



North Star F.C.

Recreational Coaches Training Program **for the Scanning / Awareness themes**

We are developing several booklets based on important themes we teach in the Recreational Program.

These are the themes we will focus on though this list is not

These are several training themes shown below which we encourage you to work on with your players.

These are to supplement your weekly plans, slightly more advanced ideas if you feel the players are ready to work on them.

- 1. Dribbling theme (22 Sessions)**
- 2. Passing, Control and Movement theme (16 Sessions)**
- 3. Shooting and Finishing theme (18 Sessions)**
- 4. Receiving and Turning theme (8 Sessions)**
- 5. Running with the ball theme (4 Sessions)**
- 7. Combination Movements theme (4 Sessions)**
- 8. Possession based Circle Training theme (3 Sessions)**
- 9. Defending theme (10 Sessions)**
- 10. Goalkeeper Training (3 Sessions)**

Start with some warm-up ideas

Warmups

Fast footwork, co-ordination and speed training

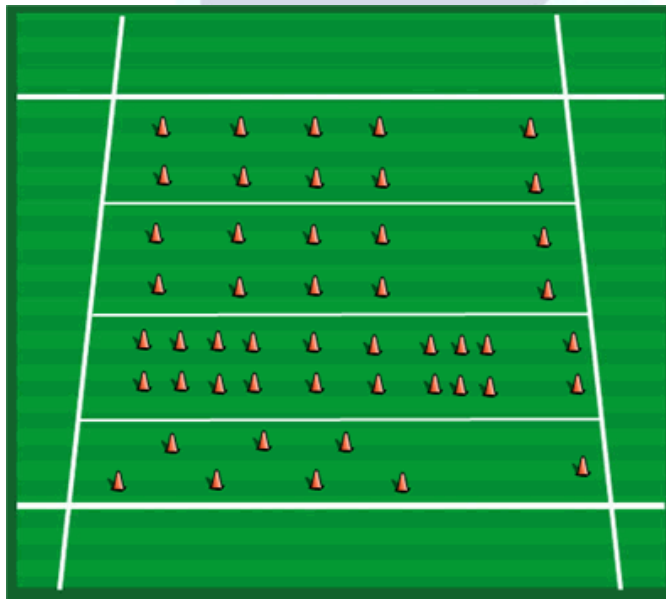
All training is specific to match play. Our work is based upon developing a balance between ball handling and functional running and sprinting in combination with jumping, stopping, and turning.

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.

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 twos.



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.

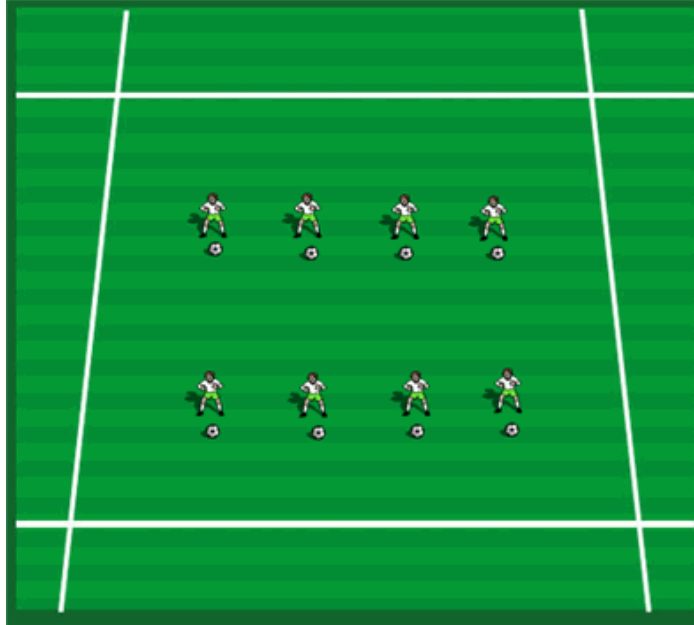
Checking and Dummying: Bouncing side to side in one movement, with feet wider apart, as fast as possible, throwing a dummy with the upper body, good for the dribbling movement dropping the shoulder one side and moving to the other side.

An introduction to improving touch on the ball.

Ball familiarity

1. Using different techniques to control the ball.

a) 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.



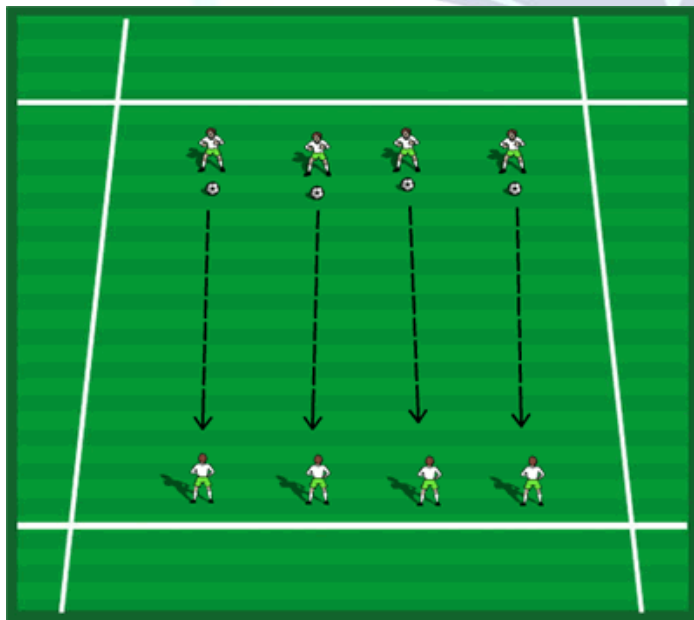
b) Using the inside and the outside of the feet and moving side to side.

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.

c) 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.

2. 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.

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



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

2. Ask the players to look to "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.

Awareness Training themes

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 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:

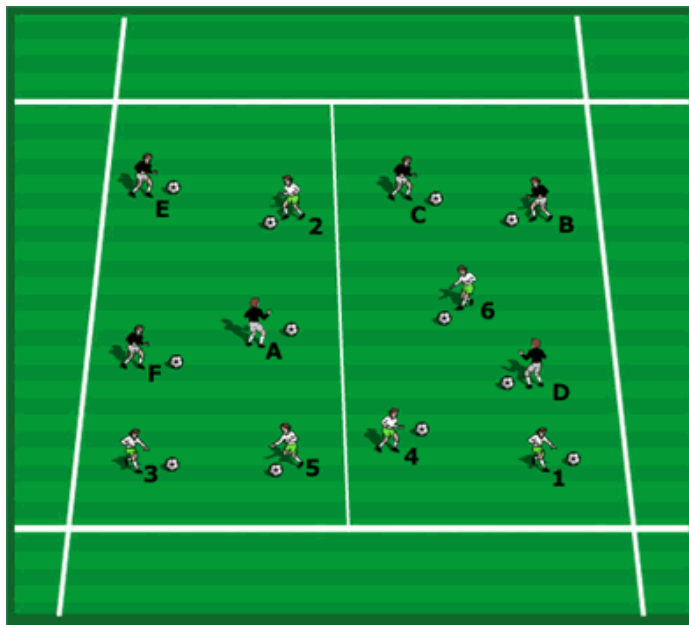
FOCUSING ON ONE TOUCH TRAINING TO DEVELOP THE MIND

START WITH 2 OR 3 TOUCHES ALLOWED.

