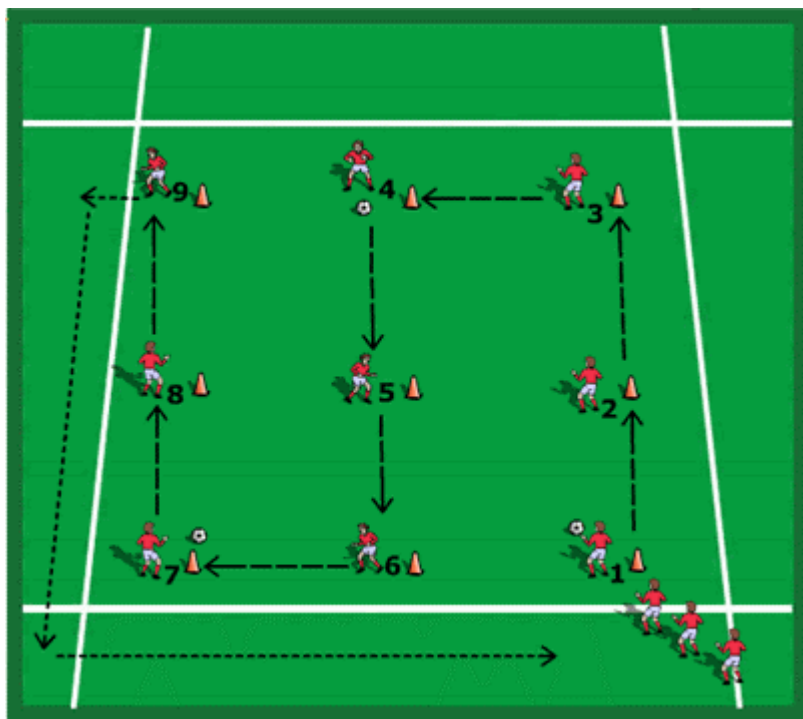
BALL

SOCCER AWARENESS DEVELOPMENT FOR COACHES AND PLAYERS

A player is at each station and (1) starts the exercise by passing to (2) and following the pass (short sprint), (2) passes to (3) and follows and so on until the first ball is at player (4) then the second ball starts at the beginning. Get to (4) again and a third ball starts. Try for as many balls being passed at the same time as you can but get a realistic rhythm going (maybe four or five at once being passed). Once the ball is at (12) then we start again (12) going to the start position.

This ensures everyone is moving and passing the soccer balls. The quality of the pass is important as if it breaks down anywhere the whole process may be stopped. This develops a pattern of continuous passing with players following their passes to the next station and then waiting for the next ball to come. Work on looking before receiving, receiving and turning, body stance half turned, good first touch to set up the second touch etc.

You can make it two or three touch to ensure rapid movement of the ball. Work up to controlling with one touch and setting it up for a pass with the second touch.



Finally have an open body stance to move the ball in one touch in the middle from (1) to (2) to (3) but two touches at each end.

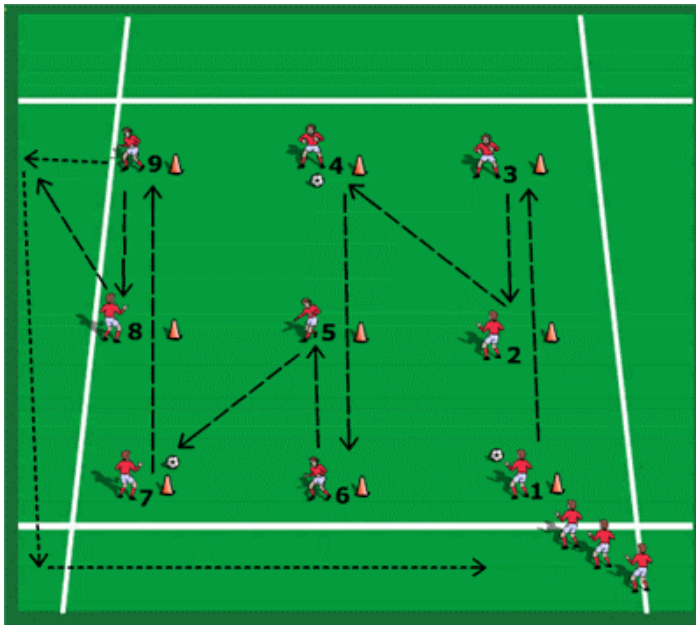
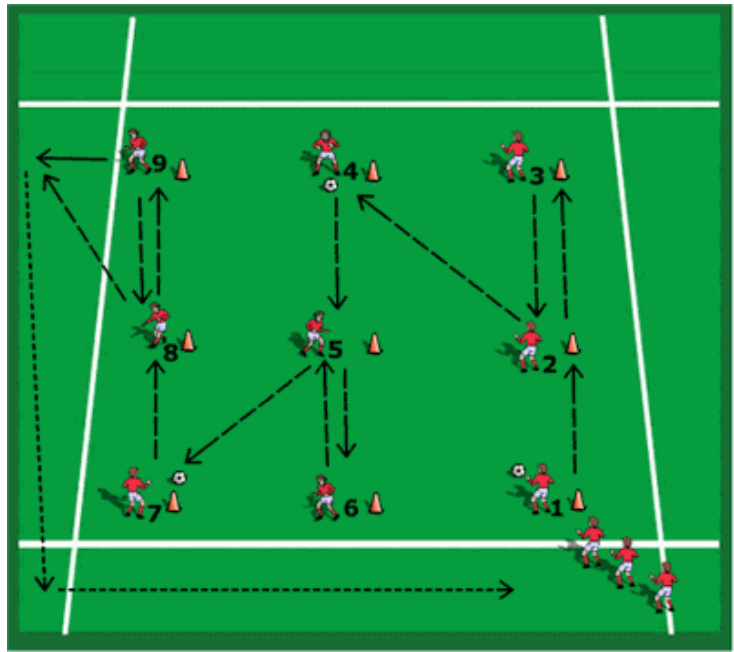
We are working on the quality, weight and timing of the pass; angles and distances of the pass, timing of the run to support, angles and distances of support and so on.

Simple one to start, (1) to (2), (2) to (3), (3) to (4) etc Two touch each time the ball is passed between players.

(1) Passes to (2) then to (3); back to (2) across to (4).

So forward and then diagonal passing

Liken passing from a defender to a midfielder to a striker



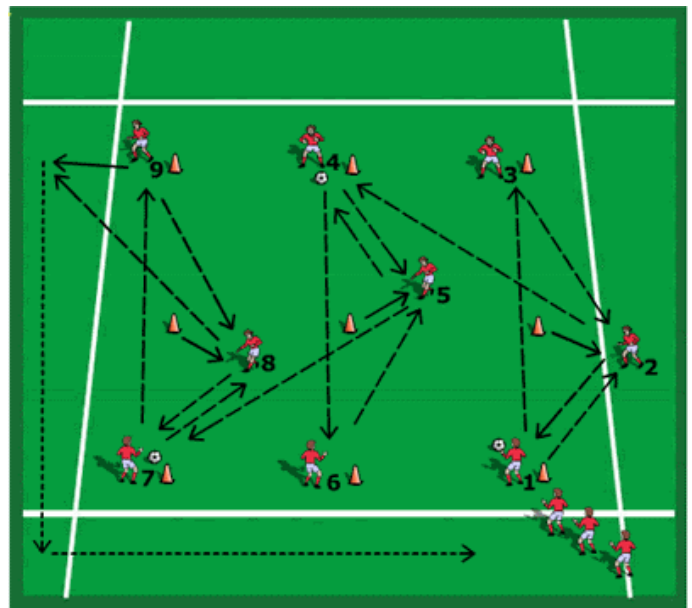
Develop:

Have (1) pass direct to (3), who passes back to (2), who passes to (4) and so on.

Have the middle player go short (and off at an angle) and check towards the ball to receive the pass early.

(1) to (2), who passes back to (1), who passes long to (3), back to (2), then (2) to (4) and so on.

So liken to defender to striker back to midfielder then into another striker



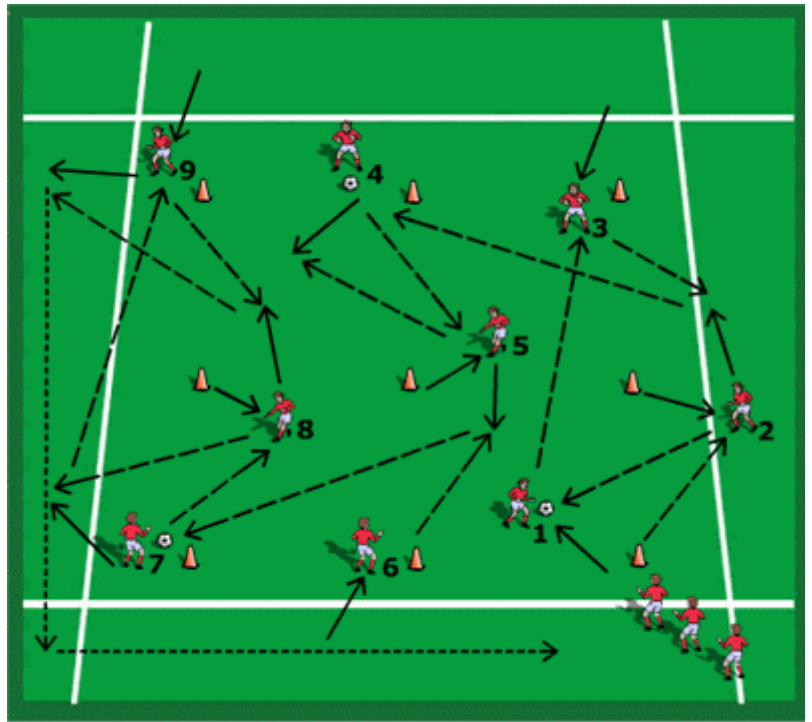
ANGLES OF SUPPORT

Work on middle player coming off short to receive at an angle in these developments.

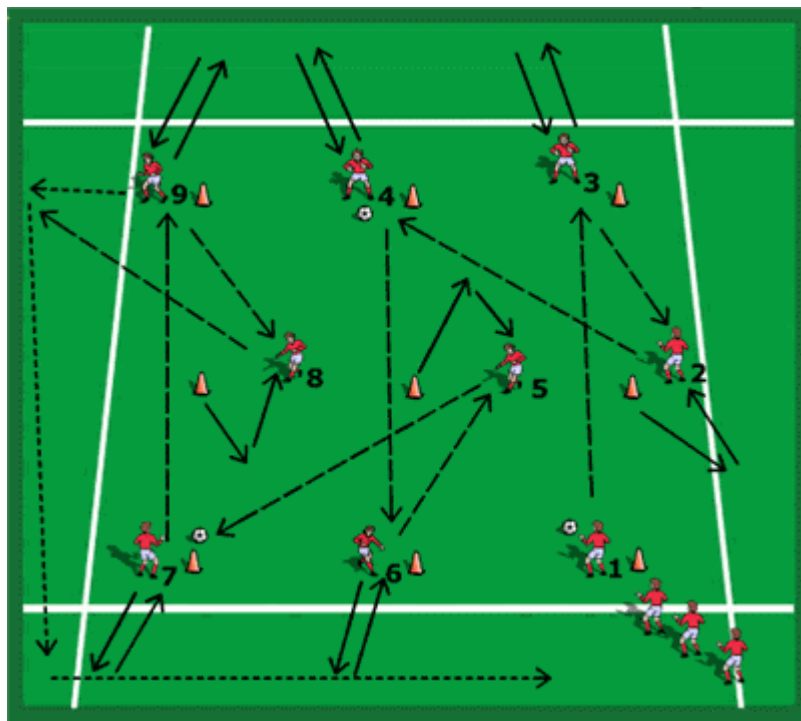
Again (2) checks to the ball at an angle (this is as if in a game a defender is challenging and the receiver is getting away from the challenge).

The middle player checks away to come back (as if running off a defender to create space) to receive the pass to give themselves more time.

The passing moves can be the above ones as before. (1) is a defender, (2) a midfielder, (3) an attacker in a game situation.



The timing of (2)'s run to support (3) is important (don't go too early).



When the ball gets to (3) this player must perform a check away with the ball to come back and pass to (4).

All these developments teach the players to really focus and think about the next movement and passing choice

So it goes from simple straight line passing to get the idea of passing and support across to the players.

Then bringing in angles of support everywhere which is what Awareness teaches in terms of greater peripheral vision all over the field of play by players opening up their by stances and improving their footwork..

TRY TO KEEP A HIGH TEMPO 1 AND 2 TOUCH PASSING WITH TIMING AND ANGLES OF RUNS AND PASSES BEING A MAJOR PART OF WHAT IS TAUGHT HERE ALSO.

OBJECTIVE: IMPROVING ONE AND TWO TOUCH

PLAY USING THE AWARENESS THREE TEAM GAME

FOCUSING ON QUICK THINKING, QUICK AND EARLY

FOOT POSITIONING; SUPPORT AND FINISHING

SOCCER AWARENESS DEVELOPMENT FOR COACHES AND PLAYERS

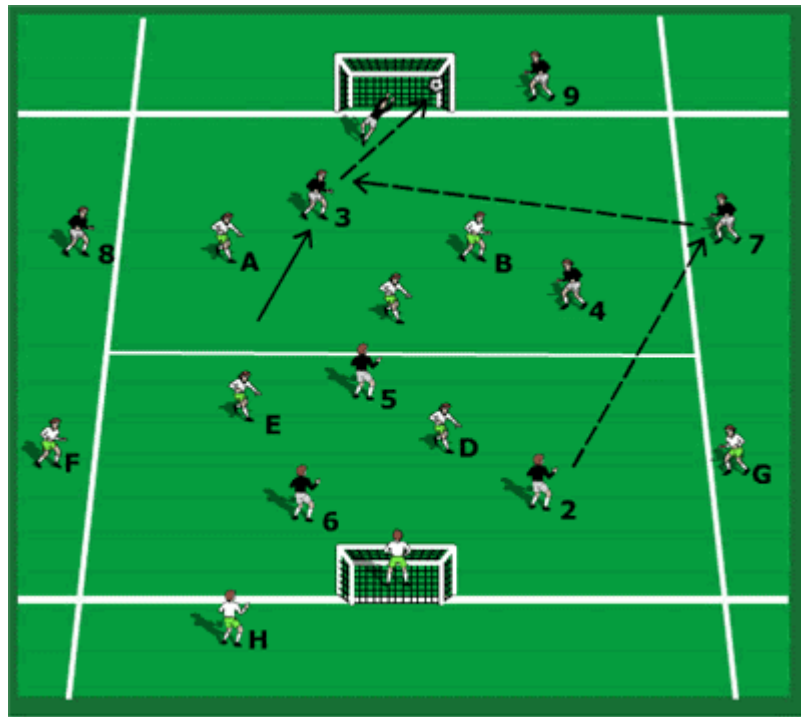
Coaching Points:

1. Thought processes on and off the ball
2. Feet and Body positioning before receiving the ball
3. Quality of Passing especially weight of pass if a 1 and 2 touch condition
4. Quality of Support and Movement "off the ball"
5. Quality and Speed of Finishing
6. Effective Team Play

Three team game with 17 players, when one team scores they stay on, the losing team go off and the winning team play the outside team.

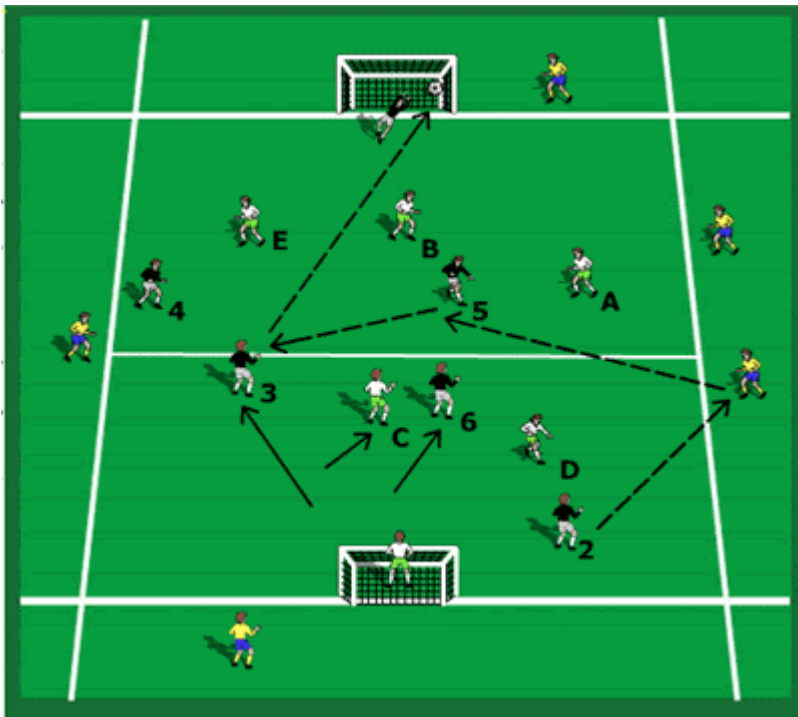
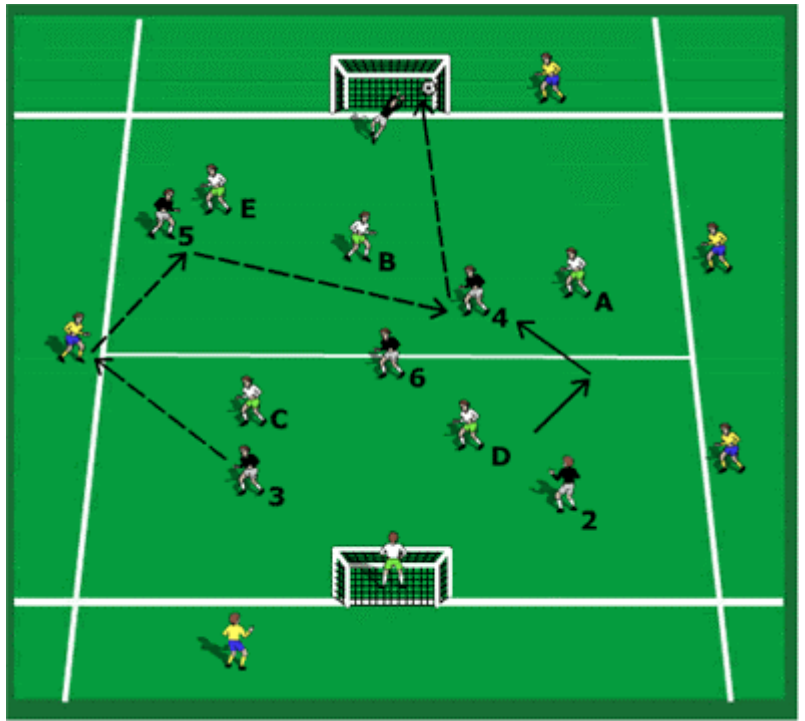
Great if you have 2 keepers and 15 outfield players but you can arrange it based on the number of players you have at the practice, there are many variations on this theme. Size of field depends on the number of players. Here it is fifty x forty-yard area. Coaches can be one touch players on the outside to help the players too.

Competitive: Play the game over a certain time period and see which of the three teams scores the most goals in that time. In this set up it is best if the outside support players have only one touch to pass the ball back in, which will usually set up a one touch finish to goal. Alternatively, the first team to score a goal stays on the field the losing team goes off and the 3rd team comes on.



Fifteen players to work with so five on the outside one of which will be a keeper for this outside team when they get into the game.

Here (C) blocks a pass to striker (5) from (3) so the outside player is used in a support position to get the ball to (5). (4) Loses the defender (A) and gets a layoff pass from (5) to score. This is just one example of many situations that can be created by this game plan.



Outside players have two touches to begin, then we go to one touch only, inside players begin with three touches, then go to two touches, then go to one and two touches (one touch is encouraged but only if it is on to do so).

As the outside player has only one touch the inside players passing to them have to think; before they pass the ball, about weighting the pass and making it accurate, so the outside player can pass it back in successfully with one touch.

