



OPERATIONAL SHEETS
CUBS CATEGORY



CLUB: _____

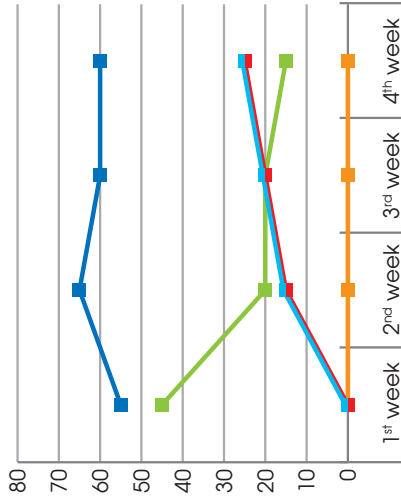
INSTRUCTOR: _____

SPORT SEASON: _____

REMEMBER:

- These are the first training sessions, the coach needs to create a positive climate straight away, always polite and kind, and needs to be available to accommodate the children's requests.
- At a didactical level, initially, the locomotor behaviour of running will be privileged, as a natural suit to the activities that have been carried out in the little friend's category.
- During the first week, a great part of the activities need to be characterised by play, especially to allow the newly enrolled pupils to fit in properly. Races, obstacle courses, small-sided matches are the activities that allow the children to get to know each other and to form a group more quickly, and furthermore represent efficient didactical moments to solicit the technical component as well as the physical-motory one.

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: running to guide the ball
- TACTICAL-COGNITIVE FACTOR: guiding the ball in a free space jumping an opponent placed in an area/on a line
- PHYSICAL-MOTORY FACTOR: rapidity

N° LESSONS: _____

N° WEEKS: _____

N° COMPETITIONS/EVENTS: _____

OBSERVATIONS:



LESSON 1

MODULE 1

TECHNICAL COORDINATIVE FACTOR

Objectives:

- Guiding the ball

PERCEPTIVE SOLICITATION 20'
(alternated with 3vs3 free play - alternate 10' game, 10'obstacle course)

- Guiding in geometrical figures 15'
- Free Play: 3vs3 30'
(3x10' - alternated to motory course and 1vs1)

Observations: _____

Variations: _____

TACTICAL COGNITIVE FACTOR

Objectives:

- Jumping opponents

COLLECTIVE GAMES AND GAME SITUATIONS:

- 1vs1 (defender on the line) 10'
(alternated with free play 10')

MATCH GAMES

Observations: _____

Variations: _____

PHYSICAL MOTORY FACTOR

Objectives:

- Rapidity with particular attention to reactivity
- Relay race with 2x5m shuttle sprints 15'

Observations: _____

Variations: _____

Sequence of the session:

- Guiding in geometrical figures 15'
- Relay races 15'

ALTERNATED CIRCUIT ACTIVITIES:

- Obstacle courses (2x10') 20'
- 3vs3 matches (3x10') 30'
- 1vs1 10'

Number of children: 90'

Duration:

Methods

Material:

- Boundaries
- Coloured tunics
- Coloured rubber balls of various sizes
- Leather balls
- Smaller goals
- Bi-frontal goals
- Coloured small posts and cones

OTHER OBJECTIVES OF THE SESSION:

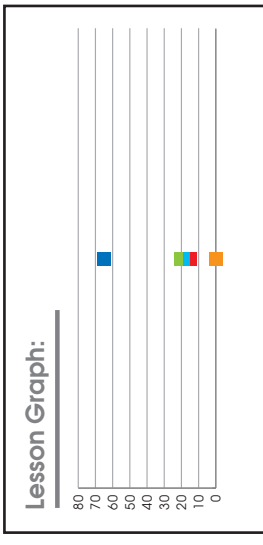
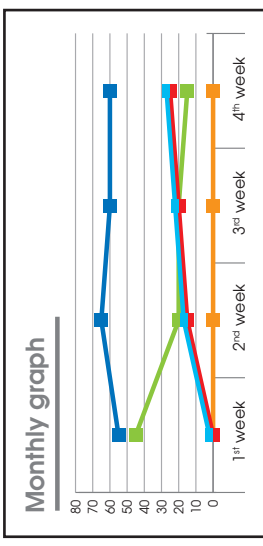
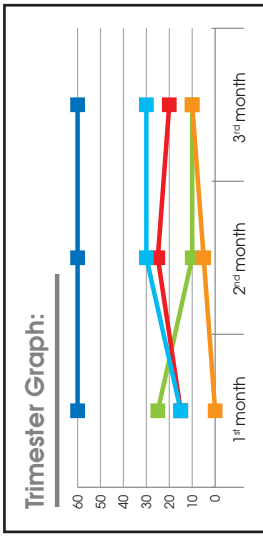
TECHNICAL COORDINATIVE FACTOR

- Shoot to goal

TACTICAL COGNITIVE FACTOR

- Move to tackle opponent

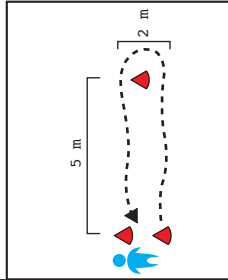
PHYSICAL MOTORY FACTOR





Rapidity with the ball

Objective: ability of simple reaction to a visual and verbal stimulus



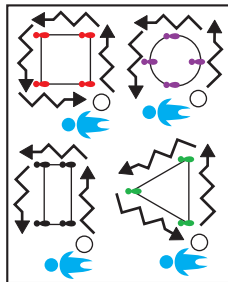
Every child starts at the signal of the instructor, trying to finish the shuttle course as quickly as possible.

Variations

- Increase the distance to run up to 5m x 3
- Change starting position (sitting, lying down, etc.)
- Vary the start signal

Guiding in geometrical figures

The use of geometrical figures allows the children to carry out oriented guiding, favouring awareness of different spaces.



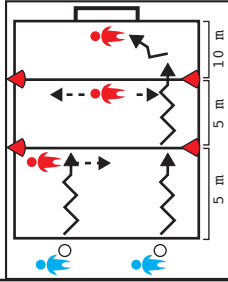
A group of children, by guiding a ball, must occupy a free geometrical figure that is drawn on the ground with coloured pins (there are more geometrical figures than there are children).

Variations:

- The colour of the figures determines the sequence of the figures to be occupied (i.e. yellow, green, red, blue)
- In the form of a race: whoever carried out all the guiding processes first wins (as many as the number of geometrical figures)
- The coloured geometrical figures determine the degree of difficulty

1vs1 (defender on the line)

The child will try and adapt and transform his movements according to the behaviour of the defender on a line. He will also have to learn to maintain possession of the ball after jumping the opponent and the defender will learn how to move to tackle the attacker.



The two attackers guide the ball (each his own) and jump the two defenders that are placed on their respective lines, whereas the third defender defends the goal. At every repetition the defenders rotate and change position, the children will have fun, jumping and shooting.

Variations:

- Increase the number of attackers
- Increase or decrease the area of action of the defenders and/or the distance between the defensive lines.
- In the form of a race, whoever shoots to goal first wins.

Main technical objective:
GUIDING THE BALL

Sequence of the session:
ACTIVATION GAME:

- Guiding in geometrical figures

15'

15'

ALTERNATED CIRCUIT

ACTIVITIES:

- Obstacle courses (2x10')
- 3vs3 matches (3x10')

20'

30'

10'

90'

Material:

- Boundaries
- Coloured tunics
- Coloured rubber balls of various sizes
- Leather balls
- Smaller goals
- Bi-frontal goals
- Coloured small posts and cones

"In all deeds regarding children, the supreme interest of the child must be considered as a priority"
European Union



LESSON 2

MODULE 1

TECHNICAL COORDINATIVE FACTOR

Objectives:

- Guiding the ball
- PERCEPTIVE SOLICITATION
- Obstacle course 20'
- 3vs3 free match 20' (alternated with 3vs3 free play - alternate 10 game, 10 obstacle course)

DIDACTICAL STABILITY/VISUAL PERCEPTION

- "Guided" traffic 10'
- "disturbed" traffic 20'

Observations: _____

Variations: _____

TACTICAL COGNITIVE FACTOR

Objectives:

- Jumping opponents and the ability to move in a free area

COLLECTIVE GAMES AND GAME SITUATIONS:

- Invade the fortress 20'

MATCH GAMES

Observations: _____

Variations: _____

PHYSICAL MOTORY FACTOR

Objectives:

- Development of ability to control movement and basic movement patterns. (with particular attention to ability of simple reaction)

PHYSICAL WITH THE BALL:

- Obstacle course 20' (alternated to free 5vs5 match) (alternated to shuttle sprints 3x5m)

Observations: _____

Variations: _____

Main technical objective:

GUIDING THE BALL

Sequence of the session:

- "Guided" traffic 10'

ALTERNATED CIRCUIT ACTIVITIES:

- Obstacle course (2x10') 20'
- 3vs3 matches (2x10') 20'

CIRCUIT ACTIVITIES:

- Invade the fortress 20'
- "Disturbed" traffic 20'

Number of children:

Duration: 90'

Material:

- Boundaries
- Coloured tunics
- Coloured rubber balls of various sizes
- Leather balls
- Smaller goals
- Bi-frontal goals
- Coloured small posts and cones

OTHER OBJECTIVES OF THE SESSION:

FATTORE TECNICO COORDINATIVO

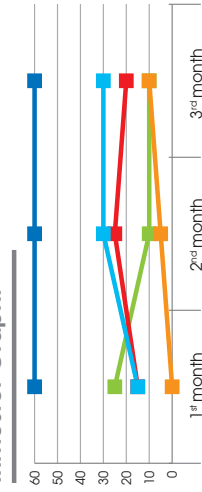
- protection of the ball

TACTICAL COGNITIVE FACTOR

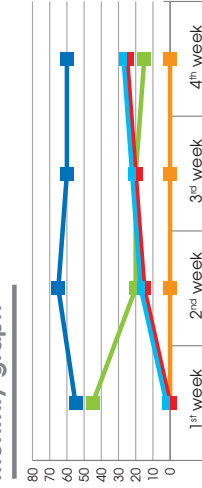
- Anticipate movement to tackle the opponent in phase of non-possession

PHYSICAL MOTORY FACTOR

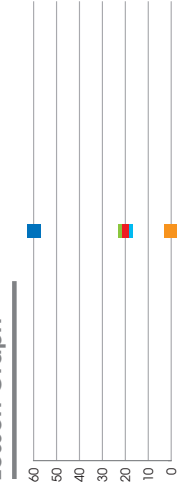
Trimester Graph:



Monthly graph



Lesson Graph



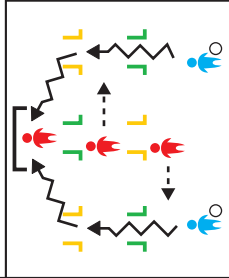


LESSON 2: THE SEARCH FOR FREE SPACE

MODULE 1

Invalidate the fortress

The objective is to move rapidly according to the free space, therefore to guide the ball observing the opponent's movement.

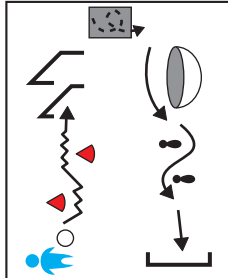


The two attackers (each with a ball) guide the ball through the little gates and shoot to goal, whereas the defenders are each placed in an area to stop the others crossing the little gates, one defender plays goalie.

- Variations:**
- The two defenders are placed in a zone and move freely in it
 - Both the attackers and the defenders, before beginning the action, have to guide the ball around a cone. The defenders then defend in a zone.

Obstacle course

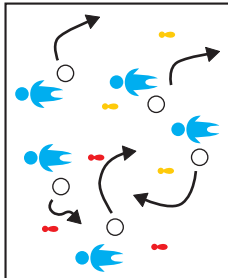
The proprioceptive sensorial activity, as the coordination skills (balance, differentiation, combination, etc.) and the stabilisation of basic movement patterns (rolling, running, jumping, etc.) are strongly stimulated. Guiding the ball is also stimulated, which therefore can be combined with other movement actions (pass and jump, pass and go under, etc.)



The pupil begins with the ball and carries out a slalom among the pins, then goes onto a low and high obstacle, in the low obstacle he passes the ball under the obstacle and jumps, in the high obstacle he passes the ball from the side and goes under it, followed by a summersault on a mattress, then he changes his course and gets on the proprioceptive stand or similar, and carries out a slalom before shooting.

"Guided" traffic

The child will guide the ball by orienting himself in space, paying attention to the various ways to use his feet.



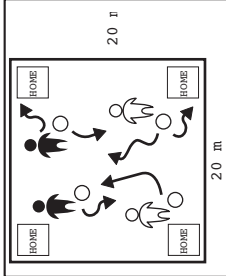
One group of children guides the ball in an area in which there are different coloured pins (e.g. red and yellow). The number of pins is more than the number of children. At the red pin, they guide the ball with the outside of their foot and at the yellow pin they use the inside.

- Variations:**
- With shot (after 4 foot changes shoot to goal)
 - Timed (whoever finishes first)
 - The number of pins is equal or less than the number of children.

- Variations:**
- Guiding the ball by rolling the foot (with the sole)
 - Vary the course, lay-out of equipment, number of pieces etc.
 - Instead of cut-outs use live defenders on a line.

"Disturbed" traffic

The objective is to develop the technique of guiding and protecting the ball



4 children guide the ball in a free space, trying to kick the ball to a team mate outside the area, whoever kicks the opponent's ball must not lose control over their own ball.

- Variations:**
- Free guiding, at the word go guide the ball into its "home"
 - Increase the number of homes
 - Free guiding, at the signal carry out technical move or certain movements (e.g. rolling the ball with the foot, rolling on the ground, etc.)

Main technical objective:
GUIDING THE BALL

Sequence of the session: 10'

- "Guided" traffic

ALTERNATED CIRCUIT ACTIVITIES:

- Obstacle course (2x10') 20'
- 3vs3 matches (2x10') 20'

CIRCUIT ACTIVITIES:

- Invade the fortress 20'
- "Disturbed" traffic 20'

Number of children: 90'

Duration:

Material:

- Boundaries
- Coloured tunics
- Coloured rubber balls of various sizes
- Leather balls
- Smaller goals
- Bi-frontal goals
- Coloured small posts and cones

"Children have the right to participate in competitions that are appropriate for their age"
SGS Charter of Rights



LESSON 3

MODULE 1

TECHNICAL COORDINATIVE FACTOR

Objectives:

- Running to guide the ball

PERCEPTIVE SOLICITATION

- Run and run away **20'**
- Relay race in three groups **15'**
- Free match **15'**

Observations: _____

Variations: _____

TACTICAL COGNITIVE FACTOR

Objectives:

- Jumping the opponent placed in a zone.

COLLECTIVE GAMES AND GAME SITUATIONS:

- 2vs1 with jumping the opponent and guiding into small gates **15'**
- Invade the fortress **10'**

MATCH GAMES

Observations: _____

Variations: _____

PHYSICAL-MOTORY FACTOR

Objectives:

- Rapidity
- Three with a ball **15'**

Observations: _____

Variations: _____

Sequence of the session:

- Invade the fortress **10'**
- Run and run away **20'**

CIRCUIT ACTIVITIES:

- Relay race in three groups **15'**
- Three with a ball **15'**
- 2vs1 with jumping the opponent and guiding into small gates **15'**

FREE PLAY

15'

Number of children: **90'**

Duration:

Methods

Material:

- Boundaries
- Coloured tunics
- Coloured rubber balls of various sizes
- Leather balls
- Smaller goals
- Bi-frontal goals
- Coloured small posts and cones

OTHER OBJECTIVES OF THE SESSION:

TECHNICAL COORDINATIVE FACTOR

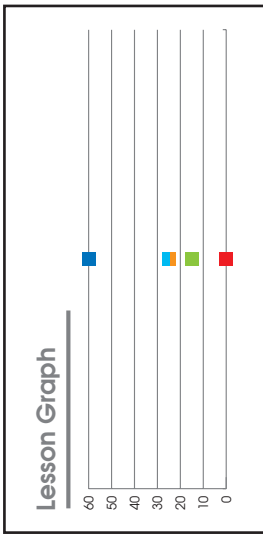
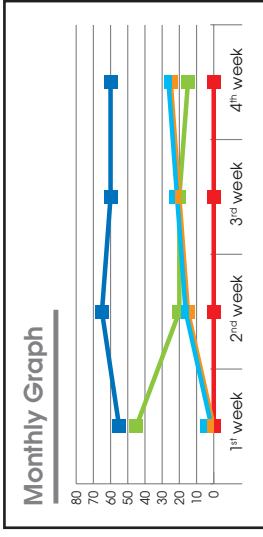
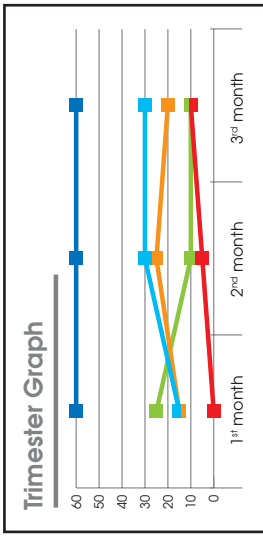
- Passing/reception

TACTICAL COGNITIVE FACTOR

- Unmarking in a space, give and go and give and follow

PHYSICAL MOTORY FACTOR

- speed



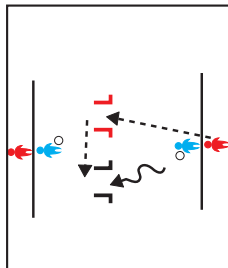


LESSON 3: GUIDE THE BALL AND GO INTO THE SPACE

MODULE 1

Run and run away

The exercise improves the ability of guiding the ball with the development of rapidity of movement and the attention capacity through the pressure of the opponent. Stimulates peripheral vision.



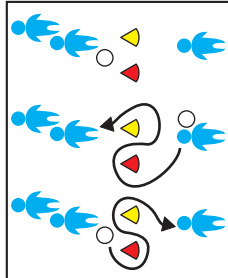
The confrontation happens in couples. One child runs with the ball towards one of the two gates that are located in front of him at a distance of 20m, whereas the chaser, placed behind the opponent (5m), will have to enter the gate that is not occupied by the other player and intervenes in the moment before the opponent goes through it. The exercise continues progressively with the other children.

Variations:

- carry out the course in both directions
- place the gates differently

Relay race in 3 groups

Development of ball guiding in rapidity and regime of time pressure. Ability to maintain the control of the ball in speed and accelerate and decelerate.



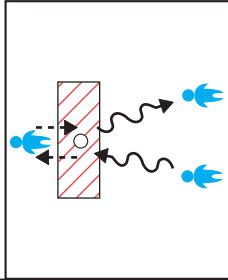
Three groups of children face each other in a relay race of 20m with the purpose of guiding the ball to the opposite side. In the course the children have to go around two cones placed halfway. The two opposite lines of children are different from each other for the direction they have to go in at the beginning of the race. (right and left)

Variations:

- increase the number of cones
- once the cones have been cleared, low pass to the child in front.

3 with a ball

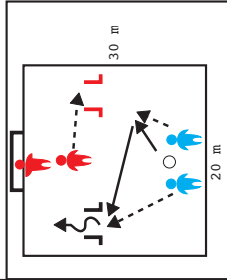
Solicits ball guiding in speed, inserting other technical combinations. Differentiation of two types of running (with or without the ball) and ability to stop the ball in a limited area (peripheral vision).



The children are divided into several groups. Every group is placed on two opposite lines, one in front of the other. At the signal, the children guide the ball in succession, going over a distance of 20m. At the halfway mark, there is a limited area, in which the ball is stopped to then run towards the team mate that is waiting on the other side. The latter runs without the ball towards the area, to pick up the ball his team mate has left behind and guide it on the opposite side, where another team mate is waiting for him, ready to go. The team that, at the end of a completed cycle (return of all the components), stops the ball first in the area wins.

2vs1 with jumping and guiding into small gates

This game allows the improvement of ball guiding in speed and orientation in space with the aid of a team mate. It solicits the process of jumping the opponent in a simple situation and without difficulties, the pass, reception and the final shot to goal.



In an area of 20x30m, couples of children face each other in a 2vs1 situation. Two little gates are placed within the area on the same line at a distance of 10m. The defender is located in the centre, between the two gates. At the signal (given by the instructor or the movement of the attackers), the defender will have to defend one of the two gates, whereas the attackers will have to cross the line of the gate, guiding the ball and concluding with a goal.

