# Table of Contents

## History

## Benefits

## Coaching Tips

## Making a Lesson Plan

## How to Evaluate and Teach

## Coaching Method

### Skill Development

- Dribbling & Feinting
- Passing, Receiving & Support
- Shooting
- Formations
- Practice Templates
History

The development of Salón Futbol or Futebol de Salão now called in many countries futsal can be traced back to 1930 in Montevideo, Uruguay, the same year the inaugural World Cup was held in the country. This early form of futbol Sala (futsal) was developed by Juan Carlos Ceriani to be played at YMCAs. Ceriani’s game was designed for five players per team, and could be played indoors or outdoors. At around the same time, a similar form of football played on basketball courts was being developed in São Paulo, Brazil. These new forms of football were quickly adopted throughout South America. The Brazilian Confederation of Sport instituted its first official rules for futebol de salão in 1958.

The international governing body FIFUSA (Federación Internacional de Fútbol de Salón, International Futsal Federation) was created in 1971 to administer the game, and held its first futsal world championship in São Paulo in 1982. Due to an apparent dispute with FIFA over the administration of fútbol, FIFUSA coined the word fut-sal in 1985, while the United States Futsal Federation coined the name "Futsal" the same year.

FIFA soon began to administer its own indoor soccer games, creating its own version of the rules and hosting its first FIFA Indoor Soccer World Championship in 1989 in Rotterdam, Netherlands, in 1992 it was the FIFA Five-a-Side World Championship (Hong Kong) and since 1996 it has been called the FIFA Futsal World Championship (Guatemala). One of the most remarkable changes was the reduction of the ball weight and increase in ball size (from a handball size to a football size 4), which enabled faster play and, for the first time, scoring goals with the head (though this is still difficult and uncommon).

In 2002, members of PANAFUTSAL (La Confederación Panamericana de Futsal, The Pan-American Futsal Confederation) formed AMF (Asociación Mundial de Fútbol de Salón, World Futsal Association), an international futsal governing body independent of FIFA. Both FIFA and AMF continue to administer the game.

Some professional players start out with futsal to build fundamental skills. Brazilian players Ronaldinho, Robinho, Ronaldo, Rivaldo, Juninho and many more started out playing futsal. In Brazil, the majority of children start out with Futsal rather than association football, as it occurs at a smaller space and the greatest part of the schools in the country doesn’t have a field to play traditional association football. There are also some notable players like Falcão who continue to play futsal at the club level.
Benefits

Accelerated Learning
80 Possessions A Player

In a 50 minute Futsal match, a field player on a team using a dynamic system of play with rotations and player exchanges (a 3-1, 4-0, Roof or 1-2-1 system, for example) to create and take advantage of space will touch the ball once every 29.5 seconds . . . that's just **over 80 possessions per player per match**, if the player plays the entire match. This compares to only 30 to 40 possessions per player in a full 90 minute outdoor soccer match (number varies by position and the style of soccer the team plays).

The majority of possessions in Futsal are quick 1 or 2 touch combinations with teammates. In Futsal players who put their head down and try three or more touch combinations usually find themselves double teamed and losing the ball. The game rewards players who keep their head up, who control the ball, who support their team mates and who use one and two touch combination play to work with team mates.

Faster Speed Of Play
Speed, Agility, Quickness

The benefit to a Soccer player, of playing Futsal matches under the pressure of restricted time, space and pressure, is an improvement in:

- Speed of locomotion (speed of sprint)
- Speed of action/reaction with the ball
- Speed of action/reaction without the ball
- Speed of decision-making
- Speed of anticipation
- Speed of perceptive and visual processing
- Speed of performing soccer specific skills
- Speed in changing directions
- Speed at which feints can be performed
- Speed at which defense is played
- Speed of fast breaks
- Speed of transition from Attack to Defense
- Speed of transition from Defense to Attack
- Speed of goalkeepers reactions
- Speed of team combination play
- Speed of action converting all other aspects of speed into simply playing faster
Preparing For Outdoor Soccer
Physical Conditioning

A typical high school soccer player runs 3 to 5 miles in a full 90 minute outdoor soccer game on a narrow football field (distance run varies by position played and style of play of team). The same player in a 40 minute Futsal match, with a team playing a dynamic system of play, will run 2.5 miles as striker, 3.1 miles as defender and 3.7 miles as a wing midfielder.

<table>
<thead>
<tr>
<th>Time</th>
<th>Defender</th>
<th>Mid</th>
<th>Attacker</th>
</tr>
</thead>
<tbody>
<tr>
<td>Walking</td>
<td>24%</td>
<td>20%</td>
<td>26%</td>
</tr>
<tr>
<td>Jogging</td>
<td>13%</td>
<td>14%</td>
<td>15%</td>
</tr>
<tr>
<td>Running</td>
<td>40%</td>
<td>54%</td>
<td>34%</td>
</tr>
<tr>
<td>Backwards</td>
<td>23%</td>
<td>15%</td>
<td>25%</td>
</tr>
</tbody>
</table>

Safe Learning Environment
Player Safety

Futsal is FIFA’s game for the development of player’s skills, speed of play and knowledge. FIFA’s position is that players focused on physical play are not focused on learning. FIFA’s official Laws of the Game of Futsal prohibit physical contact including shoulder charges and slide tackles.

There is significantly less risk of injury in Futsal than in FIFA’s outdoor game. An American Academy of Pediatrics clinical report finds the indoor game with walls has an injury rate that is 6.1 times higher than the injury rate in FIFA’s 11 a side soccer game. Futsal is great for player conditioning. Because there are no walls and rules restricting physical contact playing Futsal reduces the risk of a pre-season injury that might prevent a player from being ready for the spring season.

