



Soccer Awareness Training



Ultimate Youth Coaches Training Guide

**Complete 6 - 10 Year Old Developmental
Coaching and Training Program**



ABOUT WAYNE HARRISON

- Ex-Professional Player with Blackpool; England and Oulu Palloseura; Finland
- Represented Great Britain in the World Student Games in Mexico
- Bachelors of Arts in Sports Psychology
- UEFA 'A' License 1996
- NSCAA Premier Diploma holder
- Author of 14 Coaching Books and 4 DVD's
- DOC for Al Ain Soccer Club; United Arab Emirates; Middle East; 7 Youth National Championships in 2 years at Professional level
- Proponent of Soccer Awareness One Touch Developmental Training
- Owner Soccer Awareness Developmental Training programs

This program is perfect for grassroots coaches wanting practices to start their soccer coaching education!

The prime objective of this program is to provide the best educational information possible for all coaches and players from 6 to 10 years old in terms of the Technical, Tactical, Skill, Psychological and Physical attributes players need at these ages and then bring it all together in a team concept.

As the age group raises so does the type of training required.

We go up to the 8 v 8 game situation here as the focus is on that format at these ages.

As this program is only showing the foundations of practice we will only go so far with the tactical development; as shown; that will complement the understanding and learning capacities of players at these ages.

TABLE OF CONTENTS

<u>07</u>	SESSION PLANNING OVERVIEW & THEORY
<u>30</u>	TRAINING STRUCTURE
<u>39</u>	WARM UPS AND COOL DOWNS
<u>55</u>	FAST FOOTWORK, COORDINATION AND SPEED TRAINING
<u>68</u>	COACHING AND TRAINING TOPICS OVERVIEW
<u>72</u>	DRIBBLING SESSIONS
<u>141</u>	PASSING AND MOVEMENT SESSIONS
<u>189</u>	COMBINATION MOVEMENTS SESSIONS
<u>214</u>	RECEIVING AND TURNING SESSIONS
<u>237</u>	RUNNING WITH THE BALL SESSIONS

- 250 AWARENESS TRAINING SESSIONS
- 325 CIRCLE TRAINING SESSIONS
- 344 SHOOTING AND FINISHING SESSIONS
- 366 STRIKER MOVEMENT SESSIONS
- 390 DEFENDING SESSIONS
- 425 HEADING SESSIONS
- 436 CROSSING AND FINISHING SESSIONS
- 466 GOALKEEPER TRAINING SESSIONS
- 480 KEEPER TRAINING FOR CROSSING AND FINISHING
- 506 SMALL SIDED GAMES 3 V 3 AND 4 V 4
- 554 DEFENDING SMALL SIDED GAMES

566

SMALL SIDED GAMES: 6 V 6
DEVELOPMENT

578

DEFENDING 6 V 6 SMALL SIDED GAMES

597

SMALL SIDED GAMES: 8 V 8
DEVELOPMENT

627

TACTICAL THOUGHTS ON THE
DEVELOPMENT OF THE 4 V 4

645

TACTICAL THOUGHTS ON THE
DEVELOPMENT OF THE 7 V 7

680

TACTICAL THOUGHTS ON THE
DEVELOPMENT OF THE 9 V 9

744

A SIMPLE INTRODUCTION: THE 5 PHASES
OF PLAY IN THE 1-3-3-1-3

749

DEFENSIVE ROTATIONAL RECOVERY
POSITIONS IN 7 V 7, 9 V 9 AND 11 V 11

756

EXAMPLE CURRICULUM SHOWING THE
PROGRESSIVE DEVELOPMENT OF A
SYSTEM OF PLAY

6 to 7 Years Old Developmental Training Program:

The “Fundamental” Stage of Development

“TECHNIQUE / TECHNIQUE / TECHNIQUE”

