



OPERATIONAL SHEETS
LITTLE FRIENDS CATEGORY



CLUB: _____

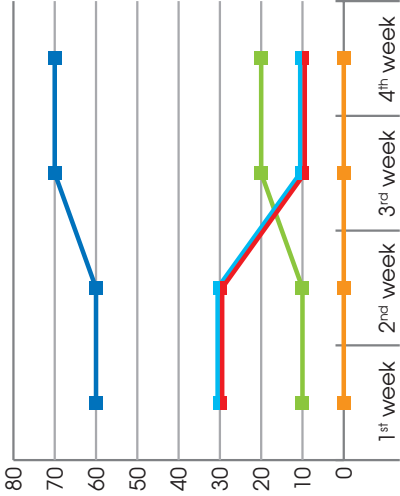
INSTRUCTOR: _____

SPORT SEASON: _____

REMEMBER

- The first week of activities is used to get to know the children; this aspect will be facilitated by organising a mini-tournament 2vs2 or 3vs3 which will also help them make more friends.
- Starting training sessions with a game always creates a positive climate, predisposes them to new learning processes and generates enthusiasm.
- The organisation of activities is based on a circuit structure, which allows you to involve the children all at the same time.
- The first game of lesson 1 is called "catch", a simple game that also solicits the child to make decisions in relation to the game and its rules, his team mates and the available space (running fast, making feints, finding free space - concept of near/far, etc.

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 with the ball; broadening the ability to take in information.
- TACTICAL-COGNITIVE FACTOR: running and moving; formation and development of spatial-temporal orientation.
- PHYSICAL-MOTORY FACTOR: development of the ability to control movement

N° LESSONS: _____

N° WEEKS: _____

N° COMPETITIONS/EVENTS: _____

OBSERVATIONS:



TECHNICAL COORDINATIVE FACTOR

Objectives:

- RUNNING WITH THE BALL: broadening the ability to take in information.
- Guiding into coloured goals 15'
- Guiding in geometrical figures 15'
- Free Play: 2vs2 3vs3 15'

Observations: _____

Variations: _____

TACTICAL COGNITIVE FACTOR

Objectives:

- Improve the ability of moving in space.

COLLECTIVE GAMES:

- Catch 10'
- The hock 15'

GAME SITUATIONS AND MATCHES

Observations: _____

Variations: _____

PHYSICAL MOTORY FACTOR

Objectives:

- Development of ability to control movement.
- Activity of movement control with or without the ball 10'

Observations: _____

Variations: _____

Sequence of the session:

ACTIVATION GAME:

- Catch 10'
- Movement control activities with or without the ball 10'

CIRCUIT ACTIVITIES:

- Guiding into coloured goals 15'
- Guiding in geometrical figures 15'
- The trowel 15'

FREE PLAY:

- 2vs2 or 3vs3 (mini tournament) 15'

Number of children:

Duration: 80'

Material:

- Coloured pins
- Coloured boundaries
- Coloured rubber balls of various sizes
- Small poles
- Small obstacles
- Coloured tunics

OTHER OBJECTIVES OF THE SESSION:

TECHNICAL COORDINATIVE FACTOR

- Control of the ball

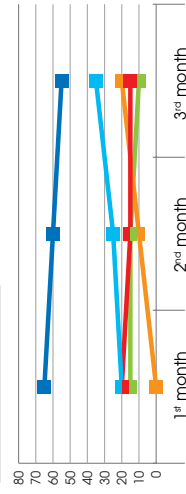
TACTICAL COGNITIVE FACTOR

- Jump/intercept without the ball (catch)

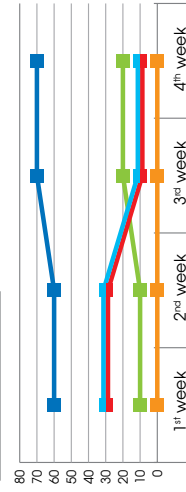
PHYSICAL MOTORY FACTOR

- rapidity

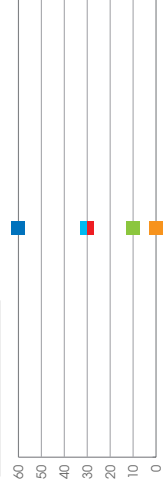
Trimester Graph



Monthly graph

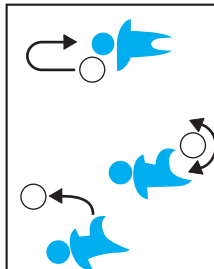


Lesson Graph



Activity of movement control with and without the ball

Sensoperceptive control, guiding the ball, development of basic movement patterns. The children learn to know their body through contact with the ball.



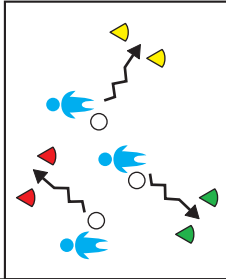
Every child with the ball carries out movement coordination exercises; we try to make every part of the body more sensitive through contact with the ball, starting from upper limbs (throwing ball into the air - catching - bouncing the ball on the ground) and ending with the lower limbs (touching the ball with thigh, external foot, internal foot, heel, sole, instep...)

Variations:

- balls with different weights or sizes
- when the children are more confident with the ball the exercises get more difficult.

Guiding ball into coloured goals

The coloured goals turn on the children's imagination, running in the space towards the coloured goals simply solicits them to explore a stimulating environment to take in visual stimuli.



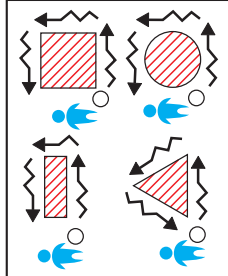
The children freely guide the ball and need to go through the coloured goals indicated by the instructor (also using the tunics). Several colours can be indicated and the children are free to choose the pathways and the sequence.

Variations

- the instructor indicates the coloured goal that needs to be crossed
- in couples, the children cross the goals holding each other's hands and guiding the ball
- the children call out the colour of the goal they intend to cross.

Geometric guiding

The various geometric shapes stimulate a "technical" behaviour, regulated by the shape and dimensions of the shapes.



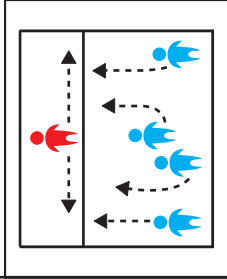
The children guide the ball around the various shapes.

Variations:

- The player that completes the guiding process wins
- The children move in couples, one guides the ball around the perimeter of the shape, the other inside.
- Every child guides the ball around different shapes and sizes.

The trowel

The child orients himself in playing area by looking for free space and moving in it.



A child, the trowel, by moving on the middle line of the game area, tries to touch the other children who, if touched, become the trowel, the game ends when everyone has been touched.

Variations:

- The trowel is in possession of a ball that he has to throw to hit the opponents.
- The child who manages to cross the line without being touched gets a point. Whoever makes the most points wins.
- The trowel can move in a larger area.

MODULE 1

LESSON 1: FOLLOW THE BALL AND PLAY

Main technical objective:

GUIDING THE BALL

Sequence of the session:

ACTIVATION GAME:

- Catch 10'
- Movement control activities with or without the ball 10'

CIRCUIT ACTIVITIES:

- Guiding into coloured goals 15'
 - Guiding in geometrical figures 15'
 - The trowel 15'
- ### FREE PLAY:
- 2vs2 or 3vs3 (mini tournament) 15'

Number of children:

Duration:

Material:

- Coloured pins
- Coloured boundaries
- Coloured rubber balls of various sizes
- Small poles
- Small obstacles
- Coloured tunics

"A friend is a treasure... from football to the team: the journey begins"



TECHNICAL COORDINATIVE FACTOR

Objectives:

- RUNNING WITH THE BALL: broadening the ability to take in information. 15'
- Hit to shoot 15'
- Guiding in the area and shooting 15'
- Get the ball and shoot 15'
- Traffic 10'
- Free play 10'

Observations: _____

Variations: _____

TACTICAL COGNITIVE FACTOR

Objectives:

- Development of the ability of spatial-temporal orientation and adapting and transforming movement. 10'

COLLECTIVE GAMES:

- The Scalp GAME SITUATIONS AND MATCHES 10'

Observations: _____

Variations: _____

PHYSICAL MOTORY FACTOR

Objectives:

- Development of ability to control movement. 10'
- Activity of movement with the ball

Observations: _____

Variations: _____

OTHER OBJECTIVES OF THE SESSION:

TECHNICAL COORDINATIVE FACTOR

- Control of the ball

TACTICAL COGNITIVE FACTOR

- Analysis and solution of motory task

PHYSICAL MOTORY FACTOR

- rapidity

Sequence of the session:

ACTIVATION GAME:

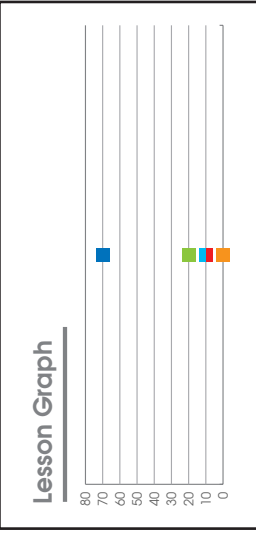
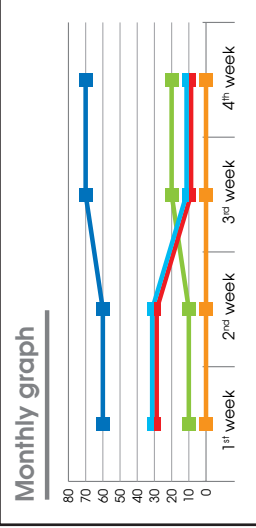
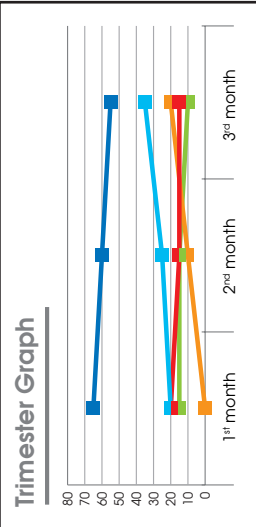
- Scalp 10'
 - Movement activities with the ball 15'
- CIRCUIT ACTIVITIES:**
- Guiding in the area and shooting 15'
 - Moving in traffic 15'
 - Get the ball and shoot 15'
- FREE PLAY:**
- 2vs2 or 3vs3 10'

Number of children:

Duration: 80'

Material:

- Coloured pins
- Coloured boundaries
- Coloured rubber balls of various sizes
- Small poles
- Small obstacles
- Coloured tunics



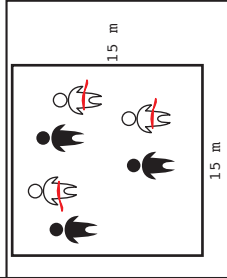


LESSON 2: PLAY WITH THE BALL AND SHOOT TO GOAL

MODULE 1

The Scalp

This exercise develops the ability of orientation in space, favouring the ability to adapt and transform moving according to the behaviour of other players.



Two groups of children face each other in a square of 15mt per side. One group will wear a handkerchief around their waist (scalp). The children without a scalp will have to take them off the other players. The team that takes less time to remove all the scalps wins.

Variations:

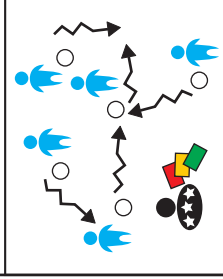
- Both teams have a scalp
- Increase the number of children without a scalp
- Game area increased or decreased.

goalkeeper, role, which all the children carry out in turn.

- Use of goals of different dimensions and shape
- Use of balls with different weights and dimensions

Traffic

It allows the regular action of guiding the ball through the intake of visual and acoustic information, made dynamic by the movement of the players and the commands of the coach.



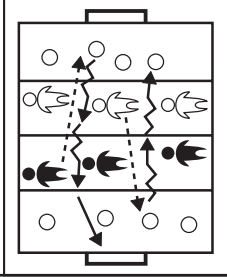
The children guide the ball in a limited area and paying attention to not run into each other. They vary the rhythm and pace according to the commands of the instructor: RED=STOP; GREEN=FAST; YELLOW=SLOW

Variations:

- Change meaning of commands
- The commands are given by signal and coloured tunics.
- Reduce area.

Get the ball and Shoot

This improves the knowledge of shooting and combines it with a run-up.



The children need to take the ball from the opponents, guide them towards the starting line, whoever crosses the line first shoots from the line.

Variations

- Add a goal keeper
- Increase the distance of the shooting line using balls of different weights and sizes

Main technical objective:
GUIDING THE BALL

Sequence of the session:
ACTIVATION GAME:

- Scalp 10'
 - Movement activities with the ball 15'
- CIRCUIT ACTIVITIES:**
- Guiding in the area and shooting 15'
 - Moving in traffic 15'
 - Get the ball and shoot 15'
- FREE PLAY:**
- 2vs2 or 3vs3 10'

Number of children: 80

Duration:

Material:

- Coloured pins
- Coloured boundaries
- Coloured rubber balls of various sizes
- Small poles
- Small obstacles
- Coloured tunics

"Remembering to have once been a child is to communicate without speaking"

TECHNICAL COORDINATIVE FACTOR

Objectives:

- Running with the ball: broadening the ability to take in information.

- Traffic light game 15'
- Mirror Rainbow Guide 15'
- 2vs2 or 3c3 with hands 15'
- Free play 10'

Observations: _____

Variations: _____

TACTICAL COGNITIVE FACTOR

Objectives:

- Development of the ability of spatial temporal orientation.

COLLECTIVE GAMES:
• 4 Stations 10'

GAME SITUATIONS AND MATCHES

Observations: _____

Variations: _____

PHYSICAL MOTORY FACTOR

Objectives:

- Development of ability to control movement.
- Movement circuit 10'

Observations: _____

Variations: _____

MODULE 1

Sequence of the session:

ACTIVATION GAME:

- Traffic light game 15'
- 4 Stations 10'

CIRCUIT ACTIVITIES:

- Mirror Rainbow Guide 15'
 - Movement pathway 15'
 - 2vs2 or 3c3 with hands 15'
- FREE PLAY** 10'

Number of children: 80'

Duration: 80'

Material:

- Coloured posts and cones
- Coloured boundaries
- Coloured rubber balls of various sizes
- Coloured tunics
- "Frequency coordinator"
- "Jellyfish"
- Mattress
- Small-sized goals

LESSON 3



OTHER OBJECTIVES OF THE SESSION:

TECHNICAL COORDINATIVE FACTOR

- Control of the ball

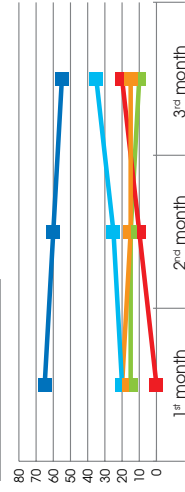
TACTICAL COGNITIVE FACTOR

- Analysis and solution of movement task

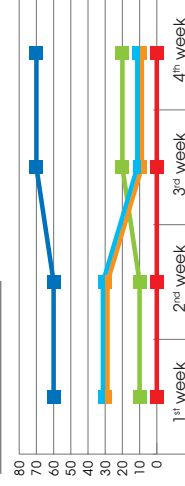
PHYSICAL MOTORY FACTOR

- rapidity

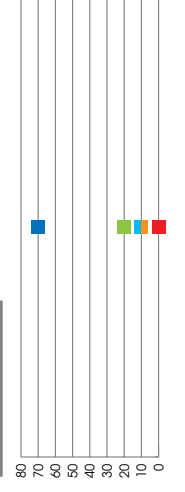
Trimester Graph



Monthly Graph

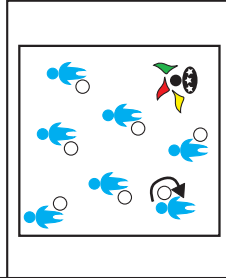


Lesson Graph



Traffic Light Game

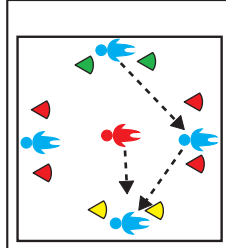
Allows the children to regulate their guiding action with the execution of movements that the instructor has pre-established by the imagination of the pupils, therefore soliciting adaptation as well as the in-take of information (memorisation), and the creativity as well as the curiosity of the children.



In a limited space, that varies according to the number of involved children, the group of "little friends" moves freely guiding the ball, being careful not to loose control over it (not to bump into each other and not to cross the border of the available space). When the instructor shows the children a coloured handkerchief, the children will have to carry out a pre-established movement (i.e. Red=run around the ball, Green=let your ball go to pick up another, Yellow=roll etc.)

4 Stations

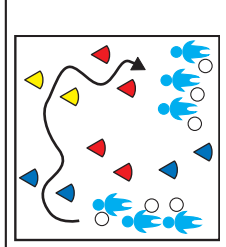
This game allows the child to develop his abilities of spatial-temporal orientation and at the same time it solicits his ability of locomotor reaction to pre-established signals, as well as visual (movement). The uncertainty of the situation, furthermore, stimulates the child to choose the right time to carry out a movement ("timing").



In a square of 10m x 10m, 4 children initially occupy the corners (for example small goals) on the sides, whereas a fifth child is in the centre. At the signal of the instructor, everyone will have to change their position with the team mate on their left (clock wise). The purpose of the game is to occupy the corner before the child in the middle (red). If the "red" conquers one of the stations he takes the place of the captain.

Mirror Rainbow Guide

Also in this exercise the children are solicited to memorise various visual stimuli that will favour the development of the ability to adapt and of spatial-temporal orientation. The stimulation of the sensorio-perceptive analysis tends to favour the stimulus-response processes.



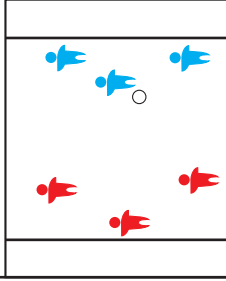
In a limited space, the children are divided into two teams. At the signal they will have to guide the ball through small coloured goals (course) that the instructor indicates (i.e. blue and yellow), orienting themselves in the available space. The evolution of the game entails that the command is referred to one of the two teams, whereas the other will have to run the same course in the opposite sense

Variations

- increase the number of colours

2vs2 or 3vs3 with hands

In this phase, in this game in particular, the attention should be exclusively focused on the movement pattern of throwing the ball. The ability of spatio-temporal orientation and the occupation of free space will be particularly solicited at a perceptive level (recognition of situations), useful in the following phases.



Hand match. Passing from the chest or from behind the head (like a throw in) or from below. There is a try-line to score points. The pupil with the ball can run for only 3 steps. The team mates, by freeing themselves from cover will be able to score a point by receiving the ball behind the try-line

Variations

- define the type of throw
- use balls with different dimensions or from different sports

MODULE 1

LESSON 3: LET'S PLAY AND REMEMBER

Main technical objective:
GUIDING THE BALL

Sequence of the session:
ACTIVATION GAME: 15'
• Traffic light game 10'
• 4 Stations

CIRCUIT ACTIVITIES:
• Mirror Rainbow Guide 15'
• Movement pathway 15'
• 2vs2 or 3c3 with hands 15'
FREE PLAY 10'

Number of children: 80'
Duration: 80'

Material:

- Coloured posts and cones
- Coloured boundaries
- Coloured rubber balls of various sizes
- Coloured tunics
- "Frequency coordinator"
- Jellyfish
- Mattress
- Small-sized goals

"There is no real richness besides the need of mankind"
K.Gibran



CLUB: _____

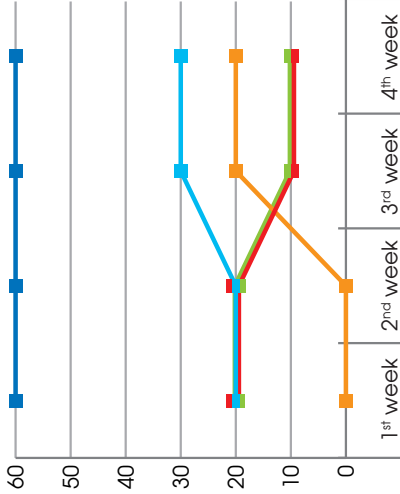
INSTRUCTOR: _____

SPORT SEASON: _____

REMEMBER:

- After the month of "familiarisation" you can begin developing a more specific work, without losing sight of the fundamental aspect of this age group: playfulness.
- The proposed games need to allow the child to satisfy his curiosity of exploring spaces and equipment, to experiment his motricity.
- The ball, playing with the ball, are the tools to favour the movement training process, which will later be fundamental to build the technical-tactical abilities that the football player must possess.

