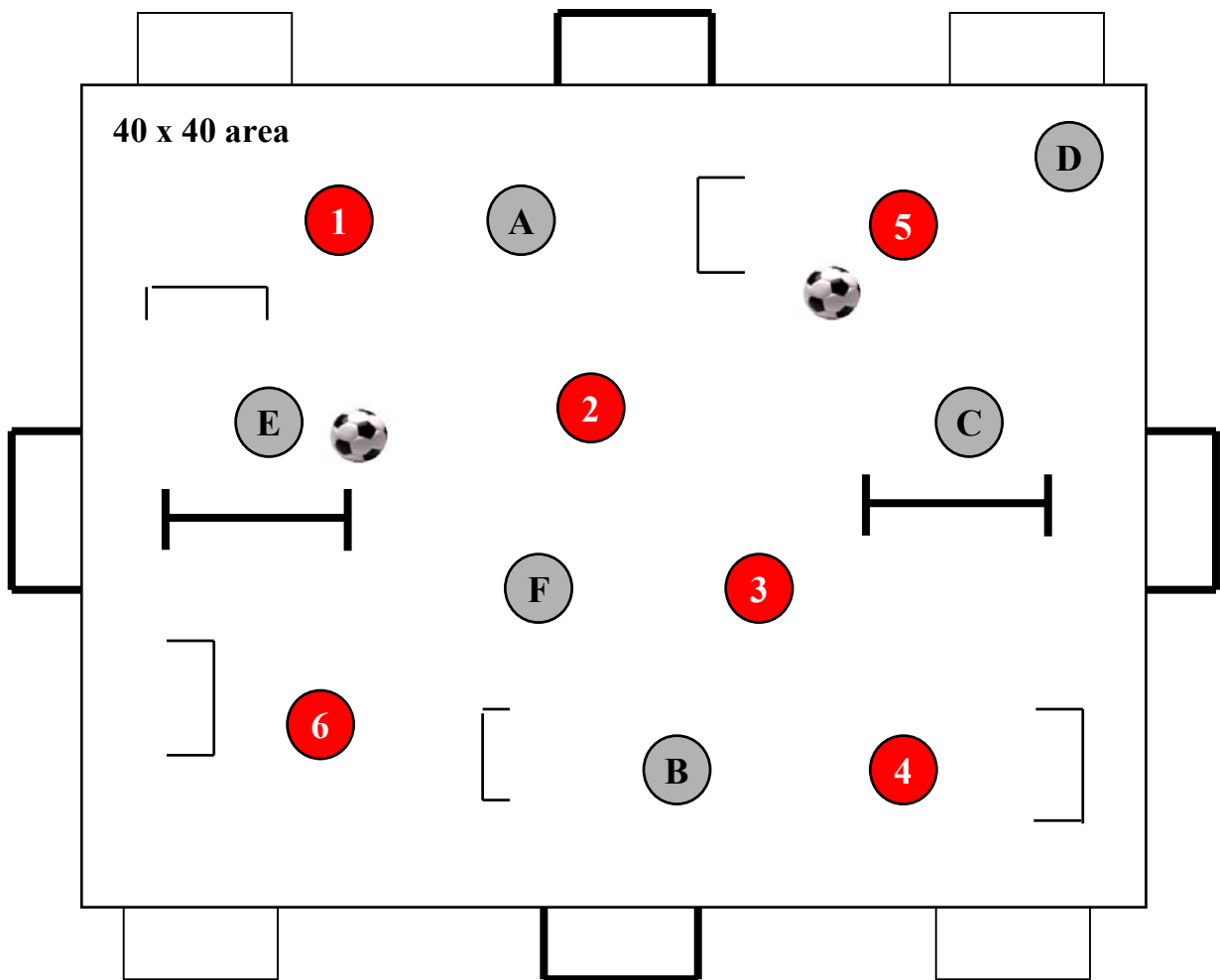


MYSA STATE SYMPOSIUM : “SWITCHING PLAY”

(PRESENTED BY WAYNE HARRISON:EDEN PRAIRIE SOCCER CLUB)

SESSION FORMAT

SATURDAY FEBRUARY 2ND 2002



1. **Coaching Methodology** (Page 2)
2. Passing and moving with two teams, one ball each then two balls each, more opportunity to switch the play, greater need to be aware of everyone's positions (Pages 3 & 4).
3. Passing and moving with two teams & inside goals to play through. Count the number of passes through the goals in a certain time (can't go back through the same goal twice). Make it competitive, start with an 8 v 4 overload. Equal it up and count the number of goals scored by each team so they have a goal to aim for (first team to score 10 goals). Observe the moments when players can switch the play, do they take the opportunity? (Page 5).
4. **Three Goal plus Two Game** – (Page 6).
5. **Diagonal Field Target Game** – (Page 7).
6. **Directional Target Game** – (Page 8).
7. **Opposite Double Target Game** – (Page 9).
8. **6 v 6 S.S.G. Situation** - (Page 10).