STAGE ONE

1. 6 to 7 year olds: Coaching emphasis is on teaching Technical and Mental development in the correct Environment.
2. This is the FUNdamental Stage, meaning making training fun for the players to encourage them to practice more at these young ages, and relaxing their minds.
3. Training must be initially in a non-competitive environment so the players get a chance to learn to do the technique correctly; and without pressure. Build pressure in when the time is right.
4. Short term learning practice, high in repetition, specific to the technique required, involving few decisions.
5. This is the COGNITIVE PHASE of learning theory (planning)
6. The learner thinks about the task. Movements will not yet be fluid as the player is concentrating on what to do next; and how to do it; so the thinking process is a major part of this.
7. Awareness training: The Emphasis is on Individual Awareness with lots of touches to teach the players to play with their heads up; particularly during technical development training such as dribbling and turning.
8. The coach must observe: the player may be slow to learn, compare the player with a skillful one where movement is fluid, effortless requiring no deep thought, it's almost instinctive.
9. The coach must be patient and continue to reinforce the relevant techniques until they start to become second nature in a non-competitive situation, and the players then move to the next stage of development.
10. Some may reach the next stage earlier than others.
11. In the training sessions emphasis is given to repeating the quality of football movements. These are corrected and repeated until they become a regular part of the player's package of techniques.
12. INCLUDE TRAINING WHERE THE PLAYERS HAVE AS MANY TOUCHES ON THE BALL AS IS POSSIBLE IN THE TIME YOU HAVE WITH THEM

8 to 9 Years Old Developmental Training Program:

The “Self-Thinking” Stage of Development

“ADVANCED TECHNIQUE / INTRODUCTION TO SKILL”

STAGE TWO

1. As above but now we increase the pressure in training, including simple combination plays in small numbers.
2. Developmental focus should be on guiding the players to better decisions and ultimately encouraging them to make their own.
3. Making mistakes is part of the process and should not be a negative focus rather be viewed as a positive because that is how players learn.
4. Positive reinforcement focuses of coaches on what the players get right.
5. Awareness training: The Emphasis is still on Individual Awareness with lots of touches and now we take this into a skill with more emphasis on maintaining possession in overload training.
6. Movements are becoming more fluid and players are starting to make decisions for themselves.
7. INCLUDE TRAINING WHERE THE PLAYERS HAVE AS MANY TOUCHES ON THE BALL AS IS POSSIBLE IN THE TIME YOU HAVE WITH THEM

10 Years Old Developmental Coaching and Training Program:

The “Train to Train” Stage of Development

“ADVANCED SKILLS”

STAGE THREE

1. 10 to 11 year olds: Emphasis is on turning Technique into a Skill through teaching, so players now perform the various techniques in game related situations against opponents.
2. This is the ASSOCIATE PHASE of learning theory. The learner knows what to do but still needs practice to be consistent and effective in doing it.
3. Players must understand how best “when; where, how and why” to use these techniques and turn them into skills in a given situation.
4. This is the Train to Train stage of development for players.
5. Coach’s emphasis is still Technical and mental / Psychological but now developing Tactical and Physical aspects of playing.
6. More advanced Awareness training emphasis increases and includes more speed of thought and play methodology. We are now asking players to think about fewer touches on the ball as they transfer it and making it more an introduction to a tactical / team concept as an end product.
7. Longer term learning practice, still high repetitions specific to the skill required, more decisions to make now as to “when, where, how and why” to use the ball (the “skill” factor).
8. INCLUDE TRAINING WHERE THE PLAYERS HAVE AS MANY TOUCHES ON THE BALL AS IS POSSIBLE IN THE TIME YOU HAVE WITH THEM

Keep it fun and enjoyable to foster a desire to play (intrinsic motivation)

Encourage decision-making

Imagination / Creativity (Self Thinking)

Increase demands in training

Emphasize discipline

Encourage players/teams to watch professional and National Team games on television

Whilst the breakdown of each age group in terms of the content is very similar; the depth of explanation and expected execution of the themes increases as we move up through the age groups.

AGES 6 TO 10 DEVELOPMENTAL COACHING AND TRAINING PROGRAM

Topics coaches need to teach in their training (Percentages of work at 6 to 10):

1. Goalkeeping (100% of keeper time)
2. Technique: Dribbling - Different types of dribbles and 1 v 1's: (50%)
 - a) No pressure (U8)
 - b) Passive pressure (U9 and at U10 introducing full pressure)
3. Defending (30%)
4. Receiving and turning (different types of turns) (30%)
5. Technique: Passing (short, long, straight, diagonal) (30%)
6. Passing and Movement ON and OFF the ball
7. Technique: Control: 1st and 2nd touch (20%)
8. Technique: Shooting / finishing (20%)
9. Small sided game development (40%)
10. Technique: Running with the ball (15%)
11. Fast footwork and co- ordination (15%)
12. Support play and positioning (15%)
13. Awareness (intermediate level) (20%)
14. Combination plays (10%)
15. Technique: Defending (1 v 1 through 8 v 8) (10%)
16. Team shape (10%)
17. Technique: Heading (5%)
18. Conditioning (basic match fitness) (5% at U10 perhaps)

Percentages change each year from U6 to U7 to U8 to U9 to U10.

