

# Oxford United Football Club



**12 Week Community Development Programme**

## Document Authority

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## Version Control

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# Oxford United

## 12 Week Community Development Plan

### Introduction

As part of the ongoing development of the Oxford United in the Community programme, a new fully inclusive 12 week development programme has been developed for all community Coaches. This programme covers all age groups up to and including Under 10.

The basis of the programme is for community coaches to deliver consistent coaching sessions based on the fundamental development requirements of the FA's 4 Corner Approach initiative, and the FA's Long Term Player Development programme. The example sessions that are contained within this development programme easily adaptable and provide all the required 4 Corner and LTPD elements.

The 4 Corner Approach is a model developed for player learning based on a Technical Corner, A Psychology Corner, a Physical Corner and a Social Corner all of which surround the player throughout their whole playing career.

All 4 corners are closely intertwined and never operate in isolation and are closely linked to Long term Player Development (LTPD)



- Technical (skills, passing, dribbling, shooting)
- Physical (power, running, change of direction, strength in 1v1)
- Psychological (decision making and choices)
- Social (communication, combining with team mate)

Each session within the new 12 week development programme has been developed and designed to include the above criteria.

It must be noted that different players take information on in different ways. Therefore as part of session delivery coaches should be in a position to present the sessions verbally, diagrammatically and via demonstration.

The following technical areas are covered in the 12 week community development programme along with small sided games and general assessment of each player's development.

Passing, Dribbling, Turning, Control & Receiving, Running with the ball, Heading (Defensive & Attack) and Finishing.

Example sessions included in this document can be changed to suite by coaches, they should be used to provide the basis on which each community Coach should base their sessions.

The full 12 week programme is as follows:

- **Week 1**                    **Passing – Short**
- **Week 2**                    **Dribbling**
- **Week 3**                    **Turning**
- **Week 4**                    **Grading Assessment on Above**
- **Week 5**                    **Control / Receiving**
- **Week 6**                    **Running with the ball**
- **Week 7**                    **Passing - Long**
- **Week 8**                    **Grading Assessment on Above**
- **Week 9**                    **Heading (Defending & Attacking)**
- **Week 10**                  **Finishing**
- **Week 11**                  **SSG's & Presentations**
- **Week 12**                  **Skill Session & Presentations**

Each of the initial 10 sessions for the Under 8's should be broken down as follows:

- 10 minute register & warm up
- 20 minute session (including drink break)
- 2/3 minute break
- 2 x 10 minute small sided game (with drink break) or continuation of session
- 7/8 minute cool down & debrief.

Each of the 10 initial sessions for the Under 10's should be broken down as follows:

- 10 minute register & warm up
- 20 minute technical session (including drink break)
- 2/3 minute drinks break
- 25 minute small sided game (including drink break)
- 7/8 minute cool down & debrief.

Each Session should start with a structured Warm Up.

### **Key Elements of Warm Up –**

It is important to warm up correctly, both before a game and before training. The exercises performed during the warm up are designed to bring the body slowly to the level that will enable an individual to perform at maximum levels and will also reduce the risk of injury. The length of time spent on the warm up will depend upon the environmental temperature. On a very cold day a longer warm up will be required than on a very hot day. The warm up should be long enough to produce a light sweat which is a good indication that the body temperature has raised sufficiently to play. A warm up program should be performed for 15 to 20 minutes. Exercises should increase in intensity gradually.

The warm up is used to

- Raise Body Temperature
- Increase Cardio-Respiratory Response
- Increase Blood flow to the muscles
- Increase Muscle Cellular Metabolism
- Increase the speed of nerve impulse transmission to the muscles and
- Increase muscle elasticity

Following the end of each session a structured Cool down should also be performed.

### **Key Elements of Cool Down –**

A Cool Down allows the body to return slowly to a state of balance. (homeostasis) The steady pumping action of muscle contraction keeps blood flowing through the muscles, thus removing waste products such as lactic acid, which causes pain and stiffness.

The cool down should include stretching for all major muscle groups to reduced soreness.

When performing the cool down players should try and keep moving, walk jog or perform dynamic and static stretches.

The large blood vessels supplying the muscles of the legs are still dilated to meet the demand for more blood which is required during play, the peripheral vessels are dilated to lose heat. When the muscles are contracting they pump blood to the heart, but when standing these muscles don't pump, therefore blood pools in the dilated blood vessels due to the pull of

gravity. The heart is unable to maintain a sufficient blood supply to the brain resulting in possible dizziness and even fainting.







# Oxford United

## Session Check List.

Each Session performed includes all of the following elements:

<p><b>Individual Skill &amp; Technique.</b>  <b>Movement off The Ball</b>  <b>Combine With Others.</b></p>	<p>Within all elements of the practice.</p>
<p><b>Relevant</b></p>	<p>Relevant to situations encountered in previous game and relevant to CoE development programme.</p>
<p><b>Realistic</b></p>	<p>Realistic game situations encountered.</p>
<p><b>Challenging</b></p>	<p>Challenging for all levels of players.</p>
<p><b>Benefit To All</b></p>	<p>Technical/Fun session &amp; SSG provides full benefit to all.</p>
<p><b>Decision Making</b></p>	<p>Practice set up to make sure players have to think and make decisions. When, Where &amp; How.</p>
<p><b>Problem Solving</b></p>	<p>Game like situations encountered providing players with various problems to solve. When to look for a give and go.</p>



## Coaching Guidelines

The following guidelines are provided to community coaches to enable them to provide a structured and consistent method of delivering coaching sessions.

- **Communication:** when describing your sessions to the attendees, ensure the terms you use are clear and are understood by the whole group.  
It must be noted that different players take information on in different ways. Therefore as part of the session delivery, coaches should present the sessions verbally, diagrammatically and via demonstration.
- **Positive Encouragement:** Whenever possible give individuals or groups positive encouragement. Refrain from using negative comments. Use praise as an incentive.
- **Adapt Sessions:** If the session or game is too advanced, modify accordingly to increase the chances of success. This may mean introducing a larger overload to obtain the success required.
- **Motivation:** Be motivational and inspirational. Enthusiasm and being energetic are contagious.
- **Each Player is An Individual:** Be aware of player differences. Aggressive or quiet, recognition of player personalities will allow you to respond to all players, and they will respond to you positively. Remember Players take onboard information in different ways. Question, to make sure players have the correct understanding.
- **Quality:** In your demonstrations make objectives clear. If a player shows mastery of a skill, use him/her to demonstrate.
- **Technique:** In all sessions and games continually emphasis the use of correct techniques.
- **Encourage Movement:** make sure players are aware of the importance of readiness. Keep Players on their toes, bouncing instead of being flat footed.
- **Develop Player Respect:** Ask players to support one another. To show good sportsmanship towards all players including opponents, and respect for others attempts and effort.
- **Equality:** Give equal attention to all players in group or games. Do not leave the less competent players behind nor slow the advanced players.
- **Fun & Enjoyment:** All FITC sessions must be fun and enjoyable, players will respond better and will want to continue if things are fun.

As a community coach for Oxford United Football Club, you should be dedicated to the development of all players.

You are seen to be a role model to the children who you are coaching, the club expects you to set high standards. To develop good technique, touch, good sportsmanship and promote an enjoyable environment in which to be.



# Oxford United Football Club



## 12 Week Community Development Programme

### Sessions

## Week 1 – Under 8's - Passing (Short)

### Under 8's

#### Space Wars – Organisation

Two fleets of star fighters start either side of the grid on their launch pads. The star fighters take off on the commander's order to battle the opposing fleet. To score you must knock an opponent's ball out of the grid with your ball whilst ensuring that our ball stays inside the grid. If your ball leaves the grid you have been shot down and should crash land outside of the grid.

At the end of the battle the fleet with the most remaining star fighters wins.

#### Set Up

- Area: 30x30 yard square
- Players: 16, 2 teams of 8
- Equipment: Cones, ball each

#### Main Objectives of Session

- Accuracy and weight of passing.

#### What To Call

- "Lock on to a target"
- "Try to not get shot down"
- "Keep your ball close"

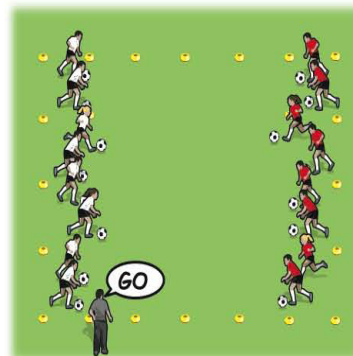
#### Progression

For older children in your group you might allow a hit to include striking an opponent below the knee rather than knocking their ball out of the grid. Not too hard though!

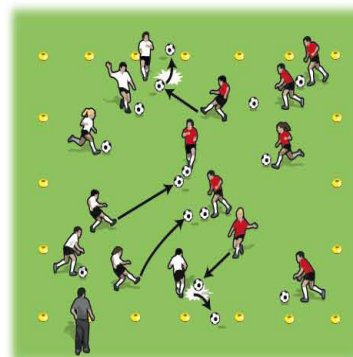
#### Observations

Keep spare balls at each end, if a player attempts a strike and misses, the ball could go anywhere.

Players shot down can then act as ammunition collectors to keep the team's supply stocked.



Prepare for battle



As fighters are shot down they leave the area.



There can only be one winner

## Week 1 – Under 10's - Technical Session - Passing (Short)

**Technique:-** Passing – Key Factors:- Non kicking foot close to the side of the ball, body position, head down, & steady, strike through middle ball & keep eye on the ball, follow through.  
**Control – Key Factors:-** Be alert, focus on ball & move into line of ball.

**Learning Outcome:-** To Develop passing and control skills, whilst moving with and without the ball.

### Phase 1 – Basic Technique of Passing. Short Passing (Push Pass)

#### Organisation:-

Divide your group into pairs. Set up a 10x10m grid per pair, or ask each pair to set the grid up.

Working in pairs - the exercise is started with A1 passing the ball to A2 within the 10x10 grid.

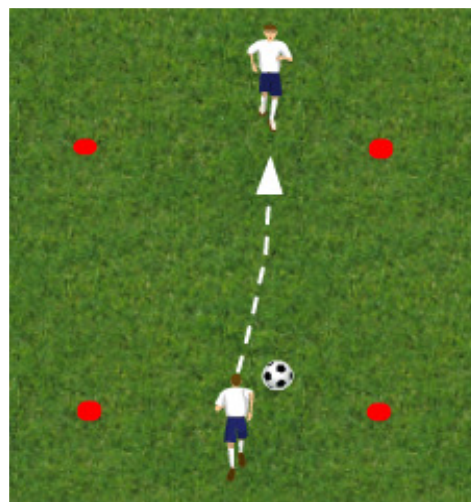
The first point to introduce to the exercise is the position of the non kicking foot in relation to the ball.

The non kicking foot should be close to the side of the ball.

The second point to introduce is the area of the foot that makes contact with the ball, the instep of the boot. The final element to introduce is the follow through.

Once these points have been introduced separately, focus should then be placed on the whole technique,

Non kicking foot close to the side of the ball, body position, head down, & steady, strike through the middle of the ball and keep your eye on the ball, follow through and also body posture. Once each player is confident with their stronger foot, emphasis should be placed on their weaker foot.



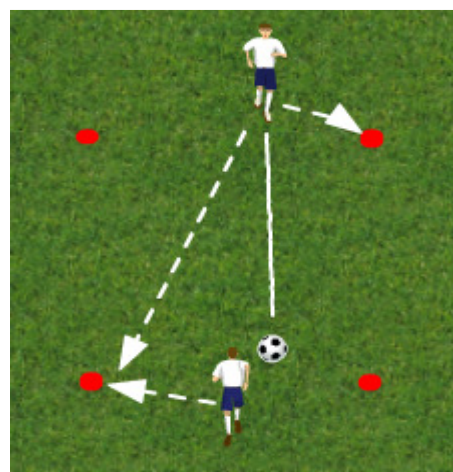
### Phase 2. Organisation:- Basic Technique of Passing. Short Passing (Push Pass)

Once your group has got the basic technique of passing, as above, we can introduce movement into the exercise.

Once A1 has passed to A2, A1 should move to one of the corners of their grid. A2 will receive the ball, look up to see where A1 has moved to, and then pass the ball into A1. A2 should then move in to the farthest corner to receive the pass from A1. Again focus should be placed on the correct technique, Non kicking foot close to the side of the ball, body position, head down, & steady, strike through the middle of the ball and keep your eye on the ball, follow through and also body posture.

**Progression:-** Once each player is confident with their stronger foot, If time permits, emphasis should be placed on their weaker foot. Each of the above exercises should

be performed for up to 10 minutes at a time. Focus should be placed on the quality and weight of pass and using the correct technique. Incentives can be given to players, for example, the





first group to achieve 20 passes with their stronger foot, then the first group to achieve 20 passes with their weaker foot.



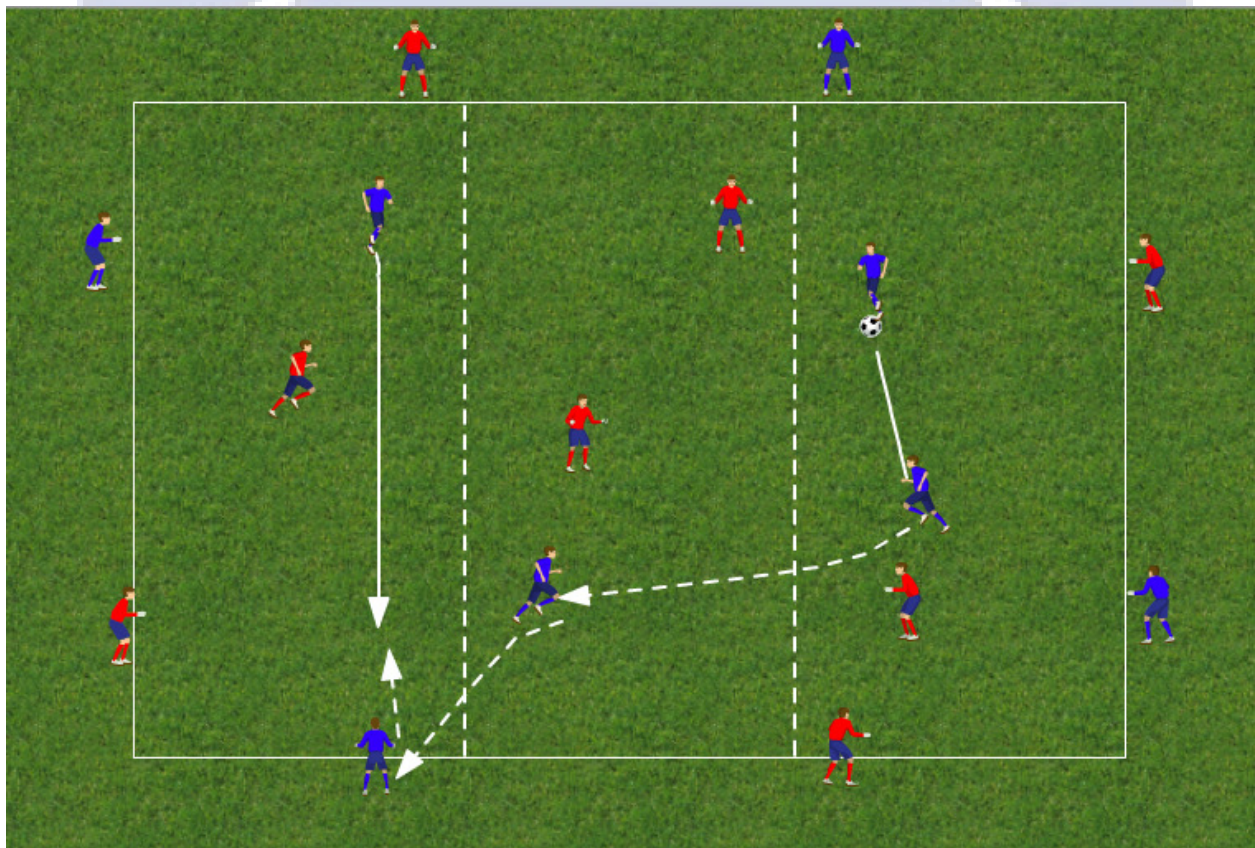
## Week 1 – Small Sided Game (SSG) - Short Passing

### Key Elements of Practice: Fully Unopposed

Real Game Pictures, Tempo & Outcome.

