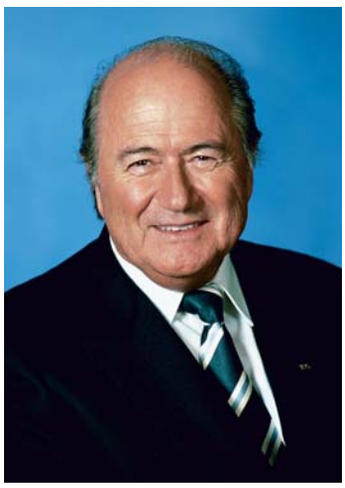
1 General part

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1. Foreword by FIFA President, Joseph S. Blatter



The FIFA Family numbers around 250 million members, and includes male and female football players of all ages, coaches, coaching staff, administrators, referees and assistant referees, as well as medical staff. For all of these people, our sport represents passion, pleasure and fascination. Football is part of their everyday lives, as well as being their favourite leisure pursuit. While some of them have made football their profession, for others it is a vocation.

Countless players are constantly seeking to improve their game, and therefore enlist the help of coaches to help them do so. And it is above all for instructors such as these that FIFA has produced this coaching manual. FIFA Coaching is a comprehensive and valuable tool for instructors wishing to improve their educational activities within the national associations, but it will also prove particularly suitable and rewarding for coaches who use it in their everyday work.

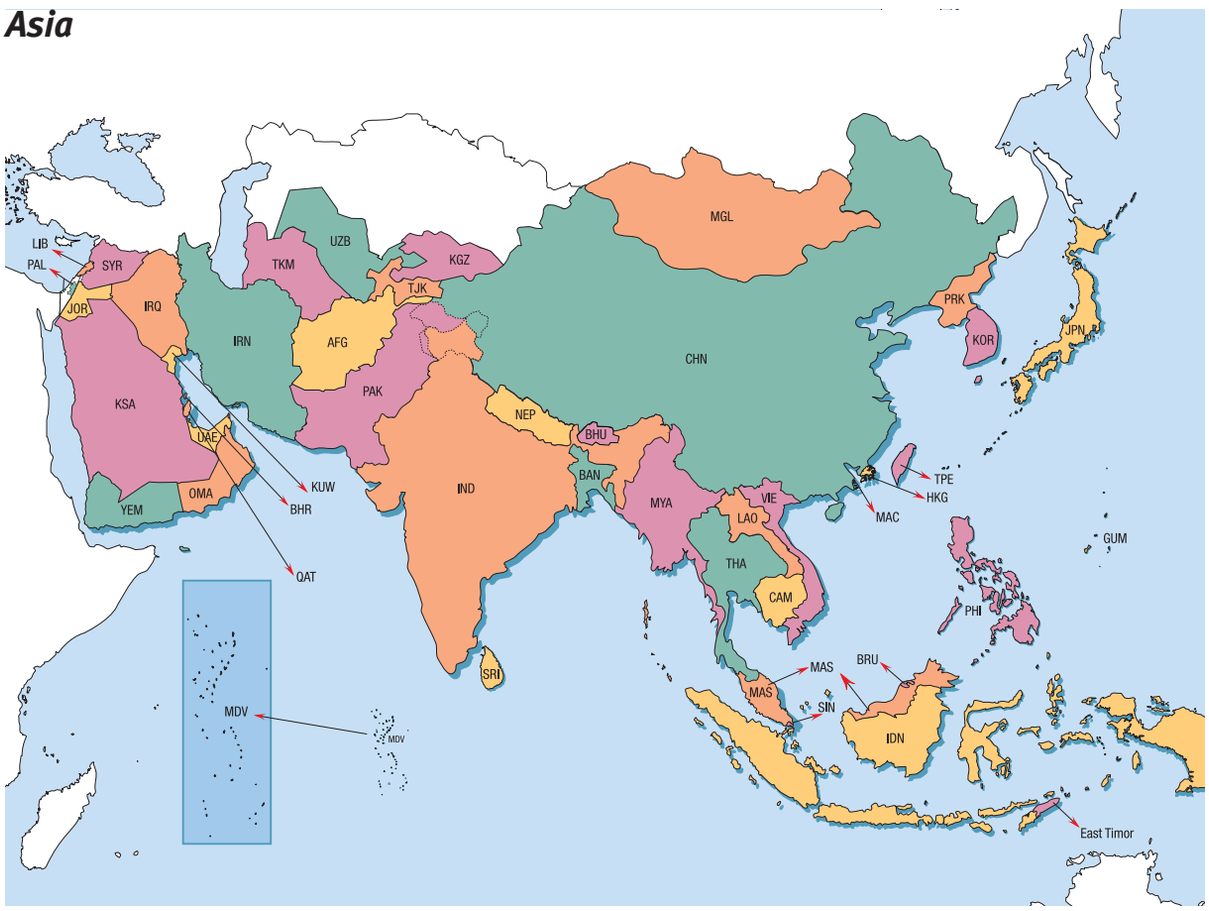
Various texts, illustrations, graphics and photographs have been assembled by a group of experts for inclusion in FIFA Coaching over a period of several months. The result of their labours is a well-balanced, detailed, clearly structured and easily understandable manual that deals with every aspect of modern coach education in the game of football. The manual is also largely geared to the future of the game, and therefore concentrates in particular on the training and development of young players.

FIFA Coaching will prove just as valuable for instructors in the women's game as it will for those working in men's football. The various chapters cover topics as wide-ranging as technical skills, tactics, physical fitness, goalkeeper training, psychological and mental aspects of the game, as well as planning. This instruction manual will therefore form an important component of FIFA's instructors' and coaches' courses.

FIFA's motto is For the Good of the Game. FIFA Coaching will undoubtedly play its part in making the "beautiful game" even better and even more attractive. And I am convinced that you will share this view after reading and using the manual for yourselves.

2. The FIFA Family

Asia



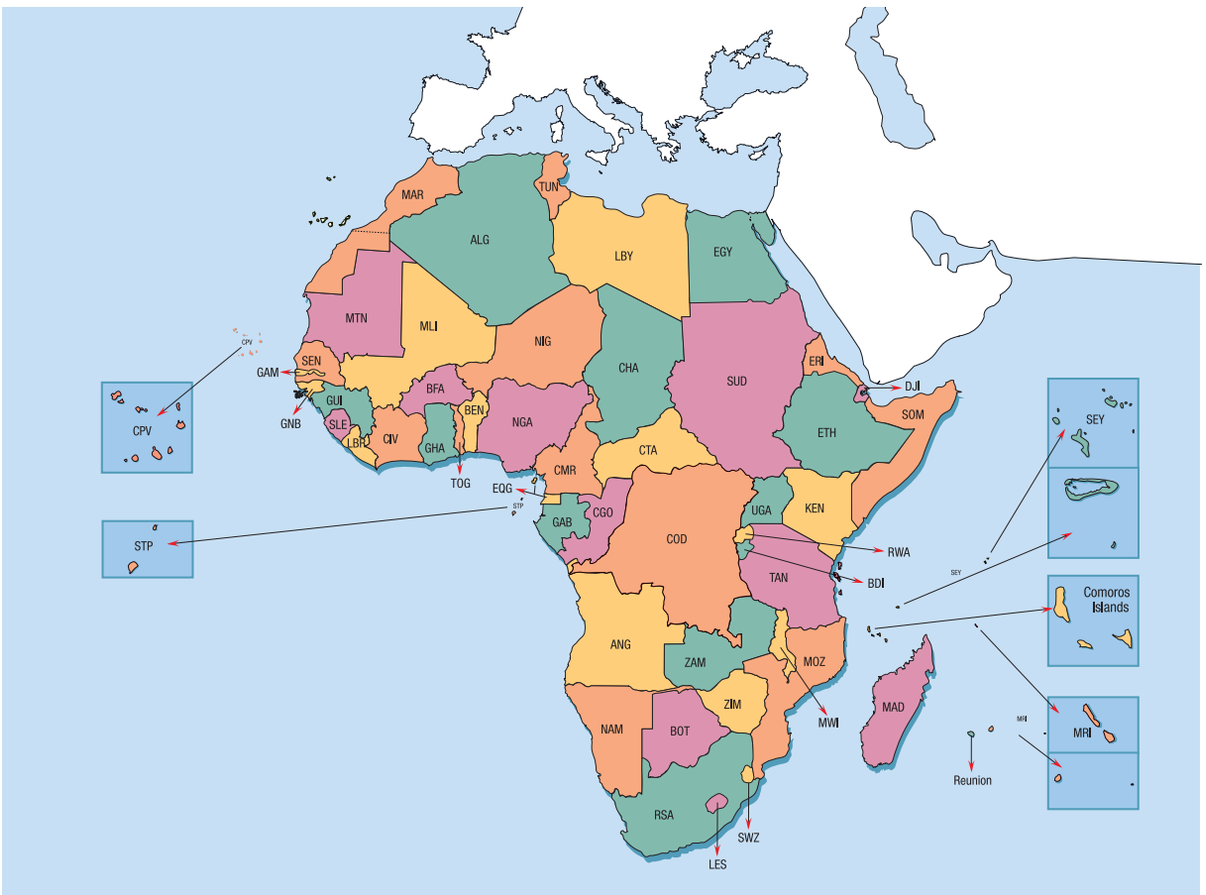
Members (44)

AFG	Afghanistan
BAN	Bangladesh
BHR	Bahrain
BHU	Bhutan
BRU	Brunei Darussalam
CAM	Cambodia
CHN	China PR
GUM	Guam
HKG	Hong Kong
IDN	Indonesia
IND	India
IRN	Iran
IRQ	Iraq
JOR	Jordan
JPN	Japan
KGZ	Kyrgyzstan
KOR	Korea Republic
KSA	Saudi Arabia
KUW	Kuwait
LAO	Laos
LIB	Lebanon
MAC	Macao
MAS	Malaysia
MDV	Maldives
MGL	Mongolia
MYA	Myanmar
NEP	Nepal
OMA	Oman
PAK	Pakistan
PAL	Palestine
PHI	Philippines
PRK	Korea DPR
QAT	Qatar
SIN	Singapore
SRI	Sri Lanka
SYR	Syria
THA	Thailand
TJK	Tajikistan
TKM	Turkmenistan
TPE	Chinese Taipei
UAE	United Arab Emirates
UZB	Uzbekistan
VIE	Vietnam
YEM	Yemen

Associate Member to the Confederation

TLS	Timor Leste (East Timor)

Africa



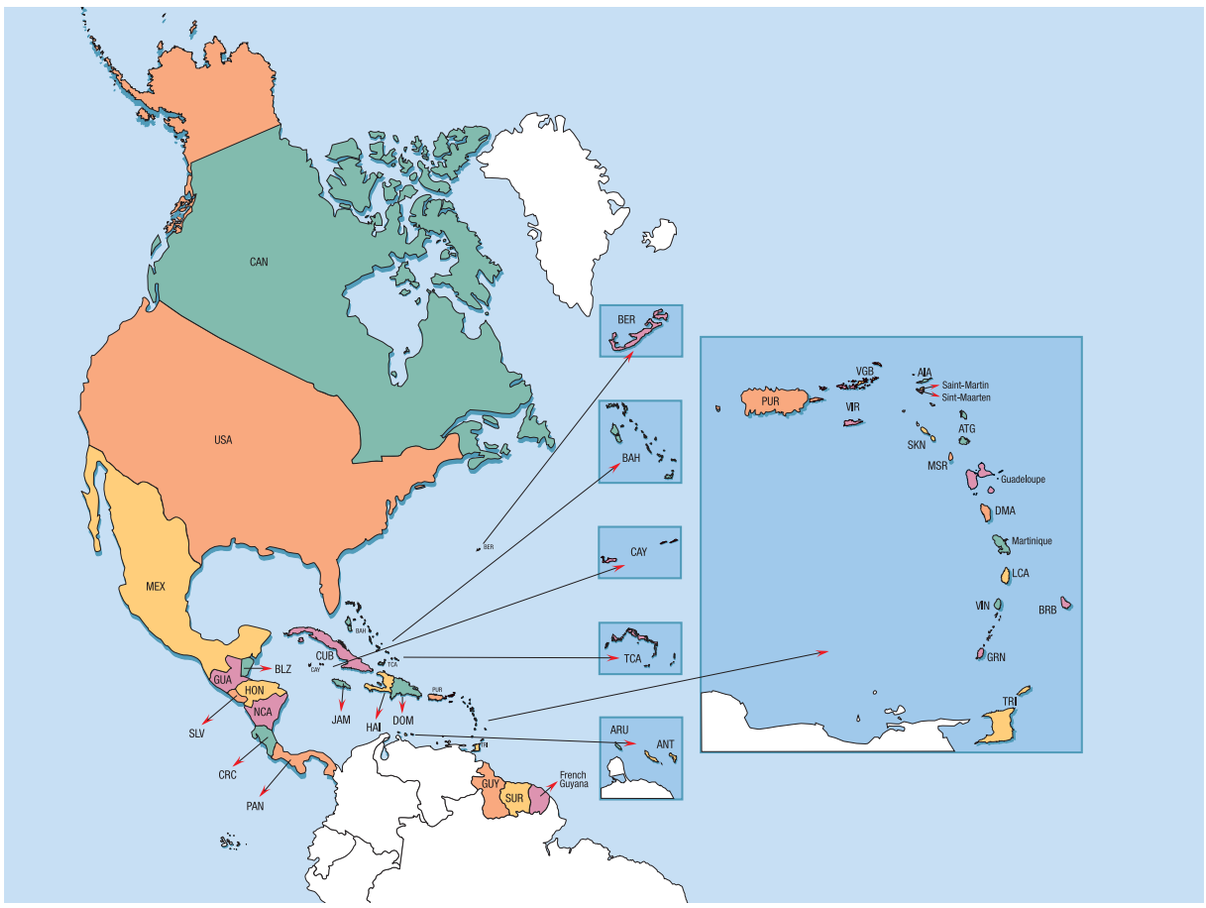
Members (52)

ALG Algeria
ANG Angola
BDI Burundi
BEN Benin
BFA Burkina Faso
BOT Botswana
CGO Congo
CHA Chad
CIV Côte d'Ivoire
CMR Cameroon
COD Congo DR
CPV Cape Verde Islands
CTA Central African Republic
DJI Djibouti
EGY Egypt
EQG Equatorial Guinea
ERI Eritrea
ETH Ethiopia
GAB Gabon
GAM Gambia
GHA Ghana
GNB Guinea-Bissau
GUI Guinea
KEN Kenya
LBR Liberia
LBY Libya
LES Lesotho
MAD Madagascar
MAR Morocco
MLI Mali
MOZ Mozambique
MRI Mauritius
MTN Mauritania
MWI Malawi
NAM Namibia
NGA Nigeria
NIG Niger
RSA South Africa
RWA Rwanda
SEN Senegal
SEY Seychelles
SLE Sierra Leone
SOM Somalia
STP São Tomé e Príncipe
SUD Sudan
SWZ Swaziland
TAN Tanzania
TOG Togo
TUN Tunisia
UGA Uganda
ZAM Zambia
ZIM Zimbabwe

Associate Members to the Confederation (2)

COM Comoros Islands
REU Reunion

North, Central America and Carribean



Members (35)

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ANT	Netherlands Antilles
ARU	Aruba
ATG	Antigua and Barbuda
BAH	Bahamas
BER	Bermuda
BLZ	Belize
BRB	Barbados
CAN	Canada
CAY	Cayman Islands
CRC	Costa Rica
CUB	Cuba
DMA	Dominica
DOM	Dominican Republic
GRN	Grenada
GUA	Guatemala
GUY	Guyana
HAI	Haiti
HON	Honduras
JAM	Jamaica
LCA	St. Lucia
MEX	Mexico
MSR	Montserrat
NCA	Nicaragua
PAN	Panama
PUR	Puerto Rico
SKN	St. Kitts and Nevis
SLV	El Salvador
SUR	Surinam
TCA	Turks and Caicos Islands
TRI	Trinidad and Tobago
USA	USA
VGB	British Virgin Islands
VIN	St. Vincent /Grenadines
VIR	US Virgin Islands

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GUF	French Guyana
MTQ	Martinique
	Saint-Martin
	Sint-Maarten

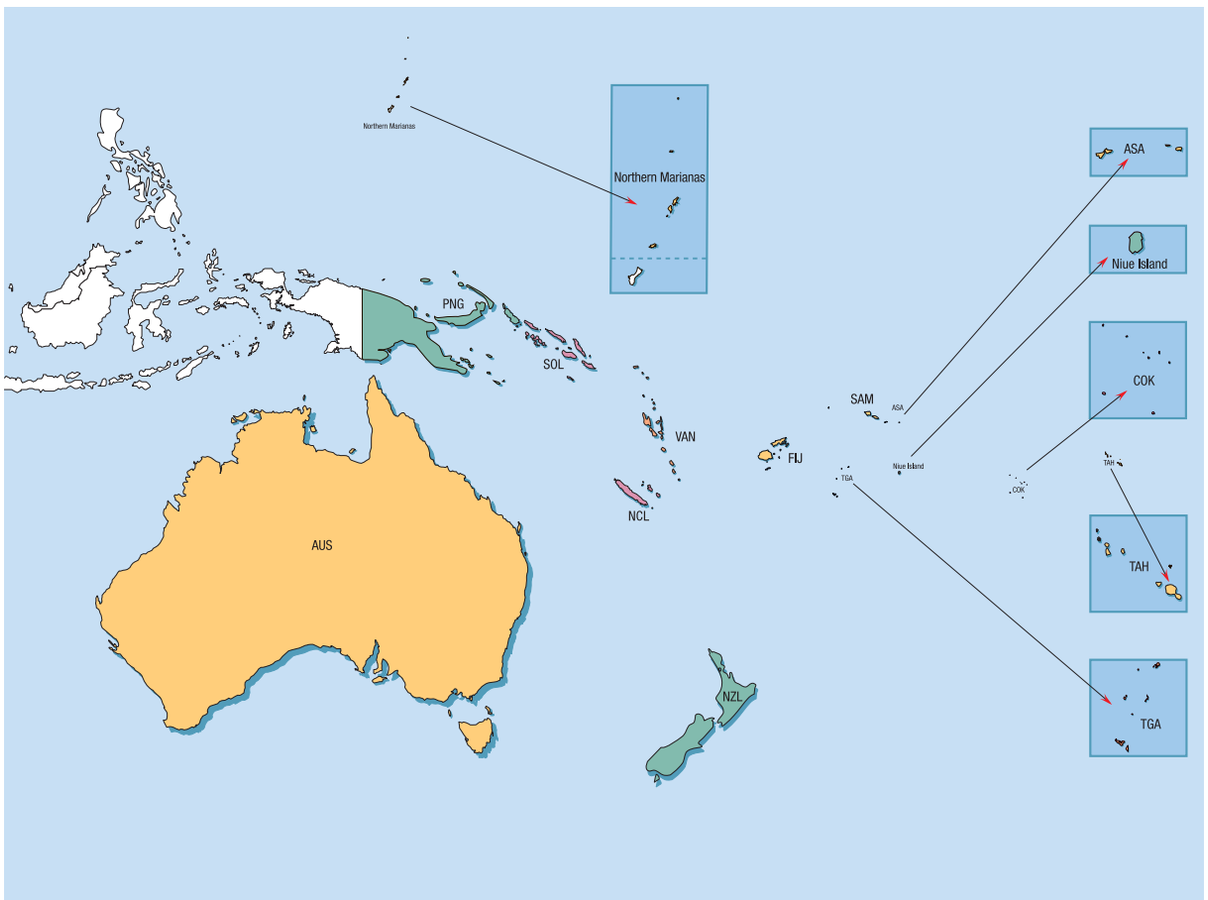
South America



Members (10)

ARG	Argentina	ECU	Ecuador
BOL	Bolivia	PAR	Paraguay
BRA	Brazil	PER	Peru
CHI	Chile	URU	Uruguay
COL	Colombia	VEN	Venezuela

Oceania



Members (11)

ASA American Samoa
AUS Australia
COK Cook Islands
FIJ Fiji
NZL New Zealand
PNG Papua New Guinea
SAM Samoa
SOL Solomon Islands
TAH Tahiti
TGA Tonga
VAN Vanuatu

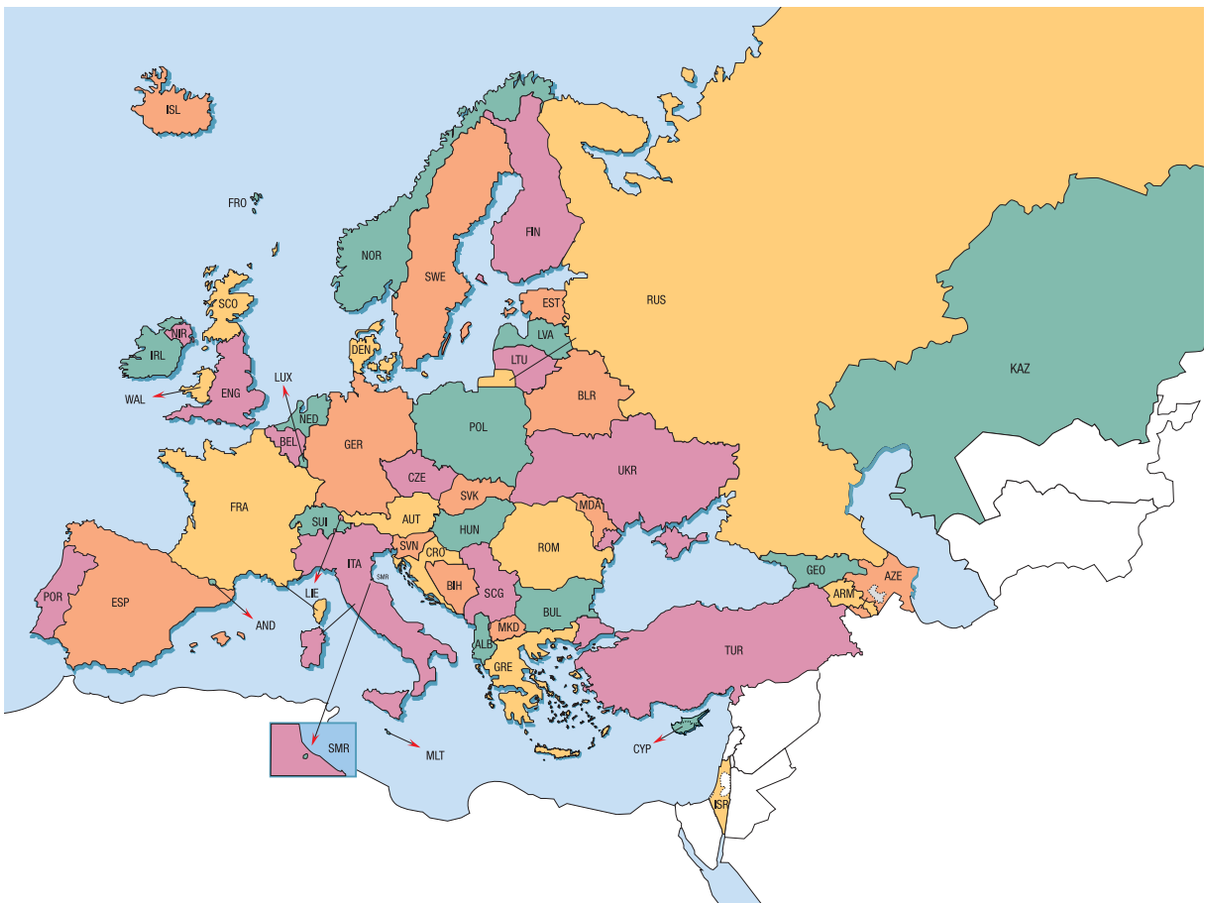
Provisional Member to the Confederation

NCL New Caledonia

Associate Members to the Confederation (2)

MNP Northern Marianas
NIU Niue Island

Europe



Members (52)

ALB	Albania
AND	Andorra
ARM	Armenia
AUT	Austria
AZE	Azerbaijan
BEL	Belgium
BIH	Bosnia-Herzegovina
BLR	Belarus
BUL	Bulgaria
CRO	Croatia
CYP	Cyprus
CZE	Czech Republic
DEN	Denmark
ENG	England
ESP	Spain
EST	Estonia
FIN	Finland
FRA	France
FRO	Faroe Islands
GEO	Georgia
GER	Germany
GRE	Greece
HUN	Hungary
IRL	Republic of Ireland
ISL	Iceland
ISR	Israel
ITA	Italy
KAZ	Kazakhstan
LIE	Liechtenstein
LTU	Lithuania
LUX	Luxembourg
LVA	Latvia
MDA	Moldova
MKD	FYR Macedonia
MLT	Malta
NED	Netherlands
NIR	Northern Ireland
NOR	Norway
POL	Poland
POR	Portugal
ROM	Romania
RUS	Russia
SCG	Serbia and Montenegro
SCO	Scotland
SMR	San Marino
SUI	Switzerland
SVK	Slovakia
SVN	Slovenia
SWE	Sweden
TUR	Turkey
UKR	Ukraine
WAL	Wales

FIFA
For the Good of the Game

2

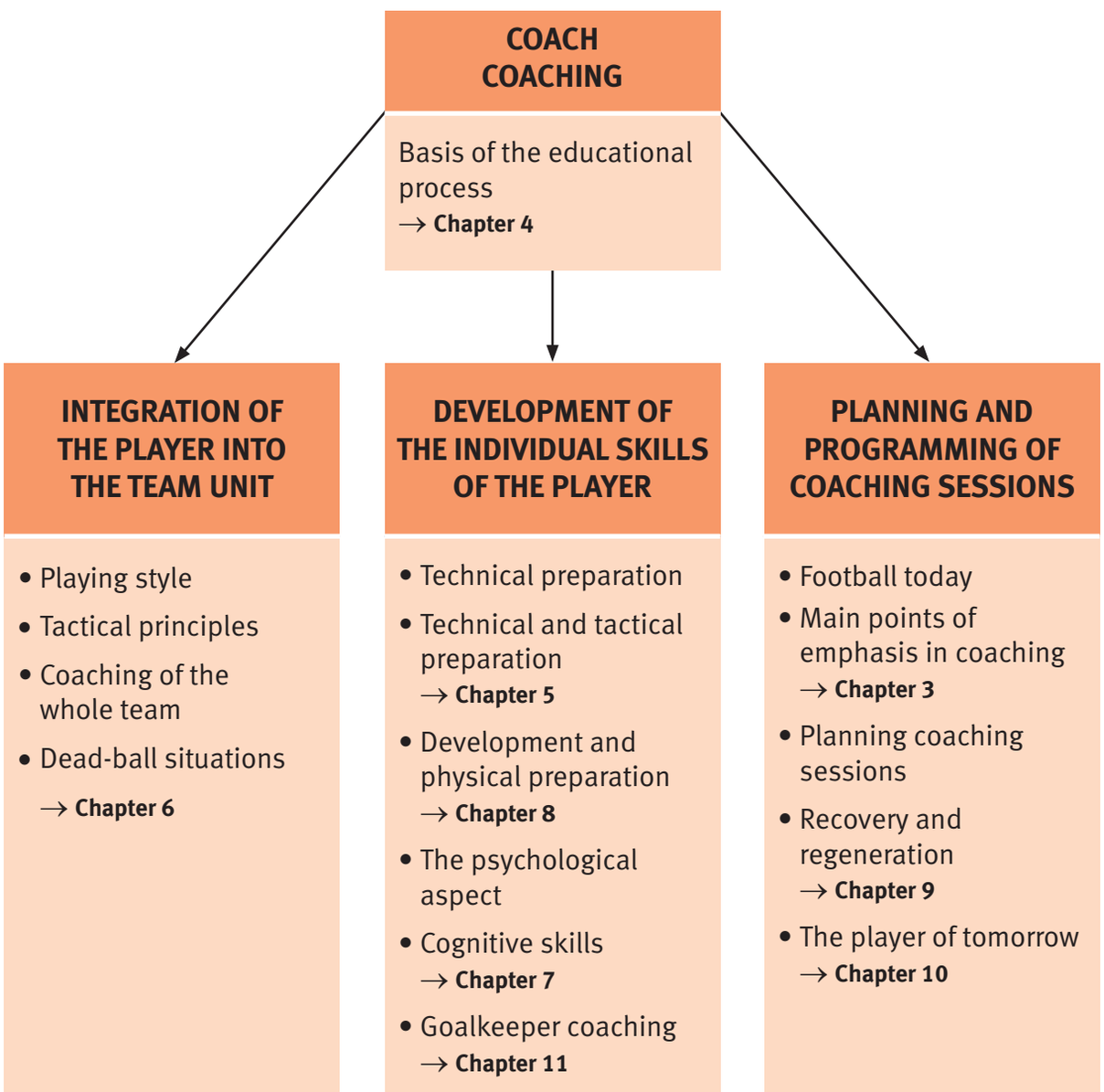
Technical development programmes

1. Introduction to the FIFA technical programme 1

2. The basis and main emphasis of the technical programme 2

1. Introduction to the FIFA technical programme

The following elements form the core of FIFA's technical programme: Training and development of and learning by young footballers



2. The basis and main emphasis of the technical programme

The basic concept of FIFA's technical development programme in recent years has been geared to the promotion of football and to standardisation in the training of players, not to mention the training and improvement of technical staff working in the game.

Even though it is difficult with football training to establish a precise direction that will satisfy the member associations of the various confederations as well as the participants, the FIFA technical programmes have proved extremely successful. Indeed, these programmes have been at the root of some spectacular results achieved by certain national teams in international competitions, notably at youth level by players from Asia and Africa.

Just as it is clear that FIFA has to continue to pursue its conception of the development of football, albeit by making certain adjustments along the way to ensure that greater attention is paid to all areas of today's game, it is also logical to maintain a technical programme that meets the demands of the modern game and the expectations of the associations as far as training and development are concerned, as well as of the coaches themselves, whose role is becoming increasingly important.

In the recent technical reports produced by FIFA on the major international competitions and the recommendations issued by acknowledged expert technicians and coaches from a number of different confederations, the consensus has been that the game of football can still improve. There is room for improvement with technique in the game and with players' individual skills, not only as far as their quality of performance when playing the game is concerned, but also with their mental approach and their personality.

To bring this improvement about, better development is needed for young players, a development that is based on a truly formative philosophy, with programmes and methods that are best suited to the players' age and to their level of development.

Football therefore has to take in a youngster's education as well and, in the words of FIFA President Joseph S. Blatter, to become a "school of life" for them.

At a time when several countries in all of FIFA's confederations are seeking solutions to ensure that football progresses, and are making resources available to set up better adapted training and coaching staff structures, we feel that it is important to gear our technical programme over the next few years to an educational approach and to the basic training of young footballers, thereby preparing them better for tomorrow's game.

The ongoing training of coaches

It is not possible to imagine implementing a programme that is aimed at young footballers without such a programme placing emphasis on training and education. This obviously means that qualified coaches are required as well.

Even though thousands of coaches have had the opportunity to receive instruction and improve their skills at FIFA courses in recent years, we feel that the science of coaching, with its emphasis on physical, pedagogical and psychological aspects, is continuously progressing and breaking new ground. Moreover, in view of the current evolution of the game and of the ever increasing demands of the players, it is imperative that today's coaches and educators – the true "architects" of the individual and collective preparation of players – can be better "equipped" to face all the demands of their work. And to achieve this, it is our intention to provide them with this technical programme.

This programme has been designed methodologically and is based on a well-established, progressive approach that is geared to the preparation of young footballers. It is, however, also suitable for use by coaches of top-level teams. The programme is suitable for use with both male and female players.

The programme of the courses

As was the case with courses in the past, this course programme has been designed with flexibility in mind. Consequently, instructors can choose the topics that have been drawn up by FIFA, while also taking into account the demands of the individual national associations and the level of the participants.

The organisation of the course programme and the choice of content are also adapted to suit the expectations of the countries concerned. Countries will be asked to submit their specific wishes regarding the main points of emphasis of the course and their own objectives. In agreement with the course organisers, the FIFA instructors involved in the programme will then draw up the teaching plan for the course, together with the supplementary activities requested by the associations, while also specifying the length of the course.

The course programme and teaching programmes presented here serve as examples and as a reference for organising an instruction and training course.

The national associations will continue to be responsible for the choice of participants; this will depend on the objectives of the course, on the level of the course and on the participants.

FIFA nevertheless reserves the right to request a list of the participants and details of their professional background. If he considers this necessary, the FIFA instructor running the course may ask participants to take admission tests at the start of the course. The national association organising the course may also request that the participants be assessed at the end of a coach education course. This request must be addressed to FIFA at least three weeks before the start of the course. The methodological approach of the training programme to be found in this coaching manual may also be used by the national associations on a domestic level in training courses for their own technicians, or even within clubs that wish to acquaint themselves better with the concept of training and development.

The Coaching Handbook

To meet the wishes of the national associations, but primarily those of the participants on these courses, this new FIFA coaching manual will serve as a basis for the instruction given. Once the course is over, the Handbook will provide the course participants with methodological information and coaching material that they will be able to refer back to on a regular basis. The practical coaching content of the courses is always linked to the theory part of the teaching in the corresponding chapter of the Handbook.

The ring binder system used will also allow the participants to supplement the major topics covered in the course with their own personal notes or with other reference documents.

Notwithstanding the considerable differences between the continents and even between certain countries as far as the training of young footballers is concerned, FIFA is convinced that constant cooperation between the national associations, coupled with exchanges between coaches, will bring about an improvement in the coaching of players and will enable the level of football around the world to be improved still further.

The content of the courses: Table 1

The courses at pre-development level (12-15 years of age): Table 2

The courses at development level (16-19 years of age): Table 3

Table 1: Technical programme – Courses for coaches

Content of the courses

Introduction Modern football	Coach/Coaching	Technique	Technique and Tactics	Playing style Tactics	Physical preparation Planning	The psychological and personalised aspect
THEORY	**THEORY**	**THEORY**	**THEORY**	**THEORY**	**THEORY**	**THEORY**
• Today's football • Tomorrow's training • National football • The centre of excellence (Academy)	• Coach/Coaching – Personality – Function • Coach/Coaching – Match situation – Training • Coach/Educator • Team coaching	• Technique – Basics – Co-ordination • Training – Methodology – Coaching	• Game principles – Analysis and explanation • Offensive play – Attacks • Defensive play – Zonal marking – Pressing – Others • Training – Methodology – Coaching	• Game concept – System – Organisation • Tactical principles • Dead-ball situations • Others – Depending on the course	• Physical preparation – Performance-related factors • Methods of training • Planning of training sessions – Preparation – Competition • Recovery/ Regeneration	• Mental attitudes • Cognitive skills • The player and his personality – How should he be developed? • Fair Play • Laws of the Game and refereeing • Doping • Miscellaneous other items
	PRACTICAL WORK	**PRACTICAL WORK**	**PRACTICAL WORK**	**PRACTICAL WORK**	**PRACTICAL WORK**	**PRACTICAL WORK**
→ By seminars/ discussions → Educational back-up with overhead projector → Participation of the national association	• Model training session – Direction – Coaching • Methodological application with the course participants → Putting the participants in an active situation – Direction – Observation	• Model technical session – Co-ordination – Basics → With workshops → With technical training circuits → With drills - playing • Training – Dribbling + shooting – Passing + controlling – Heading – 1v1 duels → Training drills chosen by the instructor • Technical games → Reduced-size pitches • Goalkeeper coaching	Attack • Gradual build-up • Rapid attack • Counter-attack Games to work on finishing Defence • From 1v1 to 4v4 – Zonal – In blocks • From 4v4 to 8v8 – In blocks – Pressing • Games attack – defence	• Coaching of the whole team 11v1/11v6/11v11 – Emphasis on attack and defence – Organisation and occupation of the pitch • Model session with the whole team – Depending on the playing system and playing style • Dead-ball situations • Match for evaluation → With participants acting as the observers	• Training with the main emphasis on physical aspects – Endurance (aerobic-anaerobic) – General and specific strength – Speed • Model of a physical training session • Specific strength in youngsters → Depending on their level • Recovery session – Suppleness	• Specific training – Working on mental aspects – Working on cognitive aspects → Practical examples

Table 2 : Technical programme – Coach

Courses at pre-development level (12 to 15 years of age)

DAY 1	DAY 2	DAY 3	DAY 4	DAY 5	DAY 6	DAY 7	DAY 8
• ORGANISATION OF THE COURSE • WELCOMING OF THE PARTICIPANTS • OPENING OF THE COURSE	***THEORY*** COACH/EDUCATOR • Coaching of matches/ training sessions ***PRACTICAL WORK*** MODEL SESSION • Example of a training session – Methodology of a training session	***THEORY*** TECHNICAL/TACTICAL • Attack • Defence ***PRACTICAL WORK*** TE/TA – 1v1 • Attack/Defence – Dribbling and feinting – Tackling GAMES TO APPLY THEORY AND PRAXIS WORKED ON	***THEORY*** TACTICS • Styles of play • Analysis of the game ***PRACTICAL WORK*** TA/TE – 2v2/4v4 • Defence (zonal) • Tactical principles GAMES TO APPLY THEORY AND PRAXIS WORKED ON	***THEORY*** TRAINING OF PHYSICAL CONDITION • Performance-related factors ***PRACTICAL WORK*** PHYSICAL SESSION • Strength • Endurance GAMES TO TEST ENDURANCE	***THEORY*** TRAINING SESSION PLANNING • For a preparation period • For a competition period ***PRACTICAL WORK*** TE/TA/CO RAPID ATTACKING • Speed • Shooting on goal GAMES TO APPLY THEORY AND PRAXIS WORKED ON	***THEORY*** EDUCATION OF YOUNGSTERS → Tasks of the participants (preparation of a training session) ***PRACTICAL WORK*** TEAM UNIT • Training with the team (11v1/11v5) (9v3/9v6) MATCH – 9v9/11v11	***THEORY/PRACTICAL WORK*** GOALKEEPER TRAINING • Specific/individual • With the team
THEORY MODERN FOOTBALL • Analysis of the game • Main points of emphasis and objectives of the learning process ***PRACTICAL WORK*** YOUTH MATCH • Observation → Youth team (U-13/U-14)	***THEORY*** TRAINING OF YOUNG PLAYERS • Methodology ***PRACTICAL WORK*** TECHNICAL TRAINING • Co-ordination • Basic technical skills TECHNICAL GAMES SUPPLENESS	***THEORY*** CO-ORDINATION AND TECHNIQUE ***PRACTICAL WORK*** TE/TA • Passes • Losing a marker • Occupying the zones GAMES TO APPLY THEORY AND PRAXIS WORKED ON	***THEORY*** MENTAL PREPARATION AND COGNITIVE SKILLS ***PRACTICAL WORK*** TE/TA – 3v3/4v4 • Offensive play – Co-ordination – Shooting on goal GAMES ON REDUCED-SIZE PITCHES COGNITIVE GAMES	ORGANISING A TOURNAMENT WITH YOUNGSTERS SOS Children's village	***PRACTICAL WORK*** SPECIFIC INDIVIDUAL SESSION *Objective:* Working on technical and mental approach (to be chosen by the instructor) GAME WITHOUT ANY SPECIFIC TECHNICAL INSTRUCTIONS (with the course participants)	***PRACTICAL WORK*** TRAINING SESSION • To be run by the participants a) U-13 team b) U-15 team (2 x 1 hour) (complete session)	EVALUATION OF THE COURSE CLOSING CEREMONY
MATCH EVALUATION		INTERNATIONAL YOUTH FOOTBALL (video)		POSSIBLE SEMINAR (free choice of content)		REFEREEING	

Table 3 : Technical programme – Coach

Courses at pre-development level (16 to 19 years of age)

DAY 1	DAY 2	DAY 3	DAY 4	DAY 5	DAY 6	DAY 7	DAY 8
• ORGANISATION OF THE COURSE • WELCOMING OF THE PARTICIPANTS • OPENING OF THE COURSE	***THEORY*** COACH/EDUCATOR • Coaching of training sessions ***PRACTICAL WORK*** MODEL SESSION • Example of a training session – Methodology of training	***THEORY*** TECHNICAL/TACTICAL TRAINING – Principles of play ***PRACTICAL WORK*** TE/TA • 1v1/2v2 • Dribbling and shooting • Tackling GAMES TO APPLY THEORY AND PRAXIS WORKED ON	***THEORY*** OFFENSIVE PLAY • Attacks ***PRACTICAL WORK*** TE/TA • Pass/One-two • Rapid attack • Counter attack GAMES TO APPLY THEORY AND PRAXIS WORKED ON	***THEORY*** PHYSICAL PREPARATION • Endurance (aerobic/anaerobic) ***PRACTICAL WORK*** PHYSICAL SESSION • Co-ordination • Endurance (separate and integrated) ENDURANCE GAMES	***THEORY*** PHYSICAL PREPARATION • Strength • Speed ***PRACTICAL WORK*** PHYSICAL SESSION • Strength – Muscle strengthening – multi-faceted • Speed (separate and integrated) GAMES	***THEORY*** THE PSYCHOLOGICAL AND MENTAL ASPECT ***PRACTICAL WORK*** MENTAL TRAINING • Cognitive skills (tactical awareness) • TE/TA CONCLUDING GAMES (reduced-size pitches)	***PRACTICAL WORK*** EVALUATION SESSION • Training session organised and conducted by the participants → Youth team (U-18) EVALUATION OF THE SESSION
THEORY MODERN FOOTBALL • Video analysis • Playing systems • Trends for the future ***PRACTICAL WORK*** YOUTH MATCH • Observation tasks • Coaching → Youth team (U-17/U-18)	***THEORY*** THE PLAYER • Development and training ***PRACTICAL WORK*** TECHNICAL SESSION • Co-ordination • Basic technique • Controlling + passing TECHNICAL GAMES • Passing	***THEORY*** DEFENSIVE PLAY • Zonal marking ***PRACTICAL WORK*** TA/TE • Zonal • Pressing • 4v4/6v6 Controlling + passing DRILLS AND GAMES TO APPLY THEORY AND PRAXIS WORKED ON	***THEORY*** COACH-EDUCATOR • Match coaching ***PRACTICAL WORK*** TE/TA • Crossing + finishing (with volley, etc.) • Gradual build-up • Attacking from the wings GAMES TO APPLY THEORY AND PRAXIS WORKED ON	OTHER ACTIVITIES • Organisation of cultural and sporting activities involving the participants SOS Children's Village VISIT TO WATCH A MATCH	***THEORY*** PLAYING STYLE • For the whole team ***PRACTICAL WORK*** TEAM UNIT TRAINING WITH THE TEAM • Offensive play (11v4/11v6) • Defensive play (6v8/7v11) MATCH – 11v11	***THEORY*** PLANNING OF THE TRAINING PROGRAMME • Annual programme • Weekly programme → Participants will be asked to work on this ***PRACTICAL WORK*** GOALKEEPER COACHING • Specific/individual • In a real match situation	EVALUATION OF THE COURSE CLOSING CEREMONY
	INTERNATIONAL YOUTH FOOTBALL	***THEORY*** SPORTS MEDICINE (Diet, hygiene in sport)		SITUATION OF DOMESTIC FOOTBALL IN THE COUNTRY CONCERNED	REFEREEING	SEMINAR (preparation of a training session)	

FIFA
For the Good of the Game

3

Football today

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1. The modern game

Introduction

Football is undergoing constant transformation. The game is continuing to spread and conquer the world: smaller countries are starting to become organised; borders are opening up for players; teams are travelling; and the level of training and development of young players has reached new heights in many countries. In short, the game is in a healthy state.

On the playing side as well, football is developing at a rapid pace: the game on the pitch is developing; the issues surrounding the game and the competitions are also developing; and, more recently, we have seen advances with the human-related factors and structures that lead to top-quality performance.

To enable us to understand this development better and also the issues facing the game of football in the third millennium, we should perhaps take a brief glance at the current state of the game.

How the game has developed

“Faster, stronger, higher, more technical”. This succinct formula perfectly sums up the development of football over the last few years.

- Speed is greater. This means not only running speed, but also and, in particular, the speed of execution of basic actions such as taking possession of the ball, passing or shooting.
- Duel situations are more hard-fought, forcing the player to develop far more athletic qualities than were called for in the past.
- Without doubt, the feature in the game that has undergone the most striking development is technical skill. This, of course, is a real must for the development of the game as a whole. All the observers who were present at the 2002 FIFA World Cup Korea/Japan™ and at the 2003 FIFA World Youth Championship and the 2003 FIFA U-17 World Championship will have appreciated the high technical level now being shown by the top nations.

Tactical development

Tactics have, of course, also had their part to play in the global upsurge in football. New playing systems have come into being: 4-4-2, 3-5-2, 4-5-1, 3-4-3. These systems and the way they are applied are even frequently changed while a match is in progress (3-5-2 in an attacking phase changes to 4-4-2 in a defensive phase), depending on the score and situations in a given match. But the most noteworthy change has been the advent of “total football”, involving an increased playing tempo.

The notion of total football, which was born a quarter of a century ago and successfully promoted by, among others, the Romanian Stefan Kovacs, former coach of the French national team and of AFC Ajax, involves constant pressing.

Greater importance is also now given to changing the tempo of play. Winning teams are able to control the tempo of the game by speeding up play or playing more slowly or more securely, thereby allowing them to take their opponents by surprise. This alternation in tempo often provides the opening that makes the difference and can create a priceless breach of a defence that has been extremely tight thus far.

The tactical elements of the modern game have increased the importance and the technical quality of attacking players. As a result, they have enriched their technical and athletic skills and their contribution to the game considerably. To be efficient, these players have to be explosive and skilful in front of goal, as well as being fast and able to head the ball extremely well. The great attackers in today’s game that fall into this category are the Brazilian Ronaldo, the Englishman Owen, the Frenchman Henry and the Spaniard Raúl.

It goes without saying, though, that the high number of creative players has not been affected by this new order in international football. The Platinis, Gascoignes, Laudrups, Rivaldos and those who model themselves on these greats will always have a decisive influence.

Development of the player

The development of the game in this way automatically implies that the player has to adapt as well. The qualities demanded of today's players if they are to succeed at the highest level are on an altogether different scale from what was required just over a decade ago.

- Today's player must have perfect technique. This is why it is essential for players to receive high-quality pre-training (12-15 years of age) and training (16-19 years of age) in their youth. This is the ideal time to improve their array of technical skills and to work on their strong points: shooting, heading and dribbling.
- He must develop an acute sense of tactical awareness to allow him to assimilate the orders issued by the coach, while still maintaining his ability to react and adapt, this being essential when there is a change of tactics during a match.
- Above all, he must be an athlete – a complete, top-level sportsman. It is imperative that he can rely on the qualities of speed, power and recovery.
- As mental strength is also part of the winner's armoury in today's game, he must know how to assert himself as a player with strong mental resolve, who is in total control in difficult situations, and who is able to surpass himself when the game demands this.

The development of the competitions and what the stakes are

Over the past few decades, the stakes involved in the game in both sporting and financial terms have increased in a way that had never been seen before. The major international competitions have obviously not been able to remain indifferent to this new trend. As was always the case in football, the game has had to adapt.

- ***National and international competitions***

  Played every four years, the FIFA World Cup remains *the* supreme event that is not to be missed in the world of football. It also allows observers to take an instant snapshot of current trends in the game. Indeed, it is often the starting point for new trends in the game that will have repercussions, in the short term at least, on the training and development of young footballers, the game's future professionals.

  The following Championships are organised by the confederations on the different continents:

– African Cup of Nations	– CAF	– Africa
– Asian Cup	– AFC	– Asia
– Copa America	– CONMEBOL	– South America
– EURO	– UEFA	– Europe
– Gold Cup	– CONCACAF	– North, Central America and the Caribbean
– Nations Cup	– OFC	– Oceania

  These competitions are played every four years or even every two years and also provide substantial information on how the game is developing.

  Even among young footballers, the various international competitions, and especially the youth World Championships (U-20 and U-17), have become an important focus of attention as a pointer towards tomorrow's generation of players.

  By virtue of the quality of play that it now produces, women's football has also become extremely popular. The most recent international competitions provide eloquent proof of this.

  The international club competitions have undergone considerable changes. The UEFA Champions League, the African Champions League, the Copa Libertadores and the AFC Champions League have now become real championships, with a group system instead of direct knock-out. Indeed, it can be said that these are now true continental championships.

The structure of the domestic professional league championships (Bundesliga, Ligue 1, FA Premier League, Primera División, Serie A) of the great football-playing countries, with each featuring between 18 and 20 clubs, often means that players are obliged to play two to three matches a week, not to mention the traditional domestic cup competitions, which allow the minnows of the game to do battle with the giants.

As a result of all these domestic and international competitions, FIFA introduced an international match calendar to be applied worldwide with effect from the 2001-2002 season, with the aim of achieving a better co-ordination of all the competitions. On the basis of this calendar, international players should play the following number of matches during one season:

- 46 club matches (domestic league/cup competitions)
- 16 matches in confederation club competitions (UEFA club competitions, Copa Libertadores, etc.)
- 12 international matches

Added to this are 4-5 weeks' holiday.

- ***The issues facing the game***

One of the major challenges facing the game today and in the future is knowing how to deal with the massive and often disordered influx of vast sums of money at all levels. The sudden and staggering rise in the cost of television rights, the increased interest on the part of the sponsors, the development of marketing and highly professionalised public relations operations and the flotation of certain clubs on the stock exchange (especially in England) have enabled professional clubs to enhance their funds appreciably. The knock-on effects of this have also been particularly felt in the transfer market.

We can only rejoice at this inflow of funds into the coffers of the clubs – provided, of course, that the money is used to profit the development of football. The risks of abusing funds are that much greater when large sums of money are involved.

It would be suicidal to fly in the face of this economic development. If used judiciously, the money can only serve to improve the quality of our sport in the long term. The more attractive the product is, the better the spectacle it can offer – and this is how public interest is maintained. The quality of this spectacle cannot be guaranteed, however, unless certain rules are adapted and unless there is innovation in certain areas of the game. The issue of constant innovation is proving to be a crucial one.

If there is no audience, there will be no football. If there is no spectacle, there will be no audience. And if there are no quality players on display, there will be no spectacular matches. Money obviously has its part to play in the excellence of the team. We are all well aware, though, that appropriate infrastructures, efficient management staff and properly adapted facilities are just as crucial for the success of a team. But all of that costs money.

To sum up then: yes, we do need that money, but priority still has to be given to the game. There has to be a similar upward curve with the level of play and with the income generated. This is a major issue in the game. But any healthy vision of the future must be accompanied by a concern for sporting ethics.

Indeed, we can only applaud the numerous campaigns being organised at all levels to promote fair play and sportsmanship in the game.

The development of human-related factors and structures in the game

There is sometimes a tendency on our part to believe that success and achievement depend solely on the performance of players. This is much too simplistic. In a way, the game is the finished product of the relationship between the players and those who train and look after them.

The former coach of the French national team, Michel Hidalgo, pertinently underlined this when he said: "Nowadays, the demands that result from the excessive media coverage of football mean that the coach's public appearances are not confined solely to the pitch. He has to be able to count on competent assistants to take on other functions, e.g. dealings with the directors and other elements in the club, as well as dealings with the media and sponsors."

The coach has an unquestionable role to play within this group of decision-making staff. He is often the one to determine the style of play. He has to be able to decide when faced with the perennial dilemma of whether to play entertaining football or whether just to settle for the result. At present, the trend is towards attacking play, especially since the introduction of new rules concerning the backpass to goalkeepers, offside and also the awarding of three points for a victory. The professionalism now demanded of the coach and the qualifications that he requires to exercise his profession have served to reinforce his status and his influence on the game. Although the coach never will be a "miracle-worker", he will nevertheless be able to exert an influence on performance-related factors:

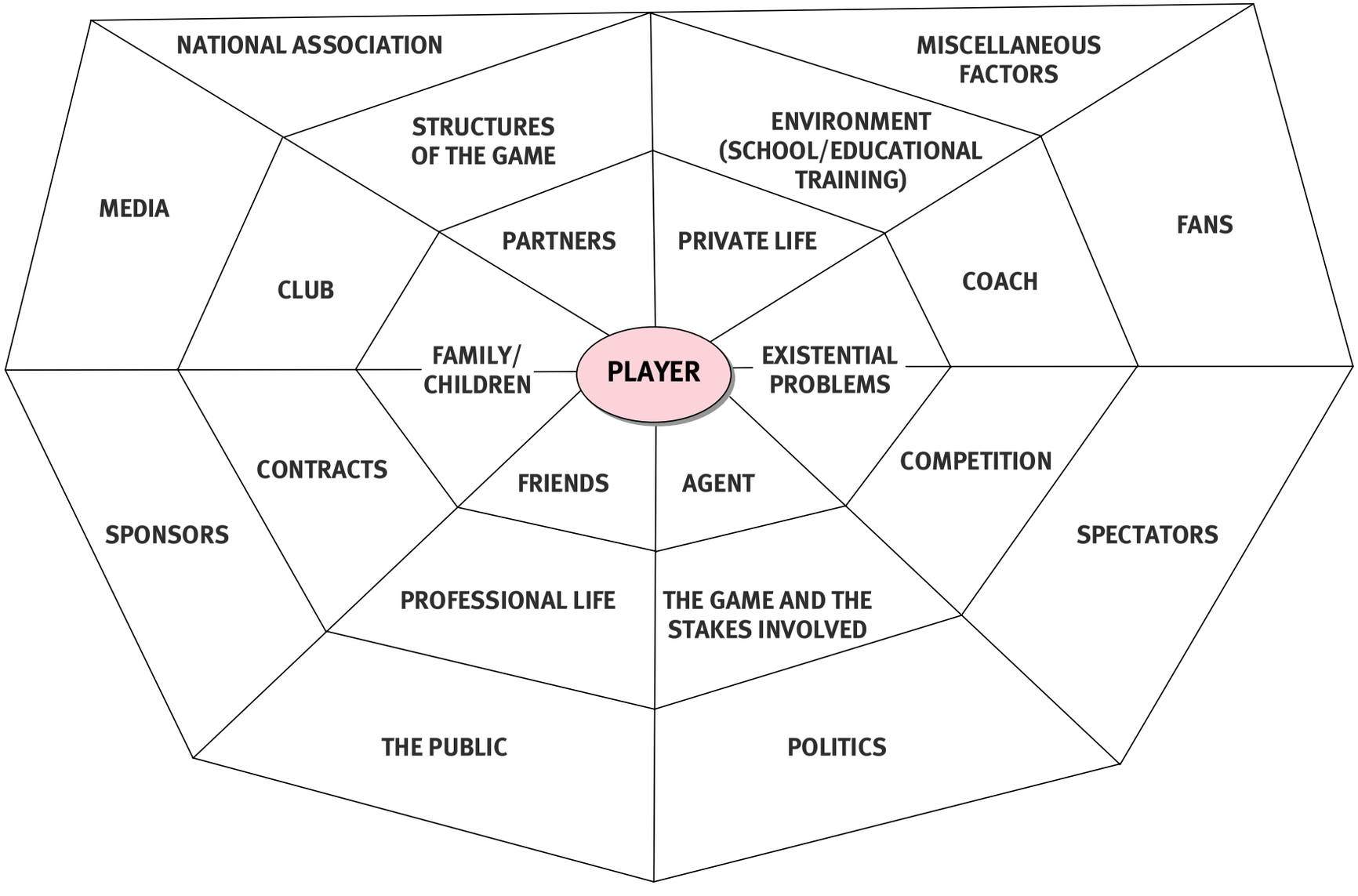
- ***Leadership:*** A team needs leaders – the coach and one of the players. The latter is a moral leader with a strong personality who knows how to assert himself firmly. He is, as it were, the coach's intermediary among his team-mates. Such players are not often found, unfortunately. Consequently, they need to be moulded from their youth onwards.
- ***The team:*** We can identify seven different types of player in a team: the leader, the goal scorer, the energetic livewire (the "lungs" of the team), the creator, the versatile midfielder, the support player and the protector. The team's performance will be enhanced if the interplay between all these functions can be optimised.
- ***Tactical strength:*** It sometimes happens that teams change their playing system in the course of a match. For this reason, players in the future will have to be equipped with an acute sense of tactical awareness. Educating and training players accordingly is obviously a key part of this development.
- ***Mentality:*** A lot of work still needs to be done in this area. From now on, education will have to be based around three axes with equal weight: Technique, Tactics and Personality.
- ***Coaching:*** There are basically three types of coaching currently being applied: free coaching (where no precise instructions are given), directional coaching (where orders are given), and creative coaching (where suggestions are made, but not enforced). The football of tomorrow will demand an increase in creative coaching. The idea behind this creative coaching is to introduce coaching situations and drills that allow for several different solutions; this will then provoke the players into managing the situation on their own. This method is therefore much less "hands-on" as far as the coach is concerned, and the creativity practised in the training session will inevitably have a knock-on effect on the match situation.
- ***The artist:*** Now, more than ever, football has to ensure that great emphasis is placed on creative players, those players who are capable of swinging a match in their team's favour with a simple piece of individual brilliance. Such players therefore have to be encouraged and their talent has to be allowed to blossom to the full. In this case, a number is more eloquent than words to illustrate the supreme value of such players: 30% of goals are either scored or made as a result of an individual action. But beware! The artist also has to fit in with the game played by the rest of the team.
- ***The team behind the team:*** We have already seen that the modern game is not restricted to what happens on the pitch. There are many other elements to be taken into account. We can list three categories of people who influence the life of the team, either at close quarters or from afar:
  - the pitch people (players, technical staff, medical staff)
  - the directors and senior officials, the sponsors, the media, the supporters (peripheral factors)
  - the "enemies" of the game and the parasites

The coach therefore has to

- surround himself with an efficient “team behind the team”: the assistant coaches, fitness coaches, doctors, physios, press spokesmen, kit managers and team secretaries have to protect him and support him by assuming responsibility for those aspects that are linked to the preparation of the match and to dealings with people.
- conduct himself in such a way that, as a result of the excessive media coverage given to football, he becomes a seminal figure within the club. This presupposes that he will be able to give judicious answers in post-match interviews, that he will be capable of rapid reaction and analysis, and that he will be able to assert himself as an outstanding coach with a strong and rich personality.
- be an innovator and someone with an enquiring mind.

The concept of education, i.e. the proper education and training of coaches, of technical staff and even administrative staff, is therefore proving to be a fundamental building block in the football pyramid of today and for the future.

Table 1 : Peripheral factors in the modern game



2. Today's game

A general technical and tactical analysis
(2002 FIFA World Cup™, 2003 FIFA World Youth Championships
and 2003 FIFA U-17 World Championship)

- ***The playing systems***

  – Basic: 4-4-2, 3-5-2, 3-4-3 (three lines)

  – Variations: 3-4-1-2, 4-2-3-1, 4-1-3-2, 5-3-1-1 (four lines)

  – Variable playing systems with flexible frameworks; change of system depending on the score or the situation of the game.

  – Playing in a defensive formation, teams change from 4-4-2 to 5-4-1 or from 3-5-2 to 4-4-2.

  – Playing in an attacking formation, teams change from 3-4-3 to 3-2-5 or from 4-4-2 to 3-3-4.

  – In the course of the same match, a team adopts a quick playing tempo, moving the ball around in the opponents' half and trying to score. The team then changes its approach and lets the opponents come on to them, harassing them; after this the team breaks on the counter-attack, either individually or collectively.

  – Utility players who can occupy more than one position will have a considerable advantage in the future. This does not mean that a defender, for example, will have to play as an attacker, but players will have to be able to switch rapidly from a defensive situation to an attacking one. Alternatively, an attacker will need to harass opposing defences into playing the ball once he has lost possession, or a centre-forward will have to be able to play anywhere in the forward line. This versatility has not only tactical implications, but also technical ones, as appropriate skills are called for (delivering the first pass once the ball has been controlled), not to mention the mental implications of switching from defence to attack or attack to defence.

Should the players adapt to suit the playing system, or should the playing system be adapted to suit the players?

This question is one that remains open for debate.

- ***Defending and attacking – how it is done***

  The most common defensive system is zonal marking with four or three defenders, or sometimes man-to-man marking (mixed marking)

  – A libero is still being used – especially in youth teams.

  – Most teams defend with two lines, the defence and the midfield.

  – A four-man or even five-man midfield, with two defensive players in front of the defence or with just one player in front of the defence (a pivot) who is able to win back the ball and to provide the link between defence and attack (a libero playing in a forward position)

  – The attackers (two or even just one) hustle opponents into playing the ball sideways or backwards.

  – Some teams relieve their attackers (either one or two of them) of all defensive duties; these teams defend with eight or nine players.

  – Several top-level teams play pressing football, especially in midfield and on the wings.

  – The opponent in possession of the ball is pressed by two or three players or collectively using tight-knit, compact and mobile lines.

  – Pressing requires considerable physical capacities and stamina (aerobic strength).

The most common attacking system is one with two target players spearheading the attack, or a lone striker and a "pivot player" (Morientes/Raúl, Batitusta/Totti)

– Back-to-front movement, high-intensity diagonal runs (15 to 20 metres), crossover runs, position switches, quick individual breaks and one-twos are used frequently.

– As the central midfielder is often defensive, the creative schemer tends to play out on the wings more (Zidane, Figo, Beckham, Veron, Olembe).

– The position of the old-style no. 10 playing behind the strikers and supporting them has now been replaced. However, the creative player, the player with a good footballing brain, who is able to dictate the tempo of the game and how it develops, continues to have a key influence on a team's destiny.

– Attacking play can vary between swift passing combinations involving three to four players or long passes to the strikers getting behind the defence.

– The central midfielders or even the right and left-sided midfielders provide support up front, resulting in four attackers when the midfielders play as wingers with the whole team in the opponent's half. 20% of the goals scored at the 2002 FIFA World Cup™ were the result of counter-attacks launched in the half of the field of the team that scored the goal – the result of a switch from midfield to attack.

– There are also individual counter-attacks involving one to two players or extremely fast collective breaks involving three to five players (Brazil, Senegal).

– Individual skill remains one of the key elements in the game that makes the difference. This can be a piece of technical brilliance, an individual break (with dribbling, feinting and shooting), or a dead-ball situation.

- ***Technique and mental factors***

– The ability to play a defensive game, coping with confined spaces and pressing opponents all call for increasingly honed skills in players. These might be technical skills (supreme accuracy with passing, for example), physical skills (especially speed, speed of gestures and speed of action), and mental strength (decision-making qualities, determination, self-confidence).

– The technical qualities seen at the top level are greater than ever, but also at youth level (U-17). Considerable progress has been made at this level since the last world championships (2000-2003), especially with passing, controlling the ball, dribbling, feinting and shooting.

– When opting for a skilful technical move and speed of execution, it is now common for certain players (Rivaldo, Zidane, Roberto Carlos) to use different areas of the body to bring the ball under control (inside and outside of the foot, instep, toes and heel, both feet and the head).

– While there have been technical and tactical advances, there has also been an improvement in mental preparation, especially among young players. This enables players to:

  › Cope with pressure

  › Show optimum concentration throughout the match

  › Have confidence in themselves in difficult situations

  › Show determination in the match and in front of goal

  › Have a better personal mental preparation

- ***Physical condition***

At the 2002 FIFA World Cup Korea/Japan™, we saw a big difference in the physical capacity of teams, compared with teams in the past. We noticed that:

– Pace, power and explosive speed are becoming more and more important.

– The intensity of the game, the attacking movements, the breaks from out of defence and changes in the tempo of the game all require greater and non-stop endurance on the part of the players.

"It was the work on the players' endurance that allowed the Korean team to maintain the intensive tempo of matches - not allowing opponents to relax but tiring them out."

Guus Hiddink, ex-coach of the Korean Republic team

– The players' athletic build, muscle strength and muscle tone are what gives them their speed, their power as well as a psychological weapon in 1v1 situations.

– Co-ordination (the ability to make body movements with ease) is the key to speed of execution of technical skills and other movements in the game.

3. Reflections on football and football training and development

From reading the FIFA reports and statistics for 2001-2002 and by taking a look at today's game around the world, we can see that the sport of football is in a healthy state, that it has embraced the whole world and that it is still very popular. Young nations are developing, and some of these are already starting to match the major football-playing countries.

On the playing side, the game is developing and progressing in terms of tactics. It is becoming faster, more goals are being scored, and exceptionally talented players are able to assert themselves more and more. However, there are still those experts who maintain that a player's array of technical skills, his tactical awareness of the game and his mental approach can be improved upon even more

Such statements merely reinforce our view that the preparation of players, but more especially the pre-training and training of young footballers, which has experienced a boom in recent years, must remain even more of a priority in our development programmes.

> **"Football has levelled out. There is more power, more speed and endless physical training, but the tactics remain the same. This is where individual and technical skills count."**
>
> Luiz Felipe Scolari, coach of the Brazilian team at the 2002 World Cup

In other words, the game has to ensure that it maintains for the future the spectacular and emotional aspect that it enjoys today, with players like Zidane, Ronaldo, Del Piero or Figo, or those of yesteryear: Beckenbauer, Cruyff, Pele, Platini and Maradona.

We must pursue a policy of providing a rigorous education, but with expanded horizons as well. Football must be a school of life in the broadest sense, not only as vehicle for moulding professional players, but also as a medium for helping youngsters to allow their personality, i.e. their general intelligence, culture and social interaction skills, to blossom to the full.

The coaches and instructors of tomorrow will be entrusted with the noble and educative task of teaching youngsters to shape themselves and of bringing out "hidden" talents by allowing these youngsters to express themselves freely with their own individual qualities.

Bearing all of this in mind, it is essential to place even greater emphasis on individual development by respecting the rate of growth, the tempo of learning and the level of natural potential that has already been acquired.

With training, it is really important to start by working on **technique**, which forms not only an essential foundation for any further progression in young footballers, but also acts as a motivating factor. We have to increase their range of movements, their confidence on the ball, as well as enriching their technique when they are moving, running at speed or under pressure from an opponent. Only after that come physical preparation and collective tactics – and not the contrary, as is all too frequently the case in current training programmes. Only players with great technical qualities are able to produce attractive football. And these qualities are acquired from the very earliest stages of youth training and development.

After the childhood phase, the "golden age" for psychomotor development, comes the pre-training stage (12-15 years of age); this is when work has to be done on footballing skills, particularly technique and the technical and tactical basics of the game. This is followed by the training stage (16-19 years of age), during which specific performance-related skills are worked on.

This general emphasis for training forms the basis of this new FIFA technical development programme, with the following main aims:

- To improve the training and development of young footballers by providing a better quality of coaching and instruction. The players themselves must be at the centre of the training process (see Table 2, page 13).
- To develop the training of coaches and to help them improve, especially those coaches who are working with young footballers at the learning phase.
- To develop and improve staff structures, the conditions for coaching and training programmes.

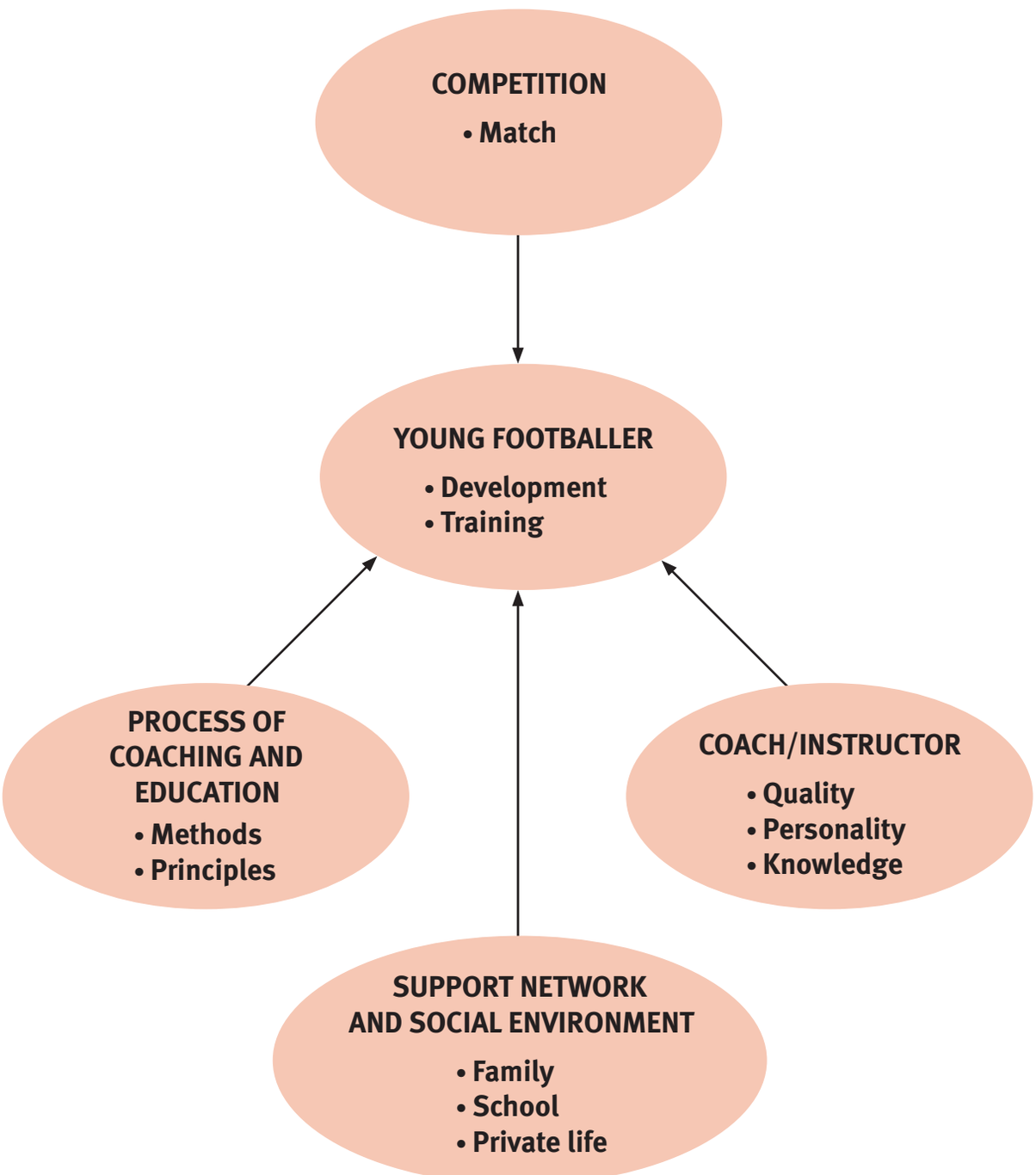
The following pages provide recommendations and technical trends to be followed in order to further the training of tomorrow's young footballers.

"Talent doesn't suddenly explode at the age of 25. A good player is good from his early youth. Mistakes are often made at the basic training and development stage. The coaches are responsible for this, because they think they're working with professional teams."

Johann Cruyff, 1994

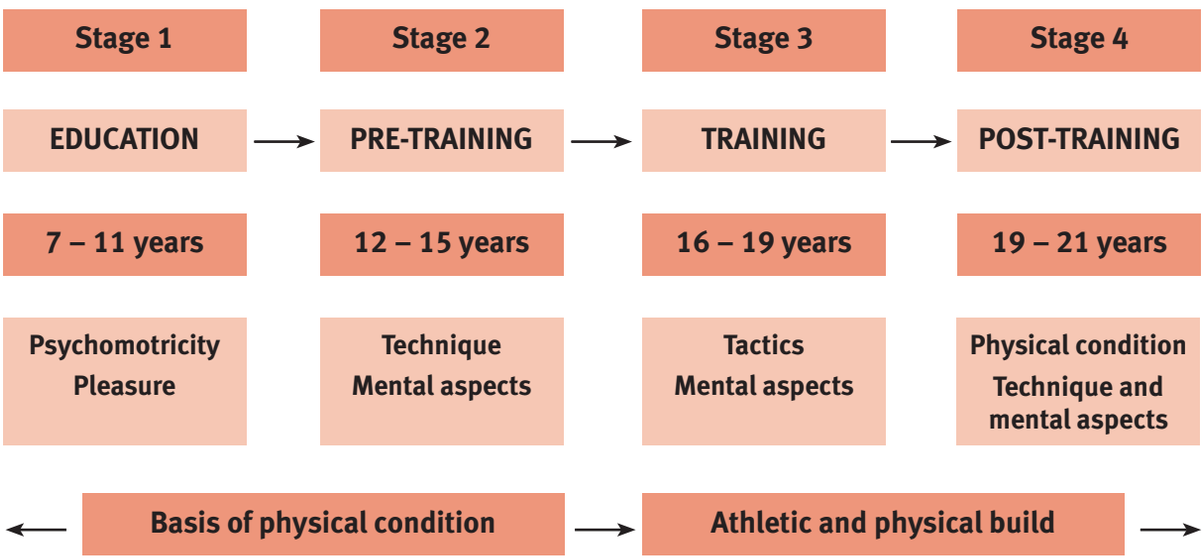


Table 2 : The young footballer – a formative approach



4. The learning process in and the training and development of young footballers

Continuum of learning



The ages given for the different learning stages are merely an indication. They will vary according to the development of the young player and his level of play.

- The training phase and especially the pre-training phase are decisive learning stages. The key points of emphasis and objectives for training that we shall be expanding on in subsequent chapters therefore concentrate mainly on these two levels.

- Stage 1 Education: The discovery of the ball and of the game by playing, and development of basic psychomotor skills with and without the ball, are fundamental elements in the educational process.

- Stage 4 Post-training: This involves the young player aged between 19 and 21, who, although not having completely finished his training and development especially as far as the development of physical and mental attributes is concerned, is already being called upon to play in the first team of his club. For this important stage we advocate a specific, individually tailored programme to ensure that the various performance-related capacities that he cannot work on with the first team or with the professionals can still be improved.

All the information and recommendations presented on the following pages are of value only if they are accompanied by quality coaching and are adapted to suit the player, the team and the objectives of the training.

NB: More detailed methodological information about the preparation of young footballers can be found in Chapter 10 - **The Player of Tomorrow.**

The main points of emphasis in training and the objectives of learning: technical, tactical, physical, psychological and educational aspects are covered in Tables 3 and 4.

Table 3: Main points of emphasis in training and objectives of learning: *The technical and tactical aspects*

Technical aspect	Technical and tactical aspect	Collective tactical aspect
→ **Individual ball control**	→ **Technical move in a match situation**	→ **Integration of the player in the team**
For development and improvement • The repertoire of skilled technical moves and the confidence of the player on the ball • Co-ordination skills • Bringing the ball under control: under pressure, at high speed, in a state of fatigue, when being harassed by an opponent • Skilled technical movements while on the move – receiving the ball, controlling it on the turn and making the 1st pass – dribbling, feinting, different types of cross – receiving the ball (with the head and feet) and finishing – direct play (1 or 2 touches) • Speed of execution when making moves (making the right choice and quickly)	**For development and improvement** • Defending and attacking skills in a match situation • Cognitive skills (tactical awareness), individual tactical behaviour • The rapid switch from defence to attack – or vice versa • Change in tempo • The tactical relations between the players and the lines (attack, midfield, defence) • Zonal play as a basis for tactical learning • General understanding and culture of the game	**For development and improvement** • Tactical behaviour in the game, in the playing system and the tactical organisation • Tactical versatility in the game, in the lines (attack, midfield, defence) and in the switch from attack to defence or vice versa • Versatility in the zonal game, in mixed forms • Tactical changes, changes in systems and in game organisation • Dead-ball situations (standard situations): technique and tactics
Methodology of training • From the player with the ball to the 1v1 situation • Individual exercises, then using a partner as a skills practice aid • Variations on simple exercises, using dynamic and rhythmic movements and gradually aiming to reach optimum speed • Co-ordination skills and skilled technical moves using all contact areas of the body (feet, rest of body) • The player with the ball traing to achieve efficiency and creativity → Training using progressive exercises, workshops, technical circuits, skills contests and games	**Methodology of training** • From 2v1, 2v2 to 4v4, 5v4 to 9v9, real game situation • Situations and actions from a real game situation, with a change in tempo • Exercises with various match situations to improve concentration and cognitive skills • Progressive repetitive exercises, either without an opponent or with a passive opponent, then an active or semi-active opponent at match tempo, with the aim of achieving optimum execution speed • Game, exercise, practice match routines • Varying the playing area for the same type of game format • Playing with numerical superiority and inferiority • Boosting a player's confidence and encouraging him to take risks	**Methodology of training** • By line to team unit with 10 or 11 players, from 7v6 to 9v9; 11v1, 11v4 to 11v11 • Drills based around a game and tactical drills with game organisation • Attack against defence or vice versa e.g. a 6-man defence v. a 7 or 8-man attack or an 11-man team practising gradual build-up against a 6-man defence • Normal game or with specific instructions • Promoting understanding and spontaneous adopting of tactics • Use of video, match analysis

Table 4: Main points of emphasis in training and objectives of learning: *The physical, psychological and educational aspect*

The athletic and physical aspect	The psychological and mental aspect	Other aspects to be improved
→ **Performance-related psychomotor and athletic skills**	→ **Performance-related mental attitudes**	→ **Education and training-related notions**
To be developed • Optimum physical preparation • The basic athletic and physical requirements for the game, both in general and specific terms • Injury prevention • Monitoring of the state of performance → Consideration of physical development and age	**To be improved** • The mental preparation of players • Knowledge of psychological factors that influence performance • Training of mental attributes on the pitch: – concentration, attention, self-confidence, willpower, perseverance, aggressiveness, control of one's emotions, determination, etc. • The wherewithal to improve the mental strength of the players	**To be learned and improved** **a) Education** • The personal preparation of players – life hygiene, nutrition – knowing about the body and how to look after it – methods of recovery and regeneration – preparing one's own body to perform well – managing school life and a playing career – general culture and knowledge about sport as a whole – knowledge of the *Laws of the Game* – fair play – doping **b) Training** • Individual training session in small groups (2 to 8 players) – Basic technique For attackers, midfielders, defenders Co-ordination, basic running exercises etc. ... • Improve the way in which the training session is adapted to suit individual needs • Optimise the quality of coaching, feedback and the player-coach relationship • Compensate for the lack of structures and equipment
Training methodology • The basic physical factors: aerobic endurance, muscle strength, suppleness, co-ordination and speed, from the age of 10 onwards • The specific factors: aerobic endurance (aerobic power), muscular strength and relaxation, rhythmic speed and cyclical speed from 15 to 18 years of age • Multiple-objective training session: – co-ordination + technique and endurance – strength and co-ordination – speed and technique – aerobic and anaerobic and technical and tactical endurance – aerobic power and speed – strength and technique – speed + co-ordination and suppleness • Integrated training session with the ball • Separate training session and additional sports	**Training methodology** • Training games and drills that regularly take the mental side into account • Goals of a psychological nature should be included in learning and training activities e.g. 1v1 duel; concentration, perseverance, aggressiveness, cognitive skills (perception/anticipation) • Tactical games with instructions, or games to develop perception skills (anticipation, analysis, decision-making) • Drills or games involving drills played under pressure and in a state of fatigue • Always ascertain with the player the mental cause(s) of success and lack of success • Other training techniques: – visualisation, communication (speaking to each other) – self-evaluation of performances – relaxation – personal preparation	

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4 Coach – Coaching

1. The work of the coach 2
2. The coaching of training sessions 8
3. The coaching team 13
4. Coaching young players: the dual role of coach and educator 16

Behind every great team that achieves results, produces quality football and plays an entertaining game, you will find a manager or coach with a charismatic personality, who is frequently an emblematic figure within his club or country (a Beckenbauer, Cruyff, Ferguson, Hitzfeld, Jacquet, Lippi, Platini, Parreira, Roux, Trapattoni or Zagalo).

There is no specific programme at youth level aimed at achieving high-quality performances or at changing the behaviour of a player without the full involvement of a coach or recognised instructor, such as Pekerman (Argentina), Pua (Uruguay), Queiroz (Portugal), Suaudeau (France), or other educators working in the the background.

This function, which nowadays involves not only sports-related aspects, but also psychological and pedagogical ones, has expanded considerably in football, in particular to cope with the increasing demands of the modern game and the players. In addition to organisational and scheduling tasks, and the supervision of technical, tactical and physical aspects, the coach's area of activity and responsibilities have now been extended to include communication, day-to-day team management, health and hygiene issues concerning the players, as well as their training and education – not to mention dealings with the media for those coaches working at the highest level.

In the top clubs, the function of the coach has been extended still further to include administrative management of the team, even of the club itself, with major tasks involved, such as financial management, transfers and players' contracts, promoting the club, relations with external institutions, as well as determining the club structure. This work of the coach equates him with the CEO of a company, and involves responsibilities that go way beyond mere football knowledge.

Faced with the scope of and responsibility involved with his function, as well as the diversity of his activities, the coach is obliged to work as part of a team **(the coaching team)** with staff who are specialised in their particular area. This new form of coaching, based on teamwork and on communication, reinforces the leadership function of the coach still further in his role of head coach, "boss", "guvnor" or "gaffer", as he is sometimes known in the English-speaking world.

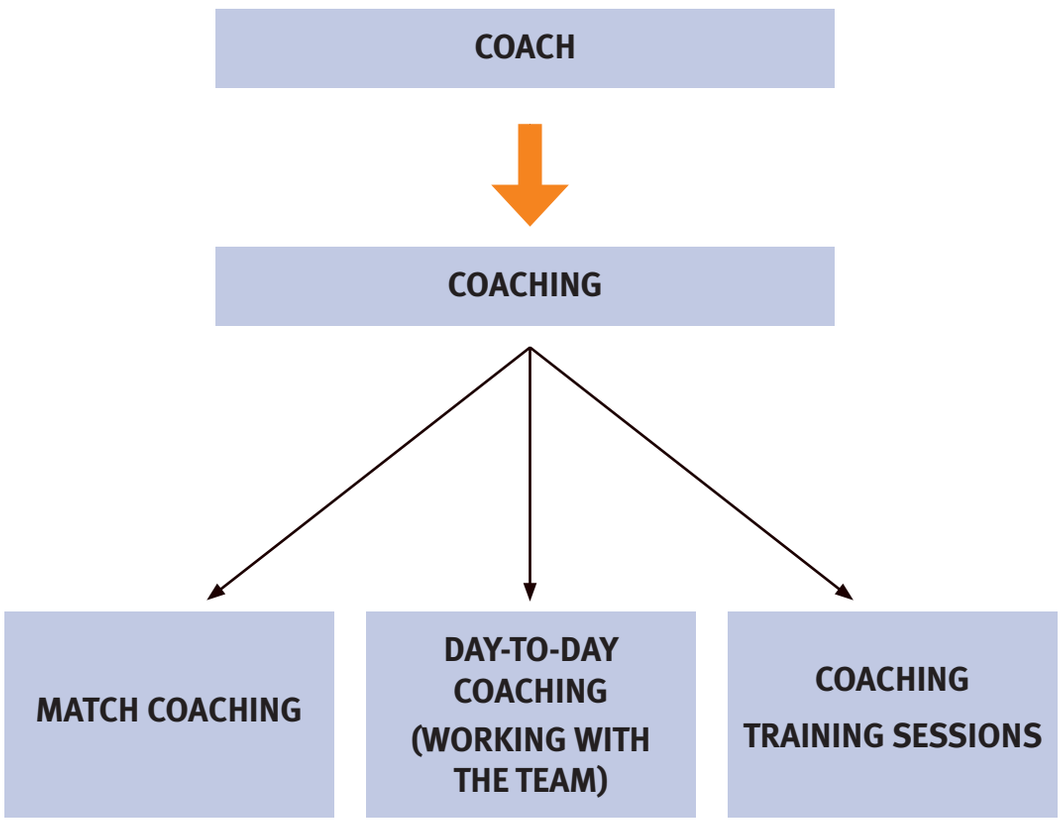
It is a difficult and complex profession, but also an exciting and extremely varied one by virtue of the educative and creative activities that it involves, as well as the innovations that constantly have to be considered.

This chapter on **coaching** is presented in four parts:

1. The work of the coach
2. Coaching of training sessions
3. The coaching team
4. Coaching of young players

"The better a coach knows his job and the better he masters that job, the more he will gain the understanding and respect of the players."

1. The work of the coach



Definitions

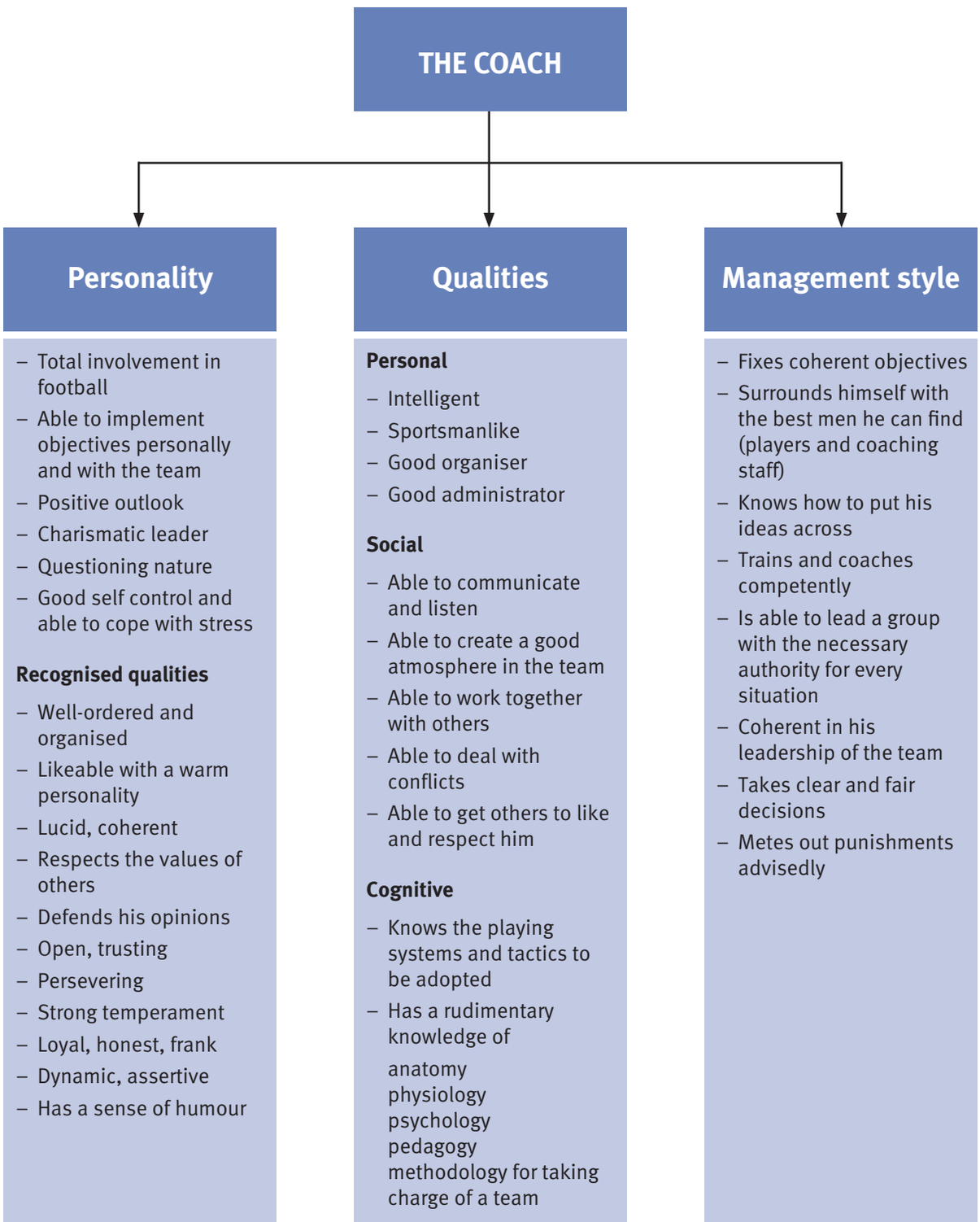
Coach: The person who takes care of the coaching and training of a team and who prepares them for performance, i.e. to achieve results. The coach is a specialist in technical and tactical training and in psychological and physical development. His tasks may also be extended, depending on his particular skills.

Coaching: The term covers everything involved in the work of the coach: training and developing, directing, advising and correcting players and helping them to progress. Good coaching relies on an in-depth knowledge of psychology and pedagogy; its aim is to optimise the performance of the team and to develop the full potential of each player.

Manager: The manager is responsible for managing and organising the club in such a way that the agreed operational objectives are achieved. In addition, he is responsible for the performances of the team and must account for his actions to the club's directors/senior management.

The person who carries out the function of team manager must have an excellent educational background as a coach and as an administrative manager, with solid coaching experience. To exercise the dual function of coach and team manager, the experience and knowledge acquired as a player are far from adequate. In certain clubs, a single person may combine the function of manager and coach.

Figure 1


THE COACH
Personality
– Total involvement in football
– Able to implement objectives personally and with the team
– Positive outlook
– Charismatic leader
– Questioning nature
– Good self control and able to cope with stress
Recognised qualities
– Well-ordered and organised
– Likeable with a warm personality
– Lucid, coherent
– Respects the values of others
– Defends his opinions
– Open, trusting
– Persevering
– Strong temperament
– Loyal, honest, frank
– Dynamic, assertive
– Has a sense of humour
Qualities
Personal
– Intelligent
– Sportsmanlike
– Good organiser
– Good administrator
Social
– Able to communicate and listen
– Able to create a good atmosphere in the team
– Able to work together with others
– Able to deal with conflicts
– Able to get others to like and respect him
Cognitive
– Knows the playing systems and tactics to be adopted
– Has a rudimentary knowledge of
anatomy
physiology
psychology
pedagogy
methodology for taking charge of a team
Management style
– Fixes coherent objectives
– Surrounds himself with the best men he can find (players and coaching staff)
– Knows how to put his ideas across
– Trains and coaches competently
– Is able to lead a group with the necessary authority for every situation
– Coherent in his leadership of the team
– Takes clear and fair decisions
– Metes out punishments advisedly

Things that you as a coach should strive NOT to be

- ***concerning your willingness to listen to others***
  - You must not display a general lack of interest in other people and show little willingness to listen to the personal and psychological problems of others.
  - You must not feel ill at ease in your position as an "agony aunt/mentor".
- ***concerning your attitude of open-mindedness***
  - You must not be afraid of change or wary of innovations.
  - You must not harbour doubts about yourself after a series of defeats or in conflict situations.
  - You must remain open to all constructive proposals.
- ***concerning your time management***
  - You must not be too preoccupied by football.
  - You must not have too little time available to improve yourself and widen your knowledge.
  - You must not have too little time available for yourself.
- ***concerning the reinforcement of your ideas and opinions (external feedback)***
  - You must not give too little or no encouragement, or praise too little or not at all (in particular with young players).
  - You must ensure that you give positive feedback as well.
  - You must not show a tendency to generalise too much.

General tasks of the coach or trainer

- Training and preparation of the team
- Organisation
- Communication
  - Internal (within the team)
  - External (outside of the team and the club, etc.)
- Monitoring and supervising
- Recruitment (scouting)
- Match coaching and coaching of training sessions
- Working with the team (on a day-to-day basis)

Coaching on a day-to-day basis (working with the team)

(involvement in technical meetings, medical meetings, club meetings, meetings with individuals)

Tasks

- To create a good working atmosphere and be willing to listen and seek solutions.
- To communicate with the media.
- To maintain contact with senior officials of the club, sports bodies, supporters, educational establishments, parents of young players and those supervising their training schemes.
- To speak with the players, either individually or collectively.
- To conduct the training sessions.
- To plan the match preparations.

Match coaching

Tasks

- ***In the days preceding the match***
  - Plan the match preparations.
  - Decide on the team's travel arrangements and possible overnight stays.
  - Ascertain the state (physical and psychological) of the players (through individual discussions).
  - Pick the team, taking into account any restrictions imposed.
  - Analyse the opponents (using videos).
  - Pay close attention to team spirit.

- ***On the day of the match***
  - Bring the team together for a pre-match gathering (having fixed the time, place, duration and number of participants in advance).
    - Remind everyone present of individual and collective instructions.
    - Announce the final team selection.
    - Give a brief presentation of the opposition: its strengths and weaknesses. (this can be done during the week before the match as well)
    - Take into account weather conditions and the state of the pitch.
    - Be aware of the influence of the opposing supporters (the "12th player").
    - Provide information about the referee.
    - Motivate the team, and in particular certain players.
    - Remind the players of the importance of a good warm-up.
  - It is now common practice to hold a "wake-up" session (for physical and mental wake-up) on the morning of the match.
  - It is important to stress here that the objective of a pre-match team meeting is not to fill the players' heads with a lot of words. If a team meeting is to serve its purpose effectively, the instructions given to the players must be both concise and precise. Talking too much has a detrimental effect.
  - Remember the maxim that "small is beautiful".

- ***At half-time***
  - You should establish a calm atmosphere in the dressing room, which is conducive to recovery.
  - You should emphasise concisely the important aspects that need to be altered or rectified on the basis of notes taken during the first half, especially tactical elements and individual errors.
  - You should not place too much emphasis on what has happened in the 1st half; what is done is done. But, if necessary, you should:
    - Change certain tactical arrangements.
    - Change the game plan.
    - Change the team line-up by substituting a player.
    - Give simple, clear, brief and precise instructions.
    - Emphasise the positive aspects.
    - Stimulate the players' willpower and their confidence.
    - Encourage and motivate.
    - Demand greater discipline.
  - You should address the players by their first names.
  - You should behave in such a way that every player feels involved – including the substitutes.
  - You should be confident, reassuring and convincing.

Please note!

As the time available during the half-time interval is very short, only essential points should be raised. The players must return to the pitch with a clear knowledge of what they have to do and not having to ask themselves questions.

All of the tactical situations envisaged for the match or changes in the game plan that are introduced at half time must have been worked on in advance on the training field.

- ***At the end of the match***
  - You should not make a lot of comments immediately after the match has finished; no team meetings should be scheduled at this time (players are too tired, too nervous and too emotional).
  - You should speak in a positive manner.
  - If the team has lost, you should remain in control of the situation, seek support from your fellow coaching staff before facing the press and the senior management/directors. You should not look for excuses, criticise the players, the referee or the crowd.
  - You should assume your responsibilities.

- ***At the post-match team meeting (on the day after the match)***
  - A meeting should be held with all the players in a quiet location – if possible a neutral one.
    - › Give your impressions and your assessment.
    - › Encourage the players to think about their own actions.
    - › Draw your own consequences and try to seek solutions.
    - › Ask the opinion of the players (this is a way of giving them a feeling of responsibility).
  - At the end of the meeting, anyone who wishes to put forward constructive criticism may do so. The players should leave, knowing:
    - › the key points and objectives to be improved upon, both individually and collectively (with work on mental approach and technical and tactical aspects), and what practical measures are required to achieve this;
    - › what they can improve themselves.
  - Match analysis by video is highly recommended, as this proves particularly fulfilling for the players.
  - Depending on the importance of the points on the agenda, and if the team has lost, this post-match meeting may be split into two sessions:
    - › On the day after the match: the coach's impressions and possibly the steps to be taken to eliminate the shortcomings.
    - › Two days after the match: how to tackle the next match
  - If there is any personal criticism to be meted out (in a private meeting), find fault with the player and not with the person. If it is considered necessary, this could be done with the rest of the team.

"A coach must be able to convince the players of the strategies and tactics to be adopted. And he can convince them, precisely because he does have such strategies and tactics."

Figure 2: The range of skills of today' multi-faceted coaches



2. The coaching of training sessions

Coaching on the pitch takes up the lion's share of the time that the coach spends with the players.

During training sessions, the pitch is comparable to the stage in the theatre, a special place where THE SPECTACLE is rehearsed. It is therefore a place for intensive work where the players acquire the specific football-related skills that are necessary for them to progress in their careers.

The training session is all part of an educational process. **Training is learning to practise and to correct one's mistakes**, irrespective of the level of the player or the experience that he might have. There are always phases of training that involve learning (acquiring new technical and tactical skills or developing tactical situations to use against a given opponent). For this reason, it is important that training retains its effectiveness by:

- written preparation of the contents and organisation of the training session
- use of methodological principles
- emphasis on the coach-player-team relationship
- the manner in which the coach runs the session
- the quality of the coaching itself

The preparation and organisation of the session

Aspects to be taken into account

- the objectives of training
- the choice of the type of session (predominantly technical, combined technical and tactical, or physical)
- the structure of the session (the three phases)
- the selection of learning methods (total or analytical) and training methods (continuous, interval, circuit, etc.)
- seeking the optimum exertion-rest ratio
- adapting of the session to meet individual requirements
- the choice of material and equipment
- organisation and preparation of the training pitch
- assessment and monitoring of what has been achieved

How the session is run

This will depend on the leadership style of the coach and the extent to which and the manner in which he chooses to become involved. The role of the coach can be equated to that of the theatre director, who guides, observes, advises, listens, demonstrates, reinforces, decides, etc.

The educational objective of the session

"Give the players training and learning activities that are aimed at improving the skills and qualities that they need for the game and ensure that a sufficiently high rate of success is achieved with these."

Michel Ritschard, 1982

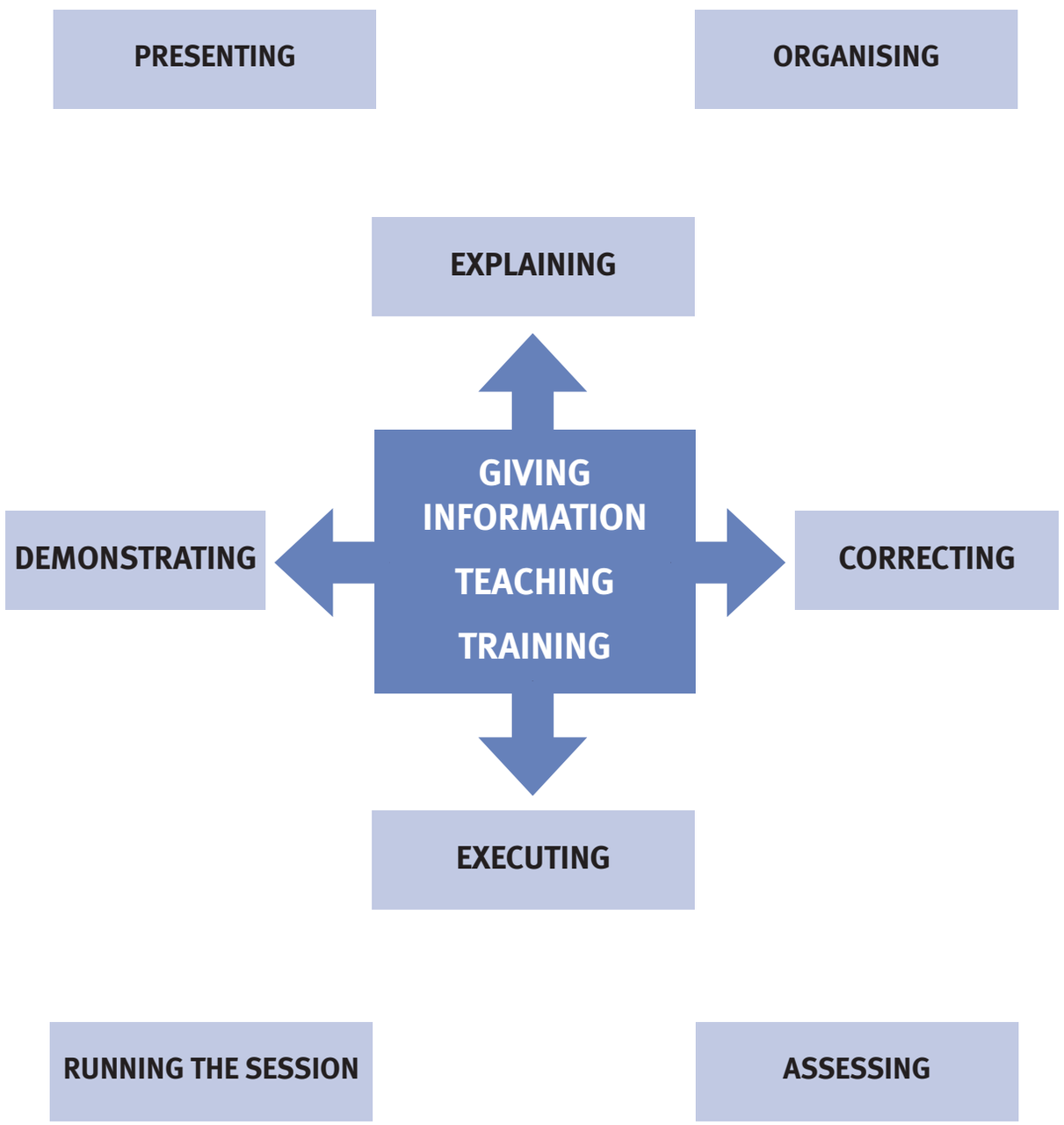
This means that in every drill and every game situation practised, the players must be efficient, both mentally and physically.

For example: A three-player game drill working on crosses from the wings cannot be successful unless the crosses are accurate.

