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# SKILLS CENTRE MANUAL



# SKILLS CENTRE

*Thanks to our continued support from McDonald's New Zealand, presented in the following document is a Skill Acquisition programme which coaches can follow in order to develop the technical expertise and decision-making skills of junior players aged 9 – 12.*

*The content provided will help support a high quality, enjoyable environment for coaches and players in Junior Football and Futsal.*

*The McDonald's Skills Centre is designed to be used for both futsal and football skill centres, where the skills learnt in either format of the game are transferable between one another. When using this manual, some training sessions have futsal imagery or football imagery however, these sessions are designed to be used for both futsal and football.*

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# PURPOSE & OBJECTIVES

## WHAT ARE McDONALD'S SKILLS CENTRES AIMING TO ACHIEVE?

The McDonald's Skills Centre provide an aligned, co-ordinated approach to junior players, aged 9-12 years, wishing to access another high quality, enjoyable football and/or futsal experience that enhances skill development.

### OBJECTIVE 1

Support player development  
for football and futsal  
players aged 9-12

### OBJECTIVE 2

Provide clear practice guidelines  
for coaches of football and futsal  
players aged 9-12

### OBJECTIVE 3

Deliver a high quality,  
enjoyable football and futsal  
experience



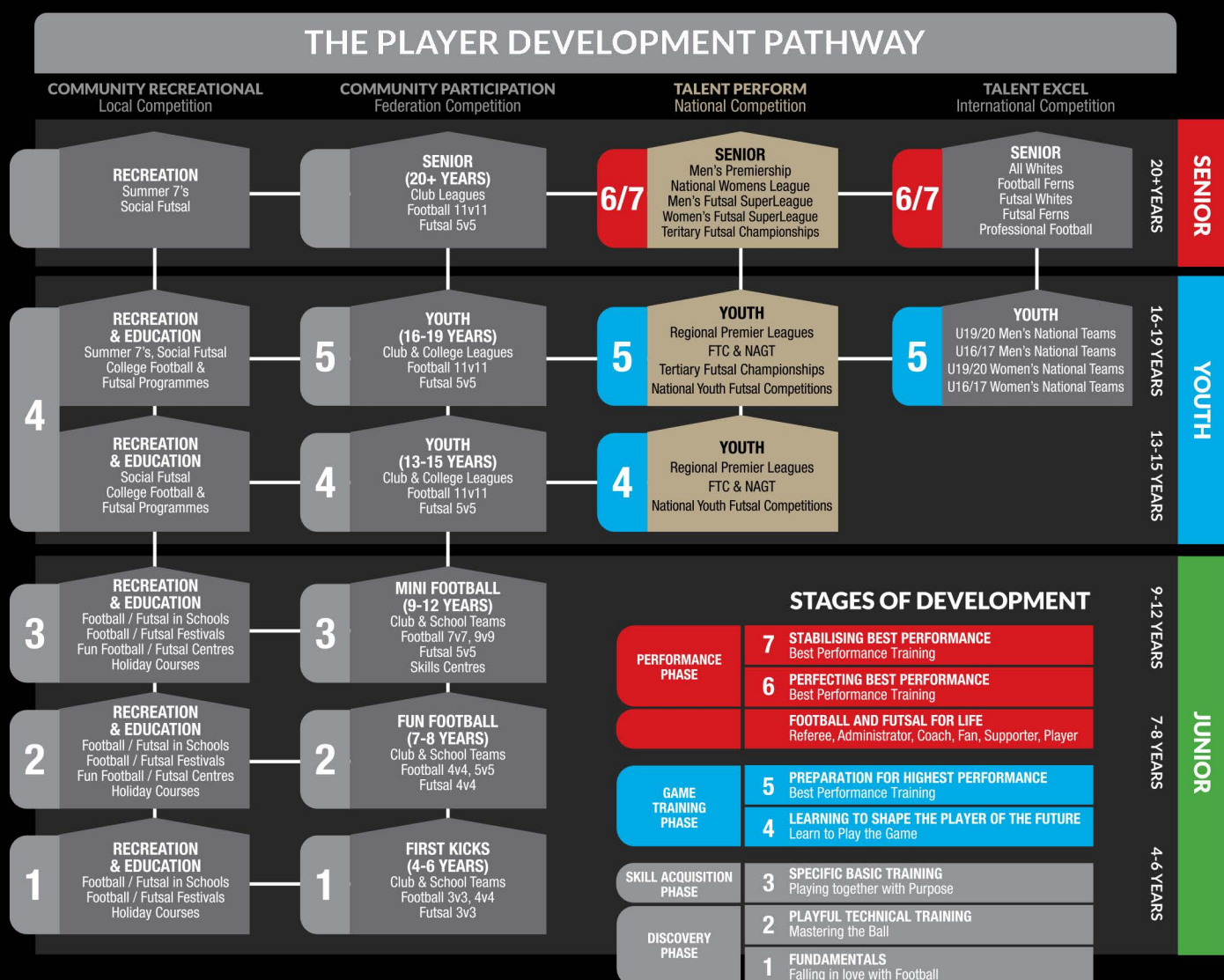
# WHAT ARE McDONALD'S SKILLS CENTRES?

## NZF PLAYER PATHWAY

Regardless of motivation or ability levels, players should enjoy a high-quality experience at all stages. The NZ Football Player Development Framework aims to meet the needs of all players, while ensuring they can move across the spectrum from community

recreational football and futsal right through to the talented perform pathway.

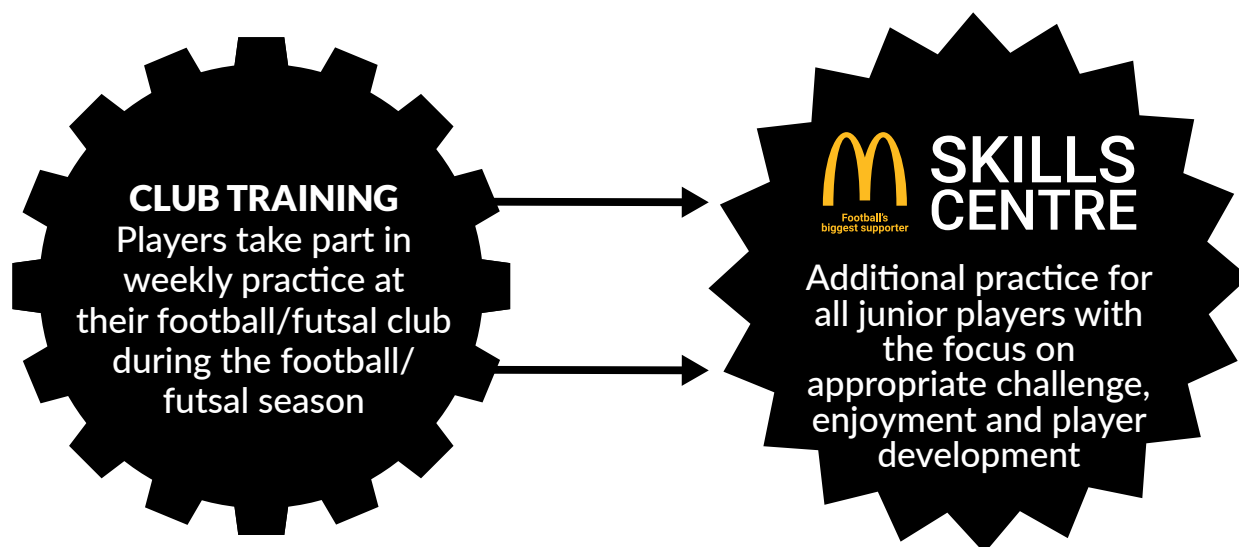
The Junior Framework offers programmes across two pathways in order to cater for the stages of player development.



# McDONALD'S SKILLS CENTRE DELIVERY METHODS

## ENSURING ALL PLAYERS HAVE THE CHANCE TO FURTHER DEVELOP THEIR GAME

New Zealand Football want to offer additional coaching support for all players aged 9-12 years, regardless of their stage of development. If a player has the motivation to learn and be challenged, additional avenues should be made available to foster that development.



During the Skill Acquisition Phase, 2-3 sessions of 60-75 minutes plus a game is a recommended maximum weekly workload. It is important that players do not play more than this in an organised environment in order to minimise their risk of overuse injuries,

safeguarding their long term ability to be involved in sport. Therefore coaches, parents and players will need to communicate and monitor playing time, working together in the best interests of the player. Diverse sporting experiences for young people help develop transferable skills, greater creativity and better decision-making capabilities.





## McDONALD'S SKILLS CENTRE

McDonald's Skills Centres are available to all junior players who wish to access additional training and further develop their ability. Based at a registered Whole of Football Club, Federation or Hub, McDonald's Skills Centres offer additional sessions

within a familiar environment. The quality of provision will increase the opportunity for skill development. The sessions will focus on learning in an enjoyable environment, and will require enthusiasm and focus from players involved.

### Skills Centre Model 1

Hosted by  
a **SINGLE**  
**CLUB**

- Skills Centre is delivered at a registered Whole of Football Club
- Club administers the Skills Centre Programme
- If players from external clubs attend this Skills Centre, a signed MOU is required between the respective clubs and the Federation.
- Any player attending this McDonald's Skills Centre for 2 or more consecutive years will be counted as a homegrown player for the host club
- Appraised by a Federation Staff Member

### Skills Centre Model 2

**CLUB**  
**A**

Delivered in  
Partnership

**CLUB**  
**B**

- Skills Centre is delivered by two or more Whole of Football registered clubs
- Clubs and Federation sign an MOU for partnership delivery of the McDonald's Skills Centre
- Clubs appoint a Skills Centre lead to ensure all criteria of the Skills Centre are met
- Players register for the Skills Centre through their own club.
- Any player attending this Skills Centre can only be counted as a member of the club they register for, and will not count towards homegrown status for other clubs in the MOU agreement.
- Appraised by a Federation Staff Member

### Skills Centre Model 3

Hosted by the  
**FEDERATION**

- Skills Centre is delivered at a NZF Federation
- Federation administers the Skills Centre Programme
- Players register for the Skills Centre through the Federations Skills Centre Programme
- Federation appoints a Skills Centre lead to ensure all criteria of the Skills Centre are met.
- Players do not gain any homegrown status through the Federation run McDonald's Skills Centre
- All Skills Centre criteria applies.
- Appraised by a NZF Staff Member

## McDONALD'S SKILLS CENTRE CRITERIA / CLUB CRITERIA / HUB BASES / FUTSAL CRITERIA

<b>Age Groups Offered</b>	At least two age groups offered (9/10 years & 11/12 years)
<b>Number of Player Contacts</b>	Minimum of 1 / maximum of 2 sessions per week
<b>Programme Duration</b>	Minimum 16 weeks annually / Maximum 24 weeks annually
<b>Minimum Player Registration</b>	8 weeks
<b>Player to Coach Ratio</b>	Maximum of 12:1
<b>Minimum Number of Players</b>	Minimum of 8 players per age-group (9 & 10, 11&12)
<b>Coach Qualification</b>	Minimum of one 'lead' Coach with a Junior Level 3 award and one 'support' Coach with a Junior Level 2 award - per 24 players
<b>Coach Qualification</b>	Minimum of 1 Emergency First Aid certified person per hub
<b>Player Entry</b>	Open to all
<b>Maximum Cost per Session</b>	\$10 per session
<b>Session Duration</b>	Minimum 60 mins / Maximum 75 mins
<b>Curriculum Delivered</b>	McDonald's Skills Centre Curriculum or approved equivalent
<b>Player Feedback Meetings</b>	Minimum of 2 meetings annually
<b>Agreed Support Visits</b>	Minimum of 3 visits annually
<b>Area Required</b>	60x40m
<b>Club Link</b>	Must be based at a registered WOF Club or Federation
<b>Standards of Provision</b>	McDonald's Skills Centre criteria met (Appendix 1)
<b>Game Day Festivals Offered</b>	Minimum 4 festivals per year. Festivals can replace existing trainings or game days
<b>Police Checked</b>	All coaches are police vetted

\*Clubs running NZF Skill Centres that involve players from local clubs must have a signed MOU with the respective clubs and Federation.

\*\*Clubs running Skill Centres in partnership, must have a signed MOU between the respective clubs and Federation

## TYPES OF SKILLS CENTRE PROGRAMMES







## GIRLS SKILLS CENTRE

The Girls Skills Centre Programme focuses on meeting the unique developmental needs of the 9-12 year old female player through a consistent and coordinated approach. A Girls Skills Centre helps reduce barriers for players that have a desire to continue their development within a female only environment and will help encourage more girls participating in Skills Centre Programmes nationally. Each individual player has the choice to participate in either a Girls or mixed Skill Centre Programme, depending on their own individual preference.

The Girls Skills Centre Programme has a holistic female centric focus across the four corners: which provides players with age-appropriate development with a focus on fun and enjoyment and helping them to continue to fall in love with football or futsal. The Girls Skills Centre Programme provides a female specific culture to facilitate an environment which encouraging more females to participate in futsal or football. New Zealand Football hopes Girls Skills Centre Programmes will also encourage more females to coach in the

skill centre environment to facilitate a culture that attracts more female players through a female-friendly environment.

The Girls Skills Centre Programme aims to reduce the barriers to females participating in Skills Centre Programmes, through:

- All-female environments allowing young girls to be themselves in an environment they feel safe and comfortable within
- Continuing to improve their core skills which will improve their confidence in their football/futsal
- An environment allowing girls to try new things and learn through making mistakes
- Providing more opportunities for female coaches that will help create role models for female players
- Helping young girls to see confidence, leadership and accomplishment in other women
- Helping young girls to be empowered to be positive role models for one another

# GUIDING PRINCIPLES

## PROVIDING A PLATFORM FOR PLAYER DEVELOPMENT

The guidance provided is focused on producing players who are able to play the game in the “NZF Way”, stated in our Playing Style Statement. The NZF Playing Style Statement encompasses the key philosophical elements that have been influenced by the research into modern trends in football.

**“A proactive, effective, controlled and incisive possession based style of attacking play using individual and combination play to create and score goals.**

**Underpinned by a quick transition mentality and defending through aggressive collective, intelligent pressing.**

**The point of difference is our superior team culture and traditional Kiwi strengths combined with astute tactical cohesion.”**

NZF recognise that we need to develop our futsal/ footballers as players as well as people, and that the focus of training should cover all areas of the 4 corner model. The Technical, Tactical, Mental and Physical components are distinguishable but not separable. They are developed in an appropriate environment where age appropriate values create a culture that promotes learning and enjoyment.



The following principles ensure the appropriate training environment for holistic player development in McDonald's Skills Centre:

### 1. Training that looks like the game

- Involve all four moments (Attacking, Defending and transitions)
- Scenarios that players will face in the game
- Challenging, non-isolated and exciting practices
- Incorporate interference to ensure game realism.
- Involve the PDE Chain of Learning; (P) **PERCEIVING** the problem, making a (D) **DECISION** based on options identified, and (E) **EXECUTE** the decision made

### 2. Lots of time on the ball

- Opportunities for players to develop their game related skills and master the ball
- Opportunities for players to develop skills that relate to playing with team mates
- Covering all areas of the 4 Corners Model

### 3. An enjoyable learning environment

- Practices that are enjoyable, stimulating and interesting for players
- Coaches that encourage players to focus on skill development instead of immediate outcomes (e.g winning)
- Players take part in “Task Based” exercises where mistakes are embraced as key learning opportunities

### 4. Players are fully engaged in training

- Practices that maximise the opportunity of physical and mental development
- Activities and questions provided to players upon arrival
- Utilising drinks breaks to ensure that players are constantly challenged and learning



## 5. Effective Feedback for players

- Understanding that players will have accelerations and decelerations in their development
- Coaches providing informed feedback that is relevant to the task being performed and the overall objective of the practice
- Players are instilled with a “Growth Mindset”
- Coaches providing feedback based upon player effort, rather than the outcome only

## PRINCIPLES

1 TRAINING THAT LOOKS LIKE THE GAME

2 LOTS OF TIME ON THE BALL

3 AN ENJOYABLE LEARNING ENVIRONMENT

4 PLAYERS ARE FULLY ENGAGED IN TRAINING

5 EFFECTIVE FEEDBACK FOR PLAYERS

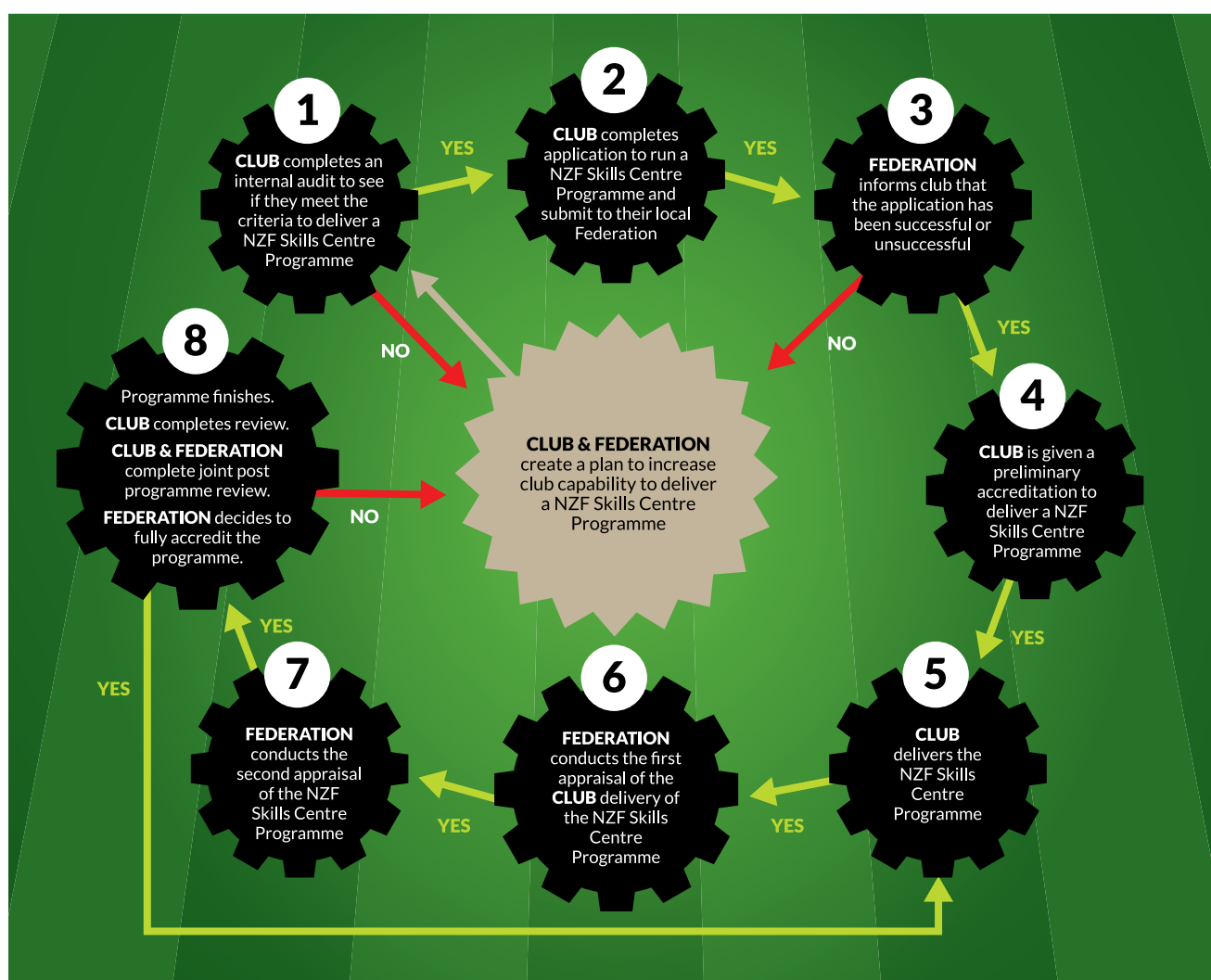


# HOW TO SET UP A McDONALD'S SKILLS CENTRE

## A CLEAR PROCESS TO PLAN, DELIVER AND REVIEW

McDonald's Skills Centres are accredited and developed by NZ Football. The regional Member Federations throughout New Zealand are responsible for identifying and supporting the delivery of McDonald's Skills Centres. The model of setting up a McDonald's Skills Centre is outlined in the diagram below.

To cover all aspects of the programme, including financial obligations, a contract is signed between the football club or clubs, Federation and NZF for any club based Skills Centres. For instances where a Skills Centre is delivered by the Federation, a contract is signed between the Federation and NZF.





# CHARACTERISTICS OF JUNIOR PLAYERS

## THE GOLDEN AGE OF LEARNING

The Skill Acquisition Phase is important in a player's development as players are well balanced, coordinated and adaptive to learning football/futsal

skills. This is the 'Golden Age' of learning. In no other phase of life will motor learning happen faster. Therefore the Skill Acquisition Phase is the optimal time to focus on developing football/futsal skills that relate to the game.



### CHARACTERISTICS AT THIS AGE INCLUDE:

Well balanced and co-ordinated and adaptive to learning motor skills

Players are becoming interested to learn and apply the relevant skills required in the game

Capable of and enjoy problem solving and challenges

Very active, energetic and motivated

Start to become more aware of and recognise the value of others

Sensitive to criticism and failure

Competitive and enjoy being challenged

Mentally ready for a more structured approach to training



# THE ROLE OF A McDONALD'S SKILLS CENTRE COACH

## CREATING THE OPTIMUM LEARNING ENVIRONMENT

Creating the optimum learning and fun environment, whilst being aware of the issues that may arise out the four corner model, will ensure young players have the best possible chance progressing in the game. To work effectively with young players, coaches must combine the knowledge of the game with an understanding of what it's like to be young. For example, a coach of 9 year olds may have lots of knowledge of the game but if they don't know what motivates and enthuses

young players, and the different ways in which to communicate with them, less learning may take place.

The guiding McDonald's Skills Centre Principles should be at the forefront of the coach's mind. It is important that coaches familiarise themselves with the principles in order to design and deliver in the appropriate manner.

When coaching players in McDonald's Skills Centres, coaches can apply the following to work effectively:



## **DESIGNING RELEVANT TRAINING SESSIONS THAT:**

- look like the game and focus on one of the Core Skills
- involve lots of opportunities for practice of PDE (Perception, Decision Making & Execution)
- involve the players at all times, including on arrival and at drinks breaks
- provide appropriate challenges for players, with an option to step the challenge up or down
- provide tasks for the players involved, provide them with something to attempt to achieve
- are well organised, allowing quick transitions from one practice to the next
- have outcomes for individual players as well as the group as a whole

## **CREATING A POSITIVE LEARNING ENVIRONMENT THAT:**

- is player centred, with the focus on ensuring that they have the opportunity to develop
- is enjoyable for players to be part of, through fun games and appropriate challenges
- creates an intrinsic motivation in players, where they want to develop their ability and take ownership of the process
- showcases leadership and integrity as a positive characteristics to uphold
- encourages players to try new things and be creative
- recognises mistakes as a key part of the learning process and does not punish them

## **PROVIDING PLAYER FEEDBACK THAT:**

- is based upon the specific tasks that they have been asked to do
- focuses on the effort of players, as well as the outcome of the task performed
- is delivered in the appropriate manner that suits the player's needs
- is provided in different formats such as conversation before / after training, during the session or at player meetings
- is concise using words and pictures that players understand
- is related to the NZF playing philosophy
- is recorded by the coach and built upon in future training sessions, allowing the player to construct knowledge



# McDONALD'S SKILLS CENTRE CURRICULUM

## CREATING THE PLAYER OF THE FUTURE

It is important to encourage the development of a range of skills, creativity and decision-making, in junior players. This foundation of practice completed at the 9-12 year age groups should give them the ability and confidence to play in line with NZF's philosophy as they move into the NZF Youth Framework.

The curriculum is built on the four moments of the game but an emphasis on attacking and defending.

It is based on 4 Core Skills when attacking, 4 Core Skills when defending and 2 constants that occur throughout the game:





## ATTACKING 'CORE' SKILLS

- Striking the ball - This includes all forms of striking the ball such as short/ long passing; shooting and crossing
- Receiving the Ball - Controlling the ball with all allowed body parts
- 1 v 1 - All moves, feints and accelerations to get past and away from an opponent
- Travelling with the ball - At speed (with a lot of space) or 'dribbling' (in tight areas), this includes techniques for protecting the ball and changing direction.

## DEFENDING 'CORE' SKILLS

- Pressing – closing the opponent and pressuring the ball
- Marking – staying close to the opponent and limiting their time and space
- Intercepting – reading the game and stealing the ball
- Tackling – contesting the ball

## 2 CONSTANTS

- Positioning – off ball movement to find or create space
- Communication – giving and recognising verbal and non verbal cues

GK Core Skills can be found in the McDonald's Skills Centre GK document, along with guiding principles and appropriate curriculum.

# MCDONALD'S SKILLS CENTRE CURRICULUM *cont...*

## STRUCTURING PRACTICE

McDonald's Skills Centre sessions are designed so that all core skills will be evident. However the coaching will provide an emphasis on one of them, from when the player arrives to when they leave. This will result in well-rounded skill development, whilst

ensuring that players gain an understanding of each core skill. McDonald's Skills Centres are structured to maximise time spent with the players as well as providing appropriate challenges at the relevant time:

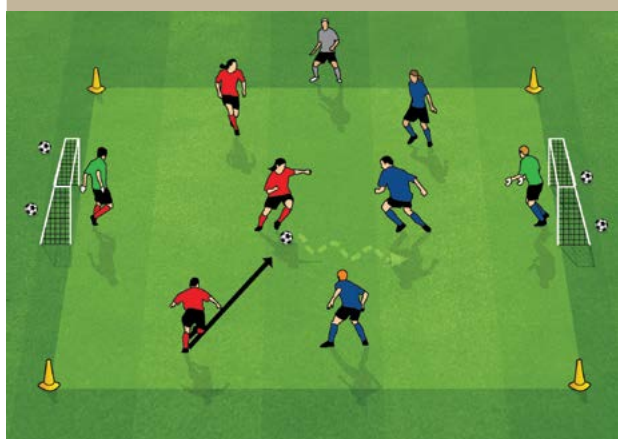
### SKILL ARRIVAL

**DURATION: 5-10 MINUTES**

An arrival game for players to take part in as soon as they arrive to training, especially if they are early. The emphasis is placed upon immediately being involved in a creative "play" environment.

- Skill Arrival activities will be small sided games (no more than 3v3) with no conditions.
- The players are encouraged to play as soon as they arrive, and make adjustments to the teams / pitches as more players get to training
- The coach finishes setting up the training session, then observes to see the ability / attitude levels of players. This is important to ensure that the challenge set at training is at the appropriate level.

**Coach Observes : Players Play**



*Skill Arrival Example*

### SKILL INTRODUCTION

**DURATION: 10 - 15 MINUTES**

This is the warm-up as well as an introduction to the designated Core Skill for this session. These ball related activities should:

- Involve an element of interference, ensuring that decision-making takes place.
- Coaches are to encourage, enthuse and ensure that all players are partaking. It is also an opportunity to observe playing levels of the Core Skill.
- Coaches incorporate 11+ Kids warm up activities throughout the Skill Introduction and take advantage of natural breaks such as changing player roles

**Coach Influences : Players Play**



*Skill Introduction Example*



## SKILL TRAINING

**DURATION: 20-25 MINUTES**

This is the part of the session where conscious teaching and learning of the designated Core Skill takes place.

- Lots of repetition in game realistic scenarios
- Task-based coaching
- Effective, relevant feedback
- Use of questioning (ask players 'why did you choose that option?', 'where do you think there might be more space?', etc)

**Coach Teaches : Players Learn**



*Skill Training Example*

## SKILL GAME

**DURATION: 20 - 30 MINUTES**

A game where as much as possible all the elements of the real game are present but organised in a way that the designated Core Skill has to be used regularly.

- Skill games are preferably small sided games to stimulate the number of repetitions/touches!
- The players play, the coach observes if learning has taken place.

It is also advisable to 'wrap-up' the session at the end, summarising the main points of the session to enhance learning.

**Coach Assesses & Teaches : Players Play**



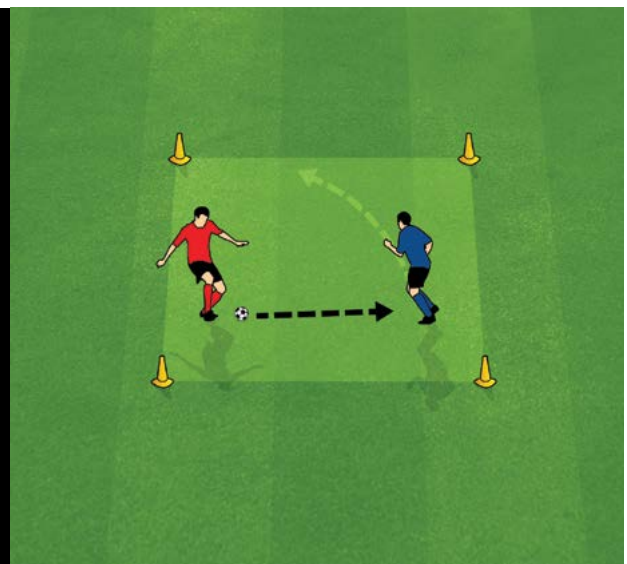
*Skill Game Example*

## HOME PLAY

A fun activity, based on a Core Skill, for players to take part in at home in the back garden, at school or in the park with friends.

- Home play activities are individual or small group activities played in a smaller area
- The players practice as much as they wish to, and the coach may ask players to show what they have learnt during the next practice. This is key to instilling an intrinsic motivation in players to develop ability and also provides many more practice hours.

**Players Play**



*Home Play Example*



## 11+ KIDS

# 11+ KIDS

## A PROGRAMME TO IMPROVE FUNDAMENTAL MOVEMENT SKILLS FOR FOOTBALL PERFORMANCE

11+ Kids provides fun activities that can be used alongside skill introduction. Various levels of each activity are available so that it is appropriate for the child's age and stage of development.

**The 11+ Kids programme helps a child's development by:**

- Improving coordination and balance
- Strengthen the leg and core muscles
- Learning appropriate fall techniques

### PROGRESSIONS

Players develop at different rates, and like all football games, you may have players operating at different levels whilst completing the same activity.

The level of difficulty should increase as players become able to perform the action competently.

Although these exercises can be and should be continued throughout a player's career path, that the majority of players at the skills centre level will have the competency to complete 90% exercises at level 5 prior to entering youth football.

**A FUN WAY TO  
ENHANCE  
PERFORMANCE  
AND REDUCE  
INJURIES FOR  
KIDS**

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**A. STATUES  
RUNNING GAME**

**RUN AND LISTEN**



**RUN AND WATCH**



**HOLD THE BALL AND LISTEN**



**HOLD THE BALL AND WATCH**



**DRIBBLE THE BALL AND LISTEN**



**B. SKATING HOP**

**HOP**



**BALL HOLD AND HOP**



**BALL BALANCE AND HOP**



**BALL GROUND TOUCH**



**BALL STRETCH**



**C. SINGLE LEG  
STANCE**

**BALL THROW**



**THREAD THE NEEDLE**



**GROUND KICK**



**VOLLEY**



**PARTNER CHALLENGE**



**D. PLANK**

**TUNNEL BALL**



**LEG BALL ROLL**



**FIGURE EIGHT**



**HANDS TO FEET**



**BALL EXTENTION**



**E. SINGLE  
LEG HOP**

**HOP FORWARDS**



**HOP FORWARDS AND  
BACKWARDS**



**LATERAL HOP**



**MULTI-DIRECTION HOP**



**MULTI DIRECTION HOP  
WITH BALL HOLD**



**F. SPIDERMAN**

**BALL TAPS**



**STRETCH**



**CRAWLING**



**CRAWLING AND DRIBBLING**



**CRAWLING WITH FEET ON BALL**



**G. SHOULDER  
ROLL**

**CROUCH AND ROLL**



**STAND AND ROLL SLOWLY**



**STAND AND ROLL QUICKLY**



**WALK AND ROLL**



**JOG AND ROLL**





# PLANNING A McDONALD'S SKILLS CENTRE PROGRAMME

## CREATING A SKILL ACQUISITION PROGRAMME FOR JUNIOR PLAYERS

### PLANNING GUIDELINES

Many expert football/futsal players are products of a lifelong dedication to self improvement and accumulate thousands of hours of practising and playing games on the way pathway to excellence. Due to the small amount of player-coach contact, it is important that coaches have a plan in place that ensures players are getting what they need not only in each training session but across the course of the year.

In order to do this, planning is an important aspect of coaching and NZF suggest the following approach:

- Create a season template for your McDonald's Skills Centre Training Programme
- Divide the season into 6-week cycles

- Label each cycle and week (for example, 'Cycle 3, Week 4')
- Insert the game days on to your plan
- Mark the days on which training sessions for that age-group will take place
- Insert the Core Skill that is to be focused on at each training session
- List the Exercise and Player Tasks for each training session

Please see the following example on the next page of a training programme for the McDonald's Skills Centre. The 6 week cycles are based on the assumption that two weekly McDonald's Skills Centre training sessions are taking place, on Tuesdays and Thursdays, with one club training session on Wednesday and a game on Saturday.

## GUIDANCE

### 1. FOCUS ON THE ATTACKING MOMENT

NZF have prioritised the attacking Core Skills for the programme, with the aim of creating players who are comfortable in possession. This is linked to the Playing Philosophy and based upon the analysis of the player that are currently produced. Therefore NZF suggest that there is a ratio of 3:1 for attacking and defending sessions. However all McDonald's Skills Centre sessions are designed so that there is a level of opposition and therefore competition, so even if defending isn't the main focus of the practice, it is still evident.

### 2. 6 WEEK CYCLES

Cycles of 6 weeks permit players to revisit the Core Skills on a regular basis, providing staged player development. Players will be able to focus on the Core Skill and the degree of difficulty will rise as they become competent in that area. Coaches are able to assess what has been learnt by players over a longer period of time, based on what they remember from the previous session with the same focus.