### Organisation

- Pitch sizes 40 x 20 – or at the discretion of the coach.
- Number of teams – 2
- Team sizes – 8 (half on the pitch and the other half around the pitch)
- Bibs optional
- No Goals



### Coaching Points

On the pitch are two teams of four players, around the outside of the are spread out in sequence the remaining players from the two teams. i.e. two on each side of the pitch and two each at the ends of the pitch (eight in total).

The players are placed in sequence, red bib, blue bib, red bib, blue bib and so on. The players around the edge can't be tackled and should be restricted to two touches (Dependent upon ability). They play with their team mates on the pitch.

To score a goal a team needs to complete a set amount of sequential passes, six, eight or whatever you think appropriate given the ability and age of the players.

The players now have so many more passing options in a situation which is not as pressurised. Change the players on the outside with the players on the pitch every few minutes.



## Week 2 – Under 8's - Dribbling

### Ghostbusters – Organisation

Inside the area 10 players have a ball while the two remaining players are the evil ghosts.

Players must dribble their ball around the area, they can move in any direction as long as they stay within the area trying to stay away from the ghosts. The ghosts attempt to tag the dribbling players.

Once a player has been tagged they freeze and stand with their feet apart holding their ball above their head.

See how many players the ghosts can freeze in 1 minute.

The quickest time to tag all players, or the most tagged when the time runs out, wins. After each game nominate two new ghosts and restart with all players back in the game.

### Set Up

Area: 30x30 yard square

Players: 12

Equipment: 10 balls

### Main Objectives

Dribbling, close control, turning away from defenders.

### What To Call Out

“Head up”

“Accelerate”

“Freeze if you’ve been tagged”

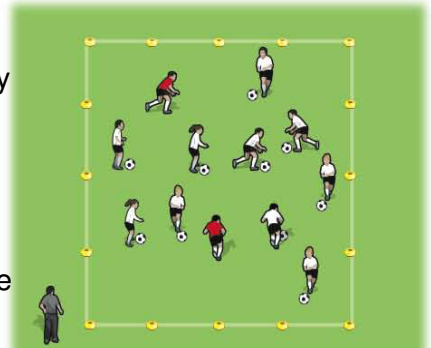
### Progression

Allow free players to unfreeze tagged players with a nutmeg – playing the ball between their legs – which means the ghosts have to work harder to tag everyone. In order to be unfrozen players must shout out “I need a Ghostbuster”.

Make it even harder by getting players to crawl through a frozen players legs after they have played the nutmeg

### Observations

Times and results should be told to players as you go as an incentive to be the quickest, most evil ghosts.



Players dribble around avoiding the ghosts



Players freeze when tagged by a



How many players can the ghosts freeze?

## Week 2 – Under 10's – Technical Session – Dribbling

### Technique - Key Elements of Practice: Unopposed

Practice Opportunity – Use as many balls as possible, provide all players with the most opportunity to practice the technique with the ball.

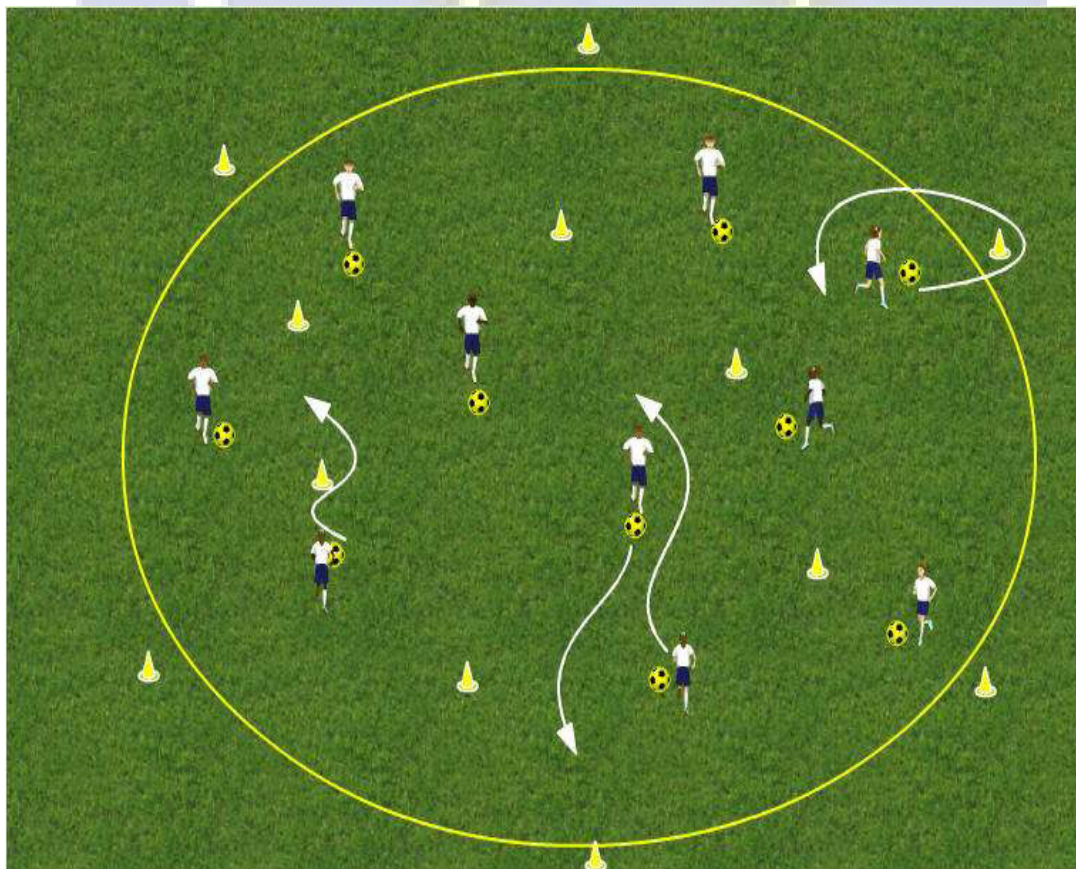
### Learning Outcome:-

1. Being comfortable with the ball while running.
2. Improving dribbling skills and close control.
3. Improving ball familiarity and touch.
4. Moving the ball from one foot to the other.

### Organisation

Mark out an area suitable for the age and ability of your group. Within the area and on the outside of the area place a random number of cones.

Give each of your players a ball. Players should be encouraged to dribble within the area with their heads up, use their little and big toes to dribble, to change direction and pace, to use their imagination, to experiment and have fun, encourage them to use the other players and cones as passive opponents to beat.



## Key Technical Aspects

- Dribble with the head up
- Use other players as opponents to beat
- Use the big and little toe to manipulate the ball
- Change of direction
- Change pace
- Develop different turning techniques
- Encourage dribbling techniques, such as the hook turn, the drag back, double touch, Scissors, Step over etc

### Progression 1 –

Players should keep their heads up and use the big and little toe to manipulate the ball. Encourage the players to use different dribbling tricks and techniques.

### Progression 2 –

The players can also use the outside and inside cones to practice turning techniques, turning and dribbling are all linked as a technique practice; as players will at times, need to create space for themselves in which to dribble.

Once they have turned with the ball, they should then dribble back into the area.

### Additional Progressions –

- Make the area smaller, forcing players to manipulate the ball and avoid other players
- Add two or three passive defenders who jog round to provide targets to dribble round



## Week 2 - Small Sided Game (SSG) – Dribbling

### Key Elements of Practice: Fully Opposed

Real Game Pictures, Tempo & Outcome.

### Organisation

Mark out a pitch of 40 x 20, the size of the pitch can be adjusted to suit the age and ability of the players.

Play 4 v 4, 5v5, 6v6 etc with 2 x goalkeepers if available.

The objective for the players is to display a positive and realistic attitude to dribbling and to get an end result of a shot on goal.



### Key Technical Aspects

- Get the head up to assess options.
- Create space as a team
- When and where to dribble
- Create space as an individual
- Control to be able to turn to be able to dribble if possible
- Positive attitude to dribbling
- Recognise where the space is to attack
- Use dribbling tricks and turns to unbalance defenders

- Change of pace and direction
- Players off the ball to create space for the player on the ball and to give them passing options
- Use other players to bounce the ball off and create space
- Decision making of the right options, to pass or to dribble.
- End result of a shot or a goal scoring opportunity.

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## Week 3 – Under 8's - Turning

### Turns - Organisation

The players start in the diamond with a ball each. Nominate a player to audition their turn. This can be any way they know of turning with the ball, however unorthodox. The player called dribbles to one of the outside cones and shows a turn that all the others must watch. If you are happy with the turn then the player dribbles back and all of the players get 1 minute to practice the turn they have just watched. After the rehearsal the players have to work their way around the clock performing the turn and returning through the diamond at each cone.

The coach and the player that auditioned the turn now become judges and choose the best attempt at the turn as the winner. 2nd and 3rd places can also be awarded. The winner is allowed to nominate the next audition and can choose themselves if they wish. Make sure everyone has a chance to audition a turn.

### Set Up

Area: Circle, 10 yards radius

Players: 8

Equipment: 12 cones, 8 balls

### Main Objectives

Turning with the ball under close control.

### What To Call Out

“Be inventive”

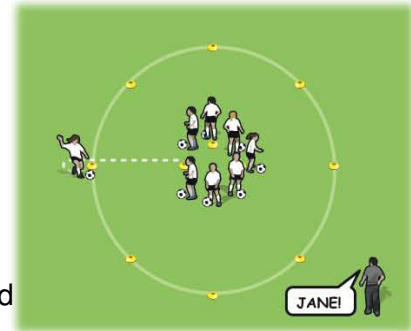
“Keep the ball close”

### Progression

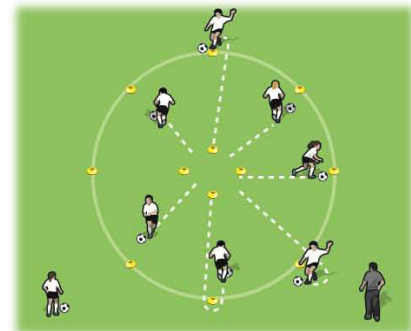
Add 1 or 2 defenders inside the circle which the players must avoid while dribbling. The defenders cannot enter the diamond in the centre.

### Observations

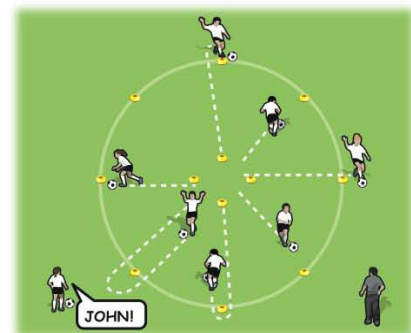
No matter how easy or hard the turn, give the players lots of praise and encourage them to try different things.



The first player displays their turn.



The rest of the players try to copy it.



The coach and player choose a winner.

## Week 3 – Under 10's Technical Session - Turning

**Key Elements of Practice:** Decision Making, Success & Game Elements.

### Organisation

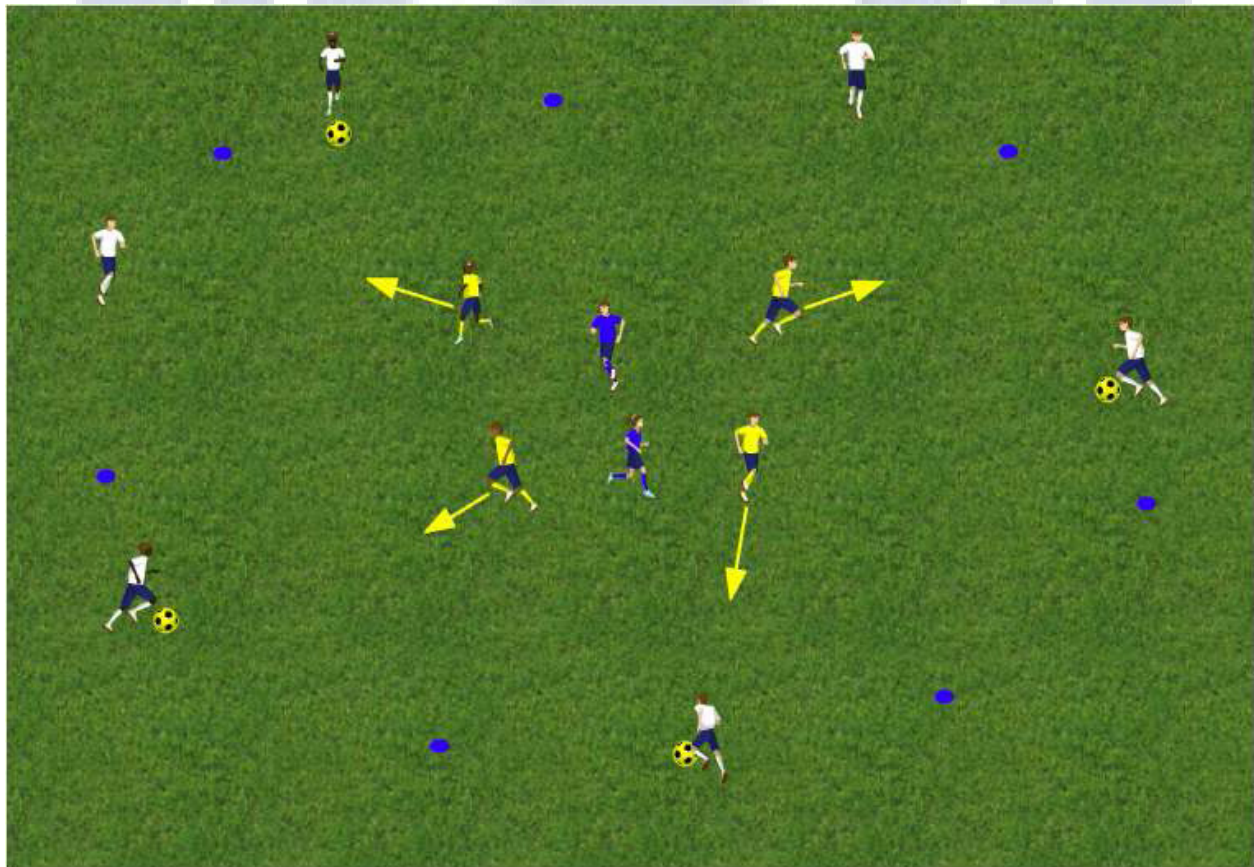
This session is based on using 12 players, but it can be adjusted to the numbers you have in your group.

Create a circle/square of between 20 - 30 yards, the area can be adjusted to suit the age and ability of the players.

Position six players around the perimeter of the area.

Position four players in the middle of the area, with two defending players.

Four of the players on the outside of the area have balls.



### Key Technical Aspects

- Players on the inside make an angle to receive the pass.
- Good body position to receive the Pass.
- Recognition of where the space / defenders are to control and turn.
- Communication - verbal and non verbal.



- Decisions on different turning techniques.
- Accurate, timed passing after turn.
- Awareness of other balls and players.
- Players on the outside to cushion the ball to the side and to complete a hook turn before passing back into the middle.
- Movement to find space and create angles to receive the next pass.

**Progression 1** – Create space, receive pass, recognition of space / defender

**Progression 2** – Turn with the ball into space

**Progression 3** – After turn, accurate pass to outside player.

**Progression 4** – After pass, movement to find space to receive the next pass from a different server.

Players on the outside complete a hook turn before passing back into a free central player.

