



THE PARADISE WAY

Development Coaches Seminar Series 2017/18

Seminar 1 Overview

- Part 3: Session Structure
- Part 4: Coaching Methodology
- Part 5: The Discipline of defending
 - Technical/Tactical Curriculum
 - Sample Drills



THE PARADISE WAY

Part 3: SESSION STRUCTURE

The Warm Up – THE BALL



TRAINING FORMAT GUIDE

Introduction to Stretching

During the U10 year stretching can start to be introduced as at the beginning of the outdoor season. 3 or 4 very simple dynamic stretches mixed into ball work.



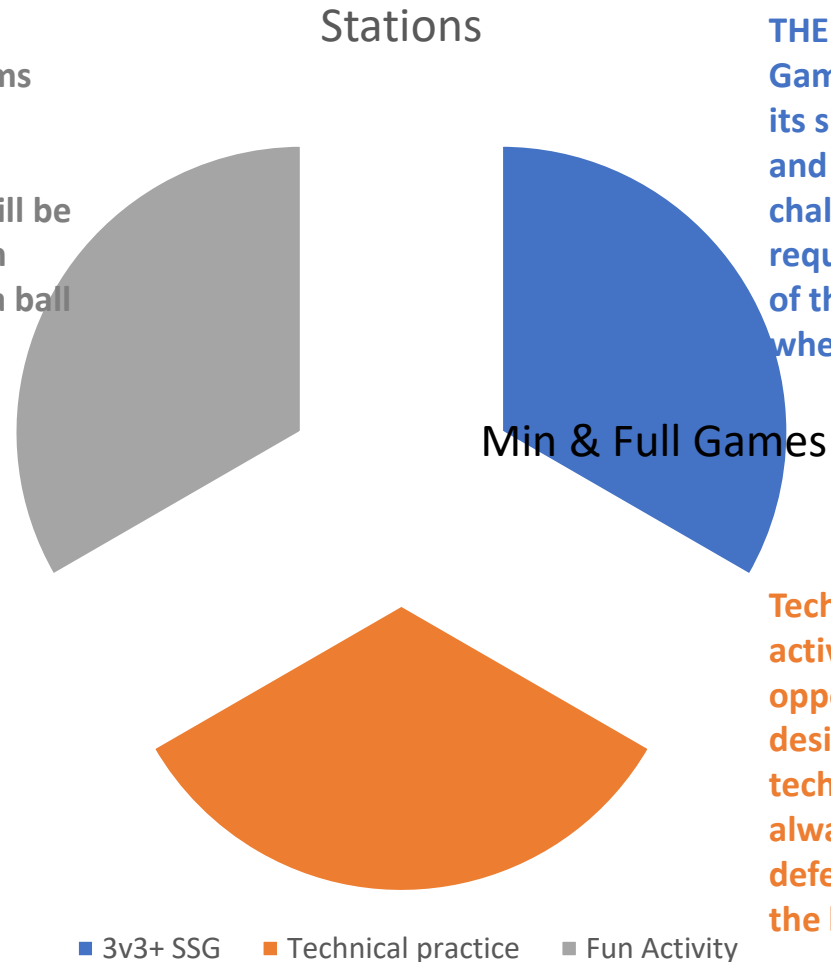
The “TRAINING FORMAT”

Practice Format refers to the type of drill, game or activity the players are being asked to participate in. At highest levels of play there are many formats such as Phase of Play, functional Practice, Shadow Play etc. For PSC at our various levels of age and stage of development there are three key training formats that should be employed.

Fun Activities are games designed to teach implicitly. Games are designed to pose problems similar to the game of soccer and challenge techniques and decision making. The focus is purely fun competition however the players will be learning through doing! There should be a high ratio of balls to players (usually a ball each or a ball between two/three).



All Physical Outcomes can be realised through the three key formats.



THE GAME itself is the best teacher. Small Sided Games could be a minimum of 3v3 for the game in its simplest form. Variations in the field dimensions and conditions can be used to provide different challenges to the players. A fundamental requirement is that there are target(s) at both ends of the teams to score at. No positions are required when playing 5v5 or less.

Technical Practice includes small group play; fun activities, unopposed play, passive opposition, opposed 1v1, 2v1, 2v2+ play. These practices are designed to enable the players to work on specific technique(s). Game realism is key. There should always be a target for both the attacker and defender and play should never stop until a goal or the ball goes out.

MAXIMISING TOUCHES ON THE BALL


The keys to maximising Touches;

- Organisation – having next activity prepared in advance so you can smoothly and quickly transition from one to another
 - Pinnies ready
 - Cones / Goals set up ready to go
- Small Group sizes for Technical Opposed work
 - Eg If you have 12 players 1v1's can be done with 3 groups of 4 players. With 4 players per group 2 players are playing while 2 are resting, rather than 1 big group with 10 players inactive.
- Include Mini Games rather than just full field Small Sided Games
 - With 12 players play two mini 3v3 games on a half sized field should be used at least half of your game time!



Session Structure

U8 – FUN + Learning.....*Learning is a sub-conscious bi-product*

Format	Time	Description	Notes
Arrival	5 minutes	Ball work tasks	Eg Player & ball, Ball & Wall, Pairs and wall. Also forms first part of the warm up with Game Related movements
Part 1: Warm Up	5 minutes	Movement & Soccer Co-ordination & Technique	Technical Unopposed component, ball each or between two, maximise touches
Part 2: Fun Activity & Technical Practice (opposed)	8 - 10 minutes	Technique will be learned through playing the fun activity & Movement & Soccer Co-ordination	For U8 do more fun activities & use occasional opposed Technical Practices such as 1v1 or 2v2. Ratio 3 fun activity days to 1 technical practice day. (3 Fun : 1 Learning) Activities designed to encourage use of fundamental soccer skills. Lots of balls involved. If playing elimination game come up with tasks for players when knocked out!
			
Part 3: Min & Full Games (SSG)	15 minutes + 15 minutes	a) Reduced games 2v2 or 3v3 + optional b) Full Field game 5v5 or 6v6.	Split gym down the middle & play cross ways to have two fields simultaneously. Play 3v3 with no GK, or 4v4 as 3v3 + GK. For full field game - No Retreat Lines in SSG, no positions in games & Have a GK in goal ie 5v5 = GK + 4v4

Session Structure

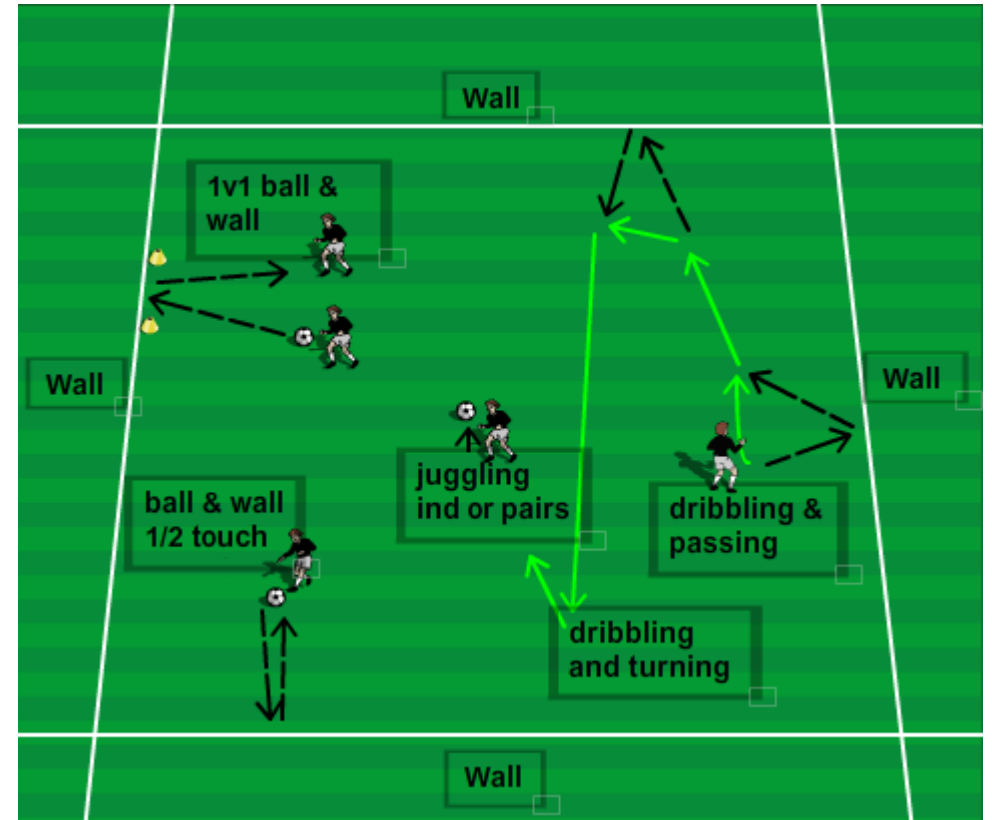
U10 – FUN & LEARNINGalways both together

