



**ALBERTA SOCCER ASSOCIATION**  
*The Governing Body of Soccer in Alberta*

## **PREFERRED TRAINING MODEL TEMPLATE**

# ACTIVITY GUIDE

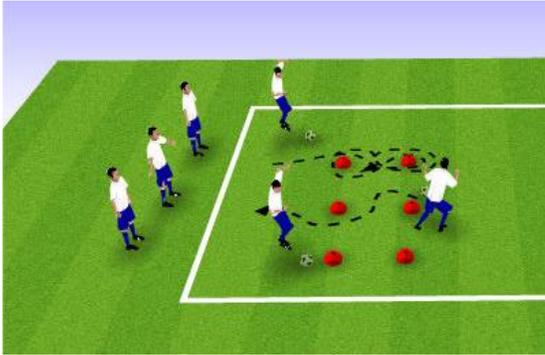


This activity guide is intended to support the Preferred Training Model Template and includes all the activity session plans presented within that guide. These are templates and activities that coaches and leaders are encouraged to adapt to meet the needs and demands of the players and environment in which they are coaching. A further consideration is to understand the intent of the game and to develop cues that support this and the activity goal. Use your imagination.

## ACTIVITY TOPICS

1. Baked Beanz
2. Ball Tag
3. Bedroom Clean Up
4. Bingo Bango
5. Body Parts
6. Breakout
7. British Bulldog
8. Bunny Hops – Rainbow
9. Circle Drills
10. Coconut Shy
11. Crazy Golf
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19. Goalie Goalie
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52. Use your Head
53. Wild West Shoot Out
54. World Cup – goals, volleys and headers
55. 1 v 1 Soccer
56. 2 v 1 Challenge
57. 10 & One

## BAKED BEANZ



**SET UP:** This is a dribbling relay activity where the players work in pairs. Each pair has two cones placed before them, the distance will be dependent upon the challenge required by the players and one ball per pair. Players should commence the activity without the ball first and then add in the ball to focus on technical development.

**INSTRUCTION:** The players are instructed to run around and between the two cones in a figure of 8 pattern for two loops. They then return to their partner who repeats the sequence. In a race, the first pair to complete the sequence wins, however in the activity the emphasis should be on technique and movement patterns.

**OPTIONS:** As indicated it is a good idea to observe the players performing the right sequence (pattern) first, without a ball. Then add in some fun physical literacy actions such as laying on their stomach at one cone and sitting on their butt at the other?

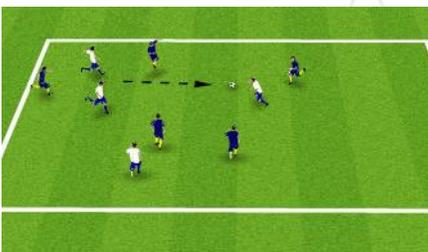
Add in the ball and guide the players to understand which is the most efficient part of the foot to use when dribbling in the following sequences.

1. Right foot only (inside and outside of the foot)
2. Left foot only (inside and outside of the foot)
3. Inside of both feet (left foot around one cone and right foot around the other)
4. Outside of both feet (left foot around one cone and right foot around the other)
5. Drag through - no conditions except when passing between the cones the player must drag the ball with the bottom of the shoe.

The key is to change feet whenever passing between the two cones.

A further challenge maybe to place a spare ball on the two cones and the players are conditioned to avoid knocking these off the cones.

## BALL TAG

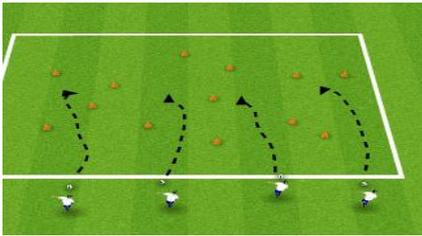


**SET UP:** This activity takes place within any coned of area, where the dimensions should reflect those of the players age and ability, making it smaller for more able players. The players are divided into two teams and should have one ball accessible.

**INSTRUCTIONS:** This is a game of keep away, where the players pass the ball with their hands. Once in possession of a ball, the player is not permitted to move until they have themselves have passed the ball on. The opposition cannot intercept a pass within this game, instead they can gain possession by tagging the player in

possession, before they release the ball.

**OPTIONS:** This activity encourages players to consider movement and looking at passing sequences before the ball is received. It also requires players to recognize the risk of short V long passes.

**BEDROOM CLEAN UP**

**SET UP:** The activity is played within a set square, with cones and obstacles (any spare equipment may be used) randomly laid within the square. The obstacles represent messy things left on a bedroom floor and the players task is to make a clean run across the bedroom to their bed.

**INSTRUCTIONS:** The players need to dribble the ball softly but quickly to navigate all the mess safely. If the players get across the square successfully, they are encouraged to return from the other side. The player who can cross the

bedroom quickest is the winner. As the game progresses, the players will identify a safe route, so the coach may add, remove or re-position some of the obstructions.

**OPTIONS:** As indicated the messy room may be adjusted positionally to challenge the players movement. A further progression is to have another player to be a sweeper (recovering defender), so just after the attackers leave to make their move through the bedroom, the defender attempts to catch the attacker before they reach safety on the opposite side of the square. The defender should also be restricted to not touching the cones. The final progression would be to give the defender a ball to dribble while attempting to catch the attacker.

**BINGO BANGO**

**SET UP:** This is a fun team activity that combines passing and shooting. The field dimensions should be adapted to meet the needs and ability of the players and not reflective of the enclosed diagram. The players line up in a zig-zag formation with a goal marked at one end. If numbers permit, multiple goals may be made alongside each other.

**INSTRUCTIONS:** The players assume the zig-zag formation and are instructed to pass the ball down the line, before the last player in the chain takes a strike at goal. Once the strike has been taken, all the players (including the goalkeeper) rotate their positions to assume a new role within the chain.

**OPTIONS:** There are many varieties to this activity and the focus is on encouraging team play, passing and receiving and then finishing techniques. Suggestions:

1. One touch passing
2. Two touch passing
3. Right/left foot only passing
4. For very good players a challenging condition is that the ball must be played in the air only, hence aerial control.

If multiple teams, they should be encouraged to compete against each other to score the fastest goal.

**BODY PARTS**

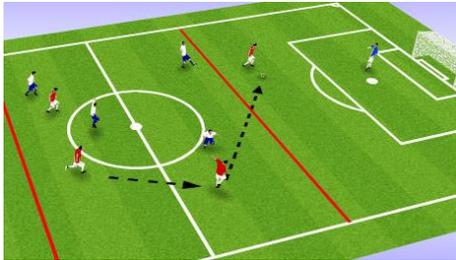
**SET UP:** The players are allocated a ball to dribble within a dedicated area, the size of the area should be appropriate to the number of players and their ability.

**INSTRUCTIONS:** On the coaches command the players dribble freely and seek to maintain possession of the ball. The coach then calls various body part names, upon the call the players must stop the ball with the corresponding body part - for example if the coach calls knee, the players stop the ball with the knee. Other commands may be; foot, butt, head, chest or elbow?

**OPTIONS:** The key is that the players are having fun and engaged. Try to support that the softer their dribbling touch, the easier and quicker the ball will be to stop. A further challenge is that the slowest player on each command to stop the ball is eliminated from that game. If the players are very young it is advised to eliminate two players at a time and have them sit with the coach, the last player to be eliminated is the winner.

Other adaptations for this activity could be to jump (two feet) the ball, hop (one leg), sprint, backwards dribble. The key is that the players are using different body parts and developing confidence to move the ball with different parts of the body - physical literacy.

### BREAKOUT



**SET UP:** The dimension of the field should reflect the ability and number of players (60X40 yds for u12 players) in attendance. The field should be divided into thirds and the players will be confined to play in the middle zone, the two end zones should be a minimum of 20 yards in length. The game requires two teams of players in the middle zone and goalkeepers in either goal.

**INSTRUCTIONS:** The two teams compete to maintain possession of the ball in the central zone, this will require positive possession play (using width and depth in support). On the coaches command of 'breakout', the team in possession may set one attacking player free by playing a pass into their respective end zone. One of the attacking team only may pursue the ball to attempt an attack on the opposing goal. Once the play is concluded, the goalkeeper should serve the ball back into the central zone to recommence the game.

**OPTIONS:** A progression is to allow the defending team to send a retreating defender in pursuit of the attacker.

Coaching considerations:

- The 'breakout' pass is best served by a deep laying player who has effective vision of all the passing options. So the team in possession should not react once the command is given, but seek to maintain possession and find the best possible pass out.
- The goalkeepers should be conditioned to start each play from their goal-lines, to avoid them becoming a standing sweeper.
- The coach should vary the commands to keep all the players engaged.