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(Wayne Harrison)

COACHING METHODOLOGY

COMMAND, QUESTION AND ANSWER AND GUIDED DISCOVERY

1. COMMAND METHOD

The coach decides, the players listen and comply but do they really listen, do they learn or most importantly DO THEY UNDERSTAND?

Using this method you don't know if they understood what they are doing or why they are doing it, they just did what you told them.

Were you right in what you told them?

For example you tell a player to move to a certain position on the field and they do it. Do they know why they need to be there, maybe, but you will not know if they do. In a game situation will they know where to go?

2. QUESTION AND ANSWER METHOD

The coach seeks to stimulate the player into a response to a direct singular question for example, "Where should you pass the ball in that situation?" and the player needs to think for himself or herself, and you know if they understand or not by their response.

3. GUIDED DISCOVERY METHOD

The coach leads the player to make their own decision for example "Show me where you should go to help the player on the ball" again the player has to think for themselves and is more likely to remember and learn from their self determined action.

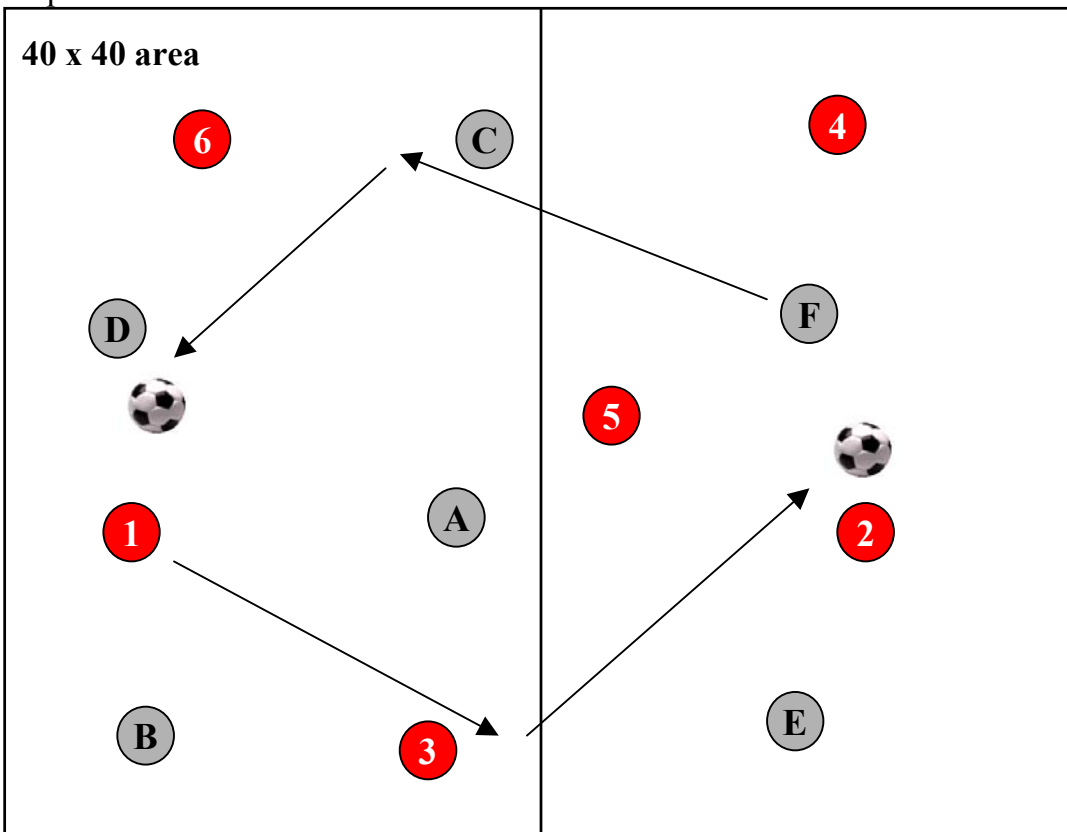
Soccer is a game of the moment and players not coaches need to decide at that moment, what they should do on the field, and we need to help them to make that decision for themselves. What we have is a Command Method (autocratic / bossy) and a Co-Operative Method (democratic / guiding) but sometimes also a good coaching approach may involve saying nothing, letting them play / practice with no direction. Just watch them. This is more important than some realize.