Main technical objective: GUIDING THE BALL

Sequence of the session:

- 10' Invade the fortress
- 20' Run and run away
- 15' Relay race in three groups
- 15' Three with a ball
- 2vs1 with jumping the opponent and guiding into small gates
- 15' FREE PLAY
- 15'

Number of children:

90'

Material:

- Boundaries
- Coloured tunics
- Coloured rubber balls of various sizes
- Leather balls
- Smaller goals
- Bi-frontal goals
- Coloured small posts and cones

"Coaches and managers have the obligation to ascertain that the competition is balanced and respects the needs of the children"
SGS Charter of rights



CUBS CATEGORY

CLUB: _____

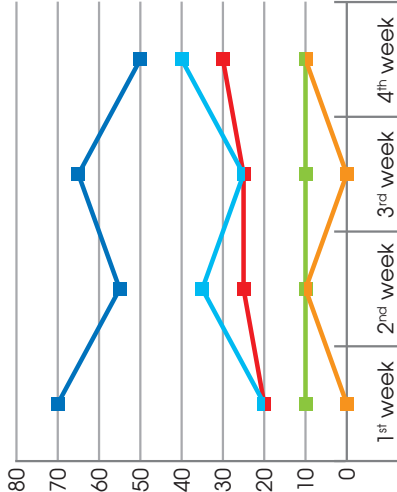
INSTRUCTOR: _____

SPORT SEASON: _____

REMEMBER:

- After the first phase of familiarisation, the children respond with more attention to the didactical proposals. We can begin proposing 5vs5 modules with a distribution over two lines (defence and attack) that provides for the rotation of the pupils over all positions, including goalkeeper.

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: running to guide the ball, running to kick
- TACTICAL-COGNITIVE FACTOR: guiding the ball in a free area jumping an opponent placed in a zone
- PHYSICAL-MOTORY FACTOR: rapidity

N° LESSONS: _____

N° WEEKS: _____

N° COMPETITIONS/EVENTS: _____

OBSERVATIONS:



LESSON 4

MODULE 2

TECHNICAL COORDINATIVE FACTOR

Objectives:

- Guiding the ball with time pressure

PERCEPTIVE SOLICITATION

- Guiding between cones (2x10') **20'**
- Free match **20'**

WITH PRESSURE

- Run and take it home **20'**

Observations: _____

Variations: _____

TACTICAL COGNITIVE FACTOR

Objectives:

- Jumping the opponent

COLLECTIVE GAMES AND GAME SITUATIONS:

- 1vs1 defender in a zone **10'**
- Break the rhythm **10'**

MATCH GAMES

Observations: _____

Variations: _____

PHYSICAL MOTORY FACTOR

Objectives:

- Rapidity, with particular attention to movement
- 10m Relay **10'**

Observations: _____

Variations: _____

Sequence of the session:

- Run and take it home **20'**
- 10m Relay **10'**

CIRCUIT ACTIVITIES 1:

- Guiding between cones **10'**
- 5vs5 free match **10'**
- 1vs1 **10'**

CIRCUIT ACTIVITIES 2:

- Guiding between cones **10'**
- 5vs5 free match **10'**
- Break the rhythm **10'**

Number of children: 90'

Duration: 90'

Methods:

Material:

- Boundaries
- Coloured tunics
- Leather balls
- Smaller goals
- Small posts
- Cones
- Proprioceptive table
- Mattress for summersaults

OTHER OBJECTIVES OF THE SESSION:

TECHNICAL COORDINATIVE FACTOR

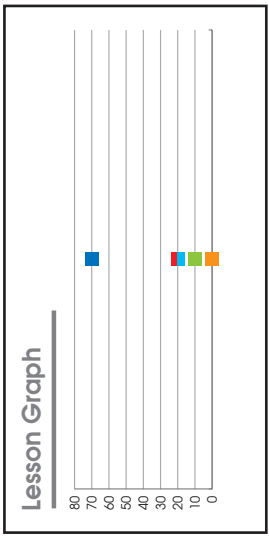
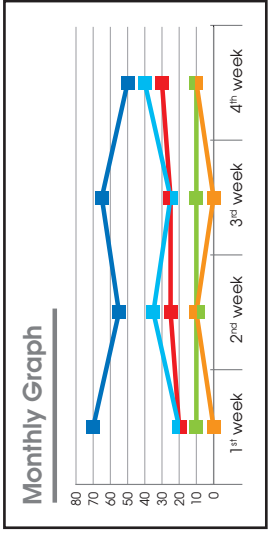
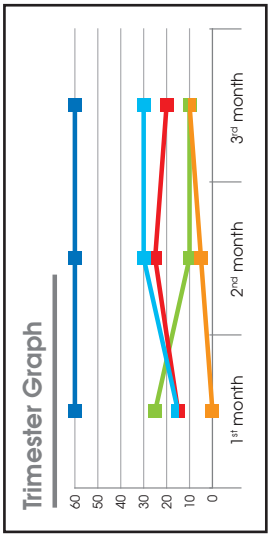
- Protection of the ball

TACTICAL COGNITIVE FACTOR

- Jumping the opponent and orientation in free space

PHYSICAL MOTORY FACTOR

- reactivity



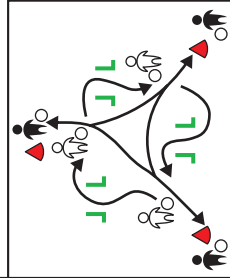


LESSON 4: MAINTAIN CONTROL OF THE BALL

MODULE 2

Break the rhythm

Guiding the ball, with orientation in free space and ability to accelerate and decelerate with the ball, and development of peripheral vision in a standard situation.



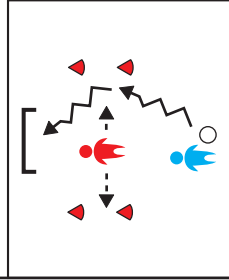
The children are divided into two teams: one group guides the ball inside the area, the other outside. The children that are inside will have to pass through the little gates placed at the centre of the area, whereas the group that is outside will have to change sides when guiding a ball. The group that is inside, always keeping the ball under control, can disturb the action of the external group. At the end they exchange roles.

Variations:

- The group that is inside the area can disturb the external ones only after having cleared the gates
- The group on the outside, before changing sides, has to go through a gate

1 vs1 defender in the zone

The child that attacks develops the concept of jumping the opponent and protecting the ball, and the defender begins to perceive the tackling action from the side as well.



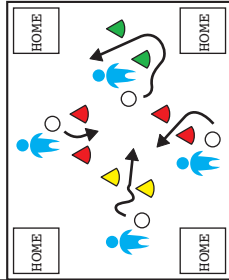
The attacker tries to jump the defender placed in a zone. If the defender manages to get the ball, he needs to guide it outside the zone of defence.

Variations:

- 2 attackers, 2 balls, 2 defenders: the defenders wait behind a line and can intervene only when the attacker crosses the line
- 2 attackers, 2 balls, 2 defenders. The defenders can intervene immediately (in a free space)
- Increase/decrease the area of the defence zone.

Guiding between cones

Awareness of guiding the ball in speed.



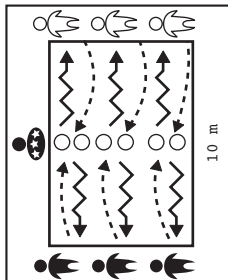
A group of children guides the ball between the cones, controlling it with the inside of their foot, at the signal the ball will have to be guided freely into the player's home.

Variations:

- Increase of game area
- Use of less able foot
- During the game, at the signal, the homes change.

Run and take it home

The children alternate running without the ball with fast guiding with the ball, learning how to differentiate the two kinds of running.



The children are divided into two teams that are lined up on the sides of the field, at the signal they will have to run to conquer the ball at the centre of the field to guide it back to their home. There will be as many balls as pupils. The pupil that reaches his "home" first wins.

Variations:

- the ball, once it is brought home, will be guided to the centre of the field
- the exercise must be repeated twice in a row
- vary the starting position
- the number of balls is less than the number of children

Main technical objective: GUIDING THE BALL

Sequence of the session:

- Run and take it home 20'
- 10m Relay 10'

CIRCUIT ACTIVITIES 1:

- Guiding between cones 10'
- 5vs5 free match 10'
- 1vs1 10'

CIRCUIT ACTIVITIES 2:

- Guiding between cones 10'
- 5vs5 free match 10'
- Break the rhythm 10'

Number of children:

90'

Material:

- Boundaries
- Coloured tunics
- Coloured rubber balls of various sizes
- Leather balls
- Smaller goals
- Bifrontal goals
- Small posts and coloured cones

"Children have the right to measure themselves against other children that have the same probabilities of success"
SGS Charter of Rights



LESSON 5

MODULE 2

TECHNICAL COORDINATIVE FACTOR

Objectives:

- Guiding the ball with goal shot

PERCEPTIVE SOLICITATION

- Run and take it home **10'**
- Guiding and shooting starting from different positions **20'**
- Kick with precision **20'**

Observations:

Variations:

TACTICAL COGNITIVE FACTOR

Objectives:

- Jumping the opponent in a zone

COLLECTIVE GAMES AND GAME SITUATIONS:

- 2vs1 attacker 1 defender and goalkeeper (3vs2) **20'**

MATCH GAMES

- Free 5vs5 match **10'**

Observations:

Variations:

PHYSICAL MOTORY FACTOR

Objectives:

- Rapidity
- Relay race with final goal shot **10'**

Observations:

Variations:

Sequence of the session:

- Run and take it home **10'**
 - Relay race with final goal shot **10'**
- CIRCUIT ACTIVITIES:
- Guiding and shooting starting from different positions **20'**
 - Kick with precision **20'**
 - 2vs1 attacker 1 defender and goalkeeper (3vs2) **20'**
 - 5vs5 FREE MATCH **10'**

Number of children:

90'

Duration:

Methods

Material:

- Boundaries
- Coloured tunics
- Coloured rubber balls of various sizes
- Leather balls
- Smaller goals
- Bifrontal goals
- Small posts and coloured cones

OTHER OBJECTIVES OF THE SESSION:

TECHNICAL COORDINATIVE FACTOR

- Passing -receiving and dribbling

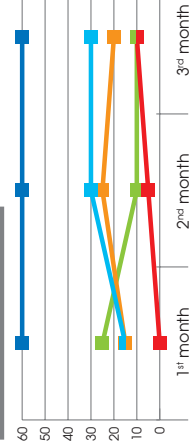
TACTICAL COGNITIVE FACTOR

- Concept of freeing oneself in free space

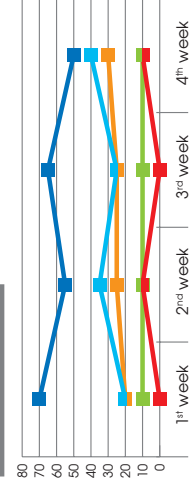
PHYSICAL MOTORY FACTOR

- speed

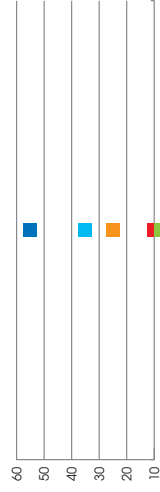
Trimester Graph



Monthly Graph



Lesson Graph



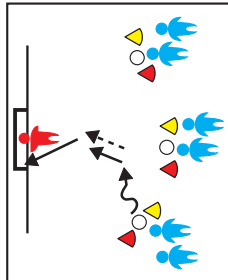


LESSON 5 : RUN AND SHOOT

MODULE 2

Guiding and shooting from different positions

With this type of exercise we solicit the acquisition of the technical abilities of kicking in movement from different directions (diagonal and frontal)



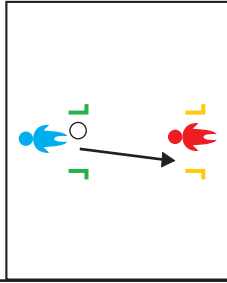
The children are divided into three groups of different colours, distributed laterally as well as in front of the goal. Taking in turns, they guide the ball for a few metres, they kick the ball forwards (auto-pass) and they run to kick it into the goal. The rotation is carried out clockwise. Being a race, we count the goals scored by each group.

Variations:

- use a technical move before the shot (eg. Feint and shot)
- guide the ball, low pass to the goalkeeper with returning pass (wall play) and running goal shot.

Kick with precision

Development, through an analytical set-up, of kicking and receiving in relatively stable conditions. In couples, the young players are solicited to hit with precision and with measured strength, kicking with a low ball and to receive by controlling the ball with their feet.



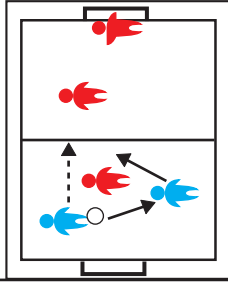
In an area limited by cones, two gates that are 5m wide are positioned 15 m away from each other. Two children, in turn, carry out a series of goal shots kicking the ball low with the inside of their foot. The block is carried out by stopping the ball with the foot.

Variations:

- kick with the instep of the foot with a low kick
- block the ball using hands

2vs1 attacker, 1 defender and 1 goalkeeper

The 2vs1 situation in the offensive phase in two spaces, highlights the continuous need to jump the opponent through numerical advantage. It stimulates cooperation of the attackers and, for the defenders, it stimulates their intervention on the ball holder developing their ability to tackle.



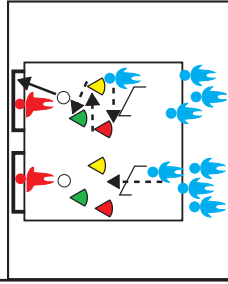
In a 20x30m rectangle divided into two halves, the children play with 2 attackers which, starting from the goal line, need to jump 1 defender in each side of the field. The defenders are obliged not to move from their own half of the field. The action finishes when the ball is in possession of the goalkeeper (thanks to the pass of one of the defenders, or because of a block or for an out-field ball). The process can start again with inverted roles.

Variations:

- game with hands and passes with feet.

Relay race with final goal shot

In this form of race the frequency and rapidity of movement under time pressure is solicited. The use of the ball favours the technical move of kicking looking for precision and speed of execution in movement.



In a 20x20m area the children place themselves in 2 lines. The times obstacle course provides that the child should go under an obstacle, go around each cone (360) and run towards the ball placed 10m away from the goal to score. The child that has completed the kick has to take the ball and put it back where it was and run towards his team mate to let him take his turn. The team that scores the most goals wins.

Variations:

- touching cones with hands
- the obstacle course is done guiding a ball.

Main technical objective:

RUN TO KICK

Sequence of the session:

- Run and take it home 10'
- Relay race with final goal shot 10'

CIRCUIT ACTIVITIES:

- Guiding and shooting starting from different positions 20'
- Kick with precision 20'
- 2vs1 attacker 1 defender and goalkeeper (3vs2) 20'
- 5vs5 FREE MATCH 10'

Number of children:

90'

Material:

- Boundaries
- Coloured tunics
- Coloured rubber balls of various sizes
- Leather balls
- Smaller goals
- Bifrontal goals
- Small posts and coloured cones

"From a child to an adult don't grumble all the time, if you do I'll have to pretend to be deaf"
l'Erbavoglio

TECHNICAL COORDINATIVE FACTOR

- Objectives:**
- Guiding the ball

PERCEPTIVE SOLICITATION

- Run to the corner (2x10') **20'**
- 5vs5 match (2x7') **15'**
(alternate free 5vs5 match with "run to the corner")
- Run and take it home 1vs1 **10'**

Observations: _____

Variations: _____

OTHER OBJECTIVES OF THE SESSION:

TECHNICAL COORDINATIVE FACTOR

- Shoot to goal

TACTICAL COGNITIVE FACTOR

- consolidation of ball protection in possession phase and development of interception and ball defence of goal

PHYSICAL MOTORY FACTOR

- development of frequency ability (e.g. higher number of touches of ball in a space and particular attention to balance

TACTICAL COGNITIVE FACTOR

- Objectives:**
- Jumping the opponent and spatial orientation
- ### COLLECTIVE GAMES AND GAME SITUATIONS:
- 1vs1 with goal shot **10'**
 - Reach the goal (1vs1 and spatial orientation) **15'**
- ### MATCH GAMES
- 5vs5 match **10'**

Observations: _____

Variations: _____

PHYSICAL MOTORY FACTOR

- Objectives:**
- Rapidity
 - Relay race with 10m sprint holding the ball **10'**

Observations: _____

Variations: _____

MODULE 2

LESSON 6

Sequence of the session:

- Reach the goal **15'**
- Relay Sprint **10'**

ALTERNATED CIRCUIT ACTIVITIES:

- Run to the corner (2x10') **20'**
- 5vs5 match (2x7') **15'**

CIRCUIT ACTIVITIES:

- Run and take it home **10'**
- 1vs1 with goal shot **10'**
- 5vs5 match **10'**

Number of children:

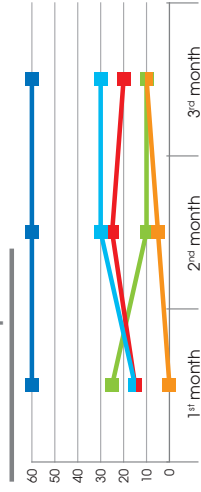
Duration: 90'

Methods

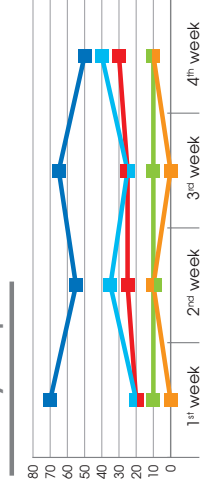
Material:

- Boundaries
- Coloured tunics
- Leather balls
- Smaller goals
- Coloured cones

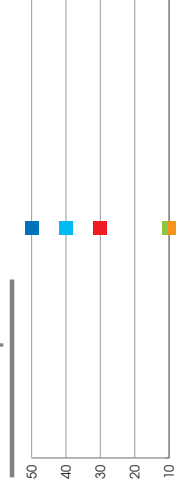
Trimester Graph



Monthly Graph



Lesson Graph

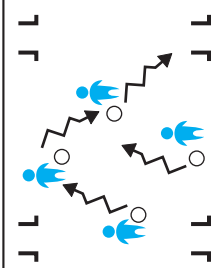




MODULE 2

Run to the corner

Ball guiding with the ability to react to an audiovisual stimulus. Considering that the children cannot guide the ball all behind the same post, they will pay more attention to the space (peripheral vision). NB the game is alternated with a free 5vs5 match lasting 10', in total they play 2 matches and play the game twice.

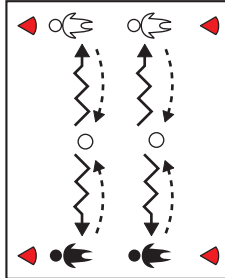


A group of children guides the ball freely in an area, upon a clap of hands the children carry out a change of direction with their right foot and straight after with their left. At the following signal (different from the first) the ball will have to be guided into the posts that limit the field.

- Variations:**
- The change of direction is carried out with the heel
 - The change of direction is carried out using the outside of the foot.
 - All the gates need to be occupied

Run and take it home in couples

It favours the ability of guiding the ball in regime of rapidity and in the presence of the opponent.

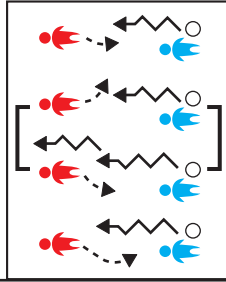


The children are divided into two teams, with one ball for each couple of players. At the signal they will have to run to conquer the ball to guide it into their home, thereby creating 1vs1 situations among children of opposite lines.

- Variations:**
- Whoever conquers the ball first may go and shoot a goal
 - Vary the starting position of the children
 - Increase the distance between the balls and the children, increasing physical workload.

1vs1 goal shot

Consolidation of the ability to jump the opponent, with alternation of two phases of possession and non possession.



Two teams face each other in 1vs1 situations, in which one attacking team has to jump the defender and score a goal, whereas the defender has to try and conquer the ball, to become an attacker. If one of the two scores, the two teams trade places. However, the defender can also score.

- Variations:**
- The players start at the same time, all together
 - The players place themselves on one or the other goal, trying to score in the opposite goal
 - The game starts with a series of passes between the two children and at the word go the 1vs1 action begins.

Main technical objective:
GUIDING THE BALL

Sequence of the session:

- Reach the goal 15'
- Relay Sprint 10'

ALTERNATED CIRCUIT ACTIVITIES:

- Run to the corner (2x10') 20'
 - 5vs5 match (2x7) 15'
- CIRCUIT ACTIVITIES:**
- Run and take it home 10'
 - 1vs1 with goal shot 10'
 - 5vs5 match 10'

Number of children: 90'

- Material:**
- Boundaries
 - Coloured tunics
 - Coloured rubber balls of various sizes
 - Leather balls
 - Smaller goals
 - Bifrontal goals
 - Small posts and coloured cones

*"To learn means to discover.
Doing means that you know it"*
R. Bach



CUBS CATEGORY

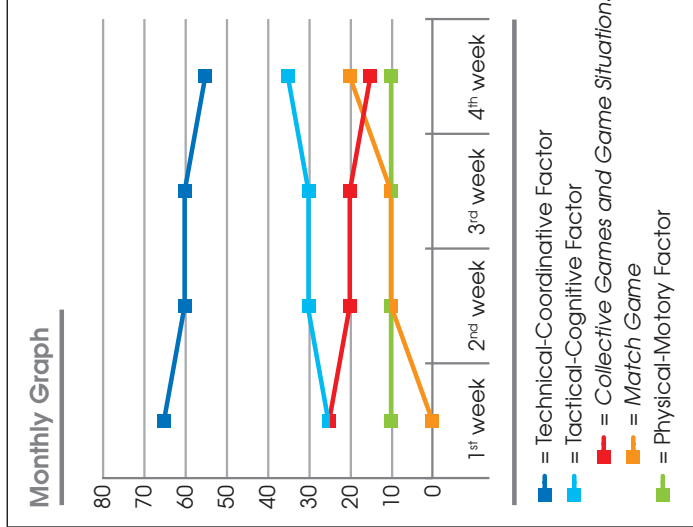
CLUB: _____

INSTRUCTOR: _____

SPORT SEASON: _____

REMEMBER

- In this phase the children need a verification of the notions they have learned, through didactical meetings (internal tournaments), but also by proposing the technical tests that are provided for in this category.
- Evaluation is important because it allows us to verify if the didactical programme is able to improve the ability of the children and develop the abilities of play. The operations and the data that are recorded may be useful to make changes or vary the content of the programme according to the effective abilities of the group of pupils, it may be necessary to create sub-groups.



