

# 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.

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## 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

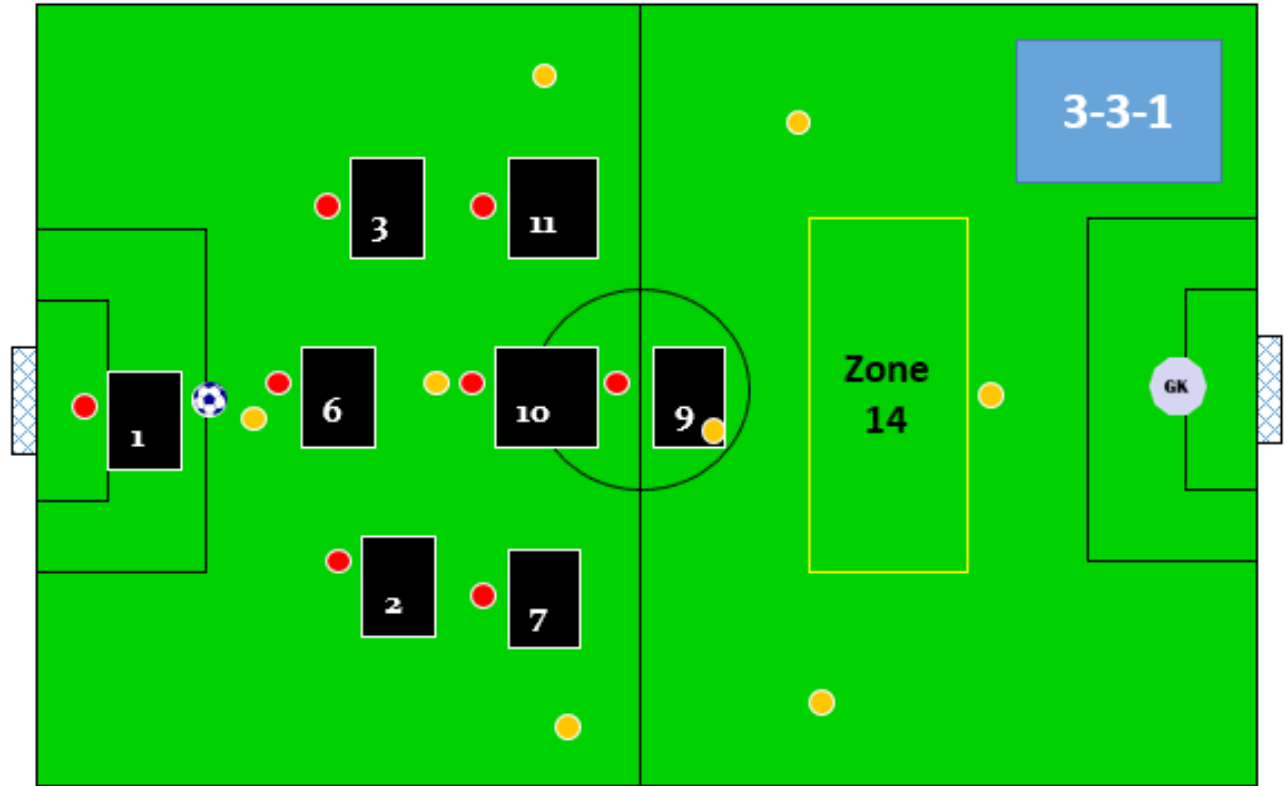
9 is the central striker.

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.

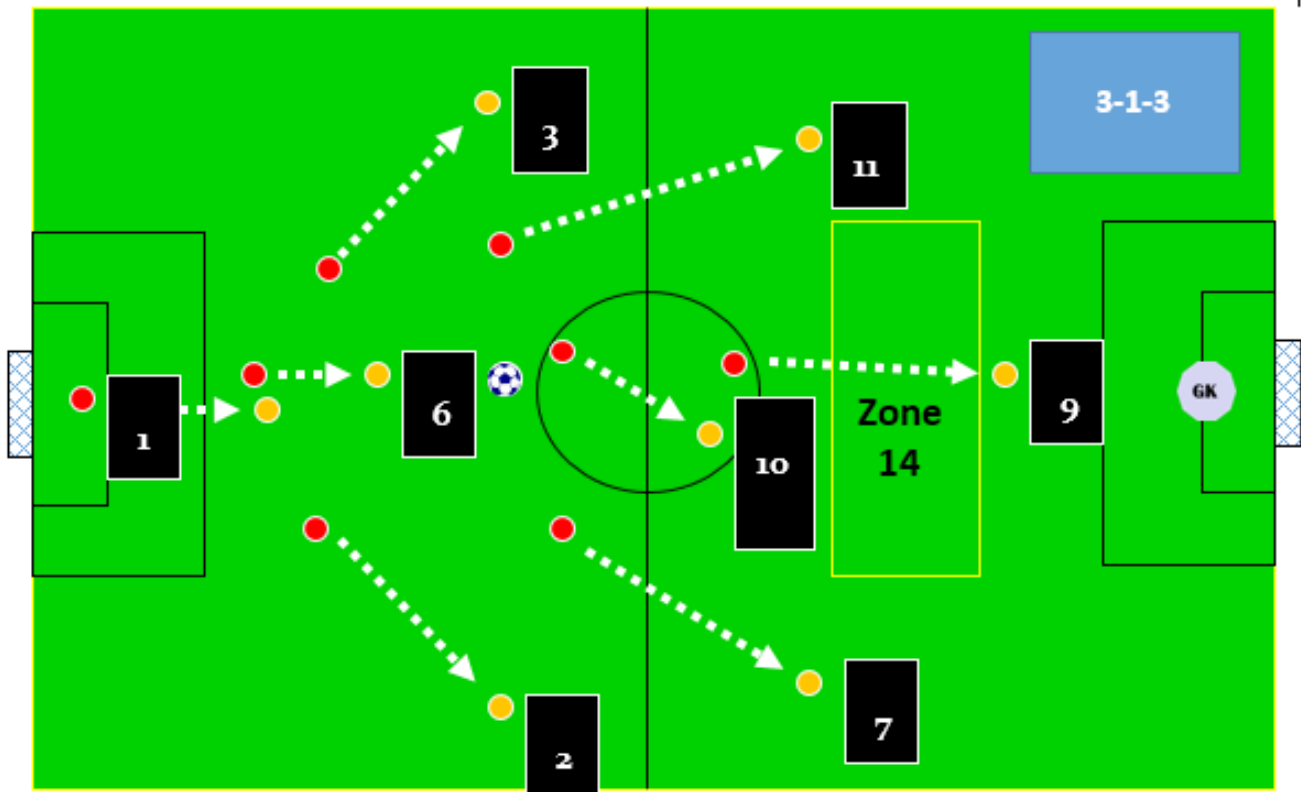
This means the movements and types of plays technically and tactically we want to teach at U11 and 11 v 11 are already being established at U7, U8; U9 and U10.



## 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.

# TRAINING STRUCTURE: EXAMPLE OF A SESSION PLAN

It would be useful if we all worked at structuring our sessions along the same lines to ensure we provide the correct coaching for all the players in all the teams. The following presentation is one way to set it up and it helps you organize your time management for a session. This is how we want to do our winter training sessions for everyone. We have one hour per session you can change the amount of time spent on each phase depending on how long your session is.

1. Warm Up (10 min.): Ball each and / or Awareness workout. They must get lots of touches to get comfortable on the ball to begin the session.
2. Theme of the Day (35 min.)
3. Scrimmage (30 min.): To practice when, where, and how to apply the theme. They must be S.S.G's and preferably 3 v 3 game size.
4. Coordination and Speed Work (10 min.): Balance / quick feet. Also power work for the older ages.
5. Cool Down (5 min.): Ball each and / or Awareness workout if time allows.
6. Concluding Discussion: What did they learn today?

TOTAL = ONE HOUR AND 30 MINUTES

By using a structure you can focus the minds of yourself and the players thereby increasing the work time and decreasing the talk time. Players arrive for training and know what to expect and can get straight into the warm up without prompting.

More Demonstration and less Explanation works best. If you have time use the session planner to have a record of what you did; how it faired and what you may change for next time to make it better. Build up your own record of what you did over a season and from this you can plan a program for yourself in time.

# COACHES CHECKLIST FOR A SESSION PLAN

To help you understand how important it is to structure your plan to ensure it is as effective as possible the following guidelines may help.

COACHES NAME: .....

TEAM AND AGE GROUP: .....

DATE: .....

SCORE 1 TO 6 (6 being the best)

SCALE 1 TO 6

- (6) Excellent
- (5) A Strength
- (4) Good
- (3) Average
- (2) Needs Improvement
- (1) Needs to work very hard to improve
- (0) Did not apply anything to the task in hand

1) PREPARATION

2) MANNER

3) ORGANIZATION

4) TECHNICAL

5) TACTICAL

6) OBSERVATION

7) COMMUNICATION

8) COOPERATION

## 9) COACHING EFFECTIVENESS

### A) Preparation

- Produced a session plan (if creating his own plan)
- Organized facilities and equipment
- Outlined the theme to the players

### B) Manner

- Encouraged two way communication with the players
- Coaching Demeanor: Demonstrated motivation and a positive attitude

### C) Organization

- Demonstrated effective time management (having equipment set up on time and ready to go at the appropriate time)
- Effective Time management with regard to talking with the players during the training
- organized the space and the players appropriately

### D) Technical

- Conducted a “theme relevant” warm up and cool down
- Produced technically sound information and appropriate skills practices for the Theme in a sequential manner
- Stayed with the theme throughout the exercise and did not gravitate from one Theme to another

### E) Tactical

- Conducted relevant tactical themes for training including Functions and Phase plays to support the “Skills” training
- Finished with a Game Situation (up to 11 v 11) that was based on; and Specific to; the “Theme” of the days training

### F) Observation

- Showed an ability to analyze the players
- Progressed to the needs of the players
- Correction of problems by adapting the practice to suit

#### G) Communication

- Provided accurate demonstrations
- Used guiding question and answer coaching style
- Finished with positive feedback in closing discussion
- Communication with the D.O.C.

#### H) Cooperation

- Adhered to the correct training program provided by the Academy Director of Coaching
- Showed willingness to adapt to a new training policy
- Employed the Continuums Development Training Model to Training

#### I) Coaching Effectiveness:

- Overall knowledge
- Identification of faults where applicable
- Effectiveness of the training

TOTAL SCORE:

COMMENTS FOR THE FUTURE:

# HOW TO ORGANIZE A SESSION PLAN

- 1) Organize The Equipment (Bibs, Balls And Cones)
- 2) Coach Only One Team At A Time To Avoid Confusion
- 3) Coach (Affect The Attitude) Of Each Individual Player In That Team
- 4) Stick To The Same Theme
- 5) Use Designated Start Positions To Begin Each Practice To Paint The Picture You Want To Create
- 6) List The Key Coaching Points
- 7) Think Individual / Unit / Team – Simple To Complex And Develop Logical Progressions Into The Session
- 8) Specify The Size Of Area Used And Make It Relevant To The Numbers And Ability Of Players Used
- 9) Divide The Field Into Thirds For Easier Points Of Reference In Small - Sided Games
- 10) Use Target Goals, Target Players, Or Lines For Opponents To Play To In Phase Plays And Functions
- 11) Isolate The Areas And Players In Functional Practices To Keep It Specific
- 12) Use Offside Where Necessary For Realism
- 13) Coaching Method: Freeze The Coaching Moment (Stop, Stand Still), Review What Went Wrong, Re-Run Slowly (Can Be Walking Pace), Re-Create The Set Up And Go At Match Speed. Let Them Play
- 14) Use A Questioning / Guiding Coaching Method Rather Than Command
- 15) For Attacking Themes Limit The Number Of Touches The Opponents Have If They Win The Ball
- 16) For Defending Themes Limit The Number Of Touches The Defending Team You Are Coaching Has When They Win The Ball. This Ensures The Opponents Have The Ball For The Defenders To Try To Win Back



# SESSION PLANNER NUMBER

Date:

Coach:

Team (Age, Ability Level, Gender):

No. Of Players Attending:

Title Of Session:

Session Objectives (Key Points):

- 1.
- 2.
- 3.
- 4.

Equipment Required:

No. Of Soccer Balls:

No. Of Goals:

Safety Factors To Observe:

Function / Phase / Ssg:

Organization Of The Session:

# HOW TO SET UP A SMALL - SIDED GAME

This is a game of less than 11 v 11 that can be any number from 3 v 3 to 9 v 9. The general sizes of a game to establish team coaching themes are usually 6 v 6 or 8 v 8. I have included two examples of set ups for these sizes of games.

## Session Plan

1. Only coach one team at a time.
2. Try to work with all the players on the team you are coaching, affecting each performance in a positive way.
3. Stick to one theme / topic at a time don't jump from one to another during the session this will only confuse the players.
4. Divide the field into thirds; defending, middle, attacking third, for easier points of reference (for 6 v 6 and upwards). Cone the thirds of the field off to show the boundaries.
5. Use specific start positions to get the session going.
6. Develop your theme using the key coaching points and use them as a base for referral to check you have covered them in the session.
7. List the key points in the order you perceive them in the process of building the session. For example in defending, pressure on the ball comes before support.
8. Move from simple to complex as you develop the session, for example in the theme defending from the front, coach individual play within the team concept first (working with one striker), move to coaching a unit of players (it could be the two strikers working together), then extend the numbers (it could be working with the strikers and midfield players then finish with coaching the whole team (strikers, midfielders, defenders, keeper).
9. This is individual, then unit, then team in this order building up the session from simple to complex in a logical order.
10. This is just an example to how it can be done in a logical order; it is up to the individual coach to develop his / her own method to suit their own style of coaching.

# HOW TO BUILD A FUNCTIONAL SESSION

1. Coach only one set of players.
2. Work with all the players but work primarily with those players in the specific areas you are trying to affect. On a percentage scale consider 75% of the time with the specific players and 25% of the time with the supporting players on the same team.
3. Stick to the same theme.
4. Try to isolate the area of the field and the players who function within that area that you are trying to affect. For example the area to work in with central defenders would be centrally around the edge of the penalty area up to the half way line. For wide midfielders it would be on the wings of the field.
5. Use start positions to determine how the session begins. Servers can be used to start the session and also double up as targets to play to.
6. Develop your theme using the key coaching points and use them as a base for referral to check you have covered them in the session.
7. List the key points in the order you perceive them in the process of building the session.
8. Work with the individual then the pair or unit building up the number of players you work with at any one time.
9. Use the functional practice to work with a small number of players in key areas of the field. A functional practice is more specific than a small – sided game, phase play or an 11 v 11 and it isolates the players being coached.

# HOW TO PRESENT A PHASE PLAY

1. Only coach one team at a time.
2. Try to work with all the players on the team you are coaching, affecting each performance in a positive way.
3. Stick to one theme / topic at a time don't jump from one to another during the session this will only confuse the players.
4. Include key coaching points you want to get into the session and list them with the session plan. Try to cover each point within the session itself.
5. Use specific start positions to begin the session.
6. The phase play is attacking one set of goals only with target goals for the opponents you aren't working with to play to, should they win the ball.
7. In defending phase plays where you are working with the defending team who protect the only goal, the team that needs to have the ball most of the time is the attacking team as it is the defending team's job to win it back. Once they win it they should get the ball to a target goal quickly and in as few passes as possible as we are coaching them when they haven't got the ball not when they have it in their possession. As soon as they have won it and have got it to a target the ball goes back to the attacking team and they begin a new attack. You can condition this by allowing the defending team only so many passes (maybe 5 passes) to get the ball to a target then they lose the ball and a new phase play is set up.
8. It can be numerous combinations of numbers of players ranging from 4 v 4 to 9 v 9, this can depend on the number of players you have to work with on any given day. Often the best number is a 7 v 7 or with an overload with the team you are working with perhaps to help gain initial success in the session (it could be a 7 v 5). For example in an attacking phase play have 7 attacking players against 4 defending players and a keeper to help the session have the chance be a positive experience for the players you are coaching and the theme to be successful.

**Coaching Styles** – Command, question and answer and guided discovery are the three methods of coaching to be used preferably the third one; guided discovery being the most used as it gets the players to think for themselves though there are always situations where each style is required to be used. Command is telling and / or showing them what to do (doesn't leave a lot of room for the players to think for themselves and understand), question and answer is just that; asking them to tell you what they think should happen, guided discovery is asking them to show you they understand a coaching point by moving themselves to the position you require them using their own decisions.

# WARM UPS AND COOL DOWNS

## Effective Warm Up for Soccer

Can coaches please explain to their players why we do a warm up to reinforce the concept?

### Main Objectives

1. To allow the ATP-CP (Alactacid) and the oxygen (lactacid) energy systems to produce energy to get up to speed in preparation for the work they will do.
2. To warm muscles and connective tissue (ligaments and tendons) and stretch them to their working lengths to reduce the chance of injury.
3. To allow us too mentally focus and get ready for the task in hand and practice some of the skills that may be required.

### Elements of Warm Up

1. Activities to Raise the Heart Rate - Gradual increase recommended, heat produced in the body warms up the muscles.
2. Game specific movements (Awareness session) - Slow pace – half pace – faster pace. Changes in direction, turning and striding out. Passing – receiving and turning.
3. Stretching - Muscles to” working length”; up to 15 seconds / stretch

ALL MOVEMENT ACTIVITIES CAN BEST BE PERFORMED WITH, RATHER THAN WITHOUT SOCCER BALLS DURING WARM UP.

# WARM UPS AND COOL DOWNS

## Effective Cool Down for Soccer

Can coaches please explain to their players why we need to cool down to reinforce the concept?

### Main Objectives

1. Remove Waste Products of Exercise: Lactic acid is a by-product of exercise and causes muscular soreness and stiffness after a match or training. Light activity afterwards can accelerate the removal of such waste products and help the body to recover more quickly (up to three times more quickly than when players simply stop).
2. To Provide an Opportunity for Stretching Work: Some muscles after activity don't return to their normal length for up to two days, hence stretching immediately when they are still warm can help prevent this.

### Elements of Warm Up

1. Game Specific Movements (Awareness session) - Maintain blood flow and assist removal of waste products by low intensity work such as passing, turning, running, changing direction.
2. Longer Hold Stretching - Maintenance of muscle length
3. Limb Shaking - Promotes the return of blood to the heart and feelings of relaxation e.g. players lying on the ground, raised legs with a partner gently shaking their legs.
4. Rehydration - Particularly sports drinks.

ALL MOVEMENT ACTIVITIES CAN BEST BE PERFORMED WITH, RATHER THAN WITHOUT SOCCER BALLS DURING COOL DOWN.

# WARM UP AND COOL DOWN FOR TRAINING AND MATCH SITUATIONS

Warm Up and Cool Down are both important parts of any coaching session or indeed any game situation and should be included at all times particularly at a young age where doing so reinforces good habits in players. Due to the great need for players to have as much contact on the ball as possible to aid technical development, I recommend coaches get away from warming up and cooling down without the ball and introduce its use at every session they do, be it at a game or at practice. I will include some practices you can use as a reference.

## TECHNICAL ROUTINE TO USE

1. Players standing in the same position have to use one foot to “pull” the ball back with the “sole” of the foot and “push” the ball forward with the “laces” of the same foot. Do the movement with their heads up.
2. Do it in a circle facing North, South, East and West on the call of the coach or have for example ten pulls with the sole and pushes with the laces movements at each direction. Quarter turns on each call going around in a circle.
3. Same idea but drag back with the sole, push forward with the side of the foot not the laces. Bounce on the non-kicking foot as they do it.
4. Inside and outside of the foot, roll the ball to the outside (on top of the ball contact), cut it back with the inside and roll the ball to the inside and cut it back with the outside of the foot. Repeat 10 times either side.
5. Using the inside and the outside of the feet and moving side to side. Move the ball with the inside of the foot then the outside to bring it back but with the same foot. Use a cutting motion. Repeat 10 times either side.
6. Juggling and counting the number of juggles, using both feet and both thighs.
7. Step-Over Turn
8. Drag Back Turn
9. The Cryuff Turn
10. The Inside Hook Turn
11. The Outside Hook Turn
12. Twist Off Turn
13. Matthews Dribble
14. Beardsley Dribble (double Touch)
15. Rivelino Dribble
16. Scissors Dribble
17. Double scissors Dribble
18. Maradona Dribble and turn



# WARM UP AND COOL DOWN FOR TRAINING AND MATCH SITUATIONS

For individual dribbles and turns do 10 each one on the calling of that number. It can be three separate routines, 1 to 6, 7 to 12 and 13 to 17.

You can create your own routine from all these ideas that the players have to do for a warm up at the beginning of every session.

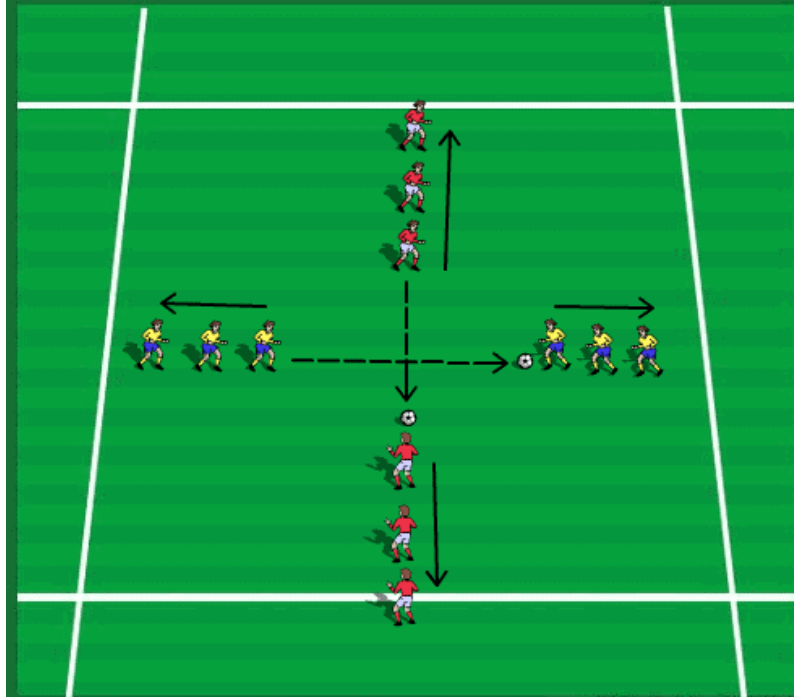
1. Divide into two teams to start (for the scrimmage later if it's a coaching session). A Ball each dribbling, turning controlling the ball, practicing skills at a slower pace if it's a warm up to build to full pace or slowing down if it's a cool down
2. Include changes of pace in this, switching balls between players, Coach can provide passive pressure and can condition the content; the players decide when and where to implement it.
3. Stop on a regular basis to stretch, get them tuned into thinking for themselves and being concentrated early by asking the players to come up with stretches for you.

**An example of effective use of a ball during warm up and cool down:**

Five minute warm up = 3.5 minutes with the ball (1.5 minutes stretching) i.e. 1 touch / second means 210 extra touches.

Five minute cool down: as above = 210 extra touches. Total is 420 extra touches on the ball per player by just incorporating the use of the ball (Ten minutes either side of the session would provide 820 extra touches if you have the time, and help to reinforce the awareness session).

## Warm Up 1: Passing and Moving (A Fun Warm Up)

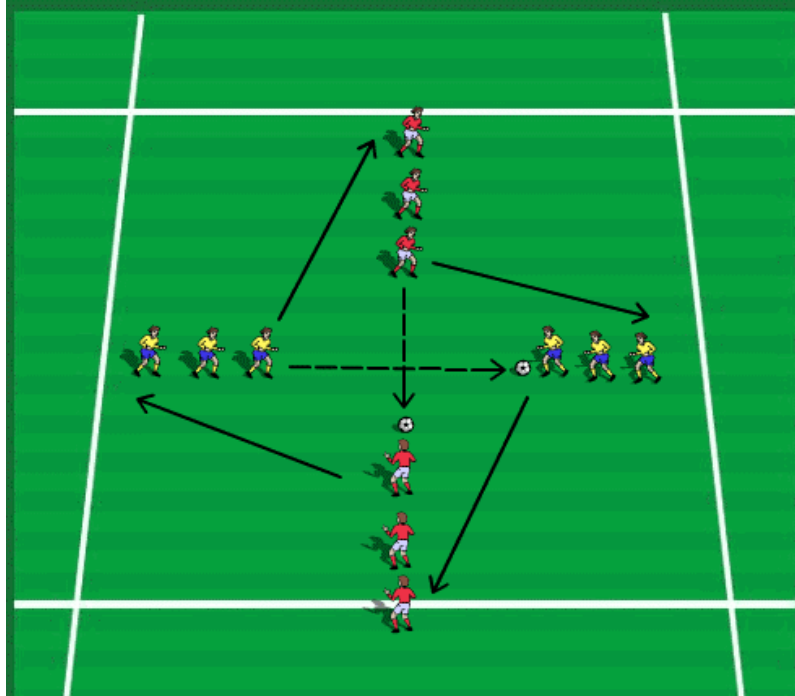


Two balls passing at the same time and across each other.

Player passes then goes to the back of their own line.

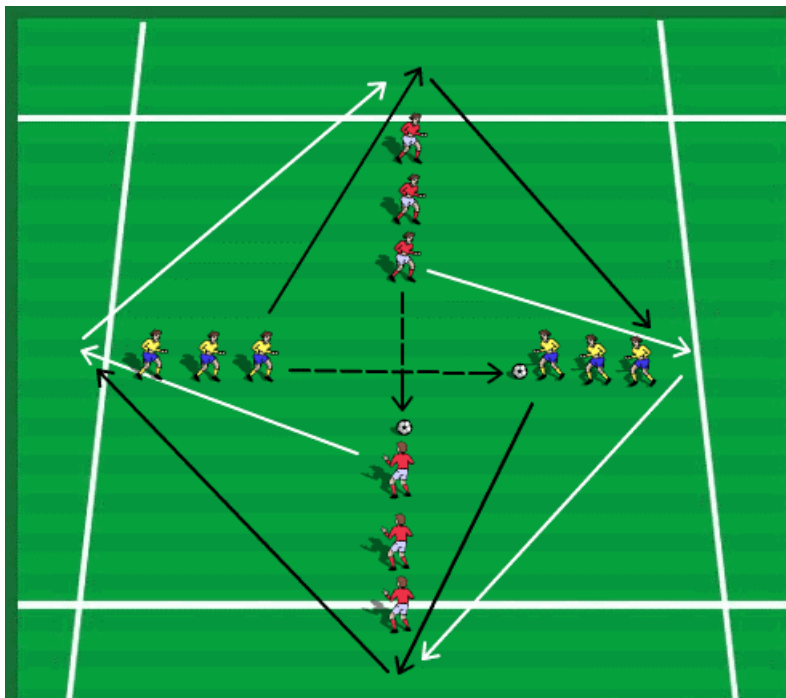
One touch passing if possible.

Here it shows the direction they go. Pass forward and check to the back.

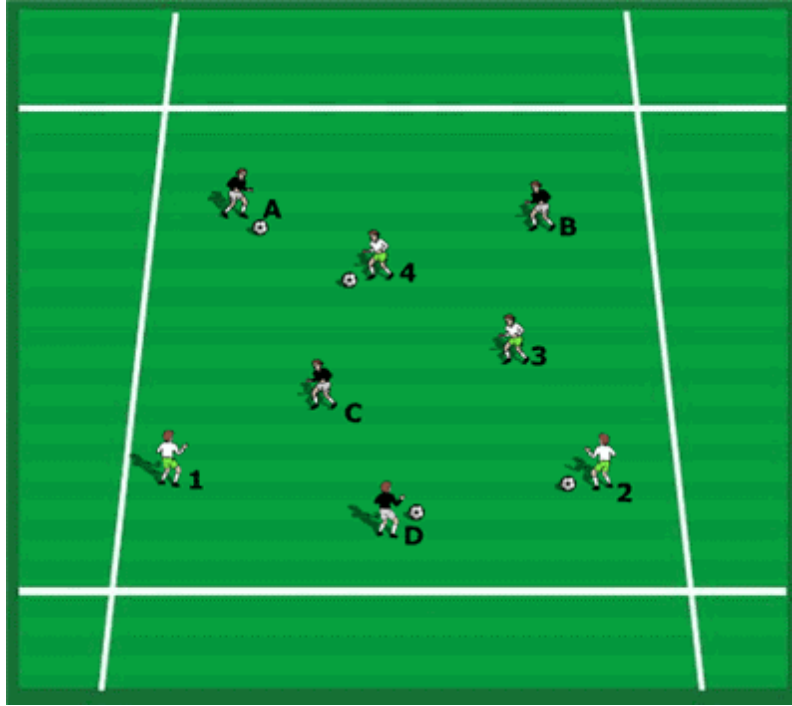


Now they are passing the same way but running one place to the left. Now running two places to the left.

Simple exercise but good for one touch passing and movement off the ball and it keeps the players focused and moving.



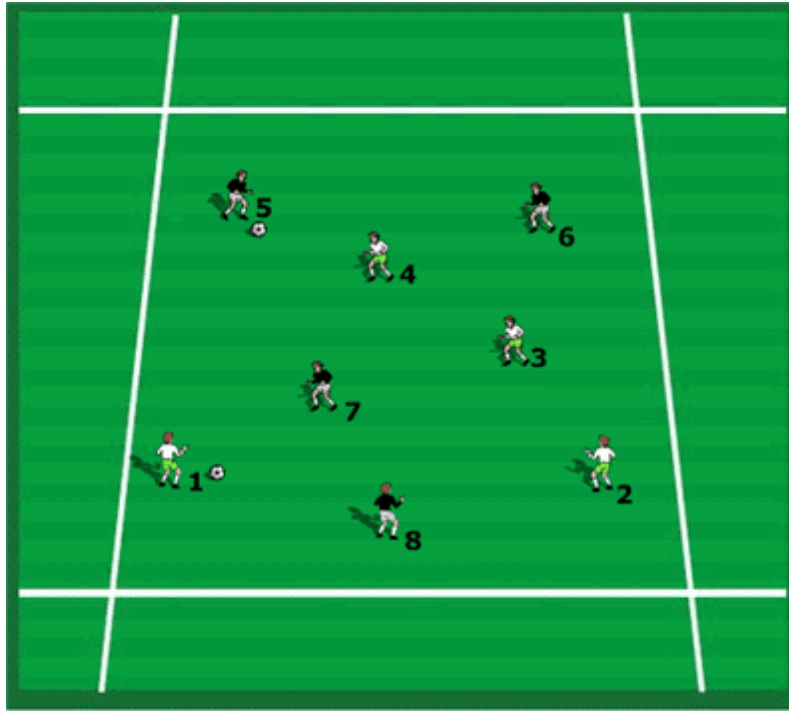
## Warm Up 2: Awareness Session



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 session 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 particularly be used before actual games. Include stretches.

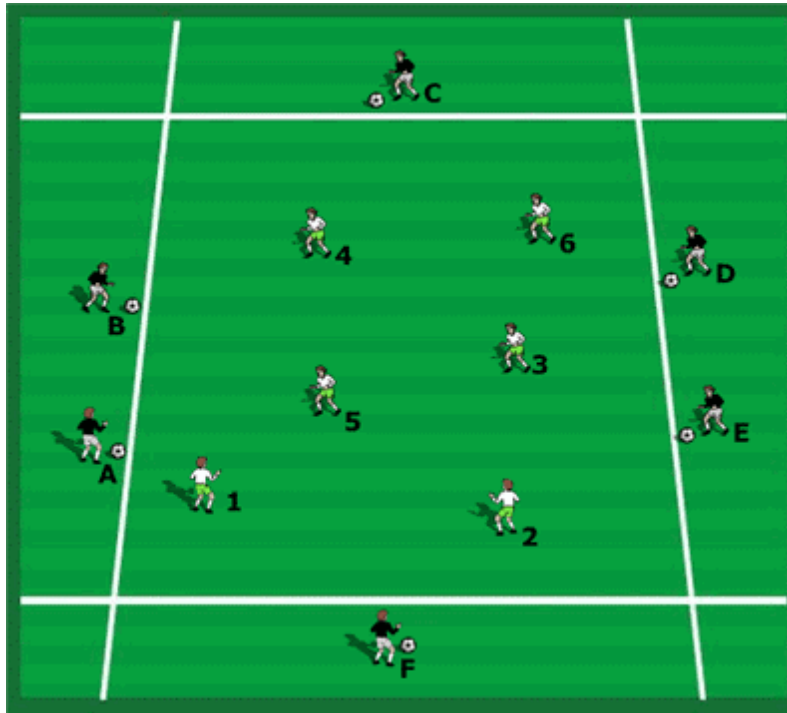
### Warm Up 3: The Numbers Game



Numbers game is a good idea to use for both warm up and cool down. Use two balls to start player's number off and pass in sequence. Two balls moving means as soon as one is passed off another arrives so still getting lots of work on the ball. This prepares players for awareness and quick thinking, identifying early where teammates are. Players often start physically and mentally cold in a game, using this helps prepare both aspects.

Incorporating the above sessions with the ball is also more enjoyable for the players as well as being of greater value in their technical and tactical awareness and physical and mental preparation for both practice and games.

## Warm Up 4: Good Warm Up for Technical Practices

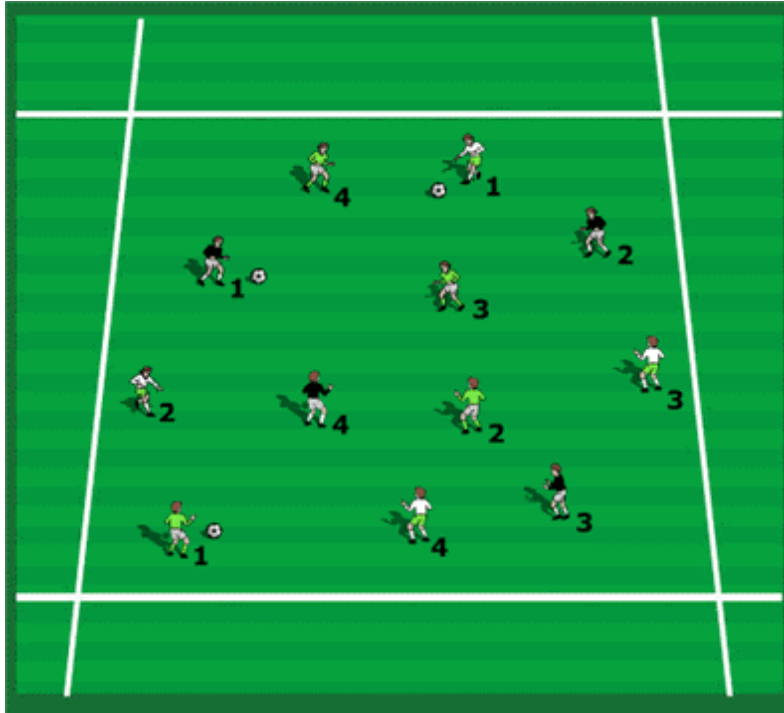


Players rotate around inside the grid in a random way receiving the ball and passing it back using various techniques. Each technique is practiced for a minute then the outside players switch with the inside players. Each player should get lots of work on the ball working on relevant techniques.

Techniques to be practiced can include:

1. One touch passing, 1 – 2's.
2. Two touch passing.
3. Headers.
4. Volleys.
5. Chest, trap, pass.
6. Chest, volley.
7. Chest, thigh, volley / half volley.
8. Use both feet.
9. Front foot / back foot passing.

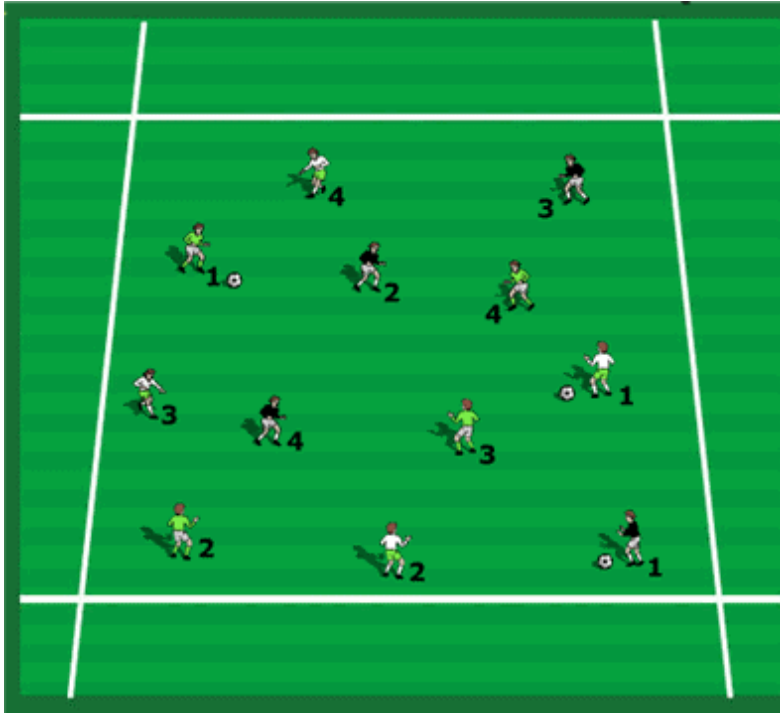
## Warm Up 5: Non – Competitive Awareness Numbers “Game” With Teams: Passing in Sequence



1. Working with three teams
2. 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)
3. 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.
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. There is continuous work on and off the ball.
5. 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.
6. 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.
7. 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.

## Warm Up 6: 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.

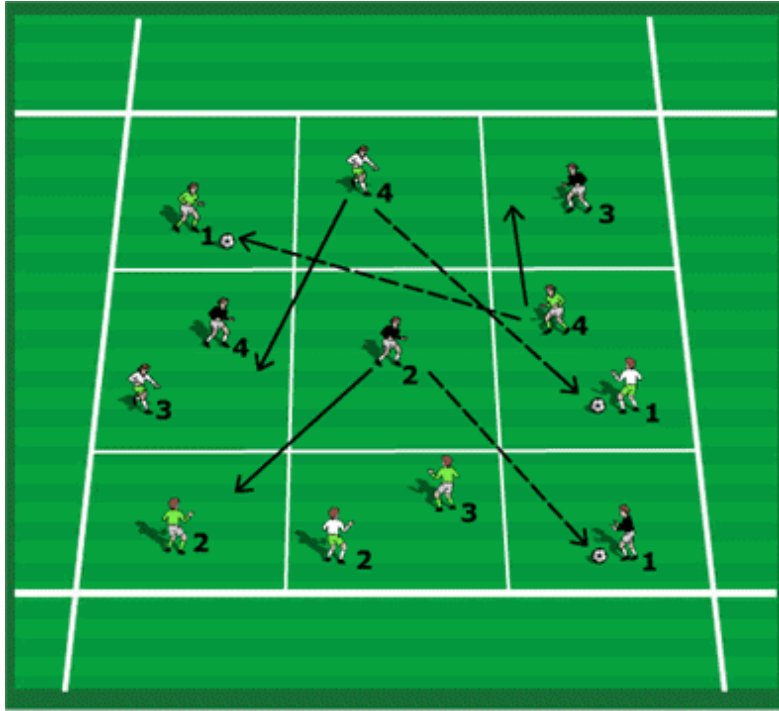
**Develop:** Count the number of passes each team get in a certain time frame adding a competitive element to the game. Who can get the highest number of passes made in a given time frame?

### **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.

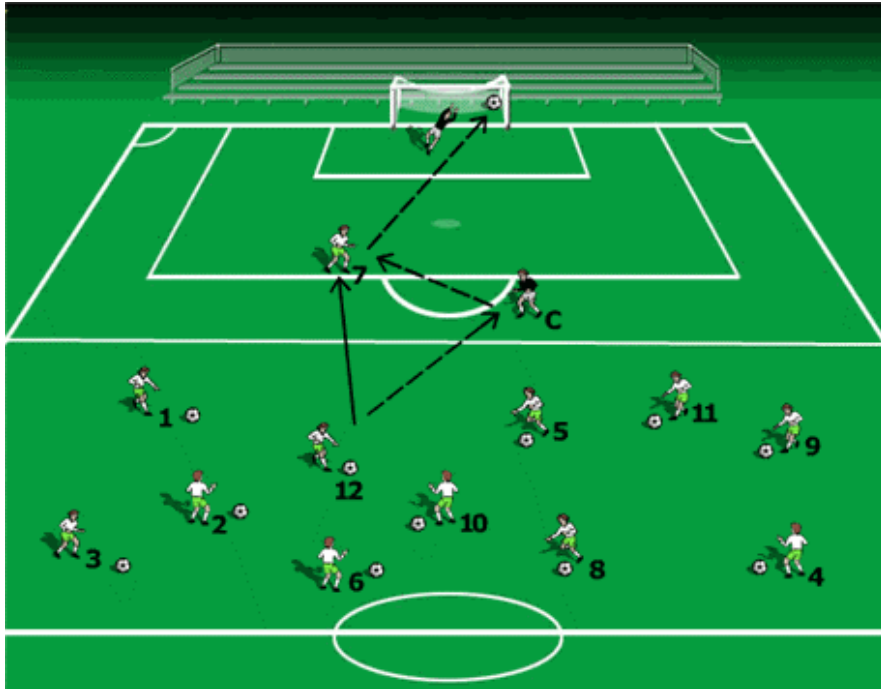


## Warm Up 7: Awareness Numbers Game Working in Three Zones



1. Conditioning the players to pass and move by setting the rule they need to move into another area once they have passed.
2. Divide the field up into sixth's and ask players to make a pass in one area then they must move to another area 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 as they are required to move once they have made their pass.
3. Here we are using three teams of four players.
4. Here players pass and move into other zones 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. Can say players must pass to space so they pass into another zone next to the one the player they are passing to force them to move to the ball.

## Warm Up 8: Dribbling, Passing and Shooting



Dribbling and turning then a number is called and that player plays a 1 – 2 with the coach and gets a shot at goal. By adding a finish with a shot at goal you are creating an end product for the players to aim for.

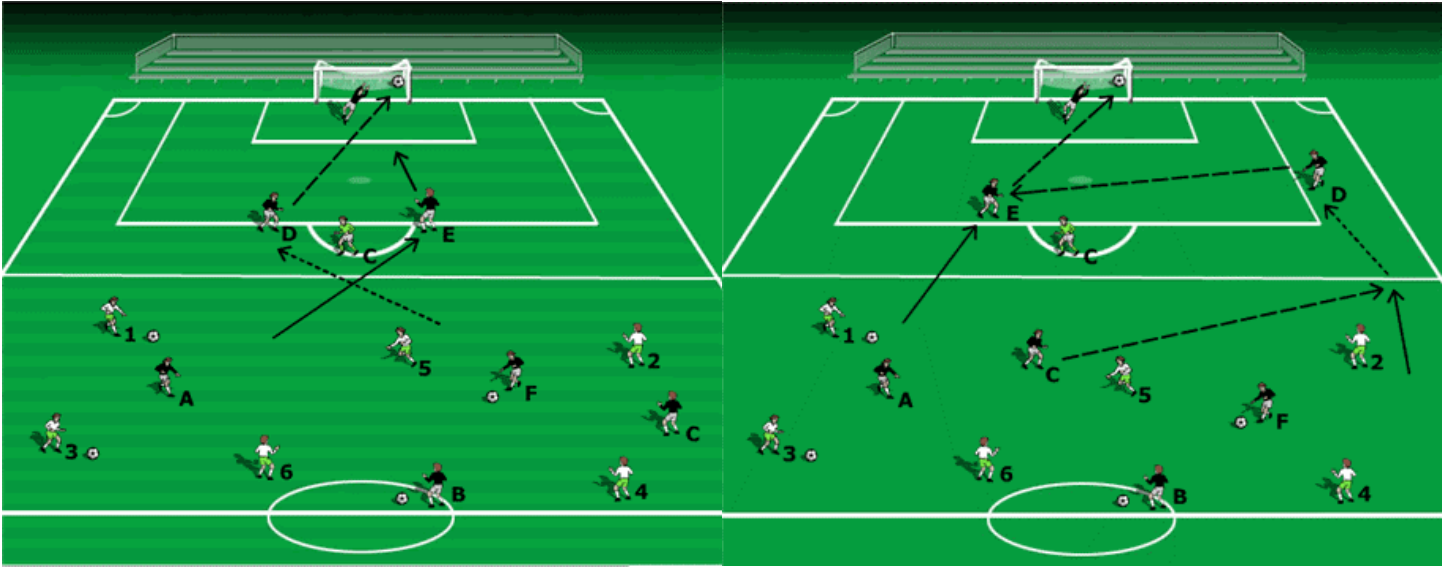
In this we are getting dribbling skills, you must focus on one dribble for example the “Matthews”, and have players practice this in the dribbling area.

### Coaching Points:

1. Dribbling Skills
2. Decision Making (“when and where” to pass)
3. Passing (timing and accuracy), playing wall passes with the coach.
4. Shooting (Players focus on hitting the target, promote accuracy and then power in that order).

You can do variations on the theme but the main point is everyone is moving and getting warmed up and you are introducing a theme they can follow, could be 1 -2's, could be crossing and finishing, could be 1 v 1 finishing with the keeper, could be receiving and turning and finishing. Main thing is it avoids the lines and the standing and waiting around where players are not warmed up properly plus it is warm up work for the keeper also. Eventually have the players make the decision “when and where” to break out the dribbling area and attack the goal.

## Warm Up 9: Combination Plays, Decision Making, When to Attack



**Two Teams:** Passing to own teammates but attacking the goal alternately (allows the ball shot at goal and the player to get back to the group before the same group goes again). Players are attacking in one's (1 – 2 with coach or dribbling around the coach to shoot). Change by passing to the opposite team only.

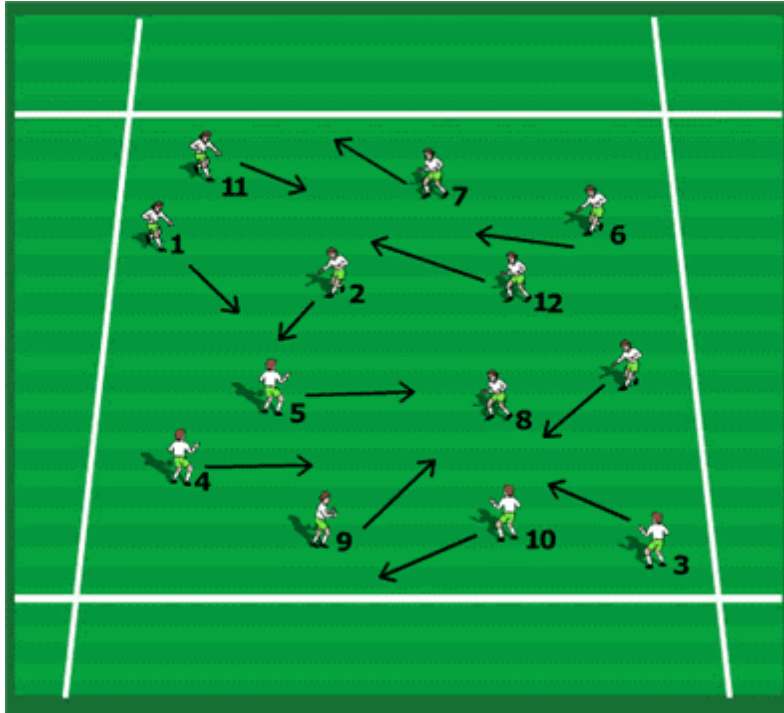
**Combination Play:** In two's (a player without a ball from the same team must support and make a 1 – 2, an overlap run, crossover or diagonal run to receive and shoot or act as a decoy). Coach acts as passive opposition. (D) Makes a diagonal run (E) makes a diagonally opposite run, (D) can shoot and use (E) as a decoy or pass to (E) to shoot and follow in for rebounds.

**Develop:** Passing to opposite colors and only an opposite color can support in two's (improves peripheral vision and awareness, identifying when the break is on and who it's with). All the players are constantly work passing and moving (no standing in lines awaiting a turn) then have to decide when and where to go.

### Coaching Points:

1. Passing and Support play.
2. Decision – When and where to attack.
3. Technique – of the pass (timing, weight and accuracy).
4. Timing of the runs.
5. Execution of the shot – Accuracy and Power.
6. Rebounds.

## Warm Up 10: Movement

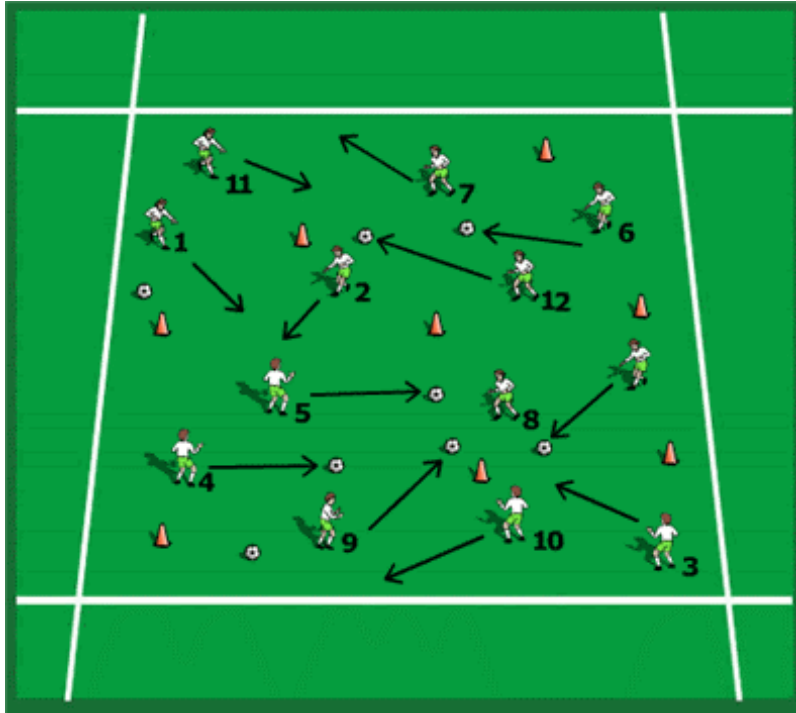


Players can move anywhere. This involves them using anticipation, decision making, reaction and perception and well as co-ordination and fast feet to find space to move into without bumping into people.

Peripheral vision development is starting to be introduced without the ball. Usual coach commands can be start and stop so they are practicing acceleration, deceleration and lateral movement all in the one exercise.

You can also use the commands turn, jump (for a header) check, sit down and so on for which they have to do a short sprint after the command then stop on the call stop. All these are specific movements in the game.

## Warm Up 10: Movement



Introduce balls and cones to the area.

Players jog in and out of them until the coach commands a sequence of events. Players have to sprint and touch the cones or balls with their hands. Once the sequence is completed they continue jogging.

### Variations:

1. Ball only once (as above)
2. Cone only once
3. Ball then cone once each
4. Ball then cone then ball
5. Ball then dribble it 2 yards and stop it then touch a cone
6. Jump to head an imaginary ball then touch a cone
7. Sit down then up and touch 2 balls
8. And so on.

# FAST FOOTWORK, COORDINATION AND SPEED TRAINING

All training is specific to match play. Our work is based upon developing a balance between ball handling and functional running and sprinting in combination with jumping, stopping and turning.

Quick feet, light feet, changing stride length exercises will be particularly important.

Repetition of the exercises is important throughout the season on a weekly basis to develop good and correct habits regarding co-ordination, comfort in running, awareness of the efficient use of arms and legs in running and the synchronization of limbs.

We are intending to develop a 6th sense in teaching the players to use the right techniques at the right times.

The application of body co-ordination and speed work is particularly important in the 6 to 12 age groups and will go hand in hand with an increased amount of technical skills training.

The 13 to 19 age groups will need more strength and staying power training as well as the above.

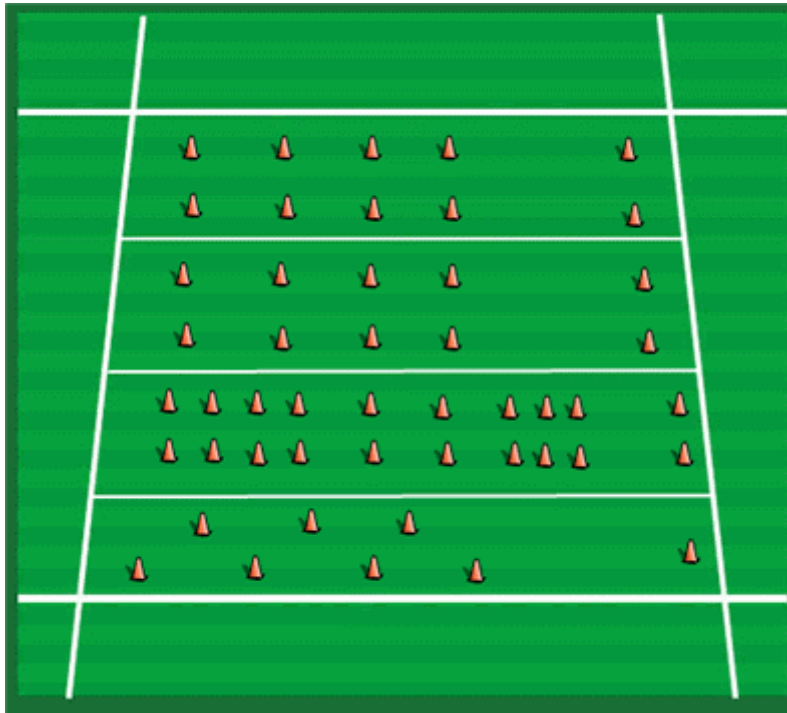
General observations on running indicate the need to be able to adjust the stride length with ease to suit the situation and to be able to adjust and vary the length of stride as the particular match situation dictates.

When running, long strides mean less contact with the ground so the player is more easily knocked off the ball and unbalanced. Better to adjust the way you run with shorter quicker strides so there is more contact with the ground, less chance to be knocked off balance, and there is a greater chance that the feet are in the correct position where and when they need to be.

Far too many players play flat footed, they do not get their feet in place early enough (or at all) to run or change direction or, “particularly”, to receive the ball and be able to control it with comfort and effectiveness. This training is designed to cure this big problem. It is about improving balance, foot co-ordination and speed.

Five to ten minutes of every session should be devoted to practicing this footwork at pace, without the ball, but then incorporating the ball as their skills improve where it is appropriate.

Quick feet are essential for a player to be successful at soccer and learning to use a shorter stride length on starting means the player gets away quicker. These following routines are examples of circuits of cones that can be laid out to help the players develop this talent. **INCLUDE YOUR OWN IDEAS.**



**Quick feet, knees up:** Forward and backward running. Concentrate on footwork and leg rhythm (cones a half meter apart with a 5 meter sprint at the end). Players are racing in two's.

**Side to side:** Checking side to side between cones with fast feet then a sprint, practice forwards and backwards (defending movement).

**High Frequency:** long and short strides changing the stride length, adjusting the feet. Stepping between the cones.

**Checking and Dummying:** Bouncing side to side in one movement, with feet wider apart, as fast as possible, throwing a dummy with the upper body, good for the dribbling movement dropping the shoulder one side and moving to the other side.



## Dribbling and Feinting

Developing dribbling and turning in different directions and at different angles

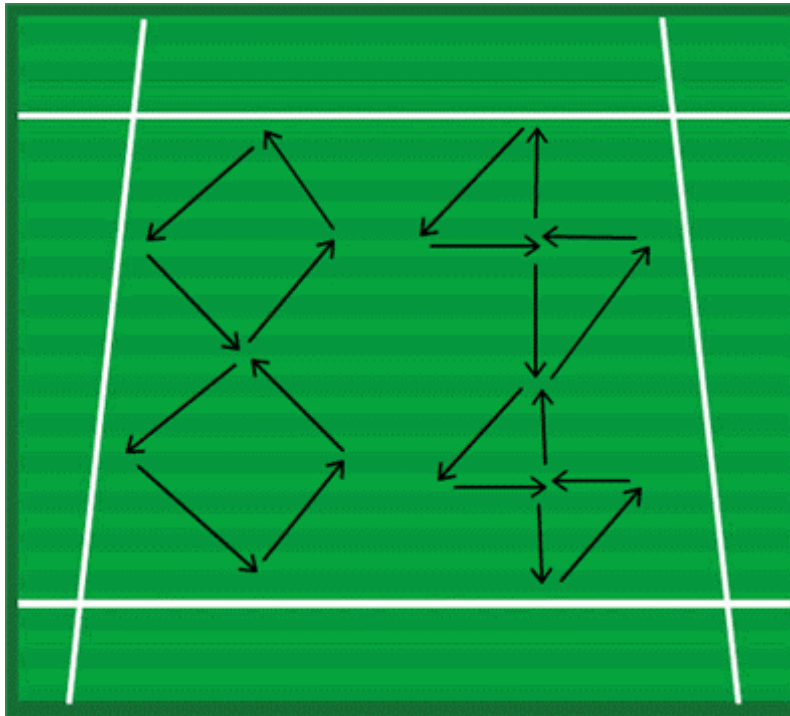
At each cone they have to “cut” the ball back in the new direction they are going. Talk about defenders and cutting away from them attacking at certain angles.

The circuits are designed to make sure the players use both feet. Players meet in the middle so they must have their heads up to see where each other are positioned.

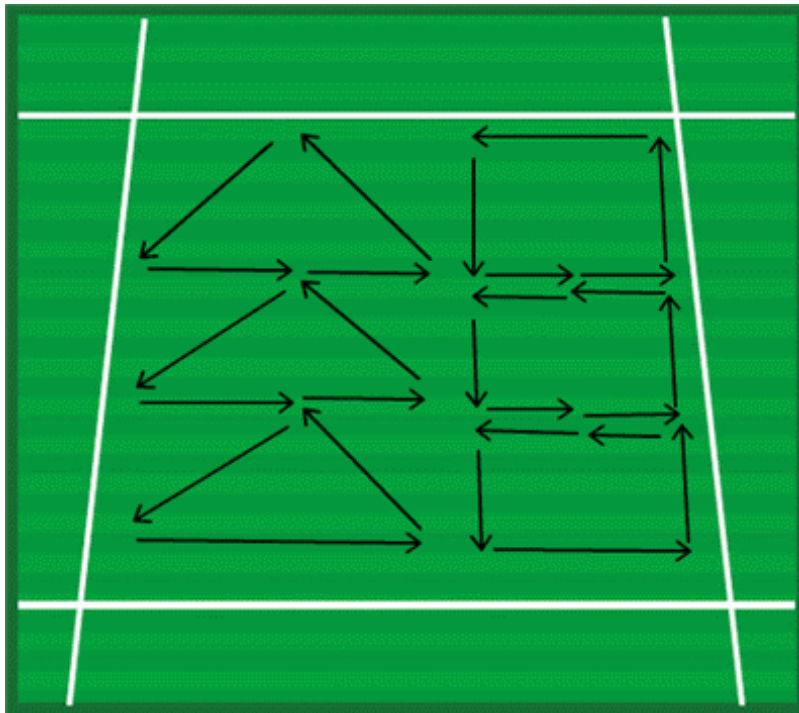
You can use these circuits for sprinting purposes also without the ball. Use two start positions for continuous movement. Making double the circuit means four start positions can be used. Shorten the circuit for fast foot coordination.

Players play at their own pace until they are comfortable with each technique. Pace is good but control is paramount. It can be lots of touches between the feet as you go; toe tapping the ball. Turning angles are different. Practice moves.

## Diagonals; And Diagonal / Square / Forward



## Diagonal / Square; And Forward / Square / Square / Forward

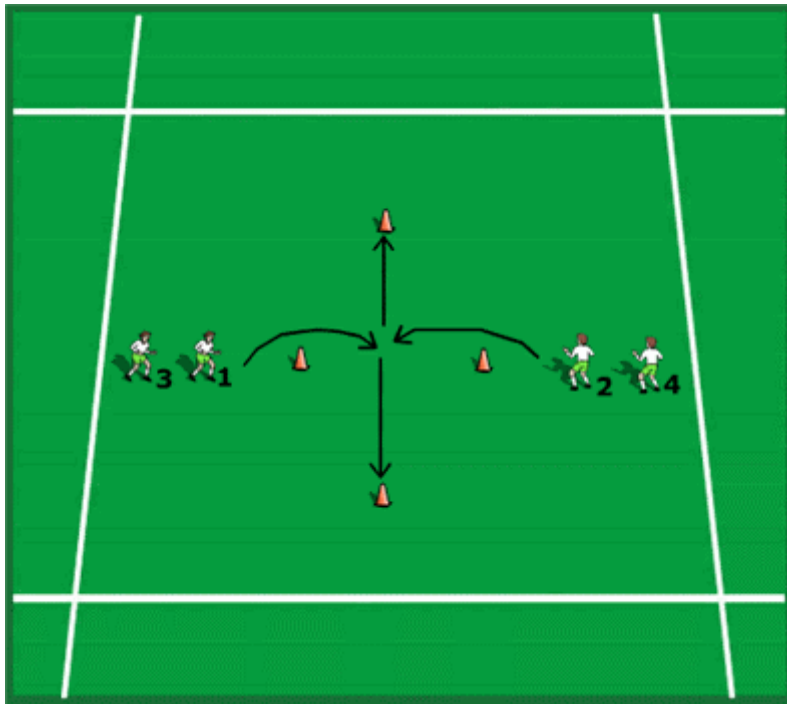


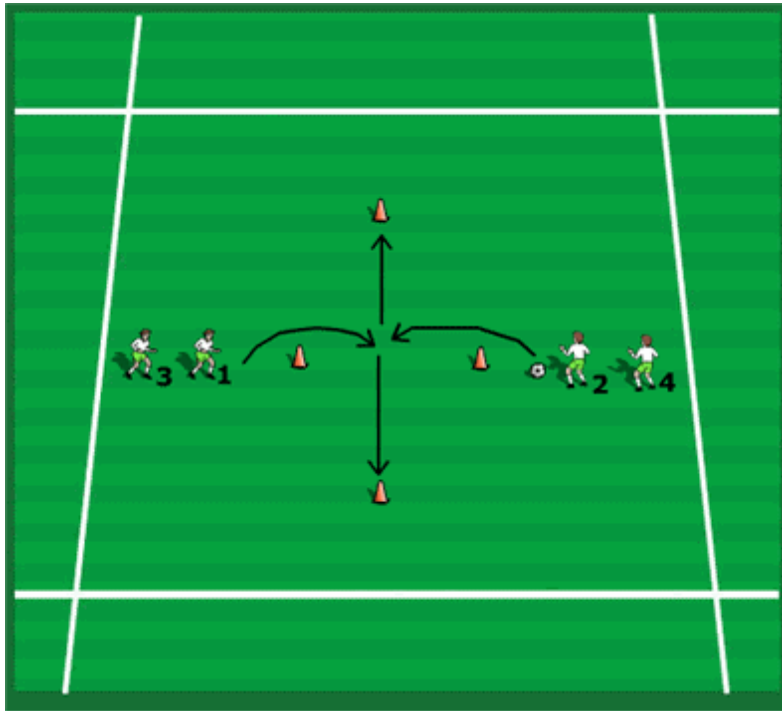
Forward / backward movement intensity for when an opponent attacks from the side.

## Types of Movement

1. Using the inside of the foot only (with both feet)
2. Using outside of the foot only (with both feet)
3. Using inside / outside of the foot either side (one foot only)
4. Step over / outside take (Scissors)
5. Dummy step – foot beyond the ball then take it the opposite direction with the outside of the other foot (Matthews)
6. Full turn away from pressure using outside / inside of the foot (Twist off)
7. Drag back and turn – the ball moves behind the other foot

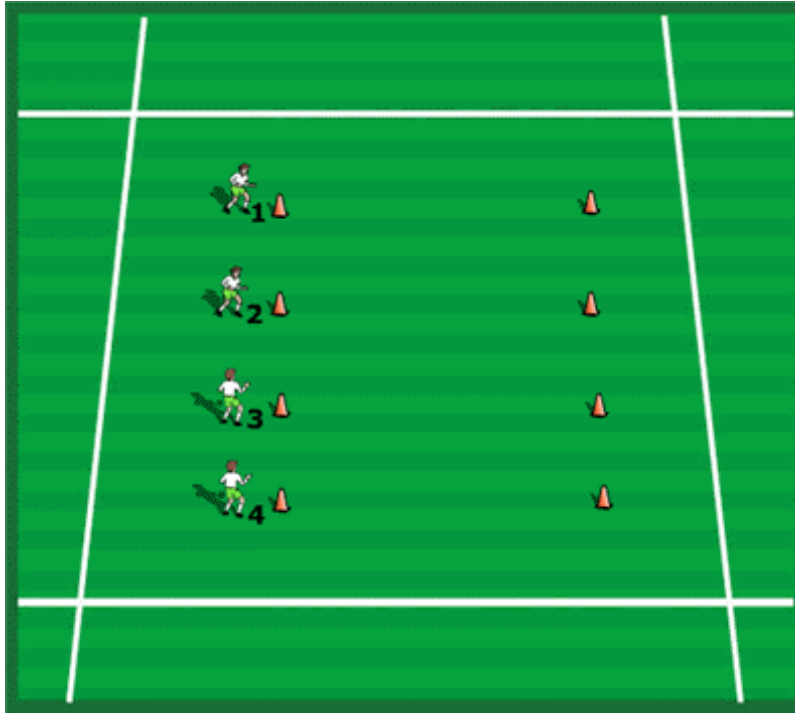
## Speed Work





1. In 2's – jumping into each other's shoulder and sprint on landing 5 meters run / race.
2. In 2's – Different start positions from a standing start, e.g. turn on a call and sprint, sit up position facing forward then backward and so on then 5 meter run.
3. Jump and sprint away to the side changing direction. Jump over the cone and land on both feet. The designated person dummies and sprints one way, the other player reacts off this and sprints the opposite way.
4. Player (2) throws the ball to player (1) who then heads it to player (4) and on landing sprints to the side. Player (2) must close player (1) down and touch them before they reach either cone.

## Test Without the Ball



Shuttle for SPEED in the start and in sprinting / 5 x 10 meter shuttle run

You can have several players doing this as a race.

You can also do them one at a time if you have the time to do it and see how long each takes to cover the distance.

Over a period of time check to see if each player is getting quicker.

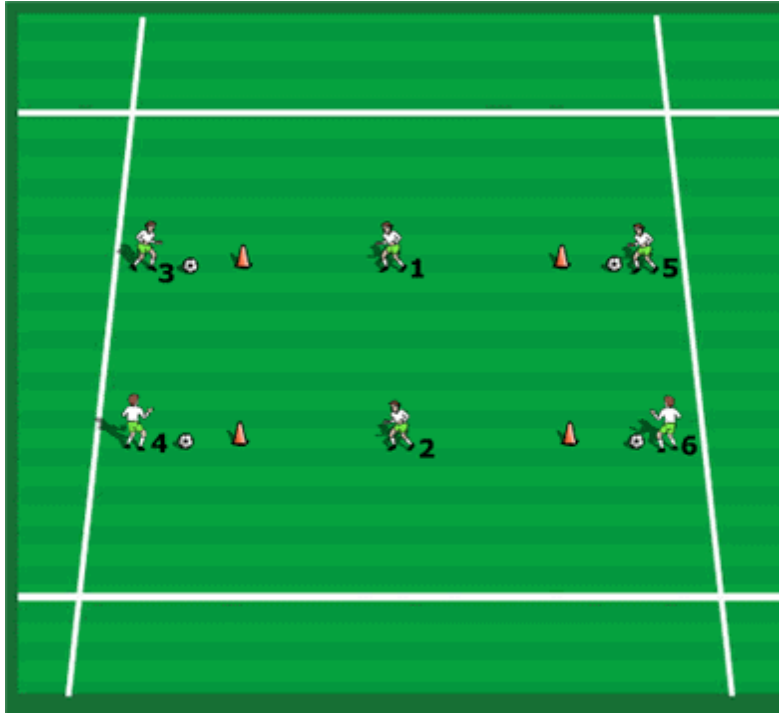
They must sprint around the cones and can do a figure of eight if you like but it must be always the same routine to compare them.

I think it is best (if you have the time to do it) where each player is timed individually and you keep a record of their times over the year and the dates you did them to see their improvement.

When sprinting in a straight line stride length becomes longer this makes the player vulnerable in soccer and easily knocked off balance. It is more difficult to stop, change direction and time the handling of the ball.

Shuttle speed is very specific to soccer and keeps the stride length short and fast.

## Test With the Ball



Shuttle test for SPEED in the start and in sprinting and ball control technique / 5 x 10 meter shuttle run

Player (1) sprints to player (3) who passes the ball to him or her. (1) Plays a one touch pass back, runs around the cone and sprints back to receive a pass from player (5).

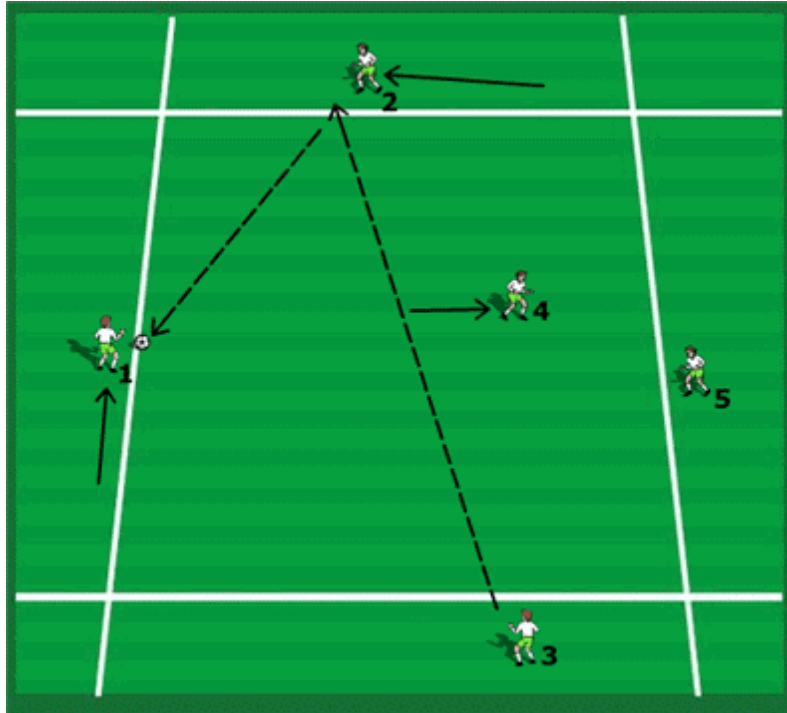
There is a constant need to change the stride pattern doing this changing the pattern when the pass is to be received and adjusting for the speed of the pass.

This test is an indicator of:

1. TECHNIQUE
2. SPRINTING POWER
3. MANEUVERABILITY

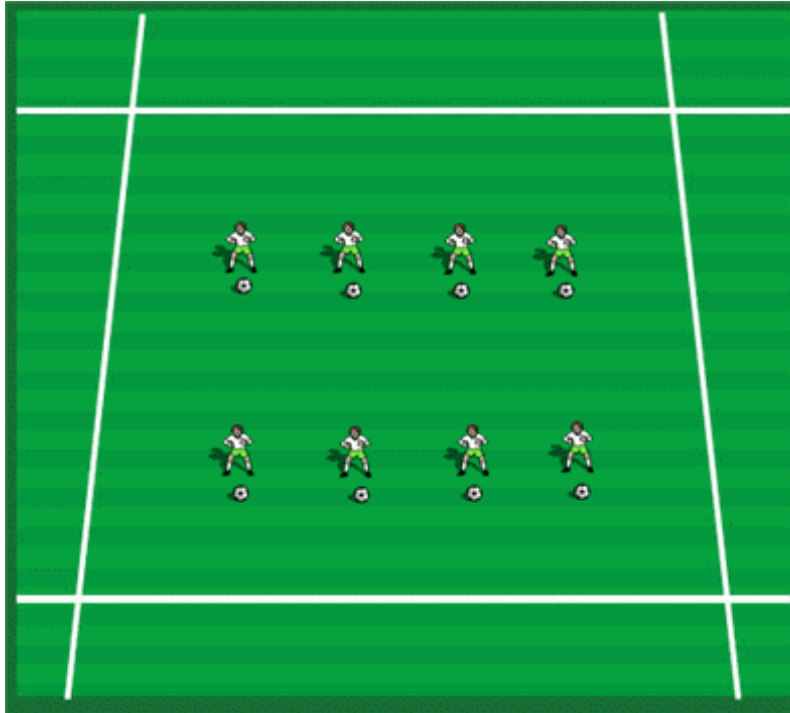
Again each player is timed individually and you keep a record of their times over the year and the dates you did them to see their improvement.

## Developing Fast Feet with a Fun Game



1. Up to 5 players in a group with one of the players in the middle (could be three on the outside in a triangle for example). Outside players need to pass the ball to another player but at the same time try to hit the player in the middle with the ball below the knees.
2. This forces the middle player to move their feet quickly and be well balanced and mobile. It is just a fun warm up game for players to get them moving and get them focusing on fast feet and coordination.
3. (3) tries to hit (4) in the middle and (4) moves quickly out of the way. (2) Moves on the outside also to get possession of the ball. (2) Can try again to hit (4) or, as in this example, pass the ball to (1) for (1) to try, passing to (5) as a consequence of trying to hit (4).
4. The area can be as big or small as you like, smaller means the player in the middle has less time to get out of the way so has to be quicker. Maybe starts up to 10 by 10 yards then reduce it to 5 by 5 yards as they get better at it.
5. Encourage players to pass quickly and accurately making it hard work for the middle player. Rotate the players.

## An Introduction to Improving Touch On the Ball / Ball Familiarity



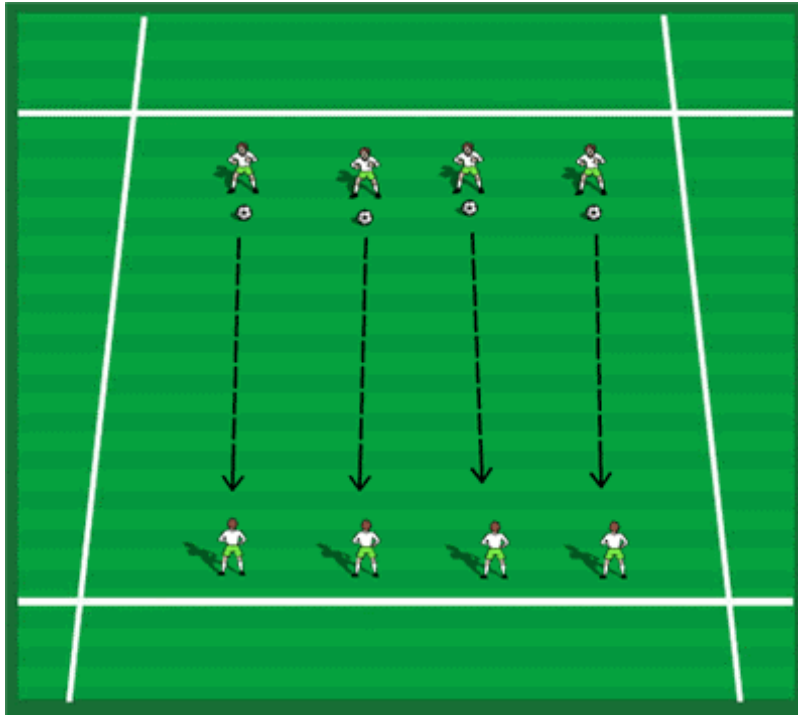
Using different techniques to control the ball:

1. Simple juggling of the ball to improve foot control, how many times can they keep it up with BOTH feet? Make it a competition between the players.
2. Using the inside and the outside of the feet and moving side to side. Move the ball with the inside of the foot then the outside to bring it back but with the same foot. Use a cutting motion.
3. Inside and outside of the foot, roll the ball to the outside (on top of the ball contact), cut it back with the inside and roll the ball to the inside and cut it back with the outside of the foot.

Moving a yard or so either side, back and forth maintaining control of the ball, this is great for acquiring a good touch on the ball and improving co-ordination.

Remind them to keep their head up not just looking at the ball all the time, even ask them to look around the area when they are doing this or the coach can hold up so many fingers and they have to call the number out as they work.





Simple passing in two's back and forth, first two touches, then one touch where possible. Coach can dictate the distance between them.

Ask the players to look into “each other’s eyes” as they pass and NOT at the ball to see if they can keep possession between them.

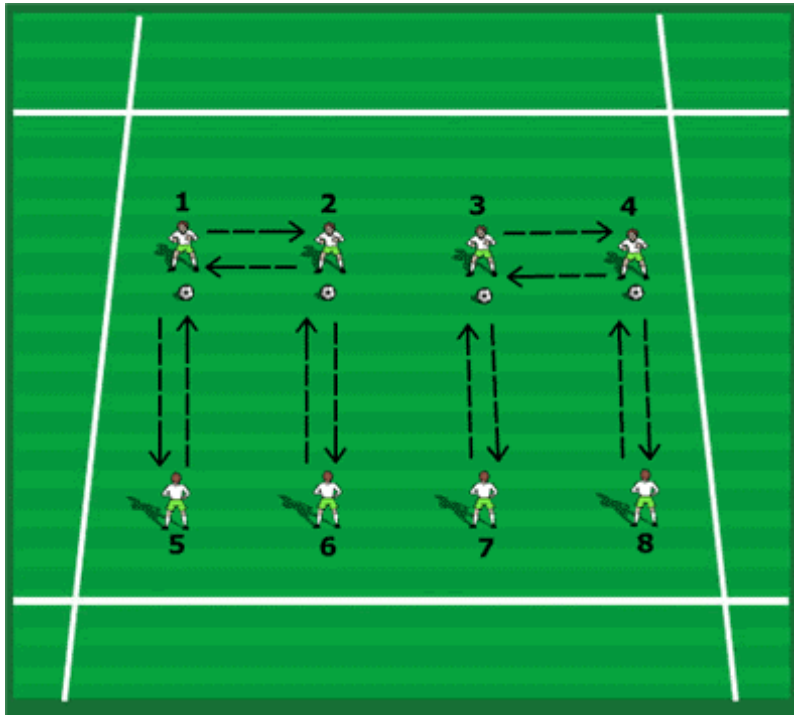
This will be difficult at first but it helps to teach them to look up and not down at the ball during games and hence helping their “Awareness” development as players.

They should be able to see their ball in the “peripheral vision”.

Using both feet to pass the ball.

**Competitive:** Count how many passes they can get in between them during a given time.

## Controlling Techniques in Two's



Working in pairs, once the task has been performed have the end players switch with each other, (1) and (2) switch for example.

Servers stay in the same position and do 10 each then change.

Techniques to practice can be:

1. Throw to feet to control in one touch and pass back (right and left)
2. Throw to chest to chest down and pass back one touch on the half volley
3. Throw to thigh to control and pass back one touch on the half volley
4. Throw to head to head straight back (defensive or attacking headers)
5. Throw to head to cushion down and pass back on the half volley one touch
6. Throw to both feet alternatively so they have to control and pass with both feet.
7. Throw and control with various parts of the body and volley the ball back.
8. Combinations, chest, thigh, then pass one touch on the half volley.
9. Throw to the ground, one bounce to the player who half volleys it back on the next bounce into their teammates hands, softly and under control.

Use your imagination to practice other techniques, vary the distances between the players and so on.

# COACHING AND TRAINING TOPICS

## 6 And 7 Years Developmental Coaching And Training Program Themes Coaches Need To Teach In Their Training:

1. Fast Footwork And Coordination
2. Dribbling And Developing Touch On The Ball (Different Types Of Dribbles And 1 V 1's: A) No Pressure, B) Passive Pressure
3. Turning (Different Types Of Turns)
4. Running With The Ball
5. Control: 1st And 2nd Touch
6. Awareness (Beginner Level)
7. Passing And Movement (Basics)
8. Shooting / Finishing
9. Goalkeeping
10. Heading (Attacking And Defending)
11. Support Play And Positioning (Basic Ideas)
12. Combination Plays (Give And Go, Overlaps Etc)
13. 8 V 8 Team Shape
14. Small Sided Game Development Starting With A 2 V 2 Plus 1 Leading To 3 V 3

# COACHING AND TRAINING TOPICS

## 8 And 9 Years Developmental Coaching And Training Program Topics Coaches Need To Teach In Their Training:

1. Fast Footwork And Coordination
2. Dribbling And Developing Touch On The Ball (Different Types Of Dribbles And 1 V 1'S: A) No Pressure, B) Passive Pressure
3. Turning (Different Types Of Turns)
4. Running With The Ball
5. Control: 1St And 2Nd Touch
6. Awareness (Beginner Level)
7. Passing And Movement On And Off The Ball
8. Shooting / Finishing
9. Goalkeeping
10. Heading
11. Support Play And Positioning
12. Combination Plays In Units
13. Defending (1 V 1, 2 V 1, 2 V 2)
14. 8 V 8 Team Shape
15. Small Sided Game Development Starting With All Previous Formats Advancing To 3 V 3 Plus 1 Or 2, Leading To 4 V 4

# COACHING AND TRAINING TOPICS

## 10 Years Old Developmental Coaching And Training Program Topics Coaches Need To Teach In Their Training:

1. Fast Footwork And Coordination
2. Dribbling (Different Types Of Dribbles And 1 V 1'S: A) No Pressure, B) Passive Pressure C) Full Pressure)
3. Turning (Different Types Of Turns)
4. Running With The Ball
5. Control: 1St And 2nd Touch
6. Goalkeeping
7. Conditioning (Basic Match Fitness)
8. Awareness (Intermediate Level)
9. Passing (Short, Long, Straight, Diagonal) And Movement On And Off The Ball
10. Shooting / Finishing
11. Heading
12. Support Play And Positioning
13. Combination Plays
14. Defending (1 V 1 Through 6 V 6)
15. 8 V 8 Team Shape
16. Small Sided Game Development Starting With All Previous Formats Advancing To 5 V 5 Plus 1 Or 2, Leading To 6 V 6

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# DRIBBLING SESSIONS

Session 1: Red Light – Green Light

Session 2: Knockout

Session 3: Statue Tag

Session 4: The Dribbling Gauntlet

Session 5: Multi Goal Dribbling

Session 6: Penalty Box Goal Game

Session 7: Inside Out Penalty Box Game

Session 8: Score Between The Legs

Session 9: Ambush

Session 10: Dribbling, Turning And Passing Exercises

Session 11: Ball Control And Dribbling Skills

Session 12: Head Up Observation

Session 13: Change Of Pace

Session 14: Set Them Free

Session 15: Avoid The Defenders

Session 16: Shadow Him

Session 17: Take A Chance

Session 18: Emphasizing Dribbling Techniques With Fun Games

Session 19: Speed Dribble

Session 20: Turn And Dribble

Session 21: Moving Targets

Session 22: Touch Tight

Session 23: Dribbling To Beat An Opponent Making Positive Forward Runs With The Ball

Session 24: Improving Touch On The Ball

Session 25: Individual Dribbling Skills

Session 26: Dribbling Awareness Kick Out Game With A Ball Each

Session 27: Beating Your Opponent: A Mentality To Attack

Session 28: Dribbling With The Ball

Session 29: Attacking In A 1 V 1, 2 V 1 And 2 V 2

Session 30: Using Dribbling Games To Improve Individual Dribbling Skills

Session 31: Dribbling, Turning And Passing In Fours

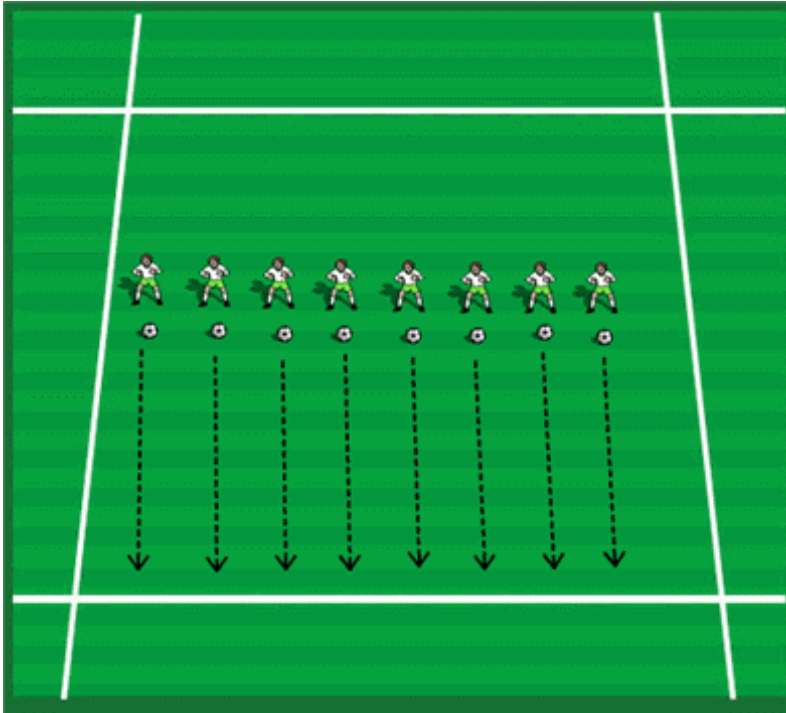
For small sided game situations emphasizing Dribbling see the SSG section.

To Begin: For the VERY young, here are several simple and fun sessions as an introduction to more serious sessions later.

1. Players standing in the same position have to use one foot to “pull” the ball back with the “sole” of the foot and “push” the ball forward with the “laces” of the same foot.
2. These are simple repetitions to repeat constantly to get a feel for the ball and to improve ball control and first touch and also co-ordination.
3. For younger players doing it for the first time they need to do this at walking pace. Drag back with the sole, push forward with the laces. Then do the same routine with the other foot.
4. Then comment on the foot without the ball, the players will be flat footed so they need to be bouncing on the other foot as they do the exercise. Demonstrate the difference between receiving a pass flat footed and on their toes and lively.
5. Now they need to do the movement with their heads up, looking around not down at the ball all the time to develop awareness, ask questions of the players as to why they need to do this. Same idea but drag back with the sole push forward with the side of the foot not the laces.



## Improving Touch On the Ball



### Coaching Points:

1. Good balance
2. High Concentration on the technique
3. On your toes not flat footed
4. Head Up whilst performing the task for Peripheral Awareness

Do it in a circle facing North, South, East and West on the call of the coach or have for example ten pulls with the sole and pushes with the laces movements at each direction. Quarter turns on each call going around in a circle.

**Competitive:** between the players to see who can do them the quickest but under total control and with correct technique.

On the coaches signal (AS SHOWN ABOVE) they now move up and down the field tapping the ball from foot to foot. After four taps they pull the ball back with the sole and push it out with the laces and move up field. Once they get to the other end they turn back and repeat the exercise, this gives them lots of good touches on the ball to improve their control.

Progressions can be

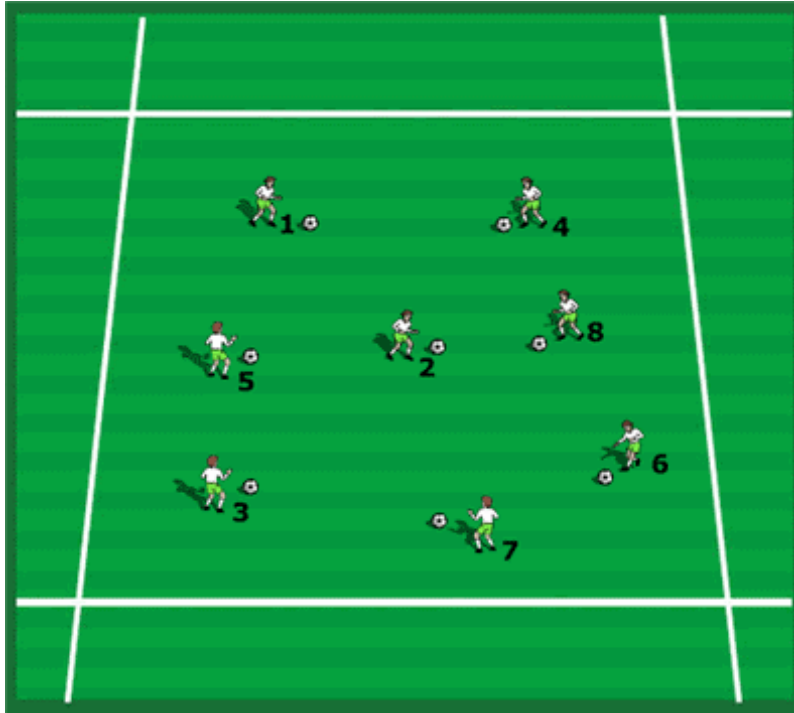
1. Up and down the field with the right foot,
2. Same with the left foot,
3. Alternate feet up and down,
4. The same routine but with the side of the foot not the laces.

Build some combinations into these routines, introducing turns and moves. Move forward doing 20 push / pulls then do a step over turn and repeat with 20 back to where you started.

## Individual Dribbling Skills

### Working On Specific Dribbling Moves: The Technical Development Of Dribbling: The Matthews, Rivelino, Double Touch And The Scissors And Others

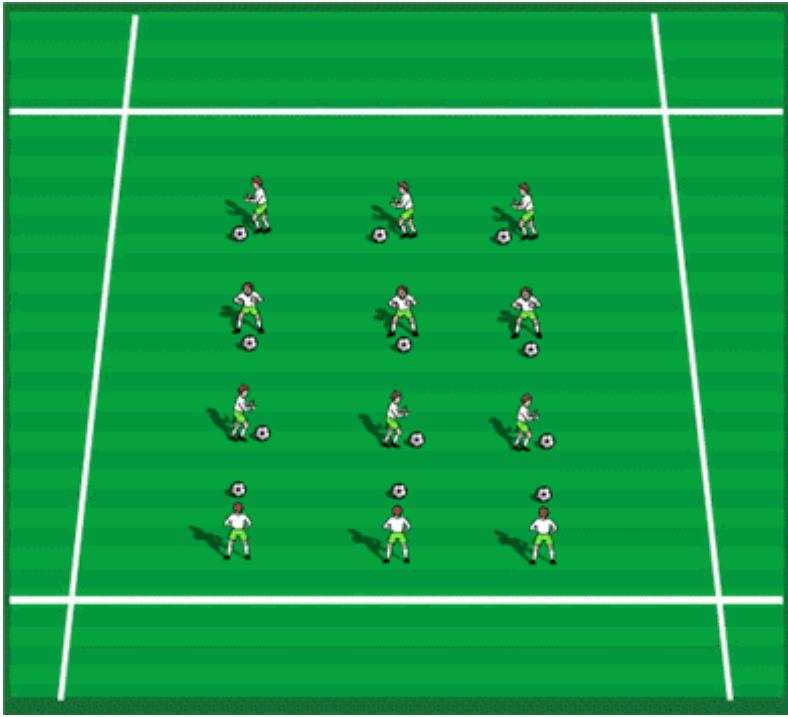
#### Shadow Dribbling



Practicing for example the Matthews shadow dribble. The balls are static and players address a ball and do the dribble without touching the ball. This is a great introduction to the skill to gain success easily. Players jog around and do the specified shadow dribbling skill at each ball. They get lots of opportunities to practice the skill in a very relaxed noncompetitive environment. Do each of the specified dribbles this way. We want to educate and teach our players to be excellent at several dribbles.

Dribbling Moves to work on here are:

1. The Matthews (Messi)
2. The Rivelino (Stepover)
3. The Scissors
4. The Double Touch
5. The Maradona
6. The Ronaldo (Brazilian and Portuguese ones)
7. The Ronaldino (Inside and Outside and double Cut)
8. The Flip-Flap (Ronaldino also)
9. The Iniesta Spin



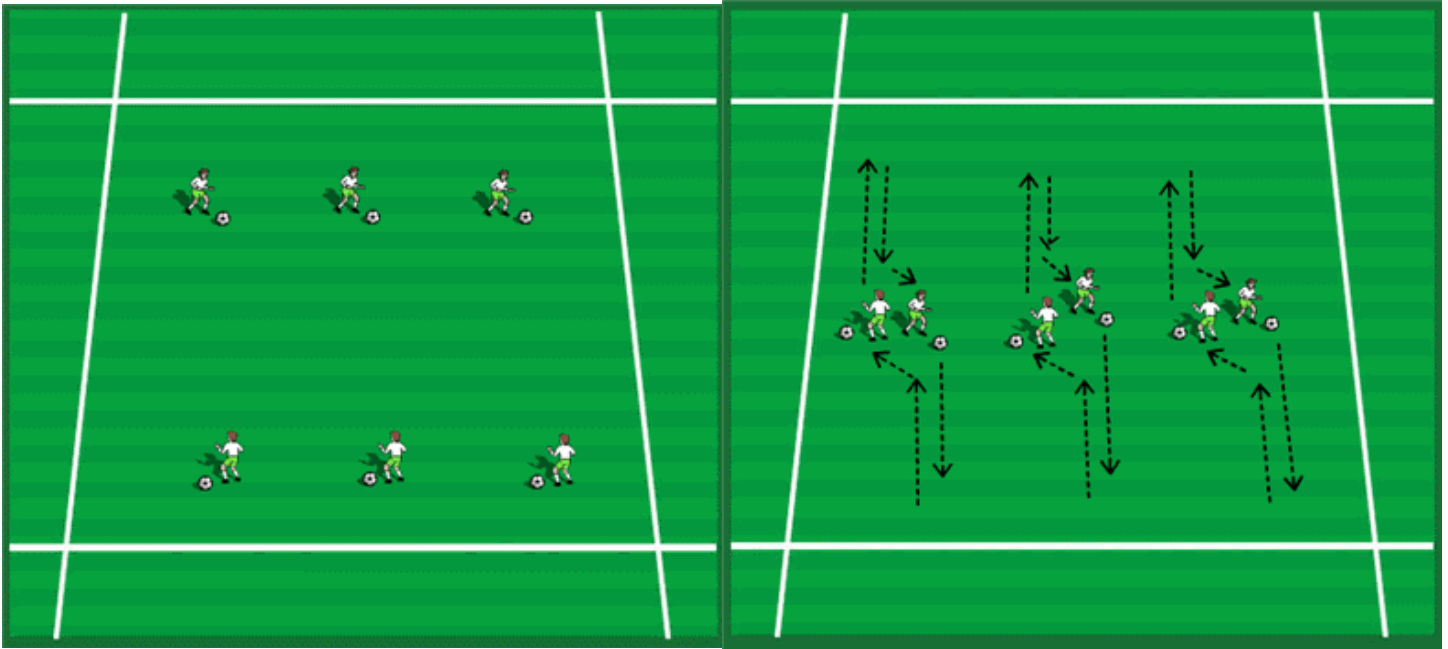
Coaches can use these or any other moves that they like, these are good ones that I have included as examples but by all means try a new one if you are so inclined. When players receive the ball and are aware in advance that there is no option to pass and they may need to dribble to get out of trouble or to beat a player to get a shot at goal, then we need to players to have the ability to do this. This is again building up to the awareness concept being engrained in the player's makeup.

Hence we are trying to teach the players some basic dribbles and tricks on the ball that they can use once they have identified the best option next is to dribble with the ball in this particular

### Coaching Points:

1. Technical dribbling skills but focusing on one at a time to master it. The skill is broken down in phases for ease of teaching.
2. Noncompetitive dribbling initially so players are able to relax when practicing
3. Observation: Constant reminders of players need to look around and not just down at the ball (awareness in possession of the ball).

The above set up is an example of the progressive movement of one group of players. You can have 4 groups set up this way. Practicing a dribble from bottom to top, this is the routine working around the ball four times on the call of the coach each time facing another 45 degrees around the ball. Do the moves then stop and wait for the next call. All players work in unison. This is the total movement of one line of players but work with two lines opposite each other to help the development of the clinic (see over). Move around the ball both ways so players work on both sides with both feet. You get four dribbles / moves per rotation. Do it slowly to begin, break down the technique. If you are not competent to do the technique / trick then have a player demonstrate it for you. Have each group stand opposite one another 10 to 20 yards apart with a ball each. They must move towards each other on a call (everyone in unison) and always move to the right or to the left as they get close to each other.



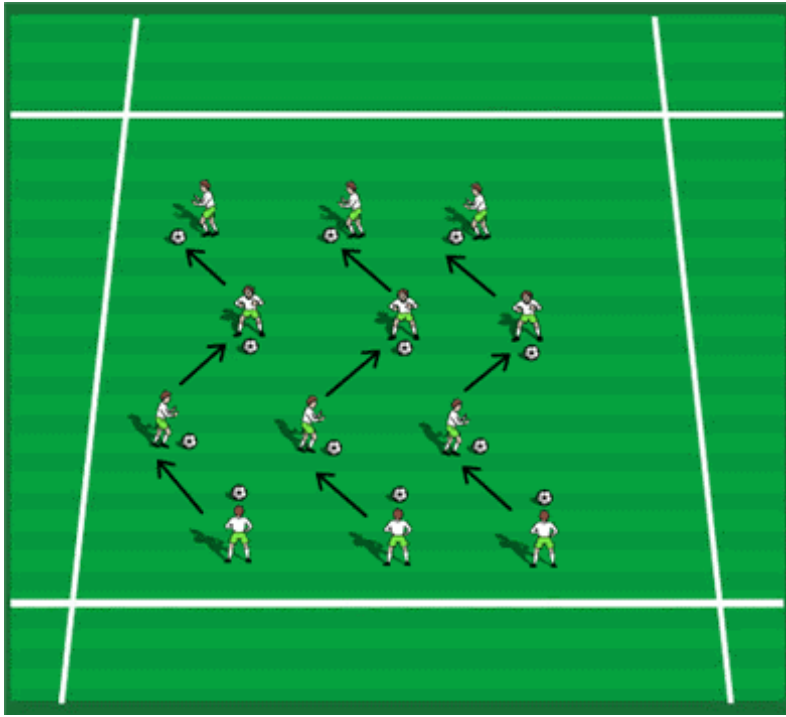
Warm up with some awareness dribbling work.

### **Progression:**

1. Semi-Competitive: Have each group stand opposite one another 10 to 20 yards apart with a ball each. They must move towards each other on a call (everyone in unison) and always both move to the right or both players move to the left as they get close to each other. Do it slowly to begin and build up the pace as they become competent.
2. Have them get the timing right where they get about a stride apart, just out of tackling distance but close enough to commit a defender in a game.
3. Once they get past each other they stop and turn and go again on the next call. Do many repetitions with this to have them practice in this semi-passive way.
4. This is a good way to get many players working on the same skill in a small area with lots of work on the ball. Focus on one skill at a time and spend time on it to keep improving the technique of each player.

Groups play in 1 v 1 situations as above moving up and down the area practicing their moves.

By practicing dribbles extensively it gives you a chance to improve each player in these techniques, it may be you only use two because of this. It is better to get good at a small number than practice many different ones and be good at none of them. I believe having up to three dribbles is enough for each player to use if they get very good at them.



On the coaches command the players do a Matthews, Rivelino, double touch or Scissors (or their own ideas) to the left. They then stand still until the next command then do it to the right and so on. By doing it slowly it gives the players a chance to work and perfect the move. As they get competent the coach can get them to speed up the movement. Working up and down the field, right to left and left to right. This ensures they do it with both feet.

**The Matthews:** Big toe – little toe technique, lean one way, checks to the other. Bring the foot behind the ball to move it (for example, plant the left foot outside the ball to the left and bring the right inside the ball and move it away to the right with the right foot).

**The Rivelino:** Fake to kick the ball, step over the ball outside to inside then move the ball to the outside with the same foot (for example step over the ball with the right foot from right to left then take the ball away to the right with the right foot and accelerate away).

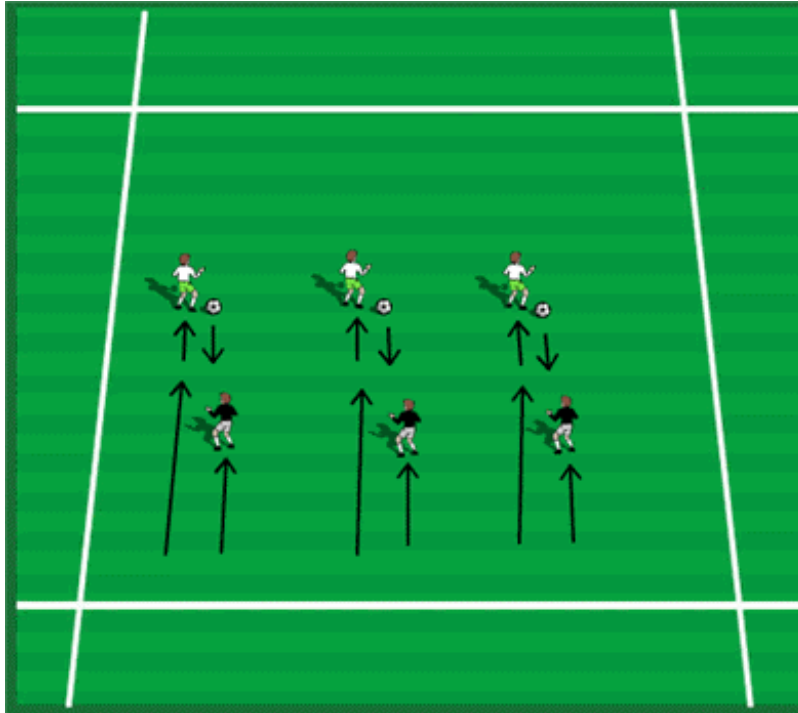
**The Scissors:** Step over the ball inside to outside then move the ball away with the other foot (for example, right foot inside to outside then move the ball to the left with the left foot).

You can also just fake them out with this by pretending to touch it the first time then touching it forward after the fake. Emphasize body position with this move, they need to have their body facing to the side they are pretending to move the ball also not keep it straight forward which is less likely to fool the defender. All techniques look to fake the opponent one way then move the ball the other way. On each dribble the player must drop their shoulder one way to move the other way.

### **Routine:**

1. Standing practicing the dribbling movement in a shadow style without touching the ball
2. Doing the movement on the spot with movement of the ball
3. Moving around freely in the area where it is congested; making the designated moves free style.

## The Double Touch Dribble

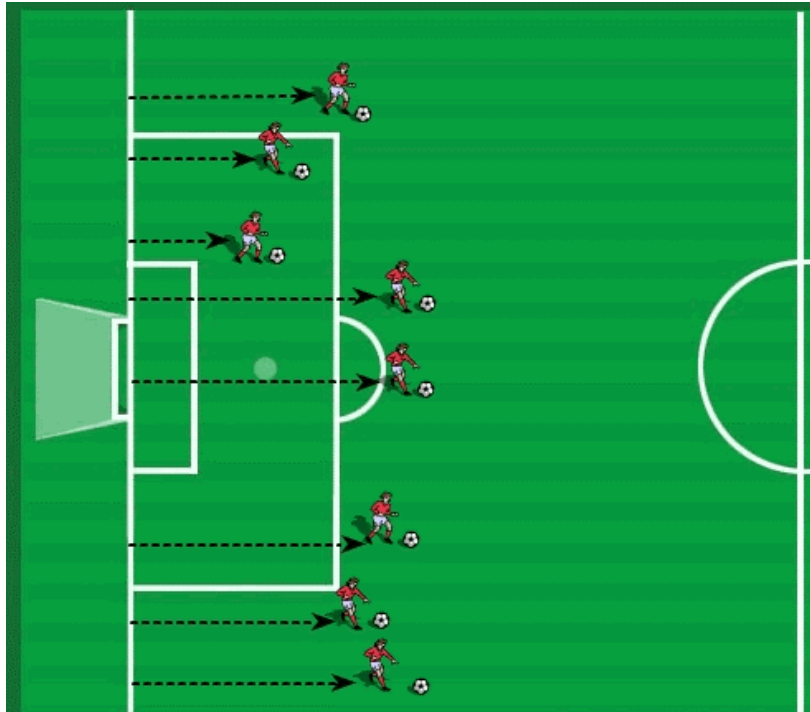


Double Touch (this is a great move to learn):

1. Running forward, bring the ball back with one touch then pass it forward to yourself with the second touch all the time keeping it in control at your feet. First touch back is to fake out the defender who is running alongside you, so they think you are stopping the ball or changing direction and they will check their forward run to react to this, but you continue to run forward by making the second touch forward and then get away from them. Rotate at the end of each run.
2. You can also just fake them out with this by pretending to touch it the first time then touching it forward after the fake.
3. Emphasize body position with this move, they need to have their body facing to the side they are pretending to move the ball also not keep it straight forward which is less likely to fool the defender.
4. All techniques look to fake the opponent one way then move the ball the other way. On each dribble the player must drop their shoulder one way to move the other way.

## Various Purely Fun Dribbling Games

### Session 1: Red Light – Green Light



#### Dribbling, Ball Control

All players stand on the end line with a ball facing the midfield line which is roughly 50 yards away.

1. When the coach yells “green light” the players dribble forward at full speed while maintaining control of the ball.
2. On the coach’s command, “red light,” the players must stop the ball immediately with the bottom of their foot.
3. Any player who fails to do so must start at the end line.
4. The first player to stop the ball on the midfield line wins the game.

#### **Progression:**

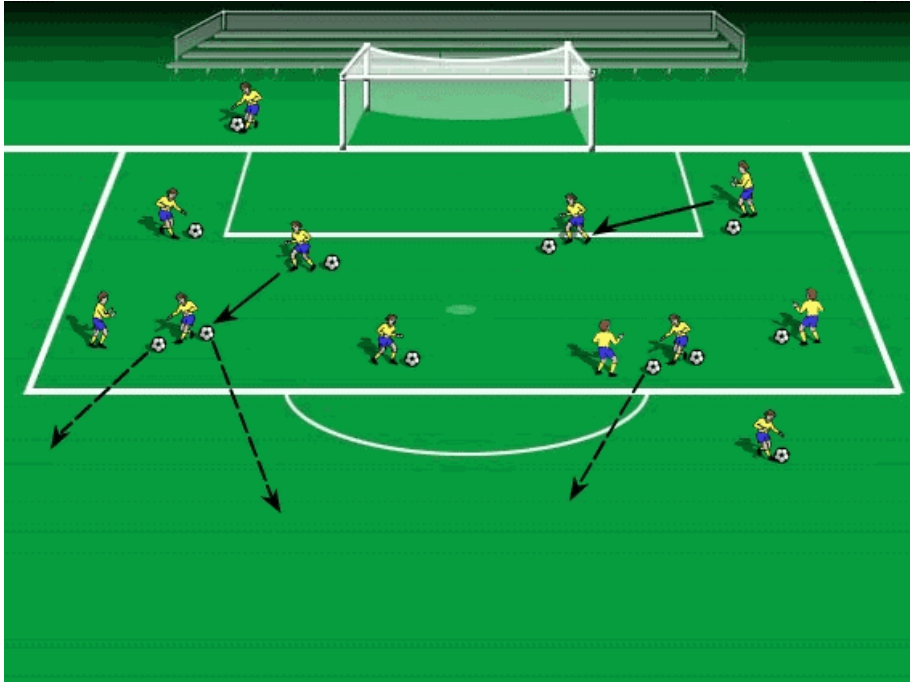
1. “Red light” player must quickly turn back and stop the ball
2. Players must only use the left foot only

#### **Coaching Points:**

1. Maintain body control
2. Touch the ball every other stride



## Session 2: Knockout



### Dribbling

Use the center circle or the penalty box. Place all of your players in the circle with a ball each.

1. The players dribble around the center circle trying to kick another player's ball out of the circle while maintaining possession of their own ball.
2. If the ball is kicked out, that player must perform quick footwork with the ball before reentering the game.

### Progression:

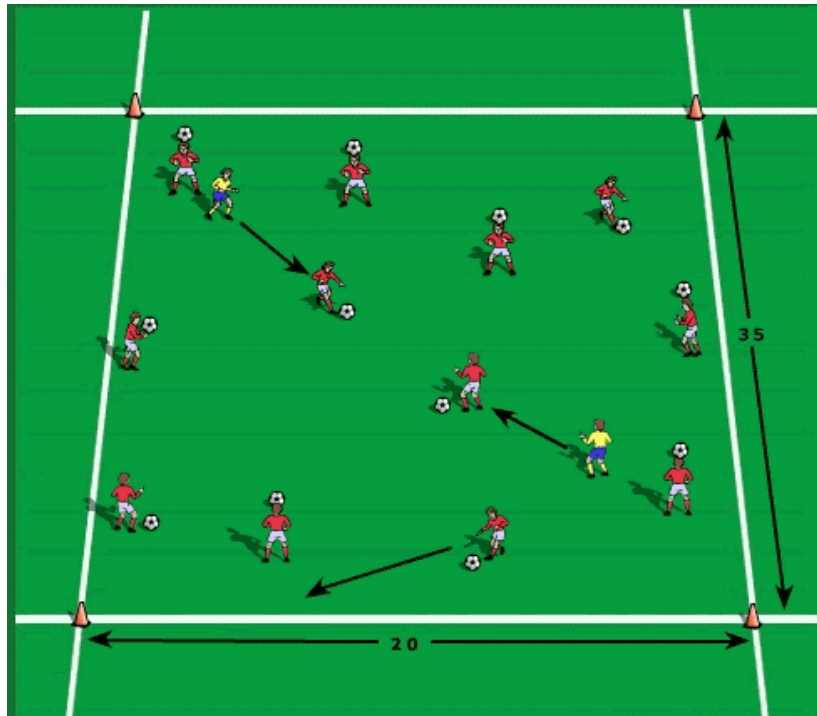
1. Reduce the size to "half" the center circle when the players remaining gets down to five
2. Players must juggle 20 times before re-entering the circle
3. If a player stops moving, they are automatically eliminated from the circle

### Coaching Points:

1. Use your body to shield the ball
2. Keep your head up and dribble away from pressure



## Session 3: Statue Tag



### Dribbling

12 players, each with a ball, try and avoid two defenders in a 20x35 yard grid.

1. One of the 12 players is tagged by a defender or if their ball is forced out of the grid, they become a statue.
2. They hold the ball over their head keeping their legs spread apart.
3. The statue may join back in if another attacker dribbles their ball through the statue's legs.
4. Play for 2 minutes and change the roles of the players.

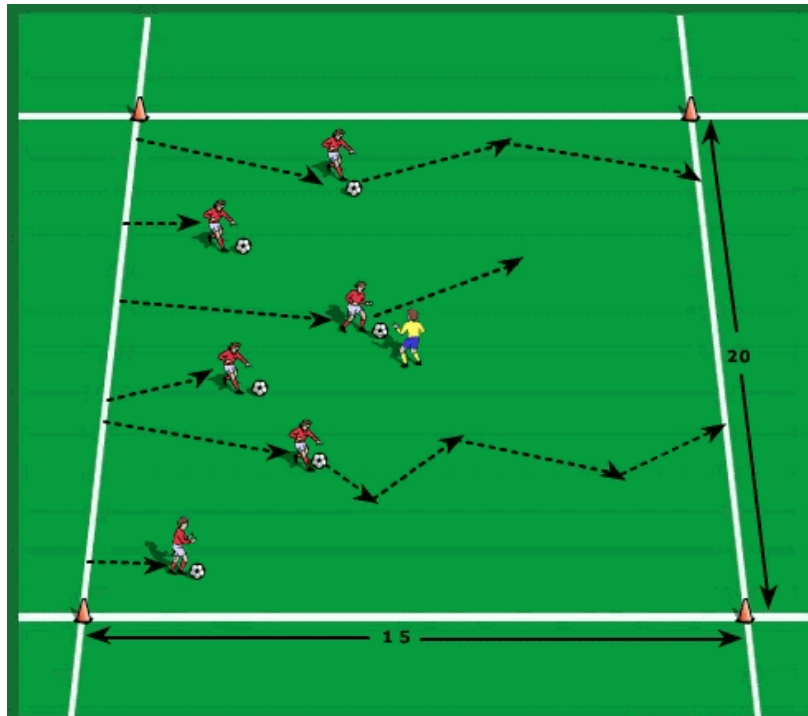
### Progression:

1. The statue must do 10 push-ups and then hold the ball above their head
2. Increase the amount of time working

### Coaching Points:

1. Keep your head up at all times
2. Dribble away from pressure

## Session 4: The Dribbling Gauntlet



### Speed dribble and cutting the ball

Make a 20x15 yard grid. One defender, without a ball, stands inside that grid. The rest of your team stands on the longer end line with a ball.

1. Upon the coach's shout, the attacking players dribble at speed to the other side line. If the defender kicks the ball out of the grid, that attacker now becomes an additional defender without a ball.
2. The last player to make it through the gauntlet wins the game.

### Progression:

1. The defender must start 5-10 yards back from the line
2. Must only dribble with the left foot, right foot, etc

### Coaching Points:

1. Keep your head up at all times
2. Dribble away from pressure

## Session 5: Multi Goal Dribbling



### Dribbling and Defending

Create a 20x20 yard grid and randomly place four, six foot wide goals made by cones or flags. Divide your players into pairs, each with a ball. Have plenty of extra balls on the perimeter of the grid.

1. One of the players starts as the attacker and the other is the defender.
2. All pairs are working at the same time, and the attacker is trying to dribble through as many gates as possible while maintaining possession. If the ball is won by the defender, the ball is returned to the attacker.
3. After 1 minute, switch the roles of the players and play for another minute.
4. The player that goes through the most gates wins.

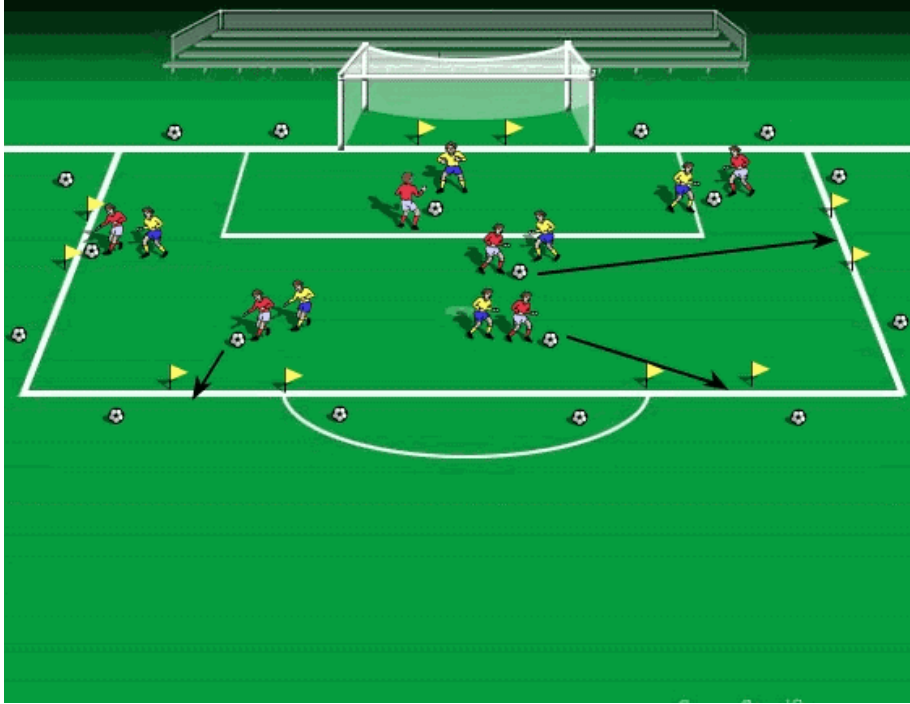
### Progression:

1. Must find a new gate each time
2. On a turnover, switch the roles

### Coaching Points:

1. Score early and break the opponent's mentality
2. Force the opponent away from the gates
3. Use fakes and shot fakes to get the defender off balance

## Session 6: Penalty Box Goal Game



### Dribbling and Defending

Place five, six-foot-wide goals evenly around the outside of the penalty box, using cones or flags.

1. Divide your team into pairs and place everybody inside the penalty box.
2. All pairs are working simultaneously.
3. The attacker tries to dribble towards one of the five goals and stop the ball within 1 yard on either side of the goal.
4. The defender tries to prevent the penetration. If the ball is won, it is given back to the attacker.
5. Work for 1 minute and then switch the roles.

### Progression:

1. Must find a new gate each time
2. On a turnover, switch the roles

### Coaching Points:

1. Get the defender off balance
2. Change the point of attack

## Session 7: Inside Out Penalty Box Game



### Speed Dribbling and Defending

Place five, six-foot-wide goals evenly around the outside of the penalty box, using cones or flags. Place plenty of extra balls around the perimeter of the box.

1. Simultaneously games of 1v1 occur for 1 minute at a time.
2. Split your team into pairs. One player starts with the ball on the outside of the penalty box.
3. The other player is the defender and starts in the middle of the box.
4. The attacker can enter the box at any time, but may only score by exiting through a gate while maintaining possession of the ball. If the ball is won, it is given back to the attacker.

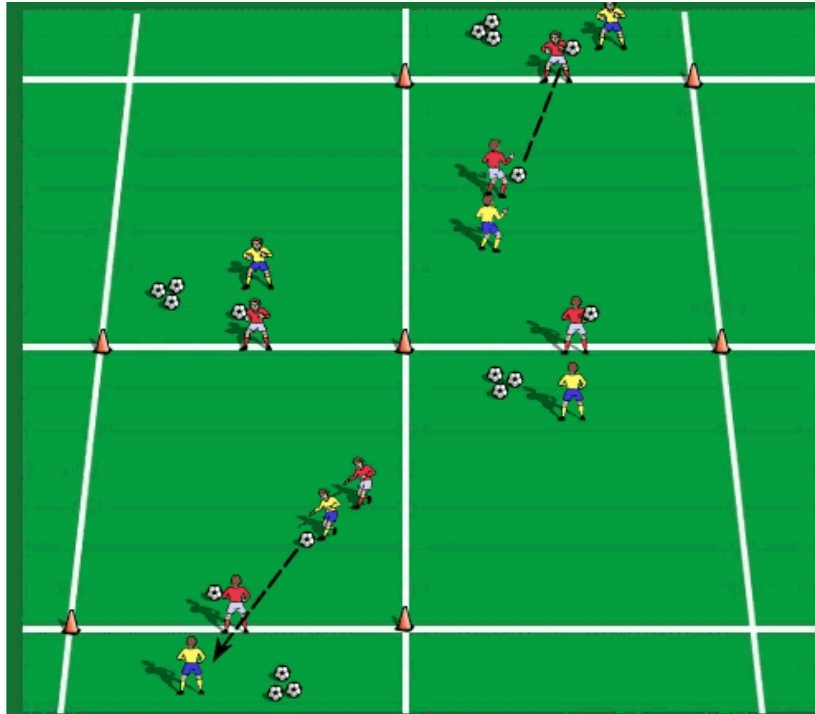
### Progression:

1. Must find a new gate each time
2. On a turnover, switch the roles

### Coaching Points:

1. Dribble at speed but keep the ball under control
2. Dribble straight at the defender and invite them to commit one way

## Session 8: Score Between The Legs



Taking people on and defending

Make a 20x15 yard grid. Two players are going 1v1 inside that grid. On both sides of the grid are two goals made by a player standing with their legs wide open and with an extra ball in their hands. A chaser is positioned behind each goal.

1. The active players can score by shooting or passing the ball between the opponent's goal's legs.
2. The player, who is the goal, drops the ball for his teammate. Play for 1 minute and then change the roles.
3. The chasers become the goal, the goal becomes active, and the active players become the chasers.

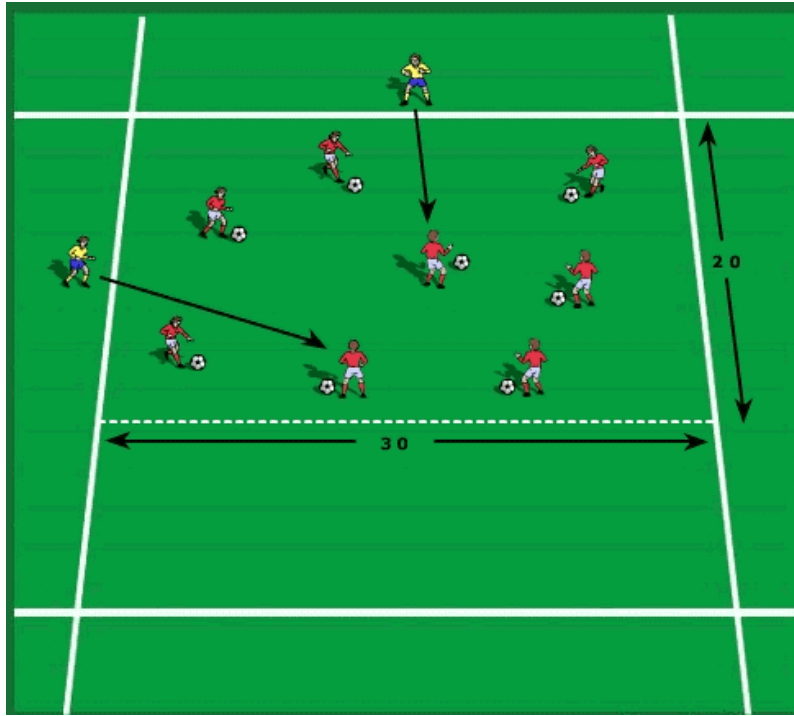
### Progression:

1. Make it a 2v2
2. Add neutral players that can move up and down the sidelines

### Coaching Points:

1. Take the opponent on and make them commit one way
2. Look to combine with the neutral players

## Session 9: Ambush



Dribbling, passing, receiving, and tackling

Make a 20x30 yard grid. Place two players (hunters) on the outside of the grid in bright colored pennies. The remaining players are inside the grid with a ball each.

The hunters yell “ambush”, and enter the grid and try and kick the balls away from the dribblers and out of the grid. If the ball is kicked out, those players remain in the game and can now combine passes with the remaining players with balls. The game ends when the last ball is kicked out of the grid. Assign new “hunters” after each game.

### Progression:

1. Increase the number of hunters
2. Make the grid smaller

### Coaching Points:

1. Dribble away from pressure
2. Shield the ball if attacked

## Session 10: Dribbling, Turning and Passing Exercises

**Activity #1:** Players are arranged in pairs with one ball as shown below. The coach is positioned in the center of the grid as shown.



1. Players must bring their ball to the coach.
2. The coach must kick or throw the ball anywhere inside the grid.
3. The coach must call out the method the players must use to bring the ball back to the coach (ex) perform 5 toe touches each before bringing it back, two Cruyff turns each before bringing it back etc.
4. The coach continues to throw the balls around the grid for the designated period of time.

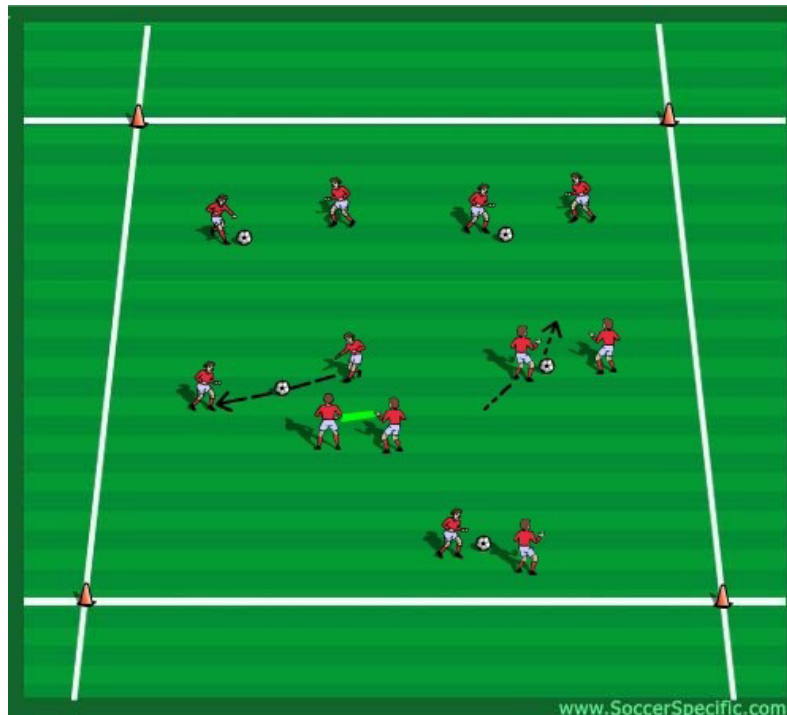
**Progressions:** The coach should create an entertaining and fun environment for the players by calling out creative ways to bring the ball back (ex) ball between foreheads etc.

### Coaching Points:

1. Fun!
2. Players must utilize the time available to become comfortable with the ball in various situations.



**Activity #2 Partner Tag:** Players are arranged in pairs with one ball as shown below. Two players are designated “it” and must hold a vest between them during the activity.



1. The “it” must attempt to tag any player in possession of a ball.
2. Players must move around the playing area dribbling and passing their ball with their partner.
3. Players that are tagged become “its”. Play is continuous for a designated period of time.
4. Switch the “it” after each round of play.

**Coaching Points:**

1. Keep the ball moving – dribble with your eyes up to scan the playing area
2. Encourage passing to avoid “it”
3. Field vision – scan the playing area at all times
4. Correct dribbling and passing mechanics

**Activity #3 Multi Gate Passing:** Players are arranged in pairs with one ball as shown below. 8-10 gates are created using cones and placed randomly inside the playing area as shown.



1. Players move with their partner around the playing area attempting to dribble and pass through as many gates as possible in the assigned time.
2. Games can vary in length anywhere from 30 seconds to a few minutes.
3. Encourage each pair to beat their previous games score – try to beat your last score by one!

**Coaching Points:**

1. Keep the ball moving at all times
2. Use various surfaces of the foot to dribble
3. Correct passing mechanics
4. Players are encouraged to get comfortable while in possession of the ball

**Activity #4 Get In / Get Out:** Two teams are organized as shown below. A supply of balls is placed next to the coach as shown. Mini goals are placed at each end of the playing area.



1. The coach serves a ball into the playing area and calls out a color – red or yellow.
2. If the coach calls “red” two red players must run into the grid with 1 yellow – this creates a 2v1 situation.
3. The red players act as attackers and the yellow player acts as the defender.
4. The red attackers must attempt to score in their opponent’s mini goal.
5. Play is continuous for a designated period of time or for a predetermined number of goals.

**Progressions:**

1. Increase numbers to 2v2
2. Increase numbers to 3v3
3. Final phase 4v4

**Coaching Points:**

1. Encourage correct decision making – when to dribble, when to pass.
2. Encourage positive attacking play.
3. Emphasize correct dribbling and passing mechanics.
4. Score, Score, Score!

**Activity #5 Final Game:** A 4v4 with mini goals is organized as shown below. No goalkeepers are used during the activity. The setup is repeated to accommodate the entire squad of players.



Both teams compete for possession of the ball and attempt to score in their opponent's goal – NO RESTRICTIONS.

**Coaching Points:**

1. Review all previous coaching points.
2. Encourage positive creative play.
3. Encourage players to develop confidence in various situations.

## Session 11: Ball Control and Dribbling Skills



### Ball control and motor skills

Use the penalty box or the center circle. Grid size depends on the number of players. Each player has a ball.

1. The players must follow the instruction of the coach.
2. For example, if the coach shouts “touch the ball quickly side to side”, then the players must do so. Complete 10 commands successfully and then stretch for a minute. Repeat using different commands.

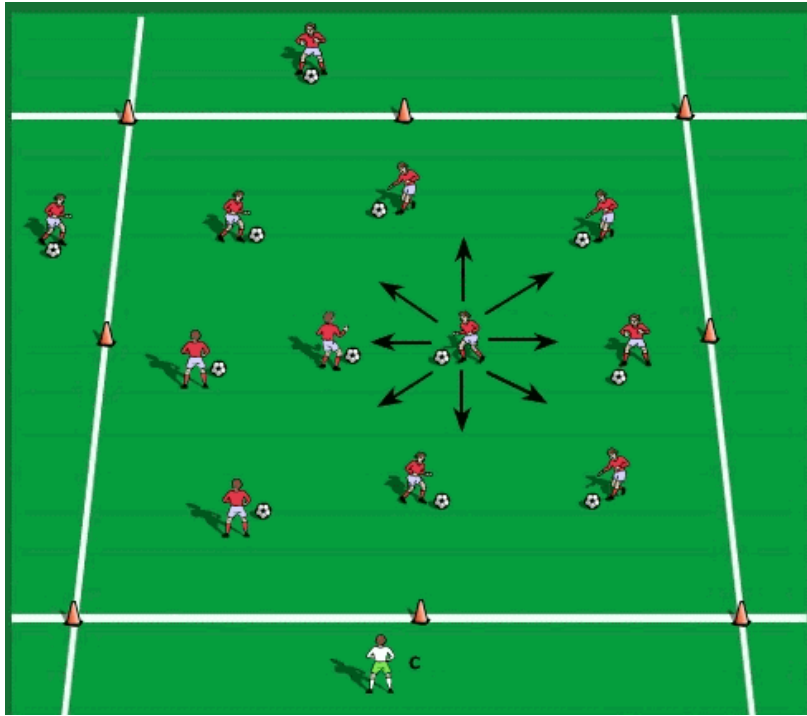
### **Progression:**

1. Tap the top of the ball with the bottoms of your feet, alternating feet each time.
2. Jump over the ball.
3. Hop around the ball.
4. Skip around the ball.
5. Toss the ball up, hit it with your head, and catch it.
6. Use the bottom of your foot and move it in a circle.
7. Kick the ball in the air, turn, and catch it.

### **Coaching Points:**

1. Get the touches right.
2. Don't run into anyone.

## Session 12: Head Up Observation



Dribbling, ball control

Set up a 15x20 yard grid (race track). Place all of your players in the grid with a ball.

1. The players must not crash into the cones (rails). If the players (collide) with each other or the cones (rails), they must go outside the grid, and do fast footwork with the ball.
2. For example; toe touches on the ball, quick passes side to side, or quick turns with the left and right foot.
3. The players (cars) must obey the coaches (race director) shout. "Shift gears"-change directions, "red flag"-stop the ball, "blue flag"-stop the ball with the knee, "yellow flag"-dribble slower, and "green flag"-accelerate to top speed.

### Progression:

1. Make the grid smaller and more congested.
2. Players must only use the left foot only, etc.

### Coaching Points:

1. Keep the ball close to your body.
2. Concentrate on change of direction away from pressure (other cars).

## Session 13: Change Of Pace



### Dribbling

30 x 30 yard grid. 12-18 players start with a ball each inside the grid.

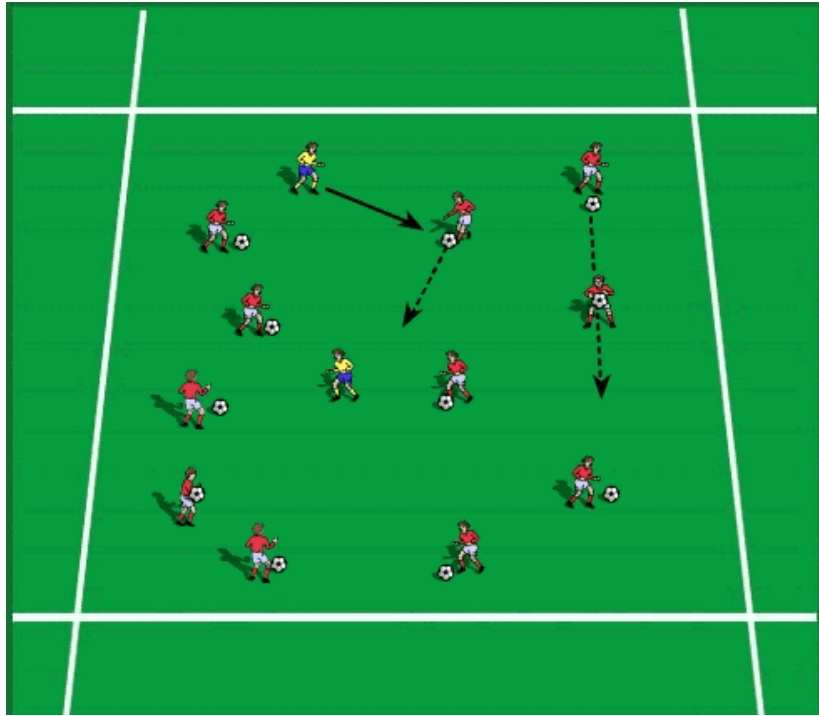
1. Each side of the grid is allocated a number – 1, 2, 3 or 4.
2. Coach will shout commands that all players must follow.
3. If coach shouts “1” all players must dribble to that side of the grid, if coach shouts “3” all players must dribble to that side of grid and so forth.
4. Players must use all the surfaces of their feet to dribble as well as change direction on the coach’s command.

**Progression:** Encourage players to dribble as fast as possible by making it a race situation.

### Coaching Points:

1. Use as many surfaces of the foot as possible.
2. Do not “kick” ball; push it out in front of you.
3. Try to avoid collisions by keeping head up.

## Session 14: Set Them Free



### Dribbling for possession

20 x 20 yard grid. 12-18 players. Two sets of colored bibs.

1. 2 Players must wear colored bibs.
2. On the coach's command these players pursue all other players who are dribbling freely inside the grid. If one of the "chasers" touches a player's ball then that player must freeze in that spot with the ball above their head and their legs apart.
3. A player can only be "unfrozen" by another player dribbling a ball through their legs.
4. After a designated time (approx. 1min) count how many players are frozen? Allow all players to have a chance at being a chaser.

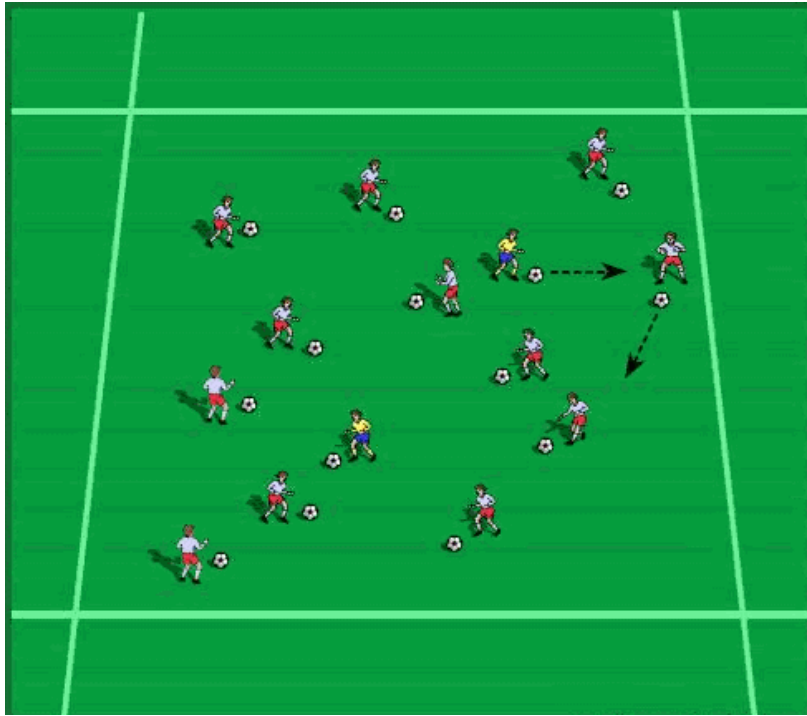
**Progression:** Increase the number of chasers.

### Coaching Points:

1. Quick changes of direction and speed are essential to avoid "chasers"
2. Keep head up to detect oncoming opponents.
3. Encourage accelerations to escape from opponents.