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 with the ball-ability of control, coordinative solicitations
- **TACTICAL-COGNITIVE FACTOR:** moving with or without the ball: ability of spatial-temporal orientation
- **PHYSICAL-MOTORY FACTOR:** development of the ability to control movement, rapidity

N° LESSONS: _____

N° WEEKS: _____

N° COMPETITIONS/EVENTS: _____

OBSERVATIONS:



LESSON 4

MODULE 2

TECHNICAL COORDINATIVE FACTOR

Objectives:

- Running with the ball: ability to control, sensorperceptive and coordinative solicitations
- Moving to avoid and to intercept: sensorperceptive and coordinative solicitations
- Pirafes 20'
- Attack the castle 15'
- Free play 15'

Observations: _____

Variations: _____

TACTICAL COGNITIVE FACTOR

Objectives:

- Development of orientation capacity
- ### COLLECTIVE GAMES AND GAME SITUATIONS: 15'
- 3 dens
- ### MATCH GAMES

Observations: _____

Variations: _____

PHYSICAL MOTORY FACTOR

Objectives:

- Ability to control movement.
- Rapidity

PHYSICAL WITH BALL

- Steal the Ball 15'

Observations: _____

Variations: _____

Sequence of the session:

ACTIVATION GAME:

- Pirafes 20'
- Steal the Ball 15'

CIRCUIT ACTIVITIES:

- Attack the castle 15'
- Three dens 15'

FREE PLAY:

- Matches on smaller pitch 2vs2, 3vs3 or 4vs4 15'

Number of children:

Duration: 80'

Material:

- Coloured cones
- Coloured boundaries
- Coloured rubber balls of various sizes
- Posts
- Small posts
- Small obstacles
- Coloured tunics

OTHER OBJECTIVES OF THE SESSION:

TECHNICAL COORDINATIVE FACTOR

- Throwing

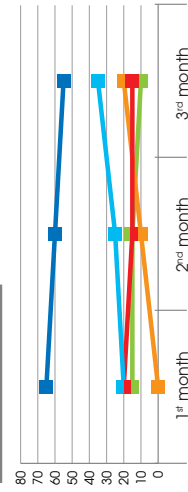
TACTICAL COGNITIVE FACTOR

- Jumping and tackling the opponent with or without the ball

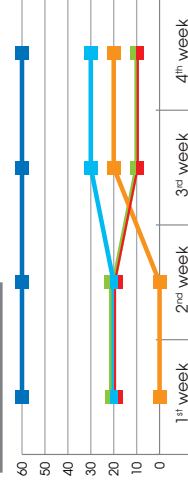
PHYSICAL MOTORY FACTOR

- rapidity

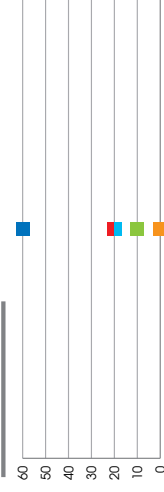
Trimester Graph



Monthly Graph

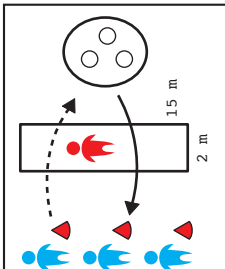


Lesson Graph



Pirates

The countless sensorceptive solicitations (available space, zone of the guardian, ball positions, rules of the game, etc.) allow the children to receive information that determine movement responses that favour the development of the reactivity and the speed of movement.



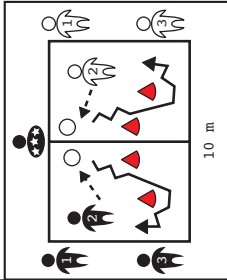
The pupils, starting from the far boundary, need to recover as many balls as possible (the big treasure!). They need to watch out for the guardian who is in the guard area (2x1.5m). Whoever gets touched by the guardian has to turn back and starts from the beginning.

Variations

- broader guard area
- the attackers all start together
- 2 guardian
- The children split into 2 teams (red pirates and green pirates), the team that brings all the treasure on the ship wins

Steal the Ball

It improves the ability to react and the control of the ball in a regime of rapidity



Two teams, numbered in progressive order, line up in front of each other, at a distance of 10mt with two balls in the centre (one per team). At the signal (number), the children corresponding to that number will have to run to get the ball, guide it a course and take it across the starting line. The team that reaches an established score wins.

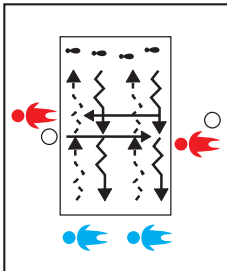
Variations

- The action is concluded with a shoot to goal.
- Only one ball to be conquered

Attack the castle

This game also has the purpose of soliciting the child to process sensorceptive information, which they take in during

the game (position of the pins, task and position of guard, available space, speed of balls, etc.), determining motor responses that favour the development of their reactivity and the speed of movement. Another movement pattern is also solicited, throwing, which will receive ample attention in the following cycles.



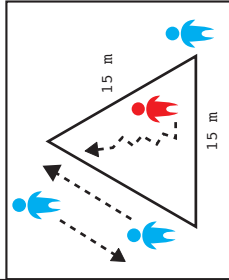
2 children start from the same line and need to try and collect the pins that are on the other side, bringing them back to the "base". They can only bring back one pin at a time and have to be careful of the guards that try and hit the attackers with the balls (throwing them with their hands). Whoever gets hit has to start over again.

Variations

- The attackers need to guide a ball
- Higher number of attackers
- 2 teams face each other at the same time on the same field, with one guard of each team.

Three Dens

Sensorceptive development of reactivity and speed of movement, orientation ability: with this exercise the children receive a lot of information that at a sensorceptive level allow them to relate to their surroundings and with the other players, finding efficient movement solutions in the various situations.



In a game area of 15x15, 3 children (the foxes), starting from their dens, need to exchange position for 3 times. Only one person can stop in a den at a time. Beware of the dog: whoever gets caught is eliminated and becomes the dog!

Variations

- Increase or decrease in the game area
- The dog has a ball that he can use to hit the foxes
- Increase number of foxes.

MODULE 2

Main technical objective: GUIDING THE BALL

Sequence of the session: ACTIVATION GAME:

- Pirates 20'
- Steal the Ball 15'

CIRCUIT ACTIVITIES:

- Attack the castle 15'
- Three dens 15'

FREE PLAY

- Matches on smaller pitch 2vs2 or 3vs3 or 4vs4 15'

Number of children:

- Duration: 80'

Material:

- Coloured cones
- Coloured boundaries
- Coloured rubber balls of various sizes
- Posts
- Small posts
- Small obstacles
- Coloured tunics

"Children learn more from examples than from reprimands"

TECHNICAL COORDINATIVE FACTOR

Objectives:

- Running with the ball: ability to control, coordinative solicitations
- Movement circuit 15'
- Minefield 15'
- Free play 15'

Observations:

Variations:

TACTICAL COGNITIVE FACTOR

Objectives:

- Moving with or without ball: development of spatio temporal orientation ability
- Cops and robbers 10'
- GAME SITUATIONS AND MATCHES 15'
- Game with goals 15'

Observations:

Variations:

PHYSICAL MOTORY FACTOR

Objectives:

- Ability to control movement.
- Rapidity
- PHYSICAL WITH BALL
- Steal the Ball with running and shoot 10'

Observations:

Variations:

MODULE 2

LESSON 5

Sequence of the session:

- ACTIVATION GAME: 10'
- Cops and Robbers
 - Steal the Ball with course and shoot 10'
- CIRCUIT ACTIVITIES: 15'
- Movement circuit 15'
 - Minefield
- FREE PLAY 15'
- Matches on smaller pitch 2vs2, 3vs3 or 4vs4 15'
 - Game with try-line 15'

Number of children:

Duration: 80'

Material:

- Coloured pins
- Coloured boundaries
- Coloured rubber balls of various sizes
- Small posts
- Small obstacles
- Coloured tunics

OTHER OBJECTIVES OF THE SESSION:

TECHNICAL COORDINATIVE FACTOR

- Kicking to shoot with a stopped ball or in movement

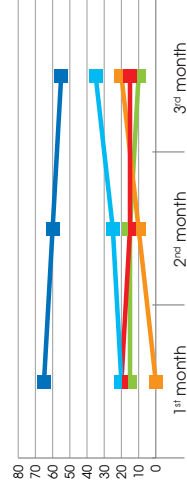
TACTICAL COGNITIVE FACTOR

- Jumping the opponent and moving to tackle

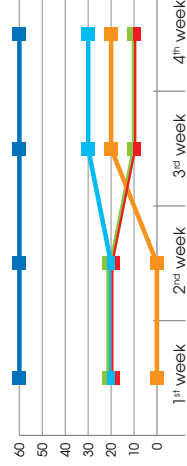
PHYSICAL MOTORY FACTOR

- rapidity

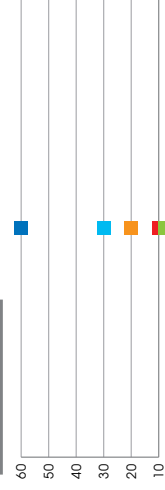
Trimester Graph



Monthly Graph



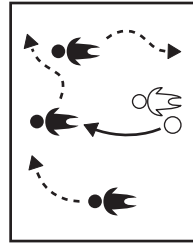
Lesson Graph



Cops and Robbers

Consolidation of shooting ability.

The children's sensorperceptive solicitations, relating to managing the space in the game in the area, determine a consequent adaptation to the rules of the game (available space avoiding getting hit by the ball - perceiving speed and direction of the ball, etc.), which favour the development of reactivity, speed of movement and a coordinative adaptation in throwing/kicking the ball towards a mobile target.



The child with the ball is the guard who needs to hit the robbers that are running away in the limited area; whoever gets hit becomes a cop.

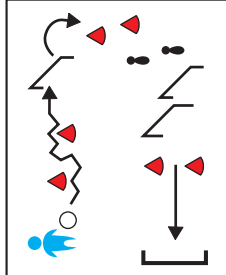
Variations

- smaller playing area
- add a cop
- the cop guides the ball and kicks it to hit the robbers
- the robbers also guide a ball.

Movement circuit

The movement circuit

can have the double purpose of soliciting the children to develop control over movement and coordination and to solicit sensorperceptive analyses dedicated to controlling the ball during the guiding process. Therefore it is necessary that at this age the children face the proposed course without the ball first and then with it, therefore determining a sensorperceptive development and the coordination capacities.



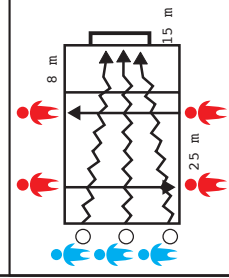
The children follow a course guiding the ball and the face the various situations that come up with personalised movement and coordination solutions. The course will have many elements (low obstacles, high obstacles, little posts, small goals, pins, hoops) and will end with a shoot to goal.

Variations

- race with parallel courses
- assign scores to the course (a penalty for each mistake)
- guide the ball at various paces

Minefield

Through this exercise the control over the ball is solicited, by varying the guiding, according to the frequency and speed of the throws of the ball of the opponents, the orientation skills and the management of the available space are also solicited. In the game the ability to hit the stopped ball is also solicited, the dominating objective of the following cycle (opponents).

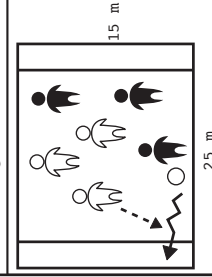


In a field of 25x15m, the children with the blue tunics try to guide the ball until a shooting line at 8m away from a 3m goal, placed at the centre of the shorter side. On the longer sides, 2 a side, 4 opposing players are placed and will kick the ball trying to hit the strikers. The striker that gets hit by the ball will have to turn back. The team that has scored more goals at the end of an established time has scored more goals.

- Variations
- decrease the number of strikers
 - increase the number of opponents
 - the goal is defended by a goalkeeper
 - a defender defends the shooting area
 - variation of the width of the field (closer opponents)

Game with a try-line

Through this match, the children are solicited to apply the abilities they have learned in competitive situations. They are stimulated to elaborate a mental model of their next movement, by searching for an adequate response to the game situation (search for free space, guiding speed according to their ability to control the ball, etc.) and according to the other players and the opponents (pass or guiding the ball, tackle or buying time, etc.)



The children confront each other in a field of 25x15m in a 3vs3 match. The game consists in guiding the ball across the try-line. Every try is one point. Whoever has the highest score wins.

MODULE 2

Main technical objective:
GUIDING THE BALL

Sequence of the session:

- ACTIVATION GAME:
- Cops and Robbers 10'
 - Steal the Ball with course and shoot 10'

CIRCUIT ACTIVITIES:

- Movement circuit 15'
- Minefield 15'
- Matches on smaller pitch 2vs2, 3vs3 or 4vs4 15'
- Game with try-line

Number of children:

Duration: 80'

Material:

- Coloured pins
- Coloured boundaries
- Coloured rubber balls of various sizes
- Small posts
- Small obstacles
- Coloured tunics

"To learn means to discover.

Doing means that you know it"

R. Bach



TECHNICAL COORDINATIVE FACTOR

Objectives:

- Improving ability to combine movements
- 4 stations with the ball 15'
- Run with the ball 15'
- Movement control with the ball 15'

Observations: _____

Variations: _____

TACTICAL COGNITIVE FACTOR

Objectives:

- Moving with and without the ball; development of spatial-temporal orientation
- COLLECTIVE GAMES:**
- Run and take it home 10'
- GAME SITUATIONS AND MATCHES**
- 3vs3 -FREE PLAY 15'

Observations: _____

Variations: _____

PHYSICAL MOTORY FACTOR

Objectives:

- Rapidity
- Parallel course 10'

Observations: _____

Variations: _____

MODULE 2

LESSON 6

Sequence of the session:

- ACTIVATION GAME:**
- Run and take it home 10'
 - Parallel course 10'
- CIRCUIT ACTIVITIES:**
- 4 stations 15'
 - Run with the ball in the corridor 15'
 - Movement activity with the ball 15'
 - 3vs3 FREE PLAY 15'

Number of children:

Duration: 80'

Material:

- Coloured posts and cones
- Coloured boundaries
- Coloured rubber balls of various sizes
- Coloured tunics
- "Frequency coordinator"
- "Jellyfish"
- Mattress
- Smaller goals

OTHER OBJECTIVES OF THE SESSION:

TECHNICAL COORDINATIVE FACTOR

- Shoot to goal

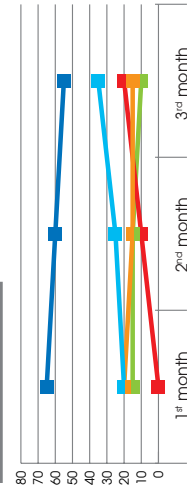
TACTICAL COGNITIVE FACTOR

- Synthetic solution of the movement task

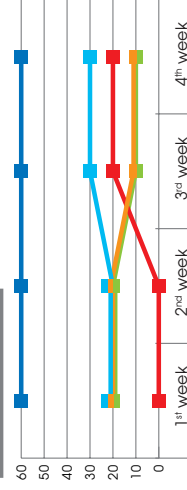
PHYSICAL MOTORY FACTOR

- rapidity

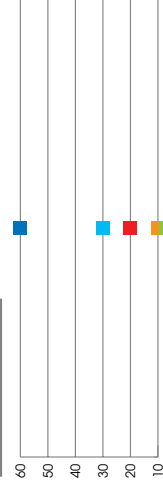
Trimester Graph



Monthly graph

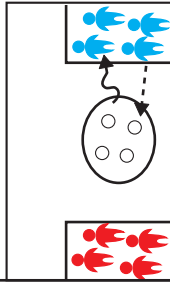


Lesson Graph



Run and take it home

Also in this game the movement of the child depends on the analysis of an extremely simplified situation, aimed at developing defined spatial-temporal coordinates (position of the ball, starting position, objective to fulfil).



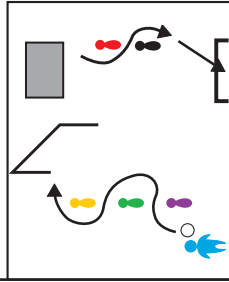
In an area placed at the centre of a field of 20x15m, we place the same number of balls as are the number of players on a team. At the word go both teams will run towards the centre and try and get a ball and guide it back to their respective "homes". During the guiding process they are allowed to tackle and try and conquer the ball, thereby creating continuous 1 on 1 situations. The team that brings home the most balls wins.

Variations

- Before reaching the area with the balls, the children will have to cross an area that is occupied by an opposing team that will try to stop them (like the "trowel" game).

Movement technical course

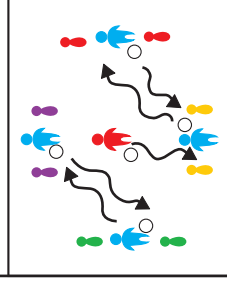
With this exercise we solicit the development of general motricity, stimulated in particular by confrontation games that increase the child's motivation. The shoot to goal and scoring goals allow not to lose sight of the gratification aspect, another factor to bear in mind for its effect on learning.



The course is carried out in the following way: the child carries out a slalom between pins by guiding the ball, and later, with the ball in hand, he carries out bilateral jumps over the ribbon, and then throws the ball along the mattress on the ground and carries out a summersault or a roll. Then he starts guiding the ball with his feet and takes it through the slalom again before shooting to goal. Whoever is the first to score is awarded a point.

4 stations with the ball

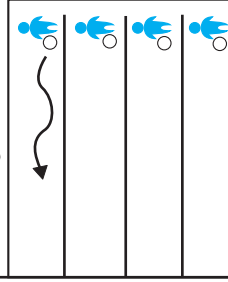
It is the evolution of the game proposed in the third lesson of module 1, inserting the ball into the picture. In this case the solicitations that the child will undergo, other than the decisional aspects and the spatial-temporal orientation, will especially regard the technical aspect of guiding the ball that will have to find the right compromise between the precision of the move on the speed of execution, in response to acoustic and visual stimuli and to other players' behaviour.



The children in the "stations" (corners) will have to change places avoiding that the child in the middle (red) takes one of their places. The couple that manages to change places the most times wins.

Run with the ball in the corridor

Through this exercise the ability to differentiate ball guiding is solicited in the various forms and speed of execution, thereby favouring also the development of balancing abilities.



The children place themselves on the starting line and guide the ball along the an area that is limited by two fixed lines (about 2m wide) with a given number of contacts allowed (3-4-5) given by the instructor. During the guiding process, the children experiment new and imaginative paces, guiding the ball in many different ways. This allows them to perceive various ways of controlling the ball, to try new moves (for example various types of fakes, coordinated movements etc.).

Variations

- Speed races
- Backward guiding
- Golf game along the line (be careful not to let the ball cross the boundaries..!)

Main technical objective:
GUIDING THE BALL

Sequence of the session:
ACTIVATION GAME:

- Run and take it home 10'
- Parallel courses 10'

CIRCUIT ACTIVITIES:

- 4 stations 15'
- Run with the ball in the corridor 15'
- Movement activities with the ball 15'
- 3vs3 FREE PLAY 15'

Number of children: 80'
Duration:

Material:

- Coloured posts and cones
- Coloured boundaries
- Coloured rubber balls of various sizes
- Coloured tunics
- "Frequency coordinator"
- "Jellyfish"
- Mattress
- Smaller goals

"The most simple questions are the most profound"

R. Bach





CLUB: _____

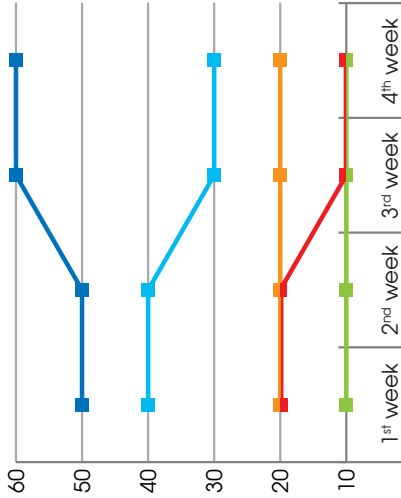
INSTRUCTOR: _____

SPORT SEASON: _____

REMEMBER:

- The activities proposed stimulate the child to put the abilities he has learned into practice, experimenting them in game situations to be solved.
- In this period new didactical elements are also inserted that introduce the following cycle.
- The socialisation process of the child is developing more and more within the group.
- The clock-game (D'Ottavio S. - "Confrontation games for the development of technical rapidity in football" - Didactics of Movement 1989) is a confrontation between 2 or more teams, in which an exercise (timed) determines the duration of all other exercises.
- The 3vs3 game that, in the previous weeks, allowed the child to perceive the development of the game and put the abilities he had learned into practice almost individually, now solicits the child differently, now the confrontation is in a tournament with teams.
- At the end of this period it is good to propose games, exercises and activities that allow to test the child (TECHNICAL TESTS), verifying the notions he has learned and the validity of the didactical programme so far ("...should we change anything?").

