

FFA Self-Assessment Session Planner

Name:	John Kostopoulos	Course	FFA "B" License	Date Course			
-------	-------------------------	--------	------------------------	-------------	--	--	--

Match Analysis Details –

Opponent:	Albert Park SC	Competition and Date	Seniors -State Div 5; Sat 23rd of April, 2016
Opponents style:	Maintain Ball Possession; Play to feet; Fast Breaks;	Opponents Formation:	1-4-4-2
Main Moment:	BPO to BP	Key Principle:	Quick forward passing
What?	We did not take advantage of the space provided by our opponents via the centre corridor area. With "Quick forward passing" to our forwards it may have resulted into a goal scoring opportunity.		
Who?	Begins two fold with the (6) not taking advantage of the space centrally and the (7), (11), (09), (10) not getting into key central attacking positions quickly enough.		
When?	The (6) won the ball in the centre area of the middle third; when in possession of the ball went sideways not realising that we had the (7,11,10,9) moving into key attacking areas of our front third. We could have created a scoring opportunity centrally especially when the space was open.		
Where?	The (6) won the ball in the centre area of the middle third; Ball was won near the half way line. the 6 missing the opportunity to play forward centrally moved the ball wide to the right No: 2;		
Why?	Lack of Team awareness and understanding of each other's role when attacking using the centre corridor; Players moving "off" the ball did not run into key attacking positions quickly enough. Player (6) "on" the ball did not play the pass into key central area when it was originally presented by the (9). Opted to play wide to the (2).		
Summary	It is important that a player in possession of the ball and all the players "moving without the ball" recognise situations and must work together in a group effort, executing each step simultaneously and collaboratively resulting into creating scoring opportunities.		

Football Problem

Video Snapshot of the football problem.

-We did not take advantage of the space provided by our opponents via the centre corridor area. With "Quick forward passing" to our forwards it may have resulted into a goal scoring opportunity.

The (6) won the ball in the centre area of the middle third; when in possession of the ball went sideways not realising that we had the (7,11,10,9) moving into key attacking areas of our front third. We could have created a scoring opportunity *centrally especially when the space was open.*

Part – A (Intercepting)



Part – B (#6 Playing it wide)



Conduct

Animation – Game Training

Organization

- 16 Players (All together)
- 7 Blue Players (Including GK)
- 8 Red players
- 8 Balls
- Size of Pitch: We will use Half the pitch
- 3 Small Size Goals (6 Cones) – Along the half way mark

Explanation/Progression

The Blue Team: Will defend – The Formation is: -

- GK
- Defenders (Back 4) Position: (2,3,4,5)
- Midfielders (Middle 3) Position: (6,8 & 10 playing up higher centrally)

The Red Team: Will attack – The Formation is; -

- Forwards (Front 3) Positions: (7,9,11)
- Midfielders: (Middle 3) Positions (6 Deeper - 8 & 10 playing higher)
- Defenders Positions: (3,4) – Playing wide to the left and right of the 6 coming up to support.

Starting points: - Will vary

- Initially with the GK
- Later in the drill through the centre area;

Players in Blue Team: -

- To score (Goals are Located on the half way mark). There are 3 goals – one located on the left side - one in the centre and one on the right – You may choose any of the 3 Goals. To score a player can either run through the goals or stop the ball on the line within the goals.

Players in Red Team:

- To score (Play to the main goals)

All normal rules Apply: - Offside; corners and throw-ins

Script

Team Task:

Can we get our attacking players in forward positions anticipating a “Quick Forward Pass” made centrally by our midfielder – in this case from the 6

Player Tasks:

Player #6

- When you intercept the ball; or if a ball is played to you; Can you make a through Pass to find our 9
- If not - keeping possession and finding the 7/11 feet is still good;
- Or - Can you combine a pass with 8/10 to then find a killer pass through to 7/9/11;

Player #8 and #10

- When we intercept: Can you make an off-the ball run to support our 9:

Coach's Cues:

- Quick transition from BPO to BP.
- When you win the ball facing forward and you see 7/9/11 moving forward, make a pass between defenders for 7/9/11 to receive behind, or a pass that will enable them to take their first touch beyond the defender
- Can we find the #9 quickly as this opportunity opens us up for more scoring chances
- Create good supporting angles and passing triangles.
- Wingers tuck in if the attack is coming from their opposite side.

