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OPERATIONAL SHEETS  
BEGINNERS CATEGORY

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CLUB: \_\_\_\_\_

INSTRUCTOR: \_\_\_\_\_

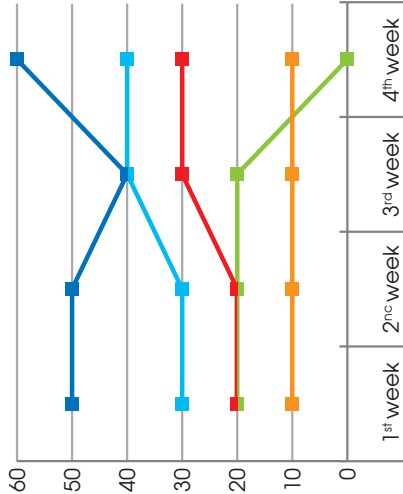
SPORT SEASON: \_\_\_\_\_

### REMEMBER

- During this week, the programmed didactical activities begin after the children and instructors have gotten to know each other in the preceding period. During this period, we remind you that the planned activities had been mainly playful and that technical/physical entrance tests had been carried out.

- In this period we have chosen to give a greater technical/perceptive/sensorial contribution to the didactical activities to stimulate the reminder of abilities that have already been built.

Monthly Graph



- = Technical-Coordinative Factor
- = Tactical-Cognitive Factor
- = Collective Games and Game Situation
- = Match Game
- = Physical-Motory Factor

MONTH: \_\_\_\_\_

MAIN OBJECTIVES OF THE MONTH:

- TECHNICAL-COORDINATIVE FACTOR: passing/receiving hitting the ball in the air
- TACTICAL-COGNITIVE FACTOR: positioning in game module 4-3-3 unmarking lateral insertion
- PHYSICAL-MOTORY FACTOR: ability of reaction/rapidity

N° LESSONS: \_\_\_\_\_

N° WEEKS: \_\_\_\_\_

N° COMPETITIONS/EVENTS: \_\_\_\_\_

### OBSERVATIONS:

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# LESSON 1

## MODULE 1

**TECHNICAL COORDINATIVE FACTOR**  
**Objectives:**

- Individual technique
- Neuro-muscular awareness

**PERCEPTIVE SOLICITATION**

- Awareness activities with the ball **20'**
- Tennis football **15'**

**DIDACTICAL STABILITY**

- Kick over and under the ribbon **15'**

Observations: \_\_\_\_\_

\_\_\_\_\_

Variations: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**TACTICAL COGNITIVE FACTOR**  
**Objectives:**

- Unmarking

**COLLECTIVE GAMES:**

- 4-2 - goal in the gates **20'**

**GAME MATCHES**

- Free play 9vs9 **10'**

Observations: \_\_\_\_\_

\_\_\_\_\_

Variations: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**PHYSICAL MOTORY FACTOR**  
**Objectives:**

- Rapidity-speed

**PHYSICAL WITH THE BALL**

- Shuttle 8m+8m and 2vs1 **20'**

Observations: \_\_\_\_\_

\_\_\_\_\_

Variations: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**Sequence of the session:**

- Tennis football **15'**
- Shuttle 8+8m and 2vs1 **20'**
- Awareness activities with the ball **20'**
- Kick over and under the ribbon **15'**
- 4-2 - goal in the gates **20'**
- Free play 9vs9 **10'**

**Number of children:** **100'**

**Duration:**

**Methods**

**Material:**

- Boundaries
- Tunics
- Bi-frontal goals
- N.4 balls
- Ribbon
- Cones
- Small posts

**OTHER OBJECTIVES OF THE SESSION:**

**TECHNICAL COORDINATIVE FACTOR**

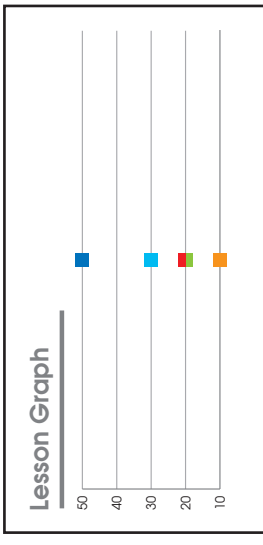
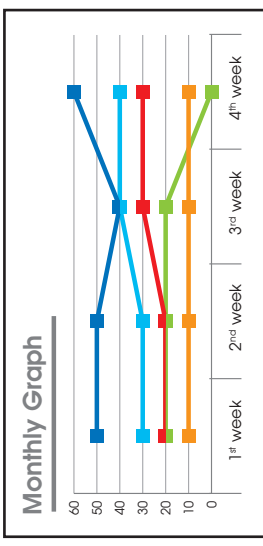
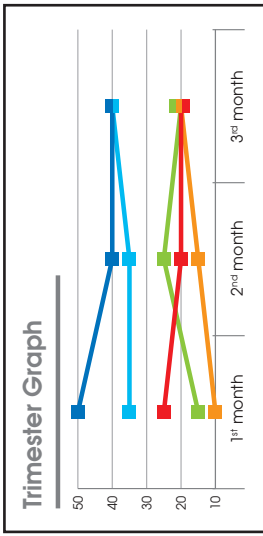
- Hit in the air

**TACTICAL COGNITIVE FACTOR**

- Ball possession
- Support

**PHYSICAL-MOTORY FACTOR**

- Reaction ability
- Articular mobility



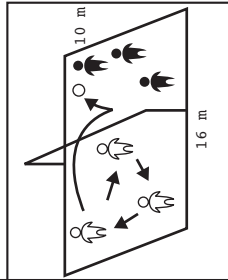


# LESSON 1: LET'S PLAY TENNIS FOOTBALL

## MODULE 1

### Tennis football

This game favours the ability of spatial orientation and hitting in the air with precision, favouring learning of parabolic trajectories.



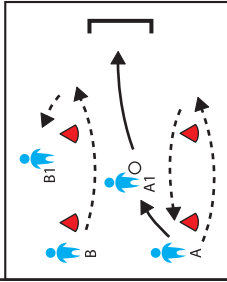
3vs3 game in an area of 16x10m divided by a ribbon (net). The teams send the ball into the opponent's field where the players will try and stop it from bouncing two consecutive times. The ball can bounce once before every touch. The children can play with a maximum of three touches per team before sending the ball over to the other team.

#### Variations:

- Rotation of players
- Every touch made by a different player

### Shuttle 8+8m and 2vs1

The first part of the shuttle exercise stimulates the frequency of movement and speed. During the second part a rapid solution is required for a movement task (2vs1).



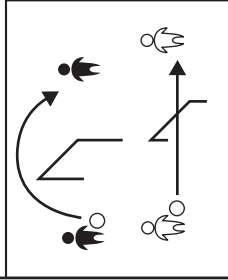
Players A and B carry out to shuttle movements (return trip) of 8 metres. The first to arrive on the ball passes it to another player (player A1 or B1). The couple that has conquered the ball attacks, whereas the other defends with one defender and one goalkeeper (the losers of the shuttle race). One execution is carried out every 45/50 seconds. Every series is made up of 6 executions. For every series there is an "active" injury time of 3 minutes.

#### Variations:

- B1 and A1 pass each other a ball
- They bounce the ball off their feet
- They jump on the spot
- The jump rope

### Kicking over and under a ribbon

This game improves the ability of low-kicking with the instep/inside of the foot (over and under a ribbon), favouring the acquisition of the ability to kick to move the ball in relatively far areas of the field.



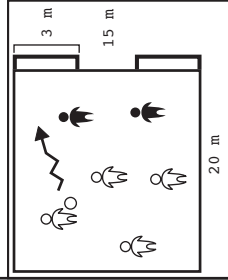
Exercise carried out in couples. The pupils kick and receive making the ball go over (parabola) or under a ribbon, with a still ball.

#### Variations:

- Kick with right and left foot
- Kick with a moving ball

### 4vs2 - goal in the small goals

Movement (unmarking) in relation to the movement of the ball and the opponent. Ball possession favours the ability of spatial orientation in a supporting role (passing and receiving in a game situation). The defenders will be solicited to adapt to a situation of disadvantage.



In a field of 20x15m. 4 attackers against 2 defenders face each other trying to score a goal by guiding it into the small lateral goals, 3 metres wide. The defenders are active.

#### Variations:

- Insertion of a fifth attacker that functions as a central attacker (wall play)

### Main technical objective: INDIVIDUAL TECHNIQUE

#### Sequence of the session:

- Tennis football 15'
  - Shuttle 8+8m and 2vs1 20'
  - Awareness activities with the ball 20'
- Ratio 1:1 individual technical exercise guiding and bouncing, research of sensory sensitivity, right neuro muscular dose
- Kick over and under the ribbon 15'
  - 4-2 - goal in the gates 20'
  - Free play 9vs9 10'
- Verify capacity of finding solutions of valid paly

#### Number of children:

100'

#### Duration:

#### Material:

- Boundaries
- Tunics
- Bi-frontal goals
- N.4 balls
- Ribbon
- Cones
- Small posts

"What you decide to do depends on you"  
R.Bach



# LESSON 2

## MODULE 1

### TECHNICAL COORDINATIVE FACTOR

#### Objectives:

- Passing/receiving with pressure
- FOOTBALL SOLICITATION
- Football paces with a rhythm (drum) 15'
- Tennis football 10'
- DIDACTICAL FLEXIBILITY
- Unmarking square with 2 active defenders 15'

Observations:

\_\_\_\_\_

Variations:

\_\_\_\_\_

### TACTICAL COGNITIVE FACTOR

#### Objectives:

- Movement of the attackers

#### COLLECTIVE GAMES:

- Movement of attackers and insertion 15'
- Positioning play model 4-3-3 15'
- GAME MATCHES: Theme game 10'

Observations:

\_\_\_\_\_

Variations:

\_\_\_\_\_

### PHYSICAL MOTORY FACTOR

#### Objectives:

- Rapidity and speed
- PHYSICAL WITH THE BALL
- Shuttle 8+8m and 2vs1 with chaser 20'

Observations:

\_\_\_\_\_

Variations:

\_\_\_\_\_

#### Sequence of the session:

- Tennis football 10'
- Shuttle with chaser 20'
- Football paces 15'
- Unmarking square 15'
- Movement of attackers and insertion 15'
- Positioning play model 4-3-3 15'
- Theme game (ball possession/lateral insertions) 10'

#### Number of children:

100'

#### Duration:

#### Methods

#### Material:

- Boundaries
- Tunics
- Bi-frontal goals
- N.4 balls
- Ribbon
- Cones
- Small posts

### OTHER OBJECTIVES OF THE SESSION:

### TECHNICAL COORDINATIVE FACTOR

- Hit in the air
- Perceptive sensitivity

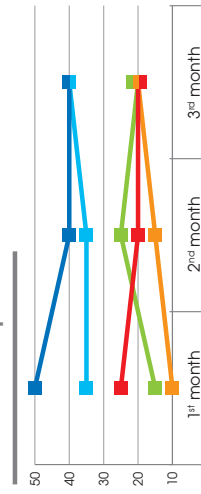
### TACTICAL COGNITIVE FACTOR

- Unmarking/markng
- Lateral insertions

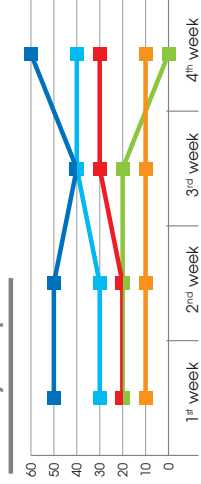
### PHYSICAL-MOTORY FACTOR

- Reactivity
- Articular mobility

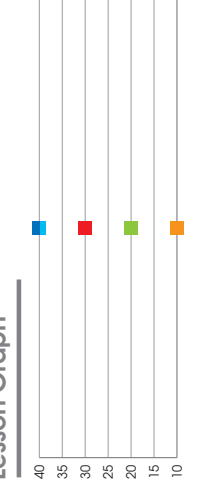
Trimester Graph



Monthly Graph



Lesson Graph



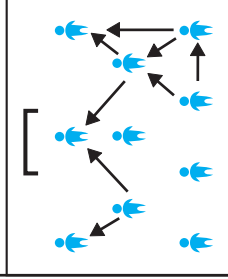


# LESSON 2: WALL PLAY

## MODULE 1

### Positioning in 4-3-3

Collective action pattern. Tactical task in relation to the position on the field and the ball. Phase of formation of collective tactical thought and search for game solutions.



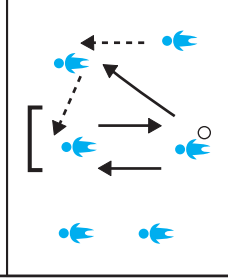
Position of the players in the field according to a 4-3-3 game module. Coordinated movement of players in relation to the position of the ball in phase of possession and non possession. Creation of game triangles.

#### Variations:

- Verify the phases of possession and non possession
- Insertion of semi-active defenders (in numerical disadvantage)

### Movement of the attackers and insertion

Favours the learning of collective guiding-action patterns allowed by the absence of defenders. Search for wall play and lateral insertion.



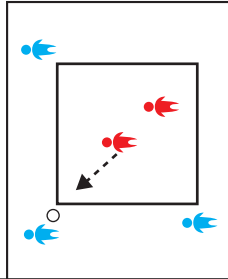
3 attackers (1 central and 2 lateral) and 3 mid-fielders places as illustrated. The central mid-fielder wall plays with the central attacker and serves the lateral mid-fielder that, after an internal movement of the lateral attacker allows this insertion. The action will end with a cross or a shot.

#### Variations:

- Insertion of two semi-active defenders
- Lateral insertion on weak side.

### Unmarking square

This is an exercise of receiving in movement (unmarking) and favours the precision pass under pressure from the defenders (marking).



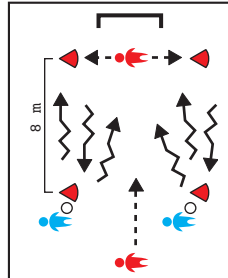
The pupil with the ball has to have two possibilities of passing. The defence is active. "L" defending: one defender on the ball, the other buys time.

#### Variations:

- Reception in a sequence
- Pass every 5 seconds

### Shuttle with chaser

The first part of the exercise stimulates the development of speed and neuro-muscular coordination. In the second part, the 2vs1 phase, the action of the defender that chases stimulates a quick choice of solutions.



The game is played with two attackers and two defenders (with one that confronts the attackers and one that chases). At the word "go" every player carries out a fast shuttle of 8+8m, then there is a 2vs1 game action with one chasing defender. One execution every 45/50 seconds. Every series is made up of 6 executions. For every series there are 3 minutes of "active recovery time".

#### Variations:

- Every attacker has a ball and guides the ball and shoots to goal

### Main technical objective: PASSING AND RECEIVING

#### Sequence of the session:

- 10' Tennis football "Air" play
- 20' Shuttle with chaser
- 15' Football paces on a rhythmic basis
- Guiding of ball with various parts of foot. Technical execution inside a rhythmic tempo (drum)
- 15' Unmarking square
- 15' Movement of attackers and insertion
- 15' Positioning play model 4-3-3
- 10' Theme game (ball possession/lateral insertions)

#### Number of children:

100'

#### Material:

- Boundaries
- Tunics
- Bi-frontal goals
- N.4 balls
- Ribbon
- Cones
- Small posts

"Motivation is the engine of learning"



# LESSON 3

## MODULE 1

### TECHNICAL COORDINATIVE FACTOR

#### Objectives:

- Passing and receiving in the air
- Passing and receiving in the air

#### PERCEPTIVE SOLICITATION

- Match using hands **30'**
- MOVEMENT COMBINATION
- Passing and receiving in couples in space **30'**

Observations:

Variations:

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### TACTICAL COGNITIVE FACTOR

#### Objectives:

- Unmarking

#### COLLECTIVE GAMES:

- Sequence of 3vs1 **30'**
- GAME MATCHES
- 5vs5 with ball possession **10'**

Observations:

Variations:

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### PHYSICAL MOTORY FACTOR

#### Objectives:

#### PHYSICAL WITH BALL

Observations:

Variations:

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#### Sequence of the session:

- Passing and receiving in couples in space **30'**
- Match using hands (passing and receiving in air) **30'**
- Sequence of 3vs1 **30'**
- 5vs5 match **10'**

#### Number of children:

**100'**

#### Duration: Methods

#### Material:

- Boundaries
- Tunics
- Bi-frontal goals
- N.4 balls
- Ribbon
- Cones
- Small posts

### OTHER OBJECTIVES OF THE SESSION:

#### TECHNICAL COORDINATIVE FACTOR

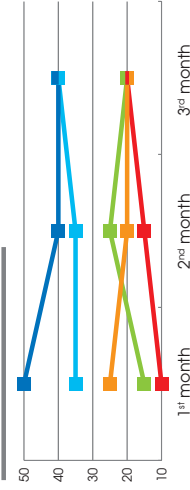
- Disengagement in relation to support

#### TACTICAL COGNITIVE FACTOR

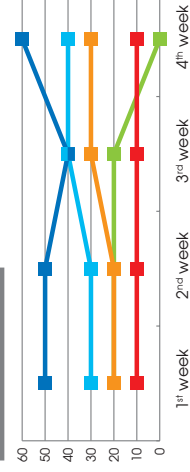
- Concept of support and relevant tactical explanation in ball possession

#### PHYSICAL MOTORY FACTOR

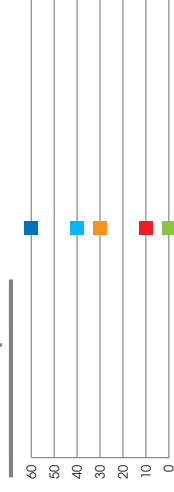
Trimester Graph



Monthly Graph



Lesson Graph



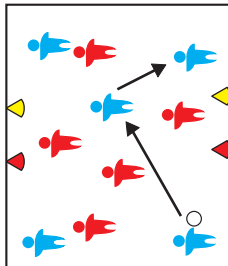


# LESSON 3: PASS AND RECEIVE IN MOVEMENT

## MODULE 1

### Match using hands (passing and receiving)

Ability of reaction/rapidity in a small area facilitating the occupation of space.



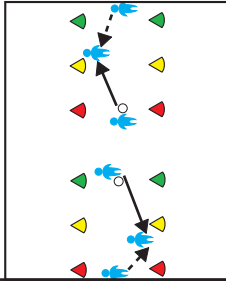
The game consists in a match using hands in a small field of 10x15m. The ball must not touch the ground and the pass is carried out with two hands with a trajectory that is horizontal to the ground (not parabolic). It is forbidden to run with the ball (rapid pass in maximum 2") and to have physical contact. The children look for free space to occupy in phase of ball possession and the goal is valid when shot with a header into a small goal.

#### Variations:

- The pass with hands can be horizontal or parabolic
- The ball can touch the ground
- Passes are made with the inside of the foot

### Passing and receiving in couple in space

To improve the quality of passing and receiving, through different trajectories of the ball in the adjacent space, (the action of passing is after the action of marking).



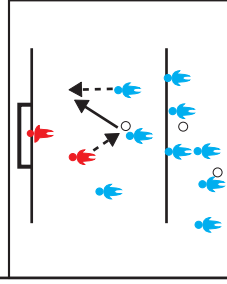
In couples, in two adjacent squares (10x15m+10x15m), the children pass and receive the ball in the various directions looking for precision and the quality of unmarking that has to happen before the pass. The ball is kicked low on the ground and hit with strength with the inside of the foot in the space of the team mate, who, according to the trajectory of the ball, has to analyse the space and time of reception. After receiving the ball the child passes the ball back to his team mate and places himself back in the centre.

#### Variations:

- Parabolic pass
- With wall play

### Game in 3vs1 in succession

Numerical advantage allows, in phase of ball possession, to find the best solutions to carry out the pass after the unmarking of a team mate. This game situation is needed to look for continuous movement without the ball of the team mate and consequently improve, for the defender, coverage of the goal according to the ball holder.



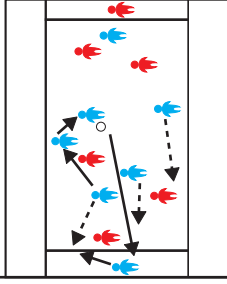
In a goal, offensive actions in succession of 3vs1 with final shot to goal. The conclusion needs to happen quickly. On the basis of the number of children it is advisable to insert another defender every two actions to replace the one who has defended beforehand.

#### Variations:

- Goals can be attempted after 5 consecutive passes.

### 5vs5 match - ball possession with deep passes

Through ball possession we look for the "concept of unmarking and deep passing". The pass is carried out after a team mate has unmarked himself, so once a team mate has received the ball another team mate will have to unmark himself to receive it.



In a rectangle of 25x40m, after six consecutive passes the ball is pass in depth to a team mate that is placed in a zone with a low or parabolic passed. The point that receives the ball, executes a return pass for one of the team mates that goes in to support.

#### Variations:

- After 6 passes the goal is valid when a team mate has unmarked himself in the zone.

