

COACHING THE GLOBAL GAME

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COACHING SESSIONS

From Coaches Around the Globe

IN-DEPTH: The #10

Roles and Responsibilities of the #10

WIN A COPY OF 'THE MODERN COACH 2014'

Details inside....



Dear Readers,

Welcome to our sixth issue of *Coaching the Global Game Magazine*. We hope that you enjoy this issue as much as you enjoyed our previous issues. We have changed the format slightly for this issue so we hope that you find the information useful!

We are pleased to feature fantastic contributors once again. We would like to acknowledge them for the time they take to put together their submissions for *Coaching the Global Game Magazine*.

We hope you have been eagerly anticipating our sixth (June 2014) edition of the magazine. So please enjoy!

Coaching the Global Game Team

Twitter: @CTGGMagazine

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This month's detailed look at roles and responsibilities focuses on the #10.

The 'number 10' in football is that archetypal player who links midfield with attack, floating between the two and becoming the playmaker of the side. In Italy, these players are referred to as 'Trequartista' meaning three-quarters.

A technically proficient player with vision, composure, awareness, and an incredible range of passing, culminating in an almost extra-sensory ability to control the game and create opportunities for his team in attack.

Historically these players have also been ground-breaking skill players, popularizing and even inventing their own incredible flair, from the 'Cruyff Turn' to Ronaldinho's 'Elastico.'

In modern football many teams play with just 1 striker, either in a 4-3-3 or a 4-5-1, this has led to the rise of more modern 'number 10's' or second strikers.

The 'number 10' label is due to the fact that this position was traditionally given the number 10 shirt—in the days before square numbers.

About Dan Wright:

The breakdown of the player's roles and responsibilities was written by a young and very talented Coach—Dan Wright. Dan has been coaching since 2004. In this time he has worked with a range of players from 4 year olds to adults, from grassroots to football league. He is an UEFA B Licensed coach and currently coaches at academy level in the UK.

You can follow him on Twitter: @CoachDanWright or read his coaching blog: <http://coachdanwright.blogspot.co.uk>

IN POSSESSION

- Always searching for pockets of space in front, between, and beyond defenders
- Constantly available to receive the ball under pressure and in tight areas
- Judged on forward passes, chances creates, assists, shots on target and goals
- Can beat opponents 1v1 or through intelligent combination play
- Creative and expressive a problem solver

OUT OF POSSESSION

- Understands the importance of counter attacking
- Understands that he is the first line of defender
- Presses with intelligence and determination
- Direct defensive line with angle and speed of pressing an opponent
- Track central defenders attempting to step into the midfield
- Anticipate and intercept loose passes
- On transition recovers behind the ball

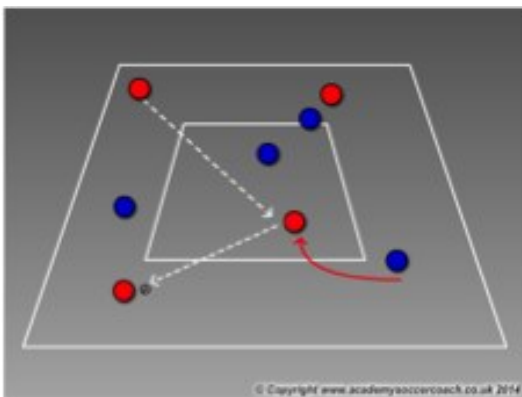


DEVELOPING #10's—POSITIVE IN POSSESSION, SPACE SEEKERS AND RISK TAKERS

Coach: Dan Wright
Age Group: U12+
Session: Developing #10's
Duration: 40 Minutes

Dan has been coaching since 2004. In this time he has worked with a range of players from 4 year olds to adult, from grassroots to football league. He is a UEFA B Licensed coach and currently coaches at academy level in the UK. You can follow him on Twitter: @CoachDanWright or read his coaching blog: <http://coachingdanwright.blogspot.co.uk>

Below are some practices you can try with your team which will encourage your players to be brave in possession of the football and allow them to take risks. These games are opposed or semi-opposed so that the context the player is learning in, is realistic to the game.

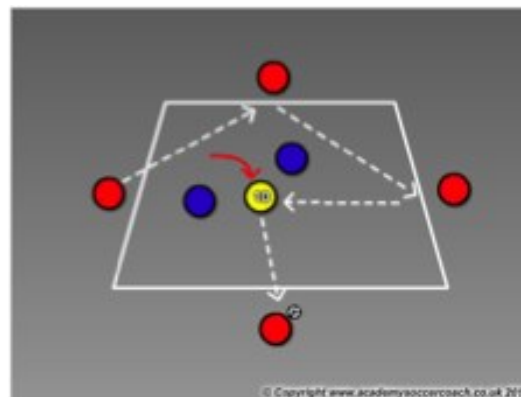


4v4 Game

This can be played unopposed to start so 1 ball for each team.

The aim of the game is for 1 player to arrive in the central square and 'combine' to score a point.

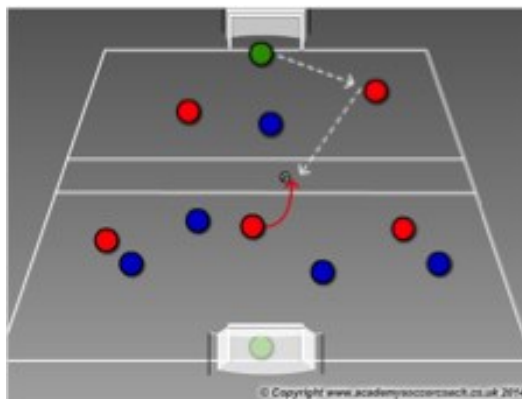
Variations can include: must be 1 touch out of the grid or must use 3 people in the move.



Technical Practice: Adapted Rondo

In this game the YELLOW player looks to link the RED team together. The RED's may have to be patient to get the YELLOW on the ball.

Variations can include: Only 1 defender, play a 1v1 in the middle so RED support whoever wins the ball.

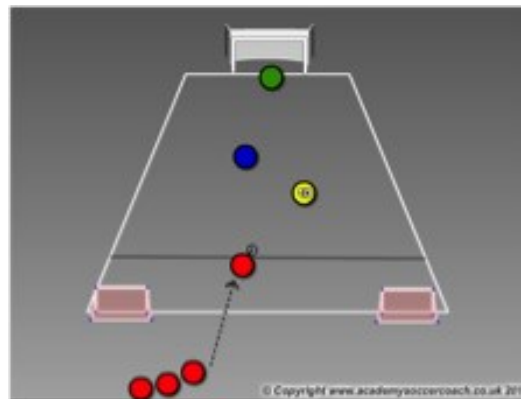


SSG: With FREE Zone

In this game the central area is unopposed, this encourages player to pick up possession in this area and look to create.

Variations can include: ball must be received in this area, area can become semi/fully opposed or combination must be created in

this area before a goal can be scored.



Wave Practice: 2v1

Here the RED attacker attacks the goal, the YELLOW #10 plays as a neutral to create a 2v1 in favour of the attacker.

If the defender wins possession, the overload swaps. Defender looks to score in small target goals.

Variations can include: #10 must be used, #10 can/can not shoot, offside rule.

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FIFA WORLD CUP 2014 ANALYTICS: 'THE FIRST GOAL'

FIFA WORLD CUP 2014 ANALYTICS: 'THE FIRST GOAL'

Sports Path (www.sportspath.com) have analyzed the importance of the 'First Goal' in previous major Tournaments. The data is shown below. This has indicated the importance of the 'First Goal'. Will the trend be repeated in 2014 ?

Aspect	2006 FIFA	2008 UEFA	2010 FIFA	2012 UEFA
Games won	88%	88%	95%	79%
The team	71%	76%	81%	93%
First Goal	55%	53%	52%	52%
First Goal from a Set Play (inc with-in 5 seconds of re-gaining from a set play)	50%	40%	33%	31%
First Goal	80%	50%	68%	82%
First Goals	90%	95%	75%	35%
First Goal	60%	60%	40%	40%

OK So what?.....What implications are there for coaches?