Animation – Game Training continued

Player Tasks:

Player #9

- As per our passing practice -
- - can you position yourself as such to receive and set up the 8/10 for a shot at goals
- Or - Can you hold onto the ball and turn yourself into space with the ball for a short at goals - (Shielding and holding your ground is a good way to do this)
- Other considerations are: -
- You may also look at playing a combination pass with either 7/11
- You may also make “cross” runs with 7/11 thus creating space and passages for a killer pass to be played.

Player #7 and #11

Part A:-

Depending on which side the ball is coming - can one winger open up spreading the defence creating space and the other winger tuck in to support the 9; and Vice-versa depending on which side; Playing close to the 9 will allow “cross runs” to be made; And Making off the ball runs looking at moving into positions made available by the 9 will strengthen our chances of scoring; you must anticipate the pass when running.

Part B:-

If the 6 wins the ball and faces forward - can you move away from defenders and open; anticipating a through pass and run into space as a pass may be played behind or through defenders;

Be aware & Anticipate

If a shot has happened; follow up on the keeper searching for the loose ball;

Balls coming in from midfield forward may come to your feet; may be played through defenders into space; or rebounded from the goalkeeper or defenders

Player #3 and #4

Defend the goals at the half way mark; shuffle across when the 6 has moved forward

If needed; leave the furthest goal free; When intercepted see if you can find the 6; if not see if you can play the 8/10

Coach’s Cues:

Coach the Blue Team:

Try and replicate the problem; may need to remind Blue team about maintain the Shape - ultimately to cause a problem - We need to cause an interception (In-and-around the centre area)

Remind Blue Team we are trying to replicate the problem

If it does not happen the same way as per the problem identified - I may need to include a condition.

Add a Condition: -

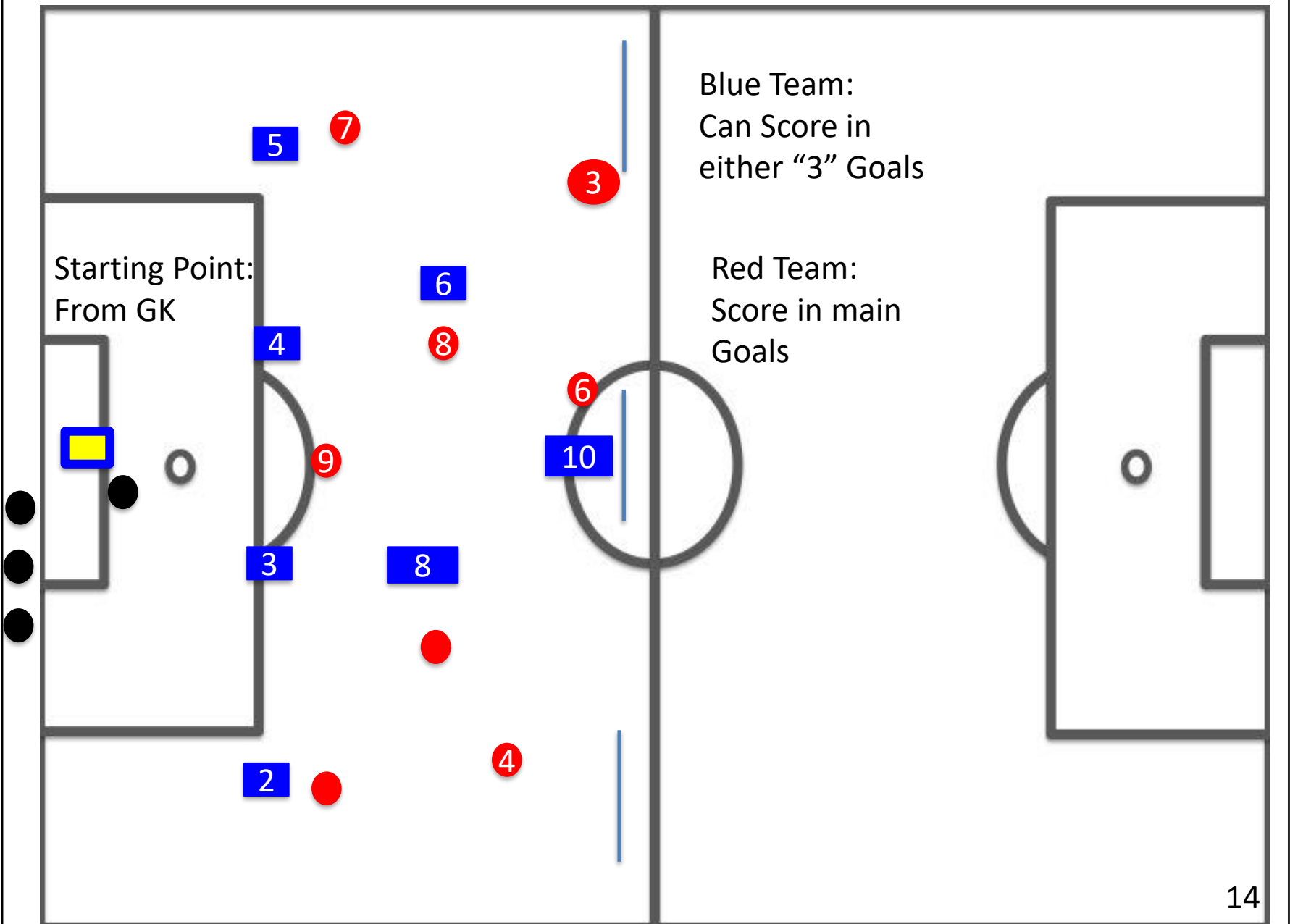
Blues - To score a goal you must first look at passing the ball to the Grey 10 who acts as a bouncer; The Grey 10 will play centre high up the field around the middle third.

