

FOOTBALL BUILDS GENERATIONS

A PRACTICAL GUIDE TO FOOTBALL AND LIFE SKILLS



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Coerver Coaching Youth Diploma 1 Course Handbook, 2012 (Galustian, Cooke).
DK The Soccer Book, 2010 (Goldblatt, Acton).

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Foreword

Dear esteemed sports colleagues and all who see sport as a way of life.

As President of the Jordan Football Association (JFA) and the West Asian Football Federation (WAFF), I have witnessed firsthand the power of football in promoting growth and generating peace.

Football can bring people together, create values, and foster team spirit and feelings of community belonging. It can also educate people and

promote development; it can help curb violence and has a positive impact on the physical and emotional well being of children and young adults.

Football dignifies the individual as it can influence social change based on principles and ideals. Finding joy in football, as well as self-discipline, dedication, and sportsmanship in the realm of healthy competition changes expectations and influences how we relate to others. Football can form idealistic and dedicated people with clear life goals and the ability to coexist peacefully in society.

We are thus not primarily concerned with the development of qualitative results but more so the social aspect of the game. I support work that promotes personal development, improves the quality of life, and ensures social cohesion between members of a community.

I am very pleased with the efforts, dedication, and research compiled in this manual. The proposed methodology uses football as a tool for the physical and personal training of our youth. To this end, the JFA works strategically alongside GIZ, the German Agency for International Cooperation in Jordan, in the promotion of life skills through qualitative football training in Jordan.

Yours in football,



HRH Prince Ali Bin Al Hussein
Prime Minister otball Association



Project Description

Sport has played an increasingly important role in development cooperation in the last few years as its social and integrated impact can significantly contribute to the prevention of violence, conflict management, peace promotion and international understanding. Sport can help people gain self-confidence and reduce the sense of paralytic helplessness; these characteristics improve an individual's capacity to manage stressful and conflictual situations. An exchange of experiences through sports, games and movements is enabled. This exchange is mutually beneficial to local citizens, refugees and internally displaced persons and counteracts possible conflicts and violence through this shared experience and learning. The experience to date has shown that sports promote competences, encourage dialogue and can contribute to relevant development goals and potential cooperation.

The aim of the project is to use «sport for development» in host communities in Jordan more intensively to promote psychosocial support, violence prevention and conflict management. Additionally, it aims to tackle other relevant societal matters—such as gender equality, integration, education, conflict transformation and to convey life skills, particularly to children and young adults. Fostering life skills through sport can help individuals to master difficult situations and to develop perspectives. The project will be implemented throughout Jordan and will target children and youth who reside in areas with a high percentage of refugees, most notably the northern provinces.

On the individual level, the project and the manual aim to promote the practice-oriented qualification of an adequately high number of female and male teachers, trainers, social workers and multipliers through «sport for development» so that sufficient school (formal) and non-school (informal) educational institutions implementing this project can offer it in their respective sport facilities, municipalities and in the participating schools. By adapting sports activities that are based on scientifically acknowledged pedagogical methods and the “Do No Harm Concept”, the project can also integrate disadvantaged and disabled young people into greater society – those who are commonly regarded as having little chance of success in life. It also encourages girls and young women to get more involved in society.

The GIZ Sport for Development project collaborates with the Ministry of Education (MoE) and the Jordanian Olympic Committee (JOC) and also works closely with German Olympic Sports Confederation (DOSB). These collaborations ensure the qualitative development and implementation of the project.

How the Manuals Work

The Sport for Development (S4D) methodology is designed to be applicable with many different sports. Therefore it is essential to provide those implementing the methodology with the knowhow found in the *Sport Builds Generations* manual. The *Sport Builds Generations* manual provides a solid foundation and should be used with complimentary, sport-specific manuals.

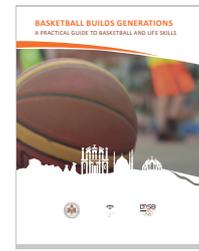
The *Sport Builds Generations* manual is the foundation for the GIZ S4D program and gives an introduction, the knowhow and tools to implement the GIZ S4D methodology.

The sport specific manuals of Basketball, Handball, Ultimate Frisbee and Football are supplements to the *Sport Builds Generation* and serve as additional support and add more technical and sport specific topics.

Regardless of the sport being used to implement the GIZ S4D methodology the *Sport Builds Generations* should always be used together with the sport specific manuals



Handball Builds Generations



Basketball Builds Generations



Football Builds Generations



Ultimate Builds Generations



Chapter 1
Introduction to Football

Chapter 2
Technical Skills

Chapter 3
**Practical Tips
for the Coach**

Chapter 4
**Regular Training
Session –
Structure and Examples**

Chapter 5
**Sport Class Training Session –
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Introduction

Football Builds Generations is a supplement to the *Sport Builds Generations* manual. Football is a sport that can be enjoyed by children and youth of all ages and abilities, is welcoming and inclusive, and is a great platform for developing many life skills, from teamwork and leadership to confidence and empathy. *Football Builds Generations* has been created for teachers and coaches who want to use the sport to implement the GIZ Sport for Development (S4D) methodology, which combines sport skill training with the transmission of social skills. During football practices and games, children and youth learn social skills in a practical, hands-on approach, which helps them best understand and develop these life skills. The personal and group development of these social skills will benefit their sportive performance and also have a noticeable and lasting impact off the field in the players' daily lives.

The *Football Builds Generations* manual is structured as a tool for all teachers and coaches who use football in their clubs, after-school activities, and classrooms. The content is divided into six chapters.

Chapter 1, "Introduction to Football," briefly presents an overall introduction to the sport from a historical perspective and then describes the context of football in the region and the impact it can have on an individual basis. The rules and referee signs are presented in an easy-to-understand format, and several variations of the game are explained.

Chapter 2, "Technical Skills," focuses on the technical aspect of the sport, from a breakdown of the different player positions to a description of the basic technical skills. This chapter focuses on the steps for teaching techniques with both text and pictures. It is designed to be a ready reference when planning your own training sessions or when using the training session examples in Chapters 4 and 5.

Chapter 3, "Practical Tips for the Coach," gives practical tips and methods to help a coach succeed in a variety of situations. This chapter also provides different methods to introduce and teach social skills in a practical way. With a nod to the reality of having many children in a small space with limited equipment, this chapter lists practical pointers that coaches can use to maximize their training sessions, and also provides a collection of games and exercises to teach a variety of social and sportive skills for all age groups.

Chapter 4, "Regular Training Session - Structure and Examples," provides coaches with all they need to know to understand and implement the structure of a regular training session. This chapter also gives two examples per age group of a regular training session that coaches can use on a practical level to see how the GIZ S4D methodology works, using graphics, explanations, variations on exercises, coaching points, and pointers about "I can be a role model".

Chapter 5, "Sport Class Training Session - Structure and Examples," moves from the club into the school and presents the structure of a football class training session and practical training activities that can be used by sport teachers in schools.

Chapter 6, "Training Sheets," provides templates for both regular and school sports class training sessions that coaches and teachers can use to draw and design their own sessions, as well as a legend of the signs and symbols to use for drawing games and exercises.

CHAPTER I

INTRODUCTION TO FOOTBALL





THE HISTORY OF FOOTBALL



- **1848:** The first proper rules were set at Cambridge University in the United Kingdom.
- **1863:** The first football association was formed in England, and the rules became official.
- **1871:** The Football Association Challenge Cup (FA Cup) became the first important football competition.

- **1872:** The first official match was played between England and Scotland; the result was 0–0.
- **1900:** Football was played for the first time in the Paris Olympics and Great Britain won the gold medal.
- **1904:** FIFA was founded as the international body for all national football federations.



- **1930:** The first FIFA World Cup was played in Uruguay and was won by the host team.
- **1991:** The first FIFA Women's World Cup was played in China; the United States of America emerged as champions.

- **1996:** Women's football was included in the Olympics for the first time in Atlanta, USA and the host country emerged as the gold medal winners.



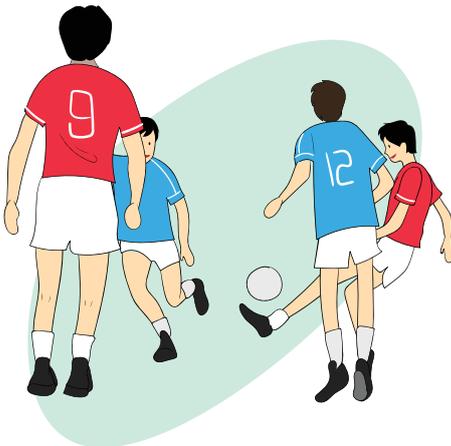
THE ROLE OF FOOTBALL IN THE JORDANIAN COMMUNITY

HISTORY OF FOOTBALL IN JORDAN

It is commonly agreed that football was introduced to Jordan in 1922 through the Kurdi brothers, Ali and Hussein, who came back from their school summer trip to Jerusalem with a football. Soon after, small groups of Jordanian boys began to gather in front of Al-Husseini Mosque in downtown Amman, where they learned the game for the first time and eventually challenged the British expatriates working at Marka Airport. These young Jordanian men then formed the first Jordanian club, the Jordan Club, in 1928 and began playing against established clubs from Syria and Palestine.

The popularity of football spread quickly in Amman, and with the influx of new communities to the growing city, new clubs began to form. By the 1940s, there were clubs in Zarqa, Madaba, and Salt, and a sporting committee was established in 1933 to organize games between them.

1944 saw the first league competition for men in Jordan, and the winner was Faisaly SC, a club that began as a scouting organization. A decade later, clubs established in the West Bank also formed in Amman and became a part of the expanded league.



In 1949, the Jordan Football Association (JFA) was established to manage the development of the sport in Jordan. It became a member of the Fédération Internationale de Football Association (FIFA) in 1958 and the Asian Football Confederation (AFC) in 1975. In 1953, the Jordanian men's national team played its first official match against Egypt in the then newly constructed Amman National Stadium. "Al Nashama," as the team is famously known, achieved its best results by winning the 1997 and 1999 Pan Arab Games and qualifying three times for the AFC Asian Cup, reaching the quarter-final stage on two occasions. In 2014, Jordan narrowly missed qualifying for the FIFA World Cup tournament when it lost to Uruguay in the final play-off matches.

WOMEN'S FOOTBALL IN JORDAN

Until the turn of the millennium, the only women in Jordan who played football learned the game from their siblings and relatives. In 2005, the JFA formed the senior women's national team and established the Prince Ali Female Grassroots Centers to spread the game to more girls across Jordan and develop the capacities of female coaches. Universities also introduced football to women as part of the physical education curriculum, and the interest in women's football has grown rapidly ever since.



Today, Jordan is a leading force in the development of women's football in the Middle East. The women's senior and youth teams are regularly successful at regional tournaments. Jordan also hosted the FIFA Under-17 Women's World Cup in 2016 and the AFC Women's Asian Cup in 2018; both tournaments contributed to raising the profile of Jordanian football.