**Additional Progressions –**

- Make area bigger or smaller.
- Vary the service into the middle players to test different control surfaces and techniques.
- Condition the practice to all the players using a specific turning technique.
- Encourage the players to decide which is the most appropriate turning



## Week 3 - Small Sided Game (SSG) – Turning

### Key Elements of Practice: Fully Opposed

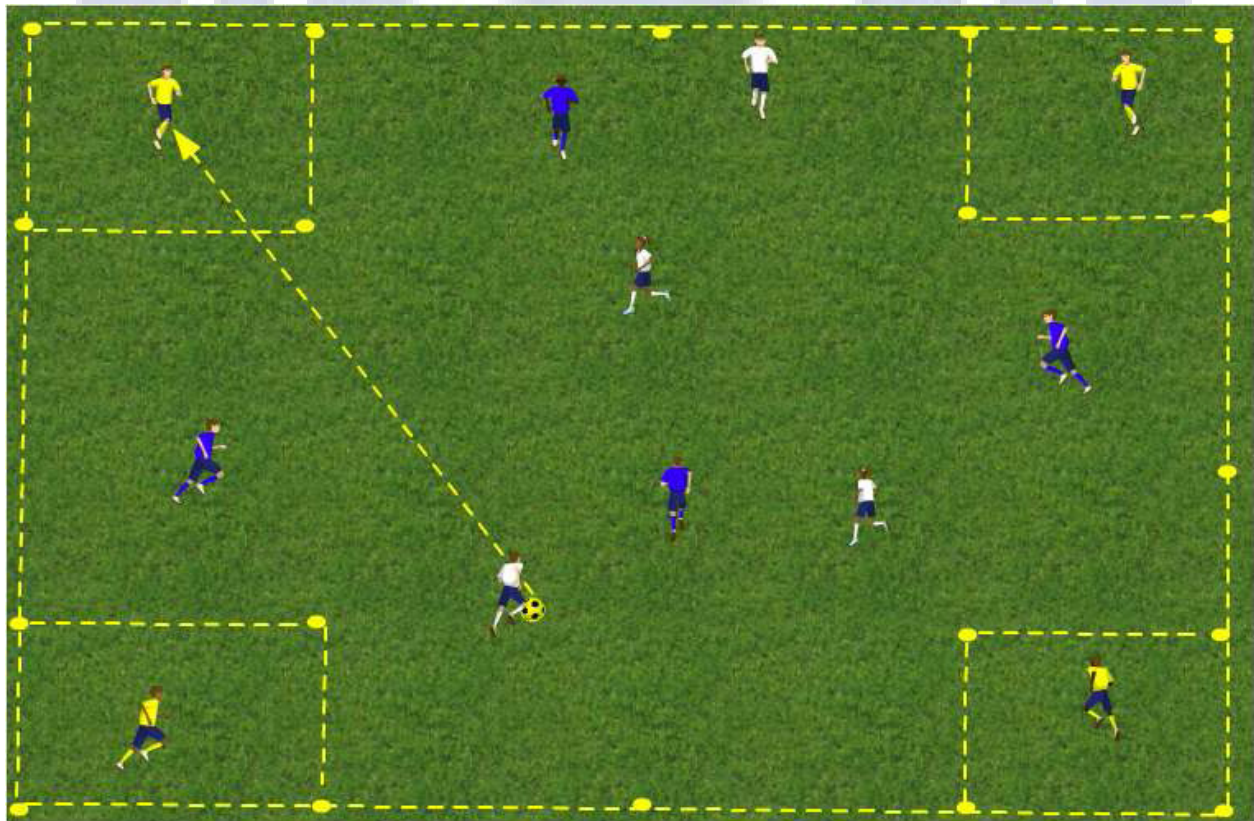
Real Game Pictures, Tempo & Outcome.

### Organisation

Create a 30 x 30 area and make the four corners 10 x 10 areas – area can be adjusted to suit age and ability.

Play 4 v 4 in the middle area and position four players in each of the four corners. Players in the four corners are not allowed out of their areas and players in the middle are not allowed into any of the four corner areas. The four corner players play with the team in possession.

Objective of the game is for the team in possession to use the four corner players to keep possession and switch play to one of the four corner players as often as possible.



### Key Technical Aspects

- Team in possession to pass, move and keep the ball.
- Use the spare four corner players to keep possession.
- Recognition of where the space / defenders are to control and turn.
- Communication - verbal and non verbal.
- Decisions on different turning techniques
- Accurate, timed passing.

**Progression 1** – Find space, to receive from spare corner player and turn.

**Progression 2** – Pass to corner player, create space, receive and turn.

**Progression 3** – Keep possession. Provide good support for the player on the ball.

**Progression 4** – Progress to corner players being able to pass to one another

**Additional Progressions** –

- Condition corner players to either one or two touches.
- Condition game so that the ball cannot be passed back to a corner it has just come from.
- Allow corner players to pass to each other, creating different support and turning opportunities for the middle players.
- Progress to a game with goals and floating players outside of both wide touchlines who play for the team in possession.



# Oxford United

## Week 4 - Grading Assessment on Above Techniques (Player Assessment Form)

	Player Name	Attitude	Confidence	Concentration	Communication	Enthusiasm	Game Sense	Positional Play	Passing	Dribbling	Turning	Overall Score
1												
2												
3												
4												
5												
6												
7												
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10												
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	Goalkeepers	Attitude	Confidence	Concentration	Communication	Enthusiasm	Game Sense	Positional Play	Passing – Short	Dribbling	Turning	Overall Score
1												
2												
3												
4												
5												
	<b>"D"</b>		<b>"C"</b>				<b>"B"</b>			<b>"A"</b>		
	Under 50 points		50 to 69 points				70 to 89 points			90 to 100 points		

## Week 5 – Under 8's - Control & Receiving

### Pirates - Organisation

As captain of the ship, begin by telling your crew of pirates the names for each of the sides of the area you have set out; Bow (front), Stern (back), Port side (left), and Starboard side (right). This acts as a little bit of education and a memory test. The pirates dribble around on deck and when the captain calls out one of the four names the pirates must dribble to that end or side. The last pirate to reach the side called has a small forfeit to undertake but nothing too nasty (5 or 10 star jumps for example).

### Set Up

Area: 50x40 yard area, shaped like a ship

Players: 12

Equipment: 12 balls

### Main Objectives

Basic ball control, ball familiarity, changing direction.

### What To Call Out

“Head up”

“Keep your ball close”

“Port”, “Starboard”, “Bow”, “Stern”

### Progression

Introduce some other skills to be completed on the captain's call.

“Scrub the deck” – control the ball using the inside of your feet, either static or moving.

“Climb the rigging” – do toe taps up and down on the ball as quickly as you can.

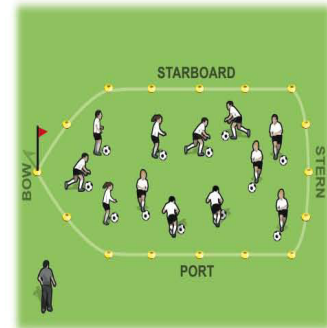
“Clear the decks” – try to flick the ball up and juggle it off of the deck as long as you can.

“Captain on board” – try to balance on the ball and salute the captain.

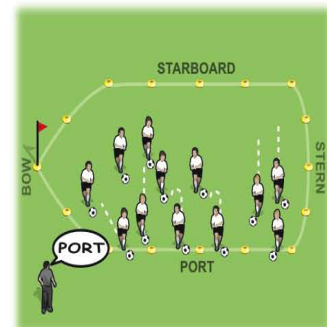
“Cannonball!” – hit the deck and lie down as quickly as possible to avoid the blast.

### Observations

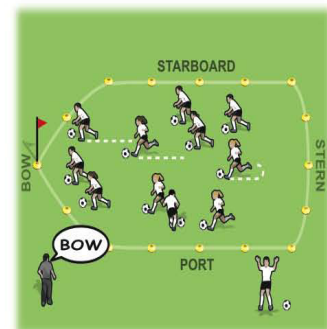
Place a corner flag at the front of the ship to help with memorising the sides and let the kids name their ship.



Start by learning the sides of the ship.



The pirates follow the captain's call



The last pirate to that side gets a forfeit.



## Week 5 – Under 10's Technical Session - Control & Receiving

### Key Elements of Practice: Semi Opposed

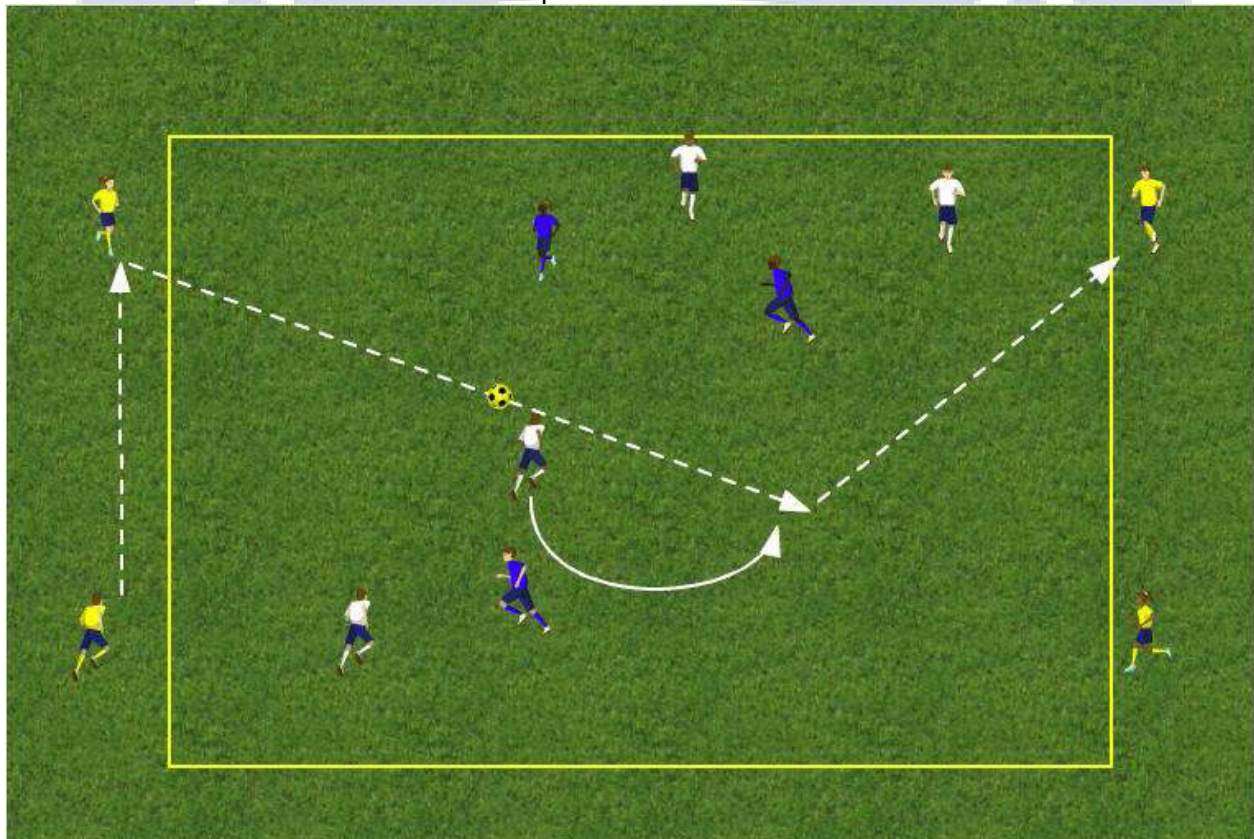
Decision Making, Success & Game Elements.

### Organisation

Mark out an area of 35 x 25 yards, the area can be adjusted to suit the age and ability of the players.

Play 4 attacking players v 3 defenders in the area and 2 floating / target players at either end of the area. This can be changed depending on the numbers you have.

The practice always starts with the one server passing across to the other server, then passing into one of the attacking team. As the ball is passed between the servers, the movement of the ball allows the attackers to move to find space to receive the ball.



The objective of the attacking team is to receive the ball from the servers and pass into the targets at the opposite end, as quickly as the can. Once the ball has been passed to the target players, the practice is repeated from the end the ball is.

In this first scenario, the receiving player has recognised where the space is and run beyond the defending players into the space to receive the pass and then pass into one of the target players at the opposite end.



## Key Technical Aspects

- Awareness of the defenders position to select the correct receiving option.
- Try and receive the ball beyond players by running onto a pass.
- Let the ball run across the body and into space without touching it. Receive the ball, using a turning technique into space.
- Control the ball back where it has come from, before passing or then turning with the ball.
- Receive the ball and pass to a team mate who is in space.
- Communication between players.

**Progression 1** – In this example, the player has let the ball run across them, without them touching it. This will require them assessing the pace of the ball and the space around them. Communication from other players would help the player in this situation.

**Progression 2** – There will be times when the player receiving the ball will have to recognise there is no space behind them to let the ball run and may have to use a turning technique to receive the ball and turn into another space.

**Progression 3** – At other times, there will be very little space either behind them or to the side and they may well have to receive the ball so that it is controlled away from the traffic, sometimes back towards the passer, before passing or turning with it.

**Progression 4** – At other times, the best receiving option may be to pass it to a support player, who can then use a suitable receiving technique and receive the ball in space.

## Additional Progressions –

- Play with only one target player
- Progress to a Small Sided Game

## Week 5 - Small Sided Game (SSG) – Control & Receiving

### Key Elements of Practice: Fully Opposed

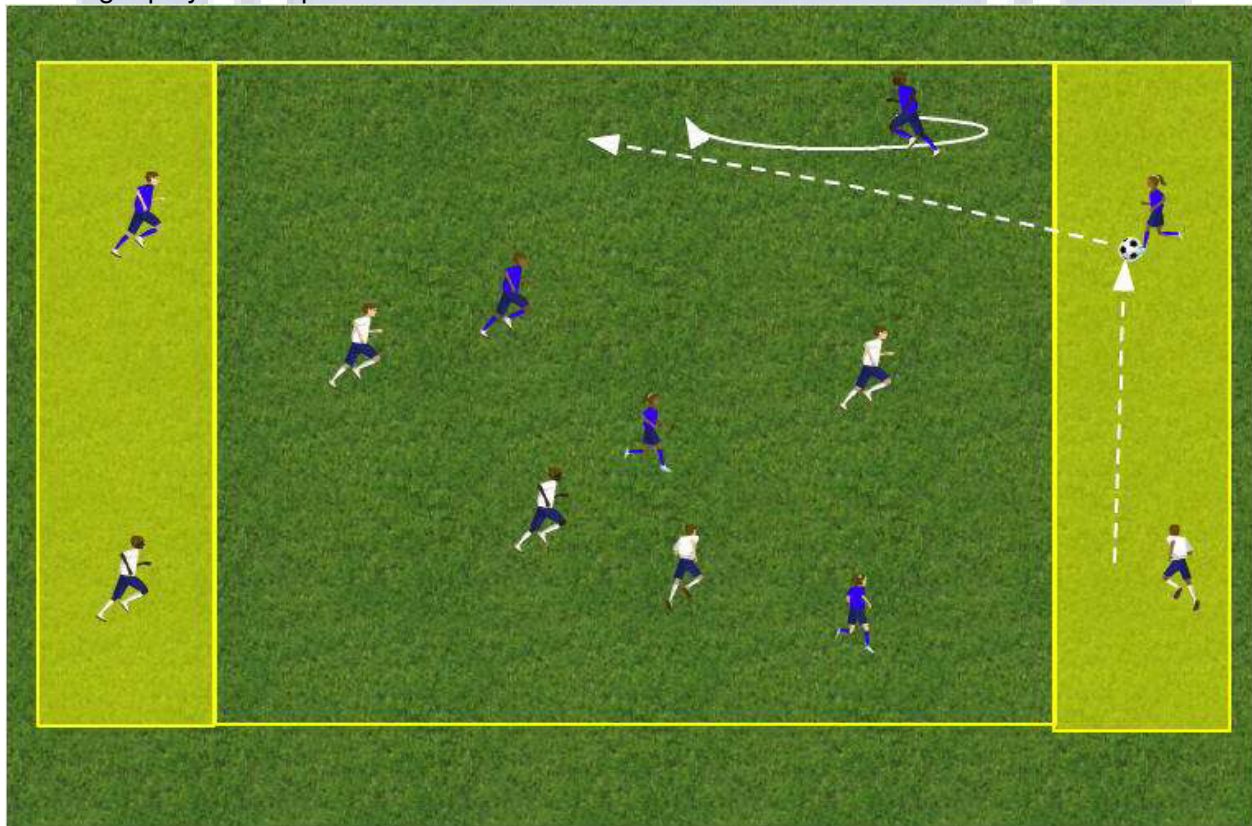
Real Game Pictures, Tempo & Outcome.