Im hoping the Red team intercepts and then plays wide; ignoring the centre corridor

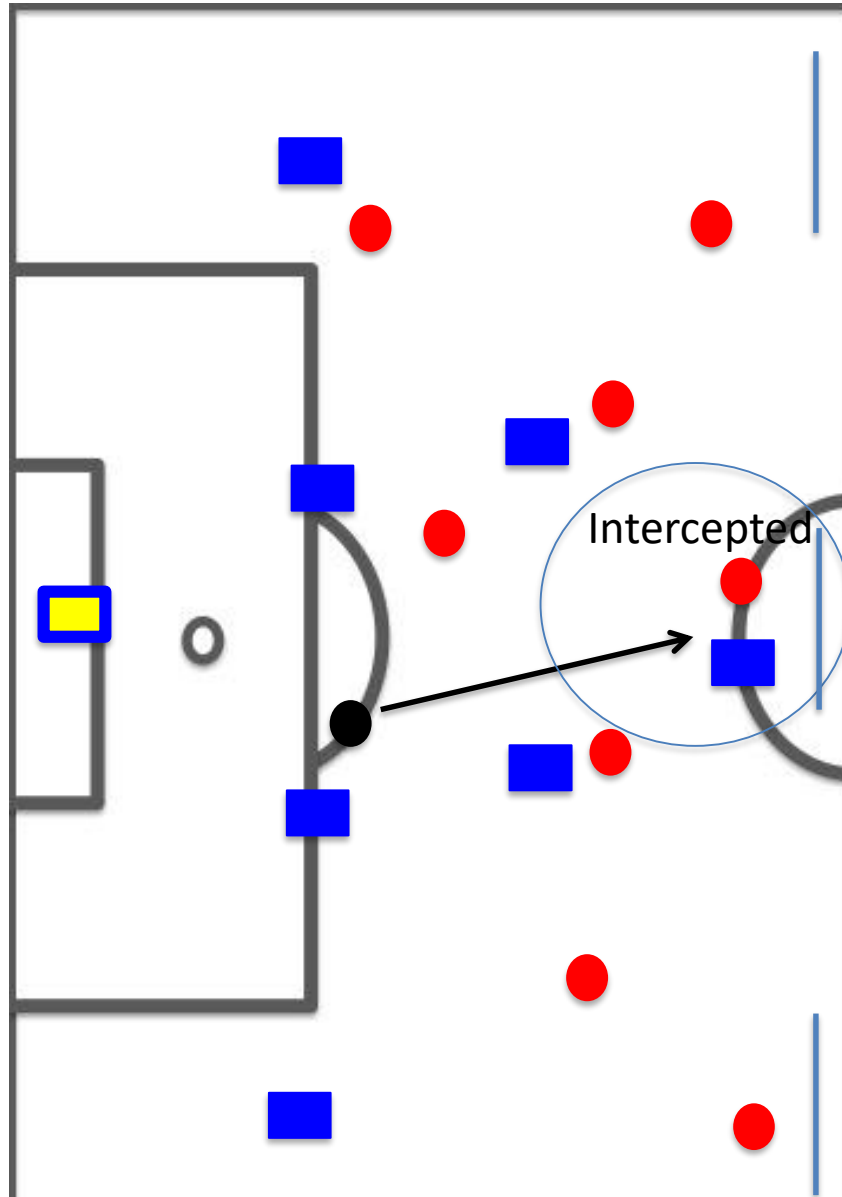
Once this problem occurs: - STOP/Freeze play

That is exactly what happened in the game on the weekend; Opponents lost possession around about this area;

As a team we must take advantage of this interception.