WHY CO-OPERATIVE?

1. It helps players become thinkers and make their own decisions.
2. Fosters relations between coach and player by sharing the decision making process.
3. Players enjoy it more.
4. As well as having skills, players develop the ability to change situations, exhibit discipline and maintain concentration.

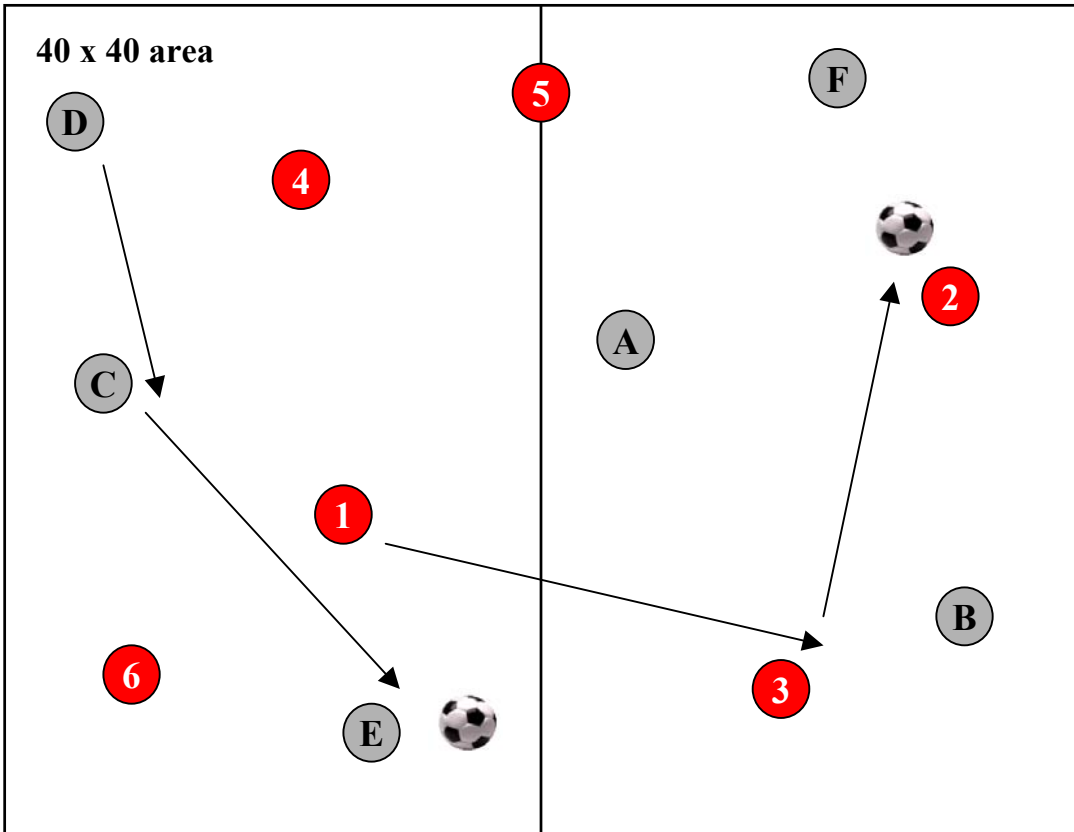
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1. This is the **basic beginning** of the A.I.A. session where we **first** have **all** the players moving **freely** passing and moving within their own team. Divide the group into two teams. Begin with one ball being passed around each team and as they become proficient introduce another ball to increase their A.I.A. qualities.



2. Often in games players have the opportunity to **switch** the **direction** that the ball is traveling but choose to take it back to where it came from and often this is back into where the opponents are strong, instead of opening their stance up and changing the field to where the opponents may be weak and your team is stronger. It is like the players are wearing blinkers and can't see around them.
3. These sessions are designed to help the players develop the capacity to look around and identify the moment they can switch the field. The presentation is based on a field set up where you can develop the session in different ways with built in progressions and as little need to change the basic set up as possible. Actual set up is on page 5.
4. Too begin have the teams play throughout **both** grids to **spread** the play out and get the players comfortable and composed. As they improve you can change it to playing in **one** grid only so there is less room to work in and things happen more **quickly**. This is a test of their A.I.A. ability.