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 with the ball - development in regime of rapidity - hit to shoot with moving ball: technical ability approach
- TACTICAL-COGNITIVE FACTOR: running with the ball, ability to jump opponent in larger numbers (ratio child/ball=1:1)
- PHYSICAL-MOTORY FACTOR: rapidity

N° LESSONS: _____

N° WEEKS: _____

N° COMPETITIONS/EVENTS: _____

OBSERVATIONS:



LESSON 7

MODULE 3

TECHNICAL COORDINATIVE FACTOR

Objectives:

- Running with the ball- development in regime of rapidity
- Hitting the ball to shoot with moving ball

- Treasure Isle in teams 10'
- The Clock game 15'
- Free Play 15'

Observations: _____

Variations: _____

TACTICAL COGNITIVE FACTOR

Objectives:

- Jumping the opponent
- COLLECTIVE GAMES AND GAME SITUATIONS:
- The customs officer 15'
- GAME SITUATIONS AND MATCHES
- 3vs3 15'

Observations: _____

Variations: _____

PHYSICAL MOTORY FACTOR

Objectives:

- Rapidity
- Relays with the ball 10'

Observations: _____

Variations: _____

Sequence of the session:

ACTIVATION GAME:

- Treasure Isle 10'
- Relays with the ball 10'

CIRCUIT ACTIVITIES:

- The Clock Game 15'
- The custom's officer 15'
- 3vs3 15'

FREE PLAY:

(game chosen by the children) 15'

Number of children:

80'

Material:

- Coloured pins
- Coloured boundaries
- Coloured rubber balls of various sizes
- Small posts
- Small obstacles
- Coloured tunics

OTHER OBJECTIVES OF THE SESSION:

TECHNICAL COORDINATIVE FACTOR

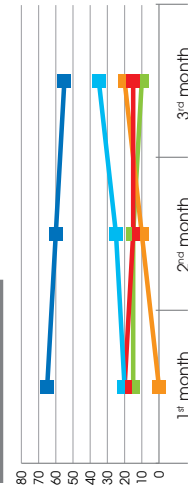
- Guiding the ball

TACTICAL COGNITIVE FACTOR

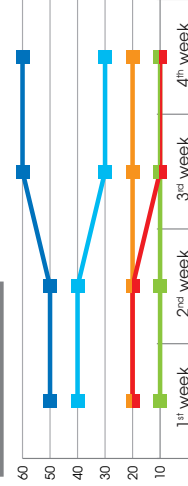
- Development of spatial temporal orientation

PHYSICAL MOTORY FACTOR

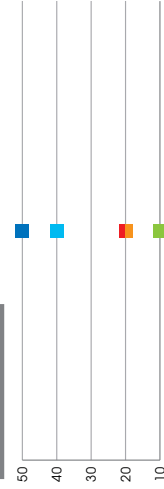
Trimester Graph



Monthly Graph

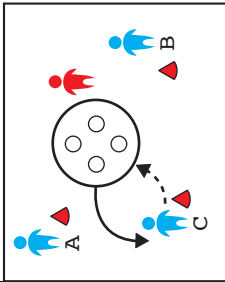


Lesson Graph



Treasure Isle

With this exercise-game, through a strictly playful activity, we favour the processing of sensor-perceptive information that solicits a development of reactivity and speed of movement.



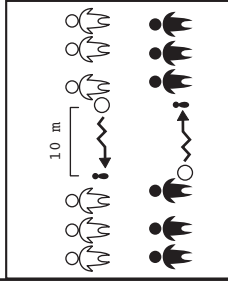
The children (A,B,C.) need to take the balls placed on an island and bring them back to their dens and they have to watch out for the shark, which (being a fish) cannot go on the island and once he touches a player he is forced to go back to the beginning. The child that collects the most balls wins and becomes the "shark" for the next round.

Variations

- Same game using the feet
- Add a shark
- The "SHARK" can have a ball he uses to hit the "treasure hunters"

Relays with the ball

Improves reactivity, guide of the ball in regime of speed.



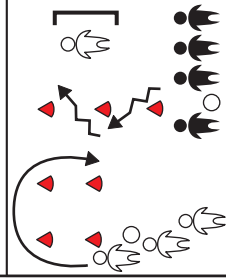
Two teams face each other forming two lines. The first one in each line runs towards a pin placed about 10m away, guiding a ball to then give it to the next child in line.

Variations

- Play with different ways of guiding and different paces (i.e. rolling on the ball, backwards, etc.)
- Insert elements (material and equipment) that determine a better control of the ball (i.e. going round a circle, etc.)

The Clock game

Thanks to a game like this, that combines the technical and competitive aspects, we favour the development of ball guiding in a regime of speed and we solicit the perceptive analysis of the shot (to hit) with a moving ball



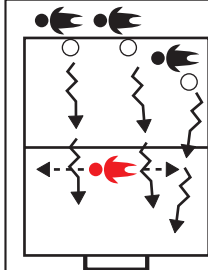
The game consists in a confrontation of two teams that, taking turns, execute different tasks. One team needs to try and score as many goals as possible in a goal that is protected by a goalkeeper, after completing a small slalom. The time they have to do this is linked to the time the other team takes to guide the ball around the clock, one at a time, for 10 laps: the teams trade places and the team that will have scored the most goals wins.

Variations:

- Insert a defender on a line, at the end of the slalom
- Insert a defender inside the clock, who tries to contrast the action of the opponent (he can only put his feet outside the clock)

The customs officer

This type of game gives the child the opportunity to explore the ability he has practiced in this period in the presence of an opponent, making decisions according to the space he has to avoid the opponent, the distance to cover, speed, preferred side, the way to jump the opponent, etc., in an extremely simplified situation.



3 children all start running at the same time with one ball each, trying to jump the customs officer, who can only move along the customs line, and score a goal in a free goal. Whoever gets intercepted trades places with the customs officer. Then you count the number of scored goals.

Variations

- Create a limited area instead of the customs line
- Vary the number of attackers
- Vary the dimension of the balls

MODULE 3

LESSON 7: LET'S RUN FAST AND SCORE

Main technical objective:
GUIDING THE BALL

Sequence of the session:
ACTIVATION GAME:

- Treasure Isle 10'
- Relays with the ball 10'

CIRCUIT ACTIVITIES:

- The clock game 15'
- Customs officer 15'
- 3vs3 15'

FREE PLAY:
(game chosen by the children) 15'

Number of children:

Duration: 80'

Material:

- Coloured pins
- Coloured boundaries
- Coloured rubber balls of various sizes
- Small posts
- Coloured tunics

"Where words aren't enough there are other ways to communicate"

TECHNICAL COORDINATIVE FACTOR

Objectives:

- Running with the ball: from behaviour to specific ability
- Hitting the ball to shoot with moving ball
- Movement circuit with shoot to goal and blocking
- Run and score
- Free play

15'
15'
15'

Observations:

Variations:

OTHER OBJECTIVES OF THE SESSION:

TECHNICAL COORDINATIVE FACTOR

- Shoot to goal, intercept (blocking)

TACTICAL COGNITIVE FACTOR

Objectives:

- Jumping the opponent
- Organisation of game area: development of spatial-temporal orientation

COLLECTIVE GAMES:

- Recover the treasure
- 3vs3 with fixed goalkeeper in defence

Observations:

Variations:

TACTICAL COGNITIVE FACTOR

PHYSICAL MOTORY FACTOR

Objectives:

- Development of ability to control movement
- Movement activities with the ball (awareness and articular mobility)

10'

Observations:

Variations:

PHYSICAL-MOTORY FACTOR

MODULE 3

Sequence of the session:

ACTIVATION GAME:

10'

- Recover the treasure
- MOVEMENT ACTIVITY WITH THE BALL:** (awareness and articular mobility)

10'

CIRCUIT ACTIVITIES:

- Movement circuit with shoot to goal and blocking
- 3vs3 Run and score with fixed goalkeeper in defence

15'

15'

FREE PLAY:

(game chosen by the children)

15'

Number of children:

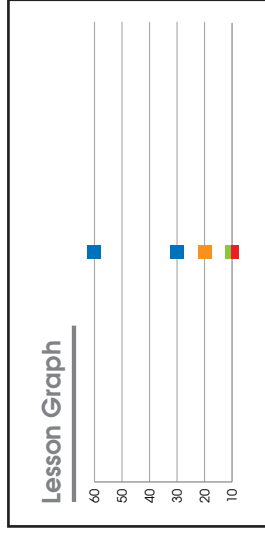
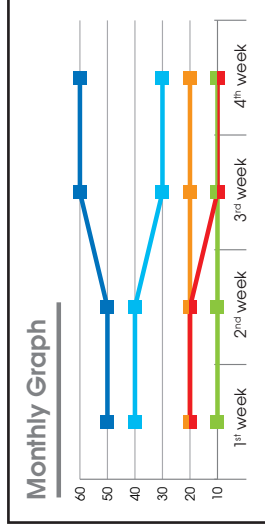
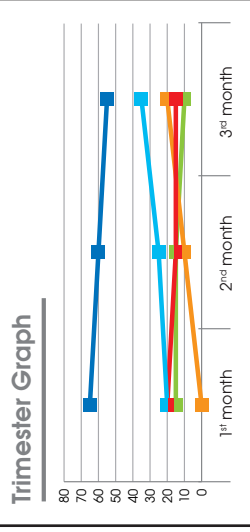
80'

Duration:

Methods:

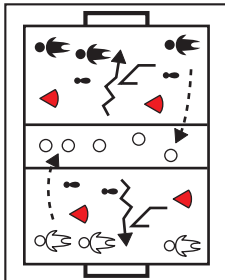
Material:

- Coloured pins
- Coloured boundaries
- Coloured rubber balls of various sizes
- Small posts
- Small obstacles
- Coloured tunics



Recover the treasure

Solicits the children to develop and improve their general coordination skills, adaptability and transformation skills, spatial-temporal orientation, etc., in particular when running with the ball in their hands (like rugby) or with their feet (guiding/controlling)



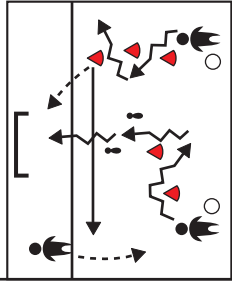
The children are divided into two teams of sailors (pirates, as you wish). They run towards the island by crossing an area with various obstacles (pins, small deflated balls, poles, small tunics, etc., they recover the treasure and they bring it towards the naval base. Naturally, the treasure is very precious, therefore they will need to bring one gold bar at a time (ball). The team that has recovered the most gold bars (balls) wins

Variations

- The island is defended by some old pirates that try and capture the sailors, whoever is captured can be set free if a team mate exchanges them for a gold bar.

Movement circuit with shoot to goal

In this game the guide and control over the ball is solicited rapidly through a competition that places the two children in a confrontation. In the shoot to goal furthermore, they develop the ability of differentiation, precision and strength.



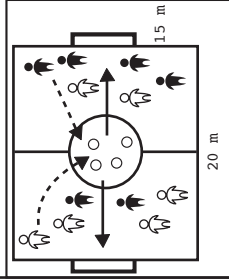
One child goes through an obstacle course and shoots to goal from the shooting line. Another child goes through another obstacle course, passes the ball to the other child on the other side, and goes to defend the goal. With every shot the three children rotate and change roles.

Variations

- The player that receives the ball, stops the ball and moves to defence.
- Vary the obstacle course for the defender and/or attacker
- Guide the ball with different parts of the foot.

Run and Shoot

With this type of game we aim to favour the improvement of ball guiding through rapid locomotor behaviours and shoots to goal



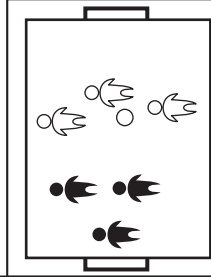
In an area of 15x20 m, the players of team A and team B start from the goal line of the opponent at the same time to take the balls placed at the centre of the field and shoot into a goal defended by two opponents. Once the balls are finished, the strikers change places with the defenders.

Variations

- At the word go the attackers need to go through an obstacle course before going to get the balls
- The attackers are free to shoot to goal, without defenders
- The defenders defend on a line

3vs3 with fixed goalkeeper in defence

In this game we create situations of numerical advantage that facilitate the attacking action and allow the team in ball possession to recognise possible cooperation



The game is a normal 3vs3 match in which the team that is not in ball possession needs to defend with a fixed goalkeeper, establishing a confrontation between 3 attackers and 2 defenders and one goalkeeper. Once the team re-gains ball possession, the goal keeper leaves the goal, and one of the players on the other team will go to defend his goal, thereby inverting the situations of numerical advantage.

Variations

- The goals scored by the goalkeeper is worth two points
- To let the goalkeeper out of the goal one of his team mates has to pass the ball to him

MODULE 3

Main technical objective:
GUIDING THE BALL

Sequence of the session: 10'

- Recover the treasure
- Movement activity with the ball: (awareness and articular mobility)

10'

CIRCUIT ACTIVITIES:

- Movement circuit with shoot to goal and blocking
- Run and score
- 3vs3 with fixed goalkeeper in defence

15'

15'

15'

80'

FREE PLAY: (game chosen by the children)

Material:

- Coloured pins
- Coloured boundaries
- Coloured rubber balls
- Small posts
- Small obstacles
- Coloured tunics

"the most solid stone of the entire structure is the one that is the lowest at the foundation"

K. Gibran

LESSON 8: LET'S HELP THE TEAM TO SCORE A GOAL



TECHNICAL COORDINATIVE FACTOR

Objectives:

- Ability to shoot with a still ball
- Steal the ball with shoot to goal
- Bowling game
- Free play

15'
15'
15'

Observations:

Variations:

TACTICAL COGNITIVE FACTOR

Objectives:

- Organisation of game area: development of spatial-temporal orientation

COLLECTIVE GAMES:

- Recover the treasure 10'
- #### GAME SITUATIONS AND MATCHES
- Hockey game 15'

Observations:

Variations:

PHYSICAL MOTORY FACTOR

Objectives:

- Rapidity
- Go to the goal quickly 10'

Sequence of the session:

ACTIVATION GAME:

- Recover the treasure 10'
- Go to the goal quickly 10'

CIRCUIT ACTIVITIES:

- Steal the ball with shoot 15'
 - Bowling game 15'
 - Hockey game 15'
- ##### FREE PLAY
- 15'

Number of children:

Duration: 80'

Material:

- Coloured posts and cones
- Coloured boundaries
- Coloured rubber balls of various sizes
- Coloured tunics
- "Frequency coordinators"
- "Jellyfish"
- Mattresses
- Smaller goals

OTHER OBJECTIVES OF THE SESSION:

TECHNICAL COORDINATIVE FACTOR

- Shooting ball in movement
- Guiding the ball

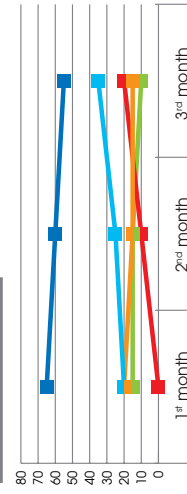
TACTICAL COGNITIVE FACTOR

- Solution of simple movement tasks

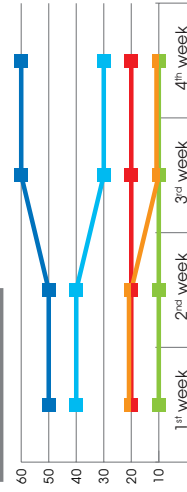
PHYSICAL MOTORY FACTOR

- Development of ability to control movement

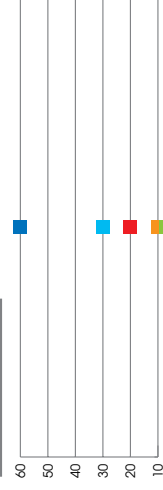
Trimester Graph



Monthly Graph

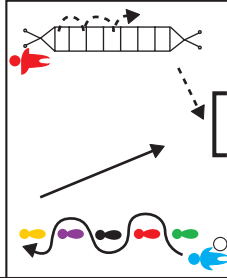


Lesson Graph



Go to the goal quickly

With this exercise we solicit speed of movement and the development of technical abilities in a regime of rapidity, in particular when guiding the ball and carrying out shots to goal with the ball in movement.



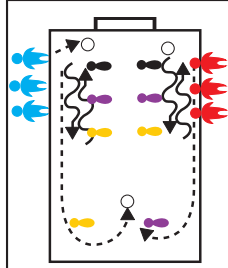
Two obstacle courses are laid out on each side of the goal, each about 10m long. To the left a course is positioned for the children who have to shoot to goal with the ball in movement, on the other, the one destined to the goalkeeper. At the word "go" of the instructor, the child that plays the role of striker guides the ball in the obstacle course with a slalom, at the end of which he shoots to goal. At the same time, the "goalkeeper" quickly overtakes the frequency coordinator, with the rectangles on the ground to go and block the shot.

Variations

- Play in teams, the team that scores the most goals after 10 actions wins.

Steal the ball with shoot to goal

It improves the ability to react and the control of the ball in a regime of rapidity, in this particular variation of the game, the ability to shoot with a still ball is also solicited, as well as ball-guiding ability.



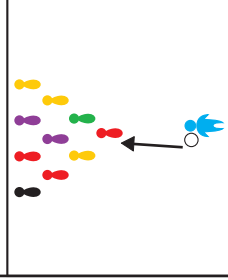
When a number is called (even one of the children can call the numbers), the two children will have to take the ball of their team and go through the obstacle course of pins 3m away from each other, then, without the ball, they will run towards the ball they have to conquer, going behind a fourth pin. The first one that arrives can shoot to goal, and the second one will occupy the goal and try and block the shot. Whoever reaches the ball first gains a point, and if he scores he gains another.

Variations

- Slalom can be carried out without the ball.

Bowling game

With this exercise-game, we solicit the precision of the shot with a still ball, or of the throw if the player uses his hands. The gradual increase of difficulties, due to the decreasing number of pins to hit, will depend exclusively on the child's abilities.



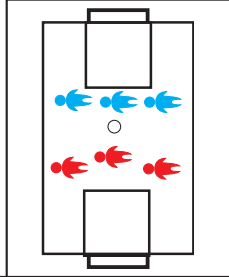
6-10 pins are placed as in the picture, and at a distance of 7-8 metres a shot is carried out. The game consists in knocking down with only one shot as many pins as possible. The person that knocks over most pins with one shot (record), or, by summing them, whoever knocks over the most pins with 10 shots. Shots can be made with hands as well as feet.

Variations

- Vary the shooting distance
- Vary the angle of the shot
- Vary shooting methods.

3vs3 Hockey game

Through this game we solicit the execution of the shot to goal with a moving ball in a competitive situation. The limits of the penalty area also favours the execution of a long-shot. The game situation, in particular, develops the ability of spatial-temporal orientation in the search for free space and the related ability of unmarking.



In a smaller field of 30x20m, two teams of 3 players each face each other. In the field, in front of the two goals, are situated two marked off areas that are 4x4m. The competition begins like a normal match, except for the fact that none of the players are goalkeepers. The objective of this special game is to shoot from outside the area.

Variations

- Possibility of using temporary goalkeepers.

MODULE 3

LESSON 9: SHOOT WITH PRECISION IF YOU WANT TO SCORE

Main technical objective:
SHOOT TO GOAL

Sequence of the session:
ACTIVATION GAME:

- Recover the treasure 10'
- Go to the goal quickly 10'

CIRCUIT ACTIVITIES:

- Steal the ball with shoot 15'
- Bowling game 15'
- Hockey game 15'
- FREE PLAY 15'

Number of children: 80'

Duration:

Material:

- Coloured posts and cones
- Coloured boundaries
- Coloured rubber balls of various sizes
- Coloured tunics
- "Frequency coordinators"
- "Jellyfish"
- Mattresses
- Smaller goals

"You teach best the thing you love most"
R. Bach



CLUB: _____

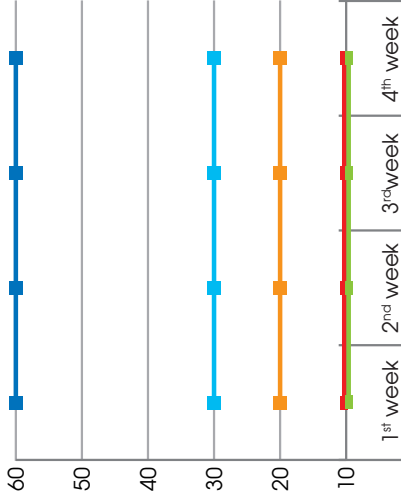
INSTRUCTOR: _____

SPORT SEASON: _____

REMEMBER:

- The 2nd cycle of the didactical programme, which gradually follows the preceding cycle, begins with the continuation of the tournament.
- The didactical programme provides for the fulfillment of new learning achievements, but we must not absolutely forget to solicit those that have already been learned, and combine them with new abilities.
- In this period the precision shot and pass are further developed, and are solicited through large equipment and tools (target, ball etc.) to favour the learning process and gratify the child.

