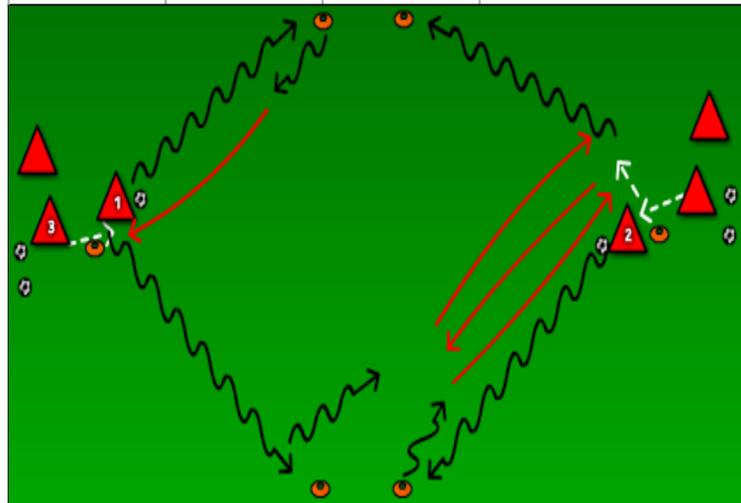


Name:	Patrick Hughes, Aaron Gyasi, Jake Carel			Team:	D-ODP (Fall 2016)			
Date:	9/23/16	Mesocycle:	Fall ODP Training	Microcycle/Day:	Week 3			

TRAINING TOPIC & OBJECTIVES:

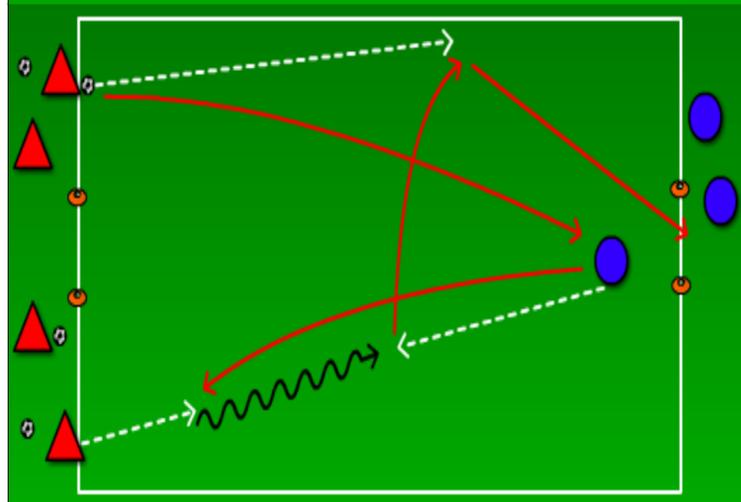
Improve the players' ability to attack in small groups to recognize and take advantage of numbers up situations. Improve the technical ability of the players to recognize and accurately pass to the correct foot of their supporting player(s) to allow for penetrative first touches. Improve the tactical awareness of the supporting attackers to provide penetration, width and/or depth for the player in possession. Improve the first attackers' ability to read defenders' cues to determine the best method of attack, whether 1v1, with a penetrating pass, or with a possessive pass.



I. WARM-UP		Intensity:	High	Activity Time:	1m 30s
Duration:	20m	Intervals:	10	Recovery Time:	30s

ORGANIZATION (Physical Environment / Equipment / Players)
 Technical grids as shown, 10x10x10 triangles facing each other. 3-4 players per triangle w/ mini-balls and spares behind each triangle base. Progressions to include - turn and play to start, turn and play to start w/double pass combo, penetrate into other grid w/1v1 move and play to opposite starting line

