

COACHING INTRODUCTORY PACK



**Adapted for the Remote Hockey Program from documents
prepared by Greg Richards on behalf of the Sunshine
Coast Hockey Association Inc**

So you have decided to start coaching – what do you need to do next?

This pack is aimed at answering some of your questions you may have and provide other reference points where more information can be found.

Coaching brings together many different types of people with a range of experiences that can all benefit the development of our players. Some may have a high level of playing experience, some may have children involved and some may be returning to the game after an absence. Some may be looking to make a career out of coaching and some just want to be involved for the enjoyment of helping.

Two types of coaches have been identified;

- Developmental coaches who are mainly concerned with juniors
- Competitive coaches who may focus at the elite end of the spectrum

Within the Remote Hockey Program there is range of coaching experience and a good starting point would be to know who your these coaches are and where they come from. Don't be afraid to make contact with the Remote Hockey Program and or local sports co-ordinators. Organising a coach networking night would be a great way of discussing issues and finding solutions to initial problems you might come across as you commence your coaching 'life'.

WHAT DO I NEED TO START COACHING

Remote Hockey Program requires that all coaches hold a blue card and the Remote Hockey Program looks to work in partnership with the Active After Schools Program and school organizations to accredited coaches in 2 main areas.

- Blue card application form available from Department of Child Safety.
- Hockey Australia in conjunction with Hockey Qld and the Remote Program State and Territory Associations have created a new coach and umpire accreditation training programs, collectively known as HockeyEd.

The new programs continue to operate within the Australian Sports Commission's National Officiating Accreditation Scheme (NOAS) and National Coaching Accreditation Scheme (NCAS), and replace the current coach and umpire 'courses'.

The new programs are competency based and are designed to reflect the development of the game in your community and the needs of the participant. For more information on the availability of these programs see www.remotehockey.com.au

The new programs will be delivered in a combination of formats including online learning, practical sessions, self-development activities and workshop training.

The new coaching levels are:

COMMUNITY – BEGINNER – DEVELOPMENT – ADVANCED – HIGH PERFORMANCE

The new system commenced on 1 October 2007 and full details are available from: www.hockey.org.au – click on Game development and then Hockey Ed.

If you are just starting to coach with little experience both community coach and beginner coach programs are offered online.

A full explanation of the various competencies required at all levels of accreditation is covered under a separate heading under HockeyEd on the SCHA web site coaching section.

COMMUNITY COACH

The Community Coach Training program is designed to train coaches in the basic concepts of coaching including group management and organisation: conducting modified games and activities; safety and enjoyment.

It is an enjoyable and straightforward training program involving an online learning session, an applied learning quiz and a practical evaluation. The program is directed towards teachers, parents and other new coaches who are involved in Rookey, Hook in2Hockey and modified versions of the game.

The Community Coach online Training Program takes approximately half an hour to an hour to complete, including the applied learning quiz. In addition to the online program you will also be required to have one session practically evaluated as a coach.

BEGINNER COACH

The Beginner Coach Training Program is designed to train coaches in the fundamental concepts of coaching including group management and organisation, developing effective training sessions, performing the role of match day coach and ensuring the safety and enjoyment of players.

It is an enjoyable and convenient training program involving an online learning session, an applied learning quiz and a practical evaluation. The program is directed towards teachers, parents, players and coaches who are involved in coaching modified versions of the game or beginner level club hockey.

The Beginner Coach online Training Program is in two parts:

- Hockey specific program, including an applied learning quiz that takes approximately one to two hours to complete.
- Beginner Coaching general principles online course developed by the Australia Sports Commission (ASC) that takes between two and five hours to complete.
www.ausport.gov.au
- The two parts can be completed in any order and in your own time. You will need to submit evidence of completion for the ASC Beginner Coach course to your HockeyEd Coordinator.

The Remote Hockey Program has developed a practical training workshop and course to better deliver coach education into the Remote and Indigenous Communities of Queensland. The course is based on practical competencies and focuses on the unique difficulties delivering hockey programs in remote communities.

In particular, the course is designed to take into account facilities, equipment, environment, culture and language and modifies many coaches principles to best suit the needs of these remote communities.

WHAT IS ROOKEY

Rookey – the new hockey. Rookey is an exciting new hockey game that has been developed as the perfect introduction for primary school aged children to the great game of hockey.

Rookey is a modified version of hockey using sticks with large, flat playing surfaces and soft inflatable balls. The combination of a larger stick and ball makes the game easy for students to pick up quickly and safely. The rules of Rookey are very simple and it can be played on any surface, such as asphalt, grass or an indoor hall or court.

WHAT IS HOOK IN2 HOCKEY

Hook in2 Hockey is our targeted sport participation growth program. The program incorporates the ‘game sense’ approach to learning which involves participants learning how to play hockey by being involved in small-sided games that replicate the skills and tactics used during a game of hockey.

Hook in2 hockey can be run over 6 – 8 sessions, depending on the available resources of each club or Association running the program. In addition to the coaching sessions, participants receive a Just Hockey ‘Equipment kit’ consisting of hockey stick, shin-pads and a ball. (RRP\$50) A ‘coaching kit’ is supplied when clubs register to run a program and covers skill development for the program.

This program is aimed at every new player to our game.

REMOTE HOCKEY PROGRAM

The Remote Hockey Program encourages communities to take advantage of the Rookey and Hook in2 Hockey Programs.

Specific assistance is available if you contact the Remote Hockey Program through the web site www.remotehockey.com.au and look under Get Active.

INTRODUCING BASIC SKILLS

In coaching the fundamentals of hockey, every emphasis should be placed upon the development of a high level of skill and control. These basic skills act as a framework upon which to build the complicated and advanced aspects of the game.

Good basic skills = more enjoyment

Skills can be introduced by demonstrating, allow the player to practice, make any changed to major errors and reward for good effort.

As we want the game to be learnt via a games sense approach, introduce small games to continue the development of the skill.

