

A Women's Premier League Top 4 Club recruiting and developing players with the technical, tactical, physical and psychological skills to compete Internationally

Playing Approach

Attacking

- 1 – Play out from the Back with accuracy
- 2 – Changing speed of play through Midfield
- 3 – Creating & Converting Chances

Defending

- 1 – When to Press
- 2 – When to Mark Players/Space
- 3 – 1 vs. 1's

U10 (All positions)

- 3-2-1
- 2-3-1

U12 (4 pos, 2 units)

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

U14 (3 pos, 2 units)

- 4-4-2
- 4-3-3

U16 (up to 3 pos, 2 units)

- 4-4-2
- 4-3-3

U19/Reserves

- 4-4-2
- 4-3-3

Syllabus Themes

- 1. Possession
- 2. Forward Play
- 3. Changing Tempo
- 4. Counter Attacking
- 5. Playing in Wide Areas
- 6. Rotation

Syllabus Themes

- 1. Marking & Intercepting
- 2. Pressing
- 3. Compactness
- 4. Defending Late
- 5. Defending the Counter
- 6. Dealing with Duels

Coaching Philosophy

Values

Hard work, Learning & Development, Respect & Responsibility

Philosophy

- 1 – Play football
- 2 – Play to laws and spirit of The Game
- 3 – Provide opportunity for players to develop individually within team context
- 4 – Within our values, seek to win

Player Characteristics

Refined, Rubbery, Resourceful & Reflective

Programme

Content

(20% of time on Movement or Self Directed Practice each session)

Period

Block 1
(Summer)

Possession

Marking & Intercepting

Block 2
(Autumn 1)

Forward Play

Pressing

Block 3
(Autumn 2)

Changing Tempo

Compactness

Block 4
(Winter 1)

Counter Attacking

Defending Late

Block 5
(Winter 2)

Playing in Wide Areas

Defending Early

Block 6
(Spring)

Rotation

Defending Duels

Possession

Building Attacks

Intended Outcomes

1. Risking & Keeping
2. Playing Feet or Space
3. Changing Speed of Play
4. Patience in possession

Combination Play

Intended Outcomes

1. Use of Space
2. Awareness of Pressure
3. Receiving & Releasing
4. Clever Movement

Carrying The Ball

Intended Outcomes

1. RWTB
2. Releasing On The Run
3. Body Shape to Receive
4. When to Run and When to Release

Staying On The Ball

Intended Outcomes

1. Shielding
2. Touch & Release
3. Using the body to screen
4. Receiving with pressure

Receiving & Turning

Intended Outcomes

1. Movement to Receive
2. Awareness of Space
3. Types of Turns
4. Rolling Opponents

Playing In Tight Areas

Intended Outcomes

1. Touch & Release
2. Finding Space
3. Dragging & Rolling
4. Disguise

Psychological

Trust – Bravery – Effort – Competition – Mistakes – Confidence – Responsibility - Learning

Social

Sharing – Helping – Asking – Behaviour – Language – Positivity

Coaching Styles

Command – I want you to check your shoulder before receiving

Question – When might be a good time to play quickly? Why?

Observation & Feedback – Watch how Joe uses his body to hold off the opponent....

Guided Discovery – Show me how you can lose your marker to receive

Trial & Error – Try to recognise when to risk it and when to keep it

Practice Structures

1. Up the Steps
2. Carousel
3. Games for Understanding
4. Whole – Part – Whole
5. Self Directed Practice

Forward Play

Playing Through Midfield

Intended Outcomes

1. Receiving
2. Combining
3. Travelling with the Ball
4. Breaking Forward

In & Around the Box

Intended Outcomes

1. Receiving in The Tight
2. Movement to Receive
3. When to Shoot
4. Combination Play

Setting Up from Deep

Intended Outcomes

1. Generating space
2. Playing through 360 degrees
3. Rotation
4. Through passes

Passing Priorities

Intended Outcomes

1. When to play short/longer
2. Support behind/in front
3. Passing variation
4. Leaving the ball playable

Playing Between Lines

Intended Outcomes

1. Movement between lines
2. Facing forward
3. Through passing
4. Disguise

Beating Opponents

Intended Outcomes

1. Contextual tricks
2. When to dribble/combine
3. Coming inside/outside
4. Releasing on the Run

Psychological

Trust – Bravery – Effort – Competition – Mistakes – Confidence – Responsibility - Learning

Social

Sharing – Helping – Asking – Behaviour – Language – Positivity

Coaching Styles

Command – I want you to open up your body before you receive

Question – When might be a good time to play behind the opposition? Why?

Observation & Feedback – Watch how Joe keeps the ball close to his body and pushes the ball to disguise his intentions

Guided Discovery – Show me how you can beat the opponent

Trial & Error – Try to recognise when to play forward

Practice Structures

1. Up the Steps
2. Carousel
3. Games for Understanding
4. Whole – Part – Whole
5. Self Directed Practice

Changing Tempo

Building Attacks

Intended Outcomes

1. Risking & Keeping
2. Playing Feet or Space
3. Changing Speed of Play
4. Patience in possession

Switching Play

Intended Outcomes

1. From deep
2. In Midfield
3. Through Forwards
4. Feet or Space passes

Stopping and Starting (Individual)

Intended Outcomes

1. Stunning the ball
2. Studs and soles
3. Subtle sideways shifts
4. Releasing the ball

Clearing Space

Intended Outcomes

1. Movements away from ball
2. Movements against flow of play
3. Standing still
4. Drifting off of opponents

Counter Attacking

Intended Outcomes

1. Passing forward quickly
2. Support play
3. The first 6 seconds
4. Countering the Counter

Slowing the Game

Intended Outcomes

1. Using the GK
2. Playing in own half
3. Playing from side to side
4. State of the Game

Psychological

Trust – Bravery – Effort – Competition – Mistakes – Confidence – Responsibility - Learning

Social

Sharing – Helping – Asking – Behaviour – Language – Positivity

Coaching Styles

Command – I want you to use the GK to switch from side to side

Question – What are the techniques you can use to stop the ball dead?

Observation & Feedback – Watch how Joe drifts against the direction of the ball to pose his marker a problem...