TEREZA AL-AUDAT —

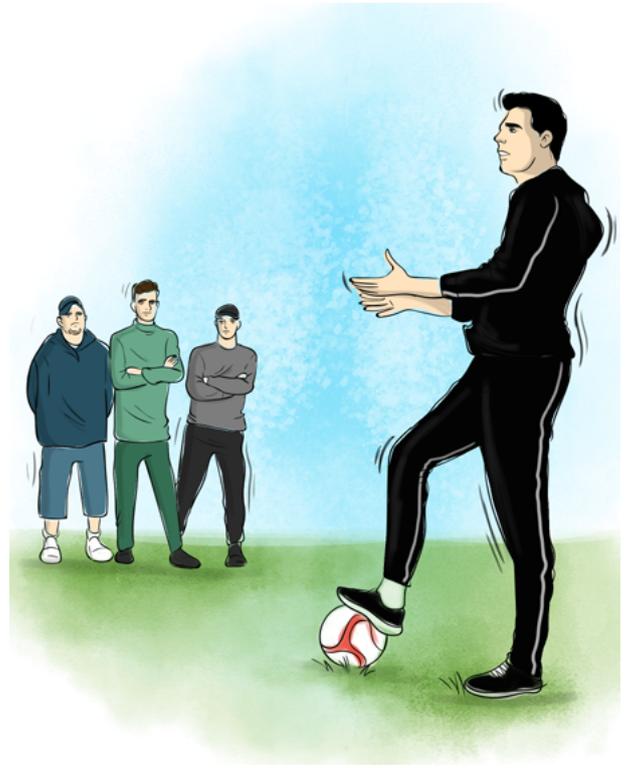
“As a child, it was not common for girls to play football, but I was introduced to it by my father, who was eager for a companion to play with. His passion for football encouraged me to play with the boys in my neighborhood, and then I began to train my friends at school until there were enough of us to form the first school football team for girls. At the same time, the Jordan Football



Association opened the first girls' grassroots center, and we began to train there regularly. I was then chosen to play for Amman Club, and I participated with the Ministry of Education's school national team in the Arab School Championships. Eventually, I was selected by the youth national teams and became the goalkeeper of the senior women's national team at age eighteen. As I was growing up, I noticed the positive effect football had on my life, allowing me to grow in confidence by exposing me to new people from different backgrounds. My family also began to rely on me because they felt I was a responsible person. I traveled a lot for a person my age to play football, and participating actively with others developed my communication skills. The GIZ Sport for Development program was another important step for me because I began to understand the perspective of the coaches and the influence they have in the development of young players. I enjoy being part of the Sport for Development program because I feel that by understanding players, we can achieve quicker and better results than we previously could. My advice for future generations is to understand football as something that is more than a sport, but as a way of life.”

JAMAL AL-LAHHAM —

“As a child, I loved to watch people play football and score beautiful goals, so much so that I often brought the ball with me to the field just so I could observe the others play. When I was nineteen, I volunteered as a coach at a local academy, an experience that taught me a lot about football, management, and understanding myself. I realized that I expressed myself through football freely, allowing people to get to know the real Jamal. My coaching career has developed since, and through the Sport for Development program, I have come to understand that a coach is someone who can influence personalities in addition to teaching the skills of the sport. The program offers a network where people can exchange their knowledge and become actively engaged in social and sportive development, and every player can develop, even if he/she is not a sporting talent. My advice for future generations is to follow their dreams!”



MOHAMMAD AL-YAMANI —

“As a football coach, I am aware of the positive effect I have on the players I train because I myself learned a lot from the trainers who coached me in the past. I see football as a tool that helps develop the community by allowing players and fans to interact and by keeping young people away from social problems. My coaches at the youth levels developed my football skills and strengthened my mentality by teaching me how to become more disciplined and how to cooperate effectively with others. As a coach, I achieved a lot of success by transmitting those traits to the players I trained. I consider the Sport for Development methodology a positive step that will benefit the development of football in Jordan because it develops players’ character and allows for effective interaction between the coaches and players via sporting activities.”



TOLEEN SHWAYAT —

“I started playing football at school with the boys in my class when I was only four years old, and eventually I became captain of the football team. I love everything about football: the team spirit, the way we motivate each other, the feeling of success. I realized early on that I could only progress by overcoming difficulties on my own, so I discovered the JFA Prince Ali grassroots centers, which led me to join a club and the national team. I always felt I had a strong character, but football also taught me how to face challenges. By reflecting on what we did in training and in matches, I began to notice my strengths and weaknesses, as well as those of my opponents, and I used that information to become a better player and a better person.”



THE GAME OF FOOTBALL

OVERVIEW

The game is played by two opposing teams with eleven members each, including the goalkeeper. It is played on a rectangular field with the main goal of driving the ball into the opponents' goal to score. The ball is primarily played using the feet, and only the goalkeeper is allowed to touch the ball with his/her hands. The main reason this sport has gained in popularity is because it is one of the most accessible and adaptable options for athletes.

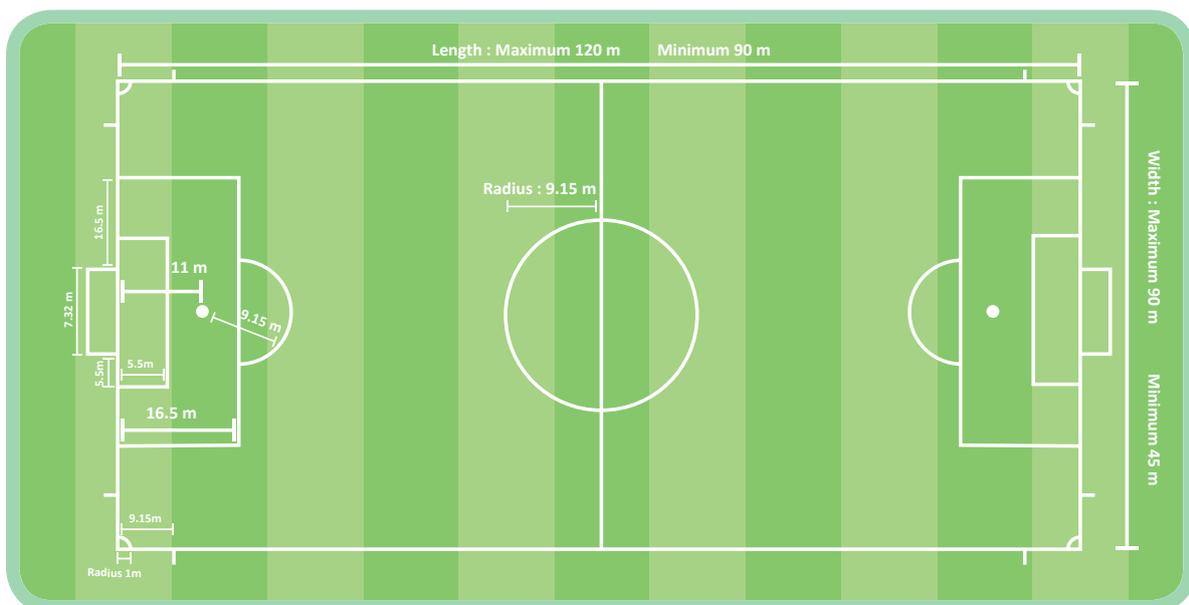


PLAYERS

Each team consists of eleven members, excluding substitutes. Members are broadly categorized into four groups, namely the forwards whose role is to score goals, defenders and goalkeeper whose role is to prevent conceding goals, and midfielders, whose main task is to create a scoring opportunities for the forwards.

OFFICIALS

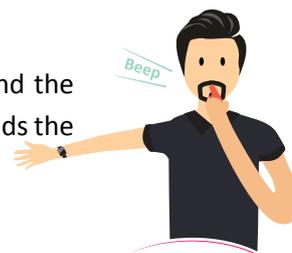
A football game is officiated by a referee, who has full authority to enforce the rules. The referee is assisted by two linesmen and a fourth official who also assists the referee and may replace another official should the need arise.



OFFICIAL RULES OF THE GAME

Goal kick

To indicate a goal kick, the referee signals the goal with the right arm and the palm open. A team goal kick is awarded to a team if an offensive player sends the ball off the pitch by the goal line.



Corner kick

The referee indicates a corner by pointing to the corner flag where the shot should be made. A corner kick is awarded when a defensive player sends the ball off the field by the goal line.



Penalty kick

To indicate a penalty kick, the referee points at the penalty spot with the index finger. A penalty kick is given if foul play is committed inside the penalty area by the defending team against the opponent.



Direct free kick

To make a direct free kick signal, the referee raises his arm diagonally upwards before pointing with the other hand in the direction of the offensive team's goal. A direct free kick is a signal for serious fouls. You can score a goal directly with this type of free kick.



Indirect free kick

To sign an indirect free kick, the referee whistles, lifts an arm upwards and points in the direction of the shot. The referee keeps his arm raised until the ball is kicked and touched by another player, or given the violation of the rules by the goalkeeper.



Red card

When the referee pulls out the red card, he goes to the player who committed the foul and shows him a red card and this player is ejected from the game. After making this gesture, the referee gives the signal to execute the direct free kick or a penalty kick if the offense was committed within the penalty area.



Yellow card

The yellow card is displayed in the same way in which a red card is displayed. The yellow card in football is a warning for a serious violation of the rules. If a player is shown a yellow card for the second time in the match, he will be ejected from the game.



Advantage

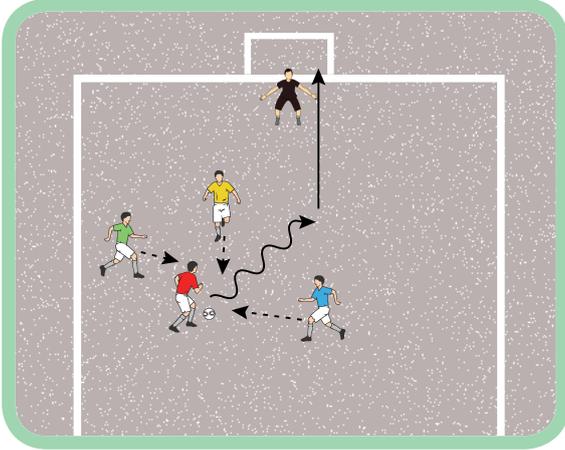
The referee indicates an advantage by extending both arms in front of his body, with the palms upwards. If the foul by which an advantage is decreed warrants a card, the referee will show it to the offending player on the next stopped ball. An advantage is granted when the referee observes a violation, but allows the game to continue to allow a goalscoring opportunity to be taken.



GAME VARIATIONS

STREET FOOTBALL

Football has always been a city game; where there is no grass, the street serves as a field. Coats function as goalposts, a goal mouth is chalked on a wall, and rules are invented as matches progress. Generations of players have honed their ball skills in these tight, crowded spaces.

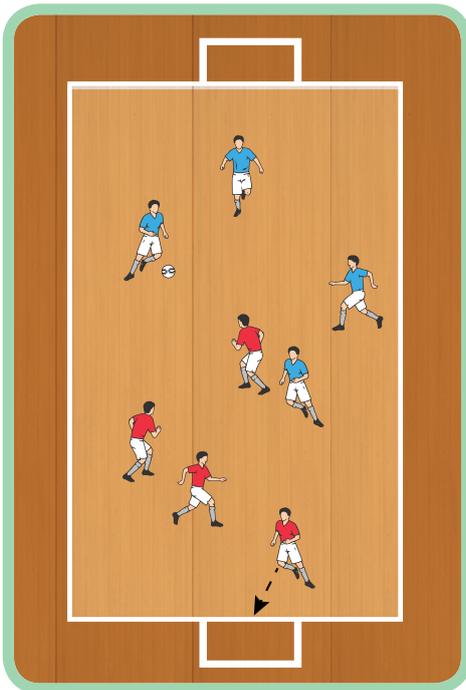
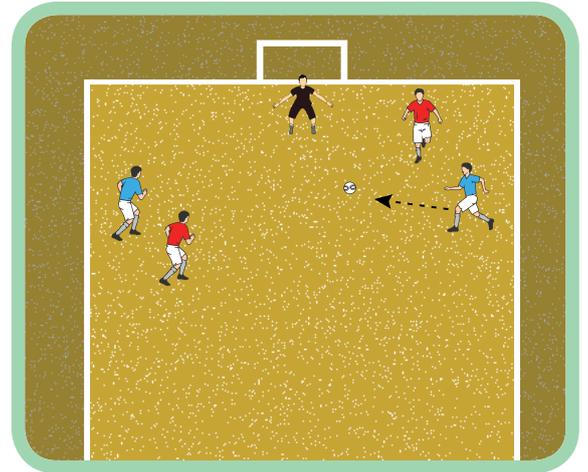


Each One Alone

This game is played by any number of players on a single goal. One player is the goalkeeper, and the rest compete separately to score the highest number of goals.