### BRITISH BULLDOG

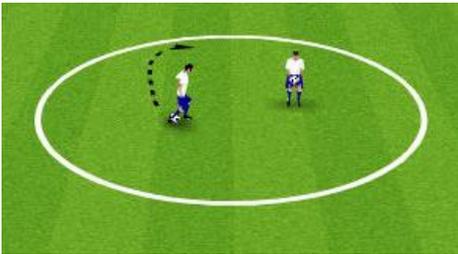


**SET UP:** This is a playground activity that encourages physical literacy and development. The premise is that there is a catcher and group of players who must run from one end of the playing perimeter to the other without getting tagged. If they are tagged then they become a catcher along with the initial catcher and the last player to be caught is the winner.

**INSTRUCTIONS:** The instructions are simplistic and should encourage physical movement to evade the catchers and even some tactical understanding. To work as a team or move when a player may have been sacrificed to go out alone.

**OPTIONS:** Beyond running, players could be instructed to bounce (hands) or dribble (feet) with a ball and evade the catcher, who must tackle the ball away from their possession.

Another version is CHAIN bulldog, when if a person is caught, they must link hands with the catcher and form a chain. Therefore, the chain relies on teamwork to catch the players, but there is a safety concern and the chains should be no more than three players long, so if a fourth player is caught, the chain should split into two chains of two. The chains must stay linked all the time.

**BUNNY HOP – RAINBOW**

**SET UP:** This is a skill-based activity where each player should have a ball. There are many steps to guide the players and these should be demonstrated by the coach.

**INSTRUCTIONS:** The coach should instruct and demonstrate the following sequences:

- Hold the ball between the ankles and perform a bunny hop without dropping the ball. "Hold the ball as if it is your mom".
- Perform a bunny hop and toss the ball up from the feet, to catch with your hands in front of the body.
- Perform a bunny hop and toss the ball up from the feet, to catch with your hands behind your body.
- Roll the ball up the inside of your calves with the inside of your foot, pointing your toe pointing to the floor to get further traction. Roll the ball with both feet alternately, to simulate running with the ball whilst holding it.
- Perform a curtsey with the ball between the ankles, so the hips and shoulders rotate.
- Develop the curtsey to perform a full rainbow, where one foot rotates the ball onto the opposite heel, before that heel is elevated to flick the ball up in the air.
- As this movement is developed, it can be accentuated by pushing away the toes of the foot performing the flick, pushing out to play the ball over the head.

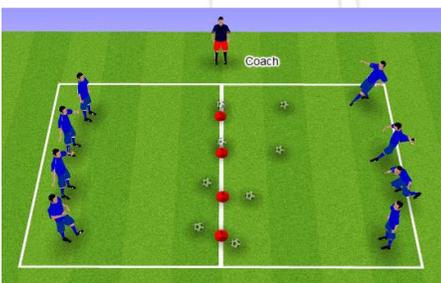
**CIRCLE DRILLS**

**SET UP:** Simple warm-up activity that focus upon technique. Any number of players form a circle to allow sufficient space to challenge the weight and accuracy of their passing. A number of spare balls are required for additional progressions.

**INSTRUCTIONS:** This initial activity encourages players to bond and communicate. Instructions and conditions (adaptations) are applied according to needs of the group.

**OPTIONS:**

1. Call the pass: call the name of the player that an intended pass is aimed for. Then once the ball is played, the passer must run and follow their pass to assume a new position in the circle formation.
2. Show me: On receipt of the ball, players must dribble across the circle and perform a move they will replicate in next game (Maradona spin, sissors etc)
3. Play on two touches (specify which foot) and players should be encouraged to keep the ball moving at all times.
4. Balls in, starting with one ball progress to as many balls as the group may manage at once

**COCONUT SHY**

**SET UP:** The players work in pairs passing one ball between them, with the objective to knock the ball (coconut) off the cone that is placed between them. The field dimensions should be appropriate for the players age and ability. Players score one point every time they successfully knock the ball off the central cone. The ball should then be replaced and repeat the sequence, until there is a winner within the time frame set by the coach.

**INSTRUCTIONS:** The focus of this activity is to encourage accuracy before power in passing. If players rush they will not achieve an accurate aim. They should also be

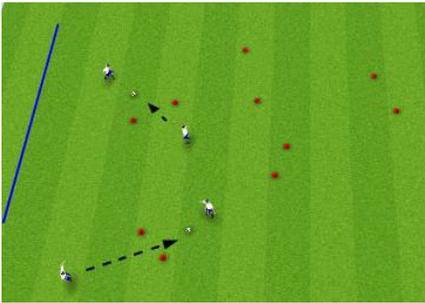
encouraged to use the inside of their foot for greater accuracy and their body position should allow greater swing through the striking leg.

**OPTIONS:** Conditions can be applied to players once they have established the game objectives, to challenge their development. The easiest progression is to vary the distance from the central ball. Other progressions include

1. Use inside of foot
2. Use right foot only
3. Use left foot only

This activity may also be played between groups of players, so a coach may position themselves to observe the whole group and keep count of the teams scores as both teams compete against each other.

### CRAZY GOLF



**SET UP:** This activity can be made up randomly with any supporting equipment that is available. The equipment should be laid in a random order to create as many small sized gates/holes (again use random sizes and angles when making the holes) as possible.

**INSTRUCTIONS:** The players may perform independently or in pairs? The goal is for them to move through the golf course, passing their ball through as many gates (holes) as possible in as few touches and in the quickest time possible.

**OPTIONS:** The course should be arranged so the players are challenged and engaged to execute a wide variety of passing techniques (short/long and different angles).

Players may play as an individual or in pairs. In pairs one player may dribble the ball between holes and then pass through it while their partner receives it on the opposite side, before repeating the sequence.

The game winners could be determined by time (quickest around the course) or accuracy completion of course in fewest passes.

### CROSSFIRE



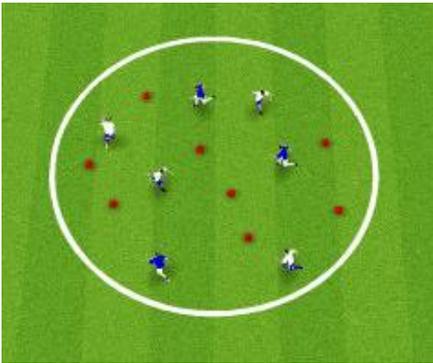
**SET UP:** This activity takes place in a square grid and offers a 1 v 1 non-stop dribbling activity. There should be two teams of ideally three or more players (although if numbers permit - offer multiple squares to avoid long lines of waiting players).

**INSTRUCTIONS:** On the coaches' command, the first player attempts to dribble successfully across the square and play the ball to their waiting colleague, if successful, the dribblers colleague repeats the sequence and attempts to evade their opponents challenge. The defender remains in the square until they gain

possession of the ball, upon which time they must dribble the ball to one of their colleagues who will the repeat the sequence, with the attacker who was dispossessed becoming the new defender.

**OPTIONS:** This is a fast-paced activity and the coach should support the need for the attacker to assume risks in making their moves. There will be lots of changes in possession. A further option would be to increase the square in size and play differing team sizes, 2v2, 3v3 ...

## DISHES AND DOMES

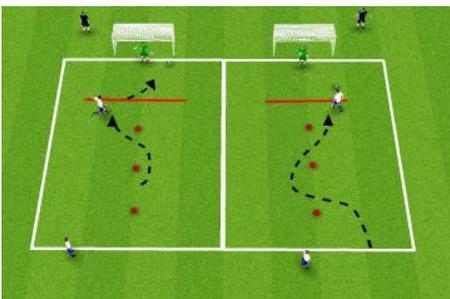


**SET UP:** This fun warm-up is to encourage general movement. The playing area is scattered with a set of cones that are positioned with half of them in the usual manner 'domes' or turned upside down 'dishes'. The players are then designated to two teams and positioned outside the playing area.

**INSTRUCTIONS:** One team is allocated to domes and their opponent's dishes. On the coaches command the 'domes' players are given the responsibility of ensuring all the cones are turned to represent domes (usual position), whilst their opponents should attempt to turn the cones upwards to make dishes. Players are only permitted to turn one cone at a time and must not physically inhibit anyone else from flipping the cones. The game should be played to an allocated time and the team with the most flipped cones wins.

**OPTIONS:** Players may be instructed to move in different ways, skip, hop or crawl (bear). A further option is to dribble a soccer ball whilst flipping cones (right foot only, left foot only etc).

## DRIBBLE N SHOOT



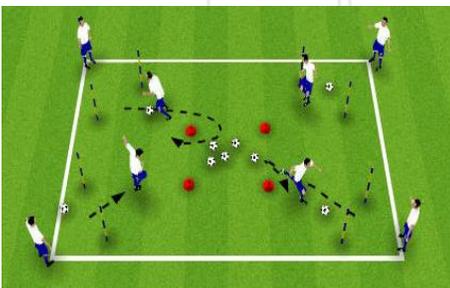
**SET UP:** This activity may have multiple goals marked with either goalposts or cones, a supply of spare balls and the field marked with the shoot-out line. A slalom course is developed to challenge the players ability. Then each station should have a goalkeeper, ball retriever, striker and awaiting striker. These positions will be rotated on a regular basis.