1. Can you establish if there are similar trends to these in the competitions and tournaments in which your team plays?
2. Does your team's style reflect the need to take the initiative and score the first goal?
3. Does the time you devote in your team practice to attacking and defending set plays reflect the special importance of set plays in scoring (or conceding) the first goal ?
4. What is your team's efficiency in 'transition' when your team gain and lose possession of the ball. What % of first goals and all goals do you score (and concede) with-in 20 seconds of possession changing?

5. In Open Play - Is your attacking team organization arranged to maximize the value of counter attacks, dribbling, turning and attacks from the flanks. Do you recognize the need to minimize these risks in how your team defends?

Every team at this year's World Cup will have a backup team of Analysts to provide data and video to support the coaching staff and players. So what are the benefits of using performance evaluation?

Here are two videos to answer that question. The first from Gavin Flegg the Head of Performance Analysis at Premier League Champions, Manchester City FC,

<http://youtu.be/7vtu5Uh5mXo>

The second from Chris Carling the Performance Analyst for FC Lille who in 2011 won the French League and Cup double. He outlines his belief in the benefits of performance evaluation in this video <http://youtu.be/6BKW8MODHnM>

The English League Managers Association (LMA) at the beginning of 2012 launched an online education course in conjunction with Prozone Sports on 'Performance Evaluation '

Since this course was launched at the beginning of 2012 over 500 coaches and managers from across the world have enrolled

Focusing on improving how coaches evaluate players and teams the course highlights good practice in English, French, Dutch and Turkish clubs with over 300 Video Interview clips from 15 respected experts including LMA Managers, Youth Academies Directors and respected Performance Analysts.

Sports Path have a World Cup Promotion - whilst England remain in this year's competition- for 50% discount on this course and all Sports Path Online Courses

For further details of the course click here <http://sportspath.typepad.com/sports-path-e-learning-bl/new-year-promotion-20-discount-on-all-online-courses-until-the-end-of-january-2013.html>

WHOLE – PART – WHOLE

THE THEORY...

The Whole – Part – Whole (WPW) learning model was first outlined by Malcolm Knowles in 1973. It is used in many learning situations both practical and theory based. This model presents the "whole", then breaks it down into smaller 'parts' and returns to the original whole task.

When coaching football this can be used in a variety of ways, to break down a technique, skill or tactic. Most commonly the players are taken from a practice with high game context to a low one, before returning back to the original practice.

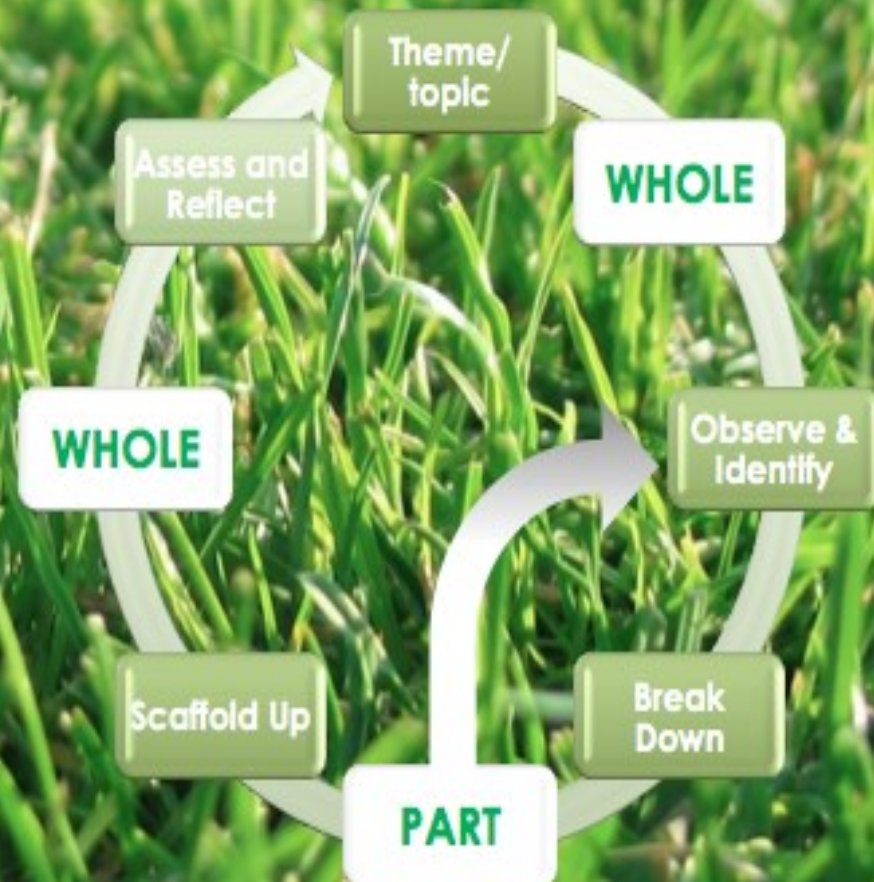
Where possible it is best to practice the game, or elements of the game in their entirety. An example of this could occur in a topic such as 'Defending in central areas'. What do you do if individuals or units in your squad don't understand how to defend 1v1 or 2v2? You break it down.

'Whole' doesn't necessarily mean a game. Actually in this theory, a 'whole' practice could be a series of complex skills that can be broken down into more discrete skills.

In my opinion the 'whole' element should be as realistic to the game as possible, then the coach looks to break down the components of the practice and scaffold them back into the game situation.

The next few slides will look at:

- How does W-P-W transfer to football coaching?
- What needs to be considered when planning a W-P-W session?
- Two sample W-P-W sessions, looking at defending and playing through midfield





WHOLE

WHAT?

- Game related
- Opposed or semi opposed
- Promotes decision making
- Teaches 'pictures' that players will see in game
- Allows the coach to observe and identify areas for improvement

PLANNING: KEY QUESTIONS

- Do the players know what the aims and objective of the session are, or do you let them play?
- Is the 'whole' element; coach led or player led?
- What (if any) coaching interventions will be used?
- Observing the 'whole' does the 'part' element of the practice need to be improved?



PART

- Simplifies these pictures
- Focuses on key techniques and skills needed to perform the task
- Is 'easier' than the whole
- Allows players to 'experience success'
- Allows for a variety of coaching interventions

- How do you assess what elements need improving? Player led, coach observation, discussion, based on previous, curriculum, etc
- What are the learning objectives of the part?
- How does the 'part' link to the 'whole'?
- How many stages do you need to break down to?
- Do players understand how the 'part' benefits their game?
- Is the 'part' of benefit to all, or individuals within the group?



WHOLE

Return to the whole to see if the understanding can be applied to 'whole'.

OR

Go beyond the original practice... even MORE realism, can the players take it in to a game?

- Have players transferred their learning from the 'part' to the 'whole'?
- How will you judge the improvement? Stats, player – coach discussion?
- What does 'success' look like?
 - Attempting it?
 - Performing it?
 - Recognising when?
 - Helping others?
- Reflection, what went well? What could be improved for next time

What do you need to consider when planning the practice or 'part' of your session? Do you pre-plan, knowing the players? Or do you observe and assess the players and deliver based on the 'whole'.

Here are some factors you may want to consider when delivering a whole-part-whole session with your team.



TECHNICAL

Do the players have the **technical ability** to perform in the 'whole'? Sometimes they might understand how to or what to do but lack the skill to perform under pressure. The coach may need to simplify the picture e.g. less players, overload, more time.. And allow the player lots of repetition.



PHYSICAL

The player may have the understanding and technical ability but **lack athleticism** to perform in the 'whole' practice. This is particularly apparent in kids football as children mature at different rates.

