

YDF Manual for Coaches

SECOND EDITION

Guidelines for teaching Football and Life Skills



Youth Development through Football



Under the patronage of
UNESCO

United Nations
Educational, Scientific and
Cultural Organization



giz

Implemented
by GIZ



Federal Republic of Germany
The Federal Government

On behalf of the
German Government



Co-funded by the
European Union



sport & recreation

Department:
Sport and Recreation South Africa
REPUBLIC OF SOUTH AFRICA

In partnership
with SRSA



Youth Development through Football (YDF) is a project dedicated to educate disadvantaged youths in ten African countries.

It is implemented by the 'Deutsche Gesellschaft für Internationale Zusammenarbeit' (GIZ) in partnership with the Department of Sport and Recreation South Africa (SRSA).

The project is part of the South African - German development cooperation. It is funded by the German Government and co-funded by the European Union.



YDF Manual for Coaches

SECOND EDITION

Guidelines for teaching Football and Life Skills



United Nations
Educational, Scientific and
Cultural Organization

Under the patronage of
UNESCO



The 'Youth Development through Football' (YDF) project has its roots in the 2006 FIFA World Cup™. It was launched in 2007 and will run until 2012. The project is part of the 'South African - German Development Co-operation'. It is funded by the 'German Federal Ministry for Economic Co-operation and Development' (BMZ), co-funded by the 'European Union' (EU) and implemented by the 'Deutsche Gesellschaft für Internationale Zusammenarbeit' (GIZ). The project partner is 'Sport and Recreation South Africa' (SRSA).

YDF is a football project aimed at the youth. At the same time, it far surpasses that description. The aim of the project is to support socially disadvantaged boys and girls in such a way that they are able to take their own lives 'in hand' and shape them positively. Their passion for football facilitates access to these youths. The YDF project will be established in all South African provinces and in nine other African countries.

YDF Manual for Coaches

Guidelines for teaching Football and Life Skills

Through their contributions the following people collaborated considerably on the contents and arrangement of this manual

Gerald Julius (SAFA Tshwane) • **Mpho Ramela** (Altus Sport) • **Sundra Govinder** (SAFA Tshwane)
Ria Mothoague (SA Cares for Life) • **Lovejoy Mbulumete** (Altus Sport) • **Gert Potgieter** (Altus Sport)
James Shabangu (Dona's Mates) • **John Munyai** (Dona's Mates) • **Moshe Mashile** (Alexandra Soccer Club)
Patricia Lange • **Mathilda Mokone** • **Allan DaSilva** (Amandla Edufootball)
Joseph Jacobs (South African Sports Coalition) • **Norman Brook** (Coaching for Hope)
Sizwe Zulu (Kwadukuza KZN) • **Dimpho Masi** (South East District Youth Empowerment League Botswana)
Tieha Lemphane (Kick4life Lesotho) • **Marcella Wakuduma** (National Football Association Namibia)
Gregory Shikombela (Edusport Foundation Zambia) • **Dinah Mattakah** (Edusport Foundation Zambia)
Nils Ostheimer (YDF) • **Jérôme Hilper** (YDF)

Additional football orientated information supplied by
Thorsten Westenberger (Head of the 'NFV Sportschule')
and
Cordula Meyer (NFV Girls' Support Co-ordinator)

Further sources of information
Deutscher Fussball Bund (DFB)
Niedersächsischer Fussball Verband (NFV)
Grassroots Handbook - 2006 Asian Football Confederation
Eastern Cape Youth Development through Football Coach's Guide
'Glasl's Nine-Stage Model of Conflict Escalation' - summary by Thomas Jordan

Published by
Deutsche Gesellschaft für Internationale Zusammenarbeit (GIZ)
for the Youth Development through Football (YDF) project

Compiled by
Henning Schick

Illustrations, layout and design by
Björn Rothauge

Photos supplied by
Youth Development through Football (YDF)

Methodical Series photos by
Gunther Willinger

FOREWORD

Dear Coaches, dear Colleagues,

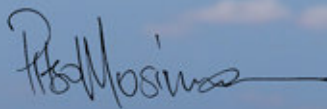
As coaches we have a unique responsibility towards all the young boys and girls whose hearts beat for football. On the one hand, we have to help them realise their dreams of becoming fine football players and perhaps even playing in a great team one day. On the other hand - and no less importantly - we have to set an example for them and be their advisors, as well as guide and accompany them along their respective paths, and ensuring that they are accepted in the communities that they live in.

I am therefore pleased that you have resolved to put these thoughts into practice as you begin your training. And I am particularly thrilled that this manual has succeeded in striking a balance between imparting skills related to football techniques and social life skills, and in weaving these two important elements together. I have looked at the manual closely and am enthusiastic about the fact that for the first time, classic football exercises are being used to teach social skills: trust, dependability, honesty, fairplay and self-awareness and the ability to work in a team are qualities that every footballer needs - but which are as important beyond the football field.

Behind every successful player is a committed coach. There is much undiscovered talent in South Africa and we need more coaches to promote it. Many young people follow a bad example and reach for drugs, alcohol abuse, teenage pregnancies and far too many youngsters are becoming infected with HIV because they are ignorant of the infection risk and because nobody explains it to them. Today, in our capacity as coaches, we are called upon to be far more than just, 'football experts'. Children look up to us for inspiration and follow our advice. We in turn must learn to fulfil our responsibility to them.

I support this approach wholeheartedly. And I intend to pursue precisely this line of thinking with the foundation I have brought into being, and in so doing make my own highly personal contribution to the future of our beautiful country. I am glad that you too are assuming this responsibility and I wish you much success in fulfilling it. Perhaps it will be one of ,your young men'or ,your young women'who realises the dream and gets to wear the prized Bafana Bafana or Banyana Banyana jersey. One thing is certain: they will all remember their (first) coaches who offered them support and important advice.

Yours in football,



Pitso Mosimane
Head Coach, SA Senior National
Football Team (Bafana Bafana)



Introduction

1

Basic Training and Life Skills

Athletic Demands

Coaching Basics	3
Training Basics	
Preparation of Training	5
Organisation and Realisation of Training	7
All sides of Training	17
The Coach as a Role Model	29
Player Development Phases	36
Guidelines on Training with Children / Youths	36
Training with Children	
Philosophy of Children's Football	37
Children's Coach	37
Children aged 6-9 (Fun Phase)	37
Children aged 10-12 (Foundation Phase)	59
Life and Social Skills for ages 6-12	83
Training with Youths / Teenagers	
Philosophy of Youth Football	89
The Youth Coach	89
Youth aged 13-16 (Formative Phase)	89
Youth aged 17-20 (Final Youth Phase)	111
Life and Social Skills for ages 13-20	139
Girls and Football	
Philosophy of Children's Football and Girl's Football - then and now	145
Athletic Performance Indicators for Girls	149
Goalkeeper Training	155
Small Tournaments	159
Football Rules	167

General Demands

Football and Health	171
HIV/AIDS	181
Water and Sanitation	187
Football and Fair Play	192
Violence Prevention Training Session	195
Football and the Environment	199
Youth Participation Training Session	204

Work Sheets

Open Day Training - <i>Checklist</i>	1
Clarifying the Framework for the Preparation of a Training Session	2
Role Model - <i>Checklist</i>	3
The Rules of the Game of Football	4
Sensible Nutrition - <i>Cecklist</i>	5
HIV/AIDS - True or False?	6
Glasl's Nine-Stage Model of Conflict Escalation	7

Training Sheets

Structure of a Training Session	8
Planning / Monitoring Sheet	9
Training Sheets	10

Tournament Sheets

Tips for small Football-Tournaments	11
Division of Teams	12
Playing Schedule - Pitch Allocation - Broad	13
Playing Schedule - Pitch Allocation - Detailed	14
Evaluation	15
Playing Schedules for Players	16
Letter Sheets	17

Hi there!

I'm **Edwin**, the Life Skills Meerkat. I'll give you helpful hints concerning Life and Social Skills in Football. So whenever you see me, be sure to take note of what I have to say, as it might just make the difference between a good coach and an excellent coach!

Together we will **Educate** and **win!**





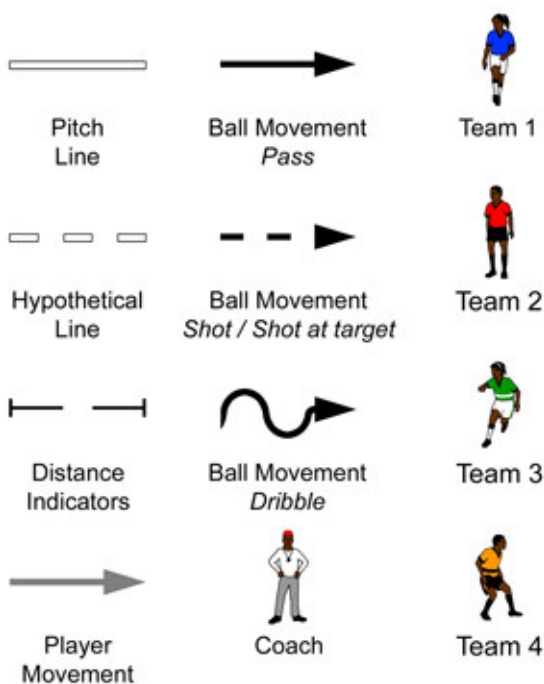
List of Recommended Lesson Material

The material listed below is only a recommendation, as access to this material is often limited or even impossible. Through a bit of creative ingenuity, alternatives can be found for many of the materials:

Cones can be constructed by filling empty 2 litre soft drink bottles with sand. No bibs for team differentiation? Ask the children to bring differently coloured shirts along from home.



UNDERSTANDING THE DIAGRAMS



"Education is the most powerful weapon which you can use to change the world."

- Nelson Mandela

Nobody will contradict Nelson Mandela on above, yet this simple realisation asks a number of questions that everyone, who is concerned with the implementation thereof, should answer. Nelson Mandela himself represents one of the central maxims of education:

"What the teacher is, is more important than what he teaches."

- Karl Menninger

or as *Albert Einstein* said:

"There is no more sensible education than being a role model."

These straightforward truths were the starting point of the development of this educational model. Education is too important to just happen by chance, involuntarily and uncontrolled. Education is too comprehensive to be reduced to the classroom or the children's home. Education, and especially the upbringing of children, is a learning process that should begin with the teacher. Especially in the informal educational sector, where the training of social talents and skills can surpass the dominance of the knowledge supplier, the role identity of the teacher is of particular importance. The educator and, in our case, the coach are the role models, whose body language is watched, whose authenticity is examined and whose conduct is imitated.

These educational documents aim to bring to mind this responsibility to the coach, to support him to accept this role and to be comfortable in this function.

We supply him with the expertise, but especially with the awareness that he can handle this task. We guide him in this role and together with him develop the manner in which he sees himself in this function and how he fills it.

We accompany him on his way to becoming one of the most important players in football ...
a successful coach.

We accompany him on his way to becoming one of the most important shapers of the future of his country ...
a role model.

A manual compiled by people who want to use football to open up future opportunities for children and youths, for people who want to use football to help shape their community.

This "YDF Manual for Coach Training":

- ⊗ is the entry into an educational process that uses the knowledge and experience of those, who want to participate in the responsible function of compiling an easily accessible "store of knowledge".
- ⊗ is the form and the expression of the versatile experiences of those, who are already engaged in playing football, who want to enable others to take over ideas, methods and examples and to make use of them.
- ⊗ tries to find the balance between the theoretical foundation and the practical usage, thereby using the possibilities of football to pick up or create situations that let children and youths playfully experience social behaviour.
- ⊗ combines the teaching of football techniques with the supplying of social capabilities and skills. Football coaches become social workers and social workers become football coaches.
- ⊗ invites one to a permanent exchange of roles. The participants of this "Coach Training Course" will be guided from being a learner to a teacher, while at the same time being urged not to come to a standstill, but to carry on learning from others.
- ⊗ is compiled by practical people for practical people. The ruling criteria are the practicability, applicability and advantage it offers those who are standing on the pitch, the expectations of the children, who want to play football.

Let us hope that this manual will be a constant work in progress.



Now... let's play football!

Coaching Basics

Children gain positive experiences through the support and encouragement given by coaches. It is important to realize that young children should never be exposed to unrealistic expectations. Therefore, the coach has an important role to play in attracting more young people to the game and consequently getting them permanently involved.

The coach is required to provide a positive and encouraging learning environment during interaction with children. The emphasis should be on maximum participation, skills improvement and social interaction for the individual player, and fostering good team spirit within the team.

Objectives:

- ⊗ Football provides opportunities to install good social values and healthy lifestyle habits in young children, and is instrumental in a child's upbringing. The concepts of 'fairplay' and good sportsmanship are vital elements during any participation in sports.
- ⊗ Coaches are strongly advised to place more emphasis on promoting fun and enjoyment, instead of focusing on results and winning matches during training and competitions. In addition, at children's level, the focus should be on the development of the individual player's fundamental skills and understanding of the game and no importance should be placed on team tactics and particular positions within the team.

Finally, coaches need to remember that player development is a long journey, a process that needs patience. We must be patient in our approach and efforts in order to provide children with the opportunity to mature and fine-tune their skills at a pace with which they are comfortable.



The coach is required to provide a positive and encouraging learning environment during interaction with children.

Coaching Basics

The coach should follow the code of conduct reflecting the following principles:

- ⊗ Encourage interested young people to play football.
- ⊗ Encourage children to develop basic skills and avoid over-specialization in one position during their formative years.
- ⊗ Do not treat the child as if he / she were a miniature adult.
- ⊗ Do not scold or yell at a child for taking decisions.
- ⊗ Never give personal success more relevance than the educational objective.
- ⊗ Do not assume that a team's success is dependent on the coach's input alone.
- ⊗ Focus on the young person's efforts and performance rather than the overall outcome of the match or tournament.
- ⊗ Teach young people the ideas of 'fair play' and accepting defeat without too much disappointment.
- ⊗ Encourage young people always to play according to the rules and to respect the officials and coaches' decisions.
- ⊗ Never expose players, spectators and officials to personal abuse and ridicule.
- ⊗ Be patient. Some children take longer than others to develop.
- ⊗ Teach young people to appreciate and recognize the value and importance of the coaches, parents and officials.
- ⊗ Strike a balance between education and football development of a young player.
- ⊗ Provide awareness of essential nutritional food and proper health care.



Include Life Skills
in your Training Sessions
whenever you can!

Preparation of Training

Systematic Planning and Building Up a Training Session

Goal orientated Preparation and Structuring a Training Session

OBJECTIVES

The participants learn important planning principles and basic steps for planning training sessions, from the preparation, to the basic structuring, to the actual planning of the course of the match.

CONTENTS

PPP 2 Slide A shows six systematic planning steps that must be observed while preparing a training session.

The instructor should initially go through the process with the participants systematically (PPP 2 Slides B-D and Work Sheets 2 and 9) so that they can work up a guideline for their own institution. The more experienced the participants become, the more the methodical steps of organising flow together.

The following questions about the framework (Work Sheet 2) are part of the preparation:

- ⊛ When and where? (depending on the time of year and the weather, size of the training ground, time constraints due to early start in the afternoon - can all be there punctually?)
- ⊛ For what group? (No. of players was planned for 18, but 10 cannot come due to a school outing; is there anything special to be done after last week's game, any mistakes to be worked out?)
- ⊛ Necessary equipment and material? Not only the number of balls and goals, also cones, flagpoles, etc. have to be planned for. The best planning with the most motivating exercises are useless if the necessary equipment is missing or being used by another group.

The decision on focal points also depends on the particular group. That is why PPP 2 Slide B shows different methodical guidelines being used by the coach during children's football training.

The same applies to the basic build-up of training units (PPP 2 Slide C).

III.1.2.2 Preparation of Training 2 A

What must be considered during the Planning of a Training Unit?

PPP 2 - Slide A

III.1.2.2 Preparation of Training 2 B

Decide on Focal Points - Example of Children's Football!

- ⊛ One technical focal point per training session!
- ⊛ Variation of games and exercises of the same focal point!
- ⊛ Change the training of technical focal points on a weekly basis!
- ⊛ Allow for varied movement exercises in every training session!
- ⊛ Children easily learn the tactical basics during the playing of small football games! No isolated tactical training!

PPP 2 - Slide B

III.1.2.2 Preparation of Training 2 C

Build-up of a Training Lesson

Time	Phase	Contents
	Warm Up	<ul style="list-style-type: none"> ⊛ Welcome and joint warm-up ⊛ Versatile movements ⊛ Individual working with the ball
	Main Part	<ul style="list-style-type: none"> ⊛ Changing of games and exercises of the same focal point
	Conclusion	<ul style="list-style-type: none"> ⊛ Integrate focal point of Main Part ⊛ Play football ⊛ Winding-up discussion
	Cooling Down	


PPP 2 - Slide C

Preparation of Training

Systematic Planning and building up a Training Session

III.1.2.2 Preparation of Training 2
D

Guidelines for the Structuring of a Training Session - Example of Children's Football



- Start the training by playing games that allow the children to let off steam or in those phases when the concentration is low!
- Plan breaks for drinking!
- Every form of training must be fun!
- Focus on training both legs!
- Consider space for the players (experiment, keep active with the ball, creative playing)!
- Offer phases of training of short duration!
- Small football games are the clear focus of the training session!

PPP 2 - Slide D

III.1.2.2 Preparation of Training 2
E

Guidelines for the Organisation of Training



- Make many ball contacts possible!
One ball for every player
- Build small groups!
↳ many repeats of technical exercises
↳ many ball contacts within the forms of play
- Create possibilities for senses of achievement!
↳ Competitions
↳ Combine exercises with goal shots
↳ Group teams equally strong!
- Avoid long break times and waiting times!
- Only one basic training form per training unit!

PPP 2 - Slide E

Additionally specific guidelines for the structuring (**PPP 2 Slide D**) and the organising of a training session (**PPP 2 Slide E**) are shown, using the children's football as an example, where the contents and the time planning of a training unit must be considered.

PROCEDURE

The instructor explains the most important steps in planning a training unit. The second part of the double lesson is totally participant orientated.

The instructor introduces the **Work Sheet 10**, with whose help the participants as a group will outline suitable training units.

The following solutions can assist in the practical procedure of planning a training unit (**PPP 2 Slide E**).

Do not forget to always include refreshment breaks in your planning.



Organisation and Realisation of Training

Training Organisation and Conduct during the Training

OBJECTIVES

The participants learn to organise basic forms of training by themselves according to given specifications. Thereby they shall learn essential methodical pointers in organising the training. Part of them are fundamental demands on the conduct of the trainer.

CONTENTS

During a normal training day, especially of children's and youth's football, problems in the organisation of the training are often the cause for:

- ⊗ Focus and objective not being put into practice sufficiently
- ⊗ Players often being underutilised
- ⊗ Especially children but also youths quickly losing interest in the training

Especially beginners in training find it difficult to cope with normal problems like:

- ⊗ often too big groups
- ⊗ restricted available space (two teams train at the same time on one playing field)
- ⊗ missing goals and training materials
- ⊗ confidently handling groups of mixed performance abilities and still organising an effective training.

The resultant typical organisational problems and typical mistakes in the carrying-out of the training are:

Forms of play

- ⊗ too big teams playing during training
- ⊗ too few ball contacts per player
- ⊗ too few shots at goal

Shots at goal training

- ⊗ too long waiting times
- ⊗ too little practice of goal shooting techniques
- ⊗ too little challenge



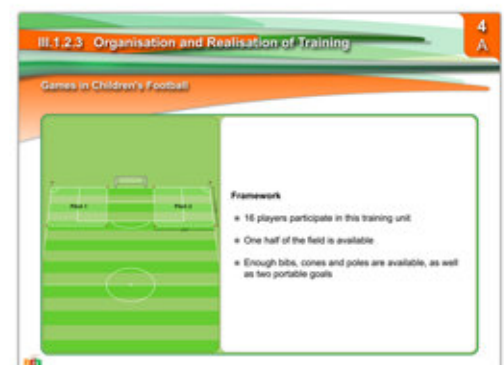
PPP 3 - Slide A



PPP 3 - Slide B



PPP 3 - Slide C



PPP 4 - Slide A



Organisation and Realisation of Training

The result is often loss of motivation and concentration. A further drawback is: with big groups, often all players train together, instead of playing and exercising far more effectively in **small** groups.

In group-work, the participants must develop and organise **effective** forms of training for three very central areas of children's football:

- ⊗ **Topic 1:** variation of the game four on four
- ⊗ **Topic 2:** effective goal shooting training
- ⊗ **Topic 3:** training in small groups

PROCEDURE

Start by discussing and working on the effect of wrong forms of organisation (**PPP 3 Slides A to C**).

This will lead to the following group-work:

- ⊗ With the aid of **PPP 4 Slides A to C** and Work Sheets, the instructor clarifies the three group-work topics and describes possible solutions.
- ⊗ The framework (youths with 16 players, one half of the field) is the same for all groups.
- ⊗ With the help of the work sheets, the groups receive their respective exercises as well as empty work sheets to outline the forms of training on.
- ⊗ The groups must outline the forms of training as well as describe the organisation and procedure of the chosen form of training in key words. If possible, note down variations and changes with the aid of which the form of training can be made easier or more difficult, or a different objective can be pursued.

When the group-work results are presented, the instructor evaluates and discusses the chosen forms of organisation according to the following criteria:

- ⊗ Suitability (number of players, etc.)
- ⊗ Division and usage of available space
- ⊗ Level of difficulty
- ⊗ Variations to make easier or more difficult
- ⊗ Motivation

In the closing report, the instructor discusses the results of the group-work and clarifies the central methodical supports available to outline and change the forms of training (**PPP 4 Slide D**). **PPP 5 Slide A** gives pointers on the conduct of the coach during training.

III.1.2.3 Organisation and Realisation of Training 4 B

Goal Shooting Training

Organisation

- Two goals with goalkeepers, next to each other (distance: 15m)
- Divide the players, all with ball, into two teams and place them in front of a goal
- Mark a line 15m away from each goal

Framework

- 16 players

PPP 4 - Slide B

III.1.2.3 Organisation and Realisation of Training 4 C

Training in Small Groups

Organisation and Procedure

- Divide the players into 3 groups of 5 players each
- A does a goal shooting exercise (Station 1): the respective first player dribbles to the marked line and shoots the ball at the goal, then fetches the ball and on the way back the players take turns in performing either a coordinative exercise (Return way 1) or a technique exercise (Return way 2)
- B and C play at four small goals
- Swap after five minutes

PPP 4 - Slide C

III.1.2.3 Organisation and Realisation of Training 4 D

Methodical Pointers for Arranging / Changing the Forms of Training

Space Limitation

- Time (Length / Limitation)

Number of Players

- Player Ratio (majority / minority)

Additional Exercises

- e.g. on their way back, e.g. combination goal shooting and movement exercise

Exercises

- Pass- and action-sequence

Games

- Rules of the Game and Requirements

Techniques

- Motivation
- Competitions
- Games against each other / Tournaments
- Exercises: No. of goals etc. (Requirements per individual player)

Forms of Line-up

PPP 4 - Slide D

III.1.2.3 Organisation and Realisation of Training 5 A

Guidelines for the carrying out of Training

Organisation and Procedure

- Exercises through **show and copy**, do not introduce through long explanations!
- With children, only **correct** severe technical defects - in the terminology of the children!
- Only give **constructive** criticism!
- Pay attention to the position of the group! Be able to see all players!
- Carry out the planned training session flexibly! Change it spontaneously depending on the situation!

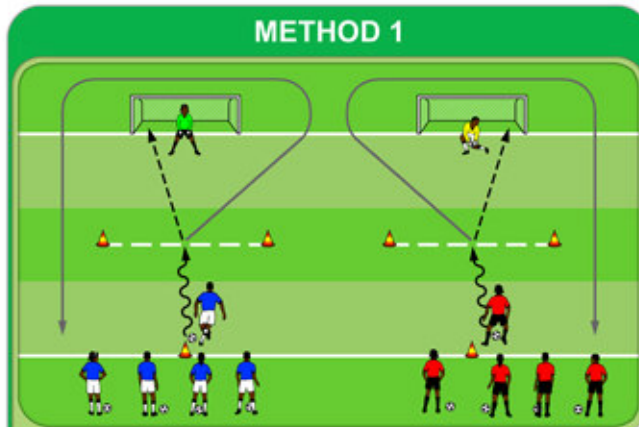
Leave them some space! Do not regulate everything!

PPP 5 - Slide A

Organisation and Realisation of Training Model Examples

Training Goal Shooting

Many scores on goal boost the players' self-confidence!



Two Goals next to each other with Goalkeepers

Organisation

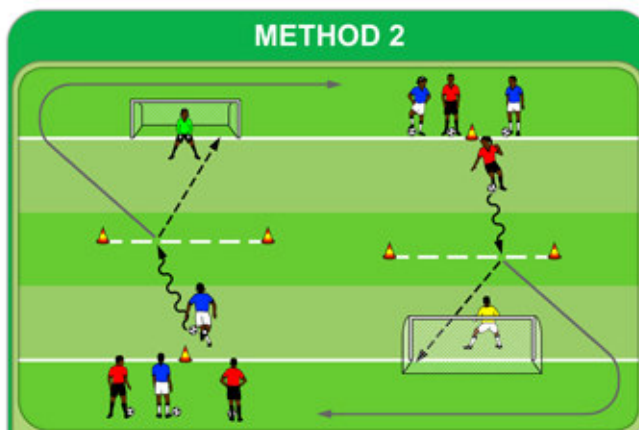
- ⊗ Put up two goals next to each other, 15 meters apart, with goalkeepers
- ⊗ Divide players, all with a ball, into two teams and position them in front of a goal
- ⊗ Mark a line 15 meters in front of the goals

Procedure

- ⊗ **Exercise 1:** dribble straight towards the line and shoot at the goal
- ⊗ **Exercise 2:** dribble with a dummy move and shoot at the goal
- ⊗ **Exercise 3:** pass the ball a few meters to the front, follow and shoot at the goal
- ⊗ **Exercise 4:** dribble diagonally towards the line and shoot at the goal

Methodical Pointers

- ⊗ **Equipment:** If possible, every player should have a ball. Should there not be enough balls for all the players, arrange for a back pass exercise to the teammate positioned behind the player, by requiring an exercise on coordination on the way back.
- ⊗ **Motivation:** organise a competition between the two teams.



Two Goals diagonally across from each other with Goalkeepers

Organisation

- ⊗ Put up two goals diagonally across from each other, 40 meters apart, with goalkeepers
- ⊗ Divide players, all with a ball, into two teams and position them in front of a goal
- ⊗ Mark a line 15 meters in front of the goals

Procedure

- ⊗ **Exercise 1:** dribble straight towards the line and shoot at the goal
- ⊗ **Exercise 2:** dribble with a dummy move and shoot at the goal
- ⊗ **Exercise 3:** pass the ball a few meters to the front, follow and shoot at the goal
- ⊗ **Exercise 4:** juggle the ball while moving forward (the ball may bounce) and when the marked line is reached, shoot a volley at the goal.

Methodical Pointers

- ⊗ **Use the given possibilities:** Put up at least one goal - if available - in front of a catch-fence or an earth mound so that not too much valuable training-time is wasted through frequent ball fetching.
- ⊗ **Monitoring of stress level:** Allow the goalkeepers a break after a few goals! During this time, the outfield players will practice a few technical exercises, e.g. juggling. Even better: substitute the goalkeeper!
- ⊗ **Motivation:** Organise individual competitions! Who is the first to score 10 (15) goals?



Organisation and Realisation of Training Model Examples

METHOD 3



Two Goals opposite each other with Goalkeepers

Organisation

- ❖ Put up two goals opposite each other, 40 meters apart, with goalkeepers
- ❖ Divide players, all with a ball, into two teams and position them next to a goal
- ❖ Place 2 cones centrally between the goals for each team

Procedure

- ❖ **Exercise 1:** Dribble to the cone and shoot at the goal
- ❖ **Exercise 2:** With the first contact pass the ball forward so that it can be kicked from the cone.
- ❖ **Exercise 3:** Juggle the ball while moving forward towards the cone (the ball may bounce) and then shoot a volley.
- ❖ **Exercise 4:** The respective first players of each team dribble around the cones at the same time and then shoot at the goal.
- ❖ **Exercise 5:** Simultaneous low shot to the opposite player, control the ball and shoot at the goal.
- ❖ **Exercise 6:** Simultaneous volley to the opposite goalkeeper. The goalkeeper catches the ball and lets it roll into the path of the striker - short control of the ball and then a shot at the goal.
- ❖ **Exercise 7:** Volley by a player to the opposite player. The new ball controller is now the striker, the passer is now the defender, resulting in a 1-on-1 situation with counter-attack possibilities.

METHOD 4



Players become aware of their **physical abilities** during the small exercises



Only one large goal available with Goalkeeper

Solution Possibility 1

The whole group carries out a goal shooting exercise. In that case, the following is imperative: to shorten the waiting periods, offer a simple yet motivating exercise until the shooting of the goal and require technical or coordinative additional exercises on the way back.

Solution Possibility 2 (see illustration)

Divide the players into three equally big teams. Two teams play on a small pitch using small goals. The third team carries out a goal shooting exercise. After five minutes, the goal shooting team swaps with one of the playing teams, etc.

Methodical Pointers

- ❖ **Organise competitions:** Which team will win the small pitch tournament, and which team will win the goal shooting competition?

Organisation and Realisation of Training

Model Examples

Pointers for Goal Shooting Training

- ✳ **Guarantee many repetitions!**
Organise every goal shooting training so that many repetitions and short waiting periods are guaranteed.
- ✳ **Train as per the demands of the game!**
With every goal shooting exercise, examine whether the requirements of the game have been considered. Do not train something that does not happen in the game.
- ✳ **Offer a well-varied training!**
Especially in youth football, one needs to offer varied, playful and age related goal shooting training.
- ✳ **Focus on training!**
A varied training does not mean that one has to jump from one exercise to the next. The players need to have enough time to try out the various processes.
- ✳ **Train systematically!**
While planning the training, consider the principles of light to heavy, easy to difficult, and known to unknown.
- ✳ **Give detailed corrections!**
Assist your players with objective pointers and corrections, when these have problems with their goal shooting techniques.
- ✳ **Combine playing and practicing!**
The players can repeatedly practice the techniques during exercises until they are grasped. They will learn to use the techniques during games according to the situations.
- ✳ **Be adaptable while training!**
Be adaptable while training. Do not insist on your planned form of training if you notice that the players are unmotivated or over- or under-worked.

Include many opportunities for success.
This enhances **self-awareness** of one's body's capabilities.



Organisation and Realisation of Training

Model Examples

Goal Shooting Training: Goal Alternatives and their Emphasis on Contents

5-METER-GOAL WITH / WITHOUT GOALKEEPER



Win points through...

- ⊗ all known kicks from a short or a long distance

Emphasis

- ⊗ Depending on the size of the pitch, number of players and assigned tasks, different focal points are possible (see "Playing in Children's Football" and "Efficient Goal Shooting Training")

PASS-GOAL



Win points through...

- ⊗ usually forceful, low shot from the inner side of the foot
- ⊗ all other low shots also possible
- ⊗ chances of success usually only from a short distance (subject to goal width!)

Emphasis

- ⊗ technique: accurate passing
- ⊗ tactics: good teamwork until close to the goal to achieve goal chances (offensive) and zonal marking and ball orientated change of position (defensive)

DRIBBLE-GOAL



Win points through...

- ⊗ (speedy) dribbling

Emphasis

- ⊗ technique: determined, accurate speedy dribbling
- ⊗ tactics: One on one dribbling

MOBILE GOAL



Win points through...

- ⊗ pass underneath the hand-held cross pole

Emphasis

- ⊗ technique: accurate passing
- ⊗ tactics: good teamwork until close to the goal to prepare for scoring
- ⊗ co-ordination: training their orientation ability

OPEN POLE GOAL WITH / WITHOUT GOALKEEPER



Win points through...

- ⊗ all known kicks from a short or a long distance, but only up to the height of the poles

Emphasis

- ⊗ flexible setting up of goal chances in front of **and** behind the goal/s
- ⊗ varied calling for the ball and moving into open spaces also in front of **and** behind the goal/s

Organisation and Realisation of Training

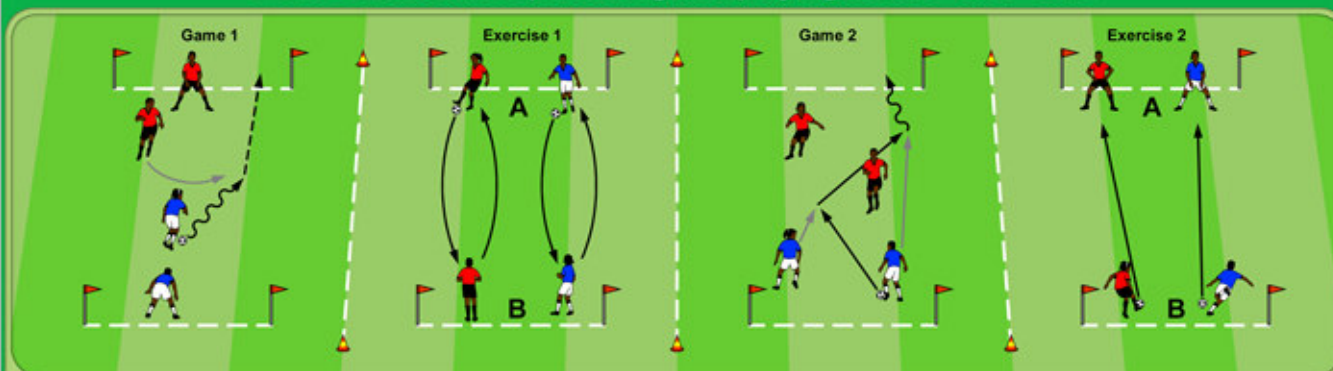
Model Examples

Training in Small Groups



When you mix the the teams, all players will have the chance to play with each other during the course of the exercise.

LANES: Take turns practicing and playing next to each other



Do the following forms, one after the other:

- ✳ **Game 1:** 1-on-1 at two goals with goalkeepers (duration: 30 seconds each)
- ✳ **Exercise 1:** A and B play with the ball with the instep after a volley from their hands into the arms.
- ✳ **Game 2:** 2-on-2 at two dribble goals (duration: 45 seconds each)
- ✳ **Exercise 2:** A and B pass the stationary ball to each other through their straddled legs.

Methodical Pointers

- ✳ **Effectiveness:** Having replacement balls on all pitches shortens the unwanted breaks after a miss.
- ✳ **Motivation:** Competitions within the four teams (Which pair will win the 1-on-1 tournament alt. the 2-on-2 game?) or between the four teams of the different pitches (e.g. in **Exercise 1**, which team will be the first to get 20 passes into the arms of the partner?).
- ✳ **Monitoring of Stress Level:** An advantage of training small teams is the possibility of having all the players in full view and, when the stamina decreases, immediately being able to put in breaks.

TRAINING AT STATIONS 1: Different forms of training one focal point (here: Goal Shooting)



Organisation and Procedure

- ✳ Divide the players into three equally sized teams and post them at the stations.
- ✳ For approx. 5 to 10 minutes (depending on the size of the team) practice at a station and then, after a short break, change to the next station.
- ✳ Take turns shooting at an open goal (**Station 1**), then return pass (**Station 2**), and then dribbling (**Station 3**).

Methodical Pointers

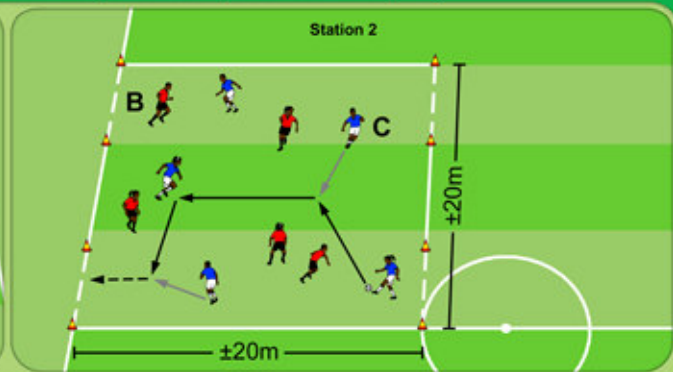
- ✳ **Use the given possibilities:** Put up the goal stations in front of a catch-fence, an earth mound, or similar, in case a ball misses the goal.
- ✳ **Unobtrusively set focal points:** Offer two fairly easy and motivating goal-shooting exercises and a slightly more difficult and demanding exercise (**Station 2**). Deal with corrections especially on **Station 2**.
- ✳ **Coach Position:** Stand in a position, where the technical exercises can easily be followed, but where the game will not be hindered.



Organisation and Realisation of Training

Model Examples

TRAINING AT STATIONS 2: One team practices, two teams play



Organisation and Procedure

- ⊗ Divide the players into three teams of five players each.
- ⊗ **A** carries out a goal shooting exercise (**Station 1**): the respective first player dribbles to the marked line and shoots at the goal. Then he fetches his ball and on the way back takes turns in carrying out a coordination (**Return way 1**) and a technical (**Return way 2**) exercise.
- ⊗ **B** and **C** play against four small goals.
- ⊗ Swap after five minutes.

Methodical Pointers

- ⊗ **Organise competitions:** Which team will win the tournament, and which team will win the goal shooting competition? Or with the total score: Which team scores the most goals on both stations?
- ⊗ **Avoid delays:** include the players in the setting-up and dismantling of the equipment. Allocate the bibs when dividing the players into teams.
- ⊗ **Coach Position:** He must be able to watch both stations, and from there, if necessary, be able to step in and take corrective action.

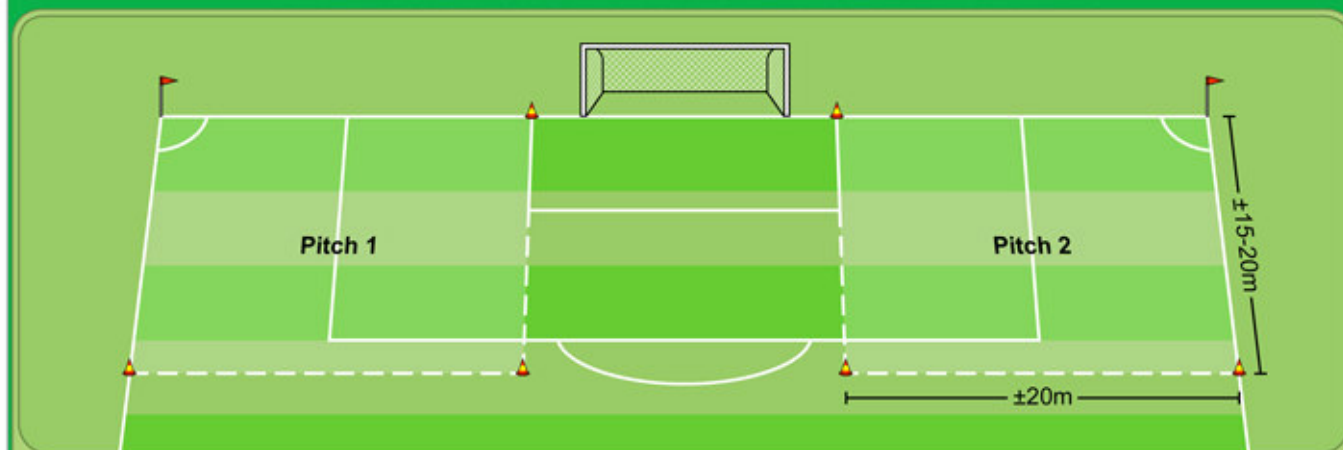


Short waiting times increase the staying power.

Organisation and Realisation of Training

Model Examples

FRAMEWORK / ORGANISATION / METHODOLOGICAL POINTERS



Framework

- ⊗ 16 players participate in this training unit.
- ⊗ Half of the field is available.
- ⊗ There are enough bibs, cones/markers and poles. Two large portable goals are also available.

Organisation / Methodical Pointers

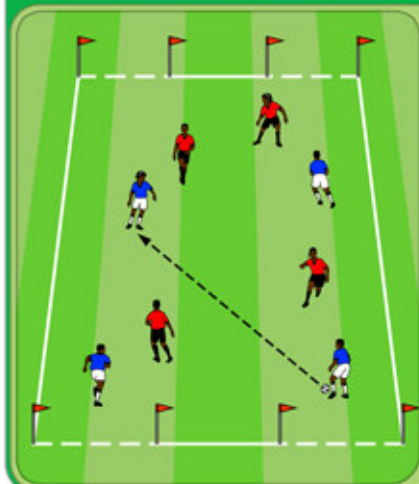
- ⊗ **Division:** Divide the players into four teams (A, B, C, D) of four players each. Every player can assume the position of goalkeeper, one at a time. Ideally, the different teams should wear different coloured bibs. If there are not enough available, announce the change of bibs at every change of pitch.
- ⊗ **Pitch:** Mark the pitches on the baseline of the playing field to firstly utilize the existing lines and secondly, to not bother the second training group when a ball is kicked out of play. The above size (see illustration) can be changed. Rule of thumb: the younger the players, the smaller the pitch. Also bear in mind: the distance from the striker to a dribble goal is further than with a normal goal with goalkeeper. Clearly mark the pitch boundaries with cones or poles.
- ⊗ **Competition:** Organise a tournament and announce the final score at the end of the tournament.
- ⊗ **Playing Time:** 4 minutes per pairing.

4-on-4 - Variations

Players can set up their own rules and type of goal (big, small, type...). Let them be creative!
But they must obey their own rules!



VARIATION 1



Four small goals on the lines

Organisation / Procedure

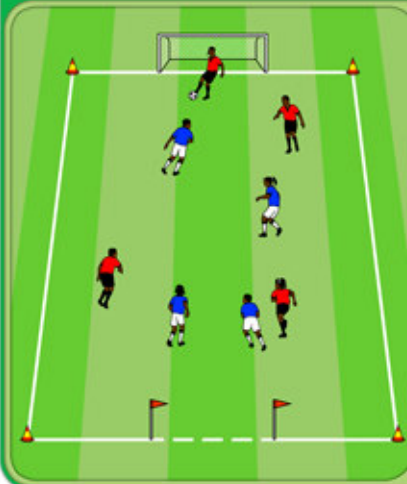
- ⊗ Place two goals on the baselines (see illustration) or place 1 goal on every boundary line. The teams attack 2 goals at a time.

Methodical Pointers

- ⊗ **Make easier:** If necessary, enlarge the pitch to allow the striker more space for their actions.
- ⊗ **Make more difficult:** no more than two (three) ball contacts allowed in succession; does not count for dribble goals.
- ⊗ **Emphasis:** Erect pass goals (width: 2 - 3m) or dribble goals (width: 7 - 8m)
- ⊗ **Numerical Advantage / Disadvantage:** two players of the defending team act as goalkeepers on "their" goal lines.

Organisation and Realisation of Training Model Examples

VARIATION 2



One large goal and one small goal

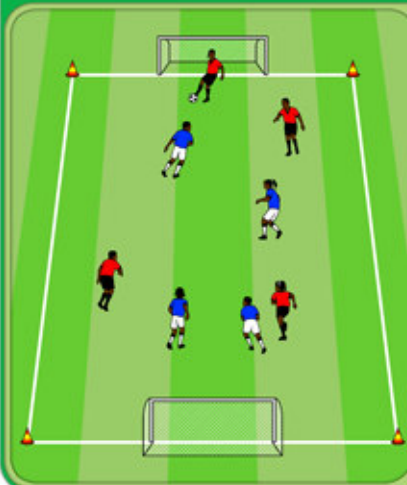
Organisation / Procedure

- ⊗ Set up a large goal and a small dribble goal on the baselines opposite each other.
- ⊗ One player of the team that is defending the standard goal acts as a 'flying' goalkeeper.

Methodical Pointers

- ⊗ **Motivation:** After half-time of a match, change sides (everyone wants a chance to see his ball at the back of the net!).
- ⊗ **Emphasis:** Play at one standard goal and two pass goals.
- ⊗ **Quick orientation:** After scoring a goal, the team keeps the ball and attacks the other goal (sudden switch of sides!).

VARIATION 3



Two large goals

Organisation / Procedure

- ⊗ Set up two large goals on the baselines opposite each other.
- ⊗ One player of every team acts as a 'flying' goalkeeper.

Methodical Pointers

- ⊗ **3-on-3 + goalkeeper:** One player per team acts as the goalkeeper for one game per tournament.
- ⊗ **Numerical Advantage / Disadvantage:** One player of the defending team acts as goalkeeper. After winning the ball, it first has to be passed back to the goalkeeper before the next attack can be started.

VARIATION 4



Four small goals anywhere on the pitch

Organisation / Procedure

- ⊗ Place four pole goals anywhere on the pitch.
- ⊗ The players try to score a goal by dribbling through a pole goal.

Methodical Pointers

- ⊗ **Emphasis:** Score a goal through a pass, and then decrease the width of the goal.
- ⊗ **Calling for the ball and moving into open spaces:** A goal only counts if a teammate can trap the ball after the pass through the goal.
- ⊗ **Quick orientation:** After scoring, the successful team keeps the ball, but they now have to attack a different goal.
- ⊗ **Match Outline:** If possible attack freestanding goals, thereby changing your attack direction.

All sides of Training - Tasks for the Coach before, during and after the Training

Tasks in and around the Training

OBJECTIVES

Taking children's football as an example, the participants compile essential measures and tasks before, during and after the training.

CONTENTS

Due to the example of children's football, important organisational measures are proposed. They are subdivisible into tasks before, during and after training. With older training groups, the measures will have to be adjusted according to the age.

Note: these criteria will also be a part of the following training-observations.

Before the training (PPP 6 Slide A)

- ⊗ **Arrive punctually**
Arrive at least 15 to 20 minutes before the training starts. This time is necessary to leisurely take care of the following requirements.
- ⊗ **Short checking of pitch condition**
The coach assesses the condition of the pitch (is the pitch too hard, too soft, are there any molehills, or holes?) and the necessary goals (where must the goals stand, are the goal nettings and fastenings available?) If necessary, bring in order.
- ⊗ **Locker rooms**
The trainer checks that the locker rooms are unlocked. He pays particular attention to: are the locker rooms and showers clean, is there any broken glass, are there any damages or dangerous spots?
- ⊗ **Put materials together**
The coach puts together the necessary materials and equipment as per his training plan and checks their condition: balls, cones, poles, bibs, etc.
- ⊗ **Update training plan**
The coach checks his training plan again and considers new information (e.g. players excused from training, missing equipment or materials, wet pitch)

Greeting of players and parents

The coach greets all the arriving players and parents. If players arrive too late, the trainer should request that they arrive on time in future. He does not reprimand them due to continued late coming. That can be discussed quietly at a later stage.



PPP 6 - Slide A

Let the players check the pitch conditions, take care of the material and put the necessary material on the pitch.



All sides of Training - Tasks for the Coach before, during and after the Training

⊛ Assist players with their changing of clothes

The coach should assist the younger children, with their parents support, e.g. lace up the shoes. If the shoelaces are left too long, the players can injure themselves (by falling on their head!).

⊛ Attendance list

An attendance list allows the coach to see why players possibly often do not appear for training (negligence by the parents, listlessness, overlapping of appointments, problems within the team, and problems with the coach, etc.)

⊛ Involve the players in the organisation of the training session

It is educationally sensible to involve the players in the organisation of the training session. That means that they must help the coach to take materials or equipment to and from the pitch or take over smaller jobs (e.g. inform the caretaker that something is needed or is not in order).

Involving players in organising the training stimulates their creativity.



⊛ Never leave children unattended (helpers?)

When the children, especially the younger ones, do not all appear at the same time for training, the first ones should not run around on the playing field, while the coach is still busy with the others in the locker room or still waiting for latecomers. Particular care is necessary, if the children need to reach the sports ground via a longer unclear route or have to cross a busy street. The best is if helpers or parents stay in the locker room while the coach goes to the playing field. Once all children start arriving punctually, these problems will be solved!

⊛ Have a telephone for emergencies

The coach must be aware where the nearest telephone on the institution's sports ground is. If he does not have a cell phone available, and no other telephone is available (e.g. the building is locked, the public phone is broken), the coach must complain to the responsible person (youth leader, manager of the institution).



Remind the players of:

Health awareness - like drinking enough water and eating properly

Personal hygiene - like washing regularly.

All sides of Training - Tasks for the Coach before, during and after the Training

During the training (PPP 6 Slide B)

- ❖ **Preferably start the training with all players at the same time**

If in spite of everything the children still arrive late for training, the coach can go to the playing field and hand out balls so as not to discourage the need for play and movement in the punctual children (on condition that there is a helper or parent in the locker room). This avoids idle time.

- ❖ **Greet the players at the beginning of the training**

The coach calls all children together and requests that the ball be put aside. The coach asks how they are, if anyone has any health problem (e.g. cough, cold or is feeling unwell), or if there is anything new that the children would like to inform him about. This phase should not take too long, as the children are eager to start training.

- ❖ **Advise them about the objective and content of the training session**

With preschool children the coach only needs to say a few words (e.g. "I brought along some super games for you and I hope that you will enjoy them!"). With bigger children the coach can refer to their last game or the last training, what should be corrected in general or specifically and what should therefore be concentrated on today.

- ❖ **Give the explanations in a simple easily understandable language for children**

When the coach gives any explanations, he should concentrate on the two most important pointers only. If necessary, the coach will call the children together to explain the next game or the next exercise. Thereby he should ensure that the ball be put aside and that all players can see him (e.g. the children should all sit down or they should stand in a half circle). Demonstrations with simple explanations of the game ease the understanding for the later performance.

- ❖ **If need be, also play in the game**

The coach should on occasion also play along, at the same time though not dominating the game. He thereby signals to the children that he is a part of the team and that he is interested in their game. If the players are still unfamiliar with a new game, they will learn quickest through seeing and copying.

- ❖ **Create free space and encourage creativity**

Next to the principle "Learn through demonstration", the coach should also enable the children to "Learn through tasks". The children should find their own solutions for problems. This stimulates their creativity!

- ❖ **Do not always correct at every mistake**

The coach should watch the children playing and exercising without them feeling that they are being watched. Especially in sensitive children that would cause insecurities. The coach should only step in and correct a situation if a child, after repeated attempts, cannot succeed in solving a task.

- ❖ **Individual corrections, corrections in front of the group**

If the children make different mistakes, the coach will correct them individually, if a few children make the same typical mistakes, the coach will correct them collectively in front of the whole group.



PPP 6 - Slide B

All sides of Training - Tasks for the Coach before, during and after the Training

⊗ Watch the motivation of the children in the games and exercises

Normally the little footballers are very eager players. Sometimes though a certain listlessness or even grumbling, especially with certain exercises, can occur. The coach should then ask himself the following questions:

- ▲ Is this exercise possibly unsuitable for the children (e.g. not playful enough)?
- ▲ Are the children being overstrained or under stimulated?
- ▲ Are they perhaps too exhausted and can therefore no longer concentrate?
- ▲ Can the exercise requirements be adapted?

This exercise might have to be changed.

⊗ Separate activity with individual children

The coach may not give the impression that he has favourites, rather that he encourages stronger and weaker children the same. The praise of the coach and cheering on are important for the children's motivation and self-confidence.

⊗ Deviations from the training plan

If need be, e.g.

- ▲ The training will start later than planned.
- ▲ If a game does not work out, it should be interrupted to effect necessary changes (team formation, task, pitch size, equipment).
- ▲ Certain play- and exercise phases necessitate more / less time than planned.
- ▲ Children need more / less time to recover (take the weather into consideration!), children need breaks for drinking.
- ▲ The children ask for a certain game.

⊗ Set-up and dismantle the equipment used for training together

The children should support the coach. The coach takes care that they are careful with the equipment used. During the complete training period all the children are involved in setting up and dismantling the equipment used, e.g. collecting cones or other equipment. If any balls are missing, all the children look for them together.

⊗ The children must review the training session at the end

After all the equipment has been dismantled and / or collected, the coach calls all the children together and asks them how they enjoyed the training and which play form they enjoyed most. This gives the coach important information about the choice of training contents and the methodical implementation.



Let the players check the pitch conditions, take care of the material and put the necessary material on the pitch.

All sides of Training - Tasks for the Coach before, during and after the Training

After the training (PPP 6 Slide C)

- ✳ **Leave the sports ground in a clean condition**
Take care that the children do not leave any empty cool drink tins, bottles or other stuff.
- ✳ **Store the equipment and balls**
They should be in good working order. If something goes missing or equipment is damaged, the coach must make a note of it so that he can tell the responsible person (e.g. the grounds man, the youth spokesperson)
- ✳ **Shower and get washed**
Based on a decision between the parents and the coach, he ensures that the children shower or wash themselves. He should not insist on shy or new children taking a shower so as not to possibly hurt their sense of shame.
- ✳ **Leave the locker room in a clean condition**
That means that one should not enter the locker rooms with very dirty shoes, but that one should take them off outside and clean them at the place provided for (do not knock off the dirt against the locker room wall or at the entrance to the locker room. The coach must ensure that everything - also the shower room - is left in a clean condition and no paper or any other item is left on the floor.
- ✳ **Remind them of the next training session or the next game**
The children are sent home with that reminder. If some children are collected immediately after the training, the coach should remind them during the review at the end of the training session.
- ✳ **Talk to individual parents**
About problems with their children, arranging lift clubs to away matches, etc.
- ✳ **Talk to individual children**
If the trainer watched inappropriate behaviour during the training session (listlessness, quarrels, etc.) he should find out the cause. He should talk in a friendly fatherly manner.



PPP 6 - Slide C

Encourage the players to care for a clean environment. How you leave behind the pitch reflects on how you take care of yourself!



All sides of Training - Tasks for the Coach before, during and after the Training

PROCEDURE

The introduced points are criteria for the following training-observation and -evaluation. That is why it is important at this point that the participants understand what this means.

The instructor introduces the proposed measures individually without adding the specific implementations and examples. He can for example do this by writing the suitable catchword on the board or by showing the slide one row at a time.

The task of the participants is then to name suitable examples. After that, the next principle is introduced and the participants again name specific implementations, etc. As several of the proposed measures of the basic course are also discussed at other points, this is a good opportunity for repetition and use, alt. a learning control.

With **PPP 7 Slide A** the instructor explains a few education orientated requirements of a coach in children's football. The conduct of the coach towards children will be a further subject of the following exercise observation.

III.1.2.4 All sides of Training 7 A

Caring does not limit itself to Training and Playing

- Have a heart for children - that is the best!
- Always encourage a positive atmosphere, free of fear!
- Know all the children's backgrounds!
- Set an example with positive values and standards!
- Agree upon the (playing) rules together with the children!
- No performance pressure!
- Show your enthusiasm for football!
- Show humour!
- Praise means strengthening the self-confidence!
- Show interest - actively show the children!
- The coach must integrate shy kids - especially girls.

PPP 7 - Slide A



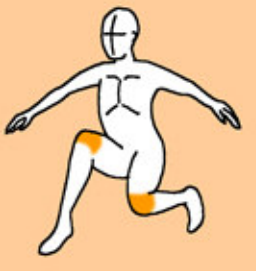
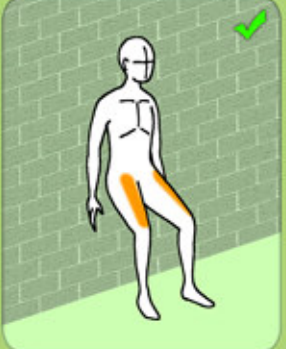
While planning the training, consider the wishes of the children!

All sides of Training - Tasks for the Coach before, during and after the Training

Stretching / Functional Gymnastics

STRENGTHENING OF LEG MUSCLES

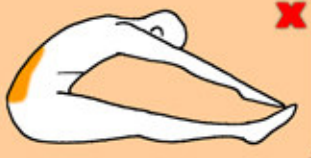

Duck walk ❌ Heavy overloading of the knee-joints (ligaments)

Lean against the wall with the back and bend the knees. Keep the angle of the knee-joint above 90°.

STRETCHING THE MUSCLES OF THE BACK AND BACK LEG MUSCLES



Body bend with legs extended and in straddle position ❌ Considerable pressure on the lower back (lumbar vertebrae)

While lying on the back leave one leg stretched on the floor and lift the other leg high up. Grip the leg at the upper thigh and pull it toward the chest. Pull in the point of the foot, while leaving the other leg stretched on the floor. Relax the arms and stretch the leg. Hold this position.

FLEXIBILITY OF THE HIP-JOINTS AND STRETCHING OF THE BACK THIGH MUSCLES



Hurdle squat ❌ Overstretching of the medial ligaments in the angled knee-joints and overstressing the medial meniscus. Non-functional strain on the lumbar spine

Stand on the slightly angled supporting leg and stretch the other leg to the front resting on the heel. Pull up the tip of the foot and slowly push the pelvis to the back until the stretching is noticeable in the back thigh muscles. The back remains straight.

MOBILISING THE SPINE THROUGH STRETCHING OF THE MUSCLES OF THE BACK

Plough ❌ Overstraining of the neck- and upper spine. The back ligament is overstretched.

Lie on the back. Lift head and legs and carefully pull the knees as close as possible to the forehead.



All sides of Training - Tasks for the Coach before, during and after the Training

FLEXIBILITY OF THE LOWER SPINE AND STRETCHING OF THE BACK THIGH MUSCLES

Wood-cutter Exercise ✗



Rocking and bouncing do not effect any stretching of the muscles. They are more likely to cause severe pressure on the ligaments and the lumbar spine.



While sitting on your heels, lay the upper part of the body on the thighs and roll together. Place the arms on the sides next to the lower leg. Also, lying on the side in an embryo position stretches the muscles of the back while being careful with the spine.

FLEXIBILITY OF THE BODY, STRETCHING OF THE BACK THIGH MUSCLES AND STRETCHING THE MUSCLES OF THE BACK

Diagonal body bend ✗



Rocking and bouncing do not effect any stretching of the muscles. Twisting the spine causes increased strain in the lumbar region.



Kneel down and support yourself on slightly bent arms. The arms and legs are apart by the width of the shoulders. Press the spine upwards and arch your back like a cat.

STRETCHING OF THE BACK THIGH MUSCLES

Bending the body forwards while standing on one leg ✗



Overstressing the lumbar spine.



Stretch one leg and place it on e.g. a small stool while pulling in the toes. Keep the supporting leg slightly bent. Bend forward while keeping the back straight and pushing the pelvis to the back.

BALANCING EXERCISE AND STRETCHING OF THE FRONT BODY MUSCLES

Bending the body backwards diagonally while standing ✗



Overstraining of the lumbar spine through the forming of a hollow back and the turning movement.



While lying on the back stretch the arms behind the head. Keep the arms stretched and the hands close to the floor. To support the spine, put a flat cushion or towel under the lumbar region.

All sides of Training - Tasks for the Coach before, during and after the Training

STRETCHING THE FRONT BODY MUSCLES

Swallow's Nest



The lumbar spine is drawn into an unnatural hollow back posture. The muscles that should actually be stretched are tensed.



Sit on lower leg / feet, stretch arms to the front and press breastbone towards the floor.

WHOLE BODY RELAXATION AND STRETCHING THE FRONT OF THE BODY

Exercise with partner: suspend from back



Overstraining of the lumbar spine through the hollow back position. The muscles are tensed rather than relaxed.



Stretch the arms sideways, angling them upwards. Slowly press the elbows towards the back.

STRENGTHENING OF THE MUSCLES OF THE BACK AND SHOULDERS

Throwing the ball while lying on the stomach



Strong hollow back position and extreme straining stress the lumbar spine.



Kneel down and support yourself on slightly bent arms. Stretch the right leg and the left arm horizontally, but not higher. Then repeat with the other side of the body.

STRENGTHENING OF THE MUSCLES OF THE BACK AND STRETCHING THE BACK THIGH MUSCLES

Body and arms at front in horizontal position



Heavy strain on the lumbar spine.



Stand with slightly bent legs, bend the upper body slightly to the front and stretch the arms upwards as an extension of the back. It is important that the back remains straight.

All sides of Training - Tasks for the Coach before, during and after the Training

STRENGTHENING OF THE MUSCLES OF THE BACK

Stomach seesaw



Extreme hollow back position with a strong overstraining of the lumbar spine.



Lie on the back placing the slightly bent legs in front. Then lift the pelvis off the floor until the top of the body forms a straight line.

STRENGTHENING OF THE STOMACH MUSCLES

Leg circles and leg scissors while lying on the back



Especially in people with weak stomach muscles, the long lever action in conjunction with the weight of the legs causes a strong hollow back. Apart from that, the hip-flexors are further strengthened, which are quite strong in most athletes anyway.



Lie on the back with the slightly bent legs pointing upwards. Then lift the pelvis from the floor without the legs moving towards the head.

STRENGTHENING OF THE STOMACH MUSCLES

Sit ups



Too much pressure on the lumbar spine. The hip-flexors mainly exercised.



Lie on the back. Place the lower legs on e.g. a stool so that the thighs are vertical and the lower legs are horizontal. Slowly roll the head and shoulders off the floor until the hands reach the stool.

STRENGTHENING OF THE STOMACH MUSCLES

Jack-knife



Strong pressure on the lumbar spine and mainly strengthening of the hip-flexors.



Lie on the back placing the slightly bent legs in front of you. Press the heels of the feet against the floor. Lift the head and shoulders off the floor, trying to touch the chest with the chin.



All sides of Training - Tasks for the Coach before, during and after the Training

STRENGTHENING OF THE DIAGONAL STOMACH MUSCLES

Swinging the legs sideways while lying on the back ❌

Overstraining of the lumbar spine through the forming of a hollow back and the turning movement.

While lying on the floor cross the legs slightly bent. Lift the shoulders from the floor and alternate between pressing the right hand against the left knee, and pressing the left hand against the right knee.

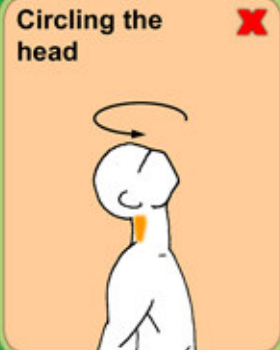




FLEXIBILITY OF THE CERVICAL SPINE

Circling the head ❌

Overstraining of the joints, ligaments and interspinal discs, as the cervical spine is not suited for such turning movements.

Bending the head to the sides, tilting it to the front and slightly to the back and turning it to the left and to the right are the natural movements of the head and therefore the cervical spine.






MOBILISING THE BODY

Circling the body ❌

Overstraining of the lumbar spine.

While standing, lift an angled arm sideways across the head. With the other hand lightly pull the arm outwards without twisting the shoulders or hips.






STRENGTHENING THROUGH KNEE-BENDS

Leg-curls while lying on the stomach ❌

Strong overstraining of the lumbar spine through the hollow back position.

Definitely use an appropriate curl-bench with a bend in the hip area.


All sides of Training - Tasks for the Coach before, during and after the Training

Cooling Down

After **every** training session (except the 6-9 year old players), you have to do a cooling down after the conclusion. Cooling down is important to lower the strain of training. The heart rate has to be brought back to a normal pulse rate of approx. 70-90 beats per minute. This is the beginning of the regenerating phase. The players will then be able to do the next training session more regenerated.

Another reason for the cooling down phase before you let the players off the pitch, is the fact that there is also a psychological effect: The players will not go into the dressing room with the (sometimes negative) impressions of the training or game. They have the possibility to talk about their impressions with the coach during the cooling down phase.

The intensity of the cooling down phase is very low.

Here are some examples of what the coach can offer his players to cool down:

EASY JOGGING - 10 MIN



PASSING THE BALL - 10 MIN



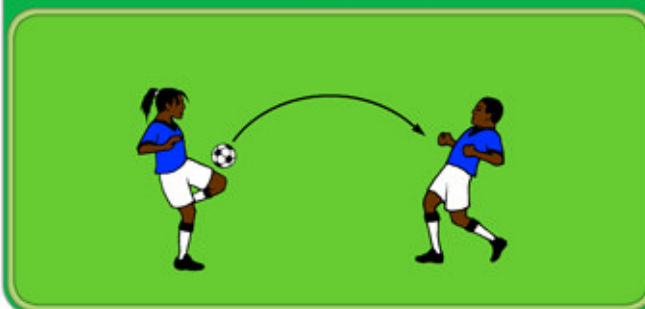
Pass the ball to each other in the form of a 1+1, 4 players together, the whole team together with passing 3 or 4 balls at the same time

SHOOT OUT 1-ON-1 - 10 MIN



- ⊗ Use cones as goals / targets
- ⊗ Players are not allowed to defend their own cone

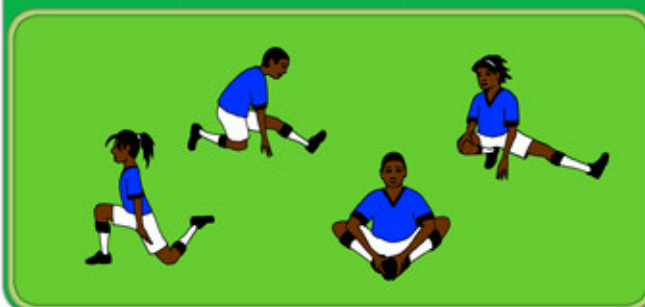
JUGGLING - 10 MIN



FOOTBALL-TENNIS - 10 MIN



STRETCHING - 10 MIN



The Coach as a Role Model

1. Be a positive role model for your players

It will be your wish that the children become positive and responsible persons in the future. Therefore, you should act and behave, as you would like the children to act and behave. What you expect from the children you must show to them. Lead by example!

Remember: It is more important how you act and behave than a theoretical talk about topics. Please show them positive behaviour and values, because you are a role model for them. Show them interpersonal manners like:

- ⊗ Fairness
- ⊗ Helpfulness
- ⊗ Respect
- ⊗ Trustworthiness
- ⊗ Tolerance
- ⊗ Patience
- ⊗ Self-criticism

2. Be upfront with the children

- ⊗ Listen to the young players and speak to them regularly.
- ⊗ Show the children that you are interested in each of them. Try to find out about their private background like family situation, school, friends, challenges, hobbies, etc.
- ⊗ Give special attention to the discriminated and handicapped players and include them in the game.

3. Interact and communicate with your players in a right way

- ⊗ Show the children that you accept all of them. This is the condition for an open and interactive exchange.
- ⊗ Please realise that with children it is not only important what you say but also how you say it. Especially your way of speaking, your facial expressions and your gestures are important!

Avoid:

- △ Shouting at the children
- △ Hurtful actions
- △ Accusations

4. Increase the codetermination

- ⊗ Respect wishes, suggestions and ideas of the young player as often as possible during your training session.
- ⊗ Depending on age, you should confer duties and responsibilities to the children, for example to manage the warm up for the training.
- ⊗ Point out to every player how important motivation, initiatives and self-criticism are.

The reliability of the players will improve, if the coach is a good role-model.



The Coach as a Role Model

5. Be positive

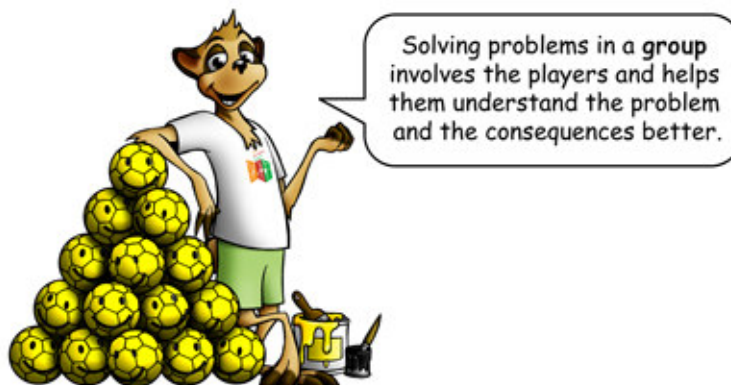
- ⊗ Compliment the children while training, because this makes them accessible to constructive criticism.
- ⊗ Make the individual progress of performance clear to your players.
- ⊗ Show the fun and pleasure you are getting through football and pass it on to the children.
- ⊗ Show your players that you have a special kind of humour by solving a challenge or a stressful situation with a funny and spontaneous slogan.

6. Solve problems within your team

- ⊗ Solve problems with group involvement. (Ask questions about reasons, facilitate the problem solving process.)
- ⊗ Organise an peaceful conflict-solving talk.
- ⊗ Let the children talk in an open way so they can express their own suggestions for solutions.
- ⊗ You should decide a solution together with your players.
- ⊗ Solve problems before they escalate.
- ⊗ Tell the children that interpersonal conflicts are normal.

7. To review is good

- ⊗ You should always criticise the way of acting but you should **NEVER** criticize the children in a personal or private manner!
- ⊗ Avoid pointing fingers. If you have a problem with the behaviour of a child, try to show it how you think about it. Rather, use "I have a problem with the way you behave / act" than "Your behaviour / acting is wrong!" It will give the child space to think about it and respond.
- ⊗ You should always tell them concrete points of criticism while using youth-friendly language.
- ⊗ You should always start and finish a dialogue on a positive note.



The Coach as a Role Model

Which capabilities distinguish a good coach in children and youth's football?

OBJECTIVES

The participants learn that the coach's capability in sport is **not** enough to carry out an **age justifiable** training in children and youth's football. Next to sporting capabilities (technical, methodical, organisational) the participants must recognise that the coach especially needs social and personal capabilities to care for children and youths **outside** of (the) training and games.

CONTENTS

What must a coach be able to do to be able to perform this function? According to the modern understanding with focus on participant orientation there are typically five areas of capability between which a balance must constantly be brought about to ensure a successful functioning (see **PPP 8 Slide B**).

Everybody knows immediately what is meant with the technical, methodical and organisational capabilities. These capabilities as a requirement for the co-worker are quickly named and accepted. In many cases, though it is more difficult with the social capability and the personality. Often not enough importance is attached to them (e.g. a subliminal, one-sided performance orientation). See **PPP 8 Slides C and D** for the definitions.

Two important points are enough to substantiate the social and personal capabilities:

- ⊗ The function of every leader, be it coach, youth leader, managing director, etc., is carried out on a social structure. To be able to apply expert knowledge usefully and so that the message arrives and is accepted, not only methodical capabilities are required, but also social ones.
- ⊗ Especially in the field of training children and youths, institutions co-workers are role models. Who is a role model and why, the role model cannot decide - that the young people do totally on their own. It depends very much on the way the role model function is performed!

PPP 8 - Slide A

PPP 8 - Slide B

PPP 8 - Slide C

The Coach as a Role Model

In the eyes of the young sports players, the coaches are not only specialists in their field of training, but also models on how one can live with sport. Sometimes they are role models, often only confidantes for everyday questions, often only friendly adults that understand sport and life. The coaches do not only supply know-how in sport and certain techniques, they are also the ones that assist the young people as everyday helpers and supporters.

Must the institution co-worker, apart from sport, now also fill these additional responsibilities; must he become an educational man? At this point one must not become frustrated (e.g. due to expected overworking) as it would be unreasonable. Such educational and social features are not additional features in the institution work, they are always part of the game! In sporting as well as non-sporting custodial situations. One must be aware of this, to be able to create the opportunity to consider these points better and to control them properly. Apart from that, generally every course participant has a good measure of social and personal capabilities from other areas of life and from experience - even if it is often subconscious! These capabilities can be developed further. That is why one can actually speak of an educational man - not in the sense of overworking, but rather as a well-qualified amateur!

With the aid of **PPP 8 Slide E**, actual requirements of a children and youth coach will be clarified, describing the social and educational requirements in the institution's everyday realistically and more understandably. Additionally the instructor, together with the participants, should compile actual examples on how to realise the educational guidelines.

PROCEDURE

With the participant-orientated introduction (**PPP 8 Slide A**), the views and experiences of the participants will quickly be made clear to all.

Should there be a slant towards mainly naming technical orientated requirements, then the instructor can call for motivations from the participants by asking specific questions and with the help of examples can make the high value of social and personal capabilities evident. If need be the participants can fill in a second questionnaire and can work on social and personal capabilities of the coach.

With the help of **PPP 8 Slides B-D** the instructor summarises the introduction phase. With **Slide E** social and personal capabilities using the children's coach as an example can be further specified. With the central message being that care-giving in children and youth's football may not be limited to training and games, one can proceed to the next training phase.

III.1.2.5 The Coach as a Role Model

Social and Personal Capabilities

- Take everybody serious (children and youths)
- Be human (humour, role model, motivator, coach, consistent and genuine conduct)
- Encourage the independence of the players and the 'we' feeling of the group.

Counsellor and Personality

PPP 8 - Slide D

III.1.2.5 The Coach as a Role Model

Social and Personal Capabilities of the Children's Coach

- Impart fun and pleasure
- Solutions for everyday problems
- Keep in contact with the parents
- Have a heart for children!
- Give praise and recognition
- Control group processes / Develop team spirit
- Skilled in dealing with children

Take responsibility for growing children and youths!
Promote development of personality!

PPP 8 - Slide E

The Coach as a Role Model

Corner stones of a custodial plan

OBJECTIVES

The participants must get to know specific, practical care functions while dealing with children and youths and work on specifically realising their own function in the institution.

CONTENTS

Nowadays it belongs to the work of the institute that coaches and co-workers of the institution do not only concentrate on the practical areas of sport (training, competitions). Research over the past years confirm that especially the coach as a person - especially his social and personal capabilities - is responsible for children and youths joining the institution and staying with their chosen form of sport. Apart from the sporting duties the coach has to look after the educational orientation of the children and youths, so as to be true to the responsibility towards the youth.

Specific action possibilities towards practical realization should be worked on so that the participants do not feel overworked. ("But I do not have an educational training as a teacher has!")

PPP 8 Slide F gives a summary of typical (education orientated) emphasis on care giving of children and youths. These can be specified during course discussions or in the form of the proposed group work.

III.1.2.5 The Coach as a Role Model

Focal Points in the Caring of Children and Youths

- Develop fun and pleasure for doing sports
- Develop self-responsibility
- Develop personal performance orientation
- Reconcile sporting and non-sporting (school) requirements
- Develop team spirit

Encourage the development of the personality!

PPP 8 - Slide F

Corner pillars of an education orientated custodial plan:

- ⊗ The development of the personality must in essence concentrate on the **self-responsibility** of children and youths. This can quite easily be promoted by the coach right from the beginning by allocation of tasks during training (set-up, dismantling) or within the team (team captain, youth representative, etc.)
- ⊗ Part of self-responsibility is to recognize the responsibility of the individual for the group. Egotistical behaviour must be set aside for a homogeneous team performance. Here one can point out good role models (e.g. the national team).
- ⊗ Main objective is furthermore to promote the personal performance orientation of children and youths. Fun and pleasure in football has to be developed in children - especially through attractive training. The coach should assist his players in setting realistical goals, depending on their own ability, and to develop health orientated characteristics (for children: correct nutrition; for youths: handling of alcohol, tobacco, etc.) Every player wants to develop himself further, learn new techniques, learn better ball handling, etc. The coach can further this attitude by e.g. giving the players homework (exercises with the ball, ball magic exercises, etc.) to motivate self-training.
- ⊗ Building up **team spirit** is initially only limitedly possible due to the development of the children. A "we" feeling can be developed with small measure (e.g. joint greeting- and farewell-ritual). Realistic assessments of winning or losing, the integration and acceptance of performance-weaker players or the observance of joint rules are further practical everyday tasks that the coach can use to develop and promote the team spirit.

The Coach as a Role Model

- ⊛ Of course, the coach should be aware of the backgrounds of the children (parents, school performance, etc.) and should contribute towards the players reconciling their sporting and school requirements.

PROCEDURE

With the aid of **PPP 8 Slide F**, an introduction to the following group work on the practical conversion of the main custodial tasks can be given. If possible, the participants should also consider age specific factors (children, older youths). Because: non-sporting care also depends on the stage of development of the children and youths.

After the presentation of the results, the instructor holds a class discussion on the feasibility of the solution suggestions.

Self-Reflection: The Trainer / Co-worker as a Role Model

OBJECTIVES

The participants must recognize that sporting as well as non-sporting care in children and youth football primarily depends on the **role model function** of the coach and co-worker.

CONTENTS

The participants must consider how they see themselves in their (present or later) roll as a institute co-worker. A checklist - Role Model (**Work Sheet 3**), is available for self-examination. Of course, the suitability of the position does not only depend on the own wishes and imagination, but on the target group that the co-worker has to lead.

PPP 8 Slide G illustrates clearly how such requirements can look in practice in children's football.

PROCEDURE

The self-examination results from individual work done through the Checklist - Role Model. If necessary, a short exchange of ideas phase can follow. It would be sensible if the institution regularly, e.g. once a year, carries out such a self-reflection.

In conclusion, a short lecture should point out that the suitability of the own conduct naturally also depends on the respective target group. The slides introduce typical ideal profiles.

III.1.2.5 The Coach as a Role Model

Role Model Function of Coaches, Caretakers, Co-Workers

- Dealing with conflicts, weaker players - girls
- Health conscious lifestyle (nutrition, alcohol, tobacco)
- Recognising and realising ones mistakes
- Dealing with criticism (e.g. parents)
- Dealing with winning and losing
- Compliance with the rules
- Appreciation of every single member of the group
- Sporting fairness

PPP 8 - Slide G

The Coach as a Role Model

If there is enough time, the instructor can also discuss or confront typical traditional conceptions of coaches in children and youth's football:

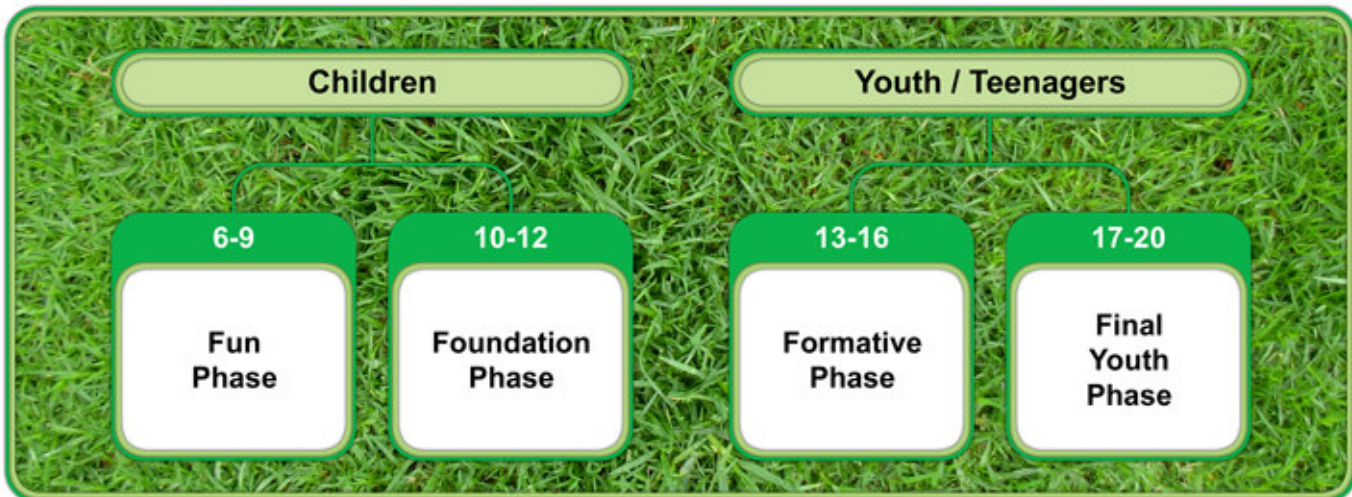
- ⊗ How do I win as many games and tournaments as possible?
- ⊗ How do I offer the children and youths the best possible fun?
- ⊗ How do I confirm myself as coach (personal target)?
- ⊗ How can I provide for the continuance of this division (membership)?

From such confrontations, it is easy to discuss the **responsibility** of the coach / co-worker for growing children / youths and their respective sporting as well as non-sporting requirements - they must be seen in a well-balanced proportion to each other.



The coach should be both a teacher and a friend to the players.

Player Development Phases



Guidelines on Training with Children / Youths

- ✳ Train individually
- ✳ Train on focus / objectives
- ✳ Train technique oriented
- ✳ Train with exercises and games
- ✳ Train in detail
- ✳ Train the personalities
- ✳ Train with motivation and fun



No matter what their age, everybody wants to be their best at what they love doing!

Training with Children

Ages 6-9 and 10-12

Philosophy of Children's Football

Children's football is very special and different to youth or adult football. Remember the interests and wishes of the children every second during training, games and coaching and pay attention to their individual abilities. Children's football is not training with small adults!

When involving children from the ages of 6-12, the emphasis of training programmes and games should be on enjoyment and fun with the support of modified rules.

Children's Coach

The training activities should focus on broad skills development with no emphasis on any particular skill or position.

During interaction with children, the coach is required to provide a positive and stimulating learning environment with due recognition given for effort, participation, skills improvement, social interaction and good teamwork.

Children aged 6-9 (Fun Phase)

Player Characteristics:

- ✱ They have a lot of fun being active.
- ✱ They have less concentration.
- ✱ They are very sensitive.
- ✱ They are often in different moods.
- ✱ They have low self-confidence.
- ✱ They like competitions.
- ✱ They are still very self-centred.
- ✱ They have a strong non-critical orientation to adult role models.



Objectives:

- ✱ Complete advancement of personality is the highest objective of training with children of this age.
- ✱ Children must have fun while playing football.
- ✱ Teach football/techniques by using small games and easy skills.
- ✱ Teach easy rules, which will help the idea of scoring goals and preventing goals.
- ✱ Train versatile sports activities.
- ✱ Teach team spirit.
- ✱ Teach children both: to win and to lose. Good sportsmanship is important, as is fair play.

Training Contents:

- ✱ Basic idea of football: 'scoring and preventing goals'
- ✱ Provide maximum fun and excitement with minimum rules.
- ✱ Easy physical activity tasks (running, jumping, rolling, crawling, etc.)
- ✱ Running and tagging games
- ✱ Games for strengthening the whole body
- ✱ Include whole body movements and skills
- ✱ Games and exercises with the flying, rolling, bouncing ... ball. (Not only with the foot!)
- ✱ Small ball games (except football)
- ✱ Easy technique exercises. (Dribbling, passing, shooting.)



Training with Children

Ages 6-9

- ⊗ Small football games. (4-on-4, 4-on-3+1, 3-on-2, etc.)
- ⊗ Often change exercises
- ⊗ Playfully teach the basic rules: throw-in, goal kick, kick-off, penalty kick, free kick and corner kick

Have fun developing playing ability:

"Tips for Small Football-Tournaments"

Work Sheets
11



Notes for the Coach:

- ⊗ The coach has to be a friend and supporter during a training lesson, not just a supervisor.
- ⊗ He should only give essential instructions.
- ⊗ At the start of the training children need time to run around, play freely and space to try things out.
- ⊗ No time pressure - no performance pressure.
- ⊗ Children need a lot of praise to become self-confident.
- ⊗ Before training 'play against each other' and 'play together'.
- ⊗ Give the children responsibility - help each other.
- ⊗ Do not ignore the children's wishes.
- ⊗ Introduce social skills and promote positive group behaviour.
- ⊗ Educate players during games and training.

Do not make too many rules!
Let the children play creatively with much variety.



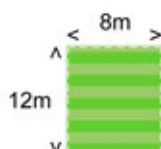
Example Training Session 1

Checklist

WARM UP



20 MINUTES



1 Ball for every player



4 Cones

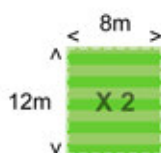


1 Bib for every 5th player

MAIN PART



30 MINUTES



4-5 Balls



8 Cones



Bibs for half the players

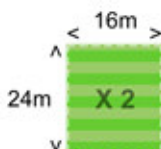


8 Corner poles

CONCLUSION



25 MINUTES



4-5 Balls



10 Cones



Bibs for half the players



8 Corner poles

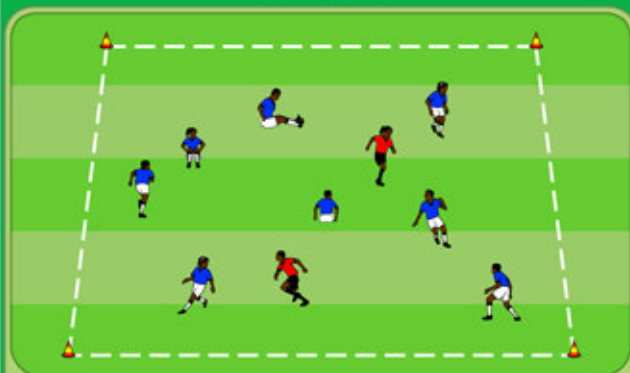
Example Training Session 1 for Children aged 6-9

WARM UP

20 MINUTES

- TARGETS**
- ⊗ Greeting and warm up
 - ⊗ Various movements
 - ⊗ Interesting exercises with the ball

PHASE 1

**"Save yourself from the catcher"**

- ⊗ In a marked off area two to three catchers try to tag the other team mates.
- ⊗ The other team mates may not be tagged, if they are either lying on their stomach or crouching.
- ⊗ Work together as a team!

