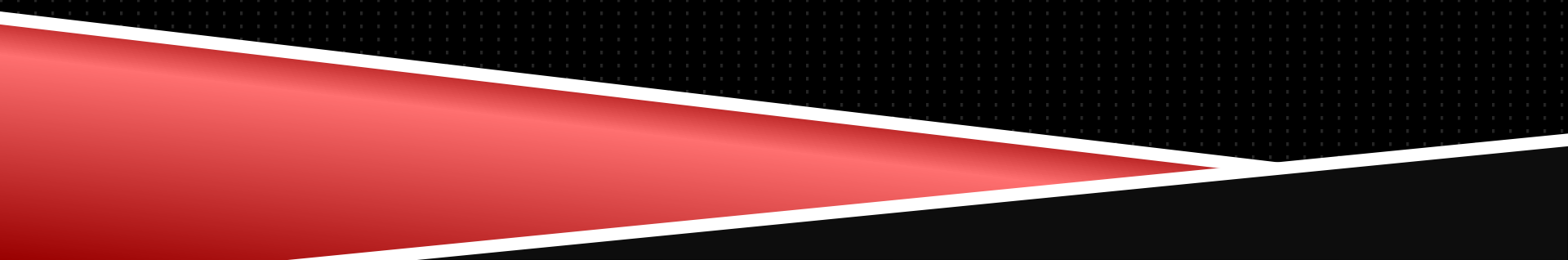


SMALL SIDED GAMES WORKSHOP

“LET THE GAME BE THE TEACHER”



OVERVIEW

- ▶ Group Activity
 - ▶ Instructors
 - ▶ What are Small Sided Games
 - ▶ Purpose of Small Sided Games
 - ▶ Trade-offs – The 3 R's
 - ▶ Principles of Play
 - ▶ Moments in the Game
 - ▶ Let the Game Be the Teacher
 - ▶ Keep in Mind
- 
- A large, stylized red shape with a white outline, resembling a wide arrow or a decorative banner, pointing towards the right. It is positioned at the bottom of the slide, partially overlapping the black background.



GROUP ACTIVITY

GROUP ACTIVITY

- ▶ Split into Groups
- ▶ Topics will be:
 - ▶ Crossing and Finishing Activity
 - ▶ Dribbling Activity
 - ▶ Switching the Point of Attack Activity
 - ▶ Possession vs. Penetration Activity
- ▶ 5 Minutes! GO!

WHAT ARE SMALL SIDED GAMES?



“Small Sided Games are quite simplistically a ‘smaller’
version of the Big Game (11v11)”



PURPOSE OF SMALL SIDED GAMES

2 MAIN PURPOSES OF SMALL SIDED GAMES

1. Provide players with an opportunity to make more decisions
 - ▶ Trial and Error (failure is an essential part of the learning process)
 - ▶ Problem Solving
 - ▶ Safe environment to take risk and make mistakes
 - ▶ Can be used to bring out different topics within the game
2. Provide players with increased time on the ball in game situations
 - ▶ Smaller version of the real game
 - ▶ Reduced number of players and reduced size of playing area = more involvement

WHAT DO THE STATS SAY?

	# of Passes	Scoring Attempts	Goals	1v1 Encounter	Dribbling Skills
2-Goal Game	<u>170</u>	44	18	51	39
Line Ball	160	NA	<u>37</u>	56	<u>58</u>
GK Game	149	49	17	<u>92</u>	36
4-Goal Game	106	<u>62</u>	28	52	45
8 v 8	108	20	5	28	16

*Taken from Manchester United Pilot Project 4v4 Study

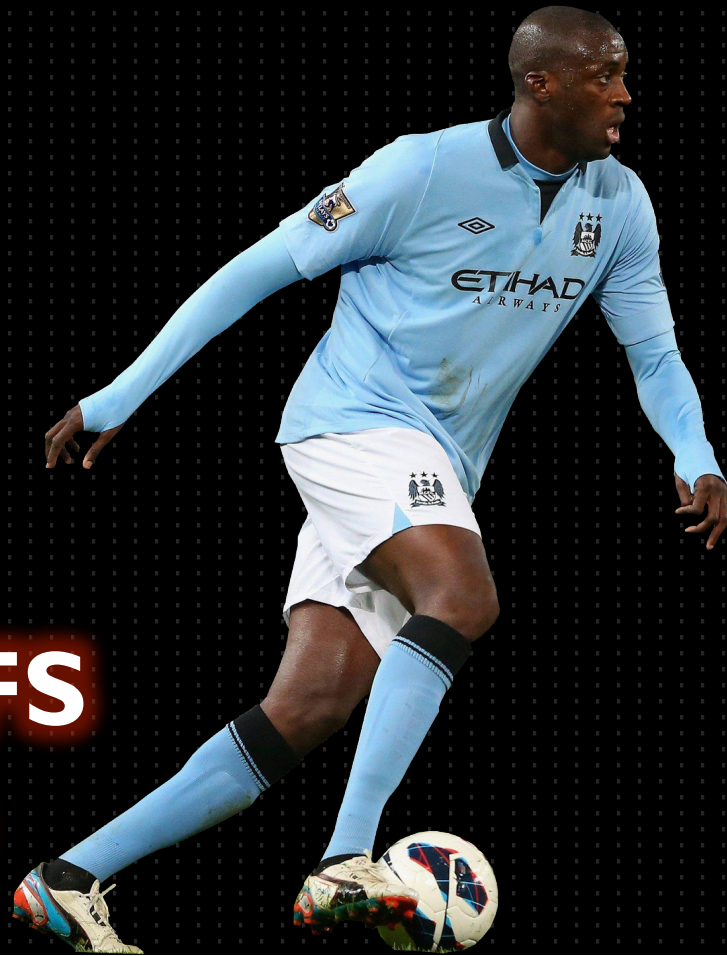
QUANTITATIVE SUMMARY

On Average 4v4 versus 8v8 had:

1. 135% more passes
2. 260% more Scoring Attempts
3. 500% more Goals Scored
4. 225% more 1v1 Encounters
5. 280% more Dribbling Skills (tricks)

*Taken from Manchester United Pilot Project 4v4 Study

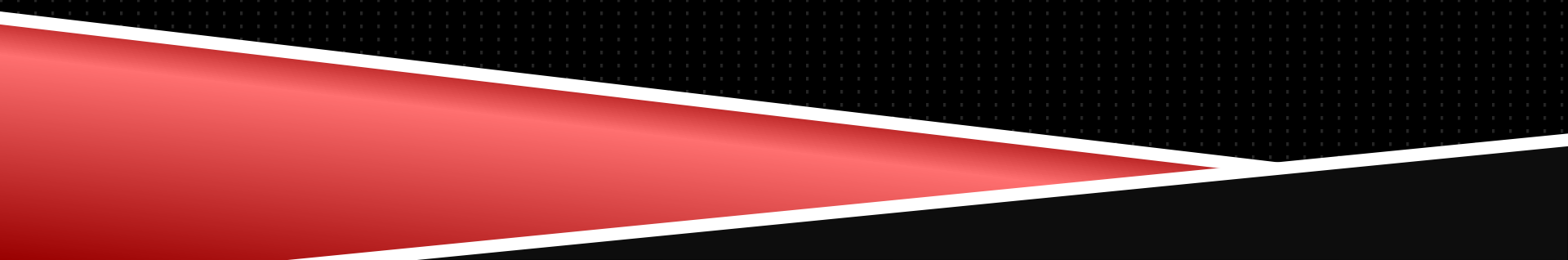
TRADE-OFFS (THE 3 R'S)



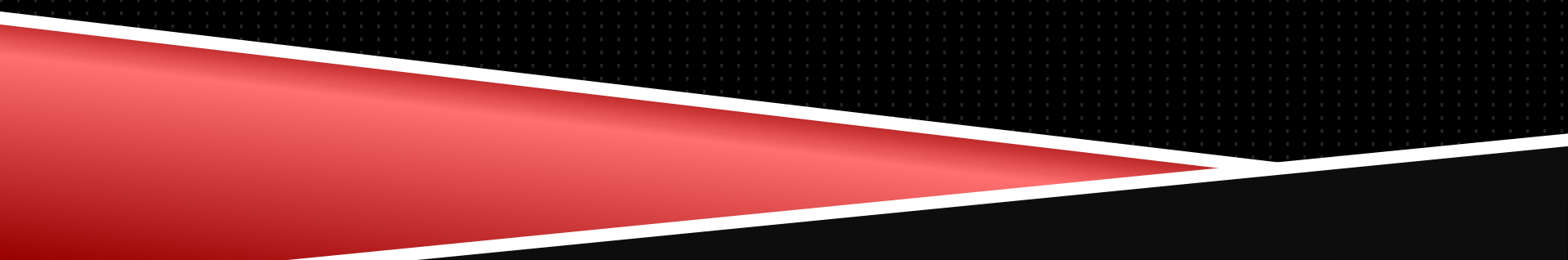
WHAT IS MEANT BY TRADE-OFF?

- ▶ Every activity in soccer provides a trade-off between the 3 R's
 1. Realism
 2. Relevance
 3. Repetition
- ▶ Example: If you have your players pass in pairs then...
 - ▶ Low Realism
 - ▶ Medium/High Relevance
 - ▶ High Repetition

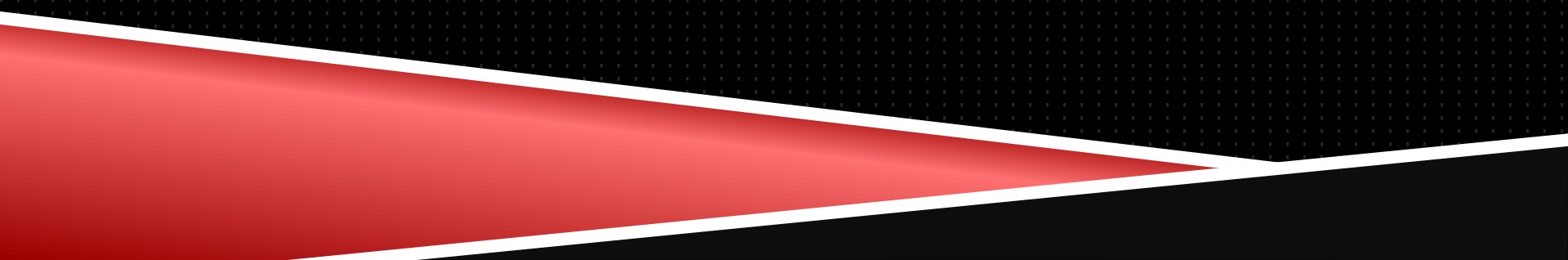
REALISM

- ▶ 4 Key Questions to Ask Yourself:
 1. Is the activity Real to the Game? (ie. Could you see this activity come out within an actual game?)
 2. Is the activity Game based?
 3. Are the principles of play evident in the activity?
 4. Are the laws of the game a part of the activity?
- 