Format	Time	Description	Notes
Arrival	5 minutes	Ball work tasks	Eg Player & ball, Ball & Wall, Pairs and wall. Also forms first part of the warm up with Game Related movements
Part 1: Warm Up	10 minutes	Movement & Soccer Co-ordination & Technique	Technical Unopposed component, repetition of techniques relating to theme (Occasional sessions can also include intro dynamic stretching in between ball touches)
Part 2: Fun Activity & Technical Practice (opposed)	10 - 20 minutes	Technique will be learned through playing the fun activity or through competitive opposed practices & Movement & Soccer Co-ordination	Ratio somewhere between 3 : 1 >>> 2 : 2 (3 fun activity days to 1 technical practice day or 2 Fun : 2 Learning). For U10 Weekly 1 session could include a fun activity and the other an opposed practice with 2v1 or 3v2. All players active, Bring games to life through sparking players imagination with a story to the game. Activities designed to encourage use of fundamental soccer skills. Lots of balls involved. If playing elimination game come up with tasks for players when knocked out!
Part 3: Min & Full Games (SSG)	25 minutes +	a) Reduced games 2v2, 3v3 4v4) + optional b) Max Gym 6v6, Pplex 5v5.	Split gym down the middle & play cross ways to have two fields simultaneously. Play 3v3 with no GK. For full field game - No Retreat Lines in SSG, no positions in games & Have a GK in goal ie 5v5 = GK + 4v4.

AVOID 6v6

PRE SESSION - U8/10 – Example Arrival – Theme Passing (5 mins)

- Players are given one or multiple options from the tasks in the diagram
 - For a passing session choose the ball and wall activities and dribbling and passing activity
- Some require a ball each, others 1 ball between 2
- Keeps the players active while everyone arrives, and gives additional time for the coach to get organised
- In 5 minutes a player should get 300 to 600 ball touches or possibly more!



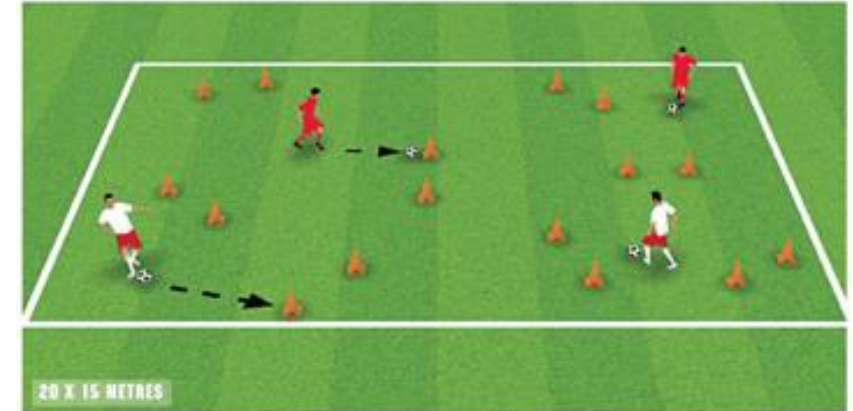
Prt 1 - U8/10 – Example Warm Up – Theme Passing (5 mins)

- With a Passing theme you would skip straight to the 2 player version of this activity
- Simple instruction and get the players passing and moving.
- U10's Stretching can occur at intervals on the coaches command "Leave the balls and stretch" or can ask the players to stretch every time after they make a pass while there partner dribbles around.
- Have a little competition – have the players keep count of how many times their ball hit a cone or player
- You don't have to use the rules given, for instance you might change it so the objective is to pass the balls through the gates

PASSING & CONTROL (2 Player version)

ACTIVITY 1: "SHARK ISLAND"

IMAGINE YOU'RE ON AN ISLAND SURROUNDED BY SHARK-INFESTED WATERS.



SET UP:

- Up to 12 players, each with a ball.

INSTRUCTIONS:

- "Go!" – use your feet to move the ball around the island, trying not to touch a cone or fall off into the water.
- "Pass!" – Use your foot to pass the ball and try to knock over the cones. Try to knock them all down (in 30 seconds).

OPTIONS:

- In pairs, with one ball between them. "Pass!" – use your foot to pass the ball to your partner on another part of the island, without knocking over any cones.
- Pass back and forth with your partner as many times as you can (in 30 seconds) without knocking over any cones or falling off the island.

Prt 2 - U8/10 – Example Fun Activity – Theme Passing (10 mins)

- In the team version of this game players will be required to pass while on the move, get their heads up, pass to hit stationary player and pass to hit moving players.
- Also for the players that are stuck in the quicksand they are required to TALK to ask for help.
- This is a perfect example of let the game be the teacher. Just make sure they understand the rules and then let them have fun and enjoy it with them! Keep score and praise the good!

COORDINATION—DRIBBLING & PASSING (Team version) ACTIVITY 4: "QUICKSAND"



SET UP:

- Up to 12 players.
- Have the parents form a large circle, with one parent or coach inside it.

INSTRUCTIONS:

- "Go!" – the coach/parent inside the circle is the "tagger." Run around the island and try not to get tagged. If you do, you're stuck in quicksand until a teammate crawls through your legs to set you free. Keep your head up and make sure not to bump into anyone, and don't fall off the island!

OPTIONS:

- Run around with a ball in your hands, or bounce the ball as you run.
- "Dribble!" – use your feet to move the ball. Pass the ball through your teammates' legs to free them from the quicksand.

38 CANADIAN SOCCER FEDERATION COORDINATION SKILLS – DRILLS & ACTIVITIES

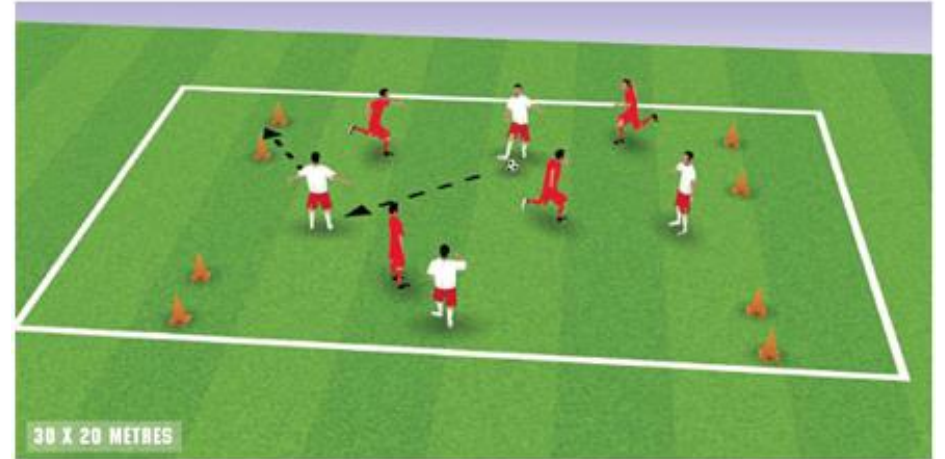
Variations

- As shown above but every player has a ball, if the coach tags them they are stuck and must stand with their legs wide apart and shout for help, then they can be set free if someone else passes a ball through their legs
- As shown above but the coach has a ball and tries to pass a ball to hit them below the knee to freeze them
- U7+ TEAM VERSION – BEST VERSION! If you have multiple colours then give one colour only soccer balls. That team must try to hit the rest with the ball below the knee. If they get hit they are stuck and must stand with their legs wide apart and shout for help, then they can be set free if one of their team mates crawls through their legs

Prt 3 - U8/10 – Example SSG – Theme Passing (25 mins)

- With 12 players split them into 4 teams of 3.
- Set up 2 fields by splitting the gym in two and playing crossways
- This enables the players to get more touches and you can have everyone playing rather than play 5v5 and have 2 sitting out.
- If you have odd numbers introduce 1 player in a different colour as a neutral player that always plays with the team in possession, or just play 4v3 rather than having a sub.
- To encourage passing you could try putting a condition of maximum 3 touches with the U10's (not U8's)
- KEEP SCORE! Designate 1 field as the winner field. Move the winning teams after each 5 minute game across to the same field to play each other

SMALL-SIDED GAMES—PASSING ACTIVITY 1: “GATE PASS”



SET UP:

- Eight players, in 2 equal teams.
- Four corner gates marked out with cones.