### 3. FOCUS ON THE CORE SKILL TWICE IN 1 WEEK

In order to assist player learning, NZF suggest that the same Core Skill is focused on during one week. This does not mean replicating the session exactly, but coaches would look for similar outcomes from players. This allows players to familiarize themselves with tasks that they have been set and gives them an appropriate amount of time to practice. It will also ensure that players are operating with the appropriate level of difficulty for a longer duration.

Week	Tuesday	Wednesday	Thursday	Saturday
<b>CYCLE 1</b>				
Week 1	Striking the Ball Session No 1	Club Training	Striking the Ball Session No 2	Game
Week 2	Tackling Session No 3	Club Training	1v1 Session No 4	Game
Week 3	Receiving the Ball Session No 5	Club Training	Receiving the Ball Session No 6	Game
Week 4	Travelling with the Ball Session No 7	Club Training	Pressing Session No 8	Game
Week 5	Striking the Ball Session No 9	Club Training	Striking the Ball Session No 10	Game
Week 6	Tackling Session No 11	Club Training	1v1 Session No 12	Game
<b>CYCLE 2</b>				
Week 1	Receiving the Ball Session No 13	Club Training	Pressing Session No 14	Game
Week 2	Travelling with the Ball Session No 15	Club Training	Travelling with the Ball Session No 16	Game
Week 3	Striking the Ball Session No 17	Club Training	Striking the Ball Session No 18	Game
Week 4	Pressing Session No 19	Club Training	1v1 Session No 20	Game
Week 5	Receiving the Ball Session No 21	Club Training	Receiving the Ball Session No 22	Game
Week 6	Tackling Session No 23	Club Training	Travelling with the Ball Session No 24	Game
<b>CYCLE 3</b>				
Week 1	Striking the Ball Session No 25	Club Training	Intercepting Session No 26	Game
Week 2	1v1 Session No 27	Club Training	1v1 Session No 28	Game
Week 3	Marking Session No 29	Club Training	Receiving the Ball Session No 30	Game
Week 4	Travelling with the Ball Session No 31	Club Training	Travelling with the Ball Session No 32	Game
Week 5	Striking the Ball Session No 1	Club Training	Striking the Ball Session No 2	Game
Week 6	Tackling Session No 3	Club Training	1v1 Session No 4	Game

 Sessions focusing on **attacking Core Skills** are in Green  
 Sessions focusing on **defending Core Skills** are in Orange

# McDONALD'S SKILLS CENTRE SESSION LIBRARY

Provided in the following section are examples of weekly sessions for a McDonald's Skills Centre programme. All sessions are designed with the aim of creating players for the future game, in line with NZF's playing philosophy. Each session has a number, linking it to the training programme outlined on pages 20 & 21.

All practices can be altered to change the Core Skill focus (Attacking or Defending) and can be progressed or regressed easily to meet player ability. The role of the creative and enthusiastic coach is to bring the suggested sessions to life.


Sessions will have provisions that allow for futsal or football adjustments, however all sessions are transferable between futsal and football. While the Core Skill focus remains consistent, there will be certain techniques which are more applicable for futsal (e.g. receiving the ball with the sole of the foot), however these techniques are transferable between the two codes.





Coaches are encourage to design their own practices based on the principles of McDonald's Skills Centres, but sessions delivered will be monitored to ensure high standards are maintained. Sessions designed to a high level will be included in the McDonald's Skills Centre national library.

Specific sessions for GKs can be found in the McDonald's Skills Centre GK document.

## SESSION 1

PLAYING MOMENT ATTACKING | CORE SKILL STRIKING THE BALL | FOCUS SHORT PASSING



SKILL ARRIVAL	SKILL TRAINING
<p><b>SETUP</b></p> <ul style="list-style-type: none"> <li>Area up to 20x12m (football) or 15x10m (futsal). Modify area depending on the number and age of players involved. As more people arrive, players can make the area larger.</li> <li>Small goals at each end of the area.</li> <li>Flags placed to the side of the pitch for players to pick up on arrival.</li> <li>Spare balls placed to the side of goals.</li> <li>Another replica pitch set up alongside for another group of players for players can set up themselves.</li> </ul>  <p><b>HOW TO PLAY</b></p> <ul style="list-style-type: none"> <li>Players play 1v1 against each other until more players arrive.</li> <li>When players turn up, they play 2v1, 2v2, 3v2 and 3v3.</li> <li>When a pitch achieves 3v3, arriving players begin another game on a different pitch.</li> <li>Teams score by shooting in opponents goals. Conceding team restarts play.</li> <li>Players can dribble or pass in from the touchline.</li> </ul> <p><b>OUTCOMES</b></p> <ul style="list-style-type: none"> <li>An environment of "play" encourages players to be creative and try new things.</li> </ul>	<p><b>SETUP</b></p> <ul style="list-style-type: none"> <li>Area of up to 12x15m. Modify area depending on the number of players involved.</li> <li>Session begins with 2 Blue Attackers, 2 Red Defenders and 2 Yellow Target Players.</li> <li>Target Players begin on opposite ends of the area, with a supply of spare balls.</li> </ul>  <p><b>HOW TO PLAY</b></p> <ul style="list-style-type: none"> <li>Target Player begins practice by passing into a Blue attacker.</li> <li>Objective is to transfer the ball accurately to the opposite target player.</li> <li>If achieved the practice is repeated in the opposite direction. Challenge for attackers is to see how many times they can consecutively transfer the ball to an opposite target player (1pt for each time).</li> <li>If defender wins possession, they attempt to pass to a target player. This resets the Blue attackers score to zero.</li> <li>After 1 minute, rotate players so that target players and defenders are changed.</li> </ul> <p><b>POSSIBLE PROGRESSIONS</b></p> <ol style="list-style-type: none"> <li>Blue attackers must make at least one pass inside the area before transferring to a target player.</li> <li>If Blue attackers pass ball into target player with a 1st time pass 8 courts as 2pts.</li> <li>Target players have 3 seconds to pass the ball back into the area.</li> </ol> <p><b>EXERCISE TASK</b></p> <ul style="list-style-type: none"> <li>Can we transfer the ball to the opposite target player as quickly and safely as possible?</li> </ul> <p><b>PLAYER TASK EXAMPLES</b></p> <ul style="list-style-type: none"> <li>Can the attackers position themselves to receive a ball and play forwards 1st time?</li> <li>Can the attacker away from the ball position themselves either to receive the ball or create a 1v1 opportunity for the player in possession?</li> </ul> <p><b>OBSERVATION DISCUSSION</b></p> <ul style="list-style-type: none"> <li>If you want to play a quick, 1st time pass, what sort of pass would you need to receive?</li> </ul>
<p><b>SKILL INTRODUCTION</b></p> <p><b>SETUP</b></p> <ul style="list-style-type: none"> <li>Area of up to 20x20m. Modify area depending on the number of players involved.</li> <li>2 teams of equal numbers, labelled in different colours (Red, Yellow &amp; Blue in diagram).</li> <li>Each team has one ball.</li> </ul>  <p><b>HOW TO PLAY</b></p> <ul style="list-style-type: none"> <li>Teams aim to keep possession and attempt to pass the ball with different parts of their foot.</li> <li>Players not in possession are to perform dynamic warm up movements before receiving the ball.</li> <li>Encourage players to play first time passes when appropriate.</li> <li>Every 90secs break to complete 11+ Kids exercise. Example - single leg stances/single leg hops</li> </ul> <p><b>POSSIBLE PROGRESSIONS</b></p> <ol style="list-style-type: none"> <li>Encourage players to play "1-2s" around a player of a different colour.</li> <li>Encourage players to pass through the middle of two players of a different colour.</li> <li>Teams now pass in a sequence. Blues to Reds, Reds to Yellows, Yellows to Blues. Encourage players to play "Round the Corner" passes.</li> <li>11+ Kids exercise - Levels 1-5</li> </ol> <p><b>OUTCOMES</b></p> <ul style="list-style-type: none"> <li>Accuracy / Weight of passing</li> <li>Multidirectional movement to receive to ball</li> <li>Awareness of surroundings</li> </ul> <p><b>DRINKS BREAK DISCUSSION</b></p> <ul style="list-style-type: none"> <li>How did you communicate with the person in possession of the ball?</li> </ul>	<p><b>SKILL GAME</b></p> <p><b>SETUP</b></p> <ul style="list-style-type: none"> <li>Area of up to 30x30m, divided into two 30x15m football pitches or 15x10m futsal courts. Modify area depending on the number of players involved.</li> <li>4 teams of equal numbers, labelled in different colours (Red, Yellow, Green &amp; Blue in diagram). 2 teams on each pitch.</li> <li>2 small goals placed at either end of the area, with 5m (futsal) or 2m (football) no scoring zone.</li> <li>Spare balls placed to the side of pitches.</li> </ul>  <p><b>HOW TO PLAY</b></p> <ul style="list-style-type: none"> <li>Teams play 3v3 against each other.</li> <li>Teams score by passing into the opposition's goals, from outside of the no-scoring zone.</li> <li>Kick ins from the side.</li> <li>90 second games before teams are rotated.</li> </ul> <p><b>PROGRESSION</b></p> <ol style="list-style-type: none"> <li>Teams must complete 2 passes as a team before scoring</li> <li>Teams must score with a 1st time pass</li> </ol> <p><b>OUTCOMES</b></p> <ul style="list-style-type: none"> <li>Accuracy / Weight of passing</li> <li>Decision Making - when to pass to score</li> <li>Awareness of team mates, opposition and position on the pitch</li> </ul> <p><b>DRINKS BREAK DISCUSSION</b></p> <ul style="list-style-type: none"> <li>As a team, what are you currently doing that is helping you score goals?</li> </ul>







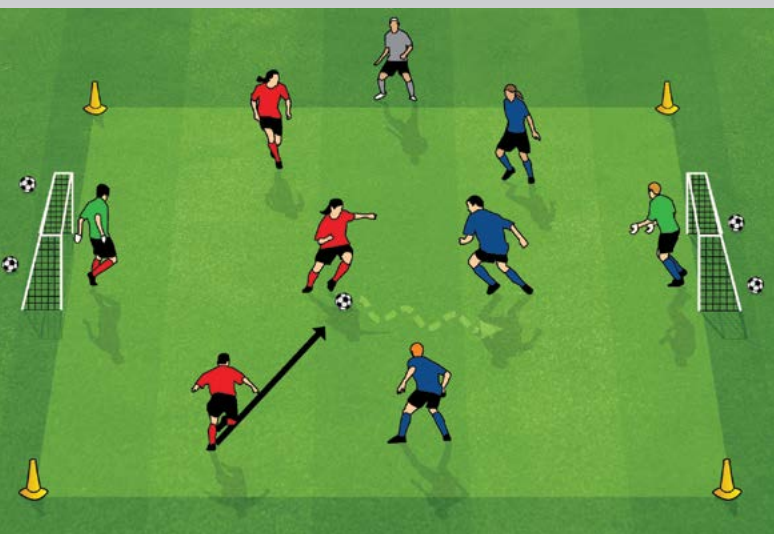
# SESSION 1

PLAYING MOMENT **ATTACKING** | CORE SKILL **STRIKING THE BALL** | FOCUS **SHORT PASSING**

## SKILL ARRIVAL

### SETUP

- **Area up to 20x12m (football) or 15x10m (futsal).** Modify area depending on the number and age of players involved. (As more people arrive, players can make the area larger)
- Small goals at each end of the area.
- Bibs placed to the side of the pitch for players to pick up on arrival.
- Spare balls placed to the side of goals.
- Another replica pitch set up alongside for another group of players (or players can set up themselves)



### HOW TO PLAY

- Players play 1v1 against each other until more players arrive.
- When players turn up, they play 2v1, 2v2, 3v2 and 3v3.
- When a pitch achieves 3v3, arriving players begin another game on a different pitch.
- Teams score by shooting in opponents goals. Conceding team restarts play.
- Players can dribble or pass in from the touch line.

### OUTCOMES

- An environment of "play" encourages players to be creative and try new things.

## SKILL INTRODUCTION

### SETUP

- **Area of up to 20x20m.** Modify area depending on the number of players involved.
- 3 teams of equal numbers, bibbed in different colours (Red, Yellow & Blue in diagram)
- Each team has one ball.



### HOW TO PLAY

- Teams aim to keep possession and attempt to pass the ball with different parts of their foot.
- Players not in possession are to perform dynamic warm up movements before receiving the ball.
- Encourage players to play first time passes when appropriate.
- Every 90secs break to complete 11+ Kids exercise. Example - single leg stance/single leg hops

### POSSIBLE PROGRESSIONS

1. Encourage players to play "1-2s" around a player of a different colour
2. Encourage players to pass through the middle of two players of a different colour
3. Teams now pass in a sequence. Blues to Reds, Reds to Yellows, Yellows to Blues. Encourage players to play "Round the Corner" passes.
4. 11+ Kids exercise - Levels 1-5

### OUTCOMES

- Accuracy / Weight of passing
- Multidirectional movement to receive to ball
- Awareness of surroundings

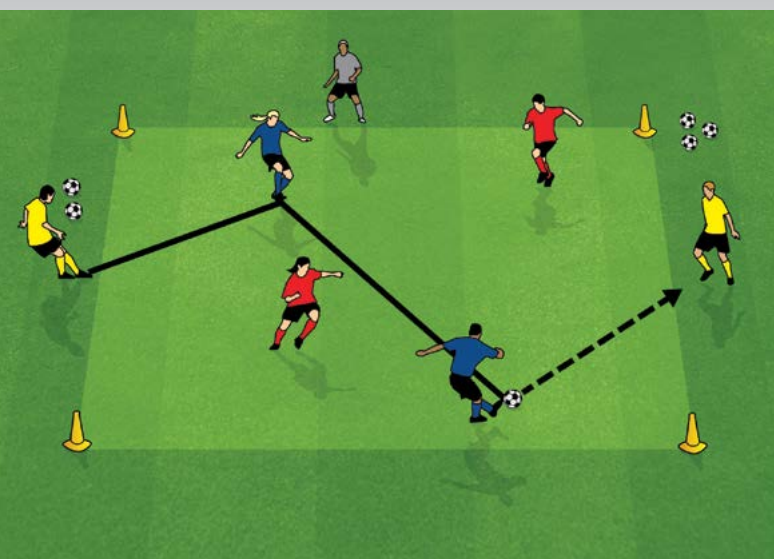
### DRINKS BREAK DISCUSSION

- How did you communicate with the person in possession of the ball?

## SKILL TRAINING

### SETUP

- **Area of up to 12x15m.** Modify area depending on the number of players involved.
- Session begins with 2 Blue Attackers, 2 Red Defenders and 2 Yellow Target Players.
- Target Players begin on opposite ends of the area, with a supply of spare balls.



### HOW TO PLAY

- Target Player begins practice by passing into a Blue attacker.
- Objective is to transfer the ball accurately to the opposite target player.
- If achieved the practice is repeated in the opposite direction. Challenge for attackers is to see how many times they can consecutively transfer the ball to an opposite target player (1pt for each time).
- If defender wins possession, they attempt to pass to a target player. This resets the Blue attackers score to zero.
- After 1 minute, rotate players so that target players and defenders are changed.

### POSSIBLE PROGRESSIONS

1. Blue attackers must make at least one pass inside the area before transferring to a target player.
2. If Blue attackers pass ball into target player with a 1st time pass it counts as 2pts.
3. Target players have 3 seconds to pass the ball back into the area.

### EXERCISE TASK

- Can we transfer the ball to the opposite target player as quickly and safely as possible?

### PLAYER TASK EXAMPLES

- Can the attackers position themselves to receive a ball and play forwards first time?
- Can the attacker away from the ball position themselves either to receive the ball or create a 1v1 opportunity for the player in possession?

### OBSERVATION DISCUSSION

- If you want to play a quick, 1st time pass, what sort of pass would you need to receive?

## SKILL GAME

### SETUP

- **Area of up to 30x30m, divided into two 30x15m football pitches or 15x10m futsal courts..** Modify area depending on the number of players involved.
- 4 teams of equal numbers, bibbed in different colours (Red, Yellow, Green & Blue in diagram). 2 teams on each pitch.
- 2 small goals placed at either end of the area, with 5m (football) or 2m (futsal) no scoring zone.
- Spare balls placed to the side of pitches.



### HOW TO PLAY

- Teams play 3v3 against each other.
- Teams score by passing into the opposition's goals, from outside of the no-scoring zone.
- Kick Ins from the side.
- 90 second games before teams are rotated.

### PROGRESSION

1. Teams must complete 2 passes as a team before scoring
2. Teams must score with a 1st time pass

### OUTCOMES

- Accuracy / Weight of passing
- Decision Making - when to pass to score
- Awareness of team mates, opposition and position on the pitch

### DRINKS BREAK DISCUSSION

- As a team, what are you currently doing that is helping you score goals?



# SESSION 2

PLAYING MOMENT **ATTACKING** | CORE SKILL **STRIKING THE BALL** | FOCUS **SHOOTING FROM CLOSE RANGE**

## SKILL ARRIVAL

### SETUP

- **Area of up to 15x10m (futsal) or 20x12m (football).** Modify area depending on the number and age of players involved. (As more people arrive, players can make the area larger)
- Small goals at each end of the area.
- Bibs placed to the side of the pitch for players to pick up on arrival.
- Spare balls placed to the side of goals.
- Another replica pitch set up alongside for another group of players (or players can set up themselves)



### HOW TO PLAY

- Players play 1v1 against each other until more players arrive.
- When players turn up, they play 2v1, 2v2, 3v2 and 3v3.
- When a pitch aches 3v3, arriving players begin another game on a different pitch.
- Teams score by shooting in opponents goals. Conceding team restarts play.
- Players can dribble or pass in from the touch line.

### OUTCOMES

- An environment of “play” encourages players to be creative and try new things.

## SKILL INTRODUCTION

### SETUP

- **Area of up to 15x15m (futsal) or 20x20m (football).** Modify area depending on the number and age of players.
- Each player has a partner in a different colour bib.
- Pairs have a ball between them.
- Red player begins with the ball.



### HOW TO PLAY

- Players in yellow move around the area. Players in red tries to keep up with them whilst dribbling.
- When the coach shouts “freeze” the two players stop. The yellow player faces their partner and makes a goal using their legs. The red player tries to pass the ball between their legs to score a goal.
- Players then change roles.
- Play for a set time and see how many goals are scored.
- Every 90secs break to complete 11+ Kids exercise. Example spiderman/single leg hop

### PROGRESSION

1. Use different surface of foot to shoot
2. Rotate partners
3. Players have to score between another partners legs
4. 11+ Kids exercise - Levels 1-5

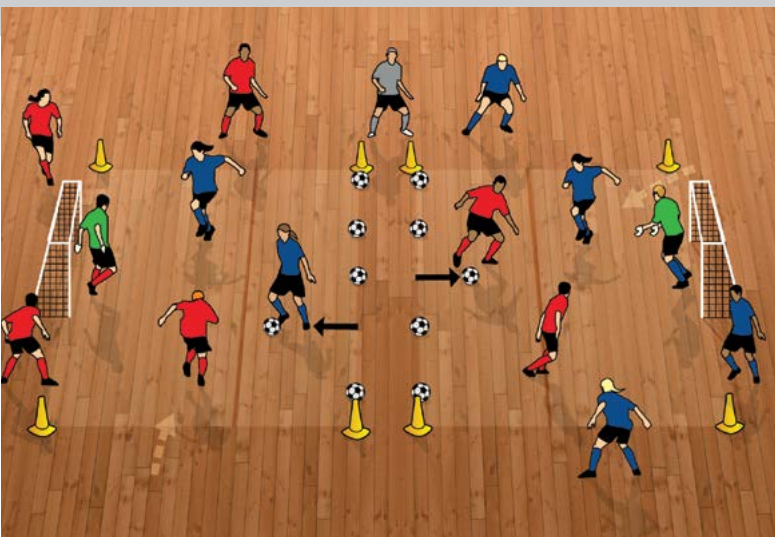
### OUTCOMES

- Shooting Accuracy
- Dribbling with close control
- Using feints to get away from partner

## SKILL TRAINING

### SETUP

- **Area of 30x15m divided into two 10x15m (futsal) or area of 45x15m divided into two 15x20m areas (football).** Modify area depending on the number of players involved.
- 5m channel in between areas where 5 balls are lined up for each area (10 in total) & Shooting Line placed 5m away from the balls.
- 2 teams of 6 players, bibbed in different colours. Each team has 2 attackers and 4 defenders.
- Attackers begin inside area. Defenders begin spread around the outside of the defending area.



### HOW TO PLAY

- Play begins when the two attackers move to collect balls from the channel.
- On collection, an opposing defender can enter the area, creating a 2v1.
- Attackers must shoot after passing the "Shooting Line."
- Players play a 2v1 until the attack is concluded. - Attackers then collect a 2nd ball from the channel and a different defender enters the area (1st defender leaves)
- Attackers have 5 attacks in total, each against a different defender.
- Practice is mirrored in the other half of the area.

### POSSIBLE PROGRESSIONS

1. Teams keep their score (Blues vs Red), with 1pt being awarded for each goal.
2. Defending teams are allowed 2 defenders into the area (coach may limit the amount of times that this can happen)
3. If defender wins possession and plays to team mate (outside area), they win 1pt for their team. (If GK catches, the attack has concluded)

### EXERCISE TASK

- Can you use individual play or pass to combine with your teammate to create a shooting opportunity?

### PLAYER TASK EXAMPLES

- Can you travel with the ball as quickly as possible towards the goal?
- Can the player out of possession position themselves to receive a pass for a first time shot?

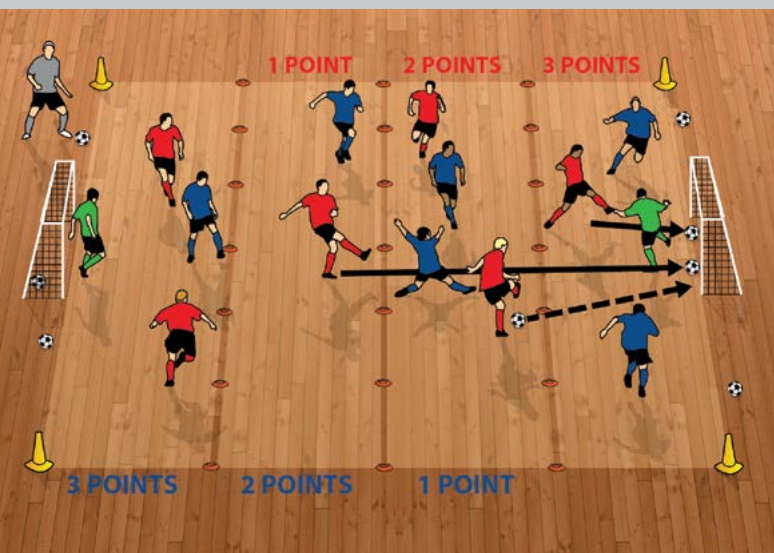
### OBSERVATION DISCUSSION

- What are the different types of shot that you can use to beat a Goalkeeper?

## SKILL GAME

### SETUP

- **Area up to 30x15m (futsal) or 50x30m (football).** Modify area depending on number and age of players involved.
- Two teams of equal numbers, bibbed accordingly.
- Area split into four quarters, marked out with cones.
- One ball to play with, with additional balls available around the area and in each goal.



### HOW TO PLAY

- Teams aim to score in the opposition's goal, as in a regular game.
- Points are awarded for scoring in different areas:
  - 3 points for scoring in the quarter closest to the opposition's goal
  - 2 points for scoring in the next attacking quarter
  - 1 point for scoring in the next attacking quarter

### PROGRESSION

1. Teams are given additional points if they score with a first time finish
2. Change the number of points awarded for each area to change the focus of the game. For example, award 3 points for the furthest area from goal to reward longer shooting

### OUTCOMES

- Shooting technique – what part of the foot to use
- Power vs Accuracy over long or short distances
- Decision Making – when to attempt a first time finish
- Quick interplay passing between attackers
- Movement to support the player in possession

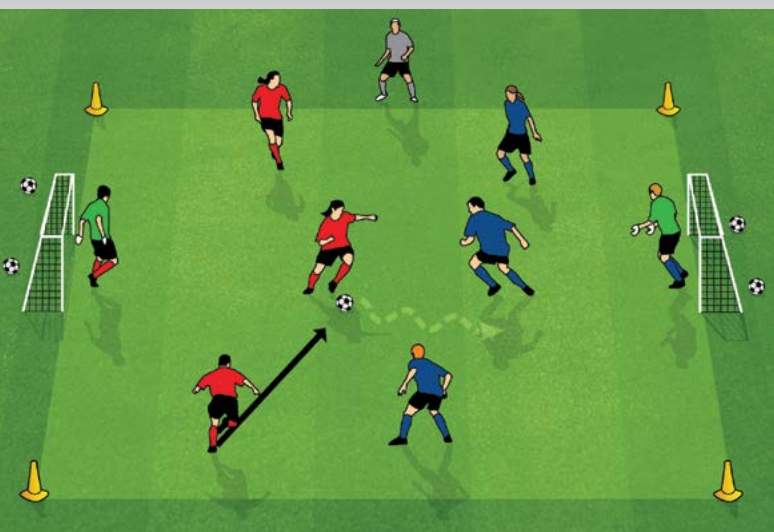
# SESSION 3

PLAYING MOMENT **DEFENDING** | CORE SKILL **TACKLING** | FOCUS **TACKLING WHEN FACING AN OPPONENT**

## SKILL ARRIVAL

### SETUP

- **Area up to 20x12m (football) or 15x10m (futsal).** Modify area depending on the number and age of players involved. (As more people arrive, players can make the area larger)
- Small goals at each end of the area.
- Bibs placed to the side of the pitch for players to pick up on arrival.
- Spare balls placed to the side of goals.
- Another replica pitch set up alongside for another group of players (or players can set up themselves)



### HOW TO PLAY

- Players play 1v1 against each other until more players arrive.
- When players turn up, they play 2v1, 2v2, 3v2 and 3v3.
- When a pitch achieves 3v3, arriving players begin another game on a different pitch.
- Teams score by shooting in opponents goals. Conceding team restarts play.
- Players can dribble or pass in from the touch line.

### OUTCOMES

- An environment of "play" encourages players to be creative and try new things.

## SKILL INTRODUCTION

### SETUP

- **Area of up to 25x25m (football) or 15x15m (futsal).** Modify area depending on the number and age of players.
- Players are in pairs, in different coloured bibs.
- One ball between each pair.
- Place different coloured gates around the area.



### HOW TO PLAY

- Players all play in a 1v1 against each other.
- The aim is to dribble through the gates. Goals can be scored from either side of the gate. Players are not allowed to score through the same gate twice in a row.
- If defending player wins the ball then they try to score through the gates.
- Play for a set time or play till someone gets a set amount of goals.
- Every 90secs break to complete 11+ Kids exercise - Skating Hop/Plank

### PROGRESSION

1. Players can only score through certain colour gates
2. Different points available for dribbling through different coloured gates
3. 11+ Kids exercise - Levels 1-5

### OUTCOMES

- Speed and angle of approach.
- Decision making – when to tackle / when to delay.

### DRINKS BREAK DISCUSSION

- What do you find hardest about tackling an opponent?



## SKILL TRAINING

### SETUP

- **Area of up to 30x30m (football) or 15x15m (futsal).** Modify area depending on the number and age of players involved.
- 3 teams of equal numbers, bibbed in different colours (Red, Yellow, & Blue in diagram). 2 teams taking part in activity, 1 observing.
- 4 mini goals placed on each side of the area.
- 12 footballs placed in the middle of the area.



### HOW TO PLAY

- The Blue attacking team attempt to score as many goals as possible in 12 attempts.
- Attacking players must play 1v1 at their designated goal.
- If defenders win possession they attempt to pass the ball to a yellow player.
- When an attack concludes, Blue attackers take a ball from the middle and begin again.
- When the number of balls available decreases to 3, attackers can join together to create 2v1s / 2v2s / 3v2s etc.
- Once last ball has been played, team adds up their score and teams rotate roles (Yellows attack / Blues Defend / Reds observe)

### POSSIBLE PROGRESSIONS

1. Introduce a time limit for the team to have their 12 attacks
2. Remove goals and add gates for players to dribble through

### EXERCISE TASK

- Today is about tackling an opponent in a 1v1

### PLAYER TASK EXAMPLES

- Can you close down the attacker and engage them as far away from the goal as possible?
- Can you position your body so that you force the attacker to play with their weaker foot?
- Can you choose the correct time to steal the ball, choosing the moment where you can clearly see all of the ball?

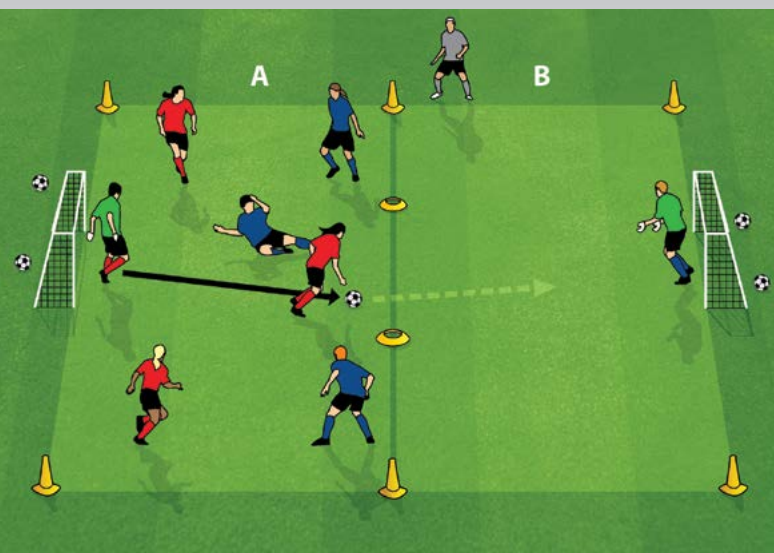
### OBSERVATION DISCUSSION

- When is the best time to try and tackle the attacker? What may you see happen at this time?

## SKILL GAME

### SETUP

- **Area of up to 40x20m, divided into two 20x20m halves (football) or, area of up to 30x15m, divided into two 15x10m halves futsal).** Modify area depending on the number of players involved.
- 2 teams of equal numbers, bibbed in different colours (Red & Blue in diagram).
- Line of cones / flat spots placed on halfway line.



### HOW TO PLAY

- Teams play 3v3 against each other + GKs
- Red GK starts the game in Area A. Red team must combine until a player dribbles over the halfway line entering Area B. Attackers then attempt to score.
- If Red scores the game restarts in Area A.
- If Blue defenders win the ball in Area A they can immediately score. If Blue score, game restarts in Area B with Blue GK.
- If Blue GK wins ball in Area B, play continues from Area B with blues in possession
- Kick Ins from the side.
- 90 second games before teams are rotated.

### POSSIBLE PROGRESSIONS

1. Team in possession must attempt to dribble into Area B within 20 seconds otherwise they surrender possession to opposition.
2. Narrow the pitch.

### OUTCOMES

- Speed and angle of approach.
- Body position to encourage attacker in a particular direction
- Decision making – when to tackle / when to delay.

### DRINKS BREAK DISCUSSION

- In order to prevent a goal scoring opportunity, what does a defender need to do?

# SESSION 4

PLAYING MOMENT **ATTACKING** | CORE SKILL **1v1** | FOCUS **ATTACKING WITH CHASING DEFENDER**

## SKILL ARRIVAL

### SETUP

- **Area up to 15x10m (futsal) or 20x12m (football).** Modify area depending on the number and age of players involved. (As more people arrive, players can make the area larger)
- Small goals at each end of the area.
- Bibs placed to the side of the pitch for players to pick up on arrival.
- Spare balls placed to the side of goals.
- Another replica pitch set up alongside for another group of players (or players can set up themselves)



### HOW TO PLAY

- Players play 1v1 against each other until more players arrive.
- When players turn up, they play 2v1, 2v2, 3v2 and 3v3.
- When a pitch achieves 3v3, arriving players begin another game on a different pitch.
- Teams score by shooting in opponents goals. Conceding team restarts play.
- Players can dribble or pass in from the touch line.

### OUTCOMES

- An environment of "play" encourages players to be creative and try new things.

## SKILL INTRODUCTION

### SETUP

- **Area of up to 15x15m.** Modify area depending on the number of players involved.
- All players have the same coloured bib (Red in picture) except for 2 Taggers (in Blue).
- All Reds have a ball each. Taggers must link arms and have 1 ball between them.
- Spare balls placed to the side of pitch.



### HOW TO PLAY

- All players dribble around the area using different parts of the foot.
- When coach shouts "Go", Taggers begin tagging the Reds. Taggers attempt to tag as many players as possible during a 30 second time period.
- If a player is tagged, they must take their ball to the outside of the area and dribble around two sides of the square before rejoining.
- Rotate Taggers after each game.
- After changing taggers, break to complete 11+ Kids exercise. Example - Statues/single leg stand

### POSSIBLE PROGRESSIONS

1. Tagged players must perform 5x keeps ups before they can come back in (alter number where necessary)
2. Taggers operate as a single player with a ball each
3. 11+ Kids exercise - Levels 1-5

### OUTCOMES

- Close control when dribbling
- Turning away from defenders
- Change of pace and/or direction to get away from defender

## SKILL TRAINING

### SETUP

- **Area of up to 20x15m (futsal) or 30x20m (football).** Modify area depending on the number of players involved.
- 4m (futsal) or 7m (football) "Shooting Line" at each end of the area.
- 4 smaller goals positioned as shown.
- Two team of equal numbers, starting behind diagonally opposite goals.
- All Players have a ball each.



### HOW TO PLAY

- Session starts when the 1st Red player dribbles and shoots at the opposite goal. Players can only shoot from inside the scoring zone.
- As soon as the Red player shoots, the 1st Blue player starts running with the ball to the opposite side.
- The 1st Red player, after taking their shot, turns and attempts to prevent the 1st Blue player from scoring.
- Teams scores are kept. Coach to change the order of the teams every 2 minutes.

### POSSIBLE PROGRESSIONS

1. Move one of the shooting lines further away from the goal.
2. Introduce Gks in the goals

### EXERCISE TASK

- Today is about travelling with the ball quickly so that we get away from a chasing defender

### PLAYER TASK EXAMPLES

- Can you put as much distance between you and the defender as possible?
- Can you change direction / speed to lose the defender?

