

BFSC U11-U12 Training Session #9: Possession.

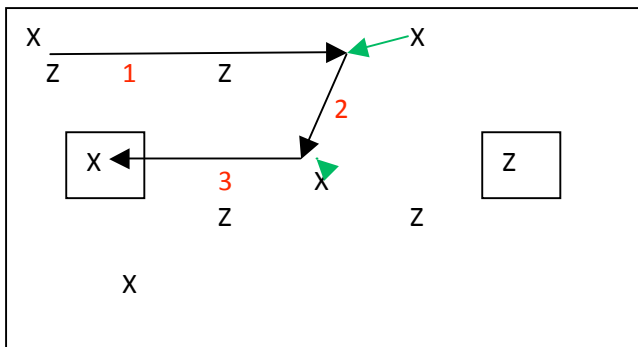
Exercise

Environment

Description / Coach

Possession to target zones

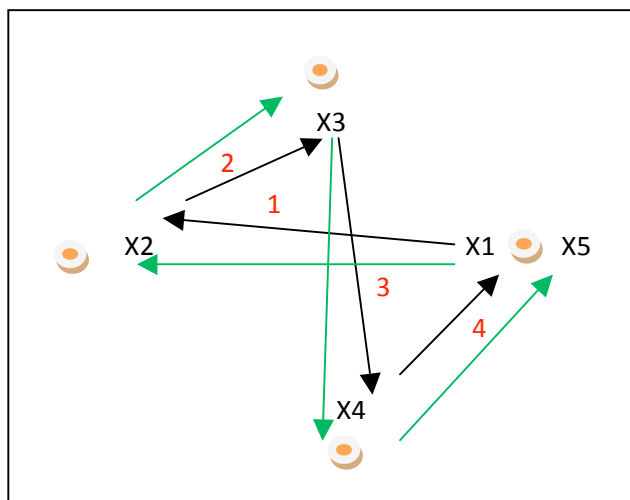
½ field with two 5x5 yard target grids



Divide the group into two teams (one in vests). Prepare a ball supply outside the perimeter of the grid. Each team posts a target in the grid at their opponents' end of the field. The objective of the game is to get and keep possession and then try to play into the team's target player in the grid. The player passing into the target player then takes her place. When a point is scored, the target player restarts play by passing to a member of the opposing team. This game is a useful warm-up for a possession session in that it requires teamwork and movement off of the ball as well as passing under pressure. Once the players get used to the environment, it becomes apparent that given that one can play into the target from any angle, it is fairly easy to score, and a simple pass can open up an angle to score a point. Play for ten minutes, keeping score and being sure to rotate the target players if they are not played out by their team within two minutes.

Diamond pattern passing.

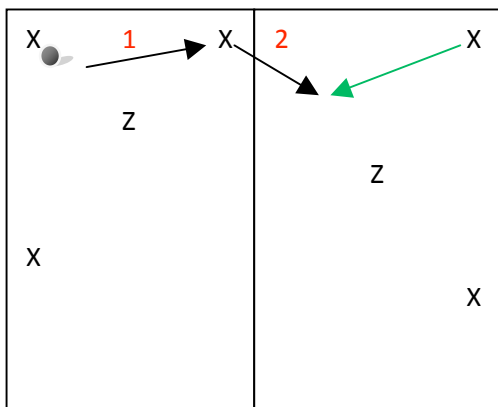
12x10 yard diamonds



Players work in groups of five or six in a diamond. Put a player at each cone and those not on cones behind the first player on the end with the ball. Explain that this exercise is designed to give players the opportunity to work on one and two-touch passing and also receiving. The players pass the ball in the pattern outlined in the diagram and then follow their pass. Specifically, the pattern is: Straight; left; straight; right (repeat). To begin, allow players to play with two touches and simply encourage them to understand the pattern and develop some rhythm in their play. If there are enough players for two diamonds, hold a one minute contest to see which diamond can complete more passes. Next, demonstrate to players that given one knows where the target of their passes will play, it is best to pass the ball to a position that allows their target to play with a single touch. Therefore, in the the diagram X1 plays the ball between X2 and X3, knowing that X2 will be playing to X3. Also, instruct players to consider the pace of their passes as they attempt to play 1-touch where possible now. Finally, the players must consider which foot they should use to make the pass (i.e. X2 should play with her left and X4 with her right). Let the players train this way for two minutes and then repeat the passing contest between the diamonds, encouraging players to use one touch where possible.