Guided Discovery – Show me how you can get the ball to their goal quickly

Trial & Error – Try to recognise when to support in advance of the ball

Practice Structures

1. Up the Steps
2. Carousel
3. Games for Understanding
4. Whole – Part – Whole
5. Self Directed Practice

Counter Attacking

Defending
Late

Intended Outcomes

1. First line of pressure
2. Forcing Play
3. Space between lines
4. Patience

Smothering
the
Opposition

Intended Outcomes

1. Marking position
2. Making predictable
3. Regaining
4. Supporting the interceptor

Playing
Quickly

Intended Outcomes

1. Releasing players
2. Feet or Space
3. RWTB
4. Stretching the play (transition)

Support Play

Intended Outcomes

1. In front/behind/side
2. Leaving the ball playable
3. Threatening Space
4. Clearing Space

Playing
Through the
Middle Third

Intended Outcomes

1. Playing past opponents
2. Travelling with the ball
3. Stretching the Opposition
4. Driving at opponents

Converting
Chances

Intended Outcomes

1. Finishing early
2. The first 6 seconds
3. Outnumbering the opposition
4. When to pass/run/shoot

Psychological

Trust – Bravery – Effort – Competition – Mistakes – Confidence – Responsibility - Learning

Social

Sharing – Helping – Asking – Behaviour – Language – Positivity

Coaching Styles

Command – I want you to force them to come inside

Question – When might you play to a players feet in a counter attack? Why?

Observation & Feedback – Watch how Joe marks ball side to help his chance to intercept

Guided Discovery – Show me how you can move the ball through the MF area quickly

Trial & Error – Try to recognise when to run with the ball and when to pass

Practice Structures

1. Up the Steps
2. Carousel
3. Games for Understanding
4. Whole – Part – Whole
5. Self Directed Practice

Playing in Wide Areas

Stretching the Play

Intended Outcomes

1. Width & Depth
2. Switching Play
3. Receiving the Ball Wide
4. Support Play

Crossing & Finishing

Intended Outcomes

1. Beckham
2. Box-side
3. Back-foot
4. By-line

Coming In Off The Line

Intended Outcomes

1. Switching sides
2. Driving inside
3. Combining inside
4. Clearing Space

Supporting from Deep

Intended Outcomes

1. When to join the attack
2. How to join the attack
3. How to contribute to the attack
4. Ensuring security

Playing Behind the Opposition

Intended Outcomes

1. Splitting
2. Through Passes
3. Narrowing off
4. Timing of Runs

Playing In Front of the Opposition

Intended Outcomes

1. Patience
2. Changing Speed
3. Speedy/Shallow delivery
4. Pulling short

Psychological

Trust – Bravery – Effort – Competition – Mistakes – Confidence – Responsibility - Learning

Social

Sharing – Helping – Asking – Behaviour – Language – Positivity

Coaching Styles

Command – I want you to cross early

Question – When might be a good time to come inside off the line? Why?

Observation & Feedback – Watch how Joe overlaps as the winger comes inside.....

Guided Discovery – Show me how you can play to the back of the defence

Trial & Error – Try to recognise when to join the attack

Practice Structures

1. Up the Steps
2. Carousel
3. Games for Understanding
4. Whole – Part – Whole
5. Self Directed Practice

Rotation

Dropping Short

Intended Outcomes

1. Timing of runs
2. Angle of runs
3. Body position
4. One touch or hold?

Running On

Intended Outcomes

1. Blind-siding
2. Breaking into the Box
3. Clearing Space
4. Counter attacking

Coming Inside

Intended Outcomes

1. Hiding the Ball
2. Driving in Tight Areas
3. Releasing the Ball
4. Playing off of Back-Foot

Going Outside

Intended Outcomes

1. Space recognition
2. Positional variances
3. Overlapping
4. Third Man Runs

Shape

Intended Outcomes

1. Awareness away from the Ball
2. Filling Spaces
3. Playing off of both Feet
4. Playing high/deep

Playing between Lines

Intended Outcomes

1. Behind/Between
2. Horizontal/Vertical lines
3. Timing Runs
4. Moving Opponents

Psychological

Trust – Bravery – Effort – Competition – Mistakes – Confidence – Responsibility - Learning

Social

Sharing – Helping – Asking – Behaviour – Language – Positivity

Coaching Styles

Command – I want you to run the side of him where he can't see you

Question – When might be a good time to play one touch? Why?

Observation & Feedback – Watch how Joe comes inside and keeps the ball on his safest side

Guided Discovery – Show me how you combine with the Forwards

Trial & Error – Try to recognise when to join the attack

Practice Structures

1. Up the Steps
2. Carousel
3. Games for Understanding
4. Whole – Part – Whole
5. Self Directed Practice

Marking & Intercepting

Marking Position

Intended Outcomes

1. Ball side
2. Goal side
3. Distances
4. Support

Players or Space

Intended Outcomes

1. Which players to mark/leave
2. Which spaces to protect/leave
3. Distances
4. Awareness

Stealing & Spoiling

Intended Outcomes

1. When to intercept
2. When to interrupt
3. Releasing the Counter
4. Patience

Preventing Turning

Intended Outcomes

1. Pressing
2. Body shape/position
3. Forcing backwards
4. When to follow when to hold position

Around the Box

Intended Outcomes

1. Intensity
2. Inside/Outside
3. Preventing Turns
4. Tracking Runners

In Wide Areas

Intended Outcomes

1. Inside/Outside
2. Supporting positions
3. Staying with an opponent
4. Blocking/stopping crosses

Psychological

Trust – Bravery – Effort – Competition – Mistakes – Confidence – Responsibility – Learning – Desire – Intensity - Concentration

Social

Sharing – Helping – Asking – Behaviour – Language – Positivity

Coaching Styles

Command – I want you to mark ball side

Question – When might you leave your player to mark the space? Why?

Observation & Feedback – Watch how Joe steps and in and reaches round to intercept

Guided Discovery – Show me how you can stop your player turning with the ball

Trial & Error – Try to recognise when to show inside and when to show outside

Practice Structures

1. Up the Steps
2. Carousel
3. Games for Understanding
4. Whole – Part – Whole
5. Self Directed Practice

Pressing

Individual

Intended Outcomes

1. Starting Position
2. Marking Position
3. Forcing Play
4. Winning the Ball

Unit

Intended Outcomes

1. Starting Positions
2. Marking Positions
3. Forcing Play
4. Winning the Ball

Team

Intended Outcomes

1. Starting Position
2. Marking Position
3. Forcing Play
4. Winning the Ball

When to Press

Intended Outcomes

1. Triggering the Press
2. Supporting the Press
3. Withdrawing the Press
4. Recognising the time to Press

Making Play Predictable

Intended Outcomes

1. Forcing Play
2. Inside/Outside
3. Support & Cover
4. Space between players/lines

Counter Attacking

Intended Outcomes

1. Regaining
2. Releasing
3. Supporting
4. Finishing

Psychological

Trust – Bravery – Effort – Competition – Mistakes – Confidence – Responsibility – Learning – Desire – Intensity - Concentration

Social

Sharing – Helping – Asking – Behaviour – Language – Positivity

Coaching Styles

Command – I want you to play forward quickly on regaining

Question – When might you press the opposition? Why?