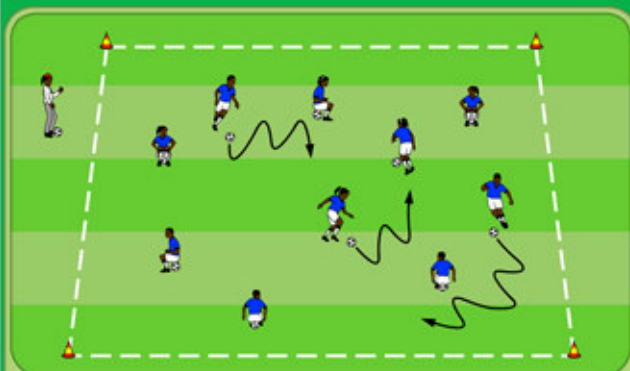


This exercise helps strengthen the whole body!

Variations

- ⊗ Only two players per team are allowed to save themselves at the same time from being tagged. The third player: tagged!
- ⊗ Cones or tyres can be scattered across the pitch as "safe" spots.

PHASE 2

**Ball School rich in variety**

- ⊗ Every player with ball in marked off pitch: dribble with numerous direction changes.
- ⊗ Dribble, then sit on the ball, stop the ball with the knee,
- ⊗ Copy the trainer's bluffs and tricks.

If possible, let the players realise their own ideas - in this way supporting their creativity.

**Variations**

- ⊗ Change of direction only with the outside of the foot.
- ⊗ Quick changes of direction only when signalled by the trainer.
- ⊗ Simple juggling exercises: e.g. bounce the ball on your thigh twice and catch.

GUIDELINES

- ⊗ 6-9 year old children do not necessarily require specific warm up exercises!
- ⊗ Children of this age group want to and can move very quickly immediately!
- ⊗ Do not mark the catch pitches too big! Require many skilful direction changes!
- ⊗ Preferably, have a large variety of ball-tasks per player in every play and exercise session!
- ⊗ Additionally motivate the players to train on their own: "Who will be able to do this trick by the next training session?" - Motivation for homework!

Example Training Session 1 for Children aged 6-9

MAIN PART

30 MINUTES

- TARGETS**
- ⊗ Play and practice
 - ⊗ Small ballgames
 - ⊗ Rules must be obeyed

PHASE 1

**2-on-2 at Small Goals**

- ⊗ Small pitches of 12m x 8m with small goals on the outer lines.
- ⊗ Two teams of two players each per pitch kick goals
- ⊗ Game duration: 2 minutes - thereafter break time!
- ⊗ Add some time if there are no replacement balls.

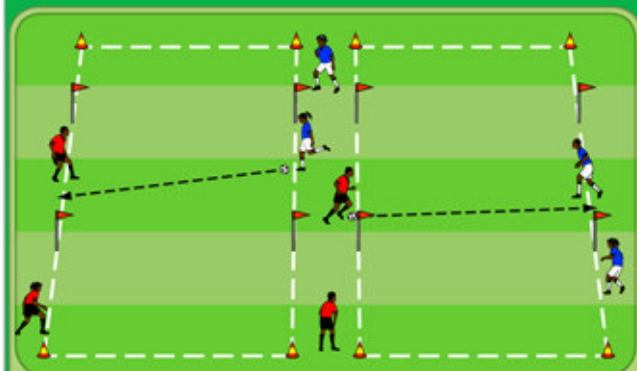


Learn to accept and respect the other player(s) as team mates.

Variations

- ⊗ After the end of the game one pair of players moves to the right and one pair of players moves to the left: a new match-up. Four games per pair - who will win the most games?
- ⊗ One player per team in the goal and the other player on the pitch for 1-on-1. Swap after one minute.

PHASE 2

**2-on-2 as Goal Shooting Competition**

- ⊗ Increase the width of all goals to 5 metres.
- ⊗ One player per team is the goalkeeper and striker. The other is the ball fetcher behind the goal.
- ⊗ Every team has ten shots at goal - after five shots swap roles within team.

The children must be able to shoot the goals easily. (Sense of achievement!)

Being successful strengthens self-confidence.

**Variations**

- ⊗ Shoot at goal after short dribble.
- ⊗ Same procedure with target shots at a small goal.
- ⊗ Both players simultaneously act as goalkeepers.

GUIDELINES

- ⊗ Avoid long waiting periods! Organise smaller groups! Consider this while planning the training session!
- ⊗ The change between practice and play is ideal - but try to avoid big organisational changes from the practice phase to the play phase so as not to lose out on valuable training time.
- ⊗ Only correct obvious technical mistakes - using the children's vocabulary!

Example Training Session 1 for Children aged 6-9

CONCLUSION

25 MINUTES

- TARGETS**
- ⊗ Play football: shoot goals with small teams
 - ⊗ Closing discussion and review
 - ⊗ Be successful as / in a team.

PHASE 1

**4-on-4 at Goals and Goal Kicking Practice 1**

- ⊗ Three teams of four players each.
- ⊗ Two teams play against each other at the small goals - the third team competes in a goal kicking competition.
- ⊗ At the end of the competition: swap teams around!



Mixing the teams up after each round teaches the children to interact with others.

Variations

- ⊗ Each team must erect and defend two small goals on their own goal lines.
- ⊗ Play at larger goals - every player has a turn as goalkeeper.

PHASE 2

**4-on-4 at Goals and Goal Kicking Practice 2**

- ⊗ Same as before, only now a slightly changed game form.
- ⊗ The goal kicking practice can be varied with different rules and regulations - or one can go for "revenge"!

Learn to live with success (winning a game) and disappointment (losing a game).

But always **respect** the other players as partners. Without them you are not able to play the game!

**Variations**

- ⊗ Seven metre kicking: Every player has five to seven shots. Who will shoot the most goals?
- ⊗ Same as above, but shots at goal after slalom dribble.
- ⊗ Same as above, but shots at goal after volley from the hand.

GUIDELINES

- ⊗ Small competitions motivate to intensive training.
- ⊗ Exchange goalkeepers regularly - every player must be a goalkeeper at some stage!
- ⊗ Always organise football games with small teams on small pitches!!! Only that will guarantee many ball contacts and thereby a sense of achievement for every child!
- ⊗ Every training session with the children has to be ended with a short review! ("How did you enjoy the training today?")

ATHLETIC DEMANDS

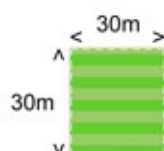
Example Training Session 2

Checklist

WARM UP



20 MINUTES



20 Balls



8 Cones



Bibs for half
the players

MAIN PART



40 MINUTES



1 Ball for
every player



4 Cones +
3 as obstacles



3 Buckets / Bins
as obstacles

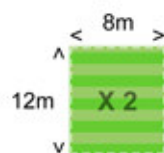


3 Boxes
as obstacles

CONCLUSION



20 MINUTES



2-3 Balls
per small pitch



4 Cones
per small pitch



Bibs for half
the players



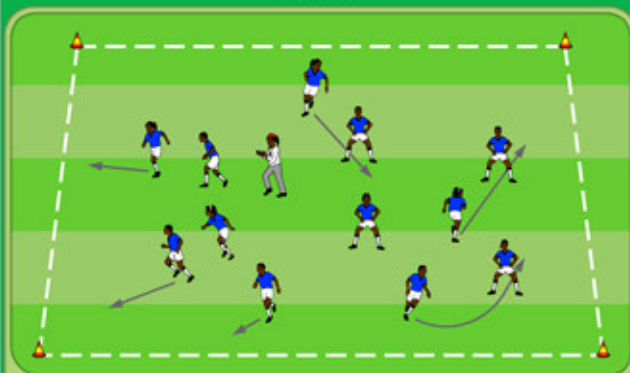
4 Corner poles
per small pitch

Example Training Session 2 for Children aged 6-9

WARM UP

20 MINUTES

PHASE 1



It is important to remind the children that even though games like these are fun, crime remains a serious and intolerable matter!

Catch the Thief

- ✳ Mark off a pitch with cones.
- ✳ The coach and the children are on the pitch.
- ✳ Everybody moves freely within the pitch.
- ✳ The children are the thieves and the coach is a police officer, who has to catch as many thieves as possible.
- ✳ Caught thieves remain standing on the pitch with legs wide apart.
- ✳ The thieves can only be freed, if another thief, who has not yet been caught, crawls through their legs.

Variations and Pointers

- ✳ After a few minutes, children can be put in as additional police officers.
- ✳ Two children hold hands and are caught and freed as a pair.
- ✳ This tumble phase with a high intensity in movement meets the children's natural urge for activity.
- ✳ Good role-play by the coach increases the children's game enjoyment.

PHASE 2



Safety First

The children need to take care that they do not collide!

Save your Treasure

- ✳ Put the same amount of balls in both pitches.
- ✳ Divide the children into two teams.
- ✳ The teams try to bring the treasure (as many balls as possible) into their possession. Within a certain amount of time.
- ✳ When the coach gives the signal to start, they will try to get the opponents' balls into their own pitch.
- ✳ The balls may only be played with the feet.
- ✳ Every player may only dribble one ball at a time.

- ✳ Which team has collected the most balls after 5 minutes?

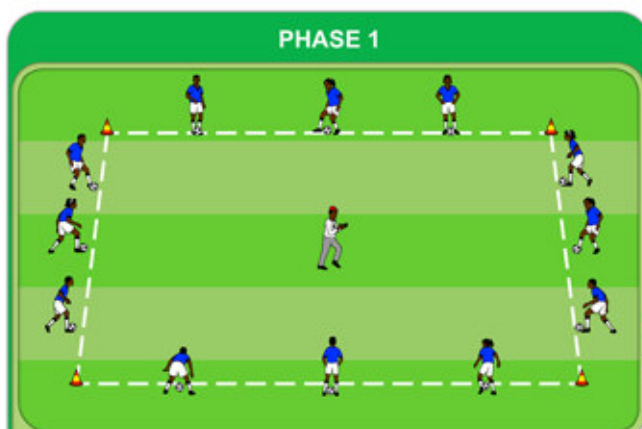
Variations and Pointers

- ✳ Place obstacles between the two ball depots.
- ✳ The coach blocks the run and dribble ways of the children.
- ✳ Use different kinds of balls, e.g. plastic balls, balloons.
- ✳ The educational objective "Running with the Ball at the Foot" is dressed up as a children's game.
- ✳ Goals can also be used as ball depots. At least the balls will not roll away.

Example Training Session 2 for Children aged 6-9

MAIN PART

40 MINUTES

**The Fisherman is coming**

- ⊗ The children are the fishes and the coach is the fisherman, who has to catch the fishes.
- ⊗ At the start of the game all the children are outside the outer lines.
- ⊗ Then the fisherman calls: "All the fish into the sea!" and all the children have to crisscross the pitch, dribbling their ball.
- ⊗ When the fisherman calls: "The fisherman is coming!" all the fishes have to flee across the outer lines.

The children have to respect the rules of the game.



- ⊗ Caught fishes put their balls aside and are now fishermen.

Variations and Pointers

- ⊗ If the coach calls: "The sea is calm", the children will slowly guide the ball across the pitch. If the coach calls: "The sea is choppy!" the children have to run crisscross across the pitch.
- ⊗ This game furthers the children's reaction time and at the same time the running with the ball at the foot.
- ⊗ Suggestion to the children: "Use the whole sea to make it very difficult for the fisherman to catch you!"

**Target Practice**

- ⊗ Place targets (small boxes, cones, buckets, medicine balls, e.g.) all over the pitch
- ⊗ The children guide the balls with their feet and try to shoot at all the different targets, one after the other.
- ⊗ All the children start at the same time.
- ⊗ Who scores the most targets in 3 minutes?

Do not throw away the material used - it can be used again in other exercises. Let the children collect the material after the session, thereby leaving behind a clean pitch.

**Variations and Pointers**

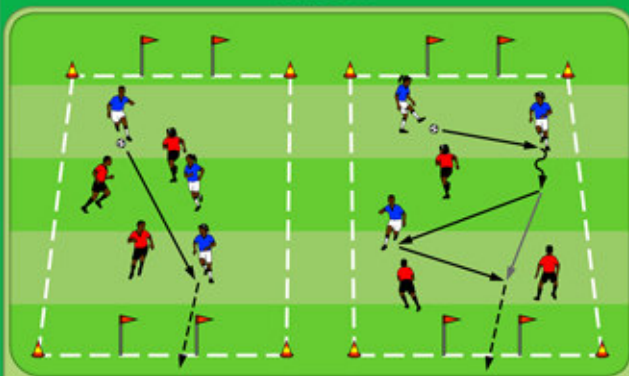
- ⊗ The coach tries to make it more difficult for the children to shoot at their targets, by blocking their way.
- ⊗ Post a child, who has to prevent the shot, at every target.
- ⊗ In addition to play-overview and ball guiding, we now also have target shooting.
- ⊗ Easy to shoot targets allow for a sense of achievement.
- ⊗ Using a defender, the target of "shooting goals" is expanded by adding the second basic game idea: "preventing goals".

Example Training Session 2 for Children aged 6-9

CONCLUSION

20 MINUTES

PHASE 1



Many experiences of success increase a child's self-confidence!

Simplified Game

- ⊗ Mark off a few small pitches
- ⊗ Divide children into small teams (3-on-3 or 4-on-4), without goalkeepers.
- ⊗ Set up big cone goals and pole goals.
- ⊗ Unhampered play at two goals.

Pointers

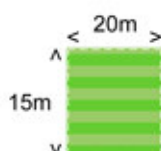
- ⊗ *Motto:* Rather two pitches with 4-on-4, than one pitch with 8-on-8! Because: small teams and small pitches allow for a more intensive playing experience and many ball contacts.
- ⊗ One should play with a light ball.
- ⊗ Handle the out-of-play rule generously.

Example Training Session 3 Checklist

WARM UP



20 MINUTES



4 Cones

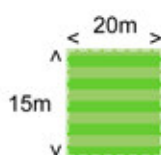


4 Mats, Blankets or
flattened Boxes

MAIN PART



40 MINUTES



1 Ball for
every player



4 Cones



4 Mats, Blankets or
flattened Boxes

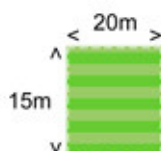


1 Goal

CONCLUSION



20 MINUTES



2-3 Balls



6 Cones



Bibs for half
the players



4 Mats, Blankets or
flattened Boxes

Example Training Session 3 for Children aged 6-9

WARM UP

20 MINUTES

PHASE 1

**Polar Bear**

- ⊗ Mark a line with four cones.
- ⊗ Place a gym mat approx. 5m in front of every cone (see illustration).
- ⊗ Let the children line up at the left outer cone.
- ⊗ The children are young polar bears of the permanent ice of the North Pole, playfully frolicking on the ice floes (mats).
- ⊗ The children run across the mats in a zigzag course, then back to the starting position along the cone line.

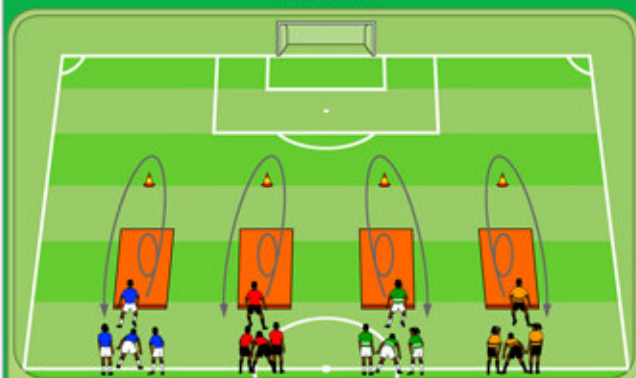


Walking over different types of surfaces enhances the players body control.

Variations and Pointers

- ⊗ Run across the mats on tiptoe or on heels.
- ⊗ Run across the mats with as many steps as possible.
- ⊗ Run backwards across the mats.
- ⊗ The running skill of the children is improved. The mats make running more difficult and therefore assist the body control.
- ⊗ Gym mats are usually available in every gym hall and are variably usable.
- ⊗ To meet the urge for movement in young children, the running games should be placed at the beginning of the playtime.

PHASE 2

**As quick as a Bear**

- ⊗ Divide the players into four teams of four players each
- ⊗ Place each team at a mat.
- ⊗ The polar bear cubs test their running speed in a competition.
- ⊗ Carry out a relay race: the first child runs onto the mat, does a roll, runs around the cone and high-fives the next child in the row, etc.
- ⊗ Which polar bear team is the first to reach the starting point again?

Encourage team-spirit and have them cheer for their team!

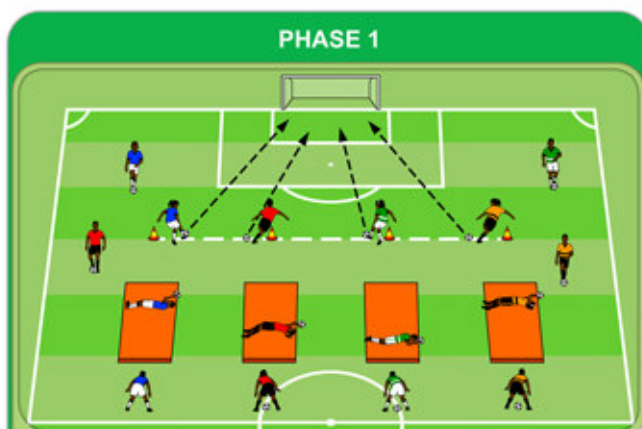
**Variations and Pointers**

- ⊗ Do a forward roll on the way out and on the way back again.
- ⊗ Run or crawl across the mat forwards or sideways.
- ⊗ Roll across the mat sideways.
- ⊗ Speed and co-ordination are practised.
- ⊗ The children can practise co-ordination exercises on the soft mats that would not be possible on the hard floor.
- ⊗ Playing on the soft mats is great fun.

Example Training Session 3 for Children aged 6-9

MAIN PART

40 MINUTES

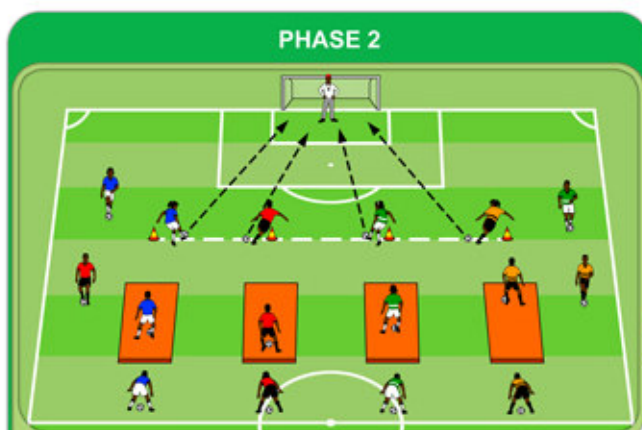
**Searching for Food**

- ✳ Every child has a ball.
- ✳ The polar bear cubs are hungry and have to go hunting.
- ✳ Coordination- and goal-shooting-game: the children hold the ball away from their heads and roll sideways across the mat. Then they shoot at the goal from the cone line.
- ✳ Then they collect their ball and dribble back to the starting position along the outer side of the pitch.

This exercise delivers a full body workout in a fun way!

**Variations and Pointers**

- ✳ The children hop across the mat with their legs closed.
- ✳ Lightly tread across the mat with tiny steps.
- ✳ Have a contest: which polar bear is the first to score five goals?
- ✳ Make the practising of movement exercises (e.g. hopping, jumping, crawling) more "interesting" by having a subsequent activity (here: goal shooting).
- ✳ Practice in small groups so that the children have more turns.
- ✳ The distance to the goal must allow many goals.

**Polar Bear Hunt**

- ✳ The coach acts as "goalkeeper".
- ✳ The polar bear cubs discovered a big seal (coach) that they want to hunt.
- ✳ The first children in the rows dribble across the mats at the same time and shoot the ball at the goal from the cone line.
- ✳ Then they bounce the ball back to the starting position.

Having to try and shoot balls past their coach heightens the children's sense of difficulty and reward of success.

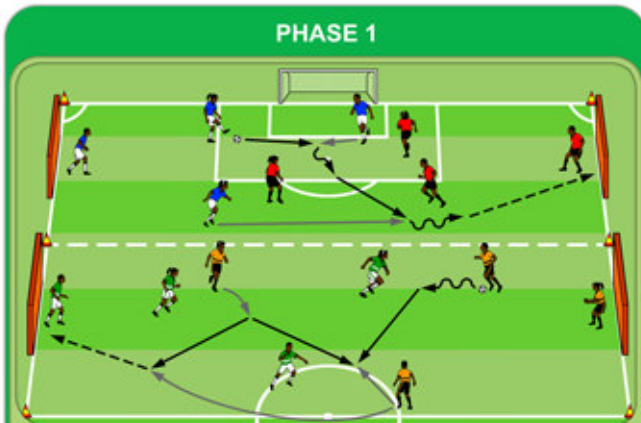
**Variations and Pointers**

- ✳ Play the ball past the side of the mat, then run or hop across the mat.
- ✳ Dribble around the mat.
- ✳ Carry out a team-contest: Which polar bear team can catch the big seal by scoring seven goals?
- ✳ Check a close ball control.
- ✳ The mats can be used as obstacles that can serve to make the dribbling more difficult.
- ✳ The participation of the coach (here: as the goalkeeper) increases the motivation.
- ✳ The distance to the goal must allow for many goals.

Example Training Session 3 for Children aged 6-9

CONCLUSION

20 MINUTES

**Polar Bear Game**

- ✳ Set up two pitches from one side of the hall to the other side of the hall (size: approx. 15m x10m).
- ✳ Put two gym mats against each wall as goals.
- ✳ Keep the teams as they were.
- ✳ The hunt of the polar bear cubs was successful. To conclude the hunt, they have to play for the catch.
- ✳ 3-on-3 against the mat goals with goalkeepers.
- ✳ If the ball crosses the touchline, it quickly has to be dribbled back onto the pitch!

Variations and Pointers

- ✳ Swap the pitches after 5 minutes playing time.
- ✳ On the one pitch, use the existing goal as a neutral third goal that the coach will guard as goalkeeper.
- ✳ Gym mats as goals are usually more interesting for children than cone goals.
- ✳ Replace a mat goal with a cone goal so that the playing field is not too large.
- ✳ Regularly change the goalkeepers (e.g. after every scored goal).

By playing games in teams the children are taught the importance of efficient teamwork in a fun way.

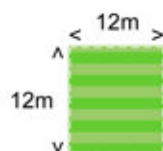


Example Training Session 4 Checklist

WARM UP



20 MINUTES



13 Cones

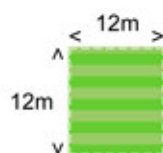


1 Bib for every player

MAIN PART



40 MINUTES



1 Ball for every player



13 Cones



1 Bib for every player

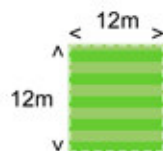


4 Corner poles

CONCLUSION



20 MINUTES



4-5 Balls



23 Cones



Bibs for half the players

Example Training Session 4 for Children aged 6-9

WARM UP

20 MINUTES

- ⊗ Use 9 cones to mark off a cone cross (approx. 12m x 12m) on a designated pitch.
- ⊗ Every child receives a bib.

PHASE 1



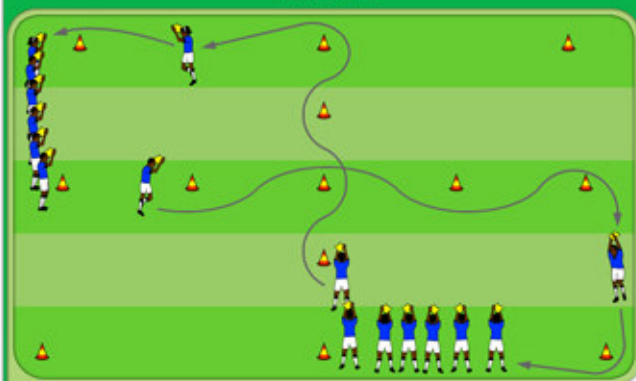
Paediatrician

- ⊗ Assign 4 children to a section.
- ⊗ The children work as paediatricians in a children's hospital. First they check the flexibility of their patients.
- ⊗ Children's exercises with bib: the children hold the bib above their head with both hands and run around their section.
- ⊗ Vary the exercises after a short time (see variations).

Variations and Pointers

- ⊗ Hold the bib above the head with both hands and slightly bend the upper body forwards, backwards or sideways.
- ⊗ Throw the bib up into the air and catch it again.
- ⊗ Hold the bib with both hands, step over it, and step back again.
- ⊗ Place the bib on the ground and jump over it.
- ⊗ Place the bib on the ground, stand over it on your hands and feet, and lift one arm or leg at a time.
- ⊗ Children's exercises promote flexibility and body control. Slowly but surely, the children get to know their body and its range of flexibility.
- ⊗ Have exercise-games for no longer than 10 minutes and constantly vary the games.
- ⊗ Do not expect extreme movements from the children, only do easy child-appropriate exercises! Avoid familiar exercises used in adult training, e.g. knee bends, duck walks, push-ups.

PHASE 2



Examination

- ⊗ Assign the children to the two starting positions.
- ⊗ Carry on with the examination. The paediatricians test the fitness of the patients.
- ⊗ The children hold the bibs above their heads, then run a slalom course through the cones and join the queue of the other group.
- ⊗ The groups meet in the centre and have to dodge each other.

Variations and Pointers

- ⊗ The children balance the bibs on their head and spread their arms to the side.
- ⊗ The children walk backwards through the slalom course.
- ⊗ The children jump over the cones.
- ⊗ Divide the children into groups of four and assign a corner to each group. They then have to repeatedly run to the opposite corner and back again, thereby dodging the oncoming children.
- ⊗ Use this form of preparation for a relay race.
- ⊗ Running a slalom course schools the coordination of the children.
- ⊗ Holding the bibs in their hands makes running more difficult, as it requires more legwork and use of the upper body.
- ⊗ The children have to dodge the oncoming children, thereby stimulating their alertness and orientation.

Example Training Session 4 for Children aged 6-9

MAIN PART

40 MINUTES

All players have to be on a playing field. They have to be able to rely on one another.



PHASE 1



Search for Medication

- ⊗ Divide into four teams and assign each to a section
- ⊗ The examination has been completed. Now the correct medication for the treatment of the patient has to be found. Four teams of doctors start searching.
- ⊗ The four teams dribble within their sections. On a command by the coach, they jointly quickly change over to another section together.
- ⊗ Which team is the first to be in the new section as a complete team?

Variations and Pointers

- ⊗ The children run with the ball under their arm.
- ⊗ While dribbling within their initial section, the coach tells the children which foot to dribble with.
- ⊗ On a command by the coach, the children take the ball into their hands, change to another section, and carry on dribbling.
- ⊗ The teams diagonally across from each other play together and must exchange sections on command.
- ⊗ The children learn the goal orientated dribbling. They have to change over to another section quickly.
- ⊗ Teamwork is important: The group has to decide together which section they will change to.
- ⊗ Ball control and close ball guidance are schooled. The children have to avoid the cones and other players.

PHASE 2



Transport of the Medication

- ⊗ Add two pole goals.
- ⊗ Place a goalkeeper in every goal.
- ⊗ Assign the other players, with their balls, to the starting positions.
- ⊗ The medication (the balls) has been found. Now it needs to be brought to the children's hospital.
- ⊗ The children dribble to the cone line and shoot a goal.
- ⊗ Then they dribble past the pitch back to the starting position.

Variations and Pointers

- ⊗ Individual contest: who is the first to score three goals?
- ⊗ Team contest: which team is the first to score ten goals?
- ⊗ The coach specifies with which foot they have to kick.
- ⊗ Shooting a goal is a key element of football.
- ⊗ That is why a goal shooting game has to be part of every playtime.
- ⊗ Children like to compete with each other. Small competitions improve the motivation and fun.
- ⊗ Small children require a lot of praise. Positive feedback from the coach is an additional incentive for an enthusiastic participation.
- ⊗ Swap the goalkeepers after a few minutes.

Example Training Session 4 for Children aged 6-9

CONCLUSION

20 MINUTES

PHASE 1



Many experiences of success increase a child's self-confidence!

**The Cure**

- ⊗ Add cone goals.
- ⊗ Every child chooses a partner.
- ⊗ Assign two pairs to a section.
- ⊗ The medication helped and all the patients are cured.
- ⊗ To celebrate this, the children's hospital is organising a big football tournament.
- ⊗ The game is a 2-on-2 against cone goals without goalkeepers. If the ball crosses the touchline, it quickly has to be dribbled back onto the pitch.
- ⊗ One game of the tournament lasts three minutes and then the sections have to be swapped.

Variations and Pointers

- ⊗ Bring different kinds of balls into play, e.g. plastic balls, mini balls, tennis balls.
- ⊗ Same procedure as in a 1-on-1 with goalkeepers.
- ⊗ Small pitches promote many experiences of success. Stretches of long running are avoided.
- ⊗ Young children can ideally practice teamwork in a 2-on-2 game. Their playing partner is always recognisable.
- ⊗ Have only a few rules. The children should be allowed to experiment with the ball as in street football.

Example Training Session 5

Checklist

WARM UP



20 MINUTES



1 Ball for every player

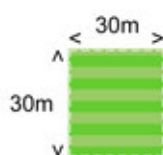


12 Corner poles

MAIN PART



40 MINUTES



1 Ball for every player



4 Cones



Bibs for half the players

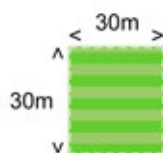


12 Corner poles

CONCLUSION



20 MINUTES



2-3 Balls



8 Cones



Bibs for half the players



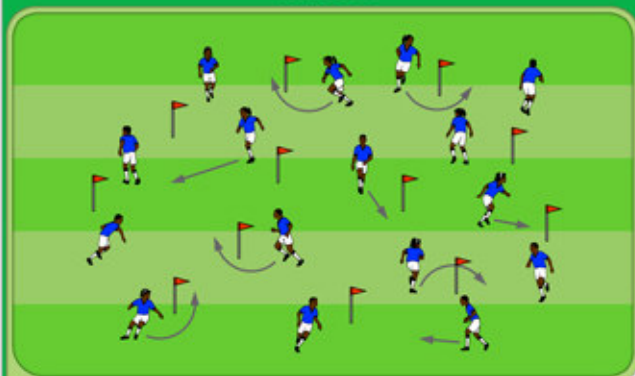
4 Corner poles

Example Training Session 5 for Children aged 6-9

WARM UP

20 MINUTES

PHASE 1

**Protecting the Environment**

- ⊗ The children are environmentalists. They visit a forest to check the state of health of the trees.
- ⊗ The children run through the pole forest and dodge the poles and the other players.

Variations and Pointers

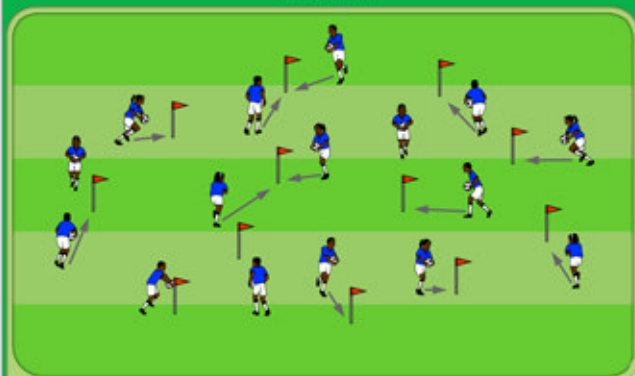
- ⊗ *Playing catch 1:* six catchers don a bib and try to touch the other players. The children may only move within the pole forest.

Taking care of the environment is everybody's responsibility!



- ⊗ *Playing catch 2:* The catchers hold the bib in their hand. If they touch another player, that player takes the bib and is now a catcher.
- ⊗ Specify certain movement exercises within the pole forest (circle the poles forwards or backwards, crawl around the pole, or hop on one leg or on both legs).
- ⊗ The co-ordination of the children is improved. They have to avoid the poles and other players at the same time.
- ⊗ Whilst playing catch, the poles can be used as shelters.
- ⊗ Replace missing poles with cones.

PHASE 2

**Tree Bark**

- ⊗ Every child has a ball.
- ⊗ The environmentalists take samples of the tree bark (balls) that have to be transported away quickly to be tested.
- ⊗ The children hold the ball in both hands. They run from one pole to the next and touch it with the ball.

Variations and Pointers

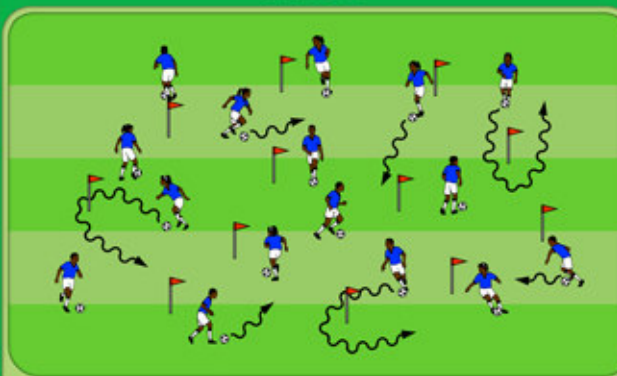
- ⊗ *Individual contest:* Which environmentalist is the first to touch ten trees or touches the most trees in two minutes?
- ⊗ *Team contest:* Divide the players into two teams. Which team of environmentalists touches the most trees in one minute?
- ⊗ The children run around the trees in circles.
- ⊗ On a command by the coach, the children look for another player and exchange balls.
- ⊗ The coach can use the idea behind the story to impart general knowledge. Small discussions about protecting the environment would be ideal.
- ⊗ Use the ball as a playing tool as often as possible. It can be played with the foot and the head, held in the hand, squeezed under the arm, or placed under the vest.
- ⊗ Every contact with the ball improves the ball sense of the children.

Example Training Session 5 for Children aged 6-9

MAIN PART

40 MINUTES

PHASE 1



Earth

- ✳ The environmentalists discover that the earth is partially contaminated. The contaminated earth (balls) has to be removed and replaced with new earth.
- ✳ The children dribble through the poles with the balls and avoid the obstacles and the other players.

Variations and Pointers

- ✳ *Contest:* The children touch the poles with their hands while dribbling past them. Who is the first to touch six

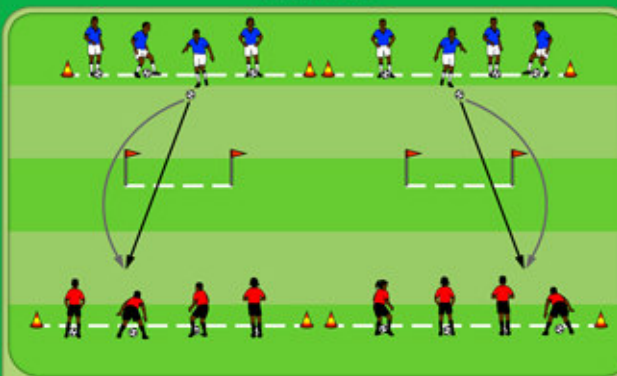


Remind the children often about the importance of a clean environment.

poles?

- ✳ Circle the poles.
- ✳ The coach specifies with which foot they dribble.
- ✳ Place the poles on the ground and dribble around them or run over them.
- ✳ Close ball control is schooled.
- ✳ The poles require dodging movements of the whole body. The children learn to co-ordinate the use of their legs and upper body.
- ✳ Children are motivated by dribbling games with many ball contacts.

PHASE 2



Cutting down Trees

- ✳ Set up two pitches of approx. 15m x 10m.
- ✳ Place a pole goal (tree-trunk) in the centre of the pitch.
- ✳ Divide the children into four groups. Let them line up at the baselines
- ✳ Unfortunately, a few trees have died and are now a danger for the other trees. They have to be cut down.
- ✳ The first players in the rows shoot at the pole goal from the baselines. They follow the ball and join the lines on the opposite side of the field.

A player's personal success (a goal) contributes to the team's overall success.



Variations and Pointers

- ✳ *Contest:* Who is the first to cut down six tree trunks (six goals)?
- ✳ *Team contest:* The sides are not changed. Which of the four teams is the first to cut down ten tree trunks (ten goals)?
- ✳ Alternate between shooting with the left foot and the right foot.
- ✳ Pass the ball through the pole goal with the inside of the foot.
- ✳ Shooting a goal is practised playfully.
- ✳ Goal shots from a standing position seldom happen in football, yet should regularly be practised by football novices. Often vary between shooting while standing and shooting while running.
- ✳ Small contests motivate the children and increase the fun.

Example Training Session 5 for Children aged 6-9

CONCLUSION

20 MINUTES

PHASE 1



In this training session players will have realised that the Earth is a finely balanced and complex system that needs to be respected.

Planting Trees

- ⊗ The forest is clean. Now the environmentalists can plant new trees.
- ⊗ 4-on-4 against the pole goal. Both teams can score goals from both sides.

Variations and Pointers

- ⊗ A goalkeeper guards the goals.
- ⊗ Same procedure against two open goals.
- ⊗ Organise a tournament.
- ⊗ Plan a lot of time for the final games. The children enjoy them the most.
- ⊗ Many goals are guaranteed, if both teams attack the same goal.
- ⊗ Small playing pitches ensure that all children participate in the game and have many ball contacts.

Training with Children

Ages 10-12

Children aged 10-12 (Foundation Phase)

This age group is often named the 'Golden Age of Learning'. Boys and girls of this age impress with studiousness and enjoyment of movement, games and achievements.

They have good mobility and co-ordination. Quick movements are easy to do. Based on the broad sports education of the previous years, a specific training focusing on to the demands of football will start now. Basic ball skills, for example, should be mastered during this phase.

Boys and girls will learn complex technical movements - if they train often enough, are motivated and open-minded.

The most important objective is to learn and stabilise all basic elements of technique and tactics step by step. Additionally, the coach has to support their enjoyment of playing, creativity and self-confidence. All the abilities the children miss during this age are difficult to learn later on.

Player Characteristics:

- ✳ Good balance of the body and the mind.
- ✳ Positive personal characteristics of the 'Golden Age of Learning', e.g. self-confidence, better concentration, high motivation, readiness to learn
- ✳ Good motor skills to learn technical abilities
- ✳ Great enthusiasm for new exercises and optimistic behaviour
- ✳ Learning through watching
- ✳ Less inclined towards on adults - appreciation from the friends becomes more important

Objectives:

- ✳ Fun to play football
- ✳ The focus should be on basic technique in detail
- ✳ Use of the right technique in a special situation
- ✳ Playfully learn basic tactics
- ✳ Support positive personal characteristics like self-confidence and willingness to perform

Training Contents:

- ✳ Motivating exercises with a ball to support the basic ball skills
- ✳ Many repetitions are needed in training sessions and over a longer period.
- ✳ To learn a technique in detail you need many ball contacts.
- ✳ A continuous change between practise in detail and games should be the best method to drum in the basic techniques
- ✳ Games with small groups and technical, tactical focus areas
- ✳ Reaction and spurt exercises
- ✳ Playful exercises to strengthen the body and support the co-ordination, including:
 - △ Tagging games / relays
 - △ Obstacle courses
 - △ Reflex exercises
 - △ Balancing exercises
 - △ Rhythmic exercises
 - △ Using various sports equipment



Remember to follow age-appropriate training!

Training with Children

Ages 10-12

- ⊗ The technique exercises should be interesting, age appropriate, and based on the ability of the player.
- ⊗ Teach all technical skills systematically:
 - ▲ Dribbling
 - ▲ Passing (*left, right, inside, outside, changes of speed and directions*)
 - ▲ Shooting
 - ▲ Heading
 - ▲ Ball control (*low, slight, lofted, high passes*)
 - ▲ Dummies, feints and tricks
- ⊗ Use the following method when explaining new skills and practices:

Explain

Demonstrate

Practise

Feedback / Improvement / Correction

Practise

Step up development of playing ability:

"Tips for Small Football-Tournaments"

Work Sheets
11



Notes for the Coach:

- ⊗ Educate players during games and training.
- ⊗ Demonstrate every exercise exactly.
- ⊗ After practising, correct the players with precise pointers.
- ⊗ Work in small groups and avoid waiting phases.
- ⊗ The training should be according to the ability of each player.
- ⊗ Help the players to act independently and accept responsibility for their own action.
- ⊗ Encourage each child to play all positions (from goalkeeper to striker) and give them the opportunity to be creative.
- ⊗ Be a good role model.
- ⊗ Praise positive behaviour.
- ⊗ Create opportunities for success, regardless of ability, and never scold a player for making a mistake.



This is 'the golden age of learning'. Amongst other things, the players become aware that their personal success contributes to the team's success.

Example Training Session 1 Checklist

WARM UP



20 MINUTES



1 Ball for every player

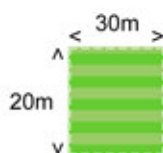


18 Cones

MAIN PART



40 MINUTES



1 Ball for every player



12 Cones



Bibs for half the players

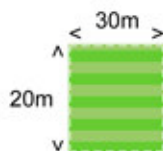


2 Goals

CONCLUSION



20 MINUTES



2-3 Balls



12 Cones



Bibs for half the players

Example Training Session 1 for Children aged 10-12

Dribbling

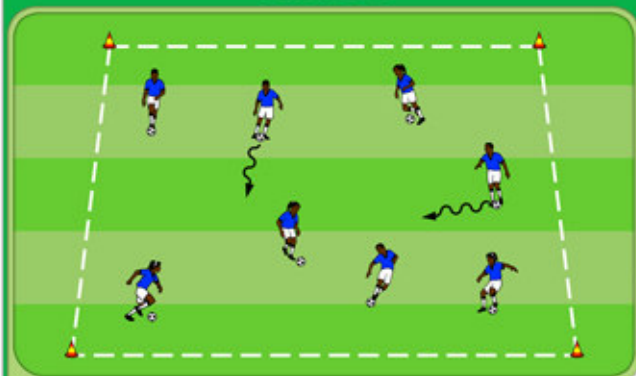
WARM UP

20 MINUTES

TARGETS

- ⊗ Greeting and warm up
- ⊗ Various movements
- ⊗ Interesting exercises with the ball

PHASE 1



Dribble School

- ⊗ Swing the ball to and fro between the insides of your feet.
- ⊗ Swing the ball to and fro between the balls of your feet, thereby speeding up the ball.
- ⊗ Vary your speed.

Variations

- ⊗ With speed changes. Start slowly, speed up, slow down again.
- ⊗ While swinging the ball to and fro, turn your body from side to side.
- ⊗ Quick footwork on the spot, moving forwards and backwards.

PHASE 2



Dribble School with Cone Goals

- ⊗ Dribble towards a cone goal.
- ⊗ Use energetic direction changes while increasing speed.
- ⊗ Direction changes with different techniques.

If possible, let the players realise their own ideas - in this way supporting their creativity.



Variations

- ⊗ The players dribble from one cone to the next, circle it and return to the starting cone.
- ⊗ At the 180° turn require different techniques: cap with the inside and outside of foot, pull back with your sole, etc.

GUIDELINES

- ⊗ Only one technically tactical focal point per training session!
- ⊗ Plan a lot of repeats of this focal point during the training session and the training period.
- ⊗ Achieve technical ability and individual-tactical basics in detail.
- ⊗ Learn through "demonstrate and imitate", not through long explanations! The players have to actively participate in the learning process!
- ⊗ Take note of your position towards the team! All players must be able to observe your demonstrations without obstructions.

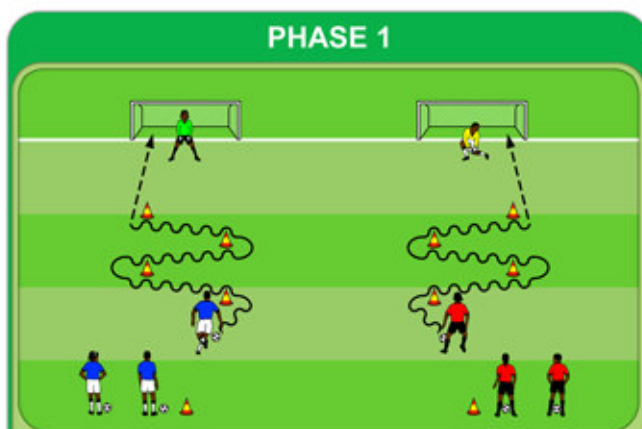
Example Training Session 1 for Children aged 10-12

Dribbling

MAIN PART

30 MINUTES

- TARGETS**
- ⊗ Play and practice
 - ⊗ Small ballgames
 - ⊗ Rules must be obeyed

**Dribble Contest**

- ⊗ The contest starts on the coach's signal.
- ⊗ After the first player shoots at the goal it is the next player's turn, etc.
- ⊗ Contest: Which team scores the most goals?

Variations

- ⊗ The first player of each team only starts on the coach's signal, the goal of the quickest slalom-dribbler counts double.
- ⊗ The distance and line-ups between cones can be varied so as to make it more difficult.



Do your best, as only you are **responsible** for reaching your goal!

**Dribble-Catch**

- ⊗ Two players pass the ball towards each other through the cone goal, the one player being the chaser.
- ⊗ The other player lets the ball pass run between the legs and will try to save himself and the ball by dribbling through another cone goal.

Variations

- ⊗ The recipient of a pass must dribble through 2 goals.
- ⊗ The chaser must win the ball and dribble through a goal.
- ⊗ After every round new teams are formed: **Tolerance!**

You have to be **tolerant** with your new partner.

You have to exercise with stronger and weaker players if you want to be **successful** in and as a **team**. Also mix boys and girls.

**GUIDELINES**

- ⊗ Whilst correcting concentrate on one technical-tactical detail! Intervene immediately after the incorrect action!
- ⊗ Suggestions for improvement should always be positively worded!
- ⊗ Fewer forms of organisation per training session guarantee a higher training efficiency.
- ⊗ Avoid long waiting periods! Organise smaller groups!
- ⊗ All have to be able to be successful! Aim the training forms and exercises at the individual's ability and vary it!!



Example Training Session 1 for Children aged 10-12

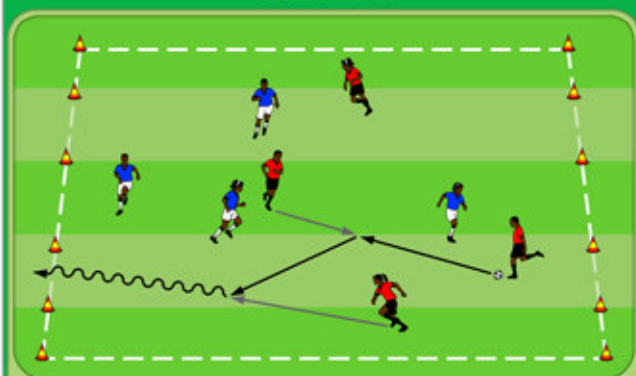
Dribbling

CONCLUSION

25 MINUTES

- TARGETS**
- ⊗ Play football: shoot goals with small teams
 - ⊗ Closing discussion and review
 - ⊗ Be successful as / in a team.

PHASE 1



4-on-4 at Dribble Goals

- ⊗ To score a goal a small goal from the 4-on-4 must be dribbled through. After a successful goal the other team gets the ball to shoot a goal.
- ⊗ Game duration 5 minutes.

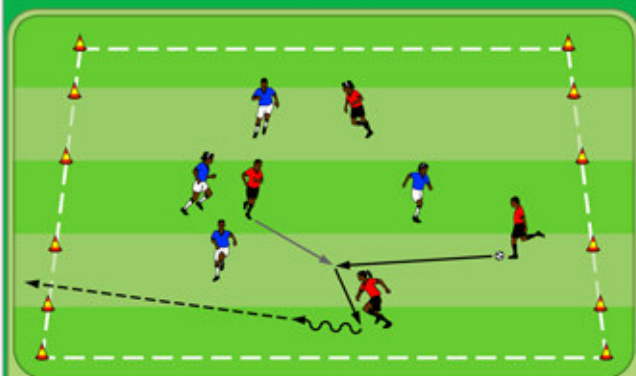
The rules can be adjusted (throw-in, contacts, from where may a goal be / not be scored), but rules have to be obeyed!



Variations

- ⊗ Erect three small goals on the outer lines.
- ⊗ Same game in 3-on-3.
- ⊗ After scoring a goal the team of the goal-scorer carries on play with the ball.

PHASE 2



4-on-4 at Standard Goals

- ⊗ Same as before, only now the goals can be played through.



Let the players come up with their own set of rules.

Variations

- ⊗ Erect three small goals on the outer lines.
- ⊗ Same game in 3-on-3.
- ⊗ After scoring a goal the team of the goal-scorer carries on play with the ball.

GUIDELINES

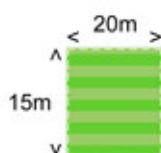
- ⊗ Teach **creativity** through open space for the players and diverse game forms!
- ⊗ Teach athletic and coordinative basics in every training session through complex training forms!
- ⊗ Motivation and fun playing football is the most important standard of training! Accordingly choose and test every form of play and practise!
- ⊗ Take note of every player, always praise and motivate them! Show patience!

Example Training Session 2 Checklist

WARM UP



20 MINUTES



1 Ball for every player



6 Cones

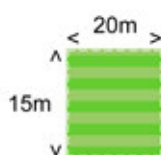


10-12 Tyres or Hoops

MAIN PART



40 MINUTES



10 Balls



8 Cones



Bibs in three colours



1 Goal



2 Wooden poles or Benches

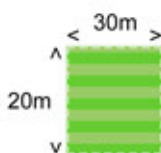


2 Hoops

CONCLUSION



20 MINUTES



2-3 Balls



6 Cones



Bibs in three colours



2 Goals

Example Training Session 2 for Children aged 10-12

WARM UP

20 MINUTES

PHASE 1



Tyre Chase

- ⊗ Distribute 1-2 tyres less than there are children.
- ⊗ The players dribble in between the tyres.
- ⊗ When the coach gives the signal, every player immediately captures a tyre by putting his foot on it.
- ⊗ The players that could not capture a tyre receive a minus point.
- ⊗ Who has the least minus points after five minutes?



Competitive games motivate and enhance the players ability to accept winning and losing.

Variations and Pointers

- ⊗ The players dribble in between the tyres.
- ⊗ When the coach signals, and before they may capture the tyre, the children have to perform an additional exercise, e.g. throw the ball into the air by hand three times and catch it again.
- ⊗ Gradually remove a tyre at a time.
- ⊗ Let the children dribble among the tyres for a longer period in the first phase!
- ⊗ Possibly use mats instead of tyres. To capture a mat, the player will have to flick the ball onto the mat by foot.

PHASE 2



Exercises with Tyres

The players perform the following exercises with the ball in the hand:

- ⊗ bounce the ball forwards in between the tyres,
- ⊗ bounce the ball sideways in between the tyres,
- ⊗ bounce the ball backwards in between the tyres,
- ⊗ *Competition:* At a signal, the players run with the ball in their hand as fast as they can to every tyre, thereby bouncing the ball once in each tyre. Who finished this first?

Use unusual / recyclable material in your exercises. Make children aware that things / refuse can have multiple uses.



Variations and Pointers

- ⊗ *Competition:* Run with the ball in the hand to every tyre. The players must bounce the ball twice in each tyre.
- ⊗ *Competition:* Run with the ball from tyre to tyre. Bounce the ball in between the tyres as well.
- ⊗ Organise a group competition: one player per group performs the exercise, then high-fives the next, as in a relay race. Which team finishes first?
- ⊗ Performance-weaker children may hold the ball with both hands and then bounce it.
- ⊗ Come up with motivating exercises, e.g. "Who can bounce his ball for 30 seconds in the specified way?"

Example Training Session 2 for Children aged 10-12

MAIN PART

40 MINUTES

- ⊗ Swap playing ball and shooting goals every six minutes.

PHASE 1



Play Ball and Shoot Goals 1

- ⊗ Two teams play against each other in half a pitch.
 - ⊗ The third team does goal-shooting exercises in the other half.
- Both teams play the ball to each other by hand. Only three steps may be taken with the ball in hand.
 - Place one player of each team on a box, with a tyre in his hand, on the outer line.
 - While playing against each other, the teams try to throw the ball through the tyre that the player holds up high.

- ⊗ Vary how the tyre is held as per desired situation.
 - ⊗ Striker and defender may not enter the goal area (restricted zone!)
 - ⊗ Regularly swap the players on the boxes.
- Place one long bench diagonally towards the goal and goalkeeper. The first player of the team does a short dribble and
 - ⊗ kicks the ball against the long bench.
 - The ball bounces off the bench and the player must
 - ⊗ now kick the ball towards the goal.
 - Immediately after that, the next player must play his
 - ⊗ ball, starting with a short dribble.
 - The players count the goals. Who has succeeded in
 - ⊗ shooting the most goals?

Pointers

- ⊗ Possibly place two players per team on the outer line.
- ⊗ Four or five players can play the same game!
- ⊗ If the hall is small, consider letting the third team do exercises that do not need a lot of space, e.g. pass exercises against the wall of the hall.
- ⊗ A handball or volleyball can also be used!

PHASE 2



Play Ball and Shoot Goals 2

- ⊗ Two teams play against each other in half a pitch.
 - ⊗ The third team does goal-shooting exercises in the other half.
- Cone ball 6-on-6:
 - ⊗ Both teams play the ball to each other by hand. The ball may be bounced, but only three steps may be taken with the ball in hand.
 - ⊗ Have one player stand behind the opponents' goal line with an upside-down cone.

- ⊗ Aim is to play the ball so that the player can catch the ball with the cone.
 - ⊗ Preferably, use a smaller ball, e.g. handball or gymnastics ball!
 - ⊗ Which team will manage the most "cone goals" in the given time?
- Place two long benches diagonally to the goal and goalkeeper.
 - ⊗ The long benches are numbered.
 - ⊗ The first player starts dribbling. The coach then calls a number and the player immediately kicks the ball against that long bench. He then kicks the ricocheting ball towards the goal, etc.
 - ⊗ Who will manage to shoot the most goals in the given time?

Pointers

- ⊗ Possibly use two goal players per team.
- ⊗ Four or five players can play the same game!
- ⊗ If the hall is small, consider letting the third team do exercises that do not need a lot of space, e.g. pass exercises against the wall of the hall.
- ⊗ A handball or volleyball can also be used!



Example Training Session 2 for Children aged 10-12

CONCLUSION

20 MINUTES



Group games like
this one enhance
Teamspirit!

Flying Swap

- ⊗ Divide players into three teams.
- ⊗ Have one goalkeeper per goal.
- ⊗ Two teams play against each other; the third team remains on the sideline.
- ⊗ The team that shoots a goal stays on the pitch, changing direction and attacking again.
- ⊗ The other team swaps with the team on the sideline.
- ⊗ Which team was the first to shoot five goals?

Variations and Pointers

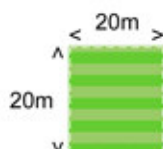
- ⊗ The swapped team begins with the ball.
- ⊗ When there is a new pairing, the coach kicks the ball onto the pitch.
- ⊗ The team on the sideline must constantly be ready to play and when a goal is shot, they must ensure that they swap onto the correct side!
- ⊗ This has the advantage that there are no long waiting periods per team.

Example Training Session 3 Checklist

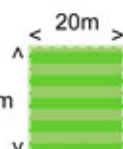
WARM UP



20 MINUTES



20m



2 Hoops



1 Ball for every player



10 Cones



Bibs for half the players



6 Pairs of 'Memory Cards'

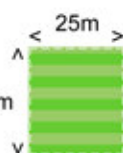
MAIN PART



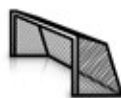
40 MINUTES



15m



2 Goals



1 Ball for every player



5 Cones

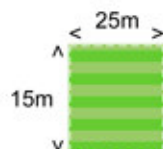


Bibs for half the players

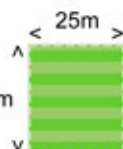
CONCLUSION



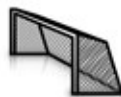
20 MINUTES



15m



2 Goals



2-3 Balls



4 Cones



Bibs for half the players

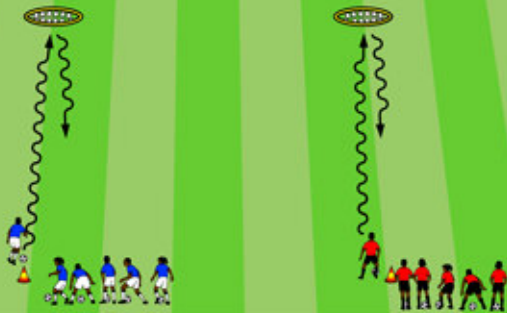
Example Training Session 3 for Children aged 10-12

WARM UP

20 MINUTES

PHASE 1

Exercise 1



Exercise 2



Exercise 3



This exercise not only develops football skill, but also mental skill.

Using the cards, a message can be sent to the players concerning a certain topic.

As an example, consider having pictures of food - green cards for healthy food and red cards for unhealthy food.



not identical, the cards have to be placed face down again.

- ✳ Then the player dribbles back to the starting cone and high-fives the next player, etc.
- ✳ Which team is the first to uncover all the cards in the hoop?

Exercise 2

- ✳ Same as exercise 1, but add four cones each to mark a straight slalom course between the starting cones and the hoops.

Exercise 3

- ✳ Same as exercise 2, but with diagonal slalom courses between the starting cones and the hoops.

Memory-Dribbling

- ✳ Place two hoops 15m in front of two starting position cones
- ✳ Place 12 cards in each hoop, face down. There are two cards each with the numbers 1 to 6
- ✳ Divide the players with balls into two groups and position them behind the cones

Exercise 1

- ✳ On a signal by the coach, the first player of each group dribbles to the hoop and uncovers two cards.
- ✳ If the player uncovers two identical cards, the cards remain uncovered. If the numbers on the cards are

Pointers

- ✳ If there are no hoops available, lay out the cards in tyres or small cone circles.
- ✳ The coach can write the names of famous football clubs or football players onto the cards instead of numbers.
- ✳ One can also use the cards of regular memory games.
- ✳ If the players have no luck in uncovering the cards, a little bit of help is quite okay - assist in experiencing success!

Example Training Session 3 for Children aged 10-12

PHASE 2

**Memory-Dribbling with Opponent**

- ⊗ Add four cones, mark a defence area of 5m x 5m between the starting cone and the hoop.
- ⊗ Position a player without a ball of the other team in each defence area.
- ⊗ Procedure as in **Warm up - Phase1**.
- ⊗ While dribbling from the starting cone to the hoop, the player has to dribble through the defence area.
- ⊗ The player in the defence area has to win the ball and play it out of the defence area.

- ⊗ If he succeeds, the next player starts immediately.
- ⊗ Which team is the first to uncover all the cards in the hoop?

Variations and Pointers

- ⊗ The player in the defence area remains seated (as a "crab") and has to try to play the balls out of the area.
- ⊗ Erect a cone goal (width: 5m) instead of a defence area. The defenders only defend the line of the cone goal.
- ⊗ Increase the size of the defence area and add another defender (makes it more difficult for the dribbler).
- ⊗ Vary the exercise so that all dribblers have a chance to dribble through the defence area.
- ⊗ If a ball is played out of the defence area, the next player has to start dribbling immediately, thereby using the unfavourable position of the defender.
- ⊗ Place fewer cards in the hoop if the game takes too long.



This exercise encourages the players to think on their feet.

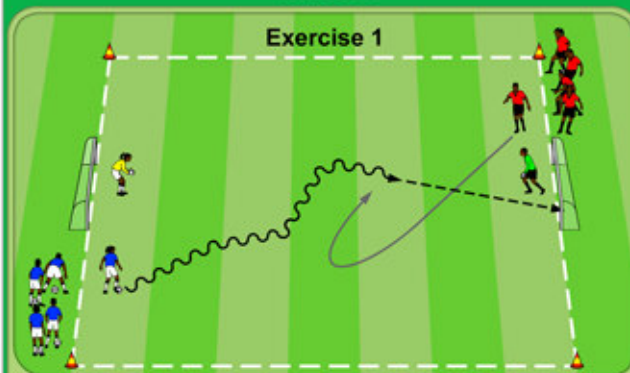
Example Training Session 3 for Children aged 10-12

MAIN PART

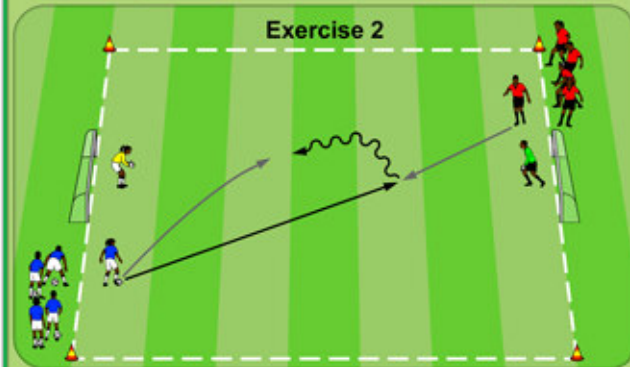
40 MINUTES

PHASE 1

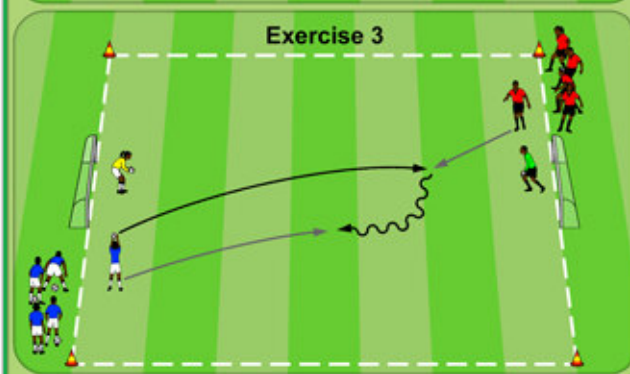
Exercise 1



Exercise 2



Exercise 3



This exercise increases the player's **self-confidence** on a successful run, but also increases the whole team's feeling of success.

**1-on-1 against 2 Goals**

- ⊗ Mark a pitch of 15m x 25m.
- ⊗ Place a goal with goalkeeper on each baseline.
- ⊗ Divide the players into two teams and place them diagonally opposite each other next to the goals.
- ⊗ Only the players of one team have balls.

Exercise 1

- ⊗ The first player of the ball owners dribbles onto the pitch.
- ⊗ At the same time a player of the opposing team runs onto the pitch for a 1-on-1 against two goals with goalkeepers.

- ⊗ As soon as a goal has been scored or the ball is out-of-play, the next two players start their 1-on-1.
- ⊗ Exchange the attackers and defenders after ten rounds.
- ⊗ Which team scored more goals?

Exercise 2

- ⊗ Same as in exercise 1, only now the ball owner passes the ball to the opposite player before the 1-on-1 situation.

Exercise 3

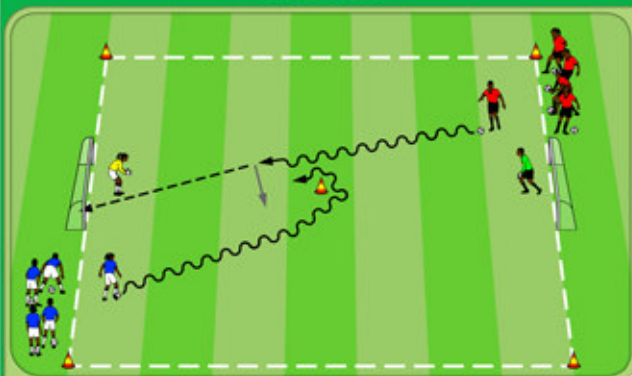
- ⊗ Same as in exercise 2, only now the ball owner throws the ball to the opposite player.

Pointers

- ⊗ If the 1-on-1 takes longer than 30 seconds, abort.
- ⊗ Urge the players to play the 1-on-1 fairly.
- ⊗ The goalkeepers play as additional passers in the rear area.
- ⊗ If the game does not get going properly in exercise 3, then roll the ball.

Example Training Session 3 for Children aged 10-12

PHASE 2

**1-on-1 against 2 Goals with additional Exercises**

- ⊗ Place a cone in the centre of the pitch.
- ⊗ All the players have balls.
- ⊗ On a signal by the coach, the first players of each team dribble onto the pitch.
- ⊗ One player dribbles straight towards the opposite goal, shoots and is now a defender.
- ⊗ The player of the other team dribbles around the cone in the centre of the pitch and plays a 1-on-1 against the defender.

- ⊗ Every game takes as long as it takes for a goal to be scored or the ball to be out-of-play. Then the next two players start immediately.
- ⊗ Exchange the attackers and defenders after ten rounds.
- ⊗ Which team scored the most goals?

Variations and Pointers

- ⊗ On a signal by the coach, the players dribble around a cone on the corner of the playing field. Then one player shoots at the goal, the other player dribbles around the cone in the centre of the field and then plays a 1-on-1.
- ⊗ **Take a risk and dribble quickly and courageously.**
- ⊗ **Dribble straight at the goal.**
- ⊗ **Draw the attention to the use of dummies (e.g. dummy shot).**



After the player has shot a goal, he has to takeover the role of a defender.

The player thus experiences the game from both sides.

Example Training Session 3 for Children aged 10-12

CONCLUSION

20 MINUTES

PHASE 1



Teamspirit and self-determination are encouraged in a game such as this one.

Transfer Game

- ⊗ Mark a pitch of 15m x 25m with two goals with goalkeepers.
- ⊗ Divide the players into two teams.
- ⊗ The teams play 5-on-5 against the goals with goalkeepers.
- ⊗ The playing time is three times ten minutes.
- ⊗ One player can be "transferred" to the other team after every game. The losing team may choose a player of the other team.
- ⊗ Which team has scored the most points and goals after three games?

Pointers

- ⊗ Let the players play without rules and regulations.
- ⊗ Every player may only be "transferred" once.
- ⊗ The players discuss transfers within the team. The coach can give advice.

Example Training Session 4 Checklist

WARM UP



20 MINUTES



2-3 Balls



8 Cones

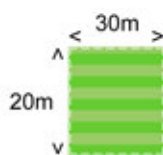


Bibs for half
the players

MAIN PART



40 MINUTES



1 Ball for
every player



8 Cones



Bibs for half
the players

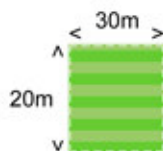


2 Goals

CONCLUSION



20 MINUTES



10 Balls



10 Cones



Bibs for half
the players



2 Goals

Example Training Session 4 for Children aged 10-12

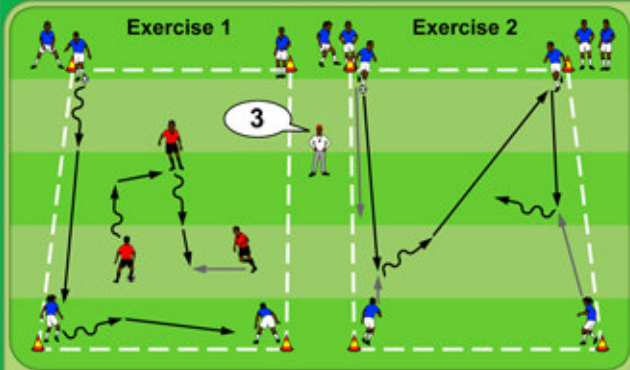
WARM UP

20 MINUTES

In this exercise the players have to listen to commands while working effectively as a team.



PHASE 1



Contact Specifications

Exercise 1

- ⊗ The coach calls out the number of obligatory contacts.
- ⊗ The players at the corners pass the ball one position further anticlockwise with the corresponding number of contacts.
- ⊗ The players on the pitch pass the ball freely with the corresponding number of contacts.
- ⊗ The coach calls out a new number of ball contacts every 20 seconds.

- ⊗ The players on the pitch are exchanged every two minutes.

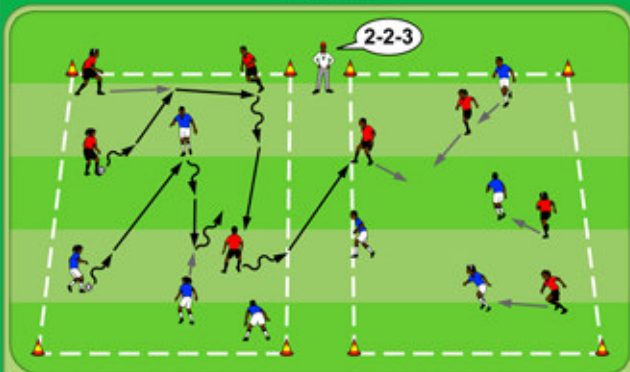
Exercise 2

- ⊗ The two players at the top cones practice simultaneously.
- ⊗ They pass to the players at the other cones and follow through.
- ⊗ The players at the lower cones run towards the ball and then diagonally dribble onto the pitch.
- ⊗ With the number of obligatory ball contacts given by the coach, they pass the ball to the player of the group diagonally opposite them.
- ⊗ They conclude the pass by following through and joining the queue of the other group.

Pointers

- ⊗ The coach can specify the number of contacts for both pitches at the same time.
- ⊗ Due to the always-changing number of ball contacts, the players constantly have to adapt to new situations.
- ⊗ The players without a ball have to watch the ball carefully and move into an open space.
- ⊗ Do not specify a direct play!

PHASE 2



Reward for Catching

- ⊗ The coach starts the action by calling out the number of contacts.
- ⊗ The players now have to pass three times to teammates on their own pitch.
- ⊗ Then they pass to a teammate on the other pitch.
- ⊗ The team that is the first to control the ball on the target pitch may kick off as many as possible opponents for the next 30 seconds.
- ⊗ One point for every captured opponent.

Variations and Pointers

- ⊗ *Relief 1:* The coach specifies only one contact that is valid for all players.
- ⊗ *Relief 2:* The coach only specifies the number of passes that have to be passed in the pass group before the ball may be passed to the target pitch.
- ⊗ *Complication 1:* Every player on the target pitch has a ball. The attackers leave their balls and try to play as many as possible opponent's balls out of the pitch.
- ⊗ *Complication 2:* Name only one target player who may receive the pass and who will subsequently function as attacker.
- ⊗ Swap the tasks after five actions.
- ⊗ During the time that the catching is taking place on the second pitch, the players can pass the next balls to each other within their group. Have sufficient replacement balls available.

Example Training Session 4 for Children aged 10-12

MAIN PART

40 MINUTES

- ⊗ Place two large goals with goalkeepers diagonally opposite each other
- ⊗ Mark two cone square (see illustration)
- ⊗ Team up the players in pairs



Goal Shooting Duel 1

- ⊗ The players of each pair compete against each other.
- ⊗ The players dribble onto the pitch diagonally and shoot at the goal from the side of the cone.
- ⊗ Then they stand in line at the other goal.
- ⊗ Every player counts his own goals.

Variations and Pointers

- ⊗ If a player scores a goal and his direct opponent misses, his goal counts double.
- ⊗ Carry out a goal shooting competition: On a signal by the coach, both players start onto the pitch. The player who scores a goal first receives two points.
- ⊗ Take care that every player shoots at the one goal with the right foot and at the other goal with the left foot.
- ⊗ The players only compete with their direct opponent.
- ⊗ The player who has scored the most goals after six shots wins the duel.
- ⊗ Subsequently put together new pairings, thereby letting winner compete against winner and loser compete against loser.



Goal Shooting Duel 2

- ⊗ One player is the attacker and the other player is the defender.
- ⊗ The attacker dribbles onto the pitch and must shoot at the goal before reaching the borderline of the square.
- ⊗ The defender has to try to follow him and prevent the goal.
- ⊗ Swap the tasks after every action.

Variations and Pointers

- ⊗ Start on a signal by the coach.
- ⊗ The attackers may decide if they want to try to shoot at the goal from the border of the square (two points) or after dribbling over the line to try to outmanoeuvre the goalkeeper on their own (one point).
- ⊗ *Complication:* The defender starts the action by going onto the pitch. The attacker has to outplay the defender in a frontal 1-on-1.
- ⊗ Adapt the level of difficulty to the performance standard of the players: Increase or decrease the distance between the attacker and the defender, or vary the shooting distance to the goal.
- ⊗ The defender, who starts after the attacker, forces the attacker to make his way forwards as quickly as possible and to purposefully shoot at the goal.

Example Training Session 4 for Children aged 10-12

CONCLUSION

20 MINUTES



Children show great enthusiasm and interest in new games and exercises. It helps develop their own creativity.

Bonus Goal Shooting

- ⊗ Set up two large cone squares, placing one goal in each square diagonally opposite each other.
- ⊗ Divide the players into two teams.
- ⊗ Of those teams, decide on one group as the playing group and the other as the goal-shooting group
- ⊗ Pitch 1: 3-on-3 against the large goal. One player acts as an additional passer outside the pitch. If the defending team wins the ball, they will have to pass it to their own passer outside the pitch before they will be able to shoot at the goal again.
- ⊗ On scoring a goal on pitch 1, the scorers can win further points on pitch 2, after receiving passes from the teammates behind the goal through two bonus goal shots.

Variations and Pointers

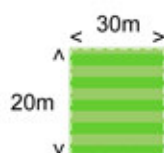
- ⊗ The outside passers may also score a goal through a long shot.
- ⊗ The outside passers of pitch 2 move onto the pitch, when they are in control of the ball, to create a 4-on-3 situation.
- ⊗ If the goal shooters score goals with both bonus shots, they receive a further bonus spot kick.
- ⊗ *Duration of round: three minutes. Then swap tasks.*
- ⊗ *After every scored goal on pitch 1, the successful team may also start the next attack.*
- ⊗ *The bonus goal shots have to happen quickly one after the other.*
- ⊗ *Have sufficient replacement balls available.*

Example Training Session 5 Checklist

WARM UP



20 MINUTES



6 Cones in
3 different
colours



1 Ball for
every player



12 Cones

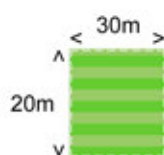


Bibs for half
the players

MAIN PART



40 MINUTES



1 Ball for
every player



15 Cones

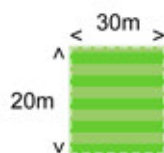


2 Goals

CONCLUSION



20 MINUTES



2 Goals



2-3 Balls



12 Cones



Bibs for half
the players

Example Training Session 5 for Children aged 10-12

WARM UP

20 MINUTES

PHASE 1



- ⊗ Pitch 1: Mark a large and a small cone square (see illustration)
- ⊗ Pitch 2: Position cones in the shape of a large diamond and place different coloured cones in the centre
- ⊗ Divide the players into two teams

This exercise has a mixture of player and team success.



- ⊗ dribble onto the pitch and around a cone of their choice.
- ⊗ Then they pass the ball to their opposite teammate, who does not have a ball.
- ⊗ This player then traps and controls the ball and dribbles around a differently coloured cone.

Magical Centre

Exercise 1

- ⊗ The players run through the pitch.
- ⊗ Two players with a ball dribble through the smaller cone square, in the centre of which they execute a dummy move of their choice.
- ⊗ Then they pass the ball to a teammate.

Exercise 2

- ⊗ Position the players evenly at the cones.
- ⊗ Two players at one of the rhombus cones have a ball,

Pointers

- ⊗ Pitch 1: The players learn to execute a dummy in a prescribed area.
- ⊗ In this way, particularly the timing is practised.
- ⊗ Only one player at a time may be in the smaller cone square.
- ⊗ Alternatively, practice with three balls simultaneously.

PHASE 2



their balls at their feet.

Exercise 2

- ⊗ Divide the players into two teams and assign them to their cones, while ensuring that players of opposing teams stand opposite each other.
- ⊗ When the coach calls out a certain number, the players with that number dribble around the different coloured cones.
- ⊗ While doing that, they can try to kick their opponent's ball away.
- ⊗ After that they pass the ball to their opposite teammates, who then also have to run onto the pitch and dribble around two cones.
- ⊗ They have to choose a different coloured combination!

Pointers

- ⊗ Pitch 1: Exit the small square over the opposite line.
- ⊗ The players have to spread themselves evenly over the whole pitch and not stay too close to the small square.
- ⊗ Try to partner equally strong opponents.
- ⊗ Variation: The losing team may redistribute the numbers after every round.

Complex Dribble Catching

Exercise 1

- ⊗ Divide into two teams and number the players.
- ⊗ The players with balls move around the pitch freely.
- ⊗ When the coach calls out a certain number, the players with that number dribble through the small cone square.
- ⊗ The player who dribbles through the cone square first may kick off the opponent's team players for 30 seconds.
- ⊗ While doing this, runners and catchers have to keep

Example Training Session 5 for Children aged 10-12

MAIN PART

40 MINUTES

The players can make use of their creativity by deciding which dummy to use.



PHASE 1



Copy of Dummy

Exercise 1

- ⊗ Player 1 dribbles onto the pitch and into the first cone square. He then executes a dummy of his choice.
- ⊗ He then speeds up and passes the ball to player 2.
- ⊗ Player 2 traps and controls the ball and dribbles to the other cone square, where he executes the same dummy as player 1 did.
- ⊗ Then player 2 increases his dribble speed and shoots at the goal.

Both players move one position further.

Exercise 2

- ⊗ Position a defender on the centre cone line.
- ⊗ The first attacker dribbles onto the pitch and feigns a dribbling move across one of the outer lines.
- ⊗ The defender may only move along the centre cone line and moves to its side.
- ⊗ Then the attacker will try to catch the defender unawares and dribble over the other line.
- ⊗ He then shoots at the goal.

Pointers

- ⊗ Let the players on pitch 1 choose their own dummy.
- ⊗ Specify a certain dummy only after a few rounds.
- ⊗ Check that the players demonstrate their dummy clearly to their partner and do not choose a too difficult one.
- ⊗ Exit the small cone square after the dummy, while dribbling quickly.

PHASE 2



Successfully completing a dummy has a positive effect on the player's self-esteem.



Dummy-Duel

- ⊗ By calling out a dummy, the coach gives the signal to start and the two first players dribble onto the pitch.
- ⊗ When they reach the cone square, they execute the dummy and then shoot at the goal.
- ⊗ The player, who is the first to score a goal, wins an extra point.

Variations and Pointers

- ⊗ Appoint a player, who has to suddenly start dribbling. He is the signal to start.
- ⊗ The player, who manages to exit the small cone square first, tries to outplay the goalkeeper in a 1-on-1. The other player must shoot from a distance.
- ⊗ The competitive nature of the game guarantees maximum pace.
- ⊗ Do not mark the cone square too small to be able to ensure the correct execution of the dummies.
- ⊗ Reduce the size of the cone square after a few rounds to make it more difficult.

Example Training Session 5 for Children aged 10-12

CONCLUSION

20 MINUTES

PHASE 1



Even if players find themselves in the weaker team, they should resist the urge to be upset and instead look for opportunities to turn the game in their favour.

Double 4-on-3

- ⊗ Two pitches with one goal with goalkeeper and one cone line each.
- ⊗ In addition, mark the centre line on both pitches.
- ⊗ Divide players into two teams of seven players, then subdivide them into teams of three and four players.
- ⊗ 4-on-3 on both pitches.
- ⊗ The larger team attacks the big goal.
- ⊗ For that the team has to dribble across the centre line.
- ⊗ On winning the ball, the smaller team counter-attacks by shooting over the cone line.
- ⊗ Duration per round: four minutes.

Variations and Pointers

- ⊗ Counter-attack goals count double.
- ⊗ The larger team starts every action from the cone line.
- ⊗ If the player who dribbles the ball over the centre line also scores a goal, it counts double.
- ⊗ After every round, one player of the team of four changes over to his team's team of three.
- ⊗ In that way, there are constantly new teams.
- ⊗ The smaller team has to execute the counter-attack quickly and purposefully.
- ⊗ In this case, the players should run a higher risk and look for 1-on-1 situations.

Don't forget to shuffle the teams!



"Life Skills and Football" for Children aged 6-12 years

Life Skills / Social Skills

In the model training sessions, we have seen that many life skills are included in the games and exercises. Now we want to give you an idea of the most common life skills and their connection to football. We also want to give you pointers for including them in your training with children.



What do you think...?

Which life skills can be supported in football exercises/training with children aged 6-9 years?

Sample answers:

- ⊗ **Respect** - for the coach, team-mates, opponents/adversaries, referees
- ⊗ **Tolerance** - in relation to team-mates, gender, other opinions
- ⊗ **Team Spirit** - with each other rather than against each other / we are stronger as a team

Which life skills can be supported in football exercises/training with children aged 10-12 years?

Sample answers:

- ⊗ **Responsibility** - allow goals to be counted, announce team changes (role swaps), pick up litter
- ⊗ **Teamwork** - Every player in the team must have touched the ball before a goal may be shot
- ⊗ **Creativity** - Let the players look in the surrounding area for items they can use to build a course to dribble through

"Life Skills and Football" for Children aged 6-12 years

Life Skills / Social Skills Games

Often children and youths do not have a person they can confide in during difficult times. They might not have learnt enough to communicate properly. Games to get to know one another could be the first step to open up communication between the children and between the children and their coach. Coaches are often important confidantes. They can be important friends to children and youths in their time of need. Especially through these forms of play, the first step towards taking up communication with others will be easier. That also applies to the whole group behaviour, as new communication channels are opened here that can range from the superficial to the very deep, where integration of the new can be very beneficial and can give the first impulse for activities even over and above sport.

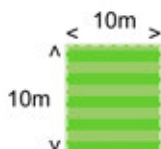
Use "**Game 1 - Looking for Similarities**" repeatedly for training purposes; one only needs to change the task description of certain situations. It certainly will not be used up after the initial use.

Through these games, the players will get to know each other better, and the coach will get to know the children and youths of his training group, as these games are suitable for all age groups.

Equipment checklist:

GAME 1

Looking for Similarities



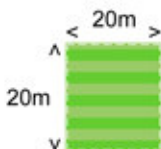
1 Ball per player



4 Cones

GAME 2

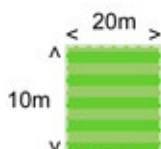
A Voyage through the Caribbean Sea



1 Mat, Blanket or Box per 4-5 players

GAME 3

Blind Football



1 Ball per 2 players



4-6 Cones per course of 2 players



Blindfolds / Scarves

"Life Skills and Football" for Children aged 6-12 years



This exercise is very good for building relationships through the use of **Communication!**

Looking for Similarities

All children run around in a small playing area in total disarray, while trying not to crash. When the coach gives the signal, all the children find a partner with whom they then have to find three common interests, e.g. "We love eating Pizza", "We are both wearing a white t-shirt", "We both love running". Then all the children form a circle and communicate their common interests to the others. In the next round groups of three have to be formed. After that, groups of four, five or more children have to be formed.

Variations

- ⊗ The coach only advises the players by shouting how many members the group must have.
- ⊗ With increased playing time, the possibilities to find common interests are limited: e.g. the outer appearance, sport and favourite food may no longer be taken into consideration.

Include in training session: **WARM UP** MAIN PART COOLING DOWN

"Life Skills and Football" for Children aged 6-12 years

GAME 2

Step 1



Step 2



Step 3



The co-operation used in this exercise helps build relationships on the basis of teamwork!



A Voyage through the Caribbean Sea

All players lie on their back on the floor.
 "We are the happy winners of a cruise to the Caribbean. We are lying on our deckchairs, enjoying the sun, when all of a sudden the alarm siren sounds. The captain shouts over the loudspeakers: "We are sinking! Man the lifeboats!" Everybody quickly jumps onto the safe lifeboats (soft surface). The water is however full of sharks. Therefore, nobody can put the hand into the water to paddle to the shore. The supplies of water and food are very tight. How can the holidaymakers save themselves and reach the safety of the shore (e.g. the other side of the hall, goal line)?
 Important: The floor of the hall / pitch may not be touched.

Variations

- ✦ Younger children and small groups can use gym mats as lifeboats. Children can be the sharks.
 If you do not have a sports hall and mats, you can also play this game outside by using blankets or flattened cardboard boxes!

Safety First

At the beginning of the game in a hall, place the soft surface against the side of the wall, for safety measures, then it will not slip away when all the players jump onto it.

Objective

The players are in a seemingly hopeless situation and must find a way to save themselves. They discuss ideas, see how practical the ideas are and eventually solve the "big problem" together. The players co-operate with each other and experience support through others.

The solution to the game

All players go onto one mat and then move the empty mat forwards. Thereby all children go forwards.

It is important to develop the drama of the situation, especially in this game.

