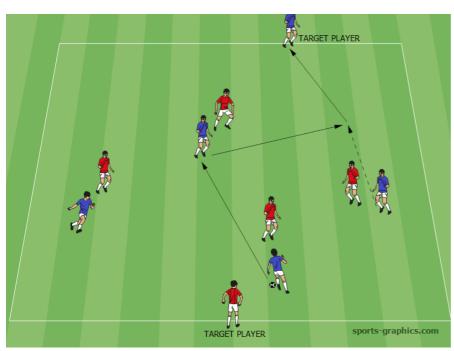


Passing

Support Play



Set up a 25x25 area or modify the size depending on the number of players. Divide teams equally with two target players positioned on the outside.

Place as many balls as possible around the area for fast restarts.

Should the ball go out along the sides, it is to be passed back in by the team who didn't kick the ball out.

Teams attempt to pass into their target player as often as possible.

When the ball is received by the target player, they pass out to an opposing team player, then enter the area and are replaced with the player who passed the ball to the target player.

Teams should counter attack quickly while the entering target player is out of position.

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.





Modified Small Sided Game

LEARNING OUTCOMES

- Angles and distances of support. Does the player on the ball see a clear pathway to pass to a teammate?
- Creating space away from the ball.
- Focus on fast passing sequences in tight spaces, maximising frequent repetition in a relatively short amount of time.
- Good movement to show for the ball.
- How to create space to receive.
- Passing angles.

KEY FACTORS

- Communication
- Good angles and distances of support
- Good first touch
- Head up
- Quality of pass (accuracy, timing and disguise of the pass)
- Selection of pass technique

FOCUS AREAS

- Angles and distances of support diamonds and triangles.
- Defenders should try to win the ball back quickly and counter while the opposition is unbalanced.
- Finish quickly.
- Good movement to show for the ball.
- Make intelligent opening runs.
- Play fast, confident passes.
- Supporting players must stay open (two passing options at all times).

