

INTRODUCTION

Each week you will receive a training session plan designed for the age group you are coaching. All plans are consistent with the FFA National Curriculum and are set out in the format “beginning, middle, end”.

Training sessions should primarily focus on one core skill each week. Over the course of the year, we will be providing plans that focus on either “running with the ball”, “striking the ball”, or “1v1”.

WHAT ARE THE CHARACTERISTICS OF CHILDREN IN THIS AGE BRACKET?

They are still ‘clumsy’ (lack fine motor skills), because they are still developing their coordination

They have a short span of attention and are quickly and easily distracted

They are ‘self-centred’ and not yet able to really work together (so do not ask them to perform team play, it is impossible for them!)

They play or participate for fun with short bursts of energy and enthusiasm

They are unable to handle a lot of information (instructions; feedback)

THIS WEEK’S SESSION PLAN

“BEGINNING”

Better known as the “warm-up”, the purpose is to get the kids in the right frame of mind and activate their bodies. It’s unnecessary to run laps or do stretches to achieve that; all sorts of relays and tagging games with and without the ball are much better, more fun, and also help develop the children’s basic coordination.

“MIDDLE”

The section of the training session where we conduct fun football exercises such as dribbling, passing, shooting, et cetera.

“END”

Allocated for playing all sorts of small sided games.

BEGINNING: ME AND MY SHADOW

Players get into pairs; one is designated as ‘leader’ and the other as ‘follower’.

The ‘leader’ moves around the field, changing speed and direction frequently, and perhaps adding a variation here and there, such as a jump or a ground touch. The ‘follower’ then copies everything the ‘leader’ does.

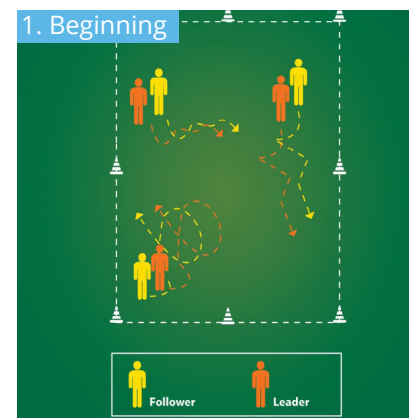
Change roles regularly and also change partners regularly.

PROGRESSION

The leader (only) has a ball

The leader and the follower both have balls

The follower has a ball (this is a difficult progression so instruct ‘leader’ to jog at medium speed around the area, with occasional random changes of direction)

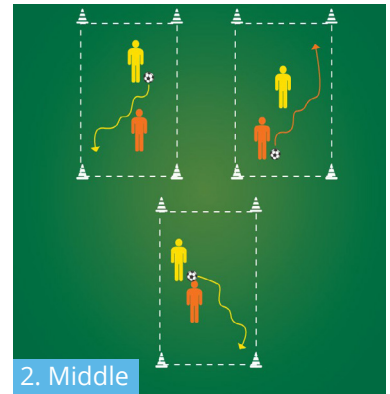


MIDDLE: 1V1 MINI GAMES

Make three small areas about 10m × 7m. Players play 1 v 1 on each mini-field and score by dribbling the ball over the opponents' line. Think of safety when setting up; avoid scenarios where players could dribble into each other by allowing buffer zones.

Keep rotating so opponents are changed regularly. Rotation also allows a period of rest, so control how long rotation takes depending on how fatigued the players seem. You could also give some brief hints to the whole group in order to give them a rest. Games should be no longer than 1 minute maximum. If enough cones are available, progress to a small goal on each end-line for players to score in.

Make sure you keep a good supply of spare balls, as they tend to go everywhere when shooting is introduced.



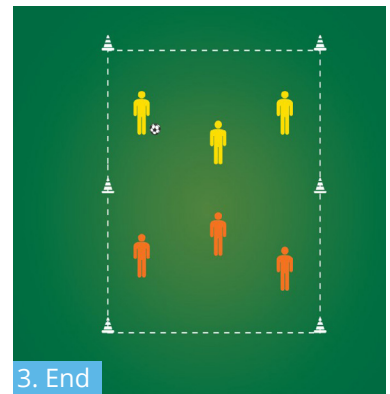
END: LINE FOOTBALL

Length: 20m

Width: 15m

Goal: None

Usual rules, but method of scoring is to dribble the ball across the opponents' end line. This game encourages dribbling and 1 v 1 skills.



S.O C.H.A.N.G.E I.T

If your players are finding the session too easy or hard, the solution is to use the S.O C.H.A.N.G.E I.T philosophy.

Safe: Safe physical environment (field, obstacles such as sprinklers) and safe space to learn

Organised: Prepared sessions and ensuring you have all the equipment you need to encourage participation.

Coaching Style: Provide feedback in the drink break or change of activities without interrupting the game.

How You Score / Win: Increase opportunities to score.

Area: Increase or decrease the game challenges by changing the size/shape of the playing area.

Numbers: Use different team numbers to overload the advantage of one team, or vary number of turns at goal.

Game Rules: Change the rules slightly, for example no tackling, minimum number of passes.

Equipment: Vary the equipment used, for example a bigger goal, smaller goal, more goals.

Inclusion: Engage players in modifying the practices; provide options they can choose from to encourage ownership.

Time: Reduce or extend the time to perform actions.