### Main technical objective: PASSING AND RECEIVING

#### Sequence of the session:

- Passing and receiving in couples in space 30'
- Match using hands (passing and receiving in air) 30'
- Sequence of 3vs1 30'
- 5vs5 match 10'

#### Number of children:

100'

#### Material:

- Boundaries
- Tunics
- Bi-frontal goals
- N.4 balls
- Ribbon
- Cones
- Small posts

*"Coaches have the duty to favour the development of the athletic and human potential of their pupils"*  
SGS Charter of Rights





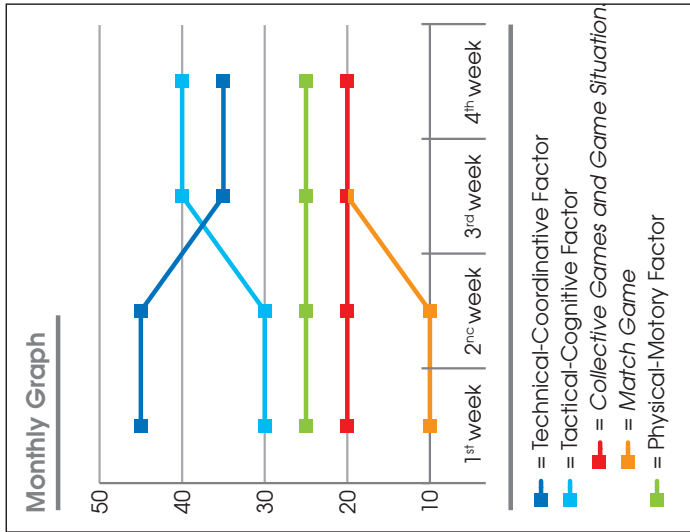
CLUB: \_\_\_\_\_

INSTRUCTOR: \_\_\_\_\_

SPORT SEASON: \_\_\_\_\_

### REMEMBER

- The particular aspect of this age group is that the children become able to automate the movements and gradually move their attention off the elements that are more linked to a proprioceptive sensation, to focus on the external characteristics of the situation-exercise. Therefore in the construction of the technical and tactical abilities, further to the method of analytical repetition of the technical move, it is useful to experiment the abilities they have learned in stable didactic situations, therefore without great variations, and gradually in game situations that are always more open to change. The situational variables proposed stimulate a greater ability to solve problems during the game in situations that are closer to the real conditions and in an evermore creative form.



MONTH: \_\_\_\_\_

MAIN OBJECTIVES OF THE MONTH:

- TECHNICAL-COORDINATIVE FACTOR: passing and receiving in movement hit to cross - shoot hit in the air
- TACTICAL-COGNITIVE FACTOR: support in ball possession marking (taking position)
- PHYSICAL-MOTORY FACTOR: resistance

N° LESSONS: \_\_\_\_\_

N° WEEKS: \_\_\_\_\_

N° COMPETITIONS/EVENTS: \_\_\_\_\_

### OBSERVATIONS:

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# LESSON 4

## MODULE 2

**TECHNICAL COORDINATIVE FACTOR**  
**Objectives:**

- Passing and receiving in movement
- Tennis football - tournament

**10'**

**PERCEPTIVE SOLICITATION**

- Tennis football - tournament

**10'**

**TECHNICAL COMBINATION**

- Guiding, dribbling and shot
- 2vs1 in continuity

**15'**  
**20'**

Observations: \_\_\_\_\_

\_\_\_\_\_

Variations: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**TACTICAL COGNITIVE FACTOR**  
**Objectives:**

- Support and change of game plan

**COLLECTIVE GAMES:**

- Game with 4 goals

**20'**

**MATCH GAMES**

- Themed game

**10'**

Observations: \_\_\_\_\_

\_\_\_\_\_

Variations: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**PHYSICAL MOTORY FACTOR**  
**Objectives:**

- Development of resistance

**PHYSICAL WITH BALL**

- Interval method in 2vs2 play

**25'**

Observations: \_\_\_\_\_

\_\_\_\_\_

Variations: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**Sequence of the session:**

- Tennis football - tournament competitions **10'**
- Interval 2vs2 **25'**
- Guiding, dribbling and shot **15'**
- 2vs1 in continuity **20'**
- Game with 4 goals **20'**
- Themed game (ball possession/support/lateral insertions) **10'**

**Number of children: 100'**

**Duration: 100'**

**Methods**

**Material:**

- Boundaries
- Tunics
- Bi-frontal goals
- N.4 balls
- Ribbon
- Cones
- Small posts

**OTHER OBJECTIVES OF THE SESSION:**

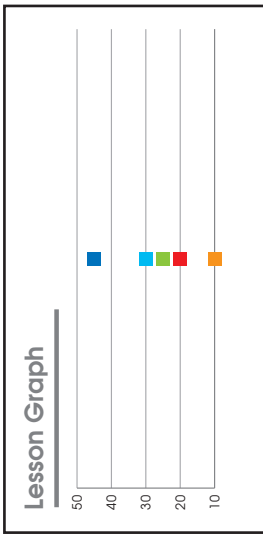
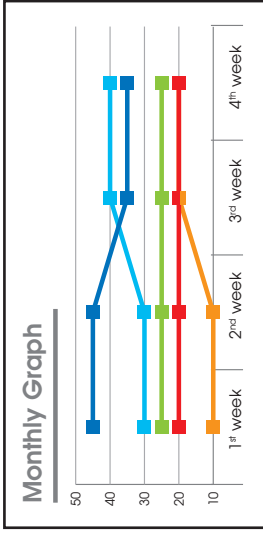
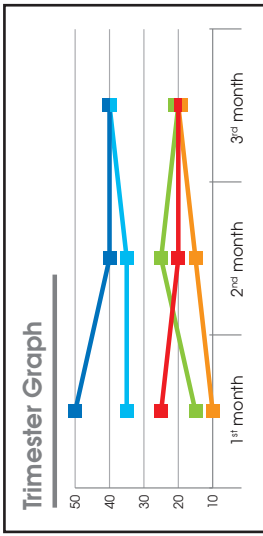
**TECHNICAL COORDINATIVE FACTOR**

- Dribbling
- Shoot to goal

**TACTICAL COGNITIVE FACTOR**

- Ball possession
- Lateral insertion

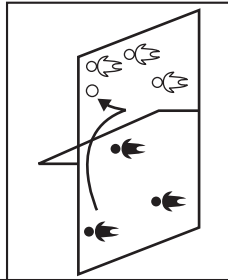
**PHYSICAL MOTORY FACTOR**





### Tennis football

This type of activity is proposed with a tournament in a group. In this phase of perceptive sensitivity (Kick after a bounce for every touch of the ball), the pupil is solicited in kicking the ball in the air and orienting himself in space.



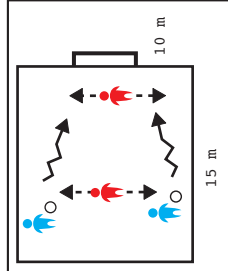
Internal tournament 3vs3 with Italian style rounds, one game per lesson. For every touch one bounce is allowed. Every touch has to be given by a different player. The first touch has to be "simple" (accessible for the response of the opponent) and can be refused. The team that reaches 16 points first wins the game.

#### Variations:

- If there are uneven numbered teams, the players of the resting team can be used as substitutions
- Vary the height of the ribbon.

### 2vs1 in continuity

This exercise favours the ability of stabilising the behaviours of passing/receiving in a dynamic and creative form to solve a game situation.



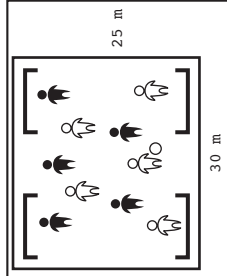
In a game area of 15x10m two couples of players face each other. The purpose of the game is to score a goal by guiding the ball in two lines defended by the opponents with 10 available trials. Change of roles. The defender can advance a lot.

#### Variations:

- Only use the external part of the foot according to the direction
- Only use the internal foot

### Game with 4 goals

Tactical adaptation in phase of possession and non possession in a game that proposes a diverging objective (4 goals). The exercise stimulates ball possession. It stimulates change of play and supporting phase.



Two teams composed of 5/6 players face each other in a field of 30x25m. Every team attacks and defends on two goals. Diverging game. Creates specific adaptations on the change of play and on peripheral control. (D'Offraio S. 1990).

#### Variations:

- Play with three touches
- Every overlap is worth a point (giving a tactical objective to the game)

**Main technical objective:**  
PASSING/RECEIVING IN A GAME SITUATION

**Sequence of the session:**

- Tennis football - tournament competitions 10'

Kick in the air, orientation in space

- Interval 2vs2 25'

- Guiding, dribbling and shot 15'

- 2vs1 in continuity 20'

- Game with 4 goals 20'

- Themed game (ball possession/support/lateral insertions) 10'

Ball possession and support is stimulated (in attack and defence) and lateral insertion

**Number of children:** 100'

**Duration:** 100'

**Material:**

- Boundaries
- Tunics
- Bi-frontal goals
- N.4 balls
- Ribbon
- Cones
- Small posts

*"Football is a game for everyone and it must be possible to practice it everywhere"*

UEFA



# LESSON 5

## MODULE 2

**TECHNICAL COORDINATIVE FACTOR**  
**Objectives:**

- Hit to cross/shoot

**PERCEPTIVE SOLICITATION**

- Tennis football - internal tournament **5'**

**TECHNICAL COMBINATION**

- Overlapping and shooting **15'**
- 3vs2 pass the ball **15'**

Observations: \_\_\_\_\_

Variations: \_\_\_\_\_

**TACTICAL COGNITIVE FACTOR**  
**Objectives:**

- Marking

**GAME SITUATIONS:**

- Study of defensive movements **20'**

**MATCH GAMES**

- Themed game **10'**

Ball possession/positioning/lateral insertion

- Free play **10'**
- Verification of learning process for the period

Observations: \_\_\_\_\_

Variations: \_\_\_\_\_

**PHYSICAL MOTORY FACTOR**  
**Objectives:**

- Resistance

**PHYSICAL WITH BALL**

- 2vs2 with intervals with the ball **25'**

Observations: \_\_\_\_\_

Variations: \_\_\_\_\_

**Sequence of the session:**

- Tennis football **5'**
- 2vs2 with intervals **25'**
- Overlapping and shooting **15'**
- 3vs2 pass the ball **15'**
- Defensive movements **20'**
- Themed game **10'**
- Free play **10'**

**Number of children:** **100'**

**Duration:** **100'**

**Methods**

**Material:**

- Boundaries
- Tunics
- Bi-frontal goals
- N.4 balls
- Ribbon
- Cones
- Small posts

**OTHER OBJECTIVES OF THE SESSION:**

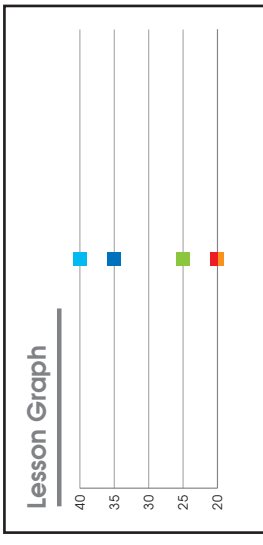
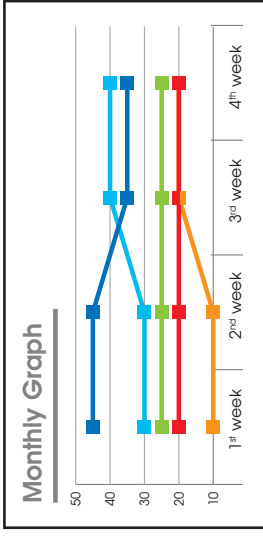
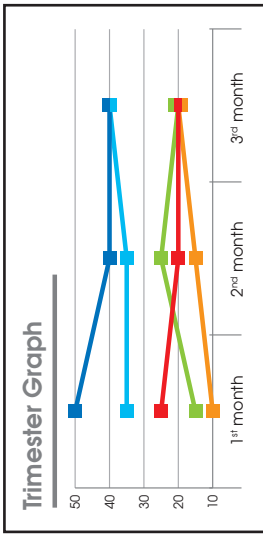
**TECHNICAL COORDINATIVE FACTOR**

- Passing and receiving in movement

**TACTICAL COGNITIVE FACTOR**

- Positioning
- Defensive support

**PHYSICAL MOTORY FACTOR**



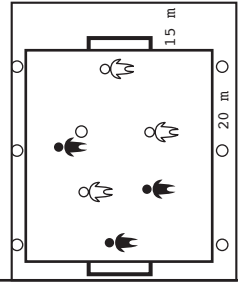


# LESSON 5: INSERTING AND GOING TO THE SHOT

## MODULE 2

### 2vs2 with intervals

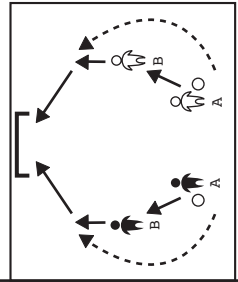
This type of exercise is carried out with the ball in the form of a competition; it favours the increase of aerobic potential.



In a space of 20x15m two teams face each other, each made up of 2 players plus 2 goalkeepers, in a competition without a solution of continuity. The ball therefore has to always be in play (extra balls have to be ready on the sides of the field). The duration of the game is 4', in which every 20" there is 15" rest. The game has to be repeated 3 times (series), between one series and another there are 2' of injury time.

### Overlapping and shot

Stimulates the concept of insertion (give and go). It favours the phase of adjustment of the shot to goal with a moving ball.

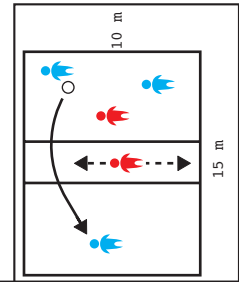


Player A passes the ball to B and carries out an overlap (give and follow), receives a returning pass and, moving onto the centre, goes on towards the goal. The same thing happens on the other side.

- Variations:**
- A does not shoot but executes a cross for B, who follows and shoots
  - Insert an "active" defender

### 3vs2 pass the ball

With this situation of the game we favour the stabilisation of the technical abilities of passing and receiving in a variable didactical situation, with active defenders.

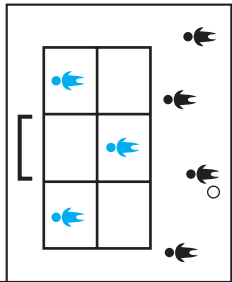


A space of 15x10m is divided in two. In one half of the field they play in 2vs1 with the purpose of passing the ball to the team mate positioned on the other half of the field. The other defender defends centrally in a corridor. When the ball crosses the mid-field the same situation is re-created (the defender in the corridor enters the zone, the other defender enters the corridor; the attacker that has made the pass follows the ball)

- Variations:**
- With three touches
  - Reducing the space of the game

### Study of defensive movements

Marking phase. The purpose of the game is to favour the awareness of patterns of defensive action. The tasks of the compartment are determined, soliciting the mentality in collective defence.



The game area is divided into six parts. The players take on defensive positions in relation to the movement of the ball. Phase of marking.

- Variations:**
- Defence in 4 players
  - Increase the number of attackers

<b>Main technical objective:</b> SHOOT TO GOAL	
<b>Sequence of the session:</b>	
• Tennis football	5'
• 2vs2 with intervals	25'
• Overlapping and shooting	15'
• 3vs2 pass the ball	15'
• Defensive movements	20'
• Themed game	10'
• Taking defensive position. Ball possession. Lateral insertion.	
• Free play	10'
• Verification of learning period	
<b>Number of children:</b>	100'
<b>Duration:</b>	100'

- Material:**
- Boundaries
  - Tunics
  - Bi-frontal goals
  - N.4 balls
  - Ribbon
  - Cones
  - Small posts

*"Children learn what they live: if the child is treated with tolerance he learns to be patient and will be more tolerant himself"*



# LESSON 6

## MODULE 2

**TECHNICAL COORDINATIVE FACTOR**

**Objectives:**

- Hit the ball in the air

**PERCEPTIVE SOLICITATION**

- Passing and receiving a parabolic ball with ribbon

**35'**

**TACTICAL COGNITIVE FACTOR**

**Objectives:**

- Marking (positioning)

**GAME SITUATIONS:**

- 3vs1 in two adjacent spaces

**20'**

**GAME MATCHES**

- 5vs5 with positioning

**20'**

**PHYSICAL MOTORY FACTOR**

**Objectives:**

- Specific resistance
- Receiving and passing in succession and parabolic ball

**25'**

**Sequence of the session:**

- Passing and receiving a parabolic ball with ribbon **35'**
- Receiving and passing in succession and parabolic ball **25'**
- 3vs1 in two adjacent spaces **20'**
- 5vs5 match **20'**

**Number of children:**

**100'**

**Duration:**

**100'**

**Material:**

- Boundaries
- Tunics
- Bi-frontal goals
- N.4 balls
- Ribbon
- Cones
- Small posts

Observations: \_\_\_\_\_

\_\_\_\_\_

Variations: \_\_\_\_\_

\_\_\_\_\_

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Observations: \_\_\_\_\_

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Variations: \_\_\_\_\_

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Observations: \_\_\_\_\_

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Variations: \_\_\_\_\_

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**OTHER OBJECTIVES OF THE SESSION:**

**TECHNICAL COORDINATIVE FACTOR**

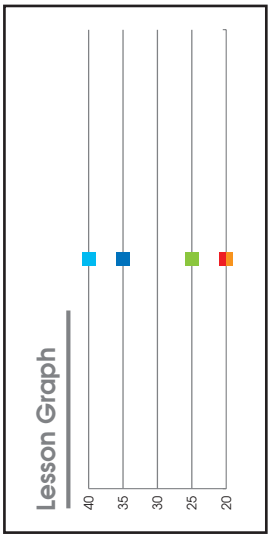
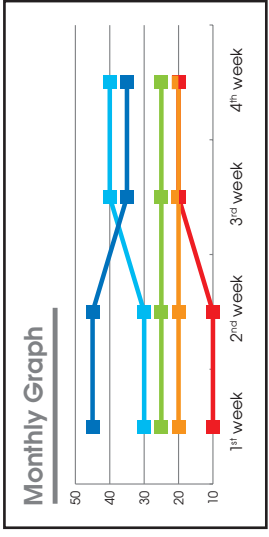
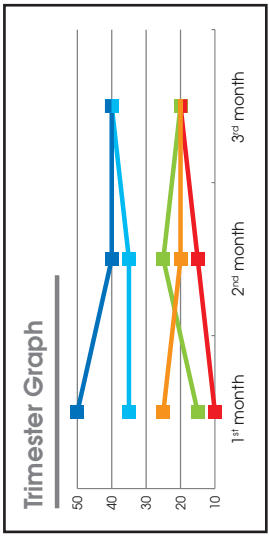
- Passing and receiving

**TACTICAL COGNITIVE FACTOR**

- Unmarking in space, buying time and body position in a defensive phase

**PHYSICAL MOTORY FACTOR**

- Rapidity and speed of movement



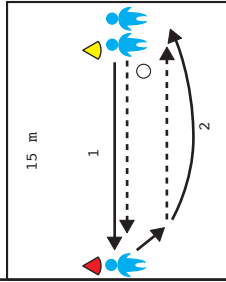


# LESSON 6: THE SEARCH FOR THE FLYING PASS

## MODULE 2

### Reception and pass in adjacent spaces

The reception in a sequence and the following cross allows the child an immediate solution to solve possible pressures or contrasts of the opponent and a better ability to resist to workload. Making the action faster allowing a more rapid and dynamic offensive action.



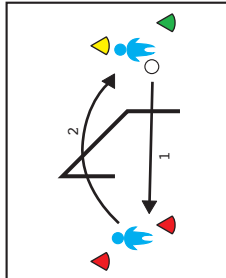
Three children are placed one in front of the other for a distance of at least 15 m (variable distance). After a low pass in give and follow, they carry out reception in a sequence with the internal part of the foot with a successive cross towards the team mate that is waiting (sprint).

**Variations**

- In threes, with a team mate placed in the centre that carries out wall play and changes places with a team mate.

### Passing and receiving with a ribbon

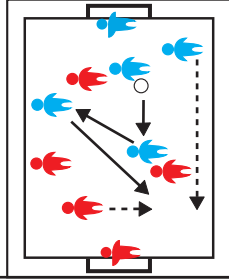
The opportunity of using the parabolic pass simplifies some situations that the child was not able to do and projects him into a more global vision of the field. He will be able to solve difficult situations, like a change of play from an active zone to a passive zone or conquering space in depth with a vertical kick.



In a rectangle, the children transmit low balls under the ribbon for the team mate in front of him at 15m, who kicking spontaneously will have to cross, with a parabolic trajectory, the ribbon placed at about a metre and a half. The consequent reception of the team mate has to be with the inside of the foot in a sequence.

### 5vs5 match with positioning

The use of wall play allows to re-propose the technical move during the match that has been developed in the preceding exercises.



In a field of 25x50m, the children play 5vs5 in offensive phase, using the rule of wall play, the third pass is deep for another player that has gone to free himself in the space. The defenders need to apply a passive defence on the attacker that executes wall play, whereas he becomes active after the parabolic pass in closing off the spaces and in cooperating with the defensive department.

**Variations**

- Mid-field area for the attacker that receives the vertical pass and executes wall play (neutral zone)

**Main technical objective:**  
KICKING THE BALL IN THE AIR

**Sequence of the session:**

- Passing and receiving a parabolic ball with ribbon 35'
- Receiving and passing in succession and parabolic ball and parabolic ball 25'
- 3vs1 in two adjacent spaces 20'
- 5vs5 match 20'

**Number of children:** 100'  
**Duration:** 100'

**Material:**

- Boundaries
- Tunics
- Bi-frontal goals
- N.4 balls
- Ribbon
- Cones
- Small posts

*"Children have the right to benefit from a healthy environment and to practice sport in absolute safety" to safeguard their health"*  
SGS Charter of Rights

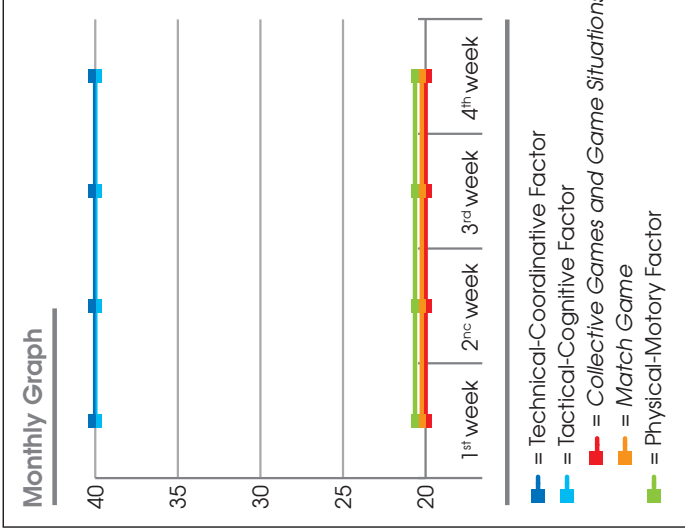


CLUB: \_\_\_\_\_ INSTRUCTOR: \_\_\_\_\_ SPORT SEASON: \_\_\_\_\_

**REMEMBER:**

• The performance model of the game of football is a situational kind of game. In building the tactical abilities it is more appropriate to use a methodology that selects the main actions of the game and sets them up as "key-actions".