Improved Attacking Psychology
The Creation Zone

Virtually all coaching courses, clinics, soccer text, video tapes, training CD’s and Internet training sites in English promote the concept that soccer in all its forms, including Futsal, is played in the Defensive Third, the Midfield (Transition) Third and the Attacking (Scoring) Third of the Pitch.

To encourage players to be more creative a different psychological approach is used to encourage youth Futsal players in many other countries. This alternate view defines four areas of play on the pitch. The Defensive Zone is the quarter of the pitch closest to the goal your team is defending. The Transition Zone is the quarter of the pitch from the Defensive Zone to the midfield line. The Attacking (Scoring) Zone, form which most goals are scored, is the area in front of and closest to your opponent’s goal. The rest of the attacking half of the pitch is the Creation Zone . . . the area where a team creates attacks on their opponent’s goal. Players taught to use the Creation Zone to create scoring opportunities have a much better concept of which areas of the pitch can be used to create successful attacks.
Teaching Creative Attacking Play
Dynamic Attacking

While most coaches and trainers credit Futsal with improving skills, teams that use any of Futsal’s dynamic systems of play learn to play creative attacking soccer. Prior to the 1950’s Futsal was played with a single defender and three attacking players. This system, referred to as the 1-3 is still used in the last few minutes of matches when a team is behind and willing to take risk to score goals. Because the defender didn’t go forward to score and the attacking players didn’t come back to defend this was a very static style of play.

In the 1950’s teams started playing a 2-2 system with 2 defenders and 2 attacking players. Because the two defenders stayed in the back and the two attacking players stayed closer to the opponent’s goal this was also a very static style of play. This style is still used by very young teams just learning to play the game.

In the very late 1950’s the first of the dynamic styles of play became popular with the introduction of the 3-1 system with three defenders and a single attacking player. This system was the first of many dynamic systems that allow a team to creatively attack an opponent and force the opposing defense to make mistakes. The creative attacking concepts used in Futsal’s dynamic systems of play also work well in FIFA’s traditional soccer game.

The easiest way to see the possible patterns of movement and rotations that can be used to create attacking opportunities in the 3-1 is to draw a Futsal court on a sheet of paper and then play "what if". Put a coin on the paper close to the opponent's goal and label it target player. Then place three coins at the mid-court in the 4, 6 and 8 o’clock positions for three teammates. Now if the target player moves to the left side of the court what space is created and which player(s) can move to use it? If the target player checks back to their teammate with the ball what space is created and which player(s) can move to use it? What happens if the target player checks back towards their teammate with the ball and the ball is simply chipped over the target player to the space that has been created? There are over a hundred creative attacking options that can be used by a team using movement, rotations, exchanges, takeovers, chip passes, cross court movement and passes, feints and other techniques to create and effectively use the limited space available on a Futsal court.

There are many dynamic systems of attacking play including:
- 3 - 1 with a static target player.
- 3 - 1 with different players rotating through the front as target player.
- 4 - 0 with any combination of the four back court players attacking in an almost unlimited number of combinations, rotations and patterns
- Roof system with five court players (including the keeper).
- Carousel with constant rotations.
- 1 - 2 - 1 with players playing more like the diamond on a playing card with the target player static.
- 1 - 2 - 1 with players playing more like the diamond on a playing card with different players taking turns rotating through the target player position.
- 2 - 1 - 1 with two defenders, a midfielder and an attacking player.
- Y or 1 - 1 - 2 with a defender, a midfielder and two attacking players.
Coaching Tips

There are some important tips that will make your first time as a soccer coach a pleasant one for players, parents, and most of all you.

1. **Have FUN!** Have a good time and make it FUN for the players. A coach’s interaction with the players should always be positive and the more the coach engages with the kids, the more they will respond.

2. **Be FAIR.** Being fair is very important too. It is a coach’s job to make sure each player has equal playing time, make sure players play each position, and be sure to include everyone.

3. **Be POSITIVE.** Being positive includes every interaction with players, parents, officials, and other coaches. It’s always good to set this standard at the beginning of the year so that your parents and players are all on the same wave length.

4. **Ask for Parent Involvement.** At the beginning of the year, ask for parent assistance during practice. This will help get parents involved with their child’s play and will help you reduce the player/coach ratio. This is especially helpful in younger players. For young players, try to keep the ratio about 4 kids to each coach. As the kids get older, the ratio can grow as much as 8 kids for each coach. This ratio will depend greatly on your kid’s age and skill.

5. **Focus on TEAMWORK.** As a coach, you often will have one or two star players on your team. It is important to grow these players and make them even stronger players; however, it is important to focus on teamwork to get the work done.

6. **Set GROUND RULES.** Before the season starts, meet with the team and parents and establish the ground rules. You will want to cover things such as:
   - sideline behavior – make sure they know they are welcome to cheer, but it is up to the coach and the assistant to do the coaching.
   - have players arrive to practice and games on time.
   - notify the coach if absent or late to game or practice.
   - players are to sit with the team while not in the game.

7. **Know what to practice.** As a new coach, it is hard to come up with games that are appropriate for that level of player. Make sure you are playing small-sided games with younger kids which will focus on game-like situations. Also, make sure you prepare properly and have everything you need to coach soccer. For example, cones, goals, balls etc.
Making a Lesson Plan

When making a lesson plan remember the following points:

- Design your session for the number of players on the team.
- Make sure your drills and activities are age specific.
- Design activities to flow from simple to complex – add elements of the game as you progress.
- Design session to include:
  1. Warm-up.
  2. Small-sided activity (2v1 keep away).
  3. Expanded small-sided activity, with discretion.
  4. 5v5 (4v4 plus keepers) to two goals.