### Organisation

Mark out a total area of 40 x 30 yards, with two 5 x 30 yard target zones. The area can be adjusted to suit the age and ability of the players.

Play 4 v 4 in the middle area with two players, one from each team in both target zones. The target players are conditioned to stay in the target areas.

The ball is passed from one target player to the other. As the ball is passed between the players, this movement of the ball allows the attackers to move to find space to receive the ball. The target player then passes into one of their own team.



When the opportunity presents itself, the team in possession pass the ball into their own target player in the opposite end zone. The ball is then passed across the end zone to the opposition target player who then passes into their own team and the game is repeated with the team reversing roles, the attacking team now defend and the defending team now attack.

In this first scenario, the receiving player has created space for themselves and run into the space created to receive the pass.

## Key Technical Aspects

- Create space to receive the ball, either for themselves or for team mates
- Awareness of the defenders position to select the right receiving option
- Try and receive the ball beyond players by running onto a pass
- Let the ball run across the body and into space without touching it
- Receive the ball, using a turning technique into space
- Control the ball back where it has come from, before passing or then turning with the ball
- Receive the ball and pass to a team mate who is in space
- Communication between players

**Progression 1** – In this first progression, the player has let the ball run across them, without them touching it. This will require the player to assess the pace of the ball and the space around them. Communication from other players will help the player in possession in this situation.

**Progression 2** – There will be times when the player receiving the ball will have to recognise there is no space behind them to let the ball run, subsequently that player may have to use a turning technique to receive the ball and turn into another space and away from the defender.

**Progression 3** – At other times, there will be very little space either behind them or to the side and they may well have to receive the ball so that it is controlled away from the traffic, sometimes back towards the passer, before passing or turning with it.

**Progression 4** – As the ball is passed into the target player; the ball is switched to the opposition target player, who then passes into their own team. In this scenario, the best receiving option may be to pass to a support player, who can then use a suitable receiving technique and receive the ball in space.

## Week 6 – Under 8's – Running With The Ball

### Zombie Attack - Organisation

Split the players into two teams. One team starts in the middle and one team goes to an end zone.

The team in the middle are the zombies and in order to bite a player they have to keep their ball close and within touching distance when they tag a runner with their hand.

The players without a ball have to go from end zone to end zone without being bitten by the zombies.

Once a runner is bitten they turn into a zombie and get a ball from the side of the area.

See who can be the last runner to get bitten.

### Set Up

Area: 40x30 yards with 5 yard end zones

Players: 12, 2 teams of 6

Equipment: 11 balls

### Main Objectives

Dribbling at pace, change of direction, disguise, attacking space.

### What To Call Out

"Zombies!" – to get the game started

"You've been bitten"

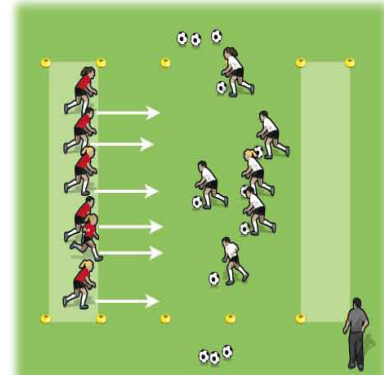
"Stay inside the grid"

### Progression

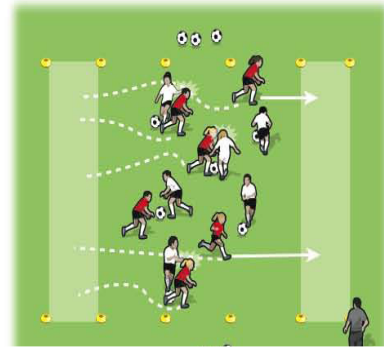
Fewer zombies than runners will make it harder at the start. You can also use smaller balls to increase skill levels or add specific gates that runners must escape through.

### Observations

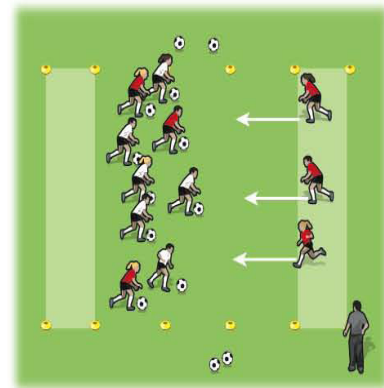
Have fun, don't get bitten.



The zombies are the team starting in the middle.



Can you get to the other side without being bitten?



If a player is bitten they become a zombie too.



## Week 6 – Under 10's – Running With The Ball

### Key Elements of Practice: Semi Opposed

Decision Making, Success & Game Elements.

### Organisation

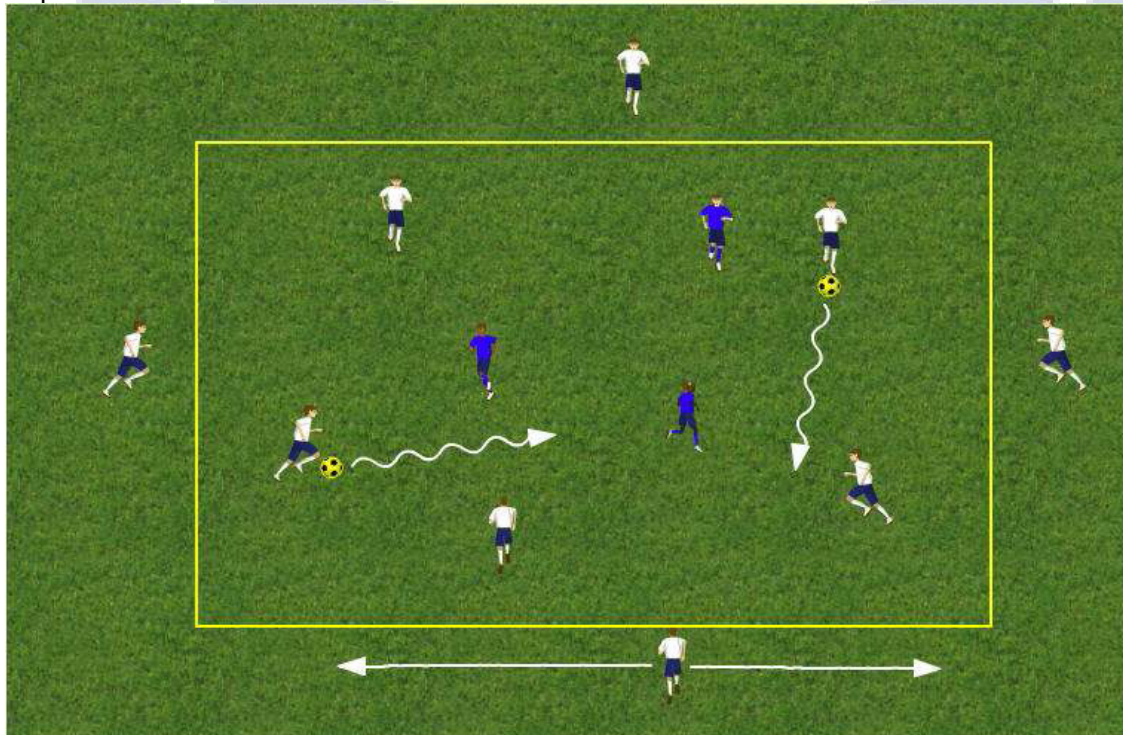
Create an area of 30 x 30 yards, the size and shape of the area can be adjusted to suit the ability of the players you have in your group.

Play 5v3, 6v4 or 7v5 etc within the marked area, place 4 players on the outside, (Numbers can be changed to suite the numbers in your group.)

If your playing 5v3, 2 of the 5 players have a ball, the defenders are initially conditioned not to tackle, but to pressure the players on the ball, they aren't allowed to challenge the free players on the outside of the area either.

The players on the outside of the area can move to support the players on the ball. The objective is for the players with the ball to run with the ball and if they can, pass or do a take with one of the free players on the outside of the area.

The presence of the defenders will force players to make decisions on how far they run with the ball, changing direction to take them away from defenders and on whether they run with the ball or pass to a team mate inside of the area.



### Key Technical Aspects

- Decision making, run with ball or pass to support player
- Movement to provide support and find space
- Players to communicate and do a take or receive a pass
- Identify the space to run the ball into

- First touch into the space, away from defenders
- Get the head up to identify defenders positions
- Use the laces – front of the foot when running with the ball
- Get the ball out of the feet and in front
- Change of direction
- Communication

**Progression 1** – Objective of this practice is for the 5 attacking players to create as many running with the ball opportunities as possible. The 3 defenders try and win the ball, but to also create decision making situations for the players in possession, as to when and how to run with the ball.

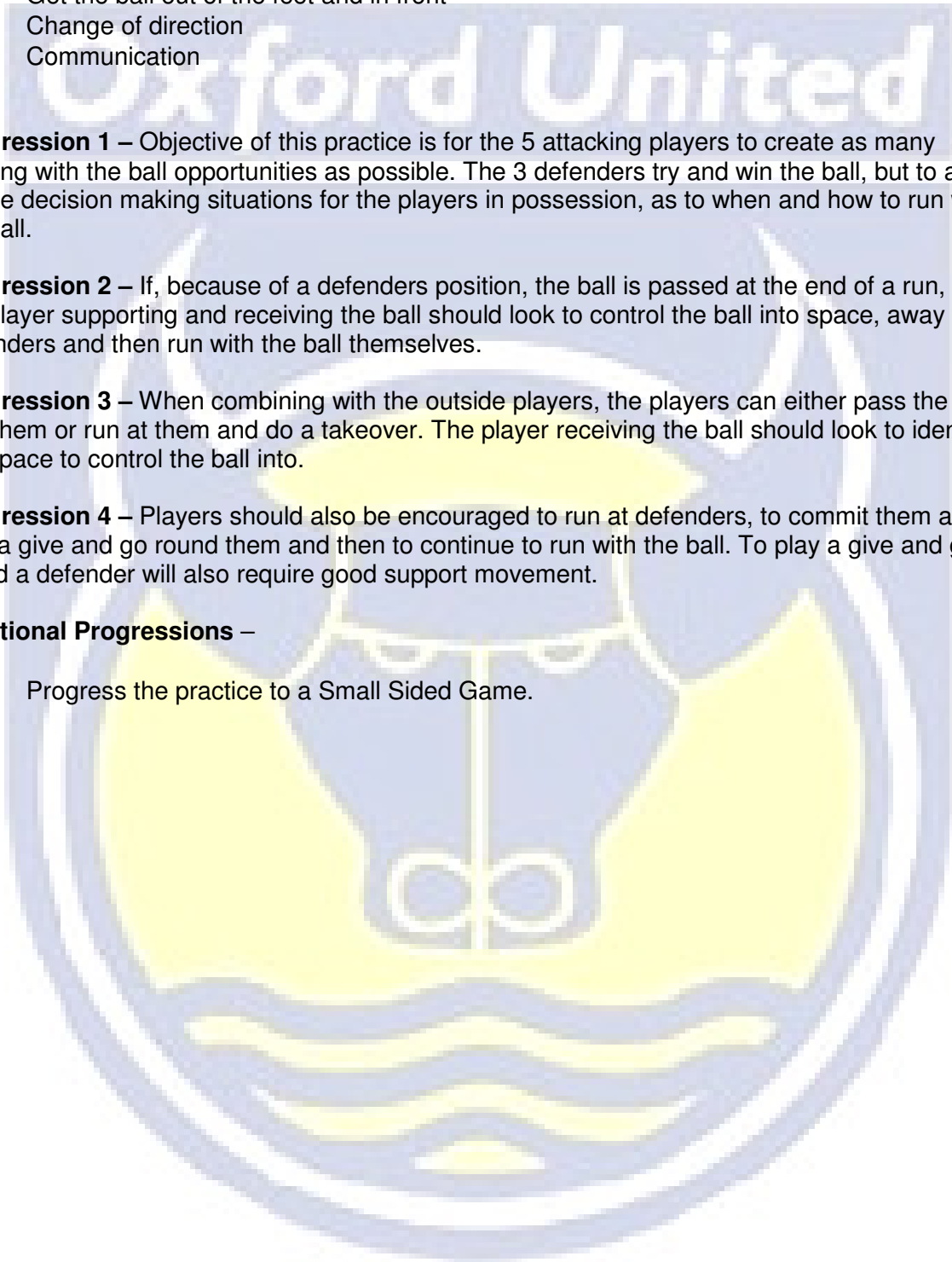
**Progression 2** – If, because of a defenders position, the ball is passed at the end of a run, then the player supporting and receiving the ball should look to control the ball into space, away from defenders and then run with the ball themselves.

**Progression 3** – When combining with the outside players, the players can either pass the ball into them or run at them and do a takeover. The player receiving the ball should look to identify the space to control the ball into.

**Progression 4** – Players should also be encouraged to run at defenders, to commit them and play a give and go round them and then to continue to run with the ball. To play a give and go round a defender will also require good support movement.

**Additional Progressions –**

- Progress the practice to a Small Sided Game.



## Week 6 – Under 10's – Running With The Ball

### Small Sided Game (SSG) - Key Elements of Practice: Fully Opposed

Real Game Pictures, Tempo & Outcome.

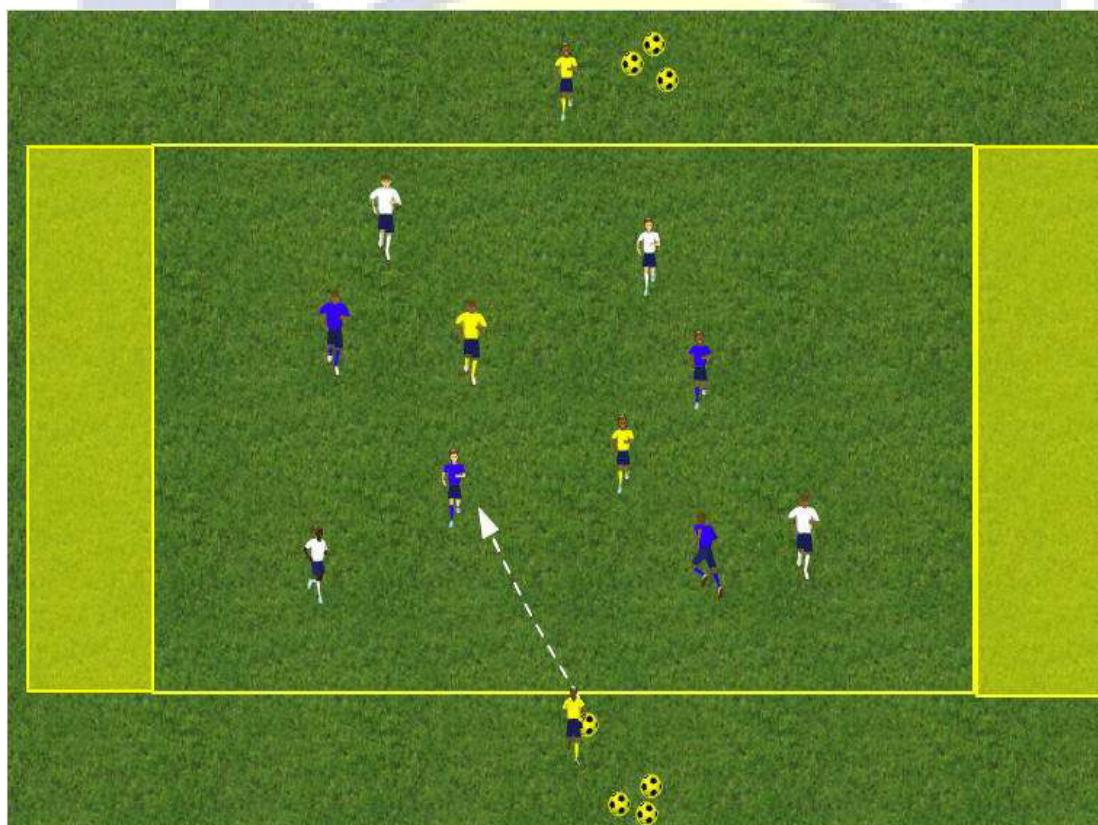
#### Organisation

Create an area 40 x 30 yards, with 2 x 10 yard zones at each end of the area. The area can be adjusted to suit the age and ability of the players.