The outside player to be successful must, before receiving the ball, view the field and where the players are (own players and opponents) to enable them

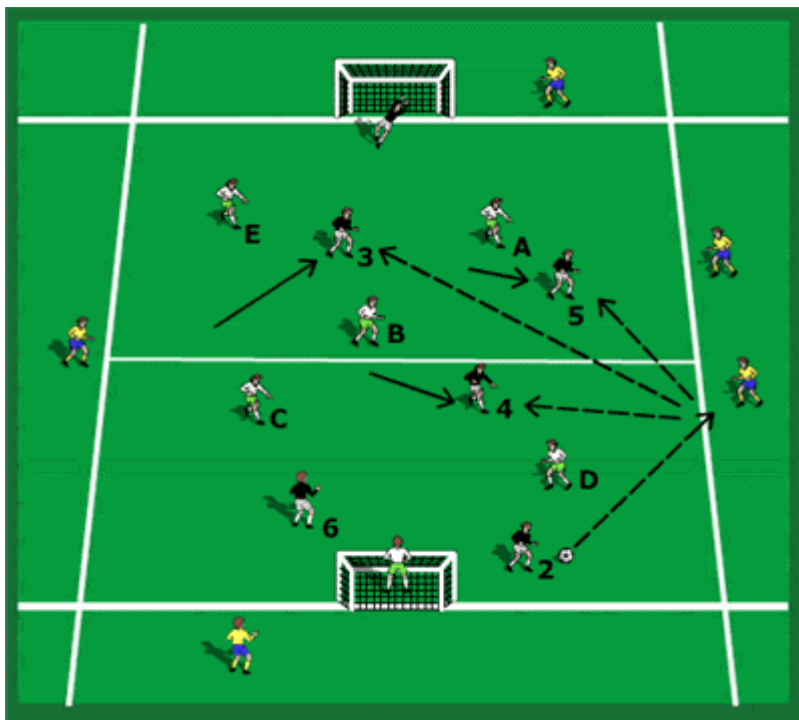
to keep possession successfully with the correct one touch pass.

The player or players able to receive this next pass back inside from the outside player must make sure they are available to receive the next pass by getting into an open position to receive in front, behind and to the side to help the outside player, knowing the outside player has only one touch.

So inside and outside players work together to ensure they are successful.

Player 2 has 2 touches so must pass the ball quickly to the outside player who is available to receive the pass. The outside player has only one touch so to make the next pass successful, three things have to happen:

1. The pass has to be accurate, but more importantly the weight of the pass has to be such that it is easy for the player receiving the pass to make a one touch pass on;
2. The player receiving the pass has to know his or her options of the next pass before they receive the passed ball;
3. The players in the team need to get open to help the player receiving the pass knowing they only have one touch to move the ball on. So they need to be on the move to find space to receive before the outside player receives the pass.



Good communication is essential between the players here.

Here players 3, 4 and 5 have given the outside player three options, but also the passing player 2 can receive the pass back so must also be available. Alternatively (if allowed depending on the rules for the game you imposed) the outside player can pass directly to another outside player; though this for me makes it a little too easy.

OBJECTIVE: PRESSURIZING GAME WORKING ON

ATTACKING TRANSITIONS

SOCCER AWARENESS DEVELOPMENT FOR COACHES AND PLAYERS

40 x 40

Coaching Points for Attacking:

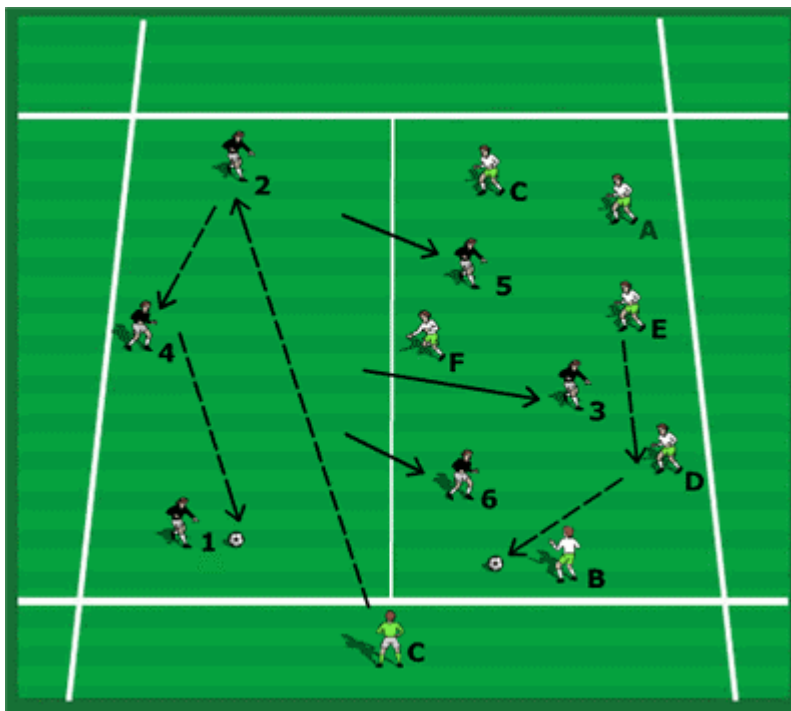
1. Creating Space to receive or draw opponents away from space for team mates
2. Quality Passing (weight, accuracy, timing, short and long)
3. Support Positions (angle, distance, communication)
4. Switching Play (moving the ball around using the overload advantage).
5. Maintaining possession

A Transition game creating 6 v 3 situations in both halves, if the three defenders win the ball back they work it back to their own half of the field. They then move back into their own half and three defenders from the other team go in to try to win it back (another 6 v 3).

Whilst this is going on the three players left alone have a ball to pass to each other to keep them working, passing and moving, until their teammates win the ball back, they then pass the ball to the coach who gives it to the remaining three players from the other team. This is using the Awareness principles at all times focusing on what is happening on the ball and what is happening away from the ball and so on.

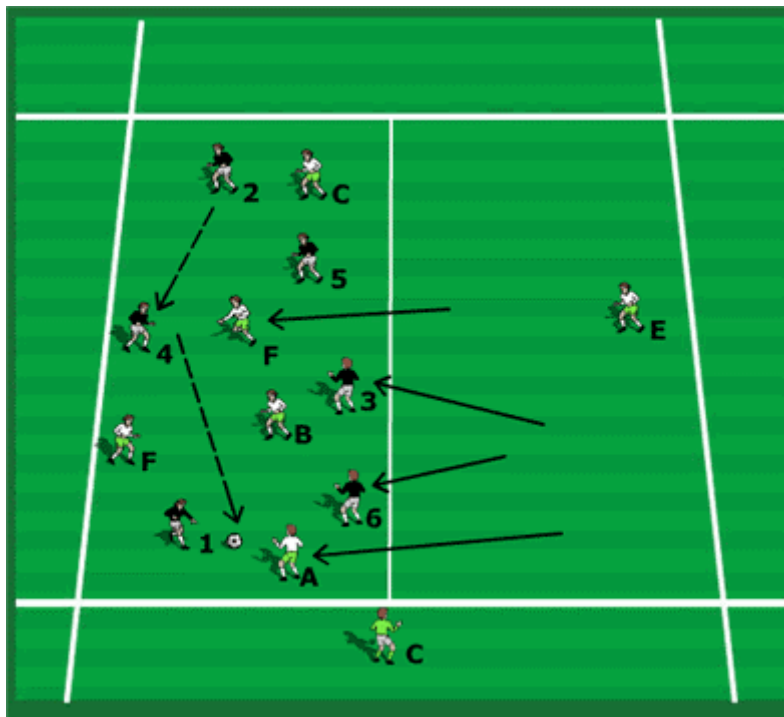
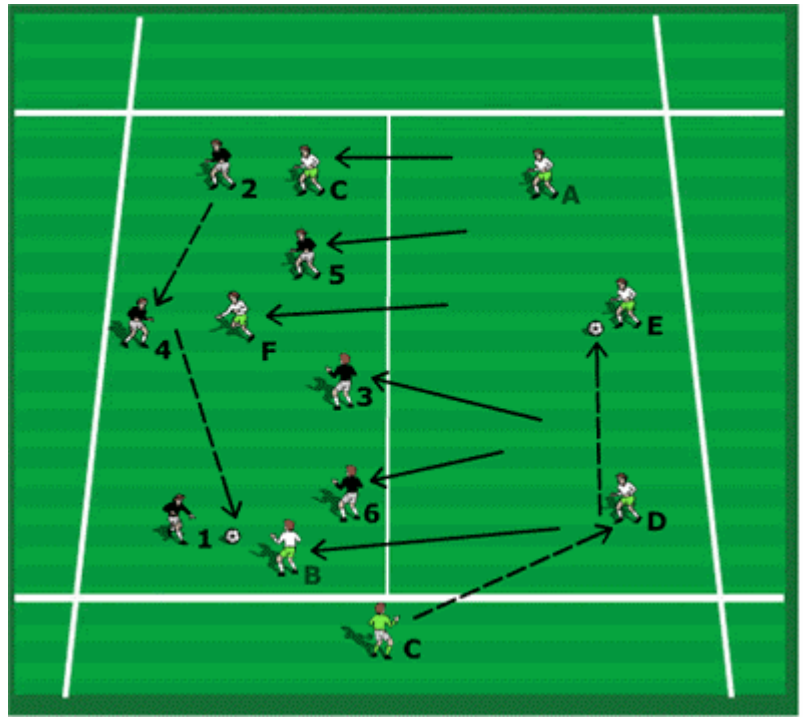
This also stops the three players left standing still or just standing close to the half way line where, if they receive the ball, the other team don't have far to run to win it back. Even without the second ball these players should be spread out away from the action to give themselves time and space to receive the ball and keep it.

Hence all players are working all of the time. The three players must observe what is happening in the other half whilst passing their own ball around so that when their teammates win possession and bring it back into their own half they are ready to receive and also they recognize the time to play their own ball to the coach.



Here the numbers team have won the ball back and (5) has passed it to (2). The numbered players now retreat back to their own area to try to keep the ball there; three lettered players raid the area to try to win it back.

It is always a 6 v 3 though the coach can change it to a 6 v 2 for example if the players are having trouble maintaining possession, or 6 v 4 if they are good at keeping the ball and they need a bigger challenge.



TRANSITION FROM ONE SIDE TO THE OTHER

Now it is a switching field's transition game, one player stays in the other side of the field and if that player's team wins possession they have to pass it long to this player, in this case player (E) and all the players from both teams move into that side of the field except for one letters player.

The numbers team in diagram 224 now have control of the ball and need to keep it, the letters team have to try to win it back, and they will leave the one player in their own half of the field for the long

pass and transition if and / or when they win it back.

Therefore it is a 6 v 5 in each half of the field in the favor of the attacking team in possession of the ball.

Progression: Leave 2 players out either side so it becomes a 6 v 4 game so it is more difficult to win back the ball, but then make this a two touch game.

OBJECTIVE: DEVELOPING THE PLAYERS ABILITY TO

SWITCH THE PLAY, BE AWARE OF TEAMMATES AND

OPPONENTS POSITIONING; BEFORE RECEIVING; AND

THEN CHANGING THE POINT OF ATTACK

SOCCER AWARENESS DEVELOPMENT FOR COACHES AND PLAYERS

Individual Coaching Points:

1. Look before you receive – where are team mates / other team's players?
2. Open body stance – side on to where the ball is coming from.
3. Check towards the ball – a dummy to fool the defender in a game situation.
4. If time and space available, let the ball run across the body – switching play without needing to touch the ball. If the space is covered move the ball in another direction with a good first touch.
5. Pace of the pass – must be such that the player receiving the pass can let the ball run across them and maintain possession of it.
6. Change direction – switching from one side to the other.

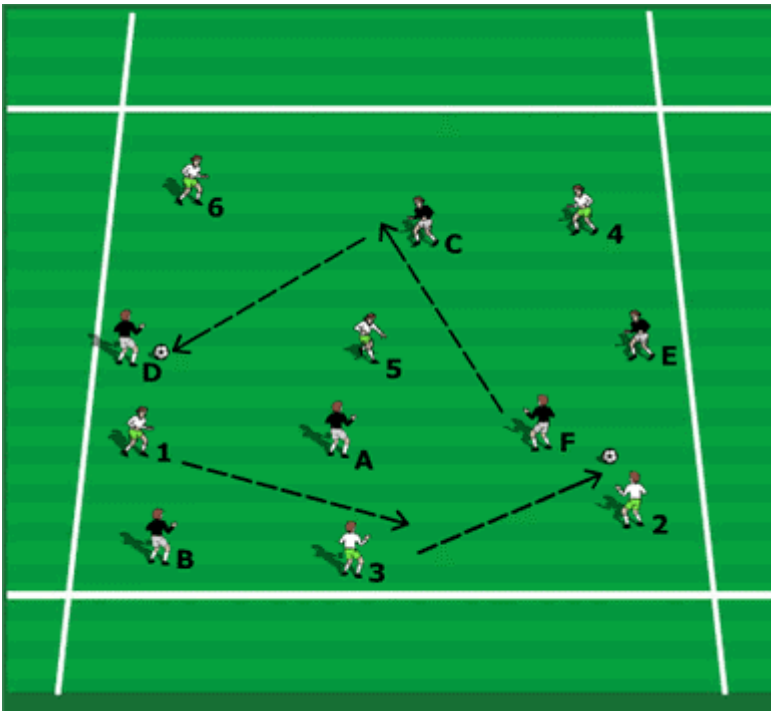
Players often get into the habit of taking the ball back to where they are facing because of a closed stance and where the ball has just come from, these sessions are to help players get the idea of opening up their body stance to be able to switch the play in another or the opposite direction and thus get a better appreciation of the use of whole field of play.

This is the basic beginning of the Awareness session where we first have all the players moving freely passing and moving within their own team.

Divide the group into two teams. Begin with one ball being passed around each team and as they become proficient introduce another ball to increase their Awareness qualities.

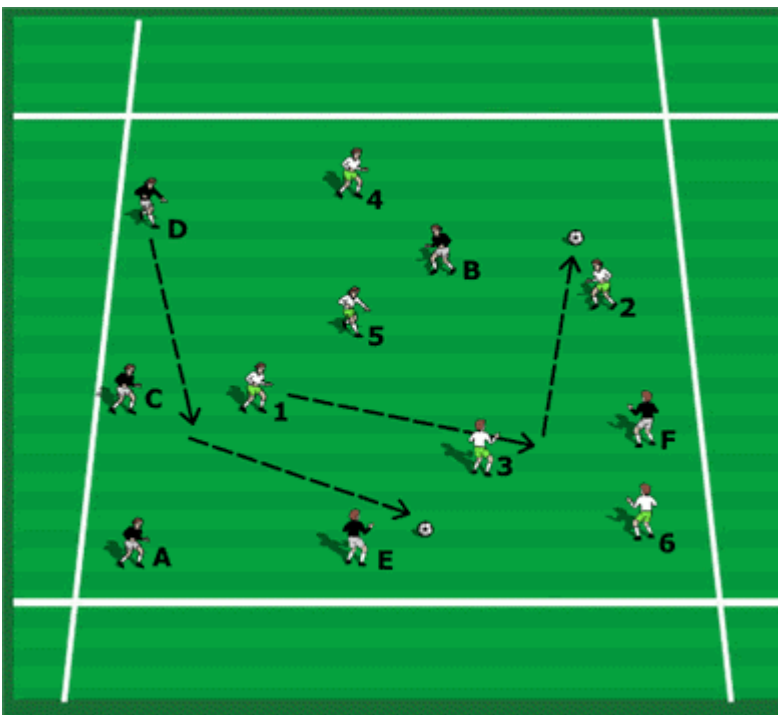
Often in games players have the opportunity to switch the direction that the ball is traveling but choose to take it back to where it came from and often this is back into where the opponents are strong, instead of opening their stance up and changing the field to where the opponents may be weak and your team is stronger. It is like the players are wearing blinkers and can't see around them.

40 x 40



These sessions are designed to help the players develop the capacity to look around and identify the moment they can switch the field. The presentation is based on a field set up where you can develop the session in different ways with built in progressions and as little need to change the basic set up as possible.

To begin have the teams play throughout both grids to spread the play out and get the players comfortable and composed. As they improve you can change it to playing in one grid only so there is less room to work in and things happen more quickly. This is a test of their Awareness ability.



Introduce the concept of switching the direction of play. The receiving player lets the ball run across their body to change the direction of play. The weight of the pass is important here. They can also move the ball off at another angle to change the direction of play one method is without a touch on the ball the other is with a touch.

This is to counter the situation in a game where a player takes the ball back to where it came from mainly due to a closed body position and thus not opening up the field of play. Like a horse with blinkers on!!!

Players must recognize where to change direction to and what their options are before they receive the ball. The other team's players act as non-competitive opposition by getting in the way, filling the same spaces.

TEAM GAMES PRACTISING AND DEVELOPING AWARENESS USING GOALS AS A SUPPORT REFERENCE

The goals are spread out and act as a reference to help the players spread out, switch play, pass and support each other.

They must make their passes through the goal. This condition forces the players to find a goal (and space) to pass and to receive through. Once they receive the ball they must then find someone else to pass to. The support players spread out to receive by moving into space (where the other goals are).

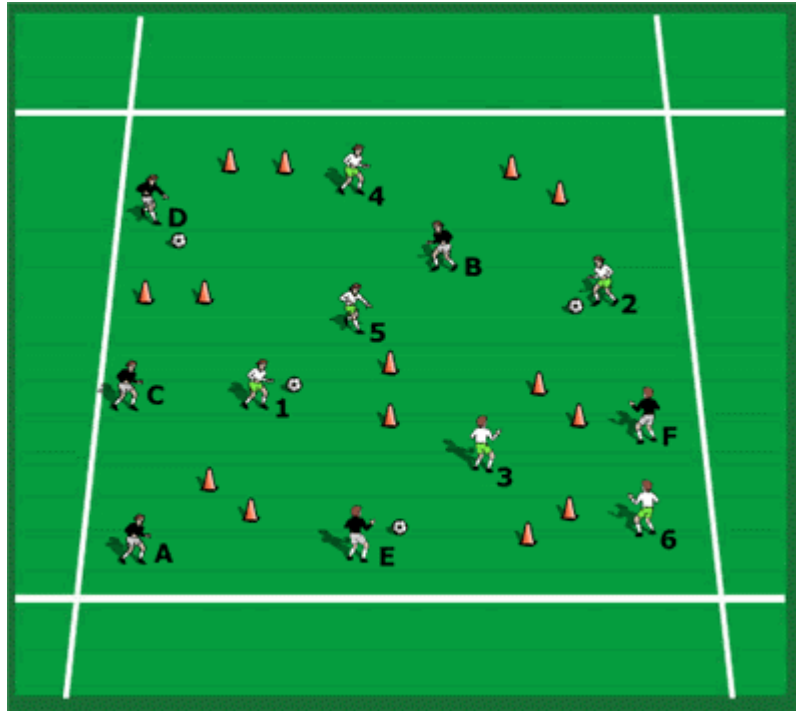
Two teams working in the same area means congestion so decisions have to be quick on where, when and how to pass and receive

Move into an overload situation so there is opposition to increase the pressure on the players. Have an 8 v 4 in the above workout still using the goals as points of reference for support positions. Count the number of passes made through the goals. Develop – score a goal by dribbling through the goal also.

Eventually have equal sides and make it competitive counting passes through the goals as a goal and perhaps have the first team to ten goals will be the winner. All your previous work trying to teach them how to play in less pressurized situations (over a long period of time) to relax them, ultimately leads to you testing them in full scale match play. The progression to this must be gradual.

Coaching Points:

1. Look before you receive – where are team mates / other team's players.
2. Open body stance – side on to where the ball is coming from.
3. Check towards the ball – a dummy to fool the defender in a game situation.
4. If time and space available, let the ball run across the body – switching play without needing to touch the ball. If the space is covered move the ball in another direction with a good first touch.
5. Pace of the pass – must be such that the player receiving the pass can let the ball run across them and maintain possession of it.
6. Change direction – switching from one side to the other.