## Session 15: Avoid The Defenders



### Dribbling for possession

20 x 20 yard grid. 12-18 players. Two sets of colored bibs. One ball for each player.

1. 2 players are identified as “chasers” by wearing a different colored bib.
2. All players including the “chasers” must keep control of their ball at all times.
3. If, while dribbling, a player is tagged by a “chaser” then that person must stay in one place and practice juggling the ball.
4. Time is kept to see how long it takes for the two chasers to “stick” all the other players. Alternate chasers after each game.

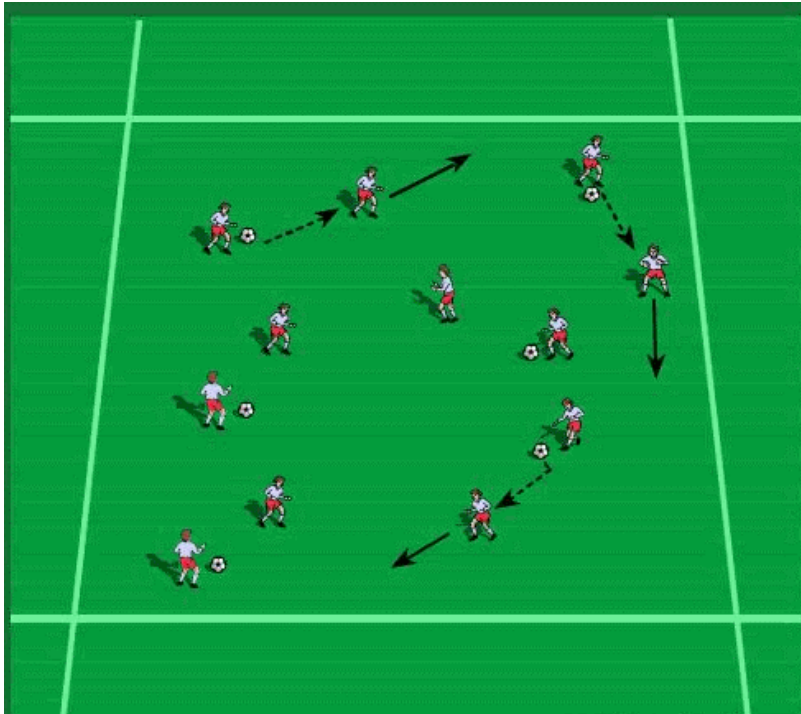
### Progression:

1. Increase the number of chasers.
2. Introduce a new feint or move to avoid opponents.

### Coaching Points:

1. Quick changes of direction and speed are essential to avoid “chasers”
2. Keep head up to detect oncoming opponents.
3. Encourage the use of feints to escape from opponents.

## Session 16: Shadow Him



### Dribbling

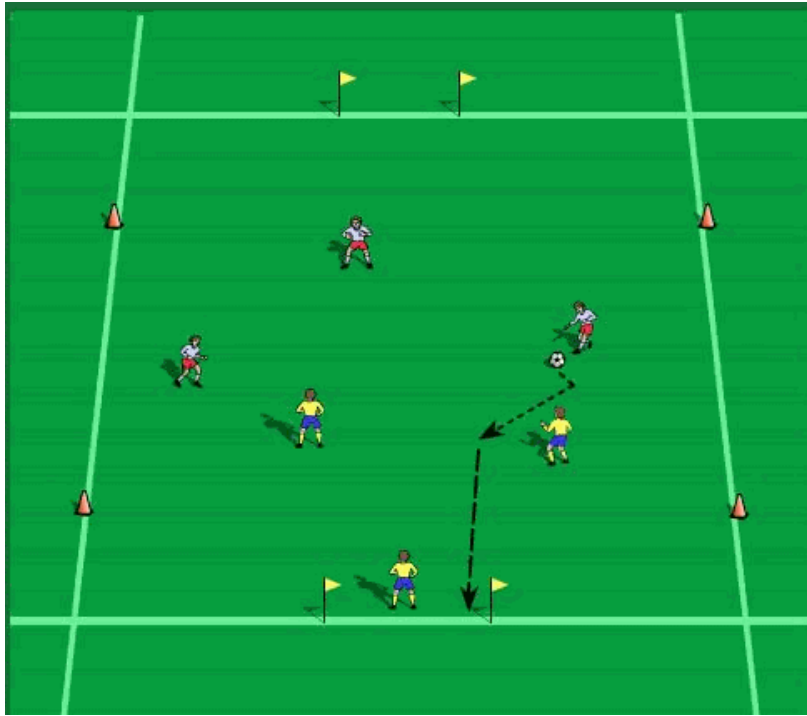
20 x 20 yard grid. 12-18 players. Players are in pairs with one ball.

1. Player 1 and 2 start approximately 2 yards apart, one behind the other.
2. The player in the rear has the ball.
3. Player in front must run around grid to try to lose his "shadow."
4. Player with the ball is forced to dribble with close control and speed in order to keep up with his lead man.
5. When coach shouts "switch" player with ball tries to pass ball through his partner's legs. At this point the roles are reversed.

### Coaching Points:

1. Don't kick ball, push it out in front of you.
2. Keep head up to detect movements of partner.
3. Use all surfaces of the feet while dribbling and turning.

## Session 17: Take A Chance



### Dribbling for Possession and Penetration

20 x 30 yard grid with an area 4-5 yards wide designated as an end-zone (marked with cones). 6 players. Two sets of colored bibs. Flags to create mini goals at each end. Repeat set-up to accommodate entire team of 18 players.

1. 3 v 3. One player is designated as a goalkeeper.
2. Only the goalkeeper can use his hands in the end-zone.
3. The goalkeeper must leave the end-zone to become an outfield player when his team is in possession of the ball.
4. Players should try to dribble to create goal- scoring opportunities.

**Progressions:** Award 3 points for a goal, 2 for beating an opponent and 1 for turning on an opponent.

### Coaching Points:

1. Take defenders on!
2. Use feints, deception to elude defenders

## Session 18: Emphasizing Dribbling Techniques with Fun Games



### Dribbling

40 x 30 yard grid divided into 10 x 10 yard grids. Flags are placed to create a mini goal at one end of the grid. Two sets of colored bibs. Groups of 4-5 players.

1. One player starts in the middle 10 x 10 grid and will act as the defender. One player will act as a goalkeeper in the mini goal.
2. The first player in line will attempt to dribble past the defender in the middle grid before attempting to score in the mini goal.
3. A shot must be taken from greater than 10 yards from goal.
4. The attacker then becomes the defender for the next attempt.

### Progressions:

1. Players must use a feint to beat the defender.
2. Players can attack in pairs to create a 2v1 situation.

### Coaching Points:

1. Push ball out in front while moving at speed.
2. Accelerate over the first few yards to unsettle defender.
3. Use feints, deception to elude defenders.

## Session 19: Speed Dribble



### Dribbling

30 x 30 yard grid. Cones are placed to create corner areas of approximately 5 x 5 yards. 4-5 players in each corner. 1 ball per player

On coaches' command "Switch" players must dribble at speed to a new corner area. To encourage speed dribbling, the first group to successfully arrive in a new corner wins the game.

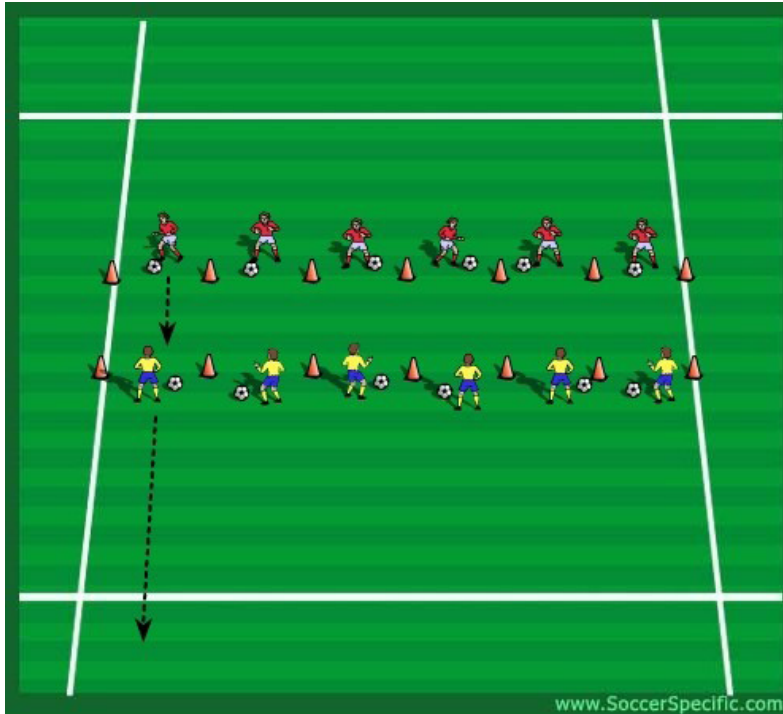
### Progressions:

1. Players must juggle 5 times in the new corner before the game can end.
2. Add defenders (2-3) in center of grid to try to steal balls from players.

### Coaching Points:

1. Push ball out in front while moving at speed.
2. Keep head and eyes up to avoid collisions.
3. Use feints, deception to elude defenders.

## Session 20: Turn and Dribble



Running with the ball at speed, change of speed

30 x 30 yard grid. 12-18 players with a ball each. Two sets of colored bibs. Players arranged in pairs facing each other. Cones placed to create a 5-yard wide channel between each pair.

All players are performing fast footwork type activities in a stationary space.

Coach calls out the color of one of the teams. Example “Reds”, at this time the red team must dribble quickly towards their opposite yellow partner. The objective is to tag the yellow player before they can turn and dribble over the end-line.

**Progressions:** The team of chasers must try to pass their balls against the legs of their opponents.

### Coaching Points:

1. Accelerate quickly in the direction you want to go.
2. Take longer touches; don't get the ball caught under your feet

## Session 21: Moving Targets



### Passing and Dribbling

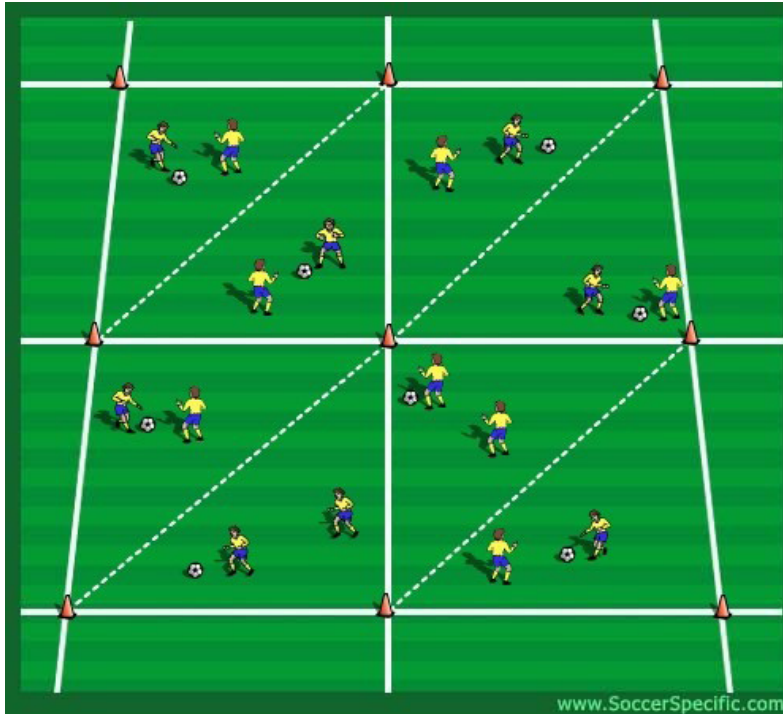
2 players are designated as “destroyers”. The “destroyers” dribble around grid trying to pass their ball against another ball or legs of an opponent. If a player’s ball or legs are struck then he too becomes a “destroyer”. The last player to get struck by a “destroyer” is the winner.

**Progressions:** Destroyers can strike their opponents ball only.

### Coaching Points:

1. Keep head and eyes up to avoid opponents as well as locate targets.
2. Changes of speed to get close to opponent prior to passing ball

## Session 22: Touch Tight



### Dribbling to beat an opponent

20 x 20 yard grid split into two triangles as shown. Cones in each corner of the grid. Two players per triangle with 1 ball. Repeat set-up to accommodate entire team.

1. Player (A) must try to dribble to any cone in the triangle with the ball without the defender kicking the ball from the grid.
2. One point is awarded for every cone touched with the ball.
3. The defender (B) must try to stay close to the attacker to deny the space and prevent him from scoring. Switch roles after approximately one minute. Rotate partners after each game.

**Progressions:** Remove or add cones depending on ability and success of players.

### Coaching Points:

1. Change direction and speeds to avoid defender.
2. Defenders don't dive in to win ball – be patient.



## Session 23: Dribbling To Beat An Opponent Making Positive Forward Runs With The Ball



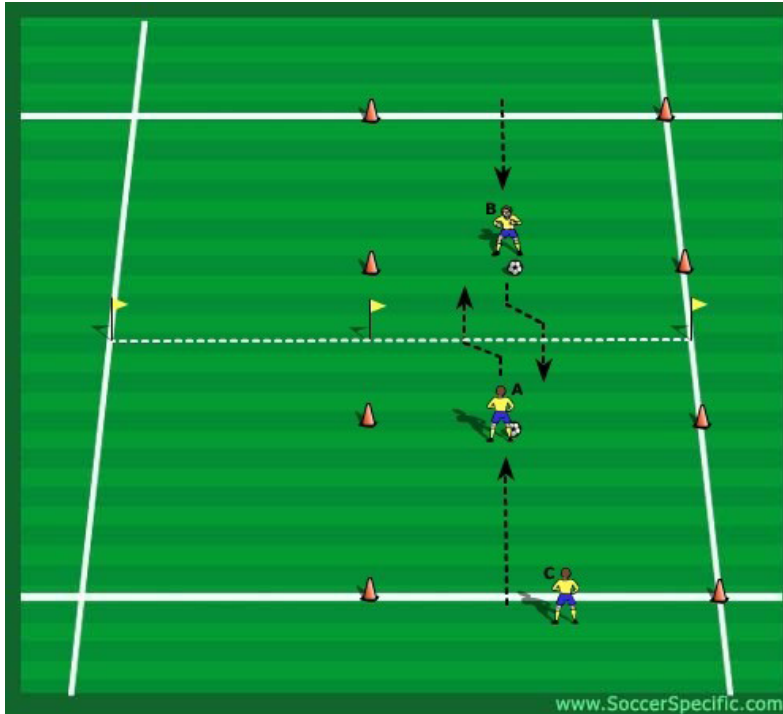
Dribbling to beat an opponent, making positive forward runs with the ball.

Warm-up: 10 minutes – One ball per player. Unrestricted movement incorporating running, jogging, juggling and stretching. Players move freely getting comfortable on the ball.

5 minutes – Unrestricted movement with an emphasis on various dribbling moves:

1. Use outside of foot to push ball out of feet,
2. Change of pace,
3. Change of direction,
4. Use disguise then change of pace and direction,
5. Stress drop left shoulder, move body weight left, then push ball with outside of right foot – accelerate,
6. Use a scissors movement with outside of left foot going around outside of ball – take with outside of right foot.

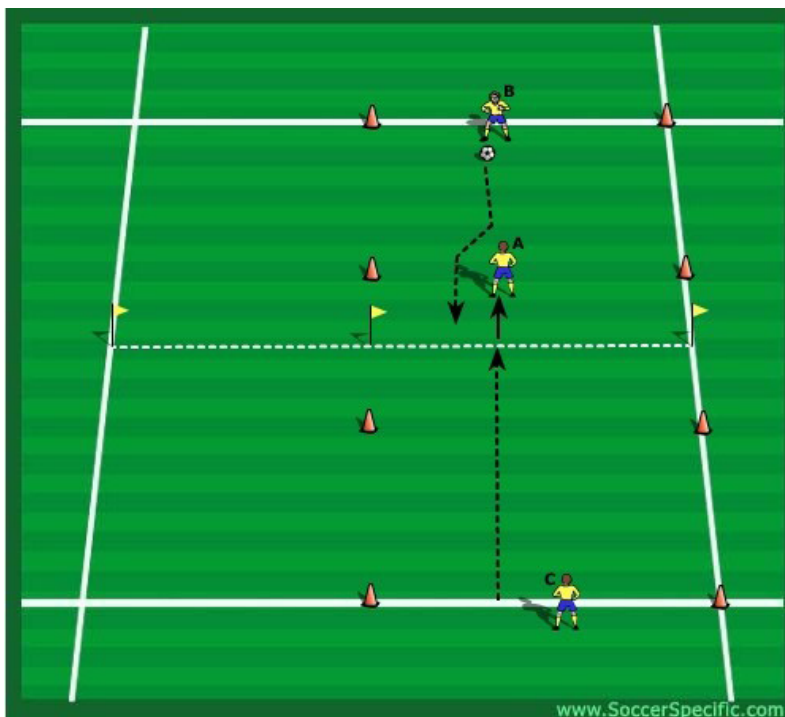
## Exercise #1



10 x 30 yard grid divided into three 10 x 10 yard grids as shown. A halfway line is marked with flags at opposite sides of the grid. Three players per grid. Set-up is repeated to accommodate the entire squad of 18 players.

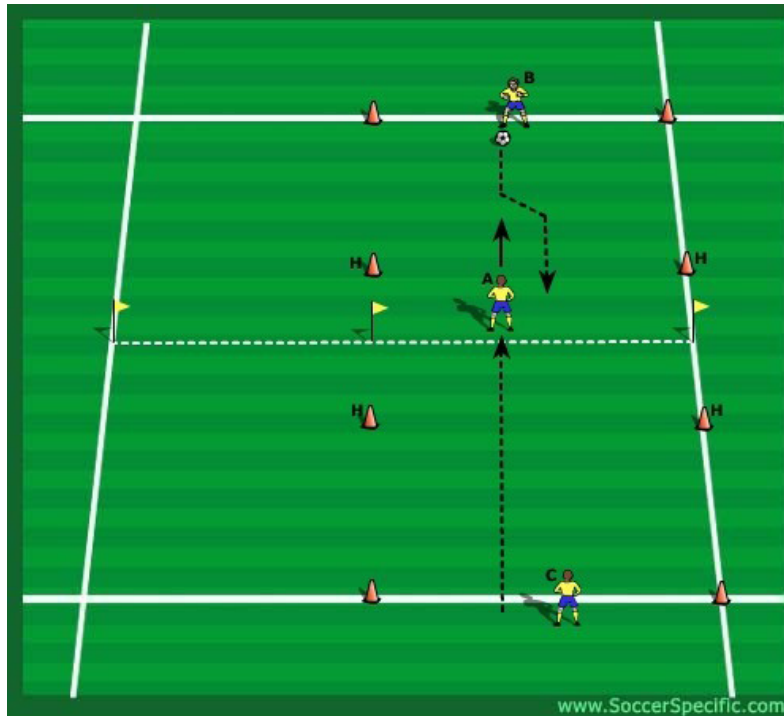
1. 5 minutes - Players (A) and (B) dribble towards the center line as illustrated in Diagram.
2. Each player performs a feint at the halfway line before accelerating to the opposite side of the grid.
3. (Ex) drop right shoulder, accelerate left. Sequence is repeated with all three players alternating.

## Progression 1



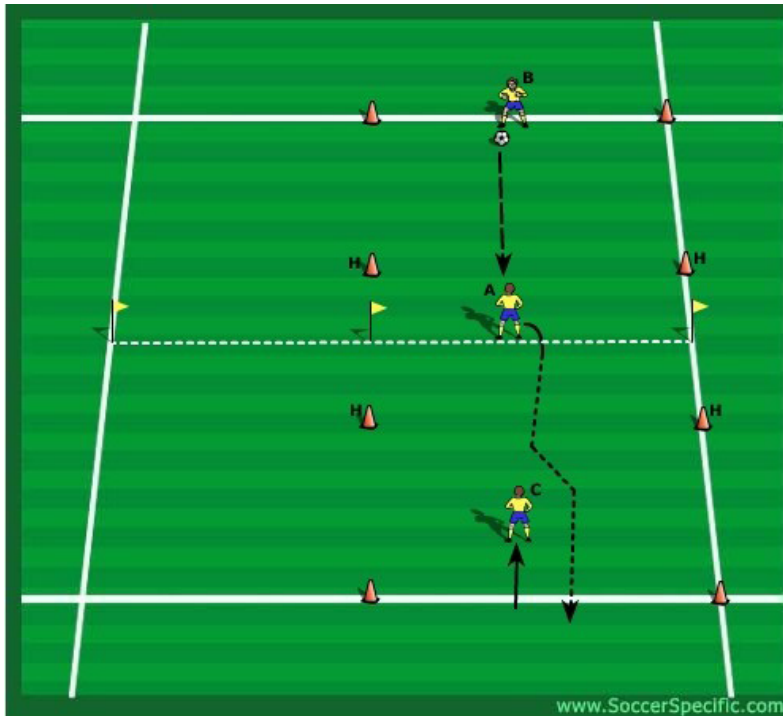
5 minutes - Player (A) dribbles to the halfway line before passing to (B) as shown. Player (A) then moves forward to act as a passive defender. Player (B) performs a move and accelerates past the passive defender. The sequence is repeated with (B) passing the next ball to player (C) from the halfway line. Sequence is continuous for designated period of time.

## Progression 2



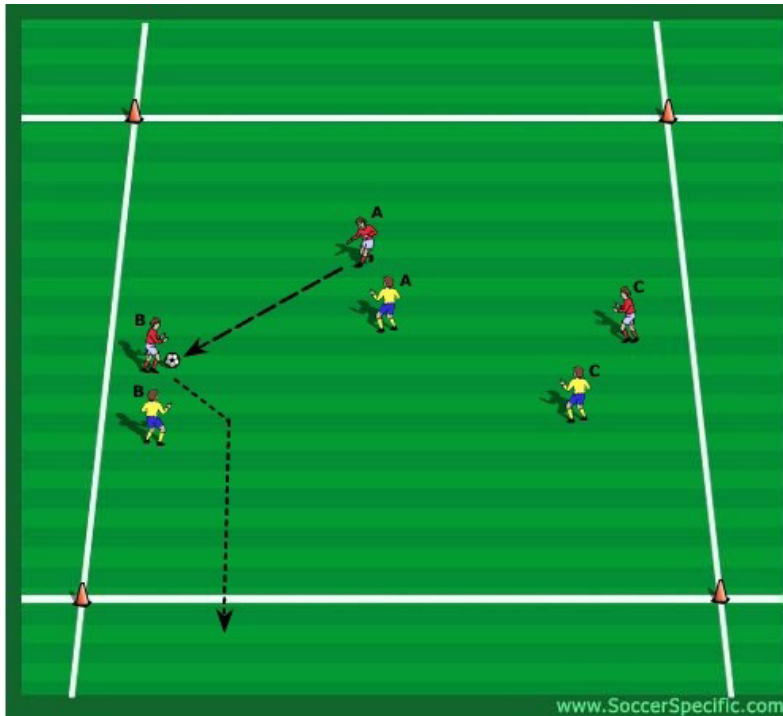
5 minutes - Player (A) dribbles to the halfway line and passes to (B) as shown. As soon as player (B) has received the ball player (A) must move forward to defend. Player (A) can only defend in front of the cones marked (H). This will encourage (B) to attack at pace before the defender can get ready. Player (B) attempts to beat the defender and dribble towards the halfway line. Sequence is repeated in the opposite direction with (B) passing to (C) from the halfway line. Play is continuous for a designated period of time.

## Progression 3



5 minutes - Player (A) starts on the halfway line. Players (B) and (C) are positioned at opposite ends of the grid as shown. Player (B) passes to (A). Player (A) must make a choice: 1) Run at player (B) and dribble over the end line, 2) Turn and run at player (C) and dribble over the opposite end line. Players continuously rotate to become the middle player. The diagram illustrates player (A) turning to run at defender (C).

## Exercise #2



20 x 30 yard grid as shown. A 3v3 is organized in the playing area. Set-up is repeated to accommodate the entire squad.

1. 5 minutes - Players are paired off as shown in Diagram above. Red (A) must play against Yellow (A), Red (B) must play against Yellow (B) and so forth.
2. Since each player has a direct opponent, if a player beats his opponent he should have a direct run to score. Players score by dribbling over their opponents' end line.

### Coaching Points:

1. Spread end to end to create space.
2. When your team is in possession, create 1v1 situations by moving away from the player on the ball.
3. Think dribble, be positive.
4. Attack at pace.
5. Use disguise.

**Progression (1):** 5 minutes - The team that scores maintains possession and attacks in the opposite direction. This creates a greater incentive to continue to score.

**Progression (2):** 5 minutes - Eliminate the direct opponent assignment. Players are no longer required to only stay with their man.

## Final Game



55 x 44 yard area organized as shown. Three areas are created using flags. Five gates are created using cones as shown. An 8v8 is organized in the playing area with both teams arranged in a 3:3:2 formation.

1. 15 minutes - Both teams compete for possession of the ball. Players are positioned in each of the thirds of the field as shown.
2. Players score by dribbling over the opponents' end line or by dribbling through any of the five gates located in the playing area.
3. Players can only leave their third of the field by dribbling forward.
4. Diagram illustrates player (A) receiving a pass, beating his marker and dribbling into the next third of the field.

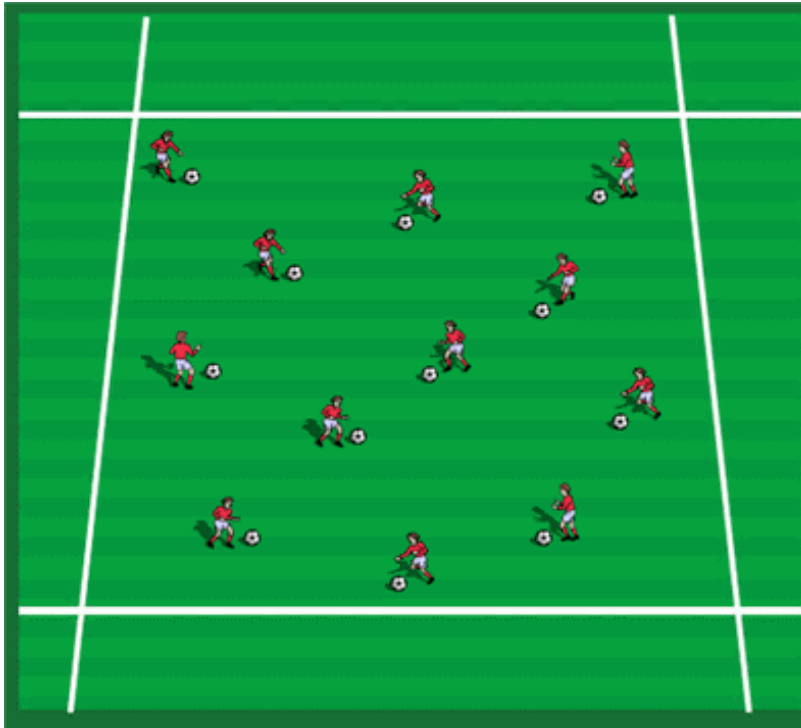
### Coaching Points:

1. Encourage dribbling in all areas.
2. Spread out side-to-side and end-to-end.
3. Spread immediately when goalkeeper receives the ball.
4. Attack at pace.
5. Create 1v1 situations by moving away from the player in possession.

**Cool Down:** 5-10 minutes light jogging and stretching.

NOTE: Depending on the ability of the players it may be advisable to take more than 5 minutes to move through each exercise phase.

## Session 26: Dribbling Awareness Kick Out Game With A Ball Each



1. 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.
2. 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.
3. 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:

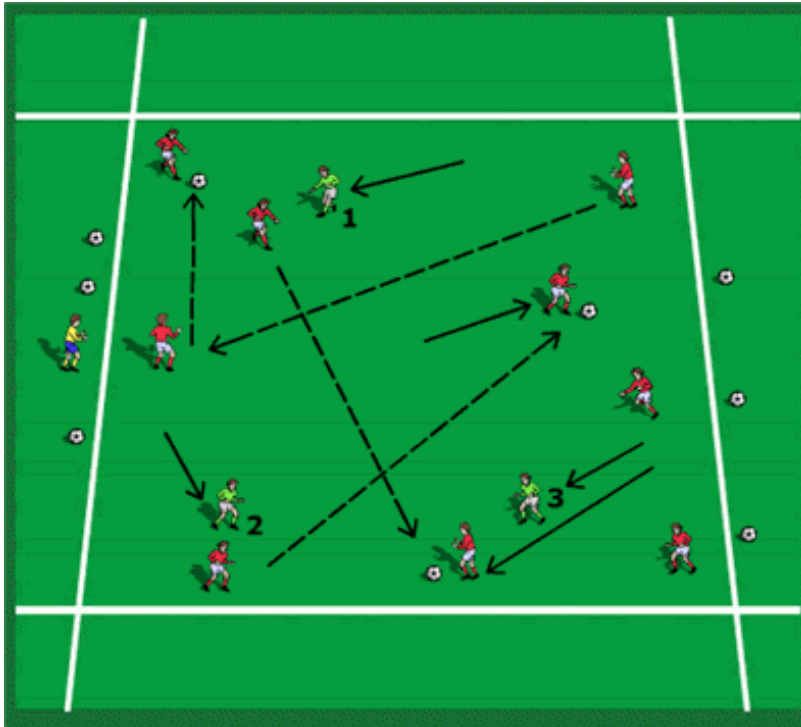
1. Dribbling and Turning,
2. Shielding,
3. Tackling,
4. Awareness of where other players are whilst maintaining possession of the ball ensuring players are looking around away from their own ball,
5. Anaerobic Fitness work. This is a practice that is fun but ensures relevant skills are practiced by the players.



## Kick Out Game



1. There are 12 players in this session, 9 with a ball, 3 without. The 3 without the ball 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.
2. 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 to where they need to get all the balls to the coach, a bigger more relevant challenge.
3. 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.



1. 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.
2. 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.

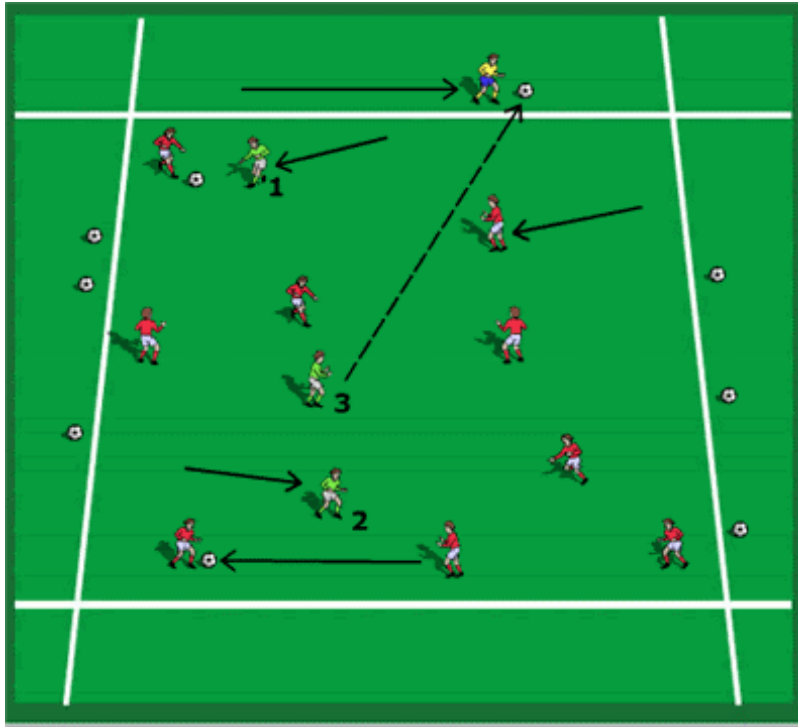
### Coaching Points:

Attackers with the ball –

1. Dribbling and turning practice,
2. Shielding,
3. Moving, passing and support play,
4. Quality of passing,
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.

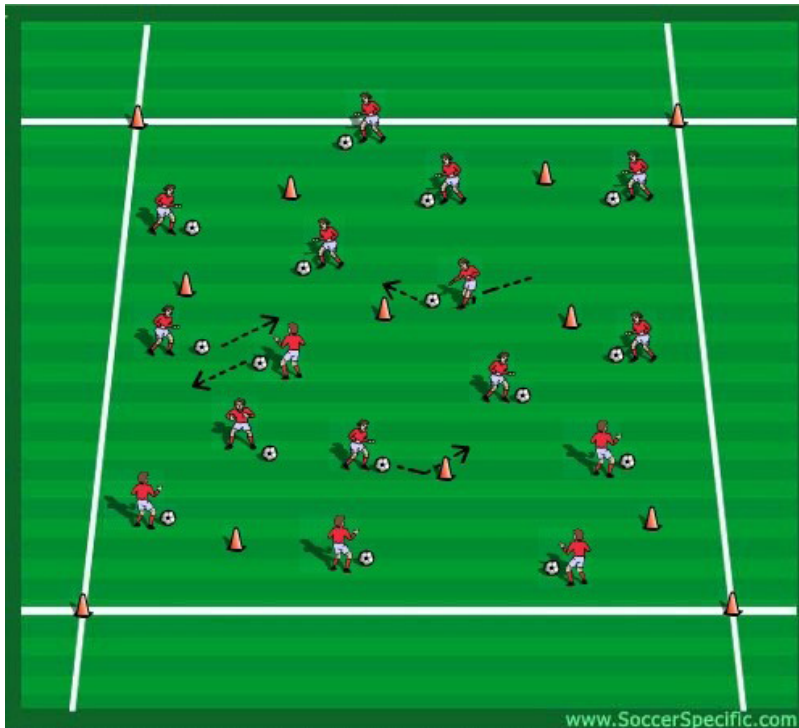


The essence of this game is it is fun and competitive for the players but it also provides a situation where they are learning important skills. Here the coach is on the move with players winning possession but also looking to see where their target player (the coach) is. Defender (A) has won a ball from attacker (2) and passed it into the path of the coach who is on the move on the outside. (9) 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.

## Session 27: Beating Your Opponent: A Mentality To Attack



Developing a mentality to attack. Decision making in 1v1 situations.

**Technical aspects:** Feinting, dribbling, changes of speed and direction.

**Warm Up:** All players are positioned inside a 30x30 yard grid as shown in the diagram. One ball for each player. Cones are placed randomly inside the grid as shown.

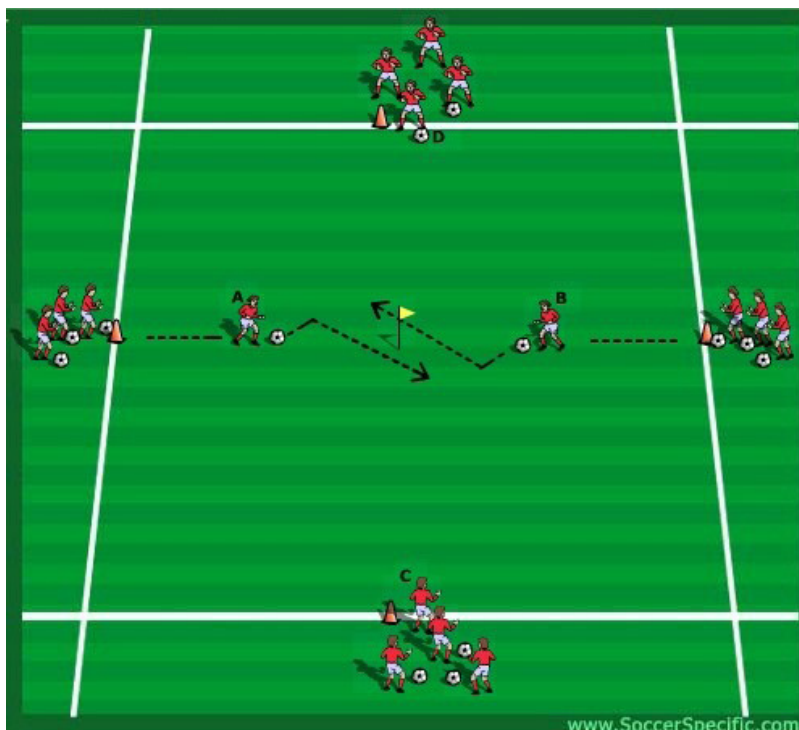
Players move freely dribbling inside the playing area. Players must concentrate on avoiding each other as well as the cones. Allow players to build up the tempo of the exercise over time. Players perform periods of static stretching throughout the warm up period. Time: 6-7 minutes.

**Progression:** Players dribble towards a cone. On reaching the cone players must perform a feint / fake and accelerate quickly past the cone for 5-10 yards. The cone acts as a stationary defender. Time: 4-5 minutes

### Coaching Points:

1. Emphasize the use of feints / fakes.
2. Changes of speed must be used.
3. Accelerate past the cones and into space.
4. Be positive in attacking the cones.

## Activity #1



Players are divided into 4 groups and are positioned at the cones as shown in Diagram. A flag is placed as shown in the center of the grid. One ball for each player.

1. Players (A) and (B) dribble towards the flag. Approximately 2 yards from the flag each player performs a feint to the left before accelerating to the right of the flag.
2. On completion of the “move” the next two players (C) and (D) repeat the sequence.
3. Note: Players must fake to the same side and accelerate to the same side to avoid colliding (Ex) fake left, go right. Play is continuous for the designated period of time.

### Coaching Points:

1. Players should also be encouraged to use other “moves”
2. Burst of speed past the flag – Accelerate!
3. Be direct – drive towards the flag and then accelerate.
4. Players must communicate with the opposite group to ensure that they start at the same time.

## Activity #2



The squad is split into two teams (red and Yellow). The teams are positioned around the perimeter of a 20x20 yard grid as shown in Diagram. A smaller central grid (6x6 yards) is created using flags as shown. A supply of balls is placed next to each group.

1. One player from the Red team (A) begins inside the smaller central grid and acts as the defender as shown above.
2. The first player in line for the Yellow team (B) must attempt to drive at the defender, perform a “move” and dribble successfully through the central grid. If the player reaches his/her teammates on the other side the sequence is repeated with the next person in line.
3. Points are awarded for each player successfully making it through the grid.
4. The same defender remains in the central grid until he/she stops an attack.
5. If the defender intercepts or knocks the ball out of play, the roles immediately switch – the attacker becomes the next defender and must quickly react to the next attacker entering the play.

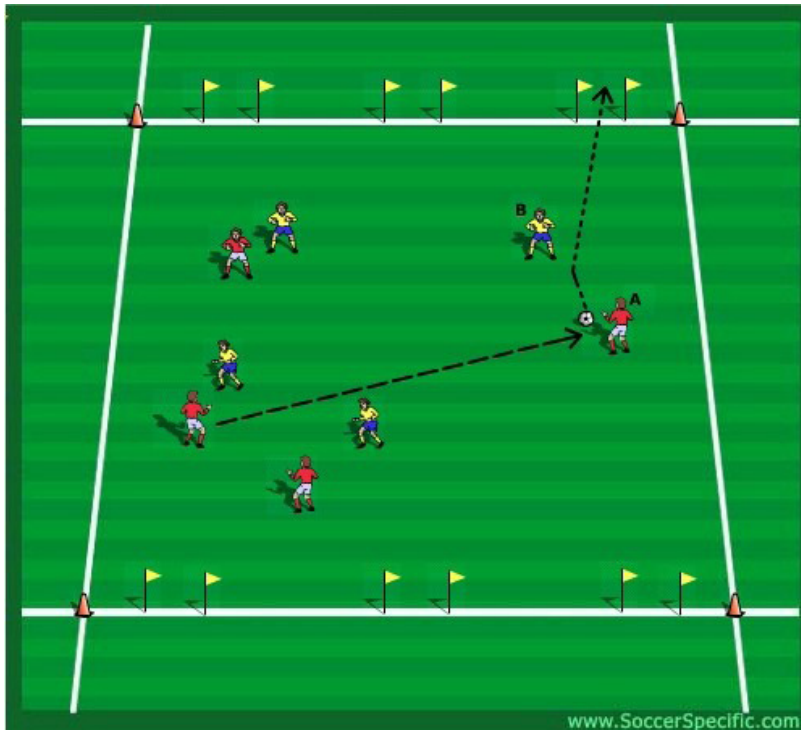


1. In Diagram above defender (A) has knocked the ball out of play. Player (B) becomes the next defender and must attempt to stop attacker (C).
2. The tempo of the activity must be high. Do not allow the opposition time to get ready – attack at speed. First team to 20 points wins. Repeat game as time permits.

**Coaching Points:**

1. Go at pace – accelerate past the defender.
2. Be positive in attacking.
3. Attack quickly – don't delay the attack with a lot of "moves"
4. Take chances.

## Activity #3



A 4v4 is organized as shown in Diagram. Three mini goals are created with flags at each end of the playing area as shown. Repeat setup to accommodate the entire team.

1. Players compete for possession of the ball and attempt to score by dribbling through their opponent's mini goals. Players are encouraged to take advantage of 1v1 situations – take chances, try to isolate and beat the defender.
2. Diagram above illustrates player (A) isolating opponent (B) in a 1v1 situation.
3. Player (A) should attempt to take advantage of the situation by driving aggressively to goal.



## Activity #4



An 8v8 plus goalkeepers is organized as shown. Playing area is 44 x 60. The pitch is divided into 3 zones as shown. The end zones (final third) are 18 yards from goal.

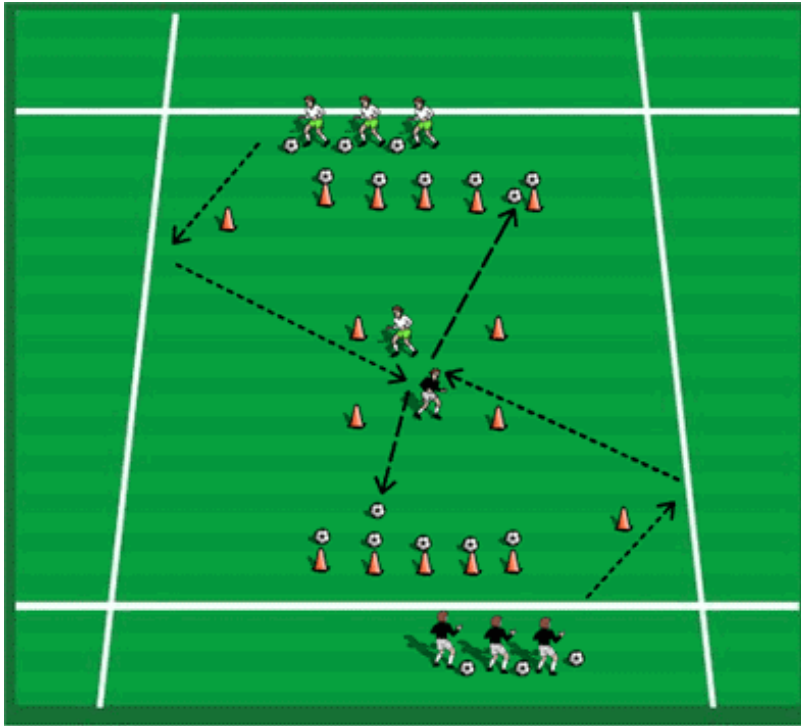
1. Both teams compete for possession of the ball and attempt to score in their opponent's goal. The only restriction is as follows:
2. If a player dribbles into the opponents final third of the pitch no passing is allowed. Therefore if a player enters the final third he/she must be direct and go for goal.
3. At the start players may make poor decisions and dribble into the final third even when heavily outnumbered. This usually results in a loss of possession. As the exercise progresses players will begin to make better decisions in relation to the best time to attack.
4. Diagram illustrates a "good" time to attack. Player (A) has received a pass from teammate (D).
5. Player (A) in a good position to drive into the final third since defender (B) has no immediate support.

### Coaching Points:

1. Maintain possession until opportunities to attack develop. Isolate and attack defenders.
2. Be positive, take chances – go for goal!
3. Changes of speed, accelerate, go at pace.
4. Decision making – when to attack, when to pass, etc.

**Final Game:** 8v8 as above. No restrictions. Focus on all previous coaching points.

## Session 28: Dribbling With The Ball



**Objective:** To Improve players dribbling technique, accuracy and weight of passing.

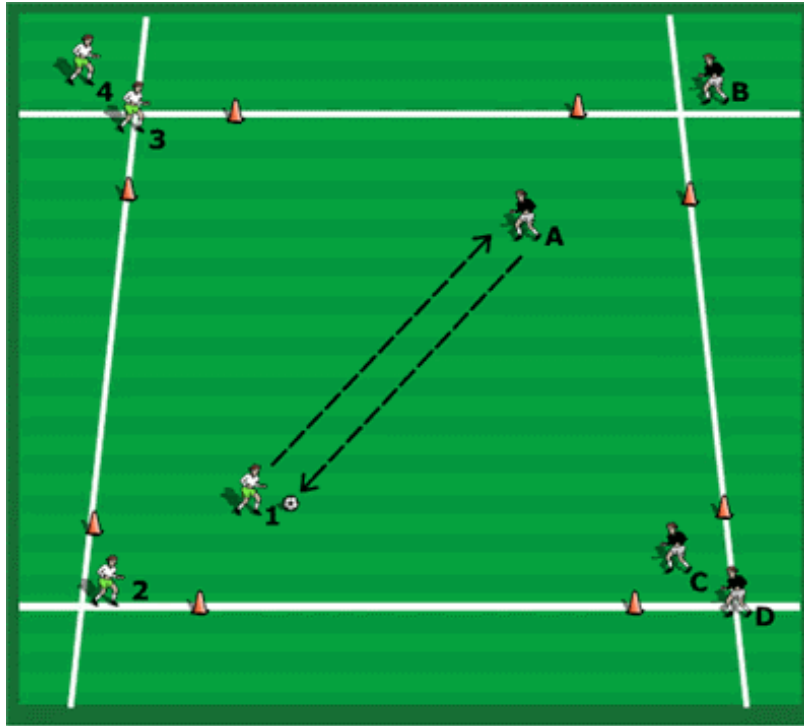
### Organization:

1. Area 15 x 10
2. 2 Teams of 4-6 Players
3. Each Team has 5 small discs with 5 soccer balls on top of them.
4. A box in the middle marked out by 4 cones 5 x 5
5. A cone is placed 10 yards at the side of each Team.
6. Players have to dribble the ball around the cone, and take the ball into the box.
7. Players then have to pass the ball and attempt to knock the balls of the cones.
8. The team that knocks all the balls of the cones is the winning team.

### Key Coaching Points:

1. Passing with the inside of the Foot, Use Both Feet.
2. Lock Ankles
3. Pass through the Middle part of the Soccer Ball,
4. Correct Weight and Speed of Pass / Have good accuracy on the Pass

## Session 29: Attacking In A 1 V 1, 2 V 1 And 2 V 2

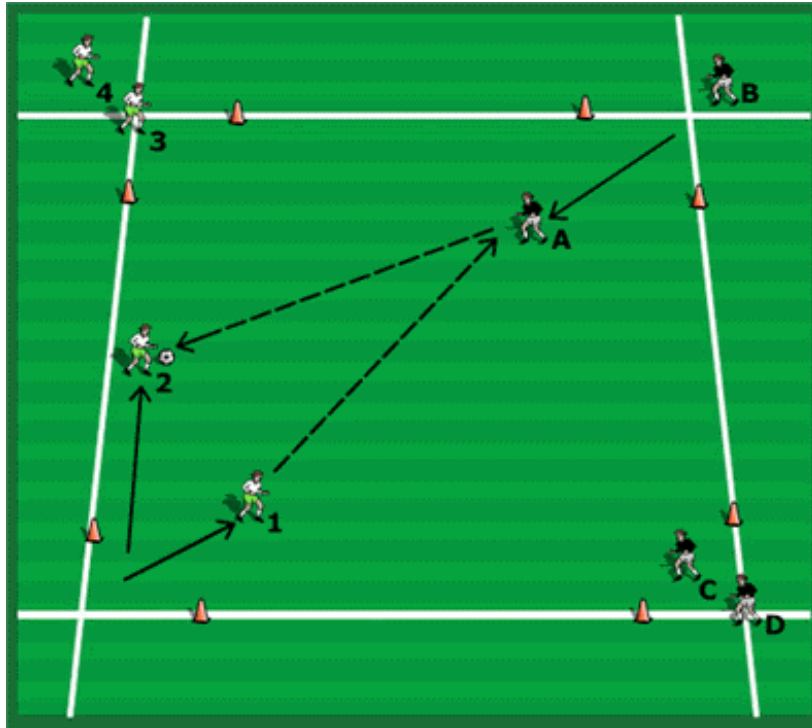


1. Attacker (1) passes the ball to the defender (A) and gets a pass back and play begins. Do one pair at a time to begin.
2. Attacker (1) tries to score through defender (A)'s goal. If the defender wins it then they have to try to score through the attacker's goal (reward for winning the ball). All players get the chance to attack in a 1 v 1.
3. Encourage the players to use dribbles, turns and tricks they have learnt

### Progression:

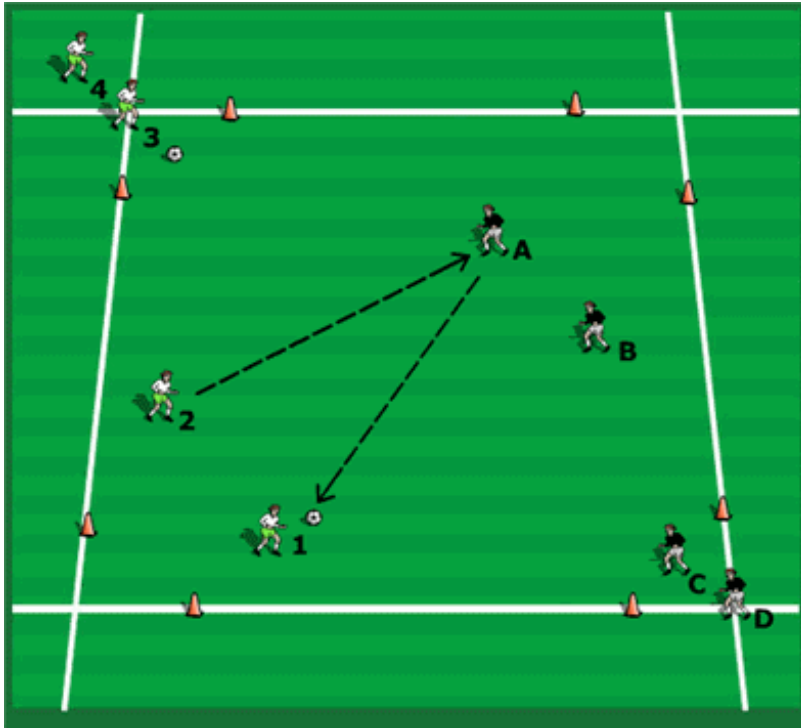
1. Have two pairs going at the same time diagonally opposite so they need to be aware of the positions of the other pair playing in the same area, this develops awareness of their surroundings in regards to player positions and space availability.
2. This is now an intensive session with players working once, and then resting once at a ratio of 1:1. Correct the faults step in and demonstrate to show the players what it does if required, demonstration is better than explanation.

## Attacking In A 1 V 1



Here we have a 2 v 1 situation. The two attackers can stretch out and make it difficult for the lone defender to mark them. If they stay together they make it easier to mark both of them unless they come together to affect an overlap or another combination play. The player on the ball has to draw the defender to them and in effect ensure their teammate gets into space and in a free position to receive.

## Attacking In A 2 V 2 Situation

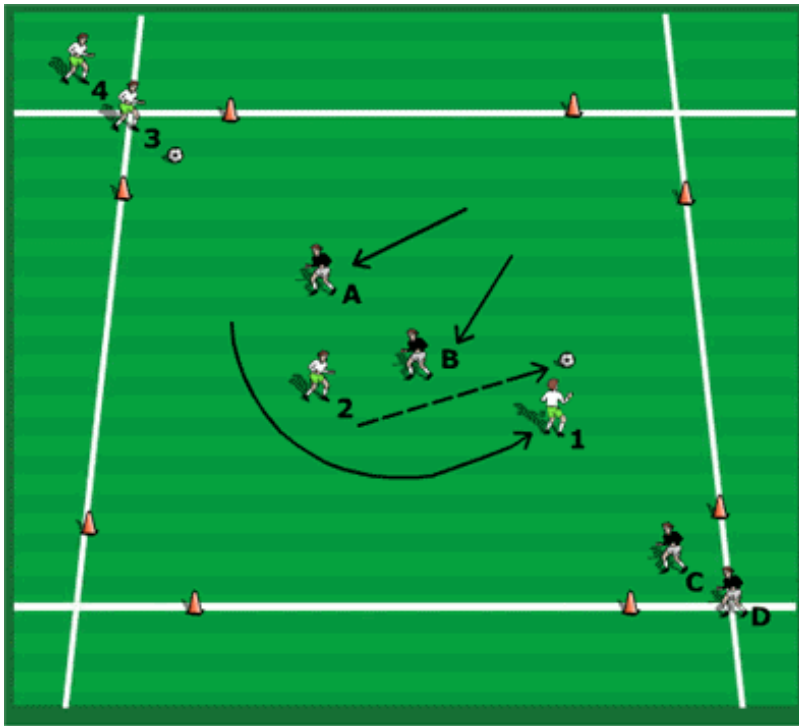


Attacker (2) passes the ball to defender (A) who passes to attacker (1) and play begins.

Combination plays should be tried here, wall passes, takeovers, overlaps and so on.

**Progression:** Two games of two v two in the same area developing awareness of player positions and space availability, getting players to look up and observe around them, not just focus on the ball.

## Creating An Overlap In A 2 V 2

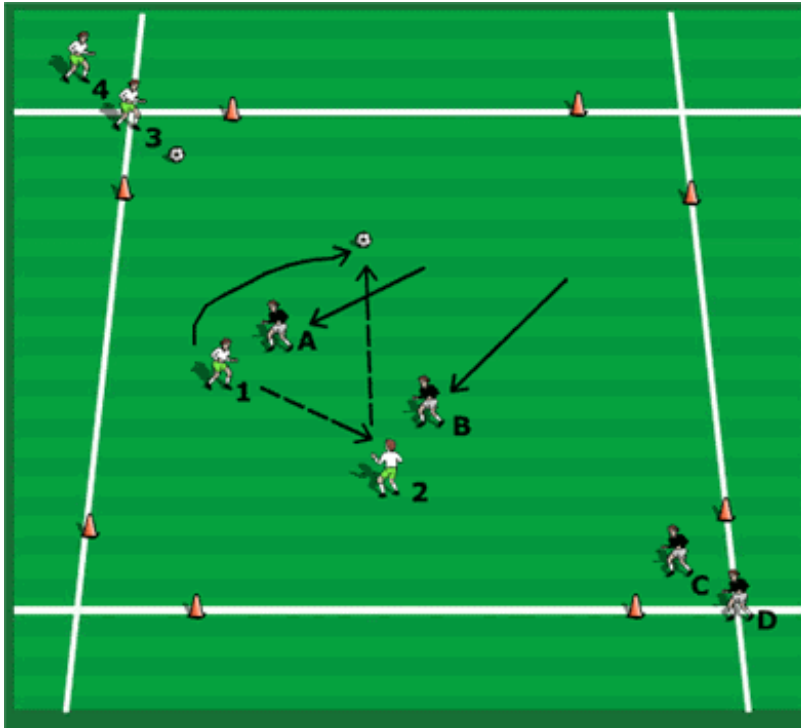


The attackers (1) and (2) perform an overlap move. (2) Passes to (1) then makes the overlap run to receive the pass back. They are trying to make a situation where they isolate defender (B) and create a 2 v 1 in their favor, at the same time getting away from defender (A). If (A) were to track (2) then (1) can use the overlap as a decoy and attack (B) in a 1 v 1.

### Coaching Points in an Overlap:

1. Create Space – Receiver brings the ball inside to create space outside for the overlapping player, particularly in a wide area of the field.
2. Communication – Overlapping player calls “HOLD”.
3. Timing of the run – When the receiving player is faced forward.
4. Angle of the run – Wide away from the defender.
5. Timing of the pass – Into the path in front of the overlapping player with correct weight so the overlapping player does not have to break stride.
6. Decoy or pass – Instead of passing use the run to take a defender away from the space inside and come inside with the ball.

## Give And Go

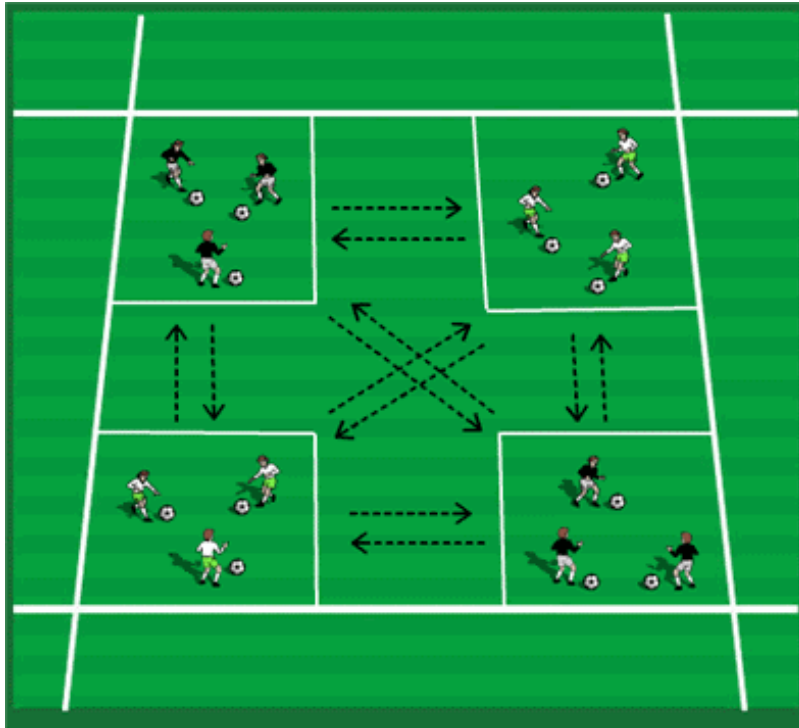


1. Creating and executing a wall pass in a 2 v 2 attacking situation.
2. Here attacker (1) draws defender (A) close to create space in behind this player. Attacker (2) supports at an angle to offer the chance of a pass and makes a one touch wall pass in behind (A). (1) Makes the overlap run around (A) at pace.
3. (2) must make the pass before (B) has a chance to intercept it.

### Coaching Points in an Overlap:

1. Run straight at the defender
2. Use outside of the front foot to pass for deception
3. Quality of the pass (especially the timing, not too far away so a defender could drop off and cover the run or too close so a defender can intercept)
4. Quality of One touch layoff by supporting player (outside opposite foot is best to open up the angle of the pass)
5. Quality of First touch reception and ensuing pass.

## Session 30: Using Dribbling Games To Improve Individual Dribbling Skills



Ball each player split into four groups dribbling in their own grid practicing designated dribbling moves and turns. On the command of the coach they dribble as fast as they can to another grid avoiding other players by dribbling through them. Make it competitive by having the first three players in a grid with their foot on the ball as the winners.

Coach stands in the middle, 3 go at once and cut to the next group continue dribbling in that group till it's their turn again. Coach can determine the cut with the outside of the foot, inside of the foot, full turn away from pressure (inside or outside of foot), Dummy step over, drag back and turn (ball behind other foot), step over and take. Rotate so they go both ways.

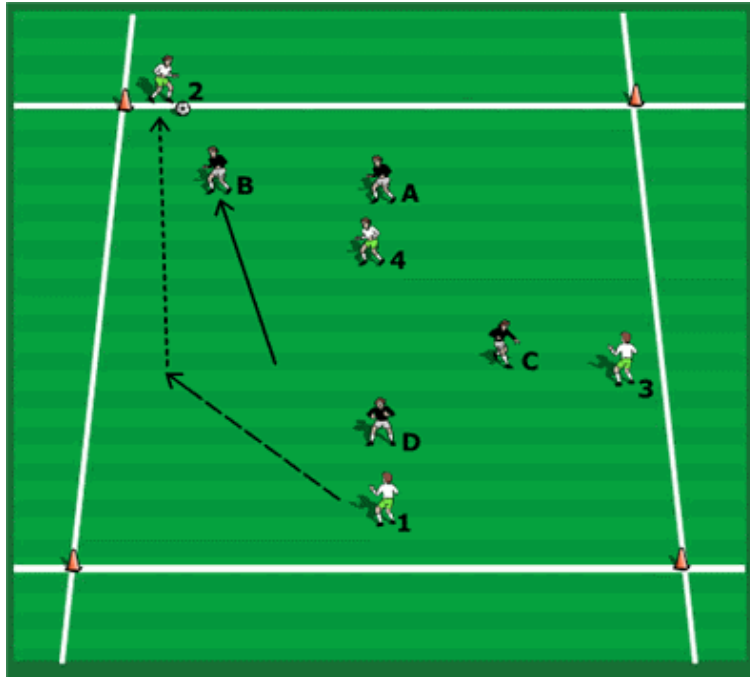




One team, a ball each, the other team players try to win a ball and keep it. A player can win any ball off any of the other team's players. Once a player has lost the ball they have to try to win one back off another player. After a time period see which team has the most soccer balls. This is very competitive and the players get a chance to practice dribbling and running with the ball, shielding the ball from defenders.

Focus on the matthews, scissors; rivelino and double touch dribbles from the previous weeks (or your own ideas).

## Dribbling Game



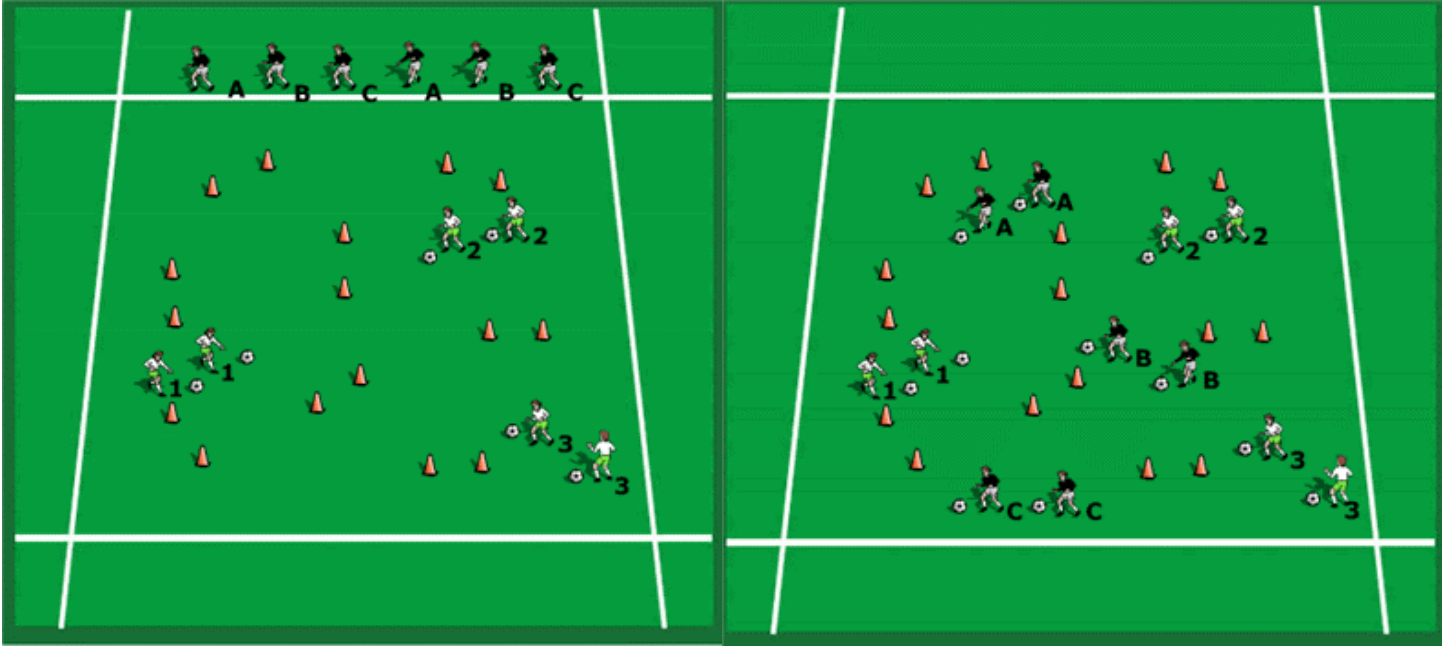
No goals are used. To score, a player must dribble the ball under control over the goal line. Looking to encourage 1 v 1's, work on improving ball control with quick movement. This is decision making to improve when and where to dribble. This practice can be applied with the same principles with larger numbers of players such as a 6 v 6 etc.

### Coaching Points:

1. Creating Space – For you to receive the ball.
2. Decision – When and where to dribble (less likely in the defending third, most likely in the attacking third).
3. Technique – Tight Close Control on receiving the ball, use of body to dummy an opponent, ability to change pace and direction, established dribbling skills, a positive attitude to beat the player.
4. Runs of Teammates – To support or to take opponents away to leave a 1 v 1 situation.
5. End Product – beating an opponent in a 1 v 1 situation.

Whilst with the Awareness program I am encouraging players to make quick observations and quick decisions often resulting in a player passing the ball early to avoid being caught in possession it also helps players who are good at dribbling by enabling them to identify situations in advance to allow them to get in a good Position to take a player on in a 1 v 1 situation. This could include opening the body up to receive and face up to an opponent, seeing the immediate opponent has no cover on so you can attack 1 v 1, seeing where the defender is early and identifying the best side to attack, seeing you have no support so have to attack 1 v 1 etc.

## Shadow Dribbling Games



1. Players in pairs, a ball each one has to shadow the other making the same movements. Lead players try to lose their shadows that must try and touch the leader. Rotate positions.
2. Movements include dribbling with the outside of the foot only, the inside only, left foot right foot only, turn and face your shadow and dummy them etc.
3. Have the lead player face up to their shadow and throw a feint to get away again.
4. Try all players in at once to cause congestion so players need to watch their leader but also be aware of where other players are (improves peripheral vision).
5. Introduce the kick out game for some fun; keep possession of your own ball kick someone else's out the area. Make it free so you can kick anyone's ball out, the players are working for themselves. Have three chances each player, once out three times then the outside players must juggle with the ball to keep involved in some practice.

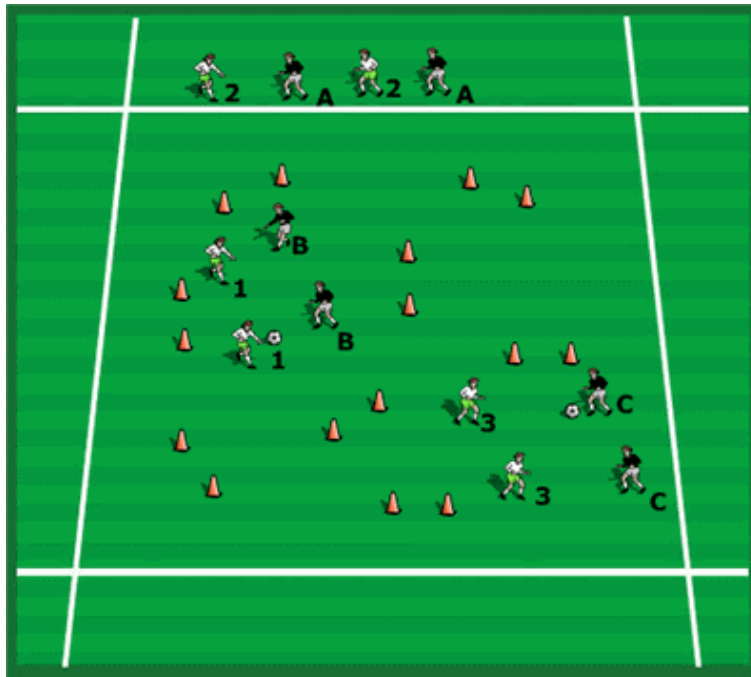
## 1 v 1



1 v 1's with eight goals to score in. This is an intensive workout where each player must try to keep possession of the ball and at the same time score by dribbling through a goal. They work for two minutes and count the number of goals they score through the various goals.

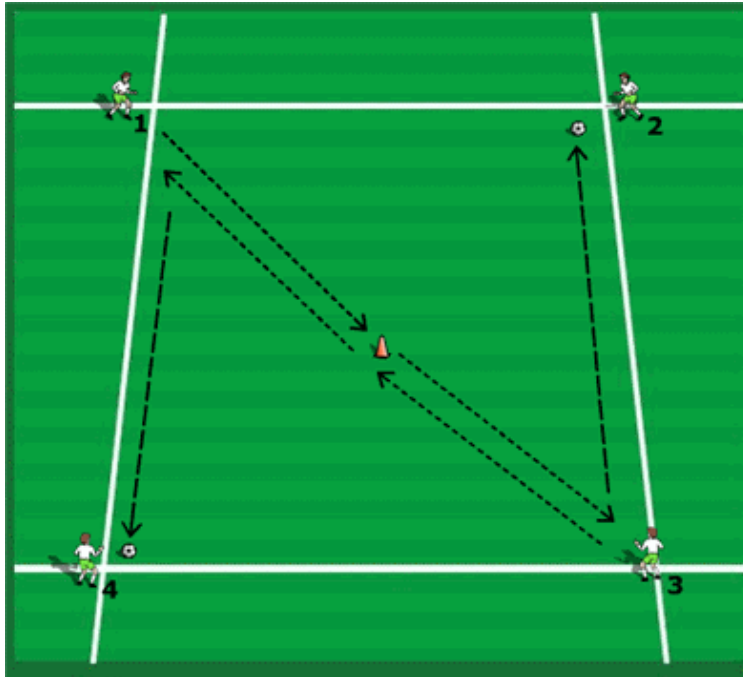
Each player tries to gain possession of the ball. Once their time is up they get a chance to recover whilst the other group goes.

## 2 v 2



1. Two games of two v two played at the same time. (1)'s play against (B)'s and (3)'s play against (C)'s. Rotate. (2)'s then play against (A)'s whilst the first 2 groups have a rest.
2. Same idea scoring through the goals but players can pass through them to their teammate and that counts as a goal as well as dribbling through them.
3. Introducing passing, support play, switching play, 1 – 2's, crossovers etc as well as when and where to dribble.
4. Build up to two 3 v 3 games then finish with a possession game with eight goals to score in playing 6 v 6.

## Session 31: Dribbling, Turning And Passing In Fours



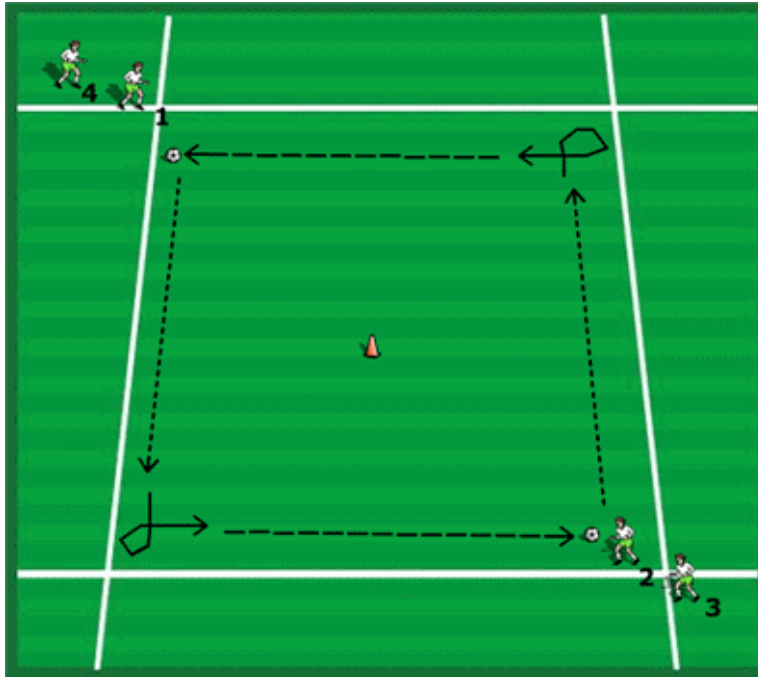
In fours have two players go together then they pass to another player and then the next two go.

Now we are doing dribbling, turning and passing the ball. (1) And (3) begin the runs, and pass to (2) and (4) who continue the movement.

### Coaching Points:

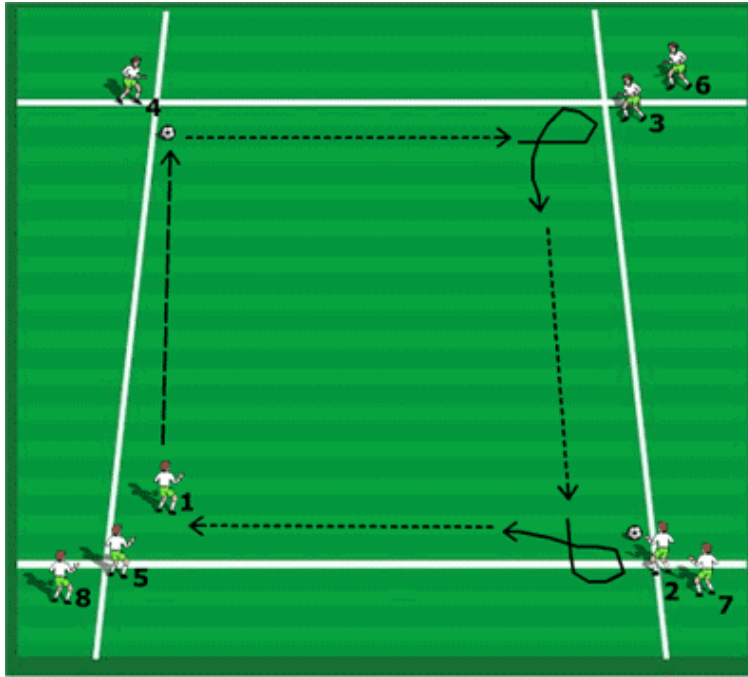
1. Observation / Awareness: Play with their heads up
2. Quality of Dribbling technique
3. Quality of Turn
4. Quality of pass (weight, accuracy, timing)

## Dribbling, Turning And Passing In Fours



1. Two balls again, two players working at the same time, now they perform a dribble to the next station, a spin off and then a pass to the next player. Try to have the player's co-ordinate this movement in their two's so they are doing it all at the same time.
2. Do the spin offs with the inside of the right foot one time, the outside of the right foot the next time, then the inside of the left foot and outside of the left foot, ensuring the players practice turning with both feet and both the inside and outside of the feet. Encourage the players to use as few touches as possible to keep this a smooth action. Go both ways (clockwise and anti-clockwise) around the grid so all the above are practiced.
3. A spin or twist off turn is simply doing a circle with the ball and then advancing in the changed direction. It is usually turning away from a defender. Introduce other turns, step over, inside and outside cut, Mathews, and so on.
4. Same coaching points as previously shown.

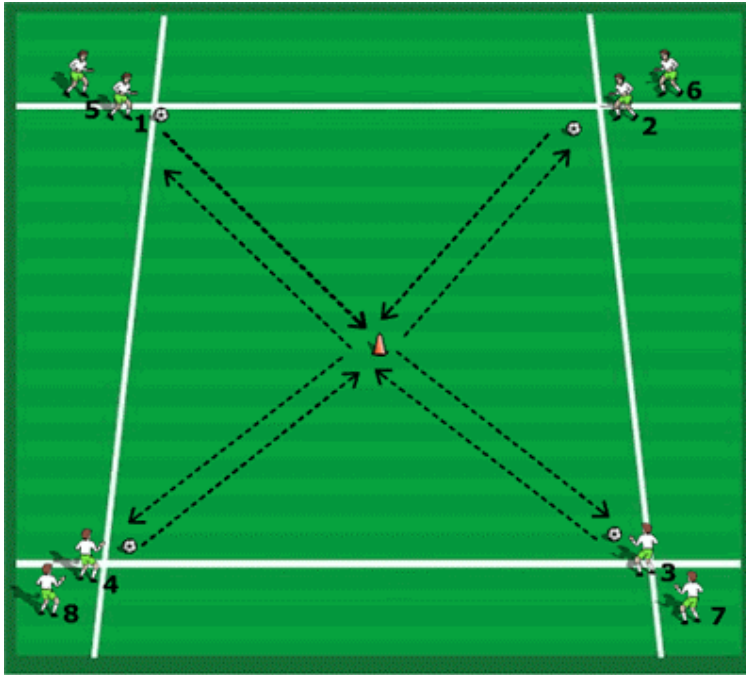
## Dribbling, Turning And Passing In Fours



1. (1) runs across the field with the ball and makes two twist off moves at the next two corners then passes back to where they came from for the next player to begin.
2. At the same time the player in the diagonally opposite corner starts with a ball, in this case (2), and does the same movement.
3. Two balls going at the same time ensures lots of practice for all the players in running with the ball and turning.
4. Work this practice both clockwise and antis clockwise to ensure both feet are used in the turns and both the inside and outside of both feet are used.



## Technical Development: Dribbles And Turns

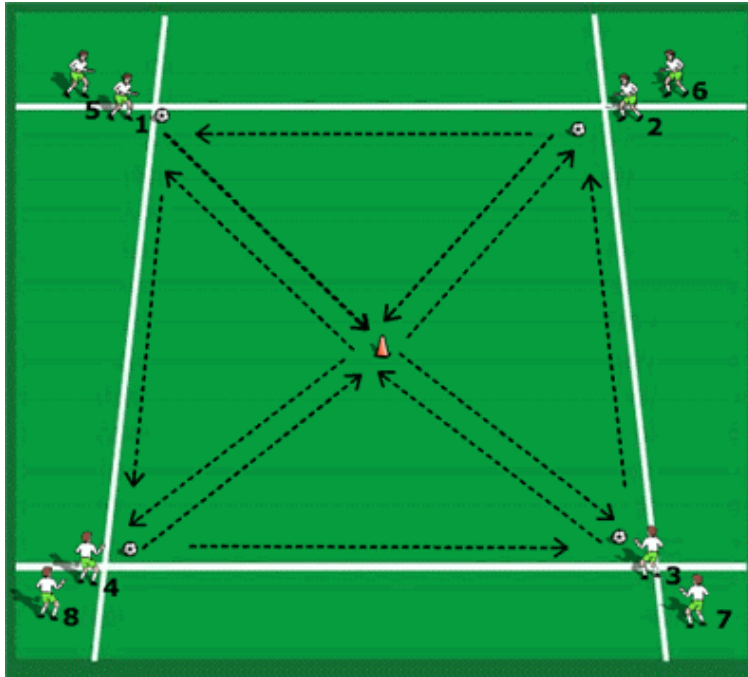


Practicing turns in the middle at the cone, four players working together. Base the number of stations on how many players you have, put them in pairs and whilst one works, one rests, so they all get lots of work with the ball.

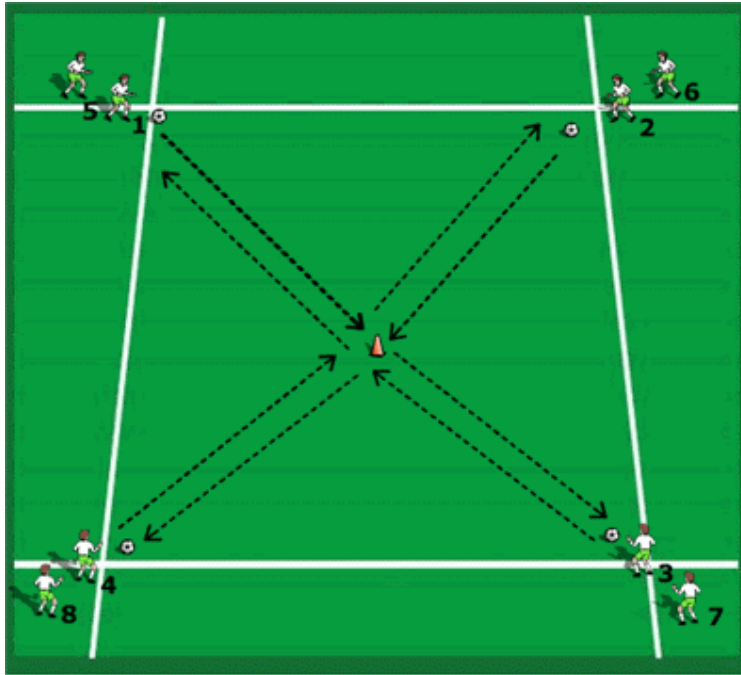
Each player has to do so many turns then pass to their team mate, the coach can determine how many and what type, perhaps a different turn each time. It is noncompetitive to begin then take it into a race when the players have the ability to perform the turns well.

### Coaching Points:

1. Observation / Awareness: Play with their head up
2. Running with the ball under control
3. Quality of Turn
4. Quality of pass (weight, accuracy, timing and pace so it is easy for the next player to take forward with a good first touch)



1. Running in a triangular direction back to their own station, this is now three runs instead of two each time with two changes of direction.
2. Keep the numbers at each station low, in pairs is the best to ensure all players get plenty of work on the ball and the training is intense.
3. If you want to keep it intense, have the player waiting to go with a ball also and have them moving the ball between their feet, fast touches with the inside of the feet, right and left, very quickly to get lots of touches whilst they wait.
4. Same coaching points as previously shown.



Players dribble with the ball to the middle cone then change direction with a turn to the next station and join the next team.

**Progression:** They do the same run but then work their way back to where they started and their teammate goes.

**Competitive:** Each team of two can do this a certain number of times to see who the winner between the four teams is.

The coach dictates which turns they practice or the players can work on certain turns they need to improve on.

The distance between the stations and the middle cone will determine whether they are practicing dribbling and turning or running with the ball and turning, the longer runs focuses more on running with the ball, fewer touches covering a bigger distance. The same coaching points as we have previously shown.

# PASSING AND MOVEMENT SESSIONS

Session 32: A 4 V 4 Knockout Game

Session 33: Defending The Cones

Session 34: Team Tag

Session 35: Turning Away From Pressure

Session 36: A 4 Cone Rotation

Session 37: Prepare And Pass

Session 38: Rapid One Touch

Session 39: Rapid 2 Ball Passing

Session 40: Clean Sheet

Session 41: Passing Wars

Session 42: Penalty Box Bowling

Session 43: Control And Strike

Session 44: Improving Awareness In First And Second Touch Development

Session 45: Improving Passing Using Drills In Three's And Fours

Session 46: Developing And Improving Passing Play Using Two Players

Session 47: Passing And Support Play Using Four Players And An Introduction To Combination Plays

Session 48: Technical Training – Passing

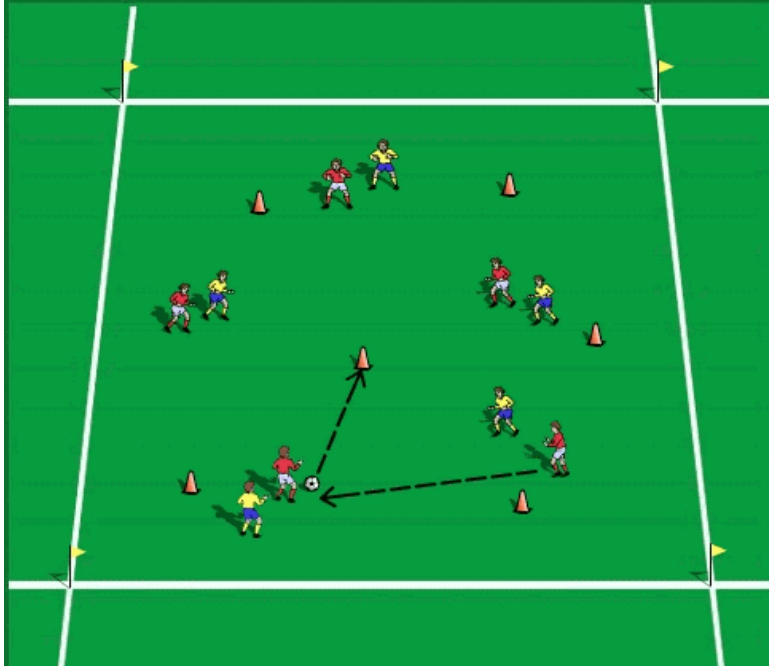
Session 49: Passing And Movement Practices

Session 50: Simple Passing Drills In Fours

Session 51: Two Zone Overload Possession Game Improving The Maintenance Of Possession Through Passing And Support

**To Begin: For much younger players we can start with very simple but FUN passing exercises leading onto more serious passing movements.**

## Session 32: A 4 v 4 Knockout Game



Passing, receiving, dribbling, turning, mobility

Create a 35x35 yard grid. Two teams of 4-6 players are positioned inside the playing area. Randomly place 5-7 cones inside the grid. Place extra balls around the perimeter of the grid.

Both teams attempt to maintain possession and knock over the cones while doing so. The opposing team tries to deny possession and protects the cones. The team that knocks over the most cones wins the game.

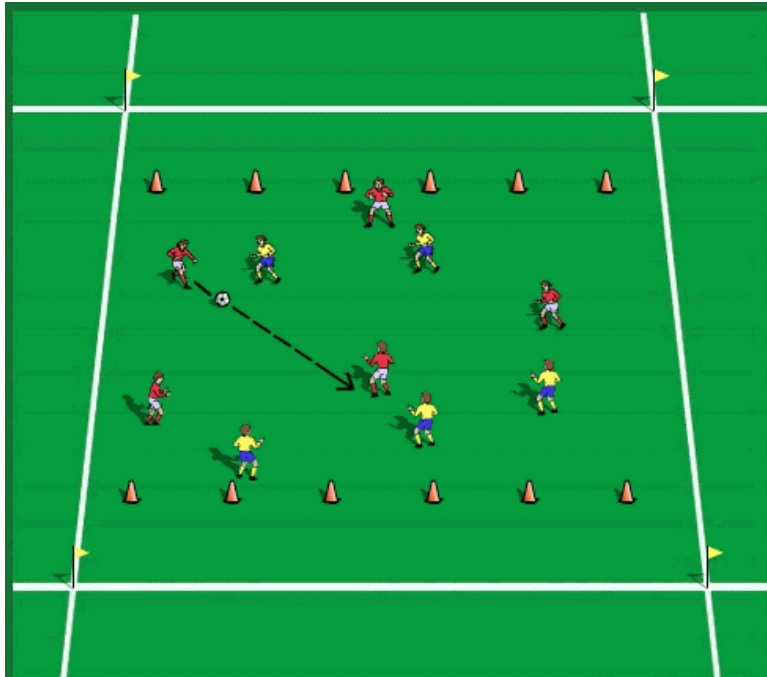
### **Progression:**

1. Limit the number of touches.
2. Decrease the size of the grid.

### **Coaching Points:**

1. Create supporting angles.
2. Use the inside of the foot to pass accurately.
3. Look to combine and play the way you face.

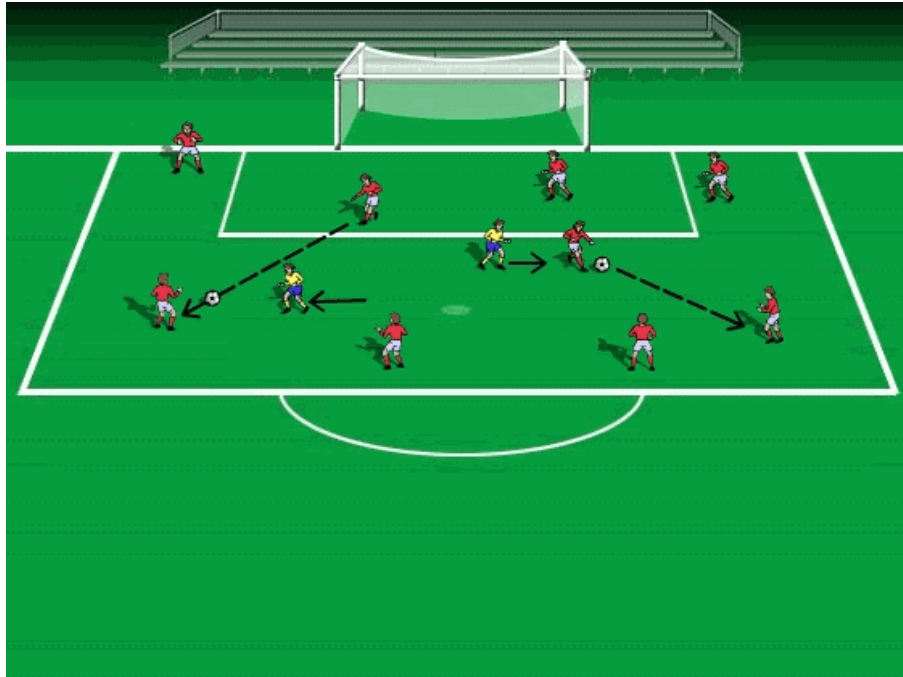
## Session 33: Defending The Cones



### Passing and dribbling

Create a 40x30 yard grid. Evenly place six cones, five yards in from each end line as shown. Divide the team into 5v5 and place them in the grid.

## Session 34: Team Tag



Passing, receiving, warm up

Create a 44x18 yard grid (penalty box). Position 8-10 attackers, 2 defenders, and two balls inside the grid.

1. The attacking players pass and dribble two balls around the grid. The two defenders must attempt to tag one of the attackers while they are in possession of the ball.
2. If the tag is made, that attacker has been eliminated from the grid and must juggle on the side.
3. Take note how long it takes the two defenders to tag all players. After each game, switch the roles of the players and see how quickly the defenders can get the job done.

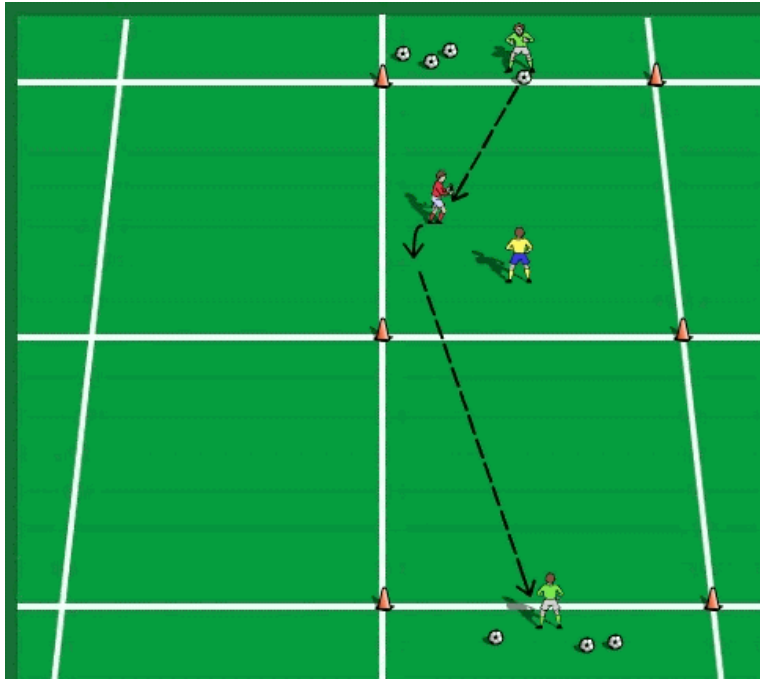
### Progression:

1. The attackers only have 2 touches.
2. Reduce the size of the grid.

### Coaching Points:

1. Defenders must work together to close players down.
2. Attackers must provide passing angles and must keep the ball moving.

## Session 35: Turning Away From Pressure



Passing, receiving, turning

Create a 20x10 yard grid with a neutral player at each end of the grid with a supply of balls. Two opposing players start in the grid. Repeat set-up to accommodate all players on the team.

1. The neutral player finds the closest player in the grid. That player must turn and play it to the other side's neutral player for a point to be awarded.
2. That player remains on the offensive side until the defender wins the ball back, at which time the roles are reversed. The player can play the ball back to the neutral player but does not receive a point for it.
3. Play for 1 minute before rotating in the neutral players.
4. The object is to score as many points as possible by changing the point of attack.

### Progression:

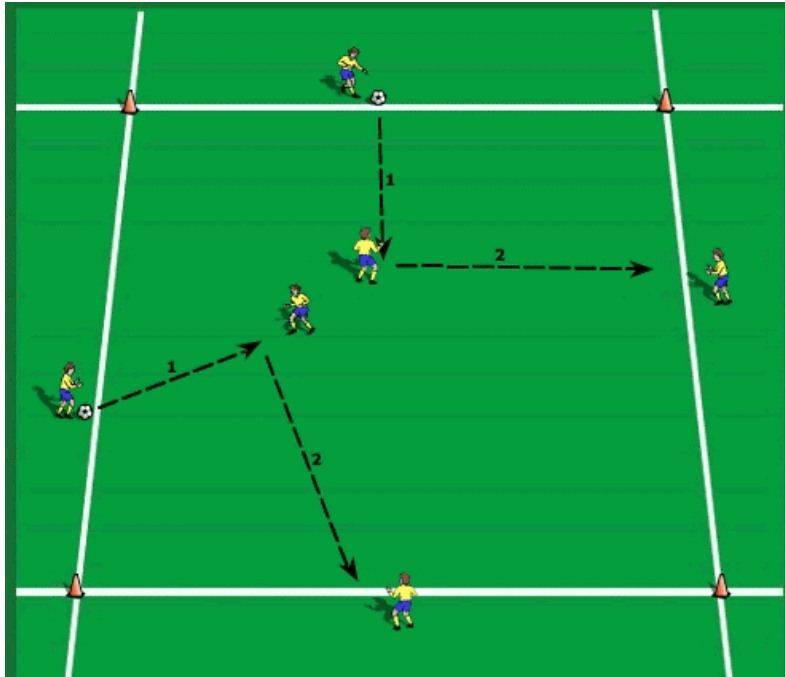
1. Two touch maximum.
2. Neutral players can drive balls back and forth as well.

### Coaching Points:

1. Play the way you face if the defender is tight.
2. If the defender is loose, receive in a sideways-on position.



## Session 36: A 4 Cone Rotation



### Accuracy and weight of one-touch passing

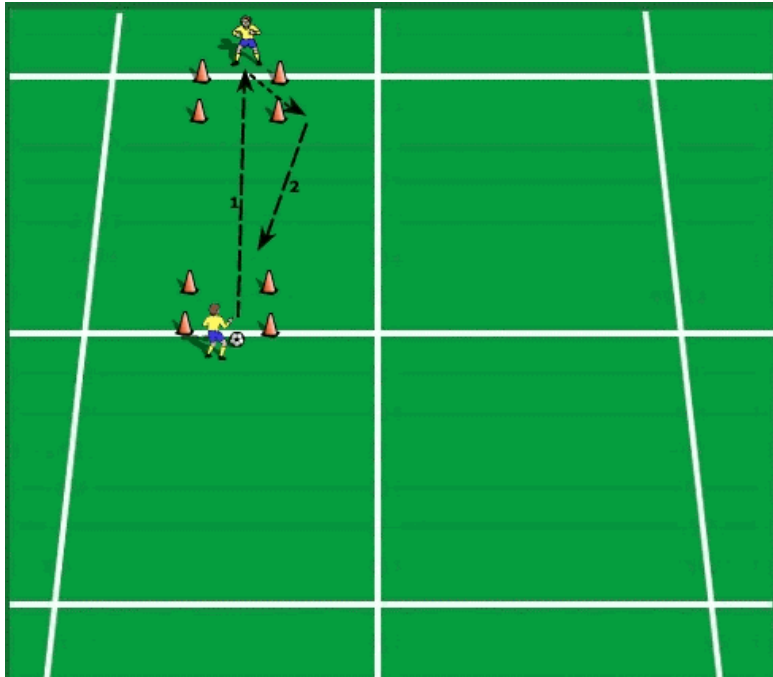
20 x 20 yard grid. Players work in groups of 6 with two balls. Two players (C, D) are positioned in the middle of the grid and act as the targets. All other players are located at each side of the grid.

Target players (C, D) must move around the grid receiving passes from the outside players. (C) And (D) must quickly return the ball to either of the two outside players they are facing with a one-touch pass. Both target players continue moving around the grid receiving and playing one-touch passes for 30-40 seconds before switching with two new target players.

### Coaching Points:

1. Players should accelerate towards the ball.
2. Accuracy and weight of the pass is vital.
3. Strike through the middle of the ball with the inside of the foot.

## Session 37: Prepare And Pass



Accuracy and weight of passing. Also, the quality of the player's preparation touch.

10 x 10 yard grid with 8 cones positioned as shown. The cones are placed to create a 2 yard square at each end of the grid. Players work in pairs with one ball. Repeat setup to accommodate the entire team.

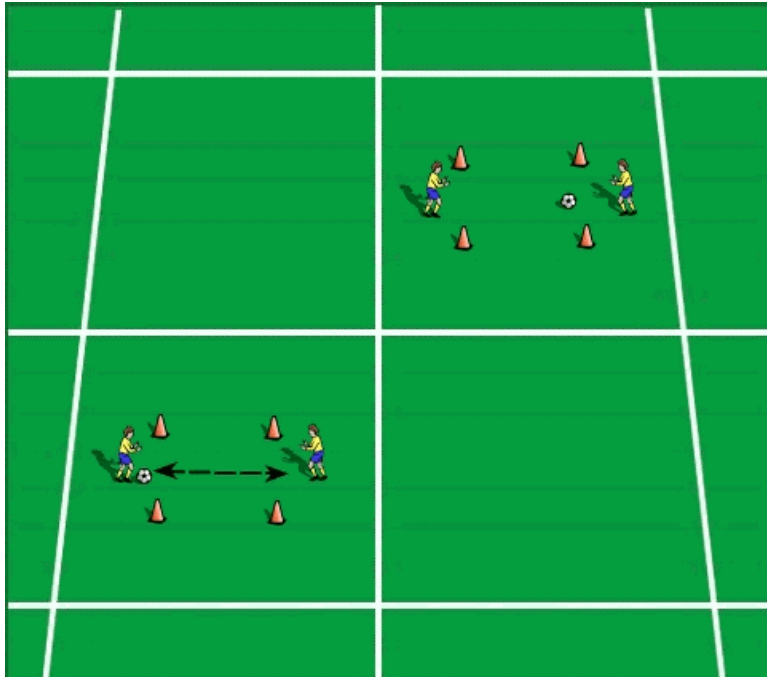
Both players must stand behind their square as shown. Player (A) must try to pass (1) the ball through the middle of his partner's square. Player (B) must wait behind the square for the ball to arrive. Player (B) must then prepare the ball diagonally through the side of the square before attempting to return the ball (2) to his partner in the same fashion. Preparing the ball diagonally will teach the players to align the ball into the correct position to make an accurate pass. Points are awarded for each successful pass through the square.

**Progression:** Reduce the size of the target squares as the ability level increases.

### Coaching Points:

1. Accuracy and weight of the pass are equally important.
2. Strike through the middle of the ball with the inside of the foot.
3. The preparation touch on a diagonal will enable players to have more success in their passing accuracy.

## Session 38: Rapid One Touch



### Accuracy and weight of passing

10 x 10 yard grid with 4 cones positioned as shown. The cones are placed to create a square in the middle of the grid. Players work in pairs with one ball. Repeat setup to accommodate the entire team.

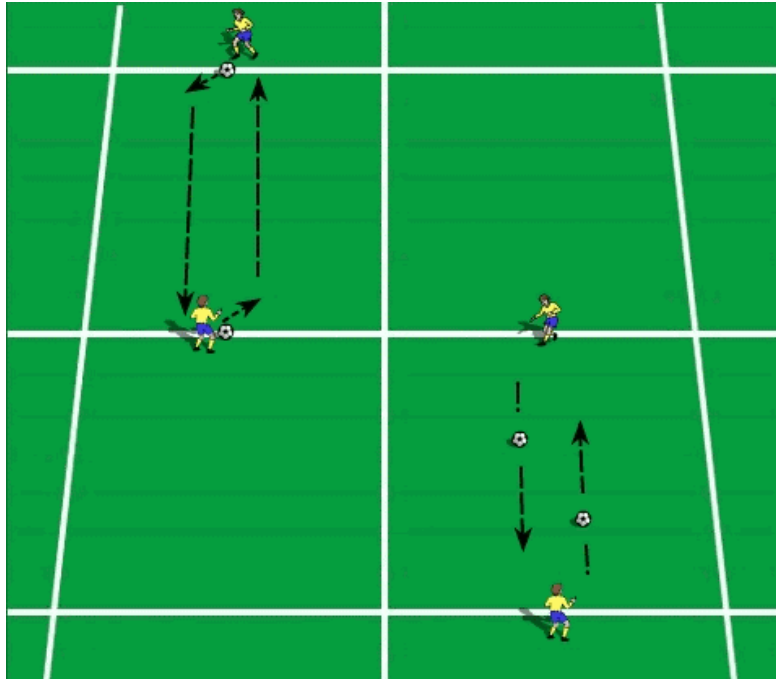
Players must try to play the ball back and forth through the middle of the square using one-touch passing. Each pass must be along the ground. Points are awarded for each successful pass that travels through the middle of the grid. Players attempt to get as many passes as possible in the designated time.

**Progression:** Reduce the size of the square (narrower) as the ability level increases.

### Coaching Points:

1. Players should try to develop a rhythm with their passing.
2. Accuracy and weight of the pass are equally important.
3. Strike through the middle of the ball with the inside of the foot.
4. Players must stay light on their feet in anticipation of receiving the next pass.

## Session 39: Rapid 2 Ball Passing



Accuracy and weight of passing. Also concentrates on the quality of the preparation touch.

10 x 10 yard grid. Players work in pairs with two balls. Each player stands at opposite sides of the grid. Repeat setup to accommodate the entire team.

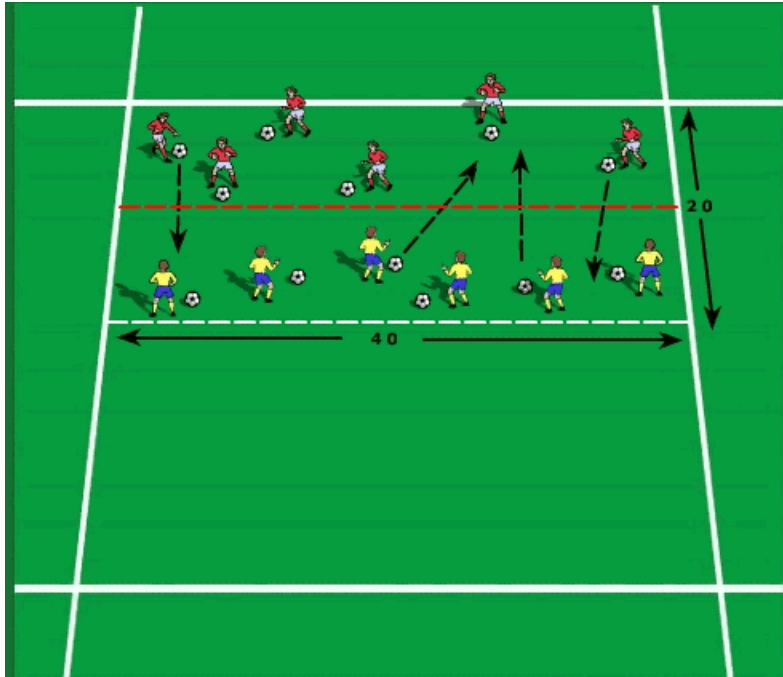
Players must attempt to pass both balls back and forth at the same time. Each player must use 2 touches (1 to receive, 1 to pass) to maintain the rhythm of the exercise. Players should prepare the ball at a slight diagonal before passing the ball to their partner. Preparing the ball at a slight diagonal will reduce the likelihood that the balls will collide while being passed.

**Progression:** Introduce a race format – “first pair to complete ..... Wins”.

### Coaching Points:

1. Players should try to develop a rhythm with their passing.
2. Accuracy and weight of the pass are equally important.
3. Strike through the middle of the ball with the inside of the foot.
4. Players must stay light on their feet in anticipation of receiving the next pass.

## Session 40: Clean Sheet



### Passing and receiving

Divide your players into two teams and each player has a ball. Place the players in a 20x40 yard grid with a cone line separating the grid into two equal halves.

Each team must stay in their own half of the grid. The objective is to keep your grid clean by constantly kicking the balls across the cone line and into the opponent's half. The coach must keep the balls in play to keep the game going. The game lasts for two minutes and the team with the least amount of balls in their half, wins the game.

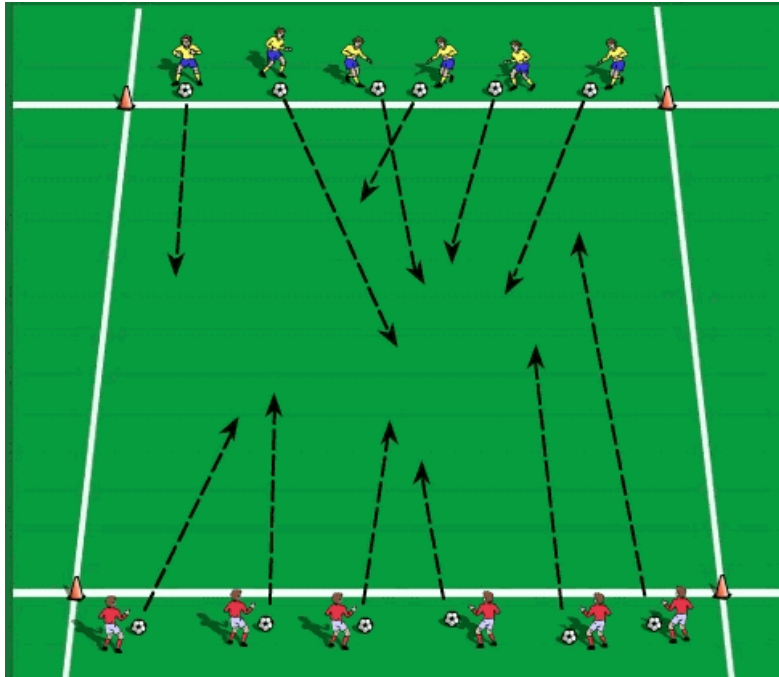
### Progression:

1. Award an extra point for balls that pass over the opponent's end line.
2. Increase the size of the grid.

### Coaching Points:

1. Spread the players out.
2. Concentrate on accuracy, not power

## Session 41: Passing Wars



### Passing and receiving

Make a 20x20 yard grid. Divide your players into two teams facing each other on opposite sides of the grid. Every player has a ball.

The players can only move along the end line but not forwards or backwards. All players strike the balls at once. The objective is to kick the balls across the field and past the opponent's line. The team with the least number of balls behind it after 1 minute is the winner.

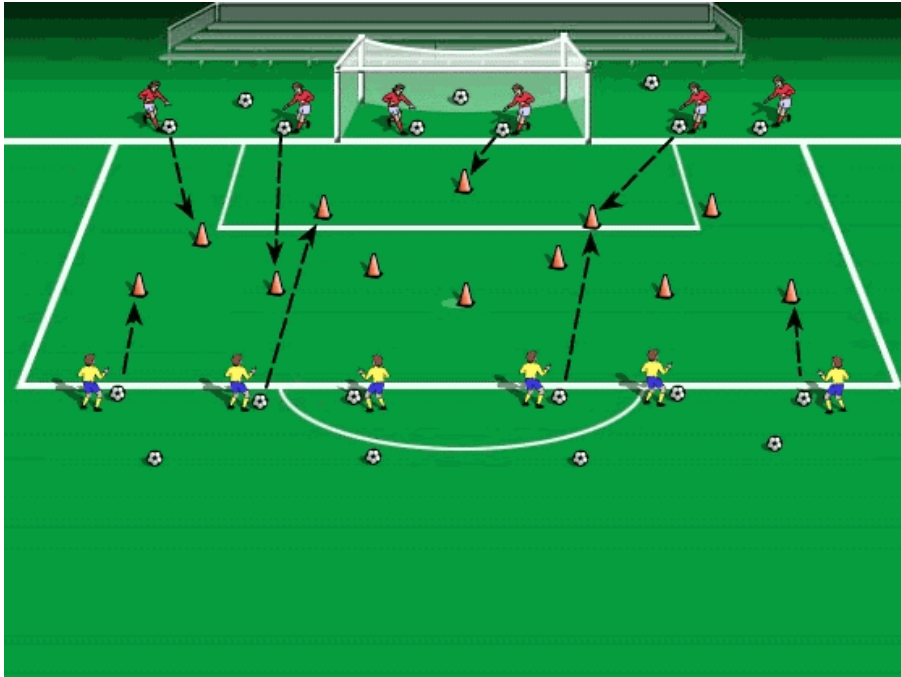
### Progression:

1. Balls must be driven below waist height.
2. Players must alternate striking with the left and right foot.

### Coaching Points:

1. Use the inside of your foot to pass.
2. Use your laces to drive the ball.
3. Players on the end lines must communicate.

## Session 42: Penalty Box Bowling



### Passing

Use the center circle. Place teams of two players facing each other, on the outside of the center circle. Randomly place cones all over the inside of the center circle. Place plenty of extra balls around the outside of the box.

The players strike the balls back and forth trying to knock down the cones. The weight of the pass should be strong enough so it reaches the other side of the circle. All passes must be made behind the circle. When all the cones have been knocked over, the team with the most strikes wins the game.

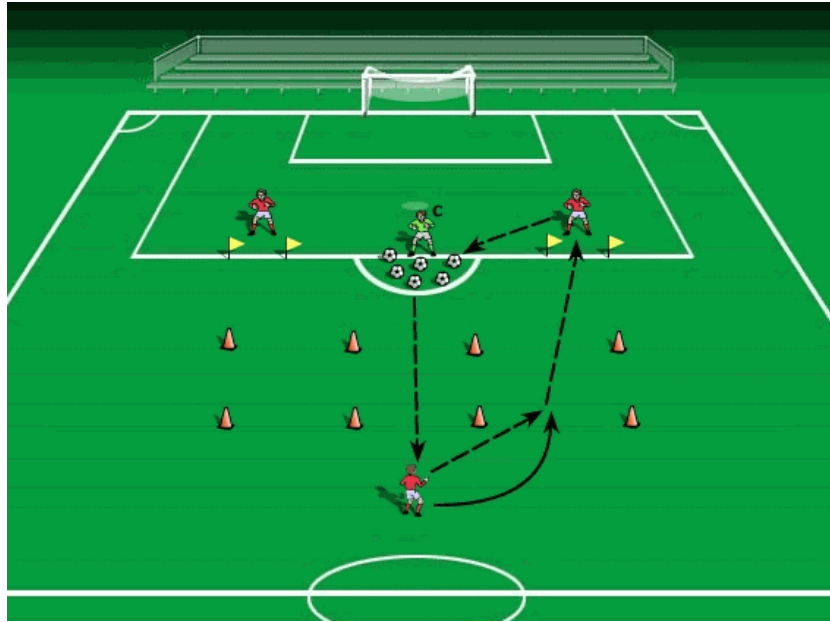
### Progression:

1. Pass with your in step (laces) low and on the ground.
2. Balls can be chipped across for their partner to head the ball at the target.
3. Must use your weaker foot to pass.

### Coaching Points:

1. Accuracy first, then power.
2. Keep your toe up and the ankle locked.

## Session 43: Control And Strike



### Receiving and passing

1. Place two 10x10 yard grids five yards apart from each other. Place two 6 foot goals, five yards behind each of the two grids.
2. The passer (player 1) stands in the middle of the two grids and slightly behind the two goals. The receiver (player 2) stands roughly 20 yards from the passer (player 1), in the middle of the two grids.
3. Two retrievers (players 3 and 4) are placed behind each of the goals. Place a group of balls with the server (1).

The server (1) strikes the ball to the receiver (2) who takes a preparation touch into the grid and then passes the ball through the goal and to the retriever (3 or 4). The retriever then passes the ball to the server. Alternate sides, and after completing ten successful repetitions, change the roles of the players. Always try and use a maximum of two touches.

### Progression:

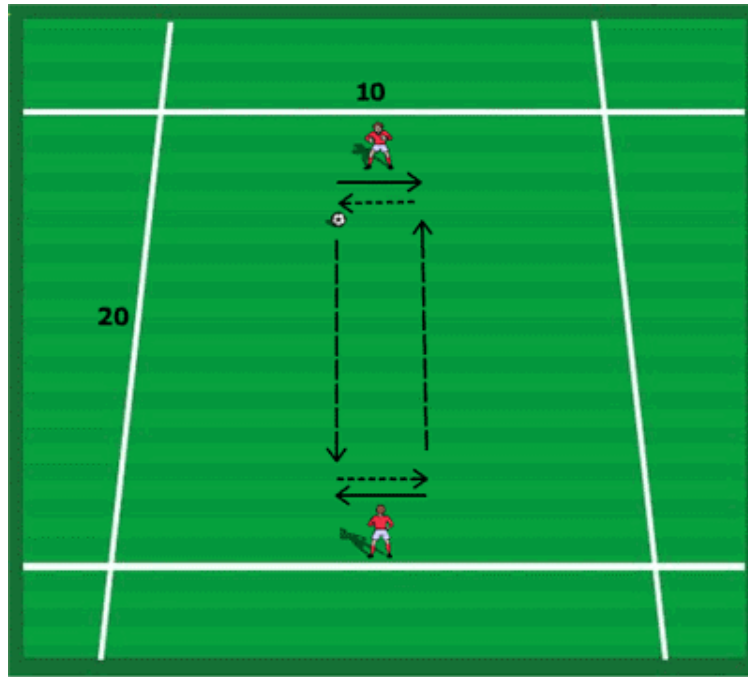
1. Receive with the outside of the foot and pass with the inside of the same foot. Receive with the inside of the foot, cut the ball across the body and pass with the opposite foot.
2. Must use the in step (laces) to pass the ball through the goals and to the retrievers.

### Coaching Points:

1. The preparation touch must be out and at a 45 degree angle.
2. Ask for the ball every time.
3. Accuracy and then power.



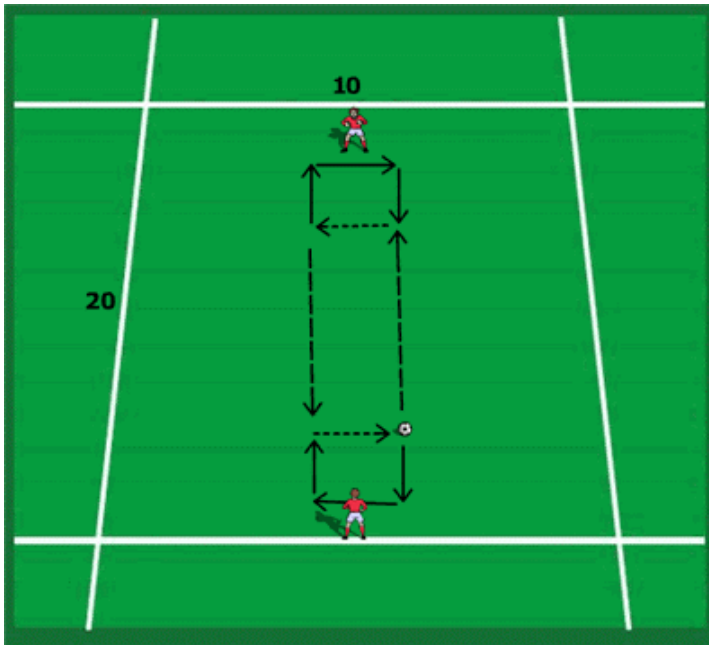
## Session 44: Improving Awareness In First And Second Touch Development



### Passing In Two's

1. Simple passing in two's back and forth, first two touch, then one touch where possible. Coach can dictate the distance between them.
2. Ask the players to look into "each other's eyes" as they pass and NOT at the ball to see if they can keep possession between them.
3. This will be difficult at first but it helps to teach them to look up and not down at the ball during games and hence helping their "Awareness" development as players..
4. They should be able to see their ball in the "peripheral vision".
5. Using both feet to pass the ball.
6. Competitive: Count how many passes they can get in between them during a given time.

## Session 44: Improving Awareness In First And Second Touch Development

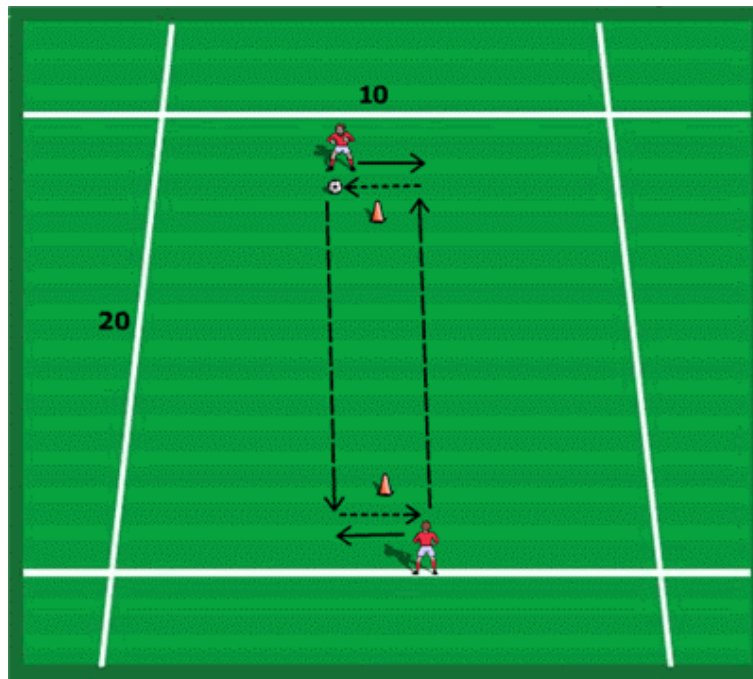


### 1st And 2nd Touches On The Ball In Teams Of Two

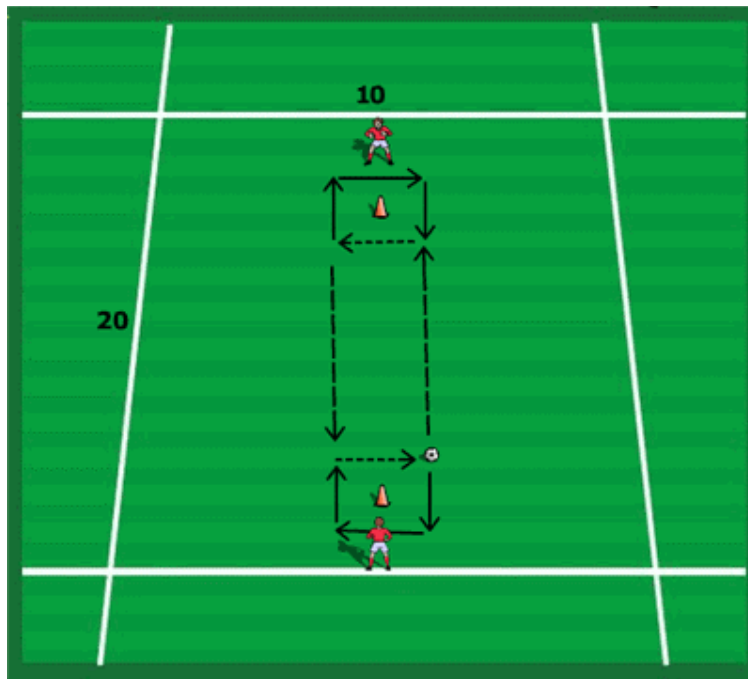
Ensure there is timing between the players in terms of the pass and the run to receive.

- a) Two touch passing. Practice using both feet.
- b) Side of foot passing getting a rhythm going one touch to control then a second touch to pass back. Then the passer is moving in to meet the ball and pass, and then out after passing the ball. Get a rhythm moving in and out, don't stand still.

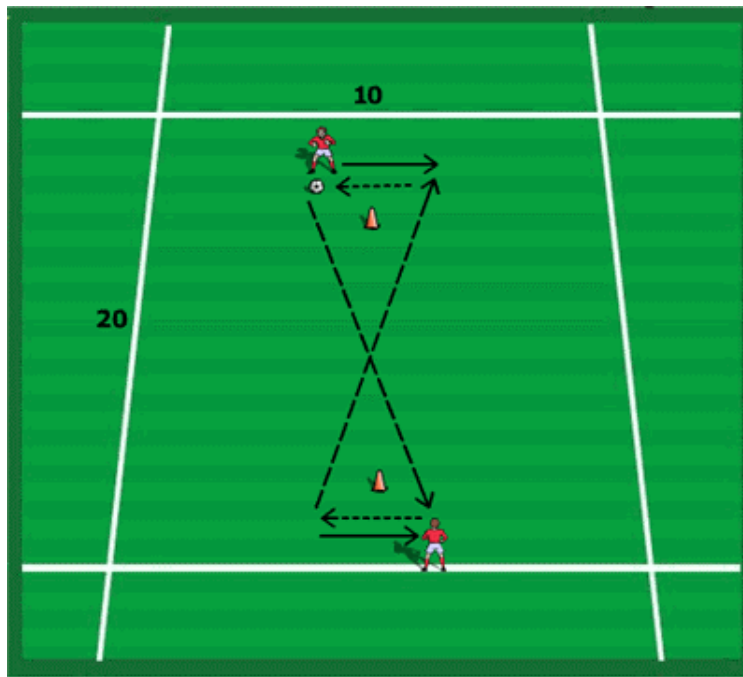
- c) One touch side of foot passing, moving in to meet the ball, one touch pass and then back again. Weight and Accuracy MUST be good now to allow the team mate to pass back with one touch.
- d) Decision Making: Player passing points their arm to one side the player receiving has to pass to the other side.
- e) Two footed Control and Pass: Inside and Inside receive the ball with the inside of the right foot, move the ball first touch and inside and off line to yourself, then a second pass with the inside of the left foot. Do left foot first touch also.
- f) One footed Control and Pass: Inside and outside of the foot passing using the same foot. Move the ball inside and off line with the inside of the right foot and pass with the outside of the right foot. Repeat with the left foot.
- g) One footed Control and Pass: Outside and inside of the foot passing using the same foot. Move the ball outside and off line with the outside of the right foot and pass with the inside of the right foot. Repeat with the left foot.
- h) Feinting and Receiving: Fake to kick the ball one way and go the other. Perform this action with the various moves discussed previously.
- i) Receiving and controlling the ball: Three touches on the ball. First movement is forward to receive the pass, first touch on the ball is forward again, second touch is to the side, and then third touch is the forward pass back to the team mate.
- j) Pointing: Introduce pointing again, passer points one way, receiver fakes that way and passes to themselves the other way then passes to their teammate.
- k) Competition and Pressure. Count the number of passes in a given time and see which pair does the best. Look for a balance between control and speed of passing. Do this for all the different progressions as a finishing point for each one so they need to do it under pressure.



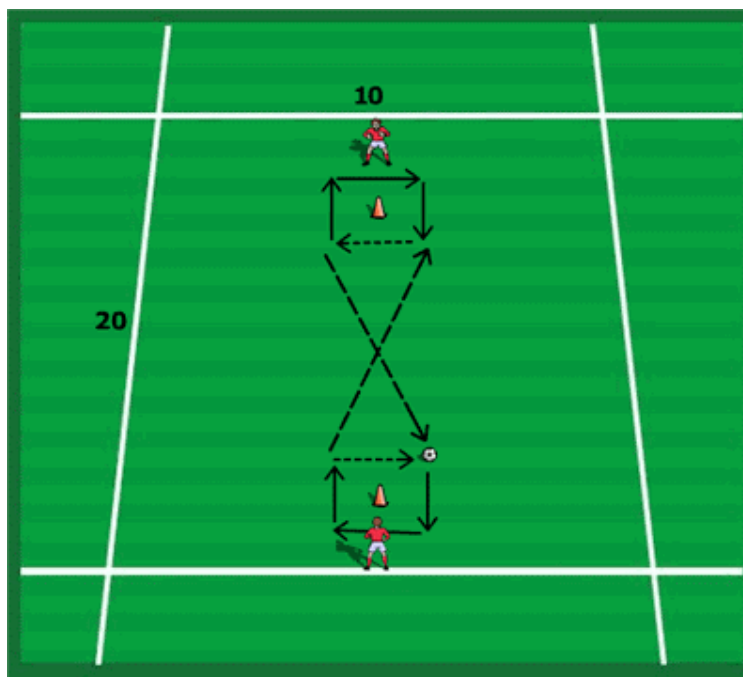
1. Place a cone in front of each player as a target object to play around. This also helps the player receiving the ball to judge their first touch and how far it needs to go across the field before they pass the ball forward again, with their second touch, to their team mate.
2. Player (1) pass the ball down the side of the cone to player (2) who must move the ball on their first touch to themselves and to the other side of it, then pass the ball back on their second touch. Player (1) then repeats the process.
3. Try to make the first touch to themselves a short, tight distance with the ball under control for the second touch which is the pass back down the other side of the cone. Keep this continuous rhythm going but you can dictate which part of the foot you can do this with as previously highlighted, inside to outside, outside to inside, inside to inside and transferring feet and so on.
4. Work the ball also from left to right so players practice moving the ball both ways not just one way.
5. Competitive: How many successful passes can the pairs of players make in a given time using the required techniques?



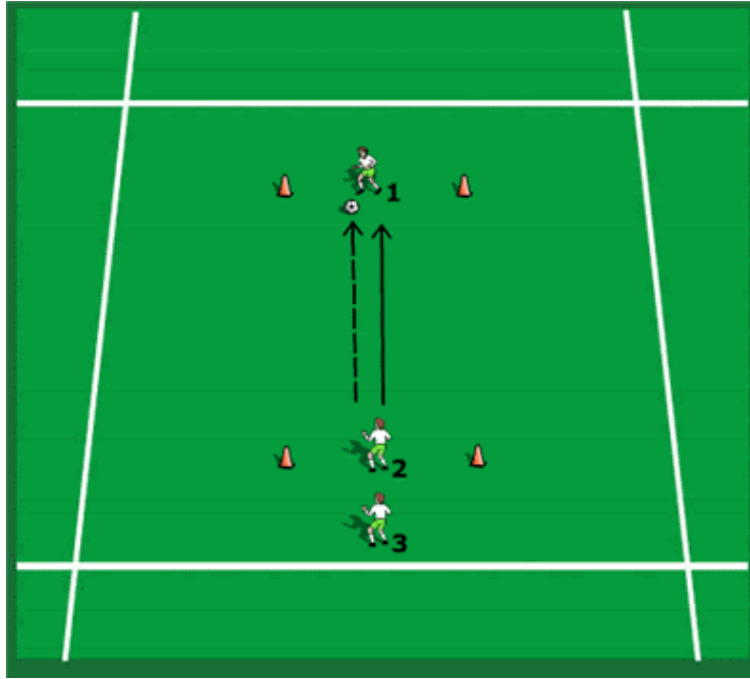
1. Now use the cone as a target to get in front of. As the ball is passed the player receiving must get in front of the cone to receive the pass, perform the movement required and pass back then move back behind the cone again.
2. This forces the player to move towards the ball as they receive it. This is an important movement because players often wait for the ball to come to them in a game and an opponent steps in front of them to steal it before it gets to them.
3. The movements are continuously back and forward, in front of the cone, receive the pass, move across with one touch, pass again with a second touch then behind the cone moving backwards and back across to receive again. Have the players develop a rhythm to this to get the best out of this practice.
4. Increase the distance between the players so they do not get too close to each other when both have moved in front of the cones to both pass the ball and receive the ball.
5. Competitive: How many successful passes can the pairs of players make in a given time using the required techniques?



1. Develop: As above have the players now make a first touch pass to themselves to the side then a diagonal second touch pass back across the field to their teammate.
2. Now have the players come in front of the cone to receive the pass as before forcing them to come and meet the pass. (1) Passes the ball from in front of the cone, then drops back, moves across to receive the diagonal pass back and move forward again to receive and so on.



## Session 45: Improving Passing Using Drills In Three's And Fours / Passing Sequences In Three's



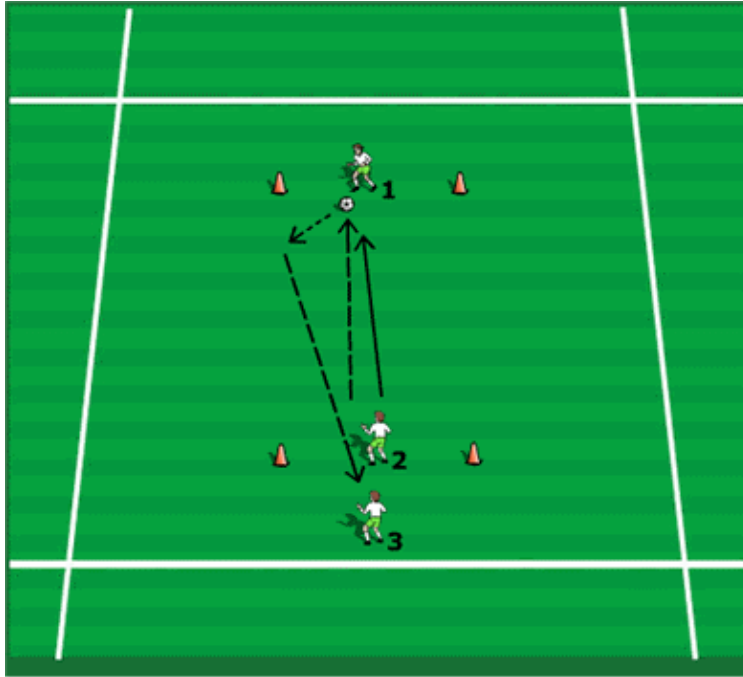
Distance is up to about 10 yards to pass over. Player (2) with the ball passes to opposite player (1) and sprints to take (1)'s place. (1) Passes back to the third player (3) and sprints to take their place. This sequence continues as quickly as possible without losing control of the ball. Practice this in a noncompetitive way until the players master the idea then go into a competitive timed situation with several groups.

### Progressions:

1. Two touch passing to begin to get the feel of it and get success, first touch taking the ball to the side away from pressure then second touch pass
2. One touch passing where possible (depending on the quality of the receiving pass).

How many passes can they get in during a certain time period without losing control of the ball?

## Offering Passive Pressure



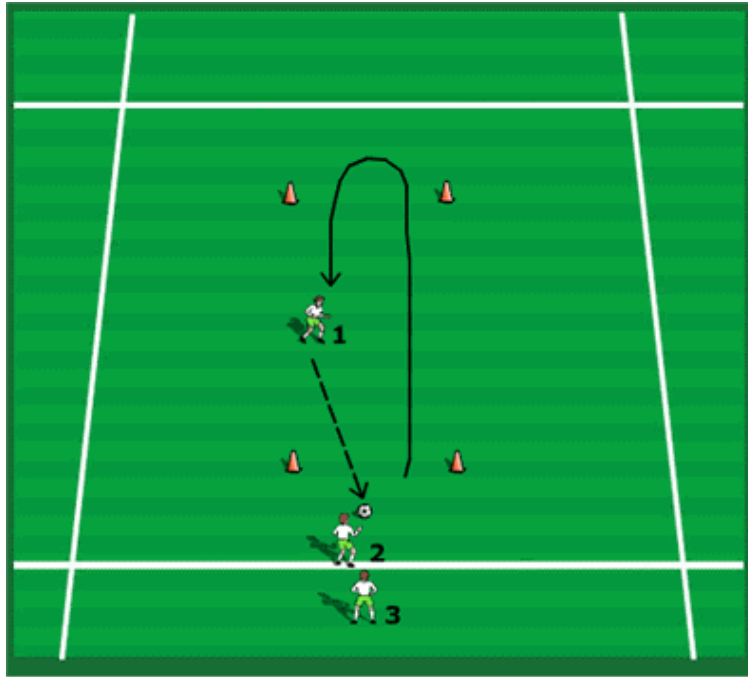
Here (2) passes to (1), offers passive pressure, (1) takes a first touch away from the pressure to the side of (2) and passes to (3) and the cycle continues.

Ask the players to increase the pressure over time to really force the receiving player to focus on a good first touch away from pressure.

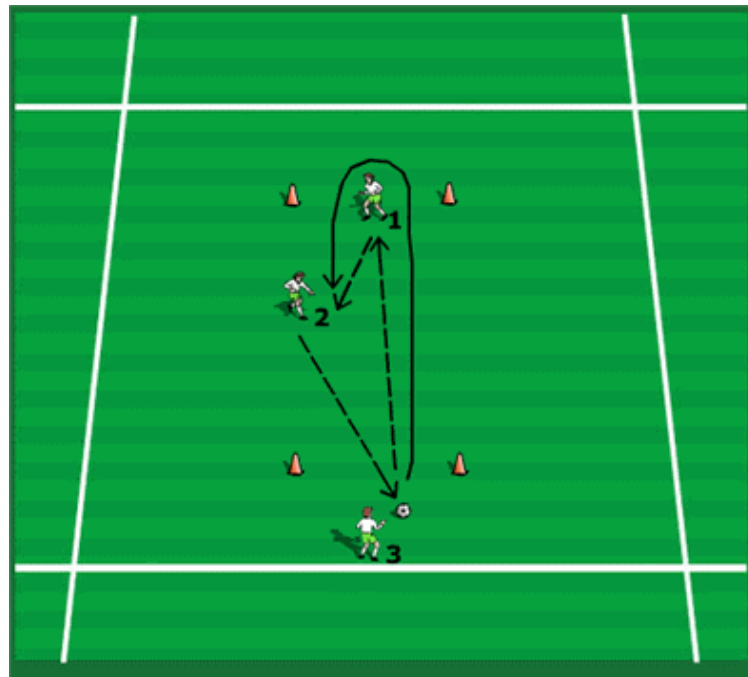
### Coaching Points:

1. Observation / Awareness: Play with their heads up
2. Communication between players (call each other name as they pass)
3. Quality of pass (weight, accuracy, timing)
4. Movement, towards the ball to receive
5. Fast feet sprinting

You can do this in fours if it proves too difficult to get the rhythm going.

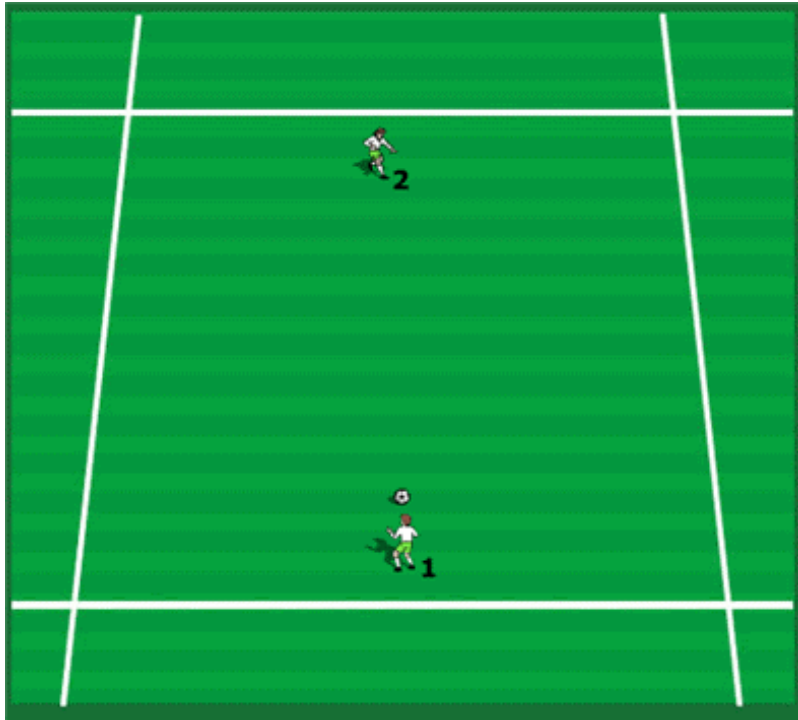


Players are practicing turning skills in three's. (1) Dribbles forward and does a turn back and passes to (2) and the cycle continues. Practice various turns. Next; pass and overlap.