MONTH: _____

MAIN OBJECTIVES OF THE MONTH:

- TECHNICAL-COORDINATIVE FACTOR: running to guide the ball, hitting to make low and front passes
- TACTICAL-COGNITIVE FACTOR: guiding the ball in a free area overtaking an opponent placed in a zone
- PHYSICAL-MOTORY FACTOR: rapidity

N° LESSONS: _____

N° WEEKS: _____

N° COMPETITIONS/EVENTS: _____

OBSERVATIONS:

TECHNICAL COORDINATIVE FACTOR

Objectives:

- Guiding the ball with change of sense and direction
- Guide, control and take it home **20'**
- Free 5vs5 match **20'**
- Pass (give) and follow the ball **20'**
(alternate the 3 games/exercises - 10 game/10 free match/10 pass and follow the ball repeated twice)

Observations: _____

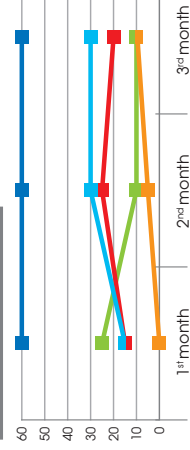
Variations: _____

OTHER OBJECTIVES OF THE SESSION:

TECHNICAL COORDINATIVE FACTOR

- Set-up of correct execution of the pass with the inside of the foot

Trimester Graph



TACTICAL COGNITIVE FACTOR

Objectives:

- Jumping the opponent and spatial orientation

COLLECTIVE GAMES AND GAME SITUATIONS:

- Jumping the opponent **10'**
- Reach the try **10'**

MATCH GAMES

Observations: _____

Variations: _____

PHYSICAL MOTORY FACTOR

Objectives:

- Rapidity
- Relay games with the ball **10'**
(pass to the team mate in front, followed by a 10m sprint in line)

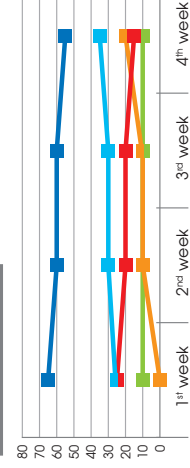
Observations: _____

Variations: _____

PHYSICAL MOTORY FACTOR

- Development of the ability of hand/foot balance

Monthly Graph



MODULE 3

LESSON 7

Sequence of the session:

- Jump the opponent **10'**
- Relay games **10'**
- Reach the try **10'**

ALTERNATED CIRCUIT ACTIVITIES:

- Guide, control and take it home (2x10') **20'**
- Free 5vs5 match (2x10') **20'**
- Pass (give) and follow the ball (2x10') **20'**

Number of children: **90'**

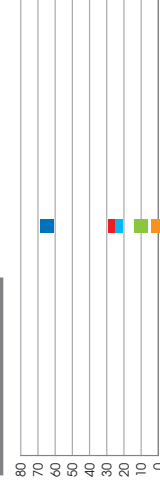
Duration:

Methods

Material:

- Boundaries
- Coloured tunics
- Leather balls
- Smaller goals
- Coloured cones and posts

Lesson Graph



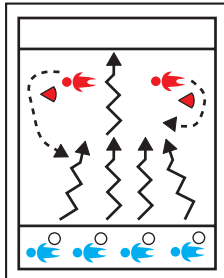


LESSON 7: CONQUERING SPACE

MODULE 3

Jump the opponent

The attackers develop the action of jumping and protecting when faced with lateral opponents through the game, and the defenders develop the ability to tackle from the side.

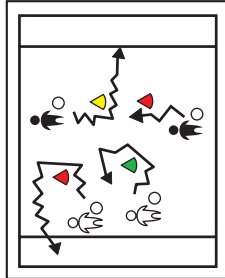


The players in ball possession have to reach the line on the opposite side by jumping the opponents that will try and obstruct the ball holders after having gone through a series of cones.

- Variations:**
- Increase or decrease the defensive area
 - Whoever loses the ball becomes a defender
 - The action of the attackers is concluded with a final shot.

Guide, control and take it home

Awareness of the control of the ball with the sole of the foot, ability to keep attention on the external environment (peripheral vision)

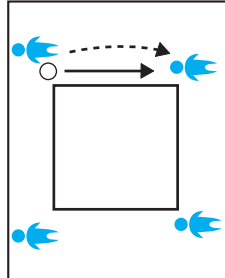


Two groups of children guide the ball within an area, passing a cone, using the inside of the foot for control. At a signal the ball will have to be guided into to the limited space (home)

- Variations:**
- The components of the team will go and occupy the space (house) diagonally.
 - The components of the team will be distributed in an equal number per house (e.g. 4 players, 2 per house)
 - If the cones are coloured, we can stimulate the children to pass the cone with different parts of the feet, according to the colour.

Pass and follow the ball

The exercise predisposes the children to a correct and functional acquisition of the pass with the inside of the foot (in a dynamic situation) and stimulates the relevant movement behaviour (running behind a ball) after the pass.



The children form a square and they pass each other the ball using the inside of their foot, low and frontal, following the ball and consequently changing position.

- Variations:**
- In the form of race lasting 2, whoever carries out the most passes gains a point
 - Only with one foot (non-dominating)
 - Instead of running they can have various paces (e.g. lateral run, kicking run, etc.)

Main technical objective:
GUIDING THE BALL

- Sequence of the session:**
- Jump the opponent 10'
 - Relay games 10'
 - Reach the try 10'

ALTERNATED CIRCUIT
ACTIVITIES:

- Guide, control and take it home (2x10') 20'
- Free 5vs5 match (2x10') 20'
- Pass (give) and follow the ball (2x10') 20'

Number of children: 90
Duration: 90'

- Material:**
- Boundaries
 - Coloured tunics
 - Coloured rubber balls of various sizes
 - Leather balls
 - Smaller goals
 - Bifrontal goals
 - Small posts and coloured cones

"Football is friendship and it is a wonderful game"
UEFA



LESSON 8

MODULE 3

TECHNICAL COORDINATIVE FACTOR

Objectives:

- Guiding the ball using the outside and inside of right and left foot
- Guide with rhythm and take it home (2x10') 20'
- Free 5vs5 match (2x10')20' (alternate the free 5vs5 match - guiding 10/10match twice)
- The escalator 15'

Observations: _____

Variations: _____

TACTICAL COGNITIVE FACTOR

Objectives:

- Jumping the opponent and spatial orientation
- Cross the "Great Wall" 15' 10'
- 4-try match

Observations: _____

Variations: _____

PHYSICAL MOTORY FACTOR

Objectives:

- Rapidity
- Relay games 10'
- Relay games (guide 5m, pass and sprint for 10m, total 16m, and the next team mate follows)

Observations: _____

Variations: _____

Sequence of the session:

- 4 try match 10'
- Relay games 10'

ALTERNATED CIRCUIT ACTIVITIES:

- Guide with rhythm and take it home (2x10') 20'
- Free 5vs5 match (2x10') 20'

CIRCUIT ACTIVITIES:

- The escalator 15'

Number of children: 90'

Duration: 90'

Methods:

Material:

- Boundaries
- Coloured tunics
- Leather balls
- Smaller goals
- Bifrontal goals
- Coloured cones and posts

OTHER OBJECTIVES OF THE SESSION:

TECHNICAL COORDINATIVE FACTOR

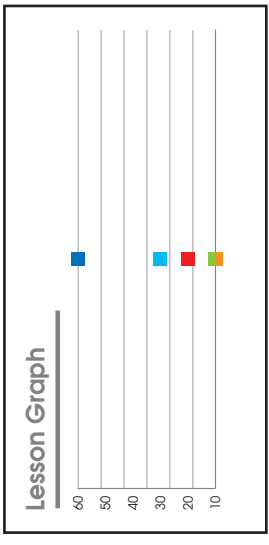
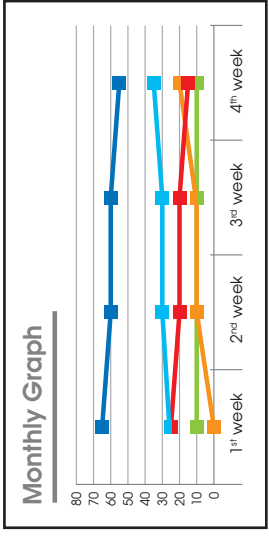
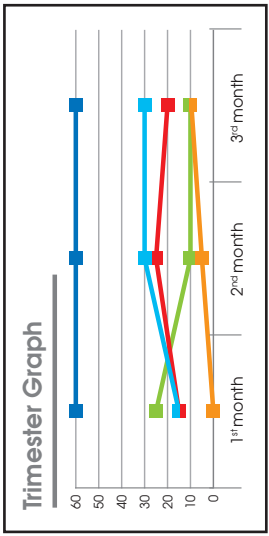
- Ability to repeat a technical move with rhythm

TACTICAL COGNITIVE FACTOR

- Improvement of ability to manage free space

PHYSICAL MOTORY FACTOR

- More attention on the ability of differentiation and rhythm



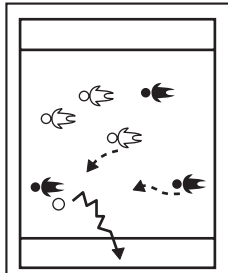


LESSON 8: CONQUERING SPACE BY COOPERATING

MODULE 3

4 try match

The children, as well as the ability of spatial orientation according to the opponent, begin to place themselves better in space.



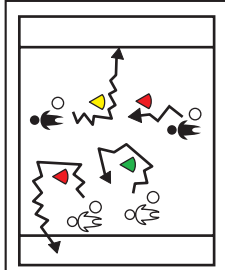
The children are divided into two teams that contend the ball to guide it into their attacking zone, placed in the opponent's field. Whoever scores a point can start over with another attacking action.

Variations:

- The try zones are placed at the corners of the field (at the ends of the field there are the try zones of both teams)
- With shots into goals placed on the sides of the halves of the field.
- Numerical advantage for the attacking team

Guide with rhythm and take it home

The child will differentiate between guiding the ball with the dominating foot and the other, following a rhythm and at the same time paying attention (audiovisual discrimination) to the signal that says to guide the ball home.



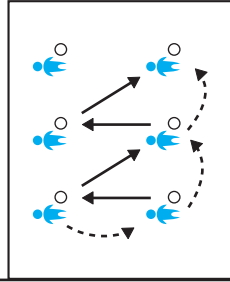
Two groups of children guide the ball with an area, passing a cone, using the inside and outside of the foot to control the ball. At the signal they carry out 3 touches with the right foot and 3 with the left, and then guide the ball home.

Variations:

- Repeat the alternations of the right and left foot twice
- Equal distribution of the team mates of the same team in the homes
- The colour of the cones determine the technical modalities to pass it

The escalator

Ability of differentiating the transmission of the ball with the inside of the foot.



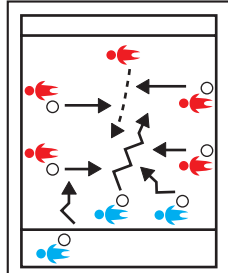
The children are placed one in front of the other, as shown in the picture, one passes the ball to the front and moves to take the place of his team mate on his side, thereby receiving the ball diagonally from his team mate. Everyone carries out the task at the same time. The rotation will have to be carried out anti-clockwise so that everyone covers every position.

Variations:

- They only use their non-dominating foot
- Timed, they need to carry out as many rotations as possible in 3'
- Various ways of transmitting the ball inside/outside/instep of the foot

"Cross the great wall"

Development of ball protection, and development of the various ways to jump the opponent in free space.



The players in ball possession need to reach the try-line on the opposite sides, in the meantime 2 couples of opponents pass the ball to each other trying to hit the other player's ball, whereas a fifth defender actively disturbs the ball holders in the area that is limited by his team mates.

Variations:

- The attackers conclude the action with a shot to goal
- Whoever loses the ball goes into defence
- A wildcard player actively cooperates with the attackers with a supporting action.

Main technical objective: GUIDING THE BALL

- Sequence of the session:**
- 4 try match 10'
 - Relay games 10'

ALTERNATED CIRCUIT ACTIVITIES:

- Guide with rhythm and take it home (2x10') 20'
- Free 5vs5 match (2x10') 20'

CIRCUIT ACTIVITIES:

- The escalator 15'
- Overcome The Great Wall 15'

Number of children:

- 90'

Material:

- Boundaries
- Coloured tunics
- Coloured rubber balls of various sizes
- Leather balls
- Smaller goals
- Bifrontal goals
- Small posts and coloured cones

"the reciprocal love between who learns and who teaches is the first and most important step towards knowledge"

E. da Rotterdam



LESSON 9

MODULE 3

TECHNICAL COORDINATIVE FACTOR

Objectives:

- Low and frontal pass

PERCEPTIVE SOLICITATION

- Run to the corner **10'**
- Psycho-kinetic square competition **15'**
- Successive pass and receive in threes **15'**

Observations: _____

Variations: _____

OTHER OBJECTIVES OF THE SESSION:

TECHNICAL COORDINATIVE FACTOR

- Dribbling

TACTICAL COGNITIVE FACTOR

- Concept of unmarking and cooperation

Observations: _____

Variations: _____

TACTICAL COGNITIVE FACTOR

Objectives:

- Jumping the opponent and spatial orientation

COLLECTIVE GAMES AND GAME SITUATIONS

- 2vs 1 with free zone **15'**
- MATCH GAMES
- 5vs5 with search for attacker **15'**
- Free play **10'**

Observations: _____

Variations: _____

PHYSICAL MOTORY FACTOR

Objectives:

- Rapidity
- Relay race **10'**
(sprint 5m, guide the ball for 5m, stop the ball and sprint for 5m)

Observations: _____

Variations: _____

PHYSICAL MOTORY FACTOR

- speed

Number of children: **90'**

Duration:

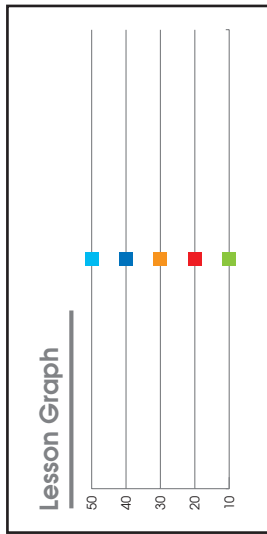
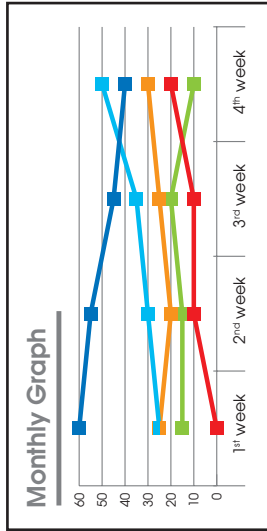
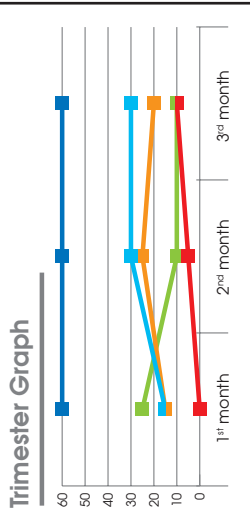
Methods:

Material:

- Boundaries
- Coloured tunics
- Coloured rubber balls of various sizes
- Leather balls
- Smaller goals
- Bifrontal goals
- Small posts and coloured cones

Sequence of the session:

- Run to the corner **10'**
 - Relay games **10'**
- CIRCUIT ACTIVITIES :**
- Psycho-kinetic square competition **15'**
 - Successive pass and receive in threes **15'**
- 5VS5 MATCH WITH SEARCH FOR ATTACKER** **15'**
- FREE PLAY** **10'**



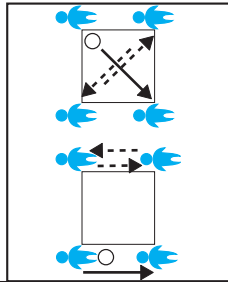


LESSON 9: PASS THE BALL AND GO

MODULE 3

Psycho-kinetic square competition

Main objective: the reaction to a visual stimulus in a game situation, therefore soliciting the rapidity and precision of the execution.



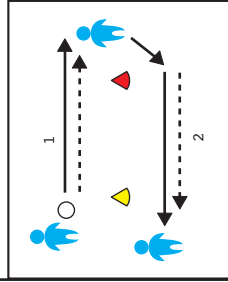
In two squares 10x10m two teams made of 4 players each face each other, with one player in each corner of the squares. While one child passes the ball (right, left or diagonally) to a team mate, the other two have to trade places. The team that manages to execute 10 consecutive passes wins the competition. If the two team mates fail to exchange places, the score goes to zero.

Variations:

- some exercise also for the two team mates that pass each other the ball, using a stop and then trading places.

Passing and receiving in threes

This game favours the ability to stabilise the locomotor behaviour of hitting (passing) and receiving in a dynamic form. Search for the correct form of movement and precision.



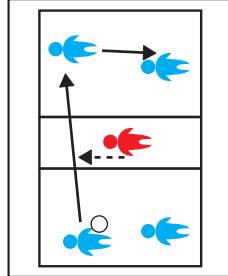
Three children are distributed one in front of the other at least 15m apart (variable distances). After a low pass in give and follow the inside of the foot and then passed to the third team mate that is waiting.

Variations:

- in threes without stopping the ball
- with wall play in succession

2vs1 with free zone

Improvement of the quality of passing and receiving through ball possession. Search for the concept of "unmarking" and deep passing.



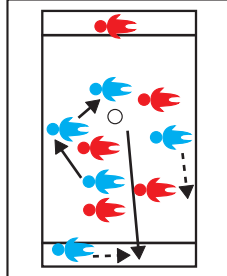
In a rectangle (25x15) divided by a free area 3m wide, the game is played with 2 couples of players against 1 defender placed in the free area. The latter has to block the passes between the other players. The others pass each other the ball from one side to the other with low frontal passes. One point for every successful pass in a certain amount of time. It is appropriate to organise several playing fields to rotate the roles.

Variations:

- with three attackers, with the possibility of crossing the free zone.
- With two defenders (larger free zone)

5vs5 match - with search for attacker

In this type of exercise, through ball possession, we solicit the concepts of "unmarking and deep passes". The pass is carried out after the team mate has unmarked himself in the zone.



In a large playing field (35x20m), two teams face each other. The objective is to pass the ball to the team mate that is at the far end of the field using a low or a parabolic pass. The pass into the zone can happen after 5 consecutive passes, the point is valid when the team mate receives the ball inside the zone. The change of place is carried out with the person who made the final pass.

Variations:

- The point is valid when the player in the zone supports the ball (wall play) to another active player.