INSTRUCTIONS:

- “Go!” – score a point by passing the ball through one of the other team's gates. When your team has the ball, work with your teammates in a triangle, with the two side players getting into space for a pass to support the teammate with the ball.

OPTIONS:

- Players must pass through the gate to a teammate (who receives it under control) to score a point.
- Add a 3rd gate in the middle of the field where either team can score.

Session Structure

U12 –LEARNING & FUN*Focus on Learning but KEEP IT FUN*

Format 5v5	Time	Description	Notes
Arrival	2 - 5 minutes	Ball work tasks	Player & ball, Ball & Wall, Pairs and wall. . Also forms first part of the warm up with Game Related movements
Part 1: Warm Up	8 - 10 minutes	Movement & Soccer Co-ordination & Technique	Technical Unopposed component with dynamic stretching 1-2-3 quick steps between stretches high tempo stretching rhythm interwoven into ball work (passing, dribbling turning based on theme). Include a fun activity at the end here such as king of the ring if theme is progressing.
Part 2: Technical Practice (opposed) or Occasional Fun Activity	10 - 20 minutes	Technique (through opposed practice) 1v1, 2v1,2v2 or 3v2 to 3v3 & Movement & Soccer Co-ordination	Ratio 1 : 3 (1 fun activity day to 3 technical practice days). Key is include fun in warm up and ensure that Opposed practices are fun ie game realistic; Progressing themes 1v1 and 2v1, Passing and Mastery 2v1 to 3v3 Once every couple of weeks choose a Fun Activity designed to encourage use of fundamental soccer skills for the theme but ensure Ball each or between 2 or 3. Minimise group sizes, avoid lineups and inactivity. Players active, competitive edge in a fun way.
Part 3: Min & Full Games (SSG)	25 + minutes	a) 3v3 , 4v4 Reduced games for 12+ players (or add GK's extra). + optional b) Max Tplex 7v7 (= 6v6 plus GK's), Pplex 5v5, Gym 6v6	No Retreat Lines in SSG. No positions for 3v3 and 4v4 less. For Full Field games can sometimes introduce positions (GK, 2 Def, 2/3 Mf, 1/2 For) and the game should see players rotating in and out of positions in free play as they move on or off the ball. If this is not happening then go back to no positions – just let them play. See Also Wall Ball and Transitional Games!

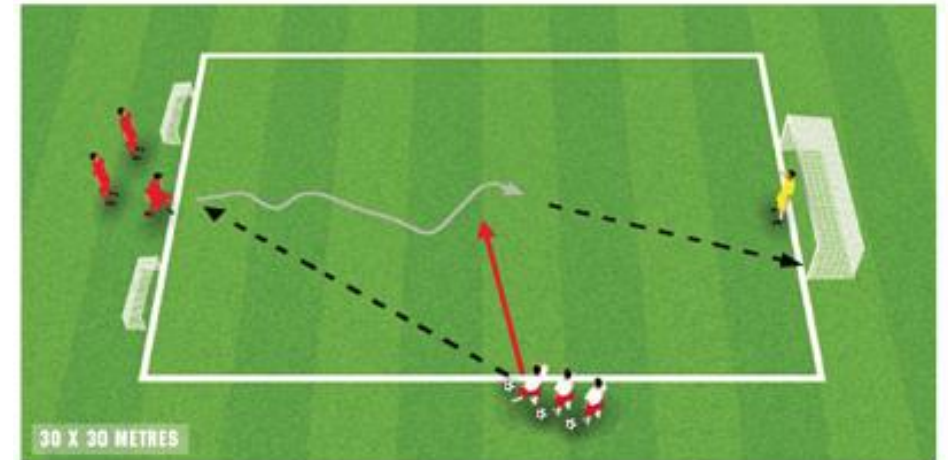
Prt 2 - U12 – Example Technical Practice – Theme Progressing with the Ball (15 mins)

- For this age we need to put the players in situations that resemble real situations in the game, where they are opposed and competing. So, Prioritise these type of opposed practices. Every now and then throw in a fun activity to keep it fun!
- Activities can finish with a shot on a goal with or without a GK, or a pass to hit a target area/ball on a cone/player.
- There should ALWAYS be transition ie in the is drill the defender has an objective when they win it (as opposed to the the play just stopping when the defender touches the ball. This way we train players to keep playing when they lose the ball transition and try to win it back right away.
- The key here is to get multiple groups doing the same activity and within each group the player competing against each other and keeping score. Then the coach can create a ladder where if players win the climb up and lose they move down....at the top of the ladder if you keep winning you remain, if you keep losing at the bottom you remain there. This can be done with two groups or unlimited groups. This motivates players and groups players of like ability together
- In this example a great practice would be 1v1 to finish with a shot on a GK. The diagram shows 2 lineups with 3 players. Instead of that you could make two separate groups of 3. so set up the drill twice! Then you can motivate the players by using a Ladder and creating a winners field!
- Use Conditions to encourage the theme. Example “You have to get across the ½ way line before you are allowed to shoot”

KEY ASPECT
TRANSITIONAL
DEFENDERS
ALWAYS HAVE
A TARGET AND
PLAY
CONITNUES
UNTIL BALL IS
OUT

TRAINING FORMAT GUIDE

SMALL-SIDED GAMES—DRIBBLING & ALL THEMES ACTIVITY 1: “ONE ON ONE” & 2 v 2 or 3 v 2



SET UP:

- Up to 12 players, working in pairs (1 attacker, 1 defender); 1 goalkeeper.
- One large goal; 2 smaller goals (or gates marked out with cones) at the opposite end of the field for defenders to aim for.

OPTIONS:

- If the defender wins the ball, he/she can dribble out or try to score a point by passing the ball into one of the two smaller goals.
- Add players to create a 2 v 2 or 3 v 3 game.

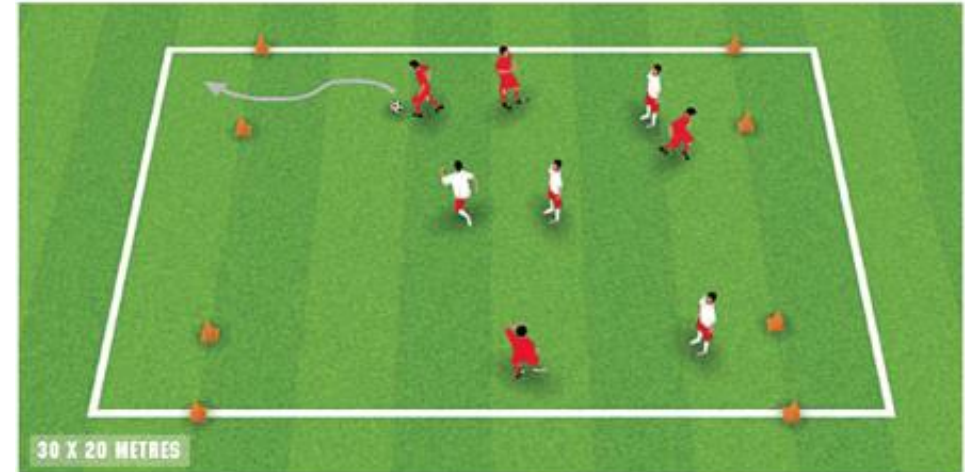
INSTRUCTIONS:

- Attackers line up at the end line opposite the goalkeeper. Defenders line up on one side of the field.
- “Go!” – the first defender passes the ball to the first attacker then runs onto the field to challenge for the ball. The attacker tries to dribble past the defender and shoot on net to score.
- “Switch!” – players swap roles. Continue until all players have had a turn as both attacker and defender.