Is the success you see due to game intelligence or early maturation?



SOCIAL

Can the players work well as member of a small team?

Has the individual motivated and focused to take part in the session?

Does the player feel confident in this situation?



PSYCHOLOGICAL

Do the players have the **game intelligence** to perform well in the 'whole'? Are you asking them to do something they've never done before? Is the session realistic and relevant to their game? Is the practice fun and engaging?



THE SESSION

Sometimes its not the players fault, its very much the coach's. The session just may not be right. Assess if you've got the following correct...

- Space (dimension / shape)
- Task (relevant/realistic)
- Equipment
- People (No. /under/overload)
- Time

DEFENDING



PHASE OF PLAY (2 UNITS VS 2 UNITS)

ATTACKING TEAM (BLUE) ATTACK THE GOAL. DEFENDING TEAM IN RED. DEFEND THE GOAL AND SCORE BY PASSING TO TARGET PLAYERS (YELLOW).

Set objectives? The coaches intervention can be high or low.

DEFENDING 1V1

BASIC DEFENDING TECHNIQUE, 1V1.

Shut Down, Slow Down, Sit Down and Show Down



DEFENDING 2V2

DEFENDING IN PAIRS

Communication, Cover, Balance and hand overs.



PHASE OF PLAY

RETURN TO THE PHASE OF PLAY, LINKING THE LEARNING FROM 'PART' TO THE 'WHOLE'.

WAVE PRACTICE

BLUES ATTACK IN 3'S VERSUS RED. REDS SET UP 1V3 THEN 2V3. Defending outnumbered.

Delay, make play predictable could add recovery run.

UNIT PRACTICE

BLUES TRY TO PENETRATE RED, BY SCORING THROUGH CENTRAL ZONES.

Slide, keep play in front, could add pressing.

NEXT STEPS...

Reflect and evaluate the session
Assess individuals improvement
Check players understanding
Stretch understanding
Can they transfer it to a match

SAMPLE SESSION, WHOLE-PART-WHOLE...

PLAYING THROUGH MIDFIELD



8v8 GAME

RED VERSUS BLUE IN A SMALL SIDED GAME 8V8.

Set objectives? The coaches intervention can be high or low.

UNOPPOSED IN THE DEFENSIVE THIRD

ALLOW DEFENDERS TO BUILD
AN ATTACK UNOPPOSED.

Patience in possession and
repetition of playing into
midfield



1V1 IN THE MIDDLE THIRD

MIDFIELDERS MATCHED UP
1V1 IN 3 ZONES.

Receiving to play forwards,
Rotation and combination
play.



THIRDS GAME

CONDITIONED GAME

Players locked in zones?
Rules on support?
Encourage overloads?
Build up from defensive third



8v8 GAME

RETURN TO THE GAME, REMOVING CONDITIONS...



NEXT STEPS...

Reflect and evaluate the session
Assess individuals improvement
Check players understanding
Stretch understanding
Can they transfer it to a match

FUNDamentals (AGES 6-9)

Coach: Rahim Mohamed

Age Group: U6-8

Session: Dribbling

Duration: 60 Minutes

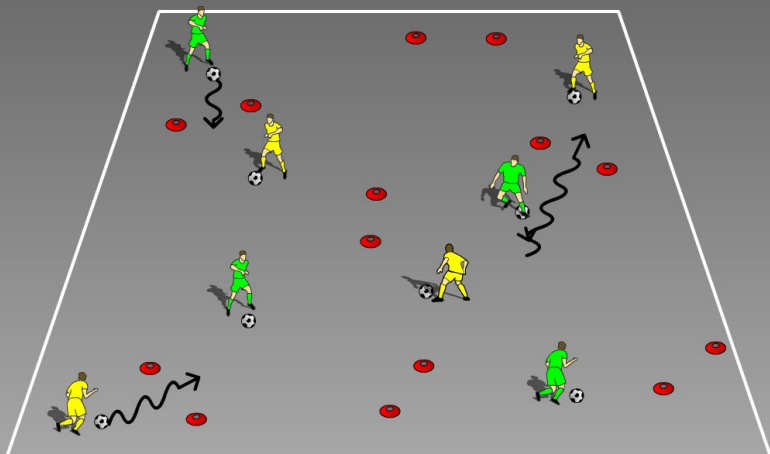
Rahim was recently recognized as one of the 2013 NSCAA Top 30 Coaches Under 30. In addition, he has been a part of the Canadian Sport for Life—Canadian Leaders School for 2013. He is currently the Byron SC Technical Director and has a wide range of coaching experience which includes, First Assistant and Recruiting Coordinator for the University at Buffalo, FC London (USL-PDL) Assistant Coach, Fanshawe College Assistant Coach, FC London Academy, North London Soccer Club Director of Junior Programs. He holds an NSCAA Premier Diploma, USSF 'B', US National Youth License. You can follow him on Twitter: @RahimZMohamed

Multi-Goal Dribbling

Each player with a ball in a grid or coned area. Lay out a number of coned gates through the playing area varying in size.

45 second games where players must try and dribble through as many gates as possible. Ask players to keep track of their scores. Introduce a skill as players go through the gates. Skills: inside cut, outside cut, roll-back and a variety of 1v1 moves. Ask players to use different parts of their feet as they go through gates.

Challenge players to only go through a gate if it is empty and there is no other player in the same gate.



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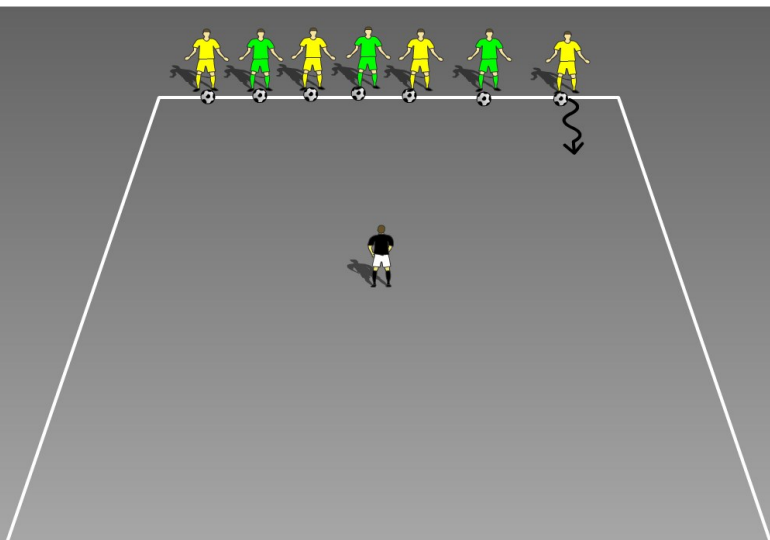
Octopus

All players have a ball except the Octopus (in the middle). On coaches command players can dribble across the playing area to the opposite side. If players have their ball knocked out of the playing area, they must sit down and become 'seaweed.'

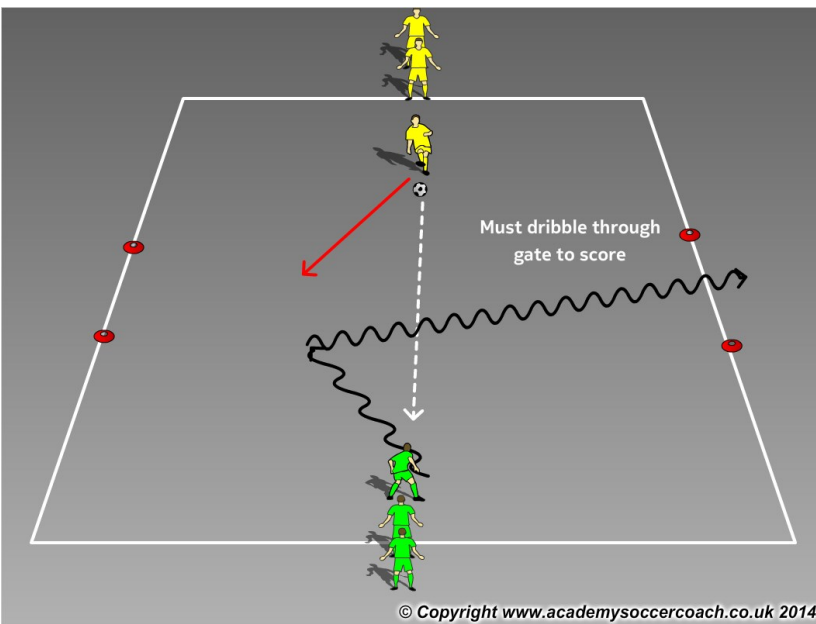
Seaweed are allowed to assist the octopus by using their legs to tackle as long as they do not move from the spot they sit down on.