Main technical objective:

LOW FRONTAL PASS

Sequence of the session:

- Run to the corner 10'
- Relay games 10'

CIRCUIT ACTIVITIES:

- Psycho-kinetic square competition 15'
- Successive pass and receive in threes 15'
- 5VS5 MATCH WITH SEARCH FOR ATTACKER 15'
- FREE PLAY 10'

Number of children:

90'

Material:

- Boundaries
- Coloured tunics
- Coloured rubber balls of various sizes
- Leather balls
- Smaller goals
- Small posts and coloured cones

"What player to train? The one that is aware of what he does, in and out of the field and that understands in order to be able to choose and decide" SGS



CUBS CATEGORY

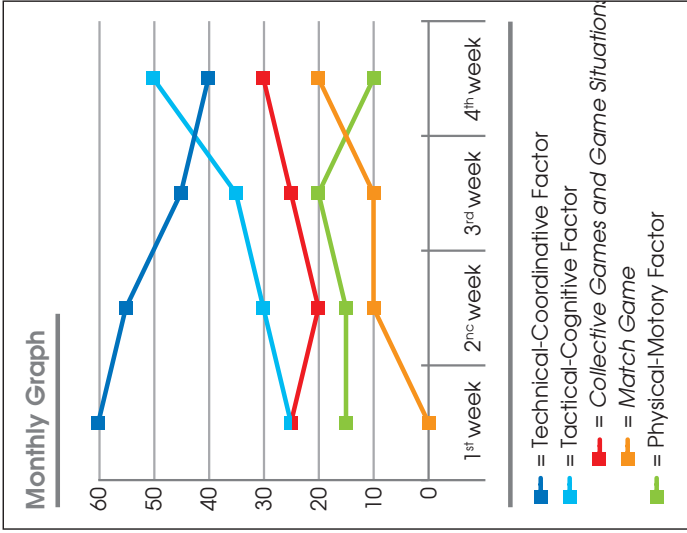
SPORT SEASON: _____

INSTRUCTOR: _____

CLUB: _____

REMEMBER

- The training programme goes on, we mustn't be in a hurry, stopping to go over objectives that have already been obtained allows the consolidation of certain behaviours; at the same time it allows the "slower" pupils more time to learn.
- In this module, receiving the ball is the technical element to acquire in a dynamic form and combined to other movements by keeping progress gradual (from easy to difficult)



MONTH: _____

MAIN OBJECTIVES OF THE MONTH:

- TECHNICAL-COORDINATIVE FACTOR: transmission and reception (low ball, diagonal and frontal)
- TACTICAL-COGNITIVE FACTOR: moving with the ball orientation in free space
- PHYSICAL-MOTORY FACTOR: rapidity

N° LESSONS: _____

N° WEEKS: _____

N° COMPETITIONS/EVENTS: _____

OBSERVATIONS:



LESSON 10

MODULE 4

TECHNICAL COORDINATIVE FACTOR

Objectives:

- Transmission and reception of low diagonal balls
- Guide and play with the border (2x10') 20'
- Free 5vs5 matches (2x10') 20'

(alternate free 5vs5 matches to the game -10'game and 10' match)

- Square passing 10'

Observations: _____

Variations: _____

TACTICAL COGNITIVE FACTOR

Objectives:

- Transmission of the ball and jumping the opponent
- Transmission of the ball and orientation in free space

COLLECTIVE GAMES AND GAME SITUATIONS

- Pass the ball and play 1vs1 10'
- Receive the ball and change places (4 stations) 15'

Observations: _____

Variations: _____

PHYSICAL MOTORY FACTOR

Objectives:

- Rapidity
- Relay race 15'

(10m fast run between posts on the ground)

Observations: _____

Variations: _____

Sequence of the session:

- Receive the ball and change places (4 stations) 15'
- Relay race 15'

ALTERNATED CIRCUIT ACTIVITIES :

- Play with the border (2x10') 20'
- Free 5vs5 matches (2x10') 20'

CIRCUIT ACTIVITIES:

- Square passing 10'
- Pass the ball and play 10'

Number of children: 90'

Duration: 90'

Methods

Material:

- Boundaries
- Coloured tunics
- Coloured rubber balls of various sizes
- Leather balls
- Smaller goals
- Bifrontal goals
- Small posts and coloured cones

OTHER OBJECTIVES OF THE SESSION:

TECHNICAL COORDINATIVE FACTOR

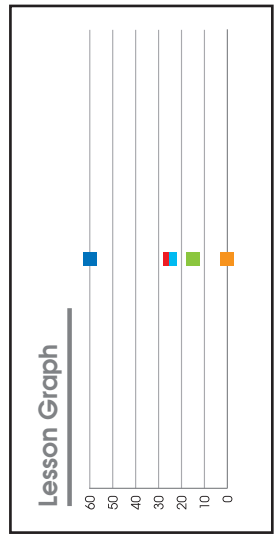
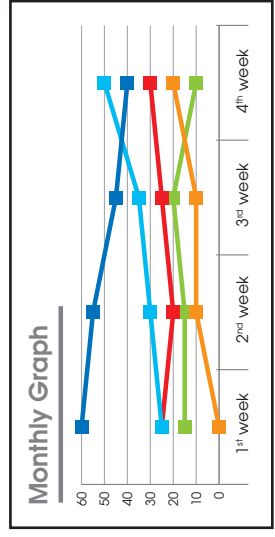
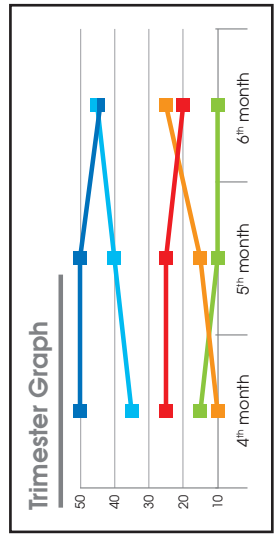
- Guiding the ball

TACTICAL COGNITIVE FACTOR

- Consolidation of the ability to manage space and beginning of the first concepts of unmarking

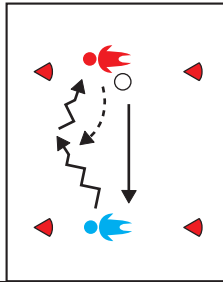
PHYSICAL MOTORY FACTOR

- Ability to combine and coordinate several movements



Pass the ball and play 1vs1

Consolidation of the process of jumping the opponent after receiving the ball and under pressure. Imagination, creativity, and rapidity are the premises for the action of dribbling that are mainly solicited.



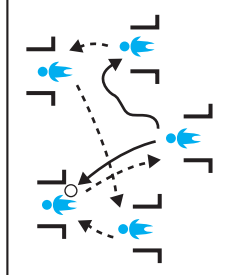
Two players in the area, one passes the ball to the other, then they face each other in a 1vs1 one situation with a valid goal if they reach or cross the try-line (the side of the square), where the pass came from.

Variations:

- Valid goal is they reach one of the corners
- If the defender is in ball possession, he can score a goal
- Valid goal in a little gate (hit)

Receive the ball and change places

Structuring of the ability of orientation in free space and consolidation of peripheral vision. To perceive, decide, act in the most efficient way possible in a variable environment. The guiding action of the ball oriented towards a little empty gate determines an important stimulus to improve cognitive processes.



The children are distributed freely in an area where some gates have been placed. Every group has a ball. The child in ball possession carries out a pass towards one of his teammates and trades places with him. In the meantime the other children have to trade places (gates) and the player in ball possession will have to guide it into the free gate and start over.

Variations:

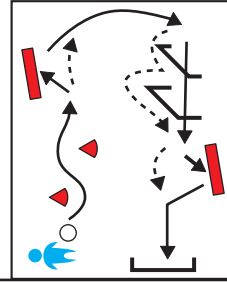
- The player that is in ball

possession carries out a shot in the free gate.

- The player that passes the ball goes to defend the gates that have become free.
- The game starts with a double pass.

Guide and play with the border

To be able to combine passing and receiving in a dynamic form is an important objective in this phase of technical training.



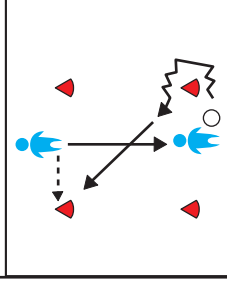
The children go through an obstacle course with pins and other obstacles, in particular they encounter some boundaries with which they carry out a give and go. At the end of the course the child shoots to goal

Variations:

- Course carried out with inside or outside part of the foot
- Course carried out using left or right foot
- Timed obstacle course.

Square passing

Attention is always focused on dynamic learning of technical moves, favouring the ability to combine movements that become more and more complex



Two children pass each other the ball in a square of 5m per side, limited by 4 cones. One of the two players receives the ball (the first pass is frontal) and guides it into the corner, going around the cone, then he passes the ball to the opposite corner (diagonally) for the team mate, who carries out the same movement. The player that passes the ball always goes back to the central position.

Variations:

- Pass carried out from right/left corner
- Pass with inside/outside of foot
- The creativity of the instructor will define other trajectories for the pass
- In the form of a race: the player that carries out the most passes in 3' wins

MODULE 4

Main technical objective: PASSING

Sequence of the session:

- Receive the ball and change places (4 stations) 15'
- Relay race 15'

ALTERNATED CIRCUIT ACTIVITIES:

- Play with the border (2x10') 20'
 - Free 5vs5 matches (2x10') 20'
- #### CIRCUIT ACTIVITIES:
- Square passing 10'
 - Pass the ball and play 10'

Number of children:

Duration: 90'

Material:

- Boundaries
- Coloured tunics
- Coloured rubber balls of various sizes
- Leather balls
- Smaller goals
- Bifrontal goals
- Small posts and coloured cones

“Coaches and managers have the duty to make sure that who is able and who is a little less able have the possibility of participating.”
Charter of Rights SGS



LESSON 11

MODULE 4

TECHNICAL COORDINATIVE FACTOR

Objectives:

- Low and frontal transmission
- Free 2v2 and 3vs3 match (2x10') **20'**
- Change places (2x10') **20'**

TACTICAL COGNITIVE FACTOR

Objectives:

- Jumping the opponent and transmission of the ball

COLLECTIVE GAMES AND GAME SITUATIONS

- Receive and go 1vs1 with support **10'**
- Cross the frontier **10'**

MATCH GAMES

- 5vs5 match **10'**

PHYSICAL-MOTORY FACTOR

Objectives:

- Rapidity
- Articular mobility
- Awareness activities with the ball (articular mobility) **10'**
- Relay races **10'**

(10m fast run between posts on the ground and 5m sprint)

Sequence of the session:

- Free 2v2 or 3vs3 match **10'**
- Activities with the ball (articular mobility) **10'**

CIRCUIT ACTIVITIES 1:

- Change places **10'**
- Receive and go 1vs1 with support **10'**

CIRCUIT ACTIVITIES 2:

- Change places **10'**
- Cross the frontier **10'**
- Free 2v2 and 3vs3 match **10'**

5VS5 MATCH **10'**

Number of children: **90'**

Duration:

Methods

Material:

- Boundaries
- Coloured tunics
- Coloured rubber balls of various sizes
- Leather balls
- Smaller goals
- Bi-frontal goals
- Coloured cones and posts

Observations: _____

Variations: _____

Observations: _____

Variations: _____

Observations: _____

Variations: _____

OTHER OBJECTIVES OF THE SESSION:

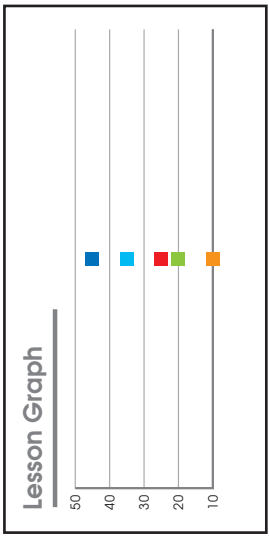
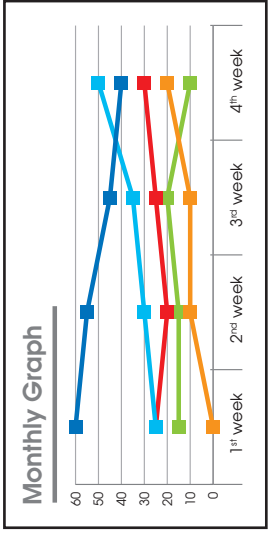
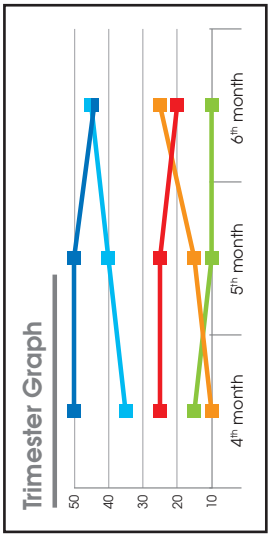
TECHNICAL COORDINATIVE FACTOR

- Guiding the ball and dribbling

TACTICAL COGNITIVE FACTOR

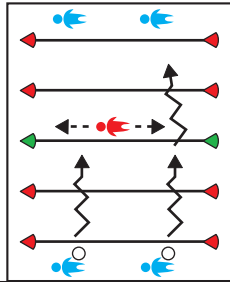
- Cooperation (supporting team mate in ball possession)

PHYSICAL MOTORY FACTOR



Cross the frontier

The person who carries out the crossing will consolidate this ability and will develop the ability of passing the ball in the presence of an opponent. The person that receives the ball will move according to the movements of his team mate, anticipating his intentions. The defender will consolidate the ability to tackle. The players in ball possession will have to pass the ball rapidly to their team mate, thereby favouring a combined action, guide-jump-pass.



The children are divided and distributed as shown in the picture (1 on a line-defender on one side and 2 on the other of the field). The players in ball possession have to jump the opponent that is placed on a line, then, once they have reached the passing area, they pass the ball to one of their team mates who are waiting and

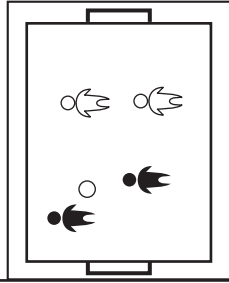
they repeat the exercise.
Rotation of roles

Variations:

- The players, once they have received the ball, shoot to goal
- The players in ball possession shoot to goal after a wall pass action with their team mate.
- Increase the number of defenders on the same line or on several lines.

2vs2 and 3vs3 match

In these free matches the child receives an enormous amount of information, which will allow him to improve the ability to improve the discrimination of the sensorial analysers.



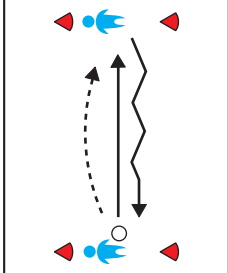
The children face each other in matches in a smaller field and are left free to explore spaces and possible game solutions, stimulating the sensorial receptors and the visual ones in particular.

Variations:

- Use of more goals (e.g. 4)
- Try-lines instead of the goals
- Use of balls of different weights and sizes.

Change places

The child structures the pass in a dynamic situation and learns to perceive that a pass is always followed by an action without the ball.



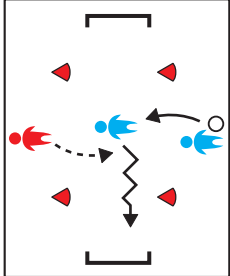
Two children pass each other the ball. One of the two players passes the ball to his team mate and follows the ball. The player that receives the ball guides it and takes his team mate's place.

Variations:

- Pass carried out with different parts of the foot
- Pass carried out with non-dominating foot
- The change action happens after a certain number of passes

Receive and go 1vs1 with support

In phase of possession the child learns to cooperate with his team mate and in phase of non possession he learns how to defend in numerical disadvantage.



3 players take part in the game. One player is placed in the centre of the space and receives the ball from one of the other two players that are outside the area. When he receives the ball he will guide it in one of the 2 gates. The other player will have to disturb the action. The player in ball possession can decide whether to face the opponent in 1vs1 or cooperate with his team mate who passed him the ball placed outside (2vs1).

Variations:

- Who receives the ball is forced to turn around
- Who receives the ball has to guide it into the two gates placed close to the starting line of the defender
- The player that passes the ball enters the game area (2vs1)

MODULE 4

Main technical objective:
PASSING

Sequence of the session: 10'

• Free 2v2 or 3vs3 match

• Activities with the ball (articular mobility)

10'

CIRCUIT ACTIVITIES 1:

• Change places

• Receive and go 1vs1

with support

10'

• Relay races

10'

CIRCUIT ACTIVITIES 2:

• Change places

• Cross the frontier

10'

• Free 2v2 and 3vs3

match

10'

5VS5 MATCH

10'

Duration: 90'

Material:

• Boundaries

• Coloured tunics

• Coloured rubber balls of various sizes

• Leather balls

• Smaller goals

• Bi-frontal goals

• Coloured cones and posts

*"From a child to an adult:
don't spoil me. I know very well that I can't have everything I ask for.
I only want to test you"*
I'Erbavoglio

LESSON 11: RECEIVE AND JUMP THE OPPONENT





LESSON 12

MODULE 4

TECHNICAL COORDINATIVE FACTOR

Objectives:

- Passing and receiving PERCEPTIVE SOLICITATION
- Piggy in the middle 10'
- Guide and play with the border 10'
- Game of consecutive passes 15'

Observations: _____

Variations: _____

TACTICAL COGNITIVE FACTOR

Objectives:

- Orientation in free space

COLLECTIVE GAMES AND GAME SITUATIONS

- 2v1 (squares) 15'
- 3vs3 game of colours 15'

MATCH GAMES

- 5vs5 free match 15'

Observations: _____

Variations: _____

PHYSICAL MOTORY FACTOR

Objectives:

- Rapidity
- Relay races 10' (passing and receiving)

Observations: _____

Variations: _____

Sequence of the session:

- Piggy in the middle 10'
- Relay races 10'
- Guide and play with the border 10'

CIRCUIT ACTIVITIES:

- Game of consecutive passes 15'
- game of colours 15'
- 2v1 (squares) 15'
- FREE 5VS5 MATCH 15'

Number of children: 90'

Duration: 90'

Methods

Material:

- Boundaries
- Coloured tunics
- Coloured rubber balls of various sizes
- Leather balls
- Smaller goals
- Bi-frontal goals
- Coloured cones and posts

OTHER OBJECTIVES OF THE SESSION:

TECHNICAL COORDINATIVE FACTOR

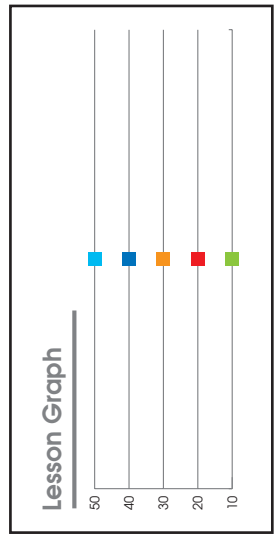
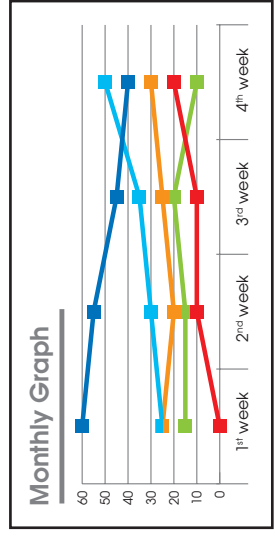
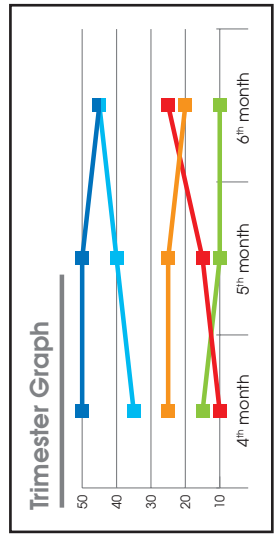
- pass and reception with temporal pressure

TACTICAL COGNITIVE FACTOR

- contrast and interception

PHYSICAL MOTORY FACTOR

- speed of movement



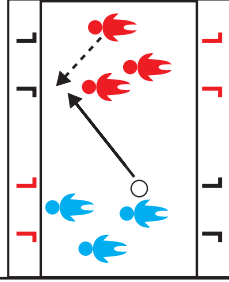


LESSON 12: PASS AND RECEIVE THE BALL

MODULE 4

3vs3 colour game

The four coloured gates are used to allow the child to develop the ability of orientation and space management. Development of peripheral vision.



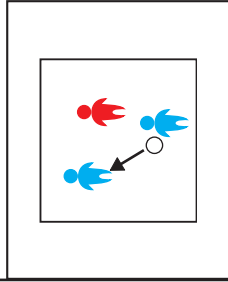
In a game area of 24x12m, we place 4 coloured gates on the sides at 1m from the corner. Two teams (3vs3) face each other to score in two gates of the same colour placed on the two sides of the same diagonal line.

Variations:

- Alternate the game with hands and feet
- Change the person who scores the goal

2vs1 (squares)

Search and occupation of the free space (unmarking) in rapidity, solicitation of dribbling, covering the ball, tackling and interception in relation to the behaviour of the defender.



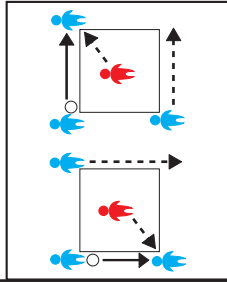
Three children face each other in a 2vs1 situation in a 12x12 m square. The two attackers pass each other the ball and the defender intervenes trying to recover it. The latter, once he intercepts the ball trades places with the person who passes it to him. Competitive rhythm.

Variations:

- Passing the ball and change of position
- Compulsory dribbling before the pass

Game of consecutive passes

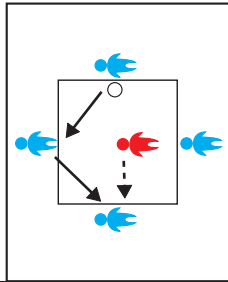
Passing and receiving, with orientation in free space. Control of peripheral vision.