FOR THE INDIVIDUAL RECEIVING PLAYER IT TEACHES:

- 1. Quicker Thinking**
- 2. Body and Foot Preparation**
- 3. Quicker Play**
- 4. Improved TECHNIQUE**
- 6. Limited Space Possession and Tight Situational Play**
- 7. Ball Mastery**
- 8. Fitness**
- 9. Time Management**
- 10. Identification of Players and Space**
- 11. On the Ground Patterns of Play**

SESSION 1: IMPROVING AWARENESS WITH A BALL EACH

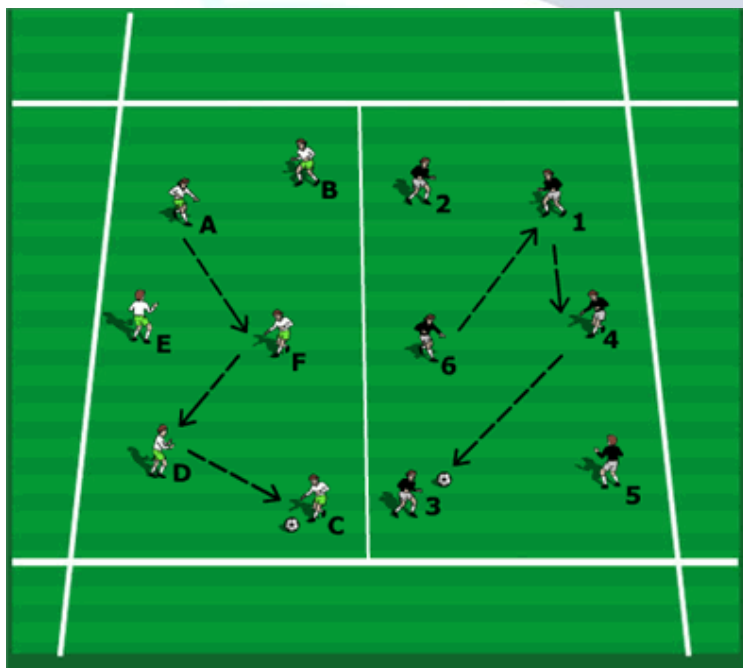


1. Moving around with the ball, staying in space. Stop and check positions. Check how spread-out players are, discuss the implications of being in possession of the ball in a game and making it hard for the opposition to mark you by using as much width and length as possible. Therefore, the players must use the spaces as effectively as possible.
2. 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.

3. 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.

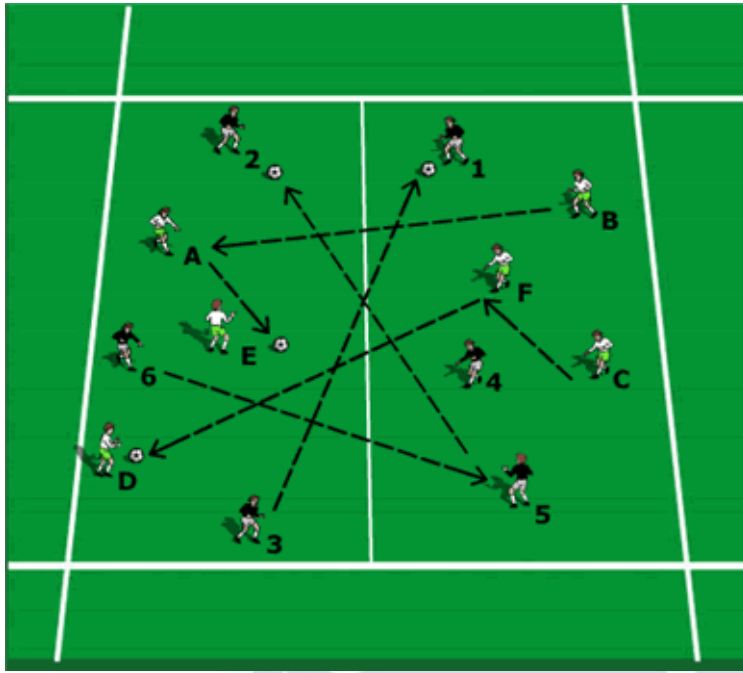
SESSION 2: IDENTIFYING LEVELS OF AWARENESS



1. 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.
2. 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 touches then 1 touch.
3. 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 have not looked ahead of the ball.

4. Observe which players cannot

do this and allow them 2 touches and more time and look to see how they improve with practice.



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

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

7. Have players begin to move around the area slowly to make 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.

IDENTIFYING LEVELS OF AWARENESS

1. Coaching Points

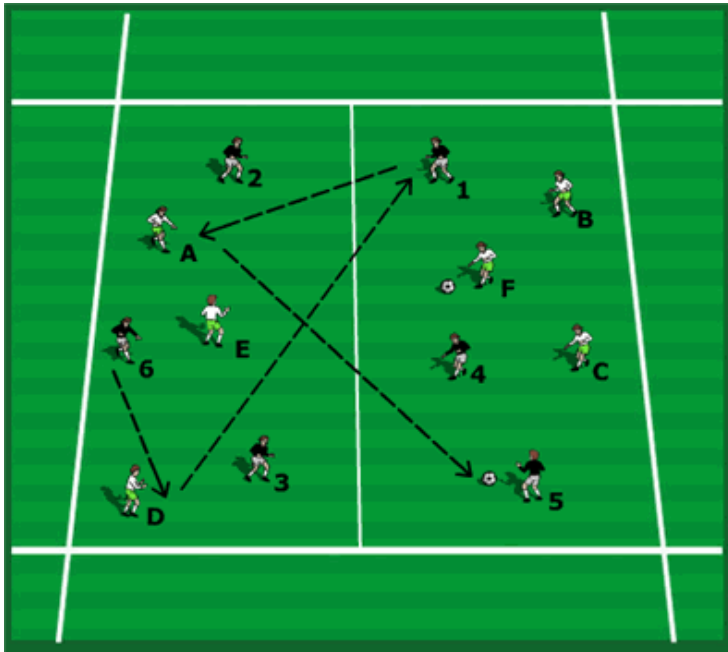
a) Looking around even if you do not receive the pass (always aware of others' positions, just in case) b) Looking before receiving the pass, knowing what to do next

c) Decision: When and where to pass

d) Quality of Pass (especially the pace of the pass in one touch passing)

e) Good support positions of players off the ball

2. 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.



1. 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.

