

9v9 Improve Building Up in Own Half- (B)

GOAL: Improve building-up from own half in order to move the ball to the opponent's half

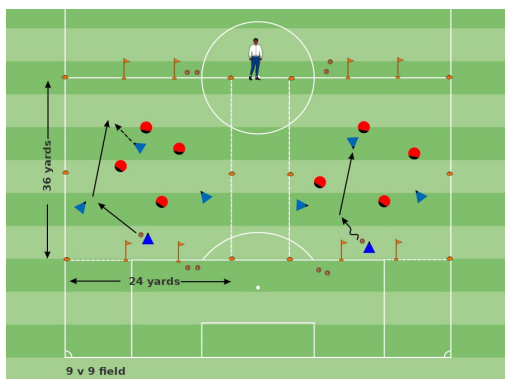
PLAYER ACTIONS: Spread out, Pass options, Pass/dribble

KEY QUALITIES: Read game/make decisions, Initiative, Focus

AGE: U11-U12 / 9v9 / 16 players

Attacking

DURATION: 90 min



1ST PLAY PHASE: Intentional Free Play

OBJECTIVE: To build a solid attack, move the ball forward and score

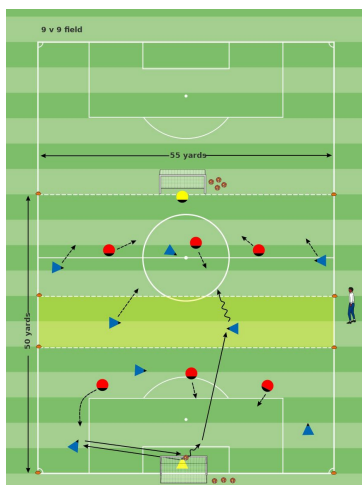
ORGANIZATION: Mark out two 36 x 24-yard fields. Divide players into four teams of four. Free play: Teams play 4 v 4 on 8-yard goal lines without goalkeepers (pass on the ground to score). Play for 30 minutes with two breaks.

KEY WORDS: Use space, be open, pass, dribble

GUIDED QUESTIONS: 1) What do you do when opponents immediately start trying to disrupt your attack? 2) How do you create the space you need to build a solid attack?

ANSWERS: 1) Stay calm, build the attack in a controlled way and play safe combinations to move the ball forward into the opponent's half. 2) Make the field as big as possible; push forward (no offside rule) and try to engage individual opponents; use the full width of the field.

NOTES: First break: Coach asks questions, players continue playing to discover answers. Second break: Players share answers with coach and each other.



PRACTICE (Core Activity): From 4 v 3 to 5 v 4

OBJECTIVE: To build a solid attack, move the ball forward and score.

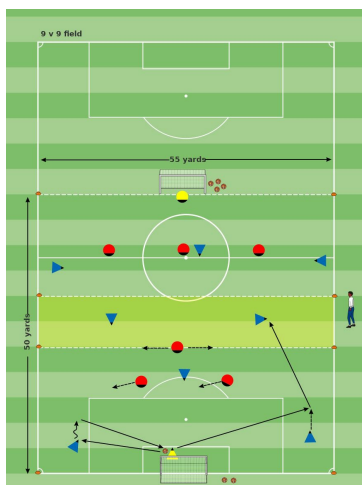
ORGANIZATION: Divide a 55x 50-yard field into three zones. Divide players into teams of 9 and 7 (Blue and Red) and assign them to zones as shown (1-3-2-3). Blue starts out attacking 4 v 3. If they can successfully pass into the center zone, they then attack 5 v 4 on Red's goal. Red tries to win the ball and score on Blue's goal. Play is restarted by Blue's

KEY WORDS: Use space, be open, pass, dribble

GUIDED QUESTIONS: 1) On distributions, where should the outside defenders show for the ball? 2) Why? 3) How should they position their bodies? 4) After they receive the ball, how should they build the attack? 5) What if they can't do that?

ANSWERS: 1) Just outside the penalty box sidelines, close to the endline. 2) To make the field as big as possible. 3) Open up hips to face up the field. 4) Take the ball forward and look for potential receivers. 5) Stay calm, "peel" away or pass to the keeper to switch the point of attack.

NOTES:



PRACTICE (Less Challenging): From 4 v 3 to 5 v 4

OBJECTIVE: To build a solid attack, move the ball forward and score

ORGANIZATION: Same as Core Activity, except Blue starts out attacking 4 v 2. The third defender stays on the center zone boundary and tries to intercept passes.