### OBSERVATION DISCUSSION

- What methods did you use to make sure that the chasing defender didn't get the ball?

## SKILL GAME

### SETUP

- **Area of up to 30x15m (futsal) or 40x20m (football).** Modify area depending on the number of players involved.
- 3 teams of equal numbers, binned in different colours (Red, Yellow & Blue in diagram).
- 2 teams begin on the pitch and are numbered 1-4.
- 1 team off the pitch as support players. Support players must operate on different halves of the pitch.
- No offside for futsal, designated "offside Line" at halfway for football.
- Spare balls placed behind the goals.



### HOW TO PLAY

- Red & Blue teams play 4v4 against each other.
- Players are assigned a direct opponent and can only take the ball away from that opponent.
- Team in possession can use Yellow support players (making an 8v4).
- Support players must give the ball back to the team who they received the football from.
- 2 minute games before teams are rotated.

### POSSIBLE PROGRESSIONS

1. Support players must pass the ball back within two touches
2. Teams can only use support players in their own half

### OUTCOMES

- Decision Making - when to pass / when to dribble
- Movement away from a marker
- Change of direction and/or speed to get away from defender

### DRINKS BREAK DISCUSSION

- As a team, come up with tactics that you think will help you win the game.
- Remove offside. For football the JL3 coach can bring in the offside line.



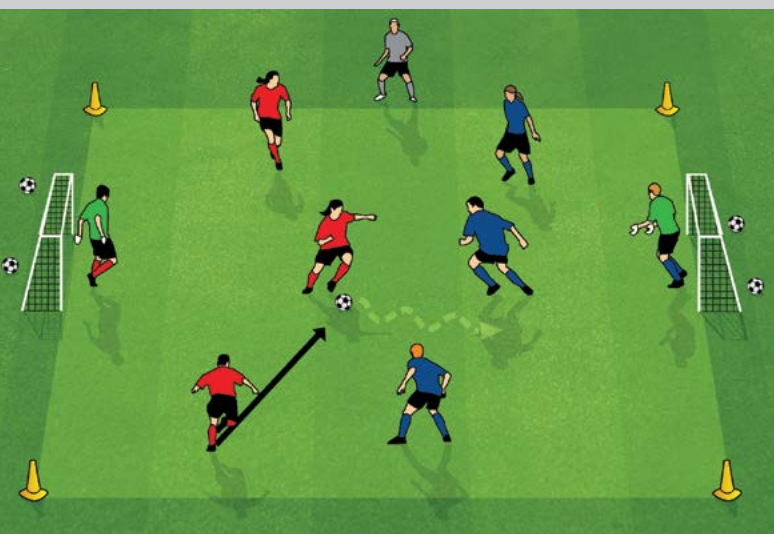
# SESSION 5

PLAYING MOMENT **ATTACKING** | CORE SKILL **RECEIVING THE BALL** | FOCUS **RECEIVING TO ATTACK**

## SKILL ARRIVAL

### SETUP

- **Area up to 20x12m (football) or 15x10m (futsal).** Modify area depending on the number and age of players involved. (As more people arrive, players can make the area larger)
- Small goals at each end of the area.
- Bibs placed to the side of the pitch for players to pick up on arrival.
- Spare balls placed to the side of goals.
- Another replica pitch set up alongside for another group of players (or players can set up themselves)



### HOW TO PLAY

- Players play 1v1 against each other until more players arrive.
- When players turn up, they play 2v1, 2v2, 3v2 and 3v3.
- When a pitch achieves 3v3, arriving players begin another game on a different pitch.
- Teams score by shooting in opponents goals. Conceding team restarts play.
- Players can dribble or pass in from the touch line.

### OUTCOMES

- An environment of "play" encourages players to be creative and try new things.

## SKILL INTRODUCTION

### SETUP

- **Circle areas with a diameter up to 20m (football) or 15m (futsal).** Modify area depending on the number of players involved.
- 3 teams of equal numbers, bibbed in different colours (Red, Yellow & Blue in diagram)
- Reds begin in the middle. Other two teams begin as support players on the outside.
- All of the Blue support players begin with a ball.



### HOW TO PLAY

- Red players receive ball from a Blue, must change direction with their 1st touch before playing out to a yellow.
- If Reds receive a ball from a Yellow they must pass to a Blue.
- Change roles after 1 minute.
- Every minute break to complete 11+ Kids exercise. Example - Skating hop/Single leg hop

### POSSIBLE PROGRESSIONS

1. Encourage players in the middle to take 2 touches only
2. Encourage players to turn with their 1st touch / perform a no touch turn
3. Service from the outside players is from hands, provided at different heights
4. 11+ Kids exercise - Level 1-5

### OUTCOMES

- 1st touch control
- Changing Direction with 1st touch
- Receiving to turn / Awareness of surroundings

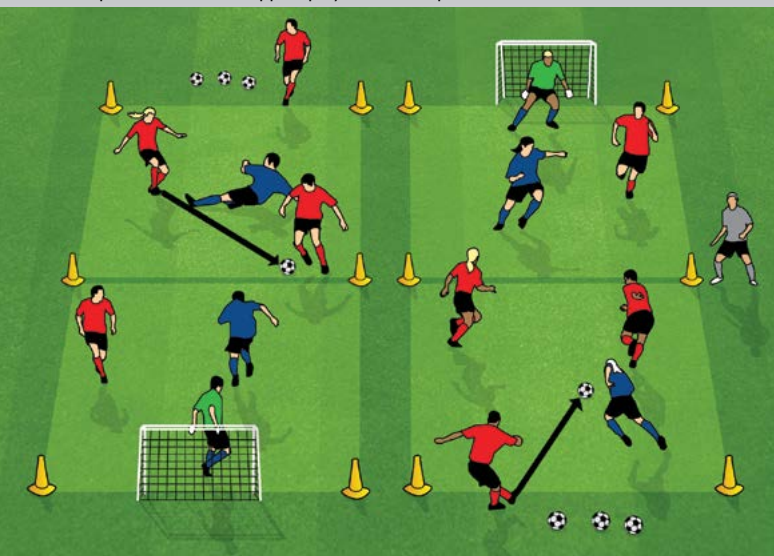
### DRINKS BREAK DISCUSSION

- How often did you pass the ball within two touches? What did you do well which allowed you to do this?

## SKILL TRAINING

### SETUP

- Two pitches of up to 40x25m (football) or 15x10m (futsal), set up side by side.
- Modify pitches depending on the number of players involved.
- Each pitch has a half way line marked, to be used as an offside line.
- Goals placed at the diagonally opposite sides of the pitches.
- 6 players start in each pitch, 4 Red Attackers and 2 Blue Defenders.
- Red attackers begin with a support player off the pitch, 2 midfielders/flankers and the first half and 1 striker/pivot in the second half of the pitch.
- Blue defenders have 1 player in each half of the pitch.
- Spare balls behind support players on each pitch.



### HOW TO PLAY

- Session starts with ball played by support player into 2 midfielders/flankers. Ball can be passed back to support player if necessary, creating a 3v1.
- Midfielders/flankers look to combine and play into striker/pivot. 1 midfielder/flanker is allowed to make run into attacking half, creating a 2v1 to shoot at goal.
- Once attack has finished the attacker moves to the other pitch to become the support player. Support players move into midfield and a midfielder/flanker becomes the striker/pivot, creating a rotation.
- Every 60secs defenders are changed.

### POSSIBLE PROGRESSIONS

1. Encourage players to score with a first time finish
2. Encourage players to try to play without using the support player
3. Midfielders/flanker can dribble into attacking half when appropriate
4. Where numbers allow, introduce a floating defender who can join either pitch at any time

### EXERCISE TASK

- Can we combine to get our forwards into a goal scoring position?

### PLAYER TASK EXAMPLES

- Can you receive the ball to pass or dribble towards goal?
- Can you pass to the forward so that they can shoot first time?
- (Forward) Can you lose the defender to take a first time shot?
- Can you draw the defender to you before passing?

### OBSERVATION DISCUSSION

- When you were a defender, what do the attackers do to make your job difficult?

## SKILL GAME

### SETUP

- Area of up to 50x30m (football) or 30x15m (futsal). Modify area depending on number and age of players involved.
- Two teams of equal numbers, bibbed accordingly.
- Four cones placed around the outside of the pitch where "Servers" stand. Servers are numbered 1, 2, 3 and 4.
- One ball to play with, with additional balls available with each server on the outside.



### HOW TO PLAY

- The game begins with the coach calling a number out (1,2,3 or 4).
- The Server of that number passes the ball to the first player who moves into space and calls for the ball.
- Teams aim to score in the opposition's goal, as in a regular game.
- When the ball goes out of play, the coach calls another number.
- Rotate servers as often as possible.

### PROGRESSION

1. Servers on the outside must pass to another server before passing in
2. Server is allowed to join in as a "Floater" player

### OUTCOMES

- Receiving player checking their surroundings before controlling the ball
- Can the receiving player play forward first?
- 1st touch into space or away from defender
- Decision Making – when to turn and when not to?
- Movement to receive- trying to lose the defender

# SESSION 6

PLAYING MOMENT **ATTACKING** | CORE SKILL **RECEIVING THE BALL** | FOCUS **RECEIVING TO PROTECT**

## SKILL ARRIVAL

### SETUP

- **Area up to 15x10m (futsal) or 20x12m (football).** Modify area depending on the number and age of players involved. (As more people arrive, players can make the area larger)
- Small goals at each end of the area.
- Bibs placed to the side of the pitch for players to pick up on arrival.
- Spare balls placed to the side of goals.
- Another replica pitch set up alongside for another group of players (or players can set up themselves)



### HOW TO PLAY

- Players play 1v1 against each other until more players arrive.
- When players turn up, they play 2v1, 2v2, 3v2 and 3v3.
- When a pitch achieves 3v3, arriving players begin another game on a different pitch.
- Teams score by shooting in opponents goals. Conceding team restarts play.
- Players can dribble or pass in from the touch line.

### OUTCOMES

- An environment of "play" encourages players to be creative and try new things.

## SKILL INTRODUCTION

### SETUP

- **Circle with a diameter up to 15m (futsal) or 20m (football).** Modify area depending on the number of players involved.
- 2 teams of equal numbers, bibbed in different colours (Red & Blue in diagram)
- Cones placed randomly around the middle of the area.
- Blues begin in the middle. Red team begin as support players on the outside.
- All of the Red support players begin with a ball.



### HOW TO PLAY

- Red players receive pass from a Blue (passes are made towards a cone).
- Reds attempt to receive the ball before it reaches the cone, protect it and play back to the same Blue support player.
- Blue support players must continue to move with the ball before passing in again.
- Change roles after 1 minute.
- Between role break to complete 11+ Kids exercise. Example - Plank/Spiderman/shoulder roll

### POSSIBLE PROGRESSIONS

1. Encourage players to change the direction of the ball with their 1st touch.
2. Red players are to pass ball to a different Blue server.
3. Service from the outside players is from hands, provided at different heights.
4. 11+ Kids exercise - Levels 1-5.

### OUTCOMES

- 1st touch control, using different surfaces. e.g. sole, inside, outside of foot
- Changing Direction with 1st touch



## SKILL TRAINING

### SETUP

- **Circle with a diameter up to 15m (futsal) or 20m (football).** Modify area depending on the number of players involved.
- 3 teams of equal numbers, bibbed in different colours (Red, Yellow & Blue in diagram)
- Reds & Yellows begin in the middle. Blue team begin as support players on the outside.
- All of the Blue support players begin with a ball.



### HOW TO PLAY

- Red players receive ball from a Blue and attempt to protect the ball from yellow. Reds then pass the ball back to the same Blue support player.
- Reds then move to another server and repeat the process.
- If Yellows successfully dispossess a Red, they pass the ball back to the blue server and play continues.
- Rotate roles after 1 minute.

### POSSIBLE PROGRESSIONS

1. Encourage players in the middle to keep possession of the ball for 3 seconds
2. Players receiving the ball, protect and look to play to a different support player
3. Service from the outside players is from hands, provided at different heights

### EXERCISE TASK

- Receive the ball and pass to another teammate as quickly and securely as possible

### PLAYER TASK EXAMPLES

- Can you receive the ball with the foot that's furthest away from the defender
- Can you receive the ball with your body between the ball and the defender

### OBSERVATION DISCUSSION

- What are the best ways to protect a ball from a defender?

## SKILL GAME

### SETUP

- **Area of up to 20x15m (futsal) or 30x20m (football).** Modify area depending on the number of players involved.
- 2 smaller goals at each end of the pitch.
- 3m (futsal) or 5m (football) scoring zone at each end of the pitch.
- 3 teams of equal numbers, bibbed in different colours (Red, Yellow & Blue in diagram).
- 2 teams begin on the pitch (Red & Blue), with 1 team of the pitch as support players (Yellows).
- 2 yellow support players on each side of the pitch, 2 play in between the goals.
- Spare balls placed behind the goals.



### HOW TO PLAY

- Red & Blue teams play 4v4 against each other.
- Mandatory rule that players must take more than 1 touch of the ball each time they receive it (no 1st time passes).
- Team in possession can use Yellow support players (making an 8v4).
- Support players must give the ball back to the team who they received the football from.
- Support players must keep the ball moving when in possession.
- Inside the scoring zone 1 touch finishes are allowed if the ball comes from the support player in between the goals.
- 2 minute games before teams are rotated.

### POSSIBLE PROGRESSIONS

1. Support players must pass the ball back with 1 touch
2. Make pitch narrower

### OUTCOMES

- Moving the 1st touch away from a defender
- Movement to support the player in possession - angle & distance
- Use of body to protect ball from defender

### DRINKS BREAK DISCUSSION

- What information do you need to know in order to play effectively when receiving the ball?

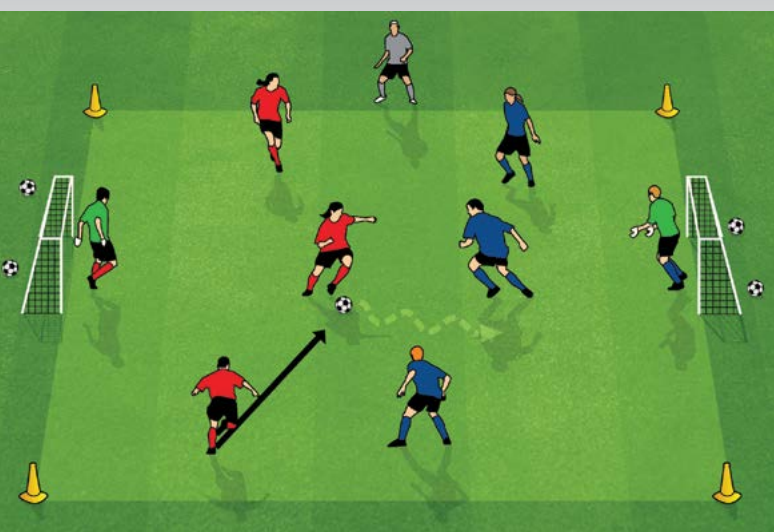
# SESSION 7

PLAYING MOMENT **ATTACKING** | CORE SKILL **TRAVELLING WITH THE BALL** | FOCUS **DRIBBLING**

## SKILL ARRIVAL

### SETUP

- **Area up to 20x12m (football) or 15x10m (futsal).** Modify area depending on the number and age of players involved. (As more people arrive, players can make the area larger)
- Small goals at each end of the area.
- Bibs placed to the side of the pitch for players to pick up on arrival.
- Spare balls placed to the side of goals.
- Another replica pitch set up alongside for another group of players (or players can set up themselves)



### HOW TO PLAY

- Players play 1v1 against each other until more players arrive.
- When players turn up, they play 2v1, 2v2, 3v2 and 3v3.
- When a pitch aches 3v3, arriving players begin another game on a different pitch.
- Teams score by shooting in opponents goals. Conceding team restarts play.
- Players can dribble or pass in from the touch line.

### OUTCOMES

- An environment of "play" encourages players to be creative and try new things.

## SKILL INTRODUCTION

### SETUP

- **Area of up to 20x20m (football) or 15x15m (futsal).** Modify area depending on the number of players involved.
- 6 yellow "gates" made with cones randomly placed around the area.
- All Reds players have a ball each.
- 2 Blue players start game without a ball.
- All players start the session inside of the playing area.



### HOW TO PLAY

- Red players dribble the ball around the square and, where possible, attempt to dribble through yellow gates.
- 2 Blue players move from gate to gate, stopping players from dribbling through (no tackling).
- Red players keep a count of how many gates they have dribbled through.
- 1 minute games before defenders are rotated.
- Between role changes break to complete 11+ Kids exercise. Example - Statues

### POSSIBLE PROGRESSIONS

1. Defenders are allowed to tackle. If defenders tackle successfully, they attempt to dribble ball out of the area. This resets the Red players score to zero
2. Red players are encouraged to alternate foot used to dribble after each gate passed through
3. Add another Blue Defender
4. 11+ Kids exercise - Levels 1-5

### OUTCOMES

- Dribbling with control
- Change of direction whilst remaining in possession

### DRINKS BREAK DISCUSSION

- What do you need to do in order to dribble the ball effectively?

## SKILL TRAINING

### SETUP

- **Two pitches of up to 10x25m (football) or 15x10m (futsal), set up side by side but running in the opposite direction.** Modify pitches depending on the number of players involved.
- Each pitch has areas marked out, shown on the diagram as area 1, 2 & 3.
- Goals placed at the diagonally opposite sides of the pitches.
- 6 players start in each pitch, 2 pairs of Red Attackers and 1 pair of Blue Defenders.
  - Defenders are restricted to Areas 1 & 2.
  - Spare balls behind starting point on each pitch.



### HOW TO PLAY

- A pair of Red attackers begin by entering Area 1, creating 2v1. They attempt to move up the pitch to shoot at goal.
- Goals can be scored from any area.
- Once attack has finished the pair of attackers move to the starting position on the other pitch.
- Every 90secs defenders are changed.

### POSSIBLE PROGRESSIONS

1. Defender in Area 2 is able to move back into Area 3 once the ball has moved into there
2. Attacking players can only score in Area 3
3. Where numbers allow, introduce a floating defender who can join either pitch at any time

### EXERCISE TASK

- Dribbling to create a goal scoring opportunity

### PLAYER TASK EXAMPLES

- Can the attacker away from the ball position themselves where they can receive the ball but also create a 1v1 for the player in possession
- Can the ball player travel quickly to engage the defender as close to the goal as possible
- Can the ball player travel at an angle that makes it difficult for the defender to mark both attackers?

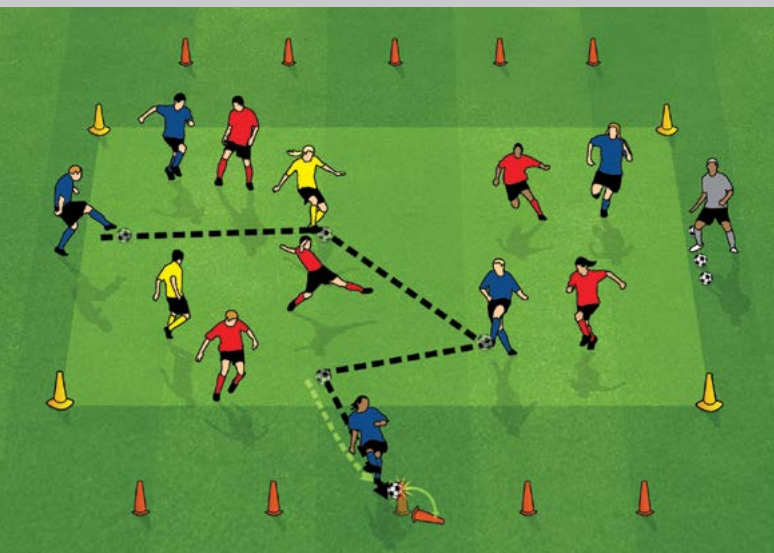
### OBSERVATION DISCUSSION

- When attacking, what made you decide to pass or dribble?

## SKILL GAME

### SETUP

- **Area of up to 20x30m (football) or 20x15m (futsal).** Modify area depending on the number of players involved.
- 2 teams of equal numbers, bibbed in different colours (Red & Blue in diagram).
- 2 floater players in Yellow.
- 5 tall cones placed at either end of the area, 5m away from the area (balls on flat cones if tall cones are not available)
- Spare footballs placed to the side of pitches



### HOW TO PLAY

- Teams score by dribbling over the opposition end line and knocking over an opponents tall cone.
- Team in possession combines and attempt to create an opportunity for a team mate to dribble across end line.
- Floater players are unable to dribble across scoring line.
- Defending team are not allowed to follow into scoring zone.
- Conceding team restarts play.
- Kick ins from the side.
- 2 minute games before floater players are rotated.

### POSSIBLE PROGRESSIONS

1. 1 defender is allowed to follow attacker into scoring area
2. Floater players are removed to take away the overload

### OUTCOMES

- Dribbling under control
- Decision Making - when to pass / when to dribble
- Awareness of team mates, opposition and position on the pitch

### DRINKS BREAK DISCUSSION

- During this game, when was the best time to attempt a dribble to score?



# SESSION 8

PLAYING MOMENT **DEFENDING** | CORE SKILL **PRESSING** | FOCUS **SHOWING OPPONENTS TOWARDS TEAMMATE**

## SKILL ARRIVAL

### SETUP

- **Area up to 15x10m (futsal) or 20x12m (football).** Modify area depending on the number and age of players involved. (As more people arrive, players can make the area larger)
- Small goals at each end of the area.
- Bibs placed to the side of the pitch for players to pick up on arrival.
- Spare balls placed to the side of goals.
- Another replica pitch set up alongside for another group of players (or players can set up themselves)



### HOW TO PLAY

- Players play 1v1 against each other until more players arrive.
- When players turn up, they play 2v1, 2v2, 3v2 and 3v3.
- When a pitch achieves 3v3, arriving players begin another game on a different pitch.
- Teams score by shooting in opponents goals. Conceding team restarts play.
- Players can dribble or pass in from the touch line.

### OUTCOMES

- An environment of "play" encourages players to be creative and try new things.

## SKILL INTRODUCTION

### SETUP

- **Area of up to 15x15m (futsal) or 20x15m (football).** Modify area depending on the number of players involved.
- 2 "Safe Zones" at each end of the area.
- All players have the same coloured bib (Red in picture) except for 2 Taggers (in Blue).
- All Reds have a ball each.
- Spare balls placed to the side of pitch.



### HOW TO PLAY

- Reds dribble around the safe zones using different parts of the foot.
- When coach shouts "Go", Reds attempt to dribble across the area to the other safe zone.
- Blue defenders attempt to kick Red players footballs out of the area
- If a Red player is dispossessed they become a defender.
- Play game until there is one player left. Then begin again, rotating the starting defenders.
- Every 90secs break to complete 11+ Kids exercise. Example - Skating hop/plank

### POSSIBLE PROGRESSIONS

1. Defenders also have a ball each and must keep it under control when tagging.
2. Attackers are given a 10 second time limit to move across the area.
3. 11+ Kids exercise - Levels 1-5

### OUTCOMES

- Speed and angle of approach
- Body position to encourage attacker in a particular direction

### DRINKS BREAK DISCUSSION

- What did the defenders do well to win possession of the ball?

## SKILL TRAINING

### SETUP

- **Area of up to 15x30m (futsal) or 20x30m (football).** Modify area depending on the number of players involved.
- Area divided into 3 15x10m (futsal) or 10x20m (football) sections (Numbered 1,2,3 on diagram).
- Session begins with 5 Blue Attackers and 1 Red defender inside Area 1.
- Area 3 has 4 Blue Attackers and 1 Red defender.
- Area 2 has 1 Red Defender, who remains in this area.
- Spare balls next to the coach.



### HOW TO PLAY

- Blue teams combine to try and create an opportunity for a player to run with ball across Area 2 to the Opposite Area.
- They then try to repeat, keeping a running score of how many times they are successful at Running the Ball across the area.
- If defender wins possession, they attempt to dribble the ball out of the area. This resets the attackers score to zero.
- After 90 seconds rotate players so that defenders are changed.

### POSSIBLE PROGRESSIONS

1. Attackers need to make at least 3 passes before attempting the Run with Ball
2. Red defender in Area 2 is allowed to move into Area 1 or 3 at any time
3. Increase the number of Red defenders

### EXERCISE TASK

- Making the attacking play as predictable as possible

### PLAYER TASK EXAMPLES

- Can the player nearest to the ball force the attackers in one direction?
- Can the supporting defender in Area 2 cover the space behind?

### OBSERVATION DISCUSSION

- What can the supporting team mate do to help the defender closest to the ball?

## SKILL GAME

### SETUP

- **Area of up to 30x15m (futsal) or 45x20m (football).** Modify area depending on the number of players involved.
- 3 teams of equal numbers, bibbed in different colours (Red, Blue & Yellow in diagram).
- 5m channel just before the end zone, at each end of the pitch (Numbered 1 & 2 on diagram)
- Spare balls placed to the side of pitch
- Large goals with GKs at each end of the pitch.



### HOW TO PLAY

- 2 teams play in the middle area, creating a 4v4. 1 team observes.
- Red team attempt to score by combining to get a player Running with Ball over the attacking channel (Number 2) into the end zone to shoot.
- If Reds score then they restart, attacking the opposite way.
- If Blues win possession, they can attack from where they win the ball.
- Kick Ins from the side.
- 2 minute games before floater teams are rotated.

### POSSIBLE PROGRESSIONS

1. Insert observers into channel as defenders.
2. 1 defender is allowed to follow attacker into end zone (number 2 on diagram)

### OUTCOMES

- Speed and angle of approach
- Body position to encourage attacker in a particular direction
- Working as a defensive pair to win possession

### DRINKS BREAK DISCUSSION

- What determines the direction that you attempt to show the attacker in possession?



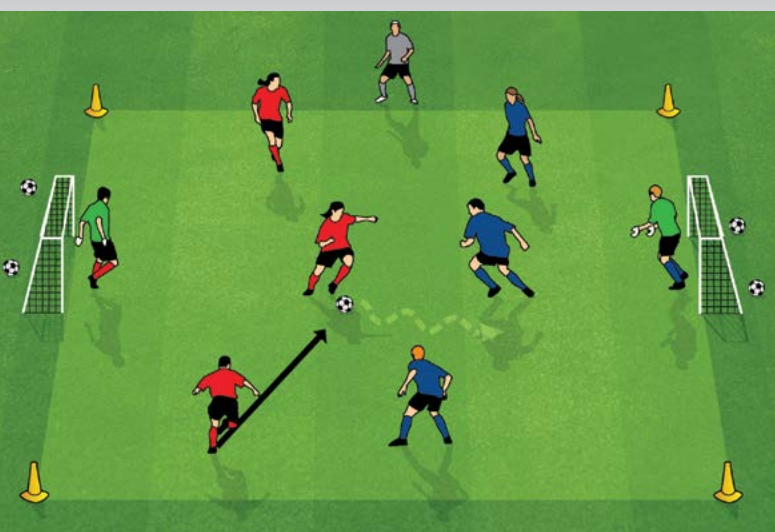
# SESSION 9

PLAYING MOMENT **ATTACKING** | CORE SKILL **STRIKING THE BALL** | FOCUS **SHORT PASSING**

## SKILL ARRIVAL

### SETUP

- **Area up to 20x12m (football) or 15x10m (futsal).** Modify area depending on the number and age of players involved. (As more people arrive, players can make the area larger)
- Small goals at each end of the area.
- Bibs placed to the side of the pitch for players to pick up on arrival.
- Spare balls placed to the side of goals.
- Another replica pitch set up alongside for another group of players (or players can set up themselves)



### HOW TO PLAY

- Players play 1v1 against each other until more players arrive.
- When players turn up, they play 2v1, 2v2, 3v2 and 3v3.
- When a pitch achieves 3v3, arriving players begin another game on a different pitch.
- Teams score by shooting in opponents goals. Conceding team restarts play.
- Players can dribble or pass in from the touch line.

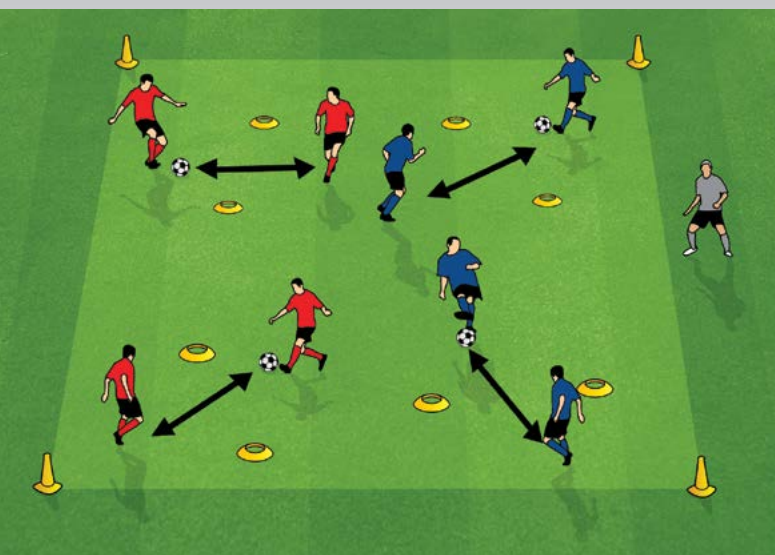
### OUTCOMES

- An environment of "play" encourages players to be creative and try new things.

## SKILL INTRODUCTION

### SETUP

- **Area 30x30m (football) or 15x15m (futsal)**
- Players pair up, with 1 ball between them
- Each pair is given 2 cones each
- Pairs are asked to find a space in the square and place their cones on the floor, approximately 4m away from each other, creating a "Gate"



### HOW TO PLAY

- Pairs pass the ball to each other 3 times through the gate
- Once 3 passes are completed, pair move to a different gate, and repeat the process
- This continues until the coach stops session and pairs return to their original gate
- Every 90secs break to complete 11+ Kids exercise.  
Example - Skating hop

### PROGRESSION

1. Pairs have 1 minute to visit as many gates as possible (passing ball through the gates 3 times). Pairs count how many gates they visit to get their score
2. Repeat with 2 passes at each gate and try to beat previous score
3. Repeat with 1 pass at each gate and try to beat previous score
4. 11+ Kids exercise - Levels 1-5

### OUTCOMES

- Passing the ball over short distances
- Variation of passing techniques
- Awareness of spatial surroundings

## SKILL TRAINING

### SETUP

- **2 areas of up to 10x10m.** Modify area depending on the number of players involved.
- Goals placed at opposite ends of the area, 18m away from the squares (as shown in diagram).
- Session begins with a 4v1 in each of the 10x10 squares, with a support player outside.
- Support player begins on the opposite side to the goal they are attacking, with a supply of spare balls.



### HOW TO PLAY

- Support Player begins practice by passing into the four attackers.
- Attackers combine as a team to release a player out of the square to have 1v1 with GK. the ball must be passed to break out of the square.
- Attackers use the line of the square (closest to the goal) as an offside line.
- Defender must remain in the square.
- If defender wins possession, they attempt to pass to the support player. This resets the attackers score to zero.
- After 5 attempts, rotate players so that support players and defenders are changed.

### POSSIBLE PROGRESSIONS

1. Attackers must make at least three passes inside the area before releasing player
2. Defender is allowed to break out of square to track attacker
3. Increase the number of defenders in the squares (4v2)

### EXERCISE TASK

- Combine to play a "through ball" for a goal scoring opportunity

### PLAYER TASK EXAMPLES

- Can you identify when to retain possession of the ball and when to attempt a through ball?
- Can the attackers play through ball which allows the striker to shoot first time?

### OBSERVATION DISCUSSION

- What do you find most difficult about playing through balls?

## SKILL GAME

### SETUP

- **Area of up to 50x30m (football) or 30x15m (futsal).** Modify area depending on the number of players involved.
- 2 teams of equal numbers, bibbed in different colours (Red & Blue in diagram).
- 2 floater players in Yellow.
- Spare balls placed in the goals.



### HOW TO PLAY

- Teams play in a regular small sided game.
- The amount of passes that you make in the build up to scoring counts as the goal total (6 passes = 6 goals).
- Kick Ins when the ball goes out of play.
- Conceding team restarts play.
- 5 minute games with drinks breaks in between.

### POSSIBLE PROGRESSIONS

1. No Kick Ins from the side. Play restarts from the GK

### OUTCOMES

- Accuracy and weight of pass
- Decision Making - when to attack / when to wait
- Awareness of team mates, opposition and position on the pitch

### DRINKS BREAK DISCUSSION

- During the game, when we're the best times to attack?



# SESSION 10

PLAYING MOMENT **ATTACKING** | CORE SKILL **STRIKING THE BALL** | FOCUS **SHOOTING WITH POWER**

## SKILL ARRIVAL

### SETUP

- **Area up to 15x10m (futsal) or 20x12m (football).** Modify area depending on the number and age of players involved. (As more people arrive, players can make the area larger)
- Small goals at each end of the area.
- Bibs placed to the side of the pitch for players to pick up on arrival.
- Spare balls placed to the side of goals.
- Another replica pitch set up alongside for another group of players (or players can set up themselves)



### HOW TO PLAY

- Players play 1v1 against each other until more players arrive.
- When players turn up, they play 2v1, 2v2, 3v2 and 3v3.
- When a pitch aches 3v3, arriving players begin another game on a different pitch.
- Teams score by shooting in opponents goals. Conceding team restarts play.
- Players can dribble or pass in from the touch line.

### OUTCOMES

- An environment of "play" encourages players to be creative and try new things.

## SKILL INTRODUCTION

### SETUP

- **Area of up to 20x15m (futsal) or 30x20m (football).** Modify area depending on number and age of players involved.
- Split the area into thirds, with players all beginning in the middle channel.
- Players are split into two teams, have a ball each and are assigned a number (1 to 6).
- Two goals at each end of the area with Goalkeepers.