Prt 3 - U12 –Example SSG– Theme Progressing

(25 mins = Reduced Game 15 mins and Full Game 10 mins)

SMALL-SIDED GAMES—DRIBBLING & DEFENDING ACTIVITY 1: “THROUGH THE GATES” OR “INTO THE ENDZONE”



SET UP:

- Up to 8 players, in 2 teams; 1 ball.
- Use cones to mark out 4 corner gates.

INSTRUCTIONS:

- “Go!” – your team scores a point by dribbling the ball through one of the other team’s gates. Work with your teammates in an attacking “triangle,” where the two players on the outside support the dribbling player by getting into space and providing options for passes.

OPTIONS:

- Allow players to pass to a teammate through a gate to score.
- Add a third gate in the middle of the field that either team can use to score.

- With 12 players split them into 4 teams of 3.
- Set up 2 fields by splitting the gym in two and playing crossways. (See also SIDEWAYS Games for this theme)
- This enables the players to get more touches and you can have everyone playing rather than play 5v5 and have 2 sitting out.
- If you have odd numbers introduce 1 player in a different colour as a neutral player that always plays with the team in possession, or just play 4v3 rather than having a sub.
- To encourage progressing (dribbling, turning and running with the ball) you need to be careful it does not get too congested....in this case if you have more than twelve rather than adding and playing 4v4 you could have a fifth team waiting to play and play a rotation after a certain time or winner stays on.
- In this example to encourage dribbling using an endzone rather than gets works best.
- KEEP SCORE! Designate 1 field as the winner field. Move the winning teams after each 5 minute game across to the same field to play each other

INTEGRATING Goal Keeping



Goal Keeping is often neglected without dedicated GK coaches available at training.

OR there is an absence of players interested in playing the GK position. In both cases its beneficial integrating a GK component into Technical Practices and Games. For U10 and younger just as for any other position players should be rotated and typically players interested in GK as a primary position will not emerge until U12.

U12 Include them in technical practices to work on passing and control

Rotate players as the GK

Rotate For U10 and Younger no designated GK's or if you don't have a GK at U12

GK's use their feet too or they can have special permission to vary the exercise and use their hands

U12 GK can warm up with the team in training

Any Age -Give them a specific role in a technical practice that requires them to rehearse a GK skill

Key Roles = Shot stopping, switching the play, distribution from hands and feet

Add Goals and Finishing to Technical Practices

Eg Dribbling 1v1 can finish with a shot for the attacker



THE PARADISE WAY

Part 4: COACHING METHODOLOGY

COACHING STYLES

COACH DRIVEN LEARNING

INTERVENTIONS

- HOW? Coaching Style (command, Q&A etc)
–
- WHEN? Coaching Over, Traditional
Stoppage/intervention, coaching in between
action

Coaching / Teaching Styles

Coaching Methodology	Command (Directive)	Questions & Answer	Guided Discovery	Observation	Trial & Error
Player Coach Interventions	Coach tells & shows required solution	Coach leads with question to gain response from players	Coach asks a question or issues a challenge	Coach & players observe	Player &/or Coach decide on challenge
Example	'I want you to...!'	'Can you tell me what you can do here?'	'Can you show me...?'	'Let's watch this!'	'Try for yourself...!'
Description	Coach determines the chosen outcomes in practice	Coach poses question & players offer verbal solution to challenge	Coach prompts & players offer visual demonstration of their personal solution	Players & coach observe & discuss feedback	Players are encouraged to find solutions with minimal support

The best teachers withhold information.....

ENHANCE YOUR PRACTICES *COACH DRIVEN LEARNING*

- **Tool Box**
 - **Random interference – chaos vs line drills**
 - **Laddering**
 - **Tier** Select those players performing a task best and put them together. This will drive the players to want to improve. Everyone wants to be in the top group and so they want to improve. Appoint a champ each week.
 - **visual cues** – “If I hold up a yellow cone dribble to the yellow box”
- **Inspire** Inspire the players to “want to improve” and to practice outside of training. Have a skill challenge each month so that they can practice at home to become champ.
- **Lead by example....** Played correctly the game is simple has energy, Dynamic, high tempo, passion & focus. So training sessions must be simple have energy, Dynamic, high tempo, passion & focus. So the coach must keep it simple have energy, Dynamic, high tempo, passion & focus and the players will follow.

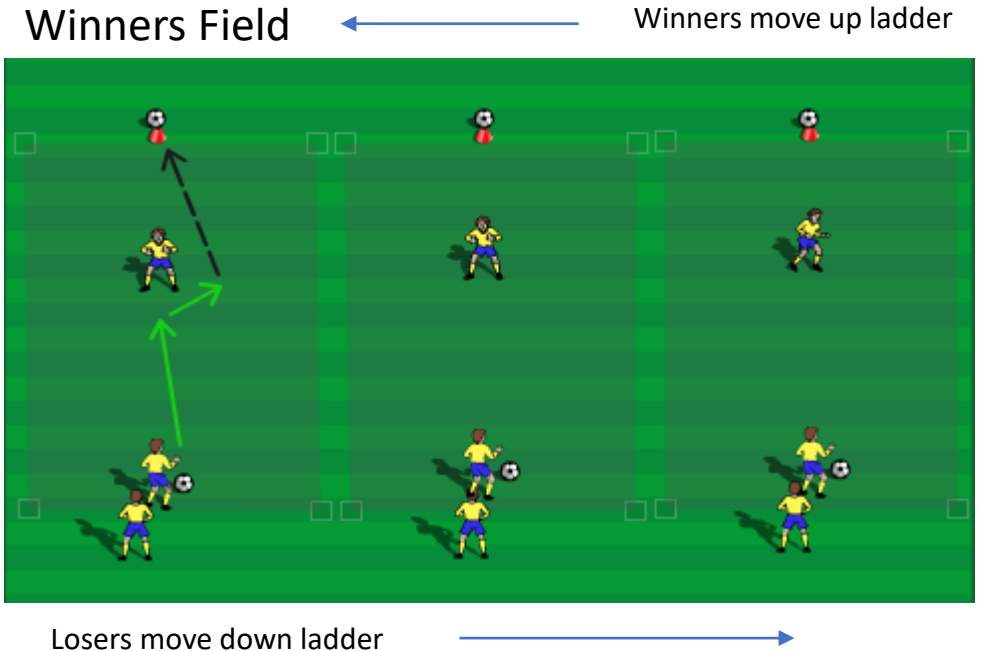
THE LADDERING CONCEPT

“One of the best tools for motivating youth players”

Consider a simple 1v1 activity like the one shown. Attacker must knock ball of cone to get a point. In order for the defender to switch roles they must either force the attacker to make a mistake and run the ball out the side of the field or win it back and connect a pass to the resting player. In itself a fun and challenging drill.

Tell the players to keep a record of their own personal score. After a couple of minutes ask each group to figure out who was top and bottom. Then have them move up and down the ladder as shown. All of a sudden the players are more motivated to win and focus.

If you combine this with a game structured and set up with proper rules and conditions to bring alive the theme then you have hit the jackpot – SPECIFIC DELIBERATE PRACTICE!



....at the top of the ladder if you keep winning you remain, if you keep losing at the bottom you remain there. This can be done with two groups or unlimited groups. This motivates players and groups players of like ability together!

FOOD FOR THOUGHT *PLAYER DRIVEN LEARNING*

- Who is the most important person at the session? Quote to Wayne Rooney's Youth U9 coach from EFC. Academy director, "Coach, what did you think of Rooney and how did your session go today?" Rooney's Coach, "I thought I did a really good session today, and Rooney wasn't bad!"
- Academy Director, "OK good, oh by the way, if you lose Rooney, we lose you!".....implying if Rooney leaves because he is not enjoying himself you're fired!