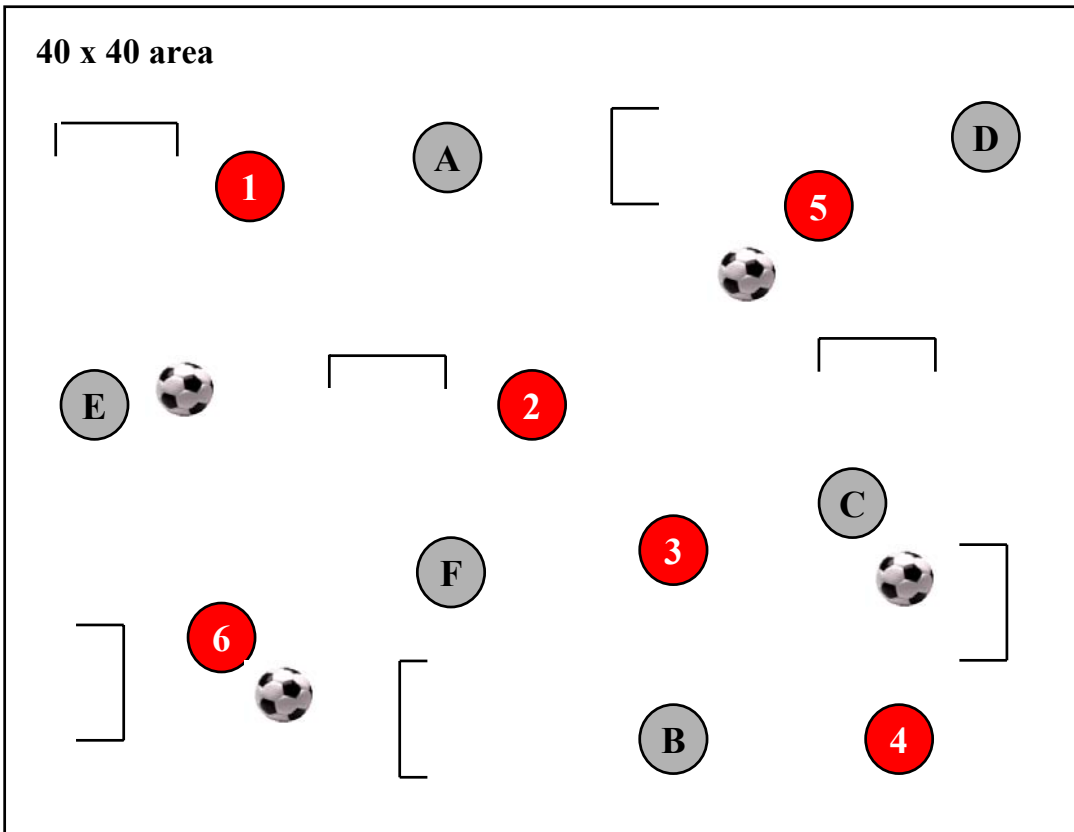
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5. Introduce the concept of switching the direction of play. The receiving player letting the ball run across their body to change the direction of play. The weight of the pass is important here. They can also move the ball off at another angle to change the direction of play, one method is without a touch on the ball the other is with a touch.
6. This is to counter the situation in a game where a player takes the ball back to where it came from mainly due to a closed body position and thus not opening up the field of play. Like a horse with blinkers on!!!
7. Players must recognize where to change direction to and what their options are before they receive the ball. The other teams players act as non-competitive opposition by getting in the way, filling the same spaces.
8. **INDIVIDUAL COACHING POINTS IN SWITCHING PLAY**
 - a) **Look before you receive** – where are team mates / other teams players.
 - b) **Open body stance** – side on to where the ball is coming from.
 - c) **Check towards the ball** – a dummy to fool the defender in a game situation.
 - d) If time and space available, let the ball run **across the body** – switching play without needing to touch the ball. If the space is covered **move** the ball in another direction with a **good first touch**.
 - e) **Pace of the pass** – must be such that the player can let it run across them and maintain possession of it.
 - f) **Change direction** – switch from one side to the other.

(Wayne Harrison)

SWITCHING PLAY USING SEVERAL GOALS AS TARGETS



1. The goals are **spread out** and act as a **reference** to help the players spread out, **switch play**, pass and support each other.
2. They must make their passes **through** the goal. This condition forces the players to find a goal (**and space**) to pass and to receive through. Once they receive the ball they must then find someone else to pass to. The support players spread out to receive by **moving** into space (where the other goals are).
3. Two teams working in the same area means **congestion** so decisions have to be quick on where, when and how to pass and receive.
4. Move into an **overload situation** so there is opposition to increase the pressure on the players. Have an 8 v 4 in the above workout still using the goals as points of reference for support positions. Count the number of passes made through the goals. **Develop** – score a goal by **dribbling** through the goal also.
5. Eventually have **equal** sides and make it **competitive** counting passes through the goals as a goal and perhaps have the first team to ten goals will be the winner. All your previous work trying to teach them how to play in less pressurized situations (over a long period of time) to relax them, ultimately leads to you testing them in **full scale** match play. The **progression** to this must be **gradual**.