Observation & Feedback – Watch how Joe positions himself to support the player pressing the ball....

Guided Discovery – Show me how you can regain the ball

Trial & Error – Try to recognise when to trigger the press

Practice Structures

1. Up the Steps
2. Carousel
3. Games for Understanding
4. Whole – Part – Whole
5. Self Directed Practice

Compactness

First Lines of Pressure

Intended Outcomes

1. Where to apply pressure
2. How to apply pressure
3. When to release pressure
4. Forcing Play

Space Between Units

Intended Outcomes

1. Marking players/space
2. When to follow opponents/when to stay
3. Handing over
4. Position in relation to others

Sliding & Screening

Intended Outcomes

1. First line of pressure (high/late)
2. Keeping play in front
3. Intercepting through passes
4. Patience

Protecting Key Spaces

Intended Outcomes

1. Marking positions
2. Covering positions
3. What to allow/prevent
4. Spaces between units/players

In & Around the Box

Intended Outcomes

1. Preventing Turning
2. Preventing shots
3. Tracking runners
4. Intensity around the ball

Forcing the Turn Over

Intended Outcomes

1. Marking Positions
2. Starting Positions
3. When to Intercept
4. Forcing Play

Psychological

Trust – Bravery – Effort – Competition – Mistakes – Confidence – Responsibility – Learning – Desire – Intensity - Concentration

Social

Sharing – Helping – Asking – Behaviour – Language – Positivity

Coaching Styles

Command – I want you to use the centre circle as the first line of pressure

Question – When might you pass an opponent over to a team-mate? What things can help?

Observation & Feedback – Watch how Joe gets tight and prevents the turn....

Guided Discovery – Show me how you can intercept through passes

Trial & Error – Try to recognise when to follow opponents short

Practice Structures

1. Up the Steps
2. Carousel
3. Games for Understanding
4. Whole – Part – Whole
5. Self Directed Practice

Defending Late

Where to Press

Intended Outcomes

1. First line of pressure
2. Reference points for units
3. Positioning away from the ball (inc. GK)
4. When to regain

Forcing Play

Intended Outcomes

1. Inside/Outside
2. Impact upon supporting defenders
3. Reading triggers from others
4. When to regain

Sliding & Screening

Intended Outcomes

1. First line of pressure (high/late)
2. Keeping play in front
3. Intercepting through passes
4. When to regain

Securing Space Between/Behind Units

Intended Outcomes

1. Starting positions
2. Marking positions
3. Position in relation to others
4. Role of GK

Patience out of Possession

Intended Outcomes

1. Sliding & screening
2. When to engage
3. Staying together
4. When to regain

Counter Attacking

Intended Outcomes

1. Regaining
2. Releasing
3. Supporting
4. Finishing

Psychological

Trust – Bravery – Effort – Competition – Mistakes – Confidence – Responsibility – Learning – Patience – Concentration - Discipline

Social

Sharing – Helping – Asking – Behaviour – Language – Positivity

Coaching Styles

Command – I want you to show them inside

Question – What things may trigger you to try to get the ball back? Why?

Observation & Feedback – Watch how Joe uses slides to protect space....

Guided Discovery – Show me how you can play forward upon regaining the ball....

Trial & Error – Try to recognise when to engage the opponent

Practice Structures

1. Up the Steps
2. Carousel
3. Games for Understanding
4. Whole – Part – Whole
5. Self Directed Practice

Defending the Counter

Regaining Early

Intended Outcomes

1. Recognising the opportunity
2. Preventing the Counter before it develops
3. Intercepting
4. Countering the Counter

Dropping & Delaying

Intended Outcomes

1. Withdrawing
2. Lines of no tolerance
3. Becoming compact
4. Deflecting play

What to Allow

Intended Outcomes

1. Deflecting the Play
2. Buying Time
3. Preventing dangerous shots/passes
4. Eliminating opponents

Recovery Runs

Intended Outcomes

1. To ball
2. To space
3. To players
4. Available to counter

Defending the Goal

Intended Outcomes

1. Engaging the ball carrier
2. Blocking shots
3. Delaying shots
4. Prioritising

Countering the Counter

Intended Outcomes

1. Regaining the ball
2. Releasing
3. The first 6 seconds
4. Reducing vulnerability

Psychological

Trust – Bravery – Effort – Competition – Mistakes – Confidence – Responsibility – Learning – Patience – Concentration - Discipline

Social

Sharing – Helping – Asking – Behaviour – Language – Positivity

Coaching Styles

Command – I want you to force them to the outside

Question – Where might be good places to deflect them to? Why?

Observation & Feedback – Watch how Joe recovers to the ball.....

Guided Discovery – Show me how you can prevent passes going between you

Trial & Error – Try to recognise when to recover to the ball and when to recover to space

Practice Structures

1. Up the Steps
2. Carousel
3. Games for Understanding
4. Whole – Part – Whole
5. Self Directed Practice

Defending Duels

Marking & Intercepting

Intended Outcomes

1. Ball side
2. Goal side
3. Distances
4. Support

1 vs. 1 (+)

Intended Outcomes

1. Running at you
2. Receiving facing
3. Receiving Back to you
4. Opponent linking with others

2 vs. 2 (+)

Intended Outcomes

1. Marking
2. Covering
3. Support
4. Opponents changing position

1 vs. 2 & 2 vs. 1

Intended Outcomes

1. Eliminating opponents/options
2. Delaying
3. Recovery runs
4. Smothering

3 vs. 2 & 2 vs. 3

Intended Outcomes

1. Eliminating opponents/options
2. Delaying
3. Recovery runs
4. Smothering

Tracking

Intended Outcomes

1. When to track/pass over
2. Where to track (side)
3. Runs to prevent/allow
4. Ball or player

Psychological

Trust – Bravery – Effort – Competition – Mistakes – Confidence – Responsibility – Learning – Patience – Concentration - Discipline

Social

Sharing – Helping – Asking – Behaviour – Language – Positivity

Coaching Styles

Command – I want you to mark ball side and goal side

Question – What things might help you deal with a player running at you?

Observation & Feedback – Watch how Joe tracks his player on the side of them the ball is....