Another good resource for beginners is registering them in a Hook in2 Hockey program where they will be given skill development and shown how to play our game via the ‘game sense’ approach.

WHERE DO I BEGIN?

GRIP

First we need to hold the stick correctly.

- Place hockey stick on the ground in front of the player. Stick should be flat side down
- Player stands so they are on the right of the hockey stick
- Have the player put their left hand in the air, crouch down and place the left hand at the top of the stick
- Raise the right hand while in the crouched position and place the right hand on the middle of the stick
- Stand up holding the stick
- If held correctly they should have a V created (between thumb and finger) by having the hands in the correct position down the edge of the stick

STANCE

With most skills our playing position will be down closer to the ground. To achieve this have the player imagine they are about to sit on a seat. By bending at the knees and pushing the 'backside' out they bring the body to a 'seated' position. With feet at shoulder width distance and stick on the ground in front of their feet they should see a triangle made by the position of the feet and the stick. Left shoulder will point to the target and your players now have 2 key elements to commence the development of some basic skills without the need to vary their body position.

WHAT ARE BASIC SKILLS?

These are the skills that have been identified as forming the basis of our game.

Pushing

Key points

Strength/Accuracy/Technique

In order to achieve consistency in the above, work on keeping the right hand about half way down the stick for strength/power.

Low body position (low centre of gravity) feet apart, knees bent, don't stand upright.

Follow through the push pass by pointing your stick at your target to create accuracy/ ball direction.

Dribbling - types

- Open / loose dribble(ball played away from stick)
- Close dribble (ball kept on stick)
- Indian dribble (movement of the ball from left to right / right to left)

Key points

Ball Control/Angles

Attention must be given to athletes keeping the ball on the stick at all times, so as to avoid throwing away possession or being tackled very easily.

Keep the ball on the stick and learn to look up at the same time to develop good vision, while moving.

Athletes must learn to run angles to avoid engaging the opposition all the time, as this will also help develop the ability to identify space.

Trapping / Receiving skills

Key points

Start in the 'seated position' with weight evenly distributed on left and right feet. Feet should be slightly open with stick positioned between feet. Angle stick by pushing the left wrist forward. Watch the ball onto stick and develop movement with the ball after the trap on both sides of the body. Keeping a slight angle on the stick away from the ball will help control the trap.

Be more upright when trapping on grass. Trapping the ball (receiving & controlling the ball in one action) enables the player to make a second pre-determined play.

Trapping and keeping the ball from bouncing off/away from the stick requires the athlete to have a soft right hand (loose grip) on the stick when making the trap.

Let the ball come to the stick, don't jab/push the stick at the ball when making a trap. This will cause the ball to bounce upwards or away from the stick and a clean trap cannot be made.

Encourage as much trapping as possible to be done on the reverse and

fore-stick sides, with the athlete moving forward to the ball as well as moving at angles away from the ball ie. Avoid trapping the ball while standing still once the skill has been taught.

Elimination skills

Key points

Dragging/Release Pass/Eliminate opponent first time/Space

More left to right drags must be used. Overuse of the right to left drag results in loss of possession due to the ball being kept on the ball carriers weak side.

Emphasis must be placed on eliminating once and effecting a pass immediately or carrying the ball further into space.

What you want your players to avoid is effecting a drag and the opponent eliminated, only to have the ball carrier attempt to eliminate the same defender again.

Drags must be sharp, wide and square, not back into the opponent. Introducing the V drag will help by using the space the ball carrier has created, causing the defender to prop and then change the angle you move the ball into space.

Jinking

Key points

Direction/Jink Pass/Execution/Decision Making

When confronted by flat stick tacklers players need to develop a jink to eliminate an opponent, as opposed to passing the ball through the opponent's flat stick.

Jinking must be over the opponents stick and not into their body.

A jink requires the ball to go over the opposition's stick only; therefore jinking a ball too high can be potentially dangerous.

Tackling

Key points

Channel/Patience/Strength/Feet position/Win the ball

Athletes must understand the importance of channelling the ball carrier onto the side they want the opponent before making a tackle. Apply patience with the channelling before making tackles. Don't just make a tackle for the sake of tackling.

Many athletes allow the opposition to run the ball onto their left side.

The tackler then runs and 'dangles' the stick low to the ground in their left hand making poor attempts to tackle and in most cases give free hits away and leaving their feet exposed.

(Bad habits) The tackler's feet position must not be stationary or in a square footed position, unless they are affecting a good block tackle.

Before making the tackle, the tacklers stick must be in a position to protect their feet from the ball, as many opponents will bring the ball back into the tackler's feet. You will also find channelling easier and jab or dummy tackles can be carried out.

It is important to teach the athletes to affect a tackle and gain possession of the ball. Too many tackles end up as free hits to the opposition.

Hitting

(Including slap hit)

Key points

Hitting

Grip/Strength/Accuracy/Technique

Hands must touch each other, not apart. Shorten up on the grip, but not too much. (Put your right hand at the top of the stick and then place your left hand under - then move right hand below left)

Feet apart, with a low body position (good centre of gravity), to keep the body stable.

Ball must be in line with the left foot. (Front foot)

Hit through the ball, from a low body position.

Standing in upright position causes Chopping/hitting down at the ball, too close to the ball, which you don't want.

Encourage the athlete not to try hitting the ball too hard. This often enhances a 'miss hit' and bad technique.

To assist with accuracy, not only must the athlete look at their target before passing, but follow through the hit by pointing the stick in the direction of the target.

Execution of Skill

- Keep face of stick at 90° to the direction of the hit on contact.
- Wrist movement should be used to increase stick speed on contact (cock the wrists).
- Wrists should be cocked first before starting the swing.
- Transfer weight from right to left foot as swing through the ball.
- At end players should feel like they are falling forward NOT backwards.
- Follow through should be around the body.