2. Have the players 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.

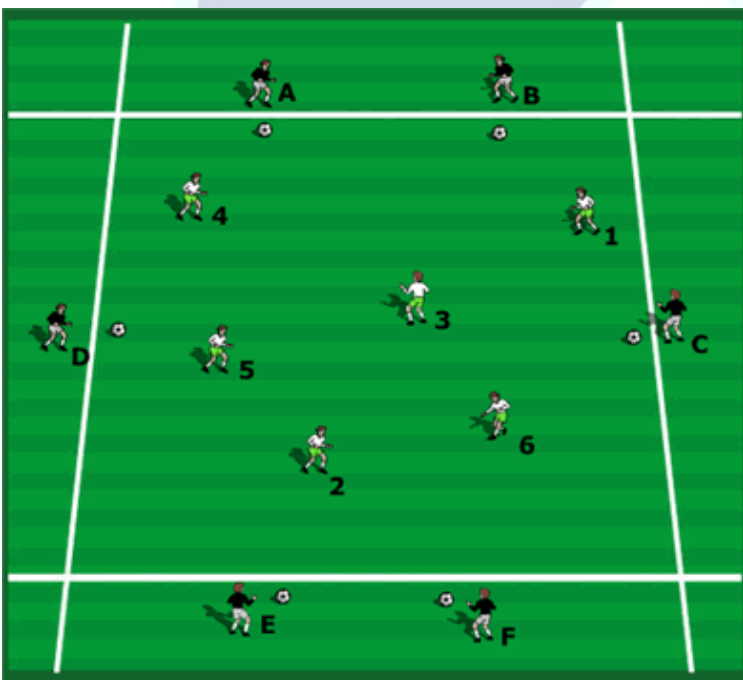
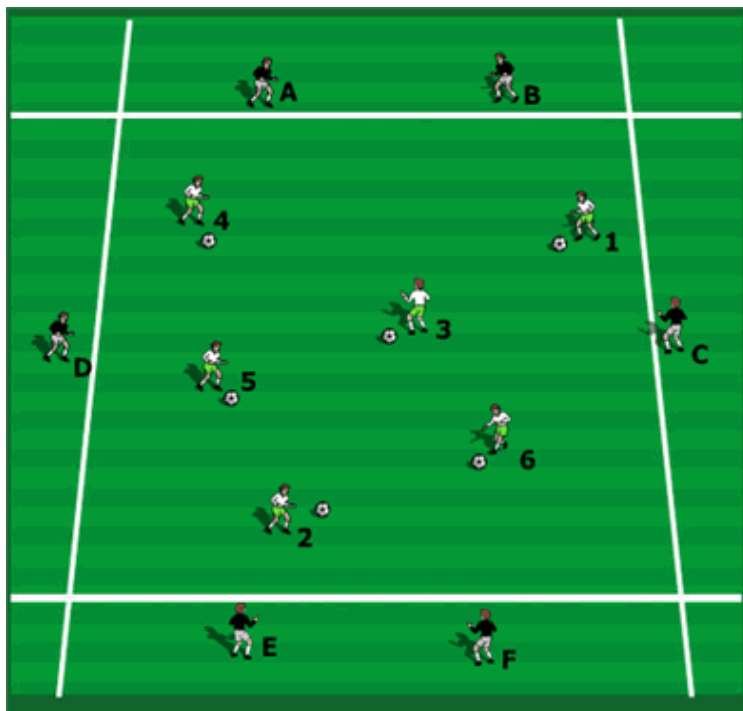
3. Technical / Tactical Design within the framework of the clinic is described below and this information will get you started.

4. As they become 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.

5. **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.

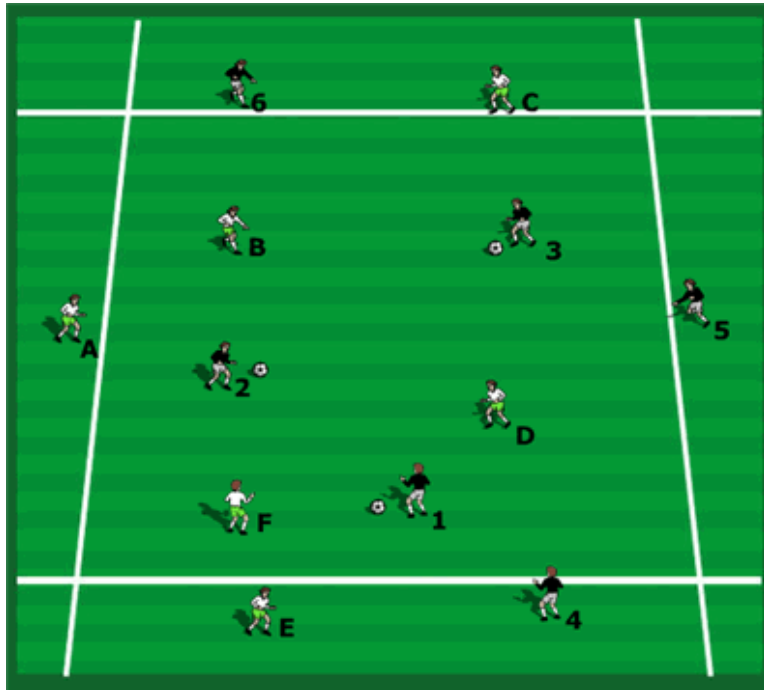
AWARENESS CHANGEOVER SESSION

1. The Inside team have a ball each, look to find a free outside team player and pass to them. An outside player brings the ball back in, inside player moves outside the zone waiting to receive a pass from someone else.
 2. Set up second touch with a good first touch. Awareness of who is free to pass to.
- Work on
- a) First touch of outside player
 - b) Decision making of inside player in terms of when and where to pass and technique (quality) of pass

3. The Coach can create conditions:

- a) Get a turn in or dribble before passing.
 - b) All in (many) touches, 3 then 2 touches.
 - c) Play 1- 2 with the inside player then go outside.
 - d) Do a crossover with an outside player rather than make a pass.
4. Inside the player passes to the outside player and closes quickly, simulating a defensive movement, the receiver must make a good first touch away from the pressure i.e. 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



1. Numbers teams can only pass to numbered players on the outside. The Letters team the same only passing to lettered players on the outside.
2. **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, turn, and move. The set-up of this ensures the players must receive, turn, and change direction to find a new player on the outside to pass to.
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 using the support players on the outside to make it a 6 v 3 when each team has possession of the ball.

SESSION 3: AWARENESS TRAINING EMPHASIZING QUICK DECISION MAKING (THE SKILL FACTOR) AND PERIPHERAL VISION DEVELOPMENT

THIS IS ESSENTIALLY TRAINING THE MIND FOR FAST DECISION MAKING

USE ONLY ADVANCED PLAYERS FOR THEIR AGE GROUP TO TRY THIS SESSION PLAN

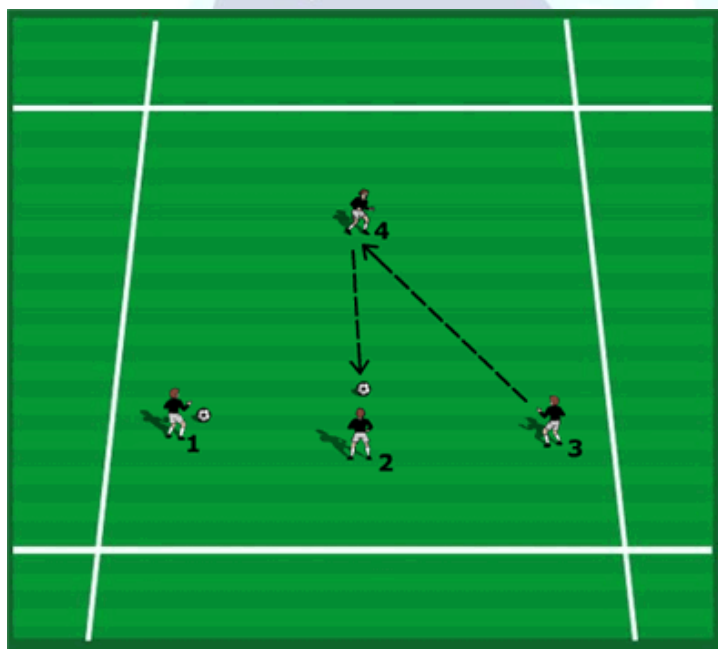
This is quite an easy way to develop; and be successful at; one touch passing and decision making (developing the SKILL FACTOR)