- Use progression for teaching techniques or tactics as a guide for planning session.
- Use the appropriate space on the lesson plan to diagram your activity, describe the organization and list the key coaching points.
- Include the objectives of the game or exercise and the method of scoring.
- If using restrictions, make sure they are applicable to your objective and topic.
- Include the general dimensions for the playing area – you should be prepared to adjust the size during your session if needed.
- Use the area of the field that is most applicable to your topic if possible to provide a clearer reference for your players.
- Make sure your activities are realistic to the game.

When diagramming, remember the following points:

- Keep diagrams simple.
- Use a straight line for a pass – a dotted line for a run – a scribbled line for a dribble.
- Indicate size of the area on lesson plan next to diagram.
- Indicate neutral players with an N.

Make sure your practice makes sense:

- Does it look like soccer?
- Will your players understand where the practice fits in the game?
- Are the objectives you set for the players to achieve realistic?
- Are your instructions clear and to the point?
- Does the activity or practice bring out the actual elements of the game?
How to Evaluate and Teach

Team and player evaluation is a large part of being a successful soccer coach. From evaluating team and players abilities, we are able to focus in on our team's strengths and weaknesses and structure our training sessions around these findings. Evaluating a team should be done at all events, and is easiest done in match situations, or even better when done during training sessions.

One of the most constructive ways to evaluate a team or team of players is to use “Free Play”. Free Play allows coaches to quickly and easily evaluate the level of competency, creativity and commitment of each player. With that being said, free play is one of the easiest and most effective ways to evaluate players' capabilities. Basically "Free Play" is where players play without restrictions or very limited restrictions on time and space. Players are simply given a general direction on what they should accomplish, and are then left to play on their own while the coach evaluates the play.

During Free Play, players should be encouraged to work hard and players will develop their natural abilities and allows players to become more creative. This time will be very productive for both player and coach and will avoid wasteful time spent organizing lines, keeping players attention, and time spent setting up drills. During this time, the coach should be looking for particular breakdowns in play and coach's observational powers will increase as they are forced to isolate individual action in a group.

As a coach, it is your job to provide an environment for teaching players how to solve match problems. In many situations there are many options to solve the problem, and it’s up to the coach to recognize these options and express them to the players. To teach players how to solve match problems the coach will need to set up training sessions that are close to match conditions. The training sessions should be set up as the players can repeatedly execute a specific skill, tactic or combination of each to solve the match problems. As a coach, you should start simple and progress to a more complex situation (static to dynamic).

When setting up the practice sessions, make sure you take into consideration the players' age and skill level. When talking to kids, the coach should always remember to communicate in a language that is appropriate to the age of the players and the coach should not use complex terminology that is not understood by the players. Make sure each player is aware of the drill objective (reason for drill) which will allow the players to internalize the skill or tactic being taught. The coach should make sure he has prepared a session that allows each group to be easily manageable with restrictions and consequences appropriate for the players. As much as possible the coach should try to achieve match-like situations and the coach should step in at times for correcting players and giving coaching points. The coach should always reevaluate the players and training session to make sure the players are getting the appropriate skill or tactic and are able to transfer the training session to the game.

So when it comes to teaching players the game, there are some steps to take to become a more effective coach. These steps are:
1. State the tactical or technical objective you are trying to accomplish.
2. Demonstrate the skill or drill.
3. Involve all players and let all players try it.
4. Analyze the level of play and skills being used by players.
5. Evaluate effort, commitment and continue evaluating play.

Please remember that as a coach, it is up to you to communicate individual instructions clearly and to use ethical psychological motivation. These are our kids, and a little word of encouragement impacts a player much more than degrading or embarrassing words.
Key Points Coaching Girls and Boys

Coaching Boys
- Intense Motivational Techniques work well.
- Coach should focus on the individuals rather than the team.
- Encouragement is not always expected.
- More distance relationship between the coach and players.
- Can handle longer more intense training sessions.

Coaching Girls
- People oriented, democratic approach works best.
- Coach should focus on the relationships among players.
- Encouragement from the coach is a necessity.
- More interaction between coach and players.
- Shorter training sessions.

Coaching Sandwich Method

Giving Feedback
- Coaching is about changing beliefs and behaviors.
- Connecting on an emotional level and maintaining an environment of trust is vital.
- Coaching involves reinforcing positive beliefs/behaviors.
- Simultaneously challenging negative beliefs/behaviors.
- Reinforcing positive behaviors creates an environment of trust.
- Also strengthens the emotional connections between individuals.
- Never start, or end, a coaching conversation with a negative tone.
- Feedback should be both positive and negative.
- Your team should never dread or fear feedback sessions.
- When delivering the negative feedback, present it with a vision of tomorrow.
- What could tomorrow look like if the feedback were implemented?
- Present the feedback in a way that the recipient feels valued and appreciated.
- People are different and will require different styles.
- Be specific (using examples) and timely (give feedback today).