Watch for

- Hands together on stick.
- Eyes focussed on ball UNTIL ball delivery completed.
- Knees bent.
- Ball starts near front (LEFT) foot.
- Ball is not too close to front foot (makes player tend to be upright).
- Swing is fluent (elbows NOT tucked in).
- Wrists are cocked to start the swing.
- Weight transfer from RIGHT to LEFT foot.
- Face of stick is at RIGHT ANGLES to direction of hit.

Slap hit

The slap is a variation of the hit pass. The grip and stance are the same – the ball is placed in line with the front foot. The stick is drawn back a short way and swept forward along the ground to strike the ball.

Start with the player kneeling on the ground. Have them rotate the stick along the ground so that the stick touches the foot on the back swing and the follow through. The stick should be touching the ground throughout the full movement.

Next have them come up on one knee. Perform the same movement. They will now note they need to lean forward to ensure the arms stay clear of their knee.

Next movement is to raise the back leg and perform the full movement. Weight must transfer onto the front foot to execute the skill correctly. Head should be over the ball.

To introduce a disguise pass position the ball in line with the left foot and the ball travels at right angles to the stance, ball in front of the line the pass will go left and behind the line will make the pass go right.

Leading

Key points

Understanding/Execution/Direction/Re-Leading

Athletes must understand that they need to concentrate on leading into space and not into a marked position next to or behind an opponent.

Execution and timing does not mean run/lead and keep on running. Leading needs to be timed, therefore patience must be applied so as to make sure the athlete does not lead too soon and get into the required space/position too early.

Leading can be in any direction. Many athletes were hesitant to lead towards the ball carrier at times. Athletes would lead or stand behind the opposition with little or no chance of receiving a clear pass.

Leading and specifically re-leading must be encouraged. Many athletes lead and then when they don't get the pass, they stand still and ball watch.

Goal Shooting

Key points

Accuracy/Time/Shot Selection/Position

With a shot at goal in most cases taken under pressure, good early vision is required to ensure the shot at goal is in the direction of the goals. Many shots at goal are wide of the goal.

Often, we see a shot at goal not been completed, due to the ball being played at by the opposition while the strikers stick is in the air. (Big back swing and standing upright). Work is needed on shot selections such as, short backswing with short grip, low body position, flick/scoop/push the ball at the goals, deflection at the goal from an incoming pass.

On numerous occasions a shot at goal could have been taken as the ball carrier got to the circle, instead un-effective passes were made. Encourage and train athletes to have a shot at goal from the top of the circle.

Positional Play

Key points

Ability/ Playing more than one position/Systems or styles

You will hear a lot of comment today regarding a team playing this system or that system; it doesn't matter what style you play you need to understand that it's the players that make it work. They all require the same level of skill and fitness to function properly. Understanding positional play as they develop will assist them move from the basic formation of 5 forwards/strikers, 3 halfbacks/midfielders, two fullbacks/defenders and 1 goalkeeper to more specific styles / systems. Providing your players with the opportunity to play different positions on the field will help them understand the different 'roles' players have and encourage them to be able to play more than one position. Eg. Right wing and right half. Don't be scared as a coach to experiment with your players to test their ability in various positions on the field.

It is important for the athletes to understand the various roles and area to cover for the different playing positions they have chosen.

Goalkeeping

Key points

Basic Stance/Angles/1v1/Basic Saves

Feet slightly apart, pointing towards the target (stay on balls of feet), knees slightly bent arms out and slightly downward and the body leaning slightly forward.

Goalkeepers must learn to cover their posts when angle shots are being taken. Start with heels on the back-line and have the goalkeeper move in an arc from one post to the other. Make sure they don't click their heels in the movement. Feet should remain apart in the side step. Stick should be held with index finger down the back of the stick to provide extra strength. This will also help with stick clearances on the ground. Hands should be held angled towards the ground – not the old attack position.

This allows for quicker movement in both directions – up or down. It will also help keep shots down when making a glove save and not deflect into the roof of the net.

The ability to identify a 1v1 situation. (When to go out and when to stay in the goals)

Basic saves with the instep (left and right foot) should be continuously practiced in order to develop good technique and habits.

It is important to coach the goalkeepers at training sessions on basic technique and not just put them in the goals and treated as a 'punch bag' for goal shooting. If you need help with this, please talk to the RCD, senior goalkeepers or other coaches in your centre, who can help you. A new resource for coaching goalkeepers has been published by former Australian Goalkeeper Kathleen Partridge and details can be obtained from the web site at the end of this kit.

Set Pieces

16 yd Hits/Positioning/Set Pieces/Defending

Introducing set plays in training is important in developing team skills.

By breaking down the key areas and having some strategies to get the ball out of defence and hold possession will help your player's development.

It is noticeable from local matches that at 16yrd hits that there were too many (4 or more) athletes standing behind the ball. A possible lack of understanding of where to stand and what to do is evident. Positions for free hits should be practiced and explained more often to all the athletes at training sessions to allow for options to pass the ball around and out letting to eliminate the 'big hit' situations.

This concept should also be practised for free hits all over the field.

The importance and understanding of defending and marking, will need to be explained and demonstrated more at this level (Sticking with their opponent). Athletes tend to start marking and then ball watch, thus losing contact with the person they are marking.

Players will be exposed to a number of terms including man to man & zonal defence. In attack they may be asked to 'press' the opposition. (Full press or a fall away press Etc)

Consideration needs to be given **WHEN WE HAVE THE BALL AND WHEN THE OPPOSITION HAS THE BALL.**

PENALTY CORNER (ATTACK & DEFENCE)

Key points

Attack

It will be important to introduce set play skills into your team. By encouraging all players to learn a skill they can contribute to the team by ensuring someone can perform the task when a 'key' player is not playing.

What are the key roles in attack?

- Push out / drag out
- Trap
- Hit at goal or variations
- Positioning for deflections or variations from the shot at goal
- Rebounding from a save by the keeper
- Positioning behind the set up to cover for a break away if the corner is not successful

What are the key roles in defence?