If it takes a long time for the Octopus to knock the dribblers balls out of bounds, have a seaweed join the octopus in the middle as another octopus. This will challenge the dribblers even more.

Important that the dribblers keep their head up in order to navigate their way past the Octopus and seaweed!



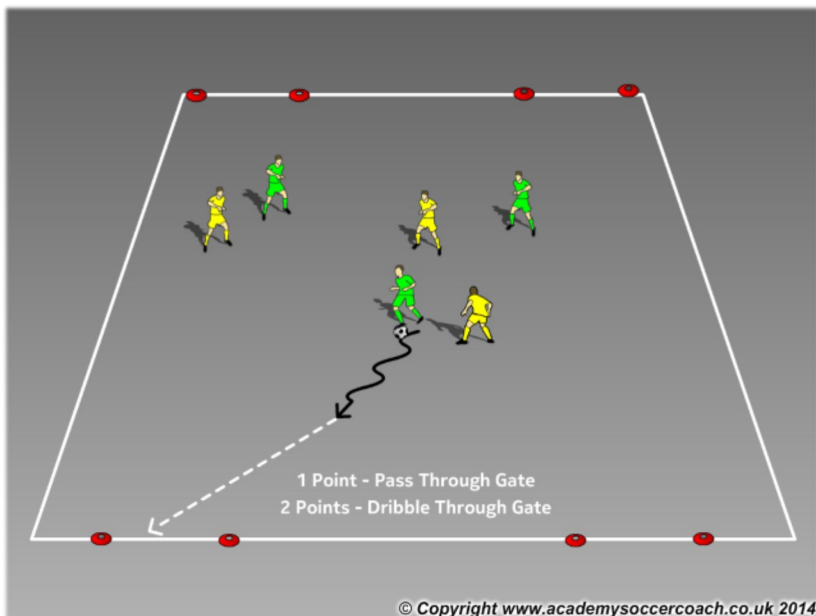
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1v1 to Side Goals

Players are split into 2 groups on either side of the grid. One group starts with the ball. The ball is played across to the other team who attempt to dribble through one of the two gates to score a point.

Allow players to experiment with different moves and skills.



3v3 to 4 Goals

Players are split into teams of 3 or 4 depending on numbers. Each team protects 2 gates and attacks 2 gates, make sure players are aware of which nets to protect and attack.

Players score by passing or dribbling through the gates. 1 Point if the players pass through the gate, and 2 points if they dribble through the gate.

Restarts when the ball goes out of bounds is by passing or dribbling into the area.

LEARN TO TRAIN (AGES 9-12)

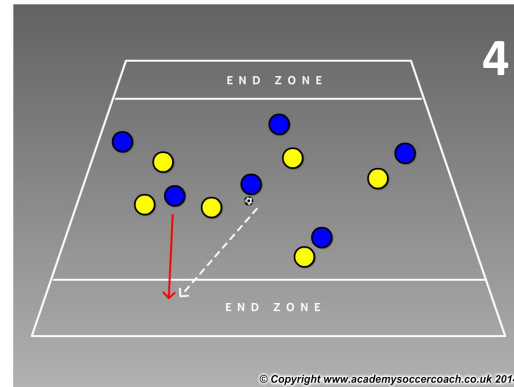
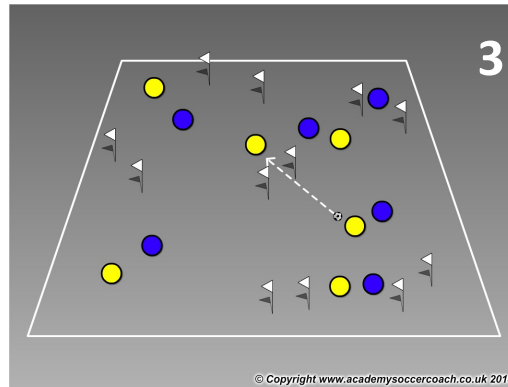
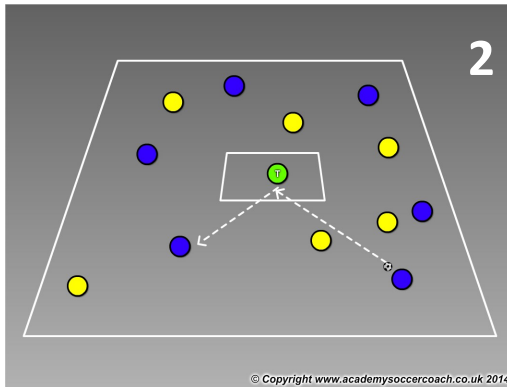
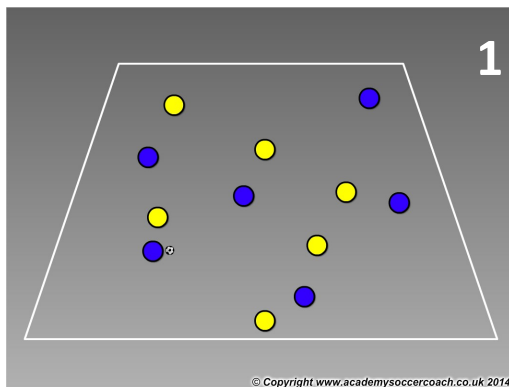
Coach: Ray Power

Age Group: U12+

Session: Alternative to 'Keep Ball' Exercise

Duration: 20 Minutes

Ray is a 31-year old, A License Football Coach based in Nottingham, England. He is the author of *Making the Ball Roll—A Complete Guide to Youth Football for the Aspiring Soccer Coach*, and of *Soccer Tactics 2014—What the World Cup Taught Us*. He is an Academy Manager with full-time Under-19 players at Conference / Football League level and a coach education tutor for the FA. You can follow him on Twitter at: @power_ray



Excerpt from: *“Making the Ball Roll” by Ray Power. A Complete Guide to Youth Football for the Aspiring Coach*

Traditional Keep Ball Methods (Picture 1)

I do have certain issues with this traditional practice, although it is widely used across the amateur and professional game. For me, it is like asking basketball players to play a game, then taking the baskets away. Yes, the practice helps players to keep the ball, but compromises the real game as there is no way of scoring. At some point when keeping possession, there must be a decision as to whether there is an opportunity to score a goal. Also, without a goal or method of scoring, the only way the practice ends is with a player giving the ball away! So a team can hypothetically maintain a sequence of one-hundred passes, but it will only end with a negative—giving the ball away! If one team does really well and keeps possession for long periods, coaches direct ire at the team working to get it back. By adding a scoring method, players can achieve real success, and the inevitable giving the ball away is not emphasized so highly.

Alternatives to Include Scoring Methods (Pics 2-4)

Picture 2: This game involves a central target player who has to receive and pass out to a teammate.

Picture 3: Using small gates as goals means there are constant decisions made as to whether a player can pass to score, or pass to maintain possession.

Picture 4: This is particularly useful for penetrative passing work. Players have an end to attack and defend and can work on passing and also timing of runs.