Game Training – Replicating the Problem



Coach the Blue Team:

Try and replicate the problem; may need to remind Blue team about maintain the Shape - ultimately to cause a problem
- We need to cause an interception (In-and-around the centre area)

Remind Blue Team we are trying to replicate the problem

If it does not happen the same way as per the problem identified - I may need to include a condition.

Add a Condition: -

Blues - To score a goal you must first look at passing the ball to the Grey 10 who acts as a bouncer; The Grey 10 will play centre high up the field around the middle third.

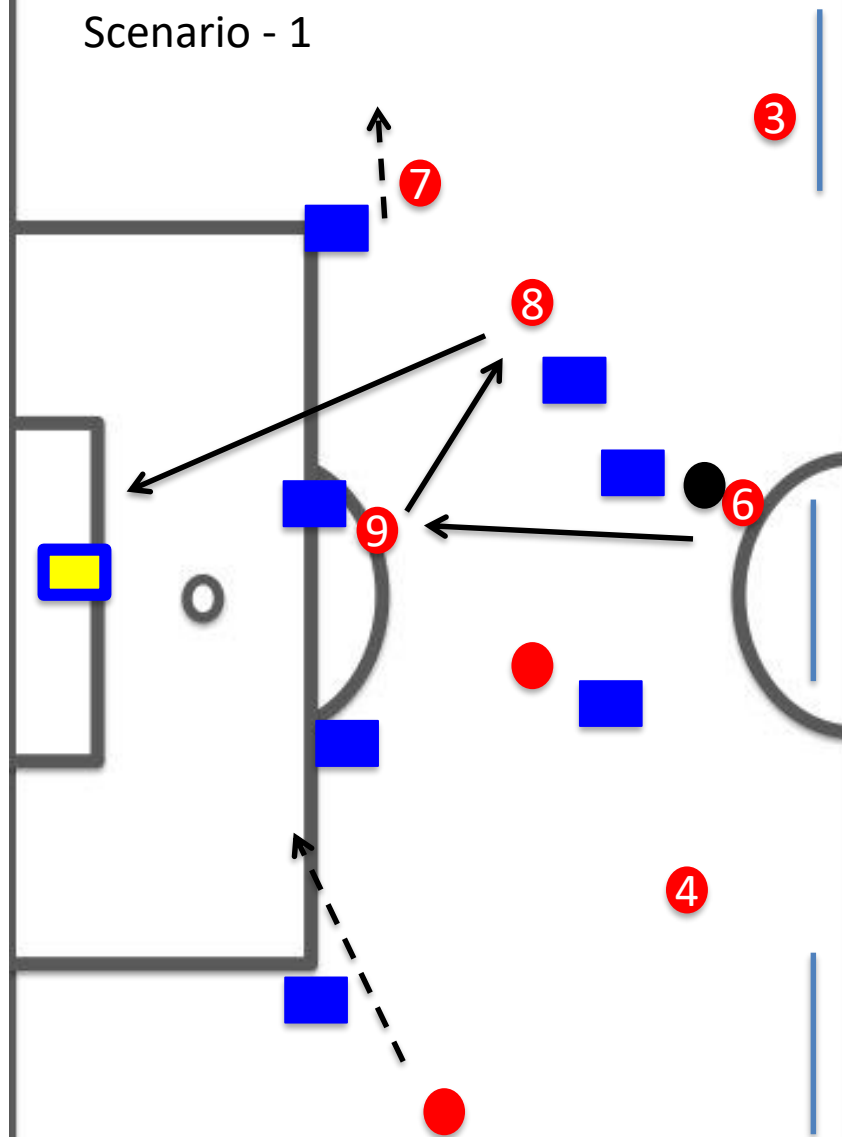
Im hoping the Red team intercepts and then plays wide; ignoring the centre corridor

Once this problem occurs: - STOP/Freeze play

That is exactly what happened in the game on the weekend; Opponents lost possession around about this area;

As a team we must take advantage of this interception.