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: hit the ball; approach to the technical ability and development of ability of differentiation
- TACTICAL-COGNITIVE FACTOR: running with the ball; ability to jump the opponent in strong numerical advantage
- Moving: ability of spatial-temporal orientation
- Analysis and solution of movement task
- PHYSICAL-MOTORY FACTOR: development of the ability to control movement

N° LESSONS: _____

N° WEEKS: _____

N° COMPETITIONS/EVENTS: _____

OBSERVATIONS:



LESSON 10

MODULE 4

TECHNICAL COORDINATIVE FACTOR

Objectives:

- To hit the still or moving ball: development of the ability of differentiation
- Golf game (differentiation ability) **15'**
- Shoot with auto-pass **15'**
- Hit the target **15'**

Observations: _____

Variations: _____

TACTICAL COGNITIVE FACTOR

Objectives:

- Running with the ball: Ability to jump opponent and move in the direction of free space
- Recognise team mate cooperation

COLLECTIVE GAMES:

- 4 goals with a giant ball (Jumbo n°8) **10'**

GAME SITUATIONS AND MATCHES

- 3vs3 **15'**

Observations: _____

Variations: _____

PHYSICAL MOTORY FACTOR

Objectives:

- Development of the ability to control movement
- Awareness games with the ball **10'**

Observations: _____

Variations: _____

Sequence of the session:

ACTIVATION GAME:

- 4 goal game with giant ball (Jumbo n. 8) **10'**
- Awareness games with the ball **10'**

CIRCUIT ACTIVITIES:

- Golf game **15'**
- Shoot with auto-pass **15'**
- Hit the target **15'**

FREE PLAY:

- 3vs3 match **15'**

Number of children:

Duration: **80'**

Material:

- Coloured pins
- Coloured boundaries
- Coloured rubber balls of various sizes
- Small posts
- Small obstacles
- Coloured tunics

OTHER OBJECTIVES OF THE SESSION:

TECHNICAL COORDINATIVE FACTOR

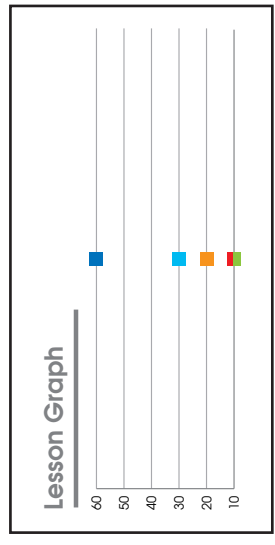
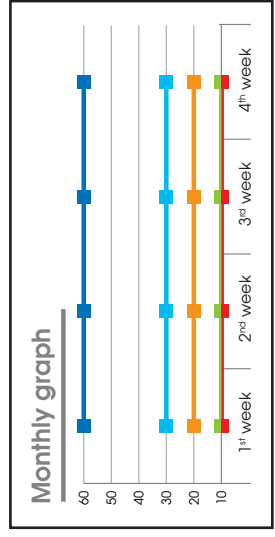
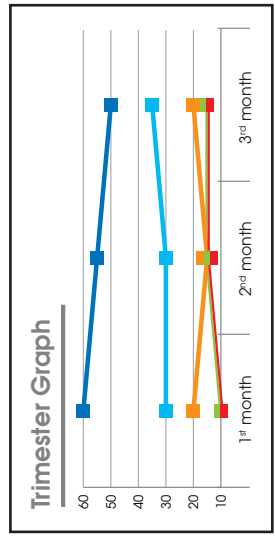
- Shoot to goal

TACTICAL COGNITIVE FACTOR

- Moving to tackle

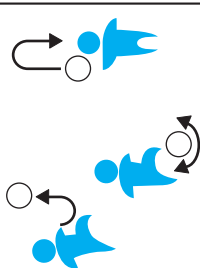
PHYSICAL MOTORY FACTOR

- Rapidity



Awareness games with the ball

Through this activity with the ball there is a development of awareness of control of the equipment, acquisition of basic movement patterns and a solicitation of articular mobility. Therefore various games can be experimented, as well as different paces and movements with the ball.



The children carry out specific exercises with the ball, soliciting articular movement of the hip, ankle, shoulders, pelvis, etc.; at every contact the ball must be grasped with the hands (precision of the technical move E.g. hitting/throwing).
The children throw the ball in the air, hitting the ball with the foot, with the inside of the foot, etc.; they will also learn to know their body better and better

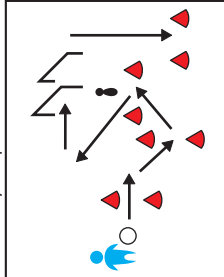
Variations

- Ask the children to imitate animals that are able to carry out certain movements
- Combine various

movements to throwing the ball (E.g. throwing and rolling on the ground)

Golf game (ability of differentiating)

With this game the ability to hit the ball with precision giving the correct strength is solicited in the child. The learning process will occur continuously through the senso-perceptive solicitation received during the exercises and in mistakes, continuously adjusting the given motory response



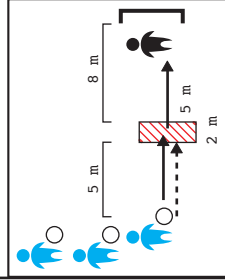
The children follow an obstacle course guiding a large ball (jumbo n°8 made of rubber). The obstacle course will have many situations in which the child is solicited to kick the ball with precision, trying to conclude the course with the least number of contacts possible

Variations

- Race with parallel courses
- Assign points to the course (one penalty for each mistake)

Shot with auto-pass

Also in this game the success of the task is determined by the improvement of the ability of differentiating the strength and the precision of the pass. In the following shot the precision of the move and the strength with which the child hits the ball will determine the success of the shot.



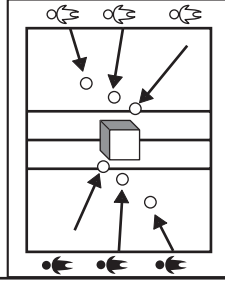
One pupil carries out an auto-pass with the jumbo ball n°8 in an area of 2x5m, placed 5m away from the starting line and 8m from the goal. The child may shoot only from the limited area and if the auto-pass is too short or too long, the shot is not valid.

Variations

- The goal is defended by a goal keeper (exchange of roles)
- Throw with the hands (free, parabolic, or low) and shot with the foot with a still ball or in the air with hands
- Vary the dimensions of the ball

Hit the target

This type of race solicits the children to carry out adjustments in hitting the still ball and searching for maximum precision. The dimensions of the target, considerably large, the dimensions of the ball and the distance of the shot help the child to find gratification in the execution of the move. Later the coordinates will vary and the child will experiment new abilities (more difficulties)



The children, placed on the goal lines of each side, will have to hit the target (box or another large target); the team that manages to push the target into the opponent's field wins. The balls that stop in the team's field can be recovered, brought back to the line and kicked again

Variations

- Possibility of using several targets
- Hit the targets by throwing the ball by hand

MODULE 4

Main technical objective:

PASS - PRECISION KICK

Sequence of the session:

ACTIVATION GAME:

- 4 goal game with giant ball (Jumbo n. 8) 10'
- Awareness games with the ball 10'

CIRCUIT ACTIVITIES:

- Golf game 15'
- Shoot with auto-pass 15'
- Hit the target 15'

FREE PLAY:

- 3vs3 match 15'

Number of children:

80'

Material:

- Coloured pins
- Coloured boundaries
- Coloured rubber balls of various sizes
- Small posts
- Small obstacles
- Coloured tunics

"It costs nothing to be kind and you receive a lot in return"

TECHNICAL COORDINATIVE FACTOR

Objectives:

- To hit with precision/intercepting; solicitation of senso-perceptive channels
- Development of balancing ability
- Movement circuit (balance) 15'
- Low-shot race (blocking with feet) 15'
- King of penalties 15'

Observations: _____

Variations: _____

TACTICAL COGNITIVE FACTOR

Objectives:

- Development of ability of spatial-temporal orientation
 - Moving with the ball; ability of orientation, adaptation and transformation
- COLLECTIVE GAMES:
- Attack on the castle with jumbo ball 10'
- GAME SITUATIONS AND MATCHES
- 3vs3 match 15'

Observations: _____

Variations: _____

PHYSICAL MOTORY FACTOR

Objectives:

- Development of the ability to control movement
- Pre-acrobatic activity 10'

Observations: _____

Variations: _____

MODULE 4

Sequence of the session:

ACTIVATION GAME:

- Treasure isle 10'
- Pre-acrobatic activities 10'

CIRCUIT ACTIVITIES:

- Movement circuit (balance) 15'
 - Low shot race (blocking with feet) 15'
 - King of penalties with goalkeeper 15'
- FREE PLAY:
- 3vs3 match 15'

Number of children:

Duration: 80'

Methods

Material:

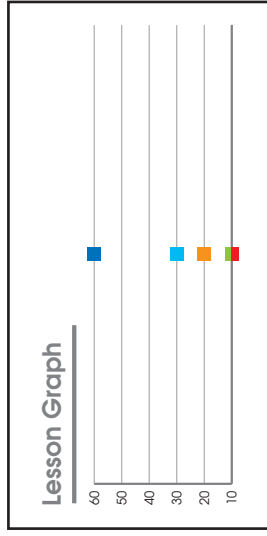
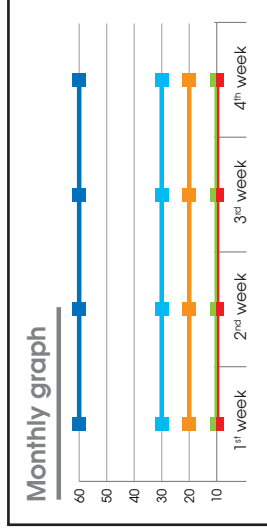
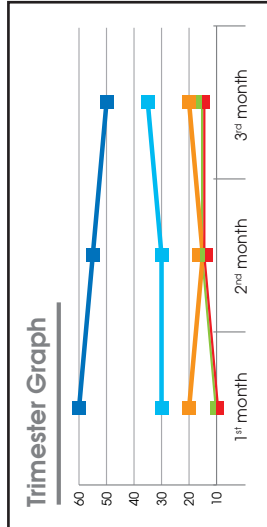
- Coloured pins
- Coloured boundaries
- Coloured rubber balls of various sizes
- Small posts
- Small obstacles
- Coloured tunics

LESSON 11



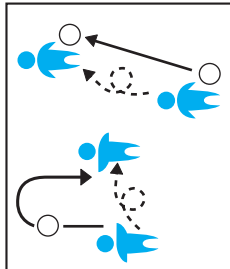
OTHER OBJECTIVES OF THE SESSION:

<h4>TECHNICAL COORDINATIVE FACTOR</h4> <ul style="list-style-type: none"> • Shoot to goal 	<h4>TACTICAL COGNITIVE FACTOR</h4> <ul style="list-style-type: none"> • Moving to intercept 	<h4>PHYSICAL MOTORY FACTOR</h4> <ul style="list-style-type: none"> • Rapidity
--	--	--



Pre-acrobatic activities

With this activity the sensorperceptive and proprioceptive analysers are solicited further, the favouring the development of basic patterns movement through rotational movement of the body around the various poles and in flight (a specific assistance is appropriate and possibly the use of mattresses, parachutes, or other).



The children carry out specific exercises with or without the ball (jumps, summersaults, bounces), for example: "throw the ball high...roll on the ground by going under the ball and catch the ball after a bounce;...roll the ball, do a front summersault and catch the ball as soon as possible" all this on the mattresses, etc.

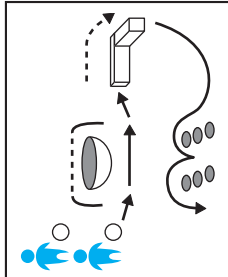
Variations

- Ask the children to propose exercises

- Through floor games with the ball
- Explore various forms of football moves in flight (overhead kick, header on a dive, etc.)

Movement circuit (balance)

The course set out this way solicits the sensorperceptive analysers, developing the general coordination abilities (ability of differentiation) and the ability to balance in particular.



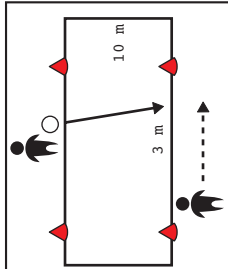
The children follow an obstacle course guiding a large ball. The obstacle course will have many situations which will solicit the child's ability to balance in particular (i.e. proprioceptive tables, balance beams, ribbons on the floor to walk on, various jumps, etc.)

Variations

- Race with parallel courses
- Assign points to the course (one penalty for each mistake)

Low-shot race (blocking with feet)

This exercise develops the differentiation in hitting the ball (precision and strength of the shot) and solicits the sensorperceptive analysers to determine the right movement to intercept the ball.



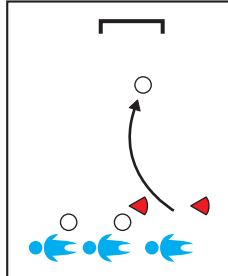
Two children face each other in a low shooting race. The goals are 3m wide and are placed one in front of the other at a distance of 8-10m. They shoot from their goal line, limited by two cones. The shot has to be low and cannot be higher than the cones that limit the goal. Every goal is worth a point; every block/interception with the feet is worth two points.

Variations

- Vary the length of the goal line
- Limit the reception area, if the ball stays in the area, the goal-keeper gains a point, otherwise no extra point
- Vary the distance between the two goals.

King of Penalties

This exercise, further to developing differentiation when hitting the ball (precision and strength of shot), generates enthusiasm and a spirit of emulation.



The children carry out a series of shots from a pre-established distance. The child (or the children, in case of a tie) that has scored the most goals will be declared "King of Penalties".

Variations

- The game can be carried out, at a later stage, with a goal keeper: a role that the children will cover by taking turns.
- Use of different sized and shaped goals
- Use of balls with different weights and dimensions.

MODULE 4

Main technical objective:
SHOOT TO GOAL

Sequence of the session:
ACTIVATION GAME:

- Treasure isle 10'
- Pre-acrobatic activities 10'

CIRCUIT ACTIVITIES:

- Movement circuit (balance) 15'
 - Low shot race (blocking with feet) 15'
 - King of penalties with goalkeeper 15'
- FREE PLAY:**
- 3vs3 match 15'

Number of children: 80'

Duration:

- Material:**
- Coloured pins
 - Coloured boundaries
 - Coloured rubber balls of various sizes
 - Small posts
 - Small obstacles
 - Coloured tunics

"Enthusiasm is a volcano on the top of which the grass of hesitation never grows"

K. Gibran



MODULE 4

TECHNICAL COORDINATIVE FACTOR

Objectives:

- To hit to shoot with precision: technical/coordinative combination
- The videogame 15'
- Hit the target 15'
- Free Play 15'

Observations: _____

Variations: _____

TACTICAL COGNITIVE FACTOR

Objectives:

- Development of ability of spatial-temporal orientation in a competitive situation
- COLLECTIVE GAMES:**
- Match with different sized balls 10'
- GAME SITUATIONS AND MATCHES**
- Match with 4 goals 15'

Observations: _____

Variations: _____

PHYSICAL MOTORY FACTOR

Objectives:

- Development of the ability to control movement 10'
- Movement circuit 10'

Observations: _____

Variations: _____

Sequence of the session:

- ACTIVATION GAME:**
- Matches with different balls 10'
 - Movement circuit 10'

CIRCUIT ACTIVITIES:

- Match with 4 goals 15'
 - The Videogame 15'
 - Hit the target 15'
- FREE PLAY**
- 15'

Number of children:

Duration: 80'

Methods:

Material:

- Coloured posts and cones
- Coloured boundaries
- Coloured rubber balls of various sizes
- Coloured tunics
- "Frequency coordinators"
- "Jellyfish"
- Mattresses
- Smaller goals

OTHER OBJECTIVES OF THE SESSION:

TECHNICAL COORDINATIVE FACTOR

- Guiding and control of the ball

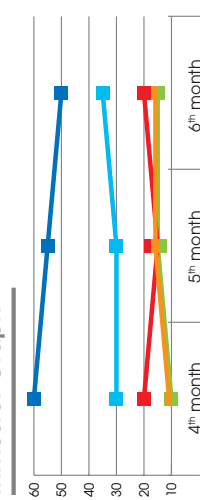
TACTICAL COGNITIVE FACTOR

- Moving to tackle

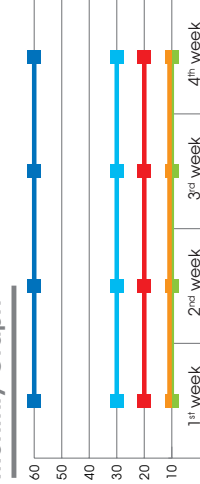
PHYSICAL MOTORY FACTOR

- Rapidity

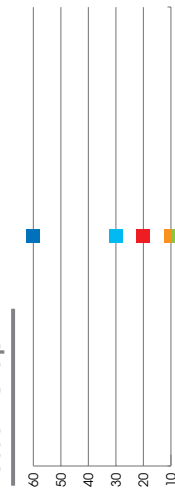
Trimester Graph



Monthly Graph

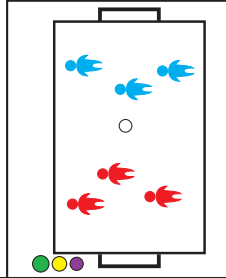


Lesson Graph



Matches with different sized balls

The game solicits the ability to adapt to various game equipment, with particular reference to the dimensions of the ball. The control over the ball and the consequent actions during the game, such as guiding the ball, the pass or the shoot to goal, will also favour the development of the ability to differentiate.



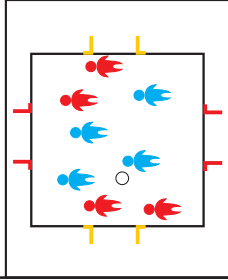
In a game area of 30x20 metres, the pupils play a classic match 3vs3. Every 3 minutes, or after 3-4 game actions, the ball is changed with another of a different weight and size (i.e. n. 3-4-5-8 Jumbo)

Variations

- Add goal keeper
- For every kind of ball, a goal is worth a different number of points
- Play with 2 balls of 2 different sizes at the same time.

partita con 4 porte

In questo gioco viene sollecitato il bambino a gestire lo spazio ed orientarsi in modo funzionale alla situazione di gioco sviluppando la capacità di guidare la palla e di colpire la palla per tirare (fare goal). Viene inoltre favorito il decentramento (passaggio al compagno meglio posizionato).



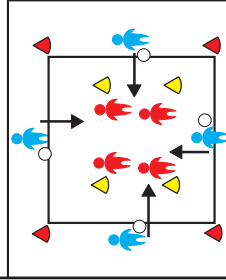
In uno spazio di m 25x25 si confrontano due squadre composte ciascuna da 4 giocatori. Ogni squadra deve difendere due porte su due lati opposti come in figura. Ciascuna squadra, quindi, potrà realizzare i goal nelle due porte avversarie.

varianti

- le porte vengono posizionate sugli angoli.
- i goal non potranno essere realizzati per 2 volte consecutive nella stessa porta.

Videogame

In this game the ability to hit targets with precision is made more difficult by the fact that targets are mobile. Therefore the sensoriperceptive analysers that favour the development of timing are solicited, to choose the right moment to shoot..



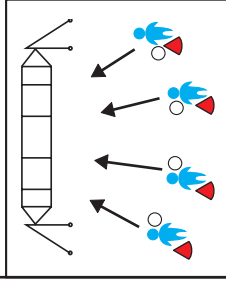
4 children are placed 6m apart from a square where another team of 4 children is placed. At the word "go" the players with the ball will try and hit the other children by throwing or kicking the ball (rubber balls). After a certain amount of time the two teams trade places.

Variations

- o Play with one ball only if the ball is stopped in the square or blocked by one of the children in the centre, they can either gain a life or eliminate the opponent.

Hit the target

This exercise stimulates the child, through competition, to execute the technical move of "hitting with precision", directing the ball towards precise targets. The structure of the equipment favours the gratification in obtaining points, seeing as the target zones are contiguous.



The children are placed with the ball about 8-10m from the frequency coordinator (see paragraph "football school equipment") divided into sections. Every section is worth a certain amount of points. The children will have to kick the ball towards the frequency coordinator, trying to hit the section that is worth the most points.

Variations

- Change position (shooting angle)

MODULE 4

Main technical objective:
SHOOT TO GOAL

Sequence of the session:
ACTIVATION GAME:

- Matches with different balls
- Movement circuit

CIRCUIT ACTIVITIES:

- Match with 4 goals
 - The Videogame
 - Hit the target
- FREE PLAY**

Number of children:

Duration: 80'

Material:

- Coloured posts and cones
- Coloured boundaries
- Coloured rubber balls of various sizes
- Coloured tunics
- "Frequency coordinators"
- "Jellyfish"
- Mattresses
- Smaller goals

"Life is not a candle. It is a kind of wonderful torch that I have grasped and I want to let it burn as brightly as possible"

G.B. Shaw

LESSON 12: LET'S PLAY WITH DIFFERENT SIZED BALLS





CLUB: _____

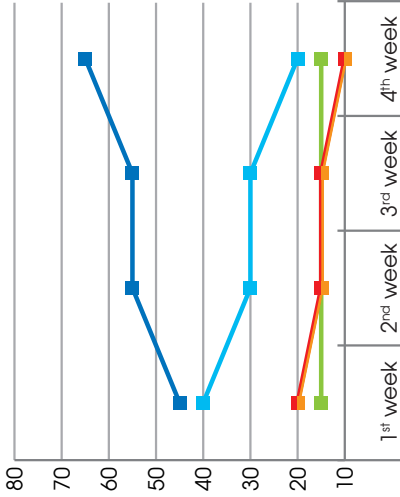
INSTRUCTOR: _____

SPORT SEASON: _____

REMEMBER:

- In this phase the child is continuously solicited to improve the coordination of the move, exploring and experimenting the abilities he has learned in different and more and more complex collective games and game situations. This will favour the awareness of other elements of the game, which move around him, and with which he can reach the desired results: his team mates.
- During these exercises it is important for the instructor to observe the reactions of the pupils to encountered problems and the way in which they individually respond to these solicitations.
- One of the games that is proposed in the lessons is "Steal the ball and shoot", a game we have seen in the first lessons and re-proposed in a new form. In fact, in this case the child that wins has the right to shoot to goal to gain an extra point.