Play 4v4 with 2 floating players who can move up and down the edge of the marked area, as in diagram.

The team in possession can use the floating players, but the floating players are conditioned to a maximum of two touches and can't run with the ball. The start point of the game is from one of the floaters on the outside of the pitch, who passes from the halfway line.

Objective of the game is for the team in possession to use the floating players if required and to attempt to run the ball into either of the end zones to score a goal



#### Key Technical Aspects

- Decision making, run with ball or pass to support player. Movement to provide support and find space.



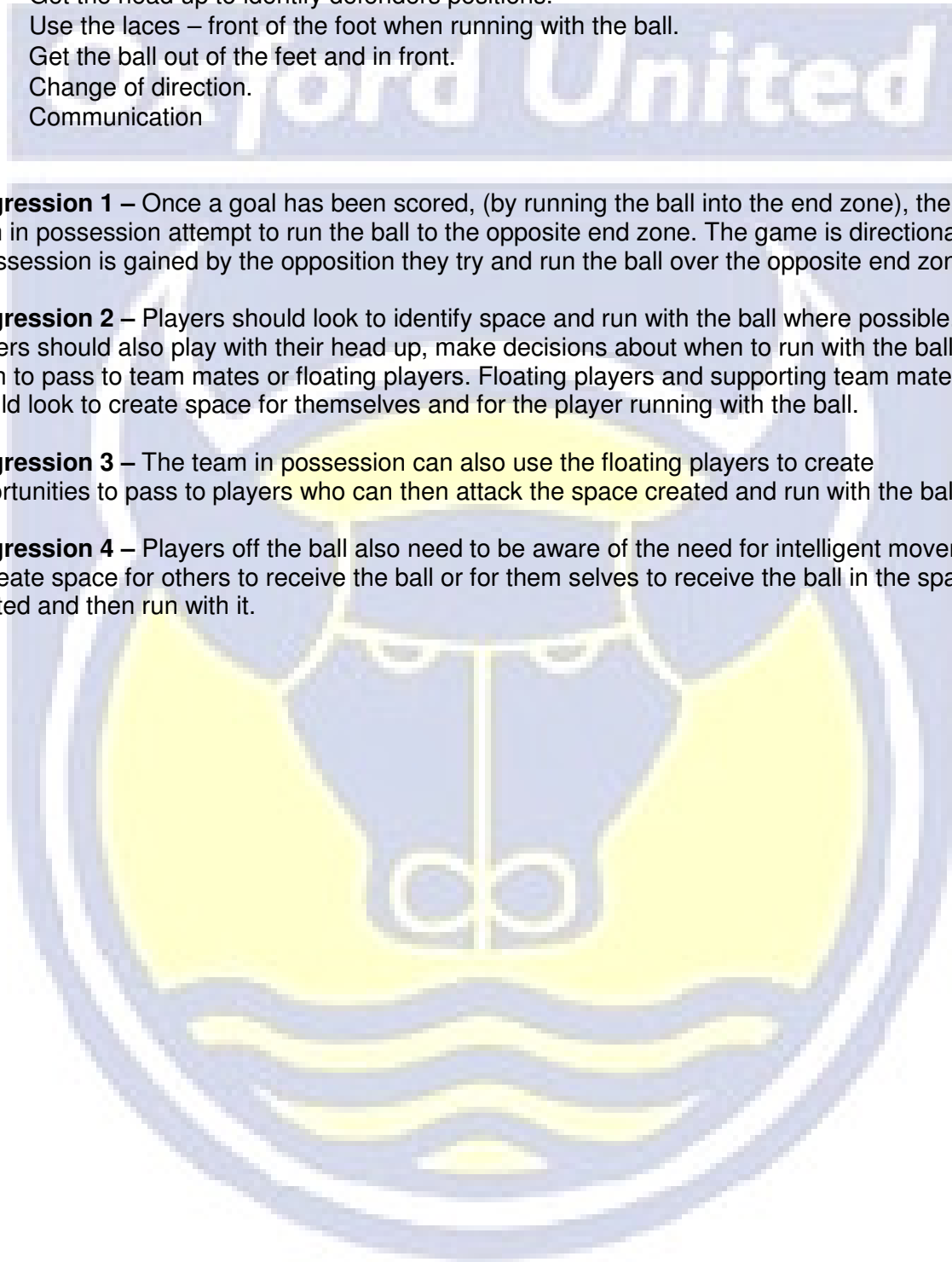
- Players to communicate and do a take or receive a pass.
- Identify the space to run the ball into.
- First touch into the space, away from defenders.
- Get the head up to identify defenders positions.
- Use the laces – front of the foot when running with the ball.
- Get the ball out of the feet and in front.
- Change of direction.
- Communication

**Progression 1** – Once a goal has been scored, (by running the ball into the end zone), the team in possession attempt to run the ball to the opposite end zone. The game is directional, so if possession is gained by the opposition they try and run the ball over the opposite end zone.

**Progression 2** – Players should look to identify space and run with the ball where possible. Players should also play with their head up, make decisions about when to run with the ball and when to pass to team mates or floating players. Floating players and supporting team mates should look to create space for themselves and for the player running with the ball.

**Progression 3** – The team in possession can also use the floating players to create opportunities to pass to players who can then attack the space created and run with the ball.

**Progression 4** – Players off the ball also need to be aware of the need for intelligent movement to create space for others to receive the ball or for them selves to receive the ball in the space created and then run with it.



## Week 7 – Under 8's – Passing

### Star Gates - Organisation

The team in possession must play a set number of passes (say 5) then attempt to break into the next frontier through one of the star gates by passing or dribbling through.

The defending players must not simply stand in front of the gate to block it.

Once the ball has been played through a gate - and the player who played it has followed it through - all of the players can move through into the next frontier and the process begins again.

Unless both ball and player have gone through, no-one else is allowed in as the next frontier is deemed to be unsafe.

The object of the game is to get from one end to the other and back again through any combination of gates.

If possession is lost the other team faces the same challenge.

However, if the ball is lost in the central zone the other team must get into an end zone before the process can start again.

### Set Up

Area: 45x30 yard area divided into 3, 15 yard zones

Players: 10, 2 teams of 5

Equipment: Cones, balls

### Main Objectives

Passing, dribbling, timing and angle of forward runs, switching play.

### What To Call Out

“Stargate open” – the passing target has been met.

“All clear” – all players can move through a gate.

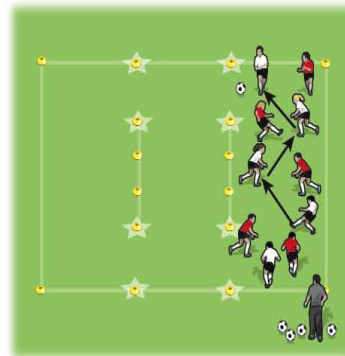
“Try and switch to another gate”

### Progression

The ball can be passed through a gate into space but players are not allowed into space before the ball as it is unsafe. This acts as an early introduction to the offside rule, timing runs, and passing into space.

### Observations

Keep a supply of footballs nearby to keep the practice flowing.



Teams must make 5 passes within the zone.



A player breaks through a Star Gate



The rest of the players can then enter the zone.

## Week 7 – Under 10's – Passing (Long)

### Key Elements of Practice:

Practice Opportunity – Use as many balls as possible, provide all players with the most opportunity to practice the technique with the ball.

Realism & Understanding of the Practice.

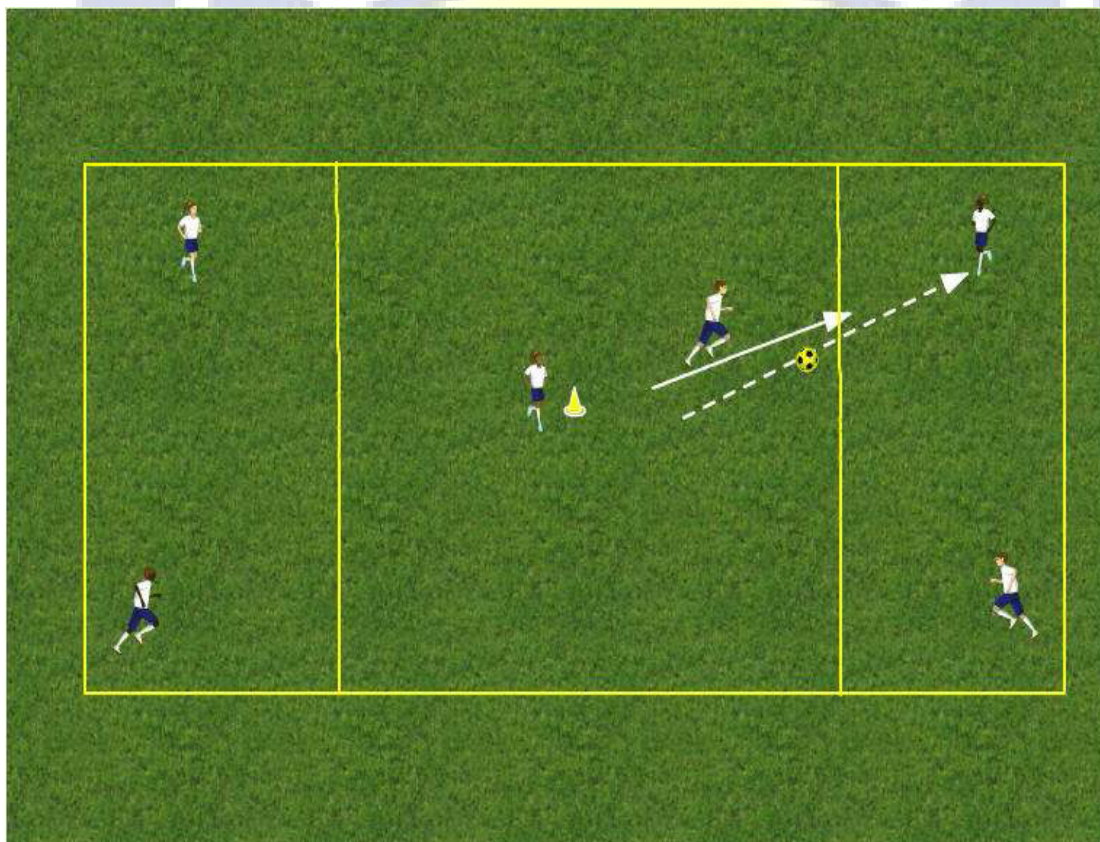
### Organisation

Mark out an area of 40 x 10 yards, the area can be adjusted to suit the age and ability of the players.

There are two 10 x 10 grids at either end of the area, with two players in each grid.

Position a cone centrally on the 20 yard line of the area. Position two players on the cone, one with a ball.

To start the practice, the player with the ball passes to one of the players facing them and follows the pass to provide supporting options for the player on the ball.



## Key Technical Aspects

- Decision on first time long pass, control and long pass or short pass to a supporting team mate
- Select and execute the correct long passing technique
- Movement to get in the line of the long pass and to select the correct control surface
- Support and communication
- Rotate positions after pass
- Movement from players in the opposite end grid to receive the long pass.

**Progression 1** - The player receiving has several options, they can play a first time long pass. They can pass to across to their team mate or pass to the facing supporting player, who can set the ball back to them or their team mate so they can then make a long pass.

**Progression 2** – The playing passing the ball and the support player now rotate roles. As the ball is travelling, the players in the opposite grid will need to communicate to decide which one of them is going to control the ball.

This will also require the player to get in the line of the pass and to select a controlling surface. The facing support player will also need to provide a good supporting position.

**Progression 3** – The passing player and the support player again swap roles and the player receiving the ball makes a decision on how and where to control the ball. Encourage the players to use both feet and to use a variety of appropriate long passing techniques, long lofted, swerved, driven etc.

**Progression 4** – To add a degree of difficulty to the practice, the opposite support player can move anywhere along the line of the cone and can intercept any passes that come their way. This will force the players to decide and execute an appropriate long passing technique to avoid their pass being intercepted.

### Additional Progressions –

- Condition the practice to two touches
- Progress the practice to a skill

Encourage the players to set the ball in a variety of ways so that players can make long passes with the ball set back to them, with the ball set across them, with the ball set with pace so they have to control and pass and set for a first time long pass.



## Week 7 – Under 10's – Passing (Long)

### Small Sided Game (SSG) - Key Elements of Practice: Fully Opposed

Real Game Pictures, Tempo & Outcome.

#### Organisation

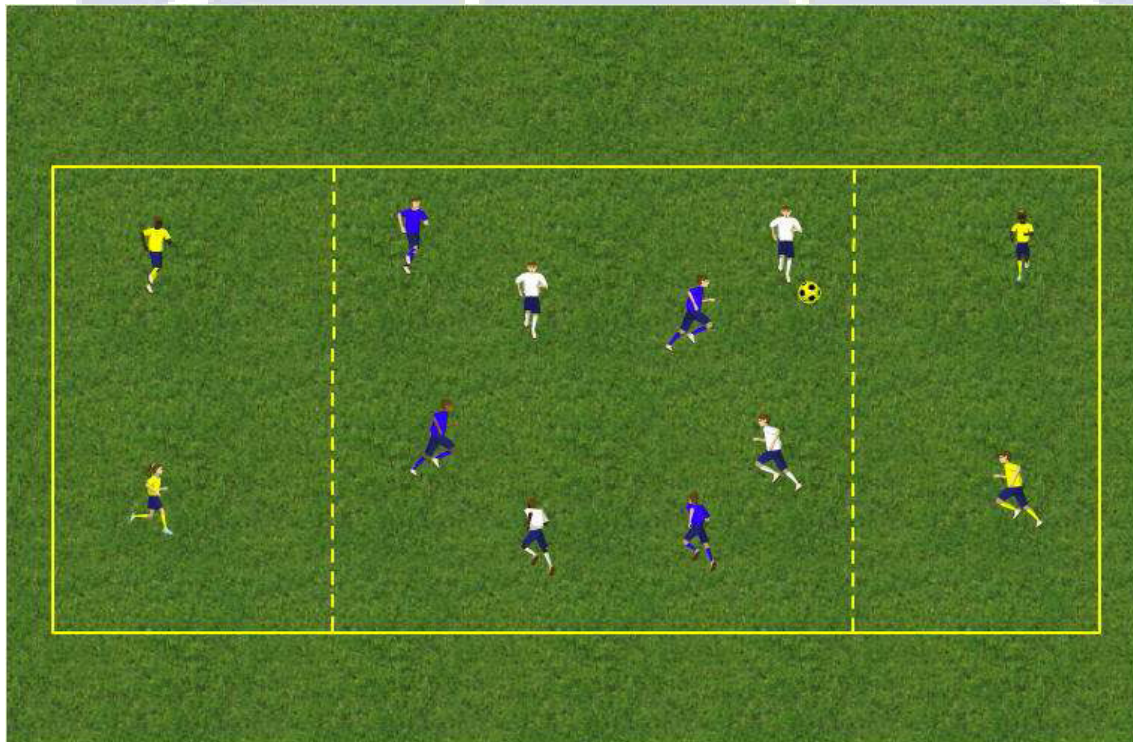
Mark out an area of 45 x 30 yards, with two 15 x 30 target areas at each end of the area. The areas can be adjusted to suit the age and ability of the players.