• The knowledge and recognition of the key-action on the part of the teacher and the child, will facilitate, during the course of the exercise, the solution of the task in a creative form. In this period we begin to face the big theme of "wall-play" intended as a fundamental element of reference for many tactical solution (lateral insertion, changes of play, deep ball).



MONTH: \_\_\_\_\_

MAIN OBJECTIVES OF THE MONTH:

- TECHNICAL-COORDINATIVE FACTOR:  
header  
shot to goal  
hit/receive  
frontal tackle
- TACTICAL-COGNITIVE FACTOR:  
frontal/lateral wall play  
crossed movement of the attackers  
lateral insertion
- PHYSICAL-MOTORY FACTOR:  
resistance

N° LESSONS: \_\_\_\_\_  
 N° WEEKS: \_\_\_\_\_  
 N° COMPETITIONS/EVENTS: \_\_\_\_\_

**OBSERVATIONS:**

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_





# LESSON 7

## MODULE 3

**TECHNICAL COORDINATIVE FACTOR**  
**Objectives:**

- Header

**PERCEPTIVE SOLICITATION** 10'

- Tennis-football

**DIDACTICAL STABILITY** 15'

- Header in couples

**TECHNICAL COMBINATION** 15'

- Choose a side

Observations: \_\_\_\_\_

\_\_\_\_\_

Variations: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**TACTICAL COGNITIVE FACTOR**  
**Objectives:**

- Wall play

**GAME SITUATIONS:** 20'

- 4vs4 wall play

**GAME MATCHES** 20'

- Themed game

Observations: \_\_\_\_\_

\_\_\_\_\_

Variations: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**PHYSICAL MOTORY FACTOR**  
**Objectives:**

- Development of resistance
- Intervals activity with the ball

20'

Observations: \_\_\_\_\_

\_\_\_\_\_

Variations: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**Sequence of the session:**

- Tennis-football 10'
- Intervals activity with the ball 20'

**CIRCUIT ACTIVITIES:**

- Header in couples 15'
- Choose a side 15'
- 4vs4 wall play 20'
- Themed game 6vs6 with wall play 20'

**Number of children:** 100'

**Duration:** 100'

**Material:**

- Boundaries
- Tunics
- Bi-frontal goals
- N.4 balls
- Ribbon
- Cones
- Small posts

**OTHER OBJECTIVES OF THE SESSION:**

**TECHNICAL COORDINATIVE FACTOR**

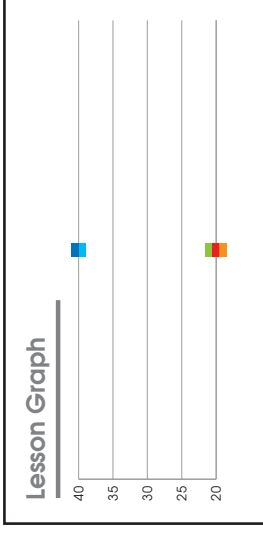
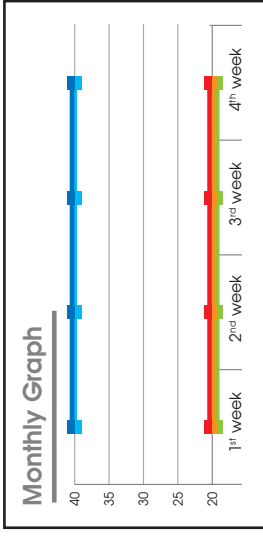
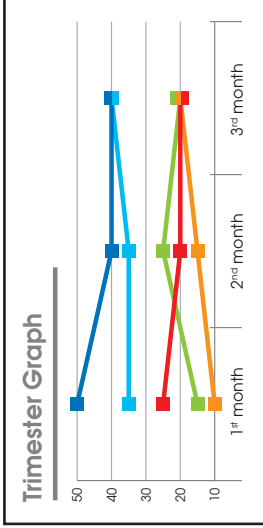
- Hit in the air
- Reception
- Shoot to goal

**TACTICAL COGNITIVE FACTOR**

- Ball possession
- Lateral insertion

**PHYSICAL MOTORY FACTOR**

- Relative increase of muscular strength



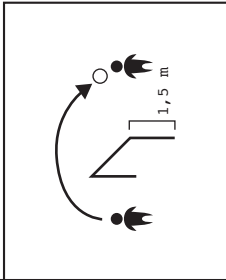


# LESSON 7: PLAY IN THE AIR... WITH YOUR HEAD

## MODULE 3

### Header

Analytical set up to the header with frontal execution. Search for correctness of move and precision of hit.



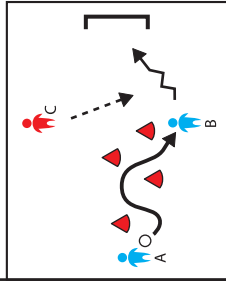
**Exercise in couples:** frontal hit, crossing the ribbon placed 1,5m high.

#### Variations

- o On the spot
- o Small jumps, stop on both feet and hit
- o With run-up and stop on both feet
- o With run-up jump on one support

### Choose a side

Main objective is the conclusion of a goal. It favours the awareness of a game situation, reacting to a visual stimulus. Favours learning of dribbling technique and jumping the opponent (1vs1 situation).



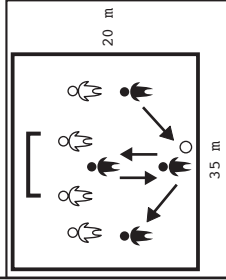
The game entails the participation of 3 pupils. A executes a slalom and goes towards on side. If he decides to go towards B he goes to the goal to try and score, whereas C goes to defend.

#### Variations

- Vary distances
- Pupils B and C, while they wait, carry out a technical element (passing/bouncing the ball off their feet)

### 4vs4 and wall play

Building the "key-action" of wall play; understanding and search for solutions. Search for cooperation of the section.



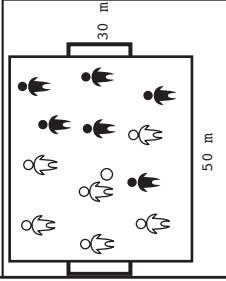
In a game area of 20x35m, two teams face each other, each made up of 4 players. The action is developed with a phase of wall play in central zones and a successive change of play (see illustration). They have to look for continuous solutions to reach the goal by passing through wall play.

#### Variations

- Use of active/semi-active defenders
- After a phase of wall play, deep ball for a lateral insertion

### 6vs6 with a theme

This exercise favours the learning of the tactical element of "wall play" in a competitive situation.



Mini-match 6vs6/7vs7 in a reduced field 30x50/ the theme of the game provides for the possibility of concluding only after having executed a phase of wall play.

#### Variations

- Valid goal after a triangulation
- Game with three touches
- Should the players be 18 or more they can play in continuity: once the action of attack the team rests, whereas the defending team goes into attack towards the other half where the third group is playing, and so on...

### Main technical objective: HEADER

### Sequence of the session: 10'

- Tennis-football hit in air. Study of trajectories; stimulate motory coordination of anticipation

### 20'

- Intervals activity with the ball

### CIRCUIT ACTIVITIES:

- Header in couples 15'
- Choose a side 15'
- 4vs4 wall play 20'
- Themed game 6vs6 with wall play 20'

### Number of children: 100' Duration:

### Material:

- Boundaries
- Tunics
- Bi-frontal goals
- N.4 balls
- Ribbon
- Cones
- Small posts

"Football is creativity and dynamism"  
UEFA



# LESSON 8

## MODULE 3

**TECHNICAL COORDINATIVE FACTOR**  
**Objectives:**

- Passing/receiving in a situation

**PERCEPTIVE SOLICITATION** 10'

- Tennis-football

**TECHNICAL COMBINATION** 15' 15'

- Pass the ball (1)
- Frontal tackle

Observations: \_\_\_\_\_

\_\_\_\_\_

Variations: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**TACTICAL COGNITIVE FACTOR**  
**Objectives:**

- Wall play

**GAME SITUATIONS:** 20'

- 4vs6 wall play

**GAME MATCHES** 10' 10'

- Themed game
- Free play

Observations: \_\_\_\_\_

\_\_\_\_\_

Variations: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**PHYSICAL MOTORY FACTOR**  
**Objectives:**

- Resistance
- Intermittent activity with the ball

20'

Observations: \_\_\_\_\_

\_\_\_\_\_

Variations: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**Sequence of the session:**

- Tennis-football 10'
- Intermittent activity with the ball 20'

**CIRCUIT ACTIVITIES:**

- Pass the ball (1) 15'
- Frontal tackle 15'
- 4vs6 wall play 20'
- Themed game 9vs9 10'
- Free play 10'

**Number of children:** 100'

**Duration:** 100'

**Material:**

- Boundaries
- Tunics
- Bi-frontal goals
- N.4 balls
- Ribbon
- Cones
- Small posts

**OTHER OBJECTIVES OF THE SESSION:**

**TECHNICAL COORDINATIVE FACTOR**

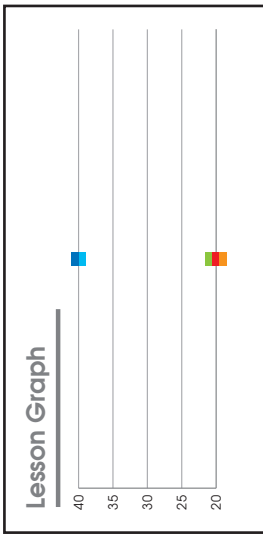
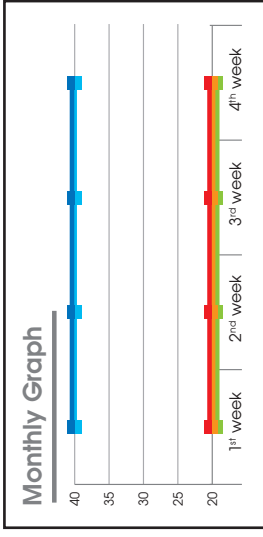
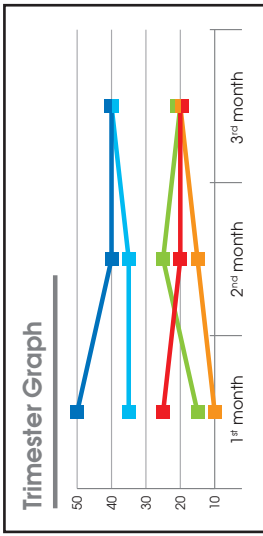
- Hit/ receive in situational forms

**TACTICAL COGNITIVE FACTOR**

- Movement of attackers and lateral insertions

**PHYSICAL MOTORY FACTOR**

- Relative increase of muscular strength



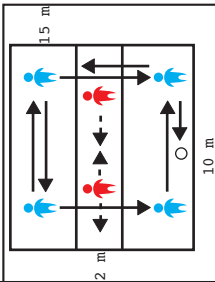


# LESSON 8: CONQUER THE BALL AND ADVANCE

## MODULE 3

### Pass the ball (1)

Favours the stabilisation of the behaviours of kicking and receiving in a flexible didactical environment and under pressure.



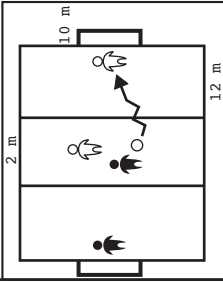
In an area of 15x10m the 4 attackers have the task of passing each other the ball from one side of the field to another. The two defenders, placed in a central area that is 2m deep, try and stop the ball. Rotation of roles.

#### Variations

- The two defenders are placed one on each side of the field to create a 2vs1 situation
- Free play 4vs2, we count the number of passes.

### Frontal tackle

Stimulates the awareness of the technical move of "tackling" and favours courage and determination.



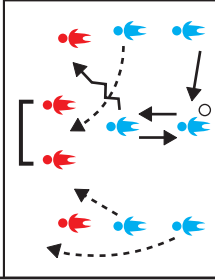
In a game area of 12x10 the players "a1" and "b1", placed in the central zone, try to win the tackle using the inside of the right or left foot (action of pressure/contact with the ball). Once the tackle has been won the exercise is concluded with a goal by guiding on the opponent goal line that is defended by as many players.

#### Variations

- Once the tackle has been won, the game is concluded with a 2vs1 phase ("b1" and "b" against "a"), "a1", who has lost the tackle does not intervene outside of the 2m line.

### 4vs6 -wall play

Study of action pattern of a phase of wall play. Favours cooperation and the coordination of movements in the section.



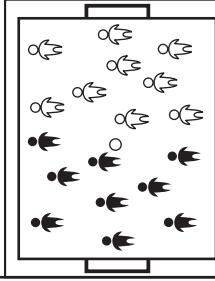
6 attackers against 4 defenders. Phase of central wall play with an action of cross over of attackers, if the central attacker cuts to the right, the right wing player moves towards the centre.

#### Variations

- Lateral wall with external insertion and successive cross over of attackers.

### 9vs9 with a theme

The theme of the match solicits wall play and the consequent crossover of attackers or lateral insertion on the wings.



It is a competition between 9 players per team in which it is not possible to score a goal if not combined to a game action of wall play before trying to score.

#### Variations

- Goals are always valid, but the goals scored after wall play are worth double.

### Main technical objective: FRONTAL TACKLE

### Sequence of the session:

- 10' Tennis-football
- 20' Intervalled activity with the ball

### CIRCUIT ACTIVITIES:

- 15' Pass the ball (1)
- 15' Frontal tackle
- 20' 4vs6 wall play
- 10' Themed game 9vs9
- 10' Free play

### Number of children:

100'

### Material:

- Boundaries
- Tunics
- Bi-frontal goals
- N.4 balls
- Ribbon
- Cones
- Small posts

"Children have the right not to be champions, but to be surrounded and prepared by qualified personnel, following training sessions that are appropriate for their rhythm" SGS Charter of rights



# MODULE 3

## LESSON 9

**TECHNICAL COORDINATIVE FACTOR**  
**Objectives:**

- Header
- Shoot to goal

**PERCEPTIVE SOLICITATION** 20'

- Tennis-football in couples

**TECHNICAL COMBINATION**

- Three in the square and shoot to goal 20'

**TACTICAL COGNITIVE FACTOR**  
**Objectives:**

- Crossover movement of the attackers

**GAME SITUATIONS:**

- 4vs2 with crossover movements 20'

**GAME MATCHES**

- 5vs5 with attacker beyond the line 20'

**PHYSICAL MOTORY FACTOR**  
**Objectives:**

- Resistance to sprint
- Find the depth 20'

**Sequence of the session:**

- Exercises with ribbon (tennis football) 20'
- Find the depth 20'
- Three in the square and shoot to goal 20'
- 4vs2 with crossover movements 20'
- 5vs5 with attacker beyond the line 20'

**Number of children:** 100'  
**Duration:** 100'

**Material:**

- Boundaries
- Tunics
- Bi-frontal goals
- N.4 balls
- Ribbon
- Cones
- Small posts

Observations: \_\_\_\_\_

Variations: \_\_\_\_\_

\_\_\_\_\_

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Observations: \_\_\_\_\_

Variations: \_\_\_\_\_

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Observations: \_\_\_\_\_

Variations: \_\_\_\_\_

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**OTHER OBJECTIVES OF THE SESSION:**

**TECHNICAL COORDINATIVE FACTOR**

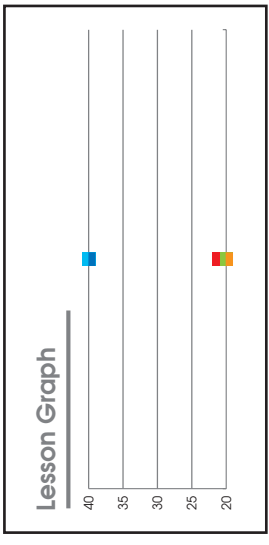
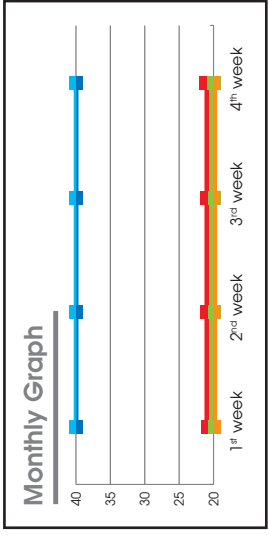
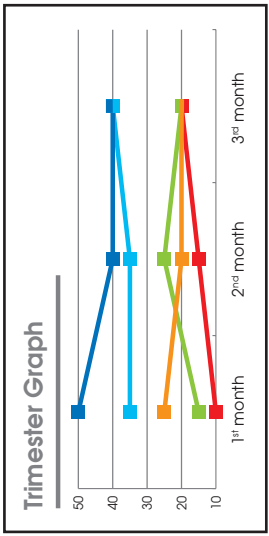
- It in the air, passing and receiving

**TACTICAL COGNITIVE FACTOR**

- Movement in free space, ball possession

**PHYSICAL MOTORY FACTOR**

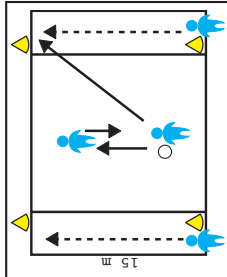
- Rapidity





### Find depth

Resistance to sprint using content that involves the use of the ball. Technical objectives: rapidity and precision of execution.



Diagonal pass in depth after central wall play.

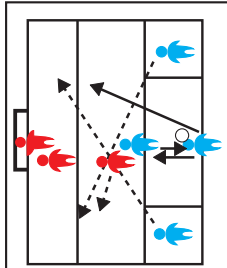
The two central players change places with two external players for every sprint. The start of the sprint is given when the back-pass is carried out. Sprint in couples with 30" - 40" recovery - 4 sprints for each couple. 5 repetitions.

#### Variations

- With final goal shot
- Diagonal wall play and deep pass towards the side that is not occupied by the team mate that has carried out the wall play.

### 4vs2 with crossover movements

In this game situation the children are solicited, through a central or lateral wall play, to carry out crossover and lateral movements in the presence of defenders.



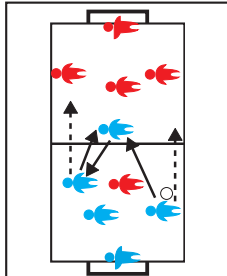
In a game area of 35x20 divided into three sections, 4 attackers face 2 defenders. The 3 attackers and 1 midfielder are distributed as illustrated. The midfielder plays wall play with the central attacker and makes a deep pass to the attacker that has been left free by the first defender. Each defender defends his own sector. The central attacker and the midfielder participate in final action to score.

#### Variations

- External wall play with crossover of central attacker
- Insert another defender

### 5vs5 with attacker beyond the line

This game favours, in light of the numerical advantage, the phase of ball possession in the defensive area and the execution of vertical passes on the attacker beyond the line who proposes himself as a supporting player for wall play. Furthermore the game solicits the conquering of space in the lateral or central areas.



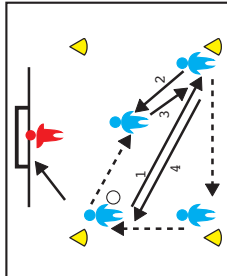
In a field of 20x35m, the children play 5vs5, with 1 goalkeeper and 1 attacker that is placed beyond the midfield line. The defenders cannot obstruct the attacker (passive defence) before wall play, then they can intervene. 2 of the defenders can cross the midfield line during the offensive phase creating a 3vs3 situation.

#### Variations

- Pass in give and go on the attacker
- Parabolic pass on the wingers (wide lateral game area)

### In threes - wall play in the square and shoot to goal

This situation exercises the attacker when he is facing away from the goal.



In a square of 20x20m three children are placed in a triangle, referring to 3 corners of the square. After a pass and a supporting action (unmarking) of the attacker towards the team mate in front of him and successive wall play, the latter passes a low ball to the third player that has unmarked himself in depth towards the corner of the square that has been left unoccupied by the attacker. Once the ball has been received outside the square the player can shoot to goal. The rotation of the roles is carried out clockwise.

#### Variations

- With cross and final shot to goal (final pass is parabolic)
- Return pass to another player.

**Main technical objective:**  
SHOOT TO GOAL

**Sequence of the session:**

- Exercises with ribbon 20'
- Find the depth (tennis football) 20'
- Three in the square and shoot to goal 20'
- 4vs2 with crossover movements 20'
- 5vs5 with attacker beyond the line 20'

**Number of children:** 100'  
**Duration:** 100'

**Material:**

- Boundaries
- Tunics
- Bi-frontal goals
- N.4 balls
- Ribbon
- Cones
- Small posts

**"Parents have the right to consider their child as a person to be educated and not as a champion to be trained"**  
SGS Charter of rights



# DIDACTICAL PLAN MODULE 4

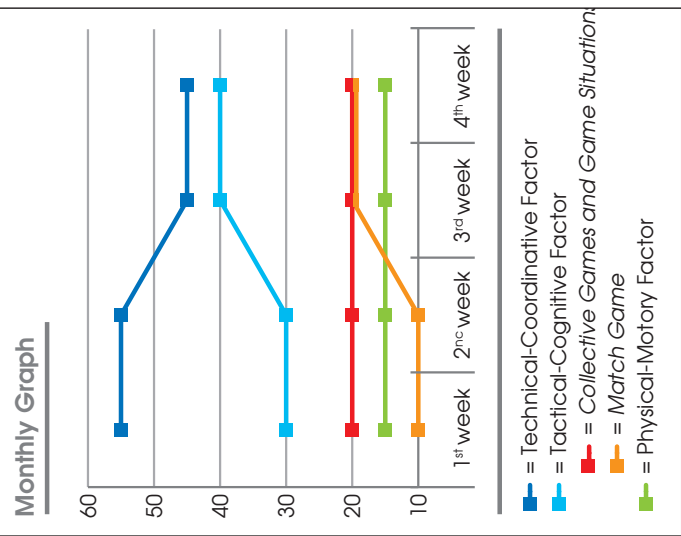
BEGINNERS CATEGORY

CLUB: \_\_\_\_\_ INSTRUCTOR: \_\_\_\_\_ SPORT SEASON: \_\_\_\_\_

## REMEMBER:

• The initial game, which in this case is tennis football, can be structured so as to influence several didactical qualities, characteristics and objectives that are pursued in such a period. It is therefore appropriate to choose games that motivate the boys to arrive before the beginning of the session, preferably letting them find the tennis-football field ready for use.