## Session 45: Developing and Improving Passing Play Using Two Players



Passing the ball in 2's. To begin, receive with one foot, good first touch in front of the body and pass with the other foot. Trying to do it ALL within three touches then two touches.

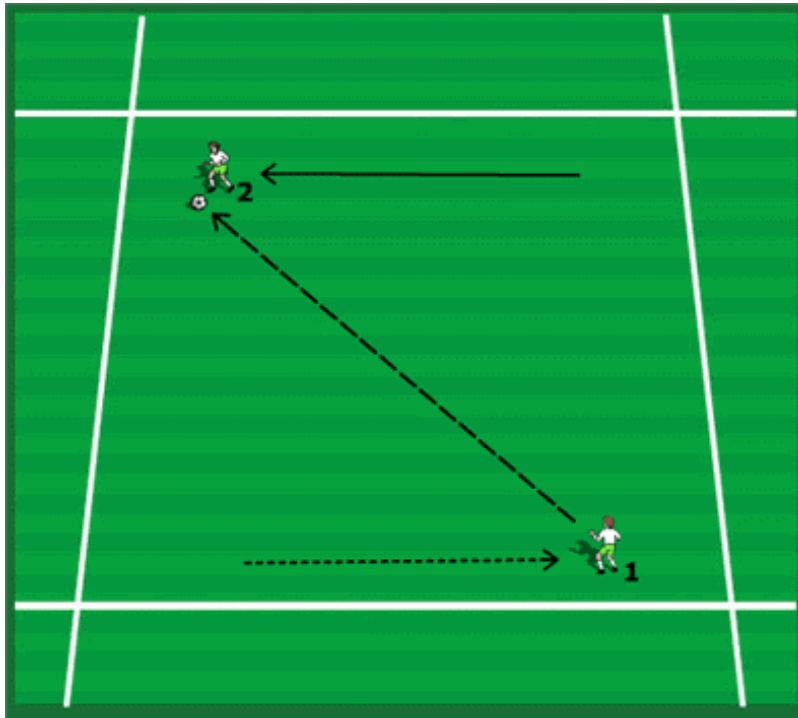
Discuss the approach from the side of the ball, the head position, the non-kicking foot position, the kicking foot follow through striking through the mid line of the ball, etc.

Skills in passing to be addressed:

1. Disguise
2. Pass Selection (inside / outside / laces)
3. Timing of the pass
4. Weight
5. Accuracy.

Eventually try one touch passing when it is on to do so. Introduce two cones in the middle to act as a gate or goal to pass through to test accuracy. Decrease the size of the goal as the players improve. Develop: Have the players look into each other's eyes not at the ball and at the same time try to keep the passing accurate.

## Passing and Moving



Introduce the concept of passing and moving. Moving across the grid area making diagonal passes.

The receiving player must move across the grid to meet the pass.

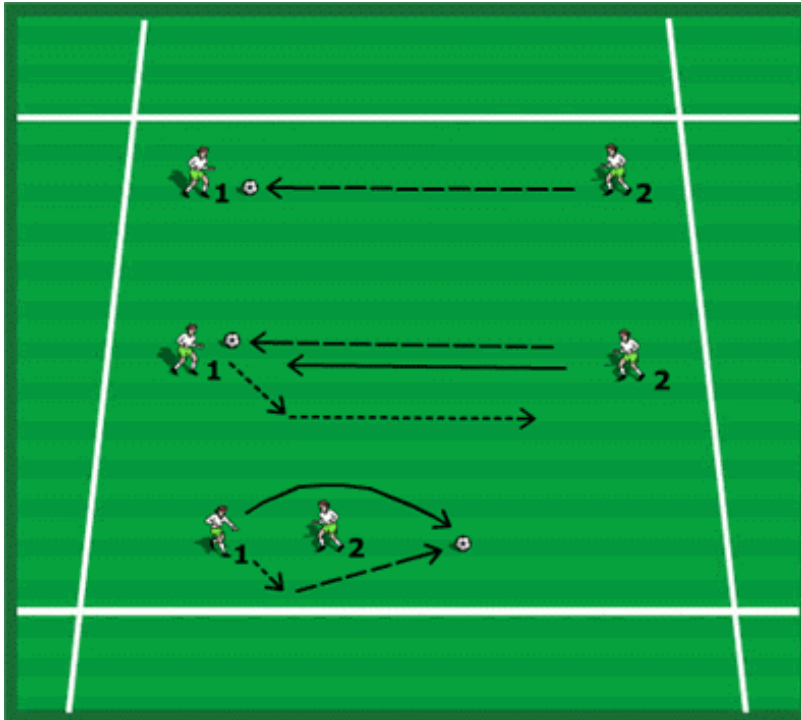
(1) moves with the ball across the grid and plays a pass diagonally to (2). (2) Receives the pass and runs back across the grid with the ball and makes a diagonal pass back across to (1) and so on.

Players are practicing and learning to move with the ball and without the ball.

The key coaching points of passing in this practice are the weight, accuracy and timing of the pass to arrive in the space at the same time as the support player arrives.

The key coaching point in the movement of the player to receive is the timing of the run; arriving at the same time as the pass. The support player must judge the pace / weight of the pass.

## Passing and Control in Two's



Ground passing working on the importance of the first touch. Control with one foot and pass with the same one then control and pass with the other one; (A) above.

Get in the line of the ball to receive and control it then pass it to the other player. Then pass the ball a yard to the side of the other player to make them move to get into the line of the pass.

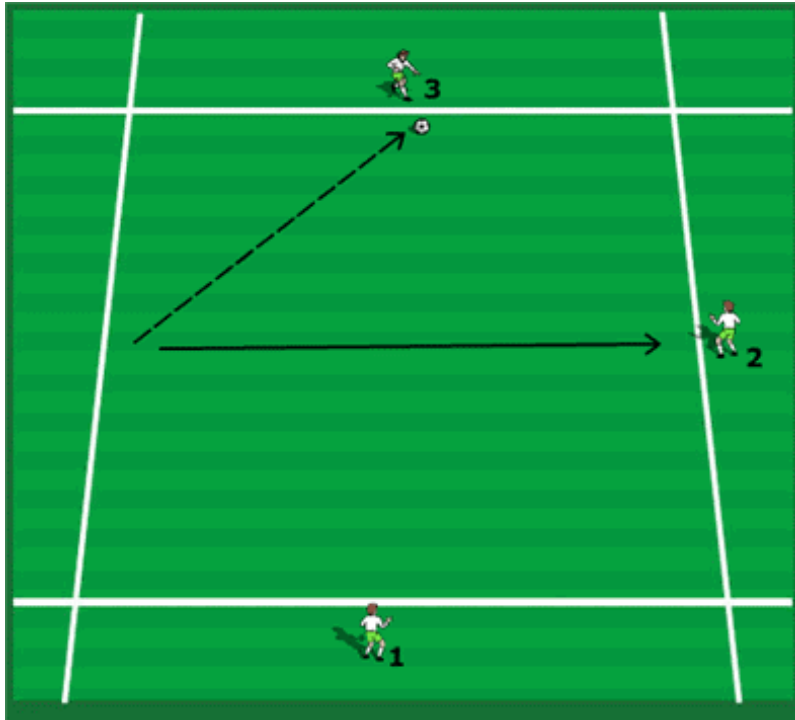
Control and pass with the same foot in three touches then two touches. Control with the inside of the foot and pass with the outside of the same foot then control with the outside of the foot and pass with the inside of the same foot.

Control with the inside of the left and pass with the inside of the right foot and visa-versa. Control with the inside of the left foot and pass with the outside of the right foot and visa-versa.

**Develop:** (1) passes to (2) and closes down in a straight line; (B) above. There is no tacking and the pressure is passive. (2) Must move the ball with a good first touch to the side to escape the pressure and run to the other side of the grid with the ball. Better still (2) can try to get past (1) with one touch and away.

(2) now must pass to (1) and the cycle continues. Develop by passing past the opponent with one touch and run around the other side of them and collect the ball; (C) above.

## Passing and Control in Three's



Passing then moving to the free line. This ensures that when a player passes the ball they move at the first moment.

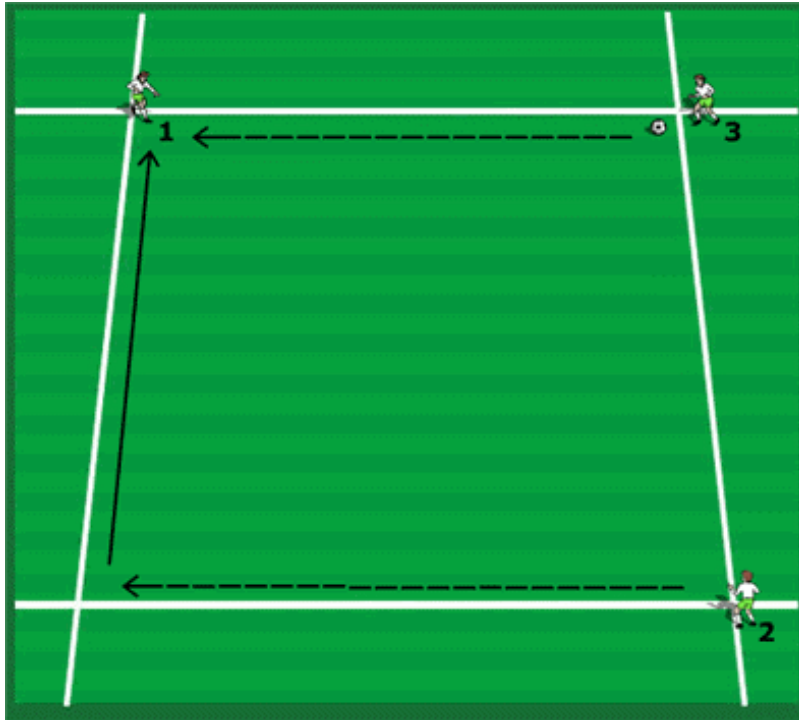
Above, (2) passes the ball to (3) and must immediately move to the free line opposite. It is structured and more drill-like but it is a good first introduction to the concept of passing and moving.

The coach can control the session easily using this set up and it is simple for the players to understand. Also they are constantly working keeping a routine going.

**Develop:** Three touches then two touches only then one touch if the weight, accuracy and timing of the pass allows for this. When the players can work regularly on a one touch basis you know they are getting the idea of weight, accuracy, timing of the pass and timing of the run.

**Develop:** Have the player who doesn't receive the pass as the one who has to run to the free line, liken this to a third man run off the ball.

## Passing and Control in Three's - Grid-Line Game



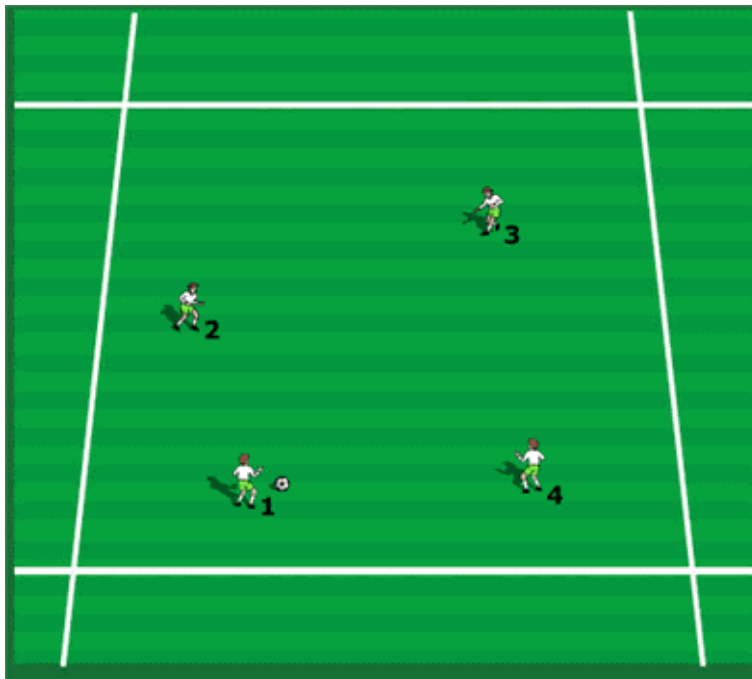
Drill orientated set up. The players can now only pass along the grid line and only move along the grid line.

One corner is always free and this encourages the players to run to the free corner should the player on the ball need that option of a pass. Above, (3) is on the ball ready to pass. To ensure (3) has two options of a pass (1) must run to the free corner to provide an option whilst (2) is already at a corner as an option.

(3) passes to (2) and now (1) has to move across the grid line to the free corner closest to the ball to provide an option for (1). Again this promotes continuous passing and movement from the players.

**Develop:** The player on the ball can pass it back to the player they received the ball from thus making the third player move up and back to support each player as they receive the pass. This keeps the players on their toes and concentrating because they do not now always receive the pass even though they have moved to provide the option. Introduce a defender into the middle of the grid.

## Session 47: Passing and Support Play Using Four Players and an Introduction to Combination Plays

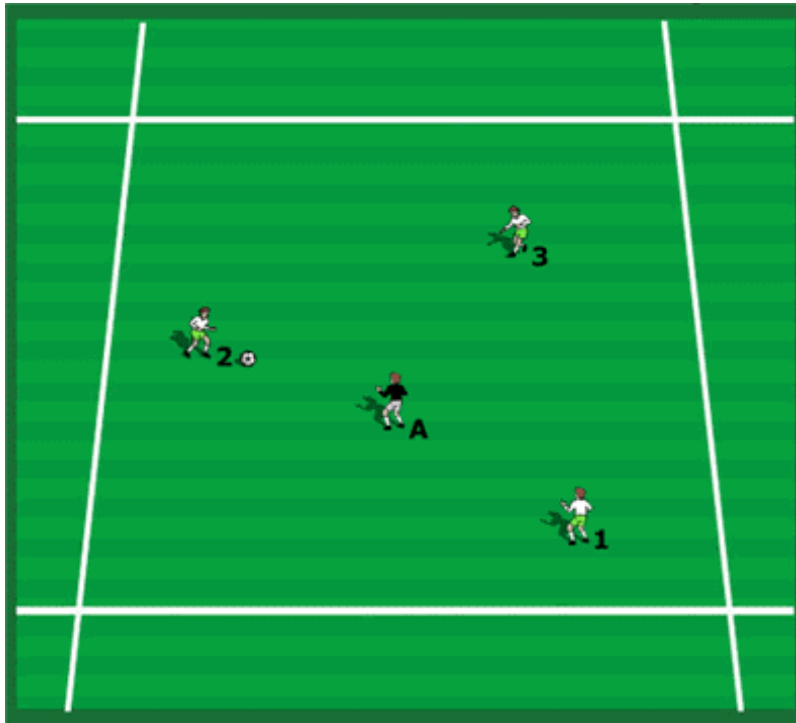


No opponent's just four players passing and moving with the ball.

Emphasize once the player has passed the ball they must move to space to support the next pass or beyond the next pass.

This is a simple non – competitive warm up for the players to help them develop composure in the session.

**Progression:** Use two balls passing and moving so their decision making has to speed up because as one ball is passed another is on its way to be controlled and passed.



Bring all the players into the middle and have them working inside the grid. After working passing and moving with no opposition introduce again the defender into a 3 v 1 situation. This is now a keep ball session but the players are free to move inside the grid to any position and are not limited by movement along the grid lines. Now we are working more on the angles and distances of support of the attacking players. Players now pass to feet or pass to space depending which type of pass is needed which can be determined by the position of the defender (A). Make it competitive where the attacker whose pass was intercepted becomes the defender.

Here all the key coaching points in passing and support can be practiced with there being a good chance of success for the players to help their confidence due to the size of the overload.

Now we are establishing aspects of coaching such as passing; accuracy, timing, pacing / weight, disguise, selection (inside / outside / laces), passing to feet, passing to space, timing of the run into space to receive, control with the first touch and so on.

## Passing and Support Using Four Players

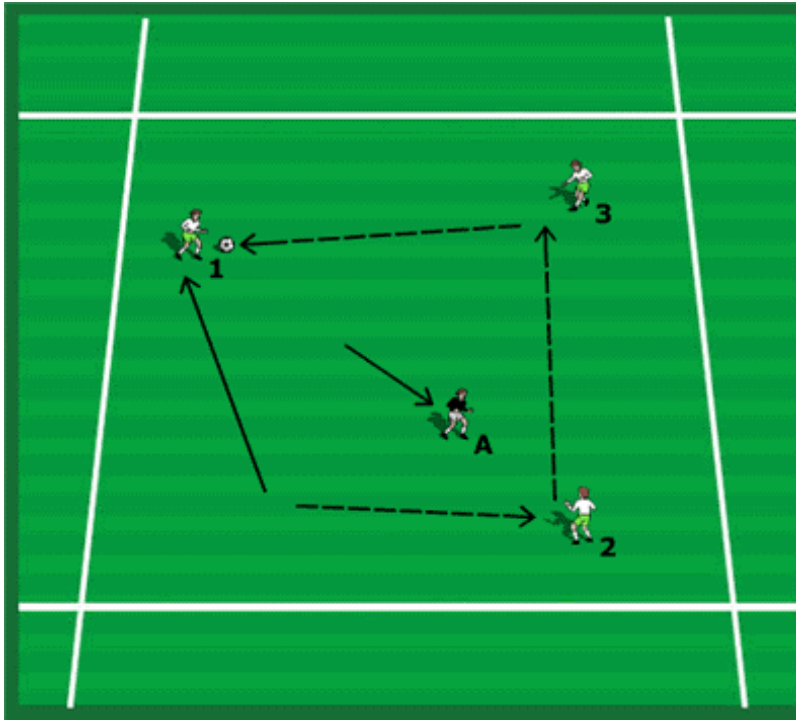
Using 4 players to a grid you can organize different levels of challenge for the players. Rotating all the players as you go through each progression.

### Progressions:

1. 4 v 0 – no opponent's just four players passing and moving
2. 3 v 1 using the grid lines to move and pass along. Passive defending, then making it competitive with the defender trying to win the ball.
3. 3 v 1 situation – keep ball opening up the area to play in. No goals used. If the 3 players make 5 passes it is a goal, if the defender wins the ball it is a goal.
4. 2 v 1 situation – more difficult with a player less. No goals used. Have the odd player out on the outside to help the defender should this player win the ball. This extra player must stay outside the grid but can move around to be a support player. Same idea as a) but the defenders can pass and count the passes.
5. 1 v 1 plus side players. Attacking goals at each end of the grid. Players can use the support player or dribble and beat the player in a 1 v 1. This encourages dribbling and also passing and support.
6. 2 v 2 situation – Attacking the goals at each end to score. Directional combination plays are to be worked upon here, takeovers, and overlaps, 1-2's, diagonal runs and so on.



## Support Play in a 3 V 1 Situation



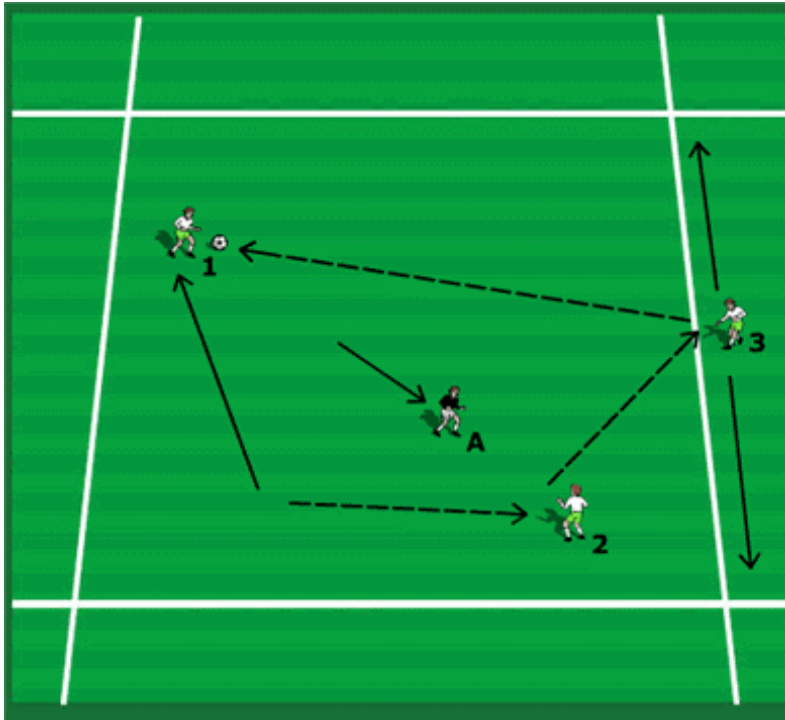
Now letting the session go free and competitive with a 3 v 1 situation. Players (1) (2) and (3) must keep the ball away from (A). Have a goal (target) to reach; it could be 5 consecutive passes without the defender (A) touching the ball. Rotate the defender.

### Coaching Points:

1. Creating Space – Off the ball to receive or move the defender to create space for a team mate.
2. Decision – when and where to pass.
3. Technique – Quality of the pass (timing, accuracy, weight / pace).
4. Support – Angles and distances, timing of the run to space to receive. This is important, if the player goes too early then he / she is easily marked.

Passing to feet, and passing to space (to force the receiving player to change their position). (2) Passes to (3) and (1) moves into space to offer an option for (3).

## Support Play in a 2 V 1 Situation



A 2 v 1 is more difficult to be successful with and is a greater test of the player's ability than a 3 v 1.

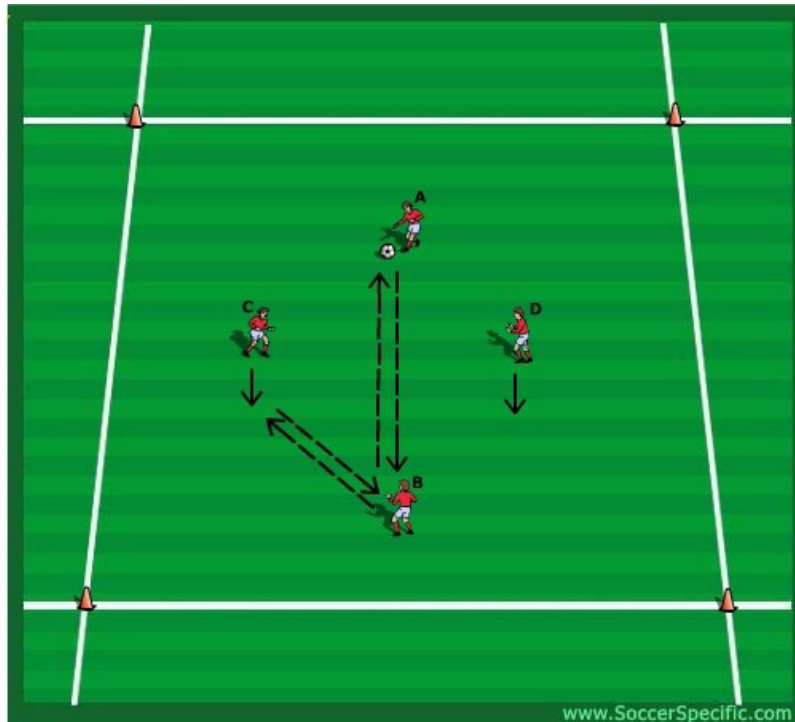
Initially have the third player as a support player on the outside of the grid so it is 2 v 1 plus 1 in favor of the attackers. Less freedom for the third player means a slightly more difficult set up for the attackers.

As this gets easier include the following progressions:

1. Reduce the number of touches on the ball , go three touch maximum then two touch with one touch where it is on to do so.
2. Increase the number of passes required to score a goal setting a more difficult target to achieve.

Make it a pure 2 v 1 with the outside player supporting the defender should that player win the ball. The set up still favors the attacking players as the support player is restricted to moving up and down one side but it serves as an incentive for the defender to work hard to win the ball and means the two attackers have to work harder to maintain possession.

## Session 48: Technical Training – Passing

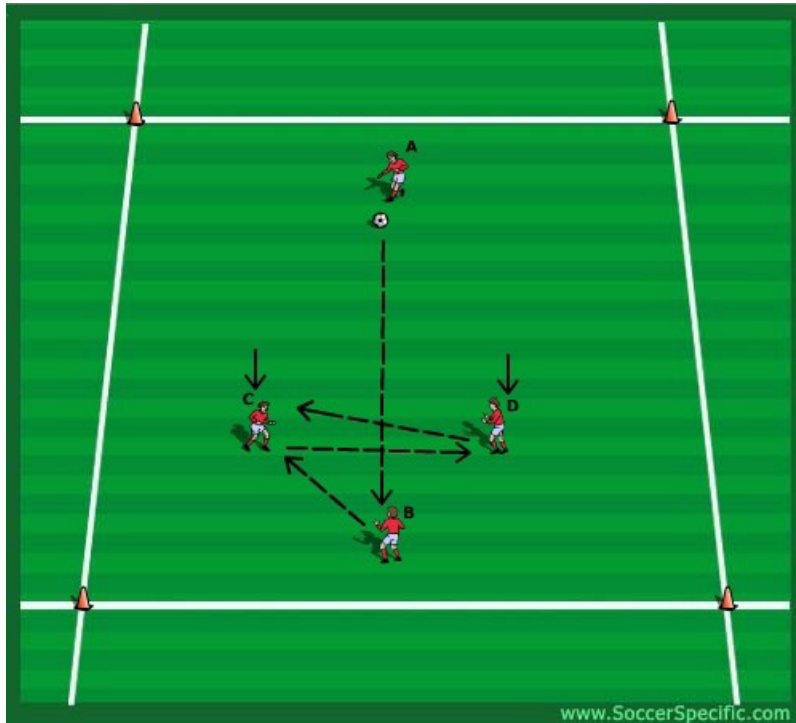


**Activity #1:** Four players are arranged in a diamond shape as shown in the diagram above. Players (A) and (B) are approximately 15 yards apart.

Player (A) passes to player (B). Players (C) and (D) must check to receive a first time pass from player (B). Player (B) passes to either (C) or (D) who in turn lays the ball back to player (B) with one touch. In the diagram above player (B) has decided to pass to checking player (C). Player (C) must lay the ball back to allow player (B) to immediately pass the ball to player (A) at the opposite end of the grid. The sequence is repeated at the opposite end of the grid. Play is continuous for a designated period of time. Both middle players (C and D) must continue to work up and down checking to the ball

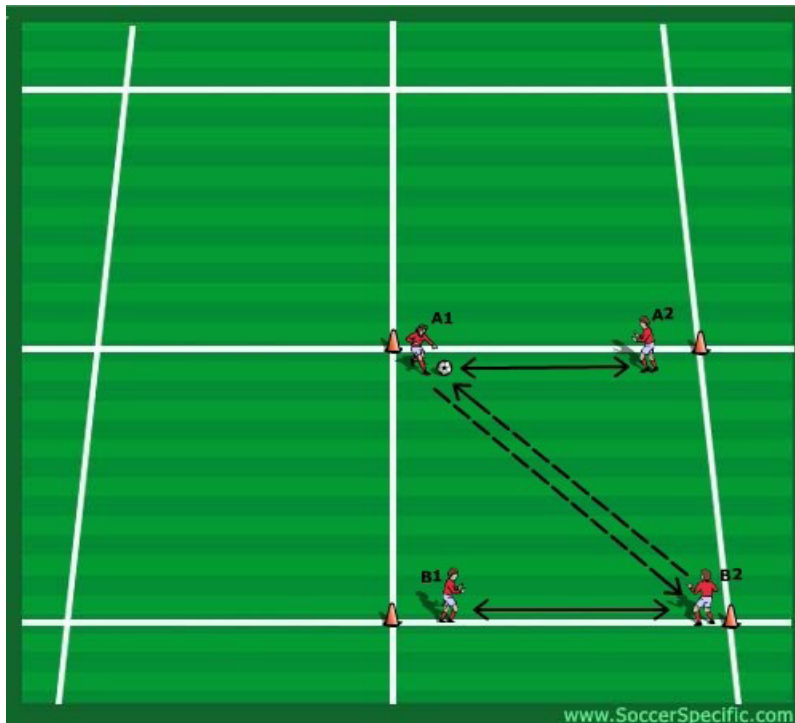
### Coaching Points:

1. Try to develop a rhythm with the exercise.
2. Sharp, crisp one-touch passing.
3. Angles of support.
4. Pace of pass.
5. Communication at all times.



### Progression:

1. Players are arranged in the same formation as previous page. Middle players (C, D) continue to check to the ball, receiving the pass from the end players (A or B).
2. After receiving the pass, players (C) and (D) must perform a quick give-and-go with each other before passing to the opposite end of the grid. See diagram above. Play is continuous for a designated period of time.



### Activity #2:

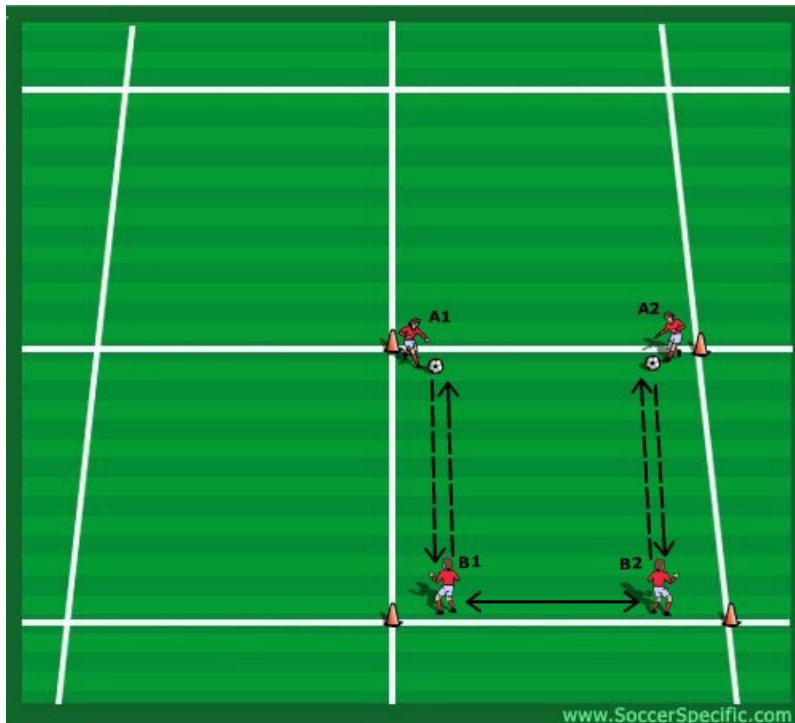
Four players are positioned in a 10x10 yard grid as shown above. Players (A1) and (A2) are positioned opposite (B1) and (B2) as shown.

1. Player (A1) passes to player (B2) diagonally across the grid. Immediately after the pass (A1) and (A2) switch positions.
2. Player (B2) passes the ball with one touch diagonally back to the corner where the pass originated from. Players (B1) and (B2) immediately switch positions after each pass.
3. Player (A2) should arrive to meet the pass from (B2). NOTE: The ball continues to travel across the same diagonal for the designated period of time. Repeat the exercise across the opposite diagonal to ensure the use of both feet.

### Coaching Points:

1. Accurate, sharp one-touch passing.
2. Accuracy and weight of pass.
3. Communication at all times.

**Progression:** Upon receiving the pass across the diagonal, players perform a give-and-go with each other prior to passing across the diagonal. Example: (A1) to (B2) who plays a one-touch pass to checking (B1). (B1) lays the ball back to (B2) who passes across the diagonal for the arriving (A2).



### Activity #3:

Four players are positioned in a 10x10 yard grid as shown above. Players (A1) and (A2) are positioned opposite (B1) and (B2) as shown.

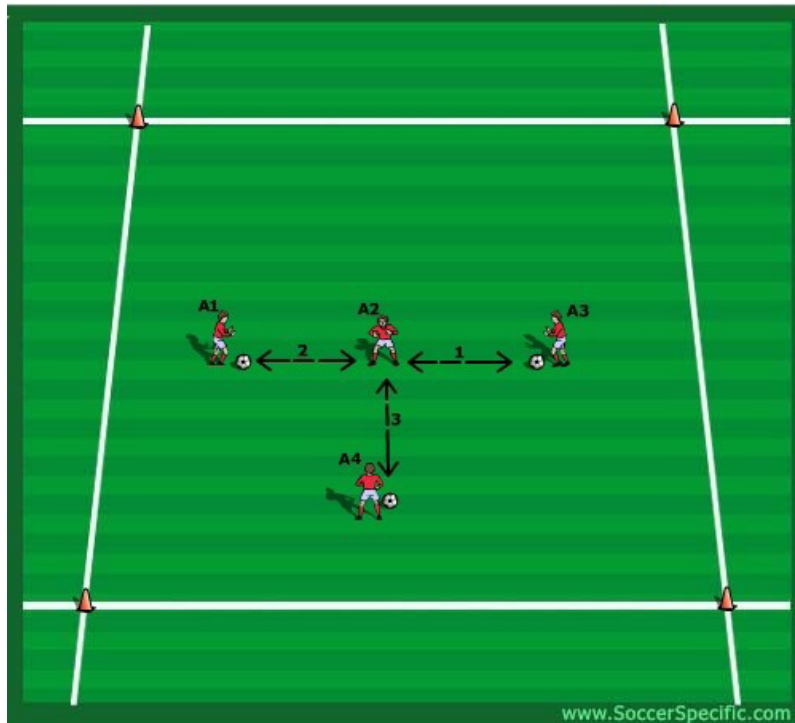
Players (A1) and (A2) act as stationary servers. Player (A1) passes to (B1) who plays the ball with one touch using the left foot back to (A1). At the same time, (A2) passes the ball to (B2) who returns the pass with one touch using the right foot. After each pass (B1) and (B2) switch positions and repeat the sequence. Players will alternate using their right and left foot depending on what side they are receiving the pass from. Play is continuous for a designated period of time.

### Coaching Points:

1. Alternate the use of the right and left foot.
2. Accurate, sharp one-touch passing.
3. Use the correct surface of the foot.
4. Maintain proper technique when fatiguing.
5. Communication at all times.

### Progressions:

1. Use the outside of the foot only.
2. Inside of the foot volley only.
3. Outside of the foot volley only.



#### Activity #4:

Four players are positioned as shown in diagram above. Three players (A1), (A2), (A3) are arranged in a straight line approximately 5 yards apart, with (A4) approximately 5 yards away. Player (A2) will work, all other players act as servers with one ball each.

Player (A2) must continue to face forward at all times during the work period. Player (A3) passes to (A2) who returns the ball with one-touch using the inside of the right foot back to (A3). (A1) passes to (A2) who returns the ball using the inside of the left foot. Player (A4) immediately passes to (A2) who returns the ball using the instep. Player (A2) continues the sequence for the designated period of time. NOTE: Timing of service is vital - working player should receive the next pass immediately after returning the previous pass. Rotate the players after each round of play.

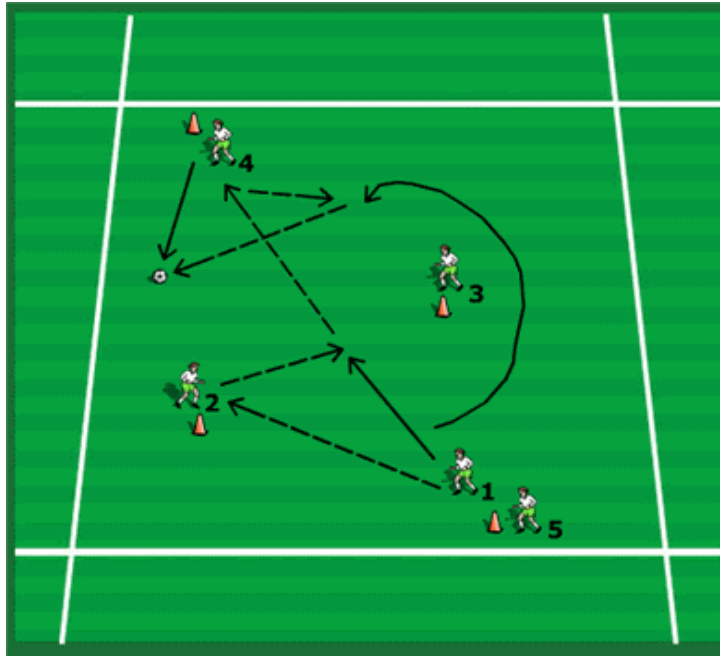
#### Coaching Points:

1. Accurate, sharp one-touch passing.
2. Use the correct surface of the foot.
3. Try to develop a rhythm with the exercise – timing of the service is crucial.
4. Communication at all times.

#### Progressions:

1. Use the outside of the foot only.
2. Inside of the foot volley only.
3. Outside of the foot volley only

## Session 49: Passing and Movement Practices



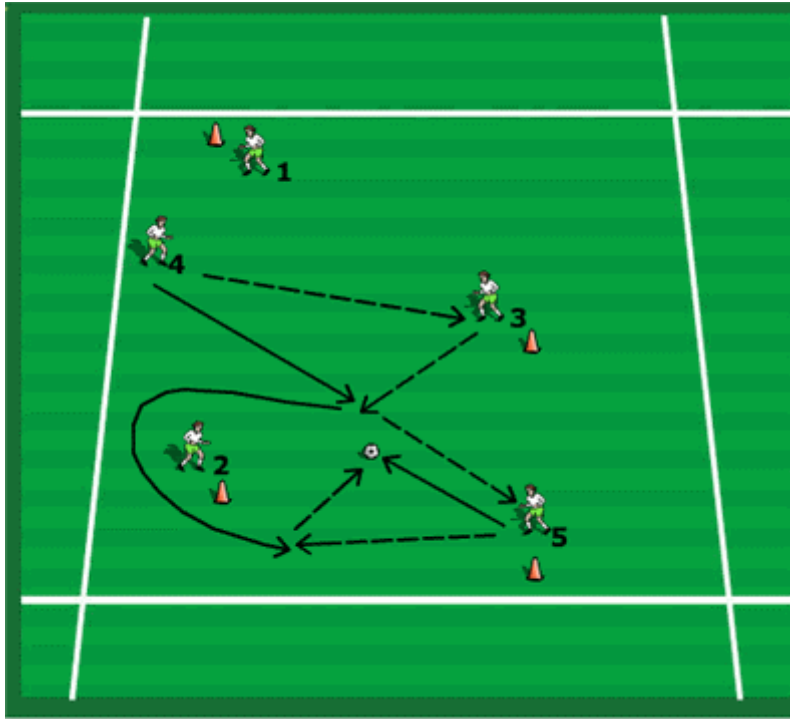
**Activity #1:** Four players are arranged in a diamond shape as shown in the diagram above. Players (A) and (B) are approximately 15 yards apart.

Player (A) passes to player (B). Players (C) and (D) must check to receive a first time pass from player (B). Player (B) passes to either (C) or (D) who in turn lays the ball back to player (B) with one touch. In the diagram above player (B) has decided to pass to checking player (C). Player (C) must lay the ball back to allow player (B) to immediately pass the ball to player (A) at the opposite end of the grid. The sequence is repeated at the opposite end of the grid. Play is continuous for a designated period of time. Both middle players (C and D) must continue to work up and down checking to the ball

### Coaching Points:

1. Try to develop a rhythm with the exercise.
2. Sharp, crisp one-touch passing.
3. Angles of support.
4. Pace of pass.
5. Communication at all times.



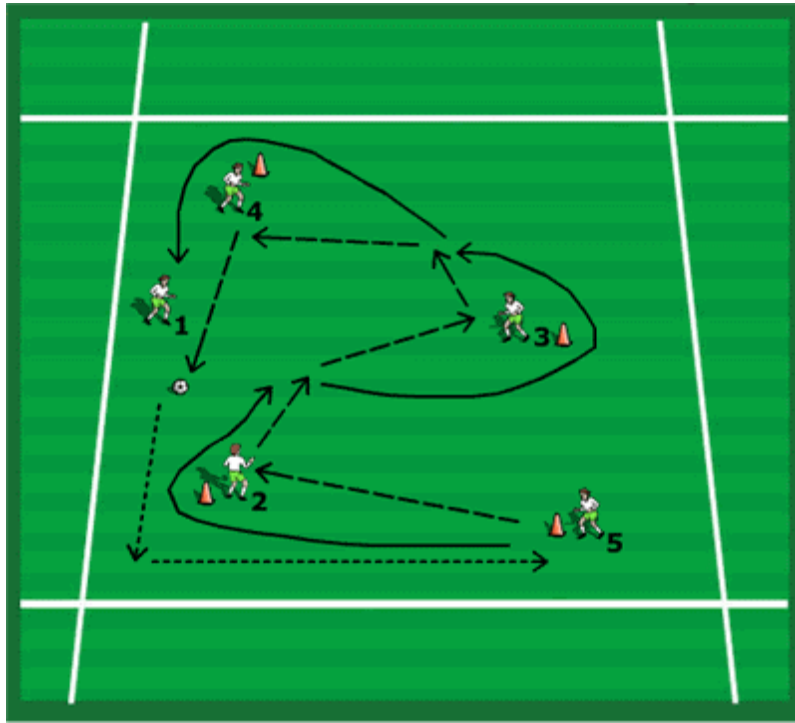


(4) passes short to (3) who lays off a one touch pass back to (4), a wall pass, then (4) passes long to (5) and makes an overlap run around (2). (5) Plays a one or two touch pass back to (4), (4) plays a wall pass back to (5) and the sequence continues.

This gets a lot of good passing movements with and without the ball with the players.

**The Sequence:**

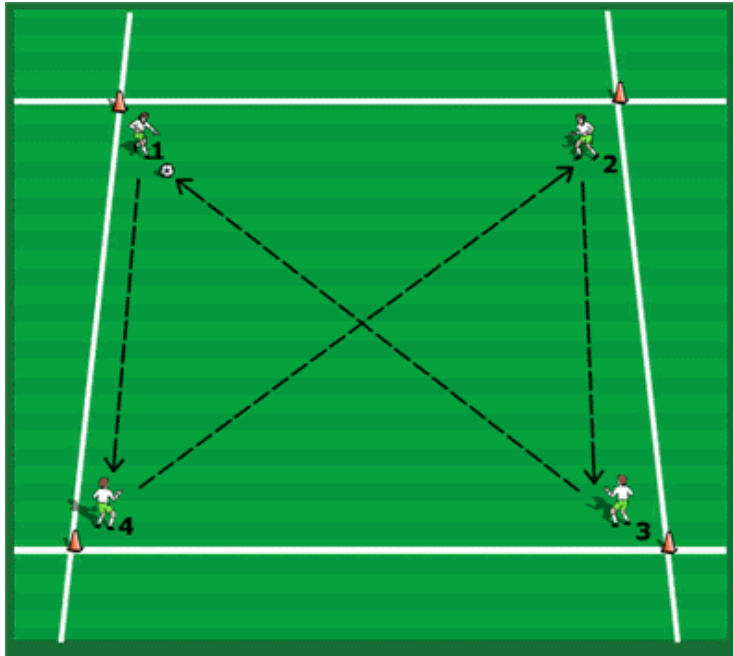
1. Quality Short pass
2. Quality one touch lay off and wall pass
3. Quality long pass
4. Overlap run without the ball with timing of the run to meet the next pass
5. One or two touch layoff and wall pass



Continuous wall passes and overlaps. 5 players involved. (1) Starts the movement.

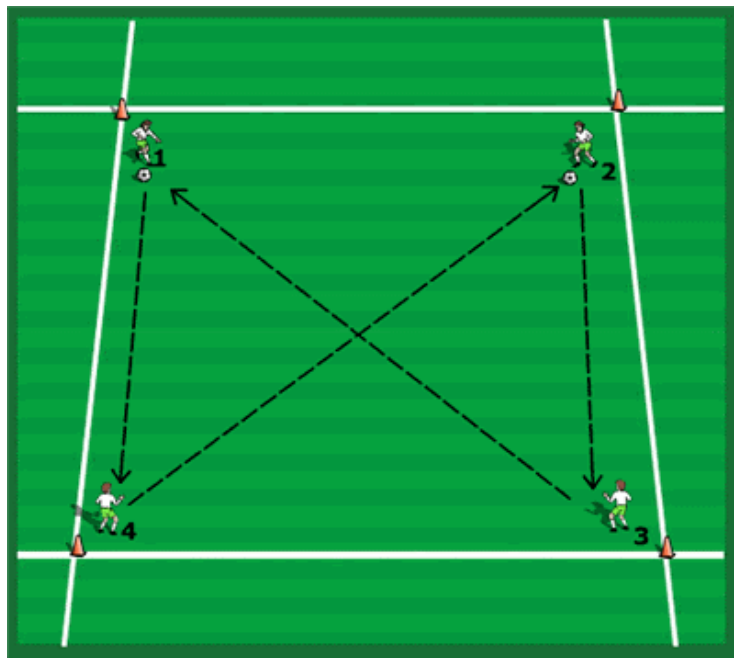
After each set of overlaps by a player, all the players move to the next cone to ensure everyone gets the chance to practice both overlapping runs and wall passes.

## Session 50: Simple Passing Drills In Fours



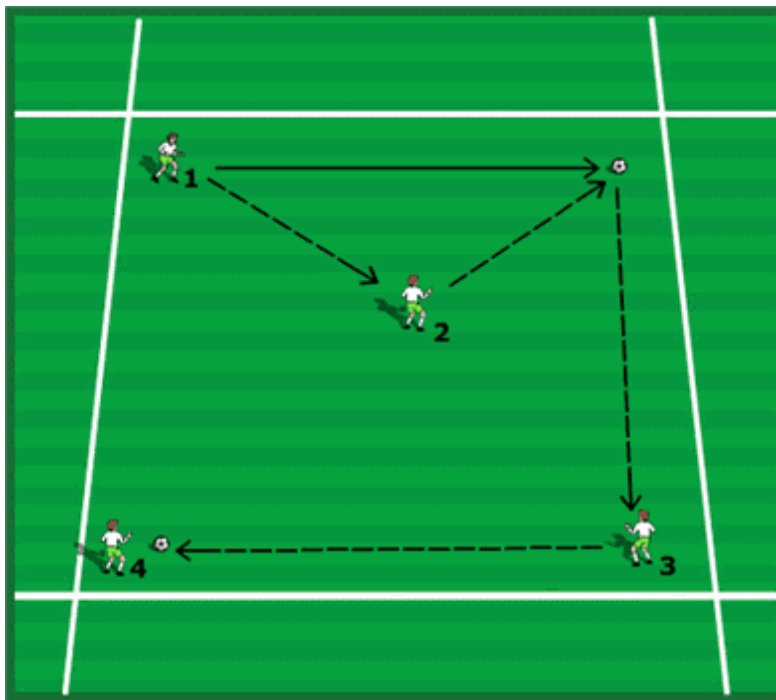
Very simple passing drills between four players. First have only one ball being passed around the area.

As they get competent at this bring in another ball and have two balls going at the same time. Start with a ball each at player 1 and player 2.



1. Coordination of the two balls is important now, as one ball arrives and is passed on the next one is almost there so players need to be on their toes and alert.
2. Change it to (1) and (2) now pass diagonally and (3) and (4) pass up and down.
3. Change it to (4) passes to (3) and (2) passes to (1) across the area.
4. Initially have it three touches (one to control, one to set up and one to pass), then two touches if possible (one to control "and" set up, and two to pass) and ultimately one touch if the weight, accuracy and timing of the pass is so good as to allow a one touch pass on.

## Wall Passes And Long Passing In Fours

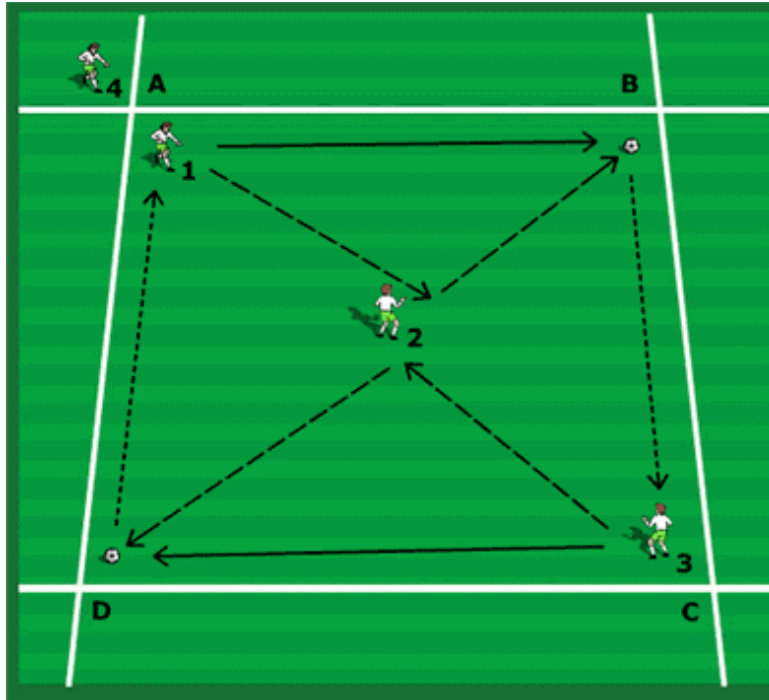


Start with one ball with players practicing wall passes with (2) in the middle all around the grid area.

Introduce another ball so there are two balls working, practicing wall passes with a player in the middle. Player passes and receives a wall pass back then passes the ball to the next player.

(1) has played a wall pass (1-2) with (2) and sprints to the next cone to receive the pass. At the same time (3) passes to (4) and waits for the next pass from (1). Now we have simultaneous passes going with both balls, one going to the middle player for a wall pass and the other along the outside of the grid area. Players just follow around the area as the balls are passed.

Now also working on the timing, pace, angle and accuracy of the pass by the center player. Rotate the center players.



**Competitive:** Groups of four can compete against each other.

(1) plays a wall pass with (2) from corner (A) to corner (B) and then runs across the grid with the ball to the next corner (C).

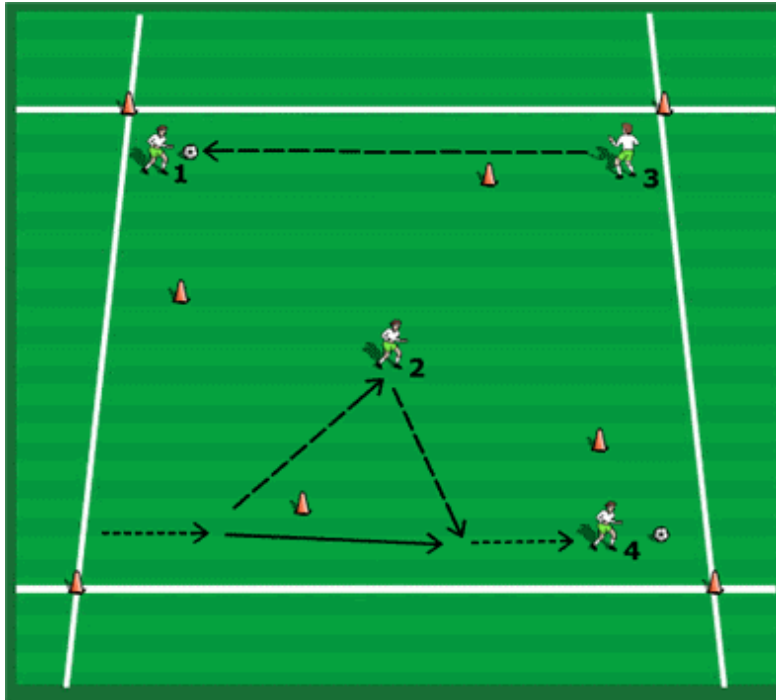
(2) turns and receives a pass from (3) at corner (C) and plays a wall pass to corner (D) for (3). (3) Then runs across the grid with the ball to the start again at (A).

Wall passes going from both sides one after the other with continuous traffic movement.

**Coaching Points:**

1. Quality of Pass (Timing, weight, accuracy)
2. Timing of the run

## Wall Passes, Dribbling With The Ball And Long Passing In Fours

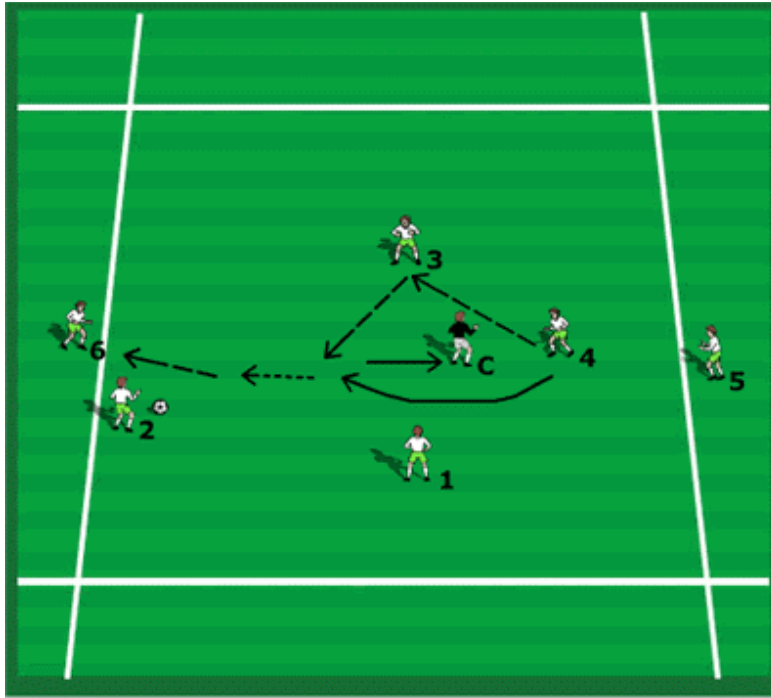


(4) has completed the wall pass with (2), at the same time (3) passes to (1) and the cycle continues. (1) Now makes the wall pass with (2) and as this is completed (4) passes to (3). Try to get the co-ordination of this between the players otherwise it is difficult to make it work.

**Develop:** Place a cone to act as a defender to pass around, the player on the ball runs at the cone, passes the ball to (2) and runs around the other side of the cone to receive the return pass. (4) Runs at the cone and performs a wall pass around the cone with (2) as the layoff player. (4) Then collects the ball and runs forward with it and passes to ball to (3).

### Coaching Points of a Wall Pass:

1. Run straight at the cone representing a defender
2. Use outside of the front foot to pass for deception
3. Quality of the pass (especially the timing, not too far away so a defender could drop off and cover the run or too close so a defender can intercept)
4. Quality of One touch layoff by supporting player (outside opposite foot is best to open up the angle of the pass)
5. Quality of First touch reception and ensuing pass.



Wall passing with the coach as the passive defender to time the movement off. Rotate the players so everyone has the chance to be the passer and the wall passer. (4) works the wall pass with (3) and passes to (6) then (2) goes, works the wall pass with (10) and passes to (5) and so on. Outside players move inside to receive the pass so they are in forward motion.

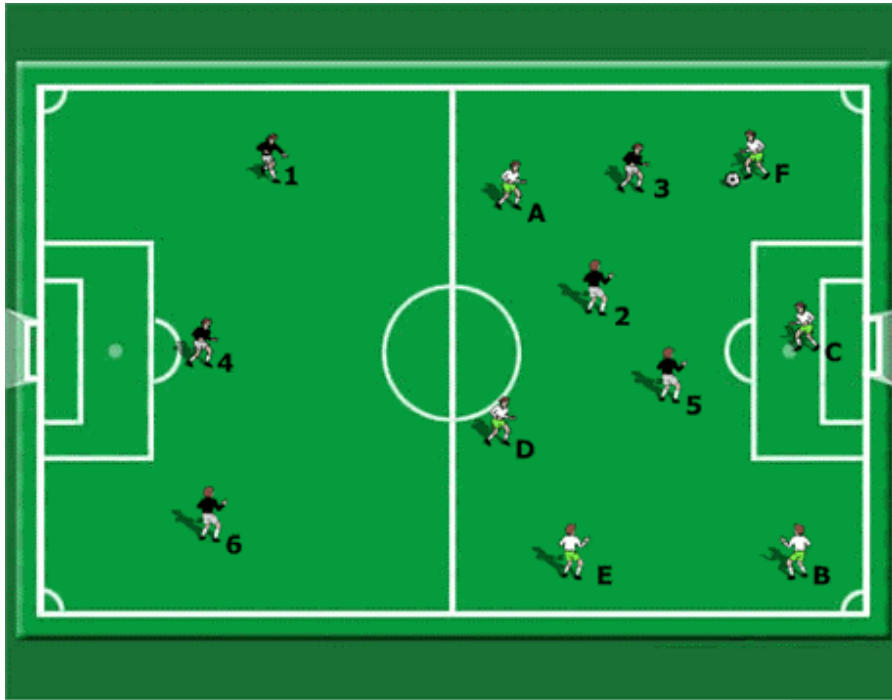
### Coaching Points of a Wall Pass:

1. Run with the ball in a straight line at the coach (representing a defender)
2. Use outside of the front foot to pass for deception
3. Quality of the pass (especially the timing, not too far away so a defender could drop off and cover the run or too close so a defender can intercept)
4. Quality of One touch layoff by supporting player (outside opposite foot is best to open up the angle of the pass)
5. Quality of First touch reception and pass.

**Progression:** The coach can try to intercept the wall pass to help the player on the ball get a better “feel” for the distance they have to be away to make it a successful wall pass. Distance should be where a defender steps forward as far as he or she can without being able to touch the ball that is the position to pass so they are leaning forward and out of the movement.

**Competitive:** Have two groups and over a given time period have them count the number of successful wall passes they can do.

## Session 51: Two Zone Overload Possession Game Improving The Maintenance Of Possession Through Passing And Support



Here we have 3 target players to pass to and a 6 v 3 over-load which makes it easier for the attacking team to maintain possession of the ball. If this is too difficult then start with a 6 v 1 for example so a very big overload and develop from there.

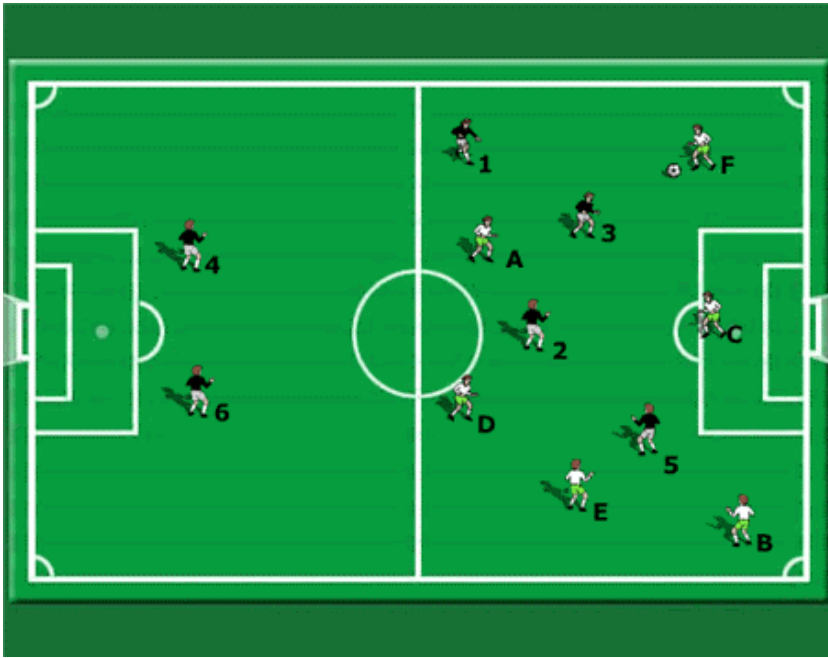
### Coaching Points:

1. Awareness of all players positions before receiving the ball (own players and opponents) plus where the spaces are to pass to.
2. Correct foot preparation to receive the ball,
3. Correct body position, open stance in the way you are going to make the pass, unless you are using a fake then pass to fool the defender. But a body position as such that it helps you make a successful next pass.
4. Correct pace / weight of the pass to help the next player when receiving it,
5. Movement off the ball by all the other players to help the player on the ball, but do it before the player receives the pass not after.
6. Asking players to position between defenders and into spaces to help the player about to receive the ball
7. Finally when you think the players are ready have them play a 6 v 6 game in a scrimmage.

THIS CAN ALSO BE A GOOD DEFENDING SESSION DEPENDING ON WHICH TOPIC YOU WANT TO COVER.



## Increasing The Difficulty To Maintain Possession

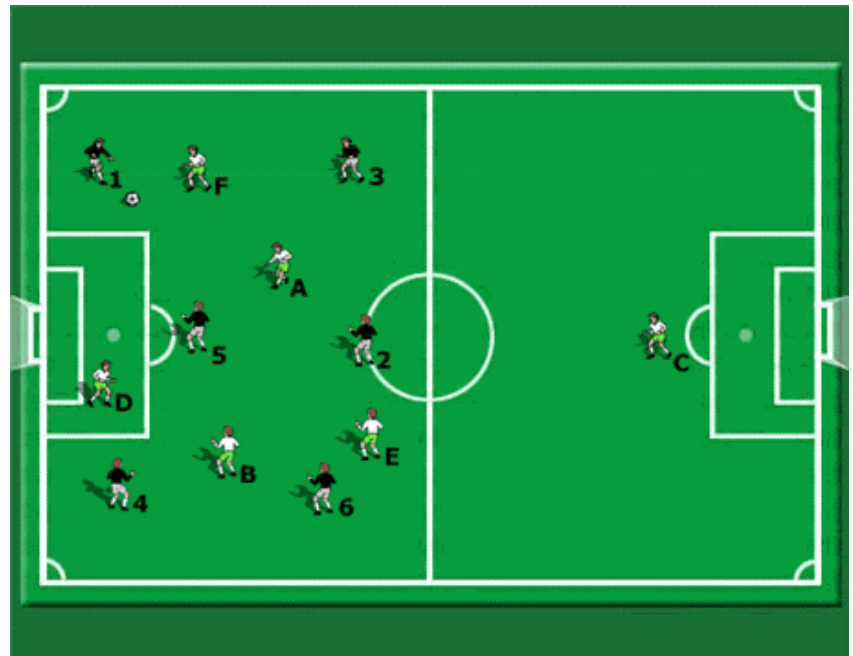


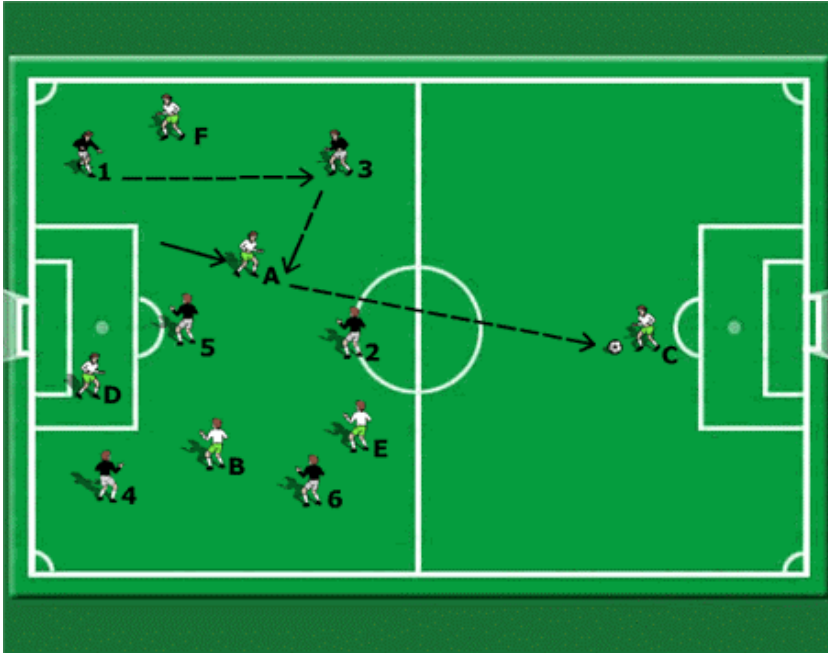
Have two target players so now we play with a 6 v 4 overload.

With fewer attacking players they then need to work even harder off the ball to help the player on the ball as decisions are needed to be quicker because of it.

A major part of maintaining possession and being successful at it is the ability of the players to move off the ball and support the player on the ball by doing so and for them to find space between and around defenders.

Now a 6 v 5 in one half and a target player in the other half to get the ball to for when the five defenders win the ball back.

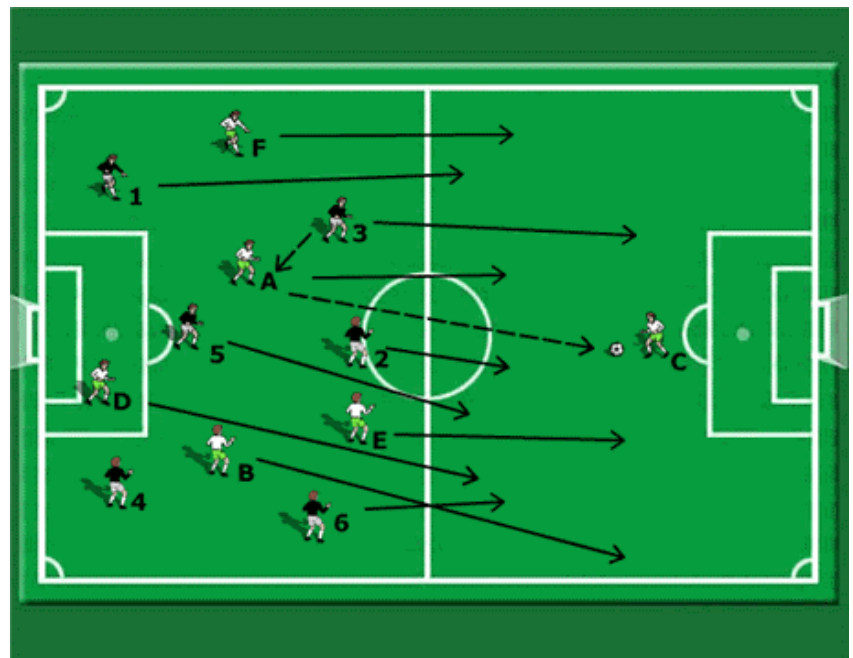


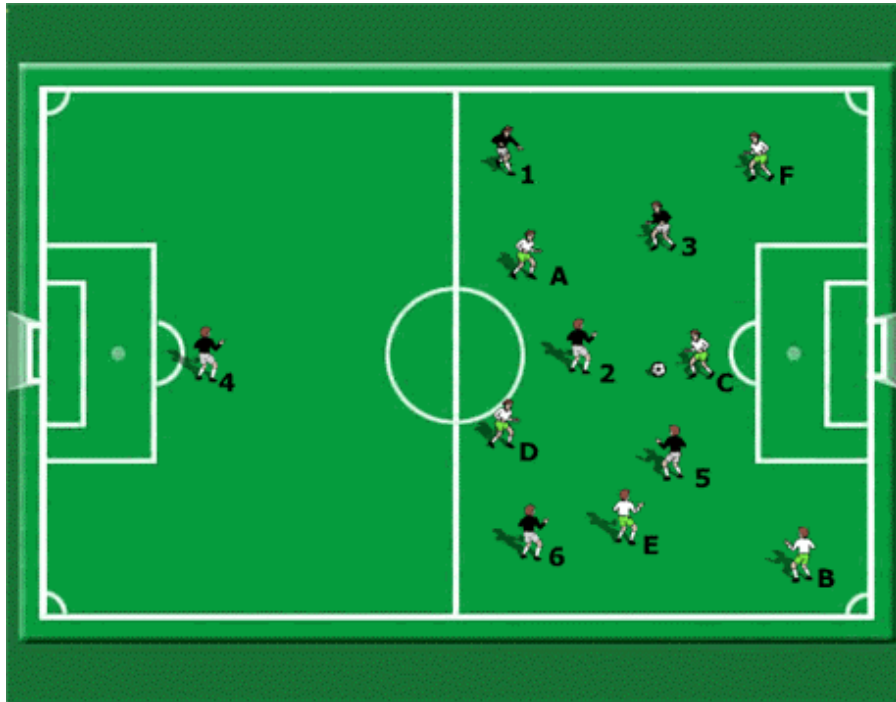


Here defender (A) intercepts the pass and passes to target player (C).

All players must follow into the other half except one defending player, in this case player (4).

The numbers team is now the defending team and must try to win possession and get the ball back into their half of the field to their own target player (4).





Here we have a 6 v 5 in the other half now. This is a great conditioning game too, the players have to work very hard to make it work and the movement between halves ensures lots of quick transition and running off the ball and emphasizes the importance of movement off the ball.

**Coaching Points for the Attacking team:**

1. Maintaining possession
2. Passing and Support play
3. Quick plays where possible to make it difficult for the defenders using the various numbers of player overload advantages

**Coaching Points for the Defending team:**

1. Defensive pressing
2. Quick transition of the ball on winning possession into the other half of the field

# COMBINATION MOVEMENTS SESSIONS

Session 52: 2 v 2 And 3 v 2 Combination Plays

Session 53: Creating And Improving Simple Combination Plays

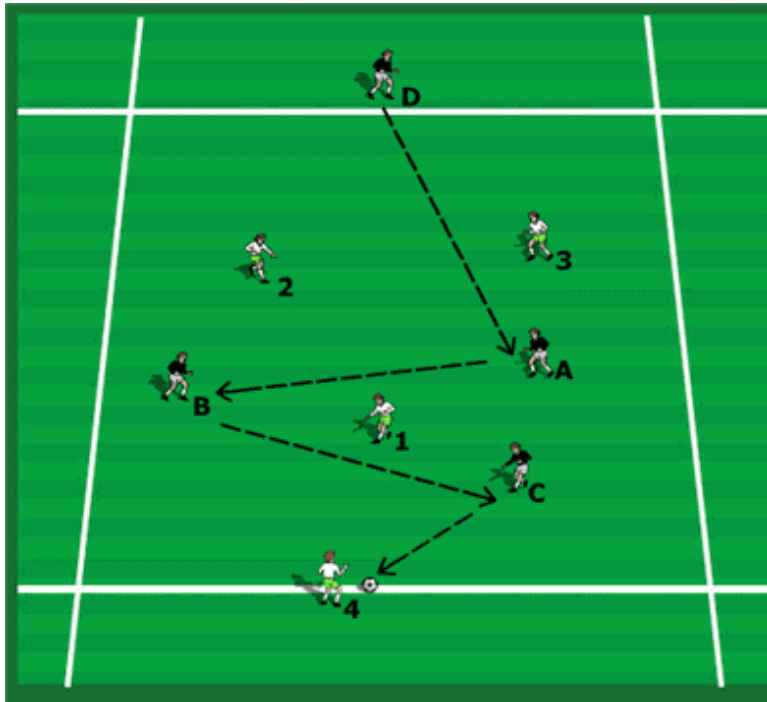
Session 54: Passing Support And Combination Work Game

Session 55: Developing Passing Techniques Focusing On The Wall Pass

Session 56: Session More Advanced Combination Plays To Try If The Players Are Ready

**For small-sided game situations for Combination Plays see the SSG section.**





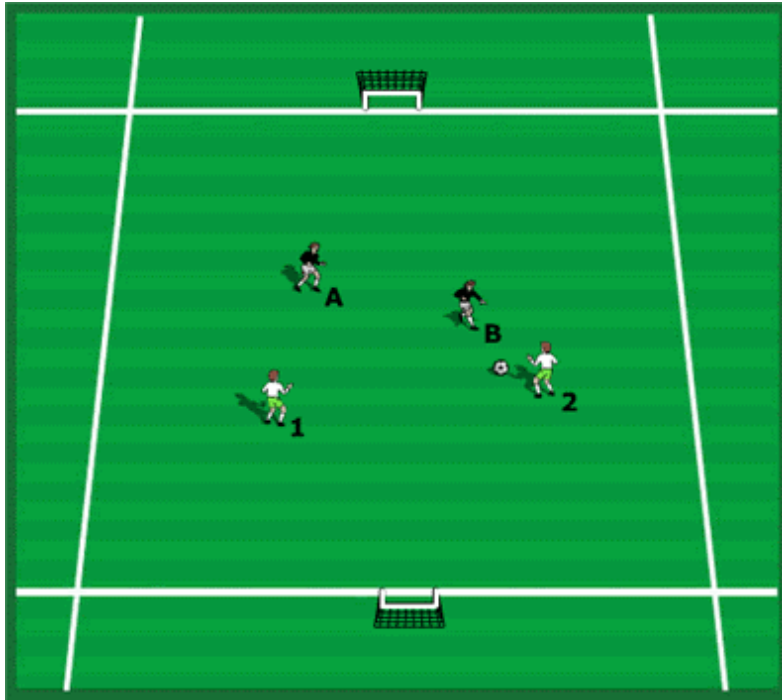
**Develop:** Have outside players switch with the inside passer so movement of players inside to out and visa versa.

It's important each player works an angle off the passer in advance of the pass e.g. (2) is receiving off (1) so moves to support as (1) is receiving off (3). Outside players must move along the line so inside players have to look to find them.

Depending on numbers put three in the middle on each team where they all must pass the ball to each other before it goes outside again.

Overload game 3 v 3 v3 (coach join in) making a 6 v 3 situation (see over).

## Passing and Support Play in a 2 v 2



A highly competitive 2 v 2 situation now where combination plays are what the players need to produce to help them score goals.

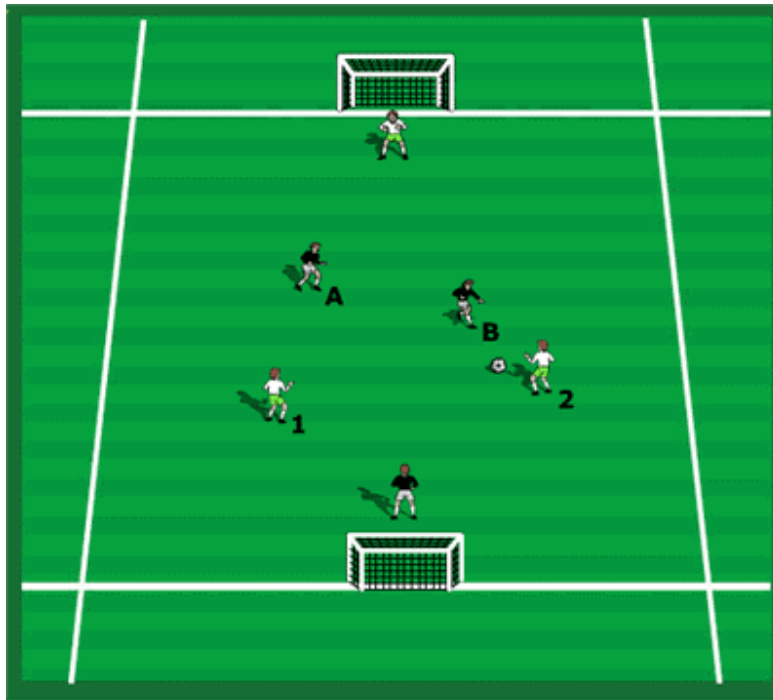
Can include takeovers, overlaps, 1-2's, diagonal runs in front of the ball.

If a player is particularly good at dribbling the movement of the support player could be away from a support position to take the other defender away too. This will leave a 1 v 1 situation with no support for the defender.

The player on the ball must consider each movement of their teammate and act accordingly. There are two choices a) pass to the supporting player, b) use the movement of the supporting player as a decoy to create space for the player on the ball. Which choice to make can depend on the reaction of the opponents and where they move to?

You can have a keeper in each goal so it is a 2 v 2 and both sets of two can attack and defend.

## Passing and Support Play in a 2 v 2



Here we have 2 keepers in also where the 2 v 2 is a game situation.

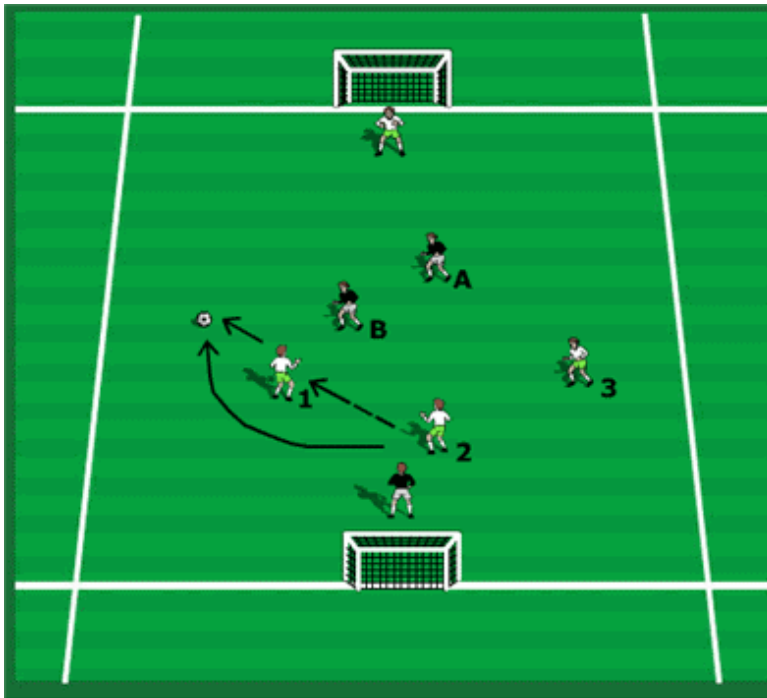
You can apply this set up to all the following diagrams showing 2 v 2, 3 v 2 and 3 v 3 set ups and what technique they are practicing in each one.

This means it is more game related and both teams get the chance to attack and work on the technical situation they are practicing.

The reason I show the set ups without keepers is to show how you can train with small numbers of players, if you have two extra you can use them as keepers and rotate the players so each has a go as an outfield player also.



## A 3 v 2 Situation



With this overload situation it is a very good opportunity to practice overlaps, 1 – 2's, diagonal runs in front of the ball and takeovers.

(A) Or (B) pass the ball into any of the three attackers and close them down as the ball travels. Try to create a 2 v 1 set up somewhere on the field of play from the 3 v 2 situation. If it proves difficult to set up and execute successfully start with a 3 v 1 situation then go to a 3 v 2 when it starts to work regularly.

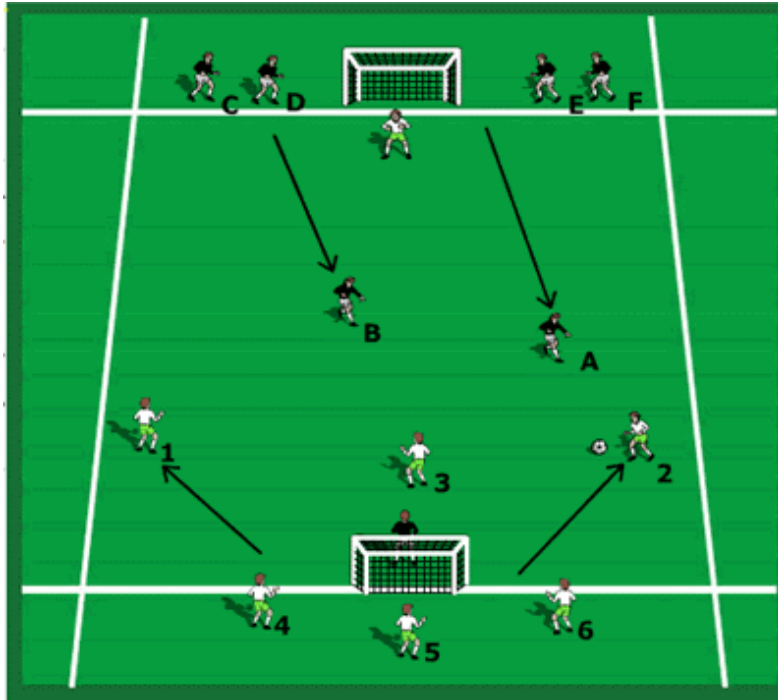
Players can make their plays using each others movement as a decoy as well as an exchange of possession of the ball. Playing offside makes this set up more realistic.

Condition the attacking players where they can only score with two touches (or only one touch if possible).

The above set up shows a typical overlap situation. (1) Can make two decisions; to pass to (2) on the overlap or use (2)'s run to take (B) out of position and come inside with the ball creating a 2 v 1 against (A).

It is important for players to realize (in this case player 2) that they make runs to create space for themselves and also for their teammates.

## Development

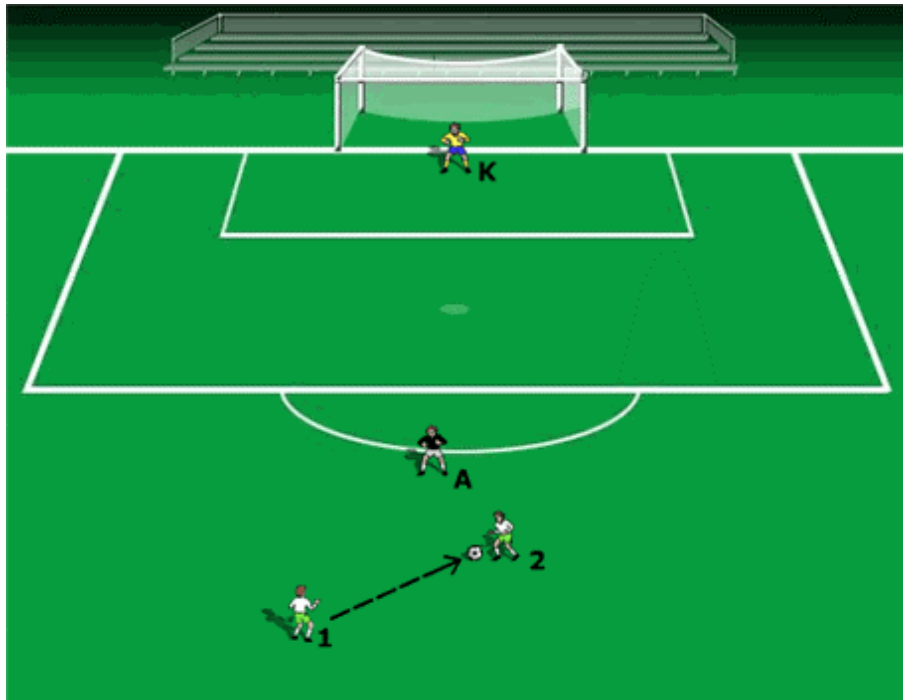


Introduce keepers and increase the size of the goals to make the set up more realistic. You can have keepers in from the beginning also if you wish. With more numbers have the players rotate on and off in 3 v 2 situations. You may need to make a 4 v 2 situation depending on the ability of the players. You can show them tried and tested ways to create overload situations (as previously shown) to begin then let it go free and see them use their own imagination. Rotate players so defenders get the chance to be attackers and attackers to be defenders. Rotate keepers.

**Competitive:** Each team has 10 chances to attack and score. An overlap must be performed in each attack, either used as an overlap or used as a decoy. Which team can score the most goals???

**Develop:** Change the game to a 3 v 3 where it is equal numbers but only when the players are ready for this and can have success with it.

## Session 53: Creating and Improving Simple Combination Plays

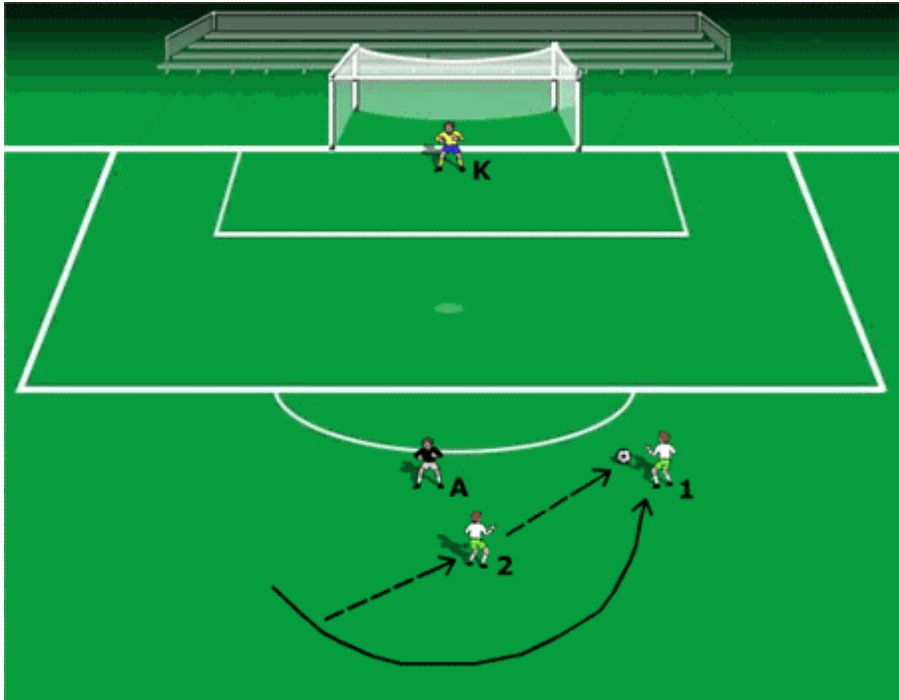


Consider using players making the movement off the ball as decoys. If the defender (A) tracks the run of the support player (1), the player on the ball (2) can DIRECTLY attack the goal themselves.

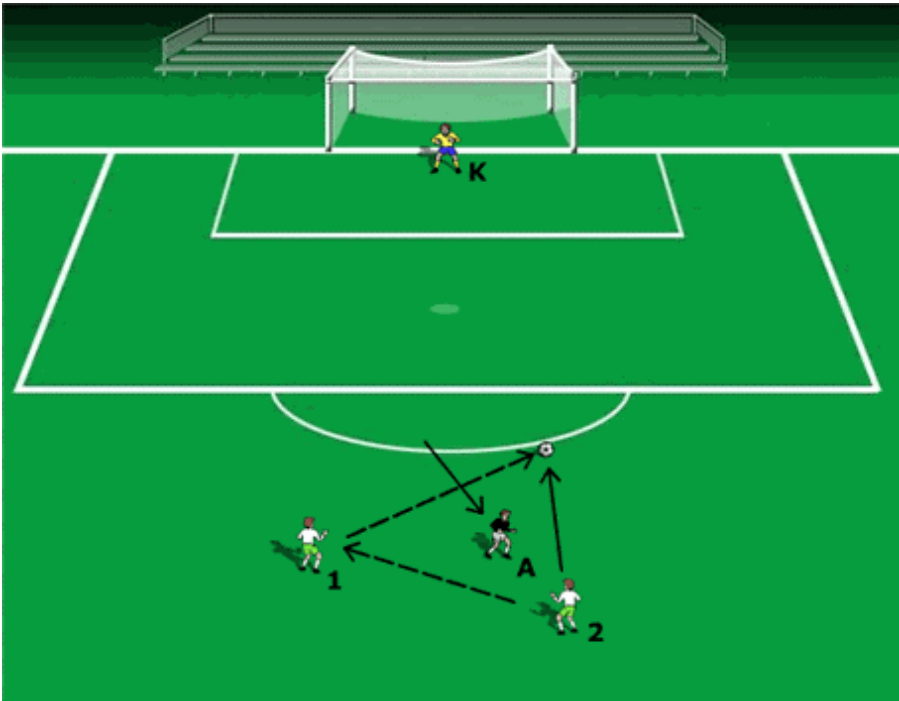
Ask the players to really identify when and where this happens and make the correct decision.

Decisions to make, do I pass, do I attack the goal myself?

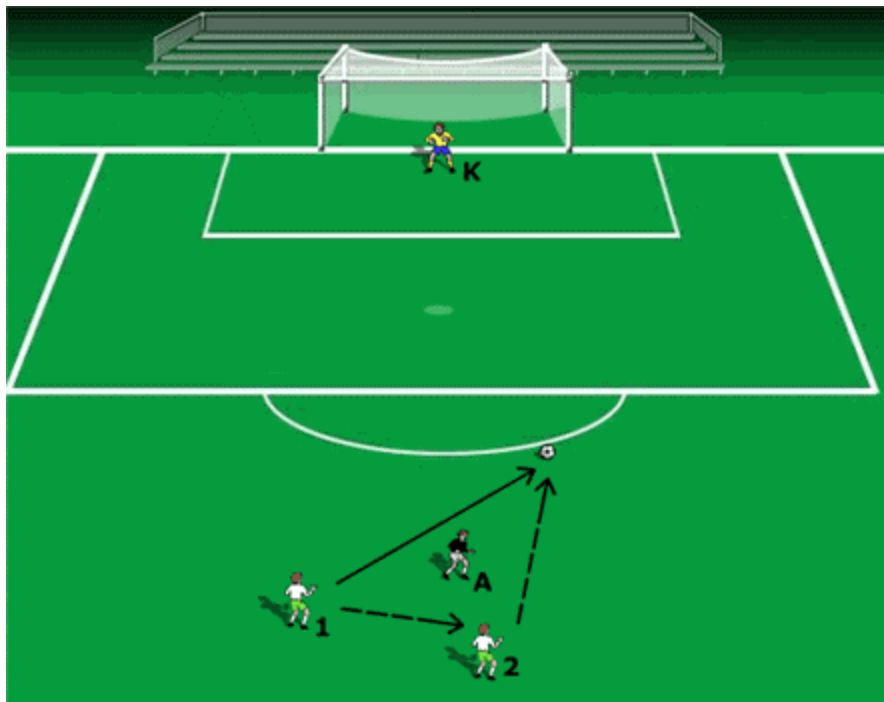
# An Overlap



# A 1-2 Movement



## A Diagonal Run in Front of the Ball



### Take-Over

1. Create Space – On either side of each player.
2. Change Pace – In slow, out quick escaping defenders.
3. Shield the Ball – Use the foot farthest from the opponent to play the ball using the body as a screen.
4. Communication – Between the players is vital. Have the player on the ball say take or leave to the supporting player, using this player as a decoy or actually letting them take it off them.
5. End Result – To confuse the two defenders so they aren't sure which player is taking the ball which may give them a vital moment to get free with the ball.

### Overlap

1. Create Space – Receiver brings the ball inside to create space outside for the overlapping player particularly in a wide position. Or do An outside to inside otherwise known as an under lap.
2. Communication – Overlapping player calls “hold”.
3. Timing of the run – When the receiving player is faced up forward.
4. Angle of the run – Wide away from the defender.
5. Timing of the pass – Into the path in front of the overlapping player.
6. Decoy or pass– Instead of passing use the run to take the defender away from the space inside and come inside with the ball.

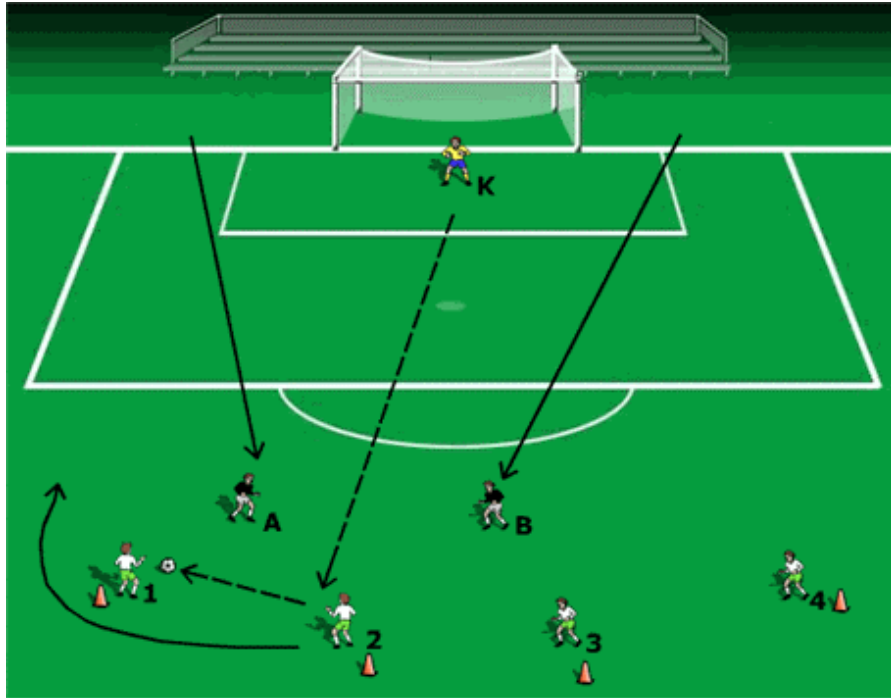
## **1 – 2 (Give and Go)**

1. Angle of approach – Of the player on the ball to commit the defender. Run straight at them.
2. Timing of the pass – Use the outside of the front foot for deception. Get as close to the defender as possible then pass the ball. This gives them less time to recover back after the pass.
3. Support – Angle and distance, 45 degrees and within 2 to 4 yards so it's short and tight.
4. Return pass – One touch if possible to be quick and effective into the path of the receiving player so they don't need to break their stride.
5. Timing of the run – beyond the first defender.

## **Diagonal Run in Front of the Ball**

1. Timing of the run – diagonally in front of the ball into space.
2. Angle of the run.
3. Quality of the pass – Timing, weight, and accuracy.

## Passing and Support Using Seven Players



With this overload situation it is a very good opportunity to practice overlaps, 1 – 2's, diagonal runs in front of the ball and takeovers.

If you include a keeper then this player can pass the ball into any of the four attackers and (A) and (B) can close them down as the ball travels. Try to create a 2 v 1 set up somewhere on the field of play from the 4 v 2 situation.

Players can make their plays using each other's movement as a decoy as well as an exchange of possession of the ball.

Playing offside makes this set up more realistic.

Condition the attacking players where they can only score with two touches (or only one touch if possible).

The above set up shows a typical overlap situation. (1) Can make two decisions; to pass to (2) on the overlap or use (2)'s run to take (B) out of position and come inside with the ball creating a 2 v 1 against (A).

It is important for players to realize (in this case player 2) that they make runs to create space for themselves and also for their teammates.





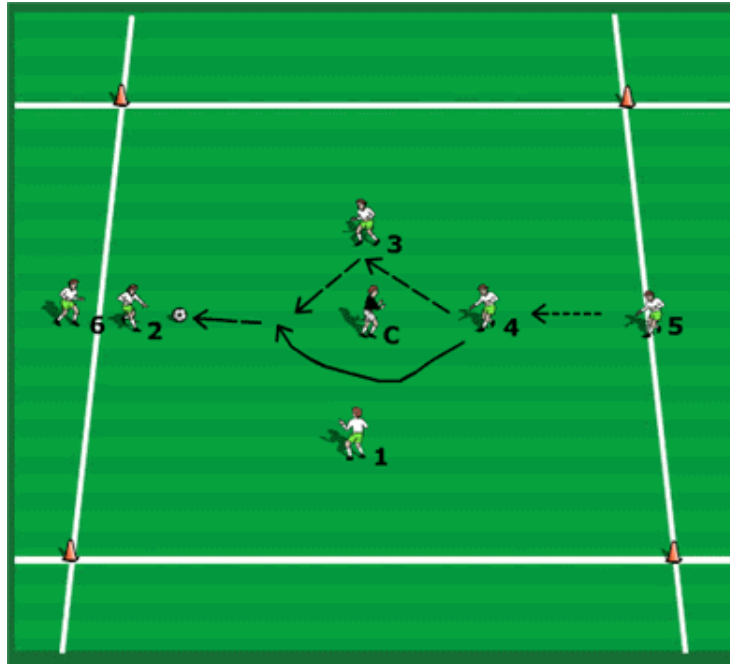
## CONCLUSION

It is our responsibility to provide the players with a secure, vibrant and challenging soccer environment for them to learn their technical skills.

Consistent practice in this small sided game format will go a long way to helping them develop these skills to their fullest potential.

As well as this type of festival, “All” regular training sessions should include at least one third of the time the session lasts, playing small sided competitive games where they “just play”!

## Session 55: Developing Passing Techniques Focusing On the Wall Pass



Wall passing with the coach as the passive defender to time the movement off. Rotate the players so everyone has the chance to be the passer and the wall passer. (4) works the wall pass with (3) and passes to (6) then (2) goes, works the wall pass with (10) and passes to (5) and so on. Outside players move inside to receive the pass so they are in forward motion.

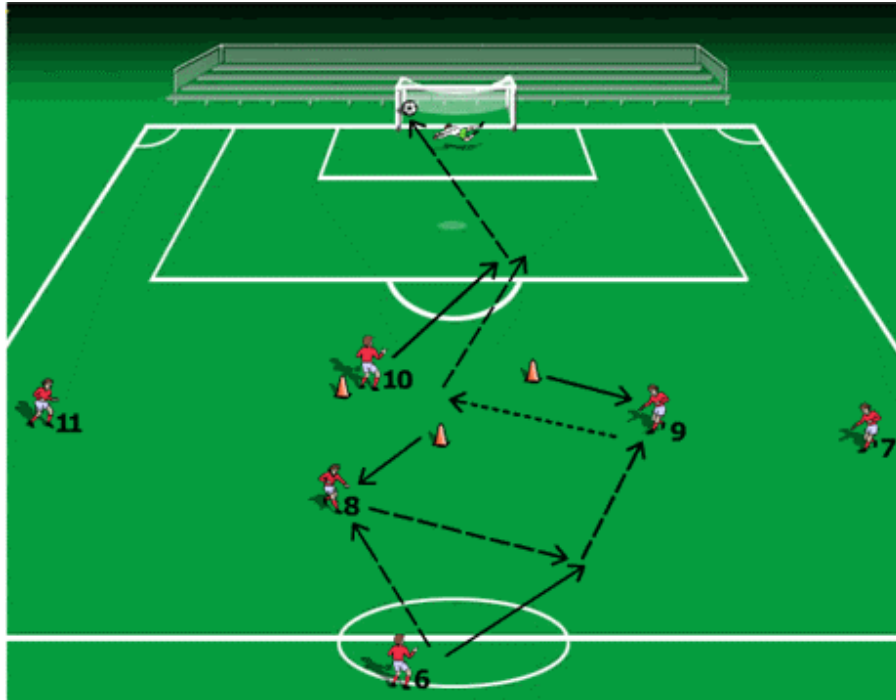
### Coaching Points of a Wall Pass:

1. Run with the ball in a straight line at the coach (representing a defender)
2. Use outside of the front foot to pass for deception.
3. Quality of the pass (especially the timing, not too far away so a defender could drop off and cover the run or too close so a defender can intercept)
4. Quality of One touch layoff by supporting player (outside opposite foot is best to open up the angle of the pass)
5. Quality of First touch reception and pass.

**Progression:** The coach can try to intercept the wall pass to help the player on the ball get a better “feel” for the distance they have to be away to make it a successful wall pass. Distance should be where a defender steps forward as far as he or she can without being able to touch the ball that is the position to pass so they are leaning forward and out of the movement.

**Competitive:** Have two groups and over a given time period have them count the number of successful wall passes they can do.

## Session 56: More Advanced Combination Plays to Try If the Players Are Ready



(6) Passes to (8) who has come off at an angle to receive, and gets the pass back. (9) Checks and receives a pass from (6).

(9) Then turns and moves infield with the ball and plays an angled pass to (10).

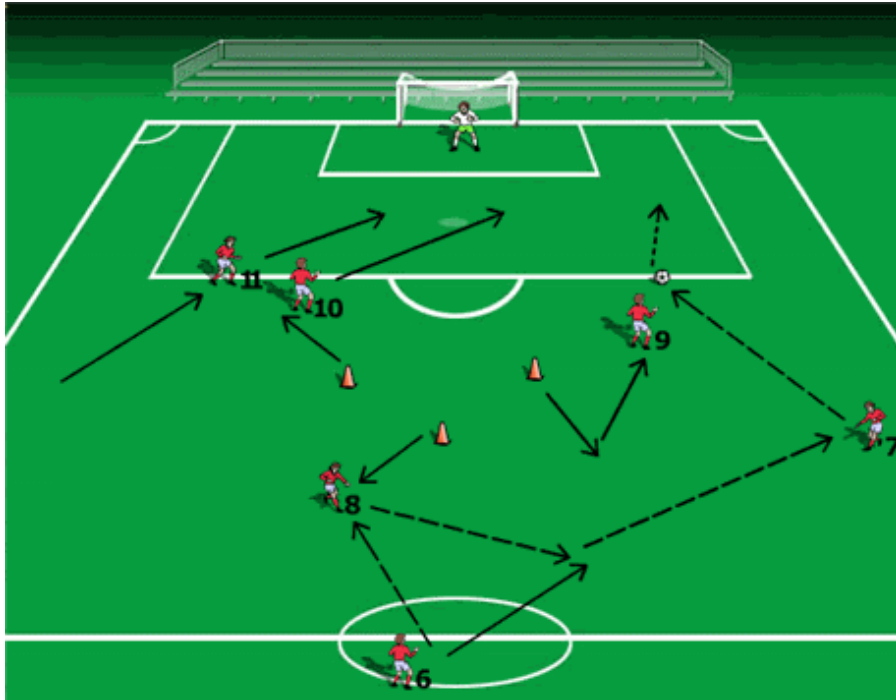
### Coaching Points:

1. Communication.
2. Receiving the pass “side – on”.
3. Timing and angle of the run from (10).
4. Timing and pace of the pass from (9). Try to pass with the outside of the front foot for deception.

During any of these progressions you can include defenders if you feel it is more realistic, you can have them defending passively to begin just “getting in the way”.

Sometimes players can make their movements easier if there is a defender as a reference point.

## Combination Play Linking with The First Striker



### First Striker In

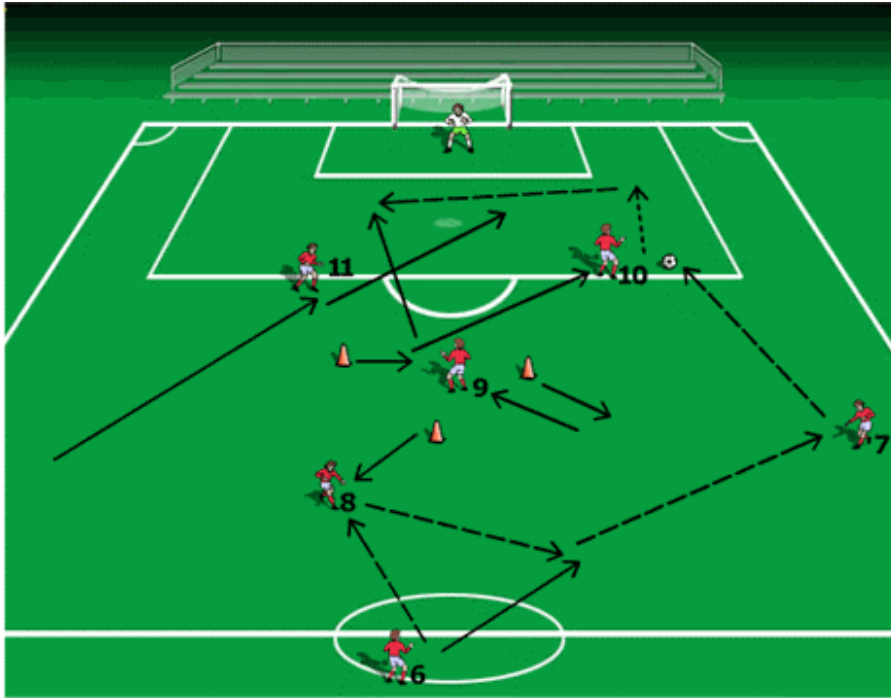
You can do this without defenders to begin, and then introduce passive defenders then progress to full scale defending. This applies to all the upcoming sessions in this segment.

Combination work using the wide midfielder to link with the front players. Pass to the wide player on their left foot away from the defender. Defenders always show the player inside.

Slide the first striker in down the side with a pass off the front foot of (7) for deception of pass.

Coaching Points as before but also the first striker must create space to go into before the ball arrives.

## Combination Play Linking with The Second Striker

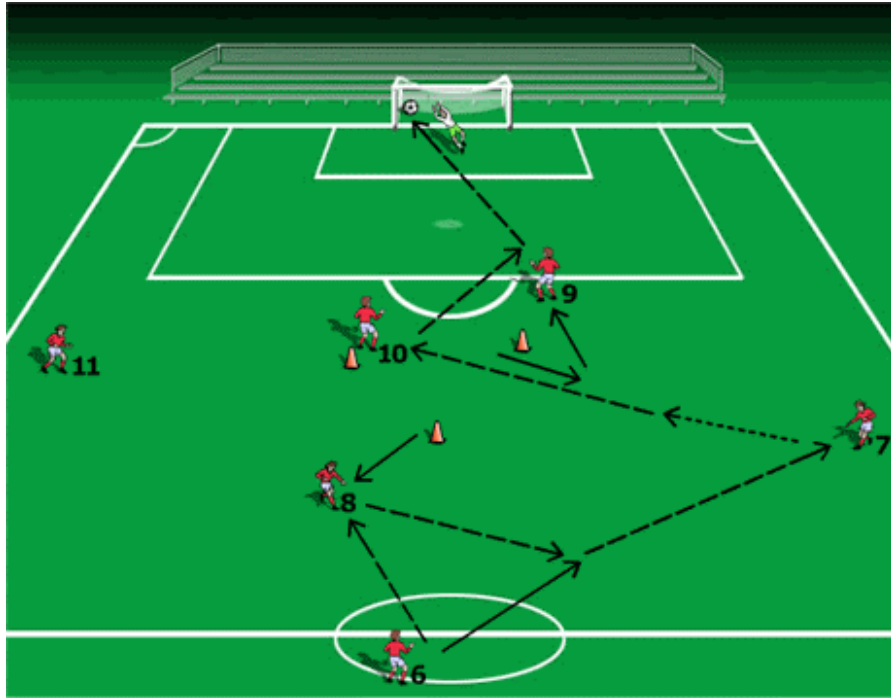


First striker (9) goes short and deep to pull the defender out and create space behind for the second striker (10) to get in off the through ball.

If the defender doesn't go short with (9) then (7) can play the ball to the feet of (9) to receive, turn and attack.

Coaching Points as before but also the timing of the run by the second striker (10) is crucial, they must not run offside or get ahead of the ball being played in.

## Linking Play Between the First and Second Strikers

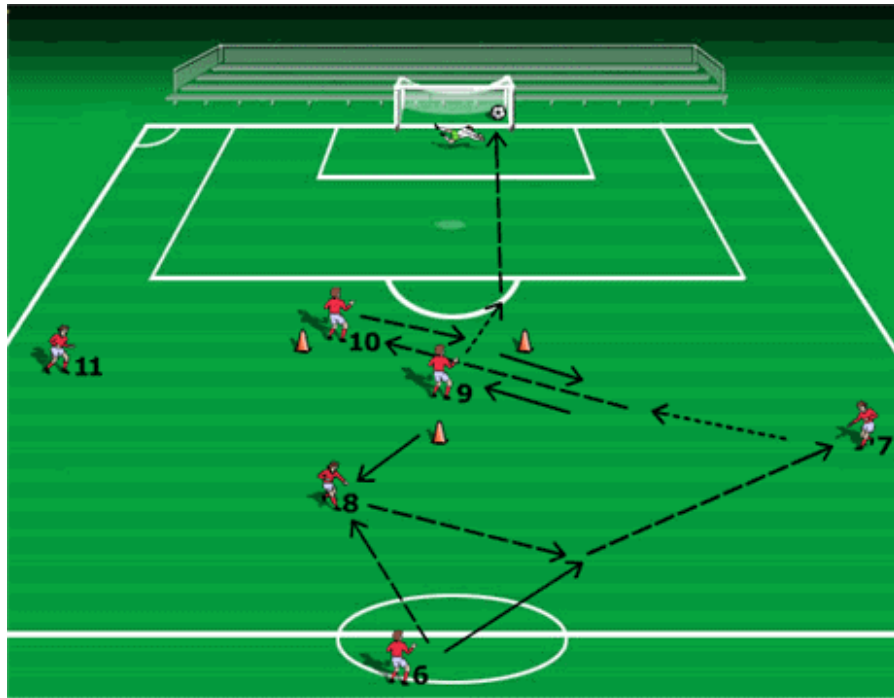


Same build up getting the ball wide. (7) Brings the ball inside to attack the space. (9) Goes short as if to receive the ball and lets it run across and inside the body away from the defender to (10). As the ball passes, (9) spins forward to receive the through ball from (10) who has played it one touch in behind the defense.

As (10) receives the ball another option would be for that player to shoot directly on goal and (9) can follow up for any rebounds.

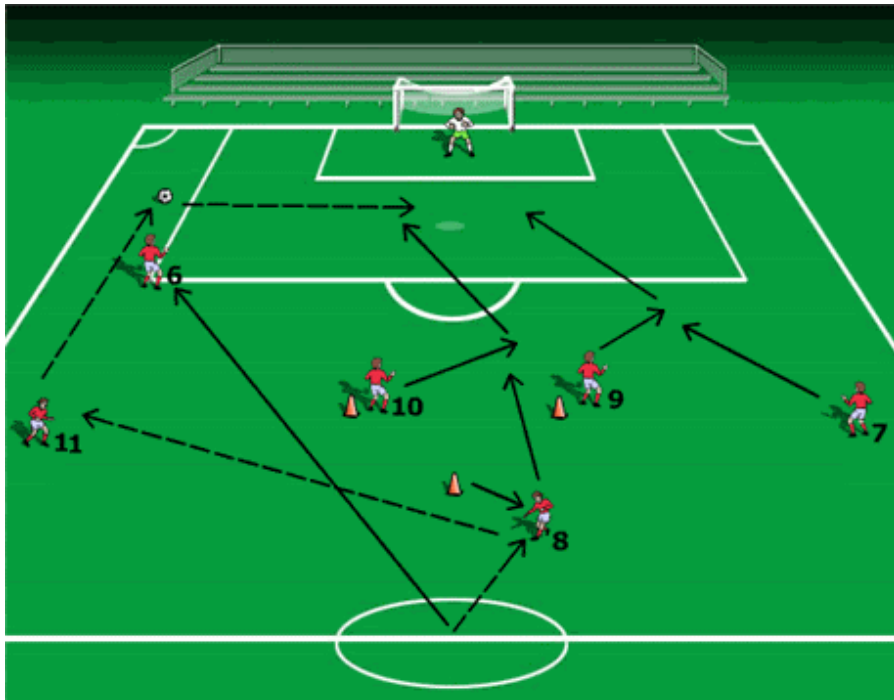
A variation on this can be (9) going short and turning away from the goal (opposite to above) and (10) setting up a shot from behind instead of in front. If it's tight (9) can play the ball wide to (11) to change the direction of play and everyone adjusts off (11)'s cross.

## Linking Play Between the First and Second Strikers



A variation on this can be (9) going short and turning away from the goal and (10) setting up a shot for (9) from behind instead of in front.

## A Central Midfielder Linking with a Wide Midfielder



(6) Begins the play with a pass to (8) who checks off at an angle to receive. (8) Plays the ball wide to (11) and (6) make a third man run beyond (11) who plays the ball into the path of that run. (6) Must decide if there is an angle to shoot or cross the ball.

You could call this an “under-lap” rather than an overlap.

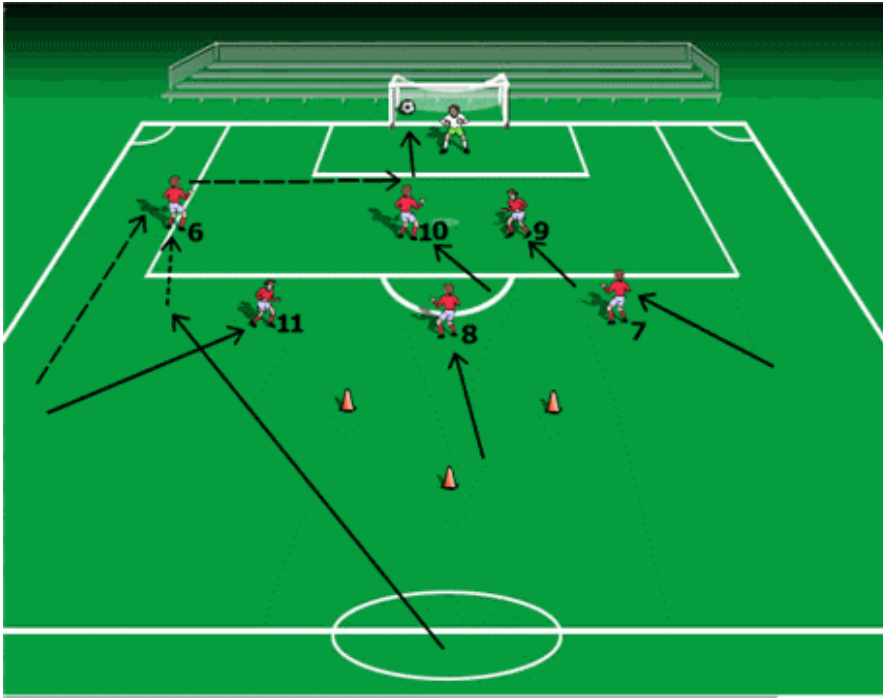
(7), (9) and (10) make runs into finishing positions to receive the cross.

This is also a good example of a “third man run” off the ball to receive. This is a harder run to pick up defensively.

The end product of the move is shown in the diagram on the next page.

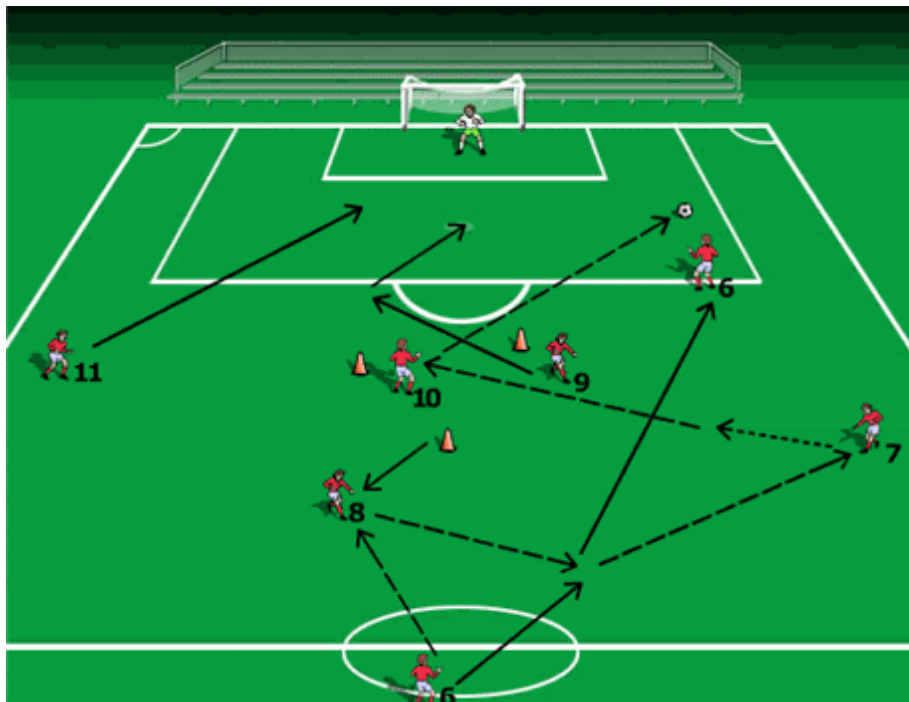


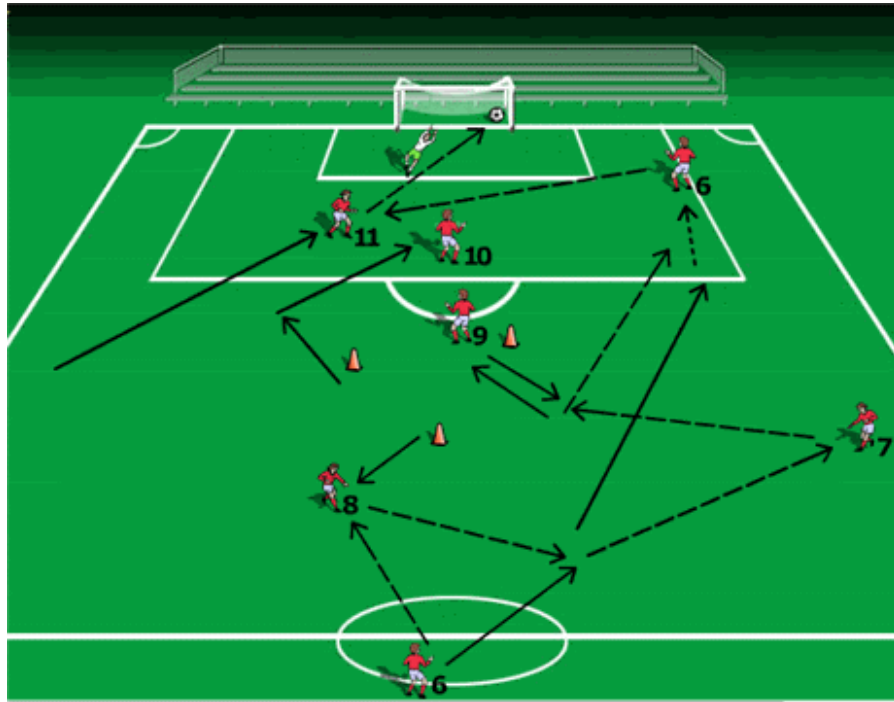
## A Midfielder Linking Off the First Strikers Pass



Midfield player passes the ball wide and continues the run forward, the first striker (9) comes short pulling a defender out and receives a pass from (7). (9) Plays a first time pass into the path of midfield player (6). (6) Can shoot or cross.

In this kind of run (6) is very hard to pick up and a defensive midfielder has to be very disciplined and track the run. The first striker must check the position of the defender who is their marker because that defender may spot the run and go with the midfielder (6). In such a case (9) can hold the ball, turn and attack instead of playing the through pass. Second striker (10) and (11) become the two target players in the box.

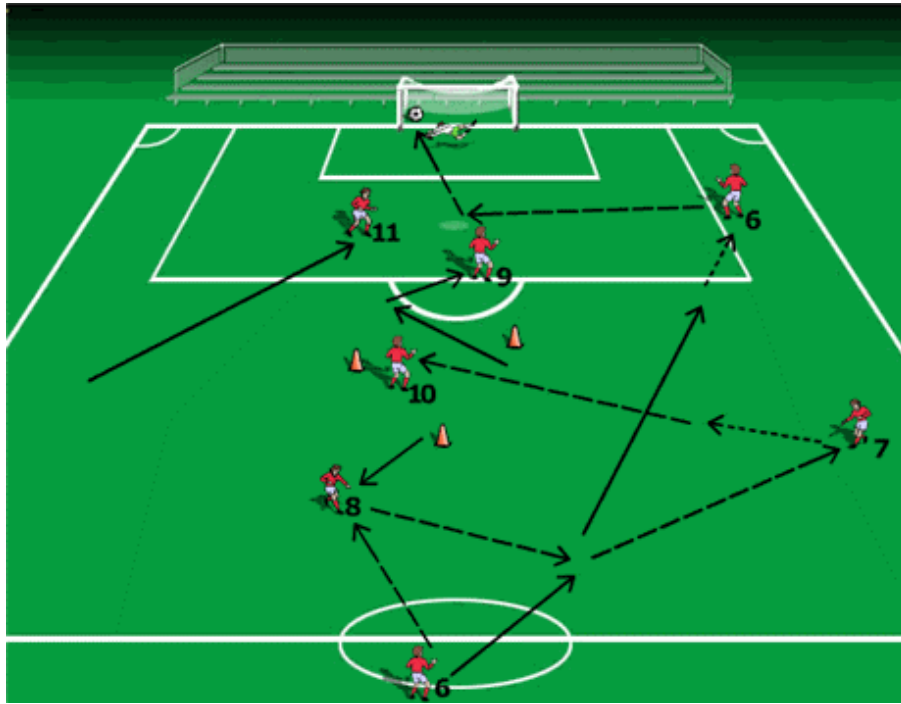




Here is the finish with (11) at the far post meeting the ball from the cross and scoring in the far corner of the goal.

One near post (10), one far post (11) and one in behind them for the pull back (9).





The final movement with a finish and score on goal with a header by (9) attacking the near post, (11) attacking the far post.

(10) Follows in behind for the pull back behind the two front attackers.

# RECEIVING AND TURNING SESSIONS

Session 57: 1 V 1 Receiving And Turning

Session 58: Individual Turning Skills

Session 59: A Fun Game With The Ball Incorporating Running, Dribbling And Turning

Session 60: Improving Turning With The Ball

Session 61: Technical Development: Dribbles And Turns

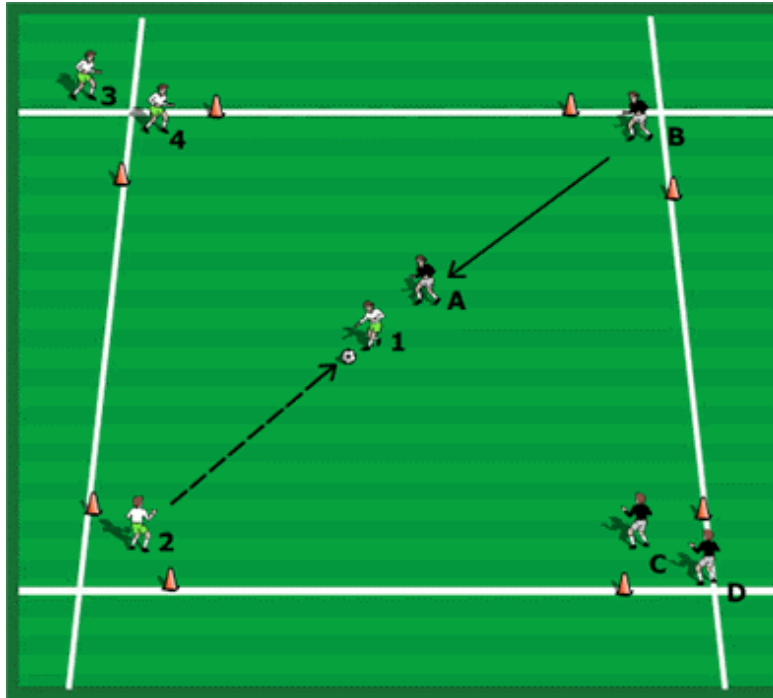
Session 62: Practicing Turning With The Ball At Pace

Session 63: Practicing And Improving Receiving, Controlling And Turning With The Ball In 3'S And 4'S

Session 64: Session Receiving Controlling And Turning With The Ball

**For small-sided game situations for Receiving and Turning see the SSG section.**

## Session 57: 1 V 1 Receiving and Turning

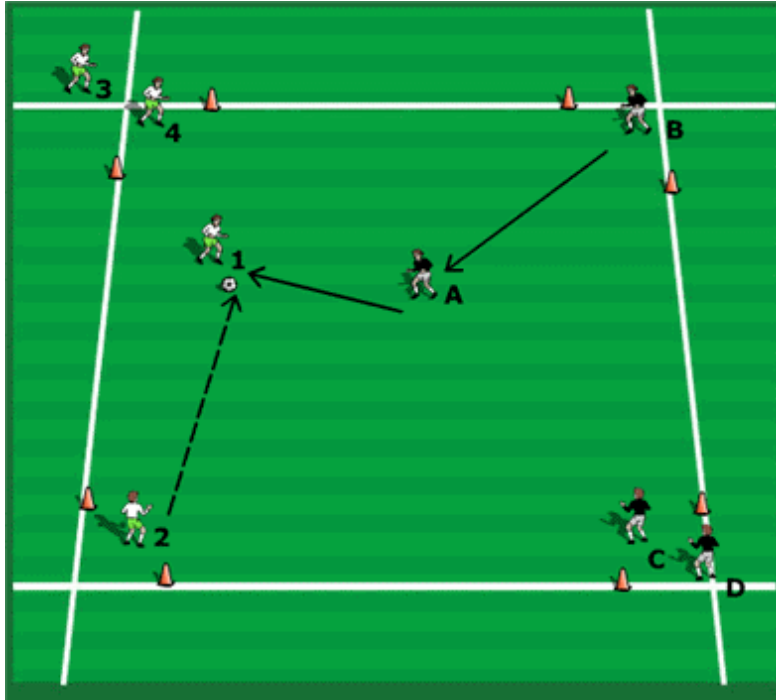


Receiving and turning to attack and score in the defender (A)'s goal. (2) Passes the ball into (1) who has to receive and turn and beat (A) and score a goal. Have the attacker run the ball into the goal to score or shot it in.

### Coaching Points in Receiving and Turning:

1. Support in a diagonal position not in a straight line (off at an angle).
2. Receiver face the player with the ball (eye contact) so they know the receiver is ready.
3. Receiver move to the ball to avoid anticipation of a defender intercepting or away to create space to come back into.
4. Receiver be aware of where the space is to turn. Body position half turned to receive moving the ball on the first touch (changing direction). Use upper body to create an element of surprise or disguise. Get your body between the ball and your opponent (screen the ball).
5. On receiving and changing direction with the first touch change pace (away from a defender). Use your arms to protect yourself and keep your knees bent for good balance.

**Progression:** Have two pairs working in the same area to develop awareness of player's positions and space.

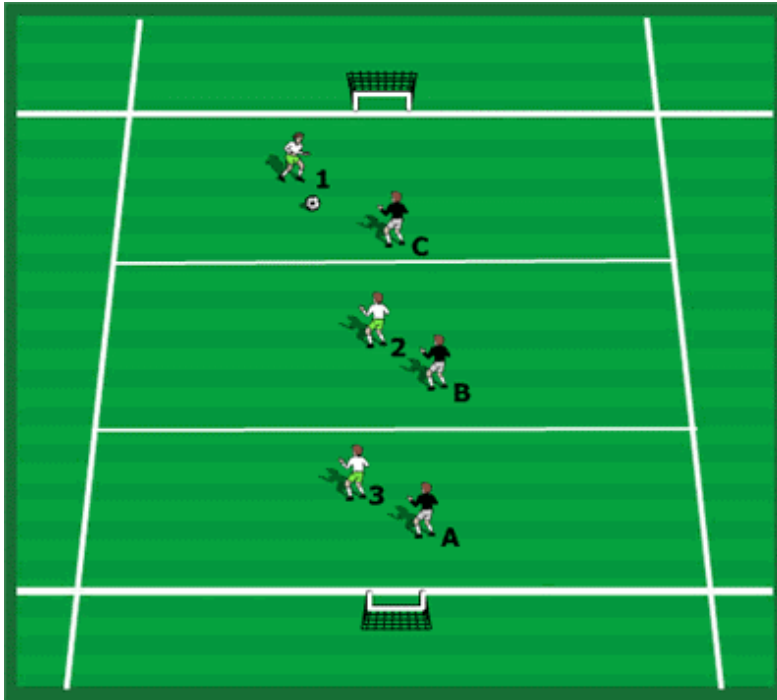


### Methods of Turning:

1. Check off, receive and turn inside and face up to defender in one movement off first touch.
2. Receiver backs into defender and receives ball to feet, spin defender using their body as a screen and using the inside or outside of either foot.
3. Turn away with outside / inside of each foot.
4. Turning without the ball pull defender short creating space behind, spin quickly and receive the ball behind the defender
5. Play 1-2 and go.
6. Run defender off and away from the ball then check back into space you have created to receive and turn in one touch to face your opponent.

Above, attacker (1) checks off at an angle to receive and turn and face up to defender (A) in a much better position now to attack them in a 1 v 1.

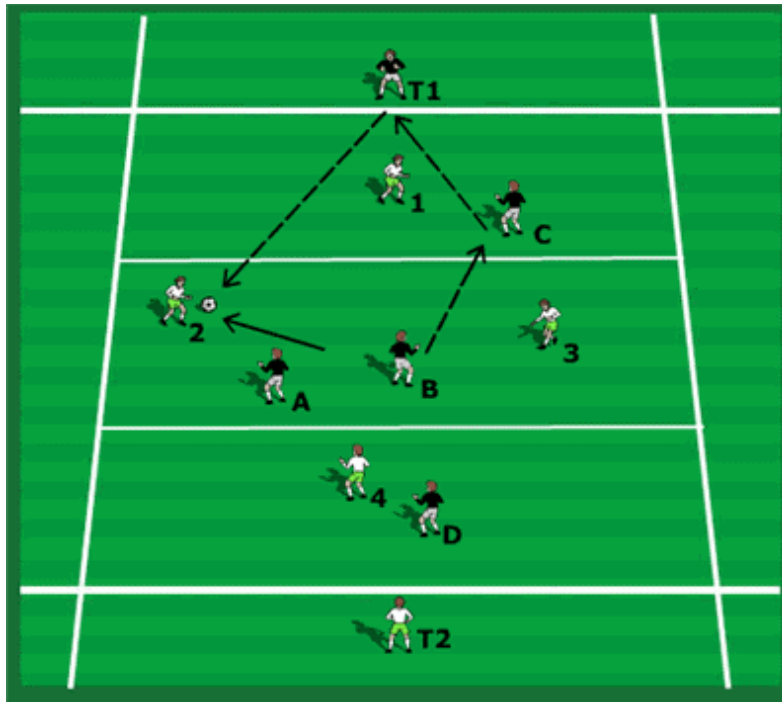
## Receiving and Turning Thru the Thirds in a SSG



Players stay in their own third in a 1 v 1 situation in each. In the middle and attacking thirds they need to receive and turn to pass the ball forward or in the striker's case, score a goal. Introduce keepers if you have them available.

You can also stay with the targets to play to so the game is more continuous. Numbers can vary according to how many players you have playing so it may be a 2 v 2 in each third or a 2 v 1 somewhere. Rotate the players through each position.

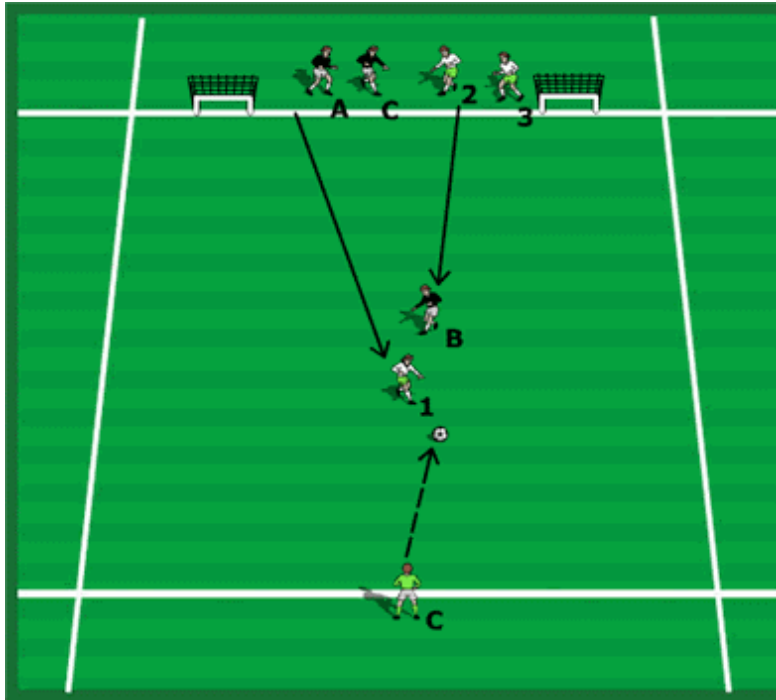




Here we have a 2 v 2 in the middle and targets to play it (it could be the coach and assistant coach as targets). Numbered team must get the ball to T2 to score, once T2 has the ball they need to pass to the lettered team to start their attack off.

**Progression:** Let the game go free but maintain the balance through the thirds with players interchanging. They will always be in positions where receiving and turning with the ball is necessary so there will be lots of chances to practice these techniques. Here (C) scores and (2) moves into space to receive and turn to attack the other way.

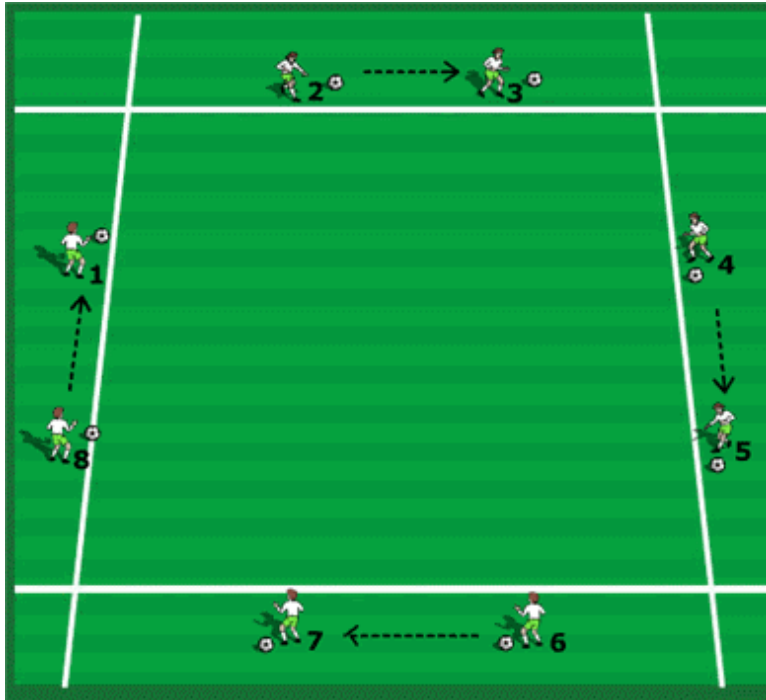
## Receiving and Turning in 1 v 1 Attacking Situations



The attacker (1) has to receive and turn and try to score in either goal, defender (A) has to try to win possession and then can do the same.

Passive defending to begin until some success is found then gradually increase the pressure, by first a delayed run by the defender to give the attacker a little more time, to full pressure where both players go together and there is little time for the attacker with the defender having the opportunity to get tight.

## Session 58: Individual Turning Skills



**Develop:** Have each group stand opposite one another 10 to 20 yards apart with a ball each. They must move towards each other on a call (everyone in unison) and make the turn back away from each other as they get close. Do it slow to begin and build up the pace as they become competent? Once they get the turn in against each other they stop and turn and go again on the next call. Do many repetitions with this to have them practice in this semi-passive way.

This is a good way to get many players working on the same skill in a small area with lots of work on the ball. Focus on one skill at a time and spend time on it to keep improving the technique of each player. Turns to try could be the “**Step - over**”, the **Cruyff**, **Drag back**, **Inside Cut**, **Outside Cut**. Try to get good at a couple of them, rather than be average at several.

## Technical Detail of Turning

### 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.

Work on improving ball control with quickening movement. Teaching a turn, focus on one turn a session to make sure they can do it efficiently and consistently. Here the step-over turn is practiced.