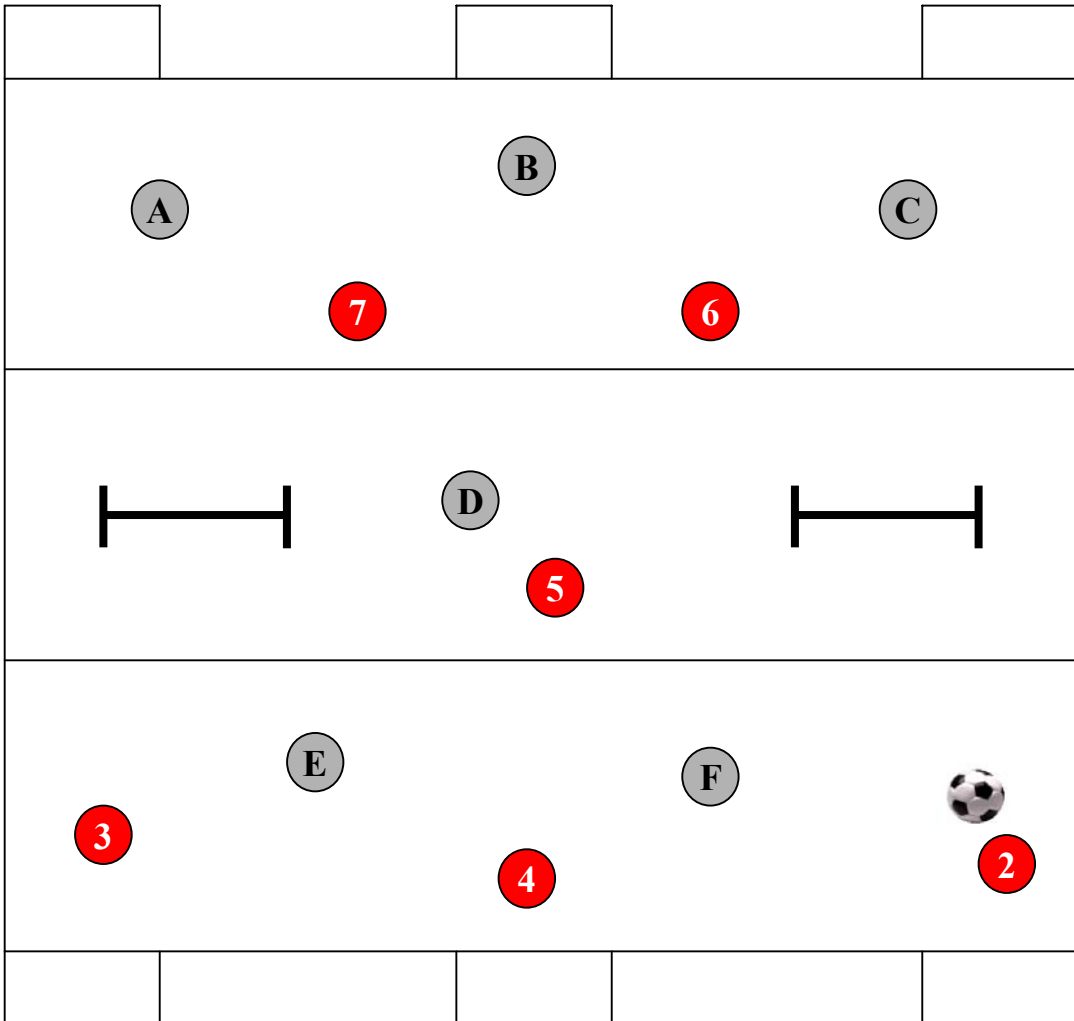
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SWITCHING PLAY GAME ENCOURAGING USING WIDTH