• You will have certainly noticed how, also for the development of physical objectives, like for specific content, we always use (where possible) the element of the ball.



MONTH: \_\_\_\_\_

MAIN OBJECTIVES OF THE MONTH:

- TECHNICAL-COORDINATIVE FACTOR:  
hit/receive in didactical stability  
header in didactical stability  
hit/receive in didactical flexibility
- TACTICAL-COGNITIVE FACTOR:  
wall for lateral insertion and cross  
movement for movement of the attackers  
study of game situations for throw-ins
- PHYSICAL-MOTORY FACTOR:  
resistance

N° LESSONS: \_\_\_\_\_

N° WEEKS: \_\_\_\_\_

N° COMPETITIONS/EVENTS: \_\_\_\_\_

## OBSERVATIONS:

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

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# LESSON 10

## MODULE 4

**TECHNICAL COORDINATIVE FACTOR**  
**Objectives:**

- Header
- Passing and receiving in didactical stability

**PERCEPTIVE SOLICITATION**  
 • "Flying" tennis-football 15'

**DIDACTICAL STABILITY**  
 • Over/under 20'  
 • Header 20'

Observations: \_\_\_\_\_

\_\_\_\_\_

Variations: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**TACTICAL COGNITIVE FACTOR**  
**Objectives:**

- Study of out of bounds over the touchline

**GAME SITUATIONS:**  
 • Solutions for throw-in 20'

**GAME MATCHES**  
 • Free play 10'

Observations: \_\_\_\_\_

\_\_\_\_\_

Variations: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**PHYSICAL MOTORY FACTOR**  
**Objectives:**

- Resistance
- Intermittent activity with the ball 15'

Observations: \_\_\_\_\_

\_\_\_\_\_

Variations: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**Sequence of the session:**

- Tennis football 15'
- Intermittent activity with the ball 15'

**CIRCUIT ACTIVITIES**

- Over/under 20'
- Header 20'
- Throw-in 20'

**FREE PLAY** 10'

**Number of children:** 100'

**Duration:** 100'

**Material:**

- Boundaries
- Tunics
- Bi-frontal goals
- N.4 balls
- Ribbon
- Cones
- Small posts

**OTHER OBJECTIVES OF THE SESSION:**

**TECHNICAL COORDINATIVE FACTOR**

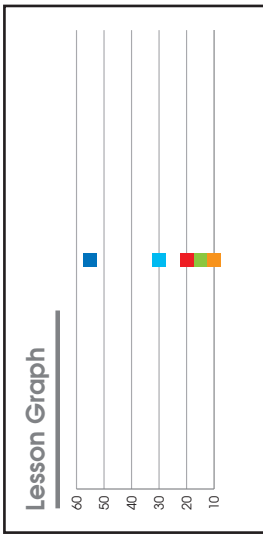
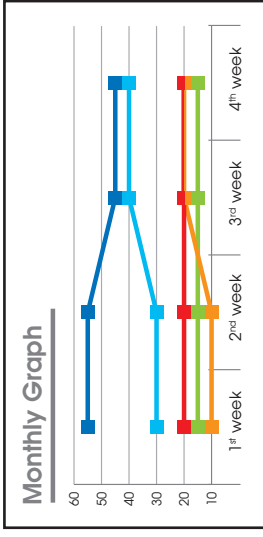
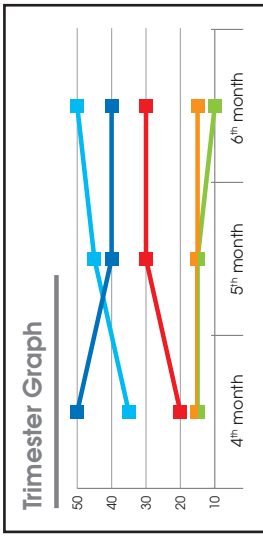
- Hit in the air

**TACTICAL COGNITIVE FACTOR**

- Movement of attackers
- Lateral insertions

**PHYSICAL MOTORY FACTOR**

- Articular mobility



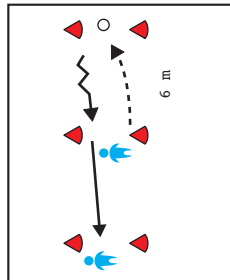




## MODULE 4

### Intervalled activity with the ball

Strengthening of specific intermittent resistance using content that provides for the use of the ball. Technical objectives: rapidity and precision of execution.



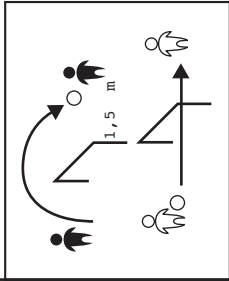
The pupil executes a shuffle run of 6m. He runs, takes the ball, guides it for another 6m and then passes it with precision to a team mate. This lasts 15" (about 3 consecutive times) and 15" of rest (the other team mate starts). 3 series of 2' are carried out (2' rest between one series and another).

#### Variations

- Shoot to goal instead of pass.

### Over/under

Stability of the kicking move with the inside- instep of the foot (over), instep (under) in relatively stable conditions. Analytical correction of technical move (executive precision).



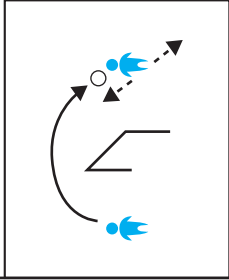
In couples: kick above and below the ribbon with a still ball or in movement. Attention on analytical part of the move for kicking as well as receiving.

#### Variations

- Execute, after a phase of wall play with the team mate that will then receive the pass.

### Header in couples

Development of the abilities relating to the header. Explanation of the fundamental positions and analytical correction of the move. Also use rubber balls.



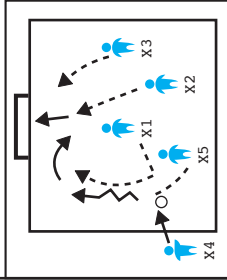
Execution of header from a standstill or in movement to cross the ribbon. Attention on the analytical part of the move.

#### Variations

- From a standstill "simple" exact position
- In movement/with lateral support
- With the obstacle of another player in front (defender) or behind (attacker)
- Passing the ball with headers on the ribbon

### Throw-in

Study of a "key-action", through the development of a collective "intelligence" that favours the search for solutions to the tactical task.



Study of a game situation of a throw-in, in which "X4" throws the ball back into play, "X1" receives. "X5" inserts, receives and goes to the goal line to carry out a cross. "X1", "X2", "X3" go onto to conclude (movement of the attackers).

#### Variations

- Insert defenders one at a time when the action plan has been understood
- Active defenders.

**Main technical objective:**  
KICK AND RECEIVE IN DIDACTICAL STABILITY

**Sequence of the session:** 15'

- Tennis football without bouncing. Development of sensory perceptive capacity and capacity of anticipation.

**Intermittent activity with the ball** 15'

**CIRCUIT ACTIVITIES**

- Over/under 20'
- Header 20'
- Throw-in 20'
- FREE PLAY 10'

**Number of children:** 100'

**Duration:** 100'

**Material:**

- Boundaries
- Tunics
- Bi-frontal goals
- N.4 balls
- Ribbon
- Cones
- Small posts

*"Football is a popular game that comes from the streets: it is honesty and simplicity."*

UEFA



# LESSON 11

## MODULE 4

**TECHNICAL COORDINATIVE FACTOR**  
**Objectives:**

- Hitting/receiving under pressure

**PERCEPTIVE SOLICITATION**

- Flying tennis-football 5'

**DIDACTICAL STABILITY**

- Pass the ball (2) 20'
- Protect the ball 20'

**TACTICAL COGNITIVE FACTOR**  
**Objectives:**

- Lateral insertions and cross

**GAME SITUATIONS:**

- Let's go cross 20'

**GAME MATCHES**

- Themed game 10'
- Free play 10'

**PHYSICAL MOTORY FACTOR**  
**Objectives:**

- Resistance
- 2vs1 in continuity (intermittent work) 15'

**Sequence of the session:**

- Tennis football 5'
- 2vs1 in continuity 15'

**CIRCUIT ACTIVITIES**

- Pass the ball (2) 20'
- Protect the ball 20'
- Let's go cross 20'

**THEMED GAME**

- FREE PLAY 10'
- FREE PLAY 10'

**Number of children:** 100'  
**Duration:** 100'

**Material:**

- Boundaries
- Tunics
- Bi-frontal goals
- N.4 balls
- Ribbon
- Cones
- Small posts

Observations: \_\_\_\_\_

Variations: \_\_\_\_\_

Observations: \_\_\_\_\_

Variations: \_\_\_\_\_

Observations: \_\_\_\_\_

Variations: \_\_\_\_\_

**OTHER OBJECTIVES OF THE SESSION:**

**TECHNICAL COORDINATIVE FACTOR**

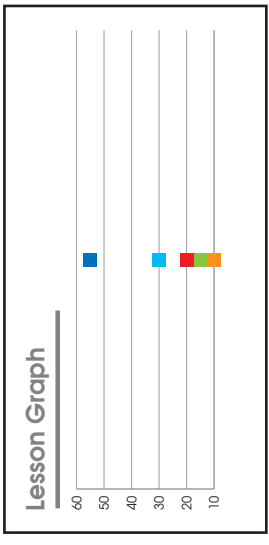
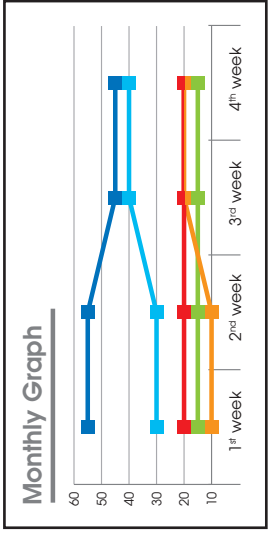
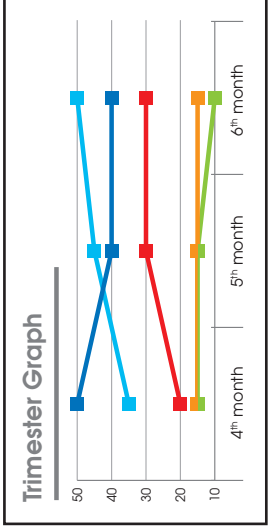
- Hit in the air

**TACTICAL COGNITIVE FACTOR**

- Wall play
- Free play

**PHYSICAL MOTORY FACTOR**

- mobility



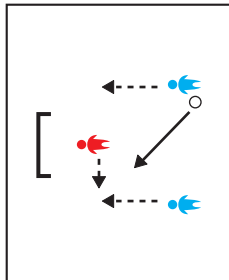


# LESSON 11: DEFEND THE BALL

## MODULE 4

### 2vs1 in continuity

Strengthening of specific intermittent resistance using content that provides for the use of the ball. Technical objectives: rapidity and precision.



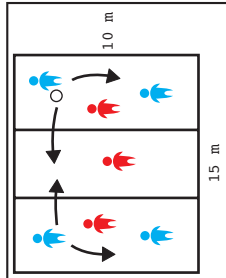
Series of game actions of 2vs1 executed in continuity. The attackers work for 20" + 15" rest for a total of 3' carrying out 2 series (after a series, the defender passes to the attack). Extra time is for 3'.

#### Variations

- Distances can vary
- Vary the times of work and rest.

### Pass the ball (2)

Favours the stabilisation of the movement behaviours of hitting/receiving also in a phase of didactical pressure derived from the situation. Increase of rapidity in making decisions.



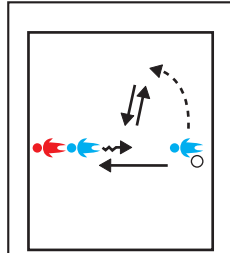
In a game area of 15x10m, the 4 attackers have the objective of passing the ball to the team mates of the other field, eluding the active opposition of the 3 defenders. To elude the opponent the ball can be passed inside the same space.

#### Variations

- A fifth attacker can be inserted
- The defender, if he conquers the ball, can score by passing the ball to the team mate in the corridor.

### Protect the ball

Favours the stabilisation of receiving under the pressure of the opponent and the ability to find an adequate technical response. It favours the phase of change that entails a minor control of internal attention to the advantage of external attention.



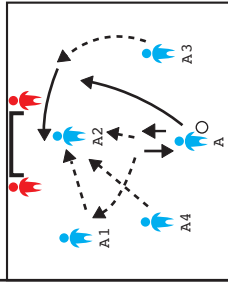
The attacker receives the ball under the pressure of the active defender. After having carried out a few feints, he frees himself from the opponent, protects the ball, and then returns it to the team mate.

#### Variations

- Return the ball straight away
- Pass the ball to a third player that moves freely

### Let's go cross

"Key-action", to favour the learning of collective play that allows the compartment to create a solution of insertion on the wings.



A central wall is carried out (with return of the ball) and with a consequent pass in depth. The lateral player that has inserted himself to receive the ball carries out a control and a cross from the goal line. The attackers cross-over whilst "a3" is crossing, "a1", "a2" and "a4" go to kick. In the learning phase pass from semi-active to active defence.

#### Variations

- You can ask for a wall also with the wing player, who is then inserted or determines the insertion of the opposite winger.

### Main technical objective: RECEIVE/HIT IN A SITUATION OF PRESSURE FROM OPPONENT

#### Sequence of the session:

- Tennis football 5'
- 2vs1 in continuity 15'

#### CIRCUIT ACTIVITIES

- Pass the ball (2) 20'
- Protect the ball 20'
- Let's go cross 20'
- THEMED GAME 10'
- FREE PLAY 10'

#### Number of children: 100'

#### Material:

- Boundaries
- Tunics
- Bi-frontal goals
- N.4 balls
- Ribbon
- Cones
- Small posts

"... don't be afraid to make a mistake on a penalty kick, on these details..."

F. De Gregori



# LESSON 12

## MODULE 4

**TECHNICAL COORDINATIVE FACTOR**

**Objectives:**

- Hitting and receiving in didactical flexibility

**PERCEPTIVE SOLICITATION** 20'

- Dislocated gates in the square

**DIDACTICAL STABILITY**

- Passing and receiving in threes in movement 25'

Observations: \_\_\_\_\_

Variations: \_\_\_\_\_

**TACTICAL COGNITIVE FACTOR**

**Objectives:**

- Movement of the attackers
- 5vs2 with free zone 20'

**GAME MATCHES** 20'

- Free play

Observations: \_\_\_\_\_

Variations: \_\_\_\_\_

**PHYSICAL MOTORY FACTOR**

**Objectives:**

- Resistance
- Specific resistance 3vs3 in a smaller space 15'

Observations: \_\_\_\_\_

Variations: \_\_\_\_\_

**Sequence of the session:**

- Dislocated gates in the square 20'
- Passing and receiving in threes in movement 25'
- 3vs3 in a smaller space 15'
- 5vs2 with free zone 20'
- Free play 20'

**Number of children:** 100'

**Duration:** 100'

**Material:**

- Boundaries
- Tunics
- Bi-frontal goals
- N.4 balls
- Ribbon
- Cones
- Small posts

**OTHER OBJECTIVES OF THE SESSION:**

**TECHNICAL COORDINATIVE FACTOR**

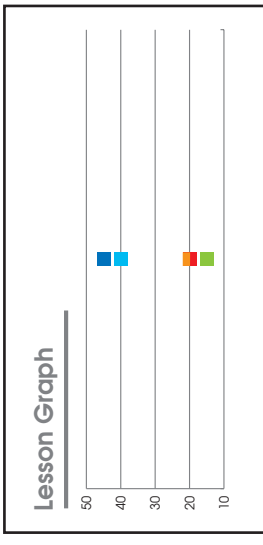
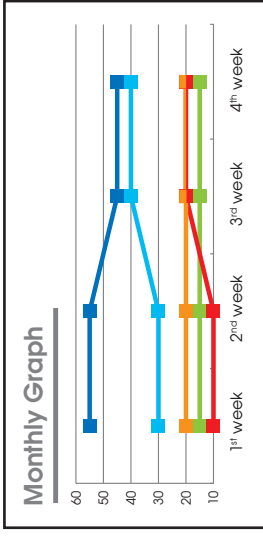
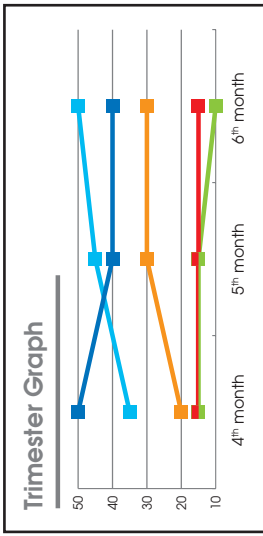
- Hit in the air

**TACTICAL COGNITIVE FACTOR**

- Unmarking in free space, defensive adaptability in numerical inferiority

**PHYSICAL MOTORY FACTOR**

- Articular mobility



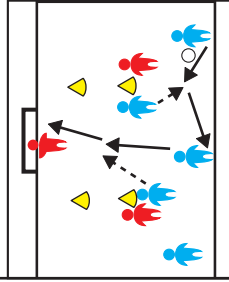


# LESSON 12: PASS AND RECEIVE IN MOVEMENT

## MODULE 4

### 5vs2 with free zone

This situation favours the movement of the attackers in the free zone (square) in receiving in didactical flexibility with active defenders outside the square.



In a field of 40x30m with a central free zone of 15x10m, 2 attackers and 3 midfielders face 2 defenders. One of the two attackers, through a movement in depth, must insert themselves in the square to receive the ball whilst he is tackled by a defender that is chasing him. The defenders cannot enter the free zone.

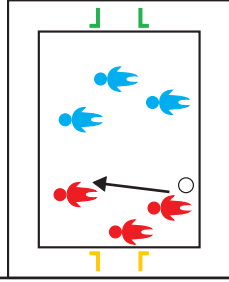
#### Variations

- One of the midfielders is also allowed in the free zone
- Execute a give and go in the zone with the attacker and score a goal

*"Which football player to train? The one that possesses a good control over the ball, a vast technical experience and that knows how to interpret and solve game situations" SGs*

### 3vs3 in a smaller space

Through a mini-match with a high intensity we favour the increase of aerobic potential. On the basis of the occupation of free space (unmarking) in rapidity, of dribbling, of ball coverage, of tackling and interception there is a strong influence on resistance to workload.



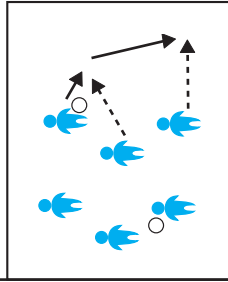
In a smaller field of 25x20 the children play 3vs3 with small goals. The objective is to play with maximum intensity avoiding pauses during the mini-match as much as possible. Therefore the ball has to constantly be in play. The duration of the game is 5' in which for every 20" of play there are 15" extra time. 3 series with 2 extra time between one series and another.

#### Variations

- Use of two balls.

### Passing and receiving in threes in movement

With this type of exercise we solicit learning of the technical abilities of diagonal passing, running lateral reception and the right position in relation to the ball. Learning changes of play through a series of passes.



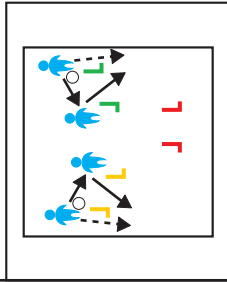
The exercise is carried out in groups of three players placed on the line and 5m apart. The 3 players pass each other the ball running forward and maintaining the pre-established distances. The pass has to be diagonal starting from the external player that passes the ball to the central player who receives it with a stop in a sequence forwards and passes it to the opposite external player. Minimum distance to cover is 50m return.

#### Variations

- With diagonal pass between the external players
- With changing places

### Dislocated gates in the square

The proposed exercise stimulates the technical control of the locomotor behaviours of passing and receiving in a dynamic form. The pupil is also stimulated to solve the movement task in a flexible didactical environment due to the continuous movements of the other couples of players.



In a game area of 25x25m, we place little goals that are 1,5 wide. In couples, the children carry out a series of passes and receptions in movement through the gates that have been left unoccupied at the time by the other couples of players. The pass has to be with a low ball. Reception can be carried out with a stop on the stop as well as in a sequence.