Figure 3: The conditions required to ensure the commitment of the players and the success of the activity



Figure 4: The eight fundamental actions involved in running a training session



Some key points to help with correction

- ***How the coach should behave***
  - Be attentive
  - Concentrate on the objective(s) selected

    For example: If the objective is to work on the team's defensive game, the coach must focus his corrections on defensive work only.
  - Go onto the pitch (where the action is happening)
  - Lead the action and motivate the players
  - Observe
  - Stimulate
  - Correct

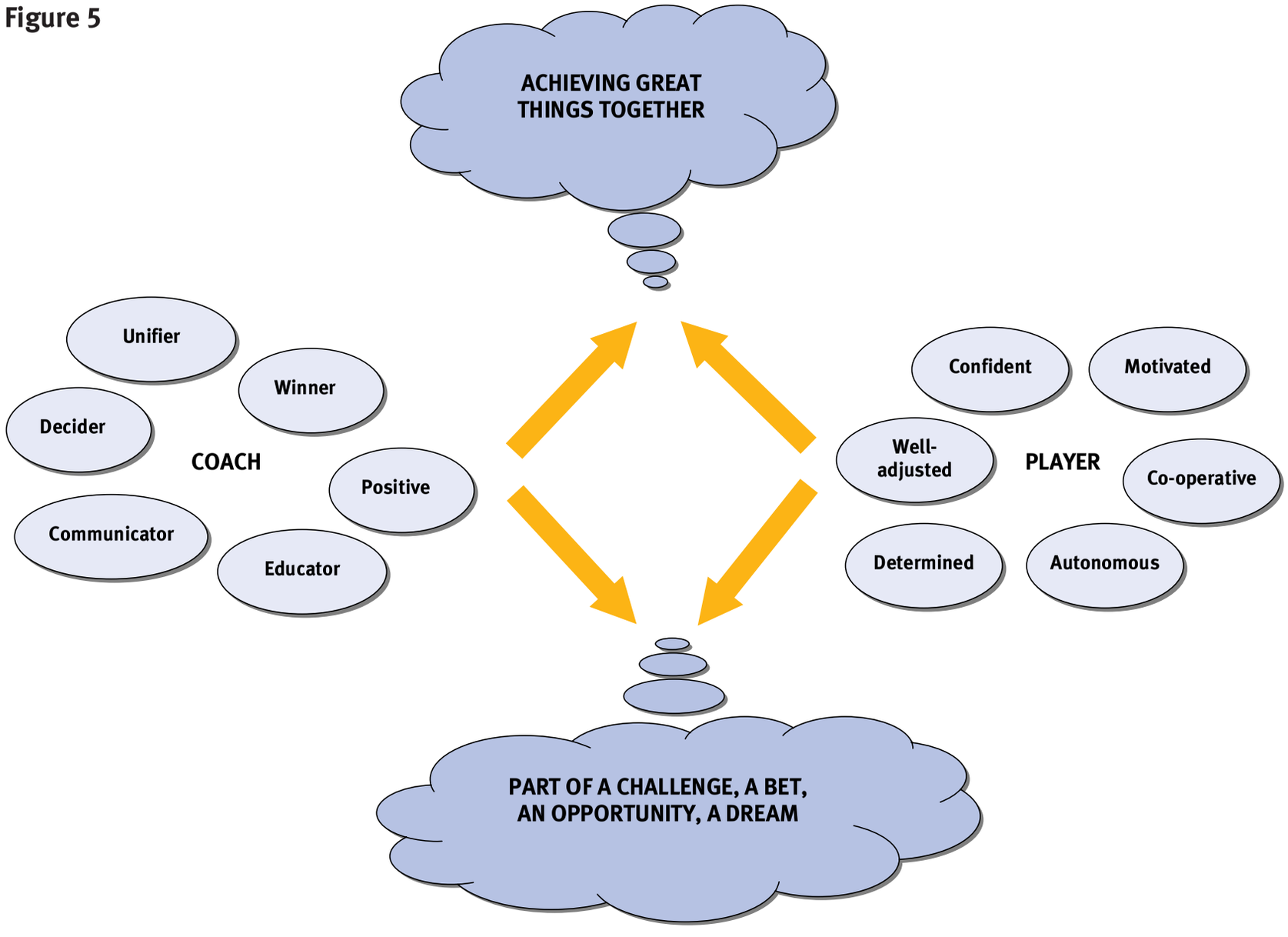
- ***Coaching***
  - When and how should you intervene? (by taking an overall view of the action and then a specific one)
  - At what moment should you come in to correct? (immediately, or after an observation period?)
  - What form should the correction take?
    - words
    - gestures
    - direct involvement
  - Approach the player(s) and
    - remind him/them of the objective that has been fixed
    - highlight the problem(s)
    - question the player(s), and listen to him/them
    - encourage co-operation
  - Repeat the explanation, the demonstration and the execution of the training activity (combination, game or drill)

- ***Correction***
  - Do not highlight too many mistakes at the same time.
  - Focus on the essential (i.e. what can bring about immediate success).
  - Do not be aggressive, especially during drills where players are working on psychomotor skills (TECHNICAL).
  - Address the whole team or the player(s) concerned.
  - Be convincing, fair and precise.
  - Give positive reinforcement.
  - Inspire confidence by being persuasive.
  - Vary the tone of your voice when giving your feedback.
  - Encourage internal feedback (self-assessment on the part of the player)
  - Take inspiration from the saying "Small is beautiful"

The running of any training session calls for improvisation and imagination.

"The key to achieving a high-quality training session, a positive frame of mind and success with the activities lies in the **hands and the heart of the coach**."

Figure 5

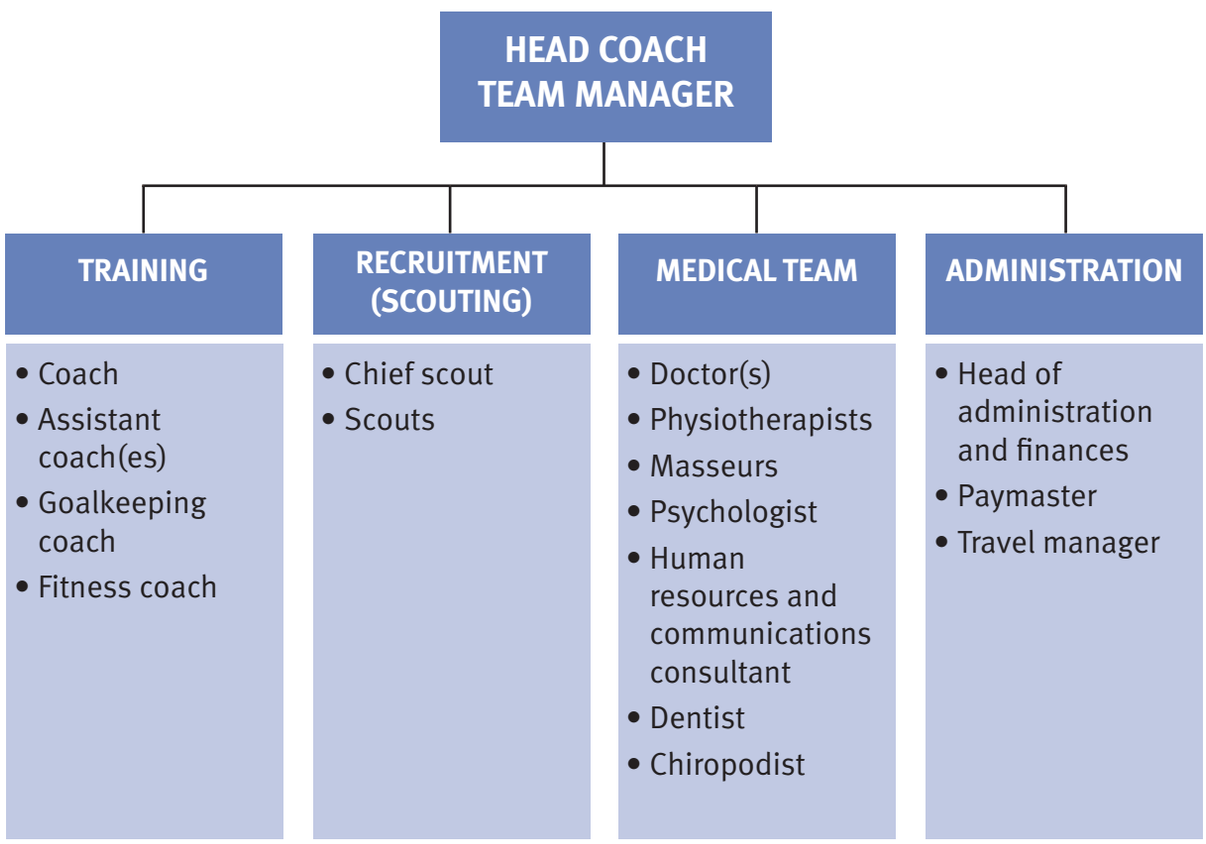

ACHIEVING GREAT THINGS TOGETHER
Unifier
Winner
Decider
COACH
Positive
Communicator
Educator
Confident
Motivated
Well-adjusted
PLAYER
Co-operative
Determined
Autonomous
PART OF A CHALLENGE, A BET, AN OPPORTUNITY, A DREAM

3. The coaching team

The increasingly numerous and complex tasks which the coach now has to fulfil and the constantly growing expectations on the part of players have given rise to the notion of the "technical staff" or "**coaching team**". The vast majority of professional teams, if not all of them, operate nowadays with a technical staff.

Bringing together a group of people who are specialised in their particular field to work together with the coach can have a direct influence on the players, both individually and collectively.

A coaching team model



In this optimum coaching team model, all the people have a more or less direct influence on competition-related factors and performance.

This support staff in the different sectors is proving essential for clubs if they are to optimise their chance of success on a footballing level. However, the number of persons recruited depends on the club, the prestige of the team, the level of competition, the objectives sought and, of course, the cost in financial terms that such an organisational set-up involves.

Nowadays, it is very common to see three or four coaches conducting training sessions, each with a precise role: the head coach, the assistant coach, the fitness coach and the goalkeeping coach.

This has, of course, led to a better approach towards the whole training process, greater vision as far as the decisions that need to be taken are concerned, better management of the team and the players, and infinitely less pressure on the shoulders of the head coach.

Even though the coaching team set-up is based on the principle of group work, the main coach or head coach is still the central figure around whom all the operations and decision-making processes revolve.

While there are considerable and undisputable advantages to working in a group, it should also be pointed out that the functioning of a group is not always straightforward, especially when

- the head coach is not actively involved in the activities of his colleagues or partners;
- the definition of tasks is not clear;
- the competence of the people who have been recruited is called into question;
- there is a disagreement in the choice of objectives, of a policy to be adopted or in the game plan;
- communication between the head coach, the different sectors of the coaching team and the staff goes in only one direction;
- one of the coaches is attempting to take over from the head coach.

"Knowing how to give orders also means knowing how to surround yourself with competent and honest people, who are willing to give their all for the success of the club without counting the cost."

The coaching team's technical meeting

In practice, it is not possible to imagine a coaching team functioning in an optimal manner without real teamwork and a precise *modus operandi*. This involves a least one weekly technical meeting to allow them to plan together the work that has to be accomplished.

As a general rule, the weekly meeting is held at the beginning of the week. It starts with analysis of the most recent match and by a presentation of the next opponent; it then continues with the assessment phase: a quick appraisal of the football activity, the individual state of the players and the situation of injured players. After this, the work-related goals are defined; the training programme is also fixed right down to the smallest detail. Thereafter, each person is aware of his tasks and his work schedule. Final clarification is then agreed again before each training session with the persons directly concerned.

One of the great advantages of working with a coaching team is that supervision of the team can be optimised: the individual members of the team are more readily available for the players, and there is better communication between the different partners.

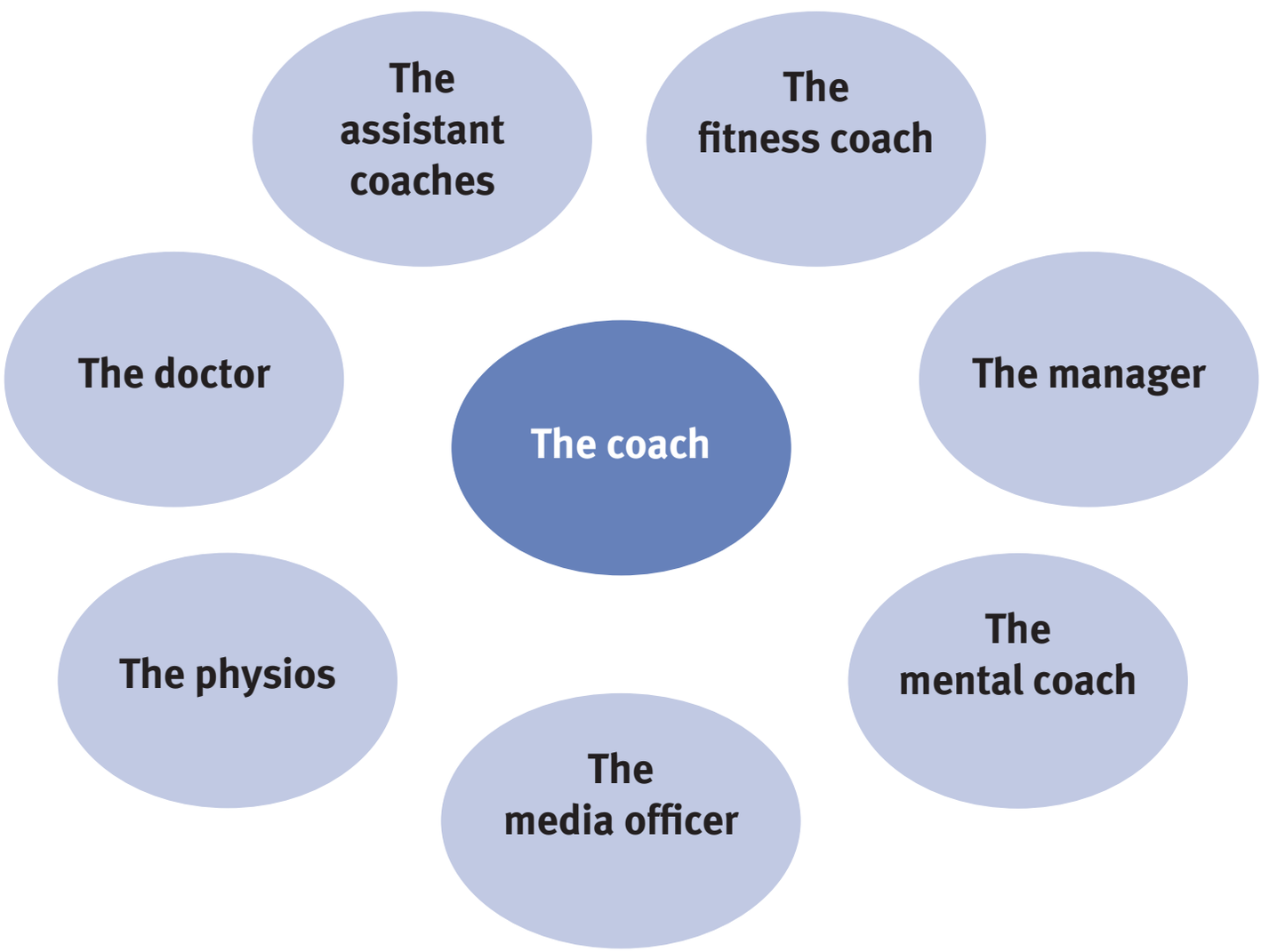
Above all, the strength of a coaching team depends on the atmosphere in the group, on the feeling of belonging within the group, as well as on the trust and respect between the constituent staff members. And it is the task of the leader, in this case the head coach, to create a healthy and friendly atmosphere.

A coaching team that is united behind its leader and whose members work closely together is guaranteed to win the support of the players for this type of coaching.

"Anyone who is seeking to achieve great things must first think of the small details."

Paul Valéry

Figure 6: The technical staff



4. Coaching young players: the dual role of coach and educator

The difference between the top-level coach and the coach/educator

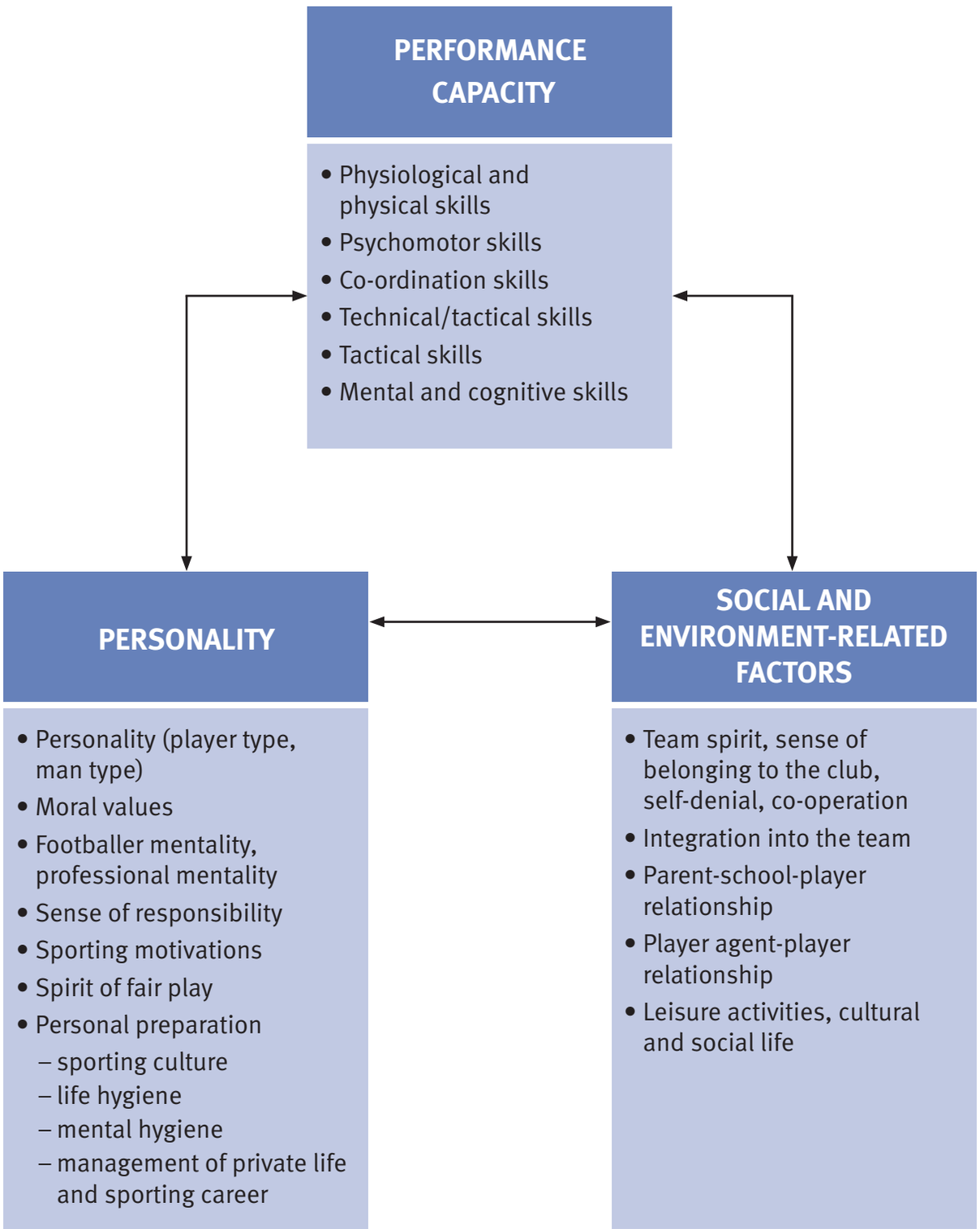
- ***The top-level coach***
  - Has the primary task of shaping and preparing the first team for competition.
  - Has to achieve results.
  - Trains top-level players.
  - Works as part of a team (coaching team) with assistants and other staff.
  - Mostly works together with the whole team at a training session.
  - Handles in particular everything that is related to tactical and psychological matters.
  - Works in stressful situations and in a demanding environment, and often for a relatively short period.

  His key functions
  - Responsibility for coaching
  - Organisation, planning, scheduling and assessment
  - Training and coaching of the team
  - Relations with the media, players' agents, sponsors, supporters ...
  - Scouting/recruitment with specific staff
  - Other duties, depending on the club

- ***The coach/educator***
  - Has the key task of shaping and developing young players according to their development level. Helps young players to mould themselves as players and as men.
  - Uses competition as a means of shaping and developing players. Although he aims to achieve results, this is not done at all costs. Victory does bring great satisfaction, but his real triumph is achieved when his young players are integrated into the first team and play at international level.
  - Often works alone or with just one or two colleagues.
  - Trains the whole team in collective sessions, but concentrates the bulk of his work on individual training and in small groups.
  - Handles all areas of training (technical, technical/tactical, physical, and mental) and dealings with the players' families, schools and even their private lives.
  - Has to face responsibilities and demands in his work that are almost as great as those of a top-level coach.
  - Works together with youngsters who have a family life, their schooling or possibly even a professional career away from their football activity.
  - The coach/educator is a demanding and positive figure, who has to be willing to listen to the young players in his charge in his role as a support, guide, mentor, and even father figure.

  His key functions
  - Responsibility for coaching young footballers
  - Organisation, planning, scheduling and assessment (in the medium and long term)
  - Individual training and team coaching
  - Relations with the technical direction and head coach of the club
  - Relations with schools, parents and players' agents
  - Communication with the players (keeping himself informed about them, listening to them, understanding them and advising them).

Figure 7: Areas of development for the young footballer



The role of the coach/educator

The function of training and instructing for a coach/educator is not that different from the same function for a top-level coach – less than one might imagine, in fact. What we can say, however, is that the role of a youth coach requires considerable mobility of action and great availability.

Although his principal function is to prepare young footballers to become the professional footballers of the future, he must not place too much emphasis on the competitive aspect to the detriment of training and developing the players' performance-related skills. The player-coach relationship must be at the core of the activity of the coach/educator, thereby ensuring that he can assume his role as the mentor or even father figure that youngsters are often looking for at this formative age. They need reference points and affective security; they need to be understood and appreciated; they need to be encouraged and stimulated to excel themselves. The coach/educator cannot even begin to educate unless he himself possesses human qualities that are recognised and accepted by the youngsters.

The coach/educator must maintain a relationship of confidentiality and trust with the player's family and school environment; without such a relationship, nothing worthwhile can be achieved. It is axiomatic to state that good coaching skills are essential to train and supervise youngsters and especially to help their personalities blossom to the full. This notwithstanding, the coach/educator will spend the bulk of his time on the pitch.

The art of the dedicated, dynamic and proficient coach consists in being able to select training targets that are suited to the players, to plan worthwhile learning activities, to run their games and drills with passion, to encourage the players to correct their mistakes by themselves, to praise their success, as well as being able to promote creativity and discovery by giving precise explanations and demonstrations.

- ***How do young players view the coach/educator?***

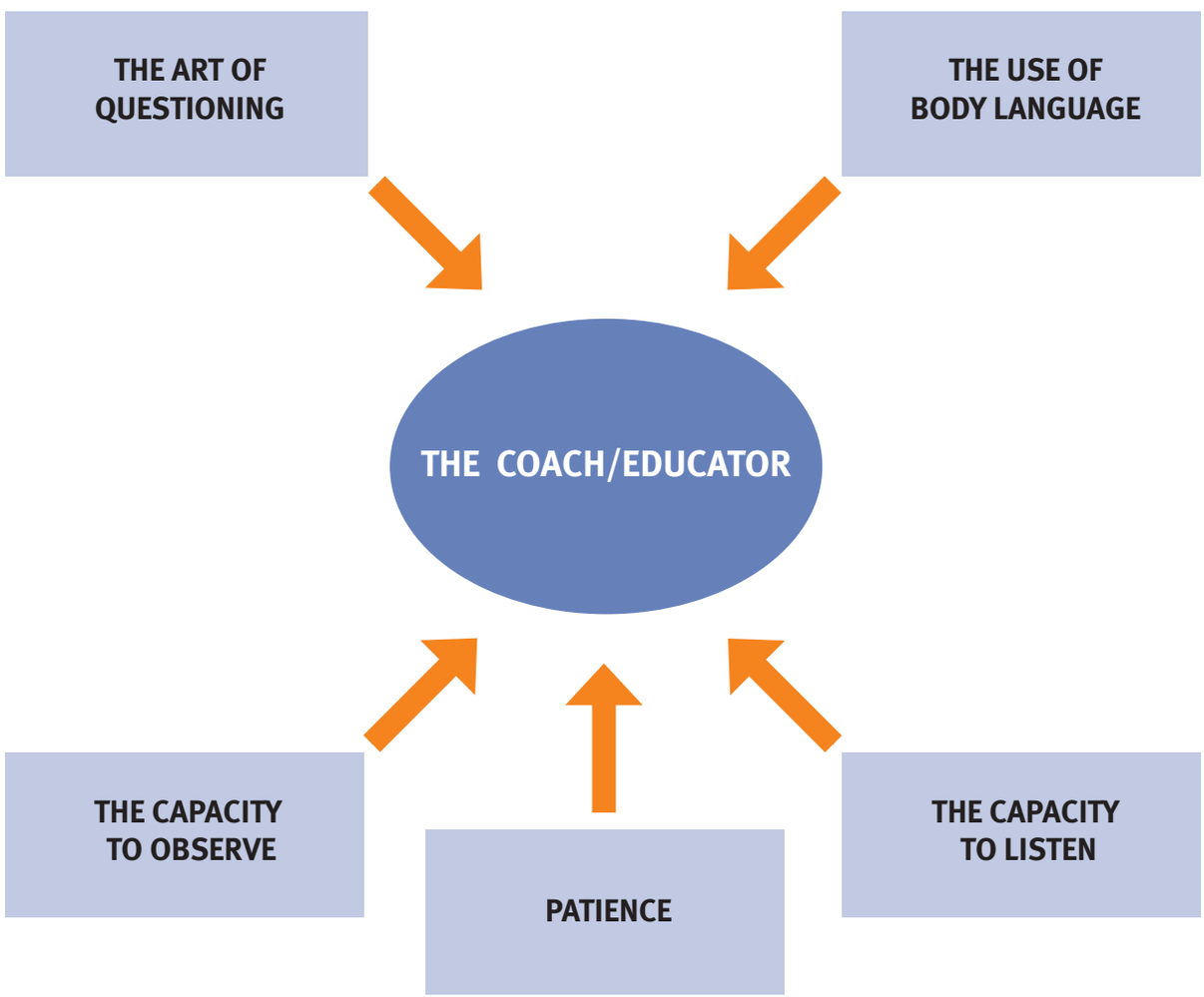
  An exemplary educator is one who supports, guides and advises:

  – he is fair and loyal and is able to demonstrate that he has a sympathetic attitude;
  – he knows how to listen, and he understands youngsters;
  – he encourages, he motivates, and he knows how to get the best out of people;
  – he addresses every player and the team with the necessary authority.

- ***What to aim for in the relationship between the coach/educator and young players undergoing training and development***
  (according to José Pekerman, ex-technical director and coach of Argentina's youth teams that won three World Youth Championships under him)

  – Never lose sight of the fact that these promising youth players have still not completed their personal and emotional development; they are not adults.
  – Help them to develop and refine their technical skills and their tactical awareness.
  – Be able to imagine yourself in their shoes so that you can understand their problems and their emotions; be able as well to make them feel better about themselves.
  – Contribute to their development without any prejudices.
  – Make them aware of their responsibilities.
  – To achieve all of this, coaches clearly need to have pedagogical skills.

Figure 8: The key skills required by the coach/educator



The ten commandments of the coach/educator

1. Enjoy working with youngsters.
2. Get to know his players well.
3. Act as a reference point for them.
4. Be demanding and tolerant.
5. Be willing to listen to them.
6. Encourage real communication with all the players.
7. Show them that you are "in league" with them.
8. Ensure that they have some free space for themselves.
9. Give them confidence and reassure them.
10. Consider them as equal partners

What he must avoid doing

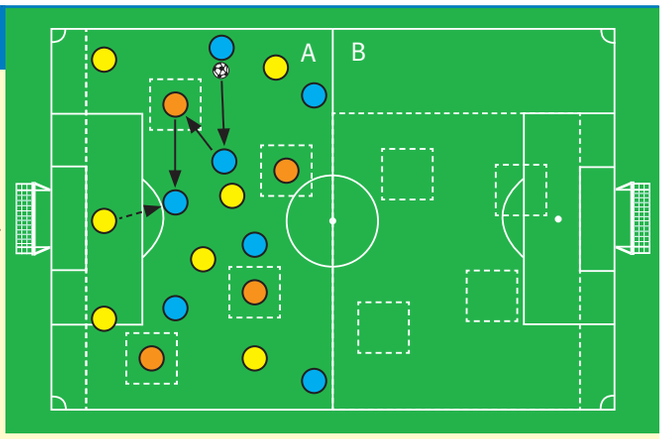
1. Shouting constantly or being too aggressive.
2. Wanting to train his players or getting them to play as if they were adults.
3. Forgetting the prime motivation of youngsters, namely just playing.
4. Forgetting the technical rudiments of the game.
5. Setting targets for them that are not suited to their age.
6. Conducting training sessions that are mere routine.
7. Staying too long on the same drill.
8. Giving presentations and ex planations that are too long and interrupting training sessions too frequently.
9. Criticising a player in front of the rest of the group.
10. Accepting a deterioration in standards in the players' learning or footballing environment.

"When working with youngsters, the bulk of the coach's attention should be focused not so much on their technique, but on the spirit in which they play the game, on how their game evolves, the maturity of their game, their competitive spirit, and the pleasure they get from playing."

Rinus Michels, former coach of the Dutch national team

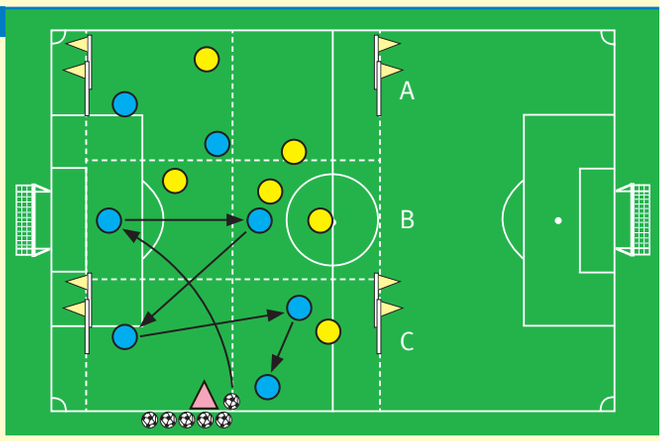
Combined technical/tactical training: 2. Various games on half-size pitches

1. 7 v 7 (8 v 8) game to improve movement and positional play



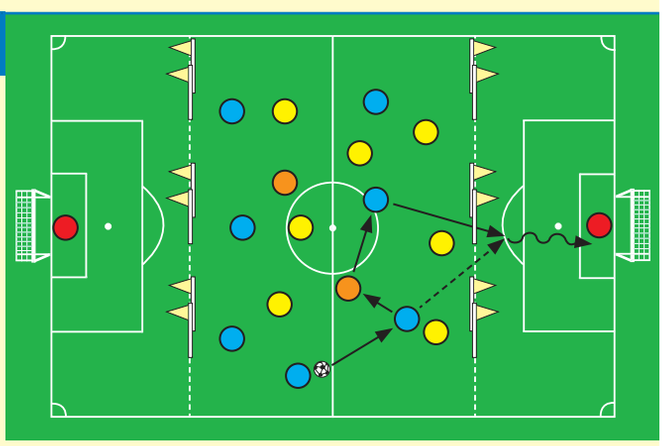
Organisation:
– 2 teams of 7 players and 4 neutral passers in the squares.
– Marked out playing area and 4 squares. – Ball.
– 1 v 1 game and 2 v 2 with neutral extras.
Procedure *(Pitch A)*:
– Unrestricted play or with a limited number of touches (2 to 3). The passers are allowed 1 to 2 touches.
– The players have to try to retain possession, to switch play and to exchange passes with the passers.
– One point is awarded when a passer has successfully given the ball to the team playing with him.
Variations *(Pitch B)*:
– One team plays with just two passers. – Switch the passers around. – The same game but played in a smaller area.

2. 7 v 7 (6 v 6) game to practise occupying space



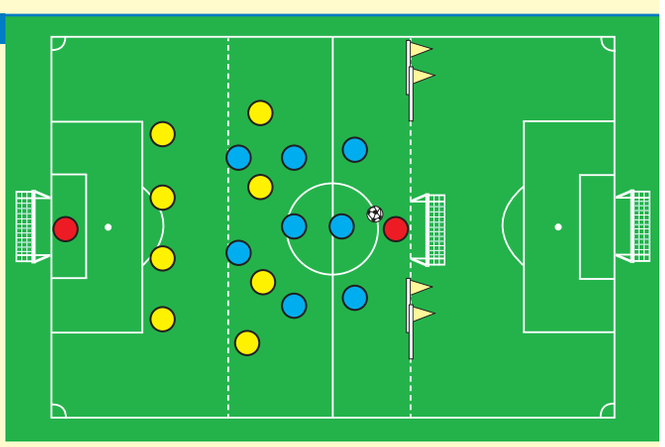
Organisation:
– 2 teams of 7 players. – Playing area marked out into 6 zones + 4 small goals (gates with posts).
– When the ball goes out of play, the coach restarts the game.
Procedure:
– Restricted number of touches (1, 2 or 3 maximum).
– The ball is moved around and the players have to try to score; goals are scored from direct shots.
– Before scoring, the players must have passed through 4 zones.
– No more than 3 players from the same team are allowed in one zone simultaneously.
Variations:
– Only 1 or 2 touches are allowed in the defensive area, but with unrestricted play allowed in the attacking zone.
– The same game, but with just 2 zones *(A+B)*.

3. 7 v 7 game + 1 roving player to get into the goalscoring area



Organisation: – 2 teams of 7 players + 2 neutral floaters and 2 goalkeepers. – Playing area marked out into 3 zones + 6 small goals. – Cones or poles.
Procedure: – Unrestricted play or with limited touches (2-3) allowed in the central zone. – The players have to try to gain access to the goal zone via one of three gates (with a pass or with the ball at their feet). They then take on the goalkeeper to score (1 v 1). The floating players play with the attackers, but each one occupies his own territory. 1 point is awarded for getting the ball through the gate, 2 points for scoring in the goal.
Variations: – A defender can track back to provide opposition for the attacker. – A 2nd attacker can come up to support the player in possession (2 v 1). – A 2nd defender can come back, and then all the players.

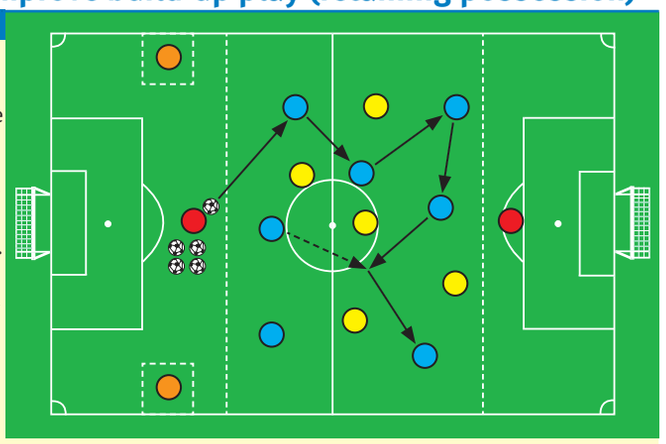
4. 8 v 8 (9 v 9) game to attack and defend



Organisation:
– 2 teams of 8 players + 2 goalkeepers.
– Marked out playing area + 2 large goals and 2 small goals.
– The game always starts with the ● team, which attacks.
Procedure:
– The ● team defends in a 4-4 formation. The ● team attacks in a 3-3-2 formation (or another formation).
– Unrestricted play or limited touches for the attacking team.
– The attacking team tries to score; if the ● team wins the ball, they have to string together 5 to 6 passes to score a point.
– The roles are reversed after 10 attacks.
Variations:
– When the ● team wins the ball, they can score immediately in the large goal or in one of the two small goals.
– The playing area can be increased or reduced in size.

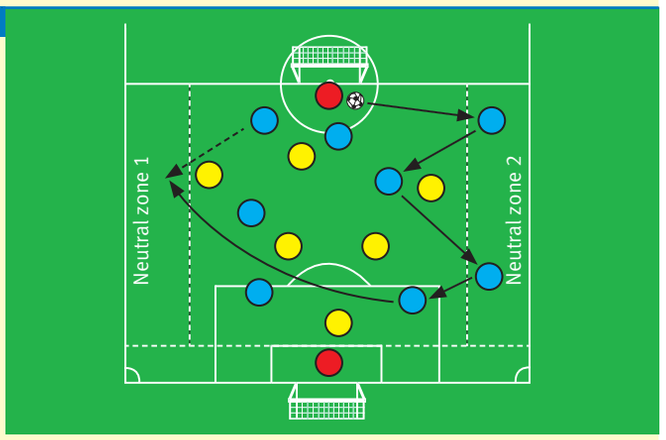
Combined technical/tactical training: 3. Practice routines with numerical supremacy to improve build-up play (retaining possession)

1. 7 v 5 or 7 v 6 game (8 v 6)



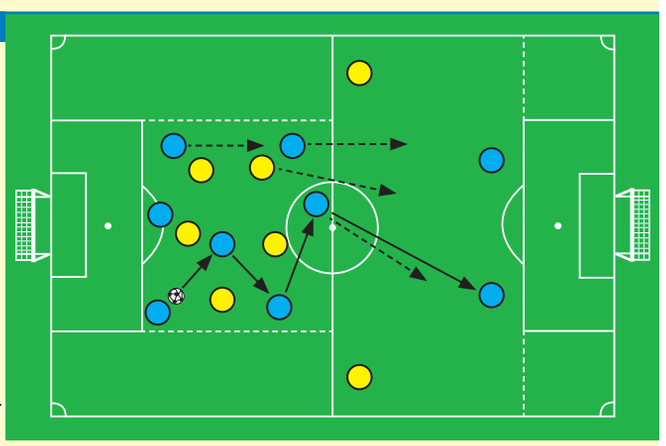
Organisation:
– The 🔵 team has 7 players + a goalkeeper as an extra; the 🟡 Team has 5 players + a goalkeeper as an extra. Goalkeepers use feet only. – Marked out playing area.
Procedure:
– The 🔵 team moves the ball around with 2 (1 or 3) touches for as long as possible (1 point is scored after 10 passes).
– When the ball goes out of play, the 🔵 goalkeeper restarts play.
– If the 🟡 team wins possession, it attempts to give the ball in unrestricted play to the 🟠 players with a long ball up the flanks.
→ The 🔵 team tries to achieve movement, triangular passing routines, switches in play, one-twos, etc.
Variations: – If the 🟡 team wins the ball, it completes 5 passes before giving it to the 🟠 player.
– The roles are reversed.

2. 8 v 6 (7 v 5 / 9 v 7) game and neutral goalkeepers



Organisation:
– The 🔵 team has 8 players; the 🟡 team has 6 players.
– Playing area marked out into 3 zones (central and 1 and 2).
– 2 neutral goalkeepers.
Procedure:
– The 🔵 team keeps the ball (1 or 2 touches in the central zone and in the neutral zone 2). After 8 successive passes, the players change sides and start again. – When the 🟡 team wins the ball, it can score in either of the two goals. – Each switch of play is worth 1 point. Goals scored are worth 2 points. – When the 🔵 team is defending, it tries to win the ball to play it to a goalkeeper.
Variations:
– If the long ball and the switch of play are not successful, the ball is given to the goalkeeper, who gives it to a 🟡 player.

3. From 7 v 5 to 9 v 7 (switching halves)

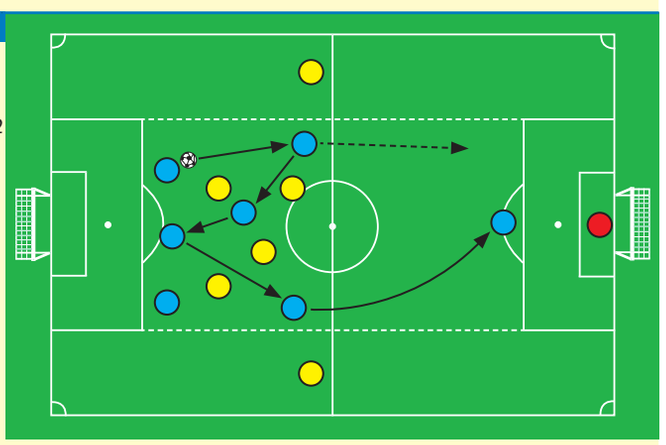


Organisation: – The 🔵 team has 7 in the narrow zone and 9 in the wide zone. – The 🟡 team has 5 in the narrow zone and 7 in the wide zone. – Marked out playing areas.

Procedure: – The 🔵 team moves the ball around with 2 or 3 touches. – After 5 to 6 passes, the ball is played long to a 🔵 player in the wide zone and the whole team goes up into the attacking half and positions itself to move the ball around with 1 touch play (9 v 7). – If the 🟡 team gains possession, it plays the ball to one of the 🟡 players (1st pass) who were already in the wide zone. – Play then restarts in the narrow zone.

Variations: – When the 🟡 team wins the ball in an 8 v 7 situation, it tries to string together 5 passes – The 🔵 team tries to win the ball back so that it can play it back to one of the 🔵 players who has remained in his own half.

4. 6 v 4 game (7 v 7) (playing the ball long)



Organisation: – The 🔵 team has 7 players; the 🟡 team has 6 + goalkeeper. – Marked out playing area + 1 large goal.
Procedure: – The 🔵 team plays the ball to each other with 1 or 2 touches in its own half. After 8 or 10 passes, they try to play the ball deep to a 🔵 player on the edge of the 16-yard box. The 🔵 players go up into the other half to attack, apart from one, who stays back. The 🟡 players who are defending come back. → How many times it is possible to switch play to the other end? If the 🟡 team wins the ball, it plays the ball directly (1st pass) to a 🟡 player on the flank. – The ball is given back to the 🔵 team for play to resume.
Variations: – A shot on goal can be attempted after 4 passes in the attacking half of the field. – The ball can also be played out to the flanks (wings) in the attacking zone (switch from gradual build-up to fast attack).

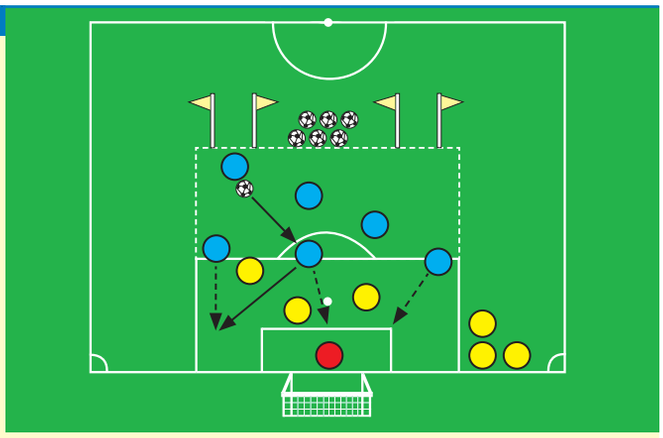
Combined technical/tactical training: 4. Finishing practice on reduced-size pitches

1. 6 v 3 + goalkeeper

Organisation:
– 2 teams of 6 players + goalkeeper. The teams play 6 v 3.
– Marked out playing area – 1 large goal, 2 small goals.

Procedure:
– The 🔵 team with 6 players tries to score in the large goal. After a goal or a save by the goalkeeper, the 🔵 team restarts play from its own half.
– If the defenders win the ball, they can score immediately in either of the two small goals (1st pass).
– After a certain time, the defenders swap over.
– A time limit is imposed on play.

Variations:
– If the defenders score in the small goals, the roles are immediately reversed: they then play with 6 and the attackers play with 3 as defenders.

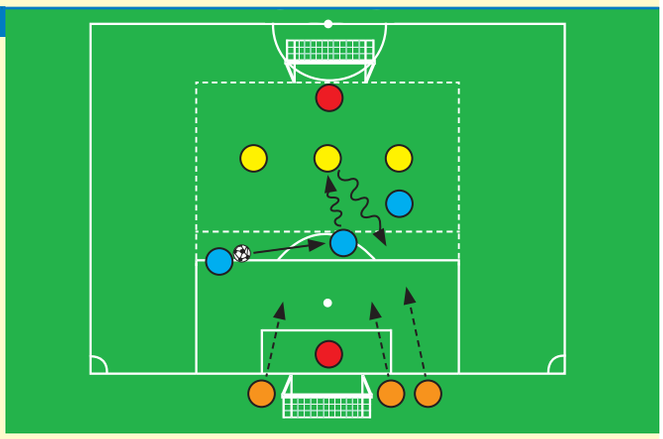


2. 3 v 3 v 3 (4 v 4 v 4) + 2 goalkeepers

Organisation:
– 3 teams of 3 (or 4) players + 2 goalkeepers.
– Marked out playing area.
– 2 large goals.

Procedure:
– The 🔵 team tries to score. If it loses possession, the 🟡 team attacks the other goal being defended by the 🟠 team. The 🔵 team then goes out of the game.
– The team that scores retains possession of the ball and remains in the game to attack the other goal.
– Unrestricted play

Variations:
– If the attackers lose the ball in the attacking zone, they have the chance to regain possession by pressing and marking.

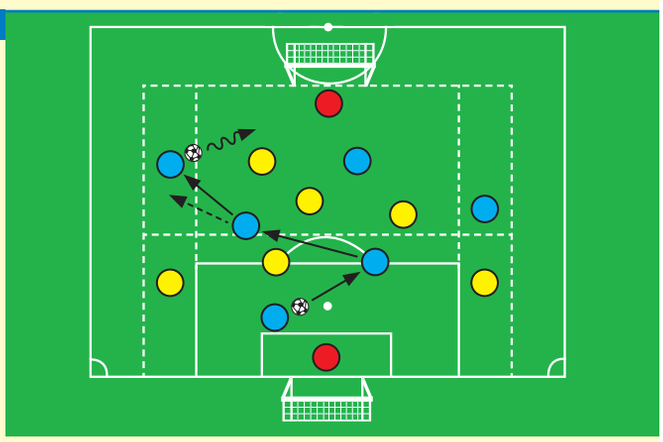


3. 5 v 5 / 6 v 6 + goalkeepers

Organisation:
– 2 teams of 6 players + 2 goalkeepers.
– Marked out playing area + 2 large goals.

Procedure:
– Unrestricted play. The teams play 4 v 4 + 2 extras per team on the flanks.
– When an extra receives the ball, he can play up to 2 touches or come into the game with the ball at his feet
– The player who played the ball to the extra takes his place.

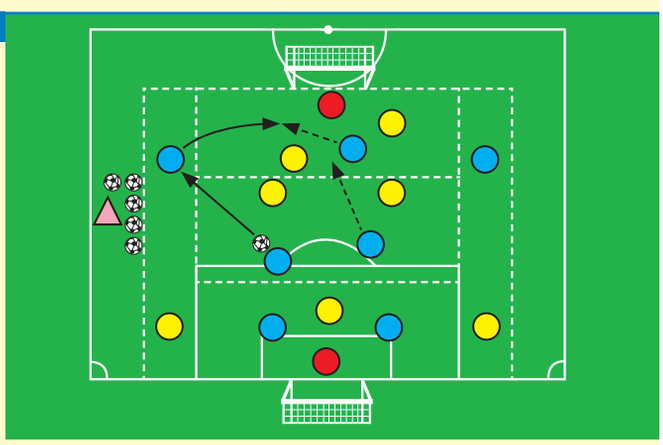
Variations:
– A limited number of touches in the game.
– A goal scored from a cross by an extra is worth 2 points.



4. 7 v 7 (2 v 2 / 2 v 2 / 2 v 2) + goalkeepers

Organisation:
– 2 teams of 7 players + 2 goalkeepers.
– Playing area marked out into 3 zones + 2 goals.

Procedure:
– Unrestricted 5 v 5 play with 2 extras per team on the flanks.
– The game starts in the central zone with 2 v 2.
– The team in possession of the ball attempts to play it to the attacker or to one of the extras.
– One of the midfield players may go into the attacking zone to play 2 v 2.
– The extras are allowed 2 touches of the ball.
– If the defenders win the ball, they must always play it to one of the midfielders.
– A goal scored from a cross = 2 points; a goal scored normally = 1 point.

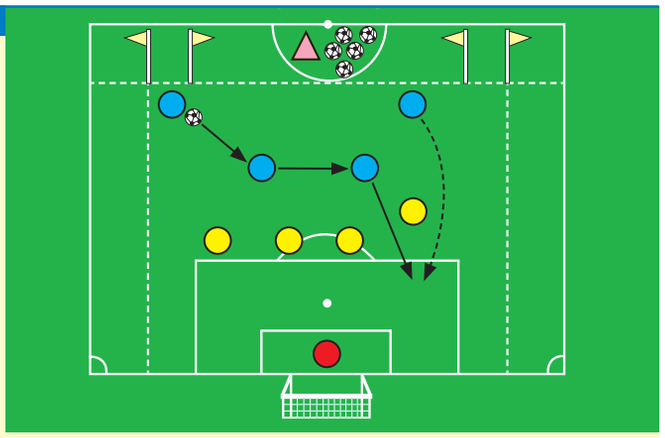


Combined technical/tactical training: 5. Gradual build-up attacks

1. 4 attackers against 4 defenders

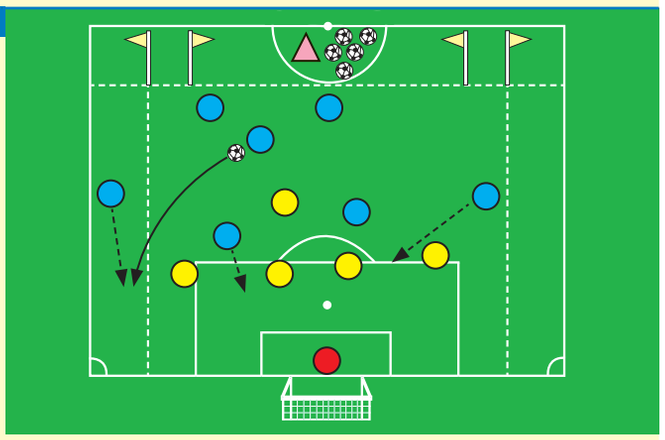
Organisation:
– 4 🔵 attackers, 4 🟡 defenders + goalkeeper. – Marked out playing area. – 1 large goal and 2 small goals.
Procedure:
– The attackers try to find a way through by circulating the ball and by moving around themselves.
– If the 🟡 defenders gain possession, they play the ball quickly to the coach, who is in the centre circle.
→ The coach distributes the ball each time.

Variations:
– If the 🟡 defenders gain possession, they can score directly in either of the 2 small goals.
– The teams must complete a certain number of passes before scoring



2. 7 attackers against 5 defenders

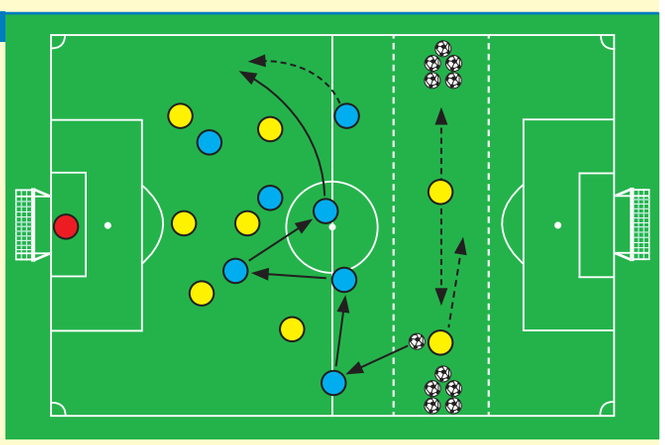
Organisation:
– 7 🔵 attackers (3 attackers and 4 midfielders).
– 5 🟡 defenders playing 4-1 + 1 goalkeeper.
– Marked out playing area.
– 1 large goal and 2 small goals.
Procedure:
– The 🔵 team has numerical supremacy and tries to find ways to attack by circulating the ball and with the players moving around and covering out wide.
– If the defenders win the ball, they can score in either of the small goals.
→ The players have to try to use the flanks.
Variations:
– When the ball is played along one flank and then crossed, only the attackers are allowed to finish in the 16-yard box.



3. 7 attackers against 6 defenders

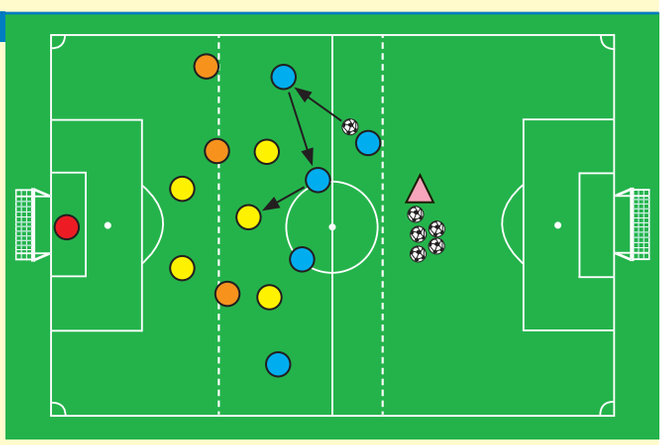
Organisation:
– 7 🔵 attackers, 6 🟡 defenders + 1 goalkeeper.
– Marked out playing area.
– 2 defenders waiting

Procedure:
– The 🔵 team has numerical supremacy and tries to break through by circulating the ball. The action always starts on one of the flanks (by one of the 🟡 players waiting there or from a kick/throw-in).
– If the 🟡 team, which is defending in a 3-3 formation, wins the ball, it tries to play the ball to one of the 2 🟡 players who runs into space and calls for it.
→ The coach directs the play and gives instructions.



4. 8 attackers against 5 defenders

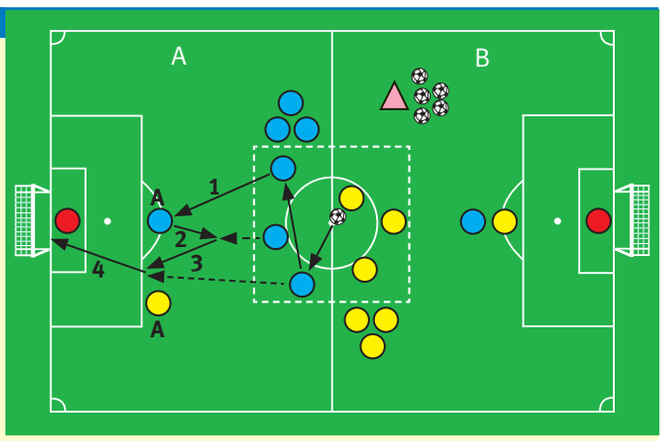
Organisation: – The 🔵 team attacks with 8 players (5 🔵 and 3 🟠). – The 🟡 team defends with 5 + 1 goalkeeper. Marked out pitch + goals.
Procedure: – The 🔵 team tries to find ways of attacking from the middle of the pitch to get into the attacking zone. – The 5 🔵 players facing the 3 🟡 players in the central zone move the ball around and after 6 compulsory passes try to get the ball to the 🟠 attackers in the attacking zone (these players are not allowed back into the central zone). – The 🟠 players (with a 3 v 2 supremacy) try to score as quickly as possible. – If the 🟡 team defending in the central zone wins the ball, it can score 1 point by playing a long ball to the coach (1st pass). If the 🟡 team gain possession in their defensive zone, they play the ball back to their goalkeeper. – Play always restarts from the coach, who plays for the 🔵 team.



Combined technical/tactical training: 6. Fast attacks

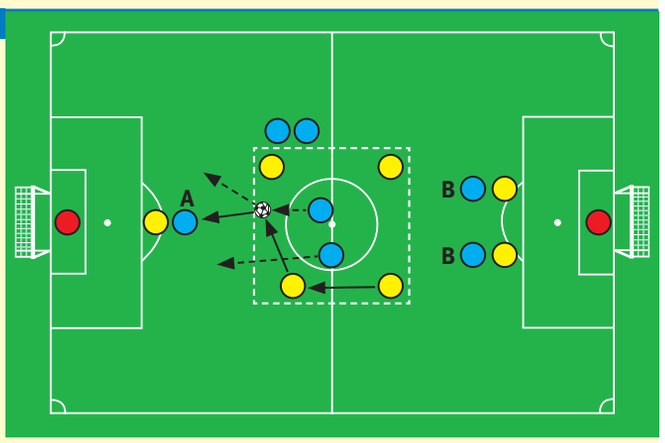
1. Attack through the centre (from a long pass)

Organisation:
– 8 players per exercise + 2 goalkeepers. – Play takes place in a marked out area. – 2 goals are used; after each action, the play switches to the other end of the field.
Procedure *(Pitch A)*:
– The 3 🔵 and 3 🟡 players pass the ball to one other, with 1 touch each allowed. When the coach gives the signal, the player with the ball plays a long pass to the attacker **A** of his team, who peals off to receive the ball.
– After the ball has been controlled, it is passed 2 or 3 times before one of the players who has broken from the central square attempts to score.
– The 3 attackers are changed after each attempt.
Variation *(Pitch B)*:
– A 🟡 defender can provide opposition for the attackers.



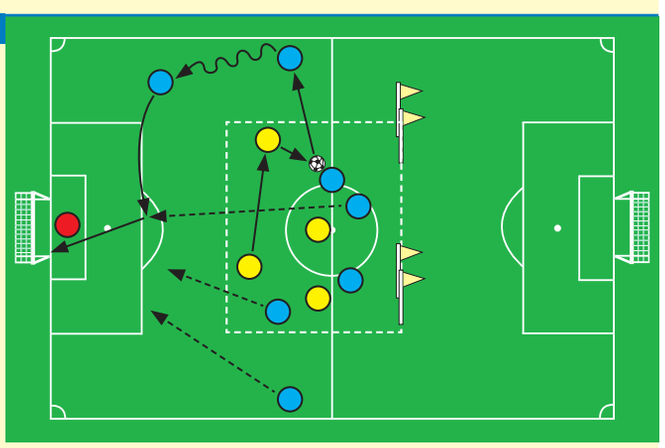
2. Attack through the centre after gaining possession

Organisation:
– 6 to 8 🔵 players are in attack; 8 to 9 🟡 players are in defence + 2 goalkeepers. – Two large goals are used.
– Play takes place on the marked out area.
Procedure:
– A 4 v 2 game with 1 touch each in the marked out area.
– When a 🔵 player gains possession, he plays the ball long to the 🔵 attacker **A** or to one of the two 🔵 **B** attackers.
– The two 🔵 players chase after the ball to back up whichever player has received the ball, leading to either a 3 v 1 or a 4 v 2 attack.
– The 4 🟡 players remain in the central square.
Variations:
– The attempt must be completed within 10".
– The 🟡 players come back to defend.



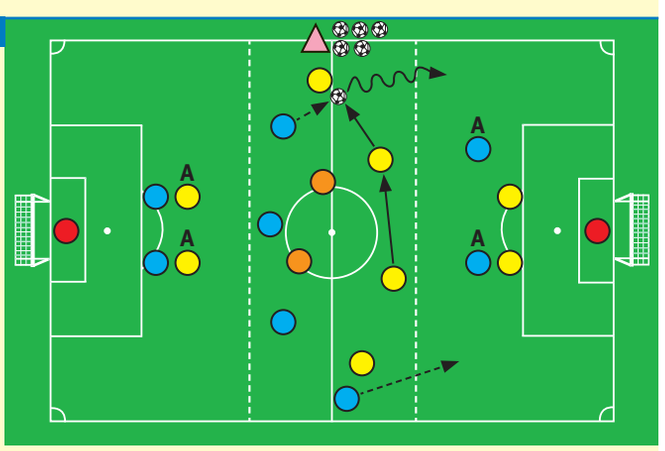
3. Attack via the flanks after gaining possession in midfield

Organisation:
– 6 🔵 players attack, 4 to 5 🟡 are in defence + 1 goalkeeper.
– Marked out playing area.
Procedure:
– A 4 v 4 game in the marked out central area.
– The 🟡 team tries to score in the 2 small goals (a limited number of touches can be imposed).
– When the 🔵 team gains possession, they play the ball (1st pass) out to a 🔵 player on one of the wings, who is allowed a maximum of three touches to run goalwards to cross the ball.
– 2 🔵 players from the central area and the player from the opposing wing join the move to try to score. 1 or 2 🟡 players come back to defend.
Variation:
– 1 or 2 🟡 players can be waiting in the defensive zone.



4. Fast attack game: 8 v 8

Organisation:
– 2 teams of 8 players + 2 goalkeepers and 2 🟠 floaters. – The teams play 4 v 4 with 2 🟠 floaters in the central zone marked out. – The ball is fed into the playing area by the coach.
Procedure:
– The ball is given to the 🟡 team with 4 players, who then attempt to string 5 to 6 passes together. The 🔵 team + the 2 🟠 floaters try to win the ball.
– After the 🔵 team has gained possession, the ball is played to the 2 🔵 attackers **A** (1st pass) or dribbled into the attacking zone for the 🔵 team with 4 against 2 to try to score.
– After each attempt, the coach gives the ball to another team.
Variation:
– The 🟡 team can come back to defend.
– The game can also be played as 9 v 9 / 10 v 10.



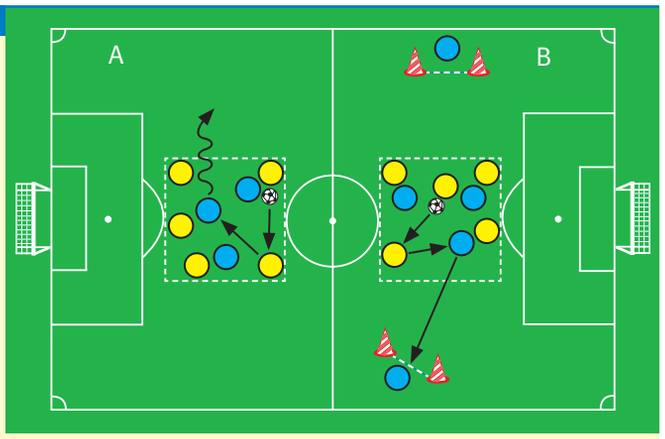
Combined technical/tactical training: 7. The counter attack

1. Playing the ball quickly after gaining possession

Organisation:
– 8 players per marked out area + cones.
– The exercise is carried out on both playing areas.
– The teams play 5 v 3 (or 6 v 4 is also possible).

Procedure *(Pitch A)*:
– The ◯ team tries to retain possession with one-touch play.
– The ● team tries to gain possession. If a ● player wins the ball, he tries to get out of the square as quickly as possible.
– The player who wins the ball may also pass to a team-mate before taking the ball out of the square.
– The roles are then reversed.

Variation:
– The defender who wins the ball goes out of the square and passes to the ● player between the cones.

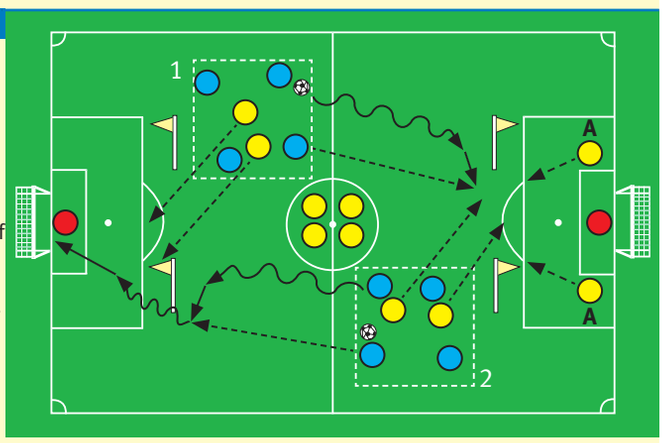


2. Launching a counter-attack

Organisation: – 6 players per marked out playing area (1 and 2). 4 to 6 players waiting. – 2 goalkeepers – 4 poles (or cones) as opponents. – The teams play 4 v 2; the two defenders are swapped round.

Procedure: – When the coach gives the signal, the ● player in possession runs out with the ball at his feet, together with two team-mates. He runs towards one of the flags and lays the ball off for one of his team-mates to finish (3 passes maximum allowed). – The 2 ◯ defenders run towards the nearest goal to provide opposition (e.g. the ◯ defenders from square 2 provide opposition for the ● attackers running from square 1).

Variations: – A time limit can be placed on the counter-attack. – The 2 ◯ defenders **A** standing next to the goal can also provide opposition.

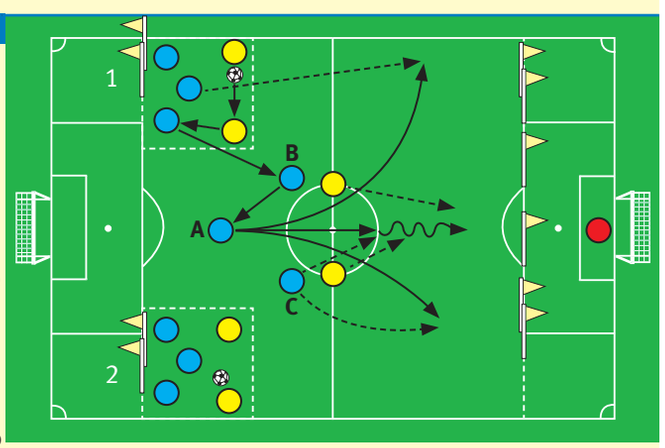


3. Escaping pressing, and then counter-attacking

Organisation: – 5 players per square and 5 players in the game + goalkeeper. – Marked out playing area + squares **1** and **2** + small goals. – The ● players are the attackers; the ◯ players are the defenders.

Procedure: – The teams play 3 v 2 in the squares. The action always starts on pitch 1 and then is switched to pitch 2. – The 2 ◯ defenders try to score in the small goal. – The 3 ● attackers defend. When they win possession, they play the ball (1st pass) to the attacker **B**, who lays the ball back to **A** in the centre of the pitch. **A** then plays the ball long to one of the attackers from the square or to attacker **C**. To finish, the attacker has to run through a gate and shoot at goal. – Only the attackers from the square concerned and player **C** or **B** are involved in the counter-attack.

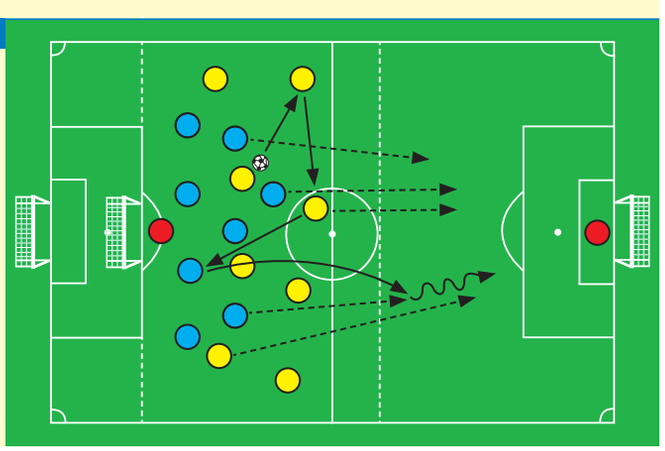
Variation: – The ◯ players from the square concerned can also come back to defend.



4. Counter-attack game: 8 v 8

Organisation:
– 2 teams of 8 players + 2 goalkeepers.
– Marked out playing area + 2 large goals.
– The game always starts in the playing zone.

Procedure:
– The ◯ team play the ball to each other, 2 to 3 touches, and try to score.
– When the ● team win the ball, they attempt a quick counter-attack by coming out of the zone (either by dribbling or passing out).
– 3 to 4 ● players set off on the counter.
– The ◯ players track back to defend.
– A limit should be imposed on the time available for the counter-attack or on the number of passes allowed before finishing.



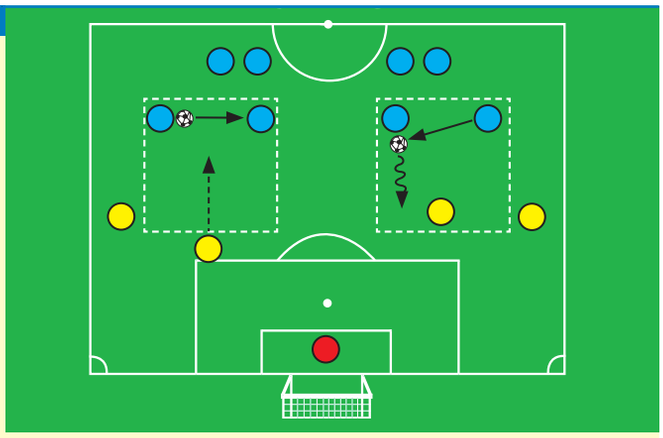
Combined technical/tactical training: 8. Zonal defence (defensive unit)

1. Basic 2 v 1 situation

Organisation:
– 6 players per station.
– The players play 2 v 1 in a marked out area.
– The players change over after 5 to 6 attempts.

Procedure:
– The 2 ● attackers try to cross the square and bring the ball to a stop behind the line.
→ The players learn how to defend according to the situation in the game.
– The ● defender gets himself between the two attackers, slows down play but without launching into the players and tries to provoke mistakes

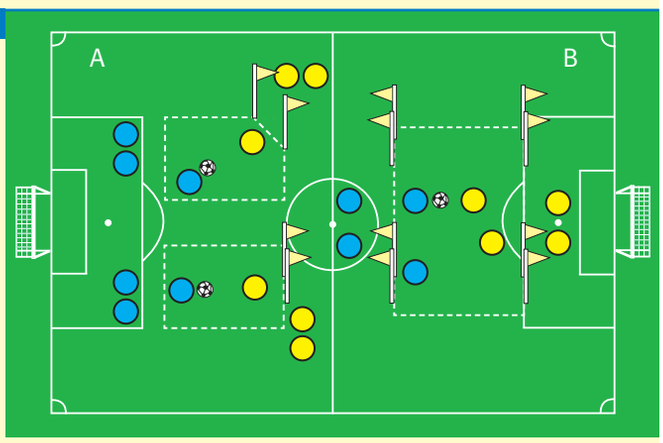
Variation: – Once the ● attackers have crossed the square, they try to score in the goal.



2. From 1 v 1 to 2 v 2

Organisation:
– 6 to 8 players per station + 2 small goals.
– 1 v 1 and 2 v 2.
– Marked out playing areas *(pitch A and pitch B)*.
– Players are swapped around. Limited playing time.

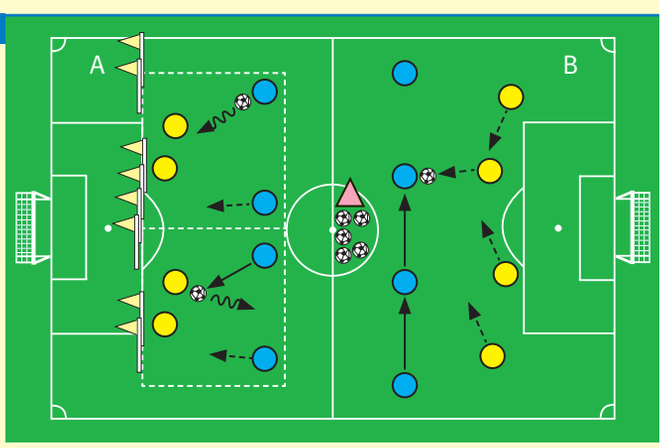
Procedure:
– ***Pitch A:*** 1 v 1. The ● player tries to score in the small goal. The ● defender provides opposition by forcing his opponent out to one side and by trying to gain possession. When the action is completed, the players are switched.
– ***Pitch B:*** 2 v 2. The players try to score in the small goals.
→ The defenders provide the opposition, close down the angles and cover each other.



3. From 2 v 2 to 4 v 4 (or 3 v 3)

Organisation: – 8 players per station. – Played on marked out areas *(pitch A and pitch B)*. – 2 v 2. When the coach gives the signal, the teams play 4 v 4 (or also 3 v 3).

Procedure:
– ***Pitch A:*** The ● team tries to score in the 2 small goals (2 v 2 game), and then in the 4 goals (4 v 4 game).
  – If the ● team wins the ball, it tries to score by crossing the end line (stop-ball).
  – The teams switch from a 2-man defence (in one playing area) to a 4-man defence on both playing areas and apply the principles of zonal defence.
– ***Pitch B:*** Analytical work. The 4 ● defenders position themselves according to where the ball is played by the ● attackers (roles are reversed).
→ The coach directs and corrects the exercise.

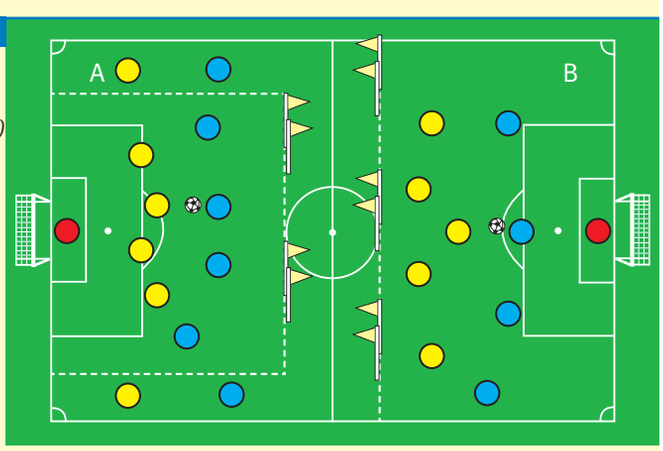


4. 4 v 4 (5 v 5) game

Organisation:
– 2 teams of 5 players + 1 goalkeeper. – The teams play 4 v 4 + 1 goalkeeper and 2 extras. – Marked out playing areas *(A + B)* + 2 large and small goals. Roles are reversed every 3 minutes.

Procedure *(Pitch A)*:
– The ● team attacks and tries to score in the large goal.
– The ● team defends zonally and can score in the small goals.
– When the ball goes out of play, one of the extras puts it back into play.

Variation *(Pitch B)*:
– 5 ● defenders (4 + 1 midfielder) defend 3 small goals and score in the large goal.
– The 4 ● players score in the small goals.
→ The players apply the principles of zonal defence.



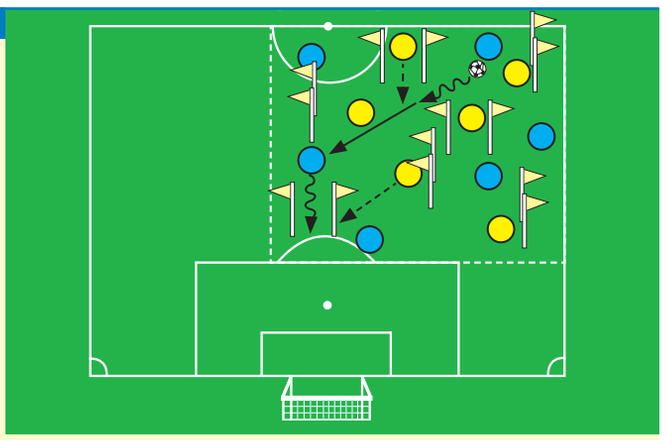
Combined technical/tactical training: 9. Zonal defence (defence and midfield)

1. Introductory 6 v 6 (7 v 7) game

Organisation:
– 2 teams of 6 v 6.
– Unrestricted play on a marked out playing area and 7 gates.
– Handling of the ball can also be allowed.

Procedure:
– The 🔵 team with the ball attacks and their players attempt to get through the gates, either with a pass to a team-mate or with the ball at their feet (1 point).
– When a 🟡 player stands in the way and blocks a gate, it is not possible to score.
– Duration: 1' or 2'; roles are reversed. Which team can score the most goals?

→ Emphasis on co-operation and communication.

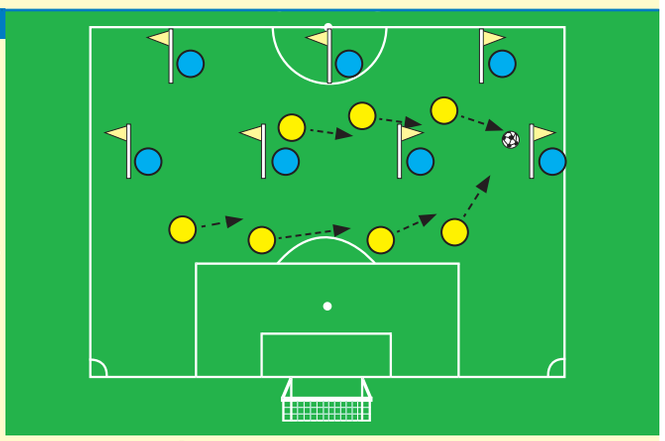


2. Defending as a compact unit

Organisation:
– The 🟡 team with 7 players (or 6 or 8) is positioned in two compact units. – 7 poles (of different colours) or 7 🔵 players.
→ The emphasis of the work is on the movements of the unit.

Procedure:
– The coach indicates the pole where the ball has to be played by the 🔵 team (slowly at first, and then at normal speed).
– The 🟡 team moves according to where the ball is and applies zonal defence principles.

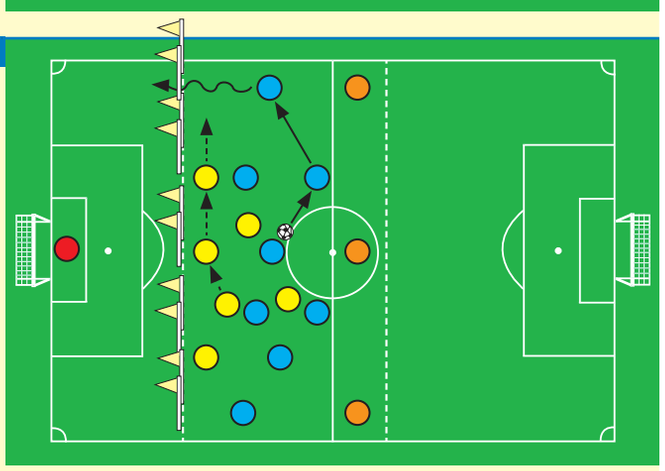
Variation (switch from defence to attack)**:**
– The exercise is done without the poles. The 🔵 players move the ball round. When the 🟡 team wins the ball, its players spread out and attempt to string 10 passes together.
– The 🔵 players provide passive opposition initially and then play normally.



3. 6 v 8 (5 v 7): defence and midfield co-operation

Organisation:
– 2 teams. The 🟡 team with 6 players + goalkeeper defends; the 🔵 team with 8 players attacks. – Unrestricted play on a marked out playing area with one large goal and 5 gates.

Procedure:
– The 🔵 team, playing with no restrictions, has to go through one of the gates with the ball at their feet and to try to score.
– The 🟡 team defends zonally and tries to prevent the 🔵 team from scoring. – On winning the ball, a 🟡 player delivers an accurate pass to one of the 3 🟠 players. – If a 🔵 player gets through one of the gates, the other players can then go into the defensive zone behind the gates. – If the 🔵 attackers get through a gate, 1 point is awarded; if they score in the large goal, 2 points are awarded. The long pass by the 🟡 team to a 🟠 player is worth 1 point.

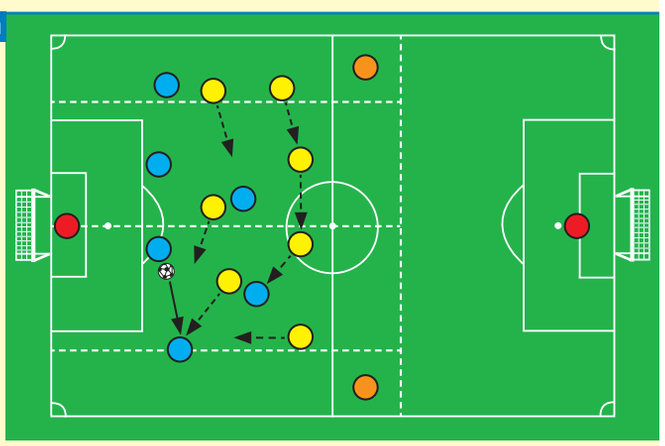


4. 7 v 6 (8 v 6) game to work on regaining possession

Organisation:
– The 🟡 team with 7 players defends high up the pitch to try and win the ball. – The 🔵 team has 6 players + goalkeeper.
– Playing area marked out into 4 zones. – Play always starts with the 🔵 team.

Procedure:
– The 🔵 players try to play the ball deep to the 🟠 extras. 1 point is awarded for every successful pass.
– The 🟡 defenders try to break down play and to win the ball.
– If the 🟡 team gains possession, they can either keep the ball or try to score quickly (switch from defence to attack).

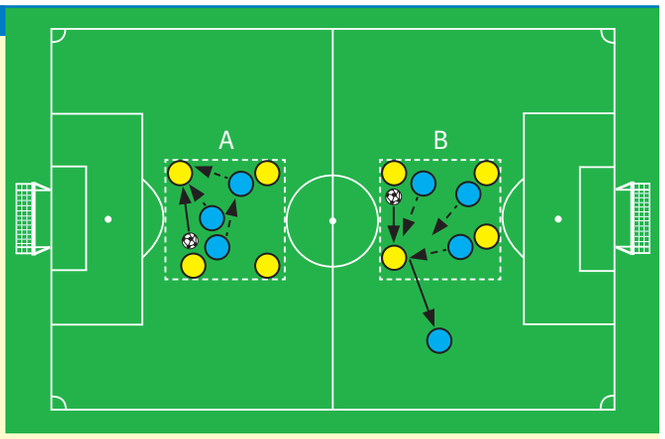
Variation:
– After controlling the ball, the 🟠 players can score in the goal defended by the 🟡 team goalkeeper.
– All the 🟡 team comes back to defend.



Combined technical/tactical training: 10. Basic pressing

1. 3 v 4 practice game

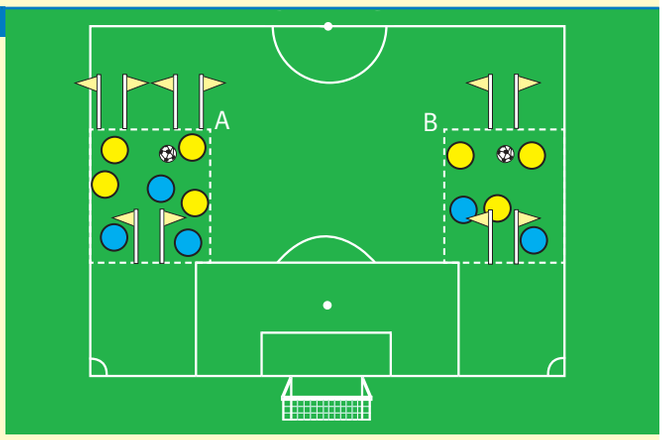
Organisation:
– 7/8 players in marked out squares. – The teams play 4 v 3 (+ 1 extra outside pitch B). – Roles are changed after a predetermined playing time. – Play always begins with the ○ team.
Procedure *(Pitch A)*:
– The 4 ○ players play the ball to each other, with 2 to 3 touches each. – The 3 ● players in the middle try to intercept the ball. They decide on the best moment to start pressing with 2 players. The 3rd player comes in as cover.
→ The players have to decide on the right moment; they put the player in possession under pressure, create numerical supremacy and show aggressiveness.
Variation *(Pitch B)*:
– When the ● players gain possession, they try to deliver a pass to the extra player.



2. 3 v 4 (3 v 2) practice game

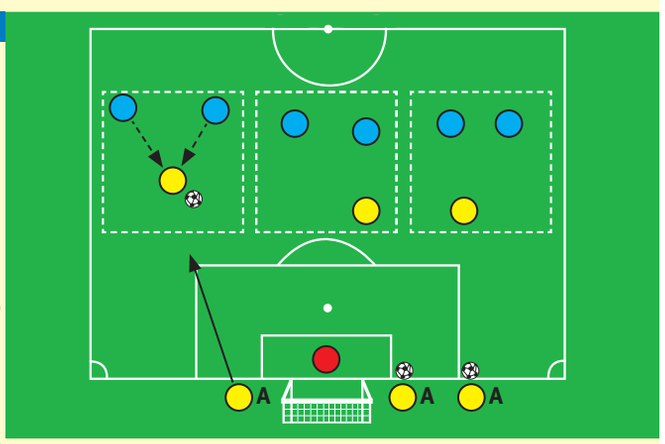
Organisation:
– The teams play 4 v 3 *(on pitch A)* and 3 v 2 *(on pitch B)*. Marked out squares.
– The 3 ● players attack the 2 small goals *(pitch A)* and the ○ players attack 1 small goal. On pitch B, each team attacks 1 small goal.
– Roles and pitches are switched after a predetermined time limit.

Procedure:
– Play always starts with the ○ team, which attempts to score.
– After the 1st pass from the ○ team, the ● players try to win the ball (by pressing) and to score quickly.
→ The ● players seek to outnumber the player on the ball, to force the opponent to go outside or inside – depending on the situation, and to apply pressing.



3. 1 v 2 exercise: pressing while attacking

Organisation:
– 3 players in each of the marked out squares + 3 passers **A.**
– The teams play 2 v 1 + 1 passer / 1 goalkeeper in the goal.
– The exercise is performed on all 3 squares.
– Players switch roles and squares.
Procedure:
– The ○ passer **A** plays the ball to his ○ team-mate, who tries to keep possession. – The 2 ● players challenge the ○ player with the ball and try to dispossess him and score quickly.
→ Emphasis is on countering the opponent, giving support to a team-mate and trying to force a 1 v 2 situation.
Variation:
– When the ● players launch their attack to try and score, the ○ passer **A** comes into the game to defend and to allow his team-mate to get back as well (to create a 2 v 2 situation).



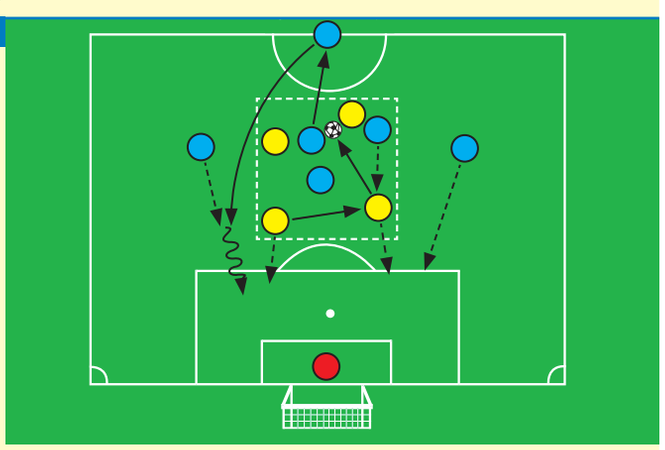
4. 3 v 4 or 6 v 4 exercise, pressing and countering

Organisation: – 10 players + goalkeeper. – The players play 4 v 3 on the marked out square. – There are 3 extra ● players outside the square. – The positions of the ● players should be changed after a few attempts. – The teams' roles should also be changed.

Procedure: – The 4 ○ players keep possession with 2 or 3 touches each. – The 3 ● players try to intercept the ball. Once they gain possession, they attack the large goal with 6 players. The 4 ○ players come back to defend (6 v 4).

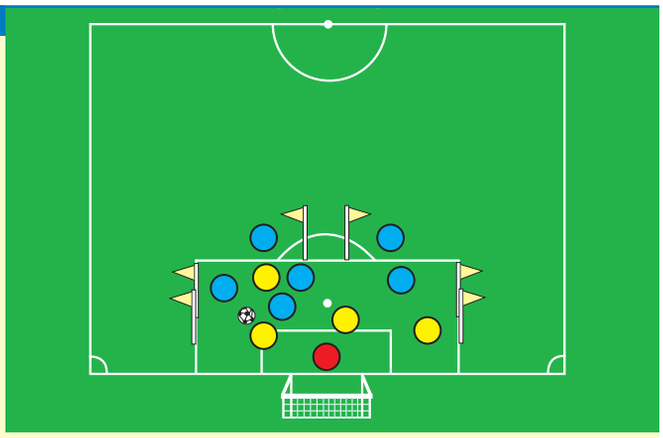
→ Emphasis on finding the right moment to start pressing. Free attack on goal; individual move or passing game.

Variation: – The position of the square can be changed and can be shifted to either of the flanks.



Combined technical/tactical training: 11. Pressing

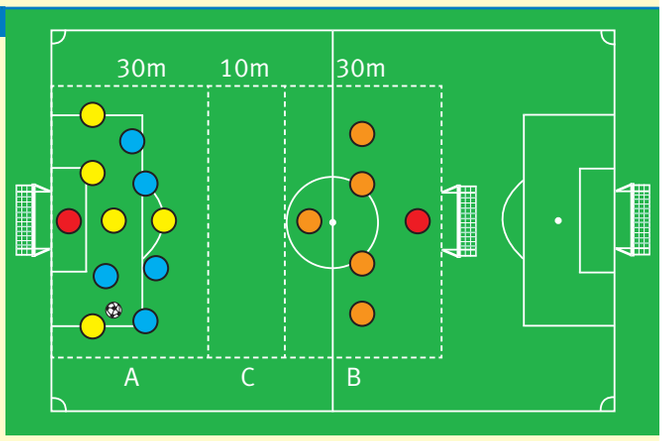
1. 6 v 4 practice routine: pressing in attack



Organisation:
– 11 players in the 16-yard box. – The teams play 6 v 4 + goalkeeper in the large goal + 3 small goals. – Roles are changed after a predetermined playing time. – The 4 v 4 game always starts with the goalkeeper, who plays the ball to the 🟡 team.

Procedure:
– The game starts with 4 v 4. – The 🔵 attackers attempt to score in the large goal. – The 🟡 defenders defend the large goal and score in the 3 small goals. – The 🔵 attackers press in attack with the 2 extra players (to create numerical supremacy) and try to score quickly.
→ Emphasis on defensive organisation, occupying space, creating numerical supremacy around the ball, forcing the opponent into mistakes, showing aggressiveness.

2. 5 v 5 v 5 game: pressing in attack

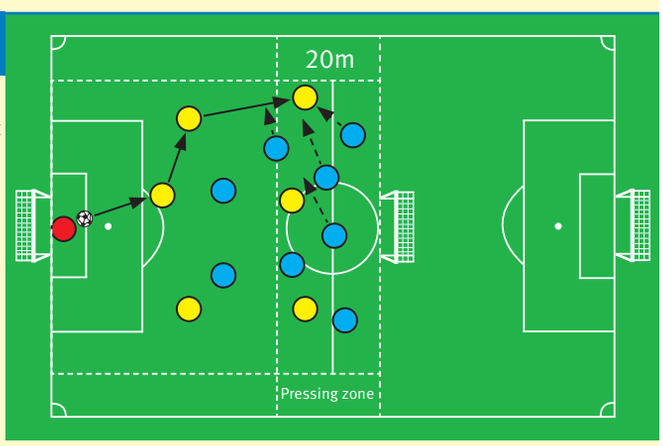


Organisation:
– 3 teams of 5 players with 2 goalkeepers. – Playing area marked out into 3 zones *(A, B and C)*. – The teams play 5 v 5 in zones A + B. Zone C is neutral. – The coach decides on the duration of the game.

Procedure:
– The 🟡 team tries to get the ball from zone A to zone C.
– The 🔵 players apply pressing in zone A to try to win the ball and score as quickly as possible. – When the 🟡 team manages to get out of zone A and into zone C, they attack the 🟠 team, which defends the large goal in zone B. When the 🟠 team gains possession, the 🟡 players press in zone B. – If the 🔵 team scores, play is restarted in zone A by the 🔵 team.

Variation:
– Restrict the number of touches allowed in zones A + B.

3. 8 v 6 game: pressing in midfield (switch from defence to attack)

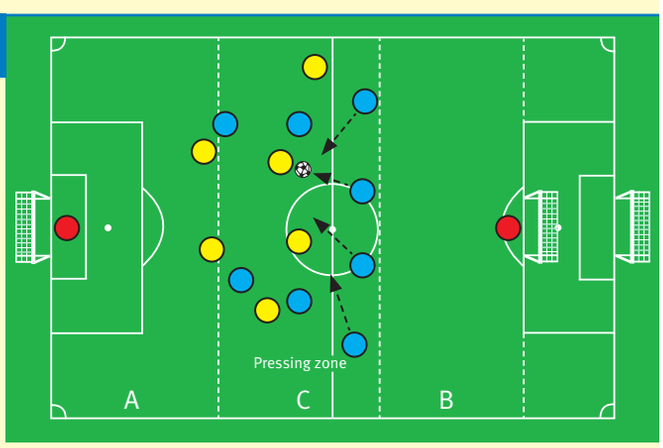


Organisation: – The 🟡 team has 6 players + goalkeeper. – The 🔵 team has 8 players and defends the large goal without a goalkeeper. – The playing area is marked out with a pressing zone.

Procedure: – The 🟡 team tries to score in the goal without the goalkeeper by shooting directly on goal in the pressing zone. – The 🔵 team defends by pressing in the marked out zone with the aim of winning possession and launching a quick attack.
→ The team starts to apply pressing according to the situation of play.

Variation: – Restrict the number of touches allowed by the 🟡 team. – As soon as the 🔵 team has won possession, restrict the time allowed for the attack (e.g. less than 10 seconds).

4. 8 v 6 game: pressing in midfield (transition from defence to attack)



Organisation: – The 🟡 team has 6 players + goalkeeper. – The 🔵 team has 8 players + 1 goalkeeper. – The playing area is marked out into 3 zones *(A, B and C)*.

Procedure: – The 🟡 team plays in zones A and C and tries to cross (by dribbling or passing) the defensive line of the 🔵 team. A sole 🟡 player goes to challenge the goalkeeper (1 v 1).
– The 🔵 team, which is positioned according to its chosen playing system, defends and tries to apply pressing in zone C. Once it has gained possession, it counter-attacks or starts a gradual build-up. → The pressing is started according to the situation of play and in the most favourable areas for pressing (out on the flanks).

Variation: – When the 🟡 team goes into zone B, it tries to score. The 🔵 players come back to defend.

FIFA
For the Good of the Game

Training content

Part 1: Technical training

Part 2: Combined technical/tactical routines

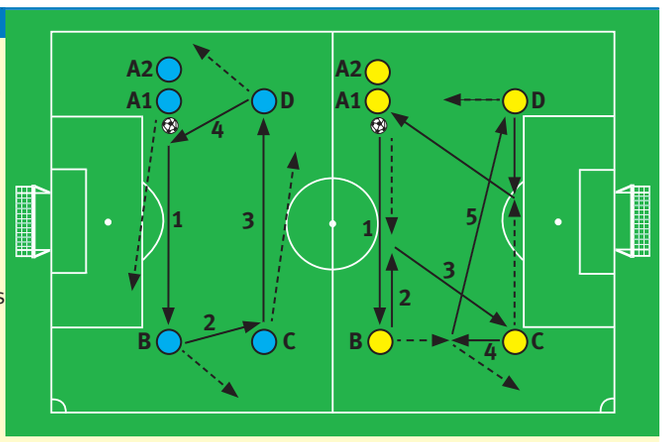
KEY

----------►	Path of the player without the ball
~~►	Path of the player with the ball
——————►	Path of the ball (from a pass or shot)
△	Coach
A, B, C, D	Designation of players
A1, A2	Positions of A players

Technical training: 1. Passing and controlling (receiving the ball)

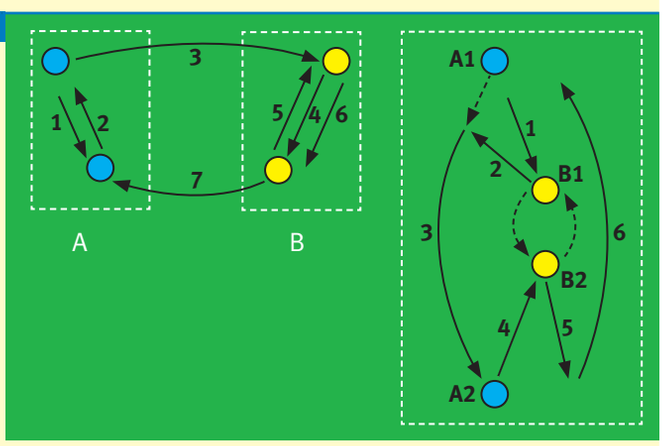
1. Passing along the ground and controlling

Organisation:
– 5 players per exercise. – Areas marked out (with cones, discs, etc.). – 1 ball to start, then 2.
Procedure:
– **A1** plays the ball to **B** and then takes **B's** place.
– **B** controls and plays the ball for **C** to run onto and then takes the place of **C**.
– **C** plays the ball for **D** to control, who then plays for **A2** to run onto.
– After passing, positions are switched, according to the coach's instructions. – The direction of passes is also changed.
Variations:
– Variety of passes and ball control. – Exercise with 2 balls.
– 1-touch direct play (pass - pass-back - pass), as shown in the example with the ○ players.



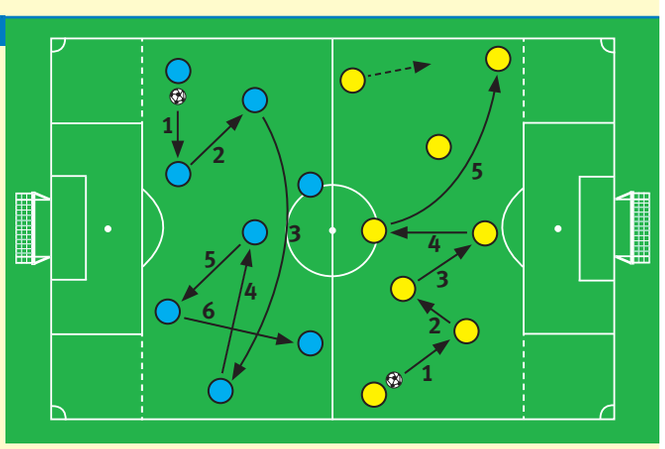
2. Short passing and long passes

Organisation:
– 4 players per exercise.
– Areas marked out (with cones, discs, etc.). – 1 ball.
Procedure:
– The players in **group A** move around and play short, direct passes to each other.
– After 3-4 passes, they pass long to the players in **group B**.
– One of the players in **group B** controls the ball and plays it to his partner (direct pass).
– Passes are delivered with the left and right foot.
Variations:
– **A1** plays the ball to **B1** who passes back. **A1** gives a long pass along the ground or in the air to **A2**.
– The players in **group B** play one touch to each other and then change round.



3. Varied passing and control

Organisation:
– 2 groups of 6-8 players.
– Area marked out (with cones, discs, etc.).
– 1 ball per group.
Procedure:
– The ball is circulated within the group, with 2 touches each, and then with 1 touch - depending on the situation.
– The players cover the area of the pitch and are always moving.
– They try to achieve a triangular passing formation.
– They then do 3 short passes followed by a long one.
Variations:
– The 2 groups play together.
– The player with the ball always passes to a player wearing different colours from his own.
– With 1, 2 or 3 balls.

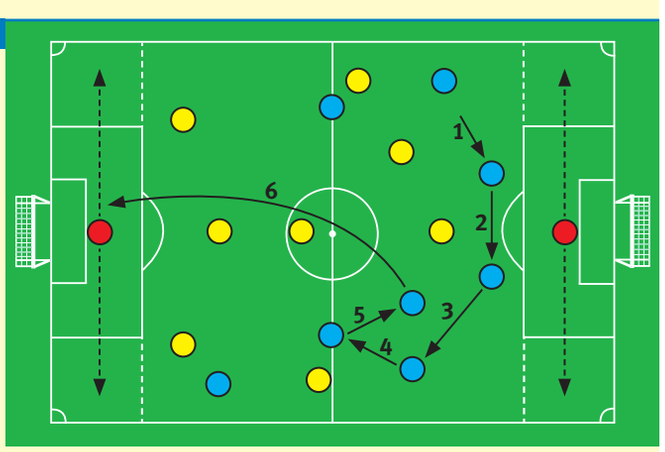


4. 8 v 8 / 6 v 6 game with goalkeepers

Organisation:
– 2 teams of 8 players.
– Area marked out (with cones, discs, etc.).
– 2 neutral goalkeepers playing behind the lines.

Procedure:
– The aim is to keep possession and occupy space.
– Three touches maximum allowed per player.
– A goal is scored after 5 passes and then an aerial pass from the opposing half into the hands of the other team's goal-keeper.

Variations:
– Two touches maximum per player.
– The same format, but with two goals.
– After 5 passes, goals can be scored in one of the two goals.



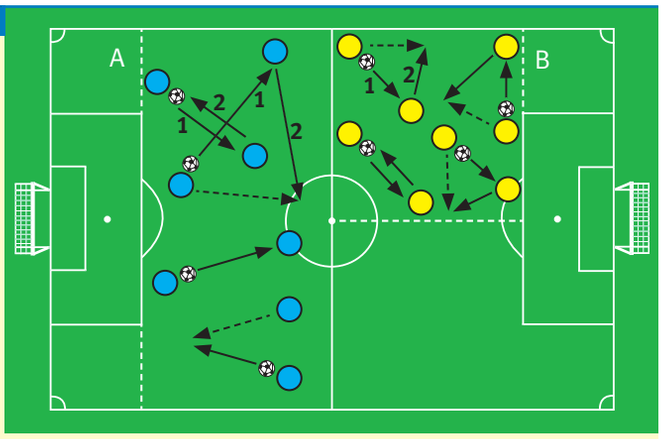
Technical training: 2. Passing and controlling (receiving the ball)

1. Receiving the ball and short or long passes

Organisation:
– 2 groups of 8 players in pairs for each exercise; 1 ball for 2 players.
– Areas marked out *(A and B)*.
– The players swap pitches after a certain time has passed.

Procedure:
– Pass to the feet; players work on receiving the ball (with the inside and outside of the foot) in pairs.
– Pass with the inside of the foot or instep; control with the right foot and pass with the left.
– The players move around the pitch.
– After 1', players change partners.

Variations:
– Vary the passes and trajectories.
– Aerial passes to be controlled on the chest.

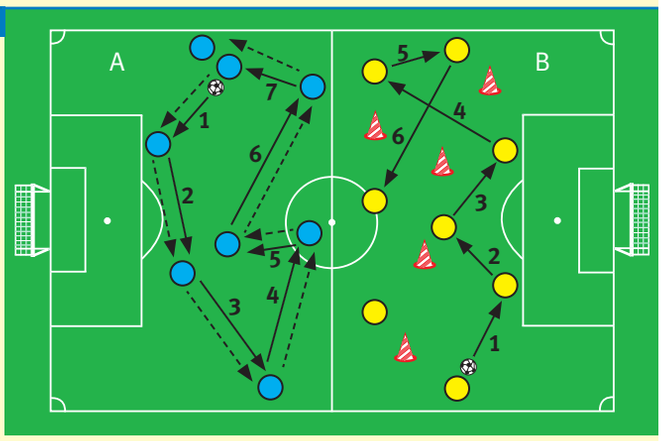


2. Receiving the ball, passing and moving into position

Organisation:
– 2 groups of 7 or 8 players per exercise. – 1 ball per group.
– 5 to 6 cones on pitch B (as opponents).

Procedure:
– The players are in their positions.
– The ball is played to the partner's feet; he faces the ball to receive it.
– On receiving the ball he turns in the direction of his pass and plays the ball (with the inside, outside or instep of the foot).
– Once the pass has been made, the passer takes the place of his partner.

Variations:
– Increase the tempo of play.
– The players on pitch B play with one or two touches.
– The players stay in their positions, but are constantly moving.

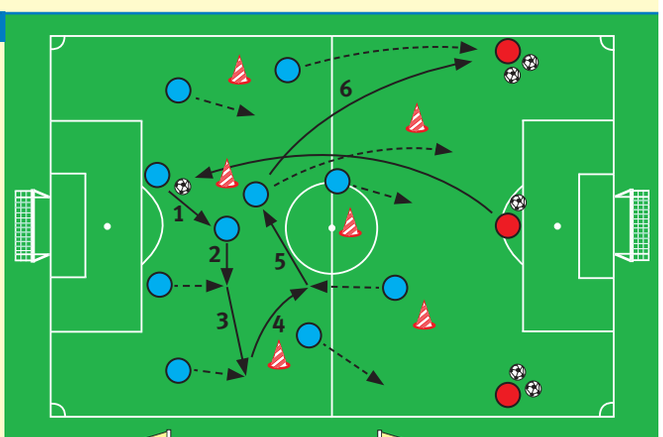


3. Passing and moving the ball around in the team

Organisation:
– The 11-man team adopts the positions for its chosen playing system. – 2 to 3 goalkeepers to start and restart play. – 5 to 6 cones (as opponents).