For example: more dribbling and 1 v 1 confrontations under pressure at U9; then more again at U10 so the skill factor comes in; where; when, how and why to dribble.

THEMES WITH MORE DETAIL THAT COACHES NEED TO TEACH IN THEIR TRAINING

A positive, determined and confident attitude to the game through INTRINSIC BELIEF has to be developed as technique and skill alone will not make a player.

1. Fast Footwork and Coordination

- Balance; agility, timing; fast feet; changing direction
- Messi and Ronaldo are the 2 players with the best foot skills in the world.
- Both of them are always in control of the ball and have the ability to pass defenders using their skills (moves).
- Fast Footwork is based on being in control of the ball and using skills (moves) to pass the defender.

2. Dribbling and Developing Touch on the Ball (different types of dribbles and 1 v 1's):

no pressure, all in a no pressured environment during drill exercises: ball manipulation (dribbles, turns)

Objectives:

- Perfect with all parts of the feet and parts of the body
- Move the ball to develop and exploit space.
- Ability to protect the ball when challenged
- Coordinated with agility to disguise the movement with the balls
- To create space in the attacking third exploiting space in front and behind positive attitude to go past opponents

4. Defending

- Defend the feints and directional changes
- Defending and recovering when off balance
- 1 v1 dominance in all defending skills (press, interception, spoil, heading etc)
- Defend the counter attack as an individual
- Defend against fast shifts and turns in tight areas
- Calculate ball speed and flight quickly
- All ball playing requirements

4. Receiving and Turning

- Away from players to create space and time
- Variety of turns to change the direction and momentum of passages of play
- Tight and soft 1st touch in tight areas
- Assured and accurate 1st touch on the move at speed
- Receive and accurately re-direct fast passes (1 touch)
- Clever receiving skills – 1 touch - 0 touch
- Late, fast 1st touch (no clues)
- Dummy before and on contact where appropriate
- Unexpected, unorthodox touch – any surface
- Turns, turns, turns! (Late and fast – fast and early)
- Any surface, anytime, any speed, anywhere

5. Running with the ball

- Running with the ball to produce an end product
- Look to exploit spaces between players
- Control and composure (few touches on the ball for speed)
- Head up to see options (VERY IMPORTANT)
- Into space to make ground – past and across opponents
- Into space to move or attract opponents
- At an opponent to confront him
- Counter attack mentality
- Feints on the run
- Release with sensitivity on the run at speed (outside of the front door)
- Evade, avoid and eliminate an opponent with a dribble
- Increased foot and lower limb speed required

6. Control: 1st and 2nd Touch

- Use all parts of the feet and body to receive the ball
- Use of the first touch to create a new angle with the ball
- Understanding of space and how to create it
- Perform in tight areas under pressure
- Shield and protect the ball when closely marked

7. Awareness (Beginner Level)

- Assessing options before receiving the ball
- Teaching “looking before receiving”
- Learning through the important Concept of “THINK and LOOK” in ADVANCE of the ball
- Learning to play ONE touch
- Learning to think more quickly
- Learning to make faster and more accurate decisions
- Learning when and where to speed up and slow the game down through EARLY observation
- **Developing a THIRD EYE**

8. Passing (Basics)

- Two footed passing ability (inside / outside)
- Selection of long and short passing
- Ability to pass with tempo on the floor
- Lofted / chipped passes in the air with both feet
- One touch passes and volleyed passes
- Passing off the front foot
- Long diagonal passes
- Types of pass: lofted, swerving, driven; chipped; with backspin for control.
- Fast passes: Pass, inter pass and exchange passes at speed
- Passes on the move at speed
- Ability to operate at varied passing speed
- Delivered with spin and drag (vertical and horizontal)
- 1 touch excellence
- Disguise, subtlety and sensitivity
- Unorthodox, unusual and unexpected (fast and efficient to be seen as the norm?).
- Release from unorthodox body positions and shape

9. Shooting / Finishing

- Accuracy v power (composure)
- Introduction of power shooting with both feet
- One touch finishing in the penalty area
- Volleys, half volleys
- Improvisation: first time or following first touch

10. Goalkeeping (determined by the keeper coach)

11. Heading (attacking and defending)

- Height and distance defensively
- Downward headers at goal offensively
- Timing of contact
- Emphasis in competitive situations