#### Variations

- In give and follow mode in the gate
- In give and go mode in the gate
- With a pre-established time

**Main technical objective:**  
HIT AND RECEIVE

**Sequence of the session:**

- Dislocated gates in the square 20'
- Passing and receiving in threes in movement 25'
- 3vs3 in a smaller space 15'
- 5vs2 with free zone 20'
- Free play 20'

**Number of children:** 100'

**Duration:** 100'

**Material:**

- Boundaries
- Tunics
- Bi-frontal goals
- N.4 balls
- Ribbon
- Cones
- Small posts

#### Dislocated gates in the square



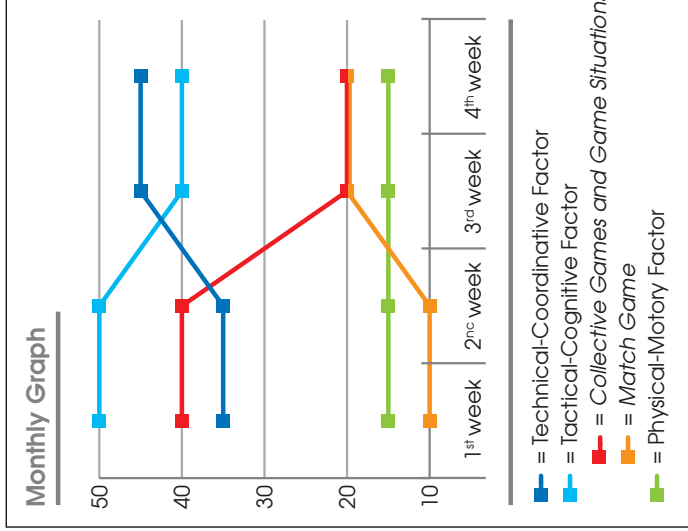
CLUB: \_\_\_\_\_

INSTRUCTOR: \_\_\_\_\_

SPORT SEASON: \_\_\_\_\_

**REMEMBER:**

- We must attentively consider the biological age of the child and the first changes that take place from a physical point of view. The growth in height and breadth, with a consequent improvement of conditional skills, must bring us to use exercises that remain in the realm of low intensity of workload (natural workload), with a greater volume of training, and, in particular with didactical activities and means that involve the prevalent use of the ball
- During this period we study the movements, the organisation and use of the space of the game in reference to the 4-4-2 game module



MONTH: \_\_\_\_\_

MAIN OBJECTIVES OF THE MONTH:

- TECHNICAL-COORDINATIVE FACTOR: shot to goal individual technique
- TACTICAL-COGNITIVE FACTOR: ball possession overlap game solutions with diamond shaped midfield
- PHYSICAL-MOTORY FACTOR: movement frequency/rapidity articular mobility

N° LESSONS: \_\_\_\_\_

N° WEEKS: \_\_\_\_\_

N° COMPETITIONS/EVENTS: \_\_\_\_\_

**OBSERVATIONS:**

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MODULE 5

**TECHNICAL COORDINATIVE FACTOR**  
**Objectives:**

- Hit to shoot

**PERCEPTIVE SOLICITATION**

- Flying tennis football 15'

**MOVEMENT COMBINATION**

- Insert and shoot 20'

**TACTICAL COGNITIVE FACTOR**  
**Objectives:**

- Movement of the compartment

**GAME SITUATIONS:**

- Pass the ball (3)
- Diamond shaped mid-field

**GAME MATCHES**

- Free play 10'

**PHYSICAL MOTORY FACTOR**  
**Objectives:**

- Movement frequency
- Rapidity

- Circuit with the ball 15'

**Sequence of the session:**

- Tennis football 15'
- Circuit with the ball 15'

**CIRCUIT ACTIVITIES**

- Insert and shoot 20'
- Pass the ball (3) 20'
- Diamond shaped mid-field 20'

**FREE PLAY**

- 10'

**Number of children:** 100'

**Duration:** 100'

**Material:**

- Boundaries
- Tunics
- Bi-frontal goals
- N.4 balls
- Ribbon
- Cones
- Small posts

Observations: \_\_\_\_\_

\_\_\_\_\_

Variations: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Observations: \_\_\_\_\_

\_\_\_\_\_

Variations: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Observations: \_\_\_\_\_

\_\_\_\_\_

Variations: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**OTHER OBJECTIVES OF THE SESSION:**

**TECHNICAL COORDINATIVE FACTOR**

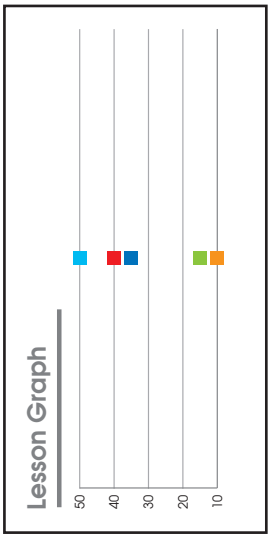
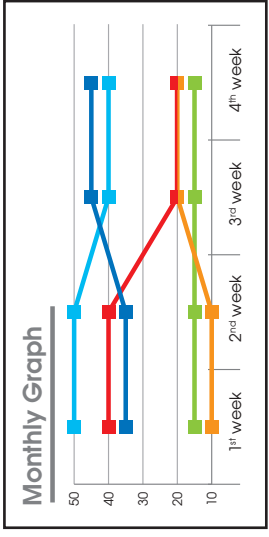
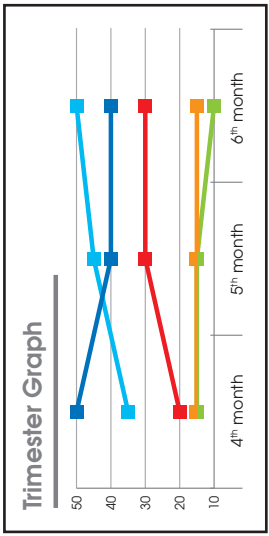
- Hit in the air
- Kick to cross

**TACTICAL COGNITIVE FACTOR**

- Ball possession
- Search for game solutions

**PHYSICAL MOTORY FACTOR**

- Articular mobility





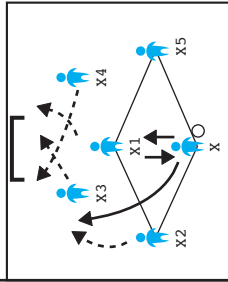


# LESSON 13: PLAY IN A DIAMOND AND SHOOT TO GOAL

## MODULE 5

### Diamond shaped mid field

Phase of formation of "key actions" for the midfield compartment in the 4-4-2 game module. Study of situations to look for solutions with the midfield compartment distributed in a diamond shape.



6 attackers (4 midfielders placed in a diamond shape and 2 attackers) experiment behaviours that are useful to find valid game solutions in a 4-4-2 game module. 'x1' wall plays and lets 'x2' insert himself. 'x2' moves down and crosses. 'x3', 'x4', and 'x1' cross over and try to score.

#### Variations

- Lateral insertions with cross
- Crossover of attackers
- Insertion of 2or3 defenders

*"Play is typical of human pride; who doesn't know how to play anymore fossilises, he is a prisoner; we need play to become free once more"*  
(E. Brunner)

**Main technical objective:**  
SHOOT TO GOAL

**Sequence of the session:** 15'  
• Tennis football  
Solicits to hit in air and capacity of anticipation

15'  
• Circuit with the ball  
**CIRCUIT ACTIVITIES**  
20'  
• Insert and shoot  
20'  
• Pass the ball (3)  
• Diamond shaped mid-field  
20'  
10'  
**FREE PLAY**

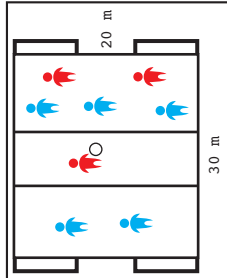
**Number of children:** 100  
**Duration:** 100'

#### Material:

- Boundaries
- Tunics
- Bi-frontal goals
- N.4 balls
- Ribbon
- Cones
- Small posts

### Pass the ball (3)

This proposed exercise solicits passing and receiving in a game situation (active defenders), inducing the pupils to find valid solutions in 5vs3 situations, favouring, through the 4 goals, a better perception of the space of the game, in offence as well as defence.



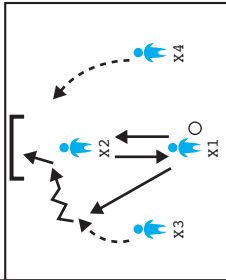
In a game area of 30x20m divided into two halves, 5 attackers face 3 defenders. In each half of the field there must be only 3 attackers and 2 defenders. This means that the central corridor, from which the actions begin, will be alternatively occupied by one of the players from each of the teams.

#### Variations

- Ball possession can be finalised by scoring a goal in the 4 lateral small goals.

### Insert and shoot

With this kind of exercise we favour the improvement of the shoot to goal with a moving ball.



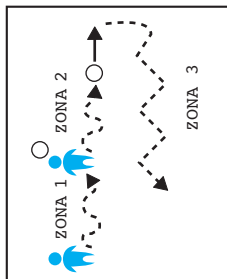
"x1" wall plays with the player "x2". The ball returns and "x1" lets "x3" and "x4", who control and go on to shoot. The same thing happens on the other side of the field and rotation of roles.

#### Variations

- Whoever receives directly passes the ball
- Whoever receives goes to a low cross for "x2" or "x4"

### Circuit with the ball

Development of the neuro-muscular ability and the frequency of movement/rapidity with the use of the ball. Positive influence on the development of rhythmical awareness.



In a circuit the following activities are carried out:

- In zone 1, rapid skip (low) and a jump to carry out a header in advancement (3times) over a distance of 4-5m.
- In zone 2, rapid skip (low) and hit on the inside of the foot (3 times) over a distance of 4-5m.
- They carry out everything twice in a return trip, twice the other they exchange roles with the team mates in ball possession)

#### Variations

- Alternate skip with kicked backward run





# LESSON 14

## MODULE 5

**TECHNICAL COORDINATIVE FACTOR**  
**Objectives:**

- Individual technique

**PERCEPTIVE SOLICITATION**

- Flying tennis football 15'

**MOVEMENT COMBINATION**

- Guide and fake 30'

**TACTICAL COGNITIVE FACTOR**  
**Objectives:**

- Overlap

**GAME SITUATIONS:**

- Game with neutral supporting player 20'

**GAME MATCHES**

- Themed game 10'
- Free play 10'

**PHYSICAL MOTORY FACTOR**  
**Objectives:**

- Movement frequency
- Rapidity
- Circuit with the ball 15'

**Sequence of the session:**

- Tennis football 15'
- Circuit with the ball 15'

**CIRCUIT ACTIVITIES**

- Individual technique 30'
- Guide and fake 20'
- Game with neutral supporting player 10'
- Themed game 10'

**FREE PLAY**

**Number of children:** 100'  
**Duration:** 100'

**Material:**

- Boundaries
- Tunics
- Bi-frontal goals
- N.4 balls
- Ribbon
- Cones
- Small posts

Observations: \_\_\_\_\_

\_\_\_\_\_

Variations: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Observations: \_\_\_\_\_

\_\_\_\_\_

Variations: \_\_\_\_\_

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Observations: \_\_\_\_\_

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Variations: \_\_\_\_\_

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**OTHER OBJECTIVES OF THE SESSION:**

**TECHNICAL COORDINATIVE FACTOR**

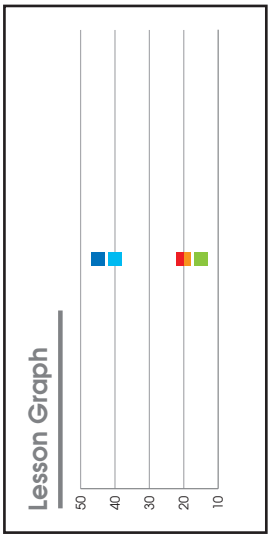
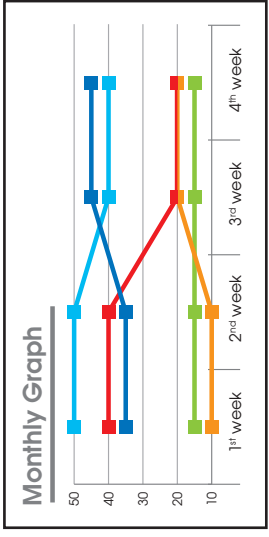
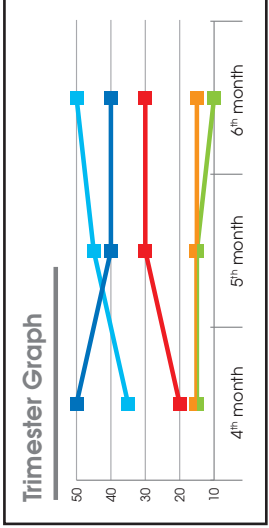
- Hit in the air

**TACTICAL COGNITIVE FACTOR**

- Ball possession
- Ball possession

**PHYSICAL MOTORY FACTOR**

- Articular mobility



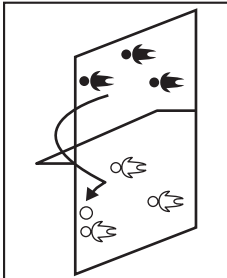


# LESSON 14: FAKE AND JUMP THE OPPONENT

## MODULE 5

### Tennis football

Solicits the ability of hitting the ball in the air and the ability of anticipation.



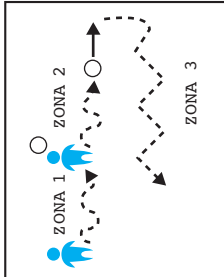
The ball can only bounce once. When the ball changes field there is a rotation. The initial hit must be easy to allow the development of the game.

#### Variations

- After every touch of the ball, run and touch the goal line
- Touch a cone placed outside the field

### Circuit with the ball

Solicits the improvement of the frequency of movements and rapidity. The use of the ball is important. Rhythmical awareness.



In a circuit the following activities are carried out:

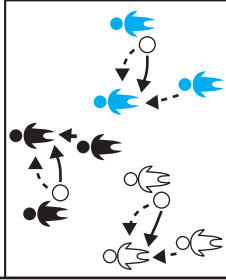
- In zone 1, rapid skip (low) and jump to carry out a header in advancement (3 times)
- In zone 2, rapid and infernal hit on the foot (3 times)
- In zone 3, sprint and change of direction
- Carry out everything twice in a return trip, twice (between one phase and another the player changes places with their team mates that are passing the ball to each other)

#### Variations

- Use drum to add rhythm to the execution

### Individual technique guiding and faking

Exercise with forms of movement that tends to automation of technical move, and ball guiding in particular and various forms of feints.



Exercises with groups of three pupils. One ball per group.

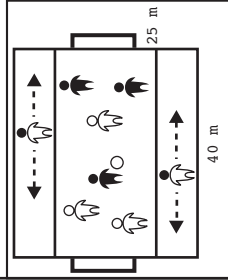
Examples: "b" guides the ball and feints to re-enter, "c" defends semi-active, "a" receives the ball passed by "b", who, in turn, defends on "a", and so on.

#### Variations

- Braid
- Braid with lob
- Guide, feints and pass

### Play with neutral supporting player

Application of key movements "recognition signals" in order to favour the concept of overlapping and cross.



Field of 40x25m with three players plus goalkeeper, per team. The supporting players play with the team that they receive the ball from. With the purpose of stimulating overlap, with consequent cross, the game provides for ball possession until the ball reaches the central player. At this point the player can pass the ball to the supporting player and carry out an overlap to receive undisturbed on the side wing.

#### Variations

- The supporting player enters the field and creates overpopulation.

**Main technical objective:**  
GUIDING AND FAKING

**Sequence of the session:**

- 15' Tennis football
- 15' Circuit with the ball
- CIRCUIT ACTIVITIES
- Individual technique
- 30' Guide and fake
- Game with neutral supporting player
- 20' Themed game
- 10' In this game movements are solicited like the wall for the lateral insertion and "diamond" mid-field
- FREE PLAY
- 10' Verification of tactical learning of period

**Number of children:** 100'  
**Duration:** 100'

**Material:**

- Boundaries
- Tunics
- Bi-frontal goals
- N.4 balls
- Ribbon
- Cones
- Small posts

*"Children have the right to have fun, play and practice sport"*  
SGS Charter of Rights



**MODULE 5**

**LESSON 15**

**TECHNICAL COORDINATIVE FACTOR**  
**Objectives:**

- Shoot to goal
- Individual technique

**PERCEPTIVE SOLICITATION**  
 • Awareness activities with the ball **20'**

**DIDACTICAL STABILITY**  
 • Shoot to goal with overlap **25'**

Observations: \_\_\_\_\_

Variations: \_\_\_\_\_

**TACTICAL COGNITIVE FACTOR**  
**Objectives:**

- Ball possession

**GAME SITUATIONS:**

- Keep the ball and shoot **20'**

**GAME MATCHES**

- 6vs6 with bell **20'**

Observations: \_\_\_\_\_

Variations: \_\_\_\_\_

**PHYSICAL MOTORY FACTOR**  
**Objectives:**

- Movement frequency/rapidity
- Circuit with the ball in couples **15'**

Observations: \_\_\_\_\_

Variations: \_\_\_\_\_

**Sequence of the session:**

- Awareness activities with the ball **20'**
- Shoot to goal with overlap **25'**
- Circuit with the ball in couples **15'**
- Keep the ball and shoot **20'**
- 6vs6 with bell **20'**

**Number of children:** **100'**

**Duration:** \_\_\_\_\_

**Methods**

**Material:**

- Boundaries
- Tunics
- Bi-frontal goals
- N.4 balls
- Ribbon
- Cones
- Small posts

**OTHER OBJECTIVES OF THE SESSION:**

**TECHNICAL COORDINATIVE FACTOR**

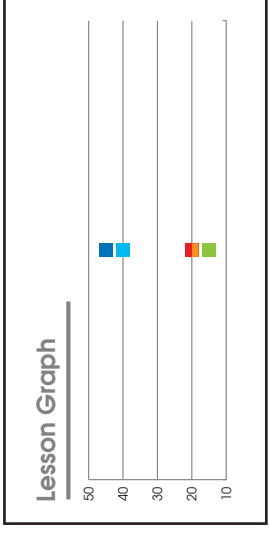
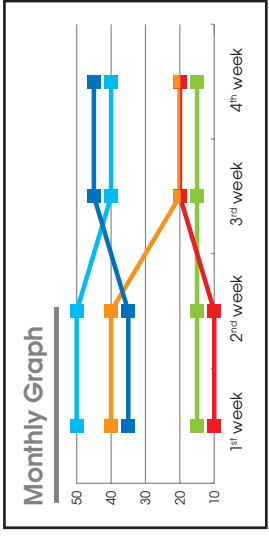
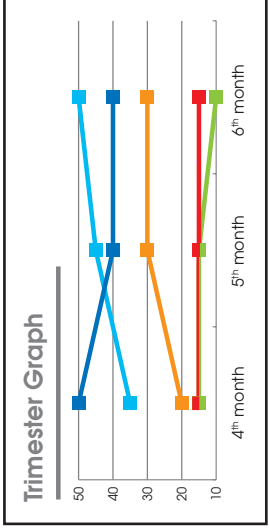
- Cross, header

**TACTICAL COGNITIVE FACTOR**

- Insertion in depth and search for space

**PHYSICAL MOTORY FACTOR**

- Neuro-muscular reactivity



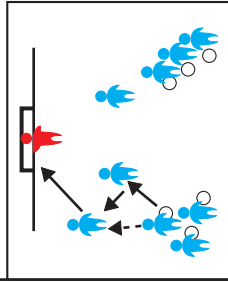


# LESSON 15: GO RECEIVE AND SCORE A GOAL

## MODULE 5

### Shoot to goal with overlap

This exercise stimulates a correct and functional acquisition of passing in give and follow (in a dynamic situation) and of movement in space with final shot to goal.

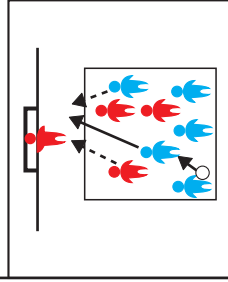


Two groups of children placed in two lines, take turns to pass the ball to a team mate placed in front of them at a distance of 10m. Taking turns, the child that has passed the ball and has gone to shoot take the place of the team-mate in the supporting role.

- Variations**
- Passing the ball diagonally
  - With pressure from behind of the supporting player.

### Keep the ball and shoot

With this game we favour the improvement of ball possession in relation to the opponents and the movement of the attacker in depth to receive and go on to shoot to goal.

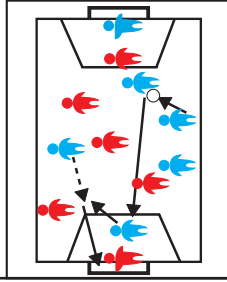


In a limited space of 20x20.5 attackers face 3 defenders. The team in numerical advantage, after 5 consecutive passes, can go on to shoot to goal executing a deep pass to a team mate (taking turns), who has unmarked himself for the shot. Only one defender at a time (taking turns) can stop the attacker from concluding the goal. The defender that conquers the ball can exit the square and go on to shoot with out obstacles.

- Variations**
- The deep shot happens after an overlap
  - The pass is carried out laterally to go on to the cross and flying shot to goal

### 6vs6 with ball

This game solicits the maintenance of ball possession for a valid and efficient offensive action through game solutions in depth. It also favours vertical low or parabolic kicks, wall play and goal shooting in movement with pressure.

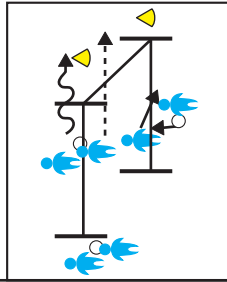


5vs5 match in which the players look for the continuous management of the ball with preparation of the offensive action (cross, penetration, shot). Attackers placed inside a ball that carries out wall play to allow insertion in depth of the team mates with final shot to goal. The defenders cannot enter the ball but can oppose in the remaining space.

- Variations**
- With defender in the ball (1vs1)
  - Flying goal inside the ball

### Circuits with the ball in couples

Through this circuit we solicit the frequency of movements and rapidity using the ball carrying out various technical moves. We also look for precision and speed of execution.



In a space of 15x15m the children are placed in 2 lines that start in couples with one ball. The exercise entails that the child without the ball executes various skipping exercises with intervals of side passes of the ball towards the team mate that is placed beyond the ribbon placed at a height of 10/15cm. at the end they carry out a sprint with the ball (guiding) and without for 10m, for both children.