Procedure:
– The goalkeeper clears the ball upfield; it is controlled and after a gradual build-up (1 to 2 touches) the front players attempt to score. – The team follows the ball, occupies the space and is constantly moving. – Vary the passing, introduce tempo.
→ The coach can direct the game.

Variations:
– Put cones down to make it more difficult for the players to keep possession, and then add passive opponents (3 to 5).
– Restrict the number of passes and the time. – The routine can also be done with 7 or 9-player teams.

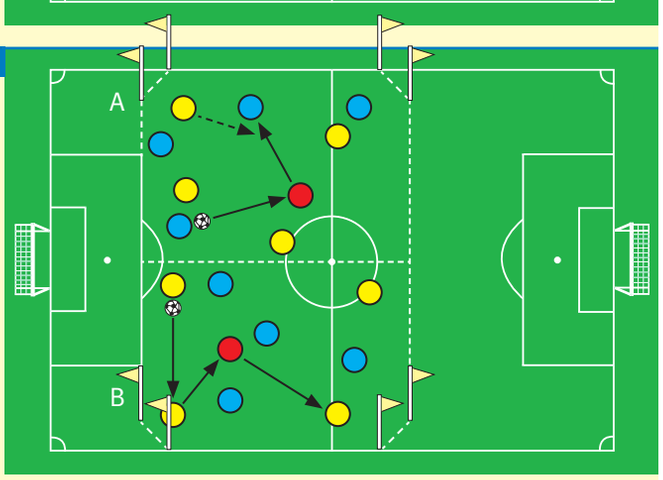


4. 4 v 4 / 8 v 8 + 2 with floaters

Organisation:
– 2 teams of 8 players + neutral floating players (goalkeepers).
– The playing surface is marked out into two zones *(A+B)* and four small goals at the corners.

Procedure:
– A 4 v 4 game in each zone (1 or 2 touches). The neutral "floater" has 1 touch only. – A point is scored after 6 passes are made in one team (not counting balls played by the floater).
– The players then play 8 v 8 on the whole playing area, with the neutral floaters each remaining in one zone. – 1 point is scored after 10 passes.

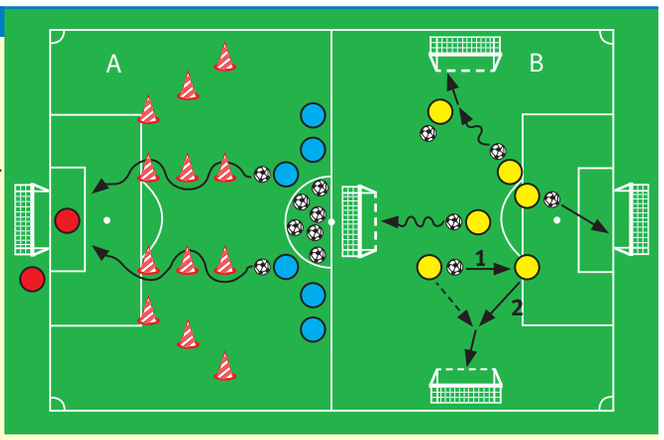
Variations:
– Can be played with small goals. – After 6 passes, a goal can be scored in any of the four small goals. – One team defends 2 of the goals and attacks the other two goals.



Technical training: 3. Shooting at the goal

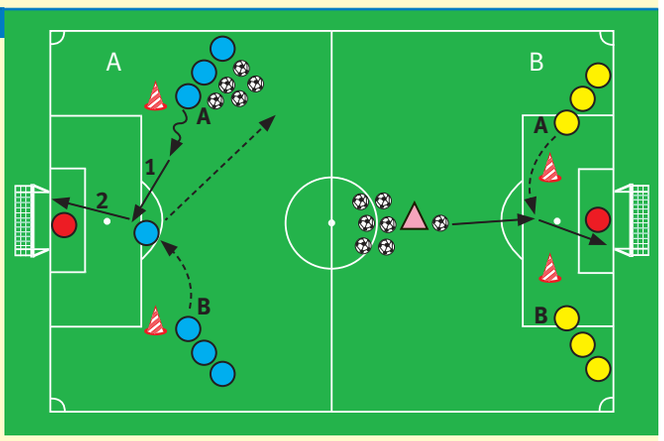
1. Running with the ball and shooting (with the instep)

Organisation:
– Groups of 6 to 8 players at each station + 2 goalkeepers.
– 2 large goals and 2 to 3 small goals. – Balls and cones.
Procedure:
Pitch A: – Straight run, slalom run and shot (with left/right foot).
– The player retrieves his own ball.
Pitch B: – The players run with the ball towards the goal with no goalkeeper and shoot.
– The players juggle the ball (3-4 times), then shoot.
Variations:
– Vary the type of shot (inside of the foot, flick, etc.).
– On pitch B, 4 players with a ball and 2 without a ball to lay passes on for the others.
– Players shoot on goal after a one-two.



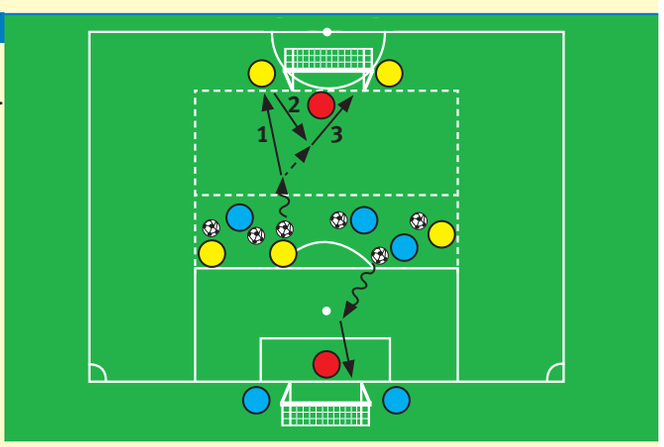
2. Direct shot at the goal after running onto the ball

Organisation:
– A group of 6 to 8 players at each station + goalkeepers.
– 2 goals. – Balls and cones.
Procedure *(Pitch A)*:
– **A** runs with the ball and plays it for **B** to run onto and shoot on the turn.
– After the pass and the shot, the players change positions.
– The action starts from one side and then switches to the other after a few shots.
Variations:
– **A** runs with the ball and plays it to **B**, who plays it back for **A** to run onto and shoot directly.
– *Pitch B:* The coach plays the ball between the cones for **A** or **B**, who run onto it from opposite directions.



3. Shooting at the goal under (physical) pressure

Organisation:
– 2 groups of 3-5 players each, wearing numbers + 2 goalkeepers.
– Marked out pitch. – 1 ball per player and cones.
Procedure:
– Each player runs with his own ball.
– When their number is called out, the players (● / ●) go into the penalty area and shoot at goal.
– They are free to shoot with either foot.
→ The coach decides on the contact surface.
Variations:
– The player goes into the penalty area, plays the ball to an extra player who then lays it on for the first player to run onto and have a direct shot.
– The extra player feeds the ball by hand to the player, who then volleys or half-volleys a shot at goal.

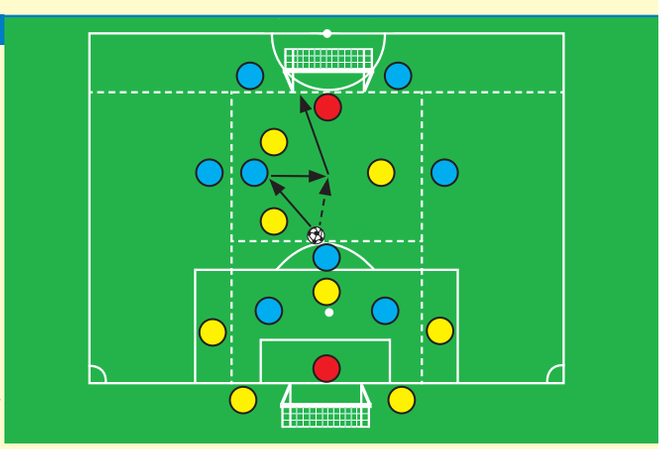


4. 4 v 4 / 3 v 3 game + goalkeepers

Organisation:
– 2 teams of 4 players + 2 goalkeepers; 4 extras per team.
– Playing area marked out.
– 2 goals.

Procedure:
– Unrestricted play.
– The extra players play 1 touch (or 2 touches) and cannot play the ball to each other.
– Players switch around.

Variations:
– Direct shot on goal in the attacking zone.
– Direct shot on goal after one of the extras has laid the ball on.
– Direct shot on goal from the player's own half.



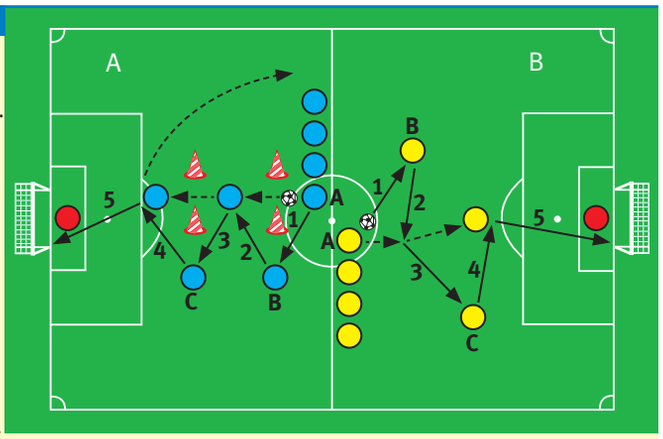
Technical training: 4. Shooting at the goal after a pass

1. Shooting at the goal after a direct lay back

Organisation:
– Groups of 6 to 8 players per exercise. – Balls and cones.
– The exercise is performed using two goals with the goalkeepers.

Procedure *(Pitch A)*:
– **A** plays a one-two with **B** and then to **C** who lays the ball back for **A** to run onto.
– **A** shoots at goal and then runs back slowly.
– The players laying the ball on are then changed.
– The ball should be played from the left and the right.
– The shooting distance should be varied with emphasis on shot placement as well.

Variations (Pitch B):
– **A** plays the ball to **B**, who lays the ball back. **A** gives the ball to **C** who plays a cross-field pass to **A**, who then shoots on the run.
– The players switch positions as soon as the action is complete.

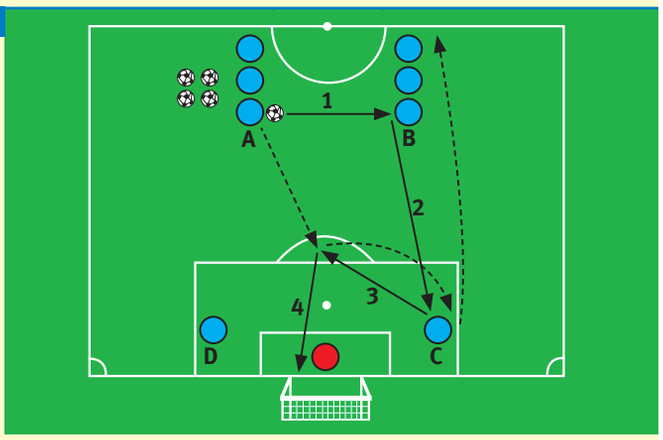


2. Shooting at the goal after the ball has been laid back

Organisation:
– A group of 6 to 8 players per exercise + goalkeeper.
– Balls.
– This exercise can be performed using two goals.

Procedure:
– **A** plays the ball to **B**, **B** to **C**.
– **C** lays the ball back for **A**, who shoots at goal.
– **A** takes **C's** position and **C A's** position.
– Play is then switched to the side where **D** is located.

Variations:
– After the pass from **B** to **C**, **B** runs after **A** and acts as an opponent.

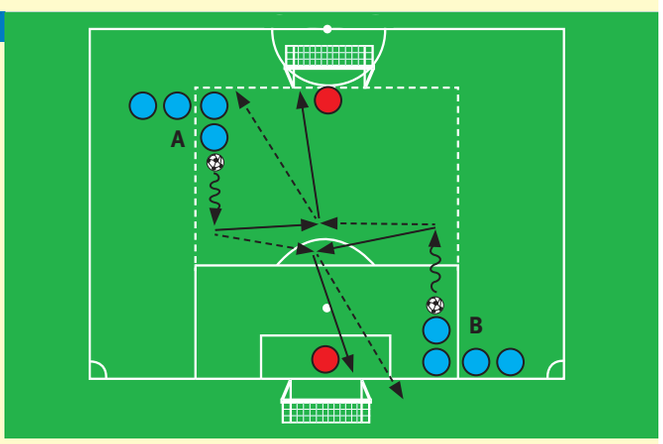


3. Shooting at the goal after a fast run and passing move

Organisation:
– 2 groups of 4-5 players each + 2 goalkeepers.
– Marked out playing area + 2 goals.
– Balls.

Procedure:
– **A** and **B** each run with the ball and then play a cross-field pass along the ground to the centre of the pitch.
– **A** controls the pass from **B** and shoots at goal.
– **B** controls the pass from **A** and shoots at goal.
– The players shoot at goal directly or after controlling the ball.
– The players then change sides.

Variations:
– The trajectories of the passes can be varied.
– A contest between the teams: which team can score the most goals after 6 shots from each player?

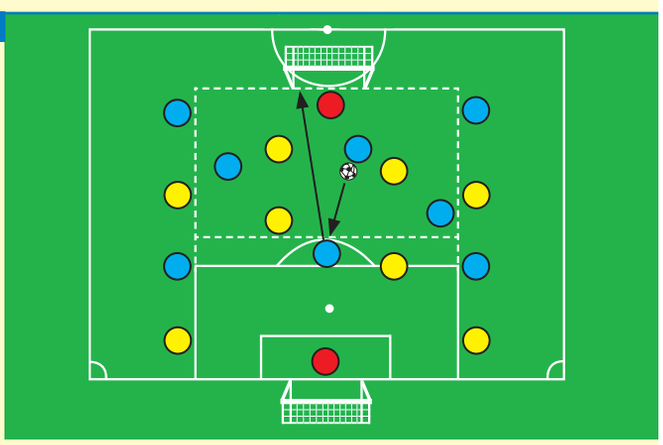


4. 4 v 4 / 3 v 3 game

Organisation:
– 2 teams of 4 players each + 2 groups of 4 extra players + 2 goalkeepers.
– Marked out playing area + 2 goals.
– Balls.

Procedure:
– Unrestricted play and quick finishing.
– A maximum of 5 passes within the team, including those with the extra players along the touchline, who can play one touch only.
– One player must always remain in the defence zone.
– 1 point is scored per goal, and 3 points for every goal scored from the defence zone.

Variations:
– A goal scored before three passes have been made is worth 2 points, but at least one pass must be made.



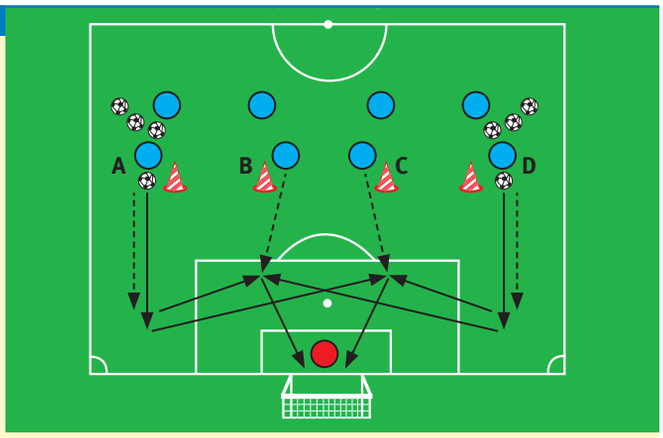
Technical training: 5. Shooting at the goal from a cross

1. Shooting at the goal after a low cross

Organisation:
– 4 to 8 players + goalkeeper.
– Balls and cones.
– This exercise can be performed using both goals.

Procedure:
– **A** plays the ball towards the byline. He runs after the ball and delivers a low cross along the ground to **B**. After doing this 5 times, he then crosses to **C**.
– **D** does the same thing.
– After 10 attempts, the players swap roles.

Variations:
– A high cross to the far post and a low cross to the near post. **B** and **C** swap positions in front of goal.

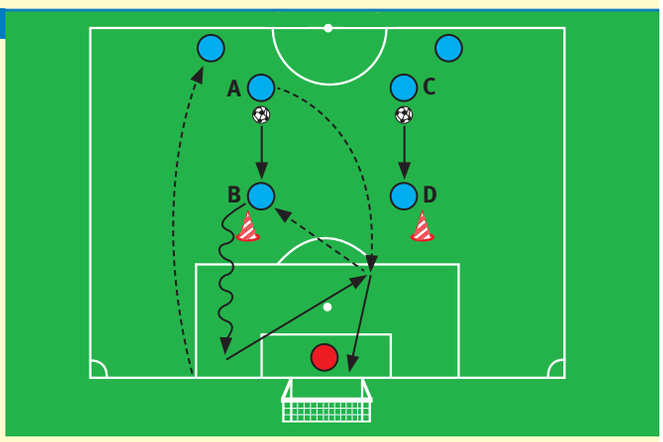


2. Shooting at the goal after the ball has been laid back

Organisation:
– 4 to 6 players + goalkeeper.
– Balls and cones.
– This exercise can be performed using both goals.

Procedure:
– **A** plays the ball to **B**, who has his back to goal.
– **B** controls the ball on his outside, runs with it and crosses it for **A** to shoot on the run.
– **A** and **B** swap roles.
– **C** and **D** do the same thing.
– There should be variation with the crosses: the direct shot on goal should come from a low or high cross, and also after the ball has been controlled.

→ A connects with the ball after a curved run.

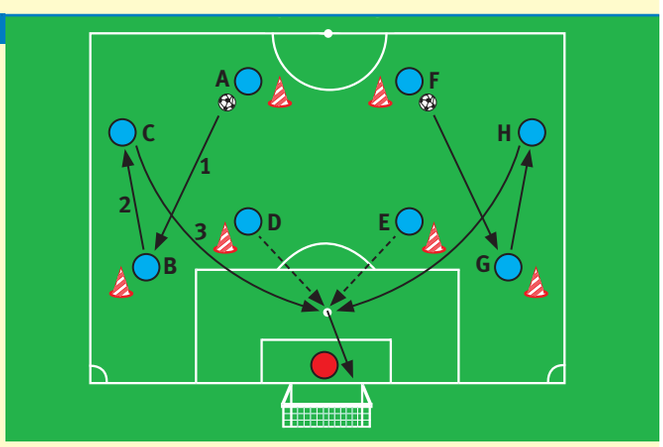


3. Finishing from crosses in the air

Organisation:
– 8 to 10 players + goalkeeper.
– Balls and cones.

Procedure:
– **A** plays the ball "firmly" along the ground to **B**, who lays it back directly to **C**.
– Without controlling it, **C** crosses the ball to **D** or **E**.
– **D** or **E** shoots at goal (either directly, after controlling the ball or a lay off), depending on how the cross comes in.
– **D** and **E** can swap positions with each other (by running across one other).

Variations:
– Using a defender (either passive or semi-active) to provide opposition in the centre.

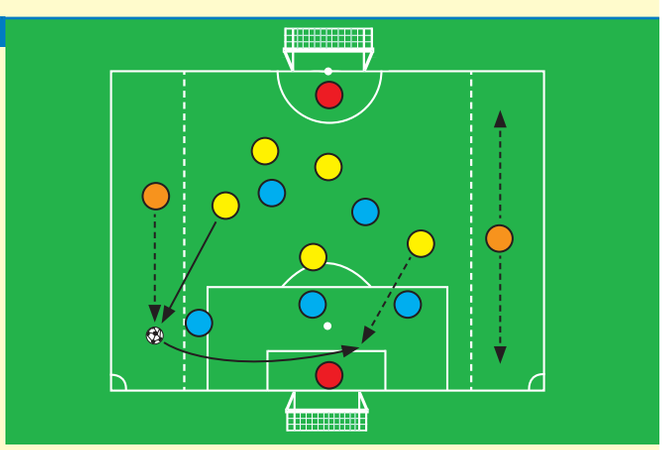


4. 5 v 5 / 6 v 6 game with goalkeeper

Organisation:
– 2 teams of 5 + 2 neutral extra players ● + 2 goalkeepers.
– Marked out playing area + 2 neutral "strips" at the side + 2 goals.
– Balls.

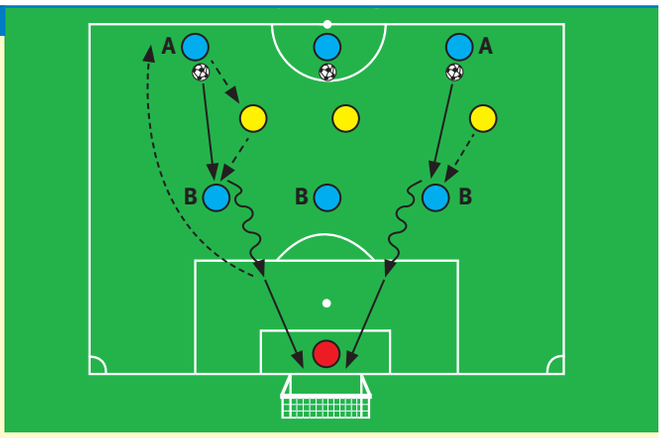
Procedure:
– Free play; the players have to try to score from crosses.
– Goals scored from crosses are worth 2 points; goals scored from a single touch after a cross are worth 3 points; goals scored normally are worth 1 point.
– Teams must complete 4 passes before crossing the ball.

Variations:
– 5 v 5 with a maximum of 3 touches.
– No fixed extra players along the side. The ball is played out to the flanks to a player running into space.



Technical training: 6. 1-on-1 situations with the goalkeeper

1. Controlling the ball and taking on the goalkeeper

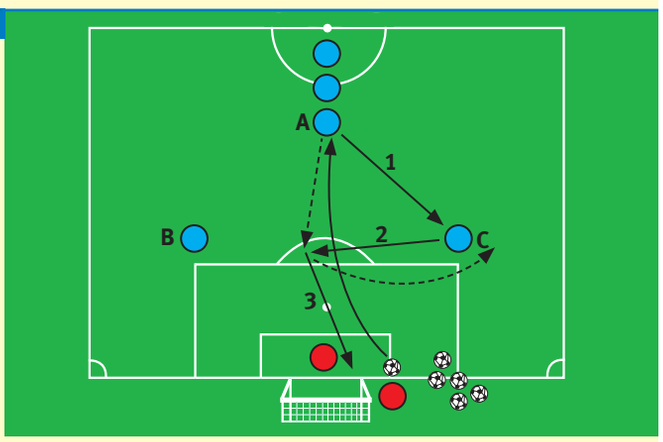


Organisation:
– 6 to 9 players + goalkeeper.
– 6 attackers and 3 defenders.
– Balls.

Procedure:
– The **A** players play the ball to **B**, who has his back to goal.
– **B** controls the ball and takes on the goalkeeper (by shooting or dribbling past him).
– **A** and **B** swap roles after each attempt.

Variations:
– Once the ball has been controlled, the ○ defender pursues the attacker and acts as an opponent.
– The attacker runs with the ball from the middle of the pitch and has 6" - 8" to score.

2. Quick finishing

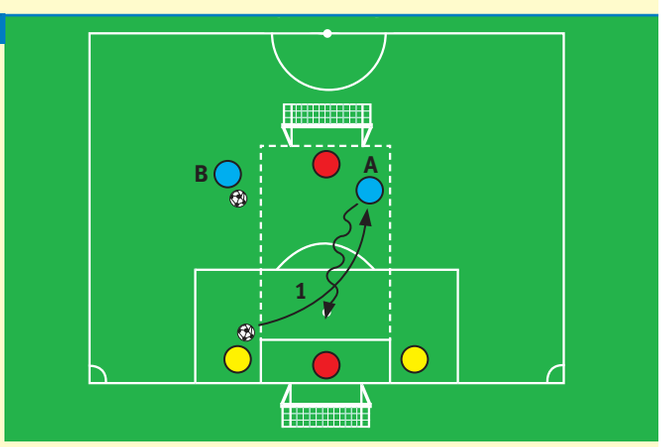


Organisation:
– 4 to 6 players + 2 goalkeepers. – Balls.

Procedure:
– The goalkeeper clears from the side of the goal (with a drop kick, a goal kick or a pass out) to player **A**.
– **A** controls the ball and plays it to **B** or **C**.
– **B** or **C** lays the ball back to **A**, who shoots on the run or takes on the goalkeeper.
– After the shot, **A** takes the place of the player who laid the ball on for him, and vice versa.
– The tempo should then be increased.

Variations:
– The type of delivery can be varied (one-two, cross-field ball, pull back, high cross). – After clearing, the goalkeeper comes out to provide opposition for **A**.

3. Simulated match sequences against the goalkeeper

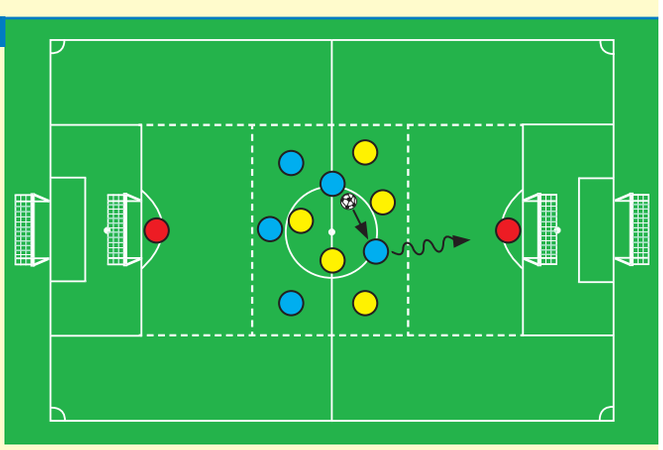


Organisation:
– 2 teams and 2 players + 2 goalkeepers.
– Marked out playing area.

Procedure:
– The ○ player plays the ball (diagonally) to **A**, who controls it, takes on the goalkeeper and finishes.
– The player is allowed only 1 or 2 touches before shooting.
– **B** then plays the ball (diagonally) to the other ○ player.
– The players switch sides after each attempt.
– A time limit is imposed.

Variations:
– The attacker attempts to dribble past the goalkeeper, who comes out to challenge him.
– Restrict the time between controlling the ball and finishing (e.g. 4" to 5").

4. 4 v 4 / 5 v 5 + goalkeepers



Organisation:
– 2 teams of 5 players + 2 goalkeepers.
– Playing area marked out into 3 zones.
– 2 goals.

Procedure:
– Unrestricted play in the central zone.
– The players have to try to cross the opponents' defensive line with the ball at their feet if they are to score a goal.
– 1 point for crossing the line; 2 points for scoring a goal.
– 1 point for the goalkeeper if he saves the shot.

Variations:
– A defender can chase the attacker into the goal area when the attacker takes on the goalkeeper.

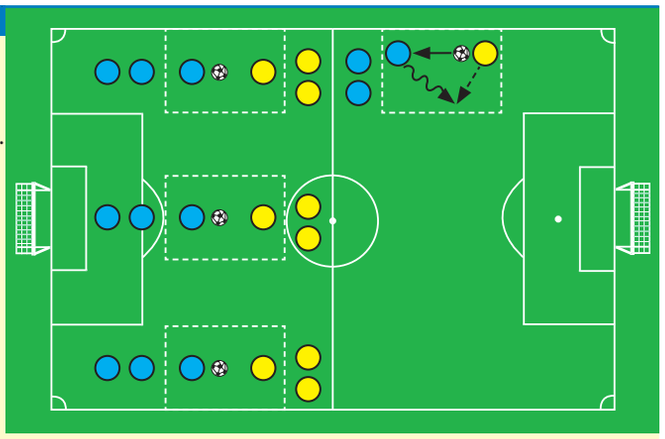
Technical training: 7. 1 v 1 duels

1. Retaining and gaining possession

Organisation:
– 3 teams of 2 to 3 players.
– 1 v 1 games on marked out playing areas.
– The ball is fed in between the players. – Restricted playing time.

Procedure:
– The 1st player tries to keep the ball (by covering and protecting it and feinting).
– The 2nd player tries to dispossess him or to knock the ball out of play.
→ The coach coaches the attacker (on how to dribble) and then the defender (on his defensive play).

Variations:
– The attacker attempts to get past the defender's goal line.
– The coach can instruct the defender on defensive play and the attacker on attacking play.

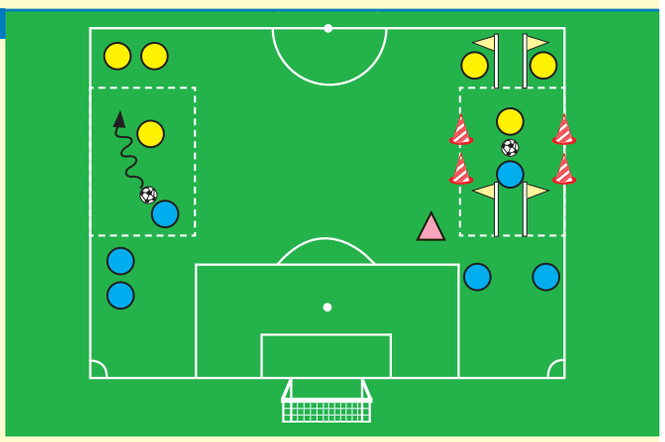


2. Attacking and defending

Organisation:
– The same as exercise 1 on marked out playing areas.
– "Stop ball" against the clock (e.g. 1 minute).

Procedure:
– The players try to bring the ball to a stop behind the opponents' line.
– The action is restarted by the team that has scored the point.
→ The coaching is the same as for exercise 1.

Variations:
– The game can be played with 2 or 4 goals; every player can score.
– The ball is fed in by the coach in the centre.

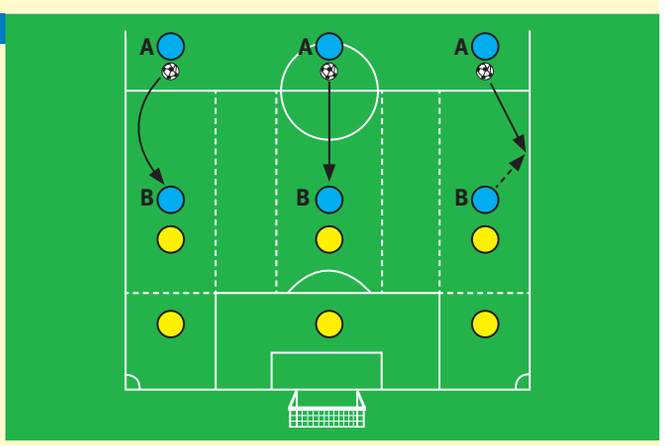


3. Retaining possession and attacking

Organisation:
– 3 groups comprising 4 players each.
– Marked out playing areas.
– 1 v 1 with a time limit (as soon as the ball goes out of play).

Procedure:
– **A** plays the ball to **B**, who gets away from the defender marking him. With the ball at his feet, he attempts to run with it past the defensive line.
– If the defender dispossesses him, he plays the ball back to the defender behind the line.

Variations:
– If the defender knocks the ball into touch as a result of a challenge or sliding tackle, he scores 1 point.

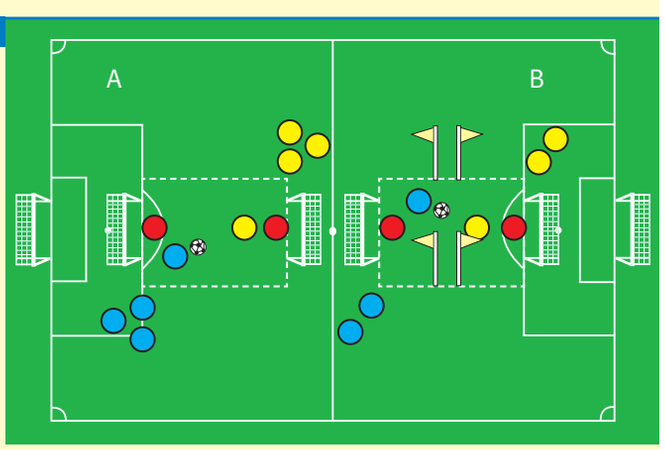


4. 1 v 1 game / with goalkeepers

Organisation:
– 2 teams of 3 to 4 players + 2 goalkeepers.
– Marked out playing areas + 2 goals.
– Goalkeeper on the line.

Procedure *(Pitch A)*:
– The teams play with two goals and try to score.
– The ball is fed in by the goalkeeper to one of his players.
– Time limit on play (e.g. 1').

Variations *(Pitch B)*:
– With 2 goals and 2 small goals, in which each team can score by crossing the line with the ball at the feet of the scoring player.



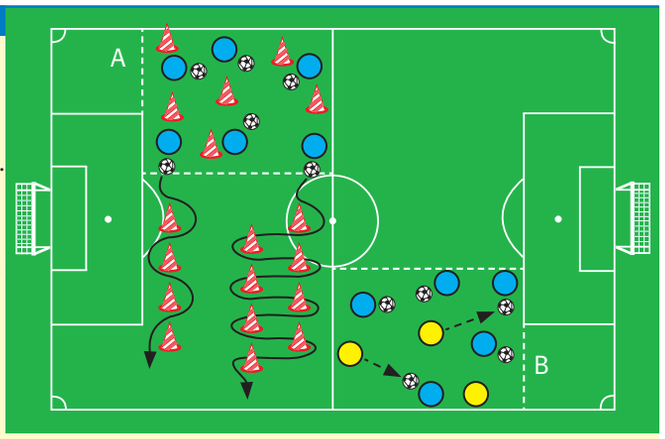
Technical training: 8. Dribbling and feinting

1. Repetition of dribbles (feinting)

Organisation:
– 2 groups of 6 to 8 players.
– Marked out playing areas. – 1 ball per player + cones.

Procedure:
– On a reduced-size playing area, the players run with their ball.
– On reaching a cone, they dribble round it and continue with their dribble sequence.
– Each player performs his "dribble sequence".
– When the coach gives the signal, the players dribble between the cones (using different types of dribbling).

Variations *(Pitch B)*:
– 5 players run with their ball.
– 3 "chasers" without a ball provide the opposition.
– The 3 "chasers" try to dispossess the other players (the ball carriers have to shield the ball and dribble out of danger).

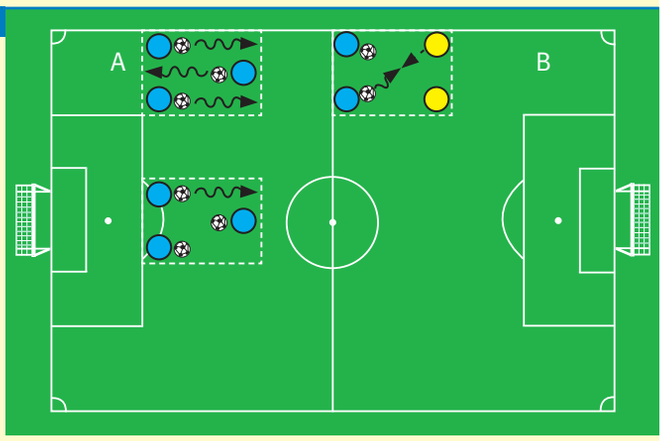


2. Dribbling sequences

Organisation:
– 3 to 4 players per area.
– Marked out areas + 1 ball per player (or 1 ball between 2).

Procedure *(Pitch A)*:
– The player runs with the ball and performs his dribbling sequence(s) before reaching the line.
• Side flick (with inside and outside of the foot), drag-back, etc. • Left and right-footed stepover. • Aerial control (juggling and co-ordination.
– Vary the tempo.

Variations *(Pitch B)*:
– The ball carrier runs with the ball and has to lose the player who comes to challenge him (by feinting, dribbling and changing tempo).

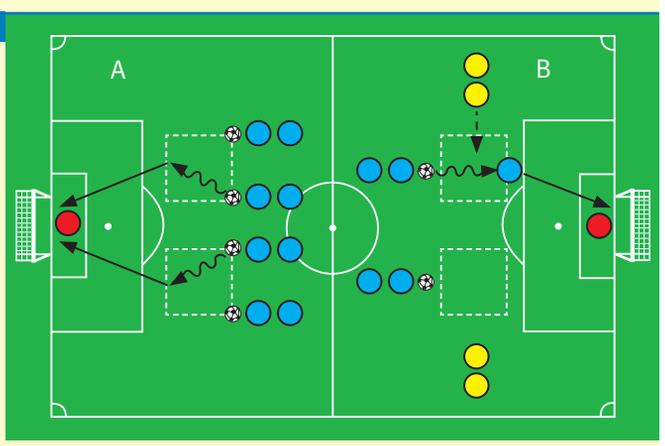


3. Dribbling, feinting and shooting

Organisation:
– 4 to 8 players per exercise + goalkeeper.
– 1 ball per player (or 1 ball between 2).

Procedure *(Pitch A)*:
– The player runs and performs a double dribbling sequence (side flicks, drag-backs, stepovers, etc.) and then shoots at goal.
– Increase the tempo.
– Vary the trajectory of the run with the ball.

Variations *(Pitch B)*:
– The ball carrier dribbles across the square to shoot.
– The defender acts as an opponent and tries to challenge.
– The defender changes the direction of his run to produce variety in the dribbling.

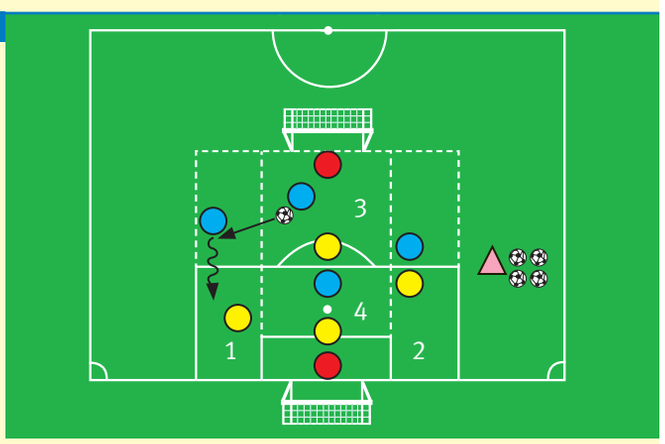


4. 1 v 1 game

Organisation:
– 2 teams of 4 players + 2 goalkeepers.
– Playing area with 4 zones marked out (1 and 2 are the strips on the left and right-hand side; 3 and 4 are the centre zones).
– 2 goals.

Procedure:
– Unrestricted play, with players attempting to score.
– The players remain in their respective zones. (1 v 1 duel situations).

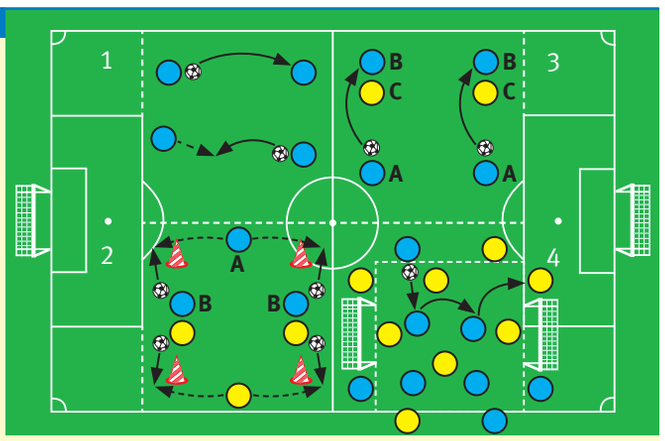
Variations:
– Restrict the amount of time allowed in the zone (e.g. 10" maximum). After this time, the coach feeds another ball into play.



Technical training: 9. Heading

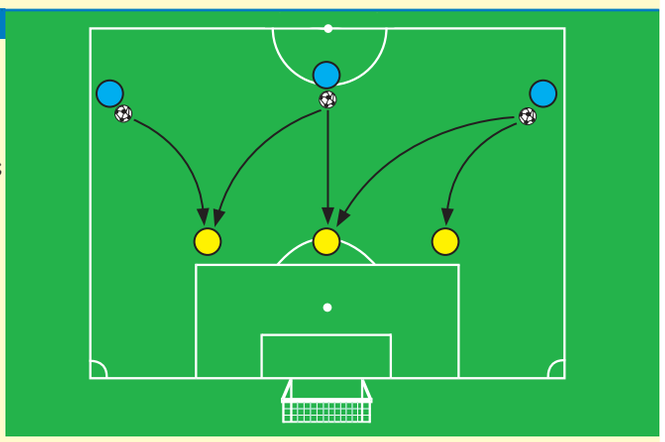
1. Basic heading technique

Organisation:
– 4 to 6 players per workshop. – The pitch is divided into 4 zones (1, 2, 3 and 4) + 2 goals. – Balls and cones.
Procedure:
1. The ball is thrown and the player heads it back (without jumping, jumping with both feet, running jump), and also while moving. **2.** The ball is thrown to the player who moves behind the cones (vary the manner in which the players head the ball). **3.** Throw the ball over the player acting as a passive opponent. Heading from a standstill and other types of header (low diving headers, clearing headers, etc.). **4.** Game • 4 v 4 with extra players and 2 goals (without goalkeeper) • Game using hands (1 point for heading the ball into the hands of one of the extra players, 2 points for heading a goal).
Variations: – The ball can be kicked instead of thrown.



2. Defensive heading

Organisation:
– 6 to 8 players. – 3 defenders and 3 passers. – Balls.
Procedure:
– The 3 defenders are in their zone.
– The passers play the ball to each of the defenders alternately; the defenders head the ball back.
– The trajectory of the passes and the direction of the return headers should be varied.
– The passer volleys the ball in and then plays a long ball.
Variations:
– With defenders acting as opponents and then challenging in a 1 v 1.
– Headed passes between 3 players and then between 6 players while moving.

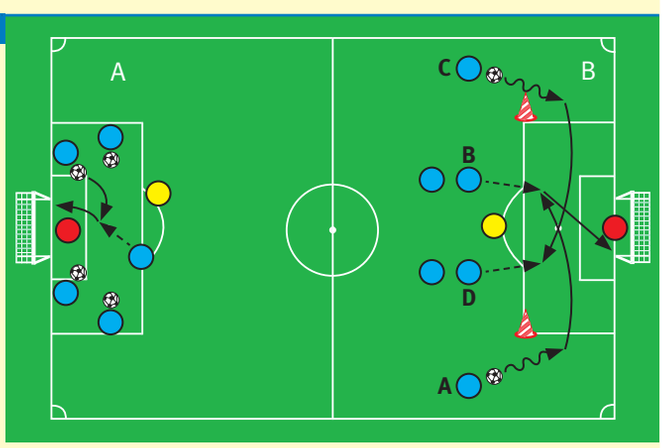


3. Attacking heading technique

Organisation:
– 5 to 6 players per exercise + goalkeeper.
– Balls and cones.

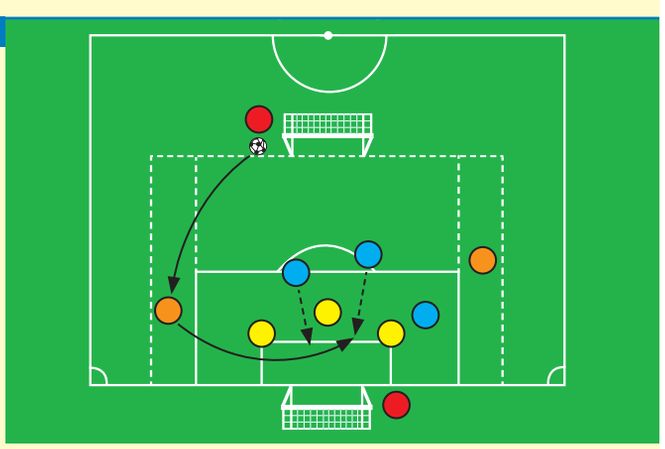
Procedure *(Pitch A)*:
– A ball is thrown to a player who heads it into the goal.
– Vary the path of the balls thrown in.
– Cross the ball with the feet as well.
– Introduce "passive" opposition with a ○ defender.

Variations *(Pitch B)*:
– Heading from crosses: **A** crosses to **B**, **C** to **D**.
– **B** and **D** start their run at the same time (near post and far post).
– "Passive" opposition can be introduced with a ○ defender.



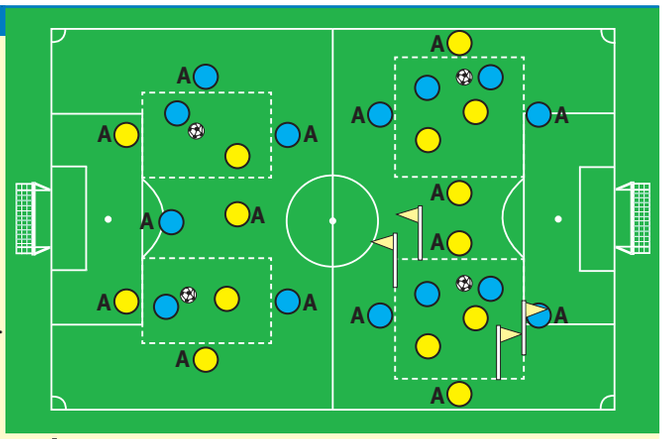
4. 3 v 3 (4 v 4) + 2 extra players

Organisation:
– 2 teams of 3 players + 2 goalkeepers (passive / active).
– 2 neutral extras who deliver crosses.
– Marked out playing area.
Procedure:
– The goalkeeper always plays the ball out to one of the ● extras, who crosses (alternately to each of the goals). The attackers attempt to score with their head.
– If a defender clears the ball, play is restarted by the goalkeeper.
Variations:
– With the goalkeepers in the goals.
– After the cross and the header, if no goal is scored, play continues normally.
– The size of the playing area can also be increased.



Combined technical/tactical training: 1. Basic practice routines

1. 1 v 1 / 2 v 2 with extras

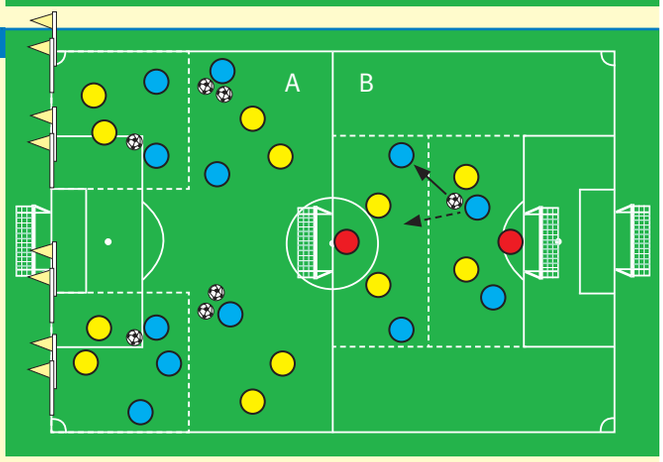


Organisation:
– 6 to 8 players per playing area.
– Marked out playing areas.
– 1 v 1 game and 2 v 2 with neutral extras.

Procedure:
– The players play 1 v 1 and 2 v 2. The neutral extras play 1 or 2 touches but not between themselves.
– The aim is to retain possession; the players without the ball have to provide solutions for the player in possession of the ball.
– There is a time limit, after which the players are swapped over.

Variations:
– Points are scored when the ball is taken behind the line of defenders or by scoring in one of the small goals at the corners of the playing area.

2. 2 v 2 / 3 v 2 / 4 v 4

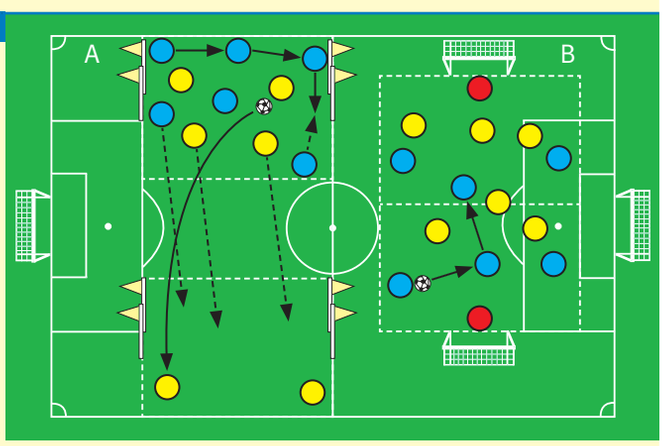


Organisation:
– 8 players per pitch; 2 v 2 and 3 v 2 games.
– Marked out playing areas and 4 small goals.
– Limited playing time, with players swapping roles.

Procedure *(Pitch A)*:
– The 🔵 team attempts to score in the two small goals.
– The 🟡 team defends. When it gains possession, it passes the ball upfield to the 🟡 attackers (who are waiting).
– The action always begins with the 🔵 attackers.

Variations *(Pitch B)*:
– 4 v 4 game with goalkeepers. The players play 2 v 2 in each zone and attempt to score.
– 3 players (3 v 2) can be used in the attacking zone.

3. 6 v 4 / 6 v 6

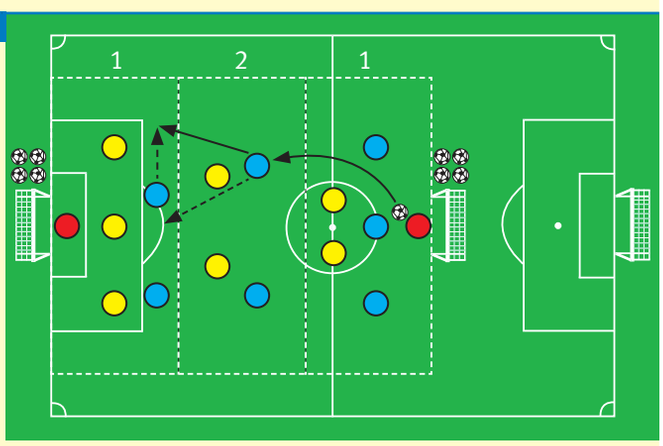


Organisation: – 2 teams of 6 players; 6 v 4 game. – Marked out playing areas + 2 small goals for each playing area.

Procedure *(Pitch A)*: – The 🔵 team has to keep the ball (maximum of 1 to 2 touches per player allowed) and tries to string 5 to 6 passes together. – After 5 to 6 passes, a point is scored when a player makes a direct pass into one of the small goals. – The 🟡 team defends. When it gains possession, it tries to release the ball to one of its players who is waiting to receive it (switch of play), and the 4 🟡 players change ends and the 4 🔵 players come back to defend (2 🔵 players remain). – If the switch is successful, play continues on the other playing area with 6 🟡 against 4 🔵.

Variations *(Pitch B)*: – Unrestricted 6 v 6 play with goalkeepers.
– Limit the number of touches allowed (2) in the defensive area.

4. 7 v 7 + goalkeepers



Organisation:
– 2 teams of 7 + 2 goalkeepers.
– Playing area marked out into 3 zones.
– 2 v 2 and 3 v 3 games in the zones.

Procedure:
– Play starts with the goalkeeper, who clears the ball out to the middle of the pitch. 2 v 2 game.
– The 🔵 team attempts to play the ball to a 🔵 attacker, who tries to break away from his marker.
– If he succeeds, a midfielder can go into the attacking zone (3 v 3).

Variations:
– Two midfielders can go into the attacking zone.
– One or two defenders can go up into midfield.

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5 Technical preparation and combined technical/tactical preparation

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Content of training sessions

1. Technical preparation

The co-ordination mechanisms are crucial for players who are learning technique.

Co-ordination is a psychomotor function. All psychomotor functions reach full maturity between the ages of 12 and 14 at the same time as the onset of puberty, whereas functional performance skills reach full maturity between 16 and 18: speed, explosive speed and endurance.

Psychomotility comes before execution. Psychomotility relates to *invisible* motoric activity. A coach who acts solely on *visible* motoric activity will not achieve much. The mental mechanisms that are behind the execution of an action therefore need to be motivated and activated from the early stage of children's football and especially at pre-training/pre-development level in youngsters. Improvement in individual technical skills in today's game cannot be improved unless a player has first optimised his co-ordination skills.

Co-ordination skills are covered in Chapter 8 – **Training and physical preparation**.

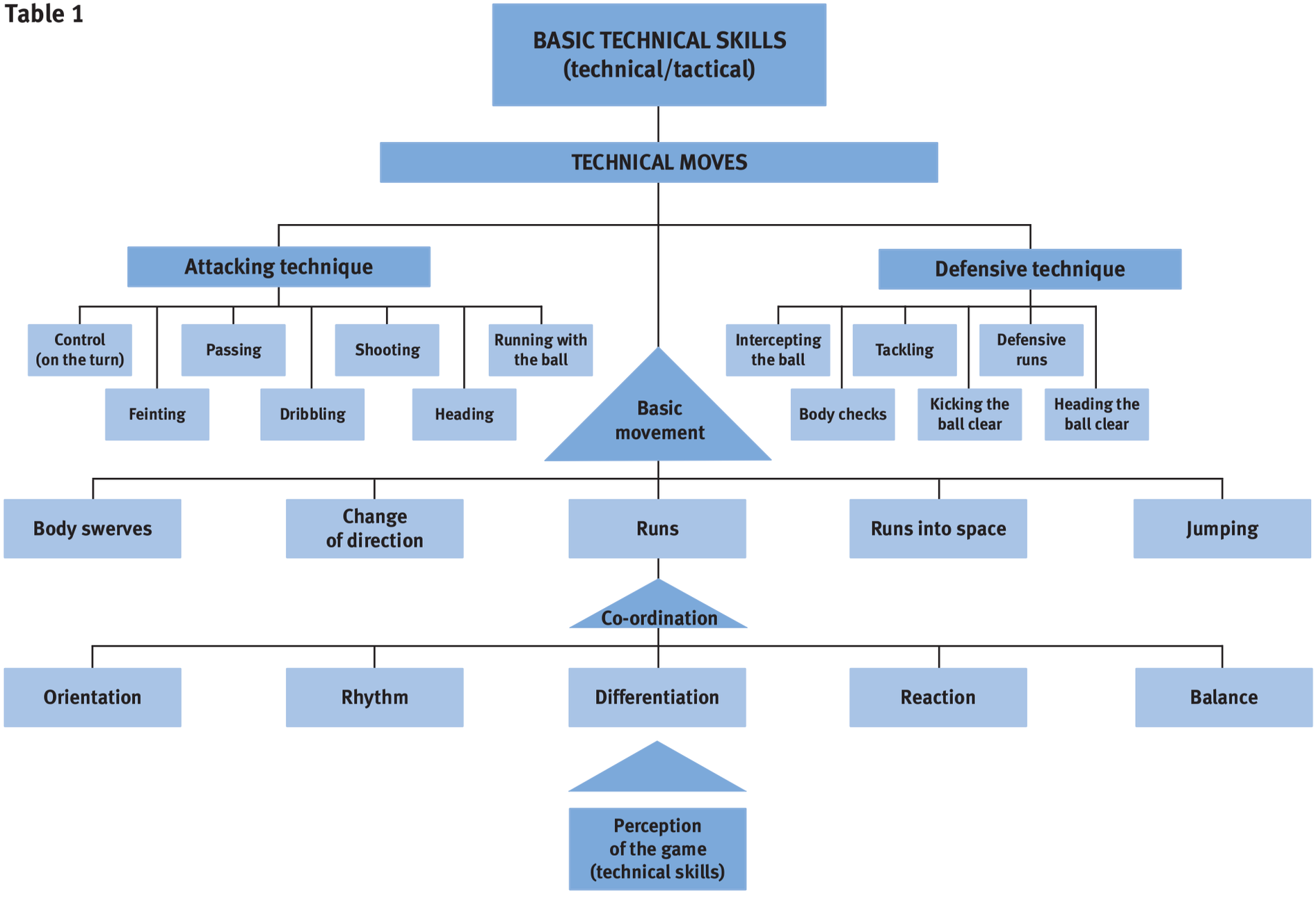
Technique (contact with the ball)

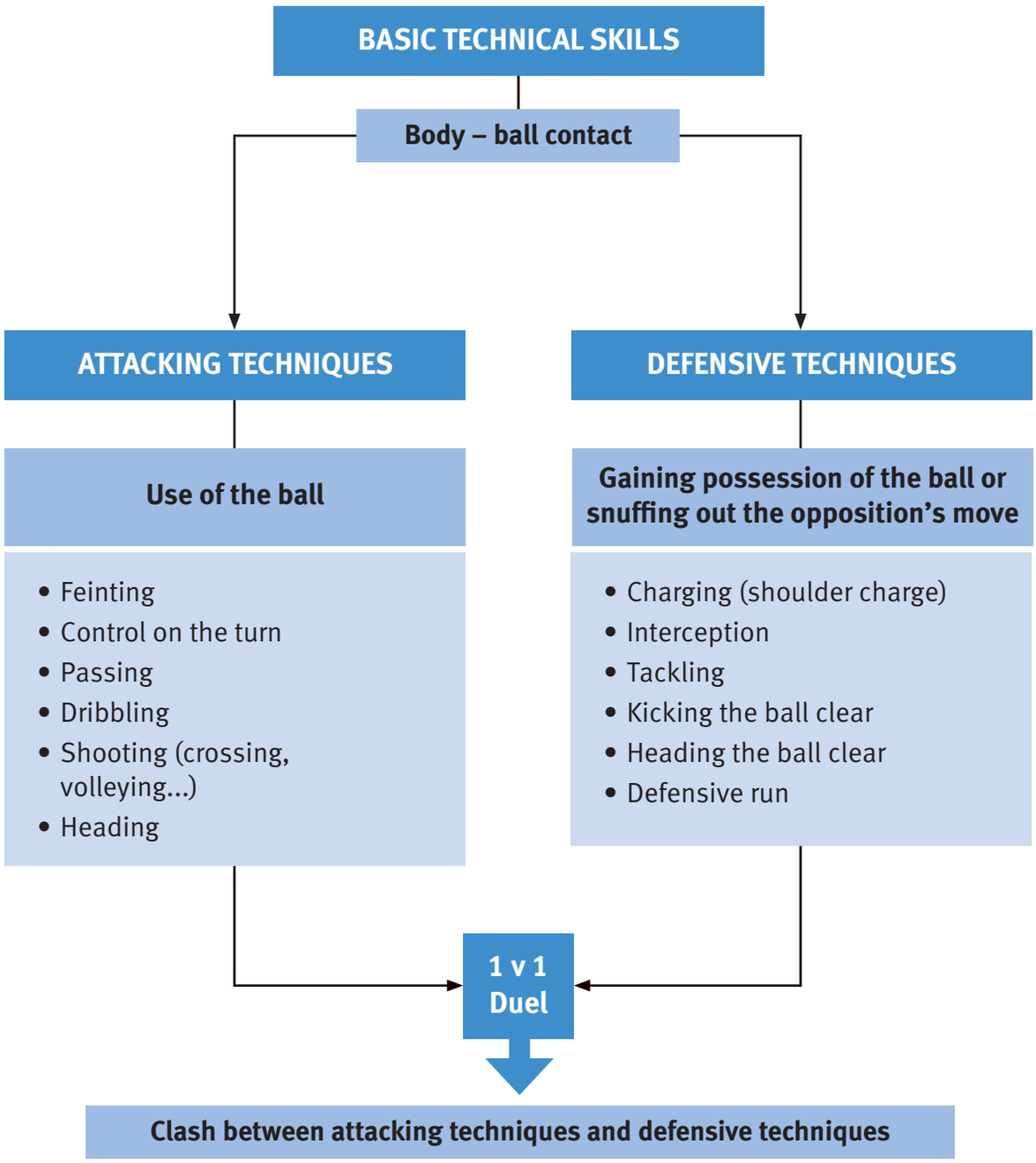
The basis of technique revolves above all around having good contact between the body and ball. The ball is there to serve the player, not vice versa.

In this chapter dedicated to learning technique, we shall be looking at

- The fundamental elements
  → body contact with the ball
- Technical moves in football
  → defensive techniques – attacking techniques
- The duel
  → the purpose of technique/
  the clash between defensive techniques and attacking techniques

Table 1


BASIC TECHNICAL SKILLS
(technical/tactical)
TECHNICAL MOVES
Attacking technique
Defensive technique
Control
(on the turn)
Passing
Shooting
Running with
the ball
Feinting
Dribbling
Heading
Intercepting
the ball
Tackling
Defensive
runs
Body checks
Kicking the
ball clear
Heading the
ball clear
Basic
movement
Body swerves
Change
of direction
Runs
Runs into space
Jumping
Co-ordination
Orientation
Rhythm
Differentiation
Reaction
Balance
Perception
of the game
(technical skills)



NB After the 1 v 1 duel, we move onto practice match routines:

- Going from the simplest form
  → with few players on reduced-size pitches (2 v 1, 2 v 2, 3 v 2 ...)
- to the more complex
  → with several players in large areas (4 v 4, 7 v 5, 8 v 8 ...)
- and conclude with a clash between two whole teams (11 v 11), the aim being a real match situation

These practice matches provide the opportunity to work on either attacking or defensive moves where tactics can be neatly slotted in. We now move away from purely technical aspects to concentrate on combined technique and tactics.

1.1 Basic technical skills

As is the case with a novice or even a seasoned musician, a footballer has to do the equivalent of going through his "scales" at the start of every practice session.

The pianist uses his fingers as the prime contact surfaces with his instrument; the footballer, on the other hand, uses his feet when the ball is on the ground, and his thighs, head and chest when the ball is in the air.

We shall see below how all the contact surfaces can be worked on:

– running with the ball on the ground
– controlling the ball in the air
– dealing with the ball coming from a team-mate along the ground
– dealing with the ball coming from a team-mate in the air

Always start with the simplest form (just one contact surface) and finish with the most complicated (combining two contact surfaces – starting with just one foot and then using both feet).

- ***Controlling the ball on the ground***

→ **1 contact surface**

– surfaces used:
  – Inside of the foot
  – Outside of the foot
  – Instep
  – Sole
  – Toes
  – Heel

Example: The player should jog along with the ball using only one contact surface at a time, and keep the ball close to his foot.

→ **2 contact surfaces (using the same foot)**

Example: inside – inside
inside – outside
sole – outside

The player must not forget to change direction and vary the tempo. It is these changes in tempo and direction that unsettle the opponent.

→ **2 contact surfaces (using both feet)**

Example: inside – inside
outside– outside
sole – outside

This work with the outsides of the foot calls for the player to feint when dribbling.

- ***Controlling the ball in the air***

  Example: 100 times with just the right foot
  100 times with just the left foot
  200 times alternating between the right and left foot
  50 times on the head

  The degrees of difficulty can be increased by mixing the contact surfaces.

  Example: Left foot → Left thigh → Head → Right thigh → Right foot, etc.,
  but without forgetting to use the chest as well.

- ***Controlling the ball in the air → then controlling it on the ground***

  Control on the turn (working with both feet)

  Example: – insides of the foot (in front of the standing foot)
  – outsides of the foot
  – insides of the foot (behind the standing foot)

- ***Controlling a ball arriving along the ground (coming from a team-mate)***

  The aim here is to protect the ball or to neutralise the opponent
  (use all possible contact surfaces on the feet, but also the upper body, with the arms as a shield)

  NB The player can also feint before receiving the ball.

- ***Controlling a ball arriving in the air (coming from a team-mate)***

  The same as above, but taking the ball on the head, chest, thighs, etc.

  NB The player can also feint before receiving the ball.

In conclusion

Mastering control with all contact surfaces is essential to ensure good use of the ball, i.e. not merely ball control on its own, but also being able to shield the ball so that the player can then go on to use attacking techniques (passing, shooting, crossing, volleying, dribbling, etc...)

What playing in a match involves: being aware of the situation (according to Michel Platini)

During the match itself, other parameters come into play:

- ***the athletic/physical factors***

  → Controlling and using the ball in a match situation results in high energy consumption (high pulse rate)

  – The average pulse rate per minute in a match is 170-175

- ***the mental factor***

  → Being faced with an opponent

  We are well aware that certain players can be extremely effective in training, but much less so during a real match. What the coach has to do, therefore, is to introduce the constraints of the match into training as early as possible:

  – athletic/physical work (to improve speed of execution)
  – work on the psychological aspect (pressure from an opponent, team-mates, the match setting, or even from the crowd)

  In so doing, however, he must still respect the individual development of each player during training.

  Getting the player accustomed to training under pressure while working on the basic technical skills will make it easier for him to move onto practice match routines that include tactical analysis.

Some training exercises

Example: – Juggling while moving.

– Juggling while moving and with a static opponent; then with a moving opponent who tries to gain possession of the ball.

– A player throws the ball in the air towards another player who is seated. The latter stands up as soon as the ball is thrown and attempts to control it (without letting the ball touch the ground).

– The same exercise as above, but with the ball receiver lying on his back.

– The same exercise as above, but with the ball recipient lying on his stomach.

– 2 players (A and B) kick or head the ball to each other in the air. Each player is allowed 1 touch, then 2, 3, ... up to 10. Then they go back to 1 touch each.

→ Goal: to get the player accustomed to working under constraints.

The players must remain in full control of their technique despite the constraints imposed by the match (both as far as physical aspects are concerned and also regardless of their opponent).

1.2 Attacking skills

Definition of the attacking move

An attacking move or attacking movement consists of moving the ball towards the opponents' goal. Good attacking play depends on the technical quality of the individual players.

The player in possession of the ball attempts

– to go forward with the ball (by running or dribbling with it)
– to take out the opponent
– to get the ball to another player (by passing or crossing it)
– to finish the move (by shooting or heading on goal)

Its role

The move is dependent on the following:

– the array of technical skills that a player has at his disposal
– the situation of the match at the time

⟶ Exactly the right move should be used to suit the situation of play at the time.

Attacking moves or individual attacking skills

- ***Running with the ball and dribbling***

  As is the case with other technical skills, running with the ball and dribbling, i.e. changing direction with the ball, have to be worked on; they are not innate skills.

  There are different forms of dribbling:

  – dribbling to take an opponent out of the game
  – dribbling to shield the ball
  – dribbling away from trouble

  NB A player should remember that the ball always travels more quickly than the man.

- ***Feinting*** *(the ball does not change direction here; the ball is not even touched)*

  Feinting causes uncertainty in the defender and gives the attacker a time and space advantage over his opponent. There are numerous possibilities with feinting (using the head, chest, legs, feet, etc.)

- ***Passing***

  Passing is a basic element of the team game. It implies a relationship between the players that goes well beyond a mere technical move. Players should know how to use all the contact surfaces of both feet to enable them to vary the flight of the ball.

- ***The first pass***

  The first pass is what sets off an attack – either a gradual build-up or a quick break. It determines the manner in which the attack is launched and the attacking move itself. Indeed, the success of this move is dependent on the quality of the first pass.

- ***The final pass***

  The final pass is inextricably linked with the finishing of the move. It allows a team-mate to unleash that decisive piece of technical skill in the "finishing zone".

- ***Control on the turn***

  This covers receiving and dealing with ball in a single phase. Sometimes it can be likened to a dribble, but with just a single touch of the ball by the player (either with his back to the opponent, or facing him). It is often preceded by a feint to unsettle the defender. It ups the tempo of the game.

- ***Shooting***

  This is the ultimate aim of team play. The player going for goal needs to be able to master all of the contact surfaces (feet, head and body) to allow him to vary the trajectory.

  NB He also needs courage, confidence, a touch of selfishness and a slightly unpredictable nature.

- ***Heading, playing the ball with the body***

  These have been essential skills since football was first created. They provide the perfect complement to playing the ball with the foot.

Tips for coaching attacking techniques

- ***Shooting***

  – Use all training circuits with the aim of working on every contact surface
  – Emphasise use of a short "swing" (as in golf): i.e. from the knee downwards
  – Toe-pokes: no "swing" required (a technique to gain speed)
  – Don't always work on direct runs towards the opponents' goal (practise runs away from goal as well)
  – Practise runs parallel to the goal
  – Practise runs with the player's back to goal – turning and then shooting

- ***Dribbling***

  Running with the ball at pace, dribbling with the outside and the inside of the foot, dribbling with the other foot behind the standing foot, drag-back, dummying, dribbling with the ball in the air, dribbling with the player facing with his back to goal, etc.

- ***Passes***

  Short, long, deflected, diagonal, sideways, backwards, forwards, with the inside of the foot, with the instep, with the outside of the foot, etc.

- ***Heading and using the body***

  Heading towards goal, deflecting with the head, heading back, passing with the head, etc.

1.3 Defensive skills

Definition of a defensive move

Impeding or stopping the ball from moving forward using either an action (technical) or an approach (tactical). In some cases, the defence wins back the ball, in others not. The aim is to regain possession of the ball and set another attack in motion on the opposing goal.

NB Regaining possession of the ball demands courage, energy and intelligence.

The coach must always place emphasis on defensive moves. The real game starts with winning the ball (and with the quality of the first pass).

Important factors

a) The opponent is in possession of the ball

– opposite the defender
– next to the defender
– behind the defender

if he is a long way from goal: the defender must stop him from gaining speed (e.g. he mustn't allow him to get past him)

if he is close to the goal: the defender must prevent him from shooting

The opponent is trying:

– to move forwards with the ball (by running or dribbling with it)
– to feed it to another player (by passing or crossing it)
– to finish (by shooting)

b) The opponent is not in possession of the ball, but calls for it

– at his feet
– behind the defender
– between two defender
– between two lines

The opponent asks for the ball

– going towards goal
– to one side
– by peeling off to one side of the defender

c) The defender's zones of activity

– the penalty area (in the centre and at the edges)
– outside the penalty area (in the centre and on the wings)
– away from the goal (in the centre of the field and on the wings)

How a defender operates will depend on his zone of activity.

Defensive moves or individual defensive techniques

- ***The tackle***

  – with the opponent facing the defender
  – with the opponent trying to get past on one side (dribbling or overlapping)
  – never tackle from behind and never go in with both feet off the ground

  NB The best moment for a tackle is as the opponent is receiving the ball, as he will be concentrating on watching the ball at that point. But defenders should beware of opponents controlling the ball on the turn.

  NB Only tackle if there is cover, or else ...

- ***The defensive clearance***

  – to launch an attack (precision required)
  – to clear danger

- ***The defensive header***

  – to launch an attack (precision required)
  – to clear danger

- ***The block***

  This is when a defender gets his body in the way of the ball to cut out a pass, a cross or a shot. Defenders should be wary of “dummy” shots on goal.

- ***The charge*** *(body charge)*

  This must always be done with the shoulder (as stipulated in the Laws of the Game)

- ***Interception of the ball***

  This can be done with any part of the body allowed by the Laws of the Game when the opponent passes, crosses or throws the ball in.

- ***The defensive run***

  This has an important tactical implication:

  – the defender should not always run towards the opposing attacker
  – he should sometimes run into the space that the attacker is aiming to occupy to prevent him from running into it and crossing ...

  NB Defenders should not commit themselves fully so that they can react to an opponent feinting/selling a dummy.

Tips for coaching defensive techniques

These technical skills are regularly included in coaching programmes for young players learning general technique, particularly those at the pre-development/training stage. They are then worked on more specifically according to individual team position and team unit (e.g. all of the defenders together).

1.4 The duel

The duel is the basic action that recurs most frequently in the course of a match. It regularly proves to be decisive, especially in last quarter of the field.

There is a clash here between:

– attacking techniques
– defensive techniques

A football match is a series of confrontations:

– between two teams: 11 v 11
– between a defence and an attack
– between the two midfields to win superiority in that area
– man to man: the DUEL

The duel can be won:

– physically (by overcoming the opponent)
– morally (by displaying tenacity, courage and confidence)
– TECHNICALLY (by beating the opponent on the one hand or regaining possession on the other)

Emerging victorious from a duel implies numerical superiority.

NB As soon as other players intervene in a 1 v 1 duel, the action takes on the form of a technical/technical move (with defensive or attacking moves involved).

In this chapter we shall be looking at the simple duel, i.e. the 1-on-1challenge, albeit by gradually changing the aim of the exercise so that both the attacker (who has the ball) and the defender are unsettled in some way, thereby forcing them to seek appropriate responses according to the different objectives of the exercises.

Training for duels (see contents of the attached training routines)

1.5 Some methodological suggestions to aid technical progress

At each training session, emphasis should be placed on increasing the number of touches of the ball – with both feet, the head and other parts of the body.

The technical session

- At least twice a week: a session with mainly technical emphasis should be held in the weekly cycle of collective training sessions.
- Once per week: specific individual sessions should be held in small groups (2 to 6 players)
  - At the pre-training/development stage, emphasis on basic technique (the technical basics)
  - At the training/development stage, emphasis on the technique of the team unit and individual positions
- Special individual session (1 or 2 players) depending on requirements and the performance level

  Example: Work on technical weaknesses and/or highlighting of strong points (skills that have already been learned or natural skills, such as the left foot)
- Forms of training
  - Technical workshops, technical circuits and different practice match routines
  - Game combinations, practice games
  - Games on different-sized playing areas

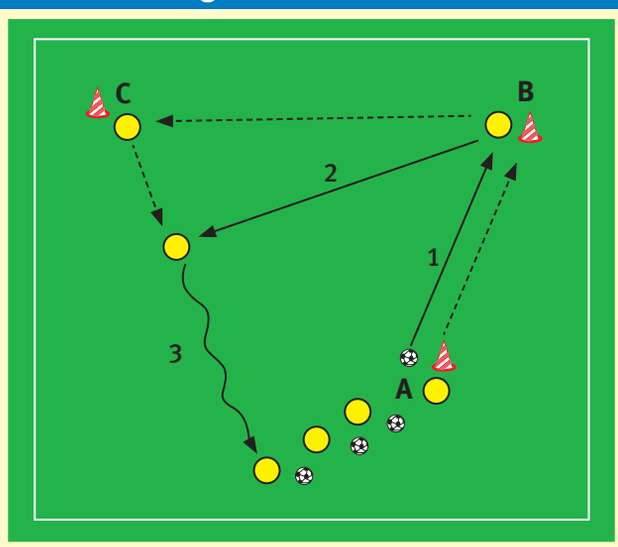
Correcting after a technical drill

Example: Pass
- along the ground, long, diagonal
- powerfully driven or measured
- at the player's feet or taking it on the run
- with both feet
- players should aim to achieve the correct timing

Exercice : Pass and chase – triangle drill

- A gives the ball to B and then takes up B's position.
- B passes to C on the run and then adopts C's position.
- C calls for the ball on the run and then runs with it back to the starting point.

This drill should be executed in both directions.



Points to be corrected:

– the quality of the weighting on the pass, the rhythm of the pass, receiving the ball
– feinting (dummy runs into space)
– controlling the ball while running
– maintaining a high tempo and fluidity in the triangular passing routine
– suppleness of movement

- The content of the training should be varied between drills and practice games (with different-sized pitches)
- The objectives of the drills should be incorporated in match situations and in matches (i.e. applied in competitive matches)
- There should be gradual inclusion of techniques in pressure situations
- The training pitch must be properly organised, with plenty of balls available and small groups

→ Let the really talented player express himself and perform his own moves if they are effective.

Coaching technique (how to run the session)

- Fix and clarify the objective.
- Demonstrate and explain the drills (this depends on the coach's know-how)
  When giving a demonstration, make use of the technical skills of the players.
- Let the players perform, observe them and then correct them (trial and error).
- Correct them precisely.
- Give positive feedback to reinforce and encourage.
- Increase the motivation level by increasing interest in the drill, in its progression, its success and in the attitude shown by the coach (this should be dynamic and passionate, but not aggressive).
- Work on concentration, perseverance and risk-taking.
- Encourage the players to show independence in their moves, and also to be innovative.

NB In Chapter 10 – **The player of tomorrow**, we shall be presenting various principles to help make the training of young footballers more efficient

→ The attachments in this manual contain examples of technical training.

2. Combined technical and tactical preparation

A team that has good tactical awareness is able to resolve either individually (the single player) or collectively (the whole team) the problems that arise in a game more efficiently and more swiftly than the opposition.

A team must be capable of adjusting its game according to the technical/tactical constraints that arise in a match.

This really becomes **A TECHNICAL/TACTICAL BATTLE**.

There are many and varied attacking and defensive responses, both at individual and collective level, to all the playing situations that can arise in a match, with the basic game plan remaining the same. The players or team not only have to find the solution that is best suited to the situation; they also have to do so more rapidly than the opposition.

Work in training should therefore involve confronting the players with relatively simple game situations at the start (with just a few players on a reduced-size playing area), then more complex ones (a lot of players in a larger area and with technical restrictions), and concluding with a clash between two whole teams, the nearest possible to a real match situation. This will then allow the players to prepare for competitive matches under optimum conditions.

In using this type of training, you will boost the technical/tactical level or your players, thereby enabling them to recognise a specific situation in a match and, of course, to deal with this situation both individually and collectively.

In the first part of this section, to ensure completeness, we shall be looking at the two principal types of attack, both in terms of theory (the problems to be resolved) and also on a practical level (the work to be done during training).

- **Fast-break attacks**
- **Gradual build up attacks**

The counter attack is one form of the fast-break attack.

In the second part, we shall be dealing with the defensive game, and in particular

- **Zonal defence**
- **Pressing**

NB In this chapter (Combined technical and tactical preparation), we shall be dealing only very superficially with:

- Game organisation, playing systems, playing style
- The game plan (for a single match).

These will be dealt with in Chapter 6 – **Playing style.**

2.1 Combined technical and tactical training

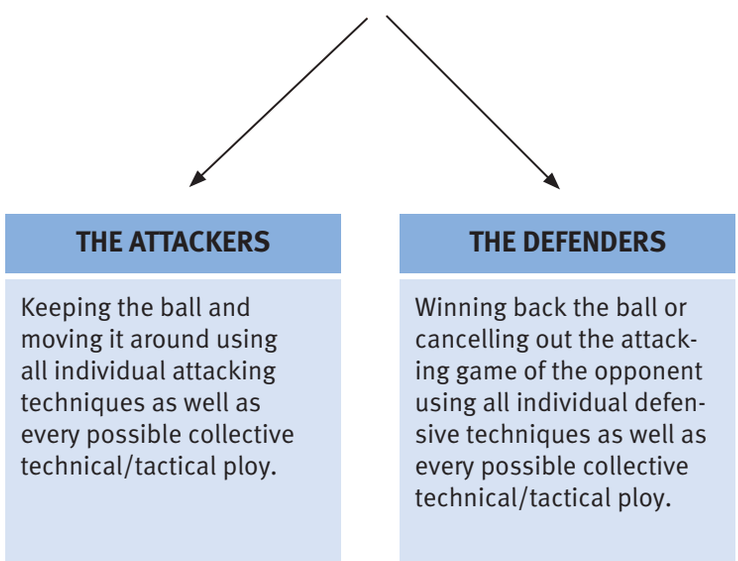
It is obvious that the attacking and defensive moves of a team will depend on:

– the qualities and specific characteristics of that team
– the choices and playing style favoured by the coach
– the qualities of the opponents (game plan)

In this section we shall deal solely with technical/tactical problems by using practice games (attacking moves – defensive moves).

In a practice game it is difficult, and even not advisable, to separate the attacking aspect and the defensive aspect. During training sessions, the coach may choose to practise one of these more than the other, depending on the needs of the team. It is wise to separate practice games into two parts:

a) the first part, where the sole emphasis is on the **BALL**.



b) the second part, where there is a **PRECISE TARGET (the direction of play)**

– "stop ball" (stopping the ball behind the lines)
– finding a player in space (e.g. the goalkeeper)
– reduced-size goals
– normal goals

2.2 The principal types of attack

The fast-break attack

– few passes (3-4 maximum)
– few players involved (3-4 maximum)
– duration: less than 10 seconds

The defensive unit of the opposing team is temporarily caught out of position.

This may be due to:

– a technical mistake
– a bad choice of game ploy
– a misunderstanding between two team-mates
– an interception
– etc. . . .

Generally – although this is not necessarily the case – the first pass by the breaking team after it has regained possession is a long one (towards the opponents' goal).

The difference between a fast-break attack and a counter-attack

- With a fast-break attack, the team does not push back into the opposing half when it loses the ball; it tries to win it back immediately and as high up the field as possible.

  Example: When an attacker loses the ball, he must immediately continue his tussle to try to win it back (demonstrating qualities of aggressiveness)

- With a counter-attack, a team loses possession in the opponents' half; the team unit then pushes back into its own half to defend. It then tries to suck in the opponents in its half of the field to enable it to exploit the spaces left open at the back by the opponents. The ball is therefore won back much further down the field in a less threatening position, but does nevertheless allow other defensive possibilities and the switch from defence to attack.

  Example: Senegal v Denmark, 2002 FIFA World Cup™

Two problems that have to be resolved

a) The direct forward movement of the ball/resistance to this movement

Once the ball has been won, there is a lack of defensive security on the part of the opponents. The balance of power has therefore momentarily swung in favour of an attack.

→ The attacking team must maintain this advantage of — – space / – time / – numbers — over the opposing defence

The attack has to take advantage of this instability and move forward quickly.

→ DIRECT PLAY (with players being careful not to stray offside)

Key points

– the run upfield off the ball (the player needs to look quickly and a long way ahead)
– first pass upfield (the quality of the ball is crucial)
– change in tempo: one-two, wall pass
– few touches of the ball
– attackers need to make long runs (40m), but also win duels
– penetrating dribbles
– swift movement of the ball

NB It is obvious that an attacking move will also depend on:

– the playing system in use
– the place where the team wants to win the ball and the manner in which it wants to win it
  ➢ the pressing zone (immediate pressure)
  ➢ pushing back and then pressurising the ball holder

INITIAL PLAYING SYSTEM (positioning of the players) → winning the ball back → REARRANGEMENT OF THE PLAYING SYSTEM (movement of players)

b) Finishing/protection of the ball

Key points

– Anticipating the flight of the ball
– Getting in the right position to receive crosses
– The importance of timing
– Co-ordinating runs
– Importance of crossfield runs
– Importance of heading and use of the body to control the ball
– Importance of toe-poking (as a speed technique)
– Freshness
– Speed techniques — – speed of movement / – speed of support / – very few touches of the ball

The gradual build-up attack

The opposing team's defensive unit is in position. Usually, the first pass made after the ball has been won is a safety pass. The main objective is not to lose the ball and not to attack the opposing goal directly. Progress is, therefore, relatively slow.

→ INDIRECT STYLE OF PLAY

- a lot of safety passes
- a lot of players involved
- the duration of the attack build-up is greater than 10 seconds

Three main problems to be resolved

a) *Keeping possession of the ball and ensuring its progress/resistance to this progress*

Key points

- occupation of space (both deep and out wide)
- movement and playing the ball in the gaps (between two opponents or between two lines)
- overall movement of the team

NB The team should move upfield as a unit and provide defensive stability.

b) *Collective defensive instability/trying to regain possession*

(once the first defensive barrier has been breached)

Key points

- co-ordination, support, backing up, calling for the ball and running into space
- the value of short and accurate passing
- creating uncertainty (changing tempo, dribbling, feints, screening)
- the importance of the attacking "pivot player"

c) *Finishing/protection*

(see fast-break attack)

The methodological side of tactical training and technical/tactical training for young footballers will be dealt with in Chapter 6 – **The playing style**.

2.3 Defensive play

Zonal marking

The 2002 FIFA World Cup Korea/Japan 2002™ confirmed that zonal marking is the most frequently used defensive system, especially among the top teams, irrespective of whether the playing system is 4-4-2, 3-4-3, or any other one.

Learning to play with a zonal defence system helps a player to develop, especially as far as game awareness (i.e. perception and anticipation), responsibility and co-operation and communication between players are concerned. It is an essential and fundamental stage for players to improve their reading of the game. In this section, we shall be dealing only with this type of defence.

Definition

Each player is responsible for a defensive zone. His duty is to watch and mark an opponent who comes into his zone. If the opponent moves to another zone, the defender responsible for covering that zone assumes responsibility for marking. Depending on the situation of the game, the defender either polices his zone (by closing down the spaces or covering back), or he concentrates on one particular opponent (by tight-marking him).

The goal of zonal marking

- To reduce the space available to the opposition.
- To limit their attacking possibilities (passes, dribbling, shooting).
- To slow down the opponents' game and force them into making mistakes.
- To encourage defensive duels by getting increased numbers around the ball.
- To win the ball and be able to use it better as a springboard for attacks.

Zonal marking is the basis of pressing.

Its efficiency can be boosted still further by very tight marking of the opponent in the zone.

The problems to be resolved

- Getting players to push back to defend (to ensure that more players are behind the ball).
- Managing the factors of space (monitoring, opening up and closing down zones, etc.) and time (slowing down and speeding up play).
- How players should position themselves and play according to the position of the ball, their opponents, their team-mates, where they are on the pitch and the team's goal.

Application of basic tactical principles

- Close down the spaces between the lines and units both out wide and high up the pitch (30-35 metres) and between the players (8-10 metres).
- Defend with as much mobility as possible.
- Outnumber the opposition and provide cover.
- Press the opponent in his zone.
- Play by anticipation (game awareness) and get the ball clear to regain possession.

⟶ Communication (speak to each other!)

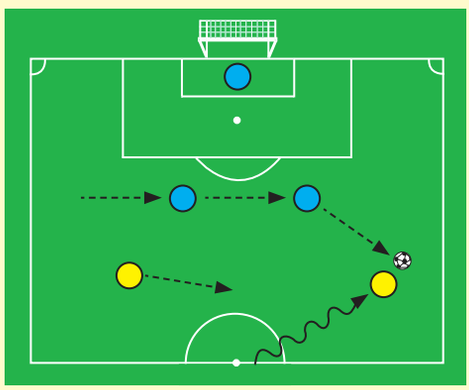
In today's game, there are essentially two types of behaviour with zonal defence.

The anticipation zone	The pressing zone
The teams are composed of players with a high level of technical and cognitive skills.	The teams are composed of players with a high level of athletic, physical, technical and mental skills.

Exercise

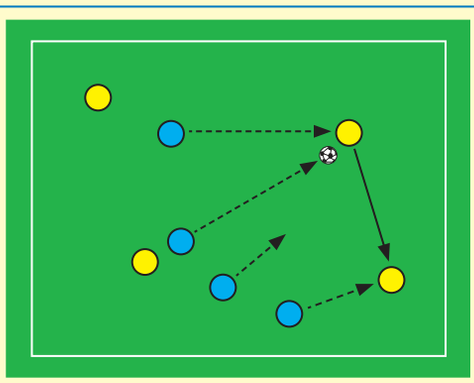
Marking without the ball

- Go out to the ball holder
- Close down the centre
- Come across to cover



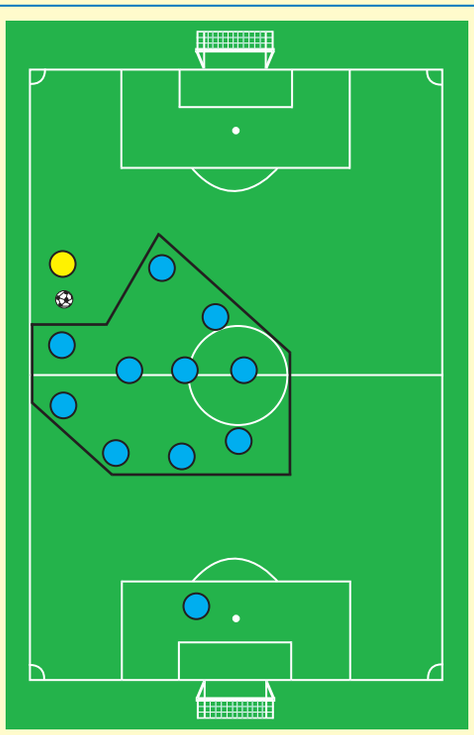
Anticipation marking

- Attack the ball holder
- Double the number of markers (to create numerical advantage)
- Provide cover
- Defence geared to attack



Collective marking on the flank

- Compact unit with reduced spaces
- Sideways movement
- Mutual cover
- Spreading out (fan-shape)
- Stop the progress of the ball carrier



Methodological progression in training

a) In the first work phase, after the players have learned the individual defensive patterns of 1v1, we move very swiftly on to situations where the defenders again do not have numerical advantage (2v2/3v3/4v4) to assist them with the 1v1 situations.

Reminder:

With a four-player zonal marking system with no sweeper, the two central defenders have to act and react according to the situations that arise and:

- always watch the ball, the opponent and their team-mates, but also look out for long, high balls played behind the defence;
- speak to each other to ensure better organisation;
- mark the space or the zone;
- be patient, move out and cover at the right time;
- be willing to go in for the man-to-man duel
- not simply launch themselves into a sliding tackle, and only tackle if they can be sure of winning the ball.

Practice games are the perfect way to learn defensive play. Once the players have real situations under their belt, the coach can highlight and correct the mistakes. Collective defensive movements with no opponent, either with or without a ball (where the players have to move according to a game situation arranged by the coach), help players to acquire basic individual and collective tactics.

b) In the second phase, work is done on the whole defence unit (a three or four-man defence + goalkeeper), and then in conjunction with the other lines: the midfield and the attack.

c) And finally, defensive work is done with the whole team.

→ See attached training routines.

2.4 Pressing

Definition

Pressing is a defensive weapon to put the opposing team with the ball under pressure and to force it into committing mistakes; it demands players with great athletic qualities, qualities of determination (controlled aggressiveness) in duels, and tactical discipline. It is also a psychological weapon that gives confidence to the team and sows the seeds of doubt among the opponents.

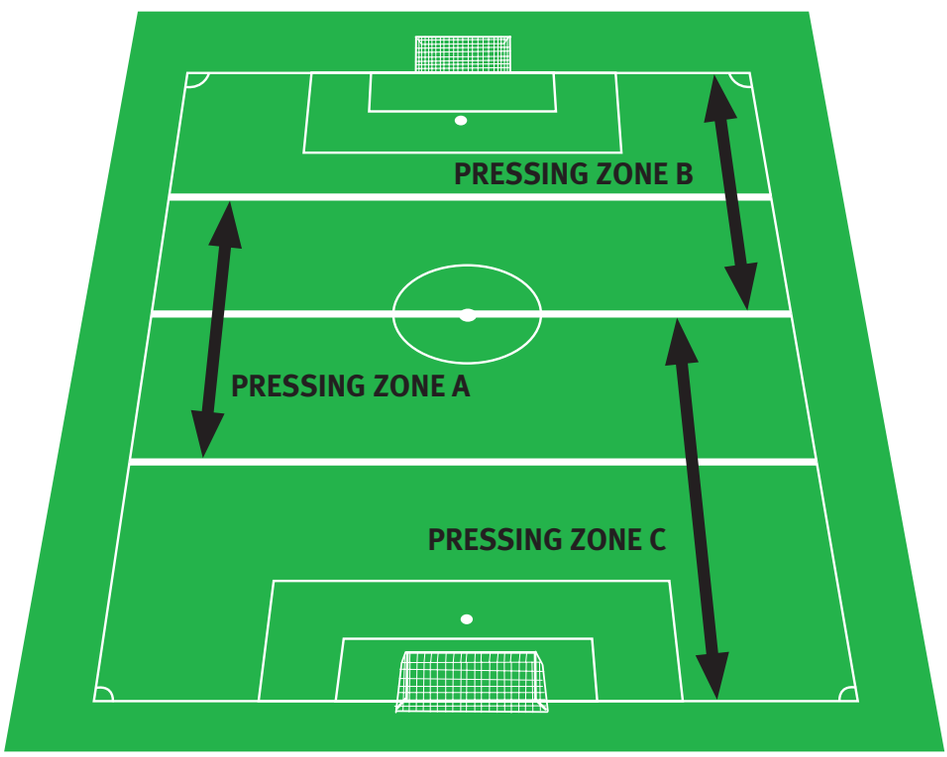
– Press, close down, surround the opponent, put him under pressure to win back the ball or to cancel out an attack. Pressing is not linked to any particular playing style. In view of the risks and the considerable physical exertion that it demands, it is not used in every match. It imposes the tempo of the game on the opponents and therefore unsettles them. Pressing is at the root of the counter-attacks that are launched from the middle of the field from a team's own defensive area.

Some basic principles for applying pressing

- The whole team is in the defensive zone outnumbering the opposition at the place chosen to start the pressing.
- The team remains compact and tight and outnumbers the opposition in the zone where the ball is.
- The idea is to contain the opposing team, slow down their play and marshal them to a more favourable zone for pressing (e.g. out on one of the flanks).
- Restrain the indvidual opponent, put him under pressure, get him to make mistakes (force him to turn, force him into playing the ball on his wrong foot, into miscontrolling the ball, unsettle him), go in for the duel.
- Once the team has started pressing (putting the ball carrier under pressure), it should try to win the ball by active, committed and aggressive anticipatory marking.
- Prevent or restrict backpasses to the libero or goalkeeper that would allow the opponent to escape from the pressing zone.

The three types of pressing

- Pressing in the middle of the field in zone A
- Pressing in attack in zone B
- Defensive pressing in zone C

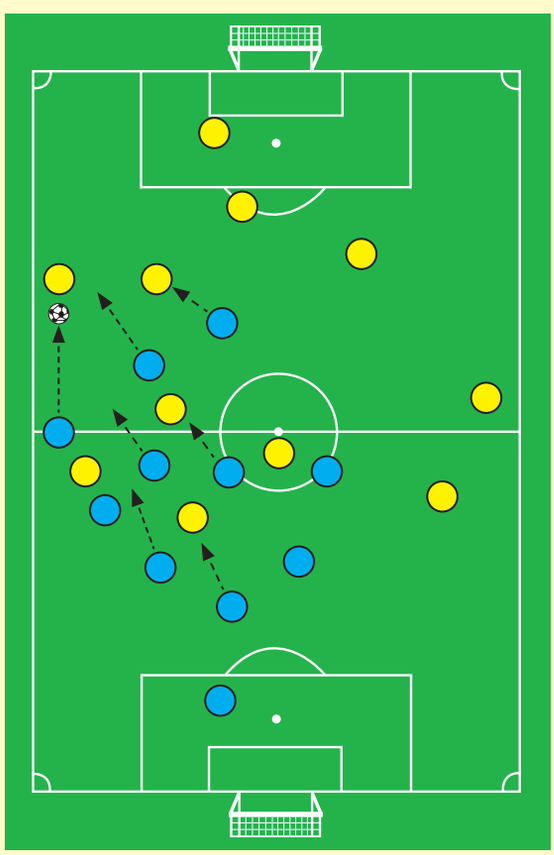


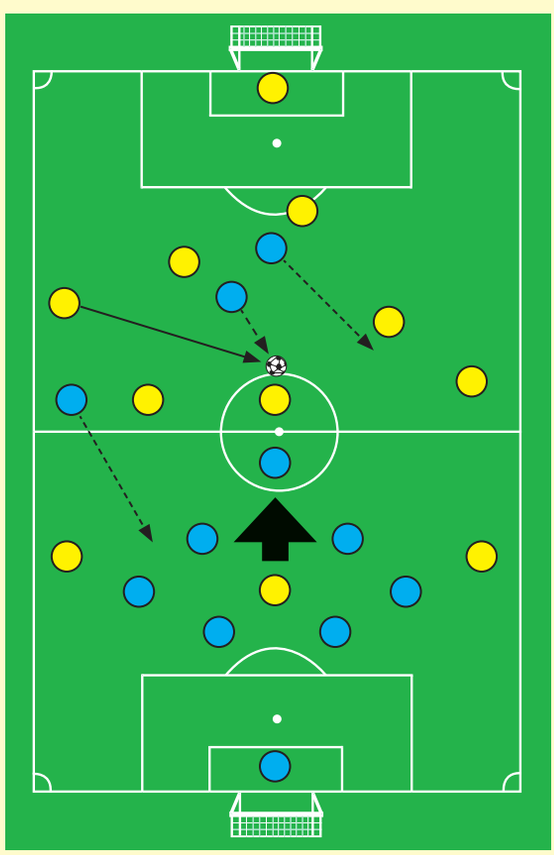
a) Pressing in the middle of the field

The pressing team should attack the opponent in the middle of the field, push him out to one of the flanks or force him to come back into the centre of the field to allow them to win back the ball.

→ Depending on the quality of the ball won, the pressing team then either has the choice of launching a gradual build-up attack or a fast-break attack.

Pressing on the flank	Pressing in the centre

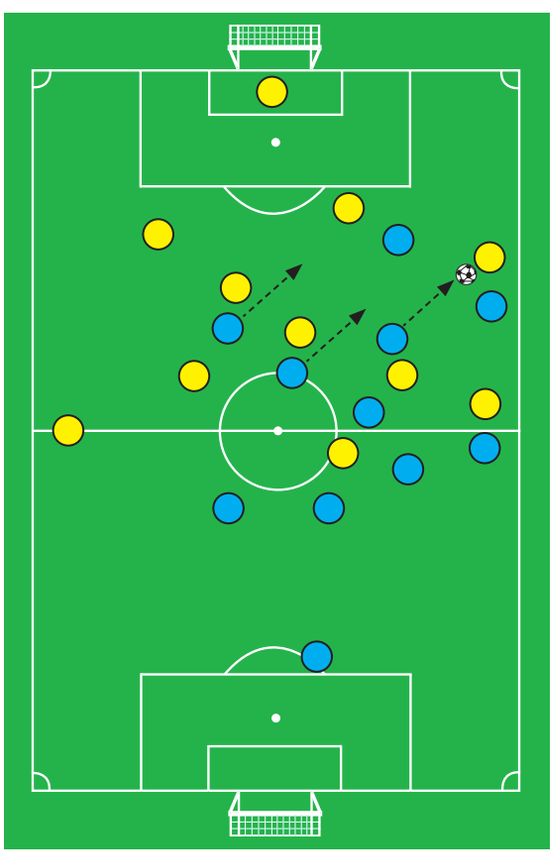




b) Pressing in attack

The attacking team should put the opposing team under strong pressure in the latter's own defensive area; the attacking team has to harass the opposition, thereby preventing them from developing their play and causing them to lose confidence and allowing the attacking team to gain possession.

→ As soon as the ball has been lost by the attacking team in the opponents' half, the attackers immediately have to become defenders (switch from attack to defence); the ball carrier is challenged and put under pressure. Once the ball has been won by the attacking side, it can then launch a swift attack.



→ If the pressing fails, the defence might find itself outnumbered; in such a case they can then

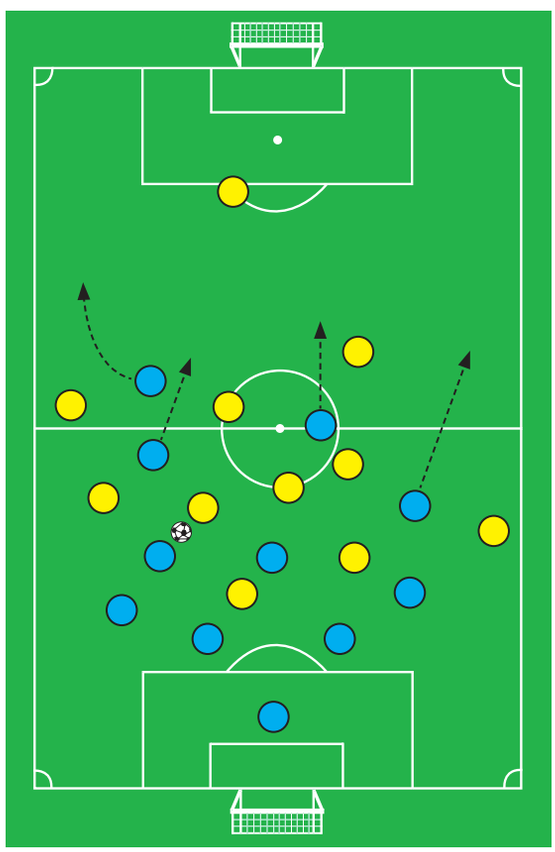
- slow down the game, gain time, force the opposition into their own half;
- reorganise the team as quickly as possible;
- possibly even try to put the opposition under pressure again.

c) Defensive pressing

- The defending team has to get its players back and wait for the opposition to come into its defensive zone. The team must remain compact, it outnumbers the attacking team, and it closes down the spaces, especially in the centre. The players have to be extremely concentrated.

- To ensure that they can intervene at the right moment, the defending team has to slow down the opposition's game, constantly harass the ball carrier and force the opponent into making a mistake (e.g. by making the opponent receive the ball with his back to goal).

→ If the defending team manages to regain possession, they can then immediately launch a counter-attack (with a rapid switch from defence to attack).



→ If the defending team succeeds in regaining possession, but it is not possible for them to launch a counter-attack, the following options might be open, albeit without taking any risks:

- getting the ball out of defence either by clearing it or by delivering a top-quality first ball;
- passing the ball out to one of the flanks, upfield or back to the goalkeeper to ease the situation.

This defensive ploy is an attacking weapon: by closing down the midfield, the defending team frees up the flanks to create space for counter-attacking (e.g. the Brazilian team at the 2002 FIFA World Cup™).

Examples of technical/tactical training are presented in the attached training content section.

Differences between individual defence and zonal defence

INDIVIDUAL DEFENCE	ZONAL DEFENCE
• the player's position and positioning depend on where his direct opponent is	• the player's position and positioning depend on where the ball is
• the initiative for play is left up to the opponent	• the defending team has more players around the ball, which makes it easier for them to press and to find solutions
• there is difficulty maintaining contact between the lines	• after the defending team has gained possession, it is easier for them to keep the ball when the team is tightly grouped together and well distributed in the different zones
• a less compact, more spread out and less cohesive team concedes more space and encourages the team to play more openly and deeper	• it is easier for the defending team to cancel out the opponents' play and slow their game down
• the space created is conducive to counter-attacks, individual play and provides greater possibilities for opposing attackers	• making the switch to marking the opposition calls for reflection and a period of adjustment
• the player's behaviour is more low-key, more individual	• zonal defence demands more collective responsibility, greater self-sacrifice and the need to pay more attention
• this type of game calls for contact, aggressiveness, duels and individual responsibility	• this type of play allows for greater creativity, more safety and greater ease in moving from one action to another
• it also implies considerable risk-taking	• it provides more safety among the team as a whole
• it restricts the use of offside traps and pressing	• it allows the team to play more easily with a line formation, and also to use offside traps and pressing
• it calls for strength on the part of the individual player	• it calls for strength on the part of the team as a whole

3. Training games

Training games (i.e. specific practice games with reduced-sized teams on smaller playing areas) are the core element training.

Such games allow real match situations, either attacking or defensive ones, to be simulated or adapted where necessary. They also exert a positive influence on the emotional behaviour of the players; this not only makes the training activity attractive for them, but also more dynamic and intense (usually resulting in total commitment on the part of the players).