Reinforce→ Challenge→ Reinforce

Positive→ Negative→ Positive
# Dribbling & Feinting

<table>
<thead>
<tr>
<th>Drill</th>
<th>Set Up</th>
<th>Instruction</th>
<th>Diagram</th>
<th>Key Coaching Points</th>
<th>Variations/Progressions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Obstacle Course</td>
<td>Set up area as shown in diagram, 4 players maximum per station. Players take turns to dribble through cones, take a touch through the triangle and shoot on goal.</td>
<td></td>
<td><img src="image1.png" alt="Diagram" /></td>
<td>Change speed and direction. Accelerate away lifting head up keeping control off the ball. Dribble through all of the cones. Do not miss any while dribbling.</td>
<td>Make the triangle bigger if needed.</td>
</tr>
<tr>
<td>Colors</td>
<td>Set up area as shown in diagram, and split players into 2 teams. 1st player in each line jogs to the central cones and the coach will call out a color red or blue, on hearing the color players race to the same color square, 1st player to get to the square gets a point for their team.</td>
<td></td>
<td><img src="image2.png" alt="Diagram" /></td>
<td>Head up observe defender. Timing and distance of Feint. Quality of disguise and execution of feint. Change Speed and Direction. Encourage players to dribble and take players on when space is available.</td>
<td>Players run to opposite color from what the coach calls. Each player has a ball. Without a ball turn into tag game, where one player is the tagger the other the runner, as players jog into the center the runner try’s to get to one of the 2 squares without being tagged by the tagger. Remove central cones, introduce ball and turn into a 1v1 with attacker and defender. If red and blue cones are not available, call out side 1 or side 2.</td>
</tr>
<tr>
<td>Cone to Cone</td>
<td>Set up a 20x20yd grid with 12 cones placed inside the grid. Place 6 futsal balls on top of randomly selected cones. Leave the other 6 cones empty. Players move inside the grid picking up balls off the cones using their hands, and placing them onto the empty cones.</td>
<td></td>
<td><img src="image3.png" alt="Diagram" /></td>
<td>Encourage quick movement and quick transitions from ring to ring. Encourage change of speed and acceleration. Be aware of surrounding players.</td>
<td>Players hop or jump around grid, bounce ball while moving around the grid, throw ball and catch while moving around the grid, Throw ball from hand to hand while moving through the grid, dribble ball with their feet. Dribble ball around cones.</td>
</tr>
</tbody>
</table>

![Diagram](image1.png)  ![Diagram](image2.png)  ![Diagram](image3.png)
## DRIBBLING & FEINTING

<table>
<thead>
<tr>
<th>Drill</th>
<th>Set Up</th>
<th>Instruction</th>
<th>Diagram</th>
<th>Key Coaching Points</th>
<th>Variations/Progressions</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1 v 1</strong></td>
<td>Two mini goals marked with any sort of markers (cones or pugg goals) located at each end. There are no keepers. Each player plays 1v1 and whoever scores first wins. Switch players after each round. Make two teams if necessary.</td>
<td>Shield/protect the ball with their body. Move quickly. Be aware of where the goal is. Keep control and dribble quickly. Score quickly.</td>
<td><img src="image1.png" alt="Diagram" /></td>
<td>Player who scores first stays on the court. Player who scores the most as is in the longest, wins. Once you have more space available you can add extra players: 2-on-2, 3-on-3, etc. If you have players waiting to play, you can rotate them after one or two minutes or after someone scores a goal. A mini tournament could be organized to motivate the players.</td>
<td></td>
</tr>
<tr>
<td><strong>Zig- Zag</strong></td>
<td>Set up area as shown in diagram, and divide players into groups of 2 or 3. Players dribble through cones and leave ball for the next players to take, the exercise continues in this fashion.</td>
<td>On balls of feet. Keep ball under control.</td>
<td><img src="image2.png" alt="Diagram" /></td>
<td></td>
<td>Dribble Using: Right foot only. Left foot only. Inside of both feet only. Outside of both feet only. Player passes the ball after dribbling through cones Introduce competition by having relay races 1st team to finish wins.</td>
</tr>
<tr>
<td><strong>Side to Side</strong></td>
<td>Set up “ringed” area using cones as shown in the diagram about 3-4yds apart. Players get into pairs with a ball between each pair. The ball is placed between the cones with each player opposite each other between the 2 cones (see diagram). The aim of the exercise is for the attacker to move the ball to one of the 2 cones and the defenders job is to try to put their foot into the ringed area 1st before the attacker gets there. Players compete for 1min, then switch roles.</td>
<td>Encourage quick decision making between rings. Encourage ball control for attackers and proper dribbling techniques. Encourage defenders to anticipate the attacker’s decisions and to move faster than the attackers.</td>
<td><img src="image3.png" alt="Diagram" /></td>
<td></td>
<td>Attacking players can start with the ball instead of leaving it between the cones and try to move the ball to one of the two “ringed” areas. Leave ball in between the cones and first player to gain possession and dribble ball into the ring gets a point. Both players have a ball.</td>
</tr>
</tbody>
</table>
## DRIBBLING & FEINTING

<table>
<thead>
<tr>
<th>Drill</th>
<th>Set Up</th>
<th>Instruction</th>
<th>Diagram</th>
<th>Key Coaching Points</th>
<th>Variations/Progressions</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Within the Grid</strong></td>
<td>Set up a 15x15yd grid each player with a ball, players perform the following exercises: Inside taps. Jog on the ball. Roll ball across body and tap with inside. Push ball forward with laces and roll back sole. Dribble using inside/outside right foot. Dribble using inside/outside left foot. Dribble using insides of both feet. Dribble using outside of both feet. Dribble using sole of both feet. Free to use all parts of both feet.</td>
<td><img src="#" alt="Diagram" /></td>
<td>On balls of feet. Keep ball under control. Head up observe defender. Timing and distance of feint. Quality of disguise and execution of feint. Change speed and direction. Accelerate away lifting head up keeping control off the ball Encourage players to dribble and take players on when space is available.</td>
<td>Coach can have the players practice moves to beat defenders inside the grid. Have the players try to knock other players balls out of the grid while protecting their own ball (knockout).</td>
<td></td>
</tr>
<tr>
<td><strong>Figure 8 &amp; Slalom</strong></td>
<td>Set up a 20x20yd grid with rings and cones inside as shown in the diagram. Players dribble inside the grid and dribble in a figure 8 around the rings, and slalom through the cones. If rings are not available, use other objects or alternate the distance between cones, shorter distance for slalom, longer distance for figure 8.</td>
<td><img src="#" alt="Diagram" /></td>
<td>On balls of feet. Keep ball under control. Head up.</td>
<td>Dribble Using: Right foot only. Left foot only. Inside of both feet only. Outside of both feet only. Use the sole of the foot to roll the ball from one direction to the other through cones.</td>
<td></td>
</tr>
<tr>
<td><strong>Gates</strong></td>
<td>Set up area as shown in the diagram. Split group into teams and have them line up as shown in the diagram. Attacker starts by dribbling through the 2 cones, while the Defender performs exercise through agility ladder. Players compete in a 1v1 and attempt to dribble through either of the 2 gates to score. If agility ladder in unavailable, place 3 balls on top of cones for the defender to jump over.</td>
<td><img src="#" alt="Diagram" /></td>
<td>Head up observe defender. Timing and distance of Feint. Quality of disguise and execution of feint. Change Speed and Direction. Encourage players to dribble and take players on when space is available.</td>
<td>Vary exercises through cones and agility ladder. Vary the style of jumps over the balls on the cones for the defender. Players pass to partner after dribbling through the cones and become the defender.</td>
<td></td>
</tr>
</tbody>
</table>
# PASSING, RECEIVING & SUPPORT