**INSTRUCTIONS:** On the coaches command the first strikers will dribble the ball through the slalom circuit and attempt a strike on the goal, If the attacker crosses the (red) shoot line, then they should attempt to dribble beyond the goalkeeper. All shots should be taken from the striker's side of the shoot line.

**OPTIONS:** Once a player has completed their attack on the goal, everyone should rotate through, so the goalkeeper becomes the ball retriever who becomes the waiting striker, who becomes the first striker. There are lots of adaptations that can be made to the activity to encourage development. These include:

1. Straight race against an opponent
2. Race against the clock
3. Dribble with left/right foot
4. Shoot with left/right foot
5. Evade a pursuing defender

## FOUR HOUSES



**SET UP:** This activity takes place within a field layout similar to the diagram, within a large square there is a central square to hold the balls and then four additional zones (houses) at each corner of the larger square, within which the teams are designated. The activity will require a large number of soccer balls, minimum one per player.

**INSTRUCTIONS:** The task upon the coaches command, is to retrieve as many balls from the central zone to each team home as quickly as possible. However only one player is permitted to leave their house at any given time. This is a great team-

building activity with the technical focus upon speed and many supplementary technical conditions that may be supported within.

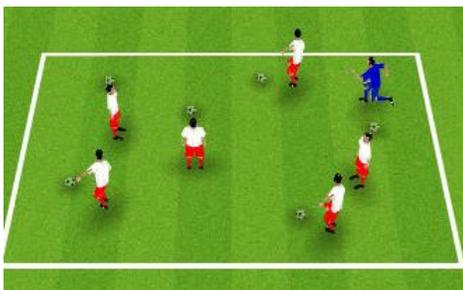
**OPTIONS:** Dependent upon the ability of the players, specific tasks may be placed upon the players whilst they retrieve the balls:

1. Carry the ball home (hands).
2. Dribble (feet) the ball home.
3. Perform ten ball taps before returning the ball home.
4. Perform 5 keep uppy's before returning the ball home.
5. Execute a specific turn before returning the ball home.

The team that retrieves the most balls home is declared the winner. Then in a repeat challenge the players, in the same race format (one at a time) return the balls to the central zone. So the team that retrieved the least amount of balls should have a game advantage?

A final consideration once all the balls have been taken from the central zone is to allow the teams to steal from each other. So, one player from each is permitted to leave home and go to steal from another team, but all the remaining players must remain at home and are not permitted to guard their supply of balls.

### FREEZE TAG

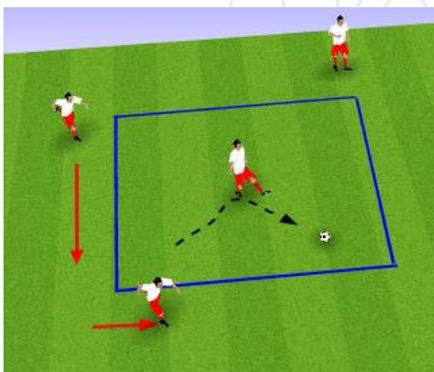


**SET UP:** This activity is played the same as childhood tag and can commence according to the same rules. The players move freely within a grid to avoid the catcher. If someone is caught, they should stand still (freeze) with their legs open. The other players then seek to 'free' them by sliding under their legs and the game continues.

In Soccer Freeze Tag, the same principles apply yet all the players except the catcher's have possession of a ball. If they are tagged, they must stand still with the ball held above their head (to indicate they are frozen) and their legs astride in order for a free player to pass their ball through and free them. The game continues until everyone is caught.

**OPTIONS:** This activity encourages dribbling and observation and team play for both the free players and catchers (when more than one catcher is playing). A further progression is to play with two catchers as suggested, so they need to consider zonal or man-man defending. For the free players an additional condition could be to play with just one foot (right or left).

### GIVE N GO SQUARE

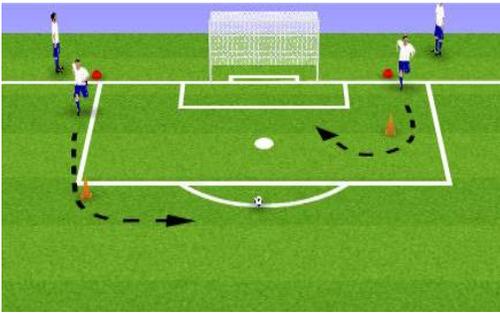


**SET UP:** This activity takes place in a recommended grid size of 10X10yards with four players. One positioned centrally and three moving on the outside. Ensure the positions and direction of play are rotated on a regular basis.

**INSTRUCTIONS:** The central player is the initial wall-passer, who should seek to return any passes from the outside players, to the next open corner in the sequence of play. The sequence of play is that the player in possession passes to the central player and moves to receive the return pass at the next open corner of the square (ahead of them). As the player moves to receive the ball, the trailing player (one player behind), moves into the corner vacated by the initial passer. The player running to receive the ball then passes the ball on its return to the next corner where the final player is waiting to repeat the sequence. In essence the ball is

always passed from the central player to open corner of the square.

**OPTIONS:** Conditions: This activity should be run for a maximum of two minutes before the players rotate, to give the central player a rest. It should also be performed in opposite directions, so it encourages use of left foot (clockwise pattern) and right foot (anti-clockwise). A further condition is for all the players to use just the outside of their foot (for maximum disguise). ALL PLAYS should be executed on one touch only.

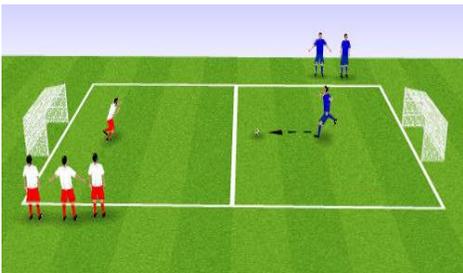
**GOALIE AND ATTACKER**

**SET UP:** The players are divided into two small groups and positioned as indicated on either side of a goal. The attackers are positioned to one side of the goal facing a cone in front of them. The other line is for goalkeepers and they face a cone that is nearer to them than the attackers cone. A ball is placed on the edge of the field ready to be shot by the attackers.

**INSTRUCTIONS:** On the coaches command, both players run out and around their respective cones. The goalkeepers will attempt to defend the goal, whilst the attacker must run further and prepare to shoot on goal. After each attempt the players rotate between the lines. Try to limit the number of

players in the lines by making multiple smaller goals with cones.

**OPTIONS:** There are various adaptations that may be considered, including the distance of the cones, also position of the ball in order to change the angle of the shot, or encourage use of both feet?

**GOALIE GOALIE**

**SET UP:** This activity is played on a mini-field with two goals and dimensions that meet the age and ability of the player. Each half should measure in depth, a distance that challenges the players strength and ability to shoot the ball (for 7 year old players - 10 yards?)

The group is divided into two teams who position themselves to one side of the field and line up in the playing order (try to limit the size of the teams where possible so everyone is active; and matching players (size or strength) so they are shooting against someone of a similar size/ability). The game requires a quick

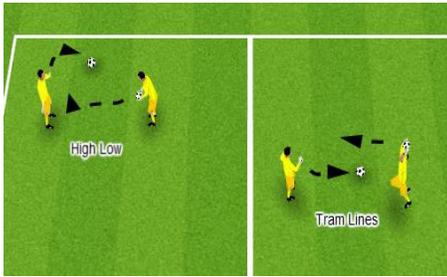
rotation so all players must remain alert, but only outfield players are active at any given moment.

**INSTRUCTIONS:** One player will start as a defender (to defend their goal using any part of the body except their hands and arms), whilst the attacker attempts to shoot on goal from within their half of the field. Once a player shoots, they return to their team and the next player enters the field as a defender, the rotation should be quick as the opponents are not required to await the rotation before taking their shot. The player sequence for both teams is, enter the field, defend, shoot and leave the field. However, the defending player must control the ball within their half of the field in order to gain a shoot on their opponent. If they simply shoot (mis-control) the ball back to their opponents half of the field they relinquish their shot.

The technical focus of this activity is upon shooting technique (accuracy before power) and receiving (ball control). The best shots are played just below waist height, as these are the most challenging for player to receive. If the ball is aimed high, they may miss the goal altogether.

**OPTIONS:** There are many conditions that maybe applied to this activity:

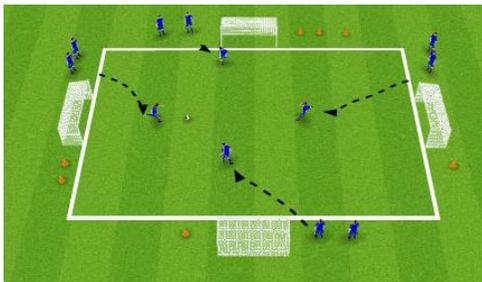
1. Specify the number of touches a player may perform in their control and shot: Control and shoot within two touches, so the focus is upon a good controlling touch.
2. Specify a specific foot to shoot with
3. Specify a particular surface to shoot with (inside, outside or top of foot)
4. Specify the type of shot, bend the ball, drive it below head height, chip shot.