As the majority of players do not touch the ball particularly often during a match or a game played on a large pitch (9 v 9 / 10 v 10), the pitch size needs to be reduced during a training session, thereby allowing the number of individual ball touches to be increased.

Organisation

- There is no point in organising a training game without reference to the objectives of the training session. Consequently, emphasis can be placed on one or several elements (e.g. technical, combined technical and tactical, and mental) that have proved to be weak points during recent matches.

- The coach should prepare the game, taking the following factors into account:
  - The dimension of the pitch (small or medium-sized)
  - Goals or no goals (full-sized goals, small goals)
  - The number of players (emphasis on the individual or the whole team)
  - The rules of the game (how the game will be played, the number of passes and ball touches allowed)
  - Particular instructions (on technical and tactical aspects)
  - Equipment required (balls, discs, cones, bibs)

- Playing on a reduced-size pitch increases the possibility for rehearsing moves (dribbling, feints, receiving the ball, short passing and shooting), simple technical/tactical actions and putting players under pressure.

  Example: 3 v 3 with goals in the penalty area of the normal-sized pitch

- Playing on a pitch that can be adjusted in dimension (i.e. from half-size to larger) aids the practice of technical/tactical activities that involve the whole team (ball control, long passing, crossing, positioning of the players on the pitch), but at a less intensive tempo. This allows a better quality of technical moves and tactical choices.

  Playing a training game on such a pitch with just two ball touches allowed demands a high level of technical control (receiving the ball, passing, work with both feet) and increases the pace of the game.

- A 6 v 4 / 8 v 5 game reinforces the confidence of the team that has the numerical advantage as far as technical and tactical control of the game is concerned.

  In contrast, however, it poses an increased difficulty for the team with fewer players, especially in respect of their physical condition, mental attitude and the technical/tactical work that they have to do. If this set of players is asked not to play with too much commitment, it can help to increase the quality of play of the team that has more players.

  Example: Handicaps can be introduced in the game

- Playing with goals (either large or small goals) increases the players' motivation, as it is similar to a real competitive match. However, games where no goals are used (to work on gradual build-up attacks or retaining of possession) can be given a competitive element as well if points are awarded for a series of passes (10 consecutive passes, for example) or for a sequence of one-twos.

  Example: A game without the use of goals where points are won by stopping the ball behind the opponents' defensive line.

- There are several types of game for use in training:

  – Unregimented games (allowing full freedom of expression, spontaneity and creativity)
  – Controlled games (where play is stopped to highlight and correct mistakes)
  – Games with a theme (with the introduction of a specific theme that is linked to weaknesses that have been noted in recent games)

  Example: Emphasis on wing play to work on crosses and direct finishing from crosses

It is important to stress that these training games must be accompanied by relevant training exercises.

Training content

Training of the whole team

KEY

----------►	Path of the player without the ball
~~►	Path of the player with the ball
——►	Path of the ball (from a pass or shot)
△	Coach
A, B, C, D	Designation of players
A1, A2	Positions of A players

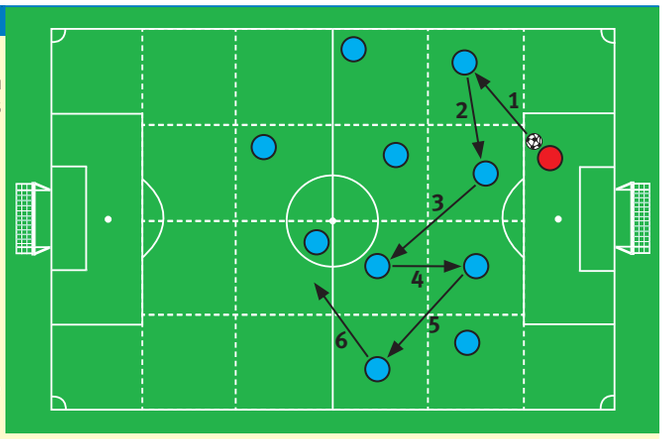
Training of the whole team: 1. Attacking play

1. 11 v 0 – occupying the pitch and keeping the ball

Organisation: – The team plays in its chosen formation (4-4-2 / 4-3-3 / 3-5-2 / etc.). – The playing area is marked out in zones covering the length and breadth of the pitch (these zones mark the zones to be occupied by the team).

Procedure: – The ball starts with the goalkeeper and is moved around the team (1-2 touches each); the players are constantly on the move and they occupy the marked-out zones (as a compact unit).
– The players can work on retaining possession in one half of the pitch, in the central area of the pitch or in an attacking position.
→ The coach directs the team's play, placing emphasis on the quality of the passes, on occupation of the pitch and on the overall movement of the team.

Variation: – The coach feeds the ball into a different zone at the end of each action.

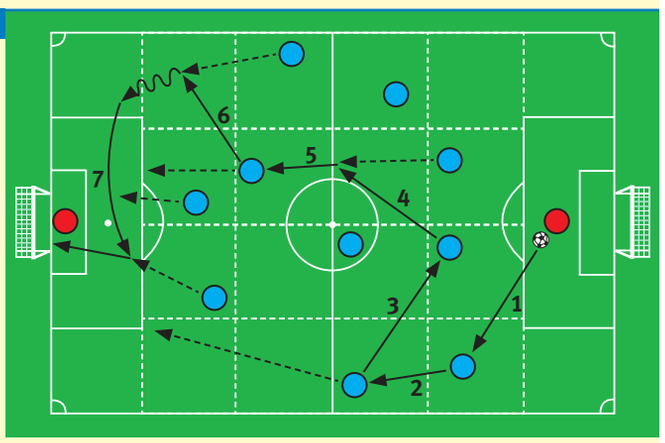


2. 11 v 1 – keeping the ball and scoring

Organisation: – The ● team plays in its chosen playing formation. – The playing area is marked out in zones covering the length and breadth of the pitch (these zones mark the zones to be occupied by the team). – The action starts from the goalkeepers (the players occupying a defensive position spread out wide as soon as they receive the ball).

Procedure: – The ball is moved around quickly (1-2 touches each), with the players creating moves or working on simulated match situations and then trying to finish on goal. – The number of passes made before shooting on goal should be restricted. → The whole team is constantly moving, passing on the run, running into space to receive the ball.

Variations: – A passive defence can be introduced to provide opposition (cones, dummies, static players, etc.).
– Using a pitch with no zones marked out.

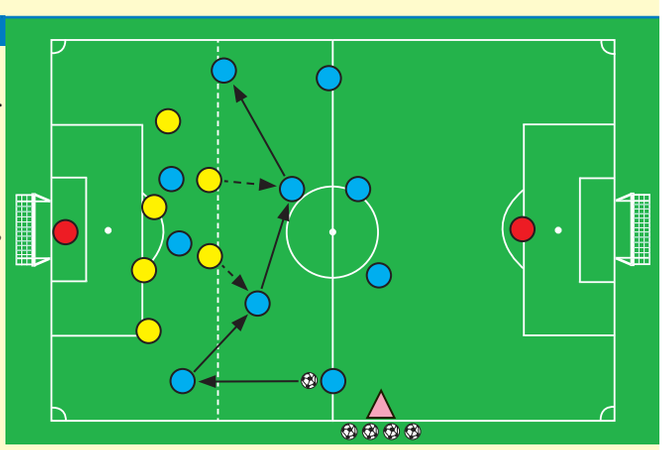


3. 11 v 6 (7) + goalkeepers; attempting to score

Organisation:
– The ● team with 11 players adopts its chosen playing system.
– The ● team with 6 players defends in two blocks from the middle of the pitch.
– Normal pitch, but with a limited defensive zone.

Procedure:
– The coach feeds the ball in and always gives it to the ● team, who try to score.
– If the ● team gains possession, they try to string together 4 passes to score a point. When the ● team is in possession, the ● team tries to win the ball back very quickly.
→ Transition from attack to defence to attack

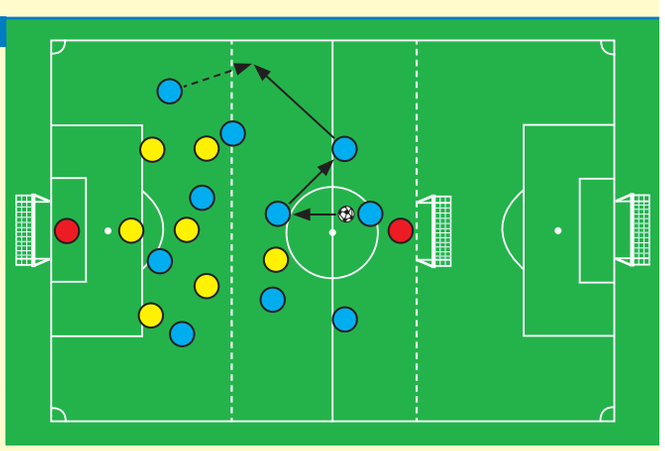
Variation:
– If the ● team wins the ball, they can play the ball deep to the ● goalkeeper.



4. 10 v 7 (8), controlled build-up and scoring

Organisation:
– The ● team has numerical supremacy (10 players). The ● team has fewer players (7).
– 2 neutral goalkeepers play with both teams.
– A marked-out pitch is used.

Procedure:
– The ● team tries to string together 10 passes in unrestricted play before scoring in one of the 2 large goals.
– The ● team tries to gain possession as quickly as possible and to score in one of the 2 large goals.
– Play is always restarted by one of the goalkeepers to the ● team.
→ Transition from attack to defence (emphasis on retaining possession, changing tempo, pressing, regaining lost possession, scoring).



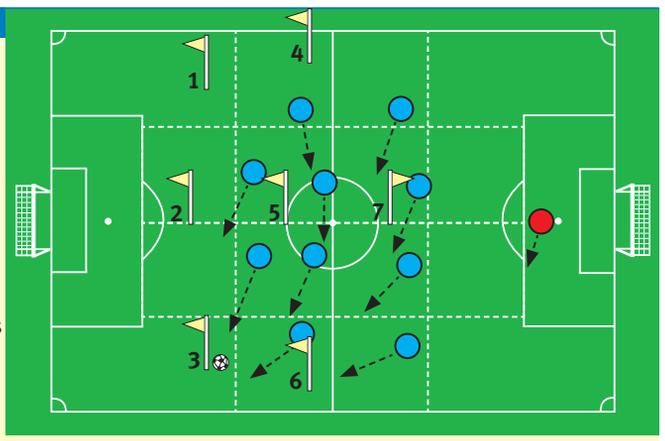
Training of the team unit: 2. Defensive play

1. 0 v 11 – imaginary game

Organisation:
– The 🔵 team plays a 4-4-2 system (or 4-3-3 / 3-5-2).
– The playing area is marked out in zones (these zones mark the different zones of occupation of the team); the opposing defence comprises either poles or static players.

Procedure:
– The 🔵 team moves according to the instructions issued by the coach.
e.g. the team moves as a block towards whichever pole is indicated by the coach (poles 1, 2, 3, etc.)
→ Emphasis is on quick and aggressive movement; the players have to apply the tactical instructions dictated by the coach.

Variations:
– The poles are replaced by 6 players passing the ball to each other; the team moves as a compact block.

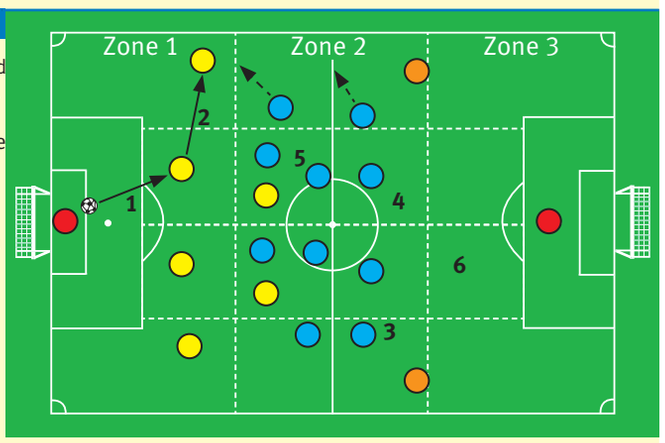


2. 5 (6) v 11 – defending in the opponents' half

Organisation: – The 🔵 team has numerical supremacy and is organised according to its chosen playing system. – The 🟡 team has 6 players + 1 goalkeeper and two extra players in the opponents' half. – The pitch is marked out in zones covering the length and breadth of the pitch (these zones mark the different zones of occupation of the team).

Procedure: – The 🟡 team tries to move the ball out of defensive zone 1; 2 or 3 passes after the ball has been received from the goalkeeper, the players play the ball deep to one of the two 🟠 extra players. – The 🔵 team tries to prevent the ball from being played deep and to gain possession. Once they have won the ball, the team works the ball back and then tries to retain possession in the central zone 2.
→ The coach directs play and corrects errors in the play.

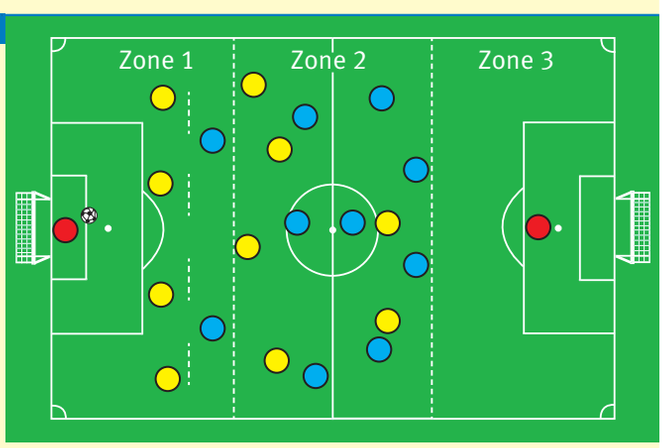
Variations: – When a 🟠 player receives the ball, he tries to score with the help of the other 🟠 player; the 🔵 defenders are active in zone 3.



3. 8 + 2 attackers defending against 10

Organisation :
– The 🔵 team defends with 10 players (with 8 in zones 2 + 3).
– The 🟡 team plays with 10 players on the whole pitch.
– The pitch is marked out into 3 zones. Unrestricted play.
→ Transition from defence to attack.

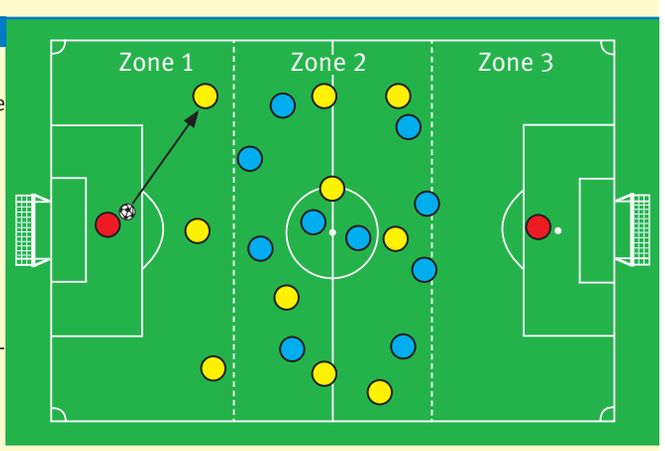
Procedure:
– The 🟡 team attacks with the goalkeeper launching the attack. In zone 1, only the 2 🔵 attackers play a defensive role.
– In zones 2 and 3, the 🔵 team defends with 8 players. The 🟡 players play normally and try to score.
– When they gain possession, the 🔵 players try to score quickly with the 2 attackers who have remained in zone 1 (the 5-metre offside zone). Play is normal in zone 1: the 🟡 defenders defend, and the 🔵 midfielders come up to support the attackers.



4. 11 v 11 – transition from defence to attack

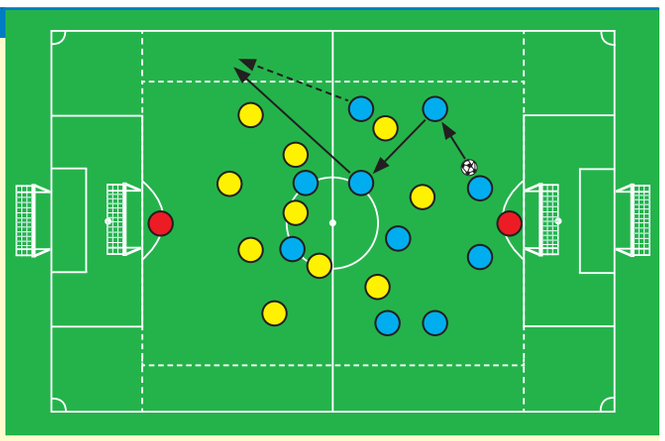
Organisation:
– The 🔵 team defends using the playing system specified by the coach (4-4-2 / 4-3-3, etc.). – The 🟡 team attacks using a different formation. – The pitch is marked out into *3 zones*.

Procedure:
– The 🔵 team organises its defence according to which zone it is in: – In **zone 1**, the aim is to break up the opponents' play. – In **zone 2**, the aim is to prevent the opponents from getting over the halfway line. – In **zone 3**, the aim is not to concede a goal. – In zone 2, the 🟡 team cannot play a long ball forward. – When the 🔵 team wins the ball, play continues with no restrictions or according to the instructions issued by the coach.
→ The aim is to open up play, occupy the different zones and to try to get the ball upfield.



Training of the team unit: 3. 11 v 11 games

1. 11 v 11 – with the flanks free

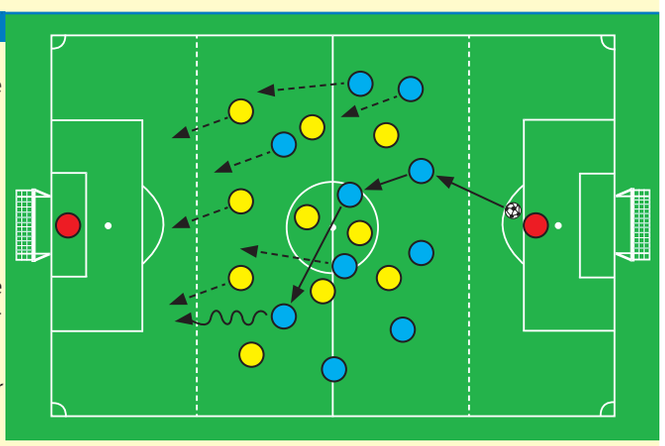


Organisation: – 2 teams of 11 on a marked out pitch with the flank areas free. – The teams adopt a specific playing formation (4-4-2 / 4-3-3 / etc.).

Procedure: – Normal play in the central area of the pitch. – One player may enter the marked-out areas on the flanks by running onto the ball there; he is allowed a maximum of three touches and then he comes back into play again (control, pass, cross). – Players in the game are also restricted to 2-3 touches only. – A goal from normal play scores 1 point; a goal scored from a cross is worth 2 points.

Variations: – After the ball has been played out to the flank for an attacker, a defender may also enter the zone (to produce a 1 v 1 situation). – The exercise can also be performed with 2 attackers on the flanks (producing a 2 v 1 situation).

2. 11 v 11 in the central zone

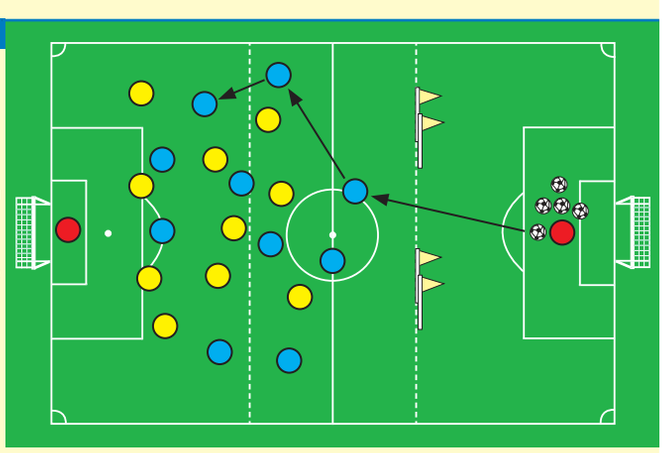


Organisation: – The 🔵 team plays 4-4-2 and the 🟡 team 4-3-3. – Play takes place in the marked-out area. – Off-sides are indicated.

Procedure: – The goalkeeper always plays the ball to his team in the central zone. – The team in possession of the ball is allowed 2 touches each and tries to enter the opponents' defensive zone (by passing or dribbling) by crossing the line. – Once they have gained access to the defensive zone, play continues normally. – A goal scored counts only when the whole team (apart from the goalkeeper) have crossed the halfway line. If the other team win the ball, they play it back to their goalkeeper before launching an attack. ⟶ Transition from attack to defence / defence to attack.

Variation: – After winning the ball, the opposition can start their attack immediately and try to score (without going backwars or passing back to the goalkeeper).

3. 11 v 11 in the opponents' half

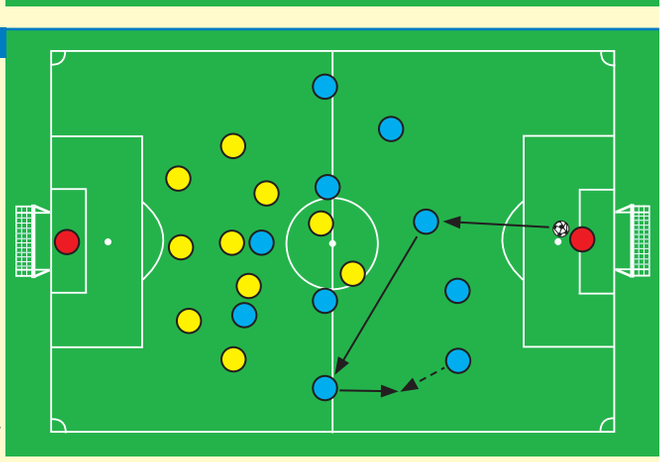


Organisation: – The 🔵 team plays 4-4-2 and attacks the large goal. – The 🟡 team plays 4-4-3 (or in another formation) and defends, but they can counter-attack. Play takes place within the marked-out area.

Procedure: – Play always starts with the goalkeeper of the team that is attacking the large goal. – The 🔵 team tries to work out ways of scoring. – If the 🟡 team gains possession, its players can score a goal in one of the small gates (by passing along the ground or running with the ball). A 2nd goal can then be scored when the player runs through the gate with the ball at his feet and scores in the large goal (1 on 1 with the goalkeeper).

Variation: – When a 🟡 player is running on goal on his own, a 🔵 player may come back to challenge him.

4. 11 v 11 – try-out match



Organisation:
- A normal match played on the whole pitch.
- Each team plays in the formation decided by the coach.
- Duration: 3 x 15' / 3 x 20' / (or whatever the coach decides).

Procedure:
- Unrestricted play or with specific instructions.
- Example: For 15', the 🔵 team plays 4-4-2; the 🟡 team defends its half of the field, playing 3-5-2 and plays a counter-attacking game. The 🔵 team then plays 4-3-3 for 15'.
- For the last 15', the coach decides that the 🟡 team is leading 2-1 and is defending this score while the 🔵 team tries to equalise.

⟶ The coach can either direct play or allow the teams to play freely. He can adjust his team's playing systems and correct any tactical errors.

FIFA
For the Good of the Game

6 Playing style

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Content of training sessions

A team's playing style is the manner in which it plays on the field. In some ways, it can be viewed as that team's **"trademark"**. We can even speak of a certain state of mind being imposed by the coach on the basis of his own experience or his particular footballing culture (e.g. Scolari, Hiddink, Wenger, Sacchi, Cruyff, ...), and also by virtue of the players that he has available to him.

But this playing style may result as well from a policy of continuity that a club is seeking to pursue (e.g. in the case of AFC Ajax Amsterdam, AJ Auxerre, FC Nantes Atlantique or AC Milan), or it might result from the footbaling culture of a given country (e.g. Brazil, Germany, England, Sweden or Cameroon).

This playing style derives from a playing system and from specific team organisation; in other words, the movements of the players depend on the playing style adopted. In top-level football, the style of play and the tactical movement may vary from one game to another, or even during the same match.



The players

The choice and implementation of a playing style largely depend on the quality of the players, their level of footballing intelligence, their technical mastery and their ability to adapt. The conviction of the coach, the diligence shown by the players in training sessions as well as their motivation to want to learn and make progress are also key factors in the tactical development of players.

Definitions

Playing system

- This is the positioning of the players on the pitch as chosen by the coach; this may vary according to the players that he has available. In other words, it is the number of players in the different lines (defensive, midfield and attack) and their position on the pitch, e.g. 4-4-2 / 4-3-3 / 4-3-1-2, 4-1-3-2, etc.

Team organisation

- This refers to the allocation of defensive and attacking duties by individual position and by line, and the relationships between these positions and lines.

Game plan

- This is the strategy adopted for a specific match (with collective and individual instructions issued).

  Example: Going after the opposition deep in their own half and pressing them in that part of the field; tight-marking their midfield and especially the playmaker.

Game strategies

- These refer to tactical elements that are specific to the game. They determine the playing system and the organisation of the team in attacking and defensive phases of the game. The instructions issued are implemented both individually and collectively, depending on the position of the team unit on the pitch and, of course, the game situation.

  Attacking strategies:
  – Playing long balls up to two attackers, who are being supported by the midfielders
  – Playing up the flanks and getting in behind the defence
  – Etc.

  Defensive strategies:
  – Pressing in midfield
  – Defenders go out to challenge the attacker(s) to thwart an attack
  – Etc.

Movement

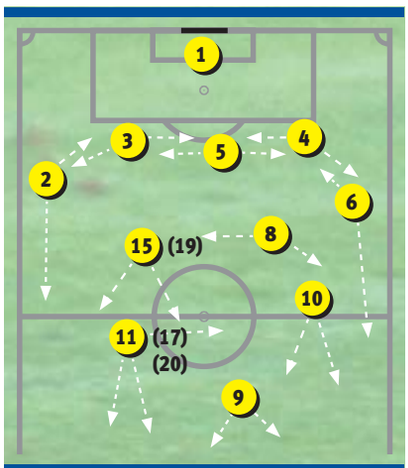
- This refers to the movement of the team as a whole and the co-ordinated switching of positions of the players on the pitch, based on the attacking and defensive playing strategies. This movement allows variations in the development of play and in team organisation in the match, e.g. a switch from 4-4-2 to 3-4-3 when the team is in an attacking phase.

  The time and space available, as well as the player in possession of the ball, dictate the movement in the game.

  And it is thanks to this collective movement of the teams that football becomes a dynamic game.

1. The playing systems

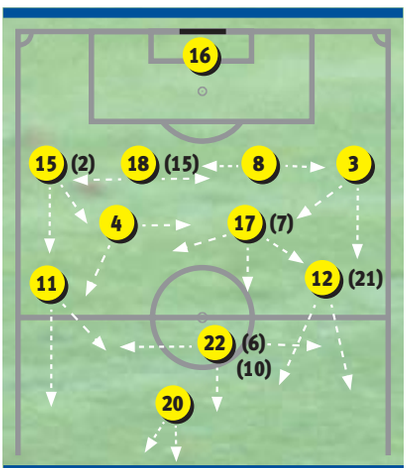
BRAZIL



5-4-1

Playing system:
A exible 5-4-1 formation, with variations of 5-2-3 and 3-4-2-1.

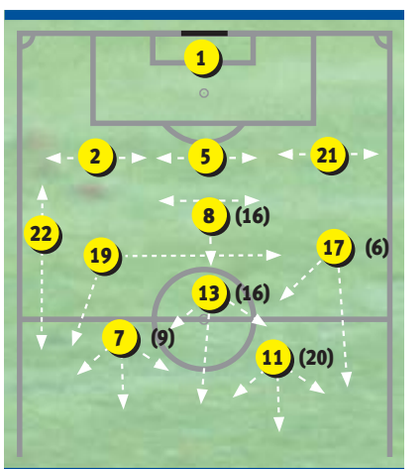
FRANCE



4-4-2

Playing system:
4-4-2 formation, with variations of 4-2-1-3 ou 4-3-3.

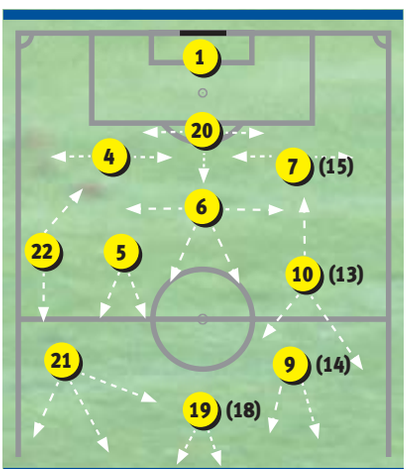
GERMANY



3-5-2 / 3-3-2-2

Playing system:
3-5-2 with a libero operating in front of or behind the covering players, depending on the situation.

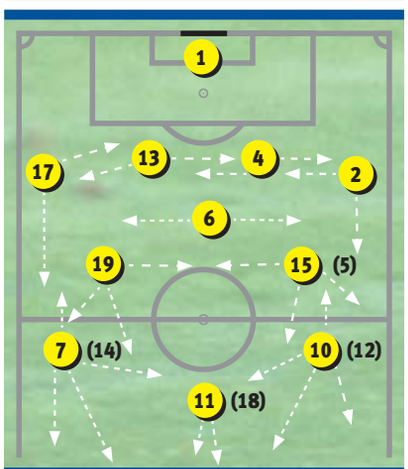
KOREA REPUBLIC



3-4-2-1

Playing system:
3-4-2-1 with a clear allocation of roles.

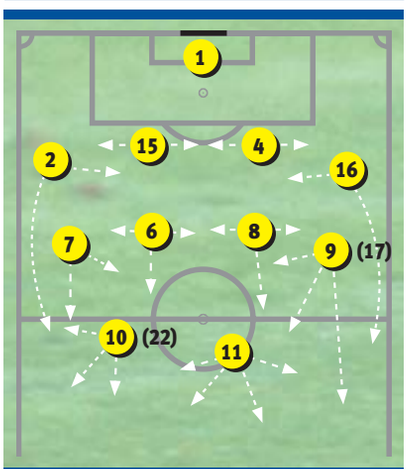
SENEGAL



4-3-2-1 / 4-5-1

Playing system:
4-3-2-1 (4-5-1 when the opposition are in possession).

SWEDEN

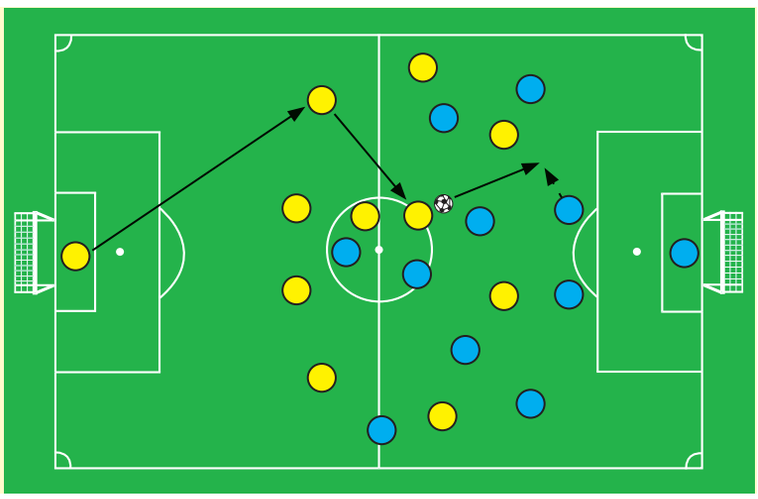


4-4-2

Playing system:
Classic 4-4-2 formation.

2. The game and tactical strategies

The ● team loses the ball; the ● player intercepts the pass; his team therefore gains possession of the ball.



THE TACTICAL STRATEGIES

● team (attacking)

The team with the ball

→ Has to open up the spaces

– By an individual action on the part of the ball carrier

– By escaping the opposition's markers and by the movement of players

- Quick-break attack
- Gradual build-up attack
- Counter-attack

● team (defensive)

The team without the ball

→ Has to close down the spaces

– By getting individual defenders back or the whole of the defensive unit

– By individual and collective marking, depending on the game situation and the zone where the play is taking place

- Mixed defence
- Zonal defence
- Individual defence
- Pressing
- Offside

Don't lose the ball
Try to score

Regain possession
Don't give away a goal

The application of these attacking and defensive game strategies depends on:

• the ball carrier	– which player is in possession of the ball? – what is he doing with the ball? – whereabouts is he on the pitch?
• the zone of action	– in which zone of the pitch is the ball carrier? – how many players are in that zone?
• what the rest of the team are doing	– what is their position on the pitch? – which zones are they occupying? – how many of them are there? – what is the team's physical state? – is the team in position, grouped together for defensive duties and covering the pitch well for an attacking phase? If so, only collective tactical strategies can be applied. – if the team is in difficulty, however, (after losing the ball in the middle of the field or in the defensive zone), it will need to rely on the intelligence of the players and on their experience.
• what the opponents are doing	– what is their position on the pitch? – how many of them are there? – what specific qualities do they have? – what is their physical and mental state?
• the goals	– what are the distances, positions and angles that need to be taken into account as far as the goals are concerned?
• the score	– is the score close? – or is the final score a foregone conclusion?

3. The tactical strategies

Defensive play

→ Defensive play starts as soon as the ball is lost by a rapid switch from attack to defence by the whole team.

- Opponents' half › middle of the field › defensive zone

1. Behaviour of the individual player

Aided by the whole team grouping together and by the team getting players back in numbers

Players have to

- Win duels
- Anticipate
- Thwart and shepherd the ball carrier
- Harass (to allow the rest of the team to regain its position) and put the opponent under pressure
- Tackle

2. Behaviour of the whole team

Aided by swift repositioning of the team and compact team play

Key points

- The whole team has to get back
- The area in front of the goal, the angles and the flanks have to be closed down
- Zone marking
- Thwarting the opponent
- Lateral movement
- Steer the play into the pressing zone
- Covering

→ **Force the opponent into making mistakes to win back the ball**

Key points

- Echelon and pyramid formation
- Lateral movement
- Mutual covering (the defence should outnumber attack)
- Surround the opposition
- Pressing

Attacking play

→ Attacking play starts as soon as the ball is won by a rapid switch from defence to attack by the whole team.

- Defensive zone › middle of the field › opponents' half

1. Action of the individual player

Aided by teammates (at least 2 or 3 of them) escaping the attention of their markers and by executing the right technical skill

Key points

- Opt for dynamic tactics and technical skills
- First pass, dribbling
- Draw in the opponent
- Feint, take the opponent out of the game
- Give support
- Vary the tempo

2. Action of the whole team

Aided by the movement of the players, movement off the ball, but without the players being tracked

Key points

- Spread the play and open out across the field
- Get in behind the opposing defence
- Occupy the zones
- Vary the tempo
- Movement off the ball
  - runs into space
  - cross-field runs, decoy runs, exchanging of positions
  - freeing up the flanks

→ **Avoid losing the ball, especially in the opponents' defensive zone and in the centre of the field**

Key points

- Numerical supremacy
- Variation between long and short balls
- Combinations, one-twos
- Change in the style of play

Definitions of the main fundamental tactical strategies

Attacking

Losing the marker	The action of getting away from an opposing player by making a run, finding space or making a dummy run to receive the ball.
"All-out attack"	A dynamic, attacking phase involving several of the team to spread play out and create space (both out wide and in the last third of the field).
Off-the ball movement	Creating space for team-mates by running into space, making decoy runs, etc.
Triangular play	Play involving 3 players, where 2 players automatically provide support for the ball carrier behind and/or in front of him.
Playing "keep-ball"	Retaining possession by playing it from the right flank to the left flank, and then back again.
Changing tempo	Accelerating or slowing down play (the movement of the ball) by using specific technical or tactical actions.
Switching play	Changing the location of play by a long pass to another part of the pitch in the opposite direction to that in which play had previously been going.
Drawing in the opponent	The player with the ball at his feet goes towards the opponent to tempt him into the tackle; he then eliminates the opponent by dribbling past him or passing.
Support play	The action of backing up the ball carrier to provide an option for him.
Position switching	Exchanging positions or zones with other players.
Dummy or decoy run	Running into a space to distract the defence, but with no intention of receiving the ball (thereby deliberately creating space for a team-mate).
Overlapping run	Creating numerical advantage on the flank by running round the team-mate in possession (to create a 2 v 1 situation).
"Pivot player" / Link man	A player who usually has his back to goal when receiving the ball and who then lays it off for the supporting striker(s).

Defensive

Marking	Defensive position adopted by players to prevent opponents receiving or challenging for the ball.
Anticipation	Defensive positioning action where the opponent's reaction is anticipated and the defence changes position accordingly to respond to this.
Repositioning	After a phase of dynamic or static attacking, the whole team or individual players resume their defensive position.
Reducing the spaces (grouping together)	Leaving as little space as possible between the defensive lines by closing down using the whole team.
Lateral movement	Movement of the whole team or the line across the width of the field, but still remaining compact.
Closing down the area in front of goal	Tightly packing players into the centre of the field to close down this area.
Pressing • **Attacking pressing** • **Defensive pressing**	Harassing or surrounding the opponent in numbers to regain possession. The action zones where players apply pressing.
Mutual cover	The positioning of the players around the pitch to support their team-mates. Each player is "covered" or protected by another.
Pyramid defensive formation	Triangular defensive formation facing up to the ball carrier in the opposing team.
Echelon formation	Echeloned or diagonal covering position in relation to where the ball is, used by the defensive unit or the midfield.
Thwarting the opponent	Going towards the ball carrier with the aim of halting his progress, making him play the ball or shepherding him to an area of the pitch that will allow the defence to organise itself.
Tackling	A duel with the aim of dispossessing the opponent of the ball.

The tactical action of a team is dependent on the quality and efficiency of the players' technical skills once the ball has been won and controlled. Receiving/controlling the ball skilfully and the quality of the first pass are both important for launching an attacking move and changing the tempo of the game.

Nevertheless, the tactical behaviour of the players ultimately relies on their cognitive skills (perception and anticipation), on concentration, on their belief in themselves and on communication during the match. The quality of the tactical action is also dictated by the experience that the players have acquired in training, in competitive situations and in their ability to read the game, which has been developed through observation and analysis (watching videos and top-level matches). To ensure that the young players of today develop an ability to read the game tactically, which might currently be lacking, they should watch the top teams (e.g. Brazil, France, Netherlands, or Real Madrid CF, Arsenal FC and AC Milan, etc.) playing more frequently, thereby enabling them to understand tactical play better, and to learn from it.

A good understanding of the game leads to inspiration, improvisation and risk-taking, all of which can make the difference in the game and help to swing a match. The great players all possess such qualities.

The application of playing strategies is not dependent on the playing system in use or on how that system is being implemented. A team playing with a 3-5-2 or a 3-4-3 formation can just as easily attack by gradual build-up, by set play or with a quick break. The choice of the type of attack depends on the game situation, on the zone where the ball is won, on the number of players available for the attacking move, or on the possible defensive instability of the opposing team – and not on the playing system.

What will make the difference in opting for the appropriate tactic, however, is the individual quality of the players, their footballing intelligence, the communication between them and their experience.

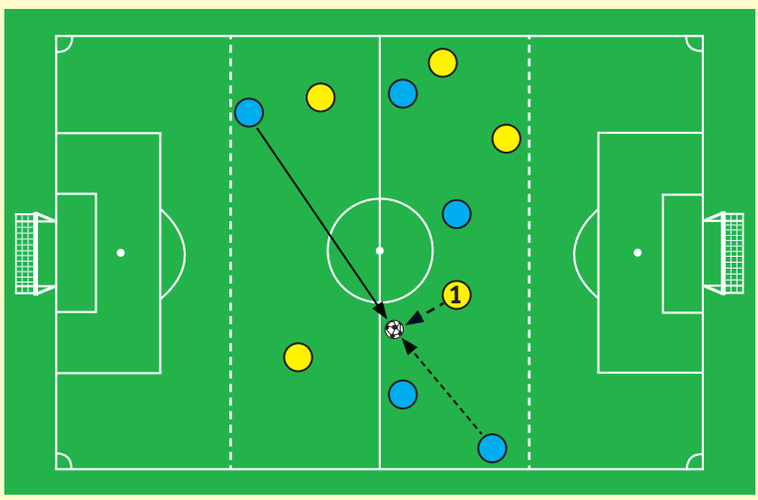
Basic requirements for tactical organisation

- Communication within the team (verbal communication, body language and gestural communication)
- Occupation and zonal covering of the pitch (zonal play)
- Tightly packed, compact formation, with the lines close together
- Spread formation, with movement around the pitch and movement off the ball
- Numerical supremacy of the team
- A calm, confident mood in the team, but also with enough aggression to allow it to win duels
- The presence in the team of talented players and players with a strong personality
- The presence of players able to show the way
- Quality of life in the team
- Quality of coaching

"In the long run, I don't think it's possible for a team to win and to last the course if there is no quality in their play. To deliver good performances, a team simply **must** play."

Elie Baup, ex-coach of FC Girondins de Bordeaux,

Example of defensive tactical behaviour in a 5 v 5 practice match



- The 🔵 team loses the ball in the attacking zone.
- Player (1) intercepts the pass; the 🟡 team is now in attacking phase.

Defensive game of the 🔵 team

This will depend on:

- the ball carrier (1), on his position, and the direction in which he is heading
- on the zone where the opponent has gained possession of the ball
- on the position of the players in the 🔵 team and on the number of players behind the ball
- on the position of the opposing players and on how many of them there are

Tactical behaviour of the 🔵 team

- Rapid switch from attack to defence
- The defence has to get back en masse as a compact unit to close down the area in front of the goal and to thwart the opponent's move
- The counter-attack can be prevented by:
  - defenders getting back into position
  - exerting immediate pressure on the ball carrier
  - snuffing out the move
  - closing down the central midfield
  - tightening up play and the marking of the opposition
  - steering play out to the flank and/or moving away from the zone where the ball was lost and getting players back deep in their own half to defend

Some tactical solutions:

for attacking a zonal defence

→ Open up the defence, create spaces between the lines and the players; vary the tempo of play.

- Attack all across the pitch, on the flanks.
- Take play out to one of the flanks and then try to switch to the opposite flank.
- Take play into the middle of the field.
- Move the ball around quickly (1-2 touches), introduce tempo change into the game.
- Seek to gain numerical supremacy in attack, with the midfielders also having an impact going forward, especially on the flanks.
- Attackers should be moving constantly in the penalty area.
- Get in behind the opposition (behind the defence).
- Use individual skills:
  – decoy runs, cross-field runs
  – dribbling, feinting at speed
  – one-twos
  – runs into space

for attacking a reinforced defence

→ The attacking team should avoid playing in a funnel-shaped formation and attacking exclusively down the middle of the pitch; it should put the defence under pressure with the speed of its play and aggressiveness.

- Attackers should peel off and create spaces for the midfielders.
- Change and exchange positions.
- Use the flanks with good-quality far-post crosses or play the ball low from the by-line back across the area.
- Get the defence to come out; make them move.
- Go for the direct approach (1 touch) with players in support; shoot at goal, even from outside of the area.
- Remain calm, play the ball back into the other half, move the ball from flank to flank and speed up play when the moment is right to do so.
- Shoot from distance.
- Force the opponent into making a mistake.
- Draw the libero out.

→ To play against a reinforced defence, a team needs well-developed technical skills to allow it to operate in confined spaces, and it needs to be constantly moving.

Be careful not to lose possession!

for attacking a mixed defence (with tight marking of the attackers)

→ Draw the defender(s) into the unoccupied zones.

- Change zone, free up space, spread the play out.
- Attacking players retreat with the ball to draw out the defence.
- Attackers receive the ball with their back to the defence, lay the ball off, pivot, change position and direction.
- Attackers run towards opposing defenders with the ball and back into them.
- Try to create 2 v 1 situations.
- Win the attacking duels (by dribbling or feinting).
- Put pressure on the defender in possession of the ball.
- Play for the team and do not react to provocation!

for countering pressing by the opponent

→ Know the team that is doing the pressing (the pressing zone and the type and style of pressing), their style of play once they have won the ball and the qualities of the players (their strengths and weaknesses).

- Avoid the pressing zones.
- Outnumber the defence around the ball at the moment when possession is lost.
- Play long balls past the opposing defence and go for the second ball (goalkeeper's clearance).
- Take time to build (with short passes while moving and creating space to increase the distance between the lines).
- Play long balls (diagonal passes behind the opposition).
- Do not provoke the opponent; remain calm.
- Use counter-pressing (react to the pressing of the opposition by pressing them).

"The key factor for winning the tactical battle is to gain numerical supremacy and to have very strong players in 1 v 1 duel situations."

4. Training of the whole team

The strategies of individual tactical play and then collective play have already been applied in the combined technical/tactical phase of training with 1 v 1, 2 v 1, 3 v 2 drills, and then in practice games.

→ We now move on to technical training with the whole team.

When we speak of the whole team, we need to look at the relationship between all of the players and the individual units that make up the team (defence, midfield, attack).

Methodology for training the whole team (tactics)

Start from the real match situation using the system and tactical organisation which the coach is aiming for. Use all possible practice games where one team has numerical supremacy, or other games.

Coaching in the practice game can focus on just one team or on both teams.

• **Practice game:**	– 8 v 8 / 9 v 9 / 11 v 11 with the goalkeepers – Unrestricted play, or with instructions given to the defence and/or attack
• **Analytical practice routines:**	– 9 v 7 / 8 v 6 / 10 v 8 or 7 v 9 / 6 v 8 / 8 v 10 with the goalkeeper in one team, or even in both teams – Numerical supremacy – Game situation of attack versus defence – Unrestricted play or with instructions, and with goals – Play always starts at a fixed point (the ball is introduced by the coach, by the goalkeeper or from a throw-in).
• **Analytical tactical drills:**	– 11 v 1 / 11 v 4 / 11 v 6 – 5 v 6 / 6 v 7 / 8 v 6 – Work on movement and positioning. – The team moves around the pitch according to where the ball is and applies defensive strategies. – The team moves the ball around, moves around the pitch and tries to build, or it tries to counter-attack and to score. – One team attacks with 7 players against a 6-man defence (4 defenders, 2 midfielders). The action starts from the middle of the field after the attacking team has won possession. – The opposing team provides only weak opposition, then stronger opposition.
• **Final practice game format:** – Game with specific theme – Unrestricted play	– Match with 8 v 8 / 9 v 9 / 11 v 11 Example: 9 v 9 match + 2 goalkeepers – Opposing systems: 3-3-3 v 4-4-1 – The 3-3-3 team plays in its own half with 2 touches of the ball and tries to score after going down one of the flanks.

→ This methodological approach can be the same for the combined technical/tactical aspect (3 v 3 / 4 v 3 / 4 v 4 / 6 v 4 / 5 v 7, etc.).

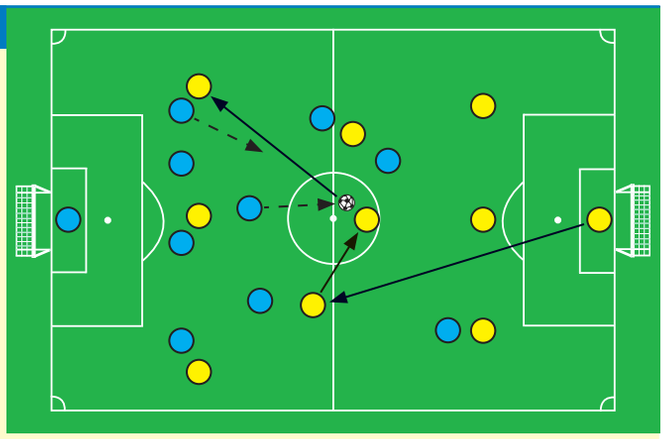
Examples of a team training session: Defence

1. Game with 9 v 9 and 2 goalkeepers

- Unrestricted play; with or without specific instructions for the yellow team.
- The blue team plays with a 4-4-1 formation; the yellow team plays 3-3-3.

Coaching:
- Observe the play and the individual and collective behaviour of the blue team.
- Question the defence of the blue team about any problems they have encountered.

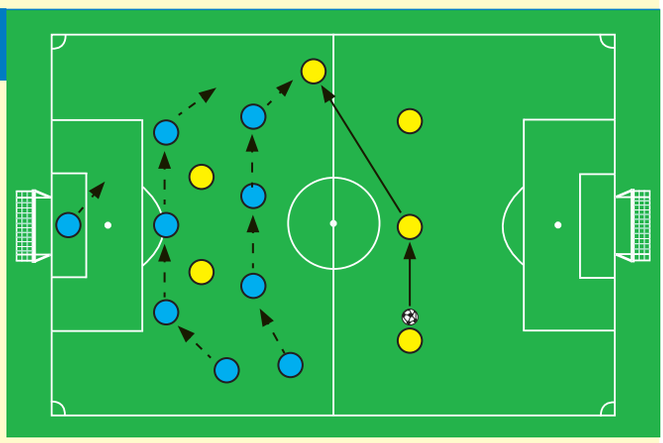
→
- Who goes out to stop the ball carrier?
- What are the other players doing?
- Who is making himself available in space after the ball has been won?



2. Drill for the defence (8 defenders + 1 goalkeeper, 6 attackers)

- The players of the yellow team pass the ball to each other slowly, sideways, diagonally and upfield.
- The blue players move around according to where the ball goes.

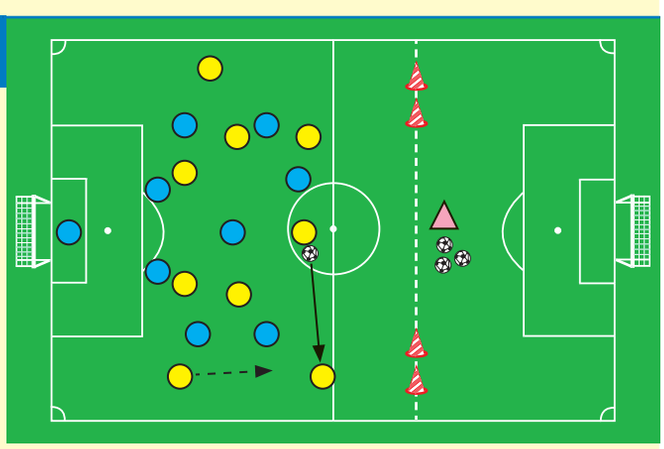
Coaching:
- Encourage the movements of the defence.
- Get the defence to apply defensive strategies.
- Correct the position and attitude of the players and the communication between them.
- Introduce new situations; increase the tempo of the passing.
- Place the ball between the lines.



3. Practice routine (8 + 1 goalkeeper in the blue team, 9 players in the yellow team)

- The yellow team in a 3-3-3 formation tries to score a goal.
- The blue team in a 4-4 formation defends in two lines; if it gains possession, it can score in either of the two small goals
- The action always starts from the middle of the pitch with a throw-in/kick-in from the coach.

Coaching:
- Direct the play and encourage the blue team, give instructions on tactical approach.
- Stop the game and correct mistakes.
- Make the players speak to each other.

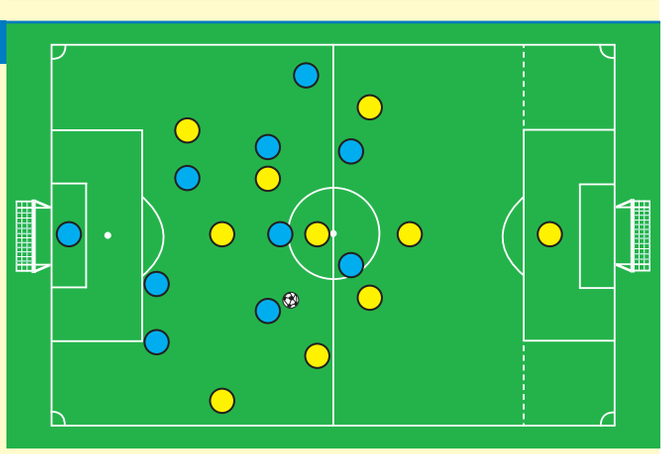


4. Final practice game: 9 v 9 and 2 goalkeepers

- Unrestricted play with no specific instructions given.
- To be played in a fully competitive spirit.

Coaching:
- Observe and evaluate the blue team.
- The yellow team can be encouraged to introduce new situations into the game.
- At the end of the game, give positive feedback (reinforcement).

→ The team must feel confident as a result of the training session (and of what they have been practising).



Coaching (organising – training – teaching)

The coach is responsible for his team's style of play and for ensuring that it is implemented on the pitch.

One of the key moments for the coach to become really involved is when he has to let the players know exactly what he expects from each one of them and from the team as a whole.

- What type of game do we want to play?
- How are we going to occupy the pitch?
- How is the defence going to act when it wins the ball?
- At what point and in what form are we going to launch an attack?

The behaviour of the coach and how he directs the activity are more important than a drill or practice game. The quality of the coaching, the coach's explanations, demonstrations and especially his corrections will be key factors in the players' tactical understanding and, as a result, in their support for the coaches' ideas.

If the objective of the training session is the defensive game of the team, the coaching can be concentrated on the idea of defence. However, depending on the situation of the game, the coach may also choose to deal with the attacking aspect as well.

Consequently, in a training session with attack versus defence (e.g. 7 v 6), the training objectives can be applied to both teams. The coaching can concentrate on the attackers and defenders alternately, or even both simultaneously.

At the highest level of the game, the focus of training sessions, the choice of the content covered and of the actions and situations dealt with depend on the approach and style of the team.

"Speed of movement of the troops, swift repositioning on the ground, strength in the legs, concentration, hard work, and the trust that the men have in their leader . . . these are the ingredients that make up tactical genius."

Napoleon Bonaparte

5. Tactical training with young footballers

The aim of collective training sessions with young footballers is to integrate the players into the team set-up by getting them to master simple individual and collective tactical actions and to ensure that they can operate by working together with the different lines (defence, midfield, attack). They have to learn to operate individually as part of the game played by the whole team, both in terms of attack and defence.

Examples of methods used:

- Practice games ⟶ The match, game situations
- Training based on real game situations: 1 v 1, 2 v 1, 2 v 2 up to 4 v 4
  - Starting with individual behaviour in a 1 v 1, moving onto behaviour in pairs with 2 v 1, 2 v 2, 2 v 3, and then concentrating on the notion of lines (defence, midfield, attack)
- Training based on two lines: (3-3 v 3-3), gradually progressing to three lines, 3-2-2 / 4-3-2 / 4-3-3
- Practice games on different-sized pitches: small, medium and large

  Example: 6 v 6 on 40m x 30m, then 60m x 40m

  Unrestricted play, then with instructions and rules to make the tactical approaches adopted clearer (development of play)
- In the game, vary the position of the players: make them play in defence and attack as well as on the right and left flanks. The player has to be confronted with different situations and tactical approaches in the game to enrich his general footballing awareness (cognitive games).
- In order to encourage the learning and perfecting of the strategies of play, analytical routines and drills need to be introduced into the training. The coach can then return to the match situation to assess how much has been learned.
- The technical skills used in every tactical action must be executed with quality and precision.
- Visual pedagogical tools, such as a blackboard/whiteboard and magnetic board, or even video for analysis, may be used as complementary methods to optimise tactical learning with young players. Another important instructive process to help players understand what the coach is explaining on the board is for them to observe the great players and great teams. This will help to improve their understanding of the game and the tactical approaches.
  - On the pitch, the learning process starts from the **pre-training/development stage (from the age of 13 onwards)**. The concept of tactical versatility is introduced (with players varying their positions). The players then gradually start to specialise, with concentration on the team unit (e.g. attack, defence) and the individual position.
  - At the **training/development stage (from the age of 16 onwards)**, tactical development concentrates more specifically on the team unit and on the individual position, with versatility integrated.
  - With young footballers, playing the game is the main form of tactical learning:

    ⟶ **Play in order to learn; don't learn in order to play!**

⚠ **It can take years to learn how to master certain technical moves and skills, but learning how to operate tactically within a system can take just a few weeks.**

6. Player profiles by position

Position of the player	Physical qualities required	Technical qualities required	Tactical qualities required	Mental qualities required
Goalkeeper **1**	• Size • Agility • Reaction + explosive speed • Jumping skills • Suppleness	• Safe hands • Good technique on the line and in the air • Good skills with the feet	• Choice of positioning and movement • Anticipation • Good distribution	• Personality • Confidence • Calmness and a certain eccentricity • Concentration • A certain eccentricity
Left and right-hand-side defenders **2 + 3**	• Speed-endurance (aerobic and anaerobic) • Explosive speed	• Defensive technique • Tackling + sliding tackles • Skill at receiving the ball and good-quality passing • Running with the ball	• Positioning and repositioning • Timing • Involvement in attacking play • Versatility in attack	• Aggressiveness • Willpower • Confidence
Central defenders **4 + 5**	• Height • Muscular power and jumping skills • Speed • Mobility	• Interception • Control of the ball in a duel situation • Heading • Long and short passing	• Anticipation • Positioning • Marking • Covering and support play	• Leadership temperament • Direction • Calmness, ability to remain unruffled • Courage
Defensive midfielder **6**	• Endurance (aerobic) • Strength (in the duel) • Mobility	• Defensive technique • Passing • Receiving the ball and specific control • Dribbling the ball away for distribution upfield	• Positioning and repositioning • Anticipation • Pressing	• Fighting qualities • Humility • Co-operation • Willpower
Left and right-side midfielders **7 + 8**	• Endurance (aerobic and anaerobic) • Speed	• Running with the ball • Dribbling • Crossing • Shooting	• Moving back to defend • Involvement in attacks • Pressing • Playing and winning duels	• Courage and generosity of spirit • Willpower • Concentration • Willingness to take risks
Attackers **9 + 11**	• Power (in the duel) • Speed • Liveliness • Agility (depending on the type of player)	• Finishing (shooting) • Control • Heading • Dribbling, feinting	• Constant movement • Changing of positions • Runs into space and decoy runs • Feinting • Timing	• "Selfishness" • Opportunism • Trickery • Perseverance
The strategist ***(Trequartista)*** **10**	• Depending on the type of player (and on the playing style)	• Ability to receive and deal with the ball skilfully • Passing • Dribbling • Finishing (shooting)	• A good footballing brain • Anticipation • Tactical awareness • Ability to lose a marker	• Leadership temperament • Creative mind • Willingness to take risks and able to think clearly • Confidence • Calmness

7. Match observation report form

Observation: Observer:

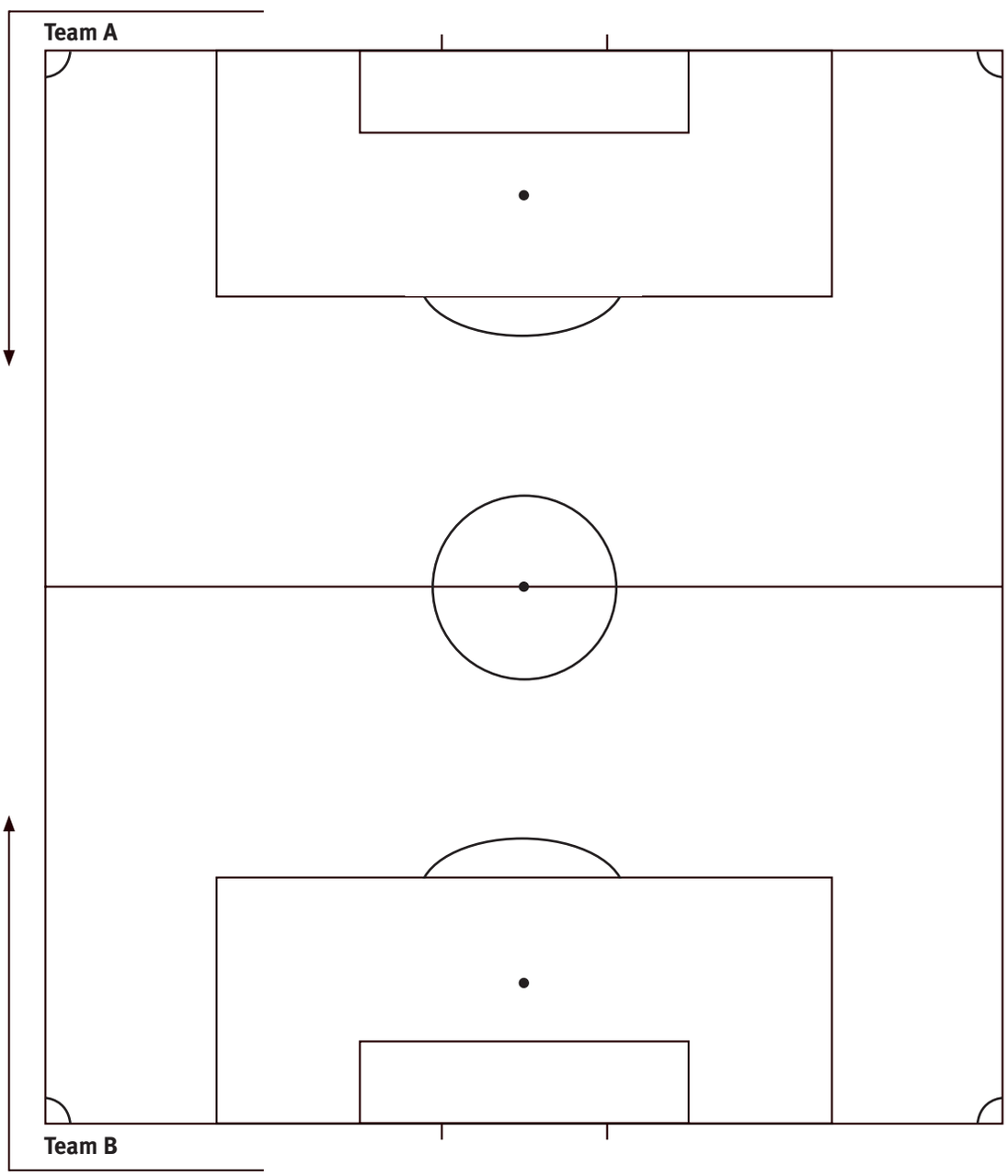
Teams (A/B): :

Venue: Date: Kick-off:

Weather conditions / state of the pitch:

Final score: (Half-time score:)

Player positions / numbers



Yellow cards / red cards

(Name of player, minute, offence)

Course of the game: Attacking phase, finishing phase, defensive phase

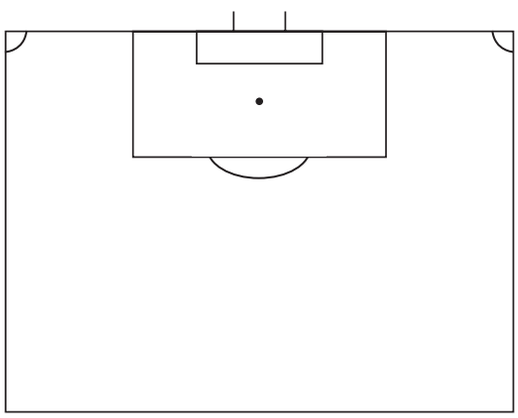
Referees

Specific features of the match

Overall assessment of the match: ☐ very good ☐ good ☐ average ☐ poor

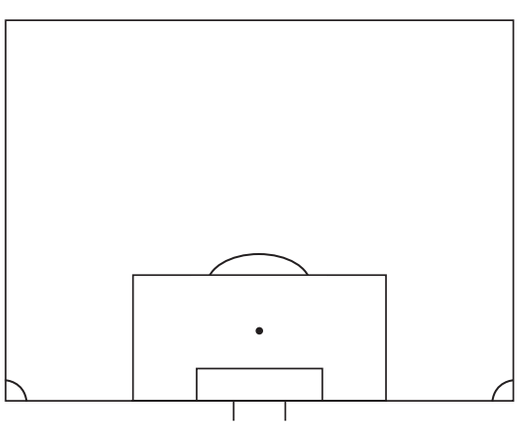
Team A

Defensive organisation



Description

Attacking organisation

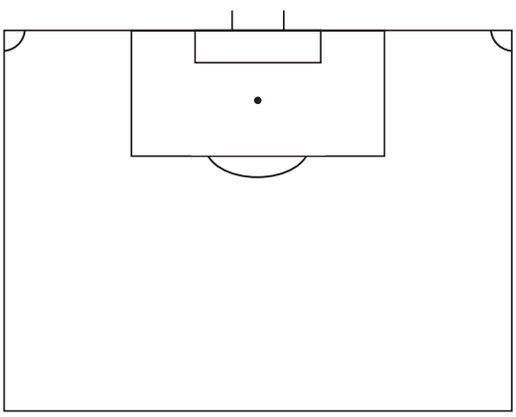


Description

Individual strengths / collective strengths (tactical)

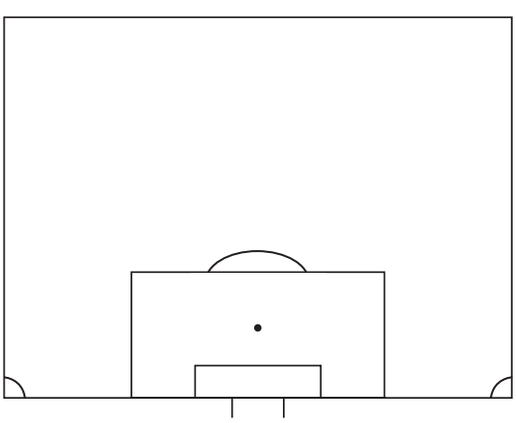
Team B

Defensive organisation



Description

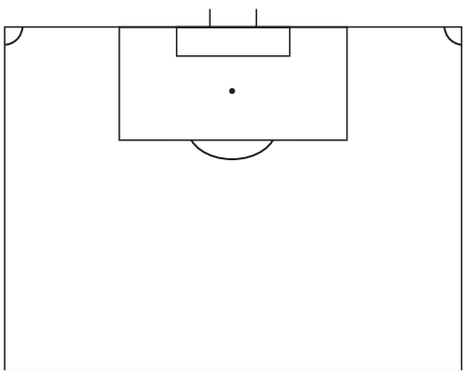
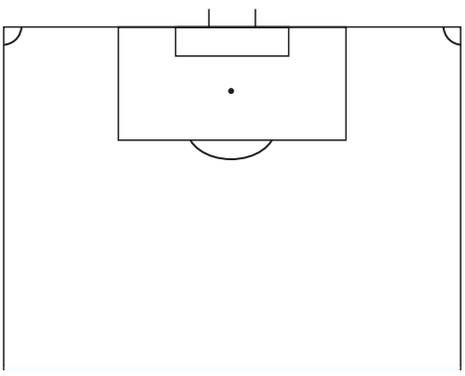
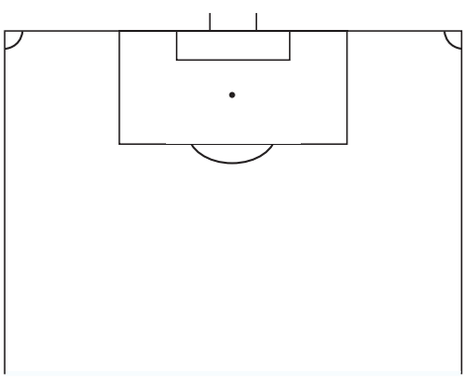
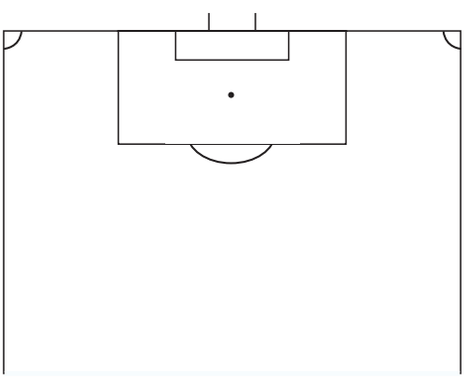
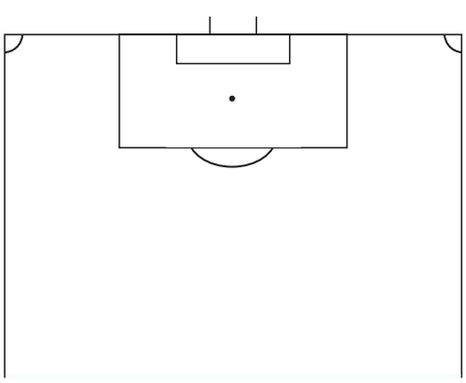
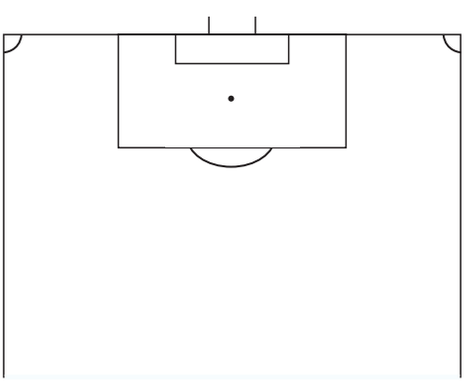
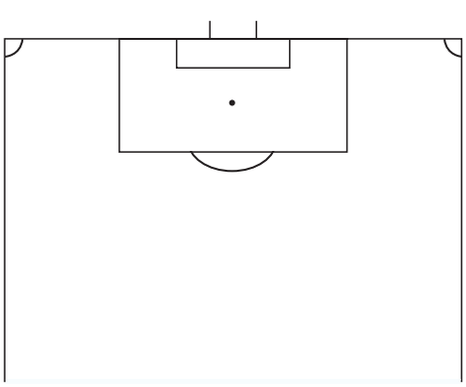
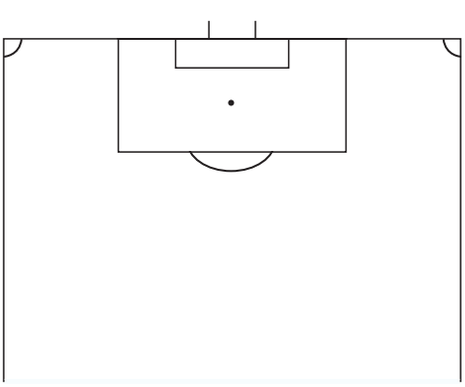
Attacking organisation



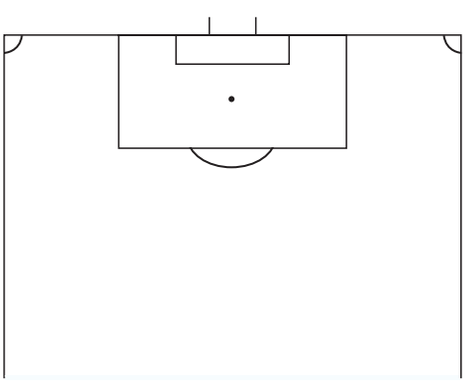
Description

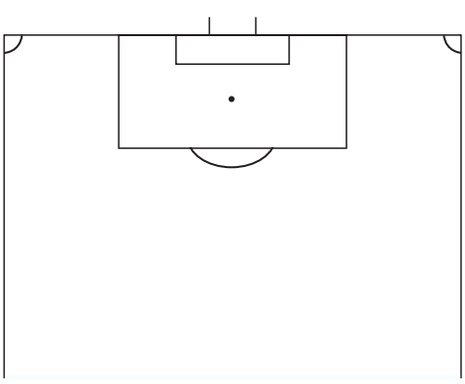
Individual strengths / collective strengths (tactical)

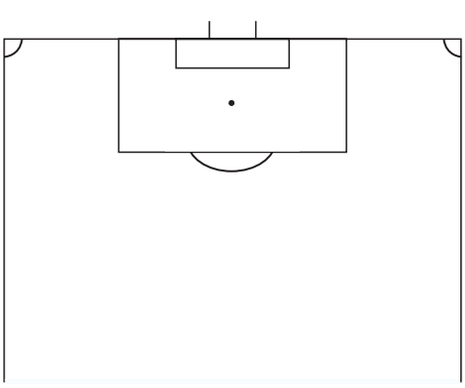
Goals: Score, minute, scorer, where, how (F = Foot, H = Head, OG = Own goal)

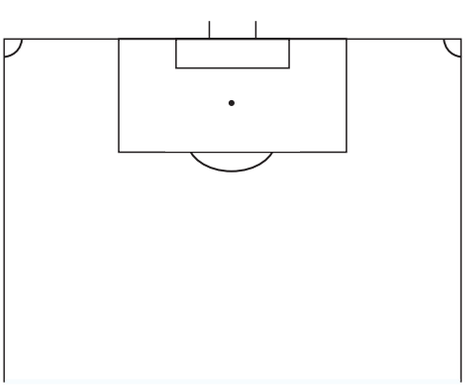









Dead-ball situations: free-kick, corner-kick, throw-in, penalty, etc.









Characteristics of players in Team A

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Characteristics of players in Team B

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8. Standard situations – combinations for use at dead-ball situations

Dead-ball situations are unanimously recognised as being decisive moments in the modern game.

During the most recent international FIFA competitions in 2002 and 2003 (the FIFA World Cup, the FIFA World Youth Championship and the FIFA U-17 World Championship), 30% of the goals were scored from dead-ball situations as against 25% of goals in the same competitions in the years 1998-1999. This ever-increasing percentage is unquestionably due to the regular and repeated work that is being carried out on these game situations.

Instruction of this specialist area of the game should already start with young players. A specific training session or even an individual session should be included in the training cycle to help develop specialists for these phases of play. These sessions are often scheduled outside of the collective training sessions with the whole team and held once a week on the day before matches.

Some methodology tips for training dead-ball situations

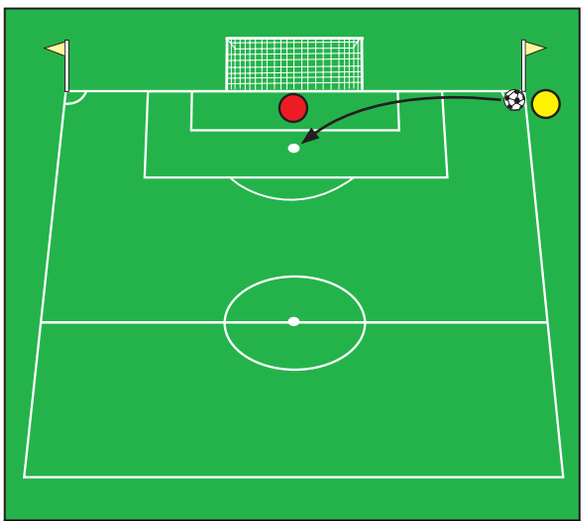
- Start off by training the technical skills and routines required and then repeat these (make striking the ball and varying the strike of the ball become automatic for the player).
- Gradually bring more and more attacking players into the action (either for striking the ball or to attack crosses).
- Gradually increase the number of defenders involved (both in passive and active situations).
- And, finally, simulate match conditions and reproduce game situations (using defensive walls with players standing at the correct distance).

→ The confidence and concentration of the player striking the ball are key elements in the success of these strategies.

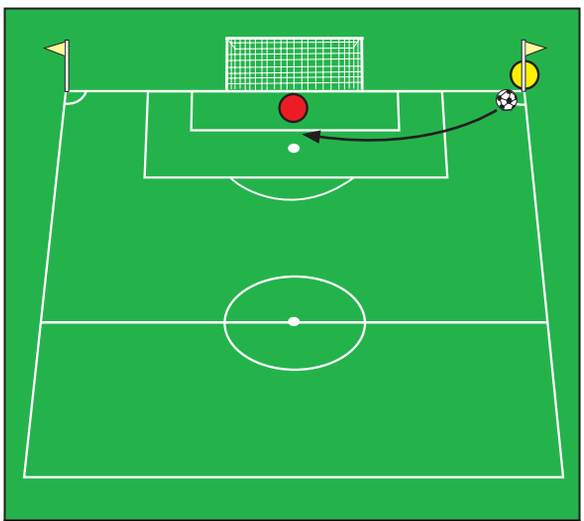
In the following pages, we have illustrated various basic attacking combinations.

A. Corners
B. Free kicks

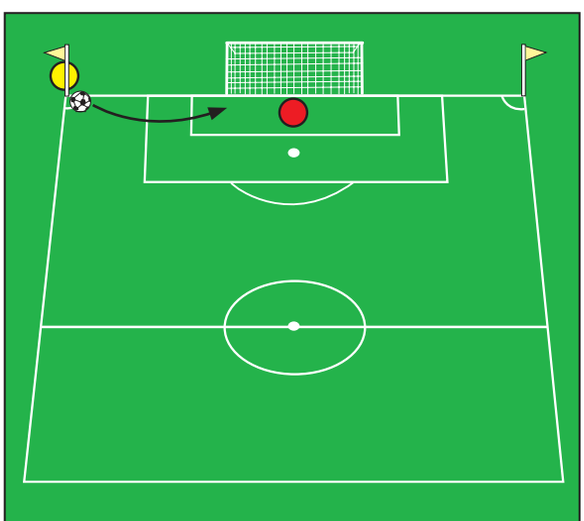
A. Corners



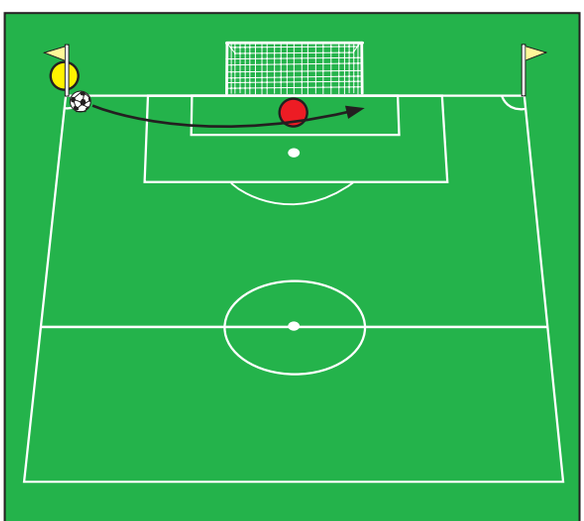
1. Outswinging corner driven directly into the box (taken from the right side with the right foot, and vice versa from the other side).



2. Inswinging corner driven directly into the box (taken from the right side with the left foot, and vice versa from the other side).

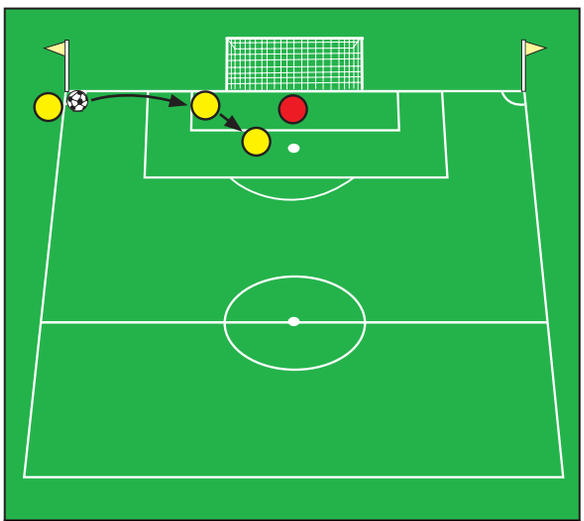


3. Direct strike aimed at the near post.

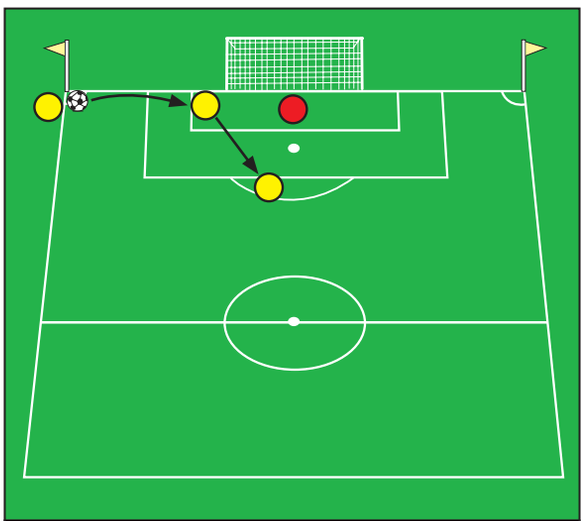


4. Direct strike aimed at the far post.

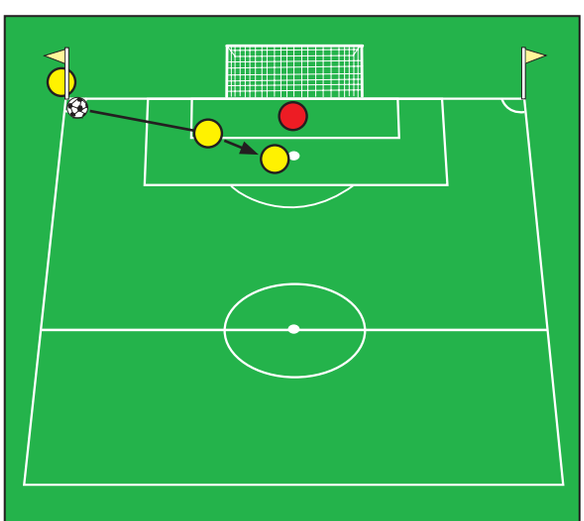
A. Corners



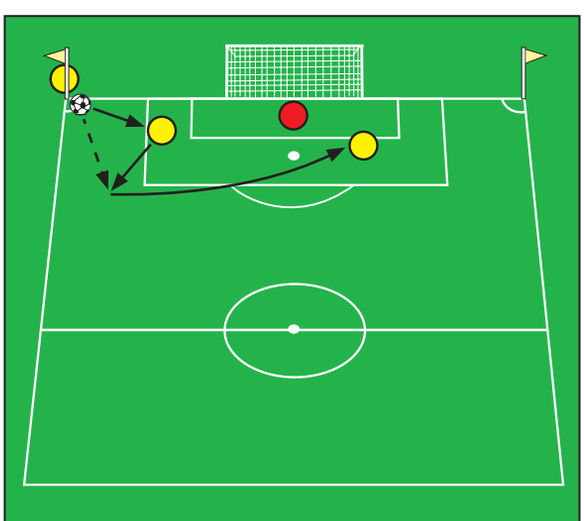
5. Ball played to the near post for a player to deflect it behind him with his head.



6. Ball played to the near post for a player to lay it off into the “D” in front of goal.

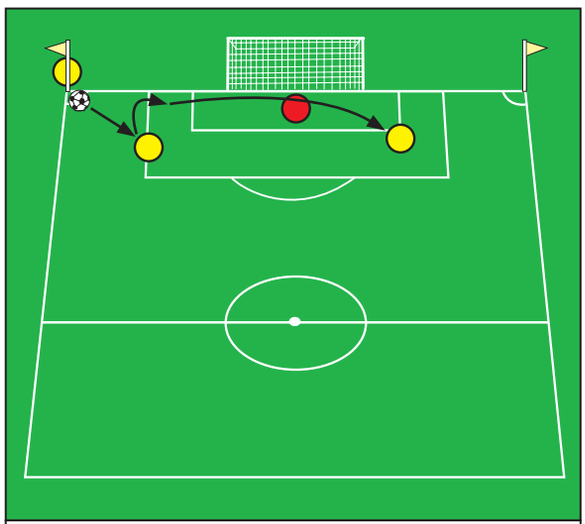


7. Ball played directly along the ground to a player who allows the ball to run between his legs and on to his team-mate behind him.

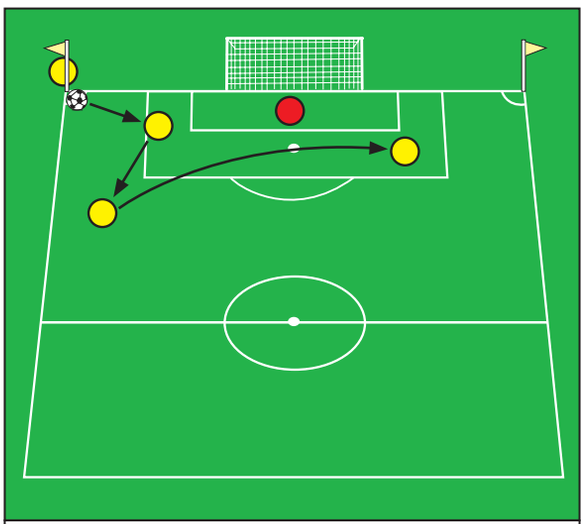


8. 2-man routine: the ball receiver lays the ball back to the deliverer, who then crosses.

A. Corners

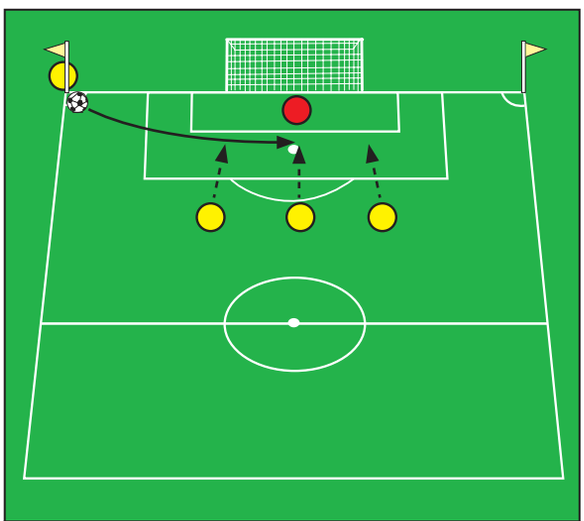


9. 2-man routine: the receiver feigns a pass, then cuts back inside and crosses.

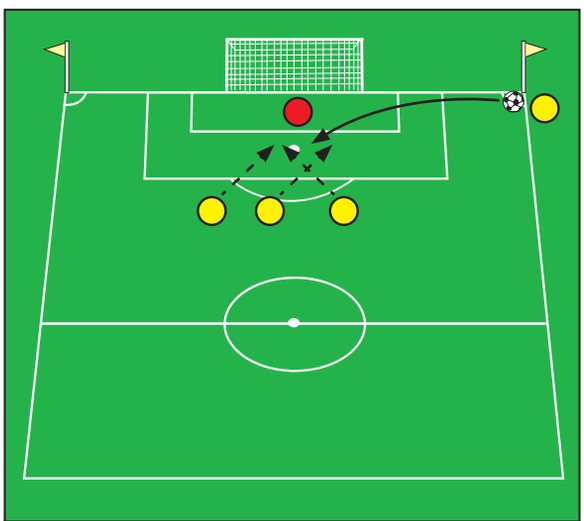


10. 3-man routine: the receiver lays the ball back to the full-back/wing-back, who then crosses it.

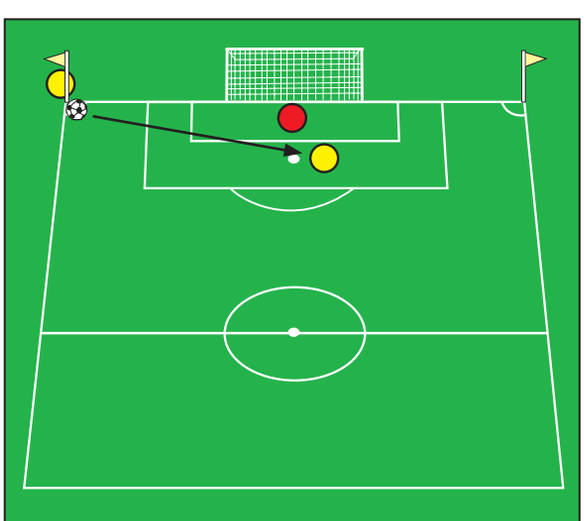
Variations



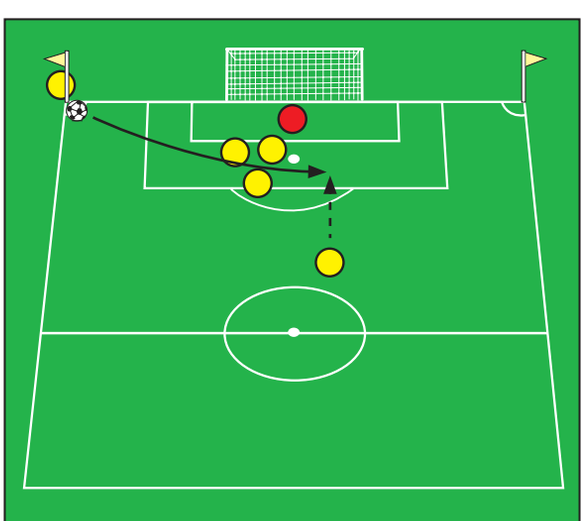
a) The attackers run on to attack the ball played ahead of them.



b) The attackers run across each other as the ball is played in.

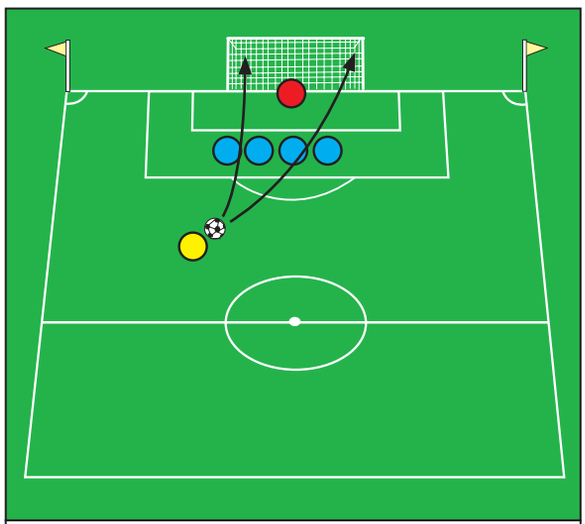


c) The crosses are played in straight, with spin, or along the ground.

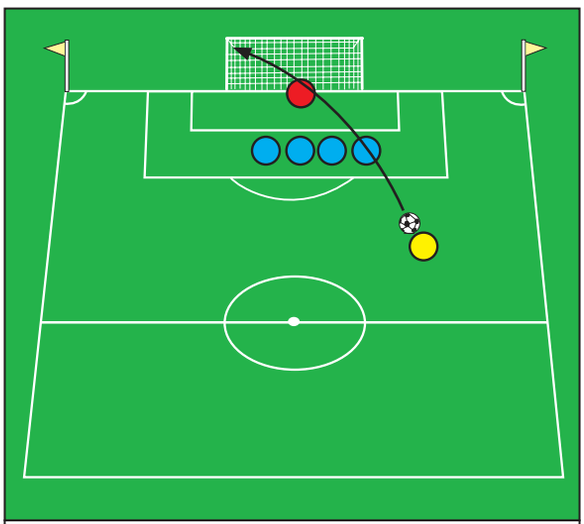


d) A block of players stands in the box to shield a player running on to the ball from outside the box.

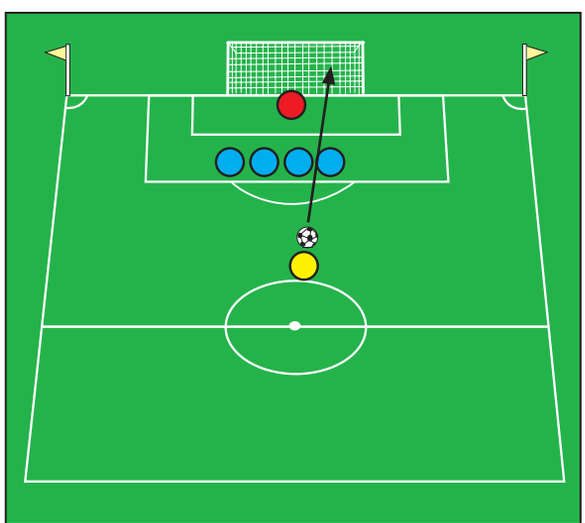
B. Free kicks



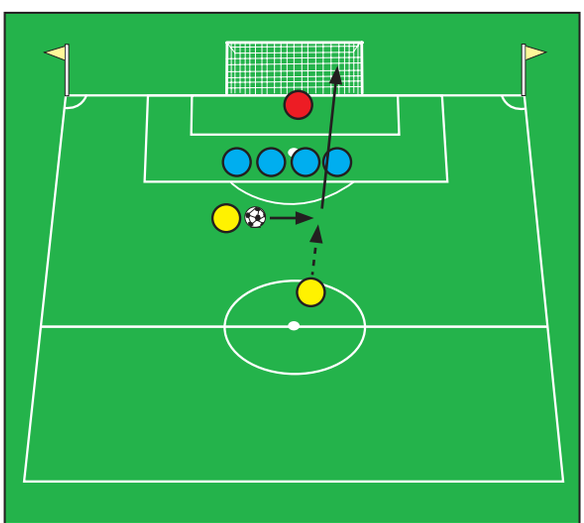
1. Curling free kick struck with the right foot from the left side and with the left foot from the right side (aiming for the near or far post).



2. Curling free kick struck with the outside of the right foot and with the inside of the left foot, aiming for the top corner on the opposite side of the goal.

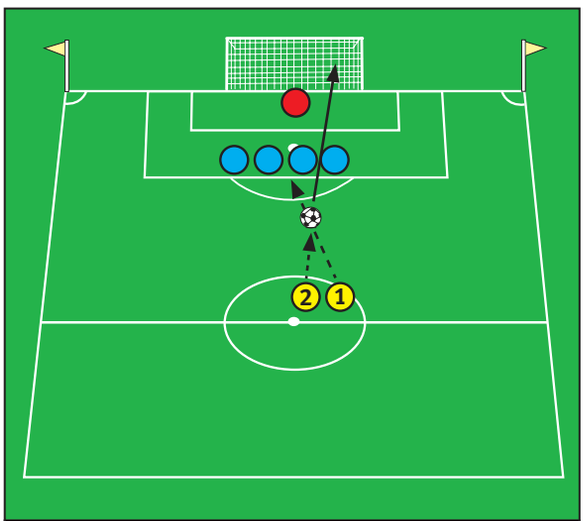


3. Direct shot on goal, struck with the instep or with the outside of the foot.

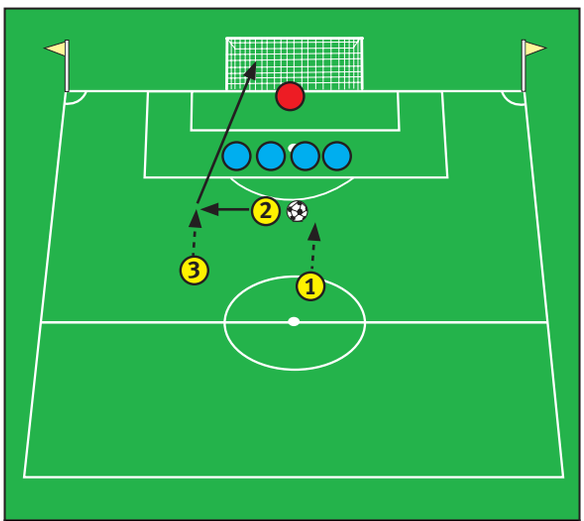


4. 2-man routine: the free kick-taker lays the ball off for another player to run on to and shoot.

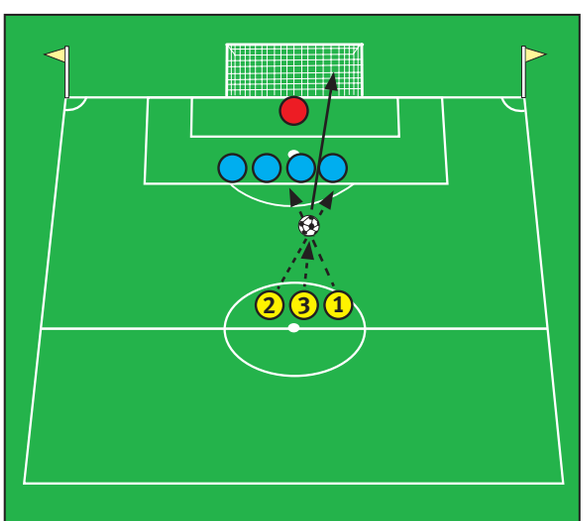
B. Free kicks



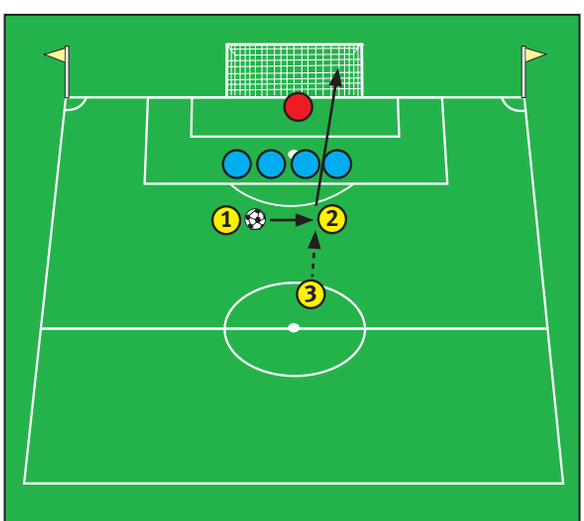
5. 2-man routine: Player 1 runs up to the ball as if to shoot, runs beyond it and player 2 shoots.



6. 3-man routine: Player 1 runs up to the ball as if to shoot in front of the passer (player 2), who then back-heels it for player 3 to shoot.

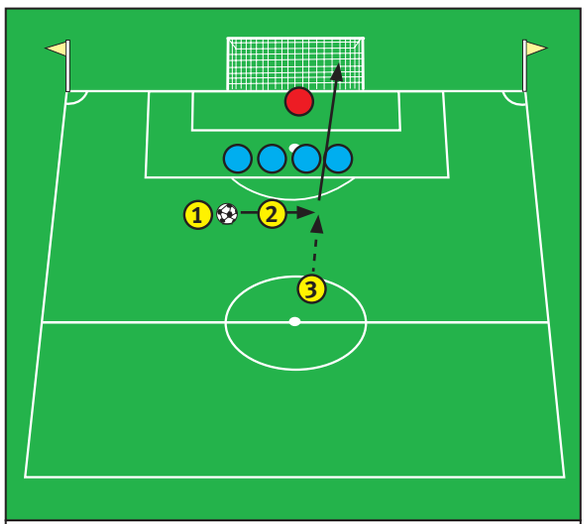


7. 3-man routine: Players 1 and 2 run past the ball (1 from the right, 2 from the left), and player 3 shoots.

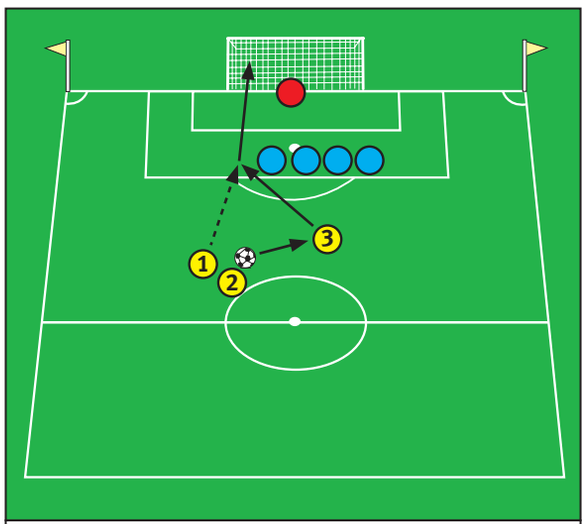


8. 3-man routine: Player 1 lays the ball off to player 2, who traps it with his foot for player 3 to shoot.

B. Free kicks



9. 3-man routine: Player 1 passes to player 2, who lets the ball run through his legs, and player 3 shoots.



10. 3-man routine: Player 1 pretends to shoot and runs to the end of the wall. Player 2 then passes to player 3 who passes back to player 1, who turns and shoots.

→ **When corners or attacking free kicks are being taken, the attacking team must employ diversionary tactics to force the defending team to move its wall and to distract the defenders and the goalkeeper.**

Training content

1st part: Mental training

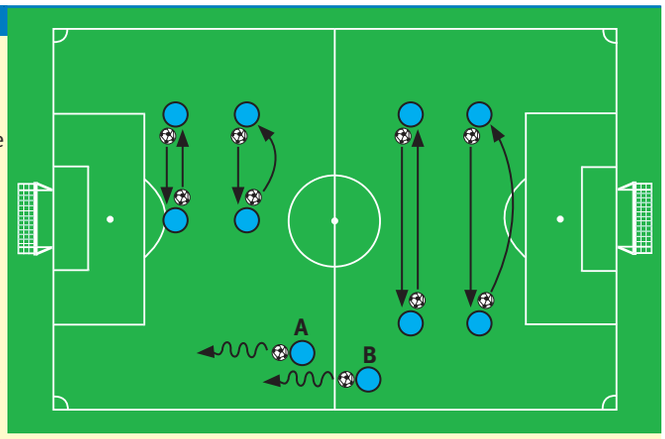
2nd part: Training of cognitive skills

KEY

----------►	Path of the player without the ball
~~►	Path of the player with the ball
——►	Path of the ball (from a pass or shot)
△	Coach
A, B, C, D	Designation of players
A1, A2	Positions of A players

Mental training: 1. Exercises to improve mental attitudes

1. Technical exercise to work on concentration

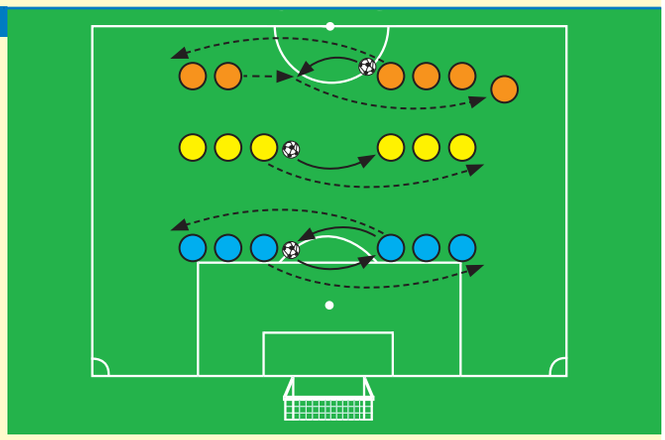


Organisation: – Groups of 2 players. – 2 balls per pair.
– Work is done in stations.

Procedure:
- The 2 players stand opposite each other; one player plays the ball to his partner.
- The balls of the two groups must not touch each other:
  - the ball is played along the ground
  - one ball is played along the ground, then one in the air
  - the distance between the players is then increased
  - the players pass back, either with or without controlling the ball first
  - the players move from side to side, etc.

Variation: – Player **B** follows **A**, using the same contact surfaces.
– A limit can be placed on the time allowed before the players make a technical error (e.g. 1').

2. Technical exercise to work on concentration

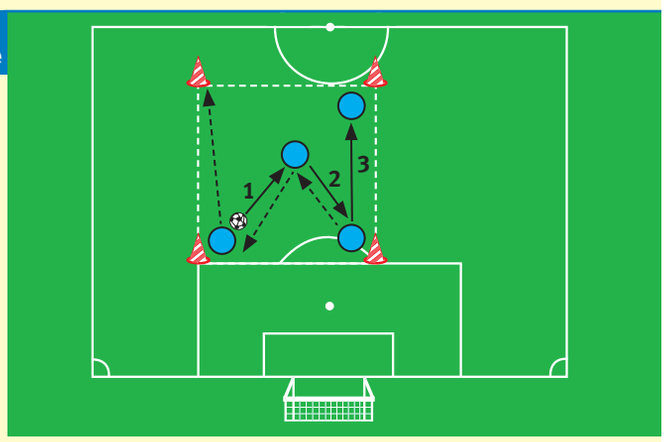


Organisation:
- 3 groups of 6 players each, arranged in lines.
- 1 ball per group.

