

# U13-U17 Annual Training Cycle

Refer to model session laid out in the new FFA curriculum:

[www.footballaustralia.com.au/nationalcurriculum](http://www.footballaustralia.com.au/nationalcurriculum) Pages 190 to 266

## Model Sessions

In the Game Training Phase the 'theme' of a session focuses on one of the 'Main Moments' and the Team Tasks (as well as the individual player tasks) within that 'Main Moment'.

To arrange the Game Training Phase Model Sessions more practically, we have subdivided the Main Moments into 'trainable' themes.

**These themes are:**

### **1. In possession of the ball (BP):**

- Playing out from the back
- Midfield play
- Attacking

### **2. When the opponent is in possession of the ball (BPO):**

- Disturbing/pressuring
- Defending/recapturing the ball

### **3. Transitioning (BP>BPO and BPO>BP)**

- Team and player actions when we lose the ball
- Team and player actions when we win the ball

Since Game Training Phase sessions should strive for game realistic scenarios, the practices must include game specific resistances such as opponents, team-mates, direction, rules and appropriate dimensions. As a consequence, in Game Training Phase sessions often all three Main Moments take place continuously, but the focus is on one of them.

Therefore we consider 2-3 sessions of 75-90 minutes and one game a maximum safe weekly work load, with the following session planning guidelines:

- Welcome/explanation: 5 minutes
- Warm Up: 15-20 minutes
- Positioning Games: 20 minutes
- Game Training component: 25-30 minutes
- Training Game: 20-25 minutes
- Warm Down/wrap up 5-10 minutes

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Game Training Phase sessions consist of 4 components:

## 1. Warm Up:

Starting points for the Warm Up are:

- Preferably with ball (e.g. passing practices);
- If possible 'theme related' including a level of decision-making;

Avoid warm-ups that are more like conditioning sessions!

## 2. Positioning games:

The main conditions for quality positioning play are:

- Maximal use of space in order to create more time on the ball (stretching the opponent)
- Triangles (no players in straight lines)
- Support play to create options for the player on the ball
- Anticipation and communication (verbal and non-verbal).

These basic principles form the foundation for proactive possession based football and this explains the importance of the positioning games in training practices.

Through positioning games young players:

- Learn to always create at least 3 options for the player on the ball (through proper positioning)
- Improve their decision-making (by learning to choose the right option)
- Increase their handling speed (less space and time forces quicker thinking and acting)
- Improve their technique (passing and first touch are essential technical skills)
- Learn to communicate both verbally (e.g. calling for the ball) and non-verbally (e.g. through ball speed and ball direction).

**This is the reason why positioning games are on the menu of every Game Training Phase and Performance Phase session**

## 3. The Game Training Component:

**This is the part of the session where conscious teaching and learning of the designated Team Task takes place.**

For a proper Game Training practice the coach must therefore:

- Create the proper scenario (organize the practice in such a way that the focus is on the designated Team Task);
- Organize the practice in the right area of the field (where this particular situation takes place during the real game) and with the appropriate dimensions
- Create the proper level of resistance (too easy = no development; too difficult = no success)
- Make effective interventions and provide quality (specific) feedback
- Ask smart questions to develop player understanding and enhance learning

## 4. Training Game:

This is the traditional game at the end of a session.

In our approach however it should not just be a 'free' game. The definition of a Training Game in the

context of a Game Training Phase session is: A game at the end of the session that contains all

the elements of the real game but with rules and restraints that see to it that the designated Team Task is emphasised.

During a Training Game the players are playing and the coach is observing if learning has taken place (little or no stop-start coaching but preferably coaching 'on the run').

**Clearly, quality coaching is not as easy as it may look!**

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## CYCLE 1

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
<b>Tuesday</b>	Playing out from the back <b>Model Session 1</b>	Attacking <b>Model Session 1</b>	Defending/recapturing <b>Model Session 1</b>	Playing out from the back <b>Model Session 2</b>	Attacking <b>Model Session 2</b>	Defending/recapturing <b>Model Session 2</b>
<b>Thursday</b>	Midfield play <b>Model Session 1</b>	Disturbing/pressuring <b>Model Session 1</b>	Transitioning <b>Model Session 1</b>	Midfield play <b>Model Session 2</b>	Disturbing/pressuring <b>Model Session 2</b>	Transitioning <b>Model Session 2</b>
<b>Saturday</b>	GAME	GAME	GAME	GAME	GAME	GAME

**CYCLE 2: using one of the model sessions in relation to the football problem you identify in the game at the main moment for that week.**

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
<b>Tuesday</b>	BP	BP	BP	BP	BP	BP
<b>Thursday</b>	BPO	BPO	Transition	BPO	BPO	Transition
<b>Saturday</b>	GAME	GAME	GAME	GAME	GAME	GAME

**CYCLE 3: using one of the model sessions in relation to the football problem you identify in the game at the main moment for that week.**

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
<b>Tuesday</b>	BPO	BPO	BPO	BPO	BPO	BPO
<b>Thursday</b>	BPO	BPO	Transition	BPO	BPO	Transition
<b>Saturday</b>	GAME	GAME	GAME	GAME	GAME	GAME