USING A NON-COMPETITIVE NUMBERS “GAME”

WITH TEAMS PASSING IN SEQUENCE TO IMPROVE

AWARENESS ON AND OFF THE BALL (PART ONE)

SOCCER AWARENESS DEVELOPMENT FOR COACHES AND PLAYERS

30 x 30

Two Teams: 6 Players and only 1 ball to begin. Players must pass in sequence i.e. 1 passes to 2; 2 passes to 3; 3 to 4 and so on to 6 who passes to 1 and we begin again. You can have player's static to begin then have them passing and moving.

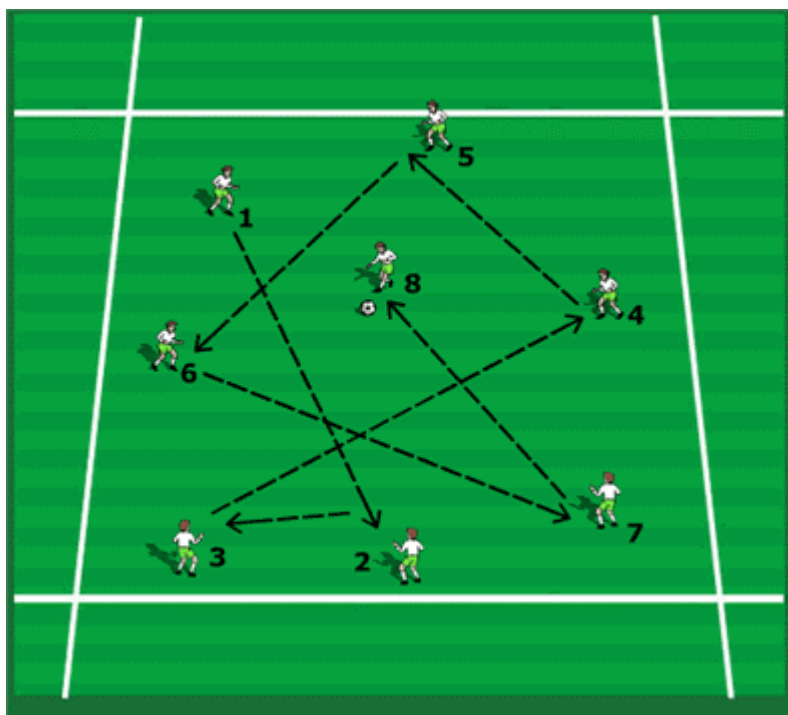
Player receives from the same person and passes to the same person each time. This develops great awareness of time, space and player positions. There is continuous work on and off the ball.

Awareness of: where the player you receive from is and where the player you pass to is. Because of this players begin to anticipate the pass to them and where it is coming from. Also they must look to where it is going to (where is the player they are passing to?).

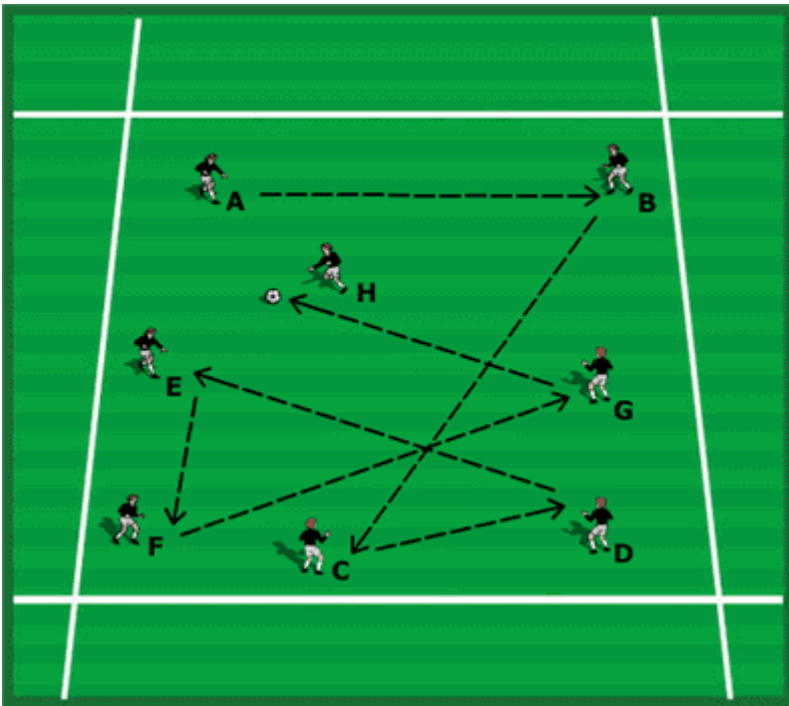
We are trying to create a situation where players are looking two moves ahead not just one. For instance, as (1) is about to pass to (2), (3) should be looking to support (2) for the next pass already, looking two moves ahead before the ball leaves (1). At the same time (3) should be looking to see where (4) is.

Peripheral Vision Development results from this.

Progression: Use two balls then three balls at the same time. Start with a ball at (1) and (4) then at (1), (4) and (6). To keep the sequence going players must move the balls quickly with few touches hence their peripheral vision development improves dramatically. As soon as they have passed one ball off the next one is arriving so quick thinking is needed to make the correct decisions.



INTRODUCE ANOTHER TEAM TO THE SAME ZONE



The team above can be brought into the same zone to work in as the first team, each with a ball.

Coaching Points:

1. Awareness of where the player to receive from is before receiving the pass
2. Getting into position to help the passer make a successful pass
3. Awareness of where the player to pass to is before receiving the pass
4. Open Body position to receive the pass to enable a resulting one touch pass if necessary

Progression 1: Awareness of the position of the player receiving the pass, before the person who passes to you receives it (thinking two moves ahead). If you are player number three then you are watching player number one passing it in anticipation of player two passing to you.

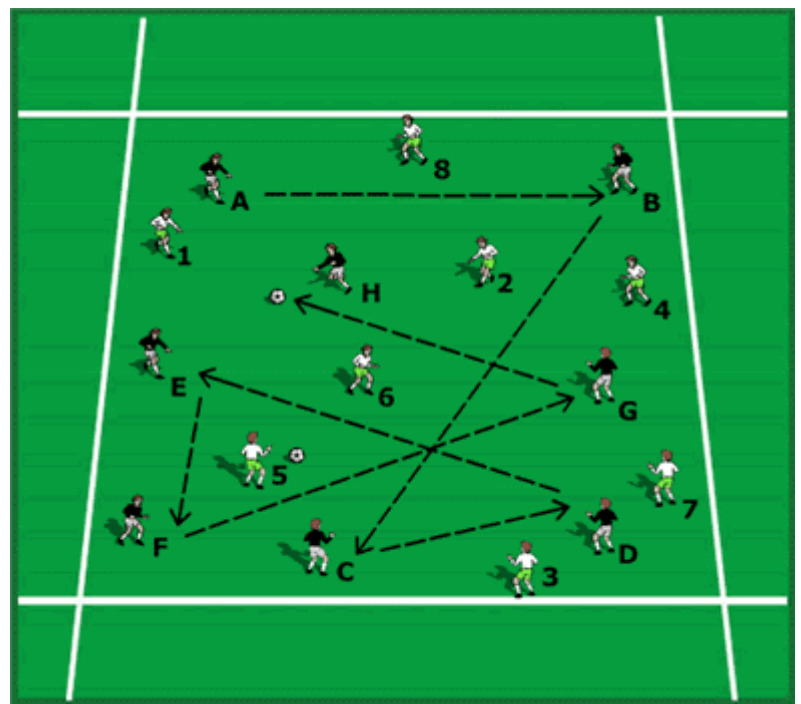
Progression 2: One and two touch condition to see who has good awareness. Try the one touch condition and insist they stay with it and see what happens and see who is good at it and who needs work.

You can begin with two teams in the bigger zone (combined zones of each team) and then have them play in the one zone where it's tight and more difficult to work in.

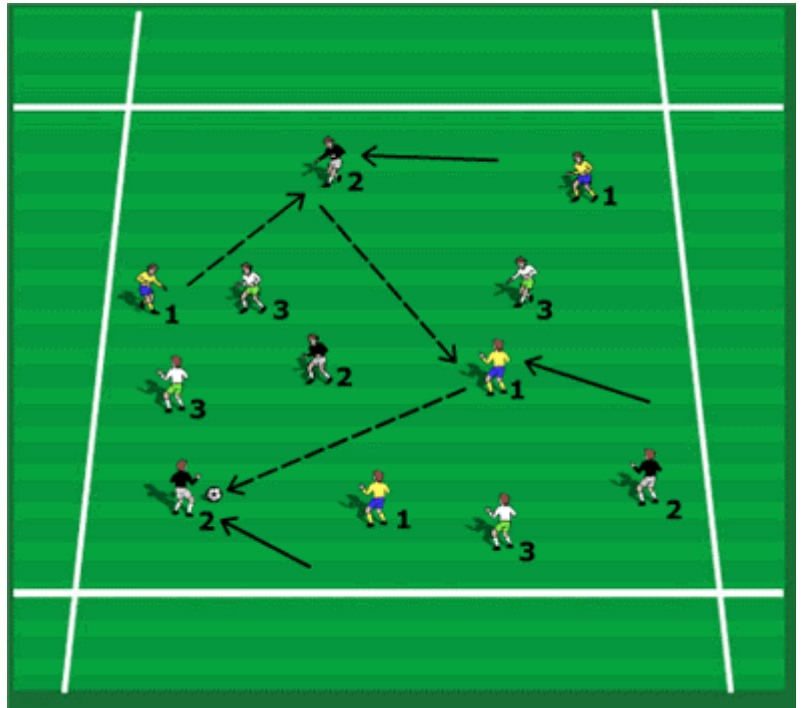
Obviously, the players move but for simplicity of explanation I have shown it this way.

Player (A) is ready to begin the passing of the letters team.

Competitive: One ball per team, have a player count the number of passes a "team" makes in a given time period.



Working with three teams (4 v 4 + 4). Teams (1) and (2) work together to keep the ball from team (3). If team (3) regains possession the team who gave it away becomes the defenders. The defenders reward is they keep the ball and link with the other team. Rules: Once possession is gained, to establish who gave the ball away the defender who won the ball puts their foot on the ball to stop play and the coach can call out the team who gave it away. Play begins again working on transitions.

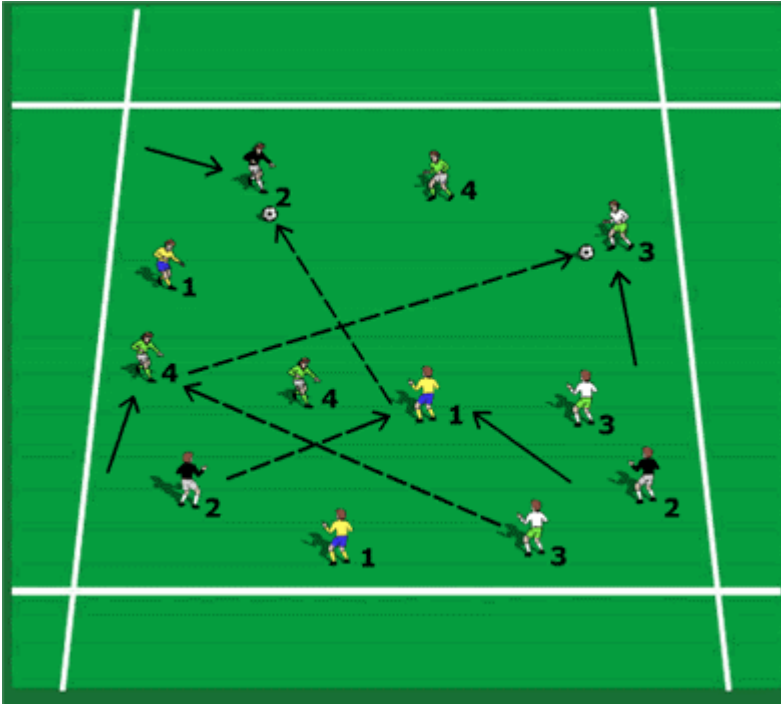


Develop: Increase difficulty for attackers by:

1. Reducing the zone size.
2. Decreasing the number of touches on the ball of each player.
3. Condition the passing to be only to the other attacking teams players e.g. (1) only pass to (2) and vice versa therefore only half the number of passes available per player. increase the numbers to suit how many players you have, e.g. 4 v 4 + 4 or 5 v 5 + 5 etc
4. Have two balls to play with so as they pass one ball they are now increasing their awareness and vision by looking for the other ball coming.
5. Ask players to take off their pennies so they really have to look and not be able to use color identification.
6. No talking or pointing, so players have to rely on their own vision.

NON-COMPETITIVE AWARENESS NUMBERS GAME: PASSING IN SEQUENCE

This is a great game for forcing players to observe what is ahead of the ball in terms of knowing what they need to do with the ball “before” they receive it. Players (1) and (2) work together and players (3) and (4) work together



Players must pass in sequence i.e. 1 passes to 2; and 2 passes to 3; 3 to 4 and 4 passes to 1 and we begin again. You can have player's static to begin then have them passing and moving. Player receives from the same person and passes to the same person each time. This develops great awareness of time, space and player positions. This is continuous work on and off the ball.

Awareness of: where the player you receive from is and where the player you pass to is. Because of this; players begin to anticipate the pass to them and where it is coming from. Also, they must look to where it is going to (where is the player they are passing to?).

We are trying to create a situation where players are looking two moves ahead not just one. For instance, as (1) is about to pass to (2), (3) should be looking to support (2) for the next pass already, looking two moves ahead before the ball leaves (1). Peripheral Vision Development results from this.

(3) should recognize if they need to move into a space early or late based on this observation, but know in their mind already what the next best option is. Moving into the space too early in a game situation for example may result in being marked too easily. But knowing in advance “when and where” to move to is an advantage and this game helps players develop this thought process.

USING A NON – COMPETITIVE NUMBERS “GAME”

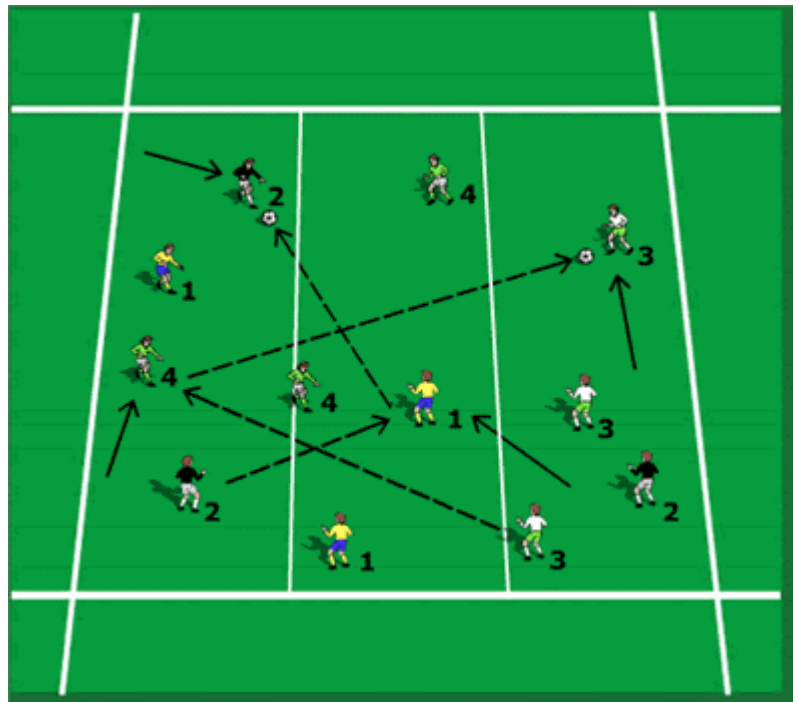
WITH TEAMS PASSING IN SEQUENCE TO IMPROVE

AWARENESS ON AND OFF THE BALL (PART TWO)

SOCCER AWARENESS DEVELOPMENT FOR COACHES AND PLAYERS

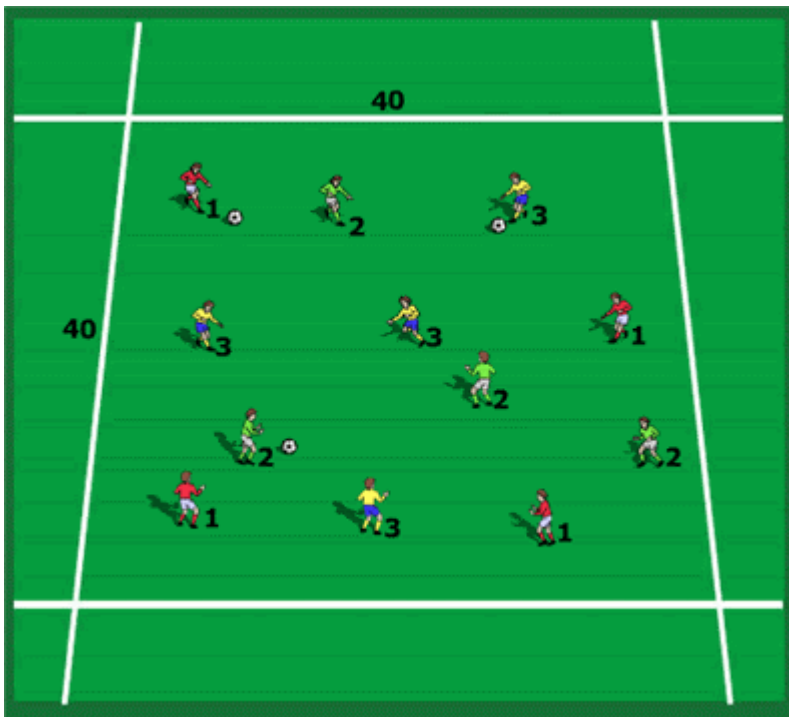
Ask players to make it difficult to find them by lots of movement off the ball to test their team mate’s vision.

Progression: Use two balls then three balls at the same time. Start with a ball at (1) and (4) then at (1), (4) and (6). To keep the sequence going players must move the balls quickly with few touches hence their peripheral vision development improves dramatically. As soon as they have passed one ball off the next one is arriving so quick thinking is needed to make the correct decisions. Divide the field up into third’s and ask players to make a pass in one third then they must move to another third to receive the next pass. This can cause players to pass long or pass short and vary the range and distance of the passes and the support.



This can cause players to pass long or pass short and vary the range and distance of the passes and the support.

Here (3) passes to (4) and moves into another zone to receive the next ball that is coming. This ensures players get the idea of passing and MOVING off the ball, not passing and then standing. (2) Does the same with a pass to (1) then moving into another zone supporting the next ball to come along.



3 teams. Within each numbered team each player is numbered off. Teams (1) and (2) work together (with two balls) and team (3) works alone (with one ball). Players must pass in sequence i.e. with teams (1) and (2) working together 1 passes to 2; 2 passes to 3; 3 to 4 and so on up to 8 who passes to 1 and we begin again whilst team (3) players pass 1 to 4. A Player receives from the same person and passes to the same person each time. This develops great awareness of time, space and player positions. We have continuous work on and off the ball. Awareness of: where the player you receive from is and where the player you pass to is. Because of this; players begin to anticipate the pass

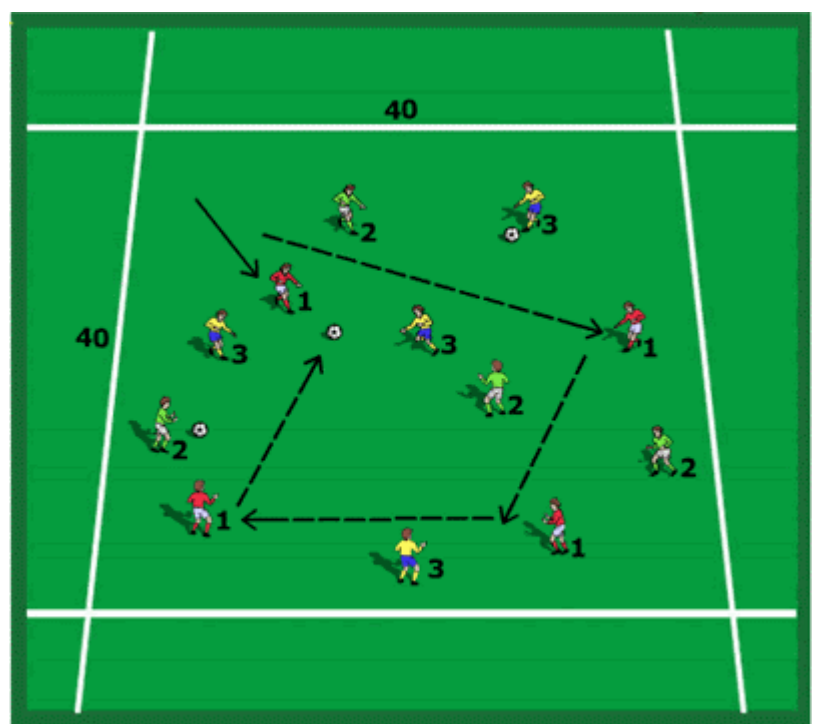
to them and where it is coming from. Also, they must look to where it is going to (where is the player they are passing to?). We are trying to create a situation where players are looking two moves ahead not just one. For instance as (1) is about to pass to (2), (3) should be looking to support (2) for the next pass already, looking two moves ahead before the ball leaves (1). Peripheral Vision Development results from this.