12. Support Play and Positioning (basic ideas) - Movement off the ball that involves about 90% of the game

13. Combination Plays (give and go, overlaps, wall passes etc) - Small sided 2 v 1, 3 v 2, 3 v 3 and 4 v 3

14. Team Shape

- Ultimately we develop 8 v 8 for Attacking and Defensive positioning.
- Learning a particular system of play
- Teaching other systems to call upon if needed
- Learning their role within the team
- Working on units within the team structure

15. Small-Sided Game Development

- Starting with a 2 v 2 plus 1 leading to a 3 v 3 and 4 v 4
- Very important due to much increased number of touches on the ball.
- The fewer players on the field, the more possible times a player will come in contact with the ball. In fact, players will find they have no choice; the ball will quickly find them!
- Simpler to understand at younger ages with fewer options available to confuse the mind
- Because we want our young soccer players to make more, less complicated decisions during the game!
- The small-sided game allows coaches a perfect opportunity to observe and analyze the individual and collective responses of players under quick game-like conditions in a simpler environment.

6 TO 8 YEAR OLDS

We want players who:

- Want to run with the ball
- Are motivated to practice
- Are inventive
- Show enthusiasm
- Have Coordination
- Have a willingness to try things
- Are unpredictable
- Are uninhibited

Our Players need:

- A basic technical grounding
- To be two footed in all aspects
- The ability to work the ball
- The ability to dodge opponents or dribble
- To be dribblers with the willingness to beat players
- To be able to protect the ball
- To know when to pass/run/dribble

Make it fun, Interesting, Keep their attention

LET THEM MAKE MISTAKES AND LEARN FROM THEM; BE NICE

TECHNICAL PROGRAM NEEDS TO COVER FOR 6 TO 8'S

- Ball Mastery – Coerver work – Ball feeling and familiarity
- Ability to use both feet – weak foot work
- Passing, control – ability to take/cushion the ball with all parts (With movements prior to)
- 3v1, 4v1, 4v2 for support and making angles
- Dribbling, running with the ball
- 1v1 activities for fun and enjoyment
- Heading for fun
- Shooting two footed
- Games in small groups: 3 v 3; 4 v 4, they want to play; not be Coached – rotate players
- Speed – Quickness
- Fast footwork with and without the ball
- Tag games to develop fast feet and leg strength
- Show how to spread out to create space
- Play games for ENJOYMENT, encourage them to produce a skill
- Get everyone back behind the ball

9 TO 10 YEAR OLDS

We want players who:

- Are creative (so as not to look the same)
- Are more willing to learn
- Are less selfish
- Are prepared to really get into techniques and Skills (decision making)
- Are coachable

Our Players need:

- To be masters of 1v1, attacking and defending
- Proficient in “Ball Striking” in every way
- The ability to combine/relate to others
- To understand space (basic concepts)
- The importance of passing forward
- The ability to transfer skills (decision making) into game situations

More attention to coaching and teaching

STILL LET THEM MAKE MISTAKES AND LEARN FROM THEM, AND STILL BE NICE!!

TECHNICAL PROGRAM NEEDS TO COVER FOR 9 AND 10'S

- Emphasis the importance of passing, control and good support – Positions to receive – open body shape
- Making time/space on the ball
- Uneven possession games – overload for success e.g. 3 v 2 attack
- Practices (to encourage decision making)
- 1v1 basics – dribbling
- Ability to beat opponents, to feint, to 'dodge' to create time and Space
- Screening, shielding and turning with the ball
- Receiving and turning
- 2 v 1; 2 v 2; etc
- Shooting/finishing (both feet)
- Heading games
- Combining with others
- Fast footwork and movement
- Speed, agility, quick feet , co-ordination, balance
- Play Academy games with more of a shape
- “Decision Making” is a massive factor in training at these ages

HOW WE SET OUR TEAMS UP AT 8 V 8

To relate the field positions of the 8 v 8 players in the 3-3-1 to the 4-2-3-1 formation for the 11 v 11 we do the following:

We do not include center backs 4 or 5.

Number 10 in 8 v 8 can be represented as EITHER a number 8 or a number 10 in 11 v 11.

Both types of player work for this.

The rest of the players mirror the positions of the same numbered players in 11 v 11 that being: the keeper 1, fullbacks / wing backs 2 and 3.