<table>
<thead>
<tr>
<th>Drill</th>
<th>Set Up</th>
<th>Instruction</th>
<th>Diagram</th>
<th>Key Coaching Points</th>
<th>Variations/Progressions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Between the Cones</td>
<td>Work in pairs. Pass the ball through the cones. Use one foot surface in each round. If pass and trap are successful take a step back. If not successful take a step forward – or start over. First team to step back 10 steps each and complete the pass wins!</td>
<td>Accuracy and adequate power.</td>
<td><img src="image1.png" alt="Diagram" /></td>
<td>Change surfaces of the foot and do it all over again. Add speed. Add competition reward / penalty.</td>
<td></td>
</tr>
<tr>
<td>The King</td>
<td>The “King” is in the middle of the circle. Players surround the circle, 5 yards away from the king. King determines which foot surface to use. All Players raise their hands. Player plays the ball to the king, shouting out another player’s name just before kicking the ball. The king must trap the ball and then pass it to the player named, who passes it back to the king, shouting another player’s name just before kicking the ball. As players play the ball they lower their hands so each player only plays the ball one time. Once every player has had a play on the ball and new king enters the ring and you start again. Or, you can change kings with a player who makes a bad pass, bad trap or who fails to call a player, or calls a player who has already played the ball.</td>
<td>Players must think ahead of the play and make good decisions. Players must maintain proper form under pressure.</td>
<td><img src="image2.png" alt="Diagram" /></td>
<td>Increase speed. Increase distance.</td>
<td></td>
</tr>
<tr>
<td>Defender in the Middle</td>
<td>One player is the defender in the middle and the other players pass the ball to each other trying not to let the defender touch the ball. If the defender touches the ball then the last person who touched the ball before the defender is made the next defender. Once the piggy is changed the game starts again.</td>
<td>Quality of support and movement off the ball by other players. Head Up. Good Accuracy. Weight and Timing of the pass. Be aware of where the defender is positioned.</td>
<td><img src="image3.png" alt="Diagram" /></td>
<td>Players are allowed a maximum of two or one touch on the ball. If players pass the ball between themselves 5 or 10 times, the defender must touch the ball twice. If the defender is nutmeg he/she must get the ball twice.</td>
<td></td>
</tr>
<tr>
<td>Drill</td>
<td>Set Up</td>
<td>Instruction</td>
<td>Diagram</td>
<td>Key Coaching Points</td>
<td>Variations/Progressions</td>
</tr>
<tr>
<td>--------------</td>
<td>------------------------------------------------------------------------</td>
<td>-------------------------------------------------------------------------------------------------</td>
<td>------------------------------------------------------------------------</td>
<td>--------------------------------------------------------------------------------------------------------</td>
<td>-------------------------------------------------------------</td>
</tr>
<tr>
<td><strong>Through Ball</strong></td>
<td>One player on each side of the square with one ball, with a defender in the middle. Players pass the ball to each other, through the square. A point is scored every time a ball is played to the perpendicular line – a “through ball”. The defender may not leave the box and attempts to intercept the ball while in the box. If the defender gets the ball he goes outside the box and the player making the poor pass becomes the new defender.</td>
<td>Players need to move toward the player with the ball to cut-down the length of the pass – and the subsequent time it is available to the rat. Defender needs to anticipate and cut-down the angles.</td>
<td>Larger square. Limit player touches on the ball. Add another defender.</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>The Defender</strong></td>
<td>All players inside the square with a ball except the defender, who tries to gain (win) and maintain possession of a ball. All players must remain in the square. Once a ball is won, the player who was dispossessed becomes the new defender.</td>
<td>Players need to change speeds and direction to avoid the defender. Players also need to quickly transition between offense and defense.</td>
<td>Smaller box. Add a second defender. Let everyone have a ball and have them kick-out other players’ balls while keeping their ball under control.</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>The Square</strong></td>
<td>Three players on outside the corners of a 5 yard square with one ball. The object is to pass to a player when you have the ball “and move to space” without the ball – so that you can receive the ball.</td>
<td>Players need to make correct decisions about who is in position to receive the ball and where to find “open space” to receive the ball themselves.</td>
<td>Increase speed, one touch passing.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
## PASSING, RECEIVING & SUPPORT