TRAIN TO TRAIN (AGES 12-16)

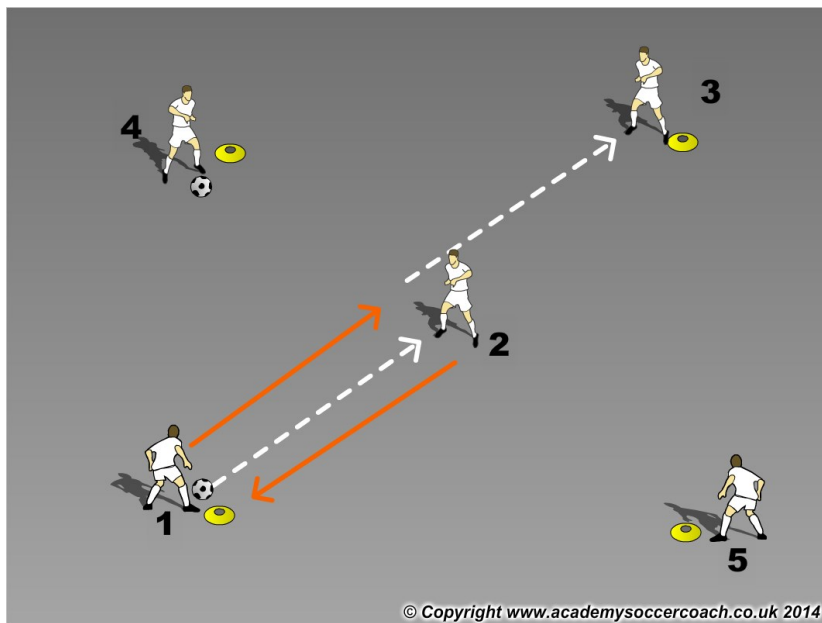
Coach: Paul Shaw

Age Group: U14

Session: Playing Through Midfield

Duration: 90 Minutes

Paul is the Virginia Youth Soccer Association Coaching Education Director. Additionally he is also an instructor with the USSF. Currently he is the State Head Coach for the 2000 Girls and Central District Head Coach 2000 Boys. You can follow Paul on Twitter: @vysaced



Technical Warm-Up

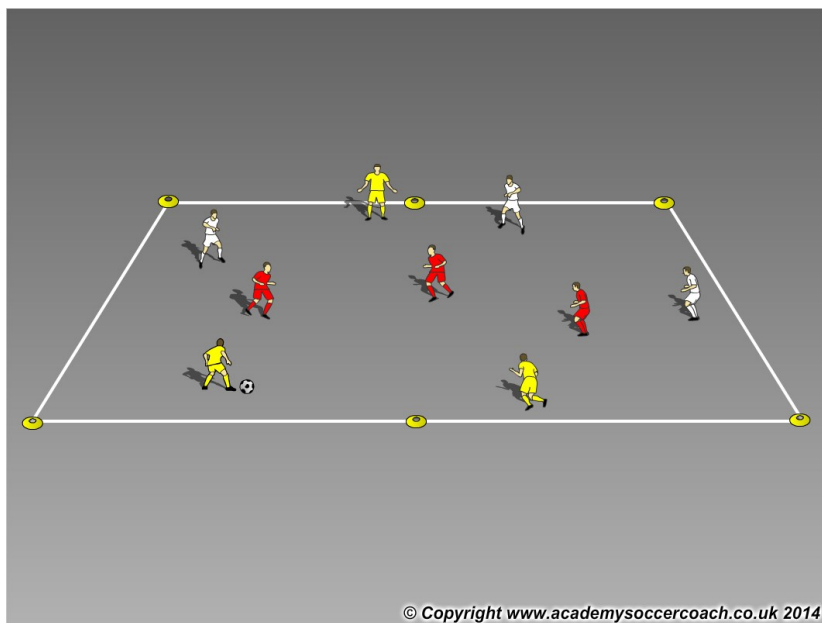
(i) Individual Technique Work (15 Mins)

(ii) Strike-Think-Move (20 Mins)

Establish environment standards (communication/leadership/grit/technical cleanness). 1 passes to 2 in the middle; 2 stops ball, 1 passes to 3, turns and receives ball from 4 (Cycle starts at 4 and repeats).

Coaching Points:

- Passing: want to see clean strike (ie. No bounce, firm and proper to foot)
- Receiving: proper body shape to see field, surface is prepped for next (pass or dribble), receive to shield (proper foot based on pressure)
- Use different surfaces to disguise



Small-Sided Activity 3v3+3 (25 Mins)

Area: 10x20

Two teams combine to keep the ball from the 3rd team. If 3rd team can dribble ball out of area—they get a point (2 min game).

Progress: If 3rd team dribbles out of area—they are no longer in the middle.

Coaching Points:

- Passing and receiving details
- If you have no one to pass the ball to—must dribble/shield and solve the problem with your feet
- Tempo of possession: How do we change the “beat” to create space? Role of short passes in drawing in defenders and resting in possession



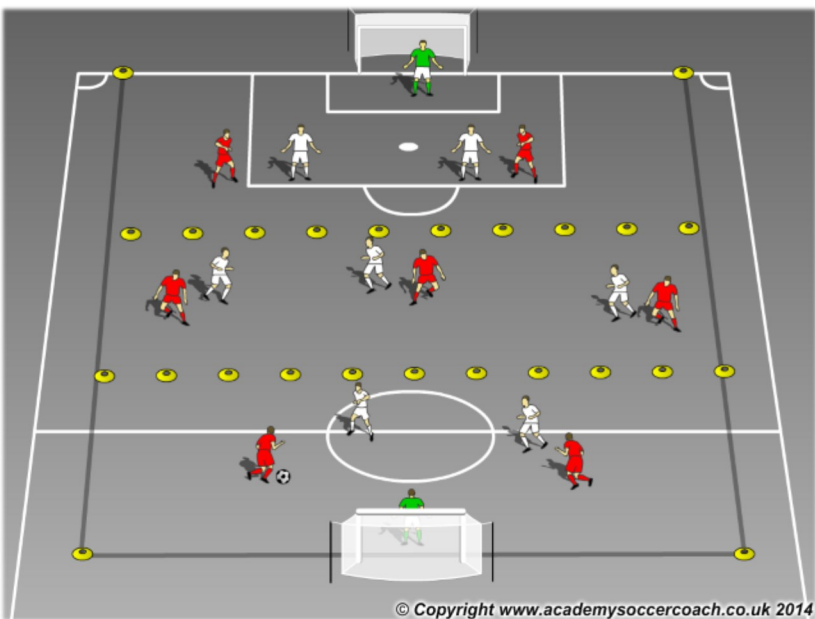
Expanded Small-Sided Activity 7v5/6 (20 Mins)

Area: Half Field

The 7—see if they can play through mid. [11,9,7 up front; 2 '8's' and 6 in midfield; 4 in back line]
We want to make sure everyone understand the role of the 8—so we will play with 2 '8's' and no '10.'
Defending team [3,4,5,2,6—add another 6 if needed].

Start to establish role of players. 9 to bring in 8 by holding up play, combining to get in. 11 & 7, combination with 8 and 6 to create width. 6&4 to support and establish tempo.

See earlier coaching points.



Game 9v9 (20 Mins)

Would like GK to be able to find the players in following sequence for this topic. This is done to teach roles and will be build on in weeks to come. Eventually, other roles (2,3,7,11) will be established to play out of the back using wide play.

—> 6,8,9,4/5...before the 2,3,11,7

Coaching points applied here of whole session.