Central defensive midfielder 6 (who can play center back or center midfield)

7 being wide right (midfielder / winger / wide striker),

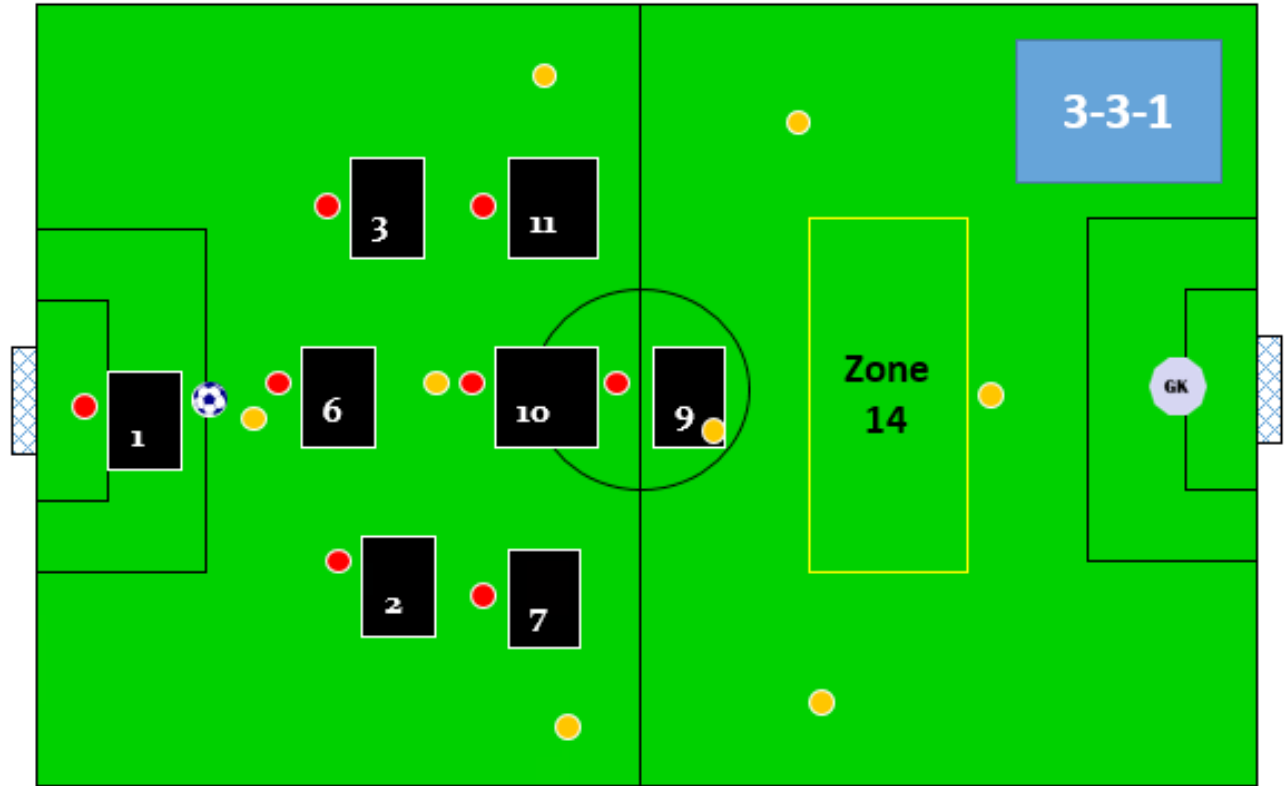
11 wide left (midfielder / winger / wide striker) and

9 is the central striker.