Reflection

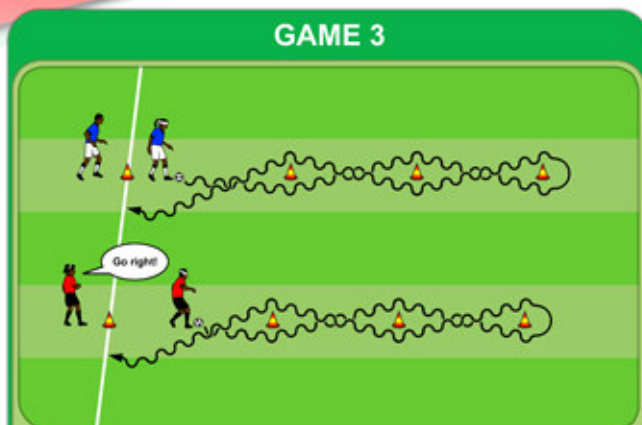
In this game, the coach gets to know his group: Who are the decision takers, who are the followers of the group? Who assists in problem solving? Who has the deciding idea?
 Clearly point out to the players that this phase of the game is the moment where one player has the solution and the players reach out to assist each other to get to the other mat.

Application

The coach, maybe even the children, will clearly see what also counts for every day: The children and youths realise that they need help to master life's difficult situations.

Include in training session: WARM UP MAIN PART CONCLUSION COOLING DOWN

"Life Skills and Football" for Children aged 6-12 years



This exercise builds **trust** between the players.

However, ensure that the guiding player will not abuse this game and will not endanger the blind player!

**Blind Football**

- ⊗ Two players with one ball work together.
- ⊗ Player 1 will bind his eyes with a scarf.
- ⊗ Player 1 has the ball at his feet.
- ⊗ With bound eyes and the help of player 2, he shall dribble a certain distance.
- ⊗ The players change the roles after every lap.

Variations

- ⊗ Leading by using the voice
- ⊗ Leading by touching
- ⊗ Blind dribble contest. (*see diagram*)
- ⊗ Player 1 kicks off the ball with bound eyes. With the help of player 2, he has to get his ball back as soon as possible.

Include in training session: **WARM UP** MAIN PART CONCLUSION **COOLING DOWN**



Make sure that the children do not cheat by deliberately fitting their blindfolds incorrectly.

Training with Youths / Teenagers

Ages 13-16 and 17-20

Philosophy of Youth Football

Adolescents and young adults between the ages of 13-20 often have fundamental skills and knowledge to compete at a very advanced level in their respective age groups, although their performance has scope for development, as the player is still physically maturing in terms of strength, speed and stamina. Thus, they are often ready to approach activities involving complex ball skills and game strategies. The coach, therefore, is required to produce a detailed programme of activities and coaching strategies that teaches fundamental ball skills as well as the full range of tactical principles. Furthermore, the coach needs to demonstrate his ability to conduct training sessions and analyse match situations specifically suited to young adult players.

The Youth Coach

Increasing environmental challenges such as higher demands in schoolwork, increased interests in other social activities, new and unexplored interest in the opposite gender, negative pressure and demands from peer groups, and in many instances dealing with family problems at home, are all significant factors experienced by young adults. Therefore, coaches should seek a personal contact to each player as an adviser with interpersonal skills to assist adolescent players also outside the playing field.

Maintaining a healthy lifestyle with good nutritional intake and avoiding illegal substances, developing strength, speed, flexibility, having adequate rest and sleep, are all critical to developing the player's personal potential. In conclusion, the coach has the responsibility to bring up the child to be a respectful, selfconfident, positive thinking, healthy, sporty adult.

It is important to set and reinforce standards of behaviour and ensure that consequences of inappropriate behaviour are clearly understood by all, including players, parents and officials.

With all these new ideas, do not forget: **Focus should always be on 'fun to play football'!**

Youth aged 13-16 (Formative Phase)

Children of this age become youths / teenagers. This process includes sensitivity and various changes of personality. The development of this change is individually different. Physically, boys and girls become taller in a short time. Changes in appearance are accompanied by psychological changes. They differ from role models and look for their own position in the world. The result is often a change of mood and performance. Nevertheless, this phase of new orientation is not just a phase of crisis. This phase gives the players new physical and mental opportunities to increase their performance and develop positive personalities.

Players aged 13-16 develop an understanding for the more developed tactical aspects of play and are keen to learn how to operate as a unit within the various zones of defence, midfield and offence on the field.

Basics for a positive development are individual training lessons adjusted to the age of the players.

Player Characteristics:

- ⊗ Child becomes a youth / teenager
- ⊗ Growing up fast with an imbalance of length between trunk / torso and legs and arms
- ⊗ Large, unproportionate and non-agile players with disharmonious movements
- ⊗ Psychological instability - youths looking for their identity
- ⊗ The players become independent from their protected home life
- ⊗ Ups and downs in mood and performance: Youths are sensitive, unstable and easily piqued
- ⊗ Better mental properties - good intellectual grasp



Training with Youths / Teenagers

Ages 13-16

- ⊗ Matures into individual personality with own opinions, needs and expectations
- ⊗ Youths want to participate and criticize

Objectives:

- ⊗ Technique training: stabilize dynamic technique with opponent pressure
- ⊗ Tactical training: focus on systematic development of group tactics/strategies
- ⊗ Condition training: complex and playful improvement of condition and the conditioning factors (strengthening, speed, movement, endurance), in a motivating and football oriented way
- ⊗ Support the personal contact and ability of communication with additional leisure time activities.

Training Contents:

- ⊗ Analyse and evaluate previous performances of player and team
- ⊗ Suggest ideas to improve training sessions and emphasise the positive aspects of performance
- ⊗ Always present a well-prepared training session
- ⊗ Integrate motor skills and co-ordination in training - because of the imbalance of the body
- ⊗ Training games are the main method of improvement - integrate the football exercise into a game
- ⊗ Stabilize technique and teach tactics - because of improved intellectual grasp
- ⊗ Use the following method when explaining new skills and practices:

Explain

Demonstrate

Practise

Feedback / Improvement / Correction

Practise

Notes for the Coach:

- ⊗ Educate players during games and training
- ⊗ Support self-reliance and responsibility
- ⊗ Allow and consider criticism
- ⊗ Promote positive solutions of conflicts
- ⊗ Acknowledge the individual's achievement as an important input for the success of the team
- ⊗ Support the personality of the player
- ⊗ Coaches are encouraged to allow players to try out a variety of team formations and tactical strategies and the experience to play in various areas on the field in order to develop their talent fully.
- ⊗ Be a role model!

This is a good age to practise HIV prevention and social behaviour - helping people with disadvantages or lesser football abilities.

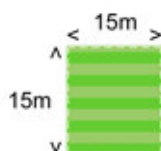


Example Training Session 1 - Dribbling 1-on-1 Checklist

WARM UP



20 MINUTES



1 Ball for every player



4 Cones

MAIN PART



40 MINUTES



10-15 Balls



10 Cones



Bibs for half the players

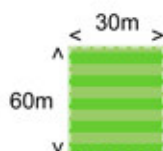


12 Corner poles

COOLING DOWN



20 MINUTES



3-4 Balls



4 Cones



Bibs for half the players



4 Corner poles



2 Goals

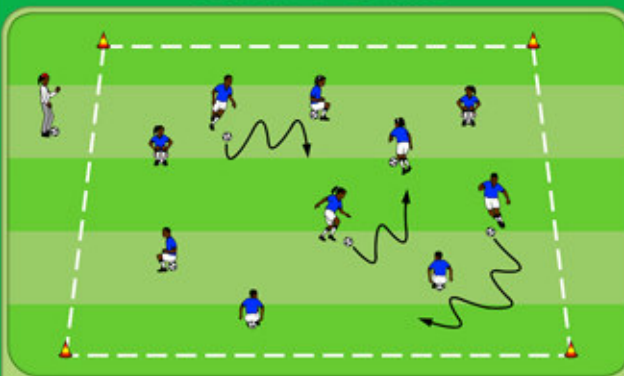
Example Training Session 1 for Youths aged 13-16

Dribbling 1-on-1

WARM UP

20 MINUTES

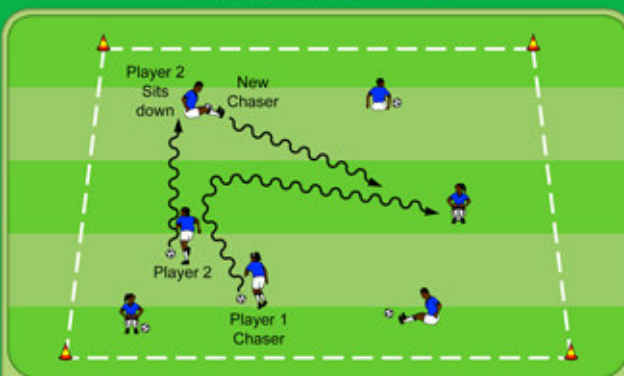
PHASE 1 - 10 MIN



Dribble-School rich in variety

- ⊗ Every player with a ball dribbles around on a pitch.
- ⊗ The coach gives some tasks the players have to do:
 - △ dribbling with the left / right foot
 - △ dribbling just with the inside / outside of the foot
 - △ let the ball swing between the feet
 - △ dribbling with dummies
 - △ increase the speed of dribbling

PHASE 2 - 10 MIN



"Beware of the Chaser"

- ⊗ Every player has a ball.
- ⊗ Two players are standing, the other players are sitting on the ground.
- ⊗ One player (1) is the chaser and the other player (2) has to run (dribble) away from him.
- ⊗ The targeted player can save himself by sitting next to another sitting player. At this moment, the roles have changed! The first chasing player, player 1, is

- now the targeted player and the player sitting next to player 2 is the new chaser. And so on
- ⊗ Play this game twice (2 x 4min).

Variations

- ⊗ Play only with the left/right foot
- ⊗ Two pairs at the same time



If possible, let the players realise their own ideas - in this way supporting their creativity.



This exercise helps **strengthen** the whole body!

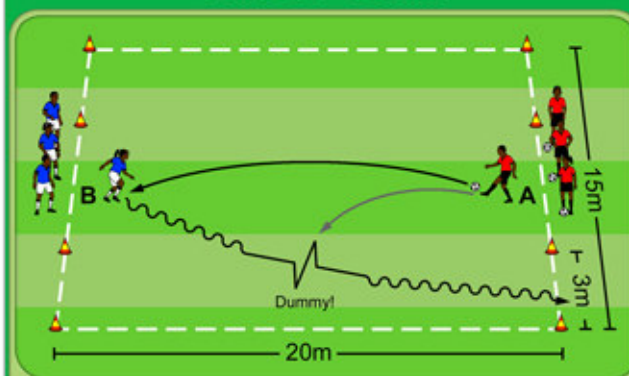
Example Training Session 1 for Youths aged 13-16

Dribbling 1-on-1

MAIN PART

40 MINUTES

PHASE 1 - 20 MIN



Dribbling 1-on-1

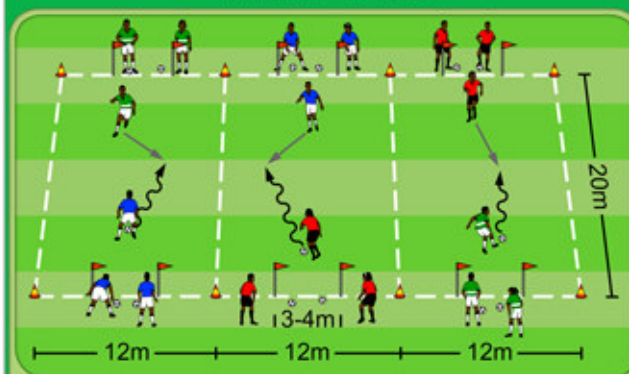
- ⊗ A plays a long pass to B. B controls the ball and dribbles onto the pitch to aim a goal by dribbling over the line between the two cones, in the corners, at the opposite side of the pitch. A tries to defend against striker B. If A gets ball possession, he may counteract by shooting at one of the goals on the other side.
- ⊗ After this action, players A and B change sides.

- TARGETS**
- ⊗ First tactical pointers for strikers and defenders.

- Strikers**
- ⊗ Do your dribbling with speed!
 - ⊗ Try to get the defender on the "wrong" side!
 - ⊗ Use an efficient dummy!
 - ⊗ After the dummy, you have to increase your running speed.

- Defenders**
- ⊗ Reduce the striker's speed.
 - ⊗ Give him one side (striker's 'bad-foot-side') to dribble to (look with which foot the striker dribbles the ball).
 - ⊗ Get into a side-running position!
 - ⊗ Slide away and try to match the speed of the striker.
 - ⊗ When the striker frees the ball, you have to attack him!
 - ⊗ Use your body (fair!) for parting the striker from the ball (shoulder to shoulder).
 - ⊗ Look at the ball, not at the striker's dummies!

PHASE 2 - 20 MIN



Dribbling 1-on-1 Contest

- ⊗ One team consists of 3 players.
- ⊗ The teams shall be placed as per the drawing above.
- ⊗ A player of each team plays 1-on-1 against a player of the other team (30-45 sec).
- ⊗ The 2 players behind the goal catch the balls and return them to the game.
- ⊗ After a period of time, the next set of players play 1-on-1 against each other, and after them, the third set plays 1-on-1.
- ⊗ The scored goals of all 3 players per team are added. The team with the most goals is the winning team.
- ⊗ After this first round of playing, the teams will exchange their positions clockwise.
- ⊗ Play about 3 (4, 5) rounds of this. (Tournament)



In a 1-on-1 situation the player is his own team mate. The only person he can rely on for success is himself. A player learns to persevere in a 1-on-1 situation!

Example Training Session 1 for Youths aged 13-16

Dribbling 1-on-1

CONCLUSION

20 MINUTES



Playing football 7-on-7 with the focal point on dribbling

- ⊗ The strikers **have to dribble** over the dribbling line before they are allowed to score.
- ⊗ The defenders are not allowed to follow the striker over their own dribbling line.
- ⊗ The goalkeeper is only allowed to leave his goal line when the striker crosses the dribbling line.

The players have to persevere to dribble of the dribble line.



ATHLETIC DEMANDS

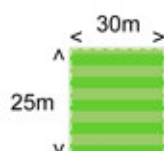
Example Training Session 2

Checklist

WARM UP



20 MINUTES



1 Goal



5-6 Balls



16 Cones



Bibs in 4 different colours

MAIN PART



40 MINUTES



2 Goals



1 Ball for every player



10 Cones

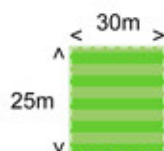


Bibs for half the players

COOLING DOWN



20 MINUTES



4 Corner poles



2-3 Balls



2 Cones



Bibs for half the players



2 Goals

Example Training Session 2 for Youths aged 13-16

WARM UP

20 MINUTES

**3-on-1 over Goal Lines**

- ⊗ Mark off four pitches of 20 x 20 metres each.
- ⊗ Three strikers play against one defender between two lines and have to dribble over the opponents' outer line by playing together and doing safe passes.
- ⊗ After successfully dribbling over the outer line, the attacking team keeps the ball and attacks towards another outer line.
- ⊗ After the defender wins the ball, he changes places with the striker who lost the ball to him.



This exercise will help children learn to cope when the odds are against them.

Variations and Pointers

- ⊗ Limit the number of permitted ball contacts!
- ⊗ The defender changes places with a striker after a certain number of attacks.
- ⊗ Possibly play with offside, depending on ability.
- ⊗ Note break times (gymnastics!).
- ⊗ Win space through passes and dribbling!
- ⊗ The players may not have set positions. Pay attention to changes of position!
- ⊗ Play the game with a "broad" layout.

**4-on-4 in Exchange**

- ⊗ Divide into four teams with four players each.
- ⊗ Team A plays against team B. The players of team C serve as goals (with legs wide apart).
- ⊗ The players of team D spread out along the outer lines and function as passer.
- ⊗ With the assistance of the passers, the teams must shoot as many as possible goals.
- ⊗ Thereafter swap tasks: Every team must play the "goal" once and the passer once.

- ⊗ Duration: 3-4 minutes

Variations and Pointers

- ⊗ The passers play direct passes ("clear" double passes with the passer count for an extra point).
- ⊗ The number of contacts is limited to two.
- ⊗ Shoot goals from both sides (from one side only).
- ⊗ Pay attention to equal exercising of passing and dribbling.
- ⊗ When pressured by the opponents, make use of the passer.
- ⊗ Play precise passes = goal shots under pressure!

Example Training Session 2 for Youths aged 13-16

MAIN PART

40 MINUTES



Dribble Competition

- ⊗ When the coach gives the signal, the first players per group start on a dribble-competition through the slalom course.
- ⊗ The player, who reaches the penalty area first, shoots at the goal.
- ⊗ The other player delays a bit and then tries to beat the goalkeeper.
- ⊗ The scored goals are added together for a team score.

Variations and Pointers

- ⊗ Change the position of the cones.
- ⊗ The first player shoots at the goal, the second player must dribble further to a cone at the side and shoot a goal from a sharp angle.
- ⊗ Change the team set-up.
- ⊗ Specify left or right shots.
- ⊗ Concentrate while dribbling through the course!
- ⊗ Change speed between the cones!
- ⊗ Prepare for the shot at the goal!
- ⊗ Be observant of your surroundings!



Focal Point "Header"

- ⊗ Divide the players into two teams of six players each.
- ⊗ Additionally, each team has two substitute players, who come in as replacements during game stoppage.
- ⊗ Play 6-on-4 at two goals with goalkeepers.
- ⊗ The team in control of the ball can shoot at both goals and should try to shoot headers from the wings.
- ⊗ The two goalkeepers are from the defending team. When they save a ball, they change onto the pitch and the other team now has to place the goalkeepers.

- ⊗ In that way, the game will always be 6-on-4 (majority game).

Variations and Pointers

- ⊗ The team that wins the ball may only attack the goals once they have crossed the halfway line.
- ⊗ Direct shots at the goal are also possible after a previous header!
- ⊗ Take note of the combination wing and header!
- ⊗ Take advantage of the majority ratio!
- ⊗ Recognise wing situations!
- ⊗ Pay attention to a well synchronised team action while heading (individual/group tactics)!
- ⊗ Quick switching from defence to attack and back again!

Example Training Session 2 for Youths aged 13-16

CONCLUSION

20 MINUTES

PHASE 1



Final 3-on-3 + 3-on-3 Game

- ⊗ On every half pitch play 3-on-3, the defenders in the one half playing against the strikers of the others.
- ⊗ Do not cross the halfway line.

Variations and Pointers

- ⊗ One striker and one defender may cross the halfway line to support their teams.
- ⊗ Change places: the strikers become defenders and vice versa.
- ⊗ Pay attention to the game build-up and a controlled game to the front striker.
- ⊗ Show ability to succeed: in 1-on-1 and in combination games.
- ⊗ Make the pitch smaller - in that case, the halfway line has to be marked clearly!

Players will have to think creatively, and as a team, to be able to score goals in a game with rules restricting the natural flow of the game.

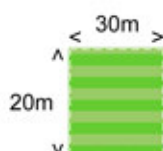


Example Training Session 3 Checklist

WARM UP



20 MINUTES



Balls for
half the player

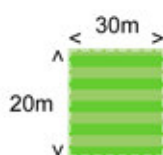


16 Cones

MAIN PART



40 MINUTES



2-3 Balls



11 Cones



Bibs for half
the players

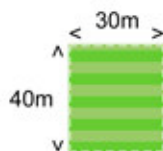


2 Goals

COOLING DOWN



20 MINUTES



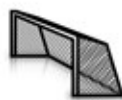
5-6 Balls



6 Cones



Bibs for half
the players



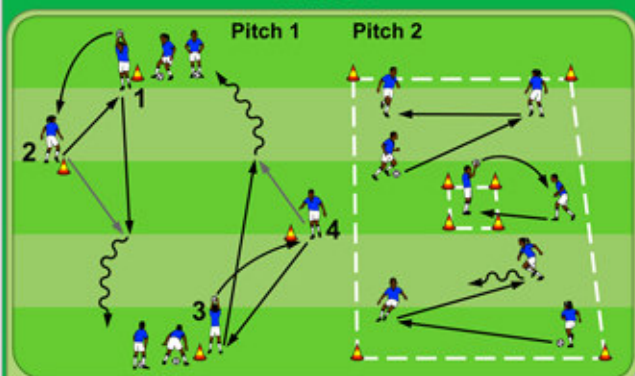
2 Goals

Example Training Session 3 for Youths aged 13-16

WARM UP

20 MINUTES

PHASE 1

**Controlled Throw-in**

- ⊗ Divide players into two equally large teams and assign them to their pitches.

Pitch 1

- ⊗ Player 1 throws the ball to player 2, who controls the high pass and then passes the ball back to player 1.
- ⊗ Now player 1 passes the ball into the path of player 2, who dribbles in a circular run to position 3.
- ⊗ Players 3 + 4 do the same exercise as players 1 + 2.

The players are responsible for exact throw-ins. This makes it easier for their team-mates to be successful.



- ⊗ All players move up one position.

Pitch 2

- ⊗ One player with ball positions himself in the small cone square. The other players position themselves in the larger square with two balls.
- ⊗ The players in the larger square pass the ball to each other.
- ⊗ The player in the small square calls the name of one of his teammates, throws a high ball to him and gets the ball passed back to him again.
- ⊗ Swap the player in the small square after three or four actions.

Pointers

- ⊗ If possible, control the throw-ins with the upper body.
- ⊗ When receiving the ball with the upper body, relax the upper body and stretch the arms slightly to the side.
- ⊗ Vary the throw-ins after a few rounds.

PHASE 2

**Throw-in Race**

- ⊗ Assign two catchers, one passer and five runners on Pitch 2.
- ⊗ Divide players into two equally large teams and assign them to their pitches.

Pitch 1

- ⊗ On a signal by the coach, the first players throw the balls to the players at the cone.
- ⊗ Those players control the high balls and then dribble through the cone goals.

- ⊗ The player who is the first to dribble through the cone goal wins the race.

Pitch 2

The passer positions himself in the small cone square, whilst the catchers and runners move around freely in the larger cone square.

- ⊗ One catcher with ball, the other without.
- ⊗ On a signal by the coach, the catcher with ball starts the hunt and has to kick off a runner.
- ⊗ The catchers can pass the ball to each other at any time so that the kicking off constantly changes, depending on the situation.
- ⊗ If a runner receives the ball from the passer, he may no longer be kicked off.
- ⊗ *Catching time:* One minute. Play a few rounds. Which group catches the most runners?

Pointers

- ⊗ **Pitch 1:** Swap the positions after a few rounds.
- ⊗ **Pitch 2:** The catching game promotes the skill of movement and co-operation.

Example Training Session 3 for Youths aged 13-16

MAIN PART

40 MINUTES

- ⊗ **Pitch 1:** Mark a 20m x 15m pitch in front of a goal with goalkeeper plus a 5m wide throw-in area
- ⊗ **Pitch 2:** Position five cones in front of a goal with goalkeeper (see illustration)



High Balls 1

- ⊗ Divide players into two equally large teams and assign them to their pitches.

Pitch 1

- Play 4-on-2 after a throw-in by a passer.
- ⊗ The attackers control the high ball and as quickly as possible go for a goal kick.
- ⊗ If the defenders save the ball, they counter by passing the ball back to the throw-in player.
- ⊗ Swap the positions after five attacks.

Pitch 2

- ⊗ The goalkeeper starts the round by throwing the ball to player 2.
- ⊗ Player 2 controls the high ball and passes it to player 1.
- ⊗ Player 1 passes to player 3, who dribbles towards the goal and tries to score a goal.
- ⊗ All players move up one position.
- ⊗ Change the sides after a few rounds.

Pointers

- ⊗ Focal point of the exercise is controlling the high ball whilst under slight pressure from the opponent.
- ⊗ The throw-in area forces the attackers to keep the necessary distance from the throw-in.
- ⊗ Call for the throw-in while moving into an open space.
- ⊗ Require staggered wide- and deep balls.



High Balls 2

- ⊗ Divide players into two equally large teams and assign them to their pitches.

Pitch 1

- Play 3-on-3 plus passer after a throw-in.
- ⊗ The passer throws the ball to the attacker in the area in front of the goal and offers himself as an additional passer in the passing area.
- ⊗ The attackers try to score a goal in a 4-on-3.
- ⊗ If the defenders save the ball, they counter over the

passing line.

- ⊗ Change positions after five rounds.

Pitch 2

- ⊗ Player 1 starts the round by throwing the ball to player 2.
- ⊗ Player 2 controls the high ball and passes it back to player 1.
- ⊗ Player 1 volleys the ball to player 3, who dribbles forwards and tries to score a goal.
- ⊗ All players move up one position.
- ⊗ Change the sides after a few rounds.

Pointers

- ⊗ Focal point of the exercise is controlling the high ball whilst under slight pressure from the opponent.
- ⊗ The throw-in area forces the attackers to keep the necessary distance from the throw-in.
- ⊗ After a throw-in, use the throw-in area to secure the ball!



Example Training Session 3 for Youths aged 13-16

CONCLUSION

20 MINUTES

**Quick Throw-ins**


- ⊗ Mark a 30m x 40m pitch with goals and goalkeepers
- ⊗ Divide the players into two teams.
- ⊗ Assign two players per team with extra balls to the sidelines (see illustration).
- ⊗ Play 5-on-5 against goals with goalkeepers.
- ⊗ If the ball goes into offside or into the goal, the game is continued through a throw-in.
- ⊗ Play four rounds of four minutes each.
- ⊗ Swap the throw-in players after every round.

Variations and Pointers

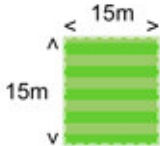
- ⊗ Position the throw-in players in their own half of the pitch.
- ⊗ After kick-off, the throw-in players serve as additional passers.
- ⊗ The passers may not leave their area.
- ⊗ Replace corner kicks with throw-ins.
- ⊗ Have replacement balls ready for a quick continuation of the game through a throw-in.

Example Training Session 4 Checklist


WARM UP




20 MINUTES




15m



2-3 Balls




12 Cones

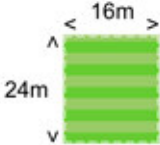


Bibs for half
the players


MAIN PART




40 MINUTES




24m




5-6 Balls



8 Cones




Bibs for half
the players

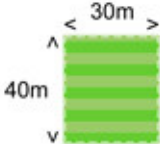


2 Goals


COOLING DOWN




20 MINUTES




40m




9-10 Balls



9 Cones



Bibs for half
the players



2 Goals

EXAMPLE TRAINING SESSION 4 - 13-16 - CHECKLIST

Example Training Session 4 for Youths aged 13-16

WARM UP

20 MINUTES

PHASE 1



Pass Variations

- ⊗ Mark two pitches each with one cone square and position cones.
- ⊗ Divide the players into two equally big teams and assign them to their positions.

Pitch 1

- ⊗ Four players position themselves at the four corner points of the cone square. Assign the other players to the other two cones.
- ⊗ The players in the cone square pass a ball to each

other.

- ⊗ One after the other the other players try to dribble through the cone square without being hit by the ball.
- ⊗ Swap tasks after two minutes.

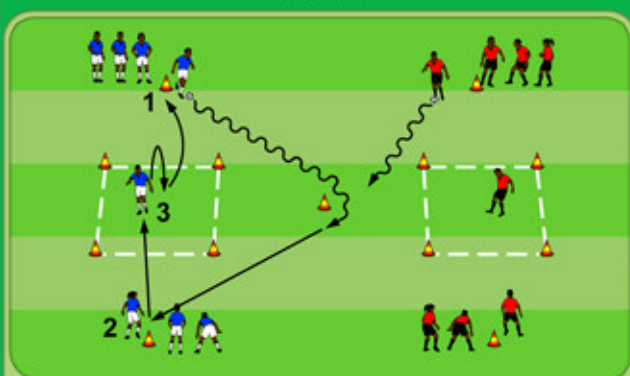
Pitch 2

- ⊗ The players are assigned to their positions (see illustration).
- ⊗ Players 1 pass the balls to players 2, who pass the balls right back again.
- ⊗ Then players 1 pass the ball to players 3, who control the balls and dribble to the other side.
- ⊗ After this action, all players move up one position.
- ⊗ Practice simultaneously on both sides.

Pointers

- ⊗ **Pitch 1:** the players in the cone square may pass with a maximum of two contacts.
- ⊗ Do not shoot at the players passing through the cone square!
- ⊗ Alternatively, specify the pass sequence in the cone square.
- ⊗ Swap the pitches after a few rounds.

PHASE 2



Complex Relay Race

- ⊗ Divide the players into two equally big teams.
- ⊗ On a signal by the coach, player 1 dribbles around the central cone between the two pitches.
- ⊗ He then passes the ball to player 2, who immediately passes on to player 3.
- ⊗ Player 3 controls the ball and juggles the ball ten times before passing it back to player 1.
- ⊗ After this, all players move one position further.
- ⊗ Which team is the first to finish?

Respect the other players running through the squares in Phase 1. Do not deliberately hinder them!



Variations and Pointers

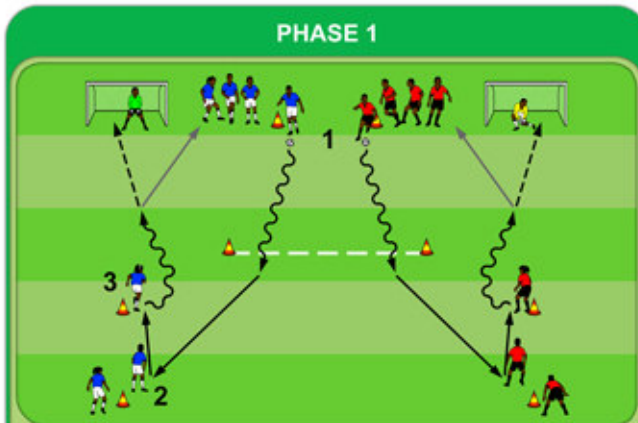
- ⊗ Player 3 must alternate between juggling with the left and the right foot.
- ⊗ After leaving the cone square, player 3 must do a dummy before passing the ball to the starting position.
- ⊗ The game is a form of relay race.
- ⊗ Even though it has quite a simple set up, the technical requirements are complex: Apart from the quick dribbling and the clean passing, dexterity is required with the juggling.
- ⊗ The players swap sides after every round.

Example Training Session 4 for Youths aged 13-16

MAIN PART

40 MINUTES

- ⊗ Set up two goals with goalkeepers
- ⊗ Mark a cone line on the pitch
- ⊗ Divide the players into two equally big teams

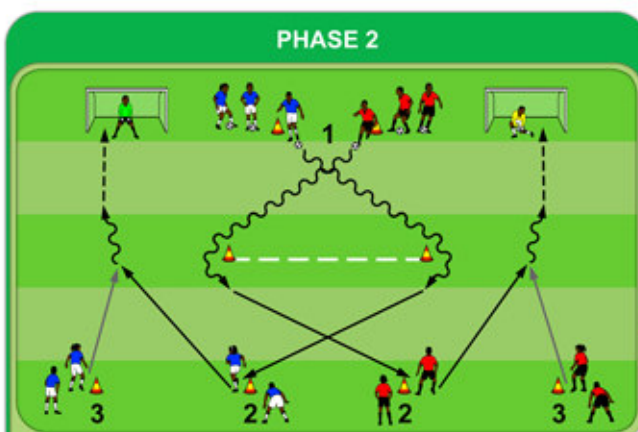


Quick Goal Shooting Relay 1

- ⊗ On a signal by the coach, players 1 dribble onto the pitch until they reach the cone line, then they pass the balls to players 2.
- ⊗ Players 2 pass the balls on to players 3, who turn with the ball at their feet to shoot at the goal.
- ⊗ Should player 3 be successful, the next player 1 can start onto the pitch.
- ⊗ If not, player 3 must first high-five player 1.
- ⊗ Which team is the first to score ten goals?

Variations and Pointers

- ⊗ Player 1 juggles the ball until he gets to the cone line.
- ⊗ Player 1 swings the ball between the insides of his feet until he gets to the cone line.
- ⊗ On the way to the cone line, dribble five times right and five times left.
- ⊗ Adapt the shooting distance to the ability of the players.
- ⊗ The players swap sides after every round.



Quick Goal Shooting Relay 2

- ⊗ On a signal by the coach, the players 1 dribble around the outer cone of the cone line and pass the ball onto their player 2.
- ⊗ Players 2 pass the ball directly into the running path of players 3, who shoot for the goal after a short quick dribble.
- ⊗ Should player 3 be successful, the next player 1 can start onto the pitch.
- ⊗ If not, player 3 must first high-five player 1.

- ⊗ After that, all players move up one position.
- ⊗ Which team is the first to score ten goals?

Variations and Pointers

- ⊗ Player 3 tries to outplay the goalkeeper.
- ⊗ Player 3 tries for a direct goal shot.
- ⊗ The starting players must head for the outer cone as directly as possible and defend the good starting position against the starting player of the other team.
- ⊗ Player 2 must pass the ball into the running path of player 3 as precisely and controlled as possible.



Example Training Session 4 for Youths aged 13-16

CONCLUSION

20 MINUTES

**The King's Game**

- ⊗ Pitch 1: One large goal with goalkeeper and one cone line.

- ⊗ Pitch 2: One pitch with one large goal with goalkeeper and one dribble line.

Pitch 1

- ⊗ The first player of team A dribbles to the cone line and then has two possibilities:

- ▲ he tries to shoot a goal from the cone line (scored goal = 2 points);

- ▲ he tries to outplay the goalkeeper on his own (scored goal = 1 point).

- ⊗ Every player may shoot at the goal twice.

- ⊗ Team B begins the second round.

- ⊗ The winning team may choose if they want to attack the large goal or the dribble line in the following game on pitch 2.

Pitch 2

- ⊗ The two teams play against each other.

- ⊗ The one team attacks the large goal with goalkeeper, whilst the other team counters over the cone line.

- ⊗ Replace throw-ins with pass-ins.

- ⊗ The duration of the game is as long as it takes the teams on pitch 1 to determine a winning team. Then the teams swap pitches.

Pointers

- ⊗ The goal-shooting contest on pitch 1 serves as a 'pre-contest' for the game on pitch 2.


- ⊗ If the goal-shooting contest on pitch 1 comes to a draw, then the lot has to decide which team can choose the direction of play on pitch 2.

- ⊗ The lot has to decide in the first round on pitch 2 as well.

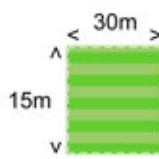
- ⊗ Shuffle the teams after two complete rounds.

Example Training Session 5 Checklist


WARM UP




20 MINUTES




30m
15m




4-5 Balls




15 Cones



Bibs for half
the players




4 Cones in
2 different
colours

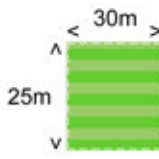


"True or False?" List
WS 6 (two pages)
optional questions


MAIN PART




40 MINUTES




30m
25m




2-3 Balls



4 Cones




Bibs for half
the players

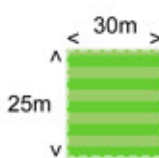


1 Goal


COOLING DOWN




20 MINUTES




30m
25m




3-4 Balls



4 Cones



Bibs in 3
different colours



1 Goal

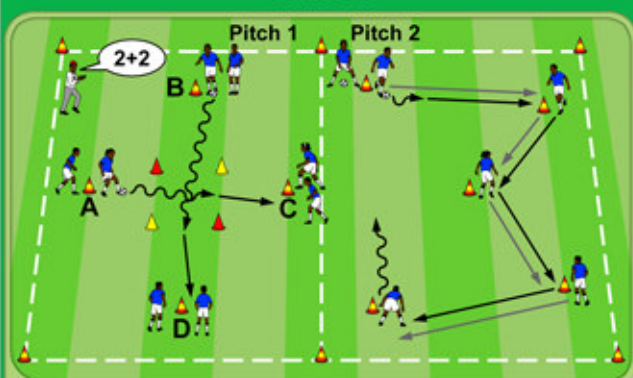
EXAMPLE TRAINING SESSION 5 - 13-16 - CHECKLIST

Example Training Session 5 for Youths aged 13-16

WARM UP

20 MINUTES

PHASE 1



- ⊗ Pitch 1: Mark a square and four positions with cones
- ⊗ Pitch 2: Mark a triangle and two positions with cones
- ⊗ Divide the players into two groups and assign them to their positions (see illustration)

Pitch 2

- ⊗ One player has the ball and dribbles onto the pitch. He then passes the ball to the player closest to him.
- ⊗ This player passes the ball directly to the following player, etc.
- ⊗ The coach can call out a change of direction at any time.
- ⊗ The coach can also specify contact handicaps.

Pointers

- ⊗ Answering small questions increases the concentration. It makes the players aware of the fact that they need to keep a "clear head" during the game, to be able to take the correct decisions.
- ⊗ The questions have to be easy and quick to solve.
- ⊗ The choice of questions is limitless.
- ⊗ Obviously, there have to be questions about football as well.

Quiz Square

Pitch 1

- ⊗ A and B dribble into the cone square simultaneously.
- ⊗ B may dribble straight through the square. A has to juggle the ball while solving a question by the coach.
- ⊗ After leaving the square both players pass the ball to the opposite players (C+D), who then have to run into / through the square.
- ⊗ After approx. two minutes, swap the tasks so that now players B and D have to solve the question.

PHASE 2



- ⊗ If the answer is correct, the players have to dribble around the rear yellow cone, otherwise they have to dribble around the rear red cone.
- ⊗ The player, who then passes the ball to his opposite teammate first, receives one point for his team.

Pitch 2

- ⊗ Divide players into two teams and position them opposite each other.
- ⊗ On a signal by the coach, the two first players pass the balls to their teammates.
- ⊗ These dribble past the central cone and pass the balls back to the starting position.
- ⊗ The player, who passes the ball back to the starting position first, receives a point for his team.

Pointers

- ⊗ The task in Pitch 1 can be carried out as an individual contest as well as a team contest.
- ⊗ The coach has to call out the possible answer as soon as the players enter the cone square.
- ⊗ Small questions provide a lot of fun for the players. But, the focal point of this exercise should still be on the football exercises.

Quiz Duel

Pitch 1

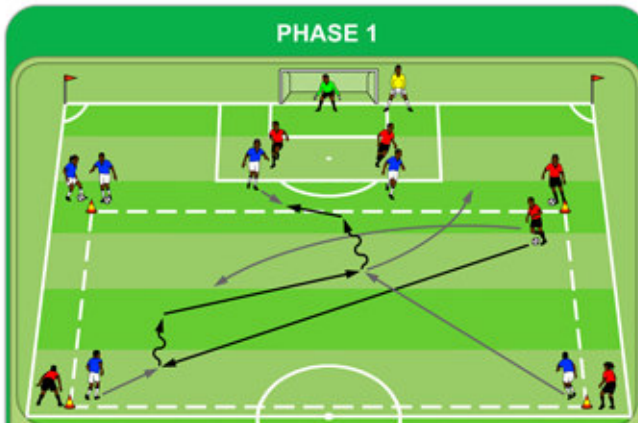
- ⊗ Mark a square with red and yellow cones.
- ⊗ Divide players into two teams. The first players compete against each other.
- ⊗ Through calling out a question, the coach gives the command to start. The players then dribble into the cone square.
- ⊗ Once they are in the square, the coach calls out a possible answer to the question.

Example Training Session 5 for Youths aged 13-16

MAIN PART

40 MINUTES

- ⊗ One goal with goalkeeper
- ⊗ One cone square
- ⊗ Divide players into two teams
- ⊗ Assign the players to their positions

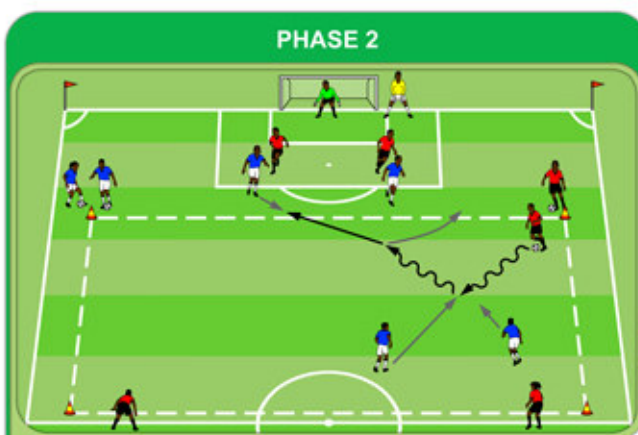


Quick Finish 1

- ⊗ Team "blue" starts off as attacker.
- ⊗ The first "red" player passes the ball to his opposite "blue" player.
- ⊗ Then the two "blue" players try to dribble out of the cone square towards the goal in a 2-on-1.
- ⊗ Subsequently, the successful player passes the ball to a teammate in front of the goal, follows up, and together, in a 3-on-1, they try to score a goal.

Variations and Pointers

- ⊗ Both attackers as well as the defender follow up so that there is a 4-on-3 situation.
- ⊗ The attackers have three passes to play the ball out of the square.
- ⊗ The team with the numerical advantage must stagger themselves broadly to win more space.
- ⊗ Swap the right to attack after every action.



Quick Finish 2

- ⊗ The "red" player dribbles into the cone square and tries to dribble over the back cone line in a 1-on-2 situation.
- ⊗ The two "blue" players must try to win the ball and then attack the goal.
- ⊗ Only one further attacker may move forward for a 3-on-2 situation.

Variations and Pointers

- ⊗ After the winning the ball, the game carries on and all players involved in the situation may move forward.
- ⊗ The attackers must shoot at the goal within a predetermined time.
- ⊗ Try to win the ball as soon as possible! The players must learn to then immediately look forward and quickly adjust their mindset.
- ⊗ Every two minutes, take in new positions by moving one position further.



Example Training Session 5 for Youths aged 13-16

CONCLUSION

20 MINUTES

**Power Play**

- ⊗ Set up a field with one goal and goalkeeper and a cone line.
- ⊗ Divide the players into two teams.
- ⊗ Name one neutral player.
- ⊗ Team "blue" receives the right to attack for two minutes.
- ⊗ The first "blue" player moves onto the pitch and tries to shoot a goal together with his team and the neutral player.
- ⊗ Should "red" win the ball, they will try to counter over the cone line.
- ⊗ Should they be successful, the right to attack is now theirs.

Variations and Pointers

- ⊗ The attackers may only have three ball contacts.
- ⊗ The neutral player may only play a direct game.
- ⊗ Goals that are scored by the passer, who has moved forward, count double points.
- ⊗ The attackers must try to shoot at the goal as often as possible within their two-minute time limit.
- ⊗ As the right to attack can only end earlier, if the defenders dribble over the cone line, the attackers may act far more riskier.
- ⊗ The "opening players" of the attackers must constantly be observant, as they can move onto the pitch as soon as a goal is scored or the ball leaves the pitch.

In a complex game, such as this one, it is important for the players to not only be part of a team, they must also think like a team!



Training with Youths / Teenagers

Ages 17-20

Youth aged 17-20 (Final Youth Phase)

In this highest age group of youth football, girls and boys generally show an improved performance capability. The body proportions are again well balanced and the muscular system grows quickly. These are the best foundations to stabilise and refine the technique of the higher requirements of the competition.

The balanced body is also an expression of the psychological growth process. The youths of this age group mature to individuals, with needs, views and opinions.

Winning and being successful is one of the most important incentives for young adolescents, as they yearn for recognition and approval within their community and on the sports field. Coaches should always evaluate players on their performance and not on the result of a game or competition.

Players of this age want to be treated like adults and often demand total freedom with all its privileges and benefits.

Player Characteristics:

- ⊗ The player has a better foundation to learn and to perform.
- ⊗ Good physical balance because of the strength of the muscular system and the adjustment of the internal organs - the physical growth of most players is completed.
- ⊗ Result: better ability to co-ordinate the body and significant gain in strength and speed
- ⊗ The dynamics of the movements are raised because of increased strength.
- ⊗ Break away from thinking only for oneself - interested in social problems and team members
- ⊗ Better intellectual grasp
- ⊗ Comes to maturity to be a self-confident and independent personality with clear interests, opinions and characteristics



Objectives:

- ⊗ Support individual initiative and above all, support the enjoyment of playing football
- ⊗ Players have to be prepared for the tough and demanding physical and mental requirements of senior team football
- ⊗ The players should learn to consider their own behaviour, decisions and the consequences
- ⊗ Goal setting is one of the most effective procedures to assist the team and individual players set short- and long-term objectives - allows the players to remain focused for the season or the weekly training schedule
- ⊗ Involve players in goal setting and problem solving
- ⊗ Monitoring the performance of each player individually and providing support and training practises
- ⊗ Team objectives can help to create a positive team spirit and provide a common goal for all players

Training with Youths / Teenagers

Ages 17-20

Training Contents:

- ⊗ Technique training: Adjustment of the technical and tactical basics to the increased demands of the game (higher speed, more strength, more stamina)
- ⊗ Tactical training: aimed at teaching of individuals, groups and teams
- ⊗ Full range of tactical considerations, performed under match conditions
- ⊗ Conditioning Training: complex and playful improvement of the condition and teaching of some conditioning factors (e.g. speed, stamina, power, co-ordination, flexibility)
- ⊗ Exercises that simulate match conditions and are adapted to the standard and ability of the players
- ⊗ Offer individual practice sessions to address specific weak points
- ⊗ Look for various ways to use technical elements in game situations
- ⊗ Training games are an effective way to improve physical fitness
- ⊗ Focus on previous match performances

Notes for the Coach:

- ⊗ Players of that age group expect an appealing, interesting, motivating training session
- ⊗ Educate players during games and training.
- ⊗ The youth wants to take decisions as well - possibility to take joint decisions
- ⊗ Consider interests and wishes of the player - give individual attention
- ⊗ The coach should be a friend and adviser without losing the respect of the players
- ⊗ Look for a good team climate, as good contact between players and coach is imperative
- ⊗ The youth coach should not only look at the football performance, the person is also important
- ⊗ The coach should be sensitive and open minded to the problems of the players
- ⊗ Coaches should help the players become independent on and off the pitch
- ⊗ Create players with good mental and social skills (strong willpower, self-confidence, ability to be self-critical, high team spirit, tactical discipline, etc.)

Tactics - Football formations:



Example Training Session 1 - Dribbling 1-on-1 Checklist

WARM UP



20 MINUTES



1 Ball for every player

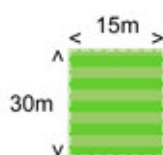


4 Cones

MAIN PART



40 MINUTES



2-3 Balls



6 Cones



Bibs for half the players



2 Goals

CONCLUSION



20 MINUTES



2-3 Balls



4 Cones



Bibs for half the players



4 Corner poles



2 Goals

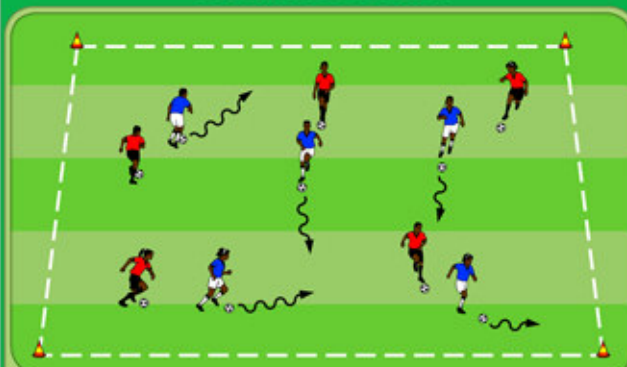
Example Training Session 1 for Youths aged 17-20

Dribbling 1-on-1

WARM UP

20 MINUTES

TRAINING FORM 1



The front players have a great opportunity to use their **creativity** in coming up with interesting move combinations.

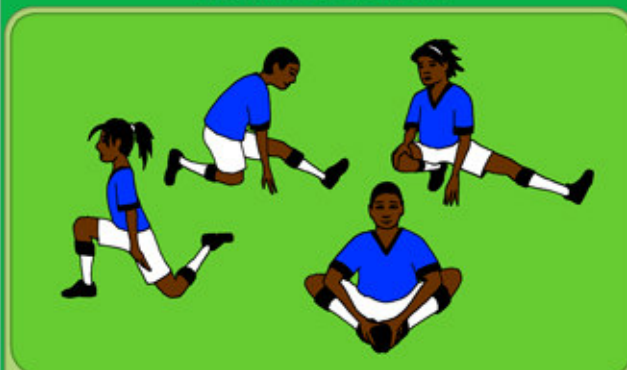
Shadow dribbling in pairs

- ⊗ The front player dribbles with direction- and speed-changes.
- ⊗ The rear player follows him with the shortest possible distance.
- ⊗ Swap tasks.

Variations

- ⊗ The front player does not only dribble with direction- and speed-changes, but he also adds co-ordinative elements in front of and behind the ball.

TRAINING FORM 2



Stretching and Strengthening Exercises (singles)

- ⊗ The players prepare themselves on their own.

Important: Consider all the football specifically challenged muscle groups!
(see III.1.2 Basic Training pages 79 and 80)

Do some **stretching** and **strengthening** exercises between the variations.

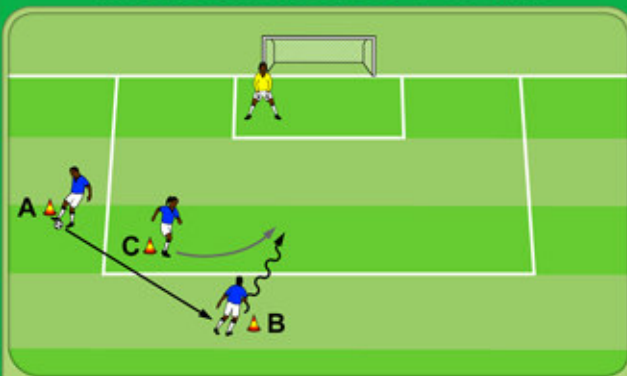


Example Training Session 1 for Youths aged 17-20 Dribbling 1-on-1

MAIN PART

40 MINUTES

INDIVIDUAL TACTICS 1 - 20 min



- Focal Point**
- ⊗ Pressing Principle: "Run at the opponent as long as the ball is on the way!"
 - ⊗ Correct timing while confronting the opponent

Application with opponent

Shadow dribbling in pairs

The players position themselves on the three allocated spots in front of the goal with goalkeeper. **A** starts the action with an accurate return pass to striker **B**. With this pass, **C** starts at high speed from his defence position to block **B**. Then they play a 1-on-1 at the goal. On completion on this action, the players rotate their positions.

Variations

- ⊗ Begin this activity with a half-high pass
- ⊗ With a break-away possibility for the defender

INDIVIDUAL TACTICS 2 - 20 min



- Focal Point**
- ⊗ Free oneself from the opponent
 - ⊗ Achieve goal possibilities out of a 1-on-1
 - ⊗ Accurate passes

Application in game

1-on-1 against 1-on-1

On a pitch double the size of a penalty area with two goals with goalkeepers, two player pairs play against each other (one striker, one defender per team). Both may not leave their own playing area. After winning the ball, the defender must pass it to his striker, who must then try to shoot a goal in a 1-on-1.

The non-playing pairs watch the game.

Variations

- ⊗ The non-playing pairs spread themselves around the pitch and are pass partners (also for the opponents)
- ⊗ 2-on-2 on one half of the pitch and 1-on-1 on the other half
- ⊗ 3-on-3 on one half of the pitch and 1-on-1 on the other half



Example Training Session 1 for Youths aged 17-20

Dribbling 1-on-1

CONCLUSION

20 MINUTES

PHASE 1



8-on-8 + 2 Goalkeepers

- ⊗ Two teams with a goalkeeper play 8-on-8 on one half of the pitch.
- ⊗ In zones No. 1 and 3 the teams can "free play".
- ⊗ In zone No. 2 they are only allowed to dribble the ball across the opponent's line. No passing is allowed in this zone!

Variations

- ⊗ To be able to shoot a goal the ball must be dribbled through zone No. 2!
- ⊗ Zone No. 2 can be passed over (without offside).



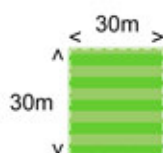
The players have to **persevere!**
They have to get through the dribble zone - no matter how difficult!

Example Training Session 2 Checklist

WARM UP



20 MINUTES



1 Ball for every 3 players



4 Cones

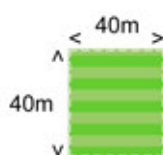


Bibs in 2 different colours

MAIN PART



40 MINUTES



2-3 Balls



8 Cones



Bibs in 2 different colours

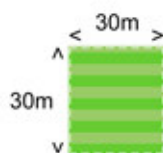


2 Goals

CONCLUSION



20 MINUTES



2-3 Balls



4 Cones

Example Training Session 2 for Youths aged 17-20

WARM UP

20 MINUTES

PHASE 1

**Three-Way-Combination**

- ⊗ Mark a pitch of 30 x 30 metres with four cones.
 - ⊗ Divide the players into groups of three each (16 players plus two goalkeepers - the goalkeepers have to take part in the complete warm-up programme together with the players).
 - ⊗ One ball per group.
- The players carry out the following exercises within their group:
- ⊗ **Exercise 1:** Free passes.

Players are responsible for a good pass to their team-mates.

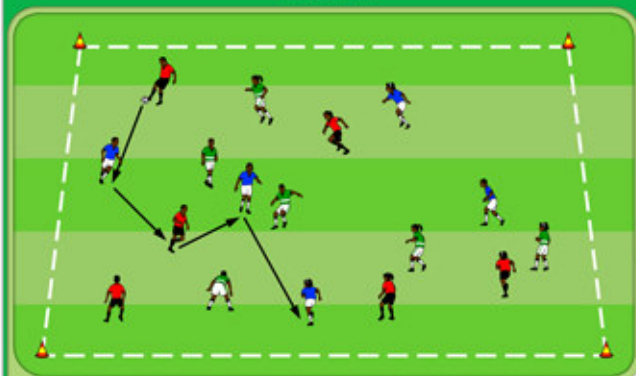


- ⊗ **Exercise 2:** Passes with two contacts in succession.
- ⊗ **Exercise 3:** Direct passes.
- ⊗ **Exercise 4:** A dribbles a bit and passes to B. B passes directly to C. C dribbles a bit and passes to A. A passes directly to B, etc.
- ⊗ **Exercise 5:** The players deliver or take over the ball within their group.

Pointers

- ⊗ Pay attention to a technically correct performance!
- ⊗ Demand exact and precise passes!
- ⊗ Increase the speed slowly and include stretch exercises.

PHASE 2

**A and B against C**

- ⊗ Mark a pitch of 40 x 40 metres with four cones.
- ⊗ Divide the players into three teams of six each.
- ⊗ Duration: 3 x 6 minutes, 2 minutes break.
- ⊗ Two teams (A and B) play against the third team (C).
- ⊗ The players of the "majority teams" may only have two ball contacts in succession.
- ⊗ If team C wins the ball, they change places with the team that lost the ball.
- ⊗ A bad pass out of play also counts as loss of ball.

Variations and Pointers

- ⊗ The majority team must play directly.
- ⊗ The majority team must play with three compulsory ball contacts.

The training of focal points vary with the different instructions given on numbers of ball contacts:

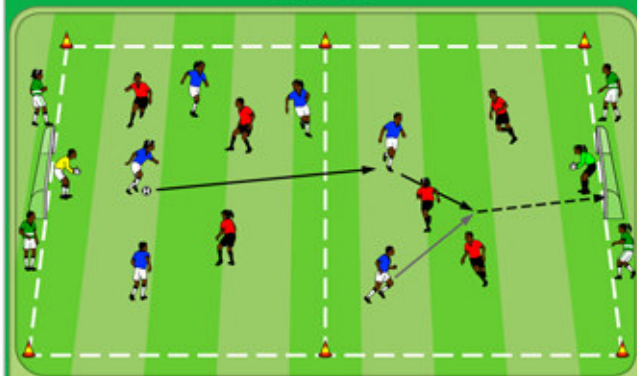
- ⊗ *Direct play:* offer, move into open space, anticipation, passes.
- ⊗ *Three compulsory ball contacts:* receiving and taking along, claiming, confidence.

Example Training Session 2 for Youths aged 17-20

MAIN PART

40 MINUTES

PHASE 1



6-on-6 plus 4 Passers

- ⊗ Mark a pitch of 40 x 40 metres with four cones.
 - ⊗ Two goals with goalkeepers on goal lines.
 - ⊗ Divide into two teams with six players each.
 - ⊗ Four passers next to the goals.
- Play 6-on-6:
- ⊗ The team with ball possession may include the passers in their combination game.
 - ⊗ The passer may only make two ball contacts in succession.



Players on the weaker side must **persevere** and try to turn the match in their favour.

Variations and Pointers

- ⊗ The passers may only play directly.
- ⊗ The passers may offer themselves everywhere outside the pitch.
- ⊗ Demand a quick and high-risk combination game!
- ⊗ After a pass to a passer follow up firmly!

PHASE 2



6-on-6 plus 2x 1-on-1

- ⊗ Mark a three-zone-pitch with cones.
- ⊗ Divide players into two teams of eight players each.
- ⊗ Place one striker and one defender respectively in the attack or defence third; play 6-on-6 in the middle zone.
- ⊗ Through group effort, the players in the middle zone have to play the ball to the striker in the attack zone.
- ⊗ The striker then has to succeed in playing 1-on-1 and shoot a goal.
- ⊗ Change the striker and defender pair after five actions.

The strikers in the 1-on-1 zones carry a higher **responsibility** towards their team's success at scoring a goal than their team-mates. If a goal is successfully scored, they will have a higher sense of **self-effectiveness**. The same goes for the defenders successfully defending a goal.



Variations and Pointers

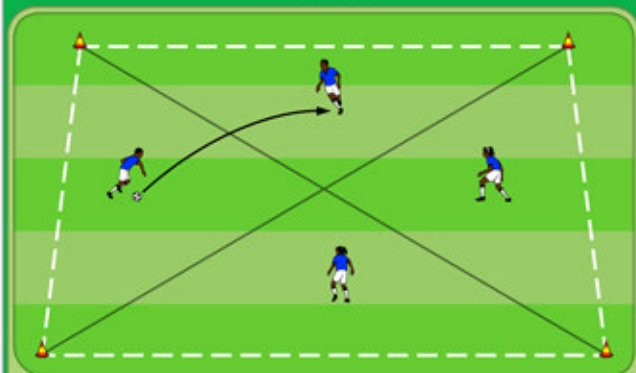
- ⊗ The player that passes the ball to the striker joins him in the attack zone for a 2-on-1.
- ⊗ Long shots from the middle zone are allowed.
- ⊗ Request a quick winding-up!
- ⊗ Require constant moving into open space and offering (with counter movements)!

Example Training Session 2 for Youths aged 17-20

CONCLUSION

20 MINUTES

PHASE 1

**Football-Tennis**

- ⊗ Mark a square with cones and subdivide this into four triangles with sticks, hurdles, long benches, or similar.
- ⊗ Place one player in every triangle.
- ⊗ The four players play against each other.
- ⊗ Every player may have a maximum of three ball contacts in succession.
- ⊗ Juggle the ball and shoot it at least hip high into another triangle.
- ⊗ If the ball hits the ground there or in one's own triangle, the respective player receives a minus point.
- ⊗ If a player sends the ball out of play, he also receives a minus point.

Variations and Pointers

- ⊗ You must play directly.
- ⊗ The ball may hit the ground.
- ⊗ Do not return the pass to the player who passed to you.
- ⊗ If you mainly play during the main part, you should offer motivating technique exercises during cooling-down.
- ⊗ Allow the players space to be creative while playing football-tennis, so as not to restrict their sports drive!

Football-Tennis is a good way to exercise the target- and intercept skills of the players.

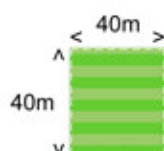


Example Training Session 3 Checklist

WARM UP



20 MINUTES



4-5 Balls



4 Cones

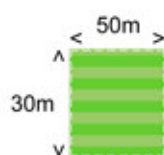


4 Corner poles

MAIN PART



40 MINUTES



2-3 Balls



2 Cones



Bibs for half the players

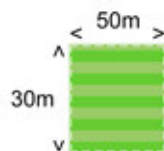


2 Goals

CONCLUSION



20 MINUTES



2-3 Balls



Bibs for half the players



1 Goal

Example Training Session 3 for Youths aged 17-20

WARM UP

20 MINUTES

PHASE 1

**Four Groups of Three and two Open Goals 1**

- ❖ The players pass the ball to each other within their group of three while running leisurely.
- ❖ On a signal by the coach, a player passes a low ball to a goalkeeper, who traps the ball with his foot and takes it to the side.
- ❖ Then he passes a low ball back to a player of that group.

- ❖ Mark an exercise area of 40m x 40m
- ❖ Two goalkeepers in open pole goals (width: 7m) on the pitch
- ❖ Divide the players into four groups of three, every group with a ball

This exercise forces the goalkeeper to be extra alert, as there are numerous balls active on the pitch and they could come from any direction!

**Variations and Pointers**

- ❖ Kick a mid-high (high) ball to the goalkeeper.
- ❖ Direct passes between the players.
- ❖ The goalkeepers catch the passes by the players and throw / roll the balls back again.
- ❖ Check that the players alternate passing the ball with both feet.
- ❖ While passing the ball within the own group, keep an eye on the other players to avoid collisions.
- ❖ The goalkeepers have to keep an eye on all four groups so as not to be surprised by sudden passes.

PHASE 2

**Four Groups of three and two Open Goals 2**

- ❖ The players pass the ball to each other within their group of three.
- ❖ They run and pass the ball at high speed for 30 seconds, then they trot and pass the ball for two minutes, before they again run and pass the ball at high speed for 30 seconds.
- ❖ In-between the groups include the goalkeepers in the teamwork.

Variations and Pointers

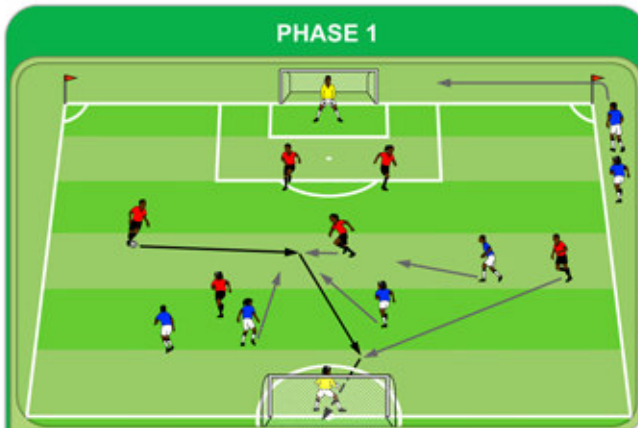
- ❖ Kick a mid-high (high) ball to the goalkeeper.
- ❖ Direct passes between the players.
- ❖ The players increase the distance between each other to be able to play longer balls.
- ❖ With a short, quick start, the passer demands a pass by the goalkeeper.
- ❖ Check that the players alternate passing the ball with both feet.
- ❖ While passing the ball within the own group, keep an eye on the other players to avoid collisions.
- ❖ The goalkeepers have to keep an eye on all four groups so as not to be surprised by sudden passes.

Example Training Session 3 for Youths aged 17-20

MAIN PART

40 MINUTES

- ⊗ Two large goals with goalkeepers
- ⊗ Divide the players into two teams of six players each



Endurance Game 1

- ⊗ Six attackers play against four defenders against the two goals. The other two players leisurely run three times around the pitch.
- ⊗ After the three rounds, they join the four defenders on the pitch.
- ⊗ Now the attackers have to send off two players to run around the pitch three times.
- ⊗ The attackers must use their numerical advantage to score as many goals as possible.

These exercises put the players in a situation where they must endure high levels of physical activity. This increases their fitness level.



- ⊗ Which team scored the most goals after all the players on around the pitch?

Variations and Pointers

- ⊗ The attackers may only have two ball contacts in a row before a pass.
- ⊗ Goals may only be kicked by direct shot!
- ⊗ Decrease the pitch in length and width.
- ⊗ **Score a goal purposefully!**
- ⊗ **Plan attack combinations spaciouly!**
- ⊗ **Create passing opportunities in width and depth!**
- ⊗ **Achieve goal-shooting possibilities through fast, yet accurate passing!**



Endurance Game 2

- ⊗ Decrease the depth of the pitch by 15m.
- ⊗ Two players of each team simultaneously complete a run distance of e.g. 1000m next to the pitch.
- ⊗ In that way the teams play 4-on-4 on the pitch.
- ⊗ After completing their run, the players immediately join their team. In this way, one team can temporarily have a numerical advantage, which the players have to utilise to their benefit.
- ⊗ When all four players have completed their run, two

further pairs of players will be sent on their run after the next game stoppage.

- ⊗ Which teams scored the most goals at the end of the game?

Variations and Pointers

- ⊗ The team in possession of the ball may only have three (two) ball contacts in a row before passing.
- ⊗ Goals may only be kicked by direct shot.
- ⊗ **Achieve goal-shooting opportunities through fast yet exact passing!**
- ⊗ **Create passing opportunities in width and depth!**
- ⊗ **Plan attack combinations spaciouly!**
- ⊗ **During a temporary numerical advantage, attack persistently to get control of the ball.**



Example Training Session 3 for Youths aged 17-20

CONCLUSION

20 MINUTES

PHASE 1



Endurance Game 3

- ⊗ One large goal with goalkeeper.
- ⊗ Divide the players into two teams of six players each.
- ⊗ Two players at a time of the one team run a stretch of approx. 1000m.
- ⊗ In that way there will be a 6-on-4 situation on the pitch.
- ⊗ The team with six players constantly attacks the goal with goalkeeper to score as many goals as possible.
- ⊗ The team with four players, plus the goalkeeper, try to save the ball and avoid any goals being scored.
- ⊗ After all six players of the one team have completed their 1000m run, the roles are exchanged and the other team has to send two players at a time to run the 1000m.

Variations and Pointers


- ⊗ The players with the numerical advantage may only have three (two) ball contacts in a row.
- ⊗ Goals may only be kicked by direct shot.
- ⊗ The offside rule applies.
- ⊗ The defending team may counter by kicking at three small cone goals on the centre line.
- ⊗ Achieve goal-shooting opportunities through fast yet accurate passing!
- ⊗ Create passing opportunities in width and depth!
- ⊗ Plan attack combinations spaciouly!
- ⊗ The team with the numerical advantage must attack persistently to get control of the ball again.



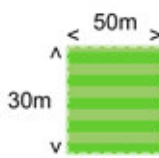
This tests the players' personal limits. Successfully completing this exercise increases their self-confidence!

Example Training Session 4 Checklist


WARM UP




20 MINUTES



50m
30m




16 Balls

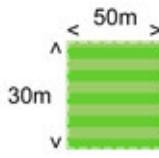


10 Cones


MAIN PART




40 MINUTES




50m
30m




10 Balls



10 Cones




Bibs for half
the players

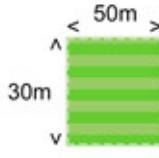


2 Goals


CONCLUSION




20 MINUTES



50m
30m



5-6 Balls



18 Cones



Example Training Session 4 for Youths aged 17-20

WARM UP

20 MINUTES



- ⊗ Using five cones per pitch set up pass stations in the form of a **W**
- ⊗ Place the cones 25m away from each other in depth and 10m in width
- ⊗ Position a player each without ball at the side with three cones and all the other players, each with ball, are divided amongst the other cones

Technique in the Cone-W 1

Exercise 1

- ⊗ **A** dribbles onto the pitch, calls out the name of a player opposite him (**B**, **C** or **D**) and passes the ball to him.
- ⊗ After a counter-attack movement, the called player starts towards the ball and dribbles to **A**'s starting cone.
- ⊗ **A** follows his pass to **D**'s now available cone.
- ⊗ Then **E** starts the next action.

Exercise 2

- ⊗ Same procedure as before.
- ⊗ The called player (in this case **C**) does a return pass with **A** and then dribbles to **A**'s starting cone.
- ⊗ **A** then stays at **C**'s now available cone.
- ⊗ Then **E** starts the next action.

Pointers

- ⊗ Call out the name of the player the ball will be passed to before the pass.
- ⊗ Keep eye contact, as the pass may only follow once the called player starts forwards.
- ⊗ Require strong low passes with the inner side.
- ⊗ Train with both feet!



Technique in the Cone-W 2

Exercise 1

- ⊗ **A** dribbles onto the pitch, calls out the name of a player opposite him (**D**) and passes the ball to him.
- ⊗ **D** lets the ball bounce back to **A**.
- ⊗ **A** then passes the ball to one of the other two players (**B** or **C**), who traps the ball and dribbles to **A**'s starting cone.
- ⊗ Then **E** starts the next action.

Exercise 2

- ⊗ Same procedure as before.
- ⊗ Player (**B**) lets the ball bounce back to **E**.
- ⊗ **E** then passes the ball to (**D**), who then passes the ball into (**B**'s) path.
- ⊗ (**B**) traps and controls the ball and dribbles to **E**'s starting cone.
- ⊗ Then **A** starts the next action.

Pointers

- ⊗ Combine with as few as possible ball contacts.
- ⊗ The players must position themselves well to the ball, to be able to pass it on again as directly and accurately as possible.
- ⊗ The passer must take his eyes off the ball, to be able to see exactly where the available player is positioned.

Example Training Session 4 for Youths aged 17-20

MAIN PART

40 MINUTES

The exercises in this Training Session require discipline!



Goal Shooting Triangle

- ☛ Position two goals with goalkeepers on the base line.
- ☛ Place a cone triangle 20m in front of each goal (side lengths 10m).
- ☛ Position a player without ball at every cone.
- ☛ The remaining players, all with balls, position themselves behind the starting cones (see illustration).

Exercise 1

- ☛ A starts dribbling.
- ☛ After an opening movement, B runs towards A,

- receives the pass and immediately passes it on to an outer player (in this case C).
- ☛ C traps the ball and shoots at the goal.
- ☛ A then takes over B's position and B takes over C's position.
- ☛ The player who shot at the goal collects the ball and goes to the starting cone.

Exercise 2

- ☛ A starts dribbling, makes eye contact and plays a return pass with either C or D.
- ☛ Then A passes the ball into B's path, who then shoots at the goal.
- ☛ A takes over the position of C, D the position of B.

Pointers

- ☛ Take care that the players play an accurate and flowing pass-game!
- ☛ Train passes and shots at goal with both feet!
- ☛ Urge the players to concentrate on their goal shots!



4-on-4 with Exchange of Tasks

- ☛ Two pitches with one goal and goalkeeper and counter-attack area each.
 - ☛ Divide the players into two teams.
- The same procedure on both pitches:
- ☛ 4-on-4 with exchange of tasks
 - ☛ Team A defends the goal with goalkeeper; team B defends the counter-attack area.
 - ☛ Should team A manage a pass into the counter-attack area, they stay in possession of the ball and may now

- shoot at the goal with goalkeeper.
- ☛ Which teams scores the most goals?
- ☛ Divide the players into new teams after every five minutes.

Variations and Pointers

- ☛ Play tournament games with three rounds.
- ☛ Limit the number of ball contacts with stronger players.
- ☛ The counter line has to be dribbled over instead of played over.
- ☛ Play forward purposefully and pass at the right moment.
- ☛ After passing into the counter-attack area, immediately change over and use the disorder of the opponent.
- ☛ Include the goalkeeper in the setting-up of the game.



Example Training Session 4 for Youths aged 17-20

CONCLUSION

20 MINUTES

PHASE 1

**Circular Run with Passing**

- ⊗ Four cone goals.
- ⊗ Mark pass-lines 5m in front of and behind the cone goals.
- ⊗ Pass-competition with cone goal follow-through.
- ⊗ Passes have to be direct and take place from the pass-line.
- ⊗ Every team starts with three points; one point is deducted for every mistake.
- ⊗ The team that has lost all its points first gets eliminated; it has to dismantle its playing station and leave the pitch.
- ⊗ The other teams start another round against each other.
- ⊗ Which team will win the competition?

Variations and Pointers


- ⊗ The same procedure, only either with right or with left.
- ⊗ Vary the width of the cone goals.
- ⊗ Change the distance of the pass-lines.
- ⊗ Competitions create a motivating conclusion to the training.
- ⊗ Cooling-down and fun are the focal points.
- ⊗ The teams are eliminated until the competition is won. Afterwards all help in dismantling and cleaning up.

As the ball has to pass through a specified target area, the players have to be very precise in their aim. Encourage the players to take that extra bit of time and do it correctly, as only precision counts here!

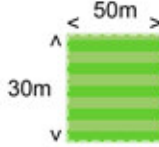


Example Training Session 5 Checklist


WARM UP




20 MINUTES




30m
50m



1 Ball for every player




12 Cones

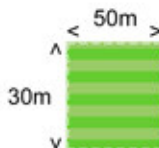


Bibs for half the players


MAIN PART




40 MINUTES




30m
50m




1 Ball for every player



12 Cones




Bibs for half the players

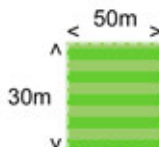


2 Goals


CONCLUSION




20 MINUTES




30m
50m



2-3 Balls



Bibs for half the players



2 Goals

EXAMPLE TRAINING SESSION 5 - 17-20 - CHECKLIST

Example Training Session 5 for Youths aged 17-20

WARM UP

20 MINUTES

- ⊗ Mark a 4m x 4m square and four starting positions for every eight players

PHASE 1



Pulling back in the Square

- ⊗ On a signal by the coach the first two players of the 'red' team dribble into the square, pull back directly in front of each other and dribble back again.
- ⊗ The first two players of the 'blue' team start as soon as their fore-runners have pulled back in the centre.
- ⊗ Vary the task after a few rounds (see variations).

The players have to be alert! They have to concentrate on the ball and keep an eye on their team-mate's position. If they do not, the players could collide!



Variations and Pointers

- ⊗ The same task, but with the weaker foot.
- ⊗ Pull the ball back with the sole of the foot.
- ⊗ Execute a dummy move in front of the other player and then carry on dribbling straight to the opposite starting position.
- ⊗ All four players start at the same time.
- ⊗ Execute all exercises with the right and the left foot!
- ⊗ Dribble onto the pitch with many ball contacts with the inner and outer side of the foot. After pulling back, quickly return to the starting position.
- ⊗ While dribbling, continually look away from the ball.

PHASE 2



Speed in the Square

- ⊗ Divide the players into two teams assign them to their positions
- ⊗ Number the corners of the squares.
- ⊗ The two first players dribble through the square. When the coach calls out the number of a corner, the two players dribble around the cone and then dribble to the coach and high-five him.
- ⊗ Which player reaches the coach first?

Variations and Pointers

- ⊗ The same procedure without the ball.
- ⊗ Dribble around the required cone as well as the cone diagonally opposite it, pass the ball to the next player in line at the starting cone and then high-five the coach.
- ⊗ As the players do not know which corner number the coach will call, they may move around freely in the cone square.
- ⊗ The speed of reaction and action is trained.
- ⊗ The following players start as soon as the previous players have dribbled out of the square.
- ⊗ Team competitions increase the motivation.

Example Training Session 5 for Youths aged 17-20

MAIN PART

40 MINUTES



1-on-1 in the Square

- ⊗ Same set-up as in **Warm-up**.
- ⊗ When the coach calls out the name of a team those players dribble towards the square with their balls, the other team's players run towards the square without their balls, over the line furthest from the coach, for a 1-on-1 in the square.
- ⊗ The end line must be dribbled over. If the defender wins the ball, he counter-attacks over the opposite line.

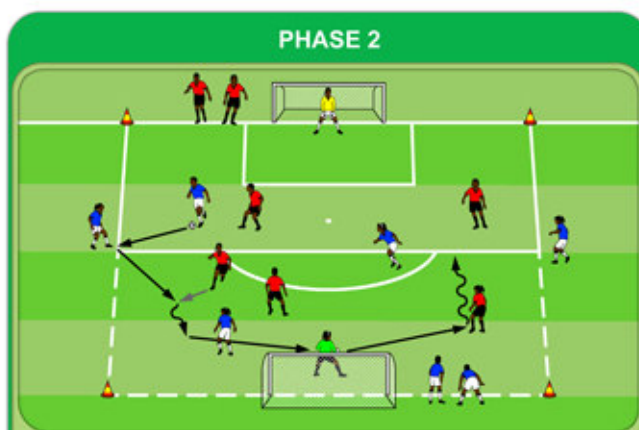


If the player loses the ball, he should persevere and try and win it back!

- ⊗ Every successful action wins one point.
- ⊗ Which team is the first to win ten points?

Variations and Pointers

- ⊗ Same procedure without the ball. The attacker must run over the end line without being tagged.
- ⊗ The players enter the square over the left side line.
- ⊗ **The speed of reaction and action is trained.**
- ⊗ **In a 1-on-1 react purposefully and speedily.**
- ⊗ **Immediately pursue the ball after losing it. If the ball crosses the line, the action is over.**



Quick Changeover

- ⊗ Double penalty area with two goals with goalkeepers.
- ⊗ Position three 'blue' players on the pitch and two as passers on the sidelines.
- ⊗ Assign the five 'red' players to the pitch.
- ⊗ 'Blue' opens the game in a 3 plus 2 passers against 5 and tries to keep the ball (five passes: one point).
- ⊗ If 'red' wins the ball, they have to pass the ball to a goalkeeper and subsequently attack the opposite goal.
- ⊗ The 'blue' passers move onto the field as soon as 'red'

- passed the ball to the goalkeeper.
- ⊗ Substitute two players after two actions.
- ⊗ Change the tasks after ten actions.

Variations and Pointers

- ⊗ The same procedure with four passers: include the goalkeepers.
- ⊗ The same procedure without passers: the team with the numerical advantage tries to keep the ball; if the team with the numerical disadvantage wins the ball, they may shoot at any goal.
- ⊗ **After winning the ball, immediately change over and purposefully use the short disorder of the opponent.**
- ⊗ **After losing a ball energetically pursue it until it is passed to the goalkeeper.**
- ⊗ **If the team with the numerical disadvantage wins the ball back again, it plays to keep the ball.**

Example Training Session 5 for Youths aged 17-20

CONCLUSION

20 MINUTES

PHASE 1

**6-on-8 plus Goalkeeper**

- ⊗ One goal on the baseline and one goal on the halfway line.
- ⊗ 6-on-8 against two goals with goalkeepers. The team with the numerical disadvantage kicks off. The 'red' team is instructed to immediately change over after winning the ball and to shoot a goal as soon as possible.
- ⊗ If the ball scores a goal or is out, the blue team takes the kick-off.
- ⊗ Exchange the tasks after five to ten minutes.

Variations and Pointers

- ⊗ Same procedure with limited contact for the team with the numerical advantage.
- ⊗ Assign the teams to specific positions.
- ⊗ If need be interrupt the game and demonstrate the change over after winning the ball.
- ⊗ Conclude by playing a 7-on-7 plus goalkeepers.



Encourage the players to persevere - even if the odds are against them.

Training with Youths / Teenagers

Ages 17-20

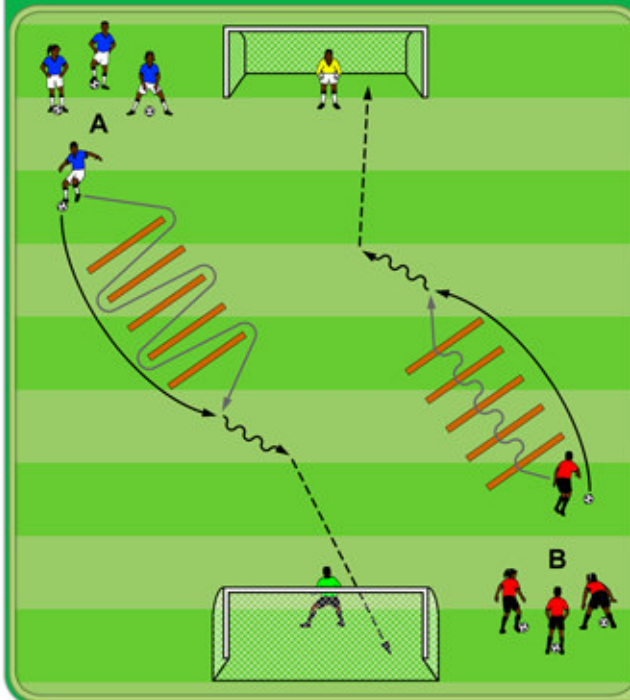
Practice-List: Running Co-ordinations

Select one or two training forms from this list and build it into your self-devised training session for 17-20 year olds.

Condition Training requires endurance and perseverance!



EXERCISE 1



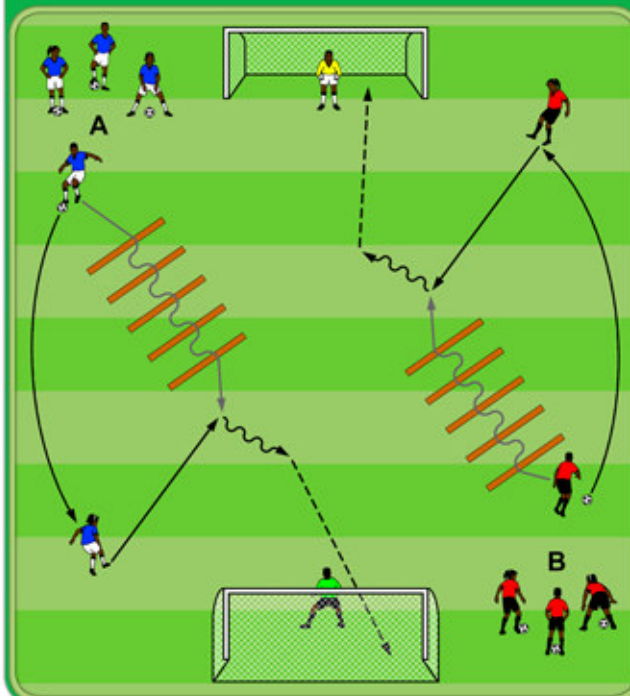
Description of exercise

- ✦ The players of group **A** play the ball past the poles, run through the pole lanes by side-steps, control the ball briefly and shoot at the goal. After that, they line up behind group **B**.
- ✦ The players of group **B** lift the ball over the poles, overrun the poles by skipping and, after a brief ball control, shoot at the goal. After that, they line up behind group **A**.

Variations

- ✦ The players of group **A** also lift the ball over the poles.
- ✦ The players of group **B** cross the poles running with their knees raised high.
- ✦ Competition: Which player can shoot the most goals in 10 minutes?

EXERCISE 2



Description of exercise

- ✦ The players of group **A** start off by playing a long fly ball to the team-mate, skip through the poles, receive the ball back from the team-mate and shoot at the goal with goalkeeper.
- ✦ Then the striker changes position and duty with the team-mate.
- ✦ The same tasks for the players of group **B**.

Variations

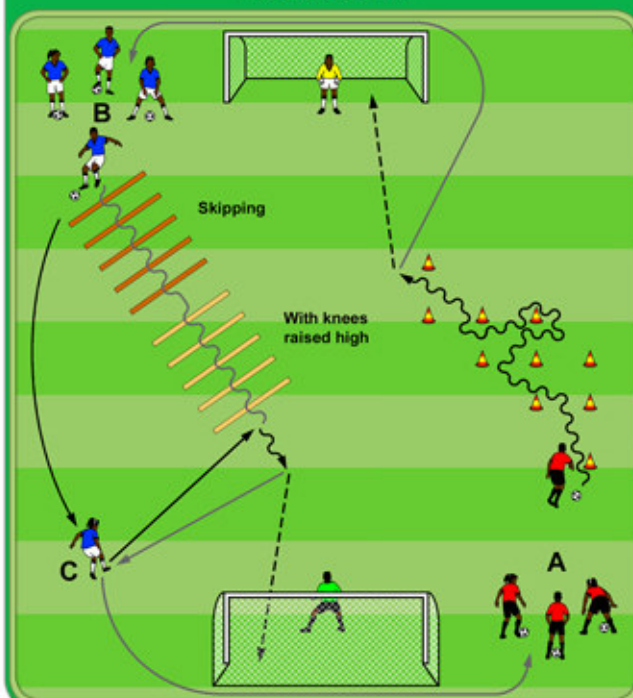
- ✦ Run over poles with your knees raised high.
- ✦ Side-step through the pole lanes.
- ✦ The same procedure with fixed pass points that are only exchanged after a few runs.
- ✦ Competition: Which player can shoot the most goals in 10 minutes?
- ✦ Only direct shots at the goal.



Training with Youths / Teenagers

Ages 17-20

EXERCISE 3



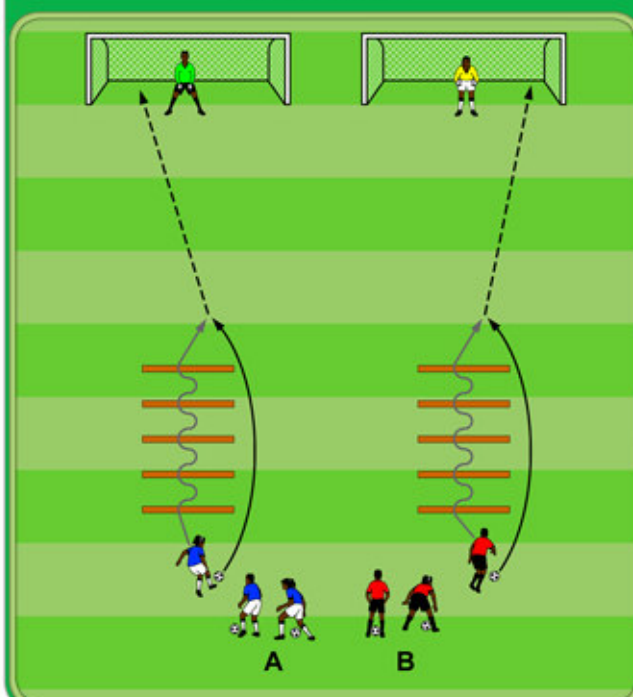
Description of exercise

- ⊗ The players of **A** dribble through the cone jungle and shoot at the goal.
- ⊗ **B** plays a fly ball at **C**, overcomes the poles through skipping, and also with knees raised high, receives the ball back from **C**, and shoots at the goal. **C** fetches the ball and joins group **A**. **B** takes over the position from **C**.