RELEVANCE

- ▶ 3 Key Questions to Ask Yourself:
 1. Is the activity relevant to the age and level of the players?
 2. Is the activity relevant to the topic of the lesson?
 3. Is the activity relevant to the Game
- 
- A large, stylized red shape, resembling a wide arrow or a decorative graphic element, is positioned at the bottom of the slide. It has a white outline and a gradient from dark red to a lighter red.

REPETITION

- ▶ 3 Key Questions to Ask Yourself:
 1. Are all players being given equal opportunity to try the task?
 2. Do the players have the opportunity to repeat the task?
 3. How often do players get repetition of the task?
- 

EXAMPLE #1



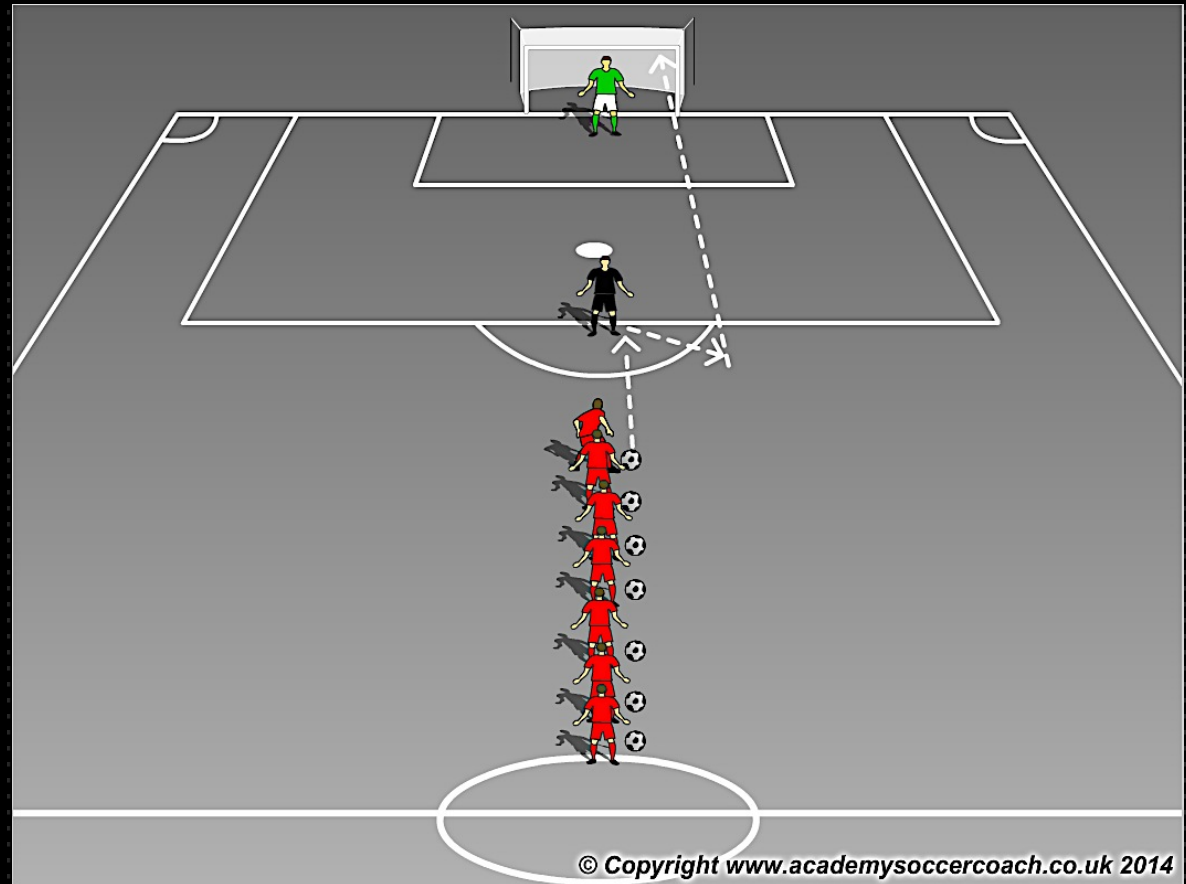
REALISM



RELEVANCE



REPETITION



EXAMPLE #2

↓ REALISM

↑ RELEVANCE

↑ REPETITION



EXAMPLE #3



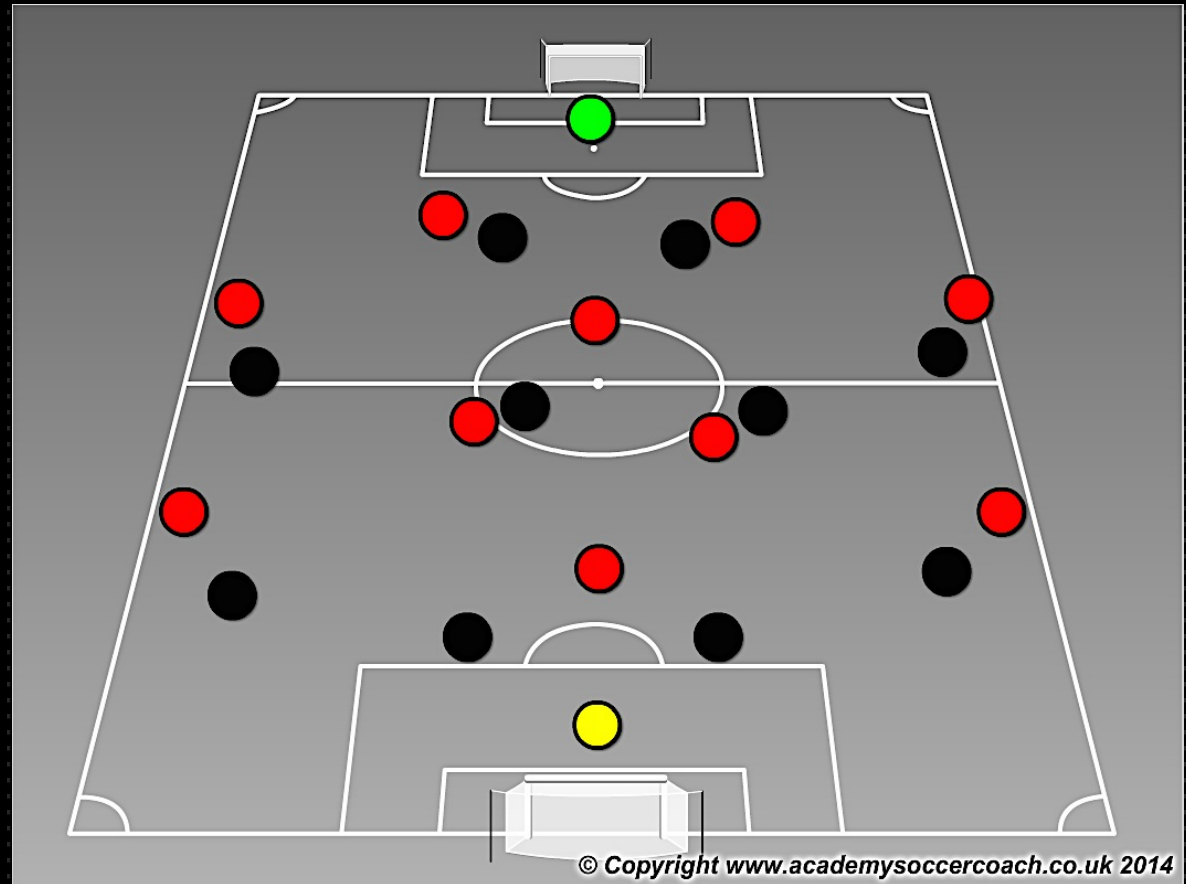
REALISM



RELEVANCE



REPETITION



A BIT BETTER?