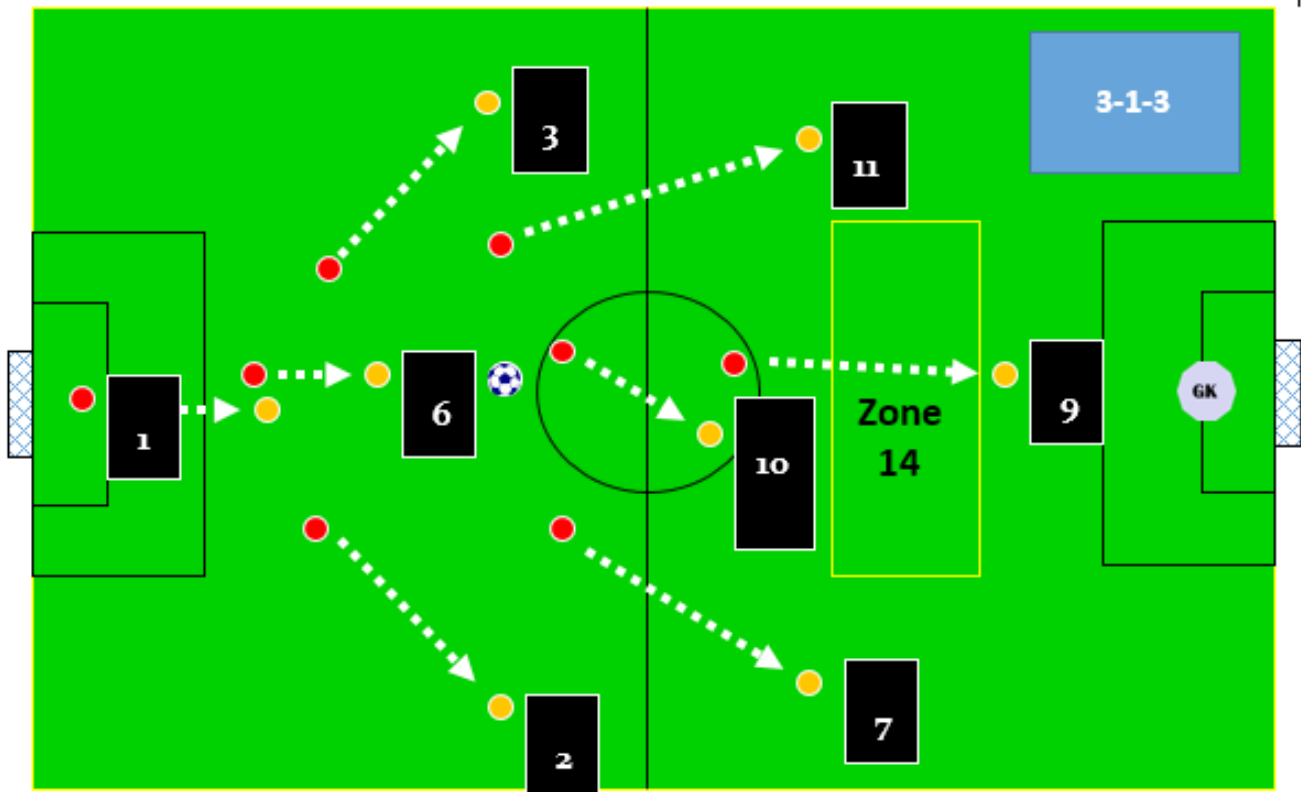
So using this method, we are creating really consistent and relevant developmental training that can be easily transferred from the 8 v 8 model to the 11 v 11 model.

This means the movements and types of plays technically and tactically we want to teach at U11 and 11 v 11 are already being established at U7, U8; U9 and U10.

Using Cones as Reference Points for Team Shape Defensively



Attacking Shape is Now a 3-1-3



INDIVIDUAL TECHNIQUES, SKILLS AND SPECIFIC ATTRIBUTES

The Modern Player

- Extended technical range
- Technical & tactical at optimum speed
- Tactically efficient in more than one role
- Capable 1v1 in offence & defence
- Expansive range of 1st touch
- Able to play 1 touch accurately at pace
- Awareness and ability to play in congested areas
- Retain and manipulate the ball at speed and under pressure
- Have both an individual and team mentality
- Defensive intelligence to read and respond to game events

- Speed
- Strength/Power
- Agility
- Height/Size for position

- First Touch
- Ball manipulation
- Release skills
- Receiving skills
- Retaining skills
- Running with the ball
- Shooting/finishing
- Heading
- Tackling

- Reading the game
- Vision/Decisions
- Communication
- Small combination plays
- Assessing opponents
- Controlling tempo
- Pacing the game

Goalkeeper

- All round GK techniques
- Emphasis on distribution
- Height
- Composure
- Leadership
- Communication
- Concentration
- Courage (physical & mental)

Full Back (2 & 3)

- Challenging & Defending 1v1
- Distribution short & long
- Running with the ball
- Crossing
- Throw ins.

- Support
- Overlaps
- Marking
- Covering
- Defending the back post
- Tracking
- Recovery
- Speed
- Mobility

Centre Backs / Midfield Anchor (6)

Doubles as a Centre back (we want all our centre backs when we go to an 11 v 11 to be able to play like a Number 6.