Common Goal

This game is played on a single goal. There is one goalkeeper, and two teams compete to score the highest number of goals against each other. Every time the ball goes out of play, it must restart from the goalkeeper, who throws the ball into any free space on the field.

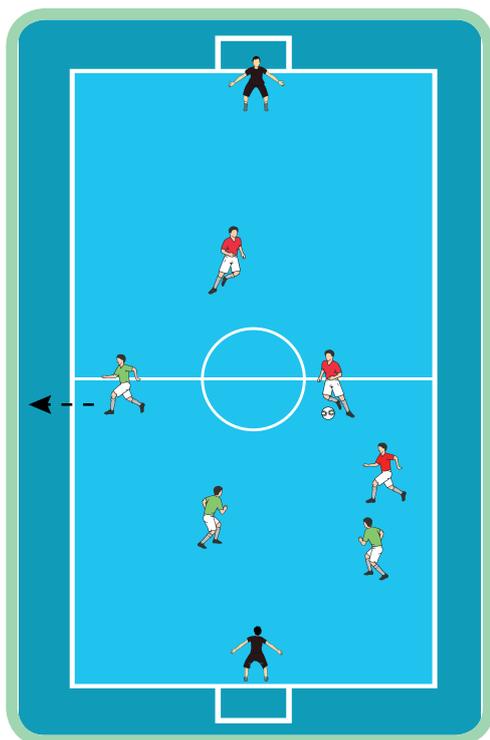
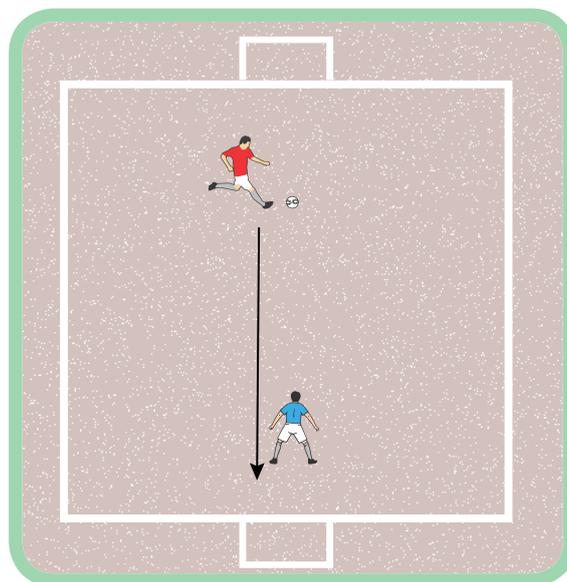


Last Man Goalkeeper

Teams are divided equally, and they play freely against each other. The last defender from each team automatically becomes the goalkeeper if the opposite team approaches the goal.

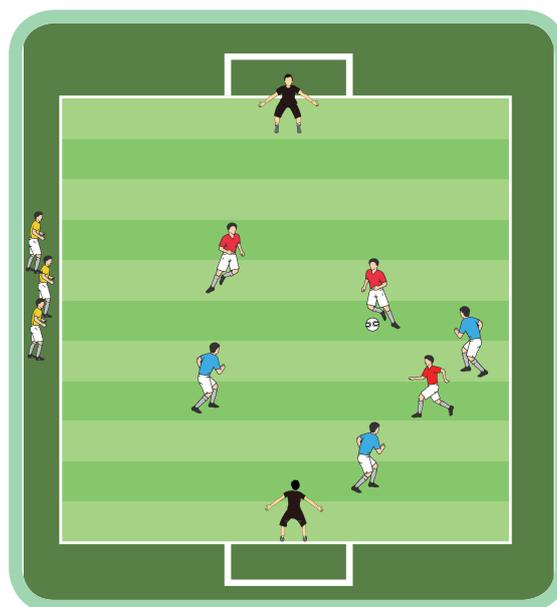
Munich

This game is played one-versus-one. Each player may use two touches to score in the opponent's goal by shooting from his/her own half. The players may not enter their own penalty areas or their opponent's half of the field.



A Player Less

Two equal teams play against each other. The teams remove one of their players every time they concede a goal until all the teams' players are out.



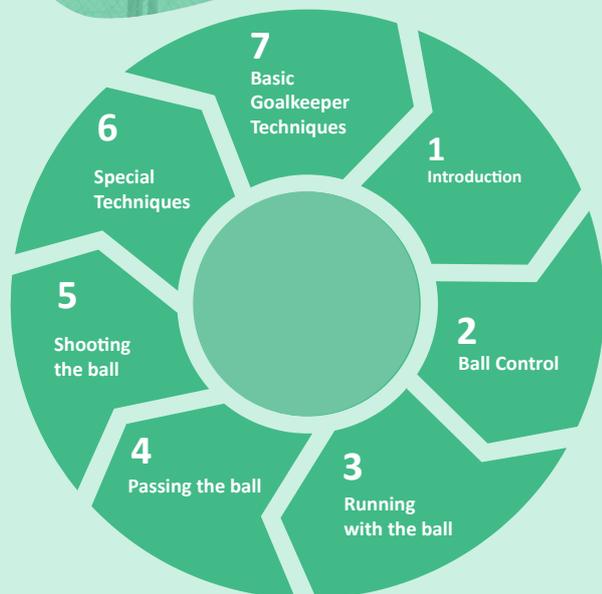
King of the Field

Multiple teams are formed, but only two play against each other at the same time. The winning team remains on the field if it scores two goals before ten minutes are finished. If the game ends in a draw, the last team to score remains on the field.



CHAPTER II

TECHNICAL SKILLS



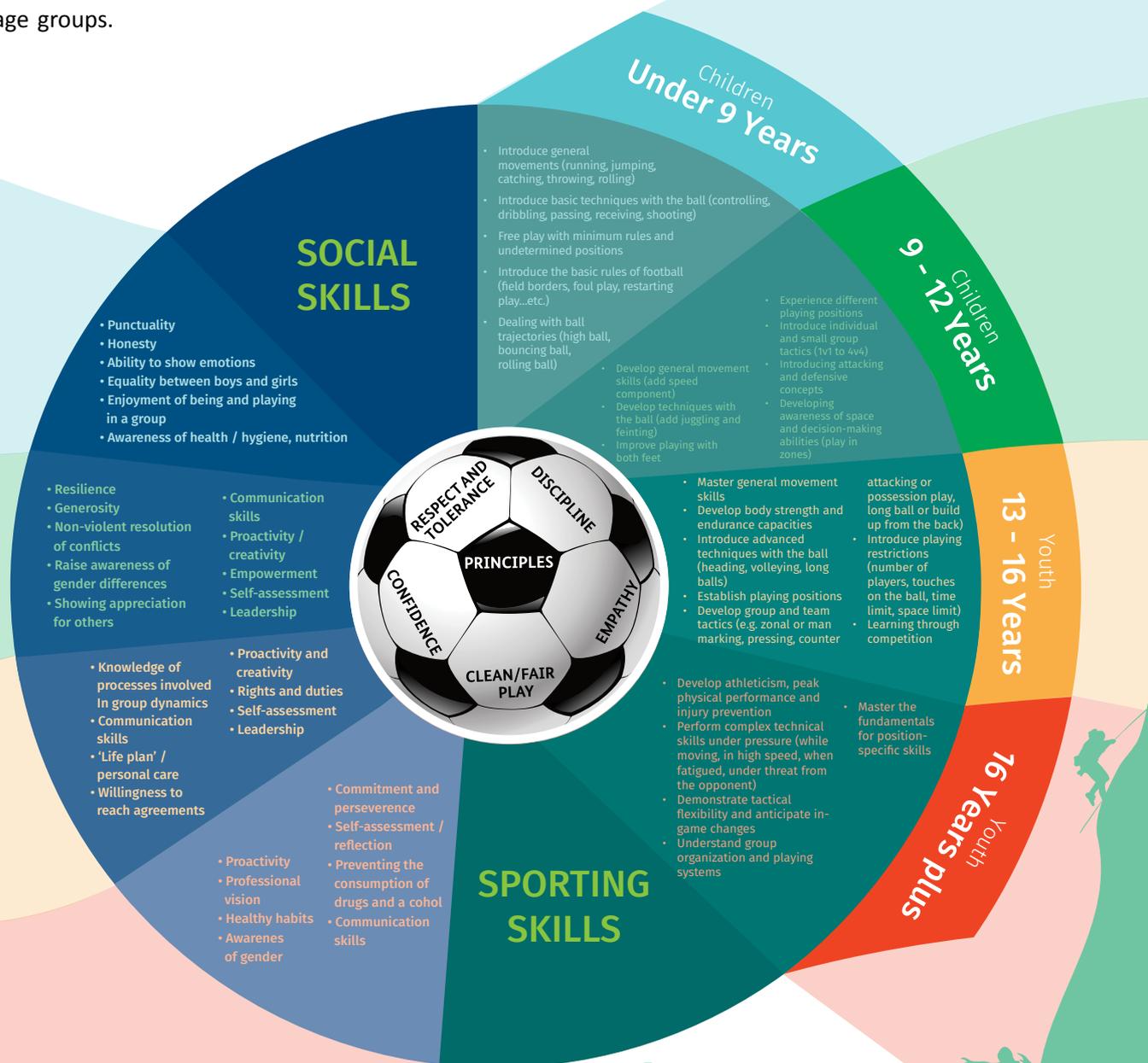


INTRODUCTION

Good performance as a football team demands a collective effort from each player on the team. All skills should be taught early on, when players learn to master the fundamentals, focus on little details, and put in a great deal of personal effort. Understanding the game and possessing the fundamental skills necessary to perform allows individuals to play well. To become a complete, well-rounded football player, however, it takes more than just mastering the technical skills; good social skills allow a player to be successful as an individual and with his or her team, both on and off the field.

TECHNICAL SKILL DEVELOPMENT

In order for a player to become technically skilled it's vital that the sportive elements are taught at the right age to properly develop the player. Important to note, if a player has never played the sport before he/she must learn and develop the sportive elements taught to children under 9 years before moving on to more advanced skills and concepts taught to older age groups.



BALL CONTROL

Ball control is the base technique from which all the other skills are developed. Ball control exercises are usually introduced at the start of training because they develop the players' relationship with the ball and consequently enhance their **self-confidence**.

MASTERING THE BALL

The ability to control the ball using all parts of the body, including both the right and left feet, is very important for the players' development. Ball mastery exercises not only develop the players' feel for the ball, but they can also be merged with movements that focus on developing players' agility, balance, and coordination.

JUGGLING THE BALL



Step 1

- Roll the ball with one foot over the other foot.



Step 2

- Pull the leg up to send the ball up in the air.



Step 3

- As the ball drops, contact it from its lowest point to keep it off the ground.

Key Points:

- Anticipate where and when the ball will fall and meet it there.
- Use larger surfaces to contact the ball in a more controlled manner.
- Send the ball higher in the air for more difficulty but also more time to recover ground.

Tips and Variations: Play alone, in pairs, or in large groups, and add the option of setting the number of touches the next person should make before passing the ball on.

