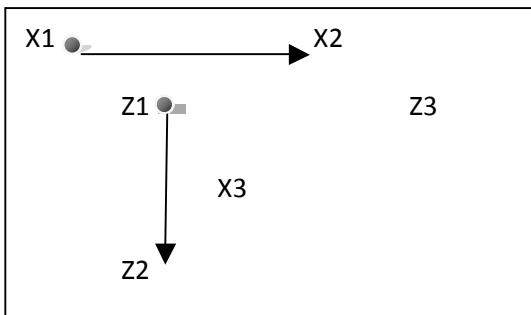
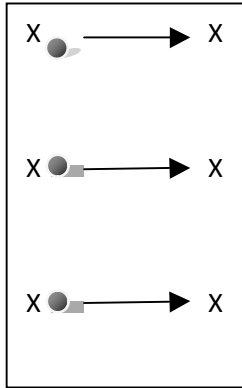


BFSC U11-U12 Training Session #6: Passing and Receiving.

<u>Exercise</u>	<u>Environment</u>	<u>Description / Coach</u>
Sequenced passing	30x30 yard area	<p>Split the team into two groups and number the players in each group 1-6. Each group needs a ball. The groups pass the ball within the area, transferring the ball in sequence (1-2;2-3; etc.). The players must also be given the following cues:</p> <ol style="list-style-type: none">1. All players must continue to jog throughout the exercise (no standing).2. Players must learn to think at least a pass ahead and show to the ball at the appropriate time.3. Players must get eye contact with their target before passing.4. Players must call out both the name of their target (when they want to pass) and Also the name of the passer (when they want to receive). <p>Play for two minutes. As the players stretch, reinforce the above points. Play again, this time limiting the players to two touches. This will require better running off of the ball, communication and the restriction also places mild technical pressure on the players.</p>
Pairs passing and receiving	20x20 yard area	<p>Line players up in pairs with one soccer ball along a line on the field. One player stands on the line while her partner stands four yards away and facing her. First, review the key technical points for short passing:</p> <ol style="list-style-type: none">1. Find a comfortable, yet locked position for the knee and ankle of the passing foot before striking the ball (i.e. use the hip as the point of rotation). This creates both power and consistency.2. The plant foot should face the target. This allows for more fluid motion and also more accurate passing.3. The striking surface is the long inside of the foot. The toes should be slightly elevated and, relatedly, the heel lowered. This posture creates a better control surface.4. The striking point on the ball is the center back. Players should diagnose the missed strikes by watching the path and spin of the ball. If the ball hops off the ground, the striking point is too low. If the ball skids unevenly along the ground, then the player topped the ball, striking too high. Similarly, side spin on the ball indicates that the player struck inside or outside of center on the back of the ball.5. The follow-through is a critical component of accurate passing. Players must learn





in this isolated technical work to “hold” their foot at the very end of the strike on the follow through. This hold reinforces a proper striking form and also the idea of following through with an eye toward pointing the striking foot at the target.

Players pass and receive with a focus on proper striking of the ball. Insist that players alternate the foot they use to pass the ball. Play for one minute. At this early point in the progression, encourage the players to stop the ball as they receive so that they are striking a standing ball.

Now review the key technical cues for receiving. It is useful to look at receiving as being the reverse of passing.

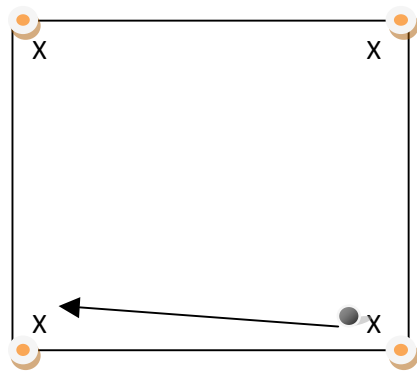
1. As in passing, the ankle and knee are locked, although suppleness in receiving requires a softer posture than striking. The hips and shoulders must be “open” (facing) the ball as it arrives.
2. Begin with the follow-through used to strike the ball in passing. Here, one presents one’s foot in front of the body to “welcome” the ball.
3. Once again, the receiving foot must be presented as a low heel and elevated toes to allow for a surface that will prevent the ball from bouncing.
4. As the ball is received, players must learn to cushion it and take speed out of the ball without actually stopping it (see cue #5).
5. In good soccer, it is said, the ball never stops. Ideally, the ball must be prepared for release in a single touch. If players stop the ball between their feet, they will need two more touches to release the ball, allowing defenders time to close and tackle. Therefore, players must learn to use their first touch to push the ball forward and outside of their hips and shoulders so that the next touch can be a pass if needed. This is done by sharply turning the hips in particular at the moment of reception. This change of angle allows players to avoid pressure and eventually prepare the ball in the direction they are planning to play.