**HIGH LOW**

**SET UP:** This is a physical literacy activity for all players, but especially those who may choose to play in goal. Players will work in pairs with a ball each.

**INSTRUCTIONS:** Dependent upon the age and ability of the players, start with one ball and a simple game of catch. Throwing the ball high for the receiver to catch or low. Then add a further ball, so both players throw and catch the alternate serve at the same time. The coach should encourage the tempo and direction in their instructions through their voice projection. High Low - on the call of change, the players alternate the serve.

**OPTIONS:** A supplementary activity is tramlines, in this activity the players serve the ball high to their opponents opposite hand. So the left hand serves the right hand of their colleague. The key is to only use one hand to serve and catch the ball. Tramlines can also be played on the floor with the feet.

**HUNGER GAMES**

**SET UP:** This activity is for large groups and takes place on a square field with four goals, marked and positioned within the middle of each side line. The players are split into four teams and allocated numbers, then positioned next to their goal. Each team goal will be marked with a number of marker (life) cones/pinnys. The coach is in control of the service and tempo of the game and serves the ball into play, so a large supply of balls is required to keep the game flowing.

**INSTRUCTIONS:** The coach calls a random number and the respective number from each team enters the field to compete for the ball. They attempt to score in one of the opponent's goals. If successful, the team that is scored upon loses a life (cone). When a team loses all their lives they are eliminated from the competition. Players may seek to form allegiances with other teams and so work together to eliminate an opposing team. Although eventually all such allegiances must be broken. The last team remaining is the winner.

**OPTIONS:** This game requires good dribbling, defending, passing and finishing skills. Other options for the game include

- More than one number called at one time (passing as a team)
- Type of service into the middle (aerial or on the floor)
- Providing Goalkeepers
- A further option is a large number of goals and smaller team rosters

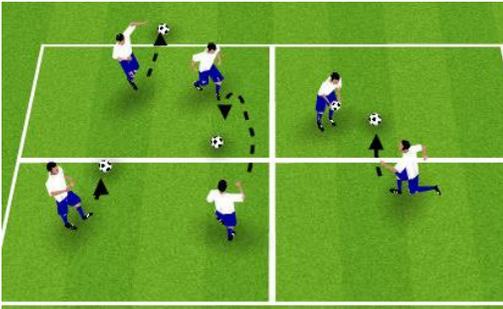
**INDY 500**

**SET UP:** This set up is open to the coaches discretion and should be based upon the players age and ability. The theme is the Indy Car race, so players could run independently or as a group of two or three, this could result in runners crashing and chasing each other at different starting spots of each lap.

**INSTRUCTIONS:** As indicated above this is a dribbling activity based upon the Indy 500 race. The circuit could be any shape and distance to include activities to challenge the players and use their imagination. For example, oil patch a dribble slalom, Pit Stop (sit on the ball before recommencing the dribble). The players may be invited to race in a singular time trial format, or on mass - with lots of crashes.

**OPTIONS:** As suggested there are many options that could be added, ball juggling tasks, perform turns or changes in direction. The essence is to encourage the players to challenge their control with speed.

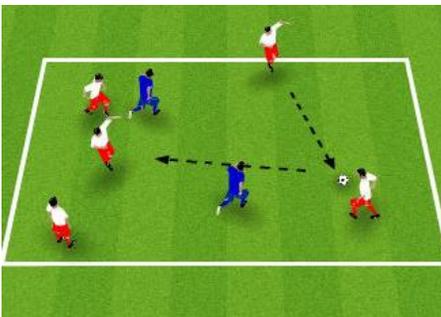


**JUGGLING**

**SET UP:** Juggling is an individual technical skill set that is encouraged from a young age. Players simply need to find some space and a ball to practice keeping the ball off the floor.

**INSTRUCTIONS:** This activity may commence with players practicing one bounce and one touch, remembering to strike the bottom of the ball with the top of the foot softly.

As players develop their ability and confidence with other body parts should be incorporated to the sequence - head and knees. They should further attempt accumulating as many touches as possible between the ball touching the floor.

**KEEP AWAY**

**SET UP:** The activity takes place in a grid that meets the needs and abilities of the players. The group is divided into two teams, five attackers and two defenders. The Objective is for the attackers to maintain possession of the ball by adopting positive support positions. If the defenders gain or break possession of the ball they are awarded one point. If the attackers combine for a sequence of 5 consecutive passes, they are awarded one point. Once a team achieves three points the player positions should be rotated, so everyone performs as a defender.

**INSTRUCTIONS:**

1. Positive attitude to receiving and playing the ball
2. Adopt positive support positions - angles and distance
3. Play to feet or space - decision
4. Weight of pass
5. Move and support the pass

**OPTIONS:** Players should be challenged to support the play by adopting an open body at all times. The activity may start with unlimited touches but be restricted to a varying number of player touches, two touch, one touch. This will require the attackers to move and support the player in possession quicker. A further progression is for the attackers to attempt to 'split' the two defenders, with a pass that dissects both their positions. This will require the attackers to be patient and await the right opportunity to make the pass to a player who is positioned to receive it safely.

**KING LOUIS**

**SET UP:** A mini field with two goals is required where the field dimensions should reflect the age and ability of the players. There should also be a good supply of balls and sufficient players to rotate through two to three lines (6 players each side)

**INSTRUCTIONS:** The players play 2 v 2 starting from a position either side of their goal. The goalkeepers serve the ball to their attackers who combine and attempt a strike on their opponent's goal. Immediately following an attack, the attacking players assume a defensive role opposing two new attackers who are served the ball by their keeper (while the previous defenders withdraw from the field). The sequence for the outfield players is to attack, defend and retreat from the field.

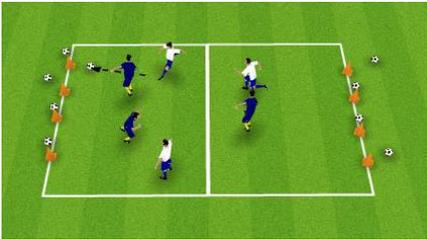


This is a quick game that requires the players to maintain their focus.

- Coaching considerations are to remain Positive attitude in attack
- Quick decision making, dribble, pass or shoot?
- Support play, how and where?
- Transition to defend, focus and attitude.

**OPTIONS:** This game may be played 1v1, 2v3, 3v3 etc. The focus is to encourage players to create a one on one dribbling opportunity and then follow up and finish with a strike on goal.

### KNOCK DOWN PILLARS



**SET UP:** The two teams play three on three on a small field. There are no goals as the objective is to pass and knock one of the pillars down (ball placed on a cone) with the game ball. There may be any number of pillars placed on the end line behind the defending team.

**INSTRUCTIONS:** This is a fun way to introduce the game concept. Players should be encouraged to explore how to get close enough to strike a pillar. Whether this is with a dribble, pass or shot. A key aspect for young players is to identify ways to find

space (attacking) and deny (defending).

**OPTIONS:** This is a fun game and you could start with young players using their hands to play, to understand the need to pass and find space. Other progressions could be to specify the number of touches or to put a passing zone the players must be within in order to strike at a pillar. The number and position of the pillars may also be varied.

### NUMBERS GAME



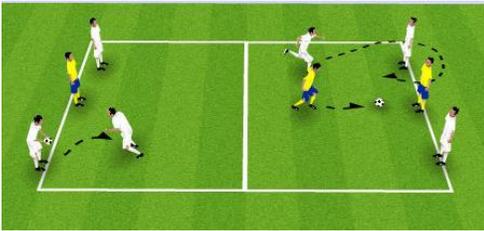
**SET UP:** This activity is illustrated around a goal area but may be marked on any field to ensure both sets of players have a similar distance to run and challenge for the ball.

Cones are used to mark the approach run and two teams are selected with each player allocated a personal number. If possible match the players sizes and abilities with a comparable player on the opposing team. The goalkeepers may be an allocated goalkeeper or rotated player within the activity.

**INSTRUCTIONS:** On the coaches' command of a random number, the corresponding player from each team leaves their position to run around the circuit and approach the ball. The first player who assumes possession of the ball should then seek to attack the goal. The opponent should try to steal the ball and attempt to score for themselves. The game should proceed until a goal is scored, the ball goes out of play or the coach provides a ten second count down. The field is then re-set and new numbers are called for the next game.

**OPTIONS:** This is a fun and competitive activity and many adaptations may include physical literacy or technical aspects of performance.

- A sitting start
- Players perform a somersault before running to approach the ball
- Players must use a specified foot or technique
- More than one number may be called - recommended to stretch the field

**OFF TO THE RACES**

**SET UP:** The players are divided into teams of three and designated into three starting positions as indicated in the diagram. There may be several teams lined up, so they compete against one another. The objective of the activity is to encourage physical literacy and technical development through fun races.