- Variations**
- Skip (4 low jumps) inside of foot under the ribbon
  - Skip (4 high jumps) kick in the air with the inside of the foot
  - Skip (4 jumps - 2 low and 2 high) kick in the air with instep

**Main technical objective:**  
SHOT TO GOAL IN MOVEMENT

- Sequence of the session:**
- Awareness activities 20'
  - Shoot to goal with overlap 25'
  - Circuit with the ball in couples 15'
  - Keep the ball and shoot 20'
  - 6vs6 with ball 20'

**Number of children:** 100'

- Duration:**
- Material:**
- Boundaries
  - Tunics
  - Bi-frontal goals
  - N.4 balls
  - Ribbon
  - Cones
  - Small posts

**"Which player to train? The one that plays for the group, but is also able to produce original initiatives"**  
SGS



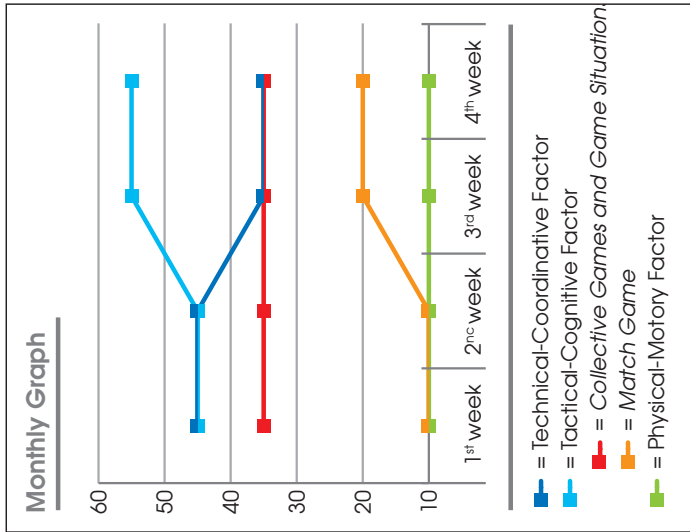
CLUB: \_\_\_\_\_

INSTRUCTOR: \_\_\_\_\_

SPORT SEASON: \_\_\_\_\_

**REMEMBER:**

- The tactical aspect has a prevailing percentage in the didactical organisation, because we want to go further into the positioning of the various players on the field in the 4-3-3 game module, through the use of game situations that provide for the absence of defence or a semi-active presence of the latter. It is important for all the components of the group to have the possibility of having significant experiences regarding the various tasks of the game, through appropriate rotations.
- During this month we will carry out evaluation tests to verify the progress of the learning process.



MONTH: \_\_\_\_\_

MAIN OBJECTIVES OF THE MONTH:

- TECHNICAL-COORDINATIVE FACTOR:  
header  
parabolic kick to: change front/cross/lateral insertion
- TACTICAL-COGNITIVE FACTOR:  
wall play to: insert attackers/counterattack positioning for 4-3-3 module  
change of play: weak side/in depth
- PHYSICAL-MOTORY FACTOR:  
articular mobility

N° LESSONS: \_\_\_\_\_

N° WEEKS: \_\_\_\_\_

N° COMPETITIONS/EVENTS: \_\_\_\_\_

**OBSERVATIONS:**

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# MODULE 6

## LESSON 16

**TECHNICAL COORDINATIVE FACTOR**  
**Objectives:**

- Header

**PERCEPTIVE SOLICITATION**  
 10'  
 • Tennis football  
 • Individual technique  
 "control and faking"  
 15'

**SITUATIONAL REGIME**  
 (didactical variability)  
 • The two crossers  
 20'

Observations: \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

Variations: \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

**TACTICAL COGNITIVE FACTOR**  
**Objectives:**

- Deep insertion and cross
- Movement of attackers

**GAME SITUATIONS:** 20'  
 • Deep pass  
 • Development counterattacking action  
 15'

**GAME MATCHES** 10'  
 • Free play

Observations: \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

Variations: \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

**PHYSICAL MOTORY FACTOR**  
**Objectives:**

- Articular mobility
- Articular mobility exercises with the ball

10'  
 10'  
 15'  
 20'  
 20'

15'  
 10'

100'

**Sequence of the session:**

- Tennis football
- Articular mobility exercises
- "Control and faking"
- The two crossers
- Deep pass
- Development counter attacking action
- Free play

**Number of children:** \_\_\_\_\_

**Duration:** 100'

**Material:**

- Boundaries
- Tunics
- Bi-frontal goals
- N.4 balls
- Ribbon
- Cones
- Small posts

**OTHER OBJECTIVES OF THE SESSION:**

**TECHNICAL COORDINATIVE FACTOR**

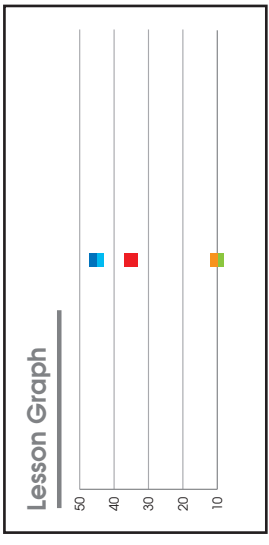
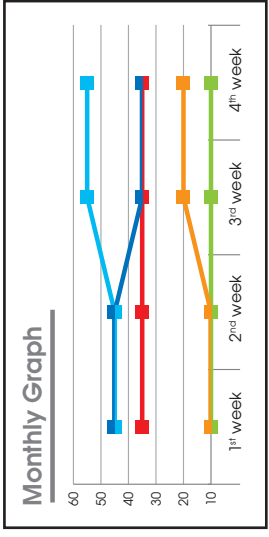
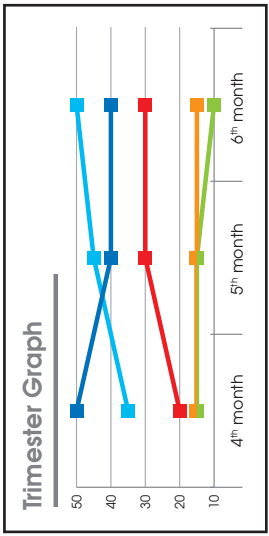
- Control of the ball and faking
- Shoot to goal

**TACTICAL COGNITIVE FACTOR**

- Advantage with lateral insertion

**PHYSICAL MOTORY FACTOR**

- General resistance with the ball



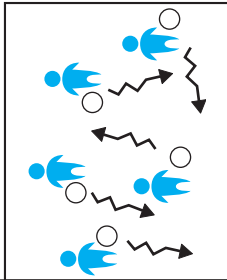


# LESSON 16: PLAY IN DEPTH AND GO TO CROSS

## MODULE 6

### Control and fakes

This exercise favours sensorperceptive and coordinative control through exercises of individual technique.



Every student controls a ball and, without any external opposition (internal attention), he tries to solve the proposed technical situations:

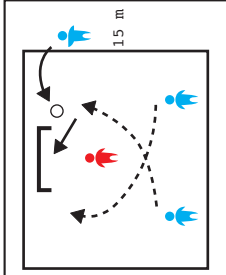
- Rolling the ball with the sole of the foot
- Rolling the ball to change direction
- Fake with movement of the ball with the external part of the foot
- Fake and re-entry with the inside of the foot
- "scissor" Taking and guide of the opposite foot

#### Variations

- Same game with passive opposition of an opponent
- Finalising the faking movements with a pass to a team mate.

### The two crossers

Favours the header in a dynamic situation.



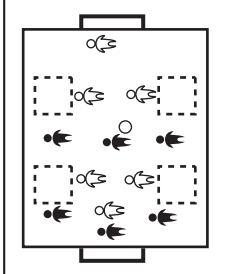
Simulating a game situation, the pupils, taking turns, cross with their hands whilst the team mates, through coordinated movements, free themselves from the defender and go on to conclude to goal with a header.

#### Variations

- Cross with feet
- Game carried out with two defenders.

### Deep pass

This game stimulates game solutions in depth, favouring the fulfilment of diverging objectives.



The competition is between two teams, each made up of 5 or 6 players.

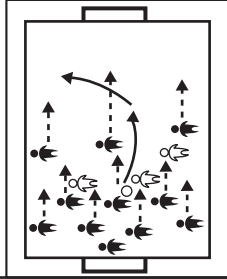
The objective of the game is to score a goal, and, in order to favour lateral insertions, 2 points are assigned for every pass in one of the two areas placed in the attacking area of each team.

#### Variations

- The pass in the area can be parabolic.

### Counterattack

Key action plan for counterattack. Wall play with central attacker to stabilise the attacking actions and therefore to find lateral or central solutions.



A counterattacking situation is simulated. The central attacker initially runs forward, and then stops, wall play, thereby fixing the action for a possible central or lateral insertion of the other attackers.

#### Variations

- Central insertion of the attacker

**Main technical objective:**  
HEADER IN A SIMPLIFIED GAME SITUATION

- Sequence of the session:**
- 10' Tennis football
  - 10' Articular mobility exercises
  - 15' "Control and faking"
  - 20' The two crossers
  - 20' Deep pass
  - 15' Development counter attacking action
  - 10' Free play
- Verification of tactical learning of period

**Number of children:** 100'  
**Duration:** 100'

#### Material:

- Boundaries
- Tunics
- Bi-frontal goals
- N.4 balls
- Ribbon
- Cones
- Small posts

"Children learn what they live, if the child lives in hostility he learns how to be aggressive, but if he lives in loyalty he learns justice"



# LESSON 17

## MODULE 6

### TECHNICAL COORDINATIVE FACTOR

#### Objectives:

- Parabolic kick

### PERCEPTIVE SOLICITATION

- Tennis football **15'**

### DIDACTICAL COMBINATION

- Parabolic kick **20'**
- Control and kick
- Cross and shoot

Observations: \_\_\_\_\_

\_\_\_\_\_

Variations: \_\_\_\_\_

\_\_\_\_\_

### TACTICAL COGNITIVE FACTOR

#### Objectives:

- Marking/unmarking
- GAME SITUATIONS:
- Positioning in 4-3-3 game module **15'**
  - Play in numerical advantage/ disadvantage **20'**
- GAME MATCHES
- Tactical 9vs9 play **10'** (wall play with lateral insertions)
  - Free play **10'** (verification of learning process)

Observations: \_\_\_\_\_

\_\_\_\_\_

Variations: \_\_\_\_\_

\_\_\_\_\_

### PHYSICAL MOTORY FACTOR

#### Objectives:

- Articular mobility
- Articular mobility exercises with the ball **10'**

Observations: \_\_\_\_\_

\_\_\_\_\_

Variations: \_\_\_\_\_

\_\_\_\_\_

#### Sequence of the session:

- Tennis football **15'**
- Articular mobility exercises **10'**
- Parabolic kick **20'**
- Play in numerical advantage/disadvantage **20'**
- Positioning in 4-3-3 **15'**
- Tactical 9vs9 play **10'**
- Free play **10'**

#### Number of children:

**Duration:** 100'

#### Material:

- Boundaries
- Tunics
- Bi-frontal goals
- N.4 balls
- Ribbon
- Cones
- Small posts

### OTHER OBJECTIVES OF THE SESSION:

#### TECHNICAL COORDINATIVE FACTOR

- Reception of parabolic ball
- Shoot to goal

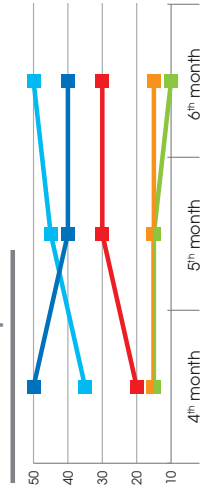
#### TACTICAL COGNITIVE FACTOR

- Defensive positioning

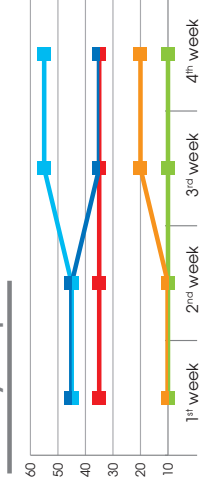
#### PHYSICAL MOTORY FACTOR

- General resistance with the ball

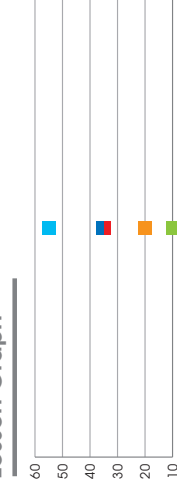
Trimester Graph



Monthly Graph



Lesson Graph





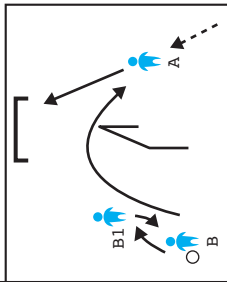


# LESSON 17: PARABOLIC KICK

## MODULE 6

### Parabolic kick

Exercise of parabolic kicking with right/left foot with a moving ball. Phase of regulation of form.



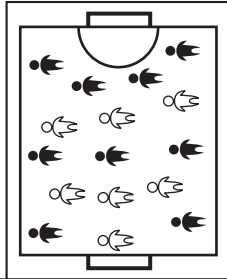
The pupil B wall plays with B1 and kicks a parabolic ball over the ribbon with his left foot. "A" comes in, stops the ball and shoots to goal. Same thing happens straight away starting from the right with three other pupils.

#### Variations

- Vary the height of the ribbon
- Insert a defender that starts from behind the attacker and tries to tackle him (pressing)

### Play in numerical advantage/disadvantage

Search for valid solutions in phase of possession, and in non possession of the ball, through a mini-match 7vs9.



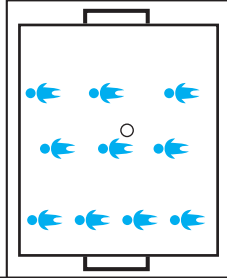
Game between two teams made up of 9 and 7 players. The team in numerical advantage has to score in a goal that is defended by a goal keeper. The team that plays in numerical disadvantage scores in a goal without a goalkeeper but that has a penalty area that is off-limits.

#### Variations

- The goal scored by the team in numerical disadvantage, if it is made with a parabolic kick, is worth double.

### 4-3-3 positioning

Movement of players is coordinated between compartments without pressure from the defenders to acquire the positions and attacking patterns in the 4-3-3 game module.



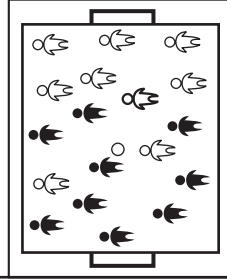
Positioning in 4-3-3 game module, search for new game solutions with passive or semi-active defence. The defensive opposition forces the attackers to find the right solution, and allows us to test the notions the pupils have learned.

#### Variations

- Move the ball quickly into different areas and observe if the position has been recomposed correctly.

### Tactical play 9vs9

The exercise favours a review of the tactical elements that have been studied and that are still evolving (stabilisation). In this case we solicit lateral insertions with the consequent cross and movement of the attackers with the ball in depth.



9vs9 match, in which the boys have to look for continuous solutions for deep play to favour lateral insertions and movement of the attackers.

#### Variations

- Valid goal if they have combined wall play with the goal action
- Goals are always valid, and goal actions that have been combined with wall play are worth double.

### Main technical objective: PARABOLIC KICK MOVING BALL

#### Sequence of the session:

- 15' Tennis football
  - 10' Articular mobility exercises
  - 20' Parabolic kick
  - Play in numerical advantage/disadvantage
  - 20' Positioning in 4-3-3
  - 15' Tactical 9vs9 play
  - 10' Wall play with lateral insertion
  - 10' Free play
- Verification of learning tactics of the period

#### Number of children:

100'

#### Material:

- Boundaries
- Tunics
- Bi-frontal goals
- N.4 balls
- Ribbon
- Cones
- Small posts

*"From a child to an adult: don't be incoherent; this disconcerts me and forces me to go through every effort to get away with it whenever I can."*

*l'Erbavoglio*



## MODULE 6

**TECHNICAL COORDINATIVE FACTOR**  
**Objectives:**

- Parabolic kicking to: change front/cross/lateral insertion

**TECHNICAL COMBINATION**  
 • Change of play and cross... **35'**

Observations: \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

Variations: \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

**TACTICAL COGNITIVE FACTOR**  
**Objectives:**

- Change of play: weak side/in depth

**GAME SITUATIONS:** **20'**  
 • 3vs1 in succession

**GAME MATCHES**  
 • Themed game-5vs5+2 with central free zone **20'**  
 • Free play **15'**

Observations: \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

Variations: \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

**PHYSICAL MOTORY FACTOR**  
**Objectives:**

- Articular mobility
- Articular mobility exercises with the ball **10'**

Observations: \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

Variations: \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

**Sequence of the session:**  
 • Change of play and cross... **35'**  
 • Articular mobility with the ball **10'**  
 • 3vs1 in succession **20'**  
 • 5vs5+2 with central free zone **20'**  
 • Free play **15'**

**Number of children:** **100'**

**Duration:** **100'**

**Material:**

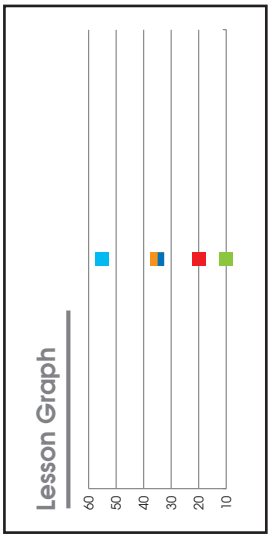
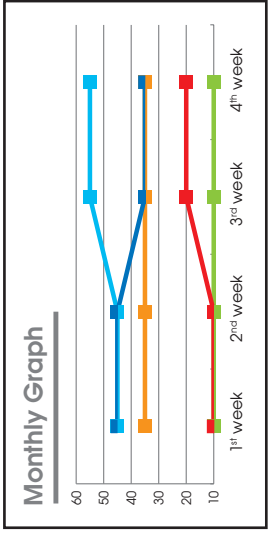
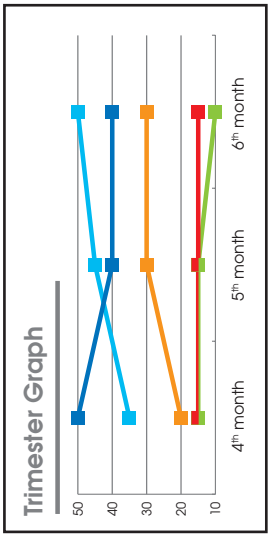
- Boundaries
- Tunics
- Bi-frontal goals
- N.4 balls
- Ribbon
- Cones
- Small posts

**OTHER OBJECTIVES OF THE SESSION:**

**TECHNICAL COORDINATIVE FACTOR**  
 • Passing/receiving and shoot to goal

**TACTICAL COGNITIVE FACTOR**  
 • Wall play, lateral insertions and conquering space through verbalisation

**PHYSICAL MOTORY FACTOR**





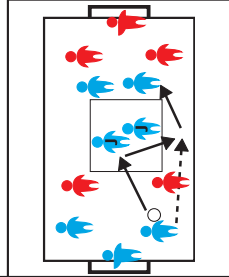
# LESSON 18:

## GO TO GOALCONQUERING SPACE

### MODULE 6

#### 5vs5+2 with central free zone

Favours ball possession during the construction of play, give and go in a situation of didactical stability and the concept of vertical play to conquer space.



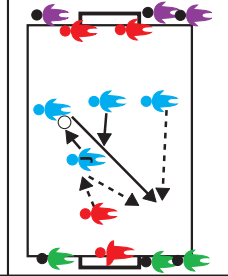
In a game area of 20x40m, the children play in 5vs5, with 2 neutral midfielders that are placed in a central free zone, the 2 midfielders play with the team that is in ball possession and have the role of supporting players for the offensive action. No one else can go into the free zone.

#### Variations

- With compulsory wall play in free zone
- With compulsory parabolic vertical pass for the attacker, wall play for one of the two midfielders and shot to goal
- Insertion of a defender in the free zone (2vs1)

#### 3vs1 in succession

Consolidation of the concept of change of play. Improvement of the ability to acquire timing for unmarking in a situation of pressure determined by a defender that is solicited to assume the correct position (ball holder)/



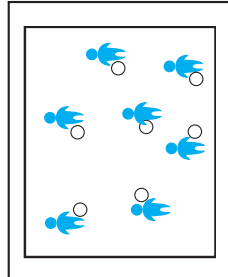
3 work groups take turns in offensive actions with 1 fixed attacker and 2 defenders. The start for the lateral insertion happens when the attacker executes the return pass. The defender cannot obstruct the attacker but intervenes afterwards. The change of play can happen with a low or parabolic ball.

#### Variations

- With two defenders
- With attacker places on the side for wall play

#### Articular mobility with the ball

Favours the improvement of articular mobility and learning of the latter. Through the use of the ball the children are stimulated to carry out various forms of movement in a static and dynamic form.



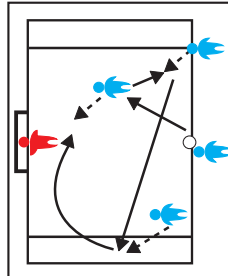
The children are placed within a space, each with a ball. After a brief form of warm up through guiding the ball and carrying out various technical exercises, they carry out stretching exercises using the ball as a point of reference.

#### Variations

- In couples with the ball
- Two groups in two adjacent spaces changing spaces (warm up with phase of sprinting)

#### Change of play and cross...

Through this exercise we favour offensive actions aimed at the change of play (parabolic kick) and verification. Continuous search to stabilise the attacking actions stimulating game solutions in depth (lateral insertions)



The action begins 40m in front of the goal, with three pupils placed as illustrated. The lateral zones are marked (boundaries) to provide precise references for movements in depth and for ball reception. The central midfielder wall plays with the attacker, who serves the external team mate straight away with a parabolic kick. The action ends with a cross or with a shot to goal with the participation of 4 players.

#### Variations

- Lateral midfielder starts the game
- Central midfielder in overlap with cross.

