



**Long Term Player Development  
Stage 1-3**

**Club Goalkeeping Development Manual**





## Wellness to World Cup Long Term Player Development

As coaches, teachers, administrators and parents, we need to look at the big picture for Canadian soccer. We want to develop “star” players who can play on the big stage, but we also want to encourage recreational players who can benefit from the health aspects of soccer and give back to the game for years to come as coaches, officials, and administrators.

Long-Term Player Development (LTPD) is the Canadian Soccer Association's pathway to success on both fronts. LTPD is a player-centred approach that provides guidelines for correct training, competition, and recovery based on scientific principles of human development and athlete training, combined with the knowledge of expert coaches.

Player-centred means we respect the developmental needs of our players first and foremost. We ensure that our young players have fun while they learn so they want to continue playing. It also means we provide challenging opportunities for special talents so they can develop their abilities and pursue excellence. All of these needs are addressed in the seven stages of LTPD.

LTPD is designed to promote lifelong wellness for all soccer participants and optimal performances for elite players, particular in growth and development years when performances can become instable and lead to drop out.

LTPD encourages players to enjoy the game and improve their performances through:

- *Logical and integrated training and practice programs.*

- *Application of scientific principals in growth, development and maturation.*
- *Provision of an optimal structure for competition at all stages of LTPD*

## LTPD and Goalkeeping

### *STAGE 1: ACTIVE START U4-U6 Female and Male*

No goalkeepers at this age. All players should learn the basic techniques of ball handling at different heights (not high balls) and throwing with one and two hands on the ground and in the air. Footwork is introduced including side-skip to get in line with the ball. Introduce diving from a kneeling position.

### *STAGE 2: FUNDAMENTALS U6-U8 Female/U6-U9 Male*

All players take turns in goal. Continue development of ball handling at all heights and above balls (simple service/no opposition). Introduce simple communication (“Keeper!” “Away!”). Continue with basic diving technique from a “Gorilla” stance. Develop correct body shape. Introduce the concept of the keeper as the rear defender (Sweeper/Keeper).

### *STAGE 3: LEARNING TO TRAIN U8-U11 Female/U9-U12 Male*

Players still take turns in goal. Resist temptation to limit goalkeeping to a few. Continue developing ball handling, ball rolling and over-arm throws, footwork, goal kicks, drop kicks, moving back passes and punts. Introduce side-arm and javelin throws, deflecting. Introduce variety of new dives. Introduce catching and deflecting crosses from a simple thrown service.

## Introduction

The soccer goalkeeper is one of the most important players on the field - they are the last line of defense and the first line of attack. To play the position well requires special skills and training.

To many coaches, though, soccer goalkeeping techniques and tactics are a mystery. This is especially true at younger age levels, where often coaches have not played much soccer at all, much less played keeper. Even experienced field players and coaches may not have much experience with goalkeeping.

This manual is designed to help soccer coaches coach their goalkeepers. It outlines and demonstrates basic soccer goalkeeping techniques and tactics.

To produce goalkeepers for the next level we must prioritize and work on the following:

Handling: Ability to hold on to the ball.

Diving: Power, Technique and shape.

Feet Skills: Required to have feet skills as much as any other player on the field.

Crossing: High-low and inswing-outswing; ability to control the area.

Throwing: Decision making, accuracy, distance.

Tactics: Starting positions, set pieces, organization and communication

Even though the goalkeeper must, whenever possible, be given individual training at the hands of a specialist coach, he/she must also take part in training sessions with the whole team, therefore allowing them to be confronted with real match situations.

## **Club Goalkeeper Development Manual**

The Club Goalkeeper Development Manual has been created to provide member clubs within British Columbia a roadmap to responsible and beneficial age appropriate development programming for stages one, two and three.

The following are key components and guidelines to the implementation of these responsible and effective development practices within these stages of development.

1. Technical Leadership and Coaching Standards
2. Program Creation and Execution
3. Role of the Goalkeeper Coach
4. Goal Keeping Curriculum

## **1. Technical Leader Ship**

### ***Technical Leadership***

It is paramount to the process of development within these stages that all member clubs have a key TECHNICAL LEAD to oversee best practices for – Club Goalkeeping Development Programming. This Technical lead is an individual who knows the position as it relates to the game and the player and the who has a strong understanding of the key messages that need to be communicated. This person will have appropriate past experience to design communicate and implement Goalkeeping programming within a member club.