Variations

- ⊗ The players from **B** run through the pole lanes by side steps.
- ⊗ 3 x 5 poles are laid out in front of **B**.
- ⊗ The players of **A** must dribble fully around two cones.
- ⊗ Competition: Which player can shoot the most goals in 10 minutes?

EXERCISE 4



Description of exercise

- ⊗ The players of group **A** lob over the poles and shoot at the goal after having run over the poles with skippings.
- ⊗ Same task for the players of group **B**.

Variations

- ⊗ Forward- / backward-running through the pole lanes.
- ⊗ Competition: Which team can shoot the most goals in 10 minutes?

Note: Players who do not overrun the poles correctly must start again or may not shoot at goal!

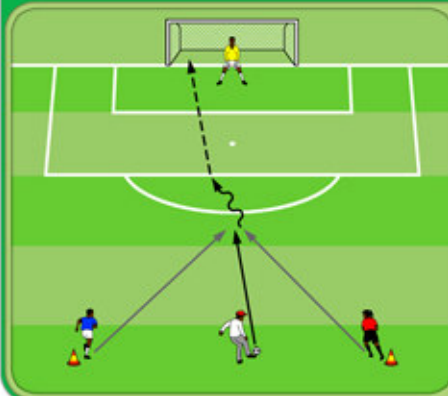
Training with Youths / Teenagers

Ages 17-20

Practice-List: Speed

Select one or two training forms from this list and build it into your self-devised training session for 17-20 year olds.

START WHEN COACH MAKES A PASS



Training Form 1

The coach positions himself between two players and suddenly passes the ball towards the goal. The player who reaches the ball first may shoot at goal.

Variations

- ⊗ The players start from different starting positions, e.g. lying on their stomach or back, squatting, kneeling, sitting long-legged.
- ⊗ The trainer bounces the ball so that the striker first has to control the high ball.

PASS TURNING POINT TO BALL



Training Form 2

Two players run past two turning points and then for the ball that lies in front of the goal with goalkeeper. The start of player A is the signal for player B to try to stop player A from shooting a goal. Subsequently swap roles.

Variations

- ⊗ The players start from different starting positions, e.g. lying on their stomach or back, squatting, kneeling, sitting long-legged.
- ⊗ Both players may shoot at the goal.
- ⊗ When running for the ball, the players must overcome an obstruction, e.g. a hurdle or a short slalom course.

START WITH CHANGE OF DIRECTION



Training Form 3

Two players simultaneously move backwards away from the ball. As soon as player A starts moving forward towards the ball, a race for a 1-on-1 starts for a shot at the goal with goalkeeper.

Variations

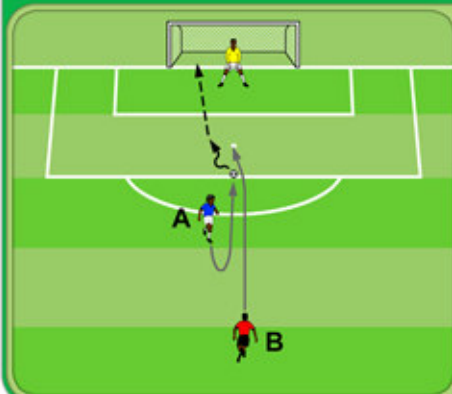
- ⊗ While moving backwards, A includes various movements, e.g. squatting, imitation header, which B instantly has to copy.
- ⊗ Same procedure towards a small pole goal.



Training with Youths / Teenagers

Ages 17-20

START WITH CHANGE OF DIRECTION



Training Form 4

A places his ball on the penalty line and casually moves towards B. Three metres before B, A suddenly turns towards the ball. That is the signal for B to race for the ball. Whoever reaches the ball first may shoot at the goal, provided he can pass the opponent's disruptive moves.

Variations

- ⊗ Mark a line between the ball and player B. B may only start moving once A has crossed that line.
- ⊗ A casually moves backwards away from the ball. As soon as A "switches" and sprints forward towards the ball, B moves forward and tries to prevent A from shooting a goal.

NUMBER RACE TOWARDS BALL



Training Form 5

The players stand in two numbered teams to either side of the goal with goalkeeper. The coach loudly calls a number and simultaneously plays the ball towards the goal. The players with that particular number immediately run towards the ball. Whoever reaches the ball first will try to shoot a goal, while the other will try to defend it.

Variations

- ⊗ The players start from different starting positions, e.g. lying on the stomach, squatting, press-ups, sitting cross-legged.
- ⊗ The coach plays high balls towards the goal.
- ⊗ Competition: Which team achieves 5 (10) goals first?

JUGGLING AS STARTING SIGNAL



Training Form 6

The players stand in pairs behind a starting line approx. 30 metres away from the goal with goalkeeper. Just before the penalty line, a player (or the coach) juggles the ball. As soon as the ball falls to the ground, it is the starting signal for both players. Whoever reaches the ball first will try to shoot a goal, while the other will try to defend it.

Variations

- ⊗ A is the striker and B is the defender.
- ⊗ Two players juggle with the ball on the penalty line.
- ⊗ On both penalty area corners, a player juggles with a ball. The first ball to fall is the starting signal.
- ⊗ The players start running for the ball from different starting positions.

Training with Youths / Teenagers

Ages 17-20

Practice-List: **Endurance**

Select one or two training forms from this list and build it into your self-devised training session for 17-20 year olds.

ENDURANCE-GAME



Description of exercise

- ⊗ Play 7-on-7 towards a pole goal with goalkeeper in the centre of the field. The two groups play between the penalty areas and try to shoot goals while playing together. They may shoot at the goal from both sides. A goal is only valid if within pole height.
- ⊗ After winning the ball, the defending team must first dribble over the marked goal lines (approx. 15 metres long) in the corners of the pitch before they may attack. After a shot at goal, if saved or not, the ball stays in the possession of the striking team. Nevertheless, they also have to dribble over the goal lines before their next attack.
- ⊗ Playing time: two to three repeats with a pressure time of six to seven minutes. Have 5-minute breaks in between!

COMBINATION



Description of exercise

- ⊗ Have four equally strong teams / groups: Teams **A** and **B** play on one half of the pitch against two goals with goalkeepers. On the other half of the pitch teams **C** and **D** do endurance training by circling their pitch. Swap exercises after a certain number of exercises (e.g. after 5 rounds) or after a certain time limit (e.g. after 10 minutes).
- ⊗ Groups **A** and **B**: 5-on-5 in free game.
- ⊗ Groups **C** and **D**: running part 1: casual run; running part 2: run sideways through a course of diagonally placed cones; running part 3: run with three random circles along the centre line; running part 4: alternate between skipping and hopping.

Training with Youths / Teenagers

Ages 17-20

COURSE 1



Description of exercise

- ⊗ The players, each with a ball, move within a "holding-square" at one of the pitch corners. Then, one after the other, they dribble out of this square and with the ball cross a course with different ball technical exercises.
- ⊗ Section 1: Dribble through a course of diagonally placed cones.
- ⊗ Section 2: Pass the ball towards the coach, jump over three hurdles standing one behind the other, and then carry on dribbling with the returned ball.
- ⊗ Section 3: Measured shot towards a small goal from a distance of 10 metres, then run after ball.
- ⊗ Section 4: Dribble with increased speed.
- ⊗ Section 5: Measured, half-high volley into the arms of the goalkeeper, control the returned ball and dribble back to the "holding-square". Carry on dribbling to the next start.

COURSE 2



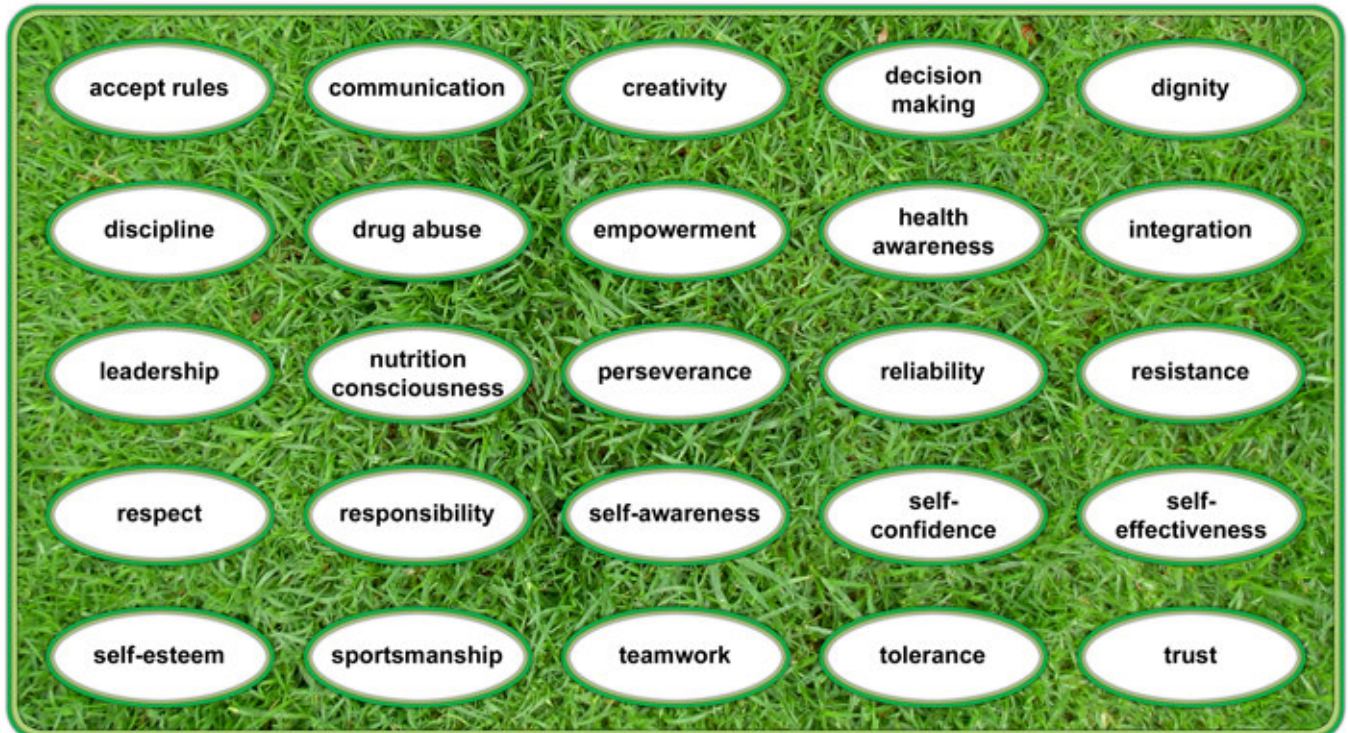
Description of exercise

- ⊗ The players build teams with one ball per team and position themselves at the corners of the pitch. Circle the complete playing field with various passing exercises per playing field side. Swap positions and exercises within the pairs from one round to the next.
- ⊗ Playing field side 1: Direct cross passes into the path of the teammate (distance 3 to 4m).
- ⊗ Playing field side 2: 2-4m distance, **A** moves forward, **B** moves backward. **A** passes ball into the path of **B**, who passes the ball straight back again to **A**.
- ⊗ Playing field side 3: Cross passes after short ball control directly into the path of the teammate (Distance 2-4m).
- ⊗ Playing field side 4: **A** moves forward, **B** moves backward. **A** throws a high ball to **B**, who heads the ball back to **A** while running backwards.

"Life Skills and Football" for Youths / Teenagers aged 13-20 years

Life Skills / Social Skills

In the model training sessions, we have seen that many life skills are included in the games and exercises. Now we want to give you an idea of the most common life skills and their connection to football. We also want to give you pointers for including them in your training with youth / teenagers.



What do you think...?

Which life skills can be supported in football exercises / training with youths/teenagers aged **13-16** years?
Sample answers:

- ⊗ **Teamwork** - pass the ball ten times within your team and your team will get a point
- ⊗ **Creativity** - let players organise a warm up, perhaps including singing and clapping hands
- ⊗ **Self-confidence** - let a player be the referee

Which life skills can be supported in football exercises / training with youths/teenagers aged **17-20** years?
Sample answers:

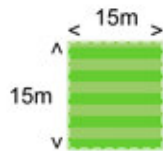
- ⊗ **Teamwork** - every player has to touch the ball before a goal can be scored
- ⊗ **Creativity** - let a group of players organise a training session
- ⊗ **Self-confidence** - let one player organise the training session so that he is an important person

"Life Skills and Football" for Youths / Teenagers aged 13-20 years

Equipment checklist:

GAME 1

5 players, 4 feet, 3 hands



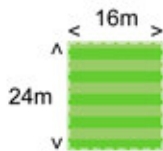
1 Ball for
every player



4 Cones

GAME 2

Outsider Game



2-3 Balls



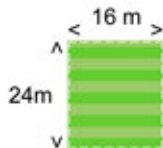
4 Cones



2 Bibs in
different
colours

GAME 3

Handicap Football



2-3 Balls
+ enough for half
the players again



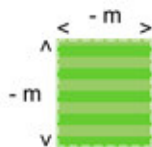
4 Cones



Bibs for half
the players

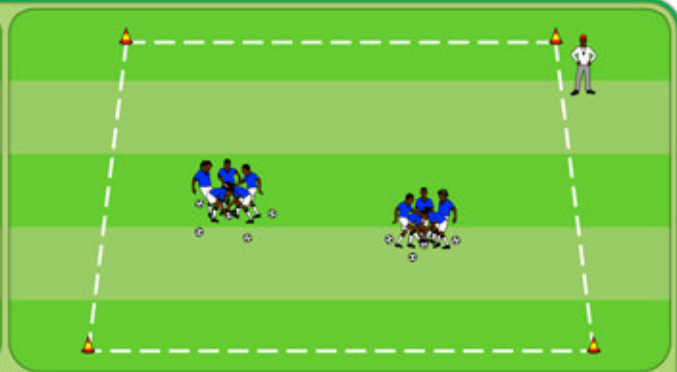
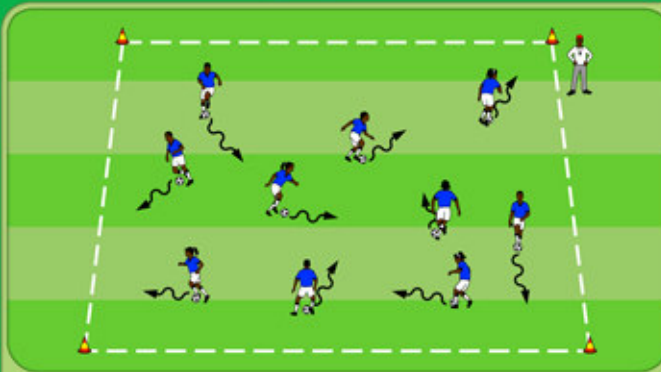
GAME 4

Swinging / carrying the
Frozen Person



"Life Skills and Football" for Youths / Teenagers aged 13-20 years

GAME 1



5 players, 4 feet, 3 hands

Dribbling in a certain section of the pitch. The coach calls out:

- ⊗ Number of players that have to come together
- ⊗ Number of hands that have to touch the ground/the ball
- ⊗ Number of feet that have to touch the ground/the ball.

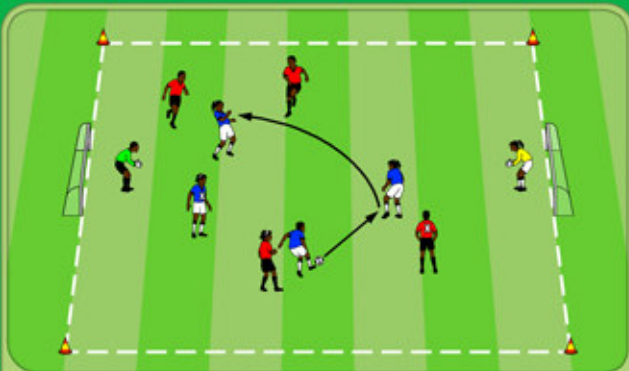
The group that has succeeded first is the winner. The group that finishes last has to do press-ups, knee-bends, etc.
The next round will start with a new task, e.g. dribbling with the soles of the feet.

Talk with your players about this game:

- ⊗ Teamwork is necessary if you want to be successful as a team. Everybody participates, thereby adding to the success of the team.

Include in training session: **WARM UP** MAIN PART CONCLUSION COOLING DOWN

GAME 2



Outsider Game

- ⊗ Two teams play against each other.
- ⊗ Both teams have an outsider who will not be included in the course of the game. Their teammates do not pass the ball to them.
- ⊗ After 5 minutes, the outsider tells the other players what kind of feeling not getting the ball and being an outsider is.



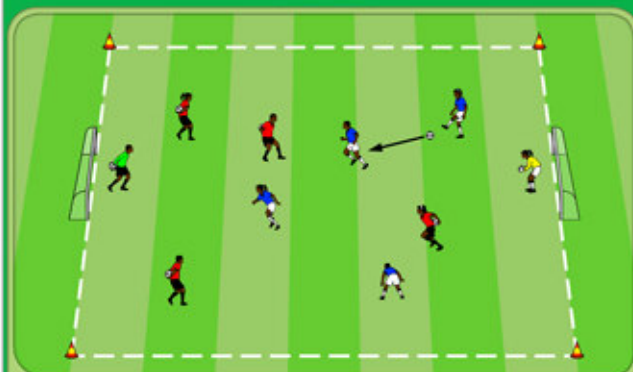
The coach has to take care that the chosen outsiders are players who are highly self-confident.

Include in training session: **WARM UP** MAIN PART CONCLUSION COOLING DOWN



"Life Skills and Football" for Youths / Teenagers aged 13-20 years

GAME 3



A handicap reduces your efficiency / power in sports / football.

You will be stronger, more powerful and faster without a "handicap".



Handicap Football

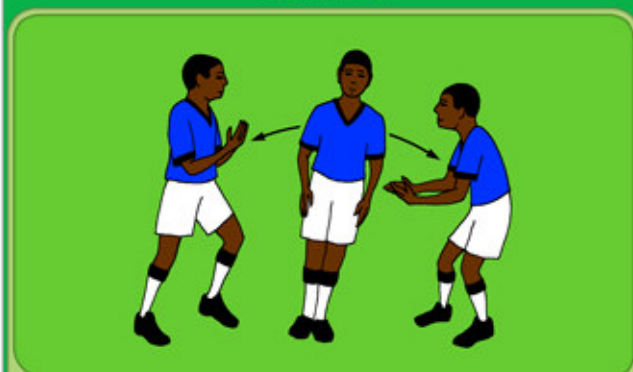
- ⊗ Two teams play against each other.
- ⊗ One team has the handicap that every player of the team has to carry a ball behind their back. Normally they will not have a chance to win the game, due to their handicap.
- ⊗ After 5 minutes of play, the coach interrupts the game and talks with the players about their handicap.

This handicap could be:

- ⊗ smoking
- ⊗ drinking alcohol
- ⊗ taking drugs
- ⊗ etc.

Include in training session: WARM UP MAIN PART CONCLUSION COOLING DOWN

GAME 4.1



A responsible player will catch his team-mate. He will not put his friend's safety at risk by deliberately dropping him!

Trust in your Teammates 1

"Swinging the Frozen Person"

- ⊗ Three players together.
- ⊗ The player in the middle is the "frozen person". He / she has to stiffen his / her body. (Tightens all their muscles.) Then he / she begins to swing back and forth.
- ⊗ The other two players stop him / her swinging by catching his / her fall at his / her shoulders.

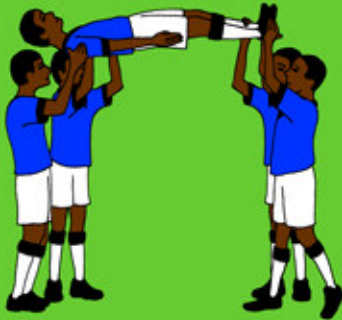
- ⊗ If the player in the middle trusts his / her teammates enough, they can close their eyes.
- ⊗ Change the middle player after 10 swings.

Strengthens the whole body of the middle player and strengthens muscles in arms and shoulders of the two other players.

Include in training session: WARM UP MAIN PART CONCLUSION COOLING DOWN

"Life Skills and Football" for Youths / Teenagers aged 13-20 years

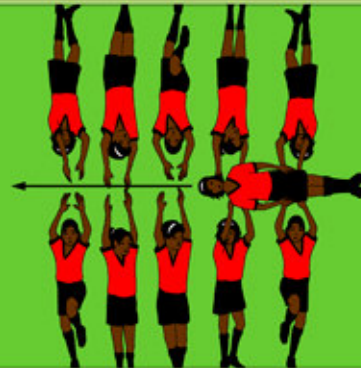
GAME 4.2



Trust in your Teammates 2

"Carrying the Frozen Person"

- ⊗ Five players together.
- ⊗ Four players carry the fifth player (dead man - see **Game 4.1**) around the field. The "frozen person" has to stiffen his / her whole body.
- ⊗ Two players will carry the person at the shoulders and two players will carry the person at the legs.
- ⊗ Change after 30 seconds or 1 minute.



Variations

- ⊗ The whole team lies in two rows on the ground.
- ⊗ Heads of the players show to the centre.
- ⊗ Lift one player (frozen person) from one end to the other.

Include in training session: **WARM UP** MAIN PART CONCLUSION COOLING DOWN



The players put a lot of trust in their team-mates in these exercises. It is important that this trust does not get misused!

Girls and Football

Philosophy of Children's Football and Girls' Football - then and now

Girls can benefit as much from football as boys do. They acquire leadership qualities, learn rules, participate in sports and learn team capabilities.

Problems in girls' football:

- ⊗ Lack of recognition in society.
- ⊗ Many prejudices towards girls' football.
- ⊗ Wrong training techniques: instruction according to adult football.
- ⊗ Exercises and games monotonous instead of stimulating.
- ⊗ Lack of qualified coaches and personnel.
- ⊗ Girls' huge potential for development is underestimated.
- ⊗ Girls' (and women's) football does not receive much attention in the media.
- ⊗ Promotion of girls' football is lacking.

Requirements in girls' football:

- ⊗ Clarification of the advantages that playing football gives to girls.
- ⊗ Instruction of qualified coaches.
- ⊗ Organisation of media presence.
- ⊗ Remove the apprehension that girls have towards playing football.
- ⊗ Create teams and supporting infrastructure.
- ⊗ Do not instruct according to adult football!
- ⊗ Impart the sense of fun and enjoyment that the sport can provide!
- ⊗ Promote sporting versatility!
 - △ Train with varied movement-related exercises.
 - △ Train football-oriented movements and techniques.
 - △ Play football.

Goals in girls' football:

- ⊗ Promotion of the popularity of girls' football.
- ⊗ Acquaint many girls with sport and awaken an interest in football.
- ⊗ Give girls a good football-related training.
- ⊗ Promote the development of the personality of young players.
- ⊗ Interesting and diversified training
 - △ Small games.
 - △ Small football matches.
 - △ Skill-related technical instruction.



Girls can benefit as much from football as boys do.

Girls and Football

Basic Information

The constantly growing number of female athletes in all fields of sport and their high standard of performance are impressive. The development of female athletics took place incredibly quickly. For the first time in 1900 17 female athletes took part in the Olympic Games. Today the broad base of sport and competitive sport is no longer an exclusive domain for the financially and genetically privileged.

It is noticeable that the turning point for the development of girls and women's sport came at the beginning of this decade. Performance orientated sports for girls and women are no longer just fashionable or due to female emancipation. Different social measures have led to an enormous increase of chances for girls and women in sport.

The achievements of South African women's competitive sport of the 90's have dramatically improved over the last decade. The female athletes receive more attention in public and are more marketable.

Girls play Football in a Different Way

The National Women's Football team is held in high regard, due to their successes and their technically good football game played with lots of enjoyment and action.

Girls that are interested in playing football have very different initial experiences and motives for joining up.

If the girls start playing football while they are very young, their learning abilities are the same as with the boys. In fact, their coordination ability is slightly better than that of the boys, due to the interplay of their muscles and nervous system during exercising working excellently.

The differences between the genders are often generalized in football. Boys appreciate and respect female football-players, especially if they give a strong performance. They are accepted on the school playground and the kick about area. They increase their performance through technical and tactical training, and feel especially challenged by playing in mixed teams. It is best to start training football in pre-primary and primary school.

Inexperienced football players want to get to know the game properly. They are often too inexperienced to keep up with the more experienced players. They sometimes appear disoriented on the pitch, prefer to play in the same team as other inexperienced players, yet specifically need support to advance them from their beginner status.

Male spectators, teammates and opponents often rattle female players' confidence through devaluating and discriminatory remarks. Due to their additional difficulties with finding their own identity and self-efficiency, girls need orientation and exercises that connect to their strengths.

Men's football is definitely not better than women's football; it is just different. Men have more physical strength and physical presence, while the women's football has a certain gracefulness, something the men's football is totally devoid of. A similar situation can be observed in men's and women's tennis.

Girls and Football

Differences between Girls and Boys in Football

	GIRLS	BOYS
POSITIVE	<ul style="list-style-type: none"> ⊗ Have a greater sense of rhythm ⊗ Are more flexible ⊗ Are more elegant in their movements ⊗ Good coordination ⊗ Skill when handling the ball ⊗ Are more patient during exercises ⊗ Have quick comprehension ⊗ Understand complicated exercises more quickly ⊗ Implement tactical instructions more quickly ⊗ More pronounced sense of justice and fairness ⊗ Social competence 	<ul style="list-style-type: none"> ⊗ Physically superior with increasing age ⊗ Have more power when kicking the ball. ⊗ Enjoy kicking the ball more ⊗ Are quicker than girls ⊗ Are more athletically active than girls ⊗ Try to emulate professional football players ⊗ Usually want to become professional football players ⊗ Quicker reaction times ⊗ Regard football as a natural pastime ⊗ Could, if they are very talented, earn money from the sport ⊗ Playing is very physical
NEGATIVE	<ul style="list-style-type: none"> ⊗ Larger differences in skill levels between girls ⊗ Are slower than the boys with increasing age due to handicapping lever movements / ratios. ⊗ Have difficulties learning to kick the ball ⊗ Are easily distracted ⊗ Are emotionally more dependent on others (especially the coaches) ⊗ Receive less financial backing for the sport ⊗ Have few opportunities to earn money from the sport ⊗ Few female role models ⊗ Regard football as an unusual pastime ⊗ Lack of support from parents, trainers and society ⊗ Play is less physical 	<ul style="list-style-type: none"> ⊗ Have little patience for lengthy exercises ⊗ Sometimes lack a sense of rhythm ⊗ Do not listen as attentively ⊗ Struggle with new instructions regarding tactics ⊗ Often more aggressive, and therefore prone to unfair behaviour



Girls and Football

Importance of Girls' Training

The primary goal in training girls is developing a joy in playing football and maintaining and intensifying the enjoyment. Constant variations in training, new game ideas, as well as group and team exercises serve this goal.

Inexperienced girls should be supported by simple and beginnerfriendly exercises. Especially during the initial stage and in mixed teams, girls require more attention so that they enjoy the sport and do not immediately give up again.

Exercises and ball games must be the focal point of the training, e.g. exercises and games with different sized balls, games with small teams and rule variations regarding the pitch, goals (large goals!) and permitted or forbidden game moves. The players should be able to start with familiar exercises, e.g. dribbling by hand.

Every training should be variable and varied and contain the unexpected. The girls should be motivated to help organise the training and to bring in their creativity.

Girls, who are interested in varied forms of exercise, can be won overwith fitness training concentrating on versatile movement interpretations, e.g. gymnastics with music or ball, forms of modern dances and other possibilities of co-ordinative training. They increase their flexibility, thereby preventing possible injuries and can easily handle difficult game situations.

It is important for girls that their capabilities in general game experience, fighting spirit, speed, or good orientation on the pitch are promoted. They must be encouraged to move more space grabbing and physically. Recognition, praise and less concentration on the "not able to" should be standard for girl appropriate training. Corrections should always contain a noticeable positive tendency.

Children and girls learn especially well through imitation. This form of training requires that the coach has the competence to correctly demonstrate the technical and playing process.

Knowledge of the normal growth of body height and body mass and about the maturing of the organism are essential preconditions for the evaluation in each case. From childhood to puberty the body height and growth of both sexes are more or less the same. On average, the puberty of girls starts at about 10 years, of boys at about 13 years. The growth spurt of girls also begins approximately 2 years earlier as with the boys.

It is of particular importance that two-footed training is also observed in girl's football.

Football benefits physical and mental development, capabilities vital to master their life, co-ordinative dexterity of movement and handling mental decision taking situations

It is great fun playing in a team and leads to wonderful experiences.



Girls and Football

Athletic Performance Indicators for Girls

Only seldom do the developmental phases of children and youths take a linear course. They go up and down, forwards and backwards, they contain more or less noticeable progresses, but they also reach standstills and presumed setbacks.

The knowledge of developmental physiological characteristics allows the trainer to organise his training units according to the development of the girls.

Body Height and Body Mass

- ⊗ First phase age up to 9 years: only minor differences between girls and boys
- ⊗ Second phase age from 9-13 years: in the girls this phase is characterised by a strong growth in body height, in seat height, in body mass. The growth of the extremities does not increase in the same proportions. Up to the age of 13 years, the girls clearly grow to gender-specific proportions.
- ⊗ Third phase age from approx. 13-20 years: the girls' relative growth slows down and during the second half of this phase stops. The further increase in body mass results in unfavourable body proportions and thereby lever ratios.
- ⊗ Physiologically viewed 13-14 year old girls are on average heavier than boys are.
- ⊗ The ratio of muscle mass to total body mass increases steadily from birth, where it is between 20% and 23%, to adulthood, where it is between 40% and 44%. Up to the beginning of puberty there is hardly a difference between the muscle mass of girls and boys. Depending on the body mass, it is approx. 27%.

Co-ordination Capabilities

- ⊗ The rhythmic capability develops particularly well during the early and late school age, especially towards the end of the late school age of the girls. This capability peaks at the beginning of puberty.
- ⊗ A continuous increase in the orientation capability is noticeable.
- ⊗ The balancing capability is particularly good at the end of the schoolchild age.
- ⊗ The reaction capability shows the highest increase during the early schoolchild age, the girls show a lower increase.

Speed Capabilities

- ⊗ A first peak of the yearly increase in speed is with the 7-9 year old girls.
- ⊗ The increase in speed of the 9-11 year old girls is slightly less.
- ⊗ Then the speed increases again with 12-year-old girls.
- ⊗ A continuous performance increase in reaction capability is noticeable in girls from the early schoolchild age onwards.

Strength Capabilities

- ⊗ There is a continuous slight increase in strength capability during childhood.
- ⊗ Then a steep increase follows during puberty. Differences in performance and strength increases between girls and boys begin to show and are quite significant towards the end of puberty.
- ⊗ After that, it is only a slight increase.

Stamina Capabilities

- ⊗ The stamina capability of the girls develops continuously until the age of 11 years, and then it stagnates.
- ⊗ The better performance capability of the boys as opposed to the girls, the trained as opposed to the untrained, becomes especially clear from the age of 11 years onwards.



Girls and Football

- ⊗ Temporarily stopping the stamina training quickly decreases the stamina capabilities.
- ⊗ During the early childhood, girls show a high increase in their running performances, and then their performance stagnates. That is why from the end of the early school age phase the stamina development in general versatile training - especially through many interesting games - must increase in importance.

Current Trends

The successes of the Women's National Team and the carrying out of the Men's Football World Championship in our own country, leads many girls to discover football as a sport for themselves. That is why pointers are of particular importance to the coaches, who have up to now not necessarily trained and looked after girls. Every team, also in girls' football, has a right to a qualified coach and an appealing and age related training.

"The Future of Football is Feminine!"

- Sepp Blatter

Football is not only a sport for boys and men. Girls and women are catching up. The growth rate is considerable. There is already talk of "Trend Sport Girls' Football".

This boom has many challenges:

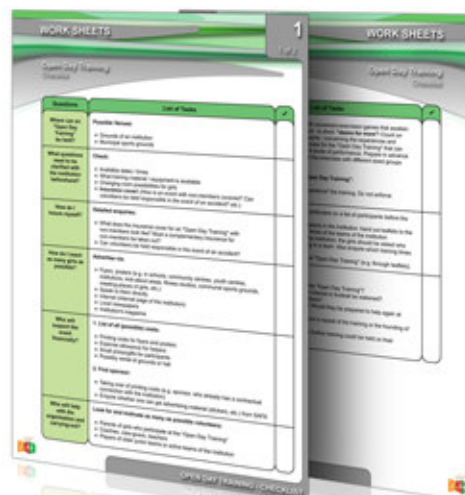
- ⊗ Not enough equipment, changing rooms, pitches and qualified coaches for girls
- ⊗ Football is too seldom a topic during gym
- ⊗ When the children play football at school, it is usually just kicking about. The boys kick the ball back and forth and most of the girls only sit on the bench and watch.
- ⊗ It would be helpful to offer girls' football training at schools and set up teams. Generally, schools are happy to receive such co-operation.
- ⊗ There are hardly any methodically skilled introductions for beginners.
- ⊗ Many and therefore also less talented female players are enthusiastic about gender-separated football playing.
- ⊗ There are far too few trained female coaches.

Open Day Training

The aim of "Open Day Training" is to offer girls the possibility of becoming acquainted with a (new) sports form and to spark enthusiasm for football. If this is accomplished, the girls can become members of a football team.


"Open Day Training" offers the possibility of winning new players for an existing team or setting up a new team.

It is generally a good idea to have a few "Open Day Trainings", offered over a few weeks at the same time of day, so that word can be spread about.

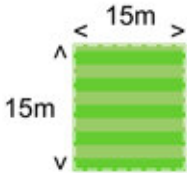

**"Open Day Training"
Checklist****Work Sheets
1**

Girls and Football - Mixed Gender Training Session Checklist


WARM UP



20 MINUTES





Balls for half the players

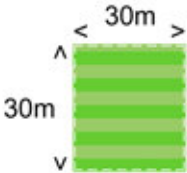



4 Cones


MAIN PART




40 MINUTES


4-6 Balls



4 Cones




7 Markers

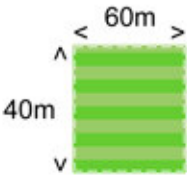



2 Goals


CONCLUSION




20 MINUTES


2-3 Balls



4 Cones



Bibs for half the players



2 Goals

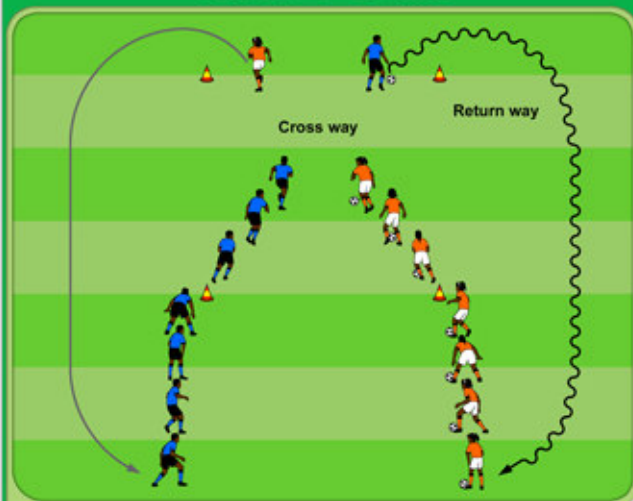


Girls and Football - Mixed Gender Training Session

WARM UP

20 MINUTES

PHASE 1 - 10 MIN

**"Cross to the Return way"**

- ⊗ A group of boys lines up behind a cone and a group of girls lines up behind the other cone.
- ⊗ Both groups simultaneously start to run slowly.
- ⊗ The lines cross each other in the centre.
- ⊗ They need to run through one after the other.

Variations

- ⊗ Without ball action on the crossway
- ⊗ With ball action on the return way surrender ball in the centre

These exercises will only work with players that are disciplined!

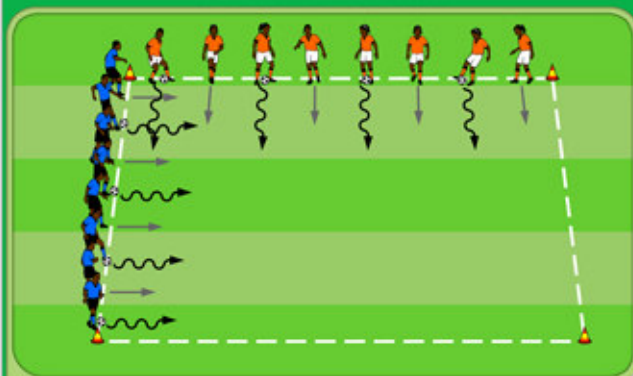
**Actions with Ball**

- ⊗ Swing ball between feet
- ⊗ Guide the ball as normal
- ⊗ Swing the ball backwards between feet
- ⊗ Juggle the ball
- ⊗ Guide ball left / right, inside / outside
- ⊗ Take along ball sideways with the sole
- ⊗ Take along the ball backwards with the sole
- ⊗ Header, etc.

Actions without Ball

- ⊗ Run normal
- ⊗ Hop
- ⊗ Sidestep
- ⊗ Clap
- ⊗ Clap rhythm on body parts
- ⊗ Run backwards
- ⊗ Run with rotation in centre before crossing
- ⊗ Do a forward roll in the centre
- ⊗ Jump up, high-five with your opponent in the centre, and sprint to the outer side
- ⊗ Double rotation in the centre
- ⊗ Pull up legs
- ⊗ Walk on tiptoe with arms held high
- ⊗ Include jumps
- ⊗ Run according to a certain rhythm

PHASE 2 - 10 MIN

**"Criss-cross"**

- ⊗ Boys line up on the one line, 4 with ball
- ⊗ Girls line up on the other line, 4 with ball
- ⊗ On command all of them run to the opposite side

Variations - "Criss-cross"

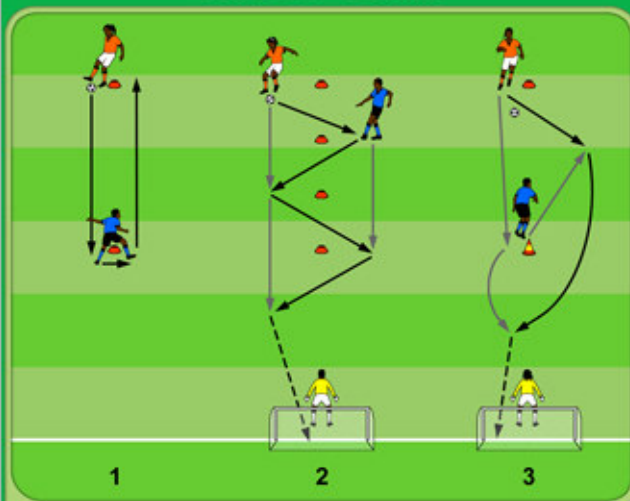
- ⊗ One boy and one girl team up. They all run around.
 - ▲ The pair passes the ball to each other
 - ▲ Dummy, then pass ball to partner
 - ▲ Pass, and then take along ball behind leg
 - ▲ Surrender ball, take over ball with a high-five of the partner
- ⊗ The trainer shouts out a number, e.g. 7
- ⊗ Groups have to form that have exactly that number of arms and legs on the ground.

Girls and Football - Mixed Gender Training Session

MAIN PART

40 MINUTES

PHASE 1 - 20 MIN



1

- ⊗ Casual passing
 - △ Without conditions
 - △ Only with the right foot
 - △ Only with the left foot
- ⊗ Pass the ball to the right of the cone with the right foot. Partner accepts the ball with left and at the same time places the ball on the right foot and passes the ball back.

- ⊗ One boy and one girl build a team.

The players have to pass the ball very precisely in order to reach the goal.



2

The pair passes the ball through a cone course and shoots a goal.

Note: Whoever passes to the right of the cone towards the goal shoots with the right foot, left with the left foot.

Players have to swap sides after every round through the course.

△ After every successful goal high-five the partner

3

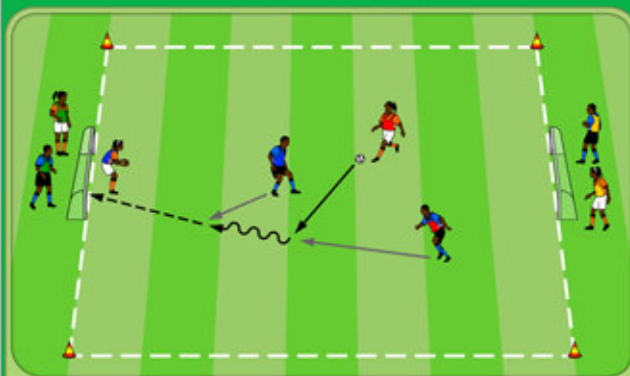
A player stands with his back to the goal. A cone behind him simulates the opponent. Kick off through the partner. Pass slightly to the right. Player turns around, wins the ball and shoots at the goal.

- ⊗ Change teams / positions after 5 minutes.

Variations

- ⊗ Play with a real opponent and not a cone.
- ⊗ Further variations to outplay the opponent.

PHASE 2 - 20 MIN



2-on-1 + 1

- ⊗ The teams have to be recognisable through their colour.
- ⊗ Four teams belong to one pitch.

- ⊗ Team red tries to shoot a successful goal at team blue's goal. If team red succeeds in shooting a goal, team blue has to shoot a successful goal at team yellow's goal, who then steps onto the pitch. In the meantime, team red takes a break behind the goal. Should team blue shoot a goal, i.e. lose the ball, team yellow will shoot a ball at team green's goal.

Variations

- ⊗ 2-on-2 without a goalkeeper
- ⊗ 3-on-3 with a goalkeeper
- ⊗ Limit ball contacts
- ⊗ Limited time until successful goal

Girls and Football - Mixed Gender Training Session

CONCLUSION

20 MINUTES

- ⊗ One team consists of 4 girls and 4 boys.

PHASE 1



Respectful body contact creates trust and promotes team spirit!

Furthermore, shared success builds respect!



Game 8-on-8

- ⊗ Every team chooses a battle cry that has to be shouted before and after a game, and with every successful goal.
- ⊗ Proviso: they all have to stand in a circle and have body contact, e.g. hook arms, embrace, hold hands, all hands to the centre.

Variations

- ⊗ After a positive action, the player gets high-fived by the other players on the pitch.
- ⊗ Reducing ball contacts so that as many players as possible have ball contact, also the girls.
- ⊗ Goals by girls count double.
- ⊗ Corners and free kicks may only be shot by girls.



A mixed gender game adds a whole new level of competition.

Goalkeeper Training

About this Training Element

The goalkeeper takes on an exposed position. He is after all the last defending player in his team and in this position has the last chance to avoid conceding a goal by the other team.

Every defender is more confident and relaxed if he knows there is a confident goalkeeper behind him. On the other hand, the reliable insecurity and nervousness of a goalkeeper can easily affect his front players - a tight and solid defence depends very much on an above average goalkeeper.

The prominent position of the goalkeeper cannot be stressed enough, to emphasise the importance of regular and systematic forms of training for this particular team position.

Here are the most important methodical principles, independent of the particular game- or age-group:

- ⊗ The goalkeeper training may not be marginalised during training!
- ⊗ Adjust the goalkeeper training according to the demands of the game!
- ⊗ It is a priority to learn and improve on the goalkeeper techniques!
- ⊗ Pay attention to game related pressure!

Every coach must remember these guidelines when he plans the specific goalkeeper training!

The guidelines of the goalkeeper training (in accordance with the game, technique oriented, appropriate pressure) must be taken into consideration independently of the organisation of this position's specific training.

For this organisation of the goalkeeper training, which especially in the lower classes seems to be a problem (often there is no assistant trainer on hand), there are feasible alternatives:

- ⊗ Individual training with the coach
- ⊗ Combination of players on the pitch training and goalkeeper training according to the motto: "The team trains the goalkeeper"
- ⊗ Forms of play for "goalkeeper game" focusing on the requirements of the Number 1
- ⊗ Goalkeeper support training within the institution

The most important objectives in this Training Element

An introduction embracing two learning units cannot convey all the information of the goalkeeper-game and -training in detail.

That is why, in the short time available, detailed correction pointers are only exemplarily for one technical focal point. The participants must particularly be made aware of the fact that the learning and perfecting of the correct goalkeeper techniques is a priority!

Apart from these correct technique schooling principles, they receive further fundamental information:

- ⊗ Overview over the requirement profile of goalkeepers
- ⊗ Focuses and contents of the training of goalkeepers
- ⊗ Organisational support for an attractive, regular and effective training of the goalkeeper within the institution
- ⊗ Instructive support for an age related advancement of the youth-goalkeepers

Goalkeeper Training

Practical Pointers for the Instructor

- ⊕ For this training element, it would be a good idea to invite a goalkeeper coach as a guest lecturer, who has additional specialist knowledge and can especially make use of his practical training expertise!
- ⊕ Possibly, also invite young goalkeepers, preferably from different age groups, as demo-players!
- ⊕ Otherwise, practice easy techniques with the participants that all can grasp! If the exercises are more complicated, ask the participants if anyone of them is or was a goalkeeper!
- ⊕ Ask the participants on what focal points of the goalkeeper training they wish further practical pointers!
- ⊕ Complement all focuses and exercises with additional information on age appropriate use!
- ⊕ Add short video segments as additional visual illustration of individual points (e.g. requirements of the game, goalkeeper techniques)!

The 10-12 year age group is the earliest correct age to specialise in the goalkeeper position!



The goalkeeper is the last defending player in his team and in this position has the last chance to avoid conceding a goal by the other team.

Goalkeeper Training

An Overview of Goalkeeper Techniques

Here you will find important movement characteristics and pointers for correcting all basic techniques of a goalkeeper. Remember: Perfect techniques are the essential foundation of effective goalkeeping.

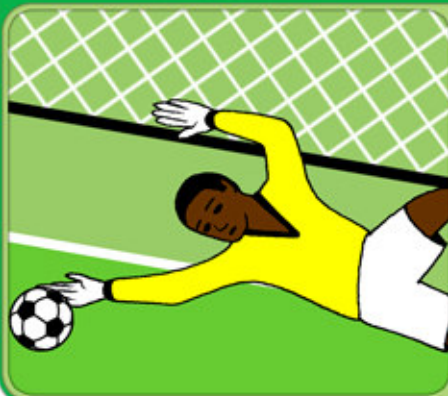
LOW-BALLS AT THE GOALKEEPER



Low-balls coming directly at the goalkeeper or slightly to the side:

- ⊗ Preferably come behind the ball! If enough time, with quick sidesteps!
- ⊗ Preferably go as far as possible towards the ball, with arms and hands outstretched! Have the hands open; elbows as close as possible together!
- ⊗ Secure the ball in front of the body!

LOW-BALLS INTO THE CORNER



Low and sharp balls into a corner cannot be outrun and picked up with both hands:

- ⊗ With a quick opening step, always jump with the leg closest to the ball!
- ⊗ Always keep your eyes on the ball!
- ⊗ Always catch the ball with the hand closest to the ball and as quickly as possible secure the ball against your body!
- ⊗ First land on the outer side of your thigh - then via hip, side of body, shoulder, land on your side, not on your stomach!
- ⊗ Avoid unnecessary actions like kicking the legs into the air or spectacularly rolling over after landing!

HALF-HIGH BALLS INTO THE HIGH CORNER



Half-high and high balls into a corner cannot be outrun:

- ⊗ Decide how many steps are possible before the jump! The last step should be big and diagonally to the front!
- ⊗ Bring the centre part of the body over the jumping leg and from this position jump directly to the ball (every tenth of a second counts)!
- ⊗ Secure the ball as quickly as possible against the body!
- ⊗ Keep the body tense on landing! Land on the outer side of the upper arm!

Goalkeeper Training

HALF-HIGH BALLS
AT THE GOALKEEPER**Balls that come fairly directly between hips and breast at the goalkeeper:**

- ✦ Preferably, move behind the ball with the whole body!
- ✦ Stretch arms and hands as far as possible towards the ball!
- ✦ First contact with the flying ball through the arms, bring the upper body over the ball, enclose the ball with the hands!

CROSS FROM
THE SIDELINE**Cross from the sideline:**

- ✦ Reach the ball as directly as possible! Sideway steps cost valuable time!
- ✦ Always jump up with the leg closest to the ball! At a cross from the left, jump with your left leg, at a cross from the right, jump with your right leg!
- ✦ In that way your swinging leg serves

as protection against a jumping striker! Besides, the landing is safer!

- ✦ Catch the ball at the highest possible point above or in front of the head and immediately secure it against the body!
- ✦ If a ball cannot be caught securely, fist it with one arm as far away as possible to the side!

1-ON-1

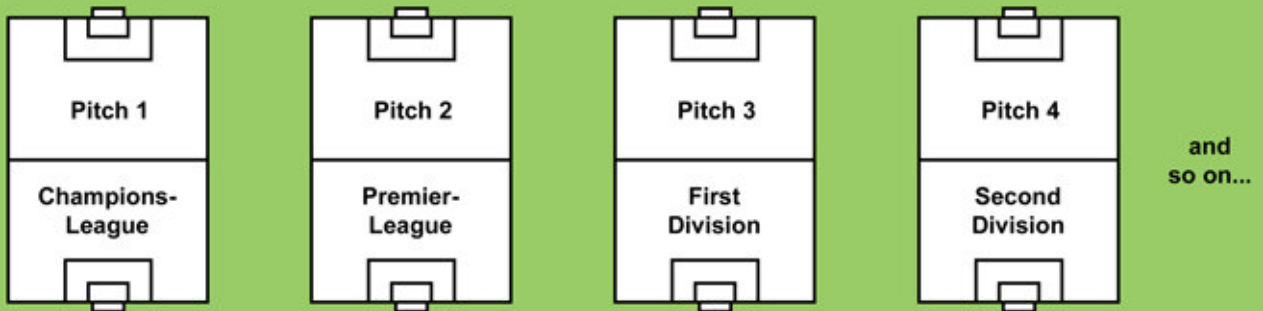
**A striker dribbles towards the goalkeeper in a solo run:**

- ✦ Run as far as possible towards him, but stop in time; keep the hands at the side (fingers spread, palms towards the opponent), to appear as "broad" as possible.
- ✦ Wait! Leave the initiative to the striker! React very quickly!
- ✦ Watch the striker exactly and cause him to reduce the pace! Focus on the ball the whole time, not the movements and deception attempts of the striker!
- ✦ Only after the striker passes the ball too far to the front intervene with determination and lightning-speed!

Small Tournaments

Champions-League Tournament and Tournament-Flash

TOURNAMENT EXPLANATION 1



Champions-League-Tournament

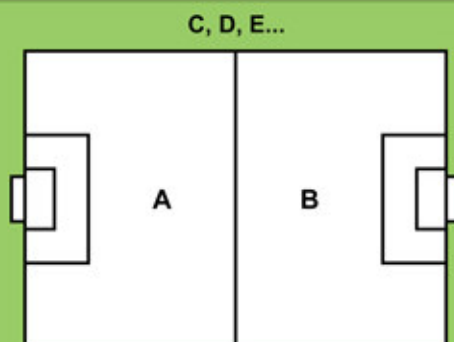
You need the appropriate number of fields for the amount of teams that are going to play.

Place the teams onto the fields randomly.

Play several rounds. Take care that the team that is placed on the lowest field gets a chance to rise up to the highest (top) field. (With four fields, you should play five rounds at least.) One round should take 2 - 10 minutes, depending on the number of players. The winning team will rise to the next higher field. The losing team will fall down to the next lower field. The winning team in the Champions-League will stay. The losing team on the lowest field will stay.

Winner of this tournament is the team that has **won the last round** in the Champions-League!

TOURNAMENT EXPLANATION 2



Tournament Flash

Two teams (**A + B**) play against each other on one field. The other teams (**C, D, E, etc.**) sit at the side of the field. Playing time is approx. 2 minutes.

As soon as a goal is shot, the game is over - also if the 2 minutes were not used! The winning team will stay on the field and the losing team has to go off the field. The next team (**C**) goes onto the field and plays against the winner. The winners always stay on the field, the losers have to go off and get back into the waiting line.

If there is no goal shot within the 2 minutes, both teams have to go off the field and two new teams go onto the field.

Variations

- ✳ If you see that one team is too strong for the others, you can decide that after three (or four) wins, the winning team also has to pause and another waiting team goes onto the field.
- ✳ Play as many rounds as you consider necessary, depending on the motivation within the teams.
- ✳ Winner of the tournament is the team with the most victories.

Small Tournaments

Changing Teammate Tournament - 4-on-4

The basics of "4-on-4"

OBJECTIVES

- ⊗ The coaches will be equipped to handle larger groups quickly and efficiently by organising smaller teams to play football.
- ⊗ **Learn to play through play!**

CONTENTS

- ⊗ Small football tournaments
- ⊗ Small football games at goals guarantee an exciting, enjoyable and educational training - they are always a focal point with children!
- ⊗ Reduce the demands to be child friendly:
 - ▲ small teams with a maximum of 5-on-5,
 - ▲ small pitches / fields (clearly marked)
 - ▲ simple playing rules (very informal!)
- ⊗ Mark off small pitches next to each other so that all players can play in small teams at the same time!
- ⊗ Compensate performance differences by building different sized teams!
- ⊗ Preferably, use bibs to tell the teams apart!
- ⊗ Use all available goals and additional poles!
- ⊗ The coach starts the tournament (marking pitches, erecting equipment, dividing players into teams, tournament plan) and then withdraws from the football games! He only intervenes if there are bigger problems! Otherwise, he should only assist with the exchanging of teammates!
- ⊗ Football Tournament with additional offers ("Festival of Games")
- ⊗ Organise a football tournament with small teams, at the same time the teams that are not playing football play other games and forms of exercise.
- ⊗ Examples for these additional games:
 - ▲ Small ball games
 - ▲ Leisure time games (badminton, Frisbee, etc.)
 - ▲ Bicycle course
 - ▲ Running- and catching-games
 - ▲ Equipment course (benches, mats, tyres, etc.)
 - ▲ Exercises in coordination (tin stilts, stilts, etc.)

Mix teams,
boys and girls,
after every round.

Everybody should
play together at
some stage!



The game-idea behind "4-on-4"

The idea for the game "4-on-4" was developed in the Netherlands in the mid-80s. The Football Association of the Netherlands (KNVB), whose youth work surely serves as a model for Europe, questioned the traditional training of children aged 12 years and younger. Too often, their training was a copy of the training of adults, where stereotype exercises were added one to the other. The very important idea of playing was not taken into consideration and therefore the children had no fun and enjoyment whilst playing football.

That is why they changed to the informal play world of the children and remembered the street football of the past decades. They tried to integrate the basic features of fun, creativity and motivation into the training of 6-12 year olds. They developed the game "4-on-4" to ensure that the children had a satisfying game experience and that they were therefore motivated to carry on playing football.

Small Tournaments

Changing Teammate Tournament - 4-on-4

With the traditional "11-on-11" the individual player plays a too small and unimportant role within the team, where only a few players are in the foreground. That is why one found it necessary to decrease the size of the teams. The smallest playing unit that contains all the elements of playing football - e.g. shooting goals and defending goals, creative moves (dribbling), and focussed team play - is a group of four active players. The size of the pitch is reduced so that the children are not overstrained by having to run too long distances and shoot too far passes. The game-idea "4-on-4" was born.

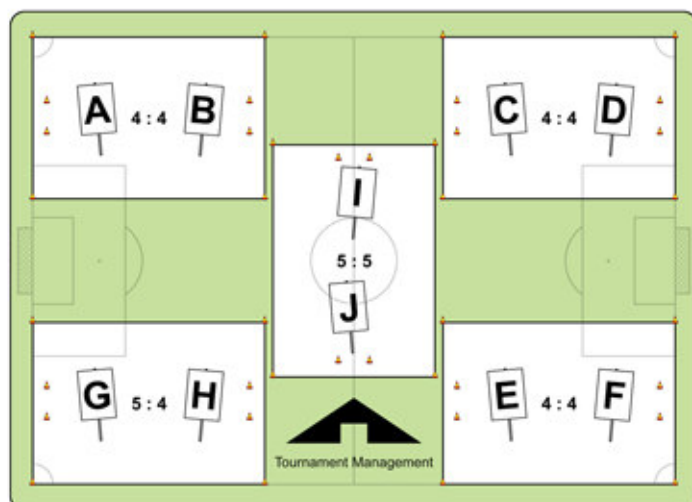
In the meantime, this idea has been established so well at the schools in the Netherlands that they have "4-on-4" projects in gym classes that combine the advantages of this play form with the school-educational targets. With the youngest club teams, one concentrates on playing "4-on-4" without a point or table system. The Team players are also regularly exchanged to balance stronger / weaker teams.

Advantages of "4-on-4"

- ⊗ It is easier for this age group to have a complete overview of the playing conditions (smaller team, smaller pitch).
- ⊗ Smallest possible playing form, containing all the tactical and technical elements of the "big" football game.
- ⊗ All the players are constantly involved in all situations of the offensive and defensive game.
- ⊗ No frustration, no idling.
- ⊗ High learning results.
- ⊗ A special requirement in small teams is mutual assistance.
- ⊗ No stress and performance pressure.
- ⊗ Minimal space and equipment requirements.
- ⊗ Can be varied in competition and training.
- ⊗ No referee is necessary due to hardly any foul play.

New match for the youth's football without stress and performance pressure

"4-on-4" is not a new party game, but a competition that reminds one of street football. One has to kick in confined spaces. Two cones are sufficient as goals, as one has to kick low shots. There are no goalkeepers, defenders, midfield players or strikers - all players are equally busy with attack and defence. The most important is: there is no referee, as the players have to observe the rules of the game themselves.



◀ This is what the subdivision of a playing field looks like that has been prepared for a maximum of 50 players in a "4-on-4" tournament: 5 pitches 20m x 40m (not to scale) marked alphabetically for the teams and with distinguishing bibs (e.g. "A"). As per this example, the field was subdivided for 43 players.

Small Tournaments

Changing Teammate Tournament - 4-on-4

"4-on-4" as the ideal playing form for competitions and training in children's football

Whoever watches youth training on the football pitches will notice that almost everywhere the trainers and coaches show a lot of goodwill and drive. One starts to wonder though at the form of training, which just seems to be a copy of the adult training.

The smallest unit (team) that practically includes all the necessary elements of a football game is a group of four players. The ideal form of competition with children, even the youngest, that comes close to the "proper" football game is therefore the "4-on-4" game idea, because as a form of competition as well as a form of training it is equally effective and varied and perfectly complements each other.

The most important focal points and advantages of "4-on-4" can be summarised as follows:

- ⊗ Advancement of the universal technical and tactical training of the individual youth in a group that is easy to oversee and on a small pitch.
- ⊗ Goals, shooting goals and defending goals, are the focus of the game.
- ⊗ Dribbling and purposeful team support are prerequisites and are required and promoted.
- ⊗ All can play at the same time - no frustration, no idling.
- ⊗ The simple rules of the game do not require a referee, only fair play from the children and youths. Their sportsmanship, individual game interpretation and creativity are in the foreground.
- ⊗ Due to minimal space and equipment requirements and simple organisation with hardly any staff, the "4-on-4" competitions can be played virtually anywhere anytime.
- ⊗ This play idea enables many competitive variants during training and allows the coach unlimited training possibilities.
- ⊗ "4-on-4" as a institute overlapping competition or as a form of training promotes the fun of the game and the camaraderie between the youths, their coaches and the institutes.

The Organisation

A "4-on-4" tournament can be played with 7 to 10 players on a 20m x 40m pitch. It is advantageous, as one can use it for institute overlapping competitions as well as training competitions or for institute internal tournaments with only a few players. Due to its special purpose of randomly changing teams, the number of players really only depends on the number of pitches available.

It would save time, if before every round of the tournament the scheduled team line-up or new line-up would be pre-determined for the pitch/team allocation on a list of participants (see adjacent table for 7 to 10 players).

The names of the players can be entered as soon as they are made available, which can also be shortly before the beginning of the tournament. With this entry, one will automatically see what pairings will be playing in the following rounds. If necessary, new players can be added during the tournament. However, their chances of winning the tournament are poor.

As soon as the line-up has been decided on, the organiser either informs the players on which pitch and in which team they will be playing or he puts the list of participants up on the board and the players can inform themselves. (Players, who do not know the rules of the tournament yet, have to be informed accordingly).

Small Tournaments

Changing Teammate Tournament - 4-on-4

Then all the players go to their allotted pitches and the selected teams put on their bibs. When all teams are ready, the whistle for kick-off for the first round follows. Immediately after every game, the bibs have to be returned to the same spot where they were before the game. Then all the players return to the match official and inform him of their score.

The organiser enters the scores and the earned points of the team onto the match schedule. In the meantime the players inform themselves from the list of participants on which pitch they will be playing the next round and go there. This all takes place during an interval of approx. 5 minutes. The whistle for kick-off of the next round will be as soon as all teams are ready.

- ▶ Example of a tournament match schedule for the capture of the results of up to 50 participants and five rounds with a total playing time of 50-60 minutes (playing time per round 10-12 minutes) and a tournament duration of approx. 90-100 minutes, including evaluation. **(Work Sheets - 15)**

Points per Team and their Players

Winner = 10 Points
 Draw = 5 Points
 Loser = 0 Points
 Goal Points = 1 Point for every goal scored

Example...

1 st Round	Result	Points
A against B	2 : 1	A : 10 B : 0
C against D	1 : 1	C : 5 D : 5
E against F	3 : 2	E : 10 F : 0

1 st Round	Result	Points
A against B	_____ : _____	A : _____ B : _____
C against D	_____ : _____	C : _____ D : _____
E against F	_____ : _____	E : _____ F : _____
G against H	_____ : _____	G : _____ H : _____
I against J	_____ : _____	I : _____ J : _____

2 nd Round	Result	Points
A against B	_____ : _____	A : _____ B : _____
C against D	_____ : _____	C : _____ D : _____
E against F	_____ : _____	E : _____ F : _____
G against H	_____ : _____	G : _____ H : _____
I against J	_____ : _____	I : _____ J : _____

3 rd Round	Result	Points
A against B	_____ : _____	A : _____ B : _____
C against D	_____ : _____	C : _____ D : _____
E against F	_____ : _____	E : _____ F : _____
G against H	_____ : _____	G : _____ H : _____
I against J	_____ : _____	I : _____ J : _____

4 th Round	Result	Points
A against B	_____ : _____	A : _____ B : _____
C against D	_____ : _____	C : _____ D : _____
E against F	_____ : _____	E : _____ F : _____
G against H	_____ : _____	G : _____ H : _____
I against J	_____ : _____	I : _____ J : _____

5 th Round	Result	Points
A against B	_____ : _____	A : _____ B : _____
C against D	_____ : _____	C : _____ D : _____
E against F	_____ : _____	E : _____ F : _____
G against H	_____ : _____	G : _____ H : _____
I against J	_____ : _____	I : _____ J : _____

No.	Name	Round 1		Round 2		Round 3		Round 4		Round 5		Total points	Rank
		Pitch	Points	Pitch	Points	Pitch	Points	Pitch	Points	Pitch	Points		
01		A		A		A		A		A			
02		A		B		A		B		A			
03		A		A		B		B		A			
04		A		B		B		A		B			
05		B		A		A		B		A			
06		B		B		A		B		A			
07		B		A		B		A		B			
08		B		B		B		A		B			
09		B		A		A		A		A			
10		A		B		B		B		B			

- ▲ List of participants with predetermined pitch distribution for seven to ten tournament participants (e.g. version for training purposes). Even when some teams are at an advantage due to a greater number of players (3-on-4, 3-on-5, as well as 4-on-4, 5-on-5), the teams will play according to above schedule. At the start of the tournament the names of the participants need to be entered on the list. The last two columns are to determine the winner of the tournament. **(Work Sheets - Pages 16A and 16B)**



Small Tournaments

Changing Teammate Tournament - 4-on-4

Rules of the Game and Pointers

- ⊗ Pitch approx. 40m x 20m, mark boundaries with e.g. cones.
- ⊗ Goals approx. 4m broad, mark with cones or poles.
- ⊗ Suggested duration of tournament: five to six rounds of 10 to 12 minutes, no half time. 3-5 minutes interval between the individual rounds. Total tournament duration approx. 90 to 100 minutes.
- ⊗ With the provided forms, one person can prepare, wind up and, shortly after the last round, fully evaluate the tournament. The last part will especially please the participants.
- ⊗ All players of a winning team receive 10 points plus one point for every scored goal. With a draw every player receives 5 points plus the goal points. The players of a losing team receive only the goal points. Winner of the tournament is the player with the most points (on the participant list add the points of every player horizontally). Therefore, there will not be a winning team, but an individual winner. The individual evaluation of a player and the changing of the teammates ensure that hardly a player needs to leave the tournament without having an experience of success through having won a match.
- ⊗ The basic formation is 4-on-4. But one can also play 5-on-5 or with a numerical advantage or disadvantage, i.e. 3-on-4 or 3-on-5, so that all the present participants are always playing. A football field is enough for 50 participants. If there are more than 50 participants and a second football field is necessary, it would be advisable if the fields have an organiser each.
- ⊗ The team- and results-list should be enlarged to A3 so that they are clearly and easily readable.
- ⊗ For a better overview, enter the names for the pitch distribution with a different-coloured pen for every round, or cross out the finished rounds.
- ⊗ The pitch indicators (e.g. "A") must be on size A4 or A3 sheets, backed by a carton of the same size, and put into a plastic sleeve so that one can also use them in rainy weather. These pitch indicators must be fastened on poles or on large cones.
- ⊗ After every round, all the bibs have to be returned to their pitch indicator. The ball stays on the pitch.
- ⊗ While the ranking is worked out at the end of the tournament, play an additional game (it will not be part of the tournament).
- ⊗ After the final whistle, the participants bring back all the field equipment.
- ⊗ There is quite a controversy about prize giving. At the end of the tournament it is suggested that all the participants are complimented on their game and the participants with the most points are especially complimented. One could possibly hand out small prizes.
- ⊗ These games are played without referees, (normally) without goalkeepers and without an offside ruling.
- ⊗ All games start and stop at the same time.
- ⊗ Goals can be shot from anywhere, but not directly after a throw-in.
- ⊗ Goal height: cone- or pole-height, depending on the markers used.

Small Tournaments

Changing Teammate Tournament - 4-on-4

- ⊗ After an intentional handplay in front of the own goal, the other team can shoot a penalty from the halfway line (no goalkeeper!).
- ⊗ Instead of a throw-in, the ball (stationary) may be brought back into the game with the foot.
- ⊗ After a goal the ball, lying stationary next to the goal, as also with the goal kick, is kicked back into the game from the goal line.
- ⊗ A corner kick is played from the corner arc.
- ⊗ Internal tournaments of the institution are suitable for the varying of the rules of the game, e.g. with or without goalkeeper, with broad, narrow, high or low goals, with or without tactical requirements, depending on objectives. This is not only valid for children.



These are possible rules.
Let the children **participate** - they can also **create** and agree on their own rules before the beginning of a round.

Expansion-Possibilities

- ⊗ Tournament formation with fixed "4-on-4" teams from the same institution (World Championship with country names: e.g. Germany, Brazil, Italy, Holland).
- ⊗ Tournament formation with invited "4-on-4" teams from other institutions. One can also play with a substitute player each.
- ⊗ If there are enough large goals, e.g. 5-metre-goals, on all the pitches, the fifth player can be the goalkeeper. It would be even better, if one player may handle the ball and at the same time be a player on the pitch.
- ⊗ After the individual tournament (e.g. after four played rounds), the last round is played as a team tournament, i.e. the four players with the most points build a team. They play in the finale against the players with the next most points. The following teams are also put together according to the total points of the individuals.
- ⊗ If some players from the 1st Team are prepared to act as role models, then one adult can be placed at every letter. The juniors will then be allocated to them.



Small Tournaments

Changing Teammate Tournament - 4-on-4 - Checklist

Equipment Requirements



Balls
(quantity depends on the number of players)



Cones for marking of the goals and the sidelines



Bibs in 2 different colours
(quantity depends on the number of players)



Prepared tournament match schedule
(see below)



Letters for pitch markings
(see below)



Coloured Pens



Tape



Whistle



Watch / Stopwatch



Small prizes
(optional)

Work Sheets - 12, 13, 14, 15, 16 and 17 to be copied



"Division of Teams"
12



"Pitch Allocation"
13



"Pitch Allocation" - Detailed
14



"Evaluation"
15



"Playing Schedule"
16



"Letter Sheets"
17

Football Rules

1. The Pitch



- ⊗ The pitch must be rectangular.
- ⊗ The measurements can vary, depending on the age group.
- ⊗ The pitch has to have a goal of a suitable size, corner flags, and well-marked lines according to the illustrations in the rulebook or the requirements for youth games.

2. The Ball



- ⊗ The ball has to be of a size according to the requirements of the age group.
- ⊗ The ball must be round.
- ⊗ He must be made out of leather or an approved material.

3. The Number of Players



- ⊗ No more than 11 players may belong to a team, or less, as the case may be, depending on rules of exception.
- ⊗ Up to 3 players can be substituted in an official game. (Exceptions are possible in the different age groups)
- ⊗ Substitution of a player may only take place during a stoppage in the match, when permitted to do so by the referee. The substitute player may only enter the pitch once the player being replaced has left the pitch.

4. Equipment of the Players



- ⊗ A player may not wear any clothing that could endanger other players.
- ⊗ The playing kit of the two teams must be clearly distinguishable from each other.
- ⊗ The colour of the clothing of either goalkeeper must be different to that of both teams.

5. The Referee



- ⊗ Every referee is responsible for the enforcement of the 'Rules of the Game' during his games.
- ⊗ Every referee must inform himself before his games, if there are any special provisions regarding the 'Rules of the Game' that he has to observe during the game he has to control, e.g. youth, old-boys, girls.
- ⊗ The language of the referee is the whistle. It indicates various incidents, e.g. kick-off, fouls, disciplinary actions, goals scored.

6. The Assistant Referees



- ⊗ The assistant referees assist the referee in controlling the game in accordance with the 'Rules of the Game'.
- ⊗ Before every game the referee and his two assistants come to an agreement, where the teamwork incl. the existing abilities are specifically discussed.

7. Duration of Game



- ⊗ The duration of the game consists of two periods of equal length, in adult football 2 x 45 minutes. The referee has to inform himself of any deviations hereof before the beginning of the game.
- ⊗ The referee decides how much time lost during the game must be compensated for during stoppage time.
- ⊗ The players are entitled to a half-time break.

Football Rules

8. Kick-Off and Continuation of the Game

- ⊗ The game starts with the kick-off, at which the ball is kicked into the opponents' half of the pitch.
- ⊗ If the game is interrupted for a reason other than those mentioned in the 'Rules of the Game' (e.g. injury, strange person or animal on the pitch, defective ball), then the referee drops the ball at the place where it was located when play was stopped.

9. Ball in and out of the Game

- ⊗ The ball is out of play when it has crossed the goal line or touchline, or when the referee has stopped play.
- ⊗ If the referee has erroneously interrupted the match, it is restarted with a dropped ball by the referee.

10. How a Goal is scored

- ⊗ A goal is scored when the ball has passed completely over the goal line, between the goalposts and under the crossbar, and provided that the team that scored the goal did not breach any of the 'Rules of the Game'.

11. Offside

- ⊗ A player is in an offside position if he ...
 - ▲ is closer to the opponents' goal line as both the ball and the second last opposing player
 - ▲ is in the opponents' half of the pitch at the moment the ball is being played. He will only then be punished for his offside position, if at the moment the ball is played by one of his teammates.
 - ▲ he is involved in active play.
 - ▲ he influences an opponent.
 - ▲ he has an advantage through his position.
- ⊗ If the referee has decided on an offside position, he awards the opposing team an indirect free kick.

12. Breach of the 'Rules of the Game' and Sporting Misconduct

- ⊗ In Rule No. 12 infringements by players are recorded that are punished with disciplinary actions.
- ⊗ A disciplinary action affects the continuation of the game due to an interruption by the referee after an infringement against Rule No. 12.
- ⊗ After committing extremely unsporting conduct or serious foul play, the referee can decide on a personal disciplinary action by showing a yellow card, a yellow and a red card, or a red card.
- ⊗ Information that is more detailed can be found in **Lesson 3**.
- ⊗ Disciplinary action (e.g. indirect free kicks and direct free kicks) can only be awarded if the ball is still in play and the offence was committed on the pitch.
- ⊗ The particular form of continuation of play depends on the offence committed, as described in Rule No. 12.

13. Free Kicks

- ⊗ Free kicks have to comply with fixed regulations.
- ⊗ If an offence of an opposing team occurs inside their own penalty area, which is penalised with a direct free kick outside the penalty area, a penalty kick will be awarded.

14. Penalty Kicks

- ⊗ There are fixed regulations for performing penalty kicks.
- ⊗ More detailed information can be found in **Lesson 3**.

Football Rules

15. Throw-in



- ⊗ If the ball crosses the touchline either through the air or on the ground, then a player of the opposing team takes a throw-in.
- ⊗ The throw-in is always taken by the team that did not touch the ball last.
- ⊗ A goal cannot be scored through a direct throw-in.
- ⊗ There are applicable regulations for performing a throw-in.

16. Goal Kick



- ⊗ If the player of the attacking team kicks the ball across the goal line either through the air or on the ground, without a goal having been scored, a player of the defending team restarts play with a goal kick.
- ⊗ A player of the defending team executes the goal kick from the goal area. The ball is only back in play after he has left the penalty area.
- ⊗ A goal can be scored through a direct goal kick.

17. Corner Kick



- ⊗ If the player of the defending team kicks the ball across the goal line either through the air or on the ground, then a corner kick is awarded to the attacking team.
- ⊗ An attacking player kicks the ball from the corner arc at the flag post.
- ⊗ A goal can be scored through a direct corner kick.



Rules are an essential part of any successful society and in terms of football ensure that the game can be played in a fashion that is enjoyed by players and spectators alike.

Football Rules

"The Rules of the Game of Football"

Work Sheets
4



Football and Health

Sport is Healthy - or is it Harmful?

OBJECTIVES

The participants reflect on current statements regarding sport and health, recognizing that sport offers health advantages - if properly carried out.

CONTENTS

There are many opinions surrounding sports and health. On the one side, there is a constant threat of injuries; on the other side, sport promotes health and doctors recommend it, sometimes even prescribe it. So, what is really the truth? **PPP 22 Slide B** gives a general overview. The advantages cover direct effects (balancing lack of exercise, fitness), as well as indirect effects. This affects the medical area as in toughening and strengthening of the immune system or prevention, as well as one's total perspective.

According to WHO (World Health Organisation) health is more than just the absence of sickness or disease. Far more factors, often mental, are taken into consideration, e.g. mental-balance, well-being. Exercises, especially in growing children and youths, contribute towards the overall development of their personality ("Educating through Sport") and strengthen these mental and personal factors over and above the immediate medical factors. The possible disadvantages point towards the fact that sport can also harbour hidden dangers.

PROCEDURE

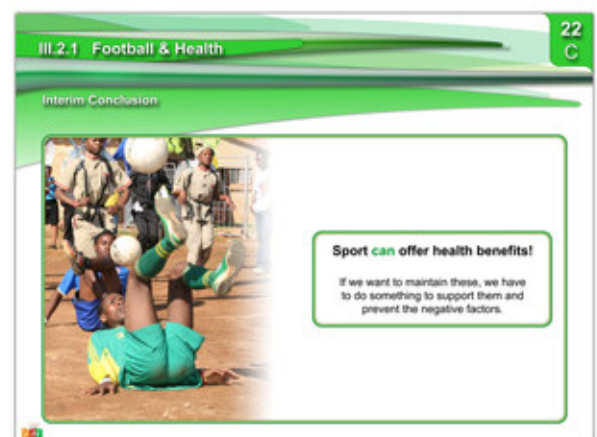
Without any further comment, the instructor introduces the contradictory statements by writing them on a board (**PPP 22 Slide B**); the participants then mention points concerning sport and health. Conclude by using the different arguments as a step towards the next instruction unit (**PPP 22 Slide C**).



PPP 22 - Slide A



PPP 22 - Slide B



PPP 22 - Slide C



Football and Health

What is our Responsibility as Coach and Caretaker?

OBJECTIVES

The participants recognize the three areas: "Prevention - Inform and Educate - Help" as areas of responsibility that all members of the institution have to work for.

CONTENTS

As on the previous page - 171:

In addition see **PPP 23 Slide A**

PROCEDURE

Introduction to the three areas in a short lecture, **PPP 23 Slide A** or a corresponding poster or flipchart can be used as support. (The poster or flipchart could be left hanging and would constantly be visibly available during the lesson.) It can also be pointed out that the specific fields of action in an institution, depending on the position and responsibility, are different.



PPP 23 - Slide A



Coaches and Caretakers must know that thanks to a quick first aid treatment, the negative effect of an injury can be minimized!

Football and Health

What is our Responsibility as Coach and Caretaker?

Prevention

OBJECTIVES

The participants learn the essential contents of the subject area "Prevention" and learn to distinguish between the responsibility of the different employee positions.

CONTENTS

The essential contents of the subject field "Prevention" are to be found on **PPP 23 Slide B**. The different contents will be worked on afterwards.

Warm Up and Cooling Down

Warming up before training or a game as well as cooling down after training or a game are absolutely necessary - not only with a view to the performance readiness, but also (suitable to this topic) with a view to the medical prevention. The warm up has the purpose of preparing the body for the coming strain, thereby preventing injuries. Cooling down actively begins the relaxation and recovery, thereby improving the processing of the preceding strain.

Warm up and cool down should essentially flow into the age related training programme - also at high outside temperatures (high outer temperatures may not mislead one to thinking that the necessary body temperature has been reached) or for example early morning (longer starting time). This means: especially with the training of the younger generation, it is necessary to consistently and right from the start pay attention to suitable conduct. This is also a trainings procedure, for which of course especially the coach, but also the other staffmembers are important.

Safety during Training

Safety measures in training to guard over ones health are essential. This concerns the players as well as the uninvolved, e.g. spectators. Especially the aspects of safe forms of preparation, secure grounds, safe equipment, as well as the conduct while training require special attention. The coach is responsible for the training and the control of basic conditions.

Organising the framework is the main issue for the institution's personnel. They have to ensure safe training areas, the provision of undamaged and non-endangering equipment, etc. Apart from the coach, good conduct is also required from the players. See table on **PPP 23 Slide D** as an example.



PPP 23 - Slide B



PPP 23 - Slide C

Football and Health

Sports medical Check-up / What do I know about the Athlete?

One constantly hears that certain health problems are a direct result from or related to doing sports. It is not that easy. One tends to agree that a healthy athlete is not endangered through correct training. But if there are already problems, then it is a different situation and one will have to have special training measures if not even forgo training altogether. It can only be in the best interest of all concerned (trainer, caretaker, institution management, players and their parents/guardians) to at least check at the beginning of the training that the players are medically fit to play sports, and preferably to repeat these check-ups at regular intervals so that nobody can be reproached and no legal dispute can arise. The criteria on **PPP 23 Slide E** should be taken into consideration.

Apart from these basic sport fitness examinations, further information about the player might also be significant. Acute or chronic illnesses can restrict the current coping with the pressure and can even totally forbid any active sports. If, for example, someone has a mild cold, he can handle limited pressure, whilst if he has a temperature sport training is not allowed. Allergies can also have an effect, one only has to think of hay fever in combination with training next to a flowering field or running through the countryside. Particular attention must be paid to a last important point with young athletes, where trainers and caretakers have a special responsibility. Important: knowledge about the taking of medication. That does not only affect the direct playing of sports (e.g. with diabetes, which occurs more and more often in childhood), but also other institution measures, e.g. weekend trips, tournaments, camping). See **PPP 23 Slide F**.

The following should be pointed out to the participants: the handling of medical information is to be treated very sensitively and confidentially. In case of doubt, the player concerned need not divulge any information. Medical personnel underlie a code of silence, unless released by the player / patient. It has to be made clear though that a responsible planning of the various sports is only possible with the applicable information. This should suffice as an argument to receive this information confidentially from the player or his parents or guardian. If necessary, the institution or coach should receive a written confirmation from the player's parent or guardian that the player may participate in sport at his own risk.

III 2.1 Football & Health 23 D

Safety during Training

AREA	RESPONSIBLE	EXAMPLES
Form of Preparation	• Coach	• Safe erecting of equipment • No uninvolved may stand in the kicking area (e.g. behind the goal...) • Safe place of training (e.g. not close to the edge of the field...)
Safe grounds and Safe equipment	• Coach (control) • Institution Management (contact to operator)	• Stability of goal • Safe fastening of net on goal • Proper care of sports field and surrounds (e.g. uneven ground...)
Conduct while training	• Coach (rules and control) • Players (adhere to rules, self-control)	• Safe forms of organisation • Concentration while training • Gymnasium: do not dawdle in the equipment room ...

PPP 23 - Slide D

III 2.1 Football & Health 23 E

Sports medical Check-up



- Initial check-up
 - Sports healthy?
 - Heart-Circulation-System
 - Passive movement apparatus (esp. joints and spine)
 - Possible muscular imbalance
- Regular repeat check-ups
 - Yearly
 - esp. the children and youths!

PPP 23 - Slide E

III 2.1 Football & Health 23 F

What do I know about the Player?



- Sports healthy?
- Acute or chronic illnesses?
 - no sport when feverish!
- Allergies?
- Taking medication? (also bear above in mind when going on excursions or camping!)

PPP 23 - Slide F

Football and Health

PROCEDURE

Collect different points during the lecture discussion and assign them so that a poster can be created, similar to **PPP 23 Slide B**, as a summary. Deal with the different spheres similarly. The collected points from the participants can be written onto the poster or can be held on cards and arranged accordingly. The instructor is guided the contents of above points to ask specific questions or to discreetly add his own input to complement the above. If necessary, he can give a closing summary using **PPP 23 Slides B to F**.

Do not wait until it
is too late to go to
a doctor!

Junior players should
go for a **yearly** sports
medical check up!



Football and Health

What is our Responsibility as Coach and Caretaker?

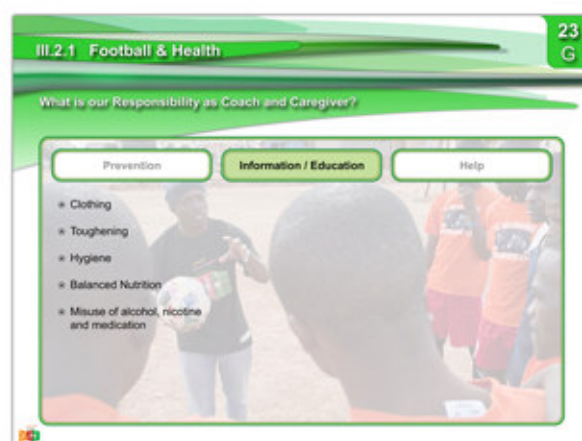
Inform and Educate

OBJECTIVES

The participants are acquainted with the essential contents of the subject field "Inform / Educate" and its age related use. They recognize the responsibility of the different staff positions.

CONTENTS

The essential contents of the subject field "Inform / Educate" are represented on **PPP 23 Slide G**. The different contents will be discussed at the end.



PPP 23 - Slide G

Clothing

Suitable or unsuitable sportswear contributes to the healthy pursuit of sport. Especially two points are important and should be noted: firstly the functionality of the sportswear, and secondly the correct size (a problem especially with growing children).

Sportswear should be functional. It should conduct moisture, it may not be too big or too wide (typical potential for injury if a too wide t-shirt or tricot hooks onto the sports equipment or during a duel on to an opponent), and it should be suitable for the weather conditions. One often sees the junior players taking off their trainings jackets after training because they are perspiring heavily. This is incorrect, as it can lead to under cooling. It would be better to foresee the potential pressure and choose light clothing and after the pressure to put on warm clothing to protect oneself from under cooling. An example will show that especially during childhood this topic has a high educational value.

Similarly with shoes that have to support the feet (especially here a cheap make will be negatively noticeable) and can only do so if they fit perfectly. Definitely avoid too big or too small shoes. Especially in junior teams, where the individual players grow particularly quickly, this is not so easy, yet enormously important. **PPP 23 Slide H** summarises the various points.