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:** controlling the ball in a difficult situation (pressure)
- **TACTICAL-COGNITIVE FACTOR:** cooperation to shoot
move to tackle
- **PHYSICAL-MOTORY FACTOR:** movement combination, improvement of general coordination in a regime of speed

N° LESSONS: _____

N° WEEKS: _____

N° COMPETITIONS/EVENTS: _____

OBSERVATIONS:

TECHNICAL COORDINATIVE FACTOR

Objectives:

- Kick/throw to hit/reach a still or moving target
- Prisoner ball 10'
- Lawn bowling game 15'
- Free Play 10'

Observations:

Variations:

TACTICAL COGNITIVE FACTOR

Objectives:

- Recognise cooperation
- Move to tackle

COLLECTIVE GAMES:

- Ball to the prisoner 15'

GAME SITUATIONS AND MATCHES

- Mini-matches 2vs1 15'

Observations:

Variations:

PHYSICAL MOTORY FACTOR

Objectives:

- Rapidity and development of movement control in regime of rapidity
- Steal the ball and shoot 15'

Observations:

Variations:

OTHER OBJECTIVES OF THE SESSION:

TECHNICAL COORDINATIVE FACTOR

- Shoot to goal

TACTICAL COGNITIVE FACTOR

- Moving to tackle

PHYSICAL MOTORY FACTOR

- Rapidity

MODULE 5

LESSON 13

Sequence of the session:

ACTIVATION GAME:

- Prisoner ball 10'
- Steal the ball and shoot 15'

CIRCUIT ACTIVITIES:

- Lawn bowling game 15'
 - Mini-matches 2vs1 15'
 - Ball to the prisoner 15'
- #### FREE PLAY
- Matches in smaller areas 3vs3 or 4vs4 10'

Number of children:

Duration:

80'

Material:

- Coloured pins
- Coloured boundaries
- Coloured rubber balls of various sizes
- Small posts
- Small obstacles
- Coloured tunics

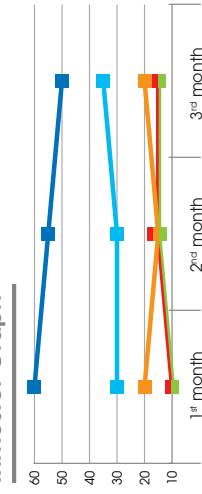
Observations:

Variations:

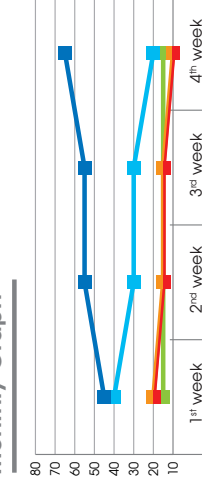
Observations:

Variations:

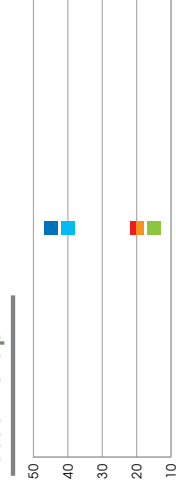
Trimester Graph



Monthly Graph

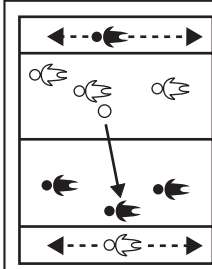


Lesson Graph



Prisoner Ball

Ability to move to avoid the ball and being hit. Also solicits movement to receive (freeing the prisoner) and to intercept (team without possession). Eye-hand coordination, throwing and receiving the ball.



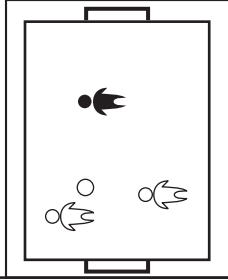
This is a challenge between two teams, in which each team has one "prison" at the back. The purpose of the game is to capture all the opponents by hitting them with the ball, or by catching the ball that has been thrown by an opponent before it touches the ground. Throws are carried out using hands. If a throw fails the ball goes to the other team. If the throw is successful, the captured player goes to the prison of the opposing team (behind the line made of pins). The prisoner may be freed if he receives the ball from his team mates. The team that capture the other, or that has the most prisoners at the end wins.

Variations

- Vary shape and dimensions of the ball (i.e. rugby ball)
- Play using feet, with low shots

Mini 2vs1 matches

The situation of numerical advantage favours, in the child with ball possession, the recognition of a cooperative behaviour of his team mate, and vice versa the child that plays alone has to move to tackle and intercept.



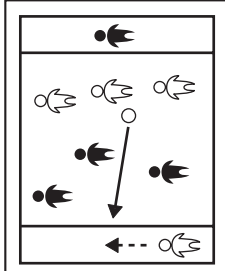
The game is between two teams, one made of 2 players and the other of 1. After a certain amount of time (3-5) or after a signal (i.e. after each goal) there is a change of role and composition of the teams

Variations

- The goals of the solitary player are worth double.
- Difference between the goal of solitary player compared to the other team.

Ball to the prisoner

Solicits the child to move to receive the ball and to hit/throw it to direct it towards free space.



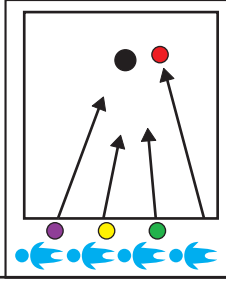
The game is a variation of the initial game (prisoner ball). The pupils start playing all in the game area. Two pupils are on the external sides (one per team), behind a line. The team that manages to pass the ball to its prisoner the most times wins. The prisoners can be changed after every point.

Variations

- Variation of the size of the prison.
- Vary the dimension of the ball
- Variation of number of prisoners.

Lawn bowling game

With this game the children are solicited to shoot with precision and with a measured strength, developing the ability to differentiate and improving the awareness when hitting the ball.



4 pupils, kicking their own ball, a different coloured ball each, need to get the ball as close to the large ball (jack) as possible. Like the traditional game, the player that reaches a pre-established score wins (i.e. 15)

Variations

- Increase the distance of the shooting line
- Each player has 2 or more shots
- Play in teams
- Who reaches the ball by moving the opponent's ball gains a point.

MODULE 5

LESSON 13: PASS THE BALL AND WIN

Main technical objective:
PASS-TRANSMISSION

Sequence of the session:
ACTIVATION GAME:

- Prisoner ball 10'
- Steal the ball and shoot 15'

CIRCUIT ACTIVITIES:

- Lawn bowling game 15'
- Mini-matches 2vs1 15'
- Ball to the prisoner 15'

FREE PLAY

- Matches in smaller areas 10'

Number of children:

Duration: 80'

Material:

- Coloured pins
- Coloured boundaries
- Coloured rubber balls of various sizes
- Small posts
- Small obstacles
- Coloured tunics

*"From a child to an adult:
don't do the things I can do
for me, this would make me
feel like a child and will
never let me grow up"*
I'Erbavoglio

TECHNICAL COORDINATIVE FACTOR

Objectives:

- Hit to shoot in difficult situation
- Obstacle course with shot with time pressure 10' 15'
- Free Play 10'
- Kick under the rope 10'

Observations: _____

Variations: _____

TACTICAL COGNITIVE FACTOR

Objectives:

- Cooperate to shoot

COLLECTIVE GAMES:

- The super match 15'

GAME SITUATIONS AND MATCHES

- 2vs2 with 6 goals 15'

Observations: _____

Variations: _____

PHYSICAL MOTORY FACTOR

Objectives:

- development of movement control in regime of rapidity
- Relay with parallel courses 15'

Observations: _____

Variations: _____

OTHER OBJECTIVES OF THE SESSION:

TECHNICAL COORDINATIVE FACTOR

- Shoot to goal

TACTICAL COGNITIVE FACTOR

- Moving to tackle

PHYSICAL MOTORY FACTOR

- Rapidity

MODULE 5

Sequence of the session:

ACTIVATION GAME:

- The super match 15'
- Obstacle course with shot with time pressure 10'
- Kick under the rope 10'

CIRCUIT ACTIVITIES:

- 2vs2 with 6 goals 15'
- Relay with parallel courses 15'

FREE PLAY 15'

Number of children:

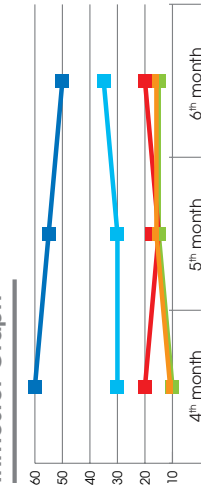
Duration: 80'

Material:

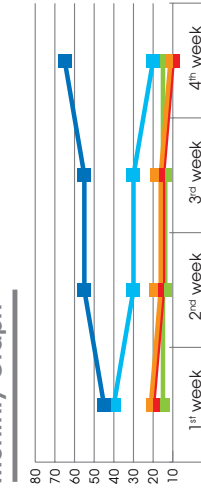
- Coloured posts and cones
- Coloured boundaries
- Coloured rubber balls of various sizes
- Coloured tunics
- "Frequency coordinators"
- "Jellyfish"
- Mattresses
- Smaller goals

LESSON 14

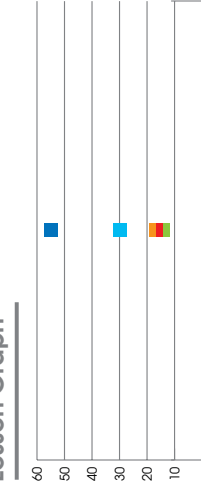
Trimester Graph



Monthly Graph

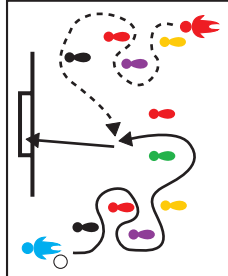


Lesson Graph



Obstacle course with time pressure

This exercise solicits the ability to conduct the ball in a regime of speed and to shoot under the pressure of an opponent that is trying to obstruct execution.



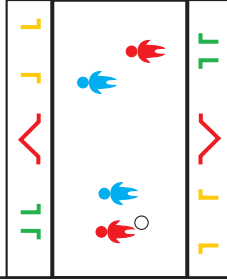
In this kind of obstacle course 2 children face each other from two opposite sides, they start by going through a slalom, one with the ball (attacker) and one without. The attacker after a slalom through the pins, concludes with a shot to goal, whereas the defender, after the slalom, has to put the attacker under pressure. At the end of the exercise they exchange roles.

Variations

- The goal is defended by the goalkeeper.
- The defender starts from the same side as the attacker with a slight handicap (e.g. with two pins added on to his slalom)

2vs2 with 6 goals

With this kind of exercise the ability to cooperate to score a goal is solicited. The fact of having such a high number of goals helps execution, whereas the different kinds of goals solicit the child to discriminate and differentiate the forms and dimensions of the letter which determines the realisation.



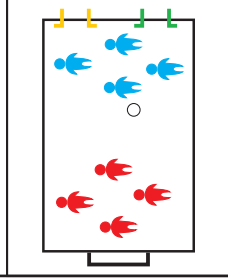
In an area of 20x20m, two teams made up of 2 players each face each other in a match in which 3 goals are placed on each side. The goals will have to have different dimensions.

Variations

- The goals scored in the smallest goals are worth 2 points
- Once a goal has been scored, they can not score there until all the other goals have been "used".

The super match

This type of match solicits the child to orient himself according to the objective to reach, which, in this case, is the realisation of a goal, once on the side with only one goal, and once on the side with two goals. The ability of spatial-temporal orientation and the solicitation of cooperation will be the ingredients that will allow them to mature, without any hurry.



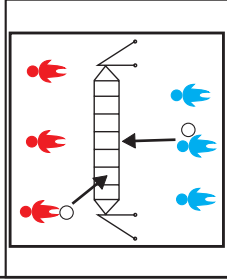
In this game the match is carried out by assigning one team to a side with one large goal and one to another with two smaller goals, then they change places. Possibility of taking turns as goalkeeper.

Variations

- Use of large goals with temporary goalkeepers
- Use of an area where the players can not go (shoot from outside the area)

Shoot under the rope

This game allows the child to develop his sensorio-perceptive analysers in estimating the direction and speed of the ball. The ability to anticipate is also involved to execute the exercise best.



The game is carried out with 6 children divided into two teams, in a game area of 15x15m. In the middle of the field, a frequency coordinator is hung parallel to the ground, horizontally at a height of about 1m. Each team has a ball that the children will have to kick under the coordinator with the purpose of crossing the goal line of the opposing team. The children on the other side will therefore have to stop the ball using various parts of the body excluding their hands. The team that crosses the other team's goal line the most times wins.

MODULE 5

Main technical objective:
SHOOT TO GOAL

Sequence of the session:
ACTIVATION GAME:

- The super match 15'
- Obstacle course with shot with time pressure 10'
- Kick under the rope 10'

CIRCUIT ACTIVITIES:

- 2vs2 with 6 goals 15'
- Relay with parallel courses 15'

FREE PLAY

Number of children:

- Duration:** 80'
- Material:**
 - Coloured posts and cones
 - Coloured boundaries
 - Coloured rubber balls of various sizes
 - Coloured tunics
 - "Frequency coordinators"
 - "Jellyfish"
 - Mattresses
 - Smaller goals

"Only children know what they want; they waste time on a rag doll, and she becomes so important that they cry if she is taken away"

A. S.Exupery

LESSON 14: COOPERATE AND SCORE A GOAL





TECHNICAL COORDINATIVE FACTOR

Objectives:

- Run to guide in a regime of rapidity
- Hit to shoot under time pressure
- Shooting race with auto-pass 10'
- 5 passes ball in try 15'
- Free play 15'

Observations: _____

Variations: _____

TACTICAL COGNITIVE FACTOR

Objectives:

- Analysis and solution of the movement task in a competitive situation
- COLLECTIVE GAMES:
- Cops and robbers with Jumbo ball 10'
- GAME SITUATIONS AND MATCHES
- Match with 4 goals 10'

Observations: _____

Variations: _____

PHYSICAL MOTORY FACTOR

Objectives:

- movement control in regime of rapidity
- Relay with parallel courses 15'

Observations: _____

Variations: _____

Sequence of the session:

- ACTIVATION GAME:
- Cops and robbers with Jumbo ball 10'
 - Relay with parallel courses 15'
 - Shooting race with auto-pass 10'

CIRCUIT ACTIVITIES:

- 5 passes ball in try 15'
- Match with 4 goals 15'

FREE PLAY:

(game chosen by the children) 15'

Number of children:

80'

Methods

Material:

- Coloured pins
- Coloured boundaries
- Coloured rubber balls of various sizes
- Small posts
- Small obstacles
- Coloured tunics

OTHER OBJECTIVES OF THE SESSION:

TECHNICAL COORDINATIVE FACTOR

- Transmission of the ball

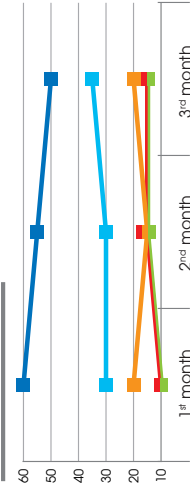
TACTICAL COGNITIVE FACTOR

- Moving totackle/intercept

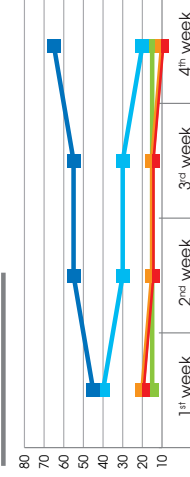
PHYSICAL MOTORY FACTOR

- Rapidity

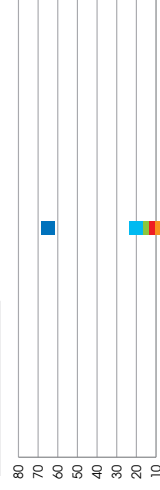
Trimester Graph



Monthly Graph

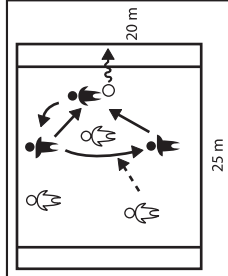


Lesson Graph



5 passes ball in try

In this game the children are solicited to look for their team mate's cooperation, favouring the movement of the children that are not in ball possession., to receive (freeing from cover) or to intercept, and to carry out movement combinations (receive and guide to try area).

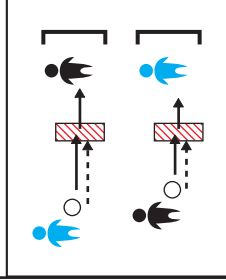


In a field of 25x20 m two teams of 3 elements each face each other. The game consists in scoring as many tries as possible (try-line=goal-line). To execute the tries the teams will have to make 5 consecutive passes with their hands, whereas the try will have to be scored by guiding the ball with their feet. Whoever has the ball in their hands cannot move and cannot be touched (therefore it is not possible to take the ball out of a player's hands). The try is valid if all the team mates have played in the same action.

- Variations
- Vary the number of compulsory hand passes (increase or decrease)
 - Vary the dimensions of the field
 - Increase or decrease the width of try-line.

Shooting race with auto-pass

This exercise, proposed in the form of a race, solicits the ability to run with the ball in a regime of time pressure (confrontation) and favours the improvement of the ability to hit the ball to shoot to goal.



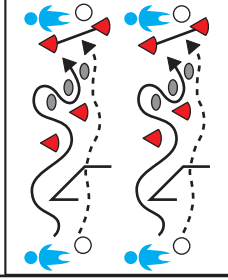
Two teams face each other in a race of goal shots with auto-pass (see game in lesson 10). The shots must be carried out within a predetermined time-limit (i.e.5). The team that scores the most goals wins.

- Variations
- The team that is the first to score 15 goals wins
 - The goal is defended by a goalkeeper.

- The attacker and the goal keeper carry out the auto pass and the shot/block after an obstacle course.

Relay with parallel obstacle course

It has the objective of improving general coordination in a regime of rapidity and ability to combine movements. It solicits the child to find efficient locomotor solutions to cover the space in the least time possible.

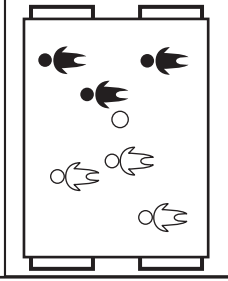


In two identical parallel obstacle courses two teams challenge each other, the ball is the baton, which must never be lost. The team that finishes the course in the least time by respecting the rules wins.

- Variations
- Vary the dimensions of the ball, equipment and distances
 - Vary the paces (i.e. imitation of animals: frog, shrimp, etc.)

Match with 4 goals

This game, proposed in many variations up to now, in particular with the Jumbo n°8 ball, is proposed in this phase to solicit the child to manage space and to orient himself according to the game situation, developing his ability to hit the ball to shoot (score a goal) and favouring decentralisation (passing to the team mate with a better position).



The game consists in a confrontation between two teams in which each team has two goals to score in, but also two goals to defend... whoever scores the most goals wins.

- Variations
- Use of one or two goalkeepers per team
 - Different sized goal, to the goal size.

MODULE 5

Main technical objective:
PASSING-PRECISION SHOTS

Sequence of the session:

ACTIVATION GAME:

- Cops and robbers with Jumbo ball 10'
- Relay with parallel courses 15'
- Shooting race with auto-pass 10'

CIRCUIT ACTIVITIES:

- 5 passes ball in try 15'
 - Match with 4 goals 15'
- FREE PLAY:
(game chosen by the children) 15'

Number of children:

Duration: 80'

Material:

- Coloured pins
- Coloured boundaries
- Coloured rubber balls of various sizes
- Small posts
- Small obstacles
- Coloured tunics

*"From a child to an adult:
don't protect me from the
consequences, I need to
learn from them"*
L'Erbavoglio

LESSON 15: LET'S FIND THE RIGHT DIRECTION



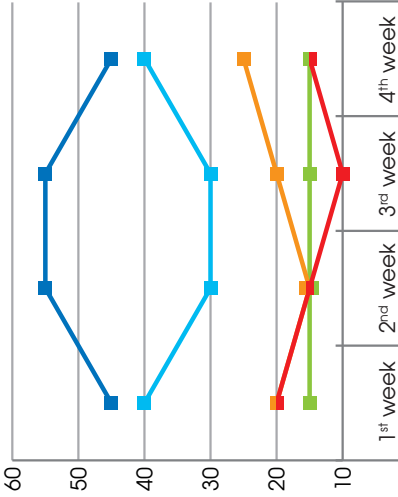


CLUB: _____ INSTRUCTOR: _____ SPORT SEASON: _____

REMEMBER:

- The clock-game (D'Ottavio S. - "Confrontation games for the development of technical rapidity in football" - Didactics of Movement 1989), is a race where the teams that face each other execute different tasks. In fact, one of the teams will try and obtain as many points as possible, whereas another one will determine, with the execution of another exercise, the available time.
- Precision exercises are now proposed with a higher rate of difficulty, and inserted in game situations and competitions that give the child the opportunity of experimenting the abilities he has learned.
- In case not all the children are able to effectively execute the exercise, it is appropriate to facilitate the task by proposing variations that make it easier.
- The "hit" to "shoot" and the "run" to "shoot", are the objectives of the match-games to favour realisation. For example the use of "very big goals", will facilitate the learning process.
- At the end of this period it is appropriate to re-propose the technical tests to verify the notions learned by the pupils and the validity of the didactical programme to date.