### ***Evaluations*** (For the latter part of Stage 3)

Evaluation camps are the preferred vehicle which should assist the coaching staff with the evaluation process of the players' capabilities and potential. These evaluation camps should be held throughout the season to aid in selection and the placement of players for ongoing programming and as it relates to the teams.

### *Match Play and Training Environments*

- This provides the coaching staff the opportunity to evaluate and assess players in environments which present appropriate dilemma and problem solving requirements within the technical, tactical, physical and emotional categories
- It provides opportunities for coaches to receive an overall understanding of the player(s) within realistic and longer term environments

## **2. Program Creation and Execution**

Planning the goalkeeper's general preparation is a complicated process. Drawing up the preparation plan depends on certain factors namely:

- Specific nature of the position of goalkeeper,
- Adapting to team training,
- The limited time available,
- A lack of qualified goalkeeper coaches.

*Planning training for goalkeepers clearly involved adaptation.*

This is why we need to analyse the issue in greater depth and take into consideration external factors which exist at all levels. Methods, tools and advice can be put forward to improve goalkeepers' day to day work. We need to ask ourselves the questions: WHO? WHEN? and WHAT? is done in goalkeeper training?

### **Stage 1/2**

#### ***Who?***

- Team Coach
- Another person (former goalkeeper at the club, team assistant coach, current goalkeeper with in club, volunteer)

If the person involved is a former goalkeeper, he/she will have the knowledge of the position, otherwise please use the attached curriculum below.

#### ***When?***

- Before, after or during session, team coach can also have the whole team do a GK Specific Session. (See session plans below)

### **Example of a Stage 1/2 Goalkeeper Weekly Program**

Weekly Program							
Example of Stage One/Two GK Program							
Week XX	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
		Before/After or during team session				Match Day	

### **What?**

- Ball Handling
- Coordination and movement

### **Stage 3**

### **Who?**

- Goalkeeper Coach
- Team Coach
- Another person (former goalkeeper at the club, team assistant coach, current goalkeeper with in club, volunteer)

If the person involved is a former goalkeeper, he/she will have the knowledge of the position, otherwise please use the attached curriculum below.

### **When**

- Use the time when the goalkeeper is not involved in group work
- Additional training
- Before or after group training

### **Example of a Stage 3 Goalkeeper Weekly Program**

Weekly Program							
Example of Stage Three GK Program							
Week XX	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
		Before/After or during team session	GK Specific Session with GK Coach	Before/After or during team session		Match Day	

Players still taking turns in goal, resist temptation to limit or to start specializing players at this stage.

### **What?**

- This is the age a young goalkeeper can acquire specific motor skills.
- It is essential to learn, repeat basic goalkeeping techniques.
- A lot of work on coordination, movement and suppleness with and without the ball.

### 3. Role of the Goalkeeper Coach

The goalkeeper coach has to work together with the head coach to enhance the quality of coaching overall, and to assist with the preparation of the goalkeeper. This working relationship might encompass the following aspects:

- The Goalkeeping coaches vision and understanding of the goalkeepers role;
- The role of the goalkeeper in the team's playing system;
- The choice of targets/objectives for training;
- The planning of targets/objectives for training;
- Specific training with the goalkeepers;
- Coaching the whole team (simulated match situations);
- Mental preparation for the goalkeeper;
- Selection of the goalkeeper for the match;
- Post-match analysis: assessing the goalkeepers performance;
- Scouting for goalkeeper talent.

The goalkeeper coach also forms an integral part of the coaching staff as a whole.

***\*\*It is recommended that the Club or team GK coach obtains BC Soccer Goalkeeper Diploma. \*\****

### 4. Goalkeeper Curriculum

#### How to Use the Matrix Information

Throughout this document, the matrix tables provide guidance on highlighted with a black box. You can review the skill set for each LTPD stage by reading the table vertically beneath the heading for each LTPD stage. By reading the tables as a series of vertical columns, you can see:

1. The abilities expected for players entering each stage
2. The abilities to be trained during each stage
3. The abilities expected for players exiting each stage

After each highlighted skill you will find a series of exercises that can be used to help develop the highlighted skill.

# The Learning Continuum

The tables (matrixes) and notes in this document describe a sequential process for coaching soccer skills that includes the Introduction, Development, Refinement, Perfecting, and Maintenance of those skills over specific timelines. Coaches and administrators need to incorporate this “learning continuum” into the design of their soccer training programs as the recommended sequences reflect the natural progression of learning, and the matrix tables identify the optimal training ages for each stage and skill.

