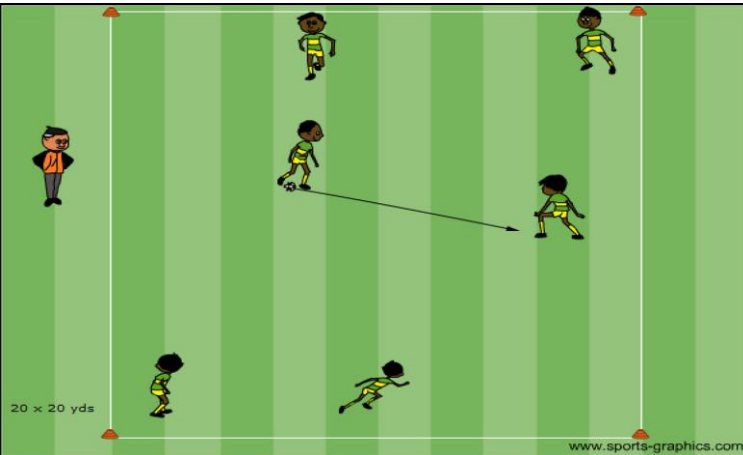
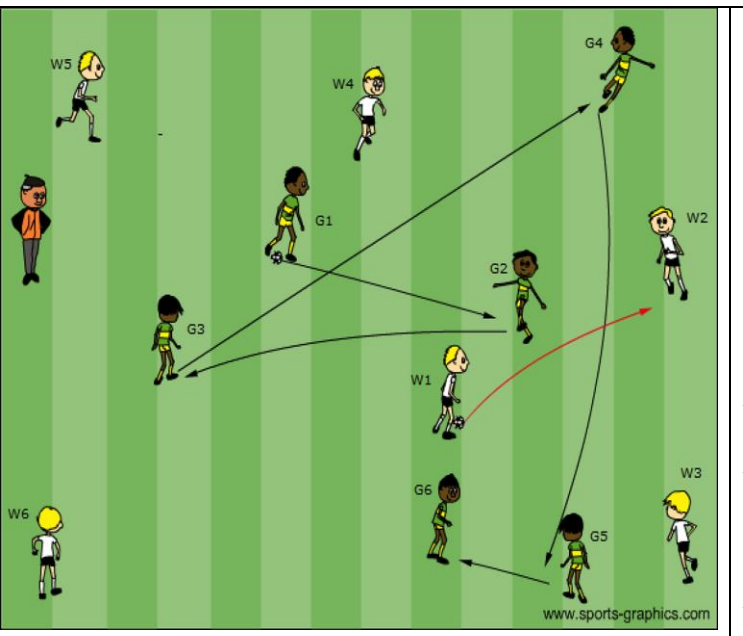
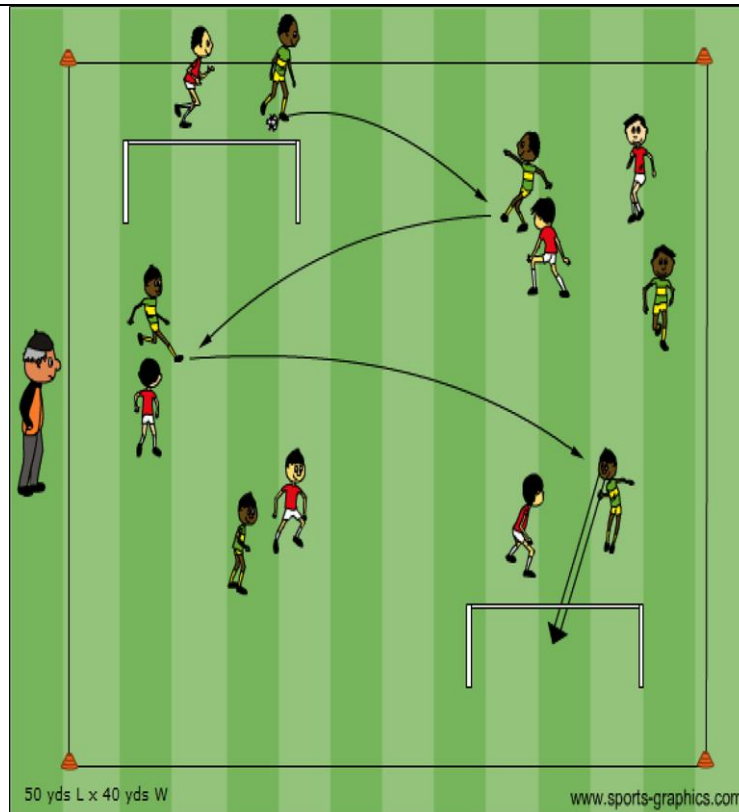