DRAGGING THE BALL



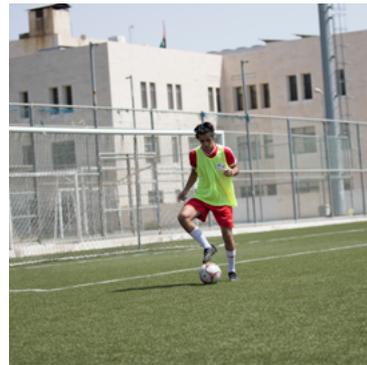
Step 1

- Place one foot over the ball and bend the knee of the standing foot.



Step 2

- Pull the ball forward, backward, and sideways.



Step 3

- Alternate the ball between both feet.

Key Points:

- Stay light-footed when moving and glide off the ground with the standing foot.
- Train both feet and movements in multiple directions.
- Perform push/pull techniques using the instep and sole surfaces of the foot.

Tips and Variations: In pairs or large groups, play the “tunnel” game, where you get a point for passing the ball between an opponent’s legs.



RECEIVING THE BALL

Receiving the ball is the ability to stop or control the ball in the desired direction. In a dynamic sport like football, in which decisions must be made quickly, it is important to be able to stop the ball with the minimal number of touches to gain the necessary time to perform the next action. Ball-receiving skills are therefore essential for quicker and more fluid performance.

RECEIVING BY FOOT



Step 1

- Keep your body open, facing the arriving ball.
- Shoulders and hips should be in line for optimal body balance.



Step 2

- Point the toes of the receiving foot upward and away from the body and lock the ankle.
- Relax the body, slightly bend the knees for mobility.

Key Points:

- Absorb the speed of the ball by relaxing the whole body except the ankle, which should be locked.
- Use different foot surfaces such as the inside, instep, outside, and sole to receive the ball.
- Train using both feet.

Tips and Variations: Passing the ball to the wall is an excellent way to develop ball control.

RECEIVING BY THIGH



Step 1

- Send the ball in the air over the head and move under it.



Step 2

- Raise the knee upward as the ball is dropping down.
- Contact the ball using the wide surface between the knee bone and the hip bone.

RECEIVING BY CHEST



Step 1

- Send the ball high in the air over the head and move under the dropping ball.



Step 2

- Slightly bend the knees and tilt the body back at a -45degree angle.
- Absorb the velocity of the ball as contact is made by cushioning the ball with the chest.



RUNNING WITH THE BALL

A necessary skill for every player is the ability to move while in possession of the ball. Running with the ball exercises require **creativity** and **confidence**, and players should keep their heads up as often as possible to process new information and adapt their direction of play.

DRIBBLING

This is the technique used when a player advances while in possession of the ball. Dribbling offers excitement for players because it can disrupt the defensive organization of the opponents and create space for the team to advance toward the goal. Players who dribble well are those who can vary their speed of movement with the ball. It is equally important to decelerate with the ball as it is to run with it at top speed.

INSTEP DRIBBLING

The instep is the upper surface of the foot, where the shoelaces are. When dribbling, the instep is normally used for advancing with the ball at high speeds because the ball is often pushed ahead and then chased.



Step 1

- Point the toes down toward the ground when close to the ball.



Step 2

- Push the ball using the upper part of the toes.

Key Points:

- Look up whenever possible to assess the direction of play.
- Strike the ball from its most central point to keep it moving along the ground's surface.
- Keep the ball close to your foot.

Tips and Variations: Players must develop a feel for the ball before dribbling competitions are introduced. A good way of helping them do this is to ask them to dribble through a determined pathway with a minimum number of touches on the ball.

TURNING WITH THE BALL

When running with the ball, players often come across obstacles that prevent them from advancing further. Turning skills are therefore required to overcome those obstacles by decelerating speed and changing the direction of play. Turning is an explosive action that a player performs, often using the inside or outside of the foot.



Step 1

- Approach the ball at a direct angle from its line of movement.



Step 2A

- Use the inside of the foot to move the ball across the body.



Step 2B

- Use the outside of the foot to move the ball beside the body.

Key Points:

- Contact the more distant parts of the ball for sharper angled turns.
- Keep a low center of gravity by slightly bending the knees.
- Train using both feet.

Tips and Variations: Timing is a key component of a good turn. Use cones to train players to divert from a straight line or have players dribble across each other from the front and sides.



PASSING THE BALL

Passing is the action taken when the ball is transferred from one player to another. It is an essential skill for all football players because it is often the fastest way for the ball to move across the field to create scoring opportunities and prevent the opponents from gaining possession of the ball. A good passing action requires good **communication** between the passer and the receiver. It is a **generous** act that fosters **trust** and **respect** between teammates.

SHORT PASS

A short pass is the movement of the ball on the ground from one player to another with a maximum distance of ten meters between them. The vast majority of passes are played using the inside part of the foot because it is a large and cushioned surface area. Advanced players are also able to pass using the outside of the foot for outward curling passes or even the heel for difficult-to-anticipate passes.



Step 1

- Stand near the ball and place the toes of the standing foot facing the intended target.
- Pull the kicking foot slightly back behind the body.



Step 2

- Contact the ball using the inner surface area between the large toe and the heel.
- Aim the toe of the kicking foot upward.



Step 3

- Follow through with the swinging movement of the leg after contact has been made.

Key Points:

- Pass the ball from its most central point for smooth movement along the ground's surface.
- A good pass should also be "well-weighted" in the sense that a correct amount of **power** and **speed** should be applied in relation to the distance the ball should travel.
- Train using both feet and different passing surfaces of the foot (e.g., the outside of the foot, the heel, etc.).

Tips and Variations: A quick one-touch pass is required when the defender is closing in whereas a two-touch play (receive and pass) is more suitable when the player is free of pressure from the opponent.

LONG PASS

A long pass is a pass played at a distance that exceeds ten meters between the passer and the receiver. Long passes can vary from low flight passes, where the ball moves on the ground's surface, to high flight passes, where the ball floats in the air. A long pass can be an effective way to advance past defenders standing in the space between teammates, and it is the fastest way for the ball to travel across the field.



Step 1

- Approach the ball from a side angle and stand with the toes of the balancing foot directed toward the intended target, the knee locked.
- Extend the kicking leg behind and spread the arms to maintain a balanced posture.



Step 2

- Strike the ball using the instep surface of the foot (above the upper toes) and aim the toes toward the ground for a wider kicking surface.



Step 3

- Follow through by moving the striking foot in front and across the body.

Key Points:

- Approach the ball at speed to gain more power and distance on the strike.
- Pass the ball from below its central line to lift it off the ground's surface.
- Lean the torso backward to lift the ball off the ground; lean forward to keep it moving along the ground.

Tips and Variations: Long passes using the instep tend to move the ball in a straight line, with a gliding effect. Using the inside of the foot moves the ball in an inward curling effect, which is more common for crosses from the sidelines.



SHOOTING THE BALL

Shooting is the final action in an attack and the skill required to score a goal. Shooting is the most exciting skill for players because, in many matches, they rarely have a chance to do so. Accuracy and power are the main components of good shooting. A successful shot not only gives great joy but boosts **self-confidence**, **audacity**, and **determination**.

GROUND SHOT

A ground shot occurs when the ball is struck off the ground's surface.



Step 1

- Stand over the ball with your balancing foot next to it, facing the target.
- Pull back the shooting leg and tilt your back forward and over the ball.
- Spread your opposite arm for balance.



Step 2

- Direct the toes of the shooting foot downward and contact the ball with the instep of the foot.
- Lock the ankle for power.
- Shoot the ball from its central point for a straight forward drive.



Step 3

- Follow through by swinging the leg forward and across.
- Straighten the back.
- Fold the arm on your shooting foot's side across the body.

Key Points:

- Strike the ball from its most central point for a straight forward drive, from below the center to lift it off the ground, and from the sides for a curling shot.
- Hold your breath before shooting and tighten the abdomen muscles to generate power and improve concentration. Release your breath as contact is made.
- Instep shots are more suitable for shots from further distances, when more power is required. At closer distances, accuracy is more important, so shots with the inside of the foot are usually preferable.

Tips and Variations: Shooting exercises can be merged with dribbling and passing exercises to create real match situations for the players.

SPECIAL TECHNIQUES

HEADING

The ability to head the ball is a vital skill for forwards and defenders alike. The forehead is the safest and most effective part of the head to use because it is protected by a thick bone layer and a large surface.



Step 1

- Anticipate where the ball will fall and stand directly facing it as it arrives.
- Place one foot slightly ahead of the other and raise both arms up and open.
- Bend your upper body back and tighten your neck muscles.



Step 2

- Keep the eyes open for as long as possible and contact the ball using the forehead.
- Push your head and upper body forward to attack the ball.



Step 3

- The chest should be ahead of the hips.
- The elbows should be pulled back.

Key Points:

- Good positioning and timing are necessary components of a good header that could lead to goal scoring or a vital clearance.
- For high balls, jump off the ground with both feet or a single foot. Generate power on the jump by slightly bending the knees and arching the back then thrusting forward.
- Use the side of the forehead for “defensive headers” that aim to direct the ball away from a straight line.

Tips and Variations: Introduce heading exercises gradually and with older age groups. Avoid having the same player head the ball repeatedly as it could cause head injuries and dizziness.

TACKLING

A strong defense is necessary for a competitive sport like football. Teams that have good defenders feel more **secure** and play with more **conviction** because the ability to retrieve the ball provides renewed opportunities to attack. The standing block tackle is the most common tackle in football.



Step 1

- Approach the attacker, ideally from the side, and get as close to him/her as possible.
- Keep your body low by bending the knees and slightly arching the back.



Step 2

- Move your foot toward the ball and avoid excessive body contact with the opponent.
- Use the inside of the foot for a strong tackle that is supported by your full body weight.

Key Points:

- A good tackle requires patience, timing, good body strength, and balance.
- Keep your eyes focused on the ball, but also observe the opponent's movements to predict his/her next move.
- When nearing the opponent, avoid overcommitting. Ideally, slow down when you are an arm's distance away from him/her.
- Push the ball away from the opponents' dribbling pathway, then retrieve it.

Tips and Variations: The instep or outside of the foot can also be used for a standing tackle, while a sliding tackle is also considered a last option.



FEINTING (THE STEP-OVER)

Feinting is a term used to describe a movement meant to trick the opponent by leading him/her to go one way then advancing in another direction. **Imaginative** players are able to create new moves that are difficult for defenders to predict, and some moves, such as the step-over, form the base for more elaborate feints.



Step 1

- Dribble directly toward a target at medium speed.
- Keep the ball close.



Step 2

- When near the target, rotate one leg around the ball without touching it.
- Drop the shoulder of the same feinting leg and shift the body weight to that side.



Step 3

- Use the other foot to push the ball in the opposite direction.
- Accelerate quickly

Key Points:

- You can trick the opponent by maneuvering the ball using the different surfaces of one or both feet. It can also be done with body feints, without moving the ball.
- The important thing is to get the opponent off balance to get past him/her.
- Feinting can also be applied to a trick shot or a trick pass. The player acts like he/she is about to shoot/pass and in the last moment he/she avoids full contact and performs a different action.

Tips and Variations: 1-v-1 or 2-v-2 exercises on mini goals are ideal for testing out the various dribbling, passing, or shooting feint moves.

THROW-INS

When the ball goes out of play from the sidelines, a throw-in is required to bring it back into play from the same point where it exited the field.



Step 1

- Face the intended target.
- Keep both feet firmly on the ground.
- Hold the ball firmly in both hands and behind your head, while keeping the elbows fully bent.
- Lean back with your upper body.



Step 2

- Push your upper body forward.
- Extend the arms over the head and forward.



Step 3

- Release the ball as the arms are fully extended. Use the fingertips for additional throwing accuracy.
- Lean forward and balance on your toes.