- Goalkeepers position (do they stand or go to ground)
- Positioning of the other 4 field players / Variations in set up
- Role of each of these players
- Where do they go once the ball is released from the back-line / Reactions after the shot at goal
- Communication & understanding
- Counter attack possibilities

As with all other skills time needs to be spent on set plays and as we know from the elite level, international team's results are now almost always determined by how well they perform set plays – especially penalty corners.

As detailed earlier in this kit information in relation to the ASC 'beginning coaching' course will help you in your development as a coach.

This course covers the following:

- The role of the coach
- Planning & reviewing
- Risk management
- Coaching communication
- Developing sports skills
- Game sense
- Group management
- Athlete development

By undertaking the above course will you not only develop your own coaching skills, you will enhance the development of the players you will come in contact with.

Depending on your background, working with children may become frustrating at time, however it is also very rewarding as you see your athletes improve and undertake new tasks and learn new skills.

ORGANISING A TRAINING SESSION

The elements of a training session that all coaches should include are:

- session introduction
- warm-up
- skill and fitness activities

- cool-down
- review

You need to consider a number of things when organising training sessions:

- be organised – equipment etc
- be on time
- be approachable / good communication skills
- venue – turf / grass
- how much time / space you have eg full field / half field etc
- know your athletes
- set a good example
- have clear objectives
- be prepared to change if things are not working

The following is a copy of a presentation by **Karen Smith (Former Hockeyroo player – with over 250 games for Australia)** at a recent HQ Coaching conference regarding what she is looking for in a coach.

- **Be Organised**
- **Provide both Individual & group sessions**
- **Ability to provide feedback**
- **Possess good communication skills**
- **Be Approachable / caring**
- **Provide a balance in life**
- **Ability to think /change training sessions if not working**
- **Have a good work ethic / be professional**
- **Provide enthusiasm – have a love of the game**

We all have different coaching styles. A number of styles that have been identified include:

Authoritarian coach

Business-like coach

‘Nice-guy’ coach

Intense coach

‘Easy-going’ coach

Although there are advantages and disadvantages to all styles, all of these coaches can be successful. Different coaching styles are appropriate for different situations and different participants. Coaches must realise their natural style may need to be adapted to suit their coaching circumstances.

Features that must always be present, and which require no adaptation, are the necessity to be positive and encourage and to ensure the safety of participants at all times.

DRILLS

How do I design a drill for training purposes?

First consider the age and experience of the players you are working with.

If they are new to the game **keep the drill simple** and easy to follow. Make it fun and keep the duration of the drill short. Younger athletes will find it hard to concentrate for long periods of time. Make the drill game specific if possible and start simple and advance the drill as you go.

If you are working with more senior athletes – **KEEP THE DRILL SIMPLE.**

By nature, Australians do not enjoy repetition, however to improve skill development quality time needs to be spent on the simple things in our game.

List the key areas you wish to work on with your team.

If you have recently played a game, what were the key points that came from the game you wanted to work on?

Once you have a list you may then need to prioritise the key areas to ensure you can structure your training session in the time available.

If you are training on the turf, try and have the athlete's warm-up prior to arriving at the turf. Your club is paying for the use of the turf and it would be better to use that time developing skills and tactics.

As mentioned earlier drills should commence with basic elements and become game specific as you progress.

An example may be improving 16-yard hits/transfers/outletting in defence.

You have identified this as a weakness from the previous game and need to work on it before the next match.

First set up a transfer drill working on accuracy in hitting / slapping the ball from one player to another.

If the circle area is available move the drill to this section of the field to simulate the game.

Again working with no opposition and trying different movement patterns by the defenders move the ball from one area to another. Next you might introduce a single attacker to apply pressure to ensure the transfer is working. Continue to add players until you have a game realistic situation with full pressure on the defenders. Ensure your players consider a range of options and discuss the likely tactics that the opposition might apply to counter what they are doing. Once on the field they need to make decisions based on what was done at training and what the other team is doing to counter your outletting moves.

Prior to the match you might include this tactic in your team discussion to ensure they understand what the 'team' is going to do and then review how successful they were after the match.

Players like variety, however you need to ensure adequate time is spent on a specific skill/drill to 'get it right'. By all means make the drill fun and enjoyable but keep your finger on the pulse regarding what you want to achieve from the exercise and how it will work in a game.

A small sample of drills is attached to get you started.

As part of our resources contained within the Remote Hockey Program look at the web site – www.remotehockey.com.au and coaching resources are by following the links.

RESOURCES

If you go to the Hockey Australia web site; www.hockey.org.au click on contact us, click on links you will bring up a range of sites from state associations to local clubs (55 sites alone).

A number of these sites have coaching sections containing a range of material that can be useful for both the beginner coach and the experienced.

OTHER WEB SITES WORTH CHECKING OUT:

www.worldhockey.org

(The home of world hockey. Here you can access footage of past matches & hockey magazine TV shows and much more)

www.fieldhockey.com

(Another site covering world hockey events)

www.dutchfieldhockey.nl

(The home of Dutch hockey)

www.BharatiyaHockey.org

(The home of Indian hockey)

www.coachinghockey.com

(You can sign up and receive a free monthly newsletter &/ or subscribe to a full membership and receive a range of material – including drills, skills & fitness subjects)

www.youtube.com

(Here you can find a range of short ‘home’ videos. Go to sport and enter field hockey. You will find material covering skills, highlights from matches or players/clubs just having fun with hockey.)

www.eurohockeyleague.eu

A new site that covers the euro hockey league competition between the top 24 club teams throughout Europe.

www.kathleenpartridge.com

Goalkeeping skills and drills – over 220 drills covered with explanation and photos

The web contains a large volume of material with over 900 sites under the heading coaching field hockey alone. **The above only provides a small sample of what you can find if you spend some time on the net.**

Reference material available from the Remote Hockey Program:

1. Blue card application
2. HockeyEd competences (covering Community coach, Beginner coach & Development coach)
3. Skill requirements for under 13, 15 & 18 players (HQ resource)
4. Positional play & player expectations (HA resource)
5. Skill/drill resource list (Folder held at SCHA office)

ATTACHMENT

Sample drills to get you started

The coaching pack is not aimed at providing every answer to your questions, however hopefully it will provide you with a 'start' in your coaching career.

