

## 11v11 Attacking- Improve Building-Up in Opponents Half- (B)

GOAL: Improve building-up in opponent's half in order to create chances

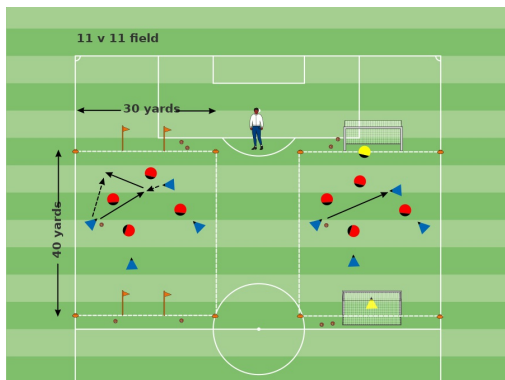
PLAYER ACTIONS: Spread out, Change point, Pass options

KEY QUALITIES: Read game/make decisions, Optimal technical, Initiative

AGE: U13+ / 11v11 / 18 players

Attacking

DURATION: 90 min



### 1ST PLAY PHASE: Intentional Free Play

OBJECTIVE: To pass or dribble forward, create chances and score goals.

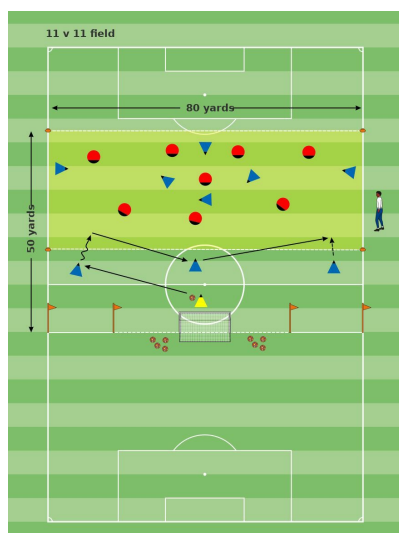
ORGANIZATION: Mark out two 40 x 30-yard fields, each with two goals. Divide players into four teams. Teams play 4 v 4 or 5 v 5 including goalkeepers. Free play, kick-ins. Play for 30 minutes with two breaks.

KEY WORDS: Use space, move to support, switch, take opponents on

GUIDED QUESTIONS: 1) How do you maximize space when you're in possession? 2) What can you do to get past the opponent and break through to the goal?

ANSWERS: 1) Make the field as wide as possible (spread out). 2) Tie up defenders by dribbling at them, then pass to a teammate; switch the point of attack and pass the ball out of pressure; show for through passes behind the defensive line.

NOTES: First break: Coach asks questions, players continue playing to discover answers. Second break: Players share answers with coach and each



### PRACTICE (Core Activity): 10 v 8 on Endline

OBJECTIVE: To move the ball forward and break through the last line of defense.

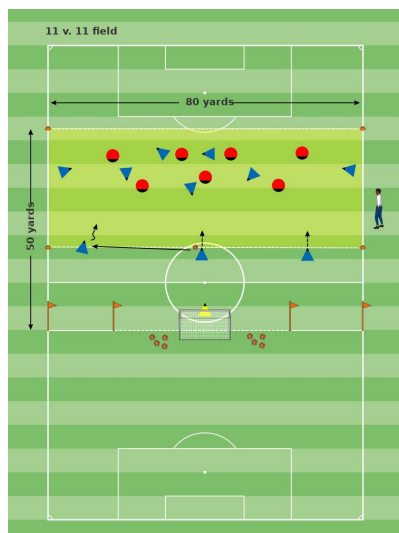
ORGANIZATION: Mark out a 50 x 80-yard field with a 30-yard-deep defensive zone. Divide players into teams of 10 and 8 (Blue and Red). The attackers (Blue) play a 1-3-3-3 formation, and the defenders (Red) play a 4-3-1. To score, Blue has to either dribble across Red's endline or successfully pass to a teammate across the line. Red can only defend

KEY WORDS: Use space, move to support, switch the field

GUIDED QUESTIONS: 1) How can you get through the defense? 2) What if you cannot go forward through the defense? 3) What do you need to do to break through on the wings? 4) How should you position your body to see as much of the field as possible?

ANSWERS: 1) Pass or chip the ball into the end zone, or dribble into the end zone. 2) Play sideways or backwards. 3) Draw opponents to one side, then quickly switch the attack to the other side. 4) Sideways on with hips open.

NOTES:



### PRACTICE (Less Challenging): 11 v 7 on Endline

OBJECTIVE: To move the ball forward and break through the last line of defense.

ORGANIZATION: Same as Core Activity, except teams play 11 v 7. Blue plays a 1-4-3-3, and Red has a back four and three midfielders.