Key Points:

- Keep your feet on or behind the sideline. Crossing the line would make the throw illegal.
- Avoid throwing in to players who are close by because it is difficult to arch the throw at close distances.
- Take a few steps before throwing in to gain momentum and throw farther.

Tips and Variations: Throw-ins should be gradually introduced to older ages. For beginners, allow them to lift their feet off the ground or roll the ball on the ground with one hand.



BASIC GOALKEEPER TECHNIQUES

The goalkeeper has a special position in football because he/she is the only player on the team who can contact the ball with his/her hands inside the designated penalty area. Goalkeeper techniques are unique in the sense that special attention is given to improving footwork and reflexes, as well as the ability to catch and distribute the ball in many forms.

CATCHING THE BALL

Catching the ball requires great anticipation and focus from the goalkeeper and is easier said than done. Very often, goalkeepers opt to parry the ball away if they are unsure of being able to catch it. Goalkeepers also need to be brave and have a strong conviction in their actions, as any mistake could directly lead to a goal against them.

CATCHING LOW BALLS

Low balls are shots that arrive below the level of the goalkeeper's hips



Step 1

- Move within the path of the ball.
- Stand with your feet slightly apart.



Step 2

- Take a step forward with one foot and bend the other knee inward and down facing the ground.
- Place hands near each other and down between both legs.
- Arch the back downward.



Step 3

- Contact the ball with the full surface of both hands.
- Lift the ball up toward the chest.
- Fold the arms inward and keep the ball between the hands and the chest.

Key Points:

- Train both sides of the body by taking the first step forward using both feet.
- Make the hands as large as possible by spreading the palms and fingers when in contact with the ball.
- Use the knee in contact with the ground as an additional shield in case the ball slips out from the hands and passes between the legs.

Tips and Variations: Repetitive exercises are a good way to develop catching habits. They can be combined with other movements through/over cones.

CATCHING HIGH BALLS

High balls are shots that arrive above the level of the goalkeeper's hips.



Step 1

- Stand with the feet slightly apart and knees slightly bent.
- Slouch the back and lift the arms, bending the elbows.



Step 2

- Use the palms and fingertips to stop the speed of the ball.
- Slightly tilt the upper body forward to cushion the ball.



Step 3

- Hold the ball firmly between both hands by grabbing it from the center and the sides.
- Bring the hands close to the chest and under the chin for extra protection.

Key Points:

- Keep your hands in sight before the ball arrives.
- Make a W-shape with your hands by placing them beside each other in front of you, meeting at the thumbs.
- For powerful or fast shots, it is better to parry the ball away using the lower part of the palms.

Tips and Variations: Goalkeepers require special attention. However, if the basics are taught, a pair of goalkeepers can train each other in a rotating manner.



DIVING SAVES

Diving saves are required for balls aimed at distant parts of the goal that require the goalkeeper to extend his/her body to reach them. They require specific footwork to cover more ground as quickly as possible. It is important for goalkeepers to perfect the diving save technique to avoid injuries that can result from a bad landing.



Step 1

- Move in a side-stepping motion toward the meeting point with the ball.
- Step slightly forward with the leg closer to the ball and push off the ground to jump sideways.



Step 2

- Extend the entire body when fully off the ground.
- Tighten the arm muscles and firmly grab the ball with both hands (if possible).



Step 2

- Fold the arms inward so that the ball is between the palms and the chest.
- Extend the landing knee to create a wider cushion to land on.

Key Points:

- Dive forward to narrow the angle of the shots and be proactive against the ball.
- Land on the ball and on the side of the body (thighs and the side of the shoulders) to protect the bones from direct impact against the ground.
- For difficult-to-catch shots, use the top hand to parry away high shots and the lower hand to parry medium-level shots.

CLEARANCE BY FOOT

Foot clearances are mostly aimed at reaching farther distances on the field.



Step 1

- Grab the ball with one or both hands.
- Advance and drop the ball a few meters in front of yourself using an underhand throw.



Step 2

- Place the balancing foot beside the ball's dropping point.
- Pull the kicking leg behind the body.



Step 3

- Strike the ball using the instep of the foot.
- Follow through by swinging the kicking foot and moving the body forward.

Key Points:

- Use an underarm for better control when releasing the ball.
- Tilt the body sideways for a more controlled kick.
- Train both hands and both feet.

Tips and Variations: Use the corners at the end or middle of the field to aim for long- and medium-distance clearances.

BASIC INDIVIDUAL TACTICS

Basic tactics can be introduced to children as soon as they are able to understand how and where to move on the field. Movement with and without the ball gives players a clear idea of tactics, and good perception skills are an important factor in the development of truly effective players.

OFFENSIVE TACTICS

- Keep the ball close to the foot and use the body to shield it from your opponent.
- Observe your surroundings whenever possible to decide on your next action.
- Move toward free space on the field at high speed.
- Get away from close marking, show support for your teammates, and call for the ball.
- Play the ball forward in the direction of the opponents' goal whenever possible.

DEFENSIVE TACTICS

- Keep your body between the ball and your goal.
- Slow your opponent down by limiting the space he/she can move into.
- Guide the opponent toward the sidelines and away from the goal.
- Challenge/compete for the ball when it is within reach.
- Stay focused at all times and always anticipate that the attacker might make a mistake.





CHAPTER III

PRACTICAL TIPS FOR THE COACH





COACH

INTRODUCTION

Many children and youth want to play football. For this to happen, a coach must be aware of many factors to create a good social and sportive learning environment. The idea of teaching social skills is a fairly easy concept for most to understand, but the way it is done is crucial. A good coach needs to know how to be a problem-solver when inconveniences arise on the field so that players' learning is not affected. As a coach, you will sometimes have to deal with a lack of basic materials, limited space, and large numbers of kids, and still come up with creative ways to maximize the participation of all players involved. This chapter gives practical tips and methods that coaches can use to maximize their training sessions, as well a collection of games and exercises that can be used to teach a variety of social and sportive skills for all age groups.

HOW TO DEVELOP SOCIAL SKILLS

Sports are an ideal platform for developing social skills and positive behaviors. The following information provides tips for coaches to help them successfully use sports to develop social skills. A coach must adapt these tips and methods to his/her environment. Just as players work to develop a technical skill, a coach can improve his/her ability to encourage social skill development through learning-while-doing and self-reflection.



Setting Up a Good Atmosphere

Ensure a Safe Environment

Creating a safe space is crucial to having a good social learning atmosphere, which starts with ensuring that your players have a safe way to and from practice. When preparing the training session, ensure that any sharp and dangerous objects, as well as trash, are removed from the field. Children are not able to focus on the training session if they are afraid of hurting themselves.

Know Your Team

A coach needs to factor in the characteristics of his/her players (e.g., age, gender, skill level, and culture) in order to implement a long-term player development plan. Meeting their families will give you a better understanding of players' environments away from the field. Also, consider current or recent events that can affect a team, such as exams, a good or poor result at a tournament, and last week's practice.

No-Force Policy

It is essential to establish from the first training session that you will never force any player to contribute to a discussion or express an opinion. You may introduce the magic word "PASS," which allows a player to pass on a question if they do not have anything to add or say.

WoW (Ways of Working)

Ask the players about the ways of working (WoW) parameters they would like to use during the training session. This is an effective method to empower the kids and take more responsibility and the WoW should be agreed upon during the earlier stages of a season. One example: "When one player is talking, everyone should be quiet and listen!"

Show Empathy

Empathy is the foundation and key to healthy human communication and interaction. In order to have a good learning environment, a coach needs to be aware of the children's facial expressions, body language, and energy levels and adjust the training session to fit the players' current needs.



Introducing and Teaching Social Skills

The following points will help you introduce and teach social skills in an effective and impactful way:

Be a Role Model

As a coach, you are automatically a role model for your players. To be a positive role model, it is important to be aware of your actions and the impact they can have on the children and youth you are coaching. Children inevitably impersonate those they admire, so you need to be careful what you do, what you say, and how you say it, as well as your body language. When planning a training session, think of how you can best be a good role model in demonstrating the social skill of the day. Chapters 4 and 5 give examples of how to be a positive role model during the training session.



I CAN BE A ROLE MODEL

by always having open communication with my players; shaking hands with them or giving them high fives at the beginning and end of the practice. Always being encouraging rather than critical, and expressing positivity. Speaking in a clear voice and tone, being consistent and listen to my players.

I CAN BE A ROLE MODEL

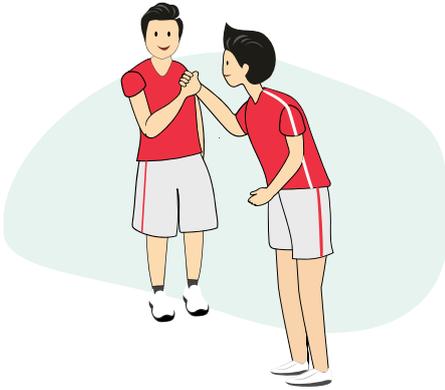
by respecting time before and during practice. I respect everyone's views, everyone's backgrounds and being patient while teaching different levels.



Use Rituals

Rituals create a structured routine in a training session. At the beginning to welcome players and prepare them for the training session, throughout the training session to create team spirit and also at the end to bring proper closer to a training session. It's important to keep rituals short and insure that they include the whole team.

Examples



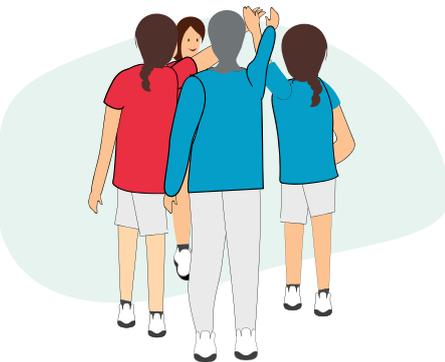
Beginning

Players develop a secret handshake and perform it.



Throughout

Players high-five all of their teammates on their way to the back of the line.



End

Players gather in a circle and put their hands on top of each other. One player counts to three and then all the players raise their hand upwards and shout their team name, a motivational phrase, or the day's social goal.

Rituals feel good, bring people together, and promote a sense of belonging to a team. Rituals are interactive and both require and foster various social skills. Therefore, rituals can lead to learning by doing and also give the coach material to use during reflection time. One example: "Does our ritual give you confidence before practice?"

Implementing a Good Reflection

Reflection after a training session is a vital part of using sports in the personal development of children and youth. The reflection section serves as a tool for looking back at the training session, what was learned, and the importance of the selected social skill and to link sport-specific aspects to life situations and development topics such as gender equality, health and environment. A reflection should last five to ten minutes maximum and should ideally be done in the same spot where the team started its training and preformed its pre-practice ritual. Having a closing ritual at the end of each training session, after the reflection, ties up the practice nicely and builds team chemistry and players' sense of belonging.

There are many effective ways to hold a reflection; a coach can choose any of the methods listed below or use his/her own variations and methods. It is important for the coach to add context so that the training session's social skill is clear to the players before reflection. Note that it is important to be neutral during reflection and open to diverse opinions and comments players may have. Please note that the following are general methods only; the coach must also come up with questions, keywords, statements, and concepts to work with prior to the training and add new questions based on observations during the training session that are related to the social skill. Also encourage your players to go back to their families and communities to observe and practice these social skills. Refer to Chapters 4 and 5 for specific examples of the methods below.



Method A

Gather the players together. Place two cones ten meters from each other, and explain that the cones represent the two different goals of the session: the sportive goal and the social one. Ask the players to stand in the spot between the two cones that represents which goal they made the most progress toward in the practice. A player can stand in the

middle of the cones to signify that he/she made equal progress toward both goals. Have a few players explain their reasoning for where they decided to stand, and try to establish the link between sportive success and social learning. A coach can then repeat the same exercise to see if the discussion changed players' opinions.