References:

Australian Sports Commission – “Beginning Coaching” Fourth Edition

Hockey Australia

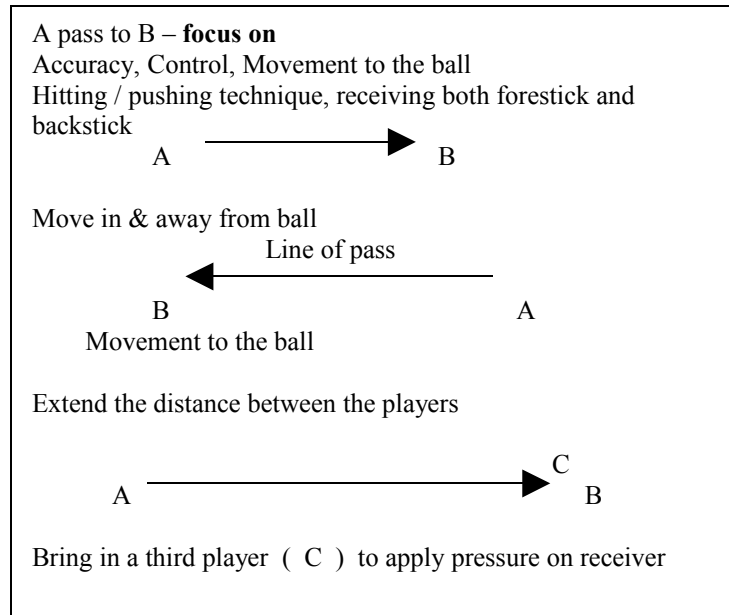
Hockey Queensland

Nolan Day (Former RCD Central Queensland)

Barry Vohland Coach Manager HQ – RTP Head Coach

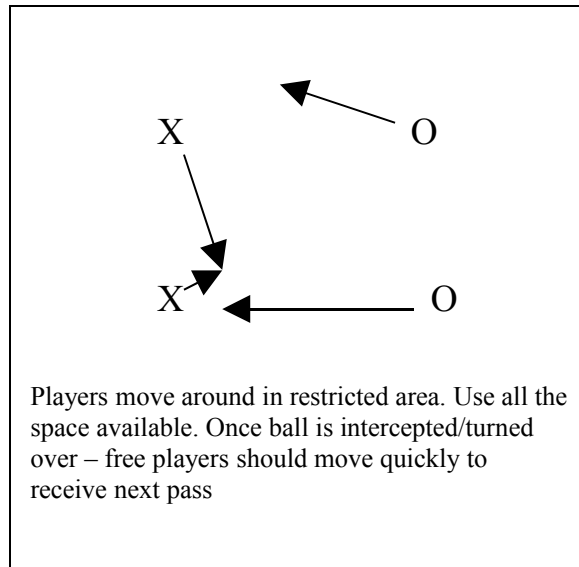
BASIC DRILLS

Hitting & trapping drill

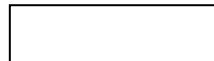


Create a pass by leading

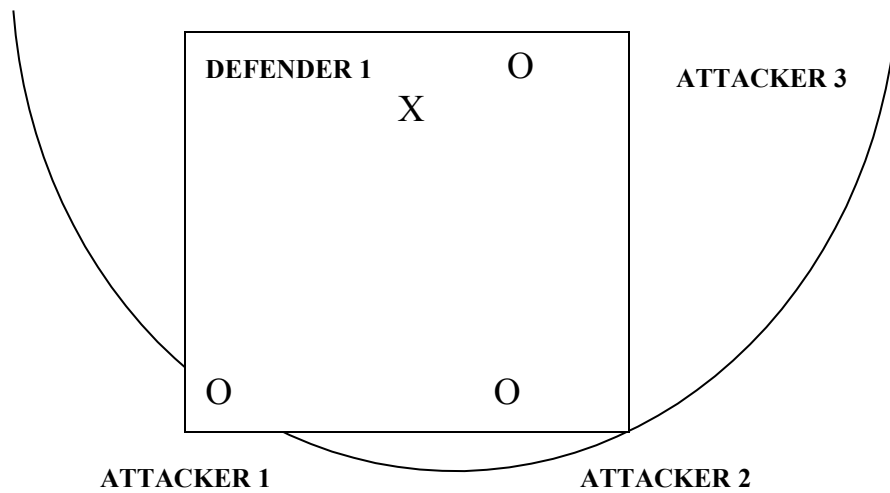
NO TACKLING
FOCUS ON
PASSING & RECEIVING
SKILLS IN A RESTRICTED
AREA



CREATING 3 ON 2 DRILL



DEFENDER 2 X



DEFENDERS = X

ATTACKERS = O

Set up a square outside the circle.

Ball starts with attacker 1

Attacker 1 passes to defender 1 who passes back to attacker 2

Once the ball is received by attacker 2 all 3 attackers can move.