<table>
<thead>
<tr>
<th>Drill</th>
<th>Set Up</th>
<th>Instruction</th>
<th>Diagram</th>
<th>Key Coaching Points</th>
<th>Variations/Progressions</th>
</tr>
</thead>
</table>
| 3 Stations  | Set up area as shown in diagram, and have players line up as shown in the diagram.  
1st player dribbles through cones, kicks ball to the side of the rings and hops through the rings, passes the ball through the inside of the cone and runs around the outside and then passes into the next player in line who receives the ball in the square, the exercise continues in this fashion. Maximum 3-4 players per exercise.  
If rings are not available, use cones to hop over (place ball on top of cones for more height). | On toes/move into line.  
Select controlling surface.  
Create space on 1st touch.                                                                 | ![](image1.png) | Good Accuracy.  
Weight and Timing of the pass.  
Use correct passing technique.  
Head Up.                                                                 | Vary agility exercises through the rings.  
To add more pressure, introduce a 2nd ball.  
Adjust exercise to work on left foot.                                                                 |
| Back and Forth | Set up area as shown in the diagram and split players into pairs. Exercise starts with players passing back and forth 2 touch then introduce the following:  
• Receive with sole pass with inside.  
• Receive with inside pass with inside.  
• Receive with inside pass with inside of other foot.  
• Receive with outside pass with inside.  
• 1 touch passing. | Quality of decision by player with the ball, dribble pass or shoot.  
Quality of support and movement off the ball by other players.                                                                 | ![](image2.png) | Once comfortable with the passing, players pass back and forth, and on coach’s command, players compete and play a 1v1 and attempt to score in one of the small goals.                                                                 |
| 2 v 1       | Set up area as shown in diagram, and split players into 2 teams who line up as shown in the diagram.  
On the coach’s command, the 1st player in each line at the bottom of the diagram perform and exercise through the agility ladder and run into the blue square where the attacker will receive a pass off their teammate, on receiving the pass they pass back to their teammate to create a 2v1 against the defender, attacking the single goal.  
If the defender wins the ball they then look to attack the 2 goals. If agility ladder is unavailable, use cones to jump over. | Quality of decision by player with the ball, dribble pass or shoot.  
Quality of support and movement off the ball by other players.                                                                 | ![](image3.png) | Play 2v2.  
2 offensive players and 2 defenders.                                                                 |
<table>
<thead>
<tr>
<th>Drill</th>
<th>Set Up</th>
<th>Instruction</th>
<th>Diagram</th>
<th>Key Coaching Points</th>
<th>Variations/Progressions</th>
</tr>
</thead>
</table>
| Line to Line | Set up area as shown and split players into groups of 4 to 6. Player passes to the next player in line and follows pass using the various techniques outlined key in coaching points. | • Receive with the inside pass with the inside of the same foot.  
• Receive with the inside of one foot and pass with the inside of the other.  
• Receive with the outside and pass with the inside.  
• Receive with the sole pass with the inside.  
• 1 touch passing right foot.  
• 1 touch passing left foot.  
• 1 touch passing alternating feet. | ![Diagram](image1.png) | Give and go passing, overlapping runs from the second player in the same line. Introduce wall pass.                                                                                                           |                                                       |
| 3 Circuits  | Set up area as shown in the diagram and split players into teams of no more than 4. Exercise starts with the 1st player in each line hopping through the hoops and then hop beside the ball to make a pass to the player in the square. The player receiving the pass dribbles the ball back for the next player, while the player who made the pass moves into the square to receive the next pass. If hoops are unavailable, use cones to hop over. | On toes/move into line.  
Select controlling surface.  
Create space on 1st touch.  
Head Up.                                                                                                                                                    | ![Diagram](image2.png) | Hop on the right leg and pass with the left. Introduce competition how many passes can each team make in a minute.                                                                                                        |                                                       |
| 3 v 1      | Set up area as shown in diagram, and split players into 2 teams of 3. One team will be the attackers the other the defenders. The attackers line up on the field, and the 1st player from the defending team passes the ball to one of the attackers and enters the field to try and win the ball creating a 3v1. Once the attackers have made 4 passes they can shoot on either goal to score a point, if the defender wins the ball they too can look to score on either goal to score a point. | Good Accuracy. Weight and Timing of the pass.  
Quality of decision by player with the ball, dribble pass or shoot.  
Quality of support and movement off the ball by other players. | ![Diagram](image3.png) | Goals can only be scored over the halfway line. Introduce 2nd defender.                                                                                                                                           |                                                       |
## PASSING, RECEIVING & SUPPORT