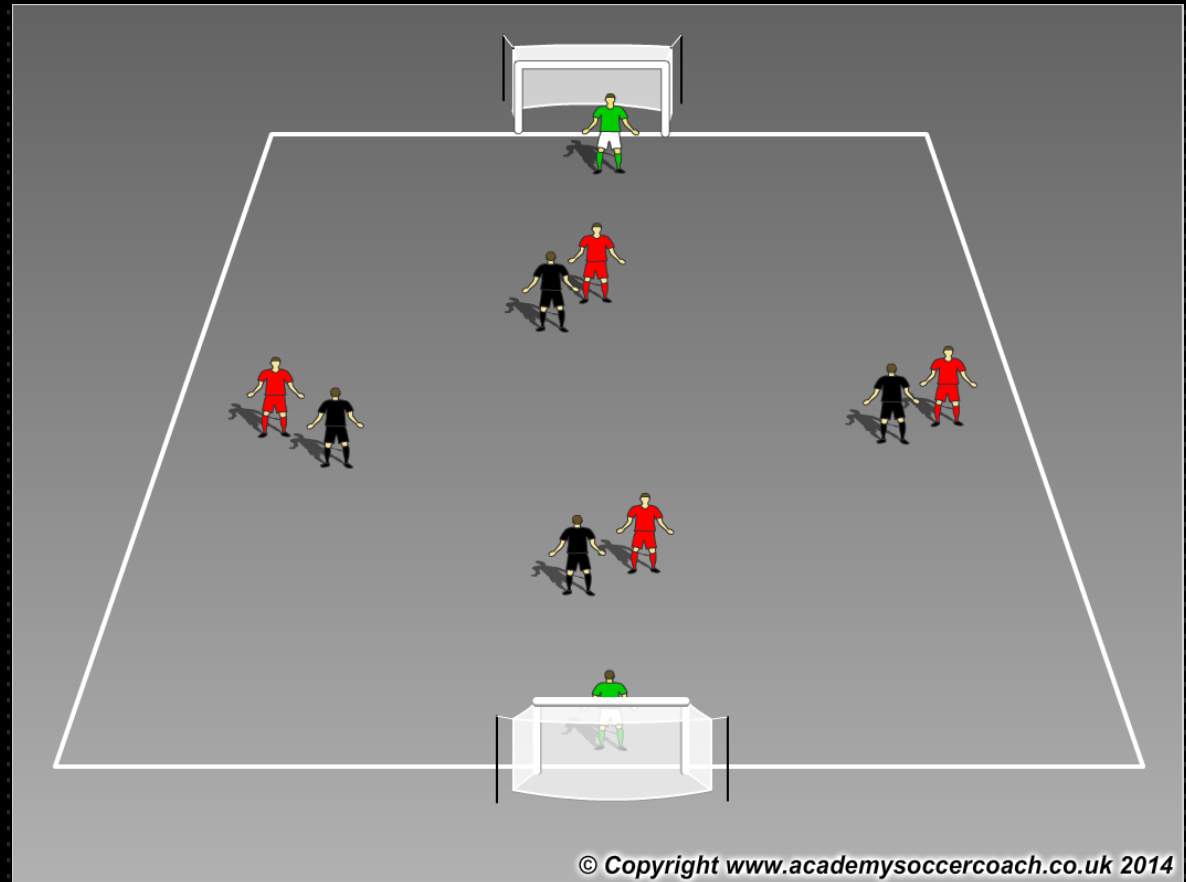
REALISM



RELEVANCE



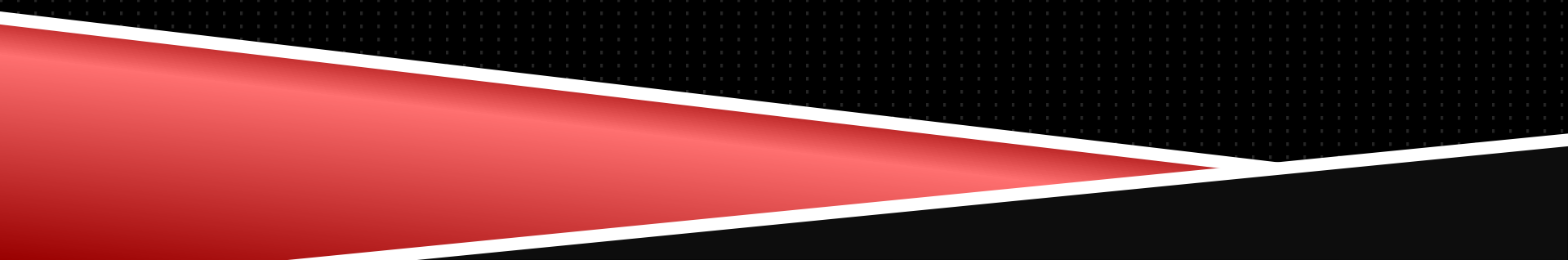
REPETITION



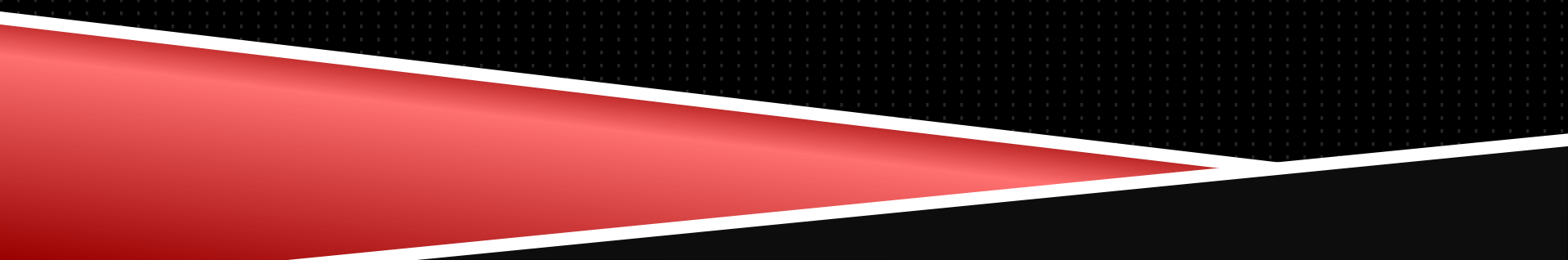


PRINCIPLES OF PLAY