Challenging & Defending 1v1

Heading

Marking

Covering

Passing short and long

Leadership

Composure

Reading the game

Communication

Advancing into midfield

Building play from the back

Speed

Mobility

Long & short passing

Receiving

Heading

Shooting

Challenging

Vision

Defensive understanding

Positional interchange

Athleticism

Attacking Midfielder (10)

Short passing
Receiving
Running with the ball
Dribbling
Shooting/finishing/scoring
Heading
Crossing
Challenging

Support
Running off the ball
Combination play
Clever play (wall passes, over's, takeovers)
Positional interchange
Rebounding
Pressing
Marking
Tracking
Recovery
Communication & leadership

Athleticism
Quick, good feet
Speed

Forwards (7, 9 & 11)

First touch receiving & lay offs

Turning

Shooting

Finishing/scoring, on the floor/head

Dribbling

Running with the ball

Crossing

Heading

Challenging

Leadership & authority (especially 9)

Composure

Creating & exploiting space

Positional interchange

Quick play (wall passes, overs, takeovers)

Clever running off the ball (diagonal)

Recovery & defending

Defensive understanding

Pressing

Speed

Height

Mobility

Strength/Power

6 TO 10 YEARS AGE GROUP COACHING AND TRAINING SESSIONS FOR THE SEASON

Using Learning Theory to Influence Practice

Performance +
Learning +
Short Term
Long Term
Repetition
Free Play
Specific
Variable
Blocked
Random
Few Decisions
Many Decisions

Short Term Learning and Performance

Greatest short term learning and performance gains comes from practice that is high in repetition, specific to the skill required (practicing that one particular technique), uses blocked (repetitive) practice that involves few decisions.

This type of practice will demonstrate the greatest short term gains in performance but is necessary to increase the likelihood of long term learning.

Practicing ball control and manipulation many times over in a designated area without competition; as we do with the younger players is an example of this short term learning. This builds confidence and helps performance. Introduce competition slowly.

Long Term Learning and Performance

Greatest gains in long term learning and improved performance come from practices involves more free play, uses variable practice conditions, and involves making many decisions.

Developing the previous example of ball control and manipulation here, in an area with “opposed” practice, where decisions need to be made as to when, where and how to use the ball.

Hence we need to start players at an early age using the practices pertaining to the Short Term Learning model and as they develop as players introduce practices related to the Long Term Learning Model.

Short Term Training Problems

Short term performance objective practices can lead to de-motivation (boredom) if overdone. Appropriate challenges and variety are needed. To avoid this boredom factor, practices that are more game contextual i.e. situated in appropriate game areas but still involving repetition, will be more motivating. Players can see the relevance in the game to the movements.

The practices I have created involve a little competition which is designed to keep the players motivated and avoid the boredom factor setting in, such as: how many step over turns can a player do in a minute?

This involves more practice and less coaching interventions as these practices can be designed to run automatically with minimal interference from the coach.

Practices can vary from blocked repetition to more random free play but in repetitive form, 2 v 1's for example, a lot of repetition with a 2 v 1 overload but variety and free play in as much as making decisions and having options within the repetitive practices.

Fitness

A by-product of repetitive, little coach intervention practice is that specific fitness qualities improve depending on the type, intensity and frequency of the practice.

Short Term Learning Model

1. Repetition of the Same Techniques - Specific Practices Using These Techniques
2. Few Decisions Needed to Be Made in These Practices
3. Introduce a Competitive Element Slowly When the Players Have Overlearned the Specific Techniques so they Can Gain Success
4. Keep It Interesting to Avoid Boredom
5. Introduce Overload Games and Then Small Sided Games to Bridge the Gap Between the Two Forms of Learning

Long Term Learning Model

1. Introducing Free Play – Game Situations Also
2. Using Different Themes in Practice
3. Increasing the Number of Decisions Needing to Be Made
4. Reverting Back to Short Term Practices Periodically to Further Cement These Techniques to Continue the Long Term Development of the Players

This Is a Breakdown of the Coaching and Training That Goes with Each Session Plan

1. Session Plan Checklist
2. Warm Ups
3. Individual Session Plan Theme
4. Small-Sided Games
5. Fast Footwork and Coordination
6. Cool Down (Same as The Warm Up Though at a Slower Pace)

As the coach you can do them in any order you may want to change the small-sided game to after the warm up but before the theme, or the fast footwork do it at the beginning when they are fresh. This above is just the usual order sessions are run.