TRAIN TO COMPETE (AGES 16+)

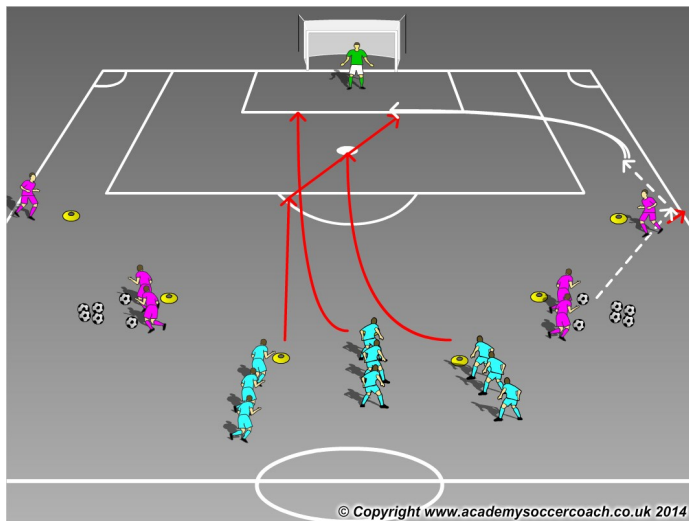
Coach: Dino Lopez

Age Group: U16

Session: Crossing and Finishing

Duration: 90 Minutes

Dino is the Lead Technical Consultant at Apex IFC, a consultancy group that specializes in the growth and development of youth soccer and their organizations. Dino holds a USSF 'A' License, USSF 'B' License as well as a CSA 'B' License. He was formerly Technical Director at Oakville SC. You can learn more about Dino and connect with him on Twitter at: @Breaking_Lines



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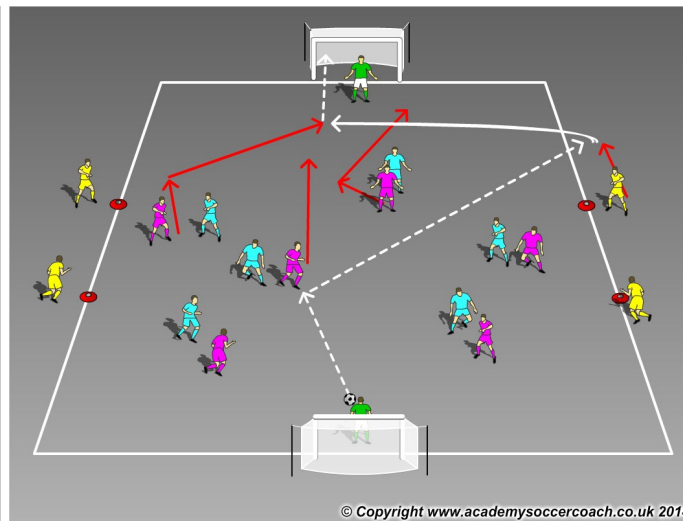
Crossing and Finishing

Organization:

Crossing and finishing repetitions using wide combinations:

- 1) One touch: Wide player pulls off the cone and takes one touch out of their feet to serve
- 2) Penetrating Pass: Ball is played back to Player to deeper wide player, who plays ball into space for player to run onto and serve
- 3) Overlap: Deep Pink wide player plays ahead to advanced wide Pink player who takes their touch inside to invite the overlap from the deep wide player and receives a penetrating pass for a 1 touch cross.

Coaching Points: Timing and movement in relation to the play, Quality/technique of the service, Finishing technique, Aggressive and relentless mindset to Attack, Timing of runs in the box



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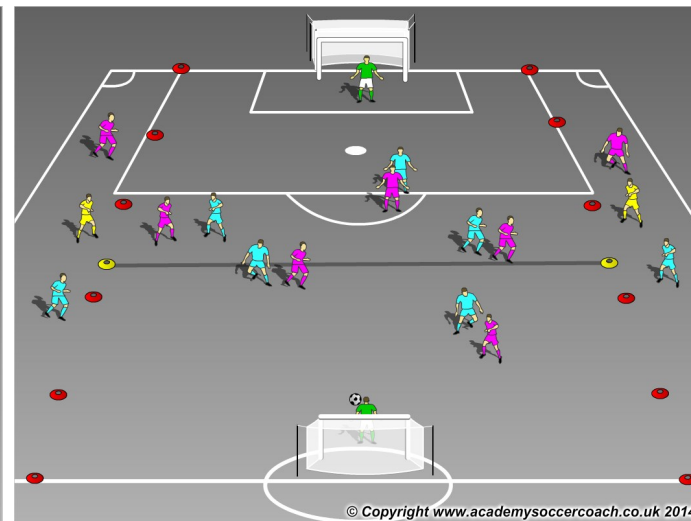
SSG w/ 4 Wide Players

Organization:

1 GK, 6 Field Players and 4 Wide Players (are like wide defenders and wide forwards). Add a neutral if necessary. The teams play a game where they can only score off of crosses. The bouncers on their own half are 2 or 1 touch, depending on the level of play and the bouncers in the attacking half are 2 touch if the ball is played to their feet and 1 touch if it's played to space.

Progression: 1 touch for all bouncers; Finish from anywhere as long as it's done in 1 or 2 touch

Coaching Points: Timing and movement of runs, Change of pace/direction of runs, Quality and technique on serve: a cross is just a pass from the wide channel (Don't just kick it), Depth, Width, Mobility, Quality of penetrating pass to wide channel, Aggressive mindset when attacking the ball, Quality of finish



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8v8+2 Wide Channel Game

Organization:

7 outfield players per team, plus 2 neutrals one in each wide channel and 2 GKs. There's one neutral in each wide channel so each team can attack 2v1 in the wide channel.

Conditions: 2 touch centrally and unlimited touches wide.

Coaching Points: Timing and movement of runs, Change of pace/direction on runs, Recognition of ways to exploit 2v1 (Penetrating Pass, Overlap, Bounce off the Center Forward), Quality and technique on serve, Depth, Width, Mobility, Weight and quality of penetrating pass, Aggressive mindset when attacking the ball, Quality of Finishing (Head and Foot).

Final Game: Take away rules and restrictions and allow the players to play and see if they recognize and implement ways to exploit wide areas during the game.

PRIZE / CONTEST

PRIZE:

- A Copy of 'The Modern Soccer Coach 2014' by Gary Curneen
- 1 Year subscription to AcademySoccerCoach.com

HOW TO ENTER/WIN:

- You must be a subscriber of the Magazine
- Prize draw will be made July 30, 2014