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: controlling the ball in a regime of rapidity
- TACTICAL-COGNITIVE FACTOR: ability to shoot in a competitive situation, ability to receive in a competitive situation
- PHYSICAL-MOTORY FACTOR: movement combination, improvement of general coordination in a regime of rapidity

N° LESSONS: _____

N° WEEKS: _____

N° COMPETITIONS/EVENTS: _____

OBSERVATIONS:

TECHNICAL COORDINATIVE FACTOR

Objectives:

- Hit the ball to pass and to shoot
- Run to jump in numerical advantage
- Clock-game - shooting race with autopass 10'
- The customs officer with shot to goal 15'
- Free play 10'

Observations: _____

Variations: _____

TACTICAL COGNITIVE FACTOR

Objectives:

- Ability to shoot in competitive situation
- COLLECTIVE GAMES:** 15'
- Very big goals
- GAME SITUATIONS AND MATCHES** 15'
- 4 goals

Observations: _____

Variations: _____

PHYSICAL MOTORY FACTOR

Objectives:

- Development of ability to control movement
- Pre-acrobatic activities 15'

Observations: _____

Variations: _____

OTHER OBJECTIVES OF THE SESSION:

TECHNICAL COORDINATIVE FACTOR

- Guiding the ball

TACTICAL COGNITIVE FACTOR

- Ability of spatial temporal orientation

PHYSICAL MOTORY FACTOR

- Rapidity

MODULE 6

LESSON 16

Sequence of the session:

- ACTIVATION GAME:** 15'
- Very big goals 15'
 - Pre-acrobatic activities
 - Clock-game - shooting race with autopass 10'
- CIRCUIT ACTIVITIES:** 15'
- 4 goals 15'
 - The customs officer with shot to goal 15'

FREE PLAY: 10'
(game chosen by the children)

Number of children: 80'

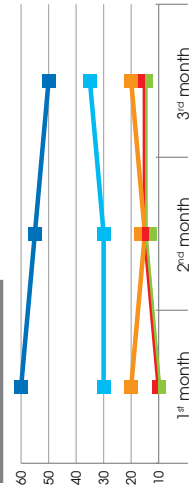
Duration:

Methods

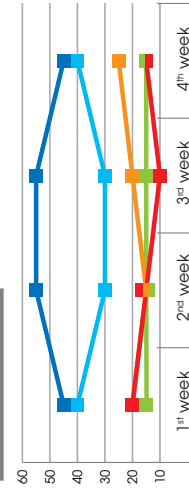
Material:

- Coloured pins
- Coloured boundaries
- Coloured rubber balls of various sizes
- Small posts
- Small obstacles
- Coloured tunics

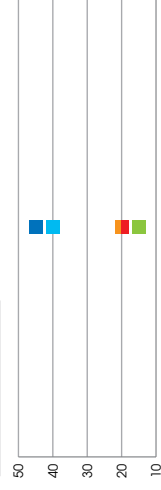
Trimester Graph



Monthly graph

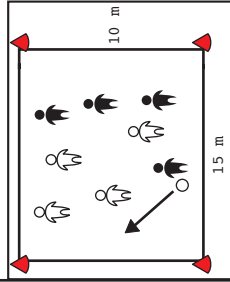


Lesson Graph



Very big goals

With this game the ability to shoot in multiple game situations is solicited as well as the awareness of movement control, in looking for the low shot.



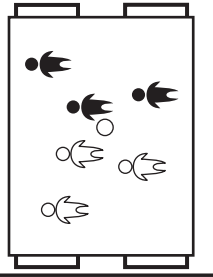
Two teams, each made up of 4 players, face each other in an area of 1.5x1.0m. Purpose of the game: to score as many goals as possible in the goals that are as large as the width of the field, limited by pins. A goal is considered valid if it does not go over the height of the pins.

Variations

- Shot preceded by a fixed number of passes
- Vary the dimensions of the ball
- Possibility of shooting after mid-field line.

Match with 4 goals

The child, as a conclusion of the second cycle, is developing the abilities he is learning in a functional way and is experimenting and is in continuous research of efficient solutions to known movement tasks. In this context, in the match game with 4 goals, we favour the finalisation of a goal in phase of attack, through the presence of more solutions of attack (number of goals and number of team mates)



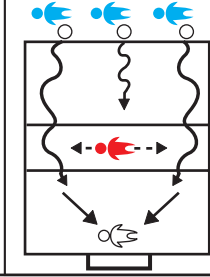
The game consists in a confrontation between two teams in which each team has to goals to score in as well as two goals to defend. the team that scores the most goals wins.

Variations

- Vary the dimensions of the goals, their shape, and their position.
- Assign different scores to each goal.

The custom's officer with auto-pass

In this game the ability to jump the opponent is further solicited in simple situations and with a strong numerical advantage. As opposed to the other situations we have already dealt with, the defender (the custom's officer) is in an area that allows more movement.



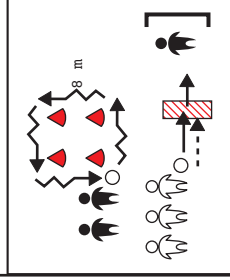
Three children guide the ball to jump the custom's officer placed in a limited area. Once the officer has been cleared, the children shoot into a goal that is defended by a goal-keeper. At the end of the action, another 3 children start the game.

Variations

- Vary the number of players that start together.
- Vary the space of action of the custom's officer and the possibilities of the goal keeper's intervention.

Clock-game - shooting race with auto-pass

In this game the ability of shooting and guiding the ball under time pressure, as well as the rapidity of movement are exercised at the same time, soliciting the child to solve a simple movement task with maximum rapidity and the most precision possible.



Two teams face each other in a clock-game. Whilst one team carries out goal shots with auto-pass in the square, the other will determine the duration of the game by guiding the ball around a square of 8m per side.

Variations

- Differentiate the forms of auto-pass
- Insert a tackler in the clock

MODULE 6

LESSON 16: LET'S JUMP THE OPPONENT

Main technical objective:
SHOOT TO GOAL

Sequence of the session:
ACTIVATION GAME:

- Very big goals 15'
- Pre-acrobatic activities 15'
- Clock-game - shooting race with autopass 10'

CIRCUIT ACTIVITIES:

- 4 goals 15'
- The customs officer with shot to goal 15'

FREE PLAY:
(game chosen by the children) 10'

Number of children:

Duration: 80'

Material:

- Coloured pins
- Coloured boundaries
- Coloured rubber balls of various sizes
- Small posts
- Small obstacles
- Coloured tunics

"Children in a condition of disadvantage are above all children"

UNICEF



TECHNICAL COORDINATIVE FACTOR

- Objectives:**
- Pass and receive low-passes

- Empty the ship 15'
- Triangle races 15'
- Free play 10'

Observations: _____

Variations: _____

TACTICAL COGNITIVE FACTOR

- Objectives:**
- Search for alternative game solutions: jump or cooperate

- COLLECTIVE GAMES: GAME SITUATIONS AND MATCHES**
- The big baffle 10'
 - Score and play 15'

Observations: _____

Variations: _____

PHYSICAL MOTORY FACTOR

- Objectives:**
- Development of ability to control movement in regime of rapidity
 - Parallel obstacle course 5'
 - Awareness activities with the ball 10'

Observations: _____

Variations: _____

Sequence of the session:

ACTIVATION GAME:

- The big baffle 10'
- Parallel obstacle course 5'
- Awareness activities with the ball 10'

CIRCUIT ACTIVITIES:

- Empty the ship 15'
- Triangle races 15'
- Score and play 15'

FREE PLAY:

- 3vs3 or 4vs4 in smaller areas 10'

Number of children:

Duration: 80'

Methods

Material:

- Coloured pins
- Coloured boundaries
- Coloured rubber balls of various sizes
- Small posts
- Small obstacles
- Coloured tunics

OTHER OBJECTIVES OF THE SESSION:

TECHNICAL COORDINATIVE FACTOR

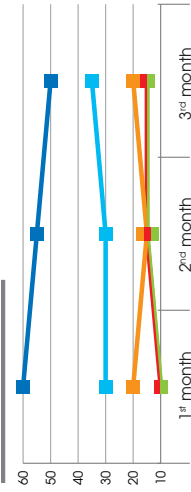
- Shoot to goal

TACTICAL COGNITIVE FACTOR

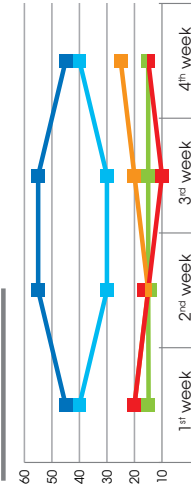
- Move to receive

PHYSICAL MOTORY FACTOR

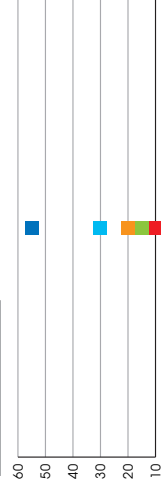
Trimester Graph



Monthly graph

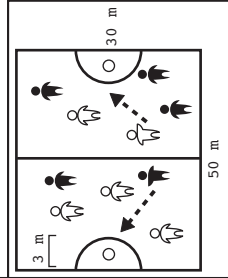


Lesson Graph



The big battle

Game that can be used as an alternative to a match, presents cognitive-motor conditions of a proper match, presenting various game situations that solicit the child to pay maximum attention to the variations of the game.

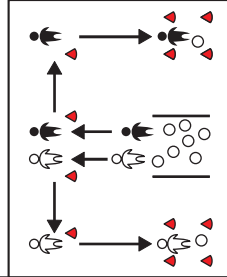


In a game area of 30x50m, divided in half 5 players per team. At the far end of the field, two balls are placed in a semi-circle (one per side). The semi-circles (3 metre radius) limit a free area, in which only the attackers can go. The purpose of the game is to take the ball from the semi-circle in the opponent field and take it back to the other side as quickly as possible using hands. Whoever manages to take the ball back to his own free-zone scores a point. Be careful not to get caught!!! The player that invades the other side's mid-field can be captured by the opponents if the

defenders touch him. If this happens, he has to sit down or squat and wait to be set free by his team mates (with a touch...) to start playing again. At the end of each action (point), the balls are returned to their free zones and they start over.

Let's empty the ship

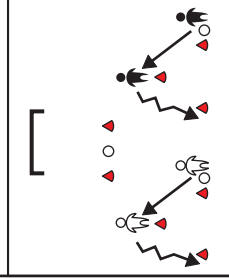
This type of exercise solicits the ability to hit the ball to pass it in a regime of rapidity and precision, in a situation of time pressure, stimulating different forms of cooperation (team play). Another element that is solicited is ball reception.



The confrontation is between two teams that have the task of bringing the balls from the ship to their deposits through passing the ball to their team mates placed in the following station. Whoever collects the most balls wins.

Triangle race

This exercise stimulates the ability to hit the ball with precision in a regime of rapidity and solicits the child to move with the ball to carry out a pass (run to pass)

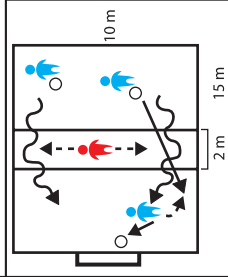


In this game two teams face each other, each composed of two players. The players carry out 10 passes around a triangle by alternating a pass to guiding the ball to the free angle. Whoever finishes first wins a penalty shot.

Shoot and play

This kind of game is aimed at soliciting the child to recognise his team mates as people to cooperate with to reach a certain goal, which in this case is to score a goal.

Furthermore the child that manages to complete the task successfully is induced to move in order to receive the ball and help his team mate.



3 children with one ball each and one without who opposes in mid-field, in an area of 15x10m. The children with the ball start from their goal line, and jump the opponent, who is in an area that is 2m wide in the centre, and then go and score a goal. Each of them, after having scored, can go and help their team mate who still needs to jump the opponent. The player in difficulty in this case is not obliged to pass the ball to his team mate, by is free to choose whether or not to let himself be helped or try and avoid the opponent by dribbling, preserving the egocentricity, the technical ability, and the creativity of movement that characterise the child. Let us remember that if the child does not pass the ball to his team mate, it does not mean that he is doing it wrong...

MODULE 6

Main technical objective:
PASSING AND RECEIVING
ACTIVATION GAME:

- The big battle 10'
- Parallel obstacle course 5'
- Awareness activities with the ball 10'

CIRCUIT ACTIVITIES:

- Empty the ship 15'
- Triangle races 15'
- Score and play 15'

FREE PLAY:

- 3vs3 or 4vs4 in smaller areas 10'

Number of children:

- 80'

Material:

- Coloured pins
- Coloured boundaries
- Coloured rubber balls
- Of various sizes
- Small posts
- Coloured tunics

"Every child has the right to freedom and every child that lives in freedom has the duty not to abuse it"

UNICEF



TECHNICAL COORDINATIVE FACTOR

Objectives:

- Control of the ball and development of the ability of differentiation.
- Obstacle course with auto-pass
- Free play

20'
15'

Observations:

Variations:

TACTICAL COGNITIVE FACTOR

Objectives:

- Pass and receive the ball in a competitive situation

COLLECTIVE GAMES:

- The big battle
- #### GAME SITUATIONS AND MATCHES
- 2vs2 attack in numerical advantage
 - 4vs4 with wildcard

10'

10'
10'

Observations:

Variations:

PHYSICAL MOTORY FACTOR

Objectives:

- Movement control in regime of rapidity
- Relay in the square

15'

Observations:

Variations:

OTHER OBJECTIVES OF THE SESSION:

TECHNICAL COORDINATIVE FACTOR

- Shoot to goal

FATTORE TATTICO COGNITIVO

- Move to tackle

PHYSICAL MOTORY FACTOR

- Rapidity

MODULE 6

LESSON 18

Sequence of the session:

ACTIVATION GAME:

- The big battle
- obstacle course
- 2vs2 attack in numerical advantage

10'

5'

CIRCUIT ACTIVITIES:

- Obstacle course
- Relay in the square
- Free play
- 4vs4 WITH WILDCARD

10'

15'

15'

15'

10'

Number of children:

80'

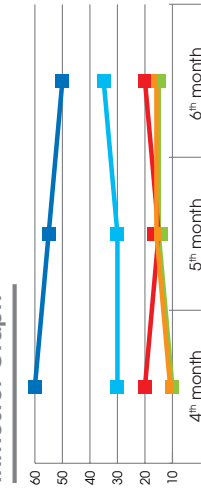
Duration:

Methods:

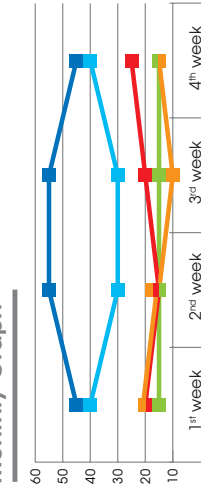
Material:

- Coloured posts and cones
- Coloured boundaries
- Coloured rubber balls of various sizes
- Coloured tunics
- "Frequency coordinators"
- "Jellyfish"
- Mattresses
- Smaller goals

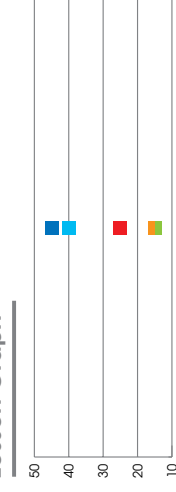
Trimester Graph



Monthly Graph

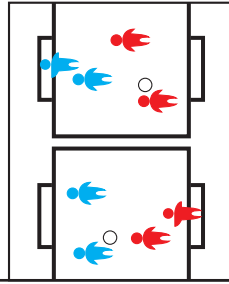


Lesson Graph



2vs2 attack in numerical advantage

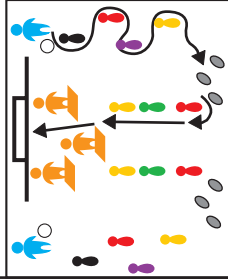
With this type of game we constantly propose 2vs1 situations, this way both the ability of movement in a competitive situation and the ability to make decisions are solicited. In fact, dribbling actions may follow looking for team cooperation.



The game is played between two teams of 2 players each. In a defensive phase one of the 2 players needs to defend the goal, thereby favouring a 2vs1 situation with a goalkeeper. When the defence intercepts the ball, the following action must begin from the goal keeper, so that the other team has the opportunity to re-organise its defence: one goalkeeper to one defender.

Obstacle course with auto-pass

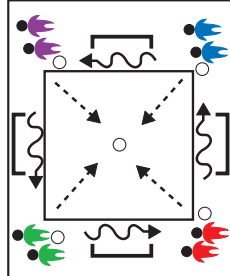
With this exercise, the combination of technical and locomotor moves is solicited, favouring the development of the ability to differentiate. Avoiding the obstacles and the presence of cut-outs in the final shot, will make the course more difficult.



On the sides of a goal, two symmetrical obstacle courses are set up, where the child has to go through a slalom and various kinds of obstacles, guiding a ball, and then has to carry out an auto-pass towards an area that is limited with boundaries. Once the auto-pass has been carried out, he tries to shoot to goal, avoiding the cut-outs that are placed in the penalty area.

Relay in the Square

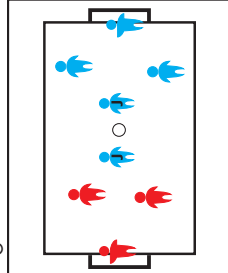
In this game, the faster and more able you are, the more possibilities you will have to kick the ball to score a point or a goal. This way the abilities to combine movements and the execution of ball guiding will be solicited in a regime of rapidity.



Four teams, each with one ball, formed by several children, place themselves at the corners of a square. Upon the instructor's signal, the first child on each team will guide the ball around the square to bring it back to the beginning to let the following team mate take his turn. The last child in each team, once he has completed the square, will run to the centre to kick the ball into one of the external goals, determining the victory of his team. After each point, each team changes their positions.

4vs4 with Wildcard

Game in continuous numerical advantage of the attacking team. The development of the ability of spatial-temporal orientation will be involved, thereby optimising the use of space in the offensive phase. The game situation, which provides for strong numerical advantage, will put the wildcard player in the condition of continuously adapting to the new game situations.



The game is carried out like a normal 4vs4 match with a permanent goalkeeper. 2 players wearing specifically coloured tunics will be wildcards and cooperate with the team in ball possession, determining a 5vs3 situation, continuously alternating the situation of numerical advantage/disadvantage. Provide for change of roles for wildcards as well as goalkeepers.

MODULE 6

Main technical objective:
GUIDING THE BALL

Sequence of the session:
ACTIVATION GAME: 10'
• The big battle 5'
• obstacle course 10'
• 2vs2 attack in numerical advantage 10'

CIRCUIT ACTIVITIES:
• Obstacle course 15'
• Relay in the square 15'
• Free play 15'
• 4vs4 WITH WILDCARD 10'

Number of children: 80'
Duration: 80'

Material:
• Coloured posts and cones
• Coloured boundaries
• Coloured rubber balls of various sizes
• Coloured tunics
• "Frequency coordinators"
• "Jellyfish"
• Mattresses
• Smaller goals

*"We mustn't give to genius
but draw form it"*
K.Gibran





CLUB: _____

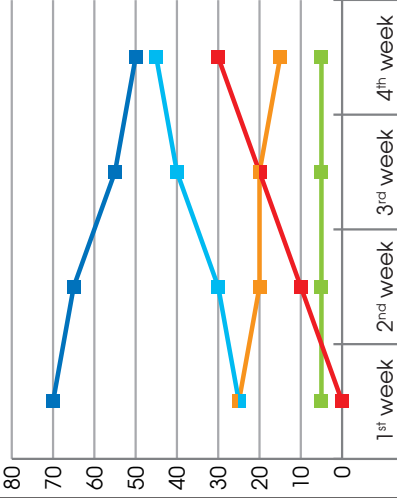
INSTRUCTOR: _____

SPORT SEASON: _____

REMEMBER:

- During the period of Football School it is appropriate for the children to have the possibility of measuring themselves against their peers from other Football Schools, meeting each other in the various Fairs and Events organised by the Provincial Committees or, privately, by the Clubs. The activity proposed in these Events will in any case have to be varied, with the possibility of experimenting the game through multiple proposals.
- In this new cycle the child will have to liaise more and more with his team mates, playing with the others and experimenting new forms of cooperation. It is advisable to control the evolution of the ego-centric phase towards decentralisation, respecting the learning capacity of each 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 and moving preceded and followed by other forms of movement (ability of combination)
- TACTICAL-COGNITIVE FACTOR: ability to control the ball, ability to move to carry out technical combinations in game situations.
- PHYSICAL-MOTORY FACTOR: movement combination, improvement of general coordination in a regime of speed.