<table>
<thead>
<tr>
<th>Drill</th>
<th>Set Up</th>
<th>Instruction</th>
<th>Diagram</th>
<th>Key Coaching Points</th>
<th>Variations/Progressions</th>
</tr>
</thead>
</table>
| Wall Pass    | Set up a series of benches laid on their side (if benches not available use a wall) and have 1 - 2 players per bench. Each player has a ball, **use regular size 3 soccer balls for this exercise.** Players pass the ball off the bench using the following techniques indicated in key coaching points. | ![Diagram](image1.png) | • Receive with the inside pass with the inside of the same foot  
  • Receive with the inside of one foot and pass with the inside of the other  
  • Receive with the outside and pass with the inside  
  • Receive with the sole pass with the inside  
  • 1 touch passing right foot  
  • 1 touch passing left foot  
  • 1 touch passing alternating feet | Good Accuracy.  
Weight and Timing of the pass.  
Use correct passing technique.  
Head Up.  
Have them pass off the bench to another teammate. |
| 1 v 1 Stations | Set up area as shown in the diagram and split players into pairs. Exercise starts with players passing back and forth 2 touch through the cones and ending with a shot, after the shot has been taken both player run and perform an exercise through the agility ladder and proceed to run through the gate to re-enter the field. The 1st player to enter the field will receive a pass from the coach, and the other player will become the defender creating a 1v1. If agility ladder is unavailable, use cones to jump over. | ![Diagram](image2.png) | On toes/move into line.  
Select controlling surface.  
Create space on 1st touch. | Players pass with one touch through the cones.  
Players perform crossover runs through the cones.  
Players perform overlap runs through the cones.  
Vary agility ladder exercises. If cones are used instead of agility ladder, have players weave through the cones or place balls on top of cones to jump over. |
| 2 v 2 Stations | Set up area as shown in diagram, and split players into 2 teams who line up as in the diagram. On the coach’s command, the 1st player in each line runs around the goal and through the agility ladder, 1st player to enter the field will receive a pass from the coach creating a 2v2. If agility ladder is unavailable, use cones to jump over. | ![Diagram](image3.png) | Quality of decision by player with the ball, dribble pass or shoot.  
Quality of support and movement off the ball by other players. | Vary exercises through the agility ladders. If cones are used instead of agility ladder, have players weave through the cones or place balls on top of cones to jump over. |
<table>
<thead>
<tr>
<th>Drill</th>
<th>Set Up</th>
<th>Instruction</th>
<th>Diagram</th>
<th>Key Coaching Points</th>
<th>Variations/Progressions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Top of the</td>
<td>Players line-up outside each goal cone with a</td>
<td>Make bending runs toward the goal. Shooter must communicate with player passing the ball. Use proper shooting techniques. Proper technique – look to the goal, plant foot facing the goal, strike the ball with authority.</td>
<td></td>
<td>One touch shot.</td>
<td></td>
</tr>
<tr>
<td>Key</td>
<td>ball. Players take turns making a run to the</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>top of the key, turn toward the goal, call for</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>the ball to be delivered, receive the ball and</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>shoot with a maximum of two touches. Player</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>then moves to the end of the opposite line.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Open</td>
<td>Players divide into two lines (right and left of</td>
<td>Bend run towards goal creating a good angle to shoot from. Aim for opposite corner of the goal away from the keeper. Good body positioning (body over the ball) while shooting.</td>
<td></td>
<td>Shooter varies run. Use non-dominant foot.</td>
<td></td>
</tr>
<tr>
<td>Space</td>
<td>field center). Player plays the ball to a</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>teammate then makes a run to open space. Ball</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>is delivered and a one-touch shot is taken.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Long Shots</td>
<td>Two 3 yard goals marked with cones, 15 to 20</td>
<td>Shoot at the corners of the goal. Use proper shooting techniques with proper surface of the feet. Save the shots on goal.</td>
<td></td>
<td>Divide the court into corridors with cones. If the player saves using the feet, he/she can go dribbling and try to beat the opponent closer to his/her goal. The same game, but 2 against 2 with players rotating on playing keeper and shooter.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>yards away from each other. One player in each</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>goal trying to score in the other with long</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>shots. If walls or players limit the space, it</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>is recommended that players should not dive</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>when trying to save the opponent’s shot.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Drill</td>
<td>Set Up</td>
<td>Instruction</td>
<td>Diagram</td>
<td>Key Coaching Points</td>
<td>Variations/Progressions</td>
</tr>
<tr>
<td>---------------</td>
<td>------------------------------------------------------------------------</td>
<td>-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------</td>
<td>------------------------------------------------------------------------</td>
<td>--------------------------------------------------------------------------------------------------------------------------------------------------</td>
<td>----------------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Player shoots from inside halfway line. Have a keeper (without using hands) deflect the ball to charging offensive players.</td>
<td>Keepers Set up area as shown in the diagram and split players into pairs with <strong>a regular size 3 ball</strong> between 2. Players/Keepers pass the ball back and forth using the following techniques outlined in key coaching points.</td>
<td>Players must be aggressive in chasing the loose ball. Players must be creative in their shots.</td>
<td>Harder shots. Closer shots. Limit time to score.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
| Keepers       | Set up area as shown in the diagram and split players into two groups each player has a ball. Exercise starts with the 1st player balancing across the bench holding the ball, then dribbles through cones, passes ball into the square and runs around the outside of the cone to shoot on goal. If benches are not available, have players perform a wall pass using the walls of the gym before dribbling through cones. Players can also run towards cones holding the ball, then dribble though cones. | • Bounce the ball back and forth using hands.  
• As above, players touch the ground on the bounce before catching  
• As above, players touch the floor on the bounce and clap before catching  
• Pass the ball with feet along the ground  
• Drop the ball from hands, let bounce and volley ball to partner | Shootout back and forth.                                                                                                                   |                                                                                                        |
| Square Shot   | Set up area as shown in the diagram and split players into two groups each player has a ball. Exercise starts with the 1st player balancing across the bench holding the ball, then dribbles through cones, passes ball into the square and runs around the outside of the cone to shoot on goal. If benches are not available, have players perform a wall pass using the walls of the gym before dribbling through cones. Players can also run towards cones holding the ball, then dribble though cones. | Head up observe keeper. Select type of shot. Correct shooting technique, approach, body shape, placement of non-kicking foot, kicking foot, follow through. Concentrate on accuracy before power. Follow up for rebounds. | After player shoots coach lays another ball off for a 2nd shot on goal. As above using the **regular size 3 balls**, coach bounces a ball in for player to volley after shot. |                                                                                                        |
## SHOOTING