Play 4 v 4 within the large area. These players are free and can go anywhere they wish, including the target areas. Two target players in yellow are positioned in each of the target areas. The target players are conditioned to stay in the target area and play with the team who have possession of the ball.

The target players cannot make a long pass; only provide support for the team in possession. Encourage the players to take every realistic opportunity to make a long pass into the opposite target area, this could include passes from inside their own half of the pitch as well as from one target area to the other.

To score a goal, the team in possession should look to create an opportunity to make a long pass into the opposite target area. The game is multi directional.

If possession is lost, the team winning possession tries to keep possession and score in the opposite area.



## Key Technical Aspects

- Recognise the impact the defenders have on the decision making process
- Decision on first time long pass, control and long pass or short pass to a supporting team mate
- Select and execute the correct long passing technique
- Movement to provide support
- Movement to get in the line of the long pass and to select the correct control surface
- Support and communication

**Progression 1** – The ball is passed into one of the target areas and the team in possession will provide support to the target players. This will also ensure that the defending team will be pulled into the target area, to make it difficult for the team in possession to make a long pass to the opposite target area.

**Progression 2** – The team in possession, along with the target players, pass and support each other until there is an opportunity to make a long pass. The pass may be over or through the remaining defending team, to the opposite target area.

Target players must look to move, get in line of the pass and control the ball

**Progression 3** – The target players will now need support from the team that has just made the long pass, the defending team need to react quickly and regroup. This will provide the players with realistic challenges to create opportunities to make a long pass to the opposite target area.

**Progression 4** – There will be occasions when the ball is passed out of the target area to a support player, who then passes it back to a team mate in the target area to make a long pass to the opposite target area. There may also be times when the team in possession can't play a long pass and the best option might be to turn away from the support players and run with the ball or pass their way to the opposite target area, before attempting to try a long pass back to the opposite target area.



# Oxford United

## Week 8 - Grading Assessment on Above Techniques (Player Assessment Form)

	Player Name	Attitude	Confidence	Concentration	Communication	Enthusiasm	Game Sense	Positional Play	Control /Receiving	Running With The Ball	Passing	Overall Score
1												
2												
3												
4												
5												
6												
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9												
10												
11												
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	Goalkeepers	Attitude	Confidence	Concentration	Communication	Enthusiasm	Game Sense	Positional Play	Control /Receiving	Running With The Ball	Passing	Overall Score
1												
2												
3												
4												
5												
<b>"D"</b>		<b>"C"</b>				<b>"B"</b>			<b>"A"</b>			
Under 50 points		50 to 69 points				70 to 89 points			90 to 100 points			

## Week 9 – Under 8's - Heading

### Head for Home - Organisation

To introduce the skill of heading, players are allowed to serve the ball to themselves - without pressure from the opposition – in order to head the ball to a team mate. If they are not comfortable self serving, players can head the ball straight out of their hands.

Players must make themselves available to catch a headed pass before serving themselves to head to another team mate. The object of the game is to get the ball home by heading to any team mate that has run into the end zone.

The defending team is not allowed to block the header. They can only prevent a goal by marking runners and intercepting the ball by catching it and starting their own counter attack.

### Set Up

Area: 30x30 yards with 5 yard end zones

Players: 12, 2 teams of 6

Equipment: Cones, balls

### Main Objectives

Basic heading technique.

### What To Call Out

“Eyes open”

“Use forehead”

“Arch back”

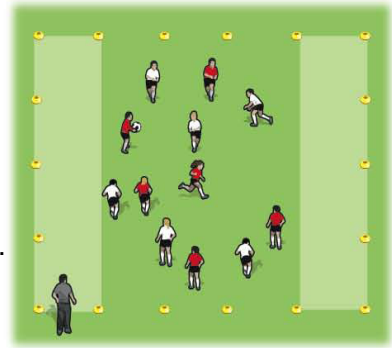
“Contact the ball in the middle”

### Progression

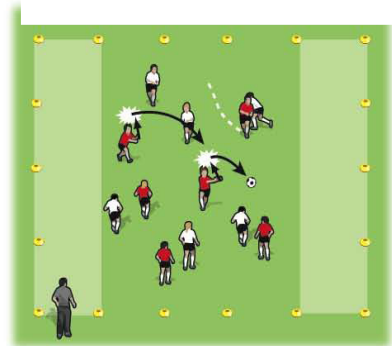
In order to move the ball faster, let players head directly from a header if space and timing allow it.

### Observation

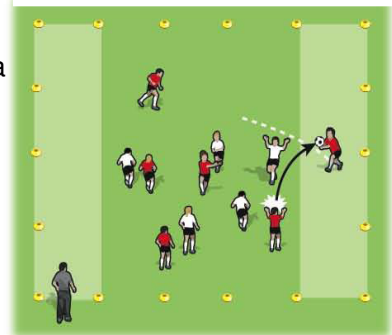
Use size 3 footballs and do not over inflate. For fun and to improve confidence a light plastic ball of any size could be used.



Two teams compete to head for home.



Players can serve themselves to head the ball.



They must reach home to score a point.

## Week 9 – Under 10's – Heading (Attacking & Defending)

### Technique - Key Elements of Practice: Unopposed

Practice Opportunity – Use as many balls as possible, provide all players with the most opportunity to practice the technique with the ball.

Realism & Understanding of the Practice.

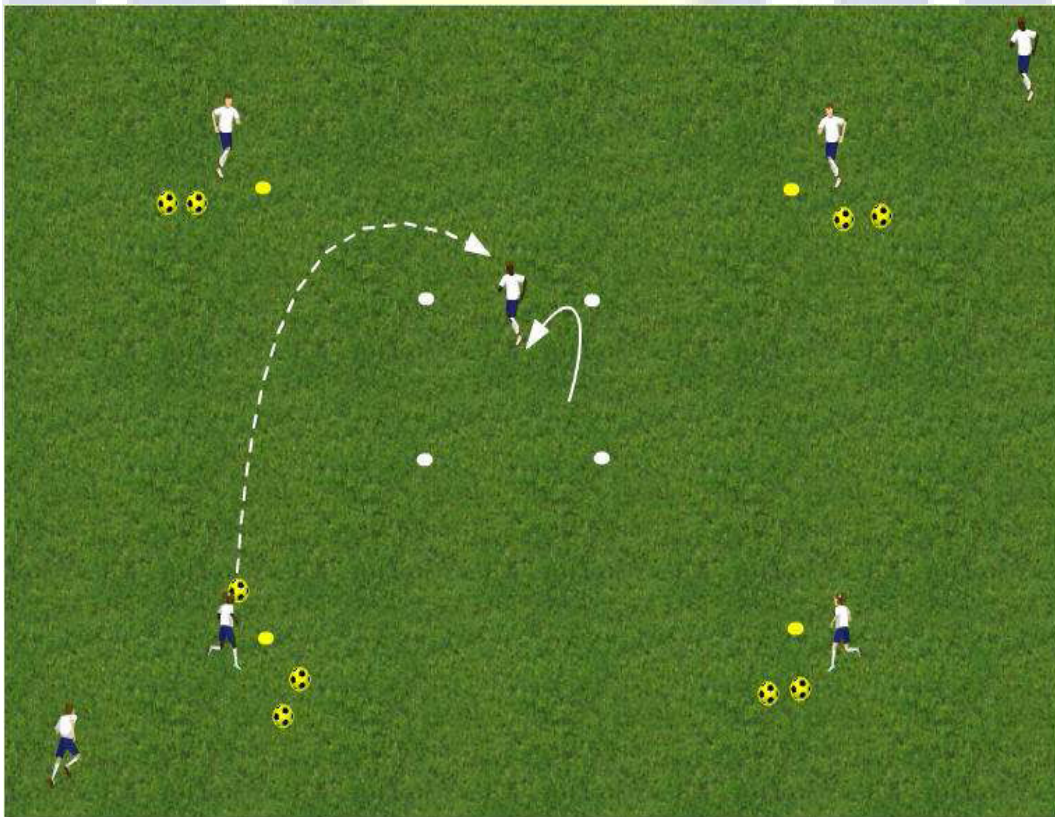
### Organisation

Mark out a 20 yard square, the size can be adjusted to suit the age and ability of the players.

Position 4 players on the cones of each of the four corners and position target players 5 – 10 yards back on two diagonally opposite corners. There should be an adequate supply of balls on each corner.

In the middle of the big square, mark out a smaller square of about 5 yards.

Place one player in the middle of this smaller square. One of the servers indicates they will throw the ball to the header. The header, checks off the diagonally opposite disc to the server, this will encourage them to attack the ball down the line of the servers throw.



### Key Technical Aspects

- Assess the flight of the ball and move feet to get in line
- Attitude to get to the ball and attack it if possible
- Decision on type of defensive heading technique

- Execution of the technique, Attacking, above the centre line of the ball, Defensive heading head below the centre line of the ball.
- Reaction for the next serve
- Use forehead, keep eyes open, firm neck & make good contact

**Progression 1** - Player checks off diagonally opposite disc, to get in the line of the ball. The player heading the ball decides on which heading technique to employ, attacking or defensive.

**Progression 2** – Once the header has been made, the player immediately recognises where the next ball is going to be delivered from and checks from the diagonally opposite disc. The player again decides on which heading technique to employ, attacking or defensive. This is performed for all 4 cones.

**Additional Progressions –**

- Rotate players regularly





## Week 9 – Under 10's – Heading (Attacking & Defending)

### Small Sided Game (SSG) - Key Elements of Practice: Fully Opposed Real Game Pictures, Tempo & Outcome.

#### Organisation

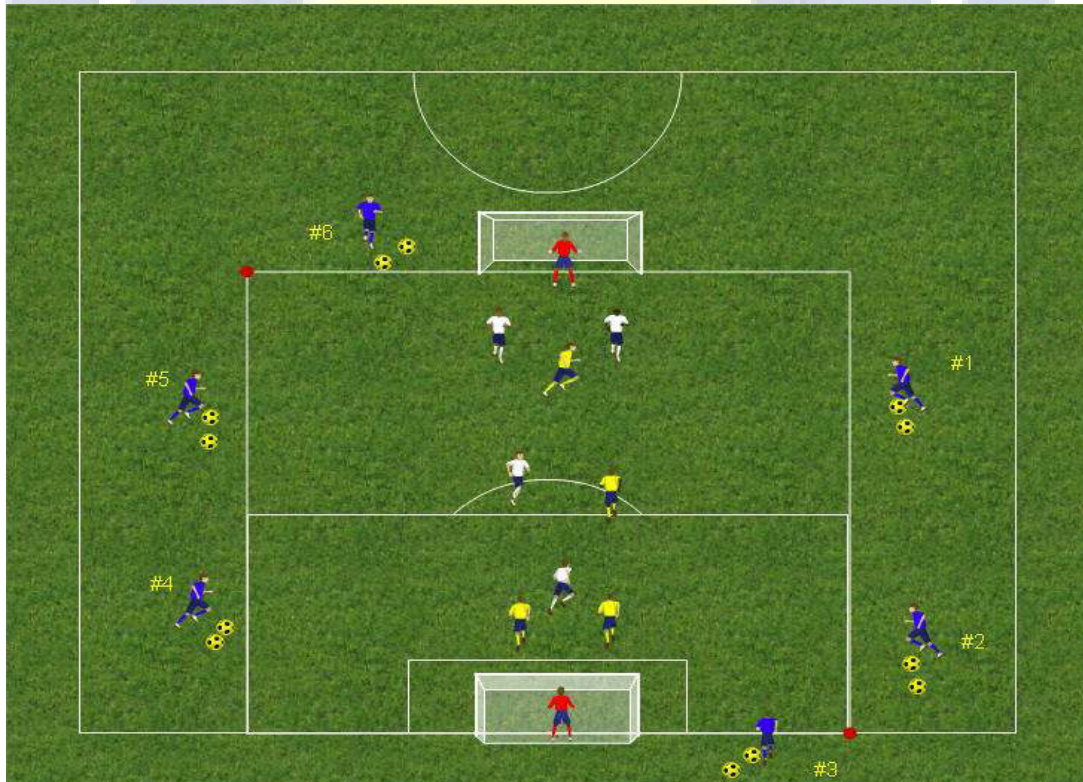
Mark out a pitch about 35 x 20 yards. The size can be adjusted to suit the age and ability of the players.

The pitch should have two goals, with goalkeepers. Play 4v4 plus a goalkeeper in a 2-1-1 formation. Set up 6 servers around the edge of the marked area.

It is a free game but you should build in some sort of tactical shape to the game but allow the players to rotate where required.

The servers with footballs, located around the perimeter of the pitch are numbered. The servers can move up and down their areas to provide different angles and heights of crosses and balls into the area.

Encourage free play, the team in possession can pass the ball to any of the servers and the defensive team must then adjust and organise for the thrown cross. If the ball goes out of play, you can call a number of a server and an area for the ball to be thrown into. The defensive team then adjusts and organises to the serve into their area.



#### Key Technical Aspects

- Communication between defenders and GK
- Defenders work as a unit, one attacking the ball, the others providing cover
- Start position in relation to where the ball is served from
- Get in the line and attack the ball down the line of the cross
- Timing of run and jump

- Select relevant heading technique
- Protect the goalkeeper if they come for the cross
- After defensive header, readjust and reorganize
- Squeeze up the pitch if possible after the ball has been headed clear

**Progression 1** – In free play, the ball is passed to server number two. The two defenders and the GK must adjust their position and defend the thrown cross into the area. It is important that the servers serve the ball accurately and throw the ball to the various key defensive areas, near post, far post and the middle of the goal. The attacker tries to score.

In this instance the ball is thrown to the near post and the first defender gets in front of the attacker to head clear. Attackers should look to head for goal.



## Week 10 – Under 8's & Under 10's Finishing

Shooting and Finishing is probably one of the most enjoyable elements of football for younger children.

There this session should be focused on every player having fun.

The session below are easy and fun yet get the technical elements of shooting across to the players very simply. No

A Small Sided Game has not been included in this section as the focus is on every player getting the most number of shoots in on goal.

If you wanted to introduce an SSG into the session, a 4v4, 5v5 etc with the emphasis on shooting would be ideal.

### Organisation

- Grid 40 x 10 yards
- 1 goal set up at the 20 yard mark of the grid
- 2 goalkeepers and 6 players (3 players either side of the grid) per grid
- 

### Shooting Technique (Varying Angles of Ball Approach)

#### Head down – eye on the ball.

Players should look up to pick out their target and then look back to the ball as they actually shoot. This is because it is virtually impossible to strike the ball correctly if you're not looking at it.

#### Plant non-striking foot along side the ball.

If you plant your foot behind the ball your kicking foot is coming up as you strike. This will result in a high shot. As players progress you may well want to show them how to do this, but to start with we need to practice keeping shots low and straight.

#### Strike the middle of the ball.

Players should concentrate on striking the ball below the middle the ball will rise, if players 'top' the ball it will just roll along the ground.