Aim is for second defender to stay in lane & be patient

Attackers can structure ball movement – aim is to isolate one defender, creating 2 on 1

– maintain shape, one attacker to get high if possible

Variations

Defender 2 stays inside circle

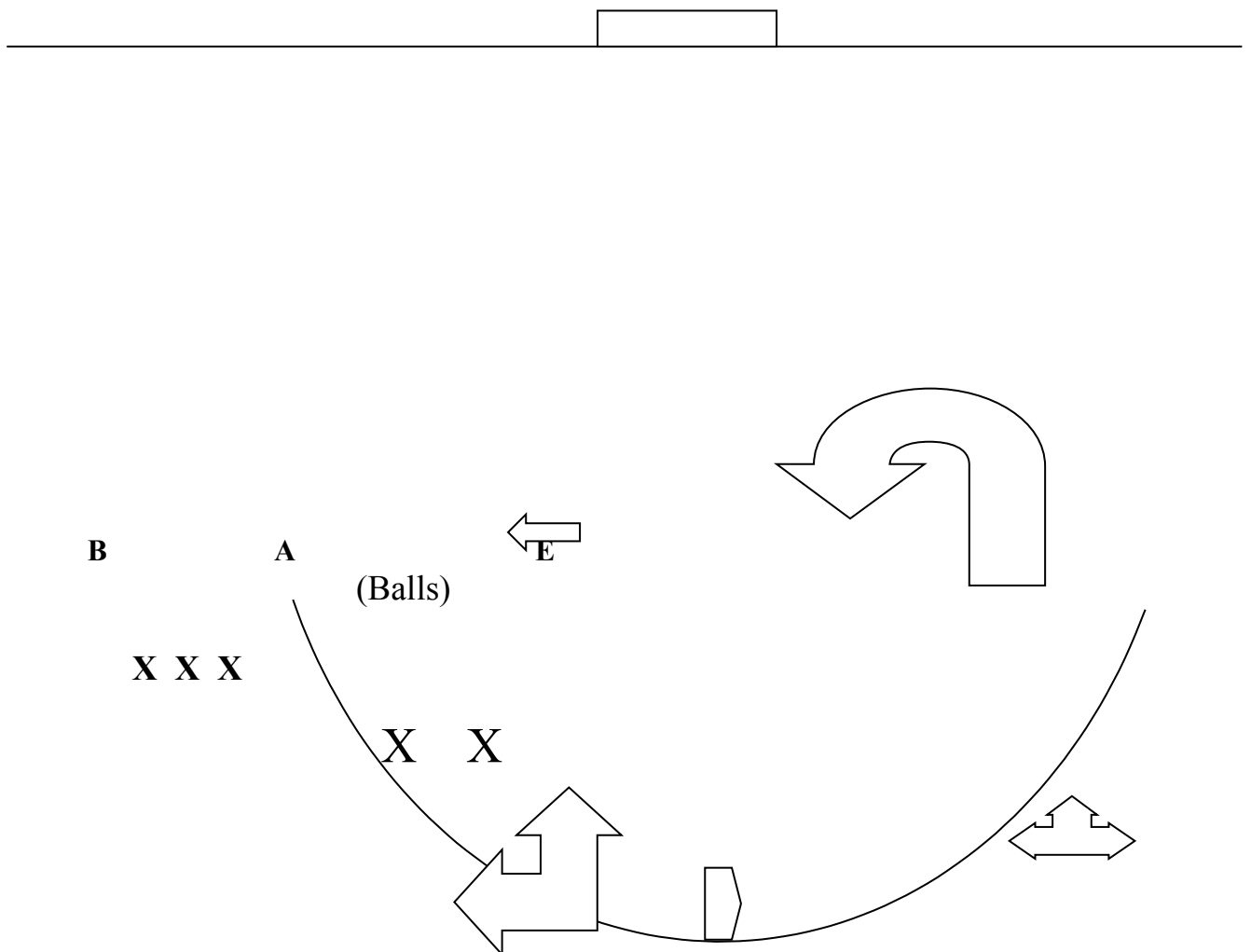
Restrict area players can run

If defenders intercept they must bring ball out under control

Increase numbers from 3 on 2 – to 4 on 3 etc

Make the exercises game realistic / Normal hockey rules apply.

LEADING DRILL



C

D

Balls start with B

A leads into space receiving pass from B

(Vary from receiving on forestick and backstick)

B runs ball through markers (X) and passes to C who has made a lead back to the ball

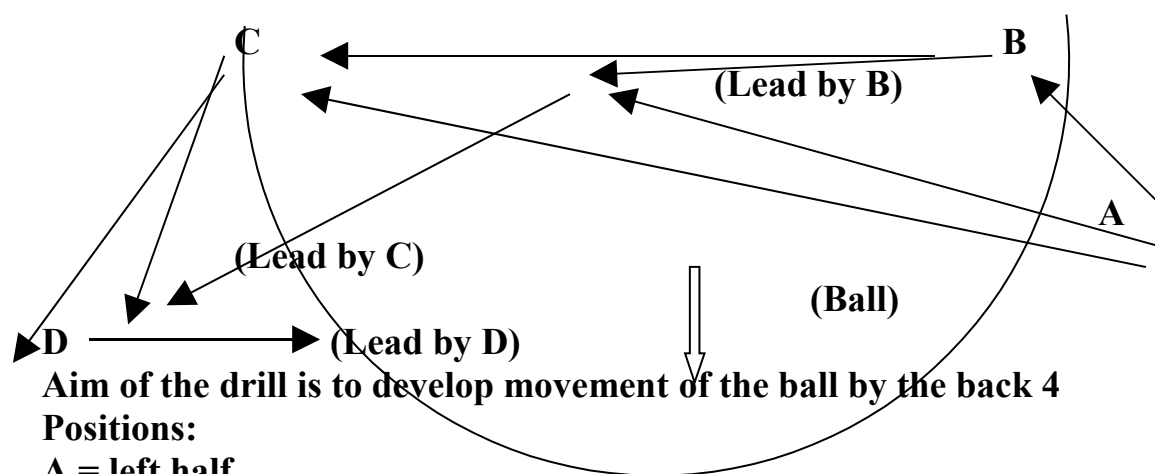
C can drag or jink an obstacle and pass to D who allows the ball to run across the body from left to right and then tracks forward

D passes to E who has made a hook lead and receives the ball on top of the circle

D receives the ball and once in the circle has a shot on goal

All players rotate positions and start the exercise again.