The so-called "unmarking square" is proposed this time in competition on two 10x10 squares, as shown in the picture. Three attackers against an opponent of the other team. The exercise consists in a series of passes (avoiding the intervention of the opponent) with the movement of his team mates to the free corner so that the ball holder always has two solutions (adjacent angles to his position). The team that carries out the most passes in a certain amount of time (e.g. 2 mins) wins.

Piggy in the middle

The exercise solicits the pass and reception of the ball inducing the pupil to find rapid solutions when referring to a type of pressure (defender). Technical objectives: rapidity and precision of execution.



In a square of 5m per side, 4 children are positioned on the outside, whereas a defender is placed at the centre. The latter has to stop the ball from passing from one player to another, trying to intercept it. Whoever makes a mistake takes the defender's place (wrong or intercepted pass). Every 10 passes a penalty is assigned to the defender.

Variations:

- Touch the body of the ball possessor
- In threes, with the free side used to receive the pass.

Main technical objective: PASSING AND RECEIVING

Sequence of the session:

- Piggy in the middle 10'
- Relay races 10'
- Guide and play with the border 10'

CIRCUIT ACTIVITIES:

- Game of consecutive passes 15'
- game of colours 15'
- 2v1 (squares) 15'
- FREE 5VS5 MATCH 15'

Number of children:

90'

Material:

- Boundaries
- Coloured tunics
- Coloured rubber balls of various sizes
- Leather balls
- Smaller goals
- Bi-frontal goals
- Coloured cones and posts

"You are a good coach if you educate them to commitment and reciprocal respect"
SGS



CUBS CATEGORY

CLUB: _____

INSTRUCTOR: _____

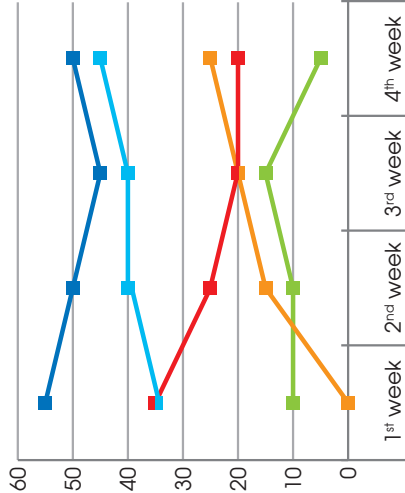
SPORT SEASON: _____

REMEMBER

- The children, still maintaining an egocentric psychological profile, which is optimised in jumping the opponent and the shot to goal, have to start acquiring the first concepts of unmarking and operating in a decentralising form that can allow them to acquire behaviours that are functional to collective play at a later stage.

- The transmission of the ball in the various ways. The pass carried out in the space and play without the ball become determining in order to enact the game action. It is important for the children to understand that team play is built on the cooperation among players.

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: transmission and reception (low/diagonal ball)
- TACTICAL-COGNITIVE FACTOR: jumping the opponent and orientation in free space (beginning of the concept of unmarking)
- PHYSICAL-MOTORY FACTOR: rapidity

N° LESSONS: _____

N° WEEKS: _____

N° COMPETITIONS/EVENTS: _____

OSSERVAZIONI:



MODULE 5

TECHNICAL COORDINATIVE FACTOR

Objectives:

- Receiving a parabolic ball
- Transmission of low, frontal ball and guiding
- Parabolic ball 20'
- Passing between two fires 20'
- Free play (match where the children choose the number of players and size of area) 10'

Observations: _____

Variations: _____

TACTICAL COGNITIVE FACTOR

Objectives:

- Jumping the opponent, passing the ball

COLLECTIVE GAMES AND GAME SITUATIONS

- Play 1vs1 with support 15'
- Choose the corner 15'

Observations: _____

Variations: _____

PHYSICAL MOTORY FACTOR

Objectives:

- Rapidity
- Relay races with rapid obstacle course of 10m (passing and receiving) 10'

Observations: _____

Variations: _____

Sequence of the session:

- Passing between two fires 20'
- Parabolic ball 20'
- Relay races with obstacle course 10'

CIRCUIT ACTIVITIES:

- 1vs1 with support 15'
- Choose the corner 15'

FREE PLAY 10'

Number of children: 90'

Duration: 90'

Methods

Material:

- Boundaries
- Coloured tunics
- Coloured rubber balls of various sizes
- Leather balls
- Smaller goals
- Bi-frontal goals
- Coloured cones and posts

OTHER OBJECTIVES OF THE SESSION:

TECHNICAL COORDINATIVE FACTOR

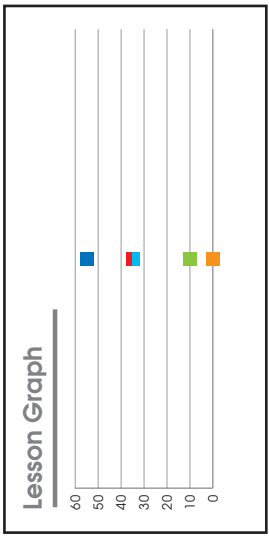
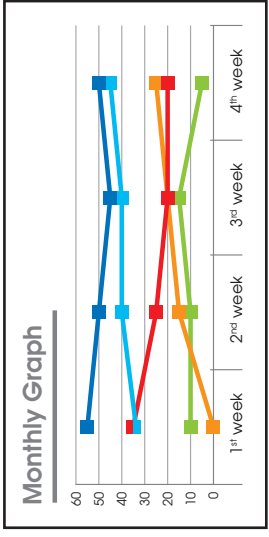
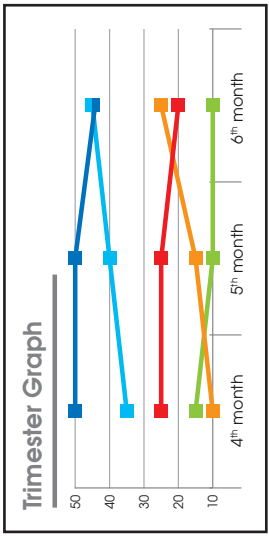
- Dribbling

TACTICAL COGNITIVE FACTOR

- ability of triangulation (jumping opponent with a pass)

PHYSICAL MOTORY FACTOR

- Ability of combining many motory actions



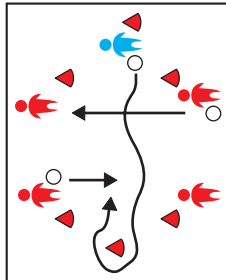


LESSON 13: PASS THE BALL AT THE RIGHT TIME

MODULE 5

Passes between two fires

Differentiation of the transmission of the ball, choice of timing of pass, guiding the ball varying the rhythm according to the environment allowing for a flexible learning process of technical fundamentals



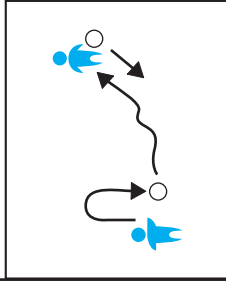
The children pass the ball in couples with the inside of the foot. Another child guides the ball avoiding to be hit by the other players. At the end the players change places.

Variations:

- Pass carried out with different parts of the foot
- Game-race situation, the player that carries out the most guiding processes without being hit wins the game - bonus for the player that hits the guiding player the most times.
- The game is concluded with a shot to goal

Parabolic ball

The children begin refining their ability to manage space and time, referred to a parabolic ball.



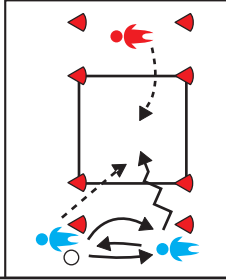
The children are in ball possession in a free space. Each of them throws the ball in the air with their hands, catches it, places it on the floor and passes it on to their team mate.

Variations:

- Control of the ball after a bounce (simplified)
- Control of the ball with various parts of the body
- Pass carried out with different parts of the foot.

Play 1 vs1 with support

Development of the ability to cooperate, and development of jumping the opponent with the support of a team mate.



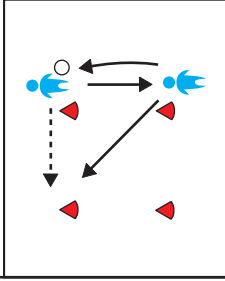
3 players participate. Two players pass each other the ball: at the third pass whoever is in ball possession enters the field and faces the third player who also enters the field at the third pass. The player in ball possession can decide whether to confront the opponent in a 1vs1 or avail himself of the cooperation of the cooperation of his team mate, who he passed the ball with in the first place (2vs1).

Variations:

- Decrease or increase the game area
- The defender can also go out of his area
- The cooperation of the team mate is more active and he enters the game area.

Choose the corner

Ability to transmit the ball in an area, and reception in a dynamic situation.



Two children pass each other the ball (give and receive). The player that returns the ball chooses the direction he places himself in. (Cones to the right or to the left), the other returns the ball straight away. Finally, by guiding the ball, they return to their initial positions inverting their roles.

Variations:

- Pass carried out with different parts of the foot.
- The cones can be positioned vertically (vertical passing)
- The player that returns the ball receives the ball going towards his team mate (sideways).

Main technical objective: PASSING AND RECEIVING

Sequence of the session:

- Parabolic ball 20'
- Passes between 2 fires 20'
- Relay races 10'

CIRCUIT ACTIVITIES:

- 1vs1 with support 15'
- Choose the corner 15'
- FREE PLAY 10'

Number of children: 90'

Duration:

- Boundaries
- Coloured tunics
- Coloured rubber balls of various sizes
- Leather balls
- Smaller goals
- Bi-frontal goals
- Coloured cones and posts

"From a child to an adult: don't make me feel small than I am, I will remedy it behaving as if I were older"
Erbavoglio



TECHNICAL COORDINATIVE FACTOR

Objectives:

- Transmission and reception with frontal ball
- 2vs2 or 3vs3 matches (2x10') 20'
- Passing competition (2x10') 20'

Observations: _____

Variations: _____

TACTICAL COGNITIVE FACTOR

Objectives:

- Passing and receiving
- Orientation in space/unmarking

COLLECTIVE GAMES AND GAME SITUATIONS

- Cross the frontier (defender in the zone) 20'

MATCH GAMES

- Free the team mate (4 prisons) 15'

Observations: _____

Variations: _____

PHYSICAL MOTORY FACTOR

Objectives:

- Rapidity
- Articular mobility
- Awareness activities with the ball (articular mobility) 5'
- Relay races with rapid obstacle course of 15m 10'
- (5m on a line and 5m between cones)

Observations: _____

Variations: _____

Sequence of the session:

- Free the team mate (4 prisons) 15'
- Awareness activities with the ball (articular mobility) 5'
- Relay races 10'

CIRCUIT ACTIVITIES (repeated twice):

- 2vs2 or 3vs3 match 10'
- Passing competition 10'
- Cross the frontier 10'

Number of children: 90'

Duration: 90'

Material:

- Boundaries
- Coloured tunics
- Coloured rubber balls of various sizes
- Leather balls
- Smaller goals
- Bi-frontal goals
- Coloured cones and posts

OTHER OBJECTIVES OF THE SESSION:

TECHNICAL COORDINATIVE FACTOR

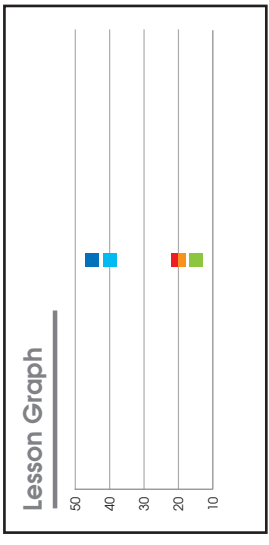
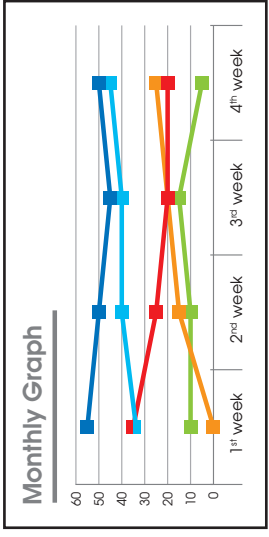
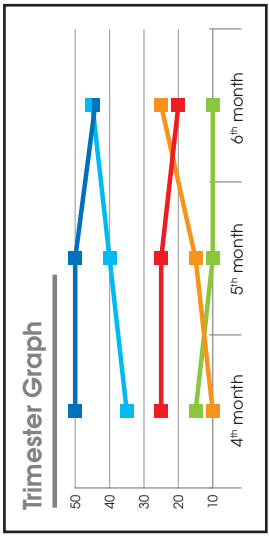
- Ability of transmitting under pressure

TACTICAL COGNITIVE FACTOR

- Unmarking and receiving

PHYSICAL MOTORY FACTOR

- Resistance through play



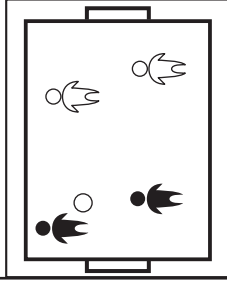


LESSON 14: EXAMINE THE SPACE, GIVE THE BALL, GO AND... SCORE

MODULE 5

2vs2 or 3vs3 matches

In a free form, matches that take place in smaller areas consolidate the ability of reaction and information intake.



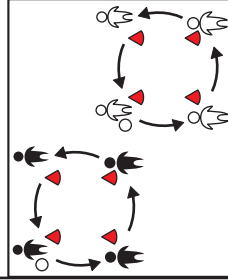
The children face each other in matches in a smaller area. The children are left to freely explore spaces, rhythms and possible game solutions, stimulating the sensorial receptors, and the visual ones in particular and the ability to process new solutions

Variations:

- With a try-line
- Only in ball possession
- With 4 goals

Passing competition

The transmission of the ball is carried out under time pressure, favouring a technical adaptation that is ever closer to the reality of the game.



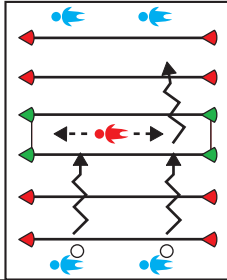
2 teams face each other in a passing competition. The teams are distributed each in a square, where every corner is occupied by a player. The ball is passed frontally and low on the ground. The first team to complete two rounds of the square wins.

Variations:

- The rounds have to be carried out in both directions
- Passes carried out with both feet
- At the signal of the instructor (visual or acoustic) they change the direction of the passes.

Cross the team frontier (defender in a zone)

Ability of unmarking and better management of space.



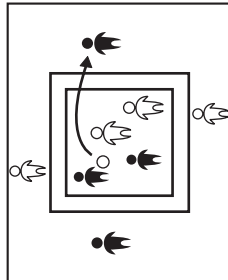
The players in ball possession guide the ball in an area defended by a defender and before in a neutral area, passing the ball to their team mate that is waiting on the other side of the line.

Variations:

- The player that receives the ball shoots to goal
- Shot to goal with less able foot
- Shot with ball with different weights and sizes.

Free the team mate (4 prisons)

Ability of unmarking and better management of space, the ability of unmarking in an ever-improving management of space is favoured.



Within a square area there is another smaller square area in which a 2vs2 or 3vs3 game is carried out. The players in ball possession have to pass the ball to their team mates outside the larger square, beyond the neutral zone (area between the two squares). Whoever passes the ball goes to replace the freed team mate outside.

Variations:

- Pass carried with different parts of the foot
- The team mates that are waiting outside the square can move onto any side
- Game-competition: the team that frees the most players wins.

Main technical objective:

PASSING

Sequence of the session:

- Free the team mate (4 prisons) 15'
- Awareness activities with the ball (articular mobility) 5'
- Relay races 10'

CIRCUIT ACTIVITIES

(repeated twice):

- 2vs2 or 3vs3 match 10'
- Passing competition 10'
- Cross the frontier 10'

Number of children:

90'

Material:

- Boundaries
- Coloured tunics
- Coloured rubber balls of various sizes
- Leather balls
- Smaller goals
- Bi-frontal goals
- Coloured cones and posts

*"From a child to an adult:
don't forget that I like to
experiment, I learn from them
so I beg you to bear them"*
l'Erbavoglio



TECHNICAL COORDINATIVE FACTOR

Objectives:

- Transmission and reception with (low/diagonal ball)

PERCEPTIVE SOLICITATION

- Passing between two fires **15'**
- Goals in little gates **10'**
- Hit and win in the square **20'** (2x10')

Observations: _____

Variations: _____

TACTICAL COGNITIVE FACTOR

Objectives:

- Jumping the opponent and orientation in the space (beginning of concept of marking)

COLLECTIVE GAMES AND GAME SITUATIONS

- 1vs1, jump and shoot **10'**
- 3vs3 in the square **10'**

MATCH GAMES

- 5vs5 (search for lateral support) **20'**

Observations: _____

Variations: _____

PHYSICAL-MOTORY FACTOR

Objectives:

- Rapidity
- Relay races with shuttle sprints of 10x10m (5m on a line and 5m between cones) **5'**

Observations: _____

Variations: _____

Sequence of the session:

- 3vs3 in the square **10'** (5 consecutive passes=1 point)
- Relay races **5'**
- Passing between two fires **15'**

CIRCUIT ACTIVITIES (repeated twice):

- Goals in little gates **10'**
- 1vs1, jump and shoot **10'**
- Hit and win in the square **20'** (2x10')
- 5vs5 (search for lateral support) **20'**

Number of children: **90'**

Duration:

Methods:

Material:

- Boundaries
- Coloured tunics
- Coloured rubber balls of various sizes
- Leather balls
- Smaller goals
- Bi-frontal goals
- Coloured cones and posts

OTHER OBJECTIVES OF THE SESSION:

TECHNICAL COORDINATIVE FACTOR

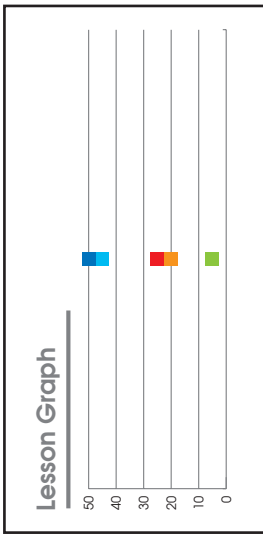
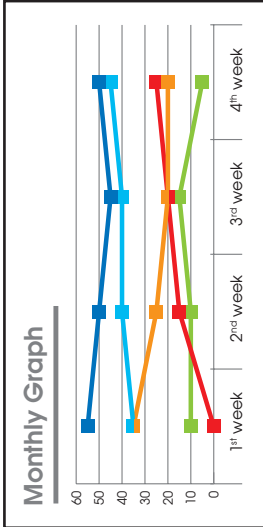
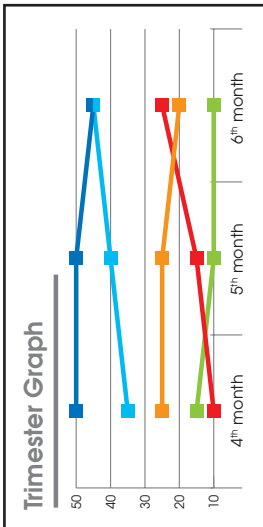
- Shoot to goal and dribbling

TACTICAL COGNITIVE FACTOR

- Individual defence and concept of support

PHYSICAL MOTORY FACTOR

- Speed of movement



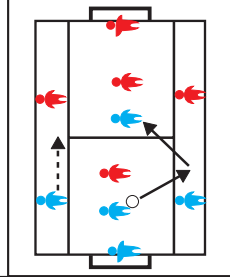


LESSON 15: PASS AND RECEIVE IN THE SPACE

MODULE 5

5vs5 with lateral support

This game favours the search for a lateral pass with a supporting player (give and go) and with an exchange of places (give and shoot). In the central players, there is more stimulation of the ability of orientation and peripheral vision.

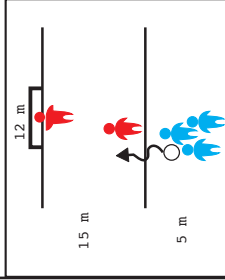


The game is played in a 35x20m field with two lateral corridors that are 4m long, as shown in the picture. The match provides for a certain speed of action in order to create numerical advantage in attack as well as defence. As the players in the field are forced to remain within one of the two sides (in attack or defence), possible advantages will be created by the lateral players.

- Variations:**
- Passing with give and go on the outside
 - Give and follow and change places.

1vs1 jump and shoot

Ability to know how to jump the opponent and study of dribbling and feinting

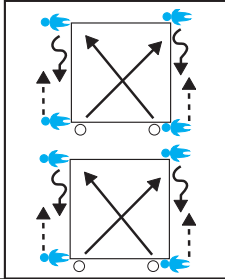


The exercise consists in jumping an opponent on a 12m line and then kicking the ball into the goal. Whoever scores a goal trades places with the goalkeeper, who intercepts trades places with the opponent.

- Variations:**
- Defender in a zone as opposed to on a line.

Hit and win in the square

Favours the ability to pass and receive a diagonal ball in regime of rapidity. Search for the precision of execution, improvement of speed and frequency of movement.