PPP 23 - Slide H

Football and Health

Toughening

The human body is definitely capable of adapting to different surroundings and tolerating pressure. That is why it makes sense, observing certain provisos, to train during seemingly unfavourable weather conditions, e.g. cold or rain. The changing requirements on the body in the long run lead to the body adapting and increasing its protection against e.g. colds and infections. This would not happen if one would avoid these kind of situations. One should strive to train continually during the whole year under all kinds of weather conditions. Condition is that one avoids jeopardizing ones health by:

- ⊗ Clothing suitable for the weather conditions (see **PPP 23 Slide H**)
- ⊗ Slow acclimatization to the different weather conditions
- ⊗ Being generally healthy
- ⊗ Safe sports venues (criteria for exclusion would be slipperiness and inadequate lighting)

See summary on **PPP 23 Slide I**.

Hygiene

Being hygienic is obvious to adults, but children and youths need to be reminded every once in a while (**PPP 23 Slide J**).

Balanced Nutrition

Sport and nutrition have many shared points;

- ⊗ Through practicing sport, nutrition becomes particularly important: compared to a lifestyle without sport the nutritional intake is not only increased, but an unfavourable combination of foodstuffs could possibly hamper ones performance - also if the actual training pressure is correct.
- ⊗ At the same time, our society increasingly contributes to an extreme nutritional conduct so that a balanced diet (sufficient for an athlete) is becoming quite rare. That especially includes overeating and the resultant overweight (already increasingly visible in children), unsuitable ideals going towards exaggerated thinness, with the resultant low food intake and diets, as well as fatty nutrition (often caused through fast foods or hidden fats in sweets, etc.)
- ⊗ Overweight, in sporting situations, causes higher orthopaedic and/or circulatory strain, which can cause injuries.



PPP 23 - Slide I



PPP 23 - Slide J

Football and Health

Accordingly, it makes absolute sense that the players should be supported, with regard to a balanced diet, through information and exemplary conduct at institution events, camping, food stalls at sporting events, etc.

These diverse opportunities show that it is not only the responsibility of the coach at, e.g. institution events, the institution personnel is also responsible for promoting balanced diets.

A balanced diet is generally enough for an athlete. If a balanced diet is ensured, then the nutritional supplements or sports nutrition so often advertised in the sports and fitness-scene are not necessary. These supplements are generally excessively expensive and often do not keep what they promise. On top of that, the question arises if the ingredients in their natural form have the same effect in their isolated form - many reasons to strive for a balanced nutrition.

What does a basic balanced nutrition consist of? - Compare **PPP 23 Slide K**.

In **Work Sheets - 5** you will find a checklist "Sensible Nutrition" that is suitable for athletes, their parents, etc. Apart from important tips (similar to **PPP 23 Slide K**), you will find pointers to what should be avoided (some of it is directly noticeable and influential in training):

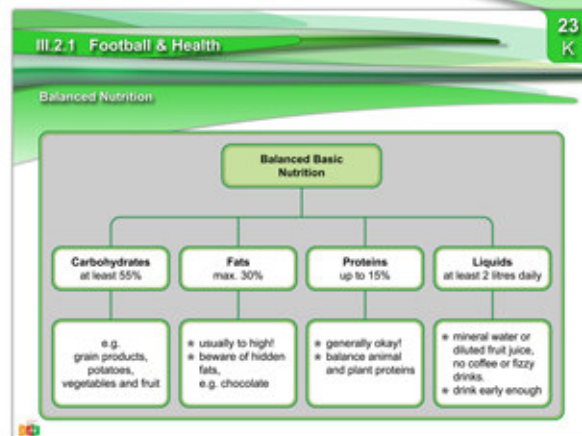
- ⊗ Too many fatty foods or foods prepared in too much fat (e.g. fries, sausage, pancake, and also chocolate!!!)
- ⊗ Sugar before or during training or games (sweets)
- ⊗ Liquid compensation through *Coke* or *Fanta*, coffee or even alcoholic beverages
- ⊗ Eating (esp. a heavy meal) shortly before training or a game (eat at the latest 2,5 to 3 hours beforehand)



Medication

For many people taking medication is very normal, as it is also for members of a sports institution. This is also in order, as long as a doctor prescribes it. But what about self-prescription, the dispensing of medication through adults to children or the children imitating the adults? Often this happens without thought; one does not fight against the actual cause or does not even try to use natural and side effect free methods. To treat a headache with medication is easier than going into the fresh air or striving for a stress free day. According to a survey, 60% of the questioned 14-year-olds took medication, and 20% took medication regularly. The survey showed that the casual use of painkillers, performance enhancers and tranquillisers seemed to be increasing.

These phenomena also appear in the sports institutions. Through a good connection, especially to the older youths, and the mediation of the relation between sport and health, it is possible to create an incentive to healthier, more compatible behaviour. In contrast, the danger exists that through the thoughtless use of medication, the inhibition to doping products is lowered or one could already be doped unknowingly through certain medicines (quite a few cold medicines contain e.g. Ephedrine, which is on the doping list).

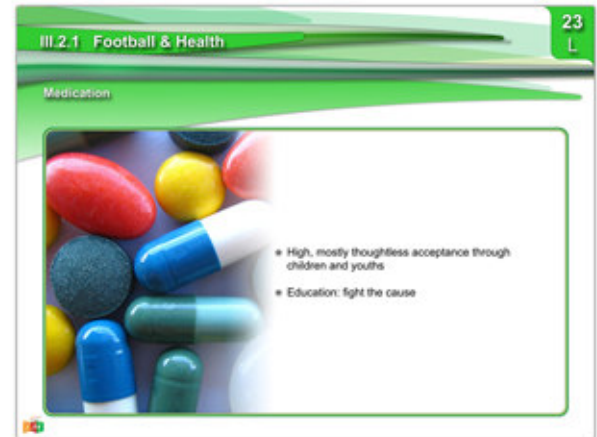


PPP 23 - Slide K

Football and Health

What can the institution do now? Various possibilities (compare **PPP 23 Slide L**):

- ⊗ Educate early enough about thoughtless and inappropriate use of medication and sensitise accordingly
- ⊗ Have information about necessary medication of individuals (see above)
- ⊗ Institution personnel must act as role models.



PPP 23 - Slide L

PROCEDURE

The topics clothing, toughening and hygiene should be principally addressed. The in-depth handling of the areas alcohol, medication, and nutrition should be dependant on the group of participants. The procedure is similar to the previous section "Prevention". Collect various points during the lecture discussion and put them in order. Using illustrations, the essential points will be summarised or complemented and introduced through the instructor.

The checklist, "Sensible Nutrition" (**Work Sheets - 5**), with pointers on nutrition, can also be used by the institution employees to give to their athletes. If necessary, one can refer to the given sources of information, or the instructor can use these sources himself for further information. When the topic "Role Model" comes up for discussion, one can, if so required, refer to the health aspect's similar problem areas: alcohol and nicotine.

Inform the players about possible dangers and educate them on how to behave correctly!

"Sensible Nutrition" Checklist

Work Sheets
5



Football and Health

What is our Responsibility as Coach and Caretaker?

Help

OBJECTIVES

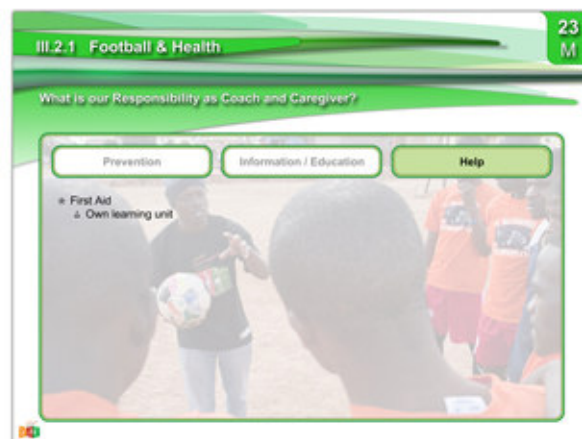
Make them aware of the topic "Help".

CONTENTS

At this stage give a short reference to the complex theme "First Aid", which will be discussed in detail in its own learning unit (see **PPP 23 Slide M**).

PROCEDURE

Short lecture using the **PowerPoint**.



PPP 23 - Slide M

Summary

OBJECTIVES

The participants receive a summary with references to their fields of responsibility as employees and role models.

CONTENTS

Reflect on the complete content of the above complex theme referring to a summarising overview of the practical experience of the participants.

PROCEDURE

Give a short lecture on the summary. Either point out the consequences of their actual role as employees, or let them work them out themselves.
Focus on the combination of the group of participants.



After the short lecture, allow for enough time for a participant-focused winding-up talk.

HIV/AIDS

Basic Information about HIV/AIDS

Lack of information and misinformation spread HIV

Too little information and wrong information are factors that have allowed HIV to spread in our communities. The fact that HIV is mainly passed from one person to another during sex makes it hard for many people to speak openly about HIV/AIDS. Only through correct information can people learn how to protect themselves and others from HIV. The following section provides correct information that can help us dispel myths and misunderstandings people have about HIV/AIDS that contribute to stigma and people being infected.

The Basics

What is HIV?

HIV stands for Human Immunodeficiency Virus. HIV is the virus that causes AIDS.

Once HIV enters a human body, it multiplies quickly inside the body's cells and attacks the human body's immune system, preventing the body from protecting itself against even the most common illnesses.

Most individuals infected with HIV have no symptoms and feel well. Some develop symptoms that may include tiredness, fever, loss of appetite and weight, diarrhoea, night sweats, and swollen glands (lymph nodes) - usually in the neck, armpits, or groin.

What is AIDS?

HIV is the virus that leads to AIDS, but they are not the same thing. AIDS stands for Acquired Immune Deficiency Syndrome. A person is said to have this syndrome once he or she has a certain amount or level of the HIV in the body and shows very regular signs and symptoms of illness. The time between infection with the virus and the onset of symptoms of AIDS ranges from a few months to 10 years or more. Infected persons can spread the virus during this period.

Because a person with HIV has a weakened immune system, he or she is more likely to get sick than other people. The illnesses that people with HIV/AIDS develop are called opportunistic infections. Many of these illnesses are very serious and need to be treated. Some examples of opportunistic infections are: tuberculosis; diarrhoea; pneumonia; candidiasis-yeast infections; lymphoma.

Although there is no cure for AIDS, there are treatments for opportunistic infections that can prolong a person's life when he or she has HIV/AIDS. Proper nutrition, adequate rest and exercise can also help keep a person living with HIV/AIDS healthy longer.

Is HIV really that big of a problem?

Yes. In South Africa, the HIV prevalence rate is about 18%. That means that 1 in 5 adults (people between the ages of 15-49) in South Africa is HIV positive.



Common Myth surrounding who has HIV

HIV is a virus that mostly affects people living in small villages, not towns or cities. Anybody can have the HIV virus that causes AIDS.

HIV Transmission**How is HIV transmitted?**

HIV is passed from one person to another in the following ways:

- ⊗ Unprotected sexual intercourse - unprotected sex means sexual intercourse without a condom. If the condom breaks during sexual intercourse, you had unprotected sex.
- ⊗ Blood to blood contact
- ⊗ Mother to child transmission

The most common way HIV spreads is through unprotected sex!

The risk of infection with HIV is increased by:

- ⊗ Having oral, vaginal or anal sex without a latex condom.
- ⊗ Sharing needles or equipment to pierce, tattoo, or inject drugs.
- ⊗ Having sex with more than one partner.
- ⊗ Coming into contact with contaminated blood products through transfusions or medical accidents (very rare).

If I have unprotected sex only once with someone who might be infected could I still get HIV?

Although HIV is not transmitted every time someone has sexual intercourse with an infected person, it can be transmitted through just one sexual contact and sometimes this will be the first time the person has sex with his or her partner.

Which fluid can pass HIV from one person to another?

Although HIV can be found in body fluids such as urine, saliva, and tears, the only 4 fluids that can transmit HIV from one person to another are:

- ⊗ Semen (fluid that carries sperm and is released by the penis)
- ⊗ Blood - HIV can be found in all blood groups
- ⊗ Vaginal Fluid (fluids that the vagina releases when aroused)
- ⊗ Breast Milk

HIV is not spread by casual contact. Casual contact with HIV-infected persons does not place you at risk for getting the virus. There is no risk of getting HIV from daily contact at work, school or home.

HIV infection cannot be spread by: shaking hands, hugging, coughing, tears, sweat, sneezing, social kissing, swimming pools, food, mosquitoes, toilet seats, animals, sharing dishes, or air.

HIV/AIDS

How, specifically, does Mother-to-Child Transmission occur, and how can it be prevented?

Mother-to-Child Transmission (MTCT) is the most common mode of HIV infection in infants and children. The transmission of HIV from mother to child can occur during pregnancy, labour, delivery, or breastfeeding when a child is exposed to his/her mother's blood or breast milk. The risk of MTCT can be greatly reduced by doing the following:

- ⊗ Encouraging all women of reproductive age to be tested for HIV so that they know their HIV status and can plan accordingly when they are pregnant. Knowing one's status is the most effective way to prevent/reduce the risk of MTCT.
- ⊗ Having HIV-positive women use antiretroviral (ARV) medicines during pregnancy to increase their health and reduce the risk of infection to their infants. In the case of most of these medicines, the newborn child must take the medication during the first week of life.
- ⊗ Encouraging HIV-positive women to plan for an elective (non-emergency) caesarean section, which minimizes the amount of maternal blood to which the infant is exposed during delivery. The caesarean must be done before the onset of labour and womb membrane rupture in order to decrease the chance of infection.
- ⊗ Encouraging HIV-positive women to speak to their healthcare providers about infant feeding options. Breastfeeding a baby only formula or animal milk can eliminate the chance of HIV transmission through breastfeeding. If a mother decides to feed her child formula or animal milk, she must do this consistently (never mix or switch with infected breast milk) and she must keep all feeding materials clean and sterile to prevent digestive problems for the infant. If an HIV-positive mother chooses to breastfeed, she should do so without mixing between other types of feeding, because this will increase the risk of transmission to the infant.

What is the connection between HIV and other Sexually Transmitted Infections?

A person with an STI that causes sores or ulcers on the genitals is at a much higher risk of acquiring HIV from an infected partner because body fluids containing HIV can enter the body through the sores and ulcers. Even STIs that do not result in sores and ulcers (i.e. gonorrhoea, chlamydia) can increase the risk of HIV infection because all STIs increase the number of white blood cells present in the genital tract. This increase in white blood cells will bring genital inflammation and skin damage during sexual intercourse and allow HIV to enter the body more easily.

If you suspect that you have been exposed to an STI, you should go to your local health centre, be tested, and get treatment. Many STIs are easy to treat and cure. You can substantially lower your risk of contracting HIV if you seek treatment for any STI you may have been exposed to.



People are spreading awareness of HIV/AIDS in many different ways.

HIV Prevention

How is HIV prevented?

HIV infection is preventable. You can reduce your risk of infection by:

- ⊗ **Abstaining from sex.** Abstinence means not having sex at all. Abstinence is the best method of preventing HIV infection.
- ⊗ **Delaying sex.** The longer you wait to have sex, the less likely you are to get HIV. This is because older people are less likely to get into unsafe sexual situations than adolescents are and are less biologically vulnerable to infection (in the case of women). Also, the longer you wait to have sex, the fewer sexual partners you are likely to have.
- ⊗ **Being faithful to one partner who is also faithful to you.** If you and your partner have both been tested and know that you do not have HIV, then being sexually faithful to each other is a good way to avoid HIV infection.
- ⊗ **Using condoms consistently and correctly when having oral, vaginal, and anal sex.** Always put the male condom on an erect penis. Store all condoms in dry places; check the expiration date; carefully open condom package, and if you are unsure about how to correctly put the condom on, go to your nearest clinic, hospital, or testing centre for more information.

Common Myths surrounding condoms

- ⊗ *Government condoms are less effective than condoms bought in a store.* Just because a condom is free does not mean it is not effective.
- ⊗ *Only men of 18 years and older can get condoms.* Men and women of all ages can get free condoms at clinics, hospitals or family planning centres. Anyone can buy condoms at the store.

Common Myths about HIV prevention

- ⊗ *Washing your sexual organs with soap or alcohol soon after sexual intercourse protects one from getting HIV.* Washing the outside of your organs will not prevent you from getting HIV or STDs because the sexual fluids will already have entered your body.
- ⊗ *I can have unprotected sex and still be safe if I "pull out" before ejaculation.* Before a male orgasm, semen is often released by the penis in smaller amounts, and can still transmit HIV.
- ⊗ *If two people are both virgins and decide to have intercourse then they do not have to worry about HIV.* They may have contracted HIV from their mothers or through blood-to-blood contact with an HIV positive person.

Can I avoid getting HIV/AIDS?

This is a very important question, because if it were not preventable then we would not be here. It is important to know that your fate lies in your hands in regards to getting HIV.

HIV/AIDS

Voluntary Counselling and Testing (VCT)**How do I know if I have HIV?**

The only way to know for sure whether you have HIV or not is to get tested. You can get tested at a voluntary counselling and testing (VCT) clinic in your community or a nearby town.

Common Myths about how you can tell that someone has HIV/AIDS

- ⊗ *Overweight or healthy looking people cannot have HIV, but if someone is skinny, losing their hair or has bad skin they probably have HIV/AIDS.* Not all people with HIV are thin or lose weight. One may have HIV but still remain overweight. Loss of appetite or continuous diarrhoea that can cause weight loss may occur at a later stage but many people remain their same weight long after infection.
- ⊗ *If people are virgins, they are HIV negative.* People can contract HIV from blood to blood contact with an HIV positive person or from their mother. The only way to know for sure is to go for testing.

What can I expect if I go for VCT?

If you go to your local VCT centre for HIV testing, you can expect the following:

- ⊗ You will receive confidential pre-test counselling, during which a trained counsellor will review your risk with you and help prepare you for your test results, whatever they may be.
- ⊗ You will have a small amount of blood drawn for the test itself.
- ⊗ You will have to wait while the test is being performed on your blood. In some centres, this can be done in as little as twenty minutes. In other centres, you may be asked to come back later in the day, or on a different day, to get your results. The length of time it takes the centre to process your test has to do with the testing methods used at that centre, and not with you or your sample. Rapid tests and slower tests are equally accurate.
- ⊗ You will receive post-test counselling and be given your results by a trained counsellor. Post-test counselling usually involves formulating a plan for the future, regardless of your test results; if you are HIV-positive, you will discuss what you can do to stay healthy as long as possible, and if you are HIV-negative, you will discuss how to continue protecting yourself so you can stay negative.

If I test HIV negative does it mean there is no chance I am HIV positive?

It can take 6 weeks to 6 months after infection before the test detects the signs of HIV in someone's blood; however, the person is still infectious to others in this period. There have been exceptional cases where people have taken 6 or even 12 months to develop detectable signs of HIV/AIDS infection.

Positive Living and Support

What can I do if I find I have HIV?

If you find that you are HIV-positive, you will need to live positively in order to stay healthy as long as possible. These days, having HIV/AIDS is not a death sentence: you can live healthily for many years with HIV, as long as you take good care of yourself. This depends on your general health, age, nutritional status and rate of re-infection. Some of the most important things you can do to live positively are:

- ⊗ Practice safer sex so you do not infect your partners or become re-infected yourself.
- ⊗ Eat a well-balanced diet.
- ⊗ Get enough rest.
- ⊗ Get enough exercise.
- ⊗ Seek regular medical care and follow your healthcare worker's advice.
- ⊗ Seek social support: join a support group for people living with HIV/AIDS, stay in touch with your friends and family, etc.

If you can **safely** disclose your HIV status to your partners (including any former partners), you should - this will allow them to get tested and live positively as well.

You do not need to disclose your status to anyone if you believe that disclosing it will endanger you. However, talking to friends and family about your status can help you develop social support, which is an important part of living positively.

How long do I have to live if I find out I am HIV positive?

This depends on many of the factors discussed above, such as compliance with doctor's instructions for HIV/AIDS medicine (Anti-RetroViral treatment), exercise, diet, and support. A person with HIV can live for 10 years or more if they take care of their bodies and live positively.

Can traditional healers treat some of the infections caused by AIDS?

Some of the infections caused by AIDS may respond to traditional medicine, however, many infections caused by AIDS cannot be effectively treated by traditional medicine and AIDS itself cannot be cured.

Common Myth about how HIV can be cured

- ⊗ *If you are HIV positive, you can sleep with a virgin (someone who has never had sexual intercourse) and be cured.* This myth is complete nonsense. Right now, there is no cure for HIV/AIDS, and if someone is infected, they will eventually die, unless they get on ARV treatment.

Water and Sanitation

Improved Water and Sanitation through Health and Hygiene Promotion via Football

Every developmental entity needs to play a vital role in ensuring that the number of people lacking proper water and sanitation facilities is reduced. Without safe water and proper sanitation facilities good health and hygiene standards cannot exist. In such a scenario, people face high risks of contracting waterborne diseases as well as other diseases arising from unmanaged waste. Such diseases pose a retarding effect on children's performance at school and rob them of energy, which they require to live healthy lives as they engage in sporting activities such as football. It is vital therefore for organisations aiming at curbing problems of inaccessibility to safe water and sanitation services to undertake a widespread health and hygiene programme that can awaken the target group's perceptions and response to their efforts. A starting point for the cooperating partners is to utilise an entry point such as football, which has a high potential of capturing the attention of even the youngest community members.

The Join-In Circuit Health and Hygiene Learning Stations and their Objectives

STATION	OBJECTIVE
Football and Safe Water Use	To educate children on the importance of drinking treated water from a reliable source such as a water kiosk; the importance of fetching water with a clean container; and the need to avoid contamination after the water has been fetched through safe storage and use of clean containers.
Football, Solid Waste Disposal and Stagnant Water	To promote understanding of the health risks of rubbish in yards and neighbourhoods (diarrhoeal and eye infections) and eradicate the impact of waste disposed of in open sewers and toilets.
Football and Hand Washing with Soap	To promote understanding of the importance of always washing hands with soap after contacting stools, e.g. after defecation, cleaning a child's bottom, and before handling or eating food.
Football and Worm Infestation	To educate community members on the high risk of contact with worms (hookworms, roundworms and whipworms) and snails that cause anaemia, bilharzia and retard the growth and increase vulnerability of children to carry highest load of worms and cause them to often be sick and absent from school.
Football and Toilet Usage	To promote understanding of the benefits of having a toilet and to promote behaviour change, e.g. refraining from throwing stones, cardboard and other rubbish into the toilets.

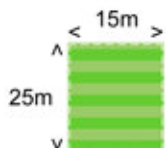


Football and Health - Health and HIV/AIDS Training Session Checklist

WARM UP



25 MINUTES



1 Ball for every player



8 Cones

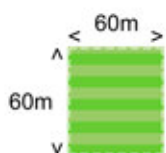


1 copy
"True or False?"
answers
WS 18

MAIN PART



35 MINUTES



1 Ball for every player



8 Cones



Bibs for half the players



2 Goals

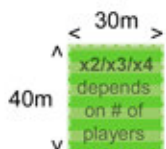


10-20 obstacle-course items
(depending on difficulty)

CONCLUSION



15-20 MINUTES



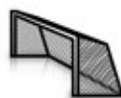
2-3 Balls for every pitch



4 Cones for every pitch



Bibs for half the players



2 Goals for every pitch



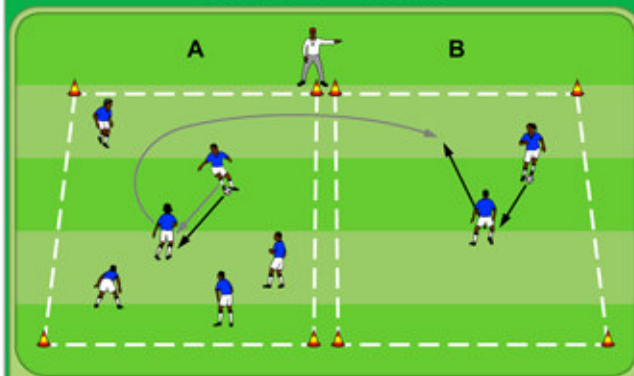
H I V Papers for every goal
WS 29H, I & K

Football and Health - Health and HIV/AIDS Training Session

WARM UP

25 MINUTES

PHASE 1 - 10 MIN



Whisper down the Lane

- ⊗ The coach whispers a phrase (e.g. "On Sundays, the big Lion likes eating tasty Zebras after his nap.") to one of his players and passes the ball to him. This player passes the ball on to another player, runs up to him and whispers the same phrase (given by the coach) into his ear. The next player follows as before.
- ⊗ After a player has whispered the message, he / she changes over to pitch **B** and goes on passing

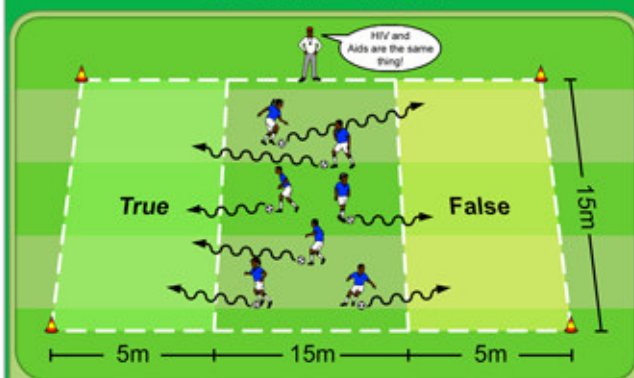
the ball, but no longer whispers the phrase.

- ⊗ The coach tells the players what to do on pitch **B** (left / right foot passing, short / long ball passing, etc.)
- ⊗ After every player has whispered the message, the last player shouts the message out loud to all the others. (It is normally a very wrong message!)

Variations

- ⊗ The coach instructs on how to play the ball, the way the players should move, certain tasks they should solve while changing to pitch **B**, etc.

PHASE 2 - 15 MIN



"True or False?"

- ⊗ Players dribble around in the mixed zone, each with their own ball. The coach, from outside the playing area, gives advice on how they should dribble.
- ⊗ The coach then shouts out a statement about HIV/AIDS from his statement list. As quickly as possible, the players have to dribble with their ball to the "correct-answer-field". After every player has reached a field, the coach gives the right answer and a short explanation. The players, who got the answer wrong,

Use this game to emphasise the fact that it can be very easy to misunderstand what someone has said.

Therefore, there is also a lot of misinformation about HIV/AIDS.

Then lead over to the next game: "True or False?"

The players should make their own decisions and stick to them.



have to do an additional exercise as a penalty (push-ups, knee-bends, etc.).

- ⊗ The last player to have reached a field, even if it was the correct field, also has to do the additional exercise.

Variations

- ⊗ At the beginning of the game, every player has 3 points. For every wrong answer, or being last on the answer-field, he loses a point. Players with 0 points will be dropped from the game. All players who still have all 3 points at the end of the game are the winners.

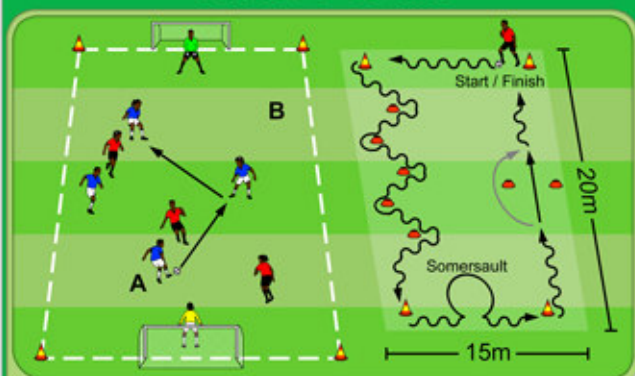


Football and Health - Health and HIV/AIDS Training Session

MAIN PART

35 MINUTES

PHASE 1 - 20 MIN

**Team reduced through HIV/AIDS Circumstances**

- ⊗ 2 teams (4-on-4 to 8-on-8, etc.) on a pitch with 2 goals plus goalkeeper.
- ⊗ Beside the pitch a dribbling/running course.
- ⊗ 2 teams (A + B) play football against each other.
- ⊗ As soon as a goal is shot, the game will pause.
- ⊗ The scorer has to send a player from the other team off the pitch. The coach explains that this chosen player is out of the match for a certain time, because he has to mourn an HIV/AIDS infected

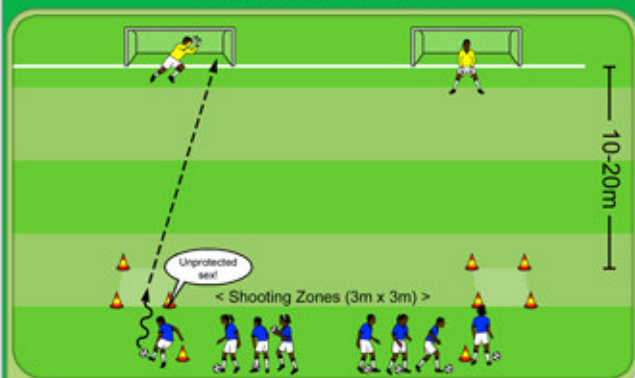
member of his family - and this takes time. During this time, he is not able to play football for the team. So now his team is at a numerical disadvantage.

- ⊗ The chosen player has to dribble through the course beside the field. After he has successfully passed through the course, he may rejoin his team.
- ⊗ Whenever a goal is shot, the scorer chooses a player from the other team to leave the field. Do not choose the same player twice!

Variations

- ⊗ Nearly 20% of the South African population is infected with HIV/AIDS, therefore, every fifth goal means that the chosen player cannot return to his team. He is out of the match!
- ⊗ After passing the course, he may only assist the goalkeeper.

PHASE 2 - 15 MIN

**Shout out the Risks of HIV/AIDS**

Fight against the risks of HIV/AIDS

- ⊗ Depending on the number of players, you need 1 or 2 goals (see above).
- ⊗ Mark a shooting zone (10m-20m distance from the goal, depending on the players age and ability).
- ⊗ Only the goalkeeper is able to get points!
- ⊗ The player dribbles into the shooting zone and tries to shoot a goal. If he succeeds, he will go into the goal as the new goalkeeper. If he misses, the goalkeeper gets

1 point and the player has to line up behind the other players.

- ⊗ When a player reaches the shooting zone, he has to shout out a risk of contracting HIV/AIDS (e.g. unprotected sex). The goalkeeper has to prevent this risk from getting into the goal and tries to catch the ball.
- ⊗ Vary the statements - do not repeat! (see list)
- ⊗ Whenever a player does not score a goal, the goalkeeper gets a point. If the ball gets into the goal, the goalkeeper has to leave the goal and line up behind the other players. Which player gets the most points?

Variations

You can also turn this game around.

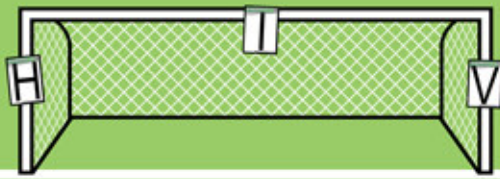
- ⊗ The scorer has to shout out how to protect himself against HIV/AIDS (e.g. safe sex).
- ⊗ For every goal he scores, he will get a point.

Football and Health - Health and HIV/AIDS Training Session

CONCLUSION

15-20 MINUTES

PHASE 1



Final Match

- ⊗ Depending on the number of players, you need 1, 2, 3... pitches (e.g. 40m x 30m).
- ⊗ After many HIV/AIDS details during the training session, the players shall just play football.
- ⊗ To keep the theme going, the coach can hang up printed / copied papers with the initials of H I V and put them on the goalposts and the crossbar.

Variations

- ⊗ If there are enough players, you can organise a small tournament.

Remind the players of these 3 special steps.



- 1 Prevent & Protect
- 2 Get tested
- 3 Be strong
Help others
Help yourself
AIDS is not a death sentence!

Football and Fair Play

Violence Prevention**Introduction**

The analysis of the topic "**violence**" and especially with steps to stop and avoid violence is a very complex undertaking. Whoever devotes himself to this topic will quickly learn to distinguish between the different expressions and manifestations of violence (*structured, openly physical, emotional, economical, personal, or violence between different groups, and many other forms*), will then quickly try to get to the bottom of it and last but not least, will have to tackle the different views (*victim / culprit*). The use of force is often justified by the missing ability to solve conflicts peacefully.

This basic course for coaches cannot and will not deepen this subject any further. Anyone who is interested in going into more detail is referred to the "**Short Instruction Course - Violence Prevention**".

In this introduction, we will concentrate on the direct violence- and aggression-potential in football and get to know and test responsive and preventative measures.

Potential Conflicting Parties in Football

Everybody actively involved in football can be a potential starting point or object of more or less aggressive conflicts.

- ⊗ Coach / Coaches
- ⊗ Players
- ⊗ Opponents
- ⊗ Referees
- ⊗ Spectators / Parents

The coach can only directly influence and control his own conduct and the conduct of his players. Focus on the lines of conflict coming from these parties.

Potential Lines of Conflict with Examples

- | | |
|------------------------------|--|
| ⊗ Coach - Coach | <i>aggressive style of playing by the opposing team and the call for foul play</i> |
| ⊗ Coach - Player | <i>team composition, performance evaluation</i> |
| ⊗ Coach - Opponent | <i>provocation of player, brutal foul play</i> |
| ⊗ Coach - Referee | <i>wrong decisions</i> |
| ⊗ Coach - Spectator / Parent | <i>disregarding own child</i> |
| ⊗ Player - Player | <i>competing for the position, conflicts from school</i> |
| ⊗ Player - Opponent | <i>provocations, differences in performance, foul play</i> |
| ⊗ Player - Referee | <i>decisions</i> |

Research has shown that most of the violent transgressions are following decisions by the referee. Furthermore, provocations by the opponents are often the first triggers of a spiralling escalation. Conflicts between players and opponents during competitions are to be expected. It is important to find the correct measure between acceptable aggression and intolerable brutality: criterion must be the consideration for the health of the opponent. The risk of injury must be largely ruled out.

Football and Fair Play

Side-course: Glasl's Nine-Stage Model of Conflict Escalation

- | | | |
|---------------------------------------|---|--------------------------|
| ⊗ Stage 1: Hardening | } | Win - Win Level |
| ⊗ Stage 2: Debates and Polemics | | |
| ⊗ Stage 3: Actions, not words | | |
| ⊗ Stage 4: Images and coalitions | } | Win - Lose Level |
| ⊗ Stage 5: Loss of face | | |
| ⊗ Stage 6: Strategies of threats | | |
| ⊗ Stage 7: Limited destructive blows | } | Lose - Lose Level |
| ⊗ Stage 8: Fragmentation of the enemy | | |
| ⊗ Stage 9: Together into the abyss | | |

Intervene as soon as possible. Make them aware of the danger of non intervention especially in a team relationship.

Examples of successful intervention- and preventative-strategies:

Recognise conflicts

Intervene

Avoid long-term

Observe

Pay attention to verbal provocations and immediately stop aggressive behaviour!

Successful Strategies for conflict resolution:

- | | |
|---------------------|---|
| ⊗ Coach / Coach | Meeting of all coaches of a league and agreeing on fixed rules (rituals): greeting, also of the teams, pay attention to fair play by the own team, ... |
| ⊗ Coach / Player | Set up a team counsel that is trusted by the individual player and can mediate between the coach and the player |
| ⊗ Coach / Opponent | See Coach / Coach |
| ⊗ Coach / Referee | The players watch the conduct of the coach and especially here he is a role model. Insulting the referee has never led to a decision being revised. |
| ⊗ Coach / Parents | Frank conversations and reasons supporting the decisions, in quiet surroundings. |
| ⊗ Player / Player | Self-binding declaration: all agree on rules and control the upkeep of them responsibly and unaided – do your own wording, write it down, hang it up. The team counsel will settle cases of conflict. |
| ⊗ Player / Opponent | The coach forbids provocations (verbal, foul play) and exchanges the player irrespective of the strength of his performance – deal with it during training: he is detrimental to the team. |
| ⊗ Player / Referee | Regularly appoint players during training as referees: they will recognise the difficulty of taking quick decisions from a poor perspective. |



Football and Fair Play

Prevention: Education in Fairness / Fair Play**1. Basic understanding of Fairness**

- ⊗ **Formal fair play**
Strict adherence of the rules, making the best use of all advantages
- ⊗ **Informal fair play**
Acknowledging the spirit of fair play
- ⊗ **Restricted fair play**
Fairness only when one can afford it

The aim of football training should be to teach and to live the "Spirit of Fair Play".

➔ **RATE:**

- Respect also for the opponent
- Acceptance also of the weaker players
- Tolerance also with wrong decisions by the referee
- Empathy while evaluating ones own conduct

Appreciation of the opponent's performance, thereby improving ones own performance and not trying to win through unfair play.

Rules are necessary to enable a mutually peaceful social life. That means that the rules must be followed, and not only when the expected punishment is a deterrent or the risk of being caught is too great.

2. Practical Examples⊗ **Fair Play Cup**

During the league games, all the teams are called upon after every game, to evaluate the conduct of the opposing team concerning fair play. A central message centre will collect the evaluations and add the results. At the end of the series, there will then be a sporting winner and a fairness winner (the winning team is not seldom also the fairest team). The effect is that during the whole season the children must intensively tackle the topic fairness and meticulously watch their own conduct as well as that of the others.

⊗ **Tournament**


Before the game, the referee is requested to especially check fair conduct of the players and to give "Fairness Points" to the teams after every game. At the end of the tournament, the fairest team will be honoured in the same way as the sporting winners.

⊗ **Street Football Tournament**

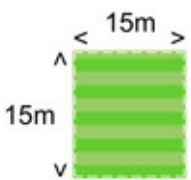
Before every game, the teams themselves agree to some "special" rules. (Giving the opponent a high-five on a scored goal, consideration, ...). After the game, the teams meet and jointly decide on the allocation of "Fairness Points" and thereby choosing the fairest team at the end of the tournament.

Football and Fair Play - Violence Prevention Training Session


WARM UP




20 MINUTES



Blindfolds / Scarves




1 Ball per player

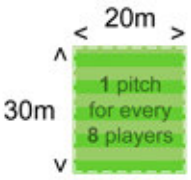


4 Cones


MAIN PART




25 MINUTES




4-5 Bibs per pitch




2-3 Balls per pitch



4 Corner Poles per pitch




2 Goals + Letters (WS 29) per pitch

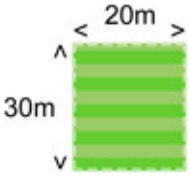


Prepared playing field roster - WS 00


CONCLUSION




30 MINUTES




Bibs for half the players on the pitch




2-3 Balls per pitch



4 Corner Poles per pitch



2 Goals per pitch





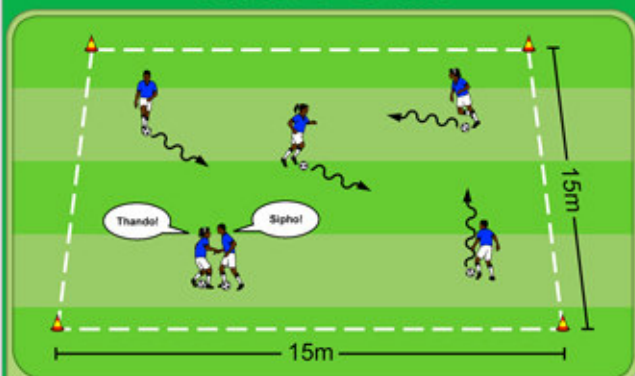
Football and Fair Play - Violence Prevention Training Session

WARM UP

20 MINUTES

- ⊗ After the first game, the whole team must decide on a greeting- and farewell-ritual, which will be used at every training session.

PHASE 1 - 10 MIN



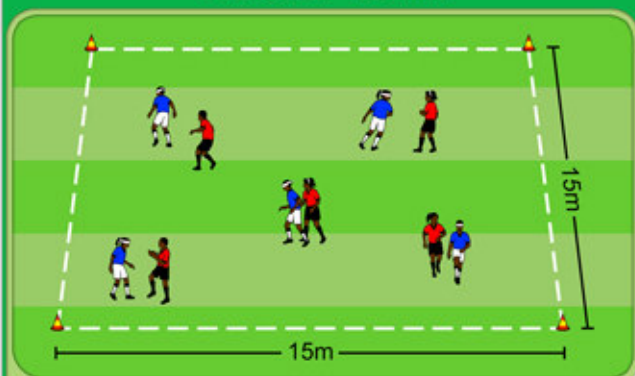
Greeting Game

- ⊗ The players dribble about on the pitch. Whenever they meet up with a dribbling fellow player, they both stop, greet each other by shaking hands and saying their name.

Variations

- ⊗ Every time one meets a fellow player on the pitch, one has to:
 - ▲ hook arms and turn around twice
 - ▲ jump up and high-five with the partner
 - ▲ jump up and connect shoulder to shoulder or breast to breast
- ⊗ Vary the dribbling as follows:
 - ▲ right / left foot
 - ▲ dribble backwards, sideways
 - ▲ only inner side, only outer side
 - ▲ only with the sole
 - ▲ swing the ball to and fro between your feet (forwards, sideways, backwards)
 - ▲ go faster, go slower

PHASE 2 - 10 MIN



Confidence Game: "Guide the Blind"

- ⊗ Pair up two players. Cover the eyes of one player per pair. He is now "blind".
- ⊗ The second player must now guide the "blind" player around the pitch and take care that nothing happens to him (make him aware of uneven patches on the ground, of other players coming towards you, etc.)
- ⊗ After 1-2 minutes, they swap positions.

Variations

- ⊗ Guide the partner through your voice only without touching him.
- ⊗ Take the partner by the hand and guide him without saying anything.
- ⊗ Guide him through agreed upon touches only without saying anything.
- ⊗ Let the "blind" player dribble a ball.

Safety First

Arrange a **warning signal** in case the situation gets tight, e.g. two players could collide.

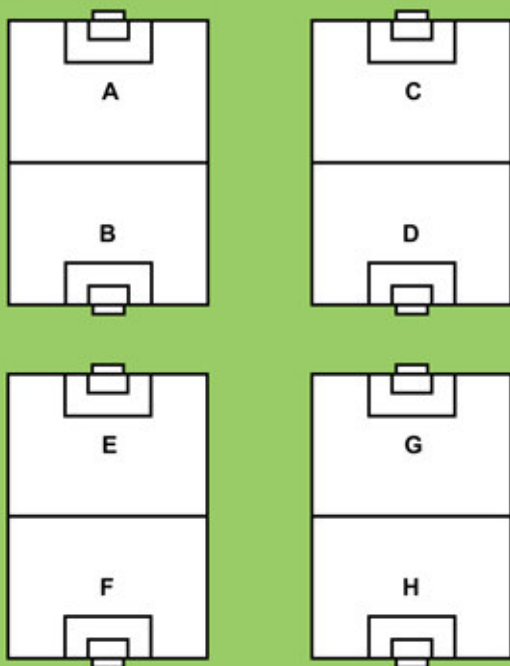
Football and Fair Play - Violence Prevention Training Session

MAIN PART

25 MINUTES

- ⊛ Depending on how many players there are, arrange an appropriate number of pitches marked 30m x 20m
- ⊛ Mark the goals with letters

PHASE 1



4-on-4 Tournament

- ⊛ Three rounds of 7 minutes each as per example of 4-on-4 Tournaments. (see "III.1.7 Small Tournaments" pages 181 - 187)
- ⊛ The playing rules can be varied after every round and must be agreed upon by the teams.



Value and respect your opponent, as your opponent could be your team-mate in the next round.

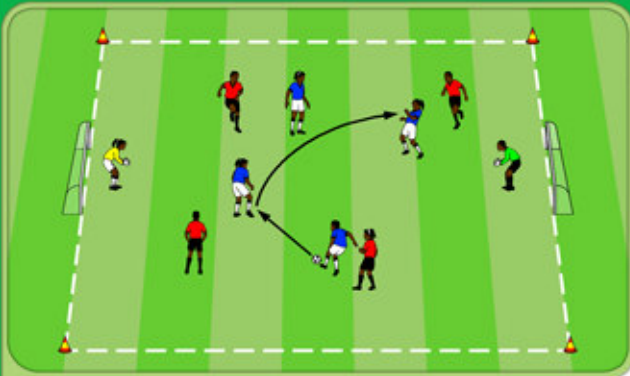
Football and Fair Play - Violence Prevention Training Session

CONCLUSION

30 MINUTES

- ⊗ Two or four teams
- ⊗ Play without referee
- ⊗ The teams have to decide on the rules for the game before kick-off (Communication!), e.g. throw-in / kick-in, fixed goalkeeper / flying goalkeeper, corner kick / three corners = one penalty, etc.
- ⊗ Both teams have to agree on a Fair-Play-Rule (e.g. no foul play, congratulate your opponent on a successful goal, publicly praise positive action of the own team, etc.).
- ⊗ Both teams decide on an arbitrator each, who in critical situations (e.g. foul / no foul) together try to find a solution to the problem.

PHASE 1



Football Game with own Rules

- ⊗ Play according to the previously agreed on rules.
- ⊗ The game time should be 10-15 minutes.
- ⊗ Additional to every goal, reward every fair play action with a further goal. The two arbitrators decide if the fair play action should be rewarded or not. Winner is the team with the most goals at the final whistle.

Variations

- ⊗ Play a further round, but first shuffle the teams.
- ⊗ If there are more teams, play a tournament.

Players must not break the rules they come up with as a group. **Rules are rules!** If anybody has a problem with a rule, they should say so before the game



Football and the Environment

Sport is intimately connected to nature. A healthy environment is necessary for healthy sport. For many athletes, it is this intimacy with nature that motivates and inspires them.

Use the popularity of sports to promote environmental awareness and respect for the environment among the public, especially young people; and promote the development of environmentally friendly sports facilities and the manufacture of environmentally friendly sporting goods.



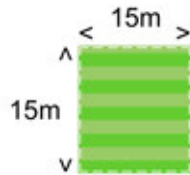
Taking care of the environment is EVERYBODY's responsibility!

Football and the Environment Training Session Checklist

WARM UP



15 MINUTES



1 Rubbish Bin per group



1 Ball per group

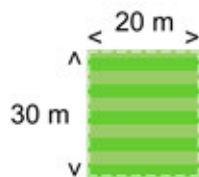


4 Cones per group

MAIN PART



15 MINUTES



10-12 Cones /
10-12 Pieces of Rubbish



1 Ball per player

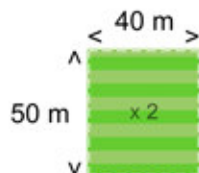


2 Goals

CONCLUSION



30 MINUTES



Bibs in four different colours
depending on number of players



1-2 Balls per pitch



6 Cones per pitch



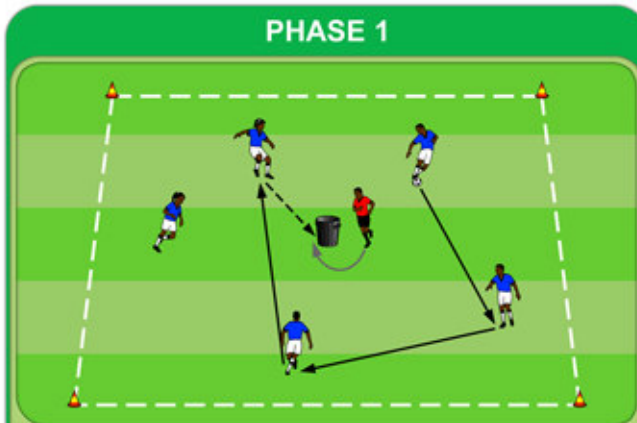
2 Rubbish Bins per pitch

Football and the Environment Training Session

WARM UP

15 MINUTES

- ⊗ The group should consist of 6-8 players - one defender in the middle, 5-7 strikers around.



Shooting the Rubbish Bin

- ⊗ The strikers (blue) pass the ball around, trying to get into a good position to shoot the ball onto the target (the rubbish bin in the middle of the pitch).
- ⊗ The defender (red) tries to prevent the strikers from hitting the rubbish bin.
- ⊗ After the rubbish bin was struck by the ball, another player will replace the defender and try to prevent the rubbish bin from being hit.

Variations

- ⊗ The strikers only have one minute to try to score a hit on the rubbish bin.



Ensure that the rubbish that was in the bins being used in these exercises was thrown into another bin and not just emptied on the ground somewhere!

Football and the Environment Training Session

MAIN PART

15 MINUTES

PHASE 1



Safety First

Take care not to include sharp, poisonous or otherwise harmful material in the 'Junkyard'.

Rubbish-Dribble-Contest (Through the Junkyard)

- ⊗ Two teams (A and B) have a dribbling contest against each other.
- ⊗ The goalkeeper from team A will block the goal from team B and the goalkeeper from B will block the goal from A.
- ⊗ After dribbling through the 'Junkyard', the player tries to score a goal.
- ⊗ If the shot results in a goal, the player is allowed to remove a piece of rubbish from the 'Junkyard'.
- ⊗ The next player starts once the previous player has shot at the goal.
- ⊗ Which team will clear the 'Junkyard' first?

When asking children to collect rubbish for Training Sessions, you should tell them to avoid certain types of rubbish.

They should avoid all medical waste like old medicine or used needles and bandages.

Also using spoilt food is not a good idea, because it can carry disease.

Sharp or rusted material should also be avoided.



Football and the Environment Training Session

CONCLUSION

30 MINUTES

Environment Tournament

Team Set Up

Four teams play in a tournament on two pitches.

- ⊗ **Green Team** - Green Forest
- ⊗ **Blue Team** - Clear Water
- ⊗ **White Team** - Fresh Air
- ⊗ **Yellow Team** - Fertile Soil

The teams play against each other. The winner of the tournament is the team with most victories.

Match Schedule

Green Forest : Clear Water
Fresh Air : Fertile Soil

Green Forest : Fresh Air
Fertile Soil : Clear Water

Clear Water : Fresh Air
Fertile Soil : Green Forest

Playing Time - Ten minutes per match = 30 minutes total tournament time.



Environment Tournament

- ⊗ Playing on an open goal (two rubbish bins) with a neutral goalkeeper in it
- ⊗ Both teams are allowed to score from either side!
- ⊗ Ten minutes per match playing time - 30 minutes in total.

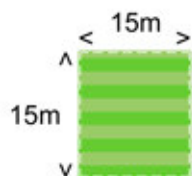


Youth Participation Training Session Checklist

INTRODUCTION WARM UP



10 MINUTES
15 MINUTES



1 Ball per player

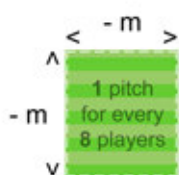


4 Cones

MAIN PART



30 MINUTES



2-3 Balls per pitch



4 Corner Poles per pitch



4-5 Bibs per pitch



2 Goals per pitch

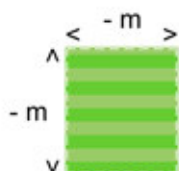


Prepared match
schedule - WS 28

CONCLUSION COOLING DOWN



30 MINUTES
5 MINUTES



2-3 Balls per pitch



4 Corner Poles per pitch



Bibs for half the
players on the pitch



2 Goals per pitch

Youth Participation Training Session

INTRODUCTION

10 MINUTES

Duties of the participating children / youths

The coach selects two players to lead:

- ⊗ Warm up
- ⊗ Main Part
- ⊗ Conclusion
- ⊗ Cooling down

He will then give them a short introduction of the expected duties of their respective sections.

WARM UP

15 MINUTES

PHASE 1



Kids doing it for themselves

- ⊗ The coach decides on two children who have to lead the warm up. The children can make use of their own ideas.
- ⊗ The coach only assists them if he feels it is necessary. (He can possibly give them a few tips.)

It is vital to praise the children / youths on a job-well-done. This builds self-confidence.



Youth Participation Training Session

MAIN PART

30 MINUTES

The coach chooses two players to be responsible for:

- ⊗ Pitch setup
- ⊗ Team selection
- ⊗ Equipment
- ⊗ etc.

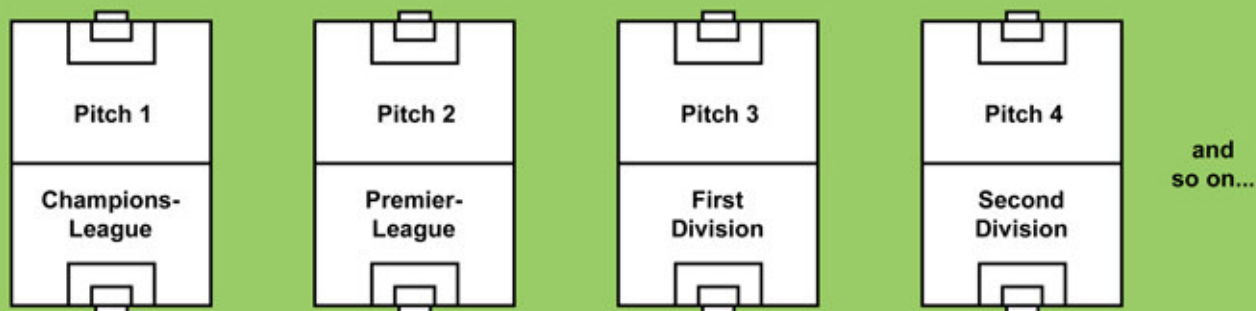
The coach will remain on hand in case his assistance is needed.

There are no referees in these games. The teams have to decide at the beginning of each new round what the rules are going to be (e.g. throw-in or kick-in, etc.).



To lead a tournament you need:
Leadership,
Creativity,
Self-confidence
and Responsibility!

PHASE 1

**Champions-League-Tournament (4-on-4)**

Depending on the number of children, mark off sufficient pitches for the following games: 4-on-4 (4-on-3 / 4-on-5 / etc.) The winning team will move up to the next level, the losing team will move one league level down. The winner of the Champions League stays there, The loser of the lowest league also stays there. Play a few rounds. (The playing time per round depends on the total number of rounds played.) The winner of the tournament is the team that wins the last game on the Champions-League pitch.

"Tournament Flash" is also an option for a game. (see "III.1.7 Small Tournaments" page 197)

Youth Participation Training Session

CONCLUSION

30 MINUTES

PHASE 1



Tournament with three Teams

Depending on the number of children, select three teams (5-on-5 / 7-on-7 / 9-on-9 / etc.) Play on a pitch that can handle the number of players. Play the game according to FIFA rules (including offside!). The playing time per game is 8 minutes. The winner of the tournament is the team with the most points (Win = 3 Points, Draw = 1 Point).

Youth Participation

The non-playing team has to fulfil the following roles:

Necessary!

- ⊗ Referee
- ⊗ Linesman
- ⊗ Trainer (for the playing teams)

If there are many children, also fill these roles:

- ⊗ Timekeeper
- ⊗ Goal referee (he must decide if the ball was in the goal or not)
- ⊗ Ball fetchers (as many as you want)

COOLING DOWN

5 MINUTES

PHASE 1



Kids doing it for themselves

As with Warm up, 2 children are nominated / requested to lead the cooling down. The trainer assists if necessary.



Do not forget to praise the children / youths on a job-well-done. This builds self-confidence.

Thank you for participating in the training course for football coaches. We hope you have enjoyed it and will apply the skills you have learnt successfully.

Feel free to contact us about any recommendations and questions concerning the course and this manual.



Deutsche Gesellschaft für Internationale Zusammenarbeit (GIZ)
Youth Development through Football (YDF)
P.O. Box 13732, Hatfield
0028 Pretoria, South Africa

Tel: +27 (0) 12 432 0100
Fax: +27 (0) 12 432 0111
E-mail: ydf@giz.de
www.za-ydf.org

Open Day Training Checklist

Questions	List of Tasks	✓
<p>Where can an "Open Day Training" be held?</p>	<p>Possible Venues:</p> <ul style="list-style-type: none"> ⊗ Grounds of an institution ⊗ Municipal sports grounds 	
<p>What questions need to be clarified with the institution beforehand?</p>	<p>Check:</p> <ul style="list-style-type: none"> ⊗ Available dates / times ⊗ What training material / equipment is available ⊗ Changing room possibilities for girls ⊗ Insurance cover! (<i>How is an event with non-members covered? Can volunteers be held responsible in the event of an accident? etc.</i>) 	
<p>How do I insure myself?</p>	<p>Detailed enquiries:</p> <ul style="list-style-type: none"> ⊗ What does the insurance cover for an "Open Day Training" with non-members look like? Must a complementary insurance for non-members be taken out? ⊗ Can volunteers be held responsible in the event of an accident? 	
<p>How do I reach as many girls as possible?</p>	<p>Advertise via:</p> <ul style="list-style-type: none"> ⊗ Flyers, posters (e.g. in schools, community centres, youth centres, institutions, kick-about areas, fitness studios, communal sports grounds, meeting-places of girls, etc.) ⊗ Speak to them directly ⊗ Internet (internet page of the institution) ⊗ Local newspapers ⊗ Institution's magazine 	
<p>Who will support the event financially?</p>	<p>1. List of all (possible) costs:</p> <ul style="list-style-type: none"> ⊗ Printing costs for flyers and posters ⊗ Expense allowance for helpers ⊗ Small prizes/gifts for participants ⊗ Possibly rental of grounds or hall <p>2. Find sponsor:</p> <ul style="list-style-type: none"> ⊗ Taking over of printing costs (e.g. sponsor, who already has a contractual connection with the institution) ⊗ Enquire whether one can get advertising material (stickers, etc.) from SAFA 	
<p>Who will help with the organisation and carrying-out?</p>	<p>Look for and motivate as many as possible volunteers:</p> <ul style="list-style-type: none"> ⊗ Parents of girls who participate at the "Open Day Training" ⊗ Coaches, care-givers, teachers ⊗ Players of older junior teams or active teams of the institution 	



Open Day Training Checklist

Questions	List of Tasks	✓
<p>Which contents can be passed on during the "Open Day Training"?</p>	<p>Plan an "Open Day Training" with movement-exercises/-games that awaken and motivate their playing instinct - in short: "desire for more"! Count on having a varied group of participants - concerning the experiences and performance - and choose exercises for the "Open Day Training" that can easily be adapted to the different levels of performance. Prepare in advance how you will be able to carry out the exercises with different sized groups (e.g. 6-20 participants).</p> <p>Important principle for the "Open Day Training":</p> <ul style="list-style-type: none"> ⊗ The participants need to "experience" the training. Do not enforce performance! 	
<p>On the day of the "Open Day Training"</p>	<ul style="list-style-type: none"> ⊗ The girls need to enter their particulars on a list of participants before the training (data capture). ⊗ If there are already existing teams in the institution: hand out leaflets to the participants with the training times of the teams of the institution ⊗ If there is not yet a team in the institution, the girls should be asked who would be interested in playing in a team. Also enquire which training times would suit the girls. ⊗ Announce the date of the next "Open Day Training" (e.g. through leaflets). 	
<p>How do I review the event?</p>	<p>Note the following points:</p> <ul style="list-style-type: none"> ⊗ How many girls took part in the "Open Day Training"? ⊗ Could an enthusiasm for and interest in football be awakened? ⊗ How many volunteers were there? ⊗ Did the volunteers have fun? Would they be prepared to help again at further events? ⊗ Were there any enquiries about a repeat of the training or the founding of a girls' football team? ⊗ Did the institution offer that a further training could be held on their grounds? 	

Clarifying the Framework for the Preparation of a Training Session

1. Training Venue / Gymnasium

- ⊗ What venue is available? (a playing field, half a playing field, etc.)
- ⊗ What is the condition of the ground like? Will certain forms of training have to be excluded because of the ground?
- ⊗ How many goals are available? (If necessary plan for alternative goals, e.g. pole goals)
- ⊗ Is another team training at the same time on the same playing field (if necessary, make arrangements with their coach)?
- ⊗ Where is the best place for goal shooting training to be organised (catch-fence, etc.)?

2. Training Group / Team

- ⊗ How many players are expected at training (e.g. excused from training)?
- ⊗ Consider alternatives to building the play- and exercise-groups!
- ⊗ Consider performance differences within the group (e.g. combination of equally strong groups)!

3. Training Material

- ⊗ Is there a ball for every player?
- ⊗ Children's Football: Do I have age appropriate balls available?
- ⊗ Do I have marking aids available (cones, poles, bibs, etc.)?
- ⊗ Especially for the gymnasium: What equipment, what kind of balls can I use?

4. Other

- ⊗ Is a helper, carer, co-trainer available (if not, this must be considered while organising the training)?



"Role Model" - Checklist Self-examination

Not only for coaches, also for caretakers, directors, parents, ... !

As a reference person of children and youths, you always also have the role model function and often influence their outlook and conduct more than you are aware of. That is why you must examine your own conduct (be honest!) by means of the following questions:

How do you handle conflicts?

⊕

How do you handle defeat, how do you celebrate wins?

⊕

How do you make contacts and how do you form these?

⊕

How do you conduct yourself towards your group?

⊕

Are you impartial or do you favour individual members of the group?

⊕

Are you available to listen to problems?

⊕

How do you personally handle alcohol and nicotine?

⊕

In what tone of voice do you speak?

⊕

What do you do to enhance the group atmosphere?

⊕

The Rules of the Game of Football

1. The Pitch



- ⊗ The pitch must be rectangular.
- ⊗ The measurements can vary, depending on the age group.
- ⊗ The pitch has to have a goal of a suitable size, corner flags, and well-marked lines according to the illustrations in the rulebook or the requirements for youth games.

2. The Ball



- ⊗ The ball has to be of a size according to the requirements of the age group.
- ⊗ The ball must be round.
- ⊗ He must be made out of leather or an approved material.

3. The Number of Players



- ⊗ No more than 11 players may belong to a team, or less, as the case may be, depending on rules of exception.
- ⊗ Up to 3 players can be substituted in an official game. (Exceptions are possible in the different age groups)
- ⊗ Substitution of a player may only take place during a stoppage in the match, when permitted to do so by the referee. The substitute player may only enter the pitch once the player being replaced has left the pitch.

4. Equipment of the Players



- ⊗ A player may not wear any clothing that could endanger other players.
- ⊗ The playing kit of the two teams must be clearly distinguishable from each other.
- ⊗ The colour of the clothing of either goalkeeper must be different to that of both teams.

5. The Referee



- ⊗ Every referee is responsible for the enforcement of the 'Rules of the Game' during his games.
- ⊗ Every referee must inform himself before his games, if there are any special provisions regarding the 'Rules of the Game' that he has to observe during the game he has to control, e.g. youth, old-boys, girls.
- ⊗ The language of the referee is the whistle. It indicates various incidents, e.g. kick-off, fouls, disciplinary actions, goals scored.

6. The Assistant Referees



- ⊗ The assistant referees assist the referee in controlling the game in accordance with the 'Rules of the Game'.
- ⊗ Before every game the referee and his two assistants come to an agreement, where the teamwork incl. the existing abilities are specifically discussed.

7. Duration of Game



- ⊗ The duration of the game consists of two periods of equal length, in adult football 2 x 45 minutes. The referee has to inform himself of any deviations hereof before the beginning of the game.
- ⊗ The referee decides how much time lost during the game must be compensated for during stoppage time.
- ⊗ The players are entitled to a half-time break.

The Rules of the Game of Football

8. Kick-Off and Continuation of the Game



- ⊗ The game starts with the kick-off, at which the ball is kicked into the opponents' half of the pitch.
- ⊗ If the game is interrupted for a reason other than those mentioned in the 'Rules of the Game' (e.g. injury, strange person or animal on the pitch, defective ball), then the referee drops the ball at the place where it was located when play was stopped.

9. Ball in and out of the Game



- ⊗ The ball is out of play when it has crossed the goal line or touchline, or when the referee has stopped play.
- ⊗ If the referee has erroneously interrupted the match, it is restarted with a dropped ball by the referee.

10. How a Goal is scored



- ⊗ A goal is scored when the ball has passed completely over the goal line, between the goalposts and under the crossbar, and provided that the team that scored the goal did not breach any of the 'Rules of the Game'.

11. Offside



- ⊗ A player is in an offside position if he ...
 - ▲ is closer to the opponents' goal line as both the ball and the second last opposing player
 - ▲ is in the opponents' half of the pitch at the moment the ball is being played. He will only then be punished for his offside position, if at the moment the ball is played by one of his teammates.
 - ▲ he is involved in active play.
 - ▲ he influences a opponent.
 - ▲ he has an advantage through his position.
- ⊗ If the referee has decided on an offside position, he awards the opposing team an indirect free kick.

12. Breach of the 'Rules of the Game' and Sporting Misconduct



- ⊗ In Rule No. 12 infringements by players are recorded that are punished with disciplinary actions.
- ⊗ A disciplinary action affects the continuation of the game due to an interruption by the referee after an infringement against Rule No. 12.
- ⊗ After committing extremely unsporting conduct or serious foul play, the referee can decide on a personal disciplinary action by showing a yellow card, a yellow and a red card, or a red card.
- ⊗ Information that is more detailed can be found in **Lesson 3**.
- ⊗ Disciplinary action (e.g. indirect free kicks and direct free kicks) can only be awarded if the ball is still in play and the offence was committed on the pitch.
- ⊗ The particular form of continuation of play depends on the offence committed, as described in Rule No. 12.

13. Free Kicks



- ⊗ Free kicks have to comply with fixed regulations.
- ⊗ If an offence of an opposing team occurs inside their own penalty area, which is penalised with a direct free kick outside the penalty area, a penalty kick will be awarded.

14. Penalty Kicks



- ⊗ There are fixed regulations for performing penalty kicks.
- ⊗ More detailed information can be found in **Lesson 3**.

The Rules of the Game of Football

15. Throw-in



- ⊗ If the ball crosses the touchline either through the air or on the ground, then a player of the opposing team takes a throw-in.
- ⊗ The throw-in is always taken by the team that did not touch the ball last.
- ⊗ A goal cannot be scored through a direct throw-in.
- ⊗ There are applicable regulations for performing a throw-in.

16. Goal Kick



- ⊗ If the player of the attacking team kicks the ball across the goal line either through the air or on the ground, without a goal having been scored, a player of the defending team restarts play with a goal kick.
- ⊗ A player of the defending team executes the goal kick from the goal area. The ball is only back in play after he has left the penalty area.
- ⊗ A goal can be scored through a direct goal kick.

17. Corner Kick



- ⊗ If the player of the defending team kicks the ball across the goal line either through the air or on the ground, then a corner kick is awarded to the attacking team.
- ⊗ An attacking player kicks the ball from the corner arc at the flag post.
- ⊗ A goal can be scored through a direct corner kick.

"Sensible Nutrition" Checklist

Where Nutrition matters

A well-balanced diet, adjusted to the form of sport and intensity of training, assists the performance as well as the well-being. In principle, the following applies:

- ⊗ Carbohydrates are the most effective quickly available source of energy. Eaten in the form of grain products, potatoes, vegetables and fruit they should count for at least 55% of the nutrition.
- ⊗ The fat content of the nutrition should not be more than 30 %.
- ⊗ Generally, our nutrition already includes more than enough protein for our actual requirement and is also enough for sportsmen. Take care to balance the animal proteins and the vegetable proteins.
- ⊗ Due to strong perspiration during sports, the body loses fluid and mineral salts. Mineral water and diluted fruit juices are perfect for compensating the loss of fluidity.

What we should AVOID

- ⊗ Too much fatty food or food prepared with too much fat (e.g. all fried foods, sausages, pancakes, also chocolate!!!)
- ⊗ Plain sugar before or during the training and games (sweets)
- ⊗ Compensating the loss of fluidity with *Coke*, *Fanta*, coffee or alcoholic drinks
- ⊗ Eating shortly before training or a game (especially hard to digest meals) (preferably eat 2,5 to 3 hours beforehand)

Besides: a well-balanced diet is better than any nutritional or sports supplementary food (expensive and promises more than it keeps)!

HIV/AIDS - True or False?

Statement List

- 1. HIV and AIDS are the same thing. FALSE**

✚ This is not true. HIV and AIDS are not the same thing. HIV is a virus that attacks the immune system and reduces the body's resistance to all kinds of illnesses, including flu, diarrhea, pneumonia, TB, and certain cancers. AIDS is a clinical condition in which a person has one or more illnesses (e.g. pneumonia) or infections due to a deficient immune system caused by HIV. You can be infected with HIV for many years and not develop AIDS.
- 2. If a pregnant woman is HIV-positive, she will always have a baby who is infected with the virus. FALSE**

✚ This is not true. About one in six infants born to an infected mother has HIV. Pregnant women who are infected can transmit the virus to their newborns either during delivery or through breastfeeding. However, several recent studies have shown that women who take certain types of anti-viral drugs are less likely to transmit the virus to their newborns.
- 3. There is no cure for HIV/AIDS. TRUE**

✚ This is true. Medical researchers in many countries, including countries in Africa, are working urgently to develop vaccines to prevent HIV infections, but even when a vaccine is developed, it will take several years before it can be tested and approved. Prevention is the only sure way to defeat HIV and AIDS.
- 4. Condoms break too often to be safe. FALSE**

✚ This is not true. Condoms are very safe and effective. Studies show that condoms are effective 98% to 100% of the time when used correctly. Most condom breaks occur because of improper use such as opening a package with fingernails or teeth, not storing them in a cool, dry place, unrolling them incorrectly, and using condoms that have passed their expiration date.
- 5. If you kiss someone with HIV/AIDS, you will not get the virus. TRUE**

✚ This is true. Kissing is not a high-risk behaviour for HIV transmission. HIV is a virus that spreads through sex - vaginal, oral, or anal - and blood-to-blood contact (e.g. if someone's blood gets into an open wound or cut) with infected people. While there is some potential for contact with blood during open-mouth kissing, the risk of acquiring HIV during open-mouth kissing is believed to be very low. The risk increases only if both partners have open cuts or sores in their mouths.
- 6. Only same-sex couples (e.g. two men) are at risk of becoming infected with HIV/AIDS. FALSE**

✚ This is not true. Anyone who participates in unsafe behaviour can acquire HIV. In fact, in Africa, the two most common modes of transmission for HIV are heterosexual sex (sex between a man and woman) and intravenous drug use.
- 7. HIV is mainly present in semen, blood, vaginal secretions, and breast milk. TRUE**

✚ This is true. These four body fluids contain and transmit HIV.



HIV/AIDS - True or False?

Statement List

8. You can always tell if someone is infected with HIV. FALSE



This is not true. People with HIV can look perfectly healthy. In fact, many people who are HIV-positive do not know they are infected. HIV can live in the human body for 12 years - and sometimes longer - without causing symptoms, even though HIV may be reproducing at a rate of up to a billion new viruses a day inside the person. People with the virus can transmit it to others even if they are not yet showing any symptoms.

9. You can get HIV from oral sex. TRUE



This is true. There have been a few cases of HIV transmission from performing oral sex on a person infected with HIV. While no one knows exactly what the degree of risk is, evidence suggests that the risk is less than that of unprotected anal or vaginal sex. The risk increases if:

- ⊗ You have cuts or open sores around or in your mouth or throat.
- ⊗ Your partner ejaculates in your mouth.
- ⊗ Your partner has another sexually transmitted infection (STI).

10. You can cure your HIV infection, if you have sex with a virgin. FALSE



This is not true. There is no cure for HIV. Having sex with a virgin will in no way change or influence your own status as an HIV-positive individual. However, it is likely that the person with whom you are having sex will contract it from you.

11. If you test negative for HIV, it is safe to have unprotected sex. FALSE



This is not true. If you test negative for HIV, you are still at risk of contracting HIV from your sexual partners. In addition, tests sometimes produce a "false-negative", meaning the virus was not detected in the blood but it is still present. Unprotected sex always puts you at a higher risk for HIV infection.

12. HIV is transmitted through sport. FALSE



This is not true. The only possible risk of HIV transmission in sport is through contact sport where injuries can occur. Even then, the risk is extremely small, especially when certain precautions are taken, such as having first-aid kits with rubber gloves available, removing injured players from the field immediately, changing blood stained clothes, and making sure all open wounds and injuries are covered.

13. Only people with multiple partners contract HIV. FALSE



This is not true. While people who have sex with many partners are more likely to acquire HIV, the disease affects everyone. A single partner can infect you if he or she is HIV-positive and you did not use a condom during sex. A spouse can infect you if he or she is not being faithful, even if you have been faithful. Many women and children are infected with HIV each year when they are raped.

14. Mosquitoes and bed bugs cannot transmit HIV. TRUE



This is true. Studies conducted by the Centers for Disease Control in the United States and elsewhere have shown no evidence of HIV transmission through mosquitoes or any other insects, such as bed bugs, even in areas where there are many cases of AIDS and large populations of mosquitoes.

Glasl's Nine-Stage Model of Conflict Escalation

Glasl's conflict escalation model is valuable for making people aware of the mechanisms of conflict escalation. If there is no intervention, the conflict can follow these stages:

STAGE 1: HARDENING



Interest and opinions become "standpoints", fixed positions.

When a fair discussion is not possible any more, the conflict moves to STAGE 2.

STAGE 2: DEBATES AND POLEMICS



Standpoints are losing their importance. The conflict turns to the question "who" is successful in promoting his standpoint and how the outcome affects one's reputation.

When one party feels that further talking is useless and starts acting, the conflict slips into STAGE 3.

STAGE 3: ACTIONS, NOT WORDS



Perspectives change. The counterparts see each other as competitors. The most important goal is to block the opponent from reaching his goal. By one-sided action, the parties hope to force the counterpart to yield.

STAGE 4: IMAGES AND COALITIONS



The conflict is no longer about real issues, but about victory or defeat. Defending one's reputation is a major concern.

Images will be created, stereotypes used to build coalitions, to find supporters. No one feels responsible for this situation. They feel that their behaviour is a reaction to the counterpart's action.

STAGE 5: LOSS OF FACE



Dramatic transition: the parties are seen as angels or devils. The others represent the destructive, subhuman and bestial forces.

The whole conflict history is reinterpreted: all their "constructive" moves were only deceptive covers for their real intentions.

STAGE 6: STRATEGIES OF THREATS



Strategic threats are actively used in order to force the counterpart to certain compromises. A new dynamic is started with the consequence that the parties increasingly lose control. Any action that seems to promise a powerful effect is attractive.

Continue...

Glasl's Nine-Stage Model of Conflict Escalation

STAGE 7: LIMITED DESTRUCTIVE BLOWS



The parties start attacking each other. The counterpart becomes the enemy. The conflict moves to a war and normal rules do not apply anymore. The parties see that it is no longer possible to win. Survival and less damage than the counterpart suffers are the main goal.

STAGE 8: FRAGMENTATION OF THE ENEMY



The attacks intensify. The main objective is to destroy the existential basis of the adversary.

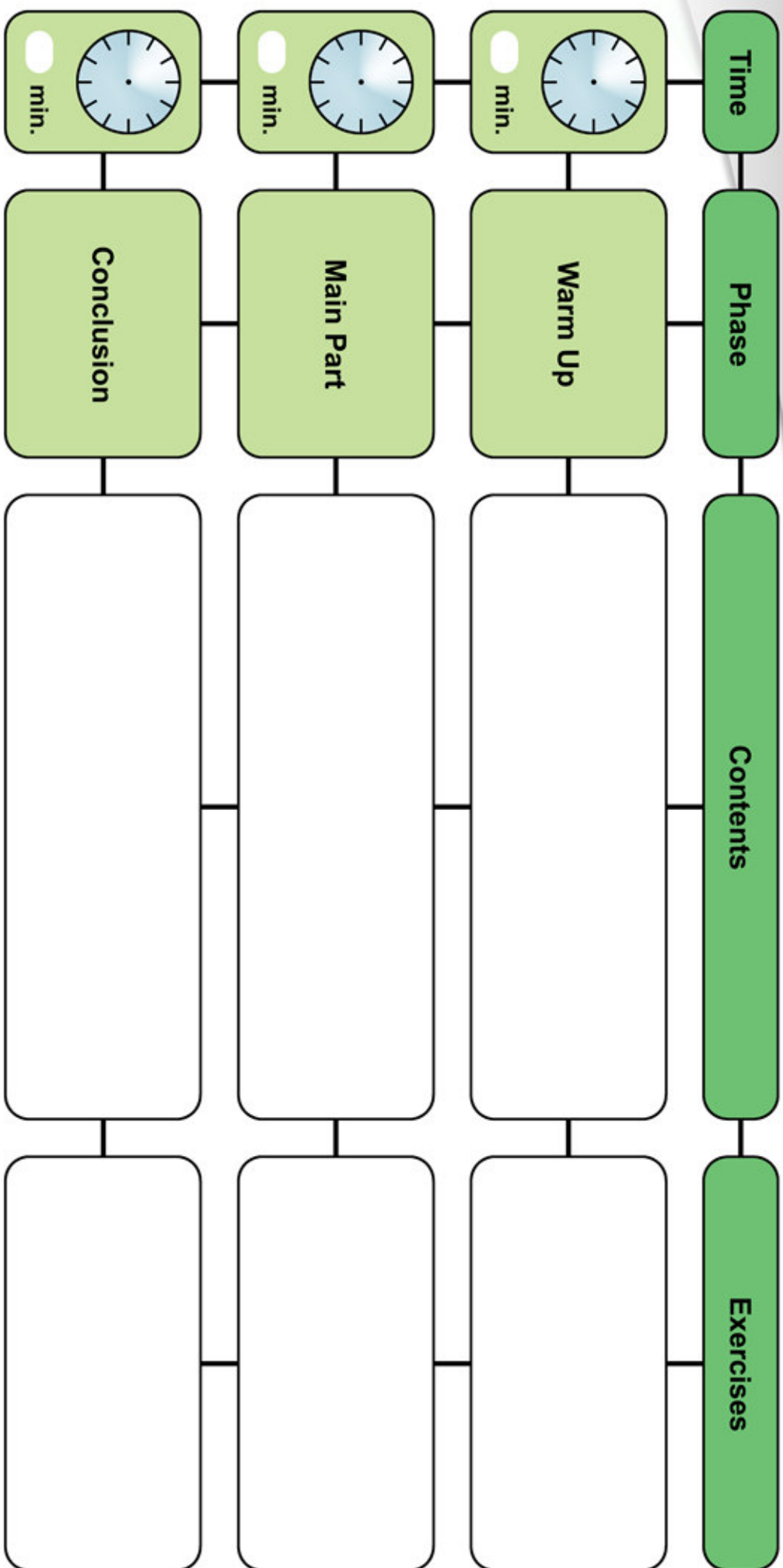
STAGE 9: TOGETHER INTO THE ABYSS



The self-preservation instinct is neglected. Not even one's own survival counts, the enemy shall be exterminated even at the price of one's own existence.