The five stages of the learning continuum are dictated by player developmental age, not chronological age. In the ideal coaching scenario, players will begin learning and playing soccer during pre-adolescence and coaches will thereby be able to apply the enclosed coaching, monitoring, and testing guidelines according to the “optimal” training timeline for producing long-term player excellence.

In some cases, some players will begin to learn and train in soccer at a much later developmental age (e.g. post-adolescence). In these instances, coaches must be prepared to customize portions of their training programs to accommodate these latecomers.

Throughout the learning continuum, coaches should understand that the learning and training of these skills and capacities is an integrated process, where techniques and tactics are learned and developed in combination with each other. For the sake of simplicity and clarity, this document presents skills and tactics separately in a “matrix” format, but this should not be construed to mean that different training capacities and elements of game knowledge are intended to be learned in isolation from one another. Words and tables do not capture the integrated nature of the game – in this sense, the matrixes are a “best effort” to highlight the components required in an integrated training program.

## 1. Skill Introduction

The purpose of skill Introduction is to ensure that players correctly understand the fundamental movements needed to execute a particular skill; development and mastery of that skill will follow in later stages of the learning continuum. Under ideal circumstances where soccer learning and training begins with pre-adolescent youth, different soccer skills are introduced to players at different developmental ages according to a sequential plan. That is, fundamental skills such as kicking and dribbling that form the basic building blocks of soccer will be introduced first, followed by progressively more sophisticated skills that represent the combining or refining of the fundamental skills, such as shooting or passing while dribbling. More sophisticated skills generally require greater subtlety of movement and decision making, so physiological and cognitive development play a large role in determining when they are introduced.

## 2. Skill Development

After players have been introduced to a skill and clearly understand the elements of its correct execution, they must be engaged in repeated practice of the skill so its basic execution becomes reliable. Many hours of formal training will be required, along with



opportunities to apply the skill in practices and competitive settings. Qualified coaches must lead technical sessions so players can receive appropriate feedback and correction of the skill. Skills are then incorporated into game situations, forging the link between “theory and practice” (e.g. controlling a ball out of the air and dribbling with a change of direction).

## Goalkeeping

Goalkeeping represents a specialized array of skill sets that include abilities in ball handling (i.e. using the hands to catch, punch, or deflect the ball), diving, throwing, receiving, kicking, foot movement, and agility.

### Handling

Ball Handling describes the goalkeeper’s ability to use their hands effectively to catch, parry and punch the ball from a number of angles and in a variety of positions

Ages	0-5	6	7	8	9	10	11
Males	Active Start	FUNdamentals			Learning 2 Train		
Females	Active Start	FUNdamentals		Learning 2 Train			
Handling							
Ground	Introducing			Developing			
Waist	Introducing			Developing			
Chest	Introducing			Developing			
Head Height		Introducing			Developing		
Above Head			Introducing			Developing	
Defelected					Introducing		
Punching					Introducing		

### Diving

Diving normally occurs when a goalkeeper is unable to safely collect a ball while staying on their feet. Usually, but not always, it is when the ball, either from a shot or a dribble, is passing outside of the vertical position of the body.

Ages	0-5	6	7	8	9	10	11
Males	Active Start	FUNdamentals			Learning 2 Train		
Females	Active Start	FUNdamentals		Learning 2 Train			
Diving							
Collapse	Introducing			Developing			
Breakaways	Introducing			Developing			
Body Shape	Introducing			Developing			
Side Dive		Introducing			Developing		
Power Dive						Introducing	
Aerial Dive						Introducing	
Forward Dive						Introducing	
High Dive						Introducing	
Wrong Hand							

## Feet Skills

In addition to hand skills, goalkeepers are required to have feet skills as much as any other player on the field. Feet skills include everything from the ability to adjust feet positioning to passing, receiving, kicking and tackling.

Ages	0-5	6	7	8	9	10	11
Males	Active Start	FUNDamentals			Learning 2 Train		
Females	Active Start	FUNDamentals		Learning 2 Train			
Feet Skills							
Footwork and Starting Position	Introducing			Developing			
Goal Kick		Introducing			Developing		
Punt		Introducing			Developing		
Drop Kick						Introducing	
Moving Pass						Introducing	
Back Pass							
Side Winder							
Fly Kick							
Tackle							

## Crossing

Crosses from the flanks are some of the most difficult balls for goalkeepers to defend. Goalkeepers are required to make several quick decisions regarding; positioning, communicating, whether to come for the cross or stay, whether to catch or punch in successfully defending a cross.