FOCUS ON – Leading, receiving elimination, communication and goal shooting
OUTLETING DRILL



Aim of the drill is to develop movement of the ball by the back 4

Positions:

A = left half

B = left back

C = right back

D = right half

Ball can transfer either direction

Aim is for the last pass to be higher than where the ball started

Ie if ball starts with A – once the ball arrives at D that player is higher than A

Players must engage each other and movement can be triggered by calling or develop patterns where they know where to lead if one players from the back 4 moves into specific position

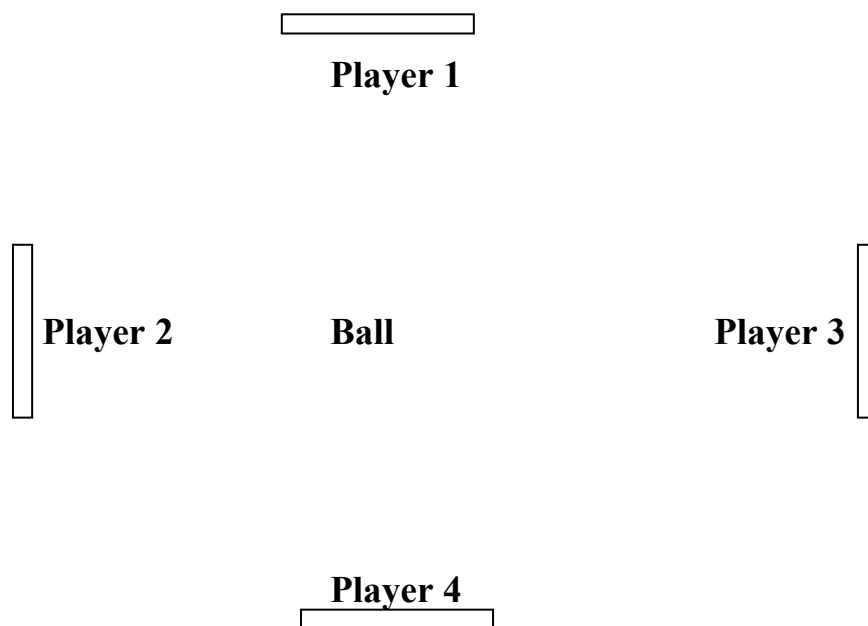
Players can rotate positions - it doesn't need to be the half who receives the final pass as long as we retain our shape at the back

Pass may be made along the line or you may bypass a player and change the angle coming out

Early set up is critical.

Variations – bring in centre half and provide different options coming out with the ball. Move half infield and allow the fullback to push wide.

TACKLING DRILL



Set up 4 goals:

Coach starts by tossing a ball into the space.

Teams consist of 2 players each – one at each goal. (Eg player 2&3 verse 1&4)

Aim is to control the ball and score in any goal.

Work on channelling, good tackling technique – not over committing / be patient.

Work as a ‘team’. Don’t both rush into tackle the same player and be eliminated.

Good vision and communication will allow the ball carrier to change direction and attack a ‘free’ goal if necessary.

Options:

Bring in more players - 4 teams - each defending a goal

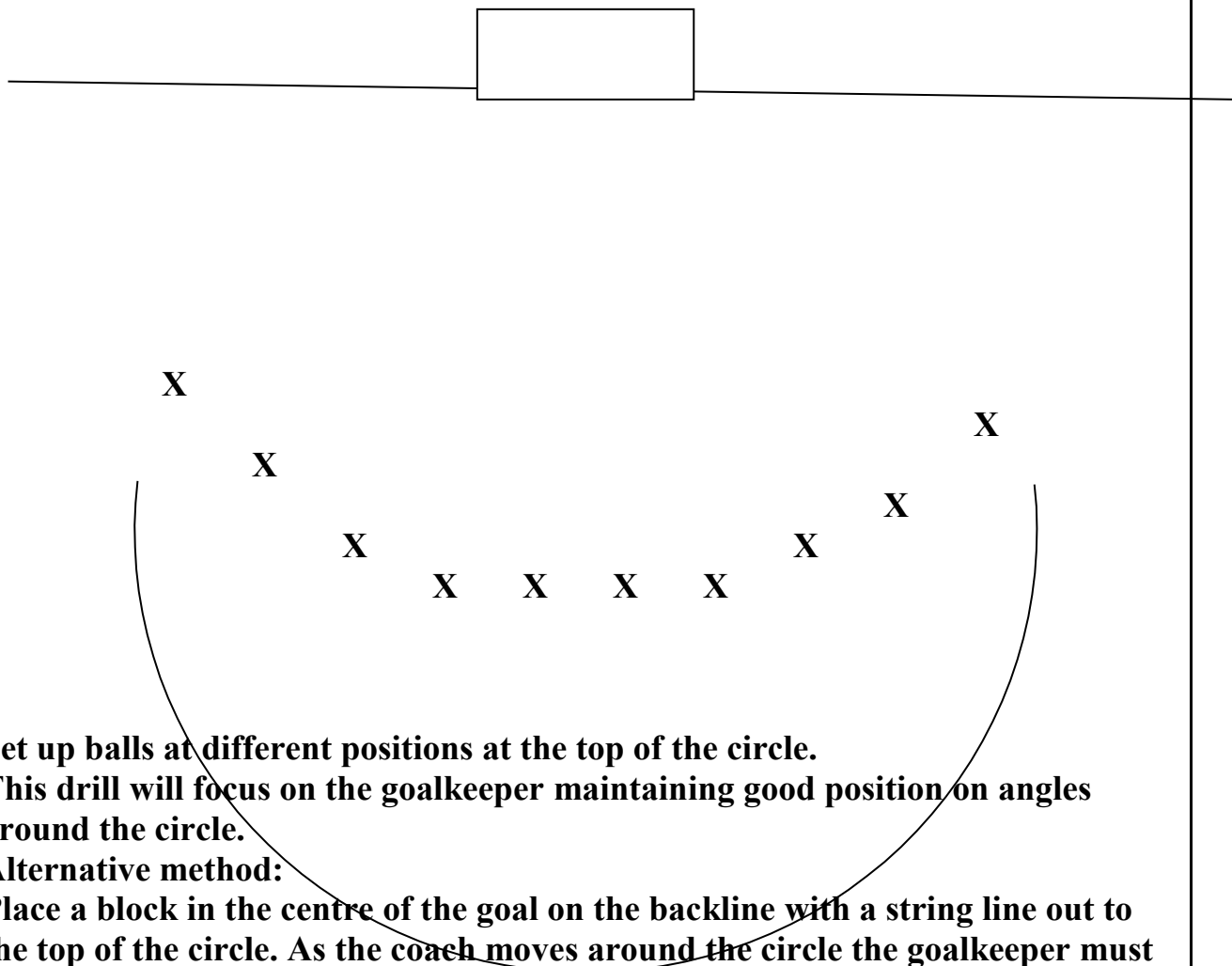
You can only score in opposition goal not your own