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

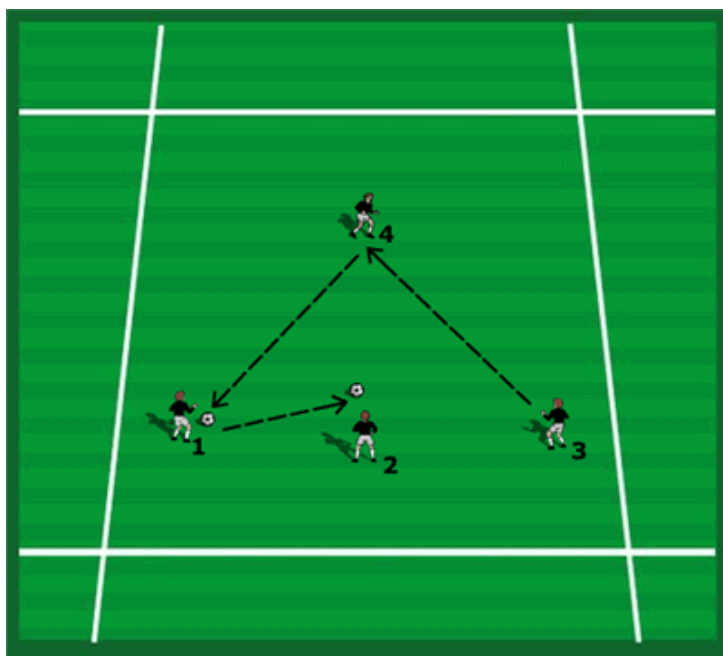
It helps develop peripheral vision (awareness) and stimulates quick reflexes making players **PROACTIVE AND NOT REACTIVE**

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

SPARE PLAYER PASSING



1. 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.
2. 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.
3. Speed up or slow down the practice as the ability of the player allows.
4. Allow three touches (control, touch or push, and pass) then two touches (control and pass) then one touch (pass).

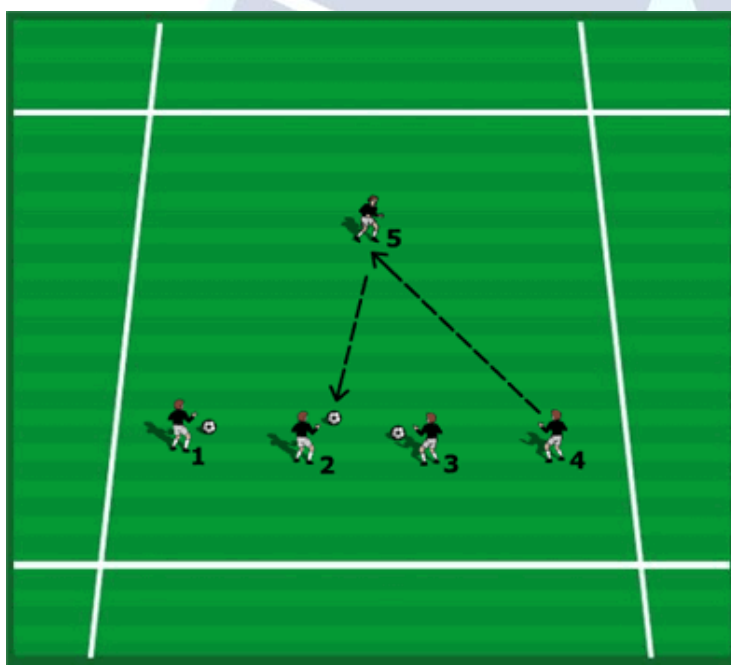


1. Increasing the difficulty. As player 3 passes to player 4, player 1 who has the other ball, passes to player 2.

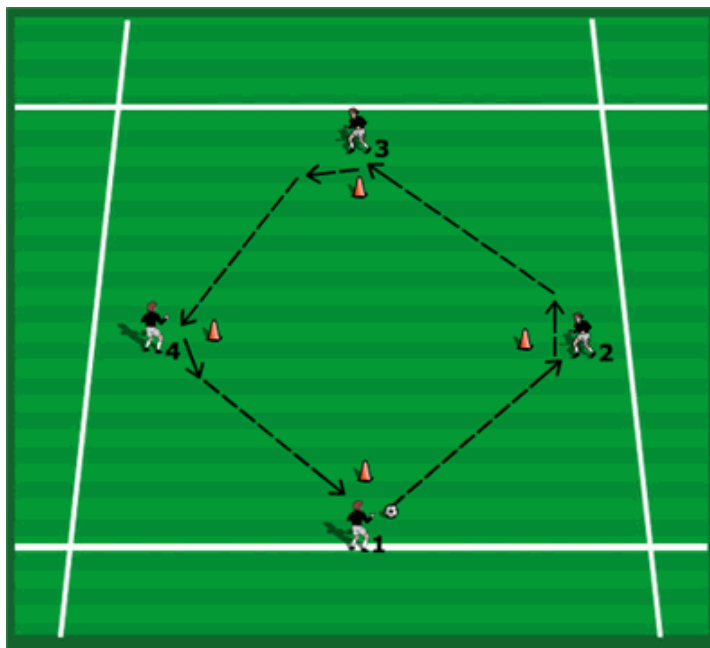
This means as the first ball is traveling to player 4, that player must identify the movement of the 2nd ball from player 1 to player 2 and thus pass the receiving ball to player 1.

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

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



1. Adding another player and another ball.



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

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

3. Reverse the direction so both feet are used.

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

5. 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.

6. 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 move the ball across the body with the first touch. Passer now passes to the left foot not the right foot.