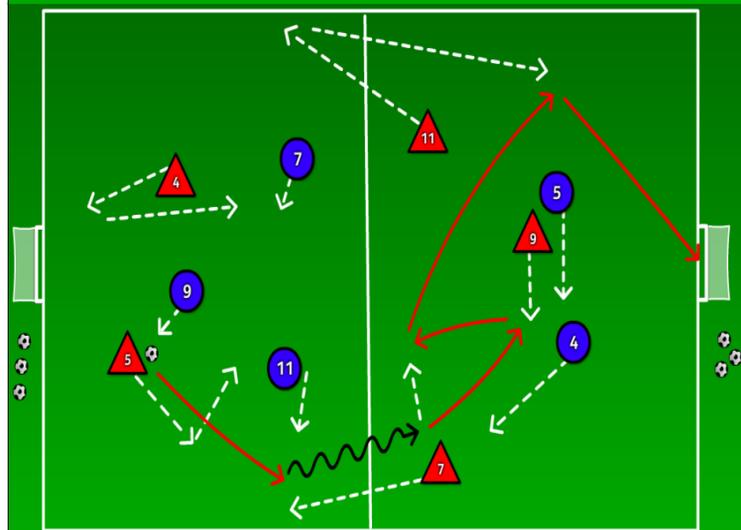
COACHING POINTS / KEY CONCEPTS
 Penetrative and positive first touch to attack the space and commit the defender. Sharp and creative turn/1v1 move to escape pressure. Quick identification of passing opportunity and target foot of intended receiver. Proper weight, accuracy and texture of pass to lead receiver away from initial passer to penetrate into new space. Match like speed of execution, movement and delivery of passes.



II. SMALL-SIDED ACTIVITY		Intensity:	High	Activity Time:	1m 30s
Duration:	20m	Intervals:	10	Recovery Time:	30s

ORGANIZATION (Physical Environment / Equipment / Players)
 15x20 fields w/2 lines of attackers at one end w/balls, and 1 line of defenders at other end of field. 6-8 players per field. Play begins with 1 attacker playing to defender who then plays to opposite attacker, players then go to goal 2v1. Rotate to new roles after each match.

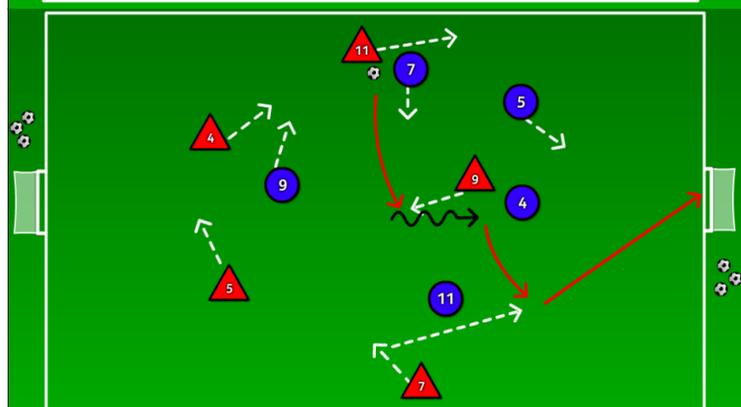
COACHING POINTS / KEY CONCEPTS
 First attacker driving at defender's front foot to commit them and create penetrating opportunities. Second attacker's decision making - if defender takes away penetration on the dribble, show even with or slightly ahead of ball to provide penetration and width; if defender overplays pass, show underneath first attacker to provide width and depth. First attacker's decision making - if defender overplays 1v1 dribble, connect to support's front foot; if defender overplays pass, penetrate on 1v1 dribble. Roles change after each pass.



III. EXPANDED ACTIVITY		Intensity:	Med	Activity Time:	3m 30s
Duration:	20m	Intervals:	4	Recovery Time:	1m 30s

ORGANIZATION (Physical Environment / Equipment / Players)
 5v5 to goal w/middle restraining line. Players in 2-2-1 formation w/4,5,7,11 and 9. At least 2 players must be in defensive half at all times, two other players can move between halves when in possession. When defending, 4 and 5 must be in defensive half, and 7,11 and 9 must be in attacking half.

COACHING POINTS / KEY CONCEPTS
 7 and 11 showing into defensive half to provide width in the build-up, and penetrating into attacking half to create numbers up situations. Third attacker decision making - if second attacker penetrates, provide width and depth; if second attacker provides depth, penetrate and provide width; reading pressuring defenders cues to determine where support is needed. Find attacker who can penetrate forward with first touch and without being under immediate pressure can strike at goal.



IV. GAME		Intensity:	High	Activity Time:	4m
Duration:	30m	Intervals:	6	Recovery Time:	1m

ORGANIZATION (Physical Environment / Equipment / Players)
 5v5 to goal, 25x35 field. Players in a 2-2-1 formation.

COACHING POINTS / KEY CONCEPTS
 Points from above. Introduce some mobility concepts where players recognize when a teammate moves into and out of central and wide roles, and how they must fill the space that was left.