Method B

Have all the players stand together in front of the coach. Emphasize the training session's social skill and ask players to go acting out positive examples of the social skill. After a minute or two, gather the players together and review some of the positive examples that were acted out.



Method C

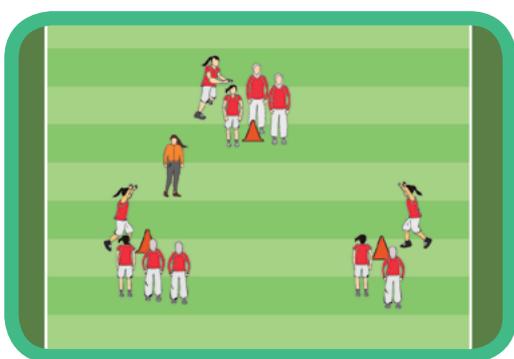
Gather the players in a circle and mention a phase or keyword related to the training session. Ask the players to clap high (evident) or low (unnoticeable), to indicate how much this keyword was evident/unnoticeable during the training session. Expand and add context to each phase or keyword as needed, and involve players in the discussion



Method D

Gather the players in a circle and ask each one to think of one keyword that summarizes the targeted social skill. Allow some time for players to think of their keywords, then pass a ball around; when a player has the ball, he/she must give his/her keyword and then pass the ball on to someone else. When all players have presented their keywords,

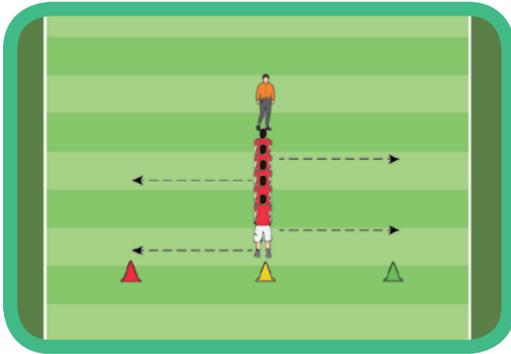
the coach gives his/her keyword and reflects by noting which keywords were repeated and adding context or explanation to others.



Method E

Place three cones in a triangle, with each cone representing an environment: sports, school, and home. Gather all the players and ask them to stand next to the environments where they think the relevant social skill is most important. Let one or two players from each cone group explain why they think their environment is most important for the

targeted social skill. After the discussion, repeat the exercise to see if the discussion changed any players' thinking.



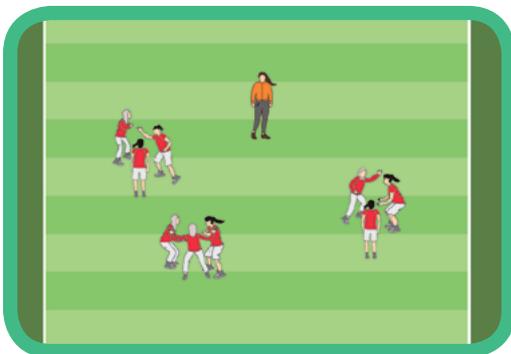
Method F

Gather all players together, standing in front of the coach. Put three cones in a line:

- Red cone (to the left) – Disagree
- Yellow cone (in the middle) - Neutral
- Green cone (to the right) – Agree

Read out statements related to that practice's social skill. After each question, all players are to

stand next to the cone that represents their opinion. Encourage one or two players to share their reasoning. Move on to the next question, and repeat.



Method G

Gather the players and ask them to think of one behavior for each related social skill that they will:

1. Start doing (a behavior the player will start adopting in his/her life);
2. Stop doing (a behavior the player will refrain from doing); and
3. Continue doing (a behavior the player already does and will continue to do).

Divide the players into groups of three or four, and ask each group to come up with one behavior they all agree upon. Have each group present their answer, and then ask all players to put their selected behavior into practice in their daily lives.



Method H

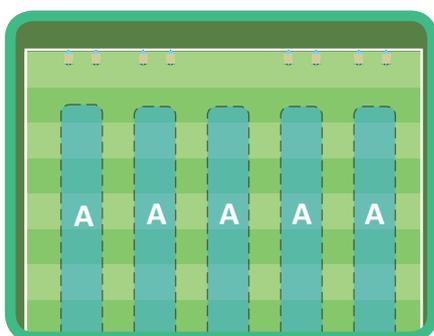
Put down one cone representing every drill or exercise performed during the training session, and have players stand behind the drill or exercise (cone) that was most beneficial to them in practice. Have a few players explain their reasoning. A coach may then repeat the same exercise to see if the discussion changed any players' opinions.

HOW TO GET EVERYONE INVOLVED

Getting everyone involved is one of the main challenges that coaches have to face. With limited playing space, too many players, and a lack of equipment, it can be difficult to have a training session that ensures that everyone is involved and active at all times. To have an effective training session, a coach needs to be aware of the challenges and find creative solutions for them. Talking and exchanging ideas with other coaches and your own players can be a very effective way to come up with these solutions.

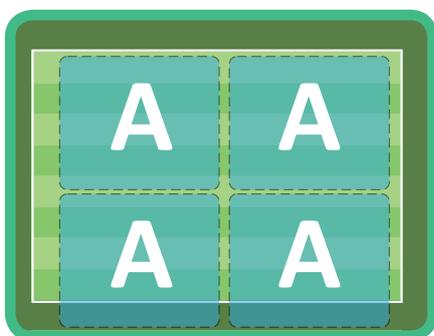
PLAYERS AND SPACE

To have an effective training session, you need to ensure that you maximize the space you have and also look for other alternatives to give you the best practice area possible. A crucial part of a successful training session is having all players as active as possible to avoid long lines and players standing around. Below are several options that a coach can use to maximize the training according to the players and space he/she has.



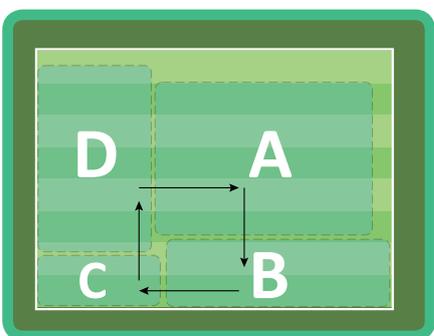
Option 1

Create multiple lines. Although this does result in smaller playing areas, it effectively keeps players more active and involved. As shown you can replace goals with other objects that can act as goal targets.



Option 2

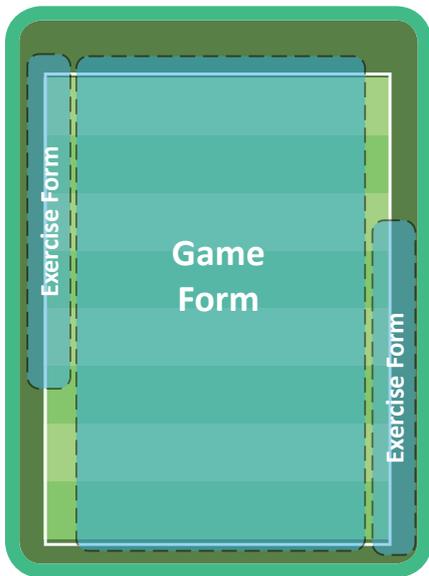
Create multiple fields when implementing your main part and conclusion and be creative in using all the space available.



Option 3

Creating multiple lines and fields will be difficult due to the lack of equipment and space. In this case you can create a station practice, where certain stations don't require much space and equipment. Between 4-5 stations players will rotate every 5-10 minutes until all players have completed all of the stations.



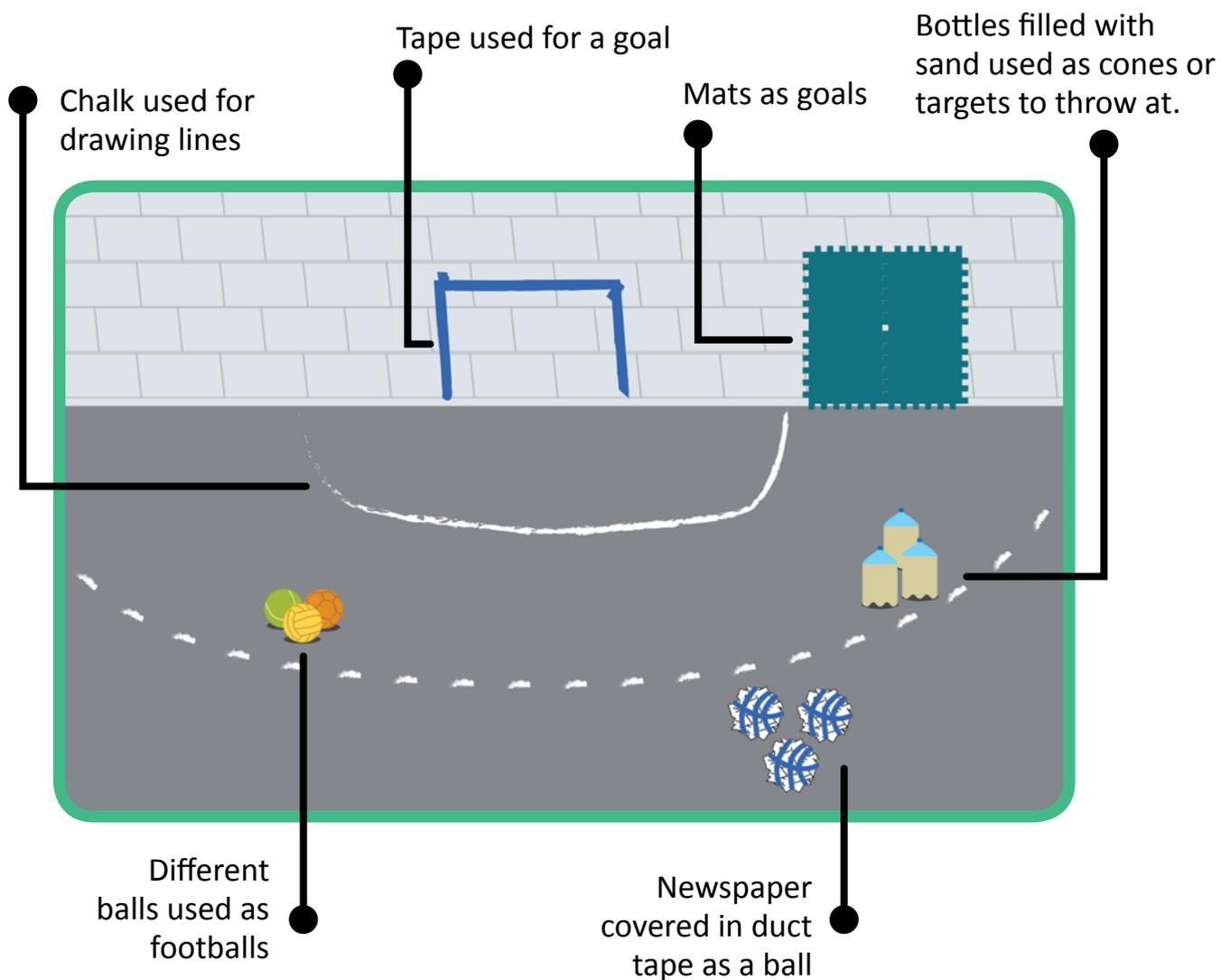


Option 4

Often when in a game form where many players on the sideline watching a coach can set up a training exercise on the sides to keep those players waiting still active until it is their turn.