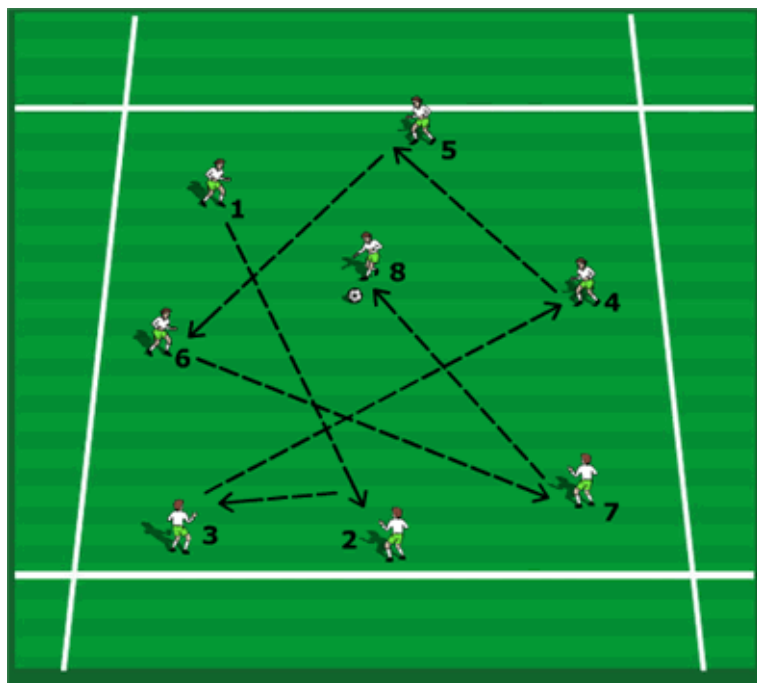
7. Compare the two.

8. **Develop:** Throw the ball to the next player who must 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 forward to keeping the ball close so the first touch must be accurate.

9. The same with a volley into space.

10. Use Different parts of the body.

SESSION 4: A NON-COMPETITIVE AWARENESS NUMBERS GAME: PASSING IN SEQUENCE



30 x 30

1. **Two Teams:** 6 Players and only 1 ball to begin. Players must pass in sequence, i.e., 1 pass 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.
2. 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.
3. Awareness of: where the player you receive from is and where the player you pass to is. Because of this player 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?).

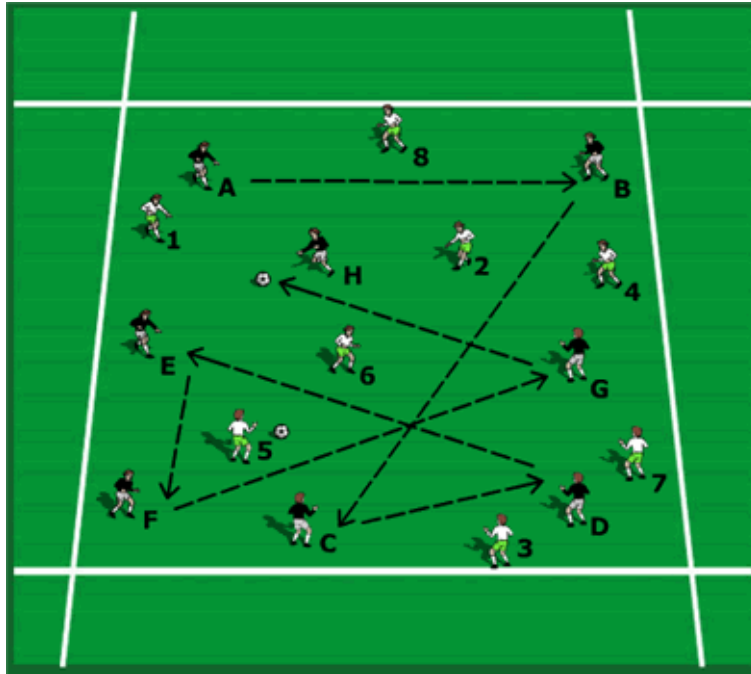
4. We are trying to create a situation where players are looking two moves ahead, not just one. For instance, as (1) is about to pass to (2), (3) should be looking to support (2) for the next pass already, looking two moves ahead before the ball leaves (1). At the same time (3) should be looking to see where (4) is.

5. Peripheral Vision Development results from this.

6. **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 arrives, so quick thinking is needed to make the correct decisions.

INTRODUCE ANOTHER TEAM TO THE SAME ZONE

e) 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:

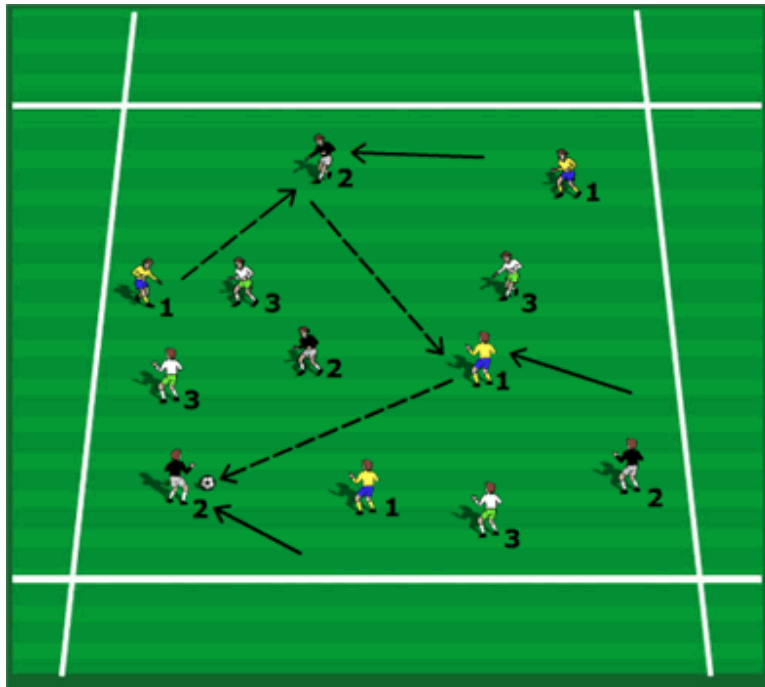
f) One and two touch condition to see who has good awareness. Try the one touch condition and insist they stay with it and see what happens and see who is good at it and who needs work.

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.

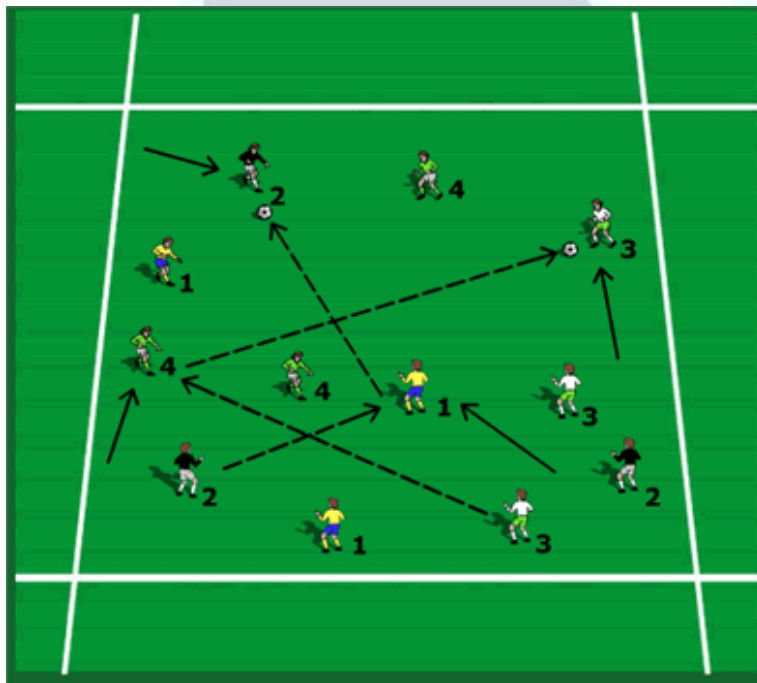
4. **Competitive**: One ball per team, have a player count the number of passes a "team" makes in each time.