#### Keep the knee of the kicking leg over the ball.

This technique determines the correct body position. Often, players will be standing too far behind the ball when they shoot. This results in too little power.

#### Approach the ball slightly from the side.

Coming straight at the ball results in 'toe poking'. Younger players kick with their toes naturally, it seems easier and it's often hard to get them out of the habit. You need to show them that they can hit the ball just as hard with their instep and their shots will be much more accurate. One way of doing this is to get them to shoot at a cone or pole set up 10 or 20 yards away. You should be able to demonstrate that it is much easier to hit the target and knock it over using the instep.

#### Follow through.

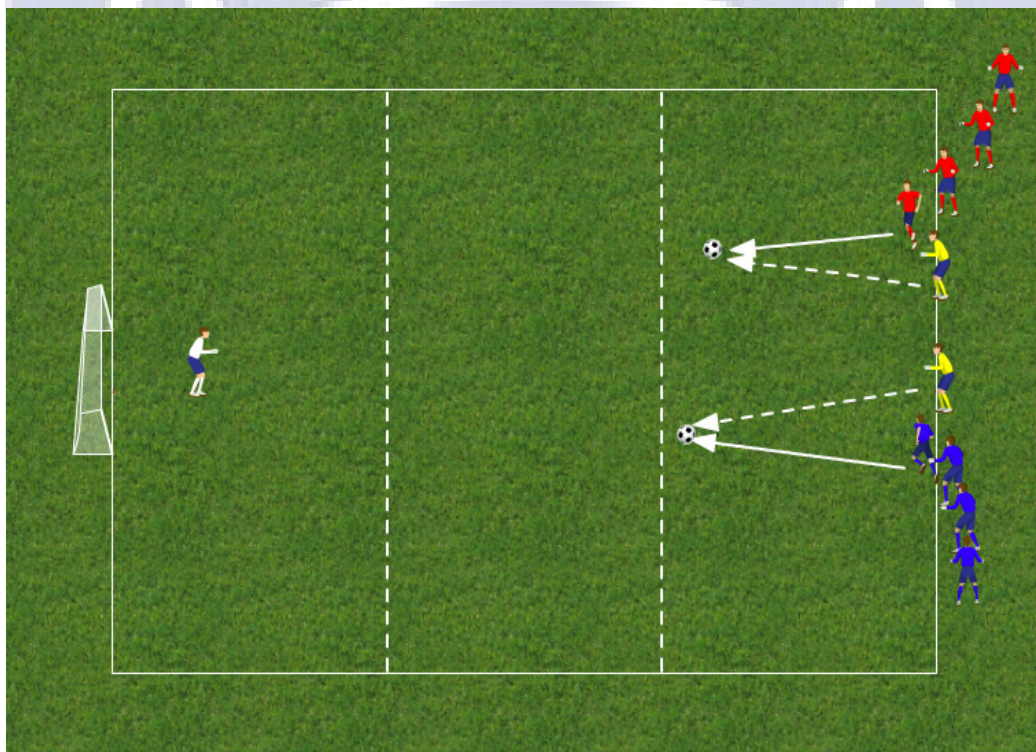
Young players are often reluctant to kick through the ball. They tend to jerk back as they strike the ball and consequently do not get a lot of power on the shot. Make sure players follow through correctly.



## Key Points

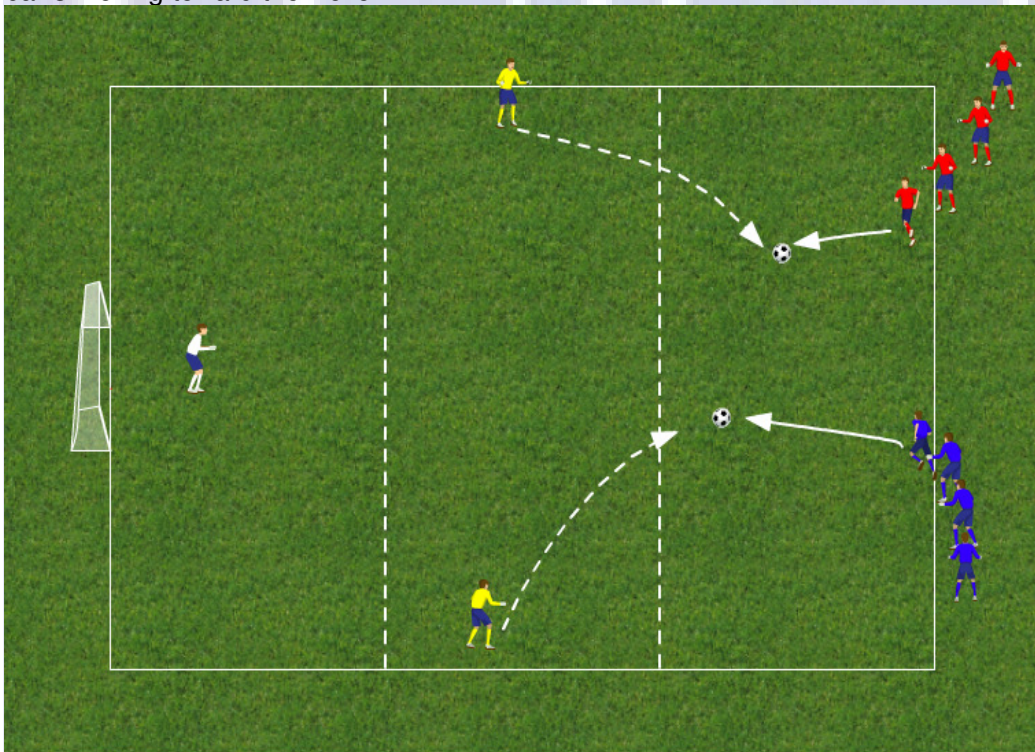
- Position of the ball.
- Part of the foot in contact with the ball.
- Part of the ball that needs to be struck.
- Angle of approach.
- Check position of goalkeeper
- Accuracy
- Rebounds

Two Servers, Yellow 1 and Yellow 2 serve balls to the Red and Blues alternatively. Initially the servers play the ball in front of the red and blue player who either takes a touch or strikes first time. Players shooting should not get too close to the keeper. Quality of forward pass should be good. Use cones to mark areas of the pitch players should shoot from. Servers should not pass the ball until the goalkeeper is ready. Rotate servers regularly.

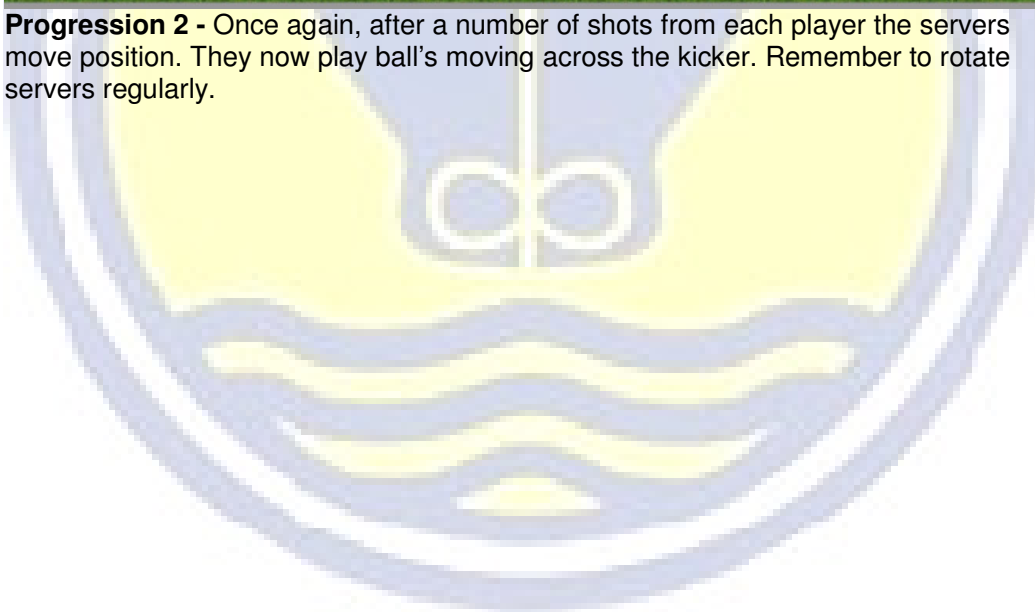


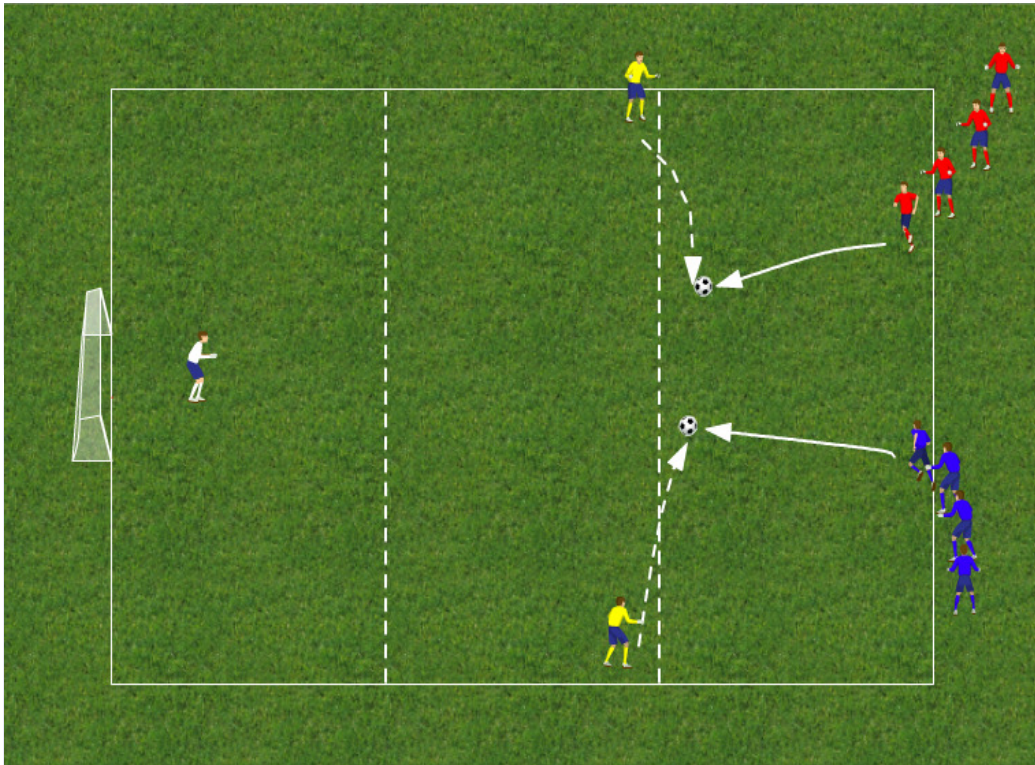


**Progression 1** - After several shots each, the servers move position. They now play ball's moving toward the kicker



**Progression 2** - Once again, after a number of shots from each player the servers move position. They now play ball's moving across the kicker. Remember to rotate servers regularly.





## Week 11 – Small Sided Games & Presentation

### Under 8's & Under 10's Small Sided Games and Presentation

An example of how this session is broken down is as follows, however flexibility can be built into the session if the SSG's are based on a tournament basis:

- 10 minute register & warm up
- 15 minute Small Sided Game (or 2x7 minute SSG's)
- 2/3 minute rest period & drink
- 15 minute Small Sided Game (or 2x7 minute SSG's)
- 5 minute cool down
- 12/13 minute presentation

SSG are ideal to aid in the development of your players because they allow players the following:

- More touches on the ball: by reducing the amount of players in a game it will allow for each player to receive more touches.
- Increased number of game related decision-making opportunities: fewer players mean an increased amount of touches on the ball per player, which in turn means more decisions that need to be made.
- Constant transition from attacking to defensive situations.
- Increased 1 v 1 encounters in both attacking and defending situations.
- Increased opportunities to utilize specific ball skills.
- Increased opportunity to be in a goal scoring position.
- Increased opportunities to be in a 2 v 1 attacking and defending situations.

## Week 12 – Skills Session

If the Community programme runs into a 12th week due to school term time, then the final week should consist of a skills session that brings in to play all technical elements that have been covered over the previous weeks.

These sessions can be broken down as follows, but it is important for you as the coach, to know what your group is capable of:

- 10 minute register & warm up
- 3x 5 minute Skill Sessions
- 2/3 minute rest period & drink
- 3x 5 minute Skill Sessions
- 5 minute cool down
- 12/13 minute presentation

Example exercises are as follows, however you can use any of your own sessions:

### Pass & Control

#### Purpose

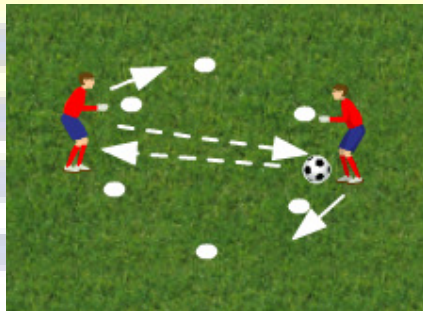
Skill competition to improve side foot passing, ball control and movement to receive passes.

#### Set Up

- Two players, one ball.
- Lay out 6 cones or discs in a circle shape, with the diameter of the circle being 10 to 20 meters.

#### Structure

The objective of the competition is to time the players as they pass and then move in a clock wise direction, successfully completing accurate passes, until both players end up back where they started. The competition should be timed, with the players trying to improve their passing accuracy, ball control and to beat their previous fastest time to complete the circuit



### Key Points

- Head up, picture the pass
- Accurate, well weighted and timed passes



- Be alert and on the toes, ready to move to make a bad pass a good one
- Control the ball out of the feet
- Use both feet

### Progressions

- Use more than 1 pair of players
- Make circle bigger or smaller to encourage different types of passing
- Condition players to two touches only, one to control, one to pass
- Condition players to using specified foot to control and pass

### Pass, Control, Pass

#### Purpose

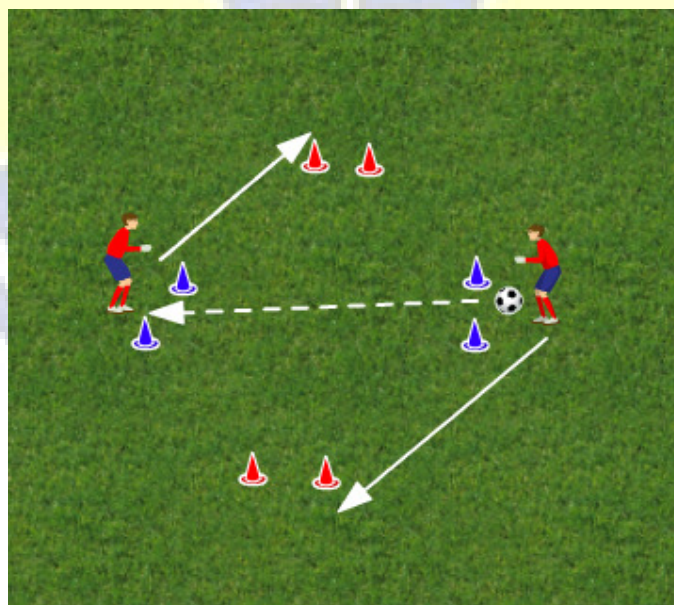
Skill competition to improve the accuracy of passing and the skill of controlling the ball to the side and out of the feet

#### Set Up

- Two players, one ball.
- Four pairs of gates.
- Gate size 2 to 3 yards.
- Passing distance between gates 10 to 15 yards, dependent upon age and ability of players.

#### Structure

Objective of the competition is for the players to pass the ball accurately through the gates. The player receiving the ball must control the ball to the side of the gate, opposite to where their team mate is running to, then run with the ball to the opposite set of gates from their team mate and pass the ball through the gates to them. The pass and control pattern is then repeated. The players must successfully complete a set number of passes, say 6, in as quick as time as possible.