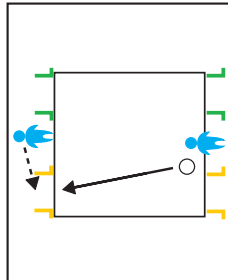


In several 10x10m squares, teams composed of 4 players face each other in a precision competition. Every team is split into couples with two balls and place themselves at the four corners of the square. The beginning of the game consists in a diagonal pass between couples, reception and guiding into the adjacent corner. The two couples overlap like the two diagonal passes with objective of making the two balls meet. The team that manages to make the two balls hit each other the most in a limited amount of time wins.

- Variations:**
- Larger square for parabolic pass
 - Consecutive passes and change position at the signal

Goal in the small gates

Development of ball transmission in the search for precision of the execution and oriented reception.



Two children, placed one in front of the other 15m apart. At their side they have two little gates of 2m each. The game consists in scoring as many goals as possible in the two gates of the opponent. The defender can stop the shot by intercepting the ball with their feet, behind the gate.

- Variations:**
- At the shot, the defender is placed with his back to the other player
 - At the shot, the defender is sitting down

Main technical objective:
TRANSMISSION AND RECEPTION

Sequence of the session:

- 3vs3 in the square 10' (5 consecutive passes=1 point)
- Relay races 5'
- Passing between two fires 15'

CIRCUIT ACTIVITIES

- Goals in small posts 10'
- 1vs1, jump and shoot 10'
- Hit and win in the square (2x 10') 20'
- 5vs5 (search for lateral support) 20'

Number of children: 90'

Duration: 90'

Material:

- Boundaries
- Coloured tunics
- Coloured rubber balls of various sizes
- Leather balls
- Smaller goals
- Bi-frontal goals
- Coloured cones and posts

"Many children thought to be clumsy aren't born that way; they become that way, because they have had little possibilities of autonomous development and because their motricity has been repressed by the surrounding human environment" Farfei



CUBS CATEGORY

CLUB:

INSTRUCTOR:

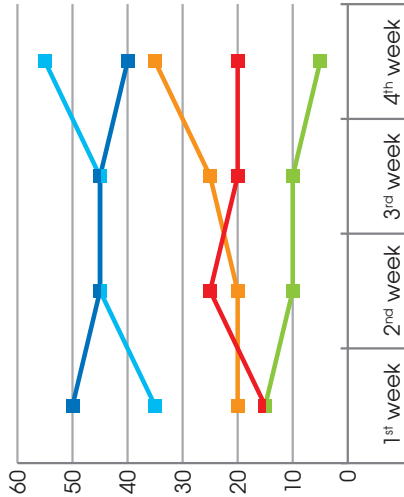
SPORT SEASON:

REMEMBER

- It is now the moment to favour the first principles of cooperation in both phases of possession and non possession. We must remember that when we talk about tactics we refer to, especially at this age, ability of perception, analysis, processing and structuring of movement in a variable environment (the situation).

- In order to evaluate the little players, further to competitions-matches, it is also appropriate to verify the levels of learning of other technical aspects.

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: shoot to goal (frontal and diagonal ball), lateral transmission and reception

- TACTICAL-COGNITIVE FACTOR: unmarking

- PHYSICAL-MOTORY FACTOR: rapidity

N° LESSONS: _____

N° WEEKS: _____

N° COMPETITIONS/EVENTS: _____

OBSERVATIONS:



TECHNICAL COORDINATIVE FACTOR

Objectives:

- Awareness with the ball, frontal receiving and hitting (goal shooting)
- Preparation to ball bouncing 15'
- Free match 10'
- Receive and score a goal 15'
- "level" crossing 10'

Observations: _____

Variations: _____

TACTICAL COGNITIVE FACTOR

Objectives:

- Transmission, unmarking and reception
- COLLECTIVE GAMES AND GAME SITUATIONS**
- Unmarking square 10'
- MATCH GAMES**
- 5vs5 match 20'

Observations: _____

Variations: _____

PHYSICAL MOTORY FACTOR

Objectives:

- Rapidity
 - Articular mobility
 - Articular mobility exercises with the ball 5'
 - Relay: shuttle with the ball - 10+10m 10'
- (5m guiding the ball through cones, 5m sprint without the ball and return)

Observations: _____

Variations: _____

Sequence of the session:

- Free match 10'
 - Articular mobility exercises with the ball 5'
 - Preparation to ball bouncing 15'
 - Relay races 10'
- CIRCUIT ACTIVITIES:**
- Unmarking square 10'
 - "level" crossing 10'
 - Receive and score a goal 10'
 - 5VS5 MATCH 20'

Number of children: 90'

Duration:

Methods:

Material:

- Boundaries
- Coloured tunics
- Coloured rubber balls of various sizes
- Leather balls
- Smaller goals
- Bi-frontal goals
- Coloured cones and posts

OTHER OBJECTIVES OF THE SESSION:

TECHNICAL COORDINATIVE FACTOR

- Didactics of shooting with instep

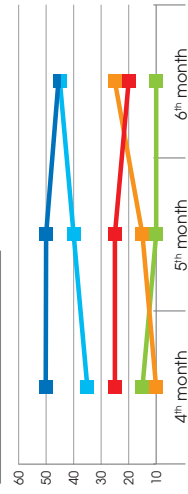
TACTICAL COGNITIVE FACTOR

- Improvement of distribution on the field

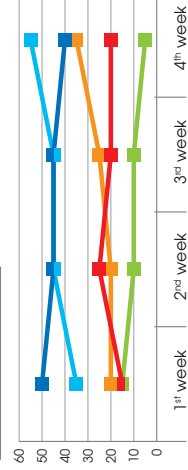
PHYSICAL-MOTORY FACTOR

- Ability to accelerate and decelerate (change of rhythm), articular mobility

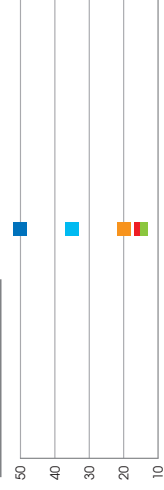
Trimester Graph



Monthly Graph



Lesson Graph



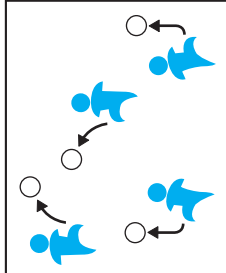


LESSON 16: TRUST YOUR TEAM MATE

MODULE 6

Preparing for bouncing

The child becomes more aware of balancing coordination on one foot, improving his basic technique



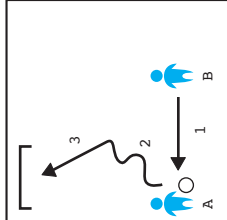
Through using balls of different sizes and weights, the children are stimulated to carry out various forms of ball bouncing (airal and non), particularly using the suggestions of the children themselves.

Variations:

- Only with dominating foot
- Alternating the use of the two feet
- After a bounce on the ground

Receive and score a goal

Development of kicking with the instep in a stable environment and development of oriented reception.



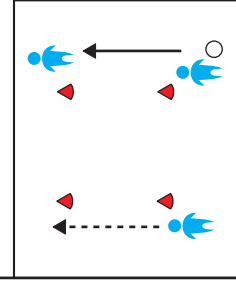
The child receives a ball from a team mate, he guides it and shoots to goal with his instep without a goal keeper. The player that scores the most goals wins.

Variations:

- The shots can be carried out with both feet
- The goal is defended by a goal keeper
- They use balls of different weights and sizes.

Unmarking square

The child begins to perceive that unmarking is an important tactical concept to develop the principle of cooperation



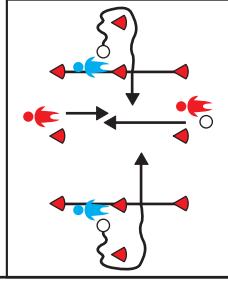
3 children are placed at the corners of a square with one ball. The game consists in giving the ball holder 2 options to carry out a pass (low and vertical) on the outside of the square. Therefore the children will be induced to "move" to receive.

Variations:

- The pass and/or reception is carried out with various parts of the foot
- At the centre of the square there is a defender who tries to intercept the ball
- The pass may be carried out diagonally.

"level" crossing

Consolidation of passing with the inside of the foot, development of reception and consolidation of peripheral vision.



4 players are divided into couples. 2 pass each other the ball, the other 2 have one ball each that they guide around the cone placed on their side of the game area until they reach the line from which they pass the ball to their team mate and receive his ball in return. They have to avoid being intercepted by the other ball.

Variations:

- Passes carried out with different parts of the foot
- The ball is received, stopped and transmitted after running around the pin without the ball
- Game-competition: the couple with the most correct passes and correct stops wins.

Main technical objective:

RECEPTION

Sequence of the session:

- Free match 10'
 - Articular mobility exercises with the ball 5'
 - Preparation to ball bouncing 15'
 - Relay races 10'
- CIRCUIT ACTIVITIES:**
- Unmarking square 10'
 - "level" crossing 10'
 - Receive and score a goal 10'
- 5VS5 MATCH 20'

Number of children:

90'

Material:

- Boundaries
- Coloured tunics
- Coloured rubber balls of various sizes
- Leather balls
- Smaller goals
- Bl-frontal goals
- Coloured cones and posts

"Children learn what they live: if the child is criticised but if he lives in encouragement he learns trust"



LESSON 17

MODULE 6

TECHNICAL COORDINATIVE FACTOR

Objectives:

- Frontal and diagonal goal shooting

PERCEPTIVE SOLICITATION

- Receive, pass and shoot 20'
- Succession of diagonal shots 20'

Observations:

Variations:

TACTICAL COGNITIVE FACTOR

Objectives:

- Unmarking COLLECTIVE GAMES AND GAME SITUATIONS 20'
- Successive 2vs1 and shot MATCH GAMES 20'
- 6vs6 in give and go with two lateral supports per team 20'

Observations:

Variations:

PHYSICAL MOTORY FACTOR

Objectives:

- Rapidity 10'
- Circuit with rapid movements

Observations:

Variations:

Sequence of the session:

- Receive, pass and shoot 20'
- Circuit with rapid movements 10'

CIRCUIT ACTIVITIES:

- Succession of diagonal shots 20'
- Successive 2vs1 and shot 20'
- 6VS6 MATCH IN GIVE AND GO 20'

Number of children:

Duration: 90'

Methods

Material:

- Boundaries
- Tunics
- Bi-frontal goals
- N.4 balls
- Cones
- Posts

OTHER OBJECTIVES OF THE SESSION:

TECHNICAL COORDINATIVE FACTOR

- Passing and receiving

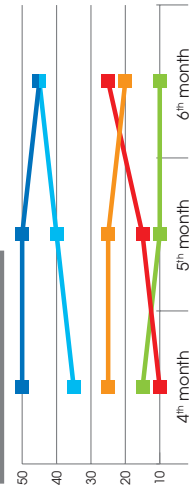
TACTICAL COGNITIVE FACTOR

- Give and go, wall play

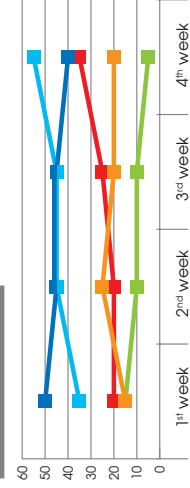
PHYSICAL MOTORY FACTOR

- Speed of movement with short distances

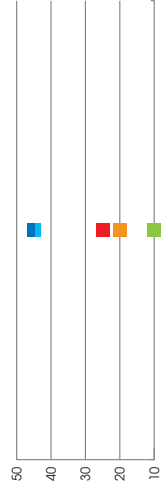
Trimester Graph



Monthly Graph



Lesson Graph



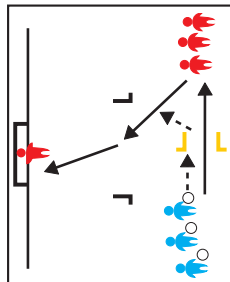


LESSON 17: SHOOT TO GOAL AND SCORE

MODULE 6

Receive pass and shoot

This exercise solicits the locomotor behaviour of hitting to shoot to goal, stimulating the ability to differentiate and improve of the precision of the move.



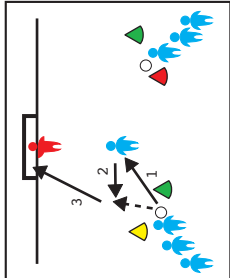
At maximum speed, a couple of children in turn go frontally from a 10m distance. The child with the ball executes a low pass in a gate placed halfway. Once the ball is through the gate, the child runs towards his team mate through the gate trying to stop him shooting to goal. The team mate receives the ball, carries out an auto-pass and runs quickly to shoot.

Variations:

- In give and go mode
- In give and follow mode

Succession of diagonal shots

Learning how to pass in give and follow (in didactical stability) and kicking while running with a still ball. Search for precision of the goal shot and diagonal hitting.



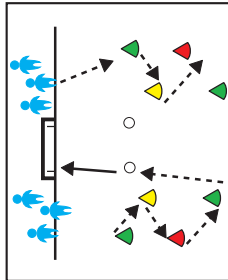
Two groups of children placed in two lines, taking turns pass the ball to the team mate in front of them 10m away, wait for the ball to return and run to shoot if into the goal. In turn the child that has just passed the ball back becomes the supporting team mate, the shot has to be carried out with a still ball (it is important for the reception to be precise)

Variations:

- With wall play, reception in a sequence and shoot to goal
- In give and go mode

Rapid circuit and shoot to goal

Improvement of movement frequency, reactivity and speed of movement.



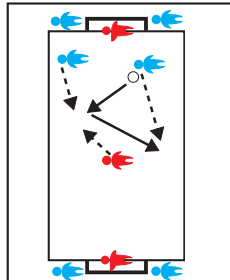
Two teams place each other in two lines behind the goal line. The game consists in running and touching the cones that are identically placed in a zig-zag for the two teams with the hands, and then turn back to kick the ball into the little gates that are built into the corners of the 4x2m goal. At the end, when all the children have kicked, we count the number of goals in the gates.

Variations:

- Diagonal shot.

Successive 2vs1 and shoot

Improvement of the ability to acquire unmarking timing under pressure of a defender, who is stimulated to adopt a correct position (ball holder).



3 groups take turns in offensive actions with the defender placed at the centre of the field (change every 3 actions). The couple that have score the most goals wins.

Variations:

- With two defenders
- With 3 attackers

Main technical objective: GOAL SHOOTING

Sequence of the session:

- 20' Receive, pass and shoot
- 10' Circuit with rapid movements

CIRCUIT ACTIVITIES:

- 20' Succession of diagonal shots
- 20' Successive 2vs1 and shoot
- 20' 6VS6 MATCH IN GIVE AND GO

Number of children:

90'

Material:

- Boundaries
- Tunics
- Bi-frontal goals
- N.4 balls
- Cones
- Posts

"Your conscience measures how direct you can be listen to it attentively"

R.Bach



MODULE 6

TECHNICAL COORDINATIVE FACTOR

Objectives:

- Awareness and control of the ball
- Preparation to bouncing 10'
- Free match 10'
- Receive and score in the little corner 15'

Observations:

Variations:

TACTICAL COGNITIVE FACTOR

Objectives:

- Unmarking COLLECTIVE GAMES AND GAME SITUATIONS 10'
- Unmarking square with defender (also diagonal passes) 10'
- The custom's officer 2vs1 (defender in the zone) MATCH GAMES 15'
- Colour game (using hands) 15'
- The fixed role match 15'

Observations:

Variations:

PHYSICAL MOTORY FACTOR

Objectives:

- Articular mobility
- Articular mobility exercises with the ball 5'

Observations:

Variations:

Sequence of the session:

- Colour game 15'
- Articular mobility exercises with the ball 5'
- Preparation to bouncing 10'
- Free match 10'

CIRCUIT ACTIVITIES 1:

- Unmarking square 10'
- The custom's officer 2vs1 10'

CIRCUIT ACTIVITIES 2:

- Receive and score in the little corner 15'
- The fixed role match 15'

Number of children:

90'

Duration:

Material:

- Boundaries
- Coloured tunics
- Coloured rubber balls of various sizes
- Leather balls
- Smaller goals
- Bi-frontal goals
- Coloured cones and posts

OTHER OBJECTIVES OF THE SESSION:

TECHNICAL COORDINATIVE FACTOR

- Didactic of shooting with instep and oriented reception

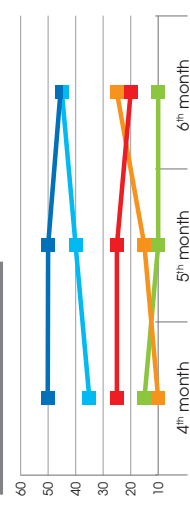
TACTICAL COGNITIVE FACTOR

- Improvement of distribution in the field and principles of cooperation

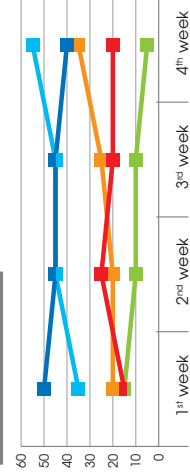
PHYSICAL MOTORY FACTOR

- Ability of acceleration and deceleration (change of rhythm) articular mobility

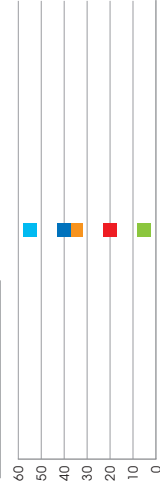
Trimester Graph



Monthly Graph



Lesson Graph



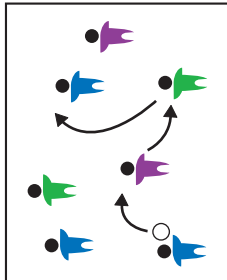


LESSON 18: LEARN HOW TO BOUNCE THE BALL

MODULE 6

Colour game

Favours the development of orientation in free space and visual communication.



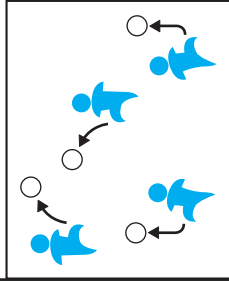
A group of children is divided into 3 or 4 colours (2 per colour). The ball has to be passed using hands to a different colour.

Variations:

- Pass using feet
- 2 teams, passing to team mates of the same colour. Whoever receives the ball has to stop.
- Game-competition: whoever carries out the most passes wins

Preparation for bouncing

The children become aware of balancing coordination on one foot, improving the basic technique.



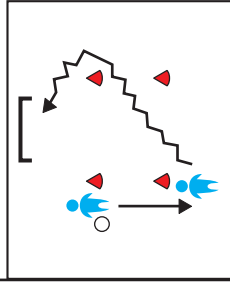
Through the use of balls of different sizes, weights and material, the children are stimulated to carry out various forms of bouncing (arial and non), using the suggestions of the children themselves in particular.

Variations:

- Bounce off thigh, foot
- Two with left foot and two with right foot.

Receive and score in the little corner

Development of oriented kick (peripheral vision) with the instep and consolidation of oriented reception



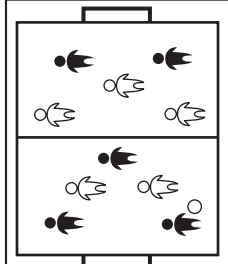
The child receives the ball from a team mate, guides it behind a cone, and shoots diagonally into the goal using his instep without a goalkeeper, with his left foot to the right hand side of the goal and vice versa. The player that scores the most goals wins.

Variations:

- The shots are carried out with different parts of the foot
- The goal is defended by a goalkeeper
- The child that carries out the shot receives facing away from the goal.

The fixed role match

This favours the phase of offensive cooperation with several passing solutions. In phase of non-possession it develops cooperation in numerical disadvantage



Two teams face each other in a 5vs5 match in a smaller field without a goalkeeper and using small goals. The teams are divided into 3 attackers and 2 defenders that are not allowed to cross the mid-field line. This way there will be 3vs2 situations.

