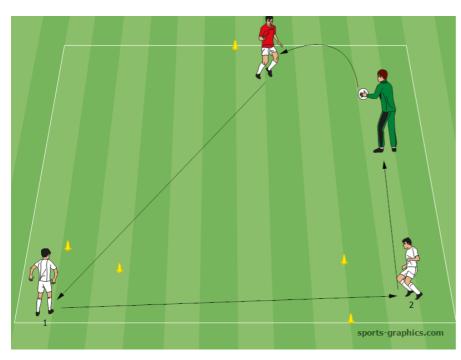


Ball Control - Receiving

First Touch



Set up an appropriate playing area for the working players. Place a cone gate in front of Players 1 and 2.

In this example, the coach is serving however players can work in fours. It is crucial that the service is of good quality to allow the best practice possible.

The server throws the ball with height on the throw.

The red player controls the ball using the thigh to direct the ball into their path before passing the ball through the gate to white Player 1.

White Player 1 takes a touch and plays the ball through the gate to white Player 2. White Player 2 plays the ball back to the server.

Repeat ensuring players remain light on their feet and the ball control is of quality.

Ensure players swap roles after set time.

To increase the intensity, all players must check towards a cone before carrying out the exercise.

VARIATIONS AND PROGRESSIONS

Each practice can be varied to adapt to the needs of players. Simple changes can increase or decrease the challenge. Examples such as changing the rules, the size of the area, overloading the advantage of one team, varying the focus, or setting team challenges will keep players motivated and all attribute to good coaching methodology.



Football SESSIONS

Technical Practice

LEARNING OUTCOMES

- Develop technical ability with receiving a ball from the air.
- Technical refinement of how to receive.
- To develop ball familiarity to feel what the ball does on touch.

KEY FACTORS

- Communication
- Move in line of the ball
- Quality of pass
- Relax on the touch
- Technique cushion/wedge

FOCUS AREAS

- Ensure correct surface area is used. Dictate which specific body part thigh, chest, feet this will require the server to throw at correct heights.
- Ensure serves are of a good quality.
- Footwork with contact point on the ball.
- Good first touch using the appropriate surface to control the ball.
- Keep an eye on distance between players to keep it realistic.
- Quality of the ball control (first touch).