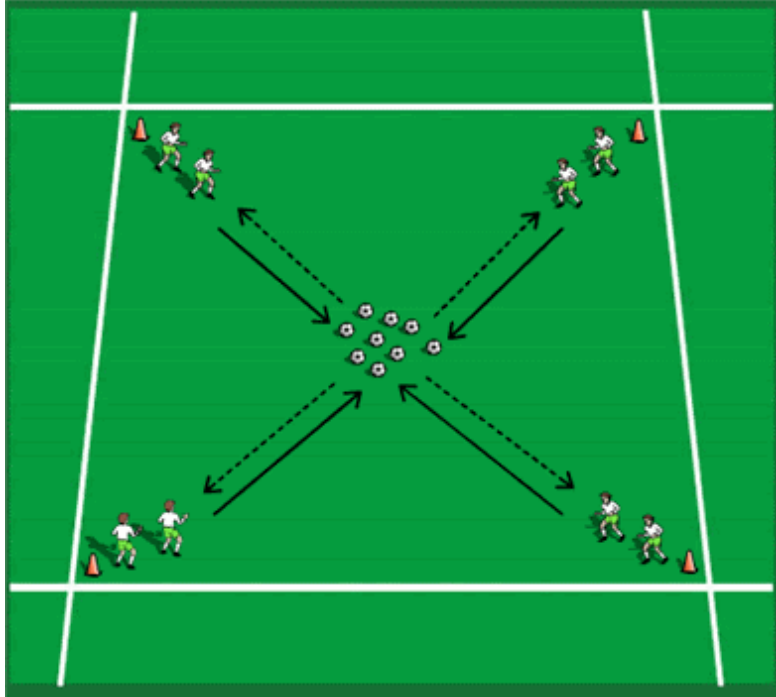
**STEPOVER** – Feint to pass the ball with the inside of the foot, instead step over the ball outside to inside, pivot on that foot, spin back around from where you came and accelerate away from the turn with the ball with the other foot, a big touch out of your feet if space is available to run into so it is easier to get into your stride. Begin with players in a straight line, show them the turn, slowly breaking each part down. Have them practice together. Have them then run to a line 5 yards away, make the turn then run back, as a race. Then go up and down twice making three turns in the process. They can then dribble and practice the turn in their own time within their training area (see below).

Introduce small goals for the players to work with. They have to dribble to different goals and run through them then perform the turn coming back through the goal. Awareness of where other players are ensures they do not turn and run into another player so they look behind them before they turn.

**Competitive:** Ask them to count the numbers of goals they turn through in a given time period. Have them do it a few times and look to beat their “own” score each time to show improvement in technique and the speed of getting around the field and making the turns. A more game - like tempo is achieved. This is a good anaerobic and aerobic conditioner depending on how long each time period is.

Throughout the session have them focus on the same step – over turn so they gets lots of practice with this one turn to try to master it, in none competitive building up to competitive situations.

## Session 59: A Fun Game with the Ball Incorporating Running, Dribbling and Turning



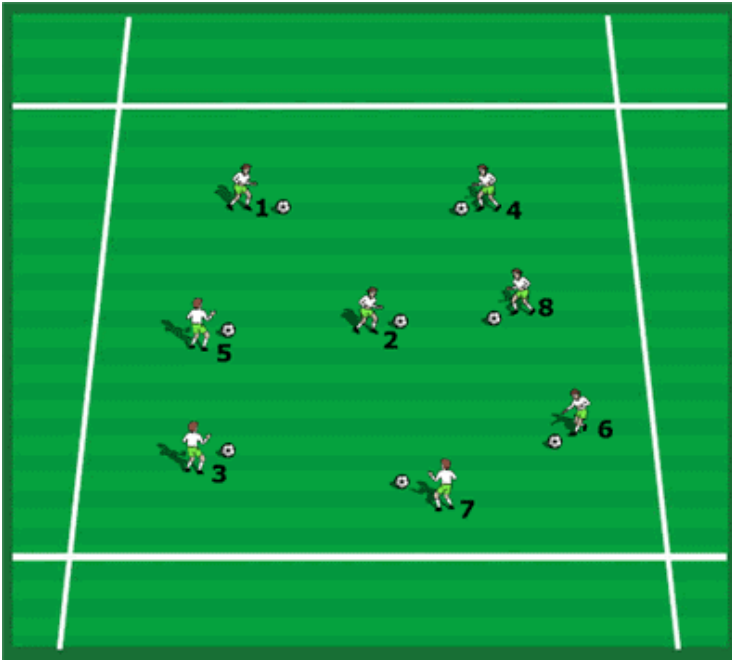
On the coaches' command one player from each group must run and get a ball from the middle and take it back to their group then the next player does the same until the first group to get 3 balls back are the winners. Have them carry the ball back to practice the movement first then they must use their feet.

When there are no balls left to take from the middle they can steal them from other groups. You can apply this to dribbling, running with the ball, or passing and moving (where you allow the player once they get the ball to pass it back not run it back).

Also good for speed work, fitness and control (when they get back to their group and have to stop the ball dead with good control).

Do several games and have the first team to win 2 or 3 individual games as the winners (depending how long it takes).

## Session 60: Improving Turning with the Ball



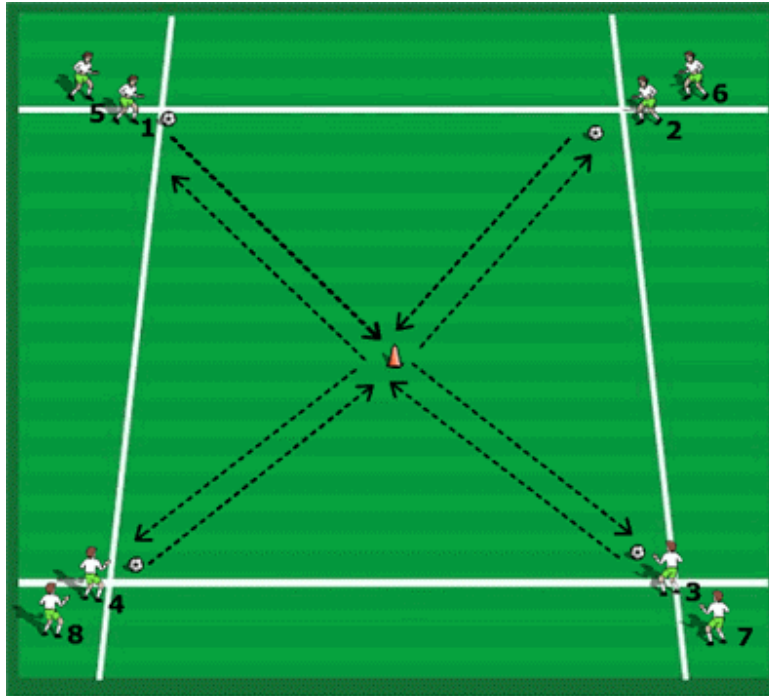
Practicing for example the step over turn. The balls are static and players address a ball and do the step over without touching the ball. This is a great introduction to the skill to gain success easily. Players jog around and do the step over at each ball. They get lots of opportunities to practice the skill in a very relaxed noncompetitive environment. The same method of introduction to the moves can be done with several dribbles and turns.

### **TURNS:**

1. DRAG BACK – Running forward with the ball put your foot on the top of the ball & pull it back with the sole of the foot, turn quickly through 180 degrees and accelerate away.
2. OUTSIDE HOOK – Take a long stride, reach and hook the ball with the outside of the foot in the opposite direction, accelerate away.
3. INSIDE HOOK – Take a long stride, reach and hook the ball with the inside of the foot in the opposite direction, accelerate away.
4. STEPOVER – Feint to pass the ball with the inside of the foot, instead step over the ball, pivot on that foot, spin back around from where you came and accelerate away from the turn with the ball with the other foot.
5. CRUYFF – Feint to kick the ball in an exaggerated fashion, if with the right foot, pivot on the left foot and flick the ball back behind your left foot at an angle away from the defender and behind, accelerate away.
6. THE INIESTA TWIST OFF – Run with the ball, reach and cut the ball tightly with the outside of the foot, turn and accelerate away. You can do this with the inside of the foot also. You can go a quarter, half, three-quarters or full circle depending where the opponent is and which direction you want to go.

Choose 2 or 3 of these to work on with each player, starting slowly, building up to half pace & then full pace ensuring the players execute the technique correctly before moving to full pace. With these ages we need to focus on building technical skills in the players which entails developing the techniques of dribbling and turning, getting them comfortable on the ball. Awareness training takes this to the next level working on their psychological development and linking it to the WHEN and WHERE to use these techniques in a game

## Session 61: Technical Development: Dribbles and Turns



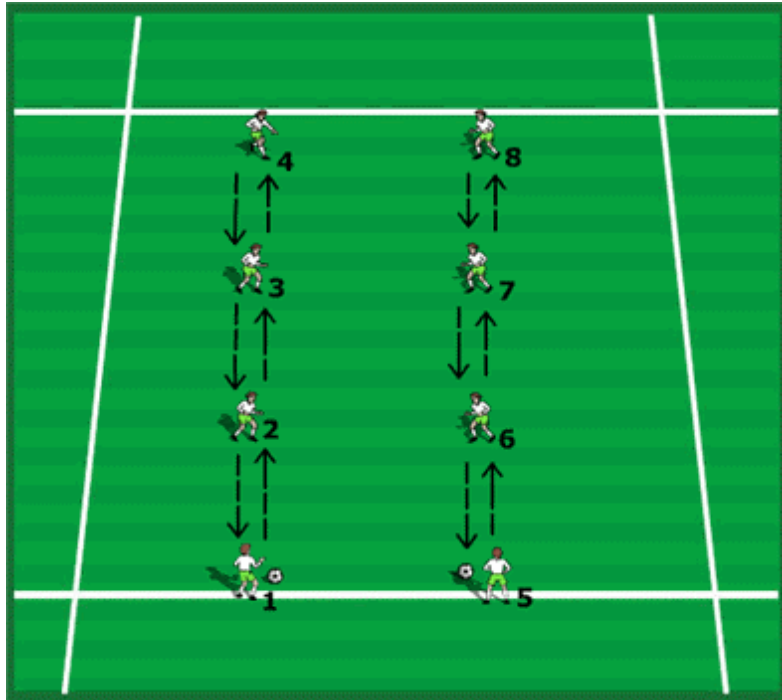
Practicing turns in the middle at the cone, four players working together. Base the number of stations on how many players you have, put them in pairs and whilst one works, one rests, so they all get lots of work with the ball.

Each player has to do so many turns then pass to their team mate, the coach can determine how many and what type, perhaps a different turn each time. It is noncompetitive to begin then take it into a race when the players have the ability to perform the turns well.

### Coaching Points:

1. Observation / Awareness: Play with their head up
2. Running with the ball under control
3. Quality of Turn
4. Quality of pass (weight, accuracy, timing and pace so it is easy for the next player to take forward with a good first touch)

## Session 62: Practicing Turning with the Ball at Pace; Receiving and Turning Relay Exercise



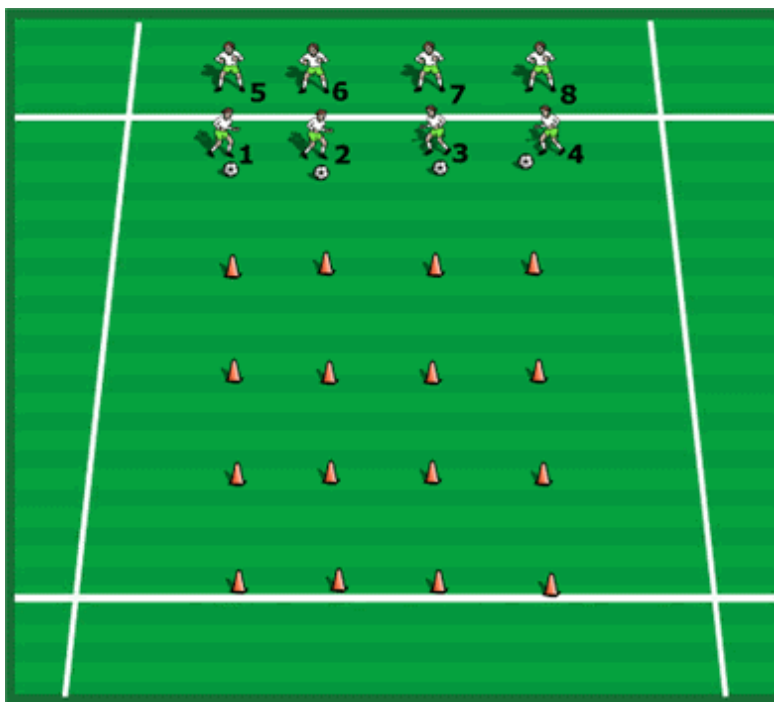
This practice is designed to improve the techniques of receiving and turning at speed. You can vary the number of players per line and vary the distance.

Condition the relay to one or two touches by the outside player and two touches by the inside players. Have the ball passed through the middle players to the end players and back to the starting players four times in a race. Passing the ball quickly and accurately is the key. Usual key points apply getting in a side on position to receive.

Easiest way to receive and turn is to control the ball with the furthest foot keeping the ball within a couple of feet on the first touch and pass with the nearest foot to where it came from.



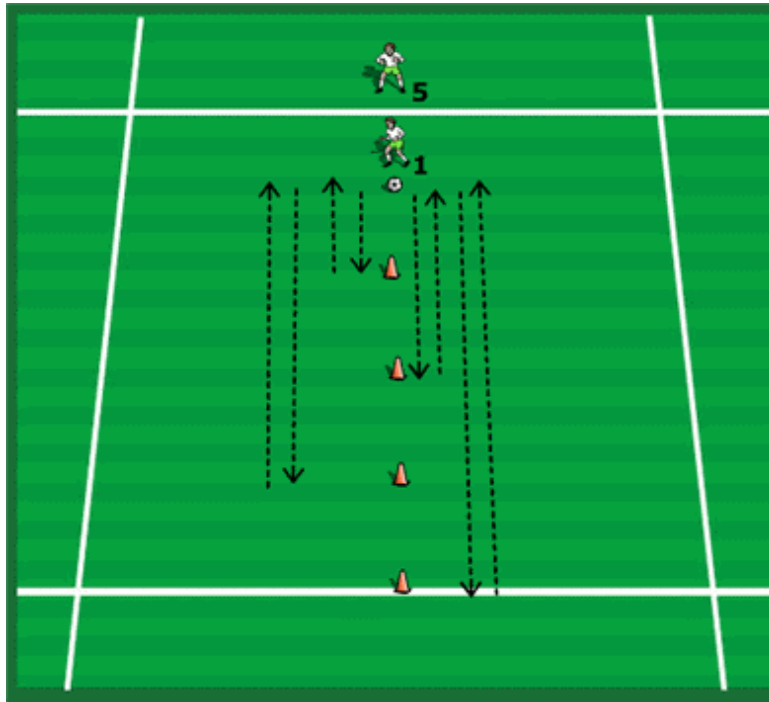
## Relay Races for Turning and Running with the Ball



These are great to bring a competitive element to running with the ball, or dribbling with the ball and turning with the ball, all under pressure in a competitive environment.

Avoid too many players on each station as you need them to practice this as much as possible.

Better four groups of two racing than two groups of four as they get twice as much work in. You can vary the things they have to do, they can do it purely as a fitness exercise without the ball or as a skill and fitness exercise with the ball.

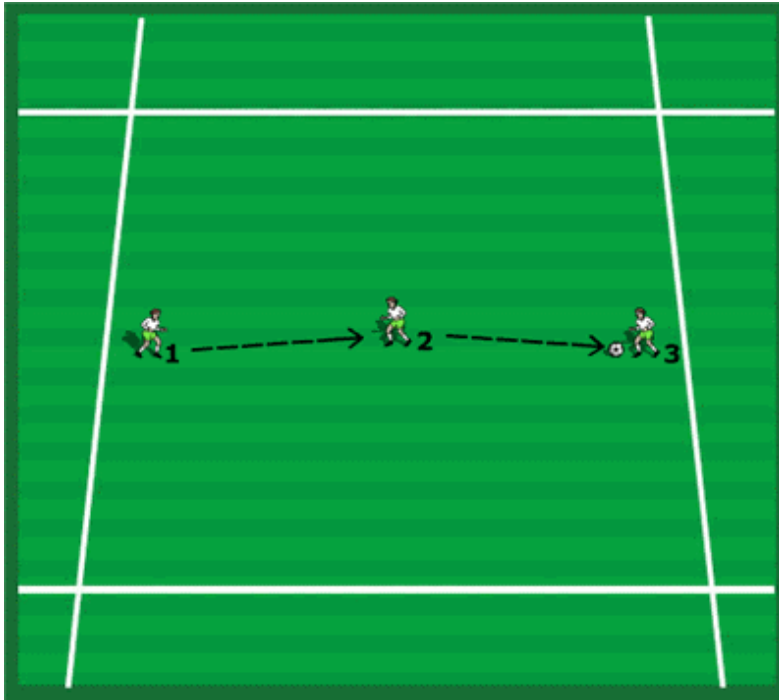


Using one group as an example they run to each cone and turn back, four runs in total over differing distances. Two ideas of routines above.

### Progressions:

1. Insist on different types of turn at each station (you may have practiced four different ones for example)
2. Vary which cones they run to it, may be 8 runs to just the first cone for a shorter and sharper more anaerobic workout. It may be too just the long one for a more longer distance aerobic workout
3. Introduce complete circle turns (twist or spin turns) half way along each run so they are getting twice as many turns in to help their coordination

## Session 63: Practicing and Improving Receiving, Controlling and Turning with the Ball in 3's and 4's



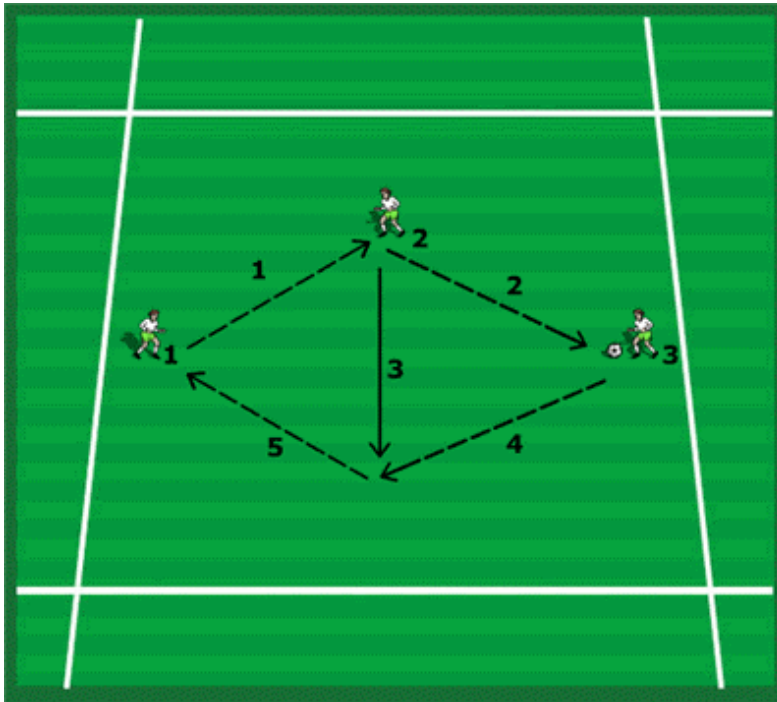
Begin by passing the ball from (1) to (2) to (3) and back. (2) Receives and turns and passes. Passing must be sharp and accurate, one or two touch.

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.

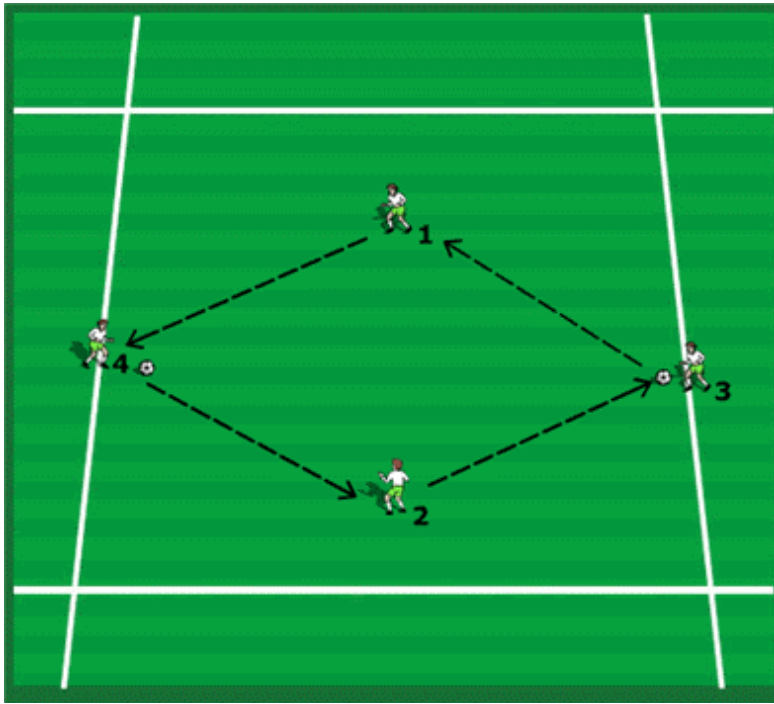
The player in the middle must open their body stance up by going side on so they can see what is behind them and it makes it easier to receive and pass the ball on.

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.



Two balls going at once. (2) Receives from (4) and passes to (3), at the same time (1) receives from (3) and passes to (4). The players switch across to the other side and work the other way. This is a continuous movement exercise and the players have to get a rhythm going to make it work effectively. Use the previous coaching points in the three player set up.



## In Fours

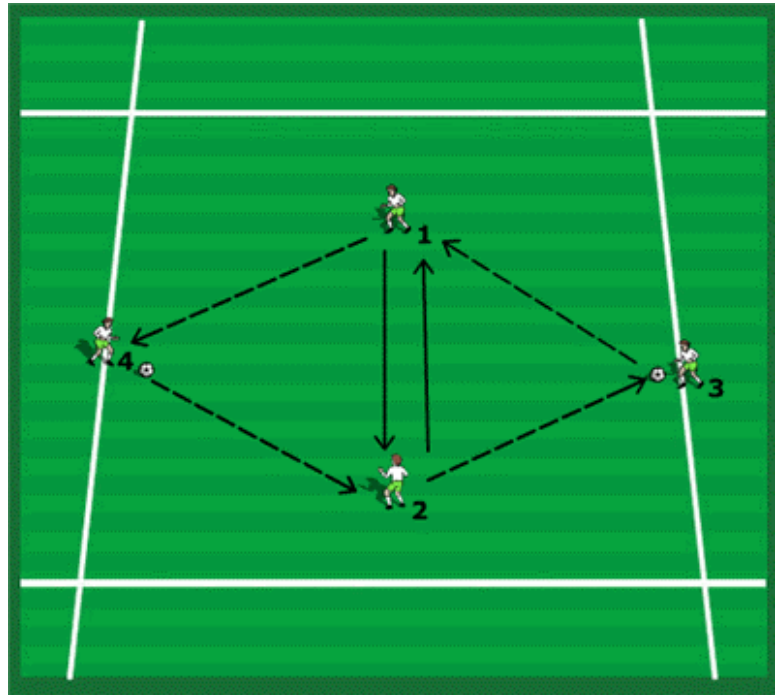
Two balls going at the same time. Players must maintain the rhythm of the movement. Once they pass the ball the middle players switch sides to receive the ball back again and continue the transition. Ensures they use both feet to transfer the ball.

Same idea as the awareness session in threes only we are going both ways at the same time with four players working. Rotate the players.

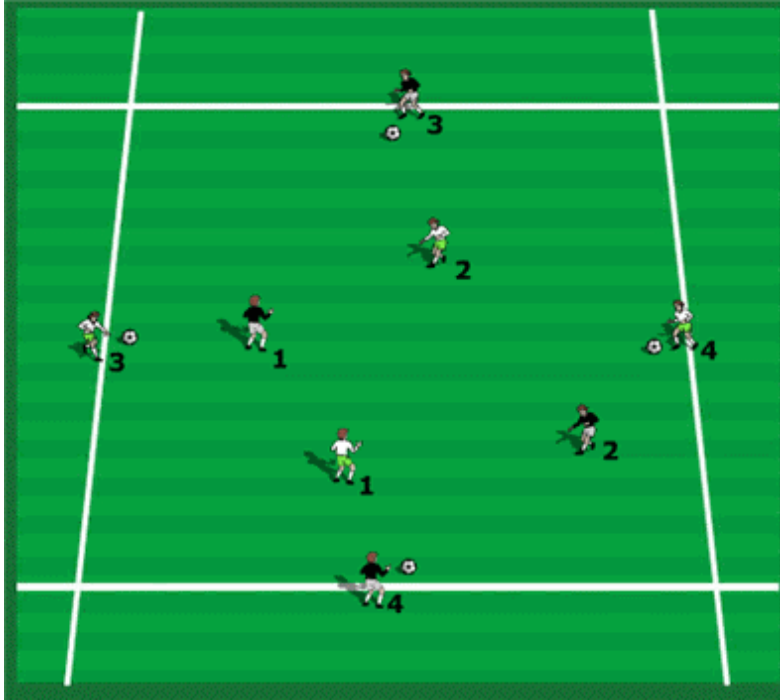
Make it competitive, ask the players to count how many successful passes they make in a given time period. Same build up as the awareness in threes session, use that information as a reference.

Once you have gone through the progressions make the game competitive with a 1 v 1 in the middle. Have a knock out where the players who won each group play off to have a winner. Count the successful passes made in a given time period again.

Whichever player has the ball in the middle works with both outside players until they lose the ball then the other player works with the two outside players. Develop – Outside players can pass to each other bypassing the inside player who can link up on the other side following the pass.



## In Eights



Inside player receives from one outside player and passes to another free outside player.

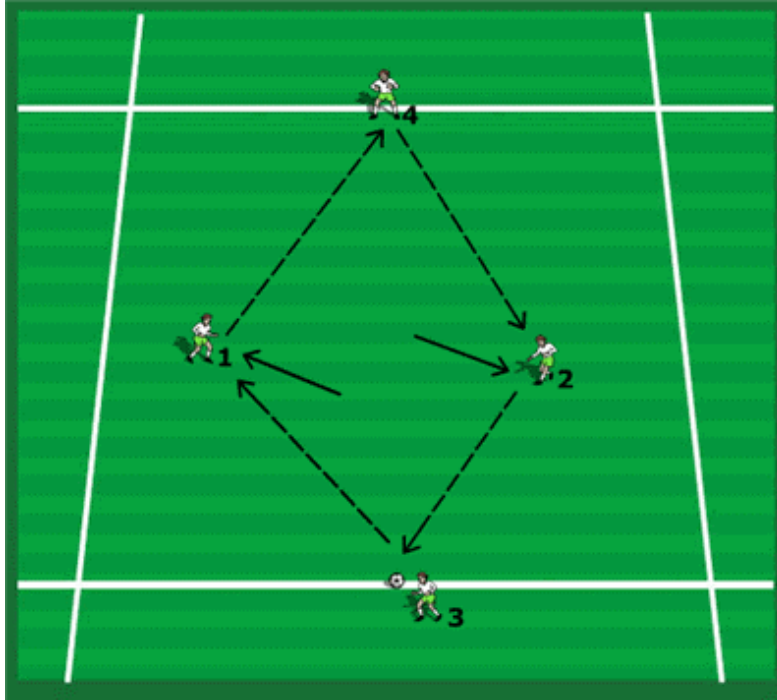
Outside player moves the ball side to side to keep working until a pass is on. Rotate. Use different turns incorporating all coaching points.

Determine touches on the ball for quickness of turn.

Have 1 v 1 and 2 v 2 but passive defending let them turn and pass but presence should be enough for pressure.

Could have 3 teams and rotate a passing team from the outside, receiving team on the inside, and defending team against them.

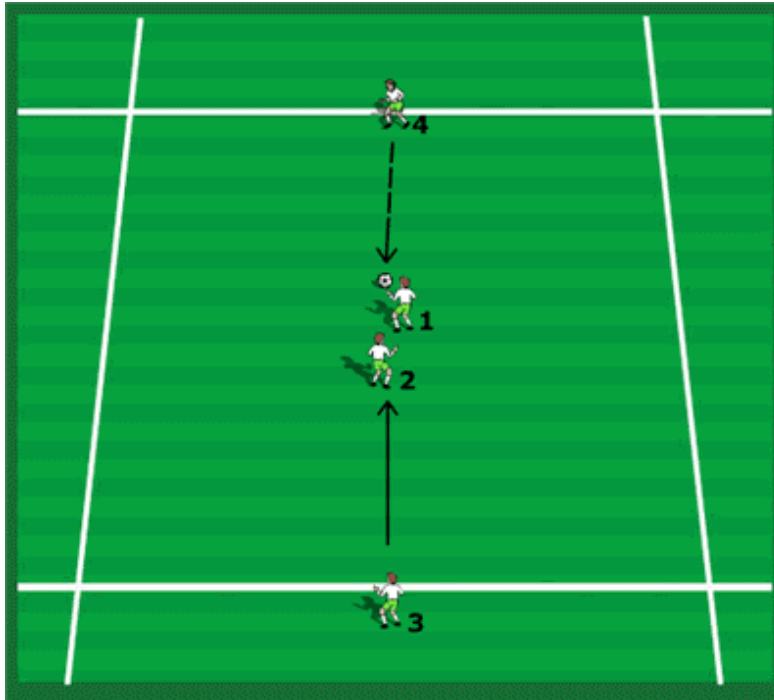
## Session 64: Receiving Controlling and Turning with the Ball



### Coaching Points:

1. Support in a diagonal position not in a straight line (off at an angle).
2. Receiver face the player with the ball (eye contact) so they know the receiver is ready.
3. Receiver move to the ball to avoid anticipation of a defender intercepting or away to create space to come back into.
4. Receiver is aware of where the space is to turn. Body position half turned to receive moving the ball on the first touch (changing direction). Use upper body to create an element of surprise or disguise. Get your body between the ball and your opponent (screen the ball).
5. On receiving and changing direction with the first touch change pace (away from a defender). Use your arms to protect yourself and keep your knees bent for good balance.
6. No opposition to begin. (4) Passes to (2) who receives controls and passes to (3). (1) Receives from (3), turns and passes to (4) and so on. Rotate the players in the middle. Have the other player in the middle be a passive defender. Middle players can switch sides to receive and turn. Turning inside and turning outside using inside and outside of the foot (practicing with both feet).

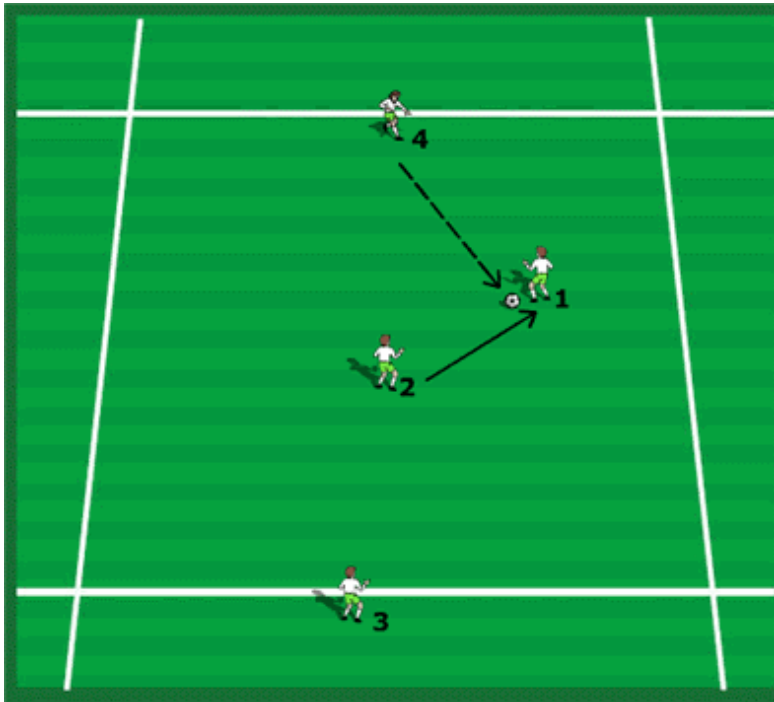
## In Fours



### Progression:

1. Move to a full pressure 1 v 1 in the middle, each 1 v 1 lasting 2 minutes. Players count the number of goals they score.
2. Here (1) works with both end players (3) and (4) and must try to keep possession of the ball. Receiving and turning and successfully passing to the other target player is a goal scored.
3. Each player counts the number of goals they score in the 2 minute time period then we rotate the players so (3) and (4) play against each other. 2 minutes is a long enough time in this set up if the players work hard enough.
4. If you have three groups of 4 make it a competition to see who the winner will be out of everyone, or just rotate players so they play against different people each time. Keep it competitive.
5. The next page will offer ideas on how to receive and turn.

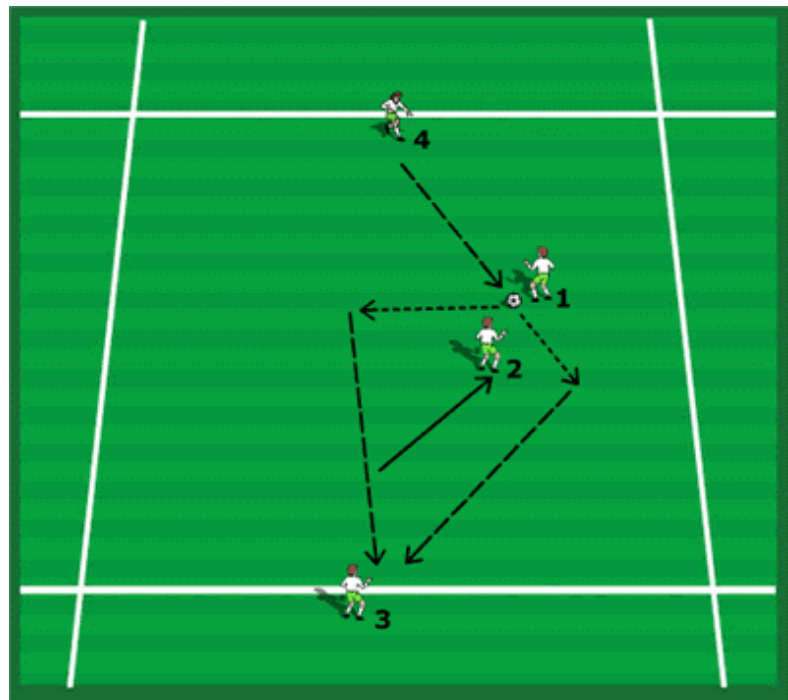




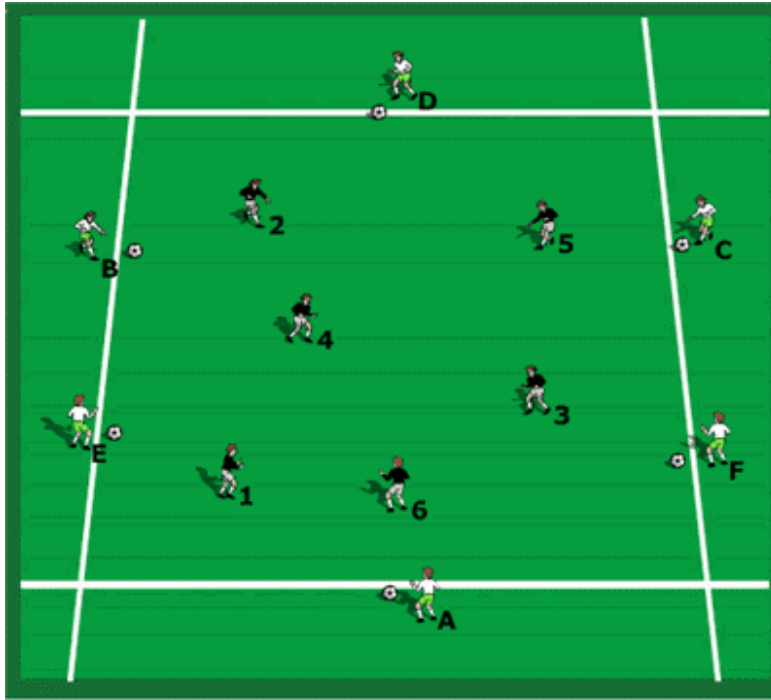
**Introduce a defender:** (1) must receive and turn and pass to (3) (2) tries to stop the play. Can pass back and move again. Do both ways.

### Methods of Turning:

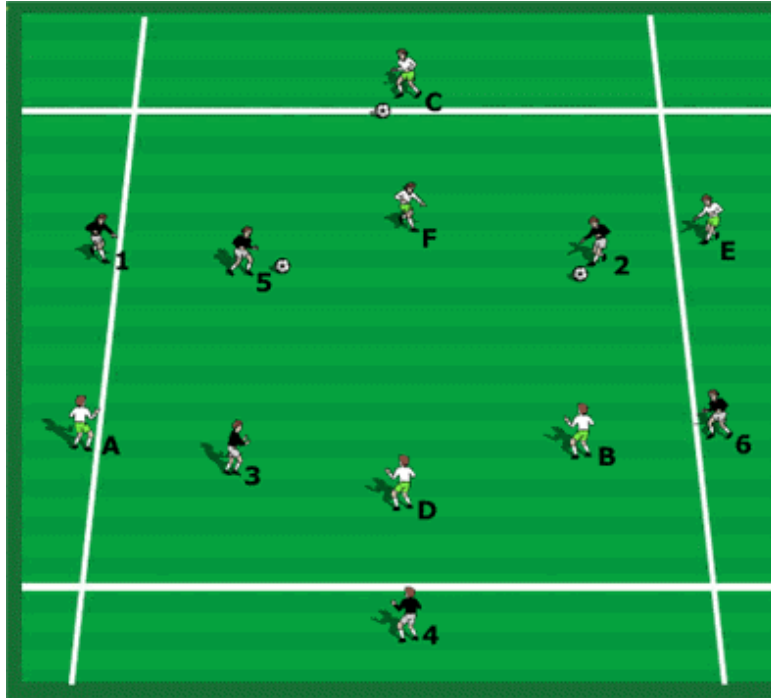
1. Check off, receive and turn inside and face up to defender in one movement off first touch.
2. Receiver backs into defender and receives ball to feet, spin defender using their body as a screen and using the inside or outside of either foot.
3. Turn away with outside / inside of each foot.
4. Turning without the ball pull defender short creating space behind, spin quickly and receive the ball behind the defender
5. Play 1-2 and go.
6. Run defender off and away from the ball then check back into space you have created to receive and turn in one touch to face your opponent.



## Receiving Controlling and Turning



1. One team inside, one team outside. A ball is with each outside player to begin.
2. 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.
3. 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 the grid and outside it.
4. Change the practice to all soccer balls starting with the inside players. These players now look to pass and receive a give and go from an outside player.
5. Rotate the players so both teams have the chance to play in the middle of the grid.
6. 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.



1. Introduce 2 teams into the area. Numbers team can only pass to numbered players on the outside. Letters teams the same only passing to lettered players on the outside.
2. Play one v ones in the middle. Have it passive to begin the defending players shadow the attacking players as they receive and turn and move.
3. Make it competitive. A lot of receiving and turning under pressure can occur now in the playing area.
4. Develop: Have a 3 v 3 small sided game in the middle.
5. Rotate the players.

# RUNNING WITH THE BALL SESSIONS

Session 65: Relay Races For Running With The Ball

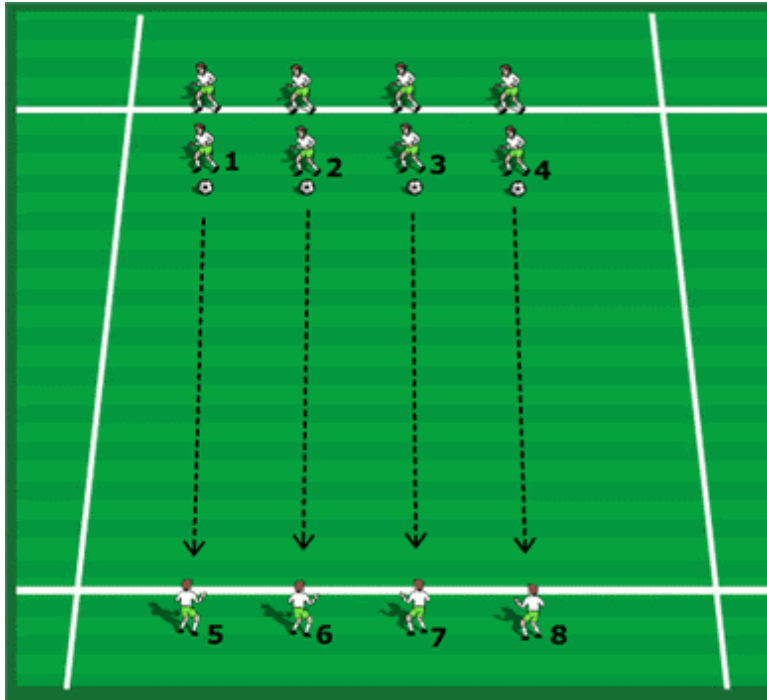
Session 66: Running With The Ball

Session 67: Running With The Ball Over Distance

Session 68: Wall Passing / Give And Go's

**For small-sided game situations for Receiving and Turning see the SSG section.**

## Session 65: Relay Races For Running With The Ball



Emphasize few touches on the ball covering the distance more quickly. In three's means lots of work for each player, avoid too many in each group as they will not get enough chance to practice the theme of running with the ball.

Begin with just running across the field to practice the technique under no pressure.

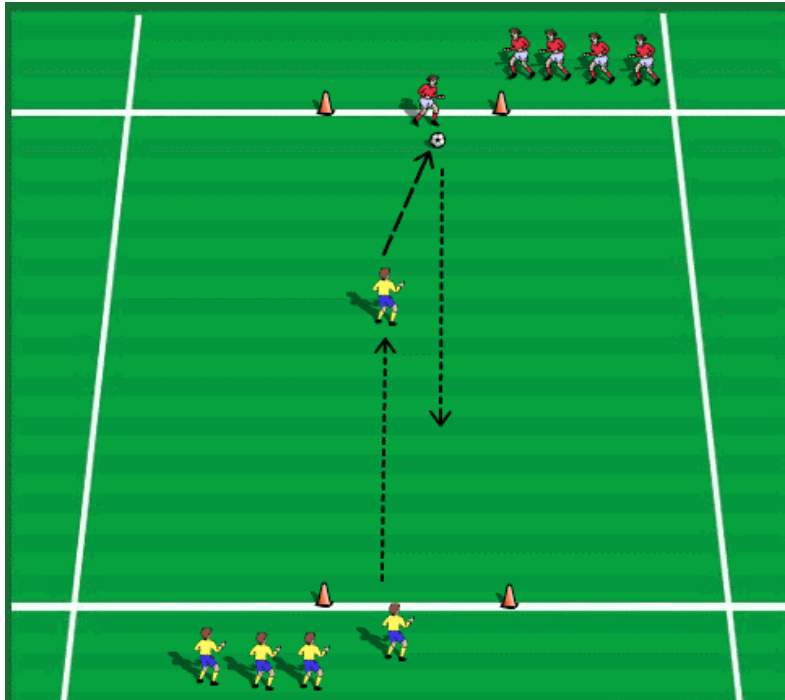
**Competitive:** Make it a race between groups so there is now pressure to perform. Vary the distances the players cover; up to 40 yards.

### Coaching Points:

1. Head Up – look forward
2. Good first touch out of feet, 3-4 touches maximum, not dribbling.
3. Run in a straight line, the quickest route.
4. Running Style, use the front foot to control the ball using the laces.
5. The Quality of Pass.

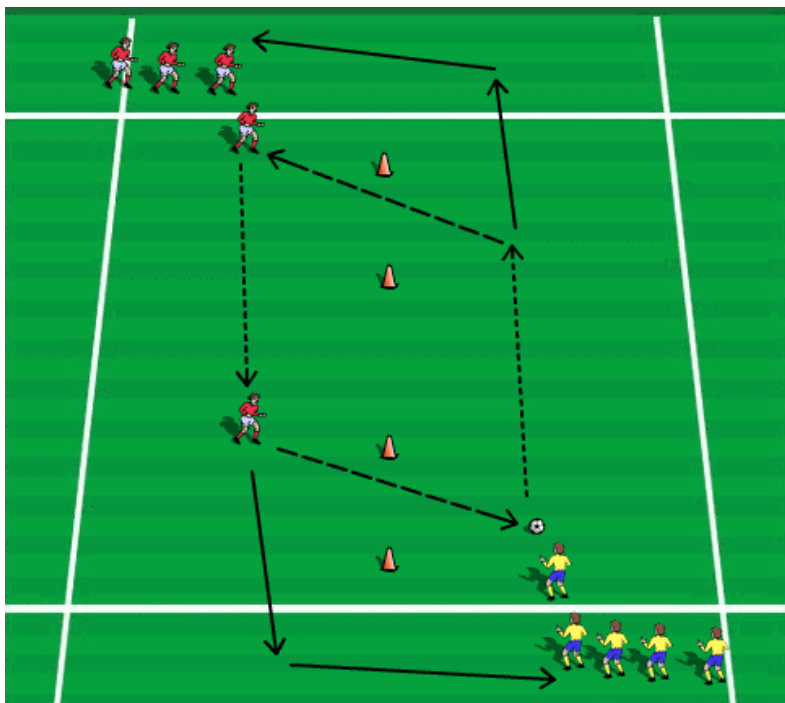


## Session 66: Running With The Ball

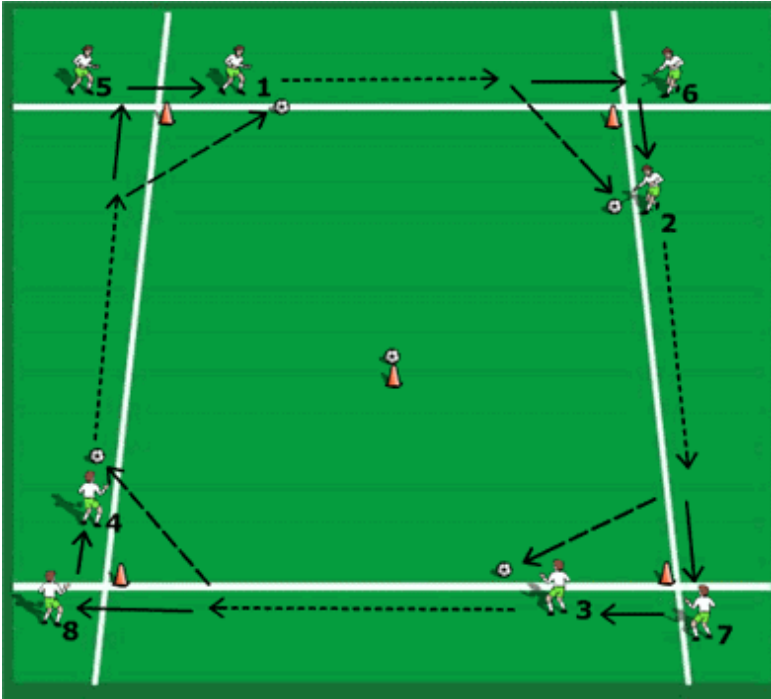


### Key Points:

1. Good first touch out of feet
2. Less touches of the ball to cover ground quickly
3. Head up to observe pass or shoot



## Running With The Ball In Fours



**Double Touch:** Running forward, bring the ball back with one touch then pass it forward to yourself with the second touch all the time keeping it in control at your feet. First touch back is to fake out the defender who is running alongside you (you can add a defender in this if necessary), so they think you are stopping the ball or changing direction and they will check their forward run to react to this, but you continue to run forward by making the second touch forward and then get away from them.

Running with the ball around the square. A race between 4 players; first one back to the start position who then has to run inside and knock the ball off the cone in the middle to signify who has won the race. Relay race also where they have to pass it to their teammate and they continue the run and they have to pass the ball to knock the ball off the cone. Players can dribble around the stationary players on the outside or pass inside them and catch their own pass, working on the weight of the pass.

### Progressions:

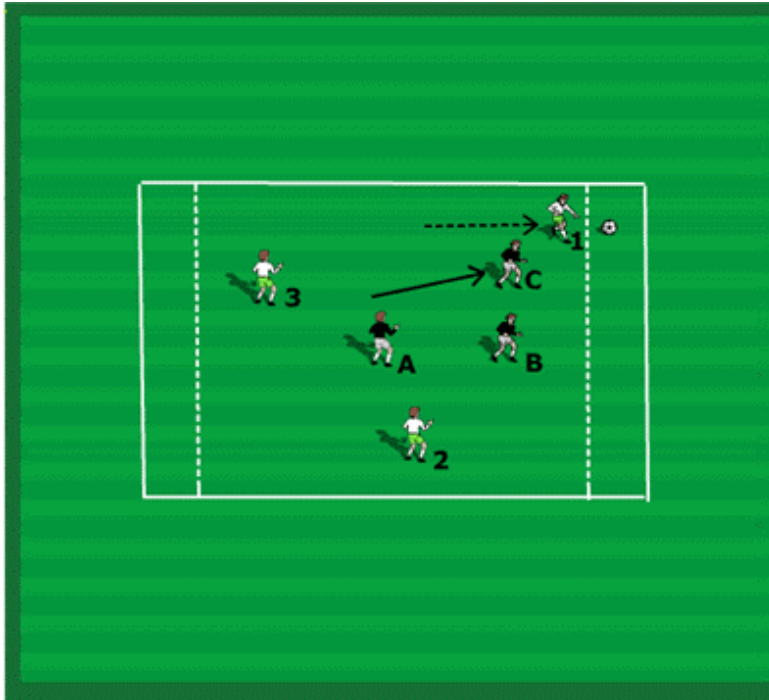
1. Full “twist Off” turn in the middle of each run, you can do two with the inside of the foot and two with the outside of the foot on each circuit around the square.
2. Twist off turn but using a different foot each time, inside of the left, inside of the right, outside of the left, outside of the right.

### Coaching Points: Observation / Awareness:

1. Play with their heads up
2. Running with the ball technique
3. Quality of Turn
4. Quality of pass: to themselves (the pace of the pass especially) and the pass to score.



## Running With The Ball In A Small-Sided Game



Small sided game with the emphasis on running with the ball.

To score the player on the ball has to run the ball into the marked area. Here (1) runs the ball in chased by (C) then must look to pass to another player and attack the opposite way.

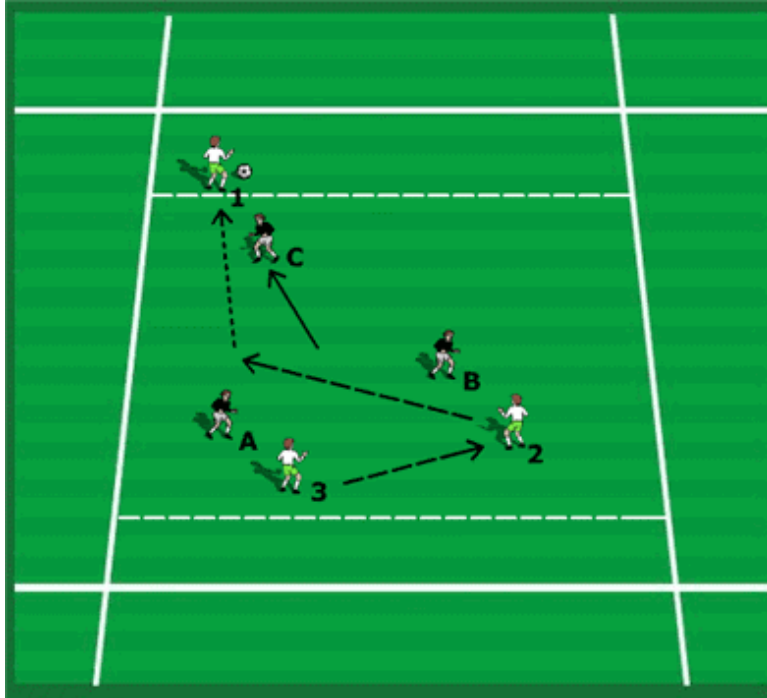
Once the team has scored they have to then keep possession and can attack the other end zone.

### Coaching Points:

1. Run with the ball whenever possible
2. First touches to be forward.
3. Keep the ball moving
4. If you can't run with the ball look for a give and go and then run again
5. Have the positive attitude to run at them to score.

Build an overload into the game if necessary with an extra floating player if it is too difficult to get free with equal numbers making it a 4 v 3 in favor of the attacking team always.

## Running With The Ball In A 3 V 3 Small-Sided Game



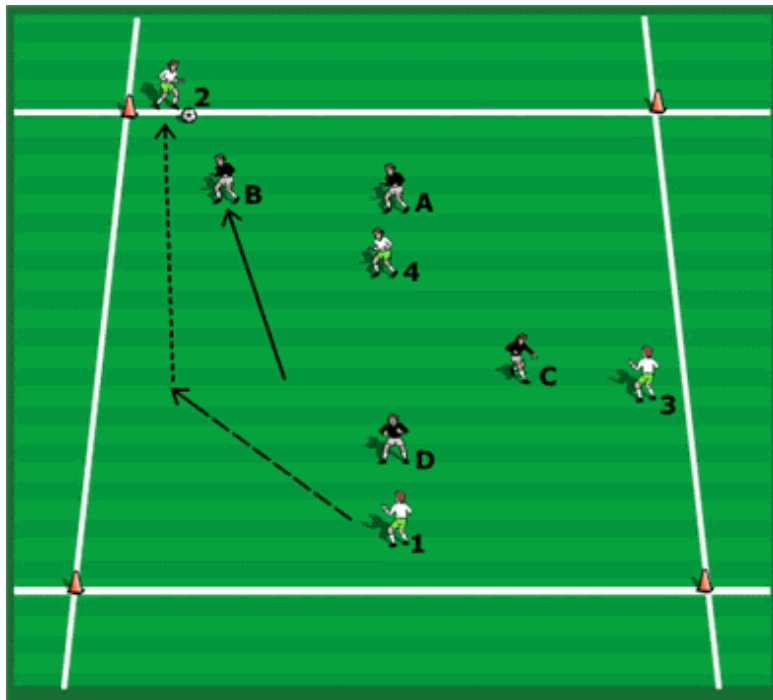
Small sided game with the emphasis on running with the ball.

To score the player on the ball has to run the ball into the marked area. Here (1) runs the ball in chased by (C) then must look to pass to another player and attack the opposite way.

Once the team has scored they then keep possession and can attack the other end zone.

### Coaching Points:

1. Creating Space – Players breaking wide to receive the ball from the keeper.
2. Decision – Can I run with the ball or do I pass.
3. Technique – Key factors of running with the ball, head up, good first touch out of your feet, run in a straight line (the shortest route forward) with pace, using your front foot to control the ball.
4. Quality of Pass / Cross / Shot / Dribble at the end of the run.
5. Support Positions – support in front, fill in behind.



Small sided game with the emphasis on running with the ball.

To score the player on the ball has to run the ball to the goal line or into the marked area to make it easier. Here (2) runs the ball in chased by (B) then must look to pass to another player and attack the opposite way.

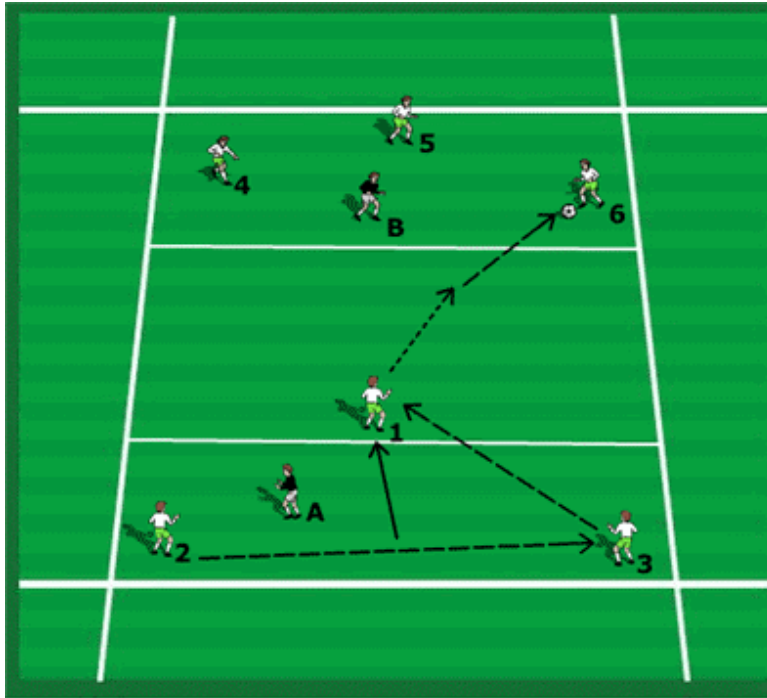
Once the team has scored they then keep possession and can attack the other end zone.

### **Coaching Points:**

1. Run with the ball whenever possible
2. First touches to be forward.
3. Keep the ball moving
4. If you can't run with the ball look for a give and go and then run again
5. Have the positive attitude to run at them to score.

Build an overload into the game if necessary with an extra floating player if it is too difficult to get free with equal numbers making it a 4 v 3 in favor of the attacking team always.

## Session 67: Running With The Ball Over Distance



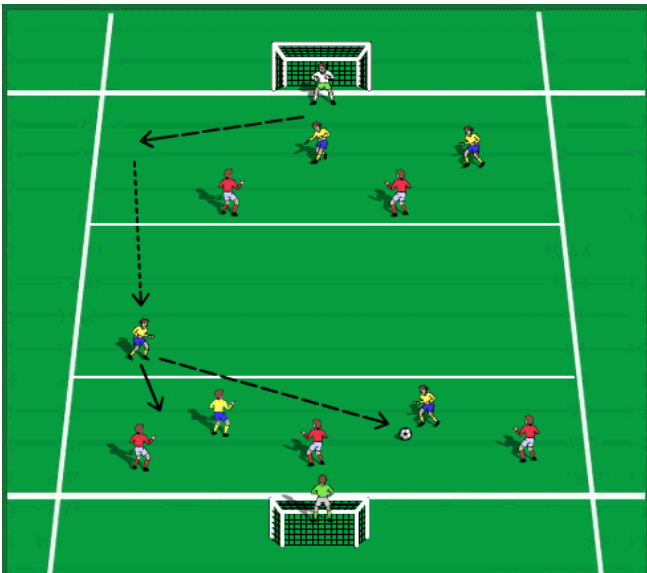
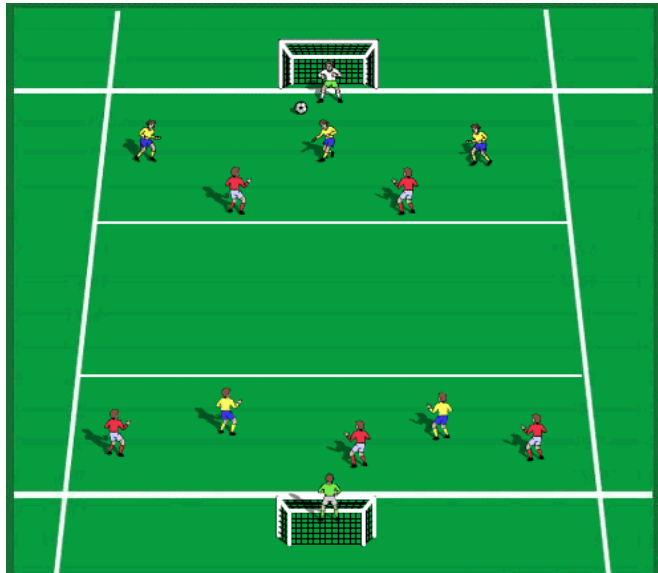
**Develop:** Running and cross passing through a gate for accuracy.

### Keeping Possession And Running With The Ball

Passing, Support and Running with the Ball. Get three passes in keeping the ball away from the defender then release someone to run and create a 4 v 1 in the other side. Pass the ball into their path as they run. Keep it transitioning quickly.

**Develop:** Have the defender chase the runner down until half way and try and win the ball, puts the runner under pressure and tests their composure when they run. Rotate the players; ensure everyone make runs with the ball.

## Now Add Goals



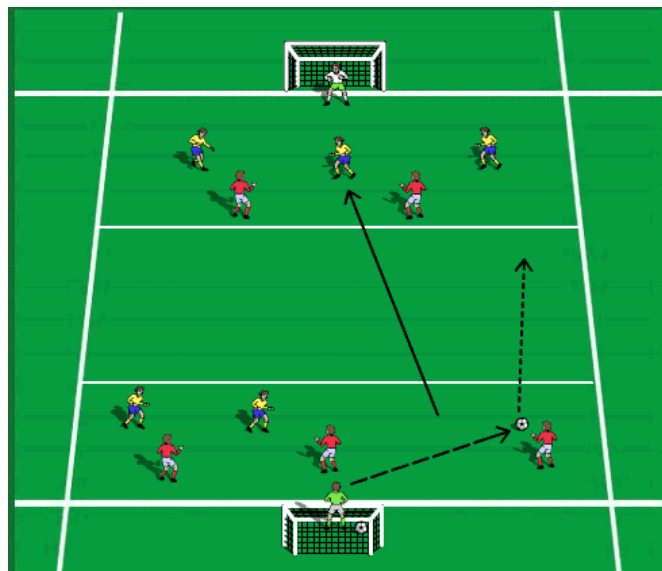
3 v 2 and 2 v 3

Player attacks and makes a 3 v 3.

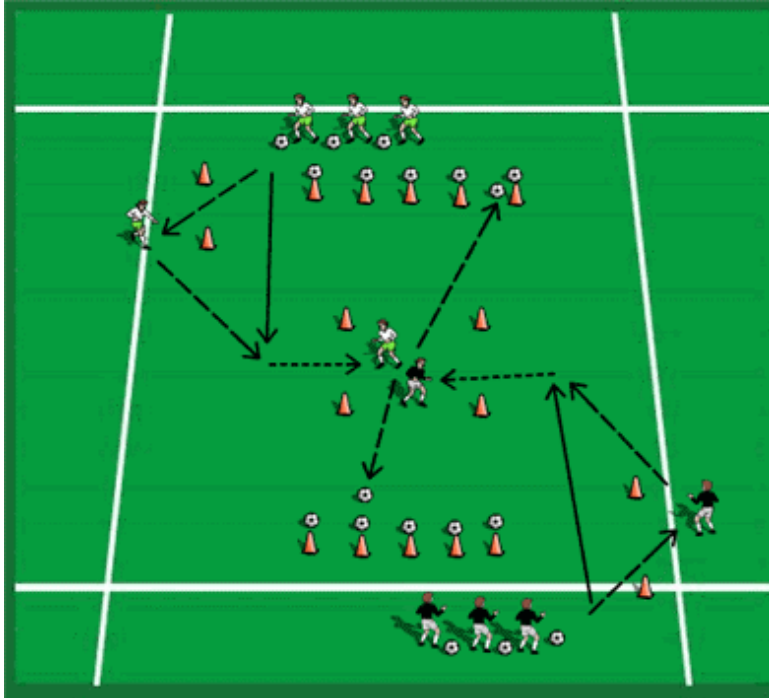
After a result a player drops back to make a 3 v 3 on the other side.

Pass and then a shot

Player drops back, other team attack and continues the sequence.



## Session 68: Wall Passing / Give And Go's

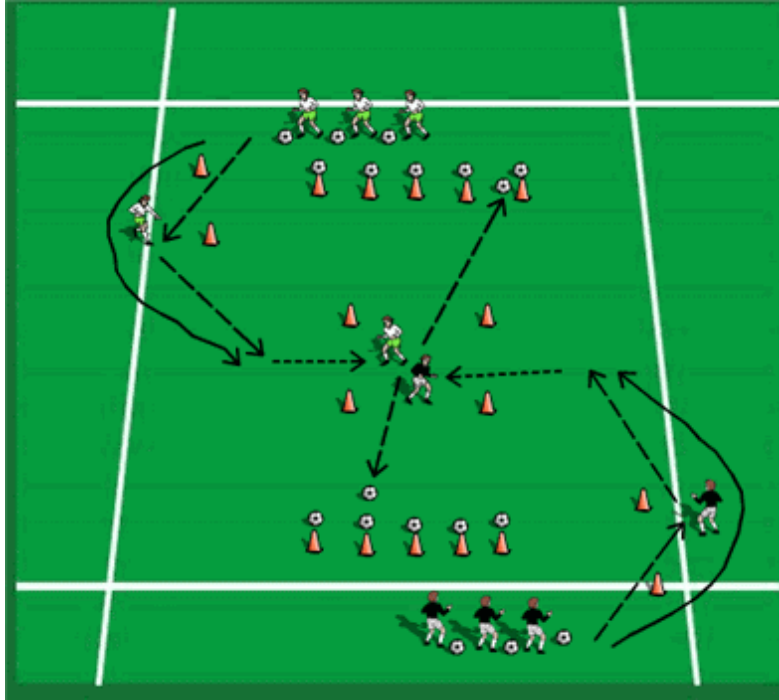


**Develop:** To improve players technique, accuracy and weight of passing.

### Organization:

- Area 15 x 10
- 2 Teams of 4-6 Players
- Each Team has 5 small discs with 5 soccer balls on top of them.
- A box in the middle marked out by 4 cones 5 x 5
- A cone is placed 10 yards at the side of each Team.
- Players start by passing between cones into Coach / Player.
- Player then runs forward and receives a pass back from Coach / Player.
- (Wall Pass)
- Player then takes the ball into box and tries to knock balls off cones
- First team that knocks all the balls of the cones is the winning team.
- Start with 2 touches, Control and Pass
- Communication

## Overlapping Runs



**Develop:** To improve players technique, accuracy and weight of passing.

### Organization:

- Area 15 x 10
- 2 Teams of 4-6 Players
- Each Team has 5 small discs with 5 soccer balls on top of them.
- A box in the middle marked out by 4 cones 5 x 5
- A cone is placed 10 yards at the side of each Team.
- Players start by passing into Coach / Player.
- Player then runs forward around the coach (on a Overlap)
- Player then takes the ball into box and tries to knock balls off cones
- First team that knocks all the balls of the cones is the winning team.
- Start with 2 touches, Control and Pass
- Communication and Timing of Run

# AWARENESS TRAINING SESSIONS

Session 69: Improving Awareness With A Ball Each

Session 70: Identifying Levels Of Awareness

Session 71: Awareness Training Emphasizing Quick Decision Making (The Skill Factor) And Peripheral Vision Development - This Is Essentially Training The Mind For Fast Decision Making

Session 72: A Non Competitive Awareness Numbers Game: Passing In Sequence

Session 73: A Competitive Non - Directional Three Team Awareness Possession Game (4 V 4 V 4)

Session 74: Practicing Basic Passing Awareness In Three's

Session 75: Specific Peripheral Vision Coaching Session

Session 76: Creating Movement Off The Ball Between The Units

Session 77: Improving Awareness Of Spacing And Movement "Off" The Ball

Session 78: Developing Awareness, Passing And Dribbling Skills

Session 79: Receiving, Turning And Angled Passing Developing Awareness On And Off The Ball

Session 80: A Transition Clinic Developing The Players Ability To Recognize The Immediate Changes From Defence To Attack And Attack To Defence And To Act On It Quickly

Session 81: Switching Play As A Team

Session 82: Creating Movement Off The Ball Between The Units



# AWARENESS TRAINING SESSIONS

For small sided game situations emphasizing Awareness Development see the SSG section

At these young ages, players must focus on many touches on the ball to get great at their technical ability, a great first touch brilliant dribbling and turning moves and passing technique.

When we begin to get them comfortable on the ball we can then address what later become the most important aspect of the game to teach; soccer awareness training for the “thinking part” of the game.

Much of soccer awareness involves playing one touch to teach each player a one touch mentality. It's not to exclusively teach players to just play one touch.

The following describes what one touch teaches in the long term:

## FOCUSING ON ONE TOUCH TRAINING TO DEVELOP THE MIND

So what does one touch play help to teach?

Not just one touch; that is for sure.

### **For the individual receiving player it teaches:**

- 1. Quicker Thinking:** The game is getting much faster so players need to think much more quickly to be able to cope with this increase in pace; which means they have less time to make decisions. So...1-touch creates “quicker thinking players.”
- 2. Body and Foot Preparation:** One touch means getting the body / feet into appropriate position to receive. So...1-touch develops body positional awareness (e.g. may need to let ball “run across the body” to “save” the touch).
- 3. Quicker Play:** The game is getting faster so players have less time on the ball so a natural progression to cope with this is to use fewer touches of it. This means using one touch more; and acting more quickly particularly in tight situations; hence observation BEFORE receiving the ball is a necessity. One touch play forces the player to do this if they want to be successful. This means “LOOKING BEFORE RECEIVING THE BALL, ASSESSING OPTIONS EARLY.” It requires a look over the shoulder, to the sides and behind the player; BEFORE RECEIVING THE BALL.

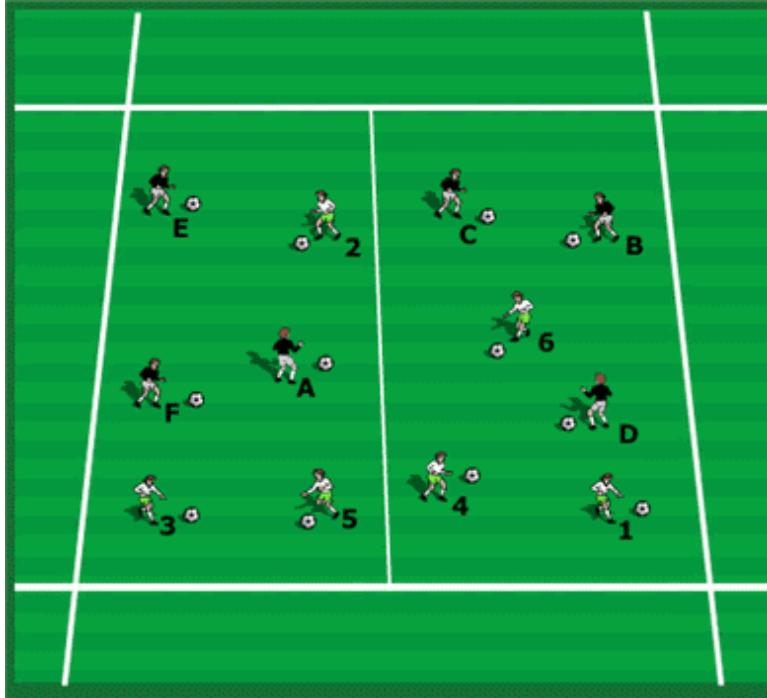
4. **Improved TECHNIQUE:** One touch demands / promotes technical excellence when distributing passes (using 1-touch) received in the air (foot, thigh, chest, head) It also improves the first touch by lots of practice relying just on it. Improves and speeds up the SKILL Factor: This is “decision making” awareness “when and where” situational play. Skill is the end product of technique, the how, why, when and where of the technique.
5. **Faster Ball Movement:** The ball is moving faster too; as well as the players move faster which suggests quicker passing sequences. So, faster ball movement, faster running of the players; quicker closing down by opponent’s means everything is quicker; so thinking and decision making has to match this. Hence being very good and successful at one touch play is an essential part of a modern day player’s makeup.
6. **Limited Space Possession and Tight Situational Play:** One touch teaches players how to maintain possession in tight spaces or when closely marked:
7. **Ball Mastery:** One touch requires players to demonstrate ball mastery when receiving (cushion pass to teammate in close support vs. hard pass to teammate supporting at a distance) So...1-touch teaches players how to correctly “weight” their passes.
8. **Fitness:** More frequent and quicker movement off the ball means players have to work harder to support the player on the ball as they have little time with it and need instant help. If the ball is being passed consistently by one touch then the ball is travelling faster and more frequently so the players have to work just as quickly and frequently off the ball to cope with this and maintain possession of the ball; thus it improves specific football fitness.
9. **Time Management:** One touch play means thinking quickly identifying options early so this in many instances can give the player more time on the ball because they have already seen where the space is to play before they have received the ball. So, it creates Time on the ball to allow for more touches; if needed; by identifying options earlier.
10. **Identification of Players and Space:** It offers the means to a faster identification of players positions; both teammates and opponents. Offers the means to a faster identification of when and where to pass to feet or to space and where the space or player is to pass to.
11. **On the Ground Patterns of Play:** One touch encourages passing on the ground to maintain possession so it is easier for the next player to control the ball.

### For the Attacking Team:

1. **Movements OFF the Ball:** Training with one touch means the player receiving the ball has to move it on quickly therefore players have to move OFF the ball more quickly to help support the player receiving it. This is a VERY IMPORTANT aspect of one touch training as it involves all the other players off the ball and their positioning to help the player on the ball, preferably before they receive it so it can happen more quickly.

2. **Style of Play:** Encourages a fluid, attractive style of play and develops a good tempo / speed of play
3. **Combination Play:** Encourages combination play (wall-passes, set-up passes, third man runs). There is no better play than a give and go one touch pass combination to beat defenders so it is difficult to defend against, especially in and around the attacking third / penalty area when quick play is applied
4. **Aesthetic Effect:** Is “pleasing to the eye” (Arsenal / Barcelona / Manchester United)
5. **Counter Attacking Play:** Useful when teaching the counter-attack as fewer touches means the ball travels’ faster
6. **Ultimately:** One touch play is designed to improve the player’s first touch in the redirection of the ball, to help players identify their options before they receive the ball, and thus know which option next is best. This next option may not be a one touch pass in the actual game situation but may be a dribble with many touches, a turn, a run with the ball, a cross; a pass or a shot. By learning one touch passing; which to be successful needs the player to be able to identify options before receiving the ball; the players develop an awareness of many things including teammates positions, opponents positions, where the space to play to is etc. One touch is challenging mentally, physically, technically and tactically.
7. **Better players will thrive on “one touch sessions”**, and rise to the challenge of it
8. **Facts:** Statistics show that 1 touch play is a significant factor in the build up to scoring goals, for example; goals scored by Manchester United from one touch build up play was almost 50% last season. So now without Ronaldo; who was a great dribbler; and so had lots of touches on the ball when creating and scoring goals, and was the heart of the team having much possession of the ball, you could theorize that this percentage should rise, perhaps significantly; with the current players making one touch play even more significant in their development of play and also in your training.
9. **Scoring Goals:** 70% of all goals are one touch finishes.
10. **Defending Team Shape:** It may be compromised because of the speed of play. Defenders can’t slide, drop; press etc in time to create defensive blocks. And this creates frustration because defenders always seem to be reacting to the ball’s rapid movement often one step too late because of the speed of play. Thus, it offers less time for defenders to close you down. It moves players around (because it is physically demanding thus it creates gaps to play in / through).

## Session 69: Improving Awareness With A Ball Each

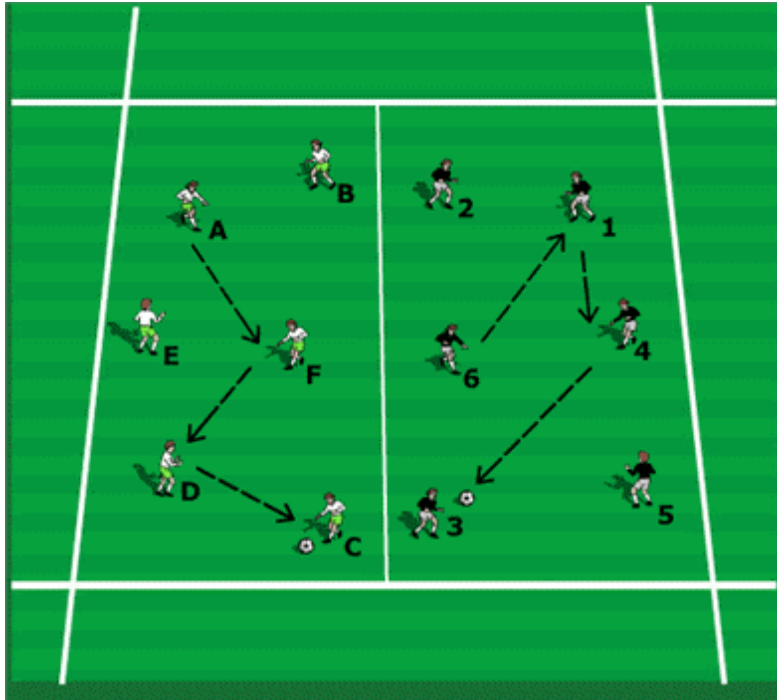


Moving around with the ball, staying in space. Stop and check positions. Check how spread out players are, discuss the implications of being in possession of the ball in a game and making it hard for the opposition to mark you by using as much width and length as possible. Therefore the players must use the spaces as effectively as possible.

Continue with dribbling but emphasize keeping the head up and not looking at the ball but looking around, in front, 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. You can include switching play by the coach calling “switch” where balls are stopped and players must take someone else’s ball and continue dribbling. This determines who has quick awareness of where the free balls are.

## Session 70: Identifying Levels Of Awareness



Start with one team only to simplify the process for the players as an easy introduction to the idea. Then divide them into two teams later 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 2 then 1 touch.

To ensure they are looking have them call the name of the player 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.

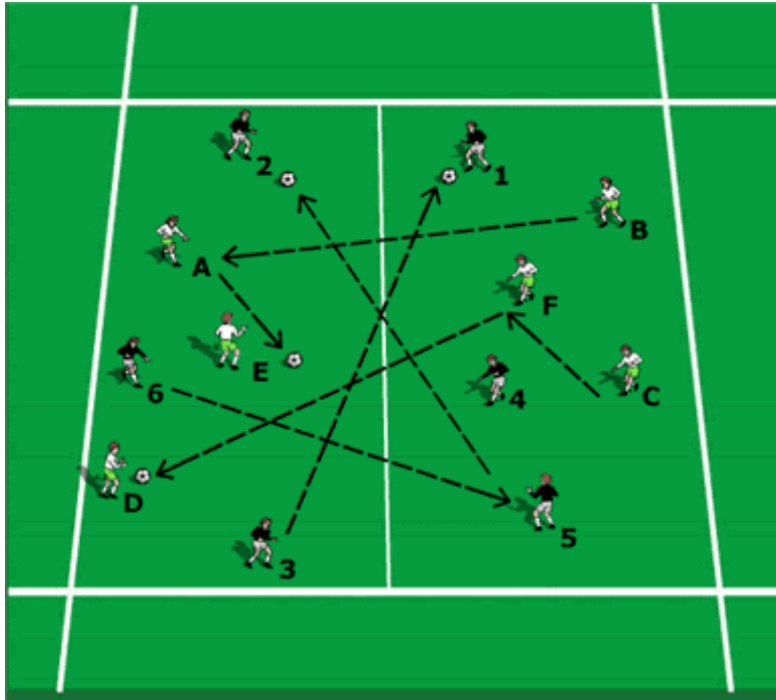
Observe which players can't do this and allow them 2 touches and more time and look to see how they improve with practice.

**Develop** – Have two teams and have them pass to opposite colors so the choices are halved so the players have to be even more aware of where they are passing to before they receive the ball.

Introduce 2 balls to the session then 3 and so on but players continuing to stand still and not move to keep it simple to get success.

Have them begin to move around the area slowly to make the decision making more difficult as players are harder to find because of this.

## Two Teams Playing Through Each Other



The following information forms the basis of what we are trying to achieve with this session, more information will be added later to progress the work we are doing here.

### Technical / Tactical Design:

1. The players must play with their heads up (so they view what is around).
2. Look over the shoulder before receiving the ball.
3. Body stance open to receive the ball.
4. Awareness of teammates positions on the field.
5. Awareness of opponents positions on the field.
6. Move the ball on the first touch away from pressure into space (or 1 touch transfer).
7. Passing to space to move players into a better position on the field.
8. Passing to the players feet.
9. Turns / dribbles / 1t / 2t / free play etc.
10. Communication (verbal, physical or through eye contact).
11. Angles / distances of support.
12. Passer pressures receiver by closing them down after the pass.
13. Receiver moves the ball away at an angle off their first touch.

## 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 and 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.

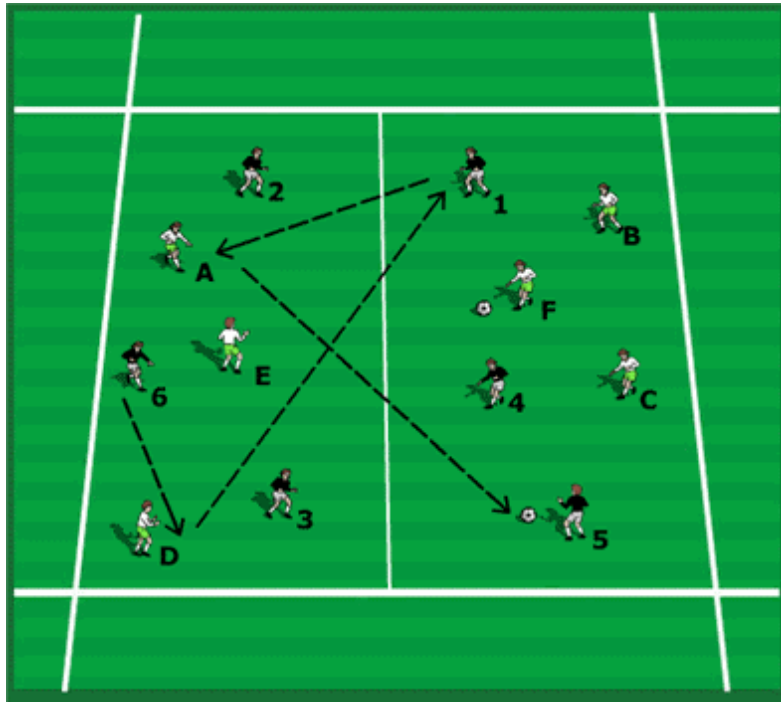
To ensure they are looking, have the players call the name of the players they are passing to before they pass the ball. When they don't call the name you know they haven't looked ahead of the ball.

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.





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.

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.

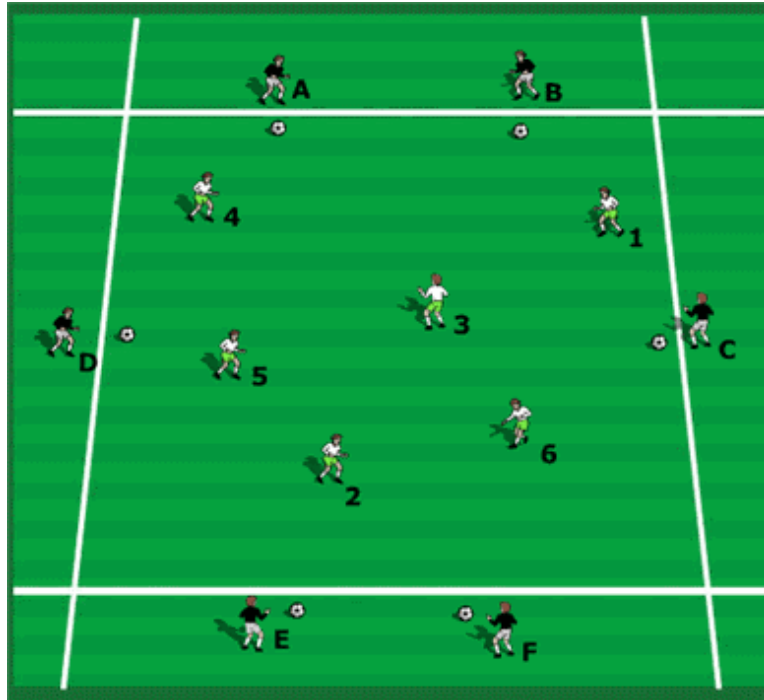
**Progression:** Have 4 teams playing through each other, players passing to their own teammates.



## Simple Introduction To Awareness Training

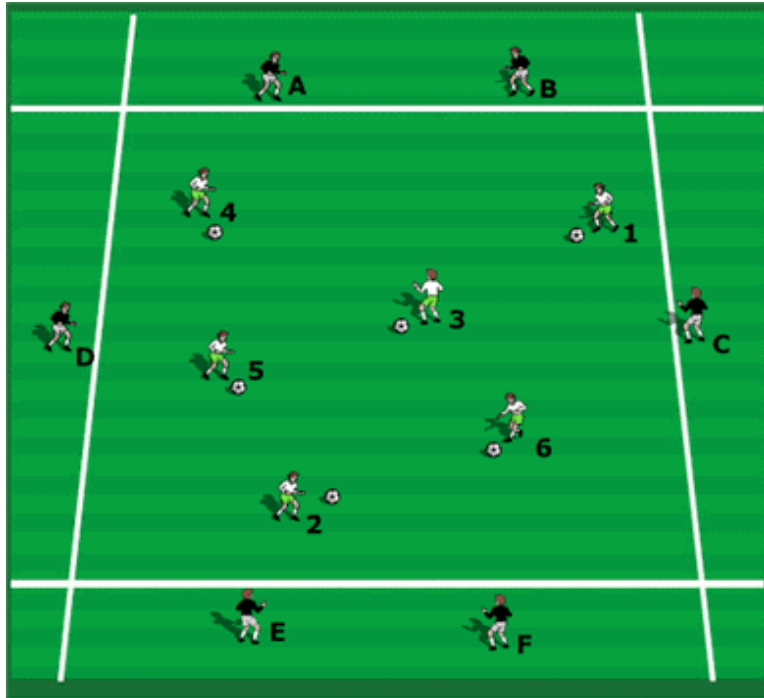
This practice is designed to allow the players to be gently introduced to the fundamentals of the Awareness session enabling them to practice without too much movement.

### Two Team Set Up



1. One team inside, one team outside. A ball is with each outside player to begin.
2. 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.
3. 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 the grid and outside it.
4. Change the practice to all soccer balls starting with the inside players. These players now look to pass and receive a give and go from an outside player.
5. 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 a ball each, look to find a free outside team player and pass to them. 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 who is free to pass to. Work on:

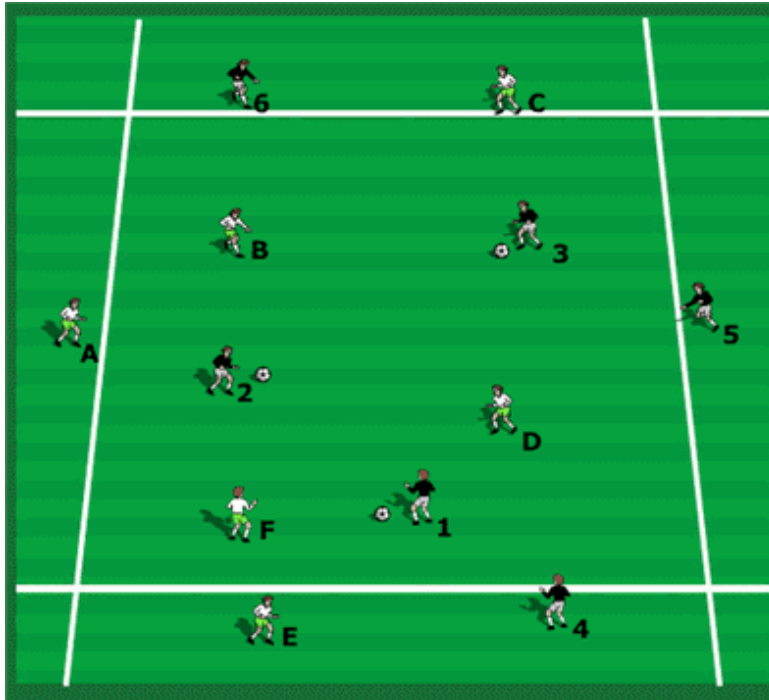
1. First touch of outside player
2. Decision making of inside player in terms of when and where to pass and technique (quality) of pass.

### **The Coach can create conditions:**

1. Get a turn in or dribble before passing.
2. All in (many) touches, 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 ie to either side of the pressuring player. It's a good session because everyone is working but they get short intermittent rests, so maintaining quality.

## A Game Situation Within The Theme



Numbers team can only pass to numbered players on the outside. Letters team the same only passing to lettered players on the outside.

**Develop:** Play one v ones in the middle (same players against each other). Have it passive to begin the defending players shadow the attacking players as they receive and turn and move. The set-up of this ensures the players have to receive, turn and change direction to find a new player on the outside to pass to.

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 using the support players on the outside to make it a 6 v 3 when each team has possession of the ball.

## **Session 71: Awareness Training Emphasizing Quick Decision Making (The Skill Factor) And Peripheral Vision Development**

### **This Is Essentially Training The Mind For Fast Decision Making**

This is quite an easy way to develop; and be successful at; one touch passing and decision making (developing the SKILL FACTOR)

Initially the receiving player always has his options IN FRONT OF HIM but as the drills become more sophisticated the receiving player has to have greater peripheral vision to be successful with situations changing BEHIND HIM that will affect his decision making

It helps develop peripheral vision (awareness) and stimulates quick reflexes making players PROACTIVE AND NOT REACTIVE

This training also forces the receiving player to identify his options BEFORE he receives the ball, which is what awareness training is all about

The benefit of this training is it is “drill orientated” so is easier to perform, players being in fairly static positions, and so they can have success with no pressure of having the ball taken off them.

When defenders are introduced they are told to play passively and can only press, not take the ball.

So, as the ball is travelling to the receiver he is forced to assess his options early so that when he receives the ball he is already aware and able to make the correct decision.

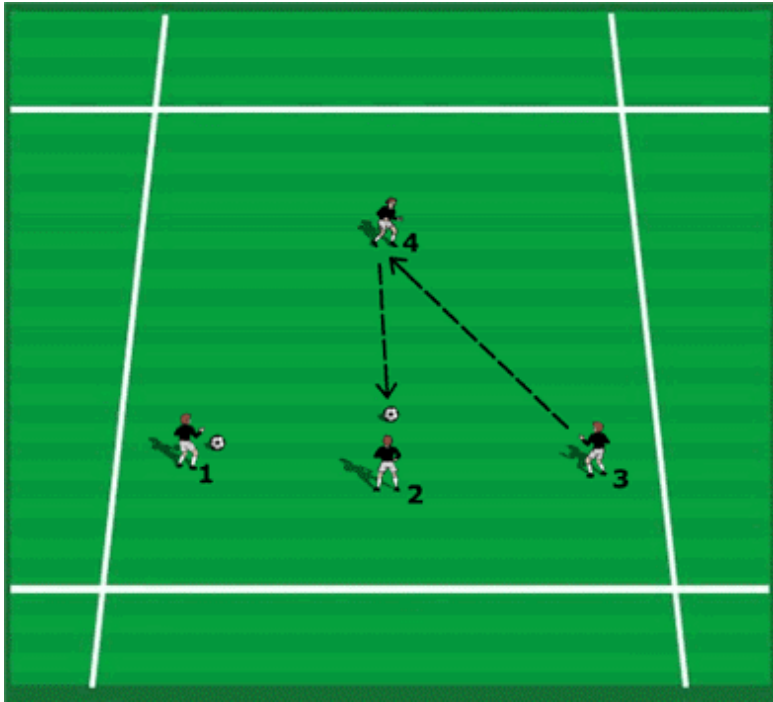
Playing one touch means he has to make the decision more quickly, you may begin with two touches to make it easier to gain initial success with these awareness drills.

**Develop these decision making ideas between the developmental stages of learning forming the middle link between technique training and tactical training.**

**This drill training also leads into the dynamic movement training where players have freedom of movement and the movements are not predetermined; as with many drills.**

The latter drills on this sequence have to be used ONLY with players with a high soccer IQ at these ages but likely you will have several who can do it successfully.

## Spare Man Passing



Using a 10 yard grid and two balls and three players. Two players with balls feed player 4 one after the other. Player 4 passes to the spare player each time that is without a ball.

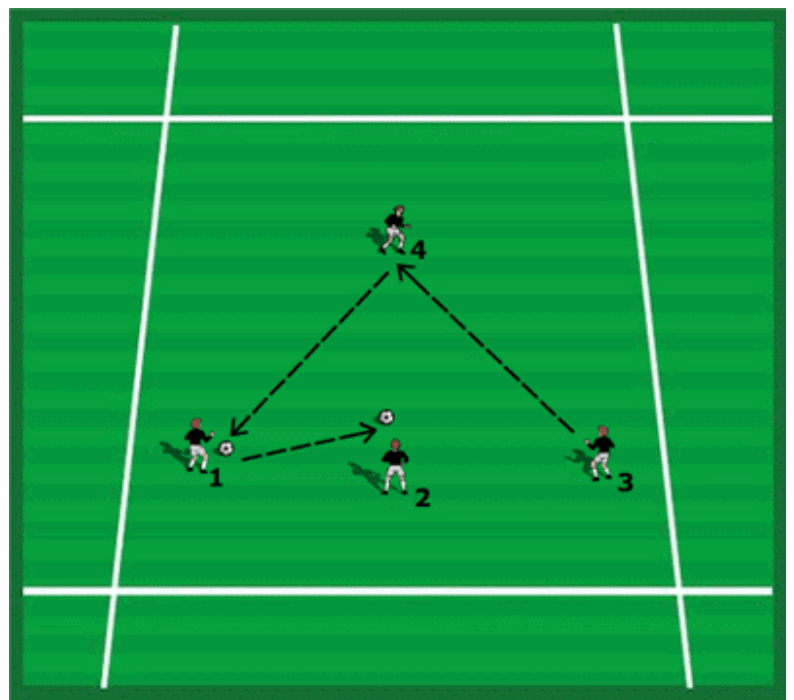
This practice develops playing off the back foot as well as quick decision making and can be enhanced by adding a 5th player and third ball.

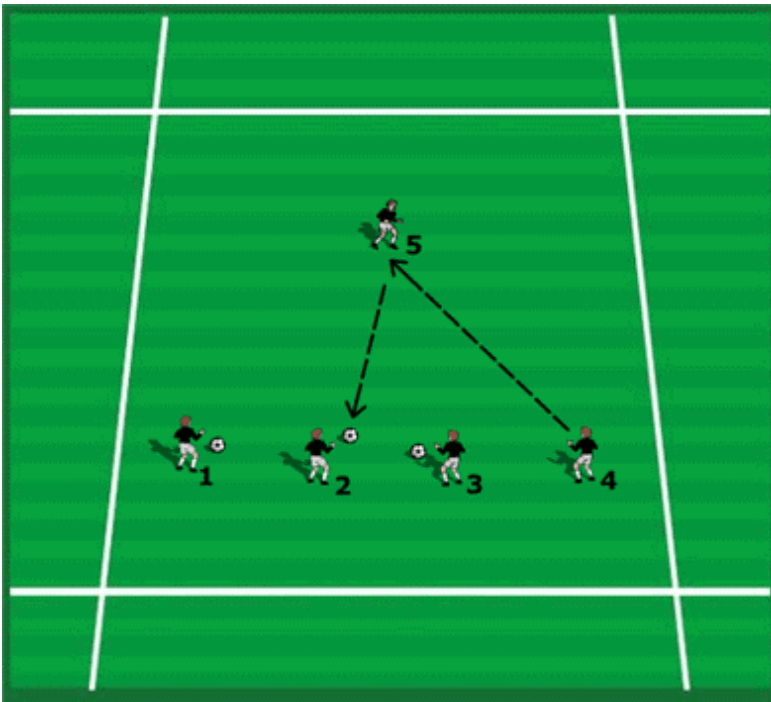
Speed up or slow down the practice as the ability of the player allows. Allow three touches (control, touch or push, and pass) then two touches (control and pass) then one touch (pass).

Increasing the difficulty. As player 3 passes to player 4, player 1 who has the other ball, passes to player 2. This means as the first ball is traveling to player 4, that player has to identify the movement of the 2nd ball from player 1 to player 2 and thus pass the receiving ball to player 1.

Sometimes the 2nd ball is not passed and player 4 has to see that and pass accordingly.

It gets more challenging when you add another player and another ball.

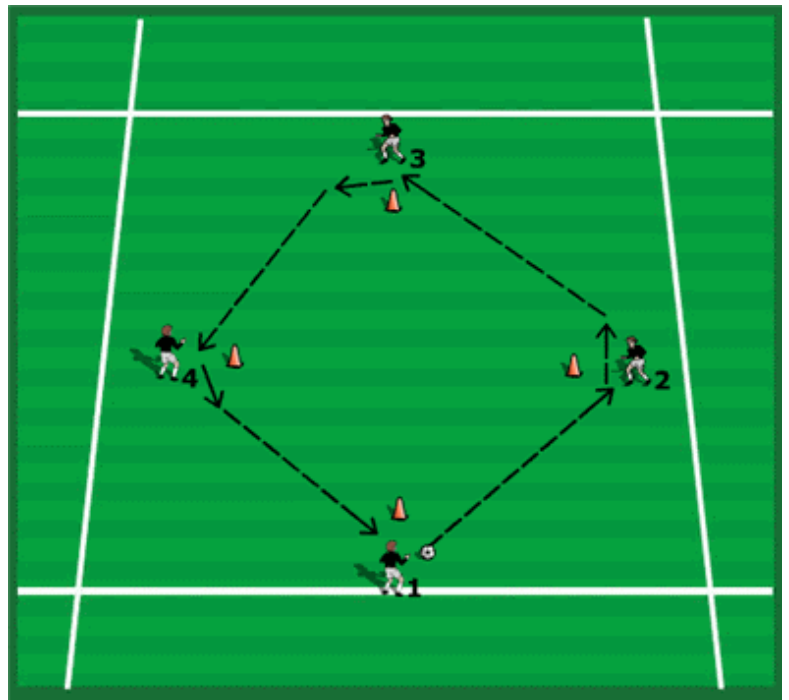




Adding another player and another ball.

Player 1 moves the ball from the left to the right side of the cone and passes it firmly to player 2. Player 2 will control it with the inside of the right foot i.e. the back foot.

Player 2 adopts an open stance (half turned) to do this and cushions the ball with their right foot, into the direction it has to go. Thus, we are moving the ball out of the feet with this touch to the right, to pass to player 3 on the 2nd touch, and so on around the diamond.



Reverse the direction so both feet are used.

If the angle and pace of the pass is good try to move the ball one touch only.

This is a simple way of teaching the players to open their bodies to receive, have a good soft and cushioned first touch into the direction they are going and encourage them to look before they receive to focus on the direction of the next pass early.

Drop off the cone to allow more space between the player and the cone and move the ball in the first touch with the front foot (left foot) behind the cone to pass to the next player, so moving the ball across the body with the first touch. Passer now passes to the left foot not the right foot.

Compare the two.

### **Develop:**

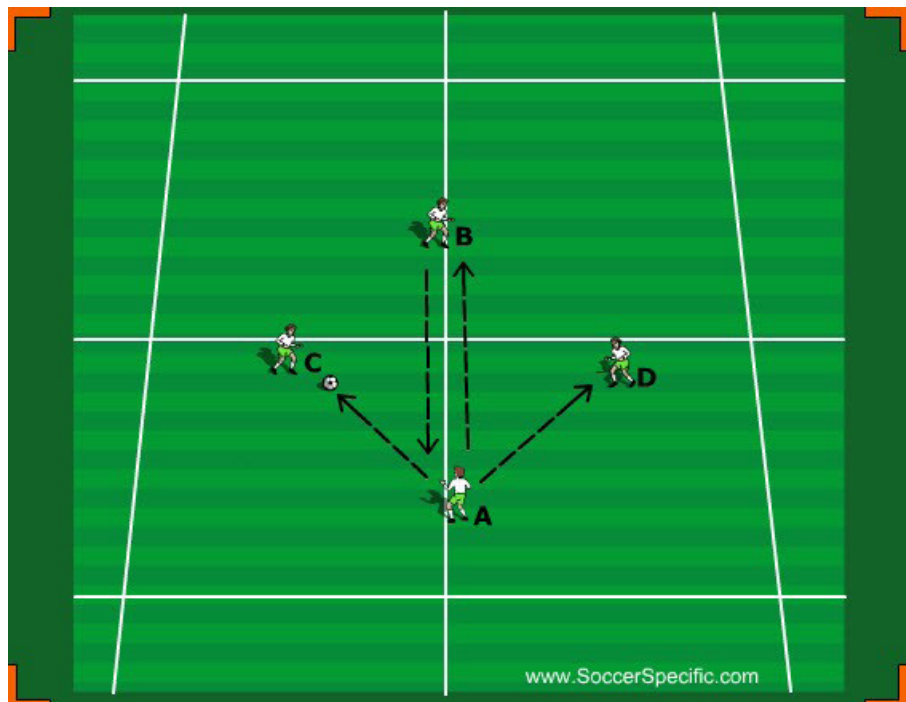
1. Throw the ball to the next player who has to control and sweep it to the side on the half volley and around the cone and pass to the next player. 2 balls can be going at the same time. It can be with the inside of the left foot or outside of the right foot, then a right foot pass going anticlockwise. It is a controlled half volley we are looking for keeping the ball close so the first touch has to be accurate.
2. The same with a volley into space.
3. Different parts of the body.

## A Four Player Drill With No Defenders Developing The Skill Factor

Four teammates: Players (A) and (B) play the ball by giving direct passes (one touch play), (A) has to play the ball back to (C) or (D).

If a player turns their back to the ball this signifies to the receiver he is not available for a pass. So; provided they are not turned around with their backs to him the players are available to pass to. Liken turning the back to not making eye contact so that player is not ready to receive the pass in a game situation or is not open.

So, initially two choices of a pass if neither turn their backs to the ball.

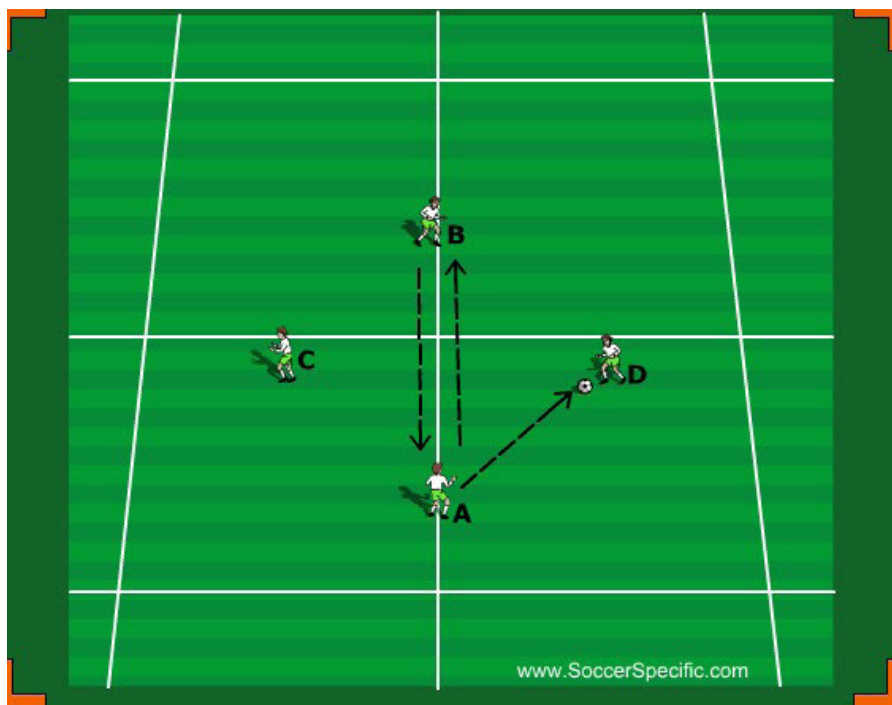


**Example:** (A) to (B), back to (A), neither player turns their back to (A); so (A) has the two choices of passing to (C) or (D) then getting the ball back AND PASSING TO (B) TO CONTINUE THE SEQUENCE..

(C) or (D) on receiving must pass back to (A) who passes to (B) and the sequence continues.



Another way to do this is to have players put their hands up instead of turning with their back to everyone this is actually easier to do and more effective.



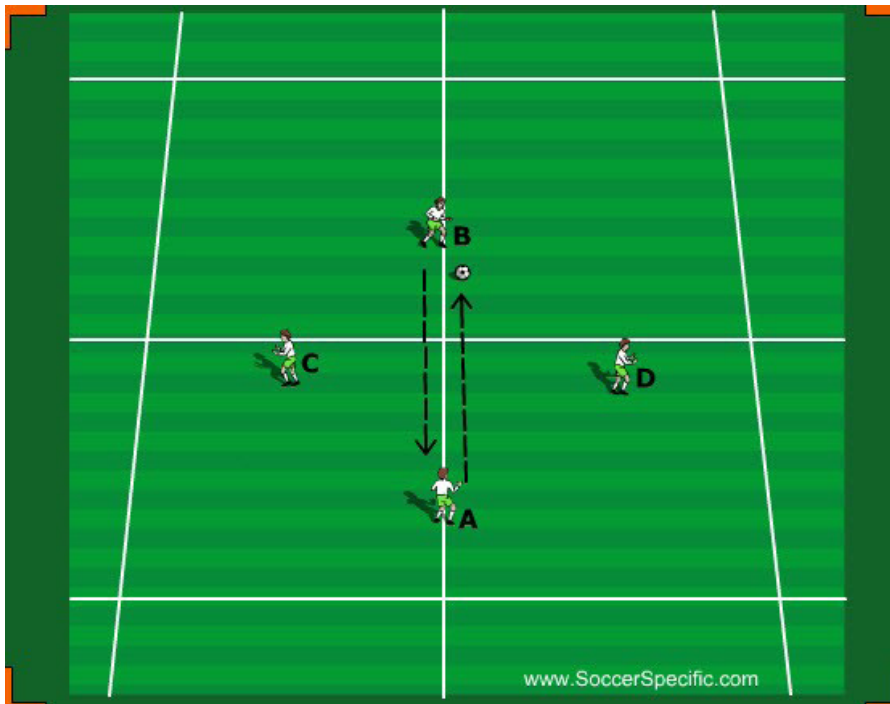
Here (C) has decided to turn their back so (A) has to pass to (D). If (C) and (D) both turn their backs then (A) passes back to (B) and the sequence starts again. Try to get a rhythm going with continuous one touch passes where possible (allow two touches if this is too fast for the players initially and they cannot identify the options quickly enough).

**Example:** (A) passes to (B) and (B) passes back to (A), the reactions of (C) and (D) must happen based on the return pass to (A). As the ball is travelling, (A) is watching the ball but also at the same time assessing the next option (so looking away from the ball), which will be determined by the actions of (C) and (D).

Thus peripheral development develops with the receiving player practicing awareness in assessing options before they receive the pass and thus decision making before receiving the ball and not after.

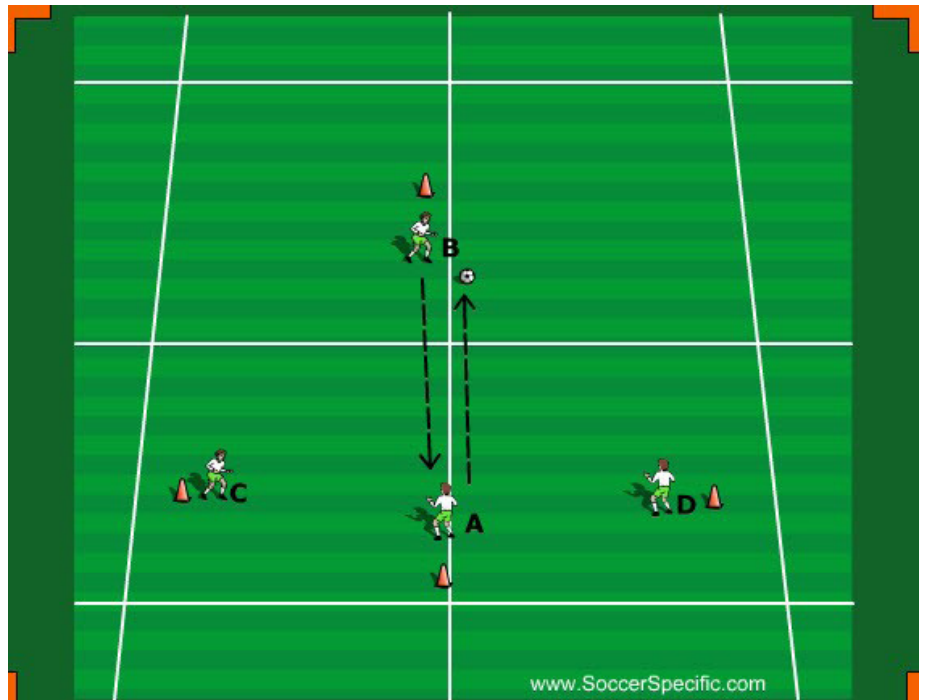
In a game situation if they did not make these early assessments it may be too late a decision; based on the pace of the game today, and consequently they lose possession. Obviously the quicker the decision the fewer touches used, the less chance of being closed down by a defender in a game, hence one touch passing develops through faster decision making and faster decision making develops through one touch..

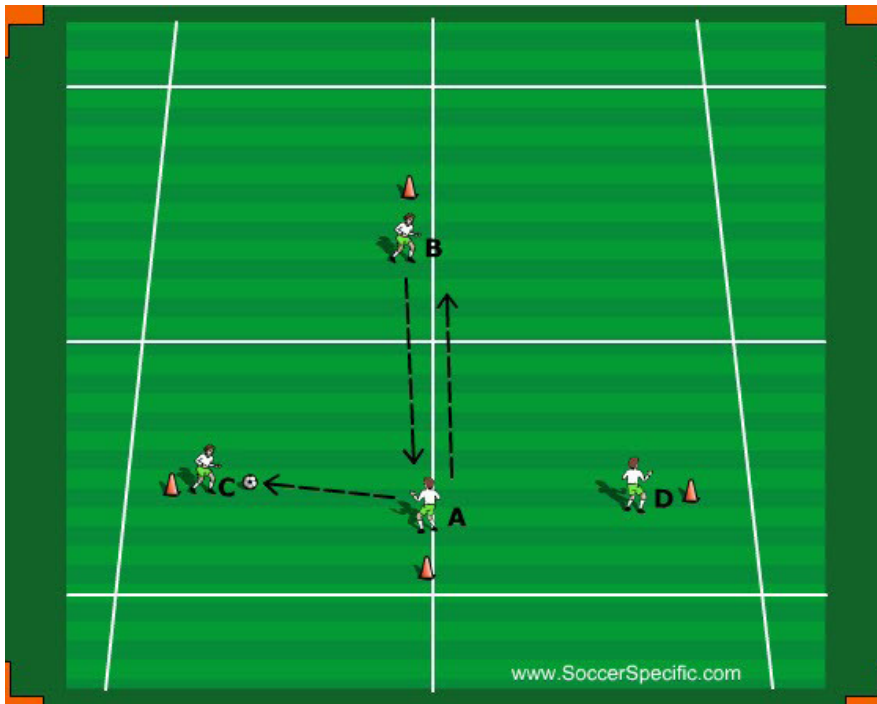
As previously mentioned all the play is in front of the receiver so it is an easy introduction to skill development (decision making / where and when) through awareness training.



Here both players turn their back so (A) has to pass back to (B) with a quick one touch decision making pass.

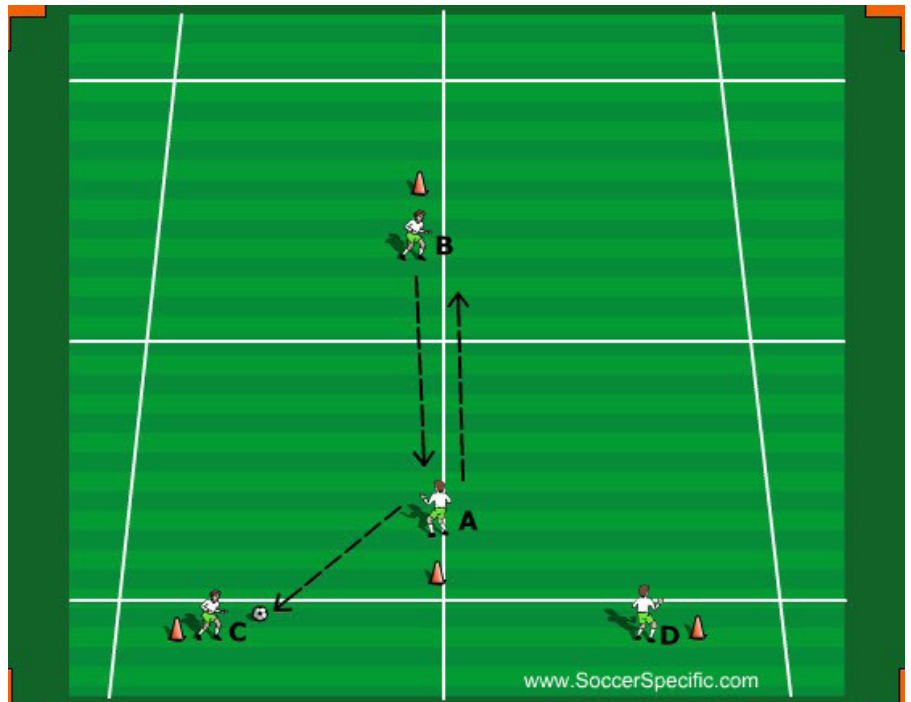
Observation and passing to the side so the receiving player does not have the support players directly in front of him now but to the side so he has to look sideways making the task slightly more difficult.



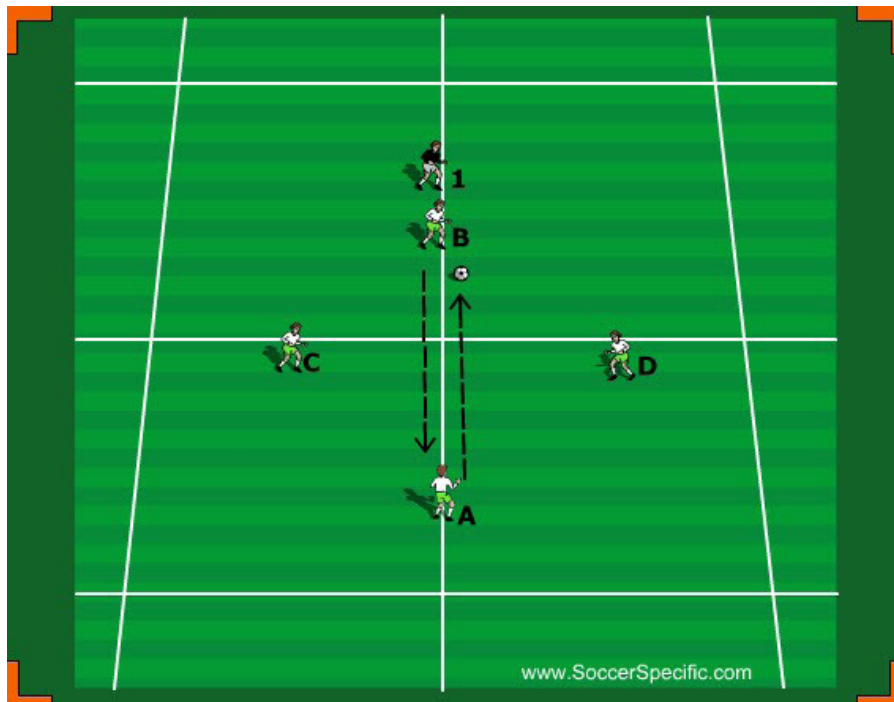


Player (D) turns his back and the receiver (A) passes the ball to (C).

Observation and passing behind (like a midfield player receiving and turning and passing) so now the player has to look BEHIND him to know which pass to make. It is best to do this two touch (one to control and turn and one to pass) though very good players may be able to play one touch.



## Bring A Defender In



**The defender can only pressure; not win the ball, so the player receiving knows he can relax on the ball during the decision making process.**

These factors are vitally important to develop when a player is young:

1. Calmness on the ball so the player does not panic when pressure is exerted on him.
2. Developing the ability to look at the player closing and where they are closing from and also assessing where the next pass has to go at the same time.
3. These exercises also specifically train peripheral vision.
4. They stimulate quick reflexes in the player so their decision making speeds up.

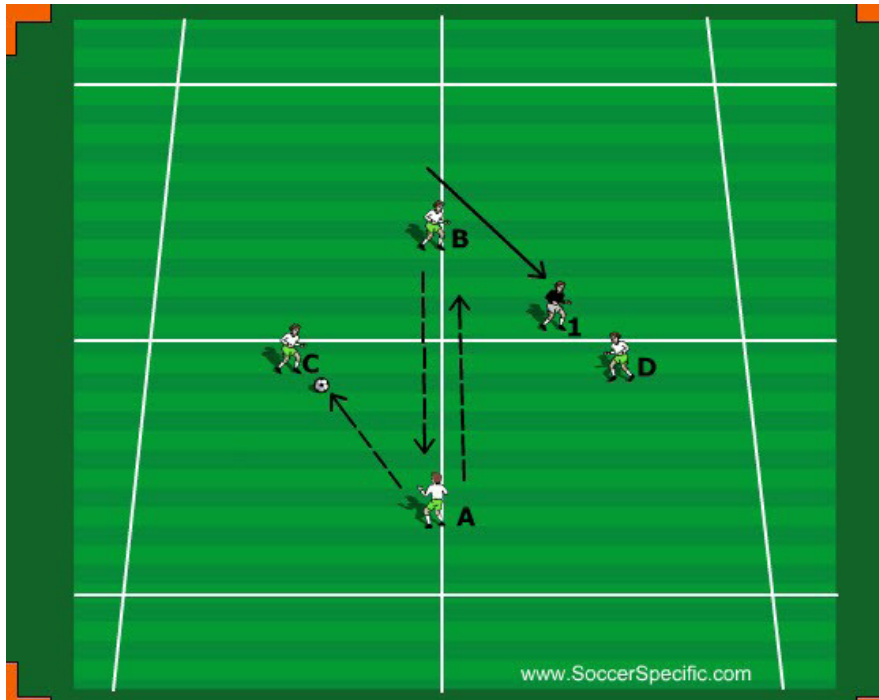
By there being pressure but no taking of the ball or tackling, the player develops a calmness that otherwise may not develop.

So when we advance and pressure is applied in the form of tackling and the opponent being able to take the ball off him, the training with pressure (but without losing the ball) hopefully will have taught the player to play with clamness under pressure and therefore they will not panic.

Panicking under pressure means the player loses focus on their next option focusing only on the player pressing them.

This training is designed to teach them to do two things at once, not just one, which many players suffer from and which limits their ability and performance.

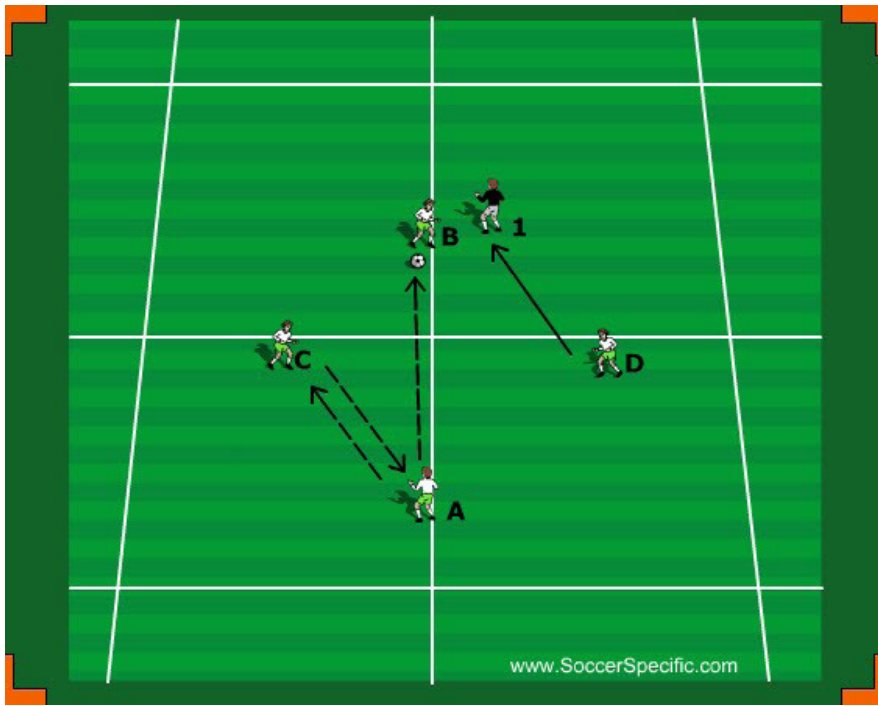
## Developing Peripheral Vision From In Front Of Play



The same exercise but in this case there is an opponent who decides the player he is going to mark each time, according to the situation. Players (C) and (D) play in the same way as previously.

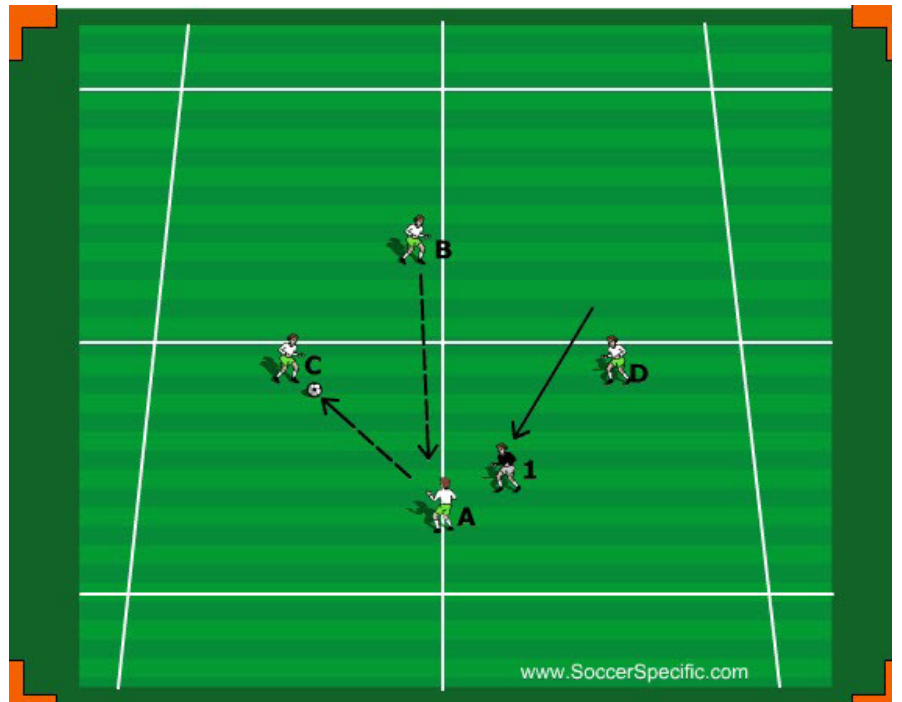
Since the marking player controls a different opponent each time, the direction of the action constantly changes.

Above, the defender closes down (D) so (A) passes to (C). (C) passes back to (A) who takes two touches to allow the defender to be ready (but 2 quick touches now, one to control and then the 2nd as an immediate pass), and then (A) passes to (B) and we start again.

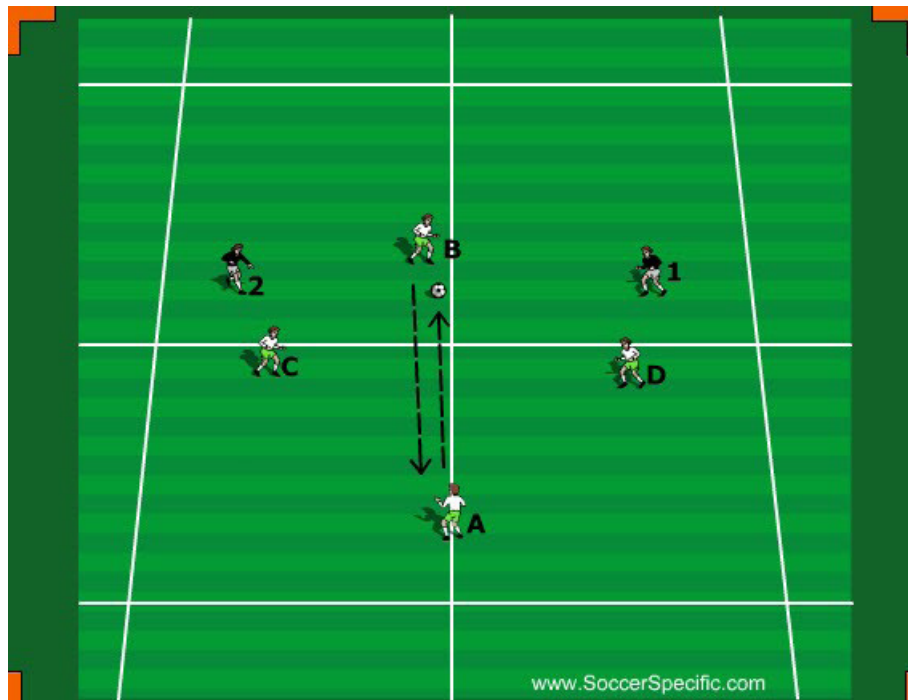


Showing the defender recovering back to the start position.

The defender closes down (A) so (B) passes to (C).



## A Four Against Two Situation

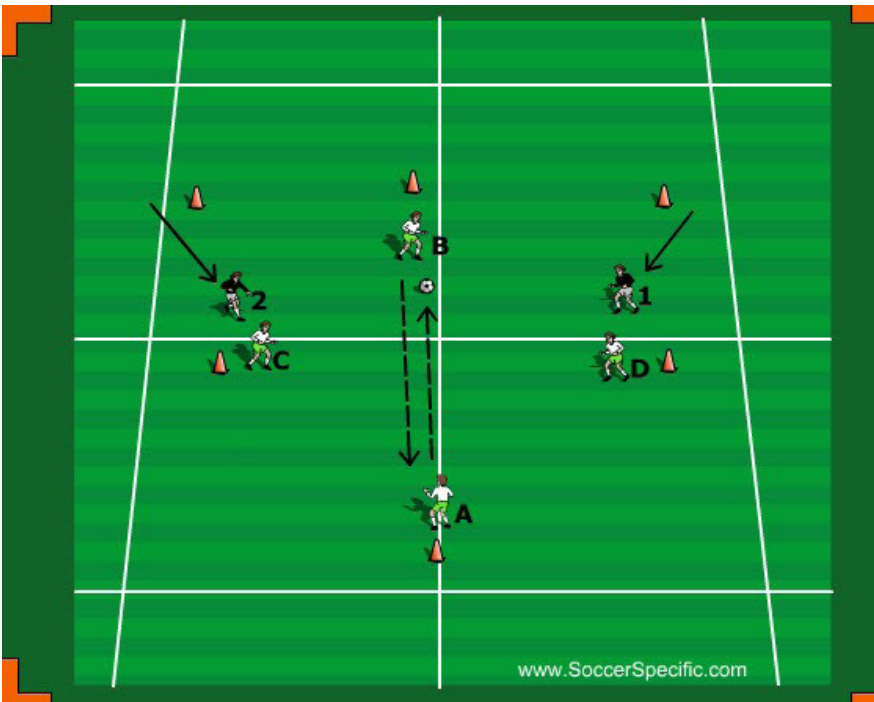


Four teammates and two opponents. (A) and (B) are facing each other, whilst (C) and (D) position on the two sides.

The start positions of the two opponents (E) and (F) are 3 yards behind (C) and (D) (according to their marking positions) and force player (A) to always pass the ball to an unmarked team mate. (E) and (F) can also mark player (B).

Only one pass is on now out of 3 possibilities before two players are marked. The open pass continually changes as the defenders move to mark different players each time. So the receiving players first touch, accuracy of pass (which is the actual first touch as a pass not as a controlling touch; unless you allow two touches), peripheral vision and decision making (skill) are all tested under pressure through time but without the immediate pressure from an opponent which results in the receiving player who's ability we are testing is able to play relaxed knowing the ball cannot be taken from him. The pressure is exerted on his team mates which will affect the decisions he then is forced to make.

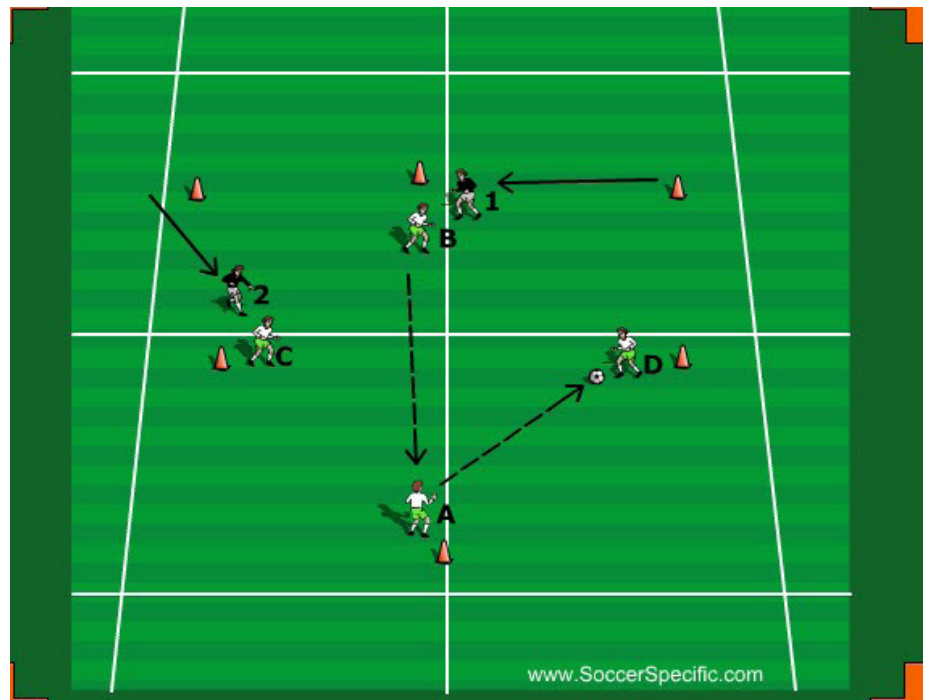




The edition of cones showing the start positions of each player may help them understand the exercise more easily. You can allow the passing player to communicate initially but then do not allow it so the receiving player has to use his own awareness without help. (C) and (D) are marked so the pass must go to (B). (B) passes back and the sequence begins again. Players can stand still and mark the same player also in the next sequence which in itself tests the awareness and peripheral vision of the passer (A).

Here both (B) and (C) are marked so the pass is to (D). Then pass back to (A), who passes to (B) to get it back one touch and the sequence starts again.

As the ball is travelling back to (A) to pass to (B) (who will then pass to (A) again to test him in his decision making) the two defenders need to be assessing their options of whom to mark next and be moving to do so (unless they decide to stay put this time).





## **Peripheral Vision Development From Behind The Play**

**Develop:** Have (A) as the passing player and (B) as the receiving player so as previously players are making defensive movements from behind and the receiving player (B) has to act accordingly.

### **Three Team Mates Against One Opponent**

Otherwise if the opponent follows him, players (A) and (B) go on playing the ball with ground passes, lobs or headed passes.

You are experimenting with the defender facing the ball; so the movement is on his blindside or he is facing the player so he does not see where the ball is going. Both give the receiving player an extra moment on the defender.

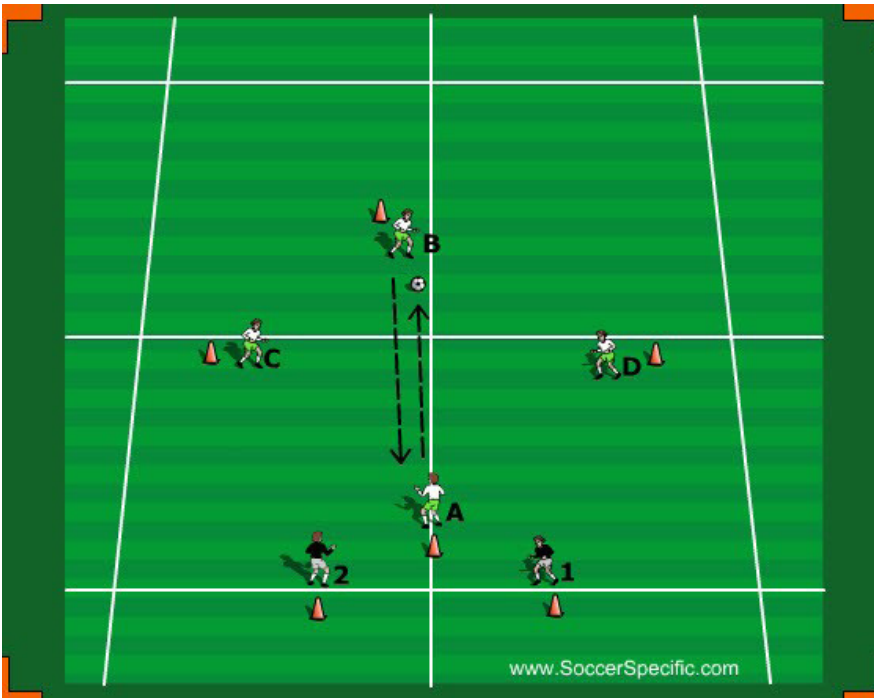
### **Four Against Two**

#### **Developing Peripheral Vision For Movement From Behind**

Now we are testing player (A)'s peripheral vision. It was easier for the player before as everything happening was IN FRONT OF HIM, now for (A) it is happening with pressure from behind.

At the same time his supporting players in front of him make decisions to force him to think quickly.

So, a lot of stimuli to test him and he has to develop a VERY PROACTIVE MIND to have success.

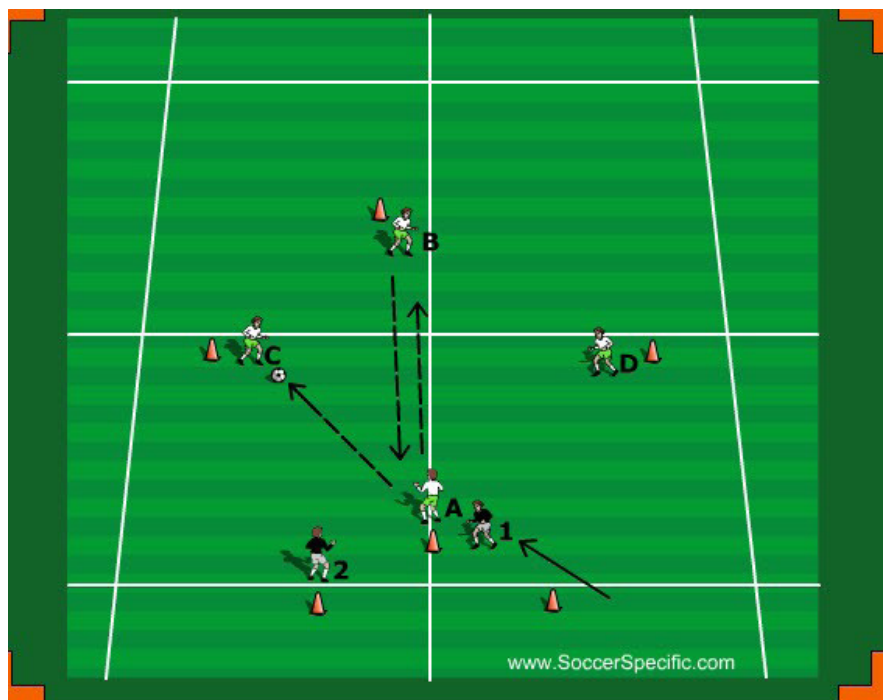


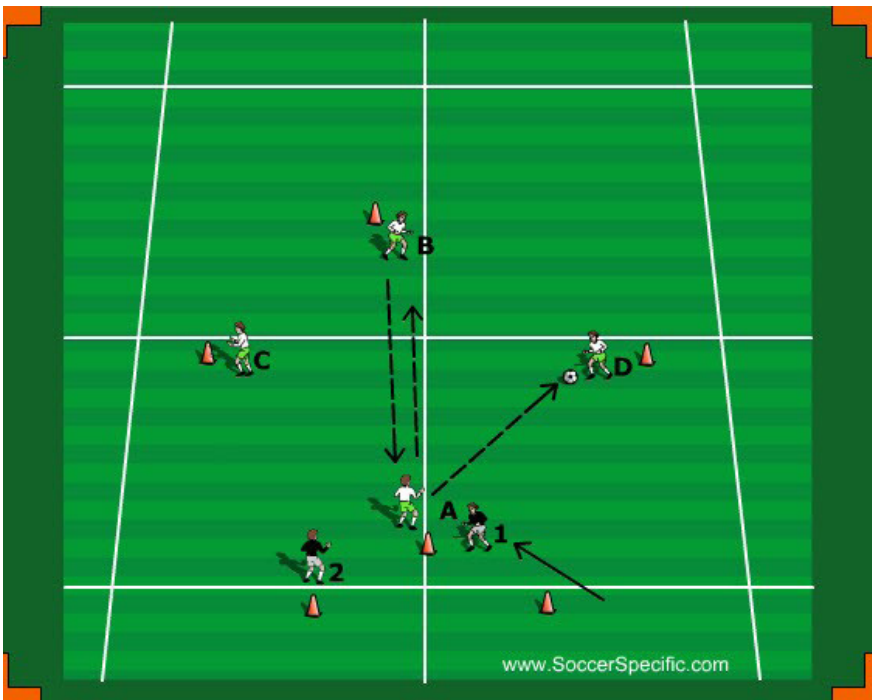
Players (A) and (B) pass the ball back and forth. If (A) is challenged by a defender he has to pass the ball to the opposite side supporting player. So, if he is closed down by defender (1) he passes to supporting player (C), if closed by defender (2) he passes to supporting player (D).