**Main technical objective:**  
PARABOLIC KICK

**Sequence of the session:**

- Change of play and cross... 35'
- Articular mobility with the ball 10'
- 3vs1 in succession 20'
- 5vs5+2 with central free zone 20'
- Free play 15'

**Number of children:** 100'  
**Duration:** 100'

**Material:**

- Boundaries
- Tunics
- Bi-frontal goals
- N.4 balls
- Ribbon
- Cones
- Small posts

*"You are a good coach if you plan activities regarding technique, commitment and the attitude of your kids"*  
SGS



CLUB: \_\_\_\_\_

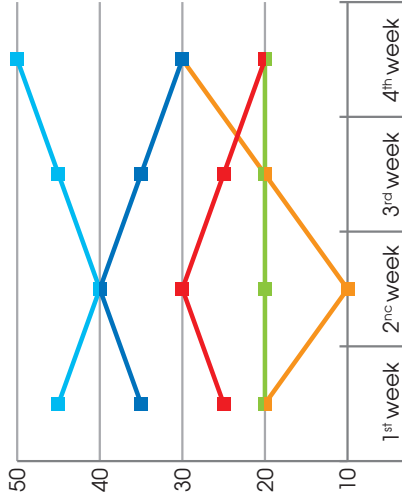
INSTRUCTOR: \_\_\_\_\_

SPORT SEASON: \_\_\_\_\_

**REMEMBER:**

- After having worked in the preceding periods to stabilise technical ability of parabolic kicking, during this period we want to verify if this ability transforms into a tactical ability. The game "cross the castle" stimulates the movement of the ball to change side of the game, impressing a parabolic trajectory. The use of the ribbon, further to its simple use, has proven to be fundamental for didactical function.

Monthly Graph



- = Technical-Coordinative Factor
- = Tactical-Cognitive Factor
- = Collective Games and Game Situation
- = Match Game
- = Physical-Motory Factor

MONTH: \_\_\_\_\_

MAIN OBJECTIVES OF THE MONTH:

- **TECHNICAL-COORDINATIVE FACTOR:**  
parabolic kick right and left reception and shot
- **TACTICAL-COGNITIVE FACTOR:**  
ball possession widening front of play change active/passive side
- **PHYSICAL-MOTORY FACTOR:**  
neuromuscular coordination muscular strengthening in natural workload

N° LESSONS: \_\_\_\_\_

N° WEEKS: \_\_\_\_\_

N° COMPETITIONS/EVENTS: \_\_\_\_\_

**OBSERVATIONS:**

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**TECHNICAL COORDINATIVE FACTOR**

**Objectives:**

- Parabolic kicking with moving ball to receive and shoot
- Perception of trajectory of incoming ball
- Tennis football
- Kick over the ribbon

**15'**  
**20'**

**TACTICAL COGNITIVE FACTOR**

**Objectives:**

- Wall play, change of play with parabolic ball

**GAME SITUATIONS:**

- Cross the castle (at least 6vs6)

**25'**

**GAME MATCHES**

- Themed game
- Free play

**10'**  
**10'**

**PHYSICAL MOTORY FACTOR**

**Objectives:**

- Muscular strengthening in natural workload
- Coordinated jumps with rope (10+10) alternated with
- Step and over for plimetry (carry out phase of muscular stretching)

**20'**

**Sequence of the session:**

- Tennis football
- Jump-rope
- Kick over the ribbon
- Cross the castle
- Themed game
- Free play

**15'**  
**20'**  
**20'**  
**25'**  
**10'**  
**10'**

**Number of children:**  
**100'**

**Duration:**

**Methods**

**Material:**

- Boundaries
- Tunics
- Bi-frontal goals
- N.4 balls
- Ribbon
- Cones
- Small posts
- Shapes
- Ropes

Observations:

\_\_\_\_\_

\_\_\_\_\_

Variations:

\_\_\_\_\_

\_\_\_\_\_

Observations:

\_\_\_\_\_

\_\_\_\_\_

Variations:

\_\_\_\_\_

\_\_\_\_\_

Observations:

\_\_\_\_\_

\_\_\_\_\_

Variations:

\_\_\_\_\_

\_\_\_\_\_

**OTHER OBJECTIVES OF THE SESSION:**

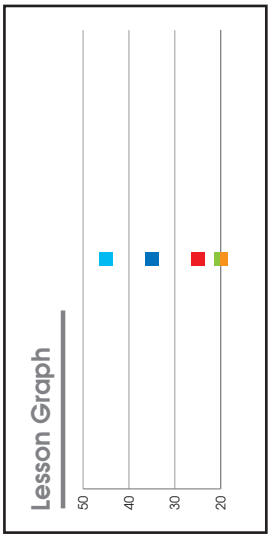
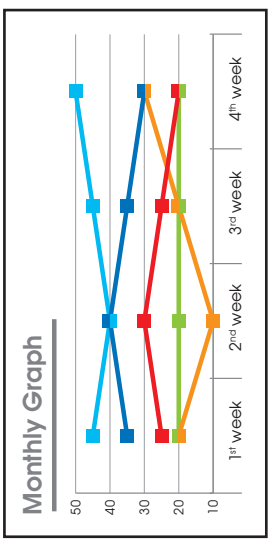
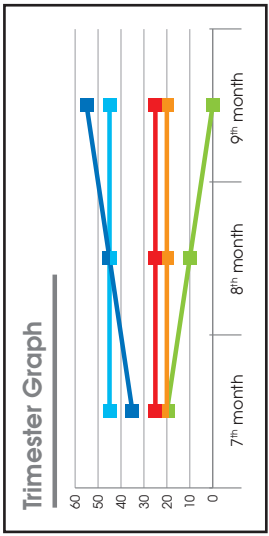
**TECHNICAL COORDINATIVE FACTOR**

- Passing/receiving and shoot to goal

**TACTICAL COGNITIVE FACTOR**

- Wall play, lateral insertions and conquering space through verbalisation

**PHYSICAL MOTORY FACTOR**



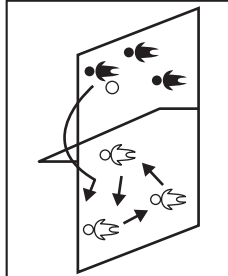


# LESSON 19: PARABOLIC PLAY AND CHANGE PLAY

## MODULE 7

### Tennis football

This exercise develops the ability of kicking in the air and solicits proprioceptive awareness in the regulation of the degree of strength applied to the move.



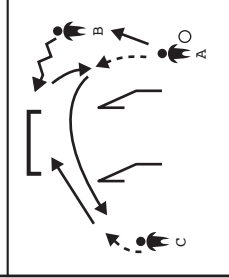
The game is carried out like in the preceding lessons, with the variation that after the first bounce the children execute 3 flying hits. Every hit must be carried out by a different player. The first hit has to be simple, otherwise it has to be repeated. At every change there is a rotation of position (also changing the player that carries out the first hit).

#### Variations

- Kick with the inside of the foot
- Kick only with the right or only with the left foot.

### Parabolic kick to receive and shoot

The exercise favours learning of the ability to carry out a cross with the internal instep in a parabola. The attacker is also solicited to improve the reception of a high ball to carry out the shoot to goal. The children kick with both feet.



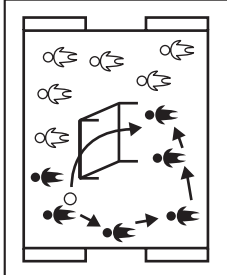
Exercise with three pupils, in which player "A", passes the ball diagonally to "B", who in turn simulates penetration and passes the ball back to "A" who places himself in support. At this point, "A" carries out a parabolic kick (cross) over both ribbons, to "C", who receives and shoots to goal.

#### Variations

- Closer/further ribbons to the cross zone

### Cross the castle

Allows to induce the players to widen the game front (diverging objective) with change of play with a parabolic ball.



The game is carried out with a competition between two teams: each team is made up of 6 players and defends 2 goals. Points can be won with a goal in the small goals or crossing the castle with a parabolic ball. In this case 2 points are assigned (the castle is formed by 4 small posts connected with a ribbon). The change of play can be also carried out by going around the castle.

#### Variations

- A wall of ribbons placed diagonally can be used instead of the castle

**Main technical objective:**  
PARABOLIC KICK

**Sequence of the session:**

- Tennis football 15'
- Jump-rope 20'
- Kick over the ribbon 20'
- Cross the castle 25'
- Themed game 10'

Wall play, change game with lateral insertion  
• Free play  
Verification of learning of period

**Number of children:** 100'  
**Duration:** 100'

#### Material:

- Boundaries
- Tunics
- Bi-frontal goals
- N.4 balls
- Ribbon
- Cones
- Small posts
- Shapes
- Ropes

*"From a child to an adult: don't make promises, you might not be able to keep them. This would decrease my trust in you."*

Erbavoglio



# LESSON 20

## MODULE 7

**TECHNICAL COORDINATIVE FACTOR**

**Objectives:**

- Kick with instep, moving ball
- Tennis football (tournaments) **10'**
- Shoot to goal, combination in 2, give and go **25'**

Observations: \_\_\_\_\_

\_\_\_\_\_

Variations: \_\_\_\_\_

\_\_\_\_\_

**TACTICAL COGNITIVE FACTOR**

**Objectives:**

- Pass in empty space **25'**

**GAME SITUATIONS:**

- Deep play!

**GAME MATCHES**

- Themed match **10'**
- Free play **10'**

Observations: \_\_\_\_\_

\_\_\_\_\_

Variations: \_\_\_\_\_

\_\_\_\_\_

**PHYSICAL MOTORY FACTOR**

**Objectives:**

- Neuromuscular coordination
- Muscular strengthening in natural workload
- Translocations and jumps with a rope **20'**

Observations: \_\_\_\_\_

\_\_\_\_\_

Variations: \_\_\_\_\_

\_\_\_\_\_

**Sequence of the session:**

- Tennis football **10'**
- Jump-rope **20'**
- Give and go with shoot to goal **25'**
- Deep play **25'**
- Themed match **10'**
- Free play **10'**

**Number of children:** **100'**

**Duration:** **100'**

**Methods**

**Material:**

- Boundaries
- Tunics
- Bi-frontal goals
- N.4 balls
- Ribbon
- Cones
- Small posts
- Shapes
- Mini goals
- Ropes

**OTHER OBJECTIVES OF THE SESSION:**

**TECHNICAL COORDINATIVE FACTOR**

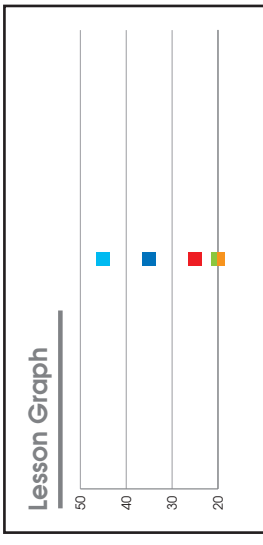
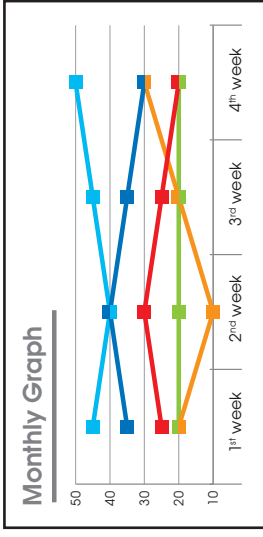
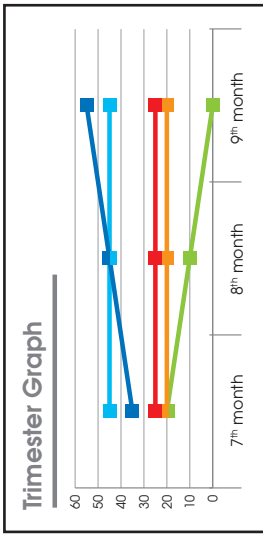
- Flying hit

**TACTICAL COGNITIVE FACTOR**

- Attention to the off-side line

**PHYSICAL MOTORY FACTOR**

- Resistance and rapidity

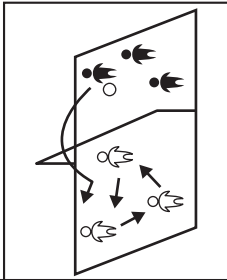






### Tennis football in the air

Kick in the air and search for neuro-muscular awareness. Senseperceptive solicitation.



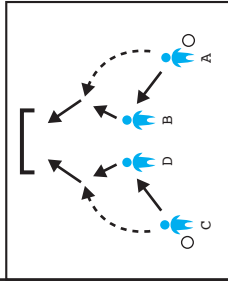
The game is carried out like in the preceding lessons, with the variation that after the first bounce the children execute 3 flying hits. Every hit must be carried out by a different player. The first hit has to be simple, otherwise it has to be repeated. At every change there is a rotation of position (also changing the player that carries out the first hit).

#### Variations

- Kick with the inside of the foot
- Kick only with the right or only with the left foot.

### “give an go” with shoot to goal

Shoot to goal with instep of right/left foot with strength and precision with a moving ball.



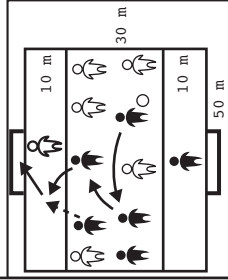
The game is carried out in couples with the players placed as illustrated. Player “A” passes the ball to “B”, who carries out an internal support towards “A”, who has followed the action and goes to goal (internal instep). Carry out the exercise on both sides.

#### Variations

- “D” receives and carries out a stop in a sequence externally and closes the “give and go” on the inside for “C”, who shoots to goal.

### Deep play

Active study of the off-side line, ball possession and vertical play. “Crossover” movement of attackers.



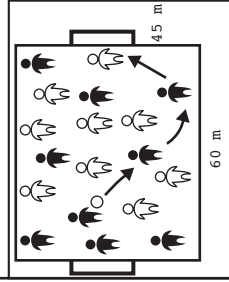
The proposed exercise consists in a simple game situation in which two teams, made up of 6 players each, face each other in a field of 50x30m. A parallel line to the goal line is drawn on the ground and 10m away from the goal line, creating two “free zones” where only the goal keeper can stop or an attacker to receive a deep pass. The conclusive shot will have to be carried out spontaneously.

#### Variations

- The 10 metres line is also the off-side line

### Themed match - search for deep play

With this type of match we solicit the search for deep play, testing the notions the children have learned.



9vs9 match in an area of 45x60m with a tactical theme, in which the children have to find continuous solutions for deep play.

#### Variations

- Limit the number of touches (e.g. 2 or 3) to speed up the search for solutions (mental processing and rapidity of execution)
- The scored goal with the proposed tactical theme is worth double.

**Main technical objective:**  
SHOOT TO GOAL WITH MOVING BALL

**Sequence of the session:**

- Tennis football 10'
  - Jump-rope 20'
  - Give and go with shoot to goal 25'
  - Deep play 25'
  - Themed match 10'
  - Free play 10'
- Verification of learning

**Number of children:** 100'  
**Duration:** 100'

**Material:**

- Boundaries
- Tunics
- Bi-frontal goals
- N.4 balls
- Ribbon
- Cones
- Small posts
- Mini goals
- Ropes
- Shapes

*“You are a good coach if: to commit to preventing your children leaving the sport and you let everyone play”*

SGS





# LESSON 21

## MODULE 7

**TECHNICAL COORDINATIVE FACTOR**  
**Objectives:**

- Parabolic kick

**PERCEPTIVE SOLICITATION**

- Parabolic kick in a limited space **15'**

**DIDACTICAL COMBINATION**

- In two couples with a moving ball **15'**

**TACTICAL COGNITIVE FACTOR**  
**Objectives:**

- Ball possession and change of play from active to passive zone

**GAME SITUATIONS:**

- 4vs4 with advantage in offensive zone **20'**

**GAME MATCHES**

- 6vs6 with lateral offensive supporting players **30'**

**PHYSICAL MOTORY FACTOR**  
**Objectives:**

- Articular mobility **20'**

**Sequence of the session:**

- Parabolic kick in a limited space **15'**
- Articular mobility **20'**
- In two couples with a moving ball **15'**
- 4vs4 with advantage in offensive zone **20'**
- 6vs6 with lateral offensive supporting players **30'**

**Number of children:** **100'**

**Duration:** **100'**

**Methods**

**Material:**

- Boundaries
- Tunics
- Bi-frontal goals
- N.4 balls
- Ribbon
- Cones
- Small posts

Observations: \_\_\_\_\_

\_\_\_\_\_

Variations: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Observations: \_\_\_\_\_

\_\_\_\_\_

Variations: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Observations: \_\_\_\_\_

\_\_\_\_\_

Variations: \_\_\_\_\_

\_\_\_\_\_

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**OTHER OBJECTIVES OF THE SESSION:**

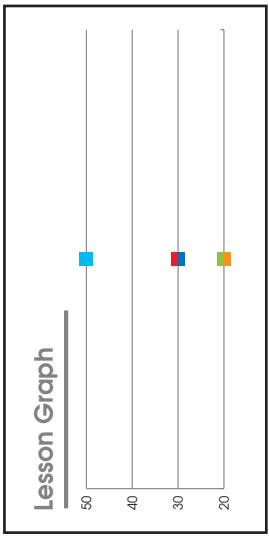
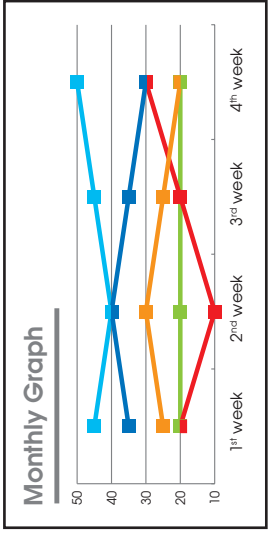
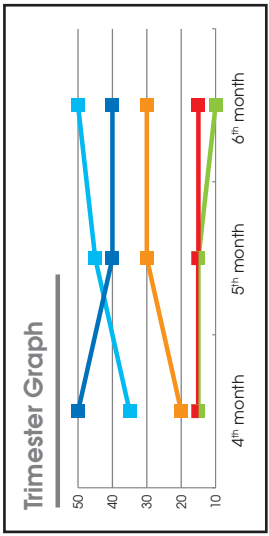
**TECHNICAL COORDINATIVE FACTOR**

- Passing and receiving, flying shot to goal

**TACTICAL COGNITIVE FACTOR**

- Vertical play, conquering space and wall play

**PHYSICAL MOTORY FACTOR**



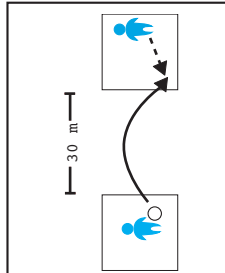


# LESSON 21: PLAY WITH THE SUPPORTING PLAYER AND GO TO CROSS

## MODULE 7

### Parabolic kick in a limited space

Stability of technical move of kicking with internal part of instep in a parabola with a still and moving ball. We look for executive precision through well defined and distant spaces.



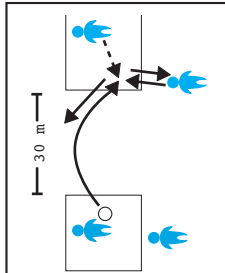
In two identical spaces of 10x10m and placed at 30m from each other, a couple of players face each other, in the form of a game. The game consists in kicking the parabolic ball in the spaces. A point is assigned when the ball falls into the opponent's space.

#### Variations

- Low pass and kicking the ball in the air for a frontal parabolic kick
- Low pass, reception in a sequence towards the outside of the square and kicking parabolic balls.

### In two couples with a moving ball

Stability of the technical move of kicking a parabolic ball with the inside of the instep with a moving ball. We look for executive precision through short and long distances.



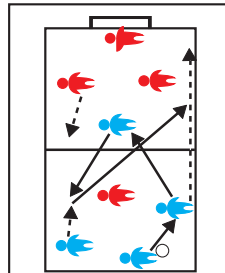
In two identical spaces of 10x10m and placed at 30m from each other, a couple of players face each other. The game consists in kicking a parabolic ball in the opposite space, executing a stop and passing it to the team mate that is outside of the square. After wall play the action is repeated spontaneously in the opposite square.

#### Variations

- Low pass and kicking a frontal parabolic ball (taking turns), reception and wall play with the external part of the foot and again a low pass.

### 4v4 in advantage zone

With this game situation we stimulate the defenders to maintain ball possession in the offensive phase, to search for vertical play, wall play and change of play from an active to a passive zone.



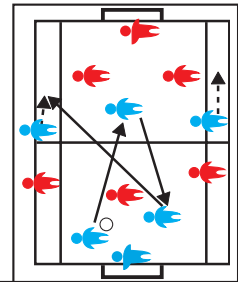
A space of 40x25m is divided in two halves. In one half of the field the children play a 3vs1 with the purpose of maintaining ball possession and passing to the attacker placed in the other half of the field (1vs2+goalkeeper). The 3 midfielders to cross the midfield line with have to look for wall play with a successive change of play (see illustration). The defence of two defenders is passive only during wall play, whereas it becomes active in game situations.

#### Variations

- With 2 attackers in offensive phase
- With 2 central and 2 external in lateral support.

### 6vs6 with offensive supporting players

Main objective is the change of play from an active to the passive zone; inclusion of lateral insertions; search for deep play and wall play as fundamental elements for the search for offensive solutions.



In an area of m30x60 divided into two halves by a midfield line and lateral supporting players, 2 teams face each other with 2 central players, 1 attacker and 2 external players that stay in the offensive boundaries. The game consists in looking for wall play with successive change of play for one of the two external players. The defence is passive only with the attacker that carries out the wall play, whereas the central player that passes the ball vertically can cross the midfield line and participate in the offensive action.