**INSTRUCTIONS:** On the coaches command the central players race out and around one of the end players, they then run to the opposite end player and back to the middle starting position. The first player returning to the start is the winner. After each race the players should rotate their positions so one of the end players becomes a central racer.

**OPTIONS:** The options that may be used within this format are unlimited. It is always best though to start with a running race to assess that the players are following your instructions. Once the players have an understanding of this format, more physically challenging (cartwheels and somersaults) commands may be added, then technical aspects such as passing, heading and juggling.

Other adaptations may include changing the distance between the players and also equipment, getting different teams to race with different tasks in the same race, one heads the ball and one passes?

**ONE NARROW TWO WIDE GOALS**

**SET UP:** The field dimensions will be dependent upon the player's age and ability. The activity does not need to be played on a regulation field but should offer one large central goal to encourage central attacking, two smaller wide goals to encourage spreading the ball and direction of the play.

The number of players may also be adjusted according to the players available, but the team defending the central goal should play with a goalkeeper (so in this example it will encourage 4 v 3 outfield players in favor for the attackers).

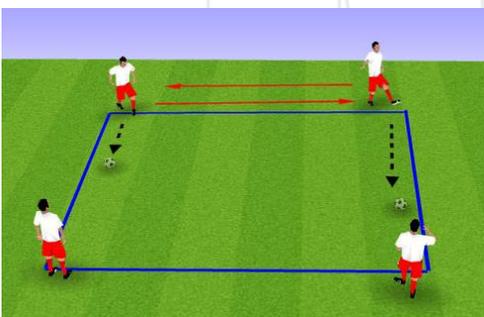
**INSTRUCTIONS:** This activity should be played to soccer rules with the exception of the off-side rule. Although this rule may be appropriate for the team attacking the central goal in older age groups.

Once a team scores, both teams switch ends and alternate the differing attacking and defending principles.

**OPTIONS:** The potential options will be dependent upon the coaching goal of the activity.

Defending - force play wide/central?

Attacking - counter attack, wing play or seeking to play direct penetrating passes.

**PASSING SQUARE**

**SET UP:** The recommended grid size is 10X10yards with four players. The activity follows the simple sequence of one touch passing across the grid, to the opposing corner. Once players have passed the ball they move to switch adjacent positions with their partner and retrieve the next pass in the sequence before repeating. The focus is upon weight and accuracy of the pass.

**INSTRUCTIONS:** As indicated the pass should aim into the opposing corner (space) for the running player to receive. The player making the run should approach the corner and ball with an open body in order to make an accurate return pass.

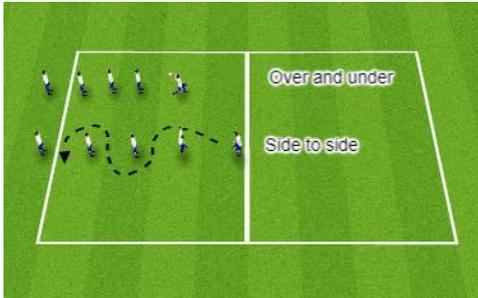


The progressive sequence is to commence with all the players remaining in their corners, then introduce one pair to switch positions, before progressing so all four players are moving beyond the pass. It is also important that players attempt to make passes off the leading foot, so using both the right and left foot to play off.

**OPTIONS:** Encourage players to pass with different surfaces (outside of the foot)

Try to add a diagonal pass to the sequence, so one pair play a diagonal pass across the square and move, but the opposing pair maintain a straight pass and move. In this sequence, players need to consider a curved run in order to open their bodies and make an accurate diagonal pass.

### PHYSICAL LITERACY RELAYS



**ORGANIZATION:** These are great warm-up relays to encourage Physical Literacy. The players form teams and stand in line, to pass the ball with their hands, in sequence so the ball goes over one player and under the next player behind them. The second relay the players must rotate their upper body sideways and pass the ball to player behind them. Once the ball is with the last player in line they should carry the ball to the front of the line and repeat the sequence. As the team continues to repeat the sequence it will move forward towards the half way mark. The first team to reach the end wins.

**OPTIONS:** A progression for the second (sideways) relay is for the players to dribble the ball with their feet. So dribbling between their team-mates. Other relays could include bouncing the ball, running whilst passing the ball under their legs with their hands, performing a somersault at the start of the line in order to re-start the sequence. Coaches and players should be encouraged to invent lots of varied movements and engagement within the relays.

### PINNIE SNATCH

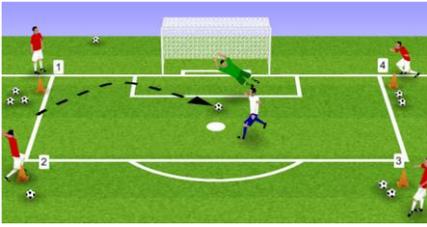


**SET-UP:** This session can take place within any shaped field with the dimensions reflecting the age and abilities of the players. This game is a simple form of tag, where all players commence the game with a pinny tucked down the back of their shorts (donkey tail).

**INSTRUCTIONS:** On the coaches command the players chase their colleagues and attempt to 'snatch' their pinnies, whilst avoiding having their own pinny snatched. The winner is the last player in the circle with their pinny still intact.

**OPTIONS:** This is a fun physical literacy activity that introduces the concept of tag and marking players. There are various forms of competition to be used within the game, dependent upon the age of the players.

- Everyone chases each other and if they snatch a pinny they must give it straight back to the player who lost it, but keep count of how many pinnies they snatch in a set time.
- Players keep the pinnies and once your pinny is snatched you are eliminated from the game until the next round.
- Play as two teams, donkeys and riders, so the riders have no tails and attempt to snatch all the donkey tails as quickly as possible. Record the time and rotate roles.
- Two teams, all with tails and the team to gather their opponents the quickest wins.
- A further option is to repeat the games whilst dribbling a soccer ball.

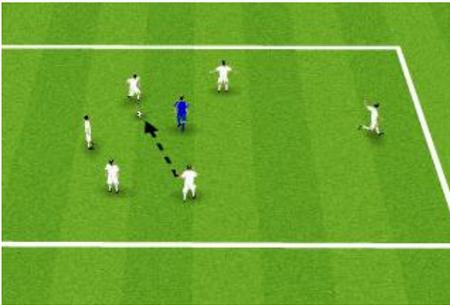
**PRESSURE COOKER**

**SET UP:** The Pressure Cooker takes place around a goal area with four players who are positioned around the goal area and act as servers. A goalkeeper in one goal and solo striker.

**INSTRUCTIONS:** Each server is allocated a number and on the coaches command of their number must serve the ball into the goal area, for the striker to receive and shoot on goal. The balls should be served at various heights and speeds. As the players improve their agility the service should be speeded up for the striker. Each

striker should receive a set number of serves and then rotate their roles. The winner will be the top scorer once all the players have rotated their roles including the goalkeeper.

**OPTIONS:** A great adaptation to this activity is to add an opposing defender, or an additional attacker, so the players have to compete to gain possession of the ball. This is an activity to challenge a players athleticism in executing shots from various angles, speeds and heights.

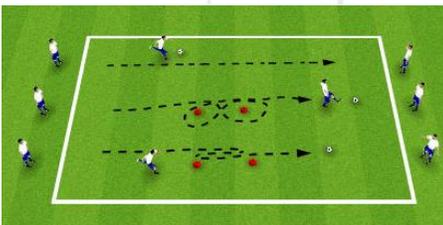
**RONDO FUN**

**SET UP:** Rondo is a simple keep away activity to be played in small groups.

**INSTRUCTIONS:** There are many methods of playing a Rondo, the most basic premise is that a group of players will circle around a defensive player and pass the ball between themselves. The player in the middle must attempt to dispossess the attacking players. If successful, they replace the player who lost possession of the ball (the passer or the receiver). In all play encourage the players to use their body to create deception and disguise in the pass.

**OPTIONS:** There are many conditions to a Rondo and it is important to keep it fresh, below are a couple of suggestions.

- Play with a prescribed number of touches (one touch, two touch)
- Play of a prescribed foot
- Perform a physical task after a pass (run to the edge of the grid, a push up etc)
- Passes must not be directly returned to the player who passed to the receiver
- The dimensions of the circle may be adjusted to meet the needs of the players
- Number of defensive players V attacking players may be adjusted.

**RUNNING BALL RELAYS**

**SET UP:** Players are grouped into threes and placed with two players on one side and one on the other side of a divide that encourages them to run at speed with the ball. Start the activity with places simply racing each other across the field.

**INSTRUCTIONS:** Progress the to add in a ball and encourage the players to push the ball ahead of their stride with the top of the shoe. Players should seek to cover as much ground as possible with the fewest amount of touches, whilst also allowing them adequate time to lift their head and make a clear observation of the

game between touches.