Develop: Reduce the number of touches players are allowed each time they receive a pass, all in to begin, then three touch, then two touch then one touch if it is on to do so. This speeds up the decision making process and forces them to look earlier as to where they are passing to.

SEMI - COMPETITIVE AWARENESS NUMBERS GAME: PASSING IN SEQUENCE

Now have 3 teams passing separately 1 to 4 in each team, with a ball each team.

Develop: Count the number of passes each team get in a certain time frame adding a competitive element to the game. Who can get the highest number of passes made in a given time frame?



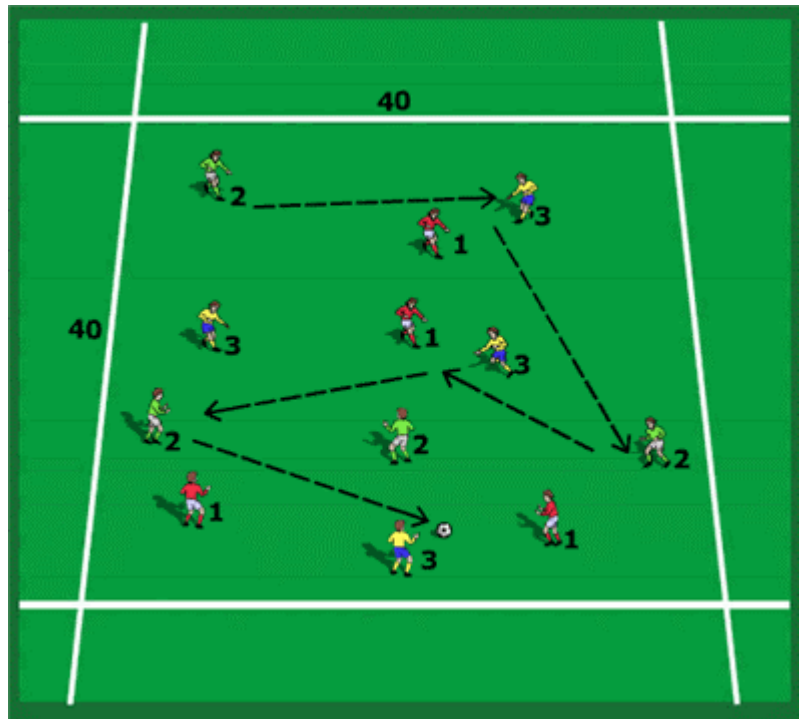
Emphasize:

1. Movement “off” the ball to open up angles for passes between other players.
2. Communication verbally between players to help them identify where they are; passing player can call who they are passing to, receiving player can ask for the pass.
3. Ensure players spread out throughout the area to have them playing both long and short passes.
4. Encourage fewer touches on the ball at each reception to move it around the field more quickly helping players develop good transitional play.

COMPETITIVE NON-DIRECTIONAL THREE TEAM AWARENESS POSSESSION GAME (4 v 4 v 4)

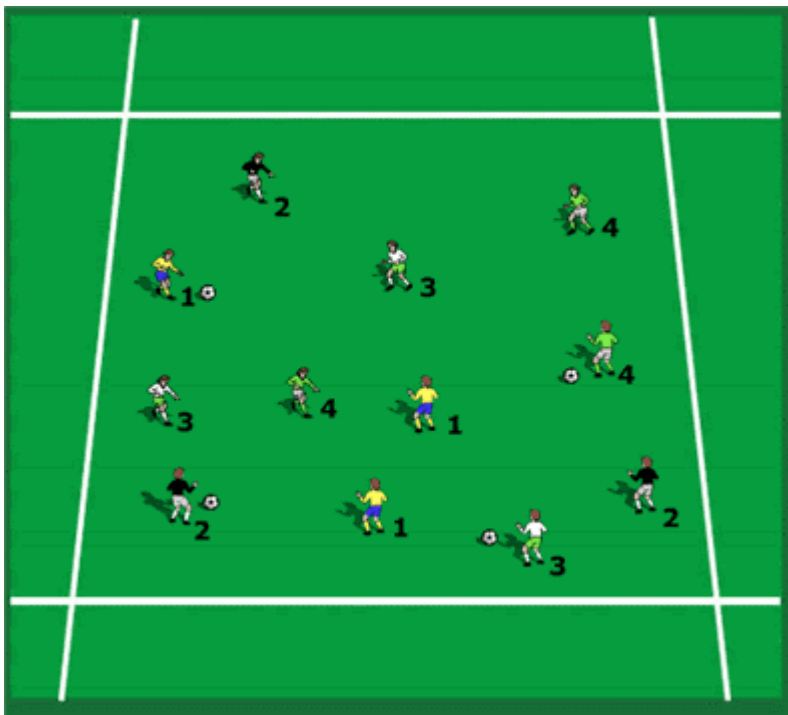
Further Development: Making it more competitive, have each team be the defending team for a certain time span. If they win the ball they then give it back to the combined attacking teams. Count the number of times they win the ball. The defending team to win the ball the most times wins the game, or alternatively the combined teams which give up the ball the fewest times win the game.

Attacking players individually count the number of times they give the ball away as an indication to each and every one of them how well they can maintain possession under pressure. Begin with players able to have as many touches as they like, then break it down to 3 touch, then 2 touch with one touch passing the aim if it is on to do so.



Coaching Points:

1. Open body stance to allow a yard or more extra space away from defenders by letting the ball run across the body into preconceived space.
2. Looking before receiving to know in advance of the receiving pass; where the defending players are, where the space is, where team mates are free to receive a pass, how many options there are to move the ball on
3. Movement OFF the ball is a priority both to receive it and after passing it.



Further Progressions: Making it more competitive, have each team be the defending team for a certain time span. If they win the ball they then give it back to the combined attacking teams. Count the number of times they win the ball. The defending team to win the ball the most times wins the game, or alternatively the combined teams which give up the ball the fewest times win the game.

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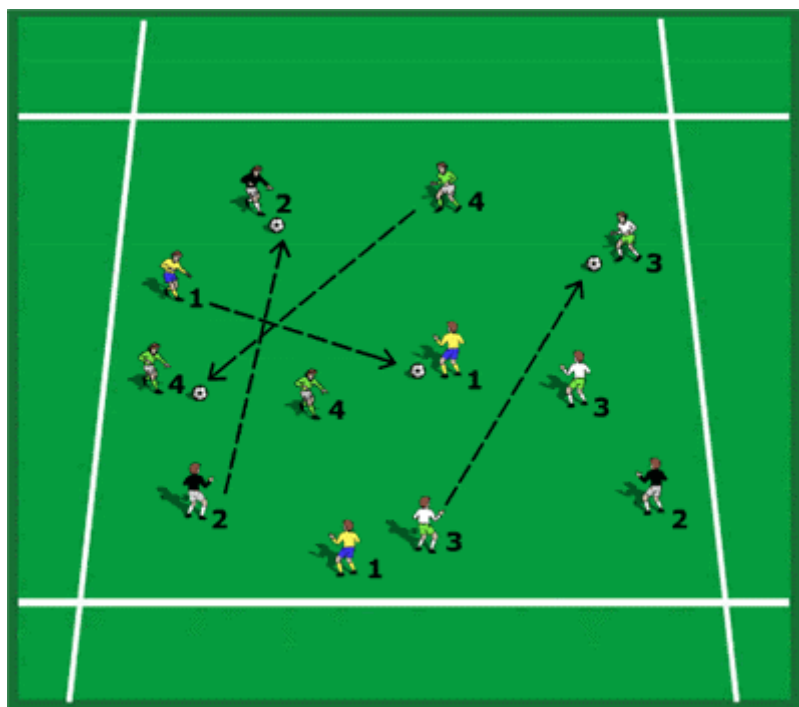
Coaching Points:

1. Open body stance to allow a yard or more extra space away from defenders by letting the ball run across the body into preconceived space.
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3. Movement OFF the ball is a priority both to receive it and after passing it.

COMPETITIVE FOUR TEAM GAME

Competitive: The same idea as the introductory session only the player's count the number of passes they make in a given time as a team. Compare the totals. They can't pass back to the same player they received from.

Introduce several small goals for the players to pass through and count the number of goals scored. Ensure the players arrive at the goal (timing of the run) as the ball is passed through the goal (timing of the pass).



Players must not stand by a goal waiting for a pass as in a game they would not stand still like this to receive the ball as they would be easily marked.

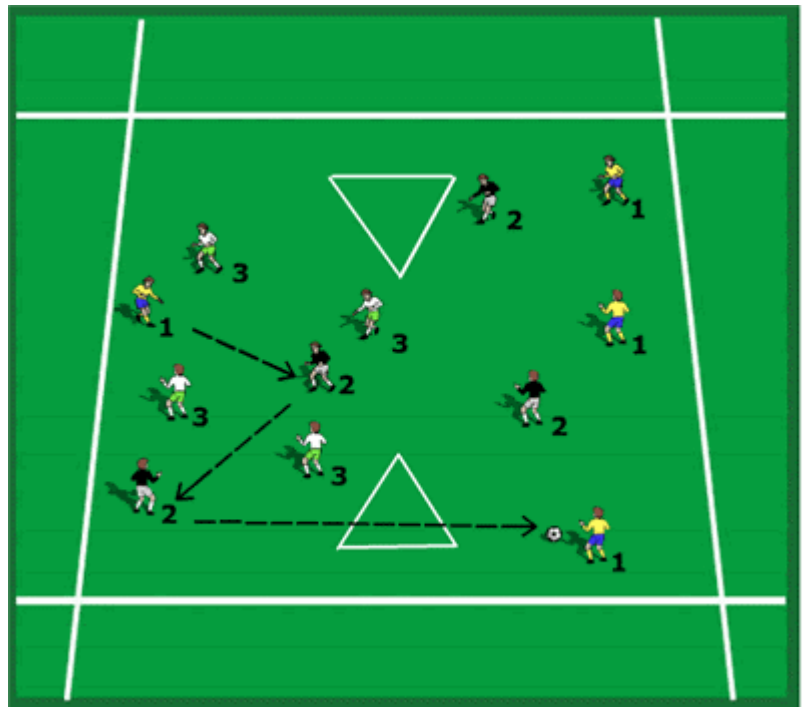
Progression: Increase the number of balls per team (two balls per team). Combine two teams and have them passing to the other color and have three balls going at once, the variations can be numerous.

COMPETITIVE DIRECTIONAL THREE TEAM AWARENESS GAME INTRODUCING GOALS AS TARGETS

Here is an interesting way to work on awareness training and passing, movement off the ball, fitness and looking for the penetrating pass. Add triangular goals to score through, this means the game continues after a goal is scored as the ball must be received and possession maintained by another player on the other side of the triangle to count as a goal. This ensures continuous play.

It is a more directional method of playing and more specific to the game in general. The defenders are NOT allowed inside the triangle so they must be constantly working their way around the triangle trying to cut off the penetrating passes.

Team (3) defends teams (1) and (2) work together. The combined attacking teams can attack both goals alternatively. Attacking both goals encourages "Switching the Field".



Ultimately reduce the game to two equal number teams for the greatest challenge and begin with as many touches as possible reducing the number of touches each is allowed as they improve and are able to keep possession effectively. Reducing the number of touches allowed inevitably increases their awareness and forces them to look for options earlier and improves and speeds up their decision making. This should result in them keeping possession more effectively.

OBJECTIVE: A TRANSITION CLINIC DEVELOPING THE PLAYER'S ABILITY TO RECOGNIZE THE IMMEDIATE CHANGES FROM DEFENSE TO ATTACK AND ATTACK TO DEFENCE AND TO ACT ON IT QUICKLY

SOCCER AWARENESS DEVELOPMENT FOR COACHES AND PLAYERS

40 x 40

Two teams / one ball, passing to anyone.

Passer (1) plays the ball to the receiver (2). The passer (1) then becomes a defender and must pressurize receiver (2).

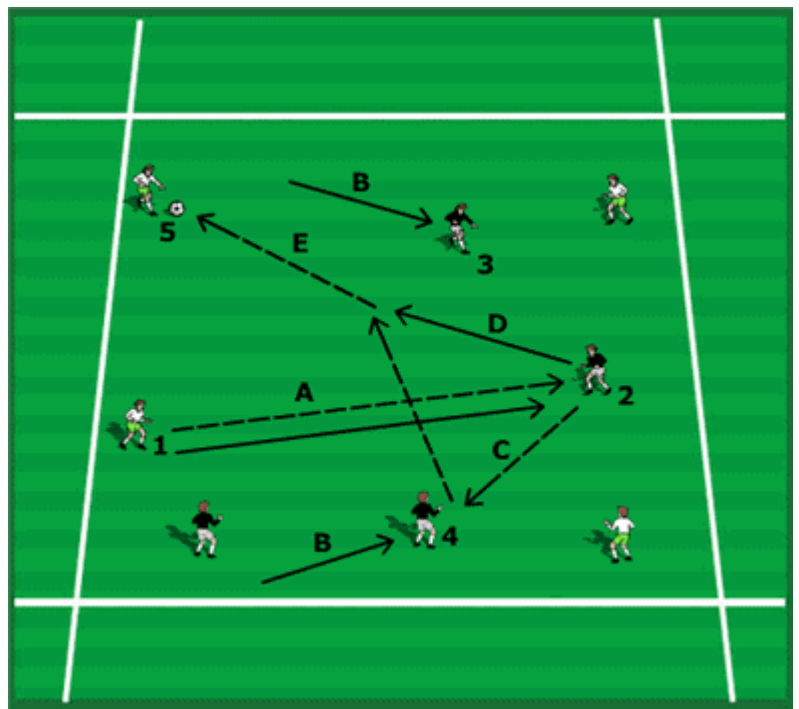
Receiver (2) must work a 1 – 2 around the defender (1) with a support player. Try to establish support on both sides of the receiver so there are two options available to support (3 and 4).

Work on angles and distances of support (triangular support), timing of the pass depending on the closeness of the defender, quality of pass, preferably off the front foot to aid the disguise of the pass.

Receiver accepts 1 – 2 from support player (4), passes to a new receiver (5) and becomes the new defender and the cycle begins again.

Routine:

1. 1 passes to 2 and pressurizes.
2. 3 and 4 move to support 1 (thinking two moves ahead).
3. 2 pass to 4.
4. 2 run around 1 to receive (give and go).
5. Now 2 pass to 5 and 2 becomes the defender.



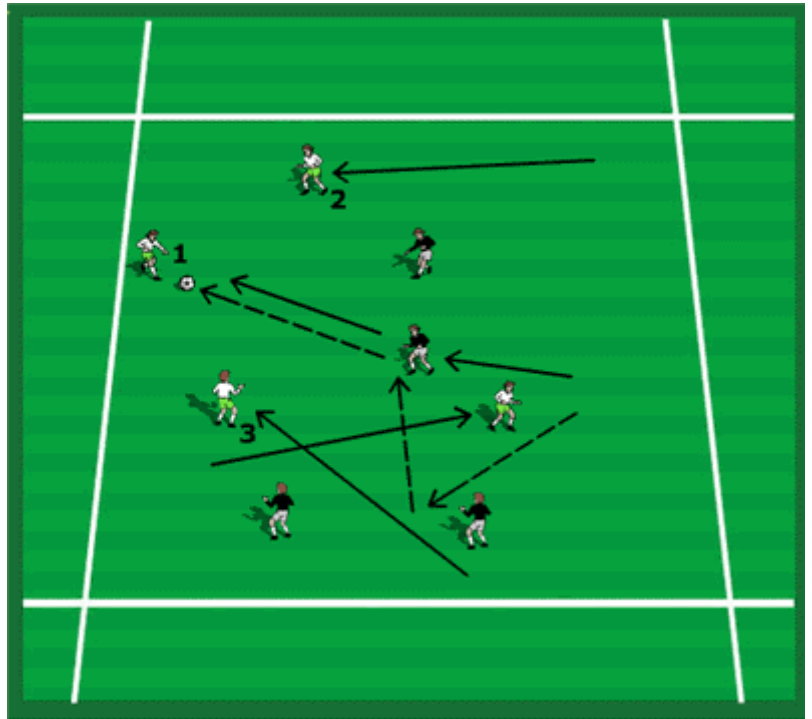
Progression: Increase number of balls, passing to opposite color only but support from same color i.e. pass opposite, support same. Quick decisions required.

Passer plays the ball to receiver and closes down as a defender; receiver must move the ball away first time or draw defender in and move the ball off at an angle away from the pressure.

Here player 1 now receives the pass in the next phase of the movement, being closed down by the passer. Players 2 and 3 now must move to support player 1 in order to enable that player to play a give and go around the closing defender. And so the cycle continues.

Coaching Points:

1. Quality passing
2. Quick Pressure following the pass
3. Movement off the ball by supporting players (angle and distance of support)
4. Awareness of the receiver to see the options before they receive the ball
5. Good touch and pass by the receiver of the first pass
6. One touch pass from the support player around the defender with good angle, pace, accuracy and timing
7. Timing of the run of the receiver to accept possession of the ball



Competitive: Take it into a regular game emphasizing movement off the ball to support the player receiving the ball.

CHANGING THE POINT OF ATTACK THROUGH THE

DIRECTIONAL FOUR GOAL SWITCHING PLAY GAME

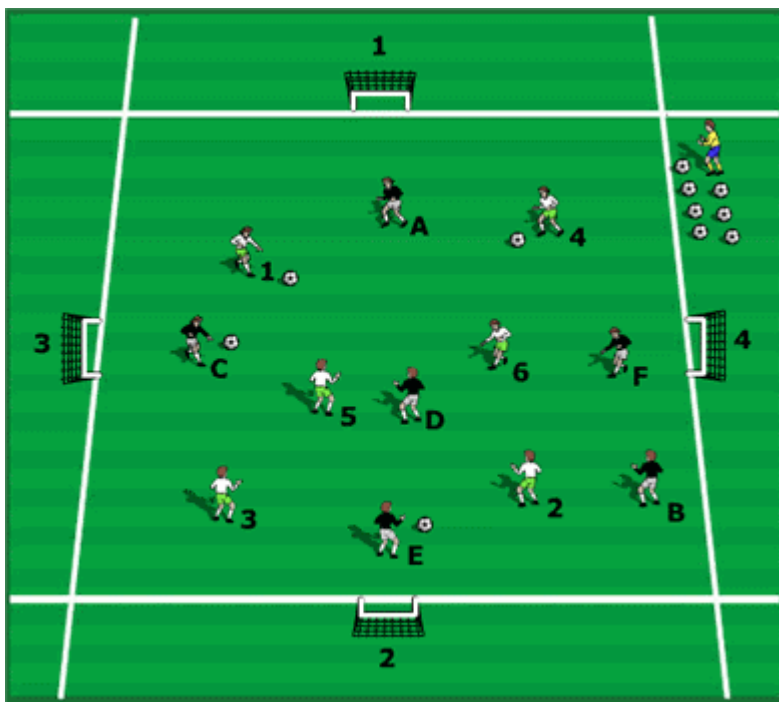
SOCCER AWARENESS DEVELOPMENT FOR COACHES AND PLAYERS

40 x 40

Two teams passing and moving with a ball each team. Initially have one team attacking goal (1) and the other team goal (2). Coach calls "switch" and they attack different goals.