Procedure:
- 2 groups of players from the same team stand opposite each other.
- The ball is passed from one group to the other, but using only the head.
- After a player has headed the ball, he moves over to the other group.

Variation:
- The first team to reach 60 passes. Which team can achieve the highest number of passes in 1'?
- The coach can also introduce one-touch returns on the volley, or with 2 touches.

3. Technical exercise to work on concentration and helping players to find their bearings in a limited space

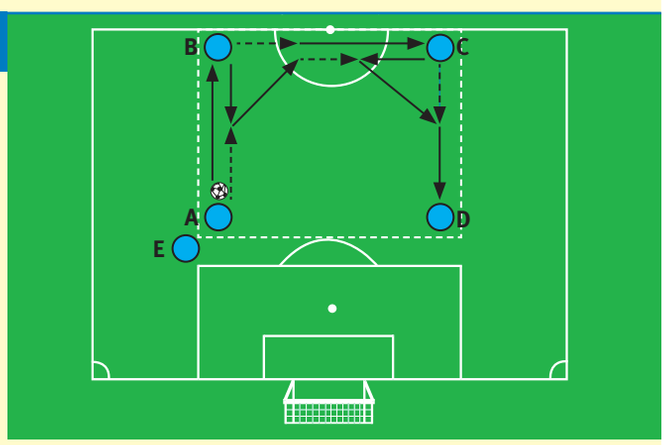


Organisation:
- Groups of 4 players.
- Marked out playing area + cones or poles.
- 1 ball per group / the work is done in stations.

Procedure:
- A player plays the ball to his partner and then runs to a free base.
  - the players vary the speed
  - the space available is also varied
  - they start with unrestricted play, then reduce to 2 touches and 1 touch

Variation:
- Using the same arrangement, the players work on retaining possession (3 v 1), with 1 or 2 compulsory touches.

4. Technical exercise to work on maintaining concentration



Organisation: – In groups of 5 players; marked out playing area. – 1 ball per group; the work is done in stations.

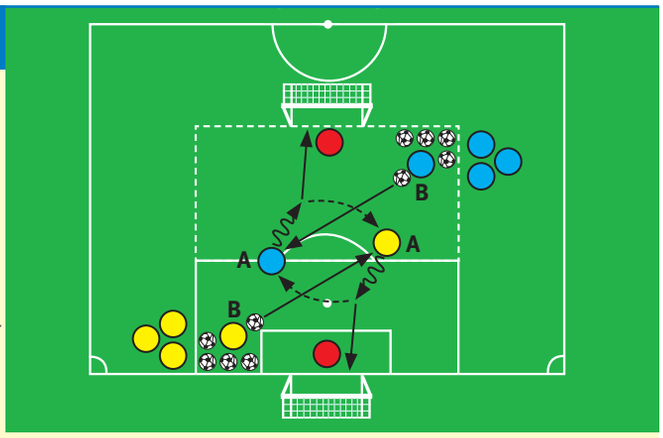
Procedure: – In the square, the players pass, follow the ball and then repeat the passes. – **A** passes to **B**, who lays it back to him; **A** then passes the ball for **B** to run onto. – **B** passes to **C**, who lays it back to him; **B** then passes the ball for **C** to run onto. – etc. – The ball must always be passed along the ground (1 and 2 touches). – The speed of passing is then increased. – The direction of the passes is changed.

Variation: – The exercise is timed over 1', with the players trying not to make any mistakes. – If a player does make a technical error, the whole group has to run two laps of the playing area at high speed.

Mental training: 2. Practice game routines to improve mental attitudes

1. Practice game routine in front of goal with the players in a state of fatigue – adapting to the situation

Organisation: – Group of 10 to 12 players + 2 goalkeepers; marked out playing area with 2 large goals 30-35 metres apart. – A sufficient quantity of balls.
Procedure: – Player **A** receives the ball from player **B**, controls it and shoots at goal. – He then turns round 180°, controls a second pass to him and shoots at goal. – Each player does this 4 times. → The coach counts the number of goals scored by each player.
Variation: – An additional attacker or a defender can be introduced. – These additional players (attackers or defenders) wear a number, and their number is called out by the coach when they are required. – The number of attempts by each player can be increased (depending on the objective of the exercise).

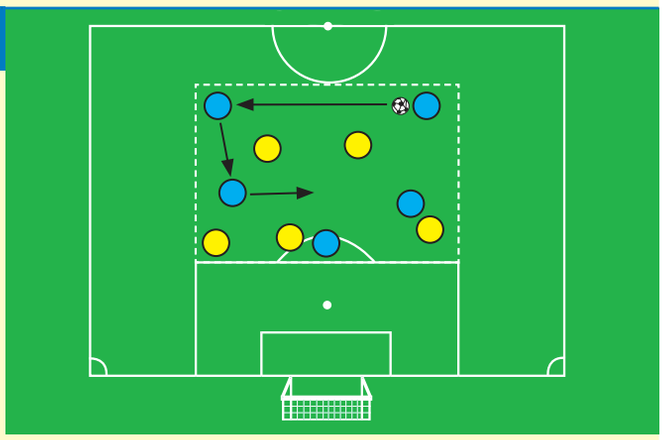


2. Practice game routine as a confidence booster (retaining possession)

Organisation:
– 2 teams of 5 (or 6) players, marked out playing area.
→ Players can also use this as pre-match warm-up routine.

Procedure:
– 5 v 5 game. – Players have to retain possession in a confined space without any opposition (the opponents just allow the team with the ball to play). – The opposition is then increased (with semi-active and active players). – The number of touches is varied. – After 1'-2', the ball is played by the other team.

Variation:
– The coach can issue technical instructions (e.g. 2 touches are obligatory). – The players have to head the ball to each another.

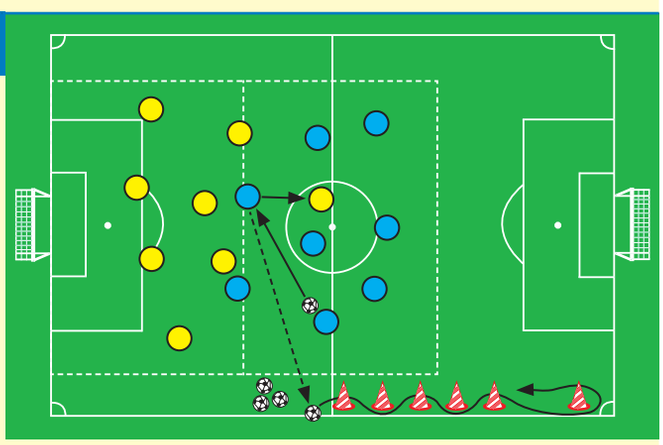


3. Practice game routine to work on concentration under stress (avoiding technical errors)

Organisation: – 2 teams of 8 (or 9) players. – 8 v 8 match without goalkeeper (or with rush goalkeepers). – Emphasis is on retaining possession.

Procedure: – Unrestricted play or with limited touches for a gradual build-up. – Any player who makes a bad technical error has to leave the pitch of his own accord. He then does a technical obstacle course (slalom run with the ball) or runs one lap around the playing area. His team has to play with one man down during this time and follow precise instructions(pressing, harrying the other team, etc.).

Variation: – The coach sends off any player who commits a technical error. – The teams can use a roving extra player. The coach counts the number of technical errors made.

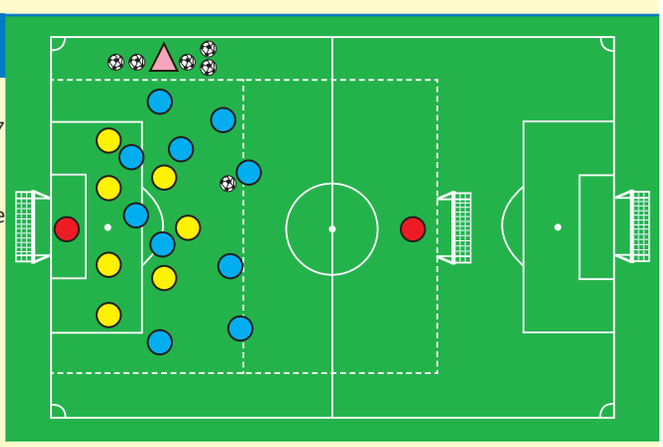


4. Practice game routine to work on control, self-confidence and aggressiveness

Organisation: – 1 ● team with 11 players and 1 ● team with 7 or 8 players. – The game, with one team having fewer players (7 v 11 or 8 v 11), can be played either on a normal pitch or on a specially marked out pitch.

Procedure: – A normal game (played in a competitive spirit). The team with fewer players has to defend a 1-0 lead for 5'. – The 11-a-side team has to try and equalise and win the game. – The coach always feeds the ball in each time to prevent any breaks in play.

Variation: – Any team that concedes a goal loses a player. – The goalkeeper of the team that has to equalise comes up as an attacker for corners. – Play takes place only in the half of the team that is defending.



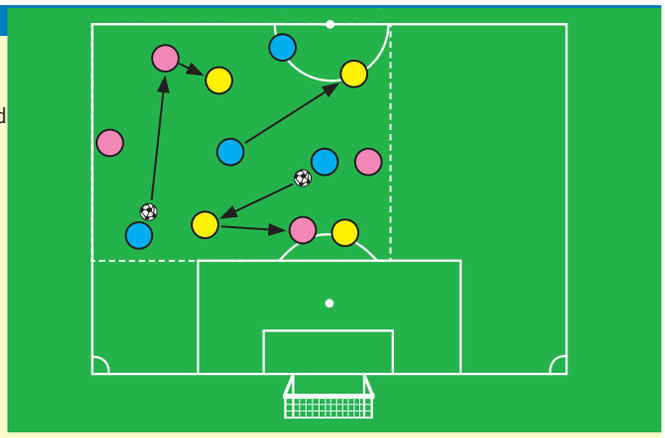
Training of cognitive skills: 1. Exercices and practice game routines

1. Collective passing exercise

Organisation:
– 3 teams of 4 players each (with each team wearing different colours). – Marked out playing area. – The exercise is performed with 1 ball, then 2, and finally 3 balls.

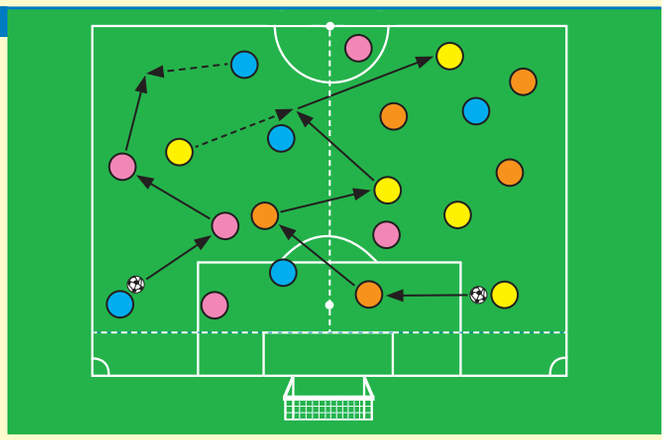
Procedure:
– Passing game with limited touches (3-2-1). – The player with the ball always plays it to a player wearing a different colour. – The coach can give technical instructions (e.g. control the ball with one foot and pass with the other).

Variation:
– The exercise can be started with the players using their hands to play the ball. – The size of the pitch can be varied (depending on the technical or tactical objective).
– The teams can have 3, 5 or 6 players.



2. Collective passing exercise

Organisation: – 4 teams of 5 or 6 players each (with each team wearing different colours). – The playing area is marked out into 2 halves. – The teams play with 2 and then 3 balls.
Procedure: – Passing game with 2-3 touches allowed, passing the ball to the partner team. – The blue team plays the ball to the pink team only. – The yellow team plays the ball to the orange team only.
→ 1 or 2 players per team are always in the other half of the pitch (to work on short and long passes).
Variation: – A time limit can be imposed (e.g. players have to make as many passes as possible in 2'). – Practice game routine: 10 passes between the partner teams: (e.g. the blue team plays the ball to the pink team and the yellow team to the orange team).

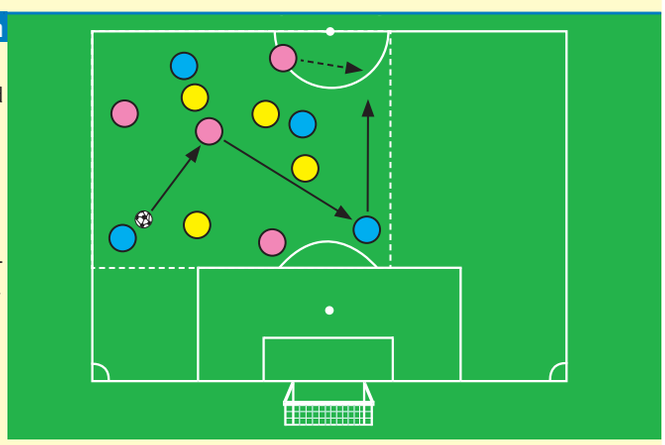


3. 4 + 4 against 4 practice game to retain possession

Organisation:
– 3 teams of 4 players each (wearing different colours); marked out playing area. → Play can be started with one of the players throwing the ball in.

Procedure:
– Emphasis is on retaining possession with 2 to 3 touches per player. – The game is played between 2 teams. The blue team plays with the pink team. The yellow team defends. When it gains possession, it takes the place of the team that has lost possession. – (e.g. blue loses the ball and yellow plays with pink).

Variation:
– The number of passes can be counted. – The pitch size can be increased to encourage long passes and switches in play.
– The teams can have 5, 6 or 7 players.

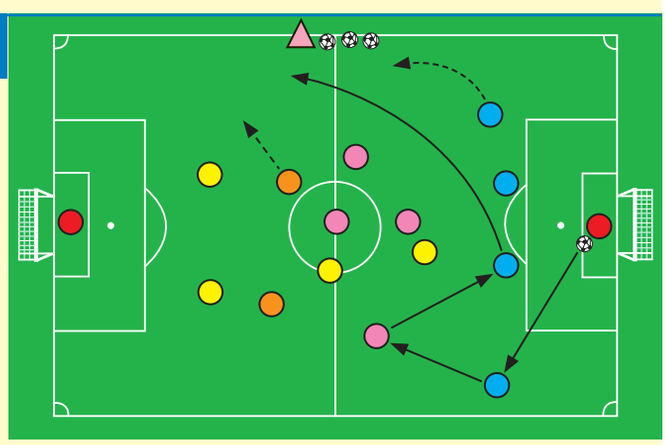


4. Team unit exercices to work on passing and movement

Organisation:
– The team plays in the formation chosen by the coach (e.g. 4-3-1-2). – Each unit wears a different colour (blue/pink/orange).

Procedure:
– The 11-player team plays against 4 to 5 yellow opponents (semi-active and active). – Playing 1 to 2 touches, the team in action tries to finish. – The ball is always played to a player wearing a different colour.

Variation:
– The ball cannot be returned to the player who delivered the last pass. – A limit can be imposed on the number of passes allowed before scoring. – A restriction can be placed on the time allowed for the attack.



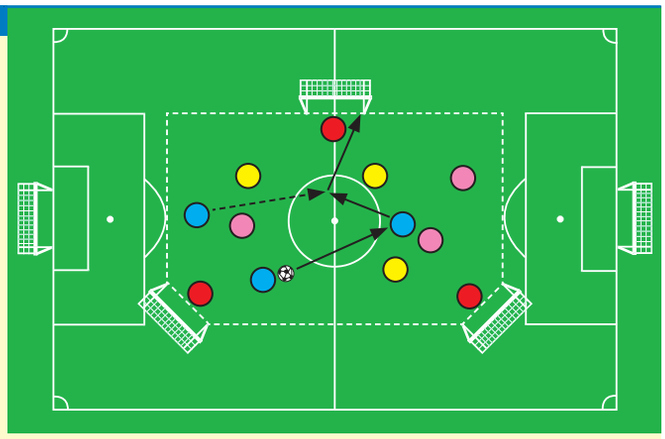
Training of cognitive skills: 2. Cognitive games

1. 3 v 3 v 3 game, working on finishing

Organisation:
– 3 teams of 3 players each (with each team wearing different colours) + 3 goalkeepers. – Marked out playing area.
– 3 large goals (poles can also be used). – 1 ball in play.

Procedure:
– Each team plays against the other teams. – The players try to score in the goals of the other two opposing teams.
– Unrestricted play.
→ The emphasis is on making the right choice.

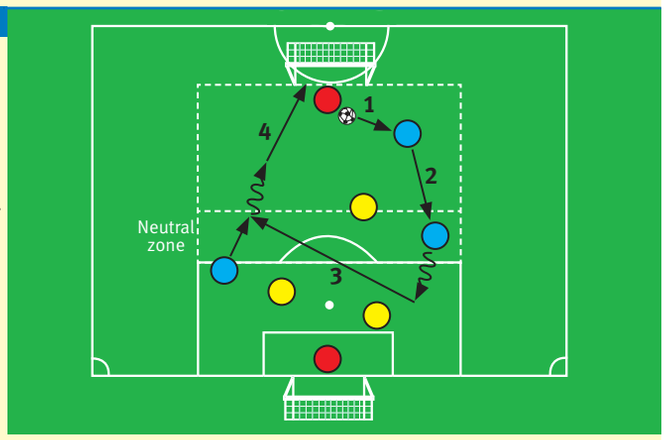
Variation:
– The game can be played without goalkeepers. – A floating player can be included, who plays for all 3 teams. – The size of the playing area can be varied, as well as the number of players in each team.



2. 3 v 3 (or 4 v 4) game, working on finishing

Organisation:
– 2 teams of 3 players each + 2 neutral goalkeepers.
– Marked out playing area + 2 large goals.

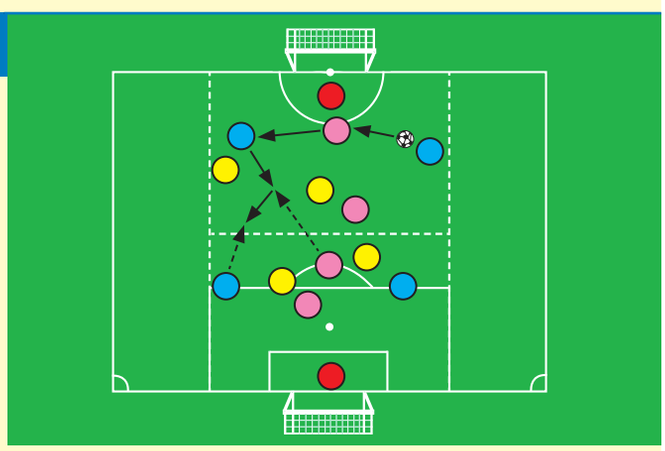
Procedure:
– Unrestricted play. The teams can score in either goal.
– The goalkeeper feeds the ball into play in the defensive zone. When the ball is in the neutral zone, the players can choose the goal in which they score.
– When a team wins the ball in the attacking zone, the ball has to be brought back to the neutral zone, either with a pass or by dribbling it.
– If one of the teams scores, that team's goalkeeper restarts play by giving the ball to his team.
– Goals can be scored however the players wish.



3. 4 v 4 game to work on retaining possession and finishing

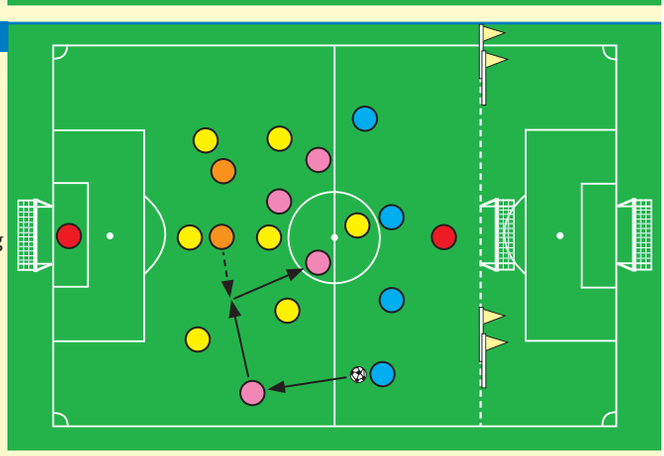
Organisation:
– 3 teams of 4 players each (wearing different colours) + 2 neutral goalkeepers. – Marked out playing area + 2 goals.

Procedure:
– The ● team plays with the ● team against the ● team. The ● team and the ● team play 2 touches each (or 1) with the aim of completing 10 passes before finishing in one of the 2 large goals with a direct shot on goal.
– The ● team defends. If they gain possession, they can score immediately or after an exchange of passes in either of the 2 large goals. The ● team plays normally with no restrictions.
– Roles are switched after 5 to 6'.
– Which team can score the most goals?



4. 11 v 7 game + 2 goalkeepers

Organisation: – 11 v 7 + goalkeepers. – Each team unit of the 11-man team wears a different colour (●/●/●). – The 7-man team is ●. – Marked out playing area + 2 large goals + 2 small goals. – The teams play in whatever formation is chosen by the coach (e.g. 4-4-2 against 3-3-1).
Procedure: – The 11-player team attacks, with 2 to 3 touches allowed per player. The ball is always played to a player wearing a different colour. – The ● team defends. If they win the ball, they can play with no restrictions and try to score in the large goal or in one of the 2 small goals. – If the 11-man team loses possession, it tries to regain the ball so that it can build gradually before attacking the goal.
Variation: – The coach can provide specific instructions (e.g. the 11-man team has to press when the ● team has the ball, goals can be scored only from a cross, etc.).



7

The psychological aspect

1. Mental training 1

2. Cognitive skills 6

Content of training sessions

1. Mental training

Being determined, taking risks, showing aggressiveness and working for the rest of the team are just some of the positive mental attitudes that can be seen in players during a match or training session. But players can also display negative tendencies as well, such as letting their heads and arms drop after losing a duel, showing a lack of willpower, doubting their own ability, being afraid to shoot or lacking concentration. Negative mental attitudes lead to a drop in performance level and to a slowing down of the learning process and to the progress made by players. Top-class players distinguish themselves from the good, middle-of-the-road players by their ability to cope mentally. A strong mental approach is one of the key elements that make up their talent.

As with other performance-related factors (technical, tactical and athletic skills), the psychological aspect can be developed and consolidated both on the pitch and with specific mental preparation.

The goal of mental training

- Mental training is aimed at improving mental attitudes, but also at aiding the improvement of performance-related elements through techniques that utilise the qualities and resources of our brain.

In this chapter, before looking at the contents of a training session on the pitch to work on mental aspects, we shall deal with a list of mental attitudes that have an influence on performance.

Mental attitudes that can be worked on

Concentration, attention, precision
- Players must know how to process the right information at the right time
- They must be able to focus their attention and maintain that focus
- They need to be able to remain concentrated for long periods
- They have to avoid making glaring technical errors

Self-control
- Players must show resistance to provocation
- They have to display self-restraint at difficult moments
- They need to have the ability to react according to how the score develops in the game
- They must have mental resolve

Self confidence
- Players need to feel capable of "moving mountains"
- They must be clear-headed
- They need to be aware of their own value
- They must have high self-esteem

Resistance to stress
- Players have to be able to adapt to circumstances
- They must play at the top of their game in matches where the stakes are high
- They must overcome fears and learn to deal with their emotions

Aggressiveness
- Players must display skill and robustness in duels
- They must have the will to impose themselves physically and to show physical commitment
- They must display a competitive spirit
- They need guts and courage

Risk-taking
- Players need to show imagination, creativity and spontaneity
- They need to have an ability to resolve difficult situations
- They need to dare to attempt things

Psychological endurance
- Players must have the ability to keep repeating their efforts and to show steadfastness in their endeavours
- They need determination, obstinacy and willpower
- They must persevere despite failures
- They must be able to withstand fatigue
- They have to surpass themselves

Competitiveness
- Players need to have the ability to surpass themselves – a fighting spirit
- They must have the will to gain the upper hand over their direct opponent
- They must have the will to win
- They need to have a passion for competition
- They must show a taste for combat

Playing for the team
- Players need to discard any individualist attitudes
- They need to act selflessly
- The team as a whole has to come first
- They must show a sense of co-operation and solidarity
- Communication is essential

Increased motivation, personal accomplishment
- Players need a will to succeed and to make sacrifices
- They must display a passion for the game
- There must be a clear link for the player between his potential and his performances

The desire to progress
- Players have to want to learn
- They have to ask questions of themselves
- They must work on their weaknesses
- They must never be satisfied with what they have achieved
- They must push themselves to the limit of their possibilities

The training of mental attitudes

We can see with young talented players and even with future professionals that one of the shortcomings they often have in their game is with their mental strength. By doing regular and repeated work in training, there is every chance that progress can be made in this area, just as it can in other areas, albeit within limits that still have to be defined. Indeed, certain shortcomings in the area of a player's mental make-up (a lack of aggressiveness, for example) sometimes appear to be innate qualities of the individual, and these can hardly be improved on in the usual coaching set-up. This is when the assistance of a sports psychologist is sought.

During training, depending on the cycle and the type of session, the coach can place special emphasis on mental attitudes. It is possible for him to combine an objective that is centred on mental attitude with other objectives, while still retaining the drills that he usually uses.

For example:

a) A 5 v 5 game with 2 extra "floating" players where the emphasis is on losing markers. The coach can stress the mental objective (concentration and communication) of the game and introduce specific instructions to increase the players' level of concentration, their ability to think clearly as well as improving communication between them.

b) A 9 v 9 game using two goals with two goalkeepers. Duration: 30 mins. Ten minutes from the end, the "blue" team is leading 3-2. The coach can then work on the "yellow" team's mental attitude (with emphasis on competitiveness, self-control and solidarity). The "red" team plays with 10 against 8 and does its utmost to come back. The "blue" team withstands the stress, deals with the pressure and plays even more as a team to maintain its advantage.

c) Intense physical fitness exercises often feature an obvious mental emphasis as well: willpower, aggressiveness, resistance to fatigue and surpassing one's own performance (psychological endurance).

Other areas and objectives that can be combined:

- Technical work can be combined with work on concentration, keeping a clear head and self-confidence.
- Tactical work can be combined with work on wanting to learn, playing for the team and strict adherence to instructions.
- 1 v 1 duels can be combined with work on aggressiveness, developing a taste for combat, and willpower
- Practice games to work on concentration can be combined with work on risk-taking, determination, self-control and creativity.
- etc.

The game or the drill is therefore not the most important thing, but rather the coaching given by the coach who can "smell" the right moment to highlight the "mental" cause as to why an activity has not been successful or why there has been a drop in motivation.

For example:

- When there is a lack of commitment and fighting spirit in a practice game:
  - He can issue instructions to increase the number of duels and to increase the tempo of the game.
  - He can place greater emphasis on the importance of goals scored.
- When less attention is being paid:
  - He can increase the degree of difficulty of the task being performed or, alternatively, he can make it easier to heighten the chance of success.
  - He can simply change the drill or activity.

Techniques for mental training

To ensure that his contributions have maximum effect, the coach may also opt for direct mental training techniques, such as using powerful keywords or choosing more realistic and more concrete objectives. Or he can select other methods such as relaxation, creative visualisation and evaluation of performance, etc.

Use of Keywords

These are words that are highly charged emotionally (using them is more effective than giving a speech).

Examples: IMPACT , DYNAMIC, AGGRESSIVENESS, RISK, COMPOSURE, CONTROL, DISCIPLINE.

Mental imagery

This is the technique of virtual training. The players can derive inspiration from creative visualisation techniques. It is possible to develop the capacity to generate precise images that are both clear and controllable.

Mental image → The image of a panther for a player who wants to develop his sharpness.
→ The image of a great player performing a piece of technical skill that the coach wants his players to imitate.

Fixing objectives

To be effective, objectives have to be clear, precise, realistic and assessable.

Clarity with objectives helps to ensure the success of all learning and training activities.

→ The objectives need to be fixed by the coach but negotiated with the player.

Example: Scoring 15 goals in a season means that you could play 10 games for the first team.

Positive statements

The brain can memorise sensory and motor experiences. Uttering a negative statement merely increases the possibility that the very action which the coach is trying to avoid will occur.

Example: You must not lose this evening → You must win this evening!

Assessment of performances

It is important for a coach to be able to analyse the players' performances so that he can place emphasis on those skills that have been well mastered as well as the situations and incidents that continue to cause problems:

Assessment can take the following forms:

→ Evaluation via external feedback (from the coach)
→ Evaluation via internal feedback (self-assessment)

Example: The player can assess his own performance during the last match on video, together with the coach, to assess what lessons need to be learned.

The player's task

This is the role that the coach entrusts to each player to optimise the performance of the whole team:

→ The player's task on the pitch, but also away from the pitch.
→ The coach has to involve the players and give them a sense of responsibility.

Example: If the whole team performs badly, the coach can appoint the team captain and the team leaders to hold a meeting with the players and allow each of the players to express his views freely.

Techniques for relaxation and energisation

These techniques allow the coach to adjust the level of intensity:

Relaxation
- decreases the level of intensity;
- facilitates physical and mental recovery;
- helps to stimulate calmness, visualisation and attention.

Energisation
- boosts the level of intensity;
- is extremely useful for training.

Autogenic training, sophrology and yoga are all very well known relaxation methods in top-level sport and are recommended for individual use as well.

Conclusion

The development and improvement of mental attitudes can start as early as the pre-training/development stage with youngsters. By giving the players specific rules and instructions during training sessions, it is possible to stimulate the development of their mental approach. We know that the problem of mental approach is often a personal one, and, for this reason, progress can only be made with specific one-to-one work.

> "The art of concentration is essential in everything that we do: It's the HERE AND NOW that counts. THAT HAS TO BE OUR ATTITUDE."
>
> Yannick Noah

A series of exercises for coaching mental attitudes is included with the content for training sessions at the end of the chapter.

2. Cognitive skills

Knowing how to read the game, having a good all-round vision, being able to see more quickly and make the right choice of move more rapidly are all signs of a good tactical awareness that sets the great players apart from the rest. This tactical awareness is the result of the players' cognitive skills, of their tactical knowledge and of their ability to read the game.

Definition

Cognitive skills are the instinctive tendencies that allow a motivated and committed player to assess situations through a process of knowledge acquisition (attention/concentration/perception/anticipation). It therefore encompasses everything that the player's intelligence allows him to understand so that he can exploit a given situation or action in the best possible manner. We can say that a player's cognitive skills are the foundation of his tactical behaviour in the same way that co-ordination skills lie at the root of his technique.

> "Intelligence is an essential part of the armoury of the modern player, especially if he is going to play in today's tactical set-ups that call for versatility and considerable co-operation with the other players. Speed of thought, attention, concentration and an understanding of the game are the key factors in football."
>
> Fabio Capello

Making use of cognitive skills

The realisation for a player of his own cognitive functioning and knowledge of that functioning are decisive elements for him if he is going to put his cognitive skills to the best possible use. They allow him to plan his action.

a) Success and understanding

When a player controls and regulates his cognitive activities, it presupposes that he is able, in some way or another, to be conscious of his cognitive processes. This leads us to the question of how knowledge derives from know-how, since the process starts with the action. Jean Piaget, the great specialist in the field of developmental psychology, makes the following distinction between success and understanding:

> "Success is the understanding of a given situation in *action* to a sufficient extent to allow the subject to achieve the proposed goals; understanding is succeeding in dominating the same situations in *thought*."
>
> Jean Piaget

In a child's development, the child (at what Piaget called the "preoperational stage") is able to perform concrete tasks, albeit without mastering an understanding of these tasks. Later on (at the "operational stage"), the child may picture his actions in thoughts; he may describe them in a co-ordinated manner; and he is able to anticipate a short sequence of movements. At the last level (the "formal level"), the child is capable of comparing different processes, of envisaging different causal hypotheses; at this stage, it is no longer the action that gives rise to the understanding of an event, but rather the understanding that drives the action. Actions are therefore directed by a plan. It is only by reaching this level that players can be capable of mastering the tactical aspects of 11-a-side football on a normal-sized pitch. And this is precisely why the tactical learning process is so important with young players.

b) Metacognition

Metacognition is the term used to describe the knowledge that the subject has of his own experiences and the control that he exerts over his own cognitive system; it can relate to people ("I have good tactical skills"), to tasks ("it's difficult for me to do a diving header"), or to strategies ("how can I resolve this problem?").

In the first phase of this metacognitive experience, the subject has the feeling that something is difficult to perceive, to understand, to remember or to resolve. This means that certain precautions have to be taken when teaching cognitive skills if they are to prove really useful in sporting activity. In particular, they have to be schematised and automated.

Keywords in the cognitive process

- ***Perception***

This is the first act of an individual action. It involves the player receiving visual information following an incident in the game. The better his analysis of the situation, the more correct his decision as to how he should react will be.

→ With any situation in the match the player has to ask himself two questions as far as his perception is concerned:

– where do I have to look?
– what do I have to look at?

This presupposes, of course, that players should always keep their heads up during the game.

- ***Anticipation***

"Being able to predict, to anticipate what's going to happen . . . that's the analytical part that comes after the player has assimilated the information. This analysis depends on the elements that he has perceived, and it precedes the decision that he will take about the next move. It also assists defenders with their sense of positioning."

Laurent Blanc, French national team

- ***Good all-round vision***

The action of being able to see as much as possible and as far as possible around the pitch.

- ***Reading the game***

The action of gathering all possible information contained in the game, understanding that information and acting in the right way.

The ability to master cognitive skills is often the "detail" that makes the difference when tactical choices are made.

The training of cognitive skills (tactical awareness)

The aim of improving cognitive skills is to ensure that players acquire better tactical ability to enable them to respond quickly and in the correct manner to events that occur in a match. Training is, above all, a way of gaining experience, a way for players to acquire new, more in-depth and real knowledge about the game by working on different match situations that develop their sense of reflection and tactical acumen. Bearing this in mind, the tactical and tactical/technical training situations that are worked on in training sessions must allow the player to realise his cognitive skills. This can be done by expanding the content of the session (by not always doing the same thing). And this is where active coaching is especially important.

Coaches who wish to attach greater importance to cognitive processes in training, especially perception and anticipation, must be fully aware of what occurs in match situations. For this reason, they have to know exactly what needs to be perceived by the players and at what moment, thereby ensuring that what they are seeking to achieve from the players in performance is possible.

For their part, the players have to learn to find their bearings in every single situation that arises in the game and to act accordingly in response to that situation.

With this aim in mind, the game and the situations that arise have to be worked on and analysed.

Example: the strategy of perception

	1 v 1 attacking play	Analysis of the situation
WHERE must I look?	– At the direct opponent – At the space behind him – At the opposing penalty area and goal	Focus attention
WHAT must I look at?	– At the distance between the opponent and the ball – At the team's positioning – At the opposing player's hip area and the position of his legs (standing leg)	Recognise these indicators and understand them
IF..... then I will.....	– If the opponent turns to come inside, then I will play the ball and immediately run on the outside.	Act according to the situation

Coaching

It is important that coaches know how to draw players' attention to those elements that will provide the players with the information that they require (the ball, the position of their own team and that of the opponents), and to equip them to be able to interpret the information and act accordingly.

However, it is also necessary for the players to seek this information and to find the solutions for themselves. Personal discovery by the player is often more effective than explanations provided by the coach.

We are therefore talking here about coaching by discovery, by guiding the players in that discovery and by encouraging them to observe matches and observe the attitudes of the great players.

Example: Allow the players to play without interrupting their game.

→ Then question them about any problem(s) that they might have encountered.
→ Encourage the players to find the solutions by themselves.

- Unrestricted practice games, practice games with specific instructions or themes, guided practice games and work on technical/tactical situations are the practical training formats used to develop cognitive skills.

- The age, the technical level, the learning level and the experiences of the player are all criteria that need to be taken into account in the training of cognitive skills.

- These skills can be developed from a very young age, and especially with the games that youngsters play in groups (from those played without a ball, such as "cops and robbers", via basketball, street football, etc., right through to real games of football).

→ A player may have a very well developed sense of tactical awareness, but, as a result of certain psychomotor and technical deficiencies, he may be somewhat limited or impeded when attempting to make the right choices.

In the attached training content, we have indicated various practice games and routines to optimise the improvement of cognitive skills and mental attitudes.

FIFA
For the Good of the Game

Training content

Physical fitness training

KEY

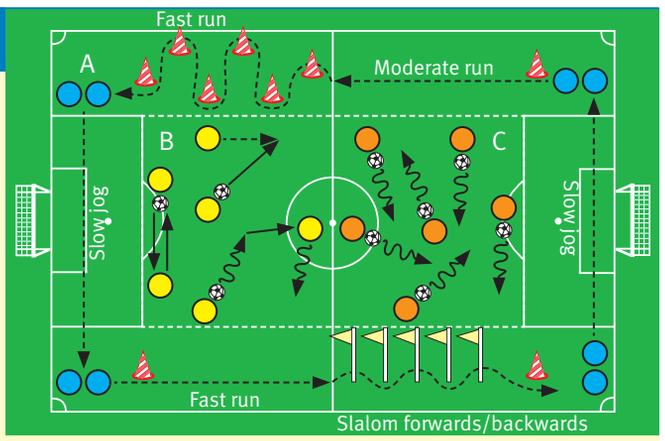
----------►	Path of the player without the ball
~~►	Path of the player with the ball
——►	Path of the ball (from a pass or shot)
△	Coach
A, B, C, D	Designation of players
A1, A2	Positions of A players

Physical fitness training: 1. Extensive endurance (aerobic capacity)

1. Mixed endurance circuit course with continuous training (long-interval)

Organisation:
- 3 groups of 6-8 players (depending on the players' endurance potential).
- 3 marked out zones (A - B - C).
- Duration: 15' to 30'. Change of exercise every 5' to 8'.
- Intensity: HR 140 to 160 (maintain a regular tempo).

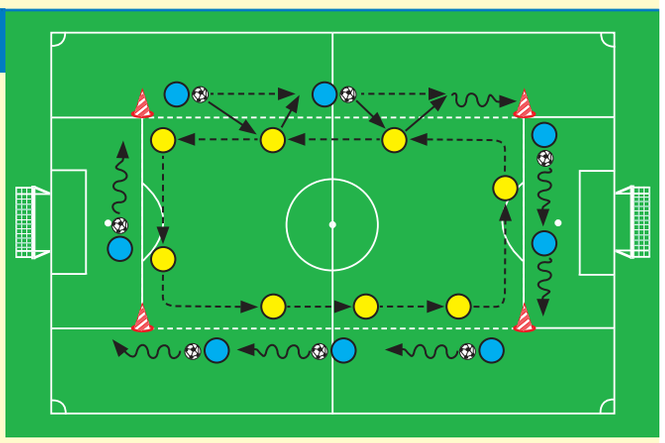
Procedure:
- In zone A, 2 players run at varying tempos (forwards, backwards, sideways), starting from all four corners of the pitch.
- In zone B, players work in pairs with balls on passing and movement (3 or 2 touches) occupying the space.
- In zone C, each player runs with the ball executing various types of dribble.



2. Endurance circuit course, running with the ball with continuous training (long-interval)

Organisation:
- 2 groups of 8 players.
- The players run with the ball; the players run at moderate pace.
- Duration: 10' to 15' with a change of position every 5' to 6'. Sets: 1 to 2.
- Intensity: HR 130 - 150 / 140 - 160.

Procedure:
- The players run with the ball in one direction and play the ball to the players , who run in the opposite direction. One-touch passes during the runs (1, 2) or pass by hand to be returned with a volley or header, etc.
- After 5' to 6', change direction.

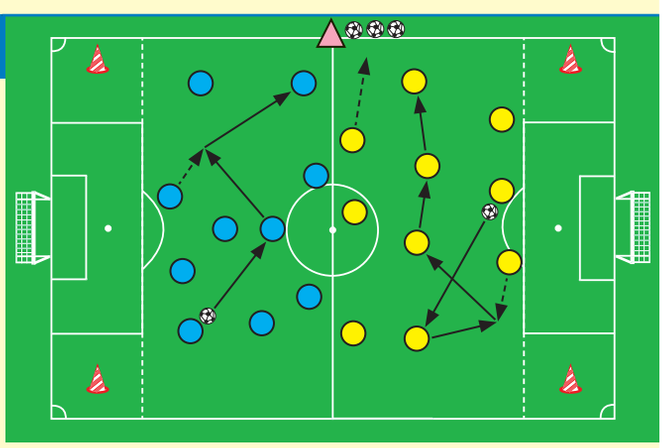


3. Combined technical/tactical exercise (fartlek style)

Organisation:
- 2 teams of 10 (or 9) players at each end of the pitch.
- Players adopt the positions for the chosen playing system.
- Duration: 12' to 15'. Sets: 2x – Intensity: HR 160 - 170 /175.

Procedure:
- Each team keeps possession of the ball (gradual build-up), with limited touches (max 3).
- All the players are on the move; compact team formation, with play moved out wide.
- After 3' play, at the coach's signal, all players run two laps of the pitch starting from a cone (varied tempo), after which the exercise starts again.
- The players switch positions.

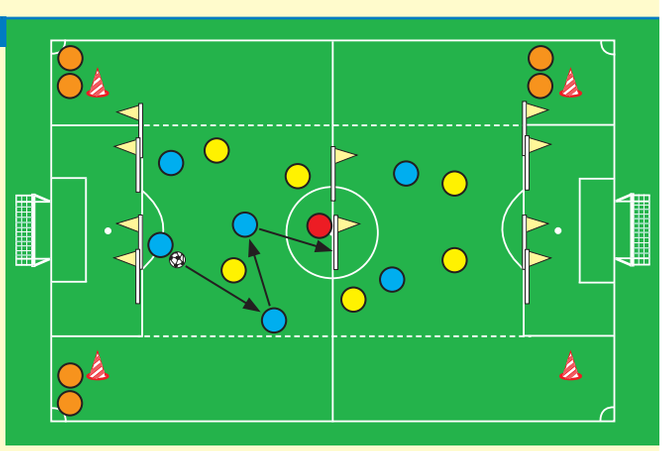
→ The coach directs the exercise, dictates the tempo.



4. 6 v 6 practice game routine (fartlek style)

Organisation:
– 3 teams of 6 players + neutral goalkeeper. – Marked out playing area. – 4 small goals (2m), and one large goal in the centre of the pitch. – Duration: 15' to 30' (3x5' / 3x10').
– Intensity: HR 160-180.

Procedure:
– 2 teams playing 6 v 6. Unrestricted play or with limited touches allowed, the aim being to score in one of the opposition's small goals. – A goal is scored from a direct pass (or if a players runs through a small goal with the ball at his feet). A player can also score in the large goal, defended by the goalkeeper, by shooting directly from his own half. – During the game, the 3rd team runs around the perimeter of the playing area at varying speeds (i.e. sprint the width of the pitch, slow run along the length of the pitch). After 5' to 6', the teams are switched.

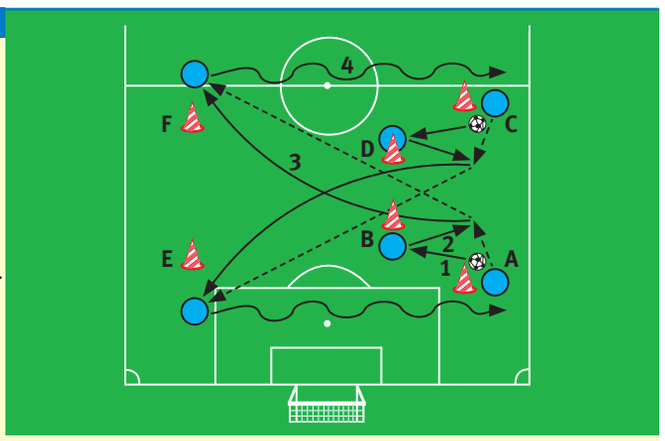


Physical fitness training: 2. Intensive endurance (aerobic power)

1. Technical exercise (interval training)

Organisation:
– 6 players per exercise.
– Marked out area: 2 balls in play during the exercise.
– Duration: 3' to 5'. Sets: 3 to 4x. Rest: 1' to 2'.
– Intensity: HR 160 - 170 / 180.

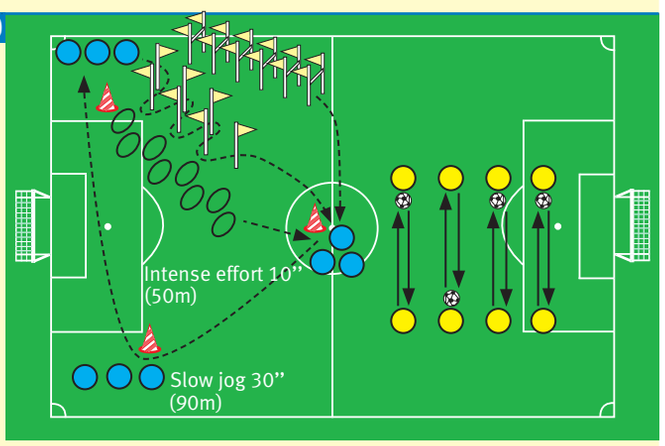
Procedure:
– Players **A** and **C** start at the same time.
– **A** plays the ball short to **B**; **C** plays the ball short to **D**.
– **B** lays the ball directly back to **A**; **D** lays the ball directly back to **C**.
– **A** passes diagonally to **F** and follows his pass.
– **C** passes diagonally to **E** and follows his pass.
– **E** and **F** control and run with the ball to **B** and **D** respectively, who have taken up the positions of **A** and **C**.
→ Emphasis is on maintaining the tempo of the passing (along the ground and in the air) and of the runs.



2. Intermittent training exercise (running and jumping)

Organisation:
– 2 groups of 8-9 players. – The 🔵 players work in threes at each cone. The 🟡 players are recovering in pairs and kicking the ball to each another. – Duration of exertion: 6' to 8'. Sets: 2 to 3x. Pause with technical work between sets 6 and 7. – Intensity: HR 160 - 180.

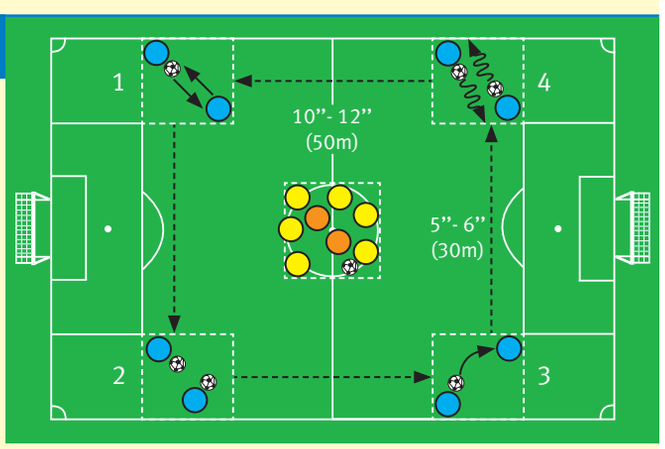
Procedure:
– For 🔵 players, intensive effort of 10" (50m). • **1st stage**, 6 explosive hurdle jumps with feet together. • **2nd stage**, slalom and high-intensity running. • **3rd stage**, 8 explosive lateral jumps (alternating between right and left leg), then intensive running.
– After this exertion, a gentle run for 30" (100m).
– For the 🟡 players, technical exercises, with a variety of passes between the two players. – The roles are then reversed.



3. Intermittent training exercise (running and technical work)

Organisation:
– 2 groups of 8 players. – The 🔵 players are in twos and active at each technical station; the 🟡 players are in the centre of the pitch playing 6 v 2 while recovering. – Duration of effort: 5' to 6'. Sets: 2 to 3x. Rests 5' to 6'. – Intensity: HR 160 - 180.

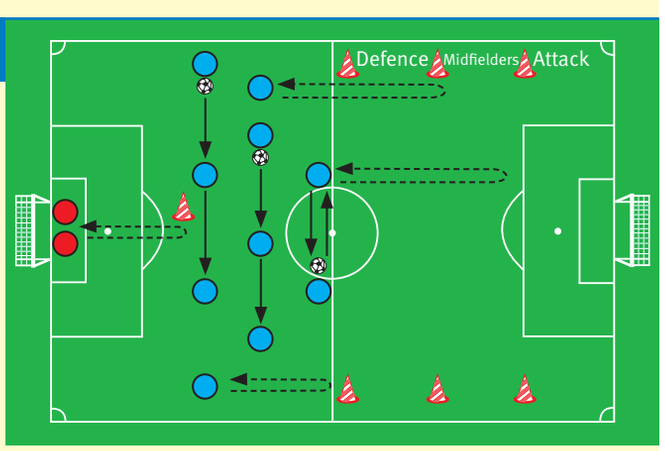
Procedure:
– For the 🔵 players, intensive running between stations (from 5" to 10"). – At the stations, technical exercises at a moderate rhythm of 20" to 30" (coaches must insist on good technical quality).
1. passes with right and left foot. **2.** individual dribbling.
3. dribbling in twos (2 touches). **4.** dribbling and feinting.
– The 🟡 players play 6 v 2 (while recovering).



4. Combined technical-tactical exercise with intermittent training

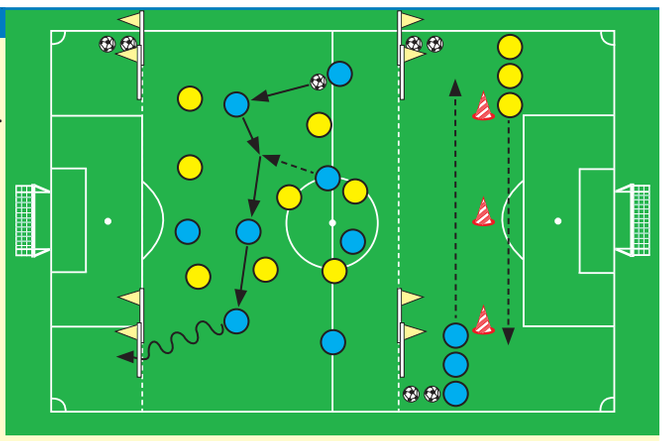
Organisation: – The players are in their usual positions in the team formation (the positions can also be occupied by more than one player). – Normal pitch with cones in the opposition's half. – Duration: 7' to 8'. Sets 2 to 3x. Rest period: 5' to 6'. – Intensity: HR 160 – 180 / 185.

Procedure: – The players are in their usual positions in the team formation. – The ball is played between the players in the same team unit (at moderate pace). – At the coach's signal, the players do a fast run (80% of maximum speed) as far as the corresponding cones in the opposition's half and back; they then play the ball to each other again. – Intense effort 10" to 15" (distance 70 – 75m). Rest: technical exercise 20" to 30".
→ The technical skills should be varied.



Physical fitness training: 3. Endurance game (aerobic - anaerobic)

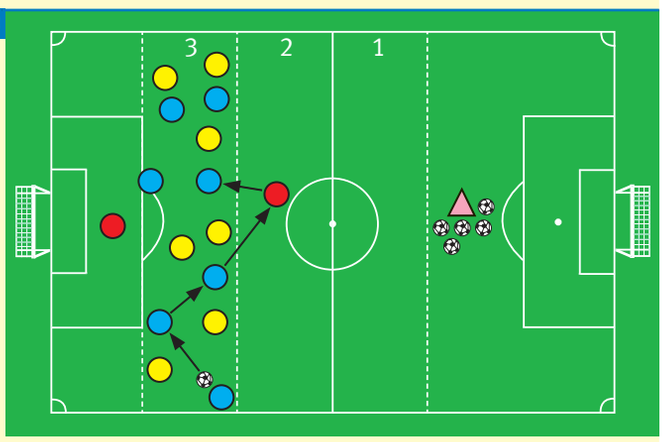
1. Basic endurance 8 v 8 (9 v 9) game



Organisation:
– 2 teams of 8 (or 9) players.
– Marked out playing area + 4 small goals (2 - 3m) on the flanks.
– 3 cones 15m (30m) behind the playing area.
– Duration: 10' - 15'. Repetitions: 2x. Active rest (HR returns to 120).
– Intensity: HR 150 - 175.

Procedure:
– Unrestricted play (or 3 touches): goals scored when a player crosses the goal with the ball at his feet.
– The team scoring a goal keeps possession of the ball and can go on to score in the two opposite goals in the other half.
– Halfway through the game (5' or 7.5'), the players in each team perform 3 to 5 progressive acceleration runs (70% to 100%) of 30m, with a rest of 30" between each run.

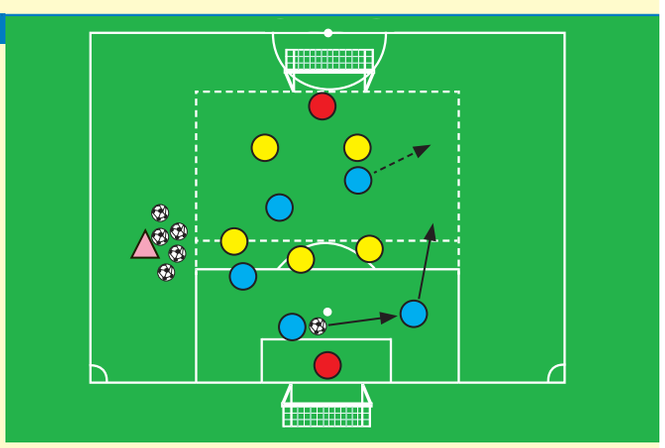
2. Retaining possession 7 v 7 game (specific endurance)



Organisation:
– 2 teams of 7 players + 2 goalkeepers who may only use their feet.
– Playing area marked out into 3 numbered zones (20 - 25m).
– Duration: 20' - 30'. Sets: 2 to 3x (6' - 10'). Active rest: 1' - 3'
– Intensity: HR 160 - 180.

Procedure:
– The players retain possession and play the ball around within the zones; unrestricted play or limited touches (3-2).
– The game can take place in a single zone, in two zones or in all three zones, depending on the instructions of the coach.
– The goalkeepers must remain in support behind the zone at all times.
– Whenever the ball goes out of play, the coach feeds in a new ball. → Count the number of passes.

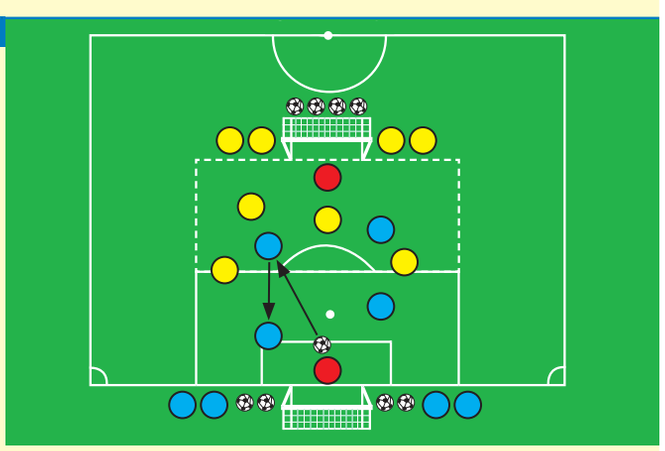
3. 5 v 5 game (aerobic power)



Organisation:
– 2 teams of 5 players + 2 goalkeepers (possibly with a third team recovering). – Marked out playing area + 2 large goals (enough balls must be available). – Duration: 30' to 35'. Sets 4 to 6x (6' to 7'). Rest: 3' to 4'. – Intensity: HR 165 - 180.

Procedure:
– Limited-touch game in the defensive area (for the defenders).
– Unrestricted play in the attacking area (for the attackers).
– A goal is scored when all the players in the attacking team have crossed the halfway line. If any players of the other team have remained in the opponents' sector, the goal counts double.
– The goalkeepers take part in the game (playing 1 or 2 touches of the ball).
→ When the ball goes out of the playing area, the coach feeds another in.

4. 4 v 4 game (maximum aerobic power)



Organisation:
– Unrestricted play 4 v 4; the goalkeeper plays the ball with 1 touch only. – 2 teams of 8 players + 2 goalkeepers. – Marked out playing area + 2 large goals (enough balls must be available). – Duration 15' to 20'. Sets 4 to 5x (3' to 4'). Rest: 3' to 4'. – Intensity: HR 170 - 190.

Procedure:
– When the ball goes out of play, or when there is a corner, the goalkeeper of the team in possession feeds the ball back into play quickly.
– After the game has run its course (3' to 4'), the coach switches the players around.

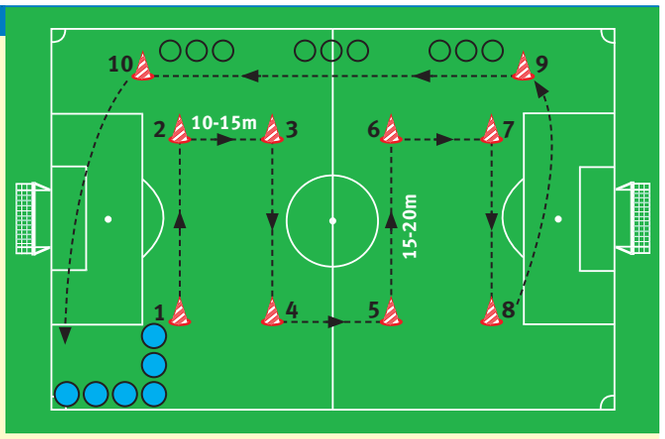
Variations:
– 4 v 4 game with extra players who play with their team (one touch only allowed).

Physical fitness training: 4. Anaerobic alactic speed (separate training)

1. Coordination circuit and running exercises

Organisation:
- All the players in a line, following each other.
- 10 cones set out as illustrated in the diagram.
- 2 to 3 repetitions of the circuit; then recovery by dynamic stretching and different types of juggling.
- Sets: 2 to 4x.

Procedure:
- The players run between the cones, varying their running movements: dynamic running, forwards, backwards, strides, hopping, cross steps, cross-over steps; normal running, heels/thighs and knees/chest, low, medium and high skips.
- Slow jogging from cone 8 to 9, and acceleration from 9 to 10, acceleration (cyclical and co-ordinated speed) also with hoops set out along the course for working on pace and foot-work.



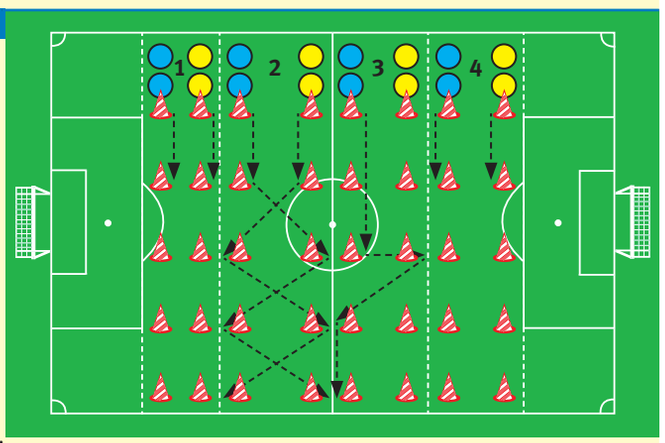
2. Preparatory speed exercises (aiming for speed)

Organisation:
- 4 groups; working in pairs for each exercise.
- 4 different circuits marked out; cones set out 10m apart.
- 3 to 4 repetitions of each exercise; walk back. Rest between the exercises 2' to 3'. Intensity of speed: 80 to 100%.

→ The coach corrects the incorrect running movements.

Procedure:
1. Varied skipping 10m; then progressive sprints every 10m (70% - 80% - 90%). **2.** Staggered departures 10m, then diagonal sprints every 10m or 20m (80% -90%). **3.** Varied bursts (sideways, from a seated position, etc.), forward sprints 10 or 20m, followed by a change of direction (80-90%). **4.** Varied bursts and sprints at 100% effort (20m, 30m and 40m), maintaining the tempo.

→ Can also be carried out as a competition between two teams.

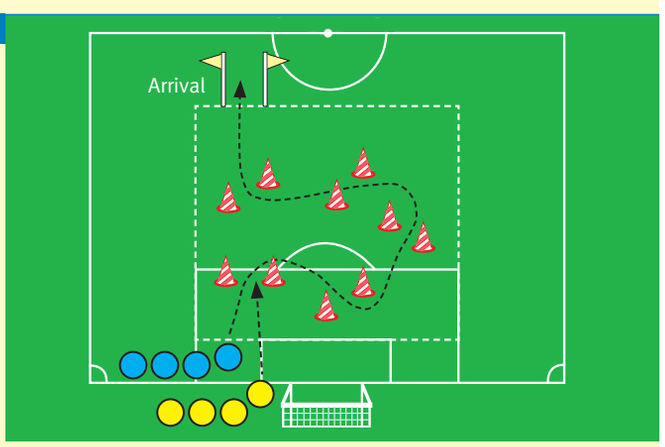


3. Speed game (pursuit course)

Organisation:
- 2 teams.
- Marked out playing area (30 x 30m) depending on the number of players.
- 6 (8) 2-metre gates (cones, discs, poles).
- Repetitions: 3 to 6 runs each pair.
- Intensity: HR 165 - 180

Procedure:
- The first ● player sets off 1 to 2m ahead and has to pass through at least five gates and then cross the finish line.
- The ● player attempts to catch him by touching him.
- After all the ● players have completed the course, the roles are reversed.

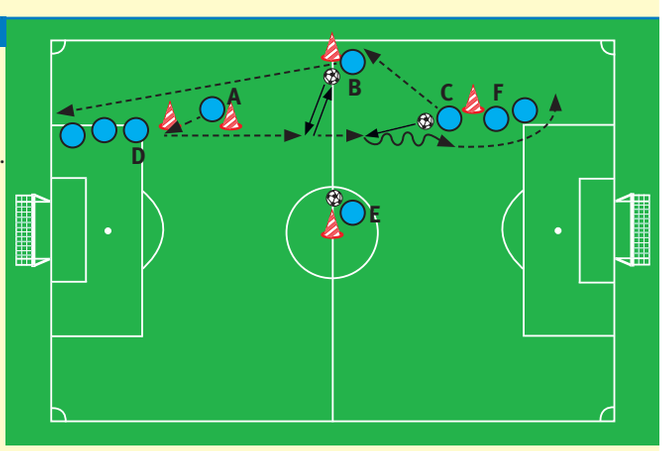
→ How many wins per team?



4. Speed exercises with the ball (integrated training)

Organisation:
- 8 to 12 players per exercise. – Running distance: 30 - 40m.
- Repetitions: 3 to 5x, Sets: 2 to 3. Rest (1:10/1:20).
- Between sets 5' to 6'. → More than one station can be used.

Procedure:
- Player **A** makes a runs into space between 2 cones 5m apart, then sprints hard; 20m along the course, plays the ball passed to him by **B**, then at 30m controls the ball played to him by **C** and runs with it at full speed to his waiting team mate **F**; he then returns to the end of the line.
- After passing, **B** runs slowly to the departure point without the ball.
- After passing, **C** runs slowly to take the place of **B**.
- When **A** receives the ball from **C**, **D** sets off and plays the ball to **E**.

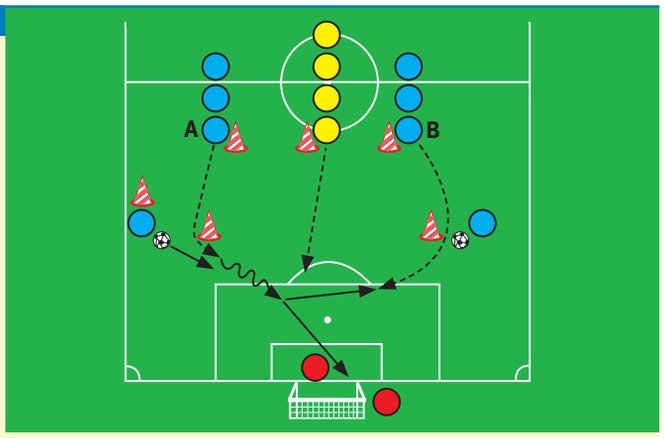


Physical fitness training: 5. Anaerobic alactic speed (integrated training)

1. Speed exercise with conclusion

Organisation:
– 14 to 16 players per exercise.
– Half pitch and one goal with goalkeepers.
– Distance of the action 20 - 30m.
– 6 to 8 repetitions. After each action, the players return at a slow running pace. Full rest. 2 to 3 sets.

Procedure:
– The 🔵 player **A** sets off, running (10m) as far as the 2nd cone, controlling the ball as he runs and taking it as far as the penalty area, where he attempts to score or pass sideways for his team mate **B**, who has set off at the same time (emphasis on timing).
– The 🟡 player sets off at the same time as the 🔵 player **A**, controls the ball and attempts to prevent a goal being scored. Players and sides are then switched.

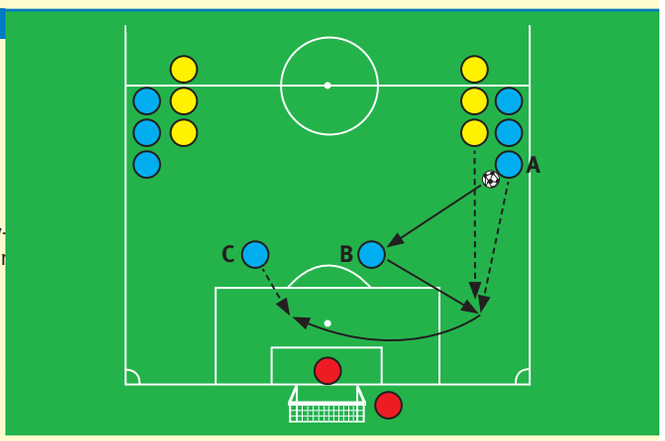


2. Speed exercise combined with a game situation

Organisation: – 14 to 16 players per exercise. – Half pitch; one large goal with two goalkeepers. Distance of the action 30m (40m) from the goals. – 4 to 6 repetitions. After the action, the players run slowly back. Full rest. 2 to 3 sets.

Procedure: – The 🔵 player **A** passes to the 🔵 player **B** at the edge of the 16m area (passing along the ground), who then lays the ball back for **A** to run onto and cross for **C**. – The 🟡 player, who has set off after the one-two by attacker **B**, harries player **A**, who has the ball, in an attempt to prevent him from crossing (tackling is not allowed). – The coach then switches the action to the other side and the 2 attackers are changed.

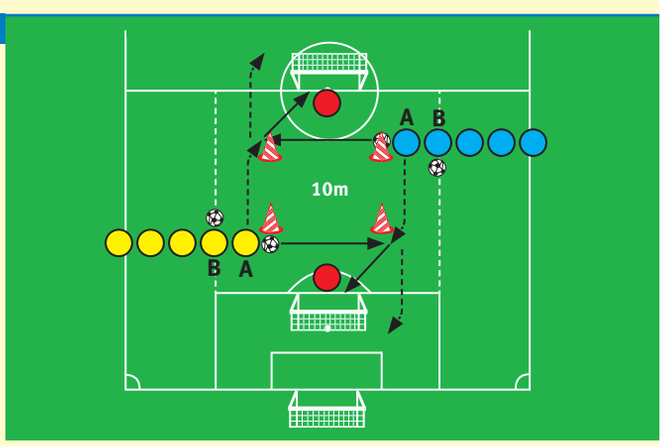
→ Depending on the distance covered in the action (i.e. if it is longer), this exercise can also include a speed-endurance training element.



3. Speed exercise with shots on goal

Organisation:
– 10 to 14 players per exercise.
– Marked out area: two goals and two goalkeepers.
– Shooting distance 15m to 20m.
– Repetitions: 4 to 6. After the action, the player walks round and changes sides. Complete rest. 2 to 3 sets.
→ Emphasis is on achieving accurate shooting.

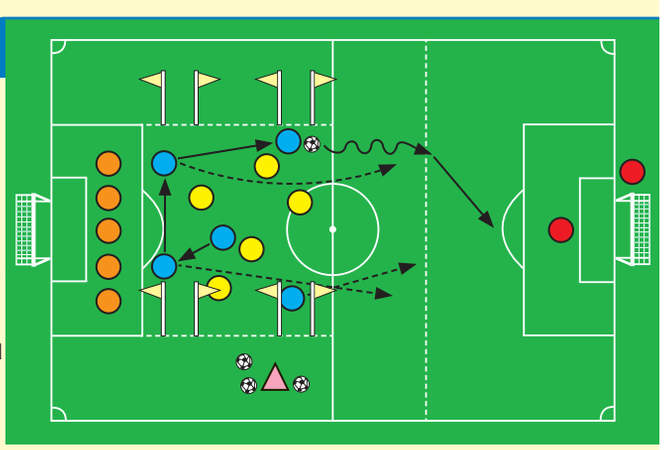
Procedure:
– The first two **A** players pass sideways and then sprint to shoot in the opposite goal.
– The shots and the trajectory of the passes must be varied.
→ This can also be staged as a competition: how many goals are scored by each team? → The exercise is also possible without goalkeepers, the players have to aim for accuracy in their shooting with goals marked out by poles.



4. Practice game routine and counter attack (speed-endurance)

Organisation: – 3 teams of 5 to 6 players + 2 goalkeepers. – Marked out playing area: 4 small goals (2m) and the large goal at the other end of the pitch. – Duration of play: between 10' and 12'. In sets of 1'30" - 2".

Procedure: – Unrestricted play 5 v 5, with the players attempting to score in the opponents' two small goals (each goal is worth 1 point). – At the coach's signal (within 1'-2'), the team in possession of the ball has less than 10" to go and score in the large goal, which is undefended (except by the goalkeeper); all players in the team must be in the attacking zone (a goal scored is worth 3 pts).
– Following the action, the counter-attacking team goes into its recovery phase and the 🟠 team enters the game.

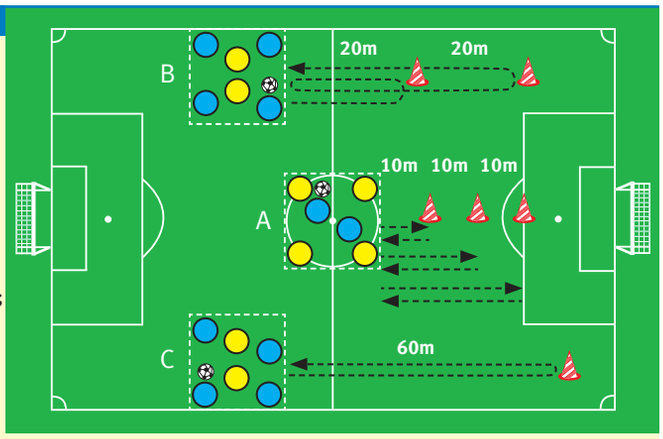


Physical fitness training: 6. Anaerobic lactic endurance (lactic acid tolerance)

1. Specific interval training exercise

Organisation:
– 3 groups of players in marked out squares.
– **Square A:** Attackers. **Square B:** Defenders. **Square C:** Midfielders.
– Cones spaced out according to the distances indicated.
– 3 to 4 repetitions. 1 to 2 sets. Active rest of 1' to 1'30" between repetitions. Rest between sets: 8' - 10'.
– Intensity of effort: maximum (HR of 180 or above).

Procedure:
– Within each square, the players play 4 v 2 with one touch each; at the coach's signal, the six players start intense running:
– **A**: 10m – return, then 20m, then 30m (120m).
– **B**: 20m – return, then 40m (120m).
– **C**: 60m – return (120m).
→ The last two to finish play in the middle of the 4 v 2 game.

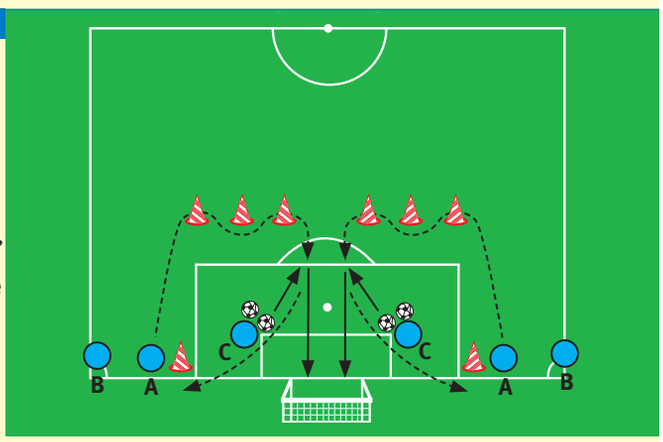


2. Exercise with finishing

Organisation:
– 6 players; 2 players on each side of the 16m line.
– Cones set out 20m from the goals for the slalom.
– Duration of effort: 30" - 45", repeated 3 - 4 times. 2 to 3 sets.
– Rest: 1'30" - 2' between repetitions. 8' - 10' between sets.
– Intensity of effort: maximum (HR of 180 or above).

Procedure:
– The first two **A** players run towards the corner of the 16m area, do a slalom run and shoot for goal after receiving the ball from player **C** 2 - 3 times in a row. – After shooting, the A players take the place of the **C** players; the **B** players set off. – After the last shots, the **C** players who have passed the ball retrieve the balls and move to the starting point.

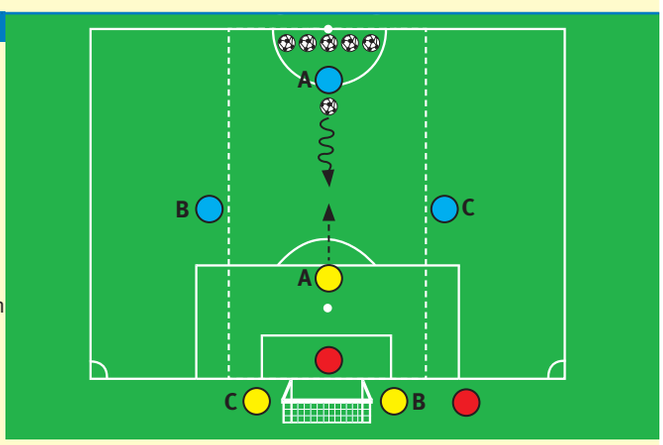
Variation: Players have to vary the trajectories of the passes and shots (volleys, half-volleys). Players have to run with the ball



3. 1 v 1 exercise

Organisation:
– 6 players + goalkeepers; 3 ○ defenders; 3 ● attackers.
– Duration of effort: 40" – 1' (decided on by the coach).
– Repetitions: 3 to 5. Sets 1 to 2. Rest between repetitions 2' - 2'30". 10' between sets. Intensity of effort: maximum (HR 180 or above).
→ During the exercise, another group can be in active recovery.

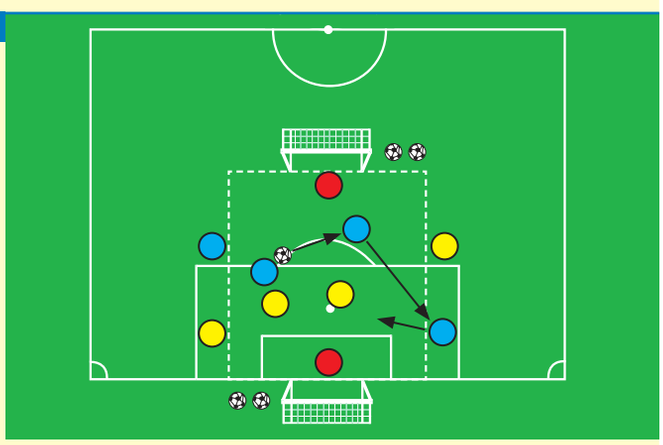
Procedure:
– The ● attacker **A**, coming from the centre, attempts to score, despite a 1 on 1 with the ○ defender **A**. – If he loses possession of the ball or scores a goal, he goes back to the centre to take another ball. He may also play a one-two. For each new action, the defender returns to the 16m line. After the allotted time has passed, the two **A** players go off to the side of the playing area as extras and the **B** players come into the game.



4. 2 v 2 game, with extras

Organisation:
– 2 teams of 4 + 2 goalkeepers.
– Marked out playing area (25 x 20m); 2 large goals.
– Duration of effort 1'30" - 2' (decided on by the coach).
– Repetitions: 3 to 5x. 1 to 2 sets. Rest between repetitions: 1'30" - 2'. Between sets: 8' - 10'.
– Intensity: maximum (HR 180 or above).

Procedure:
– 2 v 2 game with extra players who are allowed 1 touch of the ball. – Unrestricted play; the players attempt to score as soon as possible. – The goalkeepers are allowed a maximum 2 touches. – When the ball goes out of play, the goalkeeper of the team restarts play. – Players are switched every 1'30" - 2'.
→ The coach directs play.



Physical fitness training: 7. Coordination circuit course

Station 1: General coordination exercise

Organisation:
– 3 to 6 players at each station.
– Course marked out with sticks, hoops, cones (poles) + balls. Duration of the exercise 5' to 6'. 11 to 2 sets.

Procedure:
Each player completes the course at a different pace.
1. Varied skipping (forwards, backwards, sideways). **2.** Hops (alternate left / right) in the hoops (vary the height of the jumps). **3.** The players take the ball and slalom between the cones (varying the contact surfaces (inside and outside of the foot, sole, right foot / left foot). **4.** They then run back juggling the ball, then run backwards to starting point 1.

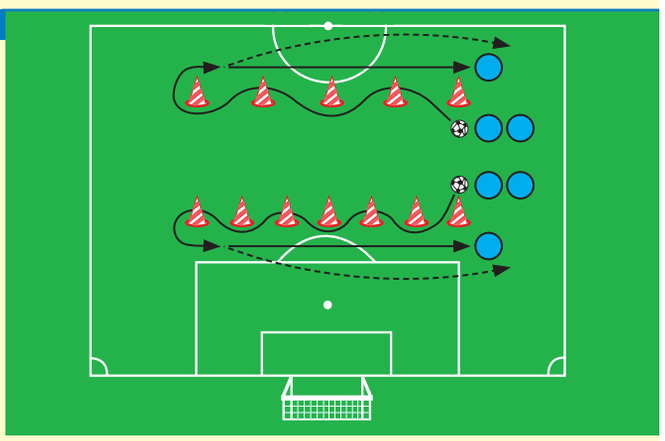
Variations:
– The exercise can be done with two players; player **A** completes the course and player **B** copies the pace set by player **A**.



Station 2: Ball-control exercise (weighting, rhythm)

Organisation:
– 3 to 6 players per station.
– Marked out course, with cones or markers.
– The distances between the cones should be varied.
– Duration of the exercise: 3' to 4'; 1 to 2 sets.

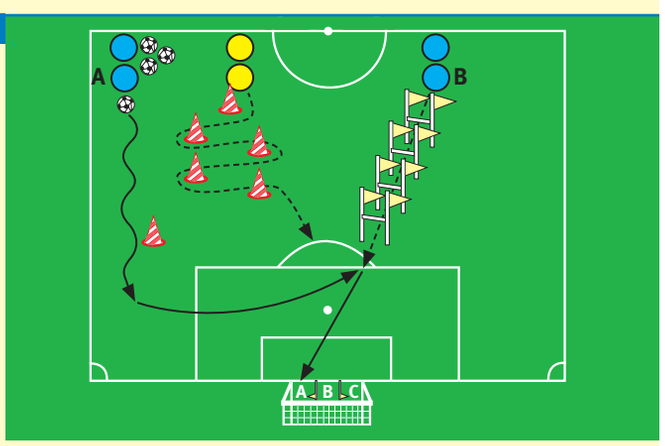
Procedure:
– Each player runs a slalom around the course with the ball, varying his contacts with the ball with each run; after the slalom, he gives a weighted pass to his partner.
Ex.: inside of right foot 3 contacts, outside of right foot 3 contacts, then 2 and 1); then the same for the left foot.
– Inside of right foot and inside of left foot 3, 2 and 1 contacts.
– Etc.
→ The tempo for completing the course can be increased.



Station 3: Coordination exercise (speed and timing)

Organisation:
– 3 to six players per station. – Marked out course with low hurdles and cones. – 1 goal divided into 3 numbered zones.
– Duration of the exercise: 3' to 4'. 1 to 2 sets.
→ The distances of the course and the distance of the crosses should be varied.

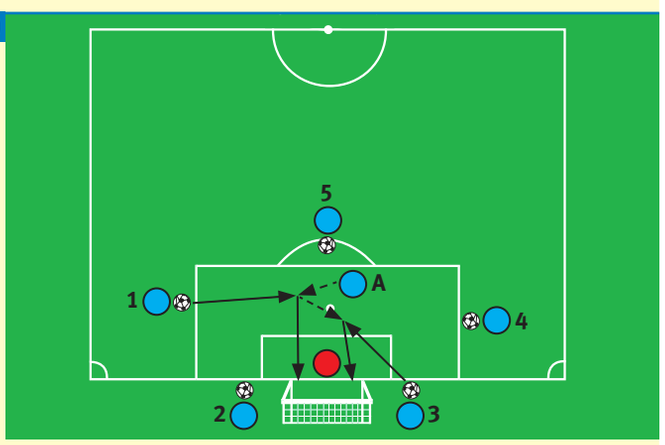
Procedure:
– The 🔵 player **A** runs fast with the ball as far as the cone and crosses to his partner **B**, who, having set off at the same time and jumped the hurdles, aims to finish accurately (the coach must specify before the player shoots which goal zone is the target: *A/B/C*).
– The 🟡 player in the centre sets off at the same time as the 🔵 player **B** (who has to jump the hurdles) and sprints in and out of the cones then tries to prevent the 🔵 player from scoring.



Station 4: Coordination exercise (reaction and finishing)

Organisation:
– 3 to 6 players per station and goalkeeper.
– Penalty area with 5 players on the 16m line and either side of the goal, each with a ball.
– Duration of the exercise: 3' to 4'. 1 to 2 sets.

Procedure:
– Player **A** (the one doing the exercise) is at the centre of the playing area. He attempts to finish as fast as he can (first-time shot, shot after controlling the ball, volley, header, etc.); the ball is passed to him, with varying trajectories (and also by hand), by one of the players outside the area; after 15" to 20" effort, the player in the centre is switched.
– This exercise can be performed with the players in numerical order or as the coach wishes.



Physical fitness training: 8. Stabilisation and muscular reinforcement programme

Training of basic strength using body weight

I. Overall trunk stability

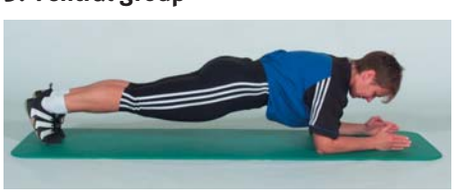
1. Dorsal group




2. Lateral group




3. Ventral group

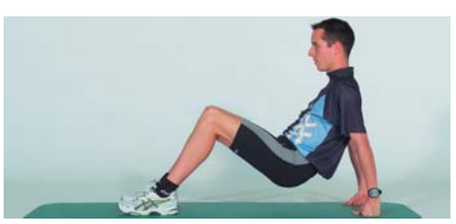



II. Arm and pectoral girdle muscles

1. Shoulders and arms




2. Arms (triceps)

3. Arms (biceps)




Source : Mobile, OFSPO, Magglingen, Switzerland

For the whole programme

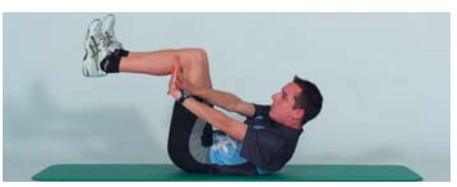
Sets: **2 - 4 of 20 to 40 repetitions (15” - 60”), 1’ - 2’ break**
Execution : **dynamic - slow; for young players execution can also be static: 10”-30” (isometric)**

III. Abdominals

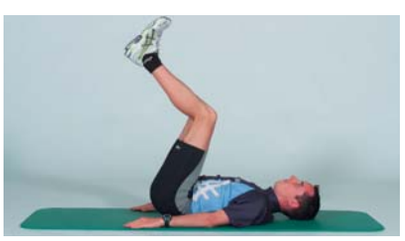
1. Upper abdominals




2. Lateral abdominals

3. Lower abdominals




IV. Dorsals

1. Back




2. Back and posterior




3. Back, lumbar




Source : Mobile, OFSPO, Magglingen, Switzerland

Stretching after training

V. Leg and buttock muscles

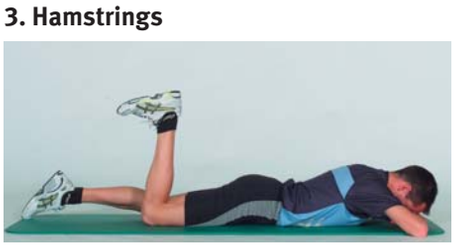
1. Adductors




2. Abductors




3. Hamstrings

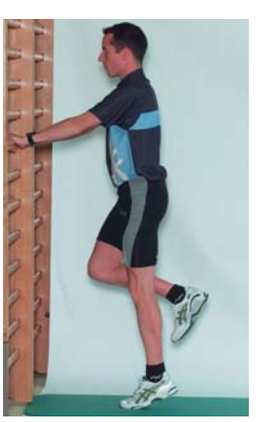



4. Leg extensors






5. Foot extensors (calves)

Source : Mobile, OFSPO, Magglingen, Switzerland

Physical fitness training: 9. Overall strength programme (extensive phase)

Station work: **Example, 3 sets of 10 repetitions at 70% of MHR.**
Circuit work: **Example, 2 sets of 20" to 30" at 50% - 70% of MHR.**

Organisation

- Set the weights according to the training objective and level of the players (gearing the training to individual needs).
- Define the number of repetitions and sets.
- Choose the number of stations per session.

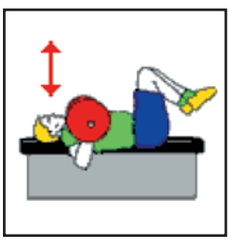
→ Execute the exercises correctly and with dynamic rhythm.



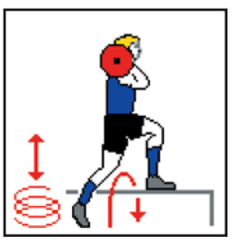
Station 1
Legs (extensors)
½ squat.



Station 2
Abdominals
Flexing (roll the shoulders) also with a 10kg weight.



Station 3
Arms, torso
Starting from a lying position.



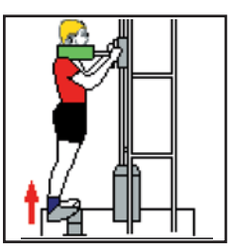
Station 4
Leg extensors
Steps with bar.



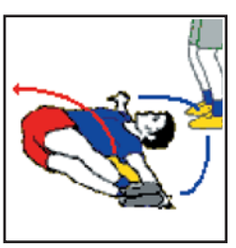
Station 5
Dorsals (lumbar)
Raise and lower the torso + move the arms laterally (also with small dumbbells of 3-5kg).



Station 6
Hamstrings
Flex both legs and, if possible, one at a time (outwards).



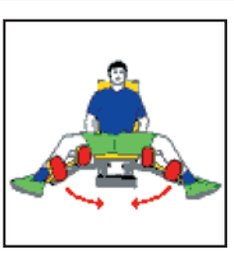
Station 7
Calves
Raise yourself on the balls of the feet.



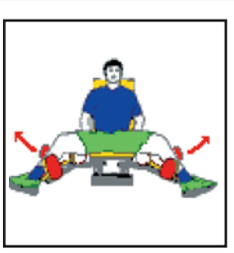
Station 8
Abdominals (obliques)
'Windscreen-wiper' motion, with or without partner.



Station 9
Dorsals, shoulders
Flex the arms.



Station 10
Adductors
Close and open the legs (light resistance, around 30% of maximum effort).



Station 11
Abductors
Open and close the legs.



Station 12
Pectorals, arms
(pullover movement)

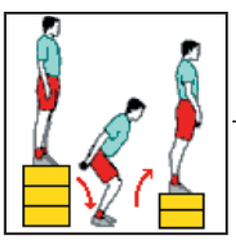
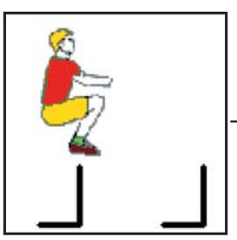
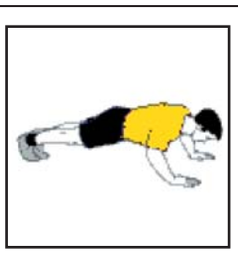
→ After this training, in circuits or stations, low-level plyometric training could be undertaken as a second weekly strength session (routine with a variety of simple jumps, running jumps or sprints).

Source : CardiSport, Dijon, France

Physical fitness training: 10. Multi-form reinforcement programme (specific phase)

Targeted and specific training (also applicable on the pitch)

(Work on improving the different directions of propelling the body)

Exercise 1 *Leg muscles* *Vertical thrusts* – 2 to 4 sets – 2' - 3' active rest (i.e. individual juggling)				
	Isometric 30" (remain in position) Also 3-5 squats (with barbell/ + 70 - 80% of maximum effort)	*Exocentric sequence + static-dynamic* 1 jump	*Plyometric* 5-8 jumps	*Explosive header, with precision* 2-3 headers
Exercise 2 *Building leg muscles* *Horinzontal thrusts* – 2 to 4 sets – 2' - 3' active rest (i.e. juggling with 2 or 3 players)				
	Dynamic 5-10 each leg (with light weight)	*Dynamic* 8-12x bounding strides	*Explosive shot at goal, with accuracy* 2 shots (right and left foot)	
Exercise 3 *Building arm and shoulder muscles* – 2 to 4 sets – 2' - 3' active rest				
	Dynamic or plyo-metric (reactive) – 10-15 x dynamic push-ups – 5-10 reactive push-ups	*Dynamic* 5-10 throws of a medicine ball (2/3kg)	*Explosive throw-in, with accuracy (to the feet of a partner)* 3-6 throws	

Source : CardiSport, Dijon, France

Exercise 4

Building leg muscles

Lateral thrusts

– 2 to 4 sets
– 2' - 3' active rest



Dynamic

– 5-10 each leg
– also with light weight (barbell)



Static-dynamic and plyometric

10-20 lateral jumps



Long explosive pass, through the air, with precision (30-40 m)

2 strikes of the ball (with the right and left foot)

Exercise 5

Building leg muscles

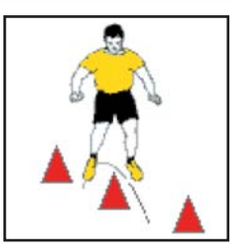
Working the ankles

– 2 to 4 sets
– 2' - 3' active rest



Dynamic

– with weight (barbell/40-80kg)
– also 1 to 3x isometrically (15'' - 20'')



Dynamic

– Two-footed jumps (legs tensed)
– 10-20 jumps



Explosive header, with precision

(ankle jumps)

– 3-5 headers

Source : CardiSport, Dijon, France

Physical fitness training: 11. Stretching programme

End of training cool-down, with intensive stretching: holding position from 15” to 30” (Exercises 1-8)

Limbering up during the warm-up phase by easy stretching: holding position from 5” to 10” (Exercises 1 to 4)

1. Tricep and calf stretch



2. Glute stretch



3. Quadricep stretch



4. Adductor stretch



5. Hip/buttock/TFL stretch



6. Upper back stretch



7. Central body stretch



8. Arm, bicep stretch



Principles:

- No sudden movements; progressive stretch, without pain.
- Feel the tension decreasing as the stretch relaxes.
- Breath regularly and calmly.
- Concentrate throughout the stretching.

→ To obtain tangible results of suppleness from the stretching, three sessions are required each week.

→ Youngsters (up to the age of 12) should begin stretching training with an easy-stretching session.

Source : CardiSport, Dijon, France

FIFA
For the Good of the Game

8

Physical preparation and physical development and training

1. Physical condition and today's game: some facts and figures 1
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3. Endurance qualities (the aerobic and anaerobic energy pathways) 7
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5. Strength 28
6. Speed 40
7. Suppleness 46
8. Co-ordination skills 49

Content of training sessions

1. Physical condition and today's game: some facts and figures

The competition-related activity of today's footballers

- Between 60 and 70 matches per season for international players (for their club and national team, as well as friendly matches).
- Between 50 and 60 matches per season for international-level young players (aged between 16 and 20), with 10 months of competitive matches.
- Between 35 and 40 matches per season for young, talented players who are being groomed for the highest level.
- An increase in the amount of travel for both domestic competition matches and international matches.

Activity during a match

- **Matches are now longer than before:** An average match lasts between 93 and 98 minutes; the average amount of actual playing time during a match has increased from 50 to 55 minutes in 1990 to more than 60 minutes today.

- **Players can cover distances of between 10 and 13 km during a single match:**
  - Central defenders: 8 - 10 km
  - Defenders / outside midfielders: 9 - 12 km
  - Midfielders: 11 - 13 km
  - Attackers: 9 - 10 km

  → 5 to 6 km at slow running or walking pace (60 to 70% of MHR [maximum heart rate]
  → 2.5 to 3.5 km of moderate to high-speed running (80 to 90% of MHR)
  → 1.5 to 2.5 km of intense running at the player's anaerobic threshold (90 to 100% of MHR)
  → 600 to 1200 m of sprinting (50 to 70 sprints)
  → 300 to 400 m of backward running

- **150 to 200 individual actions**
  15 to 30 jumps
  30 to 50 duels
  between 15 and 30 seconds' recovery time between moments of intense action
  between 30 and 70 – or even more – ball contacts (depending on the player's position)

→ **Football is a sport requiring high-intensity, intermittent effort, hence the importance of aerobic/anaerobic endurance and explosive speed.**

Physical preparation has definitely been the one element that has developed most over the past two decades as far as training is concerned. This has been due to research, to experience gained in the field of physiology, to the support provided by sports medicine, to the recovery methods being practised, and to the quality of the training process as a whole.

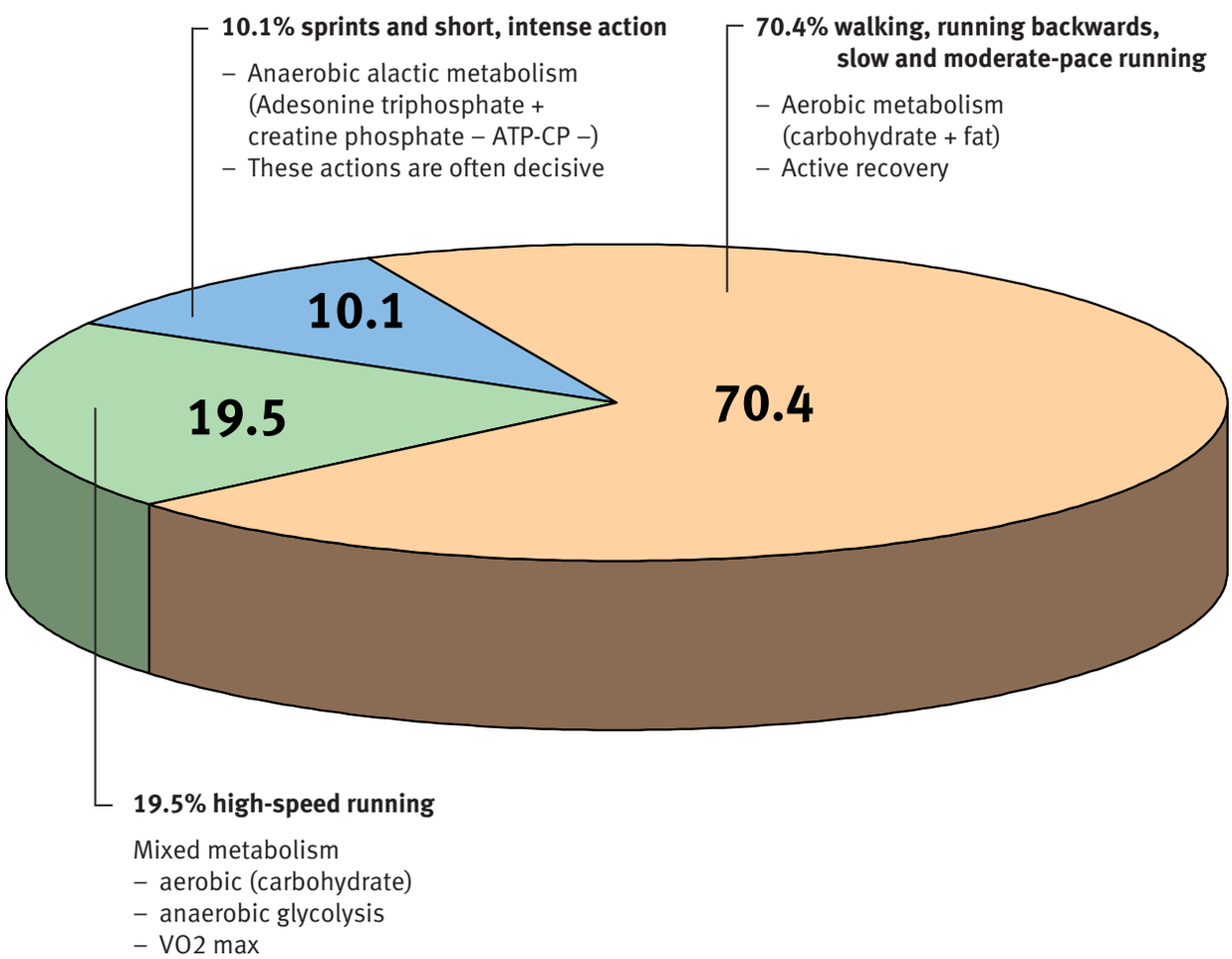
The aim of correct physical preparation in training is to enable the player to use his technical, tactical and mental capacities to the full and for as long as possible throughout the match and even throughout the season.

If young players are to go on and play top-level football, it has now become increasingly important that they have a solid athletic and mental foundation on which to build. This long-term athletic preparation starts at the age of 12–14, but in a gradual way that takes into account the players' growth, their personal rhythm of development and their performance potential.

When working on physical condition in training sessions today, the ball has to be used as much as possible, since it is the essential "tool" of any footballer. This applies as much to top-level professional players as it does to youth players.

Nevertheless, depending on the objectives of a given training session, we shall see that it is important to strike the correct balance between **integrated physical training (with the ball) and separate physical training (without the ball).**

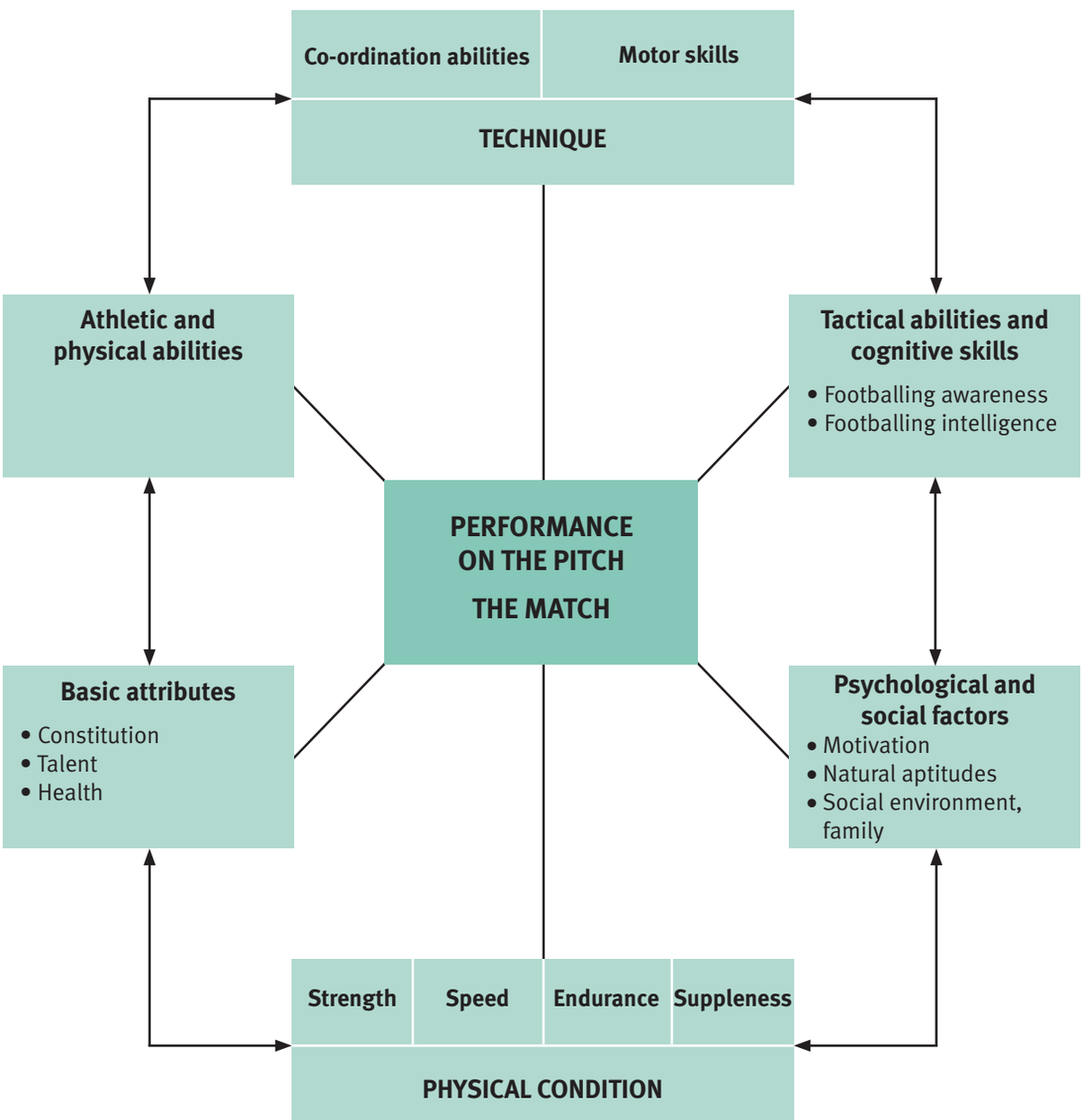
Table 1: Physical actions in the course of a match and the energy metabolisms used in each case (2002)



2. The performance capacities of the footballer

Performance during a match is conditioned by several elements.

Table 2: The elements that contribute to sporting performance
(Grosser et al. 1986)



A player's athletic and physical qualities are the building block for all other elements of his performance. The harmonious and methodical development of these elements will ensure that the football player is properly "constructed".