N° LESSONS: _____

N° WEEKS: _____

N° COMPETITIONS/EVENTS: _____

OBSERVATIONS:



TECHNICAL COORDINATIVE FACTOR

Objectives:

- Ability to receive/catch in simple games
- Re-launched ball
- Stop the ball
- Free play
- Unmarking square

15'

15'

10'

15'

Observations:

Variations:

OTHER OBJECTIVES OF THE SESSION:

TECHNICAL COORDINATIVE FACTOR

- Throw/kick, receive to pass

TACTICAL COGNITIVE FACTOR

Objectives:

- Development of the ability to solve game situations by cooperating (with numerical advantage)
- GAME SITUATIONS AND MATCHES**
- Very big goals
 - 3vs2 mini-games

10'

10'

Observations:

Variations:

PHYSICAL MOTORY FACTOR

Objectives:

- Articular mobility
- Awareness and movement control activities with the ball

5'

Observations:

Variations:

PHYSICAL MOTORY FACTOR

- Rapidity

Sequence of the session:

ACTIVATION GAME:

- Very big goals
- Awareness and movement control activities with the ball

10'

CIRCUIT ACTIVITIES:

- Unmarking square
- Stop the ball
- Re-launched ball
- 3vs2 mini-games

15'

15'

15'

10'

FREE PLAY:

- 3vs3 or 4vs4 matches in smaller areas

10'

Number of children:

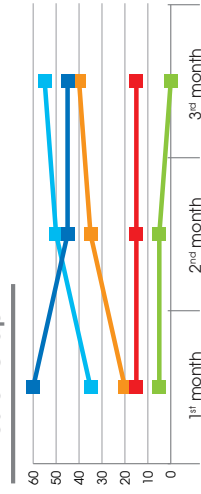
80'

Duration:

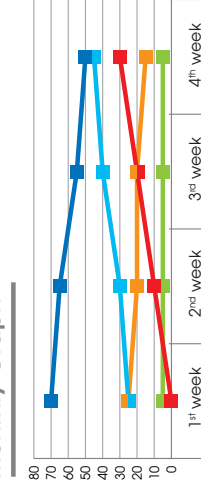
Material:

- Coloured pins
- Coloured boundaries
- Coloured rubber balls of various sizes
- Small posts
- Small obstacles
- Coloured tunics

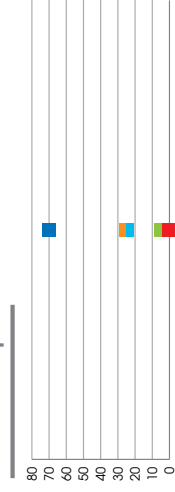
Trimester Graph



Monthly Graph

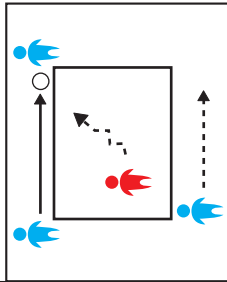


Lesson Graph



Unmarking square

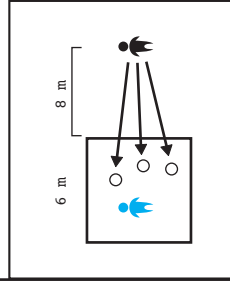
A game situation in which the unmarking of a player that is far away from the ball (move to receive) is stimulated, in fact, the child that does not have the ball, wanting to participate in the match, will have to place himself on one of the free corners of the square. The precision of the pass is also solicited (and therefore also the precision of the reception) as the opponent that is inside the square could intercept the ball with a foot (move to intercept).



The three external players pass the ball outside of the square. The player in ball possession must always have two lateral passing solutions, so the player that is in the opposite corner, will have to stop in the free corner to receive the ball. The player that receives the ball, once he has controlled it, kicks it to one of the two team mates. Later, a defender is inserted.

Stop the ball

This type of game favours the acquisition of sensoriperceptive information relating to moving to intercept the ball coming from a frontal position, low on the ground, soliciting an adequate spatial-temporal organisation in relation to the distance and speed of the ball.



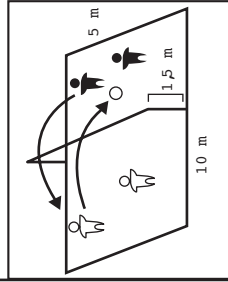
One player inside a square of 6m each side needs to try and stop the balls thrown by his team mate, 8 metres away, into the square. After 5 trials you count the number of effectively stopped balls.

Variations

- parabolic throws
- one ball at a time
- one ball at a time with an opponent in front of the child.

Re-launched ball

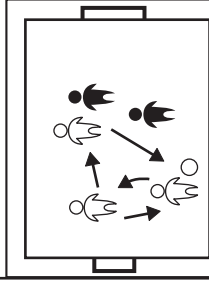
This type of game favours the in-take of sensoriperceptive information that allows the child to move to intercept the ball, with spatial and temporal elements that facilitate his task, like the parabola of the ball (the higher it is, the more time he will have to think), the frontal nature of the action (he has the possibility of having a wider view of the action), etc.



The game consists in throwing the ball using hands into the opposing field, trying to make it fall on the ground without letting the opposing team intercept it. The game is carried out in an area of 10x5m in which 4 or 6 children, divided into two teams (2vs2 or 3vs3). The field is divided, in the centre, by a net or a ribbon that is 1.50m high.

3vs2 mini matches

We find ourselves in a situation that is slightly more complex than the other types of games we have faced in the preceding lessons. In this case the team in numerical advantage is stimulated to cooperate to gain the penalty shoot, recognising the other team members as their mates that they had not seen before in other situations. The children in the team in numerical disadvantage are stimulated to move in order to intercept and to tackle, to conclude with a goal shot (ability to shoot in a competitive situation)



The children challenge each other in 3vs2 matches. The 3 team mates, in order to shoot, need to make 4 passes, after which they can shoot a penalty. The team made up of 2 players can score goals in the smaller goal.

MODULE 7

LESSON 19: LET'S PLAY IT AGAIN WITH THE OPPONENT

Main technical objective: PASSING AND RECEIVING

Sequence of the session: ACTIVATION GAME:

- Very big goals 10'
- Awareness and movement control activities with the ball 5'
- Unmarking square 15'
- Re-launched ball 15'
- Stop the ball 15'
- 3vs2 mini-games 10'

FREE PLAY:

- 3vs3 or 4vs4 matches in smaller areas 10'

Number of children:

Duration:

- Coloured pins 80'
- Coloured boundaries
- Coloured rubber balls of various sizes
- Small posts
- Small obstacles
- Coloured tunics

"We can't be children without playing, we cannot grow without playing"
UNICEF

TECHNICAL COORDINATIVE FACTOR

Objectives:

- From the movement behaviours to technical ability: pass, reception and shot (in the presence of the opponent)
- Obstructing passes 15'
- Clock-game: spin the ball and pass the ball and shoot 15'
- Free play 15'

Observations: _____

Variations: _____

TACTICAL COGNITIVE FACTOR

Objectives:

- Knowing how to relate to 3vs3 situations: analysis and solution of the task of cooperation
- #### COLLECTIVE GAMES:
- The party pooper 15'
- #### GAME SITUATIONS AND MATCHES
- 5 passes and try ball 15'

Observations: _____

Variations: _____

PHYSICAL MOTORY FACTOR

Objectives:

- Development of ability to control movement in regime of rapidity
- Relay races in an obstacle course 5'

Observations: _____

Variations: _____

OTHER OBJECTIVES OF THE SESSION:

TECHNICAL COORDINATIVE FACTOR

- Receive to pass and shoot

TACTICAL COGNITIVE FACTOR

- Solution of movement tasks in relation to new elements

PHYSICAL MOTORY FACTOR

- rapidità

MODULE 7

LESSON 20

Sequence of the session:

- ACTIVATION GAME:
- Party pooper 15'
 - Relay races in an obstacle course 5'

CIRCUIT ACTIVITIES:

- Obstructing passes 15'
- Clock game 15'
- 5 passes and try ball 15'

FREE PLAY:

- 3vs3 or 4vs4 matches in smaller areas 15'

Number of children:

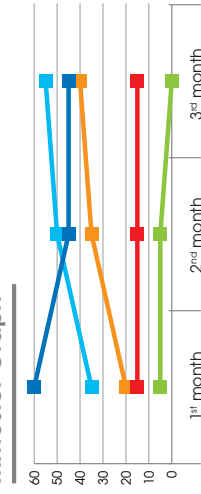
Duration: 80'

Methods

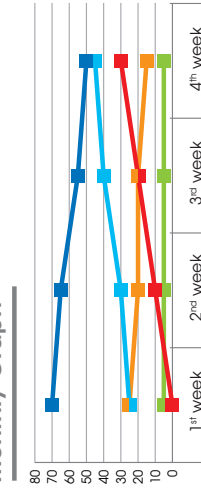
Material:

- Coloured pins
- Coloured boundaries
- Coloured rubber balls of various sizes
- Small posts
- Small obstacles
- Coloured tunics

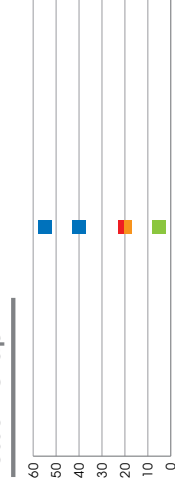
Trimester Graph



Monthly Graph

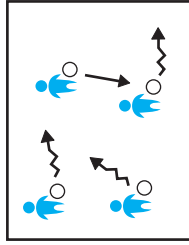


Lesson Graph



Party Pooper

This game allows to improve the control of the ball in a situational context, favouring the domination of the tool and the protection of the ball



Each child guides a ball in the limited area and, at the same time, needs to try and hit the ball of the other children to send it out of the field, and avoid his own ball getting hit by the others. The game is played in teams, and the team that stays on the field with the most players wins.

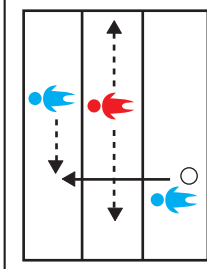
Variations

- Vary the dimensions of the ball
- Vary the dimensions of the playing area
- Vary the number of party poopers

Obstruct the pass

This exercise solicits, in the defending child, the ability to move to intercept (anticipation) the ball transmitted from

one zone to another by the opponents, which, at the same time, are solicited to be precise in their technical move



The exercise consists in carrying out a series of frontal passes, obstructed by an opponent that is placed in a limited area (square). After a certain series of passes (i.e. 20), roles are exchanged.

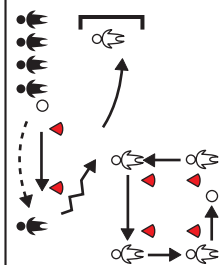
Variations

- Increase the number of attackers
- Increase the number of defenders
- Defender placed on a line or in a zone

"Clock-game": "spin the ball" and "pass the ball and go to shoot"

This game exercises a certain amount of pressure on the child, inducing him to execute a technical task with rapidity and with the best possible precision.

In this case the moves that are solicited are the pass, for the time game as well as the game that determines the score, ball-guiding and shoot to goal.



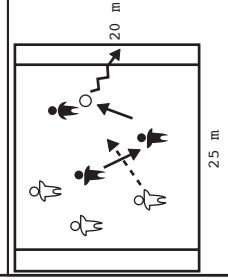
As in the other clock games, the activity provides for one activity that determines the time (spin the ball), whereas the other is (pass the ball and shoot) determines the score.

In the clock the children need to carry out 15 correct consecutive passes (the ball must not enter the square), to end the opponent's game. In the opponent's field, the children are placed at different stations and, through passes, give the possibility to their team mate, who is placed at a certain distance from the goal, to guide the ball and shoot. The goal is defended by a goalkeeper from the opposing team. The team that scores the most goals wins.

5 passes and try ball

In this game the children are solicited to look for

cooperation from their team mates, favouring the movement of the ball possession to receive the ball (unmarking) or to intercept, and to carry out movement combinations (receive and guide into try-area). This time the pass can happen while moving.



In a field of 25x20m two teams of 3 elements each play. The game consists in scoring as many trys as possible (try=lines=goal line). To score a goal, each team will have to carry out 5 consecutive passes with their hands, whereas the try will have to be scored by guiding the ball over the line with the feet. Passes may also be carried out when moving, but with the following rules: when running with the ball you have to bounce it (like basket ball, hand ball, etc.); the ball can only be conquered by interception (whoever has the ball cannot be touched).

MODULE 7

LESSON 20: LET'S PLAY TOGETHER TO SCORE

Main technical objective:
PASSING AND RECEIVING

Sequence of the session:
ACTIVATION GAME:

- Party pooper 15'
- Relay races in an obstacle course 5'

CIRCUIT ACTIVITIES:

- Obstructing passes 15'
- Clock game 15'
- 5 passes and try ball 15'

FREE PLAY:

- 3vs3 or 4vs4 matches in smaller areas 15'

Number of children:

Duration: 80'

Material:

- Coloured pins
- Coloured boundaries
- Coloured rubber balls of various sizes
- Small posts
- Small obstacles
- Coloured tunics

"There is always someone who decides who can do something and who can't, all children have the right to the same opportunities"

UNICEF

TECHNICAL COORDINATIVE FACTOR

Objectives:

- Run with rapidity with the ball
- Obstacle course with the ball in a circuit
- Play faster
- Free play

10'
15'
10'

Observations:

Variations:

TACTICAL COGNITIVE FACTOR

Objectives:

- Development of the ability of orientation
- Solution of movement tasks in competitive situations

COLLECTIVE GAMES:

- Re-launched ball
 - Give the ball to a different colour
- GAME SITUATIONS AND MATCHES
- Pass the ball to the boundary

10'

15'

15'

Observations:

Variations:

PHYSICAL MOTORY FACTOR

Objectives:

- Development of ability to control movement
- Pre-acrobatic activity

5'

Observations:

Variations:

OTHER OBJECTIVES OF THE SESSION:

TECHNICAL COORDINATIVE FACTOR

- Shoot to goal
- Receiving a pass

TACTICAL COGNITIVE FACTOR

- unmarking

PHYSICAL MOTORY FACTOR

- rapidity

MODULE 7

LESSON 21

Sequence of the session:

ACTIVATION GAME:

- Re-launched ball
- Pre-acrobatic activity
- Obstacle course with the ball in a circuit

10'

5'

10'

CIRCUIT ACTIVITIES:

- Play faster
- Give the ball to a different colour
- Pass the ball to the boundary

15'

15'

15'

Number of children:

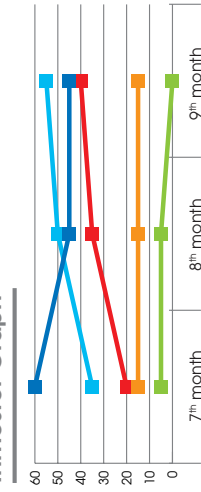
80'

Material:

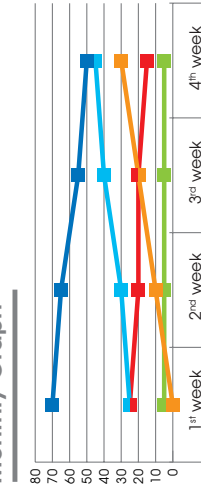
- Coloured posts and coloured cones
- Coloured boundaries
- Coloured rubber balls of various sizes
- Coloured tunics
- "Frequency coordinators"
- "Jellyfish"
- Mattresses
- Smaller goals



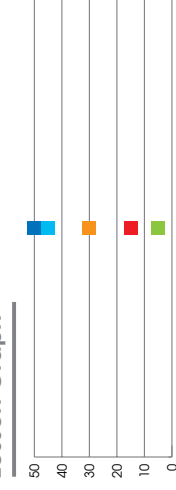
Trimester Graph



Monthly Graph

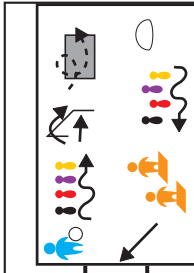


Lesson Graph



Obstacle course in a circuit

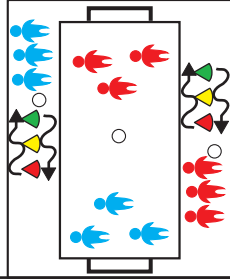
This exercise is proposed to favour the constant control of the ball, developing the various technical-coordinative components encountered in the didactical itinerary and that are now combined with each other, in a sequence. Running with the ball, jumping, rolling, keeping balance, hitting to pass and to shoot, are the various movement behaviours that are solicited by this exercise.



The pupil starts with the ball, carries out a slalom between the pins, passes the ball under the small obstacle and combines the movement with a jump. Once this phase is over, he does a summersault on a mattress; turns around on a jelly-fish (see paragraph "football school equipment") then a diagonal slalom. Finally, he carries out a feint with each cut-out, and concludes with a goal-shot.

Play the fastest

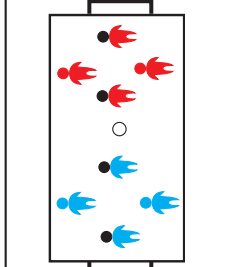
This exercise develops the ability to guide the ball rapidly, and stimulates the child to improve the control over the ball. During the game, the possibility of playing in numerical advantage/disadvantage will favour the development of the ability of orientation in space and the movement behaviour of moving (to un-mark oneself, to intercept, to tackle, etc.).



Within a 30x20m game area the children play a 3vs3 match. Outside the area, other players belonging to each team carry out a relay that consists in a slalom run with ball guiding, around small cones. Every time that a player completes his turn the winner will have the possibility of entering the field to play the match with their team mates and create situations of numerical advantage.

Give the ball to a different colour

Through this game-match, we solicit the ability of occupying space in a competitive situation. In particular we favour the acquisition of visual information and the development of the attention capacity of the players that need to receive the ball.



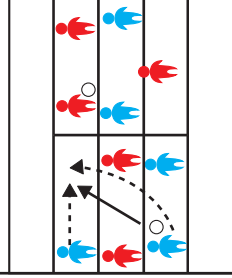
The match is carried out like a normal match between 4 players, with temporary goal-keepers. Each team wears tunics of two different colours. In fact the game provides for the fact that the player in ball possession, should he want to pass the ball, has to pass it towards the team mate with a different coloured tunic.

Variations

- A goal is valid if all the players have had ball possession during the same game action.
- The colour of the player to pass the ball holder has to be established by the instructor ("same colour" or "different colour").

Pass the ball to the boundary

This game is the evolution of the exercise in the preceding lessons, in which the ability of spatial orientation is further solicited. In particular the movement behaviour of "moving to receive" is developed further.



A game area of 15x10m is divided into three zones. Two interceptors are placed in the central zone of the field. Another group of 3 children is placed in the other 2 zones. The purpose of the game is to make the ball pass beyond the central zone (boundary). The child in ball possession, in fact, will pass the ball to the team mate placed on the opposite side, beyond the "boundary", defended by the 2 defenders (interceptors). Whoever manages to pass the ball can also go over the boundary to help his team mate. Every pass over the boundary is equal to one point. At the end they exchange roles. The team that obtains the most points wins.

MODULE 7

Main technical objective:
PASSING

Sequence of the session:
ACTIVATION GAME:

- Re-launched ball 10'
- Pre-acrobatic activity 5'
- Obstacle course with the ball in a circuit 10'

CIRCUIT ACTIVITIES:

- Play faster 15'
- Give the ball to a different colour 15'
- Pass the ball to the boundary 15'
- FREE PLAY 15'

Number of children:

Duration: 80'

Material:

- Coloured posts and cones
- Coloured boundaries
- Coloured rubber balls of various sizes
- Coloured tunics
- "Frequency coordinators"
- "Jellyfish"
- Mattresses
- Smaller goals

"If a child lives his life loving himself he learns to find love and friendship in the world"



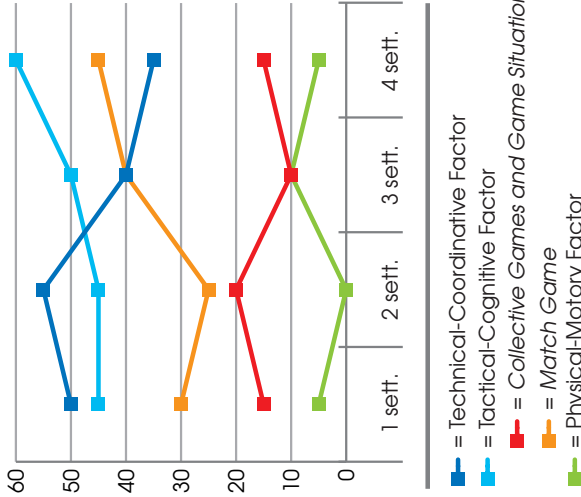


CLUB: _____ INSTRUCTOR: _____ SPORT SEASON: _____

REMEMBER:

- During this last period of didactical programming it is advisable to widen the experience that is characterised by competitions, games and events, also with other clubs.
- The verification of progress and the notions the child has learned during this month may be helpful to observe the social and relational aspects both within the group, as well as with others.
- One of the activities that could be organised during the lesson is the "TREASURE HUNT", in which we propose games, questions and guessing games to solve, providing, on the occasion, a prize for everyone (perhaps a chest full of gold coins...made of chocolate!). To organise all this we leave it up to your imagination to think about the "how" and "where" of the preparation of this fantastic "HUNT FOR...GOALS!!!"