Guided Discovery – Show me how you can delay the oppositions attack

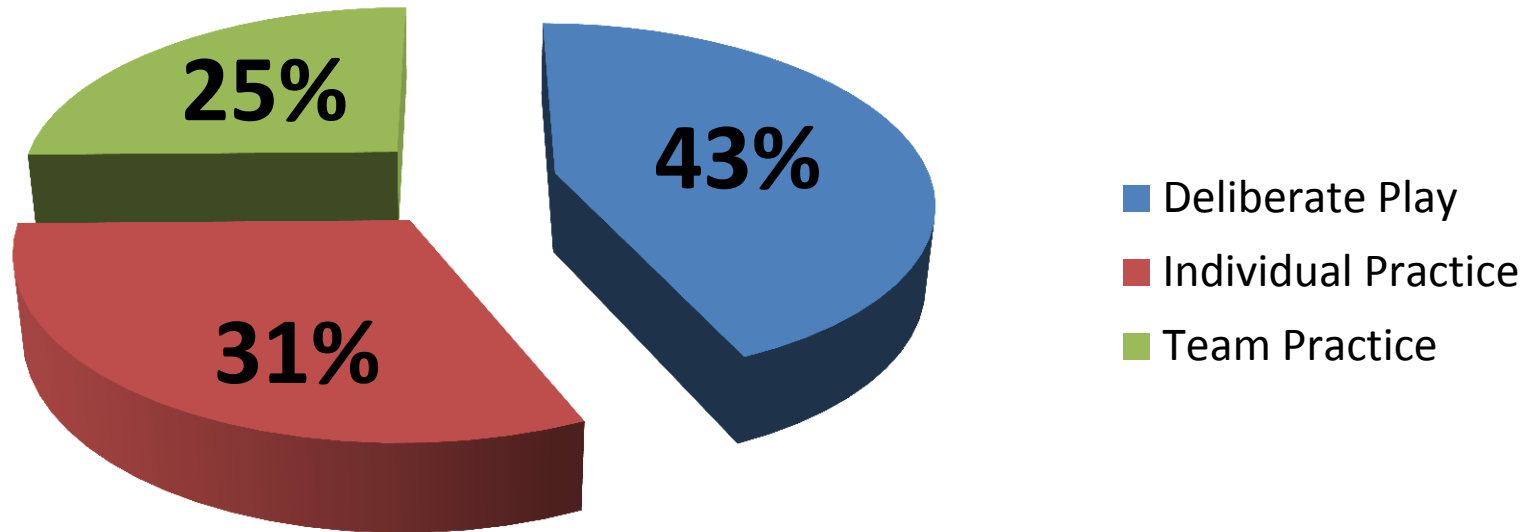
Trial & Error – Try to recognise when to track and when to pass over/leave

Practice Structures

1. Up the Steps
2. Carousel
3. Games for Understanding
4. Whole – Part – Whole
5. Self Directed Practice

Coaches Approach to Practice

Practice Time



Deliberate Play May Include

- 1 – Self Directed Practice
- 2 – Games for Understanding
- 3 – Small Sided Games
- 4 – Arrival Activities

These are done for the inherent fun of playing. Try to limit/eliminate interventions.

Individual Practice May Include

- 1 – Squad sessions where players focus on individual objectives
- 2 – Small group sessions where players focus on individual objectives
- 3 – Practice done on players own/at home etc.
- 4 – Pre-hab programmes

Team Practice May Include

- 1 – Activities focussed around team objectives
- 2 – Activities focussed around unit objectives
- 3 – Match preparation

Fundamental Movement Practices Using Circle Work

Movement Skills

Utilising the practice area established for any session to allow the players to practice movement skills that link to the demands of an invasion game like football.

Practices in which the players movement are responses to external stimuli (other players, the ball etc.) can help refine movements and support players to rehearse them in an implicit way where various movements link and are combined.

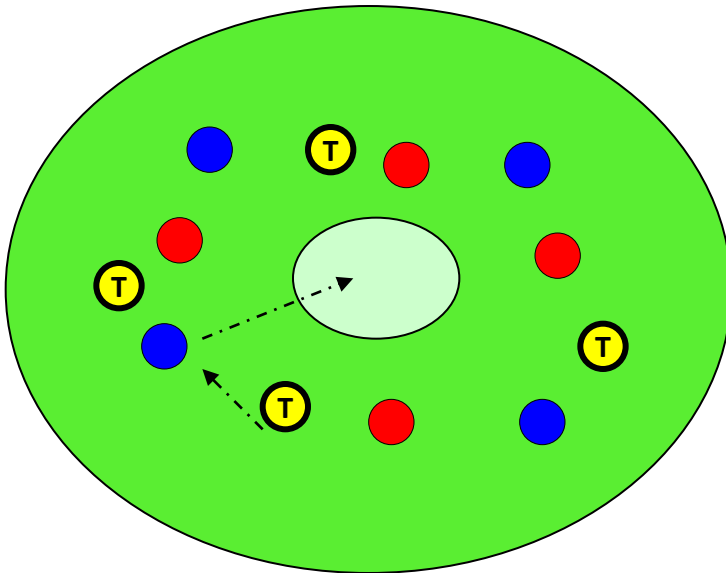
Tag Game

- 3 teams of four. Yellows chase.
- If tagged by a yellow, stuck. Can only be released if one of your team mates tag you
- Central circle is safe. Stay in for 5 seconds

Football Game

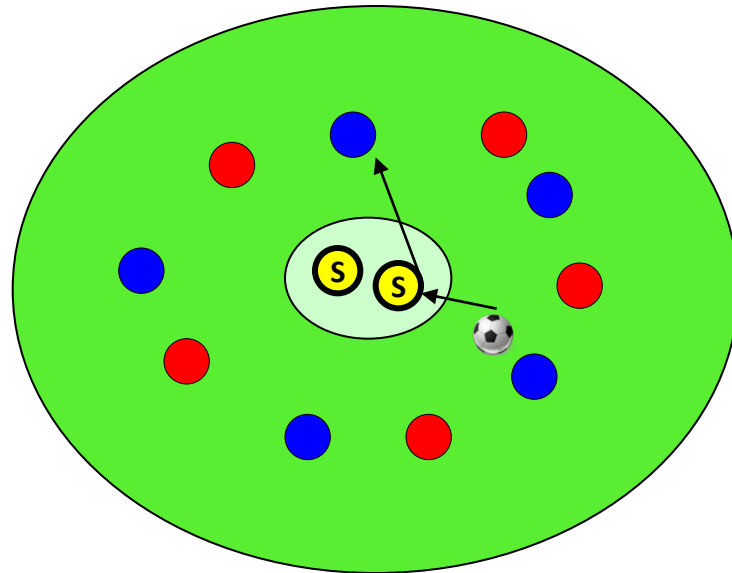
- 2 teams of five– 2 'S' in the central circle
- Score by throwing to one of the yellows and getting it back – use throw in technique
- Ball is relinquished to other team if you score 3 consecutive goals
 - If tagged whilst running with ball in hands, give ball to opponent. Can't be tagged whilst standing still

Fundamental Movement Practices Using Circle Work



Tag Game

- 3 teams of four. Yellows chase.
- If tagged by a yellow, stuck. Can only be released if one of your team mates tag you
- Central circle is safe. Stay in for 5 seconds



Handball Game

- 2 teams of five– 2 'S' in the central circle
- Score by throwing to one of the yellows and getting it back – use throw in technique
- Ball is relinquished to other team if you score 3 consecutive goals
 - If tagged whilst running with ball in hands, give ball to opponent. Can't be tagged whilst standing still

Whole – Part – Whole

Some approaches to coaching have suggested utilising the context of a small sided game as a start point for sessions to allow players to demonstrate understanding around any given theme such that the coach can seek to determine the best practice approach to aid the players' development.