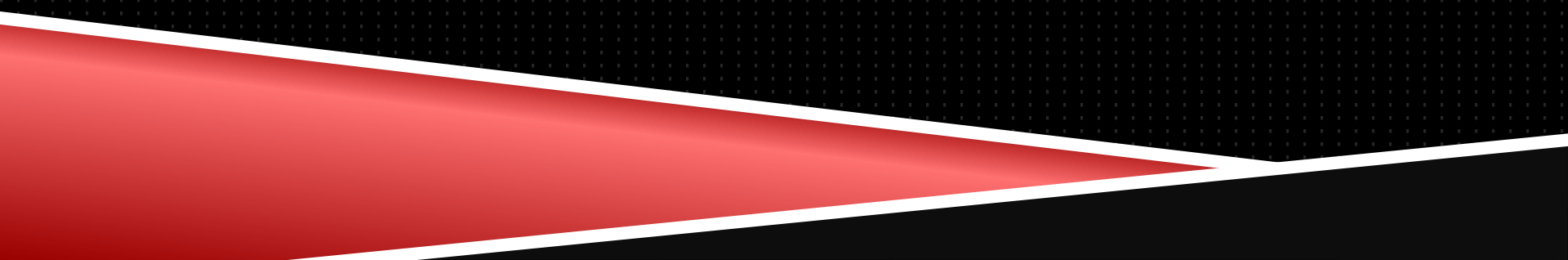
“Principles of play are the guiding principles within the Game. They transcend any formation, system of play or style of play.”