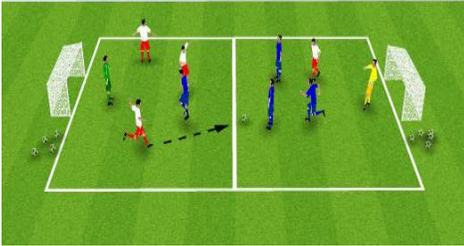
**OPTIONS:** Two suggested progressions

1. Include a slalom (figure of 8) dribble to encourage the players to recognize the importance of close control (dribble), loose control (running the ball).



- Run with sudden turn station in the middle, so again the players are required to maintain control of the ball while executing two sharp turns and then exiting the final turn with speed...

### SHOOT ON SIGHT



**SET UP:** The game is played on a field with the dimensions to match the players strength and ability to shoot the ball. Each half is divided by a distance measured just outside of the players shooting range, to challenge them. The group is divided into two teams and allocated to one half of the field, then each side nominates a 'cherry picker' to play within their opponent's half of the field.

**INSTRUCTIONS:** The game is played with all the players confined to their allocated half of the field, so it appears to be overloaded with defenders opposed to attackers. The objective is to encourage the players to accept shooting opportunities from a long distance. The role of the cherry picker is to seek deflections and/or prevent their opponents from gaining a clear shot at goal.

**OPTIONS:** The focus of the activity is to affect the players attitude to shooting, opposed to passing the ball. Even if there is an opponent positioned between themselves and goal, players should elect to shoot and see where the deflections may arrive? Once the session has addressed the attitude of the players, it is important to observe the shooting technique, where dividends are gained by low hard shots made towards and across the goal. The players (cherry picker and goalkeeper) positions should be rotated around the field on regular intervals.

Further options to challenge the players are:

- Use right/left foot
- Shoot on minimum (two) touches
- Shoot on volley

However within the coaching of the activity, the emphasis should always be upon encouraging players to shoot with accuracy and hitting the target.

### SHOOTING TECHNIQUE



**SET UP:** This shooting activity utilizes three players including a goalkeeper in small goals made from field cones. Each goal will have a goalkeeper and two strikers. The field is set up with goals quite close to each other to save on field space. There should also be sufficient balls made available for this activity.

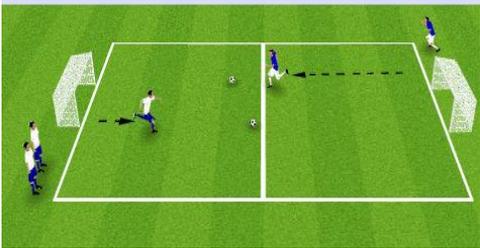
**INSTRUCTIONS:** Each activity is set up as in the illustration. On the coaches command the players attempt alternate strikes at the goal from their respective side of the goal. Then the first player to score three goals rotates positions with the goalkeeper. The set-up is designed to prevent players spending lots of time retrieving the ball.

**OPTIONS:** Players may initially start the activity with a static ball but should be encouraged to challenge their development by implementing the following conditions:

- Roll the ball forward and strike while it is moving.
- Roll the ball across your body and shoot on an angle.
- Goalkeepers serves the ball on the floor for a first time shot
- Goalkeepers serve the ball in the air for an aerial control and shot, or first-time volley.
- Strike the ball with alternate feet.

A supporting server maybe added to each end to serve the ball to the striker who starts with their back towards the goal or facing sideways from the goal. The focus is to encourage the striker to play a first time shot with a moving ball, thus adjusting their stance and positioning at all times.

### SHOOT FOR GOAL



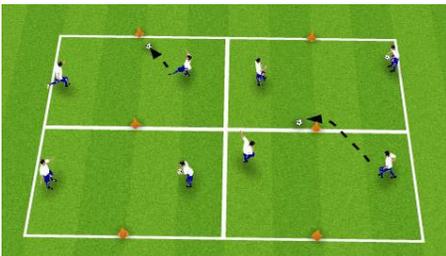
**SET UP:** This is a basic form of a game for very young players, who are too young to understand the concept of a passing game, but ALL wish to score in front of their parents. There should be two goals, of any size, to allow goals (no goalkeepers initially). The dimensions of the field should be sufficient for the young players to run and still shoot the ball.

**INSTRUCTIONS:** Two players stand in or beside the goal and on the coaches instruction (Go) will run to their ball and either shoot or dribble and shoot at the goal. The winner is everyone who scores, although for more competitive

children, you may choose the one who scores first.

**OPTIONS:** There are many options to add to the activity, including adapting the field dimensions, which foot may be used for shooting, or even adding a physical literacy task (log roll) or soccer technique (dribble through slalom cones) before shooting. Other conditions may be to add a goalkeeper and take one ball away, so both players compete for the same ball. The diagram indicates unbalanced teams because this is of no consequence to the game. In all circumstances, recognize these are young children and give praise and high fives to all.

### SIT DOWN -BICYCLE

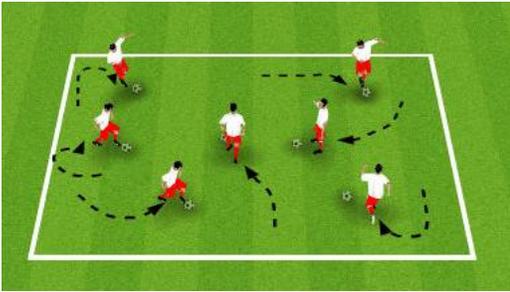


**SET UP:** Players have a ball each and sit on the floor in a circle shape, this is to help with retrieving loose balls. The coach builds up the activity following instructions supported by demonstrations.

**INSTRUCTIONS:** As the players sit with the ball they should follow the following theme line:

- Shake your legs like your swimming – Flexing at the knees not the hips and pointing their toes (flexed) across the circle.
- Now hold the ball above one foot, drop and play it lightly – to catch (using the top of the foot)
- Hold the ball and play off both feet to catch.
- Then hold the ball high and as you drop it, roll onto your back to lift your feet and hit the ball over your head.

**OPTIONS:** For more advanced players, the progression for a bicycle kick is to now start in a crouched position and then half-standing and full standing with a partner serving the ball so it drops just in front of the receiver's prone body position.

**SKILLS SQUARE**

**SET UP:** The set-up is simply a grid marked with cones to meet the age and number of players within the activity, who should each have a ball.

**INSTRUCTIONS:** This is a player led activity where the players are instructed to simply move (dribble) the ball within the square and show any moves they may use within a game. The coach should increase the tempo of the dribbling within the square to challenge the players. Once the players are comfortable and moving freely within the grid, encourage selected players to demonstrate a move for the other players to model (copy).

**OPTIONS:** Further conditions and games may be added to this simplistic activity:

- "Change" - on the coaches command the players stop their ball and run to commence dribbling another free ball within the square.
- "Flip" - The players perform a sharp turn or somersault with the ball before taking possession of another free ball to move with.
- "Traffic Lights" - using color codes the players react to the coaches command and execute a specific move (red Cryuff, Amber scissors, green Maradona turn).
- "Numbers" - The players are provided with a number and using just one ball, the players move freely, on the coaches command, the player with the ball must identify and pass to the player of the corresponding number. This could be in numerical order to start and then the numbers may be mixed randomly to challenge the players observation of the field.

**SOCCER TENNIS**

**SET UP:** Tennis brings a game concept to juggling, where two or more players may play within two square/rectangular sized courts. The size should be appropriate to the players age and ability.

**INSTRUCTIONS:** The concept is similar to tennis, where teams pass the ball over a mid-line (net) to their opponents for them to repeat the sequence.

**OPTIONS:** There are many rules that may guide competition as the players improve.

1. The ball is allowed to bounce on the court twice before returning it to your opponents and players are permitted unlimited touches.
2. If the ball bounces outside the court or more than twice on a player's side, their opponent receives a point.
3. Following the gaining of a point, the winning team gains service and plays the ball to their opponent to recommence the sequence. All service passes must be played above head height - but head height ruling is only for the service shot.
4. The game may progress for any series of points (10, 20) and players should replicate tennis, whereby they switch ends at appropriate times within this game.

**THREE N IN**

**SET UP:** This is a simple set up for any number of players and may be adapted in many ways. The organization is a goal and ball. The objective is for the striker to score three goals and then switch roles with the goalkeeper.

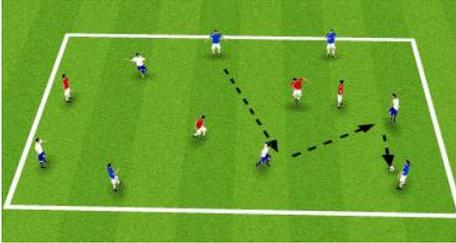
**INSTRUCTIONS:** The game is essentially a one on one activity (field 1). The striker may be conditioned to shoot with either foot, limit the number of touches, or play an aerial shot on the volley.

If another player is available (field 2) then they may play a game of 1 v 1 against each other. In this situation the winner rotates position with the goalkeeper once three goals have been scored and a new game commences.



**OPTIONS:** Shooting coaching points should be to consider accuracy before power, try to keep the shot low and if possible across the goal to the corners.