1. Three groups – 2 of 5, 1 of 4 (or whatever numbers you have)

2. GKs to be able to use their feet

3. Keep possession but if it is played to the outside score returns to 0 (and you start again)

4. Help players recognise when to play a score

5. Swap

This whole-part-whole approach to practice suggests that players have an opportunity to play the game in it's unfettered form (the whole) and, if appropriate, for the coach to, later, retract to a practice (a part) or practices that allow players the opportunity to practice some of the related skills (particularly one's they find tough in the whole) in an environment where there may be fewer decisions, reduced opposition and/or more time/space.

2 - Keeping Possession

1. Reds – try to win it and keep it for 30 seconds. If they do then the rest of the game with 4 yellows and become attackers
2. Yellows – try to keep the ball and utilise the GK's in doing so (back pass law)
3. Reds – try to win it and keep it for 30 seconds. If they do then the rest of the game with 4 yellows and become attackers

Game

Yellows vs. Reds – 7 vs. 7 – in a 1-3-2-1 formation. Recognise when to play forward and when not to.

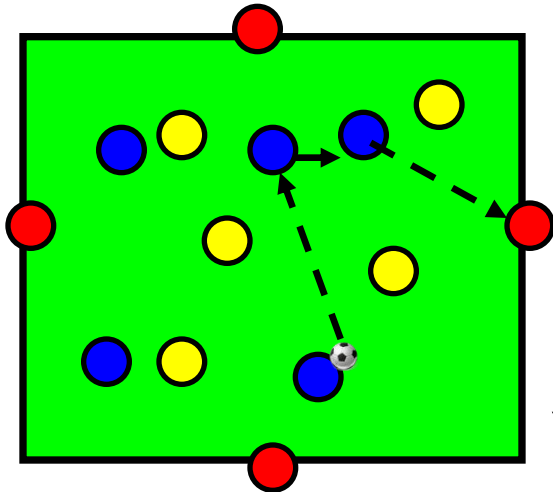
Players are not locked into their areas. Can move

1. 8 vs. 4 + 2 GK's

2. Yellows – Keep possession and use GK's to help. You get to the 5th pass – attack the goal. 5th pass is completed (half-way line acts as guide for players to see which goal is farthest away). Remind it isn't essential that they attack on the 5th pass- it may take more passes to set up the opportunity to attack (6 or 7 or 8 or more)

3. Reds – try to win ball back and counter attack into either goal

Building Attacks

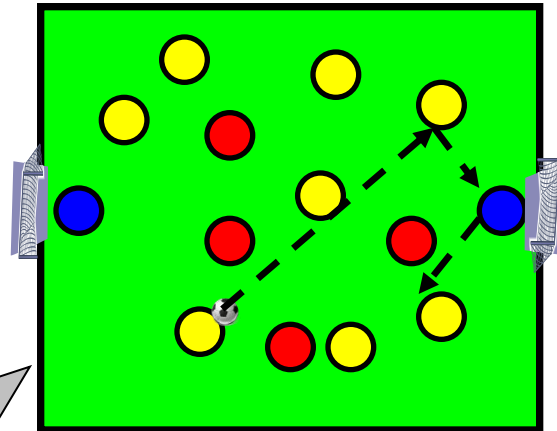


1 – Keeping & Risking

1. Three groups – 2 of 5, 1 of 4 (or whatever numbers you have)
2. GK's included in a team as players (need to be able to use their feet)
3. Keep ball practice. Blues try to keep it from yellows. 5 passes equals a goal – can use red players to help keep possession but if it is played to the outside your passing score counter returns to 0 (and you start again).
4. Help players recognise when to play a scoring pass and when to make sure you keep possession
5. Swap outside players

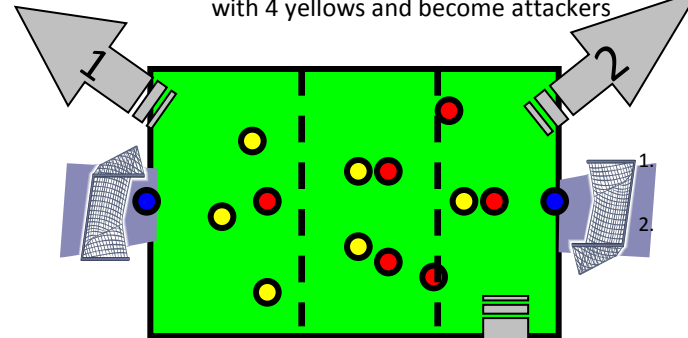
2 - Keeping Possession

1. 1 ball – 8 vs. 4 + GK's (rotate 4 defenders regularly)
2. Yellows – try to keep the ball and utilise the GK's in doing so (back pass law applies). One point for every 5 passes made.
3. Reds – try to win it and keep it for 3 passes – if they do, then they get to swap with 4 yellows and become attackers



Game

Yellows vs. Reds – 7 vs. 7 – in a 1-3-2-1 formation. Recognise when to play forward and when not to. Players are not locked into their areas. Can move freely.



3 – Building Attacks

1. 8 vs. 4 + 2 GK's
2. Yellows – Keep possession and use GK's to help and try to get to 5 passes. When you get to the 5th pass – attack the goal which is farthest away from where the 5th pass is completed (half-way line acts as guide for players to see which goal is farthest away). Remind it isn't essential that they attack on the 5th pass- it may take more passes to set up the opportunity to attack (6 or 7 or 8 or more)
3. Reds – try to win ball back and counter attack into either goal

Carousel – 4 Practices – Rotate Your Players Around Them (Variety)

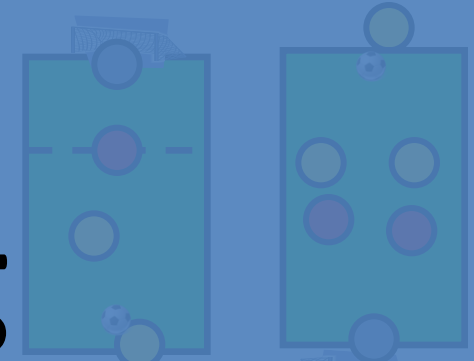
Carouselling

A practice approach where a range of different practice types are set up (that may link to the same or similar themes) and players either as one large group or smaller groups rotate around each practice spending time playing in each.