Players have now to look BEHIND them over their shoulders to see where defenders are as the ball travels, thus identifying the pressing player BEFORE RECEIVING THE BALL.

If (A) is marked by the two opponents at the same time he has to give a pass to his unmarked team mates, provided that he is not turned around with his back to him (WHICH SIGNIFIES HE IS NOT OPEN TO RECEIVE A PASS).

Players (A) and (B) pass the ball back and forth. (A) is challenged by defender (1) and so he has to pass the ball to the opposite side; (in this case to player C).





## A Player Turns Their Back To Play Signifying They Are Not Open For A Pass

Here player (C) turns his back on the player receiving the pass so (A) has to pass to (D) instead of (C), even though the pressure has come from that side.

So now the receiver has to process two quick decisions in his mind to be successful.

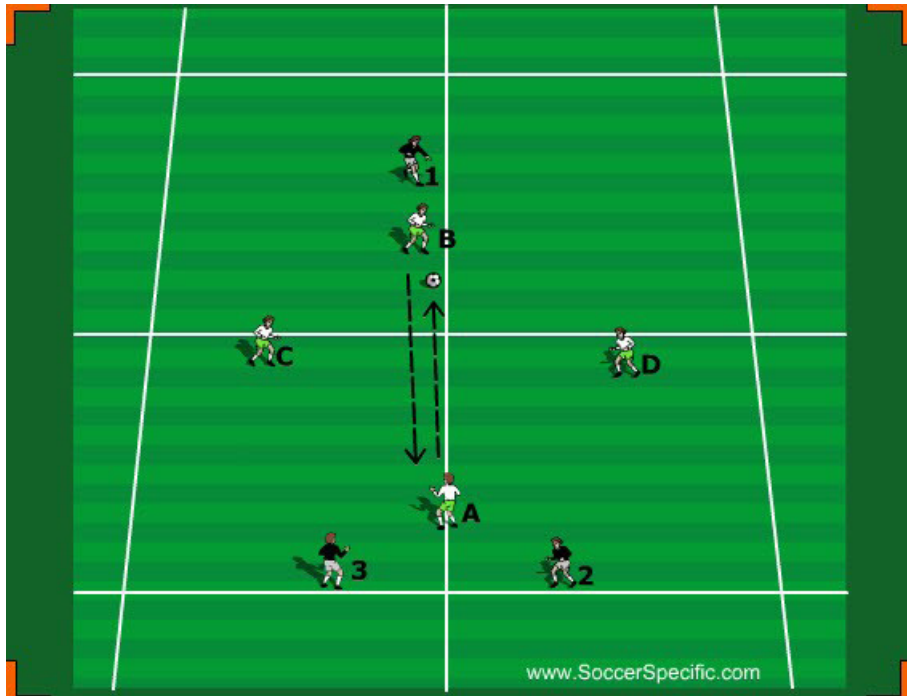
So now we have stimuli from behind play and from in front of play in terms of the decision making of opponents and teammates alike.

Both (C) and (D) turn their backs so player (A) has to pass back to (B). This would happen even if the defenders (1) and (2) did not close him down.

This means in a game situation only player (B) is open to receive a pass from (A).



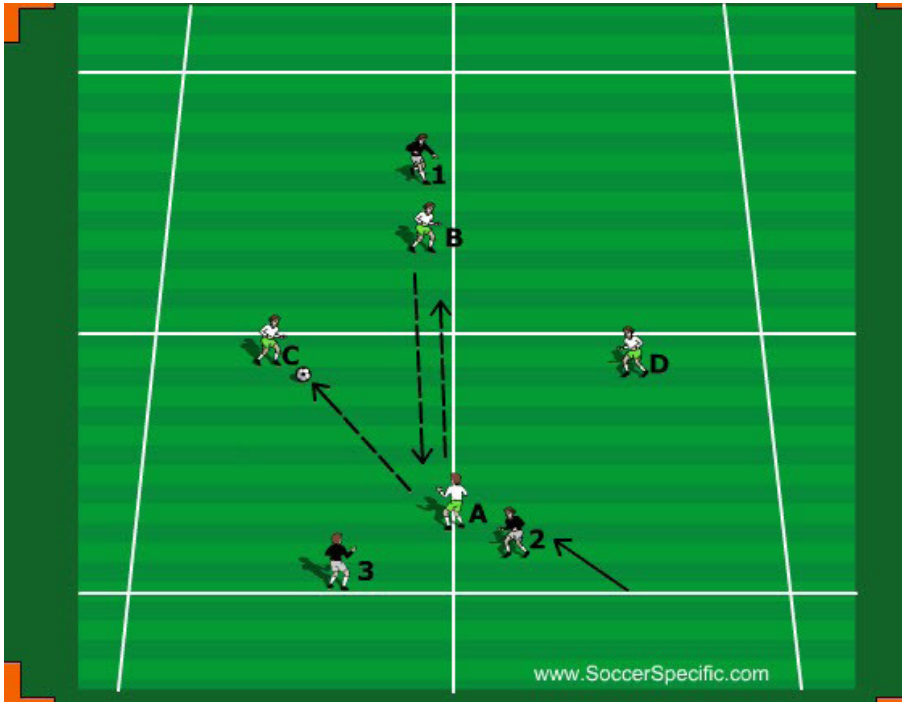
## Four Team Mates Against Three Opponents



Bring in an extra defender. Players (A) and (B) play the ball and are always in the center of the action. This exercise is very similar to the previous one but includes some variations. As previously, if (A) is challenged by an opponent, he has to play the ball to the opposite side; but only if his team mate is unmarked and is looking at him, otherwise, he plays the ball back to (B). If (A) is marked by the two opponents at the same time he has to give a pass to his unmarked team mate, provided that he is not turned around with his back to him. Player (B)'s defender is also free to mark whoever he wants. Try to have the players do one touch training but if they struggle at first; allow two touches (particularly with this exercise) but the second touch has to be immediately after the first touch with no dwelling on the ball otherwise it defeats the objective of the practice which is to develop quick thinking and create great peripheral vision.

**Players have now to look BEHIND them to see where defenders are as the ball travels, thus identifying the pressing player BEFORE RECEIVING THE BALL.**

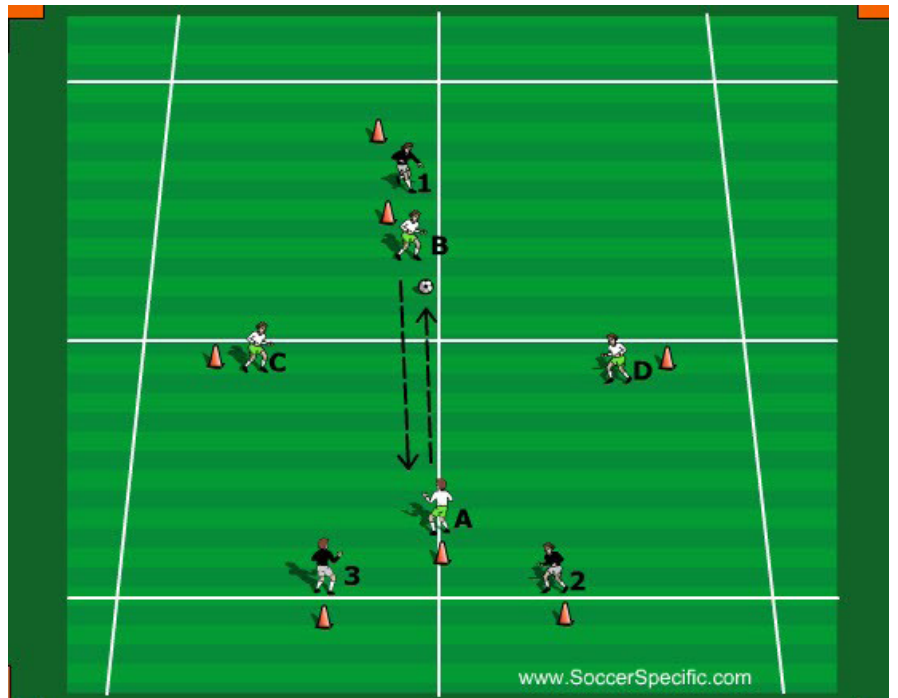
(B) always starts the sequence passing to (A) then receiving a one touch pass back. As the ball is travelling the players react and (B) has to make a decision as to where to pass next; based on these reactions. Once this has been performed successfully and the choice of pass is correct the receiving player immediately passes the ball back one touch to (B) who passes to (A) again (one touch) and the sequence begins again. Once (B) has made the successful pass the defenders recover back to their start positions also ready for the next decisions to be made.

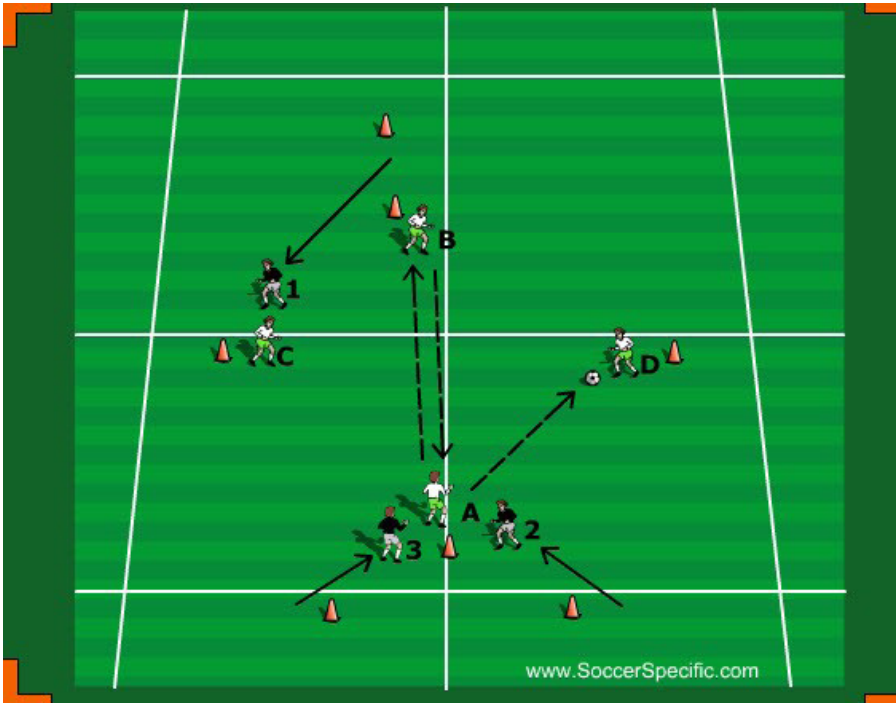


After (B) initially passes to (A) here; we show (A) passes to (B) on the return pass and defender (2) closes (A) down; so (A) has to pass in the opposite direction to (C).

(C) then passes one touch back to (A) who passes to (B) and the sequence begins again, defender (2) immediately dropping back.

As previously suggested it may be easier for the set up if cones are used for the start positions of all the players.

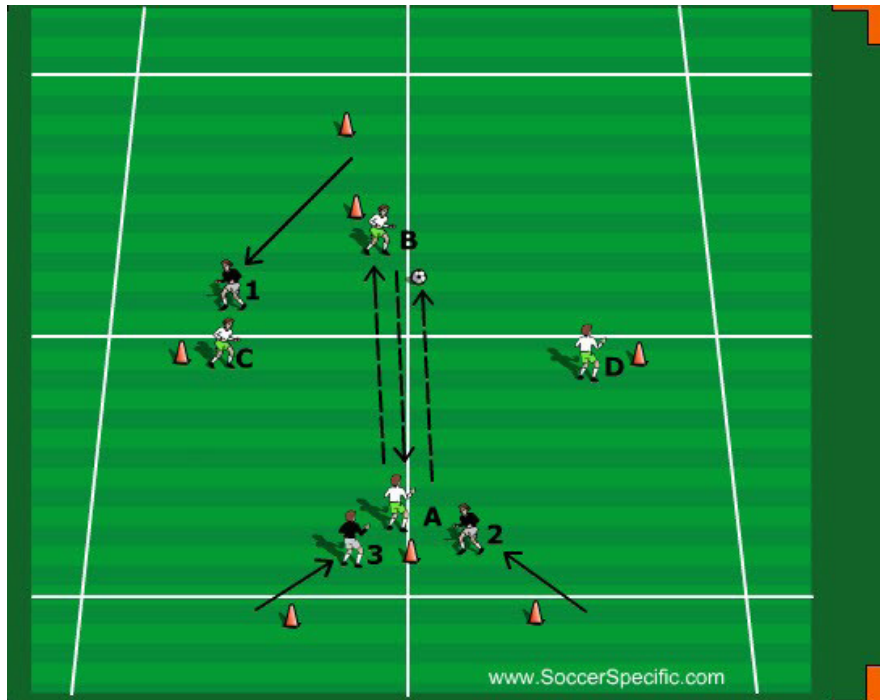




Both defenders (2) and (3) close (B) down and (C) is closed down by defender (1) so he passes to (D).

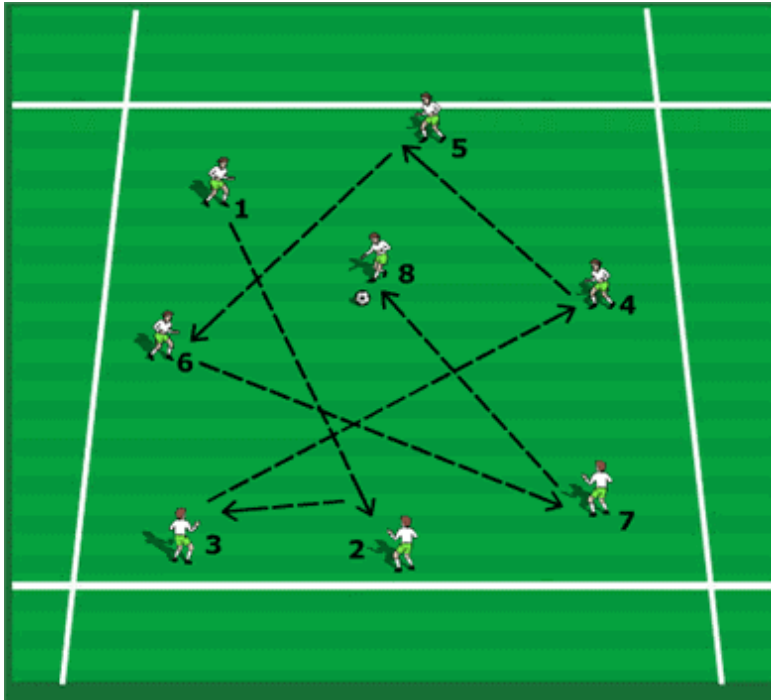
(B) in this case is the last player to be passed to, and (A)'s priority is to identify (D) as the most open player.

Two defenders (2) and (3) close the player (B) receiving the pass, defender (1) has moved to close down (C) and player (D) has turned his back so he passes back to (B).



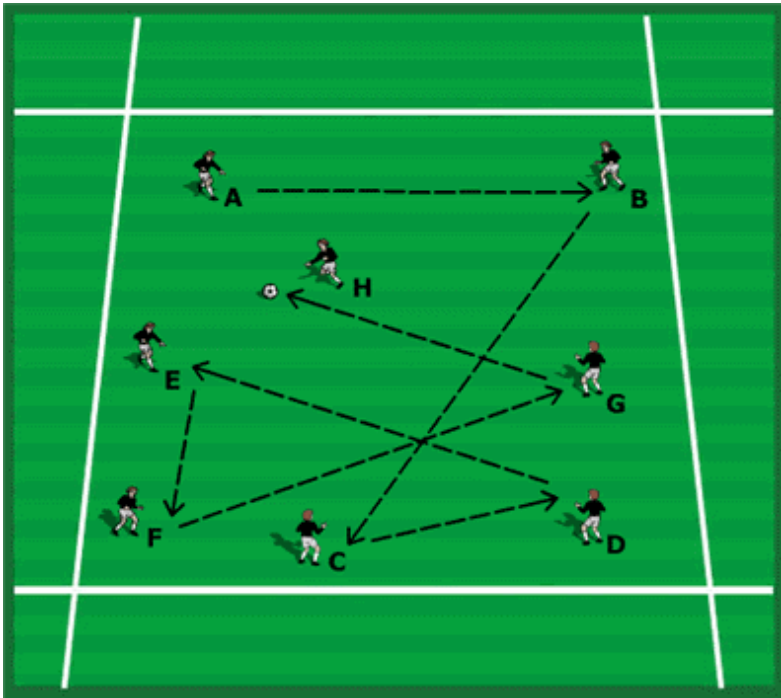


## Session 72: A Non Competitive Awareness Numbers Game: Passing In Sequence



1. 30x30 yard set up
2. 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 players static to begin then have them passing and moving.
3. 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.
4. 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?).
5. 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.
6. 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.



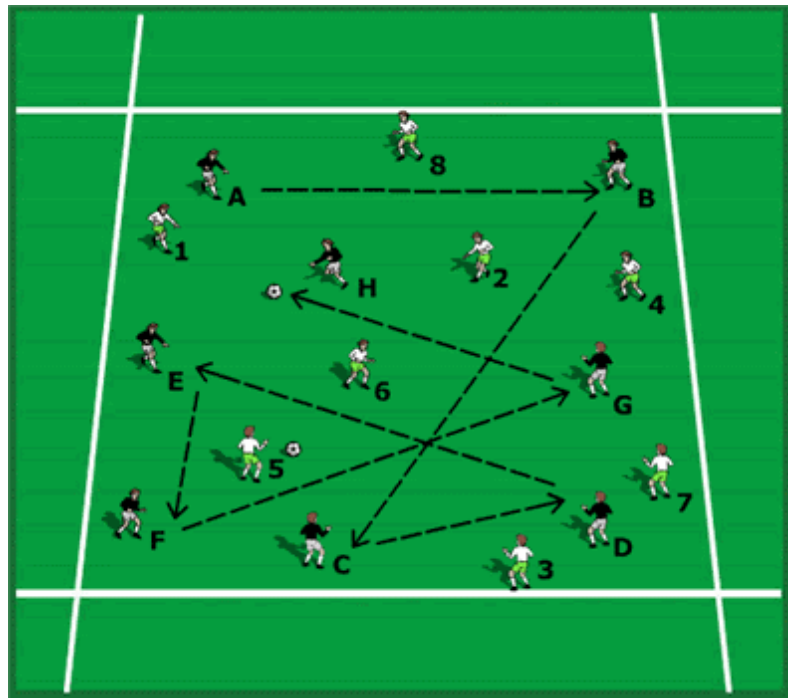
## Introduce Another Team To The Same Zone

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

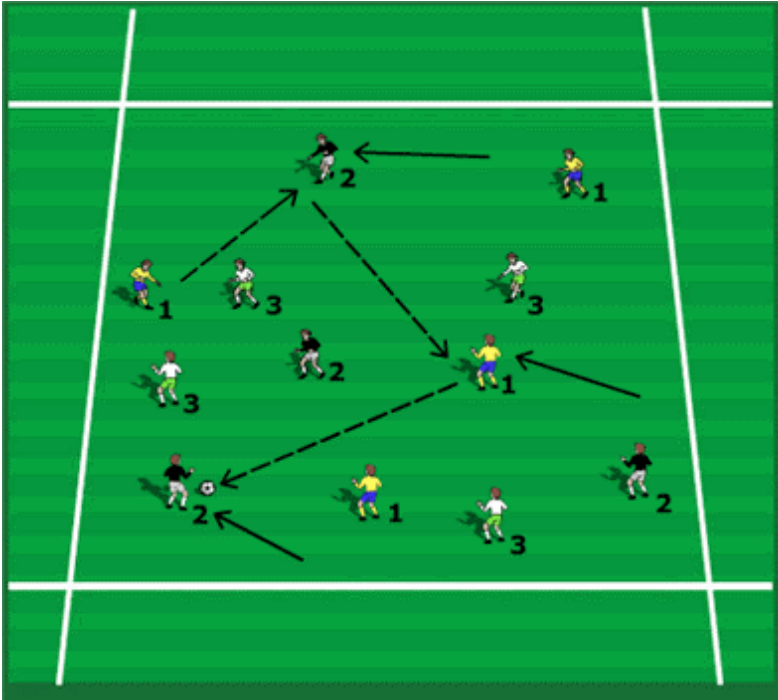
**Progression 1:** Awareness of the position of the player receiving the pass, before the person who passes to you receives it (thinking two moves ahead). If you are player number three then you are watching player number one passing it in anticipation of player two passing to you.





**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.

1. 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.
2. Obviously the players move but for simplicity of explanation I have shown it this way.
3. Player (A) is ready to begin the passing of the letters team.
4. Competitive: One ball per team, have a player count the number of passes a "team" makes in a given time period.

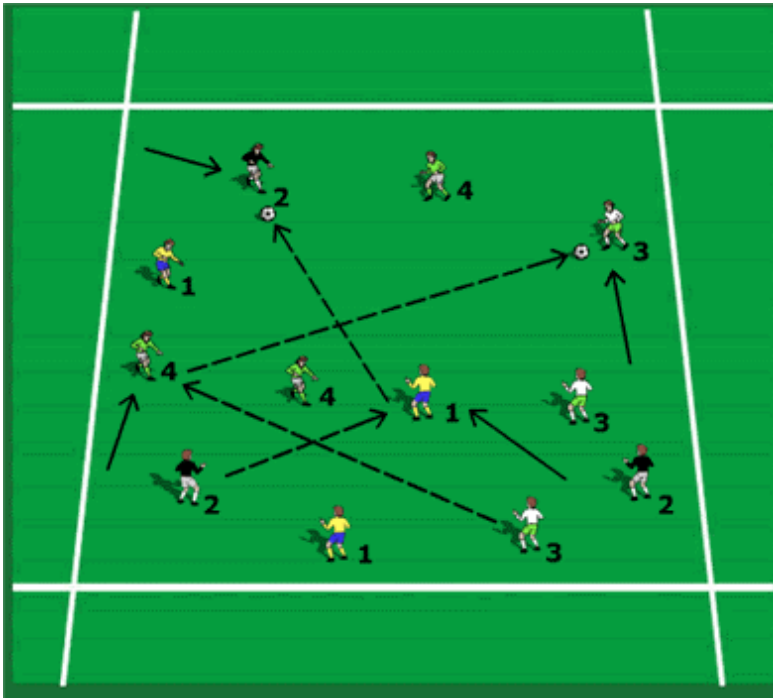


Working with three teams (4 v 4 + 4). Teams (1) and (2) work together to keep the ball from team (3). If team (3) regains possession the team who gave it away becomes the defenders. The defenders reward is they keep the ball and link with the other team. Rules: Once possession is gained, to establish 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:

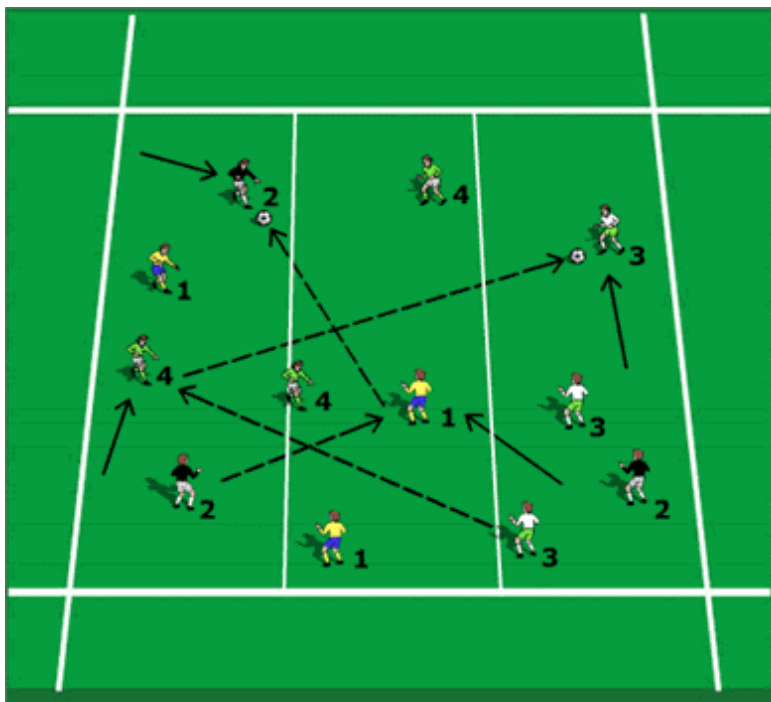
1. Reducing the zone size.
2. Decreasing the number of touches on the ball of each player.
3. Condition the passing to be only to the other attacking teams players e.g. (1) only pass to (2) and vice versa therefore only half the number of passes available per player. increase the numbers to suit how 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.

## Session 73: A Competitive Non - Directional Three Team Awareness Possession Game (4 V 4 V 4)



### A Non-Competitive Awareness Numbers Game: Passing In Sequence To Begin

1. 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.
2. Players must pass in sequence i.e. 1 passes to 2; 2 passes to 3; 3 to 4 and 4 passes to 1 and we begin again. You can have players 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.
3. 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?).
4. 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.
5. (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.

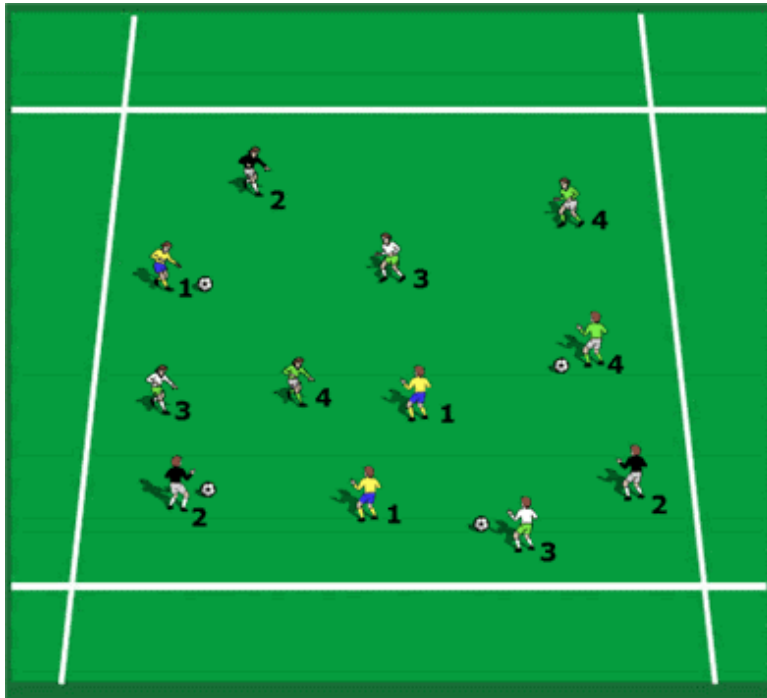


Ask players to make it difficult to find them by lots of movement off the ball to test their team mate's vision.

**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.

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.



**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.

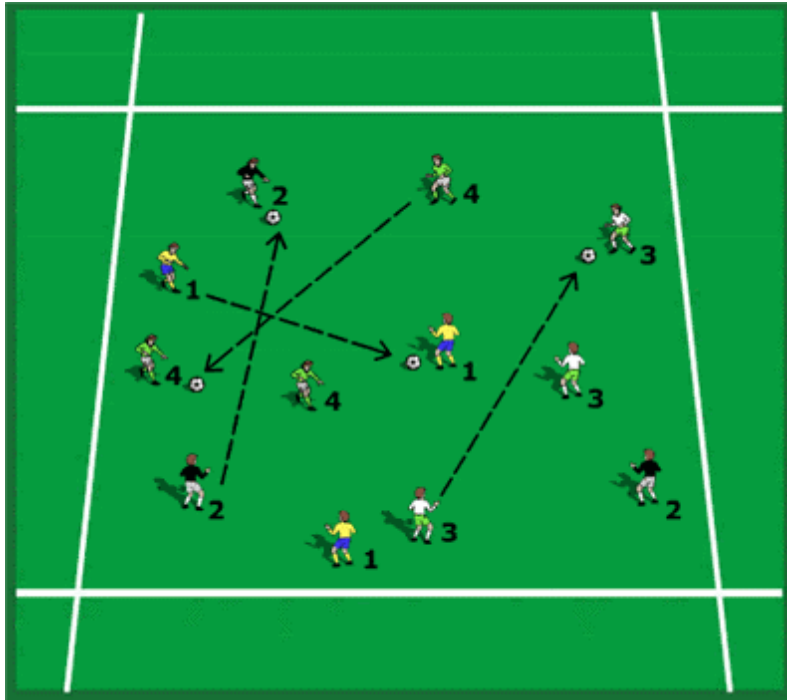
Attacking players individually count the number of times they give the ball away as an indication to each and every one of them how well they can maintain possession under pressure.

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.

## Competitive Four Team Game



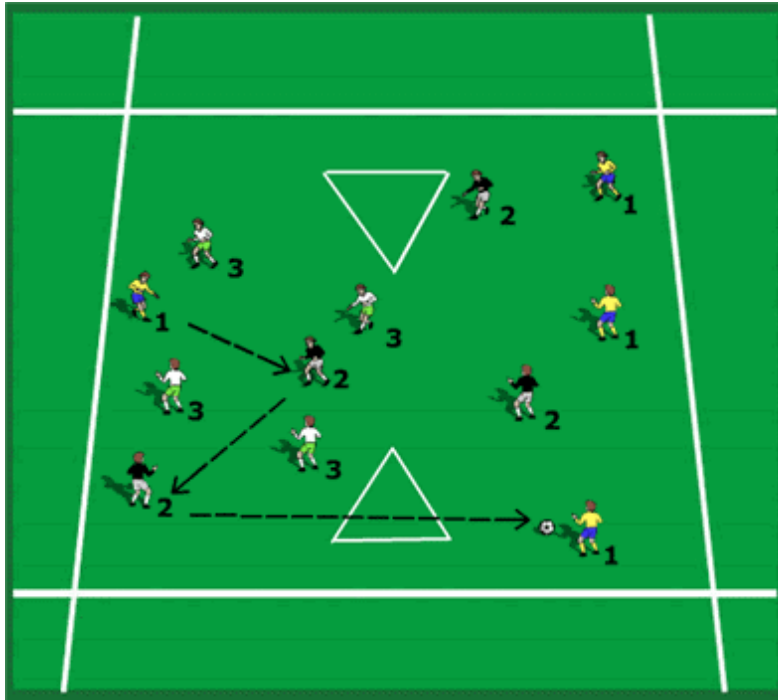
**Competitive:** The same idea as the introductory session only the player's count the number of passes they make in a given time as a team. Compare the totals. They can't pass back to the same player they received from.

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.

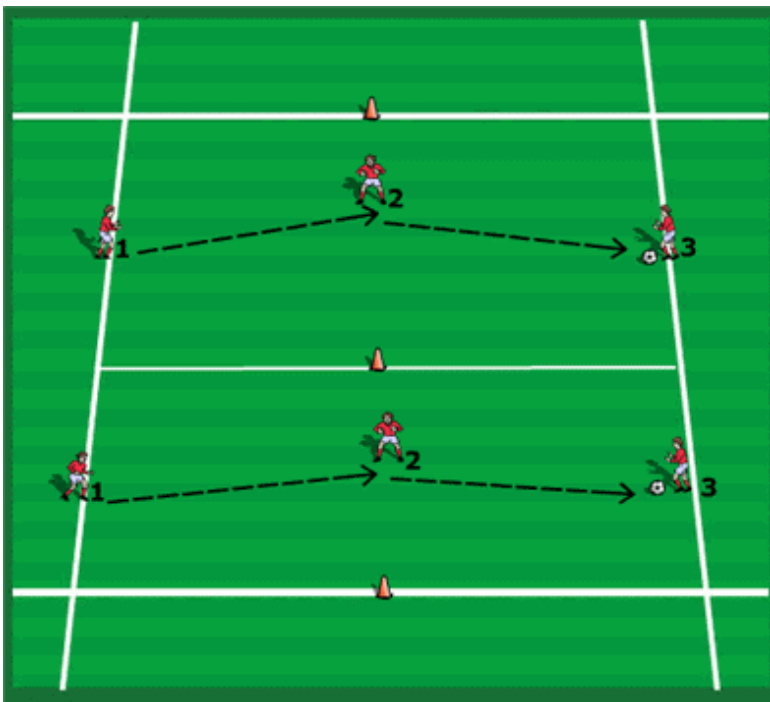
Team (3) defends teams (1) and (2) work together. The combined attacking teams can attack both goals alternatively. Attacking both goals encourages “Switching the Field”.

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.

## Session 74: Practicing Basic Passing Awareness In Three's

### Objective: Teaching Awareness In Three's Or Fours Developing Movements Off The Ball To Receive

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.

**Develop:** Opposite player stays or closes the middle player down. If closed down, middle player passes back to same. 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.

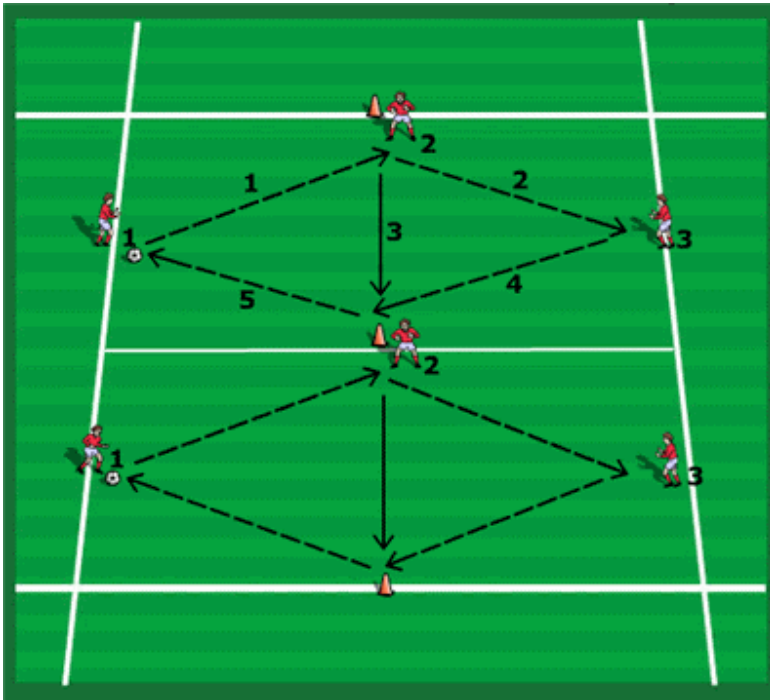
Begin by passing the ball from player (1) to (2); to (3) and back. (2) Receives and turns and passes. Passing must be sharp and accurate, one or two touch.

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.

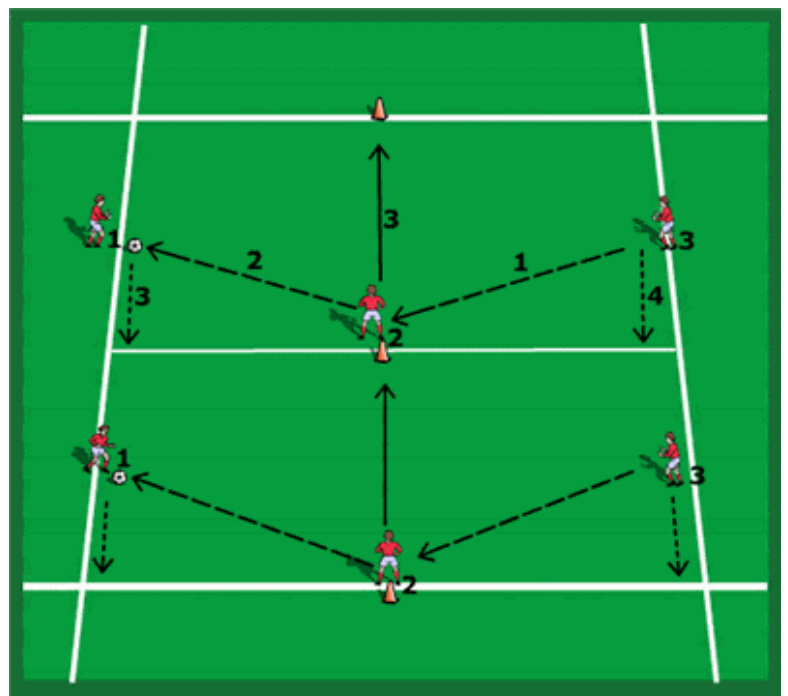
Look over the shoulder to see what's behind, do this before receiving the ball not after. Position in the middle off at an angle to receive, this makes a triangular support position and opens up the field of vision. Once the ball has been passed on the middle player moves to the other side off at an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



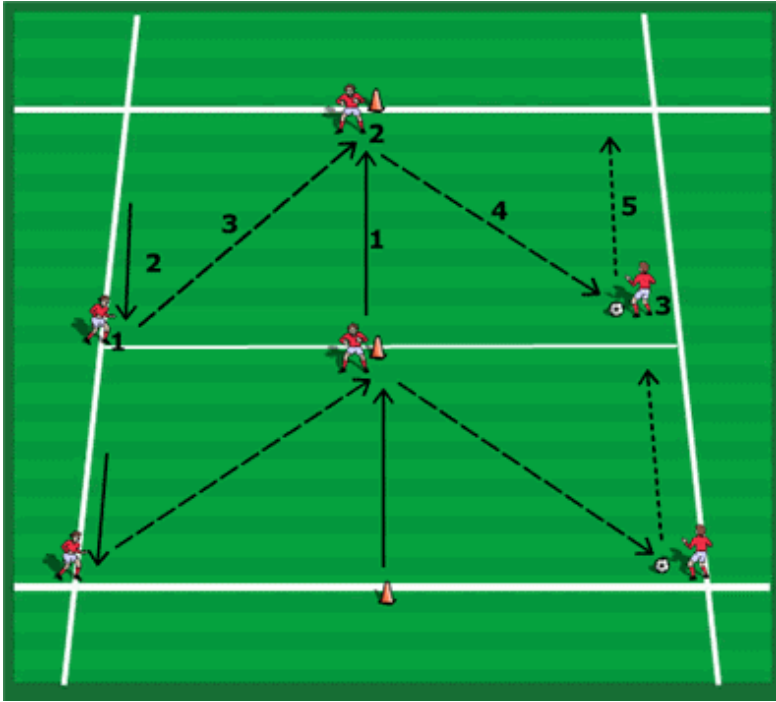
**Develop:** Can have 4 players working at the same time with two balls for a more intense practice.

Now working on the movement of the outside player to create a bigger angle to pass and receive the ball. (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 below. Likewise (3) receives and moves the ball off at an angle and the cycle continues.

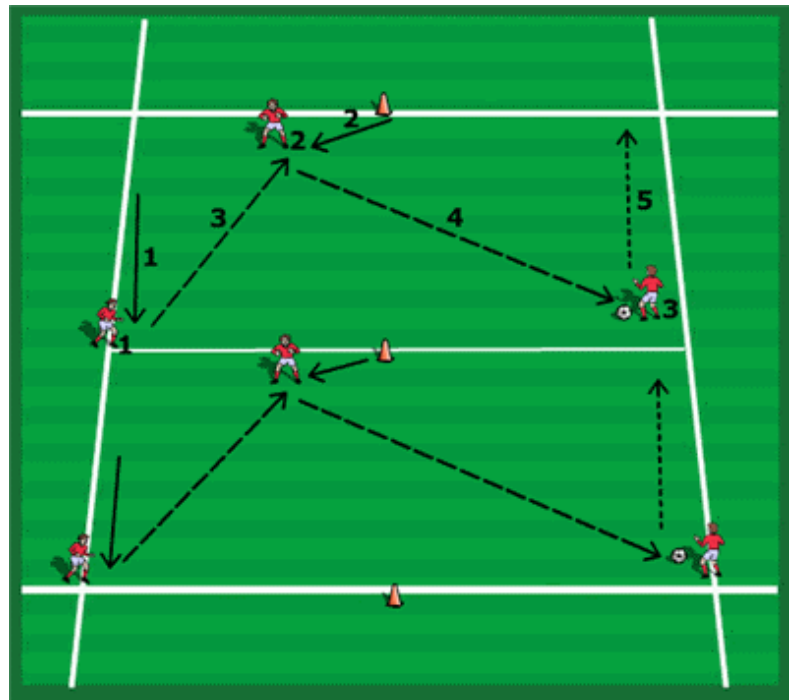


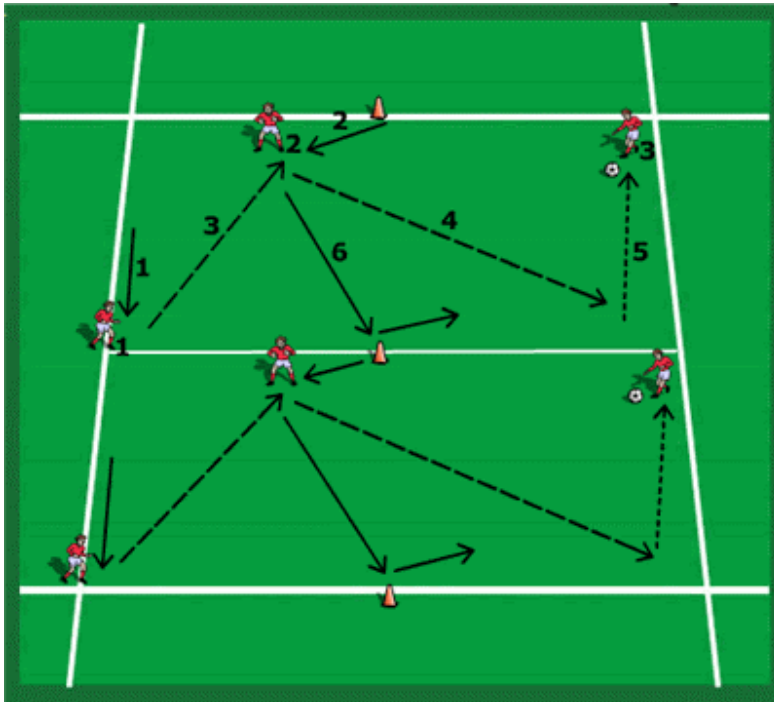




Working on the middle player again, if they are marked in a game look to come short to receive the pass to get away from the defender.

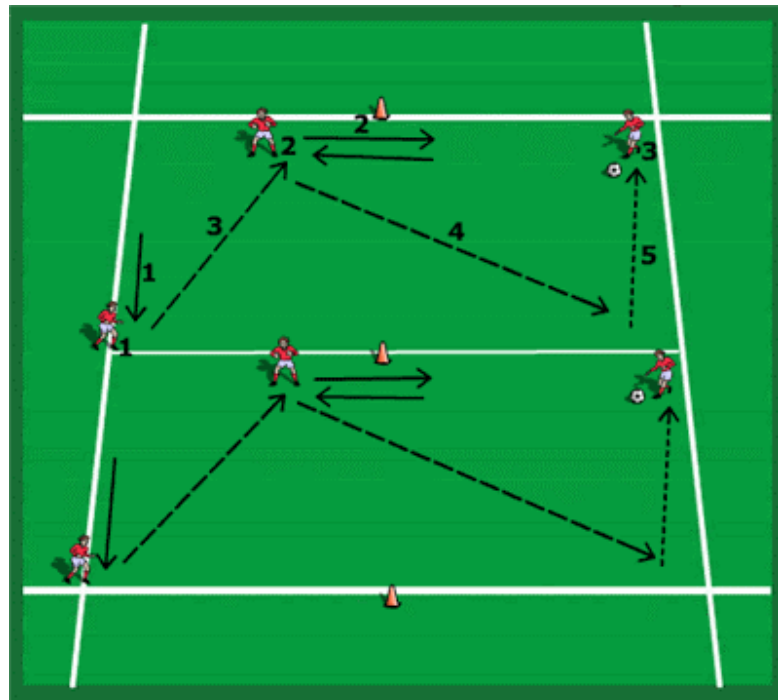
Moving short to receive the pass; in a game it is getting away from the defender to receive in space with time on the ball. Keep the angle wide so you can still receive the pass side on, if you move short but more central you will receive the ball more with your back to the play with less room to work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

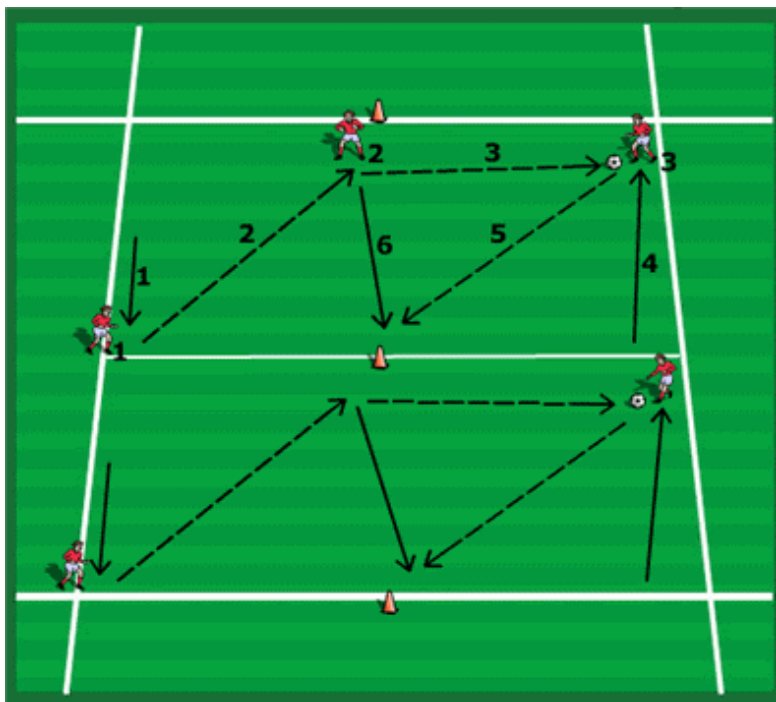




Develop by the middle player moving away from the ball to take a defender away from the space and then checking back to receive the pass in time and space. With these movements the passer must be aware of the receivers movements to get the timing of the pass right. The receiver must be aware of how quickly 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.





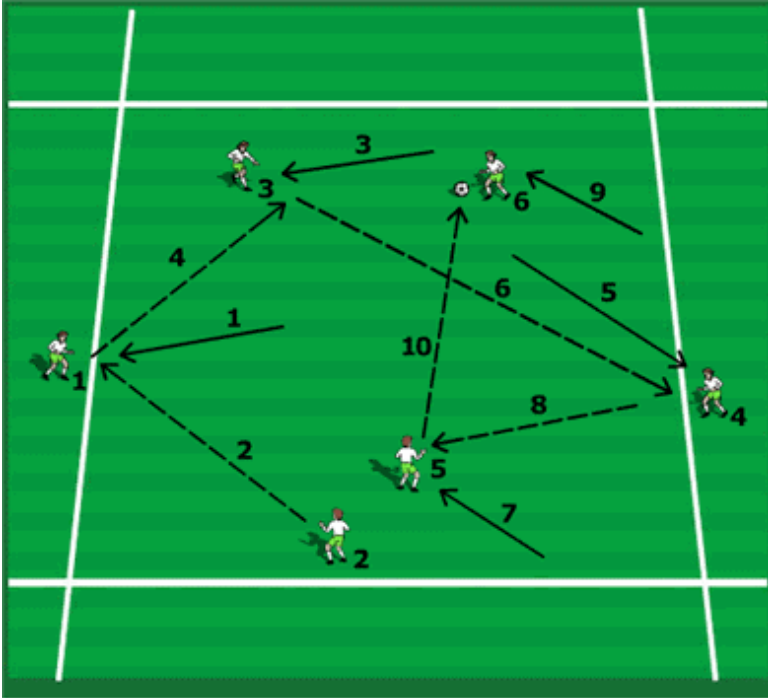
The middle player receives the ball and passes into space to move the outside player. Previously it was a pass to feet and the outside player moved the ball.

The opposite player can still close down; or not; to keep the middle player “looking” behind them.

## Session 75: Specific Peripheral Vision Coaching Session

The following activity can be used to improve the overall game awareness of individuals within a team concept.

**Set Up:** A 40x30 area is organized as shown in Diagram (a) below. Six players are used within the activity. Repeat the setup to accommodate the entire team.



### Objective:

1. Players pass and move inside the playing area. After several passes ANY player may run out of the grid to receive a pass.
2. Teammates must recognize this player early and attempt to complete a pass to this player.
3. This player is the free player (unmarked).

1. The session goes as follows and letters are used as a reference only, the players can pass to anyone, in any order, but always looking for that vital penetrative run by a player to the outside area. Player (A) runs outside the area (perhaps after several passes within the zone).
2. Player (B) on the ball sees the run and must pass to (A).
3. As (A) is about to receive (as the ball is traveling to him or her) (C) moves into a position to support (A) showing anticipation and awareness.
4. As (C) receives the pass, (D) makes a run out the area.
5. (C) Has already seen the run by (D) and passes. (D) brings the ball back in and the game continues, (D) passes to (E) who has moved into position in anticipation and (E) passes to (F) who also has done the same.

## Why is developing Specific Peripheral Vision Important?

This session is an indicator of how quickly players recognize the “correct run off the ball” by a teammate and consequently they make the “correct pass”.

Hence players are beginning to look one and two moves ahead of the ball.

The run can be likened to a penetrating run into the attacking third where the player hasn't been picked up or tracked and is in a great position to attack and score if the passer sees them and makes that pass.

### Coaching Points:

1. Timing and coordination of runs
2. Quality of passing
3. Recognition of passing options
4. Support play – angles, distance and timing

**Coach's Notes:** Further development, ideas and ideals of this practice leading to the introduction of defenders as opposition but in an attacking overload situation.

Within the zone there are many choices of pass but as soon as a player makes the run outside that is “the” pass to make.

Coach can determine the tempo of the game e.g. to avoid too many running out at the same time the coach can signal to an individual player to move out without the others knowing so only one at a time goes out.

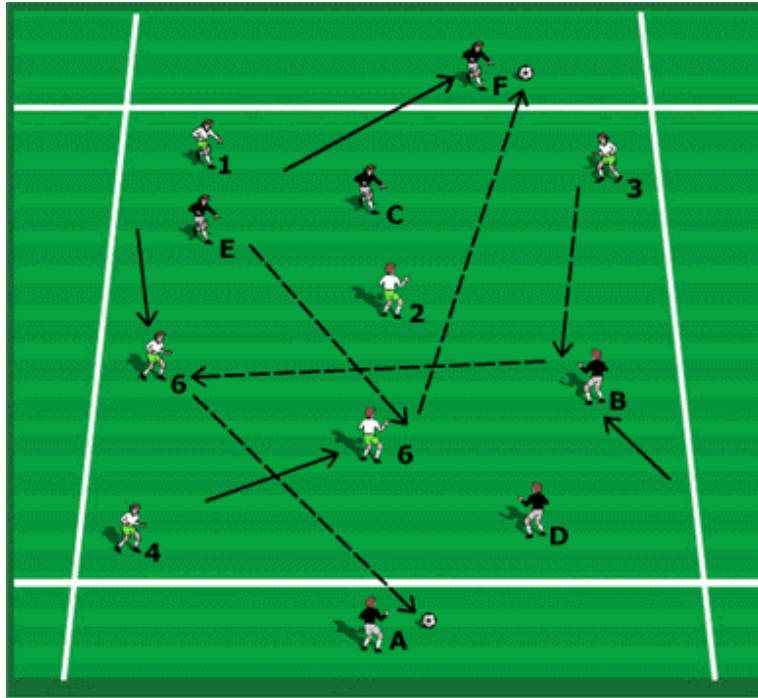
Once the free player is outside and waiting for a pass see how many passes are made inside the zone before someone sees the right pass i.e. to the outside player.

This is an indication of which players play with their heads up (and hence have good peripheral vision) and which don't, (hence have poor peripheral vision or even none at all).

The fewer touches on the ball the player needs to get the ball there the greater their anticipation of the run. (One touch is the ultimate aim to develop whereas the ball is traveling to the player, at the same time another player makes their run out; they see the run and make the pass at the same time).

**More touches means more reaction time needed and in a game situation this may mean the player being caught in possession before they get around to making the pass.**



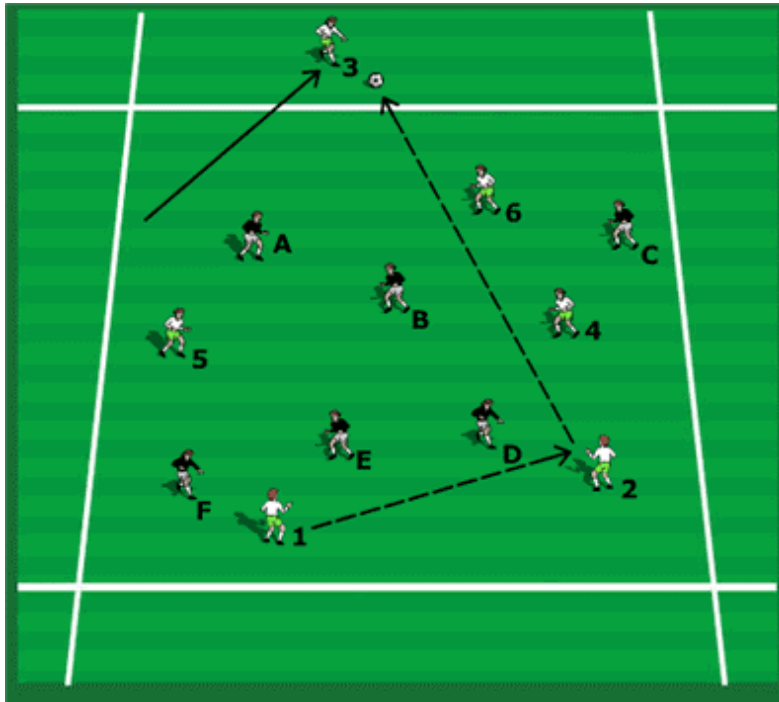


**Progression:** Passing to opposite colors so now a red player (numbers team) is looking to make a pass to a gray player (letters team) running out of the area and a gray player looking to make a pass to a red player running out of the area. This really sharpens up the awareness capabilities of the 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.

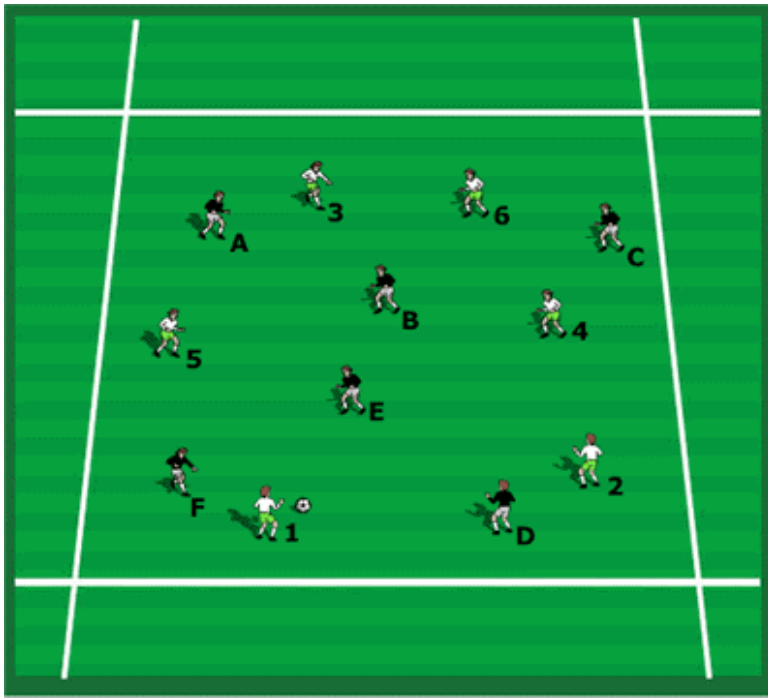
The ultimate challenge is to ask them to play 1 touch only and make it work.



**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.

1. 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.
2. 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.
3. 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.
4. 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.
5. You are looking for players to anticipate where (3) needs support and move into position to help.
6. Other players need to move off the ball to get into open positions for the first pass or in anticipation of the next ones.
7. You can also reward a one touch pass with a goal to encourage quick play.





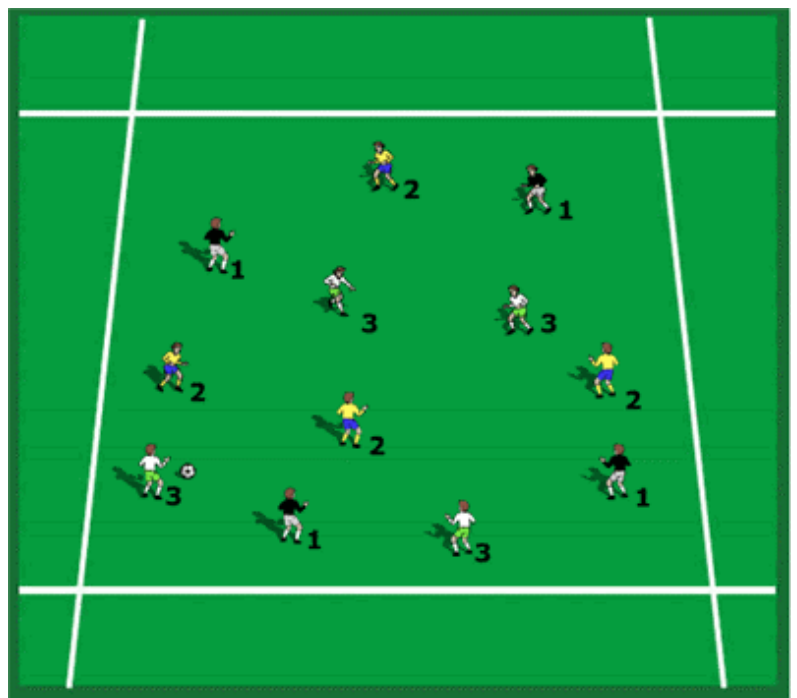
## Game Situation

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).

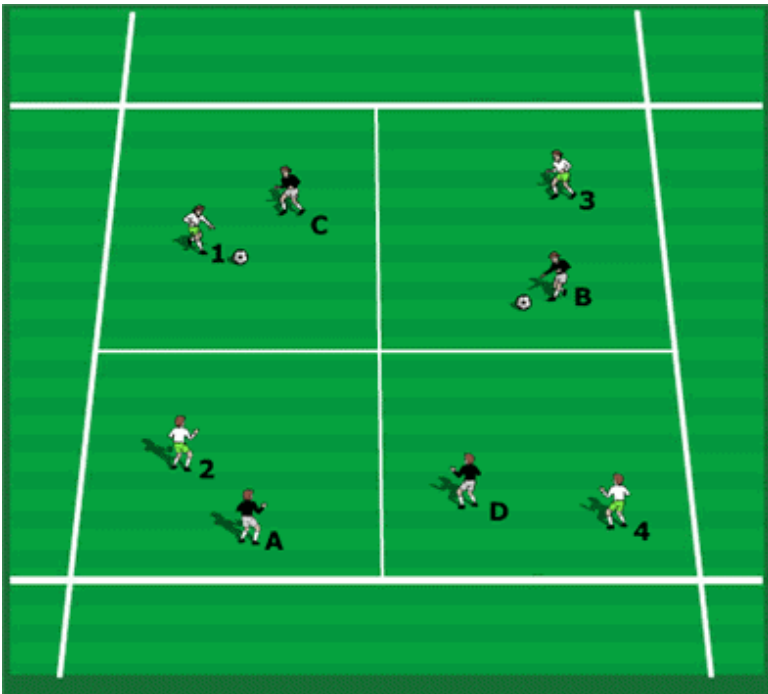
**Develop:** Include running out of the area in the game and if a player does this and receives a pass successfully that cancels out two give a ways. Defending players can't track them outside the area. This will encourage players to make outside runs as there is a reward and it will also test the players 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.



## Session 76: Improving Awareness Of Spacing And Movement “Off” The Ball

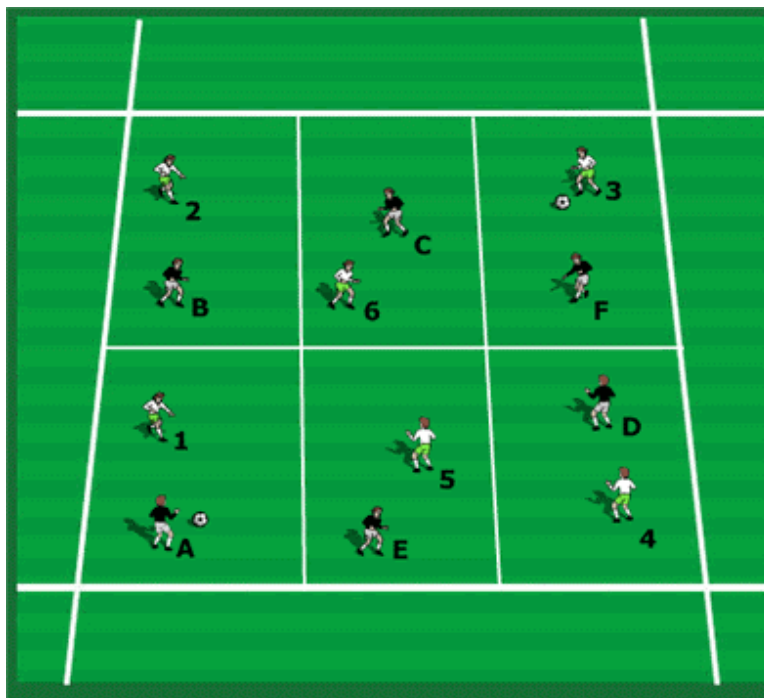
### Movement Off The Ball Keeping Balance In Zones / Two Teams Of Four Players In Four Zones

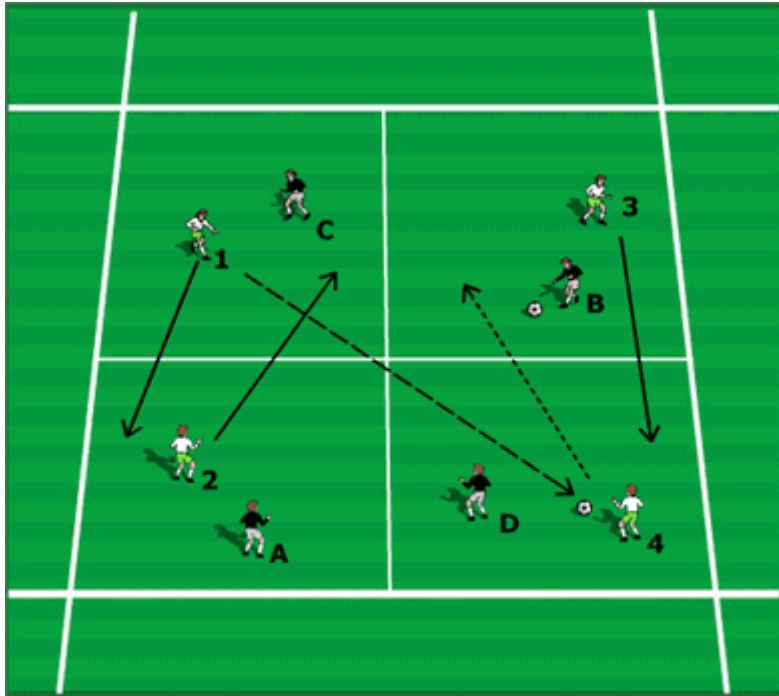


20 x 20

A player must be in each zone so as one move in, one move out ensuring movement on and off the ball. Players pass then move, move with the ball or just move off the ball.

In the diagram below (1) passes to (4) who runs with the ball into another zone. This forces (3) to change zones. (2) Moves up a zone forcing (1) to move down to keep the balance between all four zones.



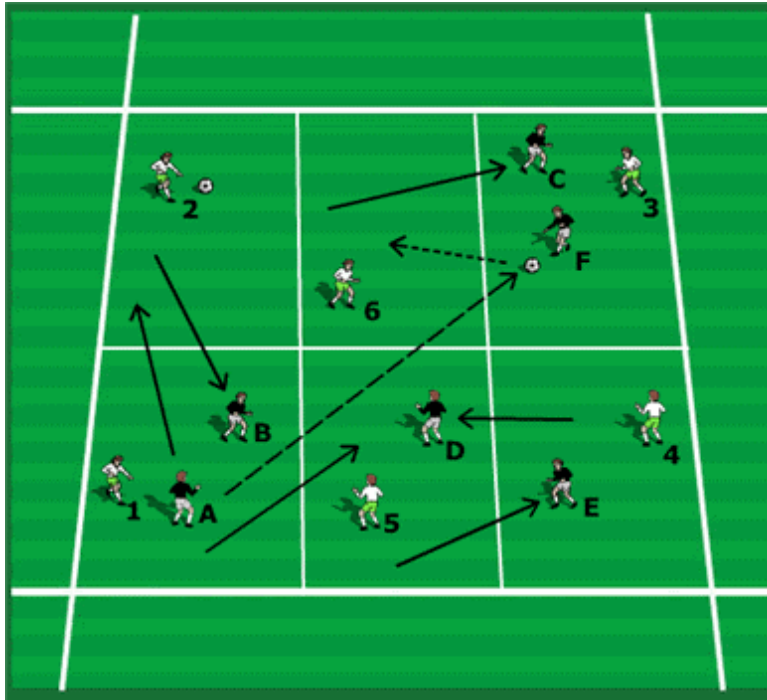


In this, players need to look around and find a space to go in, if an area is free then a player can go into it. This is designed simply to get players appreciating how to find space in an area and can be used as a useful warm up. Conditioning zones within an area starts the process of finding space off, as we develop the sessions they become more dynamic with few if any restrictions on where to go within the designated area.

### **Coaching Points:**

1. Quality Passing (accuracy, pace and timing).
2. Support Positioning: Movement off the ball after passing and to get in position to receive.
3. Observation and identification: of where space and team mates are to pass to or receive from or to move into space to help the player on the ball pass to another player.

## Two Teams Of Six Players In Six Zones



30 x 30

This is a six-zone game with more potential movement from the players due to more choices of area to move into. Observation has to be sharp here.

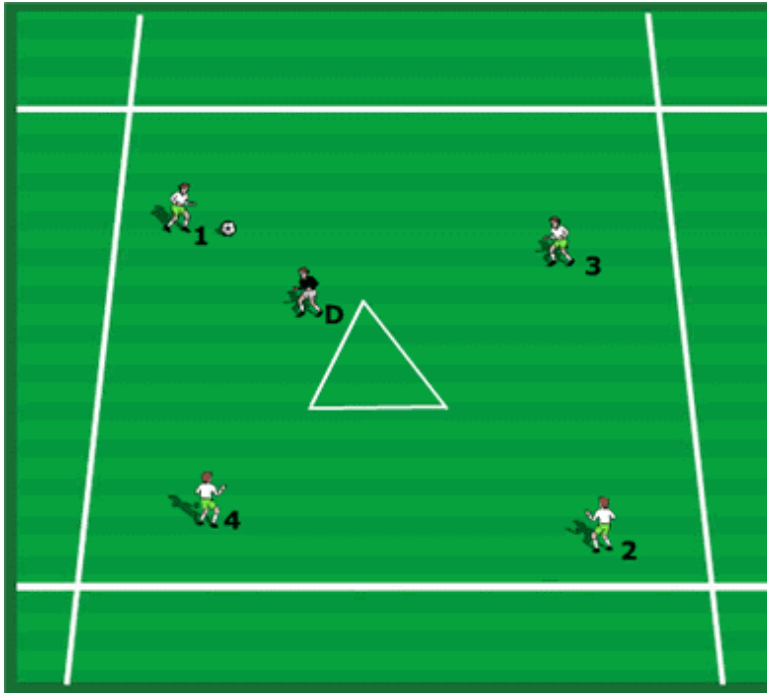
Showing the movement of one team only, there is constant interchange of players between zones ensuring they get the idea of moving with and without the ball.

**Competitive:** Have each player count the number of passes they make in a given time. Obviously moving the ball one touch will make it faster.

**Game Situation:** Possession game emphasizing movement off the ball through setting conditions of players moving into other zones once they have passed the ball and players off the ball interchanging between the zones to get free to accept a pass. Players must make these movements and these should be in their thoughts at all times, as that is the Condition / Theme (zone transfer).

The coach cannot penalize players for not being in different zones all the time because this is impossible in such a dynamic game, but the theme will help the players focus on the need to move on and off the ball and should help them to make sure they do it.

## Session 77: Development Of Awareness And Of Movement “Off” The Ball

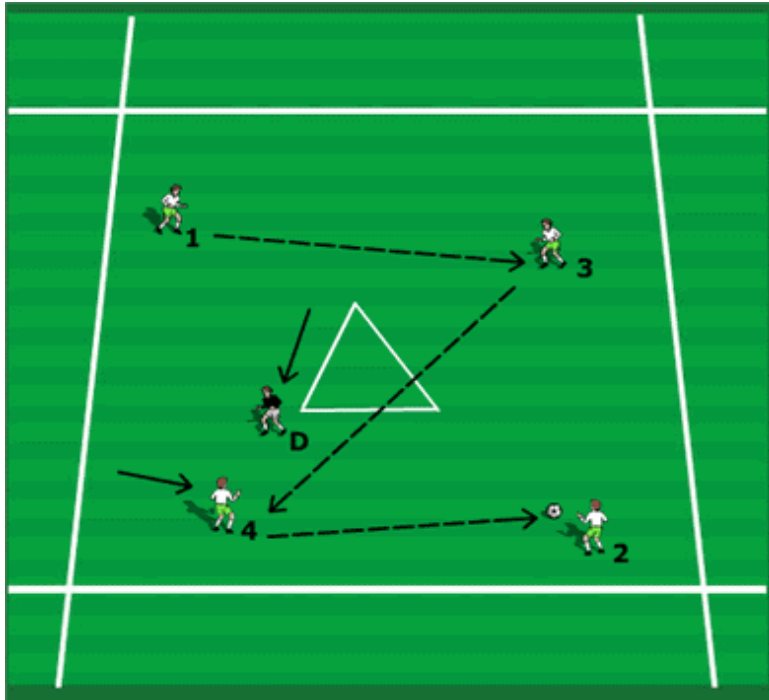


20 x 20

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 that 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.

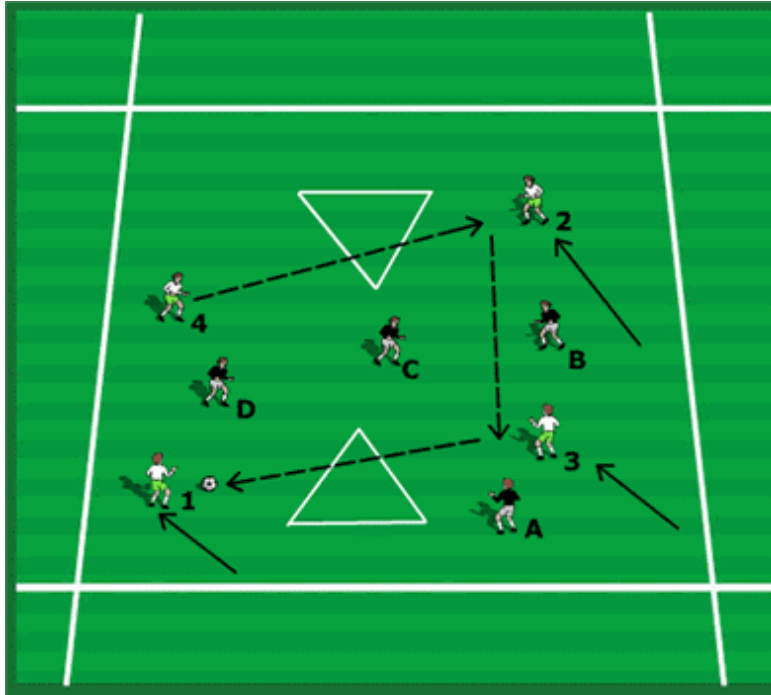
Above (D) stops the immediate pass from (4) to (3) through the triangle so (4) passes to (2) and (1) makes a run off the ball to receive the next pass through the triangle and a goal is scored. (D) Tries to get back and around to prevent this.

### 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 the other 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 (as above) and two triangular goals. (Numbers team attack one goal and letters team attacks the other.

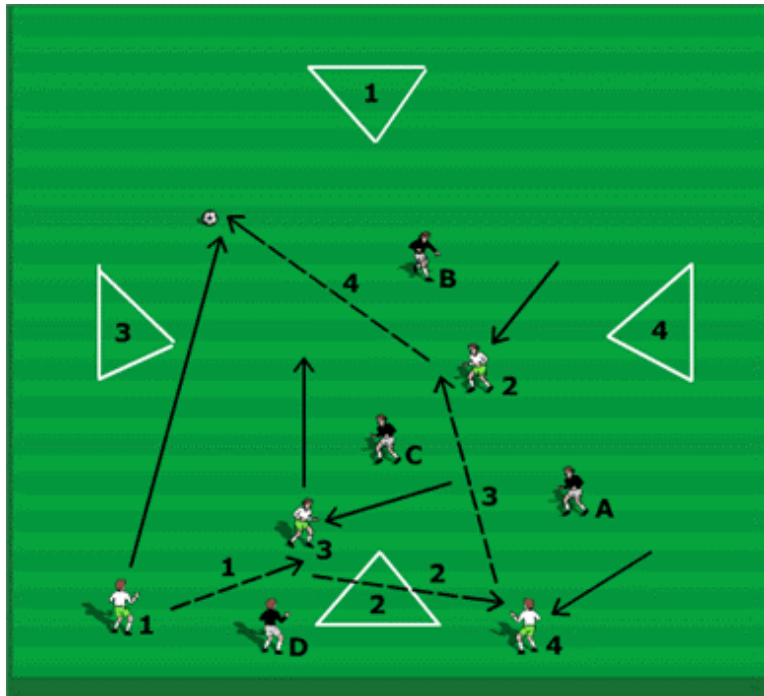
**Progression:** Each team can score through both goals but it must be a pass and receive from one player to another through the middle of the triangle. This brings more switching the point of attack into the game.

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





## Using Four Triangular Goals In A Small Sided Game



40 x 40

Using four goals now and increasing the area to a 40 x 40. The numbers team attack goals one and two, letters team attack goals three and four.

Above (D) blocks the straight pass so (3) makes an angle for a pass off (1); receives it and scores a goal passing through the triangle to (4).

(4) Sees (2) in position for the next pass as the ball is traveling and plays this player a one touch pass into space.

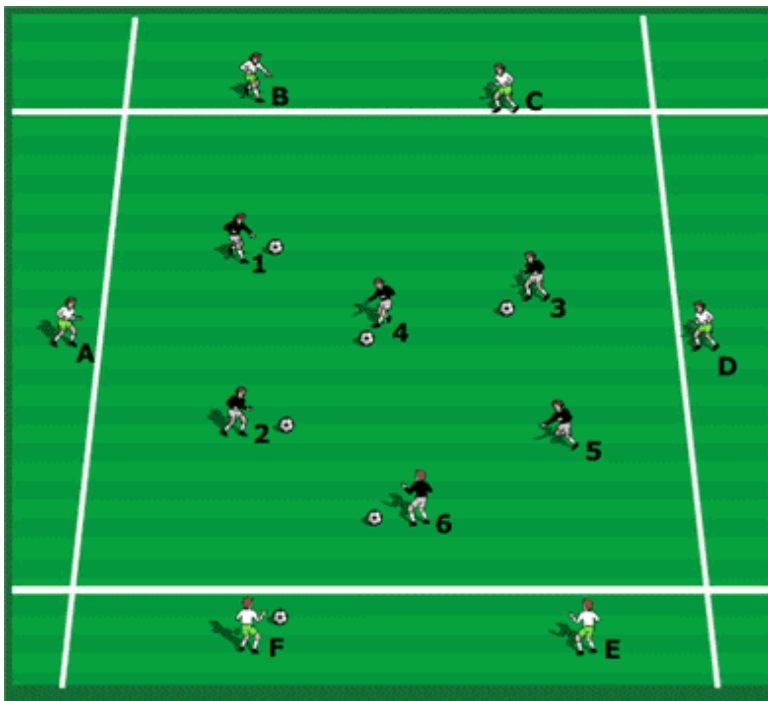
(1) is already on a run off the ball to attack the other goal and give (2) a new passing option. (3) Also is on the move after passing to join in the next build up.

## Session 78: Developing Awareness, Passing And Dribbling Skills

This practice is designed to allow the players to be gently introduced to the fundamentals of the AWARENESS COACHING METHOD with both many touches on the ball in possession, and few touches on the ball in possession, enabling them to practice in a more dynamic way.

They can move anywhere in the area. Players practice controlling techniques with various parts of the body, also dribbles and turns and one and two touch passing.

### Two Team Set Up: Awareness Changeover Clinic: The Theme Focuses Are Dribbling, Turning And Then Passing



#### The balls start with the Inside Players

Inside team a ball each, look to find a free outside team player and pass to them. Outside player brings the ball back in, inside player moves outside the zone waiting to receive a pass from someone else. Inside player going out must pressure the outside player coming in with the ball (but not win the ball) they passed to and act like a defender simulating a defensive movement; so that the player receiving the pass coming in has to change direction with their first touch to avoid

the defender, making a good first touch away from the pressure i.e. to either side of the pressuring player.

Differentiate between moving the ball to the side with the outside of the foot and then the inside of the foot next time so both sides of the foot and both feet get practice with their first touch control and pass.

**Develop:** Do a Fake – Take (Matthews) as you receive the pass, fake one way take the ball the other.

Set up second touch with a good first touch. Immediate awareness of whom is free to pass to is a necessity to speed up the passing.

### **Coaching Points:**

1. Quality first touch of outside player coming back in with the inside and outside of the foot.
2. Decision making of inside player in terms of when and where to pass and good technique (quality) of pass.
3. Control (with the feet and the body), Dribbling and turning skills with both feet.

### **The Coach can create conditions for Dribbling and Turning:**

Get a turn in or dribble before passing. Various turns and dribbles:

1. Matthews Dribble (fake and take)
2. The Rivelino / Harrisano (Outside to In).
3. Scissors Dribble (Inside to Out)
4. Step Over Turn
5. The Outside Hook Turn
6. The Inside Hook Turn
7. Drag Back Turn
8. Twist Off turn
9. Double Touch Dribble
10. Maradona Dribble
11. Cryuff Turn

Choose from these which ones you want to have them practice.

All in (many) touches, 3 then 2 touch when:

1. Passing then dribbling and turning.
2. Play 1- 2 with inside player then go outside
3. Play 1-2 with the inside player and keep the ball.
4. Do a crossover with outside player rather than make a pass.
5. Pass to outside player and do an overlap around them, receive the ball back and continue.

### **The balls are with the Outside Players**

**Control and Pass Back** (the balls stay on the outside of the grid with the outside players)

1. Foot trap and pass back using both feet
2. Foot trap and pass back using the INSIDE of the foot then the OUTSIDE of the foot
3. Foot trap can be with the side of the foot, the top of the foot or the bottom of the foot.
4. Chest and volley back

5. Chest and half volley back
6. Thigh and volley back
7. Thigh and half volley back

It's a good session because everyone is working but they get short intermittent rests, so maintaining quality.

**ENSURE THE PLAYERS DO NOT GET TOO CLOSE TO THE PLAYER WHEN RECEIVING AND THUS CLOSING THEIR OWN SPACE DOWN.**

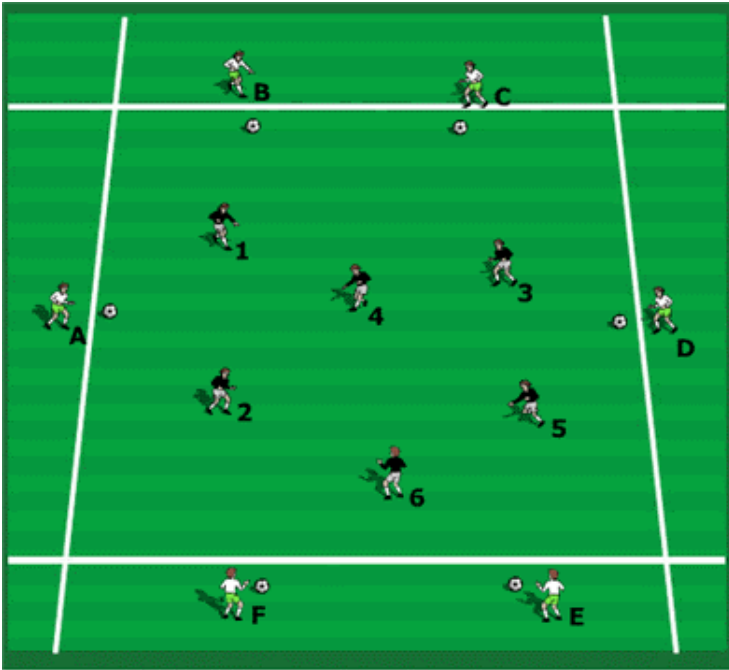
**Competitive:** Have each player count the number of successful passes they make in a given time and see who makes the most.

Progress by introducing Combinations of Skill Development:

**In the Air Control, then turn, dribble and pass:** Outside players lift the balls up into their hands and throw the ball for the inside player to control and turn, then dribble to then pass to another outside player. Find another player to receive another ball from and continue. Throws are to different parts of the body to control the ball in one touch, can be to the:

1. Feet on the volley control; turn and dribble and pass
2. Feet on the half volley control; turn and dribble and pass
3. To the thigh control; turn and dribble and pass,
4. To the chest control; turn and dribble and pass,
5. To the head; control; turn and dribble and pass

## The Theme Focus Is Passing



The balls start with each outside player

### Coaching Points:

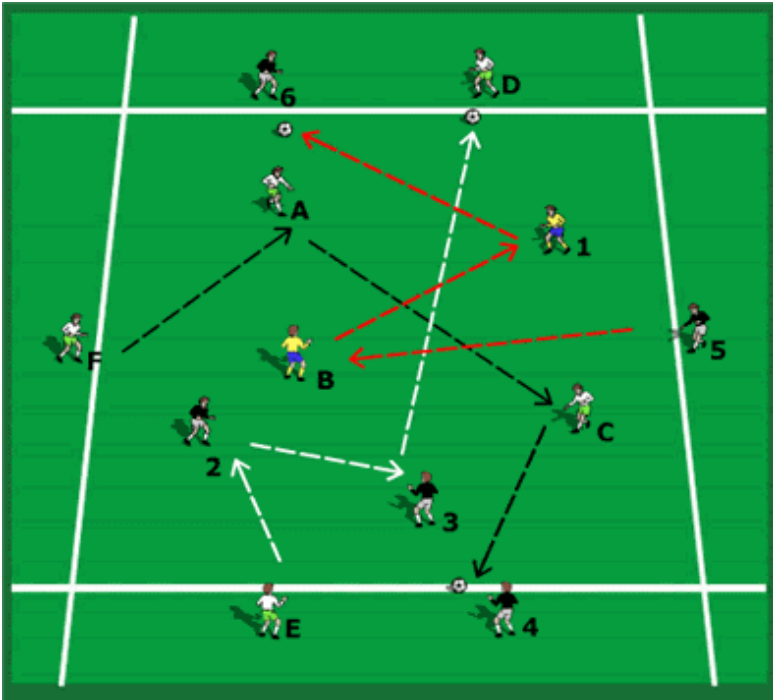
1. Head up (awareness of the arena and the players in it).
2. Looking before receiving to receive and turn; to see who is free, to see where other players in the area are, to see where the space is to take the ball.
3. Body position open to receive,
4. Focus on the first touch and where to take the ball; for more touches or maybe a one touch pass if it is available.
5. Concentrate on the quality of the pass to the outside receiver.

One team inside, one team outside. 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 the grid and outside it.

**Competitive:** Have each player count the number of successful passes they make 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 all soccer 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.

**Develop:** Start with one ball per team then go to two balls each team, players on the outside have one touch but can take two if needed if players on the inside have not made an angle for them to receive the ball back inside the area. Two touches on the inside. This speeds up the decision making on the inside and outside particularly as previously the outside players could control it and wait until an inside player was available; now they can't. And so now the inside players need more awareness to help the outside players too. Hence as one is passing to the Outside, another inside player must be looking to support the next pass back inside. 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.

## Working In Pairs



Now we pair players up in the middle so they are working together and making angles off each other. Start all in then condition it to two touches only.

In a group of 12 players there will be two to three pairs in the middle at any one time. Here for example, F passes to A who is working with C, A passes to C, who passes to outside player 4, and A is already on the move to support 4 for the next pass. You can ask them to make it one touch where it is possible so their awareness is tested. Do 2 minutes in

and two minutes out. Use three colors of pinnies to do this for clarity.

### Coaching Points:

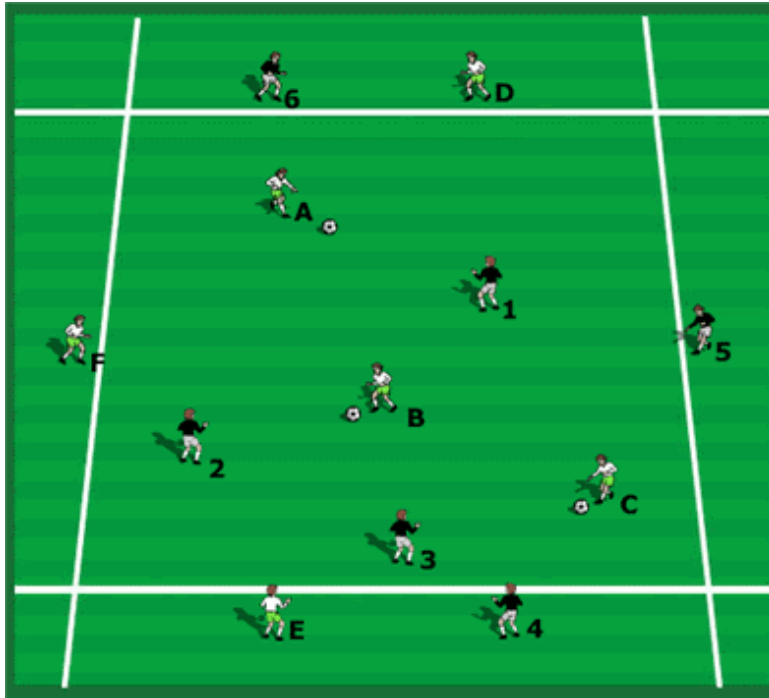
1. Body shape when receiving.
2. Quality (weight and accuracy) of pass.
3. Support angles.
4. Good first touch.

Creating awareness of where the other pair are positioned (so they don't bump into them in restricted space) causing players to look away from the ball and observe their surroundings. We have one ball between two players now; it is an outside player passes to an inside player who passes to their inside partner who then passes to a different outside player.

Example of what is expected: As the ball is going to (2) from (E) he or she have already looked to see where (3) is to pass to. (3) Has already got into a support position to be ready to help (2) and at the same time is viewing the field to see who is available to receive a pass on the outside. As the ball travels to (3) ask them to call the name of the player they intend to pass to, before the ball gets to their feet. To do this they need to look at (2) as the ball arrives at (2), get in a support position, look to see who is free; then look back to see the ball coming.

Mix it up with dribbles and turns or one and two touch passing.

## Competitive 1 V 1 Games



Have three balls and anyone can have the balls and keep them

1. Initially using any players on the outside of the grid so it is easier.
2. Then only using their own color on the outside so there are fewer options of support making it more difficult.

Now have three 1 v 1's in the middle practicing various dribbling and turning and passing skills trying to maintain possession of the ball:

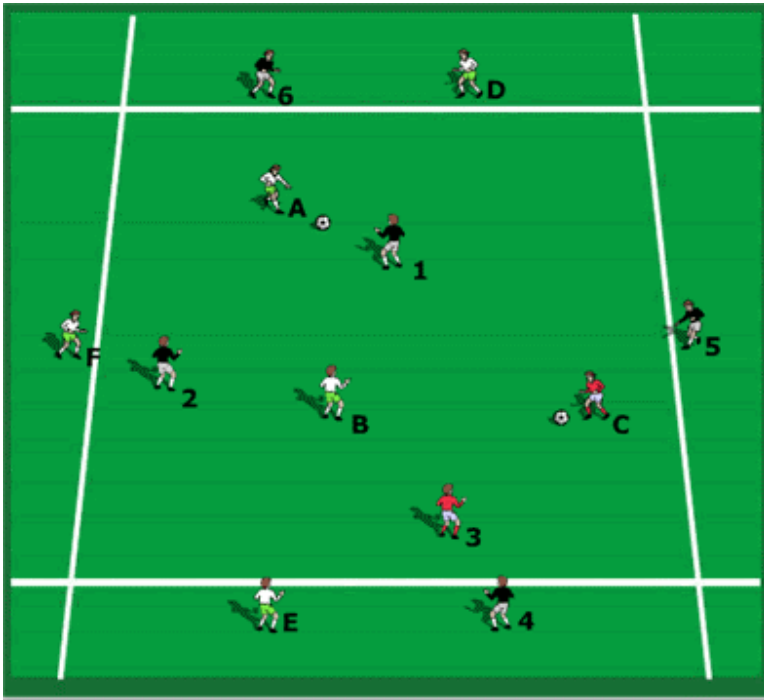
1. Initially using any players on the outside of the grid so it is easier.
2. Then only using their own color on the outside so there are fewer options of support making it more difficult.

Play for one or two minutes then rotate the outside players in for their turn.

Good conditioning too if they work properly.

**Each competitive pair use the same ball at all times to avoid confusion**

Within this you can have variations of games and themes, depending on your numbers, if 12 players then you could advance this to two 2 v 1 situations going at the same time, or a 2 v 2 and a 1 v 1 then go to a 3 v 3 finally.



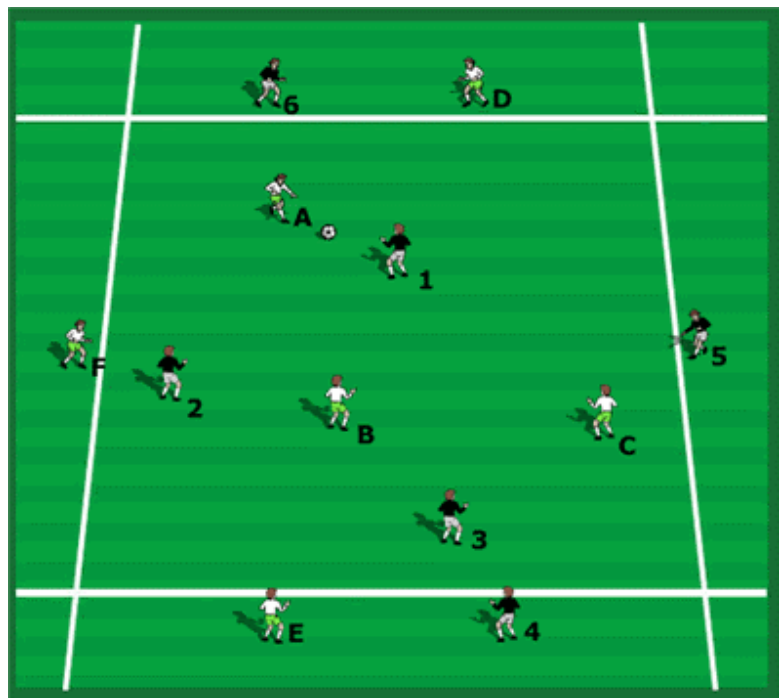
### A 2 V 1 And A 1 V 1 In The Same Area

In this game the players on the inside can use all the players on the outside. A 1 v 1 game is usually more physically challenging than a 2 v 2 game.

### Three V Three Game Situation

Now we have a 3 v 3 competitive game encourage dribbles and turns and one and two touch passing, try to get it all in here.

1. Initially using any players on the outside of the grid so it is easier.
2. Then only using their own color on the outside so there are fewer options of support making it more difficult.



Outside players can be conditioned to 1 or 2 touches on the ball when supporting.

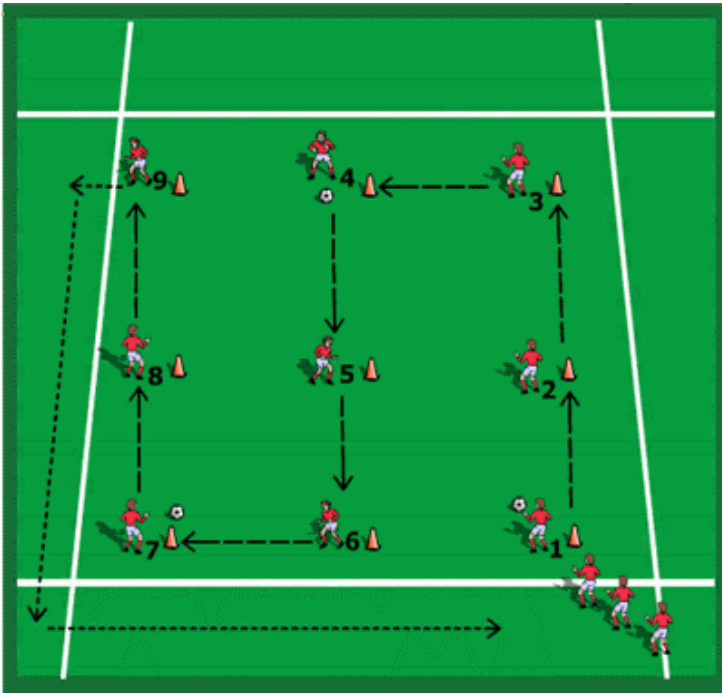
Inside players can play at various stages depending on their level of ability and what you are trying to get out of the session with conditions of all in (as many touches as they like), 3 touch, 2 touch and 1 touch where it is on to do so.

All in touches encourages dribbles and turns, fewer touches encourages quick passing.



## Session 79: Receiving, Turning And Angled Passing Developing Awareness On And Off The Ball

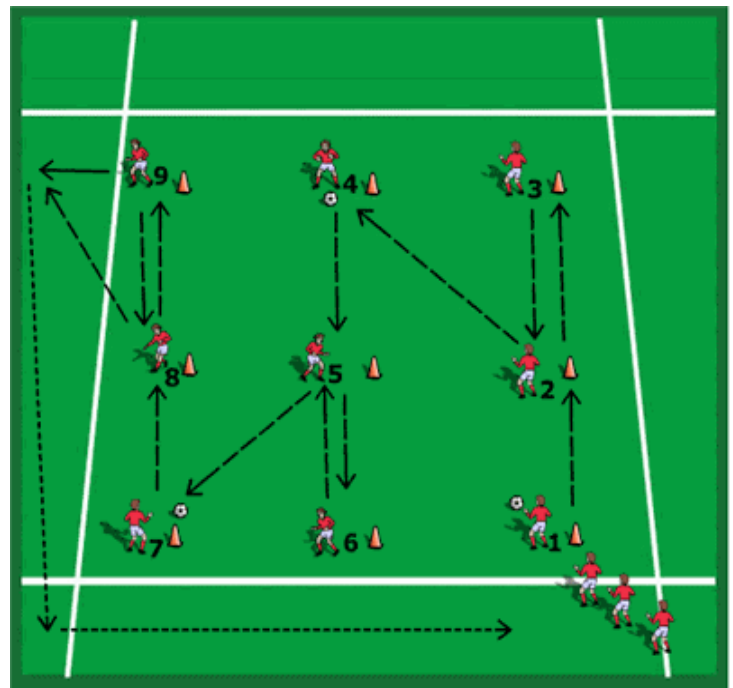
A player is at each station and (1) starts the exercise by passing to (2) and following the pass (short sprint), (2) passes to (3) and follows and so on until the first ball is at player (4) then the second ball starts at the beginning. Get to (4) again and a third ball starts. Try for as many balls 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. Likened passing from a defender to a midfielder to a striker

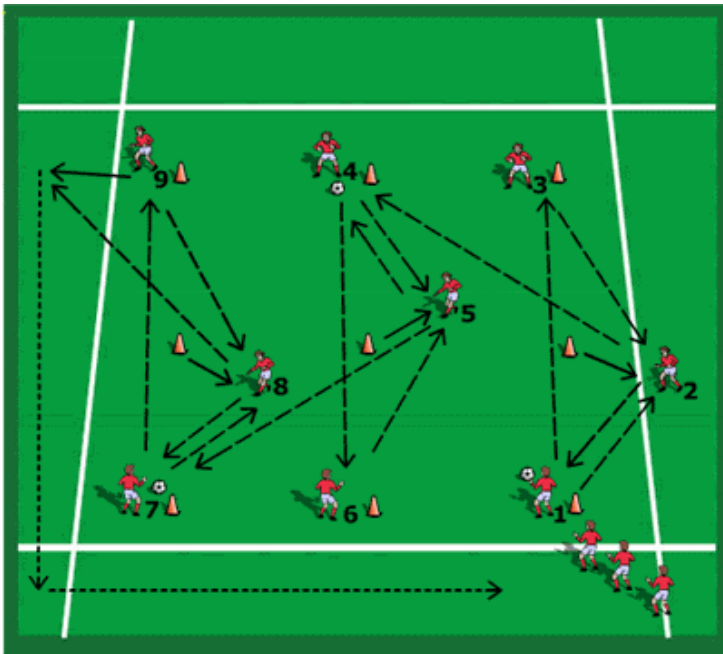




## Angles of Support

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).

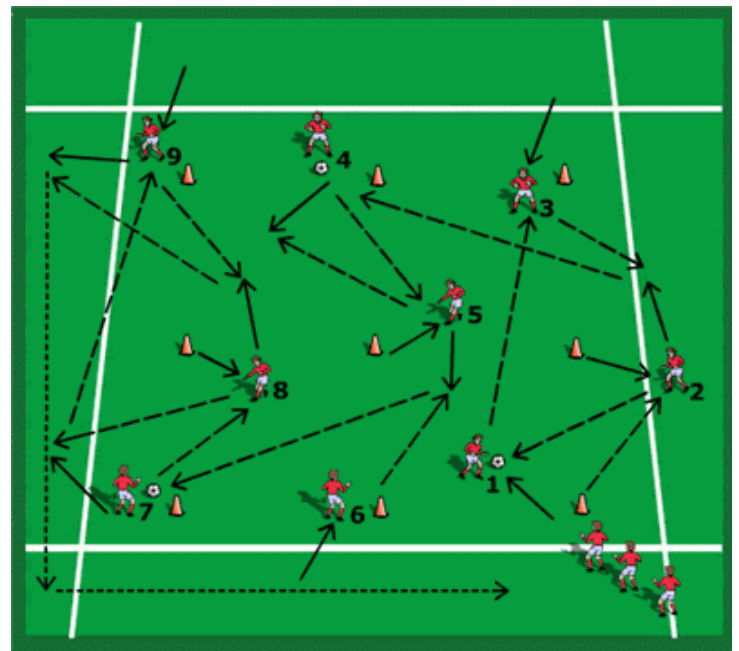
When the ball gets to (3) this player must perform a check away with the ball to come back and pass to (4).

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

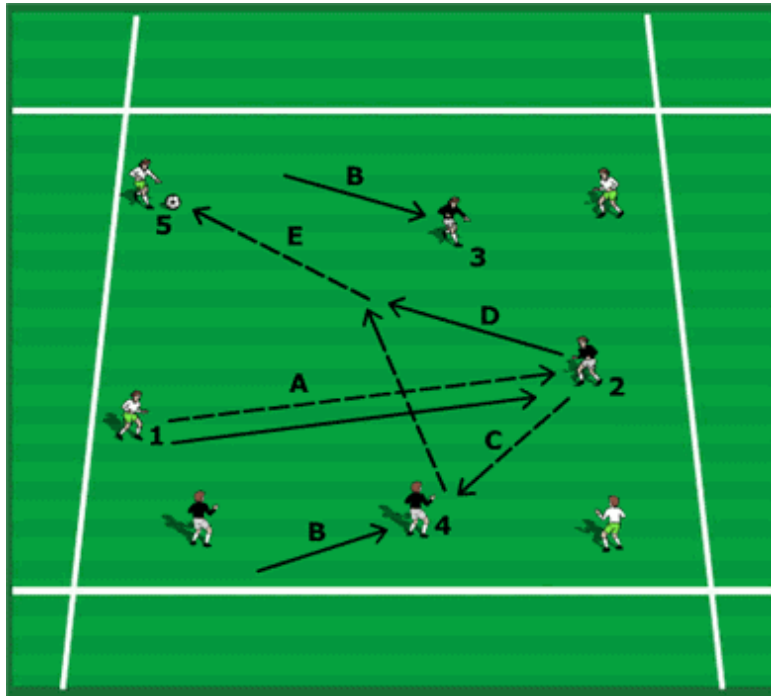
So it goes from simple straight line passing to get the idea of passing and support across to the players.

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.



## Session 80: A Transition Clinic Developing The Players Ability To Recognize The Immediate Changes From Defence To Attack And Attack To Defence And To Act On It Quickly



40 x 40 / Two teams / one ball, passing to anyone

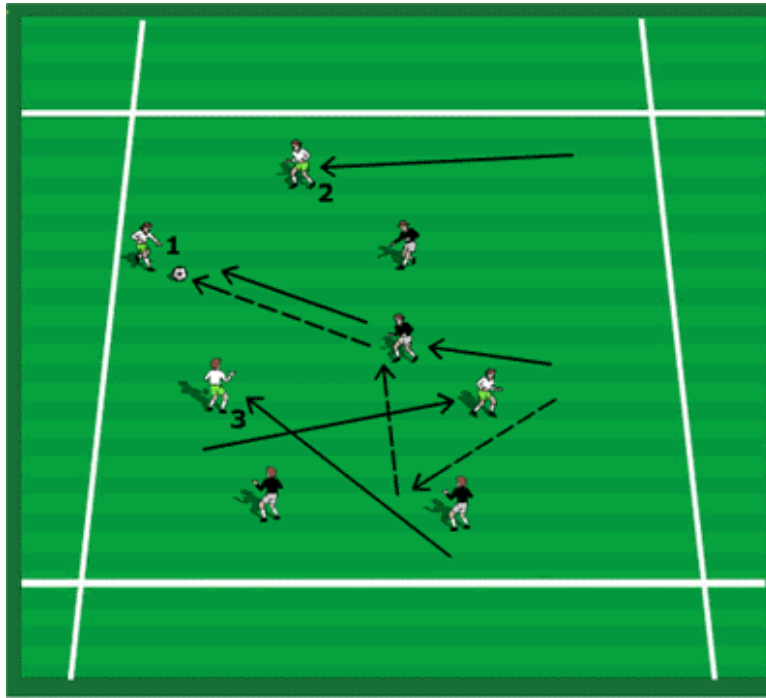
Passer (1) plays the ball to the receiver (2). The passer (1) then becomes a defender and must pressurize receiver (2). Receiver (2) must work a 1 – 2 around the defender (1) with a support player. Try to establish support on both sides of the receiver so there are two options available to support (3 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 passes 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.

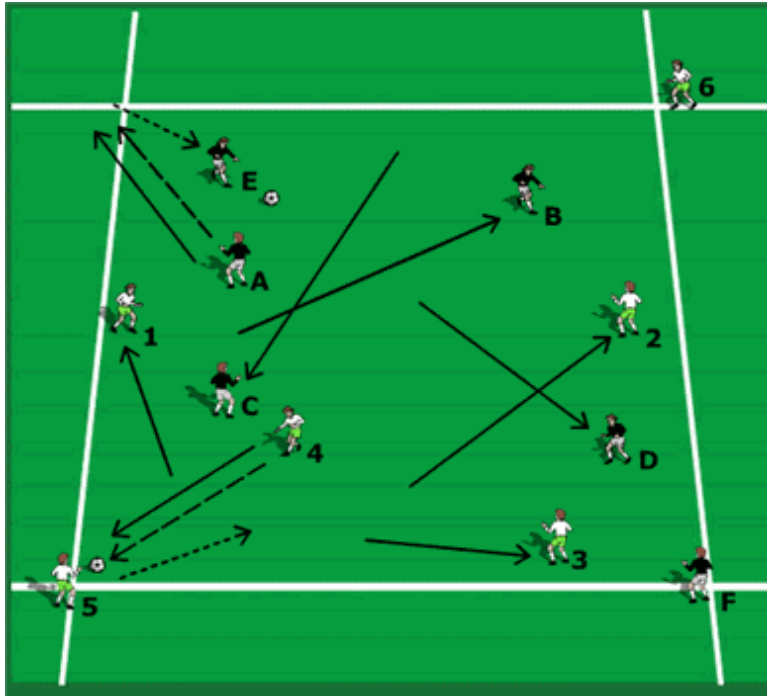
Here player 1 now receives the pass in the next phase of the movement, being closed down by the passer. Players 2 and 3 now must move to support player 1 in order to enable that player to play a give and go around the closing defender. And so the cycle continues.

### 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.

## Session 81: Switching Play As A Team



Two teams a ball each playing to targets. Once they get to one target they must work to get the ball to the other target. As the player passes to a target they must change over with the target player who comes into play. As above (4) passes to (5) and switches position, already the other players have spread out to attack the other target.

Teams play through each other and must have awareness of where their own players are and where the other team is as they pass through them. Emphasize a good first touch out their feet to set up the next pass or passing first time to a teammate. Always having players realize they must look before they receive the ball.

Ensure as the ball is transferred from one end to the other that all players get a touch on the ball before it gets to the next target.

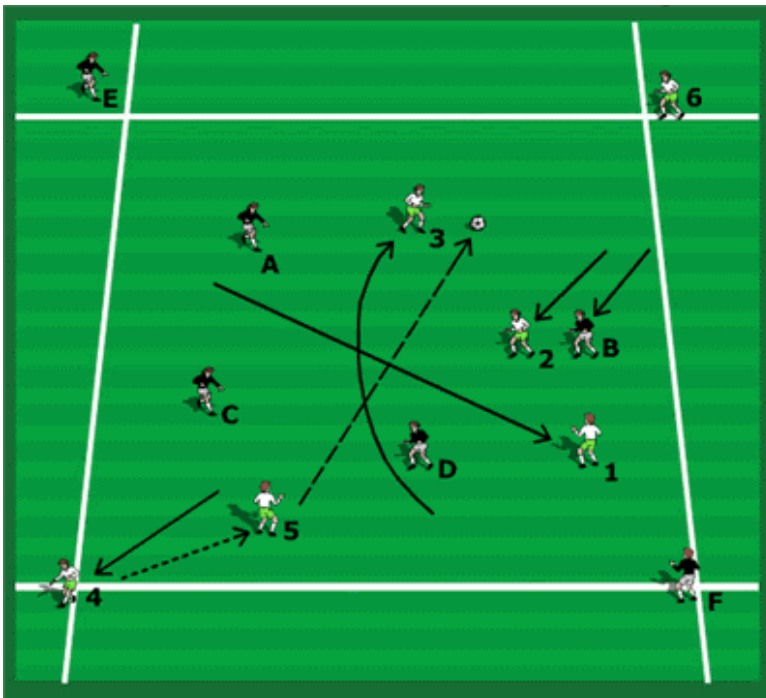
As the ball is passed to the target and the target player brings the ball out with a good first touch the other players must already be positioning themselves to be in support to transfer the ball to the other target, this means spreading out width wise and length wise to make themselves hard to mark such as in a game. Ensure they don't turn their backs and run away but keep looking at the ball and open their stance up to receive a pass or at least offer an option. Show the movement across the field as they break out, diagonal runs for example (C & B), no breaking in straight lines and hence easy to mark.

Introduce opposition so the two teams play against each other and make it competitive by keeping score.



## 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.



(4) Becomes the new target player with a pass to (5).

(5) runs the ball out and (1) and (3) make diagonal runs in front to lose their markers and get free to offer passing options to (5).

(2) Runs away from in front of the target to get free to receive a pass, or take defender (B) away from the space (3) is running into.

In this situation the best action for (5) is a pass to (3) that can easily score by a pass to the target player (6).

## Coaching Points:

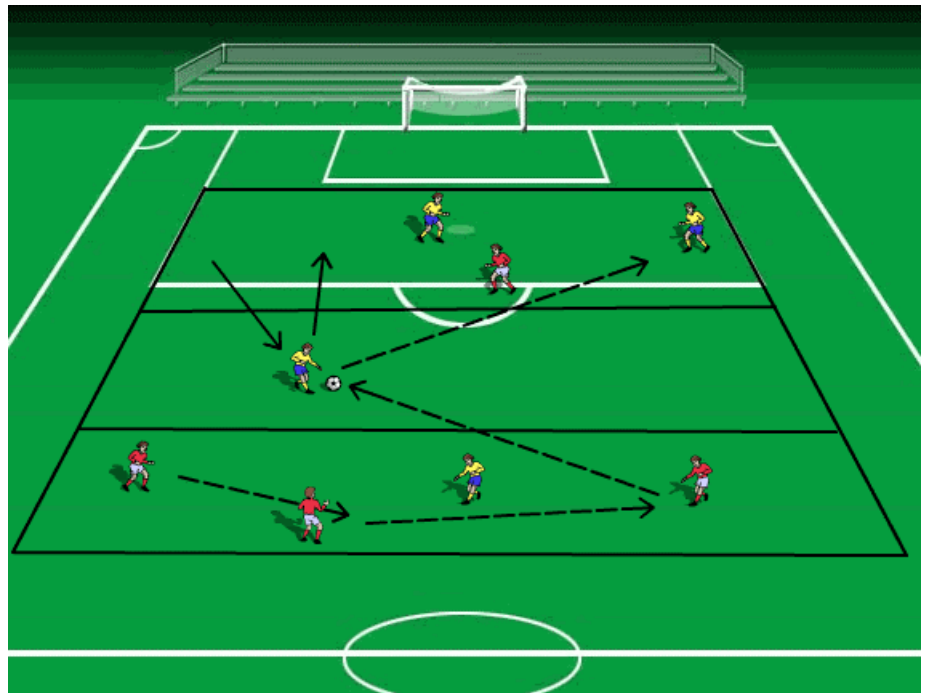
1. Quick Transition from inside to outside player
2. Immediate Support positions of team mates (movement off the ball)
3. Decision making by the player on the ball (pass, run, dribble).
4. Score a goal by passing to the other target player

## Session 82: Creating Movement Off The Ball Between The Units



Two 3 v 1's in the outside areas, the middle area is free and open. Further developing previous ideas of free zones and players moving into space here is another way of doing this that I think is more enjoyable to play in.

Players are passing and maintaining possession then a player from the other side drops into the middle free zone to be free to receive and turn and pass into the other zone. They then continue there with a 3 v 1 keep away. Can condition it to 1 or 2 touches on the ball to challenge the players.

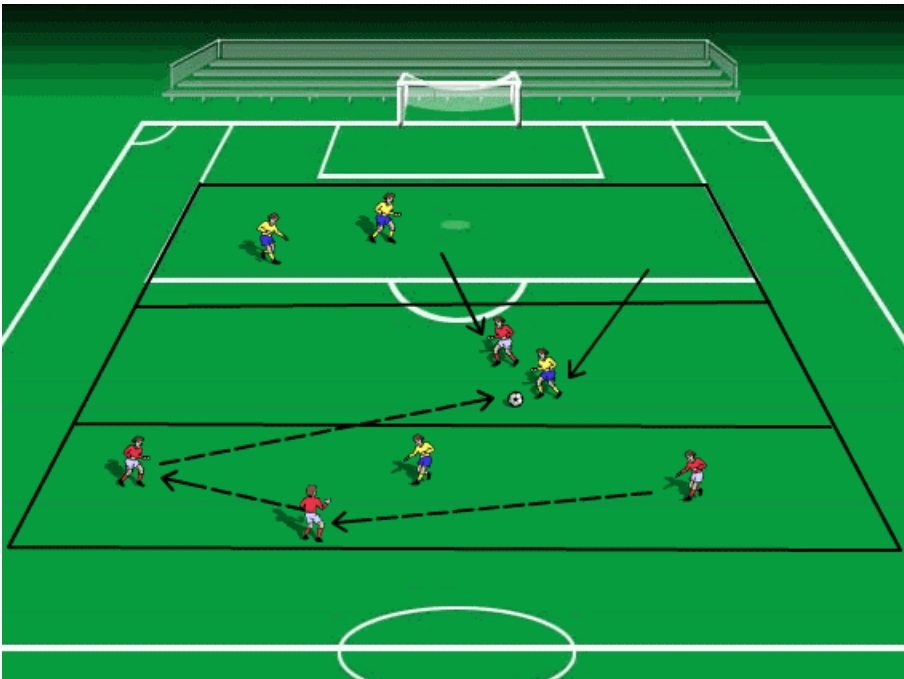


Players are looking at the teammates in their own zone to pass to but also into the other zone for a player to drop into and support and hence they can switch the direction of play. No pressure to start and the defender must stay in the same zone so the receiving player is always free. Looking for good angles of support at all times avoid straight line support as it limits vision behind the play. Players try to support in a sideways on stance to open up their field of vision.



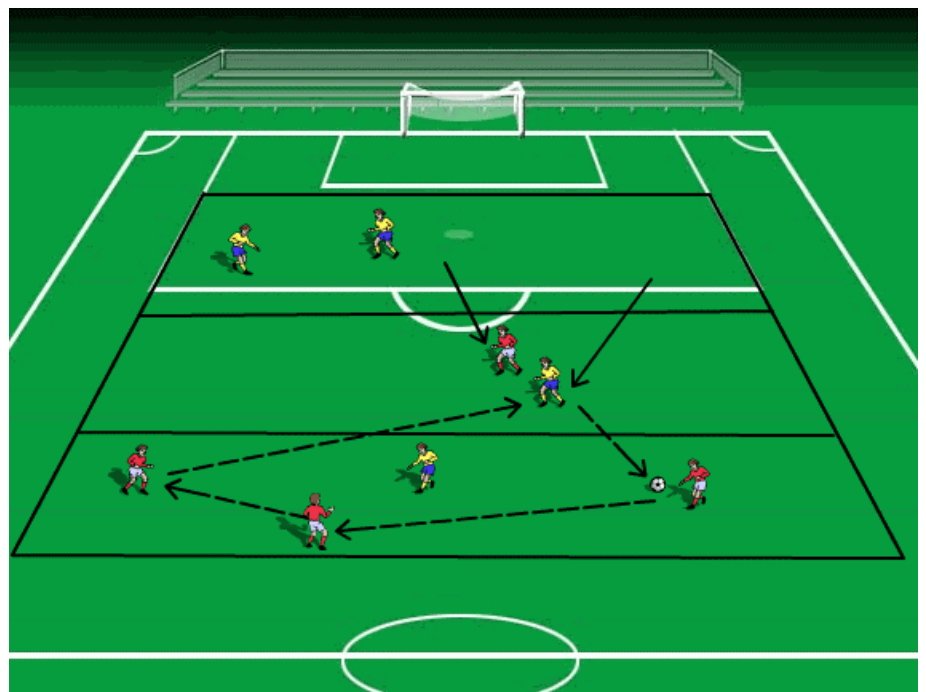
**Development 1:** Once the receiving player who has checked to the middle receives the ball that is the cue for the defender to close them down and pressure. This should still give the receiver long enough to receive and turn and pass without losing the ball but we are building up the pressure on that player. It is almost a passive movement because the defender has so far to make up to get close.

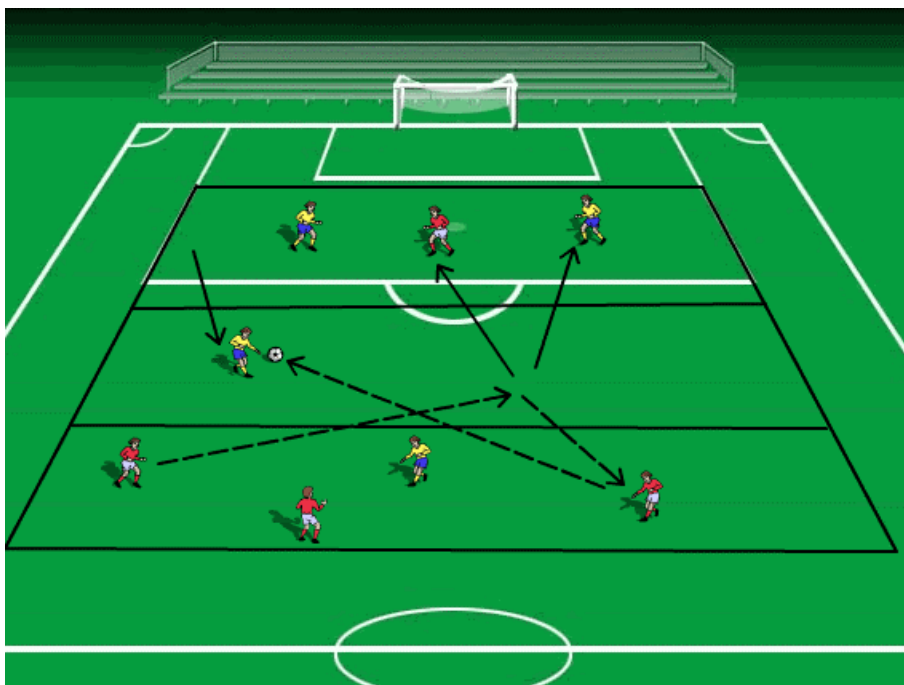
**Development 2:** The defender can close the ball down as the passer moves so now they do not need to wait for the first touch. This changes the options considerably depending on how good the defender is.



Here we show the defender closing the shadow striker coming short at the same time.

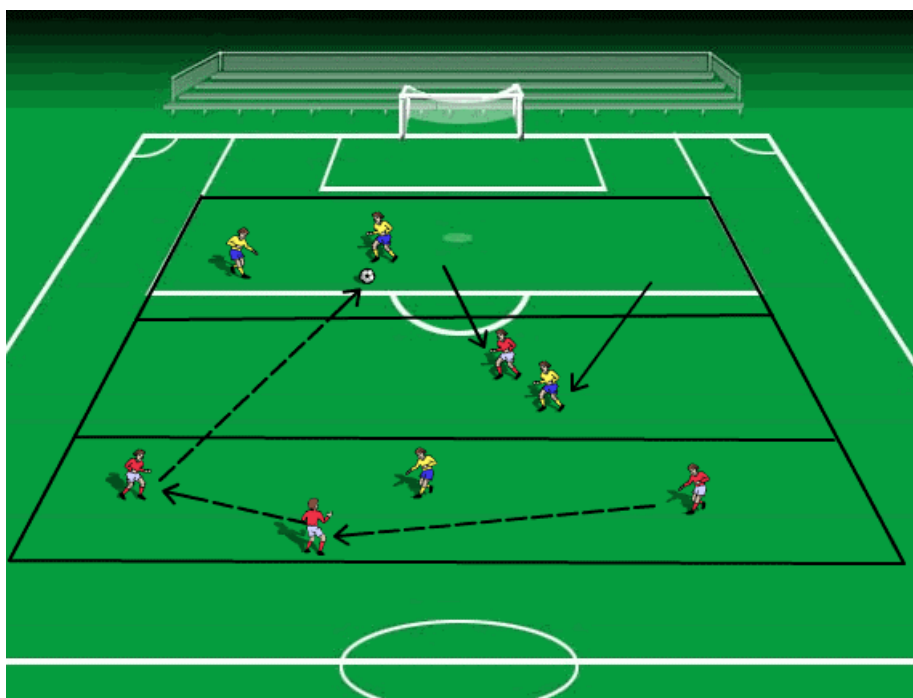
Here we show the shadow striker still receiving the ball under pressure but can't turn so lays the ball off into the same zone it came from to another player in that zone.





Here the shadow striker has laid off the ball and checked back into their own zone taking the defender with them and another player becomes the new shadow striker and gets it to feet in a free area to turn and pass and the 3 v 1 begins again. Rotate the defenders.

Another option for the passer now is to avoid the shadow striker (who is tightly marked now) whose movement has changed the position of the defender and so has opened up a pass to the other players in their other third of the field. Here is the end product above. Two players may go short at the same time don't worry about this as it may happen in a game anyway.



### **Coaching Points:**

1. An Awareness of when and where the shadow striker drops into the free zone.
2. Timing and angle of the run
3. Timing of the pass
4. Good receiving and turning skills with an awareness of what is behind before receiving it
5. Receive or be a decoy for someone else; depending on where the defender is.
6. Watching for visual cues as to when to run and when to pass

### **Important points with regards to awareness:**

The cue for the receiver is seeing the passer on getting the ball having their head up; and seeing the free space and making eye contact even with the receiver.

If the receiver (Shadow Striker) goes too early and the passer is not ready to pass (for example if they have the ball but have their head down looking at it and hence have not seen the potential run) then they can check back out, and open up the space for the next shadow striker having taken their marking defender away from the space; in order to leave it free for the next player.

By then the passer may have their head up and be ready to pass or; maybe even have passed the ball off in their own zone and the next player to get it has seen the 2nd run into the free middle area and they make the pass.

The cue for the 2nd shadow striker to make their run can be the check back of the first shadow striker.

You can also liken this to a central defensive midfield player dropping back into space in front of the back four to receive a pass off them to build the play up.

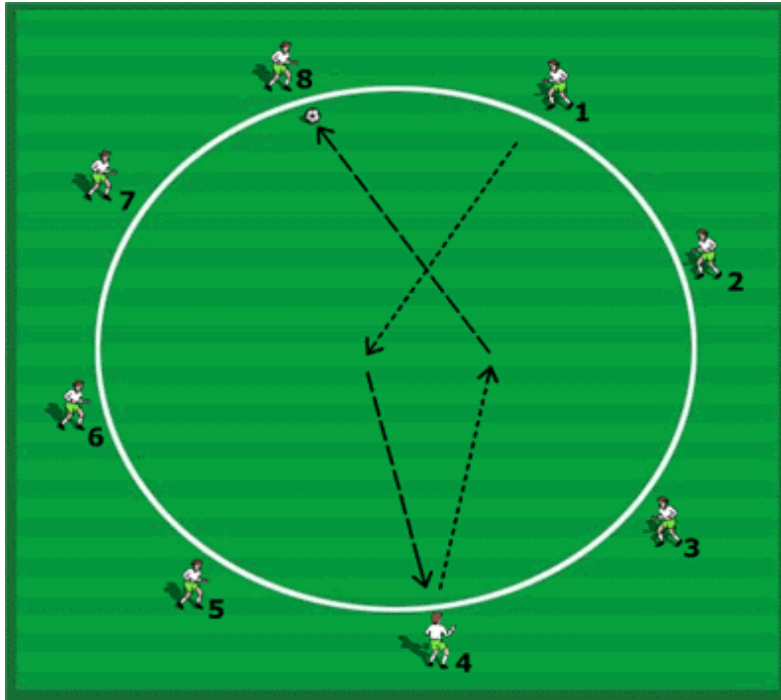
# CIRCLE TRAINING SESSIONS

Session 83: Developing Circle Work Incorporating Passing, And Combination Plays

Session 84: Circle Game Developing Passing And Support In 1 V 1'S

Session 85: Circle Working Teaching 2 V 1, 2 V 2 And 3 V 2

## Session 83: Developing Circle Work Incorporating Passing, And Combination Plays



To increase the players awareness instincts ask them to call the name of the player out who they will be passing to, before they receive the ball. This ensures they look to see who is free before they receive the ball so they know in advance who is free to receive.

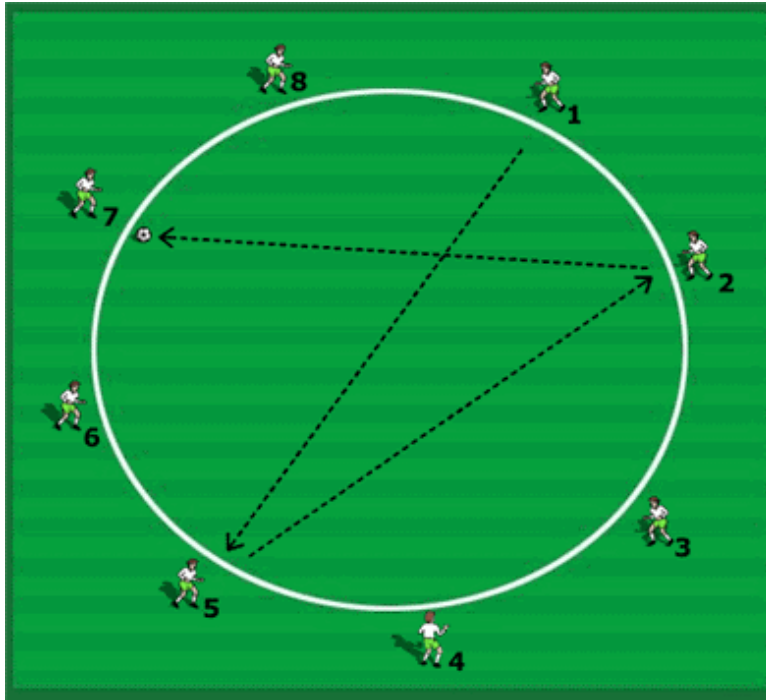
One ball, (1) runs and passes to (4) and takes their place. (4) Takes the ball, runs and passes to (8) and so on.

**Progression:** Introduce two, then three, then four balls all going at the same time. “Awareness” of where each player is running is needed here so they don’t collide and where potential free players to receive are “before” you make the run and pass.

### Coaching Points:

1. Good communication between the players.
2. Quality of the pass (timing, accuracy and weight).
3. Good first touch by the receiver.
4. Progression – Passer becomes a passive defender who puts the receiver under pressure. The receiver must move the ball away at an angle from the pressure on their first touch.

## Running With The Ball



### Running with the ball technique:

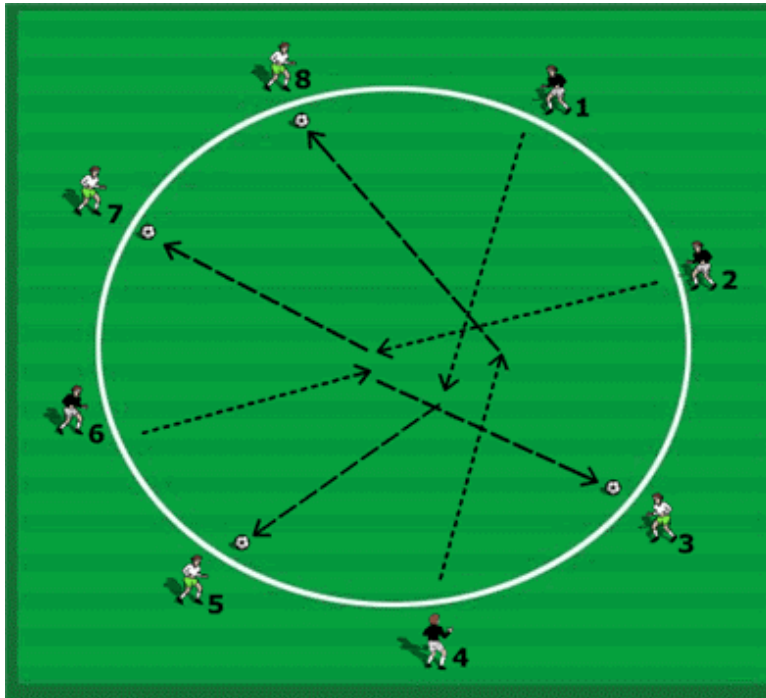
1. Head Up – look forward, observing options “before” receiving the ball using the A.I.A. training.
2. Good first touch out of feet, 2-3 touches maximum, not dribbling.
3. Run in a straight line, the quickest route.
4. Running Style, use the front foot to control the ball using the laces.

**Decision:** Where is the player taking the ball? In this case to (5) but (5) must try to decide as the ball is coming not after he or she has it. Identify who is free early.

**Communication:** Call the name of the player you are running the ball to.

**Timing of take-over:** (1) does not pass the ball to (5) but allows (5) to take it using the momentum of the ball. (5) Must use a good first touch to get the ball out of the feet.

**Progression:** Two balls going at once then three.

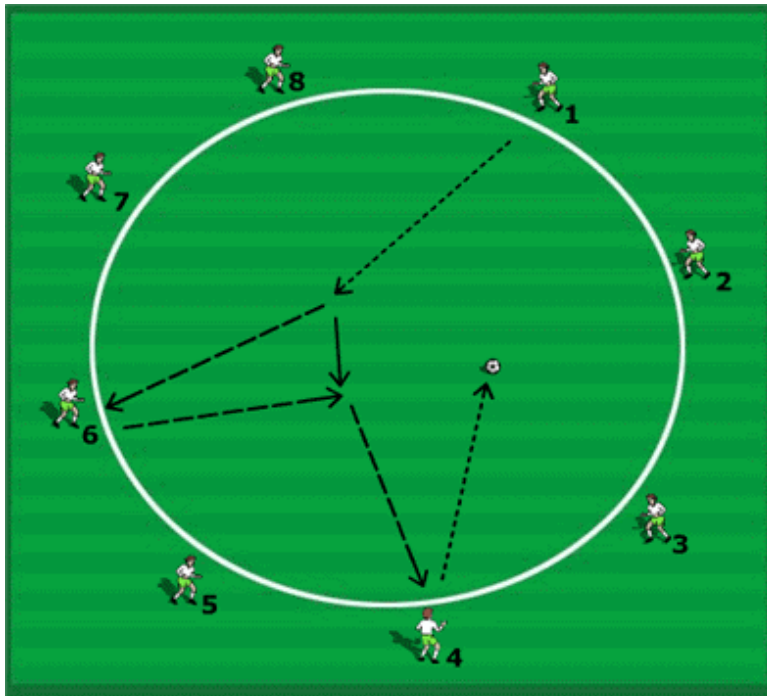


You can divide the teams into two and have half the players working and half resting. Work a set time then change the players. Here the players are running with the ball then passing and then will get it back to go somewhere else to another player to work with.

Change the emphasis on the movement, running with the ball then during the run the player has to change direction with a clever dribble or turn, or they pass to an outside player, do an overlap around them and get the ball back, play a give and go with them and do a turn when they receive it back.

Many ways to develop this idea to get lots of touches on the ball, practicing running with the ball, receiving and turning with the ball and dribbling with the ball, combination plays, give and go's, overlap runs and so on. The coach can use his or her imagination to make this work.

## Playing 1 – 2's



(1) runs with the ball and passes to (6) that plays a 1 – 2 then (1) passes to (5) who carries the move on. (1) Takes (5)'s place.

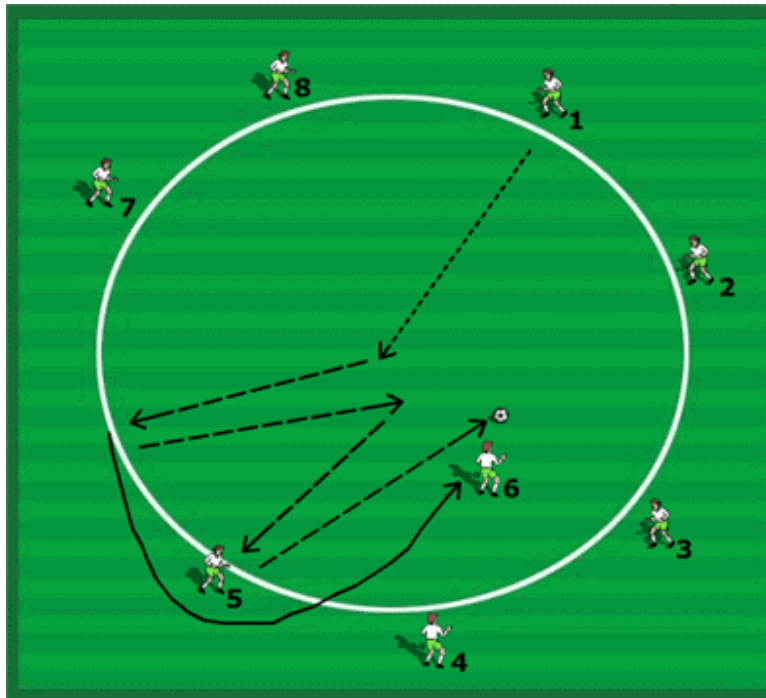
**Progression:** Use two balls at the same time. Awareness of other players in the same spaces comes into play in the movement of the inside players.

Coaching Points as in previous exercise.

If (1) passes to (6) and supports to the right of (6) then the pass is going to the left to (5) making sure we are working angles of support and passing and it lets (5) know the next pass is going there.



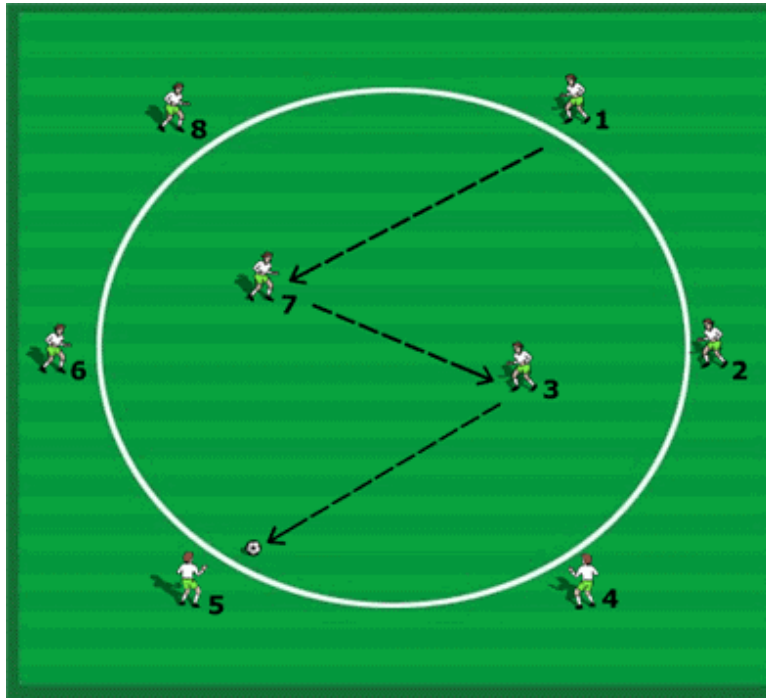
## Overlap Runs



(1) runs with the ball and plays a 1 – 2 with (6), then lays the ball off to (5). At the same time (6) makes an overlapping run around (5) to receive the pass in front. (1) Takes the place of (6). Develop the usual way.