Table 3: The physical condition of the footballer – A golden triangle

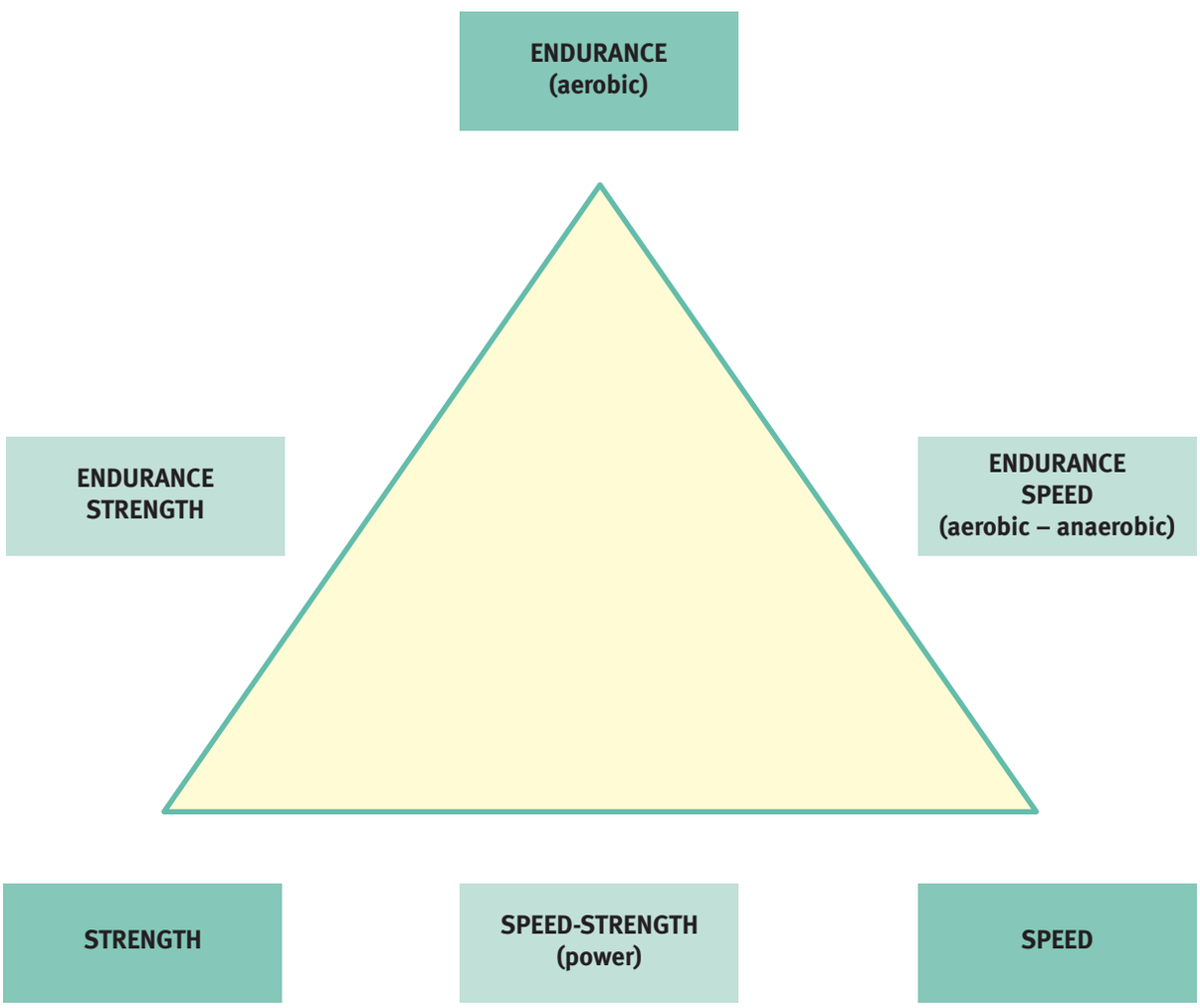
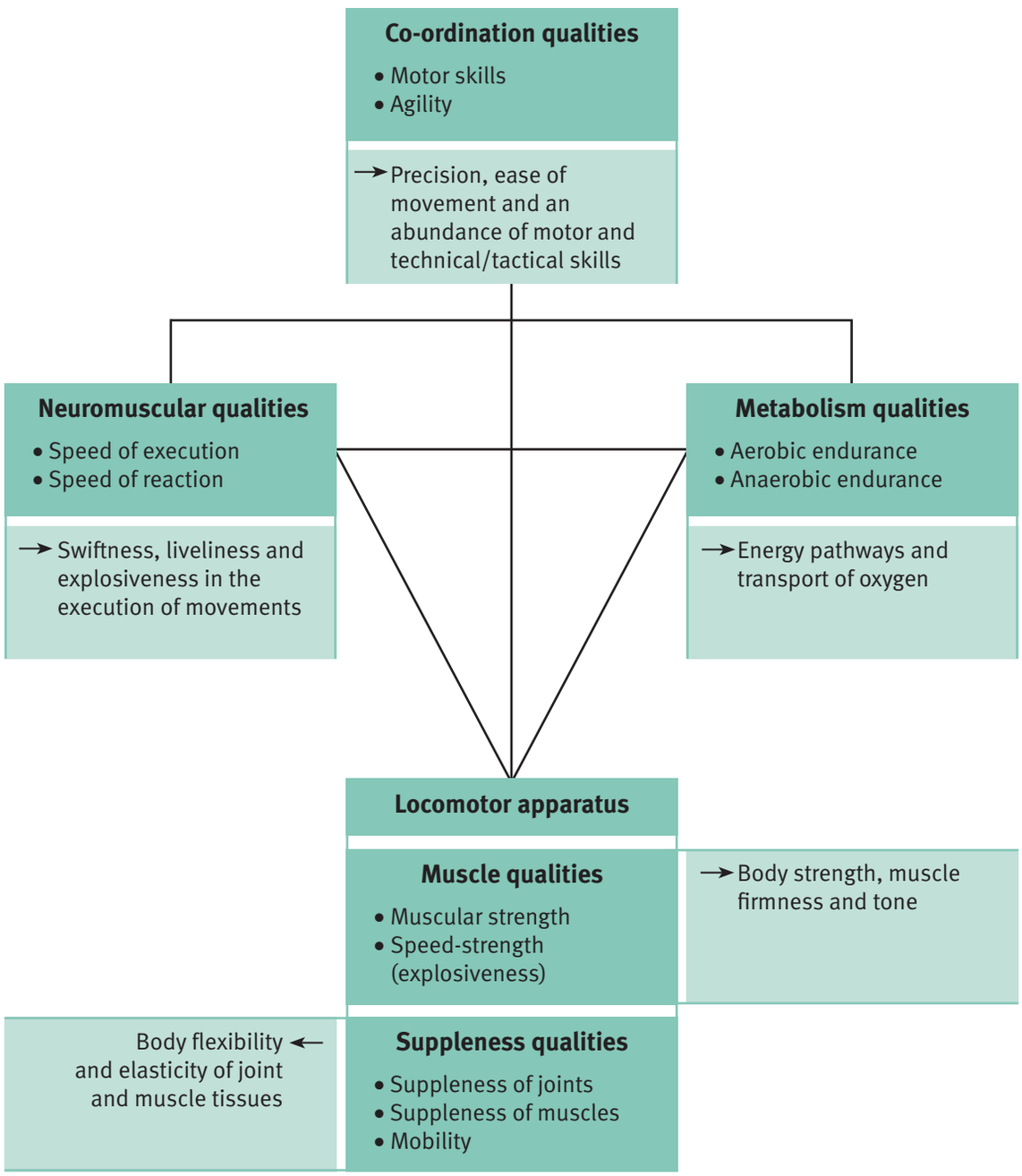


Table 4: Factors that determine the physical condition of the footballer



A solid locomotor apparatus and good organic and neuromuscular qualities are essential if a player is to possess high-precision co-ordination skills. Having a healthy, athletic and robust body helps to enhance these neuromuscular qualities and the player's psychomotor and technical skills.

Definitions

Co-ordination:	Co-ordination lies at the root of good technical proficiency. Co-ordination abilities allow the individual to control, regulate and master his movements with precision.
Speed:	This could be described as the "aristocratic" element of today's game. Speed is the factor that allows the individual to execute motor actions as swiftly as possible, as a result of the functioning of the processes of the neuromuscular system and the body's strength processes.
Muscular strength:	Muscular strength is the faculty that allows the individual to generate tension in a muscular contraction. It can be generated either by a muscle or a muscle group. This tension is generated in an explosive manner and gives rise to muscular power (a product of the strength that is generated by the speed of the movement). It goes hand in hand with physical vigour, tone and dynamism and boosts self-confidence.
Suppleness (mobility):	Suppleness is the ability to execute movements involving one or more joints with ease and with a great range of motion. Suppleness is dependent on two factors: articular mobility and the ability to stretch the muscle.
Aerobic endurance:	Aerobic endurance is the capacity of the body to tolerate bouts of effort for as long as possible, without this effort being interrupted. Sufficient quantities of oxygen (O_2) are required as "combustion" for this type of endurance. This factor helps the body to recover between bouts of effort.
Anaerobic endurance:	Anaerobic endurance is the capacity of the body to tolerate bouts of intense exertion without oxygen (O_2) consumption. With this type of very high-intensity endurance, the anaerobic process produces lactic acid; the muscle is then saturated with acid, which can often cause a reduction in the intensity of effort or even lead to the movement stopping altogether and with it the particular action in a match.

3. Endurance qualities (the aerobic and anaerobic energy pathways)

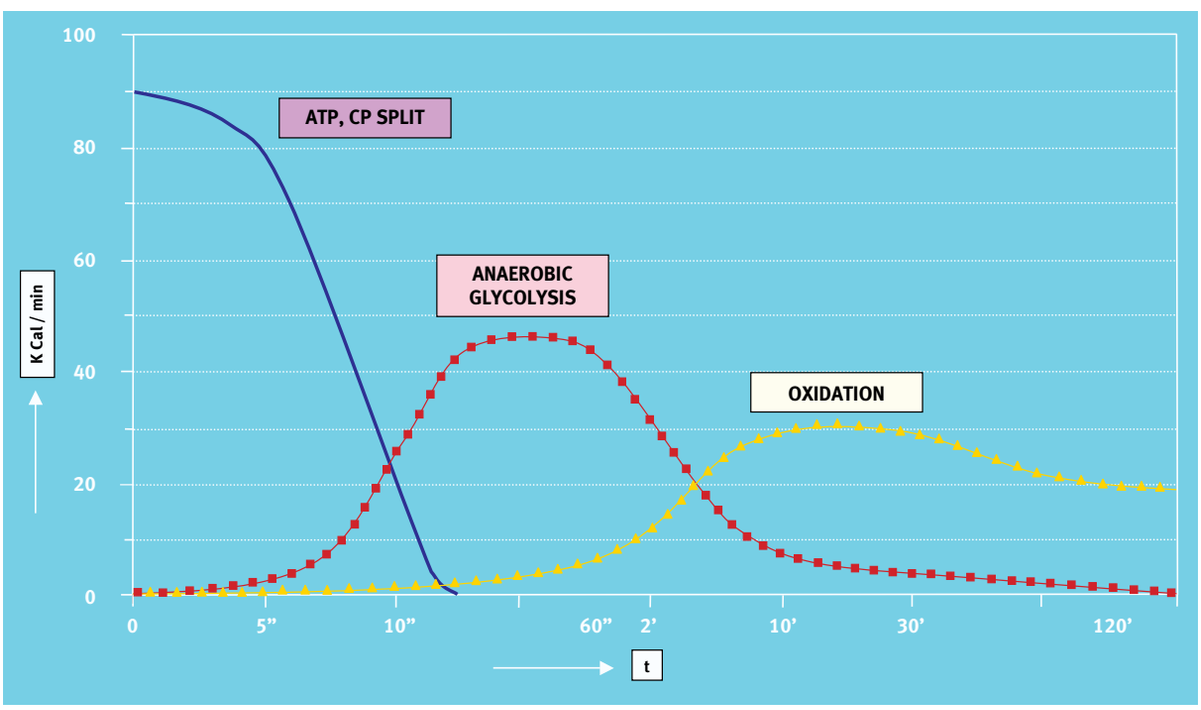
The muscles function thanks to the supply of energy substrate that comes from food energy sources and from a natural oxidant, namely oxygen (O_2), to produce the necessary fuel: **adenosine triphosphate (ATP).**

ATP is synthesised (produced) through the activity of three energy pathways:

- The ATP-CP pathway (rich in energy for explosive and short-term muscular contraction)
- The glycolytic pathway (degradation of the glucose carbohydrates)
- The oxidative pathway (the process of degradation of the substrates with oxygen)

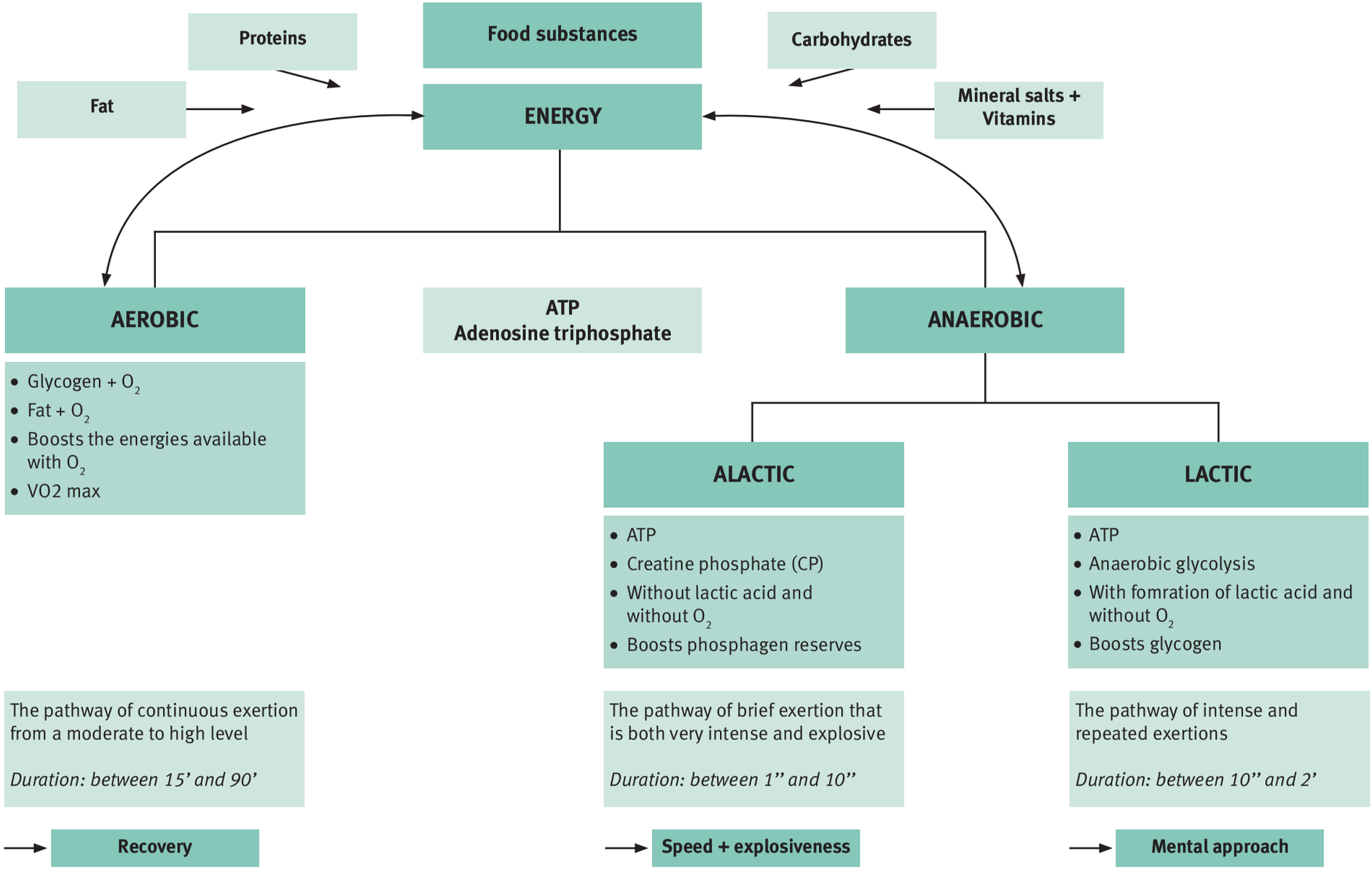
The ATP-CP and glycolytic pathways are the principal sources of energy during the first few minutes of intensive exercise. For longer lasting exertion that requires a considerable supply of energy, the oxidative pathway represents the main source of energy (aerobic metabolism).

Table 5: Energy supply (anaerobic/aerobic)



This system of reproduction functions through the process of the organic qualities by two energy pathways: **the aerobic pathway and the anaerobic pathway.**

Table 6: Energy pathways and the energy system



The effects of endurance training

Aerobic endurance

- Aids recovery in the short and long term.
- Delays the onset of physical and mental fatigue.
- Improves cardiovascular circulation and increases the number of capillaries around and within the muscle.
- Helps to promote deeper, fuller breathing.
- Develops a stronger and more resilient heart.
- Increases glycogen supply.
- Allows the body to burn fat better.
- Eliminates toxins.
- Lowers the risks of injury.

Anaerobic endurance

- Increases the capacity of the phosphate system, thereby delaying acidification of the muscles.
- Helps the player to work intensively and for longer.
- Helps the player to adapt to and tolerate lactic acid.
- Increases work efficiency, especially as far as pressing and intensive long runs are concerned.

What factors influence endurance performances?

Maximum oxygen consumption (VO2max)

As an indicator for assessing the aerobic aptitude and cardio-respiratory endurance of an athlete, VO2max is defined as:

> The maximum volume of oxygen that can be consumed during continuous and gradually increasing intensive exercise, mainly using the aerobic processes. It is calculated in ml/kg/min using specific laboratory tests or field tests.

In some ways, it can be seen as the athlete's equivalent to the cubic capacity of an enghine. Consequently, the larger this cubic capacity is and the more efficiently the player is able to use its contents, the better his performances will be in the match. Top-class athletes have a VO2 max of anything up to 70 ml/kg/min, and even more, depending on the level of endurance called for in their sport. In football today, VO2max has become a reference criterion. Given that the norms vary between 58 and 68 ml/kg/min for top-flight players and even among young players (aged 16-17), a VO2max reading of 60 to 62 ml/kg/min is considered to be good.

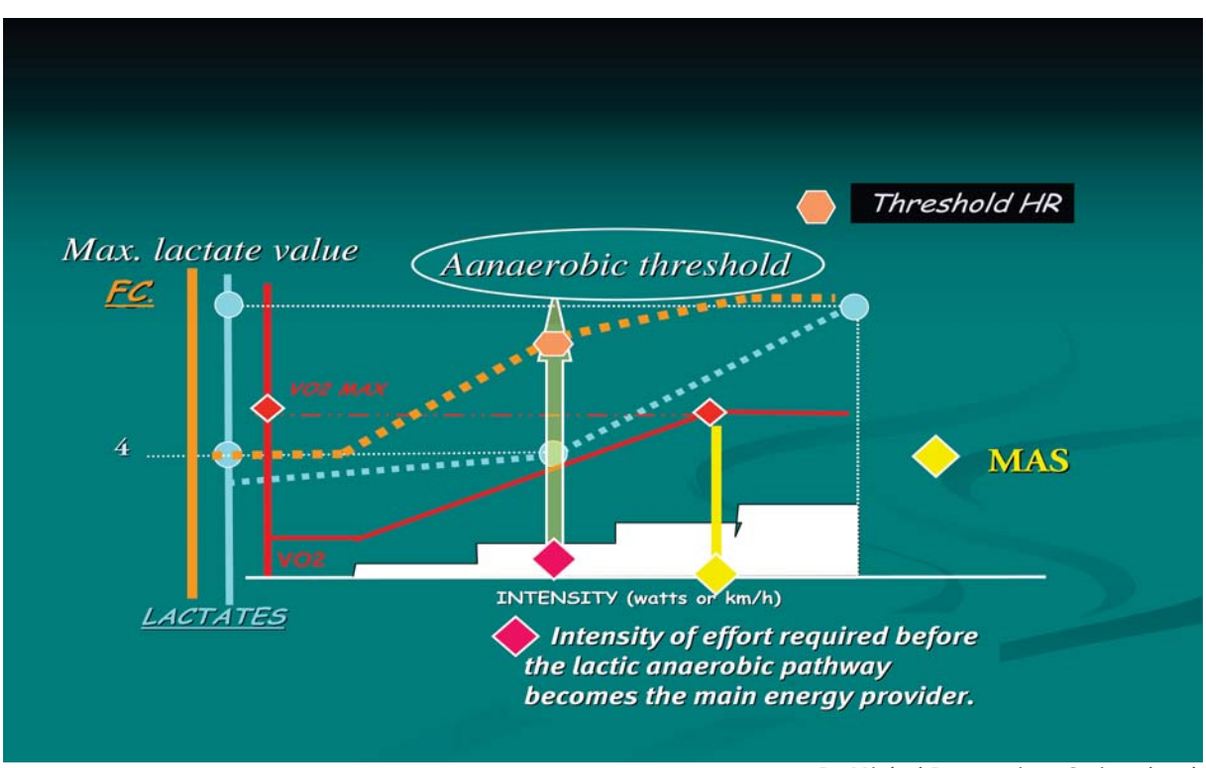
Fast and slow twitch muscle fibres

The proportion of slow twitch (ST) muscle fibres and fast twitch (FT) muscle fibres also has an influence on endurance capacities. Appropriate training can transform the FT fibres into ST fibres; the opposite is also possible, but only to a very limited extent. With endurance training, especially basic training (aerobic capacity) where the FT fibres can "fall asleep", it is advisable to incorporate co-ordination and speed exercises and other reactive exercises at the end of the endurance training session.

The anaerobic threshold

This is an individual value that can sometimes vary considerably. It indicates the lactate (lactic acid) concentration in the blood for a certain intensity of exercise. Up to a lactic acid concentration in the blood of 4 mmol/l, energy is mainly produced aerobically with oxygen present. Above this threshold (the anaerobic threshold), the anaerobic lactic process kicks in. This is where we enter the critical zone of anaerobic resistance, known as the "red zone".

Table 7: The parameters of aerobic capacity



Dr Michel Ramazzina, Switzerland

When an athlete knows his anaerobic threshold and maximum aerobic speed (MAS), it provides him with important reference information that can be used to improve the quality of his endurance training.

Other factors

Thermal regulation (heat production) and fluid loss (lack of water) can also have a detrimental effect on endurance performances and even psychomotor performances (athletes experience a sensation of being thirsty, a quickening of the pulse, cramp, the onset of weakness and start to become overly aggressive, etc.). Ensuring that they drink during training sessions and especially during very hot spells lowers the risk of problems occurring. General health, diet, age and mental approach are also factors that can affect a player's endurance capacity.

The objectives of endurance training

- To increase the maximum oxygen consumption or VO2max.
- To develop the oxygen store (aerobic capacity).
- To improve cardiac output, the player's "turbo" (maximum aerobic power = MAP)
- To push back the anaerobic threshold.
- To develop the heart and the general metabolisms of the cardiovascular and respiratory system.
- To improve the functioning of the aerobic and anaerobic energy pathways.
- To aid the recovery process.

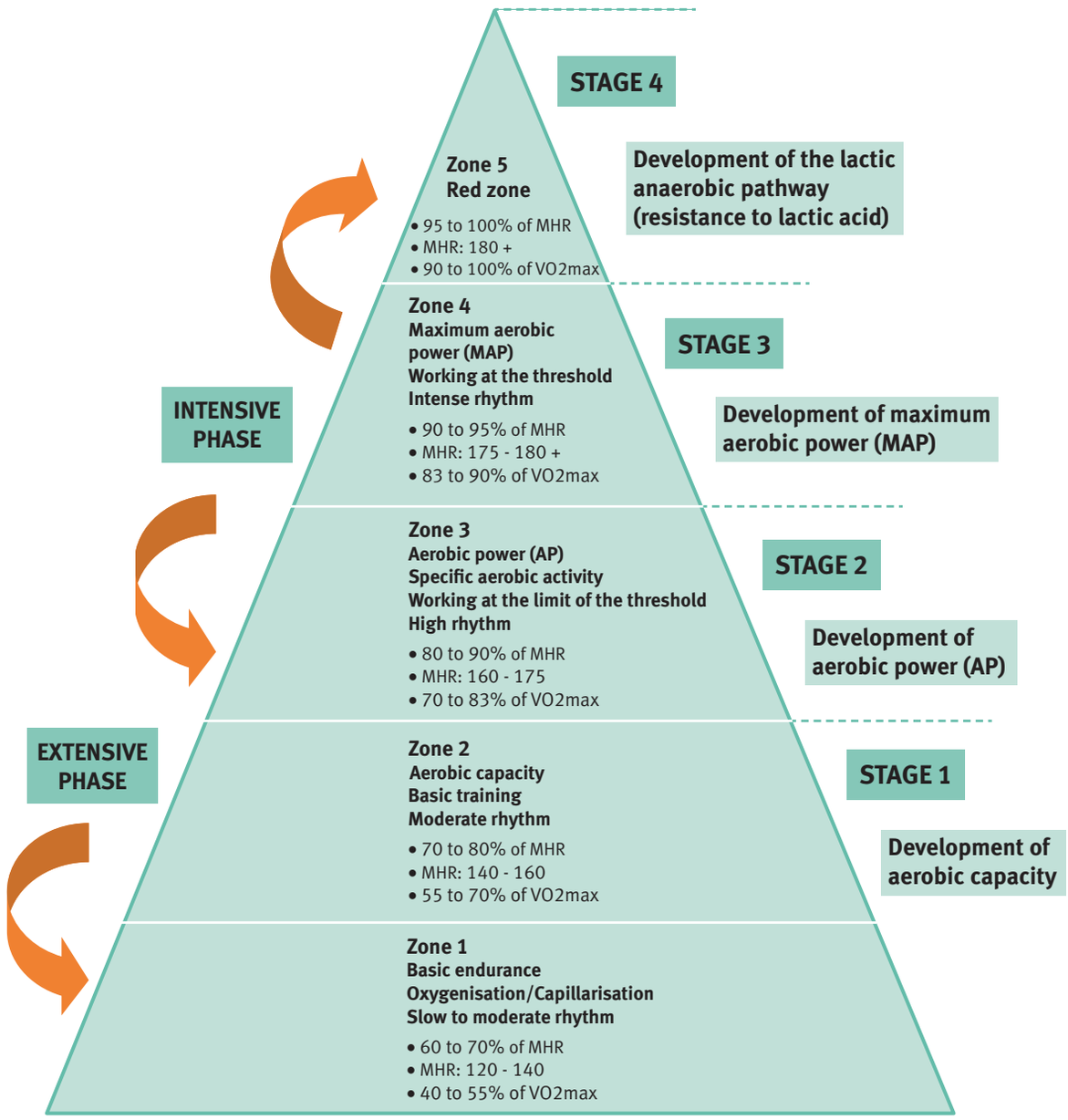
→ Endurance, which is such an important quality in footballers, can be developed in youngsters at a very early age using various forms of training with a ball, or with the help of other sports.

Methods of aerobic and anaerobic endurance training

Table 8 shows the different zones of endurance training and the pyramid of the different stages of development with the properties of the metabolism for aerobic and anaerobic endurance. Depending on the objective of the training, we have defined the "target" training zones that correspond to the level of intensity that is known in advance as a percentage of maximum heart rate (MHR) for basic endurance, for endurance capacity or for power endurance. We feel that knowing these target zones can help to improve the work of the coach in his planning and programming of training.

Example: Training in zone 3 is the phase of specific aerobic training that calls for aerobic power; it is already an intensive first phase in endurance training, but always with oxygen intake.

Table 8: The zones of endurance training



As far as aerobic *capacity* is concerned, the emphasis of the work in the **extensive phase** is on quantity (i.e. long duration).

As far as aerobic *power* is concerned, the emphasis of the work in the **intensive phase** is on quality and intensity of effort (i.e. shorter duration).

The continuous training or long interval training method

Training zones 1 and 2

Objectives

- Basic training
- Endurance (aerobic capacity)
- Oxygenation + Capilliarisation
- Basic aerobic build-up (oxygen stores), thereby allowing the muscles to consume O_2 better

Forms

- Slow to moderate running: jogging, cross-country running (e.g. in the forest for better oxygenisation)
- Running with the ball: passing practice with 2, 3 or more players, etc.
- Technical and technical/tactical drills with movement
- Uninterrupted games (7 v 7 / 8 v 8 / 9 v 9 / ...)

Duration

- Between 20 and 60 minutes (50 mins is the optimum) ⟶ 6 to 12 km

Intensity

- Low; 50 to 70% of MHR (oxygenation and capilliarisation)
- Medium to moderate; 70 to 80% of MHR
- Average heart rate of 120 to 160 beats / min

Alternative

- Continuous exertion (e.g. 30 mins or long-interval training with gradual increase in rhythm: 1 x 10 min at 70% and 2 x 10 mins at 80% of MHR)
- Long interval (e.g. 6 x 1000 m: twice in 5'15", twice in 4'45", twice in 4'30")

The interval training method

Training zones 2, 3 and 4 (depending on the intensity of zone 2)

Objectives

- Extensive endurance (aerobic capacity)
- Intensive endurance (aerobic power and maximum aerobic power)
- Specific endurance (aerobic/anaerobic)
- To push back the anaerobic threshold
- To increase VO2max

Forms

- Interval running (medium and short runs)
- Pyramid runs (e.g. 600m-500m-400m-300m-200m-300m-400m, etc.)
- Technical or technical/tactical drills
- Small-sided games (5 v 5 / 4 v 4 / 3 v 3 / 5 v 4 / ...)
- Games with one team outnumbering the other, or games with only limited touches allowed

Duration

- Between 15 and 30 minutes or 3 to 6 km running (average of 4 km)
- 3 to 12-minute sets, in the form of practice games

Intensity

- High; from 80 to 90% of MHR
- Average heart rate of 160 to 180 beats / min (and more, depending on the player)

Recovery

- Depending on the exertion between repetitions (whether this is active or passive), but heart rate should return to 120-130 beats/min
- 4 to 8 minutes between sets

Being able to switch from one training zone up to the next one (from zone 3 to 4) depends on the extent to which the players have exerted themselves and the recovery time.

The intermittent training method

This is a variation of interval training with alternation between high and slow exertion levels, but where the resting heart rate does not go below 150 beats/min between each high-exertion repetition. This specific method is close to a real match situation and is generally used in periods preceding competition and periods of competition. To boost the quality of this training method, it is beneficial to know the player's maximum aerobic speed (MAS) and/or his anaerobic threshold speed (see table of tests on page 28).

See tables 9a) and 9b)

Training zones 3 and 4

Objectives

- Aerobic power (AP) at maximum aerobic power (MAP)
- To improve anaerobic-aerobic endurance and increase VO2max
- To stimulate the energy pathways and the fast twitch muscle fibres
- To push back the anaerobic threshold
- To improve aerobic speed (endurance speed)

Forms

- Intermittent running training
- Intermittent technical training (running and technical work)
- Mixed intermittent training (low jumps, high jumps, runs, technical work)

See training content

Duration

- 12 to 20 mins total in sets lasting between 5 and 8 mins (depending on the type of training and the type of exertion)
- Active recovery of 5 to 10 minutes between the different sets
- Exertion ratio of 15" : 15" (e.g. 15" : 15" ⟶ 15" slow : 15" high) 10" : 20" / 15" : 30" / 5" : 25")

The degree of exertion expected can be selected by taking the positions of the players into account.

Example: – Midfielders: (15" : 15" / 15" : 30")
– Defenders and outside midfielders: (10" : 20")
– Attackers and central defenders: (5" : 25")

Intensity

- From 85 to 100% of MHR
- Average heart rate of 165 to 180 beats / min

Table 9 a)

interval training

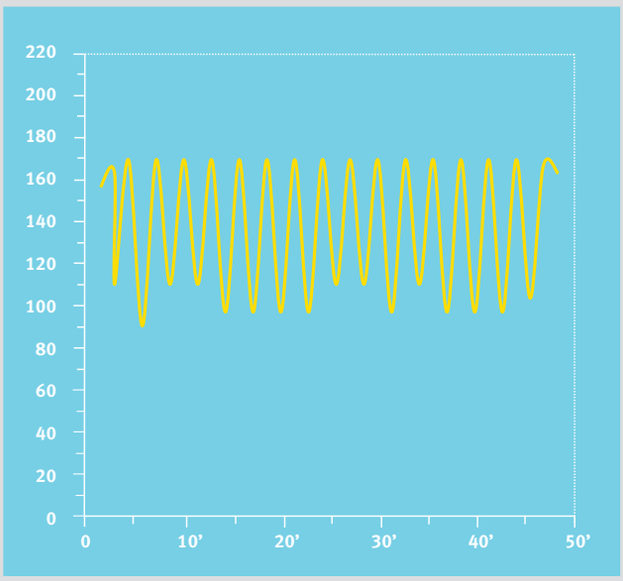
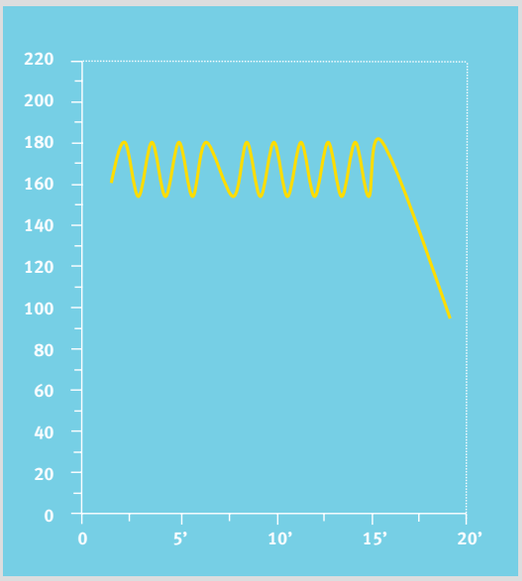


Table 9 b)

intermittent training



Comparison showing the evolution of pulse rates during two different forms of training: Interval training and intermittent training (G. Gacon, 1996).

It can be seen that only intermittent training demands a constantly high level of maximum aerobic power: the heart rate does not fluctuate much within a very narrow bracket that is close to the maximum reading. This is clearly not the case with interval training.

The fartlek training method

Fartlek (a Swedish word meaning "speed game") is considered to be the precursor of the intermittent training system. It includes fast, moderate and slow runs on natural and varied terrain. It could be described as "spontaneous" interval training, given that the periods of work and recovery are not timed precisely. The proportion of fast, moderate and slow runs depends on the athletes, on their particular requirements, their physical state, or on whatever they feel they would like to work on. This method can be used to develop both aerobic and anaerobic capacities, depending on the objectives sought (Fox and Matthews, 1984).

In football, the practice games and training routines where running at different speeds is practised (variable tempo running) can be equated to the fartlek method.

The exercise routine is broken up by changes in tempo (e.g. moderate exertion: 1 minute; slow exertion: 2 minutes; high exertion: 15 seconds; slow exertion: 2 minutes, etc). The fartlek method is often used in a period of preparation alternating with the continuous duration method, or in a pre-competition phase.

Training zones 2 and 3 (and also zone 4)

Objectives

- Basic and specific training
- Endurance (aerobic capacity)
- Endurance (aerobic power)

Forms

- Runs or a variety of obstacle courses, etc., both with or without the ball; cross-country runs, running in the forest, with variation of speed.

Duration

- Between 15 and 30 minutes, with 2 to 3 sets lasting 8 to 15 minutes
- Moderate effort (70%) for 2 minutes and intense effort (80-90%) for 1 minute; or moderate running for 3 minutes and then running at speed for 15 to 20 seconds, etc. (as well as running with the ball)

Intensity

- 70 to 90% of MHR
- Heart rate of 150 to 180 (depending on the objective)

Anaerobic lactic training

Interval training method (short and medium intervals)

Training zones 4 and 5

Objectives

- To get the body accustomed to tolerating lactic acid
- To develop the lactic anaerobic pathway
- Training with reduced oxygen
- Anaerobic lactic speed
- Mental training

Forms

- Runs, sprints, shuttle runs
- Technical or technical/tactical drills where the players are “under pressure”
- 1 v 1 / 2 v 2 / 4 v 4 games (with man-to-man marking)

Duration

- Between 8 and 15 minutes
- Exertion with repetitions lasting from 20 seconds to 2 minutes (the average duration should be 1 minute)
- 1 to 2 sets comprising 3 to 5 repetitions each (depending on the form and the degree of exertion)

Intensity

- High to intense
- 90 to 100% of MHR
- Average heart rate of 175 to 200 beats/min (the HR is very individual)

→ Recovery: – Incomplete recovery between repetitions (HR: 130 - 40)
– Complete recovery between the sets of repetitions (HR: 120 - 110)

Frequency of training (Example)

- Various short-interval repetitions (lasting between 20 secs and 1 min.) to be performed once per week during a competition phase
- Medium-interval repetitions (lasting between 1 and 2 mins) to be performed once every two weeks during a competition phase

Some rules for anaerobic lactic training

- As this type of training is particularly gruelling, both physically and mentally, it is not essential for footballers. Lactic anaerobic pathway training and aerobic power training should always be preferred. It is, however, necessary to go through this type of training from time to time to get the body accustomed to tolerating lactic acid.

- It must be done at the start of the season after 4 to 5 weeks of pre-competition training. If this precaution is not taken, there is a certain risk of injuries, or even a substantial drop in performance after a "promising" start to the season.

  ⟶ The classic drop in form (as a result of over-training)

- It must not be undertaken in the three days preceding competitive activity.

- It leads to depletion of the muscles' sugar reserves. Players must therefore ensure that their diet following such training is rich in carbohydrates to allow them to replenish these reserves.

- It is used especially to train mental approach (with athletes having to experience their own personal limitations).

- **Beware:** This type of training is not suitable for players under 15.

Tips for optimising endurance training

- A constant but careful change in the different training methods and contents of training sessions will have a positive effect on endurance training and on the players' motivation. Given that endurance capacity varies from one player to another and heart rate values are therefore different as well, endurance training also has to be tailored to the individual. It is wrong and also dangerous, especially when working with young players, to force the whole team to follow the tempo set by the player (or players) with high endurance capacity. Youngsters (12 to 15-year-olds) have to be allowed to run at their own tempo. The coach should observe their running, their physical state when exerting themselves, their breathing and their facial expressions; their heart rate should then be monitored. With top-level players who are more advanced in their development, training can be done in groups of players with the same aerobic capacity.

  Experience has shown that it is possible to work with four to five distinct groups by taking into account the results of specific tests, such as the Cooper Test, where consideration is given to distance covered in a specified time or to maximum aerobic speed (MAS). It is also possible to form groups according to the players' position on the pitch, given that there is a direct link between the player's aerobic capacity and his position.

  Example: groups of midfielders, principal strikers or outside midfielders

- Before working on developing aerobic power, it is important to develop basic endurance with training on aerobic capacity (70 – 80% of MHR).

- It is advisable to train at 85 – 90% of MHR (zones 3 and 4) to increase the player's aerobic power capacity and to build up his "engine room".

- To push back their anaerobic threshold, players have to train at the lower limit of the threshold with an incremental increase in workload to achieve maximum aerobic power of 80-85% of VO2max (zone 4).

- A Norwegian study (published in 2001) confirms that there is a 10.8% improvement in maximum oxygen consumption (VO2max), but also a 20% increase in the distance covered in the same time with pure running training at 90 – 95% of MHR with four 4-minute repetitions and a recovery phase of 3 minutes' slow jogging between repetitions. The study was based around two specific sessions of 25 minutes per week held over a two-month period.

- A Swedish study suggests that 3 v 3 practice games with small goals and no goalkeepers can be used as a form of endurance training, especially for working on aerobic power (with HR at 85 to 95% of MHR). These games are played on a reduced-size pitch (33 x 20 m) with a specified work-rest ratio (3 mins : 2 mins; 70 secs : 20 secs; 4 mins : 1 min; ...) and with constant supervision by the coach (who gives instructions, encouragement and restarts play whenever the ball goes out).

  See tables 10 a) and 10 b)

By way of a conclusion, the table showing details of training the metabolism and the energy pathways (page 23) should provide the coach with an overall picture of training methods and the volume of training required to achieve the various training objectives.

Table 10 a)

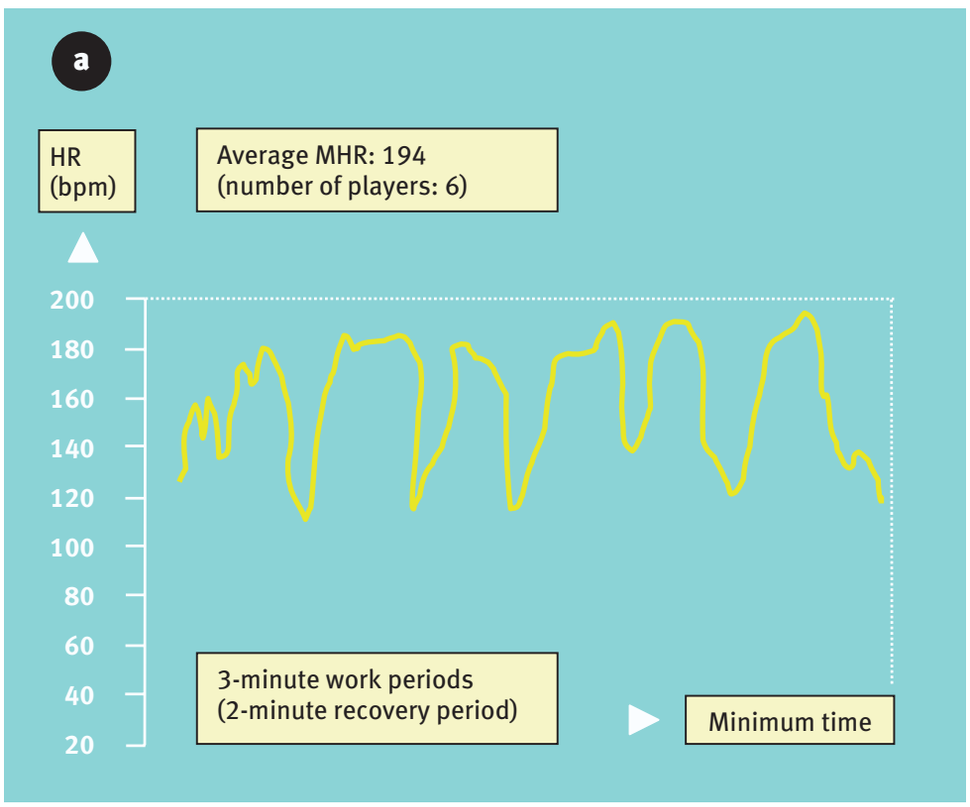
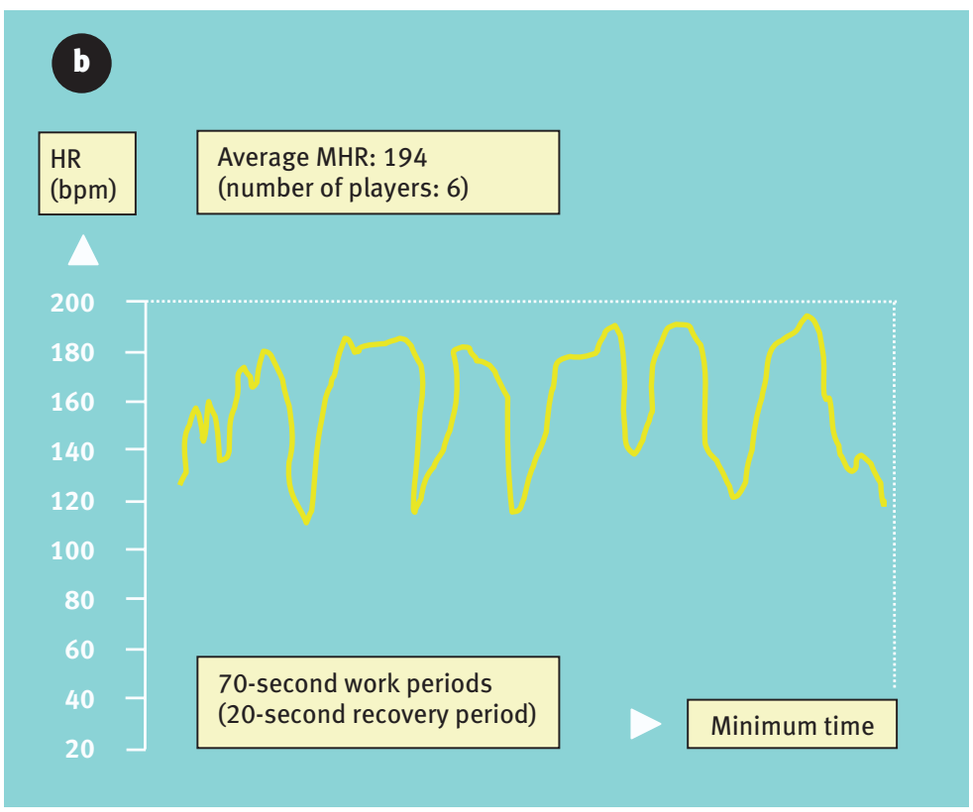


Table 10 b)



Results from two 3 v 3 games on reduced-sized pitches showing the average heart rate of the six players during the match (Dr P.D. Balsom).

TABLE SHOWING TRAINING OF THE ENERGY PATHWAY METABOLISM

Pathway		Aerobic				Anaerobic		
Phase		Extensive endurance		Intensive endurance		Pure resistance (lactic)	Anaerobic alactic	Anaerobic lactic
Objective		Zone 1 Elementary endurance Pure aerobic Regeneration/Oxygenation Capillarisation	Zone 2 Basic endurance Aerobic capacity --› Reservoir	Zone 3 Specific endurance Aerobic power (AP) (Aerobic - anaerobic) --› Anaerobic threshold limit	Zone 4 Maximum aerobic power (MAP) (Aerobic - anaerobic) Onset of production of lactic acid --› Debit	Zone 5 Lactate tolerance (with production of lactic acid) --› O2 debt	Pure speed (without production of lactic acid)	Resistance speed (with production of lactic acid)
Intensity	% of MHR	55% to 70%	70% to 80%	80% to 90%	90% to 95%	95% to 100%	100% of max. speed	95% to 100%
	HR	120 to 140	140 to 160/165	165 to 175/180	180 and more	180 and more		of max. speed
	VO2max	40% to 55%	55% to 70%	70% to 83%	83% to 90%	90% to 100% and more		
Intensity example of 2 players (A + B)	Objective	Zone 1	Zone 2	Zone 3	Zone 4	Zone 5		
	Player	A / B	A / B	A / B	A / B	A / B	A / B	A / B
	% of MHR	60%-70% / 60%-70%	70%-80% / 70%-80%	80%-90% / 80%-90%	90%-100% / 90%-100%	95%-100% / 95%-100%		
	HR	115 to 134 / 120 to 135	140 to 150 / 135 to 155	150 to 170 / 155 to 175	170 to 190 / 175 to 195	178 to 190 / 185 to 195		
	average HR	120 to 140	140 to 160	160 to 175	175 to 190			
Substrates (Lipids = fats) (Glucides = carbohydrates)		Majority of lipids Few carbohydrates O2 intake	Majority of lipids Slightly more carbohydrates O2 intake	Equal share of lipids and carbohydrates O2 intake	Majority of carbohydrates O2 debt	Carbohydrates ATP - CP	ATP - CP	ATP - CP then carbohydrates after depletion
Method		Continuous Long interval Variable tempo	Continuous Long and medium interval Variable tempo	Variable tempo Medium interval Intermittent	Variable tempo Medium and short interval Intermittent	Medium and short interval	Short interval with repetition	Short interval with repetition
Form		Slow running Technical/Tactical exercise Technical circuit course Game	Moderate running Technical/Tactical exercise Game on large or medium pitch Technical circuit course	High-paced running Technical/Tactical exercise Game on small pitch (5v5 / 6v6 / 7v7)	Intense running Technical/Tactical exercise Technical work under pressure Small-sided game (3v3 / 4v4 / ...)	Intense running Sprinting Technical work under pressure Small-sided game (1v1/2v2/...)	Sprinting Low jumps / high jumps Technical drill combinations Running games	Sprinting Running uphill Shuttle running
Volume (Duration)		20' to 60'	15' to 50'	12' to 45'	10' to 25'	8' to 15'	300 m to 600 m	600 m to 1200 m
Duration of effort (time – distance)		Between 15' and 20'	Between 10' and 15'	4' to 12' 800 m to 1500 m	20'' to 4' 100 m to 600 m	30'' to 1'30" - 2' 100 m to 400 m	less than 7'' 10 m to 50 m	8'' to 30'' 50 m to 200 m
Repetitions				2 to 5	3 to 6	3 to 5	4 to 8	3 to 5
Sets		1 to 3	2 to 4	2 to 3	2 to 4	1 to 2	3 to 5	2 to 4
Rest period		Active Return to HR of 120	Active Return to HR of 120	Active – semi-active 1:2 to 1:3 (work to rest ratio) HR of 130-120	Active – semi-active 1:2 to 1:3 HR of 130-140	Passive – semi-active 1:1 to 1:3 Between sets: 10'	Passive – semi-active Return to HR of 110/100 1:10 to 1:20 (1' to 3') Between sets: 5' to 6'/ 6' to 10'	Active – semi-active 1:3 to 1:6 Between sets: 8' to 10'

A - Player with high endurance capacity
VO2max: **68**
MHR: **188**

B - Player with medium endurance capacity
VO2max: **57**
MHR: **195**

Training objectives
Improving the transport of O2
Increasing the number and volume of mitochondria
Increasing the myoglobin reserves
Increasing the oxidation of fats
Developing the capillary network
Increasing systolic ejection volumes
Improving VO2max
Helping to save carbohydrates
Increasing the basic metabolism
Using slow-twitch fibres
Aiding recovery

Training objectives
Increasing the anaerobic threshold level
Optimising the improvement of VO2max
Improving and aiding recovery between repeated efforts
Stimulating the slow and fast-twitch fibres
Increasing tolerance to the accumulation of lactic acid

Principles to be observed for training
Training after a rest period
At the start of the session after the warm-up
Adjusted warm-up of 20' to 30'
Intensity and quality
Respect the recovery times
Stretching to aid recovery
Create a competitive atmosphere
Use the ball
Use a starting exercise
Running downhill
Change of tempo and direction
Running exercises and low jumps

Example of how an aerobic training session can be organised

a) Preparation of the session

- **Objectives** ⟶ To develop aerobic endurance with emphasis on technical/tactical aspects.
- **Fix the workload** (% of MHR)
  - Aerobic capacity and power (80 or 90% of MHR)
  - Fix the training zones (zone 2 to zone 4)
- **Forms of training**
  - Running
  - Technical drills
  - Practice games
- **Methods of training**
  - Continuous training (emphasis on duration)
  - Interval and intermittent training
- **Training organisation**
  - Number of players: 18
  - Duration of the session: 90 minutes
  - Total duration of aerobic work: 40 minutes
  - Number of sets: 4
  - Number of repetitions: 8
  - Total duration of rest intervals: 15 minutes ("semi-active" intervals, with ball juggling or another similar simple activity)
  - Composition of the groups: by position (midfielders, attackers, etc.)

b) Training

- **Warming-up with the ball**
  - Duration: 15 minutes
- **1st set**
  - Continuous running
  - Running with the ball fartlek style (30 secs high tempo; 90 secs moderate tempo)
  - Duration: 2 x 8 mins
  - Rest interval: 2 mins
- **2nd and 3rd sets**
  - Group 1 (9 players)
  - Intermittent training: "running and technical work" (10 secs – 20 secs)
  - Group 2 (9 players)
  - Interval training: passing drill with 4 players (30 secs – 1 min)
  - Duration: 6 mins for each drill, with change of groups
  - Rest intervial between sets: 3 mins
- **4th sequence**
  - 4 v 4 practice game + goalkeepers on reduced-size pitches; unrestricted play with goal-scoring
  - Duration: 12 mins; 4 repetitions of 3 mins each – 3-minute rest interval
- **Warming down**
  - Light running and stretching
  - Duration: 10 mins
- **Coaching**
  - Prepare the pitch in advance.
  - Greet the players and let them know the objectives of the training session.
  - Lead, stimulate, reinforce and evaluate (monitor the players' heart rate).
  - Make the players take on fluid during the session.
  - Once the training has finished, assess the session and congratulate the players on their commitment.

4. Evaluating and monitoring the intensity of training

It has been demonstrated that an increase in the intensity of exercise or of a practice game produces a proportional increase in heart rate. Consequently, the higher the player's heart rate, the greater the intensity at which he is working. Monitoring of HR (heart rate) is therefore the most widely recognised and simplest way of assessing the intensity of a training activity.

How to measure heart rate (HR)

- By taking the pulse at the wrist (radial artery) or at the neck (carotid artery) and counting the heartbeats (bpm).

  In general, this is measured over a 15-second period and multiplied by 4
  (e.g. 32 x 4 = 128 bpm)
  or over a 10-second period and multiplied by 6.

- Using a heart rate monitor with a transmitter (chest belt) and a receiver (wristwatch) that indicates the heartbeats on the watch display.

How to monitor maximum heart rate (MHR)

Maximum heart rate is the highest individual heart rate that can occur after intensive exertion. Work intensity is usually expressed as a percentage of the maximum heart rate. Consequently, it is necessary for the coach to know the maximum heart rate of all his players. Given that heart rates differ from player to player, even among players of the same age, the maximum heart rate should be measured by specific exertion tests in a laboratory or on the pitch. Although there are several tests to measure MHR, this can be done simply by making the player do a very intensive run of at least 400 too 500 metres. His heartbeat should then be measured as soon as he has completed the distance, thereby providing a significant MHR reading.

The following is a simple test (devised by Dr Paul D. Belsom, Sweden) to measure MHR on the pitch:

– Normal warm-up, with jogging four lengths of the pitch, or 400 metres, followed by six lengths with a gradual increase in running intensity until maximum speed is reached.
– Sprinting from the third length to the fourth, maximum-speed sprinting to the fifth and sixth lengths.
– As soon as the players finish, their heart rate should be checked immediately by the coaches or fitness monitors. If they have worn a heart rate monitor, the highest rate recorded should be noted as soon as they have finished.

This intensive test can be repeated 2 to 3 times per player over several days to ensure the correctness of the MHR reading. Bearing in mind the intense effort required for this test, however, it should not be performed on the day before or the morning of a match.

Another method

Theoretical MHR, which is known because of its calculation formula (where the subject's age is subtracted from the figure 220), can also be used as a reference criterion for measuring intensity. This method is, however, not particularly accurate, as values differ from player to player, irrespective of their age.

Example: 220 – 21 (age) = MHR of 199 bpm.

How to use the MHR as a basis for planning training work

Given that the work intensity of a player during a training activity is usually expressed as a percentage of the MHR, we have indicated below the mostly commonly used formula for selecting the target training zones on the basis of an MHR that is already known.

Example:
- To train aerobic endurance (80 - 85% of MHR)
- MHR 199
- THR 199 x 0.80 = 159
  199 x 0.85 = 169
- Target rate between 159 and 169 (bpm)

As the coach knows the values for his players, he can check the **THR** (**T**raining **H**eart **R**ate) during training activity. If a player has a heart rate below or above the target rate, the coach can then adjust the intensity of exertion accordingly.

Other methods and formulas to determine training intensity are used in football. These include, in particular, the following methods: maximum heart rate reserve (MHRR), anaerobic threshold, and maximum aerobic speed (MAS). Use of these methods depends on the knowledge and choice of the individual coach and of his backroom staff.

Specific tests to ascertain these reference parameters for training intensity and volume and also to establish the players' performance condition are now being used in football.

The attached table shows tests for measuring physical capacities.

For practical reasons, we have used the well-established Maximum Heart Rate (MHR) method, as outlined above.

Cooper test

For practical reasons of organisation and also because of its proven results, the 12-minute Cooper Test is still considered to be a useful reference test for physical activity, sport in general and football in particular. The Cooper Test consists of running as far as possible in a time of 12 minutes. Once a track has been marked out on the pitch (350 to 450 metres in length), the coaching staff have to count the number of laps completed by the player, as well as adding on the distance run in the last lap. Not only does the scale of value of the Cooper Test allow us to assess performance, by virtue of the distance covered; it also allows us, on the basis of this distance and by using an indirect formula, to work out an approximate value for VO2max and the average aerobic speed in km/h.

VO2max formula

D x 0.022 – 10.39 = VO2max

3220 x 0.022 – 10.39 = 60.45 VO2max

Aerobic speed formula (MAS) in km/h

D x 5 = Aerobic speed

3220 x 5 = 16.1 km/h

(Marella, Risaliti, 1999)

Even though the Cooper test is heavily influenced by the individual player's motivation, by his capacity for development and by his state of fatigue at the time of the test, the results do nevertheless provide us with some significant indications about his performance and, above all, information that allows us to form more equal groups for endurance training sessions.

Table of values from the Cooper Test for athletes who play team games
(Hagedorn and colleagues 1985)

Distance covered	Level of performance
More than 3200 metres	Very good
2801 to 3200 metres	Good
2401 to 2800 metres	Unsatisfactory
2000 to 2400 metres	Poor
Less than 2000 metres	Very poor

"The best and only true test for a footballer is the match itself."
Sir Bobby Robson

Table showing tests used to measure physical capacities

Table showing VO2max (ml/kg/min) and distances covered in metres using the Cooper Test (Litwin J, Gonzalo F.).

This table shows various tests that are used in football to evaluate physical capacities. Some of these tests are applied in the training of players for comparative and educative purposes, or as methods of selection.

Distance covered	VO2max	AEROBIC/VO2max	SPEED	STRENGTH	OTHER TESTS
2800	52.1	**a) Laboratory tests** • Bike and treadmill (Astrand) • Blood sample (LA) (VO2max, anaerobic threshold, threshold speed and MAS, lactates)	• 10 m (1”60 - 1”80) • 20 m (2”75 - 3”10) • 40 m (5”10 - 5”20) • 60 m (6”90 - 7”80) • 4 x 10 m (9” - 10”)	**a) Maximum strength** • Concentric + excentric • Isometric • Cybex	**a) Suppleness** • Flexion of the trunk, the spinal column and the hips
2900	53.3				
3000	55.5				**b) Co-ordination + Speed** • 30-metre slalom run, both with and without ball • Reaction, rhythm, etc.
3100	58.0				
3150	59.1	**b) Field tests**	**Recommended training times**	**b) Explosive strength**	
3200	60.2	• Cooper (see Cooper test) • Conconi (anaerobic threshold and threshold speed)	(Under 16 / Under 18)	• Sargent test • Bosco test • Long jump without run-up • Triple jump • Throwing a medicine ball	**c) Anaerobic speed + Recovery** • (9 x 40 metres with a ball + shooting on goal) Exertion time Rest time after 1 min
3250	61.4				
3300	62.3	• Léger (aerobic speed) • Mognoni (anaerobic threshold, threshold speed, lactates)	• 60 m 7”70 - 7”40 • 40 m 5”30 - 5”10 • 30 m 4”15 - 4”05 • 20 m 3”20 - 3”10 • 10 m 1”80 - 1”70	**c) Other types of strength** • Abdominals, dorsals • Arms (flexion)	
3350	63.6				
3400	64.7	• Probst (anaerobic threshold and MAS)			**d) Miscellaneous tests** • Personal tests devised by the coach • Tests to determine body fat mass • Anthropometric tests
3450	65.8	• Gacon (MAS)			
3500	66.9	• Rosenborg’s Endurance Test (endurance level)			
3600	69.1	• 1000 m or 3000 m test (Time and MHR + rest)			
3700	71.4				

5. Strength

The muscles are the cornerstone of good athletic build for any sportsman, and all the more so for the footballer, who needs strength in every action of the game. He often runs more than 10 km in a match, but also has to do battle with his opponent using his body. He has to sprint on numerous occasions, jump to win the ball in the air or to shoot at goal. A footballer's strength is not limited to his legs; it extends to his whole body. Consequently, the muscles have to be properly developed, and this has to start from a very young age.

The objectives of strength training

- Improvement in the speed of muscle activation ("surge of strength") and in the athlete's predisposition to deliver top-level performance. The development of intramuscular and intermuscular co-ordination represents the functional basis of this. It is reinforced by another decisive mechanism in athletic disciplines, namely plyometrics or reactive strength.

  – Functional and neuronal adjustment
  → Building dynamic and explosive performance potential

- Expansion of energy potential by increasing muscle mass, the basis for new strength development

  – Structural adjustment
  → Building a solid, athletic, muscular basis

- Improvement of the "flow" of energy into the muscles (working on the energy pathways)

  – Energy adjustment
  → The basis for a better muscular output

The development and training of strength in a footballer must be viewed both in terms of quality and also in specific terms if we are seeking to improve the following aspects of his game:

– his speed
– his starting strength
– his jumping strength and his power
– his shooting strength
– his strength in the duel
– his self-confidence
– the prevention of joint, muscle and ligament injuries

The muscle

- 40 to 50% of total body weight is made up of muscle. Each individual has a different ratio of slow-twitch fibres (ST) to fast-twitch fibres, determined by genetic make-up.

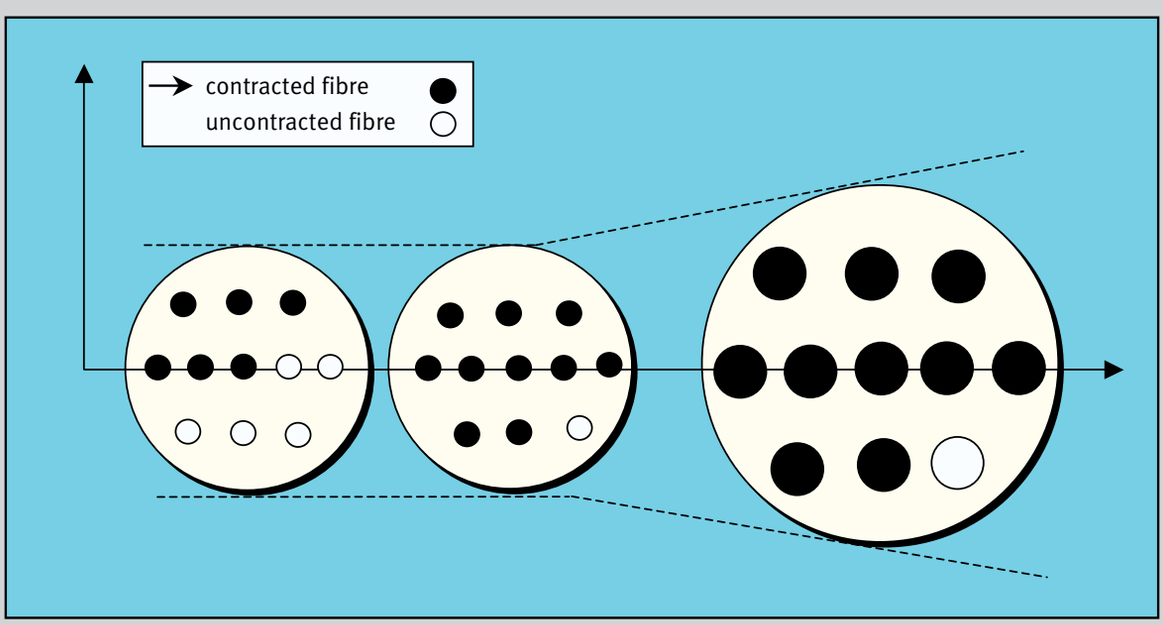
  Muscle contraction is possible as a result of the muscle's fine structure and of the two types of muscle fibre that are classified by the chemical composition of the tissue that reveals various aerobic or anaerobic enzymes.

- Type I slow-twitch red muscle fibres rely almost exclusively on aerobic metabolism
  - These fibres are best suited to endurance sports and are highly resistant to fatigue.

- Type IIA and IIB fast-twitch, phasic or tonic/phasic muscle fibres
  - FTa fibres can be recruited to either an aerobic or anaerobic environment.
  - FTb fibres are essentially geared towards anaerobic adaptations.
  - These are fast and powerful fibres that are not particularly resistant to fatigue.
  - These fibres are best suited to sports requiring speed, strength and explosive strength.

Table 11: The mechanism of strength training

(modified from the original by Fukunaga, 1976)



First comes an improvement in innervation, followed later by muscle fibre hypertrophy.

Table 12: The muscles of the football player

Upper limbs	Torso / Trunk	Legs
• **Pectoralis major** – Shoulder depressor – Adduction of the shoulder	• **Trapezius** – Elevation and adduction of the scapula – Stabilisation of the nape of the neck and the head	• **Gluteals** – Extensor of the thigh (gluteus maximus) – Thigh abductor (gluteus medius)
• **Latissimus dorsi** – Adduction and internal rotation of the shoulder – Adduction of the shoulder	• **Abdominals** – Stabilisation of the trunk – Flexion of the trunk (rectus abdominis) – Rotation of the trunk (external and internal obliques and transversus abdominis)	• **Adductors** – Adduction of the hip • **Psoas major and psoas minor** – Flexion of the hip
• **Deltoid** – Abduction of the shoulder – Elevation of the arm	• **Dorsals** – Stabilisation of the trunk – Extension of the spinal column (nape of the neck, back and lumbars)	• **Quadriceps** – Extension of the knee – Flexion of the hip
• **Biceps** – Flexion of the shoulder – Flexion of the arm		• **Hamstrings** – Extension of the hip – Flexion and rotation of the knee
• **Triceps** – Extension of the elbow – Extension of the shoulder		• **Gastrocnemius + soleus (calf)** – Plantar flexion of the foot – Stabilisation of the knee
		• **Tibialis anterior** – Extension (or dorsal flexion) of the foot

When we execute a movement, we contract one or more agonist muscles while the antagonist muscles (the opposing muscles) are relaxed. Consequently, to bend a leg we have to contract the hamstring muscles and relax the quadriceps.

In training, we always have to bear in mind that we need to provide exercises that work the agonist muscles but without forgetting to introduce other exercises to train the antagonist group of muscles.

Strength training

The three types of strength

Maximum strength

- The greatest strength that a player is capable of producing in dynamic or static form to overcome resistance.

Speed-strength (power/ explosiveness)

- The capacity to mobilise the body and the parts of the body or objects as rapidly as possible.

Endurance strength

- The capacity to resist muscular fatigue in long-lasting efforts requiring strength and endurance.

Strength development and strength training require progressive training of these three types of strength.

Muscular work can be developed in three different ways, depending on the nature of muscular contraction.

The three types of muscular contraction

Isometric

- With static contraction, the length of the muscle remains constant. Muscular tension varies according to the load.

Isotonic

- With dynamic movement, the tension is constant, but the length of the muscle varies.

Auxotonic (plyometrics)

- A combination of forms of contraction, the best known of which are the static and dynamic muscular actions (isometric + concentric work) and plyometrics (a cycle of stretching and thrust jumping).

→ **These muscular actions are the most commonly used in football.**

The different methods of strength training

Maximum strength (intramuscular co-ordination)

- Maximum effort training
- Station training with a personalised programme (with loads)

→ This is an efficient training method for developing speed-strength

Load: 85 to 100% of maximum strength (MS)

Repetitions: 1 - 5

Sets: 5 - 8

Rest interval: 3 - 5 mins between sets

Rapid dynamic execution

Maximum strength (development of muscle volume)

- Repeated effort training
- Station training with a personalised programme (with loads)

→ This is an efficient training method for developing muscle mass and endurance strength

Load: 70 to 85% of MS (for muscle mass)
30 to 60% (endurance strength)

Repetitions: 8 - 12 (for muscle mass)
15 - 20 (and more for endurance strength)

Sets: 3 - 5

Rest interval: 1 - 2 mins between sets

Slow execution or rapid dynamic execution

Speed-strength (power)

- Station training (with loads)

→ This is an efficient training method for developing speed-strength

Load: 30 to 60% of maximum strength (MS)

Repetitions: 6 - 10

Sets: 3 - 6

Rest interval: 1 - 2 mins between sets

Rapid dynamic and explosive execution

It is also possible to do circuit training for endurance strength work (exertion should last between 15 and 30 secs per exercise; with a rest interval of 30 secs)

Reactive strength (plyometrics)

- Multi-jump training (low, high jumps, etc.)
  Selection of different types of jumps and leaps

→ This training helps intramuscular co-ordination, thrust jumping and explosiveness

Load: body weight (plus a light load)

Repetitions: 6 - 12 (4 - 10 secs maximum, depending on the form)

Sets: 3 -5 with the same movement

Rest interval: 1 min after repetitions
3 to 4 mins between sets

Dynamic, explosive execution

This type of training is also possible as part of intermittent training with emphasis on reactive strength and the aerobic pathway

Contrasted strength method

– This specific method features contrasts of loads (heavy and light), alternating between maximum strength work and multi-faceted football-specific and football-orientated exercises

Example: to work on leg strength:
squats (3 x 90% of MS),
followed by six hurdle jumps
and then shooting on goal

→ This training method helps to develop speed-strength

Number of exercises: 3 to 5
(3 x leg exercises and
2 x upper body exercises)

Repetitions per exercise: 2 - 5

Rest interval between repetitions: 1 to 2 mins

Rest interval between sets: 3 to 5 mins

Dynamic, explosive execution

Station training, but also intermittent-type training that calls for aerobic/anaerobic endurance work (depending on the time of the rest interval)

This form of training is easy to hold on the pitch

Electrical stimulation

This modern method consists of working the muscle using electrical stimulation produced by a machine that generates a particular current. This allows a muscle or muscle group to be stimulated in a specific way.

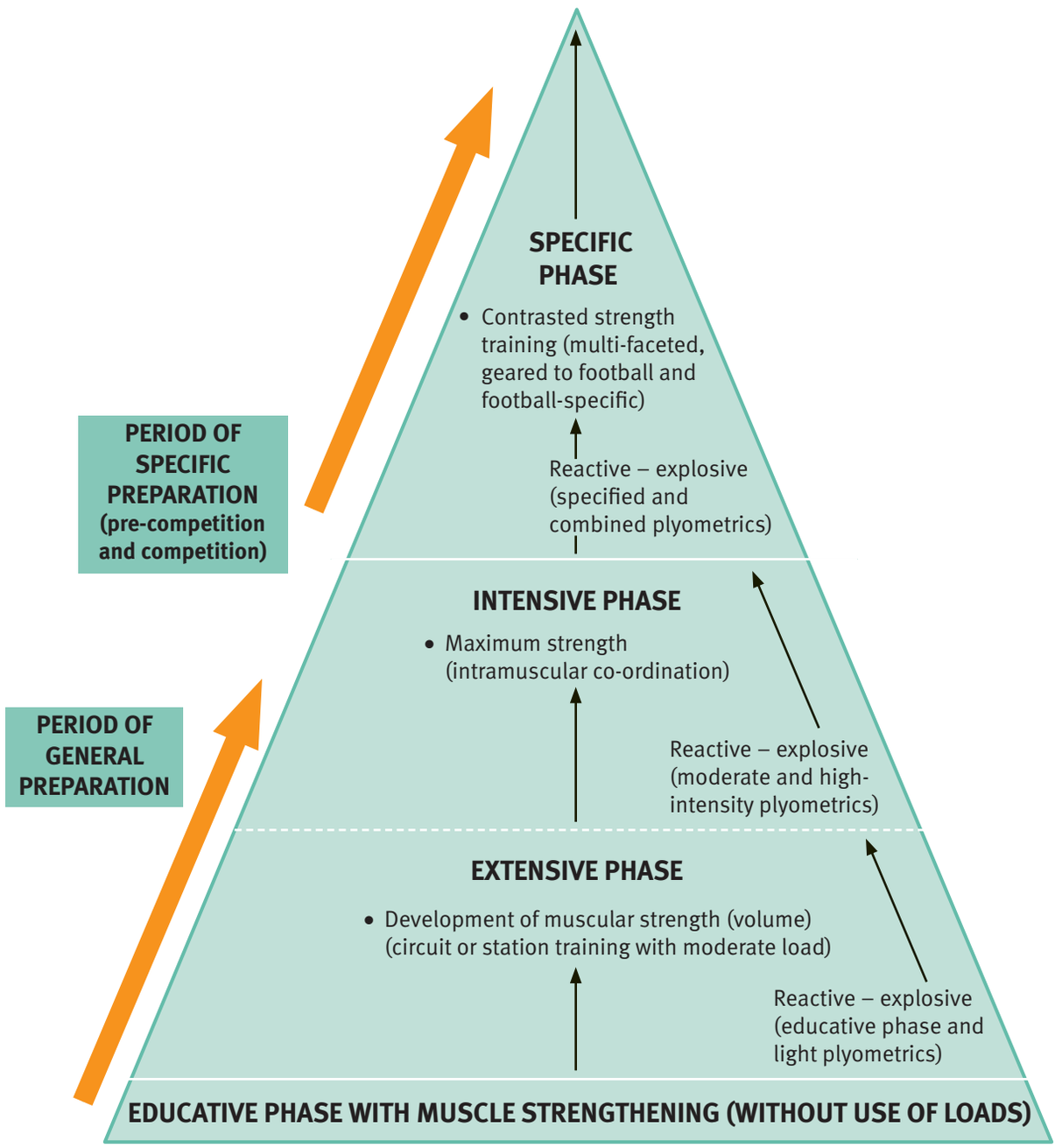
Although it is considered to be an interesting method that can partially replace muscle-strengthening exercises, it does nevertheless have to be used as an addition to muscle training.

It can help to maintain muscle qualities during a period of inactivity (as a result of injury or illness), or during a recovery period.

Generalised muscle strengthening (also known as muscle conditioning) where body weight is used, is the form currently being used throughout the season, and even at every training session, especially for the musculature of the trunk. This “traditional” method is used in particular with youngsters and injured players as an educative phase for strength training (endurance strength: 20 to 40 reps, 2 to 4 sets, with dynamic execution).

In the training content for strength training, you will find various examples of the most commonly used methods in football.

Table 13: Building up strength



Recommendations for strength work

- The development of strength in footballers comes through good general muscle development based on the strengthening of agonist and antagonist muscles, thereby ensuring perfect muscle balance. This is particularly important in young players before they undergo strength training.

- **In the extensive phase:** we are aiming above all for general development of the musculature that acts on the passive locomotor apparatus and ensures good overall balance for the more specific development of football-specific abilities. This stage of basic strengthening is the ideal moment for introducing specific muscle strengthening that is linked to the development of co-ordination skills, in particular orientation, differentiation and balance. It is an educative and elementary phase for muscle development, with work on strengthening muscles using the player's own body weight (muscle conditioning), then gradually progressing to the use of light loads of between 30 and 70% of maximum strength (MS). This type of strengthening is therefore included in the extensive phase of preparation of the footballer, but it may also be extended if the player has not yet reached a satisfactory level of muscular development.

  The following are some recommendations for drawing up the training programme:

  → This training can be held in the form of circuit training (15 - 30 secs / 2 - 3 sets per exercise), or of "station work" (3 sets of 10 repetitions each at 50 - 70% of MS). This can be followed by work in the maximum strength zone (intramuscular co-ordination = IM); such work must be absolutely safe to ensure that there is no overloading. Whereas this work does not pose a risk for the upper body, more attention has to be paid with work on the legs (squats), where the load should not exceed 80% of MS (approx 8RM). Only use of a leg press allows maximum strain.

  → For each anatomical function, exercises have to be chosen that work both the agonist and antagonist muscles and muscle groups to prevent any muscle imbalance, with corrective exercises included as well, if necessary. The exercises selected will cover all parts of the body (lower and upper limbs and the trunk). In this extensive phase, we feel it necessary to schedule two muscle-training sessions per week (e.g. Monday and Thursday, or Tuesday and Friday), especially during a preparation phase or when doing basic muscle building work with youngsters.

- In the intensive phase: the loads are increased gradually, while the volume of training is decreased. With the circuit training, for example, the exertion / recovery times change to 20" – 40", and for the station training the number of repetitions will change to between 5 and 10.

  → Training of thrust jumping ability or reactive strength (plyometrics) will also be introduced into training microcycles in the extensive and intensive phases. This training will be extremely varied and will gradually progress from barefoot work on the floor or on a soft mat (low jumps) with more demanding permutations (using obstacles), to work on harder surfaces (a football pitch). This type of work should be done at least once per week, either in isolation or combined with intermittent work.

- **In the specific phase:** it is imperative that muscle training is continued at least once per week (at the start of the week) to preserve good muscle tone during the long period of competition.

  This can take the following forms:

  → Station training, alternating between heavy and light loads (contrasted method) in functions specific to footballers.

  → Circuit training (15 – 30 secs), also with alternation between heavy and light loads.

  → Combining circuit-strength-training (20 – 40 secs) for the upper body and the trunk with plyometric work (different forms of jumping) for the legs (coaches should insist on very dynamic execution).

  → During this period, emphasis will be placed on mixed intermittent training (5" – 15" or 10" – 20"), with three 6-minute exertion periods and 3 to 6 minutes' rest interval), with the aim of developing resistance speed.

  → As far as incorporating work on strength, power and reactive strength (acyclic speed) into the micro-cycle of training is concerned, we suggest that work which alternates between heavy and light loads (strength and power or reactive strength) should be scheduled at the start of the week. Work that alternates between power and speed or reactive strength should be held in the 2nd part of the week, thereby ensuring excellent muscle tone for the weekend's matches.

In summary, then, training with the right combination of strength development and everything associated with that (power, reactive strength or cyclic and acyclic speed) with specific football-related work will guarantee both the physical integrity of the player and also a high quality of performance.

Table 14: Example of scheduling for strength training

Preparation phase	**(Extensive phase)**		
• 1st week	1 to 2 sessions	2 sets	
• 2nd week	2 sessions	3 sets	
• 3rd week	2 sessions	3 – 4 sets	
• 4th week	1 session	2 – 3 sets	• Cycle with decreased loads
Pre-competition phase	**(Intensive phase)**		
• 2 weeks	1 to 2 sessions	2 – 3 sets	• Increased loads
• 1 week	1 session	2 sets	• Cycle with decreased loads
Competition phase	**(Specific phase)**		
• Each week	1 to 2 sessions	2 – 3 sets	• Cycle to maintain strength

It should be noted that strength training can easily be incorporated into a training session that has other objectives.

Example: It is ideal to hold a training session that concentrates primarily on technical skills after a strength training session.

The invigorating effect of training to strengthen the muscles can have an extremely positive effect on the players' vigour in the technical training work that follows on from that strength work.

Example of a weekly cycle of strength training (during a competition phase)

1st day's training (post-match)

→ Recovery work and preventive treatment work

By: Muscular strengthening and stretching with endurance work (aerobic capacity)

2nd day's training

→ Improving or maintaining both general and specific strength

By: Circuit-strength training or station work (depending on the strength cycle that the players have reached)

4th or 5th day's training (on the eve of the next match)

→ Toning and reactivity

By: Work on power, reactive strength and a combination of cyclic power-speed work (speed) and acyclic work (low jumps)

Example of a muscle building programme for youngsters (15 – 16 years of age)

Cycle 1 / Preparation period (Educative phase lasting 3 weeks)

- **Muscle strengthening**
  - Using body weight
  - Work followed by an obstacle course routine or co-ordination workshops (working on technique)

  2 - 3 sessions per week

Station/circuit training

Load:	body weight + loads (light)
Repetitions:	10 - 20 x
or duration:	20" - 45"
Sets:	2 - 3
Rest interval:	40" - 1' between sets
Execution:	dynamic

- **Reactive strength (plyometrics)**
  - Jumping (low jumps)

  Serves as an additional session to the muscle strengthening

  Example: 2 muscle strengthening sessions and 1 reactive strength session per week

Sequence of exercises

Load:	body weight
Repetitions:	6 - 10 per exercise
Sets:	3 - 4 per exercise
Rest interval:	30" between exercises 1' - 2' between sets
Execution:	dynamic, explosive
Organisation:	5 to 6 different exercises

Cycle 2 / Preparation period (Extensive phase lasting 5 to 6 weeks)

- **Muscle power (speed-strength)**
  - Using circuit training (3 weeks)
  - Using station training (3 weeks)
  - Work followed by co-ordination workshops and technique work

  1 to 2 sessions per week

Station/circuit training

Load:	30 - 50% of MS
Repetitions:	10
or duration:	15" - 30"
Sets:	3 - 4
Rest interval:	45" - 1' between sets
Execution:	dynamic

- **Reactive strength (plyometrics)**
  - Running, sprinting
  - Jumping (medium-height jumps)

  Serves as the 2nd session each week

Sequence of exercises

Load:	body weight
Repetitions:	6 - 10 per exercise
Sets:	3 - 4 per exercise
Rest interval:	30" between exercises 1' - 2' between sets
Execution:	dynamic, explosive
Organisation:	5 to 6 different exercises

Cycle 3 / Competition period (Specific phase lasting 5 to 6 weeks)

- **Contrasted strength + multi-faceted training specially geared to fooball**
  - Change the forms of training each week
  - Intermittent training every 2 weeks

  1 session per week

Station training

No. of exercises:	4 (legs, feet + arms)
Repetitions:	3 - 4 per exercise
Rest interval:	1' between reps 3' between sets
Execution:	dynamic

- **Speed, jumping + sprinting and technique**

  Serves as the second session every week

What each exercise consists of

Series of jumps and sprints with shooting on goal

Cycle 4 / (Decreased-load cycle lasting 2 to 3 weeks)

- Complementary activities (other sports / selection of games)
- Obstacle courses (intermittent)
- General muscle toning (with body weight)

  1 to 2 sessions per week
- Suppleness training

Cycle 5 / (Extensive phase lasting 6 weeks)

- Muscle development
  - Using an individual programme (1 session per week)
- Reactive strength (plyometrics)
  - Multi jumps
  - Running, co-ordination drills

The programmes and the loads have been adjusted to suit the players on the basis of their athletic potential, their morphology and the experience they have already acquired in training.

Beware! Strength training using loads that have not been properly adjusted may result in injuries, especially tendon, ligament and muscle tissue injuries.

How to ensure good strength training

Remember the basics in training

- There can be no strength training without a good-quality warm-up
- It is important to develop both the agonist and the antagonists muscles and muscle groups
- There can be no muscle strengthening without stretching
- Cooling-down and a final stretching routine are a must
- To ensure that the players derive maximum benefit from a muscle-strengthening programme, and to guarantee that the programme is an efficient one, the coach needs to assess and adjust the programme from time to time

6. Speed

Speed is one of the key factors in football that results from good physical condition. In the course of a match, a player has to make 100 to 150 sprints, ranging from 10 to 40 metres in length (the average length is around 20 metres). Indeed, for some, speed is the "noblest" of all the skills possessed by footballers. Players are very often forced to sprint, to dummy at speed and make decoy runs, although seldom in a straight line but still at full speed. They also have to use this pace when controlling the ball or shooting at goal. These high-speed actions are all closely linked to strength and to co-ordination.

Anatomical and physiological aspects that have an influence on speed

- Type of musculature: Fast-twitch fibres
- Muscular strength and elasticity
- Availability of energy: energy-rich phosphate (from 0 – 20 secs); anaerobic glycolysis (from 20 to 50 secs)
- Neuromuscular processes and co-ordination skills
- Anthropometric factors (size, weight, morphology)
- The player's mental state, his level of fatigue and how well warmed up he is

The different types of speed required in football

- Speed of perception, anticipation and decision: cognitive elements that allow the player to act and react before opting for his next move
- Speed of reaction: reacting to a signal (acoustic or visual)
- Starting speed: speed-strength, the first strides of a run
- Speed of execution (with or without the ball): the ability to move and change position on the field at high speed (both with and without the ball, as part of a technical move)
- Speed of acceleration: the main quality required by a player seeking to counter-attack or to increase the tempo of play
- Endurance speed: the capacity to maintain maximum speed over a long distance

  Example: An outside defender makes a run into space deep in the opponent's half, then has to run back to his own zone at high speed (a run of around 60 to 70 metres).

Training methodology

Given that the distances run at maximum speed in a football match range between 10 and 40 metres, the principal energy source is the alactic anaerobic pathway. For the longer distances, between 60 and 100 metres, the lactic anaerobic pathway provides the energy.

The diagram below shows how the energy pathways function.



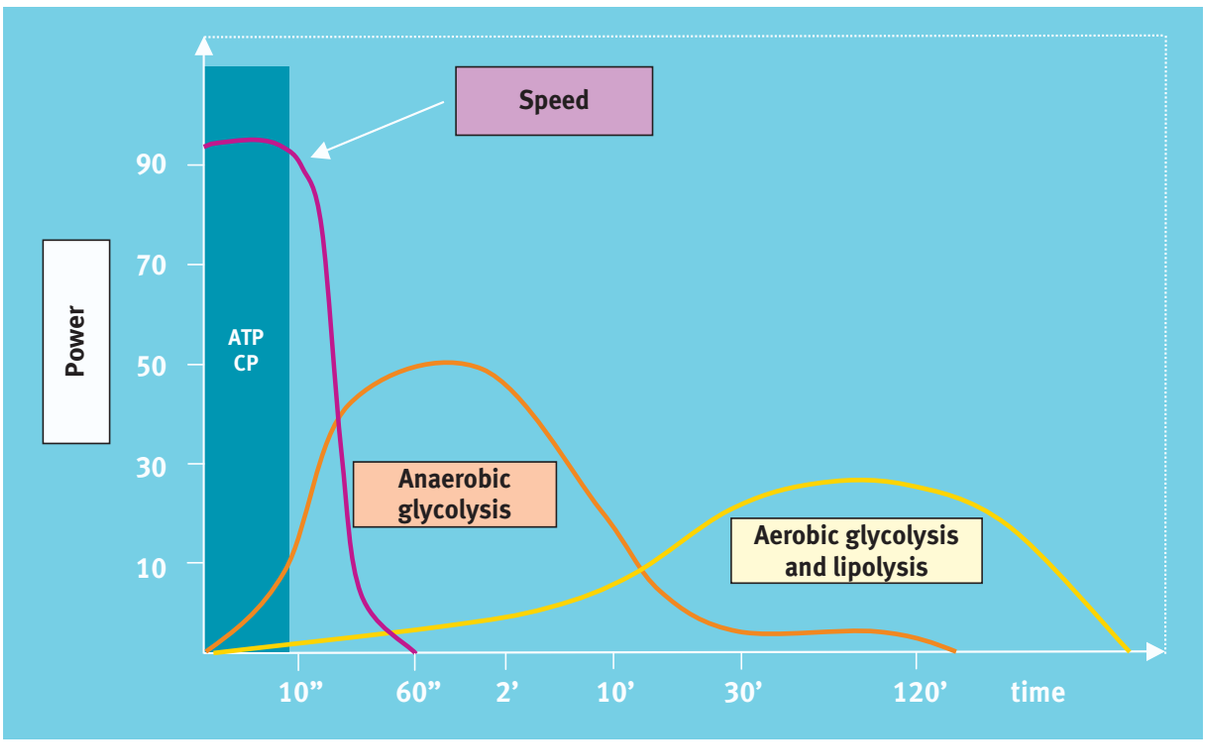
Alactic anaerobic pathway
Intense effort lasting 2 to 8 seconds



Lactic anaerobic pathway
Intense effort lasting between 10 and 20 seconds, and up to 30 seconds

Table 15: Howald's curve

(Dr Hans Howald, Swiss Federal Office of Sports, Magglingen)



Training of anaerobic alactic speed, sprinting speed, starting speed, and speed when running with the ball and changing direction, etc., is extremely important in the preparation of players (but over short distances (10 – 20 metres) when working with youngsters).

Even though anaerobic lactic speed (endurance speed) plays only a secondary role in football, it is nevertheless necessary to introduce maximum efforts of between 10 and 15 seconds into the training session. This type of lactic training (which is also called resistance capacity) will allow the player to prolong his phase of maximum intensive effort, while also helping to work on the metabolism.

This type of training is held with a specified integrated format and can also be geared to training for individual positions.

Example: Training for the outside midfielders and defenders with a combination of simple attacking play and running back to defensive positions at full speed.

The form of speed training with separated elements (running exercises, speed co-ordination, maximum starting speed and sprinting speed) is frequently practised with young players, especially during the learning phase. This form of training helps to develop maximum intensity speed, muscular strength and mental approach.

Nevertheless, the integrated form of training (speed + technical work, speed + technical/tactical work), which helps to develop overall co-ordination skill, is essential in training. It enables players to apply maximum speed - the optimum speed for a footballer - to individual and collective actions in the game.

It is important to strike the right balance between these two forms of training to ensure that both are included in the speed training session in equal measure.

Other methods of training

- Progressive runs with changes in tempo and direction, both with and without the ball
- Uphill running (working on power) and downhill running (working on co-ordination), with weights attached as well
- Exercises working on starting speed, practising runs into space, and on speed of reaction when playing out of position, with auditory and especially visual signals
- Competitive exercises in pairs or teams: tag, relay runs, obstacle courses and speed games
- Running exercises with skipping, work on fast footwork and jumps
- Use of a stopwatch to stimulate players (competitive element) and use of tests to motivate them

The right amount of speed work

- The number of repetitions per set, depending on the distance run, should not exceed 4 to 6 (with an absolute maximum of 8) to prevent the build-up of lactic acid.
- The number of sets is dictated by the depletion of muscle reserves. For a distance of 30 to 40 metres, 3 to 4 sets would seem to be the ideal recommended amount. For shorter distances, between 10 and 20 metres, it is possible to do as many as 5 sets.
- The rest period between repetitions must be between 20 and 30 seconds to allow recovery of half of the alactic anaerobic reserves. Although it can go up to 3 minutes, it should not exceed this amount as the capillaries start to close up, thereby eliminating the benefit of the training session (performed at submaximal speed).
- This recovery time is often expressed as 1:10, 1:15 or 1:20; in other words, 10 or 20 times the exertion time. It varies according to the exertion time, the metabolic objective of the training, the training condition of the players, and also on their age.
- The rest period between repetitions is very often active, with some walking or jogging around, depending on the distances run or the duration of effort. As there is a high lactic acid build-up (often more than 5 mmol/L) in the muscles, a minimum rest time of 4 to 5 minutes is necessary, going up to 8 to 10 minutes, depending on the loads. This recovery phase often consists of work on suppleness and simple technique as the basic contents.

Planning of speed work

There has to be follow-up with speed training in the annual training schedule, in the same way as there has to be with work on technique, thereby ensuring that the speed work has a positive effect on all speed-related elements.

- In the phase of preparation for speed work (the "pre-speed phase"), time is spent on developing muscle capacities (agonist and antagonist muscles/muscle groups), on co-ordination, but not too much on aerobic endurance (which relies on the oxidative energy pathway).
- Muscle toning prior to speed training aids muscle contraction and helps work on acting and reacting. The current trend is to hold a strength training session before speed training, using a heavy-light load alternation (strength transformation). This format also boosts the potential of the co-ordination process.
- Speed training is quality-dependent work that calls for great mental commitment (concentration, attention and willpower) and a high level of motivation, hence the importance of introducing a variety of forms of training.
- Speed training must always be rounded off with limbering-down exercises and stretching.
- Two sessions for working on specific speed are usually programmed into the weekly training cycle: at the start of the cycle, emphasis should be placed on speed of execution (alactic anaerobic or lactic anaerobic pathways); at the end of the week, work should focus on reactive speed (reaction and liveliness).

The duration of the speed training session and its content are determined by the other speed-related training elements that are scheduled. Experience has shown that when a speed training session precedes a technical session, the quality of the latter is enhanced because of the demands placed by the speed work on the players' co-ordination capacities (and the players are able to apply these abilities elsewhere, too).

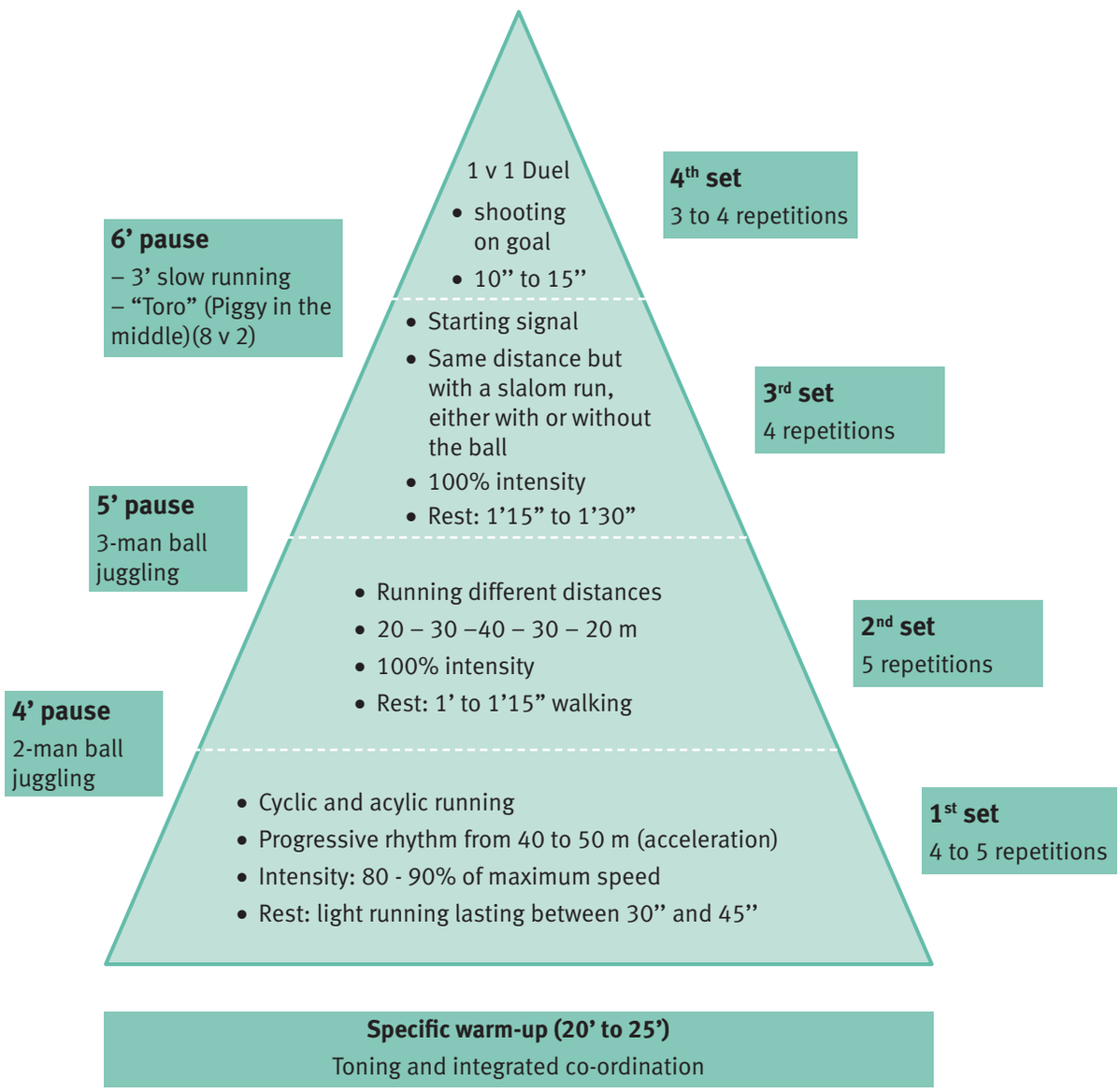
Some rules for speed training that must be respected

- Speed should be trained after a rest period and at the start of a session.
- The speed training session should be held under conditions where motivation is high and where there is total mental focus (to aid concentration, willpower and attention).
- The warm-up should be adapted (muscle stimulation and limbering-up, based on separate and integrated co-ordination).
- Always aim for optimum-intensity work, with the emphasis on quality (submaximal, maximal and supramaximal running).
- The duration of an exercise should not exceed 7 to 8 seconds, or 5 to 6 seconds for youngsters.
- It is imperative that the recovery period is observed and that the content of this period is always planned.
- The forms of training should be varied; running exercises, contests, games (with duel situations in pairs to increase motivation and produce maximum intensity).
- Speed training that goes on too long leads to a build-up of fatigue, increases the risks of muscle and ligament injury, and also impairs the correct execution of skills.
- Light relaxation and recovery stretching exercises are obligatory at the end of a speed training session.
- The organisation of the training session and the quality of the coaching are determining factors in ensuring a good session.

Table 16: The structure of a speed-training session

	ALACTIC ANAEROBIC SPEED	LACTIC ANAEROBIC SPEED
METHOD	Repetitive short interval training	Repetitive short and medium interval training
INTENSITY	• 95 to 100% of maximum speed • Maximal / Supramaximal	• 90 to 95% of maximum speed • Submaximal / Maximal
REPETITIONS	• from 4 to 8 per set	• from 3 to 5 per set
DURATION OF EFFORT	• from 2'' to 8'' (maximum 10'') • 10 to 50 metres	• from 9'' to 20'' • 50 to 150 metres
SETS	• from 3 to 5	• from 2 to 4
TOTAL DISTANCE	• from 300 to 600 metres per session (depending on the training)	• from 600 to 1200 metres per session (depending on the training)
REST PERIOD	• semi-active /active • 1:10 à 1:20 between repetitions (depending on the duration) • 4' to 8' between sets	• active (constant) • 1:3 to 1:6 between repetitions (depending on the duration) • 7' to 10' between sets

Table 17: Example of a speed-training session



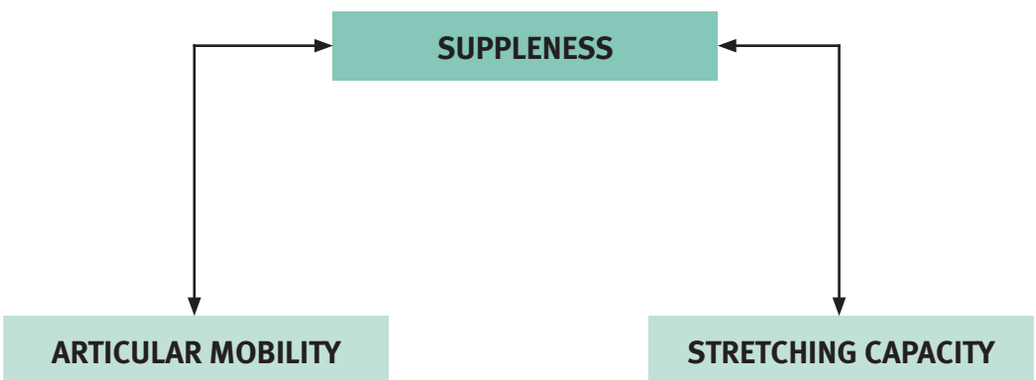
Note: The 3rd set can also be combined with integrated exercises using a ball.

Example: – A 1-on-1 duel exercise, finishing with shooting at goal
– A 3-player counter-attacking move, finishing with shooting on goal (duration 8" to 10")

7. Suppleness

Suppleness is the ability to execute as large a range of movements as possible with ease.

It is determined by two factors:

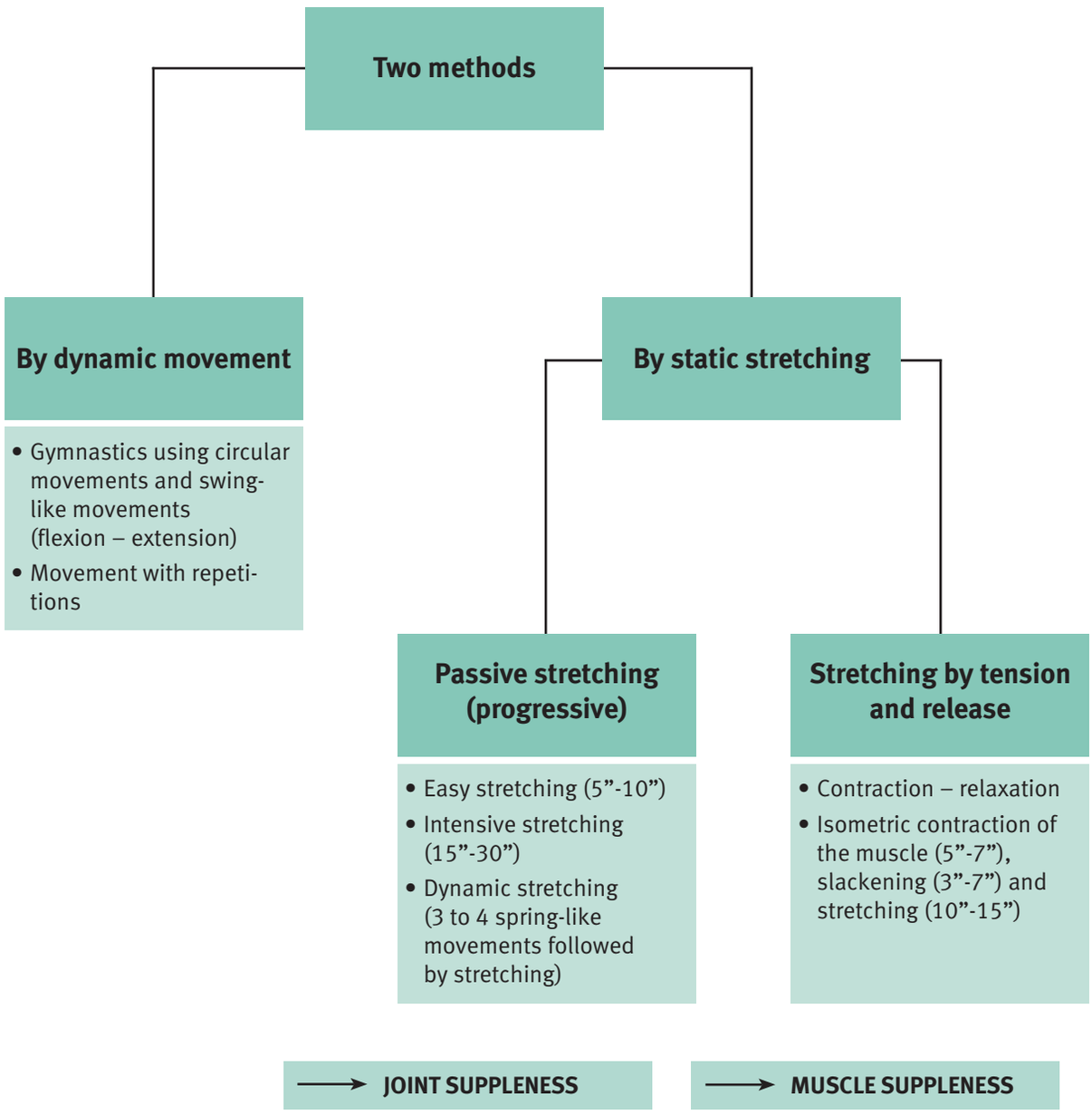


Articular mobility refers to the joints and to the intervertebral discs. Stretching capacity concerns the muscles, the tendons, the ligaments and the articular capsules.