### THREE TEAM TRANSITION



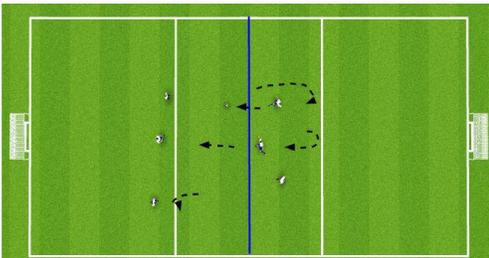
**SET UP:** The activity takes place in a large rectangular field and the group of players are divided into three equal teams in three colours.

**INSTRUCTIONS:** Two teams play together (in this illustration blue and white team) against the opposition (red team). The objective of the two teams is to maintain possession of the ball. If the red team dispossess or gains possession of the ball, they become attackers and the last team to touch the ball becomes the defending team. If the blue team were the last team to touch the ball they become the

defenders against the white and red teams.

**OPTIONS:** There are various progressions to challenge the players, these may include a number of touches on the ball (one touch for speed of thought, three touch for enhanced ball skills and creating space as an individual). A further option is that the attacking team may not play back to someone in their own color, for example a white player must pass to a blue player and so forth.

### THREE LINE PASSING

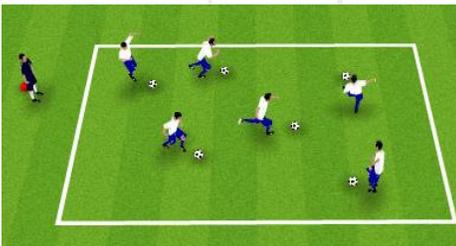


**SET UP:** This activity is to focus developing individual technique whilst running. The players work in pairs and alternate the workload, so there is active recovery between the runs. One player (the server) is positioned on the white line, whilst their partner runs between the blue (pass line) and back white line.

**INSTRUCTIONS:** The coach gives various conditions to the running player who must receive and play a return pass to the serving player, whilst on the run. These conditions may include a specific foot, two touch control and pass, aerial volley's or headers.

**OPTIONS:** In addition to the above conditions, coaches may also instruct the activity as a competition, to place additional pressure on the players. Another technical consideration is to have the passer play on one touch or perform as set number of juggles between the receivers run.

### TRAFFIC LIGHTS



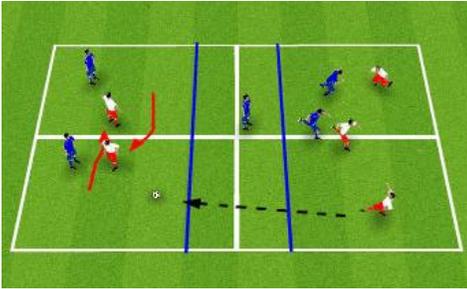
**SET UP:** The players have a ball each in a square that allows them to move freely. This is a coach led session to encourage dribbling and observation.

**INSTRUCTIONS:** The players are instructed to dribble the ball under control within the square. Then on the coaches command they must stop (red), go (green) or turn (amber) with the ball. The coach may also specify specific stopping actions (i.e. with a 'foot', 'knee' or 'butt') or different methods of turning with the ball.

**OPTIONS:** The focus of the activity is dribbling and movement with the ball, but also observation while in possession. A progression is to implement colored markers instead of calls to initiate an action, so now the players need to push the ball slightly further out of their control, in order to observe the coach and his actions. For example a red cone - stop, blue cone - Cryuff turn, yellow cone - Maradona spin.

This format may be used to introduce any number of new moves, but it is recommended to focus upon no more than three moves in one session.

### TRANSITION PATTERNS



**SET UP:** The set-up is two equal playing areas (dimensions should meet the needs of the players; size and ability) divided by a smaller channel. The two team of five are split so there is 3 v 2 in one zone, in favour of the team in possession. 2 v 2 in the opposite end, with the spare defensive player located within the central zone.

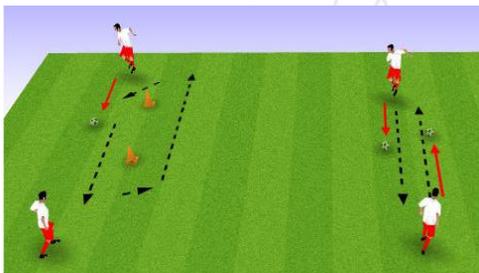
**INSTRUCTIONS:** The objective of the activity is to encourage the team in possession to work sufficient space for a creator, deep laying support player, to pass the ball through the central zone evading the defensive player, to the two attackers. The attackers meanwhile need to hold their space, then on the moment the creator looks to find a pass, the attackers split their runs and switch positions. This would create uncertainty between the defenders and space for the attackers to receive the ball in.

If the ball is received successfully by the attackers, one of the supporting attackers joins them to again create a 3 v 2 scenario. If the defending team intercept the ball, the supporting defender from the central zone links up in the new zone to create a 3 v 2, whilst one of the opposition attackers in the opposite end has to take up position within the central channel – thus creating a 2 v 2 in that zone.

**OPTIONS:** The activity should be used with hands initially, for the players to gain an insight of the objective. The activity has been developed to re-create the situation where a deep laying midfielder or defensive player is attempting to play the ball to their forwards. The key for all is to observe and wait for the right moment – to play the ball, hit the space, and to make the switch moves. Can the players recognize patterns of support and play.

Additional conditions may be placed on players in terms of increasing the difficulty, two touch play, each one of the trio must play the ball before it is passed across the central channel? All balls should be encouraged to be played on the floor.

### TRAMLINES



**SET UP:** This is a challenging passing activity for players working in pairs. The initial activity is played around two cones and encourages the players to receive and move the ball on the first touch, so they must play around and along the channel of cones on two touches.

**INSTRUCTIONS:** Players should be encouraged to use a specific foot and consider their body position when receiving, moving and playing the ball.

**OPTIONS:** The second activity is played between two players with no cones, but a ball each, so the players pass and receive a ball at the same time. This activity encourages players to consider the movement of the ball and the strength of their touch on receiving the ball.

Once the basic movement patterns have been mastered, players should be encouraged to rotate the directional play, so instead of receiving on their left and passing on their right, they play the opposite direction, hence receive on their right and pass with their left foot. They may be instructed to play off one foot, so players should receive on the outside of their right foot and pass with the inside of the same foot.

**TRIANGLE PLAY**

**SET UP:** Groups are made up of three players with two balls and positioned in a small triangle formation. The size of the triangle will be dependent upon the players ages and abilities. It is advisable to have some additional balls in supply for any stray balls during the activity.

**INSTRUCTIONS:** The objective of the activity is to work on receiving the ball. On the coaches' instruction the two serving players will alternately serve the ball to the receiver, the service type should be in accordance to the coach's instructions. Players will continue service until the coach instructs them to change the rotation (receiving player).

The activity should start with a steady pace but increase quickly so the receiving player is under sufficient pressure (speed) that they do not have time to dwell during serves; but adopt an automatic/instinctive pattern of movement to play the ball. The quicker the serve the more the player's focus on movements and instinct, so the body adapts to the needs of the serve.

**OPTIONS:**

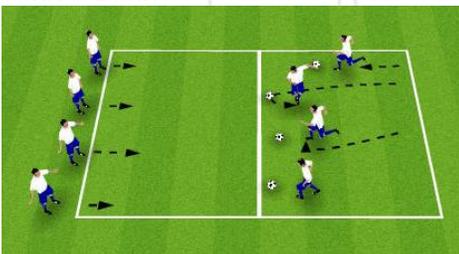
- The first option for this activity is to simply pass the ball by foot, along the floor with all players playing on one touch. It is important to play the pass to the appropriate space or foot to enable the receiver to make a quick return pass.
- As indicated the sequence should challenge the receiver, so as one pass is returned, the opposite server is already serving the next ball.
- Further options are to increase the variance of the serves and passing. So now the servers may serve a ball from the hand so the receiver has to return the ball with volley's, using the inside, top and outside of the foot.
- Other options could be to execute a return pass off the thigh and then head. All of these movement are used within a game and focus upon enhancing body movement (physical literacy) and play with the ball.

**TROLL**

**SET UP:** Troll is the same theme as What's the time Mr Wolf. So each player has a ball and one leader/player is the Troll.

**INSTRUCTIONS:** When the players are told to 'go' they dribble the ball across the bridge, without the troll taking it from them. When they get close, the coach calls "run for home" and the players turn and run with the ball back to the start. If a player loses their ball they then also become a troll. There can be multiple Trolls and the winner is the last one on the bridge.

**OPTIONS:** Players must dribble with one foot or the other, use alternate feet. Conditions may also be made to perform a certain turn when try to evade the Troll.

**TURN & BURN**

**SET UP:** The field is split into two equal halves with a dividing centre line. The players are position in pairs across the grid from their partner. All the players have a ball and on the coaches command of go, they dribble toward the centre line before turning again on the coaches command.