EQUIPMENT

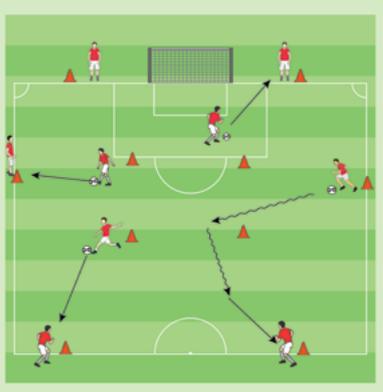
The more players you have in your training sessions, the more equipment you will need. Be creative by looking around your environment to see what other materials can be used as equipment.



GAMES AND EXERCISES FOR DIFFERENT OCCASIONS

There are many different games and exercises that can be used on different occasions and that tap into different themes and life skills. The exercises focus on football fundamentals and can be used in different parts of the practice. They can also be adapted based on the size of the playing area, equipment available, and the age and number of children. That is, the coach can tailor each exercise to work in a specific situation and for a specific group.

CENTRAL SQUARE



10-12 10-12

All ages

Organization and Procedure:

- Set up a 4x4-meter square inside a larger 25 x 25-meter playing area.
- Half the players start on the lines of the outer square as receivers. The other half begin with the ball from inside the playing area.
- The ball possessor must dribble with the ball through the central square, then make a sudden change of direction and look for a free receiver on the outer square to pass the ball to.
- After the pass is complete, the players exchange positions, and the receiver now enters the field with the ball, aiming toward the central square to look for a new receiver.

Variations:

- Instead of changing roles after every pass, the same group can remain inside and exchange one-two passes with the outer players for a set period of time before switching roles.
- Players operate together in pairs inside the playing area. The first player leads, and the second shadows his/her movements. When going to pass the ball, each player goes in a different direction to form a triangular shape with the receiver. After playing the combination of passes, the leader goes on the outside, the former shadow player now becomes the ball possessor (leader), and the outer player shadows the new ball possessor.

GOALS

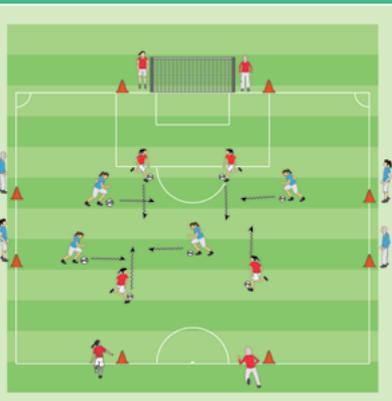
- Willingness to reach an agreement
- Passing, Receiving

COACHING POINTS

Communicate with each other well. Pass after making eye contact; the receiver must demand the ball.

Changing direction inside the central square adds explosiveness and unpredictability to the players' movements and gives them better space awareness.

CROSSROADS



10-12 

10-12 



All ages

Organization and Procedure:

- In a square area, place cones directly across from each other and allocate two players and a ball to every cone.
- Each player dribbles to the opposite cone according to the coach's instructions (e.g., use the right foot on the way there and the left foot on the way back, use the inside surface of both feet, etc.).
- The exercise can begin when the coach instructs opposite

sides (north and south, then east and west) to dribble on his/her signal to go, until all four sides are dribbling at the same time.

Variations:

- Be creative with the instructions (e.g., When two opposing players meet in the middle, they lock arms and make a full 360-degree, turn with the ball, then continue).
- Players can move diagonally rather than moving in straight lines.
- Competition: Race between each two opposite sides or each side by itself.
- Use the same basic exercise to train passing and feint movements.

GOALS



Showing appreciation for others



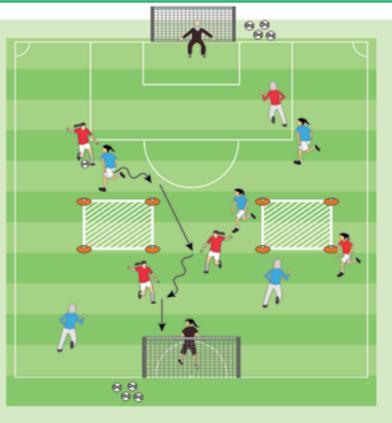
dribbling, feinting

COACHING POINTS

Be aware of the movements of others and adapt to the challenge in front of you.

Control your speed of play and keep the ball under control.

PROHIBITED ZONES



2 

8-12 

14 



All ages

Organization and Procedure:

- Set up the field with two equal teams and use cones to create "prohibited zones," or areas where the ball cannot enter but the players can.
- The teams must find a way to their opponents' goal while avoiding passing the ball into the prohibited zones. If the ball is passed into a prohibited zone, the team with the ball loses possession and the opponent goalkeeper restarts the game from his/her side.

Variations:

- Change the location of the prohibited zones to focus on a specific tactical objective (e.g., Place the zone in the middle to encourage passing through the sides and vice versa).
- Prevent the ball from touching the ground in those areas, but allow it to be played over the zone to encourage long ball play.
- Add a neutral player to facilitate ball circulation.

GOALS



Communication



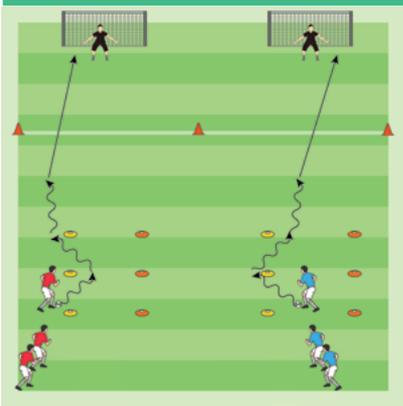
Defense

COACHING POINTS

Be persistent in offering support to your teammates.

Control the ball in the direction of the free space and away from obstructions.

ZIG-ZAG DRIBBLE AND SHOOT



2 | 12 | 10-20 | 3 | All ages

Organization and Procedure:

- Place two goals next to each other (as shown in the graphic), and place cones in front of each goal for the players to zig-zag through, and to determine the shooting line.
- Divide the players into two equal teams. Each team begins on a different goal.
- One player from each team must dribble zig-zag between the cones, then shoot at the goal. The next player in line only begins after the player before him/her has taken his/her shot.

- The first team to score five goals is the winner.

Variations:

- Using only one goal but two zigzag dribbling zones (yellow and orange in the graphic), the two teams race to score first in a goal without a goalkeeper. The players start at the coach's signal, and the player whose ball enters the goal first gets the point, provided that he/she dribbled through the cones correctly.
- Use a rotating goalkeeper system. The player who shoots becomes the new goalkeeper, and the one who was previously goalkeeper grabs the ball and runs to the back of the line.

GOALS



Leadership



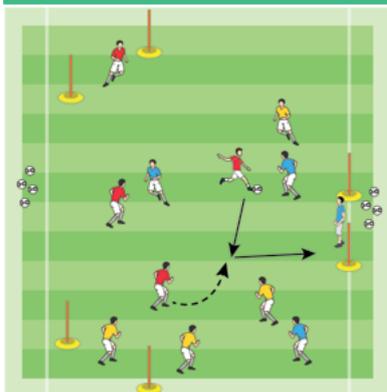
dribbling, shooting

COACHING POINTS

Keep going even if you are not ahead in the race because the other players may make a mistake.

Use the inside and outside of both feet to advance smoothly between the cones.

THREE TEAMS ON THREE GOALS



6 | 9-15 | 16 | All ages

Organization and Procedure:

- Set up a rectangular field and place three goals on different sides. Use large goals if goalkeepers are available or, alternatively, mini goals or cones and poles.
- Set up three equal teams of three players each, and assign each team to defend a goal.
- Each team plays against the other two teams and tries to score in either of the opposing teams' goals to receive a point.

Variations:

- Turn this into a defensively focused exercise by starting each team with a set number of points and deducting them every time it concedes a goal. The team with the fewest goals conceded is the winner

GOALS



Honesty



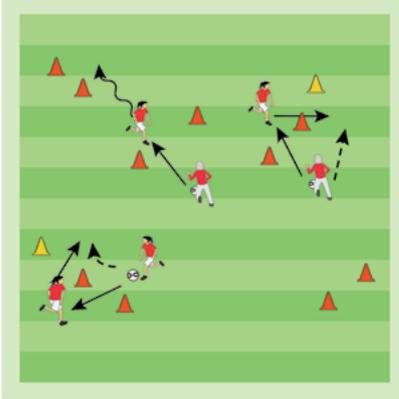
Passing, dribbling

COACHING POINTS

To make the right decision is to understand that you must defend when your team does not have the ball.

Take a shot whenever possible.

CONE JUNGLE



10

12-20



All ages

Organization and Procedure:

- In a 30x30-meter area, distribute the cones randomly so that there are always either two or three cones next to each other, forming single or double passing gates.
- Players are divided into pairs and should dribble around the area and pass the ball to each other through the gates.
- Where there are two cones beside each other, a normal pass is executed through the gate. Where there are three cones, the players should execute a 1-2 combination pass between both gates.

- The pair that gets the highest number of passes through the gates within 60 seconds wins.

Variations:

- Start the exercise with the ball in hand and have the players perform different coordination movements (e.g., bouncing the ball, skipping on one foot, rolling the ball on the ground, etc.).
- Form groups of three players; the third player should occupy a new gate. When he/she receives the ball, he/she should search for the first player, who is located at a new gate him-/herself.
- Select randomly colored gates and ask players to follow a specific passing pattern (e.g., red gate – blue gate – yellow gate).

GOALS

Proactivity

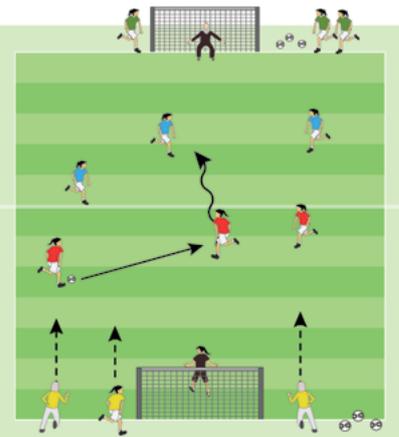
Passing, Receiving

COACHING POINTS

Communicate using verbal or visual signals.

Pass and receive the ball in constant motion.

QUICK FIRING ATTACKS



2 8-12 12



All ages

Organization and Procedure:

- Set up multiple teams of three to four players each and allocate two goalkeepers to each goal. If space is available, allocate three teams per field.
- Only two teams are inside the field during the attack, and the other teams are behind the goals, waiting for their turn.
- The first team (e.g., the red team) tries to score in the opposite goal, and if the second team (e.g., the blue team) intercepts the ball and attacks the opposite goal, the red team exits the field. This triggers the entry of the third team (e.g., the yellow team), who must now defend against the blue team on the goal opposite from the last attack.

Variations:

- Allocate one to two minutes per match before the third team automatically enters against either the winning team or the more recent challenger if the teams are tied.

GOALS

Resilience

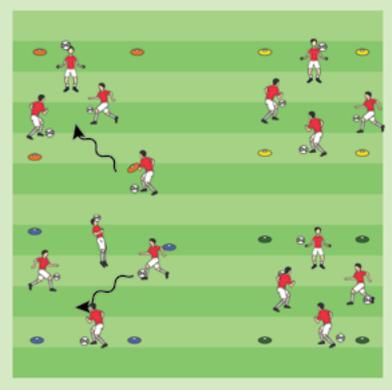
Shooting

COACHING POINTS

Be attentive to the quickly changing dynamics of the game (e.g., quick turns and fatigue levels).

Play with the intention of attacking and scoring.

MONSTERS LABORATORY



20-25



16

All
ages

Organization and Procedure:

- In an open playing area, each player has a ball. The players dribble around the area freely and try out different feints and turns.
- The players then play in pairs, and each player must imitate his/her partner's movements for 30 seconds and then switch roles.
- The players then pass the ball between themselves while moving, and the coach gradually adds additional coordination instructions after every pass (e.g., sit down and stand up, roll on the ground, perform a 360-degree turn, etc.).

