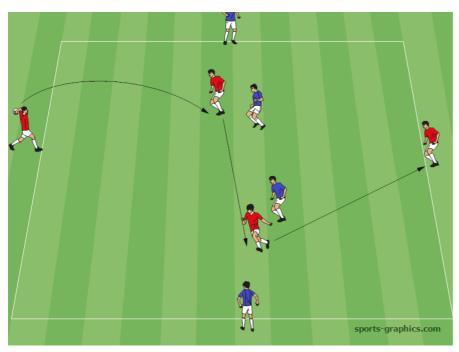


Ball Control - Receiving

First Touch



In a 30x30 practice area arrange two teams of four. Two play inside, the other two are servers.

The practice starts with the red team outside player with the ball serving by hand into a teammate.

The teammate aims to control the ball from the air and either combines with a teammate or passes to the teammate on the outside.

If the blue defenders win possession of the ball they pass to a teammate on the outside who serves by hand to restart the practice. Regularly swap outside and inside players. Ensure that the serve of the ball is of quality (can use underarm to maintain quality).

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.



Skill Based Practice



LEARNING OUTCOMES

- Develop technical ability with receiving a ball from the air.
- How to select the contact surface.
- Technical refinement of how to receive.

KEY FACTORS

- Communication
- Early decision of controlling surface
- Head up
- Keep the ball moving
- Move in line of the ball
- Move the ball off straight lines
- Relax on the touch
- Technique cushion/wedge

FOCUS AREAS

- Angles and distances of support.
- Be prepared to freeze play and point out key coaching points.
- Correct faults on and off the ball.
- Creating space and movement to receive the pass.
- Decision of what choice of pass.
- Encourage communication between teammates.
- Encourage players to be constantly scanning.
- Ensure players get their body shape in the right position ready to receive the ball.
- Ensure serves are of a good quality.
- Execution of the control relax on impact.
- Movement at an angle to receive.
- Observe body shape of receiving player.
- Observe play from different vantage points.