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 and moving preceded and followed by other forms of movement
- TACTICAL-COGNITIVE FACTOR: ability to move to carry out technical combinations in game situations. ability to shoot to goal and pass to a team mate ability to receive to direct the ball into a free space
- PHYSICAL-MOTORY FACTOR: movement combination, improvement of general coordination in a regime of rapidity.

N° LESSONS: _____

N° WEEKS: _____

N° COMPETITIONS/EVENTS: _____

OBSERVATIONS:

TECHNICAL COORDINATIVE FACTOR

Objectives:

- Hit to pass
- Low shots 2vs2 15'
- Let's empty the ship 15'
- Free play 10'

Observations: _____

Variations: _____

TACTICAL COGNITIVE FACTOR

Objectives:

- Jumping the opponent in situations of numerical advantage
 - Ability to solve situations by cooperating
- COLLECTIVE GAMES:** 10'
- Ball to the captain
- GAME SITUATIONS AND MATCHES**
- Ball to the captain 10'
 - Score and play 15'
 - 3vs3 10'

Observations: _____

Variations: _____

PHYSICAL MOTORY FACTOR

Objectives:

- Development of ability to control movement
- Pre-acrobatic activity 5'

Observations: _____

Variations: _____

MODULE 8

LESSON 22

Sequence of the session:

- ACTIVATION GAME:**
- Ball to the captain 10'
 - Pre-acrobatic activity 5'

CIRCUIT ACTIVITIES:

- Low shots 2vs2 15'
- Let's empty the ship 15'
- Score and play 15'
- 3vs3 MATCH 10'

FREE PLAY:

- Matches in smaller areas 3vs3 or 4vs4 15'

Number of children:

Duration: 80'

Methods

Material:

- Coloured pins
- Coloured boundaries
- Coloured rubber balls of various sizes
- Small posts
- Small obstacles
- Coloured tunics

OTHER OBJECTIVES OF THE SESSION:

TECHNICAL COORDINATIVE FACTOR

- Receive to pass

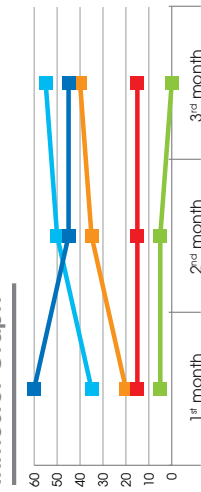
TACTICAL COGNITIVE FACTOR

- Move to receive in relation to the opponent

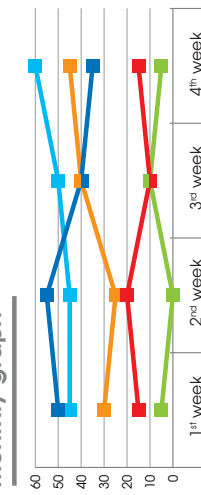
PHYSICAL MOTORY FACTOR

- rapidity

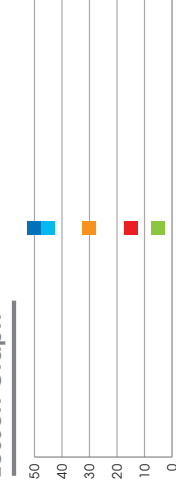
Trimester Graph



Monthly graph

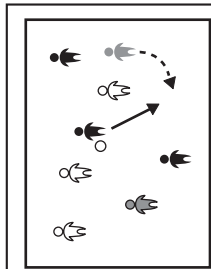


Lesson Graph



Ball to the captain

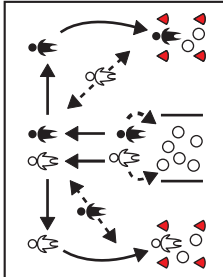
In this game we solicit the ability of cooperation and favour the decentralisation process (passing, moving to receive - unmarking- reception, orientation, etc.)



Two groups of children play among themselves with a ball, in a wide limited area. Taking turns, one component of each team takes on the role of captain. Every pass to the captain is worth a point. The team that reaches a pre-established score (e.g. 5) wins the game. The team that is temporarily without the ball will have to try and recover it to pass it to their captain. To favour passing and the other elements that characterise this move and make it possible (moving to receive - unmarking - reception, orientation, etc.), the game needs to be proposed using hands in the first place, to avoid injuries and conflicts, and later using feet.

Let's empty the ship, with interceptor

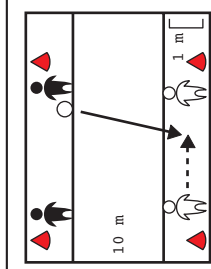
This type of exercise solicits the ability of hitting the ball to pass, in a regime of rapidity and precision, under time pressure due to time (race) and the opponent. This way we stimulate different forms of cooperation (team play). Other elements that are solicited for the defender are the reception and movement to intercept the ball.



Two teams face each other and they have the objective of bringing the balls from the ship to their respective deposits through passes to the team mates that are placed at the following station. Whoever collects the most balls wins the game. The action in this case is disturbed by an opponent who has the role of intercepting as many balls as possible.

Low shots 2vs2

This exercise develops differentiation in hitting the ball (precision and strength of the shot) and solicits the sensor-perceptive analyses to determine movement to intercept the ball. In this particular case, there is also a division of the space and the tasks, soliciting a spirit of cooperation.



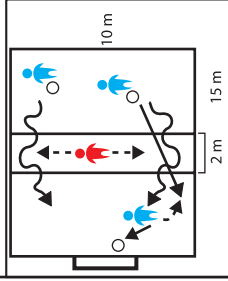
The game consists in carrying out a low shot of about 8-10m into the big goals. The goal is valid if the shot enters the goal between the two cones and if does not go over their height. The children placed on the goal lines need to block/intercept the shots with their feet. If the stop of the ball is within the limit of the penalty area (3m deep), they gain a point. Players take turns to shoot.

Variations

- shot carried out with a moving ball (passed to the team mate)

Score and play

This type of game is aimed at soliciting the child to recognise his playmate as a team mate to cooperate with to reach a certain objective, which in this case is to score a goal. Furthermore the child that manages to complete the task successfully is induced to move to receive the ball and help his team mate in difficulty. The child, now, very probably, is curious to experiment new solutions, looking for the cooperation of his team mates that have become his friends.



3 children with one ball each and one child without a ball, in an area of 15x10m. The children with the ball start from the goal line and, after having jumped the opponent, placed in a limited area 2m deep at the centre of the field, go on to score a goal.

MODULE 8

Main technical objective:
PASSING AND RECEIVING

Sequence of the session:
ACTIVATION GAME:

- Ball to the captain 10'
- Pre-acrobatic activity 10'

CIRCUIT ACTIVITIES:

- Low shots 2vs2 15'
- Let's empty the ship 15'
- Score and play 15'

FREE PLAY:

- Matches in smaller areas 3vs3 or 4vs4 15'

Number of children:

Duration: 80'

Material:

- Coloured pins
- Coloured boundaries
- Coloured rubber balls of various sizes
- Small posts
- Coloured tunics

"Playing is the first and only occupation of our childhood and remains the most pleasant one for all of our life"

Wieland

LESSON 22: LET'S PASS THE BALL TO JUMP THE OPPONENT





TECHNICAL COORDINATIVE FACTOR

Objectives:

- Hit the ball to pass it in a regime of rapidity
- The double custom's officer 15'
- 2vs1, free custom's officer 15'

Observations: _____

Variations: _____

TACTICAL COGNITIVE FACTOR

Objectives:

- Cooperation and solutions for situations of collective play

COLLECTIVE GAMES: 10'

GAME SITUATIONS AND MATCHES

- 3vs3 - 5 passes and ball to goal 15'
- 3vs3 (tournament) 15'

Observations: _____

Variations: _____

PHYSICAL MOTORY FACTOR

Objectives:

- Rapidity
- Relays with the ball 10'

Observations: _____

Variations: _____

Sequence of the session:

ACTIVATION GAME: 10'

- Ball to the captain
- Relays with the ball 10'

CIRCUIT ACTIVITIES: 15'

- The double custom's officer
- 3vs3 - 5 passes and ball to goal 15'
- 2vs1, free custom's officer 15'

FREE PLAY: 15'

- 3vs3 (tournament)

Number of children: 80'

Duration: 80'

Methods

Material:

- Coloured pins
- Coloured boundaries
- Coloured rubber balls of various sizes
- Small posts
- Small obstacles
- Coloured tunics

OTHER OBJECTIVES OF THE SESSION:

TECHNICAL COORDINATIVE FACTOR

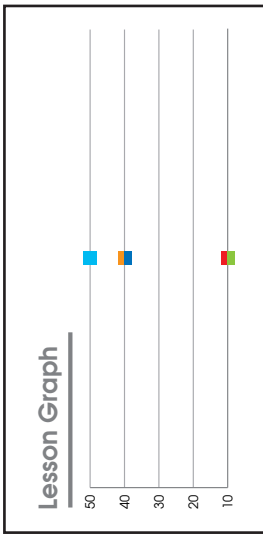
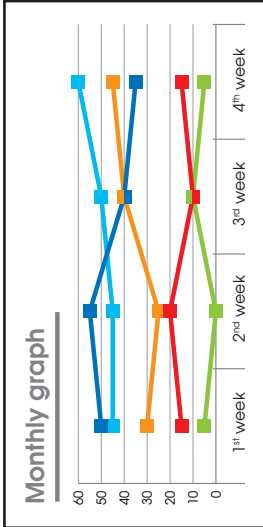
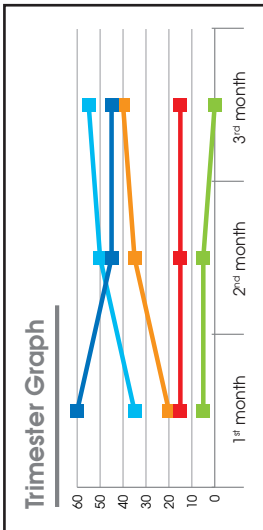
- Shoot to goal

TACTICAL COGNITIVE FACTOR

- Find play solution in 3vs3

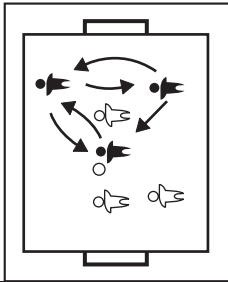
PHYSICAL MOTORY FACTOR

- Development of the ability to control movement in regime of rapidity



3vs3 - 5 passes and ball to goal

This is a game that derives from the game of 5 passes to score a try, only this time the purpose is to score a goal. Like in the other game, we solicit the abilities the child has learned during the year and the application in a game-matching, favouring cooperation and stimulating decentralisation



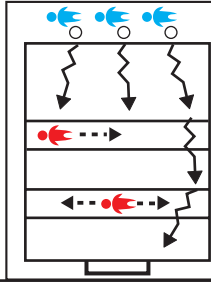
Two teams face each other in a match, carrying out passes with their hands. The game consists in scoring as many goals as possible. The goal must however be scored only after 5 passes have been carried out using the hands. The ball can be conquered only by intercepting it: no physical contact allowed.

Variations:

- Game carried out with hands/feet
- Hand game, goal using feet with auto-pass (in the air or on the ground)

Double custom's officer

In this exercise we solicit jumping the opponent with a gradual increase of difficulty (first it is a 3vs1, then a probable 2vs1), maintaining the egocentric necessity of the pupil high, letting him guide the ball, jump and shoot to goal alone, letting him choose side, the way of guiding and jumping the opponent.



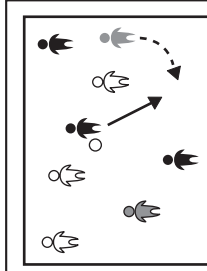
The action is developed like in the normal custom's officer game. 3 children start, each with their own ball, in the direction of the goal. To score a goal they will have to jump 2 opponents (the "custom's officers") that are placed in two areas, one after the other. We count the number of scored goals and the number of times the children have managed to cross.

Variations:

- The custom's areas are divided in half, the defender chooses the half he wants to defend.

Ball to the captain

In this game we solicit the ability to cooperate and favour the decentralisation process (passing, moving to receive - unmarking - reception, orientation, etc.). Now the game is proposed using feet, soliciting the ability of passing the ball in a competitive situation.

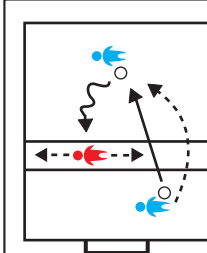


Two groups of children play with one ball, in a wide limited area. Taking turns, one component of each team takes on the role of captain.

The team that reaches a certain pre-established score wins, bearing in mind that every pass to the team's captain is worth one point. The team that is temporarily not in ball possession will have to try and recover the ball in order to pass it to the captain.

2vs1 - the free custom's officer

We want to solicit and verify the ability of the child to jump an opponent with or without the cooperation of a team mate. This game favours the decentralisation process but leaves room for creativity and the possibility of applying the moves and technical abilities the child has learned. It solicits unmarking, receiving and shooting.



The game is played in threes and can also accommodate the use of a goalkeeper. The players are placed like in the "disturber" game, with the team mates positioned in two zones, between which there is a defender (custom's officer). The attacker placed in the goal area needs to pass the ball to the team mate, avoiding letting the ball be intercepted. Once the second attacker receives the ball, the "custom's officer" is "activated" and can tackle the attacker in his area of action. The attacker can choose whether to jump the defender by himself or cooperate with his team mate (2vs1). Rotation of tasks.

MODULE 8

LESSON 23: LET'S PLAY AS A TEAM

Main technical objective:

PASSING AND RECEIVING

Sequence of the session:

- ACTIVATION GAME: 10'
- Ball to the captain 10'
- Relays with the ball
- CIRCUIT ACTIVITIES: 15'
- The double custom's officer
- 3vs3 - 5 passes and ball to goal 15'
- 2vs1, free custom's officer 15'
- FREE PLAY: 15'
- 3vs3 (tournament) 15'

Number of children:

80'

Material:

- Coloured pins
- Coloured boundaries
- Coloured rubber balls of various sizes
- Small posts
- Small obstacles
- Coloured tunics

"play is the lubricant that makes the frictions of our lives less painful, in particular games with children, who are the "masters" of game masters"
E. Brunner

TECHNICAL COORDINATIVE FACTOR

Objectives:

- Hit to shoot
- Goal challenge
- In the square

15'

10'

Observations:

Variations:

TACTICAL COGNITIVE FACTOR

Objectives:

- Moving to receive according to the opponent (unmarking)

COLLECTIVE GAMES:

- Everyone plays

GAME SITUATIONS AND MATCHES

- Match with flying goals
- 4vs4 tournament

15'

20'

Observations:

Variations:

OTHER OBJECTIVES OF THE SESSION:

TECHNICAL COORDINATIVE FACTOR

- Receiving and passing

TACTICAL COGNITIVE FACTOR

- Cooperation and solution of situations of collective play

PHYSICAL MOTORY FACTOR

- Ability to control movement

PHYSICAL MOTORY FACTOR

Objectives:

- Rapidity
- Relays with the ball

5'

Observations:

Variations:

MODULE 8

LESSON 24

Sequence of the session:

ACTIVATION GAME:

- In the square
- Relays with the ball

15'

5'

CIRCUIT ACTIVITIES:

- Goal challenge
- Everyone play
- Match with flying goals
- 4vs4 tournament

15'

15'

15'

20'

Number of children:

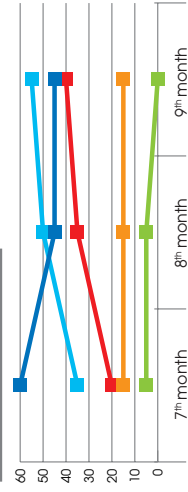
80'

Duration:

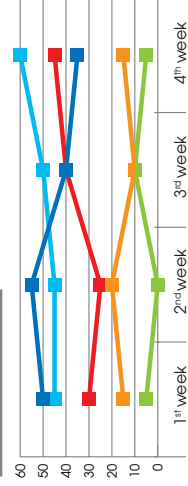
Material:

- Coloured posts and cones
- Coloured boundaries
- Coloured rubber balls of various sizes
- Coloured tunics
- Frequency coordinators
- Jellyfish
- Mattresses
- Smaller goals

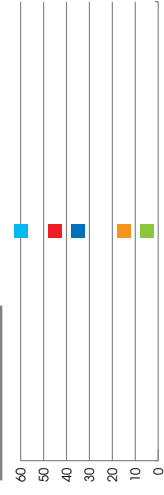
Trimester Graph



Monthly graph

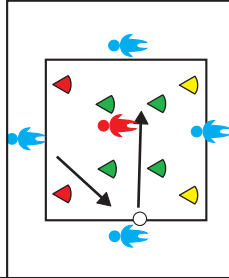


Lesson Graph



In the square

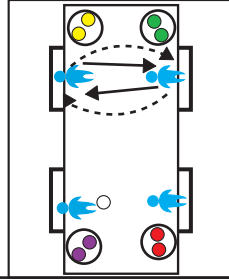
This exercise particularly favours the development of two movement behaviours: hitting, to pass or to shoot, and moving, to receive or to intercept. Therefore we solicit the ability of anticipation for the child in the middle of the square, whereas the child that carries out the shot is stimulated to be as precise as possible.



One group of pupils is placed in a circle, outside a square of 3x3m, carrying out passes and shots. Inside the circle one pupil will have to defend the four sides, as if they were four goals, from the shots of the other children. Naturally the shots of the external players will have to be directed towards the side (goal) that is opposite from their shooting position. The child that defends the goals best wins.

The goal challenge

This game creates considerable enthusiasm because a lot of goals are scored. It also favours the development of the ability to kick to shoot with precision and rapidity. The direction of the run, the distance and the position of the ball will be the variables that make the exercise more or less complex.



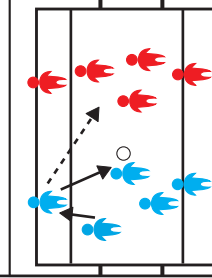
4 Goals are placed in an area of 15x8m. Next to each goal there are a few coloured balls (inside a circle for example). One child is placed in each goal, and places a ball in front of the goal. At the signal, the players all run quickly towards the opposite goal and shoot into the goal they left from. Every child carries out 5 shots and the team with the most goals at the end wins.

Variations:

- Before reaching the ball they will have to go through an obstacle course.

Everyone plays

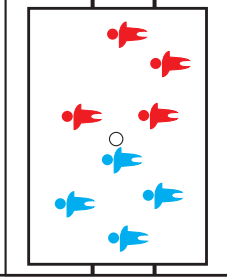
This game favours the cooperation between team mates, inducing them, through the rules of the game, to use the external players (division), which at the same time are solicited to move to receive the ball.



Inside a 25x20m area the children play a 3vs3 mini-match. Outside the field (in the lateral corridors) there are another 4 players (two per side) that are waiting to play. Each team will not be allowed to score before all the components of the team have come into play. To let the external components into the field all they have to do is pass them the ball (if the opponents let them). When they are all in the field, the team is allowed to score a goal. At the end of the action, everyone goes back to their initial positions, and the roles are rotated.

Flying goal match

This game-match, played with the hands, allows the children to develop their ability of orientation in space, in particular to move to receive the ball. Furthermore, the technical move required to reach the objective (hit the ball in the air), solicits the child to combine locomotor movements, such as the auto-pass and shot, favouring, among other things, the development of the ability to balance.



This game is also played like a normal 4vs4 match using hands, only in this case the goals will only be valid if the ball is hit in the air with an auto-pass: if therefore is not hit straight after a pass from a team mate.

MODULE 8

LESSON 24: THE GOAL CHALLENGE

Main technical objective:
RECEIVING AND PASSING

Sequence of the session:
ACTIVATION GAME:

- In the square 10'
- Relays with the ball 5'

CIRCUIT ACTIVITIES:

- Goal challenge 15'
- Everyone plays 15'
- Match with flying goals 15'
- 4vs4 tournament 20'

Number of children: 80'

Duration:

- Material:**
- Coloured posts and cones
 - Coloured boundaries
 - Coloured rubber balls of various sizes
 - Coloured tunics
 - Frequency coordinators
 - Jellyfish
 - Mattresses
 - Smaller goals

"if a child lives in shame he learns how to feel guilty"