KEY WORDS: Use space, be open, pass, dribble

GUIDED QUESTIONS: 1) On distributions, where should the outside defenders show for the ball? 2) Why? 3) How should they position their bodies? 4) After they receive the ball, how should they build the attack? 5) What if they can't do that?

ANSWERS: 1) Just outside the penalty box sidelines, close to the endline. 2) To make the field as big as possible. 3) Open up hips to face up the field. 4) Take the ball forward and look for potential receivers. 5) Stay calm, "peel" away or pass to the keeper to switch the point of attack. NOTES: Start with the Core Activity and decide whether the level of challenge is

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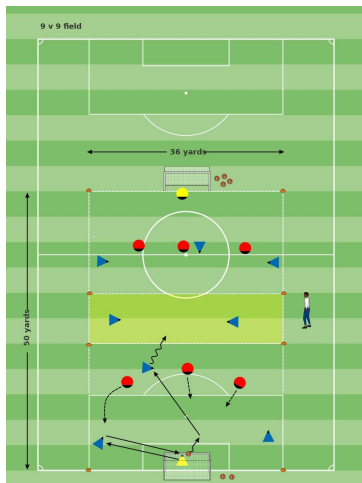
PLAYER ACTIONS: Spread out, Pass options, Pass/dribble

KEY QUALITIES: Read game/make decisions, Initiative, Focus

AGE: U11-U12 / 9v9 / 16 players

Attacking

DURATION: 90 min



PRACTICE (More Challenging): From 4 v 3 to 5 v 4

OBJECTIVE: To build a solid attack, move the ball forward and score

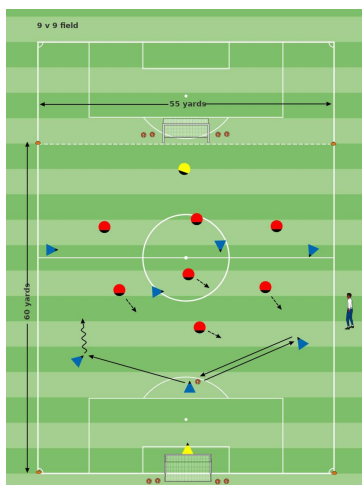
ORGANIZATION: Same as Core Activity, except the field is only 36 yards wide.

KEY WORDS: Use space, be open, pass, dribble

GUIDED QUESTIONS: 1) On distributions, where should the outside defenders show for the ball? 2) Why? 3) How should they position their bodies? 4) After they receive the ball, how should they build the attack? 5) What if they can't do that?

ANSWERS: 1) Just outside the penalty box sidelines, close to the endline. 2) To make the field as big as possible. 3) Open up hips to face up the field. 4) Take the ball forward and look for potential receivers. 5) Stay calm, "peel" away or pass to the keeper to switch the point of attack.

NOTES: Start with the Core Activity and decide whether the level of challenge is appropriate for the players. Switch to this More Challenging Activity if the Core Activity is too easy. Spend a total of 30 minutes in the Practice Phase.



2ND PLAY PHASE: The Game

OBJECTIVE: To build a solid attack, move the ball forward and score

ORGANIZATION: Mark out a 60 x 55-yard field. Teams play 8 v 8 in a 1-3-3-1. Play according to the Laws of the Game and the standards of play found in the U.S. Soccer Player Development Initiatives. Play for 30 minutes including one "halftime" (5 minutes max).

KEY WORDS: Use space, be open, pass, dribble

GUIDED QUESTIONS: 1) What do you do when opponents immediately start trying to disrupt your attack? 2) How do you create the space you need to build a solid attack? 3) On distributions, where should the outside defenders show for the ball?

ANSWERS: 1) Stay calm, build the attack in a controlled way and play safe combinations to move the ball forward. 2) Make the field as big as possible; push forward and try to engage individual opponents; use the full width of the field. 3) Just outside the penalty box sidelines, close to the endline.

NOTES:

Five Elements of a Training Activity

1. **Organized:** Is the activity organized in the right way?
2. **Game-like:** Is the activity game-like?
3. **Repetition:** Is there repetition, when looking at the overall goal of the session?
4. **Challenging:** Are the players being challenged?(Is there the right balance between being successful and unsuccessful?)
5. **Coaching:** Is there effective coaching, based on the age and level of the player?

Training Session Self-Reflection Questions

1. How did you do in achieving the goals of the training session?
2. What did you do well?
3. What could you do better?