Age, the hormone system, temperature, the time of day, and fatigue all have an influence on suppleness.

The importance of suppleness is greater in a sport such as gymnastics than it is in football. Although suppleness is called for when players shoot, control the ball or feint, the range of suppleness required is not that great for these particular movements. Where suppleness does retain its importance for a footballer, however, is with the prevention of injuries, with the greater elasticity of muscle tissue that it engenders, and also with the fact that a supple player will have a body well prepared for performance.

The methods and forms of training for suppleness



These two methods are compatible in the training of footballers, and are recognised as improving and maintaining suppleness, as well as being an aid to recovery.

Suppleness training should be included at every training session, during warm-up and/or cooling down. Moreover, it should be incorporated in the overall training programme at least twice per week and should last around 10 to 15 minutes.

Stretching alone is not sufficient to improve suppleness; it has to be supplemented with dynamic suppleness training (mobility and flexibility work).

The movement (mobility) method for limbering up

For:	– Spinal column – Torso – Hips – Legs – Feet
Repetitions:	– 10 to 30 (8 to 10 with a minimum warm-up)
Sets:	– 1 to 3

A distinction should be made between dynamic, active movements and sudden, rapid movements.

The static stretching method

This is the most frequently used form of warm-up. It consists of stretching the muscles, slowly and gradually, until they reach the point of tension that needs to be maintained.

Shortening of the muscle groups as a result of effort can have adverse effects on the joints and can, in particular, lead to overloading of articular cartilage. Tendon insertions of shortened muscles often react by becoming inflamed. There is a risk with contracted and contractured muscles that are not readily extensible that they can become elongated or, worse still, torn.

With high-quality stretching, the muscle can regain its firmness and suppleness	
For:	– Muscle groups that are used
When:	– During warm-up – After each training session, in the cool-down phase – After intensive efforts (where speed and strength have been used) – To improve suppleness (mobility)
Duration of tension:	– From 5” to 10” (easy stretching) during warm-up – From 15” to 30” (intensive stretching) during recovery or muscle
Repetitions:	– 1 to 3, depending on the tension duration and the muscle being stretched
Rules:	– No sudden movements – Players doing stretching must always breathe correctly, i.e. regularly and calmly – Players must be fully concentrated – Players with muscle pains should not do stretching – Players should not do stretching before executing explosive movements; this can result in a drop in performance level

Recent studies have shown there is no conclusive proof that stretching has a preventive effect as far as injuries are concerned; the same cannot be said, however, for good basic aerobic endurance.

Stretching is not essential for prepubescent youngsters. Nevertheless, as a way of getting young players used to the idea of stretching, it is advisable to introduce it two to three times per week at the end of training, from the age of 9-10 onwards.

8. Co-ordination skills

Co-ordination skills, which are also described as “agility”, “dexterity” or psychomotor skills, allow the player to control and adjust his movement and to master technical and technical/tactical skills and moves more swiftly.

→ Co-ordination lies at the root of all skilled technical moves

Factors that make up co-ordination (O.R.D.E.R.)

Orientation

The ability of a player to position himself correctly in terms of both space and time.

Changing and readjusting the position of the body on the basis of the perception of a given situation.

Reaction

An ability that allows the player to respond extremely quickly to signals and to match situations.

Not merely executing the right technical move, but also doing so very quickly.

Differentiation

An ability that allows the player to deal in different ways with the information that he perceives with his sensory organs.

Executing individual skills that form part of a team move.

Knowing how to weight a pass correctly.

Equilibrium (balance)

The ability that allows a player to maintain his balance during an action or while executing a technically move.

Being able to regain his balance after a duel, a body charge and after feinting.

Executing the fast footwork required in technical moves.

Rhythm

The ability that allows the player to execute movement rhythmically.

Alternation between speed and slowness.

Dribbling, feinting.

Co-ordination training

Although training of co-ordination skills is appropriate for adult players, it is particularly beneficial with young children whose nervous system is still at the development stage and is therefore receptive to external stimuli. To derive the maximum benefit from this temporary "receptiveness", it is advisable to put youngsters through separate and integrated co-ordination exercises (from 8 to 12 years of age). When they reach their growth spurt (11-14 years), they are faced with the phenomenon of physical change: their limbs will grow longer and their co-ordination will suffer as a result. At this age, therefore, co-ordination training is essential.

The ideal with young players is to do specific co-ordination and speed co-ordination training with fast footwork exercises (ladder drills, etc.) at least twice per week.

As a general rule, there need to be at least two or three 15 to 20-minute co-ordination training sessions each week. The warm-up phase is ideally suited to this.

It can be said that, from the age of between 8 to 9 up until the age of between 15 to 16, co-ordination forms an integral part of the training process, just as basic technique does, given that technical skills alone are not sufficient. Players have to work on sequences (e.g. sequences of moves), but also on different match situations that will stimulate the nervous system.

It is clear, then, that it is no longer in keeping with the modern game for players to have to learn their trade by means of static and isolated gestures. Movement, repositioning around the field and changes of direction have to be incorporated into all co-ordination and technical exercises.

Even though the nervous system's "thirst for learning" is much less developed in adults than it is in youngsters, it is still possible to improve the repertoire of motor and even technical skills. It has been proven that, by using running exercises, jumping exercises or also co-ordination exercises with a ball (concentrating on rhythm, differentiation and orientation), the range of a player's psychomotor abilities can be increased still further, even after the age of 25.

Co-ordination abilities can be improved with additional training exercises (e.g. playing other sports), or by integrated training sessions. As is the case with speed training, co-ordination training should not be performed when the players are in a state of fatigue, as the control and learning processes cannot operate to their full potential.

These exercises have to be repeated, drilled and gradually introduced into multiple-exercise sequences that work on all of the co-ordination skills required.

Co-ordination exercises therefore constitute an excellent preparation phase for technical and tactical/technical training.

It is not possible to train co-ordination skills in an optimum way unless they are combined with factors related to physical condition, namely speed, strength and endurance.

A highly talented and technically skilled player often has better developed co-ordinational skills than other players. If a player is able to control his movements well and possesses good co-ordination abilities, this will increase his confidence, which will, in turn, have a positive influence on the development of his personality.

→ **Co-ordination and technique are the key elements when training youngsters at the pre-development/pre-training stage.**

NB In Chapter 10 – **The Player of Tomorrow**, we shall be presenting various essential principles for the physical training and preparation of young players.

Examples of integrated exercises to develop co-ordination skills

Objectives	
Orientation **Differentiation** **Equilibrium**	• The player has his back to goal, receives and controls the ball on the turn before shooting into a predetermined area of the goal (emphasis on precision).
Orientation **Reaction** **Differentiation** **Equilibrium**	• Shooting accurately at a specific area of the goal (near or far post) after somersaulting on the ground and controlling the ball.
Balance + fast footwork **Rhythm** **Orientation** **Differentiation**	• Sequence of high-speed jumps landing on the right and left foot in circles placed on the ground, receiving the ball and doing a slalom around poles and making a long aerial pass.
Differentiation	• Juggling with a football, tennis ball, volleyball, etc.
Differentiation **Orientation**	• The same as above, but with the players doing a half-turn.
Rhythm **Balance + fast footwork**	• Running with the ball (using the inside and outside of the foot), slalom with two or three touches of the ball, etc. • The same as above, using the left and right foot.
Orientation **Differentiation** **Reaction** **Equilibrium**	• Trying to score from balls coming in either directly or indirectly at high speed, at different trajectories and from different distances (emphasis on timing).
Equilibrium **Orientation**	• Trying to score while being harassed and jostled by an opponent (one-on-one duel).

FIFA
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9

The training plan

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1. The training plan

The development of a football player and the preparation of a team are comparable to building a house. In order to achieve the objectives that have been set, the coaching staff have to follow a series of steps that have been scheduled as part of an overall plan.

This is known in the sporting world as **the training plan.**

→ The training plan consists of determining objectives and implementing a set of increasingly detailed procedures with the aim of achieving these objectives.

As with any form of education or teaching, as little as possible should be left to chance with training, even though a fair share of intuition, or "nous" on the part of the coach, also has its role to play in the process.

The planning of his team's training is therefore an essential task for any coach if he is to ensure that the players progress, that their performance abilities develop, and that they are prepared both individually and as a team for competitive action. This is just as much a task for top-level coaches as it is for youth coaches.

Why plan?

- To decide, after analysis and reflection, on the choice of objectives to be achieved, both for the short and the long term.
- To help ensure a better weighting of the elements covered in the training, in terms of quantity, intensity and quality.
- To prevent improvisation in training work.
- To avoid routine and to give the coaching staff and players reassurance.
- To allow better monitoring of training and to facilitate evaluation.
- To allow the coach to respect and monitor the biological, physiological and psychological factors that determine performance.

Planning of training depends to a large extent on the age of the players, their level of development, the category of competition in which they are playing and the fixture lists for the competitions in which they are involved. However, unlike in individual sports, such planning is not easy to schedule in a team sport like football, where players can be involved in several competitions (domestic league and cup competitions for their club, international club competitions and international competitions with the national team).

High-quality, methodical planning, such as that required by a national team, calls for close co-operation between the coach, the doctor, the dietician and the psychologist.

Preparing the Brazilian team for the 2002 FIFA World Cup™

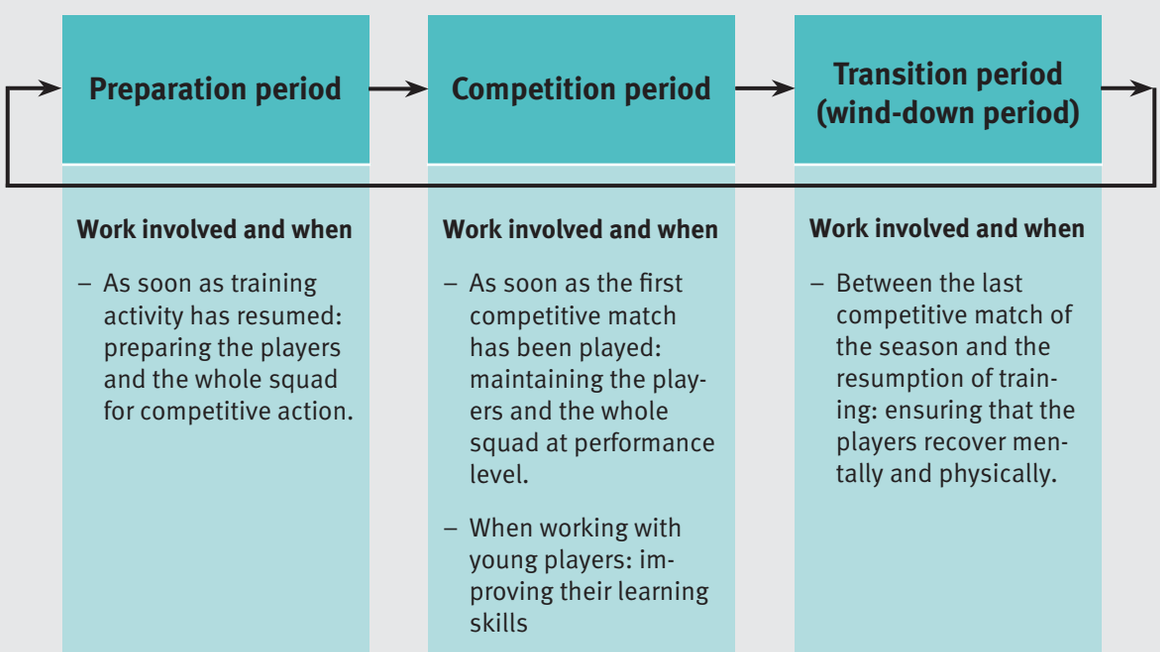
"We had very little time, which made it all the more difficult. Sometimes we ignored the technique and tactics, such as when we spent four whole days on the players' physical and medical examinations. The aim of this was to obviate any physical problems during the World Cup. We sacrificed coaching for four or five precious days so as to ensure we had a perfectly fit team. I went through this willingly to avoid problems during the competition. And the results speak for themselves. Brazil were fantastically fit – perhaps one of the fittest squads of all. And there were no injuries. What is more, this type of preparation helped me to demand much more of the players during the World Cup. The difference between Brazil and the other teams became evident in the second half of the tournament."

Luiz Felipe Scolari

1.1 The annual training plan for the season

The annual training plan is the basis for all scheduled training activity, and the coach's first task is to draw up this plan before a new season gets underway. This plan varies from country to country, either because of the structure of the fixture list of the competitions in a given country, or because of cultural, weather and even financial considerations. The plan does, of course, also vary, according to whether the coach is working with top-level professional players or with young players who are still being developed. It does, however, rely on the same methodological principles.

The periodisation* of the annual training plan



* *Periodisation is a technique of planning the process of training and competition so that the annual training plan is a succession of "periods", each of which has a different style of activity.*

For coaches working with players at the pre-development/pre-training stage or at the development stage, the annual training plan is based around these same periods as well, but the scheduling of training activities is not geared solely to team performances.

Irrespective of the results achieved by the team, the training objectives that have been set – regardless of whether these are technical objectives, combined technical and tactical objectives or psychological and physical objectives – must remain a priority throughout the season in the planning of training sessions.

Criteria to be taken into account when drawing up an annual training plan

- Playing level, performance age and training age
- The number of players (squad size) available
- The fixture list
- The objectives for performance on the pitch for the season
- The infrastructure, equipment and conditions available for training
- The coaching staff available (coaches, medical support, administration manager, sports psychologist)
- Analysis and assessment of past performances
- Additional criteria to be considered:
  - Sports medical tests
  - Inclusion of preparation or recovery period
  - The social environment of the players (family, place of residence, school, work, lifestyle habits, etc.)

The annual training plan is often subdivided into two or three large cycles (macrocycles), lasting four to six months each, depending on the duration of the annual training plan.

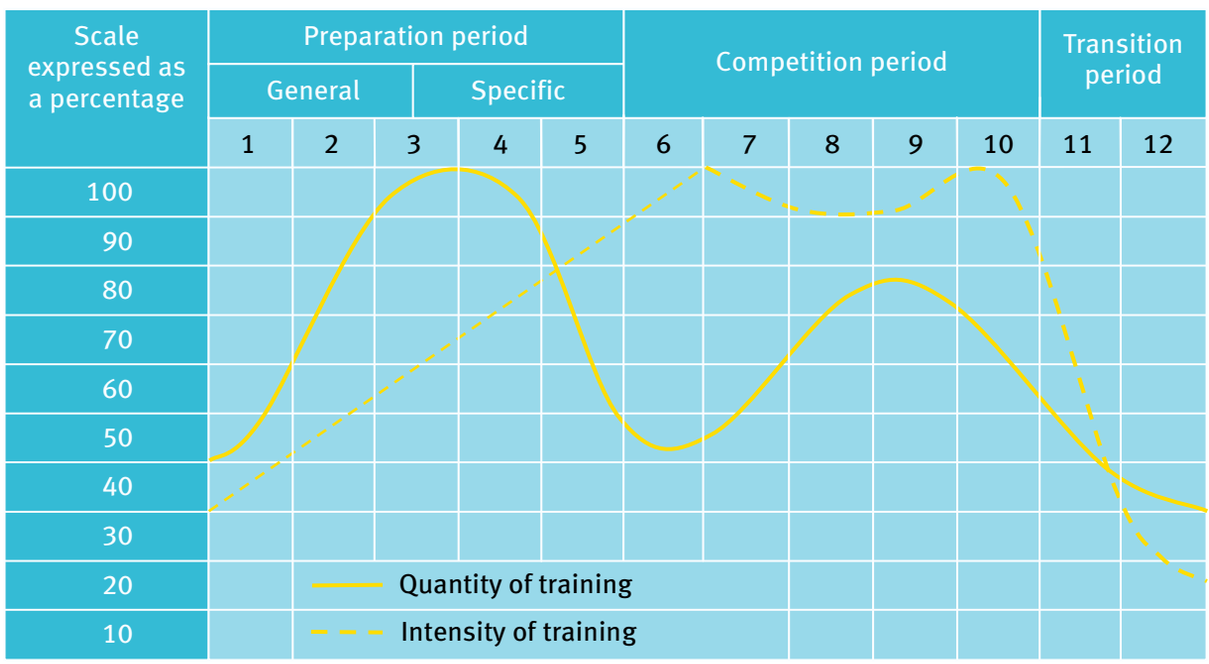
a) The preparation period

- This is the key period for getting the players and the team as a whole in the right physical condition.
- It should last between 4 and 10 weeks (depending on the level of the players and the level of competition) and must take into account physiological factors. Experience has shown that the first positive effects of training become apparent after 6 to 10 weeks.
- A preparation period lasting 6 to 8 weeks seems to be the norm nowadays in football.
- The period is divided into two phases:

1st phase :	– General preparation based around physical work. The quantity of training is decisive for this preparation, i.e. the frequency of training sessions and the duration and volume of training. The training done in this phase is basic.
2nd phase :	– This is the pre-competition phase, the phase of specific physical development with the inclusion of technical/tactical and mental aspects. The quantity of training is reduced; the quality therefore comes from the intensity of the work. There are nevertheless many who feel that that quality is often synonymous with quantity and intensity.

This period, which is subdivided into 3 or 4 cycles lasting 1 to 3 weeks each, is known as the preparation mesocycle.

Table 1: Graph showing the relationship between the quantity and the intensity of training in an annual training plan



Dietrich Martin, Trainingsstruktur, Trainingsplanung, Leistungssport 1971

b) The competition period

- The duration of this period depends on the competition schedule.
- It usually lasts between 8 and 10 months (depending on the country and the level of competition).
- The period is subdivided into weekly cycles called microcycles.
- This is the period when general and specific fitness are transformed into match fitness: when players reach optimum performance capacity and seek to maintain this for as long as possible.
- During this phase, the players' need for competitive action is aroused and generated, and they are prepared for coping with the emotions and pressures of competing.
- As the level of performance during this period depends on the commitment of the players in the various competitions and on their own personal potential, the coach has to bear in mind the need to take individual requirements into account in training.
- To ensure the right emphasis in training and to allow the training to be monitored more easily, several of the microcycles in this period become 3 to 4-week competition mesocycles.

In today's game, given the heavy burden placed on players in terms of the number of matches played (many players are involved in at least two matches per week), it is necessary to programme recovery and regeneration cycles into the mesocycle, especially when working with young players.

When players are being developed, learning mesocycles are always programmed into the schedule.

Example: Three-week cycle with the main emphasis on technical aspects: receiving the ball, controlling on the turn and delivering the first pass. Together with the physical and competition-related objectives fixed, this emphasis on technical elements remains a priority in the cycle.

c) The transition period

- This is the period when the level of performance drops off and where the player has to be able to recover physically and mentally from the exertions of playing competitive football.
- The period lasts between 4 to 8 weeks (depending on the country and the level at which the players are playing).

This phase is scheduled after a period of competitive activity. However, bearing in mind that 2 to 3 weeks' absolute rest can be sufficient to cause general endurance performance to drop by 20 to 25%, VO2max by 4 to 6%, as well as causing a decline in overall strength and co-ordination qualities, it is also possible to arrange a programme that allows the players to maintain their fitness level with progressive physical activity.

Example:

– Phase 1, lasting between 7 and 14 days

  After a few days' complete break (this will depend on the player), introduce rest and recovery with additional sports and activities (an excursion, cycling, swimming, tennis, etc.).

– Phase 2, lasting between 10 and 20 days

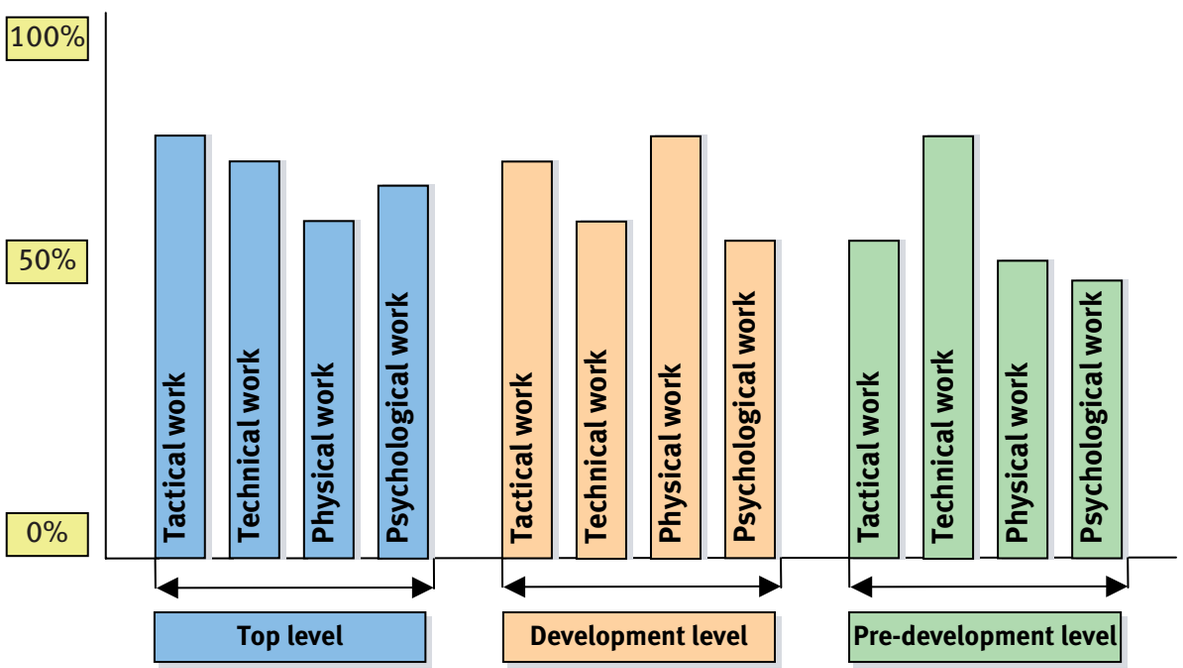
  Special, individual programme, concentrating on endurance, suppleness and muscle strengthening.

  3 to 4 sessions each week, lasting 45 to 60 minutes at 60–70% of the intensity required during the training phase.

This phase also allows players who have been out injured for a long period or on reduced training to return to performance level during the final period of competition.

Table 2: Graphs showing the distribution in the annual programme of the different elements that make up football training sessions between top-level, professional players, players at the training/development stage and players at the pre-training/development stage

(Jens Bangsbo, 1994)



1.2 The competition microcycle

The microcycle, which is a short, weekly training cycle, stretches over several days and often a whole week.

The microcycle should not be merely a repetition of the previous cycle; it has to have a new foundation, and this also implies that some of the processes, methods and forms of training have to be revamped as well. There obviously also has to be a change with the workload in training.

Microcycles that are linked together over a 3 to 4-week period (thereby forming a mesocycle) can differ from one week to the next. The content of the microcycle is often determined by the team's result, but also by other factors, such as the performance level of the team as a whole or of individual players, or the weather, etc. It is always based on the exertion–recovery process. With young players at the learning stage, the microcycle also has to take into account whatever learning objectives have been fixed for the cycle.

At professional level, and even with young players who are playing international football, the high number of matches – often 2 to 3 per week – makes it necessary to have 3 to 4-day microcycles that are essentially geared to recovery and preparation for the next match.

The structuring of the microcycle – physiological and physical aspects

- Always define the energy pathway that will form the physiological "focal point" of the session.
  Example: Technical training with work on aerobic capacity (70–80%).
- Pay attention to the muscles/muscle groups and neuromuscular groups that are being used.
- Begin the cycle, as soon as the match is over, with active recovery based on oxygenation, capillarisation, cardiorespiratory endurance (basic aerobic endurance / aerobic capacity) and muscular endurance (muscle strengthening).
- Work on strength, co-ordination and speed, but with emphasis on rest as well.
- The training "peak" (i.e. the most intensive training) should occur in the middle of the cycle.
- Stimulate muscle toning at the end of the cycle and on the eve of competitive activity (with work on reactive speed, alactic speed and co-ordination).
- Ensure that the emphasis is correctly weighted in the cycle (quantity and intensity).
- Reduce the workload in the second part of the cycle.
- Plan the recovery and energy regeneration phases.

Example of a workout in a microcycle adjusted for football

- Match (it is also possible to hold a brief body and muscle "wake-up session" on the morning of the match)
- Post-match wind-down, active recovery work (low-impact aerobic work)
- Strength (strengthening / power / plyometric work)
- Football / technical work / specific speed work (transformation work)
- Football / technical/tactical work / aerobic-anaerobic work (aerobic power)
- Aerobic endurance (recovery work, e.g. on a bike or another form of exercise)
- Rest period (possibly lasting 1 day and concluding the first half of the microcycle)
- Football / explosive speed and/or specific speed work (multi-form)
- Football / technical/tactical work (preparation for the match)

→ Examples of annual training plans can be found in the attached tables.

Table 3: Example of an annual training plan

<table>
<tr><th colspan="4">Periodisation of training</th></tr>
<tr><th></th><th colspan="2">Preparation</th><th></th></tr>
<tr><th>Transitional</th><th>Basic</th><th>Pre-competitive</th><th>Competition</th></tr>
<tr><td rowspan="4">• Rest
• Holiday
20 to 30 days
• The last 15 days
– Active rest (2 to 3 sessions per week)
– Additional sports
– Individual training
› jogging
› muscle strengthening
› suppleness</td><td>Phase 1
General physical preparation
(8 to 14 days)</td><td>Phase 2
Specific physical preparation
(10 to 15 days)</td><td>• 30 to 35 weeks</td></tr>
<tr><td>Cycle 1
• Basic endurance
– Aerobic capacity (70 to 80% of MHR)
– Continuous and fartlek
• Extensive strenght
– Muscle strengthening (conditioning) and light loads
– Circuit (circuit training)
• Co-ordination + suppleness
• Games (Technical/ Tactical work)</td><td>Cycle 3
• Anaerobic alactic + (lactic) (speed endurance, sprint endurance)
– Interval training
• Power and explosive strength
– Low/high jumps
– Multiform (contrasted strength)
• Speed (95 to 100%)
• Technical/tactical work (collective preparation)
• Pre-season warm-up matches (2 to 3)</td><td>• 2 x 15 to 18 weeks (professional players)
• 2 x 12 to15 weeks (young players)
• 40 to 65 matches
• 6 to 8 mesocycles lasting 3 to 4 weeks each
• Microcycle of 5 to 7 sessions per week
• Training objectives
– Competitive activity (matches)
– Learning
• Physical cycles
– Aerobic
– Speed-strength
– Aerobic-anaerobic</td></tr>
<tr><td>Cycle 2
Specific physical preparation
(10 to 15 days)</td><td>Cycle 4
Concluding phase
(8 to 12 days)</td></tr>
<tr><td>• Aerobic power (80 to 100% of MHR)
– Interval and intermittent training
• Intensive strength
– with loads
– by station
• Running and co-ordination exercises
• Technical/tactical work
• Games
• Warm-up match (1 to 2)</td><td>• Matches (2 to 3)
• Technical/tactical work
• Tactical work
– With the whole team
• Speed-strength
– Alactic speed (100%)
• Aerobic refresher session (1 to 2 sessions)</td></tr>
</table>

Table 4: Example of a competition microcycle with one match played per week

MON	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY	SUNDAY
MORNING						
Rest	• **Physical work** – Aerobic endurance – Strength – Muscular power • **Technical/ tactical work** • **Game** (aerobic)	• **Physical work** – Anaerobic speed – Speed-strength • **Technical work** – Work in front of goal • **Game**	***Rest***	• **Physical work** – Speed (reaction) • **Technical/ tactical work** • **Tactical work** – Team unit – Dead-ball situations • **Game**	→ **The following may be included as well:** • **Muscle and body "wake-up session"** • **Tactical work** – Repetition of work already practised	• **Recovery session for the whole team** (warming-down) • **Technical/ tactical work** with physically challenging work for the players who did not play in the match
AFTERNOON						
Rest	• **Technical/ tactical work** – Keeping the ball – Attack – defence with physically challenging work • **Game** • **Aerobic refresher session** 1 to 2 sessions per month	• **Technical tactical work** – Game – Finishing – Pressing – Other drills – Drills where the players are physically challenged (aerobic power) **or** **Internal match**	• **Technical work** – Individual work by position • **Tactical work** – by line (defence, attack, etc.) – Dead-ball situations → Wind-down session	***Rest*** → If there is no "wake-up" session before the match, the Friday morning session can be held in the afternoon.	**Match**	***Rest***

Table 5: Example of a competition microcycle with two matches being played per week

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY	SUNDAY
MORNING						
• **Recovery session for the whole team** (post-match wind-down) • **Technical/ tactical work** with physically challenging work for the players who did not play in the match	• **Technical** – Co-ordination • **Physical work** – Muscle toning – Liveliness • **Tactical work** – Work with the whole team – Dead-ball situations	• **Muscle and body "wake-up" session** • **Tactical work** – Refresher session	• **Recovery session for the whole team** (post-match wind-down) • **Physical work** • **Technical/ tactical work** for players who did not play in the match	→ **The following may be included as well:** Individual session or team tactical session – (video)	• **Physical work** – Toning – Speed (reactive) • **Tactical work** – Whole team – Dead-ball situations • **Game**	→ **The following may be included as well:** • **Muscle and body "wake-up" session**
AFTERNOON						
Rest	***Rest***	**Match**	***Rest***	• **Techniccal and physical work** – Muscle strengthening – Co-ordination – Work in front of goal • **Technical/ tactical work** – By team unit – Attack – defence • **Game**	***Rest***	**Match**

Table 6: Example of a competition microcycle for players at the learning phase (15-17 years of age)

DAY 1	DAY 2	DAY 3	DAY 4	DAY 5	DAY 6	DAY 7
MORNING						
Rest	***Rest*** or • **Individual session** – Technical work (work on the basics)	• **Physical work** – Alactic speed • **Technical work** – Finishing	• **Specific session** – Co-ordination – Technical work (with individual positions)	***Rest***	• **Technical/ tactical work** – Whole team • **Technical and physical work** – Reactive speed • **Game** – Emphasis on cognitive aspects and free play	
AFTERNOON						
• **Recovery session** (warming-down) – Aerobic work refresher – Co-ordination – Suppleness – Treatment-massage	• **Physical work** – Strength (individual-ised work) • **Technical work** – Basic aspects • **Game** (aerobic)	• **Tecnical/ tactical work** – Attacking play – Defensive play • **Game** – Work on finishing (shooting)	• **Technical and physical work** – Aerobic-anaerobic • **Game** – Played on a reduced-size pitch or **Internal match**	• **Technical work** – Foot-tennis – Individual work (em-phasis on the player's wrong foot and heading) • **Tactical work** – Team units – Dead-ball situations Day off Every 3rd week	***Rest***	**Match**

Table 7: Example of a recovery microcycle

DAY 1	DAY 2	DAY 3	DAY 4	DAY 5	DAY 6	DAY 7
MORNING						
	Rest	• **Specific session** – Strength work (general muscle strengthening) – Co-ordination – Individual technique – Foot-tennis	***Rest***	***Rest***	• **Physical work** – Toning – Reaction (liveliness) • **Tactical work** – Team unit – Dead-ball situations • **Game**	***Rest***
AFTERNOON						
• **Recovery session** – Oxygenation session (e.g. running in the forest) – Suppleness – Muscle strengthening (upper body)	***Rest***	• **Physical work** – Alactic speed work (integrated) • **Game** – Played on reduced-size pitches	• **Technical and physical work** – Aerobic work (refresher session) • **Game** (aerobic work) – Technical/ tactical work	• **Tactical work** – Attacking play – Defensive play – Attack – Defence • **Technical work** – By position • **Game** – Unrestricted play and with instructions – "Toro" (Piggy in the middle) (5 v 2 / 6 v 2)	***Rest***	**Match**

Table 8: Example of a mesocycle at the pre-development/ pre-training stage, with learning objectives

Period	Technical work	Tactical work	Physical work	Mental work
WEEK 1 4 sessions + 1 match	• Technical circuit – Running with the ball – Dribbling – Individual ball juggling with 2 to 3 players – Work on the long pass (Sequence of long pass, control, running with the ball and/or making the second pass)	• Keeping possession in a team with numerical supremacy (game with roving players changing sides) • 1 v 1 duels in front of goal with shooting • Organisation of the team unit	• Endurance • Speed Running exercises (basic exercises) • Co-ordination using the ball (with one or two players) • Suppleness and stretching • Strength (muscle conditioning, upper body strength)	• Individual discussion with each player – Assessment of the previous training cycle
WEEK 2 3 sessions + 1 match and 1 tournament	• Individual ball juggling with 2 to 3 players • Foot tennis • Work on the long pass – Sequence of long pass, control and shooting on goal	• Small-sided games (with and without goals) – With use of extra players (floaters) – With shooting on goal • Organisation of the team (Preparation of the team for the tournament)	• Integrated speed – Reactive speed • Co-ordination using the ball (with one or two players) • Mobility and suppleness	• Managing "life hygiene" and diet during an intensive period (a match during the week + a tournament) • Willpower, aggressiveness and perseverance
WEEK 3 5 sessions + 1 match	• Juggling and ball control (receiving the ball) • Heading – Handball game + goals scored from headers • Work on long passes and on crossing + finishing from crosses	• Moving the ball around and retaining possession • Attacking play from the flanks • 5 v 5 game • Organisation of the team	• Speed – Running exercises (basic exercises) – Integrated speed (receiving the ball from crosses and shooting) • Strength (upper body strengthening) • Co-ordination using the ball (with one or two players) • Stretching (basic stretching exercises)	• Effort – concentration • Enjoyment – self-confidence • Laws of the Game
WEEK 4 3 sessions + 1 match	• Juggling – Tests • Play in front of goal – Crossing and finishing from crosses (heading and volleying) • Foot tennis	• Moving the ball around and retaining possession • Dead-ball situations (technique) • Internal game (9 v 9)	• Aerobic endurance – Running + running with the ball with a change of tempo – Strength (strengthening of the legs) • Suppleness and stretching	• Monthly assessment a) By the whole group b) Individual (self-assessment)

1.3 The training session

The training session forms part of the microcycle and lies at the heart of the weekly training plan. Each day, the coach has to structure and plan his session around his objectives for that day, his medium and long-term learning objectives, as well as taking into account the physiological, physical and mental strains on the team. The training session has to be varied – not in respect of the objectives, but certainly as far as the methods and forms of training to be used are concerned. It should last between 80 and 100 minutes in total, depending on the type of session, the objectives and the training cycle.

The training session comprises three phases

a) The warm-up or limbering-up phase

This is the preparation part of the session. It has to be progressive, with an initial period of running and varied movement, with or without the ball, and at a slow to moderate tempo to stimulate the body's organs and systems. This is followed by loosening up and co-ordination exercises; the tempo is then gradually increased with exercises specifically adapted for football based on technical skills or on different game situations. When working with young players, separate co-ordination and integrated co-ordinated work with the ball must be included in the limbering-up phase.

There is nearly always a link between the content of the warm-up phase and the objectives set for the performance phase.

⟶ This phase lasts between 15 and 20 minutes.

b) The performance phase

This is the main part of the session. During this period, the main emphasis is on training and instruction, with clearly defined objectives. The content (games, drills and learning activities) has to be tailored to the objectives, but it must come close to the real match situation. Correct emphasis has to placed on the various training activities, not only as regards volume, but also the duration and intensity of the activities. Coaches must ensure that during recovery periods, which are usually active, the players use the ball as often as possible; this is especially the case for young players.

At training/development level, but mainly at pre-training/pre-development level, the football played must be at the heart of the whole training process. It should take up between 50% and 60% of the total duration of the session, although the coach must also ensure that the players' equip themselves with the necessary technical, tactical and mental skills using progressive, analytical exercises. In training, play improves when there is a better distribution between practice games on large and reduced-size pitches and training exercises.

Example: Once the players have completed repeated drills and gone through simulated match situations in a training exercise that focuses on shooting at goal, a small-sided game will help them to put the finishing skills that they have worked on into practice. Shooting on goal should therefore be included as a topic of emphasis in the practice game, thereby allowing the players to reproduce real match situations.

It is up to the coach to work out an optimum combination alternating between practice games, analytical exercises and other forms of playing, or between separate forms of training without the ball and integrated forms of training with the ball.

In this phase of acquisition and learning, the quality of the coaching (i.e. the commitment shown by the coach, his ability to intervene in the right place and at the right time, the precision of the corrections that he makes and his overall dynamism) will ensure active commitment on the part of the players and the success of the training objectives set.

→ The duration of this phase varies. It generally lasts 50–60 minutes or up to 70 minutes, depending on the objectives, the day on which the session is being held, the weather conditions, local customs, and even how the coach feels.

c) The cooling-down phase

This is the phase of physical and mental relaxation. It usually takes place on the pitch and includes some light group jogging and limbering down and muscle-stretching exercises. The players then have hydration or energy drinks as the first step to aid recovery.

This phase serves an educative purpose with young players as well, in that it teaches them about their own well-being and how to respect their bodies. It is also the moment chosen by the coach to give his assessment of the session, to fix new objectives or simply to communicate with his players.

→ The duration varies between 10 and 15 minutes.

Tables 9 and 10 provide examples of training sessions.

Table 9: Organisation of a training session at pre-training/pre-development level

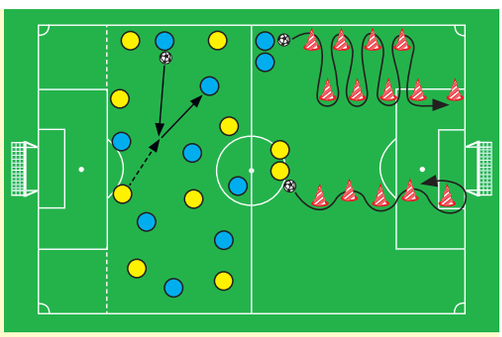
PHASE 1 WARM-UP	PHASE 2 PERFORMANCE (Training + instruction)			PHASE 3 COOLING-DOWN
Limbering-up	**Setting the situation**	**Learning**	**Game / Match**	**Relaxation**
Preparation of the players	Practice game	Analytical work	More playing action	Individual winding-down
PSYCHOMOTOR SKILLS	TACTICAL SENSE DEVELOPING AWARENESS	CO-ORDINATION TECHNICAL, TACTICAL COGNITIVE AND MENTAL	APPLICATION OF TACTICS	RECOVERY
– neuromuscular and body "wake-up" session – technical and cognitive stimulation – mental preparation	– reproducing the reality of the match situation – technical/tactical awareness work – space – time – unrestricted game – game with specific instructions	• Depending on the training objectives – improving technical/tactical capacities – development of physical capacities	– game with a fixed theme – supervised/ directed game – free game with no restrictions or Internal match	– physical and mental relaxation – slow running + recovery exercices – suppleness / stretching – relaxation
– running and movements with the ball – suppleness – game		– game-related drills, actions and combinations – play sequences – with physical demands placed on the players		• Organisation – as a whole team – in groups
• Organisation – individually – in groups – whole team		• Organisation – integrated form – individually in twos, threes, fours – in groups – with the whole team – by position – in stations – interval training – circuit training		
COACHING – INSTRUCTION				
Imitation Free expression Observation	Leadership Correction Demonstration	Imitation Guided discovery Demonstration Correction Leadership	Creativity Spontaneity Observation Correction	Discussion Assessment Tidying up of material

Table 10: Example of a technical training session at the pre-training/ development stage (13-15 years of age)

Objectives: Improving passing and control on the turn after receiving the ball ***Duration: 90'***

1. Technical warm-up (15')

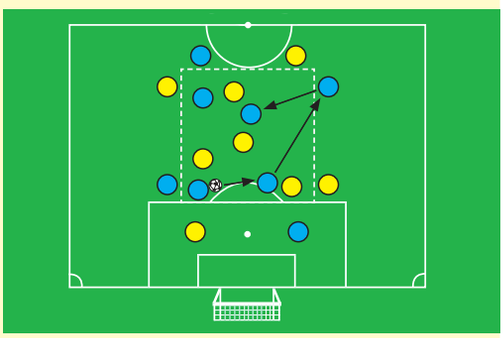
– 2 teams of 8 players pass to each other with a maximum of 2 to 3 touches allowed per player. The ball is passed to a player wearing a different colour.
– The game is played with 1, 2 and 3 balls.
→ The emphasis is on movement (running off the ball into space, decoy runs), receiving the ball, controlling the ball and passing accurately along the ground).
– The players complete a co-ordination obstacle course in 2 groups (both with and without
the ball).
– Suppleness and stretching.



2. Introductory practice game routine (15')

– 2 teams of 8 players: 4 v 4 game on a marked-out playing area. – Unrestricted play (then 3 touches maximum per player), with the aim of retaining possession within the team. The extra players standing outside of the square are allowed 1-2 touches only and must always play the ball to players in their team. The game lasts 3' - 4', after which the players are switched. – The coach counts the number of successful passes. → Emphasis is on the quality of ball control and passing, and also of the players' movement.

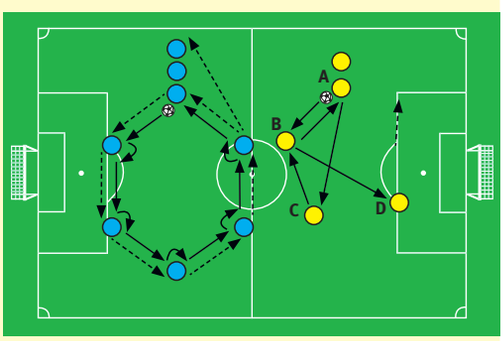
Variation:
– The extra player who receives the ball outside the square can enter the square with the ball. – The player who has passed the ball to him then takes his place as an extra.



3. Technical exercise: controlling, passing and following up (15')

– 2 groups of 8 players positioned in a hexagon formation, with 10 to 15 metres between the players.
– The ball is passed along the ground to a team-mate's feet. He controls on the turn, immediately passes it on (maximum of 2-3 touches), and then follows up the pass. The exercise can also be performed using 2 balls (with emphasis on rhythm).
→ Players should vary how they receive the ball (inside and outside of the foot) and how they pass it (left and right foot). Emphasis is on moving rhythmically.

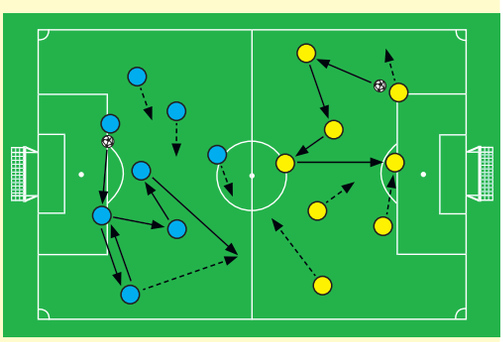
Variation (with the ○ group of players)**:**
– A direct pass followed by a lay-off, i.e. **A** plays the ball to **B**, who lays it back to **A**.
– **A** plays the ball long to **C**, who lays it off to **B**, etc. The players are constantly on the move.



4. TE/TA exercise: receiving the ball and passing while moving (10')

– 2 groups of 7 to 8 players in one half of the pitch. – The players are positioned according to the playing system chosen by the coach (e.g. 3-4-1). – The ball is circulated among the team, with 1 to 2 touches allowed per player. All the players are constantly moving, and the team remains in a compact formation. The players change position all the time.
→ Emphasis is on playing the ball while running, switching play and varying passes. The players should work on passing in a triangular formation, running off the ball into space and onto the ball, short and long passing sequences.

Variation:
– Introduce 2 or 3 more players to provide opposition.



5. Concluding match (20')

– 8 v 8 (7 v 7) with 2 goalkeepers: 3 ball touches allowed per player. – Goals scored from normal build-up play are worth 1 point; goals scored from a direct shot
(volley) are worth 2 points. – The coach should vary the game organisation. Unrestricted play can be introduced for the last 8 to 10 minutes.
→ The coach has to get the players to work on movement, escaping markers, running off the ball and also insist on high-quality passing technique (first-time balls).

6. Cool-down (10')

– One lap of gentle running around the pitch. – Recovery stretching.
→ This session can be led by a player.

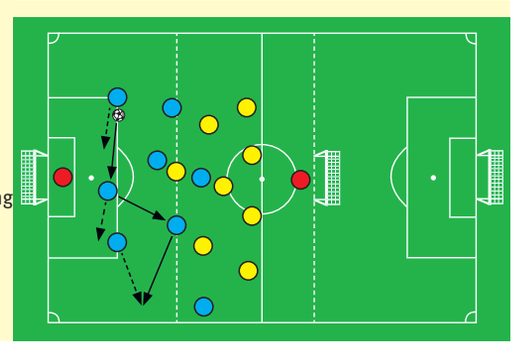


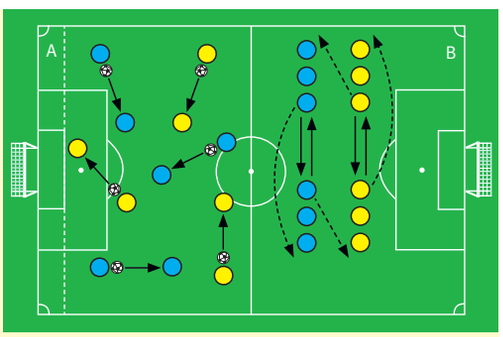
Table 11: Example of a combined technical training session at the training/development stage (16-18 years of age)

Objectives: Working on ball control, passing and finishing ***Duration: 90' - 95'***

1. Technical warm-up (20')

- 1 ball per pair of players: The players practise passing on the move, with 2 touches allowed per player.
- Standing on the spot: One player throws the ball to his partner, who then volleys or heads the ball back.
- Passing between 2 players: the players work on weighting the pass and vary the distances and trajectories of their passes.
- Dynamic suppleness and stretching.
- Aerobic technique: first-time or second-touch passing and varied runs (2x4') *[Pitch B]*.

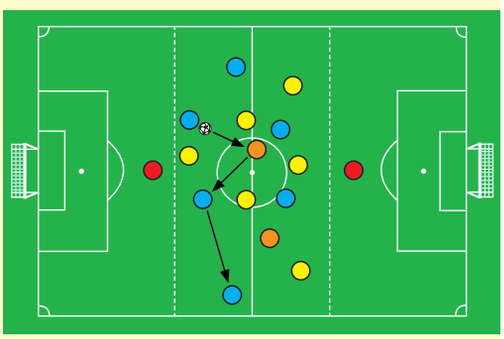
→ Players must always work with both feet.



2. Practice game routine: retaining possession (15')

- The teams play 6 v 6 (7 v 7) on a marked out playing area + 2 neutral floating players (who are allowed 1 touch only) + 2 goalkeepers
- The players attempt to retain possession, with 2 touches allowed for each player: after 7 or 8 passes, they attempt to pick out one of the extra players (goalkeepers) with a long pass along the ground (worth 1 point).
- After the point has been scored, play is restarted by the opposing team.

→ The players remain in their positions (occupying the zones)



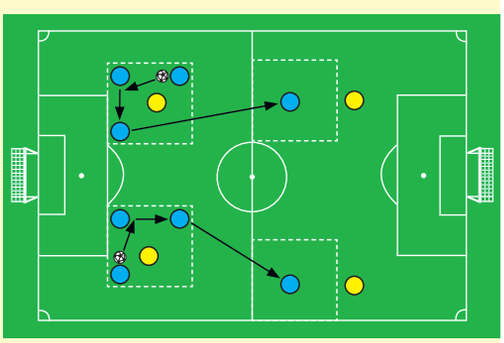
3. Exercise to work on long and short passing (15')

– Groups of 6 players, with 4 marked-out, 15 x 15 m playing areas. – The players play 3 v 1 in two of the playing areas: after 6 to 8 passes (or a signal), a player plays the ball to his partner in the square in the opposite half of the pitch (the distance must be sufficient for a long pass to be made). Two players then join their team-mate in the other square to produce numerical supremacy. As soon as the player has controlled the ball, the defender joins the game to challenge the players (in a 3 v 1 game). – The defenders are switched every 2'.

→ Emphasis is on the quality of passing along the ground and triangular passing and movement.

Variation:

- Players can vary the type of pass (diagonal passes, long balls, high balls in the air).

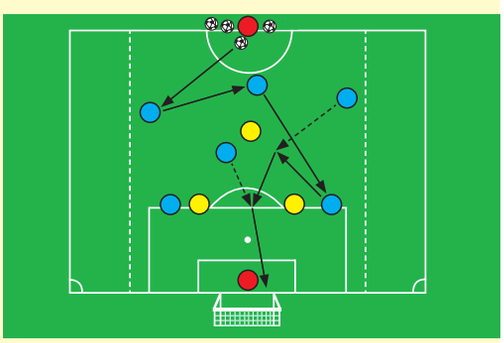


4. Simulated match situation: passing and finishing (15')

- Marked out playing area: 6 attackers and 3 defenders + 2 goalkeepers.
- The team plays (3 touches maximum allowed) and tries to score.
- When the team gains possession, it plays normally with no restrictions and attempts to play a long pass to the 2nd goalkeeper, who waits to receive the ball.
- Roles are switched every 3' to 4'.

→ The team has to find solutions (trying to play the ball long and making a good-quality final ball). The coach then gets the players to work on a particular combination. The defenders are semi-active.

- The coach should limit the number of touches allowed before finishing off the move and impose a time limit on each attempt.

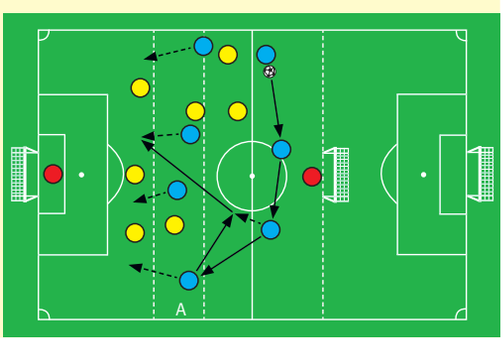


5. Putting everything into practice: 7 v 7 (or up to 8 v 8) game (20')

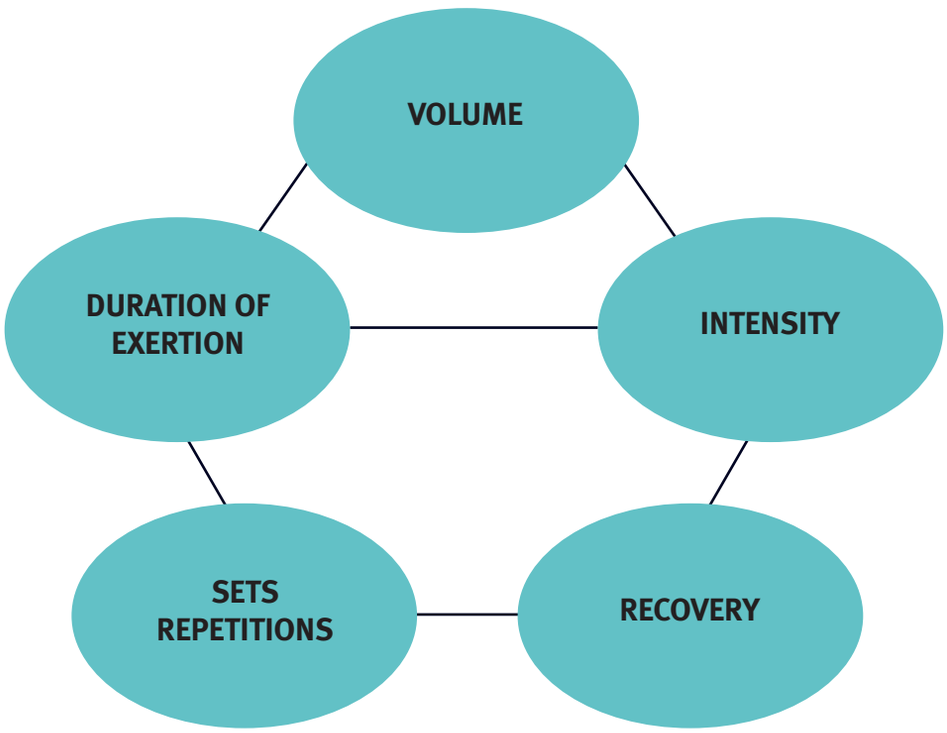
- Marked out playing area with a central zone – A (15 metres wide).
- Game with 2 (or 3) touches allowed for the team in its defensive zone; unrestricted play in the other zones.
- Both teams try to score.
- A goal scored from normal build-up is worth 1 point; a goal scored from a long ball played across the central zone A is worth 2 points.

6. Cool-down (10' - 12')

- Gentle running for recovery.
- Intensive stretching.



1.4 Getting the emphasis right in training



Volume: All the efforts made by the players in training under exertion; the total quantity/duration of work done.
(e.g.: Volume of aerobic endurance work: 40 minutes)

Duration: Time taken for an action of physical exertion to be carried out at the required intensity without rest.
(e.g.: Duration of the exercise: 15 minutes)

Intensity: The extent of the physical exertion, the tempo to be applied, the resistance to be overcome.
(e.g.: 80% of a maximum weight, 90% of maximum speed, 80% of MHR)

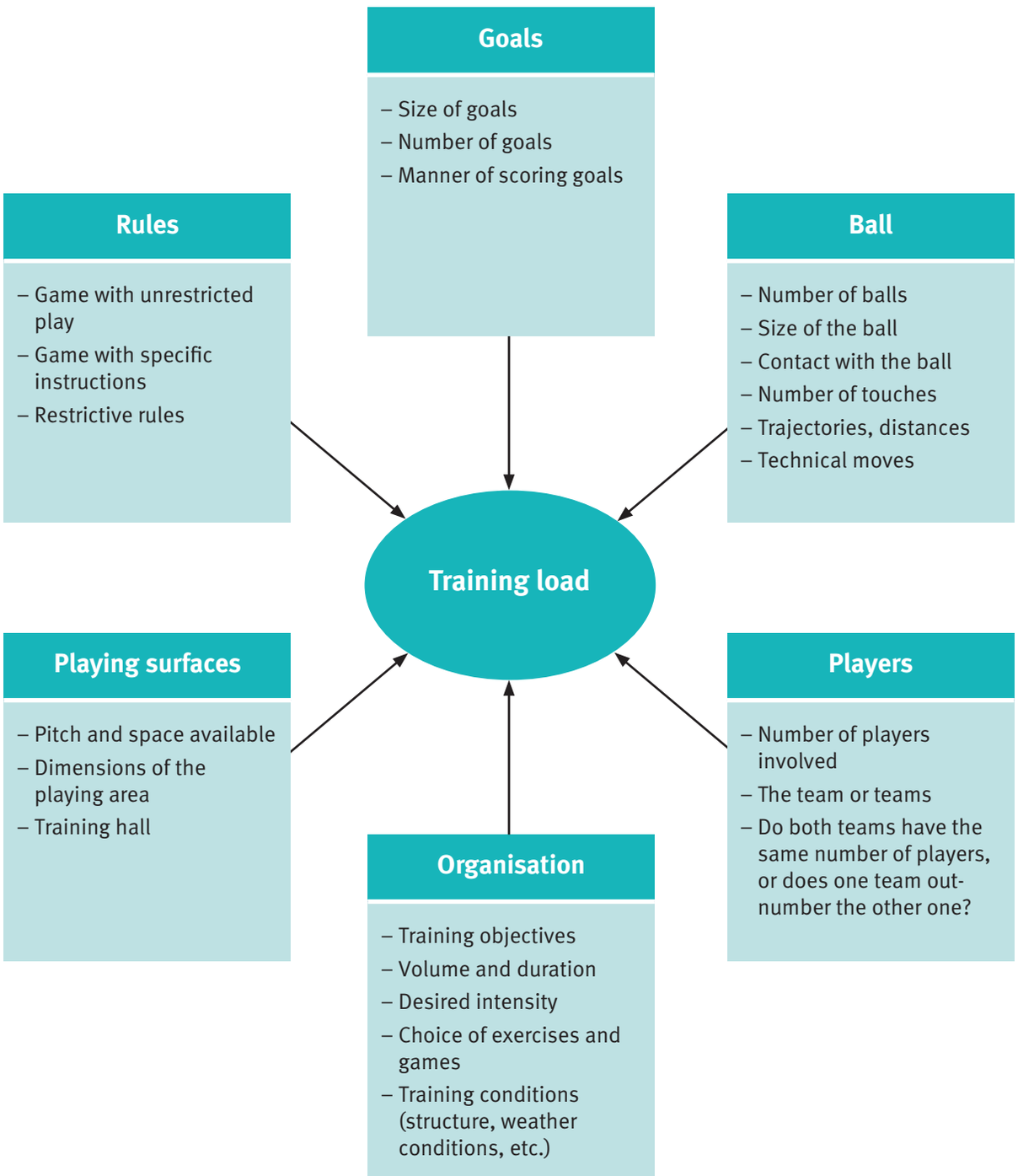
Repetition: The number of times that a physical exertion, an exercise or a learning activity is repeated.
(e.g.: 5 repetitions of 30m, 20 x abdominals, 10 x attacking play drills)

Set: Total number of repetitions performed at the same tempo.
Several repetitions form one set.
(e.g.: 5 (five) 30 metre-repetitions, 3 sets. 100% intensity; total distance: 450 metres
Muscular strength with squats, ten 80-kg repetitions, 5 sets)

Recovery: Time allocated for the recovery period.
Rest period taken between repetitions.
Rest period taken between sets (longer than that between repetitions).

The recovery phase is often an active period; it is dictated by the intensity, the volume and the duration of the physical exertions undertaken.

Table 12: Criteria that have a bearing on the intensity of the training load in football



Practice games in training that are played as "competitive matches" (focusing on technical, tactical, cognitive and mental aspects) represent a substantial workload.

2. Recovery and regeneration

As is the case with any form of effort, physical exertion calls for a period of rest and recovery afterwards, to allow the individual to regain energy and rediscover his strength.

In sport, recovery is absolutely essential and forms an integral part of the training process. In the planning of the training mesocycles and microcycles, "wind-down" phases are often programmed and held as part of specific sessions to help the players regenerate energy, both biological and mental. These sessions are most frequently held on the day following the match or in the middle of the week during a block of intense training, and even in a micro-session immediately after the main training session during the cooling-down phase.

If it is well planned, this recovery/regeneration process can help prevent slack periods or fatigue and over-training syndrome.

These sessions, which are also known as a "cooling-down" or oxygenation session, revolve around physical and mental recovery. The principal aims behind the sessions are the following:

- Preventing and eliminating fatigue.
- Reducing the amount of lactic acid and other toxins in the muscles.
- Oxygenating the muscles (capillarisation, flushing out).
- Lowering stress
- Boosting concentration.
- Reducing the risks of injury.
- Regenerating and energising the tissues

→ After intensive exertion, the muscles need at least 48 hours to restore their glycogen reserves. It is, however, possible to lower this time by 24 to 30 hours with specific oxygenation and recovery training, based around running or another form of aerobic exercise, and with a carbohydrate-rich diet.

Recovery time for different physical qualities	
Endurance (aerobic capacity)	24 to 30 hours
Endurance (aerobic power)	40 to 48 hours
Anaerobic alactic speed	24 hours
Anaerobic lactic speed	48 to 72 hours
Maximum muscle strength	40 to 48 hours
Speed – strength (explosive)	24 to 36 hours

Recovery training (regeneration)

a) On the day after a match or after an intense training session

- **Light running**, 50 to 60% of MHR (HR of 120 – 140), lasting between 20 and 30 minutes. If the running takes place in a rural setting or a forest, the quality of oxygenation will be improved. This running can be substituted, especially with young players, by some light technical work: running, passing or foot-tennis. Other additional activities, such as cycling, swimming or water gymnastics, can prove beneficial for post-match wind-down. Depending on the physical and mental state of the team, unrestricted (free) practice games with no extra workload can be used to complement the running work.

  Example: 15 to 20 minutes of running and 15 minutes of playing

- **Stretching / Mobility**
  Stretching causes the muscle tonus to normalise, the muscles to regain their shape, the blood to circulate better and the regeneration process to kick in more easily. Stretching time here is longer (15 to 30 seconds).

- **Massage**
  After the active recovery phase (followed by a shower and possibly a hot bath), a massage is obligatory. This massage session should last between 20 and 30 minutes; it eliminates muscle contractures, and muscle tonus is regulated.

b) Immediately after training

- Light running is possible here (HR of 120 – 140), lasting between 6 to 12 minutes on the pitch or a nearby location (hard surfaces should be avoided).
- Moderate or heavy stretching, depending on the session.
- Another activity: e.g. a penalty shooting session. When working with young players in particular, the coaching staff should ensure that the players help to tidy away the equipment used in training and clean the balls. These tasks help the players to return to a normal emotional state, while also lowering their mental stress.

c) Active recovery during training

This recovery phase, immediately after an exercise or game, helps to eliminate waste products caused by exercise (e.g. lactic acid) and helps to regenerate energy levels. Based around walking, slow running, juggling and stretching exercises, this form of recovery is recommended after speed exercises, shooting on goal (strength) and other aerobic power sessions (i.e. running or playing on reduced-size pitches).

d) Other methods of recovery and regeneration

- Additional, extracurricular pursuits away from normal footballing activities, such as swimming, water gymnastics, cycling, walking in the mountains or at the seaside.
- Sauna, underwater massage, saltwater baths.
- Specially adapted diet and fluid intake (providing carbohydrates, mineral salts and vitamins) to be consumed as soon as possible after the match or training session (for hydration purposes).
- Sleep (8 to 10 hours for a healthy, regenerating sleep)
- Relaxation techniques: sophrology, Autogenic training, Eutonia, visualisation, self-hypnosis, breathing and concentration techniques and yoga. These techniques are used on an individual basis.
- A healthy and balanced lifestyle, including leisure activities.

Table 13: Example of a recovery training session on the day following the match (post-match wind-down)

Duration: 60 to 70 minutes	Low intensity (50% to 70% of MHR)

Oxygenation phase (30 - 35 minutes)

- 5 minutes' walking
- Light to moderate running for 10 to 12 minutes (at HR of 120 – 140) or another form of endurance (e.g. 30 – 45 minutes' cycling)
- Dynamic suppleness (not sudden movements) for 5 minutes
- Light to moderate running for 10 to 15 minutes (at HR of 140 – 160) or running with the ball or simple passing
- Other interesting forms of training
  - Handball at walking pace (scoring with headers or with volleys from crossed balls)
  - Football at walking pace (direct shooting/heading on goal)

"Reactive" play activity (10 - 15 minutes)

- Foot tennis (with a low net)
- 6 v 2/8 v 2 (low-intensity game of *Toro*)

Muscle toning (10 minutes)

- By muscle strengthening (using body weight) for the upper body
- Reactive co-ordination of the legs/feet (short distance)

Muscle stretching (10 - 15 minutes)

- With intensive stretching, followed by relaxation exercises

Additional forms of recovery

- Bath or shower
- Sauna
- Massage

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10

The player of tomorrow

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1. Tomorrow's player – shaped from today's youngsters

Sport in general – and this is particularly the case with football – has an important educative role to play in the learning and development process of youngsters. Football not only has to provide the opportunity for youngsters to develop the skills that are peculiar to the game; it also has to help them develop their personality and their psychological and social skills.

Specialist football schools, academies and other training centres have to gear their education and training programmes to the concept of all-round education and to playing an educative role, while still respecting the various stages of development and the learning objectives of those stages.

While children's football covers basic training and initiation of youngsters to the game, primarily through games and co-ordination exercises, a substantial amount of work still has to be achieved with the development and education of tomorrow's youth players while they are at their "building" stage, the age of pre-training/pre-development, i.e. 11 or 12 to 15 years of age.

This is the "golden age" for developing technical skills, as well as the technical/tactical rudiments of the game and even basic psychology skills. All of the basics of technique, individual tactical awareness and the fundamental principles of the game are trained at this age, as are mental attitudes, such as concentration, self-confidence, perseverance, willpower, etc. The work done at this pre-training/pre-development stage therefore has to be optimised, and the coaches/educators who work with the players have to be passionate about their educative role. Several players today have achieved their fame because of the education/training that they received at centres of excellence, but also as a result of the substantial work that is carried out at national association and club level at this pre-development/pre-training age.

We know the importance of the age at which performance is trained (16-19). At this stage, the greatest emphasis is placed on the athletic and physical preparation of players as well as on their mental approach and tactical preparation – all fundamental requirements for playing the game at the top level. Indeed, certain countries have now launched specific development programmes for this particular level of training. The most recent major international competitions have provided proof of the excellent work being done by several countries with young players in this age group.

In our opinion, a post-development/training stage is now required at the level when top-level performance is being trained (i.e. 18 or 19 to 21), to ensure that there is a follow-up with the work previously done and also that the training/development of youth players is brought to a proper conclusion. We are thinking here of those players aged 18-19 who regularly play in the first team (either in an amateur or professional set-up). It often happens that these young players have still not completed their development and training; there are gaps apparent, especially on a physical level (e.g. with muscular power), on a technical level (e.g. with heading), and on a mental level (e.g. perseverance). These gaps can block the young players from moving up to the very top level of the game. They find themselves having to work with professional players in training sessions that are essentially geared to the work of the team as a whole and to competitive activity. Unfortunately, they are not able to follow on a regular basis and at their own development pace a specific training and development programme that is geared to individual skills. To remedy this situation, we feel it is advisable to hold specific individual and group training sessions (this will also improve the quality of the relationship between the coach and the players).

The training and developing of future professional players is, of course, fully justified, because it ensures that they are better prepared to face playing at the top level. It is, however, essential to remember that the game of football has a wider role to play and that it has to include basic educative values as part of its agenda. Football has to provide a real School of Life, a school that is prepared to train and develop not only the elite players of tomorrow, but also all of those youngsters who are passionate about the game and who form the base of the football pyramid that the game needs to ensure its continued progress.

Tomorrow's player



Table 1: The stages of development

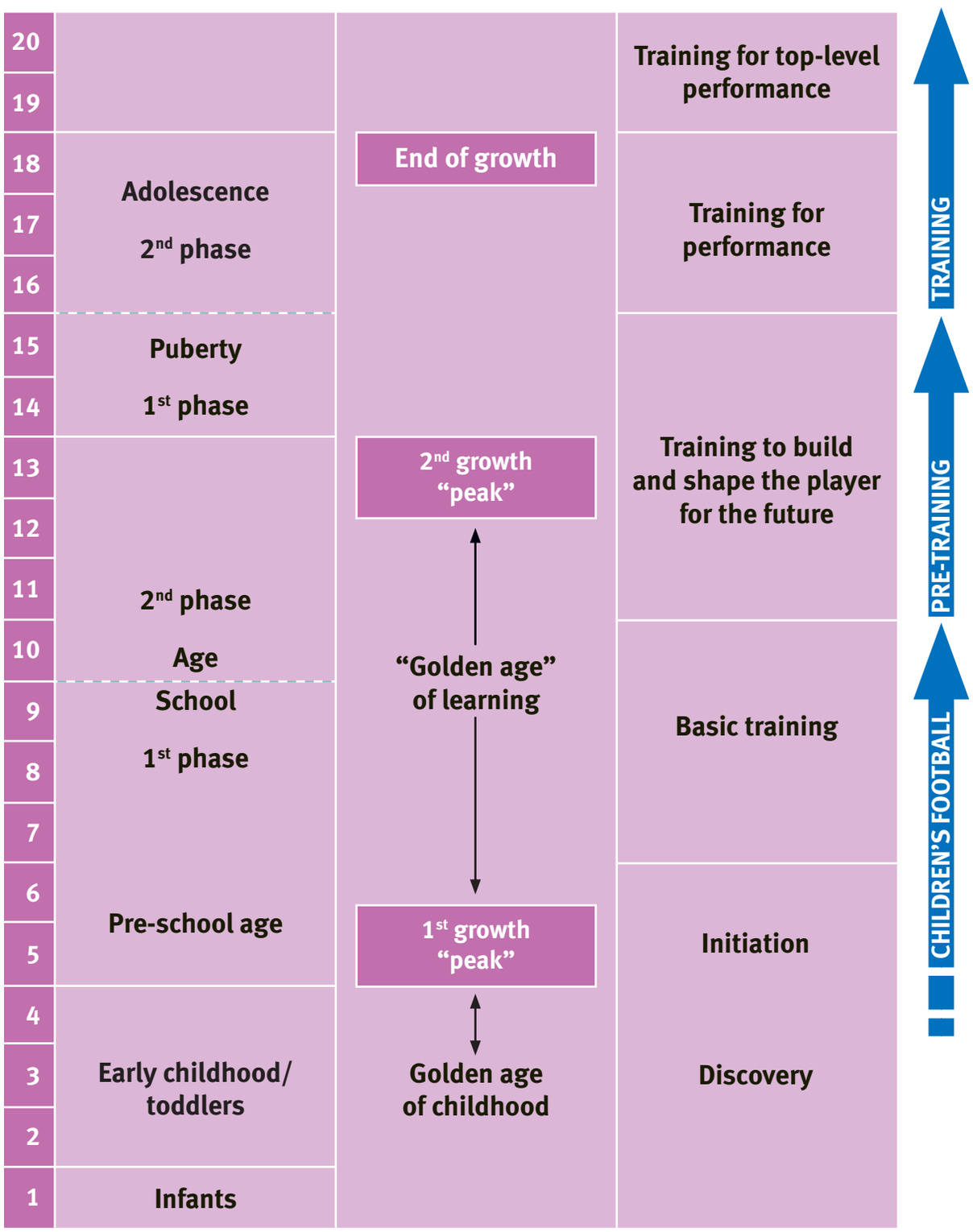


Table 2: The key components that determine performance in young players

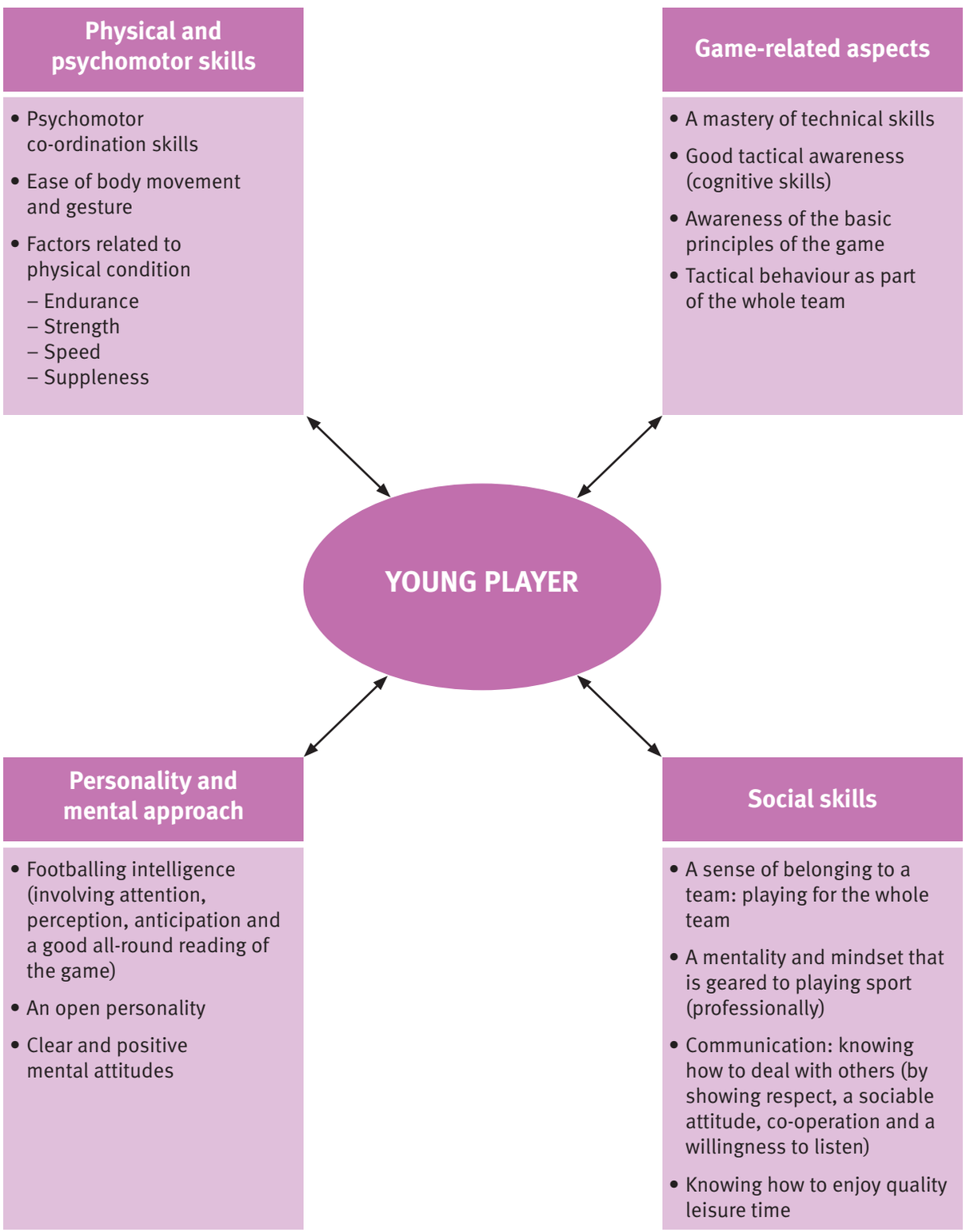


Table 3: The key components that determine performance in young players

BASIC TRAINING Children's football 8-12 years of age	TRAINING TO BUILD AND SHAPE THE PLAYER FOR THE FUTURE Pre-training/development stage 12-15 years of ages	TRAINING FOR PERFORMANCE The training and development stage 15-18/19 years of age
Exploring – Experimenting	**Consolidatin – Assimilating**	**Stabilising – Getting procedures to become automatic**
• The age of early childhood to childhood • The age of acquiring and learning gestures • The age of discovery and copying others • Psychomotor co-ordination skills • Technical instinct and the discovery of gestures • Individual ball control • Tactical awareness (individual) • Understanding of the notions of attack and defence • "Me and the team" • Mental attitudes acquired through experience	• Puberty stage • Full control of bodily gestures and elementary aspects • Difficult period mentally • Training of basic technical skills • Technical/tactical skills • Individual ball control "under pressure" • A sense of individual and team tactical awareness (cognitive skills) • Defensive and attacking tactical behaviour • Responsibility in the game • Acquiring basic mental attitudes through experience and through specific forms of training	• Adolescent phase with growth coming to an end • Specific athletic and physical training/development • Age of making definite choices; development towards the status of a young adult; the period of "truth" • Technical work by position and by team unit "under pressure" • Complex technical/tactical skills "under pressure" • Individual technique with the ball; fine tuning, precision (specific training sessions) • Team tactical awareness • Attacking and defensive tactical behaviour as part of the game plan (organisation and playing system) • Specific tactical behaviour • Mental attitudes geared to performance instilled by specific training or other techniques
Co-ordination – Basic motor functions	**Co-ordination – Basic endurance – Muscle strenghtening – Speed**	**Power-strength – Speed – Specific endurance**
• Play – Exercices with the ball – Play	• Collective and specific (individual) training • Practice matches – Combined technical and technical/tactical exercises – Play	• Collective (team) training • Gearing of the training to individual requirements • Practice matches – Technical/tactical exercises – Real matches

1.1 Training and education and technical development

As has already been stated, the improvement of technical expertise is one of the prime training objectives in the process of developing today's youngsters into tomorrow's stars.

At the key age of learning, the pre-training/pre-development stage, work on technical skills should take up the majority of the training schedule. At each training session, technical moves should be worked on using specific exercises or during games. Use of the ball can also be included in physical activities focusing on aspects such as endurance, speed and suppleness.

Unfortunately, experience has shown us that the teaching of technique is all too often neglected, with emphasis placed instead on the instruction of team tactics and physical condition.

Even when work is done on training technical skills, this all too frequently becomes geared to specific positions, thereby reducing the range of overall skills that the player has in his armoury.

Today's game at the highest level calls for tactical versatility, but this versatility cannot be achieved without perfect technical mastery. Gaps can frequently be seen with youngsters aged between 15 and 16 at the training/development stage when they are faced with having to play intensive football under pressure. They are unable to make the right choice technically, they lack speed in their movements, and they have gross motor skills (as opposed to fine motor skills) because they do not have sufficient experience and technical solutions to offer. Consequently, young players have to be given a basis of motor experiences (co-ordination) starting from the first learning stage (11-15 years of age), on which they can build; and they have to be taught general individual technical skills (i.e. basic technical skills), thereby allowing them to increase their range of movements and, as a result, their confidence when working with the ball.

Because of the pleasure that youngsters derive from playing the game and the creativity that it engenders, they can acquire these motor experiences simply by playing football in the street or on a piece of waste ground, or even in lessons at school. Unfortunately, these outlets seem to be gradually disappearing. Consequently, emphasis has to be placed on these essential elements in football schools, albeit with a specially adjusted approach, because it is at precisely this age that the psychomotor foundations for good technique are laid.

At the training/development age (16-17), work has to be done on training the skills required in situations of intensive play in a match and on developing specific technical movements, using specially adapted forms of training and a specific methodology (i.e. specific training depending on position).

> "Before playing a piece of music, the pianist
> still has to practise his scales every day."

Some basic rules to help make technical training more efficient

a) The time devoted to technical training and technical learning has to be increased

- For youngsters at the pre-training/development stage, at least 50 to 60% of training time scheduled in the planning must be devoted to technical instruction and technical development.
- 2 to 3 sessions (collective and individual) should be held per week, with the main emphasis on technical work, as well as specific sessions geared to the individual to improve both strong and weak points.
- The number of ball touches per session must be increased, using all the contact surfaces (inside and outside of the foot, instep, both feet, thighs, chest and head).
- During warm-ups and active rest periods, the coaching staff must include work using the ball.

b) Technical training must be diversified and adapted to the realities of the modern game

- The content and the training methods used need to be adjusted to the age and the level of the players.

→ Progress from the simple to the complex

Methodological progression (e.g. for shooting on goal)

– Shooting with a dead ball (ball on the ground)
– Shooting after a straight run
– Shooting after a zigzagging run
– Shooting after being thrown off balance
– Shooting after controlling the ball (simple control and control on the turn)
– Shooting after dribbling and after feinting
– Shooting after receiving a pass (a long pass forward, a crossfield pass or a pass pulled back across the area)
– Shooting after a one-two
– Shooting under pressure (being timed with a stopwatch)
– Shooting under pressure (from an opponent)
– Shooting after a sequence of moves (control, dribble, feint)
– Shooting after a 1 v 1 duel
– Shooting in a simulated match situation
– Shooting in a real match

- If possible, work on training technique-related movements should be preceded by work on co-ordination.
- Two-footed technique must be improved, especially with regard to receiving the ball and making the first pass (e.g. control with the right foot followed immediately by a pass with the left foot as a means of speeding play up).

- The learning process starts with the acquisition of the fundamental technical movements (these are the basic motor actions that are characteristic of the game and are the body's biomechanical response to the demands made of it by the game).

For example:
- Getting the ball under control (the player-ball relationship)
- Running and dribbling with the ball and feinting
- Controlling
- Shooting
- Heading
- Tackling

- Players must be given training as early as possible in movement technique; this will allow them to reach rational solutions when opting for the moves to be made in a real match situation.

For example: In a passing drill with two players, a third player joins in to provide the other two players with real movement solutions (e.g. a triangular passing move, a choice of style of play or a choice of move).

- The exercises should not merely be placed one after another; instead, they should be scheduled in such a way that they relate directly to the game in which the skill that is being practised is to be applied.

- In the games where the skills that are being practised are applied, it is imperative that the players can use the technical moves they have worked on in a real play or match situation (players progress from an analytical exercise to a genuine situation).

For example: After a series of drills working on passing, the players play a practice game in which they concentrate on retaining possession (5 v 5 + 2 floating players) with only three touches allowed per player on a reduced-size pitch; the dimensions of the pitch are then changed to vary the type of pass.

- Technical training work should not be done when players are extremely tired (especially in the case of young players), otherwise there will be a drop in the players' technical level as well as a decrease in their motivation and their confidence.

- At the training/development stage (16–18), once the basics have been acquired, technical training "under pressure" when the players are tired will help to simulate real match conditions (the stress of competitive action, the need for self-confidence).

- At the training/development stage as well, technical training is carried out more as a constituent part of work on tactics and will depend on the playing system of the team and how that system is organised (technical work with individual team units).

"As a technical move, the pass is the very essence of the game on the pitch and of communication between players."

c) The coach's key role in teaching technical skills

- With young players, technical coaching work is just as important as tactical coaching work, possibly even more so:
  - The technical training session must be well prepared.
  - Technique can be learned; it necessitates the application of methodological and educational processes and principles.

  → **demonstrate – explain**
  The player must understand how an exercise has to be done and why, but he must also be convinced of its effectiveness; the clarity of the demonstration and the quality of execution are therefore of particular importance here.

- Organising and forming groups
  - Use playing areas that will allow numerous touches of the ball.
  - Ensure that the groups are even (i.e. in terms of the level of the players).
  - Correct and reinforce.
  - To optimise motivation, constant attention must be paid to the quality and effectiveness of execution.
  - Intervene at the right moment (this is an art in itself!).
  - Give precise feedback relating to the objectives (be calm, reassuring, convincing).

Example of decisive elements of a technical move that might require correction: **striking the ball**:

– Receiving the necessary information (the player must have his head up)
– Choice of move (which contact surface to use)
– Use of the limbs (playing the ball with the feet, short strides)
– Body position
– Position of the standing leg
– The striking foot (steady)
– Running past the ball
– Flicking the ball with the leg
– Quality of the run, going towards the ball (avoiding long strides)
– Weighting the ball (differentiating)

- Motivating the players

  If a training session is well conducted, with the coach ensuring that the players are active, committed and efficient, they will want to intensify the technical work of their own accord. Giving free rein to their technical creativity (e.g. by letting them work out moves on their own) will also enhance motivation.

- Monitoring how a player acts (i.e. his choice of tactic and his technical execution) using video is an extremely useful additional tool as an aid to learning, as is studying the way in which the top players operate (as examples of technique and role models).

d) The players' level of mental commitment must be high

- Emphasise the need for vigilance, concentration, perseverance, spontaneity, autonomy and creativity:
  - Provide specific exercises to develop mental strength (free play on a reduced size pitch).
  - Work out and include tactical/technical solutions for the players by using attack versus defence practice games.
  - Allow time for the training to be geared to the players' individual needs (each player has to work on his strengths and weaknesses himself).
  - Encourage players to take risks, to try out something new; do not hamper them by giving them instructions that are too inhibiting.
  - Allow the players to practise dead ball situations individually.
  - Reward a team that scores after an outstanding move or an exceptional piece of technical skill.
  - Get the players to reflect on their performance:
    What caused that lack of accuracy when you were trying to switch play?
    Why didn't you know what to do with the ball after controlling it?

- Encourage players to visualise images in their mind (to memorise the moves that they have to make, to keep in mind past triumphs or moves made by their role model players) and to talk to each other.

e) Technical training has to be carried out regularly and with an ongoing programme as part of the whole training process

- Gradually increase the number of sessions where the main emphasis is on technical work.

- Include technical cycles in the training mesocycles.

Example: a four-week cycle designed to improve crosses and receiving the ball (volleying) in front of goal. This work can be included and then gradually combined with work on other aspects of the game, such as tactics and physical and mental development.

See table 8, chapter 9, training plan

- An ongoing assessment of his players' progress will allow the coach to plan training sessions that are tailored to the players' individual needs.

- It is advisable to work specifically on technique in individual sessions as soon as a player has shown interest in and understands the need for such training.

- Reasons for a drop in motivation during a technical training session:
  - The purpose of the exercise (or practice game) is not understood
  - The exercise is too easy or too complicated
  - There is a lack of progress in the methodology
  - Too much time is spent on one exercise
  - The correction is not precise or too vague
  - There is an insufficient success rate or a lack of efficiency in the session
  - Not enough reinforcing or encouragement
  - There is too much waiting about between exercises
  - The players are too tired
  - The coach is aggressive or authoritarian
  - The coach does not encourage creativity or risk-taking
  - The coach is too pernickety

In a nutshell:

Even though the best way of learning the game is to play it, players should still make a conscious effort to build on their technical or technical/tactical skills through analytical exercises (where the move is broken down into its basic elements and then made automatic or instinctive for the players in technical drills) and by working on potential game situations. The right balance has to be found between exercises and full-scale practice matches to ensure that the player is exposed to all the situations that would be encountered in a real match.

→ **Technical quality will always enable a team to win.**

1.2 Some key tips concerning the physical preparation of young players

Although the learning period at pre-training/pre-development level is the right moment for technical and technical/tactical training work, it is also important to ensure that the appropriate physical and athletic qualities are formed in the young player at this stage. It is worth emphasising that physical training for young players is not merely a scaled-down version of adult training. As mentioned in a previous chapter, the coach must pay rigorous attention to the various stages of physical and mental development in children or adolescents, and this must be reflected in his choice of exercises and methods and in the manner in which he organises working groups. However, since this growth or development will vary from one individual to another (because of differences in lifestyle and growth patterns), the coach must always be aware that he cannot treat all the players in the same way; the locomotive apparatus (skeletal structure, cartilage, tendons and ligaments) is still fragile, especially around the age of puberty (12-15 years of age). Furthermore, the coach must be able to give the correct weighting to endurance training (aerobic pathway and anaerobic pathway), so that metabolism problems and particularly heart-related problems can be prevented.

As speed and strength have both become essential elements in today's game, the development of strength has gained in importance in recent years. Also, for preventive reasons, and to make it possible to perform quality strength training with young players as soon as their growth phase has ended, it is essential to include muscle strengthening work where the players use their own body weight, as early as the pre-training/development stage.

Finally, coaches working with young players during their learning phase must ensure that any work relating to the players' physical condition is combined with technical training as frequently as possible. Integrated training with the ball must be considered as a priority during the pre-training/development stage, while physical conditioning work should take place only during the training/development stage (16-18), and linked to the physical factors that are to be developed.

The development of endurance capacities

- Basic endurance (aerobic capacity) has a considerable influence on all endurance qualities. Furthermore, its beneficial effects on overall health are undeniable, and its role in the prevention of accidents and injuries is by no means negligible. It also aids recovery to a large extent and is instrumental in the execution of technical skills. Consequently, endurance training must initially be geared towards improving this basic endurance and aerobic capacity (70-80% of MHR).
- Youngsters who play football and other sports regularly will develop basic endurance easily. Continuous exercises with the ball, practising moves by interval training or by playing practice matches are all effective ways of developing this basic endurance.
- Work at moderate intensity (70-80% of MHR) helps to build up the body's oxygen reserves, as well as the whole organic system and the heart. From the age of 12-13 onwards, daily sessions of practice matches and integrated exercises (e.g. running with the ball, passing exercises and simulated match situations) should be incorporated in the training.
- Aerobic power (AP) can be developed gradually from the age of 14-15 onwards by interval or intermittent training. This will have an effect on cardiac output as well, and will help the body to become accustomed to working in a state of fatigue (at 80-90% of MHR). Small-sided practice matches on a reduced-size pitch (3 v 3 / 4 v 4 / 5 v 5), are also included for the training of specific endurance (aerobic/anaerobic).
- High-quality endurance work at the age of puberty will determine the players' performance capacity in later life, since individuals have a greater capacity for and a greater tolerance to exertion at this age. (Weineck, 1990).

The development of speed

- Speed is a decisive factor in modern football and is best trained at a very early age, between 9 and 13, over short distances, (10-20m) and with long breaks (as the central nervous system can still be "moulded" before full maturity).

- Co-ordination and movement exercises, such as skipping, footwork, changing direction and working with the ball, are the basis of speed development in young footballers; this is different from a sprinter's training (which is geared more towards synchronisation between the arms, body and legs).

- When combined with speed training, technical training will help players in their attempts to achieve optimal speed (integrated speed training).

- Speed of reaction (liveliness or explosiveness) can be worked on using various play exercises (e.g. contests or games), especially in aerobic endurance sessions to assist motivation. Integrated training with the ball allows the players to simulate real game situations (e.g. a 5m burst of speed finishing with a shot or an accurate pass).

- Speed strength and speed endurance (anaerobic) with longer sprints (80-100m) can be trained from 16-17 years of age, in tandem with strength training and by working on simulated match situations.

- As soon as training on performance has begun (at 16-17 years of age), it is possible for players to work on achieving high speed repeatedly (anaerobic lactic capacity [ALC]) by means of intensive running, either with or without a ball.

- Finally, it is imperative that the prescribed interval between exertions (i.e. repetitions and sets) is fully respected to guarantee full recovery of performance capacity (i.e. a heart rate of 110-100) and to ensure that the speed work is performed efficiently.

The development of strength

- The pre-puberty stage (12-14 years of age) is ideal for developing overall strength (thereby ensuring well-balanced development). Exercises to develop the posture muscles (upper body) are essential for children. The muscle strengthening method is recommended for this first phase as an introduction to strength training.

- Work with light loads can be gradually introduced at around the age of 15-16 (depending on the players), but the player's body weight must not be exceeded. The necessary precautions must be taken, i.e. ensuring correct execution of the exercises, adherence to the recommended weight limits and increased supervision of the training session. Even at this stage, it is imperative that the programme is tailored to meet individual requirements.

- Training with low and high jumps (reactive speed) and multi-jumps (plyometrics) can be introduced progressively from age 14-15. Given the fragility of the muscles, joints and ligaments (e.g. knees, ankles and adductors) of these young players, appropriate precautions must be taken. This type of work must therefore always be preceded by a proper warm-up (co-ordination), and the posture muscles (abdominals and dorsals) need to be toned. An adequate break between exercises is essential. Suppleness work must also be included at the end of the session, together with some gradual stretching and limbering down exercises to relieve tension on the spinal column (wind-down + mobility).

- With the youngest group, (10-12 years of age), working with a skipping rope and hoops is an excellent way of developing muscular elasticity, reaction speed and even speed strength. It also provides a good opportunity to concentrate on footwork, suppleness and ankle strength, not to mention co-ordination, as well as serving as a useful preparation for quick starts, sprinting and ball control.

- Uphill running work in the countryside (on slopes, hillsides or steps), is another simple form of training that can have positive effects on the development of muscle power (speed strength).

→ Strength training with young players must be carried out in the presence of coaches who are qualified to supervise this type of work.

The development of co-ordination (psychomotor skills)

- Co-ordination is a fundamental requirement for the execution of technical skills and develops in children very early, from 6 to 8. Between the ages of 9 and 12, psychomotor development starts to stabilise.

- Nowadays, co-ordination training is necessary to make up for the lack of natural physical activity in children, the absence of real physical education and, sadly, the disappearance of street football.

- It is imperative that this type of training is of the highest quality for youngsters, especially during the growing stage, since it helps them to develop better body balance, the sense of rhythm that is essential for football, as well as superior ball control.

- The situation varies from one part of the world to another. For reasons that might be partly genetic, morphological, cultural or even climatic, a young Brazilian or African will always be more co-ordinated and have a better sense of rhythm than a young European. However, despite these differences, it is well known that co-ordination skills can be trained at any age and that these skills give a player a greater choice of movement options.

- The development of co-ordination skills must be regularly included in training sessions at the pre-training/pre-development stage. The introduction of technical work can help to train basic movement skills (e.g. coaches can work on balance, on footwork, on differentiation and on rhythm before starting training on striking the ball, long passing, crossing and shooting at goal). Psychomotor skill training must therefore be included in training sessions even more frequently if we are to improve the range of young players' technical skills.

- Playing matches or any form of practice games (i.e. on different-sized pitches, in reduced spaces, with specific instructions and rules, etc.) will, of course, help players to learn psychomotor skills.

- Some football academies have included specific sessions in their training programme to develop co-ordination and have recruited specialist coaches to meet this need (AFC Ajax is an example).

The development of suppleness

- Children's bodies are naturally supple, and every training session should contain games or other activities that aid mobility and ease of movement.

- To prevent joint or muscle injuries, it is essential that work on suppleness is developed as thoroughly as possible, especially as far the adductors, the hip flexor muscles, the ankles and the knees are concerned. In addition, flexibility of the spinal column ensures good bodily balance, better mobility of the torso and also aids the proper functioning of the neuromuscular system.

- In adults, but more particularly in growing youngsters, suppleness work is essential after strength training, jumping or speed strength work. The warm-up phase is especially appropriate for working on suppleness.

- To ensure effective suppleness work with young players, there should be a balance between static stretching and the dynamic form of stretching involving movement. When performed at the end of a session, suppleness training helps the players to wind down generally and to get them back to a relaxed state.

- As an educational exercise, the coach can ask a player to lead this session. The coach must, however, still monitor that that the exercises are being performed correctly.

Table 4: Chart indicating the various phases at which different athletic attributes should be developed in youngsters

(based on Martin, 1982)

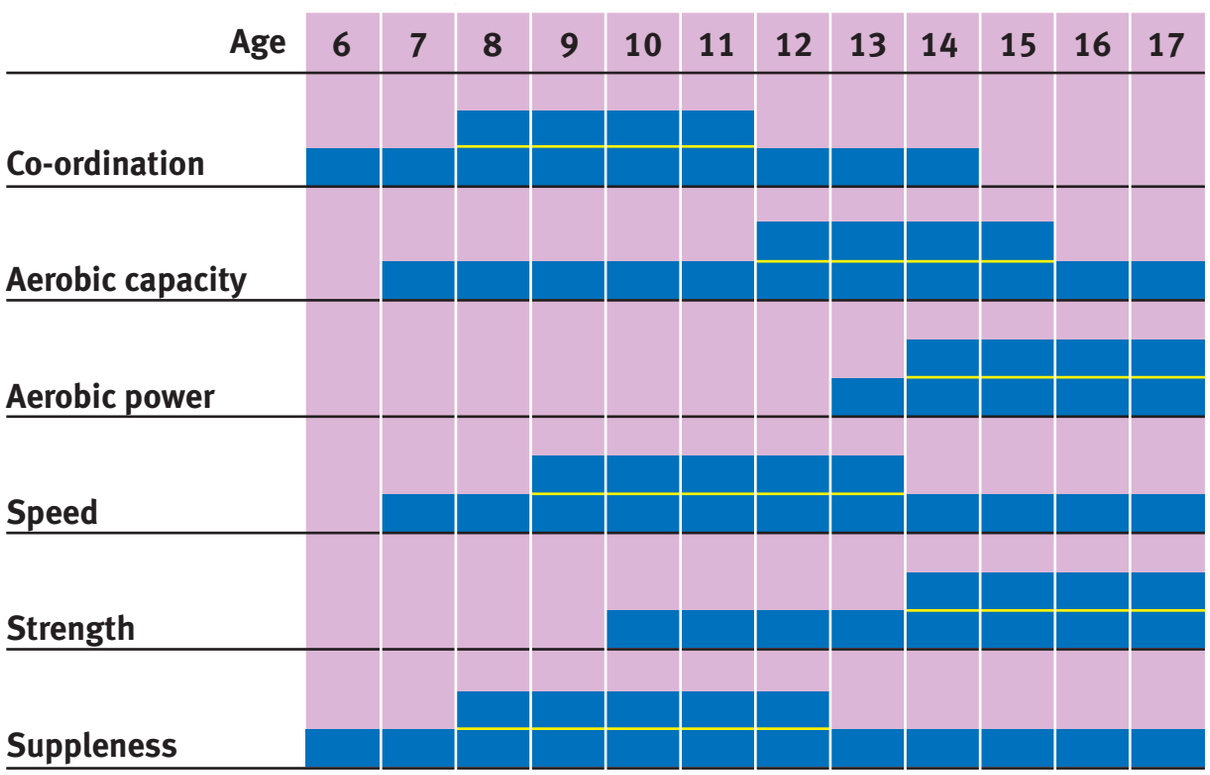


Table 5: The development of physical attributes in young players

	Energy sources Aerobic – Anaerobic (lactic – alactic)	STRENGTH	SPEED	SUPPLENESS	CO-ORDINATION
	Improvement of co-ordination skills, preparation and basic learning				
Age 10 – 12	• Building up basic endurance • Aerobic endurance (aerobic capacity) → No anaerobic work	• General muscle toning with body weight → Muscle strengthening, especially of the upper body	• Work on reaction speed (with the ball) • Exercises over short distances • Frequency of movement → Games → Competitions with the ball	• Generalised training • Spinal column mobility • Dynamic exercises • Work on suppleness with the ball	• Acquiring basic co-ordination skills: – O.R.D.E.R. • Expanding the range of movements/gestures (variety of movements) • Running exercises, circuits to train co-ordination
	Training of basic physical and co-ordination skills				
Age 13 – 15	• Increase of aerobic endurance work (aerobic capacity) • Start of anaerobic alactic work	• Muscle strengthening by weight training using light loads • High and low jumps and multi-jumps • Learning of different movements	• Speed training – reaction speed – speed of execution • Running exercises • Integrated speed training → Competitions, running against the clockt	• Period of morphological development • Maintaining of suppleness • Young players must avoid overtaxing themselves (by stretching muscles too much) • Specific work both with and without the ball	• Consolidation of what has been learned • Work on expanding the range of movements → There is a loss in co-ordination as a result of morphological development • Separate and integrated training
	Specific training and development – tailoring the work to individual needs				
Age 16 – 19	• Development of aerobic power (AP) and maximum aerobic power (MAP) • Development of the lactic anaerobic pathway	• Increasing strength • Work to achieve explosiveness (muscular power) • Gradual increase of loads • Multi-jumps (plyometrics)	• Alactic and lactic speed work • Endurance speed work with active breaks between exercises • Movement sequences and play combinations performed at speed → Game with 1 v 1 duels	• Maintaining suppleness • Longer passive stretching exercises • Dynamic exercises	• Co-ordination skills can still be improved at this stage • Development of sequences (adaptation, guidance) • Integrated training

2. Talent scouting

Talent scouting is a major priority for the top clubs, which can, in turn, offer outstanding conditions for the training and development of young players.

A number of "small" clubs also need to continue the policy of training and developing their young players realistically and with perseverance. After all, one of the young players who benefits from this high-quality training and development could ultimately turn out to be the star player that the top clubs are eager to sign.

Talented players are not found hanging around on street corners; the professional talent spotter often needs to put in a lot of methodical and attentive observation and requires considerable patience to unearth such players.

A player of outstanding talent:

→ can perform feats on the pitch that other players are not capable of.
Talent is 20% gift and 80% hard work!

> "When we talk about sporting talent, we mean that a talented individual has an above-average chance of producing really outstanding sporting performances.
>
> Röthig, 1983

The recipe for talent

The player

- Physical build (height, weight, body structure)

→ Depending on the age of the player or his position, this criterion is an important one nowadays. Indeed, some feel that it is the main criterion for selecting a player.

- Ball control, natural technical ability
- A good range of movement / moves
- Speed of execution
- Tactical awareness (footballing intelligence)
  - Clear and swift reading of the game
  - Good positioning sense
  - The ability to make the right choice of move, etc.
- Physical attributes
  - endurance (aerobic/anaerobic)
  - a strong runner
  - dynamic strength

His personality (behaviour)

- Motivated, enjoys both playing and training
- Keen to learn and make progress
- A desire to perform to the best of his ability
- Able to get on easily with others
- Willing to take responsibilities
- Leadership and fighting qualities
- A strong character
- Concentration, determination
- A creative mind

Although talented players do possess above-average skills, it is still essential that these skills are allowed to develop to the full. Weaknesses can arise, although they are sometimes difficult to detect (i.e. a drop in performance for different reasons: underlying depression, a weakness in the player's character, a dislike of prolonged effort, rapid loss of motivation, a gap in the player's training/education, etc.). These factors can also seriously hamper the player's progress, or even prevent him from overcoming the obstacles that he is bound to encounter in top-level football.

This situation serves to highlight the fact that scouting talented players, particularly when they are very young, can produce some surprises in the medium or long term.

High-quality scouting is not merely restricted to watching a player in a match and going through a checklist of requirements. The scout has to be able to observe the player on several occasions in different situations to see how he behaves on the pitch, in training sessions, during matches, with his team-mates and towards the coach, as well as away from the football setting with his parents and his friends. The scout can then be certain that the player is equipped with the right psychomotor skills and mental and physical capacities to allow him to follow a progressive development programme before reaching the required standard.

Even though it is felt that the optimum duration for a training and development programme is 8 to 10 years, it is difficult to give a precise figure of what is required to achieve success at the very highest level. We have seen that young players do not all develop at the same rate, and that they cannot all be subjected to the same workload in training and to a demanding development and preparation regime aimed at turning them into top players. These are yet more factors that can hinder the development of talent.

A well-organised scouting policy should therefore go beyond merely watching a talented youngster and then arranging for his transfer to the club. That club should be able to guarantee follow-up with the player's development, help him to achieve his full potential and provide him with an appropriate training and development structure and a high-quality social and educational environment.

"You can have a good scouting system, superior facilities and better programmes, but the key to training and development is still the coach."

Example: The criteria applied by AFC Ajax when recruiting talented youngsters for the club's centre of excellence

T – Technique
I – Intelligence
P – Personality
S – Speed

"Talent wins matches, but teamwork and intelligence win championships."
Michael Jordan, 1994

How to get scouting right

- Employ top-quality, experienced scouts.
- Establish age-adjusted selection criteria for players.
- Watch the player in several matches (at home and away)
- Know what to look for from the player in matches and in training.
- Chat with the player and with his parents.
- Contact the club or the set-up where the player is playing
- Get the player to take different tests to assess his suitability:
  - Medical screening (to ascertain his general state of health, both physical and mental)
  - A technical and physical test (depending on the criteria laid down by the club)
  - A psychology test (to assess his motivation, personality and character).
  - Others

The evaluation checklist

A talented player's skills can be assessed using a video (either a match or specific footage) or with the help of an evaluation checklist. The player can also use this himself to measure his own progress (self-assessment).

See Table 6 (attached)

Some possible criteria

- Can the player:
  - run well, both with the ball and off the ball?
  - pass the ball well?
  - receive the ball well?
  - control the ball well?
  - dribble and feint?
  - play with both feet?
  - escape markers easily?
  - break away well?
  - get himself into the right positions?

- Does the player:
  - know how to behave with dignity (win or lose)?
  - have a good influence on the game and on his team-mates?
  - etc.

- Does the player have:
  - a suitable physique for the game?
  - sufficient strength to win 1 v 1 situations?
  - a good reading of the game?
  - good heading skills?
  - a positive attitude?

- Can the player:
  - win 1 v 1 situations?
  - score goals?
  - create chances for other players?
  - make the right choice at the right time?
  - control the ball well on receiving it and give a quality first-time pass
  - run well with the ball at his feet, stop and then resume his run at high speed?
  - strike the ball well from dead-ball situations (free kicks)?

- Other criteria
  - depending on the scout's own experience

Conclusions

It would be wrong to believe that a talented young player (aged 13-14) will automatically enjoy unhampered progress once he has been signed. The road to success is a long and difficult one, and to achieve this the player will have to train and work hard, and persevere.