3 vs. 1 +2 vs. 1

30x20 grid



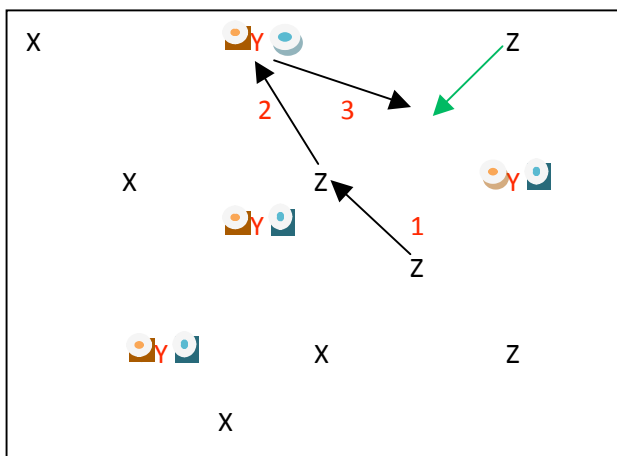
This is a possession-building exercise based on two grids (divide the large grid in half to form two 10x15 yard grids). Begin by putting a defender in each grid. Then place two attackers in one grid and three in the other. The coach has a supply of balls just outside the perimeter of the grid. Explain that the defenders are isolated in the grid that they are playing in and that the ball will start in the grid with three attackers. Those attackers knock the ball around and when they have the opportunity they play to either of the attackers in the other grid. When the ball is played into the other grid, one of the three attackers crosses over so that the 3v1 situation is repeated. If either defender wins the ball, they step on it and pass it to an attacker in the other grid and play continues. Play for two minutes and then change the defenders.

Coach/observe:

1. The three attackers need to constantly reform a useful triangle around the lone defender. In other words, the two attackers off of the ball need to move early and sharply to angles to make themselves available so that the player with the ball always has two passing options.
2. Encourage two and even one-touch play and emphasize good footwork and touches to facilitate possession.
3. The two attackers in the other grid often show a tendency to stand at the common border between the grids. Discourage this practice by demonstrating how easy it is to mark standing players. Instead, the two attackers should be active in the back half of their grid (as far away from the ball as possible), waiting for a good moment to check in and receive the ball from the other grid. This will involve early and urgent communication by the checking player in particular.

Cone drop game

½ field



Create three equal teams (two teams in colored vests). This game is designed to create a possession environment with an effort to play into specific targets. Put all three teams in the playing area, each player standing with her teammates. Explain that two teams will be playing while one team will serve as targets. In this game, the targets hold three cones of one color and three cones of another color. Assign each of the playing teams a color of cone and explain that each time a target is played, she drops one cone of the designated color. The purpose of the game is to get all of the cones of a team's designated color on the ground (that is, no target player holds a cone of that color). The target players are limited to two touches and they cannot be tackled. Emphasize that the target players should receive and pass and then drop the cone so that play develops some rhythm. This is a fun game, and players may need a reminder occasionally to

focus on spreading the field, maintaining possession and just working hard to organize their team's efforts toward finding the targets. The coach will need to keep a supply of balls along the perimeter of the grid to restart play.

Variations:

1. Allow the target players to walk around the area, but not check to the ball. This creates a constantly changing environment where the working teams will need to communicate to organize to find the target players.
2. Allow the target players to play full speed. Now the game becomes much faster and the defenders' tasks become very difficult as there are so many active targets for the team in possession.

Play a standard scrimmage: Let the players play!

6v6 scrimmage

½ field