Progression One:

Team (1) to (6) passes trying to score in goal (1) then (2). Team (A) to (F) passes trying to score in goal (3) then (4). Still playing through each other but going in different directions. Next each team can attack two goals (opposite goals) at once.



Looking to switch play attacking two goals, players decide when to switch the ball, and which goal to attack. Have a one or two touch shooting condition so the timing of the passing and the timing of the movement into position to shoot are correct.

Progression Two:

1. Use two balls per team so they can attack two goals at once if necessary.
2. Introduce goalkeepers in each of the four goals to make it more competitive. Have a constant supply of soccer balls to keep the game moving.

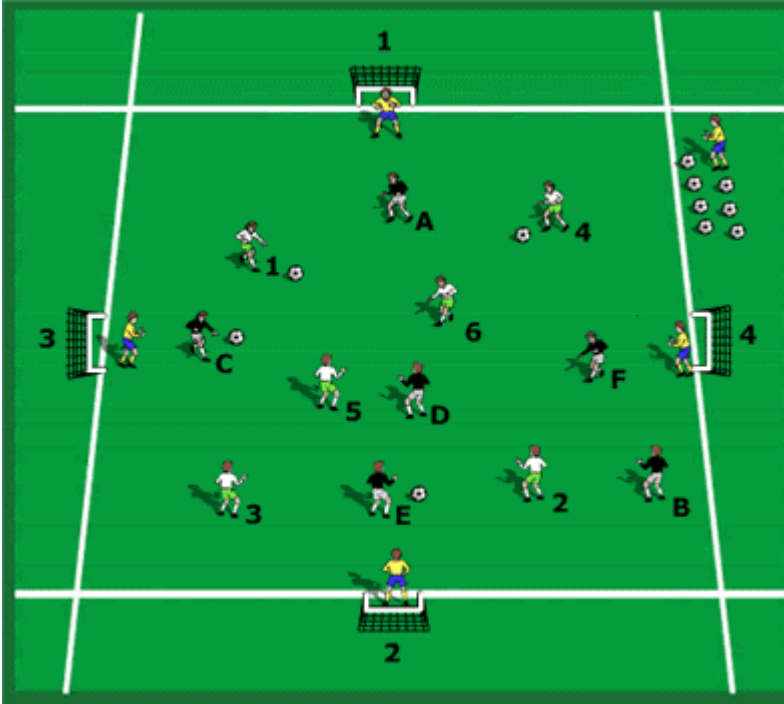
Looking to include all the main coaching points in this awareness session. Call "switch" as they are playing so they attack the opposite two goals. Developing quick thinking, decision-makers. Ultimately have a game between the two teams using various rules and conditions above.

Coaching Points:

1. Two directions to attack so quick decisions needed as to which one to go in
2. Awareness of space in front and behind (if the player needs to change the direction of attack)

3. Quick transition having scored in one goal now needing to change direction to score in the other goal
4. On gaining possession there is a choice of going to either goal so quick decisions on which one to attack.

Introducing Keepers to the game



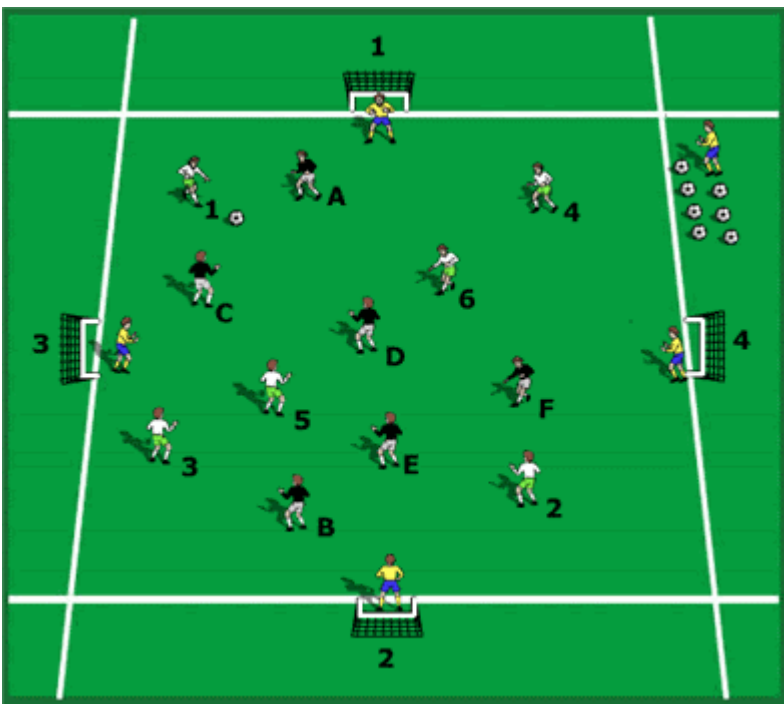
Still lots of unopposed shots on all 4 goals

Teams pass to opposite colors to test the thinking processes of the players

Now numbers pass to letters and letters to numbers. Letters score in 1 and 3, numbers score in 2 and 4.

Then switch it to keep players aware and alert.

This is all part of the thinking process for players to keep them on their “mental” toes so to speak.



Now a GAME SITUATION

One ball and two teams Have a target number to score to win the game.

First team to score 5 goals wins the game.

Numbers team score in goals 1 and 3 letters team score in goals 2 and 4.

Switch this as the game is going. Have both teams able to score in ALL goals

Now many changes of direction for players to think about and position off the ball for.

OBJECTIVE: QUICK TRANSITION DIRECTIONAL

PLAY TARGET GAME DEVELOPING MOVEMENT

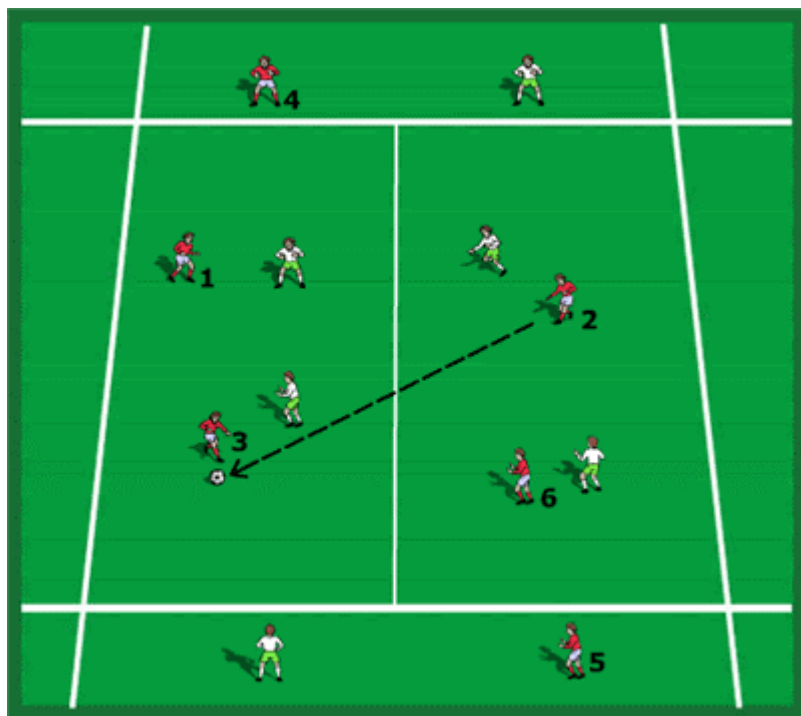
OFF THE BALL

SOCCER AWARENESS DEVELOPMENT FOR COACHES AND PLAYERS

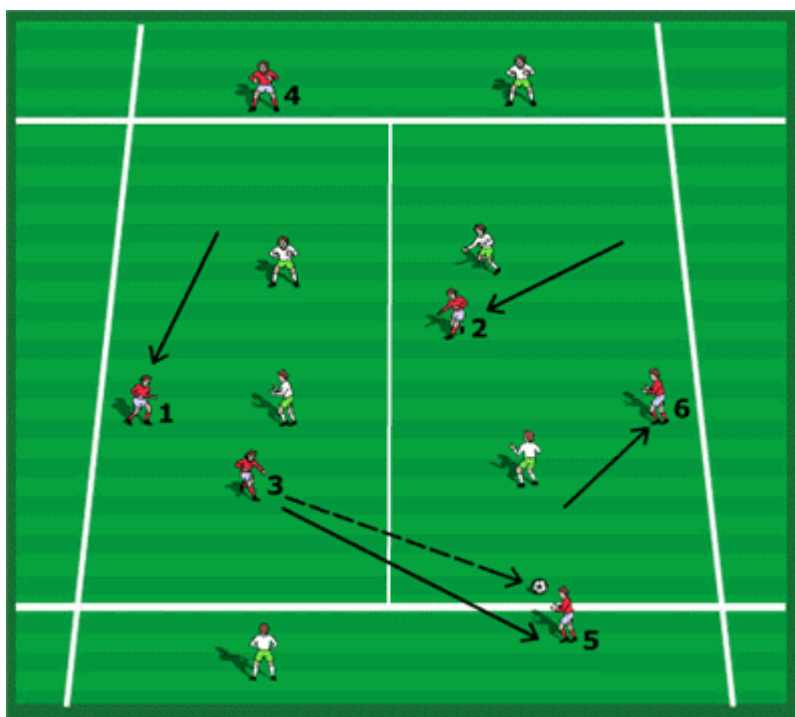
Quick continuous attacking play which is good for anaerobic fitness. Here the players are breaking one way passing to an outside player and switching positions, inside player out, outside player in then attack the other side of the zone.

Coaching Points:

1. Technical ability on the ball in 1 v 1 situations.
2. Quick Transition in attack - As the transition between players happens for example (3) changes with (5), the numbers team must get the ball to (4) as quickly as possible.
3. Observe the movement of (1), (2) and (6) in terms of their support positions as the directional change takes place, they must move in anticipation to find space to help the player on the ball as the switch occurs.
4. Observe also, as the change occurs, the positions of the defending team; has the decision been made quickly enough who presses the ball. Are the other defensive players supporting and covering and especially tracking runners off the ball. The coach must learn to look away from the ball and observe what may happen next before it happens.
5. This session improves quick decision making, tight control because the spaces are small to play in, and thinking in advance due to the switch in direction of the play. You can also work on the defending players.



Progression: If a player beats an opponent in a 1 v 1 situation the team gets an extra point or goal each time.



Here (3) passes to (5) and (3) leaves the area. As the ball is traveling to (5), (1), (2) and (6) must get into a position to help (5) as early as possible so in theory, (5) can make a one touch pass to any or all of them. Thus (5) already has three options of a pass.

Their movement is OFF THE BALL and away from their markers. Of course the defenders will move to compensate but for the sake of what I am trying to show it is easier to get the point across by showing the movements of the attacking team only.

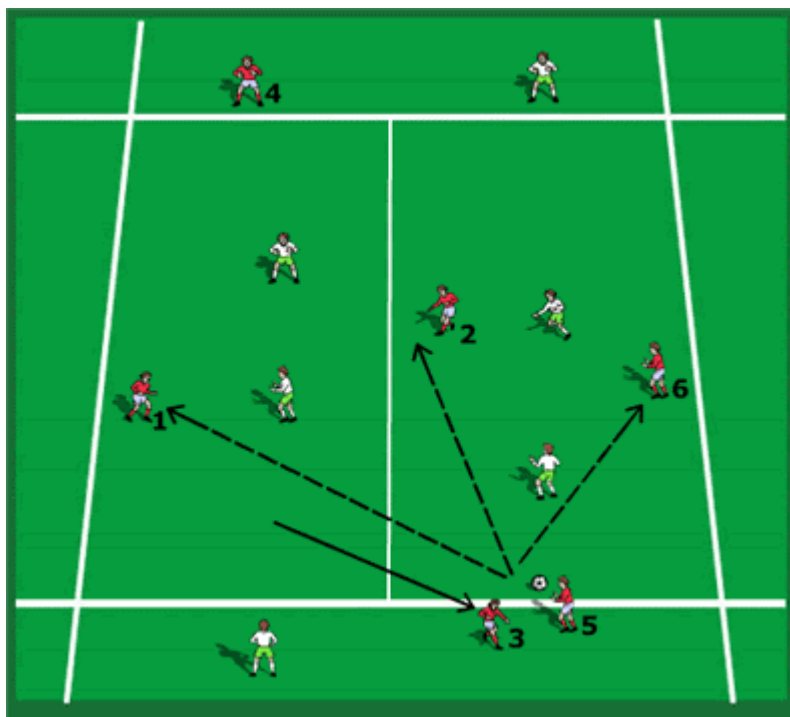
The attacking players in the actual practice may get free like this anyway if they time it correctly.

The attacking players each being free to help (5) by being open for a pass.

(5) May elect to run with the ball but at least three are three options available for a pass if needed.

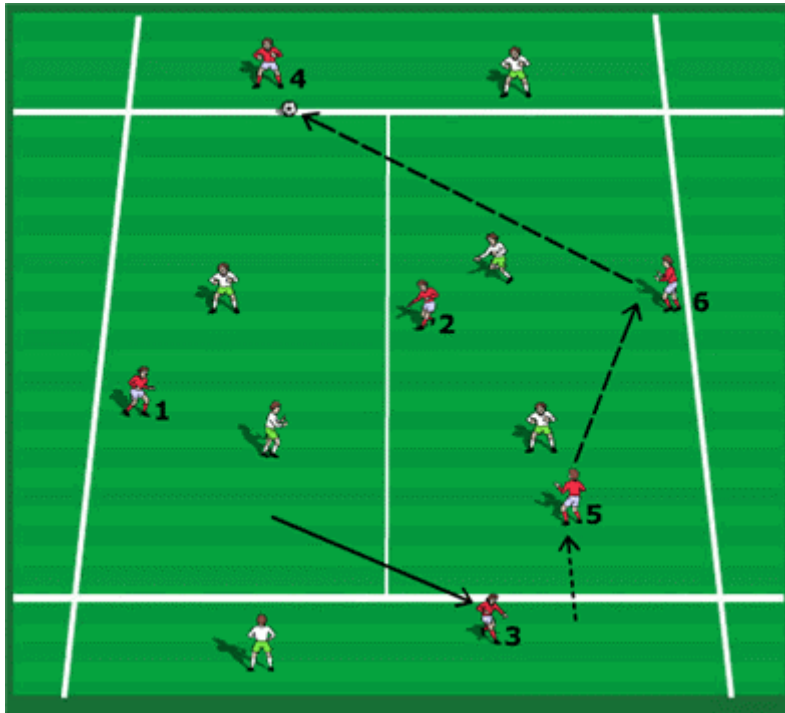
(5) May even elect to play a long pass straight to (4) on the other side of the field if the pressure from the closest defender is not fast enough. You may then ask the closest player (in this case player 2), not necessarily the passing player (5) to be the switching player instead if (5) passes it directly to (4).

You could even then work on defending in this game though focus on defending totally in the session or attacking totally in the session it is better not to try to do both as it can be confusing for the players.



Here (3) does pass to (5) and they switch positions, (5) dribbles past the defender and scores a point in a 1 v 1 and plays a quick pass to (2) who passes to target player (4) who scores another point and this player (4) has to quickly attack the other way again.

You could argue that the best place to dribble is in the opponents half but this being a small area you could encourage players to do it all over the field but also making them aware of the safety and risk facts if it were a game situation.



OBJECTIVE: TEACHING MOVEMENT “OFF THE BALL” THROUGH THE TRANSITION DIRECTIONAL

TARGET GAME

SOCCER AWARENESS DEVELOPMENT FOR COACHES AND PLAYERS

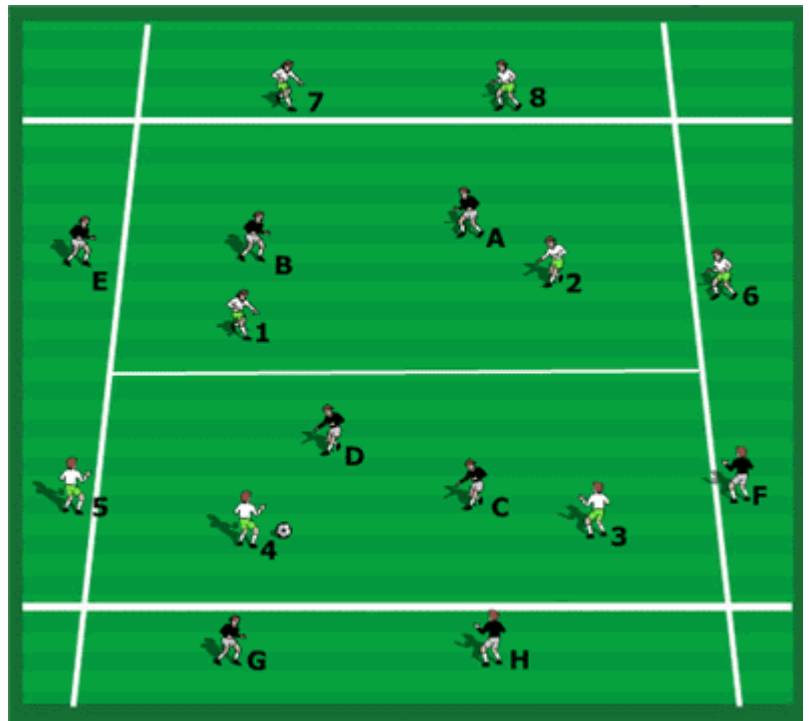
50 x 40 WITH 16 PLAYERS

Rules:

1. Players must pass the ball to their target players to score. To score again they have to work the ball back into their own half of the field to be able to return.
2. Target players have two touches as do side players.

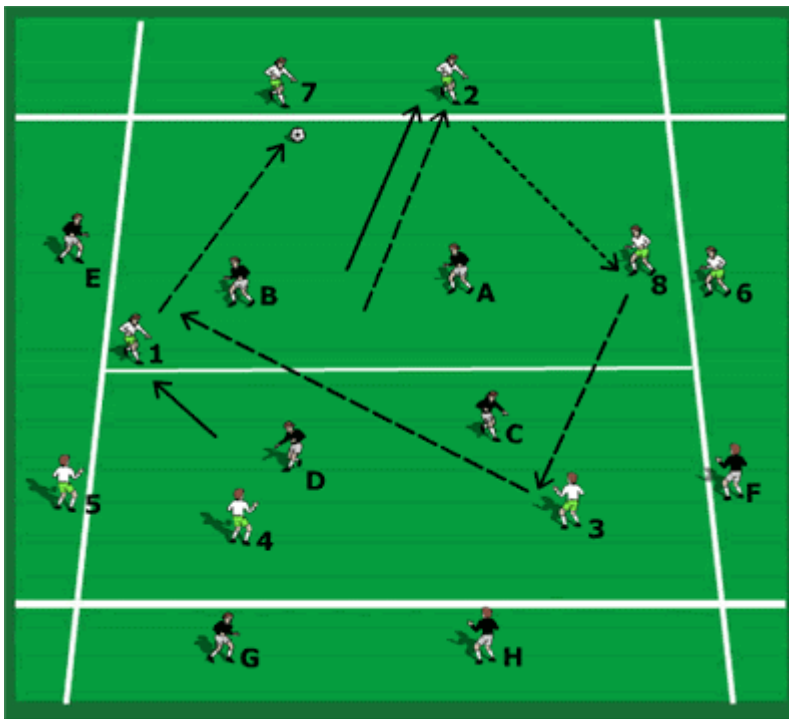
Coaching Points:

1. Creating Space by running off the ball to receive or to help a teammate receive.
2. Quality of Passing; long and short to targets and to teammates.
3. Support play: working angles and distances incorporating switching play using the side players.
4. Receiving and Turning in tight situations and dribbling in 1 v 1 situations.
5. Quick decision making is required in this session because the numbers are small, the area tight and the transitions rapid.