MOTIVATING PLAYERS

PLAYER DRIVEN LEARNING

- **SELF REGULATION** - Players should be motivated to watch and correct each other. To do this introduce element of competition into anything you do, “Which is the best group” “Everyone come and watch this group, they are the best”. This will help to focus the players.
- **ENGAGE** – players performing drills like robots is not healthy. Find ways to ensure the players are engaged mentally. Drills should allow choices and options and have both physical and mental components to force the players to switch on! If they are engaged they will have more energy, enthusiasm and initiative.
- **CHALLENGE** - them from the start. Should look to overload them with info for the last little part of the drill, basic techniques start to break down but this challenges them and raises the bar. If they stay in the comfort zone they won't learn. Expose technical deficiency.
- **PROGRESS** - After 15 minutes, (losing attention span and this varies with age) Look to change the drill slightly or progress the drill to provide a new or greater challenge. Maybe introduce opposition

FOSTERING GOOD HABITS *PLAYER DRIVEN LEARNING*

- **PRIDE** – A player that takes pride in even the most simple football technique will show vastly superior progress to one that does not. How do we instill pride and encourage players to care about the quality of their 10 yard passes for example? It is a real challenge. We must set a standard and expose players when they fall below that standard but then also positively reinforce when they have success. Attention to detail from the coach is critical because if we accept sloppy habits then players will not develop that sense of pride as they have not been set a standard.
- **LISTENING SKILLS**– remove balls

THE GAME IS
THE BEST
TEACHER
*GAME DRIVEN
LEARNING*

The Modern Coach is a Session Designer.....

LET THE ACTIVITY “TEACH”

- **PLAY WITH DIMENSIONS**
- **CONDITIONS**
- **RULES**
- **NUMBERS**
- **TIME**

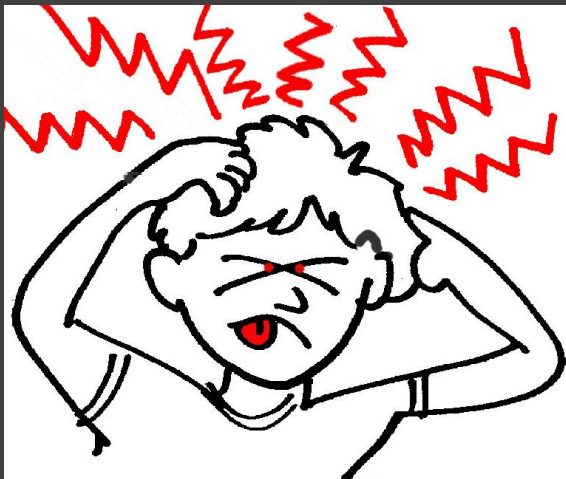
A little knowledge is a dangerous thing. Do you know your limitations/weaknesses as a coach? An hour practicing inefficiently or practicing the wrong things could be better spent. Sometimes the game is a better teacher than the teacher and if we recognize this then letting them play you are helping them learn and that is the job of a coach.



THE PARADISE WAY

Part 5: THE DISCIPLINE OF DEFENDING

TECHNIQUE of 1v1 Defending



Getting goal side in line between ball and goal

Can you intercept

Making up ground, closing down to attack the ball and stop it being played forward

Slowing down near to the attacker, not selling

Showing the attacker towards the least dangerous area

Threaten (feint) to tackle to reduce the attackers composure

If facing his own goal stop the attacker turning.

1v1, getting in line, closing down, make up ground quickly, slow down near to the ball

Jockeying, not 'selling', getting in a balanced position

Limiting forward passes, making play predictable

Threaten (feint) to tackle

Being patient, timing of tackle, not 'selling'

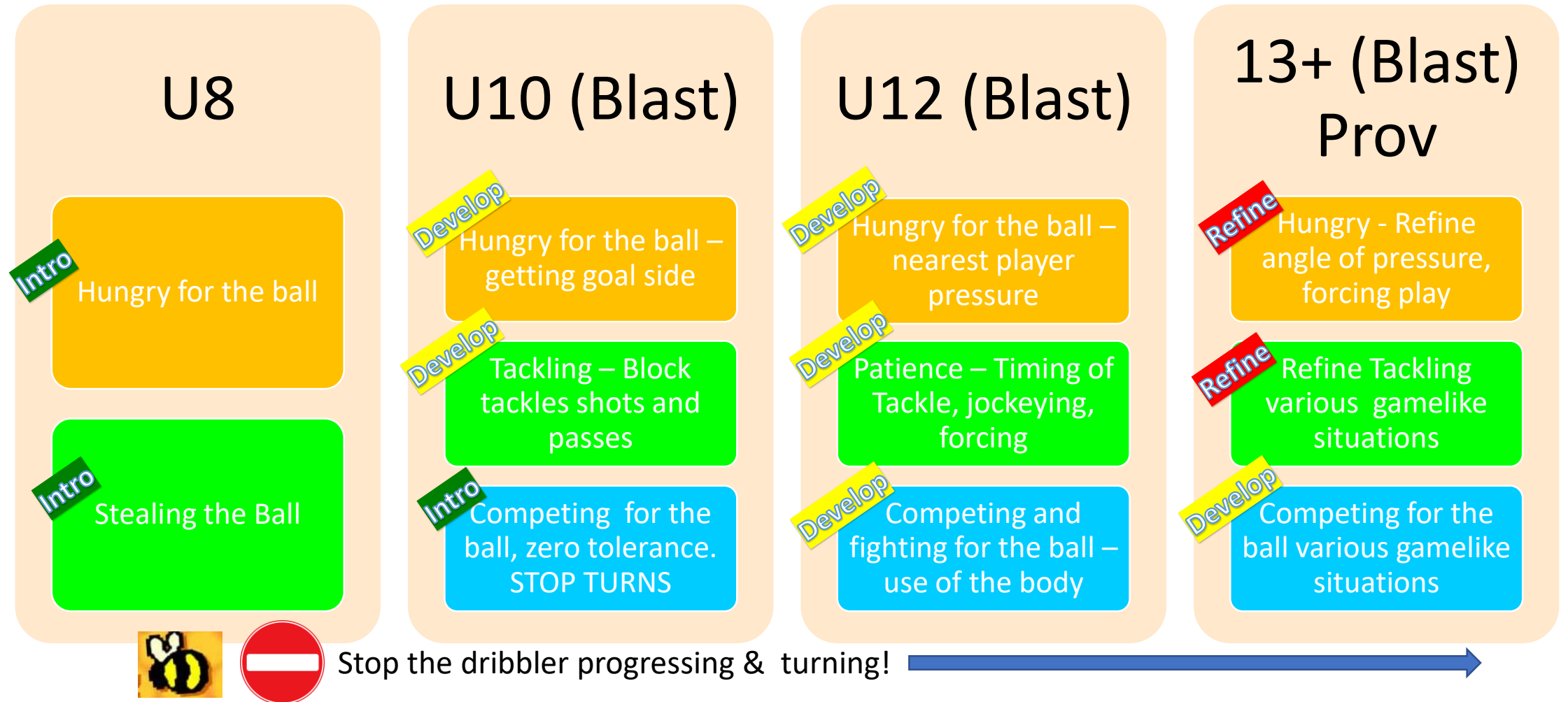
Accepting physical challenge, contact - use of strength, upper body, being 'body strong'