### HOW TO PLAY

- Players all dribble around the middle third.
- When coach calls a number, players with that number dribbles into their attacking third and shoot at goal.
- If the attacker scores then they win 1 point for their team.
- Players retrieve footballs after shooting and return to the middle.
- Every 90secs break to complete 11+ Kids exercise.  
Example - Statues

### PROGRESSION

1. Players are awarded the following points:
  - 2pts if they score first
  - 1pt if they score second
  - 0pts if they fail to score
2. Remaining players (number not called) are allowed to try to stop the attacker entering the opponents area
3. If an attacker scores at one end, GK rolls them another ball and they are allowed to attack the opposite goal
4. 11+ Kids exercise - Levels 1-5

### OUTCOMES

- Shooting technique – what part of the foot to use
- Power vs Accuracy
- Decision Making – shooting in relation to the ball, goal and goalkeeper

## SKILL TRAINING

### SETUP

- Pitches of up to 15x15m (futsal) or 20x20m (football), set up side by side. Modify pitches depending on the number of players involved.
- There is no offside for futsal.
- Each pitch for football has a halfway line marked, to be used as an offside line.
- 1 Goal placed at the end of the area.
- 6 players start in each pitch, 2 Red Attackers, 1 Blue Defender and 3 yellow servers.
- Yellow servers are numbered 1,2 & 3 and have 10 balls between them.



### HOW TO PLAY

- Session starts with a designated server calling "1", "2" or "3". The server with the number called passes the ball into a blue attacker, creating a 2v1.
- Attackers combine to create shooting opportunity. If they score they are awarded 1 point.
- Attackers are able to use the serves as support players.
- If defender wins ball and manages to play back to a server, 1 point is removed from attackers score.
- After 10 attempts the players are rotated, with servers entering the area.

### POSSIBLE PROGRESSIONS

1. Teams are awarded 3 points for a goal scored in the half furthest away from the goal.
2. Teams are awarded 5 points for a goal scored in the half furthest away from the goal with a 1st time finish.

### EXERCISE TASK

- Today is about scoring goals from distance.

### PLAYER TASK EXAMPLES

- Can the player out of possession position themselves to receive a pass from the ball player?
- Can the ball player pass the ball to their team mate so that they can shoot first time?

### OBSERVATION DISCUSSION

- What different ways can you support the player in possession of the ball?

## SKILL GAME

### SETUP

- Area of up to 30x15m split into two halves of 15x15m (futsal) or 30x20m split into two halves of 15x20m (football). Modify area depending on the number of players involved.
- 3 teams of equal numbers, bibbed in different colours (Red, Yellow & Blue in diagram).
- 2 teams begin on the pitch, 1 team observing.
- Teams must operate in a 3-1 formation.
- Spare balls placed behind the goals.



### HOW TO PLAY

- Practice begins from the GK.
- Red & Blue teams play 4v4 against each other.
- Teams are awarded 3pts for a goal scored from their defensive half and 1pt for a goal from the attacking half.
- 1 minute games before teams are rotated.

### POSSIBLE PROGRESSIONS

1. Teams are awarded three points for a goal scored by an attacker from a rebound
2. Teams are awarded five points for a goal scored from defensive half, if player in attacking half was involved in the build up

### OUTCOMES

- Shooting with Power
- Awareness of opposing GKs position
- Combination passing to create scoring opportunity

### DRINKS BREAK DISCUSSION

- What will determine the amount of power you use for a shot?



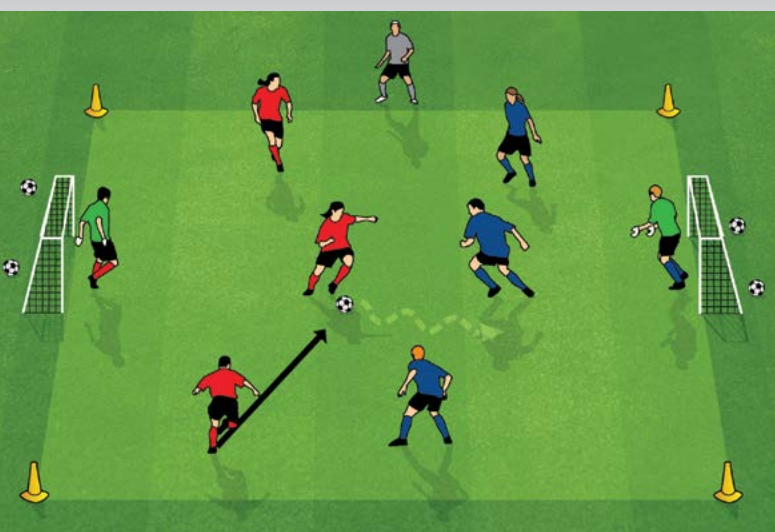
# SESSION 11

PLAYING MOMENT **DEFENDING** | CORE SKILL **TACKLING** | FOCUS **TACKLING WHEN FACING AN OPPONENT**

## SKILL ARRIVAL

### SETUP

- **Area up to 20x12m (football) or 15x10m (futsal).** Modify area depending on the number and age of players involved. (As more people arrive, players can make the area larger)
- Small goals at each end of the area.
- Bibs placed to the side of the pitch for players to pick up on arrival.
- Spare balls placed to the side of goals.
- Another replica pitch set up alongside for another group of players (or players can set up themselves)



### HOW TO PLAY

- Players play 1v1 against each other until more players arrive.
- When players turn up, they play 2v1, 2v2, 3v2 and 3v3.
- When a pitch achieves 3v3, arriving players begin another game on a different pitch.
- Teams score by shooting in opponents goals. Conceding team restarts play.
- Players can dribble or pass in from the touch line.

### OUTCOMES

- An environment of "play" encourages players to be creative and try new things.

## SKILL INTRODUCTION

### SETUP

- **Area of up to 25x25m (football) or 15x15m (futsal).** Modify area depending on the number of players involved.
- 8 attackers in Blue bibs with a ball each, 4 defenders in Red bibs without a ball.
- 2 gates, made of cones, placed in the corner of the playing area.
- Spare footballs placed to the side of pitch.



### HOW TO PLAY

- Blue players dribble around the inside of the area.
  - On the coaches command, all player players must attempt to dribble passed a defender through a gate.
  - If Blue dribbles through successfully, they score 1pt.
  - If Red defender wins possession, they pass the ball back to the middle.
  - Play restarts with the Blues dribbling around the inside of the area.
  - Change over defenders after a while and break to complete 11+ Kids exercise.
- Example - Repeat as above spiderman

### PROGRESSION

1. Defenders only have to tag the attacker, rather than tackling the ball.
2. Add defender into the middle who can tackle / tag players on coaches command.
3. 11+ Kids exercise - Levels 1-5

### OUTCOMES

- Speed and angle of approach
- Decision making – when to tackle / when to delay

### DRINKS BREAK DISCUSSION

- List the different ways that you can take the ball off the attacker.

## SKILL TRAINING

### SETUP

- **Area of up to 20x10m (football) or 15x10m (futsal).** Modify area depending on the number of players involved.
- 2 teams of equal numbers, bibbed in different colours (Red & Blue in diagram).
- 1 player from each team begin on the pitch.
- 2 players from each team off the pitch as support players. Support players must operate on different halves and different sides of the pitch.
- Spare balls by the coach on half way line.
- Replicate pitch for other players.



### HOW TO PLAY

- Session is started by coach passing the ball to one of the attackers inside the area.
- Objective is for players to play 1v1 against each other and attempt to score in the opponents goal.
- Player in possession can use team mate support players.
- Play continues from a GK save.
- Rotate players after a few attacks

### POSSIBLE PROGRESSIONS

1. Support players must pass the ball back within two touches
2. Attackers can only use support players in half that they are currently in

### EXERCISE TASK

- Today is about tackling an opponent in a 1v1.

### PLAYER TASK EXAMPLES

- Can you position your body so that you force the attacker to play with their weaker foot?
- Can you choose the correct time to steal the ball, choosing the moment where you can clearly see all of the ball?
- After winning possession, can you attack the opponents goal quickly?

### OBSERVATION DISCUSSION

- Name some world class defenders. What makes them world class?

## SKILL GAME

### SETUP

- **Area of up to 25x18m (football) or 20x12m (futsal).** Modify area depending on the number of players involved.
- Goals at each end. (Big goals with GKs or smaller goals without)
- 2 teams of 3 players, bibbed in different colours (Red & Blue in diagram).
- Spare balls placed to the side of goals.
- Another replica pitch set up alongside for another group of players.



### HOW TO PLAY

- Teams play 3v3 against each other.
- Teams score by shooting in opponents goals. Conceding team restarts play.
- No restarts from the side. Restart from GKs.
- 2 minute games before teams are rotated.

### POSSIBLE PROGRESSIONS

1. Teams are awarded 2pts if a player scores after taking on an opponent
2. Make the pitch width smaller

### OUTCOMES

- Speed and angle of approach
- Body position to encourage attacker in a particular direction
- Decision making – when to tackle / what type of tackle to select

### DRINKS BREAK DISCUSSION

- What do the attackers do that makes it difficult to defend? How can we make it easier for ourselves?



# SESSION 12

PLAYING MOMENT **ATTACKING** | CORE SKILL **1v1** | FOCUS **ATTACKING WITH CHASING DEFENDER**

## SKILL ARRIVAL

### SETUP

- **Area up to 15x10m (futsal) or 20x12m (football).** Modify area depending on the number and age of players involved. (As more people arrive, players can make the area larger)
- Small goals at each end of the area.
- Bibs placed to the side of the pitch for players to pick up on arrival.
- Spare balls placed to the side of goals.
- Another replica pitch set up alongside for another group of players (or players can set up themselves)



### HOW TO PLAY

- Players play 1v1 against each other until more players arrive.
- When players turn up, they play 2v1, 2v2, 3v2 and 3v3.
- When a pitch achieves 3v3, arriving players begin another game on a different pitch.
- Teams score by shooting in opponents goals. Conceding team restarts play.
- Players can dribble or pass in from the touch line.

### OUTCOMES

- An environment of "play" encourages players to be creative and try new things.

## SKILL INTRODUCTION

### SETUP

- **Area of up to 30x15m (futsal) or 35x20m (football).** Modify area depending on the number of players involved.
- Middle area of 10x15m (futsal) or 8x20m (football) marked using cones.
- 3 teams of 4 players, numbered 1-4. Teams are bibbed in different colours (Red, Yellow and Blue in diagram)
- All players have a ball each.
- Spare balls placed to the side of pitch.



### HOW TO PLAY

- All players dribble around the area using different parts of the foot.
- When coach calls a number, players with that number must break out of the middle area and score in one of the goals.
- Upon scoring, players retrieve their ball and rejoin the middle area.
- Every 90secs break to complete 11+ Kids exercise. Example - statutes

### POSSIBLE PROGRESSIONS

1. Players are not allowed to score in the same goal as another attacker.
2. 1st attacker to score receives 3pts for their team. 2nd attacker, 2pts and third attacker, 3pts.
3. When calling a number, coach points to the direction that attackers must attack, meaning that only two players can score.
4. 11+ Kids exercise - Levels 1-5

### OUTCOMES

- Ball control when breaking out of the area
- Awareness of surroundings
- Shooting accuracy

## SKILL TRAINING

### SETUP

- **Area of up to 20x10m (futsal) or 25x10m (football).** Modify area depending on the number of players involved.
- 2 smaller goals positioned as shown.
- Scoring Line placed 6m (futsal) or 8m (football) away from the goal.
- Two teams of equal numbers, starting next to the coach. 1st player from each of the team stands behind starting cone as shown in diagram.
- All balls with the coach.



### HOW TO PLAY

- Coach passes ball in between the two starting players. Players must face forwards and can only move when they see the ball.
- Red and Blue players compete for the ball and attempt to score in one of the smaller goals.
- Players must score after they have passed the scoring line.
- Players return to the back of the line until their next go. (Ensure that session flows so that players do not wait in line for long).
- Teams scores are kept.

### POSSIBLE PROGRESSIONS

1. Players perform exercises on the starting cone, facing away from coach
2. Players begin on their knees facing away from the coach

### EXERCISE TASK

- Today is about keeping the ball away from a chasing defender.

### PLAYER TASK EXAMPLES

- Can the attacker place their body between the defender and the ball?
- Can the attacker take their first touch away from the defender?

### OBSERVATION DISCUSSION

- What international players are good at holding players off when they are in possession?

## SKILL GAME

### SETUP

- **Area of up to 30x15m (futsal) or 40x20m (football).** Modify area depending on the number of players involved.
- 3 teams of equal numbers, binned in different colours (Red, Yellow & Blue in diagram).
- 2 teams begin on the pitch and are numbered 1-4.
- 1 team off the pitch as support players. Support players must operate on different halves of the pitch.
- Designated "Offside line" at half way.
- Spare balls placed behind the goals.



### HOW TO PLAY

- Red & Blue teams play 4v4 against each other.
- Players are assigned a direct opponent and can only take the ball away from that opponent.
- Team in possession can use Yellow support players (making an 8v4).
- Support players must give the ball back to the team who they received the football from.
- 2 minute games before teams are rotated.

### POSSIBLE PROGRESSIONS

1. Support players must pass the ball back within two touches
2. Teams can only use support players in their own half

### OUTCOMES

- Decision Making - when to pass / when to dribble
- Movement away from a marker
- Change of direction and/or speed to get away from defender

### DRINKS BREAK DISCUSSION

- As a team, come up with tactics that you think will help you win the game.



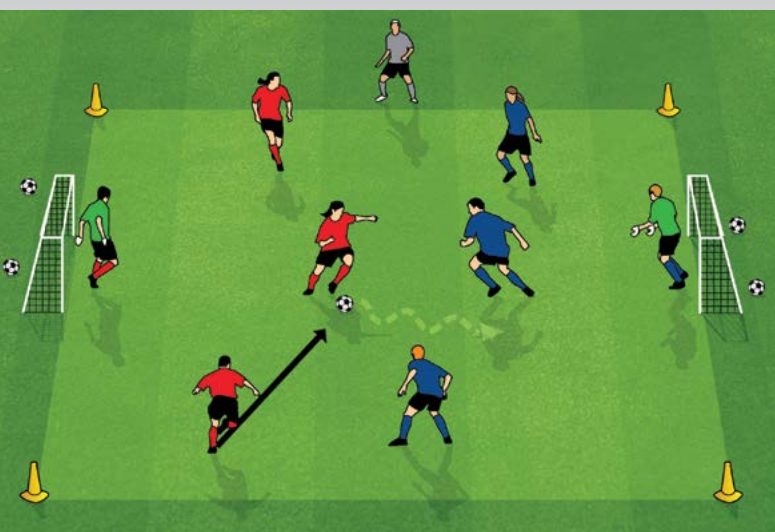
# SESSION 13

PLAYING MOMENT **ATTACKING** | CORE SKILL **RECEIVING THE BALL** | FOCUS **RECEIVING TO ATTACK**

## SKILL ARRIVAL

### SETUP

- **Area up to 20x12m (football) or 15x10m (futsal).** Modify area depending on the number and age of players involved. (As more people arrive, players can make the area larger)
- Small goals at each end of the area.
- Bibs placed to the side of the pitch for players to pick up on arrival.
- Spare balls placed to the side of goals.
- Another replica pitch set up alongside for another group of players (or players can set up themselves)



### HOW TO PLAY

- Players play 1v1 against each other until more players arrive.
- When players turn up, they play 2v1, 2v2, 3v2 and 3v3.
- When a pitch achieves 3v3, arriving players begin another game on a different pitch.
- Teams score by shooting in opponents goals. Conceding team restarts play.
- Players can dribble or pass in from the touch line.

### OUTCOMES

- An environment of "play" encourages players to be creative and try new things.

## SKILL INTRODUCTION

### SETUP

- **Circle areas with a diameter up to 20m (football) or 15m (futsal).** Modify area depending on the number of players involved.
- Square area in the centre of the circle, made of cones.
- 2 groups of equal numbers, bibbed in different colours (Red & Blue in diagram).
- Reds begin in the middle. Blues begin as support players on the outside.
- All of the Blue support players begin with a ball.



### HOW TO PLAY

- Red players receive ball from a Blue, must change direction with their 1st touch, travel through the square and pass to another Blue player.
- Reds then repeat, receiving the ball from a different Blue player.
- Blue players must keep the ball moving at all times.
- Change roles after 1 minute.
- During change overs, break to complete 11+ Kids exercise. Example - skating hop

### POSSIBLE PROGRESSIONS

1. Encourage players receiving in the ball to try and perform a "no touch turn" when possible
2. Make the square in the middle smaller
3. Introduce a defender into the circle who attempts to stop players dribbling through the square
4. 11+ Kids exercise - Levels 1-5

### OUTCOMES

- 1st touch control - changing direction
- Timing of 1st touch into space
- Receiving to turn / Awareness of surroundings
- Using different surfaces of the foot to turn

### DRINKS BREAK DISCUSSION

- When was it difficult to travel through the square? What did you have to do to ensure you travelled through easily?

## SKILL TRAINING

### SETUP

- **Area of up to 20x20m (football) or 15x15m (futsal).** Modify area depending on the number of players involved.
- 2 teams of 5 players and two floaters, bibbed accordingly.
- 3 red, 3 blue and 2 floaters inside the area. 2 target players from each team on alternate sides of the square (as shown in the diagram).



### HOW TO PLAY

- Target Player begins practice by passing into a Red attacker.
- Objective is to transfer the ball accurately to the opposite target player.
- If achieved the practice is repeated in the opposite direction. Challenge for attackers is to see how many times they can consecutively transfer the ball to an opposite target player (1pt for each time).
- If Blues win possession, they attempt to pass to a blue target player and play in the different direction.
- Coach rotates target players on a regular basis.
- Floaters play for the side in possession.

### POSSIBLE PROGRESSIONS

1. Attackers must make at least two passes inside the area before transferring to a target player
2. Target players have 2 touches only to pass the ball back into the area
3. Remove floaters and play 4v4 in the middle.

### EXERCISE TASK

- Today is about switching play as quickly possible, whilst keeping safe possession of the ball

### PLAYER TASK EXAMPLES

- Can you receive the ball to play forwards first?
- Can you support the player in possession in order to play a forward pass?
- Can you scan your surroundings so that when you receive the ball you know where to play?

### OBSERVATION DISCUSSION

- What can your team mates do to help you when you receive the ball?

## SKILL GAME

### SETUP

- **Area of up to 40x30m (football) or 30x15m (futsal).** Modify area depending on the number and age of players.
- Divide the players into 2 teams and bib accordingly (Reds / Blues).
- Insert a channel running across the middle of the pitch. This is the "Safe Zone".
- Have balls around the area to restart match quickly.



### HOW TO PLAY

- Reds and Blues play in a regular small sided game, aiming to score in the opponents goal.
- One player from each team is allowed to play in the "Safe Zone". When in possession of the ball in the "Safe Zone", players can not be tackled.
- Other players are allowed to move through the "Safe Zone" but can not receive possession of the ball in there.
- Rotate "Safe Zone" players after a certain period of time.

### PROGRESSION

1. Players can be tackled in the safe zone after 5 seconds of possession
2. Any player can receive the ball in the safe zone (only one player from each team allowed in the "safe zone" at any one time)

### OUTCOMES

- Receiving the ball to play forwards
- Movement to receive the ball
- Passing accuracy



# SESSION 14

PLAYING MOMENT **DEFENDING** | CORE SKILL **PRESSING** | FOCUS **PREVENTING OPPONENT FROM TURNING**

## SKILL ARRIVAL

### SETUP

- **Area up to 15x10m (futsal) or 20x12m (football).** Modify area depending on the number and age of players involved. (As more people arrive, players can make the area larger)
- Small goals at each end of the area.
- Bibs placed to the side of the pitch for players to pick up on arrival.
- Spare balls placed to the side of goals.
- Another replica pitch set up alongside for another group of players (or players can set up themselves)



### HOW TO PLAY

- Players play 1v1 against each other until more players arrive.
- When players turn up, they play 2v1, 2v2, 3v2 and 3v3.
- When a pitch achieves 3v3, arriving players begin another game on a different pitch.
- Teams score by shooting in opponents goals. Conceding team restarts play.
- Players can dribble or pass in from the touch line.

### OUTCOMES

- An environment of "play" encourages players to be creative and try new things.

## SKILL INTRODUCTION

### SETUP

- **Circle areas with a diameter up to 15m (futsal) or 20m (football).** Modify area depending on the number of players involved.
- Square area in the centre of the circle, made of cones / flat spots.
- 6 players outside the area (Blues), 6 players inside (4 Red attackers and 2 Yellow defenders)
- 4 Blue support players begin with a ball.
- Spare balls with the coach.



### HOW TO PLAY

- Red players receive ball from a Blue and attempt to change direction, before playing to another outside blue.
- Yellows must apply defensive pressure to a player receiving the ball.
- Reds then repeat, receiving the ball from a different Blue player.
- Blue players must keep the ball moving at all times.
- Change roles after 1 minute.
- Every 2 minutes break to complete 11+ Kids exercise. Example - single leg stance

### POSSIBLE PROGRESSIONS

1. Defenders are allowed to win the ball.
2. Make the square in the middle smaller.
3. Introduce an additional defender into the square.
4. 11+ Kids exercise - Levels 1-5

### OUTCOMES

- Speed and angle of approach
- Getting "touch tight" to the attacker to prevent turning with the ball

### DRINKS BREAK DISCUSSION

- What does a defender need to do in order to prevent an attacker from turning?

## SKILL TRAINING

### SETUP

- **Area of up to 15x10m.** Modify area depending on the ability of players involved.
- 2 smaller goals positioned as shown.
- Two teams of equal numbers, starting behind the goals. 1st player from each of the team stands behind starting cone as shown in diagram.
- All balls with a Server.
- Duplicate pitch to ensure players are not waiting for too long (No more than three in a line).



### HOW TO PLAY

- Server passes ball into area for Reds to run and receive. Blue defender allows Red to receive the ball but follows into area.
- Reds attempt to score in one of the smaller goals (1pt)
- If Blue defender wins possession they play back to the server to win 1pt.
- Players return to the back of the line until their next go. (Ensure that session flows so that players do not wait in line for long)
- Teams scores are kept.
- Change so that the blues have the opportunity to receive the ball. Change the server on a regular basis.

### POSSIBLE PROGRESSIONS

1. Players start from different starting points around the area
2. Server plays ball in air / bouncing ball etc

### EXERCISE TASK

- Today is about preventing the attacker from turning and shooting.

### PLAYER TASK EXAMPLES

- When running, can you assess the situation to decide whether to try to intercept the ball or mark the player?
- If intercepted successfully can we play the ball to the server as quickly as possible?
- If the attacker receives possession can we mark closely enough so that they are unable to turn?
- Be patient, remain close and wait for the correct moment to tackle.

### OBSERVATION DISCUSSION

- When the ball is travelling to your opponent, what do you need to do in order to defend correctly?

## SKILL GAME

### SETUP

- **Area of up to 30x15m (futsal) or 50x30m (football).** Modify area depending on the number of players involved.
- Goals at each end, with Goalkeepers.
- 2 teams of 5 players, with 2 floater players playing for the team in possession.
- Spare balls placed to the side of goals.



### HOW TO PLAY

- Teams play 5v5 against each other.
- Player must take more than 1 touch of the ball when in possession.
- 2 floater players who play for the team in possession of the ball.
- Teams score by shooting in opponents goals. Conceding team restarts play.
- No restarts from the side. Restart from GKs.
- 2 minute games before teams have a drinks break.

### POSSIBLE PROGRESSIONS

1. Players must have more than 2 touches of the ball when in possession
2. Remove floater players

### OUTCOMES

- Speed and angle of approach
- Remaining close enough to the attacker to prevent them from playing forwards
- Patience and timing of tackle

### DRINKS BREAK DISCUSSION

- Which player did you feel defended effectively today? What did they do that helped them be successful?



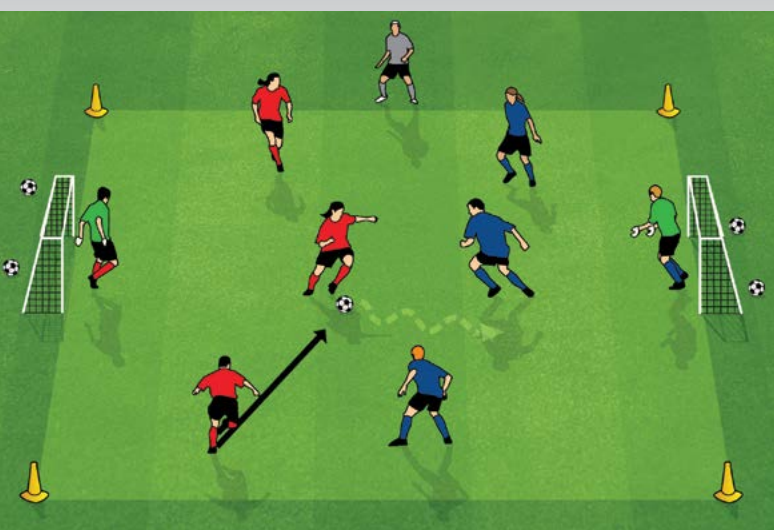
# SESSION 15

PLAYING MOMENT **ATTACKING** | CORE SKILL **TRAVELLING WITH THE BALL** | FOCUS **DRIBBLING**

## SKILL ARRIVAL

### SETUP

- **Area up to 20x12m (football) or 15x10m (futsal).** Modify area depending on the number and age of players involved. (As more people arrive, players can make the area larger)
- Small goals at each end of the area.
- Bibs placed to the side of the pitch for players to pick up on arrival.
- Spare balls placed to the side of goals.
- Another replica pitch set up alongside for another group of players (or players can set up themselves)



### HOW TO PLAY

- Players play 1v1 against each other until more players arrive.
- When players turn up, they play 2v1, 2v2, 3v2 and 3v3.
- When a pitch achieves 3v3, arriving players begin another game on a different pitch.
- Teams score by shooting in opponents goals. Conceding team restarts play.
- Players can dribble or pass in from the touch line.

### OUTCOMES

- An environment of "play" encourages players to be creative and try new things.

## SKILL INTRODUCTION

### SETUP

- **2 areas of up to 10x10m.** Modify area depending on the number of players involved.
- All players have the same coloured bib (Red in picture) except for 1 defender (in Blue).
- All Reds have a ball each.
- Spare balls placed to the side of pitch.



### HOW TO PLAY

- All players dribble around the area using different parts of the foot.
- When coach shouts "Go", Defenders attempt to kick the players football out of the area. Defender attempt to kick as many footballs out as possible during a 30 second time period.
- If a players ball is kicked out, they must perform 3 keeps-ups and dribble around two sides of the square before rejoining.
- Rotate Defenders after each game.
- Every 90secs break to complete 11+ Kids exercise. Example Plank

### POSSIBLE PROGRESSIONS

1. Players must perform 5 keeps ups before rejoining
2. Add a floating defender who can work across both areas
3. 11+ Kids exercise - Levels 1-5

### OUTCOMES

- Close control when dribbling
- Turning away from defenders
- Change of pace and/or direction to get away from defender

## SKILL TRAINING

### SETUP

- Two pitches of up to 10x25m (football) or 8x15m (futsal), set up side by side but running in the opposite direction. Modify pitches depending on the number of players involved.
- Each pitch has areas marked out, shown on the diagram as area 1, 2 & 3.
- Goals placed at the diagonally opposite sides of the pitches.
- 6 players start in each pitch, 2 pairs of Red Attackers and 1 pair of Blue Defenders.
  - Defenders are restricted to Areas 1 & 2.
  - Spare balls behind starting point on each pitch.



### HOW TO PLAY

- A pair of Red attackers begin by entering Area 1, creating 2v1. They attempt to move up the pitch to shoot at goal.
- Goals can be scored from any area.
- Once attack has finished the pair of attackers move to the starting position on the other pitch.
- Every 90secs defenders are changed.

### POSSIBLE PROGRESSIONS

1. Defender in Area 2 is able to move back into Area 3 once the ball has moved into there
2. Attacking players can only score in Area 3
3. Where numbers allow, introduce a floating defender who can join either pitch at any time

### EXERCISE TASK

- Today is about creating a shooting opportunity through inventive individual play.

### PLAYER TASK EXAMPLES

- Can the player out of possession create a 1v1 opportunity for the player on the ball?
- Can the player in possession dribble in a direction that makes it difficult for the defender to defend both attackers?

### OBSERVATION DISCUSSION

- When attacking, what made you decide to pass or dribble?

## SKILL GAME

### SETUP

- Area of up to 35x20m (football) or 25x15m (futsal). Modify area depending on the number of players involved.
- 3 teams of equal numbers, bibbed in different colours (Red, Yellow & Blue in diagram).
- 2 teams begin on the pitch, 1 team observing.
- Four gates set up around the area (made up with 2 flat cones)
- "Safety Zones" beyond the sidelines of the pitch.
- Spare balls placed behind the goals.



### HOW TO PLAY

- Practice begins from the GK.
- Red & Blue teams play 4v4 against each other.
- Teams are awarded 1pt for scoring a goal.
- Teams are awarded 3pts if the goal scored included dribbling through the gate as part of the build up play.
- Players are allowed to dribble to the safety zone if required. Players can not be tackled in the state zone and must pass / dribble back into the area within 5 seconds.
- 1 minute games before teams are rotated.

### POSSIBLE PROGRESSIONS

1. Teams are awarded 1pt for each gate dribbled through, regardless of whether it ends in a goal
2. Players are only allowed in the safety zone for 3 seconds
3. Remove the safety zones

### OUTCOMES

- Dribbling with close control
- Awareness of defenders position
- Dribbling to pass / Dribbling to shoot

### OBSERVATION DISCUSSION

- Try to identify the times when players may be able to dribble forwards. What allows them to do this?



# SESSION 16

PLAYING MOMENT **ATTACKING** | CORE SKILL **TRAVELLING WITH THE BALL** | FOCUS **RUNNING WITH THE BALL**

## SKILL ARRIVAL

### SETUP

- **Area up to 15x10m (futsal) or 20x12m (football).** Modify area depending on the number and age of players involved. (As more people arrive, players can make the area larger)
- Small goals at each end of the area.
- Bibs placed to the side of the pitch for players to pick up on arrival.
- Spare balls placed to the side of goals.
- Another replica pitch set up alongside for another group of players (or players can set up themselves)



### HOW TO PLAY

- Players play 1v1 against each other until more players arrive.
- When players turn up, they play 2v1, 2v2, 3v2 and 3v3.
- When a pitch achieves 3v3, arriving players begin another game on a different pitch.
- Teams score by shooting in opponents goals. Conceding team restarts play.
- Players can dribble or pass in from the touch line.

### OUTCOMES

- An environment of "play" encourages players to be creative and try new things.

## SKILL INTRODUCTION

### SETUP

- **Area of up to 15x15m (futsal) or 25x25m (football).** Modify area depending on the number of players involved.
- 4 corner areas of 6x6m marked using cones.
- 3 teams of 4 players, bibbed in different colours (Red, Yellow and Blue in diagram). 1 player in each team starts in each corner square.
- All players have a ball each.



### HOW TO PLAY

- Upon coaches command, players perform different techniques in the corner square (dribbling / keepy ups / passing / warm up movements)
- When coach calls a colour, players with that number must break out of the corner area and run with the ball (clockwise) to the next square.
- Every 90secs break to complete 11+ Kids exercise. Example - shoulder roll

### POSSIBLE PROGRESSIONS

1. Encourage players to use as few touches of the ball as possible when running with it
2. Add in a numbering system - (1-Travel clockwise, 2-Travel anti-clockwise, 3-Travel diagonally)
3. 11+ Kids exercise - Levels 1-5

### OUTCOMES

- Ball control when travelling at speed
- Ball manipulation / familiarity

## SKILL TRAINING

### SETUP

- **Area of up to 20x15m (futsal) or 30x20m (football).** Modify area depending on the number of players involved.
- 3 attackers in Red bibs with a ball each, 3 defenders in Blue bibs without a ball.
- 3 starting cones for defenders, placed along one side of the playing area.
- Starting cone for attacker placed at the end of the playing area.
  - Scoring zone placed 6m (futsal) or 8m (football) away from the goal.
  - Line of flat cones / spots placed 4m away from the attackers starting cone.



### HOW TO PLAY

- On coaches command, one red attacker runs with the ball towards the scoring zone.
- When attacker travels over flat cones / spots, defender can begin running.
- Red attacker attempts to shoot from inside the scoring zone.
  - If Blue defender wins possession, they attempt to travel with the ball across the cone line.
  - When play ends, the next two players go.
- Change over defenders after a while.

### POSSIBLE PROGRESSIONS

1. Change the starting point for the defenders.
2. Change practice so that it is a 2v2.

### EXERCISE TASK

- Can we run with the ball quickly in order to get an easy goal scoring opportunity?

### PLAYER TASK EXAMPLES

- Can you travel with the ball quickly in a direction which makes it difficult for the defender
- Can you travel across a large space using as few touches of the ball as possible

### OBSERVATION DISCUSSION

- What methods did you use to get the ball off the attacker?

## SKILL GAME

### SETUP

- **Futsal:** Area of up to 30x15m is divided into two pitches (Pitch 1 is 20x15m, pitch 2 is 10x15m). **Football:** Area of up to 40x45m, divided into two pitches. (Pitch 1 is 40x20m, Pitch 2 is 30x20m) Modify area depending on the number of players involved.
- Pitch 1 is a 3v3 plus 1 floater player, with large goals and GKs.
- Pitch 1 is divided into thirds.
- Pitch 2 is a 2v2 plus 1 floater player, with smaller goals and no GKs.
- Spare balls placed to the side of goals.
- Pitch 2 is divided into halves.



### HOW TO PLAY - PITCH 1

- Game starts from the GK. All players must play within the first two thirds of the pitch.
- Attacking team can only move into attacking third by running with the ball. If this occurs, 1 defender may also track the runner.
- If defending team wins possession they may immediately attack the goal.
- Kick Ins from the side.
- 90 second games before players are rotated between pitch 1 & 2.

### HOW TO PLAY - PITCH 2

1. Play a regular 2v2 plus 2 game. Teams can only score in the oppositions half

### OUTCOMES

- Accuracy / Weight of passing
- Decision Making - when to travel with the ball
- Awareness of team mates, opposition and position on the pitch

### DRINKS BREAK DISCUSSION

- What is the difference between Running with the Ball and Dribbling?