Coaching Points as the previous exercise but this time the support run is in the form of an overlap.

Timing of the overlap run is important as is the timing of the pass into space in front of the overlapping player to receive.



As the ball is going to (7) he or she have already looked to see where (3) is to pass to. (3) Has already got into a support position to be ready to help (7) and at the same time is viewing the field to see who is available to receive a pass on the outside. As the ball travels to (3) ask them to call the name of the player they intend to pass to, before the ball gets to their feet. To do this they need to look at (7) as the ball arrives, look to see who is free then look back to see the ball coming.

(7) moves to an angled support position to receive the pass from (1). (3) Makes an angle off (7) to receive the ball then passes to (5).

### Coaching Points:

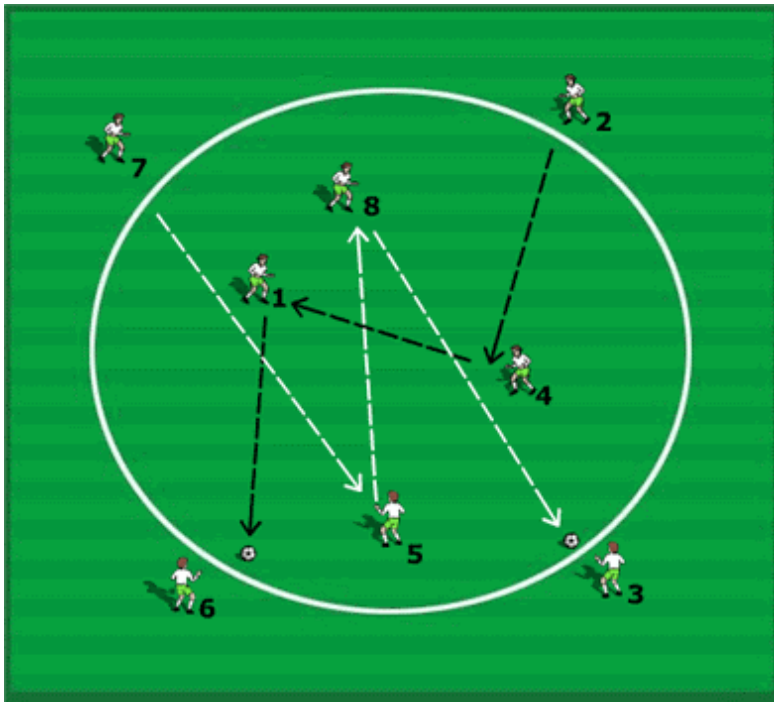
1. Body shape when receiving;
2. Quality of pass (weight, timing and accuracy)
3. Support angles
4. A Good first touch.

### Progression:

1. Three players are working together in the middle
2. Two pairs working together in the middle.

Pass in the same sequence each time into the middle players, awareness required as to where players are on the outside and also, or more particularly, in the middle where they can get in the way of each other in the two team situation.

## Session 84: Circle Game Developing Passing And Support In 1 V 1's



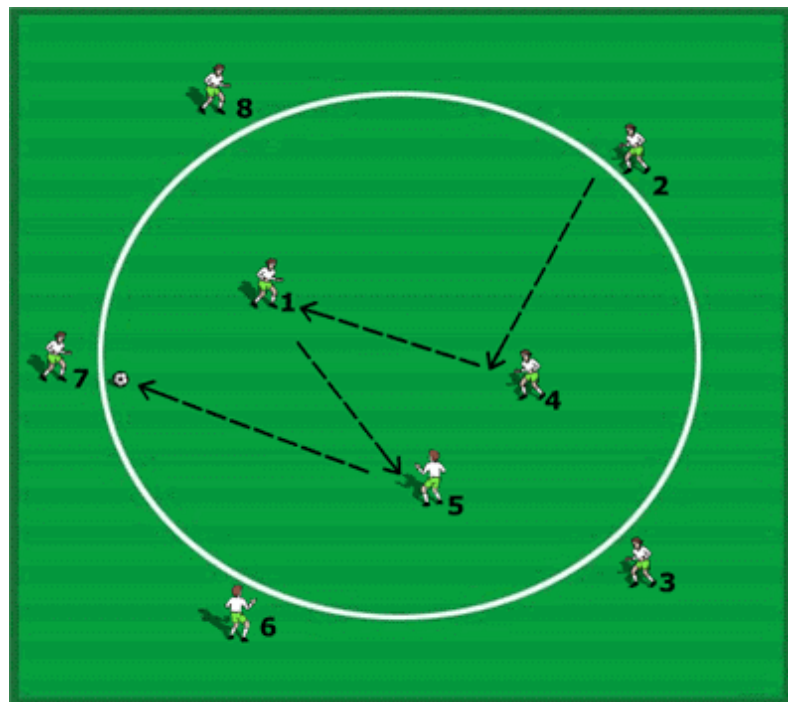
### Coaching Points:

1. Body shape when receiving.
2. Quality (weight and accuracy) of pass.
3. Support angles.
4. Good first touch.

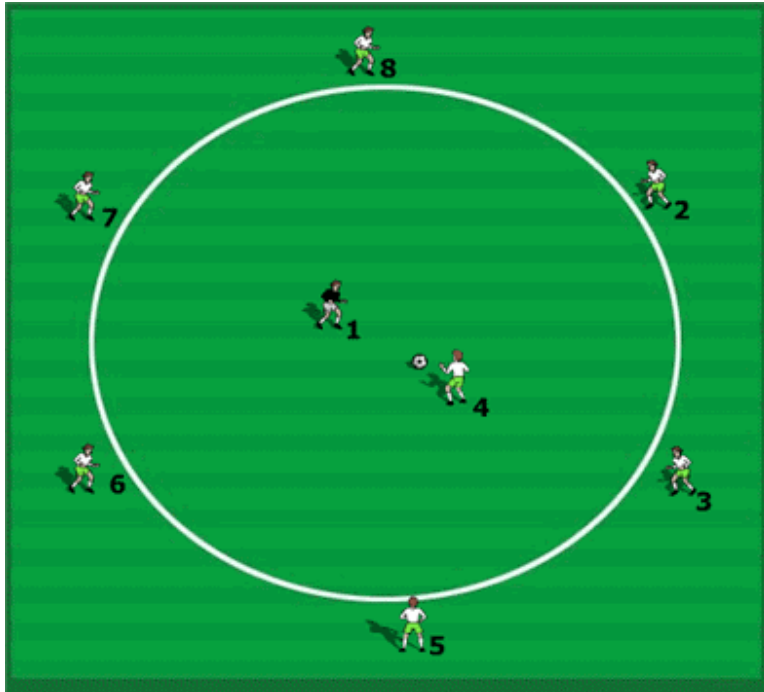
### Progression:

1. Three players working together in the middle. Try one touch and two touch play.
2. Two pairs working in the middle with a ball each pair.

Creating awareness of where the other pair is causing players to look away from the ball and observe their surroundings.



## One V One



### Introduce Opponents

1 v 1's – This is now possession play (keep ball) in the middle to start, outside players two touch but must release it quickly to keep the pressure on inside the circle. This is high intensive work. Rotate players. Inside players as many touches as they like, practicing dribbling skills in 1 v 1 situations, passing and movement off the ball working combinations with team mates.

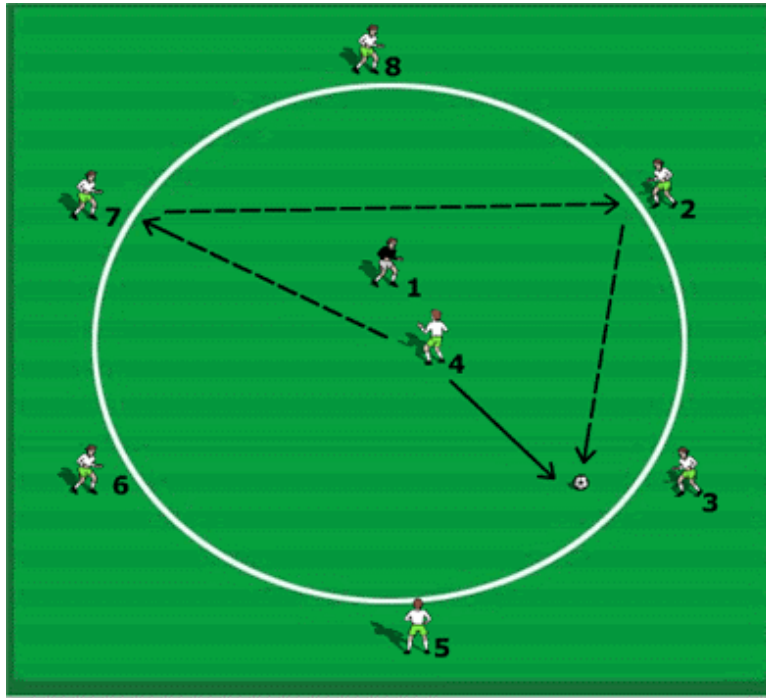
Inside players cannot tackle outside players but can intercept passes from them. Outside players can move side to side to improve their support angles. Emphasize passing to both space and to feet.

This is technically a 7 v 1 in favor of the player in possession.

A 2 v 1's - Two then one touch on the outside. You can work on attacking players passing and support techniques or the sole defender on defensive skills.

### Coaching Points:

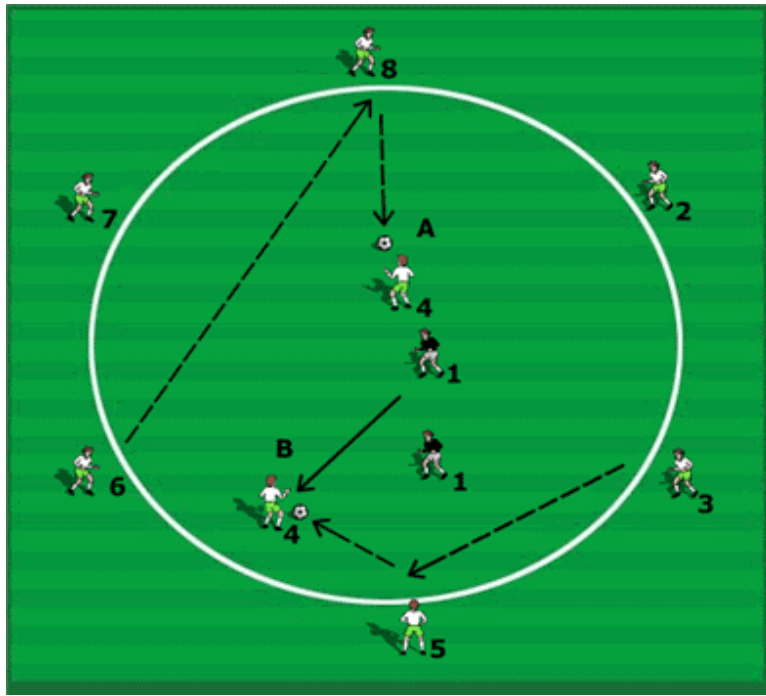
1. Quality of passing (accuracy, timing and weight).
2. Angles and distances of support.
3. Movement “off” the ball.
4. Communication.



Players can pass the ball around the outside until a pass is on to an inside player. You can restrict the number of continuous outside passes as the main work has to be done by the inside players so keeping them involved.

Players on the outside identify who they are passing to as the ball is coming to them. They can call a player's name to pass to "before" they get it so the inside player in possession knows which player to work off next to receive the ball from again. Or as the ball is coming to (7), player (2) may call and ask for the next pass to make (7) aware that this player is open and available, good communication is the key to this.

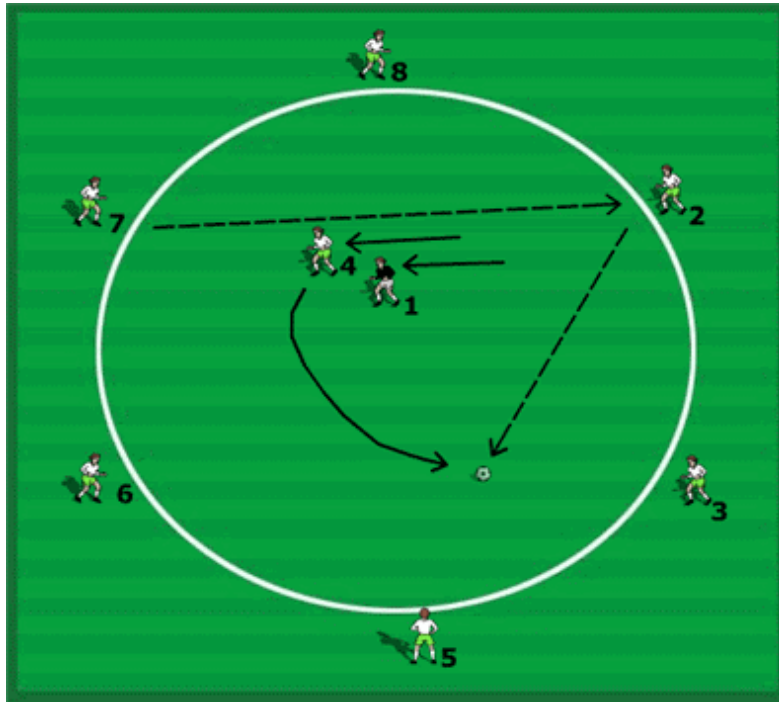
Here (4) passes to (7), who, as the ball is traveling calls out (2)'s name. This is a cue for (4) to then change position to receive the next pass from (2) early and in space. One or two touch play on the outside will mean this is quick passing and it will help (4) get possession again early and in space away from defender (1), who hopefully has been left flat footed.



Avoid players closing their own space down by getting too close to the player on the ball. At figure 1, (4) has got too close but also gone in too straight so cannot view the full field nor see where the defender is.

Correct movement would be off at an angle to receive facing forward and inside if possible seeing the whole field. Figure 2 shows this. If the defender blocks the pass to (4) then the passing channel is open for (5) to pass elsewhere and (4) will work their position off the next pass.

Try to receive the ball facing inside not outside the circle so you can see the full area and all of the players if possible. An open body stance will help this even receiving “side-on” helps. In figure A (4) can see (8) but little else of the other players or the field, in figure B, (4) can see most of the players and most of the field when receiving the ball or moving to receive the next pass if (3) passes it elsewhere.



Here (4) comes to receive a pass, (1) is marking tightly. (7) Can pass the ball to the opposite side of (4) away from the side (1) is defending.

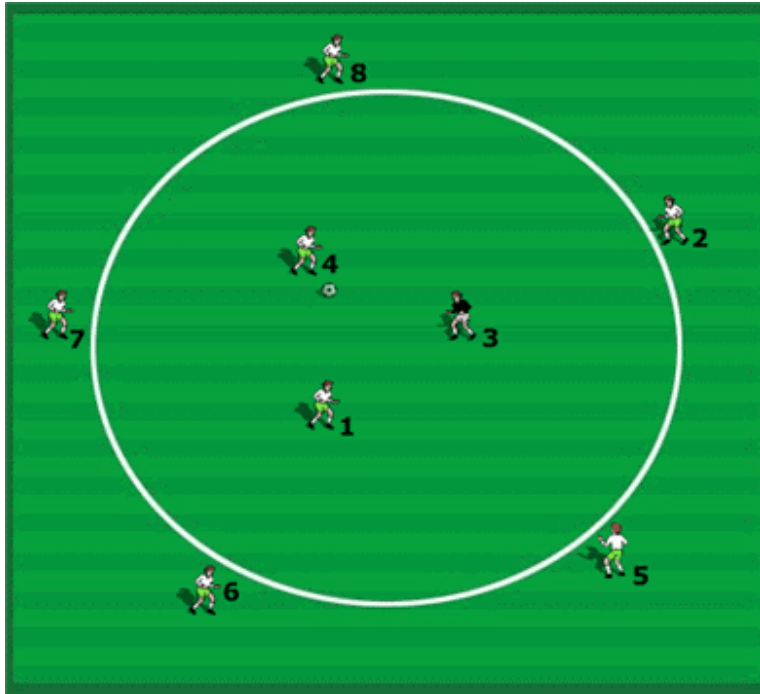
(7) can also put a little more weight on the pass, (4) lets it run across his or her body with a feint to fool (1), it runs to (2) who then can lay the ball off back to (4) who has turned away from (1) to get free to receive the next pass.

This movement creates space behind for (4) to run into off the next pass. (4) Has to be aware of the position of (2) "before" the pass so as to let it run to them. (2) Has to be ready to receive and expect the ball from (7).

A one or two touch pass from (2) into space for (4) ensures the movement and passing is rapid and gives the defender (1) less time to react.

Try to get faced up to the defender when you receive the ball and not play with your back to them this gives the player on the ball the advantage.

## Session 85: Circle Working Teaching 2 V 1, 2 V 2 And 3 V 2



### Two v One

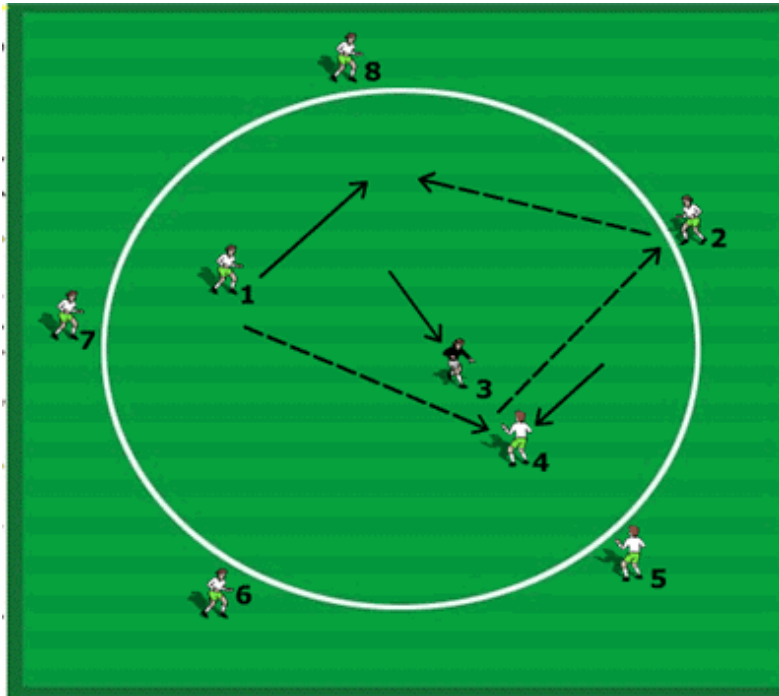
Here we have an overload of a 2 v 1 in the middle. (1) And (4) must keep the ball away from (3) using the outside players as support.

If (3) wins the ball then as incentives have that player use the outside players to try to keep possession.

**Develop:** If an inside player gives the ball away, that player then becomes the defender against the other two players.

Players (1) and (4) must make it as difficult as possible for defender (3) to win the ball. If it becomes too easy using the outside players then limit them to one touch each and have the two inside players limited to two touches then one touch so the challenge becomes greater.





You can also limit the number of times the ball is played around the outside players so it has to come back into an inside player every two passes for example. Play around with this until you can get a balanced situation putting the two inside players under enough pressure with restrictions, to make it demanding but also giving the defender a fair chance to win the ball back.

Here (4) creates an angle for the pass from (1) by moving into space (1) can see. (4) Then lays a pass off to (2) who passes into space to draw (1) to the ball and take him or her away from (3). Too often player (4) may stand in a position behind (3) so (1) can't see them. This really emphasized the need for movement off the ball to support a player on it.

Awareness instincts being trained here again for all the players both in the middle and on the outside. As the ball is traveling to (4) he or she needs to call the name of the player they are passing to before they receive it, then (4) has to be aware of where to pass it next, in this case into space for (1)



## Two v Two

A 2 v 2's - (1) and (4) against (2) and (6). Building to a 3 v 2 and so on depending on numbers you are working with. Using outside players as support men for both teams.

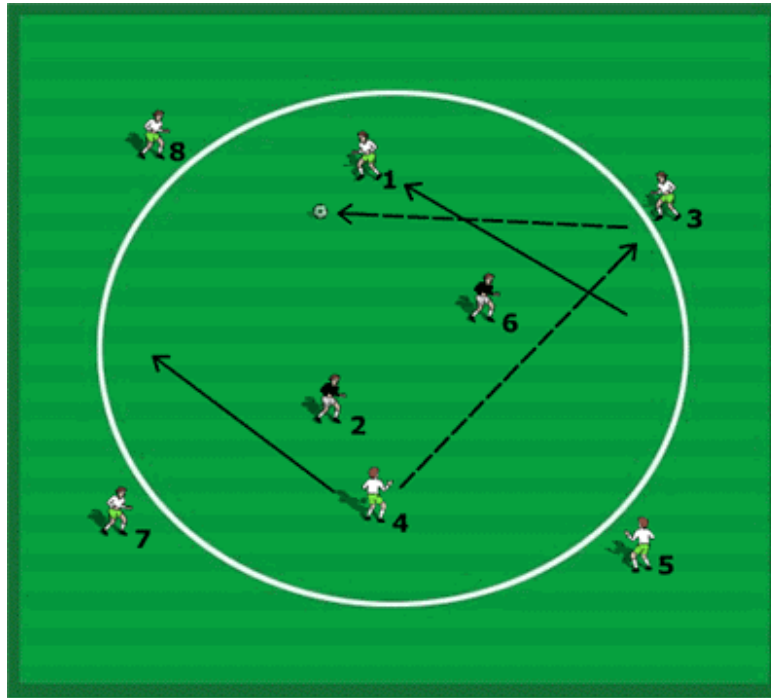
Inside players can have free play then develop to three then two touch to improve speed of decision making.

Outside players two touch then one touch play.

This is technically a 4 v 2 in favor of the team in possession.

Keep rotating players putting them with different partners to work with. This is physical work but players get a break on the outside to recover ensuring quality work inside the circle.

An alternative is to have two teams and the inside players can only pass to their team mates on the outside, this is giving them fewer choices and increasing the difficulty of the exercise.



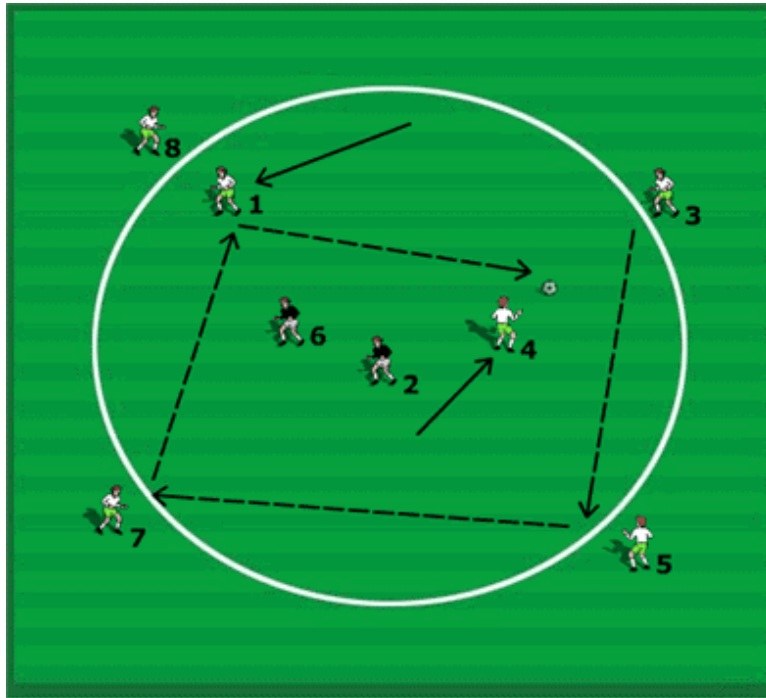
Using the outside players – an example would be as above where (6) has gotten into the same passing lane as (3). (1) Shapes up to receive a pass but lets it run across the body through to (3) and then makes a movement to support the next pass from (3).

This results in dummifying defender (6) into thinking (1) will receive the ball and so (2) pressures (4). The movement results in (1) getting free from the marking of defender (6) using (3) to receive the next pass into space.

In the meantime (4) will be on the move to support the next pass from (1) and thus getting away from the marking of defender (2).

Initially have no restriction on the passing so the players can pass around the outside of the circle until an inside player is available to receive the ball.

**Progression:** As the players improve put conditions in where there can be only three, then two passes between outside players, then the ball must be passed to an inside player. The two inside players must link up with a pass before the ball goes to an outside player again.

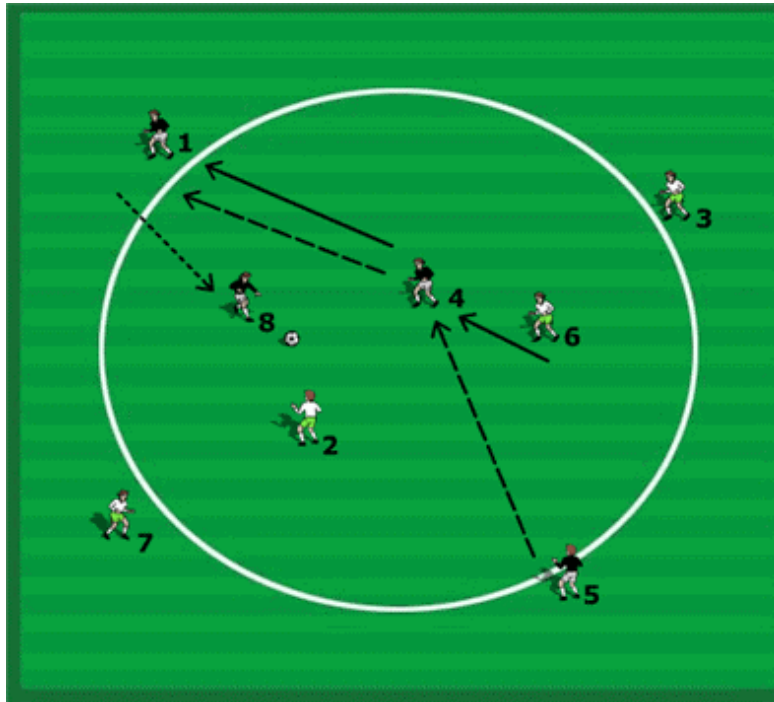


The ball is being passed around the outside of the circle. After two passes it must go to an inside player. The inside players have to work hard to get into a position to receive the pass knowing the next pass has to be inside to one of them. Create a triangle of support between the two players in the middle and the outside player you are working with.

If it is (6), as above, who receives the pass, then (4) must work off the ball to get into a position to support (6) particularly if the condition is that a pass must be made inside the circle between the two inside players before it can go out again.

This is a great session for working on movement off the ball for players to support each other in tight spaces as well as developing technical skills on the ball in tight spaces.

Introduce a free player who works with both teams when in possession to develop the practice into a 3 v 2.

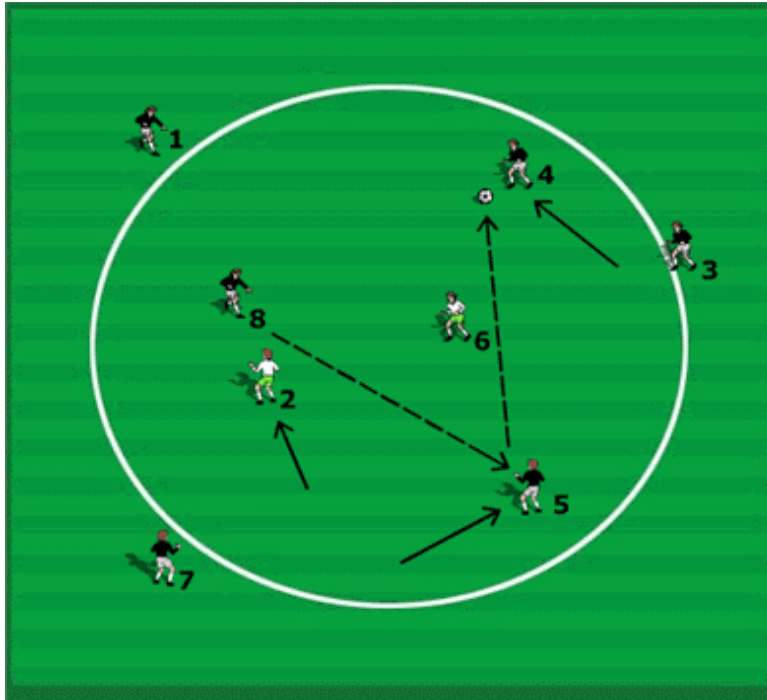


A 2 v 2 in the middle, players can only pass to their team mates on the outside to keep possession so half the number of options as before.

**Develop:** The outside player who receives the pass from the inside player now keeps possession and goes into the middle and switches with the inside player who initially passed the ball outside.

Outside player coming into the circle with the ball can run it in and keep possession or pass it to their team mate one touch. They must pass to their inside teammate before it can go outside the circle again.

Constant changing of positions here means players are always on the move both on and off the ball.



### Three v Two

1. Now we have an overload situation as in the 2 v 1 previously. You can bring in this set up before the 2 v 2 if you desire as it is easier to gain success with it than in the 2 v 2 and equal numbers.
2. To make it a bigger challenge to the players condition the number of touches they have in the circle to three, then two touch, then one touch, if it is on to do so. Try to split the defenders with a pass between them.
3. If the defenders win the ball, because they are outnumbered, allow them to be free with no restriction on touches and encourage them to keep the ball using the outside players themselves now. This is their reward for winning back the ball.
4. The variations on this set up are numerous and it just takes a little imagination to develop new ideas from this.
5. Progress the idea from 1 v 1, 3 v 1, 2 v 1, 2 v 2, 4 v 2, 3 v 2, 3 v 3 and so on depending on the numbers of players you have to work with. The area can change as you increase the number of players in the middle.
6. Use the session to improve support play or improve defensive play (when the players are outnumbered for example).

### Progressions:

1. Use a free player so it is always a 3 v 2, or a 4 v 3. Vary the amount of touches allowed, free player 2 touches for example and the others free, outside players 2 touch and so on.
2. Have a safe zone in the middle that players can enter when their team has the ball where they cannot be tackled, so it is like a space they can move into in a game situation.

# SHOOTING AND FINISHING SESSIONS

Start with VERY Basic and FUN ideas. For small sided game situations emphasizing Shooting see the SSG section.

## Various Fun Shooting Practices

Session 86: A 2 V 2 To Goal

Session 87: A 3 V 2 To Goal

Session 88: Look To Shoot

Session 89: Save It, Shoot It

Session 90: Spin And Shoot

Session 91: Working In Pairs

Session 92: 1 V 1 Standoff

Session 93: 3 V 3 Pass It, Finish It

Session 94: 1 V 1 V 1

Session 95: Breakaway Game

Session 96: Wall Pass To Goal

Session 97: Long Distance Shooting

Session 98: World Cup

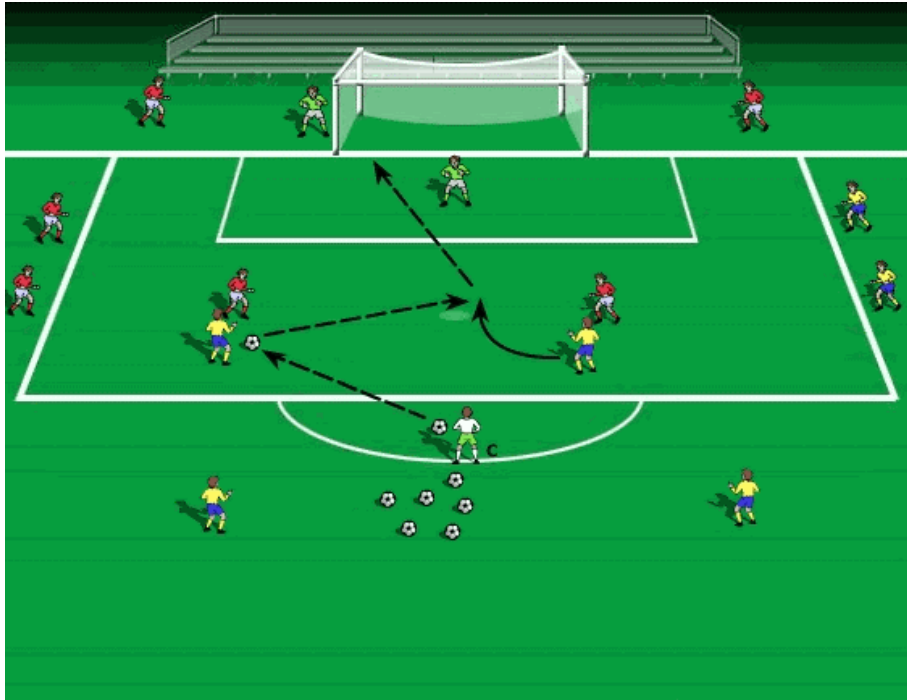
Session 99: Breakaway 1 V 1

Session 100: Improving Shooting On Goal Using Simple Shooting Ideas

Session 101: One Touch Finishing

Session 102: Fun Practices With One Or Two Touch Finishing

## Session 86: A 2 V 2 To Goal



### Finishing, receiving, defending, passing, goalkeeping

Use the penalty area and a regulation size goal. Two teams with two players are inside the penalty area. The coach is standing inside the D with a group of balls, and dictates the service into the box.

1. The coach serves the ball into the penalty area and both teams compete for the ball and try to score.
2. If the team on defense wins possession, they can go to goal as well.
3. If the goalkeeper makes the save or the ball goes outside the penalty area, the play is done.
4. Have the resting teams on the sides of the penalty area keeping the balls re-circulated.

### Progression:

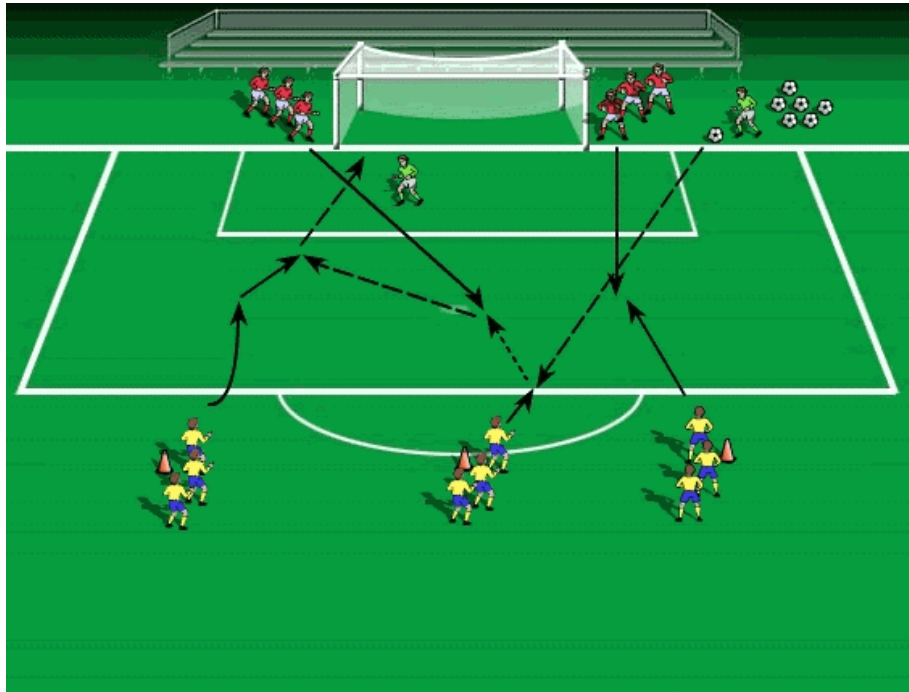
1. The serves can come from anywhere outside the penalty box. Use the extra players for this.
2. A goal must be scored in eight seconds or less.
3. Both teams have a two touch maximum.

### Coaching Points:

1. The players must be willing to work both sides of the ball.
2. Receive the ball sideways on.
3. Close down the shooter quickly.



## Session 87: A 3 V 2 To Goal



### Finishing, receiving, defending, passing, goalkeeping

Use the penalty area and a regulation size goal. 2 lines of defenders stand on both sides of the goal. Three lines of attackers stand five yards out from the top of the penalty box. The coach or server stands on the end line, between the 6 and 18, with a group of balls.

1. The coach serves the ball into the penalty area.
2. The first defender in each line, (2 total), leave the post to meet the three attackers (1 from each line), at the top of the box.
3. The three attackers try to score a goal and the two defenders are trying to prevent the goal from being scored.
4. The play is over when the goalkeeper has possession, or the ball travels outside the penalty area.

### Progression:

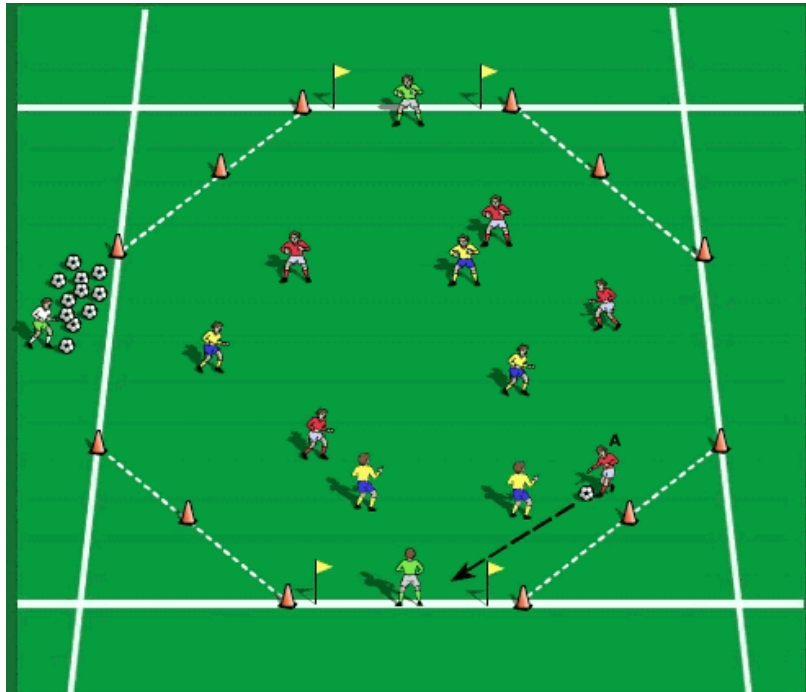
1. Two of the three attackers must touch the ball.
2. The goal must be scored after an overlapping run is made.
3. The attackers have five seconds to score.

### Coaching Points:

1. Pressure the ball first and cut down the shooters angle.
2. Goalkeeper must communicate with the defenders.
3. Get the shot off early.

## Session 88: Look To Shoot

To develop the mentality to shoot – small sided game



30 x 30 yard grid. Teams are arranged in a 6v6 format. Flags are placed at opposite ends to create goals. Goalkeepers are positioned in each goal. Cones are placed to make the sidelines on a diagonal towards the goal. A supply of balls is placed with the coach at the side of the playing area.

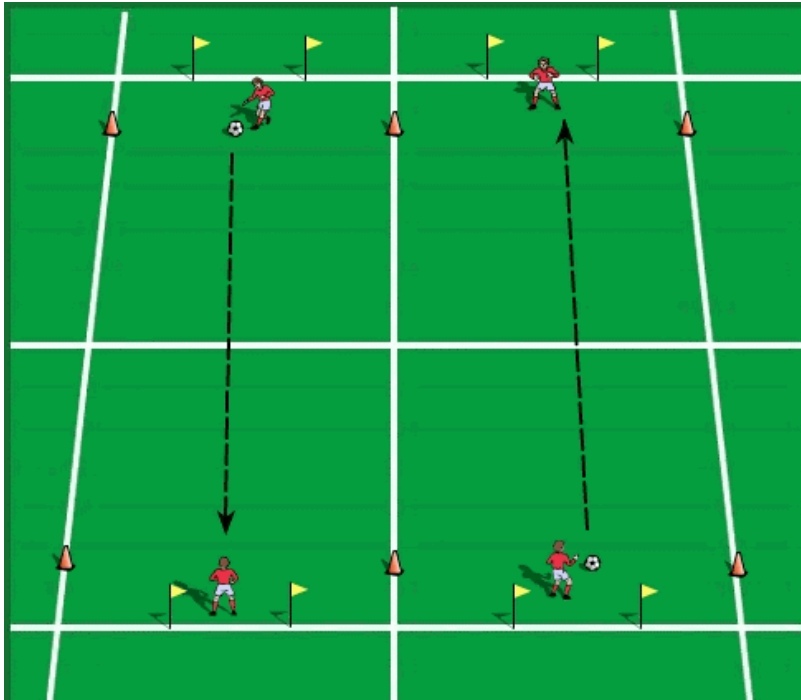
1. Both teams compete for possession of the ball. Teams must score as many goals as possible in the designated period of time.
2. Players are encouraged to shoot at every opportunity – don't look to pass or dribble if a shot can be taken.
3. Players may pass or dribble to create shooting opportunities.
4. The diagonal sidelines create a playing area where there are NO bad angles to shoot. If a ball leaves the playing area the coach passes the next ball in quickly to maintain a high tempo.
5. In the above diagram player (A) can be seen striking a shot on target.

**Progression:** Add a touch restriction for all players.

### Coaching Points:

1. Shoot early and often.
2. Take chances – don't pass the responsibility to others.
3. Strike the ball with the laces.
4. Strike through the ball – land on the kicking foot.
5. Accuracy before power on all shots.

## Session 89: Save It, Shoot It



### Correct mechanics of shooting from distance

Players are arranged in pairs. 10 x 20 yard grid with two flags (or cones) placed at each end to create a goal. One ball for each pair. Two cones are placed 2 yards from the goal line on either side of the grid as shown. Repeat grid set up to accommodate entire team.

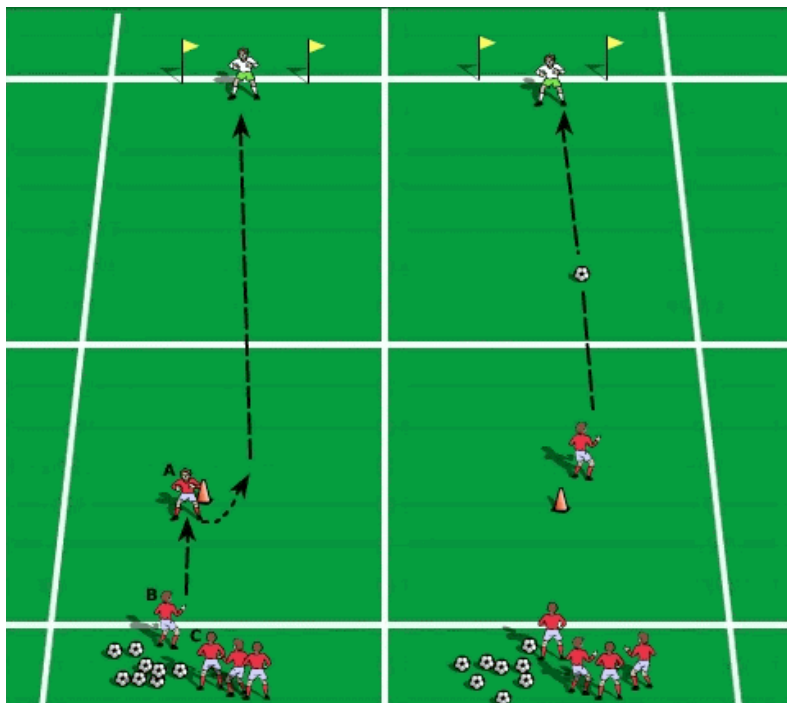
1. Players begin at opposite ends of the grid.
2. Player must strike the ball back and forth attempting to get every shot on target.
3. Points are awarded for scoring in the opponent's goal. Players have two touches – one to save the ball, one to shoot.
4. Players may use their hands to save the shot.
5. Players must shoot before the ball crosses the cones placed two yards from the goal line.

**Progression:** Players cannot use their hands to save shots that are traveling lower than chest height. Competition – first player to score 10 goals wins.

### Coaching Points:

1. Strike the ball with the laces.
2. Follow through – land on the shooting foot.
3. Non-kicking foot must be in line with the target.

## Session 90: Spin And Shoot



### Turning quickly to shoot on goal

10 x 20 yard grid. Five players plus a goalkeeper per grid. Flags are used to create a goal at one end of the grid. Players are positioned at the opposite end of the grid as shown. A cone is placed 4 yards from the group of players. A supply of balls is placed next to the players.

1. Player (A) begins at the cone as shown. The cone acts as a stationary defender.
2. Player (A) receives a pass from (B).
3. Player (A) must spin around the cone with one touch and shoot on the next touch.
4. Player (B) jogs to the cone to receive a pass from (C) to repeat the sequence.
5. Player (A) joins the back of the line.
6. Play is continuous for a designated period of time.
7. Rotate the goalkeeper often to avoid fatigue.

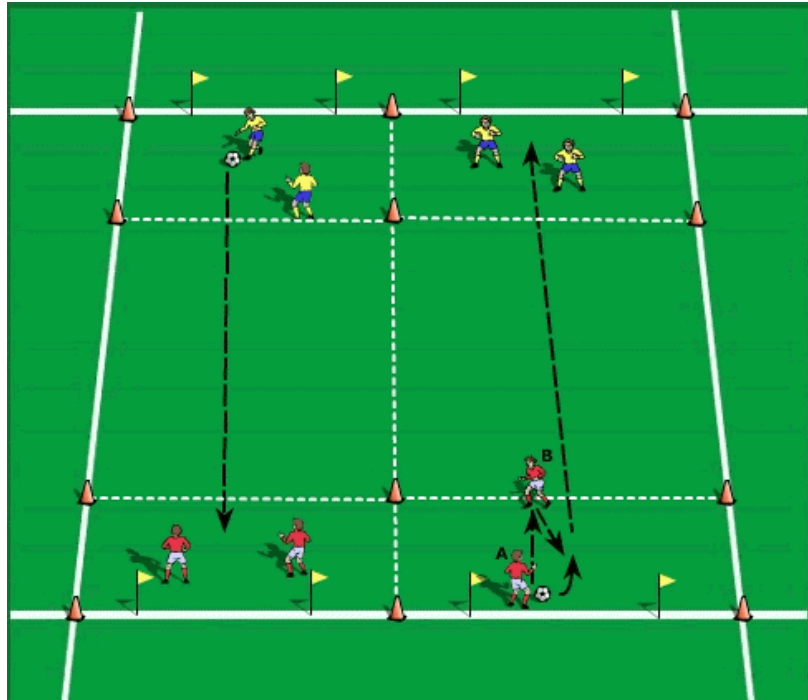
**Progression:** Players must use a different surface of the foot to turn each time – inside, outside etc.

### Coaching Points:

1. Strike the ball with the laces.
2. Strike through the ball – land on the kicking foot. Spin around the cone quickly.
3. Accuracy before power.
4. Non-kicking foot must be in line with the target.

## Session 91: Working In Pairs

Combining with a teammate to create a shooting opportunity



10 x 25 yard grid. Four players per grid with one ball. Flags are used to create a goal at each end of the grid. Players work in pairs and are positioned at opposite ends of the grid as shown. Cones are placed to create a 5x10 yard area on both sides of the grid. Repeat set up to accommodate the entire team.

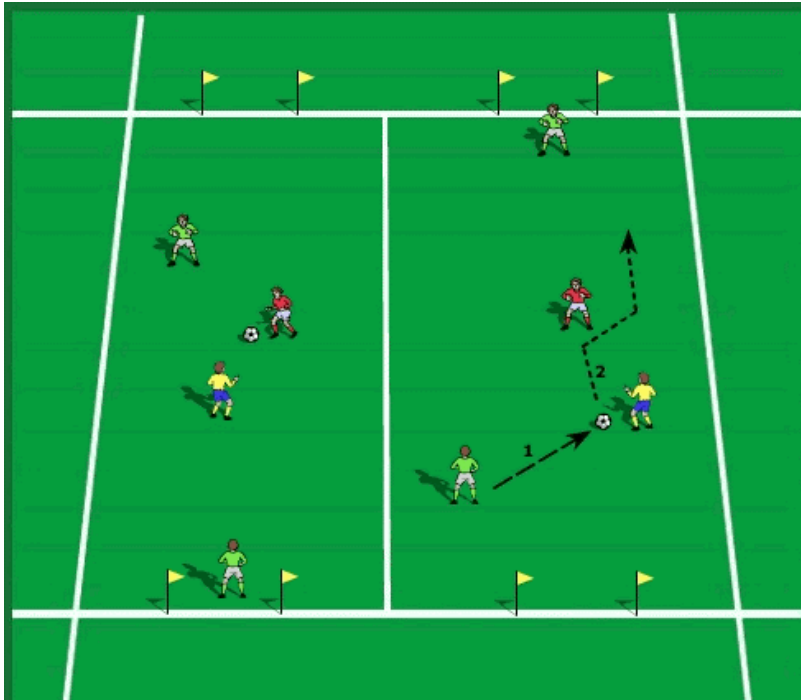
1. Players (A) and (B) pass the ball around inside the coned area.
2. After completing 3-4 passes one of the players must run to the 5-yard line to receive a pass from his partner.
3. In the above diagram player (B) runs to the line. Player (A) passes the ball to (B).
4. Player (B) must lay the ball off to (A) with one touch for a shot on the opponents' goal.
5. The sequence is repeated by the team (yellow) at the opposite end of the grid. Players may use their hands to save shots.
6. Players must score as many goals as possible in a designated period of time.

**Progression:** All passing must be one touch. All shots on goal must be one touch – no preparation touch.

### Coaching Points:

1. Strike the ball with the laces.
2. Strike through the ball – land on the kicking foot.
3. Passing must be sharp and accurate.
4. The layoff must be at a slight angle.
5. Accuracy before power on all shots

## Session 92: 1 V 1 Standoff



### Dribbling, shooting and attacking play

10 x 25 yard grid with flags to create mini goals at each end. Four players per grid, two acting as goalkeepers, two as field players. Repeat set-up to accommodate entire team.

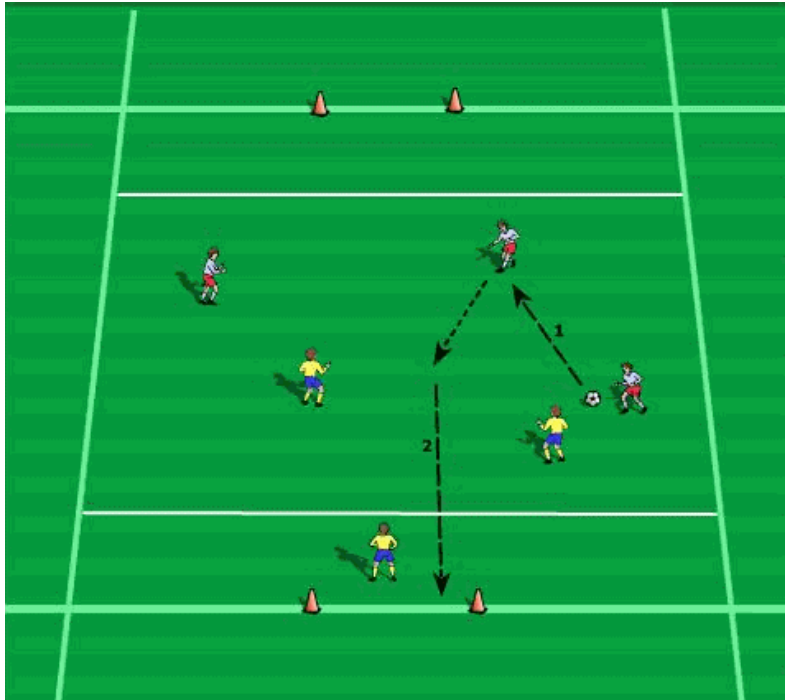
1. Players compete in a 1 v 1 battle for possession of the ball.
2. The goalkeeper of the player in possession can come out of the goal to support his teammate.
3. Goalkeepers cannot score.
4. After 2-3 minutes rotate the players so that the goalkeepers get a chance to act as field players.

**Progression:** Goalkeepers can score on a first time shot.

### Coaching Points:

1. Shoot early and often.
2. Encourage attacker to take chances in 1 v 1 situations close to goal.
3. Changes of speed and direction to beat defender.

## Session 93: 3 V 3 Pass It, Finish It



### Passing, Receiving, Finishing

20 x 30 yard grid with a 4-5 yard area designated as an end-zone. 6 players. Cones to make mini goals.

1. 3 v 3 game. Each team can designate a goalkeeper who can use their hands inside the end-zone area.
2. Goalkeepers must become outfield players when their team is in possession.
3. Goals are awarded for 5 consecutive passes or for shooting the ball into the mini goals.

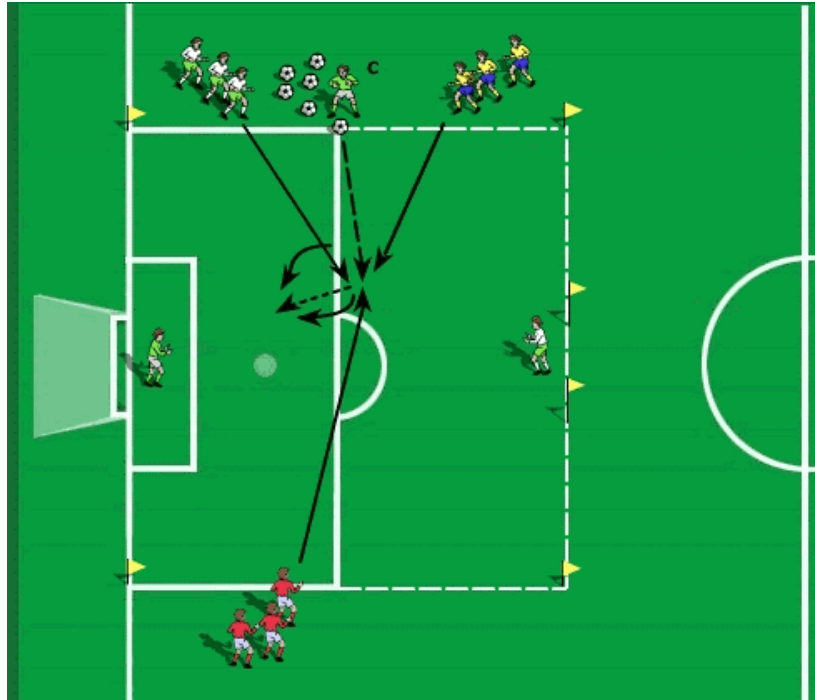
### Progression:

1. Can only score with inside of the foot.
2. Reduce the size of the mini goals and play with no goalkeepers.

### Coaching Points:

1. Lock ankle, keep ball on the ground when passing.
2. Receive the ball and take into space with first touch away from defenders.
3. Try to pass the ball into the corner of the goals.

## Session 94: 1 V 1 V 1



### Finishing, dribbling, breakaways

Make a 36x44 yard grid with a regulation size goal at both ends of the grid. All players including the coach stand in the middle of the sideline. Split the team into three different colors. All balls are with the coach.

1. The coach serves the ball out into the middle of the grid. Representatives from each color compete to win the ball.
2. The player with the ball can go to either goal and is being defended by the other two players.
3. It is always 1 attacker versus 2 defenders. If the ball is stolen, that player now becomes the attacker and goes to either goal. The players compete until a goal is scored, the balls goes out of the area, or until 1 minute has elapsed.

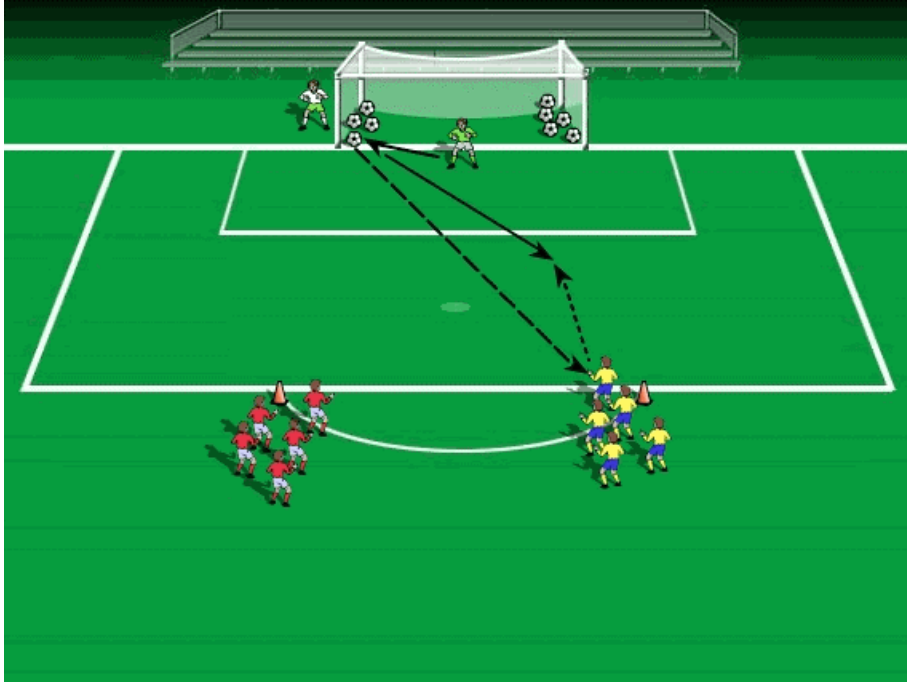
**Progression:** Make it 2 v 2 v 2

### Coaching Points:

1. Change the point of attack by switching goals.
2. Take people on and make them commit.
3. Get the shot off early.



## Session 95: Breakaway Game



### Finishing, dribbling, breakaways

Use the penalty area. The balls are placed in the side of the net and easily accessible for the goalkeepers. All players are at the top of box on either side.

1. The goalkeeper starts the exercise by distributing the ball to the first person in line at the top of the box.
2. The attacker must control the ball and immediately breakaway to goal.
3. As soon as the ball has touched the attacker for the first time, the goalkeeper can leave his/her goal line and close down the shooter.
4. The attacker has five seconds to score.
5. The goalkeeper allowing the fewest amounts of goals wins. Keep track of the goals.
6. The team or individual with the most goals wins. Alternate the goalkeepers every time.

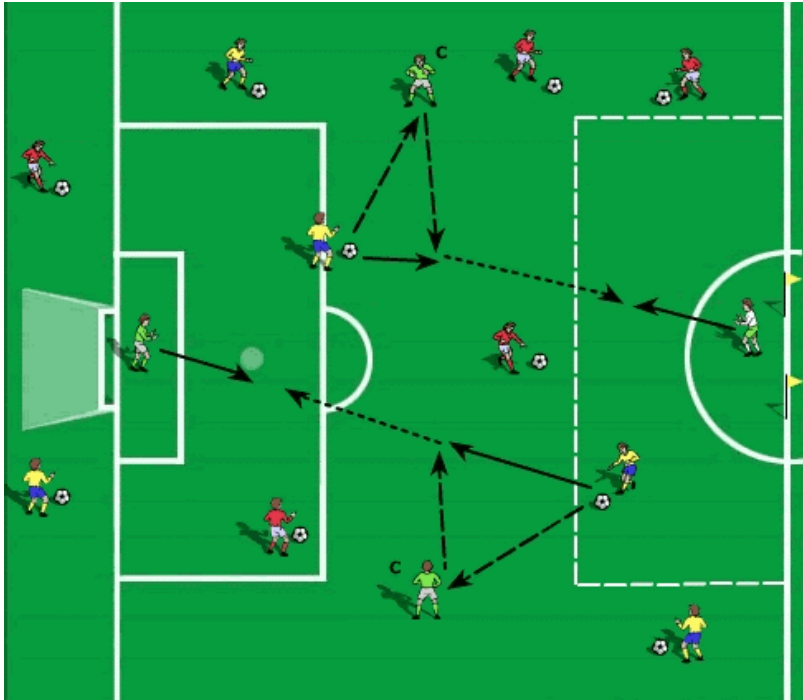
### Progression:

1. The goalkeeper must find the attacker's chest.
2. The attacker has three seconds to score.

### Coaching Points:

1. The goalkeeper must react to an errant touch by the attacker.
2. The attacker's first touch must be out at a 45 degree angle away from the body.
3. If the goalkeeper's feet are moving, shoot quickly.

## Session 96: Wall Pass To Goal



### Finishing, dribbling, passing, breakaways

Set up a 55x70 yard field with a regulation size goal at each end. Divide your team into two different colored teams. Every player has a ball and the coach stands anywhere in the middle of the field.

1. The players dribble around the field and soon as they make eye contact with the coach, they play the ball in, get it back and go to goal.
2. The coach must dictate the players run and lead him/her to goal. Everything is done at game speed. Every few seconds a player should be shooting on goal.
3. The team with the most goals wins the game.

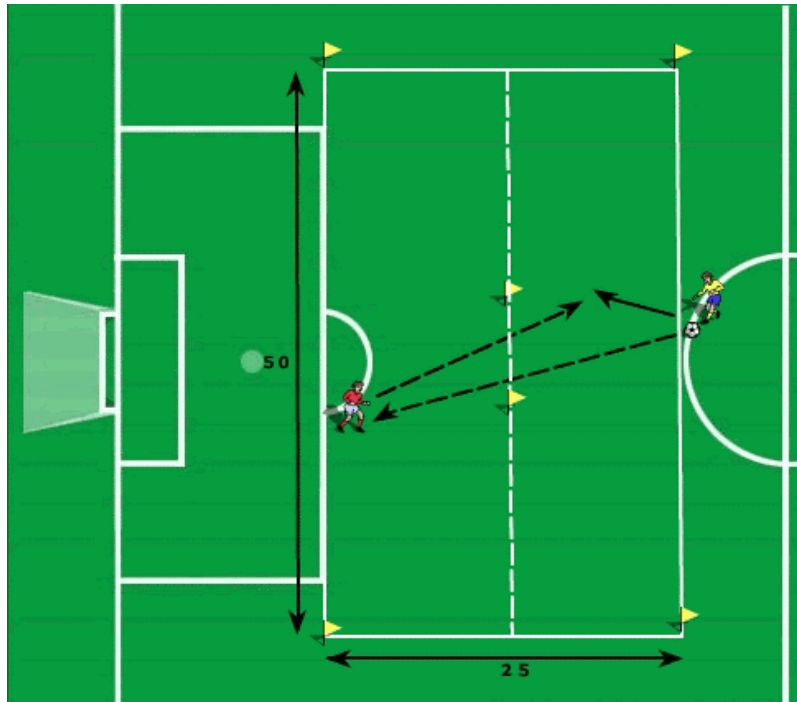
### Progression:

1. The player must chip or drive the ball into the coach's hands.
2. The attacker has three seconds to score.

### Coaching Points:

1. The dribbling must be sharp and game realistic.
2. Identify the goalkeepers starting position.
3. Communication, communication, communication.

## Session 97: Long Distance Shooting



### Shooting, receiving

Make a 50x25 yard grid, and place a goal on the midway line in the middle of the grid. Use flags or cones as the goal so the ball can travel through the goal and to the other side. Place a player on each end line with a group of balls. There are only two players per grid.

1. The play begins by one of the players shooting the ball through the goal and to the other player.
2. That player must control the ball and play it back through the goal in no more than two touches. A player receives a point for every goal scored.
3. However, a player is deducted a point if they fail to shoot through the goal or if they fail to control the shot before it goes over the end line.
4. The first player to ten points wins the game.

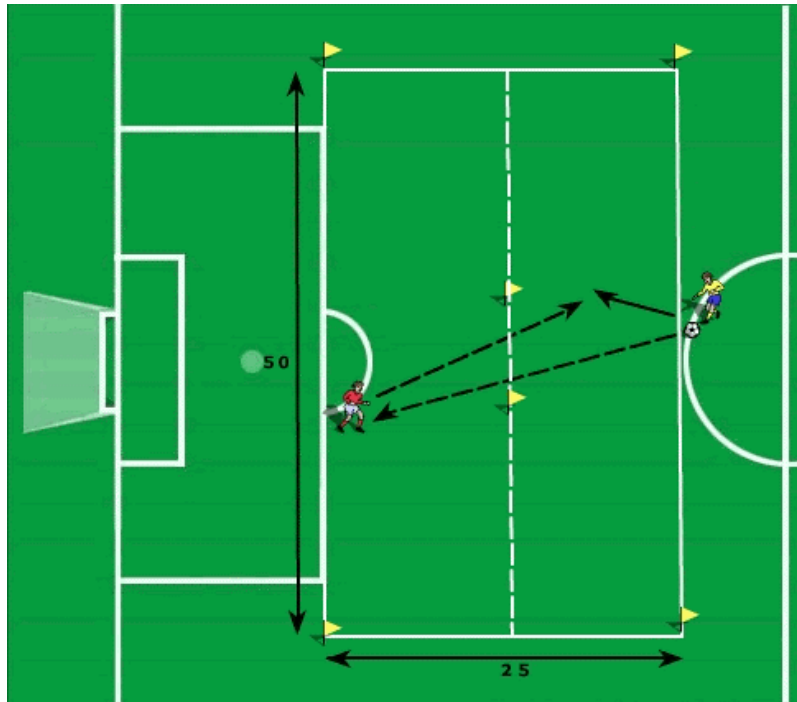
### Progression:

1. Decrease the size of the goal.
2. The players must hit a moving ball.

### Coaching Points:

1. Use the inside of the foot to shoot for accuracy.
2. The receiver must start centrally behind the goal.

## Session 98: World Cup



### Shot stopping, breakaways

Use the penalty area and a regulation sized goal. The goalkeeper is in goal and all remaining players are inside the penalty area. The coach has a group of balls and stands on the side of the penalty box.

1. The coach serves balls into the box, sometimes more than 1 at a time and the players try to score.
2. The last person to touch the ball before it goes in the net is credited for the goal.
3. The first player to score three times is declared the winner.
4. Start a new game and play again.

### Progression:

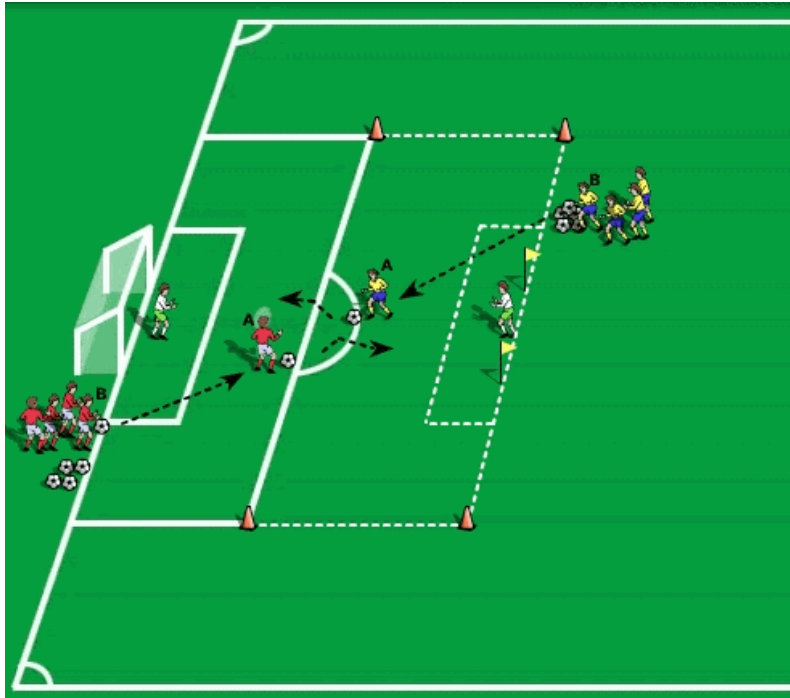
1. First time finishes from the coach counts as 2 points.
2. Must score side netting.
3. Add another 18x44 yard grid with a regulation goal.

### Coaching Points:

1. Attack the ball.
2. Get the shot off as quickly as possible.

## Session 99: Breakaway 1 V 1

To develop confidence in 1v1 situations with the goalkeeper



36 x 44 yards (two 18-yard boxes). Players are divided into two groups and positioned as shown. Goalkeepers are in each goal. A supply of balls is placed next to each group of players.

1. The first players in each group (A) dribble towards each other.
2. At the 18-yard line the players must exchange balls and continue on a breakaway with the goalkeeper.
3. Players join the opposite group after each shot.
4. The next players in line (B) repeat the sequence.

After exchanging balls players must attack at speed to make the goalkeeper commit. Players are encouraged to place the ball into the corners of the goal – accuracy before power. Play is continuous for a designated period of time. Rotate the goalkeepers to avoid fatigue.

**Progression:** Must attempt a shot within 3 seconds of the ball exchange to encourage faster play.

### Coaching Points:

1. Accuracy before power.
2. If the goalkeeper charges out – slot the ball under him or dribble around him.
3. Try to be deceptive with the shot.

## Session 100: Improving Shooting On Goal Using Simple Shooting Ideas

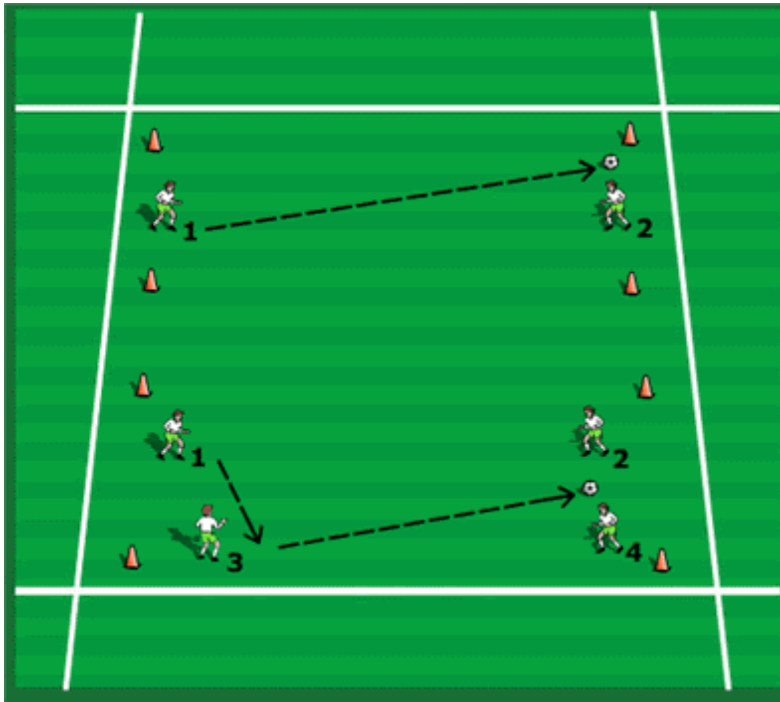
### Developing Good Technique For Shooting At Goal

Warm Up As always with a ball each and stretching.

In two's shooting through the coned empty goals to each other. We are looking for accuracy and a good technique. Have the players count the number of goals they score. Have a few rounds adding up scores each time.



If you have the upright cones have them shooting to knock over the cones. Do it alternately per player each side and count which team knocks the most cones over (competitive). Ensure players are all organized properly behind an end line so they all shoot from the same distance.



Simple shooting practice. Players are in two's 10 to 20 yards apart, distance depending on the age group you are working with. Each has a goal to defend and they have to score past each other. Keep it to two or three touches per shot. Focus on the technique of striking the ball and explain and demonstrate this to the players.

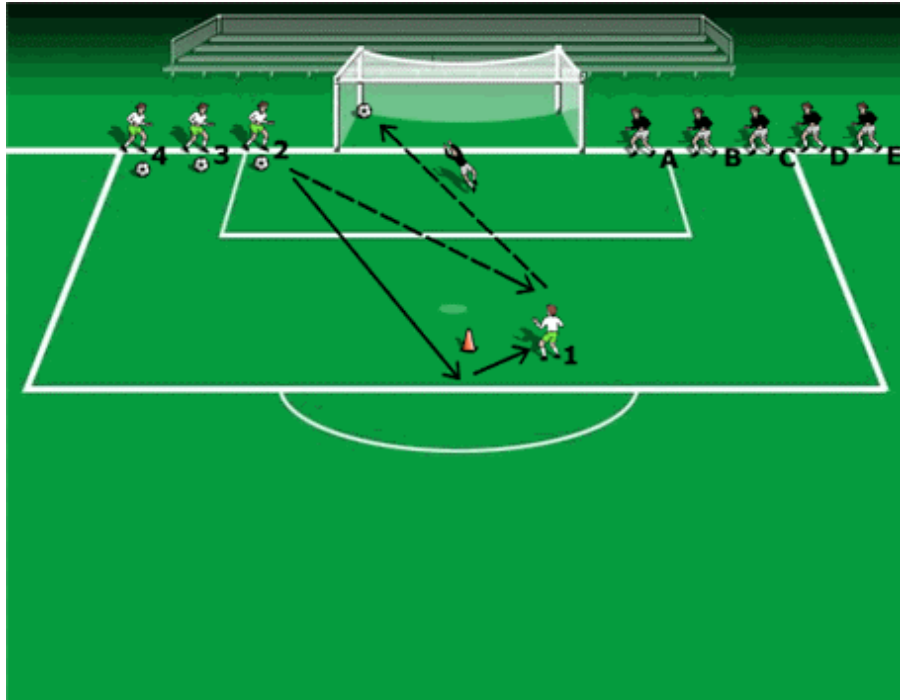
**Develop:** Have the players shoot with their stronger foot for a time then have them practice shooting with their weaker foot for a time.

**Conditions:** Work on side foot shooting, instep shooting, swerving the ball with the inside and outside of the foot etc.

**Competitive:** After two minutes of shooting have the winners play each other and the losers play each other.

**Develop:** Have two v two games so some passing and shooting is developed; encourage a one touch shot from a well weighted pass from their teammates

## Session 101: One Touch Finishing



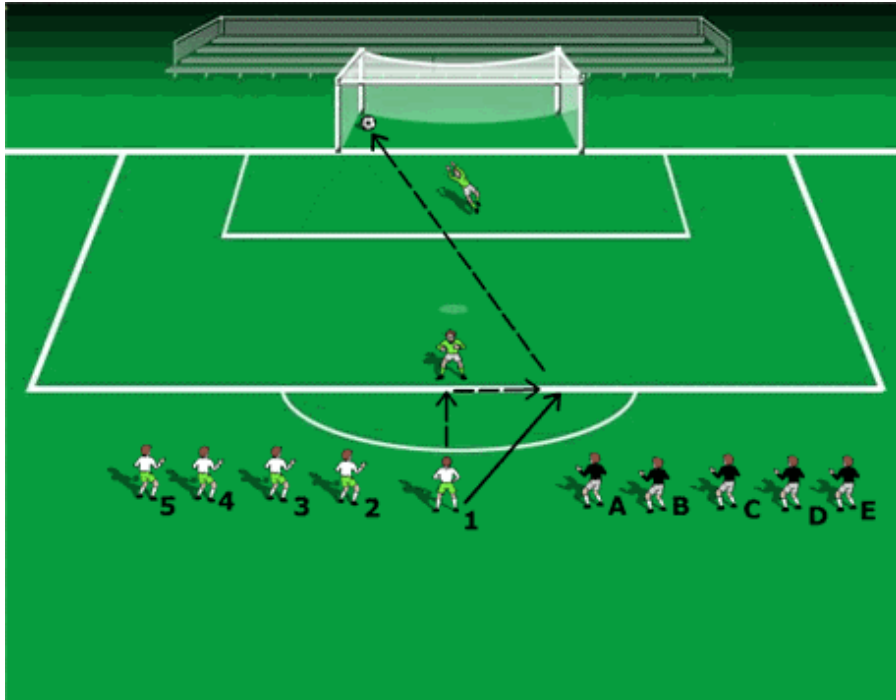
70% of all goals are scored with one touch so it is important to practice this technique regularly. (1) runs around the cone at pace to receive the pass from (2). Go left then right varying the call to keep the players concentrating. Each player except the one running has a ball to serve. Player switches sides each time. One touch finishing.

This is a continuous practice with lots of work for the keeper also. As soon as a pass has gone in call the next player to start their run.

**Develop:** Vary the service with easy passes to begin so we get a lot of goals then chip it in for volleys, half volleys, headers, diving headers, and so on (players can throw the ball in to maintain accurate service if needed to ensure strikes on goal). Working on a positive attitude to score, accuracy and/or power, correct shot selection, awareness of rebounds. Have players counting the number of goals they score (competitive).



## Session 102: Fun Practices With One Or Two Touch Finishing

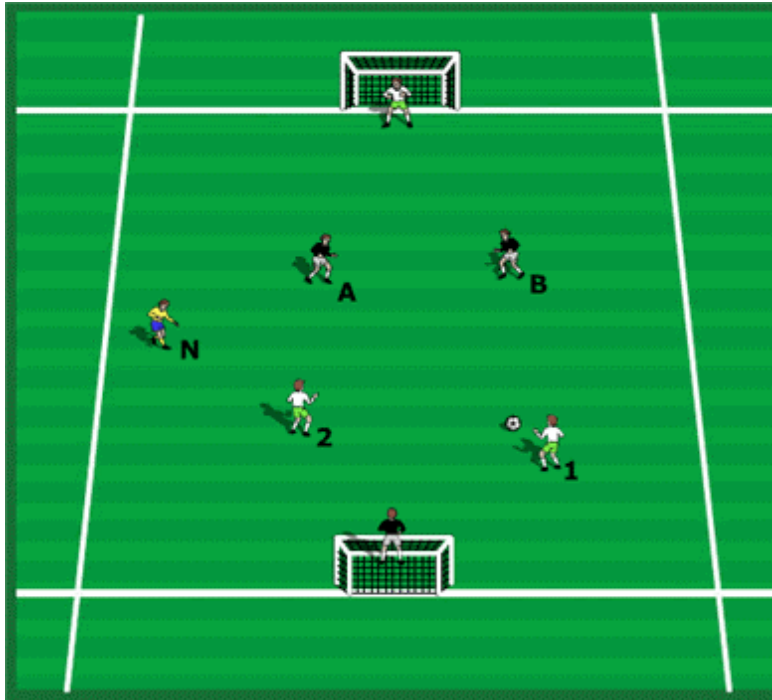


(1) plays a 1 – 2 with the coach and shoots at goal with a one touch finish. Go right and left. The coach can use different layoffs with degrees of difficulty as the players improve their finishing technique.

**Develop:** The coach changes position with the server who faces the goal a) throw the ball over the players shoulder for volleys and half volleys b) throw from the side for side volleys and half volleys c) throw off at an angle so the player chases down the ball and shoots. The player turns around (now back to goal). The coach passes to the player's feet that must receive and turn and shoot quickly. Serve to feet, control and turn, chest control and turn, thigh control and turn.

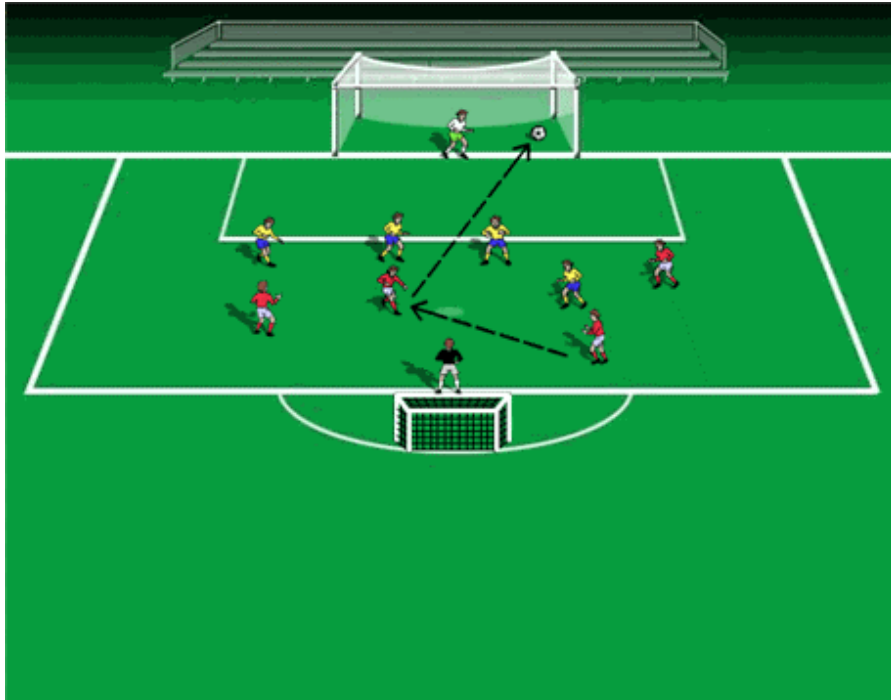
**Develop:** In two's (1 v 1's), make it competitive have players turning and the first to the ball has the shot, variations of service, down the side, between the players, in the air, players in various stances, sitting, lying down so they have to get up off the ground and get the shot in first. Do the same with them facing the goal, there are lots of variations you can use for this and it helps their sharpness and composure in finishing.

## Shooting Game Plan With Keepers



It can be a 2 v 2 plus 1 with keepers or a 3 v 3 with keepers. Use big goals so there is a big target to hit and it is easier to gain success.

## Session 103: Improving Short And Sharp Finishing In The Box



### Quick One And Two Touch Finishing In The Box

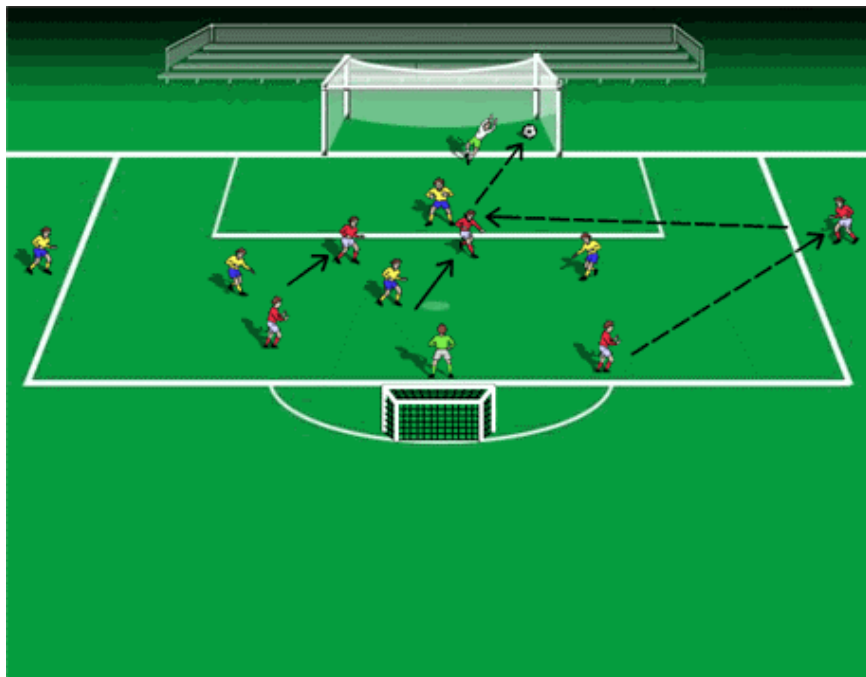
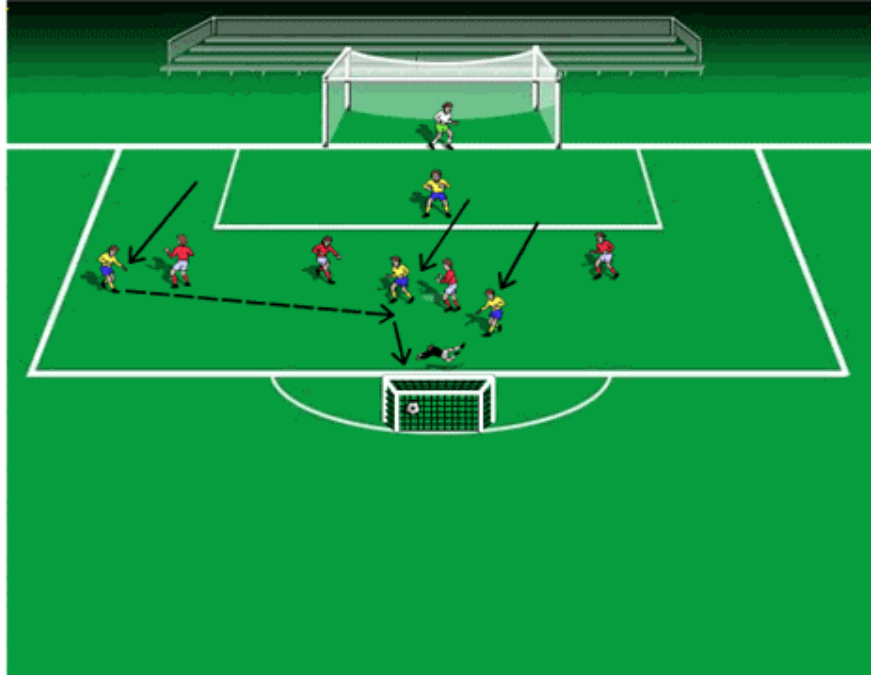
### Angle, Weight And Timing Of The Pass In The Box

#### **Coaching Points:**

1. Quality of Passing - Concentrate on the weight, timing and angle of the pass. Under hit the pass to draw the receiver to the ball and into a position to shoot and get free of the defender. This technique is used to allow the receiver to hit a one touch shot at goal. Weight of pass must be light to allow this. This is the opposite to what coaches normally tell a player (don't pass the ball short or under paced because it can be intercepted). Above; short under hit pass draws the player towards the ball to get free from the defender and, half turned with a side on stance, hit a one touch shot.
2. Positioning and Crossing Technique - (creating width to cross).
3. Balance in Attack - (near post / far post / middle of goal). Positioning from crosses, timing of runs (late and fast), changing of positions to move defenders, angles of runs, contact on the ball.
4. Finishing Technique – Position of the feet to receive. One touch finishing

## Positioning From Crossing

1. The keeper plays the ball wide and the attackers get in position to meet the cross near post, far post and centrally behind them for the pull back.
2. Try to finish one touch.
3. The game is constant attacking play both ways. To make it competitive count the number of goals scored, encourage the players to shoot on sight.
4. Teaching transitions from one moment defending to the next moment attacking, this exercise improves the concentration of the players.



1. Introduce 2 players on the outside who stay outside the playing area. No one can tackle them so they are guaranteed to get a cross in.
2. This could be a quick play session focusing on crossing and one touch finishing the emphasis being on a two touch maximum in wide areas ensuring a quick cross into the scoring area.
3. Players know they only have 2 touches when it goes wide so they work quickly to get into position, expecting the early cross.
4. This should improve quick decision making as everything is done at pace.

# STRIKER MOVEMENT SESSIONS

Session 103: Improving Short And Sharp Finishing In The Box

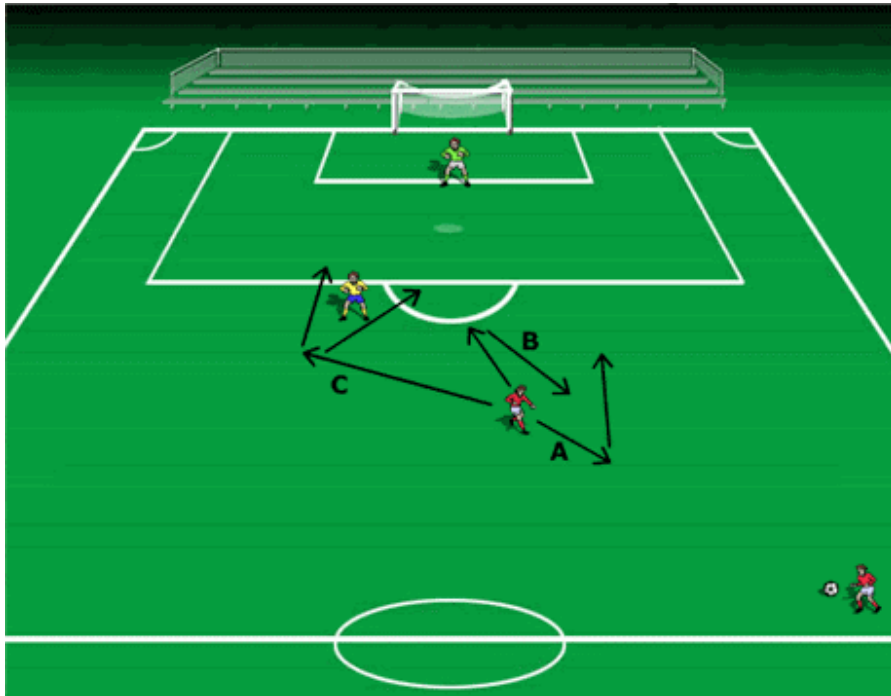
Quick One And Two Touch Finishing In The Box

Session 104: Individual Striker Movements

Session 105: Working Opposites With Movement Of Strikers

Session 106: Striker Movement Inside The Penalty Area From Crosses

## Session 104: Individual Striker Movements



**You can decide when to start to teach this depending on the soccer IQ of the individual player.**

The movement of the striker, the three ideas, working opposites on the first two

**A) Short to go long, (opposite run)**

**B) Long to come short, (opposite run)**

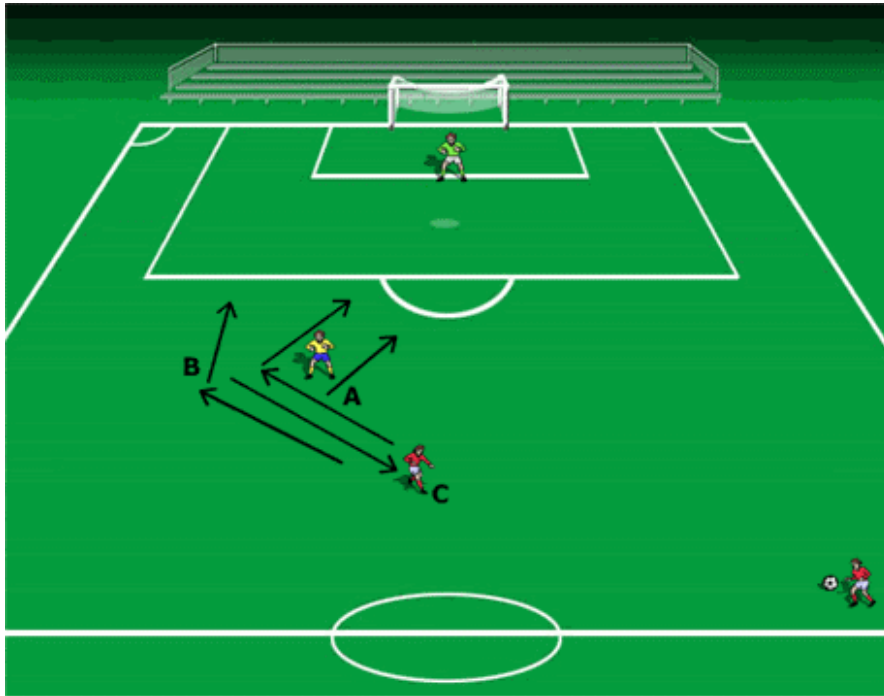
**C) Off the shoulder of the defender.** A diagonal run away to invite a ball “off / over the shoulder” of the marking defender.

On A) the striker takes the defender towards the ball to create space behind, either for themselves or a team mate.

On B) the striker takes the defender away to create space in front and short to check back into for themselves or a team mate.

On C) Here the striker runs away and invites a ball off or over the shoulder of the defender, in this situation the striker is off the right shoulder of the defender. The ball may be delivered off (outside) the right shoulder of the defender so it goes wider, or (inside) the left shoulder of the defender so the striker cuts inside the defender either in front or behind them or moves towards the ball and receives to feet.

## “Off The Shoulder” Has Three Further Movements To Consider



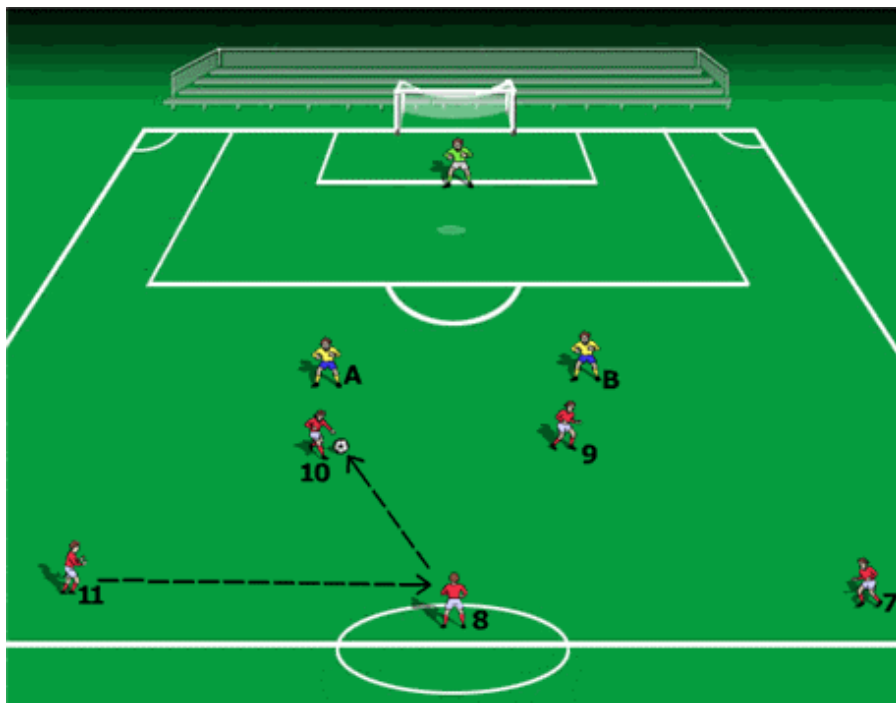
Carrying this idea on the striker in this position has three ideas for moves,

- A) Away then back across the defender either in front of them or behind them for the delivery inside the defender.
- B) Staying off the shoulder for the delivery outside the defender to attack,
- C) Going short to the ball to receive the delivery to feet.

The defender starts in the same position as the striker though it isn't shown here.

The three areas the delivery is aiming for are shown by the circles.

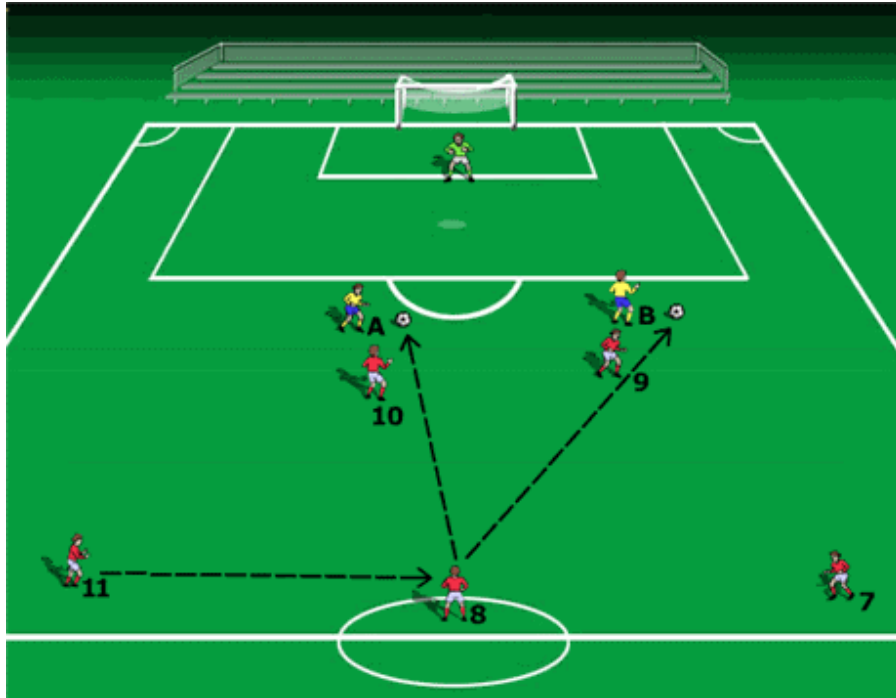
I believe this is a good way of simplifying movements by the striker in this position and giving them a framework to play from, they may develop their own variations of these three moves but it is a good planning tool to use in training so the players making the delivery at least have an idea what the striker may attempt in terms of his or her movement based on the position of the defender.



This is the usual position of the strikers, they stand alongside the defender and do not open the angle up to help them receive a pass, and these are the disadvantages to this:

- A) Striker has their back to the defender. Defender has control.
- B) Striker's body position is square on to the ball, defender and the goal, facing back.
- C) Striker can't see the defender clearly nor see the goal directly.
- D) If the ball is played in behind the defender, the striker has to first turn, then run forward and probably is second best to the ball against the defender who has a yard or two start and is probably side on already so only needing to do half a turn.
- E) It is easy for the defender to mark the striker as he or she can see the ball and the striker at the same time and be in control of the situation.



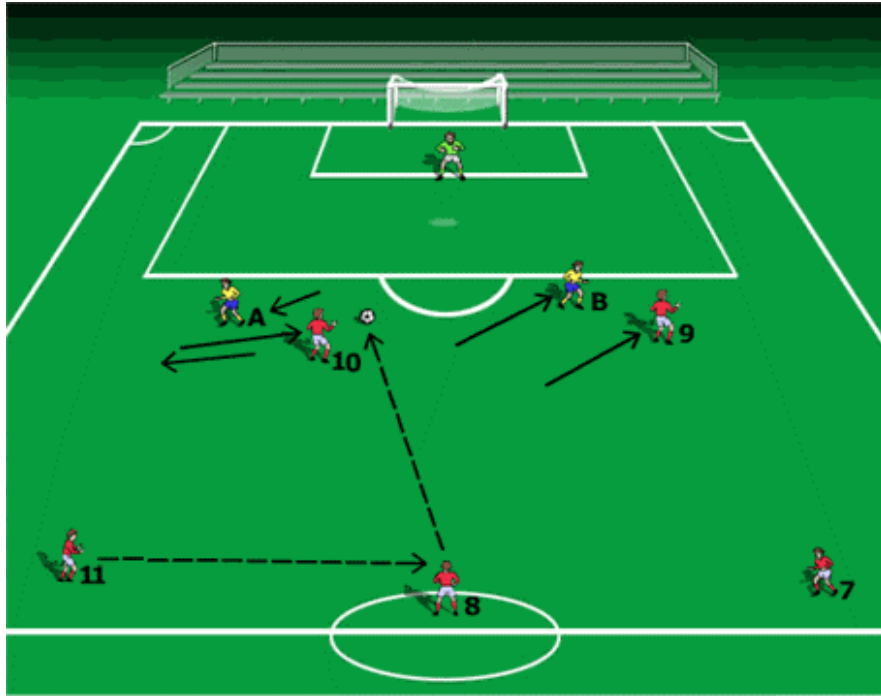


The ball is played straight and behind the defender (A) at player is likely to be first to the ball as the striker (10) has to turn and run after the ball in behind the defender.

The ball is played wide into the corner, same idea the defender (B) should be first to it based on the Starting Position of the striker (9), which is back to goal, back to the direction of the ball and where it is traveling to, having to turn and chase it losing vital seconds.

It is all about the Starting Position of the striker and his or her body stance in terms of open or closed, open being half or fully turned in the direction the ball is going or closed as in their back to where the ball is going. Too often they start from a closed body stance.

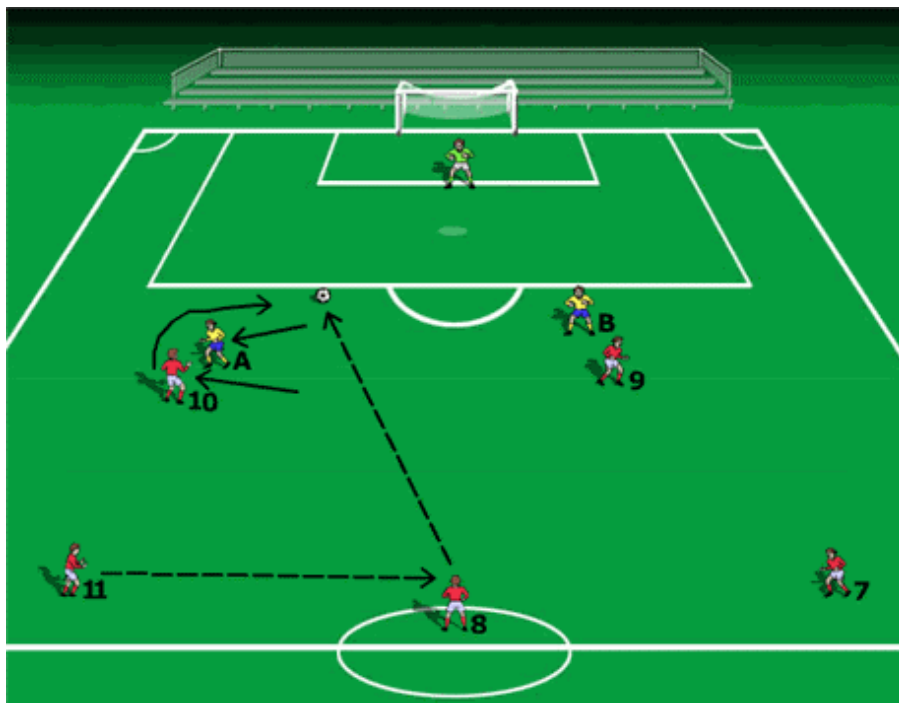




Striker moves “OFF THE SHOULDER” of the defender.

The defender comes with the striker and closes them down. Now the timing of the pass and timing of the run come into play. Striker then checks back inside into the space the defender has vacated and attacks inside and across in front of them. Striker (9) can run off the other center back (B) to create the space inside also. The player in the ball plays it inside the center back.

Also try to time it whereas the defender in this case, plants their right foot down (and be flat footed even) so are leaning forward and towards the striker, that is the time to check back inside and across them. The defender is likely to be most off balance at this time, and that is the time to take advantage as they have to spring back on themselves and adjust their feet. It may give a valuable yard or two to the striker which can be the difference between a goal or not a goal.

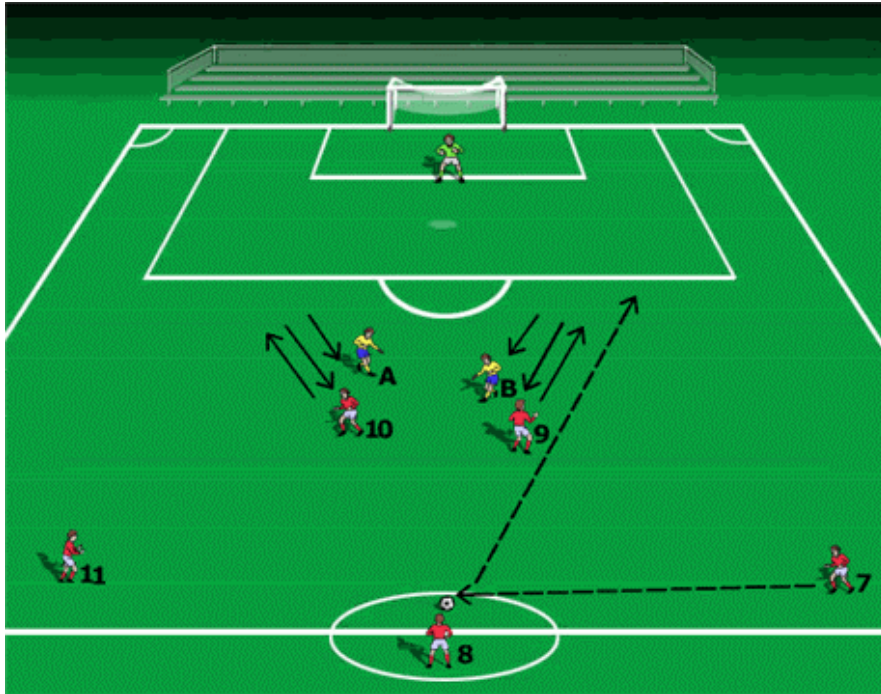


Striker moves “OFF THE SHOULDER” of the defender.

Same as the previous diagram where the defender closes the striker down but this time the striker makes a run outside and behind the defender rather than inside and across them. Timing of this is important for being on side.

Timing the movement also as previously, when the defender is in an off balanced stance making it more difficult to check back in one movement and cover the strikers run.

## Session 105: Working Opposites With Movement Of Strikers

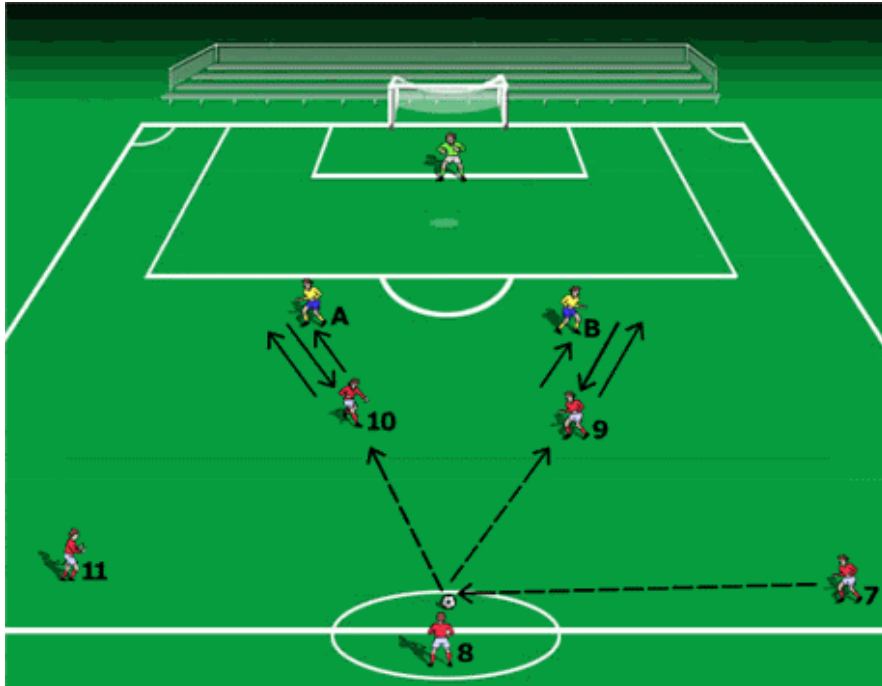


Strikers must recognize when the man on the ball has TIME to play the ball forward. Strikers move towards the ball dragging the man marking defenders close to them.

As the player checks toward the passer as if to receive a pass and is marked tightly by the defender, a sharp spin is made to receive a long pass behind (into the space created by coming short) rather than the short one the striker seemed to be asking for. A Sharp turn / spin into the defender and across the shoulder is the best move rather than the old arc run into space. With the old arc run this is easily tracked by the defender as there is time to see the ball and the player.

When the player has time on the ball to pass expect lots of movement at pace e.g. short to go long. Midfield player can pass down the side of the striker. When there's no time on the ball i.e. they must pass quickly, expect players to stay in their positions to provide options. This means if they go short to receive they get the ball to feet from the first run because there is no time to make the second run as the player on the ball has to release it quickly.

## Working Opposites Checking Back To Receive

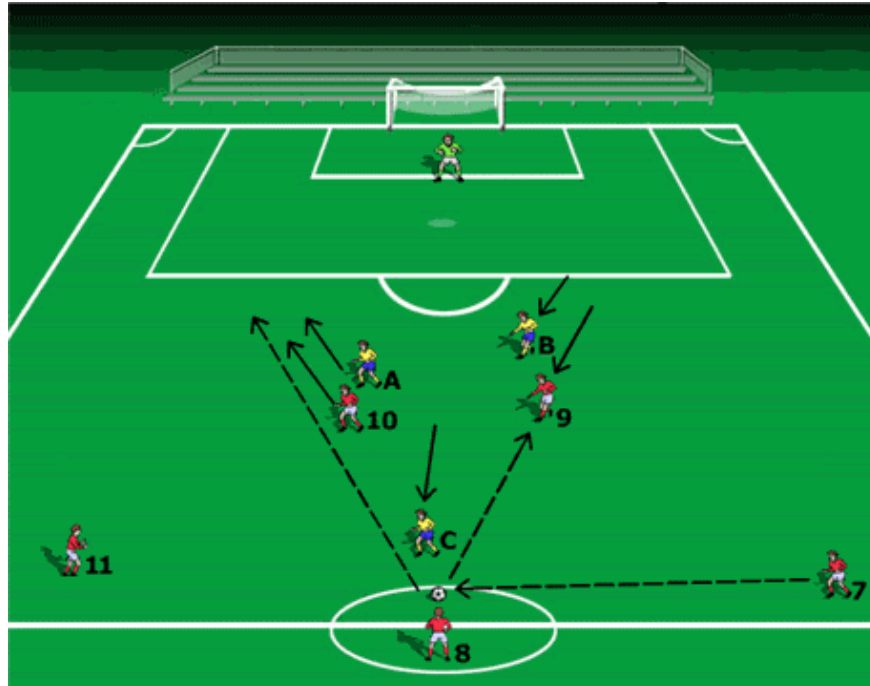


The midfield players need to know the strikers are playing opposites. This time the strikers are moving away to come back. Again there is time on the ball for the midfield player and the opposite movement comes into effect (both working off the second run), but if no time the striker knows it will be played first time into the first run.

The opposite movement is if the striker shows to receive to feet, he / she is going to spin away and receive in space in front of them in the form of a through ball, if he / she runs away, then expect a check back to feet.

This is especially effective when the strikers are not too close together so there's lots of space to work in. To make the movement clearer the strikers can have a code word to call as a signal so the player on the ball knows what is happening. They call it as early as possible.

## No Time On The Ball to Wait For The Second Run

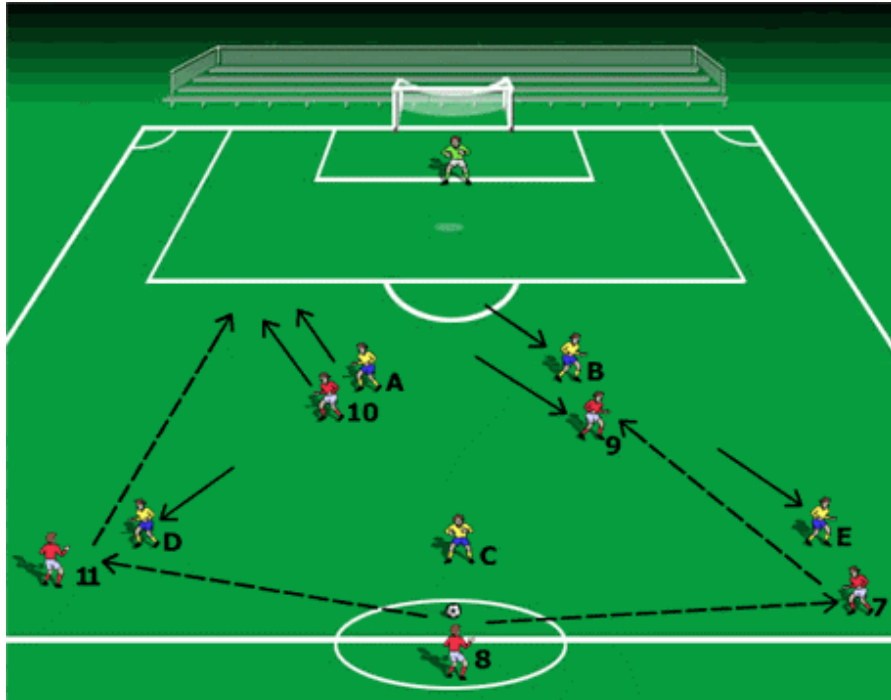


There is no time on the ball and the passer has to release the ball quickly due to quick pressure on the ball from (C).

In this case the striker must recognize this and act accordingly and expect a pass from their first run, in this case with (10) it can be a run inviting a ball to be played down the side into the channel for the striker to run on to. In the case of (9) it is a pass to feet coming short to receive. The pass can be made from wide areas too with the same conditions passing off the first run or passing off the second run depending on the time on the ball of the passer or if the striker has given the code word signal.

In a game the team could be prepared to play on the basis that they always make the pass off the first run unless they get a call from the striker using the code word to implement the opposite movement. It isn't always possible in split second situations to recognize how much time a player has on the ball so it may be best just to work the movement off a call.

## No Time On The Ball to Wait For The Second Run

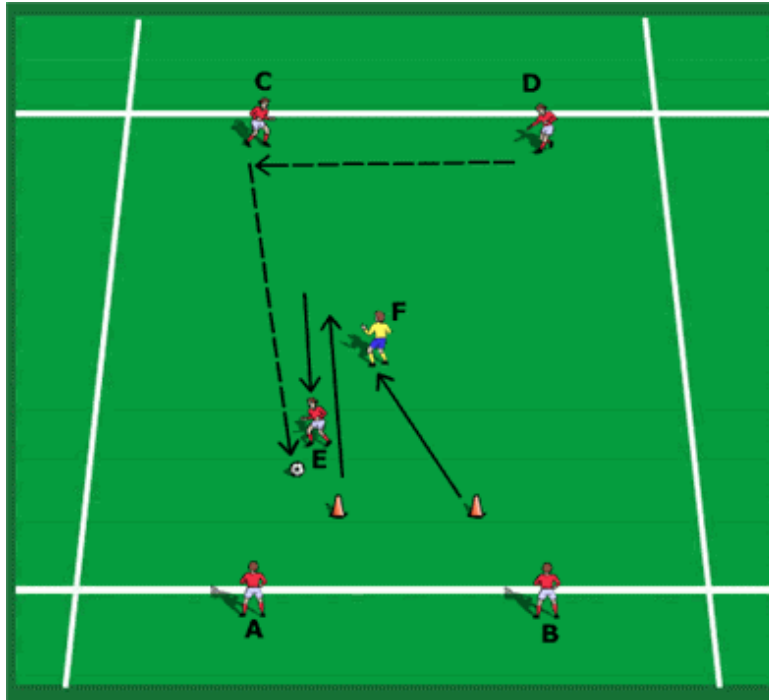


Receiving from a wide position on the field the same principles apply receiving off the first pass, as above (10) down the side to space to run on to and (9) to feet. Here the passer must release the pass early (because of pressure on the ball) or they have not received the code word signal to implement the opposite move.

In a game situation for the first thirty minutes it could be a game plan where the strikers always work off a pass from the first run and get the defenders conditioned into thinking that is always the case saving the decisive moment later in the game where the code word signal is called and they work the opposite move receiving from the second run. It may be they only have to do it once in a game and it results in a goal (due to the defenders being unprepared for the opposite movement) giving the striker a vital second or fractions of a second thus gaining a couple of yards on the defender in a vital area of the field to receive a pass and score a goal.



## Exercise To Practice The Opposite Move



Striker (E) comes short and shows for the ball asking for a pass from (D). Defender (F) follows.

Midfielder (D) passes to (C), (D) then passes over the top into (E)'s path as he / she spins.

Defender must play passively. To continue the work once player (E) receives the ball they must beat (F) back to the touchline. Players (C) and (D) go to the middle and the next two take their place.

As the pass is going from (D) to (C) the striker shouts the code word and spins to receive the pass as player (C) is about to pass it. The shout must be early to (C) to make the pass at the exact same time (E) is spinning to receive it.

**Develop:** The player receiving the pass can get it "short or long", to keep the defender guessing.

Short, when the code word is not used but the player could use any other word to confuse. Long, with the actual code word used. Combine with the passer to beat the defender.

## Session 106: Striker Movement Inside The Penalty Area From Crosses



**The Set Up:** Two full size goals and an area double the penalty box. 2 v 1 in each side; 2 keepers and two players crossing, one for each team. Crossers cannot be tackled and are in the area outside the actual playing area.

### Coaching Points:

1. Technique: Quality of the cross
2. Decision: The timing and angle of the cross (this is very important in terms of observation by crosser 4)
3. The timing and angle of the runs both to confuse the defenders and then to arrive in the space at the right moment to receive the cross
4. The movements may be based on one run or two. Two runs if time to do it if the ball comes in directly then timing off one run. Two runs constitutes a double opposite run
5. Individual or combination movements of attacking players
6. Contact on the ball with likely a one touch finish on goal

Timing should be late and fast, if they go too early then they take defenders into the areas too early to receive. There again if the cross does not come in early they may have time to correct this with a double run. So; if time then they can go early for the first run and then check for the 2nd and main run, this is an opposite run to create space either for themselves or their team mate. The cross is best driven hard and low in behind the defenders but away from the keeper if possible on the edge of the 2nd six yard box.

Once the ball is played wide the attacking team becomes a 2 v 2 in the attacking area leaving a 1 v 1 behind.

We are looking at the movements now of the two attacking players to get free of the two defenders.



Here attacker (3) pulls away from the near post position to get free of defender (B). He can attack the ball in behind defender (B), and between defenders (A) and (B) if the delivery is good enough.

This movement also frees up the space in front at the near post if (B) tracks the run.

Defender (B) moves back and tracks the run to mark attacker (3). He or she may, for a fraction of a second; take their eyes off the ball (as shown by their body position here of B) and just see attacker (3).

As (B) plants their right foot down then that is the cue for (3) to check back into the space at the near post whilst (B) may be slightly off balance.

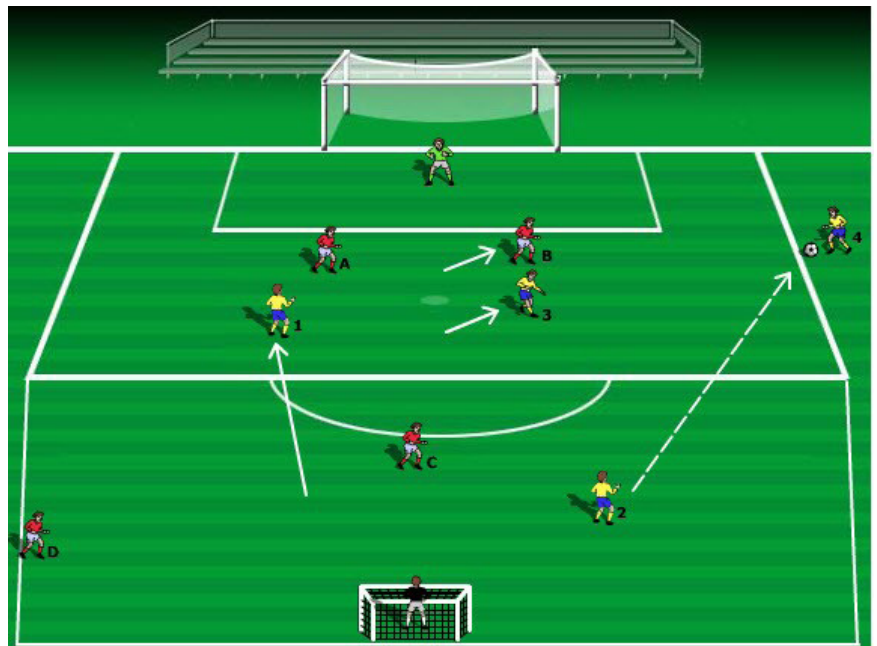


Here we show that check back into the space in front of the near post, with attacker (3) having taken defender (B) away from it in the first instance. This is an opposite double run taking the defender away from the space to then go back into it. Attacker (3) should time the run to arrive at the near post; but not beyond it; as the ball arrives in the same place.

If beyond it to make contact on the ball it is a difficult finish trying to twist and turn the ball back to goal. If making contact on the ball just before the near post then (3) can use the pace of the cross to make a straight one touch pass into the goal by redirecting it.



Now (3) draws defender (B) to the near post and even beyond it.



(3) Then checks back to free up space at the near post and (B) stays with him or her. Another double opposite run.

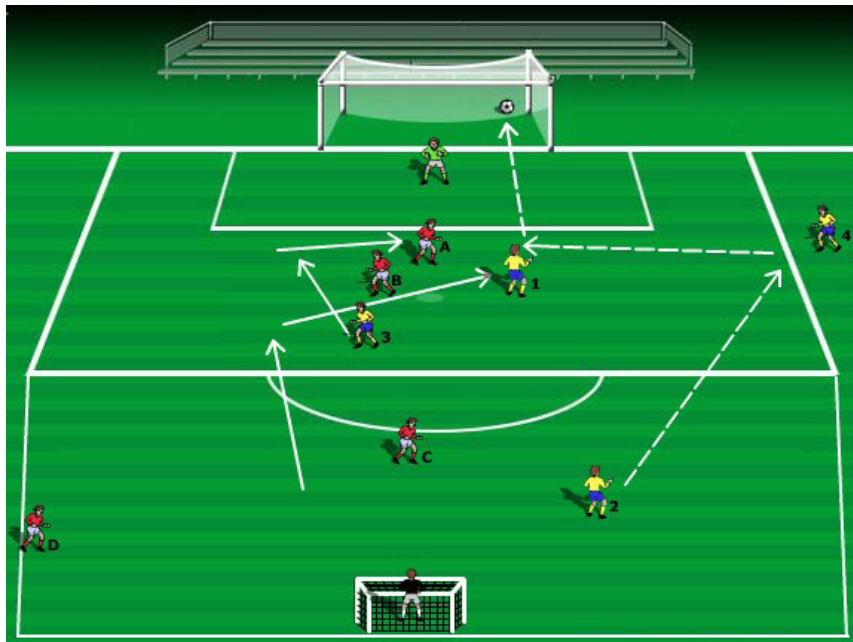
If there is no time to implement two runs then (3) will make just the one run for themselves to attack the ball at the near post.



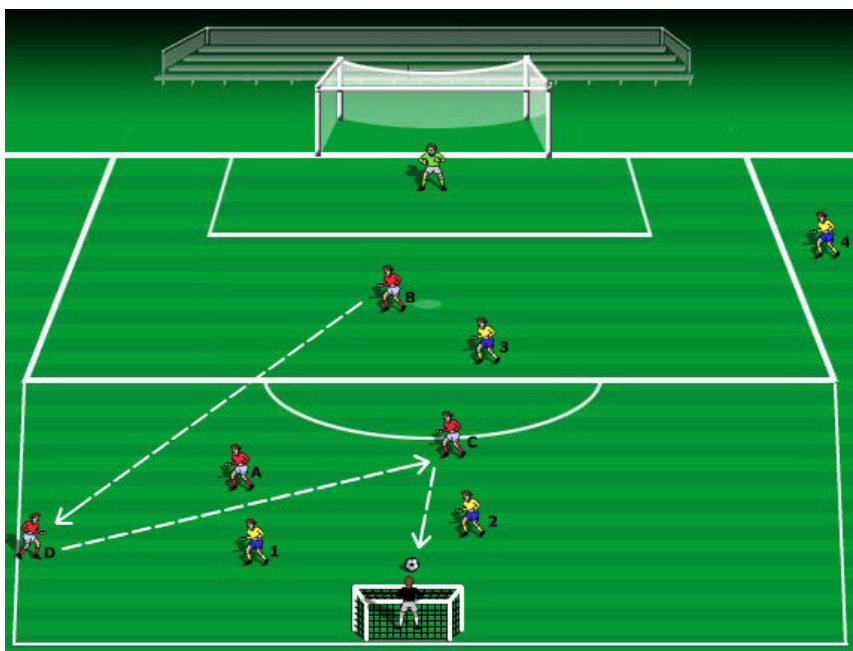
Attacker (1) first makes a run away from the goal taking defender (A) with them away from the goal also.

Timing the movement with the movement of attacker (3), attacker (1) attacks the space left by attacker (3) at the near post leaving defender (A) in their wake.

Attacker (3) having moved away from the near post then changes direction and makes a run to the far post if the ball gets delivered there instead.



The success or not of these movements depends on the timing of the cross and the runs being in synch.

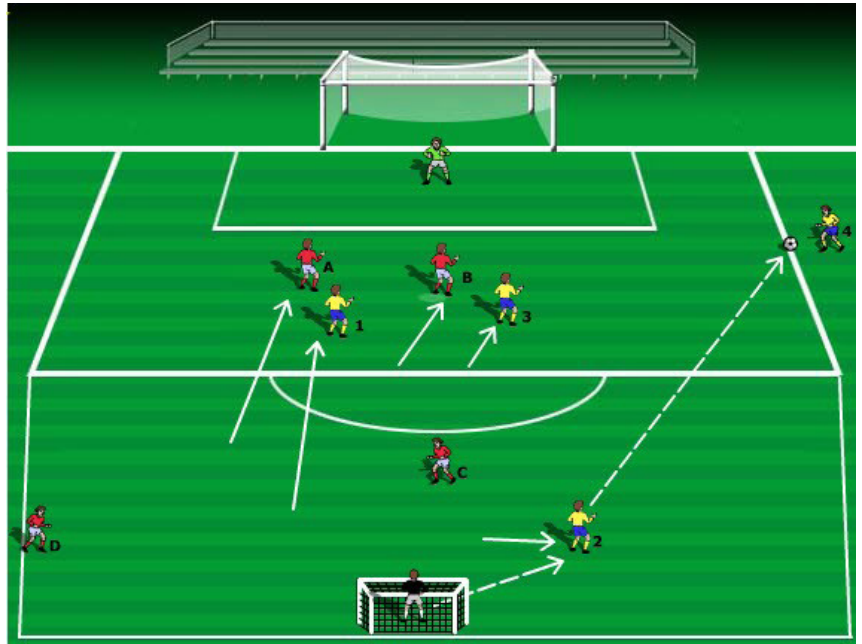


Letters team attacks and shoot on goal.

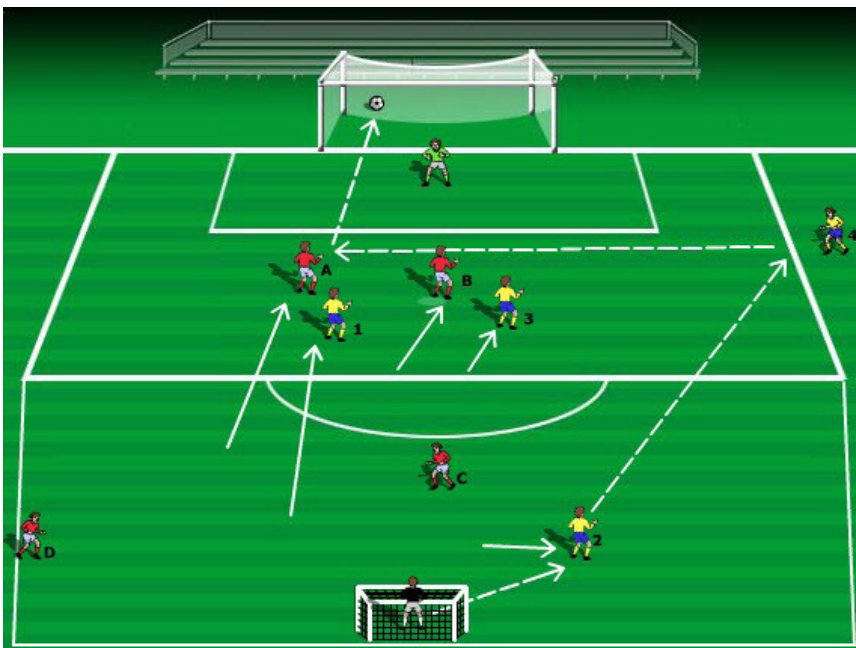
Numbers team counter attack quickly.

Letters team player (A) has to recover back to defend from the next cross and track attacker (1)'s run.

Quick counter attack and this is the time the crosser (4) has to whip the ball in as early as possible and behind the recovering defenders (A) and (B) who are facing back to their own goal tracking the runs of attackers (1) and (3).



This could easily result in a defender scoring an own goal as shown here.



The ball is played one touch if possible for pace behind the recovering back towards their own goal putting them under immense pressure if they connect with the cross especially if the cross is driven in hard and low between the recovering defenders and the keeper.

Obviously this situation also creates a wonderful opportunity for the strikers to score racing towards goal.

Attackers could run at changing angles; if time allowed; but likely in this scenario they will only have time for the shortest and faster route to goal to receive the cross; so one direct run is required.

If the ball is delayed in the crossing part then the defenders can get back into position, face away from the goal, pick up the attacking players; and if they win the ball from the cross will head or pass it away from the goal and not back towards it as shown.

A regular set up again players positioned in the box awaiting the cross likely in too early here because the ball hasn't been delivered yet and they are in attacking positions at the near and far posts.

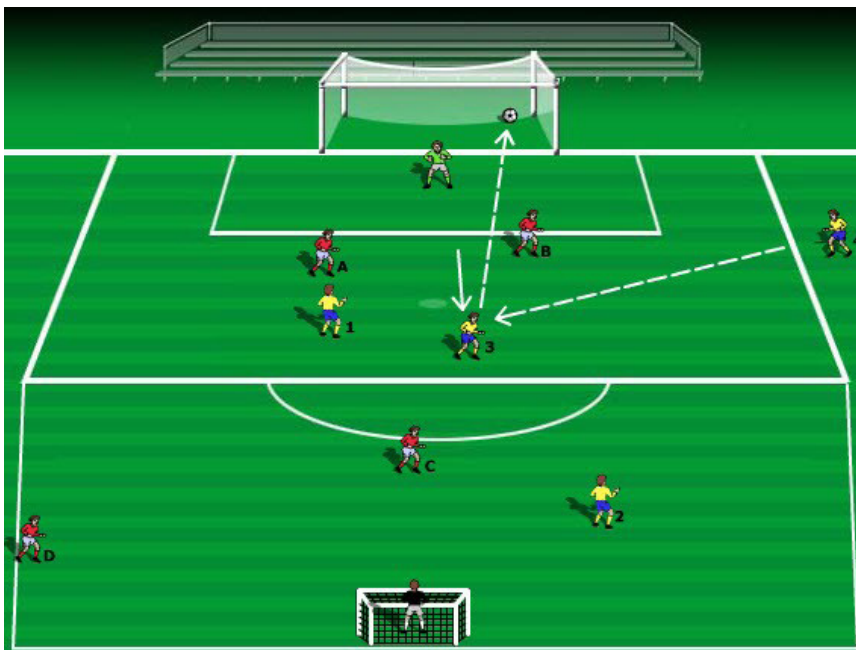


So (3) drops off the shoulder of defender (B).

If (B) stays in the space at the near post then attacker (3) can drop off away from the goal into space to receive the cross.

Where (4) crosses to is determined by how and where the defender sets up

This is a single run way from goal to receive the cross for a one touch finish.



If (B) followed then a double opposite run could come from (3) to check back into the space created by the first movement, or (1) could attack the space at the near post (B) has left to pick up (3).



(3) Takes (B) beyond the near post to free up the space behind for (1) to attack it.

(1)'s immediate run (if they have time) is away from the goal to create even more space in front of themselves; and behind (3).



(1) Attacks the area in the middle towards the near post. Hopefully defender (A) has gone away from goal tracking the first run of (1) and in doing so given (1) some space to check back into.

Here we show that check back by attacker (1) and away from defender (A) into the middle towards the near post of the goal for the free connection from the cross from either a header or shot.

Now attacker (3) takes up the near post area and attacker (1) brings defender (A) towards the middle of the goal. This frees up the space behind at the far post and beyond.



Attacker (1) having taken defender (A) towards the center of the goal then checks away to the far post to get free and the crosser plays the ball into that area for a free header or shot.

Another opposite double run creates a goal scoring chance.

Now attacker (3) takes defender (B) away from the goal to leave space in front of the near post.

If (B) stays tight then this invites (1) to attack the near post in the space created.

If (B) zoned the near post instead then (3) is in an open position to receive the cross and shoot at goal; as shown previously.



Again if time allows then (3) can continue their run to the far post for the cross so they cover both sides of the goal between them.

Here we show the end product and a goal scored. (1) Has been able to get free of defender (A) and if (1) misses the cross then attacker (3) may be in a good position to attack the ball at the far post.

All these actions happen so fast it makes defending against them a nightmare and hence why attackers must not stand still in the box waiting for the cross but must keep defenders guessing as to what they will do and where they will run.



Here is the end product in terms of positioning.

You can even include attacker (2) as an attacking midfielder attacking the cross in behind the first two attackers so the crosser has three players to aim for. Attackers can vary the types of checking double opposite runs to further confuse, perhaps a spin off turn a la Del Peiro; or a double opposite Vialli run; or a Crespo off the shoulder away to come back opposite run.

# DEFENDING SESSIONS

Session 107: Practicing Defending; 1st And 2nd Defender

Session 108: Working On Defending Using A Basic Shadow Defending Idea

Session 109: Teaching Basic Footwork For Defending

Session 110: Four Color Cone Defending Drill

Session 111: How To Defend Effectively

Session 112: Defending In A 2 v 2 Situation

Session 113: Recovery Runs In Defense

Session 114: Defending In A 3 v 3 + Keepers Situation

Session 115: Front Foot Defending

Session 116: 1 v 1 Defending Confrontations

## Session 107: Practicing Defending; 1st And 2nd Defender

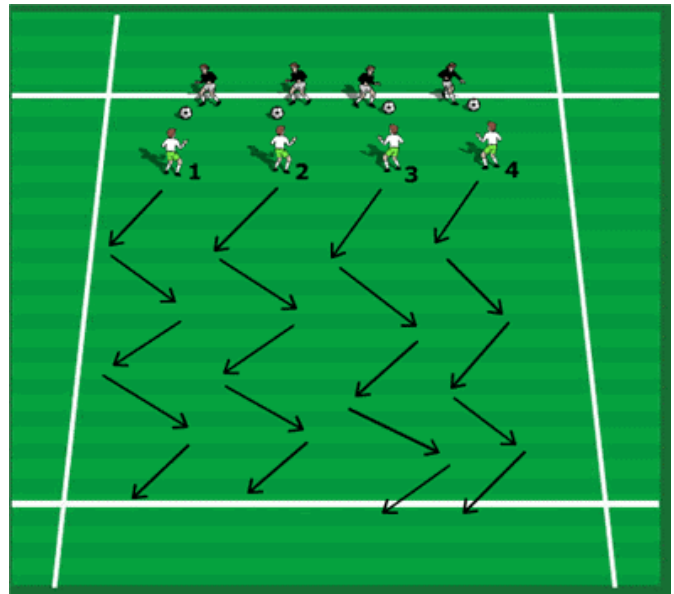
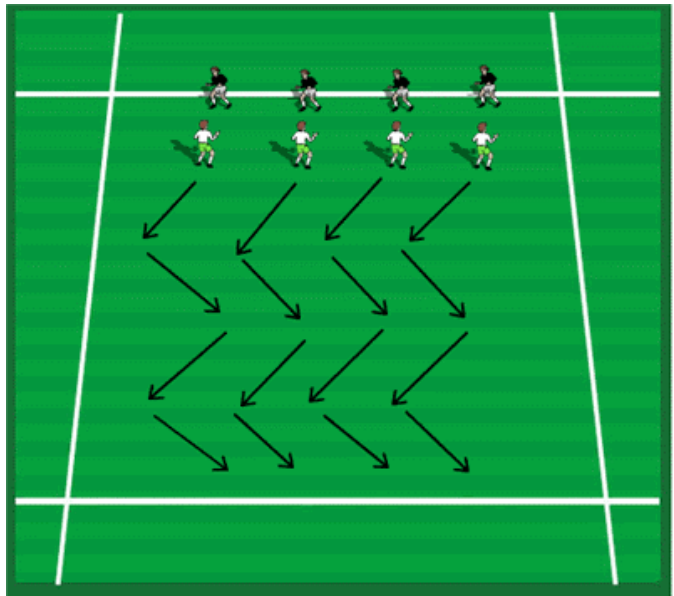
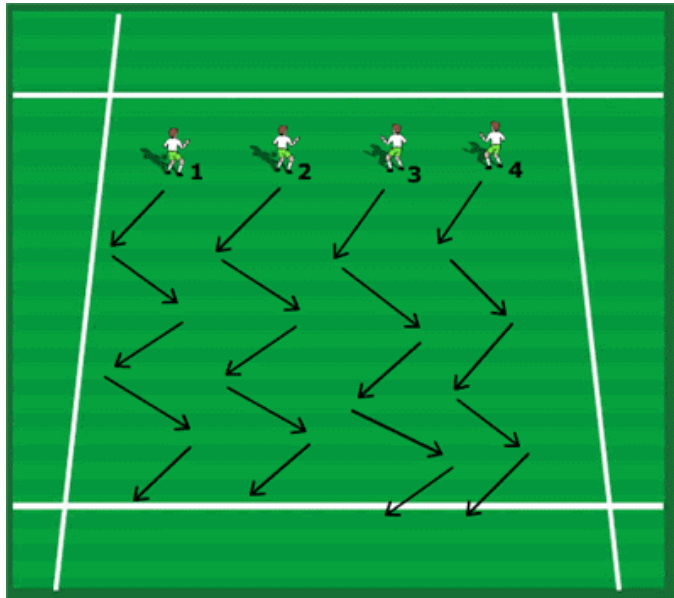
Players are sideways on running backwards to other line changing sides in defensive mode. Increase pace.