You must make a pass between every player on your team before you can score.

Bad tackles result in one of your players sitting out for 1 minute putting extra pressure on your team.

GOALKEEPING

Angles



Set up balls at different positions at the top of the circle.

This drill will focus on the goalkeeper maintaining good position on angles around the circle.

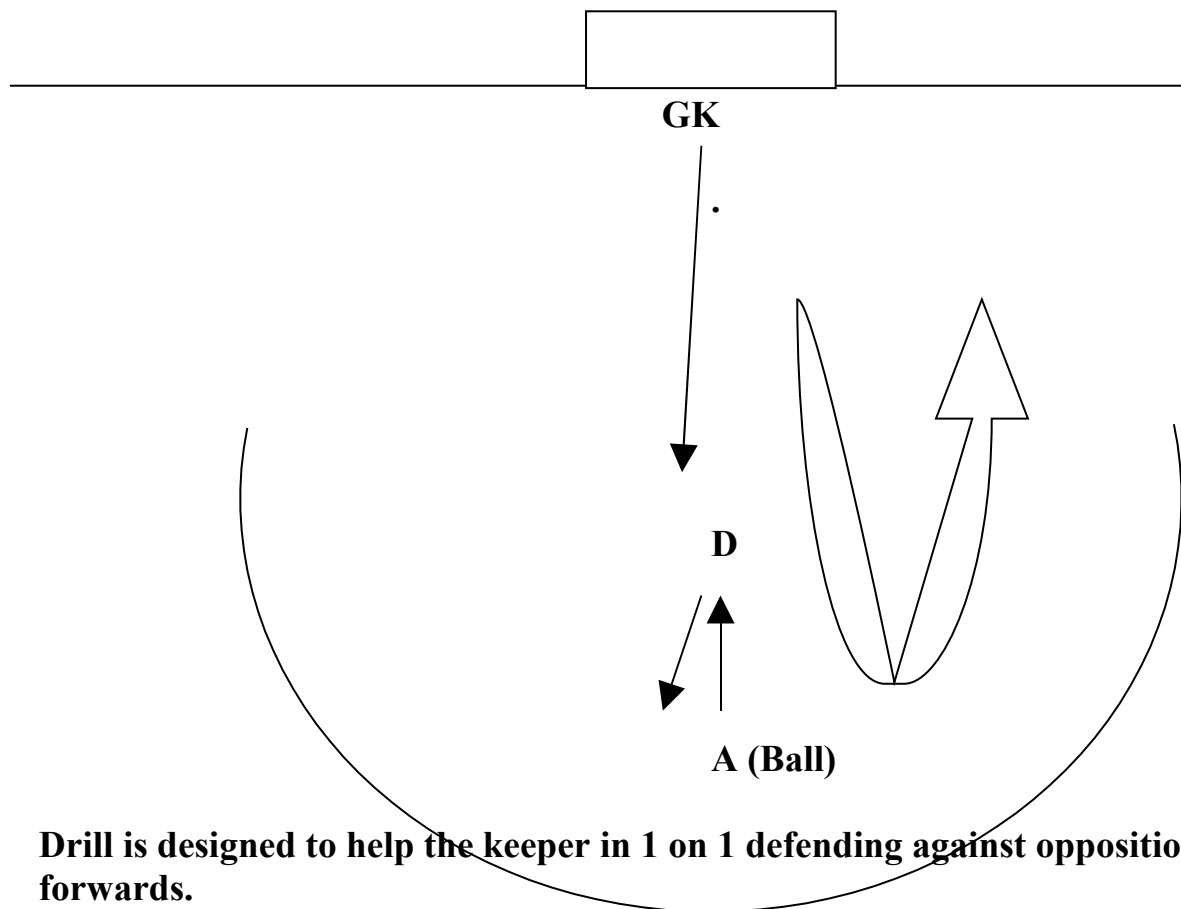
Alternative method:

Place a block in the centre of the goal on the backline with a string line out to the top of the circle. As the coach moves around the circle the goalkeeper must

move and keep the line directly between their feet – maintaining good angle position on the shot. The aim is to align with the ball NOT the player. The coach can either move between each ball and monitor the goalkeeper or have field players having the shots and provide feedback to the keeper - vary the shots – hit, push in the air etc. Focus on keeper's movement, balance, clearances. (Technique) and provide feedback as necessary.

GOALKEEPING

1ON 1 WITH GOALKEEPER



Drill is designed to help the keeper in 1 on 1 defending against opposition forwards.

Attacker (A) plays the ball to defender (D) who passes back to attacker to start the drill.

Defender then retreats behind the keeper who has made a decision to attack the oncoming forward.

Options:

Keeper can channel the forward away from the top of the circle and make the shot on goal harder. (Stay up)

Slide tackle the forward at the appropriate moment ensuring they have the ball covered. Ball should be centrally positioned so when they go to ground they can cover on both sides of their body in the slide to counter the forward dragging one way or the other.

Decision making – if a field player is close to the attacker stay at home and let the defender make a tackle / cover your angles and communicate to your team mate.