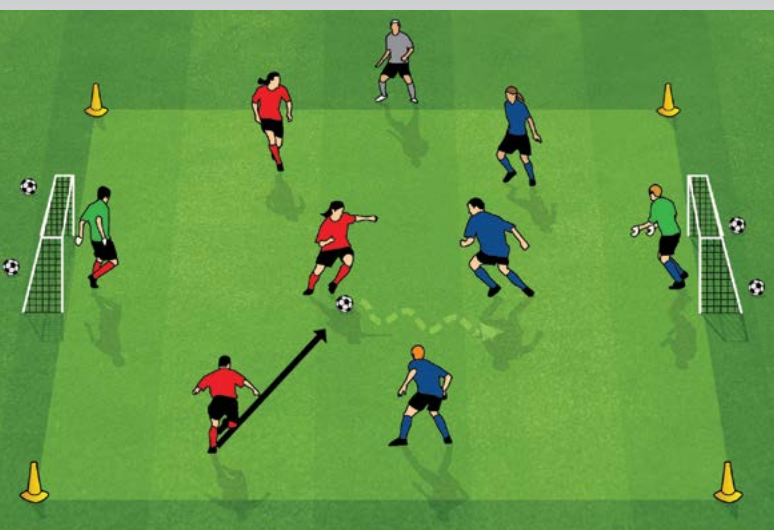
# SESSION 17

PLAYING MOMENT **ATTACKING** | CORE SKILL **STRIKING THE BALL** | FOCUS **SHORT PASSING**

## SKILL ARRIVAL

### SETUP

- **Area up to 20x12m (football) or 15x10m (futsal).** Modify area depending on the number and age of players involved. (As more people arrive, players can make the area larger)
- Small goals at each end of the area.
- Bibs placed to the side of the pitch for players to pick up on arrival.
- Spare balls placed to the side of goals.
- Another replica pitch set up alongside for another group of players (or players can set up themselves)



### HOW TO PLAY

- Players play 1v1 against each other until more players arrive.
- When players turn up, they play 2v1, 2v2, 3v2 and 3v3.
- When a pitch achieves 3v3, arriving players begin another game on a different pitch.
- Teams score by shooting in opponents goals. Conceding team restarts play.
- Players can dribble or pass in from the touch line.

### OUTCOMES

- An environment of "play" encourages players to be creative and try new things.

## SKILL INTRODUCTION

### SETUP

- **Area of up to 20x20m (football) or 15x15m (futsal).** Modify area depending on the number of players involved.
- Area divided into 9 squares as shown in diagram.
- 3 teams of equal numbers, bibbed in different colours (Red, Yellow & Blue in diagram).
- Each team has one ball.



### HOW TO PLAY

- Teams aim to keep possession and attempt to pass the ball with different parts of their foot.
- Players not in possession are to perform 11+ Kids warm up movements before receiving the ball.
- Players are allowed to move freely around the whole area.
- Every 90secs break to complete 11+ Kids exercise. Example - single leg hop

### POSSIBLE PROGRESSIONS

1. Encourage players to play first time passes when appropriate
2. Players receiving a ball must move into a different square to receive
3. Players attempt to receive a ball inside a square, in which no other players are standing
4. 11+ Kids exercise - Levels 1-5

### OUTCOMES

- Accuracy / Weight of passing
- Multidirectional movement to receive to ball
- Awareness of surroundings

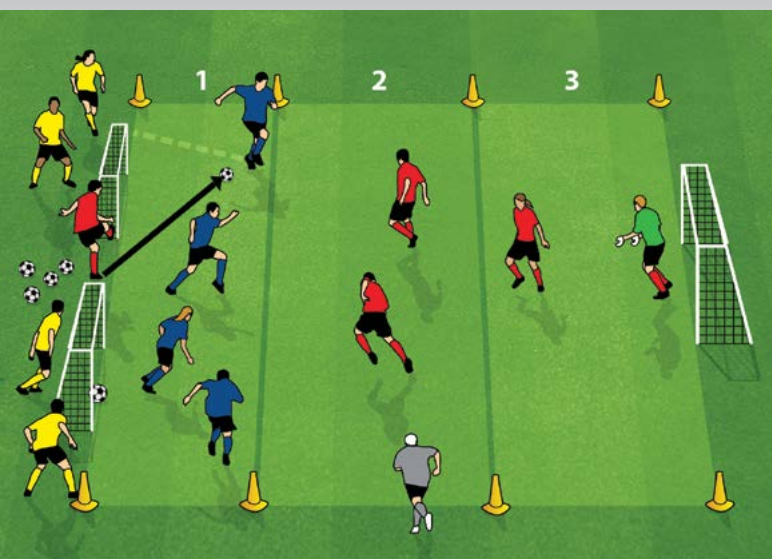
### DRINKS BREAK DISCUSSION

- What information is useful to know before receiving the ball?

## SKILL TRAINING

### SETUP

- **One pitch of up to 30x15m, divided into 3 areas.** Modify pitches depending on the number of players involved. Area 1 is 5x15m, Area 2 is 10x15m, Area 3 is 15x15m.
- 1 goal placed at the end of Area 3, 2 smaller goals placed at opposite end of Area 1.
- Split into three teams of 4 players and bib accordingly. Two teams are playing, whilst one is observing, who switch with the Blues after each attack.
- 4 blue attackers begin in area 1. 1 Red defender begins in Area 3, 2 in Area 2 and 1 behind Area 1. Defenders are restricted to Areas 1 & 2.



### HOW TO PLAY

- Practice begins with a defender passing the ball into the blue attackers. They attempt to move up the pitch to shoot at goal.
- Goals can be scored from Area 3 only.
- All attackers can play in areas 1 & 2 but only 2 attackers can progress to Area 3.
- 2 defenders must remain in Area 2 and 1 defender and GK must remain in Area 3.
- If defenders win possession then they attempt to quickly score in the smaller goals.
- Once attack has finished the Blues swap with the yellows.
- Every 90secs defenders are changed.

### POSSIBLE PROGRESSIONS

1. 1 defender in Area 2 is able to move back into Area 3 once the ball has been played in
2. Attackers must make a predetermined number of passes before travelling to Area 3
3. All defenders and attackers are allowed in Areas 2 & 3

### EXERCISE TASK

- As a team can we pass the ball effectively to create goal scoring opportunity?

### PLAYER TASK EXAMPLES

- Can the players out of possession position themselves so the ball player has three passing opportunities?
- Can the player in possession select the correct pass that gives the best opportunity to score?

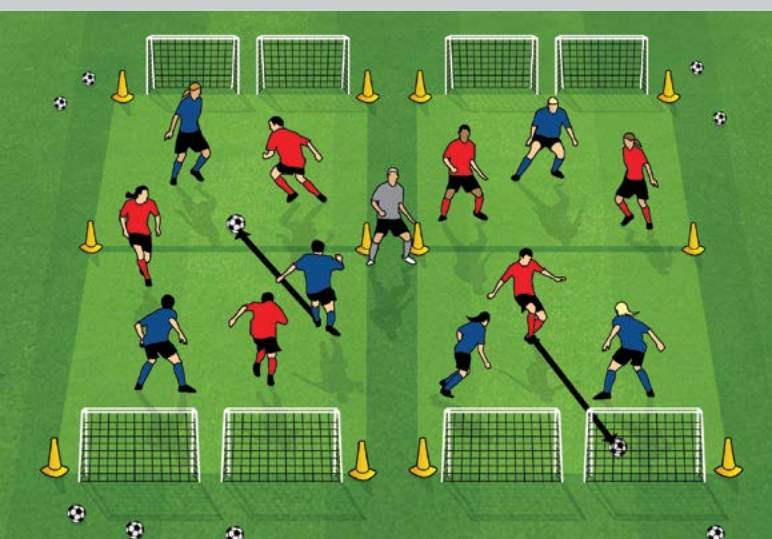
### OBSERVATION DISCUSSION

- When is the best time not to attack and why?

## SKILL GAME

### SETUP

- **Area of up to 35x30m, divided into two 30x15m pitches (football) or area of up to 30x15m, divided into two 15x10m pitches (futsal).** Modify area depending on the number of players involved.
- 2 teams of equal numbers, bibbed in different colours (Red & Blue in diagram). 2 teams of 3 players on each pitch.
- 2 small goals placed at each end of the pitch
- Spare balls placed at the end of pitches.



### HOW TO PLAY

- Teams play 3v3 against each other.
- Team must score in opponents half of the pitch.
- Conceding team restarts play.
- Kick Ins from the side.
- 90 second games before teams are rotated.

### POSSIBLE PROGRESSIONS

1. Teams must complete 2 passes as a team before scoring
2. Teams must score with a 1st time finish

### OUTCOMES

- Accuracy / Weight of passing
- Decision Making - when to pass to score
- Awareness of team mates, opposition and position on the pitch

### DRINKS BREAK DISCUSSION

- As a team, what are you currently doing that is helping you score goals?



# SESSION 18

PLAYING MOMENT **ATTACKING** | CORE SKILL **STRIKING THE BALL** | FOCUS **SHOOTING FROM CLOSE RANGE**

## SKILL ARRIVAL

### SETUP

- **Area up to 15x10m (futsal) or 20x12m (football).** Modify area depending on the number and age of players involved. (As more people arrive, players can make the area larger)
- Small goals at each end of the area.
- Bibs placed to the side of the pitch for players to pick up on arrival.
- Spare balls placed to the side of goals.
- Another replica pitch set up alongside for another group of players (or players can set up themselves)



### HOW TO PLAY

- Players play 1v1 against each other until more players arrive.
- When players turn up, they play 2v1, 2v2, 3v2 and 3v3.
- When a pitch aches 3v3, arriving players begin another game on a different pitch.
- Teams score by shooting in opponents goals. Conceding team restarts play.
- Players can dribble or pass in from the touch line.

### OUTCOMES

- An environment of "play" encourages players to be creative and try new things.

## SKILL INTRODUCTION

### SETUP

- **Area of up to 15x12m (futsal) or 25x15m (football).** Modify area depending on number and age of players involved.
- Players split into two teams and bibbed accordingly.
- One player from each team becomes a target player, standing at opposite ends of the area.
- One ball for the game, with additional balls around the outside of the area.



### HOW TO PLAY

- Teams attempt to throw the ball into their target player to score a point.
- When a point is scored, target players change and possession is surrendered to the opposition.
- Players are not allowed to move when they are in possession of the ball.
- Tackling is not allowed, players may intercept only.
- Target players are allowed to move along the end of the area.
- Every 90secs break to complete 11+ Kids exercise. Example - skating hop

### PROGRESSION

1. When a point is scored, the scoring team keeps possession and attacks the opposite end. (A different player on the scoring team must become the target player at the opposite end)
2. Players are allowed to move in possession of the ball. If they are tagged by an opponent whilst moving, they must surrender possession to the opposition. If a player stops once when in possession they must pass to a team mate

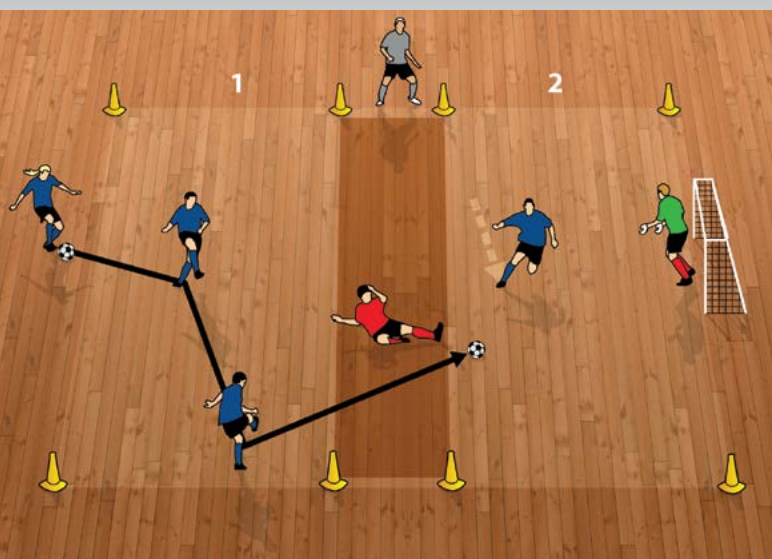
### OUTCOMES

- Fundamentals of movement
- Preparation for play
- Decision Making – when to shoot / when to pass
- Type of shot – Power / Lob / Bounce

## SKILL TRAINING

### SETUP

- **Pitches of up to 10x15m, set up side by side.** Modify pitches for futsal and football depending on the number of players involved.
- Each pitch has a half way channel marked using cones (3m wide).
- 1 Goal placed at the end of the area.
- 6 players start in each pitch, 4 Blue attackers (including server) and 2 Defenders (including GK).



### HOW TO PLAY

- Session starts the server passing the ball into a blue attacker in Area 1.
- Attackers in Area 1 combine to create passing opportunity to attacker in Area 2.
- Attackers in Area 2 must shoot within 2 touches of the ball.
- Attackers must remain in their area, defender must remain in the defending channel.
- If defender wins ball and manages to play back to a server, 1 point is removed from attackers score.
- After 5 attempts the players are rotated, with servers entering the area and defenders / GK changed.

### POSSIBLE PROGRESSIONS

1. Attacker in Area 2 can only score with a first time finish.
2. Defender may track ball into Area 2 when ball has been played in.
3. Servers passes and joins in the Area 1 as a defender (creating 2v1)

### EXERCISE TASK

- Can we combine to get our forward into a goal scoring position?

### PLAYER TASK EXAMPLES

- Can the two attackers make the area as big as possible to make it difficult for the defender?
- Can you forward move so that they can receive the first time pass from midfield?

### OBSERVATION DISCUSSION

- As a forward, what type of pass do you want to receive in order to create a shooting opportunity?

## SKILL GAME

### SETUP

- **Area of up to 15x20m (futsal) or 25x15m (football), with the area split into two halves.** Modify area depending on the number of players involved.
- 2 teams of equal numbers, bibbed in different colours (Red & Blue in diagram).
- Replicate another pitch to use all other players.
- Teams must operate in a 1-1 formation, with two players remaining in their designated half of the area. Other player is allowed to move between areas.
- Spare balls placed behind the goals.



### HOW TO PLAY

- Practice begins from the GK.
- Red & Blue teams play 3v3 against each other.
- Teams are awarded 3pts for a goal scored from their attacking half and 1pt for a goal from the defending half.
- 1 minute games before teams are rotated. Change the floating player upon each rotation.

### POSSIBLE PROGRESSIONS

1. Teams are awarded 5 points for a goal scored in the attacking half with a 1st time finish
2. Teams must play through their defensive half before scoring in attacking half

### OUTCOMES

- Shooting with accuracy
- Awareness of opposing GKs position
- Supporting runs into the attacker
- Combination passing to create scoring opportunity

### DRINKS BREAK DISCUSSION

- As the Goalkeepers what they find challenging when facing a shot?



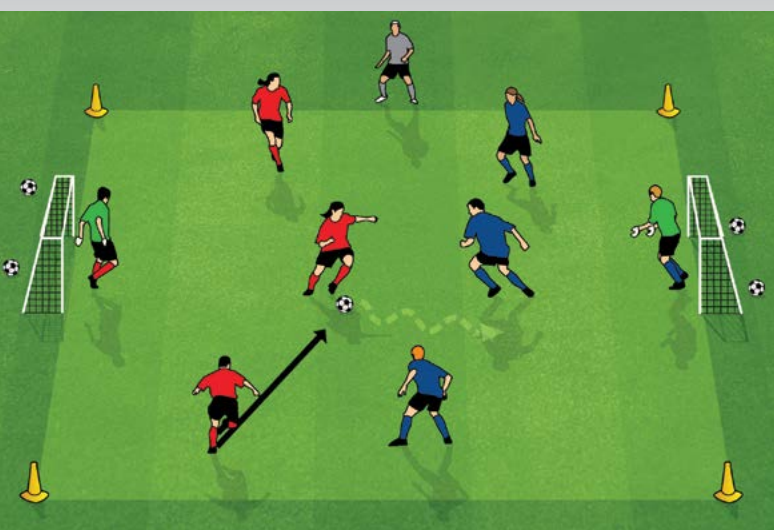
# SESSION 19

PLAYING MOMENT **DEFENDING** | CORE SKILL **PRESSING** | FOCUS **PRESSING WHEN OUTNUMBERED**

## SKILL ARRIVAL

### SETUP

- **Area up to 20x12m (football) or 15x10m (futsal).** Modify area depending on the number and age of players involved. (As more people arrive, players can make the area larger)
- Small goals at each end of the area.
- Bibs placed to the side of the pitch for players to pick up on arrival.
- Spare balls placed to the side of goals.
- Another replica pitch set up alongside for another group of players (or players can set up themselves)



### HOW TO PLAY

- Players play 1v1 against each other until more players arrive.
- When players turn up, they play 2v1, 2v2, 3v2 and 3v3.
- When a pitch achieves 3v3, arriving players begin another game on a different pitch.
- Teams score by shooting in opponents goals. Conceding team restarts play.
- Players can dribble or pass in from the touch line.

### OUTCOMES

- An environment of "play" encourages players to be creative and try new things.

## SKILL INTRODUCTION

### SETUP

- **Area of up to 8x10m.** Modify area depending on the ability of players involved.
- 4 gates positioned as shown (2 on each end of the playing area).
- Two teams of equal numbers, starting in between the gates. 1st player from each of the team stands behind starting line as shown in diagram.
- All balls around the edge of the area.
- Duplicate pitch to ensure players are not waiting for too long (No more than three in a line).



### HOW TO PLAY

- Red defender passes into blue and closes down.
- Blue attacker attempt to score in one of the gates (1pt).
- If Blue defender wins possession they attempt to dribble through the Red gates.
- Players return to the back of the line until their next go. (Ensure that session flows so that players do not wait in line for long).
- Teams scores are kept.
- Change so that the Reds have the opportunity to receive the ball.
- Every 90secs break to complete 11+ Kids exercise. Example. Spiderman

### POSSIBLE PROGRESSIONS

1. Players start from different starting points around the area.
2. Server plays ball in air / bouncing ball etc.
3. 11+ Kids exercise - Levels 1-5

### OUTCOMES

- Body position to make attacking play predictable
- Decision making - type of tackle

### DRINKS BREAK DISCUSSION

- How many times did you tackle the opponent? What did you do well in order to win the ball?

## SKILL TRAINING

### SETUP

- **Area of up to 30x15m (football) or 20x12m (futsal).** Modify area depending on the number of players involved.
- 2 teams of equal numbers, bibbed in different colours (Red & Blue in diagram).
- Blue attackers begin practice off the pitch next to the coach.
- Red defenders split and begin next to the goals.
- Spare balls by the coach on half way line.



### HOW TO PLAY

- Blue team have 5 attacks to score as many goals as they can.
- Blue team decide how many players will attack and what the overload will be. The amount of points that they win depends on the overload.
- Options are:  
1v1 - 5pts per goal  
3v2 - 3pts per goal  
2v1 - 1pt per goal
- Session is started by coach passing the ball to one of the attackers inside the area. Coach points to the goal that they are attacking and calls out the overload.
- If Blue team scores, the same players continue & attack opposite goal with a new ball passed in by coach.
- If Reds win possession, they attempt to counter and score in the opposite goal. If successful, the score is taken off the Blues total.
- Total score is added together after 5 attacks before the teams change over.

### EXERCISE TASK

- Can the defender/s prevent the attackers from having a goal scoring opportunity

### PLAYER TASK EXAMPLES

- Can the defender close down the attackers meeting them as far away from the goal as possible
- If outnumbered can the defender cut off the pass to the second attacker?
- Can the defender show the player in possession in a direction that takes them away from the goal?
- If the defender wins possession can they counter attack quickly?

### OBSERVATION DISCUSSION

- What are the difficulties when defending outnumbered? How can we make it easier for ourselves?

## SKILL GAME

### SETUP

- **Area of up to 25x10m.** Modify area depending on the number of players involved.
- 3 attackers in Red bibs with a ball each, 3 defenders in Blue bibs without a ball.
- 3 starting cones for defenders, placed along one side of the playing area.
- Starting cone for attacker placed at the end of the playing area.  
- Scoring zone placed 8m away from the goal.  
- Line of flat cones / spots placed 4m away from the attackers starting cone.



### HOW TO PLAY

- On coaches command, one red attacker runs with the ball towards the scoring zone.
- When attacker travels over flat cones / spots, defender can begin running.
- Red attacker attempts to shoot from inside the scoring zone.
- If Blue defender wins possession, they attempt to travel with the ball across the cone line.
- When play ends, the next two players go.
- Change over defenders after a while.

### POSSIBLE PROGRESSIONS

1. Change the starting point for the defenders.
2. Change practice so that it is a 2v2.

### OUTCOMES

- Angle of approach to direct attacker away from goal / towards defenders
- Body position to encourage attacker in a particular direction
- Decision making – when to tackle / what type of tackle to select

### DRINKS BREAK DISCUSSION

- What methods did you use to get the ball off the attacker?



# SESSION 20

PLAYING MOMENT **ATTACKING** | CORE SKILL **1v1** | FOCUS **ATTACKING WITH CHASING DEFENDER**

## SKILL ARRIVAL

### SETUP

- **Area up to 15x10m (futsal) or 20x12m (football).** Modify area depending on the number and age of players involved. (As more people arrive, players can make the area larger)
- Small goals at each end of the area.
- Bibs placed to the side of the pitch for players to pick up on arrival.
- Spare balls placed to the side of goals.
- Another replica pitch set up alongside for another group of players (or players can set up themselves)



### HOW TO PLAY

- Players play 1v1 against each other until more players arrive.
- When players turn up, they play 2v1, 2v2, 3v2 and 3v3.
- When a pitch achieves 3v3, arriving players begin another game on a different pitch.
- Teams score by shooting in opponents goals. Conceding team restarts play.
- Players can dribble or pass in from the touch line.

### OUTCOMES

- An environment of "play" encourages players to be creative and try new things.

## SKILL INTRODUCTION

### SETUP

- **Area of up to 10x15m.** Modify area depending on the number of players involved.
- All players have the same coloured bib (Red in picture) except for 1 Tagger (in Blue).
- All players have a ball each.
- Spare footballs placed to the side of pitch
- Duplicate the area for the other 6 players to play in.



### HOW TO PLAY

- All players dribble around the area using different parts of the foot.
- When coach shouts "Go", Tagger begins tagging the Reds. Tagger attempts to tag as many players as possible during a 30 second time period, whilst keeping their ball under control.
- If a player is tagged, they must take their ball to the outside of the area and perform 3 keepy ups before joining back in.
- Rotate Taggers after each game.
- After 2 taggers have had a turn, complete one 11+ Kids Warm Up exercise. Example single leg stance.

### POSSIBLE PROGRESSIONS

1. Tagged players must perform 5x keeps ups before they can come back in
2. Increase the number of taggers
3. 11+ Kids exercise - Levels 1-5

### OUTCOMES

- Close control when dribbling
- Turning away from defenders
- Change of pace and/or direction to get away from defender

## SKILL TRAINING

### SETUP

1. **Area of up to 20x15m (futsal) or 35x24m (football).** Modify area depending on the ability of players involved.
2. 3 squares of cones 5x5m (futsal), 8x5m (football) positioned as shown, 13m (futsal) or 20m (football) away from the goal.
3. 6 outfield players involved in the practice and 1 GK. 3 outfield players are defenders and 3 are attackers.
4. Players are numbered and face each other in the squares.
5. All balls are placed behind the squares.
6. Duplicate pitch with another 6 outfield players plus Goalkeeper.



### HOW TO PLAY

- Players pass the ball to each other in their pairs.
- The practice starts in Square 1. On coaches call, the Blue player passes the ball behind the Red player in the direction of the goal.
- Red player turns and travels with the ball towards the goal. Blue player gives chase as a defender and attempts to stop the Red from scoring.
- Players return to their square and swap starting position. Coach then calls for the players in Square 2 to start.
- Individual scores are kept.
- After a set number of attempts, rotate the players so that they are competing against a different player.

### POSSIBLE PROGRESSIONS

1. Coach calls out squares in a random order
2. Defenders may play a pass in the air to attackers
3. Reduce the starting distance between the defender and Attacker

### EXERCISE TASK

- Through individual play can we beat the defender to shoot at goal?

### PLAYER TASK EXAMPLES

- Can our first touch take the ball away from the defender?
- If the defender is close behind, can we take the ball across their running path?
- Can you assess the GK position and take the appropriate shot?

### OBSERVATION DISCUSSION

- How did you feel when the score was kept as a team, rather than as an individual?

## SKILL GAME

### SETUP

- **Area of up to 30x15m (futsal) or 50x25m (football).** Modify area depending on the number of players involved. Ensure that the playing area remains small in terms of width.
- Goals at each end, with Goalkeepers.
- 2 teams of 4 players, bibbed in different colours (Red & Blue in diagram).
- 4 players outside of the area on each side of the pitch.
- Spare footballs placed to the side of goals.



### HOW TO PLAY

- Teams play 4v4 against each other.
- Player play a regular game against each other, attempting to score in the opponents goal.
- 4 floater players play for the team in possession of the ball.
- Teams score by shooting in opponents goals. Conceding team restarts play.
- No restarts from the side. Restart from GKs.
- 2 minute games before teams have a drinks break.

### POSSIBLE PROGRESSIONS

1. Remove floater players and integrate into the game

### OUTCOMES

- Use of body to protect the ball in tight spaces
- Positive 1st touch into space and/or towards goal

### DRINKS BREAK DISCUSSION

- When through on goal with a defender behind you, what do you need to concentrate on?



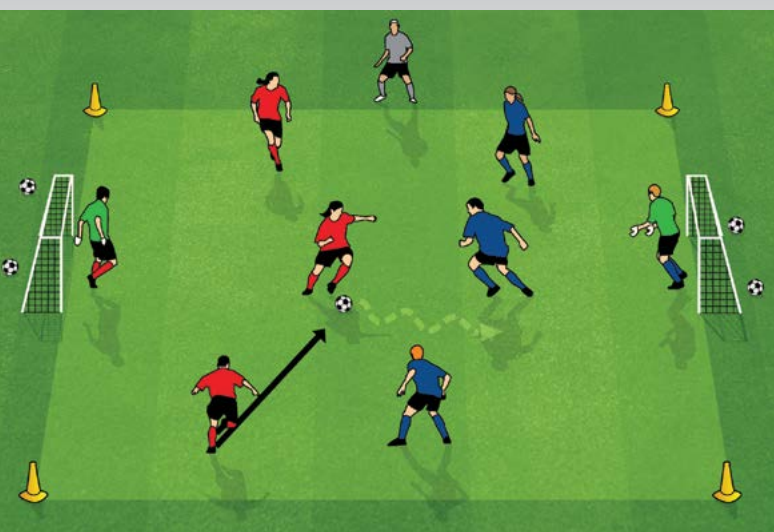
# SESSION 21

PLAYING MOMENT **ATTACKING** | CORE SKILL **RECEIVING THE BALL** | FOCUS **RECEIVING TO ATTACK**

## SKILL ARRIVAL

### SETUP

- **Area up to 20x12m (football) or 15x10m (futsal).** Modify area depending on the number and age of players involved. (As more people arrive, players can make the area larger)
- Small goals at each end of the area.
- Bibs placed to the side of the pitch for players to pick up on arrival.
- Spare balls placed to the side of goals.
- Another replica pitch set up alongside for another group of players (or players can set up themselves)



### HOW TO PLAY

- Players play 1v1 against each other until more players arrive.
- When players turn up, they play 2v1, 2v2, 3v2 and 3v3.
- When a pitch achieves 3v3, arriving players begin another game on a different pitch.
- Teams score by shooting in opponents goals. Conceding team restarts play.
- Players can dribble or pass in from the touch line.

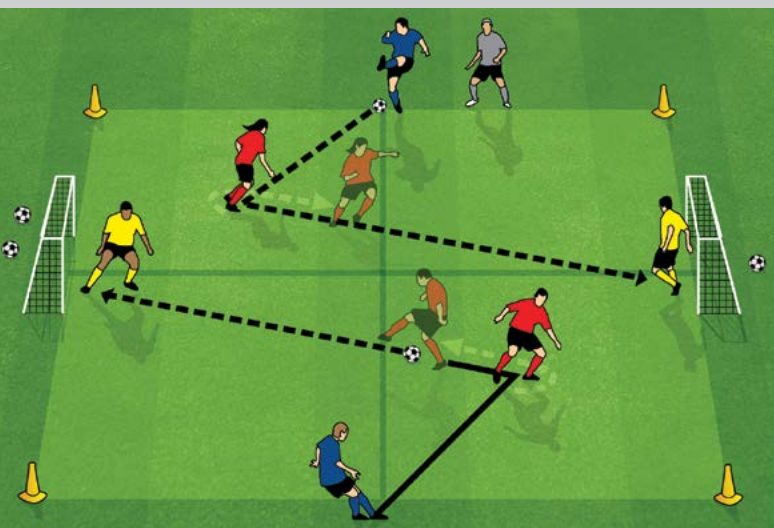
### OUTCOMES

- An environment of "play" encourages players to be creative and try new things.

## SKILL INTRODUCTION

### SETUP

- **Area of 20x20m (football) or 15x15m (futsal).** Modify area depending on the number of players involved.
- Area divided into quarters, using cones.
- 3 pairs of players, bibbed in different colours (Red, Yellow & Blue in diagram)
- Reds begin in the middle. Other two teams begin as support players on the outside.
- Blue support players begin with a ball.
- Duplicate area for the other 6 players.



### HOW TO PLAY

- Red players receive ball from a Blue, must change direction with their 1st touch before playing out to a yellow.
- If Reds receive a ball from a Yellow they must pass to a Blue.
- Change roles after 1 minute.
- When changing roles complete one 11+ Kids Warm Up exercise. Example single leg hop

### POSSIBLE PROGRESSIONS

1. Encourage Red players to take their first touch into a different quarter before playing out
2. After Reds receive the ball, they attempt to score in the goal before receiving another ball from the opposite Blue
3. Service from the outside players is from hands, provided at different heights
4. 11+ Kids exercise - Levels 1-5

### OUTCOMES

- 1st touch control toward goal
- Changing Direction with 1st touch

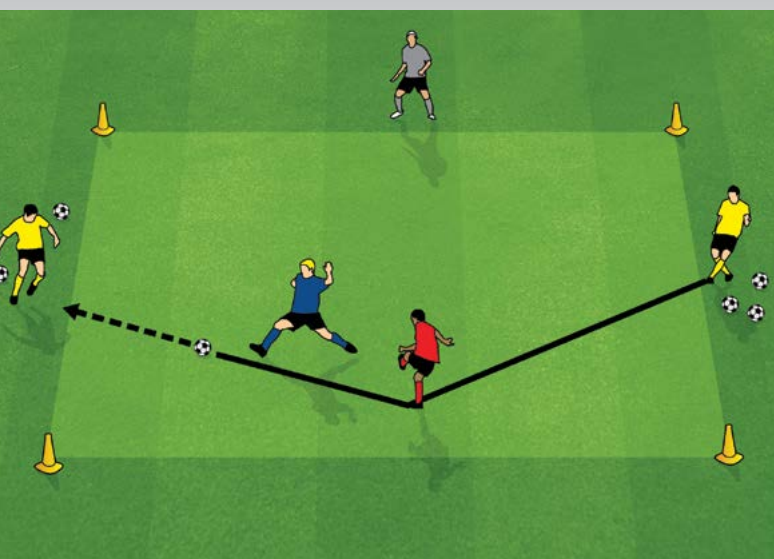
### DRINKS BREAK DISCUSSION

- What types of 1st touch did you next to take in order to attack quickly?

## SKILL TRAINING

### SETUP

- **Area of up to 10x15m.** Modify area depending on the number of players involved.
- 2 players begin inside the area, 1 Red playing against 1 Blue.
- 2 target players at each end of the area.
- Supply of balls behind each target player.



### HOW TO PLAY

- Play begins when a target plays into the Red attacker, who attempts to transfer the ball to the opposite target player.
- If successful, red attacker receives 1pt and then attacks in the opposite direction.
- Red player can pass back to the target player twice only before attempt to transfer the ball.
- If blue defender wins possession of the ball, they pass to a target and then become the attacker.
- Rotate the players every minute.

### POSSIBLE PROGRESSIONS

1. Players can pass back to the target player once only before attempting to attack.
2. Opposite target player can drop into area to become a 2nd attacker, creating a 2v1.

### EXERCISE TASK

- Can we transfer the ball from target player to target player as quickly as possible?

### PLAYER TASK EXAMPLES

- Can you position yourself to receive the ball facing forwards?
- Can players out of possession predict when the next pass is going to go and move accordingly?

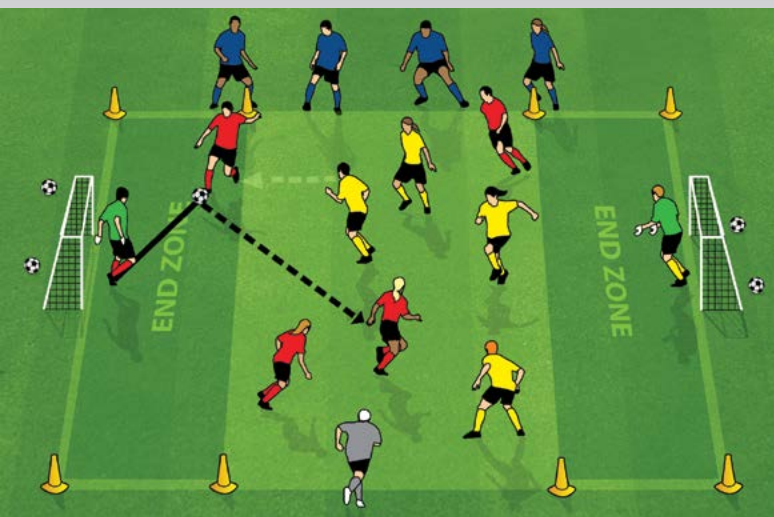
### OBSERVATION DISCUSSION

- Ideally what would your team mate need to have in order for you to pass them the ball?

## SKILL GAME

### SETUP

- **Area of up to 40x30m (football) or 30x15m (futsal), with 8m (football) or 5m (futsal) end zones.** Modify area depending on the number of players involved.
- Goals, with GKs, at each end of the area.
- Players divided into 3 teams of 4, 2 teams playing in the middle area and 1 team observing.
- Supply of balls with each goalkeeper.