ATTACKING PRINCIPLES OF PLAY

- ▶ **Penetration** – Can we play forward
 - ▶ **Support** – Angles, Timing
 - ▶ **Depth/Width** – Near Support, Wide Support, Deep Support, Spacing
 - ▶ **Mobility** – Movement to provide different types of support
 - ▶ **Improvisation** – Adapting, Adjusting, Intuition
- 

DEFENDING PRINCIPLES OF PLAY

- ▶ **Pressure/Delay** – Can you win the ball back as soon as possible? If not, can you prevent the other team from playing forward
 - ▶ **Cover** – Angles, Spacing
 - ▶ **Balance**– Weak side of the attack, Positioning
 - ▶ **Compactness**– Close gaps, Reduce space between the lines
 - ▶ **Patience** – Do not be brash, Can you manipulate your opponent
- 

MOMENTS IN THE GAME

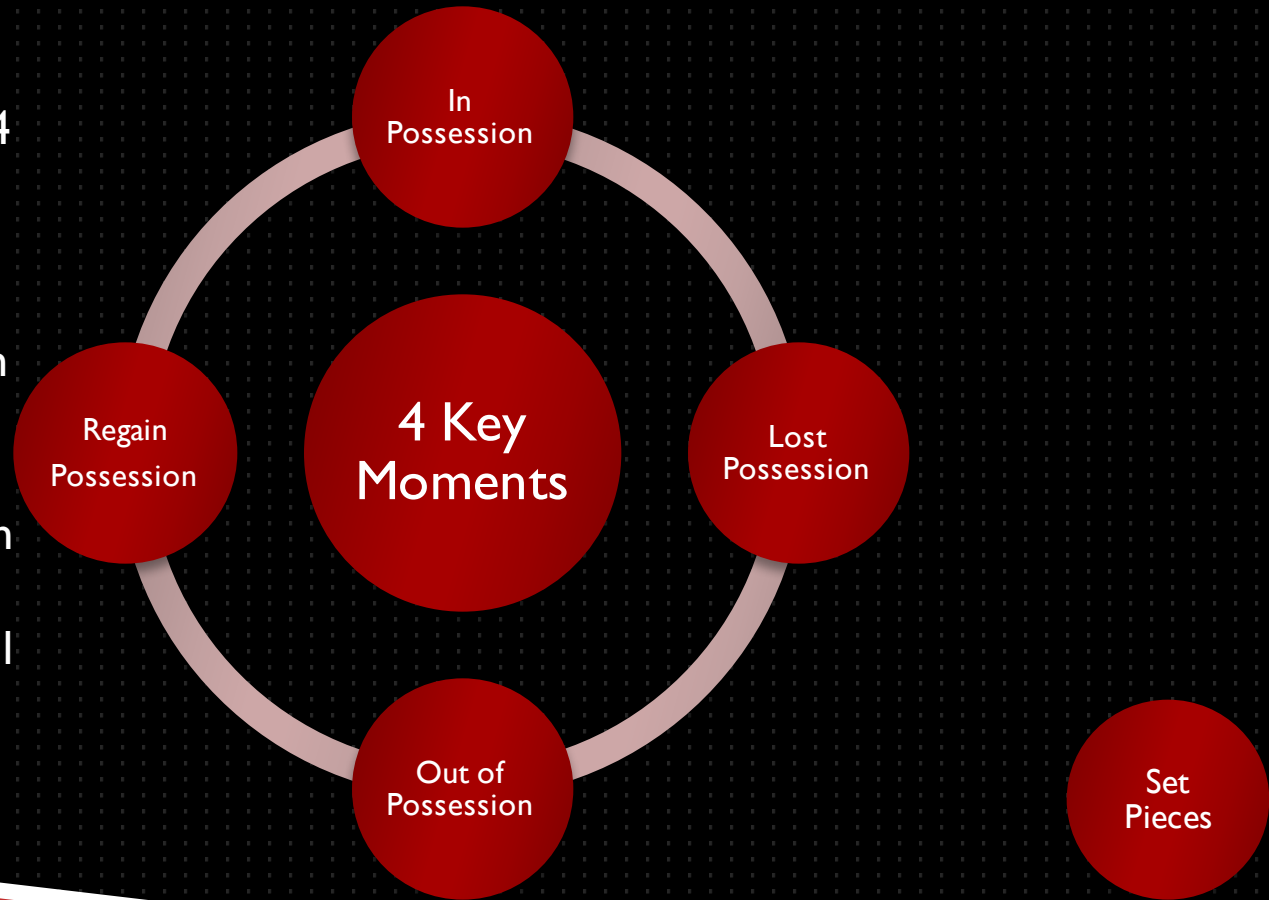


4 KEY MOMENTS IN THE GAME

Important to teach all 4 moments!

How many moments do your activities touch upon?