This may allow the coach to establish practices with different degrees of difficulty or in different places on a practice spectrum along with being presented with different challenges that may link to the same part of the game.

In The Game

1. 6 vs.5 including GK's
2. Yellows score one point by turning through middle and into goal
3. Blues look to get ball to either forward to turn and score on the goal

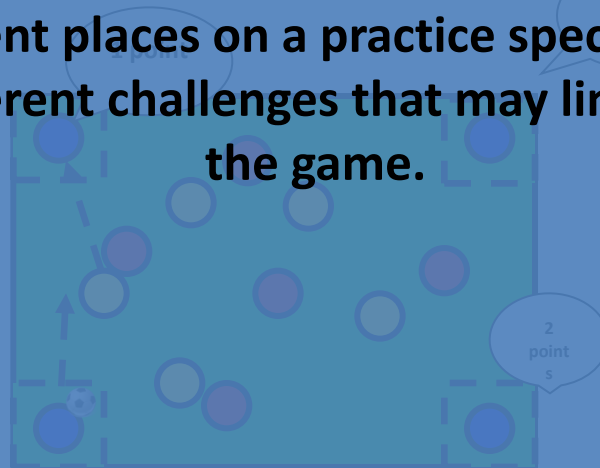


Receiving to Shoot Practice

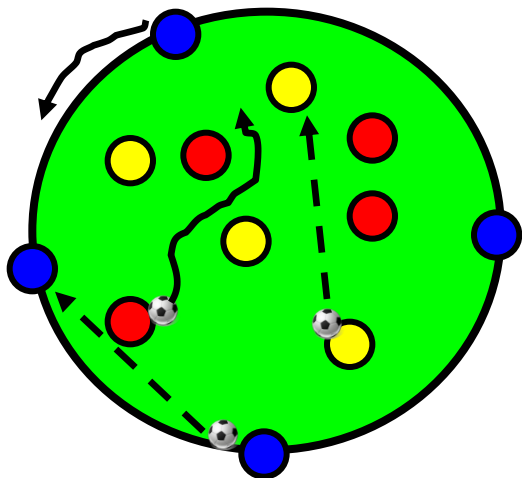
1. 2 x pitches – 1 vs. 2 on pitch 1. Yellow plays on to team to score. Red can move from lines as yellow take 1st touch
2. 2 vs. 2 on other pitch. Try to combine to score a goal.
3. Swap servers and then rotate the groups so the yellow get to attack on each pitch and defend

Distribution Practice

1. 5 vs. 5 (or whatever numbers you have) with 1 player in each box
2. 1 point if playing across pitch, 2 points if playing forward and 3 points if playing diagonally
3. Upon scoring, receive back and scoring process continues from where ball is fed in from
4. If red's regain, play in the same way



Carousel – 4 Practices – Rotate Your Players Around Them (Variety)

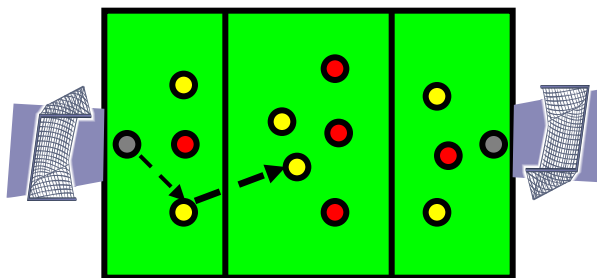


Passing Practice

1. Yellows – look for split passes
2. Reds – Play 1 touch or more than 2 touch
3. Blues – play around outside of circle – look for through passes across circle and to play overlaps on the outside of the circle
4. Swap roles

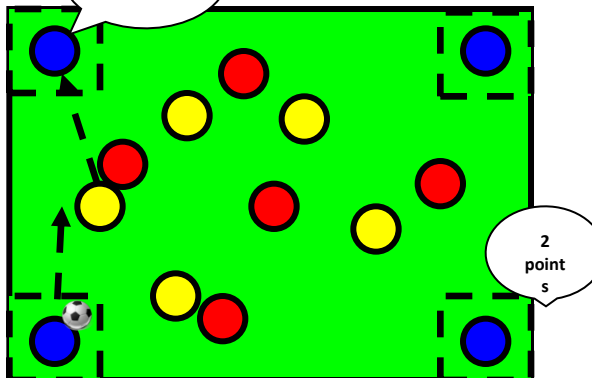
In The Game

1. 6 vs.5 including GK's
2. Yellows score one point by turning through midfield and playing end to end
3. Red's attack both goals – try to get ball to either forward to turn and score in the goal

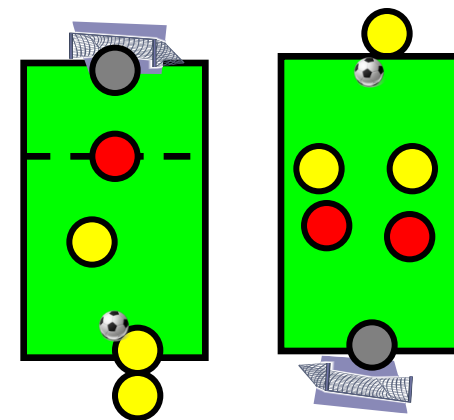


1 point

3 points



2 points



Receiving to Shoot Practice

1. 2 x pitches – 1 vs. 1 on pitch 1. Yellow plays on to team-mate. Red can move from line as yellow takes 1st touch
2. 2 vs. 2 on other pitch. Try to combine to score a goal.
3. Swap servers and then rotate the groups so they all get to attack on each pitch and defend

Distribution Practice

1. 5 vs. 5 (or whatever numbers you have) with 1 player in each box
2. 1 point if playing across pitch, 2 points if playing forward and 3 points if playing diagonally
3. Upon scoring, receive back and scoring process continues from where ball is fed in from
4. If red's regain, play in the same way

Recovery Runs & Defending Outnumbered

Up the Steps

Traditionally, the coaching method for many coaches across sport was to work 'up the steps' in sessions, building from a technique practice (defined as unopposed), into a skill practice (with some pressure) into a game related practice (often directional and with even numbers), where the game practice is an opportunity for players to test what they've learnt in the previous work. This approach suggests that once technique and skills have been mastered, that players will be in a position to transfer into a game situation.