SESSION 5: A COMPETITIVE NON - DIRECTIONAL THREE TEAM AWARENESS
POSSESSION GAME (4 v 4 v 4)



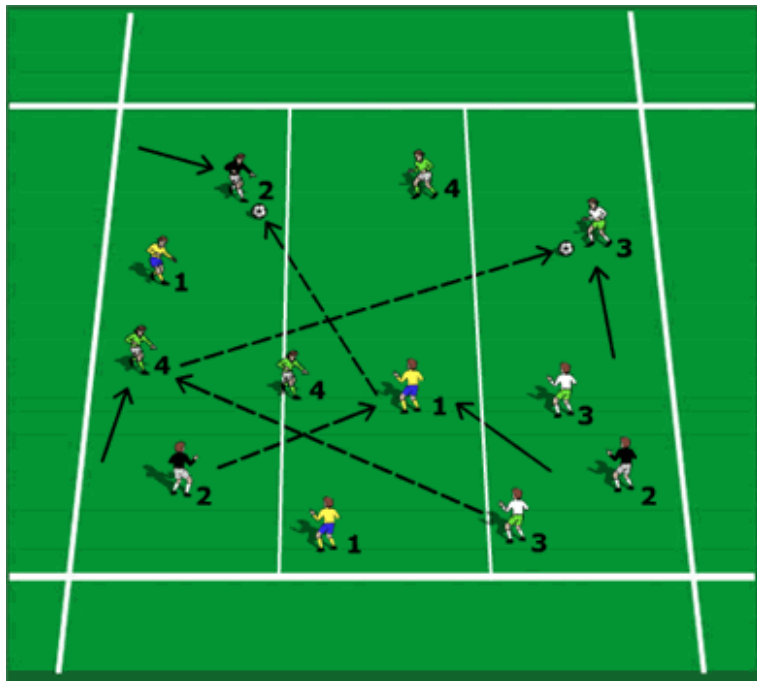
A NON-COMPETITIVE AWARENESS
NUMBERS GAME: PASSING IN
SEQUENCE TO BEGIN

1. 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 defender's 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.



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 pass 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. Players receive from the same person and pass 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.



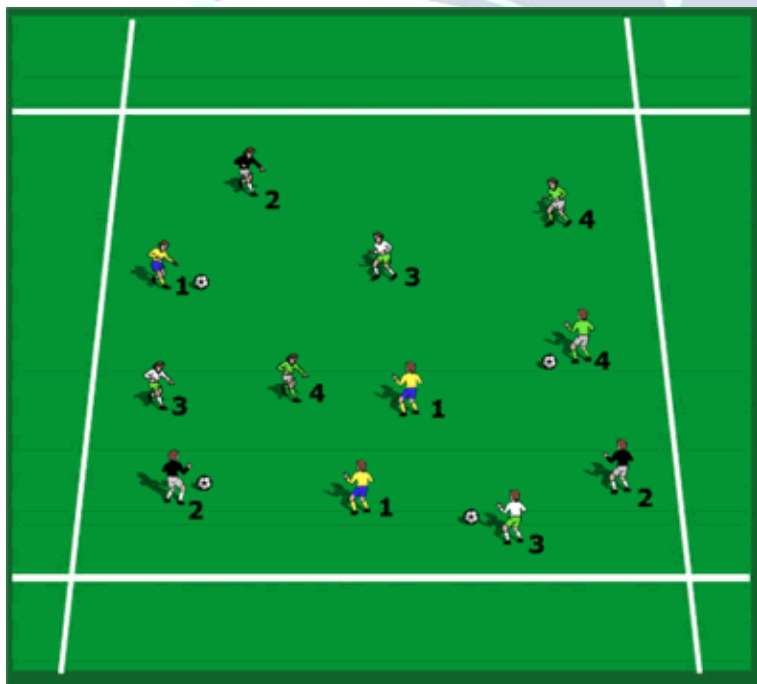
1. Ask players to make it difficult to find them by lots of movement off the ball to test their teammates' vision.

2. **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 thirds 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 short and vary the range and distance of the passes and the support.

3. 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.



1. **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.

2. Attacking players individually count the number of times they give the ball away as an indication to each one of them how well they can maintain possession under pressure.

3. Begin with players able to have as many touches as they like, then break it down to 3 touches, then 2 touches with one touch passing the aim if it is on to do so.

4. **Coaching Points:**

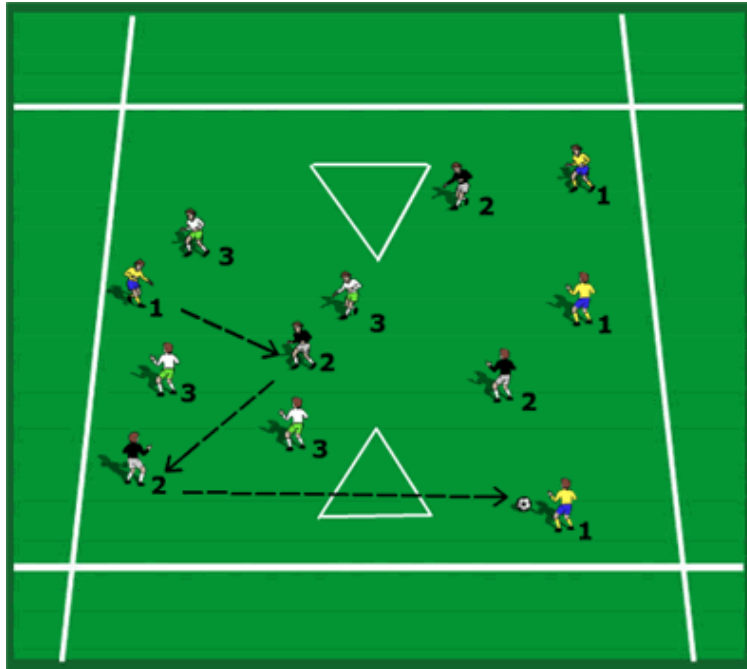
a) Open body stance to allow a yard or more extra space away from defenders by letting the ball

run across the body into preconceived space.

b) Looking before receiving to know in advance of the receiving pass; where the defending players are, where the space is, where teammates are free to receive a pass, how many options there are to move the ball on

c) Movement OFF the ball is a priority both to receive it and after passing it.

COMPETITIVE DIRECTIONAL THREE TEAM AWARENESS GAME INTRODUCING GOALS AS TARGETS



1. 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.

2. It is a more direct 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 penetrating passes.

3. 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”.

4. Ultimately reduce the game to two equal 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 can 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 possessions more effectively.