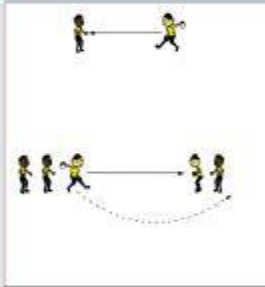

Ages	0-5	6	7	8	9	10	11
Males	Active Start	FUNdamentals			Learning 2 Train		
Females	Active Start	FUNdamentals		Learning 2 Train			
Crossing							
Catching Technique				Introducing		Developing	
Punching Technique					Introducing		
One Hand					Introducing		
Two Hands					Introducing		
Start Position							Intro
Angle of Approach							Intro

## Principles and Tactical Role

Goalkeepers must understand their role in the team organization, and they must understand a variety of basic tactical principles and technical practices to be effective in their role.



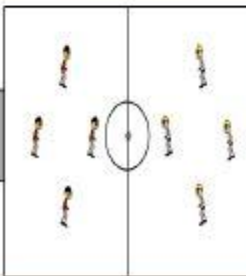
Ages	0-5	6	7	8	9	10	11
Males	Active Start	FUNDamentals			Learning 2 Train		
Females	Active Start	FUNDamentals		Learning 2 Train			
Principals							
Body Shape	Introducing			Developing			
Decisions, Comm, Org		Introducing			Developing		
Reading the Game		Introducing			Developing		
1st Attacker		Introducing			Developing		
Set Position			Introducing		Developing		
Stay on Feet			Introducing		Developing		
Reaction vs Anticipation					Introducing		
Technical/Tactical							
Crossing		Introducing			Developing		
Narrowing Angle					Introducing		
Cutbacks					Introducing		
Tactical Role							
Sweeper Keeper			Introducing		Developing		
Space Behind Def			Introducing		Developing		
Communication			Introducing		Developing		
Position relative to the ball			Introducing		Developing		

## STAGE 1: ACTIVE START U4-U6 Female and Male


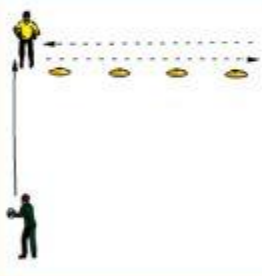

Week 5: Goalkeeping		
Warm Up and ABC's		10 MINUTES
<u>Skill Development - 10 Minutes</u>	<u>ORGANIZATION:</u>	<u>COACHING POINTS:</u>
 <ul style="list-style-type: none"> <li>Set up a 15 x 15 area</li> <li>Scatter as many balls as you can inside (you will need one or two more balls than GKs)</li> <li>Keepers stay outside the area until signaled by the coach, at this time they move in and pick up the balls each time with proper moving ground ball technique.</li> <li>Keepers try to pick up as many as they can in 30-45 seconds.</li> </ul>		<ul style="list-style-type: none"> <li>Keepers should not stop when picking up balls; bend knees move through the ball as they gather.</li> <li>Watch for proper hand position. (pinkies together, behind and under the ball, not grabbing the top of ball)</li> <li>Head up throughout the exercise.</li> </ul>
<u>Simplified Game - 10 Minutes</u>	<u>ORGANIZATION:</u>	<u>COACHING POINTS:</u>
 <ul style="list-style-type: none"> <li>GKs in pairs; standing 6-7 yards apart</li> <li>If there are 4 or more GKs have two lines facing each other, players in one line have balls serves to opposite line; players switch lines</li> </ul>		<ul style="list-style-type: none"> <li>Check for proper hand position.</li> <li>If ball above stomach use 'fingers up' (W) catch.</li> <li>If ball below stomach use 'fingers down' (Basket) Catch</li> <li>Keep eyes on ball</li> <li>Look to get body behind ball</li> </ul>
<u>Small Sided Game- 15 Minutes</u>	<u>ORGANIZATION:</u>	<u>COACHING POINTS:</u>
 <ul style="list-style-type: none"> <li>Keepers in pairs.</li> <li>Place cones about 6 yards apart.</li> <li>One keeper in goal; one standing 4/5 yards away.</li> <li>Server attempts to roll or throw ball (below head height) past the GK in goal.</li> </ul>		<ul style="list-style-type: none"> <li>GK must use proper catching technique as well as footwork to stop the ball.</li> <li>Do not allowing dives.</li> <li>If you are finding success make the goals bigger</li> </ul>
<u>Cool Down—5 Minutes</u>	Light Jog & Stretching / Debrief players	