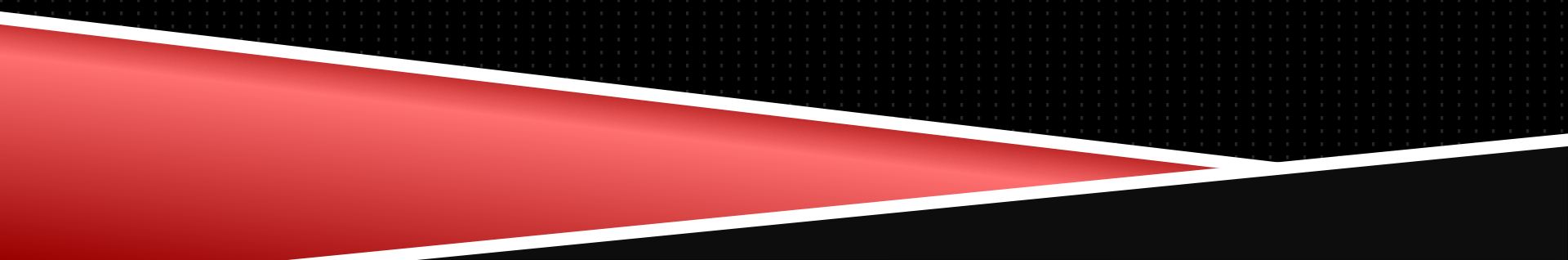
When deciding upon an activity – can you ensure it builds upon all 4 Key Moments?



**LET THE GAME BE
THE TEACHER**



WHAT ARE CONDITIONS AND VARIATIONS

- ▶ Rules, changes, adaptations that place different emphasis on certain aspects of the Game
 - ▶ With each condition or variation to a Small Sided Game you add, there is a trade-off
 - ▶ Think through what the effect the condition or variation may have
- 

TYPES OF CONDITIONS AND VARIATIONS

Conditions: Modifications to the rules of the SSG.

- ▶ Limit touches
- ▶ Playing through the thirds
- ▶ Switch point of attack
- ▶ Combination before scoring
- ▶ Must score off a cross
- ▶ First time finish

Variations: Modifications to the layout of the SSG.

- ▶ Neutrals
- ▶ Bouncers
- ▶ Wide channels
- ▶ Safe Zones
- ▶ Thirds of the field
- ▶ End Zones
- ▶ Add/Subtract Goals

COACHES TOOLBOX

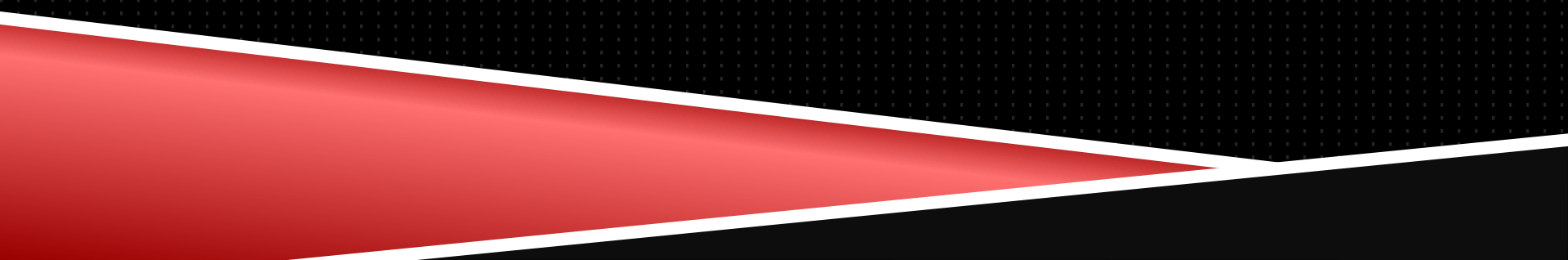
- ▶ 4 Types of Intervention Methods: (Trade-offs)
 1. Freeze / Stop
 2. Coaching in the Flow (as the game is going on)
 3. Coach at Natural Stoppages
 4. Coach the Individual
- ▶ Flow
 - ▶ Flow is essential to the learning process
 - ▶ Essential ingredient to allow the game to be the teacher
- ▶ 3 Keys to Communication:
 1. Clear
 2. Concise
 3. Positive

COACHES TOOLBOX

▶ Session Templates:

1. Progression
2. Whole-Part-Whole
3. Random
4. Stations

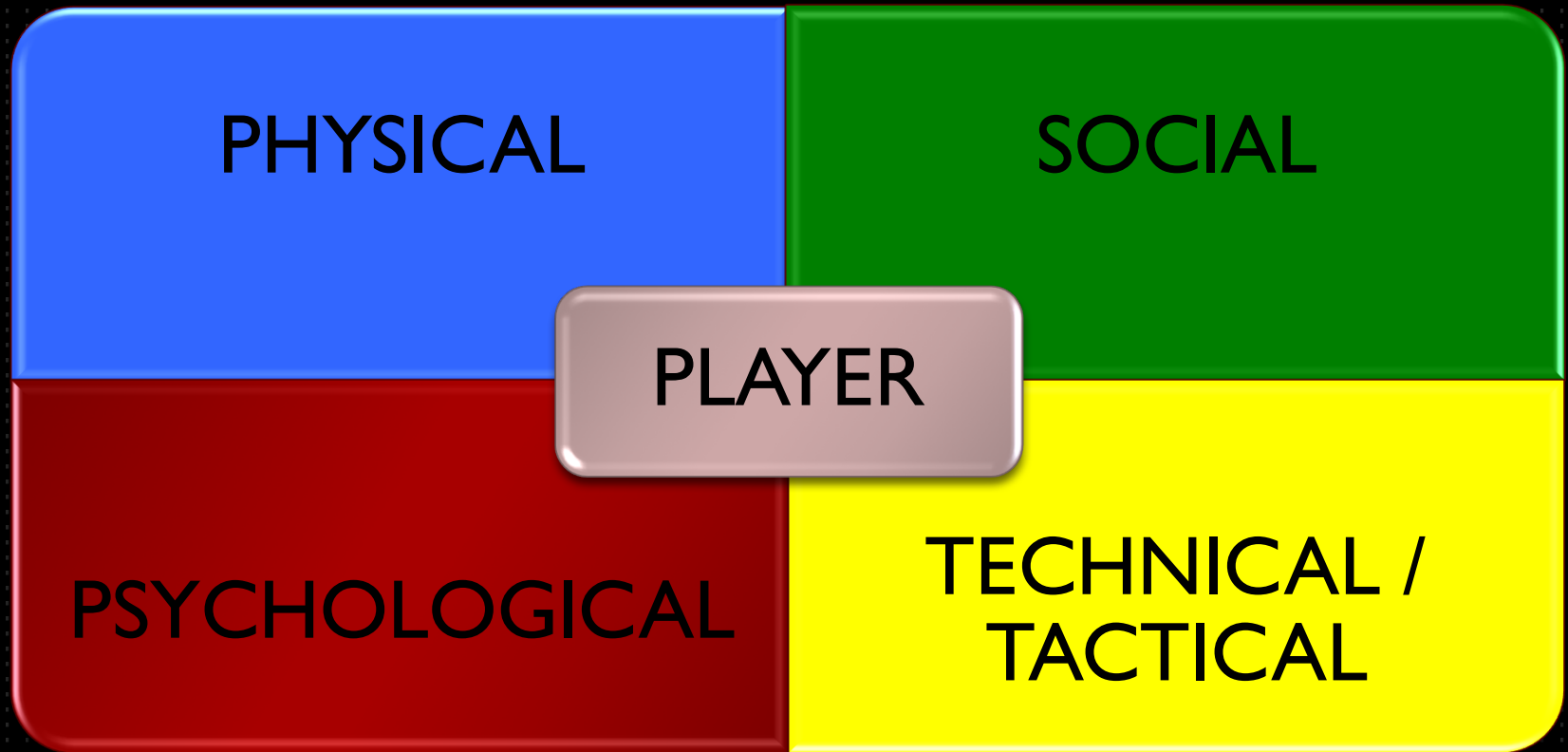
▶ Teaching/Coaching Methods

1. Command
 2. Trial and Error
 3. Question and Answer
 4. Guided Discovery
- 

KEEP IN MIND



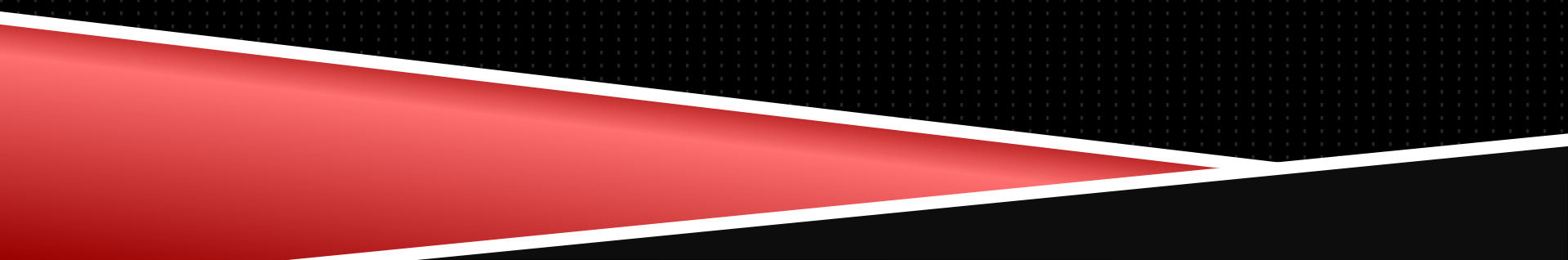
4 CORNER MODEL



LEARNING STYLES

- ▶ Players learn in 3 different ways:
 1. Visual
 2. Auditory
 3. Kinesthetic
- ▶ Do you cater to the different learning styles within your session?

DIFFERENTIATION

- ▶ 3 Key Groups to Cater to:
 1. Forging Ahead
 2. Striving to Keep Up
 3. Falling Behind
 - ▶ Catering to the Individual within the Group
 - ▶ Catering to each of the 3 Groups within the session
- 

MOTIVATION

- ▶ 2 Types of Motivation
 1. Extrinsic
 2. Intrinsic
 - ▶ How do you cater to those two groups within a training session?
- 

MANAGING MISTAKES

- ▶ How do you manage mistakes in a group?
 - ▶ What language do you use?
 - ▶ What is your posture like?
 - ▶ How does the player react to the mistake?
 - ▶ How do their teammates react to the mistake?

PIECES OF THE PUZZLE