Variations:

- 4vs4, the defender that passes the ball to the attacker can cross the mid-field line and play 3vs2 in attack. At the end he returns to his initial position
- The defender that passes the ball can cross the mid-field line and create a situation of double numerical advantage (4vs2)
- In a 4vs4 match in a situation of attack the defenders can both cross the mid-field line (4vs2)

Main technical objective:

UNMARKING

Sequence of the session:

- 15' Colour game
- 5' Articular mobility exercises with the ball
- 10' Preparation to bouncing
- 10' Free match

CIRCUIT ACTIVITIES 1:

- 10' Unmarking square
- 10' The custom's officer 2vs1

CIRCUIT ACTIVITIES 2:

- 15' Receive and score in the little corner
- 15' The fixed role match

Number of children:

90'

Duration:

- Material:
- Boundaries
- Coloured tunics
- Coloured rubber balls of various sizes
- Leather balls
- Smaller goals
- Bi-frontal goals
- Coloured cones and posts

"From a child to an adult: don't use strength with me; this would teach me that power is all that counts, I am more prone to being guided"
I'Erbavoglio



CUBS CATEGORY

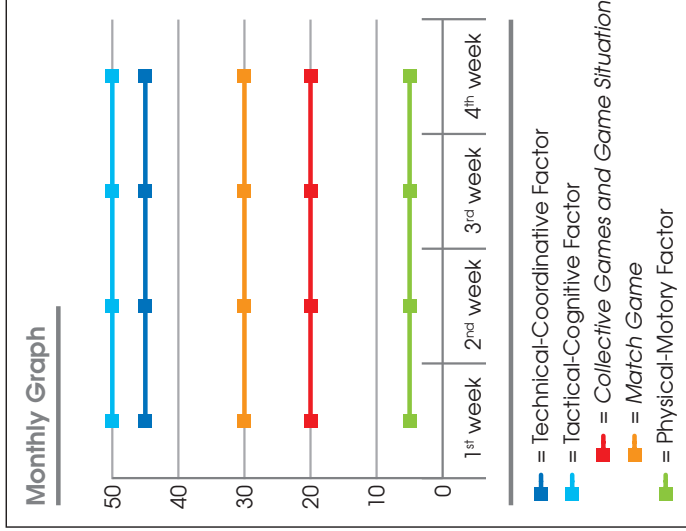
CLUB: _____

INSTRUCTOR: _____

SPORT SEASON: _____

REMEMBER

- The children start to develop sufficient unmarking abilities. We therefore tend to mainly favour the offensive phase, praising and valuing the shooting actions that give such enthusiasm to our boys. The fact that game actions regard the potential receivers of the ball as well as the ball holder begins to become significant.
- However, it is advisable to constantly highlight that movements and running without the ball create dynamism and favourable situations to the circulation of the ball itself.
- Stimulate the children to remember all this. This is valid for the ball holder and all the other team mates.



MONTH: _____

MAIN OBJECTIVES OF THE MONTH:

- TECHNICAL-COORDINATIVE FACTOR: shoot to goal
- TACTICAL-COGNITIVE FACTOR: unmarking
- PHYSICAL-MOTORY FACTOR: rapidity

N° LESSONS: _____

N° WEEKS: _____

N° COMPETITIONS/EVENTS: _____

OBSERVATIONS:



TECHNICAL COORDINATIVE FACTOR

Objectives:

- Shoot to goal after a wall pass **10'**
- Awareness with the ball and didactics of bouncing **15'**
- Free 2vs2 and 3vs3 match **15'**
- Preparation for bouncing **15'**
- Pass to supporting boundary and shoot to goal **15'**

Observations: _____

Variations: _____

TACTICAL COGNITIVE FACTOR

Objectives:

- Moving in space according to the player in ball possession **10'**

COLLECTIVE GAMES AND GAME SITUATIONS

- Unmarking square (with active defender) **10'** (also diagonal passes)
- Find the "tunnel" and pass the ball **10'**

MATCH GAMES

- 5vs5 match (ball to the prisoner) **15'**
- Free 5vs5 match **10'**

Observations: _____

Variations: _____

PHYSICAL MOTORY FACTOR

Objectives:

- Rapidity and neuromuscular synchronisation **5'**

PHYSICAL WITH BALL

- Kangaroo relay **5'**

Observations: _____

Variations: _____

Sequence of the session:

- Free 2vs2 or 3vs3 match **10'**
- Preparation to bouncing **15'**
- Kangaroo relay **5'**

CIRCUIT ACTIVITIES 1:

- Unmarking square **10'**
- Find a "gap" and pass the ball **10'**

CIRCUIT ACTIVITIES 2:

- Pass to supporting boundary and shoot **15'**
- 5VS5 MATCH (ball to the prisoner) **15'**
- FREE 5vs5 MATCH (verification) **10'**

Number of children: **90'**

Duration:

Methods:

Material:

- Boundaries
- Coloured tunics
- Coloured rubber balls of various sizes
- Leather balls
- Smaller goals
- Bi-frontal goals
- Coloured cones and posts

OTHER OBJECTIVES OF THE SESSION:

TECHNICAL COORDINATIVE FACTOR

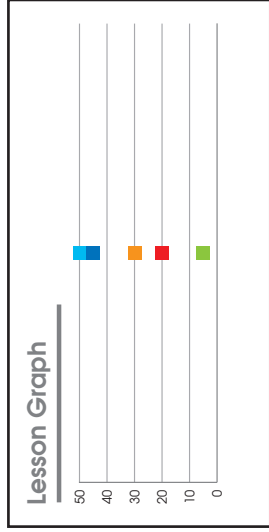
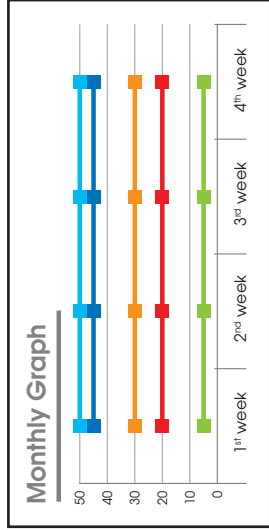
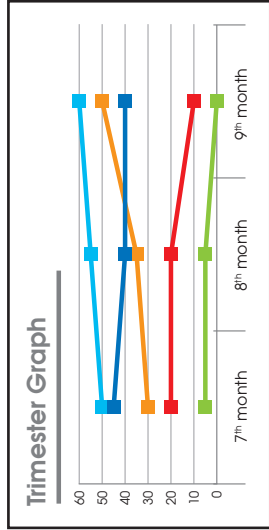
- Reception and ball control

TACTICAL COGNITIVE FACTOR

- Development of visual communication (first signs of unmarking times)

PHYSICAL-MOTORY FACTOR

- Ability of acceleration and deceleration (change of rhythm) articular mobility



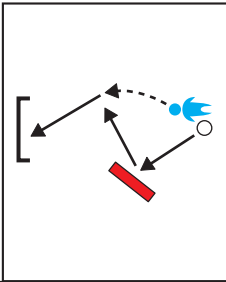


LESSON 19: UNMARK YOURSELF AND HELP BUILD AN OFFENSIVE ACTION

MODULE 7

Pass the ball and shoot to goal

Spatial re-adaptation after the pass. Development of the correct position of the supporting foot.



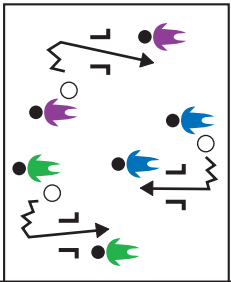
The player "passes" the ball in the direction of a boundary (piece of equipment), receives the ball in return and carries out a frontal shoot towards the goal.

Variations:

- The role of the boundary is taken on by another child
- Game-competition: two teams, the one that scores the most goals wins.

Find a "gap" and pass the ball

Improvement of pass in dynamic form and improvement of the ability to move in space.



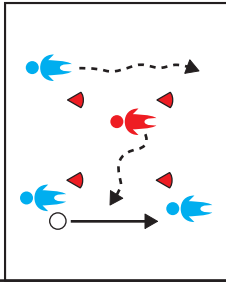
Game played in couples. Within the territory we place an equal number of gates to the number of couples that are playing. The couples of players pass each other the ball moving in the various directions and making the ball pass through the gate.

Variations:

- Using only one foot gates
- Decreasing the number of gates
- With double pass

Unmarking circle (with active defender)

Improves the ability to acquire the timing for unmarking under pressure that is determined by the defender, who is solicited to assume the right position.



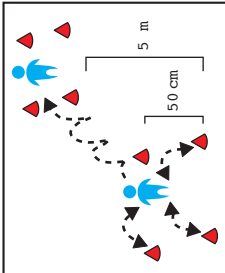
In correspondence with the corners of a square 3 attackers are placed with one ball and they play against one defender in the centre of the square. The attackers pass the ball to each other moving on the sides. The defender has to try and intercept the ball.

Variations:

- Variation of the number of touches of the attackers with the ball
- The players move freely in the defined space (piggy in the middle)
- Variation of the number of defenders.

Kangaroo relay

This exercise favours the development of the ability to repeat a movement in high frequency



A child starts from the centre of a square of 50 cm per side, and carries out quick jumps with both legs forwards, right, backwards and left, always passing through the middle, and the jumps on one foot for 5m.

Variations:

- All jumps on one leg
- They start on one foot and carry out 5m on two feet
- The 5m are carried out alternating jumping with legs together and legs apart

Main technical objective:
GUIDING THE BALL

Sequence of the session:

- Free 2vs2 or 3vs3 match 10'
- Preparation to bouncing 15'
- Kangaroo relay 5'

CIRCUIT ACTIVITIES 1:

- Unmarking square 10'
- Find a "gap" and pass the ball 10'

CIRCUIT ACTIVITIES 2:

- Pass to supporting boundary and shoot 15'
- 5vs5 match 15'

(ball to the prisoner)
FREE 5vs5 MATCH
(verification) 10'

Number of children: 90

Duration: 90'

Material:

- Boundaries
- Coloured tunics
- Coloured rubber balls of various sizes
- Leather balls
- Smaller goals
- Bi-frontal goals
- Coloured cones and posts

"To make a child happy all you need is a ball and a teacher that remembers that he was also a child"



TECHNICAL COORDINATIVE FACTOR

Objectives:

- Shoot to goal after a wall pass
- Perceptive sensitivity
- Give, go and shoot to goal
- Awareness activity with the ball
- Free match 2vs2 or 3vs3

10'
10'
20'
10'

Observations: _____

Variations: _____

TACTICAL COGNITIVE FACTOR

Objectives:

- Jumping opponent
- Moving in space to receive

COLLECTIVE GAMES AND GAME SITUATIONS

- 2:1-go to goal with triangulations
- The supporting player

MATCH GAMES

- 5vs5 match (ball to the captain)
- 5vs5 match (verification of learning process)

10'
10'
10'
15'

Observations: _____

Variations: _____

PHYSICAL MOTORY FACTOR

Objectives:

- Rapidity

PHYSICAL WITH BALL

- Relays 2m sprints and jumps

5'

Observations: _____

Variations: _____

Sequence of the session:

- Free 2vs2 or 3vs2 match
- Awareness activities with the ball
- Relay race

CIRCUIT ACTIVITIES:

- Give, go and shoot to goal
- The supporting player
- 2:1-go to goal with triangulations
- 5vs5 match (ball to the captain)

5VS5 MATCH (VERIFICATION)

Number of children: 15'

Duration: 90'

Methods

Material:

- Boundaries
- Coloured tunics
- Coloured rubber balls of various sizes
- Leather balls
- Smaller goals
- Bi-frontal goals
- Coloured cones and posts

OTHER OBJECTIVES OF THE SESSION:

TECHNICAL COORDINATIVE FACTOR

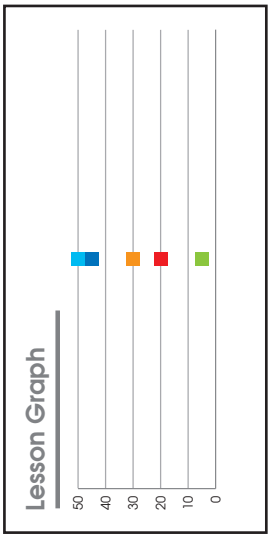
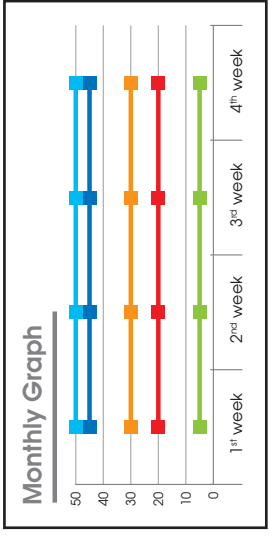
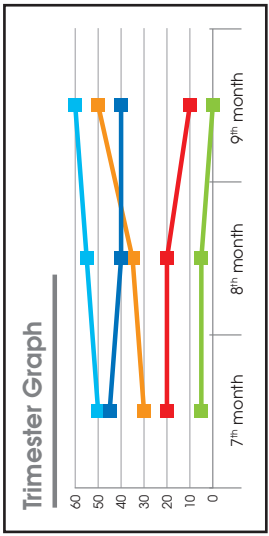
- Passing and receiving combined with a shooting action

TACTICAL COGNITIVE FACTOR

- Development of visual communication (first signals of timing for unmarking)

PHYSICAL MOTORY FACTOR

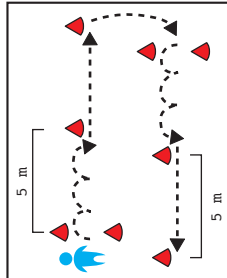
- Ability of acceleration and deceleration with change of sense and direction (ability to change rhythm)





Relay races: 20m sprint and jumps

Development of rapid coordination and improvement of the ability of combining movements



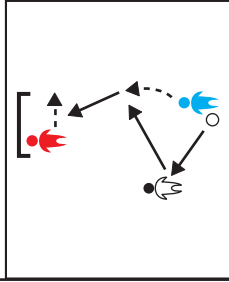
A child starts by carrying out jumps with legs together for 5m, then he proceeds for another 5m in a sprint along a line, then he repeats the sequence (5m jumping with legs together and 5m sprint). 20m are covered in total

Variations:

- All jumps on one leg
- alternating jumping with legs together and legs apart
- jumps with legs together advancing diagonally right and left.

Give, go and shoot to goal

Ability to combine actions of running and shooting.



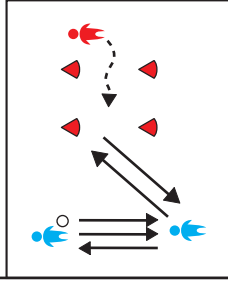
The player exchanges the ball with a team mate, when he receives it he shoots towards the goal, to the right or to the left according to the movement of the goal keeper that has moved early. The roles change automatically: the attacker becomes the "supporting player", the "supporting player" becomes goalie and the goalie becomes the attacker.

Variations:

- carry out the shot using different parts of the foot
- the direction of the shot is determined by the movement of an external team mate
- game-competition: two teams, the one that scores the most goals wins.

The supporting player

Development of the concept of unmarking (support) and visual communication.



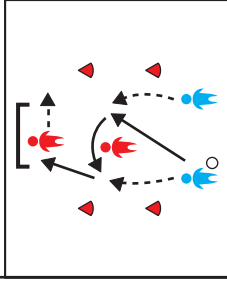
Two players pass each other the ball. Upon the reception of one of the two players, after a certain number of passes, a third player comes to receive the ball in a pre-established area, acting as a supporting player for the team mate that passed him the ball.

Variations:

- the game is concluded with a shot to goal by one of the two supporting attackers
- a defender obstructs the action of the player that is acting as "support". Once the supporting player receives the ball the game becomes a normal 3vs1.

2:1 go to the goal with triangulation

Consolidation of passing with the inside of the foot and of oriented reception. Development of triangulation.



Two attackers have to jump a defender place within a limited area, using a triangulation (give and go). After having received the returned pass the attacker shoots to goal.

Variations:

- one of the two attackers moves in a free space, at the side of the game area
- there are two supporting players outside the playing area, the attacker chooses who to do the give and go with
- a second defender chases and creates pressure on the offensive action.

Main technical objective:
UNMARKING

Sequence of the session:

- Free 2vs2 or 3vs2 match 10'
 - Awareness activities with the ball 20'
 - Relay race 5'
- CIRCUIT ACTIVITIES:**
- Give, go and shoot to goal 10'
 - The supporting player 10'
 - 2:1-go to goal with triangulations 10'
 - 5vs5 match 10'
 - (ball to the captain)
 - 5VS5 MATCH (VERIFICATION) 15'

Number of children: 90'

Duration: 90'

Material:

- Boundaries
- Coloured tunics
- Coloured rubber balls of various sizes
- Leather balls
- Smaller goals
- Bi-frontal goals
- Coloured cones and posts

"The science of a game will have to be the science of a child, who fights, compares and measures himself against his own abilities and those of his peers"



TECHNICAL COORDINATIVE FACTOR

Objectives:

- Shoot to goal
- PERCEPTIVE SOLICITATION**
- Piggy in the middle 10'
 - Give and follow in couples 15'
 - In threes with cross 15'

Observations: _____

Variations: _____

OTHER OBJECTIVES OF THE SESSION:

TECHNICAL COORDINATIVE FACTOR

- Tackle, pass and reception, dribbling and header

TACTICAL COGNITIVE FACTOR

- Ball possession, verification an vertical play to conquer space, give and go

Observations: _____

Variations: _____

PHYSICAL MOTORY FACTOR

- Speed of movement

Observations: _____

Variations: _____

TACTICAL COGNITIVE FACTOR

Objectives:

- Unmarking COLLECTIVE GAMES AND GAME SITUATIONS
- Game of neutral support 15'
- MATCH GAMES
- Neutral wildcards in free zone 15'
- 6vs6 match with goalkeeper-numerical advantage (3vs2) in attack and median line 15'

Observations: _____

Variations: _____

PHYSICAL MOTORY FACTOR

Objectives:

- Rapidity
- PHYSICAL WITH BALL**
- Relays: rapid movements with ball 5'

Sequence of the session:

- Piggy in the middle 10'
 - Relays: rapid movements with the ball 5'
- CIRCUIT ACTIVITIES:**
- Give and follow in couples 15'
 - In threes with cross 15'
 - Game of neutral support 15'
 - Neutral wildcards in free zone 15'
 - 6VS6 MATCH 15'

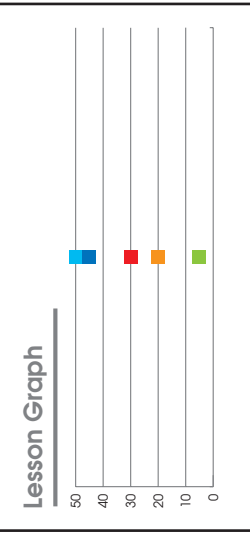
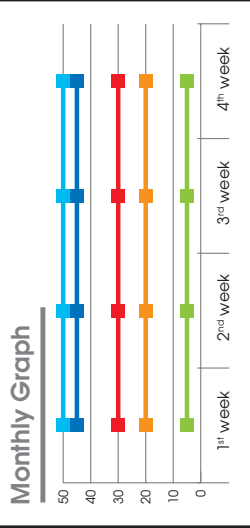
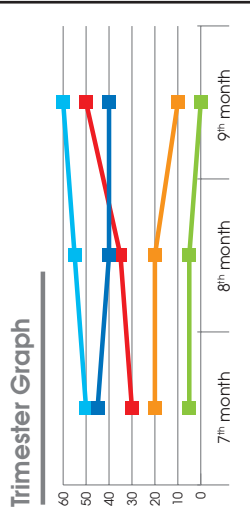
Number of children: 90'

Duration:

Methods

Material:

- Boundaries
- Tunics
- Bi-frontal goals
- N.4 balls
- Cones
- Posts

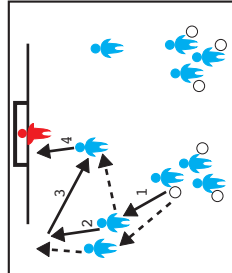




LESSON 21: LOOK FOR SUPPORT AND GIVE THE BALL

Give and follow in couples

Comprehension of passing in give and follow (moving without the ball) and of the concept of depth. Search for precision in goal shot.

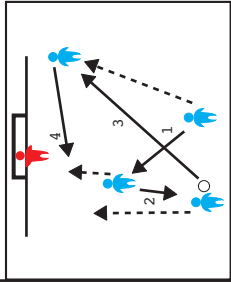


Two groups of children line up in 2 lines, and taking turns they pass the ball to the team mate that is diagonally opposite, 10m away (1) to carry out a give and follow action (overlapping) (2) to cross with a low ball, (3) for the player who they have carried out the action with. The shot is kicked spontaneously and with a diagonal ball. The rotation provides for the exchange of roles between the two players.

- Variations:**
- With parabolic passes
 - Give and follow and shoot to goal

In threes with a cross

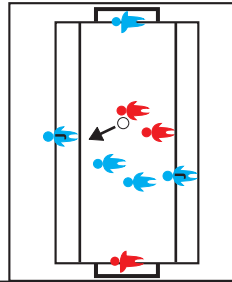
Learning the concept of wall play, through the action of a returning pass to the same player or to another that has come to support. Furthermore the vertical pass solicits the use of deeper space, and allows the child to understand that he has to occupy a free space to receive the ball.



In a large square (20x20m) three children place themselves in the shape of a triangle. After a pass, (1) and a supporting action (unmarking) of the attacker towards the team mate in front of him and wall play, (2) they carry out a low pass for the third player, (3) who has gone to unmark himself in depth towards one of the free corners. Once he has received the ball outside the triangle he carries out a cross for the two players that have been following the action in the meantime. Rotation of roles.

Play with neutral supporting player

Numerical advantage favours ball possession and the ability of orientation in space with the function of "support" (passing and receiving). Stimulates the ability to adapt.