Use of correct foot, correct body position, well balanced, ready for rebounds

Slide tackle if necessary, to trap or push ball away

Other colleagues anticipating rebounds, second ball

Individual Defending Building Blocks - TECHNIQUE

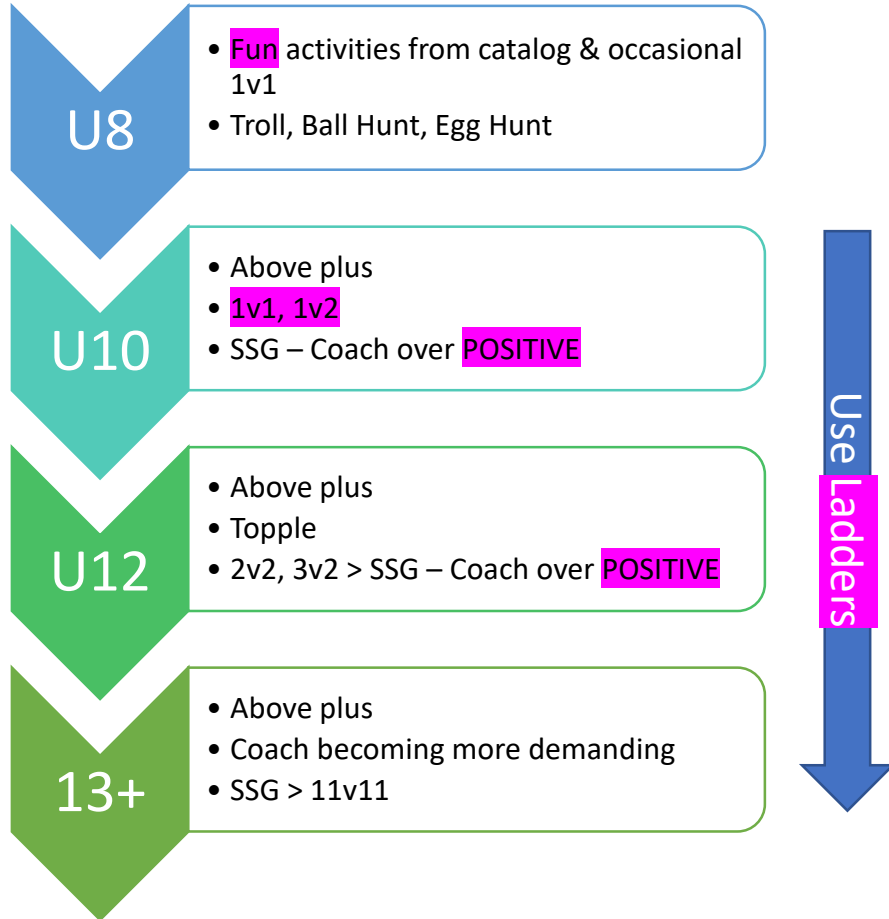




TASK:
Watch



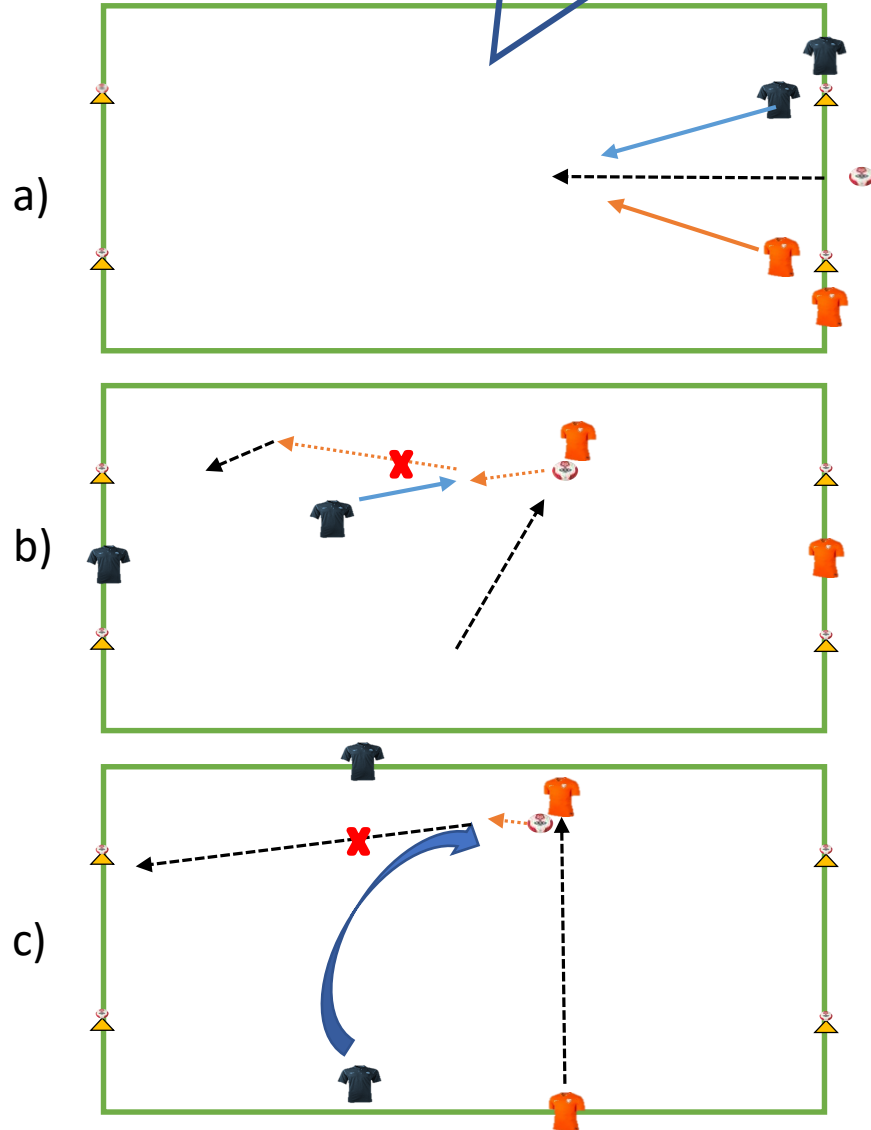
INDIVIDUAL DEFENDING HUNGER / TACKLING & COMPETING



REDUCE NUMBERS
TRANSITION
REWARD DEFENDERS
KEEP SCORES
CALL FOULS

Defending 1v1

For U8 use (a) first and then (b), For U10 and older use all



Set Up:

Minimum 5 yds x 10 yds, up to 10x15yds with two small goals at each end. 1 passive player is not involved and is resting. Ball can start with a pass from the coach or the attackers partner.

- a) Try different start positions, (sitting, lying etc) once coach passes the ball they can go. For younger can allow both players to score at the far end. Alternately Player getting first touch continues and goes for goals ahead of them, defender must steal it and turn to attack the goals at the end they started from.
- b) Ensure players are at opposite ends before playing into feet of the attacker. Defender can pressure as soon as the coach passes.
- c) Attackers partner can serve as shown to feet. Again Defender can pressure as soon as the pass is made.

Instructions:

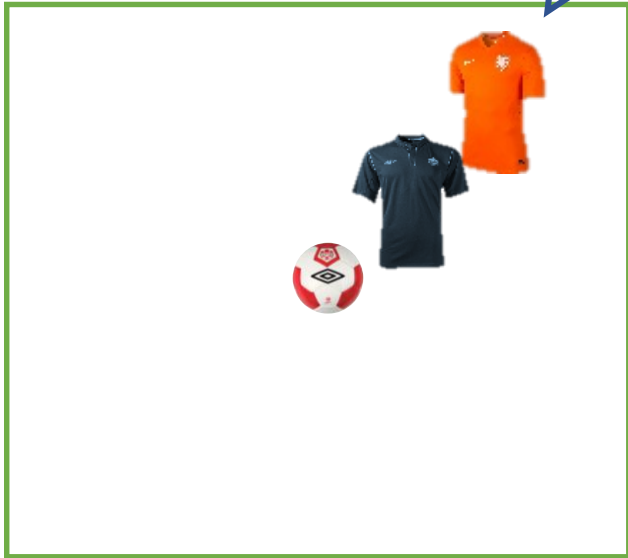
- a) "Use your body" "First to the Ball" "Stay with 'em" or "Keep going"
- b) "Pressure" to encourage the defender to get to the ball as quickly as possible. "Challenge" to encourage the defender to be actively trying to win the ball.
- c) "Stop the pass" to ensure the defender recovers between the ball and goal before pressuring

Options:

Have the resting player play as the GK and perhaps allow them to join in if they save it.

1v1 Challenging – “Topple”

For U12 and older



Set Up:

Place a ball on a cone. Both players start within touching distance of each other and playing distance of the ball.