Develop:

1. No restriction on touches then 3, 2 or 1 touch, but only if it is on to do one touch.
2. All outside and target players have one touch only where possible
3. Switch with target players as they receive the ball.
4. Switch with outside players



Here is an example of the transition and movement off the ball to make it happen.

(2) passes to target player (8) who brings the ball back into the playing area.

(3) makes a run into the other half of the field on the blind side of (C) to receive the next pass. They need to get the ball into that half to be able to score.

(1) makes a forward run into space to receive the next pass off (3) and passes to target player (7) who can start the play again.

(1) switches with (7) and becomes a target player for the next phase of play.

Observe the Attacking Team – Recognize their movement off the ball for example to work the ball into their own half see if the players make runs early in there as soon as the ball is at a target, some should support short and some long so the target has choices.

Observe the Defending Team – See if they are sucked to the ball or they recognize runs off the ball and track players making runs away from the ball into the other half.

To lessen the workload and keep everyone involved have players switch with targets and outside side players when they pass to them.

Elements of play the target game teaches

Attacking as Individuals and as Team:

1. Creating Space by running off the ball to receive or to help a teammate receive.
2. Developing quick support play working angles and distances incorporating switching play using the side players.
3. Passing long and short to targets and to teammates.
4. Receiving and turning in tight situations and dribbling in 1 v 1 situation's.
5. Lots of touches on the ball for the players in this practice.
6. Quick decision making is required in this session because the numbers are small, the area tight and the transitions rapid.

Defending as Individuals and as a Team:

1. Pressurizing players on the ball to regain possession.
2. Supporting pressuring players and tracking runners off the ball.
3. High pressure to regain possession in the attacking half to be able to go straight to the target to score.

Transitions from defense to attack and attack to defense, quick decision making and improved concentration as the switch occurs. Interchanges of positions between inside players, targets and side support players. As a coach, you can work in this session how to defend properly as individuals and a team or how to attack properly as individuals and a team.

Conditions to impose to change the focus of the game

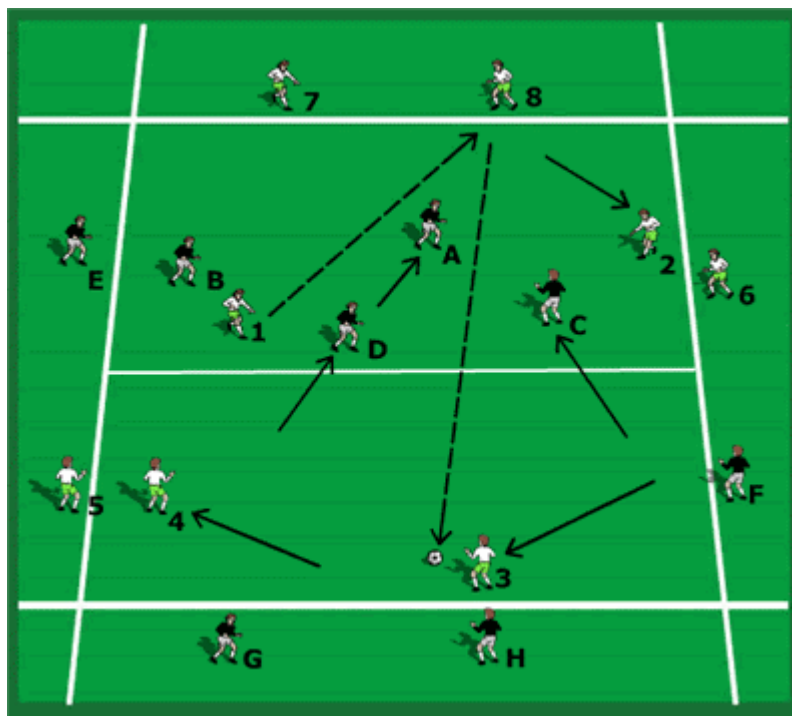
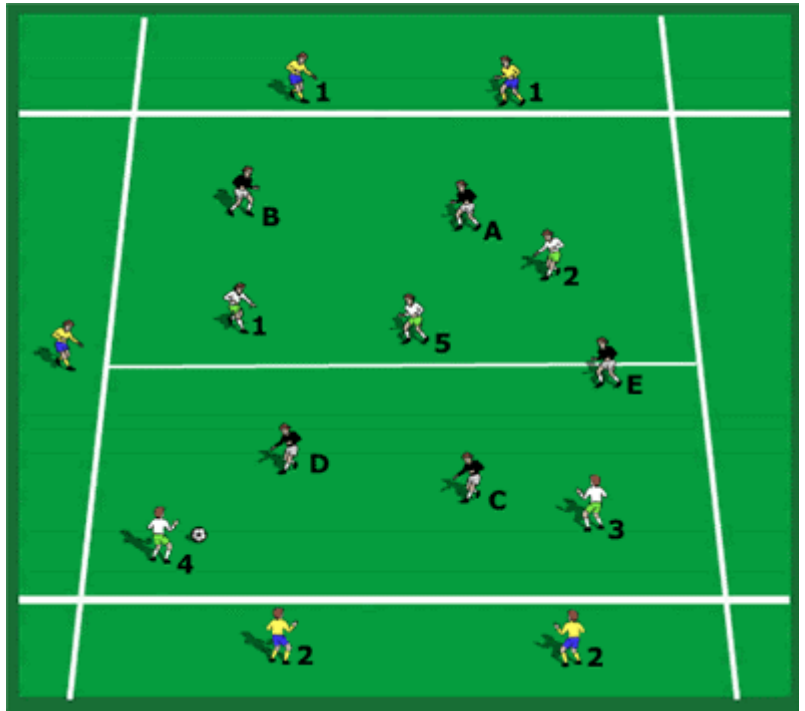
1. No restriction on touches then three, two or one touch but only if it is on to do so.
2. Introduce neutral player so a 5 v 4 overload in the middle if possession isn't kept easily.
3. Interchanges of players outside to in, inside to out as they pass the ball observing the quality of the pass and the first touch of the receiver or performing a crossover.
4. Have one teammate at each end so you are attacking both ends but once you have passed to one target you keep possession and must try to get to the other target. You can't go back unless the opposition win the ball and then you get it back, only then can you go back to the same target.
5. To lessen the workload and keep everyone involved have players switch with targets and outside players when they pass to them. This causes a constant transition of players and focuses the player's concentration.
6. The team can only score if they get an overlap, crossover or 1 – 2 in during the buildup.
7. No talking so players have to rely on their own vision to play.
8. Players move into the target zone to receive (timing of run and pass) so we don't play with actual targets, different players can then become the target player.
9. Man – Marking – Have the players man mark so they must track a player when they haven't the ball and they must lose their marker when they have the ball. This is a good test to see who is working hard and who isn't as they have a designated job to do. You as a coach can see who works to get free of their marker and who works hard to prevent the player they are marking get the ball.
10. This session is particularly good as a midfield play practice session as you can liken the start when the ball is at a target as it being a target defender passing it in and to get to the other side through midfield to the other target who is now a striker. Then this target player maintains possession and the team can go the other way, the target striker then becomes a defender for the attacking team starting the move and the other target becomes the striker to pass the ball to. So, it is consistent movement end to end with the attacking team from a defender into midfield to a striker.
11. To improve the speed of thought reward a successful one touch pass with a goal or point. To score a goal by passing to the target player now reward this with three goals or 3 points.
12. The team in possession can pass back to the opponents target players to help keep possession of the ball. Liken this to passing back to the keeper in a game situation.

3 TEAM TRANSITION DIRECTIONAL TARGET GAME WITH 15 PLAYERS

Make it a 3 team game for 15 players (for example). Each game lasts 10 minutes, the winning team stay on the field as a reward. You can vary the positions of the outside players, 2 target players at each end and one support player on one side or one support player on each side, one target player at one end and two at the other and so on.

To make it technically a 10 v 5 game have the team in possession able to play with the outside team. They are trying to score at one end, so these players are on their side but they are also able to work with the side player and the two target players of the other team, using them as support players also.

This encourages them to pass back and open the play up and not be focused on just playing forward all the time.



GETTING IT WRONG DEFENSIVELY OR GETTING IT RIGHT OFFENSIVELY

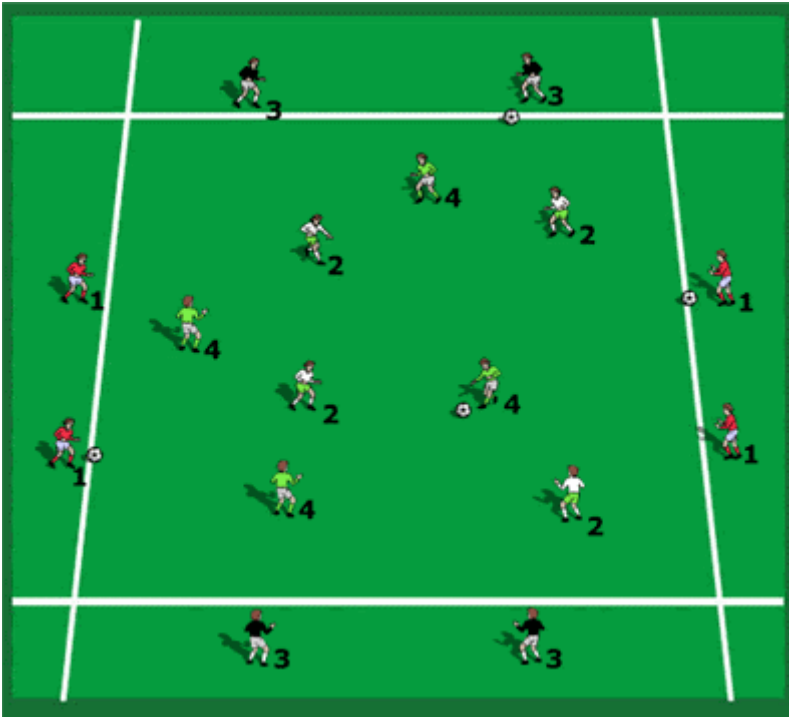
This is an example of what to look for on the defending side of things. Here the ball has been passed to the target (8) and a goal scored. The defenders are ball watching and not seeing the runs “off the ball” of their opponents.

The idea of getting the ball back into the other half before they can score again when in possession highlights these kinds of moments you need to identify in a game situation.

- (1) plays the ball to target (8) to score.
- (2) Supports the next pass short and at a wide angle, and (3) and (4) make runs into the other side of the field and off the ball to get free and receive a pass. Defenders are all ball watching and not looking at these runs and so (3) and (4) get free. At the same time, you can say it is getting it right offensively. The coach has to identify these situations and stop the game and show the set up and ask the defending players what they need to do.

DIRECTIONAL AWARENESS TRAINING (PART ONE)

SOCCER AWARENESS DEVELOPMENT FOR COACHES AND PLAYERS



(2)'s pass to (1)'s and (4)'s pass to (3)'s. The two groups work across each other. Four teams working.

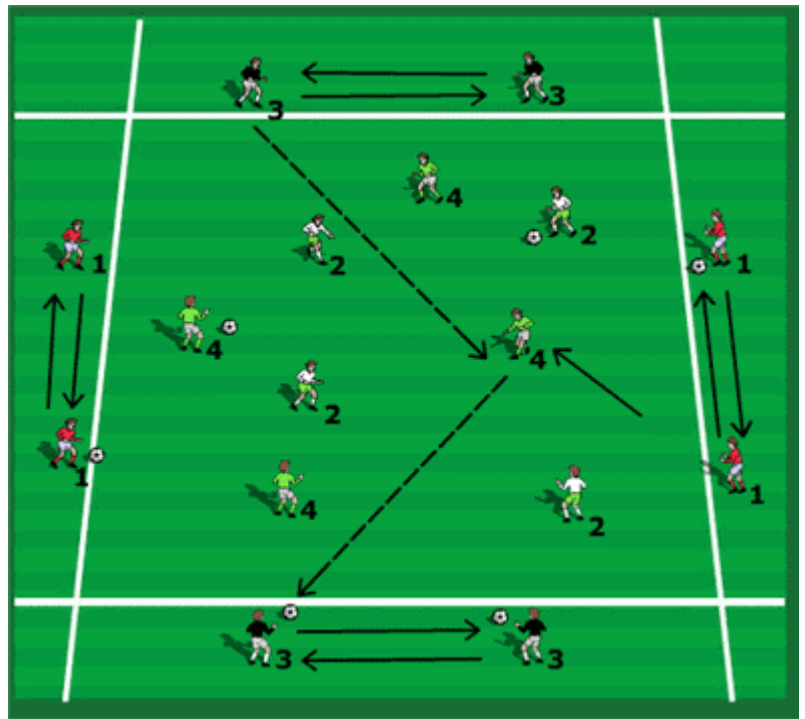
Directional session now working across each other, needing to know where their team mates are but also where the other numbered players are in the middle. This improves awareness and the peripheral vision of the players.

A good lead in to everyone being free in the area and passing and moving later.

Players need to look before they receive, see what the options are in advance of the ball.

Three or four balls per side. Players on the outside constantly switch positions past each other so the targets are moving targets (as in a game players are on the move) and also to keep them working and on their toes. They can also pass a ball between them to keep the game flowing.

Think defending line, midfield line, attacking line so if the ball is with a (3) player they are the defensive line, the receiver (4) in the middle is the midfield line and the player to pass to on the other side is the attacking line. We are working the ball through the team from the back to the front.

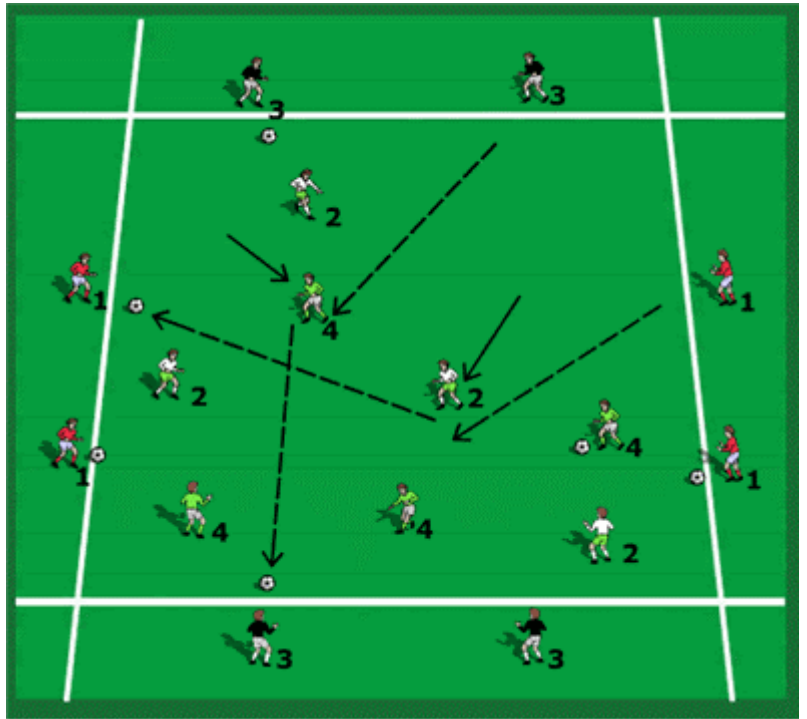


Avoid players just passing up and down in straight lines. Above is an example of diagonal passing and movement. Once this movement has been completed the player in question must look for another ball to work with at either end of the field. Players must identify a free player

to pass to “before” they pass to them. They also need to be aware that by the time they get the ball and are ready to pass the situation may have changed and so they are able to adjust with good awareness and find another player who may have just become free.

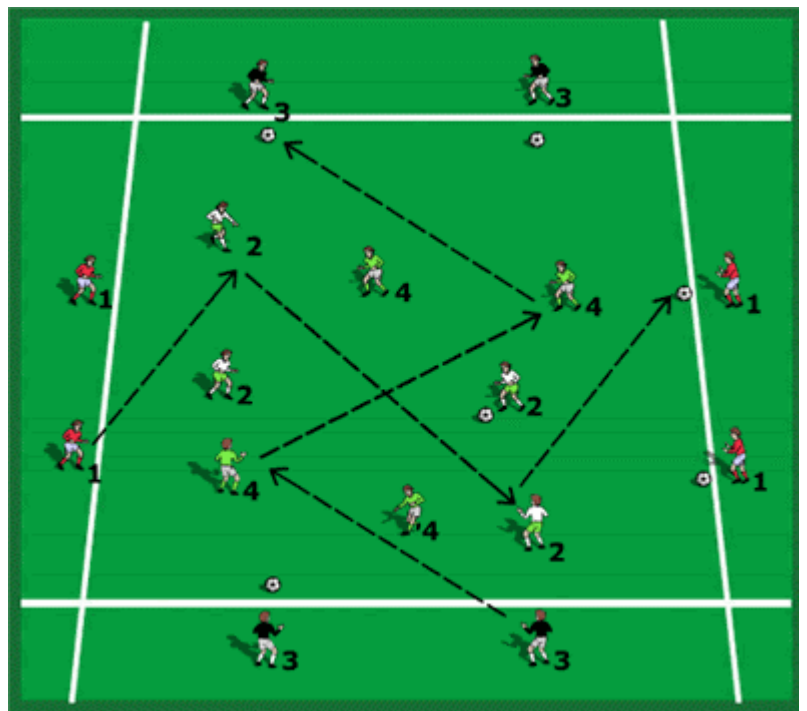
Progressions:

1. Passing in straight and / or angled lines
2. Running in straight and / or angled lines
3. Mixing the two up (above (4) makes an angled run off the ball to receive, receives an angled pass and makes a straight pass to the target). (2) Makes an angled run off the ball to receive and makes an angled and diagonal pass to (1) in one touch.
4. Players pass to the end players only, to begin transferring the ball from one side to the other. If both players on the other side have balls at their feet then liken it in a game to the strikers being marked and you have pressure on the ball preventing a forward pass so you have to go back to where you came from, either to the other player you did not receive the pass from or back to the same player.
5. Passing inside the area to team mates in the buildup not just to the outside players.



Passing Inside the Area

1. Example above of playing through the midfield with another inside player to reach one of the targets.
2. Each player takes one touch to take the ball in the direction they want to go and the second touch is a pass to the next player.
3. It may be a one touch pass that is needed depending on the distances involved. It may be they need more touches on the ball because no one is immediately available to receive a pass. Or you may condition it that they need to do a dribble of some sort in the middle before they pass to the next player.

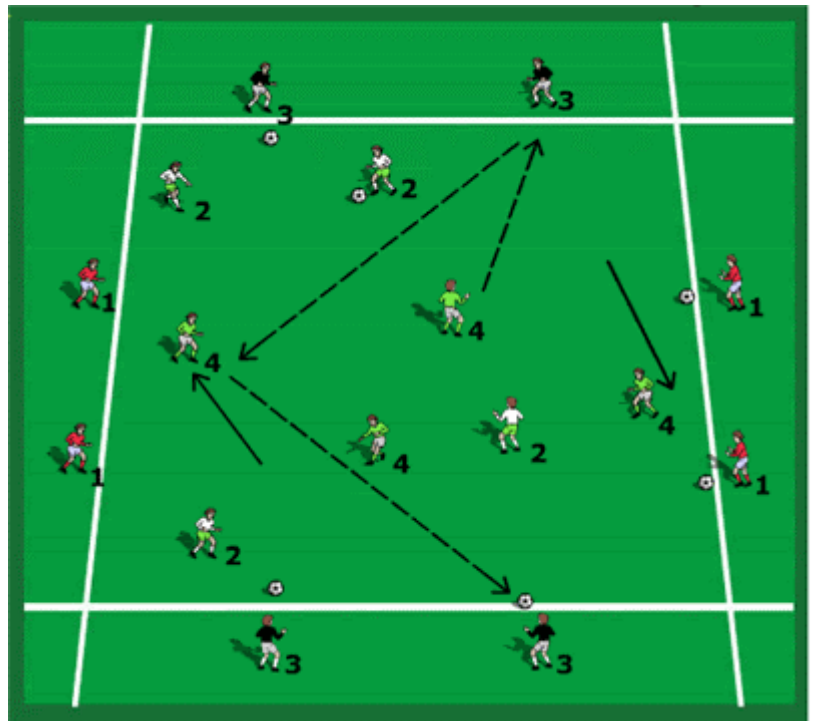


There are many variables you can introduce to suit your needs from the session.