### HOW TO PLAY

- Play begins when GK passes the ball into the Red team. Reds then attack the opposition goal.
- Red team are allowed to have one player drop into their defensive end zone to receive the ball. This player is unopposed.
- Same rules for the yellow team in possession.
- Rotate the teams every two minutes.

### POSSIBLE PROGRESSION

1. Players have a maximum time of 3 seconds in their defensive end zone.
2. Opposition are allowed to send a 1 defender into the end zone. If they do, another attacker is allowed to drop.

### OUTCOMES

- Receiving to play forwards first
- 1st touch towards goal / away from defender
- Movement to support player in possession



# SESSION 22

PLAYING MOMENT **ATTACKING** | CORE SKILL **RECEIVING THE BALL** | FOCUS **RECEIVING TO PROTECT**

## SKILL ARRIVAL

### SETUP

- **Area up to 15x10m (futsal) or 20x12m (football).** Modify area depending on the number and age of players involved. (As more people arrive, players can make the area larger)
- Small goals at each end of the area.
- Bibs placed to the side of the pitch for players to pick up on arrival.
- Spare balls placed to the side of goals.
- Another replica pitch set up alongside for another group of players (or players can set up themselves)



### HOW TO PLAY

- Players play 1v1 against each other until more players arrive.
- When players turn up, they play 2v1, 2v2, 3v2 and 3v3.
- When a pitch aches 3v3, arriving players begin another game on a different pitch.
- Teams score by shooting in opponents goals. Conceding team restarts play.
- Players can dribble or pass in from the touch line.

### OUTCOMES

- An environment of "play" encourages players to be creative and try new things.

## SKILL INTRODUCTION

### SETUP

- **Circle areas with a diameter up to 15m (futsal) or 20m (football).** Modify area depending on the number of players involved.
- 3 teams of equal numbers, bibbed in different colours (Red, Yellow & Blue in diagram)
- Reds & Yellows begin in the middle. Blue team begin as support players on the outside.
- All of the Blue support players begin with a ball.



### HOW TO PLAY

- Red players receive ball from a Blue and attempt to protect the ball from yellow. Reds then pass the ball back to the same Blue support player.
- Reds then move to another server and repeat the process.
- If Yellows successfully dispossess a Red, they pass the ball back to the blue server and play continues.
- Rotate roles after 1 minute.
- When changing roles complete one 11+ Kids Warm Up exercise. Example plank

### POSSIBLE PROGRESSIONS

1. Encourage players in the middle to keep possession of the ball for 3 seconds
2. Players receiving the ball, protect and look to play to a different support player
3. Service from the outside players is from hands, provided at different heights
4. 11+ Kids exercise - Levels 1-5

### OUTCOMES

- 1st touch control - changing direction and protecting the ball
- Use of body to protect ball from defenders
- Receiving to turn / Awareness of surroundings

### DRINKS BREAK DISCUSSION

- When defending, what did the attackers do to make it difficult for you to win the ball?

## SKILL TRAINING

### SETUP

- **Futsal:** Area of up to 15x15m divided into two 7x15m areas (Area 1 or Area 2). **Football:** Area of up to 10x30m, divided into two 10x15m areas (Area 1 or Area 2). Modify area depending on the number of players involved.
- Large goals with GKs or smaller goals without GKs at opposite ends of the area.
- 6 players in total, 3 Blue attackers and 3 Red defenders.
- Area 1 has 2 attackers vs 1 defender. Area 2 has 1 attacker vs 1 defender. 1 defender observing.
- An attacker in each half begins with a ball.
- Replicate another pitch along side for the other 6 players involved.



### HOW TO PLAY

- Play begins when the two attackers in possession pass to the opposite area.
- Attackers attempt to score in the goal.
- In Area 2, Blue attacker attempts to retain possession and/or score.
- If attackers score in Area 1 (2v1), one attacker can join Area 2 to create another 2v1.
- If Defender wins possession they can play to the observing defender.
- Rotate players after every couple of attempts.
- Attackers have 5 attacks in total, each against a different defender. Add up the total number of goals.

### POSSIBLE PROGRESSIONS

1. If attackers score in Area 1, defender is also allowed to travel to Area 2 (creating a 2v2)
2. Attacker in Area 2 must protect the ball for 5 seconds before attempting to attack.
3. Observing defender joins practice in either Area.

### EXERCISE TASK

- Today we want to protect the ball in order to create goal scoring opportunity for yourself or a team mate?

### PLAYER TASK EXAMPLES

- Can you place your body between the ball and the defender stopping them from getting to it?
- Can you move the ball in order to make it difficult for the defender to tackle?
- Can you use your supporting player, either to pass or create space for a 1v1?

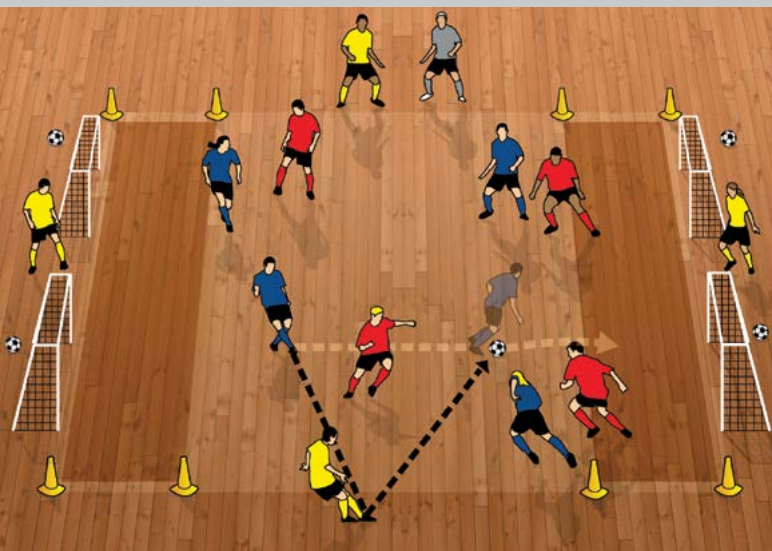
### OBSERVATION DISCUSSION

- What do you have to do in order to protect the ball from a defender?

## SKILL GAME

### SETUP

- **Area of up to 20x15m (futsal) or 30x20m (football).** Modify area depending on the number of players involved.
- 2 smaller goals at each end of the pitch with 5m scoring zone.
- 3 teams of equal numbers, bibbed in different colours (Red, Yellow & Blue in diagram).
- 2 teams begin on the pitch (Red & Blue), with 1 team of the pitch as support players (Yellows).
- 2 yellow support players on each side of the pitch, 2 play in between the goals.



### HOW TO PLAY

- Red & Blue teams play 4v4 against each other.
- Mandatory rule that players must take more than 1 touch of the ball each time they receive it (no 1st time passes).
- Team in possession can use Yellow support players (making an 8v4).
- Support players must give the ball back to the team who they received the ball from.
- Support players must keep the ball moving when in possession.
- Inside the scoring zone 1 touch finishes are allowed if the ball comes from the support player in between the goals.
- 2 minute games before teams are rotated.

### POSSIBLE PROGRESSIONS

1. Support players must pass the ball back with 1 touch
2. Make pitch narrower

### OUTCOMES

- Moving the 1st touch away from a defender
- Movement to support the player in possession - angle & distance
- Use of body to protect ball from defender

### DRINKS BREAK DISCUSSION

- What information do you need to know in order to play effectively when receiving the ball?



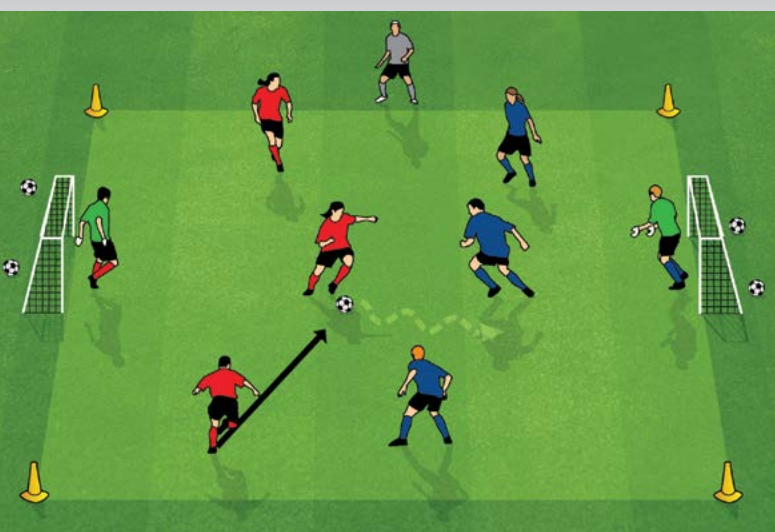
# SESSION 23

PLAYING MOMENT **DEFENDING** | CORE SKILL **TACKLING** | FOCUS **TACKLING WHEN FACING AN OPPONENT**

## SKILL ARRIVAL

### SETUP

- **Area up to 20x12m (football) or 15x10m (futsal).** Modify area depending on the number and age of players involved. (As more people arrive, players can make the area larger)
- Small goals at each end of the area.
- Bibs placed to the side of the pitch for players to pick up on arrival.
- Spare balls placed to the side of goals.
- Another replica pitch set up alongside for another group of players (or players can set up themselves)



### HOW TO PLAY

- Players play 1v1 against each other until more players arrive.
- When players turn up, they play 2v1, 2v2, 3v2 and 3v3.
- When a pitch achieves 3v3, arriving players begin another game on a different pitch.
- Teams score by shooting in opponents goals. Conceding team restarts play.
- Players can dribble or pass in from the touch line.

### OUTCOMES

- An environment of "play" encourages players to be creative and try new things.

## SKILL INTRODUCTION

### SETUP

- **Area of up to 20x20m (football) or 15x15m (futsal).** Modify area depending on the number of players involved.
- Players divided into 3 groups and bibbed appropriately (Red, Blue and Yellow in diagram).
- All players have a ball each and begin inside the area.



### HOW TO PLAY

- Players dribble the ball around the area, using different parts of their feet.
- If coach calls a colour, for this example "Blue", the Blue team must stop and place their foot on the ball.
- Reds & Yellows dribble around a Blue player as quickly as they can.
- After 5 seconds, blues restart dribbling.
- Every 90secs break to complete 11+ Kids exercise. Example. Shoulder roll

### POSSIBLE PROGRESSIONS

1. Players are encouraged to use the inside of their feet only
2. Players perform keepy ups / ball manipulation movements whilst stood still
3. If coach calls "Blue", the other two teams stop dribbling, and Blue players have 30 seconds to dribble around as many players as possible
4. 11+ Kids exercise - Levels 1-5

### OUTCOMES

- Speed and angle of approach.
- Decision making – when to tackle / when to delay.

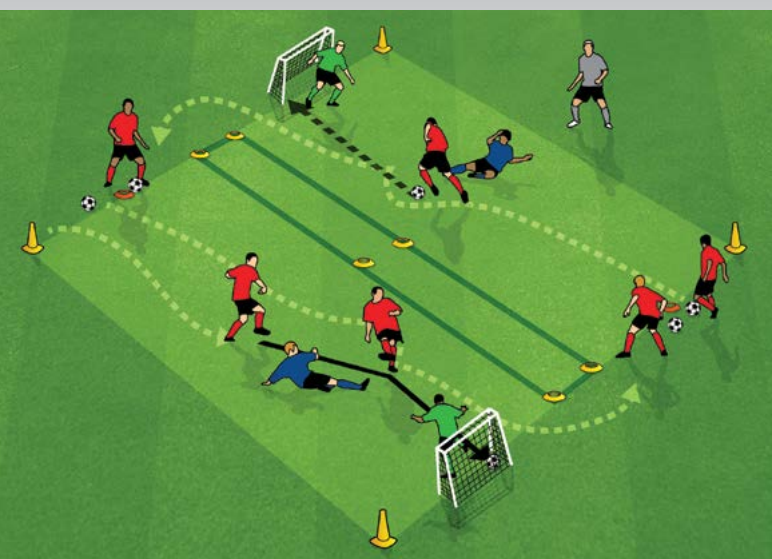
### DRINKS BREAK DISCUSSION

- When dribbling, what can attackers do that makes it difficult to defend against?

## SKILL TRAINING

### SETUP

- **Area of up to 20x22m (football) or 20x14m (futsal).** Modify area depending on number and age of players involved.
- Split the area into two 10x20m (football) or 7x20m (futsal) areas divided by a 2m channel. A goal is to be placed at opposite ends of the halves, faced by a starting cone - creating a circuit.
- Attackers (Red) to start behind the two starting cones, with one defender in each half of the area.
- Balls are placed at the starting cones.



### HOW TO PLAY

- Attackers (Reds) try to dribble past the defender and attempt to score in the goal.
- When the ball goes out of play / goal is scored attacker retrieves their ball and moves to the other starting cone.
- Attackers are allowed to work in groups of one or two.
- Rotate the defenders on a regular basis.

### PROGRESSION

1. Introduce a time limit for players to score
2. Introduce a "Floating" defender. This player begins in the channel and can enter either half at any time to create a team of two defenders
3. Attackers are only allowed to attack on their own
4. Defenders win 1 point in they win possession and pass ball to the starting cone

### EXERCISE TASK

- Can the defender/s prevent the attackers from having a goal scoring opportunity

### PLAYER TASK EXAMPLES

- Can the defender close down the attackers meeting them as far away from the goal as possible
- If outnumbered can the defender cut off the pass to the second attacker?
- Can the defender show the player in possession in a direction that takes them away from the goal?
- If the defender wins possession can they counter attack quickly?

### OUTCOMES

- Dribbling with close control and use of both feet
- Change of direction & speed to beat defenders
- Acceleration once passed a defender
- Positive reaction if successful (shoot) or not (chase back)

## SKILL GAME

### SETUP

- **Area of up to 35x18m (football) or 25x15m (futsal).** Modify area depending on the number of players involved.
- 3 teams of equal numbers, bibbed in different colours (Red, Yellow & Blue in diagram).
- 2 teams begin on the pitch, 1 team observing.
- Four gates set up around the area (made up with 2 flat cones)
- "Safety Zones" beyond the sidelines of the pitch.
- Spare balls placed behind the goals.



### HOW TO PLAY

- Practice begins from the GK.
- Red & Blue teams play 4v4 against each other.
- Teams are awarded 1pt for scoring a goal.
- Teams are awarded 3pts if the goal scored included dribbling through the gate as part of the build up play.
- Players are allowed to dribble to the safety zone if required. Players can not be tackled in the state zone and must pass / dribble back into the area within 5 seconds.
- 1 minute games before teams are rotated.

### POSSIBLE PROGRESSIONS

1. Teams are awarded 1pt for each gate dribbled through, regardless of whether it ends in a goal
2. Players are only allowed in the safety zone for 3 seconds

### OUTCOMES

- Speed and angle of approach.
- Body position to encourage attacker in a particular direction
- Decision making – when to tackle / when to delay.

### OBSERVATION DISCUSSION

- Which team is defending effectively in 1v1 situations? What are they doing well?



# SESSION 24

PLAYING MOMENT **ATTACKING** | CORE SKILL **TRAVELLING WITH THE BALL** | FOCUS **RUNNING WITH THE BALL**

## SKILL ARRIVAL

### SETUP

- **Area up to 15x10m (futsal) or 20x12m (football).** Modify area depending on the number and age of players involved. (As more people arrive, players can make the area larger)
- Small goals at each end of the area.
- Bibs placed to the side of the pitch for players to pick up on arrival.
- Spare balls placed to the side of goals.
- Another replica pitch set up alongside for another group of players (or players can set up themselves)



### HOW TO PLAY

- Players play 1v1 against each other until more players arrive.
- When players turn up, they play 2v1, 2v2, 3v2 and 3v3.
- When a pitch achieves 3v3, arriving players begin another game on a different pitch.
- Teams score by shooting in opponents goals. Conceding team restarts play.
- Players can dribble or pass in from the touch line.

### OUTCOMES

- An environment of "play" encourages players to be creative and try new things.

## SKILL INTRODUCTION

### SETUP

- **Area of up to 15x20m (futsal) or 15x30m (football).** Modify area depending on the number of players involved.
- 2 "Safe Zones" at each end of the area.
- Players are divided into three groups and bibbed accordingly (Blue, Red and Yellow in diagram).
- Reds and Blues begin in a safe zone, with a ball each.
- 2 Yellows start in the middle area and 2 behind the safe zone, without a ball.
- Spare balls placed to the side of pitch



### HOW TO PLAY

- Reds and Blues dribble around the safe zones using different parts of the foot.
- When coach shouts "Go", Reds and Blues attempt to dribble across the area to the other safe zone.
- Yellow defenders (2 facing and 2 retreating) attempt to kick players balls out of the area.
- If a Red / Blue player is dispossessed they practice running with the ball across the area.
- How many runs does it take the Yellow defenders to kick all of the attackers out of the area? This is there total score.
- Rotate the teams so that a new team is defending and complete one 11+ Kids Warm Up exercise. Example Spiderman

### POSSIBLE PROGRESSIONS

1. Defenders also have a ball and must tag attackers.
2. Change the number of retreating / facing defenders (3 retreating, 1 facing for example).
3. 11+ Kids exercise - Levels 1-5

### OUTCOMES

- Travelling over big distances whilst keeping the ball under control
- Recognising space to travel in to
- Change of pace and/or direction to get away from defender

### DRINKS BREAK DISCUSSION

- At what points in the game would you run with the ball?



## SKILL TRAINING

### SETUP

- **Area of up to 15x25m (futsal) or 20x35m (football).** Modify area depending on the number of players involved.
- End areas are 15x10m (futsal) or 20x10m (football) sections (Number 1 & 3 on diagram). Middle area (Number 2)
- Session begins with 4 Blue Attackers in Area 1, 4 Yellow attackers in Area 3. Each group of attackers have a ball.
- 2 Red defenders begin inside Area 2, 2 Red defenders on the outside of Area 2. Red defenders on outside on the area have a ball between them.
- Spare balls next to the coach.



### HOW TO PLAY

- Blue & Yellow teams combine to try and create an opportunity for a player to run with ball across Area 2 to the Opposite Area.
- If attackers are successful in releasing a player, 1 additional player can also break out to support. If they get across to the opposite area, the rest of the group moves down to join them.
- They then try to repeat, keeping a running score of how many times they are successful at Running the Ball across the area.
- 2 defenders in Area 2 attempt to tackle runner with the ball. 2 defenders on the outside of the area attempt to hit the attackers ball with a pass.
- If defender wins possession / hit ball with a pass, they attempt to dribble the ball into the area that the attackers have travelled from. This resets the attackers score to zero.
- After 2 minutes rotate players so that defenders are changed.

### POSSIBLE PROGRESSIONS

1. Add a defender from outside into Area 1 and / or 3.
2. Attackers breaking out into Area 2 are only allowed 1 pass to their team mate before entering the opposite area.
3. If Red defenders win possession, they immediately become attackers, changing roles with the team that lost possession.

### EXERCISE TASK

- Today is about creating opportunities to attack by running with the ball.

### PLAYER TASK EXAMPLES

- Can the player receiving the ball look to see whether the defender is blocking the attack?
- Can the attackers pass the ball to move the defender to one side of the area?
- Can the ball player travel as quickly as possible, using as few touches as possible?

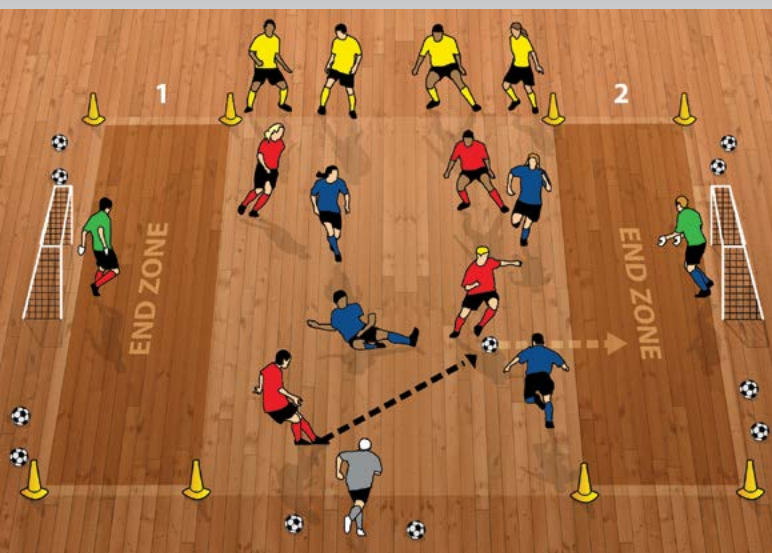
### OBSERVATION DISCUSSION

- What did you need to be aware of before attempting to Run with the Ball?

## SKILL GAME

### SETUP

- **Area of up to 30x15m (futsal) or 45x20m (football).** Modify area depending on the number of players involved.
- 3 teams of equal numbers, bibbed in different colours (Red, Blue & Yellow in diagram).
- 5m channel just before the end zone, at each end of the pitch (Numbered 1 & 2 on diagram)
- Spare balls placed to the side of pitch
- Large goals win GKs at each end of the pitch.



### HOW TO PLAY

- 2 teams play in the middle area, creating a 4v4. 1 team observes.
- Red team attempt to score by combining to get a player Running with Ball into the end zone to shoot.
- If Reds score then they restart, attacking the opposite way.
- If Blues win possession, they can attack from where they win the ball.
- Kick Ins from the side.
- 2 minute games before floater teams are rotated.

### POSSIBLE PROGRESSIONS

1. Insert observers into channel as defenders.
2. 1 defender is allowed to follow attacker into end zone (number 2 on diagram)

### OUTCOMES

- Running with the Ball under control
- Decision Making - when to pass / when to run with the ball
- Awareness of team mates, opposition and position on the pitch

### DRINKS BREAK DISCUSSION

- Try to think of International players who are good at Running with the Ball?

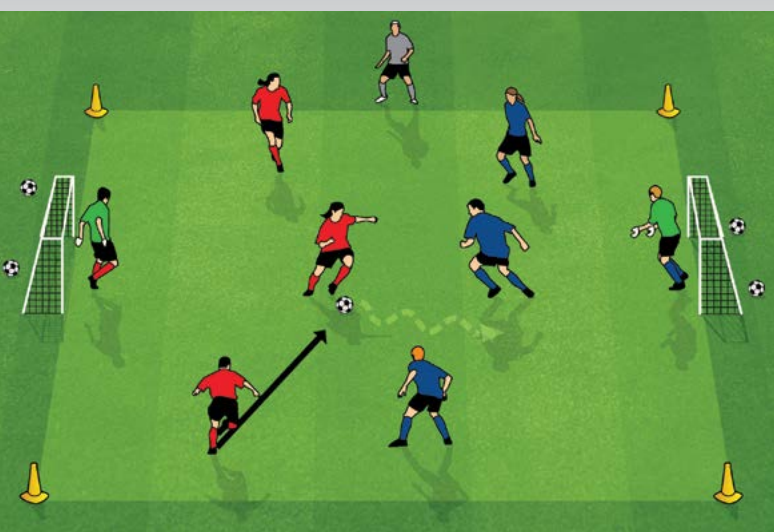
# SESSION 25

PLAYING MOMENT **ATTACKING** | CORE SKILL **STRIKING THE BALL** | FOCUS **SHORT PASSING**

## SKILL ARRIVAL

### SETUP

- **Area up to 20x12m (football) or 15x10m (futsal).** Modify area depending on the number and age of players involved. (As more people arrive, players can make the area larger)
- Small goals at each end of the area.
- Bibs placed to the side of the pitch for players to pick up on arrival.
- Spare balls placed to the side of goals.
- Another replica pitch set up alongside for another group of players (or players can set up themselves)



### HOW TO PLAY

- Players play 1v1 against each other until more players arrive.
- When players turn up, they play 2v1, 2v2, 3v2 and 3v3.
- When a pitch achieves 3v3, arriving players begin another game on a different pitch.
- Teams score by shooting in opponents goals. Conceding team restarts play.
- Players can dribble or pass in from the touch line.

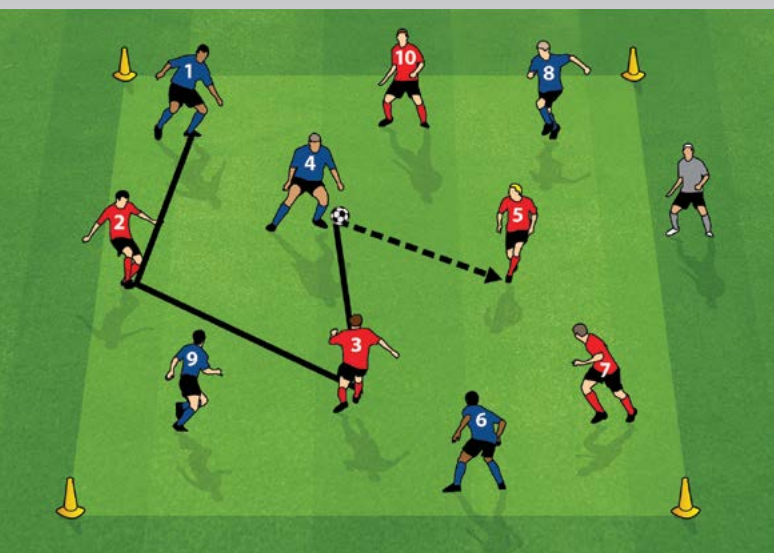
### OUTCOMES

- An environment of "play" encourages players to be creative and try new things.

## SKILL INTRODUCTION

### SETUP

- **Create an area up to 30x30m (football) or 15x15m (futsal).** Modify the size depending on the number of players.
- All players start inside the area and are given sequential numbers e.g. 1-10 if there are ten players.
- Place any additional balls around the outside of the area.



### HOW TO PLAY

- All players move around inside the square and player 1 starts with the ball
- Player 2 needs to get into a position to receive a pass from player 1
- Player 2 then passes to player 3, and so on, until the last player receives the ball. This player then passes to player 1
- Players should be constantly moving in different directions and different ways
- After 90 seconds, complete one 11+ Kids Warm Up exercise. Example Single leg hop

### PROGRESSION

1. Introduce another ball or two. The passing should still continue in sequence
2. Divide the area up further and players must pass from one grid to another
3. Players must complete the activity in silence – no verbal communicating
4. 11+ Kids exercise - Levels 1-5

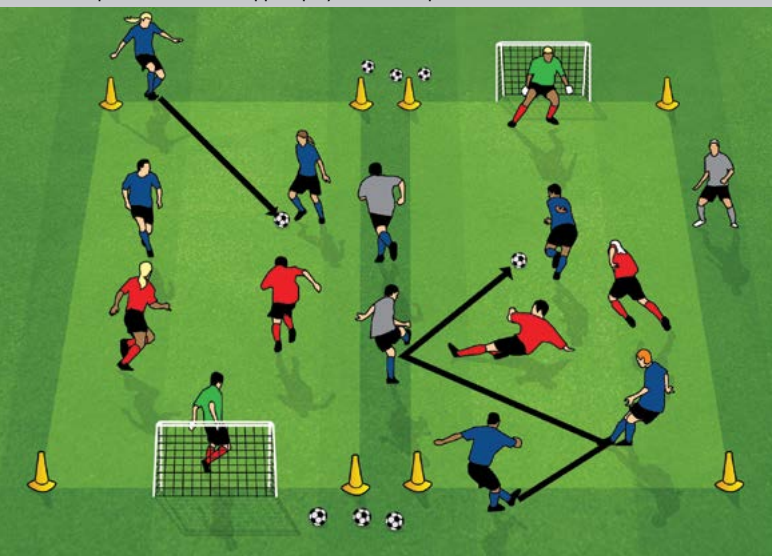
### OUTCOMES

- Dribbling and changing direction with close ball control
- Keeping head up for awareness of space and other players to pass to
- Variation of passing techniques
- Encourages teamwork and communication

## SKILL TRAINING

### SETUP

- **Two pitches of up to 25x15m (football) or 15x7m (futsal) , set up side by side.** Modify pitches depending on the number of players involved.
- Goals placed at the diagonally opposite sides of the pitches.
- Shooting channel inserted in front of the goals.
- 6 players start on pitch 1, 4 Red Attackers and 2 Blue Defenders. Same set up on the other pitch but with a yellow attackers.
- Attackers begin with a server off the pitch and another support player in the middle channel. This leaves a 2v2 in the playing area.
- Spare balls behind support players on each pitch.



### HOW TO PLAY

- Session starts with ball played by server into 2 attackers. Ball can be played back to server if necessary.
- Attackers look to combine to shoot at goal and can use the channel support player.
- If attackers score from outside of the shooting zone, they receive 1 point. If they score from the inside, they receive 3 points.
- Defending team are not allowed inside the shooting zone.
- If defending team wins possession of the ball, they attempt to pass back to the server. This adds 1 point to the defending teams score.
- Teams keep their points total as their score.
- Every 2 minutes the defending team are changed.

### POSSIBLE PROGRESSIONS

1. Defender is allowed to follow attacker into shooting zone. Only after the attacker has entered.
2. Either the server or middle channel support player can join in to create the 3v2.

### EXERCISE TASK

- As a team can we pass the ball effectively to create goal scoring opportunity?

### PLAYER TASK EXAMPLES

- Can the players out of possession position themselves so the ball player has three passing opportunities?
- Can you identify when to retain possession of the ball and when to attempt a through ball?
- Can the attackers play a pass which allows the striker to shoot first time?

### OBSERVATION DISCUSSION

- When attacking, what were the different methods you used to break into the scoring zone? What was most successful?

## SKILL GAME

### SETUP

- **Area of up to 40x30m (football) or 30x15m (futsal).** Modify area depending on the number and age of players.
- Divide the players into 2 teams and bib accordingly (Reds / Blues).
- Have balls around the outside of the area to restart match quickly.
- Have a number of tall cones at either end.
- Place cones at each end of the area to create an end zone.



### HOW TO PLAY

- Teams score a point by passing the ball and knocking a tall cone over.
- The player who knocked over the cone, picks it up and takes it back to their own team's line. (This gives the other team a quick overload advantage).
- At the end of the game, the team with the most cones wins.

### PROGRESSION

1. Teams must complete a number of passes before they are able to shoot at the cones
2. Play game with two balls at one time

### OUTCOMES

- Vision & Awareness
- Decision making – when to pass/when to shoot
- Supporting movement
- Passing accuracy



# SESSION 26

PLAYING MOMENT **DEFENDING** | CORE SKILL **INTERCEPTING** | FOCUS **INTERCEPTING FORWARD PASSES**

## SKILL ARRIVAL

### SETUP

- **Area up to 15x10m (futsal) or 20x12m (football).** Modify area depending on the number and age of players involved. (As more people arrive, players can make the area larger)
- Small goals at each end of the area.
- Bibs placed to the side of the pitch for players to pick up on arrival.
- Spare balls placed to the side of goals.
- Another replica pitch set up alongside for another group of players (or players can set up themselves)



### HOW TO PLAY

- Players play 1v1 against each other until more players arrive.
- When players turn up, they play 2v1, 2v2, 3v2 and 3v3.
- When a pitch achieves 3v3, arriving players begin another game on a different pitch.
- Teams score by shooting in opponents goals. Conceding team restarts play.
- Players can dribble or pass in from the touch line.

### OUTCOMES

- An environment of "play" encourages players to be creative and try new things.

## SKILL INTRODUCTION

### SETUP

- **Set up area 20x15m (futsal) or 30x20m (football).** Modify area depending on the number and age of players.
- 2 'goals' inside the area. Goals are made by two players (Reds) holding one end of a bib each (stretched out) to form a goal.
- All other players (Blues) have a ball each.
- Place spare balls around the perimeter.



### HOW TO PLAY

- The 2 'goals' move around the area keeping a bib stretched out to maintain distance between them.
- Players dribble around and try to score by kicking the ball between goal, underneath the bib. Players follow their pass/shot to collect the ball and continue.
- 1 point for every goal. Try to score as many points as possible in 90 seconds.
- Change over the Goals after each 90 seconds and complete one 11+ Kids Warm Up exercise. Example plank

### PROGRESSION

1. Coach to specify which foot to pass with (left/right)
2. Increase or decrease the size of the area
3. Introduce defenders who intercept shots on goal
4. 11+ Kids exercise - Levels 1-5

### OUTCOMES

- Timing of the shot
- Awareness of shooting angles in relation to the goal
- Anticipating attackers movements and shots

## SKILL TRAINING

### SETUP

- **Area of up to 15x15m (futsal) or 30x30m (football).** Modify pitches depending on the number of players involved.
- 1 Goal placed at the end of the area, with GK.
- 4 blue attackers and 4 red defenders start inside the area.
- 4 yellow servers begin on the outside of the area players start in each pitch. Servers are numbered 1-4 and have 10 balls between them.



### HOW TO PLAY

- Session starts with a designated server calling "1", "2", "3" or "4". The server with the number called passes the ball into a blue attacker, creating a 4v4.
- Attackers combine to create shooting opportunity. If they have a shot on target, they win 1 point. If they score they are awarded 3 points.
- Attackers are able to use the servers as support players.
- If defender wins ball and manages to play back to a server, 1 point is removed from attackers score.
- Team scores are kept.
- After 10 attempts the teams are rotated, with servers entering the area, attackers becoming defenders and defenders becoming servers.

### POSSIBLE PROGRESSIONS

1. If defenders win possession they attempt to pass to a server. If successful, they win 1 point for their total.
2. If attacking team scores with a first time finish, they receive 5 points.

### EXERCISE TASK

- Can we win possession of the ball in order to play forwards quickly

### PLAYER TASK EXAMPLES

- Can the defenders position themselves so that they may be able to intercept a pass?
- If the interception is unavailable can a defender mark tightly whilst looking after the space behind?
- Upon winning possession can the defenders play quickly by passing forwards to targets?