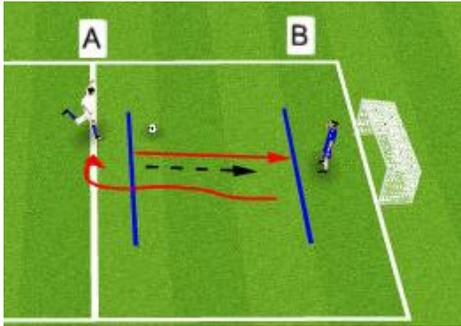
**INSTRUCTIONS:** The coach will dictate the play with a call to 'turn' and the players should either execute a turn of the coaches choosing (demonstration) or their favorite turn and retreat to the start line. The coach may request this action

several times in one sequence - hence lots of turns.

**OPTIONS:** A progression is to have just one partner with a ball and encroaching the centre line. Then on the coaches command of 'burn', the opponent without the ball will run across the field and challenge to win the ball off their partner before the ball carrier returns to the safety line at the beginning.

The roles should be switched up to allow lots of repetitions with the partners. The coach will control the tempo of this session and may request many turns at the same time. The technical focus is dribbling, turning and running with the ball.

### TWIST N SHOOT



**SET UP:** The dimensions should match the age and ability of the players, who can play in pairs. Ideally the distance between the two lines should challenge the striker and allow the receiver an opportunity to save the shoot.

**INSTRUCTIONS:** The players start at each line and the player standing furthest from the goal (player A) has the ball. Player A passes to player B and then makes a retreating run to defend the goal, whilst player B moves with the ball to the outside line that they must cross and turn with the ball as quickly as possible, before attempting a shot on goal. The shot must be taken from beyond the line. Each player then reverses their roles after each shot. The player receiving the ball must attempt to save a goal from being scored by using their body but not their

hands or arms.

**OPTIONS:** The main techniques for this activity are running with the ball, turning and shooting. The essence is to push the ball ahead on the run, perform a tight turn that plays the ball ahead of your body as you turn, so that you can move on to strike the ball effectively. If the ball is still under the body following the turn, it will require an additional touch or step back to perform an effective shot.

Certain conditions may be placed on the activity to make it more challenging, such as conditioning the specific use of either foot, or requesting specific turns and then possibly positioning cones in between the lines to present a slalom run.

### USE YOUR HEAD



**SET UP:** These are two introductory heading activities. The organization is to pair players with a ball between two within some grids as illustrated. The size of the grids should be supportive to the age and ability of the players. For 12 year old players and above a 10 yard grid is supportive.

**INSTRUCTIONS:** 1. The players in this activity (1) are simply serving the ball underarm, for their partner to return a header to the server. Consideration should be made to encourage the correct technique, focusing on using the forehead to strike the ball and encouraging them to swing their body in a forward motion from

the hips to strike the ball. 2. In activity two, the ball is served from the side of the grid to a team-mate, who attempts to head the ball into their opponent's goal. The defending opponent must attempt to save the header with their body, so they are not permitted to use their hands or arms.

#### OPTIONS:

1. In this activity encourage to pairs to accumulate a number of consecutive headers.
2. Teams score one point for each goal scored. Their opponent though will score a point if they save a header with a header. So the focus should be on aiming the headers to the floor where it is more difficult for the defender (and in a game a goalkeeper) to save the ball from going into the goal.

**WILD WEST SHOOT OUT**

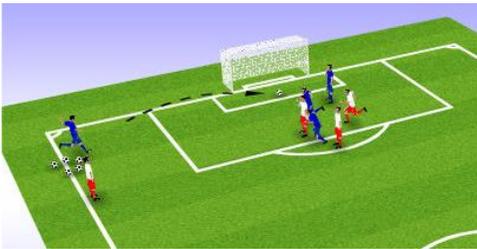
**SET UP:** This activity is similar to US Shoot-Out, but played in teams. Each player should have a ball and line up behind the start line. The distance should encourage the players to shoot from distance and challenge the singular goalkeeper.

**INSTRUCTIONS:** The session could be started with no goalkeeper, both teams start at the same time and their corresponding players run and shoot their ball to goal. The next player in line cannot run until the shooter has returned and performed a physical challenge with the next shooter in line (high five, crawl under the legs). Once all the shooters have gone the winning team is a combination of quickest team

to finish and most goals scored.

Points awarded 2 points first to finish and 2 points per successful goal scored.

**OPTIONS:** There are many options to encourage shooting accuracy, physical literacy and most importantly fun! These may include shooting with either foot, or perform a task (somersault) before shooting etc.

**WORLD CUP PAIRS (headers and volleys)**

**SET UP:** A simple set up is to have players assemble in a penalty area in readiness to receive a served ball from wide servers.

For young players the balls could be served in from a hand delivery. There should also be no goalkeeper for younger ages to encourage more goals to be scored.

**INSTRUCTIONS:** The servers deliver the balls into the midst of players who compete to score a goal with their head or a volley. If a player strikes the ball goal bound and it strikes another player, it remains the initial strikers goal. If another player deflects a headed attempt with their head, then the goal should be accounted to the last player who struck the ball goal-bound.

With large groups of players, they should be allocated into pairs and given a nominated country name. Then as each team scores they are passed through to the next round of the competition, they withdraw until all the qualifying teams have scored to earn their place in the next round. At the end of each round, the remaining team yet to score is eliminated from the competition. When the challenge continues until the last two teams for the final, there should be two goals to decide the winner.

**OPTIONS:** As indicated this is an advanced technical and competitive game for players who are confident with their heading. An initial start may be as indicated to have a coach serving the ball by hand for just one player to run in and head or volley the ball towards the goal. Then increase the number of players permitted to compete and head the ball. The key is that players are confident and attack through the ball to guide it goal bound..

For a more regular shooting activity, the server should start the activity by serving the ball at varying speeds and heights from midfield. So the attackers are required to receive, turn and shoot as in a game.

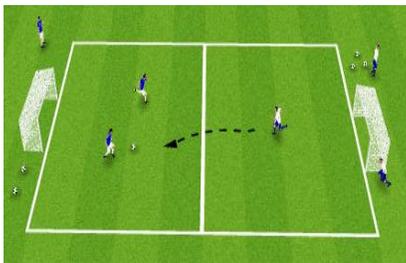
**1 v 1 SOCCER**

**SET UP:** This is a small-sided game set up that encourages individual skill development in a competitive environment. Small goals are made with two cones on a small field. The dimensions may be modified to meet the needs of the players and game. Wider goals more goals, smaller goals more dribbling.

**INSTRUCTIONS:** The work- rest ratio is short and intense - hence a waiting player is also the recovering player. The emphasis is that the two opposing players within the game work to try and score a goal on their opponent. If successful the losing player is replaced by their partner (tag) and the game resumes. The winner always stays within the game, and so the chances of them tiring and making mistakes. The team that wins is the team that scores the most goals in a given time. Conditions may be placed on players for them to focus on different needs:

- Goals must be scored by dribbling through the cones.
- Goals may only be scored from the defender's half of the field
- Goals can only be scored once a dribble has eliminated the opponent.

**OPTIONS:** A further option is to make the goals bigger and use the resting player as a goalkeeper. Play a set time period instead of one winning goal (for example 2-minute games).

**2 v 1 Challenge**

**SET UP:** This is a simple set up to engage the players and encourage their dribbling and decision-making skills. There should be two goals and two groups of three players (with players rotating through the sequences). The field dimensions should challenge the players to allow them space to carry the ball and make decisions. Some spare balls should be made available.

**INSTRUCTIONS:** The first rotation of players should start on the field with the defensive player in possession of the ball. The defender always starts the activity by passing to one of the attackers. The attackers then attack the opposing goal and attempts to score with the condition of a one touch finish. This will require the attackers to create space and a final pass into space around the defender. If they score, then that team continues to attack on the next rotation. If the defenders win possession within the play, they can attempt to score in free play - if successful then they gain possession attack their opponents' goals. If the ball is played out of the field boundaries, possession is retained and continued by the team winning possession from the ball going out of play.

**OPTIONS:** This is a fast-moving game and other options could be, add goalkeepers, play 3 v 2. The session could be coached from an attacking or defensive perspective. Off-side rule should apply beyond the half-way line.

**10 & One**

**SET UP:** This activity takes place around a goal area and the dimensions and number of players should reflect the age and ability of the players, ensuring that they are challenged. There should be a numerical advantage for one team and ample supply of spare balls to maintain the activity flow.

**INSTRUCTIONS:** The essence of the game is to encourage positive possessional play by the attacking team (the team with numerical advantage – blue) and a pressing defensive play by the opposition (white). The attacking team must seek to maintain possession and complete 10 consecutive passes to score a goal. The defending team must press the ball and on gaining possession may attack the goalkeeper immediately to score a goal.

**OPTIONS:** The players should then be rotated after every 3 goals. Attacking conditions could be made to condition the number of touches the players are permitted to take. The defending team could be conditioned to complete a set number of passes before attempting a shot on goal.





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