Instructions:

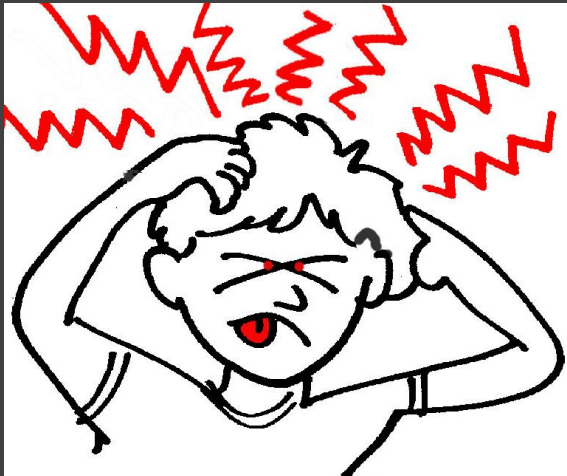
“FACE THE BALL” “STAY ON YOU FEET” both players must remain standing – no lunges or slide tackles “PROTECT” the ball “USE YOUR BODY”. “NO PUSHING WITH THE HANDS”

Options:

Team version half of the balls are defended by blues and the other half are defended by oranges. 1v1 at each ball. The team with the last ball standing wins the round.

Condition – once the ball is toppled off the cone orange can attempt to get their foot on top of the ball for a bonus point.

Principles of Defending



Delay

- Counters Penetration
- Slowing the forward movement of the ball when opponents have the ball.

Support/Depth

- Counters attacking support/depth
- The arrangement of players to deny the opposition the opportunity to pass or run in anticipation of a pass to the back of the defence.

Compactness

- Counters dispersal
- Denying the space between the defenders and lines of defence slowing the forward movement of the ball by opponents.

Cover/Balance

- Counters mobility/movement
- The fluent defensive team movements in any direction made to contain and resist the penetration of the opponents' attacks.

Control

- Counters individualism
- Defending with composure, individual/team understanding and awareness of the situation.

Surprise

- Counters surprise
- The employment of unusual and unexpected defensive actions.

The Simplifier



Defending TACTICS Building Blocks

U8

Intro

TEAM – BEES &
HONEY POT

Spread like butter
/ squeeze like
cheese



U10 (Blast)

Intro

PAIRS (1v2)

1st Def – nearest
pressures

2nd def ready to support
(double up or recovery
behind the ball)

Develop

TEAM – THE SWARM

Getting goal side
Getting together not
leaving big gaps between
our players



U12 (Blast)

Develop

PAIRS (2v2)

2nd Def – Cover

Duel Role cover & deal
with a player

Intro

GROUPS

Pressuring, Covering
STOP THE TURN, STOP
THE SPLIT

Develop

TEAM – THE HONEY COMB

The structure of a team,
logical spacing on the field
(front to back & Side to side)



13+ (Blast)
Prov

Refine

PAIRS (2v2/2v3)

Communication and
decision making as a pair

Develop

GROUPS

Unit Def and def shape
Marking position and
tracking runs

Refine

TEAM – THE WORKER
BEES

Refine

Understanding positions
roles and responsibilities



Stop the receiver turning!



ATTACKING		27	33	31
Pairs - On and Around the Ball	Possession & Combination Play	14	9	5
Groups - On and Around the Ball	Combination / Triangular Support	0	8	10
Team Width - Away from the Ball	Create Width / Use Around	9	11	11
Team Depth - Away from the Ball	Create Depth / Use Through & Over	4	5	5
DEFENDING		7	11	13
Defending - Pairs	1st & 2nd Defender	0	5	5
Defending - Group	Shape / Pressuring	0	0	3
Defending - Team	Recovery / Compactness / Marking	7	6	5
TACTICAL TOTALS		34	44	44

U8

U10

U12

Each **Age group** has an allocation for how much of your **tactical time** should be spent on Attacking vs Defending. Ratio? 4:1 to 2:1

	TEC THEME	TAC THEME
Session # 5	PASSING	Pairs - On and Around the Ball
Session # 6	FINISHING	Team Width - Away from the Ball
Session # 7	PROGRESSION	Pairs - On and Around the Ball
Session # 8	PROGRESSION	Defending - Team
Session # 9	MASTERY	Team Width - Away from the Ball
Session # 10	MASTERY	Pairs - On and Around the Ball
Session # 11	DEFENDING	Pairs - On and Around the Ball

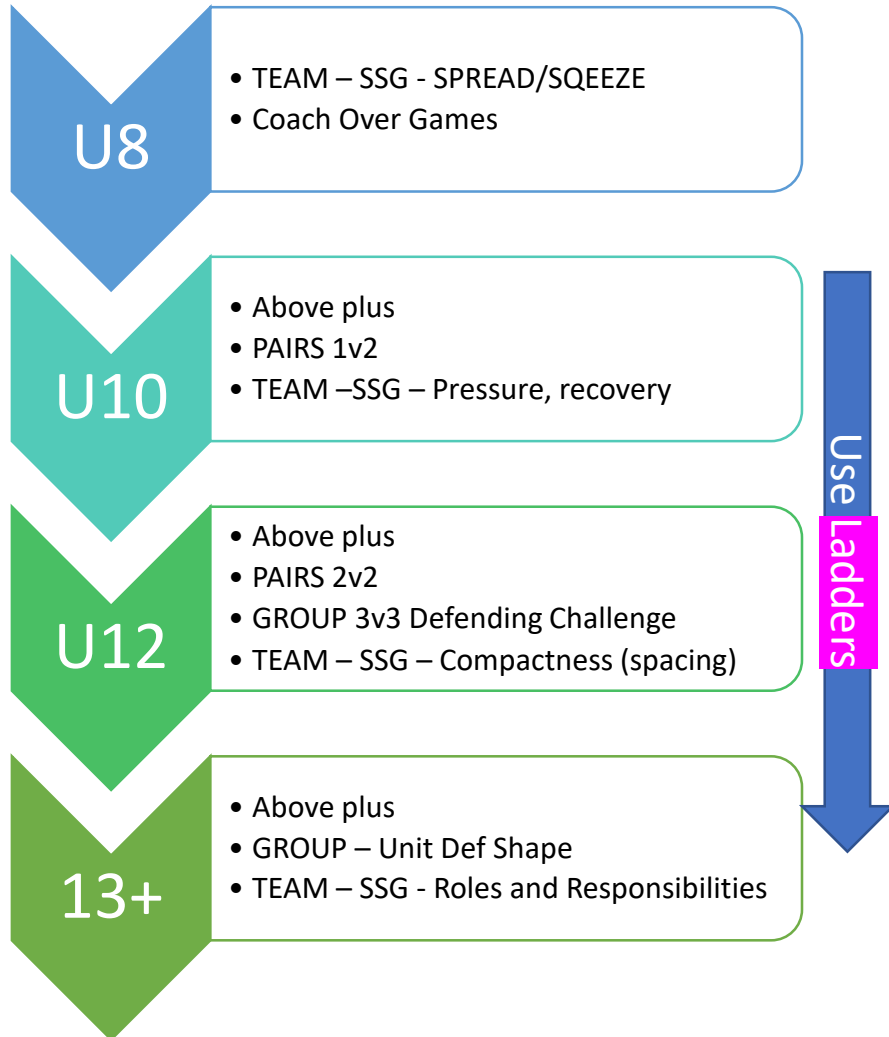
Each session finishes with a TAC Theme which is the focus for the games.