## STAGE 2: FUNDAMENTALS U6-U8 Female/U6-U9 Male

Week 5: Goalkeeping		
Warm Up and ABC's		10 MINUTES
<u>Skill Development - 10 Minutes</u>	<u>ORGANIZATION:</u>	<u>COACHING POINTS:</u>
 <ul style="list-style-type: none"> <li>Simply to get the GKs hands involved.</li> <li>GKs in pairs shuffle back and forth over 10-15 yards, tossing the ball back and forth.</li> </ul>		<ul style="list-style-type: none"> <li>Encourage proper catching technique.</li> <li>Adjust shuffle steps to ensure they are getting their body behind the ball.</li> <li>If keeper has to reach for the ball, they should quickly use the feet to get behind the ball.</li> <li>Keep head up and eyes focused on the ball.</li> </ul>
<u>Simplified Game - 10 Minutes</u>	<u>ORGANIZATION:</u>	<u>COACHING POINTS:</u>
 <ul style="list-style-type: none"> <li>Set up a line of 4-5 cones (use multiple lines if you have more than three or four keepers) yard apart.</li> <li>Coach/ server is 5 yards from the end of the line, players at other end</li> <li>GK must shuffle quickly through cones, finished by making a save at the end of the cones (service is thrown into the hands)</li> <li>Progress to volley service</li> </ul>		<ul style="list-style-type: none"> <li>Look for quick footwork</li> <li>GKs should be ready for service as they round the last cone</li> <li>Stress proper catching technique</li> <li>Look to get body behind the ball</li> <li>Keep head up and eyes focused on ball.</li> </ul>
<u>Small Sided Game— 15 Minutes</u>	<u>ORGANIZATION:</u>	<u>COACHING POINTS:</u>
 <ul style="list-style-type: none"> <li>20x30m field</li> <li>4v4 Game</li> <li>One team wears pinnies</li> </ul>		<p>Allow players an opportunity to practice the skills they learnt during the practice. If you as the coach notice a repeated error:</p> <ul style="list-style-type: none"> <li>Intervene</li> <li>Assist the team in solving the repeated error.</li> </ul>
<u>Cool Down—5 Minutes</u>	Light Jog & Stretching / Debrief players	




### STAGE 3: LEARNING TO TRAIN U8-U11 Female/U9-U12 Male

Footwork and Handling		
Warm Up and ABC's		15 Minutes
<u>Skill Development- 15 Minutes</u>	<u>ORGANIZATION:</u>	<u>COACHING POINTS:</u>
 <p>Set up the cones as the diagram; 6 yards apart, with the middle cone in the middle of those but 3 yards to either side to create the 'V'</p> <p>Server stands 3-6 yards in front of top cone.</p> <p>Make sure to work both sides of the 'V'</p>		<p>Keep the body open to the server.</p> <p>Do not cross feet through the footwork.</p> <p>Keep head steady, eyes watching ball.</p> <p>Stress proper catching technique.</p> <p>Body behind ball.</p>
<u>Simplified Game - 15 Minutes</u>	<u>ORGANIZATION:</u>	<u>COACHING POINTS:</u>
 <p>Set up 4 cones in a line roughly each a yard apart.</p> <p>GK and server (5-6 yards back) will start on the same side of cones.</p> <p>Server will throw ball into GK, who throws ball back to server, then uses lateral footwork to get through cones and back.</p> <p>Once GK returns in line with server, another throw in for a catch.</p> <p>Make sure to work both sides.</p>		<p>Stress proper catching technique on both throws.</p> <p>Keep body open to the server through cones.</p> <p>Do not cross feet through the footwork.</p> <p>Keep head up and steady and eyes on the ball.</p> <p>Body behind ball on both catches.</p>
<u>Small Sided Game- 20 Minutes</u>	<u>ORGANIZATION:</u>	<u>COACHING POINTS:</u>
 <ul style="list-style-type: none"> <li>• 40x60m field</li> <li>• 6v6 Game</li> <li>• One team wears pinnies</li> </ul>		<p>Allow players an opportunity to practice the skills they learnt during the practice. If you as the coach notice a repeated error:</p> <ul style="list-style-type: none"> <li>• Intervene</li> <li>• Assist the team in solving the repeated error.</li> </ul>
<u>Cool Down- 5 Minutes</u>	Light Jog & Stretching / Debrief players	