Activity Name	Description	Diagram	Coaching Points
<p>1. WARM-UP: PAINT THE GRASS</p>			
<p>Groups of six with one ball go into a 20-yard by 30-yard grid. Three rounds with a stretch between each round.</p>	<p>The coach has the watch and the players have thirty seconds to use the ball as a “paint brush” and “paint” (via passing) as much of the grass in the grid as they can.</p>		<p>The intent is to get the players to move, work on passing and receiving techniques, to communicate and solve problems together.</p> <p><i>Q.:</i> How do you anticipate where to run to receive a pass?</p> <p><i>A.:</i> I look for open space and run there.</p> <p><i>Q.:</i> Can your receiving help you “paint” the grid?</p> <p><i>A.:</i> Yes, if I can keep the ball close to me then I make the next pass quickly.</p> <p><i>Q.:</i> What group shape should you take?</p> <p><i>A.:</i> Always with an open passing lane between my partner and me.</p>
<p>2. SEQUENCE PASSING</p>			
<p>The players organize themselves into groups of six to eight. Players are numbered 1-6 (8) and must pass in that sequence, 1 to 2, and 2 to 3 and so on with 6 (8) passing to 1. Divide into two or three groups with all groups using the same field.</p>	<p>All passing is done on the move, no standing allowed. The groups have to play through, over and around each other, which increases the demand on vision and communication and off the ball movement.</p> <p>VARIATIONS:</p> <ul style="list-style-type: none"> Reduce the playing area to half of the original size. Each group starts with one ball and once they have a rhythm add a second ball, which increases the tempo of the session. A player should not get caught with two balls. 		<p>The intent is to promote vision and communication between the players without the pressure of opponents. The activity will cause the players to work on the techniques of passing and receiving. Rhythm of play and timing of support runs will improve.</p> <p>Off-the-ball players must get into the field of vision of the teammate with the ball. A dynamic run should be made to show for the ball.</p> <p><i>Q.:</i> Where should the next receiver position himself or herself?</p> <p><i>A.:</i> Where the person with the ball can see you.</p> <p><i>Q.:</i> When should your supporting run start?</p> <p><i>A.:</i> Just before the person who’ll pass to me receives the ball.</p> <p><i>Q.:</i> How do you know which way the player passing to you will most likely be facing?</p> <p><i>A.:</i> By the angle of the pass going to that person.</p>

3. CROSSING GAME

The players should organize themselves into groups of six to play 6 vs. 6. The training grid is 50 yards long by 40 yards wide. Corner flags, tall cones or flat faced goals should be used for goals and disc cones to mark the corners of the grid. The goals are set up diagonally from one another and ten yards in from the goal line. Players can score from either side of the goal and the game doesn't stop after a goal is scored.

Play a normal 6 vs. 6 match except for goals being scored from either side of the goal. Because of the angled goals there will be more crosses into areas in front of the goalmouth. Many goals can be scored under match conditions in a short time period. Teamwork in preparation of attack and defense will improve. **VARIATION:** use goalkeepers who may play only on the side of the goal facing the center of the field.



This activity promotes group movement (tactic) and involves transition. The techniques of dribbling, passing, receiving, shooting, heading, tackling and crossing will have the chance to emerge. As a bonus fitness will also improve in a fun and competitive fashion.

Q.: Why do diagonal passes and runs work so well against the defenders?

A.: That kind of pass can slice behind defenders.

Q.: What cues of the crosser can you look for to help you time your run?

A.: When the crosser's plant foot goes down and their eyes go down to the ball they are about to cross it.

Q.: When should you cross the ball to the near post or the far post?

A.: It depends on the runs of my teammates.

4. THREE TEAM GAME

The players organize themselves into three groups of five plus a goalkeeper in each goal. Use a regulation field and goals for the age group. Each group keeps track of their own score. Goalkeepers act as their own team.

Divide the field into thirds—defensive, midfield and attacking. Place each group (green, white & red) into a third. Group white in the midfield third has the ball. Group white chooses one goal to attack and plays against the group green in that third. The group red at the other end is resting. Only the group in possession of the ball may enter the midfield third. If group white scores they keep the ball, go back to the midfield third and attack the group red goal. If the defending group green wins the ball and gets it into the midfield third then group white stays in the final third and group green now attacks against group red.



This is a complex environment and will require the highest level of concentration from the players. It will take them awhile to get the hang of it, so be patient. While this is a match related activity, it may be the most complex activity in this training session. Encourage one and two touch passing in the midfield third to change the point of attack and to get targets forward of the ball. A multitude of techniques, offensive and defensive tactics can be taught in this activity. The coach should focus in this lesson on creating space.

Q.: How do possession passes in the midfield third help to set up the penetrating pass?

A.: They draw the defenders forward and opens space behind them.

Q.: Why would the attackers sometimes pass the ball square or backwards?

A.: To keep the ball and set up the penetrating pass.

5. ALL UP & ALL BACK

Play a full field match of 8v8. Follow the US Youth Soccer rules for 8v8 U12 soccer. Use a painted, chalked line or small disc cones to mark the halfway line.

For a goal to count all field players of the attacking team *must* be over the halfway line. If any of the field players are not over the halfway line and in the opponent's half of the field then the goal does not count and a goal kick follows. Let them play under this condition until it is obvious they all understand it. Then if the coach feels they are ready the second condition can be added to the game. When a goal is scored against the defending team they *must* have all of their players in their half of the field or the goal counts double.



The intent of these conditions is to work on team communication, off the ball runs, vision, fitness and most importantly compactness. No new guided discovery questions. Reminder comments or questions only. Let them play!

COOL-DOWN