6 v

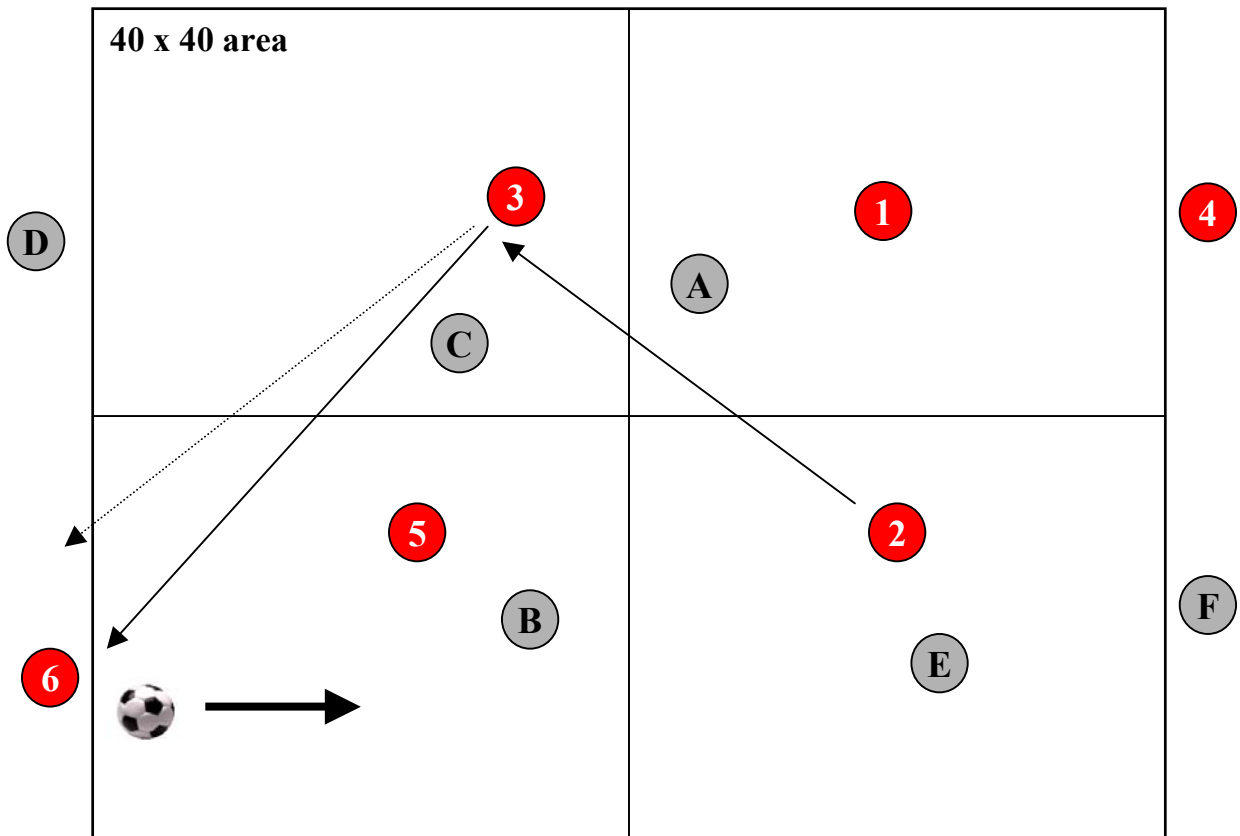
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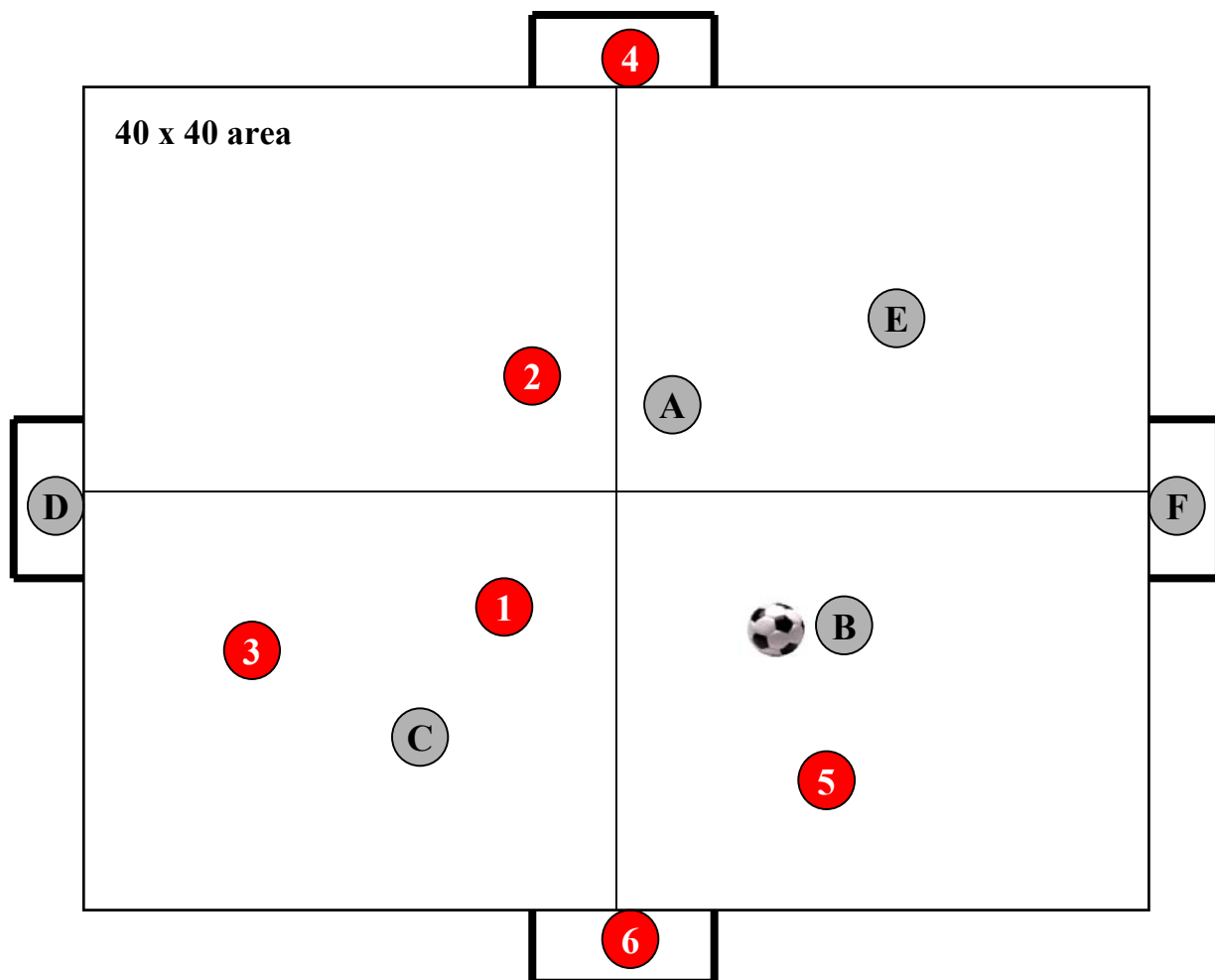
1. Using three goals as reference points award one point / goal for scoring in the central goal and two points / goals when scoring in the wide goals. This should encourage them to **spread the play** using width in attack. If it is tight down one side encourage them to **switch the play** and go down the other side.
2. Using the **goals** on the **field** award a point / goal if they play through the goal, again encouraging using **width** in attack. They can dribble or pass through these goals.
3. What you hope for is that if it is tight down one side and they can't score because the other team is defending well, a player may spread out to the **other side** to receive the ball with the idea that the team can score a point / goal by passing or dribbling through the other goal on the far side of the field (thus **switching the attack**).
(Wayne Harrison)