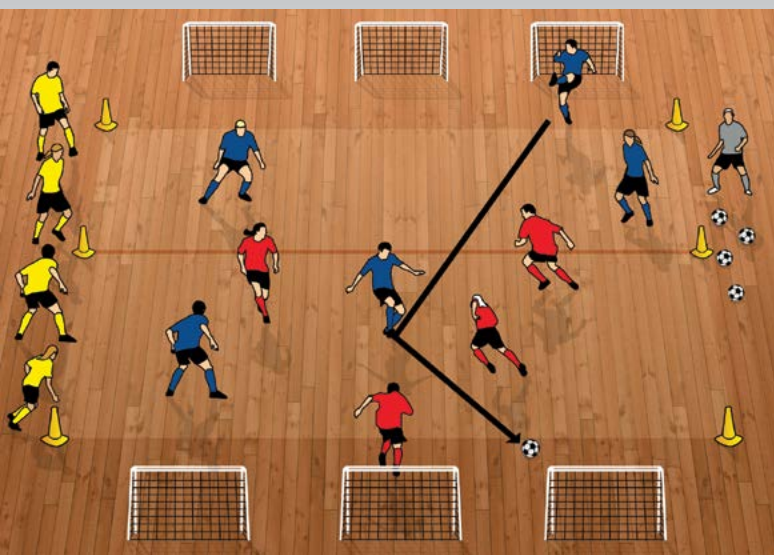
### OBSERVATION DISCUSSION

- How many times did you tackle the opponent? What did you do well in order to win the ball?

## SKILL GAME

### SETUP

- **Area of up to 20x15m (futsal) or 30x20m (futsal).** Modify area depending on the number of players involved.
- 2 teams of 4 players, bibbed in different colours (Red & Blue in diagram).
- Yellow team observing.
- 3 goals placed at either end of the area, 5m away from the area.
- Spare balls placed to the side of pitches.



### HOW TO PLAY

- Teams score by shooting in one of the opposition team goals.
- Team in possession combines and attempt to create an opportunity for a team mate to shoot at goal.
- Team in possession are allowed out side of the area on their defensive side (Safe Zone).
- Conceding team restarts play.
- Kick Ins from the side.
- 90 second games before teams are rotated.

### POSSIBLE PROGRESSIONS

1. Teams are awarded 3 goals if they score shooting from their own half
2. No players observing and play 6v6 (may need to make the area larger)

### OUTCOMES

- Awareness of shooting angles in relation to the goal
- Anticipating attackers movements and shots
- Defending as a team, providing pressure and cover

### OBSERVATION DISCUSSION

- Pick a player to observe. Pick two things that they do well when defending and tell them when the teams rotate.

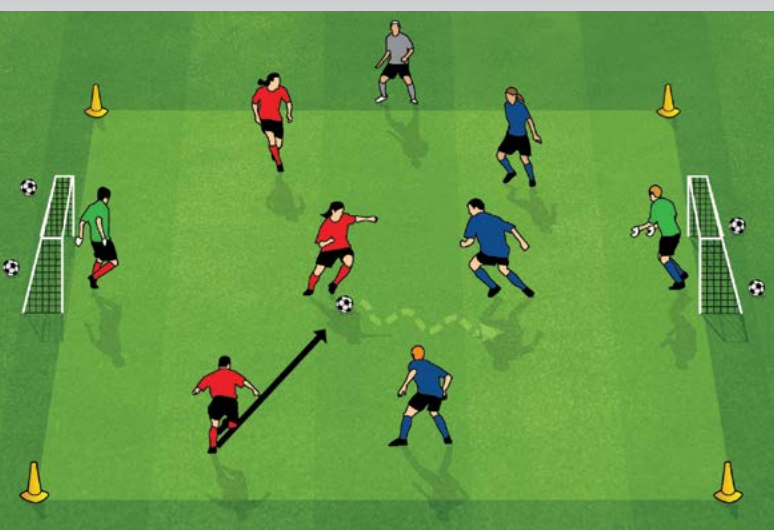
# SESSION 27

PLAYING MOMENT **ATTACKING** | CORE SKILL **1v1** | FOCUS **ATTACKING FACING A DEFENDER**

## SKILL ARRIVAL

### SETUP

- **Area up to 20x12m (football) or 15x10m (futsal).** Modify area depending on the number and age of players involved. (As more people arrive, players can make the area larger)
- Small goals at each end of the area.
- Bibs placed to the side of the pitch for players to pick up on arrival.
- Spare balls placed to the side of goals.
- Another replica pitch set up alongside for another group of players (or players can set up themselves)



### HOW TO PLAY

- Players play 1v1 against each other until more players arrive.
- When players turn up, they play 2v1, 2v2, 3v2 and 3v3.
- When a pitch achieves 3v3, arriving players begin another game on a different pitch.
- Teams score by shooting in opponents goals. Conceding team restarts play.
- Players can dribble or pass in from the touch line.

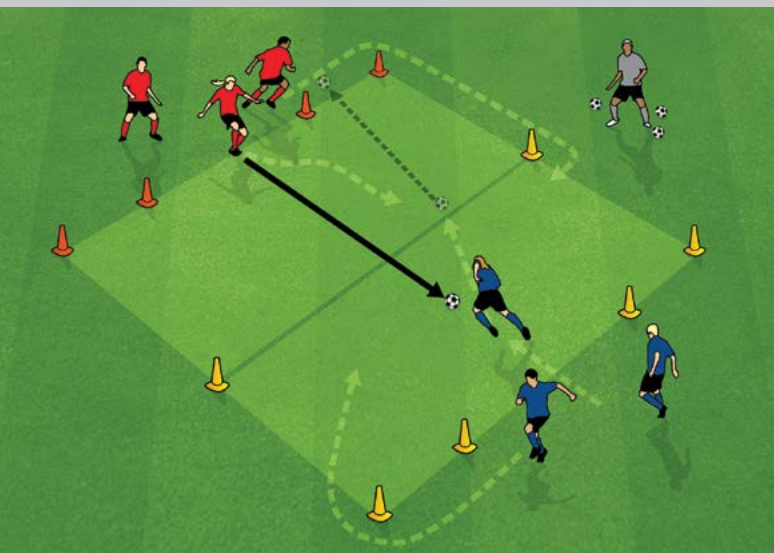
### OUTCOMES

- An environment of "play" encourages players to be creative and try new things.

## SKILL INTRODUCTION

### SETUP

- **Area of up to 15x15m.** Modify area depending on the ability of players involved.
- A halfway line in the area and two 3m gates at each end.
- Two teams of equal numbers, starting opposite each other in the middle gate.
- All balls with the Red team to start.
- Duplicate pitch to ensure players are not waiting for too long (No more than three in a line).



### HOW TO PLAY

- Red defender passes into blue attacker and closes down. Red defender must pass the halfway line (waiting next to gates is not allowed).
- Blue attacker attempt to score through the left or right gate (1pt).
- If Red defender wins possession they attempt to dribble through the Blue gates.
- After each go, players move to the back of the opponents line. This means that they will swap roles on their next go.
- Teams scores are kept.
- After both teams have had a go, complete one 11+ Kids Warm Up exercise. Example single leg stance

### POSSIBLE PROGRESSIONS

1. Players start from different starting points around the area
2. Teams play 2v2 but the 2nd players must run around a designated cone before joining the practice (shown with Number 2s in diagram)

### OUTCOMES

- Movement of the body and / or ball to get the defender off balance
- Change of pace and/or direction to get away from defender
- Tricks and turns to beat a player 1v1
- Use of supporting attacker - decision making of when to pass / when not to

### DRINKS BREAK DISCUSSION

- When you were the supporting attacker (team mate in possession), what was your role?



## SKILL TRAINING

### SETUP

- **Area of up to 30x18m (football) or 15x10m (futsal).** Modify area depending on the number of players involved.
- Goals at either end of the area, with GKs.
- 2 teams of equal numbers, bibbed in different colours (Red & Blue in diagram).
- Both teams start at opposite ends of the pitch, stood next to their goals.
- Spare balls by the coach on half way line.
- Players allocated numbers from Number 1-6.



### HOW TO PLAY

- Coach passes a ball into the pitch and calls a number.
- The players with that number allocated, run to the ball and play a 1v1. Both players attempt to score in the opponents goal.
- If the ball goes out of play, players are given 6 seconds to rejoin the team mates.
- If either team scores, they win 1 point.

### PROGRESSION

1. Coach calls out more than one number, creating 2v2, 3v3, 4v4 etc

### EXERCISE TASK

- Can the attacking team attack quickly and effectively to create a goal scoring opportunity?

### PLAYER TASK EXAMPLES

- Can the attackers engage with the defence as close to their goal as possible?
- Can the player out of possession position themselves so that they support the player in possession as well as creating a 1v1 opportunity?
- Can the player in possession draw the defender towards them creating space to pass to their team mate?

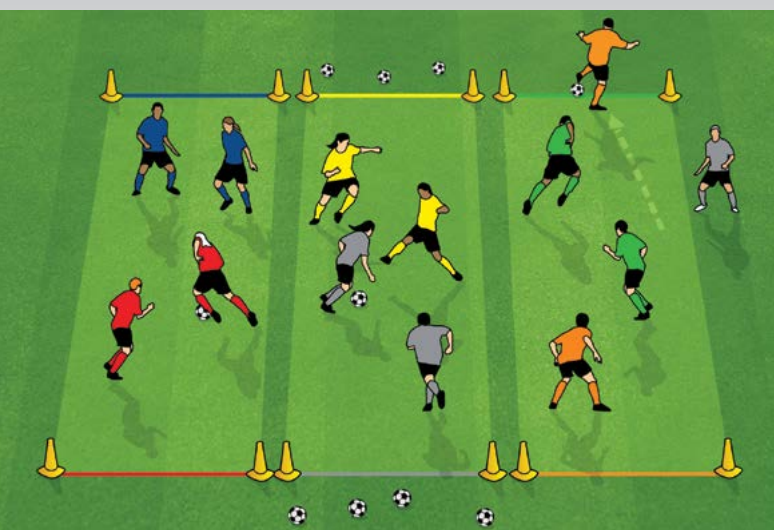
### OBSERVATION DISCUSSION

- After beating a defender, what can the attacker do to give them the greatest opportunity of a shot on goal?

## SKILL GAME

### SETUP

- **Area of up to 30x20m (football) or 28x15m (futsal), divided into three 10x20m (football) or 9x15m (futsal) pitches.** Modify area depending on the number of players involved.
- 6 teams of equal numbers, bibbed in different colours. 2 teams on each pitch (2v2).
- Spare balls placed to the side of pitches.



### HOW TO PLAY

- Teams play 2v2 against each other.
- Teams score by stopping the ball on the opponents end line.
- Conceding team restarts play.
- Dribble ins from the side.
- 60 second games before teams are rotated.

### POSSIBLE PROGRESSIONS

1. Introduce ladder system so that the winning team moves up a pitch and losing team moves down

### OUTCOMES

- Awareness of team mate, opposition and position on the pitch
- Supporting runs off the ball to create passing opportunity / 1v1
- Pressing, support and cover when defending

### DRINKS BREAK DISCUSSION

- Who did you find difficult to play against and why?

# SESSION 28

PLAYING MOMENT **ATTACKING** | CORE SKILL **1V1** | FOCUS **ATTACKING WITH CHASING DEFENDER**

## SKILL ARRIVAL

### SETUP

- **Area up to 15x10m (futsal) or 20x12m (football).** Modify area depending on the number and age of players involved. (As more people arrive, players can make the area larger)
- Small goals at each end of the area.
- Bibs placed to the side of the pitch for players to pick up on arrival.
- Spare balls placed to the side of goals.
- Another replica pitch set up alongside for another group of players (or players can set up themselves)



### HOW TO PLAY

- Players play 1v1 against each other until more players arrive.
- When players turn up, they play 2v1, 2v2, 3v2 and 3v3.
- When a pitch achieves 3v3, arriving players begin another game on a different pitch.
- Teams score by shooting in opponents goals. Conceding team restarts play.
- Players can dribble or pass in from the touch line.

### OUTCOMES

- An environment of "play" encourages players to be creative and try new things.

## SKILL INTRODUCTION

### SETUP

- **Area of up to 15x15m (futsal) or 25x25m (football).** Modify area depending on the number and age of players.
- All players in blue bibs with a ball each, except for 3 players in Red (without a ball).
- 2 goals are placed in the middle of the area, facing outwards.



### HOW TO PLAY

- Blue attackers dribble their ball around the area. On coaches command, the red defenders attempt to tackle the blues and pass their ball into the goals.
- Once a Blue player loses their ball, they become a defender.
- Add the end of 1 minute, the remaining Blue players with a ball are the winners.
- After each game, complete one 11+ Kids Warm Up exercise. Example skating hop

### PROGRESSION

1. Once stolen, Red defenders have a time limit to pass a ball into the goal.
2. If a Blue attacker loses their ball, they work together with other blues to retain theirs.
3. Defenders have a competition to see how many balls they can steal.
4. 11+ Kids exercise - Levels 1-5

### OUTCOMES

- Dribbling / Movement of ball
- Vision & Awareness
- Shielding / Use of Body
- Defending - Winning the Ball

## SKILL TRAINING

### SETUP

- **Three pitches of up to 15x10m (futsal) or two pitches of up to 30x18m (football) set up side by side.** Modify pitches depending on the number of players involved.
- Goals placed at the diagonally opposite sides of the pitches.
- Shooting channel inserted in front of the goals.
- Red attackers begin with 2v1 on the pitch. 2 blue defenders and 1 red server begin off the pitch.
- Spare footballs behind server on each pitch.



### HOW TO PLAY

- Session starts with ball played by server into 2 attackers. Ball can be played back to server if necessary.
- Attackers play in a 2v1, looking to combine to shoot at goal.
- Attackers may only score from inside the shooting zone.
- As soon as the server passes the ball in, 1 defender may retreat to create a 2v2.
- Defenders are allowed to follow a player in the shooting zone.
- If attackers score a goal they win 3 points for their team.
- If defending team wins possession of the ball, they attempt to pass back to the server. This adds 1 point to the defending teams score.
- Teams keep their points total as their score.
- Every 2 minutes the teams swap over.

### POSSIBLE PROGRESSIONS

1. If the ball is passed back to the server, they can join in to create a 3v2. Final defender can track as soon as the server enters the area

### EXERCISE TASK

- Today is about the attacking team countering quickly towards the opponent's goal.

### PLAYER TASK EXAMPLES

- Can the player in possession dribble quickly creating a 2v1 opportunity?
- Can the attacker away from the ball position themselves to receive a pass, and create a 1v1 for player in possession?

### OBSERVATION DISCUSSION

- When in possession of the ball, what can you do to make it difficult for a tracking defender?

## SKILL GAME

### SETUP

- **Area of up to 30x15m (futsal) or 40x20m (football).** Modify area depending on the number of players involved.
- 3 teams of equal numbers, bibbed in different colours (Red, Yellow & Blue in diagram).
- 2 teams begin on the pitch and are numbered 1-4.
- 1 team off the pitch as support players. Support players must operate on different halves of the pitch.
- Designated "Offside line" at half way.
- Spare balls placed behind the goals.



### HOW TO PLAY

- Red & Blue teams play 4v4 against each other.
- Players are assigned a direct opponent and can only take the ball away from that opponent.
- Team in possession can use Yellow support players (making an 8v4).
- Support players must give the ball back to the team who they received the ball from.
- 2 minute games before teams are rotated.

### POSSIBLE PROGRESSIONS

1. Support players must pass the ball back within two touches
2. Teams can only use support players in their own half
3. 11+ Kids exercise - Levels 1-5

### OUTCOMES

- Decision Making - when to pass / when to dribble
- Movement away from a marker
- Change of direction and/or speed to get away from defender

### DRINKS BREAK DISCUSSION

- As a team, come up with tactics that you think will help you win the game.



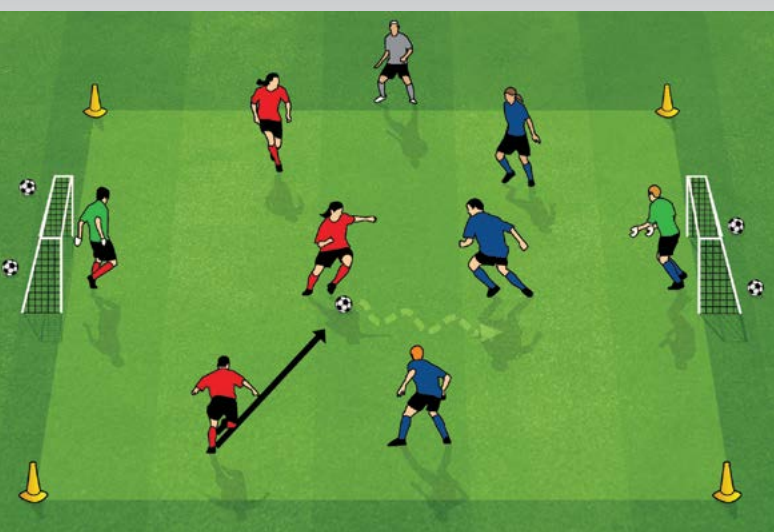
# SESSION 29

PLAYING MOMENT **DEFENDING** | CORE SKILL **MARKING** | FOCUS **MARKING OPPONENTS TIGHTLY**

## SKILL ARRIVAL

### SETUP

- **Area up to 20x12m (football) or 15x10m (futsal).** Modify area depending on the number and age of players involved. (As more people arrive, players can make the area larger)
- Small goals at each end of the area.
- Bibs placed to the side of the pitch for players to pick up on arrival.
- Spare balls placed to the side of goals.
- Another replica pitch set up alongside for another group of players (or players can set up themselves)



### HOW TO PLAY

- Players play 1v1 against each other until more players arrive.
- When players turn up, they play 2v1, 2v2, 3v2 and 3v3.
- When a pitch achieves 3v3, arriving players begin another game on a different pitch.
- Teams score by shooting in opponents goals. Conceding team restarts play.
- Players can dribble or pass in from the touch line.

### OUTCOMES

- An environment of "play" encourages players to be creative and try new things.

## SKILL INTRODUCTION

### SETUP

- **Circle areas with a diameter up to 20m (football) or 15m(futsal).** Modify area depending on the number of players involved.
- Square area in the centre of the circle, made of cones.
- 2 groups of equal numbers, bibbed in different colours (Red & Blue in diagram).
- Reds begin in the middle. Blues begin as support players on the outside.
- All of the Blue support players begin with a ball.



### HOW TO PLAY

- Red players receive ball from a Blue, must change direction with their 1st touch, travel through the square and pass to another Blue player.
- Reds then repeat, receiving the ball from a different Blue player.
- Blue players must keep the ball moving at all times.
- Change roles after 1 minute.
- After each team has a go, break to complete 11+ Kids exercise. Example - Statues/Spiderman

### POSSIBLE PROGRESSIONS

1. Encourage players receiving in the ball to try and perform a "no touch turn" when possible
2. Make the square in the middle smaller
3. Introduce a defender into the circle who attempts to stop players dribbling through the square
4. 11+ Kids exercise - Levels 1-5

### OUTCOMES

- Speed and angle of approach
- Getting "touch tight" to the attacker to prevent turning with the ball

### DRINKS BREAK DISCUSSION

- When was it difficult to travel through the square? What did you have to do to ensure you travelled through easily?

## SKILL TRAINING

### SETUP

- Area of up to 50x30m (football) or 30x15m (futsal), separated by a safe zone of 5m. Modify area depending on the number of players involved.
- Goals, with GKs, at each end of the area.
- 2 attackers vs 3 defenders in each half. 2 neutral players in each safe zone.
- Supply of footballs with each goalkeeper.



### HOW TO PLAY

- Play begins when a GK passes the ball into a neutral player. Neutral player then passes into the attackers.
- Attackers look to combine, in a 2v3, and shoot to score a goal.
- Practice is mirrored in the other half of the area.
- Rotate the players to ensure that everyone gets the opportunity to attack and defend.

### POSSIBLE PROGRESSIONS

1. Neutral players must combine before passing into attackers
2. If defenders win possession, and the other areas attack has finished, they can play into their attackers to shoot. (If GK catches, the attack has concluded)

### EXERCISE TASK

- Press and cover together to win possession and play forwards

### PLAYER TASK EXAMPLES

- Can the player nearest the ball close down the attacker quickly?
- Can the second and third nearest player provide cover and balance, whilst marking the second attacker?
- Can the defenders keep possession until they can pass forwards?

### OBSERVATION DISCUSSION

- When attacking, what did the defenders do that made it difficult to receive a pass?

## SKILL GAME

### SETUP

- Area of up to 50x30m (football) or 30x15m (futsal) separated by a safe zone of 5m. Modify area depending on the number of players involved.
- Goals, with GKs, at each end of the area.
- 2 attackers vs 3 defenders in each half. 2 neutral players in each safe zone.
- Supply of balls with each goalkeeper.



### HOW TO PLAY

- Play begins when GK passes the ball into the Red team. Reds then attack the opposition goal.
- Red attackers must play through the two neutral players in order to pass through to the attacking half.
- When ball is transferred in attacking half, one neutral player is allowed to join in, creating a 3v3.
- Rotate the players to ensure that everyone gets the opportunity to attack / defend and neutral players are changed.

### POSSIBLE PROGRESSIONS

1. Teams are allowed to play directly into the attacking half. If they score this way = 1 point. If they play through the neutral players and score = 3 points

### OUTCOMES

- Speed and angle of approach
- Remaining close enough to the attacker to prevent them from playing forwards
- Patience and timing of tackle

### OBSERVATION DISCUSSION

- What can a defender do to help them mark an opponent effectively?

# SESSION 30

PLAYING MOMENT **ATTACKING** | CORE SKILL **RECEIVING THE BALL** | FOCUS **RECEIVING TO PROTECT**

## SKILL ARRIVAL

### SETUP

- **Area up to 15x10m (futsal) or 20x12m (football).** Modify area depending on the number and age of players involved. (As more people arrive, players can make the area larger)
- Small goals at each end of the area.
- Bibs placed to the side of the pitch for players to pick up on arrival.
- Spare balls placed to the side of goals.
- Another replica pitch set up alongside for another group of players (or players can set up themselves)



### HOW TO PLAY

- Players play 1v1 against each other until more players arrive.
- When players turn up, they play 2v1, 2v2, 3v2 and 3v3.
- When a pitch achieves 3v3, arriving players begin another game on a different pitch.
- Teams score by shooting in opponents goals. Conceding team restarts play.
- Players can dribble or pass in from the touch line.

### OUTCOMES

- An environment of "play" encourages players to be creative and try new things.

## SKILL INTRODUCTION

### SETUP

- **Circle areas with a diameter up to 15m (futsal) or 20m (football).** Modify area depending on the number of players involved.
- Square area in the centre of the circle, made of cones / flat spots.
- 6 players outside of the area (Blues), 6 players inside (4 Red attackers and 2 Yellow defenders)
- 4 Blue support players begin with a ball.
- Spare balls with the coach.



### HOW TO PLAY

- Red players receive ball from a Blue and attempt to change direction, before playing to another outside blue.
- Yellows must apply defensive pressure to a player receiving the ball.
- Reds then repeat, receiving the ball from a different Blue player.
- Blue players must keep the ball moving at all times.
- Change roles after 1 minute.
- After both teams have played, complete one 11+ Kids Warm Up exercise. Example plank

### POSSIBLE PROGRESSIONS

1. Defenders are allowed to win the ball.
2. Make the square in the middle smaller.
3. Introduce an additional defender into the square.
4. 11+ Kids exercise - Levels 1-5

### OUTCOMES

- 1st touch control - changing direction and protecting the ball
- Use of body to protect ball from defenders
- Receiving to turn / Awareness of surroundings

### DRINKS BREAK DISCUSSION

- At what times did you have to play back to the same server? What made you have to do this?



## SKILL TRAINING

### SETUP

- **Area of up to 15x10m.** Modify area depending on the ability of players involved.
- 2 smaller goals positioned as shown.
- Two teams of equal numbers, starting behind the goals. 1st player from each of the team stands behind starting cone as shown in diagram.
- All balls with a Server.
- Duplicate pitch to ensure players are not waiting for too long (No more than three in a line)



### HOW TO PLAY

- Server passes ball into area for Reds to run and receive. Blue defender allows Red to receive the ball but follows into area.
- Reds attempt to score in one of the smaller goals (1pt)
- If Blue defender wins possession they play back to the server to win 1pt.
- Players return to the back of the line until their next go. (Ensure that session flows so that players do not wait in line for long)
- Teams scores are kept.
- Change so that the blues have the opportunity to receive the ball. Change the server on a regular basis.

### POSSIBLE PROGRESSIONS

1. Players start from different starting points around the area
2. Server plays ball in air / bouncing ball etc

### EXERCISE TASK

- Receive the ball to turn to protect and play forwards as quickly as possible

### PLAYER TASK EXAMPLES

- Can you receive the ball with the foot that's furthest away from the defender
- Can you receive the ball with your body between the ball and the defender
- Can you create an opportunity to turn and face the defender?
- Can you use your body to "Roll" away from the defender?

### OBSERVATION DISCUSSION

- How many different ways did you try to take on the defender? What were they?

## SKILL GAME

### SETUP

- **Area of up to 30x15m (futsal) or 50x30m (football).** Modify area depending on the number of players involved.
- Goals at each end, with Goalkeepers.
- 2 teams of 4 (futsal) or 5 (football) players, with 2 floater players playing for the team in possession.
- Spare balls placed to the side of goals.



### HOW TO PLAY

- Teams play 4v4 (futsal) or 5v5 (football) against each other.
- Player must take more than 1 touch of the ball when in possession.
- 2 floater players who play for the team in possession of the ball.
- Teams score by shooting in opponents goals. Conceding team restarts play.
- No restarts from the side. Restart from GKs.
- 2 minute games before teams have a drinks break.

### POSSIBLE PROGRESSIONS

1. Players must have more than 2 touches of the ball when in possession
2. Remove floater players

### OUTCOMES

- Positive first touch to get away from defender / towards goal
- Use of body to protect the ball
- Decision Making - when to attack / When to protect

### DRINKS BREAK DISCUSSION

- What does the other team do successfully when attacking?

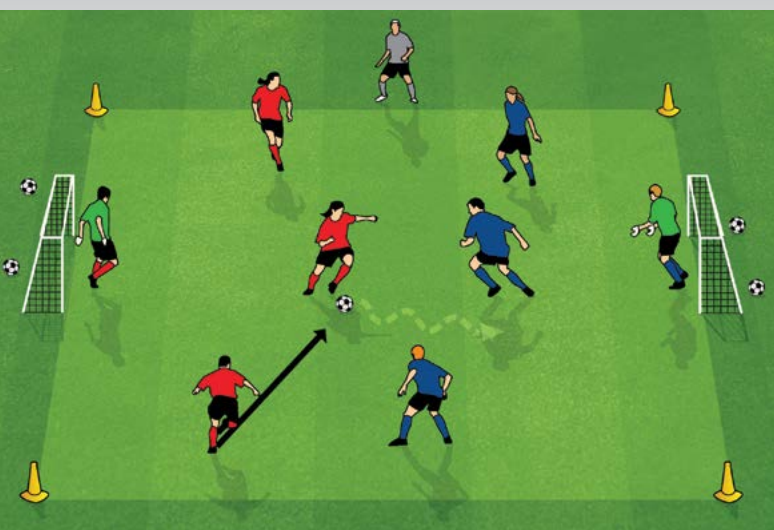
# SESSION 31

PLAYING MOMENT **ATTACKING** | CORE SKILL **TRAVELLING WITH THE BALL** | FOCUS **DRIBBLING**

## SKILL ARRIVAL

### SETUP

- **Area up to 20x12m (football) or 15x10m (futsal).** Modify area depending on the number and age of players involved. (As more people arrive, players can make the area larger)
- Small goals at each end of the area.
- Bibs placed to the side of the pitch for players to pick up on arrival.
- Spare balls placed to the side of goals.
- Another replica pitch set up alongside for another group of players (or players can set up themselves)



### HOW TO PLAY

- Players play 1v1 against each other until more players arrive.
- When players turn up, they play 2v1, 2v2, 3v2 and 3v3.
- When a pitch achieves 3v3, arriving players begin another game on a different pitch.
- Teams score by shooting in opponents goals. Conceding team restarts play.
- Players can dribble or pass in from the touch line.

### OUTCOMES

- An environment of "play" encourages players to be creative and try new things.

## SKILL INTRODUCTION

### SETUP

- **Area of up to 15x15m.** Modify area depending on the number of players involved.
- All players have the same coloured bib (Red in picture) except for 2 Taggers (in Blue).
- All Reds have a ball each. Taggers must link arms and have 1 ball between them.
- Spare balls placed to the side of pitch.



### HOW TO PLAY

- All players dribble around the area using different parts of the foot.
- When coach shouts "Go", Taggers begin tagging the Reds. Taggers attempt to tag as many players as possible during a 30 second time period.
- If a player is tagged, they must take their ball to the outside of the area and dribble around two sides of the square before rejoining.
- Rotate Taggers after each game and complete one 11+ Kids Warm Up exercise. Example skating hop.

### POSSIBLE PROGRESSIONS

1. Tagged players must perform 5x keeps ups before they can come back in (alter number where necessary)
2. Taggers operate as a single player with a ball each
3. 11+ Kids exercise - Levels 1-5

### OUTCOMES

- Close control when dribbling
- Turning away from defenders
- Change of pace and/or direction to get away from defender

## SKILL TRAINING

### SETUP

- **Area of up to 20x22m (football) or 15x15m (futsal).** Modify area depending on number and age of players involved.
- Split the area into two 10x20m (football) or 6.5x15m (futsal) areas divided by a 2m channel. A goal is to be placed at opposite ends of the halves, faced by a starting cone - creating a circuit.
- Attackers (Red) to start behind the two starting cones, with one defender in each half of the area.
- Balls are placed at the starting cones.



### HOW TO PLAY

- Attackers (Reds) try to dribble past the defender and attempt to score in the goal.
- When the ball goes out of play / goal is scored attacker retrieves their ball and moves to the other starting cone.
- Attackers are allowed to work in groups of one or two.
- Rotate the defenders on a regular basis.

### PROGRESSION

1. Introduce a time limit for players to score
2. Introduce a "Floating" defender. This player begins in the channel and can enter either half at any time to create a team of two defenders
3. Attackers are only allowed to attack on their own
4. Defenders win 1 point in they win possession and pass ball to the starting cone

### EXERCISE TASK

- Today is about creating a shooting opportunity through inventive individual play.

### PLAYER TASK EXAMPLES

- Can the player out of possession create a 1v1 opportunity for the player on the ball?
- Can the player in possession dribble in a direction that makes it difficult for the defender to defend both attackers?

### OUTCOMES

- Dribbling with close control and use of both feet
- Change of direction & speed to beat defenders
- Acceleration once passed a defender
- Positive reaction if successful (shoot) or not (chase back)

## SKILL GAME

### SETUP

- **Area of up to 18x25m (football) or 25x15m (futsal).** Modify area depending on the number of players involved.
- Goals at each end. (Big goals with GKs or smaller goals without)
- 2 teams of 3 players, binned in different colours (Red & Blue in diagram).
- Spare balls placed to the side of goals.
- Another replica pitch set up alongside for another group of players.



### HOW TO PLAY

- Teams play 3v3 against each other.
- Teams score by shooting in opponents goals. Conceding team restarts play.
- No restarts from the side. Restart from GKs.
- 2 minute games before teams are rotated.

### POSSIBLE PROGRESSIONS

1. Teams are awarded 2pts if they score in the opponents half.
2. Make the pitch width smaller

### OUTCOMES

- Drawing / Engaging an opponent
- Decision Making - when to pass / when to travel
- Awareness of opportunities for attacking 1v1

### DRINKS BREAK DISCUSSION

- What does the other team do successfully when attacking?



# SESSION 32

PLAYING MOMENT **ATTACKING** | CORE SKILL **TRAVELLING WITH THE BALL** | FOCUS **RUNNING WITH THE BALL**

## SKILL ARRIVAL

### SETUP

- **Area up to 15x10m (futsal) or 20x12m (football).** Modify area depending on the number and age of players involved. (As more people arrive, players can make the area larger)
- Small goals at each end of the area.
- Bibs placed to the side of the pitch for players to pick up on arrival.
- Spare balls placed to the side of goals.
- Another replica pitch set up alongside for another group of players (or players can set up themselves)



### HOW TO PLAY

- Players play 1v1 against each other until more players arrive.
- When players turn up, they play 2v1, 2v2, 3v2 and 3v3.
- When a pitch achieves 3v3, arriving players begin another game on a different pitch.
- Teams score by shooting in opponents goals. Conceding team restarts play.
- Players can dribble or pass in from the touch line.

### OUTCOMES

- An environment of "play" encourages players to be creative and try new things.

## SKILL INTRODUCTION

### SETUP

- **Area of up to 15x15m (futsal) or 25x25m (football).** Modify area depending on the number of players involved.
- 4 corner areas of 6x6m marked using cones.
- 3 teams of 4 players, bibbed in different colours (Red, Yellow and Blue in diagram). 1 player in each team starts in each corner square.
- All players have a ball each.



### HOW TO PLAY

- Upon coaches command, players perform different techniques in the corner square (dribbling / keepy ups / passing / warm up movements)
- When coach calls a colour, players with that number must break out of the corner area and run with the ball (clockwise) to the next square.
- After each colour has run with the ball, complete one 11+ Kids Warm Up example. Single leg hop

### POSSIBLE PROGRESSIONS

1. Encourage players to use as few touches of the ball as possible when running with it
2. Add in a numbering system - (1-Travel clockwise, 2-Travel anti-clockwise, 3-Travel diagonally)
3. 11+ Kids exercise - Levels 1-5

### OUTCOMES

- Ball control when travelling at speed
- Ball manipulation / familiarity

## SKILL TRAINING

### SETUP

- Two starter cones placed up to 20m (futsal) or 25m (football) away from the Goal.
- Attackers start behind starter cones.
- Attackers lined up in a 1-2-3-4 formation with different coloured bibs for each group (as shown)
- GK takes position in Goal.



### HOW TO PLAY

- 1st attacker (Green) dribbles towards goal and has 1v1 against GK. After shooting, Green turns and becomes defender.
- 2nd group of attackers (Yellow) then attacker the Green defender in 2v1. Once attack finishes, Yellows turn to defend.
- 3rd group of attackers (Blue) then attacker the Yellow defenders in 3v2. Once attack finishes, Blues turn to defend.
- 4th group of attackers (Red) then attacker the Blue defenders in 4v3. Once attack finishes, practice restarts.
- Coach rotates roles and practice restarts.