GOALKEEPERS

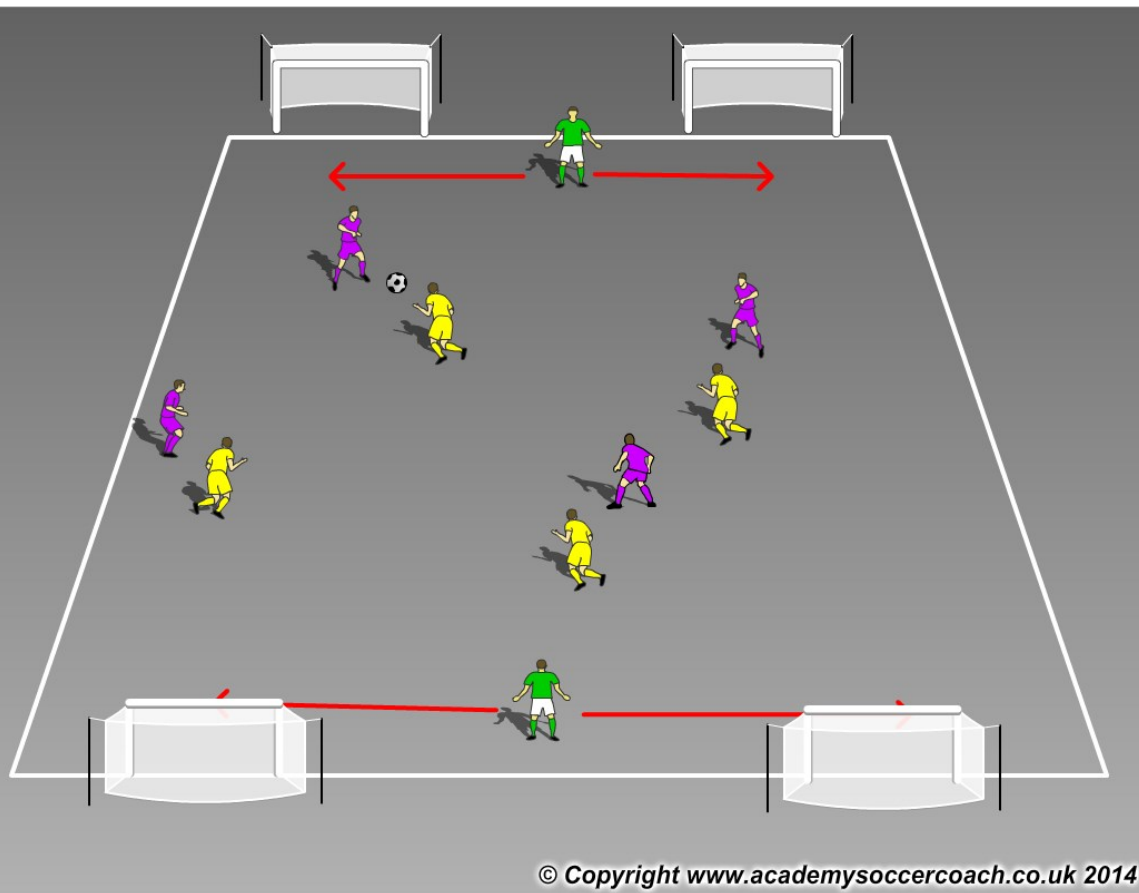
Coach: Rob Parker

Age Group: U12+

Session: SSG Communication and Organization

Duration: 20-30 Minutes

Rob has coached at the collegiate level for 16 years and training goalkeepers for 20 years. Starting at the age of 19 Rob joined the Towson Women's Soccer Coaching Staff and had great success. He is actively coaching with several clubs in the Capital Region and has also served as a mentor of the Eastern NY ODP staff. He is a contributor to keeperstop.com writing articles on goalkeeper development as well as working as a clinician for several coaching clinic and courses. Rob has also contributed to several coaching educational resources, sharing lesson plans and blogs with goalkeepers from around the world. You can follow him on Twitter: @goaliecoach00



SSG: Emphasis on Communication and Organization

Organization:

4 Goals, 2 Goalkeepers, 2 teams of 4 players. Adjust the field space depending on the age, ability and number of players.

Each Goalkeeper and team is responsible to cover 2 goals. During the game the GK must not only respond to the movement of play and cover the appropriate goal and adjust angle, they must also organize their players to cover the primary goal for the attacking team but also be mindful of the other attacking option, the other goal that they and their teammates are responsible to cover.



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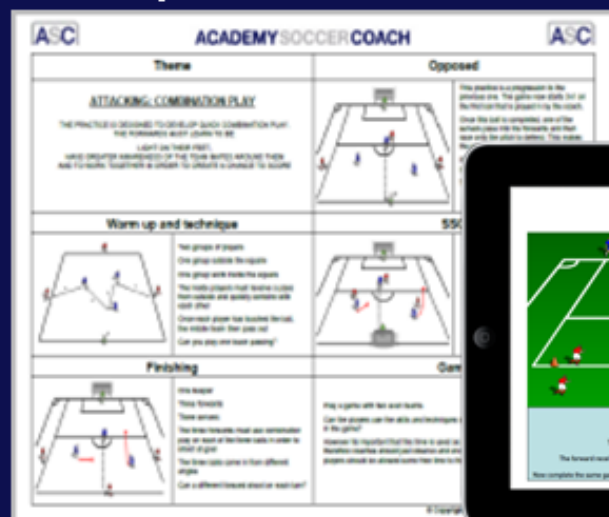
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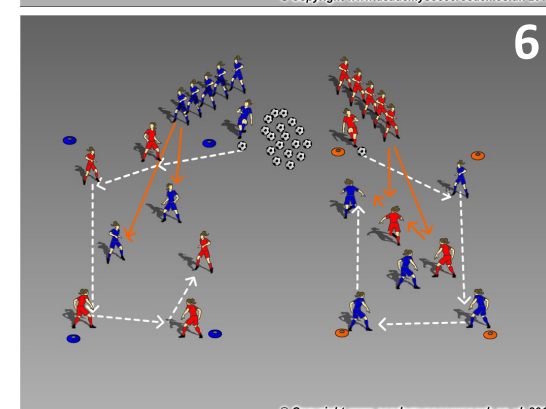
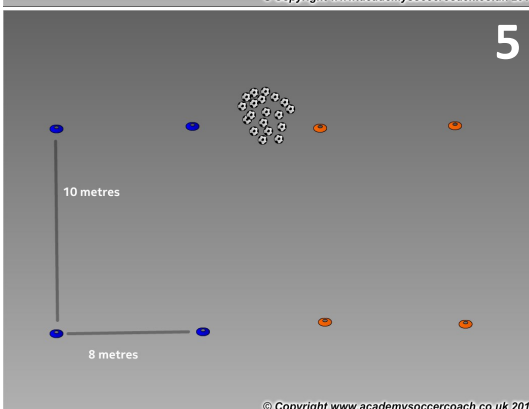
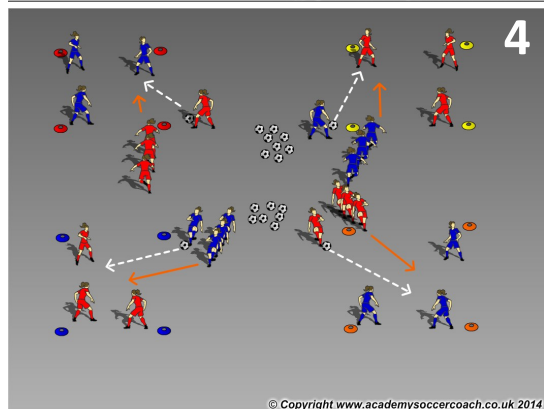
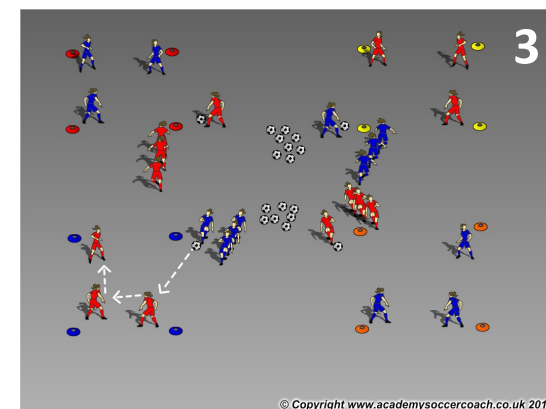
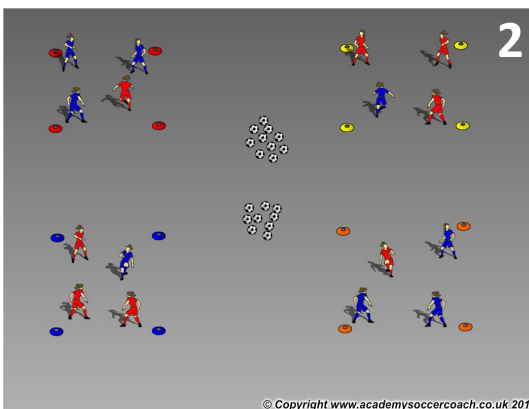
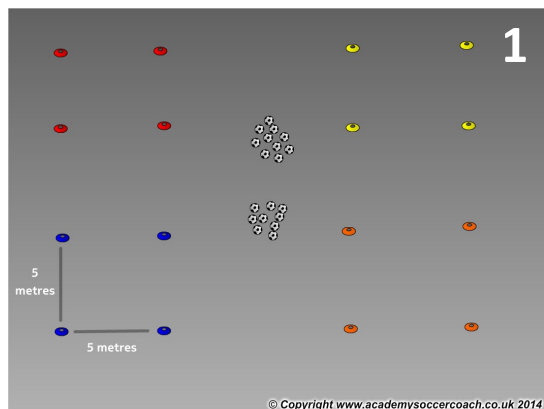
Coach: Keith Scarlett