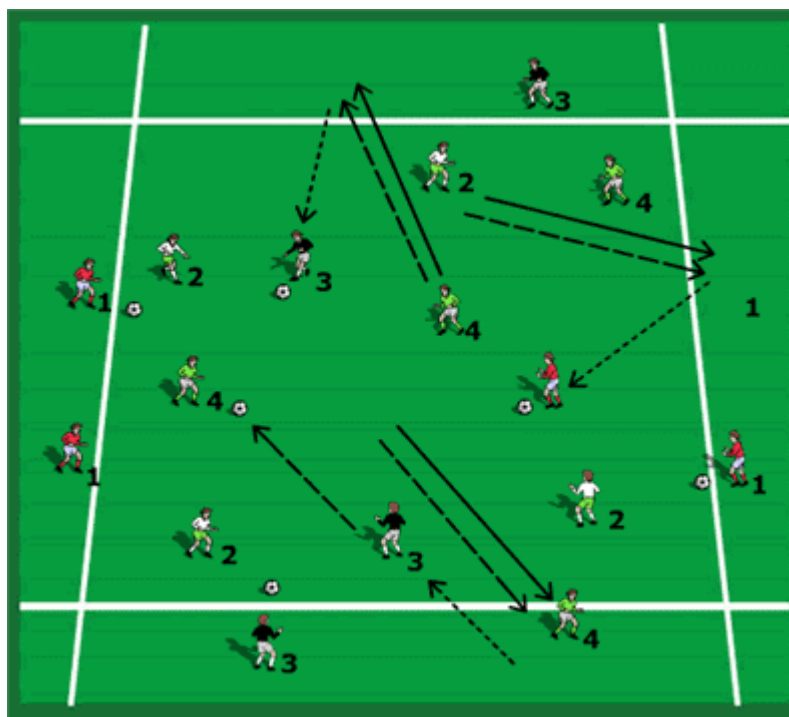
Encouraging players to look ahead of the play. Here (4) passes to outside player (3) and another (4) player is supporting (3) for the next pass, working a triangle of support.

(3) needs someone to pass to, and to help (3) make a one touch pass quickly, (4) has already moved and got into position to receive and do this.

As (4), who is receiving the pass from (3), gets into an angled support position ensuring their body is open, he or she has to have these things in mind before they receive the pass;



1. Where is the space to go to in order to receive the pass from (3)
2. Who is free at the other end to make the next pass to (so is already looking before the ball arrives)
3. Where is the space to take my next touch (if it open it could be towards the player they are about to pass to), or can I pass it one touch to (3) on the other side? Already as this pass is coming in to (3) another (4) player is looking to support the next pass going back.



Switching positions with the outside player

Now to involve everyone in the middle have the players switch positions when they pass to an outside player. (4) passes to (3), and (3) takes the ball back in with a good first touch to then look to pass to another player and get the ball to the other side.

Likewise (1) receives from (2) and runs the ball into the middle to continue the movement, and (2) runs out of the area to be an outside receiver. (1) Then passes to another (1) player and switches with them.

DIRECTIONAL AWARENESS TRAINING GAME

SITUATION (PART TWO)

SOCCER AWARENESS DEVELOPMENT FOR COACHES AND PLAYERS

INTRODUCING GIVE AND GO'S

A ball each player. The ball starts with the inside players. They must play 1- 2's or a give and go with an outside player. Pass to an outside player in such a way that they can pass back in one touch so it is a genuine give and go. Inside player must support off at an angle to have an open body stance to go the other way and to be able to see what is ahead before they receive it.

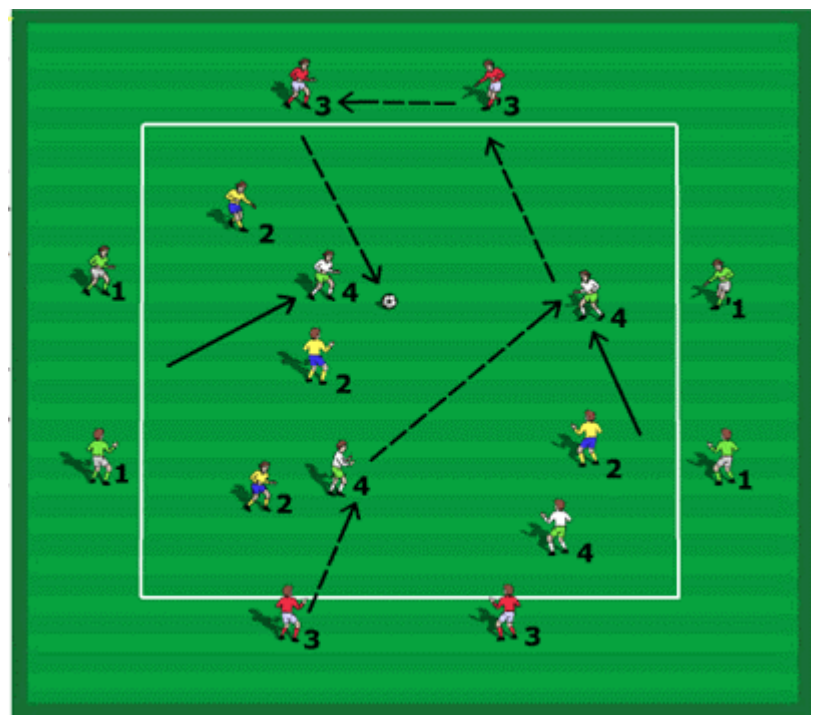
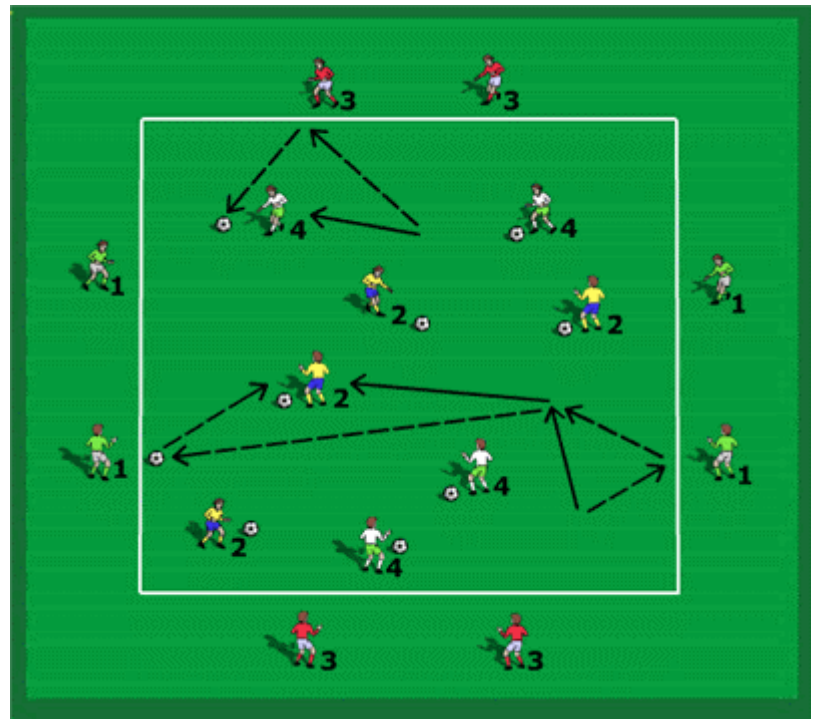
Check they do not close down their own space when they pass so they can't see what is behind, or which target player on the other side is free (or not free). If this happens more touches are required to move the ball and get into position to go the other way and in a game, it could be the difference between maintaining possession or not.

(4) above plays a give and go with (3), check off at an angle with an open stance to receive back and go the other way having identified already who is free on the other side. (2) Plays the 1-2 with (1) then runs the ball back across the field to do the same with (1) on the other side.

GAME SITUATION

Conditions: Outside player's one touch, inside players two or three touch restriction.

This forces players to use their



awareness to be successful. Outside player has only one touch so as the ball is traveling to them the inside players know this and need to get in position to support early.

Player passing to the outside player knows they only have one touch so the weight of the pass must be right.

Progression: To score the player passing to the outside player cannot be the player to receive it back immediately. If they do they maintain possession but it is not a goal. This means at least one other player **MUST** get into a support position to help the outside players pass (and score a goal).

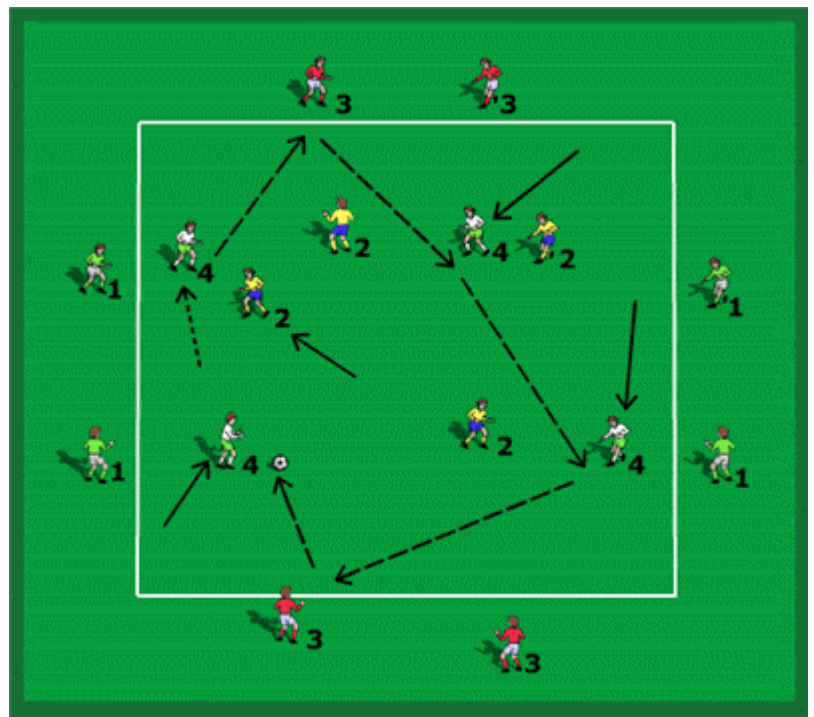
Progression: The first outside player receiving has to pass to the second outside player, then the inside players have to position and work an angle of support off of the 2nd player.

GAME SITUATION

One ball only. Now we take the session into a game. (2)'s play against (4)'s. It is a 4 v 4 game.

(2) work with (1)'s on the outside and score by completing a pass to the outside players. They then have to get the ball to the other side to score again. (4)'s work with the (3)'s on the outside so teams play in opposite directions.

Play to 10 goals then rotate the players so the (1)'s play against the (3)'s. Rotate the teams so the (1)'s play against the (2)'s and the (3)'s against the (4)'s.



Here the number (4) team have scored one goal at one end then switched the play to the other end by quick accurate passing to score another goal.

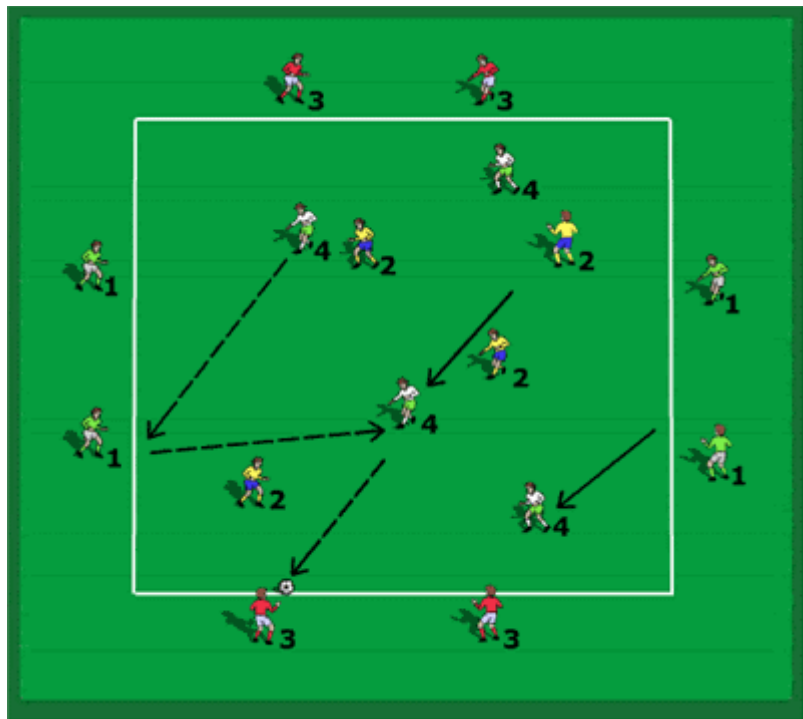
The set up is designed to make it easier to maintain possession because they are going both ways and it is much more difficult to defend against. Players who give the ball away cheaply get punished because of this as it may be a while before they can win it back due to the set up so everyone has to stay focused.

GAME SITUATION USING SUPPORT PLAYER ON THE OUTSIDE

Same game idea but whilst the (2)'s have to get the ball to the outside (1)'s they can use the (3)'s as support players.

Likewise the (4)'s get the ball to the (3)'s to score but can use the (1)'s as support players.

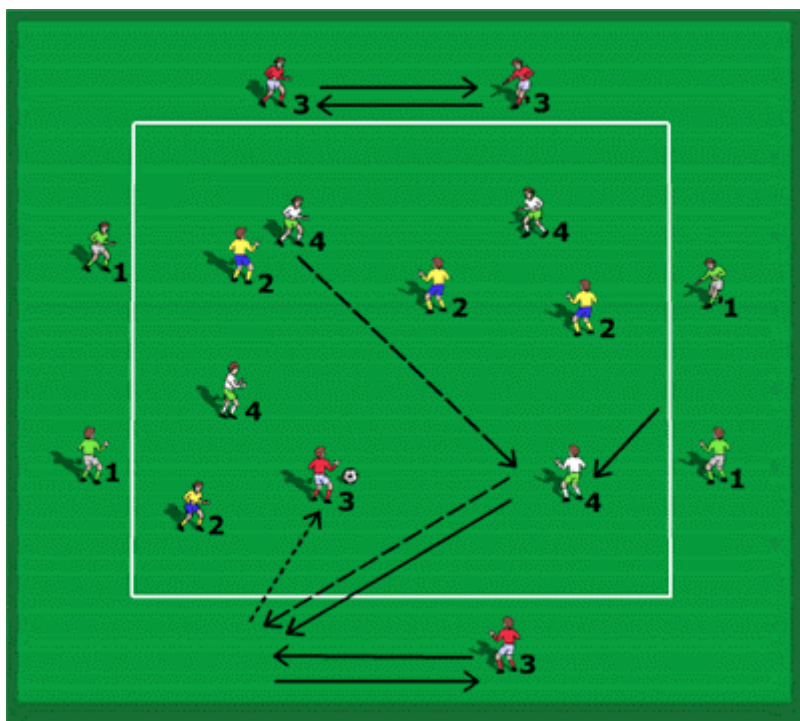
This takes a lot of thought for the players and keeps them focused. As the ball goes to (1) other (4) players need to be getting into position to help the outside player on the ball. (1) Outside and on the ball, has to be looking to see where the next pass can go before they receive the ball.



Here the number (4) player has moved to help (1) make a good pass and keep possession by passing to (3) and scoring, the other (4) player is already on the move to support (3) and attack the other way.

GAME SITUATION SWITCHING WITH OUTSIDE PLAYERS

Developing the idea, now two teams play together and switch positions when they score a goal.



(4) passes to (3) who brings the ball back in and (4) goes outside to be a target player.

Introduce scoring a goal by making a successful one touch pass to encourage the players to think quickly and make instant decisions when they receive the ball.

Have outside players switching positions so when they receive the pass it is to a moving player and not one stood still. This is more passing to space than to feet, to where the player is going to on the outside as they switch with their teammate.

OBJECTIVE: DEVELOPMENT OF A FINISHING

GAME USING TWO GOALS INCREASING THE

AMOUNT OF DECISIONS ABLE TO BE MADE

SOCCER AWARENESS DEVELOPMENT FOR COACHES AND PLAYERS

60 x 40

Change the set up to working to two goals instead of one so there are choices going both ways.

More action, more shots on goal, faster transitions all occur in this session now.

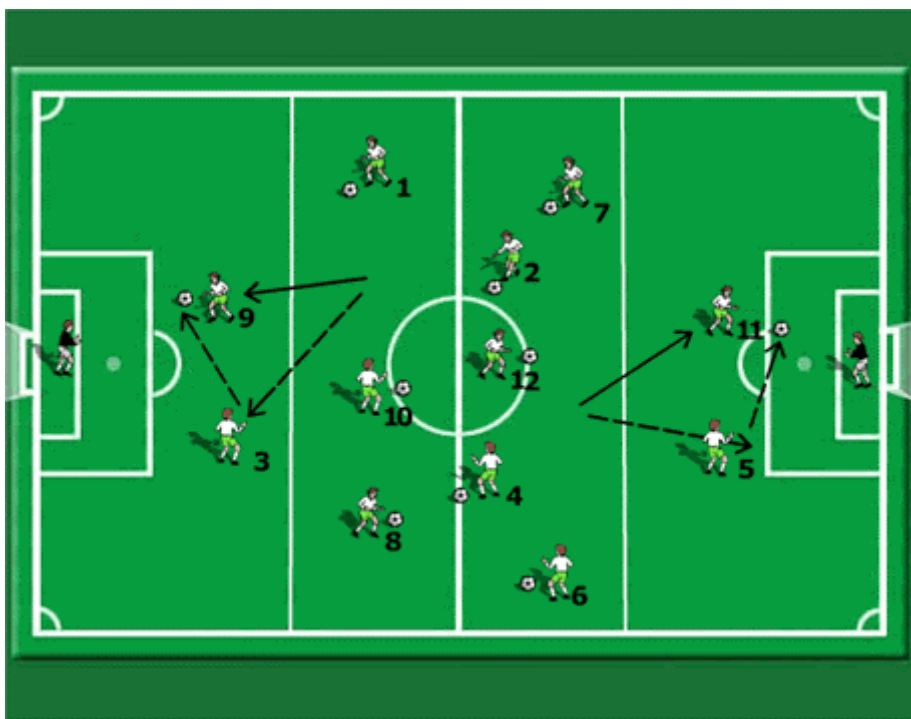
You can use this for all the sessions where that have attacked one goal only as a form of development of the practice in this sequence.

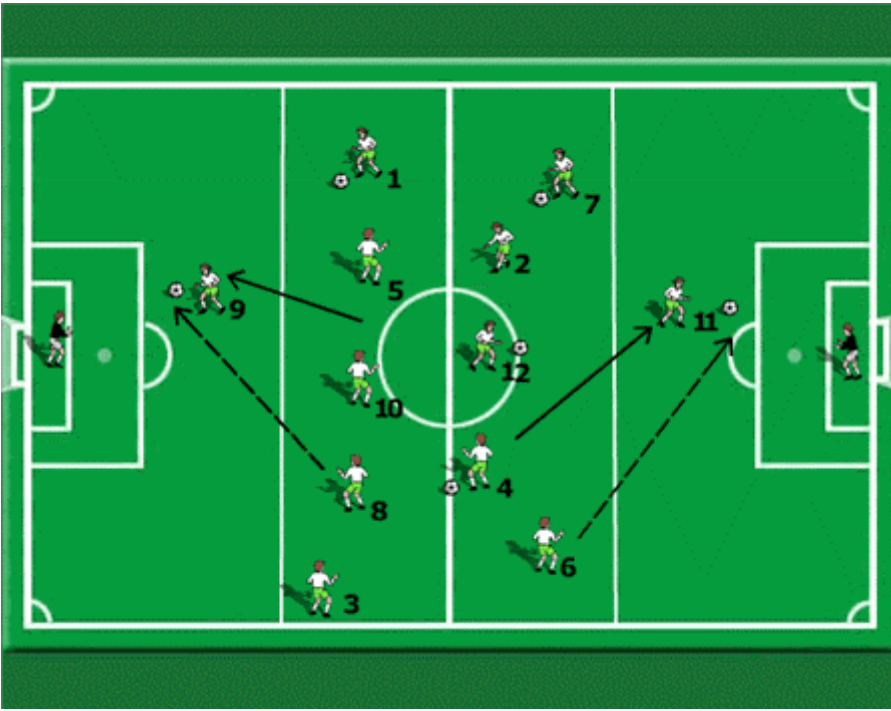
Begin with a simple pass to a player and a shot, playing a one-two with a player to score a goal and then move into the combination plays and so on. (3) And (5) collect the balls that have just been shot and join in the group again and ((9) and (11) become the wall pass players playing the 1-2 with the next players.