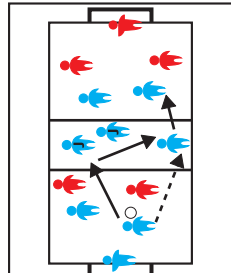


In a 30x15 field, 3vs3 play with 2 external "neutral" players that move along lateral corridors (4m). During the game the external players will act a support to receive and participate in the offensive action. It is forbidden to intercept the ball and tackle in the lateral corridors. In turn they change role.

- Variations:**
- The external players can, in phase of possession, leave the lateral area and enter the game creating numerical advantage.

Neutral wildcards in free zone

The players search for ball possession in building the game with relevant unmarking actions and the concept of vertical action to conquer the space of the game.



In a game area of 20x40 the children play 5vs5, with 2 neutral mid-fielders placed in the free zone. The 2 mid-fielders play with the team that is in ball possession, and have the role of supporting player for the offensive action. Situation in numerical advantage in phase of possession. No action can be made in the free zone.

- Variations:**
- With compulsory give and follow and give and go
 - Insertion of a defender in the free zone (2vs1)

Main technical objective:
CROSS AND SHOOT TO GOAL

Sequence of the session: 10'
• Piggy in the middle
• Relays: rapid movements with the ball 5'

CIRCUIT ACTIVITIES:

- Give and follow in couples 15'
- In threes with cross 15'
- Game of neutral support 15'
- Neutral wildcards in free zone 15'
- 6VS6 MATCH 15'

Number of children: 90'

Duration: 90'
Material:

- Boundaries
- Tunics
- Bi-frontal goals
- N.4 balls
- Cones
- Posts

"Reason and knowledge are like body and soul it is nothing more than a breath of wind"
K. Gibran



CUBS CATEGORY

CLUB: _____

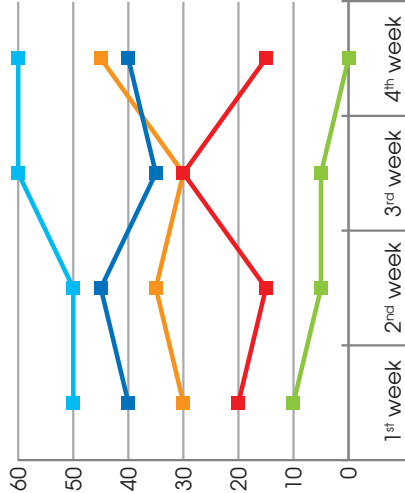
INSTRUCTOR: _____

SPORT SEASON: _____

REMEMBER

- It is extremely motivating to increase the didactical sessions with other children and organise internal tournaments, combining football with other cultural events that are organised in the region.
- It is advisable to verify the technical and tactical notions the children have learned that will be a point of reference for the beginning of the new football year.

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:** transmission and shoot to goal (frontal and diagonal ball)
- **TACTICAL-COGNITIVE FACTOR:** unmarking (ability of spatial orientation) phase of non possession, interception and tackle
- **PHYSICAL-MOTORY FACTOR:** rapidity

N° LESSONS: _____

N° WEEKS: _____

N° COMPETITIONS/EVENTS: _____

OBSERVATIONS:



MODULE 8

LESSON 22

TECHNICAL COORDINATIVE FACTOR

Objectives:

- Perceptive solicitation in relation to the ball and space **10'**
- Dribbling and shoot to goal **10'**
- Awareness activities with the ball **10'**
- Free 2vs2 and 3vs3 matches **10'**
- King of dribbling (in teams) **15'**

Observations: _____

Variations: _____

TACTICAL COGNITIVE FACTOR

Objectives:

- Jumping the opponent and unmarking **15'**

COLLECTIVE GAMES AND GAME SITUATIONS

- 2:1 - go to goal with triangulation **15'**

MATCH GAMES

- Match with wildcards **15'**
- 4 goals **15'**

Observations: _____

Variations: _____

PHYSICAL MOTORY FACTOR

Objectives:

- Rapidity

PHYSICAL WITH BALL

- Relay races - 15m alternated sprint with and without the ball **10'**

Observations: _____

Variations: _____

Sequence of the session:

- 4 goals **15'**
- Awareness activities with the ball **10'**
- Free 2vs2 and 3vs3 matches **10'**
- Relay races **10'**
- King of dribbling (in teams) **15'**

CIRCUIT ACTIVITIES:

- Match with wildcards **15'**
- 2:1 - go to goal with triangulation **15'**

Number of children: **90'**

Duration: **90'**

Material:

- Boundaries
- Coloured tunics
- Coloured rubber balls of various sizes
- Leather balls
- Smaller goals
- Bi-frontal goals
- Coloured cones and posts

OTHER OBJECTIVES OF THE SESSION:

TECHNICAL COORDINATIVE FACTOR

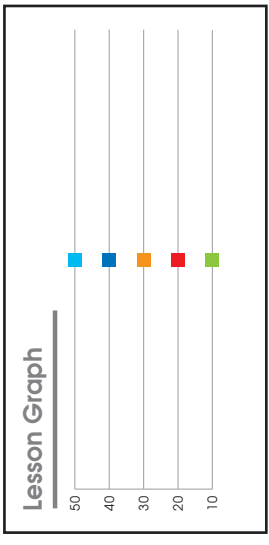
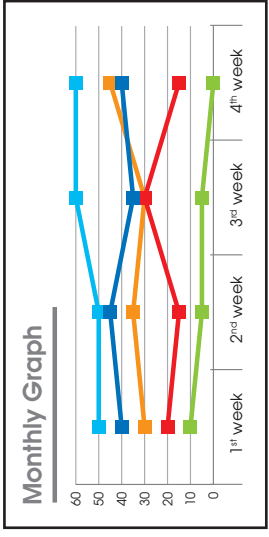
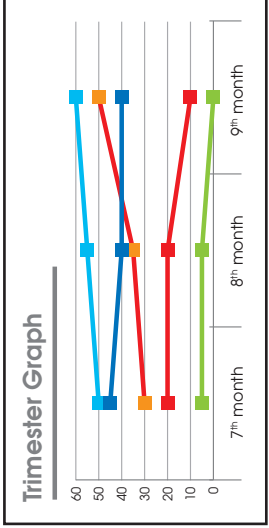
- Combination of technical elements dribbling-shooting

TACTICAL COGNITIVE FACTOR

- Development of concept of support (marking)

PHYSICAL MOTORY FACTOR

- Improvement of ability to accelerate and decelerate with ball (change of rhythm)



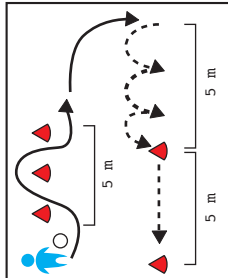


LESSON 22: PASS THE BALL AND UNMARK YOURSELF TO SCORE

MODULE 8

Relay races-sprint without the ball

We develop the ability to combine movements and the ability to accelerate.

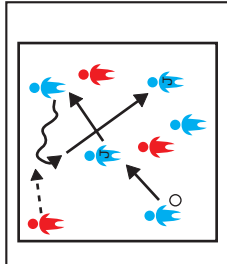


The child starts by guiding the ball for 5m between a series of cones, then 5m of jumps on one leg, and finally 5m of sprint.

- Variations:**
- Jumps carried out with legs together
 - Ball guiding and jumps with the same foot
 - 10m sprint

Match with wildcard

Development of the concept of support, development of ball maintaining possession.

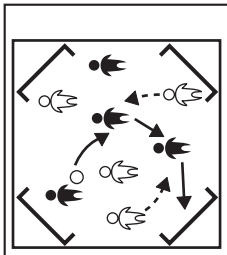


The players placed within a game area exchange the ball and are forced to use the two wildcards that move (unmarking) within the area, the defenders try and intercept the ball. Every three interceptions they exchange roles. The player that carries out the most exchanges with the wildcards or carries out most passes wins.

- Variations:**
- Obligation to make a triangulation with the wildcards
 - The defenders become attackers once they are in ball possession
 - The game becomes a match with the two goals defended by goalkeepers, the wildcards play with the team in ball possession

4 goals

Favours the diverging action and solicits the use of space and width, widening the front of the offensive action.



4vs4 match with 4 goals, placed at the corners. The game must be developed to build the surprise changeover of the game. From right to left and vice versa.

- Variations:**
- Change the dimensions of the goals
 - Use of a wildcard that plays with the team in ball possession.
 - Once the ball has been lost 2 players defend the goal, creating a 4:2 situation.

Main technical objective:
PASSING AND RECEIVING

- Sequence of the session:**
- 4 goals 15'
 - Awareness activities with the ball 10'
 - Free 2vs2 and 3vs3 matches 10'
 - Relay races 10'
 - King of dribbling (in teams) 15'
- CIRCUIT ACTIVITIES:**
- Match with wildcards 15'
 - 2:1 - go to goal with triangulation 15'

Number of children: 90'

- Material:**
- Boundaries
 - Coloured tunics
 - Coloured rubber balls of various sizes
 - Leather balls
 - Smaller goals
 - Bi-frontal goals
 - Coloured cones and posts

"If the game is experienced calmly, it also allows you to express your creativity, and football needs this to be a fascinating sport"



LESSON 23

MODULE 8

TECHNICAL COORDINATIVE FACTOR

Objectives:

- Awareness with the ball
- Dribbling and shoot to goal
- Awareness activities with the ball 10'
- Dribbling and shooting in the little corner 20'

Observations: _____

Variations: _____

TACTICAL COGNITIVE FACTOR

Objectives:

- Unmarking and ability of orientation
- ### COLLECTIVE GAMES AND GAME SITUATIONS
- Unmarking square in couples 20'
 - The clock game -hold the ball and shoot to goal 10'
- ### MATCH GAMES
- 4vs4 mind the space 15'
 - Clock game: hold the ball and shoot to goal 10'

Observations: _____

Variations: _____

OTHER OBJECTIVES OF THE SESSION:

TECHNICAL COORDINATIVE FACTOR

- Consolidation of shoot to goal after opponent jumping

TACTICAL COGNITIVE FACTOR

- Development of the concept of support (marking)

PHYSICAL MOTORY FACTOR

Objectives:

- Articular mobility
- ### PHYSICAL WITH BALL
- Exercises of articular mobility with the ball 5'

Observations: _____

Variations: _____

Sequence of the session:

- Awareness activities with the ball 10'
- Exercises of articular mobility with the ball 5'

CIRCUIT ACTIVITIES:

- Dribbling and shooting in the little corner 20'
- Unmarking square in couples 20'
- The clock game 20'
- 4VS4 MIND THE SPACE 15'

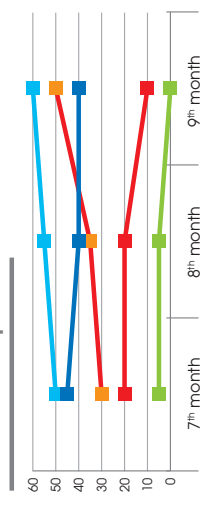
Number of children:

Duration: 90'

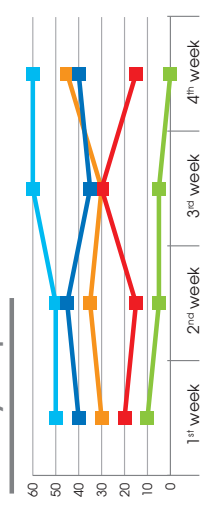
Material:

- Boundaries
- Coloured tunics
- Coloured rubber balls of various sizes
- Leather balls
- Smaller goals
- Bi-frontal goals
- Coloured cones and posts

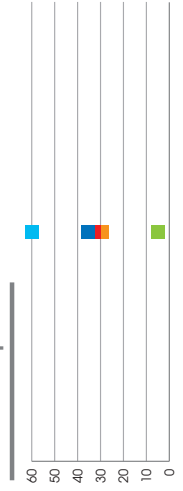
Trimester Graph



Monthly Graph



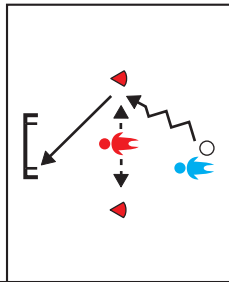
Lesson Graph





Dribbling and shot in the little corner

Consolidation of shooting after jumping an opponent. Development of peripheral vision



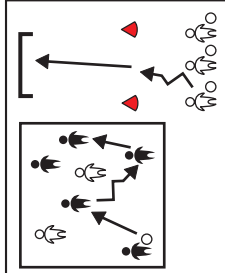
The player in ball possession guides the ball and jumps the opponent placed on a line. The attacker carries out a low shot to the right or to the left of the goal.

Variations:

- A second defender runs after and creates pressure on the offensive action
- The defender defends in a limited area and not on the line
- The direction of the shot is determined by a signal (e.g. movement of a player, identifying colour raised by the instructor, etc.)

Clock game - hold the ball and shoot to goal

Consolidation of shoot to goal under time pressure. Development of the concept of support (marking) and maintaining ball possession.



The game consists in a competition between two teams in the following way: in a small field one of the two teams plays in numerical advantage 4vs2, trying to carry out as many consecutive passes as possible. The other team, who plays in numerical disadvantage, carries out a series of goal shots outside the playing area. Once the latter team has scored 10 goals (for example) the game ends. Then the roles are exchanged. The team that totals the most consecutive passes wins.

Variations:

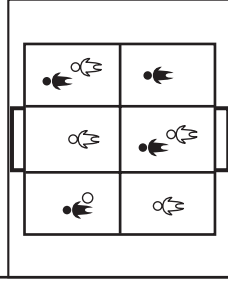
- Once a pre-established number of passes has been reached (e.g. 4), the team in ball possession can leave the area and

guide the ball into a neutral area and shoot to goal

- Use of a wildcard that plays with the team in ball possession
- The goal is defended by a goal keeper.

4:4 mind the space

Consolidation of the ability of orientation and dislocation on the field.



In a smaller field, divided into 6 sections, two teams face each other with 4 players on each team, 2 attackers and 2 defenders. Both the defenders and the attackers cannot cross the mid-field line, whereas the attackers are forced to stop in the two adjacent zones.

Variations:

- The field is divided into 4 zones, only 1 defender and 1 attacker can stop in the zone at a time.
- Goals defended by goalkeepers
- Temporary goal keeper and consequent possibility of advancing one player in attack (3:2).

Main technical objective:
UNMARKING

Sequence of the session:

- Awareness activities with the ball 10'
- Exercises of articular mobility with the ball 5'

CIRCUIT ACTIVITIES:

- Dribbling and shooting in the little corner 20'
- Unmarking square in couples 20'
- The clock game 4VS4 MIND THE SPACE 20'
- 15'

Number of children:

Duration: 90'

Material:

- Boundaries
- Coloured tunics
- Coloured rubber balls of various sizes
- Leather balls
- Smaller goals
- Bi-frontal goals
- Coloured cones and posts

"Through play we have grown up and through play we help the children and young we meet on our path and educate them"

TECHNICAL COORDINATIVE FACTOR

Objectives:

- Transmission and shoot to goal
- In threes with wall play **20'**
- In couples with goal keepers **15'**

TACTICAL COGNITIVE FACTOR

Objectives:

- Unmarking COLLECTIVE GAMES AND GAME SITUATIONS
- 5vs4 with goal keeper and gates **15'**
- 6vs6 with a median line **20'**
- 6vs 6 with lateral supporting players and defender that can tackle the opponents **20'**

Observations:

Variations:

PHYSICAL MOTORY FACTOR

Objectives:

- 6vs6 with lateral supporting players **20'**
- In threes with wall play **20'**

CIRCUIT ACTIVITIES:

- In threes with wall play **20'**
- 5vs4 with goal keeper and gates **15'**
- 6VS6 WITH A MEDIAN LINE **20'**

Observations:

Variations:

Observations:

Variations:

MODULE 8

LESSON 24

Number of children:

Duration: 90'

Methods:

Material:

- Boundaries
- Tunics
- Bi-frontal goals
- Balls n. 4
- Cones
- Posts

OTHER OBJECTIVES OF THE SESSION:

TACTICAL COGNITIVE FACTOR

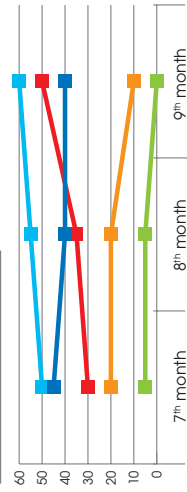
- Wall play, vertical play, conquering space and depth

TACTICAL COGNITIVE FACTOR

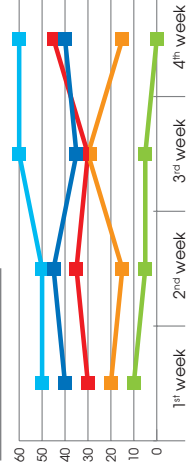
- Wall play, vertical play, conquering space and depth

PHYSICAL MOTORY FACTOR

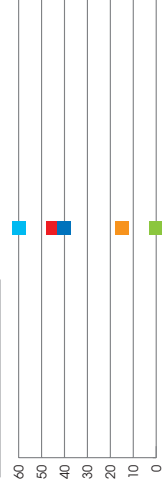
Trimester Graph



Monthly Graph



Lesson Graph



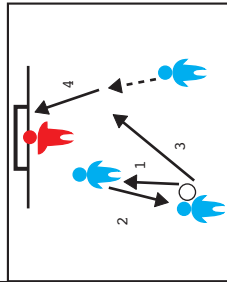


LESSON 24: PASS AND GO TO GOAL

MODULE 8

In threes with wall play

The exercise develops a correct and functional learning process of the various technical moves in action-guiding patterns in the absence of defenders. It also favours goal shooting with a moving ball.



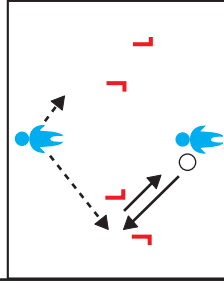
In a triangular disposition one child makes a vertical pass for the attacker in front of the ball holder (1), which, through a return pass (wall play) (2) allows the child that began the exercise to carry out a low diagonal pass (3) for the team mate that has gained space in depth (unmarking). The latter, once he receives the ball (stop in a sequence), shoots to goal (4). The exercise is carried out in succession through two lines of pupils and rotation of roles.

Variations:

- Return pass to the other player
- With overlap

In couples with gates

This type of exercise stimulates the child to execute the technical moves of passing and receiving with rapidity and precision, favouring the acquisition with a frontal and diagonal ball trajectory.



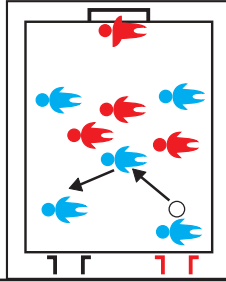
In couples, the children place themselves one in front of the other 10m apart. Two gates are placed diagonally to the sides of the children. The game consists in transmitting the ball diagonally, with reception and return pass of the team mate from one gate to another in a triangular space. We count the goals scored in the two times in a certain amount of time of play.

Variations:

- The players enter the gates and carry out a spontaneous pass
- Flying pass with the inside of the foot
- Header

5vs4 with goal keeper and gates

This game favours, because of the numerical advantage, the phase of ball possession, unmarking in the free space and the improvement of the offensive phase. Vice versa the search is for improvement of knowing how to defend through closing off spaces.



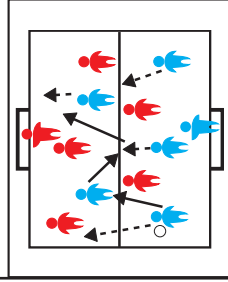
In a game area of 35x20m, two teams face each other with 5 and 4 players respectively (3 and 1 goalkeeper). The purpose is, for the team in numerical advantage, to score as many goals as possible, whereas for the other team it is to defend and attack in the gates. After a certain amount of time the teams change front.

Variations:

- 5 consecutive passes before trying to score
- Flying goal only for the team in numerical advantage.

6vs6 with median line

The median line's purpose is to give a reference to the two attackers and to the defender that will have to remain in their space (half of field), creating game situations of numerical advantage and disadvantage. It allows the children in a defensive phase to have a better control over the ball with relative vertical ease for the attackers.



The match is based on a 6vs6 competition with 2 attackers that cannot, in a defensive phase, return over the median line, in this case there is a situation of numerical advantage in a defensive phase and consequently more movement of the two attackers to receive the ball. The defenders can act as support by stopping on the line, helping the two attackers in an offensive phase.

Main technical objective:
TRANSMISSION AND SHOOT TO GOAL

Sequence of the session:

- 6vs6 with lateral supporting players 20'
- In threes with wall play 20'

CIRCUIT ACTIVITIES:

- In threes with wall play 20'
- 5vs4 with goal keeper and gates 15'
- 6VS6 WITH A MEDIAN LINE 20'

Number of children:

90'

Duration:

Material:

- Boundaries
- Tunics
- Bi-frontal goals
- Balls n. 4
- Cones
- Posts

"Wise is the person that always finds a good reason to make an event of everyday"