



Activity Name	Description	Diagram	Coaching Points
<p>1 Warm Up (Assuming 14 players per team)</p> <p>Windows Set up 30 x 40 yds. field</p>	<p>Players in three groups with different colored vest (i.e. one -red, one- blue and one-yellow) 4 pairs of players, each pair with a ball inside the area, and six players on the outside, each on a line as target players. Pairs of players passing to each other in and among others, and trying to play ball to, and receive ball back from each target player. Target players must play ball in two touches. Incentives: one point for every ten passes made without ball hitting any other of pairs of players. One point for every wall pass made. One point for playing ball between two players to a target player. One point for hitting all four targets. Technical coaching can focus on using different surfaces, weight and accuracy of passes, how players are opening their bodies to receive balls so that they have vision of the whole field, and the types of runs they are making to receive balls. The focus on receiving positions is important because these will enable players to more quickly and effectively passes the next ball.</p>	<p><u><i>A note about incentives</i></u> <i>Coaches can seek to provide incentives or objectives for players to achieve within an exercise. Incentives are always positive, rather than negative restrictions. Using incentives, as opposed to restrictions, allows players to play more realistically. For instance, if a coach wants to increase the players' number of passes, he might state that a side in the exercise is awarded a point for every ten passes it makes in a row. If the coach is trying to encourage penetrating passes, then he might count passes that split opponents as three passes. One key to the value of this type of coaching is that it is player-centered, not coach-directed. Certainly, the coach describes the objective, but the players fulfill that objective as the game itself presents opportunities.</i></p>	<p>The permeating concept for all technical training for this age should be coaching from the game. Each exercise should provide a realistic game-like environment that the coach can manipulate to provide progressively complex situations. Even the warm-up phases should have definite implications for the game.</p> <p><i>Q.:</i> How can you move the ball into a new space with just one touch? <i>Q.:</i> How can you run to a space and see the ball the whole time? <i>Q.:</i> When you are looking to receive a ball from a target player where and how can you run so that you can see the target player with the ball and the target player on the other side at the same time?</p>



Lesson Plan



2 Three Match-Related Exercises			
<p><u>Keep</u> <u>Away</u></p>	<p>5 + 5 v 4 playing keep away (three colors, two colors against one defending color). No goals or direction. Start with 4 extra players in windows format, with one team combining with the outside target players to keep the ball away from the other team. Award a point for every five passes in a row. If the defending team steals the ball, then they combine with the target players to play keep away from the inside team that lost the ball. Same field area, but now the target players move into the field, and two teams play keep way from the third team. If one of the two offensive teams loses the ball to the defending team, the team that lost the ball becomes the defending team.</p>	<p><u>A note about incentives</u> <i>This does not mean that coaches never should put conditions on players to achieve repetition of desired techniques. For instance, to increase the number of passes and speed of play, a coach might ask players to take only two or three touches each time they receive the ball. A negative restriction is different from this type of condition because it restricts the free flow of the game by requiring players to do one thing <u>before</u> they can do another: for example, requiring players to pass the ball five times before they can shoot on a goal. These types of restrictions create unrealistic situations that can often be more harmful than beneficial. For instance, with the restriction cited above, what happens if a player finds himself in front of the goal with a clear shooting opportunity, but only three passes have been made? In that instance we want the player to shoot, but because of the restriction he cannot shoot.</i></p>	<p>Stages now used in our technical practice are called "match-related" or "game-related." These involve opponents. We make it more complex by using "numbers-up" or "numbers-down", altering the size and shape of the field, adding goals, and using neutral players and target players, applying "incentives." This is the way we make our practices more complex. Now, the same type of guided discovery questions can be used for players to recognize where they should move with their first touch and how to run to see what is behind them.</p>



Lesson Plan



3 Four Box Goals

Set Up: Field 40 x 60, with four 15 x 15 yd boxes (one in each corner).

5 v 5 plus two neutral players who play with team possessing the ball. One point for every five passes without interception. One point for passing into two different boxes in a row to a teammate without interception by the other team. Can use the same incentives as used earlier concerning wall passes, and splitting players, etc. Since spaces are becoming bigger, can also award points for successful longer passes that are part of the five passes.

Note on Use of Unequal Sides
One of the most useful tools for providing success in a game-like environment is to make the sides unequal, i.e., 4 v 2, 6 v 3, 8 v 4, etc. By having “numbers up,” it is easier for players to perform the technique under pressure, but there is not so much pressure that play is constantly breaking down. There are a number of techniques for creating unequal sides. Each has advantages and disadvantages, and each emphasizes something different. For example, a coach might divide a group of twelve players into three groups of four, with each group wearing a different color-training vest (e.g., one group of four in red, one group in blue and one group in yellow). Two of the groups could play against the third, automatically creating a numbers up situation. When possession is lost, then the group losing possession could become the lone defending group playing against the other two.

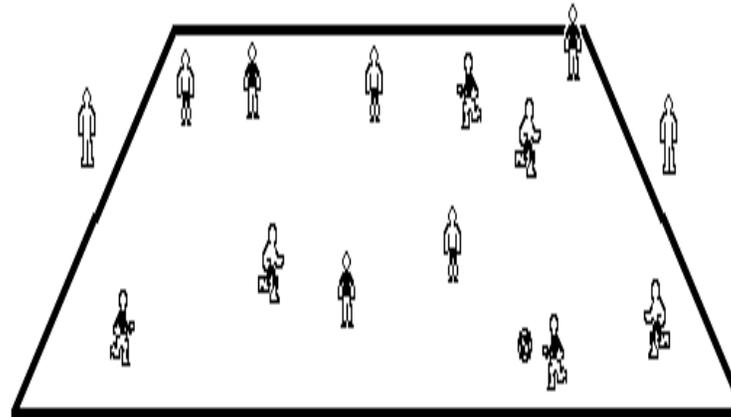
Another way to create unequal numbers is to use target players on the outside of the playing area to and from whom either team of equal sides inside the playing area may pass and receive passes (for example, we might have two equal sides of 4 v 4 inside, with four target players on the outside). The advantage of using target players like this is that the placement of the target players can create automatic width or depth or both for the attacking team. A third way to create unequal sides is to play equal sides against each other, and use extra “neutral” players inside the area, who play with whichever team has possession of the ball. An immediate downside to this arrangement is that transition can be awkward, especially if one of the neutral players loses possession.

Q.: Can you find a “meadow” on the field where there are no opposing players and you can receive the ball?
Q.: If that “meadow” is not forward, where might it be?
Q.: If a ball is played wide, where can you run to re-establish depth? And if it is played back, where can you run to re-establish width?

4 6 v 6 to targets on end lines

Play in same area 40 x 60, but now score a point by keeping possession for five passes, and two points for passing to a target player and successfully getting the ball back from the target player. (After hitting one target player, can only score two points again by next hitting the other target player).

Then change the game by moving target players into the field as neutral players playing with the attacking team, and keeping possession points, but giving teams opposite end lines to attack, and giving them two points for successfully passing the ball to a teammate across the end line. When they do so the other team gets the ball.



5 Match Conditions

Play 6 v 6 on same-sized field with goals and goalkeepers. You can start out awarding incentive points for a certain number of passes, wall passes, and splitting passes, etc. as well as points for scoring goals. Eventually take the incentives off and just play.

Guided discovery questions will almost all concern re-establishing width and depth to create spaces between defenders to penetrate. The earlier questions concerning where and how to run to see the ball and other parts of the field at the same time will also be valuable, especially now that players are attacking one direction and defending the other.