**Main technical objective:**  
PARABOLIC KICKING

**Sequence of the session:**

- Parabolic kick in a limited space 15'
- Articular mobility 20'
- In two couples with a moving ball 15'
- 4vs4 with advantage in offensive zone 20'
- 6vs6 with lateral offensive supporting players 30'

**Number of children:** 100'

**Duration:** 100'

**Material:**

- Boundaries
- Tunics
- Bi-frontal goals
- N.4 balls
- Ribbon
- Cones
- Small posts

*"On the pathway of our happiness we will find knowledge"*

R. Bach



CLUB: \_\_\_\_\_

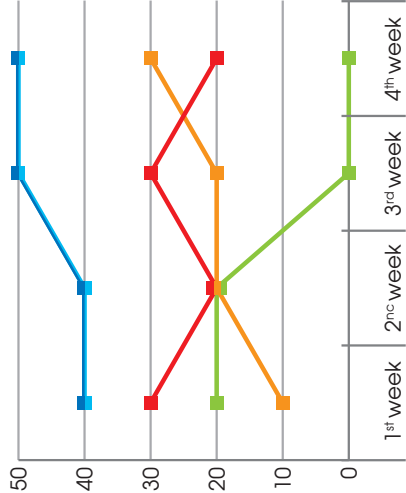
INSTRUCTOR: \_\_\_\_\_

SPORT SEASON: \_\_\_\_\_

**REMEMBER:**

- During this period that concludes our programme it is advisable to accompany the proposed didactical plan with some internal tournaments, through which the children compare their individual and collective abilities, immersed in a serene and motivating didactical context. Sometimes, we teachers, even unknowingly, conduct our training sessions a bit too seriously.

Monthly Graph



- = Technical-Coordinative Factor
- = Tactical-Cognitive Factor
- = Collective Games and Game Situations
- = Match Game
- = Physical-Motory Factor

MONTH: \_\_\_\_\_

MAIN OBJECTIVES OF THE MONTH:

- TECHNICAL-COORDINATIVE FACTOR: phase of perfection of perceptions/technical abilities header
- TACTICAL-COGNITIVE FACTOR: vertical play speedy choices support between compartments
- PHYSICAL-MOTORY FACTOR: Rapidity-speed-articular mobility

N<sup>o</sup> LESSONS: \_\_\_\_\_

N<sup>o</sup> WEEKS: \_\_\_\_\_

N<sup>o</sup> COMPETITIONS/EVENTS: \_\_\_\_\_

**OBSERVATIONS:**

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## MODULE 8

**TECHNICAL COORDINATIVE FACTOR**  
**Objectives:**

- Individual technique

**PERCEPTIVE SOLICITATION** 10'

- Tennis football

**DIDACTICAL FLEXIBILITY**

- Awareness with the ball
- Phase of reinforcement of technical abilities

30'

**TACTICAL COGNITIVE FACTOR**  
**Objectives:**

- Vertical play

**GAME SITUATIONS:** 20'

- Sector play

**GAME MATCHES**

- Themed game
- Free play

10'  
10'

**PHYSICAL MOTORY FACTOR**  
**Objectives:**

- Rapidity
- Speed

- Shuttle 6m+6m and shoot to goal

20'

**Sequence of the session:**

- Tennis football 10'
- Awareness with the ball 30'
- Shuttle 6m+6m 20'
- Sector play 20'
- Themed game 10'
- Free play 10'

**Number of children:** 100'

**Duration:** 100'

**Methods**

Observations: \_\_\_\_\_

\_\_\_\_\_

Variations: \_\_\_\_\_

\_\_\_\_\_

Observations: \_\_\_\_\_

\_\_\_\_\_

Variations: \_\_\_\_\_

\_\_\_\_\_

Observations: \_\_\_\_\_

\_\_\_\_\_

Variations: \_\_\_\_\_

\_\_\_\_\_

**OTHER OBJECTIVES OF THE SESSION:**

**TECHNICAL COORDINATIVE FACTOR**

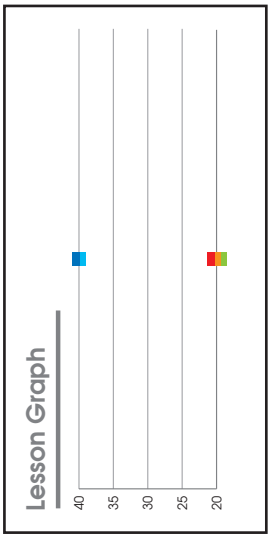
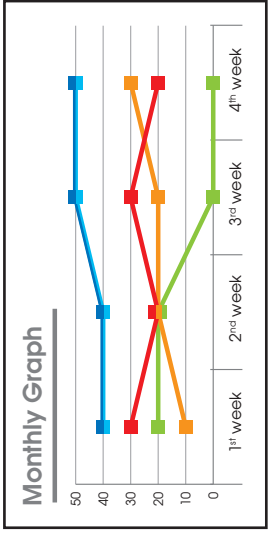
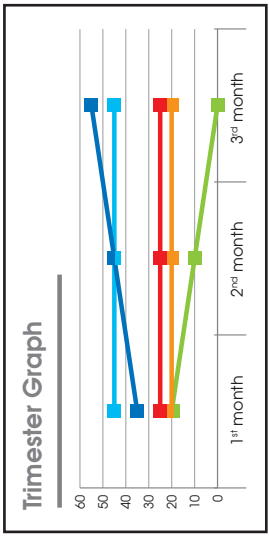
- Hitting in the air
- Anticipation

**TACTICAL COGNITIVE FACTOR**

- Speeding up play (motor response)

**PHYSICAL MOTORY FACTOR**

- Articular mobility



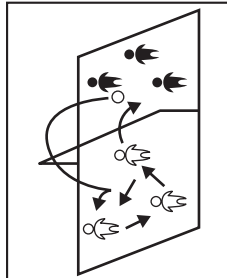


# LESSON 22: VERTICAL PLAY AND PLAY IN ABILITY

## MODULE 8

### Internal tournament of flying tennis football

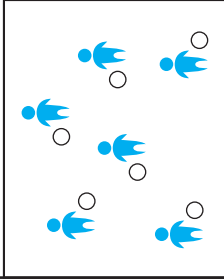
Perceptive solicitation for flying kick, paying attention to the ability of hitting with precision, differentiating strength and direction of the move.



We organise teams of 3-4 players in the group. Competitions are carried out twice between each team, with a scoreboard and final matches. The rules of the game provide that, after the first bounce the children carry out 3 flying hits. Every hit has to be carried out by a different player. The first hit has to be carried out so that the other team can play easily. At every change there will be a rotation of roles as well as a change of the player with the first shot.

### Awareness with the ball

Develops and stabilises the technical abilities through a review and strengthening with old and new content.

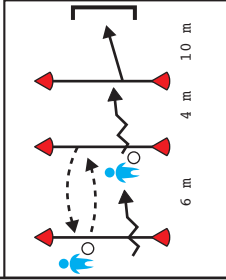


Each player has one ball. In this exercise the sensorial-perceptive abilities are stimulated. The activity is carried out with bouncing ball in various ways. Also carry out the exercises suggested by the children.

- Variations**
- Guiding on a muscular basis
  - Guiding, feint and dribbling
  - Exercises with two players

### Shuttle 6+6m

Solicits the improvement of rapidity, speed and movement frequency, through the use of the ball.

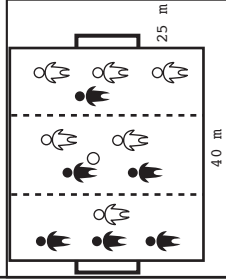


The boys carry out a fast run of 6m return trip, then they take possession of the ball, quickly reaching the shooting area, from which they carry out a goal shot. Whoever lets his ball in the goal first wins the game.

- Variations**
- Change the technical move to get to the goal each time
  - Different starting positions.

### Game with compartments

The game solicits the concept of vertical play. It speeds up the decisional phase (cognitive pressure) also in the shot to goal, that has to be carried out quickly.



The game consists in a 6vs6 or 7vs7 match in a game area of 25x40m, divided into 3 identical sections.

The game provides that, according to the compartment the ball is played in, there is a different maximum number of hits. For example: 3 hits in defence, 2 hits in midfield, and 1 touch in the third sector (attack).

#### Variations

- Vary the number and the distribution of compartments
- Vary the number of players and the game area

### Main technical objective: REINFORCEMENT OF TECHNICAL ABILITIES

- Sequence of the session:**
- Tennis football 10'
  - Awareness with the ball 30'
  - Shuttle 6m+6m 20'
  - Sector play 20'
  - Themed game 10'
- Game with inside foot with low pass
- Free play 10'

**Number of children:** 100'  
**Duration:** 100'

#### Material:

- Boundaries
- Tunics
- Bi-frontal goals
- N.4 balls
- Ribbon
- Cones
- Small posts

*"On the pathway of our happiness we will find knowledge"*  
R.Bach



MODULE 8

**TECHNICAL COORDINATIVE FACTOR**  
**Objectives:**

- Development of technical abilities
- Tennis football - flying tournament 10'
- DIDACTICAL FLEXIBILITY
- Hand ball with header 20'
- Awareness with the ball - individual technique - reinforce technical abilities 20'

Observations: \_\_\_\_\_

Variations: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**TACTICAL COGNITIVE FACTOR**  
**Objectives:**

- Support among compartments

**GAME SITUATIONS:**

- Close compartments 20'

**GAME MATCHES**

- Themed game 10'
- Free play 20'

Observations: \_\_\_\_\_

Variations: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**PHYSICAL MOTORY FACTOR**  
**Objectives:**

- Rapidity and specific coordination

Observations: \_\_\_\_\_

Variations: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**Sequence of the session:**

- Tennis football 10'

**CIRCUIT ACTIVITIES**

- Awareness with the ball 20'
- Handball 20'
- Close compartments game 20'
- Themed game 10'
- Free play 20'

**Number of children:** 100'

**Duration:** 100'

**Methods**

**Material:**

- Boundaries
- Tunics
- Bi-frontal goals
- N.4 balls
- Ribbon
- Cones
- Small posts

**OTHER OBJECTIVES OF THE SESSION:**

**TECHNICAL COORDINATIVE FACTOR**

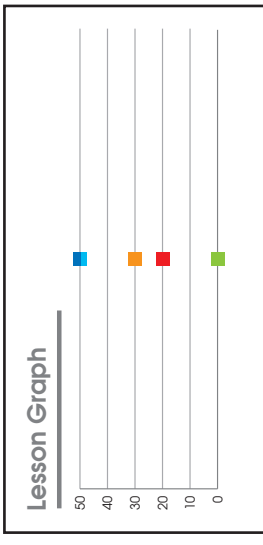
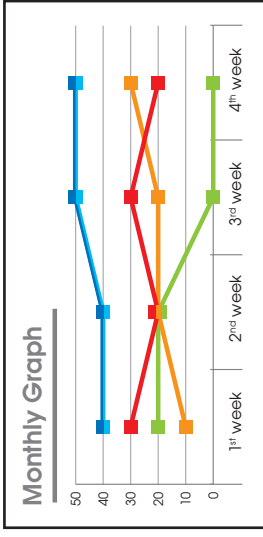
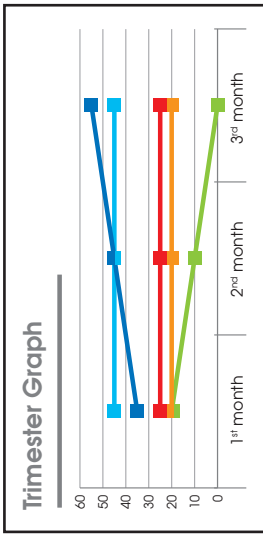
- Header

**TACTICAL COGNITIVE FACTOR**

- Control of reference space

**PHYSICAL MOTORY FACTOR**

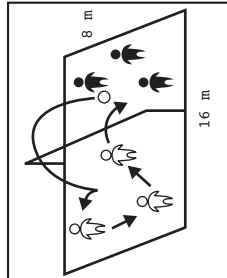
- General resistance with ball





### Internal tournament of flying tennis football

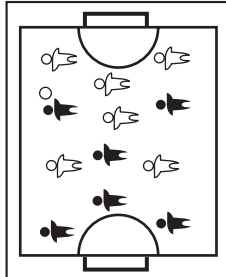
Perceptive solicitation for flying kick, paying attention to the ability of hitting with precision, differentiating strength and direction of the move.



We organise teams of 3-4 players in the group. Competitions are carried out twice between each team, with a scoreboard and final matches. The rules of the game provide that, after the first bounce the children carry out 3 flying hits. Every hit has to be carried out by a different player. The first hit has to be carried out so that the other team can play easily. At every change there will be a rotation of roles as well as a change of the player with the first shot.

### Hand ball

Solicits the header in a dynamic form with the pressure from the opponent.



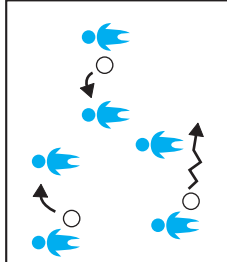
The game consists in a match using hands (óvsó or 7vs7), with goals that are valid with a header. Only a maximum of 3 attackers can stop in the limited area in front of the goal, in phase of conclusion, and only one defender, as well as the goalkeeper. Movement with the ball has to be done by bouncing the ball on the ground.

#### Variations

- Analyse the movement of the attackers (crossover)

### Awareness with the ball

Phase of perfection and reinforcement of technical abilities.



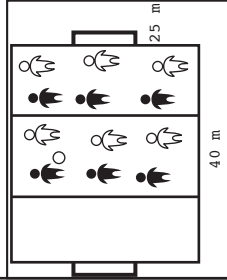
This exercise involves work in couples or a group of 3 pupils. These exercises have the main purpose of refining the specific senso-perceptive abilities of football. Creativity and inventive of the students and the coach can favour other exercises.

#### Variations

- Work in couples or in groups of three
- Guiding and faking
- Faking and dribbling
- Dribbling and pass
- Braid
- Braid with parabolic ball
- Use of drum

### Game with close compartments

Facilitates support between compartments and favours occupation of space.



The exercise consists in a óvsó or 7vs7 match in a game area of 25x40m, divided into three identical sectors. The game provides that the two lines of players (offensive and defensive line) are in compartments that are close to the ball, in phase of possession and non possession. The goal is valid if all the players are in the correct position (compartments).

#### Variations

- Use a precise number of hits in the various sections.

### Main technical objective: REINFORCEMENT OF TECHNICAL ABILITIES

#### Sequence of the session:

- Tennis football - tournament 10'
- CIRCUIT ACTIVITIES 20'
- Awareness with the ball 20'
- Handball 20'
- Close compartments game 20'
- Themed game 10'
- Condition of only two touches, only one touch to conclude 20'
- Free play 20'

#### Number of children:

100

#### Material:

- Boundaries
- Tunics
- Bi-frontal goals
- N.4 balls
- Ribbon
- Cones
- Small posts

*"Even between children, respect is based on the recognition of the rights and dignity of who plays and differently, is dressed and speaks differently." UNICEF*



# LESSON 24

## MODULE 8

**TECHNICAL COORDINATIVE FACTOR**  
**Objectives:**

- Development of technical abilities

**PERCEPTIVE SOLICITATION**

- Guide between cones and shoot to goal **25'**

**DIDACTICAL FLEXIBILITY**

- Pass the ball and go to cross... **25'**

Observations: \_\_\_\_\_

\_\_\_\_\_

Variations: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**TACTICAL COGNITIVE FACTOR**  
**Objectives:**

- Speed in choices/support in compartments

**GAME SITUATIONS:**

- 2vs1 in the defence and 2vs2 in midfield **20'**

**GAME MATCHES**

- 6vs6 with insertion **20'**
- Free play **10'**

Observations: \_\_\_\_\_

\_\_\_\_\_

Variations: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**PHYSICAL MOTORY FACTOR**  
**Objectives:**

Observations: \_\_\_\_\_

\_\_\_\_\_

Variations: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**Sequence of the session:**

- Guide between cones and shoot to goal **25'**
- Pass the ball and go to cross... **25'**
- 2vs1 in the defence and 2vs2 in midfield **20'**
- 6vs6 with insertion **20'**
- Free play **10'**

**Number of children:** **100'**

**Duration:**

**Methods**

**Material:**

- Boundaries
- Tunics
- Bi-frontal goals
- N.4 balls
- Ribbon
- Cones
- Small posts

**OTHER OBJECTIVES OF THE SESSION:**

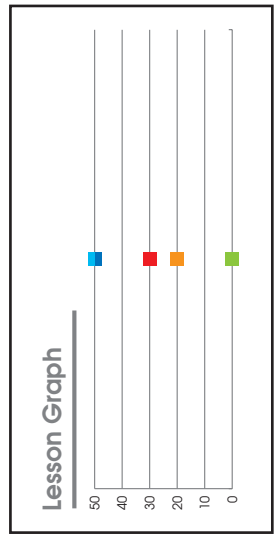
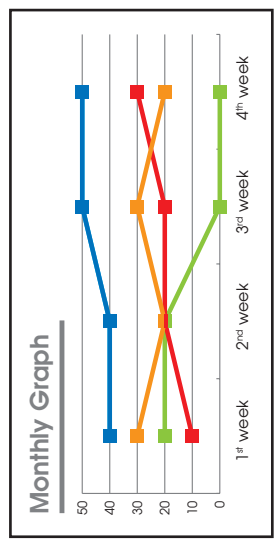
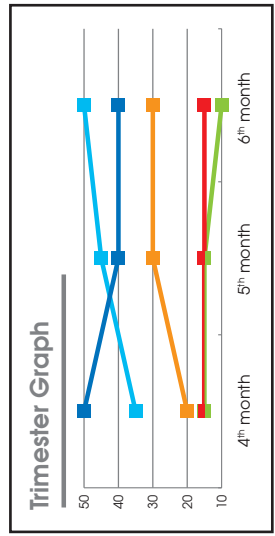
**TECHNICAL COORDINATIVE FACTOR**

- Shoot to goal, give and go and follow

**TACTICAL COGNITIVE FACTOR**

- Wall play, give and go and change of play

**PHYSICAL MOTORY FACTOR**





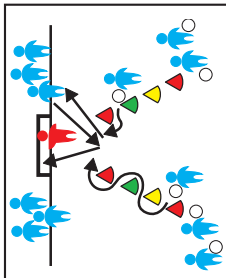


# LESSON 24: PLAY WITH YOUR TEAM MATES AND GO TO GOAL

## MODULE 8

### Guiding between cones and shoot to goal

The exercise allows to develop the technique of guiding, passing and goal shooting in rapidity and precision.



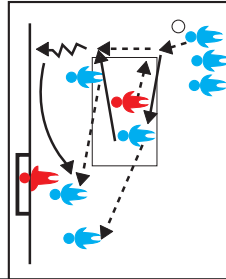
4 lines of players, with 2 placed outside the penalty area and the others on the sides of the goal, take turns guiding the ball and shooting to goal. The ball is guided in an obstacle course of cones and at the end they carry out a low pass to the team mate in front of them on the right side of the goal. The latter player will play for the goal shot of the team mate that arrives running. The child that shoots to goal goes to the end of the line for wall play whereas the one who has carried out the return pass takes the ball and prepares for the shoot. The action is carried out taking turns between the two lines.

#### Variations

- They go through the cones with out the ball and shoot to goal running (frontal pass)
- They go through the cones with out the ball and shoot to goal running (diagonal pass)

### Pass the ball and go to cross...

With this type of game we stimulate the concept of lateral insertion (give and follow), the phase of support between the various compartments and the continuous search for learning collective play.



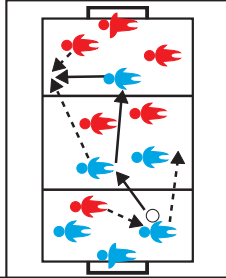
A game area of 50x10m 2 attackers face 1 defender. The task of the attackers is to unmark themselves in the space to receive the ball passed by the team mate in give and go. The latter guides the ball towards the goal line to then execute a cross for the 2 attackers. The exercise is carried out in succession to the right as well as to the left with the rotation of roles.

#### Variations

- Increase the space with two defenders
- With wall play with 1 attacker and lateral pass for the second attacker that has unmarked himself in depth.

### 2vs1 in defence and 2vs2 in midfield

Favours the ability of vertical play and insertion (give and go), the supporting phase between the various compartments and the continuous search for learning collective play.



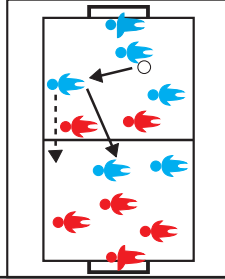
A game area of 50x20m is divided into 3 zones. In the central zone they play 2vs2 whereas in the other two zones (defence) 2vs1. The objective is to get the ball from one zone to another through a low pass in give and follow creating numerical advantage and in the zone where 1 attacker is placed, balanced advantage.

#### Variations

- 2 players can be inserted in offensive zone (3vs2)
- Direct pass towards the attacker in give and follow.

### 6vs6 with insertion

Stimulates the concept of insertion and of involving, in an offensive phase, the free initiative of conquering space in depth. Furthermore it improves cooperation and the organisation between compartments.



6vs6 match in a space divided in half with a midfield line. The distribution in the field of the children is 3 behind and 2 in front. When a player is in ball possession he looks for continuous solutions for deep play for lateral or central insertions of the players that are behind the midfield line. The attackers are in continuous movement to receive. Only the player that has carried out the pass can cross the midfield line.

#### Variations

- With lateral supporting players
- Insertion of two players (4vs3)
- Compulsory wall play for insertion.

**Main technical objective:**  
PASSING AND RECEIVING

**Sequence of the session:**

- Guide between cones and shoot to goal 25'
- Pass the ball and go to cross... 25'
- 2vs1 in the defence and 2vs2 in midfield 20'
- 6vs6 with insertion 20'
- Free play 10'

**Number of children:** 100'

**Material:**

- Boundaries
- Tunics
- Bi-frontal goals
- N.4 balls
- Ribbon
- Cones
- Small posts

*"Learn the words that come out of the mouth of the wise man and put them into practice in your existence"*

K. Gibran