Shadow heading and running back on coaches command.

In two's, one running moving side to side, the other running backwards changing sideways on stance checking opponents run.

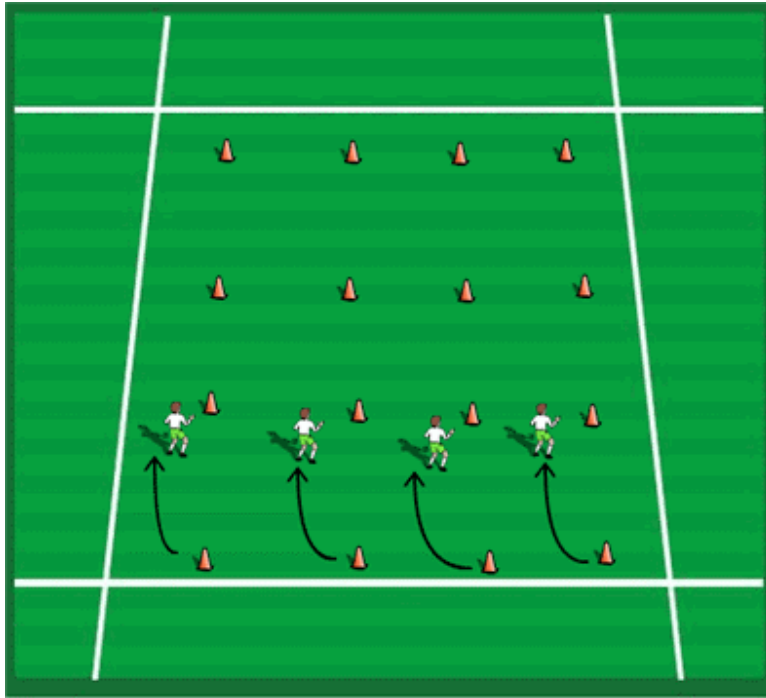
A ball between two working as above, working back and forward, defender shadowing the ball not winning possession.

Practice feinting to tackle with your front foot, forcing attacker to protect the ball.





## Session 108: Working On Defending Using A Basic Shadow Defending Idea



### Individual Pressing

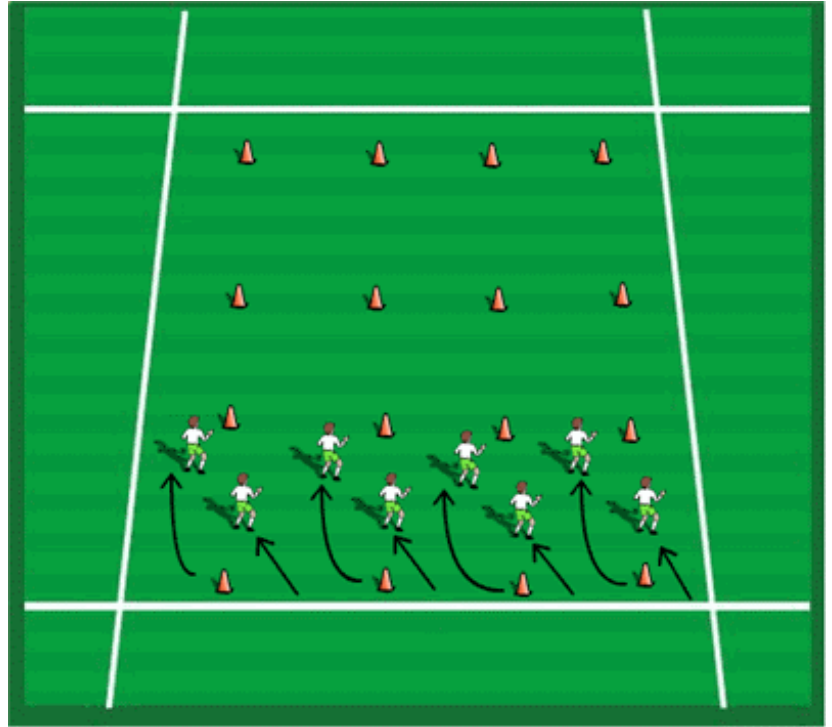
1. Here the individual players close the player (represented by a cone) down forcing them to go to their right by a curved run. Insist on the players talking by each calling “pressure”.
2. Each group of four (but working individually) go to the next line of cones (representing the opponents) in sequence. Once they get to the cone they stop and you as the coach can adjust their positions if need be to show them how to get it correct, it may be distance or angle problems for example. Have them touch the cone with their hand so they have to bend down and get low as they would when defending in a 1 v 1 situation.
3. Going to the second set of cones ask the players to show the opponent to the left so the curved run is to the right. All the way up go, right, left, right then on the next one left, right, left so the players are having to think about the direction they force the player when defending.
4. Players can call “press right” or “press left” as they close the cone down that represents a player.
5. Introduce players first touching the cone, then dropping back, then feinting to tackle (I call it “having a bite”) with the front foot and dropping back into position.

## Working In Units Of Two

In Two's: Working on the pressing player (1) and the supporting player (2) together now using communication from the support player asking the pressing player to show the opponent one way or the other (though the coach dictates in this clinic for ease of organization).

Each time they change a set of cones the pressing and support players change positions, call "switch", the support player (2) becoming the pressing player the next time and so on.

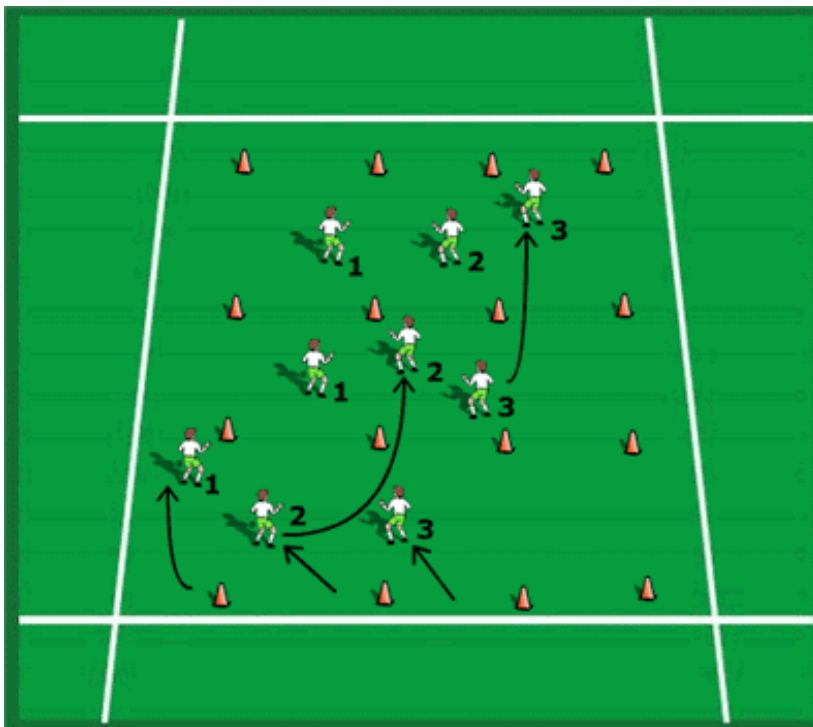
Working on angle, distance and communication between the two players.



## Working In A Unit Of Three

In Three's: as a defensive unit. Pressing player, support and covering player. Set up groups of three players only this time. Working on 1st, 2nd and 3rd defender positioning. Each player takes their position based on the player closest to them.

On the first run the pressing player is (1) support (2) and cover (3), on the second run the pressing player is (2), the support player depends on which way the pressing player shows the opponent and the covering player adjusts off them. Players squeeze up and across the field and take their shape from the pressing player.



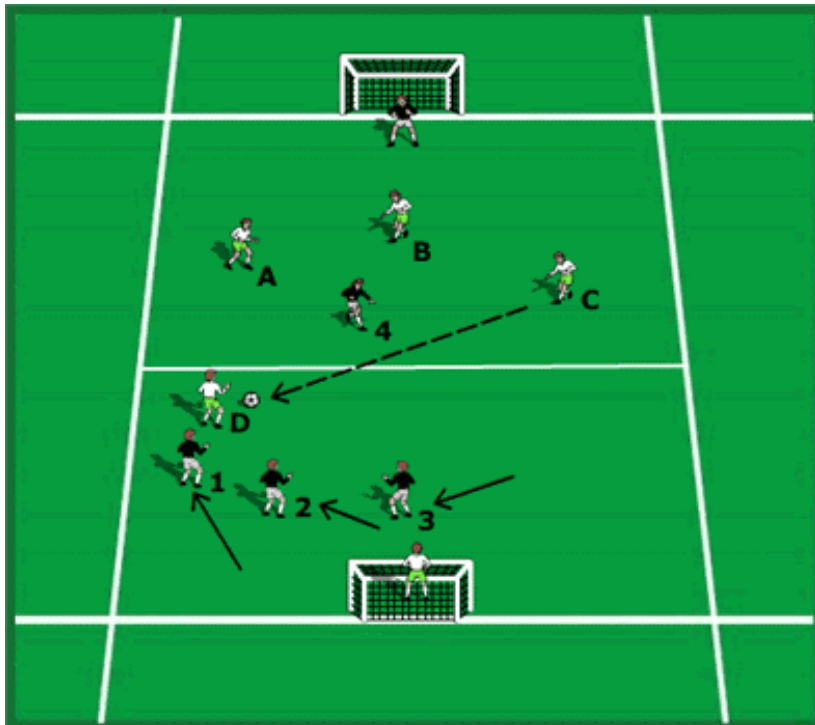
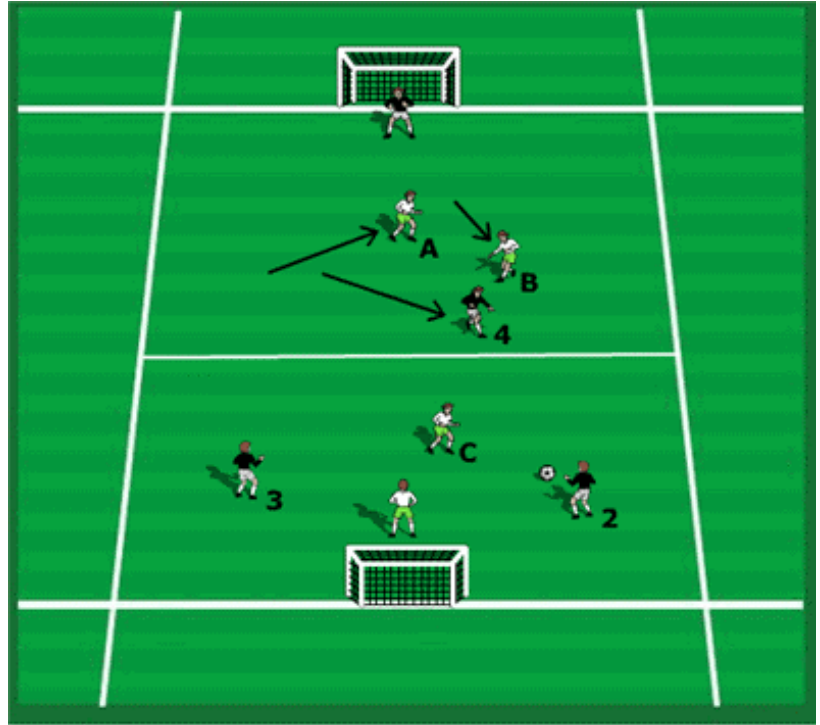


## Two V One In Each Half

2 v 1 in each half; players need to learn when to decide to pass the sole striker on as they change zones.

Here we see the adjustment of the players when (4) (who was marked by A) moves across the field and is passed on to (B) who closes down (4) and (A) drops back into a support position behind.

Ensure the players talk to each other as this happens so there is good communication between them.

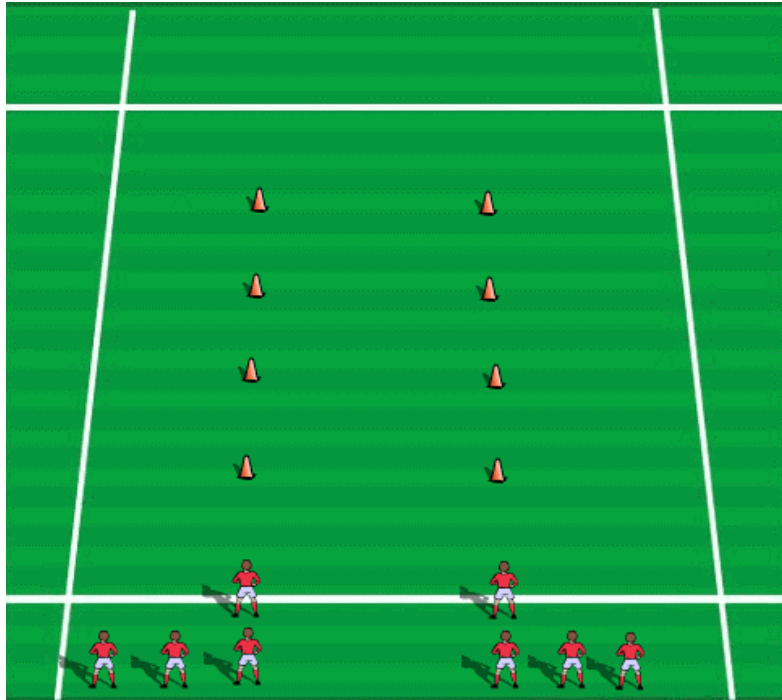


## Three V One In Each Half

Same idea as the 2 v 1 the closest player picks the attacker up as the three defenders are marking zones.

Pressing player (1) shows attacker (D) inside to the supporting players and not outside where it could become a 1 v 1.

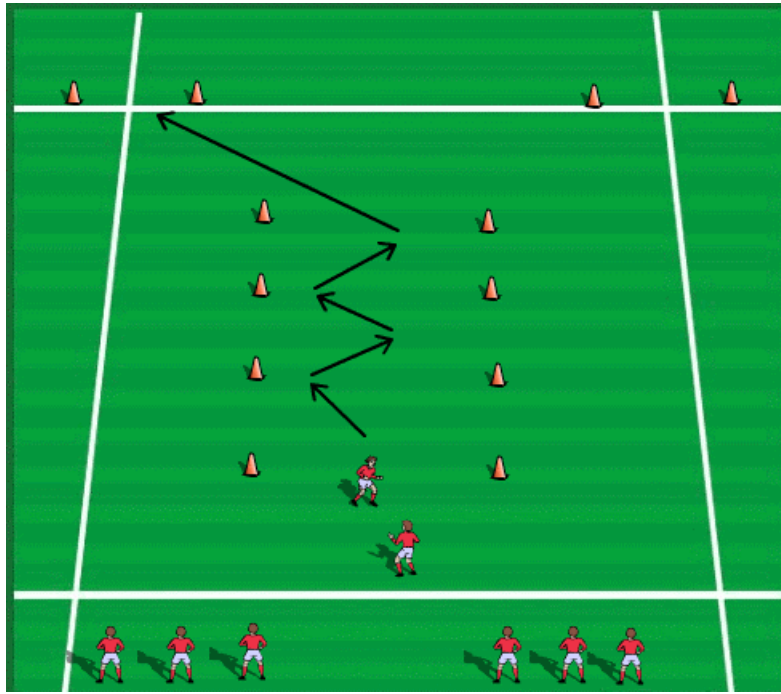
## Session 109: Teaching Basic Footwork For Defending



### Warm Up

Working on agility, balance coordination and speed; doing small group defending. This training can be used with different age groups and can also be used with different age groups working together because there is no contact at all. Much of it is suitable for ages from U8 to U18.

1. In pairs joggling up and down. Two rows of cones in straight lines.
2. Backwards then forwards coming back to the start. How many fingers does the coach have in the air (when playing defenders need to check left shoulder / right shoulder because the ball is one place the attacking player is somewhere else, so always checking both).
3. Zig – zagging backwards left and right, looking at the fingers still as they do this then jog forward and back again. They have to keep checking, left shoulder and right shoulder because the ball may be on one side and the player they are against is on the other side of them.

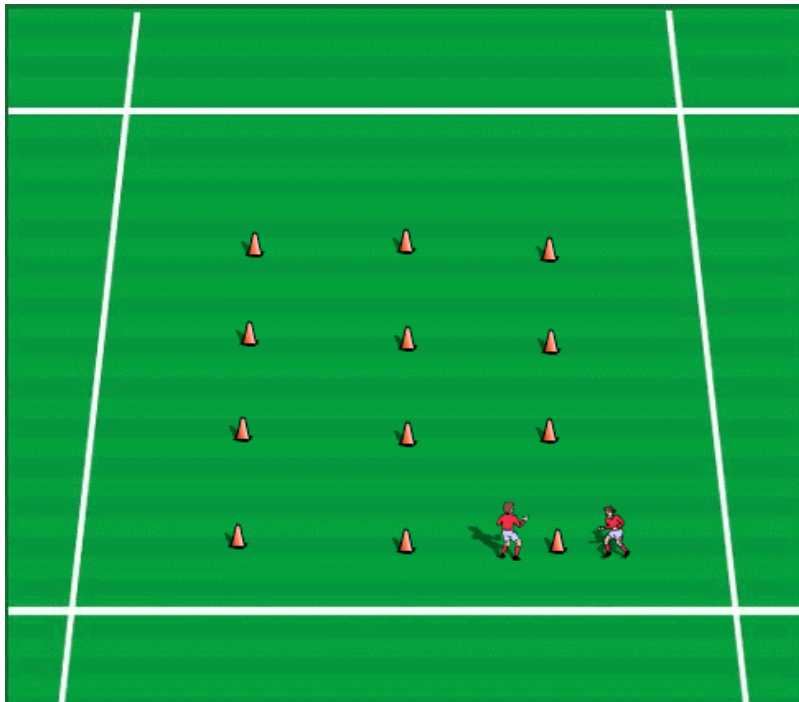


1. In 2's; defender / attacker moving left to right, right to left; make the defender change his feet and his hips. The defender is always turning their hips as they shadow the movement of the attacker, and again the coach holding fingers up. Attackers go quicker, defenders have to change the shape of their feet and hips; so getting very side on and running backwards (or running with the body more sideways than backwards); but still running backwards against the attackers movements.
2. The First and back foot must be open and pointing backwards ready to go. Have them glance at their foot as they are going back to make sure they are getting it in the right position each time both left and right. The 2nd and front foot comes back and down to the ground quickly and then becomes the first foot and so on.
3. The Back and first foot pointing backwards towards where the defender is going to run opens it up for running more quickly; and may give the defender an extra yard in the race which can make the difference between success and failure. Whilst it is only a slight adjustment the end product can be much bigger in terms of successfully beating the opponent.
4. Defenders are at their most disadvantaged when they have to turn one way in a 1 v 1 and the attacker runs at them with or without the ball on either side of the defender and that is when a defender is at their slowest. To help them shift their feet and hips quickly do these movements: Defenders get caught when the attacker goes to one side or the other and defender is in the moment of changing sides.
5. **First Foot Practice Action** - So going backwards and on their own again, lift the leg up like a groin stretch; 90 degrees angle; rhythm is up, 2 3, up 2, 3 (2, 3 being short steps backwards then changing sides). Open hips up and plant the foot down. So; do it slowly to start, lift the leg up and drop the foot down and hold it for a moment then 2,

- 3, then speed it up as you get used to the movement. Now it is not so high but more quickly moving back side to side still showing the bent knee positions.
6. When actually playing; the leg of course will not go as high like that; as it is exaggerated to show the leg position but it is designed to highlight what the foot, hips and leg should do on turning. The player will have to stay low and go fast in the game situation. Players show this as quickly as possible now in the practice. **PLAYERS MUST HAVE VERY QUICK FEET RECOVERING BACK.** When doing the first step with the first foot, the movement with players running backwards is the one to practice as we have just done. Once the first one has been positioned correctly, now we have to deal with the movement of the 2nd foot.
  7. **Second Foot Practice Action** - Think it through in your mind where the feet go (and then do it in practice) and you will see that the 2nd foot, based on the position of the body half way through the recovery movement; is going forward in the recovery run to catch up with the first foot. So now we practice this movement running forward and not backwards. Now it is the same leg lift, 90 degrees or more, like the groin stretch again, and outside to inside.
  8. So it is the same rhythm; leg lift up high, plant the foot down, 2, 3 short steps now being forwards, (then changing the direction); and not backwards this time; because in actual fact that is the motion of the 2nd foot / leg. This is an over and across motion; like stepping over a hurdle one foot at a time. Now players are running forward lifting the leg up side to side, outside – inside groin stretch position. This helps bring the hips around quickly. Now get the feet down quickly and do it low and quick. Open up and get across is the routine.
  9. So think about it again, first movement of the first foot going backwards is opening up the foot and the hips, the second movement of the 2nd foot is turning and sprinting against the player so that leg has to come around quickly too. Do this, that is both forward and back actions; on a regular basis (every day if possible if you take your sport seriously). Hence, the focus has to be on the feet and the hip positions when recovering against an attacker.

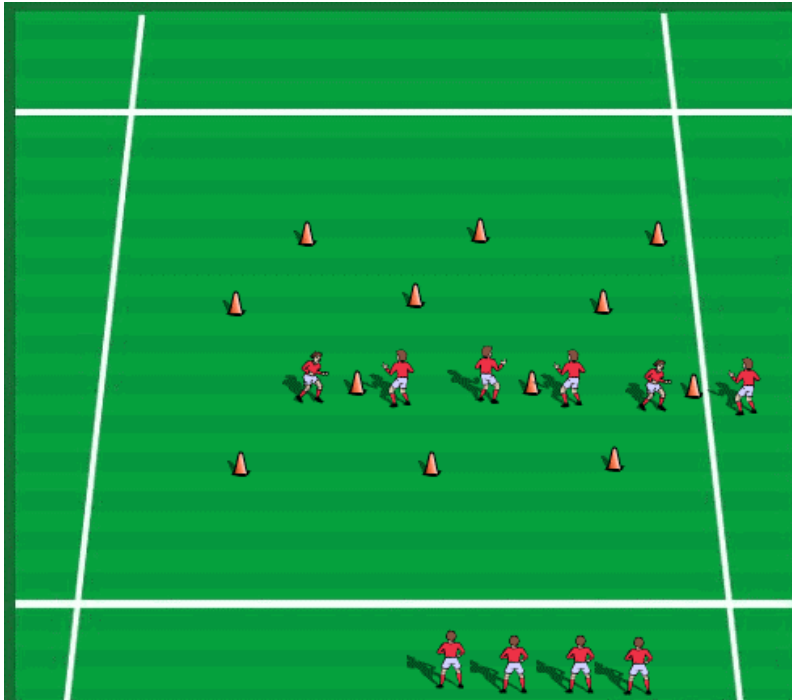
**In pairs using two target goals:** side to side defending then the attacker breaks to one of the two goals with the defender chasing the attacker down. Defenders must turn their hips sideways when attacker is running at them to keep with them so running side on. Defenders also must know what is on their back side as well as knowing where the ball is so constantly looking around as they drop back. Shift the feet quickly and open up to hips and the body. Defenders must be able to do this laterally, backwards and straight, at different speeds, with different footsteps; and against different turns; and they **MUST** learn how to **SHIFT** side to side quickly, and to **TURN** quickly.

## Session 110: Four Color Cone Defending Drill



Four cones, red, blue, yellow and white, coach calls different colors players have to adjust side to side to get there quickly. 5 to 6 seconds each pair. Defenders are now shifting quickly and against the movement of the attacker when the attacker decides to shift the ball one way or the other. Only do it for 5 or 6 seconds because in games defenders only stay down there like this for that time period generally. How quickly can they do it?

## Change Cone Set Up



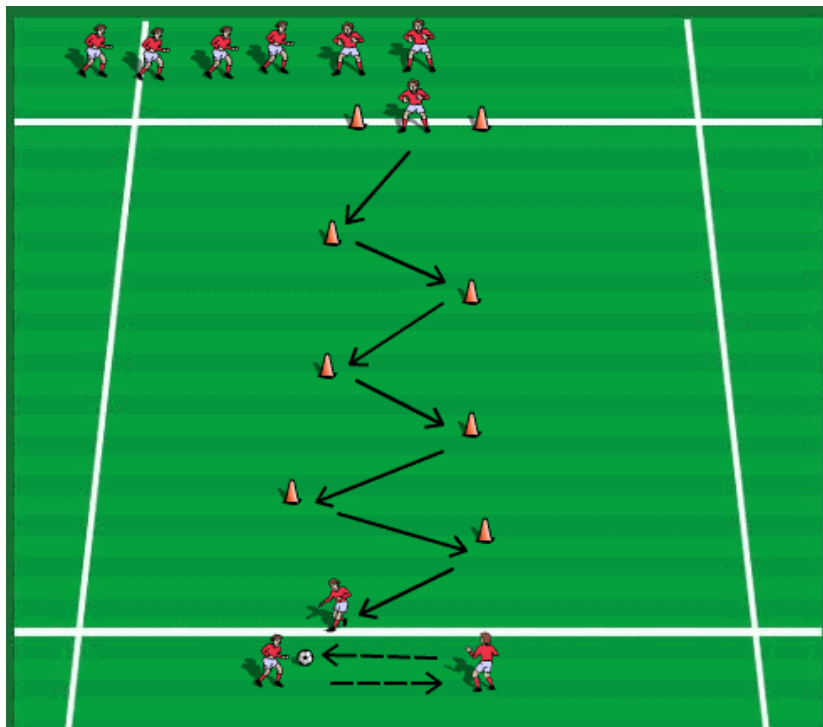
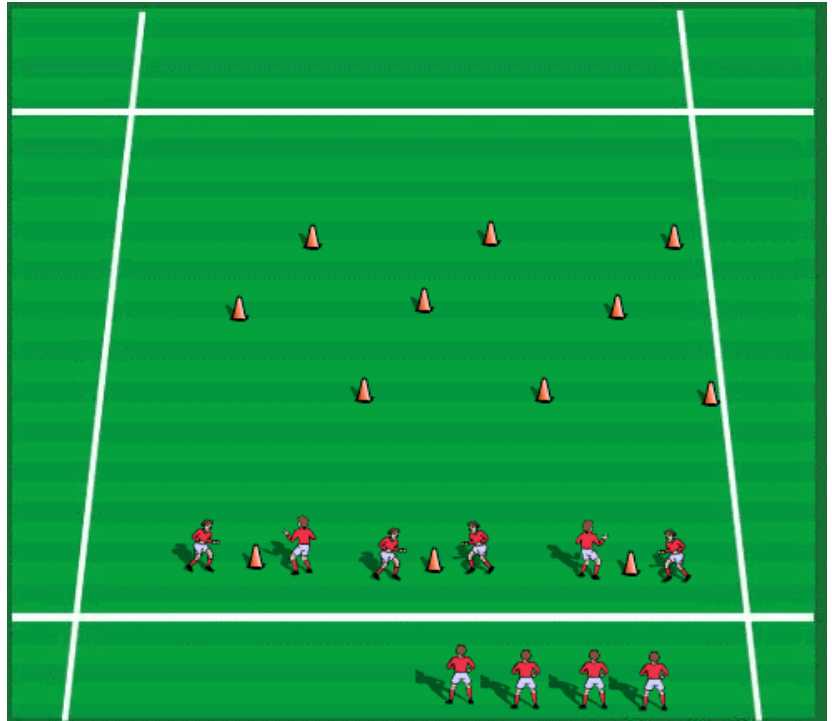
Defenders do not just move laterally but they move in different directions such as diagonally and also forwards and backwards. Move the cones so they are at angles to each other. So in pairs and again calling the color, the same routine but a different cone set up so running in different directions and at different angles.

**Progression:** Open it up so distances are longer.

Do three pairs at once all starting on the same color.

The head forward and the “sitting down” position. Maldini of AC Milan gets into this position with his knees tucked in, like skiers do. If going to shift to the left; then the right leg does the work, if to right; then the left leg does the work. Getting into this position is physically hard work also.

Longer distance (one outside cone to the other) then can cross legs over and run a couple of strides and on the last two strides do the shifting style side to side. So run a couple of strides first then the feet go side to side as opposed to crossing.



Now side to side to each cone; pressing inside the cone. Have the left foot in line with the left cone, right foot in line with the right cone showing inside.. Check that the feet are right so run at each cone, hold, check, and then go again to the next one. Next show outside so get your right foot just about level with the left cone, your left foot the same with the right cone. You might give half a yard but no more because if you give more the attacker will cut across and inside you. It can be a curved run if you have time.

Showing outside; get the foot, “just about”, level with the ball.

Two Passers positioned at the end of the Balls.

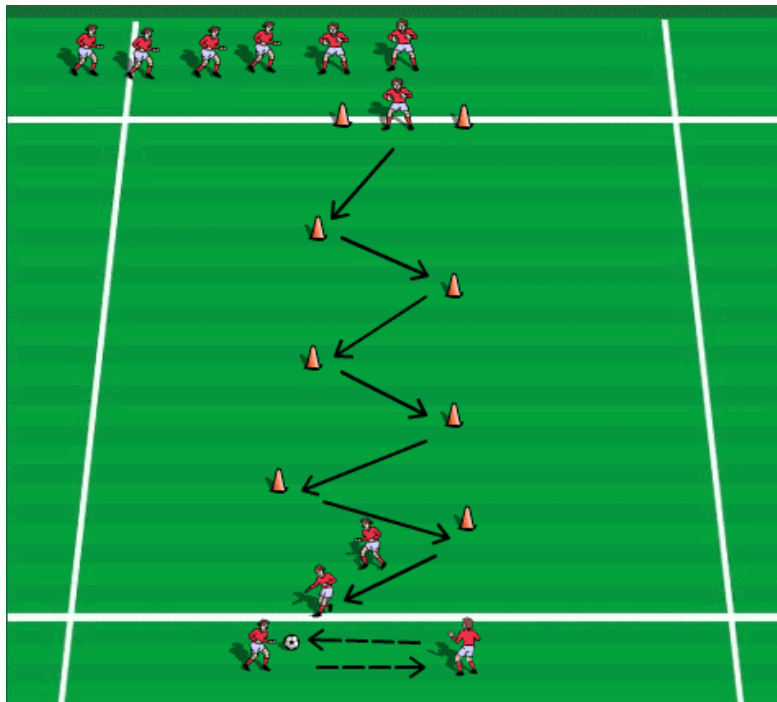


**Instructions:** On the first run, defenders press each ball and show the ball (the dribbler) to the outside. On the 2nd run the defender shows the ball to the inside. At the end of the run, the defender presses a couple of one touch passes made by the two end players, then goes back to the end of the line to start again.

**Coaching Points:**

1. Speed of the ball is important and “putting on the brakes” just before each ball is key too.
2. Do not cross legs in transition.
3. “Sit Down” (bend legs) when pressing.

**Progression:** Now 2 defenders working together press and support.



**Instructions:** This time the 1st defender has a 2nd defender, a covering player, behind. On the first run, defenders press each ball and show the ball (the dribbler) to the outside. On the 2nd run, the defenders show the ball to the inside. Check the 2nd defenders position each time. Ask the players to show you where they think their support position is. At the end of the run, the defenders press a couple of one touch passes made by the two end players. In this case they switch over being the pressing player and the covering player.

You can do it two ways, the first defender is always the pressing player, or between each cone they alternate.

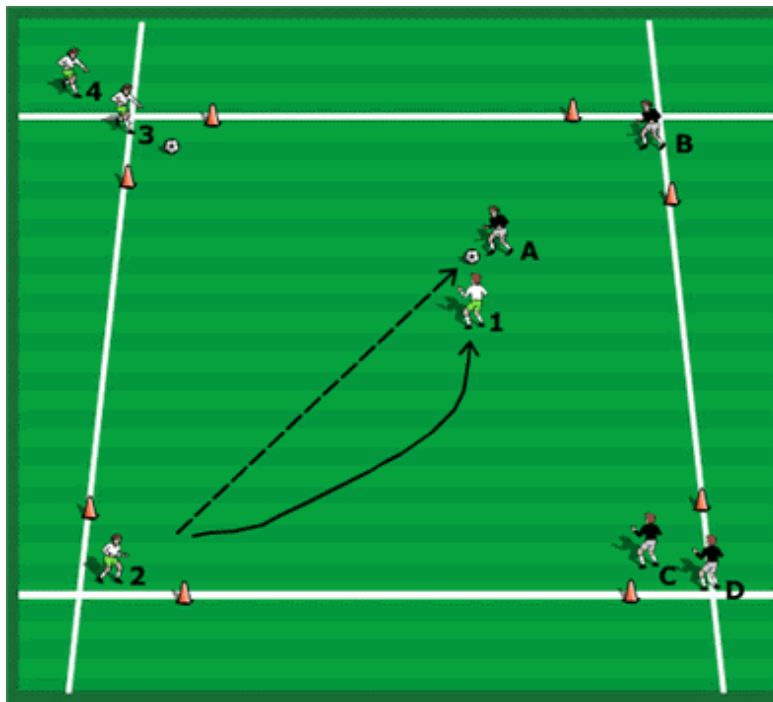


## Session 111: How To Defend Effectively

### Coaching Points Of Individual Defending – Closing Down

1. Travel as fast as possible as the ball travels to close down opponent.
2. Close the opponent down with a curved run forcing the player the way you want them to go (if you have time to do so).
3. Slow down the last few yards, get balanced, bend knees, sideways on stance forcing the play your way, and slow the attacker up (making play predictable).
4. Feint to tackle – use your front foot this forces the opponent to protect the ball and ultimately look down at the ball and away from you the defender (also prevents awareness of where support players are in a game situation). Try to steal with front foot.
5. Watch the ball not the player so you aren't thrown by body movement.
6. Stay on your feet and be patient, your chance will come to win the ball if you go to ground you give the initiative to the attacker

### Defending In A 1 V 1 Situation



Think about the way you want the player to go, it can be onto your opponents weakest foot or to the side you are strongest and most confident to tackle on. It can depend on the side there is less space to work in for the attacker to restrict their movement and options and to make play predictable.

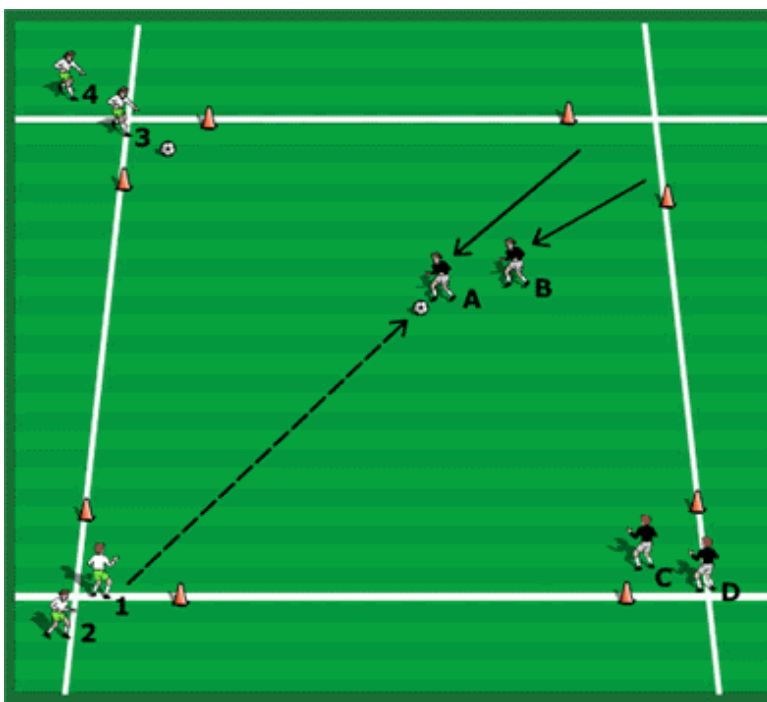
Encourage the players to not only win the ball but also to maintain possession of it if they can. In this session they can win it and try to score into the other goal as a reward for

gaining possession. In this instance both players will get a chance to practice defending in the same sequence.

### Session Plan:

1. Receiver (A) tries to score through defender (1)'s goal. Work both sides and alternate numbered players and lettered players.
2. All players get the chance to attack or defend.
3. Encourage and praise good defending.
4. Correct the faults.
5. Step in and demonstrate to show the players what is needed if required, demonstration is better than explanation.

### 1 V 1 Preventing An Opponent Turning



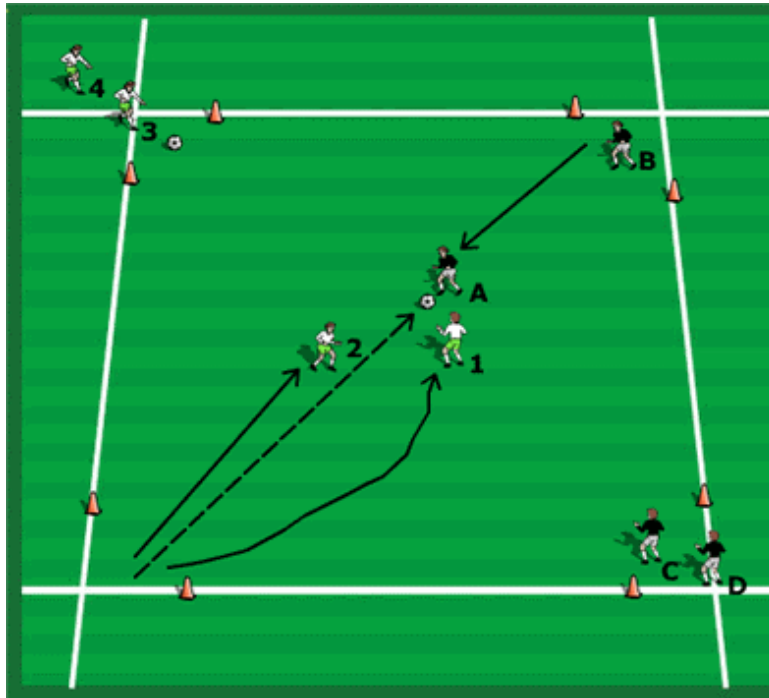
(1) passes to (A), (B) closes down and stops (A) from turning and scoring. Previous coaching points but also gets touch tight to attacker. You can judge the distance by actually touching the back of the player.

Move with the player to maintain the same distances between you, if the attacking player goes back away from your goal, keep the same spacing between you by moving with them, not allowing them to turn and face you by increasing the distances between you both. If the distance between you are too far away the attacker can and will turn and face up to you creating a 1 v 1 situation which is a great advantage to the attacker. Too close and the attacker can spin off you using the feel of your body as momentum to spin away quickly into space behind you.

The time to tackle is when the attacking player is half turned and consequently not protecting the ball with their body. Until then be patient and wait for the moment to strike. If you result in forcing the attacker to pass the ball back you have done your job effectively but if it results in you either taking the ball off them by kicking it away or better still winning the ball and maintaining possession you can then turn defense into attack.

## Defending With A 2 V 1 Advantage

### Pressure And Support



### Session Plan:

1. (1) passes to (A) and closes down quickly with (2) in a support position.
2. Here (1) closes down (A) with a curved run forcing the attacker to have to play towards the supporting player (2) thus creating a 2 v 1 situation in favor of the defenders.
3. The two defenders between them should be able to create a situation where they can win and also maintain possession of the ball.

### Coaching Points Include:

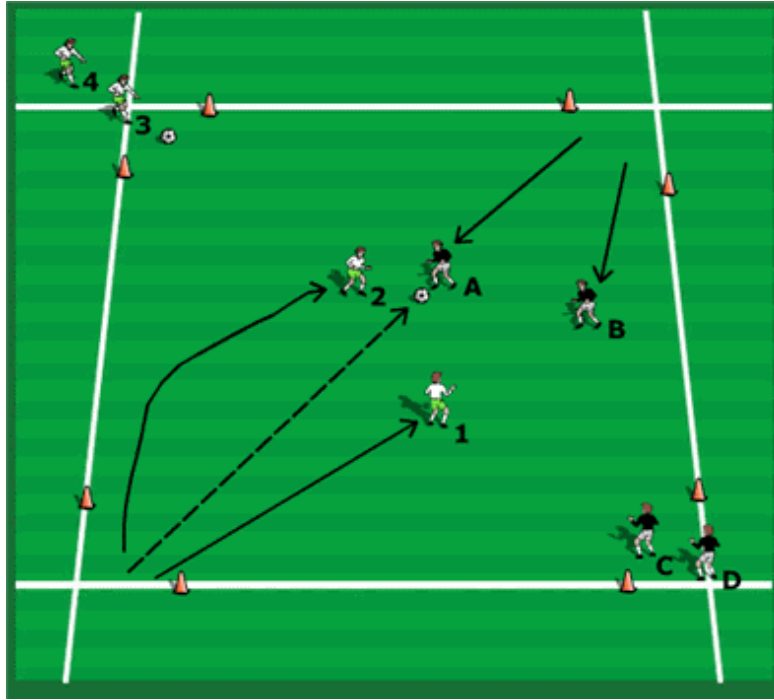
1. Support Angle: 45 degrees to the pressuring player.
2. Support Distance: close enough to be able to affect the ball if the pressuring player is beaten.
3. Communication: the supporting player can advise the pressuring player where to force the attacking player to go. A simple command is best such as right or left or right shoulder, left shoulder so the pressuring player knows where the support is behind them.

4. The run of the pressuring player (body language) may dictate to the supporting player where to go also; if the pressuring player makes a curved run to show the attacker to the left then the supporting player will take up a position to support on that side. They must react off each other. There isn't always time for the supporting player to pass on information telling the pressuring player which side to show the attacker so this is a two-way communication situation, the pressuring player using body language and the support player using speech to communicate with each other.

In terms of the distance of support a factor to consider is the type of player you are up against; is the player quick, is the player a good dribbler? If the player is quick and the pressing player and the supporting player are close then the ball can be kicked past both of them in one movement to beat them. If the player is a good dribbler and the two defenders are far apart then the player can beat the first defender and have room to work to beat the second defender also. Therefore the correct distance between the two defenders is vital for them to be successful, not too close and not too far apart, 3 to 5 yards would be about right to cover both instances.

## Session 112: Defending In A 2 V 2 Situation

### Pressure And Support

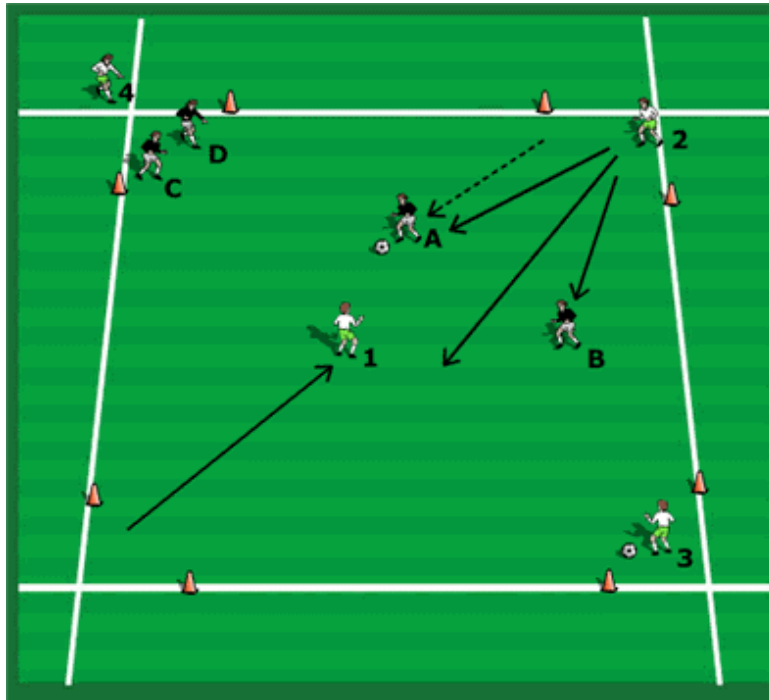


**Develop:** 2 v 2 with (B) joining in. In a 2 v 2 show the “piston effect” of support movements as the ball travels. Also consider that the closest player can close down the ball as it travels from player to player (discussed later).

(2) closes (A) down and shows inside to the support player. (1) Supports at a 45 degree angle but is also screening (B). In the 2 v 1 situation (1) only had to think about supporting (2) but now there are two things to consider; supporting (2) and screening the position and movement of (B). Distance of support depends on the position on field and the speed and ability of opponent. The support player can give verbal direction but also can take a position off the way the pressure player shows the attacker to go as previously discussed. It can depend on which happens first, the body position of the pressing player forcing the play one way or the verbal direction of the support player advising forcing the attacker towards their position.

## Session 113: Recovery Runs In Defense

### Defending 1 V 2: Delaying And Recovering Introduction



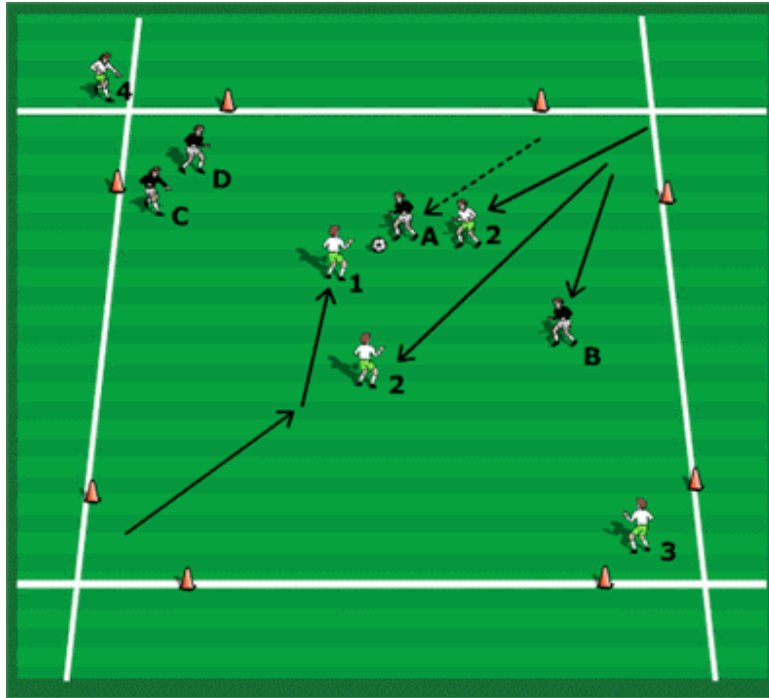
To score the ball must be run through the opposite goals, players cannot pass the ball into the goal from distance.

Player (1) Passes the ball into (B) and the two players (A) and (B) attack the lone defender

(1) Must delay the forward motion of the two attackers until (2) can join in. You can condition it to 5 seconds before (2) can join in to help.

(1) takes up a position between the player on the ball, the attacking support player and the middle of the goal to keep the defensive balance. The purpose is to delay (A) and (B); hold them up until (2) can get into a position to support and create a 2 v 2.

(2) makes a recovery run along the shortest route (along a line to the center of the goal) to get into a support position for (1). Alternatively (2) can double up on (B) and attack the ball from the opposite side to (1). The diagram above shows both recovery runs that (2) can make. As (2) is getting into a support position for (1), this is the signal for (1) to put full pressure on (B). Previous to this (1) was in a delaying position between the two players encouraging them to pass the ball to each other but keeping it in front. (2) Can also offer information as they recover; "you press the ball" for example to (1).



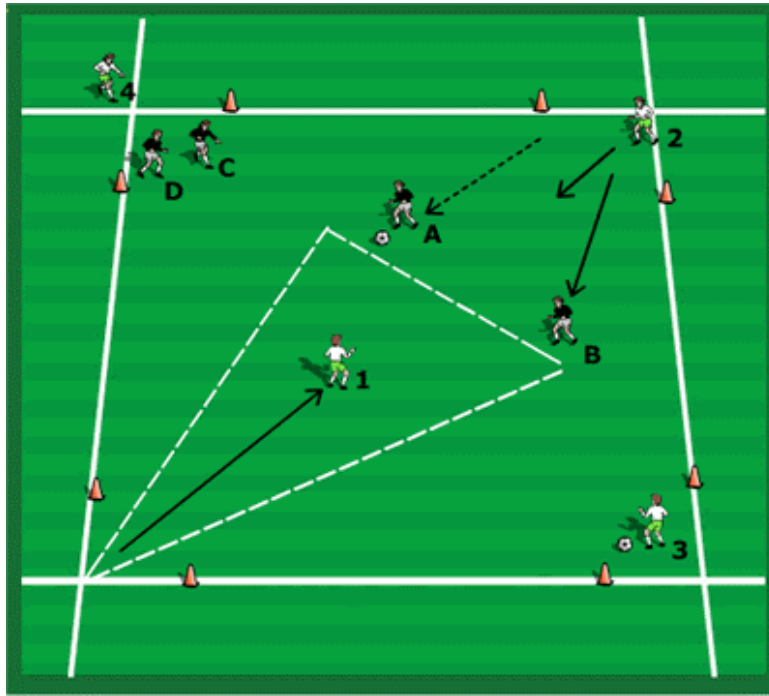
Here we see where (2) has recovered back to support (1) and as (2) gets into position, (1) closes down (B) forcing the player inside to the support.

(2) now has the job of supporting (1) involving the coaching points of angle, distance and communication, but also to shadow the movement of (A).

(1) has done a good job of delaying the forward motion of (A) and (B) to enable (2) to recover back.

The recovery run is best along the shortest route back, and must not be too short or too long. Too short and the support for (1) will be too flat and the ball can be played in behind (2) for (B) to run onto in space, too long or deep and there will be too much space for (B) to receive the ball and work in, (2) has to be close enough to close down (B) as the ball travels and arrive in a good pressuring position as the ball arrives at the feet of (B). Better still can (2) intercept the pass as it travels from (A) to (B)? The timing of the interception has to be exact here.

(2) can always double team as shown by the other arrow above in bold.



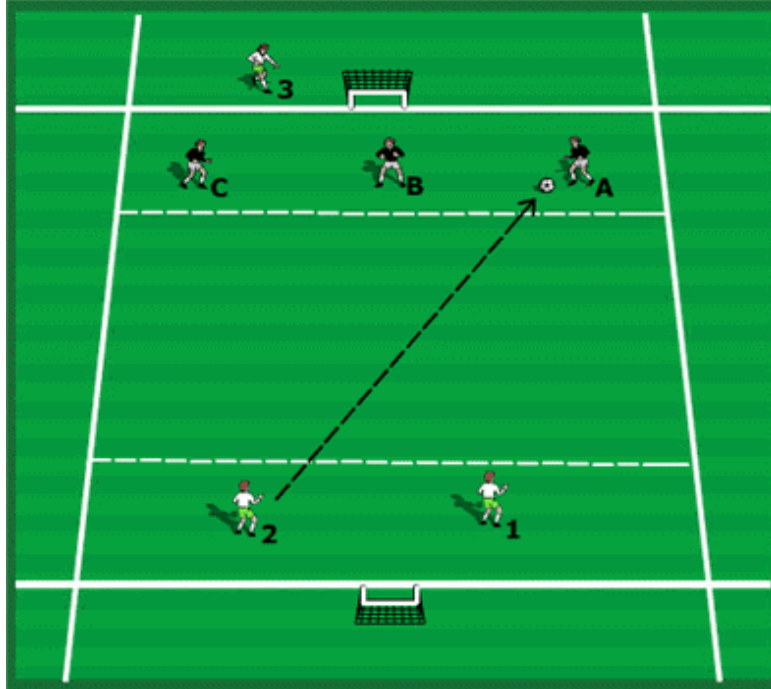
(1) takes up a position inside the guiding triangle. The guiding triangle is determined by the position of the ball, the supporting player and the goal. Here a balanced position between the ball, the support player and the center of the goal has been achieved by (1). (1) Must constantly adjust position to accommodate the movement of the player on the ball and the support player with the view of keeping the ball in front.

To help the defender, because there is no keeper in the goal, the attackers have to run the ball into the goal. If it were just a case of passing it into an empty goal it would be almost impossible for the defender to stop this. The reality is that in a game the defender if caught in a 2 v 1 against would at least have the keeper in goal to help.

(1) above positions slightly towards the side to invite a pass from (B) to (A) to help delay their forward movement. As the ball is played across, if (1) can't intercept the pass then at least the ball has been kept in front. The secret is not to get too close to either player as this invites a pass in behind, (1) must maintain depth to avoid this. If (1) was confident enough and a good enough defender then a 1 v 1 situation could be created by closing quickly and showing (B) outside using the body position to block off a pass to (A) and at the same time trying to win the ball. This would be the least likely course of action to take if there is the chance of delaying and getting help.



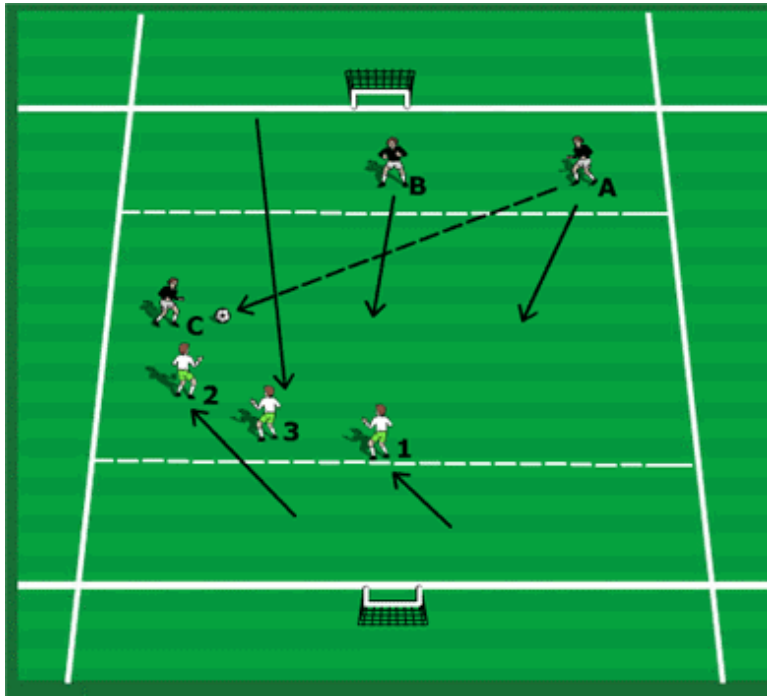
## Two V Three With A Recovering Defender



A bigger area to play in, we now have a 30 x 20 area with two goals to play to. You can include keepers if you like to make it more realistic.

(2) passes to an attacking player, in this instance (A), and both defenders need to close the ball and players down quickly but in a position to delay the forward movement of the attackers until their team mate (3) recovers back behind the ball to help them. Have a time limit, for example (3) counts to five before recovering so the attackers know they have to break quickly to score.

This then becomes a 3 v3 situation. You can condition it to where the attackers have to cross a certain line to score if there are no keepers. Or leave it open so the pressing player has to defend well to stop a free shot at goal.



(A) passes the ball across the field to (C) and (2) adjusts position across to press the ball.

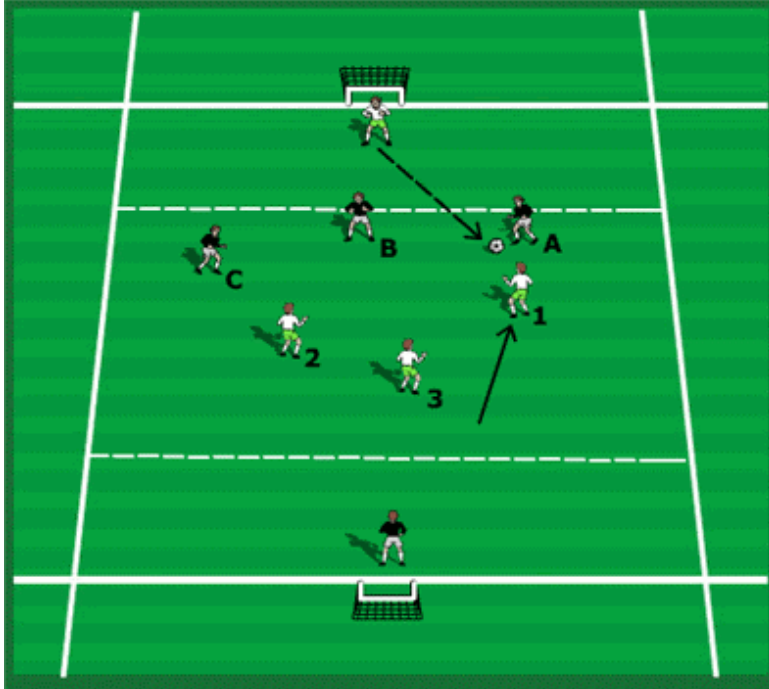
(3) Recovers back along the shortest route back to goal and gets into a good support position to help (2).

(3), the original pressing player now drops back into a covering position to help (2) and (3) and will adjust position according to the movement of (A).

All three defending players have got themselves into a very comfortable shape to defend the ball and try to regain possession. As the ball was passed from (A) to (C), (3) may have opted to close down (C) from behind if (2) hadn't moved across to pressure. (3) Recovery run into a supporting position must not be so deep that the support position can't help (2), the pressing player.

(3) can always double team as shown by the other arrow above in bold.

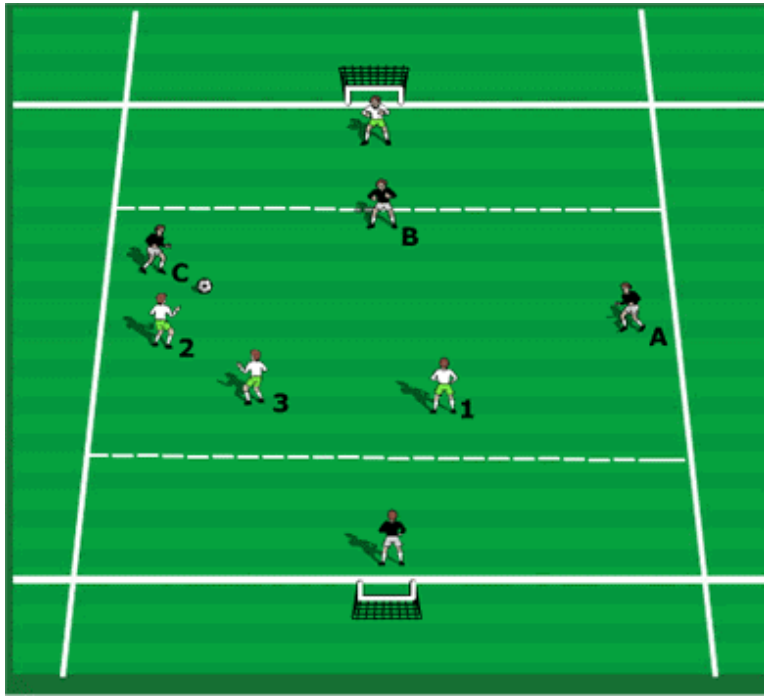
## Session 114: Defending In A 3 V 3 + Keepers Situation



Player nearest the ball pressurizes the ball with teammates in support and covering positions depending on the positions of the opposition and the ball. We are dealing here with a first, second and third defender scenario, looking at pressure, support and cover / balance positions of the defending team. We are introducing recovering and tracking principles of defending later.

### Coaching Points:

1. Mark space (zone play) then pressing the ball, (1) closes down (A) quickly.
2. Making play predictable - show the player on the ball inside or outside depending on where the support is. If outside then (1) has to be confident of winning the ball because this can result in a 1 v 1 situation.
3. Shape of the team (covering / balancing positions).
4. Recovering and Tracking - getting back behind the ball either into space or tracking a run from an opponent.
5. Double Teaming.
6. Compactness.

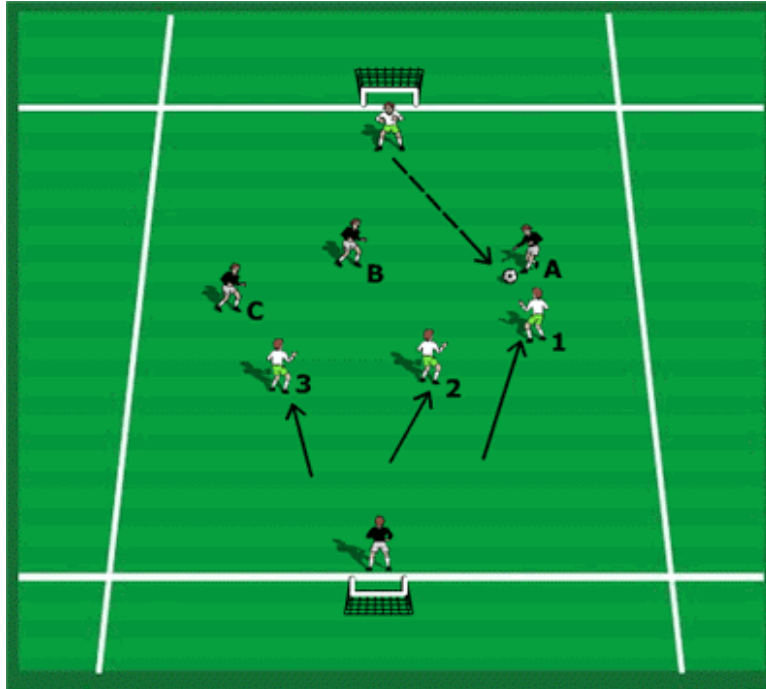


Here the attacking team has tried to spread out the defending team and create bigger spacing between them which can be effective and is what the team in possession should attempt to do.

The defending team has worked to the first three defending principles of pressure (1), support (2) and cover / balance (3) and tries to stay as close together as possible to fill the immediate spaces around them whilst being in a position to close down their immediate opponents whom they are responsible for.

Notice (1) takes up a deeper slightly wider position for any ball played in behind or long in a covering position for (2) and (3) whilst also being responsible for (A) should the ball go to this player.

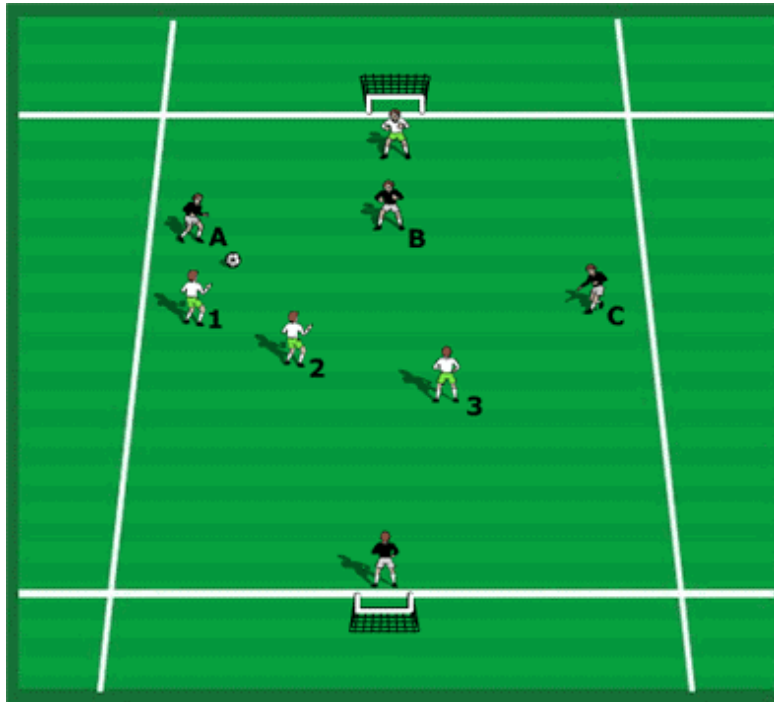
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6. Compactness.



Here the attacking team has tried to spread out the defending team and create bigger spacing between them which can be effective and is what the team in possession should attempt to do.

The defending team have worked to the first three defending principles of pressure (1), support (2) and cover / balance (3) and try to stay as close together as possible to fill the immediate spaces around them whilst being in a position to close down their immediate opponents whom they are responsible for.

Notice (3) takes up a deeper position for any ball played in behind or long in a covering position for (1) and (2) whilst also being responsible for (C) should the ball go to this player.

## Session 115: Front Foot Defending



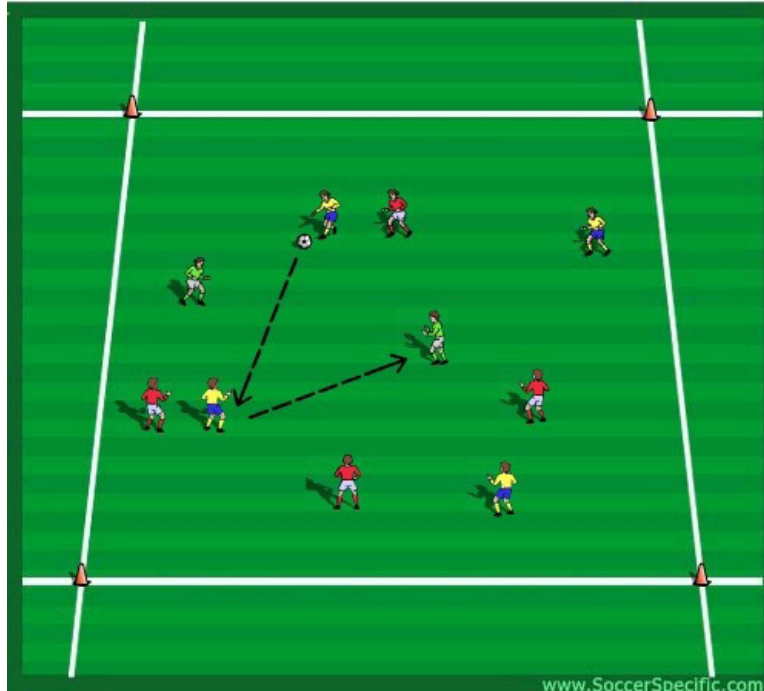
To teach proper positioning while defending – defending off the front foot.

**Warm-up:** Players are positioned in a 20x30 yard grid as shown in Diagram. Players pass and move continuously. No one-touch passing is allowed. Players must take a positive touch before passing the ball to a teammate.

The following restrictions are applied as the warm-up progresses;

1. Players must get their studs on the ball (ie: roll the ball with the sole) before passing.
2. Players perform a Cruyff turn before passing.
3. Perform a move and attack the space before passing.
4. Perform ANY move before passing.
5. Players receiving the pass are encouraged to point where they want to receive the ball.

## Activity #1



Players are positioned in a 20x30 yard grid as shown in the diagram. A 4v4 plus two “floaters” is organized inside the playing area.

Both teams compete for possession of the ball. Emphasis is placed on the floaters determining the tempo of the game. Floaters are encouraged to either:

1. Calm it down.
2. Increase the tempo – play quick.
3. Play slow.



## Activity #2: Defending in Small Groups



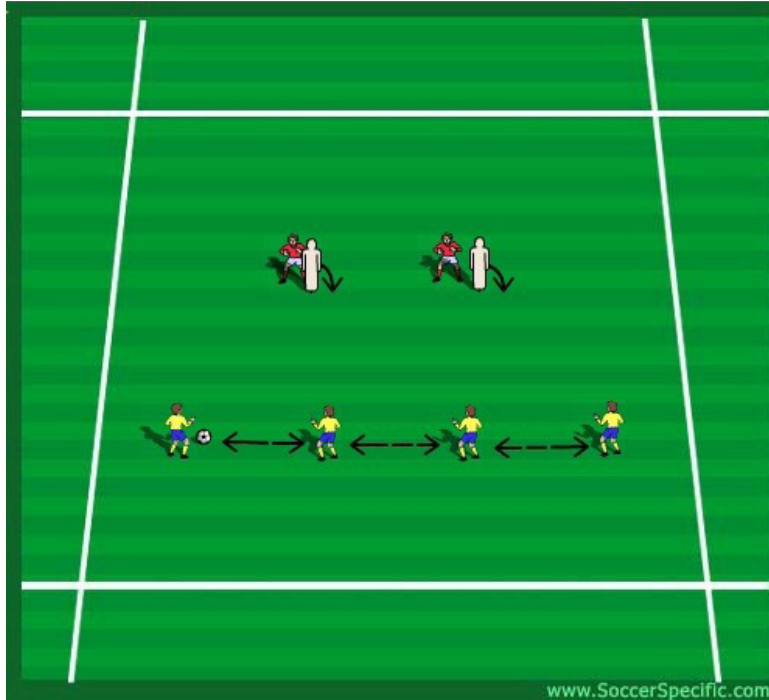
Three players are organized as shown in the diagram above. Two yellow players (A) are positioned 15 yards from the red defender (B). A mannequin is placed in front of the red defender. Players (A) are approximately 5 yards apart with one ball.

1. Both (A) players act as attackers and pass the ball back and forth. The red defender must continually adjust his position as the ball travels.
2. The mannequin acts as a stationary opponent for the defender. The attackers must attempt to hit the mannequin with a pass to score a point.
3. The defender must mark the mannequin on the near-side shoulder to attempt to intercept the pass before it strikes the mannequin.
4. In the diagram, the defender has adjusted his position in relation to the ball to mark on the near-side shoulder of the mannequin. The defender has successfully intercepted the pass because of his good positioning.

### Coaching Points:

1. Mark on the near-side shoulder.
2. Keep mannequin in touching distance.
3. How far the ball is away will determine how tight you can get to the mannequin.
4. Make sure that defenders are not standing in front of the mannequin.

## Progression #1



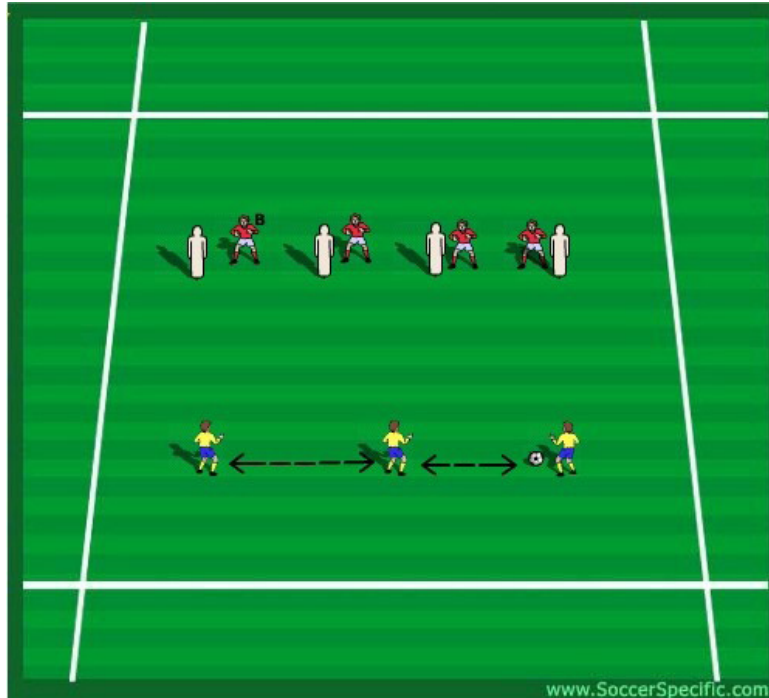
Two mannequins are placed, with a defender behind each one as shown in the diagram above. Four attackers (yellow) are positioned in line approximately 15 yards away with one ball.

The attackers must pass the ball back and forth and occasionally attempt to strike a mannequin with a pass. The two defenders must constantly adjust their positions as the ball travels. Defenders must intercept the ball before it strikes the mannequin.

### Coaching Points:

1. Defenders must react and adjust their position as the ball travels.
2. Mark on the near-side shoulder.
3. Read the game - Intercept the pass before it strikes the mannequin.
4. Do not mark from in front of the mannequin.

## Progression #2



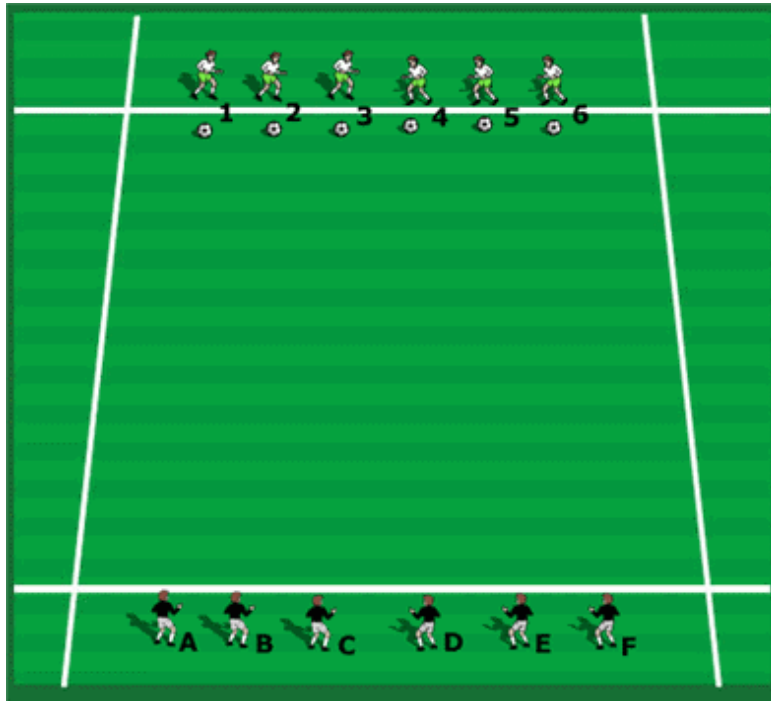
Four mannequins are placed with a defender behind each one as shown in the diagram above. Three attackers (yellow) pass the ball back and forth and attempt to strike a mannequin with a pass. The defenders must constantly adjust their positions in relation to the ball. The defenders must attempt to intercept the pass before it strikes the mannequin. If a defender intercepts a pass he can play a one-two with one of the yellow players before running the ball out of the grid. In the diagram the defenders are all marking on the near-side shoulder.

Defender (B) can afford to be a little further away from the mannequin because of the position and distance of the ball.

### Coaching Points:

1. Constantly adjust as the ball travels.
2. Mark on the near-side shoulder.
3. How far the ball is away will determine how tight you can get to the mannequin.
4. Read the game - Intercept the pass before it strikes the mannequin.

## Session 116: 1 V 1 Defending Confrontations



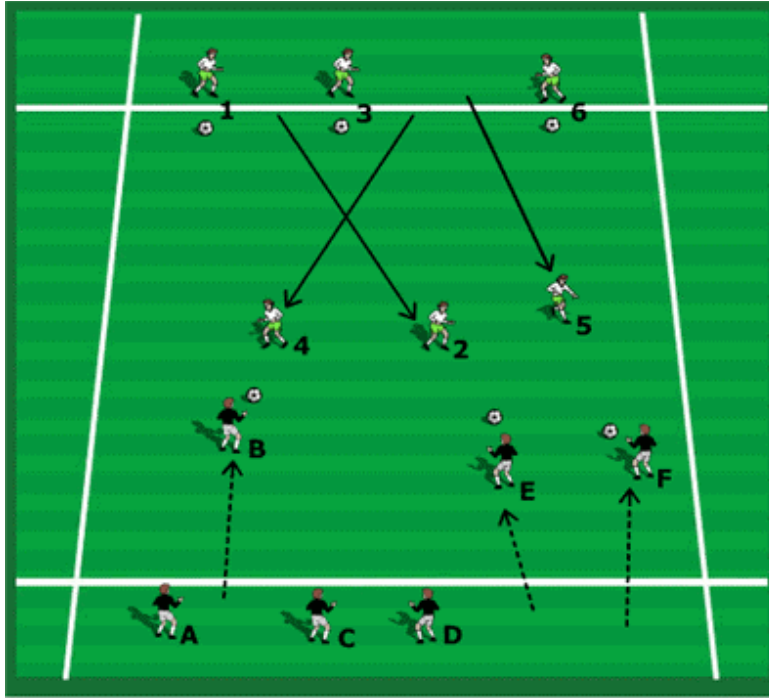
This set up creates lots of opportunities of 1 v 1 confrontations with different players against each other.

Each numbered player has a ball and they can pass to any lettered player. They call their name, pass the ball and close them down quickly and the numbered player then has to win back the ball and try to score a goal by stopping the ball anywhere along the line where the lettered players begin.

Have at least three 1 v 1 's going at any one time, players dictate when and where they do this depending on how many others are live in their 1 v 1's. Players need to be aware of the positions of the other 1 v 1 confrontations so they do not clash with them. Ensure all players have the opportunity to be the DEFENDING player in the 1 v 1. Defenders need to close down the space for the attacking player and force them into tight areas.

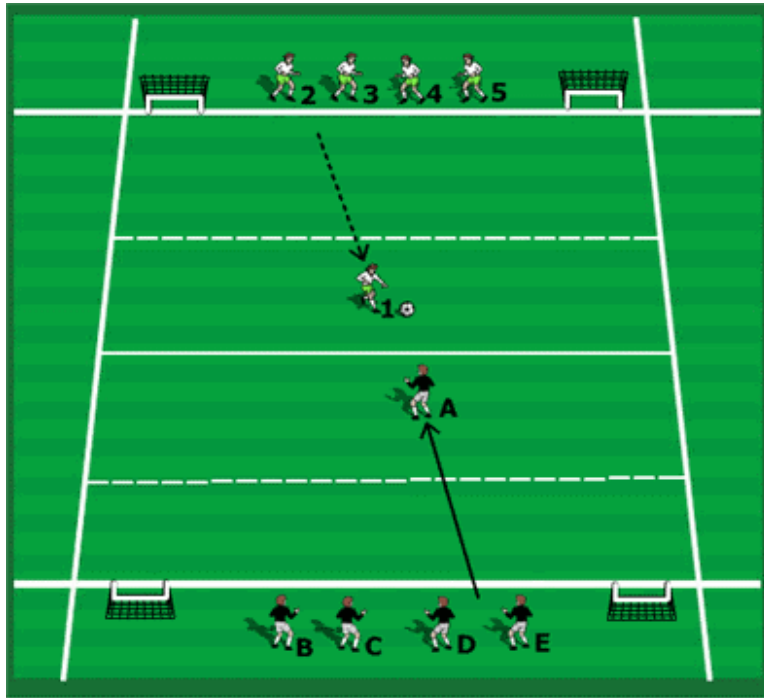
**Competitive:** Each player counts the number of times they win the ball through good defending, use this on an individual and team basis so there is a winning team and ultimately a winning player.

## A Game Situation For 1 V 1 Defending



Divide the teams up into two 3 v 3 games with teams attacking the short side lines to score a goal. Play with one ball then two balls so there is some 1 v 1's and also some support play. Then they attack the long sides as targets making it a little harder to defend successfully.

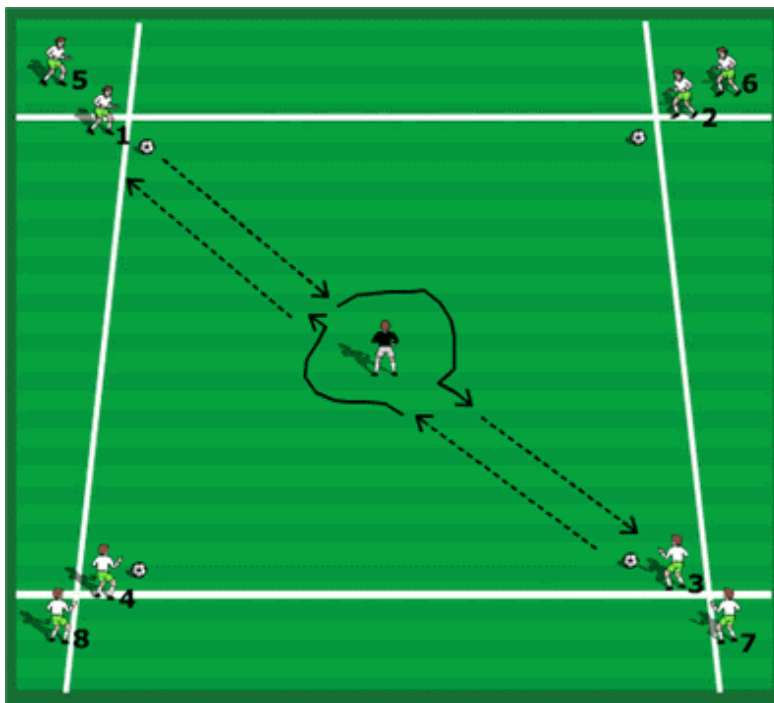
## Defending In 1 V 1's, 2 V 1's And 2 V 2's



Two goals for each team to attack, players have to attack 1 v 1 to score. Defenders have to stop them and try to score themselves. As soon as the attack is over; the attacker becomes the defender and the other team attacks. If a defender wins the ball they can attack and score but they must defend again. To score the player must be over the shooting line (5 yards out).

**Develop:** A 2 v 1 situation, the attacker who doesn't finish the move becomes the new defender. The new defender must position outside the shooting zone. New attackers must begin with a pass and overlap to make it more difficult for the defenders.

**Develop:** 2 v 2 situation, the team who take a shot become the defenders. The same rules apply as above. If the ball goes out of bounds a new team starts.



Dribbling with the ball, have a cone in the middle, have two diagonally opposite players go at the same time, and they always have to go right on their dribble or left on their dribble so they go the opposite way and do not run into each other. This is a good none pressure set up to begin.

So, dribbling with no pressure then passive pressure from the coach.

(1) starts slightly ahead of (3) and dribbles at the coach who offers passive pressure. Coach turns and offers the same to player (3) coming the diagonally opposite way.

Player (2) then starts to dribble at the coach followed by player (4).

Continuous circuit from these players, you may have 8 players doing this.

Players must perform a dribbling movement to beat the coach and go past them to the other side and start again.

This produces lots of opportunity to perform practiced dribbling skills, (already performed with success under no pressure) under passive pressure getting ready to go to a session providing full pressure.

# HEADING SESSIONS

Session 117: Improving Attacking And Defending Heading Through A Simple Heading Game

Session 118: Heading Technique

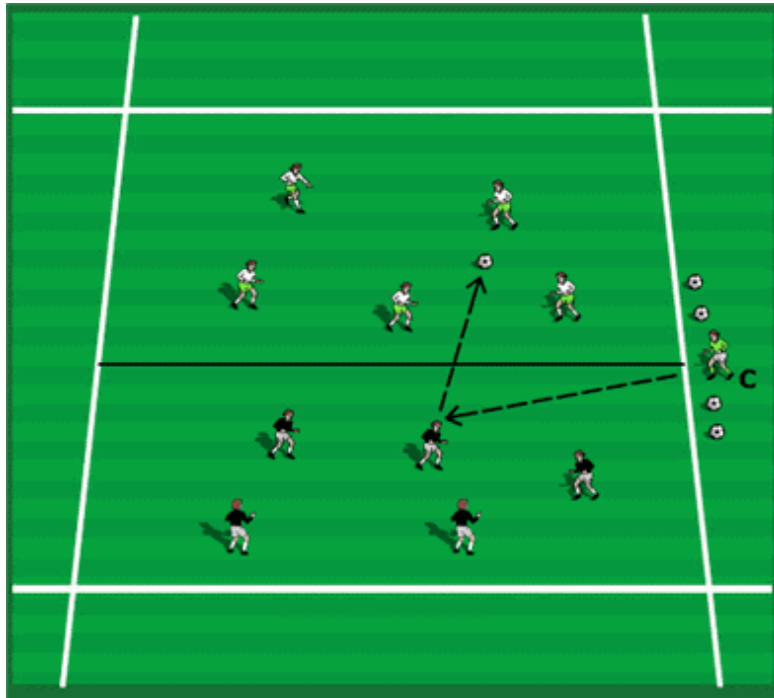
Session 119: Defensive And Attacking Heading Practices

Session 120: Throw / Head / Catch Game

Session 121: Attacking And Defensive Headers (Start At U10)



## Session 117: Improving Attacking And Defending Heading Through A Simple Heading Game

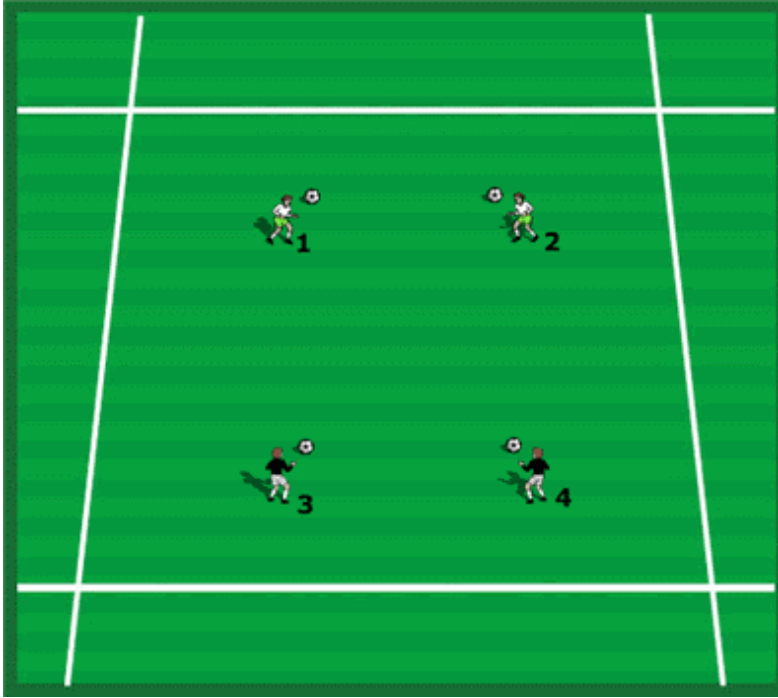


The coach feeds either team who head the ball past the imaginary net (i.e. the line of the coaches).

The other team then attempt to head the ball back past the imaginary line. If the ball hits the ground past the line before the player heads it back the coach's move to this mark. Throw to each team in turn.

If the ball is headed straight out the coaches go to where the ball was headed.

## Session 118: Heading Technique

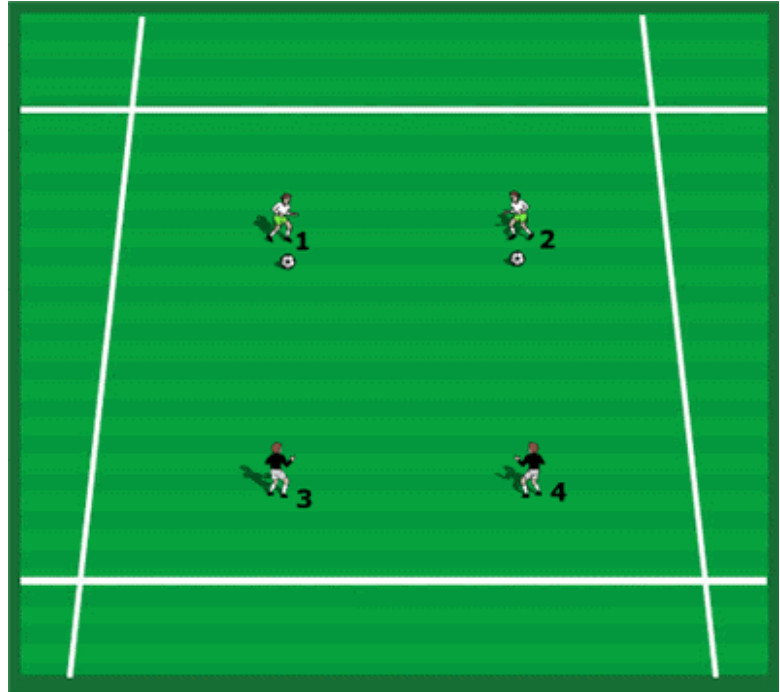


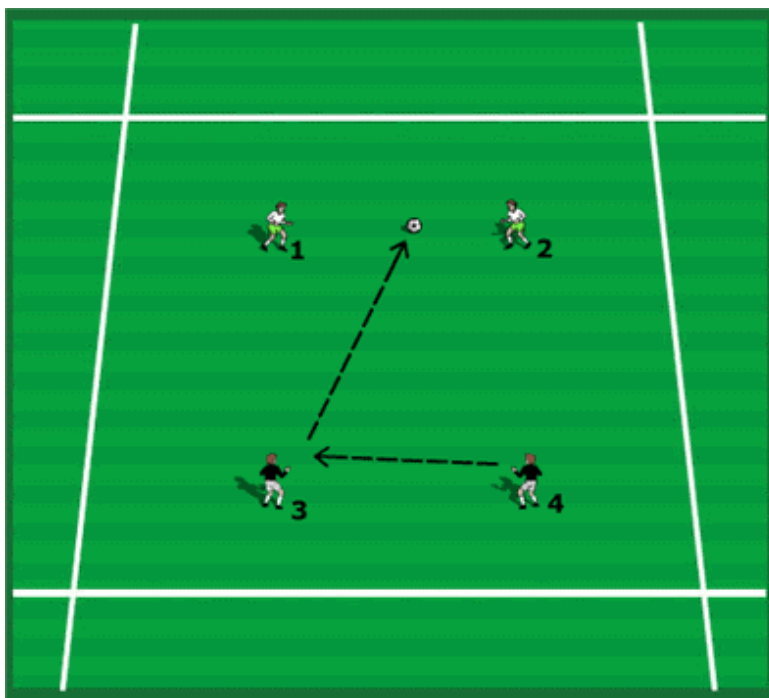
### Ball Each:

1. Eyes open, use forehead, head the ball into the air and catch the ball.
2. Head the ball as high as possible) Try 2 headers, one small then one big.

### Passing in 2's:

1. Throw the ball up and head to partner. Show stance i.e. arch back, step into header, power from hips.
2. Attacking headers, head to feet of partner, try to score past them.
3. Defensive headers, head over partner to score (maybe 5 yards apart).
4. On knees diving headers.

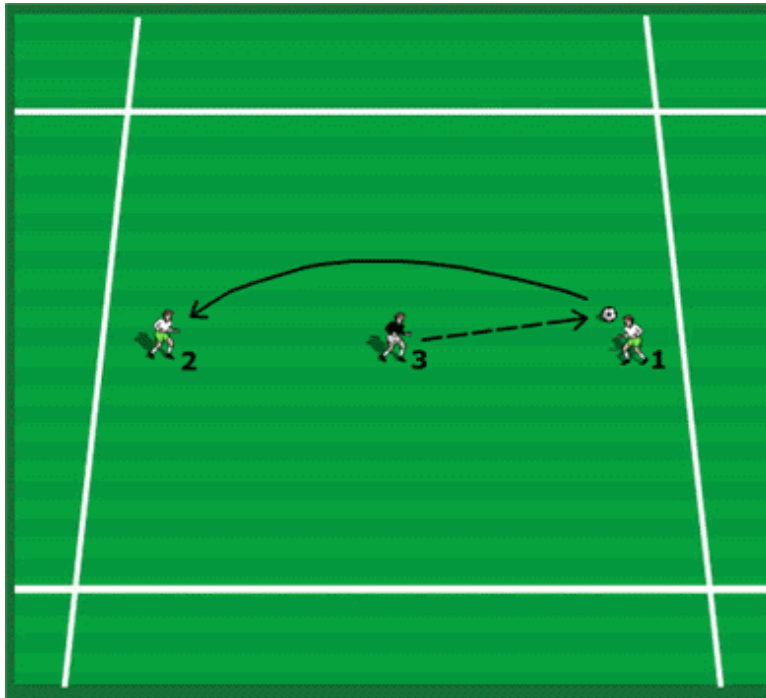




**Develop 2 v 2:** Serve own partner to head the ball. Other players try to head back first time and use the power of their header. (Other team can serve you to help get power on the header).

**A 4 v 4 Game:** Throw – Head – Catch. (Use a 20 x 10 grid). Players work in sequence to get the ball over the end line.

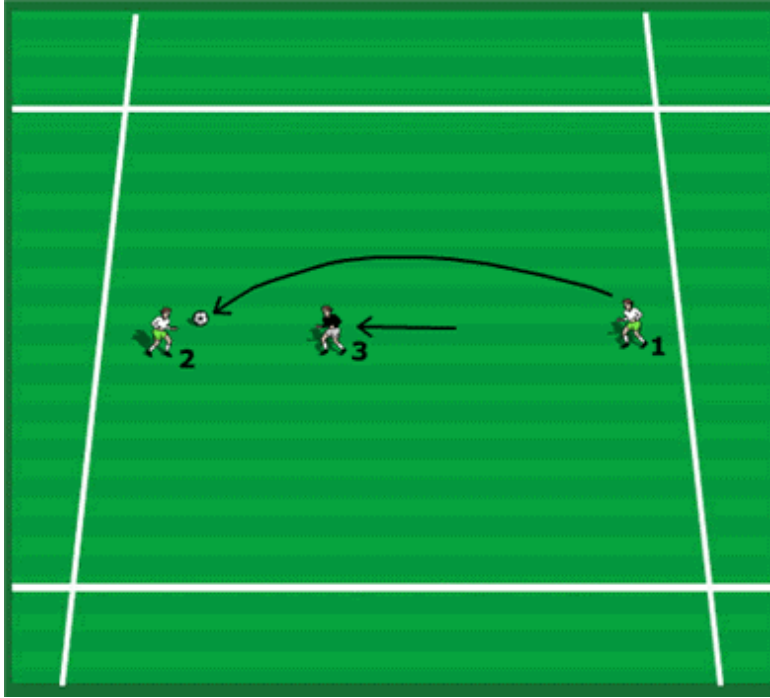
## Session 119: Defensive And Attacking Heading Practices



Player (3) serves the ball to (1) who heads the ball over the top to (2).  
Rotate the players.

**Develop:** Throw the ball short so the player has to move and meet the ball and consequently get more power on the header.

Change above by heading past the middle player with an attacking downward header.

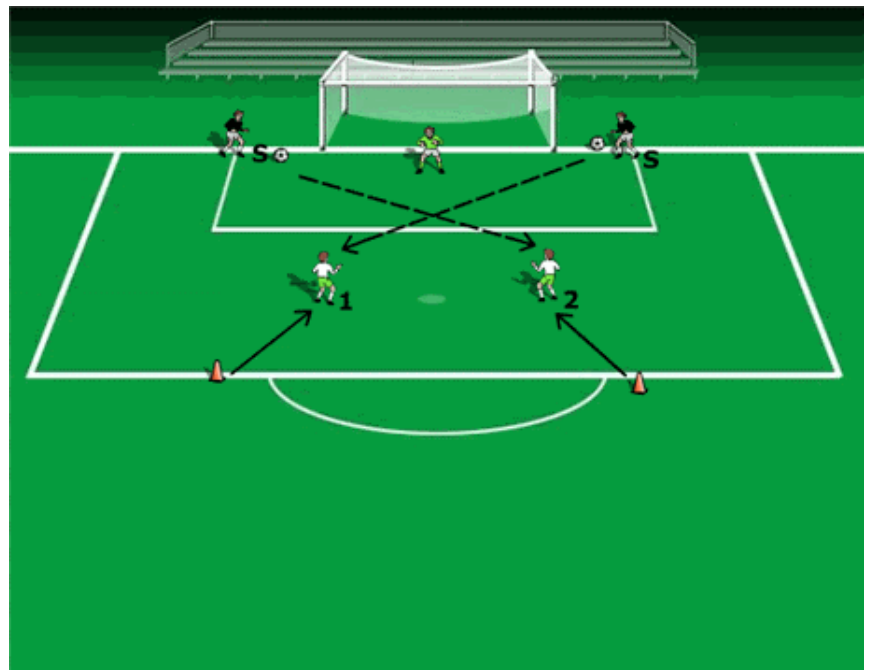


(2) throws the ball over the middle player (3) and (1) must meet the ball with a defensive header. Middle player can close down the player heading the ball to put them under pressure.

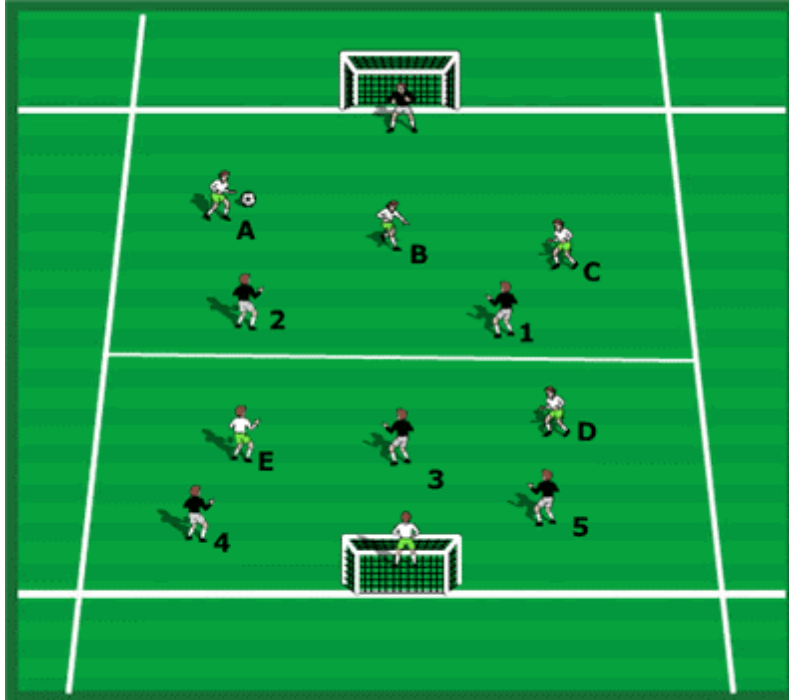
Change above by heading past the middle player with an attacking downward header.

Attacking headers on goal. Work on keeping the headers low which makes it more difficult for the keeper.

Player must move onto the ball to gain power from the momentum of the movement.



## Session 120: Throw / Head / Catch Game



### Coaching Points of Heading:

1. Keep eyes open
2. Move into the ball to head it with forward momentum where possible
3. Head with the forehead not the side of the head
4. Get power from the hips and back not the neck
5. Arch the back and use the upper body for power
6. Head high for defending headers, low for attacking headers

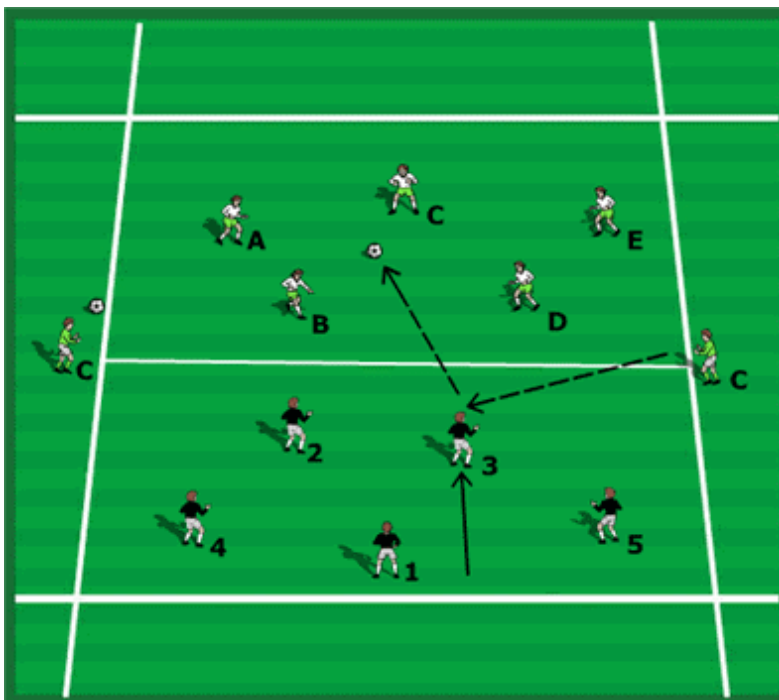
Players have to throw the ball and the next player must head it. The next player catches it.

Players cannot run with the ball but can run anywhere on the field without it.

Players must head the ball into the goal to score.

### Coaching Points for the Game:

1. Quality service
2. Header with purpose and direction
3. Support positions by team mates (for the pass to head or the header to catch)
4. Attacking or defensive headers to suit where the ball is going (between opponents, over opponents)
5. Attacking headers to finish and score on goal.



The coach feeds either team who head the ball past the imaginary net (i.e. the line of the coaches). Players take turns on each team heading the ball when they have possession of it.

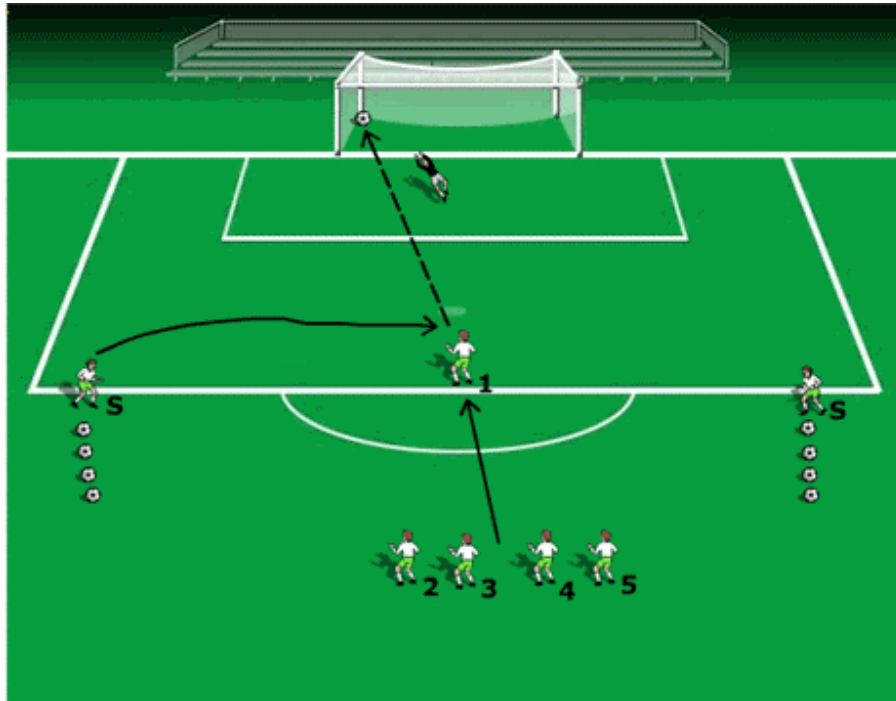
The other team then attempt to head the ball back past the imaginary line. If they do it successfully they gain possession and the game restarts at the point the ball hit the ground. They have to work the ball forward until they can head the ball over the back line to score.

If the ball hits the ground past the line before the opponent player heads it back, the coaches move to this mark. Throw to each team in turn. If the ball is headed straight out at the side of the field the coaches go to where the ball was headed out and the opponents gain possession.

### **Coaching Points:**

1. Good service from the coach
2. Heading the ball forward and down with pace to move forward (attacking headers) or over the top of players to score (defensive headers)
3. Recovery (usually diving) headers by the defending team players before the ball hits the ground to regain possession.

## Session 121: Attacking And Defensive Headers (start at U10)



### Attacking Headers

Attacking headers at goal.

Have each player do four headers at goal, two from each side, then rotate.

Players must attack the ball and head it at goal then check back to the edge of the box and turn and attack the next delivery from the other side.

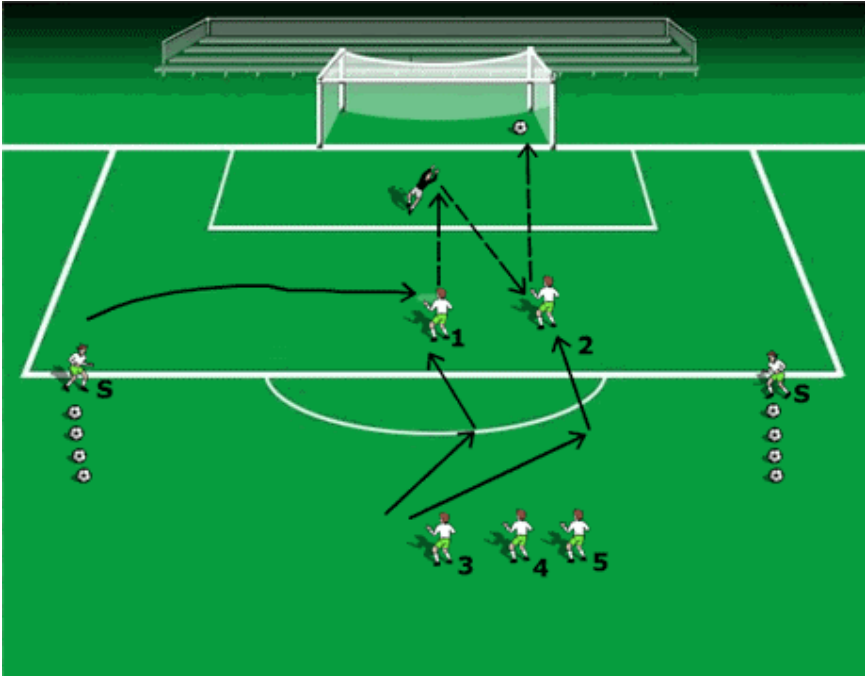
They are best heading for the corners of the goal and heading the ball down so it is harder for the keeper to save. Try to get over the ball to head it down with the forehead.

### Develop:

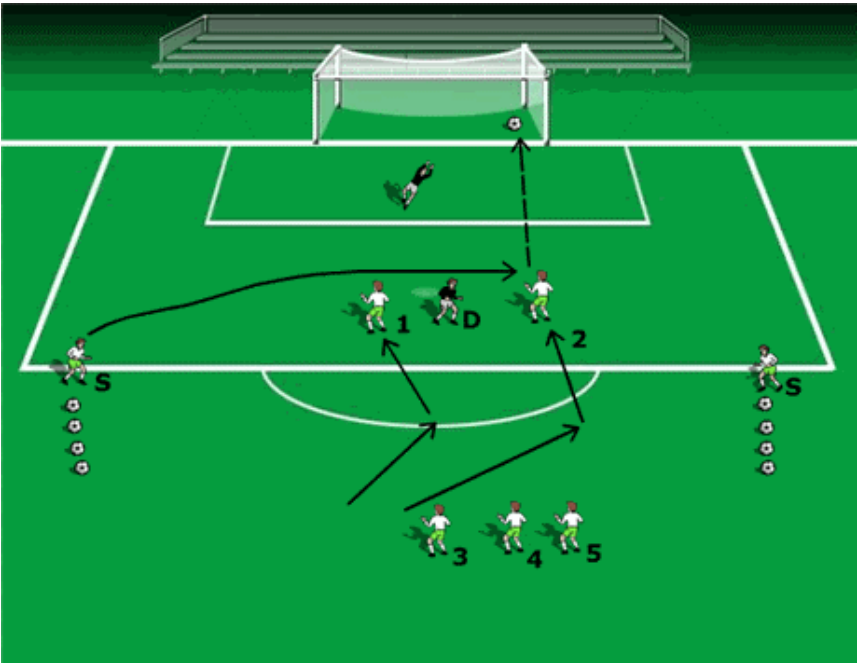
1. Introduce a passive defender to put them under pressure but not challenge yet, so they do not jump with the striker just get in the way
2. Defender makes a challenge.

Bring in two strikers at the same time and crosses can go to either of them, have them react off each other following in for rebounds.

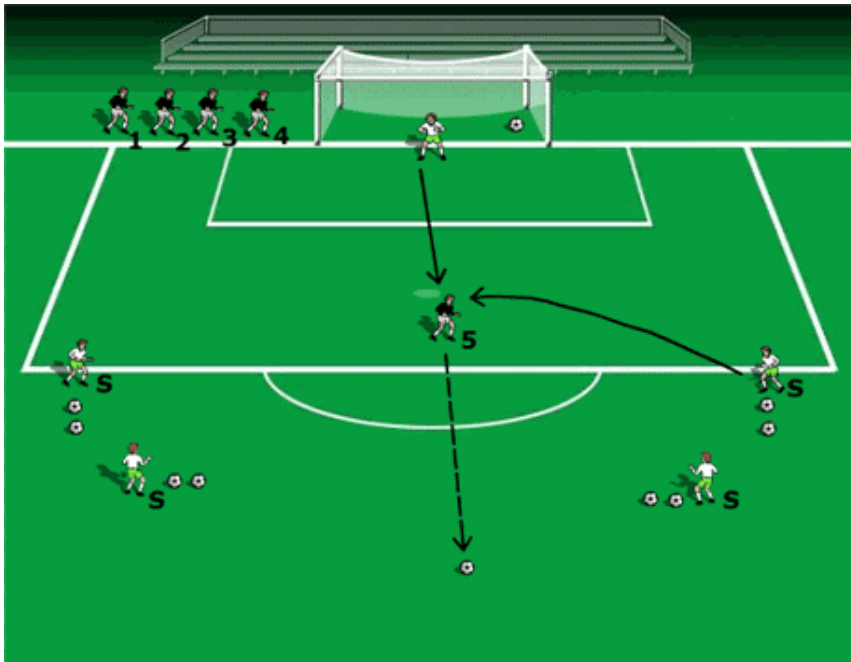




Here the near post attacker heads for goal, the keeper palms the ball and the second attacker follows in for the rebound to score. Below, add the defender.



## Defending Headers



1. The servers cross alternatively with two central deliveries and the defender has to head to ball out and over the coach. The defenders try to head the ball with height and distance. Try to get under the ball and head it with the forehead.
2. Have each player do four at a time, one from each side, two from a central delivery then rotate.
3. The defender starts close to the goal line and runs and heads the ball as it is delivered with no pressure to begin. They then

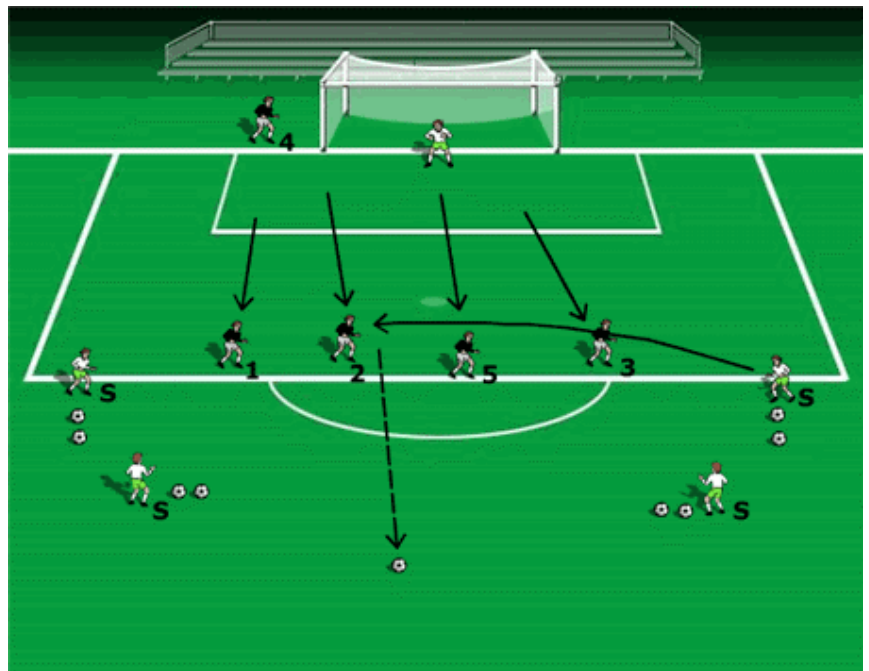
check back to the line and attack the next ball coming in from the other side.

4. This is good practice for all of the players across the back line but especially the center backs.
5. Midfield players could do this too; though have them practice it in the midfield area of the field so it is pertinent to where they play.

**Develop:** Introduce three more players in their positions across the back four and have the servers deliver to different areas of the field so each gets to make a header, and once they head it have all four players run out of the box as a unit.

They then drop back again waiting for the next delivery.

Introduce two strikers to challenge the defenders in their clearances.



Once the ball is headed clear and the back four break forward it is even more obvious how important this is if the two strikers are left all alone and in offside positions.

# CROSSING AND FINISHING SESSIONS

Session 122: Developing Drills To Improve Crossing And Finishing

Session 123: Crossing And Finishing

Session 124: Crossing And Finishing Practice Ideas And Striker Movement

Session 125: Crossing And Finishing Game

## Session 122: Developing Drills To Improve Crossing And Finishing

**Head Up:** Glance from the crosser, an awareness using the Awareness principles of: where are the players (attackers, defenders, and the keeper) .Sometimes they don't have time to do this they just get the ball into the danger area and expect players to be there?

**Decision:** When, Where and How to cross. Do this as early as possible to give defenders as little time as possible to position themselves.

### Technique of the Cross:

1. A good first touch out of your feet to set the cross up but looking also to where the ball is going and where the attackers are to receive to cross.
2. Balanced position with the non kicking foot alongside the ball pointing in the direction you want the cross to go. Use of techniques to produce the type of delivery below, kicking through the ball with correct timing.

**Types of Cross** – They can include:

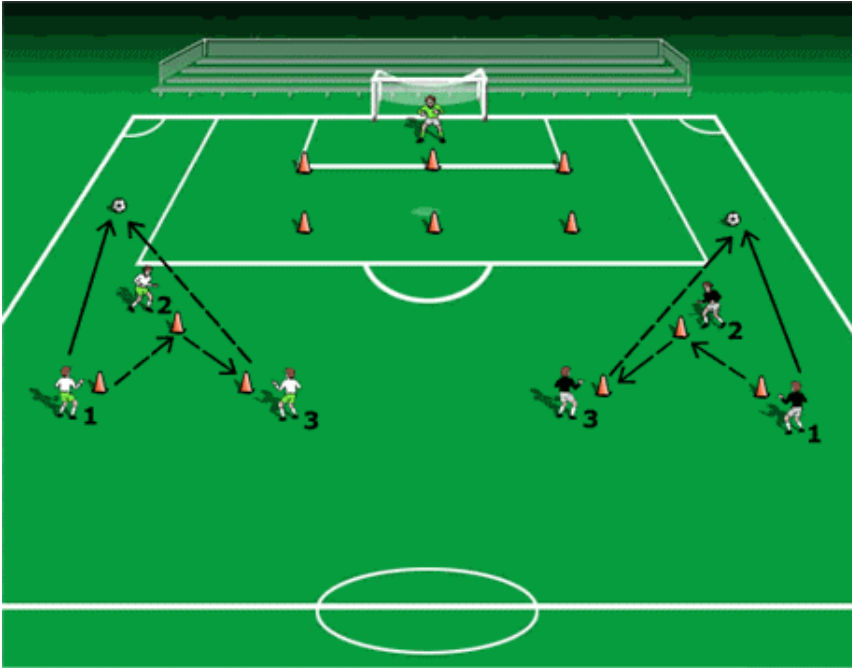
1. Crosses that are driven low with power (usually to the near post).
2. Swerved crosses for example around a defender using the body position as a guide .
3. Chipped crosses from the goal line (usually to the far post).
4. Longer, higher trajectory crosses to the far post and past it (to opposite wide player who can shoot at goal or head or pass it back into the danger zone).
5. Pull back crosses or passes to a midfield player coming in late.

**Runs of the Players:** Near post / Far post, away from the ball initially to come back if possible (to lose markers). When a striker runs away from the ball the defender has the problem that when they look at the ball, they can't see the player they are marking or that player's movement; when they look at the player, they can't see the delivery of the ball. Anticipation of where the ball will arrive.

**Timing of the Run:** As Late as possible and as Fast as possible (so you are difficult to mark plus you don't get into the correct position too early).The player making the near post run must use the post as a guide. If they run past the near post to receive then it's difficult to get a shot or header on target. Try to time the run so the ball is arriving as you are arriving then it's a straight shot or header. The only time it should happen is if the near post players run beyond that post is designed to pull a defender out of position to create space for a teammate coming in behind.

**Angle of the Run:** Into the line of the crossed ball not across it.

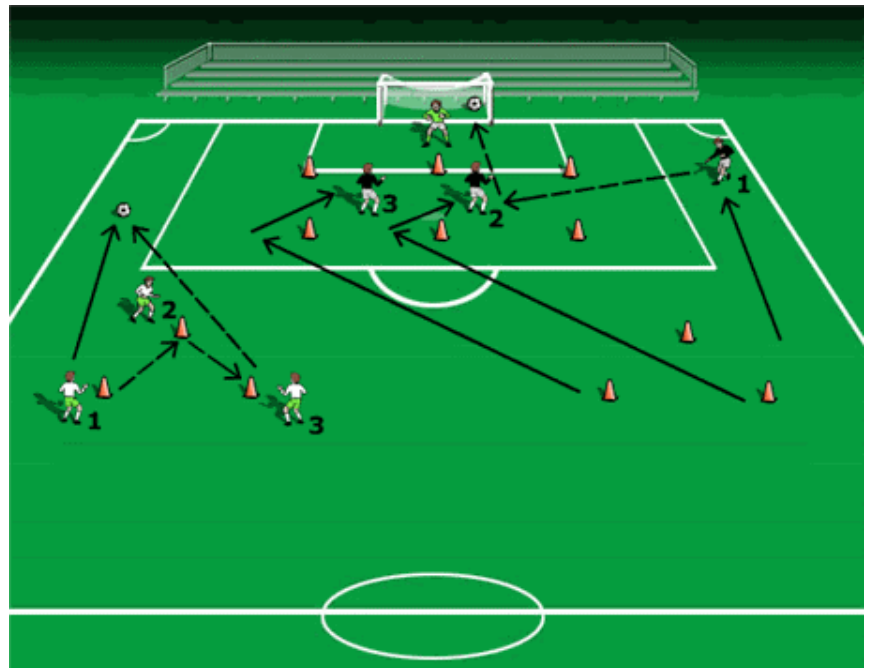
**The Attacking Finish:** Contact on the ball is probably one touch only using the head or foot. Use the momentum of the crossed ball for power so you time the contact almost let it hit your foot rather than the player forcing it.



Second six yard box is the target area for the crosser.

Crossing area means it's difficult for the keeper to come and claim the ball. Crossover run can be on too where (2) is far (3) is near.

1. Do both sides. (2) And (3) get into near post / far post positions quickly. Alternate the positions of the players.
2. "Second six yard box" is the target area for the crosser where the keeper is just out of range to go and catch the ball without being vulnerable. If it is into the actual 6 yard box then the keeper should be the favorite to win the ball.



## Activity #1

Set Up: Players are organised on a half pitch as shown below in Diagram (a). Groups are (B, C) Central midfield players, Groups (A, D) wide midfield players. A supply of balls is placed with the coach as shown. A goalkeeper(s) is positioned in goal.

NOTE: The setup is replicated on the other half of the pitch so that 2 groups are going simultaneously. The assistant coach maintained the flow of this second group.

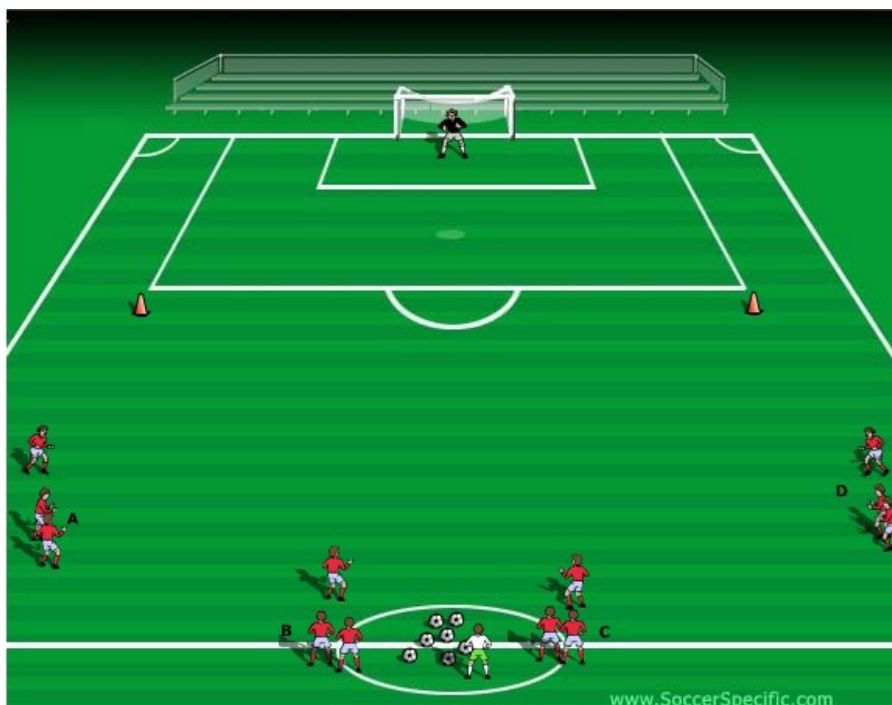


Diagram (a)

The pattern begins with a pass from the coach to either central midfield player.

The central midfield player must receive the ball in a half-turn and quickly pass to the wide midfield player.

The wide midfield player must “drive” down the line before crossing into the box. The central midfield players and opposite side wide midfield player must attempt to get in the box for the cross.

The next group of players begins on a pass from the coach. Alternate sides – play is continuous on coach's command. This pattern is illustrated in Diagram (b) below.

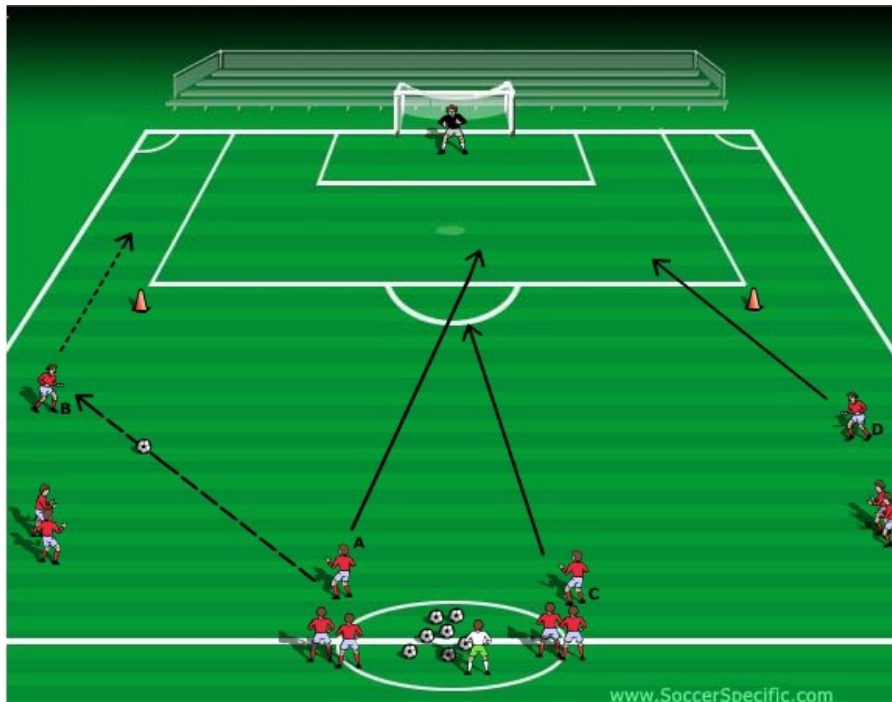


Diagram (b)

**Coaching Points:**

1. Sharp accurate passing in build-up play.
2. Movement to receive ball must be realistic – game speed.
3. Wide midfield players are encouraged deliver balls with pace into the box.
4. Finishing must be of high quality.

## Progression #1

Same setup as above but 2 cones have been added slightly outside the corners of the 18-yard box as shown below in Diagram (c).

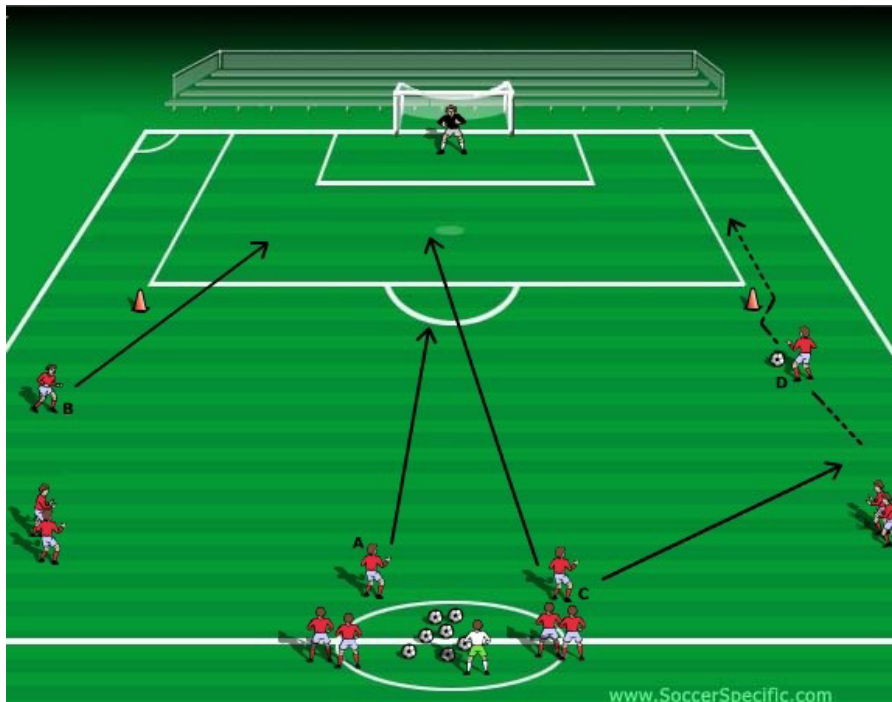


Diagram (c)

The pattern begins with a pass from the coach to either central midfielder (A, C). The central midfielder must receive the ball in a half-turn and quickly pass to the wide midfielder player.

The wide midfielder must “drive” inside at the cone (imaginary opponent) before cutting back down the line to deliver a cross into the box.

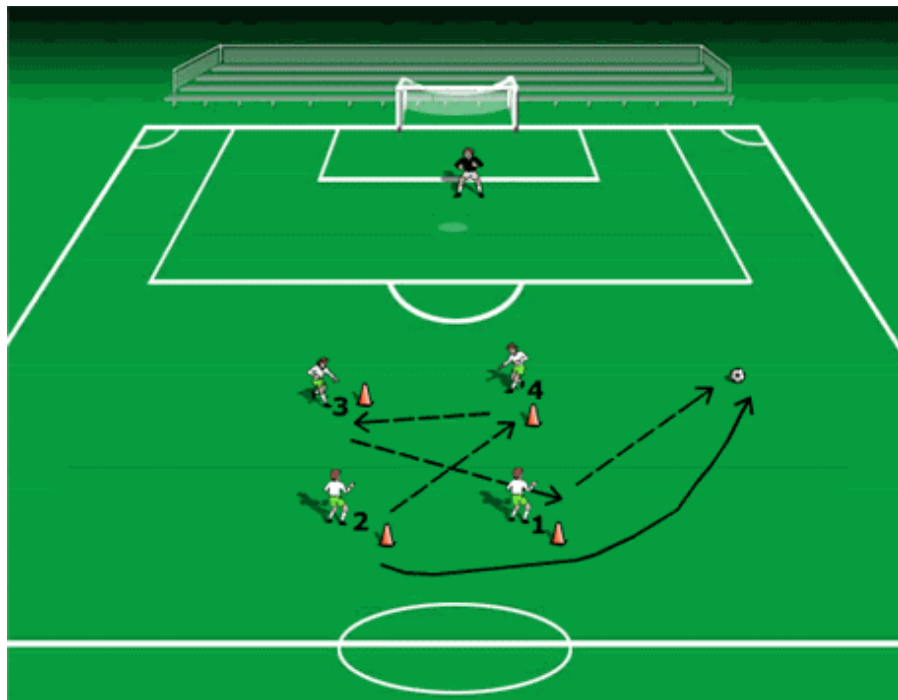
The central midfielder players and opposite side wide midfielder player must attempt to get in the box for the cross.

### Coaching Points:

1. Wide midfielder must be encouraged to be “positive” – drive at the cone with pace!
2. Sharp accurate passing in build-up play.
3. Movement to receive ball must be realistic – game speed.



## Session 123: Crossing And Finishing (Introducing VERY BASIC movements into the box)

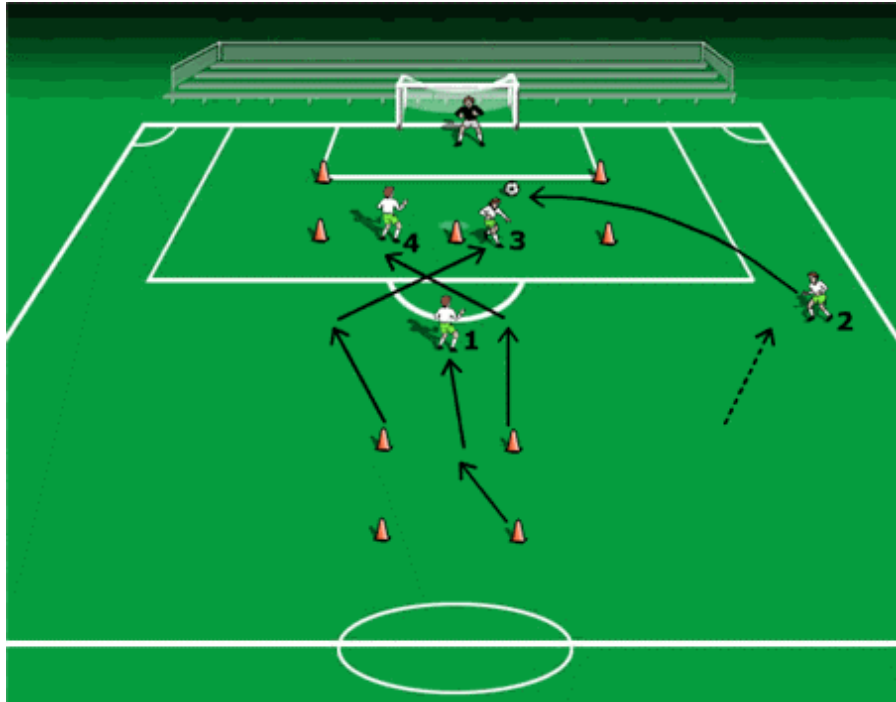


All the players are involved in the build – up, inter passing then an overlap by (2) and they attack the goal with three players.

Making runs to the near and far posts, and having one player holding back for a potential pull back pass / cross by (2).

Rotate the players through each position.

Have other players at each cone ready to go next so the session is continuous. Once one group of four finishes the next begins.

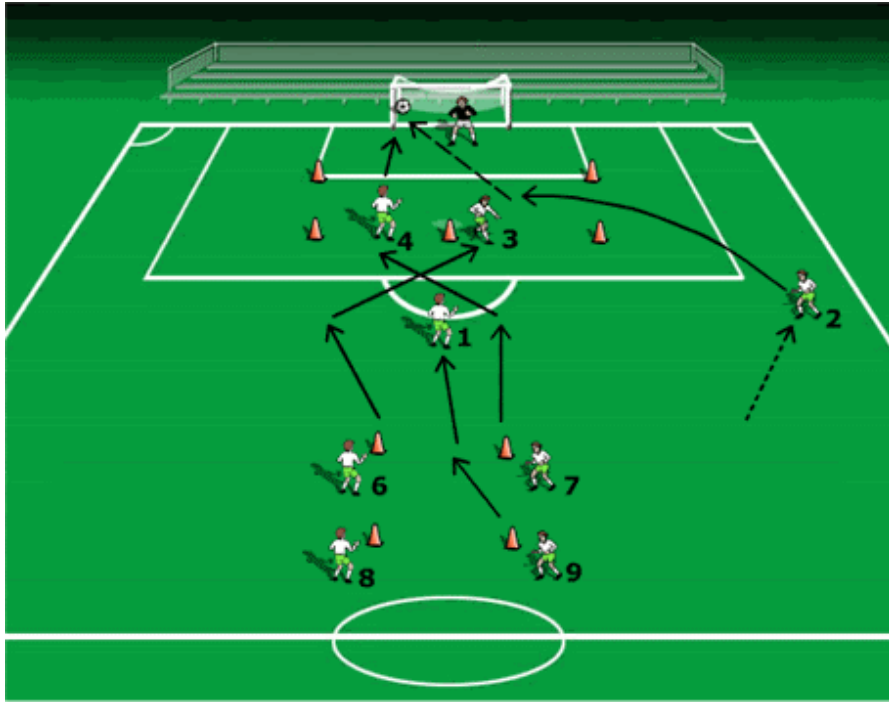


The movement of the four players has now been advanced to the next stage.

(2) is in a crossing position and strikers (3) and (4) have advanced forward quickly down the shortest route to goal then changed direction to attack the near and far posts.

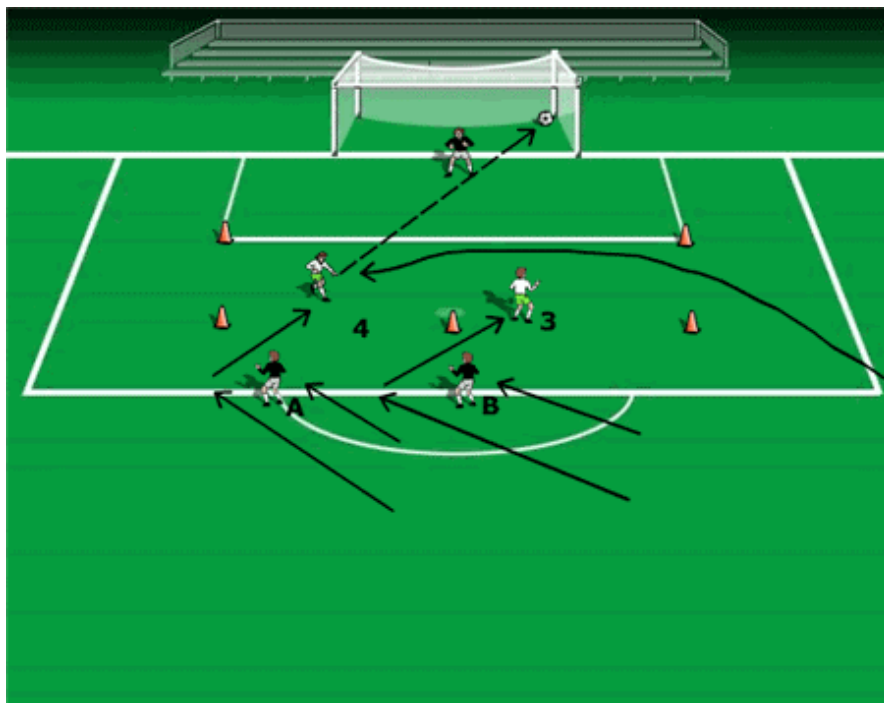
This movement is designed to confuse defenders; if they continue to run in a straight line to goal then they are more easily marked.