Scenario - 1



Scenario 1 –
6 – Plays to 9
9 – Sets up 8 – Shot at goals
(Vice-Versa with 10)
11 – Tucks in and follows up on
Shot (Anticipate Rebound)
(Vice-Versa with 8)
7 – Opens up (Creating Space)

Scenario 2 –
As above but instead the 9 plays a
dummy and turns themselves to
shoot at goals

Scenario 3 –
If the ball is coming from the right
side the 9 and 11 make a “cross
run” creating space disturbing
the back 4

(Vice Versa –if attack is coming
from Left 9 and 7 make a cross
run

Conduct	
Animation – Game Training	
Assessment Guide	Comments
Game Training:	
<p>Focused on solving the football problem</p> <p>Presented the opportunity to develop the Session Objective</p> <p>Was organized so that the relevant players were involved</p> <p>The Goals for both teams were appropriate to the Session Objective and recreating the key moment/s</p> <p>Established and maintained the realism required to address the problem and Session Objective (as illustrated in the animations on this form)</p>	<ul style="list-style-type: none"> -This session involved the 7/9/11 getting into forward centralized areas quickly when 6 gets the ball. -All the relevant players required to achieve our session objective were involved i.e. 8/10, 7/9/11, 6 and 3/4 -The goal for the Blue team was to try and stay compact when defending to minimize the opportunity of the red attacking team to play through the middle of the park to replicate our football problem to give the attacking players a way of solving the football problem. -The session felt like it maintained its realism because when I was going through my checklist (Start, Organization, Attitude, Ability, Understanding, shape, and self) I could implement the teaching process of set the task, observe and intervene when required.
Checklist	
<p>The START to the practice was relevant to the Session Objective and the Moment identified by the 5W process</p> <p>The practice allowed the main moment/s to develop naturally</p> <p>The ORGANISATION created a problem-solving environment linked to the Session Objective</p> <p>The ATTITUDE of the players was managed appropriately</p> <p>The session was adapted to meet the ABILITY of the players</p> <p>The players' UNDERSTANDING of the organization and rules was checked</p> <p>The SHAPE of both teams was established to ensure realism and a clear link to the Session Objective and Football Problem</p> <p>The Coach managed the 'SELF' aspect before moving on to the Teaching Process element</p>	<ul style="list-style-type: none"> The session was organized and set up appropriately to allow the game training component to run smoothly with minimal disruptions. The use of the frame assisted in the players understanding their role Players were given the opportunity at the beginning of the session and throughout to ask questions as required. All players understood their roles and key responsibilities Shape was set up to reflect our football problem Attitude of the players was very good and they were willing to work to improve the teams goals

Conduct	
Animation – Game Training	
Assessment Guide	Comment
Teaching Process	
<p>The Team Task was:</p> <ul style="list-style-type: none"> - Clearly set - Observed and appropriate feedback provided - Led the Players towards attempting the required Player Tasks <p>Players Tasks were:</p> <ul style="list-style-type: none"> - Given to the key players - Given at the appropriate times - Observed, with appropriate feedback given - Used effectively to improve the players ability to undertake the Team Task <p>Coach’s Cues were used to support players in undertaking their tasks</p> <p>Play was stopped at appropriate times</p> <p>Feedback was given using pictures and words effectively</p> <p>Freeze replay was used appropriately</p> <p>Feedback during natural breaks was used appropriately</p> <p>Coaching on the run was used appropriately</p> <p>The interventions were well-timed and effective</p> <p>The coach allowed the players suitable opportunities to try and do what they had been asked</p>	<ul style="list-style-type: none"> • The team task was understood and being adhered to from the outset as the original frame was placed in front of the players was clearly visible with only the key objective displayed. • Player tasks were adhered to and desired learnings were reached as per the objective • Interventions were timely and minimal to explain the problem and seek the feedback from the players re their views and learning objectives • By the end of the session the desired objective was achieved questioned by players were answered and players were asked specific questions re expectations of their roles in order for the coach to seek to see that the players understood their roles and responsibilities • In this session I felt I had one - too - many attacking scenarios; as I noticed the players successfully adapted to the first 2 scenarios; but when I added the “cross-run” as a 3rd some players were not sure how to and time restriction did not allow me to fix it;