Players return to passing with their partner. Observe their ability to maintain good technical form in both passing and receiving. Play for two minutes, emphasizing that all players need to alternate the foot they use both for passing and receiving.

Build enough grids so that there are at least five players in each work area. Start by putting players at each corner cone of the grid (one per cone at three corners and the remainder in line behind the fourth cone, where the ball starts as well). The player with the ball plays clockwise to the player at the next corner of the grid and then follows her pass, and the pattern is established. Players pass and follow.

Pass and follow square

12x12 yard grids

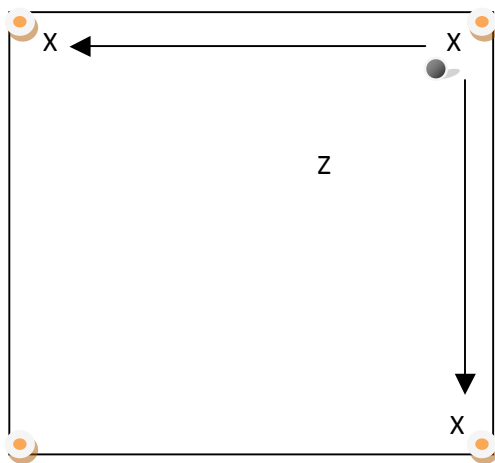


Coaching points:

1. Although there is some movement, this is still a fairly low pressure exercise. The concentration here must be on continued good form in passing and also receiving.
2. Explain that the receiving player should get the ball as early as possible while remaining near the cone (i.e. establish the habit of moving to the ball) and that early and sharp preparation of the ball is necessary. The ball must also now be moved in a particular direction, so for now, players should be receiving with the inside of their right foot and playing across their bodies to prepare to pass with their left foot.
3. As play improves, increase the pressure slightly by encouraging players to pass with more pace.
4. After two minutes, reverse the direction of play (the ball should travel counter-clockwise). Now players should receive with their left foot and pass with their right.
5. Now go back to playing clockwise and ask the passing player to target the left, or leading foot on the player they are passing to (see diagram). This will require players to receive with the inside of their left foot and pass with that same surface. After two minutes, revert to playing counter-clockwise and instruct players to play with their right foot. Players should notice that this last variation is better soccer in the sense that the receiving player's work is much easier if the ball is passed into the lane where they intend to play.

3v1 passing in a grid

12x12 yard grids



Build grids so that there are enough to place groups of four with one soccer ball. Start with players on three of the corner cones and one player, the defender, in the middle. Demonstrate with one group. Explain that in this environment, players must pass only to the corner cones and that all passes must travel along the perimeter of the grid. Similarly, the attackers may only move along the perimeter of the grid. The defender may move freely within the area of the grid. Start the ball in a corner with one of the attackers. Show that the attacker must always have two passing options available by moving the attackers not in possession to the adjacent corners of the grid. Begin the exercise by having the defender work at $\frac{1}{2}$ speed so that the attackers get a rhythm and lots of repetition. If the defender wins the ball, have her return it to any of the attacking players. Rotate the defender every minute.

After every player has taken a turn at the defender role, play through again, this time with the defender playing full speed after the first pass. Once again, if the defender wins the ball, she should return it to one of the perimeter players to restart play. This exercise is useful both to give some technical pressure to both passing and receiving,

3v3 game to cone goals

20x25 yard fields

and also to begin the tactical building blocks of movement off of the ball and creating useful passing angles.

Play 3v3 games. For the first five minutes require teams in possession to complete three consecutive passes before they can score. Then remove the restriction and let the players play.