This movement is especially effective against man marking defenders.



Alternative movement can be both strikers moving away from the ball and the goal to check back at the appropriate time. The run is “off the shoulder” of the defender to check back across them in a game situation. This is designed to take defenders away from the goal and into areas they do not want to go and then checking back either behind or in front of them to get first to the crossed ball. Next group is ready to go once the first group have finished.

**Progression:** Bring in defenders to challenge them but only once you have established the timing of the runs, angle of the runs, timing of the crosses, quality of the crosses, quality of the finishing and so on and scored some goals. Defenders start with the strikers as if they are recovering back and tracking their runs.



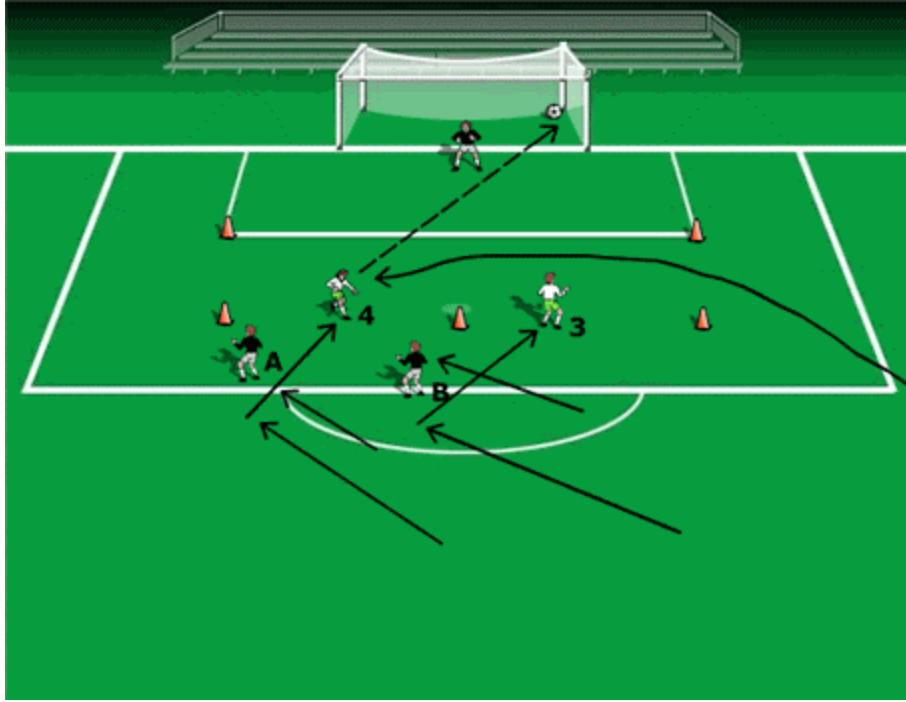
Strikers run AWAY from the goal to draw defenders away from the target area and into areas they do not want to go. They take up a position “off the shoulder” of the defender.

Here the strikers run behind the defenders and across them to attack the delivery and the goal. The cross is coming from the right. Their movement is short and sharp based on the timing of the cross; they need to time their runs and the angles of them to coincide with this. The strikers are watching and waiting for the cross to come in and will time their runs off the delivery.

Moving away from the goal and taking the defender with them causes the defender to be in a disadvantaged position. If they look at the striker they can't see the ball, or when and where it is delivered, looking at the ball then can't see where the striker is or when they make their move.

All these moments are just split second differences as to looking at the ball, then the striker, but not both at the same time. This gives the striker a split second advantage and may be all they need. From the strikers perspective these runs are the best ones to make in terms of moving defenders into unfavorable positions and away from the danger area.

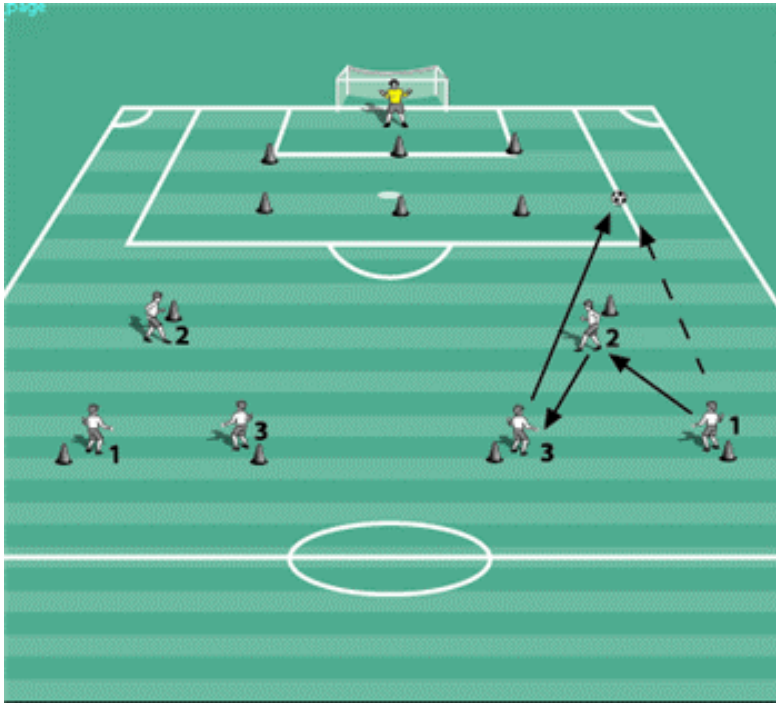
But if there is little time then they just need to get into the attacking zone if the cross is coming in early. Then the shortest route is employed to get them there quickly, i.e. a straight line run. Players tend to want to run towards the ball not away from it so it is important they get used to this concept and understand it.



Here the strikers run in front and across the defenders, again short and sharp with correct timing based on the cross.

It is best to cut across the defender in a tight checking action, not run in an arch as the arched run takes too long and is too wide so it is easier for the defender to track it.

## Session 124: Crossing And Finishing Practice Ideas And Striker Movement



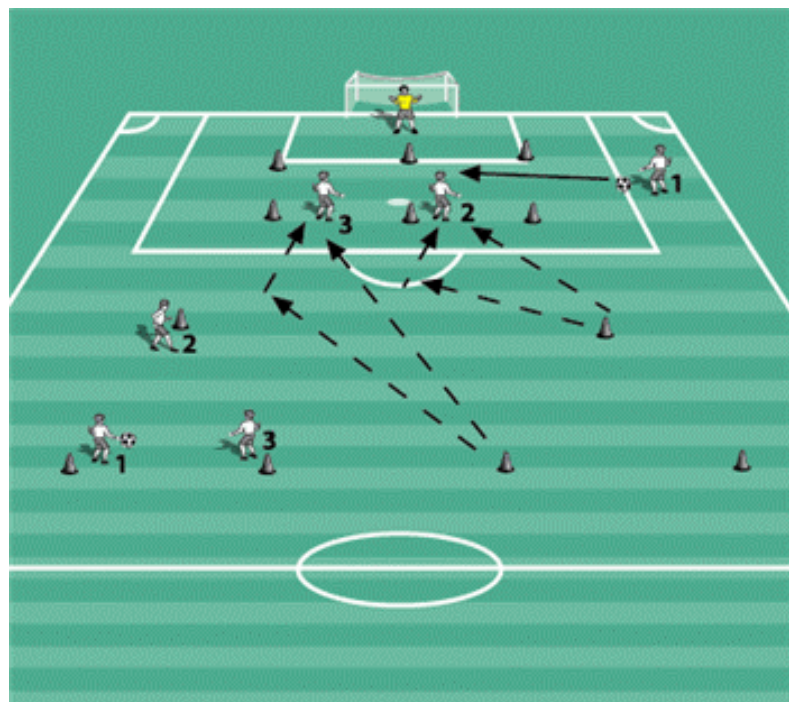
Second six yard box is the target area for the crosser where the keeper is just out of range to go and catch the ball without being vulnerable. If it is into the actual 6 yard box then the keeper should be the favorite to win the ball.

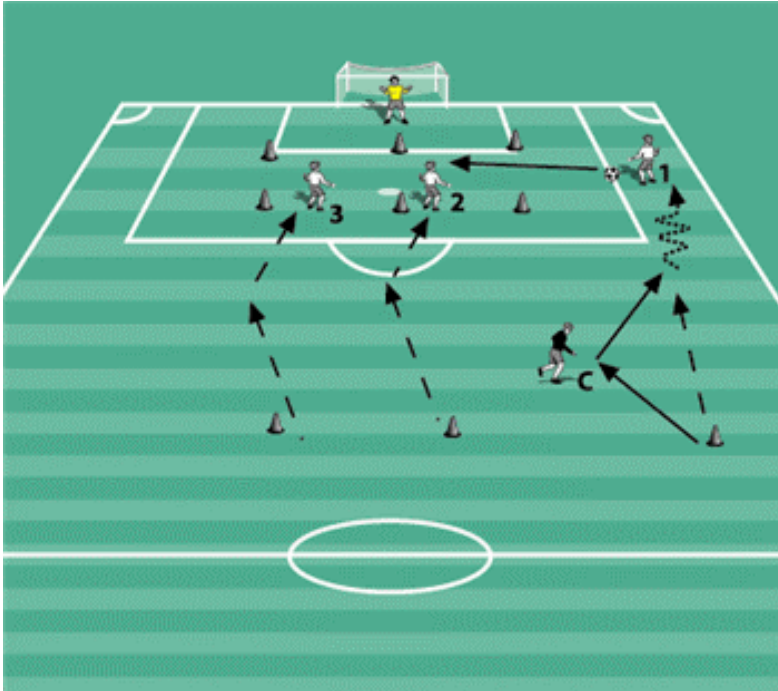
Do both sides. (2) And (3) get into near post / far post positions quickly.

If they can make the angled run then do it, time will dictate it probably will be the straight run. The main thing is they just get into the correct scoring positions.

Crossing area means it's difficult for the keeper to come and claim the ball.

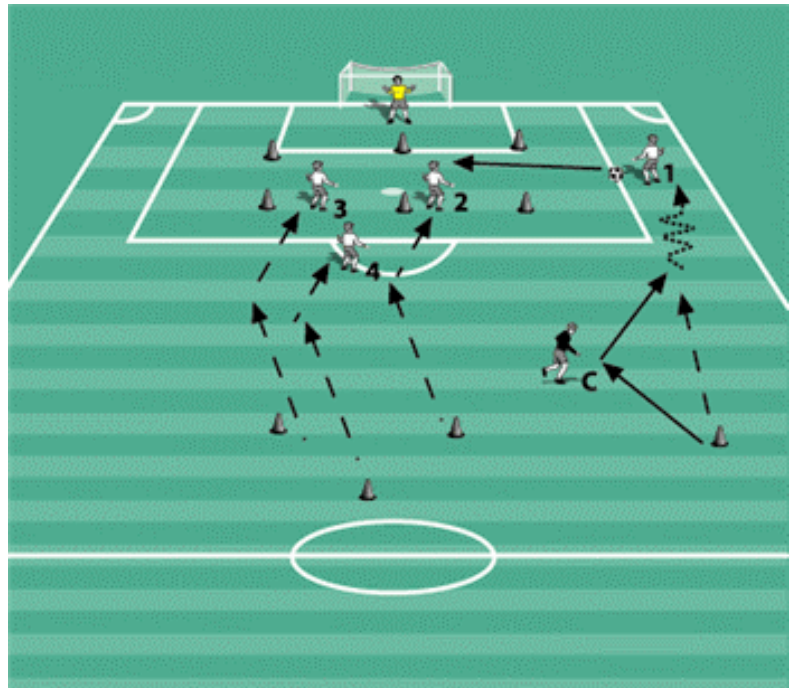
Crossover run can be on too, where (2) is far (3) is near.



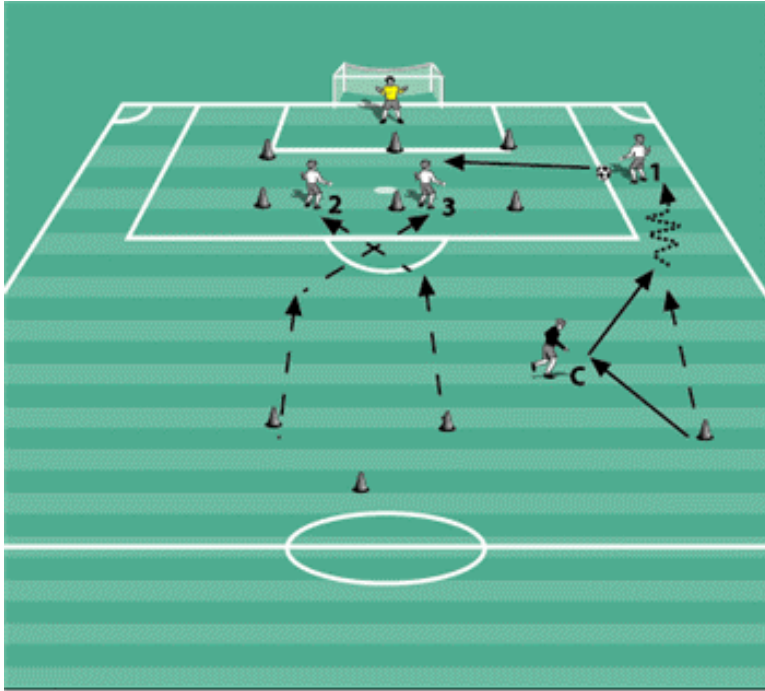


(1) plays a 1 – 2 with the coach and crosses, (2) and (3) can time their runs accordingly.

**Develop:** (4) joins in. Service is (1) to coach who passes it back and (1) takes it on with a good first touch into a crossing position. There are three main areas to aim for from the cross. Use other side also.





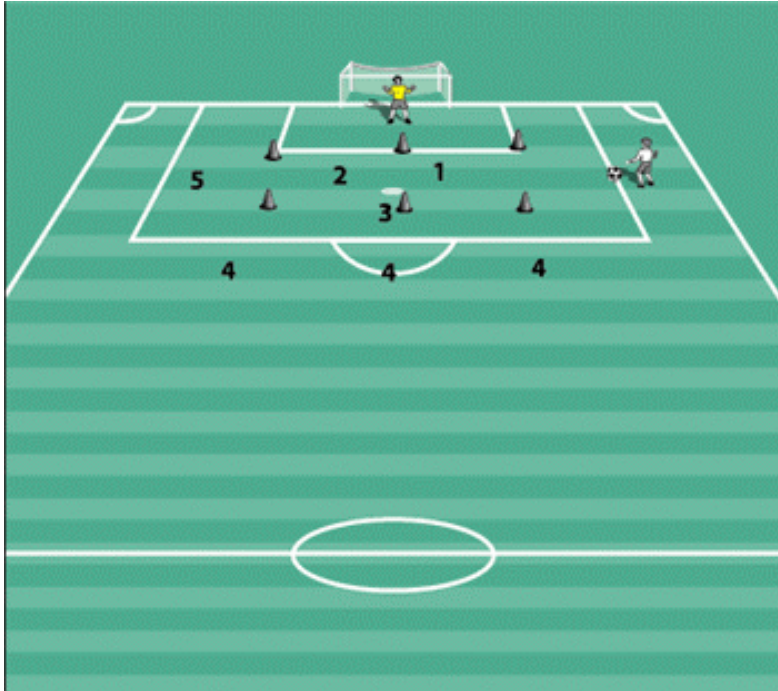


Here (2) and (3) perform a crossover run with each other as another means of fooling defenders with their attacking runs.

**Double crossover runs.** When you add defenders here watch how these runs can affect their recovery runs



## Areas To Attack In The Box To Receive The Cross



Second six yard box is the target area for the crosser.

Areas of support are shown inside and outside the penalty area. It is always best to start crossing sessions with no opposition just attacking players making runs to areas at the near post (1), far post (2) the middle area and just in behind the two strikers; (3), regaining possession areas outside the penalty area (4); and beyond the far post (5).

We are asking players to attack certain areas within the penalty

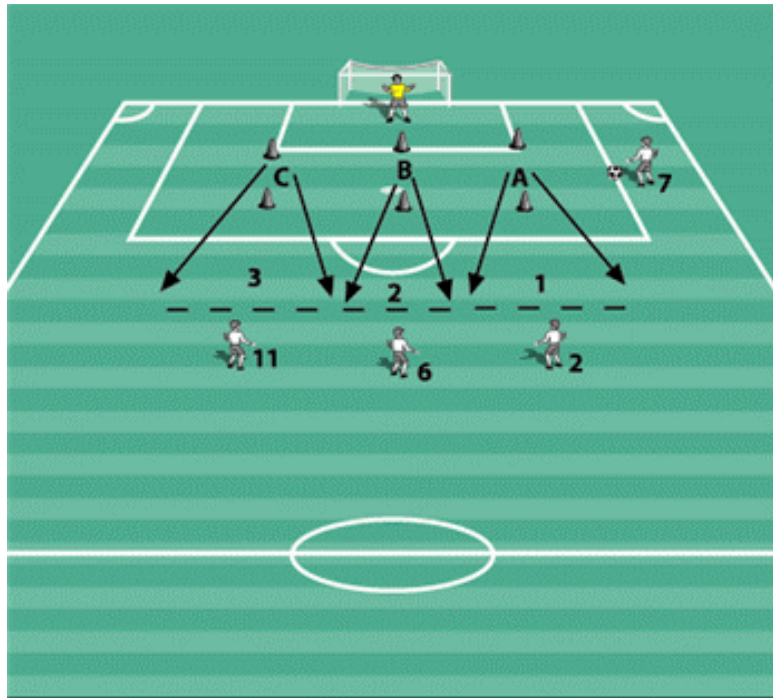
area where the ball is most dangerous for the opposition and we are also giving direction to the crosser as to where they should deliver the cross.

So now we are in a situation where the crosser knows the best areas that the ball should be delivered to and the attackers know the best areas where they should go to receive the cross. In each instance though, defenders positions can influence where the ball is delivered or the runs are made but the approximate areas to deliver to will always be the same.

Timing of runs should be to arrive at the positions at the same time as the ball so players can work out from the cross when and where they should go. If they cover all areas with a player in each one and the cross is effective then there is an increased chance that we can score a goal. If the cross isn't as effective and the defender wins the ball first then we have our players in area (4) in "anticipation positions" to win the ball back (the second ball).

Regaining possession areas are very important because if the opposition in a game situation win the ball initially from the cross in the form of a defensive header where is the ball from that header going to go? As above; players must position themselves outside the penalty area where they have the best chance of winning the ball back. Area (5) can be covered by a player should the cross go beyond the first line of attack or the crosser may see everyone is marked in the box and can pick out this wide player as the free player to attack the goal.

## Anticipation Areas Around The Penalty Area

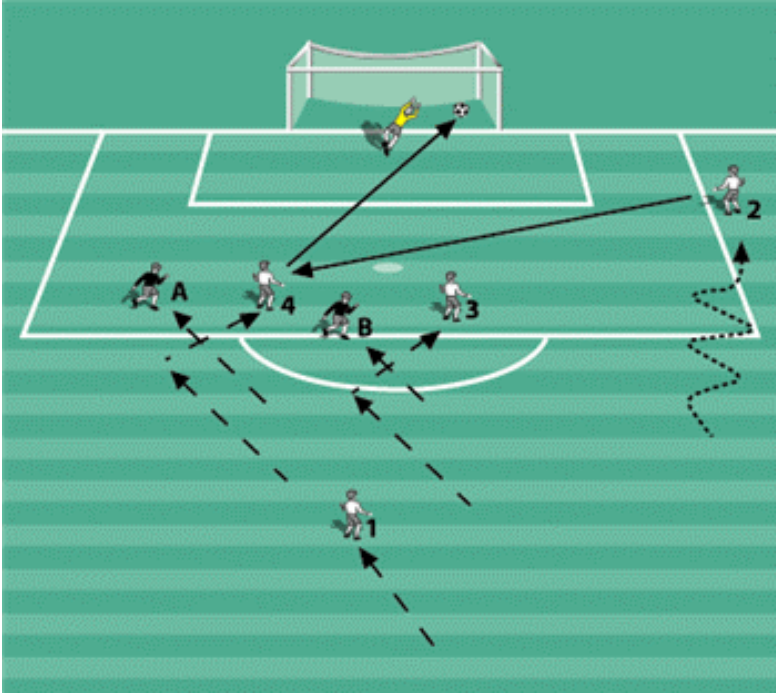


I haven't put the three attackers on the diagram to enable us to see where defenders may win the ball as we are working on the "anticipation area" players here and not the attacking players in the box. Defender (A) wins the header and "generally" will clear the ball into area (1). The same applies to the other defenders and their areas.

The three second line player's position where they anticipate the ball will go in order to regain possession from the 2nd ball. They watch the line of flight of the ball and adjust right or left depending on where they think the ball will be cleared to e.g. the ball travels to the far post area; defender (C), so it's likely it will be cleared into area 3 so (6) and (2) shuffle across to help (11).

It's important that if attackers can't win the first header they don't let defenders get a clean header so the ball doesn't travel very far from a clearance i.e. beyond the second line of attack.

## Movement Away To Come Back

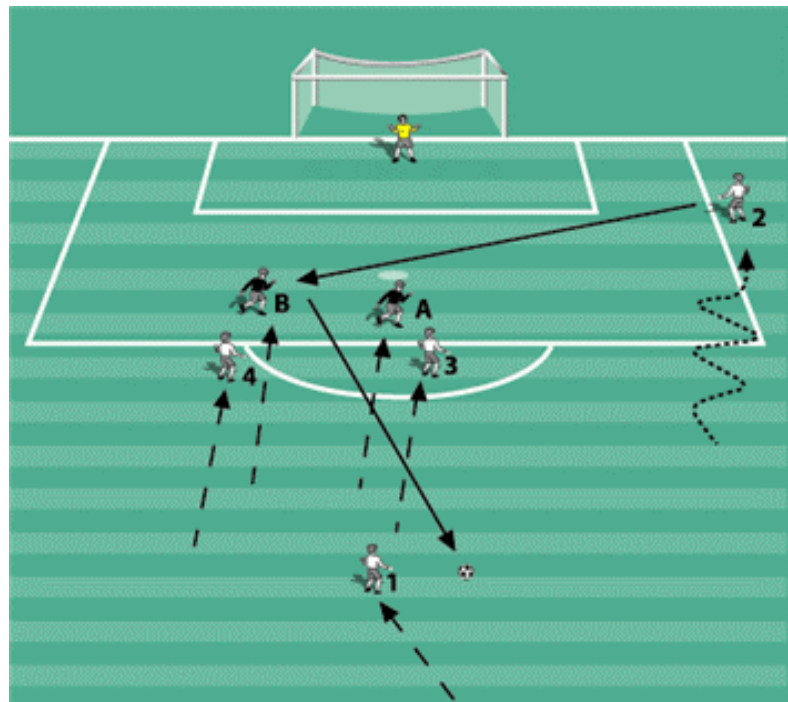


Here the strikers run in front and across the defenders, again short and sharp with correct timing based on the cross.

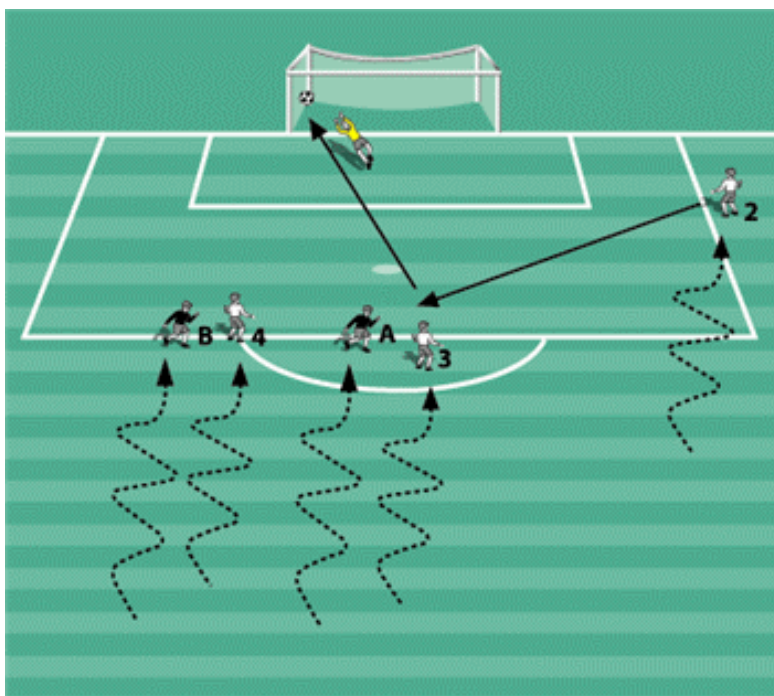
It is best to cut across the defender in a tight checking action, not run in an arch as the arched run takes too long and is too wide so it is easier for the defender to track it.

It is exaggerated here to show the movement and getting away from the defender; in reality it may only be half a yard or even less but enough to get the first contact on the ball.

If they run forward in a straight line then the defenders can see both the ball and the player at the same time and it is easier to defend against the cross. Here Defender (B) gets to the ball first and makes a good clearing header.







If there is time to do it as the striker attacks the defender and the goal with a sharp solid run, the striker can do a zig - zag pattern of run to try to escape and / or confuse the defender as to where they anticipate they are going to end up attacking the goal.

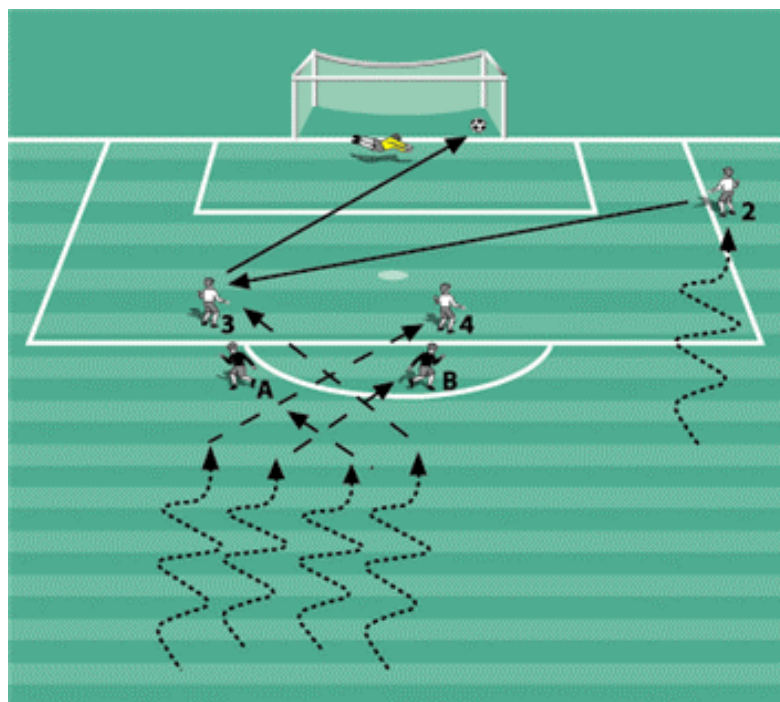
Running behind the defender, then running in front of them, then behind again, then in front again and so on, the defender may be thinking "Is he going to attack the far post behind me, or the near post in front of me"?

All this movement is good to make to help the striker get away from the marking of the defender and may result in a chance to score a goal by getting space they otherwise may not have had if they had just run forward in a straight line attack on goal.

Here is an example of the runs made & the possible end product & positions the two strikers finish in. It may only be a couple of checks back and forth by the strikers but it can be effective.

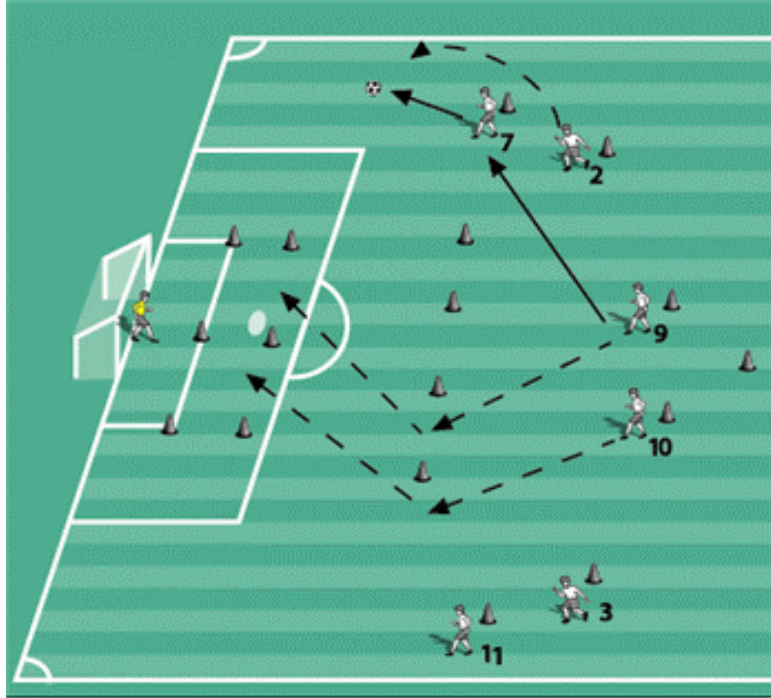
They have had time to make these movements always watching the crosser & anticipating from the crossers body language when the cross is coming & where it is coming to.

They must make their final move as late as possible and as quickly as possible to again try to get away from their marker.



The cardinal sin is to get in too early, better to be slightly behind the play then be able to make up for it with a burst of speed than be in front of the play and therefore much more easily marked out of the game and potentially in too early and standing waiting for the cross and consequently easily marked..

## Functional Crossing And Finishing Session



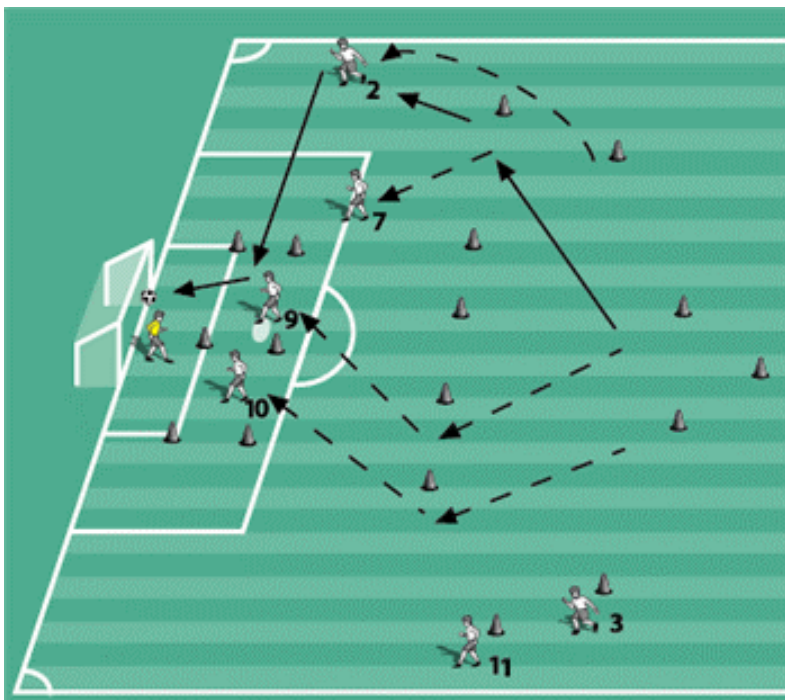
### The Set Up

Shadow Play to begin. Attack in two's to begin. Movement away from the ball initially if there is time in the buildup. We are working on the timing of the runs. Attack near post and far post areas. Cross from both sides.

Position off the near post and don't go beyond it to meet the ball; unless drawing a defender out of position for the second striker to attack.

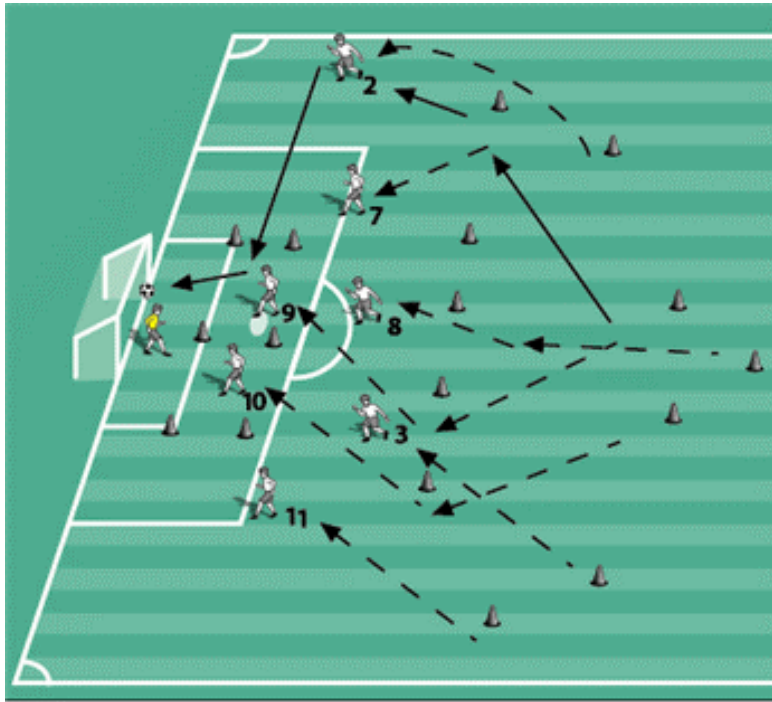
Winger (7) receives the pass and plays it into the overlapping run of the fullback (2) who crosses as early as possible. Strikers know this and must get in position to meet the cross. The cross should be between knee and head height.

Service could be a driven pass from a striker to a wide player or the play starts wide (timing is better).



### Develop:

1. Introduce a defender who must choose a striker to mark. The defender starts from the same area as the striker as if retreating back towards goal. The crosser finds a free player.
2. Introduce a third attacking player in behind the front two for the pull back.
3. Have the opposite wide player coming inside as an additional attacker to cover the area beyond the far post, and the crosser has another player to pick out (now it is a 4 v 1 situation).
4. Introduce another defender to mark up another attacker (4 v 2).



Players have made their runs into the correct positions to receive the crossed ball. The crosser has four choices of cross to make, near post, far post, and pull back for the midfielder and past the far post for the opposite wide player. See who is free or just get the ball in if there's no time to look (for example in a game where the defender puts the crosser under pressure).

Take the set up ten yards closer so the wide players are crossing from the goal line and the striker's runs are shorter and sharper. Include a chipped cross to the far post if the keeper is at the near post.

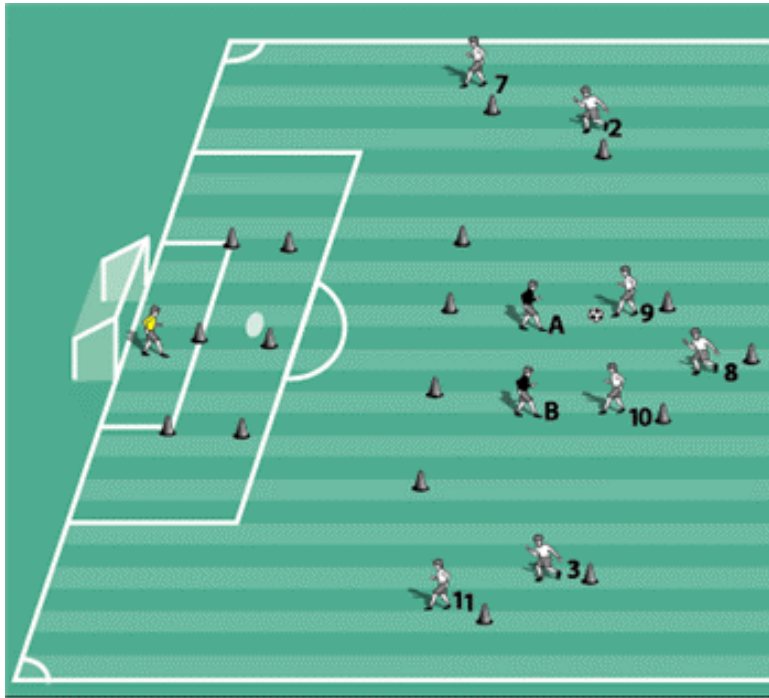
This is a great routine to practice as it on going and you can keep a lot of players working. As soon as the three central attackers have made their runs and got back to the start they are ready to go again. Rotate defenders and wide players.

You can have fifteen players and more working constantly (two sets of strikers, two sets of defenders or even more sets of players etc).

Once (3) and (7) have played the wide player in to cross, they can take up anticipation area positions around the box to receive any second ball possession from defenders clearances. They can shoot or pass to someone in a better position (this keeps the pressure on).

These are the positions they need to be in to make it easy for the crosser to deliver the ball. This provides four options so wherever the crosser plays the ball in there could or should be someone fairly close to the ball to affect a finish on goal.



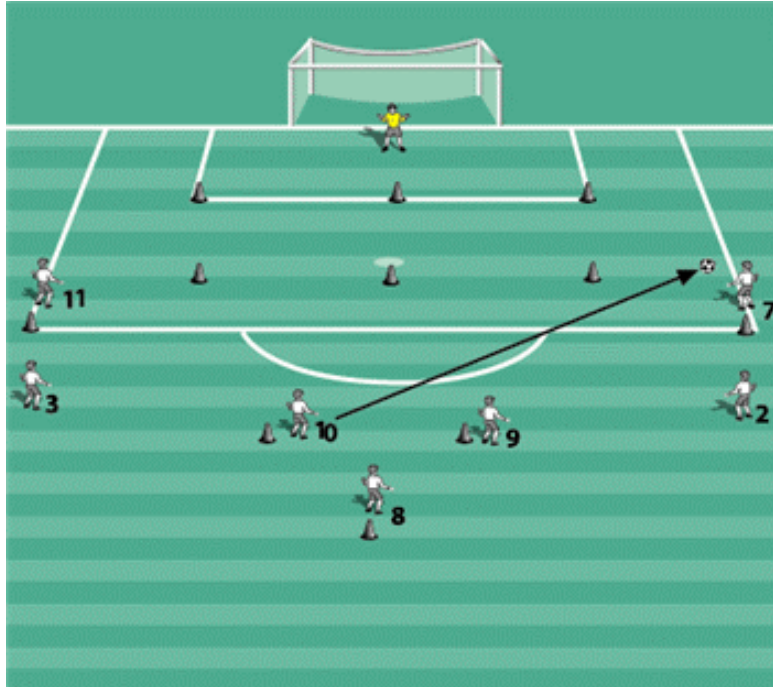


The final set up for a functional crossing session is as above. The Scenario is as follows:

1. We have a four versus two overload situation with wide players working 1 – 2's or receiving diagonal passes from central strikers to create a crossing position.
2. Strikers make runs away from the ball initially to confuse defenders. By running away from the ball defenders who mark them can see either the player or the ball, not both at the same time. This gives the striker the edge. Defenders must pick a player out and track their run.
3. Four players attacking the cross and expecting that they will be the one to receive it so they make sure they get into the correct attacking positions.
4. An attempt is made to score a goal. Whatever the outcome the central attackers and the defenders move back around the outside of the practice to start again and the next two lines begin their attack. We are generally working on one touch finishing from attackers.
5. Develop this session by opening it out into a phase of play and bring in a back three or four plus a midfield to defend taking it into a game situation but only when you are getting constant success with the overload situation.



## Functional Crossing And Finishing: Short And Sharp One Touch Play



Move the session closer to the edge of the box and have the players attack with pace.

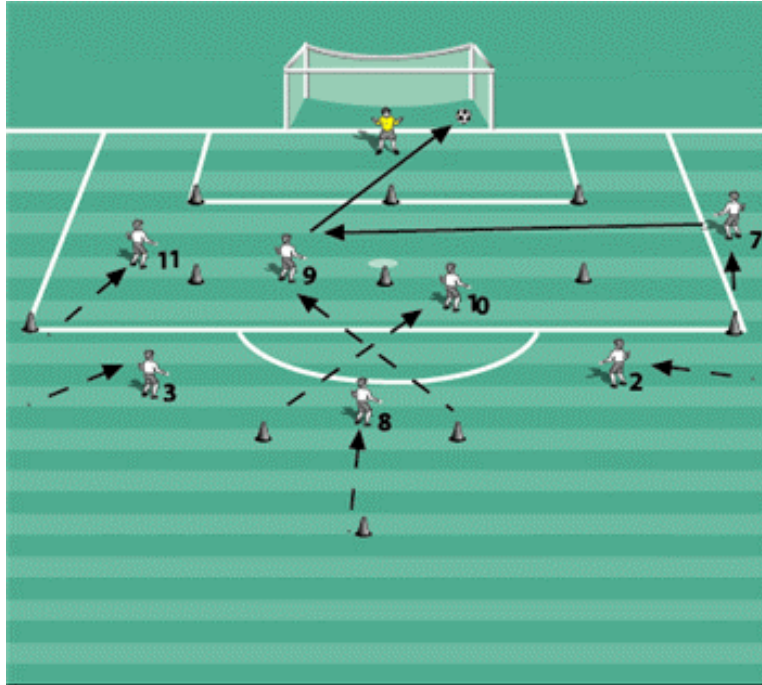
(10) can play the ball wide and (7) must try to play it in first time. (10), (9) and (8) make runs, near, far and in the middle but (8) is staggered if the ball goes behind the two strikers so they don't attack in a straight line and it goes behind all of them and the opportunity is missed.

(11) or (3) can attack the area beyond these three as a fourth player.

It is all short and sharp and mainly one touch play if possible.

If there is time, strikers can make their runs away to come back or cross over as they attack, if no time then they just get into the position to score. We should then have a player in most areas the ball can be played into and this takes the pressure off the crosser.

## End Product



This shows the end product of the short and sharp finishing in this session.

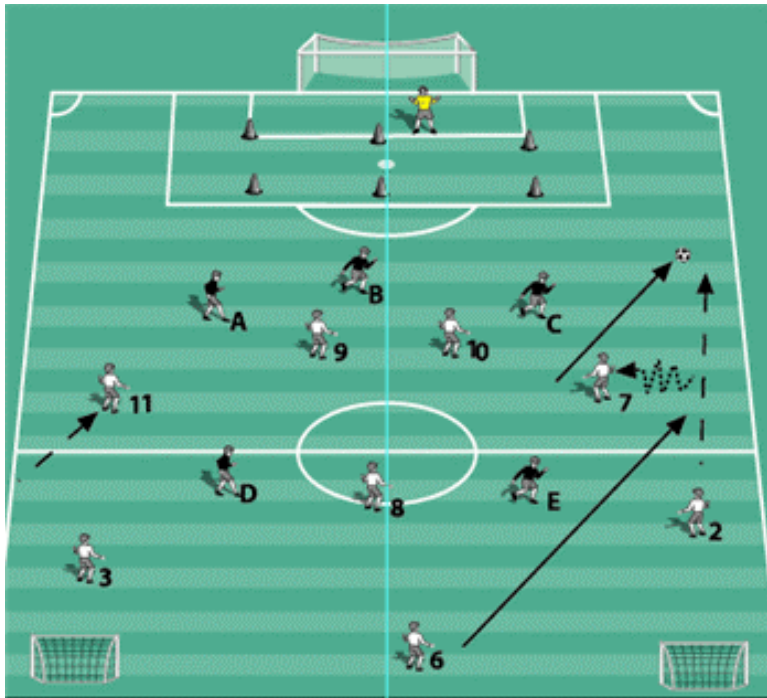
The session is great work for one touch play both from the crossers and the receiver's points of view.

Other players follow in for rebounds off the keeper.

This session builds confidence in the players as there is no opposition and they can relax and shoot at goal.

**Progression:** To develop it you can add a defender or two in the box to challenge the attacking players and put them under pressure in their finishing ability.

## A Crossing Phase Of Play Including An Overlap



Introduce this and the crossing and finishing game following this when you think the players are ready to follow and understand it fully.

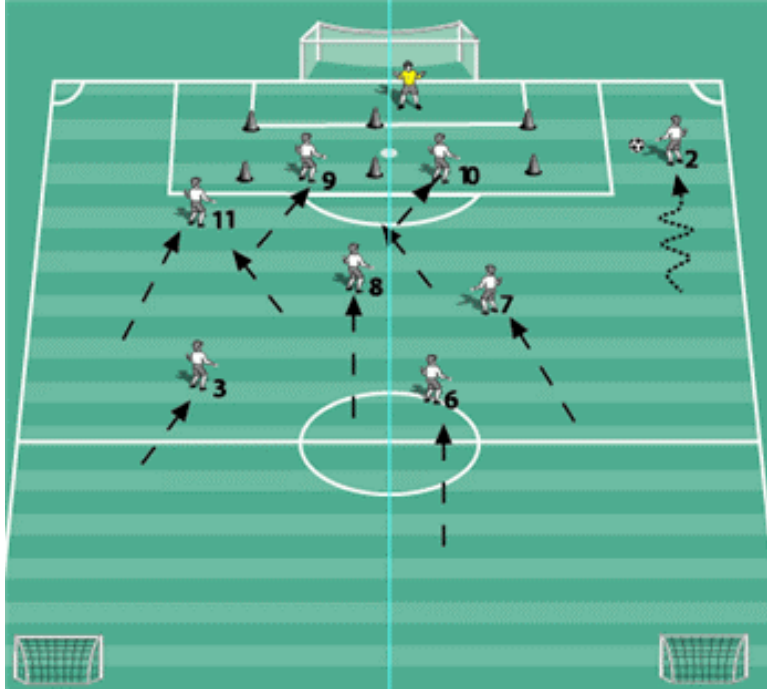
Start with the overload situation to help gain success and breed confidence in the players. If defenders win the ball they pass to the targets and the play starts again.

We are looking to get the ball wide in this phase of play so overlap work comes in. Primarily working with wide players and how they create positions to cross the ball from. For your preparation you can play against a back four or a back three depending on what the opposition play like (better to plan for both).

### Coaching Points of an Overlap:

1. Does the player need support behind or in front?
2. Create Space – Move inside with the ball to open it up outside.
3. Communicate – Support player can call “hold” to gain time to get into position
4. Timing of the Run – Go wide (angle and distance).
5. Player on the ball passes or uses the run as a decoy to come inside and attack.

## The End Product



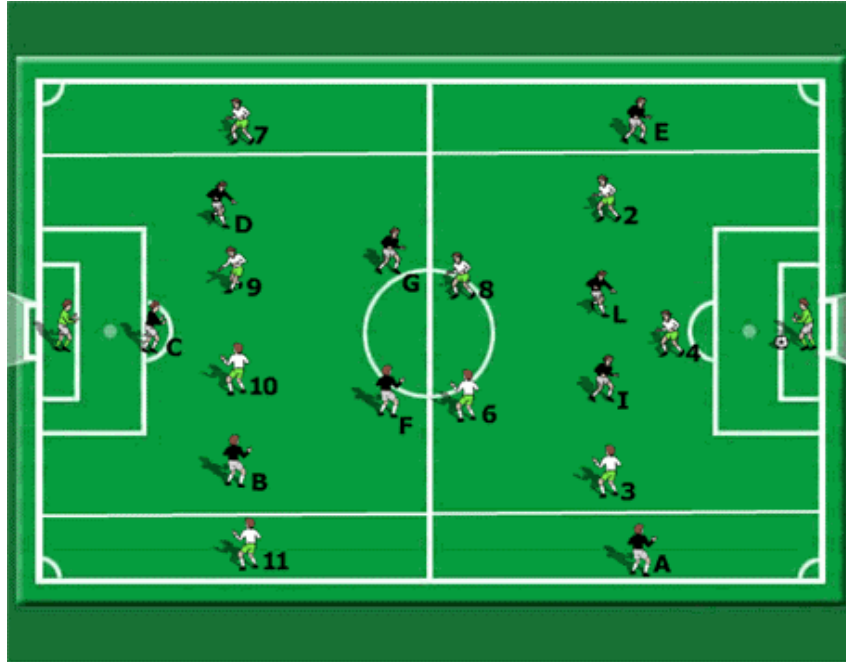
The end product of the attacking movement.

I have left the defenders out to be able to show more easily where the attacking players need to finish up, (obviously they will track the players back towards their own goal). (9) And (10) may switch positions as to where they attack and do a crossover between them.

We have players attacking: the near post (10), the far post (9), beyond the far post for anything over hit from the crosser (11), around the edge of the box and in the center for the pull back (8), (3) and (7) in anticipation areas around the box also and (6) naturally moves forward to maintain the shape of the attack and fill spaces in behind (8).

The cross arrives at the far post area for (10) to try and score.

## Session 125: Crossing And Finishing Game



Working both ways this is a quick transition play session using wide players as the focal points to ensure we get lots of crosses in. You can overload areas where you want for instance; if your players are particularly poor in finishing have only one defender against two attackers and so on. You can determine any strategy you like and tailor the session to the number of players you have to work with. Here we have 20 players working constantly. Wide players perform in channels and no defenders can encroach into these zones ensuring a constant supply of crosses both ways. They stay in the attacking half of the field. The field is short and tight to make sure lots of crossing and finishing takes place at both ends of the field.

## Coaching Points In Crossing And Finishing

**Head Up:** Glance from the crosser, an awareness using the Awareness principles of: where are the players (attackers, defenders, and the keeper) .Sometimes they don't have time to do this they just get the ball into the danger area and expect players to be there?

**Decision:** When, Where and How to cross. Do this as early as possible to give defenders as little time as possible to position themselves.

### Technique of the Cross:

1. A good first touch out of your feet to set the cross up but looking also to where the ball is going and where the attackers are to receive to cross.
2. Balanced position with the non kicking foot alongside the ball pointing in the direction you want the cross to go. Use of techniques to produce the type of delivery below, kicking through the ball with correct timing.

**Types of Cross** – They can include:

1. Crosses that are driven low with power (usually to the near post).
2. Swerved crosses for example around a defender using the body position as a guide .
3. Chipped crosses from the goal line (usually to the far post).
4. Longer, higher trajectory crosses to the far post and past it (to opposite wide player who can shoot at goal or head or pass it back into the danger zone).
5. Pull back crosses or passes to a midfield player coming in late.

**Runs of the Players:** Near post / Far post, away from the ball initially to come back if possible (to lose markers). When a striker runs away from the ball the defender has the problem that when they look at the ball, they can't see the player they are marking or that player's movement; when they look at the player, they can't see the delivery of the ball. Anticipation of where the ball will arrive.

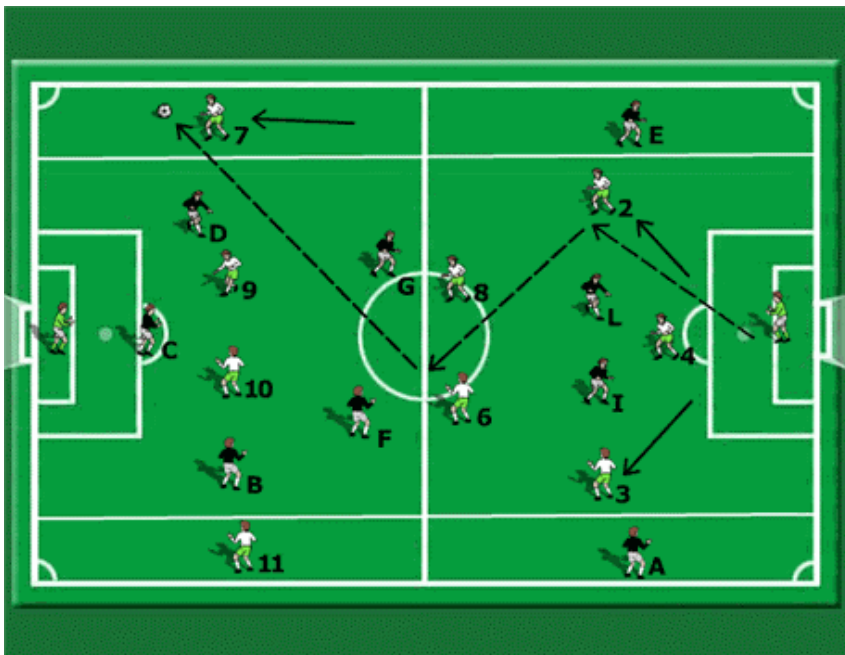
**Timing of the Run:** As Late as possible and as Fast as possible (so you are difficult to mark plus you don't get into the correct position too early).The player making the near post run must use the post as a guide. If they run past the near post to receive then it's difficult to get a shot or header on target. Try to time the run so the ball is arriving as you are arriving then it's a straight shot or header. The only time it should happen is if the near post players run beyond that post is designed to pull a defender out of position to create space for a teammate coming in behind.

**Angle of the Run:** Into the line of the crossed ball not across it.

**The Attacking Finish:** Contact on the ball is probably one touch only using the head or foot. Use the momentum of the crossed ball for power so you time the contact almost let it hit your foot rather than the player forcing it.



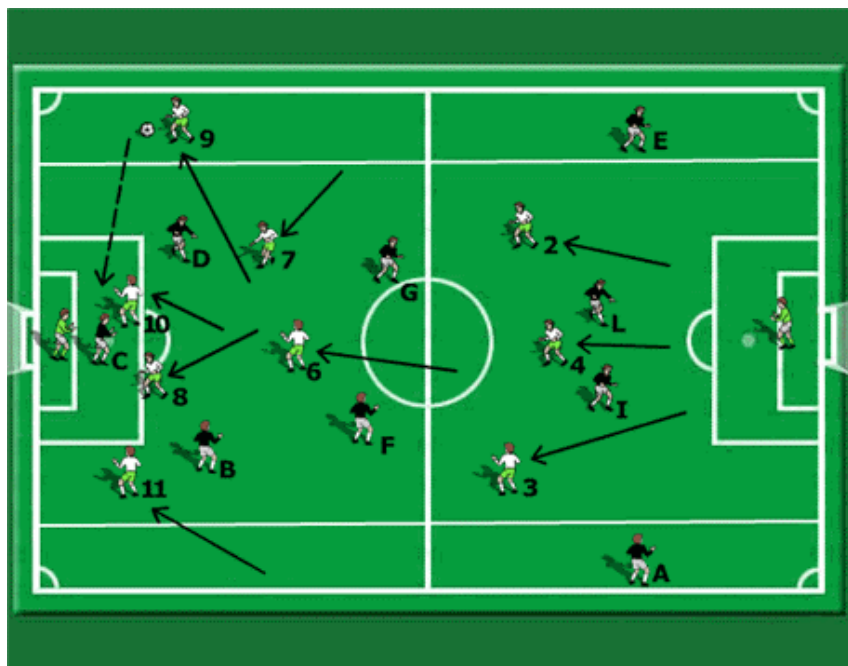
## Examples Of Types Of Plays



Keeper to full back, a diagonal pass to a midfielder who passes to a wide player to cross.

Keeper to full back to a striker who is closed down and can't turn, so plays the ball wide for a cross. Look at movement of strikers and support players from this. If the ball is played into a striker who can shoot when it hasn't gone wide yet the striker should shoot as that is the right decision. Generally work the session using width but not to the extent where decisions become false.

An example of a striker (9) moving wide to receive a pass to end up crossing the ball. The cross arrives at the far post area for (8) to attack and hopefully score a goal from the move. Striker (10) becomes the near post area player, Midfielder (8) becomes the player attacking the far post area, (11) attacking beyond the far post, the initial passer (6) attacks the central area around or just inside the box, (7) moves into an anticipation area around the box also, and the attacking defensive players (2), (3) and (4) all move up the field as does the keeper, maintaining their compactness as a team from the back to the front.



## Game Conditions

1. Start with the keeper who serves the ball to the wide defenders creating space breaking wide. They must find a wide player with a pass; it can be a player on the same side or a diagonal pass to the other side. Wide player gets a cross in.
2. The ball to midfield players then to wide players.
3. The ball to forwards, then to wide players.
4. To forwards who must link with midfield with a pass who must then pass to wide players. You can mix this up depending on how you want to play. It helps focus the player's minds on how to pass and support and who to pass to and support. Finish with free play and see how they do it for themselves and spend most time keeping it free so they decide.
5. Teams must stay in their thirds to get an idea of team shape but can work up to the edge of each third of the field. Once a clear shape is established let it go free and observe movement between the thirds. See if players fill in for one another for example a defender makes a run forward does a midfielder fill in. Where does the defender recover to when that team loses the ball?
6. To ensure teams work up and down the field; condition the game so the team in possession can't score unless the defenders of that attacking team are up and over the defending third line. Play offside from this line. This pushes midfield players forward into anticipation area positions closer to goal thus creating a better chance to regain possession should a defender head the ball clear.
7. Crossers only have two touches to make them concentrate more on their first touch which sets them up for the cross.
8. Have no one in wide areas but when they go in to receive a pass or run the ball in they are unopposed. Once the cross is made they come back into the game. This ensures most players get a chance to get in wide areas to cross, for example a forward makes a run wide and the second forward and wide midfielder player become the two forwards to receive the cross or maybe a full back gets into a crossing position.



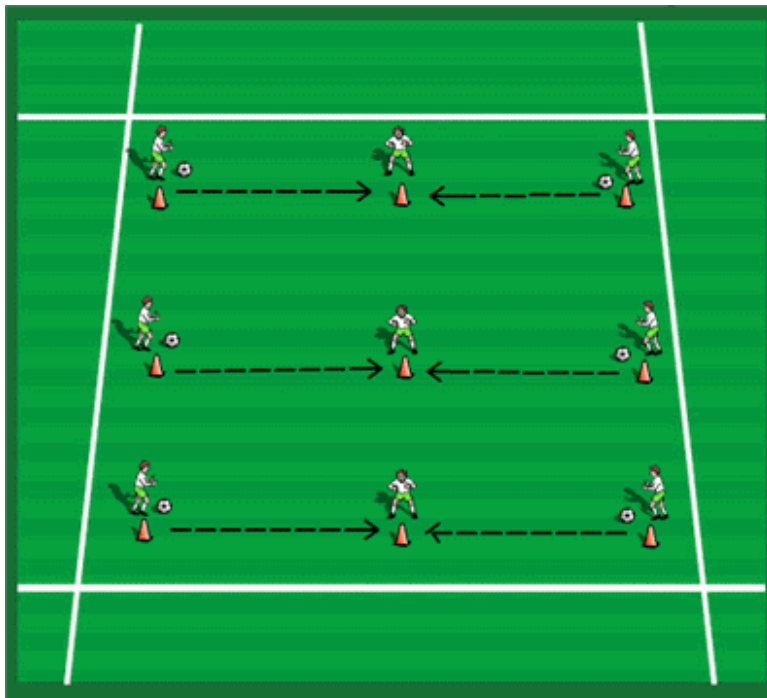
# GOALKEEPER TRAINING SESSIONS

Session 126: Basic Keeper Training

Session 127: Goalkeeping Handling Skills

Session 128: Teaching The Back Pass To The Keeper And Distribution From The Defense

## Session 126: Basic Keeper Training

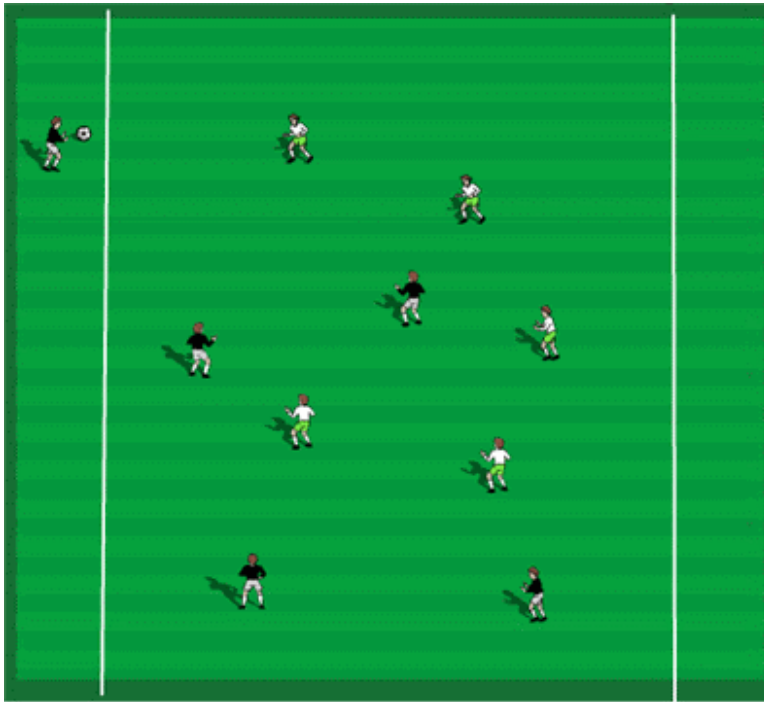


### Catching: Turn and Receive

Set up: Layout three cones in a straight line 6 yards apart

Players and Balls: Two servers take up position at the outer cones facing the center. One goalkeeper takes position by the center cone facing the server.

Action: The server volleys / throws a shot to the goalkeeper. The keeper saves the shot, returns the ball to the server and quickly turns to receive a shot from the second server. This can be repeated 8 to 12 times before changing keepers.

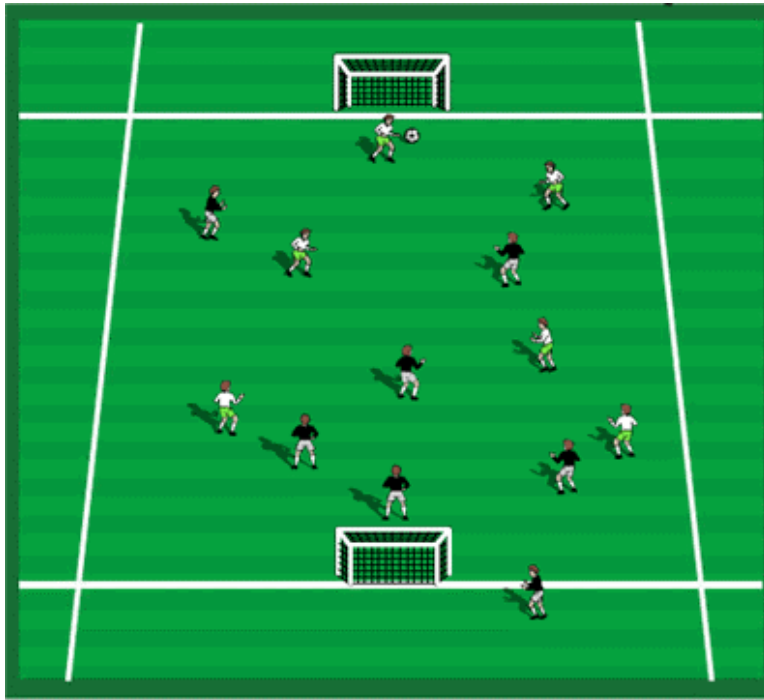


### **Catching: Goal Keeper's Handball**

Set up: Layout cones 20 yards by 18 yards with a 2 yd end zone either end. The size of the grid and end zone should match the skill of the players and the number of players in the game. **PLAYERS CAN'T RUN WITH THE BALL.**

Players and Balls: Two teams 4 - 6 AND ONE Ball

Action: The game starts in the end zone of one team. The team with the ball uses good technique to throw and catch the ball moving towards their opposing end zone. The team without the ball tries to gain possession by intercepting the ball. Every time someone catches the ball they must shout "keeper" if they do not the opposing team receive the ball. Score by catching the ball in the opposite end zone.



### **Catching: Goal Keeper's Handball**

**Set up:** Layout cones 20 yards by 18 yards with 2 GOALS. The size of the grid and end zone should match the skill of the players and the number of players in the game.

**Players and Balls:** Two teams 4 - 6 and one Ball

**Action:** The game starts in the GOAL of one team. The team with the ball uses good technique to throw and catch the ball moving towards their opposing GOAL. The team without the ball tries to gain possession by intercepting the ball. Every time someone catches the ball they must shout "keeper" if they do not the opposing team receive the ball. **PLAYERS CAN'T RUN WITH THE BALL.**

Develop by having the field players shooting at goal on the volley so they get a chance to practice volleying. **ROTATE THE KEEPERS.**

## **Falling and Diving: 1**

Set Up: Goalkeepers line up behind and to one side of their soccer ball.

Players and Balls: Goalkeeper \*1 Ball \*1

Action:

- Step with the foot nearest the ball to cut the ball off.
- Lead with the dive side hand.
- The dive side hand goes behind the ball allowing the other hand to be placed on the top of the ball.
- Use the ground as a third hand.
- Roll to the ground with the knee making the first contact followed by the hip then the shoulder
- Maintain a good bodyline.
- Keep ball in front of head.
- NEVER BREAK YOUR FALL WITH YOUR ELBOW.

## **Falling and Diving: 2**

Set Up: Place 2 soccer balls 4 to 6 yards apart, two goalkeepers standing between the two balls 3yds from one another.

Players and Balls: Goalkeeper \*2 Ball \*2

Action: On the coaches shout / whistle the keeper will dive to his / her left / right using the correct technique, but now the keeper must get on feet as quickly as possible.

## Session 127: Goalkeeping Handling Skills



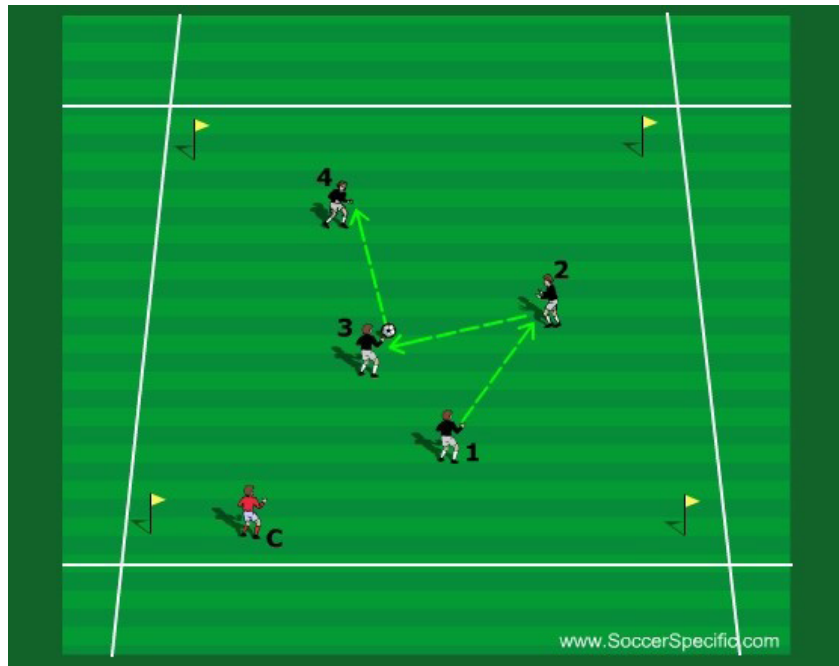
### Activity #1 - Warm Up:

Goalkeepers move between balls or disks, listening to calls from the coach. Side Ways, Skipping, heels up, knees up, etc

#### Coaching Points:

- Perform various dynamic movements / stretches - lunges side-lunges, leg swings etc
- Leg movements, and flexibility - ensure players are moving freely and not in an awkward fashion.

## Activity #2 -Skill Practice Exercise: Sequence Passing



Set Up: Four goalkeepers are positioned inside the 20x20yd coned area as shown.

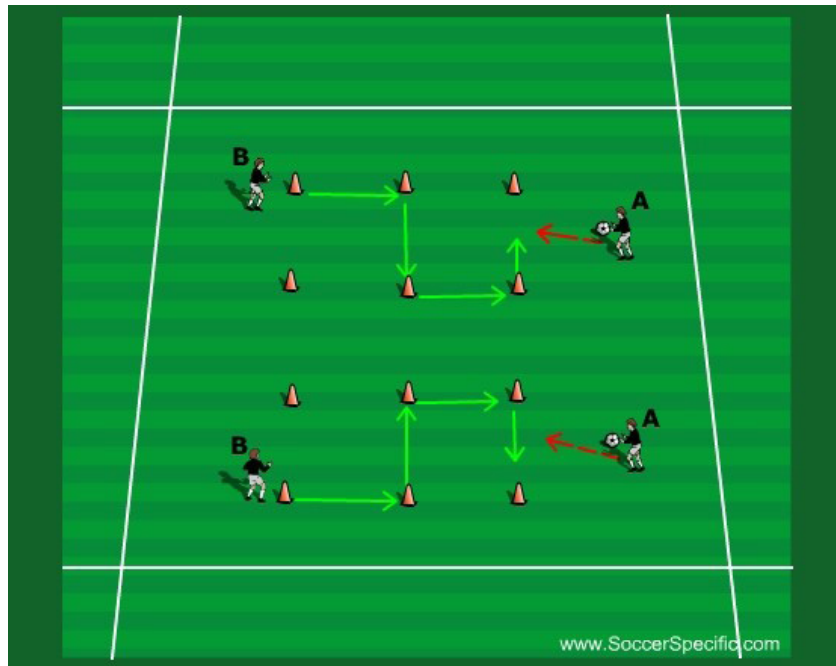
Goalkeepers move in the box area passing the ball to each other in a sequence defined by the coach - for example: Coach calls "1,4,2,3" - layers must pass in that sequence.

Progressions: Different ball can be used, rugby ball, tennis balls, and footballs. To progress the exercise add a 2nd ball and vary the choice of throws between the goalkeepers. Loft Throw, over arm throw etc.

Coaching Points:

- Hands in front of body
- Hands behind the ball to catch
- If below chest height use the "basket" to catch - curved arms into body

## Activity #3 -Technical Practice



Set Up: Cones are placed as shown. Two goalkeepers (A) are positioned with balls at one side of the area as shown.

Goalkeepers (B) vary movements through cones - lateral, forward, side-shuffle etc - before receiving a ball from (A). Goalkeepers (A) can vary their service - volleys, half-volleys, throws, high balls, low balls etc.

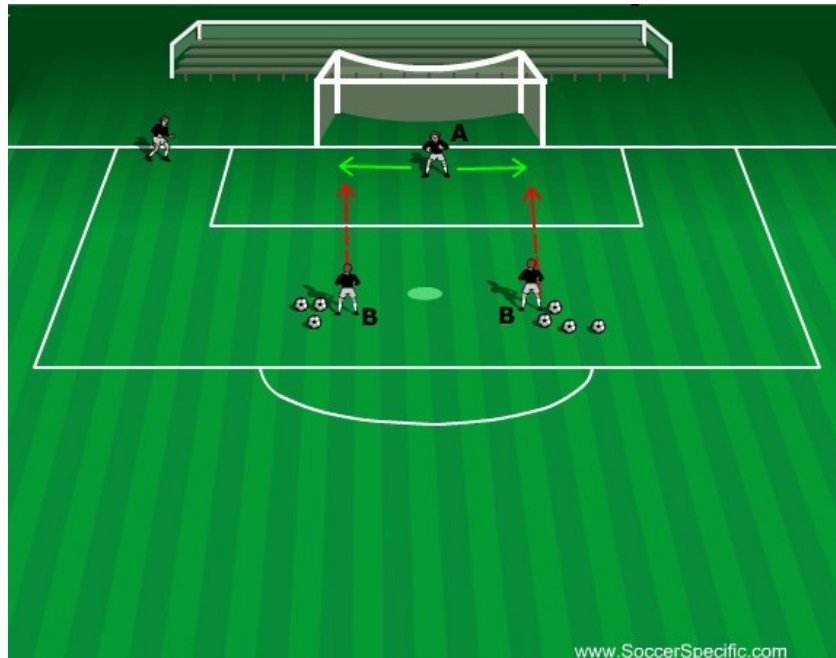
Change servers after assigned number of reps.

Coaching Points:

- Quality of technique -
- Footwork through cones
- Hands in front of body, "W" shape (hands behind the ball), If below chest height take ball into the basket (curved arms into body)



## Activity #4 -Technical Practice



Set Up: Goalkeeper (A) is positioned in goal: Goalkeepers (B) are positioned approximately 12 yards away with a supply of balls and act as servers. The fourth goalkeeper performs stretching / abdominal training routine.

Goalkeeper (A) moves laterally receiving varied delivery from both servers (B). Servers vary type of ball -

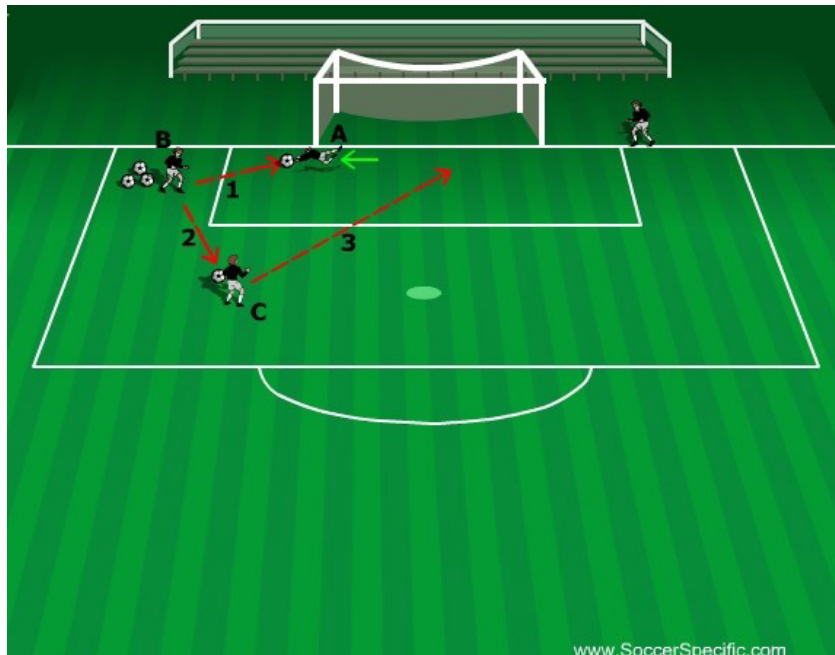
1. Low service
2. Medium Balls
3. High Balls

Perform 8-10 repetitions - then switch working GK to avoid fatigue.

Coaching Points:

1. Short Step Forward
2. Hands forward of body line
3. Head and eyes looking at the ball
4. Chest facing out, (not a swimming pool dive)
5. Ball on ground, then keeper takes ball with one hand behind and one hand on top of ball, use ground as third hand.
6. Back to feet as quickly as possible.
7. Push off with hand and leg keeping body weight forward.

## Activity #5 -Technical Practice



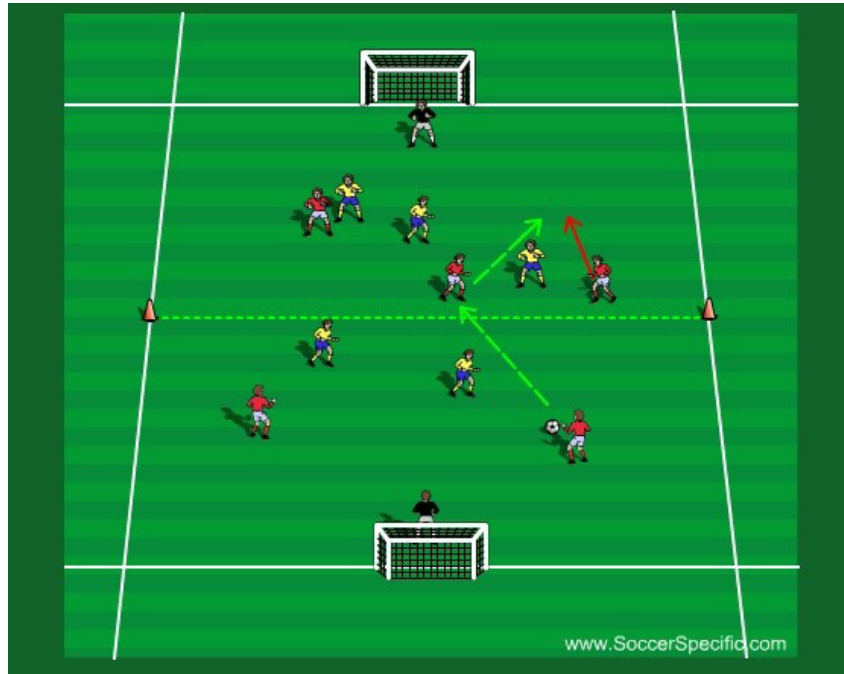
Set Up: Goalkeeper (A) is positioned in goal: Goalkeepers (B) are positioned at two different angles as shown. The fourth goalkeeper performs stretching / abdominal training routine.

Goalkeeper (A) moves laterally receiving a “near-post” shot from (B). Player (B) then quickly passes a “cut-back” ball to (C) - the goalkeeper (A) must quickly regain his feet to adjust to this new ball position. (C) then attempts to score towards the far-post area - goalkeeper must attempt to save all shots. Rotate goalkeepers after 4-6 repetitions.

Coaching Points:

1. Short Step Forward
2. Hands forward of body line
3. Ball on ground, then keeper takes ball with one hand behind and one hand on top of ball, use ground as third hand.
4. Back to feet as quickly as possible
5. Push off with hand and leg keeping body weight forward

## Final Activity -Conditioned Game



Set Up: Teams are organized on a small pitch with full-size goals as shown.

Both teams compete for possession of the ball and attempt to score in their opponents goal. Teams are encouraged to shoot from distance to test the goalkeepers.

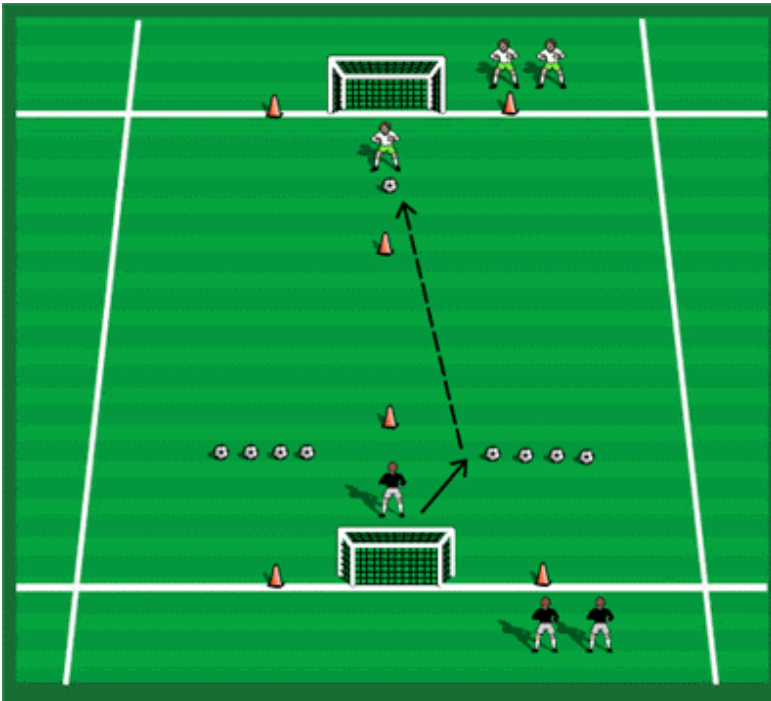
Coaching Points:

1. Goalkeepers must anticipate the play - be ready.
2. Focus on previous technical aspects - handling, footwork etc.
3. Communication with teammates

Progression:

1. Players awarded extra points for shooting / scoring from own half.
2. Goalkeepers join the other players for a 5v5 - 8v8 (depending on numbers) small-sided game.

## Session 128: Teaching The Back Pass To The Keeper And Distribution From The Defense



Each keeper takes a number of dead ball kicks to the other keeper.

Each one takes up to 10 kicks. Start with the inside balls working outwards.

Keeper must never run backwards going back to the other side but use a natural movement to move from side to side always in an arced run using the cone as a reference.

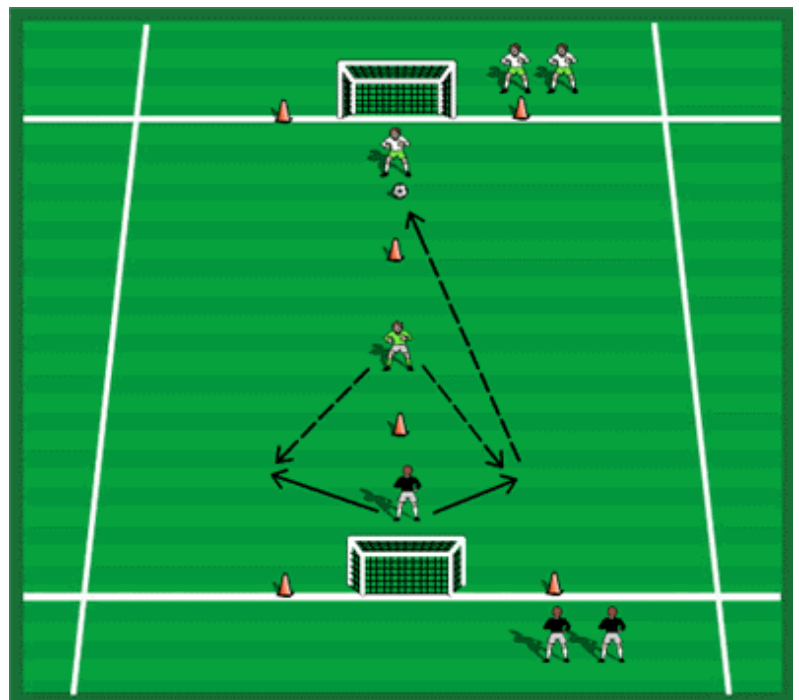
An arced run means they can strike the ball with a more open approach to the ball and open stance. Emphasize relaxing on the kick. Striking the ball on the ground then chipping it.

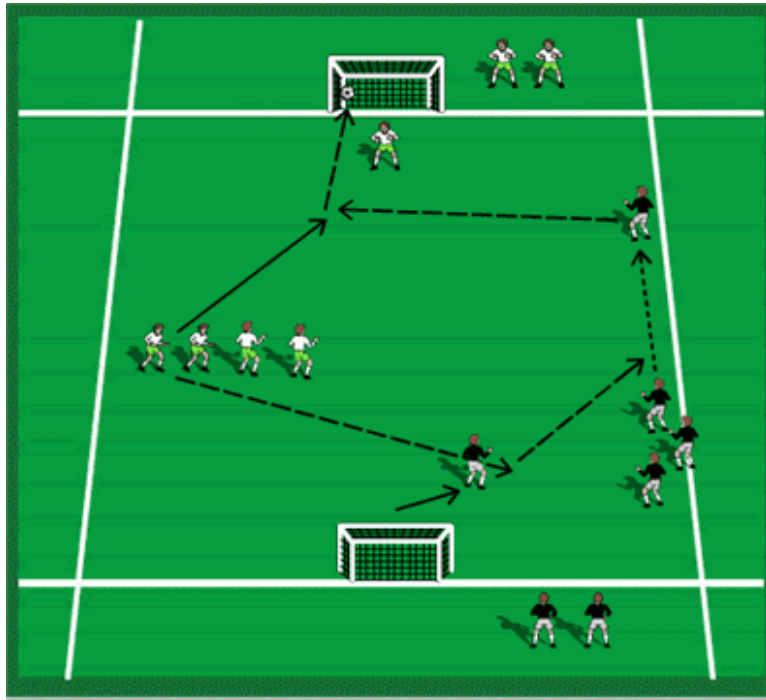
The keeper now moves around a cone in an arc to receive the back pass from the coach.

Now practicing kicks into the air as a clearance, trying to get the ball high into the other keeper's hands. When he or she gets it they pass to the coach and the routine continues. One touch to control and second to pass.

Practicing both sides with both feet. Compare the two feet they are using as to their technique.

Coach the technique needed if they do not get it right.





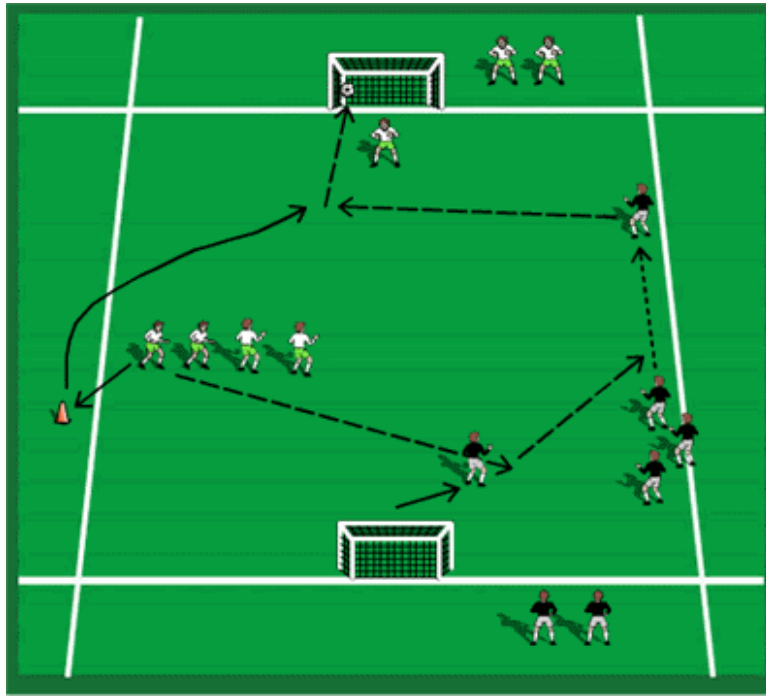
Bring players into the game so outfield players get some practice too. (A) Passes to the keeper, the keeper controls the ball to the side and passes to the wide receiver. Wide receiver runs forward with the ball and crosses.

(A) After passing spins and attacks the other goal running to make contact with the cross and score a goal. Keeper can pass one or two touch. First touch is away from the goal.

Angle, weight, accuracy and timing of the pass from the keeper is crucial. The keeper must pass the ball in front of the receiver for them to run onto to.

Timing of the run is important; the player receiving must not go too early to get in front of the pass. Player attacking the cross the same and they must not run until they see the keeper control the pass.

On a back pass only play the ball when the keeper asks for it, the keeper must dictate this, and show them where he or she wants it. Use a Command style.



Now (A) breaks wide and deeper after their pass to the keeper. In a game this would be breaking wide to receive a pass from the keeper. Only pass to the right still but (A) still offers the option. Check this player's position so they get into the correct supporting position to receive. Put a cone down to force them to run to the correct position if they don't get the angle right.

As the players go forward the keeper must go forward too. Runs too early mean too small a space to go into, runs too late mean too big a space to go into. Outside players must ask for the ball. Good Communication is vital. Ensure the keeper focuses on making the pass easy to receive for the outfield player.

**Progression:** Keeper can pass to either outside support player.

**Progression:** Have one player passive pressure the keeper and then increase the level of pressure from this player as the keeper improves.

# KEEPER TRAINING FOR CROSSING & FINISHING

Session 129: Parrying And Boxing

Session 130: 3 V 3 + 2 To Goal

Session 131: Boxing Volleyball

Session 132: Crossing Warm-Up

Session 133: Cross And Shoot

Session 134: Far Post Benders

Session 135: Near Post High Ball

Session 136: Team Crossing Exercise

Session 137: Overlap And Three Runs In

Session 138: High Ball Ply Metrics

Session 139: Above The Crossbar Exercise

Session 140: 1 V 1 Crossing Game

Session 141: 1 V 1 Corner Kick Game

Session 142: Crosses In Traffic

Session 143: Crash The Box

Session 144: High Balls In Traffic Warm-Up

Session 145: Crosses And Pattern Play

Session 146: Crossbar Game

Session 147: Attacking With Numbers

## Session 129: Parrying And Boxing

### Coaching Points:

#### Parrying:

- Use finger tips on softer shots
- Use heel of the hand on harder shots
- On low shots parry wide and around the post
- On high shots parry wide or over goal
- EARLY decision to parry or catch
- Weather conditions play a factor

#### Boxing:

- Use when under pressure or heavy contact
- In a recovery effort
- Make a statement
- Arms close to body, load the spring
- Spring thru the ball
- Keep wrists firm and rigid
- Don't tuck your thumbs in
- Box thru the low center of the ball
- Height, distance, width, and accuracy



## Activity #1



Set Up: 16 Players, 2 goalkeepers, 10 orange cones, two flags, and balls. Players are positioned at five different cones from varying distances and angles as shown.

Cones 1 and 5 have a left footed player as well as a right footed player enabling them to hit an in swinging ball as well as an out swinging service into the box.

Players at cone 3 penetrate on the dribble and hit a moving ball into the goalkeeper.

Cone 2 can either be a shot or drive the ball across the goalmouth forcing the goalkeeper to make the proper decision.

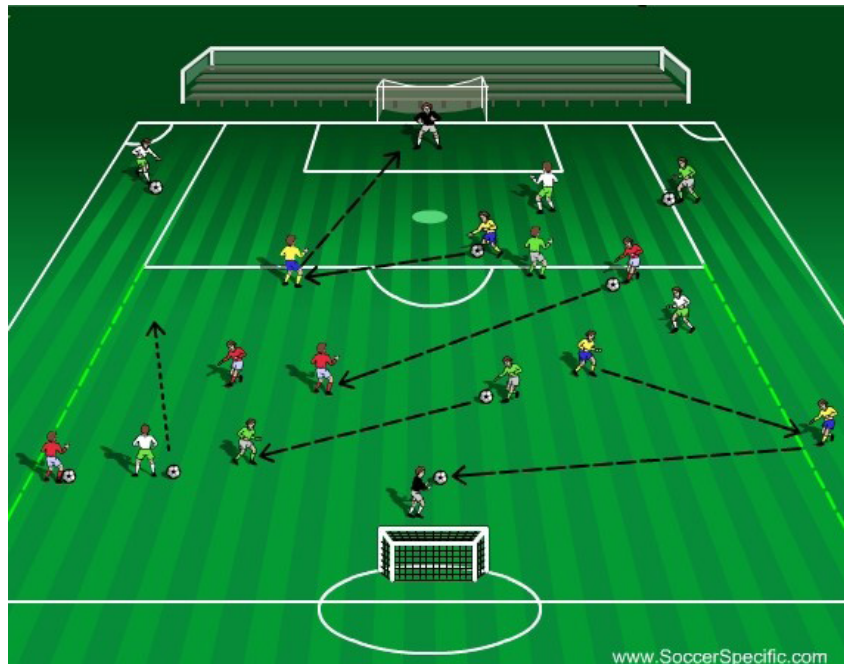
Lastly, the player at cone 4 hits a cutback ball on the ground to the top of the six yard box.

Progression includes adding near and far post runners in the box when the service comes from cones 3 and 5.

### Coaching Points:

- Catch the ball at highest possible catching point,
- Early “keeper” shout,
- Make the save before the near post if applicable,
- Adjust the goalkeepers starting position based on where the service is coming from; and distance of support.

## Activity #2



Set Up: Half field- bottom of the circle area with designated crossing channels, 2 GK's, 16 field players

8 partners knocking the ball around inside the designated area. Gradually find the goalkeepers hands not trying to score.

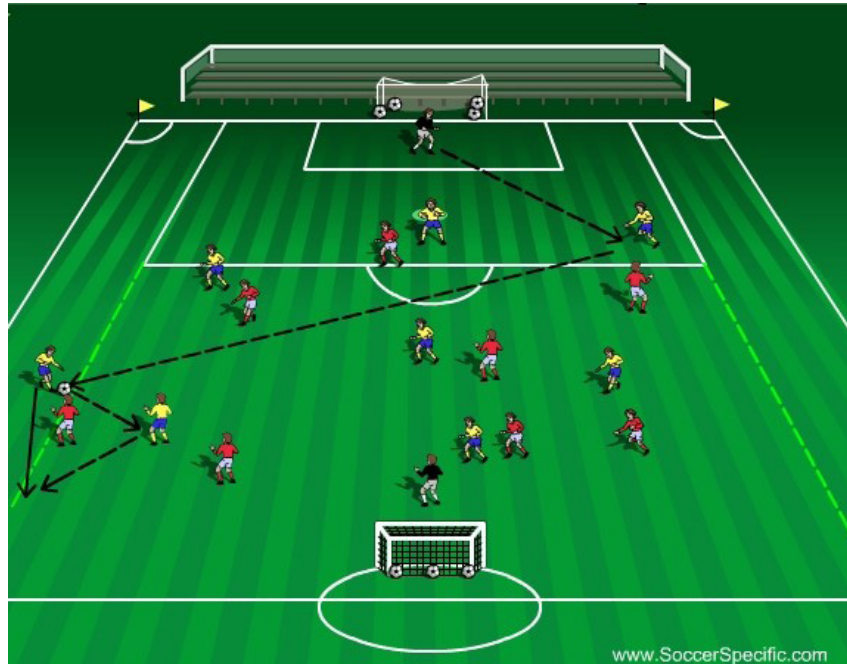
Next progression player must play their partner into the channel for a cross. GK makes the save and distributes to the other partner. Gradually lengthen the distribution.

Last two progressions the partner can crash the box and score and the player can penetrate on the dribble creating a breakaway situation.

Coaching Points:

- Players must communicate with the GK when shooting or crossing the ball.
- GK must find their target quickly and distribute to the open partner.
- Good starting position, early “keeper” shout, decide whether to “go” or “stay”.

## Activity #3



Set Up: Field size to the bottom of the center circle, two teams of 8 players and 2 goalkeepers as shown.

Restricted 8v8 game. Progressions include; (1) the ball must go wide into the channels in order to score. (2) The GK's must distribute into the wide channels to start the point of attack. (3) Add players into the channels and restrict them to 3 touch max.

### Coaching Points:

- Attacking players must be committed to getting at least 2-3 bodies in the box with good timing of runs.
- Goalkeepers must organize the defense and assign markers.
- GK must switch the point of attack with proper distribution.

## Activity #4 - Final Game



Set Up: Half field, 8 v 8 and 2 goalkeepers as shown

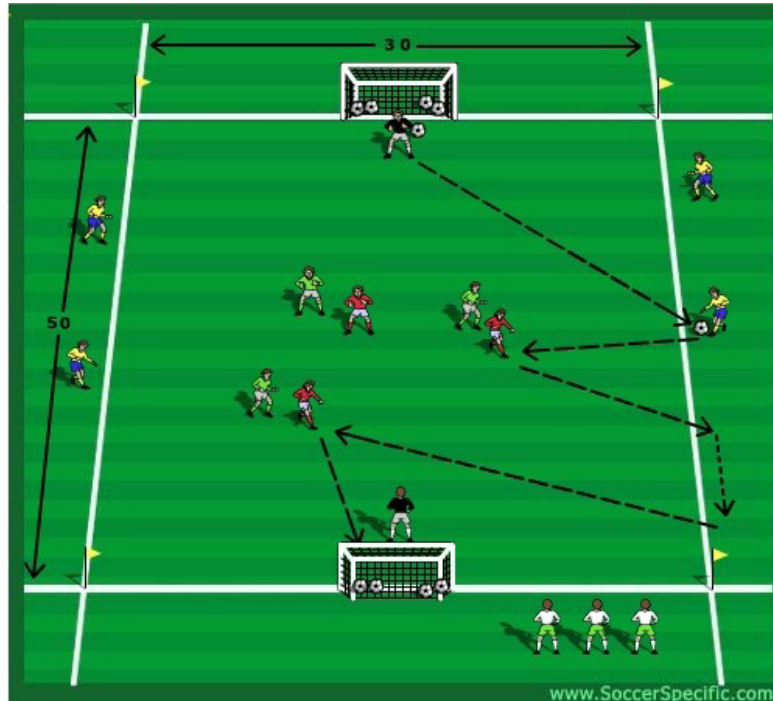
Unrestricted 8v8 game. 1 point for a goal through the run of play, 3 points for a goal off a cross

Play 5 minute games.

Coaching Points:

- All previous points of emphasis
- Attacking players must be committed to getting at least 2-3 in the box with good timing of runs.
- Goalkeepers must organize the defense and put a name to a job.
- GK must switch the point of attack with proper distribution.

## Session 130: 3 V 3 + 2 To Goal



**Set-up:** Make 30x50 yard grid. Place two regulation goals at both ends with a goalkeeper and a supply of balls in each goal. Divide your team into three teams of three, and identify four flank players. Position two teams in the grid, as well as a flank player on each side.

1. The play starts from the goalkeeper who distributes out to a flank player.
2. The flank player cannot be challenged and has 2 touches to combine with the team on offense in the middle of the grid.
3. The flank players are trying to cross the ball in for a shot on goal.
4. If the defending team wins possession, they must pass it wide in order to score going the other way.
5. If the ball leaves the grid or the goalkeeper gains possession, the play is started going the other way.
6. Play for 2 minutes or three goals, whichever comes first.

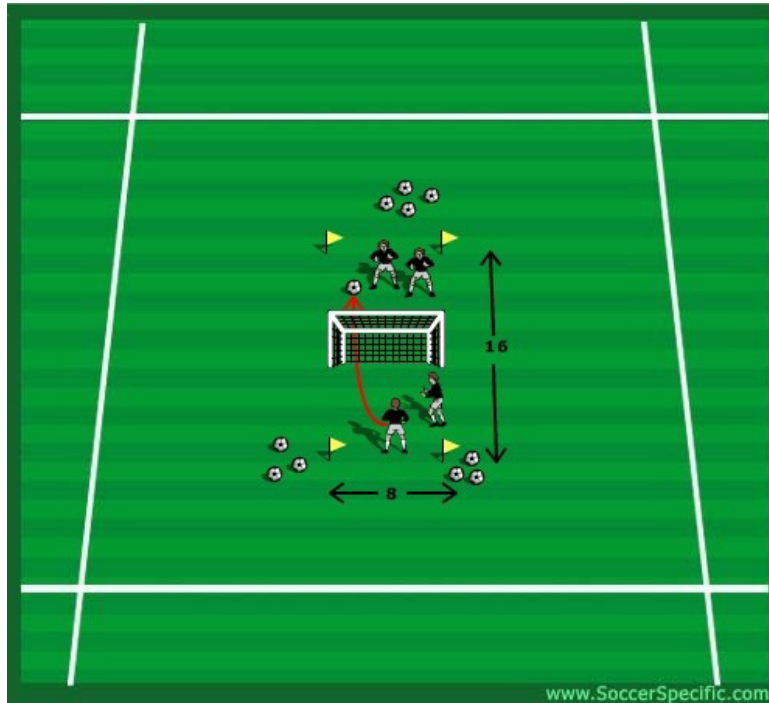
### **Progression:**

1. One touch maximum for the flank players.
2. Make the grid narrower.

### **Coaching Points:**

1. Clearances from the defenders and goalkeeper should be high and wide.
2. Early "Keeper" shouts.
3. Change the point of attack.

## Session 131: Boxing Volleyball



### Boxing technique, dealing with crosses

**Set-up:** Use a 8x16 yard grid and place a goal in the middle of the grid. Mark clear boundary lines with cones. Place two goalkeepers on each side.

1. The play is started with a volley over the net and the goalkeepers must box the ball back over the net into the other grid.
2. The goalkeepers must use the proper boxing technique.
3. (See GK-Crossing section) They have three touches to return the service. The ball may touch the ground at any time.
4. The first team to 11, 15, or 21 points wins the game.

### Progression:

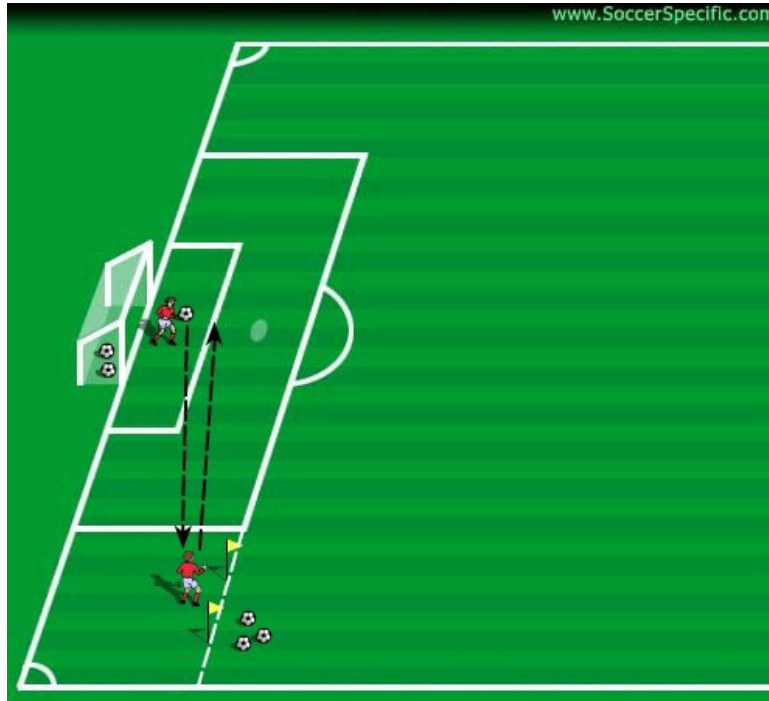
1. Make the area bigger, add another goal, and play 4v4 or 6v6.
2. Goalkeepers can only box with one fist.

### Coaching Points:

1. Create a big surface area with the hands and don't tuck the thumbs in.
2. Use your arms as springs and punch through the ball.
3. Communication and keep your feet moving in order to adjust to the flight of the ball.



## Session 132: Crossing Warm-Up



### Intense up and down work

**Set-up:** One server stands on the junction of the 6 yard box and the end line and serves a volley to the goalkeeper. A cone and a ball are placed at the corner of the 6 yard box and the final server stands at the middle of the six yard box. All three stations need plenty of balls.

The two goalkeepers take turns throwing the ball to each other. The serves can be to the near post or back post.

### Progression:

1. Both goalkeepers can strike crosses from the ground.
2. Add some passive attackers to distract the goalkeepers.

### Coaching Points:

1. Catch the ball at the highest possible catching point.
2. Make the save before the near post if possible.
3. Decide early, arrive on time.

## Session 133: Cross And Shoot



### Collecting a cross, distributing

**Set-up:** Two goalkeepers stand in their respective goals, 18 yards apart. The server is placed just outside the penalty box, on the side, with a group of balls. The server crosses the ball in to the goal mouth of goalkeeper.

1. The goalkeeper makes the save, and turns and shoots on goalkeeper
2. Repeat both sides and switch the role of the goalkeeper.

### Progression:

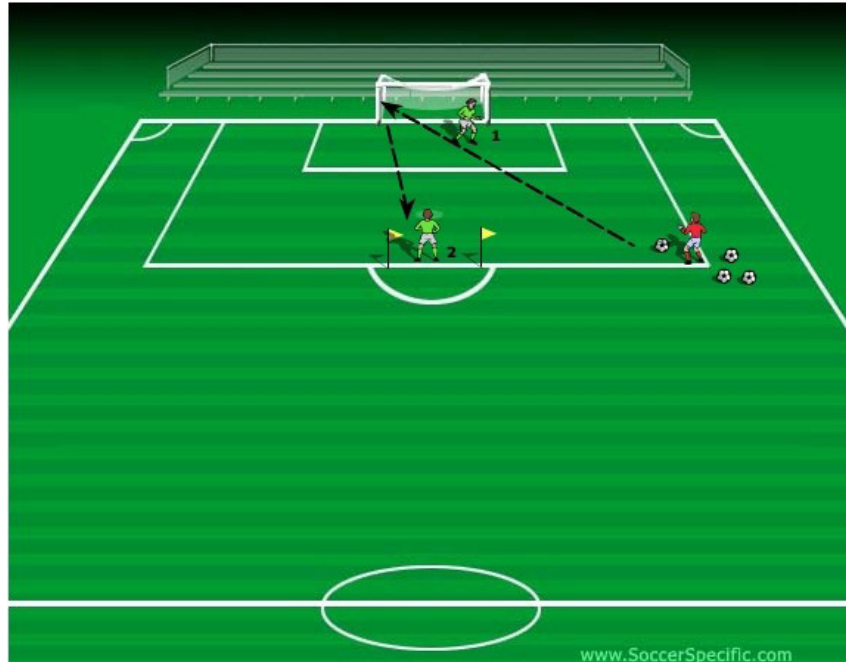
1. Goalkeeper 1 can drop kick or throw the ball at goalkeeper 2.
2. Add an attacker to distract goalkeeper 1.

### Coaching Points:

1. Catch the ball at the highest possible catching point.
2. Don't look to distribute before you have caught the ball.
3. Square your shoulders to your target when distributing.



## Session 134: Cross And Shoot



### Dealing with the cross driven to the far post

**Set-up:** Two goalkeepers stand in their respective goals, 18 yards apart. The server is placed on the corner of the penalty box with a group of balls. The server drives the cross (in-swinger) to the back post of goalkeeper.

1. Goalkeeper 1 makes the save, and turns and shoots on goalkeeper.
2. Repeat both sides and switch the role of the goalkeeper.

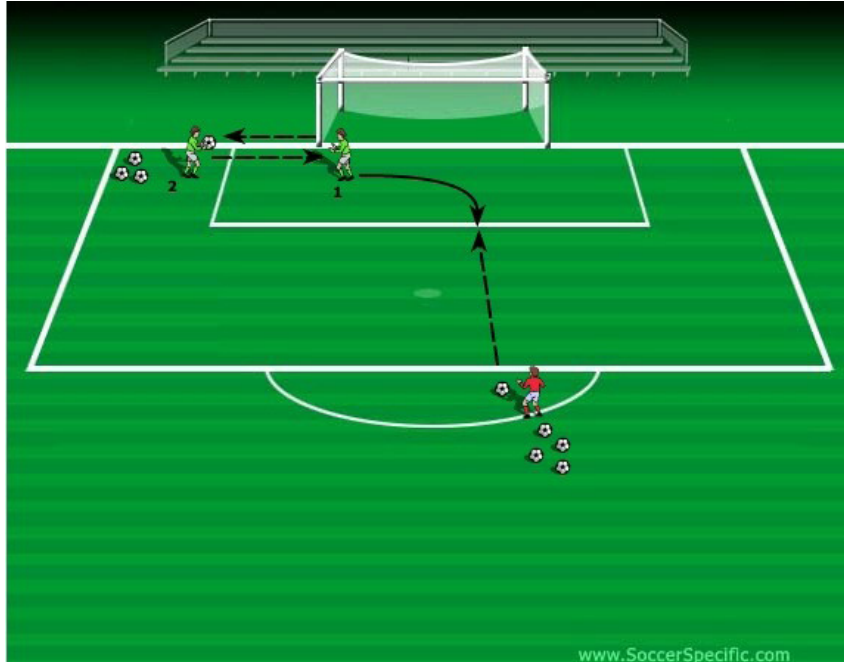
### Progression:

1. Goalkeeper 1 starts on the near post, which is slightly out of position.
2. Add an attacker who could possibly flick the ball into the goal.

### Coaching Points:

1. Catch the ball at the highest possible catching point.
2. The goalkeeper should not turn his/her back to the field of play.
3. Use an open palm and the arm closest to the ball, to tip over the goal if necessary.

## Session 135: Near Post High Ball



### Dealing with crosses to the near post

**Set-up:** Goalkeeper 1 stands towards the near post of the goal. Goalkeeper 2 stands 6-8 yards away with a group of balls. The server is at the top of the box with plenty of balls.

1. Goalkeeper 2 serves from his/her hands a high ball above the crossbar for goalkeeper 1 to come and collect.
2. Goalkeeper 1 makes the save, and throws the ball back to goalkeeper 2 while still in the air.
3. Goalkeeper 1 turns, cuts down the angle, and makes the save from the server at the top of the box.

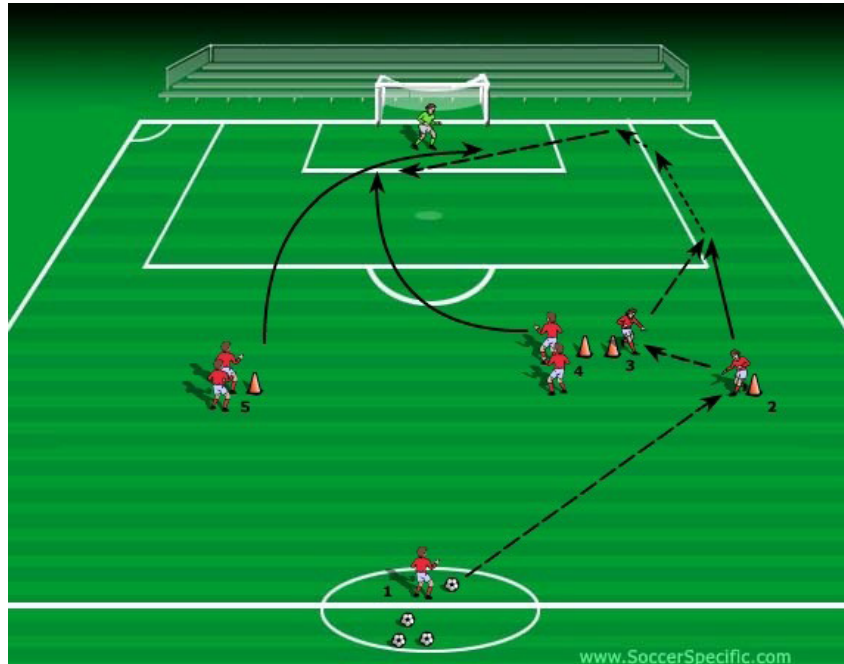
### Progression:

1. Goalkeeper 2 moves closer to the corner flag, and serves from crosses into the near post from the ground.
2. The server hits a moving ball or can go 1v1 breakaway with the goalkeeper.

### Coaching Points:

1. Catch the ball above the crossbar and at the highest possible catching point.
2. Make the save even or in front of the near post if possible.
3. Drive the knee up for more power.

## Session 136: Team Crossing Exercise



### Dealing with crosses from the flanks, near and far post runs

**Set-up:** Position the working goalkeeper in the goal. Server 1 stands just inside the center circle with a group of balls. Servers 2 and 3 start 35 yards from goal, and ten yards in from the side line. Player 4 (far post runner), starts close to server 3, and player 5 (near post runner), starts 35 yards out and even with the corner of the six yard box.

1. Server 1 drives the ball into server 2.
2. Server 2 wall passes with server 3, who is checking back to the ball.
3. Server 3 slots the ball down the line for server 2.
4. Server 2 makes his run down the outside channel and crosses it in the box. Players 4 and 5 time their runs to the near and far post.
5. The goalkeeper either cuts off the cross, or makes the save from players 4 and 5.

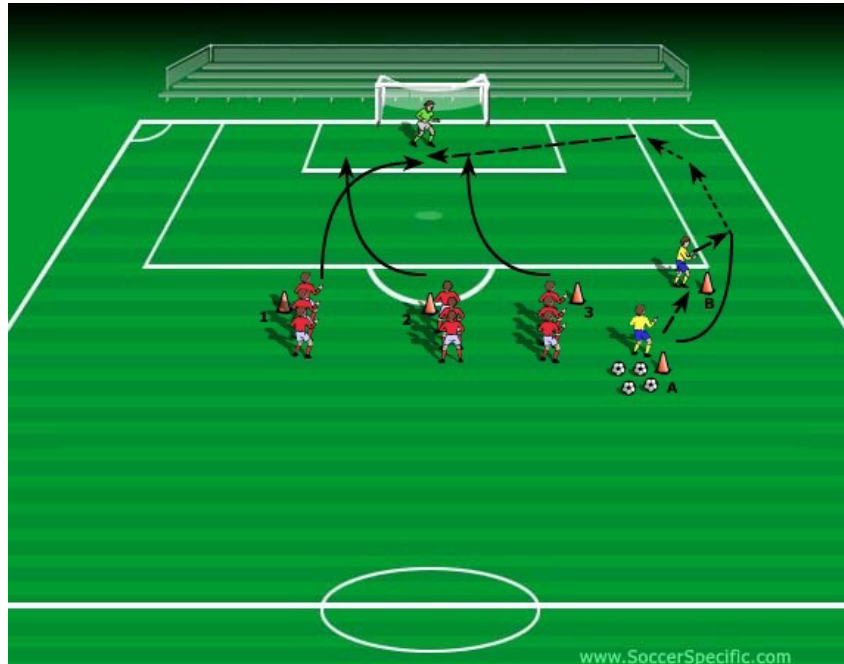
### Progression:

1. Goalkeeper must distribute to server 1 in order to start the exercise.
2. Add a third runner in the box for layoffs at the top of the box.

### Coaching Points:

1. Attack the ball.
2. Cover the near post runner's shot first.

## Session 137: Overlap And Three Runs In



### Dealing with three runners in the box, crosses

**Set-up:** The goalkeeper is in goal. Place three cones twenty five yards from goal, one in the middle of the D and the other two even with the corners of the six yard box. Place two more cones 8 yards apart from each other, and on a diagonal from the corner of the penalty box.

1. Server A plays it on the ground to Server B.
2. Server A does an overlapping run around the cone, and up the side line. Server B lays the ball off in the path of server A's run. Server A dribbles the ball down and crosses it, trying to find runners 1, 2, or 3. All three runners bend their run to the far post, near post, and middle of the 6 yard box.
3. Repeat on the left side of the field.

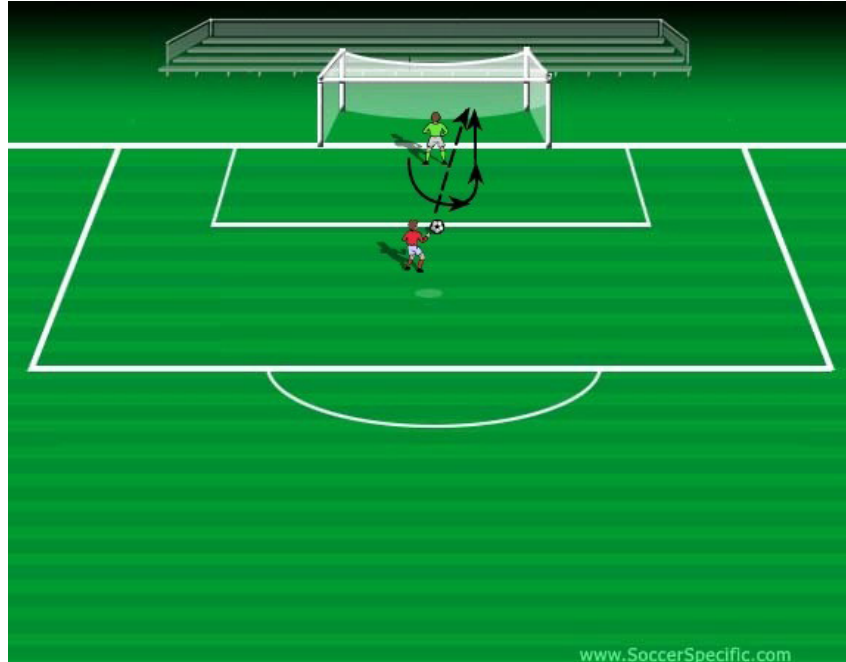
### Progression:

1. Add defenders to the exercise.
2. Server B can shoot or go 1v1 to goal as well as lay it off for server A.

### Coaching Points:

1. The closer server A gets to the end line, the farther the goalkeeper can come off his/her line to cover more area.
2. Decide early to punch the ball in traffic.
3. Follow the path of the ball and continuously cut off the angles.

## Session 138: High Ball Ply Metrics



### Dealing with three runners in the box, crosses

1. The goalkeeper starts sitting down facing his/her own goal. He/she must get up without using his/her hands, and explode up for a high ball.
2. The serve is a under handed throw, straight up and above the crossbar.
3. Perform three turning to the left, and three turning to the right.

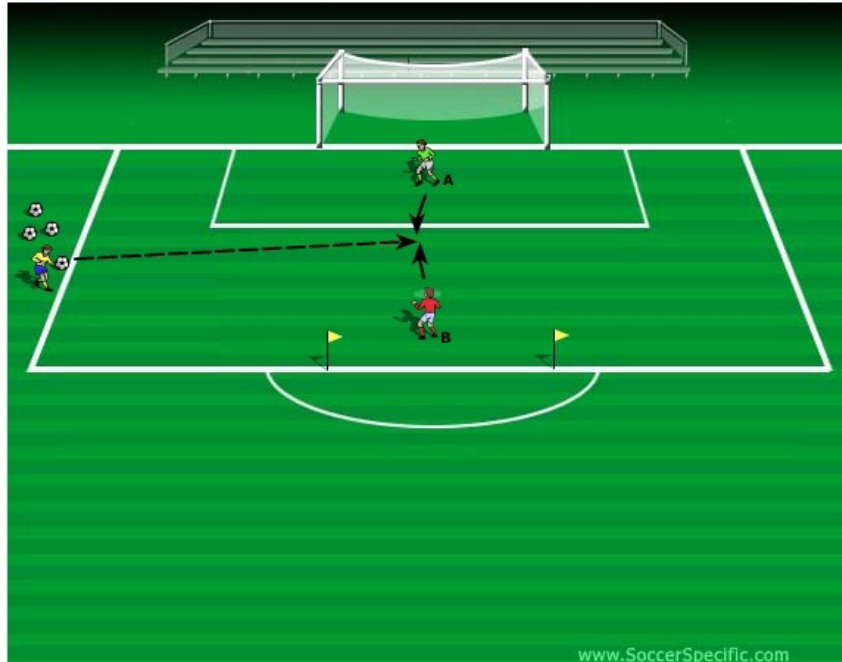
### Progression:

1. Increase the number of reps.
2. Place the server on the penalty spot.
3. Once the server throws it, they run towards the goalkeeper to act as a distraction.

### Coaching Points:

1. Tuck one leg under and rock on to one knee and then recover to a standing position.
2. Make sure the knee is driven up the same time the arms are driven to the ball.
3. Loud, clear and early “keeper” shout

## Session 139: 1 v 1 Crossing Game



### Attacking the ball, aggression, timing, competitiveness

**Set-up:** Place two goals 18 yards apart with a goalkeeper in each goal. A server stands on the side of the penalty box with a group of balls.

1. The server punts the ball high into the air and aims for it to land on the penalty spot.
2. Goalkeeper A and B must compete for the high ball save.
3. Whoever catches the ball in the air gets 2 points. If the ball drops to the ground, whoever wins possession gets 1 point.
4. The first one to 10 points wins.

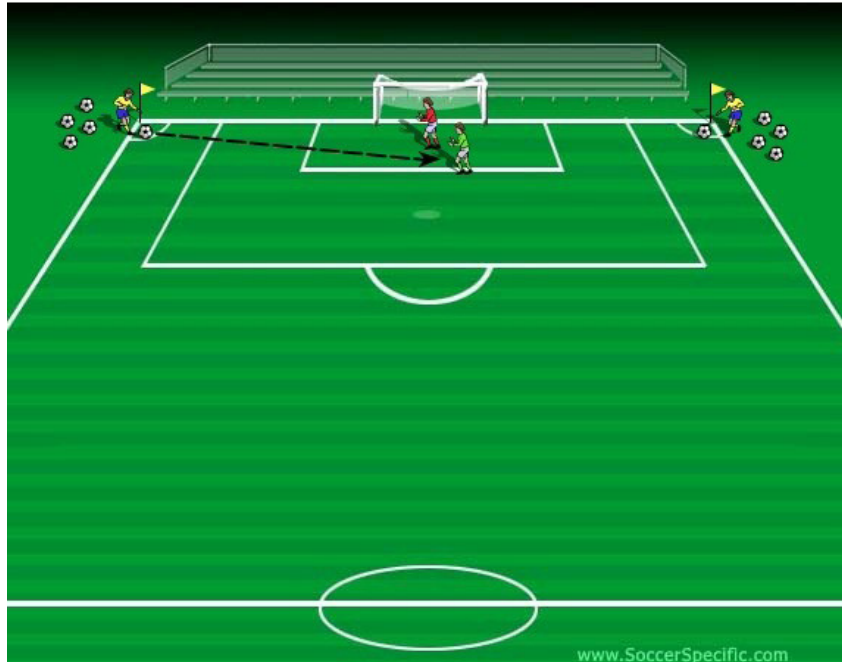
### Progression:

1. After the goalkeeper catches the ball in the air, he/she must set it down immediately and try and dribble a breakaway across the opponents' goal line.
2. The server can also put the ball down at his feet and shoot on target to either goal.

### Coaching Points:

1. Attack the ball and catch it at the highest possible catching point.
2. Drive your knee up to protect yourself from the other goalkeeper.
3. Decide early and arrive on time.

## Session 140: 1 v 1 Corner Kick Game



### Attacking the ball, aggression, timing, competitiveness

**Set-up:** Have two goalkeepers start in the goal mouth. Place a server at each corner flag with a group of balls.

1. The server strikes a cross into the goal mouth.
2. Both goalkeepers compete for the same ball. Whoever catches the ball in the air gets 2 points.
3. If the ball drops to the ground, the goalkeeper who gains possession gets 1 point. Alternate sides and the goalkeeper who reaches 10 points wins the game.

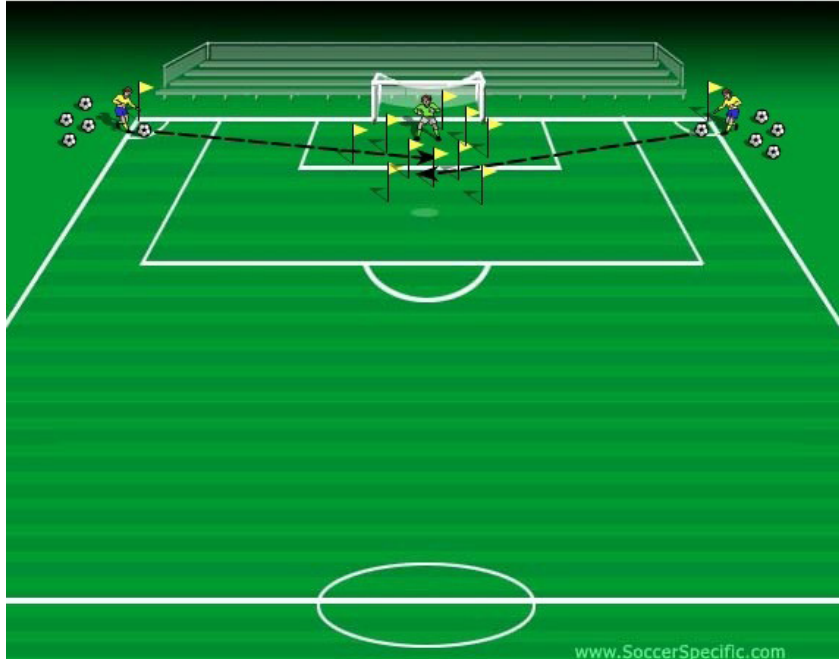
### Progression:

1. Move the server into the junction of the penalty box and the end line.
2. The goalkeepers must start on their stomachs, backs, sitting.

### Coaching Points:

1. Attack the ball and catch it at the highest possible catching point.
2. Drive your knee up to protect yourself from the other goalkeeper.
3. Decide early and arrive on time.

## Session 141: Crosses In Traffic



### Taking the direct route to the ball, dealing with traffic in the box

**Set-up:** Goalkeeper starts in the goal mouth. Randomly place 10-12 corner flags between the goal line and the penalty spot. Place a server at each corner flag with a group of balls.

1. The servers strike a cross into the goal mouth.
2. The goalkeeper must make his way through the traffic and make the appropriate save.
3. The goalkeeper must be willing to make contact and keep his/her concentration on the ball.

### Progression:

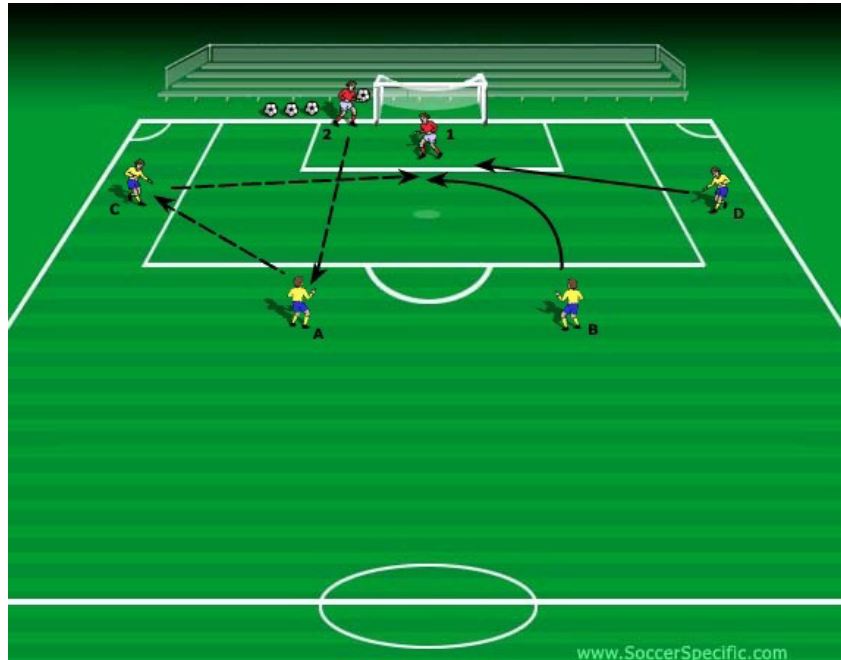
1. Add more flags.
2. Move the servers closer to the goal.
3. The server can play a cutback ball to the top of the box for a shot that, most likely, will take a deflection on the way to the goal.

### Coaching Points:

1. Concentrate on the ball, not the flags.
2. React to the flight of the ball.
3. Decide early, arrive on time and drive through the flight of the ball.



## Session 142: Crash The Box



### Following a cleared ball and dealing with an early service

**Set-up:** Place one goalkeeper in goal and the other goalkeeper on the side of the goal with a group of balls. Place two players 30 yards out from the goal, and even with the corner of the 6 yard box. Place two players on the sides of the 18 yard box, and 5 yards in from the sidelines.

1. Goalkeeper 2 distributes the ball to either player A or B.
2. Player A or B can play it on the ground or to either player C or D.
3. Player C and D must hit a one time, in swinging service, into the box for the goalkeeper to collect.
4. If A and D were involved with the buildup, then B and C must crash the box near and far post.
5. Look for a one time finish to score.

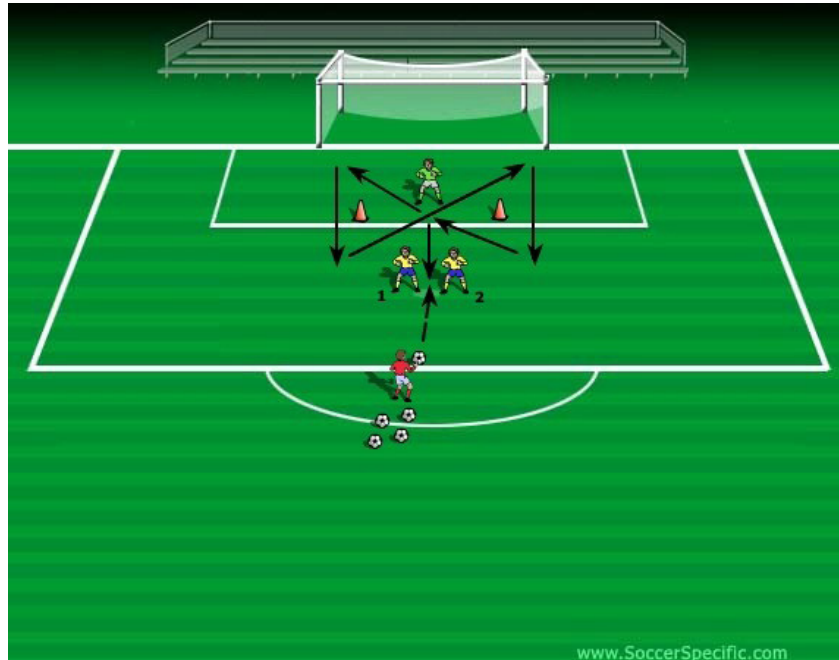
### Progression:

1. A and B can shoot or go on a 1v1 breakaway as well.
2. C and D can shoot at any time.
3. Add a defender.

### Coaching Points:

1. Communicate to the defender who they should mark.
2. Starting position of the goalkeeper must change according to where the ball is.

## Session 143: High Balls In Traffic Warm-Up



### Footwork, dealing with contact, concentration

**Set-up:** One goalkeeper starts in goal. Place two cones 6 yards apart from each other inside the 6 yard box. Place two players 6 yards in front of the middle of the cones. The server stands at the top of the 18 yards box with a group of balls.

1. The goalkeeper must do a figure eight around the two cones and explode forward towards the two players.
2. The two players stand facing the server, leaving a small gap between the two of them.
3. The server must throw a high ball that should land right on top of the two player's heads.
4. The goalkeeper must explode through the traffic and make the appropriate save. Repeat for a set of 6-8.

### Progression:

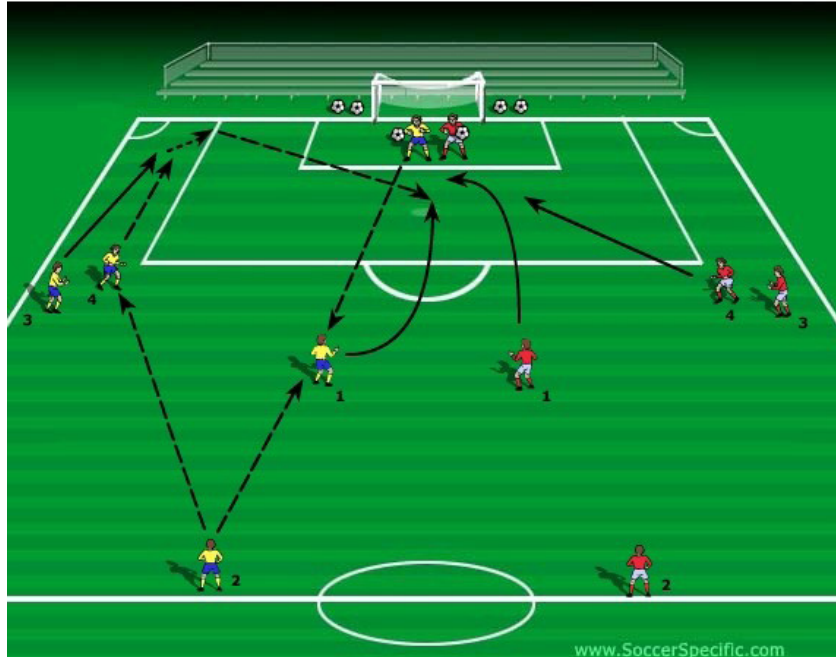
1. Increase the difficulty of the footwork.
2. The server can roll the ball or strike a volley at the gap and the goalkeeper must adjust.

### Coaching Points:

1. Always attack the ball and be aggressive.
2. Communicate a loud and assertive "keeper" shout.

## Session 144: Crosses And Pattern Play

Distribution,  
controlling your  
area, dealing  
with runners



**Set-up:** Start with two goalkeepers in the ready position. One goalkeeper works the left side of the field and the other works the right. Place player (1) 35 yards out from goal and player (2) at half field on the side of the center circle. Players (3) and (4) are positioned close together at the corner of the penalty box. The set-up is the same on both sides of the field.

1. The goalkeeper drop kicks the ball to player 1 who turns quickly and plays it to player 2 at mid field.
2. Player 2 drives the ball to either player 3 or 4.
3. If player 3 receives it, then player 4 overlaps him/her, the ball is played into the corner and player 4 crosses it in the box. Players 1 from both sides and players 3 and 4 from the opposite side crash the box.
4. Look for a one time finish. Alternate the patterns on both sides of the field.

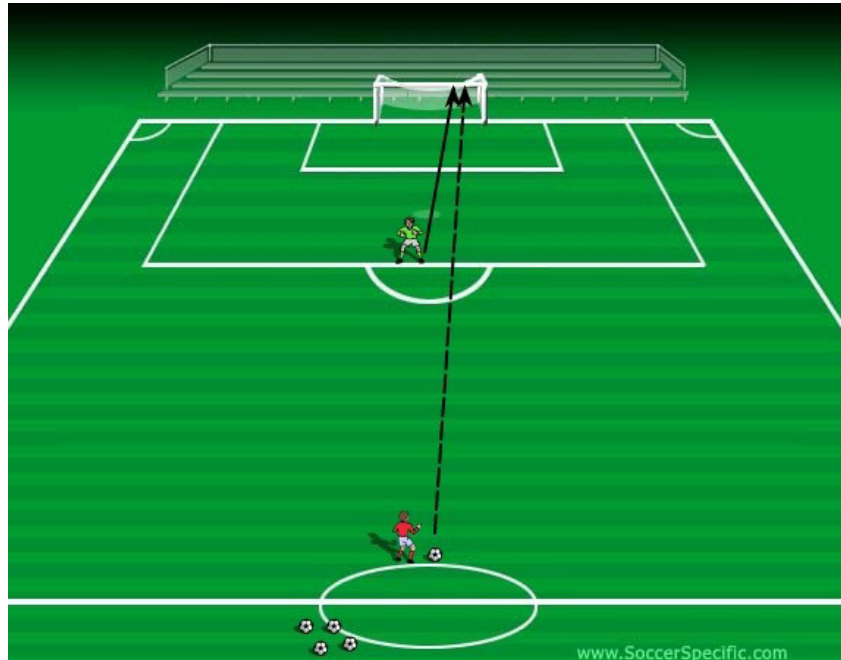
### Progression:

1. The goalkeeper must drop kick the ball to player 2, they play it to player 1 who plays it to players 3 and 4.
2. The non-working goalkeeper can act as a distraction to the goalkeeper who is working.

### Coaching Points:

1. Follow the angle of the ball as it travels around the field.
2. The goalkeepers starting position must be several yards off the line.
3. Control the 6 yard box.

## Session 145: Crossbar Game



### Getting caught out of position, striking balls over distance

**Set-up:** The goalkeeper starts at the top of the penalty area. The server stands at the bottom of the center circle with a group of balls. The server can move closer to adjust to age and ability of the players.

The server strikes the ball in the air, and tries to hit the crossbar in the air. As soon as the ball is kicked, the goalkeeper must recover to his/her goal, and prevent the ball from hitting the crossbar or going into the net. If the server hits the crossbar it is worth 2 points, if the server scores a goal it is worth 1. Play the game to five and then switch goalkeepers.

### Progression:

1. Move the server closer so there is less reaction time for the goalkeeper to recover.
2. Start the goalkeeper on either side of the D.

### Coaching Points:

1. Don't take your eye off the flight of the ball.
2. Don't just pedal straight backwards, it is too slow.

## Session 146: Attacking With Numbers



### Dealing with 3 runners crashing the box

**Set-up:** The goalkeeper is in goal and a defender starts at the penalty spot. Players 1 and 2 are positioned closely to the corner of the 18 yard box. Three cones are placed 40 yards from goal and five yards from each other. Position at least two players at each cone. Place a server in the middle of the center circle with a group of balls.

1. The server drives the ball to either player 1 or 2.
2. Those players turn quickly and dribble down the channel and cross it in the box.
3. The 3 players on the cones are crashing the penalty box.
4. The goalkeeper must communicate to the defenders which man to mark.
5. The server should change the point of attack often.

### Progression:

1. The goalkeeper can distribute to the server to start the sequence.
2. Add another defender.

### Coaching Points:

1. Watch the body language of the crosser; if the hips are open it is very hard to cut the ball back across the grain.
2. Make sure the goalkeeper pushes his defense out of the box every time.

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