SESSION 6: PRACTICING BASIC PASSING AWARENESS IN THREE'S

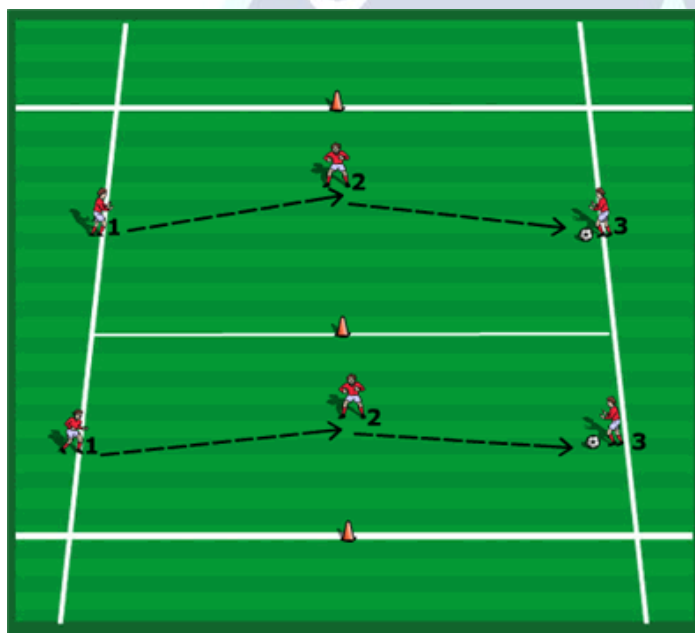
TEACHING AWARENESS IN THREE'S OR FOURS DEVELOPING MOVEMENTS OFF THE BALL TO RECEIVE

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, progression can be clearly judged, and the coach can move the players to 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 your shoulder before receiving (where you are passing to).
2. Body Stance – half turned (can see behind).
3. Support at an angle.



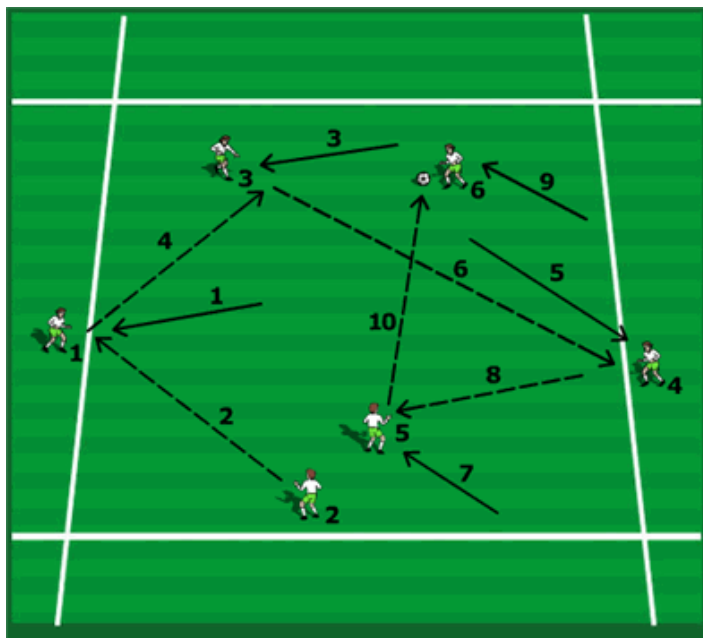
4. Save a touch – let weight of ball determine this- let it run across the body and move one touch.
5. **Develop** - Opposite player stays or closes the middle player down.
6. If closed, the middle player passes back to same.
7. If not closed, the middle player turns and passes to the opposite player.
1. 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 progression.
2. Look over your shoulder to see what's behind you, do this before receiving the ball, not after.

SESSION 7: 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:

- ❖ Players pass and move inside the playing area. After several passes ANY player may run out of the grid to receive a pass.
- ❖ Teammates must recognize this player early and attempt to complete a pass to this player.
- ❖ 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.

2. Player (A) runs outside the area (perhaps after several passes within the zone).
3. Player (B) on the ball sees the run and must pass to (A).
4. 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.
5. As (C) receives the pass, (D) makes a run out the area.
6. (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.

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”.

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.

Support play – angles, distance, and timing.

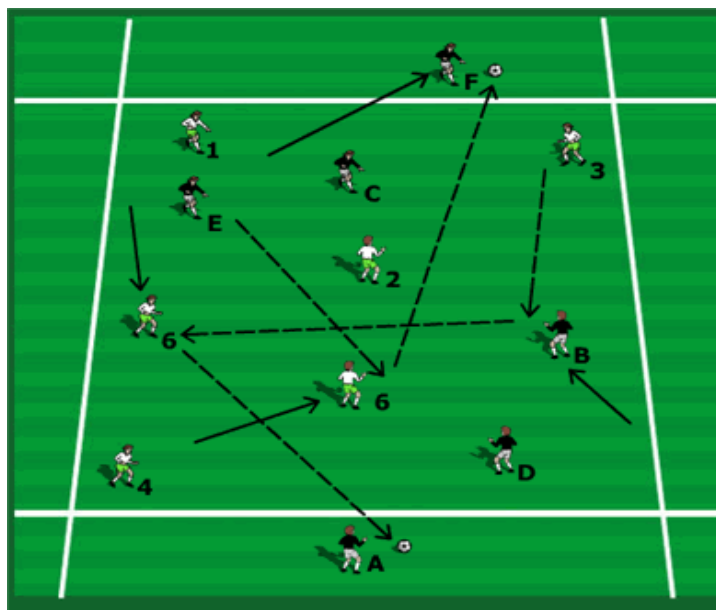
The coach can determine the tempo of the game, e.g. to avoid too many running out at the same time the coach can signal to an individual player to move out without the others knowing so only one at a time goes out.

More touches mean more reaction time needed and in a game situation this may mean the player

20

1. Here we have two teams playing in the same area, player (5) passes to player (3). Player (2) as the ball is traveling runs outside the area, player (3) must see this movement and make the next pass to that player. If (3) makes it with a one touch pass that is excellent as it shows, they have seen the run as the ball is arriving and made the quickest pass possible to get the ball to (2). Player (2) then brings the ball back into play and the passing sequences start again.
2. Likewise, player (E) on the other team passes to player (D), player (C) runs out of the area and the set up continue.

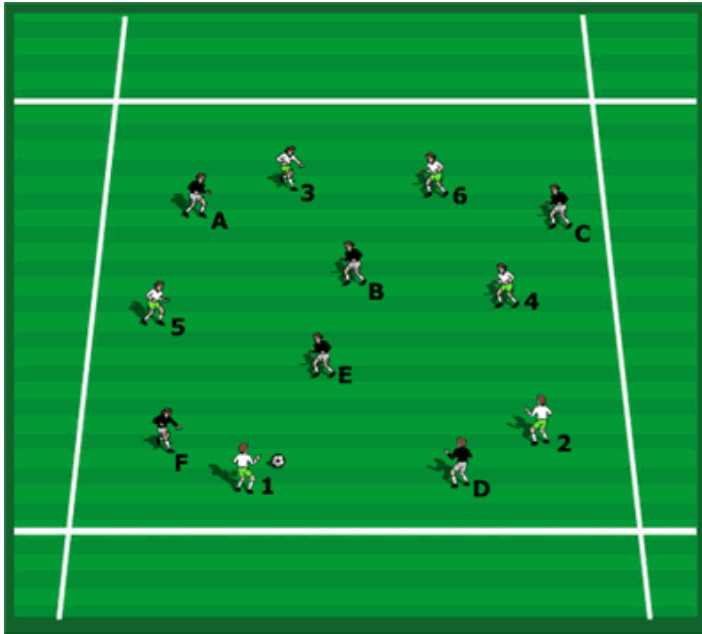
Progression: Passing to opposite colors so now a red player (numbers team) is looking to make a pass to a gray player (letters team) running out of the area and a gray player looking to make a pass to a red player running out of the area. This really sharpens up the awareness capabilities of the players. 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). 2. Likewise red (3) passes to grey (B) who spots the outside run by red (2) and passes to that player. 3. This is all designed to sharpen the