If need be you can increase the length of the area you are working in.

Coaching Points:

1. Decision: When and where to pass and combine with the striker
2. Decision: Which goal to attack
3. Recognizing the moment to link up with the striker
4. Quality play of the give and go with a one touch layoff and shot at goal
5. Scoring the goal





Here we are getting into the passing and moving play before the players work their way to get a shot at goal working with fewer balls but with the emphasis on passing and moving rather than dribbling and turning (when they had a ball each) and then the end result with a shot at goal again.

Look to develop the session using two goals to attack in the same way we did using only one goal to attack.

Coaching Points:

1. Awareness of the player without the ball of when and where to make the run OFF the ball to receive the pass and shoot at goal.
2. Awareness of the player making the pass, of the run of the player looking to receive it.
3. Timing, pace, accuracy and angle of the pass to make it easy for the receiving player to run onto
4. Finish with a shot on goal and a goal scored.

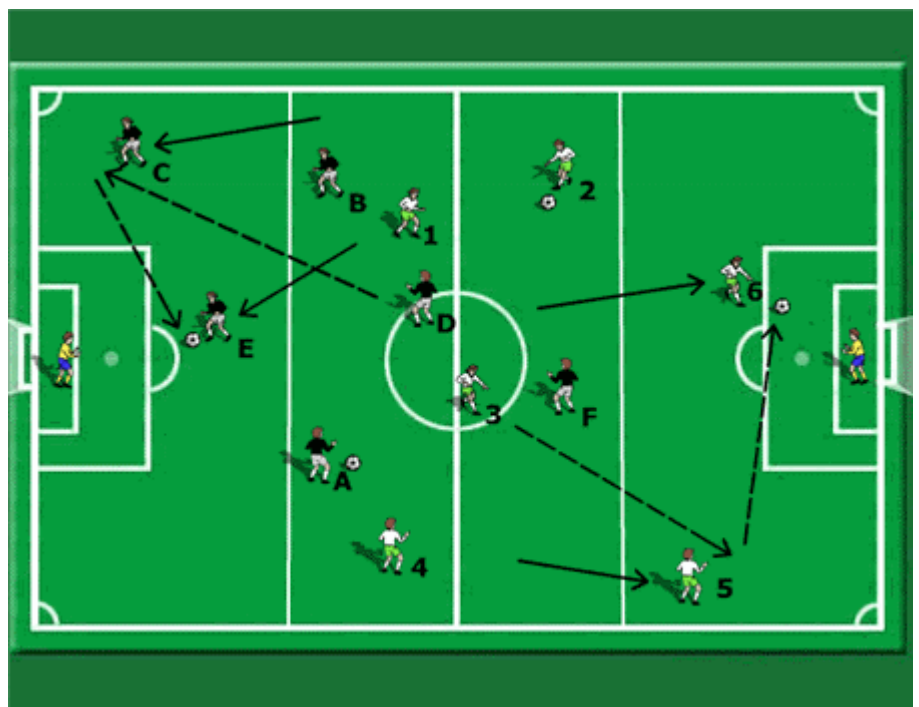
Use your imagination to create new set ups for the players to work with, the crossing and finishing one is an example where each team goes the opposite way to attack.

CROSSING AND FINISHING

Crossing and finishing game. Each team attacks the opposite way.

One ball for each team to begin. Once that ball has been used for the move the coach passes another one in.

Progression: Two balls per team passing and moving then players making runs wide and receiving to cross.



Can develop the idea by adding:

1. 2 attacking the cross
2. one recovering defender

As soon as the move is over the players go back into the middle to play again.

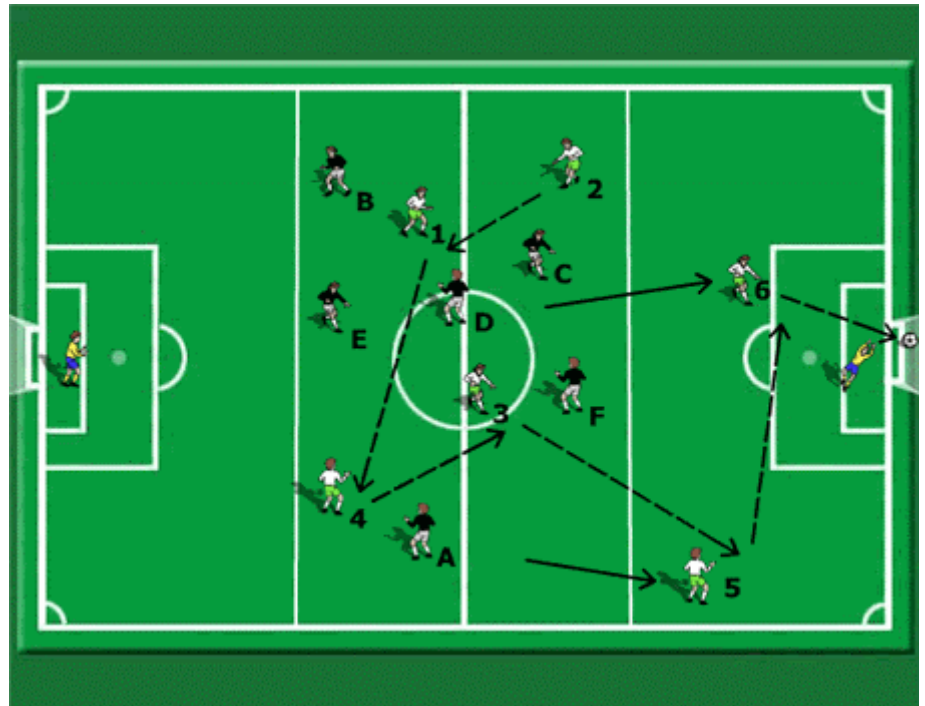
Decisions to be made by each team; do I run wide to cross, do I attack the ball from the cross, do I track the player going to other way and defend against them? The player on the ball has to see the outside run and make the right pass, players off the ball have to make runs into the box to receive the cross and also watch the opposite end and defend.

Competitive Game:

Now we have a game in the middle. Players must get 3 passes in, which is then a cue for a player to attack in a wide area.

Use different ideas to develop the game:

1. No defenders can encroach into the attacking third so the attacking players are free to attack
2. One striker then two can attack the goal
3. As soon as the attack is over another ball goes in from the coach and the team who were defending get the ball in a 6 v 4 and try to get three quick passes in to attack themselves.



Count the number of goals each team score in a given time or maybe first to 5 goals wins.

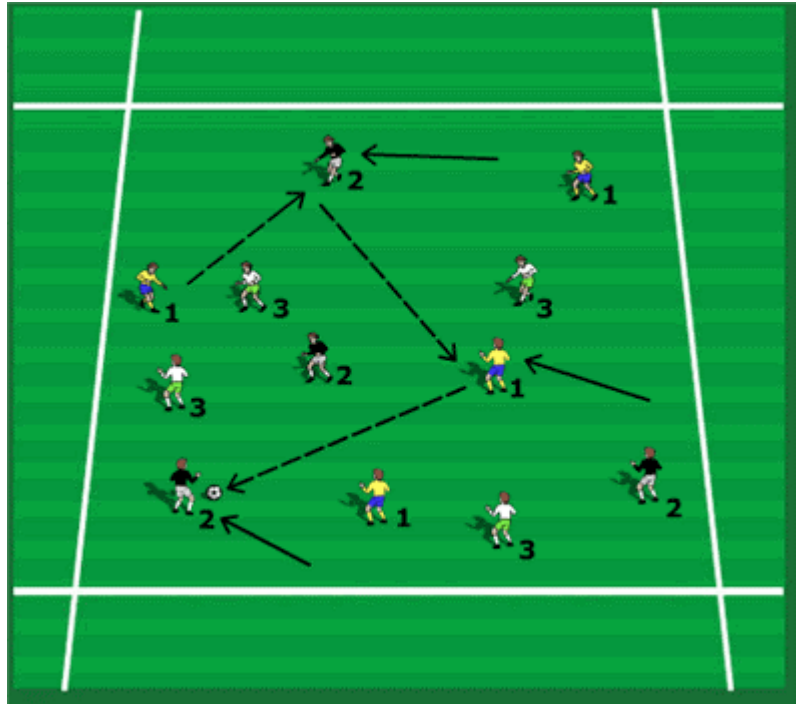
THE THREE-TEAM AWARENESS ONE TOUCH GAME

SOCCER AWARENESS DEVELOPMENT FOR COACHES AND PLAYERS

40 x 40

Working with three teams (numbers depend on how many players you have, e.g. it can be 4 v 4 + 4 or 5 v 5 + 5 etc). Teams (1) and (2) work together to keep the ball from team (3). If team (3) regains possession the team who gave it away becomes the defenders. The defenders reward is they keep the ball and link with the other team.

Rules: Once possession is gained, to establish who gave the ball away the player who gave the ball away calls the color of his team and then everyone knows they are now defending and the game continues without a stoppage.



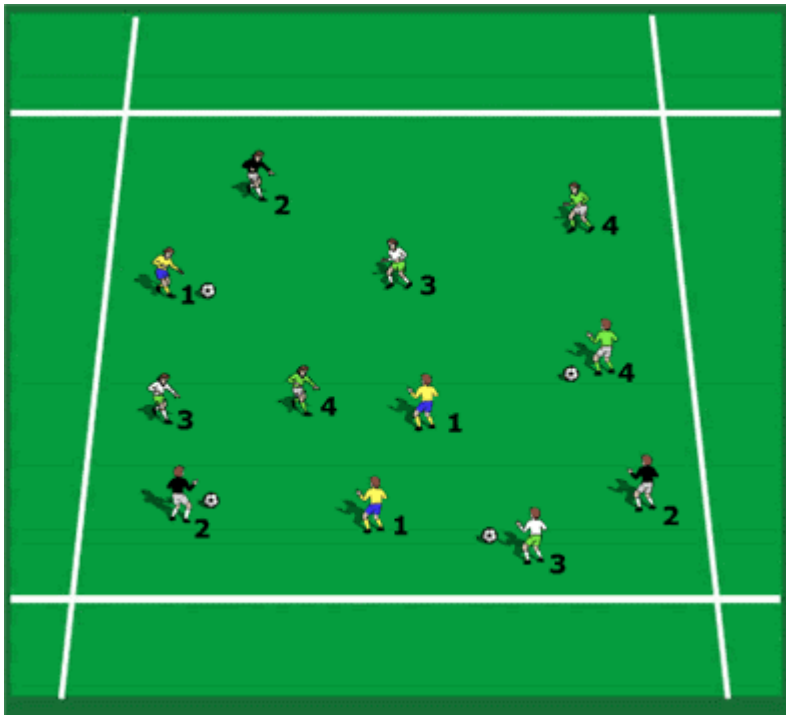
With younger players, it may be best to do this (because the ball may be given away a lot more for one thing); whoever won the ball puts his or her foot on the ball to stop play and the coach can call out the team who gave it away. Play begins again working on transitions.

Develop: Increase difficulty for attackers by:

1. Reducing the zone size.
2. Decreasing the number of touches on the ball of each player.
3. Conditioning the passing to be only to the other attacking team's players e.g. (1) only passes to (2) and vice versa, therefore only half the numbers of passes are available per player.
4. Using two balls so that as they pass one ball they are now increasing their awareness and vision by looking for the other ball coming.
5. Players take off their pinnies so they really have to look and can't rely on color identification.
6. No talking or pointing, so players have to rely on their own vision.
7. Prohibiting verbal communication
8. ULTIMATELY PLAY ONE TOUCH

COMPETITIVE NON - DIRECTIONAL THREE TEAM AWARENESS POSSESSION GAME (4 v 4 v 4)

Further Progressions: Making it more competitive, have each team be the defending team for a certain time span. If they win the ball they then give it back to the combined attacking teams. Count the number of times they win the ball. The defending team that wins the ball the most times wins the game, or alternatively the combined teams which give up the ball the fewest times win the game.



Attacking players individually count the number of times they give the ball away as an indication to each and every one of them how well they can maintain possession under pressure.

Begin with players able to have as many touches as they like, then break it down to 3 touch, then 2 touch with one touch passing the aim if it is on to do so.

Coaching Points:

1. Open body stance to allow a yard or more extra space away from defenders by letting the ball run across the body into preconceived space.
2. Looking before receiving to know in advance of the receiving pass: where the defending players are, where the space is, where teammates are free to receive a pass, how many options there are to move the ball on
3. Movement OFF the ball is a priority both to receive it and after passing it.

NON-COMPETITIVE AWARENESS NUMBERS GAME: PASSING IN SEQUENCE

This is a great game for forcing players to observe what is ahead of the ball in terms of knowing what they need to do with the ball “before” they receive it. Players (1) and (2) work together and players (3) and (4) work together.

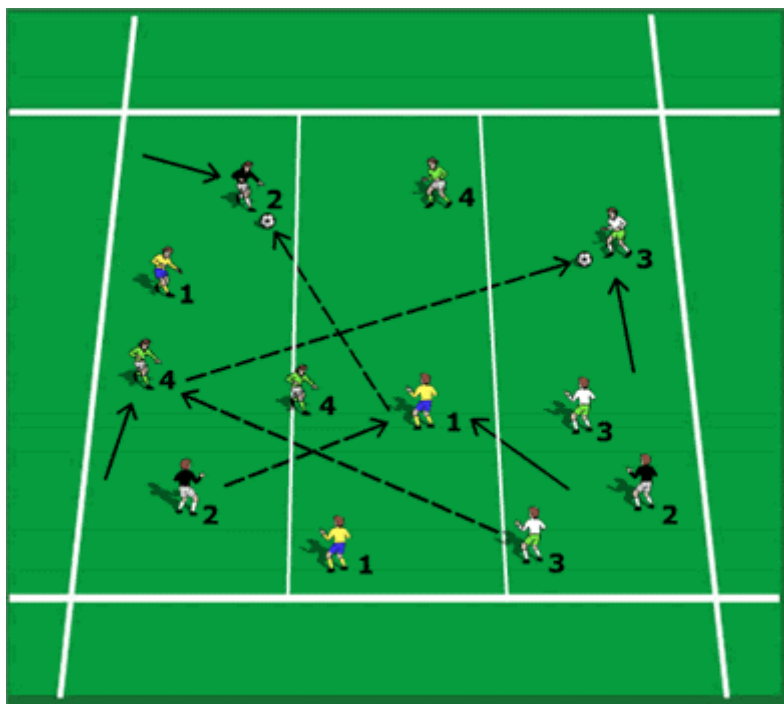
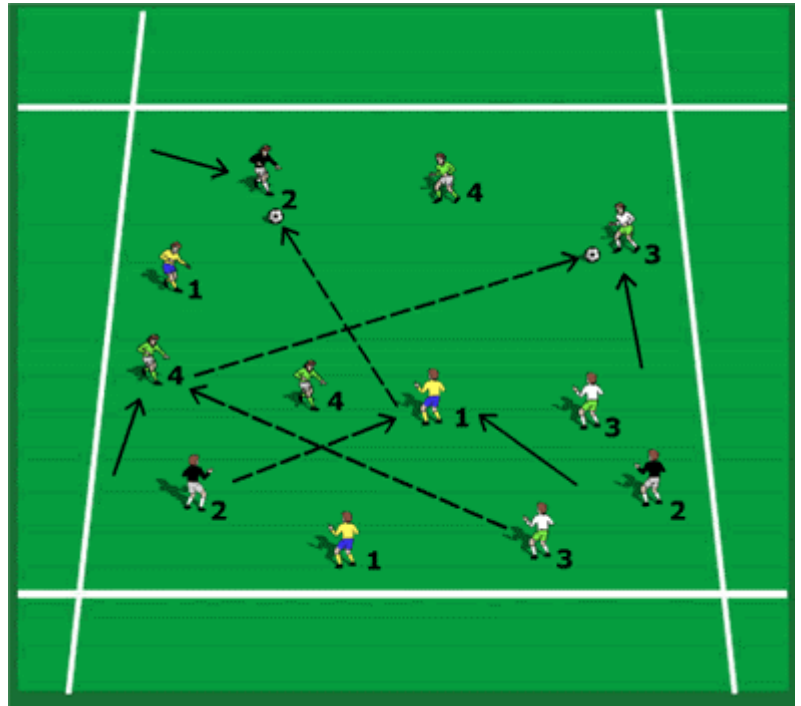
Players must pass in sequence i.e. 1 passes to 2; 2 passes to 3; 3 to 4 and 4 to 1 and we begin again. Players are static to begin then get them passing and moving. Player receives from the same person and passes to the same person each time. This develops great awareness of time, space and player positions. This is continuous work on and off the ball.

Awareness of: where the player you receive from is and where the player you’re passing to

is. Because of this players begin to anticipate the pass to them and where it is coming from. Also they must look to where it is going (where is the player they are passing to?).

We are trying to create a situation where players are looking two moves ahead, not just one. For instance, as (1) is about to pass to (2), (3) should be looking to support (2) for the next pass already, looking two moves ahead before the ball leaves (1). Peripheral Vision Development results from this.

(3) should recognize if he needs to move into a space early or late based on this observation, but know in his mind already what the next best option is. Moving into the space too early in a game situation, for example, may result in being marked too easily. But knowing in advance “when and where” to move is an advantage and this game helps players develop this thought process.



another third to receive the next pass. This can cause players to pass long or pass short and vary the range and distance of the passes and the support.

Here (3) passes to (4) and moves into another zone to receive the next ball. This ensures players get the idea of passing and MOVING off the ball, not passing and then standing. (2) Does the same with a pass to (1) then moving into another zone supporting the next ball.

Ask players to make it difficult to find them by incorporating lots of movement off the ball to test their teammate’s vision.

Progression: Use two balls then three balls at the same time. Start with a ball at (1) and (4) then at (1), (4) and (6). To keep the sequence going players must move the balls quickly with few touches hence their peripheral vision development improves dramatically. As soon as they have passed one ball off, the next one is arriving, so quick thinking is needed to make the correct decisions.

Divide the field into thirds. Players have to make a pass in one third then move to



ABOUT WAYNE HARRISON

Married to Mary for 30 years with two daughters Sophie 26 and Johanna 23.

Wayne is available for Soccer Symposiums and Conventions wherever they are needed; and able to offer field clinics and classroom presentations of your choosing. He has vast experience in this field of work.



His specialist system of play is the 4-2-3-1. His favored type of development training is that of creating the “THINKING PLAYER” through his SOCCER AWARENESS methods of coaching.


His belief is developing the MIND of the player through ONE TOUCH training, which is purely to help the development of the SKILL FACTOR (the when, where how and why of decision making; or the thinking process). He wants all coaches to teach where it is the player who becomes the decision maker not the coach.

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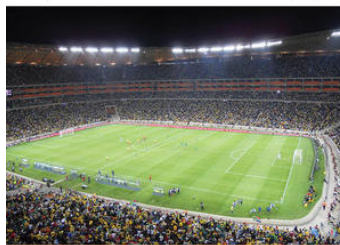
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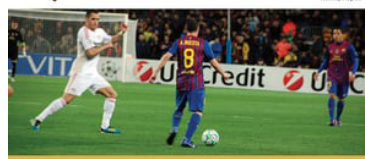
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