Indoor Curriculum

TACTICAL



PAIRS, GROUP & TEAM DEFENDING



TRIGGERS IN SSG – go get it, steal the ball, keep going, don't give up

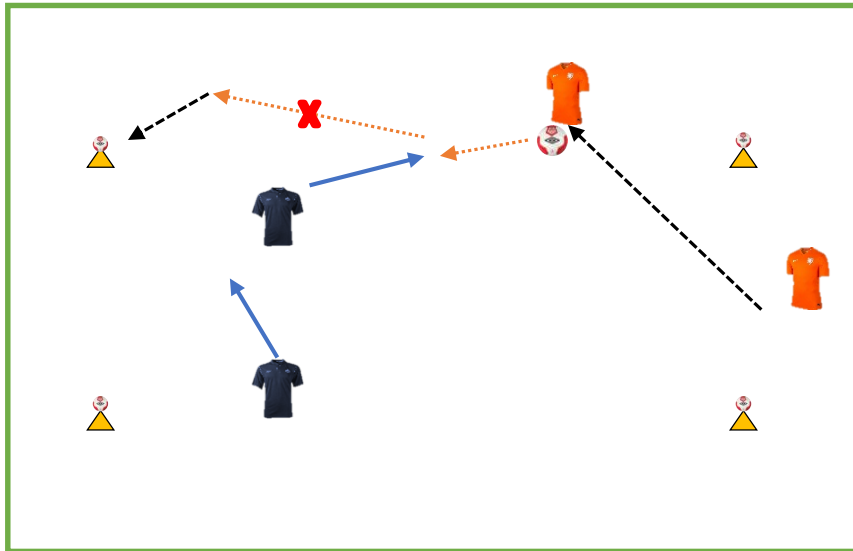
TRIGGERS IN SSG - Recover, squeeze, tight together. Pressure, Don't give up. No Turns once attacker if faced backwards. Support

TRIGGERS IN SSG - Recover, pressure, use your body, be aggressive. No Turns turns & STOP the split. Marking goal side & ball side.

REDUCE NUMBERS
TRANSITION
REWARD DEFENDERS
KEEP SCORES
CALL FOULS

1v2 Defending – “Pairs Defending”

For U10 and older



Set Up:

Minimum 15 yds x 12 yds, with two small goals at each end. 1 passive attacker is not involved initially and must stand touching the line or wall so that 1 attacker plays against two defenders, Ball can start with a pass from the coach on the half way or from the passive player.

Instructions:

“PRESSURE” as the ball travels nearest defender must pressure

“COVER” 2nd defender must be ready to block pass/shots and to challenge if the 1st defender is beaten.

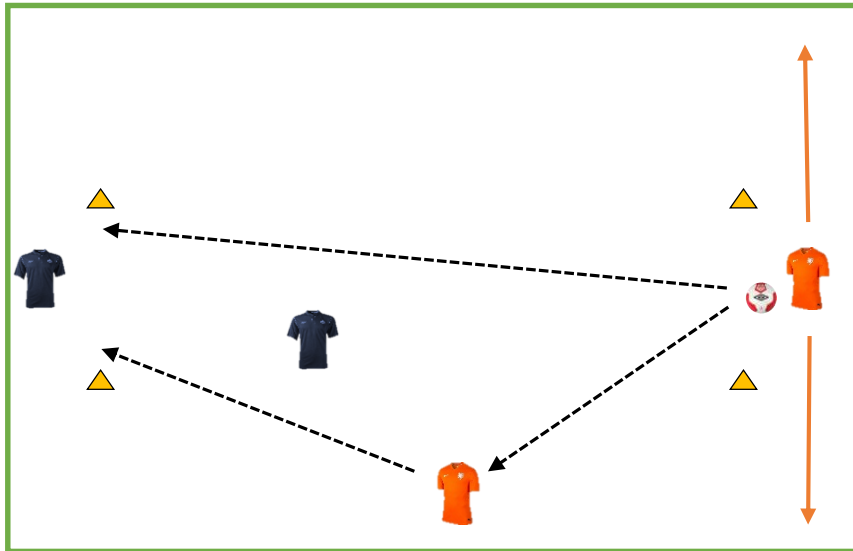
Options:

Once the defenders touch the ball the second orange attacker can join the play

Ensure that there is separation at the start so that the dribbler is able to turn (can use cones as reference start points).

2v1 Defending – “2 Jobs”

For U12 and older



Set Up:

15 yds x 12 yds, with two small goals at each end.

Instructions:

“STOP THE PASS” Orange support player can score directly, or

“STOP THE TURN” Orange support can pass in to the orange attacker to turn and score.

Orange attacker can pass back to support player who must remain behind the goal.

Options:

Allow the support player to move up and down the entire width or restrict them to stay between the goal.

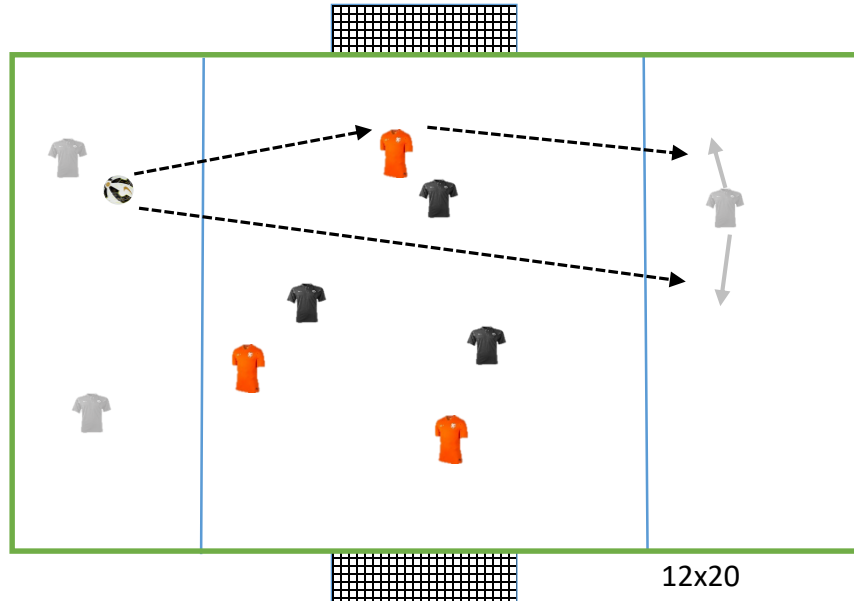
Condition the support player is not allowed to play 1 touch

Condition the support player can only score on 1 touch

3v3 GROUP Defending challenge

For U12 and older

1 minute damage limitation



Set Up:

Minimum 12 x 25 yds. with 3 whites play only in scoring zones and work with reds trying to play the ball from 1 end to the other without blacks gaining possession. Blacks defend for 1 minute to limit the number of goals the 6 attackers can score. If blacks win it they can score on goal to reduce the attackers score or keep possession to kill the clock.

Instructions:

“STOP THE PASS” the whites can play direct end to end (below waist height)

“No Turn” defender must pressure their mark as ball travels in to arrive with the ball to intercept or stop the turn.

“Cover” as ball travels in other defenders must recover behind the ball into a solid defensive shape to stop the scoring pass

Options:

Rather than using goals can have defenders keep possession to kill the clock.

Condition – Can allow balls over the top (endzones should be made shallower)

Condition – restrict so that attackers not allowed to play back to support players

How we BREED DEFENDERS?



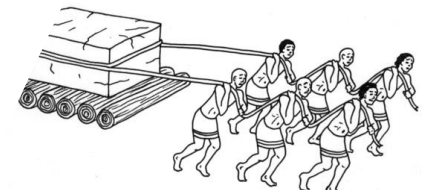
We CAN Identify the Key Elements!

- Hunger = **Pressure** (hungry honey bees)
- Stealing and Tackling
- **Challenging** = drive and attitude, encourage aggression, zero tolerance for getting beat, physical play use of the body, arms, hips, shoulders but managing overly aggressive or foul play
- Pairs
 - Doubling up or covering
- Groups
 - **Marking** and stopping splits
- Team
 - Swarm with pressure and **recovery**, structure = spacing **compactness**, Worker bees = roles and responsibilities



DEMANDING ACCOUNTABILITY

BUT HOW DO WE BUILD THEM ?



How we BREED DEFENDERS – Actually its easy.....

- Follow curriculum
 - devote sessions to defending - Choose the right activities
- Every Player in every session
 - Coach must monitor and demand that the standards and expectations for the age group are being demonstrated even if the theme of the session is attacking! – if not then need to address it (either by coaching over to encourage/demand more, or a condition, or adding in an extra defending session next week!) or else all your attacking session is in vain if we don't defend well
- ACTIVITIES THAT MOTIVATE the players - Players will defend when
 - they are having fun without realising they are defending
 - or when they have to Competing 1v1 (consequences for losing – ladders in training and lastly because they are willing to do it for others – POSITIVE praise of the coach or benefit of their team OR when they are in the moment and can win it back to score – transition.
- In the right way - Train the way we play
 - manage emotions – be fair –call fouls