### STAGE 3: LEARNING TO TRAIN U8-U11 Female/U9-U12 Male

Intro to Diving		
Warm Up and ABC's		15 Minutes
<u>Skill Development- 15 Minutes</u>	<u>ORGANIZATION:</u>	<u>COACHING POINTS:</u>
	<p>Each GK with two balls, one on each side roughly a yard to the side and slightly in front of them.</p> <p>Make sure they have enough room for a collapsing dive to each side.</p> <p>GK will start on knees, diving out to the ball on each side of them.</p> <p>Progress to squatting and standing.</p>	<p>Make sure GKs are set on line before the dive towards the ball.</p> <p>GK should land on the side of body.</p> <p>Hands are the leaders to prevent GK from rolling back.</p> <p>GK must dive forward., stepping with foot closest to the ball</p> <p>One hand on top of the ball, one hand behind ball and the ground is the 3<sup>rd</sup> hand</p>
<u>Simplified Game - 15 Minutes</u>	<u>ORGANIZATION:</u>	<u>COACHING POINTS:</u>
	<p>GK will be set on goal line.</p> <p>Server 5-6 yards out from goal.</p> <p>Server will simply roll ball to both sides of GK, to make a diving save from a moving ball</p> <p>Can start on knees and work your way up to standing if needed</p>	<p>Make sure GKs are set on line before the dive towards the ball.</p> <p>GK should land on side of body.</p> <p>Hands are the leaders to prevent GK from rolling back.</p> <p>GK must dive forward, stepping with the closest foot to the ball.</p> <p>One hand on top of ball, one hand behind the ball and the 3<sup>rd</sup> hand is the ground..</p>
<u>Small Sided Game- 20 Minutes</u>	<u>ORGANIZATION:</u>	<u>COACHING POINTS:</u>
	<ul style="list-style-type: none"> <li>40x60m field</li> <li>6v6 Game</li> <li>One team wears pinnies</li> </ul>	<p>Allow players an opportunity to practice the skills they learnt during the practice. If you as the coach notice a repeated error:</p> <ul style="list-style-type: none"> <li>Intervene</li> <li>Assist the team in solving the repeated error.</li> </ul>
<u>Cool Down- 5 Minutes</u>	Light Jog & Stretching / Debrief players	

### STAGE 3: LEARNING TO TRAIN U8-U11 Female/U9-U12 Male

Intro to High Balls		
Warm Up and ABC's		15 Minutes
<u>Skill Development- 15 Minutes</u>	<u>ORGANIZATION:</u>	<u>COACHING POINTS:</u>
	<p>Set up a small goal 6 yards.</p> <p>GK standing in the middle of the goal</p> <p>Server stands off to the side of the goal and serves high balls to GK. Simple Throw service only.</p> <p>Make sure to work both sides of the crossing.</p>	<p>Catch Ball at Highest point, extend the arms.</p> <p>Body position open 45 degrees, chest facing ball.</p> <p>Jump off the nearest foot to the goal.</p> <p>Drive the other knee up for lift and protection</p> <p>Bring arms up through the middle of the body.</p> <p>Thumbs in W shape, forming a basket with the hands.</p>
<u>Simplified Game - 15 Minutes</u>	<u>ORGANIZATION:</u>	<u>COACHING POINTS:</u>
	<p>Set up two lines of 4/5 cones roughly a yard apart. With 4/5 yards in between the lines</p> <p>Have one GK behind each line and one server in between the two lines 3 yards from the cones</p> <p>GKs will use footwork to get through cones first GK out of cones will have to collect a high ball.</p>	<p>Catch ball at its highest point.</p> <p>Look to jump off one foot.</p> <p>Drive knee up for lift and protection.</p> <p>Thumbs in W shape forming a basket with the hands.</p> <p>Ensure proper footwork through the cones.</p>
<u>Small Sided Game- 20 Minutes</u>	<u>ORGANIZATION:</u>	<u>COACHING POINTS:</u>
	<ul style="list-style-type: none"> <li>40x60m field</li> <li>6v6 Game</li> <li>One team wears pinnies</li> </ul>	<p>Allow players an opportunity to practice the skills they learnt during the practice. If you as the coach notice a repeated error:</p> <ul style="list-style-type: none"> <li>Intervene</li> <li>Assist the team in solving the repeated error.</li> </ul>
<u>Cool Down - 5 Minutes</u>	Light Jog & Stretching / Debrief players	