Technique Practice

1. 2 teams of 4 + 2 GK's

2. GK serves to defenders who play into target player.. They play to attackers, unopposed, who seek to get ball into GK's hands

3. Re-start as in 1.

Small Sided Game

1. 2 teams of 4 + GK's

2. Look at opportunities for attacking from re-gains to support team to practice defending outnumbered

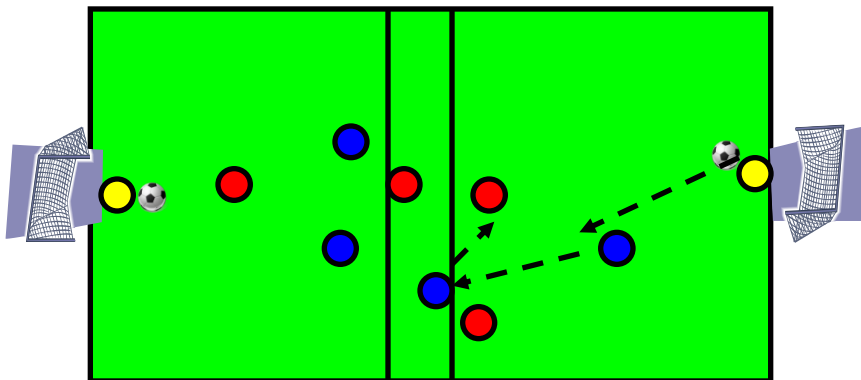
Recovery Runs & Defending Outnumbered

Technique Practice

1. 2 teams of 4 + 2 GK's

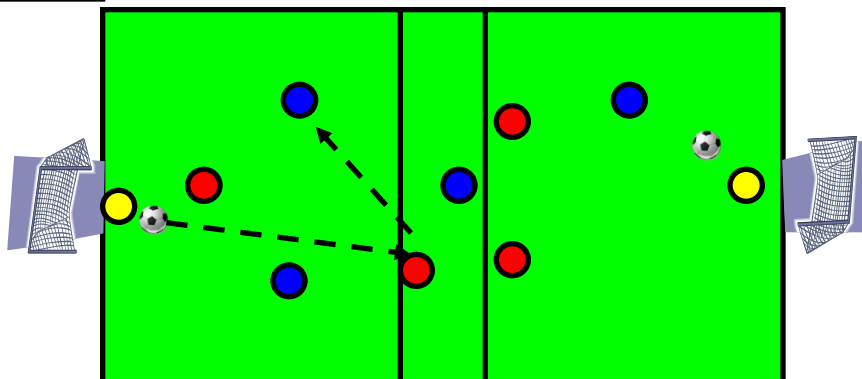
2. GK serves to defenders who play into target player.. They play to attackers, unopposed, who seek to get ball into GK's hands

3. Re-start as in 1.



Skill Practice

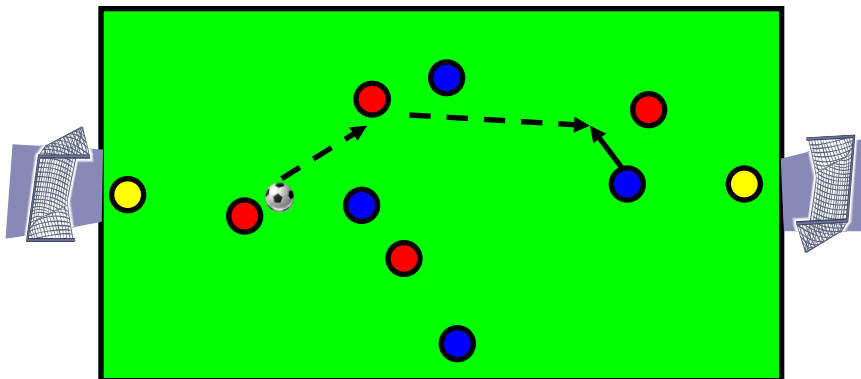
1. As in Technique practice, except attacking team seek to score in goal and defender / goalkeeper try not to concede.
2. If defender / goalkeeper re-gain play into target player in middle area
3. Target player after playing into attackers recovers into practice to act as a recovering defender



Small Sided Game

1. 2 teams of 4 + GK's

2. Look at opportunities for attacking from re-gains to support team to practice defending outnumbered



Game 2

Goalkeepers Advancing and Dealing with 1 v 1

Teaching Games for Understanding (TGfU)

This could be explained as a problem based approach to games where the play of the game is aligned to situated skill development. This implies that through relevant design of the game and the use of conditions/constraints, that players can practice particular skills with direct context to the game of football. Bunker and Thorpe explained that this approach to practice does not assume tactical and strategic awareness in games must come after the development of complex skills.

The benefits of the use of TGfU as a practice method are:

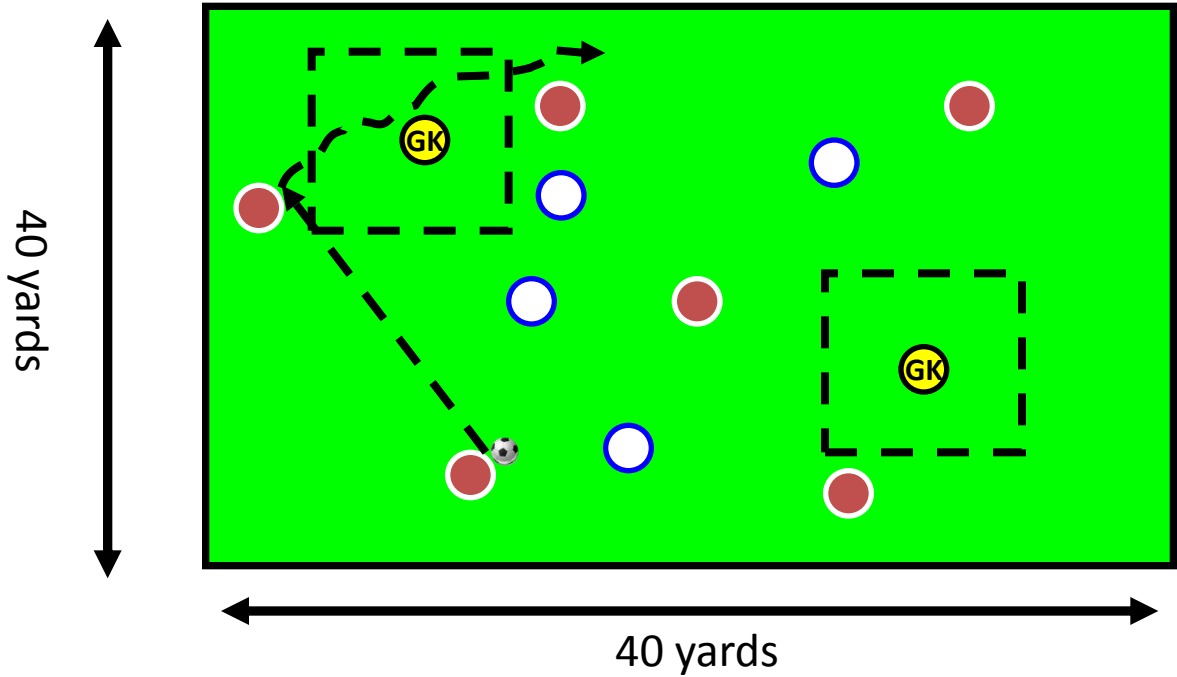
- Motivation often remains high as players practice in game context
- Players practice skills in the ways they occur in the game of football, which alleviates concerns around how the way skills in some technical/skill practices are practised transfer to the game of football
- Potentially, greater opportunities for complex problems to be solved and decisions to be made, which from research by the University of Wisconsin leads to greater brain activation.