DIRECTIONAL TARGET GAME



1. **Quick continuous attacking play** which is good for anaerobic fitness. Breaking one way passing to an outside player and switching positions, inside player out, outside player in then attack the other side of the zone.
2. **Coaching Points**
 - a) **Technical** ability on the ball in 1 v 1 situations.
 - b) **Quick Transition in attack** - As the transition between players happens for example (3) changes with (6), the numbers team must get the ball to (4) as quickly as possible switching the direction of play.
 - c) **Observe** the movement of (2) and (1) in terms of their **support** positions as the directional change takes place, they must move in **anticipation** to find space to help the player on the ball as the switch occurs.
 - d) Working on defenders; **observe** as the change occurs, the **positions** of the **defending** team; has the decision been made quickly enough who presses the ball. Are the other defensive players supporting and covering, tracking runners off the ball. The **coach** must learn to look **away** from the ball and observe what may happen next before it happens.
 - e) This session improves quick decision making, tight control because the spaces are small to play in, and thinking in advance due to the switch in direction of the play.
(Wayne Harrison)

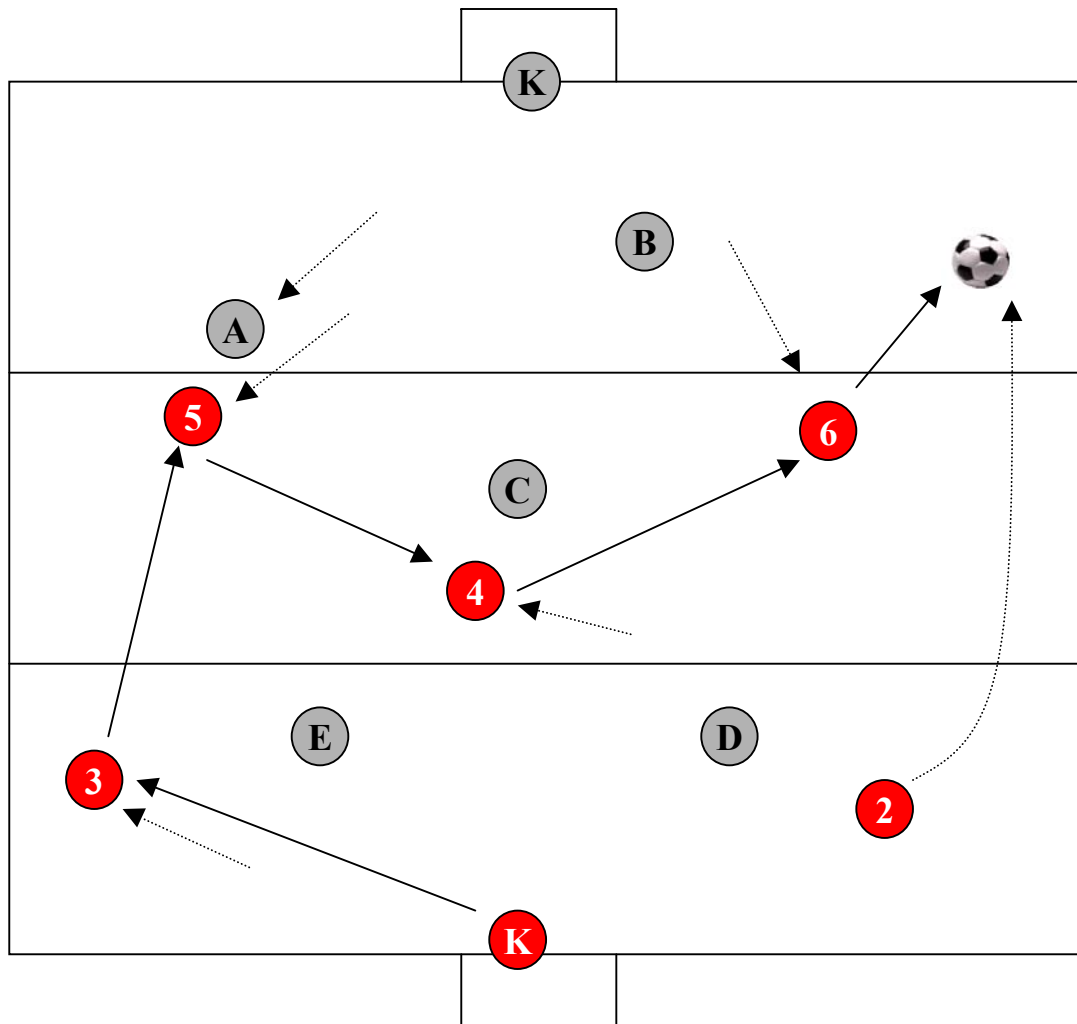
OPPOSITE DOUBLE TARGET GAME



1. Attacking different ends of the zone. Helps transition, switching play, dribbling and turning on the ball (a goal is scored by passing the ball to a target and keeping possession). You can use goals and have everyone playing as an alternative if you wish.
2. Outside and inside players switch with a pass. Attack the opposite target. A player must be up to the half way line to score encouraging dribbling and running with the ball.
3. Players get a rest by passing into the target and transitioning positions. This maintains quick quality play because they don't get too tired (quality drops because of fatigue). Small zone to work in so lots of goals and success is therefore reinforced by this.
4. **Coaching Points** – a) Players must **change direction** as they gain **possession** of the ball because they are defending one end then suddenly attacking at right angles to where they were defending. Aids quick decision making.
b) **Attitude** to attack quickly is important so they must be **positive** in mind and action.
c) **Individual** 1 v 1's and **team** passing and support play. Everything done at pace.
d) **Quality** of **pass** by inside player, quality of **first touch** by outside player to move into space quickly and set up a new attack.

(Wayne Harrison)

SWITCHING PLAY IN A SMALL SIDED GAME OF 6 v 6



1. FINISHING WITH A 6 v 6 SMALL SIDED GAME WITH KEEPERS.
2. Coaching Points :
 - a) **Creating Space** as individuals and a team.
 - b) **Decision** – When, where and how to pass the ball.
 - c) **Technique** – Quality of the pass, can I pass it forward or do I switch the play.
 - d) **Support Positions** – To switch the play (open stance to receive and pass).
 - e) **Switching the Play** – From one side of the field to the other.
3. In the above example the team have attacked down one side of the field but been stopped from further progress by good defending so they have come back and switch the play to the other side. A great run by (2) on the **overlap** compliments this move making a **2 v 1** situation on the **opposite side** of the field from which they started the move.
4. This is a final example of the importance of switching the attack and movement off the ball to help this happen.(6) could pass to (2) to cross the ball in for (5) who can make a run back into the target zone.

(Wayne Harrison)