The talented youngsters of today are often motivated to succeed, but lack the character to do so. To ensure that these youngsters are given the best possible chance to assert themselves and fulfil their potential in the game, it is essential that they join a club that operates with a proper training and development structure and that they are entrusted to high-quality coaching staff.

The young player must be recruited for the considerable potential that he represents and should therefore not be called in merely to "bolster" a team. Players are all too often recruited on dubious grounds that could hardly be considered as "scientific" (e.g. because a player has performed well on a given day, because the scout is overtaken by the emotion of the moment, or because of incomplete or inaccurate information, etc.).

→ **Beware! True talent is often hidden.**

Table 6

Criteria for assessing talented young players

FULL NAME: .....

Position: ◯ Goalkeeper ◯ Outside defender ◯ Outside midfielder
◯ Central defender ◯ Central midfielder ◯ Forward

Evaluation: 1 : very good 2 : good 3 : average 4 : poor

	1	2	3	4
Technique				
Ability to play with both feet	☐	☐	☐	☐
Passing	☐	☐	☐	☐
Controlling and releasing the ball	☐	☐	☐	☐
Feinting and dribbling	☐	☐	☐	☐
Shooting at goal	☐	☐	☐	☐
Heading	☐	☐	☐	☐
Tackling	☐	☐	☐	☐
Others	☐	☐	☐	☐
Physical attributes				
Strength (explosivness)	☐	☐	☐	☐
Speed	☐	☐	☐	☐
Endurance	☐	☐	☐	☐
Suppleness (mobility)	☐	☐	☐	☐
Others	☐	☐	☐	☐
Tactical awareness / cognitive skills				
Reading of the game	☐	☐	☐	☐
Attacking play	☐	☐	☐	☐
Defensive play	☐	☐	☐	☐
Others	☐	☐	☐	☐
Co-ordination				
Orientation	☐	☐	☐	☐
Rhythm	☐	☐	☐	☐
Differentiation	☐	☐	☐	☐
Reaction	☐	☐	☐	☐
Balance	☐	☐	☐	☐
Mental strengths				
Concentration	☐	☐	☐	☐
Willpower	☐	☐	☐	☐
Perseverance	☐	☐	☐	☐
Confidence	☐	☐	☐	☐
Willingness to take risks	☐	☐	☐	☐
Creativity	☐	☐	☐	☐
Social skills and attributes				
Communication	☐	☐	☐	☐
Behaviour	☐	☐	☐	☐
Charisma / Personality	☐	☐	☐	☐
Conscientiousness	☐	☐	☐	☐
Team spirit	☐	☐	☐	☐
Physical state				
Constitution (height : .....)	☐	☐	☐	☐
General state of health	☐	☐	☐	☐

Date : .....

3. Adapting training to individual needs to improve individual skills

Today's coaches unanimously acknowledge the importance of gearing training to meet individual needs, both with physical and tactical work. Indeed, for top-level performance, which is becoming increasingly specialised, it is now indispensable.

What do we mean? Individualisation is the adapting of footballing technique and training methods to suit the individual needs of each player.

In other words, it means a distinct training programme to take into account the personal abilities and needs of the players to improve on skills they have already acquired and to help them achieve specific training objectives, such as developing their strength.

The individualising of training in this way can prove particularly valuable when the coach is doing specific training with individual positions, working on technical moves or on tactical aspects (e.g. training for attackers crossing and shooting at goal).

In a training and development programme where the individual development of the player is a priority, the use of specific individualised training sessions has now become a necessity if we are to improve the development of young players, and this needs to be introduced from the pre-training/pre-development stage.

Individual training

- ***As part of the team training session***
  - Work in groups, workshops and with individual positions using exercises that are specific for each type of player.
  - This form of training requires one or more assistants to help run the session.

  Example: One group works on technical/tactical exercises, while another group plays a practice game. The groups then switch activities.

- ***Separate individual sessions***
  - An additional individualised training session geared to the needs of the player (improvement of strong points or correction of tactical behaviour, etc.)
  - The session can be held as part of the weekly training programme on the same day as the session for the whole team, at different times on that day, or even on a different day.
  - There can be a daily session before or after training, depending on the needs or the motivation of the players.

  Example: An individual strength (upper body) training session before the session for the whole team.
  Training of specific technical moves at the end of a session
  (Jean-Pierre Papin, former leading goalscorer with the French national team, used to practise his celebrated volleys in front of goal)

- ***Specific individualised sessions***
  - A training session in small groups with a maximum of 4 to 6 players each
  - A special session depending on whatever type of training with specific objectives is required
  - A session scheduled in the training cycle, either in addition to or replacing a whole team session

  Example: A specific session for a talented group of individuals or for the forwards; training of dead-ball situations.

Examples of specific sessions

- Technical training (improvement of individual skills)
- Co-ordination training (running exercises)
- Position training (goalkeeper, forwards, etc.)
- Team unit training (defensive unit, midfield unit, etc.)
- Muscle strength training (individualised programme)
- Form and fitness recovery training (for injured players or those experiencing a poor run of form, etc.)
- Mental strength training (individual work to improve concentration, confidence and willpower)

Specific individualised training sessions also enable players to work on individual skills that cannot easily be trained with the whole team and to improve other performance-related aspects of their game.

Depending on the player or players, the coach should conduct the session emphasising precise aspects and choosing specific drills to which he can gradually introduce variations (the number of repetitions, the tempo of execution, an increase in the degree of difficulty, putting pressure on the players or bringing in particular actions, etc.)

The learning time is therefore optimised: there are more ball contacts, the coach is always present with the players, the human contact is improved, correction is geared more to the individual and is therefore more precise, the coach can give direct feedback with positive reinforcement, the player is more motivated (because his confidence is boosted).

As quality of execution is crucial at the pre-training/pre-development stage and during sessions where the main emphasis is on technical work or position work, the coach can use a player from the first team to demonstrate (as a role model for behaviour and technical expertise).

Example: A session for forwards featuring one of the top strikers from the first team

Individualised training sessions of this type fit in well into overall training and development programmes, especially those aimed at talented players and budding stars.

An example of a specific training session (lasting 60 mins)

Objectives:	To improve basic technical skills: emphasis on control on the turn and passing (short and long passes)	
No. of players:	6 (midfielders and outside defenders)	
Content:	• Basic co-ordination work (separate and integrated training) – work on footwork and rhythm – receiving the ball and sequences of movements with two players	20 mins
	• Technical exercises with three players – Receiving the ball, control on the turn and passing	15 mins
	• Game situation – switching play and finishing	15 mins
	• Individual ball juggling test – number of touches (left and right feet) in 2 minutes	5 mins
	• Stretching session – led by one of the players	5 mins

This training can be scheduled as part of a weekly cycle with one or two sessions per week, depending on the type of training, the level of the players and also on the overall training/development programme.

It can also provide some interesting variety to the schedule for youngsters undergoing an intense academic programme.

Example: A session held between morning and afternoon school classes (11.30 - 12.45)

> "The most gifted youngsters must be placed in learning situations that require them to reflect and to show willpower and courage."
>
> Erwin Hahn, 1987

4. The Academy or "Centre of Excellence"

In many countries where there is a strong footballing tradition, the concept of academies or centres of excellence for young players has been in existence for some time now. Indeed, it has been the basis for reforms aimed at improving the training and development of young players, but also one of the reasons for the considerable footballing success enjoyed by national teams and clubs from countries such as Argentina, France, Netherlands and Spain.

These centres can be run by a club, operated by the national association at national or regional level, or they can even be sponsored or supported by private funding.

Each of them operates according to a distinct training/development philosophy that is adapted to meet the cultural and educational demands of the country or region, the traditions of the club or the personal ideas of the directors. The manner in which they operate, is, of course, also dependent on the finances available.

In each case, the centre of excellence is an important pillar in the development of football, especially as a means of providing better football training and development for players striving to reach the top. It can also help players to manage their sporting and academic study activities, in particular by facilitating co-operation between the parties involved and providing solutions to produce a programme that offers the right balance between the various learning activities.

In this section we have put forward various ideas for setting-up, organising and running this type of educational and training institution.

The centre of excellence

Aims:

- To offer youngsters a place where they can develop both academically and as footballers.
- To provide better supervision and follow-up for young players.
- To optimise the learning process and the training/development programme.

Structure:

YOUNGSTERS
Training/development programm

Football training/development	What the centre can offer	Academic training/development
• Performance-related skills • Football-related education – Training – Competition	• Supervision and social environment • Accommodation and living arrangements • Training structures – Boarding school facility – Host family – Day school facility	• Academic and apprenticeship studies • Parallel training/ development • Scholastic or apprenticeship institution • Centre of excellence (Academy)

Supervisory structure:	• Centre Director – Welcome/reception staff – Administration – Staff responsible for accommodation and equipment • Technical Director – Technical staff – Medical set-up • Director of academic studies – Teaching staff – Educational co-ordinator – Person responsible for relations with the school
Reception centre:	• Main building ⟷ Training centre – Administration – Accommodation area – Medical centre – Classrooms (study rooms) – Changing rooms • Accommodation is not essential. The players can live at home either with their own families or with host families. Whereas France tends to favour the boarding system, the Netherlands prefers players to stay with host families.
Training facilities:	• Training pitch(es) • Other pitches, with grass or artificial surfaces • Training equipment and material that are essential to guarantee efficient work in training
School/educational arrangements	• Young players at the centre attend a state school or private establishment close to the centre. • Academic classes are taught at the centre itself by teachers recruited by the centre or provided by the school. • Those players who have signed up to receive scholastic training attend a state school or a private school. Those receiving a less academic training follow a special programme at the centre under the guidance of teachers or specialised instructors.

Football training development programme

- This depends on the age and the level of the players and is adapted to meet the learning objectives.

Points of emphasis in the programme

- Individual development of performance-related skills by training and competitive activity.

  The youngsters play for the academy's team (i.e. as part of a club, regional centre, national centre, etc.), which plays in official competitions.

  Example: A national league championship or international competition.

  The players may also rejoin their own clubs at the weekend to play competitive matches (this applies especially with young players at the pre-development/pre-training stage).

- Developing of other skills/knowledge (social skills, general culture and sport-related knowledge)

– Career management
– Learning how to prepare for matches
– Managing leisure time
– Others

Young Trainees

→ These players are chosen according to the type of centre and the objectives of that centre:

- Training and development centre (football + studies)
- Academy (football + scholastic supervision)
- Football school (football + school for children)
- Training centre (football only)
- Others

→ They are selected according to the following criteria:

- General sporting ability (depending on the experience and level achieved)
- Assessment and specific tests
- Motivation and mental attitude
- Scholastic level (to determine whether they are able to follow an academic programme or another form of training)

  - Minimum age: 12-13 years of age
  - Maximum age: 16-18 years of age
  - Number: This depends on the structure and facilities of the individual centre

Annual programme

- The annual programme will depend on competition fixture lists and on the academic calendar
- It also depends on what the individual centre is seeking to achieve in footballing terms

Table 7: An example of a weekly schedule

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY	SUNDAY
MORNING						
School	**Training** Theory Practice	School **Training**	**Training** Theory Practice	School	**Training** or travel to a match	
AFTERNOON						
School **Recovery training**	School **Training**	Rest time Other activities	School	Personal work **Training**	**Match** or Rest time	**Match** or Free afternoon

Success in football in the future at both national and club level will go to those that have the best football schools offering training and development structures and programmes that have been adapted to meet the demands of the modern game and society as a whole.

It is worth noting that, according to FIFA statistics, only 1-2% of the world's footballers are professional and can earn a decent living from the game, with some of them enjoying a very comfortable existence. The others all play the game for the enjoyment of it and to keep fit or for moral and social reasons. Some of these players have undergone several years of specific training and development at centres of excellence, but they have failed to make the breakthrough into the professional game or to remain at the highest level for one reason or another (health, motivation, family and professional life, or simply a lack of ability to play the game at the highest level).

Faced with this reality, it is therefore essential that any football training and development programme should also provide for simultaneous study, learning a trade or profession, or some other form of training that will one day enable the footballer to make a living elsewhere.

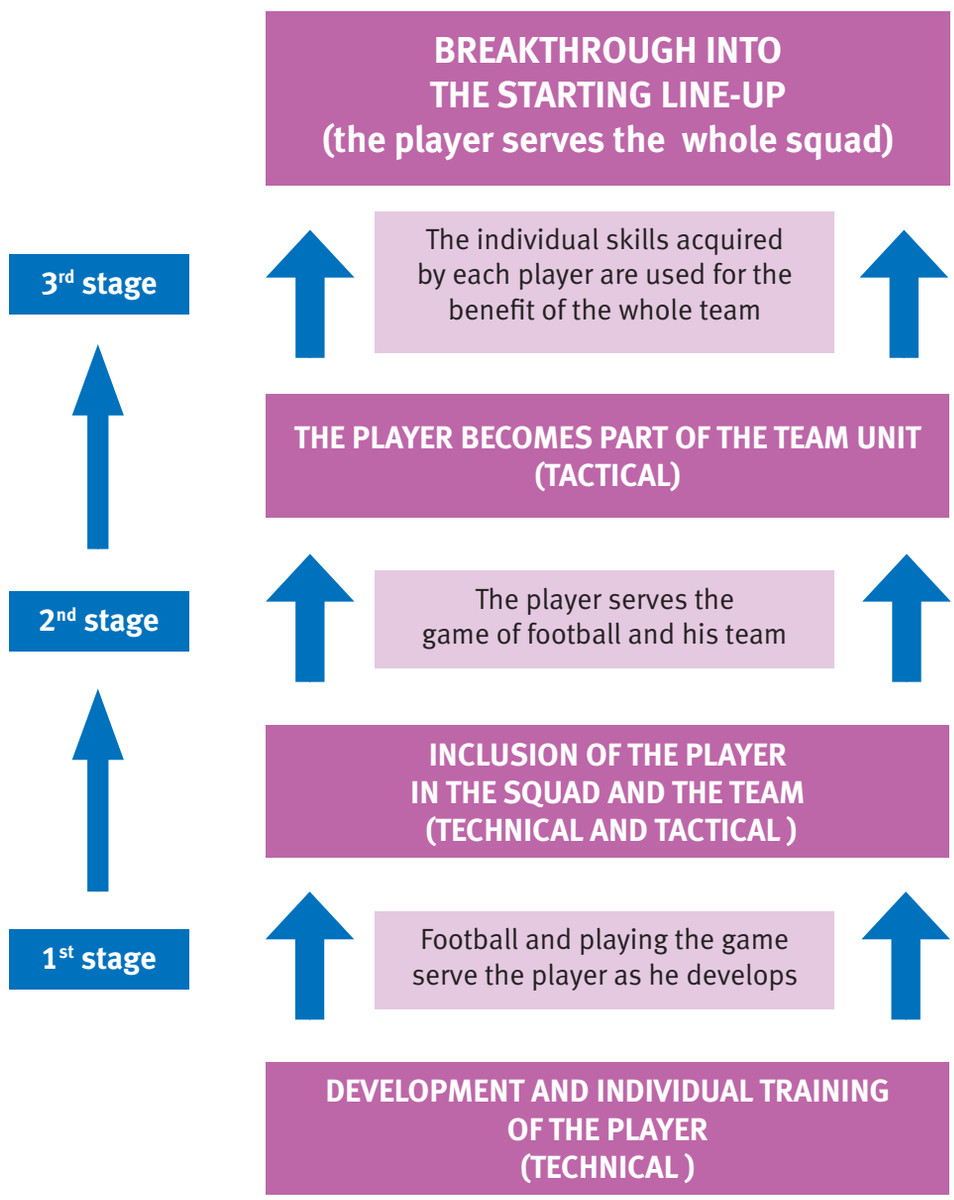
Every child and young sportsman or woman is entitled to receive training and education that will allow them to face life with confidence. And it is precisely in this spirit that FIFA sees the educational role of football.

"My coach at Napoli told me once that if I wasn't doing well at school, I wouldn't be able to play for the first team."

Fabio Cannavaro, captain of the Italian national team, 2003

Summary

Table 8: Process by which players progress in their training and development



Victory does bring enormous satisfaction, even if it is not the primary objective of training. But the true victories and those to be savoured most are when young players are awarded a place in the first team, make the grade as professionals, or, better still, when they are called up to play at international level.

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For the Good of the Game

11

Goalkeeper coaching

Technical and tactical aspects

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Introduction

There was a time – not so long ago, in fact – when the role of the goalkeeper was considered to be less important than that of the other players in the team.

Nowadays, though, the situation has changed considerably – fortunately. In the modern game, all players are considered to be on an equal footing, irrespective of the position they occupy.

Despite this, however, there are many specialists who feel that the goalkeeper has a special place in the team, since he is possibly the only one whose performance can determine whether his team wins or loses a match.

In this chapter, we shall be looking at the training of basic techniques and rudimentary tactical skills for use in the instruction of goalkeepers.

At the end of this chapter, there will be an example of a training session for top-flight goalkeepers, as well as various drills for young goalkeepers.

Even though a goalkeeper must, wherever possible, be given individual training at the hands of a specialist coach, he also has to take part in training sessions with the whole team, thereby allowing him to be confronted with real match situations.

"A good goalkeeper will make a mistake every six matches; a very good goalkeeper will do so every nine matches; an excellent goalkeeper might commit a blunder every 12 matches; and the really top-level, international-level goalkeepers will make a mistake every 15 matches."

Alan Hodgkinson,
former goalkeeping coach
of the Scottish national team



1. Technical aspects

In this section, we shall be looking at goalkeeping technique and everything that this includes. The explanations will be predominantly provided through photographs and illustrations, thus making it possible to see and analyse every movement in detail.

If at all possible, it is a useful exercise for the coach to film his goalkeeper during a training session. This not only allows the coach to study the goalkeeper's movements in slow motion, but also enables the goalkeeper himself to watch his movement on screen. This image will then become part of the goalkeeper's ongoing learning and development process.

It is important that the coach stands fairly close to his goalkeeper in the various training sessions (approximately 5 metres away), thereby allowing him to analyse the work of the goalkeeper at first hand.

If he wants the goalkeeper to perform a movement more quickly, the coach should increase the power of his shots or throws at the goalkeeper. But to begin with, he should allow the goalkeeper to become accustomed to the movement with gentle shots or throws; this will allow the goalkeeper the necessary time to execute that movement. Once the coach sees that his goalkeeper has reached a certain level of agility in his movement, the coach can then start to strike the ball more powerfully to get the goalkeeper to work more quickly.

The coach has to correct even the smallest detail during training sessions, as such details can prove crucial. These corrections must, however, always start with the basics, namely the position of the goalkeeper's feet, his body and his hands, thereby allowing him to optimise his movement. There is nothing more infuriating for a goalkeeper than for him to think that he has saved the ball, only to see it deflected and rolling into his own net.

In the second phase of his coaching, the coach should move further away from the goalkeeper to perform drills that resemble potential match situations as closely as possible.

The coach should then ask the goalkeeper to make certain body movements (sideways movements, side shuffles, etc.) before executing his move. It is important to stress one thing, however: there is no point, for example, in the coach forcing his goalkeeper to do a roll before diving, as he would never be called upon to perform such a move during a real match.

→ If it is possible for the coach to work together with attackers, it can prove a worthwhile exercise for him to watch his goalkeeper at work from behind. He can then correct him in his moves and his approach without disturbing the smooth running of the rest of the training session. Observing the behaviour of the goalkeeper during training, in games on reduced-size pitches and, in particular, during a real match forms an integral part of the role of the specialist goalkeeping coach.

1.1 Footwork – Kicking the ball

We are not dealing here with explanations of the right move for the goalkeeper to make when kicking or passing the ball out. Every coach will know these skills by heart, in any event. It is, however, worthwhile for the coach to ask the goalkeeper or to explain to him exactly when during a match he should kick the ball upfield or simply deliver a short pass out.

Indeed, one of the main mistakes that we see on a regular basis is a combination on the goalkeeper's part of rushing his clearance and wanting to kick the ball really hard.

Apart from the tactical issues that will be covered in the following pages, it is first important to establish certain priorities. When the goalkeeper has plenty of time to make his clearance, he must first control the ball and let it roll 1.5 – 2 metres in front of him, so that he has the whole of the playing area in front of him. He can then make a long clearance upfield or play the ball short, without having to touch it again.

There is no point in asking him to control a ball on the turn and pass it out when there is no opponent for him to beat, anyway!

When the goalkeeper is being pressed by an opposing attacker and does not have the time to control the ball, he must ensure that he gets into the best possible position for making his clearance without merely striking the ball as hard as possible. There is every chance in such cases that the goalkeeper will "fluff" his kick or, because of a bad bounce, he will strike the ball with the outside of his foot and either give the ball straight to the feet of the attacker or send it into his own net.

The goalkeeper must be nimble on his standing foot and must be able to strike the ball without rushing, as if he were trying simply to "place" it 35 metres upfield.

The coach must be insistent about the goalkeeper doing regular drills, such as 5v2 game routines, where he will be able to encounter situations in which he can make short clearances out. We shall be looking at this aspect in the following pages.

The coach can work on long clearances as part of a simple analytical phase in the training session. For example, the coach can stand in the centre circle and ask the goalkeeper standing in his area to close his eyes. The coach calls out "NOW!" as he kicks the ball. The goalkeeper then opens his eyes and has to kick the ball clear with his feet. This exercise replicates a match situation, as the goalkeeper will have very little time to execute his move.

We should also not ignore the mental aspect involved in such match situations. It is precisely at such moments that we see goalkeepers unable to execute even the simplest moves, purely because of a lack of confidence. For this reason, it is worthwhile working with handicaps in the performance phase of training sessions. As described in the previous case (where the goalkeeper had to shut his eyes), these handicaps can help him to replicate a "stress" situation and, more particularly, with the same split-second timing that is required in a real match.



1.2 The movements of the goalkeeper

In this section we shall be looking at the technical aspect of the movements made by the goalkeeper.





Side shuffle

The goalkeeper needs to display extremely fast footwork and complete co-ordination for all the movements that he makes.

- **Side shuffles**

When the goalkeeper is standing on the goalline, he is often forced to shuffle sideways to enable him to face the oncoming ball and also to get his feet in the "ready" position to dive. It is important to emphasise here that the goalkeeper must never cross his legs when moving.



- **Side shuffling in a duel situation**

The coach gets the goalkeeper to stand in a 1-on-1 situation and to shuffle sideways at the same time.



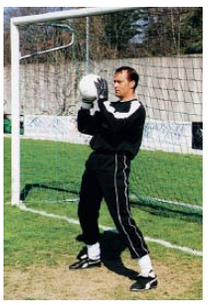
- **Fast footwork in duel situations**

The coach has to insist here on short and fast steps.

Fast footwork in duel situations:
→ the coach must demand short and fast steps



Correct position


Wrong position


Position of the hands

1.3 Catching/taking the ball

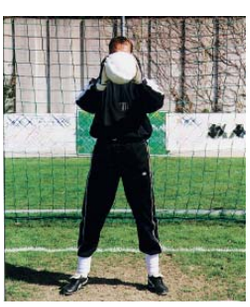
The manner in which the goalkeeper takes the ball is the best possible indicator of how confident he feels. It is vital that the goalkeeper masters this action and that it ultimately becomes automatic for him. Work on catching the ball has to start from a very young age.

As we shall see later, it is only by working on the finer points that the goalkeeper can be sure of taking the ball safely. It has been found that youngsters all too rarely practise without their gloves on. Coaches do in fact do the youngsters in their charge a great service by asking them to remove their gloves for a while! The goalkeepers must be able to "feel" the ball and, above all, to see the work that their fingers, hands and, finally, their wrists and forearms are doing. A good catch of the ball will always be the result of correct body positioning. We shall now look at this in more detail. The goalkeeper's chest must be positioned slightly forward, his legs flexed, and his arms must always be extended in front of him to meet the ball.

The goalkeeper must always act first and not allow the ball to dictate the situation. In other words, he has to go out to meet the ball and not wait for the ball to come to him.

The legs are often a pelvis-width apart.

Analytical phase of the training session


Drill 1a
(shooting from
5 metres - 1 ball)



Drill 1b
(side shuffle and catching the ball)

Drill 2
(shooting from 5 metres - 2 balls)

The goalkeeper throws his ball out at the same time as the coach kicks his ball to the goalkeeper, and the goalkeeper catches the ball.
This movement should be repeated several times.




Drill 3
(shooting from 5 metres - 2 balls)




The goalkeeper then receives the coach's ball after he has thrown out his own. He throws back the coach's ball and catches his own again.

Drill 4
(shooting from 5 metres - 2 balls)




The same as with Drill 3, but this time the goalkeeper keeps the coach's ball and kicks his own ball, together with the one that he has kept in his hands.

Drill 5




When the coach shouts "NOW", the goalkeeper does a quarter-turn and receives the ball from the coach. This exercise calls for good, fast footwork. The goalkeeper also has to pay close attention to the positioning of his shoulders. They must always remain parallel to the goal line. The ball can also be struck just under crossbar height to work on the goalkeeper's arm agility, so that he can either make a two-handed save or tip the ball over with one hand.

Drill 6

Taking the ball while on the move




The goalkeeper has to shuffle sideways while receiving balls delivered from both flanks. The ball deliverer should wait until the goalkeeper is close to the post before sending the ball in to ensure that he can take the ball cleanly. Otherwise, the goalkeeper can find himself destabilised and forced to fist the ball away one-handed.

Variation: The goalkeeper comes away from the post, and the coach aims the ball at the area in front of the goal.

Pre-competition-phase training

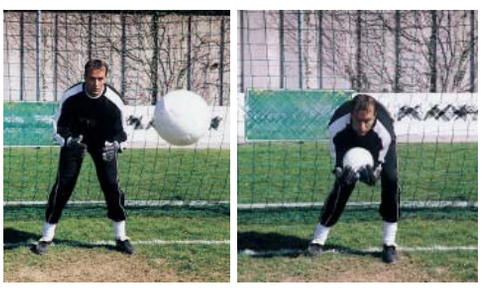
The coach stands (approximately) 11 metres away from the goalkeeper. He varies his shots at the goalkeeper (drop-kicks and volleys), and moves out to the flanks to play the ball in from there as well. The goalkeeper bowls the ball out long overarm.
After his throw out, the goalkeeper moves (or positions himself) according to where the coach is standing.
The coach must not strike the ball too hard, to ensure that the goalkeeper can make one or two sideways shuffle steps before catching the ball.
Unfortunately, we all too frequently see goalkeepers diving when they could have taken one or two sideways steps and easily caught the ball cleanly.



Drill 7

1.4 Taking the ball at chest-height

When the ball comes to the goalkeeper at just below head height, he has to make a catch that will enable him to keep the ball at chest height.
As was the case with the previous ball-catching technique, it is important that the goalkeeper's body remains parallel with his goal line, with his chest inclined slightly forward and his arms and hands extended to grasp the ball.
The goalkeeper will most frequently use this type of catch for shots from quite far out to ensure maximum safety.



The exercises are simple to perform:

Drill

1. Analytical phase, shooting from 5 metres

2. Performance phase, shooting from 16 metres

1.5 Angle play

Although football is not an exact science, there are nevertheless certain parameters that can be overcome. The goalkeeper can control one of these parameters by being ideally positioned to deal with the ball.
All too often, we see goalkeepers badly positioned before the ball has even been struck. This either forces them to make impossible saves or, more frequently, to be beaten, as all they can do is deflect the ball into their own net.
The notion of angles is one of the parameters that coaches can teach to the youngest goalkeepers in their charge. Coaches should not be afraid to attach a ribbon to both posts, as shown in the illustrations below. A child needs to be able to sense and see the space around him that he has to defend.



1. head-on



2. from the side

The triangle formed by the ribbon represents the shooting angle. This goalkeeper must always use his shoulders as the basis for this triangle. This is more straightforward when the goalkeeper is facing a player head-on, but when the goalkeeper has to deal with attacks from the flanks, he has to be made particularly aware of his positioning.

To help the goalkeeper find his bearings, coaches should not hesitate to put down discs to show the goalkeeper the space that he needs to cover to protect his goal.

1.6 Going to ground

Going to ground is frequently confused with a dive. On a technical level, though, the approach to this move is fundamentally different.
A goalkeeper goes to ground when he has to save a ball that is no more than 1.50 metres off the ground. The goalkeeper has to go to ground to deal with two specific situations that can arise in a game.

a. A ground shot at goal

When a shot comes in from fairly close range, or is so powerfully struck that the goalkeeper does not have sufficient team to move out to face up to it.

b. Duel situations

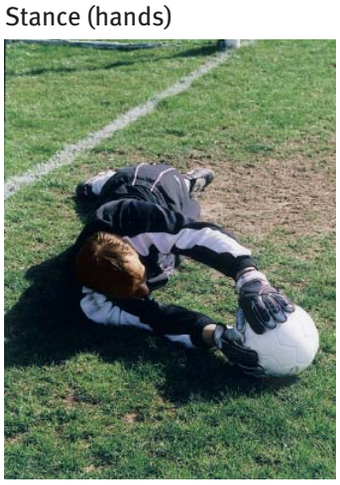
A 1-on1 duel, where the goalkeeper is forced to go out and win the ball one metre or so in front of him. We can see that, in this position, goalkeepers squat with their bodyweight on their heels, and they have no other option than to stick out their feet to challenge the opponent.



Stance (legs – body)

As with every goalkeeping movement, leg speed is crucial here; the inside leg has to fold under the body to allow the body get down to the ground as quickly as possible.

Stance (hands)



Stance (arms)



The goalkeeper's arms should always come forwards to allow him to deal with the trajectory of the shot correctly.
Position of the hands: the outside hand should be behind the ball, and the other hand over the ball.
The goalkeeper must be able to achieve the same "sensitivity" when saving the ball on both sides.
The coach has to insist on the correct position of the outside hand, especially when this is his "weak" hand, as goalkeepers often tend to cover this weak hand with their "strong" hand, e.g. the right hand on top of the left hand.

→ A bad catch:

right hand over left hand



The consequence of doing so is simple: the ball is rarely controlled properly. If the goalkeeper has to go and challenge for the ball at speed, he will, in all probability, have time to use just one hand. He must therefore make sure that this hand is firm at the moment of contact with the ball.

Analytical exercise

Shooting from 5 metres, with the coach telling the goalkeeper on which side he will shoot.

The coach begins the exercise by telling the goalkeeper where he will shoot, and then finishes off by shooting at will without telling the goalkeeper.

It is important for this exercise that the coach does not shoot immediately when the goalkeeper is up to the level of the cones. He should wait one or two seconds before shooting so that he can instruct his goalkeeper to remain on his feet without moving (this is very difficult during a match).
The tactical approach to be adopted in 1v1 situations such as this will be covered in the section on tactics.

Drill 1 (match phase)







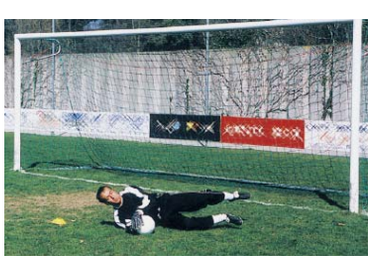
Drill 2

(going to ground and moving out to one side)

When the coach shouts “NOW”, the goalkeeper moves to the correct side to close down the angle.







Drill 3 (match phase)

This drill can be performed either in front of the goal or on either side. After the first ball, the coach continues to fire in shots (waiting each time before taking the shot until the goalkeeper is up on his feet again).





The coach must keep a close eye on the goalkeeper’s position, as illustrated under point 1.6 about narrowing angles. The goalkeeper must always be able to deal with the trajectory correctly and, above all, know how to position himself in the centre of his “new goal”. He will rapidly grasp that, by taking these actions, he will be able to cover all of his goal, simply by going down for every ground shot or medium-height ball.

The coach must vary his shots during the drills, thereby replicating real-match situations. He has to alternate the power of his shots, vary the height or even change the type of shot altogether (drop kicks, normal dead-ball shots, etc.).

1.7 Forward vault

It is always preferable for a goalkeeper to remain facing the ball.
This type of dive, which is often likened to a safety dive, is extremely useful for dealing with straight shots or especially when the ball bounces 5 or 6 metres in front of the goalkeeper.
The goalkeeper's body and his hands must always remain behind the ball.



Stance (shot from 7 metres but without the goalkeeper moving forward)

Drill 1 (match phase)

Shot from 16 metres

The coach asks the goalkeeper to move sideways and then to make a forward vault save. To achieve this, the coach has to adjust the power of his shots to ensure that the goalkeeper has enough time to move and be positioned facing the ball before making his dive.



1.8 Low dives

When the goalkeeper goes to ground – as described above – the movement revolves around legwork; this is completely the contrary for the low dive.

When the goalkeeper goes to ground, he has to fold his inside leg to allow him to get down as quickly as possible. With a low dive, however, he has to use that inside leg to push himself off.

Observing goalkeepers making different dives (to save ground shots, medium-height or high shots) will allow the coach to check that the goalkeeper always executes these dives with the same timing, namely a three-sequence movement.
First, he has to move into the "ready position", after which he does a sideways shuffle and then he pushes off to dive.

→ The coach has to watch carefully here; the two most widespread problems are the following:

Poor timing

The goalkeeper can either be filmed in training or have a video camera trained on him during a match to establish whether he is too slow getting into the "ready" position.
There are striking similarities here between a goalkeeper and a tennis player.
Apart from the mental aspect, we can see that the goalkeeper acts very similarly to a tennis player when he is preparing to execute a movement. The tennis player also does a loosening up movement as his opponent

Stance (feet – legs)



is about to strike the ball, then a few side-shuffle steps, gets his feet into position and finishes by playing his own shot.

Lack of thrust

It is difficult to launch into a low dive by pushing off with the inside leg, for two reasons: first, it is not easy to get the feet in the right position to do so, and second, because the goalkeeper often incorrectly estimates the thrust required.
He does not have the same problem for medium-height or high dives because the footwork required for these is obvious.
It is even less straightforward to launch into a low dive by pushing off from the "weak" leg. Indeed, we often see goalkeepers in such situations who cross their legs so that they can push themselves off from their "strong" leg!
The illustration below shows the goalkeeper pushing off from the inside leg. The foot must always be slightly in front when the goalkeeper is in the "ready position", to allow his hips and therefore his body to be in front of the line.
The comments above concerning taking the ball and the position of the hands also apply for when the goalkeeper goes to ground, as he also has to take advantage of any help that he can get from the pitch!

Additional remarks

- Regardless of whether the coach is working on low dives, medium-height or high dives, he should always take shots at the goalkeeper from 5 to 7 metres out during the analytical phase of the training session. This is the best distance from which to get the goalkeeper to execute the right move.

- During the "match" or performance phase of the session, the shots should be taken from 16 – 20 metres out, with frequent variations to the angle, power and especially the style of shot (e.g. curling shots, shots with the instep or the outside of the foot. or powerful shots).

- When working on speed, it is a useful exercise for the coach to keep shooting at the goalkeeper continuously, but still ensuring that he has time to get into the ready position and to make his dive.

- It should be pointed out here as well that any form of shooting drill involving the rest of the team will help the goalkeeper to become more accustomed to real match situations.

1.9 Medium-height dives



Stance (feet- legs)

As previously mentioned, the medium-height dive is the easiest dive for the goalkeeper to execute – simply because it demands the use of the goalkeeper's "natural" skills.
The goalkeeper shuffles sideways and then pushes off initially with his outside leg, followed immediately afterwards by the inside leg.



Stance (body)

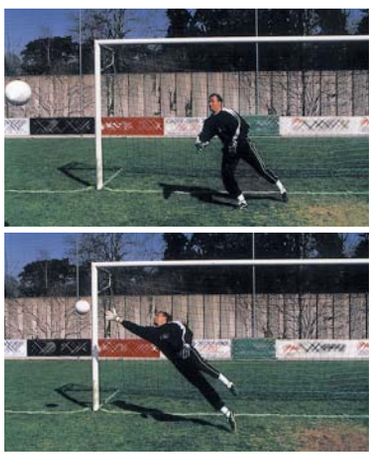
The goalkeeper has to go for the ball with his arms and his hands in a slightly forward position.

1.10 High dives

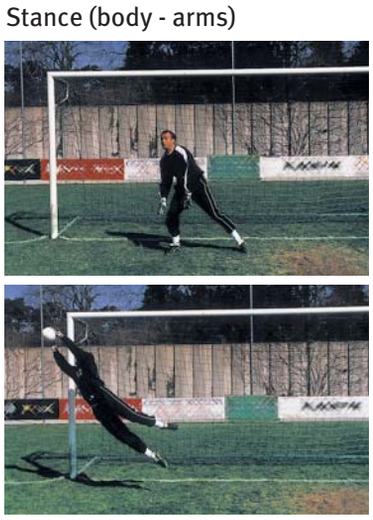
Although this dive should be really enjoyable for goalkeepers, it often turns out to be a nightmare for them.
It is technically easy to execute, provided that the goalkeeper is ready for it mentally and has the physical capacity to enable him to pull it off. We often see goalkeepers who want to launch into a dive, but they then change their take-off and the move they are about to make, purely out of fear. And the fear that they have is the fear of falling. And as long as this apprehension remains within the goalkeeper, he will never be able to "let himself go" to make this type of save. The coach therefore has to help him mentally: by making him repeat this move through various drills where he is forced in particular to get his footwork right and launch himself into the dive without holding back at all.

We can draw parallels between the child about to take its first perilous steps and the goalkeeper diving towards the top corner of the goal. The goalkeeper needs to have plenty of space around him to manage his fall.
If the coach sees that the goalkeeper is still reluctant, he can try working with him in a gym on multiple simple diving routines using a mat or even a trampoline.
However, the coach should not be too demanding about the quality of the goalkeeper's movement. After all, the prime objective is simply to save the ball.
Those coaches who are able to watch their goalkeepers in training will observe that the position of the body in the air varies from goalkeeper to goalkeeper, as this depends on the individual's power and explosive strength, but above all on the distribution of leg/body weight.
For example, if the goalkeeper's leg musculature is less well developed, his position in the highest phase of the dive will be almost horizontal; whereas with a goalkeeper whose leg muscles are far better developed, his legs will remain much lower in the air.
When the goalkeeper does not have the time to catch the ball two-handed, he will need to deal with it with just one hand.
Unfortunately, though, these saves are all too frequently executed with the "weak" hand.
When the ball is heading for the bottom corner of the goal, the goalkeeper should always use his outside hand, as this will give him much longer reach when going for the ball.
However, for shots that come in just under the crossbar, e.g. about one metre inside the post, the goalkeeper can easily use his other hand as well.

Stance (feet – legs)



Stance (body - arms)



Stance (outside hands)



1.11 High balls

What drives a goalkeeper to go out for a ball in the midst of a group of players? The simple answer is confidence. This confidence can be seen in two specific actions with a goalkeeper: taking high balls and 1v1 duels.
Despite all the work on the training ground during the week, there will be times when a goalkeeper will not go for certain high balls in a match because he does not feel up to it on that particular day. The coach can merely stand by and watch, powerless, when faced with such a scenario.
It is, however, important that the goalkeeper is positioned absolutely correctly before the ball is struck; otherwise he could place himself at risk by offering a tempting goalscoring opportunity to an opponent. We shall look at this in the section devoted to tactics.
The goalkeeper has two possible solutions for the four types of trajectory listed above: either he can opt to go for the catch and hold on to it, or he might decide not to take any risks – for various reasons (too many players in the box, the flight of the ball is difficult to deal with or the ball has been too powerfully struck, etc.). He will then prefer to punch the ball out, either one or two-handed – depending on the conditions.
The following exercises can be used as a warm-up to introduce a training session on dealing with high balls.

There are four different trajectories that need to be studied:

1. balls to the near post
2. balls to the far post
3. balls going towards the centre of the goal
4. balls aimed directly at the goalkeeper

Drill 1

The coach throws the ball high to the goalkeeper and then goes to harass him as he is about to catch it.



Drill 2

The first ball is thrown to the near post. The coach then asks the goalkeeper to make a diagonal sideway shuffle towards the edge of the 6-yard (5-metre) box for the second ball, and then vice versa for the last ball.



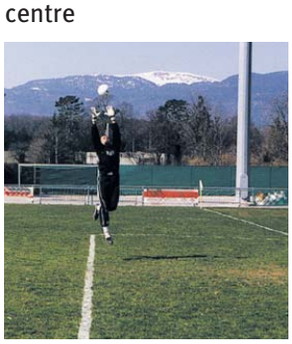
Drill 3



Drill4



Stance
Catching the ball in the centre



Stance
Catching the ball at the near post



Stance
Catching the ball at the far post



Stance for a two-fisted punch



Stance for a one-fisted punch



The same run-up is used for catching the ball and for punching it away. The goalkeeper has to strike the ball when it is still in front of him, and not after he has come to a standstill with his run.

As far as drills that replicate real match situations are concerned, the coach should test the goalkeeper with a wide range of different shots, inswinging and outswinging corners, crosses from the flanks, and balls played deep into the box, etc. During the warm-up phase, it is beneficial to ask the goalkeeper to perform drill 3 under normal conditions first, and then to get him to repeat it by asking him to close his eyes and wait for the signal "NOW!" (when the ball is being struck) before he reacts. In this way, he will be able to achieve almost perfect timing.
The combined drills (high balls and clearance throws) will be dealt with subsequently.

1.12 Kicking and throwing the ball clear

As the movement involved here is so obvious, we need not describe it in detail in this section.
We can, however, illustrate this with the help of series of photos, so that the correct movement to be performed can be studied at a glance.



Throwing the ball out

The key points to observe are the movement, as well as the position of the body and arms.



Full-volley punt



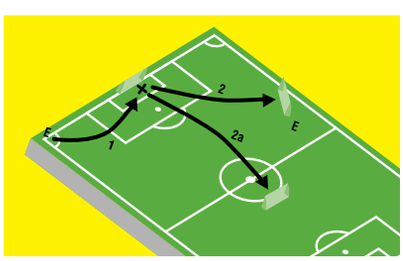
Drop kick

In particular, it is important to watch how the ball is thrown and the position of the balance foot.

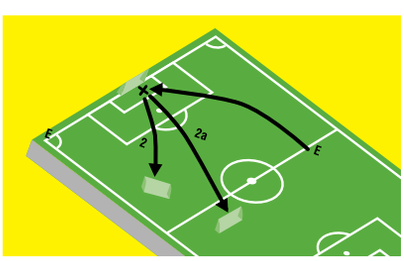
Combined drills

Just before the goalkeeper catches the ball, the coach can give the goalkeeper the choice of kicking the ball out, throwing it, or distributing it in whichever way he chooses.
The coach must ensure that the goalkeeper does not rush his throw. If he does, the quality of the throw will inevitably suffer.

Drill 1
2 = by hand
2a = with the feet



Drill 2
The same as for Drill 1



2. Tactical aspects

The culture of employing tactic and tactical systems is now well developed in today's game. However, even though coaches have brought a wealth of variety to playing systems that can be applied by outfield players playing in open space, this evolution has scarcely had any bearing on goalkeepers.
This section is devoted to the tactical aspects involved in goalkeeping. The tactical skills acquired by a top goalkeeper will be the result of many years of study, experience, as well as several seasons spent on the pitch.

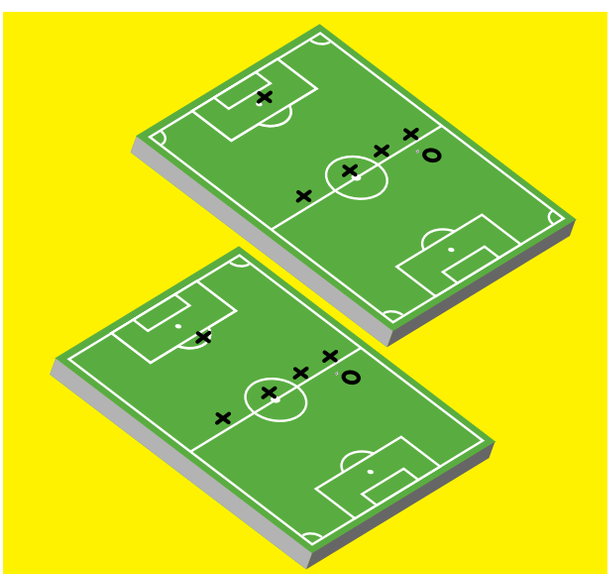
This section illustrates the basic tactical principles for the goalkeeper.

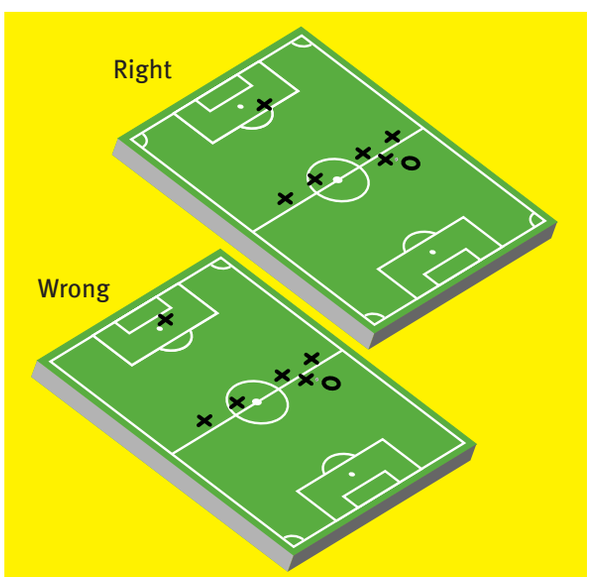
2.1 Position on the pitch

The first factor that determines the goalkeeper's positioning on the pitch is, of course, the position of the ball.
Unfortunately, we often see the situation where coaches ask their goalkeeper to stand high up the pitch if the defence is also defending high up the pitch.

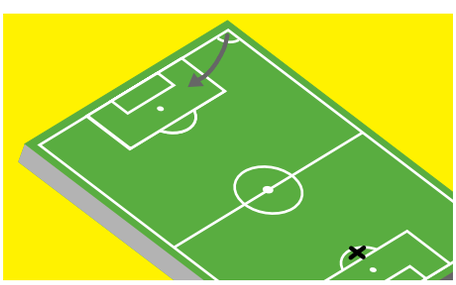
While it is certainly true that goalkeepers playing at the highest level should not stand too high up the pitch, the same does not necessarily apply for young players, as they are unlikely to be lobbed from 40 metres out.

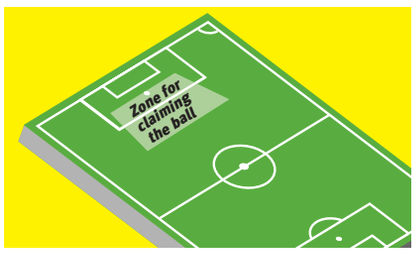
- "First of all, check where the ball is (40, 50, 60 metres away)"
- "Is there a team-mate between the goal and the ball-carrier?"
- "Is my defence defending high up the pitch?"





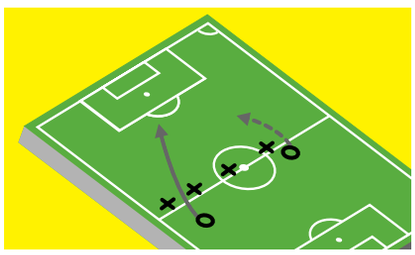
Positioning at a corner for the goalkeeper's own team
When the goalkeeper's own team is taking a corner, it is wise for the goalkeeper to stand fairly high up the pitch. This will allow him to cut out a long clearance played by his opposite number, given that his own defenders will often be positioned on the halfway line in a 2v1 or even 2v2 situation.





We regularly see goalkeepers standing very high up the pitch when the ball is in their own half.
Not only does this positioning not help them; it also puts them in a difficult situation, as they are forced to track back and are especially vulnerable to a lob being played by an opposing player. This repeated mistake stems from the goalkeeper's wish to cut out the long ball.
When the defence is lined up across the pitch, the goalkeeper has to come to claim long balls played into the centre from one of the flanks.

The goalkeeper can come to claim the ball



For balls played from the centre of the pitch out to one side, however, the goalkeeper should, for the most part, remain in position. This allows the defender to go and challenge for the ball and will force the attacker to change his run on the goalkeeper and take him out wide (a more difficult angle for the attacker to work from).

2.2 Footwork – Kicking the ball

A few years ago, this topic would not even have merited discussion for the simple reason that the goalkeeper did not need to use his feet to challenge for the ball. Unfortunately, or fortunately – depending on which way you look at it – the rules have now changed.
We have seen that numerous errors are committed by goalkeepers, solely because they rush or because they are wrongly positioned at the outset.

The goalkeeper cannot claim the ball (he has to go into a 1v1)

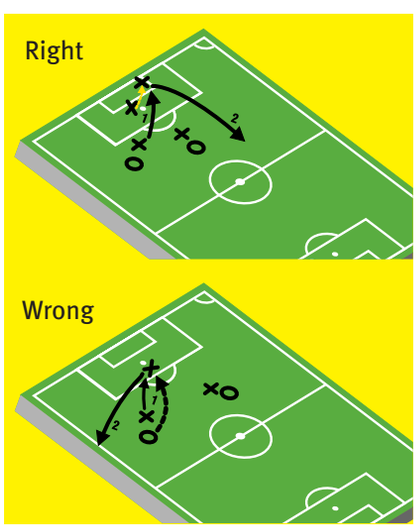


There are three main phases of play where the goalkeeper needs to use his feet to kick:

- dealing with short passes played back to the goalkeeper
- playing the ball long upfield
- booting the ball long upfield while under pressure from an attacker

The initial positioning of the goalkeeper before he strikes the ball will determine the outcome of his kick.
First of all, the goalkeeper has to be taught how to work with space. We often see goalkeepers coming out 12-15 metres to receive a back pass from a defender when the defender is standing approximately 25 metres out. This obviously reduces the space between the ball carrier, the attacker and the goalkeeper.
The goalkeeper will therefore put himself under pressure from the attacker (who will pounce on the chance to go for goal) and will have to take considerable risks when clearing the ball. Instead of this, the goalkeeper could have run towards the byeline into space, thereby allowing him to make an easy clearance under no pressure whatsoever.

Positioning



Short pass back to the goalkeeper

This short pass occurs when the defender is about 20 metres away from the goalkeeper and opts to play the ball back to him. As the goalkeeper needs the full co-operation of his defenders for this move, good teamwork is crucial. When the defender opts to play the ball back short to his goalkeeper, two of his team-mates need to make themselves available so that the goalkeeper can play the ball back short again and therefore retain possession for his team.

Long clearances

Clearing the ball upfield under no pressure from an opponent is similar to a goal kick. The ball is cleared with a rolling ball and under no pressure; the opponents are far away from the action, and the goalkeeper has the necessary time to execute the move.

Long clearances under pressure

In certain situations, the goalkeeper has to play the ball long upfield (because he is unable to play it short). If the attacker comes up to pressurise the goalkeeper, the goalkeeper will have only a limited time to execute the right move. However, he must not rush his movement.

⟶ To help the goalkeeper with his footwork (kicking) skills, it is vital that he is included as an outfield player in training sessions with the whole team.

2.3 Duels

The 1v1 duel is often a source of mistakes for goalkeepers. He has been told far too often and for too long that he should move out to narrow his angles. Unfortunately, a significant number of goalkeepers just launch themselves indiscriminately into a 1v1 situation. In so doing, though, they unintentionally present the attackers with a scoring chance.

We are talking here about clear 1v1 situations, and not when a long ball is played into the box, which the goalkeeper is able to claim after sprinting out and diving on it. A 1v1 here means that the attacker is still in possession of the ball.

It is clear that if the goalkeeper has not gone to ground correctly, (see description of this movement under Technique 1.7), it becomes more difficult for him to make a proper save. But before the goalkeeper goes to ground, the attacker must have decided to shoot – and this decision will depend solely on the behaviour of the goalkeeper.

Although this theory might shock several coaches, it is the result of many years of studying and observing goalkeepers and is based on the established fact that the attacker himself reduces his own shooting angle, because he is forced to keep going forward if he does not want to be caught by the opposing defender.

The attacker frequently shoots when he is between 6 and 11 metres away from the goalkeeper. If we tell the goalkeeper to stand 12 metres off his line while the attacker bears down on him unopposed from 40 metres out, the attacker will be left with two extra goal-scoring options, namely the lob and dribbling round the goalkeeper. Either of these would be child's play for a player of any talent.

On the other hand, if the goalkeeper stays 5 metres off his own line, the attacker will have to come towards him, as he will never risk shooting from 20 – 25 metres out. First, in doing this, the goalkeeper will give his defenders time to track back; the attacker will then feel under pressure, as there is no simple solution available to him. He will then find himself forced to shoot in the last remaining 50 centimetres.

⟶ We very often see in match situations like this that the attacker shoots wide of the post. And when that happens, you will hear people saying how incredible it is that a player should miss such a sitter. Unfortunately, though, no one ever seems to say: "What a fantastic goalkeeper!"

2.4 High balls

In the modern game, a goalkeeper simply cannot afford not to deal with high balls, as they very often result in goals.

First of all, we will look at high balls from dead-ball situations and then at high balls from open play. Free kicks from the flanks will be dealt with subsequently.

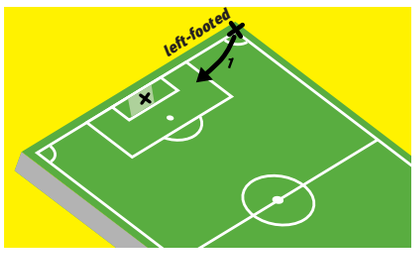
It is clear that the positioning of the defending team for corners will depend on the head coach, on his views on defending, his tactical choices and the qualities that his players possess. The goalkeeping coach and the goalkeepers themselves can, however, voice certain wishes themselves to ensure that the danger zones are covered!

It is, of course, logical that the initial positioning of the goalkeeper for an outswinging corner is not the same as that for an inswinging corner.

Inswinging corner

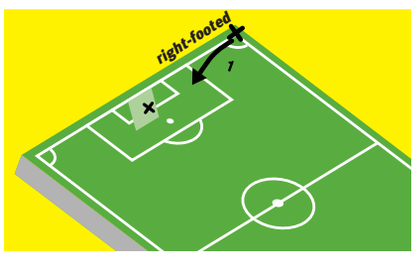
These are the most difficult trajectories for the goalkeeper to deal with, especially when they come in hard to the near post and when the goalkeeper can, unfortunately, do nothing more than move along his goalline to challenge for the ball.

It is impossible for the goalkeeper to go to meet the ball at the near post, as the ball is very often deflected just before it reaches the post. It is therefore wise for the goalkeeper to be moving along his line, so that he can attempt to save the ball after it has been deflected. Obviously, if the flight of the ball allows him to do so, the goalkeeper can then catch the ball more easily.



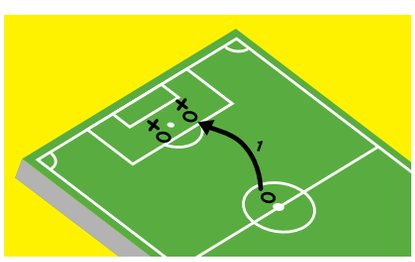
Position

The goalkeeper must be 1 metre off his line and standing exactly between both posts. If the coach puts a player on each post, the player at the near post will stand glued to that post, while the player at the far post will have to come in about 1 metre to try to block the flight of the ball. The shaded area shows where the goalkeeper must stand to be able to come out to claim the ball.



Outswinging corner

Many goalkeepers place themselves at an enormous disadvantage for corners delivered like this, as they remain glued to their line from the moment when the ball is struck.
It is a known fact that outswinging corners usually come in somewhere between 3 and 9 metres out from the goal line. Obviously, if the goalkeeper remains on his line, it will be difficult for him to claim a ball that comes in 7 metres away from that line!
One other aspect that the goalkeeper must not take lightly is the influence that he can have, as a result of his initial position, on the behaviour of the corner-taker.
For example: If the goalkeeper is standing 3 metres off his line before the ball has been struck, the corner-taker will aim the ball further away from the line; the goalkeeper will then be able to react more easily to allow him to take the ball.



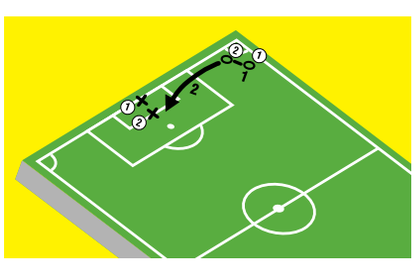
Long balls played into the box

The goalkeeper should go for this type of ball only if it comes in at a height where he can easily gather it. If there are attackers under the ball as it comes in (either with or without defenders challenging for it), it is unadvisable for the goalkeeper to go for it. The attacker does not have a lot of options open to him and the danger is minimal, so the goalkeeper merely places himself in difficultly by wanting to go out and claim the ball.



High balls from open play

We are looking here at a specific phase of play that takes place in a particular zone (the shaded zone).
When an opposing winger is attacking down the left or right flank, the goalkeeper should try to read his timing; the attacker will nearly always behave in the same way.
He will push the ball in front of him, raise his head to check on the positions of his team-mates and the defenders, and then focus on the ball again.
At this precise moment, the goalkeeper has to come 3 metres off his line, so that he is in the same starting position as he would be for an outswinging corner.





2.5 Free kicks taken from the flanks

The goalkeeper's priority must always remain the same: not to concede a goal. So the first question he has to ask himself is: "Can the opponent score directly?"
By free kicks taken from the flanks, we mean those taken in the shaded areas.

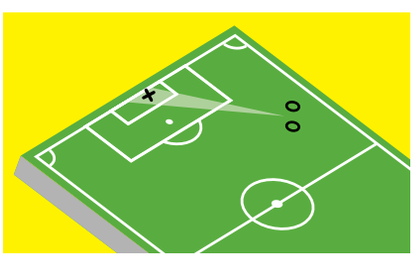
Three different situations can arise here:
- a left-footed striker of the ball (taking an inswinging free kick, for example)
- a right-footed striker of the ball (taking an outswinging free kick, for example)
- two strikers of the ball – right and left-footed (taking an inswinging/outswinging free kick)

It is essential for the goalkeeper to analyse these factors quickly.



The inswinging free kick

The goalkeeper must be in line with the second man in the wall. He must then react in the same way as he would for a first-time shot direct on goal.



The outswinging free kick

The goalkeeper's initial position and his approach have to change for the outswinging free kick. He should not stand in line with the wall, which will be positioned in such a way as to block a direct shot on goal. He should then come off his line to adopt a similar position to where he would stand for the outswinging corner.

Free kick taken by two players (inswinging/outswinging)

As we saw previously, the goalkeeper has to maintain a sense of priorities.
It is logical in such situations for the goalkeeper to act in the same way as he would for an inswinging free kick (direct shot on goal).

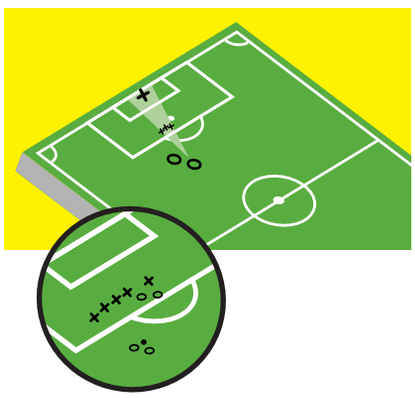


2.6 Free kicks from a central position

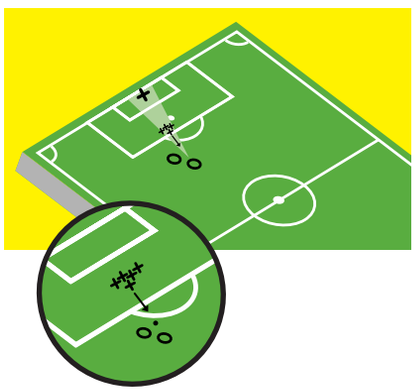
We are not dealing here with questions like: "How should the goalkeeper line up his wall", or "How many players need to be in the wall?"
It is nevertheless important to highlight certain key points. It is logical that everything should be done to ensure that the goalkeeper sees the ball as it is being struck, whenever possible. Unfortunately, though, the impossible cannot be achieved; and in some situations the ball may not always be visible.
The goalkeeper must stand in line with the last player in the wall. However, if this player is standing too close to the post (less than 1 metre away), the goalkeeper should possibly move towards the centre of his goal. As a result, he will not see the ball being struck. He must therefore remember to add an extra player to the wall to ensure that his goal is completely covered.
A number of players from the opposing team will often come and stand in or close to the initial wall, and these players will block the goalkeeper's view as the ball is struck.
The best way to deal with such a scenario is to ask the goalkeeper to stand in the middle of the goal and to be ready to move either side to make a save.



If the goalkeeper is in a normal position (i.e. in line with the last player in the wall), he cannot concede a goal on the narrow side, but, by the same token, he will not be able to deal with a shot to the other side, either.
Defending teams will often position a player slightly away from the wall, whose role is to run out to challenge for the ball if it is laid off to another player from the free kick. It is important for the goalkeeper that this player is ideally placed.



Unfortunately, we frequently see such players standing right next to the wall. This presents a considerable disadvantage, as one opposing player – or even several – will often come up to prevent this player from breaking out. And because of the positions that they have taken up, these opposing players completely block the goalkeeper's view of the kick being taken.



There is one solution to ensure that this player is never in the goalkeeper's field of vision, namely to position him in front of the wall.

3. The role of the goalkeeping coach

The goalkeeping 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 coach's vision and understanding of the goalkeeper's 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 goalkeeper(s);
- Coaching the whole team (e.g. in simulated match situations);
- Mental preparation of the goalkeeper;
- Selection of the goalkeeper for the match;
- Post-match analysis: assessing the goalkeeper's performance;
- Unearthing and scouting for goalkeeping talent.

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

> "*The* most important in football is the match - and winning that match. What we do in training, therefore, must be directly influenced by what happens during the match."
>
> Frans Hoek

4. Example of a training session for top-flight goalkeepers

- This training session was taken from the analysis of a competitive match.
- The match in question was an away match for FC Barcelona
- Normally, Barcelona like to build from the back, so they usually play the ball to someone in the back-line or midfield.
- This was not possible against this opponent, however, as the defenders and midfielders were all being heavily marked.
- The only option was to target long balls to the attackers.
- Every ball in the air was being lost, and this led directly to a counter-attack from the opposition.

The options available to the goalkeeper

- When the goalkeeper received the ball, he could try to play it as quickly and as deep as possible.
- He could try to pick out a player in the front-line, who might win the first challenge.
- He could play the ball to the no. 10 position, who would then lay the ball off.
- He could play high, deep balls to the no. 9 position.

In the training following this match (a training session with 4 goalkeepers), we chose the last of these options.

Objective of the training

– To keep possession when the goalkeeper has the ball for a goal-kick or a rolling ball by playing it to the no. 9 position.

What is required from the different players?

From the goalkeeper:

The necessary technique to play a high, deep ball over the opponents into space for the no. 9 to play it.

From the no. 9:

To create space for himself to receive the ball.

From the rest of the team:

To create space for the no. 9 before the ball has been played. The outside players then stay out wide, with the no. 10 remaining behind and the no. 6 and no. 8 also keeping their distance. They must also anticipate the right moment to make themselves available and challenge for the knock-down once the ball has been played.

The training for the goalkeepers

1. Warming-up without the ball
2. Warming-up with the ball → passing and driving balls
3. See exercises on the following pages.

Training for top-flight goalkeepers

1 Training drill

Procedure
Example of a drill with four goalkeepers. **(G)**
G1 plays ball towards **G2**, who receives and controls it and plays it to **G3. G3** controls the ball and plays a one-two with **G4**, who then passes it back to **G2.** After making their passes, **G1, G2, G3** and **G4** change positions.

Points for the coach to observe:

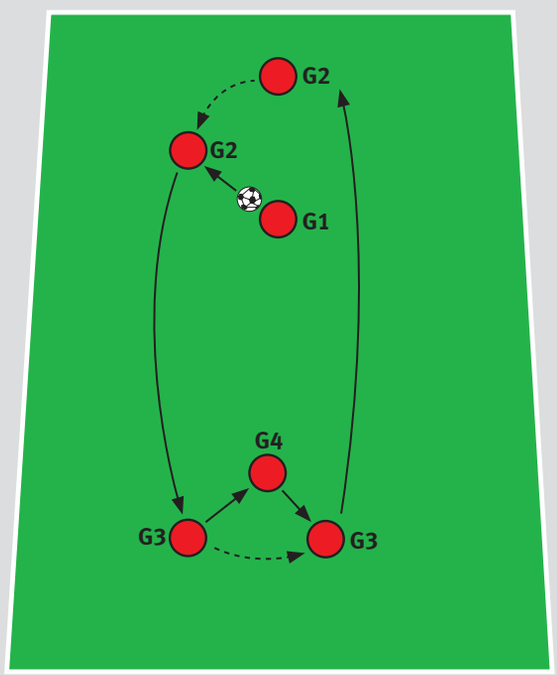
- **Goalkeepers making the passes**
  - Kicking technique:
    - approach
    - standing foot
    - kicking foot
    - balance
    - striking the ball
    - at the right moment
    - in the right place
    - with spin (backspin)
    - follow-through
    - taking up a new position
- **Goalkeepers receiving the ball**
  - Position
  - Moving out to meet the ball
  - Receiving and controlling the ball
  - If he is playing the ball back to the player who passed it to him, he has to choose how to play this ball:
    - with just one touch
    - or by controlling it (with a good touch, he should be able to play it either long or short).

Variation:

- **Goalkeepers making the passes**
  - play the ball as if it were a goal kick.
  - play the ball as if receiving a back pass, with both the right and left foot.
- Goalkeeper receiving the ball
  - receives the ball as if it had been played to him by an opponent: either rolled along the ground or kicked.
- **The goalkeepers stand**
  - in an area between 5 and 15 metres away from the goalkeeper who is receiving the ball.
  - between the ball and the goalkeeper who is receiving the ball:
    - pressing the players after the ball has been played.

Distance
- The distance can be increased or reduced.

Direction of the ball
- Not only through the centre, but also diagonally to the players out on the flanks.



2 Match-related training drill

Procedure
G1 must play the ball over the (obstacle) goal to the player ◯ on the centre line (a high ball). **G2** starts on the goal line of another goal and may not let the ball touch the ground. When he is in possession, he may play the ball into one of the other two goals. After every ball played, **G1 & G3 / G2 & G4** change position, and after playing more than 20 balls, they switch sides.

Points for the coach to observe:

- **The goalkeeper making the pass**

(see training situation 1)

- **The goalkeeper receiving the ball**

– Position
– Starting position (for the deep ball played in)
– The moment to set off
– His run towards the ball
– Receiving the ball
– Playing the ball towards one of the two goals

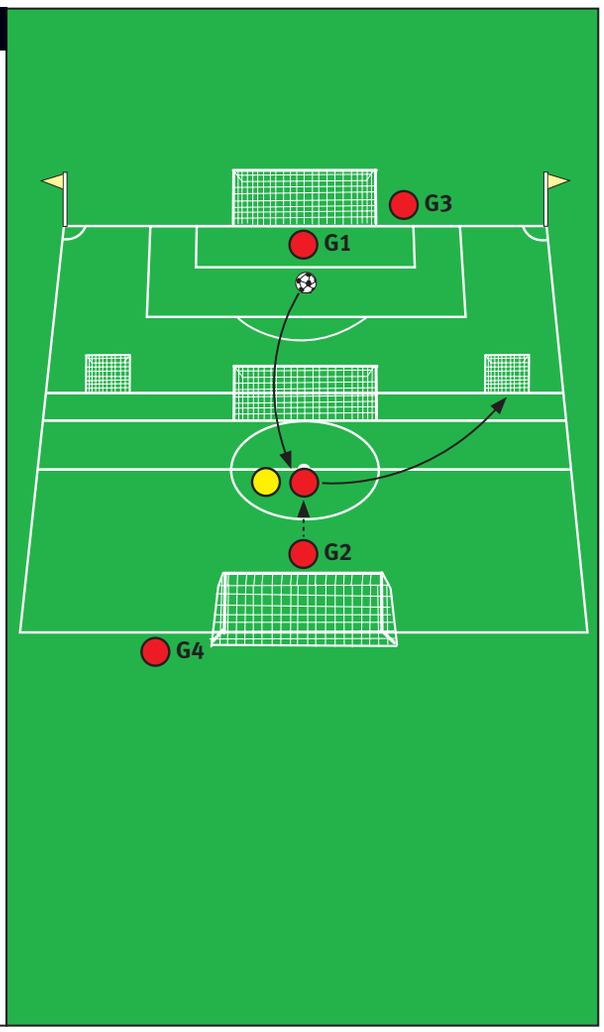
Variation:

- **The goalkeeper passing the ball**

– playing the ball from:
  › a goal kick
  › a rolling ball
  › on his right/left foot

Distance
– between the goals
– between one of the goals and the halfway line

Positions
– From different positions:
  › behind the goal
  › next to the goal
– Distance increased or reduced
– Playing the ball towards one of the two goals:
  › throwing the ball out
  › drop kick
  › volley
  › rolling ball
  › goal kick
  › on his right/left foot



3 Match-related training drill

Procedure
G1 plays the ball over the goal (obstacle) and the goalkeeper in the position facing the goal. **G2** attempts to intercept the ball. When he has possession, he plays the ball towards one of the two goals.

Points for the coach to observe:

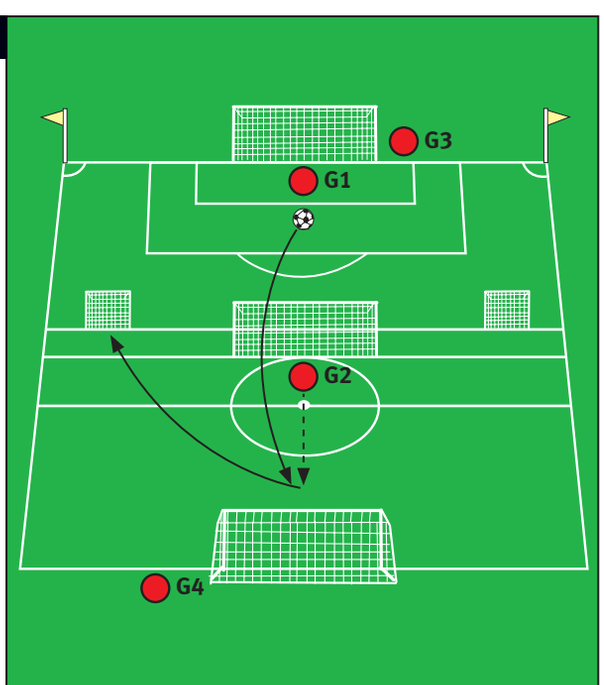
- **The goalkeeper passing the ball**

– Technique of driving the ball hard
– Approaching the ball
– Standing foot - kicking foot
– Moment of striking the ball
– Where the ball should be hit and how
– Body balance and stance
– Follow-up after the action

- **The goalkeeper receiving the ball**

– Position
– Starting position
– Footwork
– How he receives the ball
– How he plays the ball

Variation:
– The same as those mentioned in training drill 2



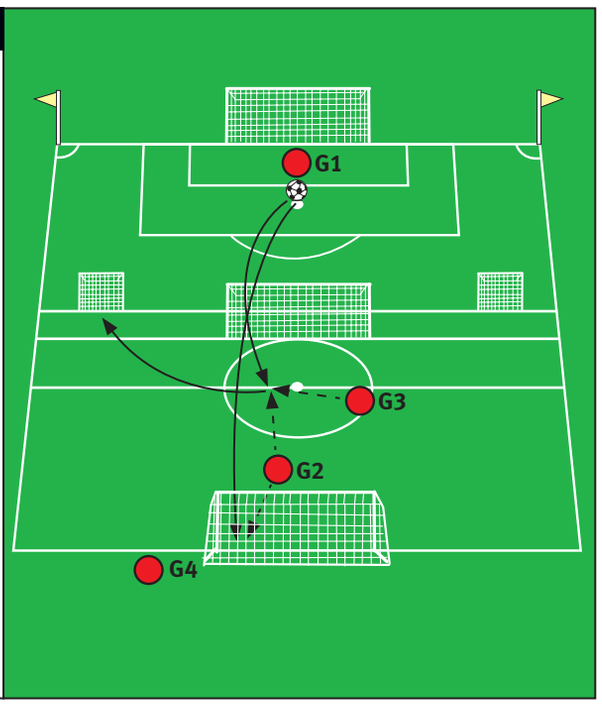
4 Match-related training drill

Procedure
G1 plays the high ball over the (obstacle) goal in the space in front of the centre line beyond the reach of the goalkeeper, or he drives the ball over the goal and the goalkeeper into the empty net.
G2 (and **G3**) attempt to stop the ball before it bounces or goes into the net. When they have possession, they play the ball towards one of the two goals.

Points for the coach to observe:

- **The goalkeeper passing the ball**
  - has a choice between a ball struck high or a ball driven powerfully
  - has to choose the right technique
- **The goalkeeper receiving the ball**
  - position
  - starting point
  - the moment for him to go (= when the ball is played in)
  - footwork
  - receiving the ball
  - how to play the ball when he is in possession.

Variation:
- The same as those mentioned in training situation 3



5 Match-related training drill

Procedure
The goalkeeper plays a high / lofted ball into the space for the no. 9.
The team that wins possession must retain possession and string together three passes, after which they can score in the empty goal.

Points for the coach to observe:

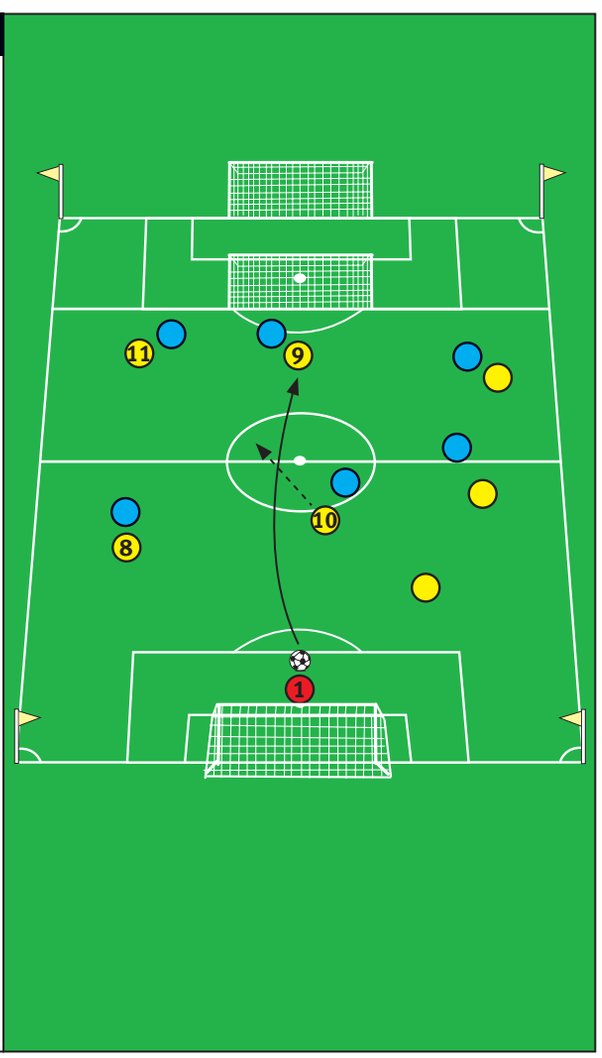
- **The goalkeeper passing the ball**
  - must wait until the no. 9 has created space for himself.
  - must have eye contact with the no. 9
  - must use the proper technique for delivering a high/lofted ball.
- **The player receiving the ball**
  - must make space for himself.
  - needs to have body contact with the defender (and to know where the defender is).
  - has to move for the ball at the correct moment (after the ball has been played by the goalkeeper).
  - has to receive and control the ball correctly.
- **Supporting players**
  - have to create space for the no. 9.
  - need to anticipate the ball coming.
  - have to back the no. 9 up as he receives the ball and help him to create an opening.
  - must be prepared to go into a challenge for the second ball, if necessary.

Variation:
- **The goalkeeper passing the ball**
  - Goal kick
  - Rolling ball
  - Drop kick
  - Volley
  - Back pass (right / left foot)

Balls played to
- the no. 11
- the no. 7
- the no. 10

Match
- Play is always started with the goalkeeper in possession of the ball

Follow-up after the action
- Break - rest



5. Training drills for young goalkeepers

- One of the most crucial elements to be worked in the training and development of young players is the role of the goalkeeper in launching an attack.
- It happens all too often during goalkeeping training sessions that the coach simply does not throw or kick enough balls at the goalkeeper.
- It is imperative that training replicates real match conditions. The goalkeeper must be forced to deal with the same tempos of play and the same difficulties as he would be in a real match.
- The coach must ensure that the goalkeeper can learn how to kick and throw the ball out properly during training sessions (as he would have to during a match), by confronting him with real match situations.
- Goalkeepers must learn how to deal with backpasses played to them from different angles and anywhere in their penalty area.

These aspects are taken into account in the following drills that can be used in addition to normal training.

Logical sequence (from easy to the most difficult)

– Purely technical training
– The ball is played, and the goalkeeper has one choice.
– The ball is played, and the goalkeeper has two choices.
– The ball is played, and the goalkeeper has several choices.
– Real match situation.

The following pages contain various training drills with emphasis on catching the ball and distribution of the ball (throwing and kicking).



Initiation and improvement phase
(for children and youngsters at pre-training/development stage)

1 Training drill

Procedure
– The ball is played against a wall, a hanging net or a goal (or any large space) 5 to 10 metres away (with the distance gradually increased).

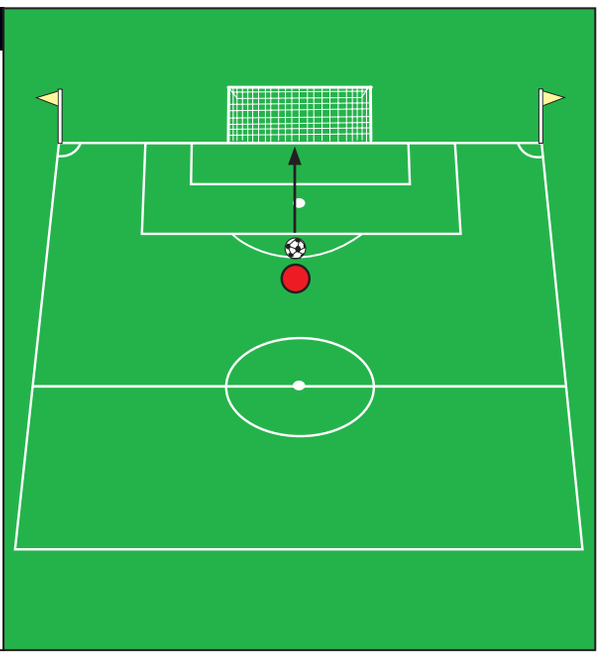
Aim
– To get the goalkeeper being coached to copy the actions of the coach or another goalkeeper (using the "monkey see, monkey do" principle).

Variation:
– Techniques to be worked on:
  › volley
  › drop kick
  › goal kick
  › rolling-ball kick
  › back pass
  (every action should be performed with both the right and left foot)

Distance
– The distance is gradually increased to suit the individual.

Size of the goal
– The height and width of the goal are often reduced for this drill.

Extra activities
– The player can also be given work to do at home, e.g. playing against a wall.



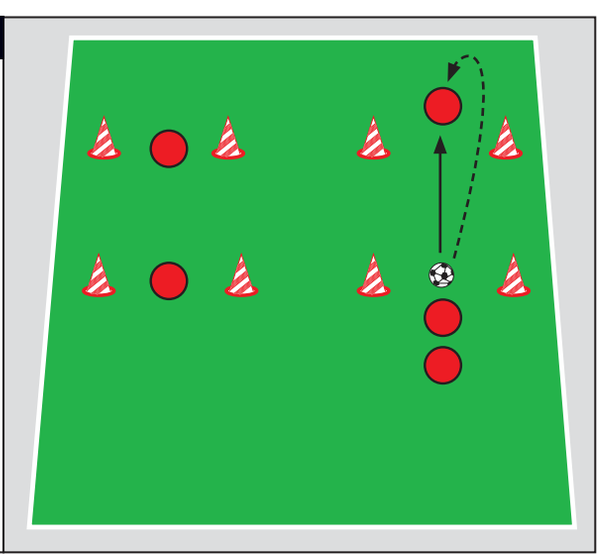
2 Training drill

Procedure
– The ball is thrown from goalkeeper to goalkeeper.

Aim
– Hand-eye co-ordination is generally better than foot-eye co-ordination. The ball should therefore be played at the goalkeeper's body.

Variation:
– Techniques:
  › bowling roll
  › overarm (side-arm and overhead) with and without bounce
  › sling-throw (side-arm and overhead) with and without bounce

Variation:
– Increase the distance
– The players have to hit the goalkeeper's body (challenge)
– They have to try to score (with or without the ball bouncing)
– The size of the goal can be changed.



3 Keepers' game: working on distance (+ direction)

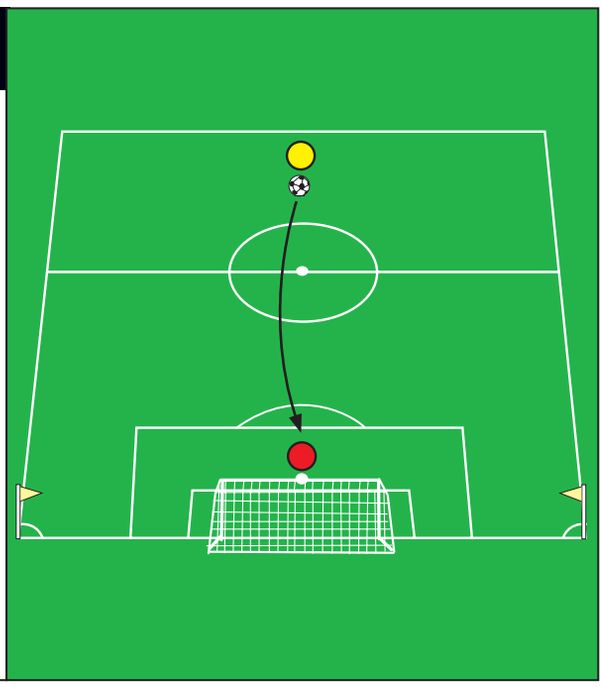
Procedure
- The goalkeeper(s) has/ have to try to throw the ball over the opponent's goal line.
- The ball can be thrown from where it is caught.
- The ball can be thrown from where it goes out of play.

Aims / Emphasis
- Change the distances
- Stay out of the other goalkeeper's area.

Variation:
- Technique:
  - › bowling roll
  - › overarm throw:
  - › sideways
  - › overhead
  - › sling:
  - › sideways
  - › overhead
  - › two-handed throw
  - › the goalkeeper can choose the type of throw

Distance
- Pitch:
  - › long - short
  - › wide - narrow

With several goalkeepers
- Throw out to nos 1,2,3, etc.; each one of them is allowed to catch the ball.



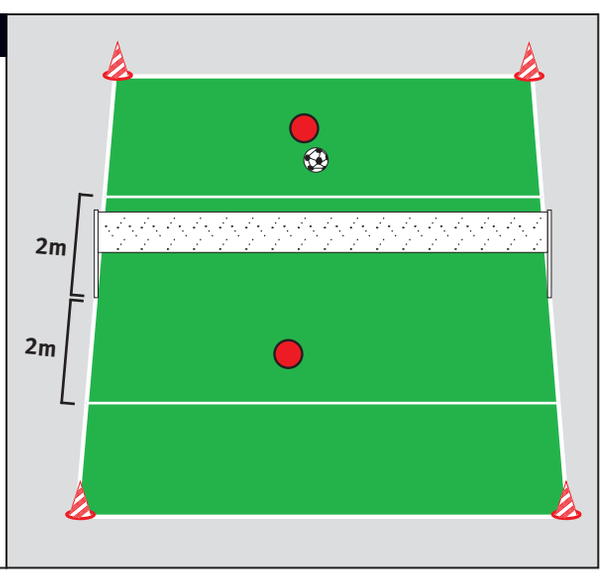
4 Training drill

Procedure
- Volleyball for goalkeepers (1v1/2v2):
  - › Throwing the ball

Aim
- To try to throw the ball over the net into the other goalkeeper's area.

Emphasis on
- Direction

Variations:
- Kicking instead of throwing:
  - › volleying
  - › drop-kick
  - › goal kick

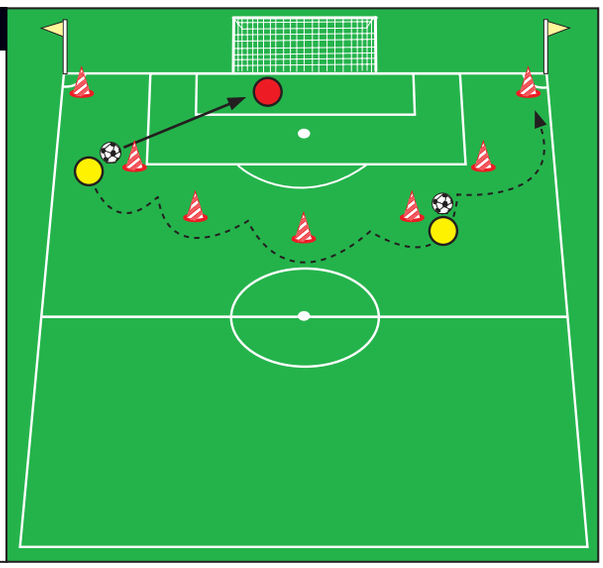


5 Training drill

Procedure
- The ball is played from the cones into the goalkeeper's hands.

Aim
- Direction and speed (weighting of the ball)

Variation:
- Techniques:
  - › throwing the ball out
  - › kicking the ball out
  - › volleying
  - › drop-kick
  - › goal kick
  - › kicking a rolling ball
  - › kicking out a back pass
- Change the distance and different positions
- Shoot with power

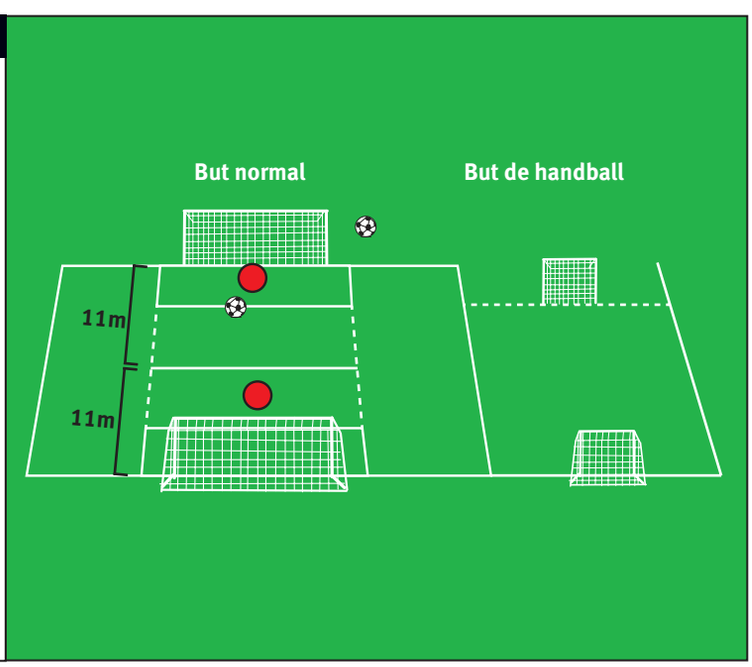


6 Training drill

Procedure
- 1v1, with one goalkeeper attempting to score against the other. Normal rules apply.

Aim
- To use different throwing techniques.

Variation:
- Techniques:
  - › bowling roll
  - › overarm
  - › sling:
  - › the goalkeeper can choose the type of throw
- Goals can be scored only by directly hitting the net (i.e. without the ball bouncing)
- Vary the distances.
- Vary the size of the goals.



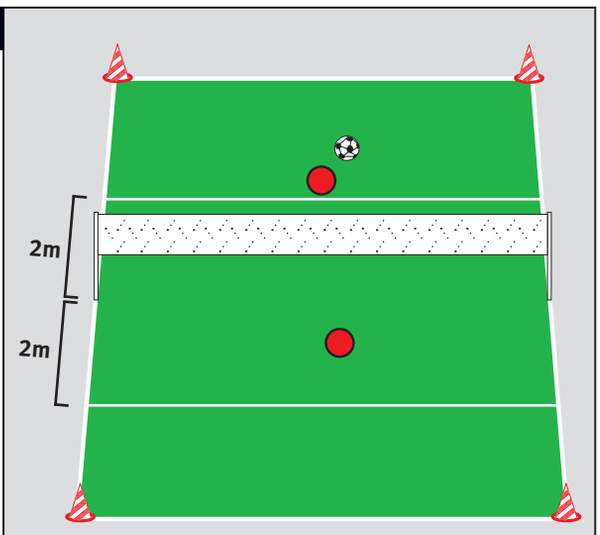
7 Training drill "Keeper shoot and save"

– The same as Exercise 3, but with kicking instead.

See Exercice 3

8 Training drill

Procedure
– Foot tennis for goalkeepers (1v1/2v2)
– The same rules as for volleyball – or with variations

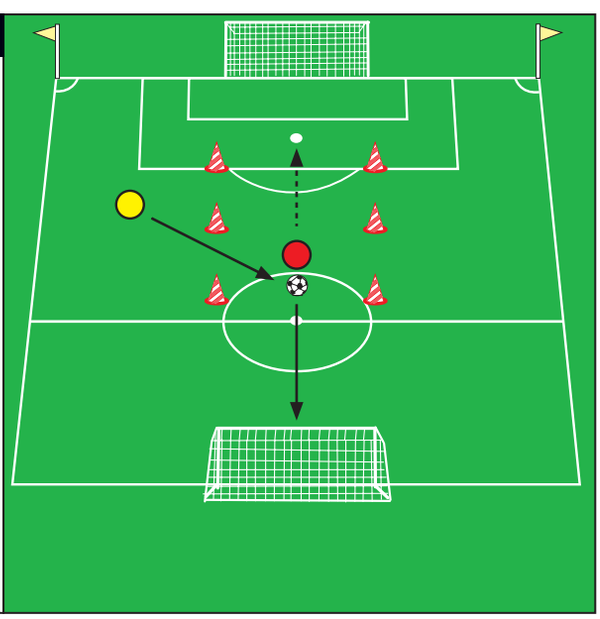


9 Training drill

Procedure
– The goalkeeper has the ball and throws (or kicks) it towards the empty goal.

Aim
– Receiving the ball and initiating the build-up.

Variation:
– Techniques:
  › build-up techniques
– depending on the distance and the quality of the goalkeepers
– Receiving the ball:
  › from shots
  › from crosses
  › from through balls
  › from lobs
– Which goal?
  › towards one of the available goals
  › the goalkeeper can choose
– Increase the distances.
– The ball can be played along the ground or through the air.
– A straight or a dipping ball.
– Directly into the net.

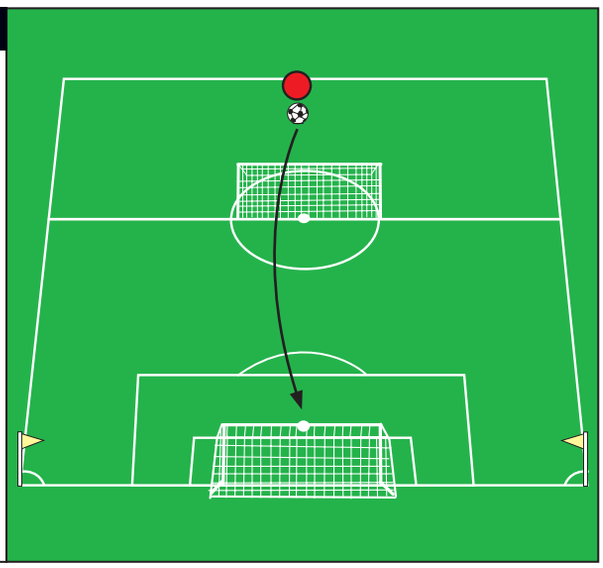


10 Training drill

Procedure
- The goalkeeper kicks the ball over an obstacle (goal / wall = opponent) into another goal.

Aim
- To be able to play the ball over opponents:
  - › powerfully struck ball / chipped ball (depending on the distance of the obstacle and goal)

Variation:
- Techniques:
  - › using every type of kicking technique
- Distance:
  - › the goalkeeper can be further away
  - › the goals can be closer to each other (encouraging more chips)

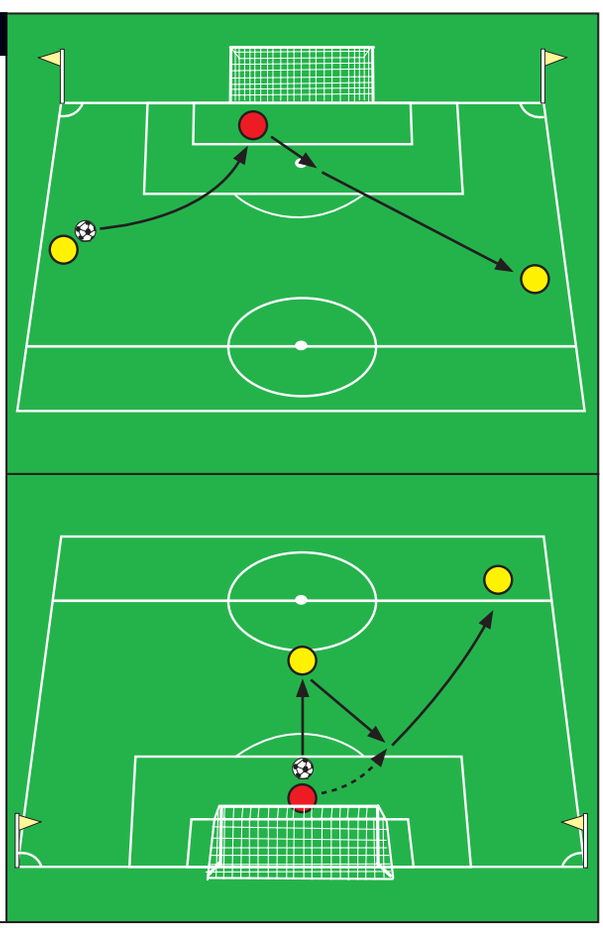


11 Training drill

Procedure
- The goalkeeper receives a cross and then throws or kicks the ball out to other side of the pitch.
- The balls are played out to the flanks
  → wide out to the wings

Aim
- Receiving the ball and initiating the build-up.

Variation
- The balls are played out wide to the flanks.
- Back passes.



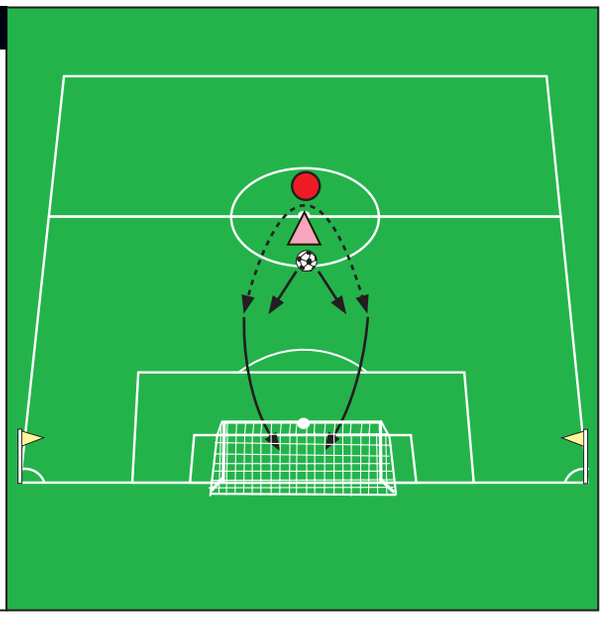
Pre-training and development phase – improvement exercises

1 Training drill

Procedure
– The goalkeeper plays the ball to the coach who has kicked it to him.

Aim
– To play different types of ball with both the right and the left foot.

Variation
– Different types of ball (played by the coach):
› to the goalkeeper
› goalkeeper coaching
› from the flanks
› rolling balls
› high balls
› powerfully struck balls
› balls played at different speeds
› goalkeeper is allowed only one touch of the ball
› goalkeeper is allowed only two touches of the ball
– From different distances.
– From different positions.
– With the ball played towards the goal.
– With a goalkeeper in the goal.

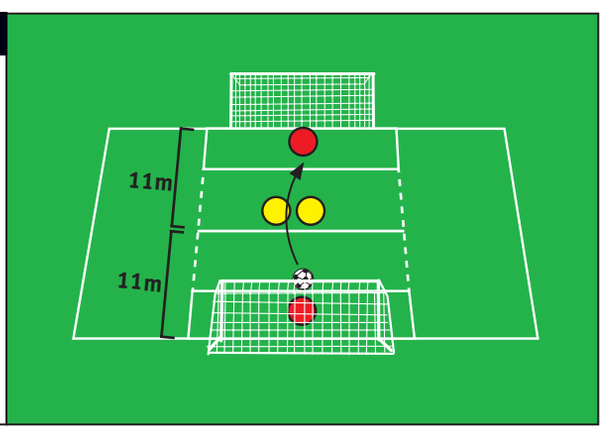


2 Training drill

Procedure
– Keepers kicking the ball and playing 1v1;
– A free-kick wall (2x2) between the goalkeepers

Aim
– To be able to play the ball over and around opponents.

Variation:
– Distance between the goals.
– Types of kicks:
› volleying
› drop-kick
› rolling balls
› goal kicks

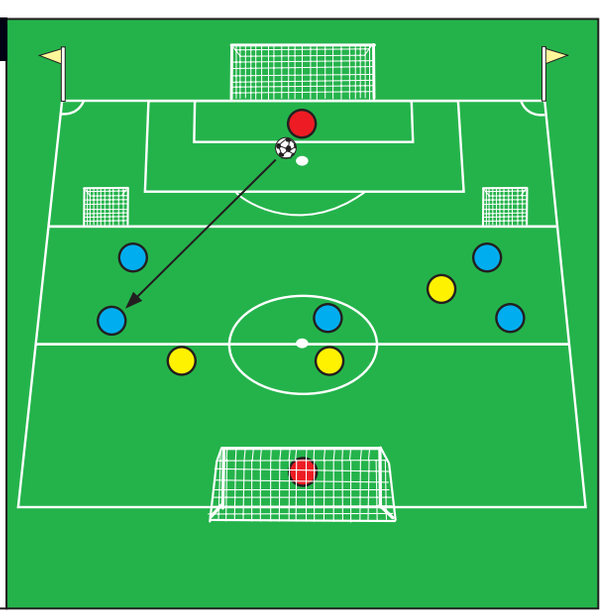


3 Training drill

Procedure
– The goalkeeper has the ball and initiates an attack for his team-mates, who are playing 5 v 3. The ball starts with the goalkeeper each time. The goalkeeper's team scores in the large goal; the other team scores in the two small goals.

Aim
– To decide who to play the ball to, and how to play it.

Variation:
– The goalkeeper can start play with:
› a goal kick
› a rolling ball
› a volley
› a drop kick
› throwing the ball out
› choosing himself how to restart play
› playing a ball passed to him by the coach
› playing a back pass

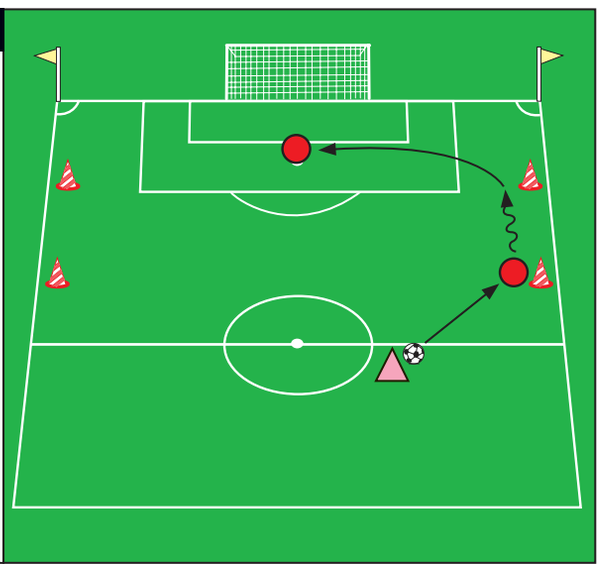


4 Training drill

Procedure
– The coach plays a back-pass to the goalkeeper, who receives it and then plays it to another goalkeeper.

Aim
– Receiving the ball and playing it out.

Variation
– The ball played to the goalkeeper by the coach can be:
  › easy
  › difficult
– The distance can be varied.
– The ball can be played from different positions on the pitch.
– The ball can be played in from both flanks.

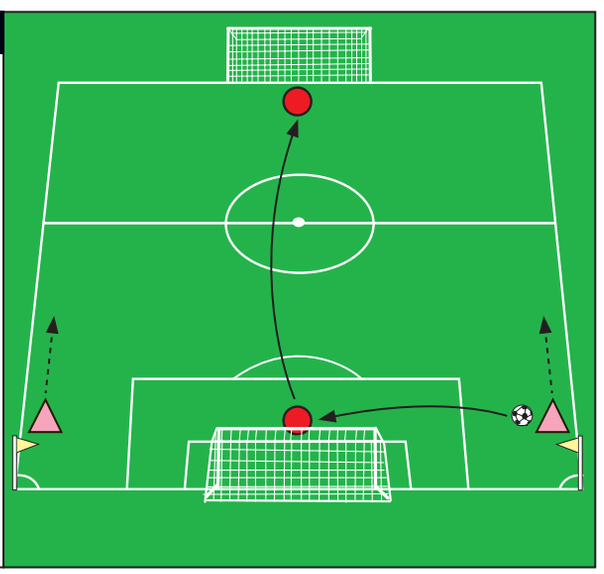


5 Training drill

Procedure
– The coach (or another goalkeeper) plays the ball to a goalkeeper, who then receives it and plays it towards a goal.

Aim
– Receiving and playing the ball.

Variation:
– The goalkeeper can play the ball in as many ways as he chooses:
  › using every type of kick
  › using every type of throw
  › from different positions in front of his goal



6 Training drill

Procedure
– The coach plays a ball to the goalkeeper, who then plays it over another goalkeeper in the goal.

Aim
– Receiving / playing the ball.
– Driving the ball hard:
  › Choice of technical move

Variation
Playing the ball
– With the hands.
– With the feet.

Receiving balls
– Driven with force.
– Lofted balls.
– Back passes.

Waiting goalkeeper
– Close to the goal.
– Further from the goal:
  › should he try to intercept the first ball?