Game 1
1 – 6 vs. 3 + 2 GK's
2 – Only whites can score
Score by running balls through the box
3 – GK's try to save the ball or force player out of side of box – 1 goal

Game 2
2 – GK can score 2 goals if they can leave their box to intercept a pass or take from a players feet (with their hands)

Game 3
2 – If GK leaves box they can only gain ball with their feet
3 – If whites regain the ball, try to keep it and use GK's to do so (5 passes = 1 goal)

Game
Goalkeepers Advancing and Dealing with 1 v 1



Game 1
 1 – 6 vs. 3 + 2 GK's in boxes (10 x 10)
 2 – Outfield players – Score by running balls through the box
 3 – GK's try to save the ball or force player out of side of box – 1 goal

Game 2
 1 – As per game 1
 2 – GK can score 3 goals if they can leave their box to intercept a pass or take from a players feet (with their hands)

Game 3
 1 – As per game 2
 2 – If GK leaves box, they can only gain ball with their feet
 3 – If whites regain the ball, try to keep it and use GK's to do so (5 passes = 1 goal)

Self Directed Practice

An approach where players are:

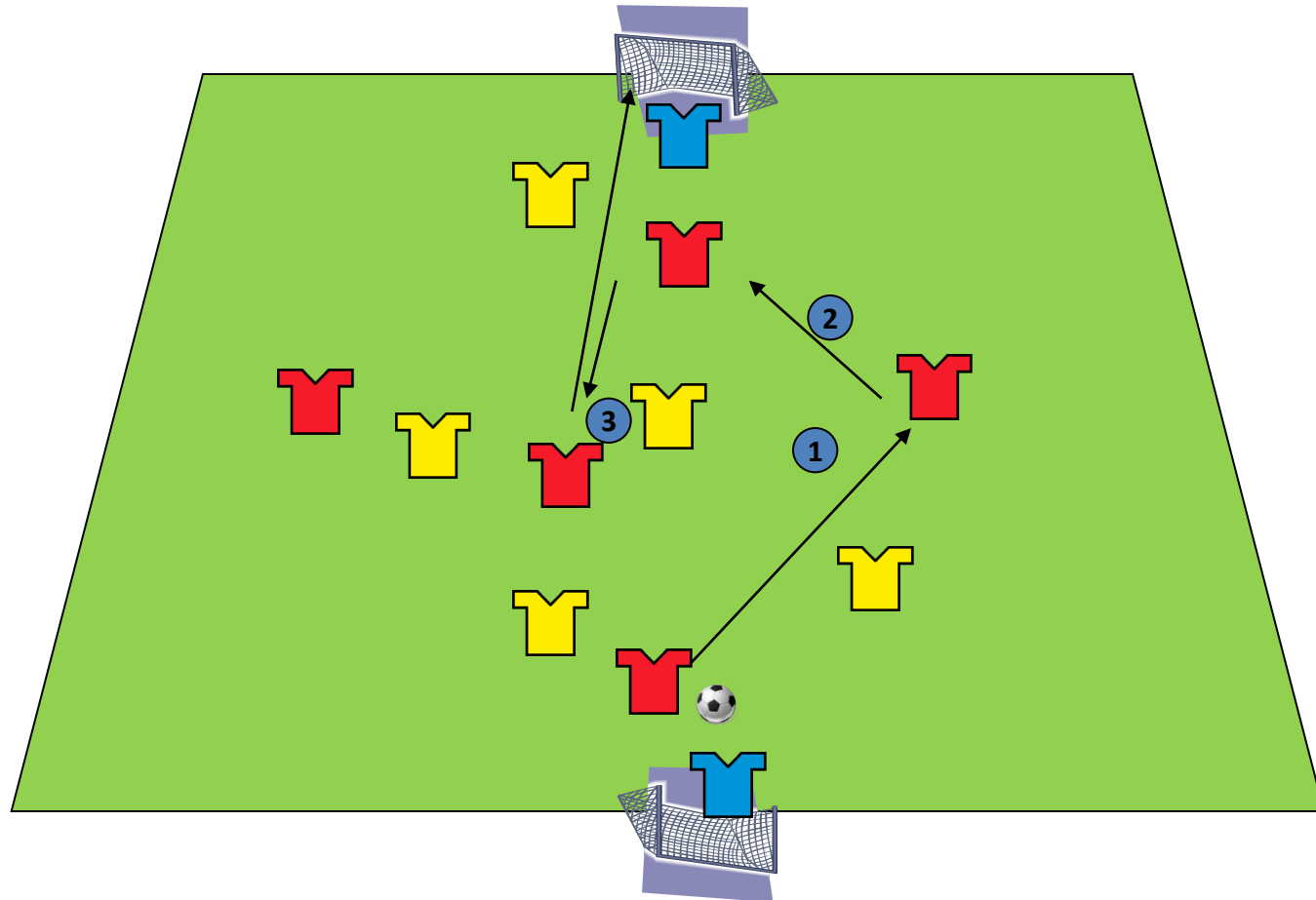
- a. Provided with a practice description and set it up themselves
- b. Provided with an amount of practices to choose and decide before setting up and playing
- c. Encouraged to design and agree on a practice that they wish to play and set it up and play

Players are encouraged, over time, to become skilled at establishing and operating practices under their own direction.

Please set up and play the following game

Possession with progression

Every pass you make equals a point if you subsequently score that goal is worth the amount of points e.g. 3 passes in build up = 3 points/goals



Please set up and play the following game

Possession with progression

Every pass you make equals a point if you subsequently score that goal is worth the amount of points e.g. 3 passes in build up = 3 points/goals