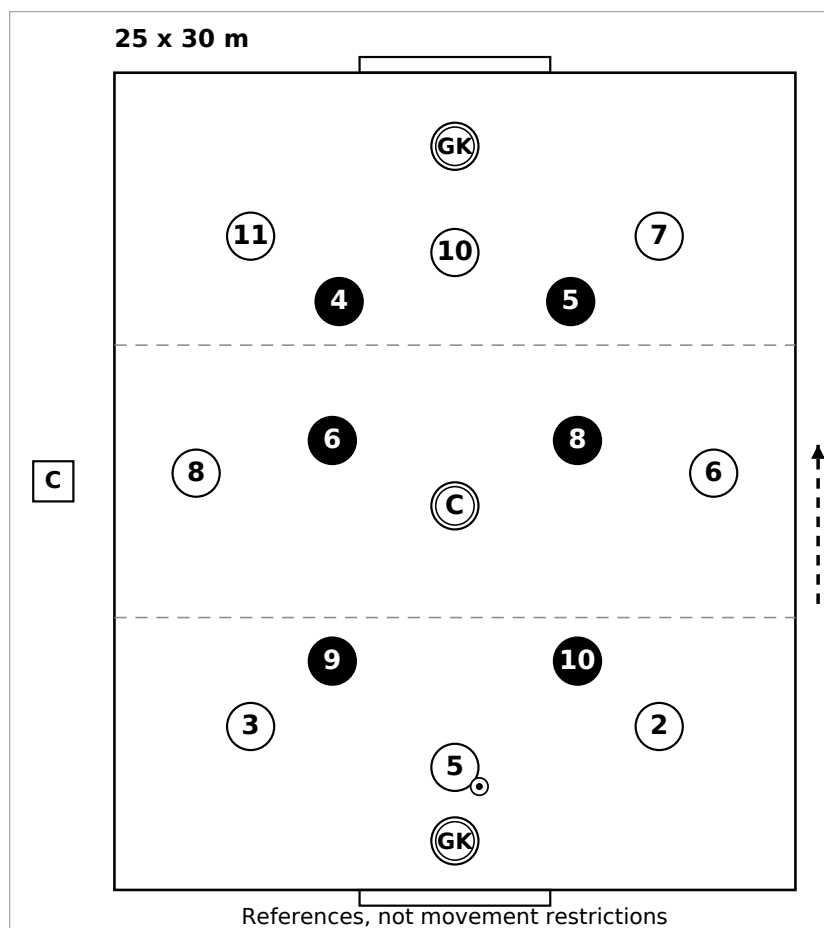




C - Exploit

Small-sided game (SSG) | 15 min | 52-67 min

8v6 + 2 goalkeepers + 1 common player | 25 x 30 m



Outlined circle: coached team. Filled black: opposition. Double ring: common player / GK. Square C: coach, outside the player total.

Coached team attacks up; opposition attacks down. Common players support whichever team has the ball.

Organisation and operation

Use eight purple outfield players against six black outfield players, one goalkeeper per team and one white common player supporting the team in possession. This is an intentionally uneven directional game, with an initial numerical advantage for the purple coached team.

Purple attacks upwards towards the top goal and defends the bottom goal. Its starting lines are 3-5-2 in the defensive third, 8-6 in midfield and 11-10-7 in the attacking third, read left to right on the image. Black attacks downwards and defends the top goal, with 4-5 at the top, 6-8 in midfield and 9-10 in the bottom third. The ball begins with purple 5. Shirt numbers identify roles in this illustration, not named players.

The thirds are visual references, not movement restrictions. Players can cross them, interchange and recover. Allow normal transitions when possession changes. Restart after a goal from the conceding team's goalkeeper; use a pass-in for touchline restarts and agree other restart rules before play. Keep replacement balls ready to maintain useful playing time.



Scoring

A normal goal scores one point. A goal scores three points when the same uninterrupted attack contains a recognised line-breaking action and exploits the resulting advantage. Agree clear examples with players: a pass, carry, combination or appropriate route around or over pressure that accesses space or a teammate beyond opponents. Merely crossing a reference line is insufficient.

Learning focus

Ask: "Once we get beyond pressure, how do we use the advantage before defenders recover?" Before the line break, retain the scanning, spacing and manipulation developed in A and B. During it, focus on pass quality, receiving body shape and a positive next action. Afterwards, encourage purposeful support ahead of and around the ball, while recognising whether to carry, combine, pass or finish.

The greater numbers should give purple repeated opportunities to solve the problem. They do not guarantee success, and black should remain active and realistic in defending and counterattacking. If purple progresses without needing to recognise or manipulate pressure, reduce the advantage rather than adding arbitrary passing requirements.

Questions

- What created the opening?
- Who can support the next action as the line is broken?
- Can we attack the space before the opposition reorganises?
- Is the forward action available, or do we need to retain and rebuild?

Progressions and regressions

To increase difficulty, remove the common player or reduce purple's extra outfield players. If appropriate, add one further bonus point for a goal within approximately six seconds of a recognised line break, making the maximum four points. Use this only when players need encouragement to exploit the advantage promptly; do not make rushed finishing the objective.

To simplify, widen the area, protect the common player temporarily, or remove bonus scoring and play with normal goals. Adapt the opposition's starting pressure if the game produces too few meaningful opportunities to learn. Changes to numbers or area are later adaptations and are not represented in the starting diagram.

Observe

Assess the actions immediately before and after the line break. Look for controlled progression, timely support and a useful next action before recovery. Evaluate decision quality as well as goals, especially given the uneven teams.