TRAINING SHEETS

Structure of a Training Session



Planning / Monitoring Sheet

Date: DD/MM/YYYY

Venue:

Organiser:

Number of Players:

Objectives / Focal Points:

1. WARM UP

Time:

Training Method 1

Procedure / Organisation:

Variation:

Training Method 2

Procedure / Organisation:

Variation:

Planning / Monitoring Sheet

2. MAIN PART

Time:

Training Method 1	
Procedure / Organisation:	
Variation:	

Training Method 2	
Procedure / Organisation:	
Variation:	

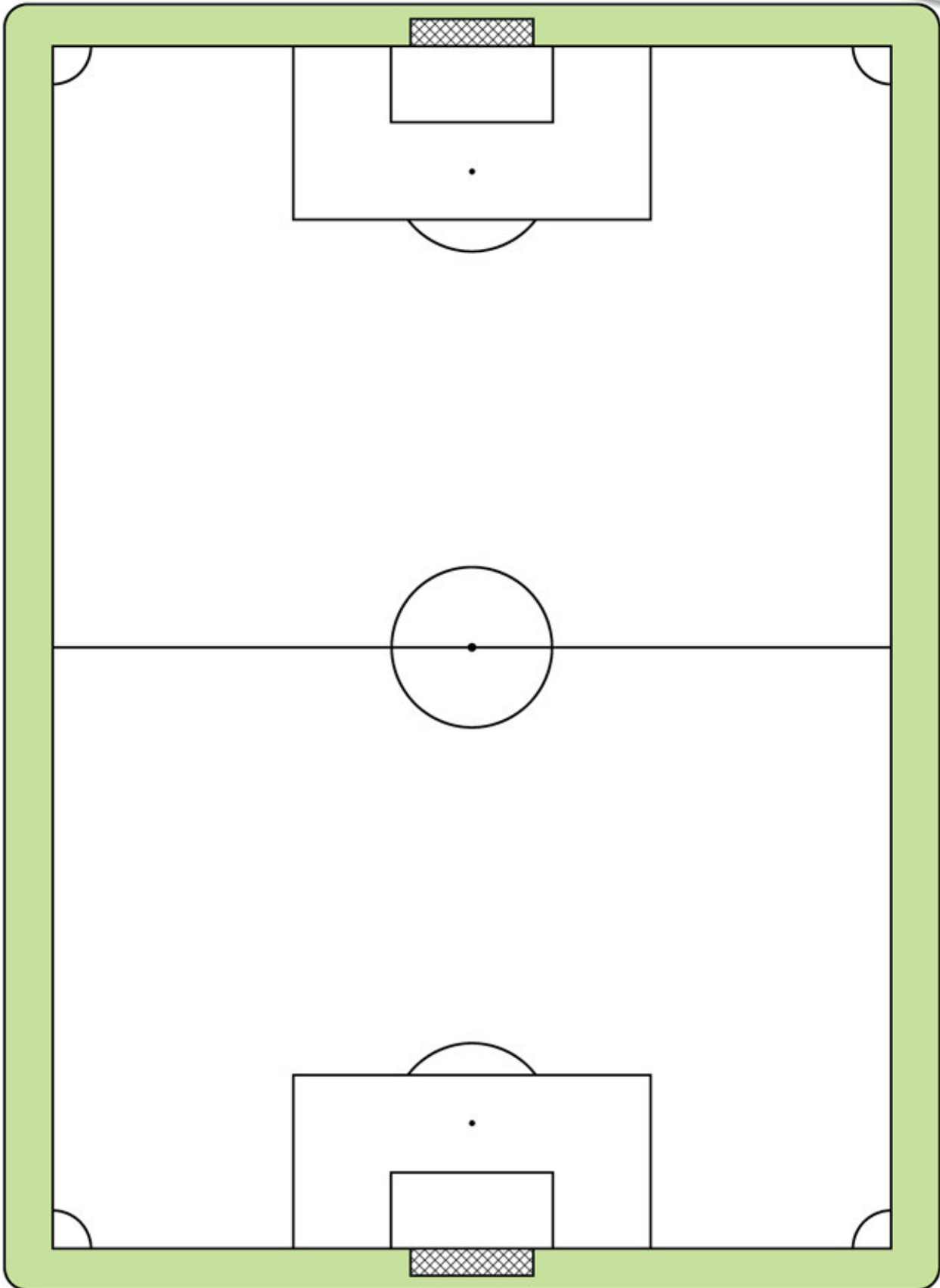
3. CONCLUSION

Time:

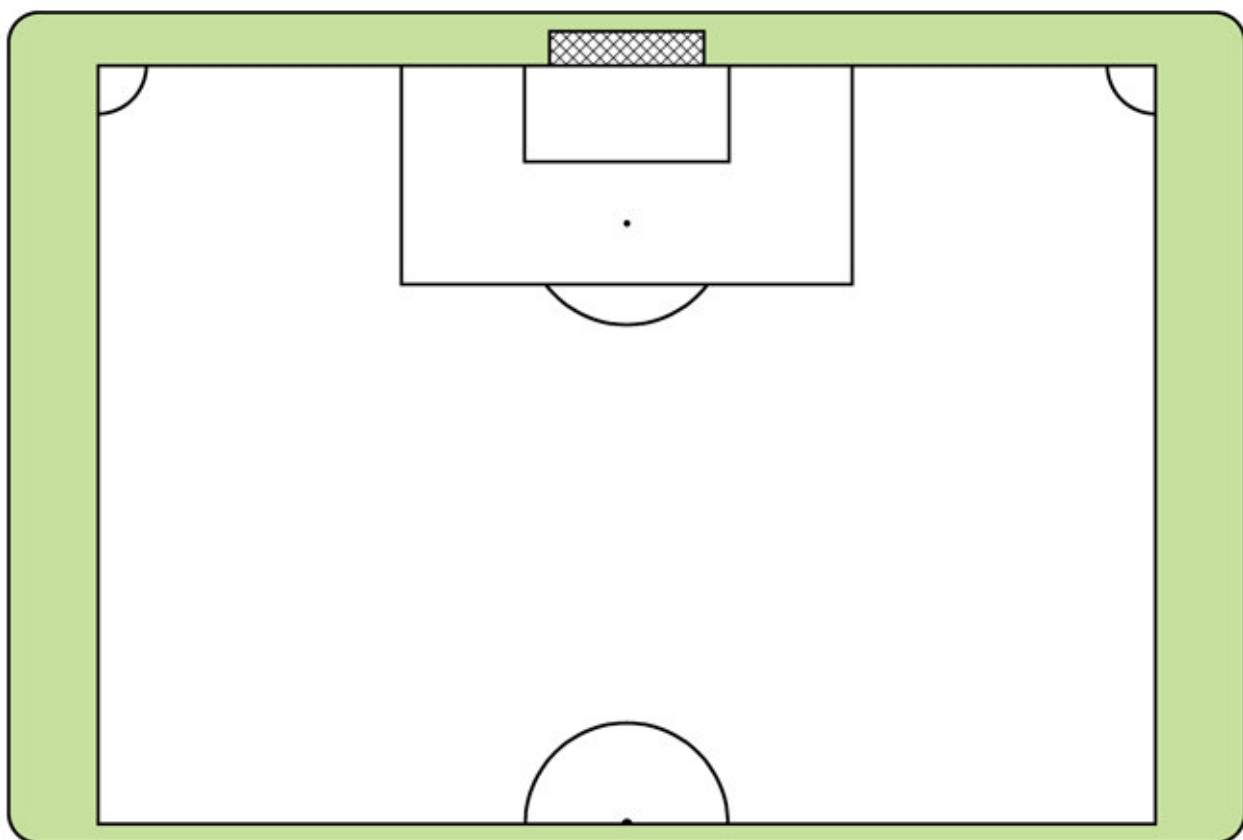
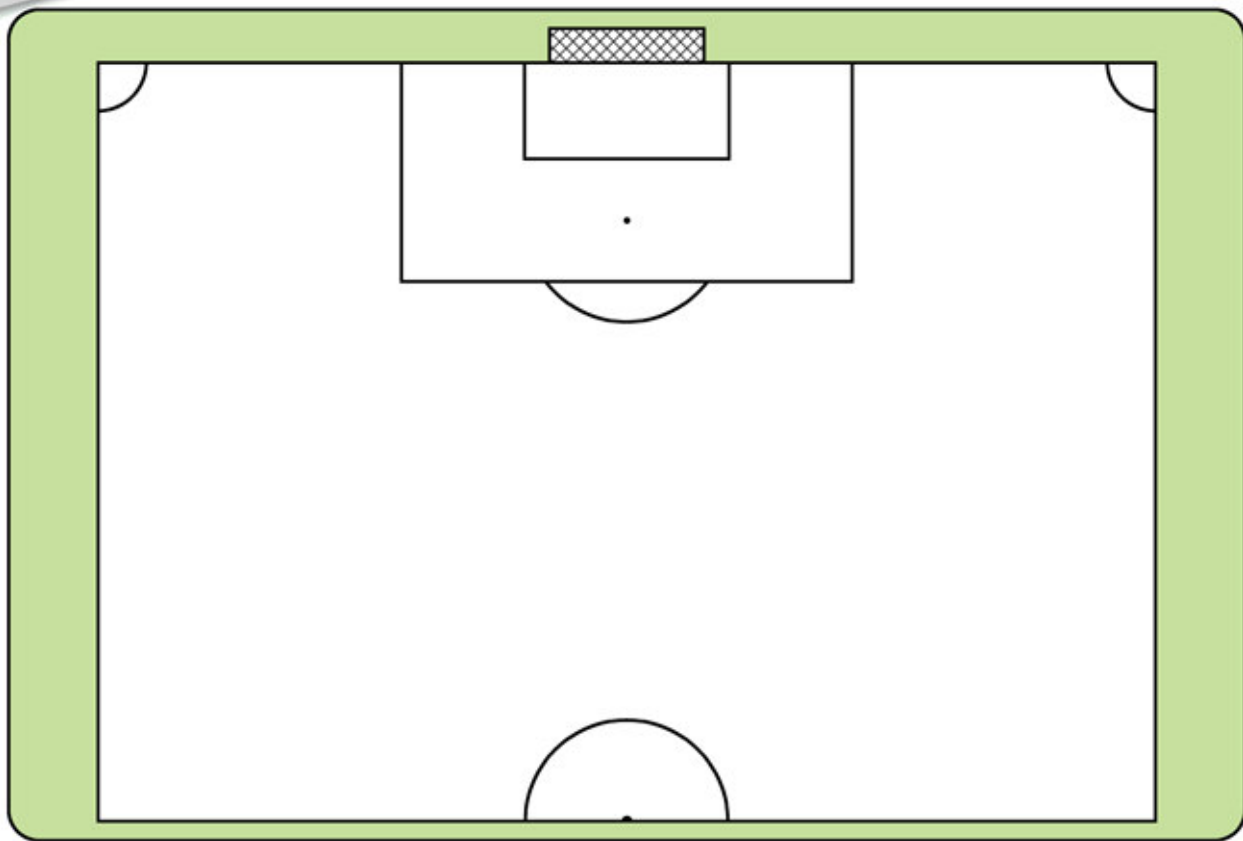
Training Method 1	
Procedure / Organisation:	
Variation:	



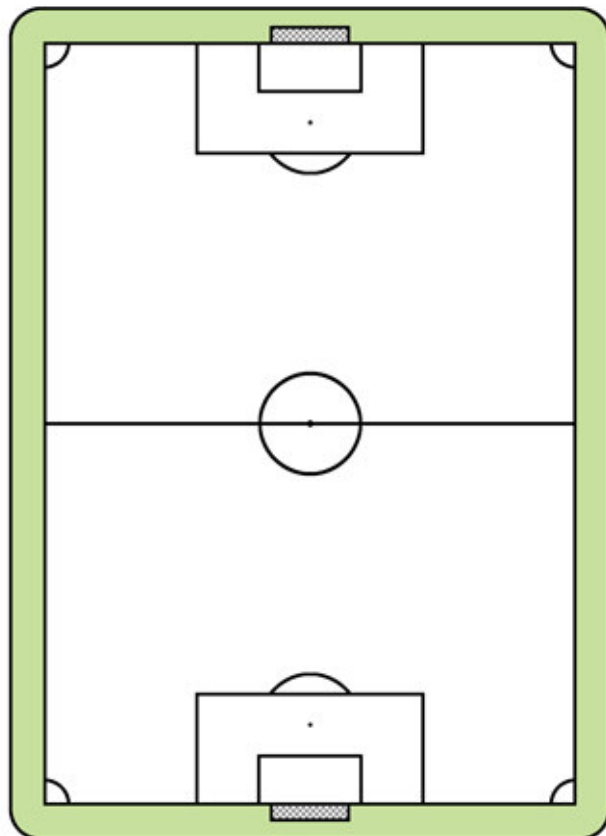
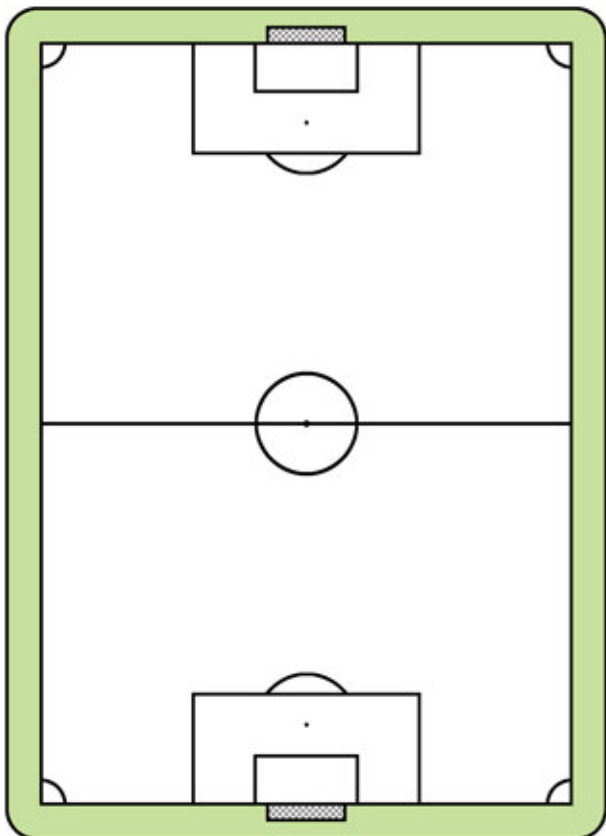
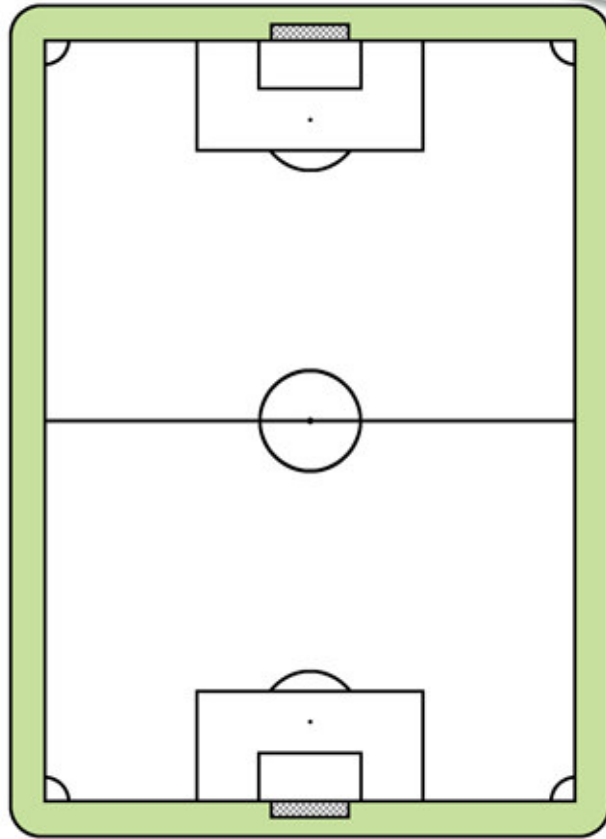
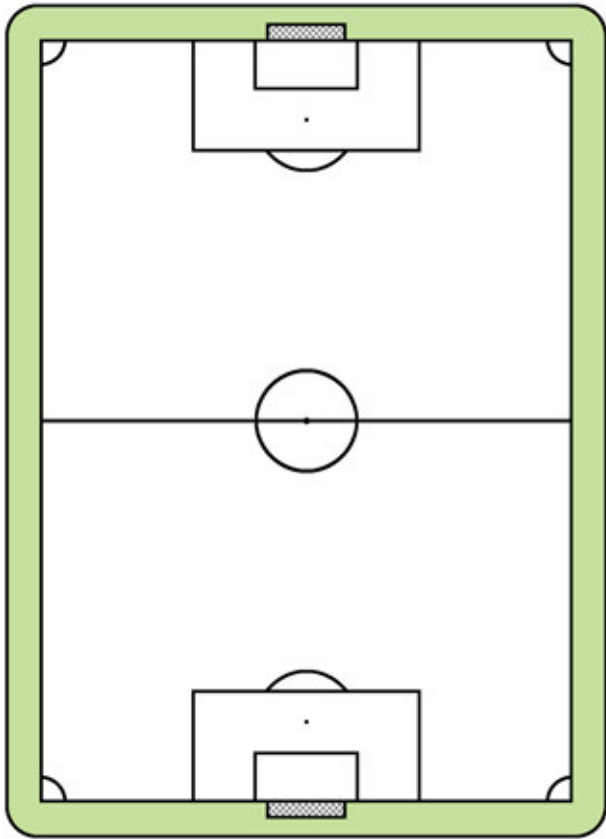
Pitch - Full
With lines and goals



Pitch - Half x 2
With lines and goals

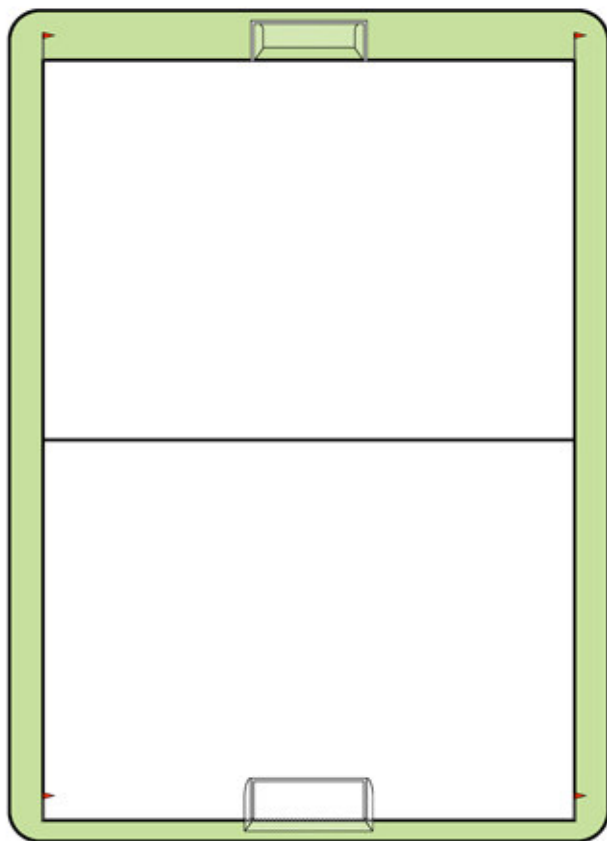
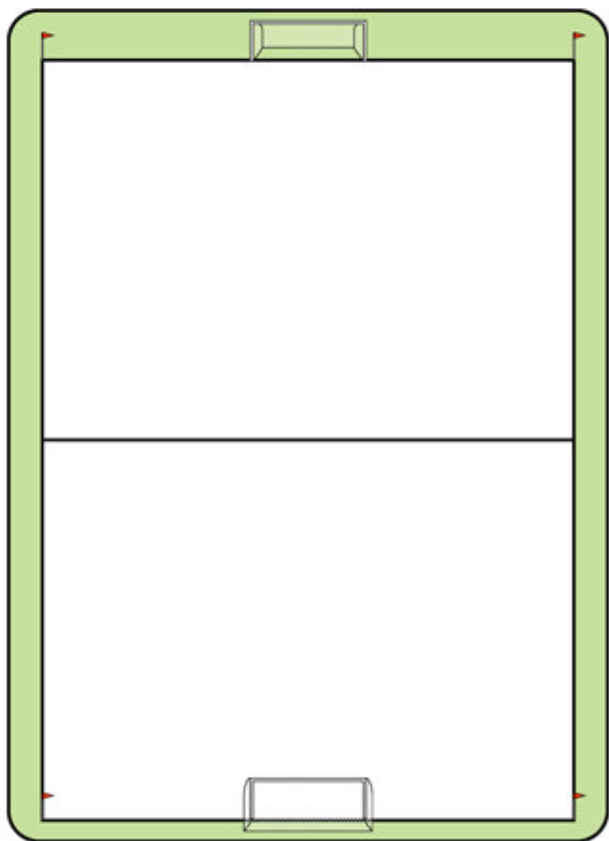
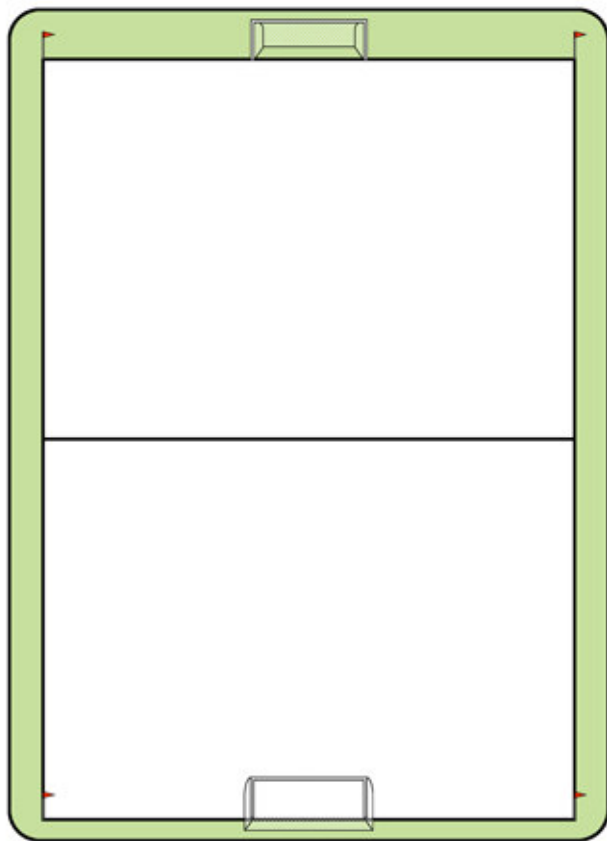
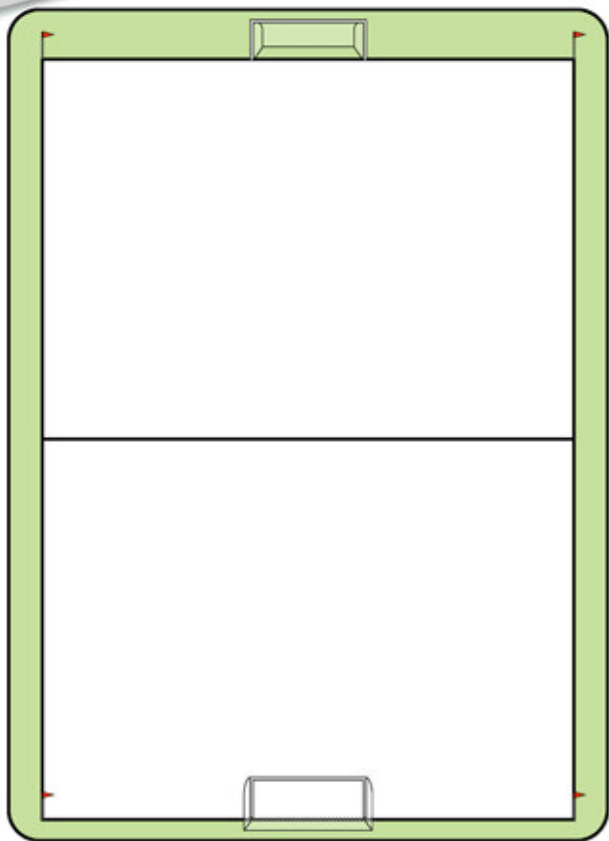


Pitch - Full x 4
With lines and goals

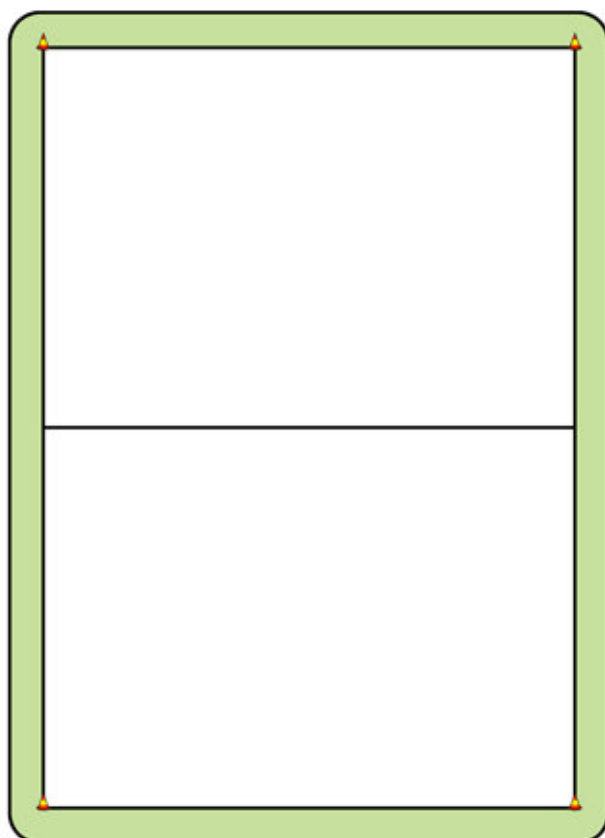
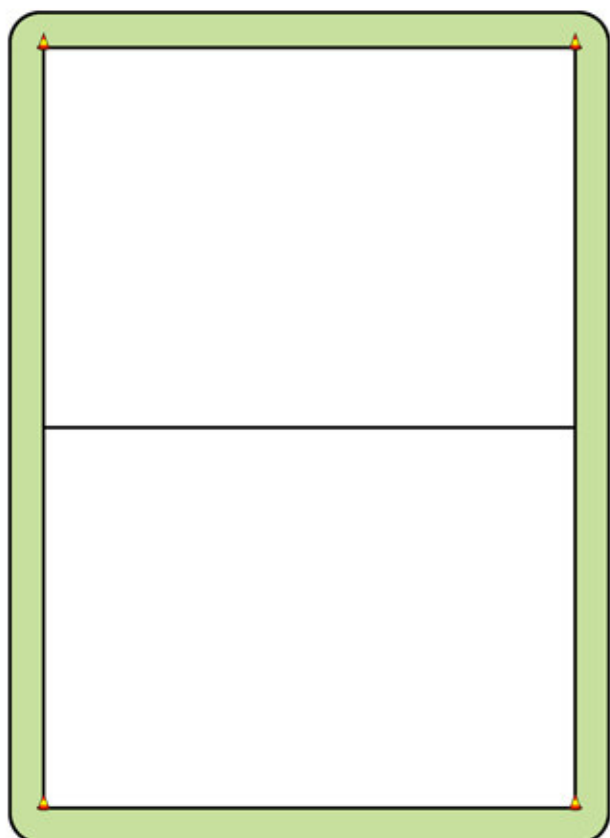
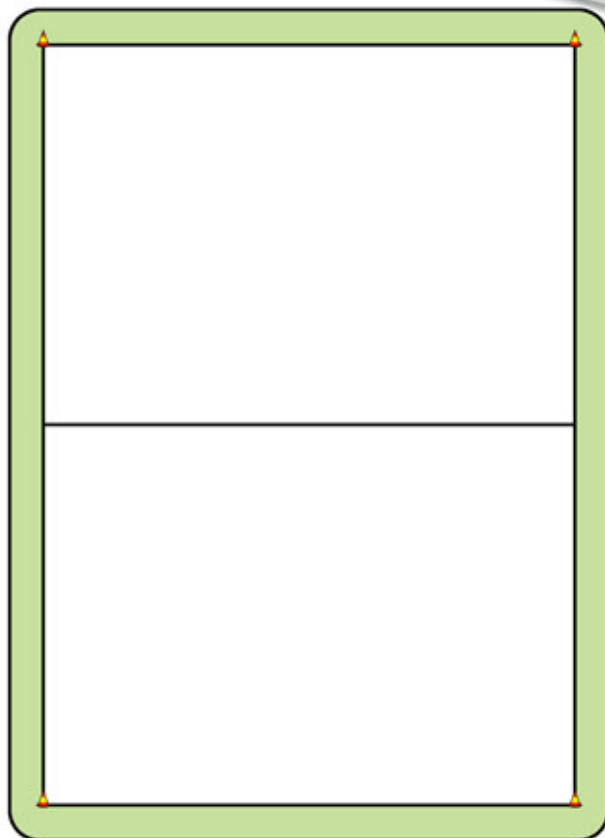
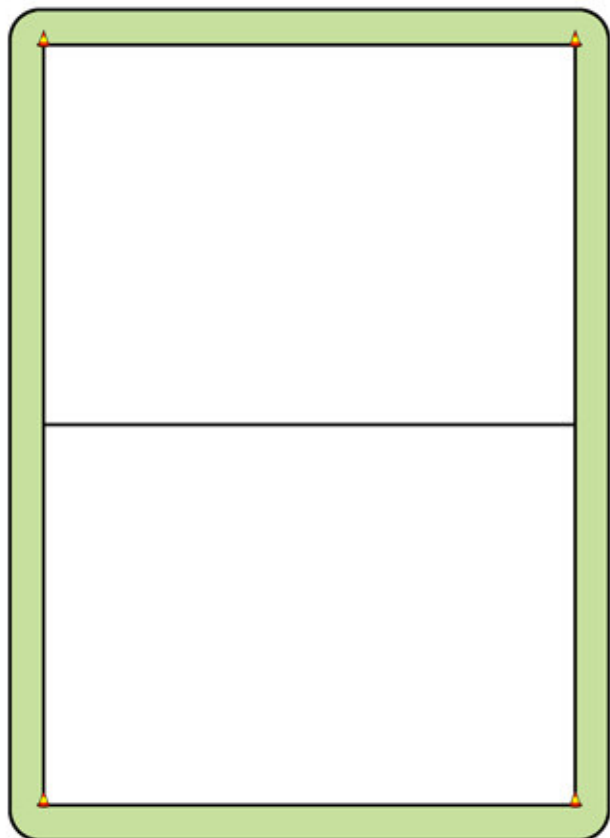


Pitch - Full x 4

Without lines, with goals

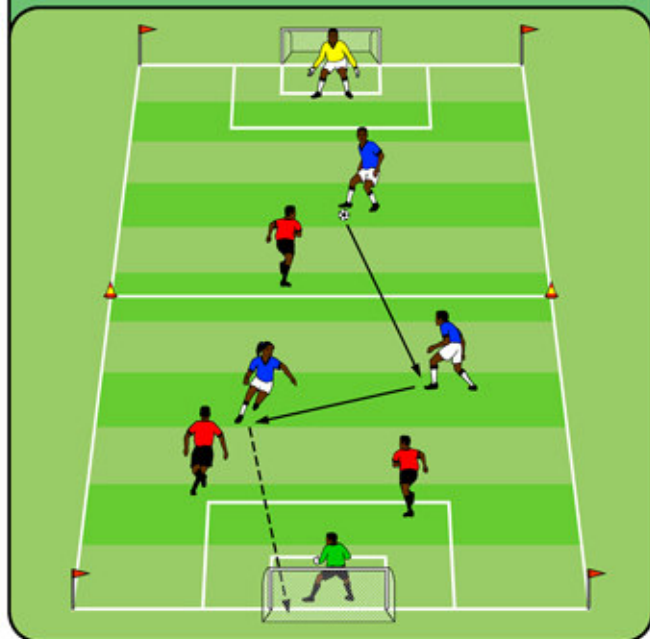


Pitch - Full x 4
Without lines and goals



Tips for small Football-Tournaments

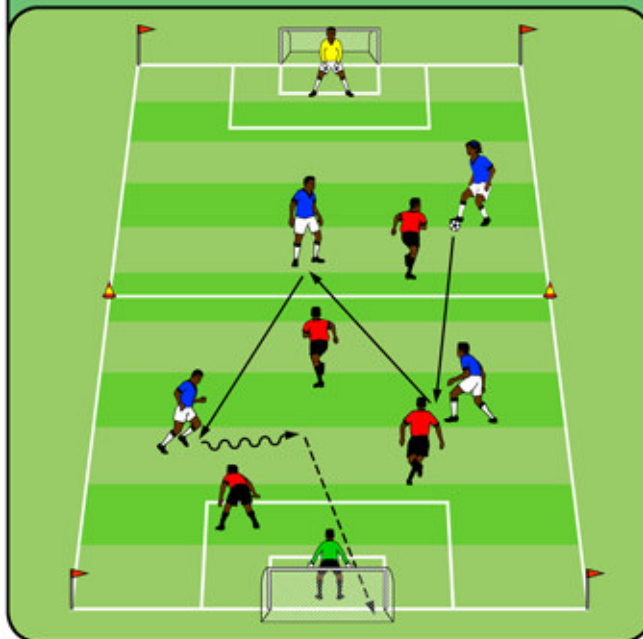
1 3-ON-3 TOURNAMENT 2 GOALS WITH GOALKEEPERS



Organisation and Game

- ⊗ **Training Squad:**
18 field players
4 goalkeepers
- ⊗ **Division:**
6 Teams with
3 players each
- ⊗ **2 Pitches:**
25 x 15 m
- ⊗ **Tournament schedule:**
Divide the 6 teams into 2 groups. One pairing per group plays on a pitch.
- ⊗ **Group 1:**
A against B
B against C
A against C
- ⊗ **Group 2:**
D against E
E against F
D against F
- ⊗ **After this preliminary round - Games for place:**
Play for 5th place:
3rd Group 1 vs.
3rd Group 2
Play for 3rd place:
2nd Group 1 vs.
2nd Group 2
Final:
1st Group 1 vs.
1st Group 2

2 4-ON-4 TOURNAMENT 2 GOALS WITH GOALKEEPERS



Organisation and Game

- ⊗ **Training Squad:**
16 field players
4 goalkeepers
- ⊗ **Division:**
4 teams with
4 players each
- ⊗ **2 Pitches:**
35 x 25 m
- ⊗ **Tournament schedule:**
The 4 teams play a preliminary round - "team against team" - and then the finals.
- ⊗ **Preliminary round:**
A against B Pitch 1
C against D Pitch 2
A against C Pitch 1
B against D Pitch 2
A against D Pitch 1
B against C Pitch 2
- ⊗ **Finale Games:**
Play for 3rd place:
3rd of preliminary round
against 4th of
preliminary round.
Finale:
1st of preliminary round
against 2nd of
preliminary round.

Organisational Guidelines:

- ⊗ Small teams with a maximum of 5 players each.
- ⊗ Small pitches - clearly marked!
- ⊗ If possible, hand out bibs!
- ⊗ Use all the available goals and additional posts!
- ⊗ Keep replacement balls available at the goals!

Division of Teams

Number of Players	Number of Pitches	Remarks (possible with substitute player)
20	2 pitches @ 5 : 5	(substitute player)
21	1 pitch 3 : 3 1 pitch 4 : 4 1 pitch 4 : 3	(substitute player)
22	2 pitches @ 4 : 4 1 pitch 3 : 3	
23	2 pitches @ 4 : 4 1 pitch 4 : 3	(substitute player)
24	3 pitches @ 4 : 4	
25	2 pitches @ 4 : 4 1 pitch 5 : 4	(substitute player)
26	2 pitches @ 4 : 4 1 pitch 5 : 5	(substitute player)
27	1 pitch 4 : 4 1 pitch 5 : 5 1 pitch 5 : 4	(substitute player) (substitute player)
28	1 pitch 4 : 4 2 pitches @ 5 : 5	(substitute player)
29	1 pitch 4 : 5 2 pitches @ 5 : 5	(substitute player) (substitute player)
30	3 pitches @ 5 : 5	(substitute player)
31	3 pitches @ 4 : 4 1 pitch 4 : 3	(substitute player)
32	4 pitches @ 4 : 4	
33	3 pitches @ 4 : 4 1 pitch 5 : 4	(substitute player)
34	3 pitches @ 4 : 4 1 pitch 5 : 5	(substitute player)
35	2 pitches @ 4 : 4 1 pitch 5 : 5 1 pitch 5 : 4	(substitute player) (substitute player)
36	2 pitches @ 4 : 4 2 pitches @ 5 : 5	(substitute player)
37	1 pitch 4 : 4 1 pitch 5 : 4 2 pitches @ 5 : 5	(substitute player) (substitute player)
38	4 pitches @ 4 : 4 1 pitch 3 : 3	



Division of Teams

Continued

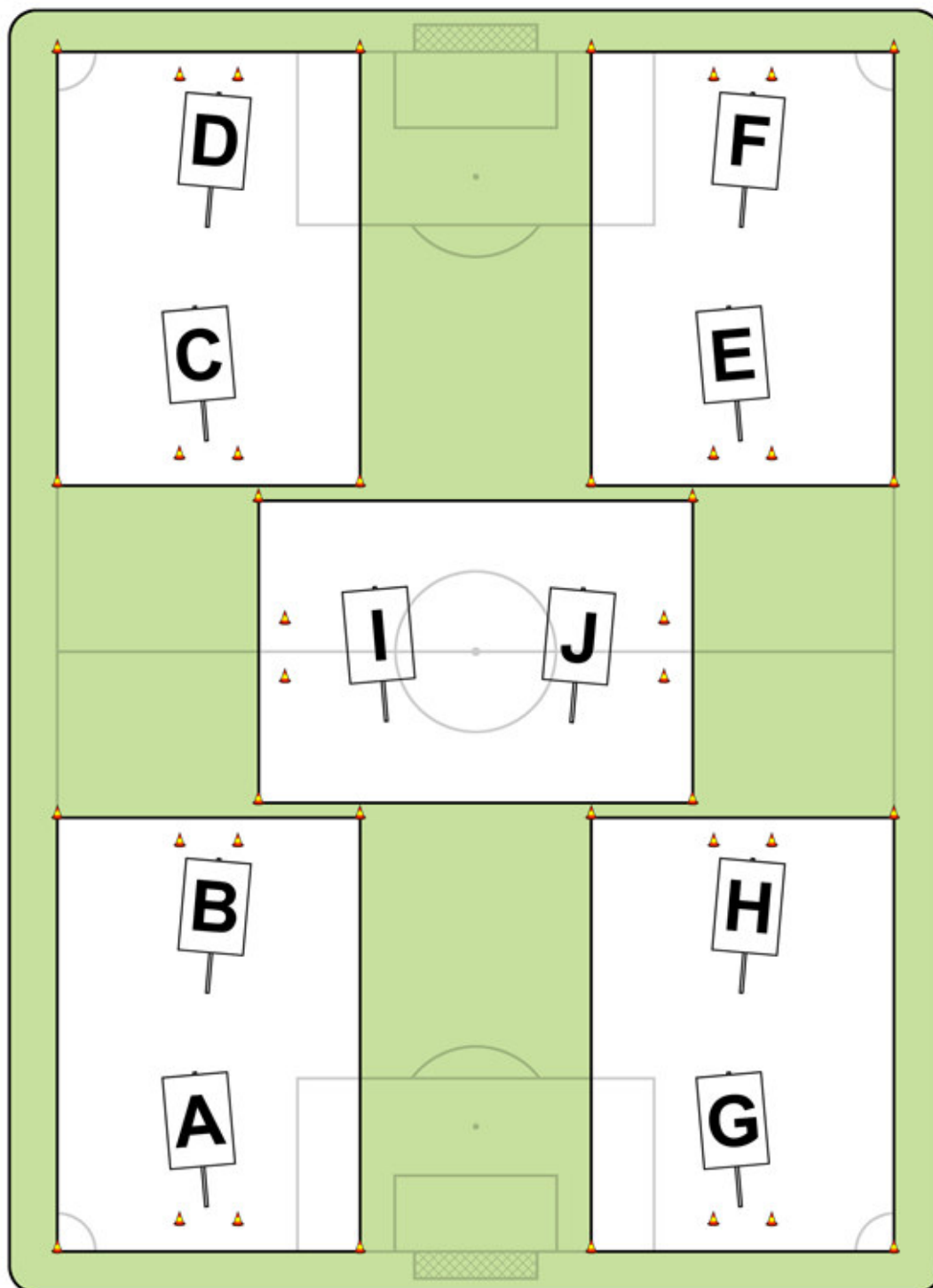
Number of Players	Number of Pitches	Remarks (possible with substitute player)
39	4 pitches @ 4 : 4 1 pitch 4 : 3	(substitute player)
40	5 pitches @ 4 : 4	
41	4 pitches @ 4 : 4 1 pitch 5 : 4	(substitute player)
42	4 pitches @ 4 : 4 1 pitch 5 : 5	(substitute players)
43	3 pitches @ 4 : 4 1 pitch 5 : 5 1 pitch 5 : 4	(substitute players) (substitute player)
44	2 pitches @ 4 : 4 1 pitch 5 : 4	(substitute player)
45	2 pitches @ 4 : 4 2 pitches @ 5 : 5 1 pitch 5 : 4	(substitute players) (substitute player)
46	2 pitches @ 4 : 4 3 pitches @ 5 : 5	(substitute players)
47	1 pitch 4 : 4 1 pitch 5 : 4 3 pitches @ 5 : 5	(substitute player) (substitute players)
48	4 pitches @ 5 : 5 1 pitch 4 : 4	(substitute players)
49	4 pitches @ 5 : 5 1 pitch 5 : 4	(substitute players) (substitute player)
50	5 pitches @ 5 : 5	(substitute players)

If there are more than 50 players, a second football field must be made available. Should there be 70 players, 40 players could play on the first field and 30 players could play on the second field. A possibility would also be to divide them into 35 players per field.

TOURNAMENT SHEETS

Playing Schedule

Pitch Allocation



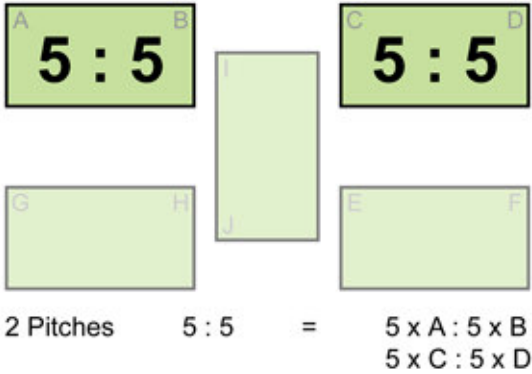
Field divisions for the "4-on-4" play form.

- Arrange four outer pitches of approx. 20m x 40m on the touch lines/goal lines.
- Mark off a further pitch in the centre of the field.
- Use cones to outline the various pitches.
- Place the team names (A, B, C, etc...) well visible **next** to the pitches.
- Place the necessary number of bibs next to the pitch indicators.

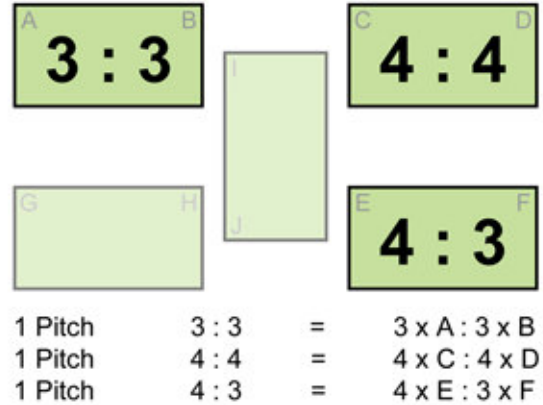


Playing Schedule Pitch Allocation

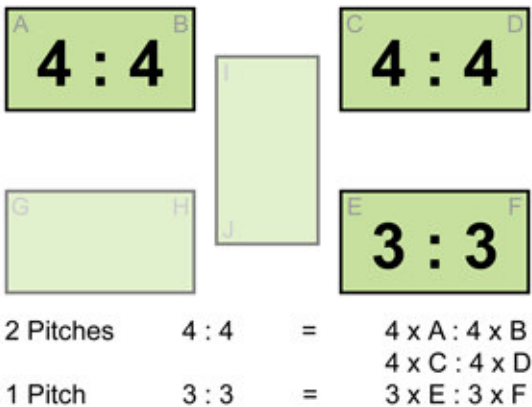
Organisation for 20 Players



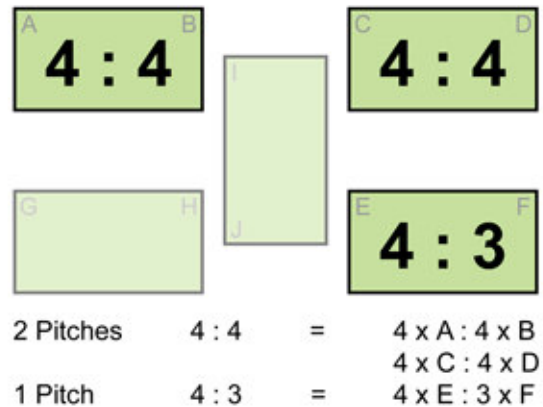
Organisation for 21 Players



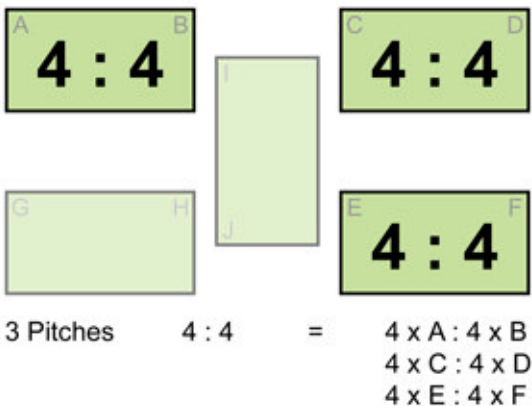
Organisation for 22 Players



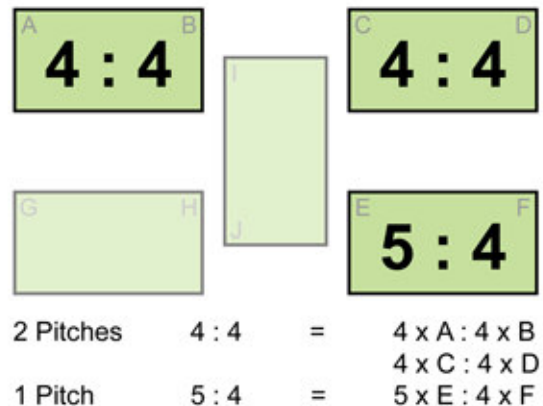
Organisation for 23 Players
















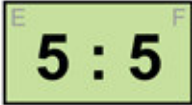

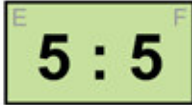








Organisation for 24 Players



Organisation for 25 Players



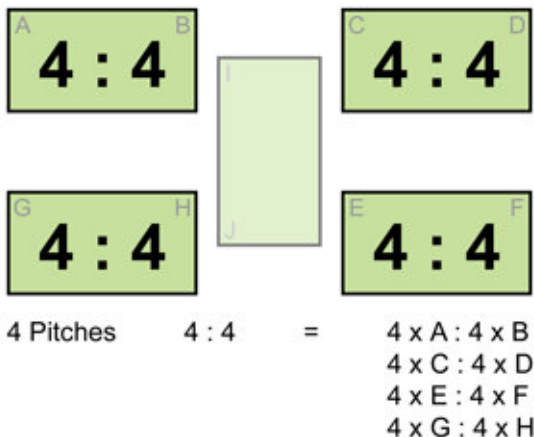
Playing Schedule Pitch Allocation

Organisation for 26 Players		Organisation for 27 Players	
			
			
2 Pitches	4 : 4 =	4 x A : 4 x B	
		4 x C : 4 x D	
1 Pitch	5 : 5 =	5 x E : 5 x F	
Organisation for 28 Players		Organisation for 29 Players	
			
			
1 Pitch	4 : 4 =	4 x A : 4 x B	
2 Pitches	5 : 5 =	5 x C : 5 x D	
		5 x E : 5 x F	
Organisation for 30 Players		Organisation for 31 Players	
			
			
3 Pitches	5 : 5 =	5 x A : 5 x B	
		5 x C : 5 x D	
		5 x E : 5 x F	
		3 Pitches	4 : 4 =
			4 x A : 4 x B
			4 x C : 4 x D
			4 x E : 4 x F
		1 Pitch	4 : 3 =
			4 x G : 3 x H

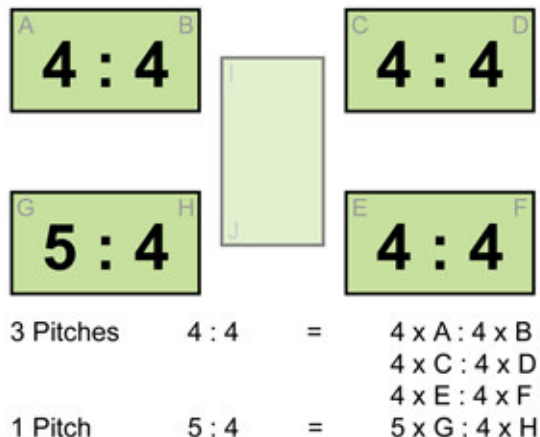


Playing Schedule Pitch Allocation

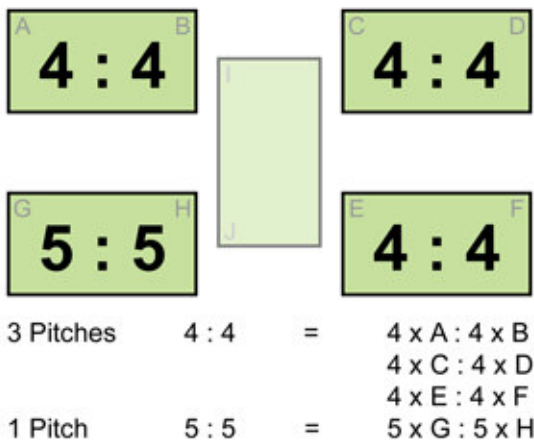
Organisation for 32 Players



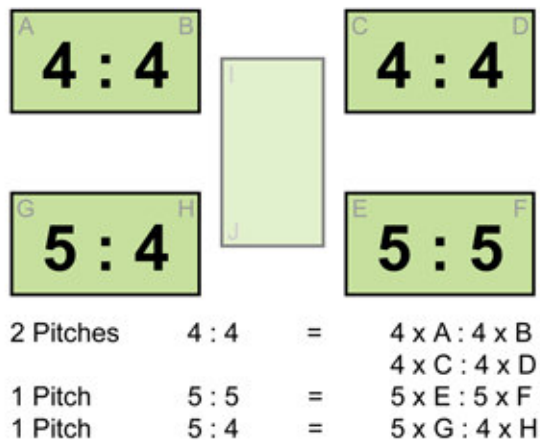
Organisation for 33 Players



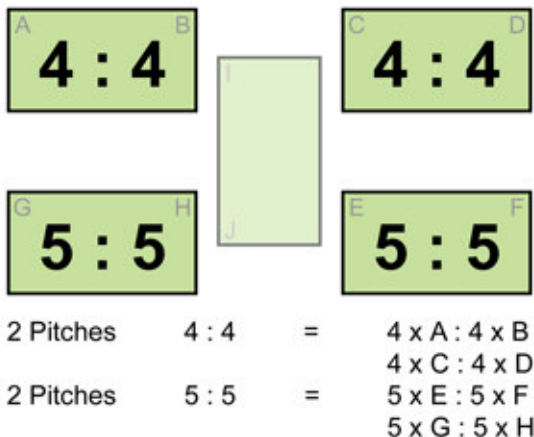
Organisation for 34 Players



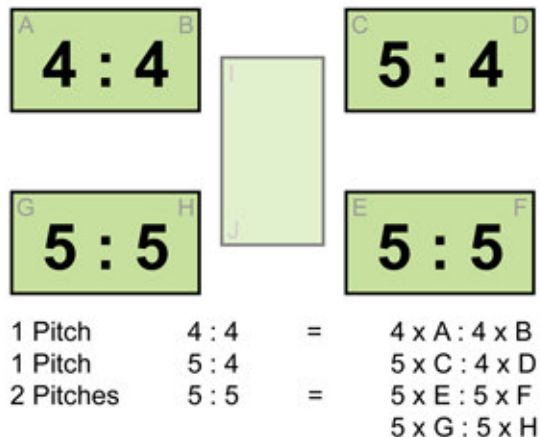
Organisation for 35 Players



Organisation for 36 Players



Organisation for 37 Players



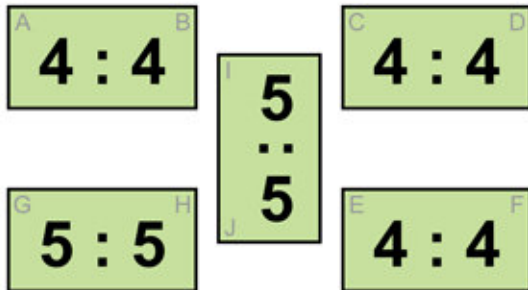
Playing Schedule Pitch Allocation

Organisation for 38 Players		Organisation for 39 Players	
4 Pitches	4 : 4	=	4 x A : 4 x B 4 x C : 4 x D 4 x E : 4 x F 4 x G : 4 x H
1 Pitch	3 : 3	=	3 x I : 3 x J
Organisation for 40 Players		Organisation for 41 Players	
5 Pitches	4 : 4	=	4 x A : 4 x B 4 x C : 4 x D 4 x E : 4 x F 4 x G : 4 x H 4 x I : 4 x J
4 Pitches	4 : 4	=	4 x A : 4 x B 4 x C : 4 x D 4 x E : 4 x F 4 x G : 4 x H
1 Pitch	5 : 4	=	5 x I : 4 x J
Organisation for 42 Players		Organisation for 43 Players	
4 Pitches	4 : 4	=	4 x A : 4 x B 4 x C : 4 x D 4 x E : 4 x F 4 x G : 4 x H
1 Pitch	5 : 5	=	5 x I : 5 x J
3 Pitches	4 : 4	=	4 x A : 4 x B 4 x C : 4 x D 4 x E : 4 x F
1 Pitch	5 : 5	=	5 x G : 5 x H
1 Pitch	5 : 4	=	5 x I : 4 x J



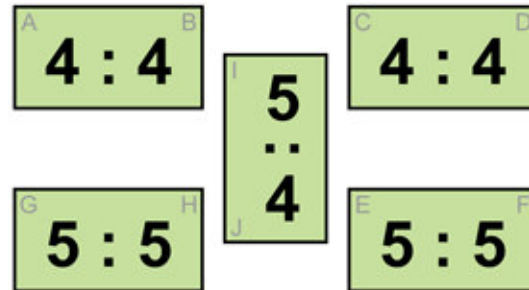
Playing Schedule Pitch Allocation

Organisation for 44 Players



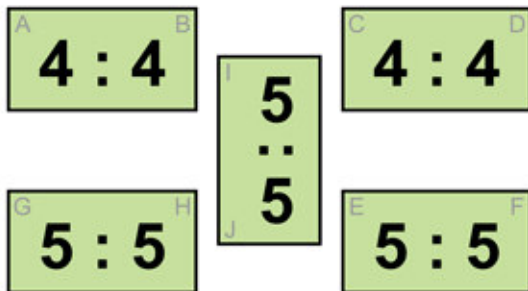
3 Pitches 4 : 4 = 4 x A : 4 x B
4 x C : 4 x D
4 x E : 4 x F
2 Pitches 5 : 5 = 5 x G : 5 x H
5 x I : 5 x J

Organisation for 45 Players



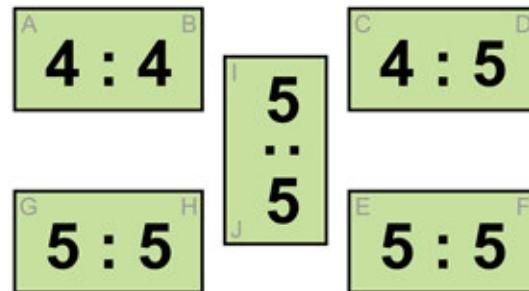
2 Pitches 4 : 4 = 4 x A : 4 x B
4 x C : 4 x D
2 Pitches 5 : 5 = 5 x E : 5 x F
5 x G : 5 x H
1 Pitch 5 : 4 = 5 x I : 4 x J

Organisation for 46 Players



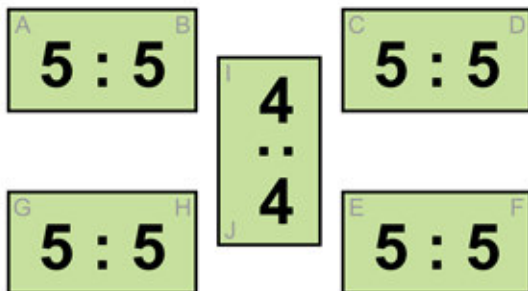
2 Pitches 4 : 4 = 4 x A : 4 x B
4 x C : 4 x D
3 Pitches 5 : 5 = 5 x E : 5 x F
5 x G : 5 x H
5 x I : 5 x J

Organisation for 47 Players



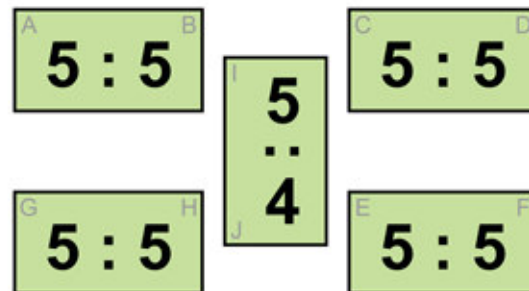
1 Pitch 4 : 4 = 4 x A : 4 x B
1 Pitch 4 : 5 = 5 x C : 4 x D
3 Pitches 5 : 5 = 5 x E : 5 x F
5 x G : 5 x H
5 x I : 5 x J

Organisation for 48 Players



4 Pitches 5 : 5 = 5 x A : 5 x B
5 x C : 5 x D
5 x E : 5 x F
5 x G : 5 x H
1 Pitch 4 : 4 = 4 x I : 4 x J

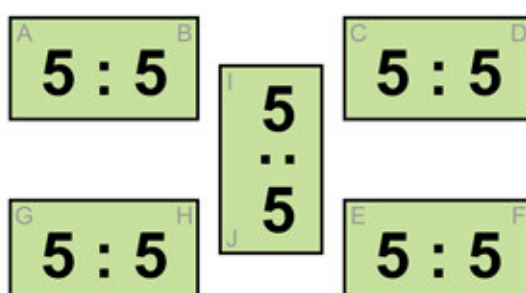
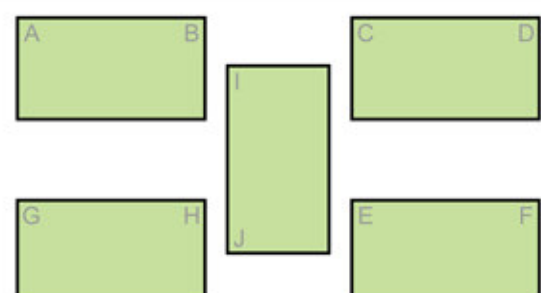
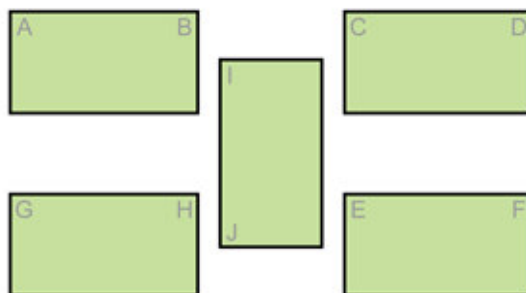
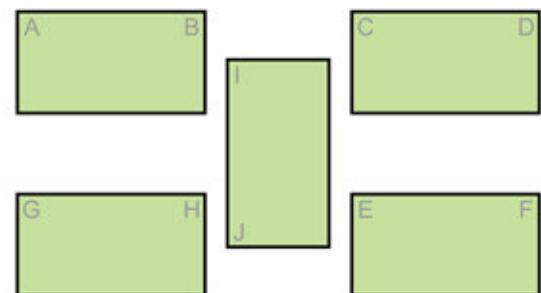
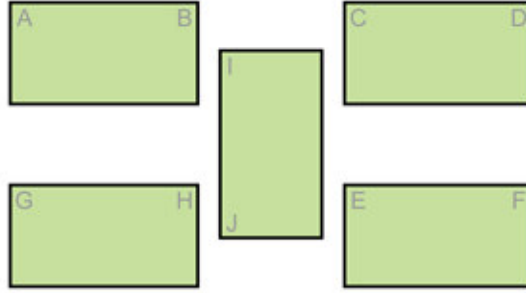
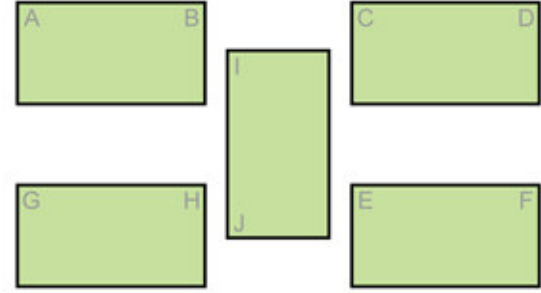
Organisation for 49 Players



4 Pitches 5 : 5 = 5 x A : 5 x B
5 x C : 5 x D
5 x E : 5 x F
5 x G : 5 x H
1 Pitch 5 : 4 = 5 x I : 4 x J



Playing Schedule Pitch Allocation

Organisation for 50 Players	Organisation for <input type="text"/> Players
 <p>5 Pitches 5 : 5 = 5 x A : 5 x B 5 x C : 5 x D 5 x E : 5 x F 5 x G : 5 x H 5 x I : 5 x J</p>	
Organisation for <input type="text"/> Players	Organisation for <input type="text"/> Players
	
Organisation for <input type="text"/> Players	Organisation for <input type="text"/> Players
	



Evaluation

Points per Team alt. their Players

- Winner = 10 Points
- Draw = 5 Points
- Loser = 0 Points
- Goal Points = 1 Point for every goal scored

Example...

1 ST Round		Result	Points	
A against B		<u>3</u> : <u>2</u>	A : <u>13</u>	B : <u>2</u>
C against D		<u>7</u> : <u>7</u>	C : <u>6</u>	D : <u>6</u>
E against F		<u>4</u> : <u>2</u>	E : <u>14</u>	F : <u>2</u>

1ST Round

- A against B
- C against D
- E against F
- G against H
- I against J

Result

_____ : _____

_____ : _____

_____ : _____

_____ : _____

_____ : _____

Points

A : _____ B : _____

C : _____ D : _____

E : _____ F : _____

G : _____ H : _____

I : _____ J : _____

2ND Round

- A against B
- C against D
- E against F
- G against H
- I against J

Result

_____ : _____

_____ : _____

_____ : _____

_____ : _____

_____ : _____

Points

A : _____ B : _____

C : _____ D : _____

E : _____ F : _____

G : _____ H : _____

I : _____ J : _____

3RD Round

- A against B
- C against D
- E against F
- G against H
- I against J

Result

_____ : _____

_____ : _____

_____ : _____

_____ : _____

_____ : _____

Points

A : _____ B : _____

C : _____ D : _____

E : _____ F : _____

G : _____ H : _____

I : _____ J : _____

4TH Round

- A against B
- C against D
- E against F
- G against H
- I against J

Result

_____ : _____

_____ : _____

_____ : _____

_____ : _____

_____ : _____

Points

A : _____ B : _____

C : _____ D : _____

E : _____ F : _____

G : _____ H : _____

I : _____ J : _____

5TH Round

- A against B
- C against D
- E against F
- G against H
- I against J

Result

_____ : _____

_____ : _____

_____ : _____

_____ : _____

_____ : _____

Points

A : _____ B : _____

C : _____ D : _____

E : _____ F : _____

G : _____ H : _____

I : _____ J : _____



TOURNAMENT SHEETS

Playing Schedule for 40 Players
4-on-4

No.	Name	Round 1		Round 2		Round 3		Round 4		Round 5		Total points	Rank
		Pitch	Points	Pitch	Points	Pitch	Points	Pitch	Points	Pitch	Points		
01		A		A		B		G		C			
02		A		B		C		F		E			
03		A		C		D		E		G			
04		A		D		E		D		I			
05		B		E		F		C		J			
06		B		F		G		J		A			
07		B		G		H		A		H			
08		B		H		I		J		F			
09		C		I		J		I		D			
10		C		J		A		H		B			
11		C		A		C		F		A			
12		C		B		D		G		B			
13		D		C		E		H		C			
14		D		D		F		E		D			
15		D		E		G		D		E			
16		D		F		H		C		F			
17		E		G		I		B		G			
18		E		H		J		A		H			
19		E		I		A		J		I			
20		E		J		B		I		J			



TOURNAMENT SHEETS

Playing Schedule for 40 Players 4-on-4

No.	Name	Round 1		Round 2		Round 3		Round 4		Round 5		Total points	Rank
		Pitch	Points	Pitch	Points	Pitch	Points	Pitch	Points	Pitch	Points		
21		F		A		D		I		C			
22		F		B		E		H		F			
23		F		C		F		G		A			
24		F		D		G		F		I			
25		G		E		H		E		E			
26		G		F		I		D		J			
27		G		G		J		C		H			
28		G		H		A		B		B			
29		H		I		B		A		G			
30		H		J		C		J		D			
31		H		A		E		B		J			
32		H		B		F		I		D			
33		I		C		G		H		F			
34		I		D		H		G		H			
35		I		E		I		F		B			
36		I		F		J		E		I			
37		J		G		A		D		G			
38		J		H		B		C		E			
39		J		I		C		B		C			
40		J		J		D		A		A			

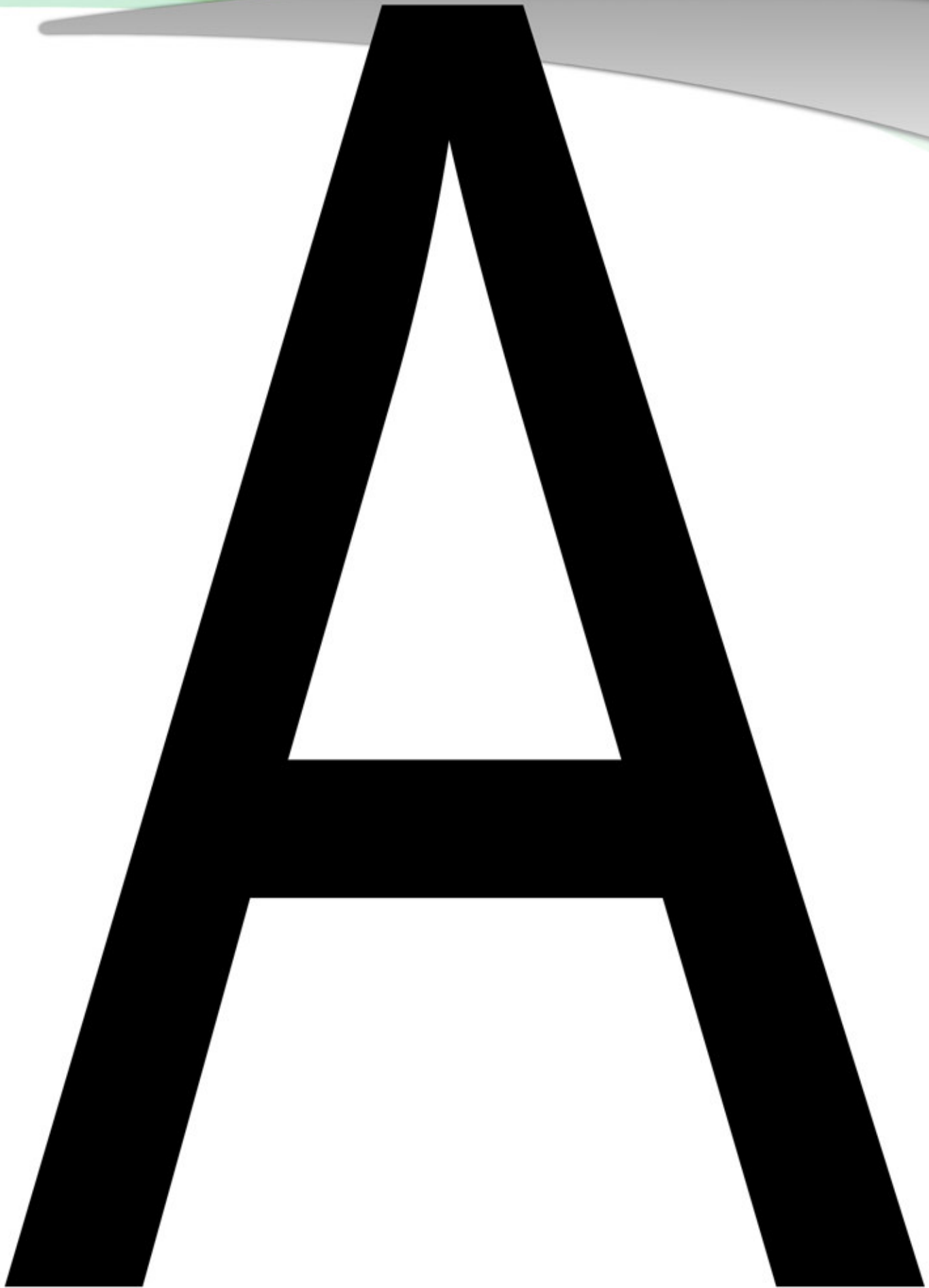


TOURNAMENT SHEETS

Playing Schedule 4-on-4

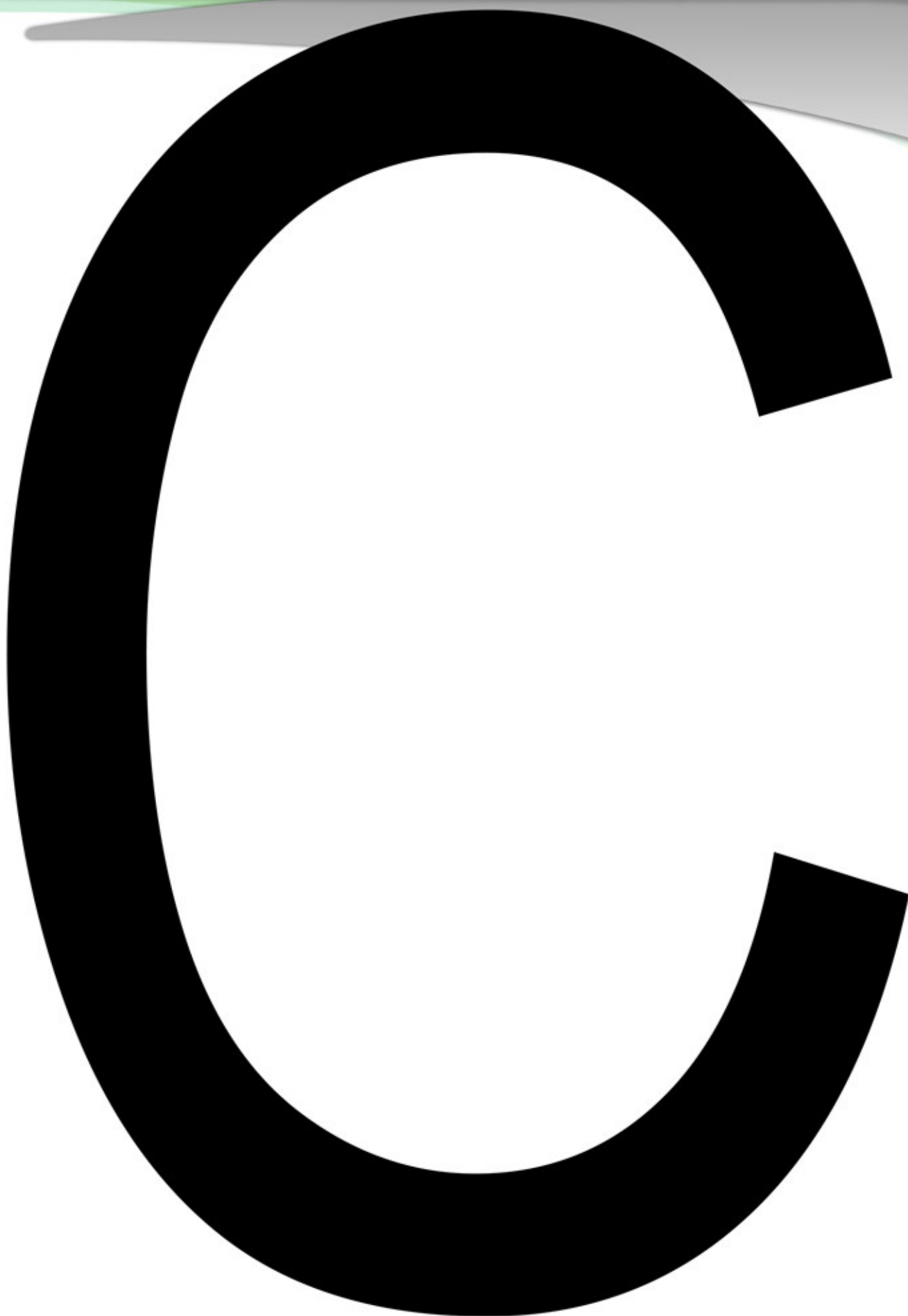
No.	Name	Round 1		Round 2		Round 3		Round 4		Round 5		Total points	Rank
		Pitch	Points	Pitch	Points	Pitch	Points	Pitch	Points	Pitch	Points		

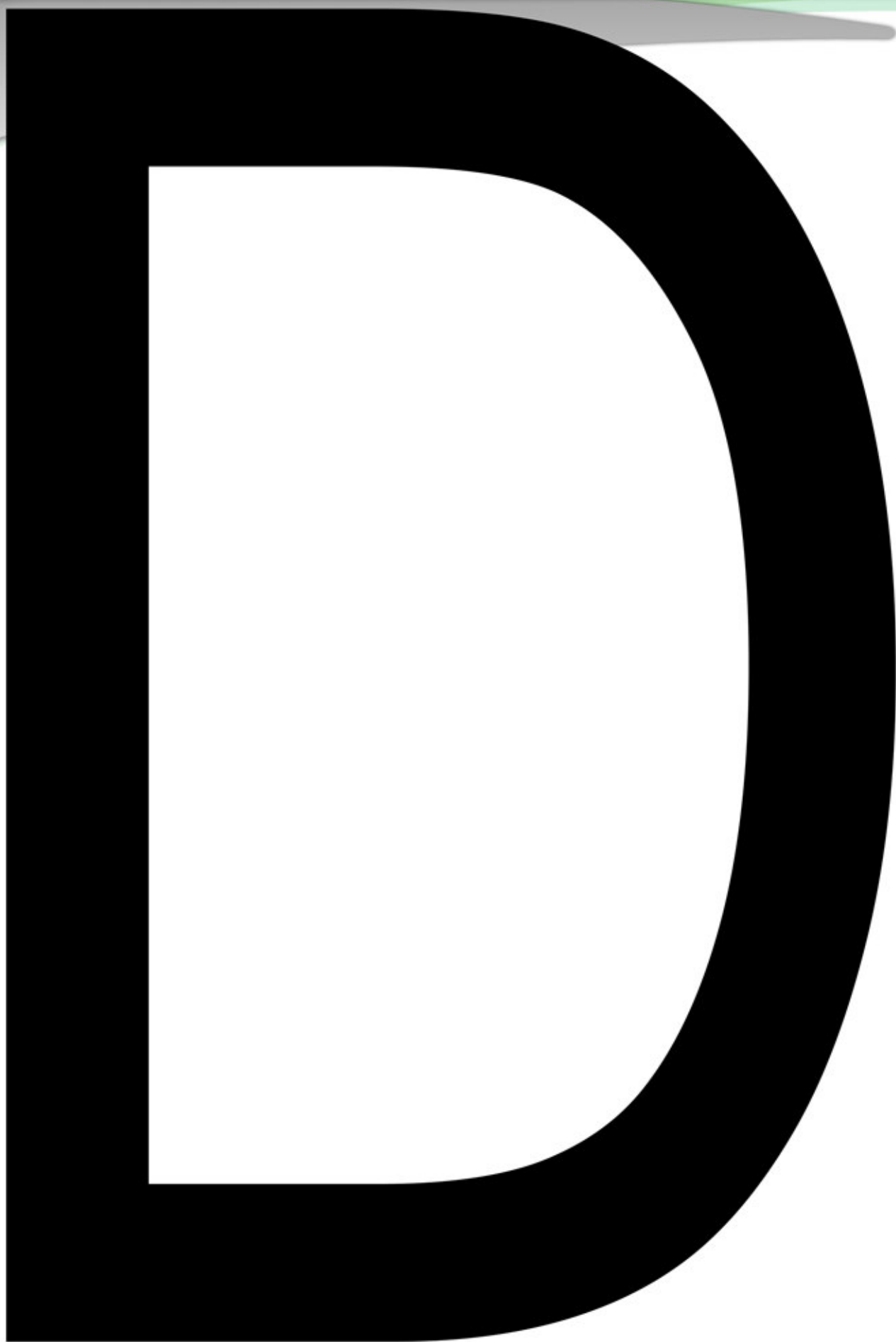


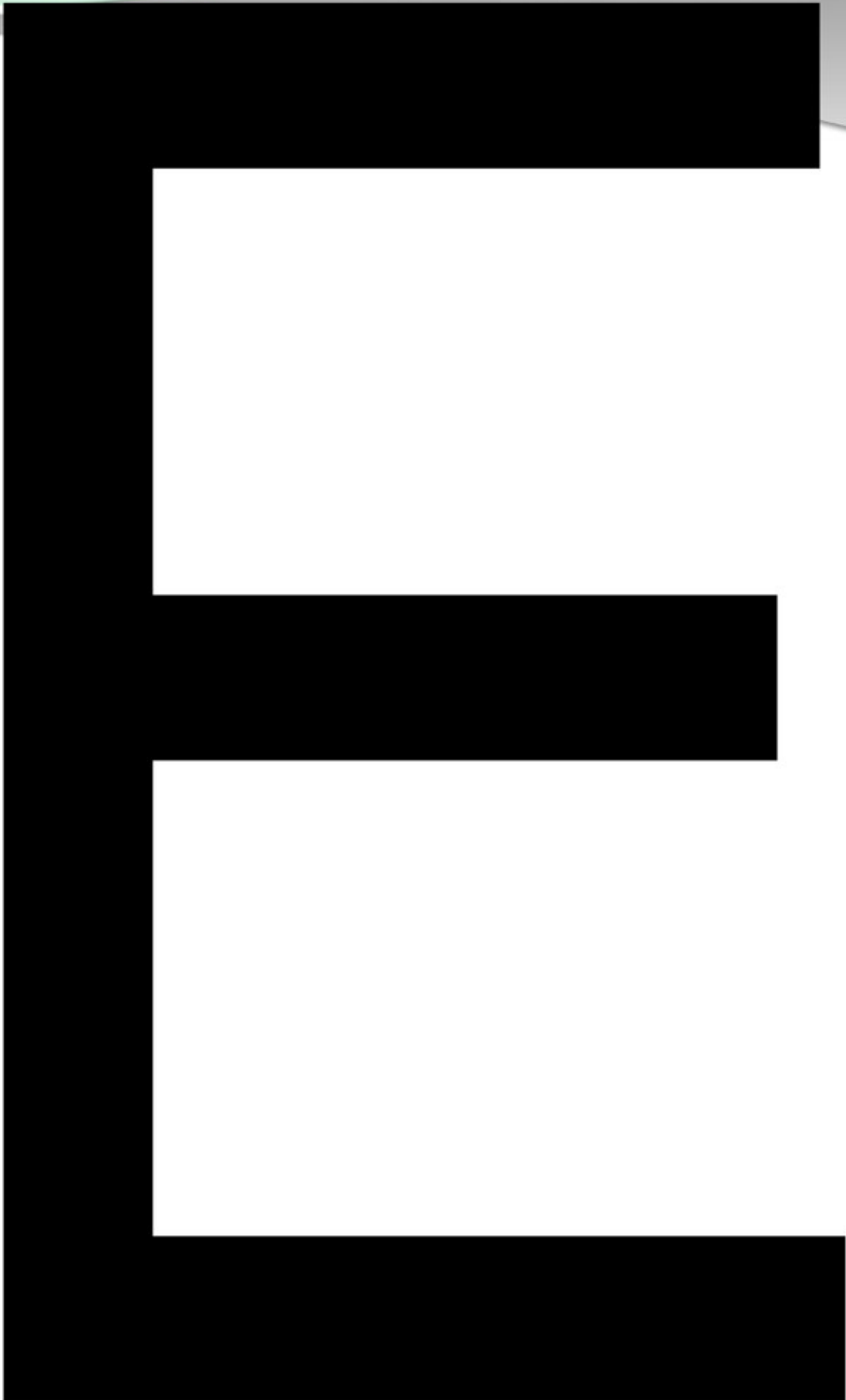


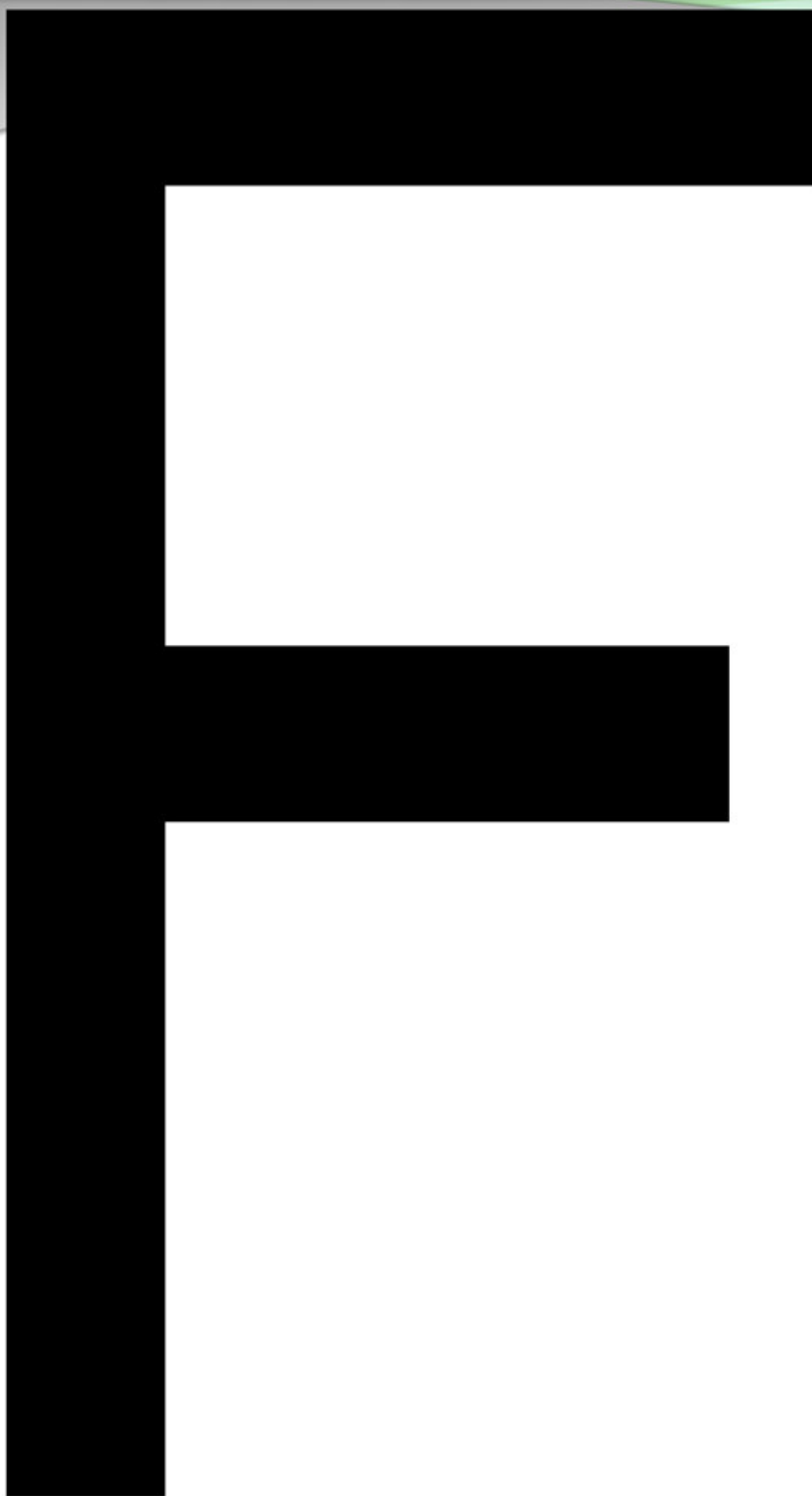
B
B



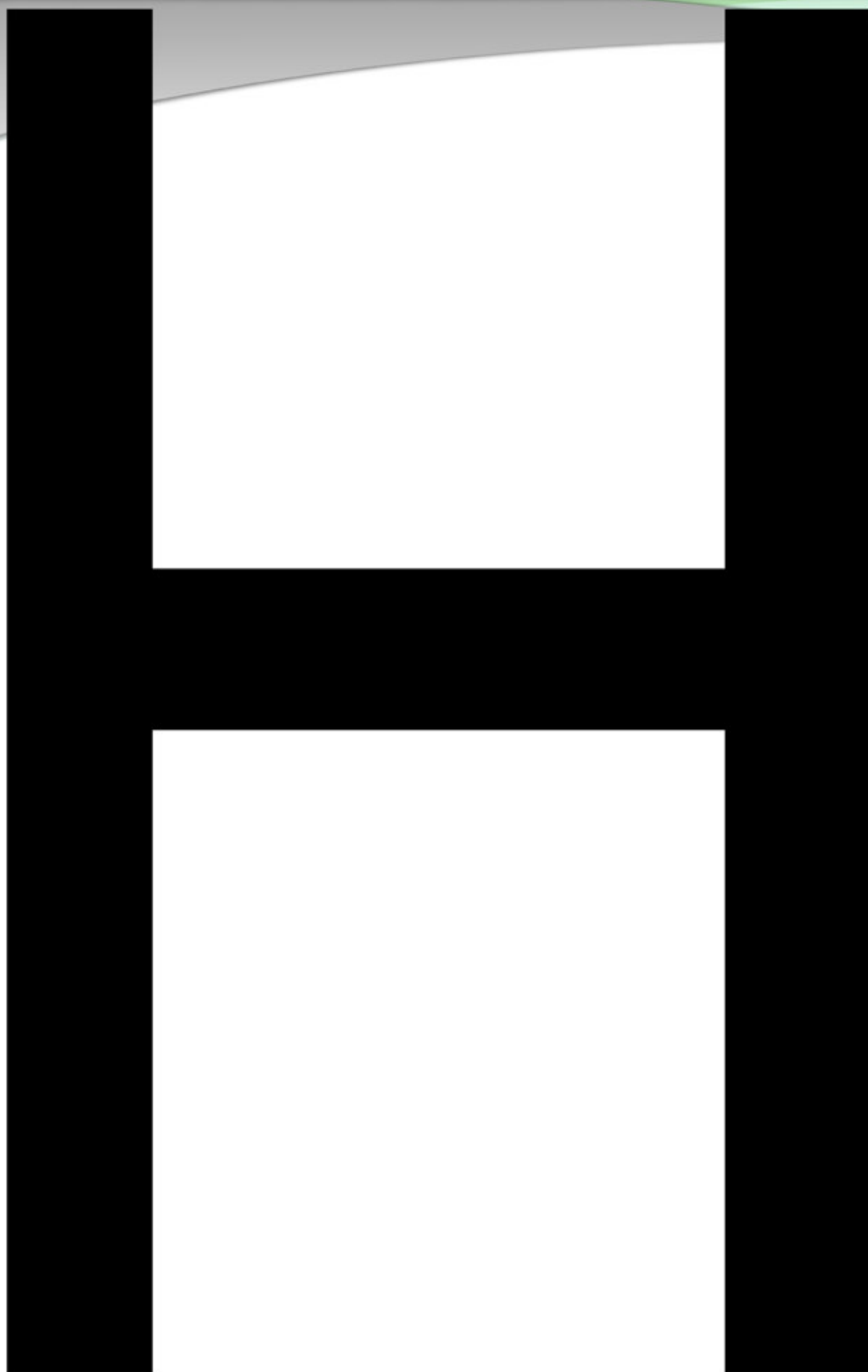




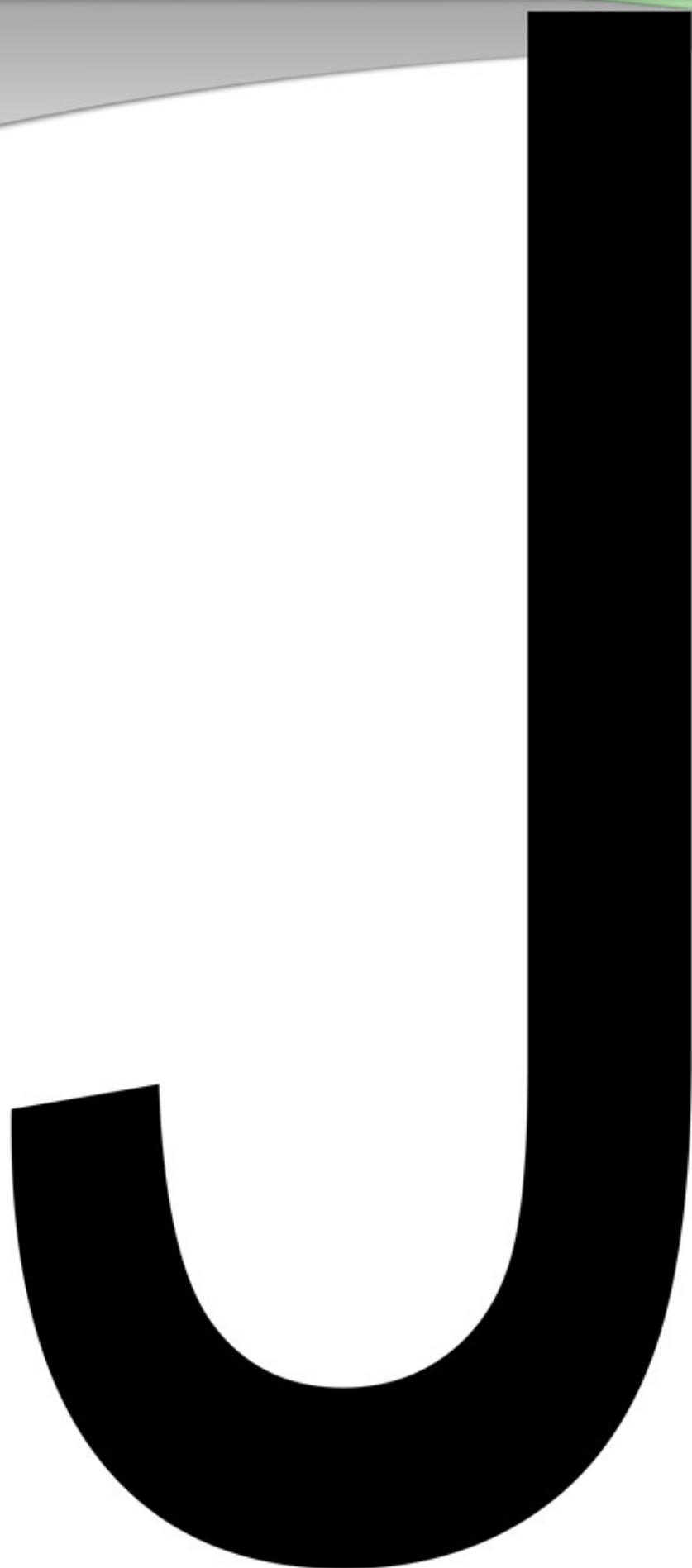


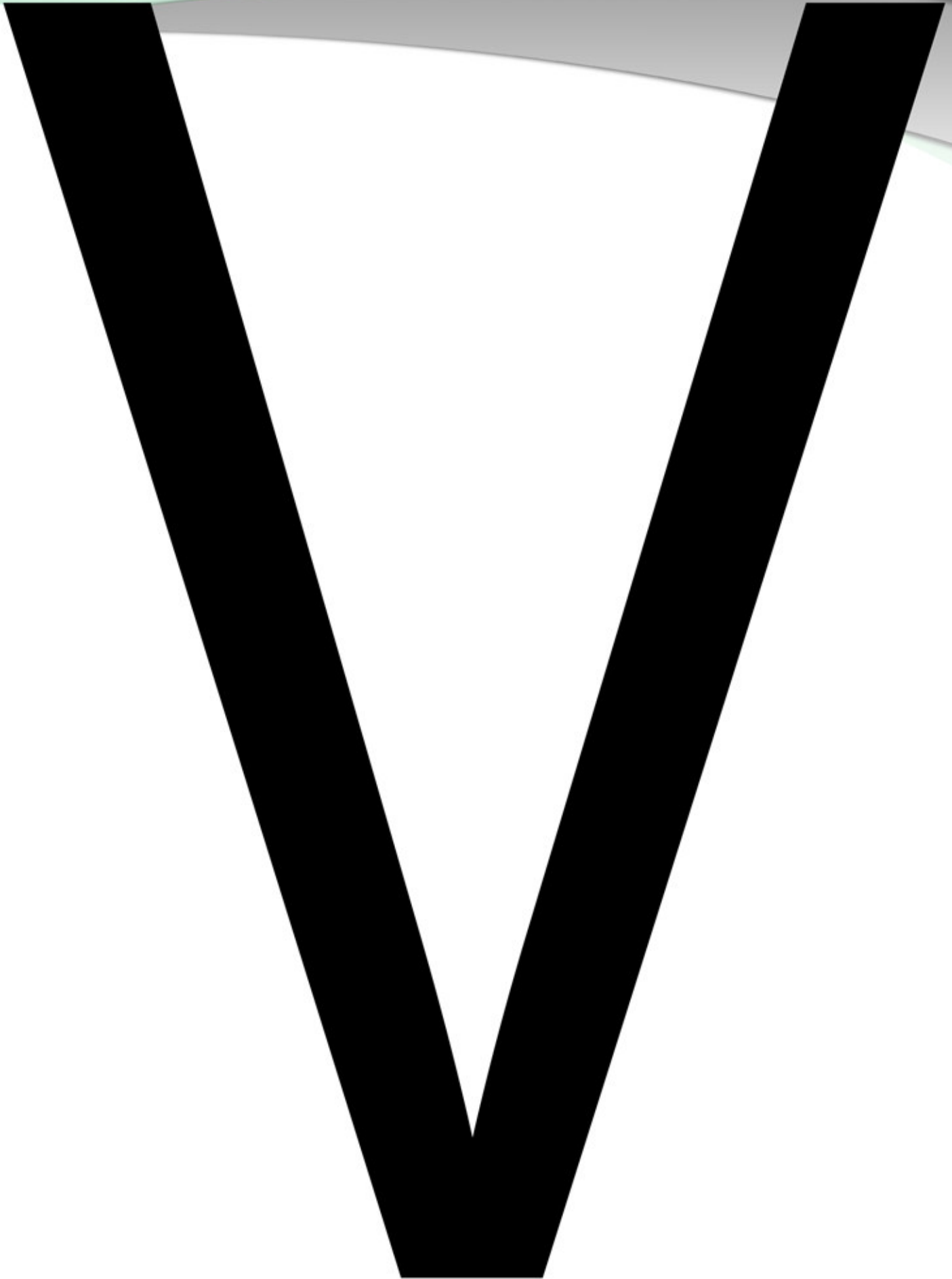








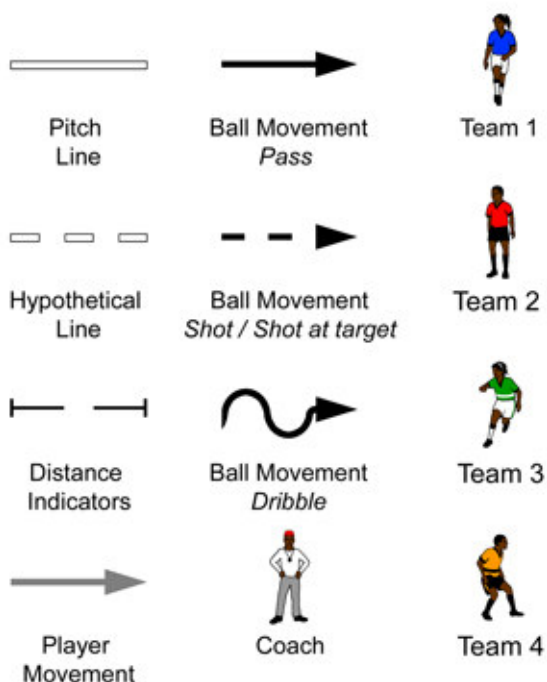




1 Dribbling	1
1 - Preliminary Exercises	3
2 - With Change of Direction (45° to 90°)	4
3 - With Change of Direction (180°)	5
4 - Dribbling with Speed	6
5 - Match-like Training 1	7
6 - Match-like Training 2	8
2 Dummying	9
1 - Preliminary Exercises	13
2 - Off the Dribble with Alternative	14
3 - Off the Dribble in a marked-off Area	15
4 - Off the Dribble at an Angle	16
5 - Dribbling at an Angle, restricted Opponent	17
6 - Decision-taking Training	18
7 - Match-like Training 1	19
8 - Match-like Training 2	20
3 Passing 1 - (Low Balls)	21
1 - Preliminary Exercises	23
2 - While Standing	24
3 - Off the Dribble	25
4 - Direct Play	26
5 - Match-like Training 1	27
6 - Match-like Training 2	28
4 Ball Control 1 - (Low Balls)	29
1 - Preliminary Exercises while Standing	31
2 - With the Inside of the Foot while Moving	32
3 - With the Outside of the Foot while Moving	33
4 - With a Turn	34
5 - Match-like Training 1	35
6 - Match-like Training 2	36
5 Passing 2 - (High Balls)	37
1 - Preliminary Exercises	39
2 - Dead-Ball	40
3 - Dead-Ball with Spin	41
4 - Off the Dribble	42
5 - Match-like Training 1	43
6 - Match-like Training 2	44
6 Ball Control 2 - (High Balls)	45
1 - Preliminary Exercises while Standing	47
2 - With the Inside of the Foot while Moving	48
3 - Other Techniques while Moving	49
4 - With a Turn	50
5 - Match-like Training 1	51
6 - Match-like Training 2	52

7 Shooting - (Instep Kick)	53
1 - Preliminary Exercises	55
2 - Drop and Volley	56
3 - Dead-Ball	57
4 - Off the Dribble	58
5 - After Trapping and Controlling the Ball	59
6 - After Receiving a Pass	60
7 - Match-like Training 1	61
8 - Match-like Training 2	62
8 Heading	63
1 - Preliminary Exercises	65
2 - From a Standing Position, Straight Ahead	66
3 - From a Standing Position, with Change of Direction	67
4 - After two-legged Jump	68
5 - After one-legged Jump, Straight Ahead	69
6 - After one-legged Jump, with a Turn	70
7 - Match-like Training 1	71
8 - Match-like Training 2	72

UNDERSTANDING THE DIAGRAMS



Methodical Series 1: Dribbling

Dribbling is a complex ball skill, where players run with the ball close to their feet and control it with short taps or kicks. This may involve tactical elements, such as dribbling the ball with the foot that is further away from the opponent.