Age Group: U14+

Session: Flank Play

Duration: 60 Minutes

Keith Scarlett is currently an Assistant Women's Coach with Perth Glory FC in Australia. He holds a USSF "A;" AFC "B;" as well as an NSCAA Advanced National, Youth National and Goalkeeper Level I license. Scarlett spent two years as an Assistant Men's Coach for Throttur FC in Iceland and has over 10 years of collegiate coaching experience in the US, as well as 17 years of experience in the club and HS ranks. Having earned two Bachelor of Science degrees (Sports Medicine and Sports Management) and a Master of Science in Sports Psychology, he is currently pursuing his PhD. You can access his personal blog, AN AMERICAN COACH DOWN UNDER at <http://keithscarlett.blogspot.com/> Follow him on Twitter @keithscarlett



Competitiveness (Pics 1-4)

This activity should begin bringing out the competitiveness from the players and their drive to win. Four 5x5 boxes are set up with balls piled up in between the 4 boxes. The team is split into 2 groups. In each box there are 3 on offense and 1 who will be on defense. Each group had 2 boxes with offensive players and 2 boxes where they play defense.

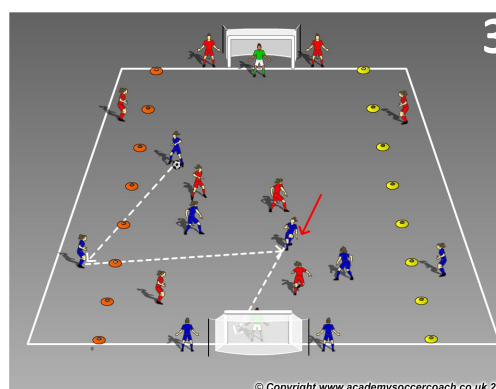
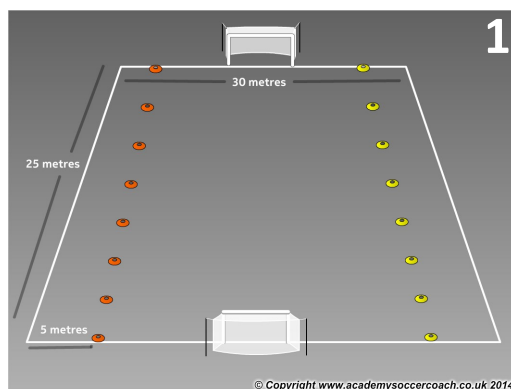
The objective is for the offense to connect as many passes as possible counting how many they get. There is one server from their team for their offensive box. When the server plays the ball in, the defender enters the box and tries to knock the ball out. Every time a ball is knocked out, the defensive team gets a point and a new defender enters once the next ball is played in.

There are 3-4 players in the defensive line per box. The games are 2 minutes each. After the first game, the offense and defense switch. After the second game, everyone matches up to play against someone new. After the third game, offense and defense switch. Whichever team gets the most points total wins.
2 Mins x 4

Competitiveness Part 2 (Pics 5-6)

The same rules except the grid is made larger and more people are involved. 2 Boxes are to be made 8x10. The offense now has 5 players and the defense can send 2 players in.

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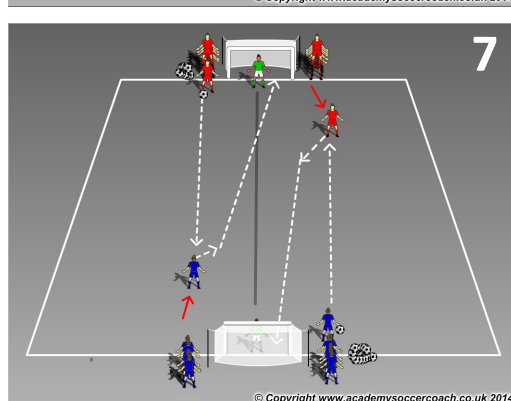
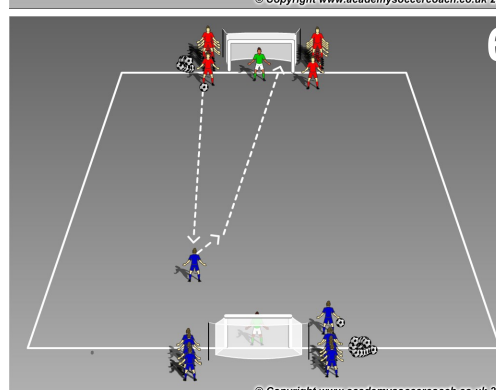
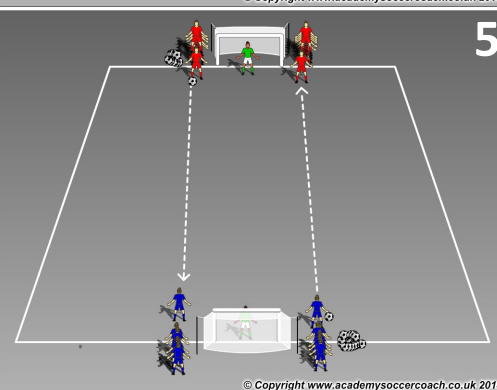
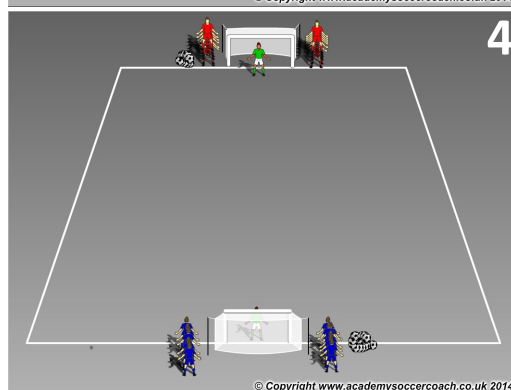
Flank Play (Pics 1-3)

The next game is a 4v4 game plus 2 flank players plus 2 neutral players game to big goals. The two goals are set about 25 metres apart. The field is 30 metres wide. A channel is made along the sidelines 5 metres wide.

Each group puts on the field; one player in their offensive half in the channel and one person on either side of their offensive goal.

The ball must be played out wide before anyone can score.

One touch volleys in the air count 2 points, all other goals count as one. The flank players have 2 touches and the players framing the goal have 1. Once a team gets 2 consecutive points (1 touch volley or two goals in a row), the losing team switches out all of their players. Each round is 2 minutes long. If neither team scores two consecutive points within 2 minutes, the following happens: if both teams did not score or scored the same amount, both groups switch everyone. If one team scored more goals than the other, the losing team switches. The game goes until one team reaches 10 points. Groups switch halves of the field at 5 points, while GK's remain in the same goal.



Efficiency Shooting (Pics 4-7)

To end practice, the team works on some efficiency shooting. Both goals stayed where they were. A line was formed on all four posts with balls piled up on the right post of both goals. The server drives a ball to the left post of the other goal between knee and hip height. The player has one touch to bring the ball down and one more to shoot. The shooters are not allowed to shoot if the ball crosses over mid line between the posts. The activity ends once each side of the goal scored 10 goals.

Efficiency Crossing Activity (Pics 8-9)

Next the team does a crossing activity to one goal. Servers stand out on the flanks and alternate sides. 3 Players run in making near, slot, and far post runs. The activity ends once the players scored 10 goals.

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Thank you for reading our sixth ever edition of Coaching the Global Game Magazine!

Best Wishes for a Prosperous 2014!

- CTGG Team