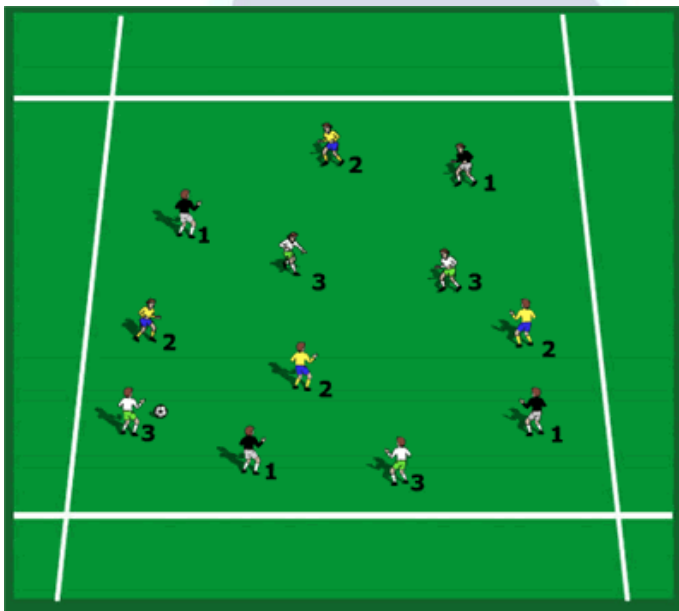
GAME SITUATION (WE WILL USE A 2 TEAM GAME HERE FOR THE EASE OF TRANSITION BUT AN OVERLOAD THREE TEAM GAME CAN OFTEN BE A BETTER PROGRESSION MOVING TO THE TWO TEAM GAME EVENTUALLY)

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.
4. **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.
5. 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 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.
6. 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.
7. You are looking for players to anticipate where (3) needs support and move into a position to help.
8. Other players need to move off the ball to get into open positions for the first pass or in anticipation of the next one.
9. You can also reward a one-touch pass with a goal to encourage quick play.

GAME SITUATION



receives a pass successfully that cancels out two giveaways. Defending players can't track them outside the area.



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 one.

10. Finally equal number teams but with the same rules.

1. Three team games, 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.

2. Count how many occasions the combined teams give the ball away in a set period. Have each team be the defending team.

3. 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).

4. Develop: Include running out of the area in the game and if a player does this and

5. 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 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.

6. Numbers and letters team work together. It is an 8 v 4 overload.

7. (2) Makes a run out of the area, (A) sees the run and passes. (2) Brings the ball back in and the game continues.

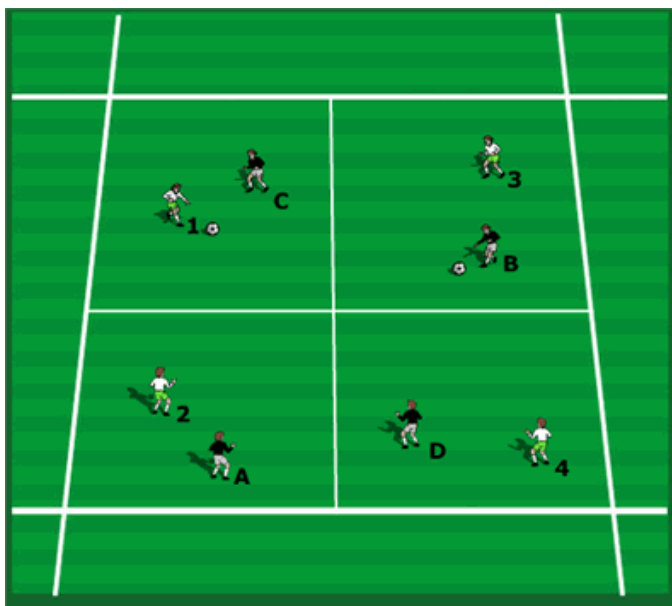
8. You are looking for players to anticipate where (2) needs support and move into position to help.

9. 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

SESSION 8: 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

1. A player must be in each zone so as one moves in, one moves out ensuring movement on and off the ball. Players pass then move, move with the ball, or just move off the ball.

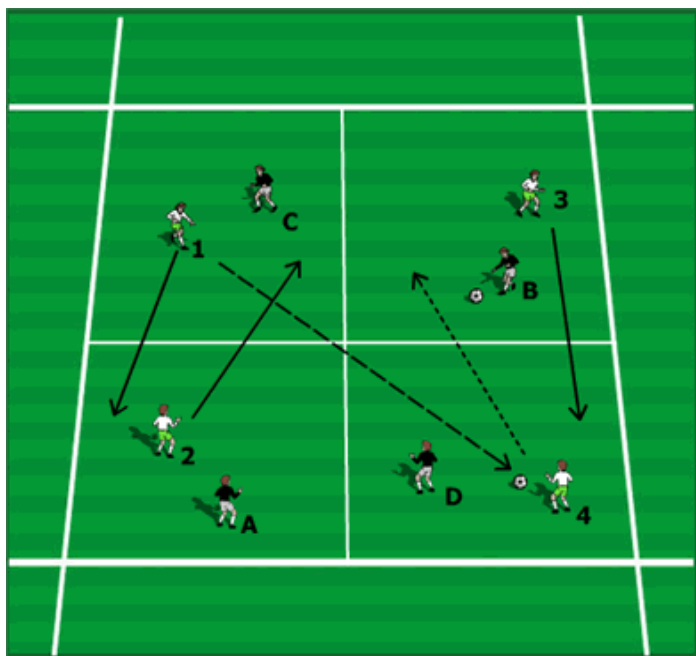
2. In the diagram below (1) passes to (4) who runs with the ball into another zone. These forces (3) to change zones. (2) Moves up a zone forcing (1) to move down to keep the balance between all four zones.

3. 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 to appreciate 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.

4. Coaching Points:

- a) Quality Passing (accuracy, pace, and timing).
- b) Support Positioning: Movement off the ball after passing and to get in position to receive
- c) Observation and identification: of where space and teammates are to pass to or receive from or to move into space to help the player on the ball pass to another player.



1. This is a six-zone game with more potential movement from the players due to more choices of area to move into. Observation must be sharp here.
2. Below, 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.
3. **Competitive:** Have each player count the number of passes they make each time. Obviously moving the ball one touch will make it faster.
4. **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 always be in their thoughts, as that is the Condition / Theme (zone transfer).