Components Training Programme for Dribbling

⊗ **Ambidexterity**

Changing direction, preparing for a dummy, shielding the ball by dribbling with the foot that is further away from the opponent - various circumstances require that dribbling is mastered with both feet.

⊗ **Keeping Track of the Action**

In order to perform a suitable follow-up action at any time, the (peripheral) field of vision needs to be directed at both the ball and its surroundings.

⊗ **Change of Pace**

Sudden changes of pace, such as a quick acceleration with the ball from a standing position or abruptly stopping with the ball while running, help to shake off opponents and vary the pace of the match.

⊗ **Change of Direction**

Similar to a change of pace, a change of direction can serve as a 'simple dummy' to play past an opponent. It can also help to relocate the action to a different section of the pitch.

⊗ **Dribbling and Passing**

To secure the ball or to build up to an attack, passing the ball is a frequent follow-up action to dribbling and therefore these techniques should be trained together often.

An Overview of the Methodical Steps of Training Dribbling



Methodical Series 1: Dribbling

Dribbling Techniques

❖ **Circumstances requiring Dribbling**

There are two basic situations where dribbling is required. In the first, securing the ball is the main objective. The player safely dribbles the ball while shielding it and keeping an eye on his surroundings. In the second, the player dribbles upfield, which can allow him to gain a significant amount of space when counter attacking. When facing a well-arranged defence, a dribbling technique involving a lot of dummieing is required to escape pressure situations or to arrange the breakthrough and have a chance of shooting at goal.

❖ **Dribbling Techniques**

Aside from the main techniques introduced below, it is conceivable that the ball could be played with the sole, heel or tip of the foot at the start of dribbling or when changing direction. However, since it is not possible to guide the ball quickly, tightly and securely enough over long distances in this way, these techniques will not be addressed further.

WITH THE INSIDE OF THE FOOT

**Technique Pointers**

- ❖ Lean the torso into the direction of movement.
- ❖ Turn the toe of the foot of the playing leg towards the outside and lift it up slightly when on making contact with the ball.
- ❖ Dribble the ball with the inside of the foot, keeping it close to the foot.

WITH THE OUTSIDE OF THE FOOT

**Technique Pointers**

- ❖ Dribbling with the outside of the foot is well-suited for quick changes of direction.
- ❖ Do not focus only on the ball, also observe surroundings.
- ❖ Always dribble with the foot that is further away from the opponent.

WITH THE INSTEP

**Technique Pointers**

- ❖ Dribbling with the instep is especially suitable for quickly covering large areas.
- ❖ Stretch the ankle downward so that the tip of the foot points towards the ground.
- ❖ Do not dribble the ball too far ahead; it should be under control at all times.

Methodical Series 1: Dribbling

1 Preliminary Exercises

ROLLING EXERCISE

Description of Exercise

- ✳ Pass the ball back and forth between the feet using the inside of each foot and touching the ball just once per pass.
- ✳ The bodyweight should be placed on the balls of the feet, not on the entire soles.

Methodical Pointers / Corrections

- ✳ Ensure that the ball is not just touched with the feet, but that it is in fact being moved around.
- ✳ Continuously increase the pace of the exercise.



FAST FOOTWORK

Description of Exercise

- ✳ Pass the ball back and forth between the balls of the feet, touching the ball just once per pass.
- ✳ Making use the ankle to accelerate the ball.

Methodical Pointers / Corrections

- ✳ Variations:
 - ▲ fast footwork on the spot
 - ▲ moving forwards
 - ▲ moving backwards



ZIG-ZAGGING

Description of Exercise

- ✳ Ball control while zig-zagging.
- ✳ Require varied movement sequences, for instance use the outside of the left foot twice to the left, then of the right foot twice to the right, etc.

Methodical Pointers / Corrections

- ✳ Vary movement sequences and techniques! For instance, changes of direction with the inside of the foot, the outside of the foot, different movement sequences (photos: only left foot, alternating between inside and outside of foot).



Methodical Series 1: Dribbling

2 With Change of Direction (45° to 90°)

USING A CONE

Description of Exercise

- ☉ Calmly dribble towards a cone.
- ☉ Dynamic change of direction and increased pace in front of the cone.
- ☉ Change direction using all dribbling techniques.

Methodical Pointers / Corrections

- ☉ Use multiple cones; if the distances between them are small, less exertion and more concentration are required.
- ☉ Precise timing of the change of direction in front of the cone.



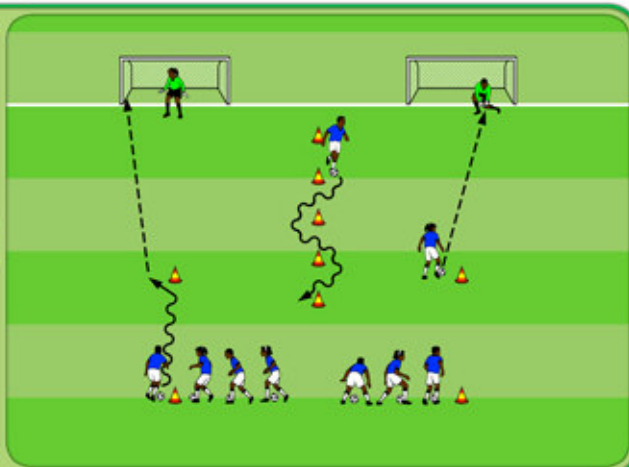
45° WITH A SHOT AT GOAL

Description of Exercise

- ☉ The players dribble towards a cone, swerve to the side and shoot at the goal.
- ☉ Afterwards, slowly dribble back through a cone slalom.

Methodical Pointers / Corrections

- ☉ The exercise should be practised using both feet and all dribbling techniques (inside/outside of foot, etc.).
- ☉ Concentration is especially required when dribbling, not just when shooting at the goal.



90° WITH A SHOT AT GOAL

Description of Exercise

- ☉ The players dribble towards a cone, turn a 90° corner and shoot at the goal.
- ☉ Then they slowly dribble back through a cone slalom.

Methodical Pointers / Corrections

- ☉ The dribbling towards the cone and the dribbling through the slalom should be done parallel so that waiting times are reduced.
- ☉ To train ambidexterity, dribbling towards the cones should be done alternately from both sides.



Methodical Series 1: Dribbling

3 With Change of Direction (180°)

USING CONED GOALS

Description of Exercise

- ✳ Use cones to mark several goals.
- ✳ The players dribble from one goal post to the second, dribble around it and guide the ball back to the first.
- ✳ Require different techniques at the 180° turn: clip the ball with the inside and outside of the foot, pull it back with the sole, etc.
- ✳ Distance between cones: about 3m.



Methodical Pointers / Corrections

- ✳ Use multiple goals; if the distances between them are small, less exertion and more concentration are required. Dribble slowly when moving from one goal to the next.
- ✳ The goals should not be too large. This way, more 180° turns need to be completed.



WITH A SHOT AT GOAL

Description of Exercise

- ✳ Set up cones as per illustration.
- ✳ The ball gets passed to the player standing at the cone closer to the goal, who then dribbles away from the goal, makes a 180° turn around the second cone, approaches the goal and shoots when arriving back at the first cone.
- ✳ The passer takes up position at the first cone, while the shooter dribbles back through the cone slalom.



Methodical Pointers / Corrections

- ✳ The dribbling between the cones and the dribbling through the slalom should be done parallel so that waiting times are reduced.
- ✳ Always keep the ball close to the foot when trapping and dribbling the ball.
- ✳ The exercise should be practiced with both feet (to train ambidexterity).
- ✳ The exercise can be simplified by forgoing the pass. The players start with the ball at the cone that is closest to the goal and queue up at this cone after shooting at the goal.



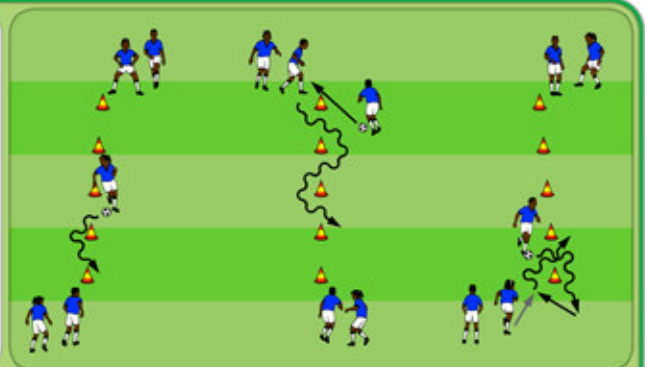
Methodical Series 1: Dribbling

4 Dribbling with Speed

SLALOM COMPETITION

Description of Exercise

- ⊗ Three teams at parallel slalom courses; the players should be positioned equally at the starting cones. The first member of each team dribbles through the slalom and gives the ball to his partner, etc.
- ⊗ Competition: which team is the first to complete three passes through the slalom course?



Methodical Pointers / Corrections

- ⊗ The course should not be too long and the size of the teams should allow for brief rest periods.
- ⊗ The difficulty level can be varied by changing the distances between the cones.
- ⊗ When the cones are equally spaced, every player should be able to find a rhythm.



SLALOM COMPETITION WITH SHOT AT GOAL

Description of Exercise

- ⊗ Set up two slalom courses, each in front of a goal with goalkeeper. Assign the players, each with a ball, into two teams and position them behind the slaloms.
- ⊗ After the first player has completed the course and taken a shot at goal, the next player starts the course, etc.
- ⊗ Competition: Which team is the first to complete a pass through the slalom course? Which team scores more goals?



Methodical Pointers / Corrections

- ⊗ Variation: Each player only starts once the coach gives the signal; in this way, a player of a team directly competes against a player of the opposing team. A goal by the faster player through the slalom course counts double.
- ⊗ The difficulty level can be varied by changing the distances between the cones.
- ⊗ When the cones are equally spaced, every player should be able to find a rhythm.



Methodical Series 1: Dribbling

5 Match-like Training 1

CATCHING GAME WITH OBSTACLES

Description of Exercise

- ✳ Divide the players into pairs, with one ball per player, then distribute the pairs among obstacles made of cones (see illustration or photo for setup).
- ✳ Catching game: Each pair dribbles in and around the obstacle, the chaser tries to catch his partner by tapping him.
- ✳ If caught, the partner becomes the catcher. After that relax actively by e.g. juggling.



Methodical Pointers / Corrections

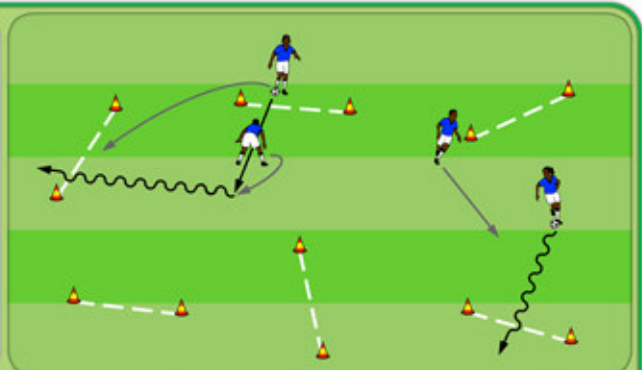
- ✳ Assign the pairs according to playing ability.
- ✳ The players should observe the actions of the opponent and respond with changes of direction, using only peripheral vision to keep track of the ball.
- ✳ Ensure tight ball control.
- ✳ Variation: Players are not allowed to dribble through the middle of the obstacle.



COMPETITION USING CONED GOALS

Description of Exercise

- ✳ Use cones to mark off several goals.
- ✳ Players are assigned pairwise and stand on either side of a goal. The chaser passes the ball to his opponent, who lets it go through his legs and then tries to escape with it by dribbling through a different goal. The chaser is not allowed to run through the goal through which he passed the ball.



Methodical Pointers / Corrections

- ✳ The passes must be quick so that it is easier to switch to dribbling.
- ✳ The chaser should not start moving towards his opponent until the ball has been intercepted.
- ✳ Dummying helps in the escape: Require a further dummy pass or dummy run.
- ✳ It is important to always keep the ball under control when dribbling with speed.



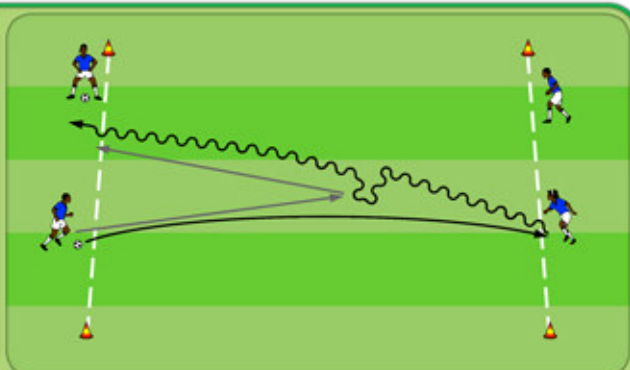
Methodical Series 1: Dribbling

6 Match-like Training 2

1-ON-1 COMPETITION

Description of Exercise

- ⊗ Mark two lines using cones, with one player behind each line, one of whom has a ball.
- ⊗ The player with the ball passes it to his opponent, who then tries to dribble it over the opposite line. The passer tries to win the ball back and counterattack over the other line.
- ⊗ Several pairs can do this exercise parallel on other parts of the pitch.

**Methodical Pointers / Corrections**

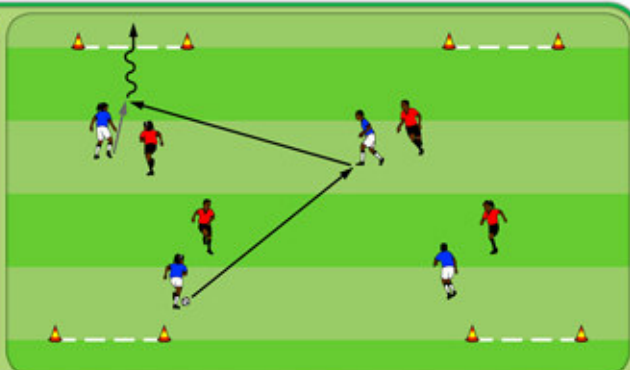
- ⊗ The ball should be intercepted quickly so that the player has time to gather enough pace.
- ⊗ Use body swerves and dummies to dribble past the opponent.
- ⊗ Shield the ball and dribble with the foot that is further away from the opponent.
- ⊗ This exercise is very intense, therefore include a sufficient number of breaks!



COMPLEX GAME PLAY

Description of Exercise

- ⊗ Goals are marked by cones. Mark two pairs of opposing goals with a width of 8m each. Vary the distances between the goals according to the number of players.
- ⊗ Divide the players into two teams and allow them to play in free-play format. Goals are scored by dribbling the ball across a goal line.

**Methodical Pointers / Corrections**

- ⊗ Training is more effective with smaller teams since each player participates more. It is therefore recommended to play 4-on-4 or 5-on-5 tournaments with four teams.
- ⊗ Adjust rules to prevent teams from relying on just one player. For instance, final result = number of goals times number of different goal scorers.



Methodical Series 2: Dummying

With the aid of dummying, every player - independent of his position - must be able to win open space for follow-up manoeuvres. The players can learn to master spectacular dummying techniques during their own training; during institution training, the focus should be on deceptions that can be applied frequently.

Components of Dummy-Training

⊗ **Dynamic Movements**

The deceptive movement must be executed so convincingly that the opponent will fall for it.

⊗ **Change of Pace**

A significant increase in pace must follow the deception so that the momentary advantage can be utilised and the player can move past the outplayed opponent.

⊗ **Alternatives**

For every deception, a corresponding alternative must be learnt, in case the opponent does not respond to the dummy as expected. The alternative could be the repeating of the deception in the other direction (e.g. a repeated shot feint), but usually the best alternative is to abandon the dummy altogether (if possible, just take the shot!).

⊗ **Repertoire**

The higher the age and skill level, the more dummying techniques the players should be able to command; if only one deceptive movement is used, it is easy for the opponent to prepare himself. In addition, the deception has to fit the match situation and available space.

i An Overview of the Methodical Steps of Training Dummying



Methodical Series 2: Dummying

BODY SWERVE



Technique Pointers

- ✦ Off the dribble, make an outward sidestep behind the ball.
- ✦ Shift the bodyweight onto this leg.
- ✦ Play the ball to the other side with the outside of the other foot.
- ✦ Variation: double body swerve.

STEP-OVER



Technique Pointers

- ✦ Off the dribble, make an outward sidestep over and around the ball.
- ✦ Shift the bodyweight onto this leg.
- ✦ Play the ball to the other side with the outside of the other foot.

MATTHEWS-DUMMY



Technique Pointers

- ✦ Bring the ball inward with the inside of the foot.
- ✦ Immediately turn the ankle inward and play the ball in the other direction with the outside of the same foot.
- ✦ Do a small jump to the outside from the supporting leg to help change direction.

RIVELINO-DUMMY



Technique Pointers

- ✦ Off the dribble, make an inward sidestep over the ball and do a short step on the ground.
- ✦ Bring the supporting leg forward, shift bodyweight onto this leg and play the ball to the other side with the outside of the playing foot.

Methodical Series 2: Dummying

SHOT-FEINT 1

**Technique Pointers**

- ❖ Off the dribble, feign a shot.
- ❖ Abort the shot at the last moment and bring the ball inward with the inside of the playing foot.

SHOT-FEINT 2

**Technique Pointers**

- ❖ Off the dribble, feign a shot.
- ❖ Abort the shot at the last moment and bring the ball outward with the outside of the playing foot.
- ❖ Variation: feign a pass.

RONALDO-DUMMY

**Technique Pointers**

- ❖ Off the dribble pull the ball forwards and inwards with the sole of the foot.
- ❖ Step over the ball with the other leg.
- ❖ Turn on the ball of the step-over foot and take the ball along with the inner side of the kicking foot.

SCHOLL-DUMMY

**Technique Pointers**

- ❖ While dribbling slowly or while standing, feign a pass.
- ❖ Guide the ball with the inside of the foot in the feigned pass direction, keeping the foot on the ball.
- ❖ Point the tip of the foot to the inside and start with the ball on the inside.

Methodical Series 2: Dummying

OKOCHA-DUMMY

**Technique Pointers**

- ⊗ While dribbling put one leg in front of the ball and draw the ball up along the calf of the leg with the instep of the other foot.
- ⊗ Continue running and kick the ball over the head with the heel.

ZIDANE-DUMMY

**Technique Pointers**

- ⊗ While dribbling stop the ball with the sole of the foot, thereby turning 180° over the ball.
- ⊗ Immediately change feet over the ball, pull the ball backwards with the sole of the foot, and turn on the standing leg towards the direction of running.

BEHIND THE STANDING LEG

**Technique Pointers**

- ⊗ While dribbling slowly, step over the ball with one foot and plant it sideways in front of the ball.
- ⊗ With the inside of the tip of the foot of the playing leg, pull the ball diagonally sideways behind the standing leg.
- ⊗ Turn on the ball of the standing foot towards the direction of running.

DECEPTION WITH THE OPPONENT BEHIND

**Technique Pointers**

- ⊗ Feign a dribble to the inside by making a step-over from outside to the inside of the ball.
- ⊗ Put the foot down briefly.
- ⊗ Play the ball with the outside of the same foot in the other direction and accelerate away.

Methodical Series 2: Dummying

1 Preliminary Exercises

WHILE STANDING

Description of Exercise

- ⊗ Perform a dummy movement in front of the stationary ball, lightly kick the ball to the side before stopping it again.
- ⊗ Do this repeatedly.



Methodical Pointers / Corrections

- ⊗ This level of ability will for the time being be spared of the correct timing of a dummy while off the dribble.
- ⊗ This exercise allows the coach to step in with corrective suggestions. By restricting the dummy manoeuvre to its essence, mistakes in its execution can be recognised early and have to be corrected immediately, before the players automate their pattern of movement.

AFTER A SHORT DRIBBLE

Description of Exercise

- ⊗ The players dribble freely on the pitch.
- ⊗ After short dribbles, they carry out dummy moves.



Methodical Pointers / Corrections

- ⊗ This exercise is very well suited for the warm-up before a technique main part. This way dummy manoeuvres are also practised more often and the techniques reinforced.
- ⊗ Rather train one or two dummy movements extensively with untrained players, than many dummy movements cursorily.

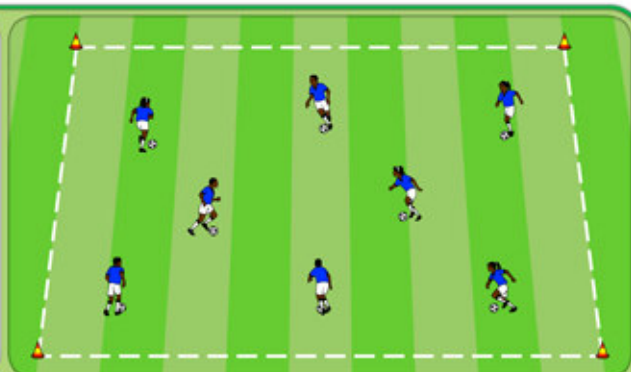
Methodical Series 2: Dummying

2 Off the Dribble with Alternative

IN A MARKED OFF AREA

Description of Exercise

- ⊗ Use cones to mark off a practice pitch.
- ⊗ The players dribble on the pitch and perform dummy movements as well as the respective alternatives.



Methodical Pointers / Corrections

- ⊗ For every dummy movement, the alternative movement must be mastered so that the opponent can be played past from either side. In the case of the body swerve with sidestep, it is the double body swerve where the ball is eventually played to the first side.



MARKED OFF AREA WITH GOAL KICK

Description of Exercise

- ⊗ Position the players in two groups in front of the goals with goalkeepers.
- ⊗ The respective first player dribbles towards the goal, performs a dummy movement and then shoots at the goal.



Methodical Pointers / Corrections

- ⊗ Plan approximately five to eight metres for dribbling and dummying. There has to be enough space to perform a dummy movement, but it is not the intention to have an "endurance run" towards the goal.
- ⊗ Have the players perform the dummy movements to both sides and with alternatives.
- ⊗ Speedy goal kick after the dummy movement.



Methodical Series 2: Dummying

3 Off the Dribble in a marked-off Area

CIRCUIT

Description of Exercise

- ⊗ Mark off four dummy areas with cones (see illustration).
- ⊗ Dummying circuit: The players start from the cone in front of the marked off area, dummy within the marked-off area and run to the next "start" cone.



Methodical Pointers / Corrections

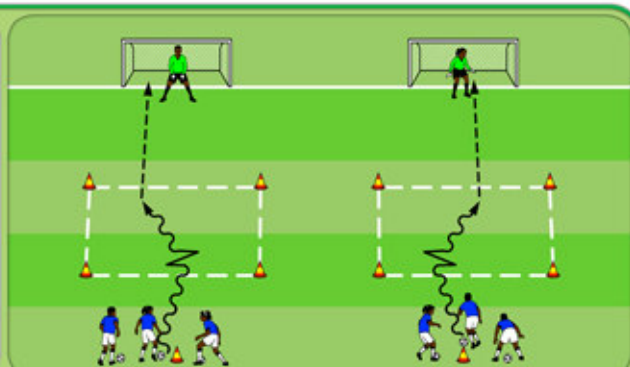
- ⊗ With this exercise structure, the area for the performance of the dummy movement is restricted for the first time and therefore the first step to practising the correct timing of the manoeuvre.



WITH GOAL KICK

Description of Exercise

- ⊗ Mark off two dummy areas with cones in front of the goals with goalkeepers.
- ⊗ Divide the players into two equal teams and position them in front of the cone rectangles.
- ⊗ The respective first player passes the ball into the marked-off area, performs a dummy movement and then shoots at the goal.



Methodical Pointers / Corrections

- ⊗ Place the "start" cone so close to the dummy field that the players only need to pass the ball forwards once. They thereby concentrate on the dummy movement and not on the dribbling.



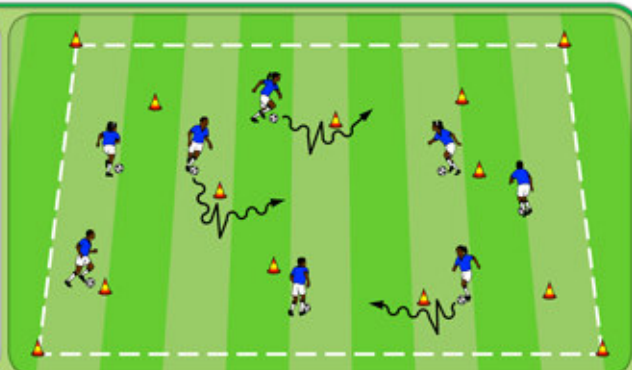
Methodical Series 2: Dummying

4 Off the Dribble, at an Angle

IN FRONT OF A CONE

Description of Exercise

- ✦ Mark off an exercise area with cones and place a "cone jungle" in it.
- ✦ The players dribble in the marked off area, execute a dummy in front of a cone and pass to the side.

**Methodical Pointers / Corrections**

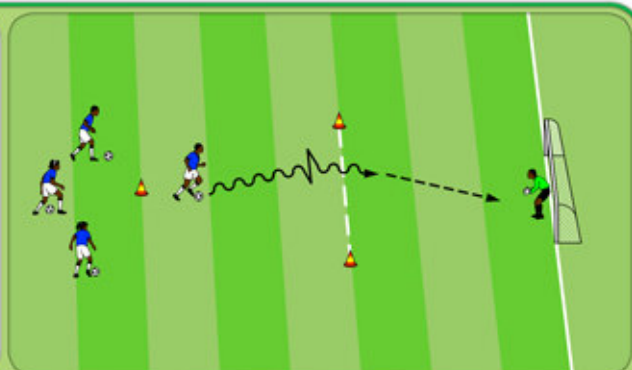
- ✦ At this skill level, the dummy movements should already be mastered, the focus now lying on the reduction of the space necessary for dummying and the improvement of the timing.
- ✦ By dribbling at an angle, the intended opponent is drawn to one side, thereby the space on the other side becomes available for subsequent action.



WITH GOAL SHOOTING

Description of Exercise

- ✦ Use cones to mark off a line in front of a goal with goalkeeper.
- ✦ Position the players, each with ball, at a "start" cone in front of this line.
- ✦ One player at a time dribbles towards one of the cones, performs a dummy movement and then shoots at the goal.

**Methodical Pointers / Corrections**

- ✦ Decrease waiting times by erecting a parallel exercise set-up in front of a second goal.
- ✦ Not all dummy techniques require dribbling at an angle. More difficult tricks, e.g. the Okocha-Dummy, are rarely applicable in matches and should therefore be practised by the players during their own time.



Methodical Series 2: Dummying

5 Dribbling at an Angle, restricted Opponent

FROM CONE TO CONE

Description of Exercise

- ❖ Mark off two lines with cones, placing one "start" cone each in front of and one behind the lines.
- ❖ Position one defender per line and divide the rest of the players with ball behind the "start" cones.
- ❖ The first player with ball dribbles towards the defender at an angle, dummies in front of him, and dribbles to the opposite cone. The second round starts from there.



Methodical Pointers / Corrections

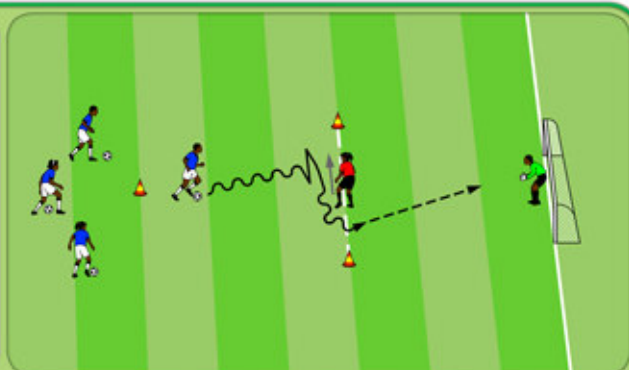
- ❖ The defender only moves on the imaginary line between the cones and attentively follows the dummy movements so that he can make room for the striker.
- ❖ Corrections: Dribble at an angle to open space on the other side (picture 1), Obvious dummy movement (picture 2), choose the distance to the opponent so that he cannot get to the ball before the dummy is executed (picture 3: dribbled too close).



WITH GOAL KICK

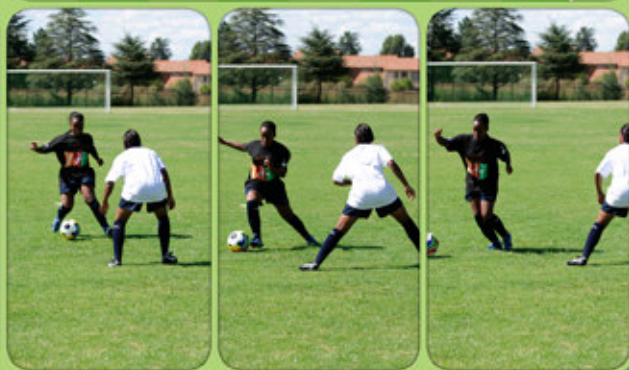
Description of Exercise

- ❖ Mark off a line with cones in front of a goal with goalkeeper, position the players with ball in front of a "start" cone.
- ❖ One defender is on the imaginary line, the first player with ball dribbles towards the line at an angle, dummies and closes by shooting a goal.
- ❖ The defender follows the dummy movement.



Methodical Pointers / Corrections

- ❖ Decrease waiting times by erecting a parallel exercise set-up.
- ❖ Flowing changeover: The defender fetches the ball and positions himself at the cone, the striker becomes the defender.
- ❖ Dribble towards a cone to encourage the dribbling at an angle.



Methodical Series 2: Dummying

6 Decision-taking Training

FROM CONE TO CONE

Description of Exercise

- ⊗ Set-up as shown in the illustration.
- ⊗ As soon as the striker starts dribbling, the defender runs from an outer "start" cone towards the centre.
- ⊗ If he stops at cone 1, the striker executes an alternative dummy manoeuvre or dribbles straight through the line at speed.
- ⊗ If the defender runs through to cone 2, the striker has to try to manoeuvre past him with a dummy.



Methodical Pointers / Corrections

- ⊗ Take the eyes off the ball and observe the behaviour of the defender.
- ⊗ The defender may only offer the side for the breakthrough very late so that the striker cannot prepare himself in advance.
- ⊗ Only use appropriate dummy techniques, some dummies are not possible when dribbling at an angle.



WITH GOAL KICK

Description of Exercise

- ⊗ As above, except that the goal kick is now performed as a follow-up action.



Methodical Pointers / Corrections

- ⊗ The objective of dummying is to get past an opponent, or at least create space for oneself for follow-up action. If, however, the breakthrough is possible without a dummy movement, then dribble over the line without losing time making one!



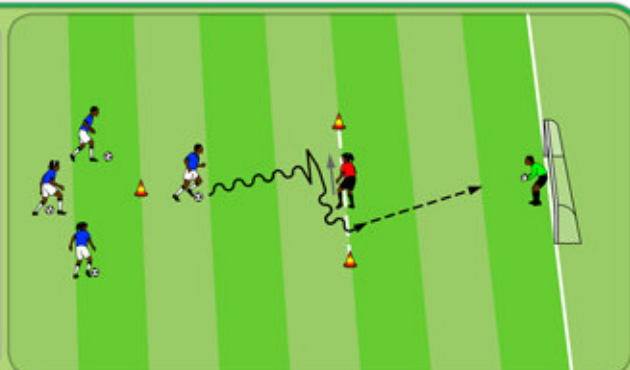
Methodical Series 2: Dummying

7 Match-like Training 1

RESTRICTING THE DEFENDERS

Description of Exercise

- ❖ Mark off a line with cones in front of a goal with goalkeeper.
- ❖ Position one defender between the cones, who has to actively defend, but may only move along the imaginary line.
- ❖ The players with the ball must play around the defender (dummy / alternative) and then shoot at the goal.



Methodical Pointers / Corrections

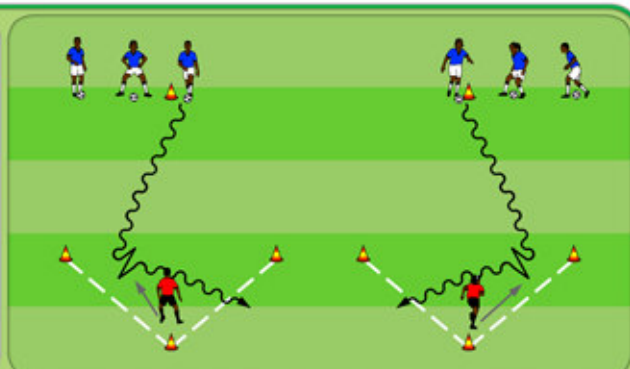
- ❖ Considerable increase in pace after a dummy movement.
- ❖ Require a quick finish: even though the defender may not tackle the striker behind the line, a quick follow-up action must be performed.



RELIEF FOR THE STRIKER

Description of Exercise

- ❖ Set up two cone triangles, two sides serve as cone goals (see illustration).
- ❖ Position the players with ball at a "start" cone in front of the third triangle side.
- ❖ Position one defender in each cone triangle.
- ❖ Each player dribbles towards the defender at an angle and then dribbles through one of the cone goals.



Methodical Pointers / Corrections

- ❖ The defender may only react within the triangle and may not confront the striker in front of it.
- ❖ Adapt the size of the cone goals to the skill level of the players.
- ❖ The strikers must observe the movements of the defender carefully and identify the side that is easier to attack.



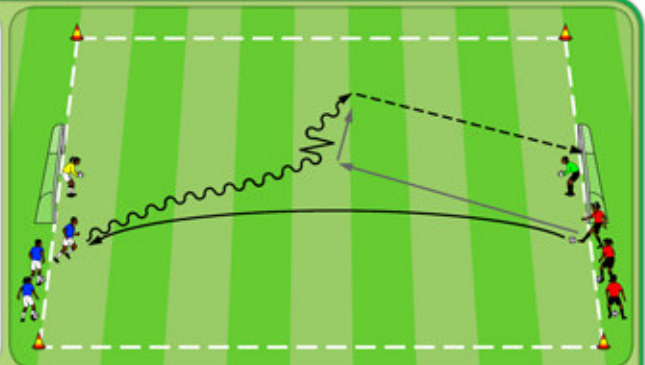
Methodical Series 2: Dummying

8 Match-like Training 2

1-ON-1

Description of Exercise

- ⊗ Set up two goals with goalkeepers opposite each other.
- ⊗ Divide the players into two teams and position them next to the goals, one team with a ball.
- ⊗ The first player with a ball passes to his opponent on the opposite side; this one traps the ball, then tries to play the ball around the ball passer, who has by now advanced onto the pitch, to be able to shoot at his goal. The passer counter attacks after winning the ball.
- ⊗ Repeat this process until every member of both teams has had a turn.

**Methodical Pointers / Corrections**

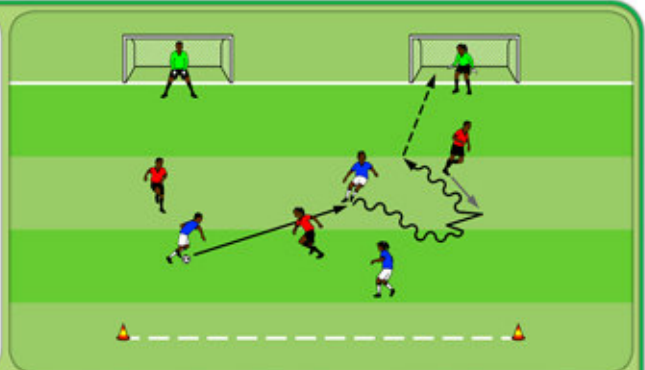
- ⊗ Position the goals so far away from each other that the kick after the 1-on-1 is not shot from a too short distance.
- ⊗ Look for the most direct way to the goal and a quick finish.
- ⊗ Dispense with the dummying if the way to the goal is not obstructed (see decision-taking training)!



COMPLEX GAMEPLAY

Description of Exercise

- ⊗ Position two goals with goalkeepers next to each other, mark a counter attack line opposite.
- ⊗ Two teams with three players each compete against each other; blue players play at the two goals, red players counter attack over the dribble line.
- ⊗ Goals shot after dummying count double.
- ⊗ Change sides after half-time.

**Methodical Pointers / Corrections**

- ⊗ To have space for solo manoeuvres, the size of the teams should be small. Therefore, use a further six players to conduct another dummying exercise parallel, or carry out a tournament.
- ⊗ As many players as possible should try to perform solo manoeuvres.



Methodical Series 3: Passing 1 - (Low Balls)

Passing is the elementary technique of the modern football game. A secure build-up of the game and quick direct passing relays require correct timing, accurate aiming and the skill to vary the power of the shot. Precise passes at high speed and under pressure from the opponent must be mastered.

Components of Training the Technique of Passing

✳ Correct Movement Sequences

It is imperative, especially during the basic training, that the correct implementation of the technique is observed, as mistakes during the basic movement sequences can stunt skill development and can later only be eliminated with difficulty.

✳ Varied Techniques

Passes with the heel, the tip of the foot or the head are used during matches. The pass techniques referred to below are the most commonly used ones, allow the most controlled passes and should therefore be mastered.

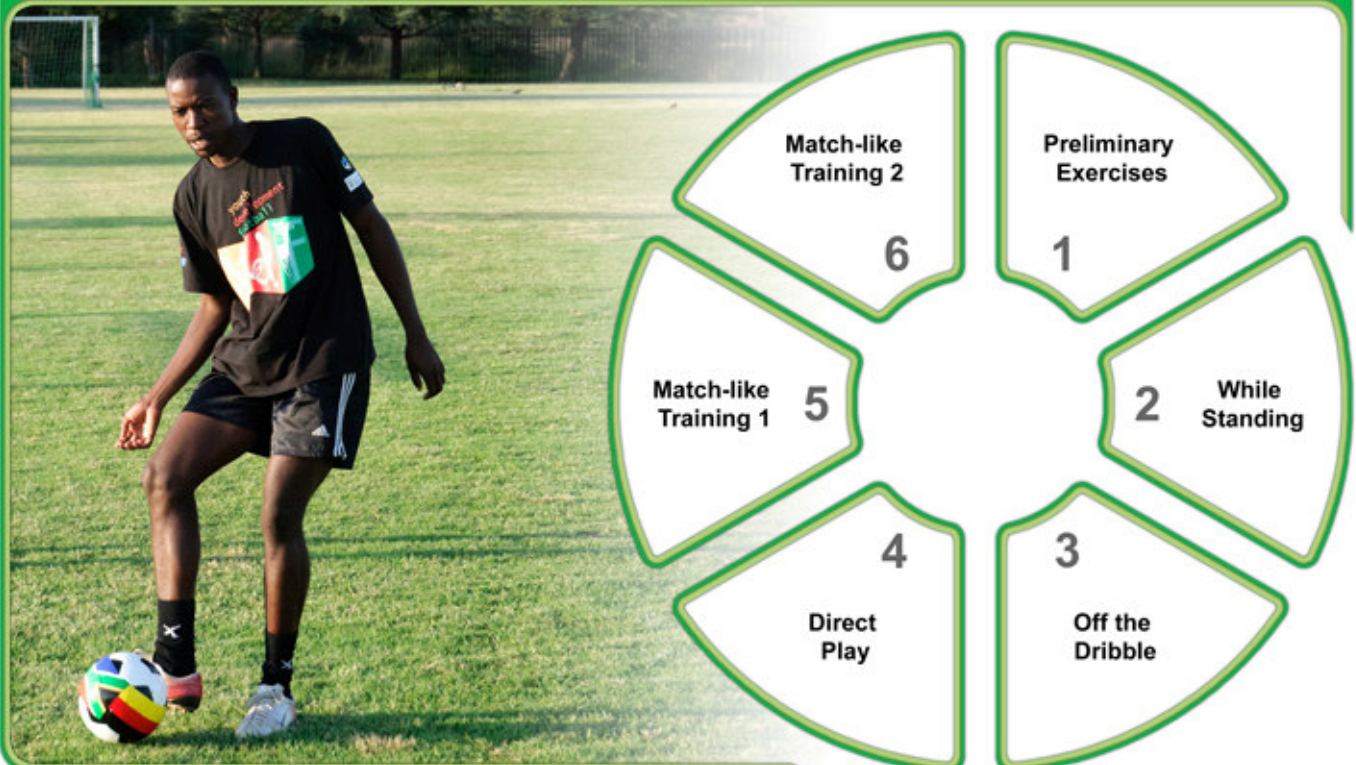
✳ Accuracy

The priority is to always aim as accurately as possible. The power of the pass should not affect the precision.

✳ Varied Distances

In the modern football game mainly short passes are played due to a lack of free space, yet during counter attack situations or after changing wings, long passes have to be mastered. So that the pass is not intercepted, the power of the pass must be adjusted according to the distance.

An Overview of the Methodical Steps of Training Passing



Methodical Series 3: Passing 1 - (Low Balls)

WITH THE INSIDE OF THE FOOT

**Technique Pointers**

- ⊗ Supporting leg: knee slightly bent, foot next to the ball, tip of foot points in the direction of the shot.
- ⊗ Playing leg: point the tip of the foot to the outside, slightly pulled in and locked.
- ⊗ Shot: Angle kicking leg and swing forward in direction of shot.

MISTAKES

**Technique Pointers**

- ⊗ Picture 1: The supporting leg is behind the ball, not next to it. The knee is stretched!
- ⊗ Picture 2: The ball is only kicked with the tip of the foot! The ideal shot for an accurate pass is from the inside of the foot, due to it being the widest area.

SPECIAL TECHNIQUE 1: INNER SIDE - DROPKICK

**Technique Pointers**

- ⊗ A high pass is immediately passed further after it lands.
- ⊗ Technique as with the shot from the inside of the foot, made more difficult due to the timing.
- ⊗ Shot variations: kick above the centre of the ball (low), centre (half-high) and below the centre (high).

SPECIAL TECHNIQUE 2: WITH THE OUTER SIDE

**Technique Pointers**

- ⊗ Suitable for a concealed pass over a short distance.
- ⊗ Supporting leg: knee slightly bent, foot in stride length next to the ball.
- ⊗ Playing leg: Tip of foot is stretched, pointing diagonally to the front. The ball is played away from the standing leg using the outside of the foot.

Methodical Series 3: Passing 1 - (Low Balls)

1 Preliminary Exercises

"LEG GOALS"**Description of Exercise**

- ❖ Partner exercise: One player sits with legs stretched wide, the second player tries to carefully shoot into this "leg goal".
- ❖ Task rotation after 20 shots.

Methodical Pointers / Corrections

- ❖ Vary the shooting distance according to the individual skill level of the players.
- ❖ Pay attention to correct execution right from the start! This exercise should be practised using both feet.

**SHOOT AT THE LEGS****Description of Exercise**

- ❖ Partner exercise: The player with the ball kicks at the legs of the player standing opposite him.
- ❖ Who is the first to score ten goals?

Methodical Pointers / Corrections

- ❖ Vary the shooting distance according to the individual skill level of the players.
- ❖ Pay attention to correct execution right from the start! This exercise should be practised using both feet.

**PASS AGAINST THE WALL****Description of Exercise**

- ❖ The player kicks the stationary ball against the wall so that it bounces straight back to him.

Methodical Pointers / Corrections

- ❖ This exercise is perfectly suited for self-training, which complements the training units and assists the player in achieving the ideal learning progress.



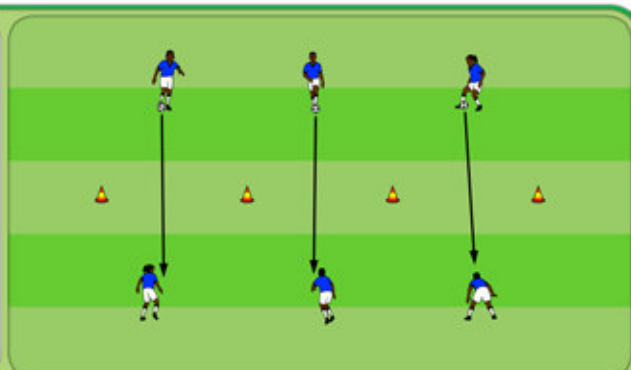
Methodical Series 3: Passing 1 - (Low Balls)

2 While Standing

"LANES" WITH CONE-GOALS

Description of Exercise

- ⊗ Position the players in pairs opposite each other, set up cone-goals between them.
- ⊗ The player with the ball passes the ball through the cone-goal to his partner.
- ⊗ The partner stops the ball and then passes the stationary ball back.
- ⊗ Which pair is the first to shoot 30 goals?



Methodical Pointers / Corrections

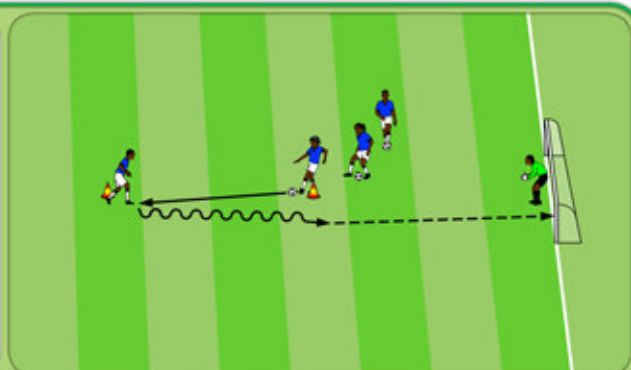
- ⊗ This exercise can be made more difficult by making two changes: narrower cone-goals and a further pass distance require more precision and more power behind the shot.
- ⊗ Abandon the competition if the execution of the passes is over-hasty and therefore too inaccurate.
- ⊗ Train all passing techniques.



WITH GOAL KICK

Description of Exercise

- ⊗ The players with ball position themselves in front of a goal with goalkeeper.
- ⊗ One player stands a greater distance away from the goal.
- ⊗ The first player with ball passes to the player without ball, who traps the ball and shoots at the goal.
- ⊗ The passer then rotates the position with the pass receiver.



Methodical Pointers / Corrections

- ⊗ Adapt the respective distances to the goal according to the skill levels of the players.
- ⊗ Let small groups practise parallel to each other to lessen the waiting time. The technique will be trained more effectively through frequent repetitions.
- ⊗ Do not overburden and discourage the players through too many corrections: the focus of this exercise is the pass, not the goal-shooting technique.



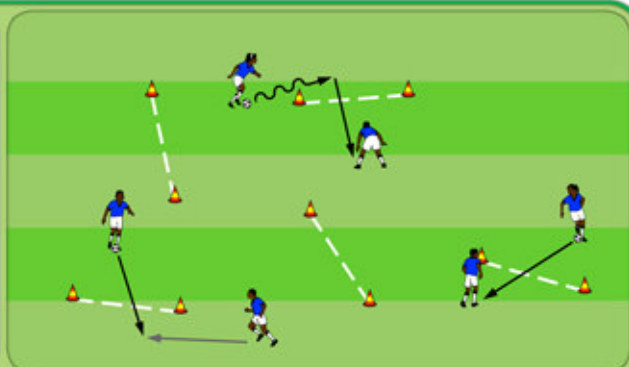
Methodical Series 3: Passing 1 - (Low Balls)

3 Off the Dribble

AT CONE-GOALS

Description of Exercise

- ⊗ Set up several cone-goals on the practice pitch.
- ⊗ Divide the players into pairs with one ball per pair.
- ⊗ The pairs run onto the practice pitch and pass the ball through the cone-goals to each other.
- ⊗ They may not repeatedly pass the ball through the same cone-goals in succession.



Methodical Pointers / Corrections

- ⊗ A higher skill level is required, as the ball is no longer stationary. Therefore, initially ask for a slow dribbling speed and limit the corrections to the position of the ball and the timing of the pass.



WITH SHOT AT GOAL

Description of Exercise

- ⊗ Position players with ball next to a goal with goalkeeper and one player without a ball in front of the goal.
- ⊗ The first player next to the goal dribbles a few steps from the goal line onto the pitch and then passes the ball off the dribble to the player without ball.
- ⊗ This player traps and controls the ball and then shoots at the goal. Then the positions and tasks are swapped.



Methodical Pointers / Corrections

- ⊗ Increase difficulty: The pass receiver must move a few steps to the left or right before the ball is passed. The aim is for the passer to look away from the ball to the pass receiver to be able to pass the ball accurately. Generally, the pass receiver dictates when and where the pass is played to.



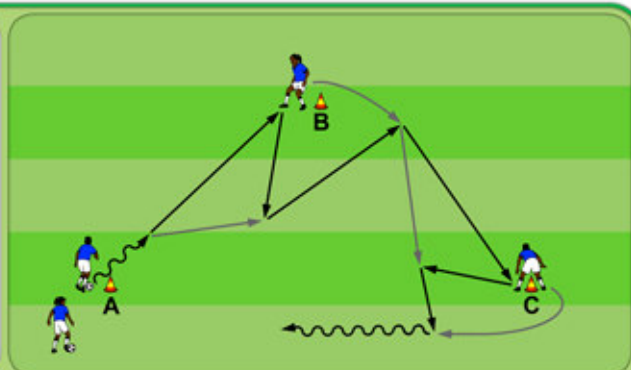
Methodical Series 3: Passing 1 - (Low Balls)

4 Direct Play

IN A TRIANGLE

Description of Exercise

- ⊗ Position the players next to cones (see illustration).
- ⊗ The first player passes the ball to the player at the next cone, who lets the ball bounce away and runs around his cone in the direction of the third cone.
- ⊗ The first player passes the ball into the second player's path and moves towards the second cone. The second player passes the ball to the third player, who bounces the ball back, and the procedure is repeated.



Methodical Pointers / Corrections

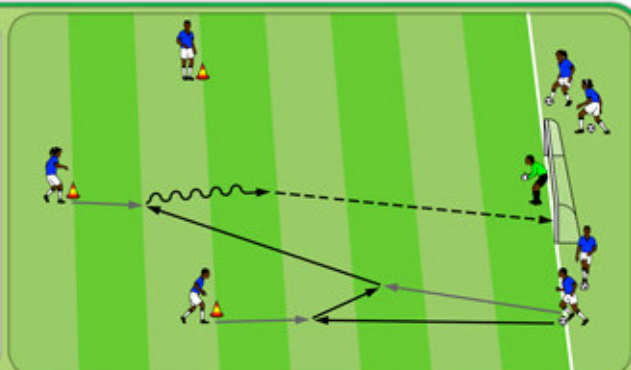
- ⊗ Let the ball bounce towards the centre of the triangle so that the angle of the shot is easier for the next player.
- ⊗ Alternate the power of the shot: a forceful first pass, cushioning it while letting it bounce, followed by a measured pass into the path of the running player, etc.
- ⊗ After a short familiarisation phase between position 3 and position 1 use the passing procedure instead of dribbling.



WITH SHOT AT GOAL

Description of Exercise

- ⊗ Position the players next to cones (see illustration).
- ⊗ The first player next to the goal passes to the player directly in front of him, who lets the ball bounce back.
- ⊗ The first player then passes the returning ball directly to the central player, who traps and controls the ball and shoots at the goal. Every player moves up one position; the same procedure from the other side.



Methodical Pointers / Corrections

- ⊗ The player receiving the first pass should let the ball bounce in the direction of the goal so that the angle for the following pass is easier.
- ⊗ Ensure that various passing techniques are used.



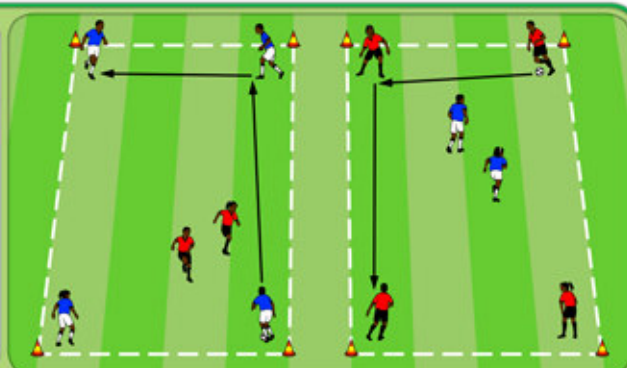
Methodical Series 3: Passing 1 - (Low Balls)

5 Match-like Training 1

RESTRICTING THE DEFENDERS

Description of Exercise

- ⊗ Mark squares with cones, position an attacker at each cone and place two defenders in the centre.
- ⊗ 4-on-2, the attackers pass the ball to each other as directly as possible. The defenders are only allowed to walk!
- ⊗ If an attacker loses the ball, he exchanges positions with the defender, who has been in the centre the longest.



Methodical Pointers / Corrections

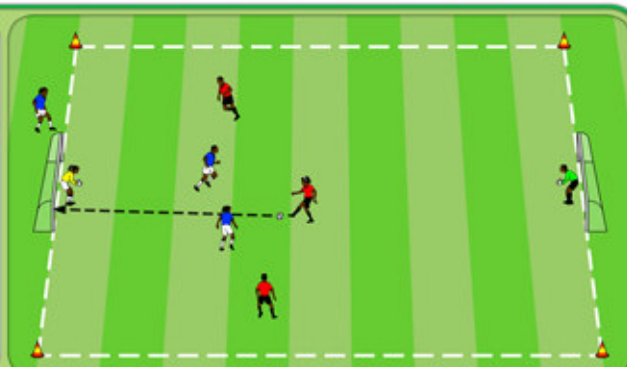
- ⊗ The attackers must use the full size of the practice pitch.
- ⊗ The passer must always have three kick-off possibilities: one to either side, one diagonally.
- ⊗ Adapt the size of the pitch to the skill level of the players.



ATTACKERS OUTNUMBER DEFENDERS

Description of Exercise

- ⊗ Three players per team; play against two goals with goalkeepers.
- ⊗ The defending team may only have two players on the pitch; the third player has to wait next to the goal.
- ⊗ After a goal by the attackers or after the defenders intercept the ball and pass it back to the goalkeeper, rotate the tasks of the attackers and defenders.



Methodical Pointers / Corrections

- ⊗ The attacking team must utilise their outnumbering the defending team to create goal-kicking opportunities. No over-hasty solo runs!
- ⊗ Number the players consecutively; so that it is clear which defender is the next to leave the pitch.



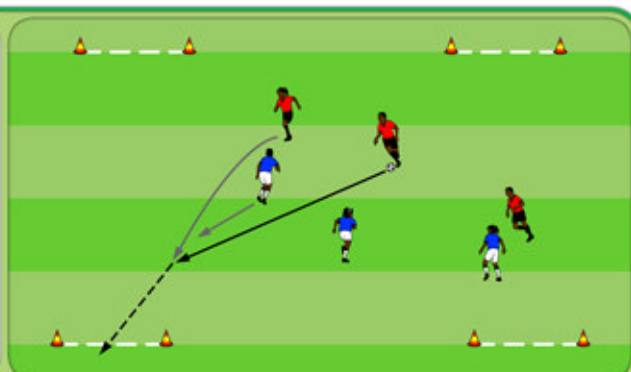
Methodical Series 3: Passing 1 - (Low Balls)

6 Match-like Training 2

DECREASE DIFFICULTY BY ADDING GOALS

Description of Exercise

- ⊗ Mark a practice pitch with four cone-goals.
- ⊗ 3-on-3 play at the cone-goals.



Methodical Pointers / Corrections

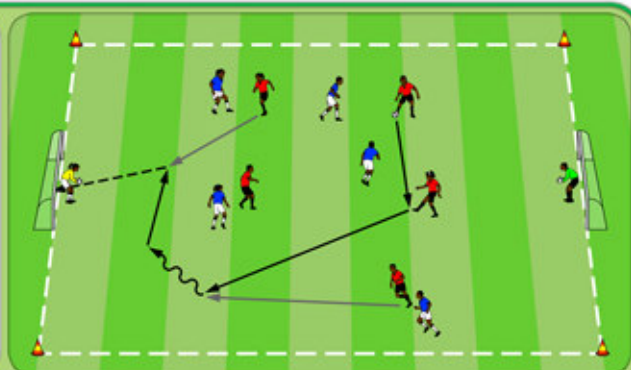
- ⊗ The attackers have to create goal chances through quick relocation of action to a different part of the pitch.
- ⊗ Utilise the size of the practice pitch and slip in a few long passes.



COMPLEX GAMEPLAY

Description of Exercise

- ⊗ Mark off a practice pitch with two goals with goalkeepers.
- ⊗ 5-on-5 (4-on-4) play against both goals.



Methodical Pointers / Corrections

- ⊗ Do not create teams that are too big; so that every player has to take an active part in the game.
- ⊗ If the practice pitch is smaller, then the passes must be made under extreme pressure from the opposing team.



Methodical Series 4: Ball Control 1 - (Low Balls)

Trapping and controlling the ball does not only mean stopping the ball. Before making contact with the ball, the opponent has to be shaken off, on contact with the ball it already has to be played in the direction of play, while being shielded from the opponent.

Components of Training the Trapping and Controlling of Low Balls

✦ Breaking away from the Opponent

Through a dummy run as an opening move, the player must break away from the cover by the opponent and win a open space and a strategic advantage.

✦ With Body Swerves

If possible, combine every trapping of the ball with a body swerve to gain some open space.

✦ Securing the Ball

If the pass receiver is under pressure from the opponent and does not have enough open space to play the received ball, he has to secure the ball in that he positions himself sideways to his opponent, trapping the ball with the outer side of the foot further away from the opponent and shielding the ball with his body.

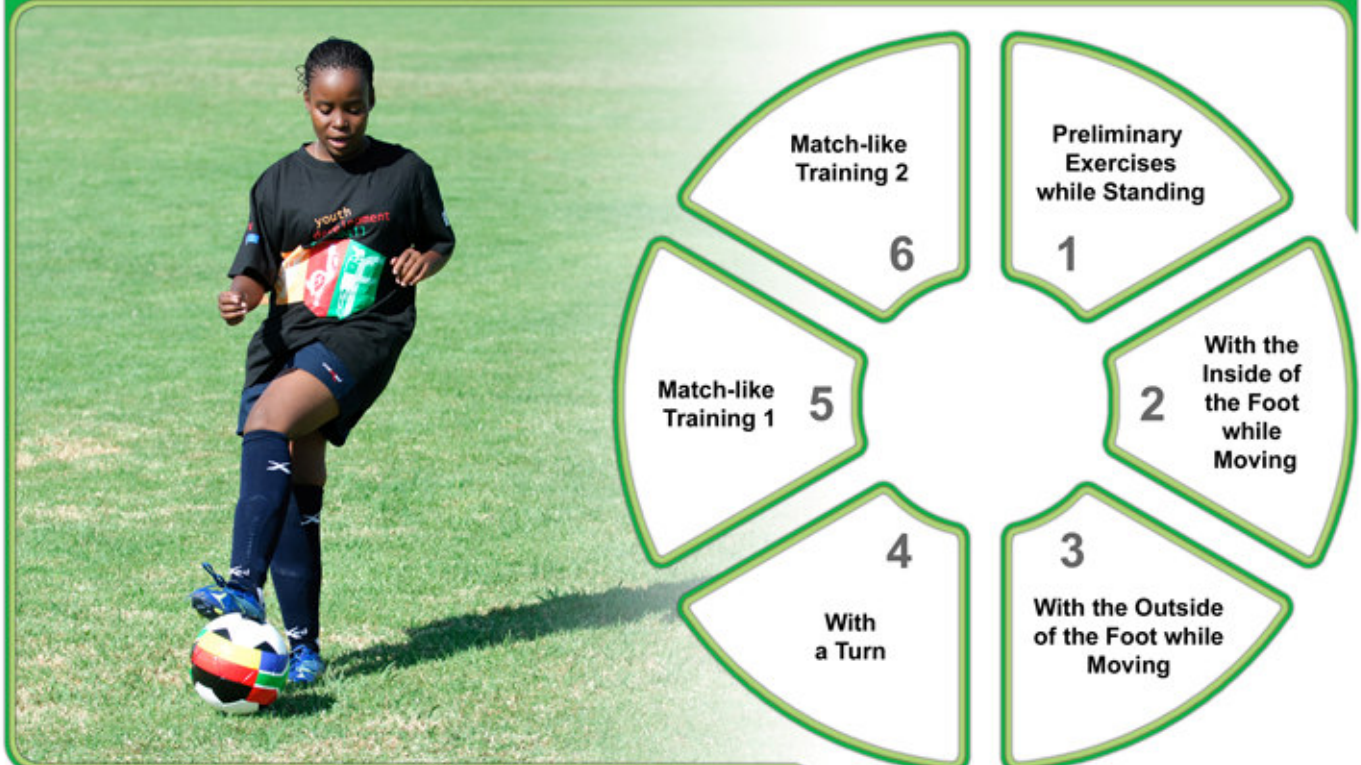
✦ Pace of the Game

The pace of the game may not become slower through trapping and controlling the ball, it should rather increase.

✦ Subsequent Actions

While trapping the ball prepare a follow-up action. Ideally, a closing-in opponent can be dribbled around. Trapping and controlling the ball in the direction of play prepares for dribbling, passing, crossing or goal shooting.

i An Overview of the Methodical Steps of Training the Trapping & Controlling of Low Balls



Methodical Series 4: Ball Control 1 - (Low Balls)

WITH THE INSIDE OF THE FOOT

**Technique Pointers**

- ✳ The knee of the supporting leg is slightly bent.
- ✳ The tip of the foot of the playing leg is slightly pulled back and turned to the outside.
- ✳ To cushion the force of the ball, meet the ball with the foot and on contact slightly relax the foot.

WITH THE OUTSIDE OF THE FOOT

**Technique Pointers**

- ✳ The tip of the foot of the playing leg is turned downwards and inwards.
- ✳ To cushion the force of the ball, meet the ball with the foot and on contact slightly relax the foot.
- ✳ Photos: Shielding the ball (but: turn the shoulder towards the opponent, thereby blocking him!)

BEHIND THE SUPPORTING LEG

**Technique Pointers**

- ✳ The knee of the supporting leg is slightly bent; the upper body is leant slightly backwards.
- ✳ Trap the ball with the inside of the foot (see above) and guide it behind the supporting leg while cushioning it.

180° TURN

**Technique Pointers**

- ✳ The knee of the supporting leg is slightly bent; the upper body is leant slightly backwards.
- ✳ Trap the ball with the inside of the foot (see above) and guide the ball through a 180° rotation while cushioning it.

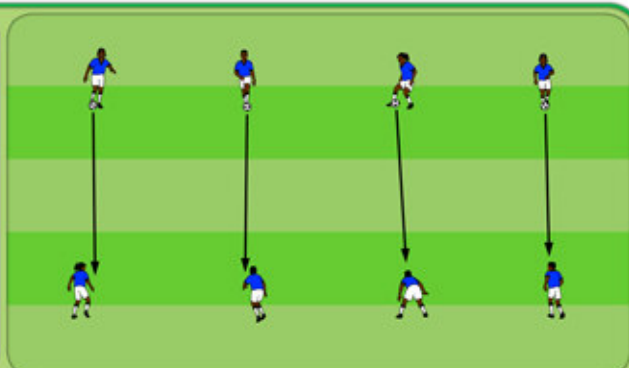
Methodical Series 4: Ball Control 1 - (Low Balls)

1 Preliminary Exercises while Standing

"IN THE LANE"

Description of Exercise

- ⊗ Divide the players into pairs, each pair with a ball.
- ⊗ The pairs stand five meters apart and pass the ball to each other.
- ⊗ The receiving player meets the ball with his playing leg and in the moment of ball contact, pulls the leg slightly to the back so that the ball is cushioned and remains lying as close as possible to the foot.

**Methodical Pointers / Corrections**

- ⊗ The point of this exercise is to teach the players the basic movements of trapping the ball and the necessary feel for the ball is schooled.
- ⊗ If the ball bounces off the foot, either the playing leg was brought forward too late, thereby causing a sort of pass shot, or the cushioning of the ball with the playing leg was not pronounced enough.



IN FRONT OF A WALL

Description of Exercise

- ⊗ The player kicks the ball against a wall and traps the rebounding ball with the inner or outer side of his foot.

Methodical Pointers / Corrections

- ⊗ This exercise is perfectly suited for self-training, which complements the training units and assists the player in achieving the ideal learning progress.



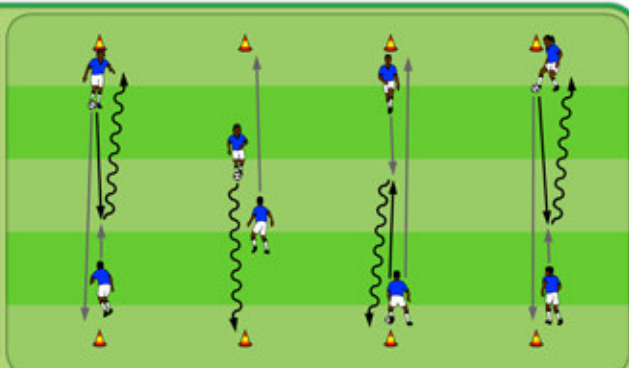
Methodical Series 4: Ball Control 1 - (Low Balls)

2 With the Inside of the Foot while Moving

"IN THE LANE"

Description of Exercise

- ⊗ Divide the players into pairs, each pair with a ball; position each pair 15 metres apart.
- ⊗ The players jog towards each other, the player with the ball passes the ball to his partner, who traps it and brings it under control with the inside of his foot, while moving forward.
- ⊗ Each player turns around when he reaches the other cone and they switch tasks.

**Methodical Pointers / Corrections**

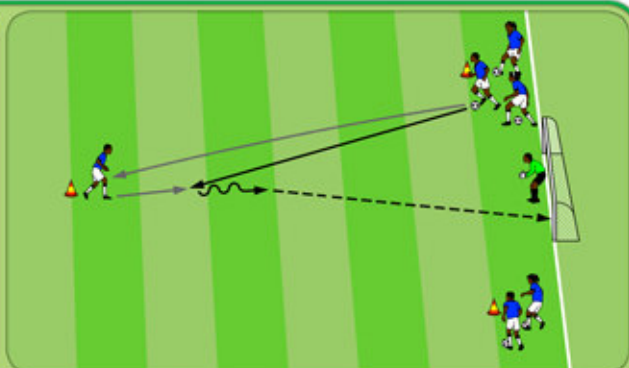
- ⊗ Keep the running pace slow; the passes may not be played with too much power.
- ⊗ Trapping and controlling the ball must flow with the jogging movement.
- ⊗ The passer must jog towards his partner, who must then trap and control the ball on the side.



SHOOTING A GOAL

Description of Exercise

- ⊗ Position two groups of players, each with ball, on both sides of a goal with goalkeeper; position one player without ball at a cone centrally in front of the goal.
- ⊗ The player without a ball runs towards the goal, the first player with a ball passes the ball to him while he is running.
- ⊗ The receiving player traps and controls the ball with the inside of his foot while moving and shoots at the goal.

**Methodical Pointers / Corrections**

- ⊗ The players should already set up the shot at goal when they trap the ball and bring it under control.
- ⊗ Variations with trapping with the inside of the foot:
 - ▲ If the pass is from the left hand side, trap with inside of the right foot, guide the ball inward and forward, and shoot with the left foot (and vice versa).
 - ▲ Trap the ball, guide it forward, shoot with the same foot (see photos).



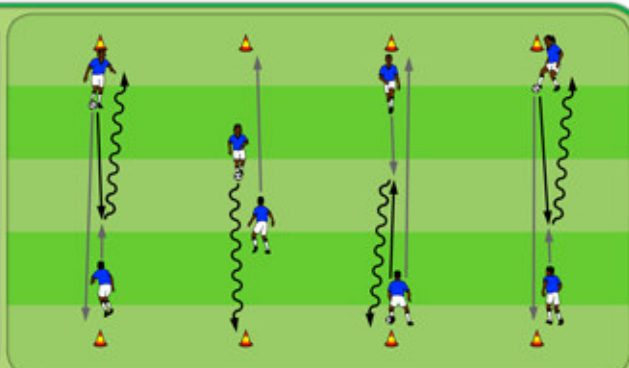
Methodical Series 4: Ball Control 1 - (Low Balls)

3 With the Outside of the Foot while Moving

"IN THE LANE"

Description of Exercise

- ❖ Divide the players into pairs, each pair with a ball; position each pair 15 metres apart.
- ❖ The players jog towards each other, the player with the ball passes the ball to his partner, who traps it and brings it under control the outside of his foot while moving forward.
- ❖ Each player turns around when he reaches the other cone and they switch tasks.



Methodical Pointers / Corrections

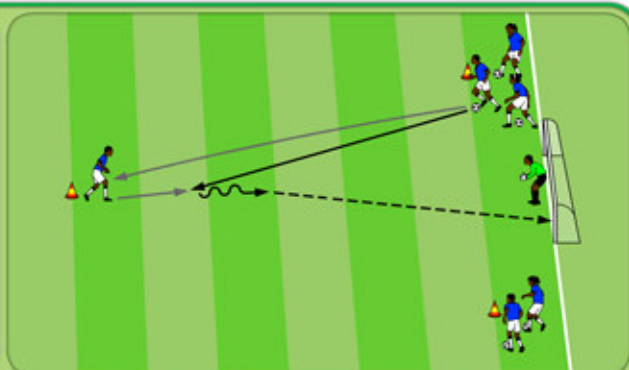
- ❖ Keep the running pace slow; the passes may not be played with too much power.
- ❖ Trapping and controlling the ball must flow with the jogging movement.
- ❖ The passer must jog towards his partner, who must then trap and control the ball on the side.



SHOOTING A GOAL

Description of Exercise

- ❖ Position two groups of players, each with ball, on both sides of a goal with goalkeeper; position one player without ball at a cone centrally in front of the goal.
- ❖ The player without a ball runs towards the goal, the first player with a ball passes the ball to him while he is running.
- ❖ The receiving player traps and controls the ball with the outside of his foot while moving and shoots at the goal.



Methodical Pointers / Corrections

- ❖ The players should already set up the shot at goal when they trap the ball and bring it under control.
- Variations of trapping the ball using the outside of the foot:
 - ▲ Pass from the front: Trap and control with the outside of the left foot and guide to the left and vice versa (secure the ball: guide forward with the foot further away from the opponent).
 - ▲ Pass from the side: Pass from left, trap and control with the right outside of the right foot and guide to the right and vice versa.



Methodical Series 4: Ball Control 1 - (Low Balls)

4 With a Turn

INSIDE OF THE FOOT

Technical Pointers

- ✦ Turn the tip of the kicking foot slightly outward, trap and control the ball while guiding it around the supporting leg.
- ✦ Turn the body on the ball of the supporting foot.



OUTSIDE OF THE FOOT

Technical Pointers

- ✦ Turn the tip of the kicking foot slightly inward, trap and control the ball while guiding it sideways to the back.
- ✦ Turn the body on the ball of the supporting foot.



WITH A DUMMY

Technical Pointers

- ✦ Just before trapping and controlling the ball, do a body swerve to one side.
- ✦ Trap and control the ball on the other side.



WITH THE INNER SIDE

Technical Pointers

- ✦ While trapping and controlling the ball with the inside of the foot, give way far to the back with your playing leg, cushioning the speed of the ball, but not changing its direction. At the same time make a 180° turn on the ball of the supporting foot.



BEHIND THE STANDING LEG

Technical Pointers

- ✦ Trap the ball with the inside of the foot, while giving way with the playing leg guide the ball behind the supporting leg.
- ✦ Move the weight slightly to the back; turn towards the side of the supporting leg.



Methodical Series 4: Ball Control 1 - (Low Balls)

5 Match-like Training 1

RESTRICTING THE DEFENDERS

Description of Exercise

- ✳ Position one attacker and one defender in front of the goal with goalkeeper, in front of them position the players with ball.
- ✳ The attacker breaks away from the defender with a dummy run, then traps and controls the pass from the first passer.
- ✳ The defender may only exert pressure on the attacker, who will try to shoot a goal, after the attacker's first contact with the ball.
- ✳ Subsequently swap positions and tasks.



Methodical Pointers / Corrections

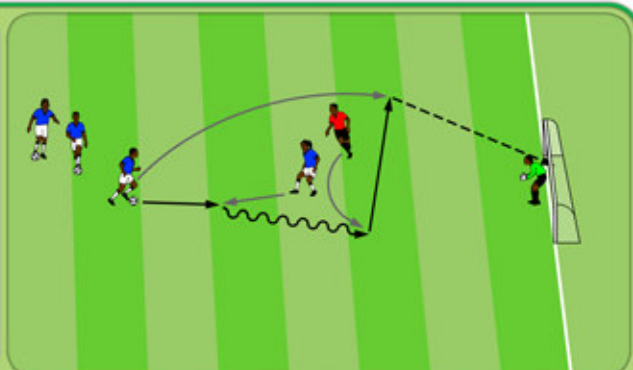
- ✳ On the first contact with the ball, immediately control it and guide it into the desired direction!
- ✳ Get a further head start by doing a body swerve before trapping and controlling the ball.
- ✳ Use all techniques according to the situation: turn around the defender, if he has moved up too close, otherwise try to get into a frontal position.



ATTACKERS OUTNUMBER DEFENDERS

Description of Exercise

- ✳ Same set-up as before.
- ✳ After the passer has passed the ball to the striker, he plays a 2-on-1 together with the striker.
- ✳ There are no restrictions for the game of the defender.
- ✳ Swap positions and tasks after a goal was scored.



Methodical Pointers / Corrections

- ✳ The striker must decide according to the situation if he needs to pass the ball back to his partner or should try to shoot a goal on his own. He may not restrict himself to only one possibility before he traps and controls the ball!
- ✳ Time limit! No passing the ball back and forth in front of the goal, rather use the numerical advantage and quickly shoot a goal.
- ✳ The offside rule is applicable!



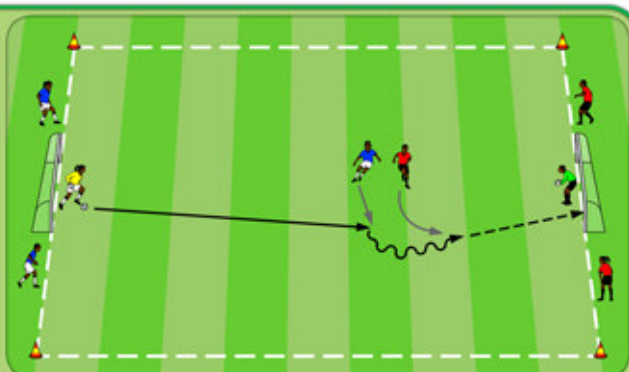
Methodical Series 4: Ball Control 1 - (Low Balls)

6 Match-like Training 2

DURING A 1-ON-1

Description of Exercise

- ⊗ Set-up two goals with goalkeepers opposite each other; have one attacker and one defender on the practice pitch.
- ⊗ The goalkeeper in the first goal passes to the attacker, who traps and controls the ball and tries to shoot a goal into the other goal.
- ⊗ Should the defender win the ball, he counterattacks against the first goal.



Methodical Pointers / Corrections

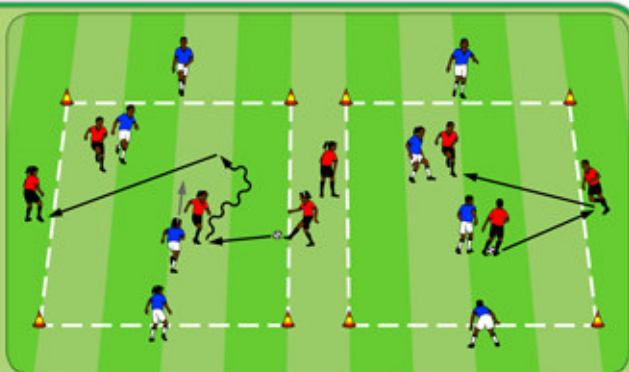
- ⊗ Every player should play in the positions of attacker and defender several times.
- ⊗ This exercise is very intense, therefore plan ample relaxation time between the rounds.
- ⊗ Try to shoot a goal quickly!



COMPLEX GAMEPLAY

Description of Exercise

- ⊗ Divide players into four teams of four players each, with two teams per practice pitch. Have two players per team on the pitch and two on opposite sidelines as passers.
- ⊗ 2-on-2 on the pitch. The team that manages to pass the ball from one passer to the other without losing possession of the ball receives a point.
- ⊗ There is no limit to the number of ball contacts by the players on the pitch.



Methodical Pointers / Corrections

- ⊗ Duration of a round is 2-3 minutes, then swap positions and tasks of the players on the pitch and the passers.
- ⊗ Carry out the rounds as a motivating tournament between the four teams.
- ⊗ The defenders must not limit themselves to marking the second attacker. Therefore, give an extra point if the defenders have not made contact with the ball for five consecutive passes.