### PROGRESSIONS

1. Time limit on each wave of attack
2. Vary the group sizes - 4v2 / 2v2 etc

### EXERCISE TASK

- Today is about creating opportunities to shoot by running with the ball.

### PLAYER TASK EXAMPLES

- Can the player in possession travel quickly towards the goal?
- Can the ball player draw a defender towards them to create a spare attacker?
- Can the players away from the ball possession themselves for a first time shot?

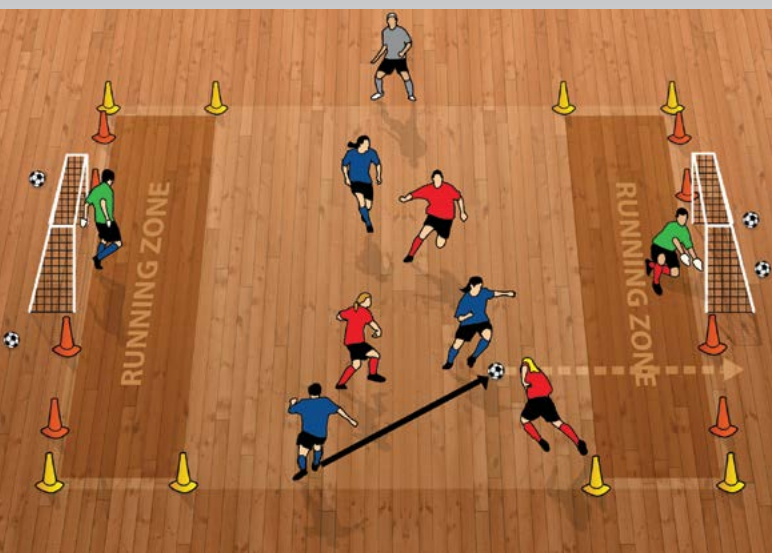
### POTENTIAL SESSION OUTCOMES

- Attacking with pace
- Decision Making - when to pass / dribble / shoot
- Shooting technique - 1st time / power & accuracy etc
- Defending Outnumbered

## SKILL GAME

### SETUP

- Area of up to 15x15m (futsal) or 18x30m (football). Modify area depending on the number of players involved.
- Two 3m (futsal) or 5m (football) "Running Zones" placed at each end of the area.
- Large goals at each end with GK.
- 2 gates, made with cones, on either side of the goals (at each end).
- 2 teams of 3 players, bibbed in different colours (Red & Blue in diagram).
- Spare balls placed to the side of goals.
- Another replica pitch set up alongside for another group of players.



### HOW TO PLAY

- Teams play 3v3 against each other.
- Teams score by shooting in opponents goals, or by Running with the Ball through one of the gates. Conceding team restarts play.
- Attackers are only allowed inside the "Running Zone" when attempting to Run through the gates.
- Defenders are not allowed inside the "Running Zone" but GK is allowed to try to stop attacker.
- No restarts from the side. Restart from GKs.
- 2 minute games before teams are rotated.

### POSSIBLE PROGRESSIONS

1. One defender is allowed to track attacker into the "Running Zone"
2. Three points awarded for Running the Ball through the gates
3. If attacking team attempt to score in the Gates but fail, they lose one goal for their team

### OUTCOMES

- Decision Making - when to travel with the ball / when to shoot
- Creating opportunities for overloads
- Covering distances with the ball quickly

### DRINKS BREAK DISCUSSION

- What do you need to be aware of when running with the ball?

# HOME PLAY ACTIVITIES

## CORE SKILL STRIKING THE BALL

### STRIKING THE BALL - 1

#### SETUP

- **Area of 4x4m square.** Modify area depending on the number and age of players involved.
- 3 attackers start with a ball between them, stood inside of the square.
- 1 defender without the ball starts inside the square.



#### HOW TO PLAY

- Attackers attempt to keep possession inside the area.
- If defender touches the ball, then they swap roles with the attacker who last played a pass.
- Attackers count how many passes they are able to make before defender touches ball.
- Player defends for a maximum of 30 seconds before changing.

#### PROGRESSION

1. Defender must win possession and break out of square.
2. Attackers may not take more than two touches in possession

### STRIKING THE BALL - 2

#### SETUP

- **Place two cones 10m away from each other.** Modify distance depending on the age of players involved.
- 2 players start with a ball each, both stood next to the same cone.



#### HOW TO PLAY

- Red player attempts to pass the ball so that it stops as close as possible to the target cone.
- Blue player passes ball and attempts to stop it closer than the Red ball.
- Player who has the closest pass receives 1pt.
- Players then restart the game from the other cone.

#### PROGRESSION

1. 2nd player to pass is allowed to knock the opponents ball out of the way.
2. Players have two balls to pass, taking it in turns to pass at the target cone.

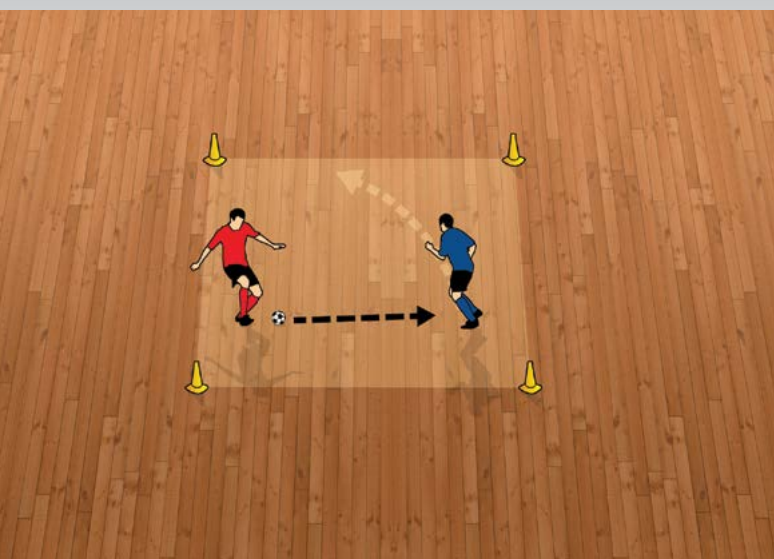


## CORE SKILL 1v1

### 1v1 - 1

#### SETUP

- **Area of 3x3m square.** Modify area depending on the age of players involved.
- 2 players start inside of the square. One with a ball (Red), one with out (Blue).



#### HOW TO PLAY

- Red player has 30 seconds to flick the ball against the legs of the Blue player. Blue player is not allowed outside of the area.
- Ball must hit Blue player underneath knee height. Every time they hit the opponents legs, they get 1pt.
- If the ball goes out of the square, the player in possession loses 5pts.
- After 30 seconds, scores are taken and roles are reversed for the next 30 seconds.

#### PROGRESSION

1. Player out of possession is not allowed to jump
2. Area is made smaller

### 1v1 - 2

#### SETUP

- **Set up two cones 8m apart from each other.** Modify distance depending on the age of players involved.
- 2 players, Red & Blue, start I between the cones facing each other.
- Both players start in possession of a ball.



#### HOW TO PLAY

- Blue player attempts to dribble past one of the cones before the Red player.
- Blue player dictates which cone is targeted and can change direction at any time.
- Blue player is allowed to change direction for a maximum of three times.
- The player that dribbles past the cone first wins 1pt.
- After completion, roles are reversed with the Red player dictating the play.

#### PROGRESSION

1. Dictating player can only change direction twice.
2. Players must stop the ball next to cone to win.
3. Players are asked to use one foot only (swap feet after every go).

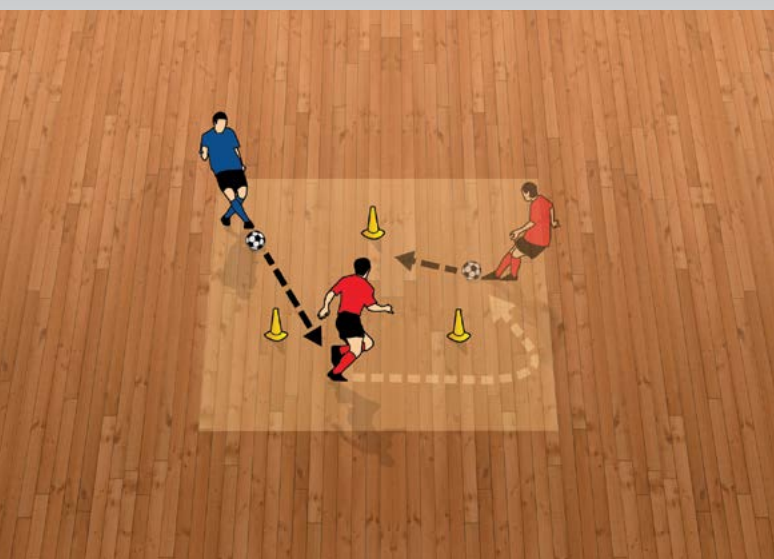
# HOME PLAY ACTIVITIES *cont....*

## FOCUS RECEIVING THE BALL

### RECEIVING THE BALL - 1

#### SETUP

- **Triangle of cones, 1m apart.** Modify size of triangle depending on age of players involved.
- 2 players start with a ball between the two, stood on different sides of the triangle.



#### HOW TO PLAY

- Blue player passes the ball through the middle of the triangle to the Red player.
- Within three touches, Red player must pass ball back to Blue player. Red player can not pass through the same side of the triangle that they received it.
- Blue player receives and repeated the process.

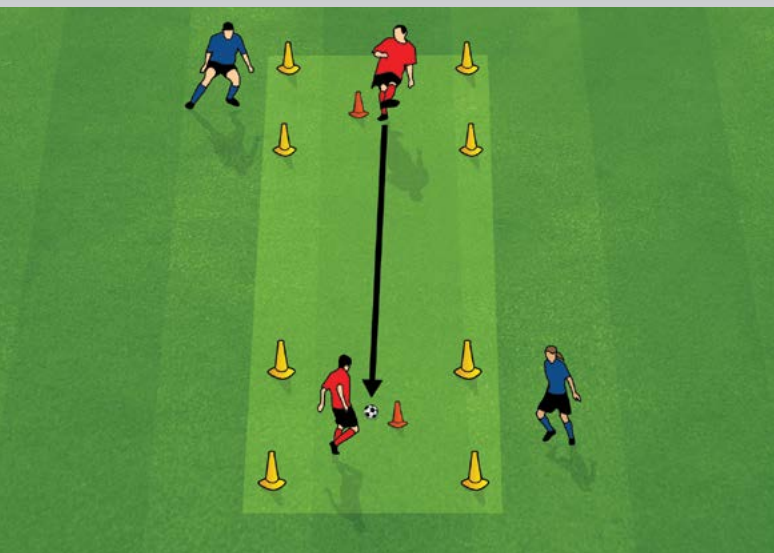
#### PROGRESSION

1. Players have to pass ball back within two touches
2. Players use alternate foot to control and pass
3. Players are not allowed to receive with the same part of foot twice in a row

### RECEIVING THE BALL - 2

#### SETUP

- **Place two 2x2m squares 10m away from each other.** Modify distance depending on the age of players involved. Place a different colour target cone in each of the square.
- 2 teams of 2 players (Red & Blue).
- 1 team mate starts with a ball in a square, the other team mate starts with out a ball in the opposite square. The other team wait for their turn.



#### HOW TO PLAY

- Red player 1 passes the ball so that it enters the opposite square, as close as possible to the target cone.
- Red player 2 has 1 touch to stop the ball as close as possible to the target cone.
- Blue team then have their attempt, trying to stop the ball closer than the Reds.
- Team who has the closest ball to the target cone receives 1pt.
- Teams then restart the game from the other square, changing the team to have the first attempt.

#### PROGRESSION

1. Teams must use right foot / left foot only.
2. Pass must be made in the air, with a maximum of one bounce before it enters the square.

## FOCUS TRAVELLING WITH BALL

### TRAVELLING WITH THE BALL - 1

#### SETUP

- **Area of 2x2m square.** Modify area depending on the number and age of players involved.
- 2 attackers start with a ball each, stood on opposite sides of the square.



#### HOW TO PLAY

- 1. Red attempts to dribble around the square to tag Blue opponent.
- Can dribble clockwise and anti clockwise.
- If Blue is tagged, reset and begin again.
- Both players must stay outside of the square but remain close to it.
- Play for 30 seconds, rest and swap roles.

#### PROGRESSION

1. Tagger is allowed to cross directly over the middle of the square once during the 30 seconds.
2. Remove the ball from the Tagger.

### TRAVELLING WITH THE BALL - 2

#### SETUP

- **Area of 3x3m square.** Modify area depending on the number and age of players involved.
- 3 attackers start with a ball each, stood on a side of the square
- 1 defender starts with a ball inside the square.



#### HOW TO PLAY

- Attackers attempt to dribble across the square to another side.
- Defender attempts to tag them whilst maintaining control of their ball. If defender tags a player, they exchange roles.
- Attackers count how many times they cross the square before being tagged.

#### PROGRESSION

1. Defender no longer has a ball to dribble
2. Attackers can not dribble to a side where another attacker already is
3. Attackers have a time limit before they must re-enter the square



# APPENDICES

The following appendices are to support with the planning, delivery and review of a McDonald's Skills Centre. In order to set and maintain the highest standards possible and provide appropriate safeguarding for junior players, it is advised that NZF Skill Centre providers use the resources provided.





<b>A1. Minimum Operating Requirements – McDonald’s Skills Centre</b>	<b>96-97</b>
<b>A2. Step by Step Guide</b>	<b>98-99</b>
<b>A3. Risk Assessment Form</b>	<b>100</b>
<b>A4. Medical Consent Form</b>	<b>101</b>
<b>A5. Incident Report Form</b>	<b>102-103</b>
<b>A6. Player Registration Form</b>	<b>104</b>
<b>A7. Annual Review</b>	<b>105-111</b>



# MINIMUM REQUIREMENT OPERATING LIST - McDONALD'S SKILLS CENTRE

## APPENDIX 1

PLAYER DEVELOPMENT PROGRAMME - FOOTBALL				
Requirement	Details	Evidence	Req Met (Y/N)	Notes
Age groups offered	At least two age groups offered (9/10 years & 11/12 years)	Training Programme Players Registered on Comet		
Minimum of 16 week programme	Programme designed over 16 weeks (minimum) to 24 weeks (maximum)	Training Programme		
Number of sessions per week	Minimum of 1 / maximum of 2 sessions per week	Training Programme		
Curriculum delivered	NZF Skill Centre Curriculum or approved equivalent	Training Programme		
Coach Qualifications	Minimum of one "lead" Junior Level 3 Coach and one "support" coach with a Junior Level 2 Coaching Award - per 24 players	Coach registered on Comet		
Coach Qualifications	Minimum of 1 Emergency First Aid certified person per hub	Coach registered on Comet		
Player Feedback Meetings	Minimum of 2 meetings annually Minimum of 1 Emergency First Aid certified person per hub	Dates of meeting provided / Player feedback forms on Comet		
Agreed Support Visits	Minimum of 3 visits annually	Dates of meeting provided		
Game Day Festival Option	Minimum 2 festivals per year. Festivals can replace existing trainings or game days. Based at NZF Whole of Football Club or Federation	Training Programme		
Club Link	Based at NZF Whole of Football - Football Club	Club, Federation or Hub assigned on Comet		

REGISTRATIONS				
Requirement	Details	Evidence	Req Met (Y/N)	Notes
NZF Skill Centre Registered	Skill Centre registered on Comet	Comet		
Players Registered with NZF	Each player registered to the Skill Centre Programme on Comet	Comet		
Player Medical Records	Medical records taken as part of registration	Comet		
Player to Coach Ratio	Maximum of 12:1 ratio	Coach & Players registered on Comet		
Coaches Police Vetted	Each coach Police Vetted	Vetting forms observed at appraisal		
Cost to play	Football: Maximum of \$10 per session. Futsal: Maximum of \$17 per session .	Registration Form		



REGISTRATIONS <i>continued</i>				
Requirement	Details	Evidence	Req Met (Y/N)	Notes
Minimum player registration period players per age group	Minimum of 8 weeks	Players registered on Comet		
Minimum number of players per age group	Minimum of 8 players per age group	Players registered on Comet		
Registration is open to all members*	Skills Centre is available to any player	Registration Form		

\*The Skills Centre Programme is an open community programme that is available to all members aged 9 - 12 of the Skills Centre Club or the clubs listed in the MOU. For Federation Skills Centre Programmes the Skills Centre is open to all members of the community aged 9 - 12 years old.

TRAINING STANDARDS - FOOTBALL				
Requirement	Details	Evidence	Req Met (Y/N)	Notes
Session Duration	Minimum 60 mins / Maximum 75 mins	Observed at FDO Visit		
Curriculum delivered	McDonald's Skills Centre Curriculum or equivalent	Observed at FDO visit		
Size of area used	Football: Minimum of 60m x 40m. Futsal: Minimum of 28 x 16m per 12 players	Venue assigned on Comet		
Quality of area used	Appropriate playing surface	Observed at FDO Visit		
Size of balls	Football: Maximum of Size 4. Futsal: Ideally Size 3	Observed at FDO Visit		
Number of balls	Minimum of 1 per player	Observed at FDO Visit		
Quality of equipment used	Appropriate bibs, cones & goals	Observed at FDO Visit		
First Aid	First Aid Kit present	Observed at FDO Visit		
Attendance records	Weekly player register undertaken	McDonald's Skills Centre register		

ADMINISTRATION - FOOTBALL				
Requirement	Details	Evidence	Req Met (Y/N)	Notes
Risk Assessment	Risk Assessment for venue undertaken	Risk Assessment Form completed		
Incident Reporting	Incident report and history to be recorded	Incident Reporting documents		
Link to local WOF Clubs	Signed MOU with Member Federation	Signed MOU document		

Club Signature \_\_\_\_\_

Date: / /

Member Federation Signature \_\_\_\_\_

Date: / /

# STEP BY STEP GUIDE

## APPENDIX 2

BEFORE				
	Task	Time Restraint	Completion Date	Completed Y/N
1	Hold meeting with Member Federation to plan NZF Skill Centre provision	No later than 8 weeks prior to McDonald's Skills Centre commencing		
2	Locate Venue	No later than 8 weeks prior to McDonald's Skills Centre commencing		
3	Venue Risk Assessment	No later than 8 weeks prior to McDonald's Skills Centre commencing		
4	Assess venue/coach cost breakeven point	No later than 8 weeks prior to McDonald's Skills Centre commencing		
5	Secure venue booking	No later than 8 weeks prior to McDonald's Skills Centre commencing		
6	Recruit coaches, who must have a Junior Level 3 Coaching Award and completed a police check	No later than 8 weeks prior to McDonald's Skills Centre commencing		
7	Recruit assistant coaches, who must have a Junior Level 2 (Football) or Futsal Level 2 (Futsal) Coaching Award and complete a police check	No later than 6 weeks prior to McDonald's Skills Centre commencing		
8	Inform local Member Federation of details of upcoming Skill Centre	No later than 6 weeks prior to McDonald's Skills Centre commencing		
9	Send flyers to local clubs, schools electronically	No later than 6 weeks prior to McDonald's Skills Centre commencing		
10	Place posters at local clubs, schools & in local area	No later than 6 weeks prior to McDonald's Skills Centre commencing		
11	Follow up email to club and school to confirm receipt and gauge interest	No later than 4 weeks prior to McDonald's Skills Centre commencing		
12	Design Skill Centre programme, including training, parent & player discussions	No later than 4 weeks prior to McDonald's Skills Centre commencing		
13	Purchase football equipment (Balls, Bibs, Cones, Goals, Flat Spots, Medical Kit)	No later than 4 weeks prior to McDonald's Skills Centre commencing		
14	Arrange Support Visits with local Member Federation	No later than 3 weeks prior to McDonald's Skills Centre commencing		
15	Registration Deadline	No later than 2 weeks prior to McDonald's Skills Centre commencing		

PTO

BEFORE cont...				
	Task	Time Restraint	Completion Date	Completed Y/N
16	Ensure that players are registered on Comet	No later than 2 weeks prior to McDonald's Skills Centre commencing		
17	Distribute Schedule and Playing Group Register to coaches	No later than 2 weeks prior to McDonald's Skills Centre commencing		
18	Check amount of equipment in ratio to registration numbers (Balls, Bibs, Cones, Goals, Flat Spots, Medical Kit)	No later than 2 weeks prior to McDonald's Skills Centre commencing		
19	Hold Parents and Player presentation	No later than 1 week prior to McDonald's Skills Centre commencing		

DURING				
	Task	Time Restraint	Completion Date	Completed Y/N
1	Check area for hazards, records concerns where necessary	Beginning of each session		
2	Register attendees	Beginning of each session		
3	Record incidents / injuries	Each session		
4	Hold Parents and Player feedback meeting	In line with designed programme		
5	Facilitate Member Federation support visits	In line with designed programme		
6	Organise review meeting with relevant stakeholders & Member Federation FDO	During last 2 weeks of the McDonald's Skills Centre programme		
7	Distribute Player, Parent and Coach review questionnaires	During last 2 weeks of the McDonald's Skills Centre programme		

AFTER				
	Task	Time Restraint	Completion Date	Completed Y/N
1	Collate information provided from player, parent & coach review questionnaires	No later than 1 week after the completion of the McDonald's Skills Centre programme		
2	Hold review meeting with relevant stakeholders & Member Federation FDO	No later than 2 weeks after the completion of the McDonald's Skills Centre programme		
3	Complete "Annual Review - Skills Centre" document and distribute to all stakeholders	No later than 3 weeks after the completion of the McDonald's Skills Centre programme		



# RISK ASSESSMENT FORM

## APPENDIX 3

The form is used by the provider to help access the potential risks of the venue that is being considered for use as a McDonald's Skills Centre venue.

1. LOCATION – SETTING THE SCENE					
Location		Division			
Area / Activity / Person:					
2. IDENTIFYING HAZARDS – WHAT CAN GO WRONG AND WHO WILL BE AFFECTED?					
Hazard	Something with the potential to cause harm		Person at Risk		
A			Staff <input type="checkbox"/>	Player <input type="checkbox"/>	Other <input type="checkbox"/>
B			Staff <input type="checkbox"/>	Player <input type="checkbox"/>	Other <input type="checkbox"/>
C			Staff <input type="checkbox"/>	Player <input type="checkbox"/>	Other <input type="checkbox"/>
D			Staff <input type="checkbox"/>	Player <input type="checkbox"/>	Other <input type="checkbox"/>
3. EXISTING CONTROL MEASURES – WHAT PRACTICAL STEPS ARE ALREADY IN PLACE?					
Hazard	Existing Control Measures				
A					
B					
C					
D					
4. EVALUATING RISK – NOT 'WORSE CASE SCENARIO', TAKES INTO ACCOUNT EXISTING CONTROLS					
Hazard	Consequence (1-5)	x	Likelihood (1-5)	=	Risk Ration (1-25)
				=	
				=	
5. RISK PRIORITISED ACTION PLAN –APPLY CONTROLS: E=ELIMINATE, I=ISOLATE, M=MINIMISE					
Hazard	E / I / M	Practicable Steps required to further control risk			Responsibility
6. FURTHER INFORMATION: CROSS-SECTOR SAFETY RESPONSIBILITIES					
Who is responsible for local monitoring?					
Is further competent (clinical risk, manual handling) advice required Yes / No Comments:					
Do third parties (agencies) require a copy of this risk assessment for their safety Yes / No Comments:					
7. ASSESSMENT SIGN-OFF: ASSESSMENT MONITORING RESPONSIBILITIES					
Assessor's Name:			Assessor's Signature:		
Date of Assessment: / /		Review: Daily <input type="checkbox"/> Weekly <input type="checkbox"/> (tick one)		Reassessment Date: / /	
Manager's Signature:					
Notes:					

# MEDICAL CONSENT FORM

## APPENDIX 4

The form is to be completed by parents or guardians of children that attend a McDonald's Skills Centre programme. It needs to be provided before the player takes part in any sessions.

I/We ..... (Parent/Guardian) have registered  
our child ..... to attend .....  
(programme) between ..... (start date) and ..... (end date).

I/We give permission for the administrators and/or staff Coaches to obtain necessary medical attention and treatment for my/our  
child for any injury and/or illness during the training sessions.

Venue: ..... Date: .....

Signed: ..... (Parent/Guardian)

My/Our child is taking the following medication (Please Specify)

Type of medication: .....

Medical Condition: .....

Family Doctor's Name: ..... Doctor's Ph No: .....

### RECENT INJURY HISTORY

Date	Injury (please describe)	Injury Management & Treatment (please describe)

Other comments: (Please list any allergies or other concerns – and the treatment requirements)

# INCIDENT REPORT FORM

## APPENDIX 5

This form is used in the event of an incident such as an injury sustained at a McDonald's Skills Centre. It will be used as a guide to prevent repetition of incidents, and kept on file by the provider.

Please print clearly and tick the correct box

Status:	Coach/Staff <input type="checkbox"/>	Player <input type="checkbox"/>	Other <input type="checkbox"/>	Injury treated on site <input type="checkbox"/>	Further Treatment Required off site <input type="checkbox"/>
---------	--------------------------------------	---------------------------------	--------------------------------	---	--

### 1. DETAILS OF INJURED PERSON

Name:	Phone (H):	Phone (W):			
Address:					
Sex: Male <input type="checkbox"/> Female <input type="checkbox"/>					
Date of Birth: / /					
Position:	Support Staff <input type="checkbox"/>	Coach <input type="checkbox"/>	Assistant Coach <input type="checkbox"/>	Player <input type="checkbox"/>	Other <input type="checkbox"/>

### 2. DETAILS OF INCIDENT

Date:	/ /	Time:
Location:		
Describe what happened and how:		

### 3. DETAILS OF WITNESSES

Name:	Phone (H):	Phone (W):
Address:		
Email:		
Name:	Phone (H):	Phone (W):
Address:		
Email:		

### 4. DETAILS OF INJURY

Nature of injury (e.g. sprain, cut, break, illness)
Cause of injury (e.g. fall, twist, knock)
Location on body (e.g. back, left forearm)
Type of Injury (e.g. field of play, another person, hot water)

### 5. TREATMENT ADMINISTERED

First Aid given: Yes <input type="checkbox"/> No <input type="checkbox"/>
First Aider name:
Treatment:
Referred to:

PTO



**SECTION 6-9 MUST BE COMPLETED BY CO-ORDINATOR**

**6. DID THE INJURED PERSON STOP FURTHER INVOLVEMENT?**

Yes ☐ No ☐ If yes, state date: / / Time:

OUTCOME

Treated on site: ☐ Treated by Doctor: ☐ Hospitalised: ☐ Returned to Activity: ☐ Alternative duties: ☐ Rehabilitation: ☐

**7. INCIDENT INVESTIGATION (comments to include causal factors):**


**8. RISK ASSESSMENT**

Likelihood of recurrence:

Severity of outcome:

Level of risk:

**9. ACTIONS TO PREVENT RECURRENCE**

Action	By Whom	By When	Date Completed
			/ /
			/ /
			/ /
			/ /

**10. ACTIONS COMPLETED**

Signed (Co-ordinator): Title: Date: / /

Feedback to person involved Date: / /

**11. REVIEW COMMENTS**

Federation Development Officer:

Reviewed by Head Physio on Site (signed): Date: / /

Reviewed by Patient/Victim.(signed): Date: / /

# PLAYER REGISTRATION FORM

## APPENDIX 6

Before the session takes place, all registrations are gathered on this form and given to the coach together with a copy of the medical consent form for each player.

[illegible]

# McDONALD'S SKILLS CENTRE ANNUAL REVIEW - TECHNICAL FEEDBACK & AGREED ACTIONS

## APPENDIX 7

**COACHING** - Consider the playing environment for those involved in the NZF Skill Centre sessions and improvements that can be made to increase its quality.

Areas of Consideration	Feedback	Action Plan	Responsibility	Timescale
Qualification of Coaches				
Coach Development / Additional Workforce				
Facilities				
Kit & Equipment				
Other				



# McDONALD'S SKILLS CENTRE ANNUAL REVIEW - TECHNICAL FEEDBACK & AGREED ACTIONS

## APPENDIX 7

**CURRICULUM** - Consider the technical programme that has been delivered to the players, specifically reflecting on meeting player needs, developing player ability. Think about changes that could be made, that is relevant to your players, to maximise their development.

Areas of Consideration	Feedback	Action Plan	Responsibility	Timescale
Focus on Attacking and Defending				
Focus on Core Skills				
Duration of programme				
Additional opportunities for player development				
Other				

# McDONALD'S SKILLS CENTRE ANNUAL REVIEW - TECHNICAL FEEDBACK & AGREED ACTIONS

## APPENDIX 7

**PLAYERS** - Consider the group of players that are attending your NZF Skill Centre programme and if the programme is meeting their needs.

Areas of Consideration	Feedback	Action Plan	Responsibility	Timescale
Quality of players involved				
Enjoyment & motivation				
Quantity of players involved				
Promotion & Recruitment				
Other				

# McDONALD'S SKILLS CENTRE ANNUAL REVIEW - TECHNICAL FEEDBACK & AGREED ACTIONS

## APPENDIX 7

**LOGISTICS** - Consider the technical programme that has been delivered to the players, specifically reflecting on meeting player needs, developing player ability. Administration procedures/Location & Time of practice/Financial/Policies & Procedures.

Areas of Consideration	Feedback	Action Plan	Responsibility	Timescale
Administration procedures				
Location & Times of practice				
Financial				
Policies & Procedures / Safeguarding players				
Other				



# MCDONALD'S SKILLS CENTRE ANNUAL REVIEW PLAYER QUESTIONNAIRE

## APPENDIX 7

1. Which age group are you in?

- ☐ 9th Grade  
☐ 10th Grade  
☐ 11th Grade  
☐ 12th Grade

5. The McDonald's Skills Centre coaches are friendly and enthusiastic:

- ☐ Strongly Agree  
☐ Agree  
☐ Disagree  
☐ Strongly Disagree

2. The McDonald's Skills Centre training sessions were enjoyable:

- ☐ Strongly Agree  
☐ Agree  
☐ Disagree  
☐ Strongly Disagree

6. The McDonald's Skills Centre coaches help me to learn how to become a better player:

- ☐ Strongly Agree  
☐ Agree  
☐ Disagree  
☐ Strongly Disagree

3. The McDonald's Skills Centre training sessions helped me to become a better player:

- ☐ Strongly Agree  
☐ Agree  
☐ Disagree  
☐ Strongly Disagree

4. The McDonald's Skills Centre sessions provide me with problems to solve:

- ☐ Strongly Agree  
☐ Agree  
☐ Disagree  
☐ Strongly Disagree

# McDONALD'S SKILLS CENTRE ANNUAL REVIEW PARENT QUESTIONNAIRE

## APPENDIX 7

1. The communication in the lead up to the McDonald's Skills Centre was sufficient:

- ☐ Strongly Agree  
☐ Agree  
☐ Disagree  
☐ Strongly Disagree

2. The Player & Parent induction meeting was informative:

- ☐ Strongly Agree  
☐ Agree  
☐ Disagree  
☐ Strongly Disagree

3. My son / daughter enjoyed being part of the NZF Skill Centre programme:

- ☐ Strongly Agree  
☐ Agree  
☐ Disagree  
☐ Strongly Disagree

4. The coaching at the NZF Skill Centre was to an appropriate standard:

- ☐ Strongly Agree  
☐ Agree  
☐ Disagree  
☐ Strongly Disagree

5. My son / daughter's technical ability has improved as a result of being part of the NZF Skill Centre programme:

- ☐ Strongly Agree  
☐ Agree  
☐ Disagree  
☐ Strongly Disagree

6. The Player & Parent feedback meetings were informative and helpful for us, as parents, and for my son / daughter:

- ☐ Strongly Agree  
☐ Agree  
☐ Disagree  
☐ Strongly Disagree

7. The McDonald's Skills Centre Programme is good value for money:

- ☐ Strongly Agree  
☐ Agree  
☐ Disagree  
☐ Strongly Disagree

8. We, as parents, can clearly see what the NZF Skill Centres are trying to achieve:

- ☐ Strongly Agree  
☐ Agree  
☐ Disagree  
☐ Strongly Disagree

9. We would recommend NZF Skill Centres to parents of players aged 9-12 years olds:

- ☐ Strongly Agree  
☐ Agree  
☐ Disagree  
☐ Strongly Disagree

Please add any additional comments that you feel will help us make the NZF Skill Centre Programme better in the future.

# McDONALD'S SKILLS CENTRE ANNUAL REVIEW COACH QUESTIONNAIRE

## APPENDIX 7

1. I have enjoyed coaching at a NZF Skill Centre::

- ☐ Strongly Agree  
☐ Agree  
☐ Disagree  
☐ Strongly Disagree

Additional Comments:

2. Organising and administering the NZF Skill Centres has been easy to do:

- ☐ Strongly Agree  
☐ Agree  
☐ Disagree  
☐ Strongly Disagree

Additional Comments:

3. The NZF Skill Centres curriculum is appropriate for the players involved:

- ☐ Strongly Agree  
☐ Agree  
☐ Disagree  
☐ Strongly Disagree

Additional Comments:

4. The kit & equipment provided by the NZF Skill Centre club was to an appropriate standard:

- ☐ Strongly Agree  
☐ Agree  
☐ Disagree  
☐ Strongly Disagree

Additional Comments:

5. The facility provided by the NZF Skill Centre club was to an appropriate standard:

- ☐ Strongly Agree  
☐ Agree  
☐ Disagree  
☐ Strongly Disagree

Additional Comments:

6. The players enjoyed being part of the NZF Skill Centre programme:

- ☐ Strongly Agree  
☐ Agree  
☐ Disagree  
☐ Strongly Disagree

Additional Comments:

7. The NZF Skill Centre club have provided opportunities for me to develop my coaching:

- ☐ Strongly Agree  
☐ Agree  
☐ Disagree  
☐ Strongly Disagree

Additional Comments:

Please add any additional comments that you feel will help us make the NZF Skill Centre Programme better in the future.