KEY WORDS: Use space, move to support, switch the field

GUIDED QUESTIONS: 1) How can you get through the defense? 2) What if you cannot go forward through the defense? 3) What do you need to do to break through on the wings? 4) How should you position your body to see as much of the field as possible?

ANSWERS: 1) Pass or chip the ball into the end zone, or dribble into the end zone. 2) Play sideways or backwards. 3) Draw opponents to one side, then switch the attack to the other side. 4) Sideways on with hips open.

NOTES: Start with the Core Activity and decide whether the level of challenge is appropriate for the players. Switch to this Less Challenging activity if the Core Activity is too difficult. Spend a total of 30 minutes in the Practice Phase.

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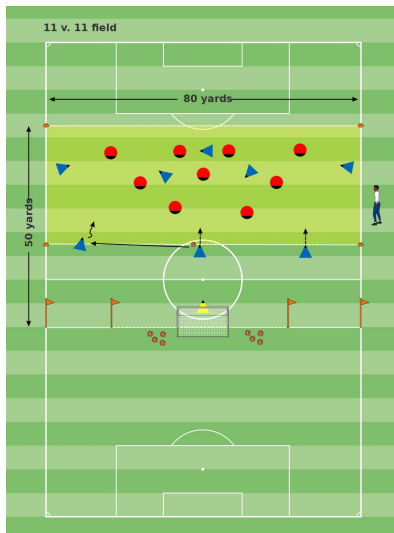
PLAYER ACTIONS: Spread out, Change point, Pass options

KEY QUALITIES: Read game/make decisions, Optimal technical, Initiative

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### PRACTICE (More Challenging): 9 v 9 on Endline and Goal

OBJECTIVE: To move the ball forward and break through the last line of defense

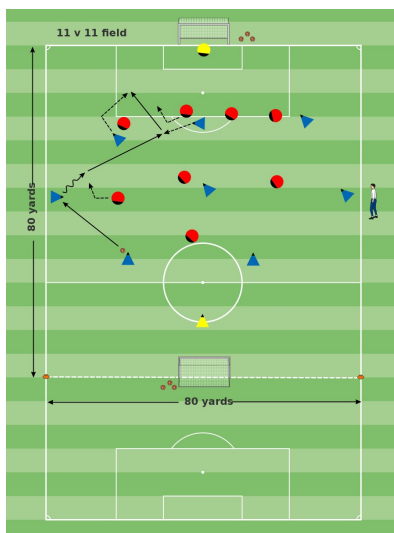
ORGANIZATION: Same as Core Activity, except Red also has a goal with goalkeeper. Teams play 9 v 9. Red is still restricted to the defensive zone. If Blue breaks through, all players follow to finish the game on Red's goal.

KEY WORDS: Use space, move to support, switch the field,

GUIDED QUESTIONS: 1) How can you get through the defense? 2) What if you cannot go forward through the defense? 3) What do you need to do to break through on the wings? 4) How should you position your body to see as much of the field as possible?

ANSWERS: 1) Pass or chip the ball into the end zone, or dribble into the end zone. 2) Play sideways or backwards. 3) Draw opponents to one side, then switch the attack to the other side. 4) Sideways on with hips open.

NOTES: Start with the Core Activity and decide whether the level of challenge is appropriate for the players. Switch to this More Challenging Activity if the Core Activity is too easy. Spend a total of 30 minutes in the Practice Phase.



### 2ND PLAY PHASE: The Game

OBJECTIVE: To pass or dribble forward, create chances and score goals.

ORGANIZATION: Mark out an 80 x 80-yard field. Divide players into two teams of nine. Each plays a 1-4-3-1-formation. Play according to the Laws of the Game for 30 minutes including one "halftime" (5 minutes max).

KEY WORDS: Use space, move to support, switch the field, pass, dribble

GUIDED QUESTIONS: 1) How do you maximize space when you're in possession? 2) What if you cannot go forward through the defense? 3) What do you need to do to break through on the wings? 4) How should you position your body to see as much of the field as possible?

ANSWERS: 1) Make the field as wide as possible (spread out). 2) Play sideways or backwards; switch the point of attack and pass the ball out of pressure; show for through passes behind the defensive line. 3) Draw opponents to one side, then quickly switch the attack to the other side. 4) Sideways on with hips open.

NOTES:

### Five Elements of a Training Activity

1. **Organized:** Is the activity organized in the right way?
2. **Game-like:** Is the activity game-like?
3. **Repetition:** Is there repetition, when looking at the overall goal of the session?
4. **Challenging:** Are the players being challenged? (Is there the right balance between being successful and unsuccessful?)
5. **Coaching:** Is there effective coaching, based on the age and level of the player?

### Training Session Self-Reflection Questions

1. How did you do in achieving the goals of the training session?
2. What did you do well?
3. What could you do better?