Methodical Series 5: Passing 2 - (High Balls)

High passes and curling shots, especially when used as crosses, are kicked with the inside of the foot (occasionally with the outside of the foot). Since their tactical uses differ, the technique of kicking the ball with the inside of the foot will be described separately to the instep kick.

Components of Training the Technique of Kicking with the Inside of the Foot

✳ Distance of the pass

The ball can be kicked over a large distance by using the inside of the foot. With this technique, the player can make a goal shot, a long pass to cross the midfield when counter-attacking, or escape a pressure situation.

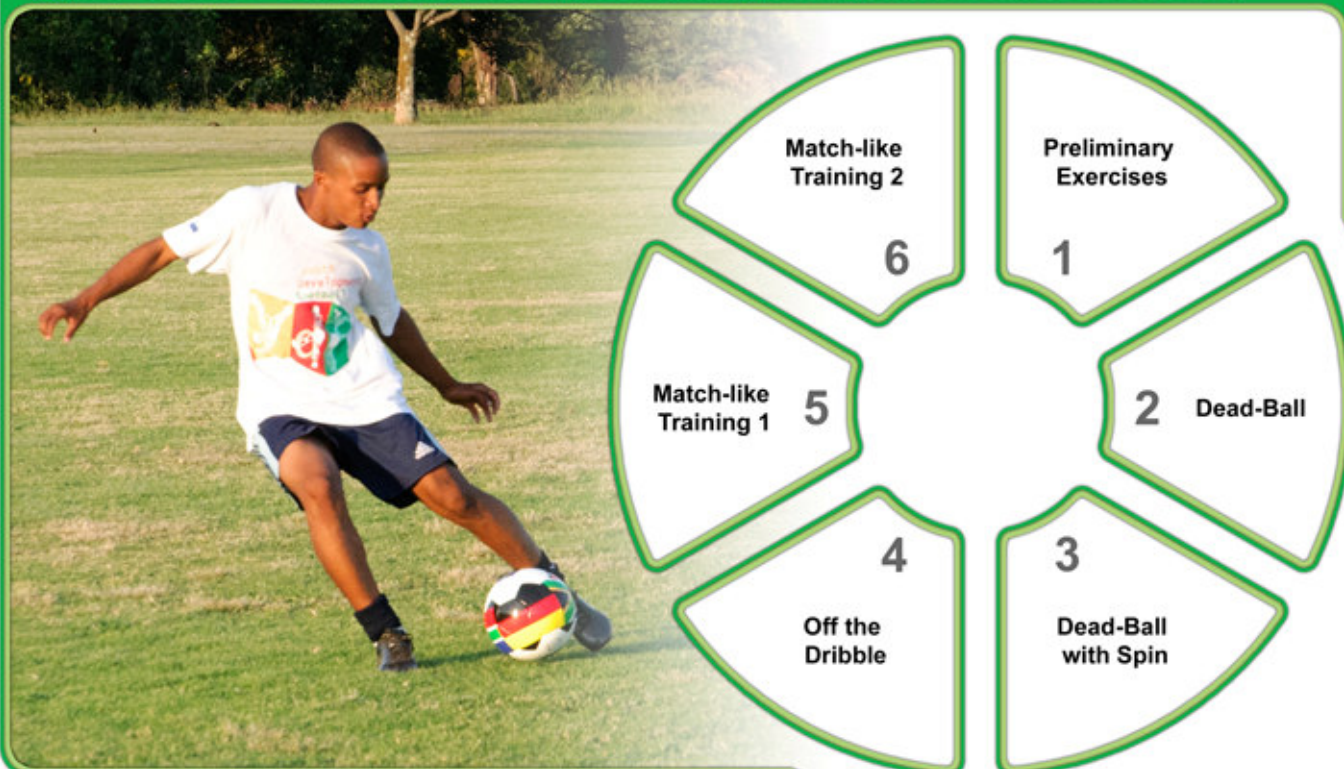
✳ Height of the pass

Using the inside of the foot to kick the ball allows the height of the pass to be varied. This aspect of the technique is of particular importance when an opponent blocks the path of the pass along the ground, since the ball can then be passed over his head. This is also possible with the broader inside of the foot or the instep kick, but the flight path of the ball and therefore the spot where it will land are not as precisely predictable with these techniques, which makes it difficult for the team mate to trap and control the ball.

✳ Spin

A big advantage of this technique is to be able to put spin on the ball by striking it slightly off-centre. The phenomenon that the rotating ball takes on an arched curve in flight is often used tactically and will therefore be clarified in more detail.

An Overview of the Methodical Steps of Training Kicking with the Inside of the Foot



Methodical Series 5: Passing 2 - (High Balls)

Tactical uses of Kicking with the Inside of the Foot and adding Spin

* Standard situation

Free kicks close to the goal and especially corner kicks are usually kicked with the inside of the foot and with added spin. With (direct) free kicks from an area centrally in front of the goal, the spin is used to circumvent the wall and curl the ball into the goal. From the side of the pitch the ball will be kicked either away from the goalkeeper into an area between the goal area and the penalty spot or, if the team-mates are further away from the goal, into the team-mate's path, but behind the defenders. Tactical variations with corner kicks: curl the ball away from the goalkeeper or towards the goal.

* In play

While the game is in play, the spin kick is often used in cross-field passes or long passes that span the midfield. This technique is of particular importance when an attacker has several close markers so that he is able to set up goal opportunities by shooting curling kicks around the defenders and into the path of the team-mates.



WITH THE INSIDE OF THE FOOT



Technique Pointers

- * Run diagonally towards the intended direction of the kick.
- * Place the supporting leg sideways behind the ball.
- * Stretch the ankle of the kicking leg, turn it slightly to the outside and lock it, kick the ball with the inside of the foot.
- * Follow-through with the kicking leg.

WITH THE OUTSIDE OF THE FOOT



Technique Pointers

- * Stretch the ankle of the kicking leg, turn it slightly inwards and lock it when it makes contact with the ball.
- * Place the supporting leg sideways behind the ball.
- * Kick the ball with the outside of the foot.
- * Follow-through with the kicking leg.

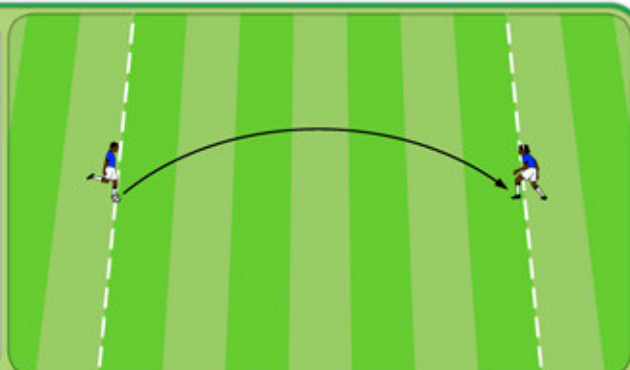
Methodical Series 5: Passing 2 - (High Balls)

1 Preliminary Exercises

EXERCISE WITH A PARTNER

Description of Exercise

- ✳ Divide the players into pairs and give each pair a ball.
- ✳ The partners pass the ball to each other by kicking it with the inside of the foot.



Methodical Pointers / Corrections

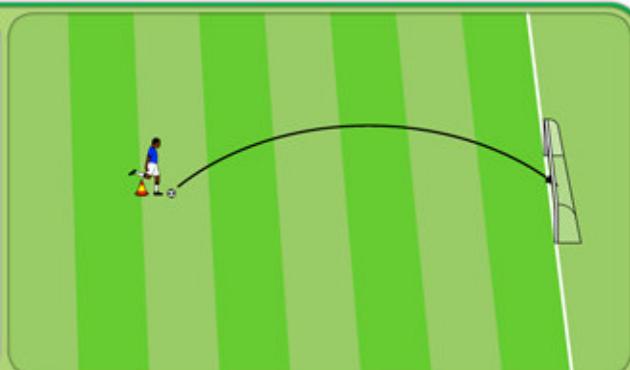
- ✳ Exercise with light balls for a short period, even with older players.
- ✳ Adjust the distance between the players according to the skill level! The aim is to pass the ball so that the partner can receive it in the air.
- ✳ Both feet should be used for kicking during this exercise.
- ✳ Approach the ball at an angle.



WITH A SHOT AT GOAL

Description of Exercise

- ✳ Kick the dead-ball into the goal with the inside of the foot.



Methodical Pointers / Corrections

- ✳ Adjust the distance to the goal according to the skill level! The aim is to shoot the ball into the net without it touching the ground first.
- ✳ More difficult: take aim at the crossbar.
- ✳ The player should try different types of kicks (with and without spin).
- ✳ Both feet should be used for kicking during this exercise.



Methodical Series 5: Passing 2 - (High Balls)

2 Dead-Ball

ON OPPOSITE LINES

Description of Exercise

- ✳ Two players stand opposite each other, one of them has a ball. The distance between them depends on the skill level.
- ✳ Mark a goal using cones halfway between the two players and place a player on the goal line.
- ✳ By kicking the dead-ball with the inside of the foot, the outer players have to pass the ball to each other so that the player in the centre has no chance of intercepting it.



Methodical Pointers / Corrections

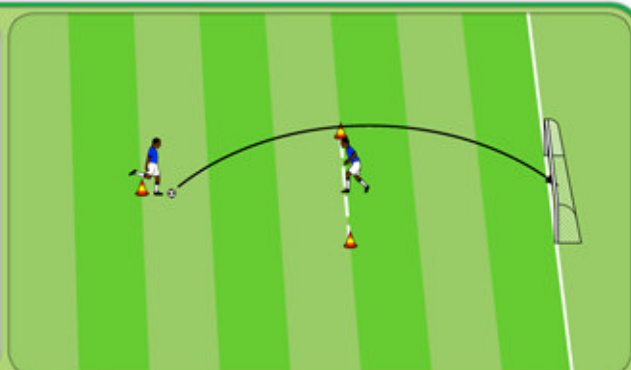
- ✳ Substitute the centre player regularly.
- ✳ Increase difficulty: the player in the centre may also use his hands and arms to intercept the ball.
- ✳ Organise a competition: Every player has ten (fifteen) tries. Whose passes with the inside of the foot are intercepted the least?



WITH A SHOT AT GOAL

Description of Exercise

- ✳ Position player **B** on the goal line of a 10 metre wide goal marked by cones. This goal is 16 metres in front of an actual goal.
- ✳ Player **A** has a ball and is 30 metres away from the goal.
- ✳ **A** must try to kick the ball with the inside of the foot over **B** in such a way that the ball does not bounce before it touches the net of the goal.
- ✳ **B** must try to intercept the ball.



Methodical Pointers / Corrections

- ✳ Increase difficulty: Position **B** closer to the goal.
- ✳ Organise a competition:

▲ B intercepts the ball:	0 points
▲ Ball lands in the goal:	1 point
▲ Ball hits the net without bouncing:	2 points



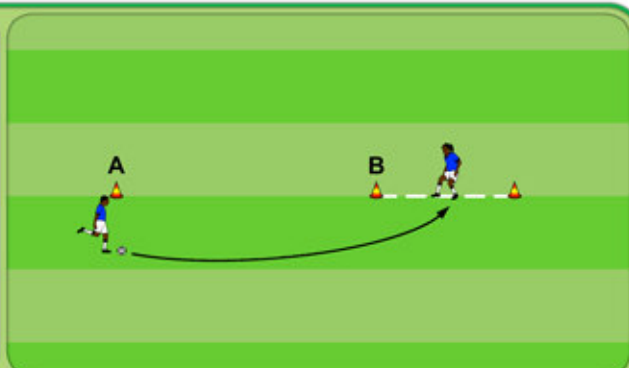
Methodical Series 5: Passing 2 - (High Balls)

3 Dead-Ball with Spin

AT A CONE GOAL

Description of Exercise

- ✳ Position **B** on the goal line of a goal marked by cones.
- ✳ Place another cone on the extension of the goal line. Player **A**, with ball, is positioned at this cone.
- ✳ **A** tries to kick a curling shot to **B**.
- ✳ **B** returns the ball.



Methodical Pointers / Corrections

- ✳ Decrease difficulty:
 - ▲ **A** may kick from a position that is further away from the cone. The further the initial position from the cone, the easier it is to kick the ball into the goal.
 - ▲ Extend the goal.
- ✳ **A** and **B** switch positions and tasks after five attempts.



AT A BIG GOAL

Description of Exercise

- ✳ Position the players with ball next to a goal, on the goal line.
- ✳ The players must try to kick the ball with a spin so that it curls into the goal.

Methodical Pointers / Corrections

- ✳ The further the players are inside the pitch, the easier it is to perform the shots.
- ✳ Organise a competition:
 - ▲ No goal: **0 points**
 - ▲ Ball lands in the goal: **1 point**
 - ▲ Ball hits the net without bouncing: **2 points**



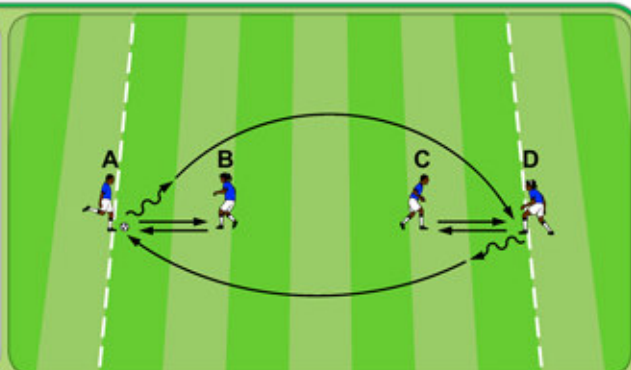
Methodical Series 5: Passing 2 - (High Balls)

4 Off the Dribble

GROUP OF FOUR

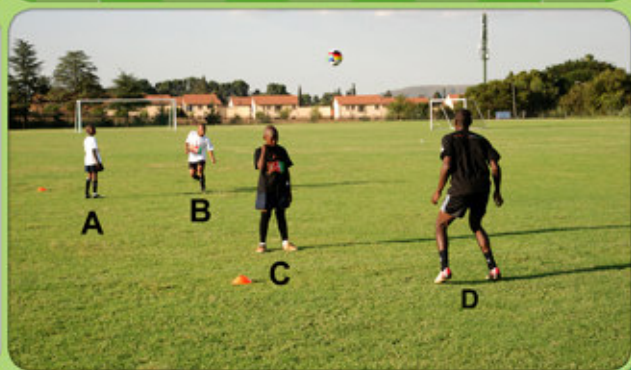
Procedure

- ⊗ Player **A** starts the action by kicking a long pass to **D**, who volleys the ball to player **C**.
- ⊗ **C** returns a low pass to **D**, who traps and controls the ball, dribbles it and then kicks a long pass to **A**. **A** then volleys the ball to **B**, receives the return pass and prepares the next long pass to **D**, etc.



Methodical Pointers / Corrections

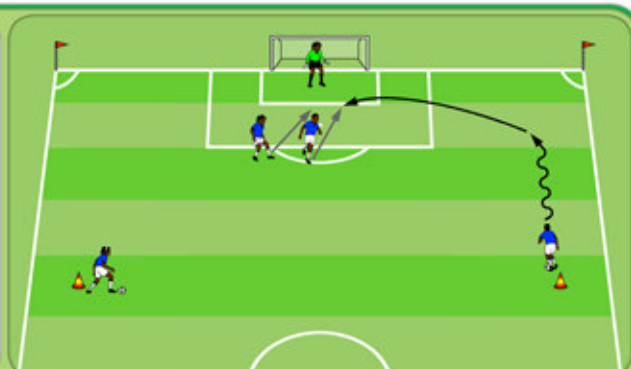
- ⊗ The players must accompany every pass with a "hop"; this is helpful in establishing a flowing rhythm when passing.
- ⊗ Variation: Rotation of positions between **A** and **B** as well as **C** and **D** after every long pass.



WITH GOAL SHOT

Description of Exercise

- ⊗ A player dribbles along the wing towards the goal line and crosses to the front of the goal.
- ⊗ The strikers intercept the cross and shoot at goal. The procedure is then repeated from the other side.



Methodical Pointers / Corrections

- ⊗ With the last dribbling contact before the long pass, guide the ball slightly to the inside of the playing area. While following the ball, look up to observe the direction in which the strikers are running, then cross the ball to the front of the goal.
- ⊗ Easier: As above, though now without dribbling, play the ball only briefly before passing.



Methodical Series 5: Passing 2 - (High Balls)

5 Match-like Training 1

RESTRICTING THE DEFENDER

Description of Exercise

- ⊗ A player on the wing has a head start over his marker, dribbles towards the goal line and crosses the ball in front of the goal before the defender can block the ball.



Methodical Pointers / Corrections

- ⊗ The bigger the distance between the two players, the smaller the time pressure or opponent pressure.



STRIKERS OUTNUMBER DEFENDERS

Description of Exercise

- ⊗ While moving along the wing in the corridor between the cone and touchline, two strikers try to out-manoeuvre a defender so that one of them can cross the ball to the front of the goal.
- ⊗ The strikers intercept the cross and shoot at goal.



Methodical Pointers / Corrections

- ⊗ The favourable odds inspire the strikers to passes. Although: the player in possession of the ball need not pass it. He can choose to pass the ball or he can do a solo run and try to out-manoeuvre a defender on his own.
- ⊗ More difficult: The offside rule is applicable in the corridor along the wing.



Methodical Series 5: Passing 2 - (High Balls)

6 Match-like Training 2

OUT OF A 1-ON-1

Description of Exercise

- ⊗ After receiving a pass, the wing player tries to free himself from his marker and cross the ball to the front of the goal.
- ⊗ Afterwards, the same procedure is followed by the other wing player.



Methodical Pointers / Corrections

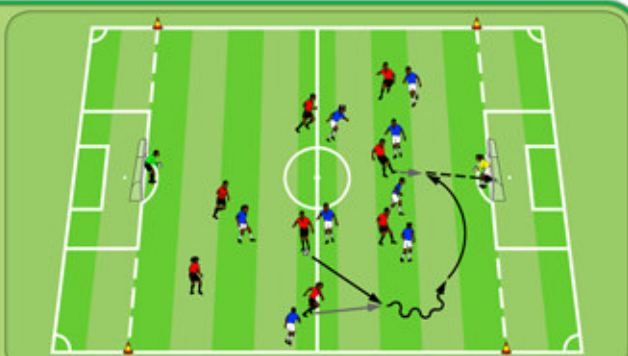
- ⊗ To be able to receive passes, the wing player must lose his marker. This requires dummy moves:
 - ▲ Possibility 1: He feigns a run in the direction of the goal line (leave), but then suddenly changes direction and runs towards the passer (approach).
 - ▲ Possibility 2: He runs towards the passer (approach), but then changes direction towards the goal line (leave) and requires the ball to be passed into his path.



COMPLEX GAMEPLAY

Description of Exercise

- ⊗ 8-on-8 between penalty areas. Include goals with goalkeepers.
- ⊗ Special rule: Goals scored after passes from the wing count double.



Methodical Pointers / Corrections

- ⊗ The special rule helps to place more emphasis on playing wide.
- ⊗ Variation: In addition to the special rule, mark off 15m-wide corridors along the wings with cones. Only two contacts with the ball are allowed in the central area, unlimited contacts within the corridors.



Methodical Series 6: Ball Control 2 - (High Balls)

The trapping and controlling techniques of half-high and high balls are more difficult than controlling low balls. Firstly, the ball movement has to be calculated three-dimensionally and secondly, additional techniques and more complex movement sequences have to be mastered.

Components of Training the Trapping and Controlling of High Balls

✦ Trajectory of the Ball

Precision and height of the pass are deciding factors for the choice of technique for trapping the ball, as well as the possibilities of controlling the ball afterwards.

✦ Technique Repertoire

The more the players master of the techniques referred to below, the more varied they can react to the different tactical requirements of the respective game situations.

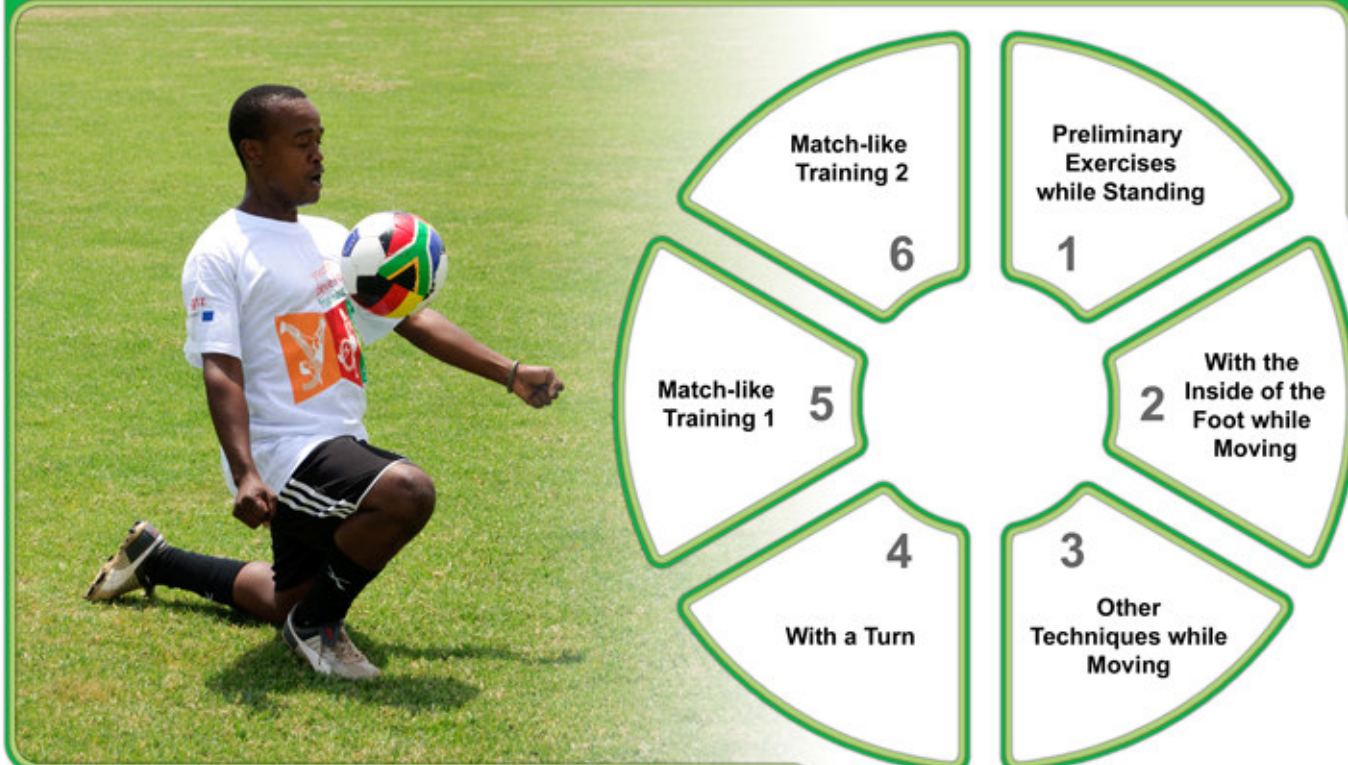
✦ Body Use

If high balls have to be controlled under pressure from an opponent, then a corresponding use of the body is unavoidable. With high balls, the ball is generally "in flight" for quite a while, affording the defender more possibilities of trapping the ball. Slight jostles while trapping a high ball have a more negative effect than on a low ball. Therefore, it is important to mark the nearing ball and to have a sturdy foot position when trapping it.

✦ Subsequent Actions

The trapping and controlling of the ball should already prepare the necessary follow-up action according to the situation.

An Overview of the Methodical Steps of Training Trapping & Controlling of High Balls



Methodical Series 6: Ball Control 2 - (High Balls)

INSIDE AND THE OUTSIDE OF THE FOOT

**Technique Pointers**

- ✳ Meet the ball with the inside / outside of the foot and in the moment of ball contact yield slightly with the foot (as a drop: as soon as the ball bounces).
- ✳ Lean the body over the ball and take on the pass on the side of the body while running.

WITH THE SOLE OF THE FOOT

**Technique Pointers**

- ✳ Pull in the point of the foot of the kicking leg, the knee slightly bent.
- ✳ Hold the foot over the ball, let it bounce forward lightly off the sole.
- ✳ Cushion the speed of the ball by relaxing the knee.

TECHNIQUES OF TRAPPING HIGH BALLS BEFORE CONTROLLING THEM WITH THE FOOT:

WITH THE UPPER THIGH

**Technique Pointers**

- ✳ Lift the upper thigh towards the ball.
- ✳ In the moment of ball contact, yield slightly and with a possible turn guide it into the desired direction.
- ✳ Take the ball along with the sole, the inside or the outside of the same kicking leg as above.

WITH THE CHEST

**Technique Pointers**

- ✳ Keep feet apart for balance, knees slightly bent, the upper body is bent slightly backwards.
- ✳ On contact, let the ball fall forwards to the ground with a cushioning movement and with a possible turn guide it into the desired direction.
- ✳ Play the ball with the sole, the inside or the outside of the same kicking leg as above.

WITH THE HEAD

**Technique Pointers**

- ✳ Feet apart, knees slightly bent.
- ✳ Let the ball bounce off the forehead.
- ✳ On contact with the ball do a cushioning movement with the whole body and with a possible turn guide it into the desired direction.
- ✳ Play the ball with the sole, the inside or the outside of the same kicking leg as above.

Methodical Series 6: Ball Control 2 - (High Balls)

1 Preliminary Exercises while Standing

WITH THE FOOT

Description of Exercise

- ✳ Position all players, each with a ball, in a marked area.
- ✳ The players throw the ball up and lift the instep towards the ball in time.
- ✳ Give way in the moment of ball contact and cushion the momentum of the ball.
- ✳ Short dribble.

Methodical Pointers / Corrections

- ✳ The exercise should be practised with both feet.
- ✳ Demonstrate correct procedure and correct (individual and group corrections).
- ✳ Variations: Trap and control the ball after juggling it up into the air using the feet.



WITH THE UPPER THIGH

Description of Exercise

- ✳ As above, except now lift the upper thigh towards the ball.
- ✳ Give way in the moment of ball contact and cushion the momentum of the ball.
- ✳ Let the ball drop from the upper thigh, trap it with the foot (inside, outside or sole), and control it.

Methodical Pointers / Corrections

- ✳ The exercise should be practised with both feet.
- ✳ Trap and control the ball after juggling it up into the air using the feet.
- ✳ Play the ball into the air with the right (left) upper thigh and stop it with the left (right) thigh.



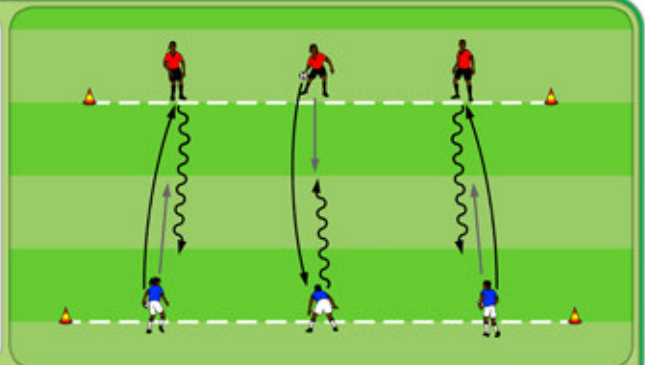
Methodical Series 6: Ball Control 2 - (High Balls)

2 With the Inside of the Foot while Moving (also drop trapping)

ON OPPOSITE LINES

Description of Exercise

- ⊗ Divide players into pairs (one ball per pair).
- ⊗ The partners position themselves opposite each other, three metres apart.
- ⊗ The player with the ball throws the ball to his partner and moves to the opposite line.
- ⊗ The partner traps the ball with the inside of his foot and dribbles to the opposite line.



Methodical Pointers / Corrections

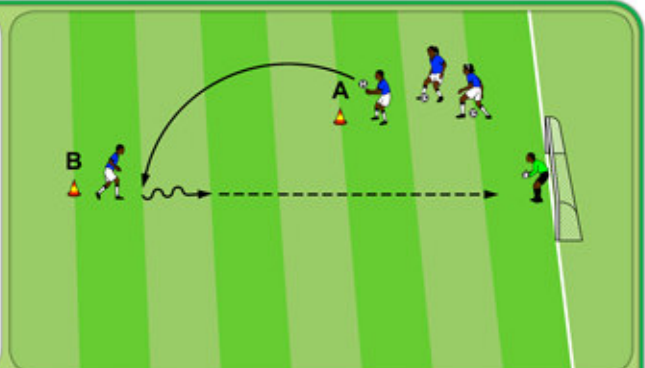
- ⊗ Require that the ball be trapped either from a volley (lift the inside of the foot in the direction of the ball and cushion it in the moment of contact!) or after it has bounced (trap the ball with the inside of the foot above the centre as soon as it has bounced!)
- ⊗ Require trapping and controlling while moving. For this the passer has to throw the ball so short that the partner has to run up to the ball.



WITH SHOOTING AT GOAL

Description of Exercise

- ⊗ **A** throws ball to **B**.
- ⊗ **B** traps the ball with the inside of his foot, turns towards the goal, short dribble and kick at goal.
- ⊗ **A** follows his throw, **B** fetches the ball and moves to position **A**.



Methodical Pointers / Corrections

- ⊗ Require that the ball be trapped from a volley and after it has bounced.
- ⊗ Require trapping without time delay, i.e. with the first contact, play the ball towards the goal so that after a short (!) chase the ball can be dribbled.



Methodical Series 6: Ball Control 2 - (High Balls)

3 Other Techniques while Moving

WITH THE OUTSIDE OF THE FOOT

Description of Exercise

- ⊗ Trap with the outside of the foot on the side of the body (volley or after bounce) and control.

Methodical Pointers / Corrections

- ⊗ After throwing the ball to the partner, run towards him. He then has to trap the ball from the side (see pictures).



WITH THE UPPER THIGH

Description of Exercise

- ⊗ Move the upper thigh towards the ball, cushion it and let it drop, then trap and control it with the foot.

Methodical Pointers / Corrections

- ⊗ After throwing the ball to the partner, offer him a side and block the other side.



WITH THE CHEST

Procedure

- ⊗ Let the ball drop off the chest, then trap and control the falling ball with the foot.

Methodical Pointers / Corrections

- ⊗ See pictures.



WITH THE HEAD

Description of Exercise

- ⊗ Stop the ball with the head, then trap and control the falling ball with the foot.

Methodical Pointers / Corrections

- ⊗ See pictures.



Methodical Series 6: Ball Control 2 - (High Balls)

4 With a Turn

TRAP WITH INSIDE OF FOOT AFTER BOUNCE

Description of Exercise

- ⊗ After bouncing, trap the ball and, in conjunction with a body turn, control it with the inside of the foot above the centre to the side / back. Depending on the height of the pass first stop the ball (see techniques above).



TRAP WITH OUTSIDE OF FOOT AFTER BOUNCE

Description of Exercise

- ⊗ After bouncing, trap the ball and, in conjunction with a body turn, control it with the outside of the foot above the centre to the side / back. Depending on the height of the pass first stop the ball (see techniques above).



WITH THE CHEST

Description of Exercise

- ⊗ Turn the upper body at the moment of ball contact and let the ball drop to the side.
- ⊗ Trap the falling ball with the foot and play it to the back.



WITH THE UPPER THIGH

Description of Exercise

- ⊗ Let the ball bounce off the inner side (see photo sequence) or off the outer side.
- ⊗ Trap the falling ball with the foot and play it to the back.



BEHIND THE SUPPORTING LEG

Description of Exercise

- ⊗ After the ball has bounced, trap the falling ball with the inside (or toe) of the foot, control it behind the supporting leg, turn on the supporting leg and dribble away to the back.



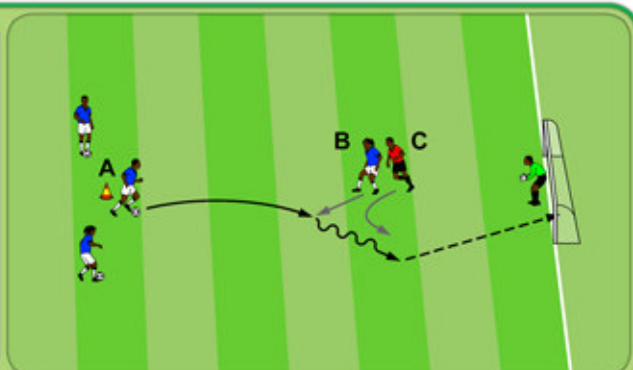
Methodical Series 6: Ball Control 2 - (High Balls)

5 Match-like Training 1

RESTRICTING THE DEFENDERS

Procedure

- ⊛ **A** is 30 metres away from a goal with goalkeeper. He plays a high ball to **B** (adapt distance to level of ability).
- ⊛ **B**'s first ball contact is without pressure from the opponent (**C** does not intervene!).
- ⊛ The 1-on-1 situation begins immediately with the first ball contact, where **B** has to shoot a goal and **C** has to defend it.



Methodical Pointers / Corrections

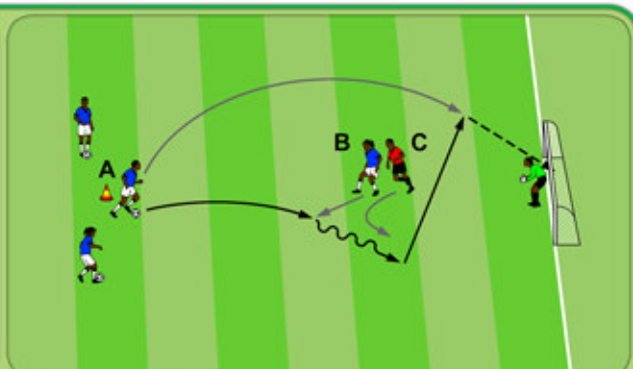
- ⊛ Easier:
 - △ **A** throws or volleys from the hand to **B**.
 - △ **B** has two free ball contacts.
- ⊛ Due to the presence of an opposing player, **B** is provoked into trapping the ball in a match-like manner (e.g. shielding the ball).



STRIKERS OUTNUMBER DEFENDERS

Procedure

- ⊛ **A** is 30 metres away from a goal with goalkeeper. He plays a high ball to **B**.
- ⊛ **B** traps the ball under immediate pressure from the opponents and may only return the ball to **A** after the second ball contact.
- ⊛ We then have a 2-on-1 situation - **A** and **B** try to shoot a goal while **C** tries to defend it.



Methodical Pointers / Corrections

- ⊛ **C** must try to intercept the pass from **A** to **B**.
- ⊛ Even though there are more strikers, a return pass from **B** to **A** is not necessary. Depending on the situation, a solo run could be appropriate.
- ⊛ **B** must watch the defender's behaviour and trap the ball so that both game continuations (return pass or solo run) are possible.



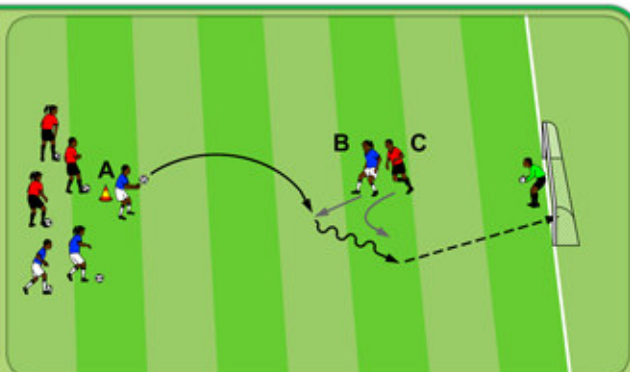
Methodical Series 6: Ball Control 2 - (High Balls)

6 Match-like Training 2

1-ON-1

Procedure

- ⊗ **A**, positioned 25 metres in front of a goal, throws a proper throw-in to **B**.
- ⊗ **B** must trap the ball in spite of the defensive action of **C** and shoot at the goal behind him.



Methodical Pointers / Corrections

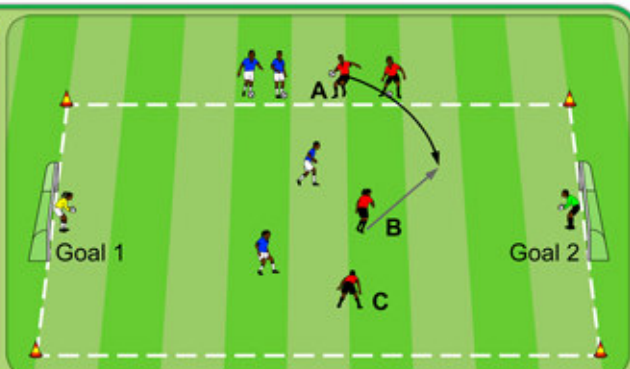
- ⊗ **B** must lose **C** through a dummy, thereby allowing **A** to throw the ball to him.
- ⊗ Easier: after trapping the ball (no direct return pass!), and to secure it, **B** may play the ball back to **A** and again move into an open space.
- ⊗ Require **A** to do the throw-ins in different heights, so that **B** must make use of different techniques to trap it.



COMPLEX GAMEPLAY

Procedure

- ⊗ **A** does a throw-in to **B** or **C**.
- ⊗ Play 2-on-2: **B** and **C** try to shoot a goal at goal 1. If the defenders win the ball, they counter by shooting at goal 2.



Methodical Pointers / Corrections

- ⊗ The game is finished after a successful goal. At the latest after one minute send new pairings onto the pitch and start with a throw-in again.
- ⊗ The striker, who receives the throw-in, must trap the ball before he plays it to his partner with the second ball contact.
- ⊗ After the throw-in, **A** and a further defender join the players on the pitch for a three-on-three.



Methodical Series 7: Shooting - (Instep Kick)

The instep kick is used for powerful shots or long range passes. This type of shot is most often used when taking shots at goal, therefore it is important to master several variations of the technique depending on the player's position relative to the goal and the match situation.

Components of Training the Instep Kick

⊗ Power

The strength of the shot comes from a combination of power and technique; however, a harder swing will not necessarily lead to a more powerful shot. Instead, the correct technique is required, which is why this is the focus of the training.

⊗ Accuracy and Precision

Accuracy and precision suffer under an excessive exertion of force, but is necessary for precise passes to other players or to take a shot at goal that is beyond the reach of the goalkeeper.

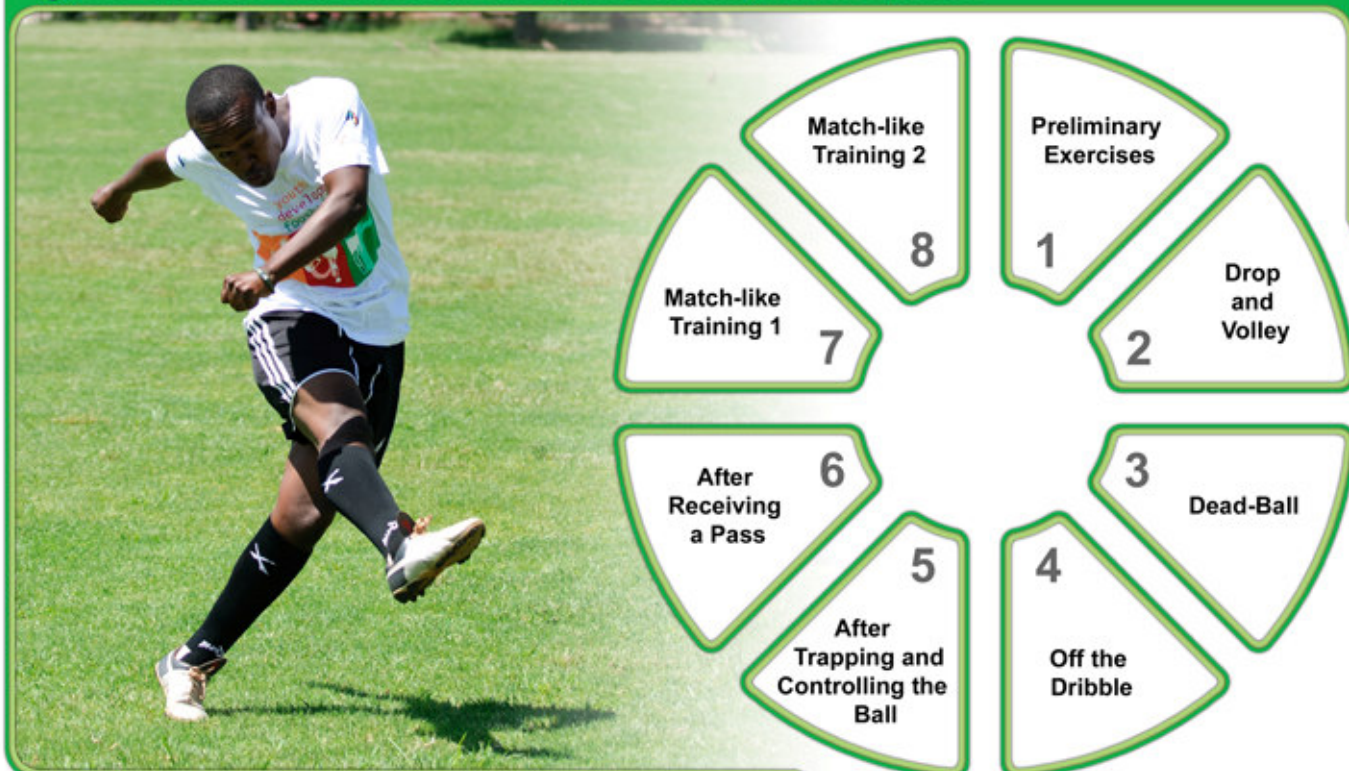
⊗ Technique Variations

To successfully accomplish shots at goal after receiving passes from any position, it is necessary to command the variations of the instep kick technique discussed in the following text.

⊗ Under Pressure

At higher skill levels, the instep kick should be practiced while under pressure from opposition players and while running at full speed. In this way, shooting techniques can be effected as a real match would demand!

An Overview of the Methodical Steps of Training the Instep Kick



Methodical Series 7: Shooting - (Instep Kick)

INSTEP KICK

Technique Pointers

- ⊗ The approach to the ball should be straight on in relation to the kicking foot.
- ⊗ The supporting foot should be placed beside the ball, with the toe of the foot pointing to the target.
- ⊗ The kicking foot should be pointing down and be locked throughout the shot and follow-through.



SPECIAL TECHNIQUE 1: DROPKICK

Technique Pointers

- ⊗ As above, although the ball is in the air now, approaching the player, the player places his supporting leg next to where the ball is about to drop and kicks it as soon as it touches the ground.
- ⊗ The timing of the kick determines the trajectory of the shot.



SPECIAL TECHNIQUE 2: OUTSIDE OF THE FOOT

Technique Pointers

- ⊗ The approach to the ball can be straight on or at a slight angle.
- ⊗ The foot of the kicking leg is pointing straight down and turned slightly to the inside.
- ⊗ The torso is bent slightly over the ball.
- ⊗ The ball is kicked with the outside of the foot.



SPECIAL TECHNIQUE 3: SIDE VOLLEY

Technique Pointers

- ⊗ The torso should be turned towards the ball, away from the target, with the front shoulder facing the target. The torso should then be tilted away from the ball over the supporting leg.
- ⊗ Raise the kicking leg up sideways so that it is parallel to the ground, extend it (keeping the weight on the supporting leg), lock the ankle and kick the ball with the instep.



SPECIAL TECHNIQUE 4: OVERHEAD KICK

Technique Pointers

- ⊗ Jump with the kicking leg.
- ⊗ Perform a bicycle-like motion with the legs and kick the ball backwards over the head with the instep of the kicking foot while lying on the back in mid-air.
- ⊗ Use hands to soften the landing.



Methodical Series 7: Shooting - (Instep Kick)

1 Preliminary Exercises

ROLLING EXERCISE

Description of Exercise

- ⊗ Play the ball forward with the instep of the foot and pull it back with the sole. Practice with both feet.

Methodical Pointers / Corrections

- ⊗ Ensure that the toe of the kicking foot is pointing down (!) and that the ball is struck in its centre.



DRIBBLING WITH THE INSTEP

Description of Exercise

- ⊗ Play the ball forward slightly with each step using the instep. Bend the torso over the ball a little.

Methodical Pointers / Corrections

- ⊗ Ensure that the toe of the kicking foot is pointing down!



DROP AND CATCH

Description of Exercise

- ⊗ The player drops the ball so that it will land in front of him, kicks it up using the instep of the foot and catches it.

Methodical Pointers / Corrections

- ⊗ The ball should not rotate. Ensure that the ball is struck in its centre with an outstretched foot.



JUGGLING

Description of Exercise

- ⊗ Juggle the ball by alternately using the insteps of both feet.

Methodical Pointers / Corrections

- ⊗ Juggling for inexperienced players: kick the ball higher and let it bounce once.



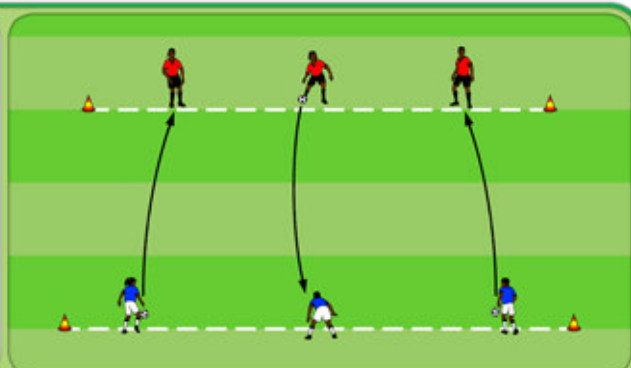
Methodical Series 7: Shooting - (Instep Kick)

2 Volley from the Hand

ON OPPOSITE LINES

Description of Exercise

- ⊗ Divide the players into pairs (one ball per pair)
- ⊗ The players of each pair stand on opposite lines (4m apart), the player with the ball drops and kicks it to his partner using the left and right instep of his foot.
- ⊗ The ball should reach the partner at chest-height.



Methodical Pointers / Corrections

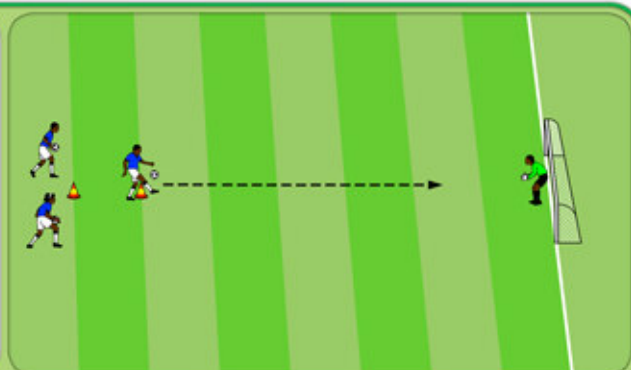
- ⊗ The ball should be struck in its centre!
- ⊗ Exercise should be repeated so that players can train with both feet.
- ⊗ Lock the ankle on contact with the ball.
- ⊗ Follow through with the kicking leg!
- ⊗ Competition: Which player is the first to pass the ball fifteen times without the partner having to move a step in any direction to receive it?



WITH A SHOT AT GOAL

Description of Exercise

- ⊗ Position a goalkeeper in the goal.
- ⊗ At most four players, each with a ball, are located at a cone in front of the goal.
- ⊗ Each player takes a short run-up, drops the ball and takes a shot at goal using the instep of his foot.



Methodical Pointers / Corrections

- ⊗ If possible, set up several stations so that the groups can be smaller (more repetitions per player!).
- ⊗ Exercise should be repeated so that players can train with both feet!
- ⊗ Vary the distance to the goal according to the skill level of the players.
- ⊗ Make single- and group-corrections!



Methodical Series 7: Shooting - (Instep Kick)

3 Dead-Ball

ON OPPOSITE LINES

Description of Exercise

- ✳ Divide the players into pairs (one ball per pair)
- ✳ The players of each pair stand on opposite lines (15m apart) and kick the dead-ball to their partner using the instep of their left and right foot.
- ✳ The ball needs to pass between a small goal, marked by cones, that is set up between the players (one goal for each pair).



Methodical Pointers / Corrections

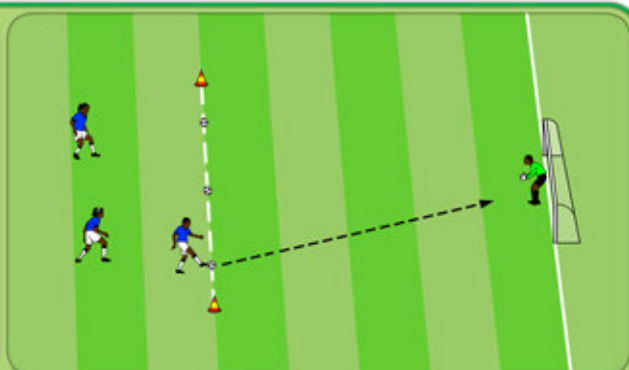
- ✳ Lock the ankle on contact with the ball!
- ✳ Follow through with the kicking leg!
- ✳ Exercise should be repeated so that players can train with both feet.
- ✳ Competition: Which player is the first to pass the ball through the goal fifteen times?
- ✳ Increase / decrease difficulty: Vary the distances between the players and the width of the goals.



WITH A SHOT AT GOAL

Description of Exercise

- ✳ Position a goalkeeper in the goal.
- ✳ Each player places his ball on a marked line in front of the goal (Adapt the distance to goal according to the skill level of the players!) The player then takes a shot at goal using the instep of his foot.



Methodical Pointers / Corrections

- ✳ If possible, set up several stations so that the groups can be smaller (more repetitions per player!).
- ✳ Exercise should be repeated so that players can train with both feet!
- ✳ Allow the goalkeeper to reposition himself after each shot!
- ✳ Make single- and group-corrections.



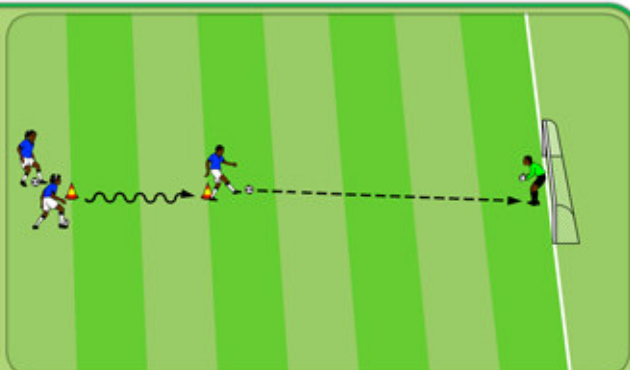
Methodical Series 7: Shooting - (Instep Kick)

4 Off the Dribble

WITH A SHOT AT GOAL

Description of Exercise

- ✦ Position a goalkeeper in the goal.
- ✦ At most four players, each with a ball, are positioned at a cone in front of the goal.
- ✦ Each player takes a shot at goal using the instep of his foot after dribbling the ball to a second cone that is closer to the goal.

**Methodical Pointers / Corrections**

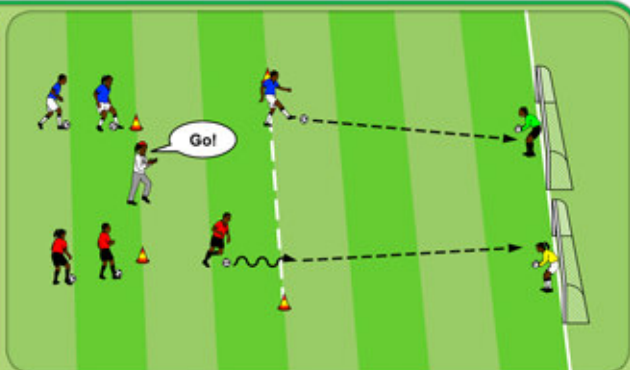
- ✦ Just before kicking the ball, the players should take a quick look to see where the goalkeeper is positioned.
- ✦ If possible, set up several stations so that the groups can be smaller (more repetitions per player!).
- ✦ Exercise should be repeated so that players can train with both feet.
- ✦ Vary the distance to the goal according to the skill level of the players.
- ✦ Make single- and group-corrections.



WITH A SHOT AT GOAL (COMPETITION)

Description of Exercise

- ✦ As above, although now two players compete against each other: which player is the first to dribble across the marked line after a command by the coach (one point)? Which player is able to score a goal using the instep kick after crossing the line (one point)?

**Methodical Pointers / Corrections**

- ✦ In spite of the pressure situation, the players need to use the correct technique.
- ✦ Same setup, but the exercise is treated as a team competition instead of individual competition.



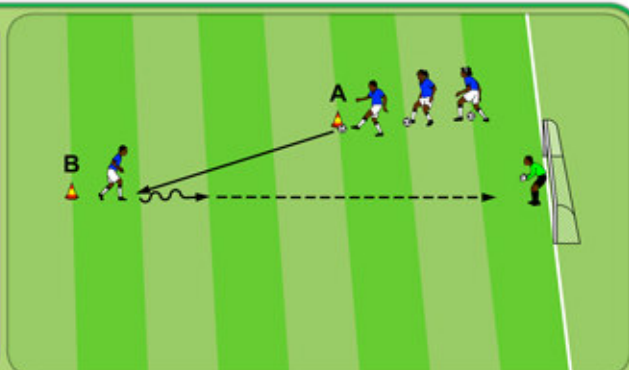
Methodical Series 7: Shooting - (Instep Kick)

5 After Trapping and Controlling the Ball

STRAIGHT AHEAD

Description of Exercise

- ✳ Position a goalkeeper in the goal.
- ✳ Position player **A** close to, but not in front of, the goal.
- ✳ Player **B** is further away from the goal than player **A**.
- ✳ **A** passes to **B**.
- ✳ **B** traps the ball, controls it while moving towards the goal and then takes a shot at goal using the instep kick.



Methodical Pointers / Corrections

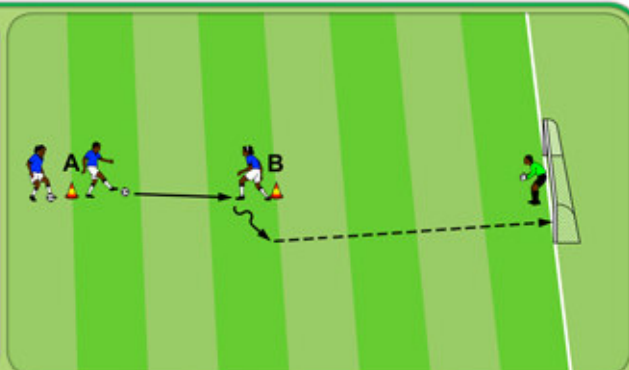
- ✳ The ball should not be stopped, but slowed down and controlled so that it can be shot at goal after a short run-up (about two steps). The shot towards goal should be the second contact the player makes with the ball.
- ✳ After the shot, the kicking leg needs to follow through and the player should briefly run after the ball.



WITH A TURN

Description of Exercise

- ✳ Position a goalkeeper in the goal.
- ✳ Position player **A** 25m and player **B** 18m in front of the goal. (Vary the distance to the goal according to the skill level of the players!)
- ✳ **A** passes to **B**.
- ✳ **B** traps the ball, turns around and takes a shot at goal using the instep kick.



Methodical Pointers / Corrections

- ✳ Exercise should be repeated so that players can train with both feet, and turns should be completed using both the inside and the outside of the foot.
- ✳ To play around the "opponent", the player should trap and control the ball on the side.
- ✳ In case the players immediately trap and control the ball in the direction of the goal, set up a small cone goal (width: 1,5m) behind player **B**'s back to force sideways movement.



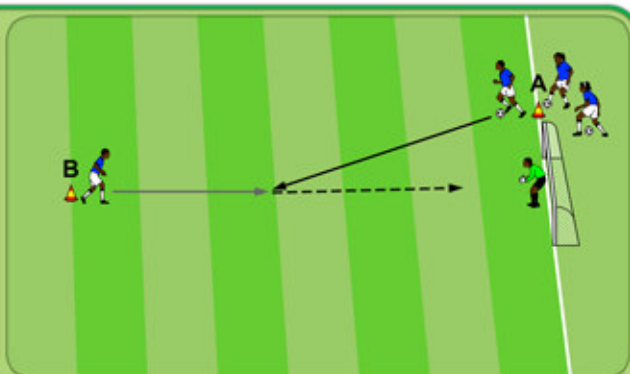
Methodical Series 7: Shooting - (Instep Kick)

6 After Receiving a Pass

FROM THE FRONT

Description of Exercise

- ⊗ Position a goalkeeper in the goal.
- ⊗ Position player **A** next to the goal.
- ⊗ Player **B** is in front of the goal.
- ⊗ **A** passes to **B**.
- ⊗ **B** intercepts the pass and immediately takes a shot at goal using the instep kick.
- ⊗ **A** takes **B**'s position, **B** fetches the ball.



Methodical Pointers / Corrections

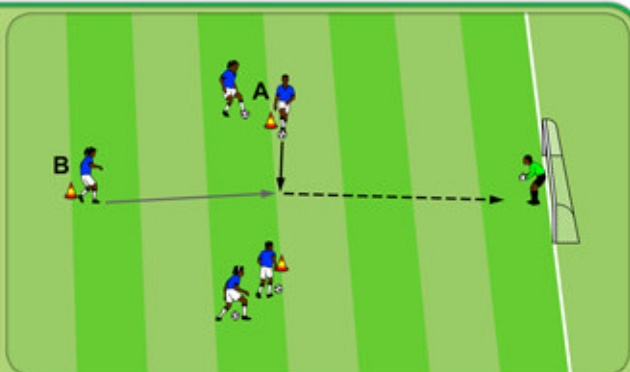
- ⊗ Adapt the distance to the goal according to the skill level of the players!
- ⊗ When intercepting the ball, the supporting leg should be next to the ball at the moment of contact.
- ⊗ After the shot, the kicking leg needs to follow through and the player should briefly follow the ball.



FROM THE SIDE

Description of Exercise

- ⊗ As above, except that player **A** is now placed next to the "line" connecting player **B** and the goal, and passes the ball at a 90° angle to this line (see sketch).
- ⊗ Afterwards the ball is passed from the other side.



Methodical Pointers / Corrections

- ⊗ Every angle between a frontal pass (as above) and a pass from the side is possible and can be implemented as an intermediate step. The more acute the angle, the easier the instep kick will be.



Methodical Series 7: Shooting - (Instep Kick)

7 Match-like Training 1

RESTRICTING THE DEFENDER

Description of Exercise

- ⊗ Player **A**, with a ball, is positioned closer to the goal than player **B**.
- ⊗ **A** dribbles towards the goal and takes a shot using the instep kick.
- ⊗ **B** starts chasing **A** once **A** starts dribbling and tries to obstruct the shot.
- ⊗ Switch roles of **A** and **B**.



Methodical Pointers / Corrections

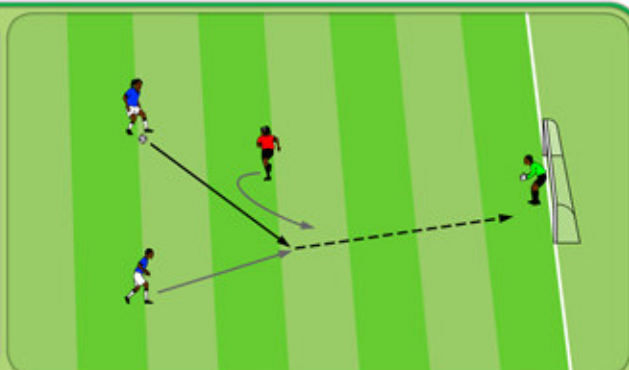
- ⊗ Easier: Increase the distance between **A** and **B**; this decreases the time pressure on **A**.
- ⊗ More difficult: Decrease the distance between **A** and **B**; this increases the time pressure on **A**.



STRIKERS OUTNUMBER DEFENDERS

Description of Exercise

- ⊗ Position a goalkeeper in the goal.
- ⊗ Two attackers play against one defender.
- ⊗ The attackers should try to score a goal (using the instep kick) in spite of obstruction by the defender.



Methodical Pointers / Corrections

- ⊗ This exercise trains taking shots at goal in a pressure situation.
- ⊗ The attackers can co-operate or work individually.
- ⊗ Use the off-side rule!
- ⊗ Variation: Use a time limit (e.g. eight seconds).



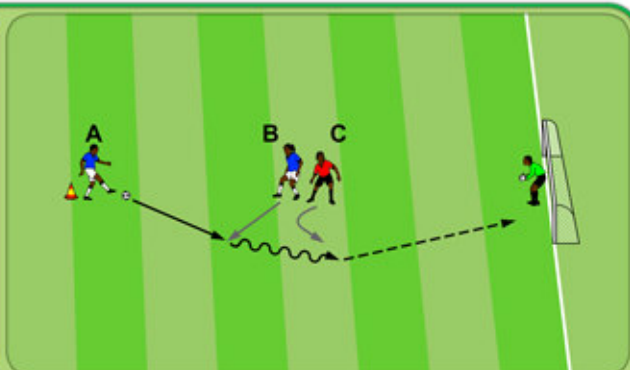
Methodical Series 7: Shooting - (Instep Kick)

8 Match-like Training 2

1-ON-1

Description of Exercise

- ❖ Player **A** passes to player **B** as soon as **B** has freed himself from player **C**.
- ❖ **B** needs to succeed in the 1-on-1 situation (with **C** in his back) and take a shot at the goal behind him.



Methodical Pointers / Corrections

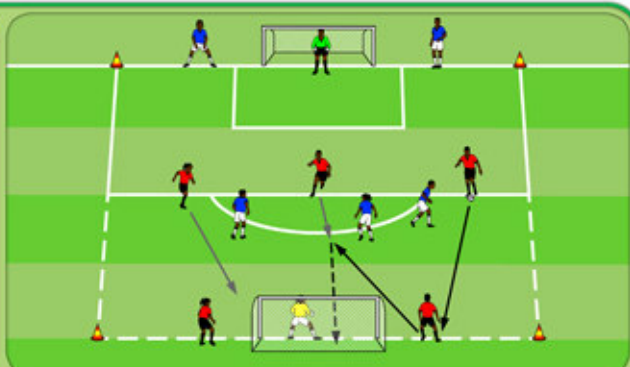
- ❖ Increase opposition pressure by introducing another defender.
- ❖ Variation: A frontal 1-on-1 situation. **C** is next to the goal, passes the ball to **B**, who is 30m from the goal, and then **C** acts as defender. **B** traps the ball, moves forward with it, tries to succeed in the 1-on-1 situation with **C** and then take a shot at goal.



COMPLEX GAMEPLAY

Description of Exercise

- ❖ Game: 3-on-3 in a small playing area, with passers, on either side of the opponents goals.
- ❖ The players may include the passers in their combination play to help set up a shot at goal.
- ❖ The player receiving a return pass from one of the passers next to the goal must immediately take a shot at goal.



Methodical Pointers / Corrections

- ❖ After passing to a player next to the goal, at least one of the players in the field needs to advance towards the goal so that the return pass can be utilized.
- ❖ Demand shots at the goals from many different positions in the playing area.
- ❖ The small practice pitch leads to many tight situations in the goal areas.



Methodical Series 8: Heading

Forwarding high punts into the path of a striker, scoring a goal after a cross from the wing, defending the ball or during set-pieces: heading is - when taking the frequency of its use in various match situations into account - still not trained often enough.

Components of Training Heading

⊛ Timing

The basic requirements for a successful header are the correct assessment of the flight-path of the ball and the right timing of the jump.

⊛ Two-legged jumping

Two-legged jumping when heading is not seen too often in matches and is more likely to be used in defensive situations. However, it is easier to learn this simpler technique when first getting started.

⊛ One-legged jumping

The first advantage of one-legged jumps is the increased jump height, which is due to the free (i.e. non-jumping) leg transferring the momentum of the player's forward motion. The second advantage is that the flight path of the ball can be changed more easily. The rotation of the torso necessary for this is supported by the motion of the free leg.

⊛ Heading without fear

Practice with lighter balls at first to overcome fear, and keep eyes open and locked on the ball. At higher skill levels, engage in 1-on-1 heading competitions - fair, without using elbows!.

An Overview of the Methodical Steps of Training Heading



Methodical Series 8: Heading

HEADER - STRAIGHT AHEAD

**Technique Pointers**

- ✳ Face the ball, jump up (not forward), arch back with chin in chest, and use the arms to gain angular momentum.
- ✳ Swing head forward, lock neck and hit the ball in its centre with the forehead.
- ✳ Keep eyes open!

HEADER - WITH CHANGE OF DIRECTION

**Technique Pointers**

- ✳ One-legged jump with the leg that's closer to the ball, lift free leg in the direction of the ball.
- ✳ Hit the ball as close to the peak of the jump as possible.
- ✳ On contact with the ball, turn head and torso in the direction of the target.

DIVING HEADER

**Technique Pointers**

- ✳ The diving header is used for balls that are knee- to hip-high.
- ✳ Propel body in the path of the ball, tilt head back.
- ✳ Keep eyes on ball, soften landing by stretching arms forward.

INCORRECT

**Technique Pointers**

- ✳ Figure 1: Wrong arm posture. Angled arms should be swung upwards to help in gaining height. Keep eyes open!
- ✳ Figure 2: Wrong timing. Flight of the path incorrectly assessed and the jump was way too high, the ball is headed directly downwards.

Methodical Series 8: Heading

1 Preliminary Exercises

WITH A BEACH BALL

Description of Exercise

- ⊗ Juggle a beach ball or a balloon with the head.

Methodical Pointers / Corrections

- ⊗ Exercise can be made easier by using a floating balloon and more difficult by using soft balls.



BALANCING

Description of Exercise

- ⊗ Place the ball on the forehead and balance it for as long as possible.

Methodical Pointers / Corrections

- ⊗ Tilt the head backwards, keep the eyes on the ball, use soft-stepping, light feet and develop a feeling for the ball.



TOSS - HEAD - CATCH

Description of Exercise

- ⊗ Toss the ball upwards, head it into the air once and then catch it.

Methodical Pointers / Corrections

- ⊗ The goal of this exercise is that the players develop a feeling for the correct contact area between forehead and ball.



JUGGLING USING THE HEAD

Description of Exercise

- ⊗ Toss the ball upwards and head it into the air as often as possible.

Methodical Pointers / Corrections

- ⊗ Do not head the ball up to high, use soft-stepping, light feet to be able to quickly move in any direction.



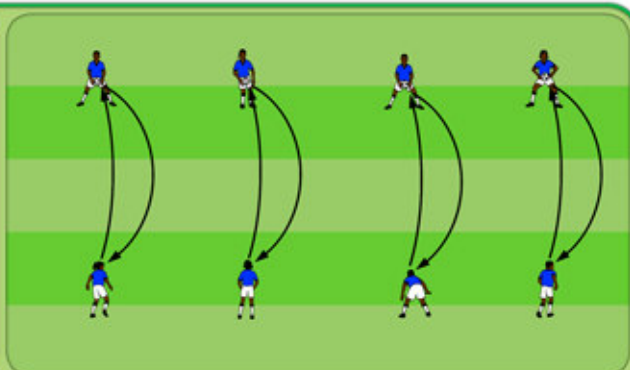
Methodical Series 8: Heading

2 From a Standing Position, Straight Ahead

ON OPPOSITE LINES

Description of Exercise

- ⊗ Divide the players into pairs (one ball per pair).
- ⊗ The players of each pair stand on opposite lines (5m apart). The player with the ball throws the ball to his partner, who heads it back.
- ⊗ The players switch roles after ten headers.



Methodical Pointers / Corrections

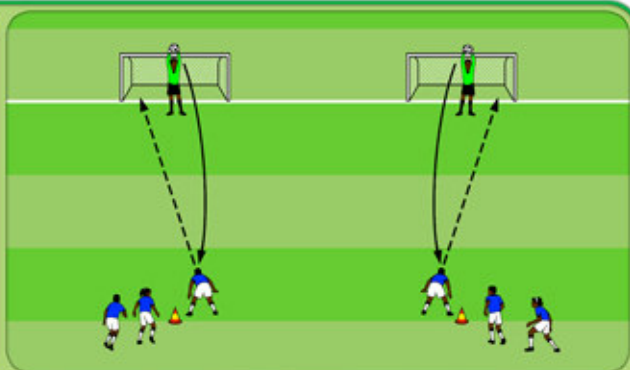
- ⊗ Also use a ball pendulum to teach heading techniques. In this way, nuisance factors such as bad throws are avoided and the players learn more quickly.
- ⊗ Arch the back and then swing the head forward.



WITH A SHOT AT GOAL

Description of Exercise

- ⊗ Divide the players into two teams, each with a goal and goalkeeper.
- ⊗ The goalkeeper throws the ball to each player in his team, who then heads it back. The goalkeeper tries to save the goal.
- ⊗ If necessary mark a line from which the players should head the ball.



Methodical Pointers / Corrections

- ⊗ Heading the ball at goal serves as motivation, so mark goals using cones (or flags or poles) if not enough actual goals are available.
- ⊗ Competition: which team has scored more headed goals after each player has had a turn?



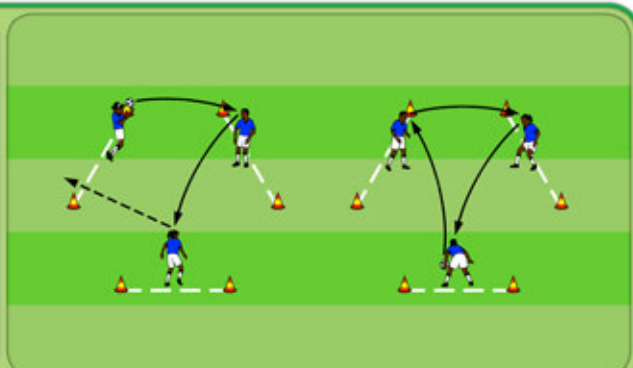
Methodical Series 8: Heading

3 From a Standing Position, with a Change of Direction

IN GROUPS OF THREE

Description of Exercise

- ⊗ Divide the players up into groups of three and position them in the form of a triangle. Behind each player, mark a goal using cones.
- ⊗ Player **A** throws the ball to player **B**, who then heads the ball into the arms of player **C**.
- ⊗ Afterwards, **C** throws the ball to **A**, who heads it into the arms of **B**, etc.



Methodical Pointers / Corrections

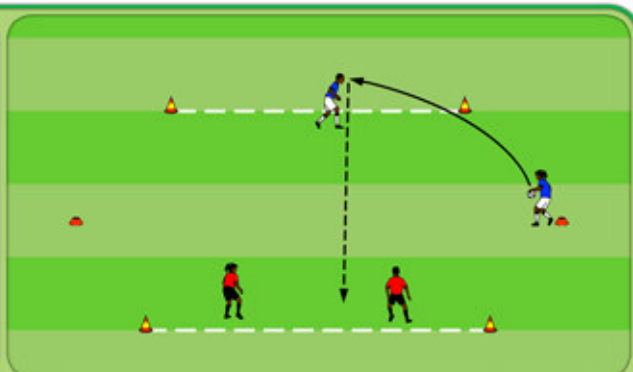
- ⊗ Increase difficulty by not heading the ball into the arms of the other player, but by trying to score a goal against the other player. To guarantee fair throws, the goals scored against the other two players are counted.
- ⊗ Change direction of play after each player has had a turn.
- ⊗ When heading the ball with a change of direction, the torso also needs to turn in the direction of the target.



WITH A SHOT AT GOAL

Description of Exercise

- ⊗ Mark two wide goals with cones and position two two-person teams between them. Place marking cones next to the halfway line between the goals (see sketch).
- ⊗ The teams try to head the ball into the opposition's goal; throws can only be made from the marking cones.
- ⊗ Which team is able to score more goals in three minutes?



Methodical Pointers / Corrections

- ⊗ Variation: goals can only be scored from the own half.
- ⊗ To save time, keep several replacement balls ready.
- ⊗ Fast switching between offensive and defensive exercises.



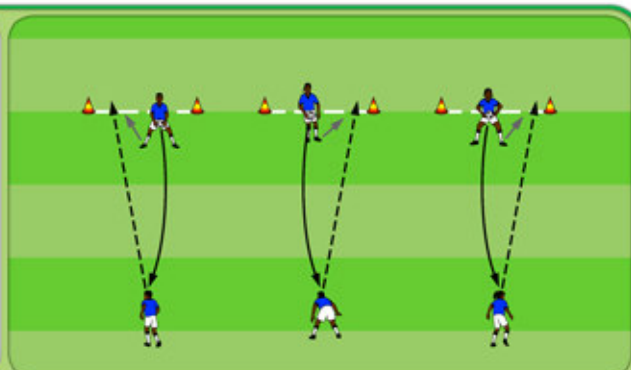
Methodical Series 8: Heading

4 After two-legged Jump

PRACTICING WITH A PARTNER

Description of Exercise

- ⊗ Divide the players into pairs and place them in front of goals that have been marked by cones. Give each pair a ball.
- ⊗ The player with the ball stands in front of the goal and throws the ball to his partner. He then immediately moves to one of the cones.
- ⊗ The other player heads the ball back to his partner. To do this successfully, he needs to concentrate on both the ball and the movement of his partner.
- ⊗ The players switch roles after ten headers.



Methodical Pointers / Corrections

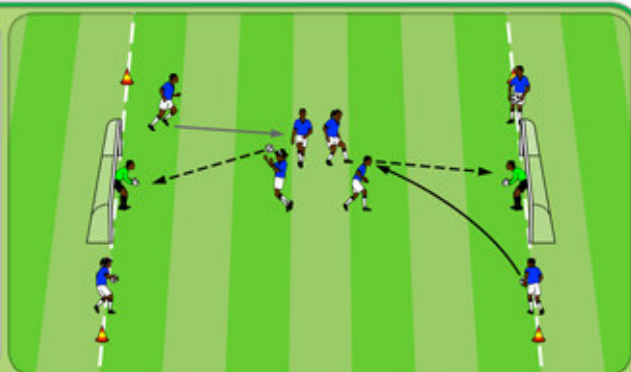
- ⊗ Variation: The player tries to head the ball into the goal.
- ⊗ Swing the arms to increase the height of the jump (see photos).
- ⊗ To time the jump correctly, the player needs to observe the flight path of the ball. So keep the eyes open and on the ball!



WITH A SHOT AT GOAL

Description of Exercise

- ⊗ Divide the players into two teams, each with a goal and goalkeeper. Same procedure on both sides.
- ⊗ A player next to the goal throws the ball to a player in front of it, who then tries to score a goal by heading the ball after a two-legged jump.
- ⊗ The players then exchange positions and tasks.



Methodical Pointers / Corrections

- ⊗ Competition: which team has scored more goals after every member of the team has had three attempts at scoring a goal?
- ⊗ Timing: try to make contact with the ball at the highest point of the jump.



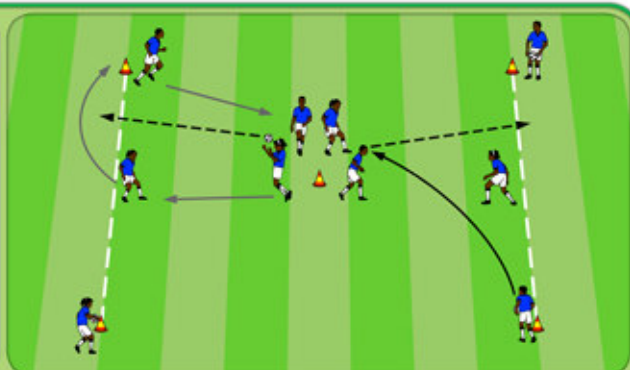
Methodical Series 8: Heading

5 After one-legged Jump, Straight Ahead

IN GROUPS OF FOUR

Description of Exercise

- ✳ Mark two goals opposite to each other using cones and position several players as shown in the sketch.
- ✳ The player next to the goal throws the ball to the player in front of the goal, who then tries to score a goal by heading the ball after a short run-up and one-legged jump.
- ✳ The players then exchange positions and tasks.



Methodical Pointers / Corrections

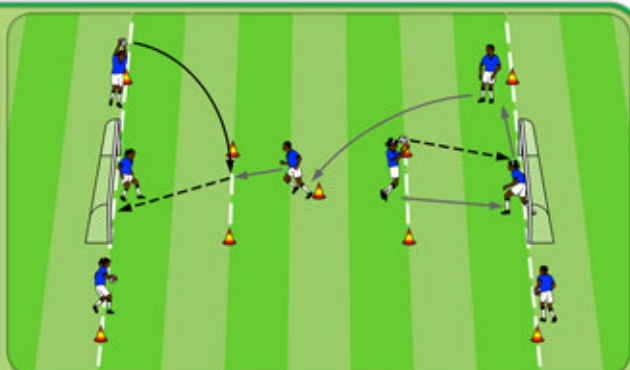
- ✳ Jump up with one leg after a short run up, swing the free leg forward while pulling it up.
- ✳ Focus on jumping high, not far.
- ✳ Timing: try to make contact with the ball at the highest point of the jump.
- ✳ To get used to the technique of heading the ball after a one-legged jump, practice using a ball pendulum.



WITH A SHOT AT GOAL

Description of Exercise

- ✳ Divide the players into two teams, each with a goal and goalkeeper. Same procedure for both sides.
- ✳ A player next to the goal throws the ball to a player in front of it, who then tries to score a goal by heading the ball after a short run-up and one-legged jump.
- ✳ The players then exchange positions and tasks.



Methodical Pointers / Corrections

- ✳ As a guide to the thrower, add a line from which the other player should head the ball.
- ✳ Timing: try to make contact with the ball at the highest point of the jump.



Methodical Series 8: Heading

6 After one-legged Jump, with a Turn

IN GROUPS OF THREE

Description of Exercise

- ⊗ Mark two goals opposite to each other using cones and position several players as shown in the sketch. Some procedure on both sides.
- ⊗ Player **A** takes a run-up (almost) parallel to the goal line while player **B** throws the ball in his direction. **A** tries to score a goal by heading the ball into the cone goal with a one-legged jump.
- ⊗ The players then exchange positions and tasks.



Methodical Pointers / Corrections

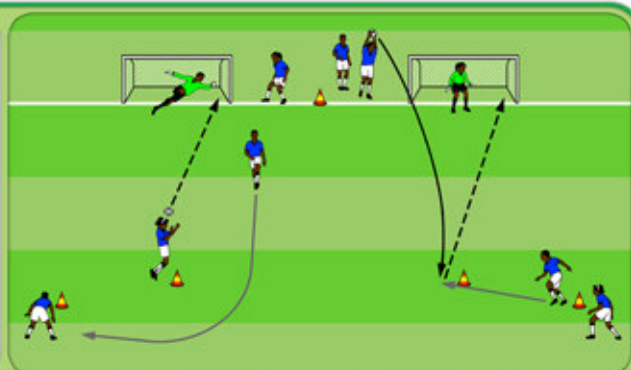
- ⊗ Jump off with the leg closer to the goal, the free leg is lead towards the goal and thereby initiates the turn.
- ⊗ Turn the torso in direction of the target.
- ⊗ Practice with throw-ins from both sides so that heading the ball in each direction can be trained.



WITH A SHOT AT GOAL

Description of Exercise

- ⊗ Set up two goals next to each other, each with a goalkeeper, and position players as shown in the sketch. Same procedure on both sides.
- ⊗ One of the players on the side runs up to a cone placed in front of the goal and tries to head in the ball thrown in by the player standing next to the goal.
- ⊗ The players then exchange positions and tasks.



Methodical Pointers / Corrections

- ⊗ After all the players in each team have had several attempts at goal, change goals so that the players practice jumping off with the other leg and heading the ball in the other direction.



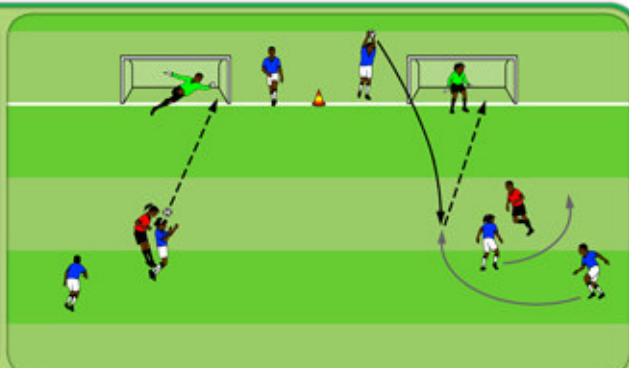
Methodical Series 8: Heading

7 Match-like Training 1

STRIKERS OUTNUMBER DEFENDERS

Description of Exercise

- ❖ Set up two goals next to each other, each with a goalkeeper, and position players as shown in the sketch.
- ❖ The two attacking players in front of the goal approach the goal and try to head in the ball, thrown in by the player, standing between the goals.
- ❖ The defender tries to fend off the ball.



Methodical Pointers / Corrections

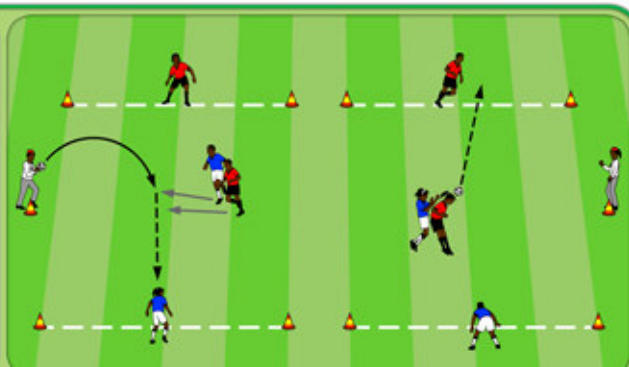
- ❖ The attackers should coordinate their attack; one of them should approach the post closer to the throw-in, the other one approaches the one further away. They should cross or use dummying techniques to try to shake off the defender.
- ❖ Use entire body when in a header duel (see photo).



1-ON-1

Description of Exercise

- ❖ Mark two pairs of cone goals opposite each other. Same procedure on both sides.
- ❖ For each pair of goals, a neutral player throws a high ball into the playing area between the goals.
- ❖ The two duelling players inside the playing area both try to head the ball to their partner, who is standing in one of the goals.



Methodical Pointers / Corrections

- ❖ The partner of the player on the left should stand in the goal on the right-hand side, and vice versa, so that the players in the playing area remain together and have to compete for the ball.



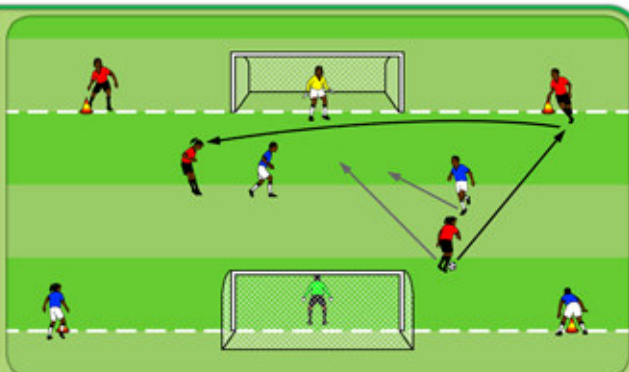
Methodical Series 8: Heading

8 Match-like Training 2

GAMEPLAY 1

Description of Exercise

- ❖ 2-on-2 in a narrow playing area between two goals with goalkeepers.
- ❖ Goals can only be scored by heading a pass by one of the players on the wings, who are not allowed to be obstructed.
- ❖ Four players on the wings, two for each team. The two players on the wings belonging to one team should stand on either side of the opposing team's goal.



Methodical Pointers / Corrections

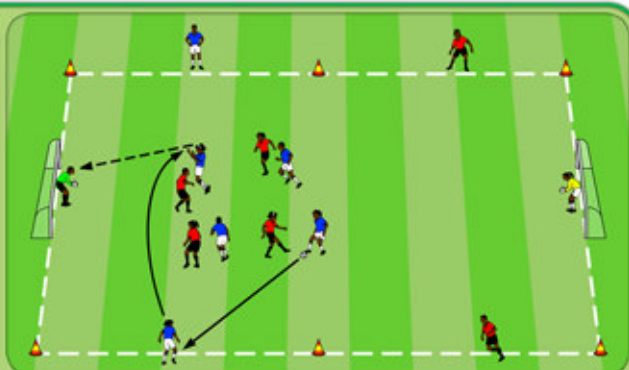
- ❖ Switch players on the wings and players in the playing area after five minutes.
- ❖ The playing area should be so small that hardly any ground needs to be covered when the attack switches to the opposite goal, so that there are a lot of crosses from the wings.
- ❖ The players in the playing area should coordinate their attack and be able to quickly change from attack to defence and vice versa.



GAMEPLAY 2

Description of Exercise

- ❖ 4-on-4 in a playing area between two goals with goalkeepers.
- ❖ Two additional players per team are positioned on the wings in the opposing team's half of the pitch, one on each side of the playing area.
- ❖ Goals scored by heading the ball after it was crossed from the wing count triple.



Methodical Pointers / Corrections

- ❖ One of the players in the penalty area should always try to shake his marker and move to the goal post that is closer to the wing from where the ball will be returned. The cross can then be headed to another player or directly at the goal. Passes to the far goal post are easier for the goalkeeper to parry.