<table>
<thead>
<tr>
<th>Drill</th>
<th>Set Up</th>
<th>Instruction</th>
<th>Diagram</th>
<th>Key Coaching Points</th>
<th>Variations/Progressions</th>
</tr>
</thead>
<tbody>
<tr>
<td>2 Goals</td>
<td>Set up area as shown in diagram, and split players into 2 groups and one group has the balls. Exercise starts with the player with the ball dribbling through the cones while the opposite player hops from leg to leg through the rings. The player with the ball passes to the opposite player and applies pressure; the player receiving the ball takes their 1st touch towards one of the 2 goals and shoots. If rings are unavailable, use cones to hop over.</td>
<td><img src="#" alt="Diagram" /></td>
<td>Encourage players to take all shooting opportunities. Encourage quick decision making between the two goals to shoot on. If shot is not available: Can I create a shooting opportunity as an individual? Can I pass to a player in a shooting position? Can I combine to create a shooting opportunity?</td>
<td>Choose different obstacles for both groups to perform before the shot. Have players stationed on the outside of the grid to provide passing support to players within the grid, if needed.</td>
<td></td>
</tr>
<tr>
<td>Futsal Tennis</td>
<td>Set up area as shown in the diagram and split players into pairs with a regular size 3 ball between 2. Players volley ball over the bench to each other allowing maximum of 2 bounces. If bench is unavailable, use a line on the floor.</td>
<td><img src="#" alt="Diagram" /></td>
<td>Correct shooting technique, approach, body shape, placement of non-kicking foot, Kicking foot, follow through. Concentrate on accuracy before power.</td>
<td>Allow only one bounce. Players see how many successful volleys to each other they can make in a row.</td>
<td></td>
</tr>
<tr>
<td>Numbers</td>
<td>Set up area as shown in diagram, and split players into 2 teams and have each team line up facing away from goal, giving each player a number as shown in the diagram. Exercise starts with the coach calling out a number and passing the ball towards the goal. The 2 players turn and compete for the ball and try to score before the ball passes the line marked by the tall cones.</td>
<td><img src="#" alt="Diagram" /></td>
<td>Encourage players to react quickly to their number called. Encourage quick shots on goal once possession is gained. Encourage awareness of the goal, the keeper’s position within the goal and the distance to the marked line before taking a shot.</td>
<td>Players start from a seated position and can’t use hands to stand up. Players start from a lying position.</td>
<td></td>
</tr>
</tbody>
</table>
**Formations**

**Formation 2-2**
The 2-2 formation is one of the basic formations in futsal. Players are positioned in a square. There are 2 defenders and 2 attackers. This formation is appropriate for amateur or youth teams, because is balanced in attack and defense. When attacking players have to be as wide as they can (to extend the opposite team) but when defending they have to step closer to each other (to cover the space in the middle of the pitch). Players can play this formation without making rotations but they will be very predictable and defenders will in most cases easily cover them. For this purpose the 2-2 formation has evolved in the 2-2 formation with constantly rotations. This means that all players are constantly changing their positions and try to confuse the defenders.

![Formation 2-2 Diagram]

**Formation 1-2-1**
In the 1-2-1 formation we have 1 defender, 2 wingers and 1 target player. Players try to pass the ball to the target player who can shot on goal (if he has enough space) or pass the ball to one of his teammates that has come to assist him. It is crucial that the defender doesn't lose the ball because his teammates can't come back in time.

![Formation 1-2-1 Diagram]
**Formation 3-1**
In the 3-1 formation we have 3 defenders and 1 attacker (target player) which is positioned very high on the pitch. Defenders try to pass the ball to the target player who can shot on goal (if he has enough space) or pass the ball to one of his teammates that has come to assist him.

**Formation 3-2**
In the 3-2 formation when a team is attacking the goalkeeper comes forward so the team has 1 player more in attack (usually the goalkeeper is replaced with a player unless he is good with his feet). With this formation players don't change position often. They try to tire the defenders by passing the ball quickly around the pitch. It is important that players wait for clear shots otherwise defenders can take the ball and score.
Formation 1-2-2
In the 1-2-2 formation when a team is attacking the goalkeeper comes forward so the team has 1 player more in attack (usually the goalkeeper is replaced with a player unless he is good with his feet). With this formation players don't change position often. The difference with the 3-2 formation is that the wing players are closer to each other and not on the flanks. With this formation players don't change position often. They try to tire the defenders by passing the ball quickly around the pitch. It is important that players wait for clear shots otherwise defenders can take the ball and score.

For more information, visit futsal4kids.com
<table>
<thead>
<tr>
<th>STAGE</th>
<th>ORGANIZATION (DIAGRAM + RULES)</th>
<th>OBJECTIVES</th>
<th>KEY COACHING POINTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>TECHNICAL WARM-UP</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>SMALL-SIDED ACTIVITY (Main Part)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>EXPANDED SMALL-SIDED ACTIVITY (Main Part)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>MATCH</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>STAGE</td>
<td>ORGANIZATION (DIAGRAM + RULES)</td>
<td>OBJECTIVES</td>
<td>KEY COACHING POINTS</td>
</tr>
<tr>
<td>------------------------</td>
<td>---------------------------------</td>
<td>------------</td>
<td>---------------------</td>
</tr>
<tr>
<td>TECHNICAL WARM-UP</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>SMALL-SIDED ACTIVITY</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>(Main Part)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>EXPANDED SMALL-SIDED</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>SMALL-SIDED ACTIVITY</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>(Main Part)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>MATCH</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>STAGE</td>
<td>ORGANIZATION (DIAGRAM + RULES)</td>
<td>OBJECTIVES</td>
<td>KEY COACHING POINTS</td>
</tr>
<tr>
<td>---------------------------</td>
<td>--------------------------------</td>
<td>------------</td>
<td>---------------------</td>
</tr>
<tr>
<td>TECHNICAL WARM-UP</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>SMALL-SIDED ACTIVITY (Main Part)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>EXPANDED SMALL-SIDED ACTIVITY (Main Part)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>MATCH</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>