## Key Points

- Head up and picture the pass before passing
- Accurate well weighted, well timed passing
- Adjust the feet and get in the line of the pass
- Cushion the ball out of the feet and to the side
- Always look at the team mate
- Use both feet

## Progressions

- Add two extra gates and two more players with a ball
- Increase or decrease the distance to encourage different types and lengths of passes
- Condition to using one foot only when passing

## Turning Circle

### Purpose

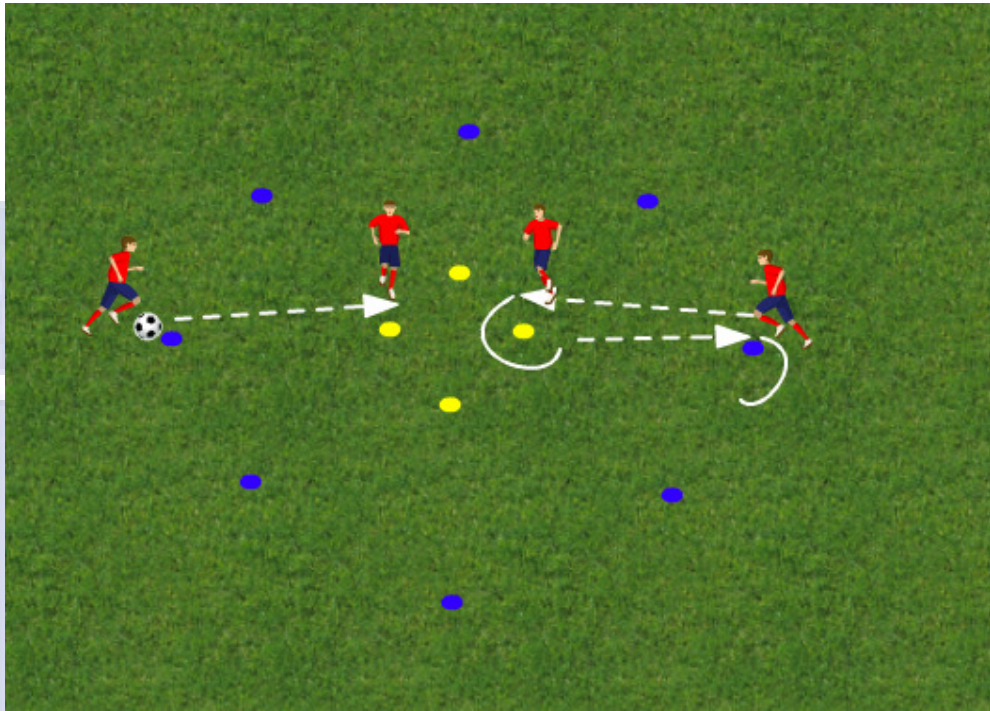
Skill competition to improve the skills of turning with the ball The objective of the competition is for the players to complete one full sequence round the clock, without making a mistake and in the quickest time they can.

### Set Up

- Two players, one ball.
- Lay out an inside circle of 6 cones, yellow.
- Circle diameter 5 - 8 meters.
- Outside of this circle, lay out a bigger circle of 6 more cones, Blue - 10 to 15 meters outside of the Yellow coned circle.

### Structure

Both players start on a Blue cone, opposite each other. One with the ball, one without. Player with the ball runs with the ball into the Yellow coned circle, player without the ball also runs into the coned Yellow circle. Ball is passed to the player without the ball, who turns with the ball and runs with it to the Blue cone where they started. At the Blue cone, they do a turn, run with the ball back into the Yellow circle. Player who passed the ball, runs to the Blue cone to their left, runs round it and then runs back into the Yellow coned circle. Pattern is repeated. Players without the ball will always go to the Blue cone to their left in a clockwise direction. Players turning with the ball will always go to the Blue cone, where they have just run from. The objective of the competition is for the players to complete one full sequence round the clock, without making a mistake and in the quickest time they can.



### Key Points

- Good communication between the players
- Head up and picture the pass before passing
- Accurate well timed, well weighted passing to feet
- Adjust the feet when receiving the ball, so that the ball can be received easily
- Use different turning with the ball techniques. Encourage letting the ball run, using the back foot, rolling the ball when turning.
- When turning at the cone, encourage sole of the foot turning, big and little toe hook turns etc, encourage players to be creative with their turns.
- Change of pace after turning

### Progressions

- Involve more than 1 pair of players
- Increase decrease the size of the area
- Condition the turns to a specific turn the players have to use. For example when receiving the pass, they have to turn using the pace of the pass and receiving the ball on the back foot. They have to use a sole of the foot turn when turning at the blue cone



## Run With The Ball

### Purpose

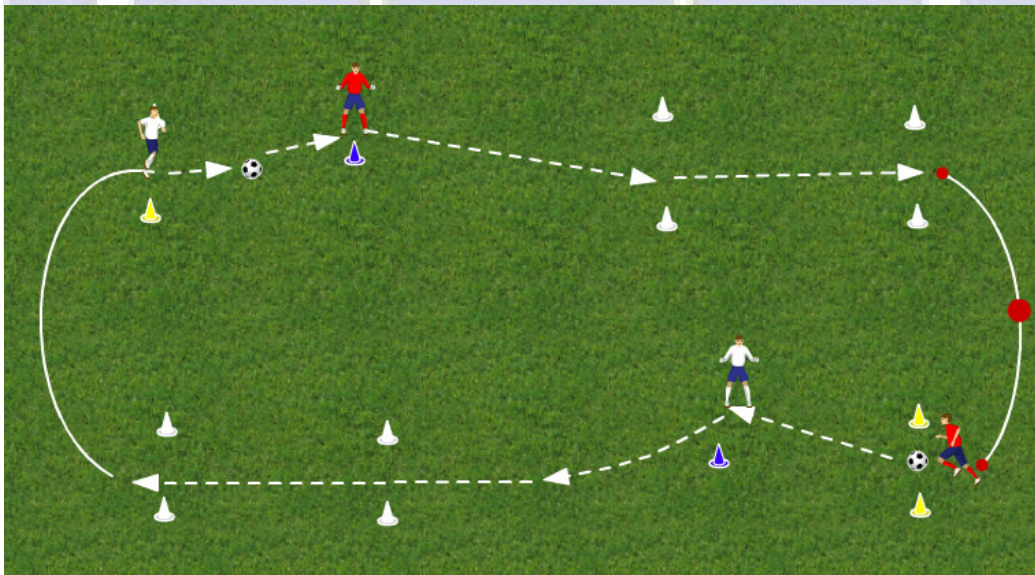
To improve the first touch into space and the skill of running with the ball

### Set Up

- Two players, one ball
- Two lanes of 20 - 30 x 5 meters
- Start gates - yellow - 3 meters wide
- Receiving cone - blue, 3 - 5 meters in front of start gates
- First gate - white 15 meters from receiving cone - 2 meters wide
- Second gate - white 10 - 15 meters from first gate - 2 meters wide

### Structure

The player with the ball - defender, passes diagonally from the yellow start gate to player facing them on the blue receiving cone. Receiving player looks to receive the ball side on and to control the ball positively, into the space to run into. As soon as the receiving player has touched the ball, the defender can start to chase. This game is a competition. The player running with the ball gets 1 point for running with the ball through the first set of white gates, without the defender touching the ball. The player running with the ball receives an extra point for running the ball through the second set of white gates, without the defender touching the ball and an extra 3 points if they stop with their foot on the ball within 1 yard of the last gate. Defender receives 1 point if they touch the ball.



### Key Points

- Receive the pass on the half turn, with shoulders turned
- First touch, big into the space
- Use the front of the leading foot when running with the ball
- Keep the head up
- Run quickly, but under control with the ball
- Be under control with the ball when getting close to the end gates
- Cut across chasing defender if they get too close.



## Progressions

- Make the area bigger or smaller
- Adjust the chasing distance for the defender, to take into account the different speeds players run at
- Adjust the competition, so they have to pass the ball through the end gates and collect it on the other side
- Use more than one pair of players
- Use a goal with a goalkeeper instead of end gates

## Dribbling

### Purpose

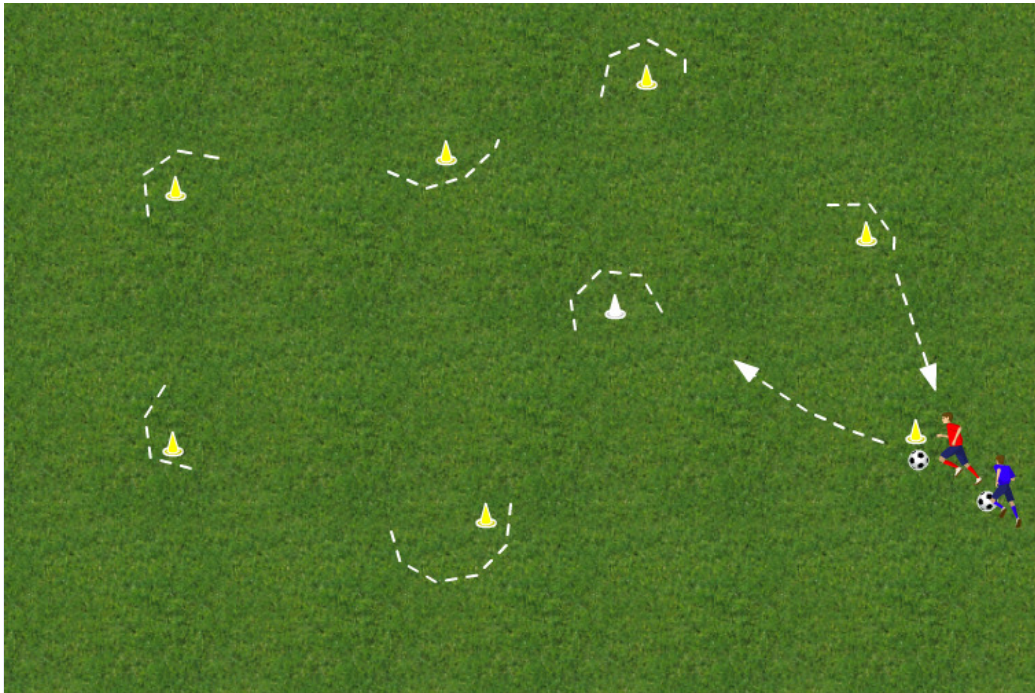
The objective of the competition is for the player to be timed to complete the dribbling course and also to be able to complete all the various dribbling and turning skills correctly, without the ball touching any of the cones. The players should time themselves and try and complete the course successfully in the quickest time.

### Set Up

- Distance from start cone to end turning cone 30 - 40 yards
- First two cones - 10 yards from start cone, 1 yard wide
- Second two cones - 1 yard from first two cones, 1 yard wide
- Third two cones - 5 yards to the left of second two cones, 5 yards in front. 1 yard wide
- 1st turning cone - 10 yards to the right of third two cones, 5 yards in front
- 2nd turning cone - 5 yards to the left of 1st turning cone, 5 yards in front
- 1st dribbling cone - 3 yards to the right of 2nd turning cone, 3 yards in front
- 2nd dribbling cone - 3 yards to the left of 1st dribbling cone and 2 yards in front
- 3rd dribbling cone - 3 yards to the right of 2nd dribbling cone and 2 yards in front
- 4th dribbling cone - 3 yards to the left of 3rd dribbling cone and 2 yards in front
- End turning cone - 10 yards from last dribbling cone
- All the distances of the cones can be adjusted to suit the age and ability of the players

### Structure

Dribble and turn through the laid out cones as quickly as possible, without touching any of the cones or losing control of the ball



### Key Points

- Keep the head up, look where you are going. Don't look at the ball
- Use the front of the foot, big and little toes to manipulate the ball
- Keep the ball close and under control when turning and dribbling
- Change of pace and direction when appropriate

### Progressions

- Use more than two players
- Begin the second player when the first is halfway up the course. This will provide situations where they players will meet on the course and have to avoid each other
- Change the distance between cones so that the competition requires greater ball manipulation if cones are closer together or quicker running with the ball between the cones if they are further apart

## Ball Control

### Purpose

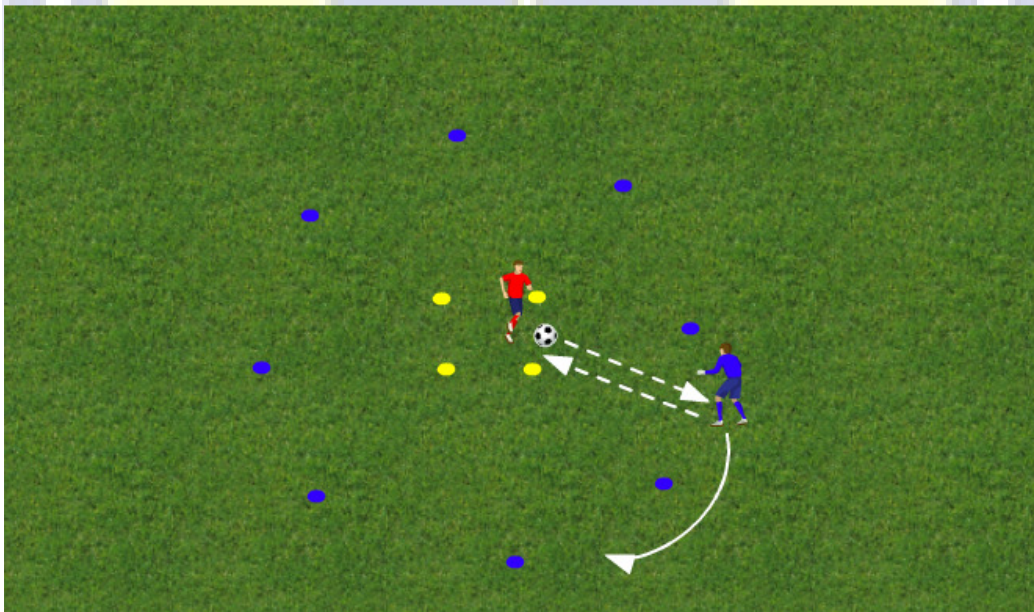
To improve ball control techniques, focusing on moving to get in the line of the pass, controlling the ball away from the body and making an accurate pass after the control. The competition encourages control with the feet, both on the floor and out of the air, thigh control and chest control.

### Set Up

Two players, one ball. The square yellow coned central grid is 5 x 5 meters. Place eight Blue cones 5 - 10 meters outside of the yellow grid in a circle. The receiving player (Yellow) who starts inside the yellow grid, must always check off a yellow cone to meet the ball, control the ball inside of the yellow grid area and pass accurately back to the server. After serving the ball, the server (Blue) must move clockwise to the next area between the blue cones. The server must be accurate with their serve or pass. To improve the quality of the ball control, when the ball needs to be served in the air, for feet control, thigh control and chest control, the server can throw the ball for greater accuracy.

### Structure

The rules for the competition are, the player inside the yellow grid, must always check off a diagonal yellow cone to the server: Control the ball twice with their feet, from a serve along the ground, twice with their feet from a serve that is off the ground, twice with their thigh from a serve that is off the ground and twice with their chest. They cannot use more than two touches, control and pass: They must control the ball inside the yellow grid area and they must pass the ball accurately back to the server. After serving, the server must move clockwise to the next spare area to receive a return pass. The objective is to complete a full circuit, without making a mistake in the quickest time.



## Key Points

- Be alert and ready to adjust the feet to make a bad pass a good one
- Get in the line of the pass
- Assess the flight of the ball
- Select the correct control surface
- Cushion the ball out of the feet, ready to make the next pass
- Be accurate with the return pass

## Progressions

- Use four players and two balls
- Use six players and three balls
- Vary the service, so the player has to adjust to the service and select the correct control surface
- Make the area bigger or smaller
- Server to go anti clockwise