Variations:

- The players exchange cones, and on the coach's signal, players with cones of the same color gather quickly in one of the corners of the field.
- The coach names a shape and then gives instructions about the number of arms and legs that can touch the ground per group (e.g., five arms and three legs). The players must find a way to create the instructed shape.
- The coach then rearranges the groups by telling them to trade their cones while dribbling; he/she then repeats the group activity above.

GOALS



Decision-making



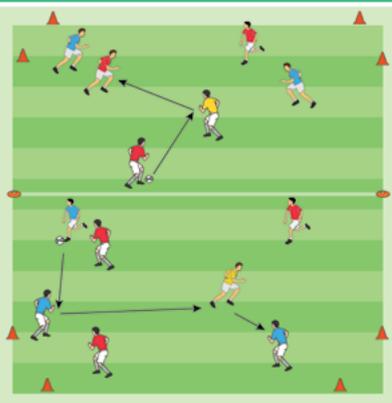
Dribbling

COACHING POINTS

Show respect and appreciation for your partner's abilities and personality.

Observe your partner's movements to see if you can imitate him/her.

4-VERSUS-3 TO 8-VERSUS-6



8-12



20



8



8

All
ages

Organization and Procedure:

- Split a large square field in half using cones and place mini goals (or cones) on its four corners.
- Create teams composed of six players each and station three players in each half. Add one joker per half so that, ultimately, there is a 4-versus-3 situation on each half field.
- The attacking team's objective is to keep possession of the ball and try to execute a set number of consecutive passes to score a point (e.g., every five passes counts as one point).

- Eventually, inform the players that they can play on the full square field with the teammates on the other side so that the situation becomes 8-versus-6 for the team in possession. The joker players each remain on their halves of the field.

Variations:

- After a set number of passes, the teams can score in any goal.
- Change the number of players per side depending on the overall ability level.

GOALS



Decision-making



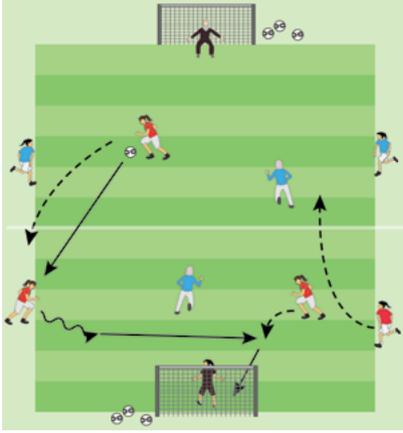
Dribbling, Passing

COACHING POINTS

Communicate using verbal or visual signals.

Pass and receive the ball in constant motion.

JOIN THE ATTACK



2



8-12



8

All
ages**Organization and Procedure:**

- Form two teams of four players and one goalkeeper per team and draw a midfield line that splits the field into two zones.
- Place one player from each team inside each zone and the remaining two players behind the outside lines on both sides of the attacking zone.
- The player in the defensive zone can pass the ball forward to the player inside the attacking zone or to either of the two players on the wings. If the player passes to the wing player, he/she can dribble into the field, join the central player, and try to score.

The player who passed the ball to the wing player now takes his/her former position, and the fourth player on the opposite side takes the position in the defensive zone.

Variations:

- For both teams, insert the two outside players into both zones so that there are two attackers versus two defenders and a goalkeeper in both zones. Play starts from the goalkeeper and if the ball advances to a player in the attacking zone, a teammate from the defensive zone can join the attack to create a 3v2 + GK situation in the attacking zone.
- Use cones to divide the field into three zones. In the middle zone, a 2v2 situation is played and there are 1v1 situations in the top and bottom zones. For the team in possession, a player from the middle zone can join the attacking zone to create 2v1 + GK in the attacking third.

GOALS

Awareness



Long ball

COACHING POINTS

Discipline is required to abide by the game rules and conditions.

Look to pass the ball forward and immediately join the attack.

CHAPTER IV

REGULAR TRAINING SESSION STRUCTURE AND EXAMPLES





 Sport for
Development

Youth

INTRODUCTION

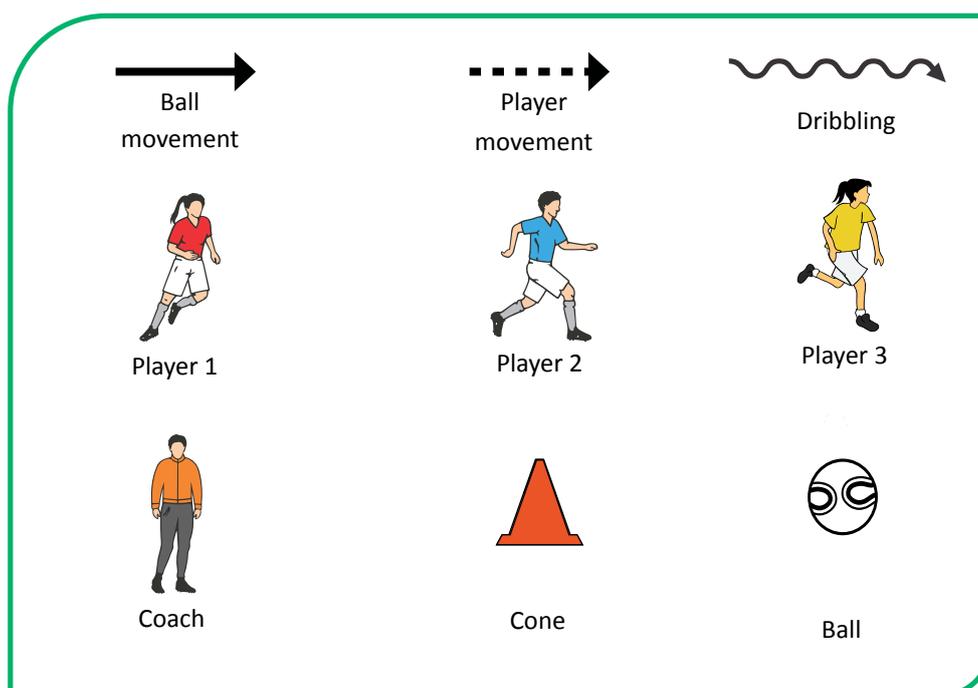
Training sessions (TS) in all sports require a certain amount of preparation and should be planned in advance. Long-term planning is required to achieve the best possible progress. In order to carry out the training sessions in this chapter, it is necessary to understand and review the content in Chapters 2 and 3, as it will serve as a guide for coaches to help teach both social and sportive goals. This chapter offers two examples of regular training sessions for each age group.

The training sessions presented serve as examples for coaches but are also meant to encourage them to develop their own variations, exercises, and full training sessions. It is important to note that all practices can be expanded or shortened according to each coach's environment and that the training sessions presented by age group build on each other. Therefore, a coach can take a training session for under 9's and, with a few modifications and variations, make it age-appropriate for an older age group with a beginner's football ability level.

All training sessions follow the same structure, and, along with their variations, they can be understood on a technical level through the following illustrations, organization, and procedures. Training sessions should include social goals, and coaches should act as role models by implementing the social coaching points for each drill to successfully introduce each session's social skills.

All training sessions in this chapter are designed for fifteen to twenty players; the space and equipment required are presented on the checklists accordingly. Coaches must take their players, space, and equipment into consideration during the preparation stage to successfully implement the selected training session. Coaches should refer to Chapter 3 for tips on how to best adapt training sessions and social skills to their players and the environment they are playing in.

EXPLANATION OF SIGNS, SYMBOLS AND GRAPHICS



STRUCTURE OF A REGULAR TRAINING SESSION

The structure of a regular training session is divided into three phases (initial, main, and final) that are broken down into five parts, described below in detail.

INITIAL PHASE

Sensitization

Sensitization is the first section of the initial phase. The goal of sensitization is to introduce the training session's social skill and reinforce its importance throughout the exercise so it becomes ingrained in the players' minds. The sensitization exercise does not have to be football specific, but it is important for it to be a fun and an interactive game in which the key to success is using that practice's social skill.

Warm up

A proper warm-up needs to work on basic movements (e.g., jogging, skipping, running, sidestepping) to increase agility, balance, and coordination. This part of the training also serves to introduce the sportive skill that training session will focus on. The coach should break down the steps of this skill and enable technique development by having players work individually or in pairs to allow maximum touches and repetition.

MAIN PHASE

The main part, which is broken down into two exercises, is target oriented and incorporates both the social and sportive skills that were introduced in the initial phase, but at a more complex level. A proper training session should build on the exercise that came before it and progress from small to large groups and unopposed exercises to exercises with opposition. Adding elements of competition to the training will challenge the players' new sportive skills, and adding a tactical component prepares players for a game environment and encourages them to use their new social skill.

FINAL PHASE

Conclusion

Building on the sportive and social skills in the initial and main phases, the conclusion serves to create a game environment to conclude the practice. The coach should design a game with restrictions to allow the social and sportive skills to be further fostered. This can be done by changing the field size, number of touches allowed, or multiple goals.

Reflection

The reflection section serves as a tool to look back at the training session, examining what was learned and the importance of the selected social skill. The coach can use several methods to emphasize the importance of the social skill. It is especially important for the coach to create an environment in which the players feel comfortable taking part in reflection.

CHILDREN

UNDER 9 YEARS



U9

SOCIAL SKILLS:

- Punctuality
- Honesty
- Ability to show emotions
- Equality between boys and girls
- Enjoyment of being and playing in a group
- Awareness of health / hygiene, nutrition

SPORTIVE SKILLS:

- Introduce general movements (running, jumping, catching, throwing, rolling)
- Introduce basic techniques with the ball (controlling, dribbling, passing, receiving, shooting)
- Free play with minimum rules and undetermined positions
- Introduce the basic rules of football (field borders, foul play, restarting play...etc.)
- Dealing with ball trajectories (high ball, bouncing ball, rolling ball)

TRAINING SESSION EXAMPLE 1 - CHECKLIST

Training Duration: 90 Min.

GOALS	 Social	Respect
	 Sportive	Ball Control

INITIAL PHASE	Sensitization  15 minutes	 Stopwatch	 20 Balls	 8 Cones	 field
	Warm up  20 minutes	 Stopwatch	 20 Balls	 10 Cones	 field

MAIN PHASE	Main part A  25 minutes	 Stopwatch	 24 Balls	 16 Cones	 field
	Main part B  25 minutes	 Stopwatch	 20 Balls	 10 Bibs	 12-16 Cones  field

FINAL PHASE	Conclusion  25 minutes	 Stopwatch	 8-12 Balls	 20 Bibs	 8-16 Cones  field
	Reflection  5 minutes	 Stopwatch	 field		



I CAN BE A ROLE MODEL

by showing up early to set up the field and to greet the players as they arrive.

INITIAL PHASE

HABIBI SAYS



Organization and Procedure:

- The coach marks out an area for the players to move in with a ball for each player.
- The coach gives the kids commands, and the children must follow only the commands that start with "Habibi says" (e.g., If the coach says, "Habibi says stop the ball with your knee," all the players should stop their balls with their knees).
- If the coach gives a command without saying "Habibi says" first, the players should ignore the command

and continue dribbling. (e.g., If the coach says, "Sit on the ball," the players should continue to dribble).

Variations:

- Players do the opposite of the command (e.g., The coach says, "Habibi says go right!" and players must go left).
- If a player makes a mistake, he/she should perform a coordination movement (e.g., roll on the ground, do jumping jacks, etc.).

COACHING POINTS



Applaud and encourage the effort shown by your teammates.



Control the ball using different parts of the foot and keep your attention on the coach's commands.

SENSITIZATION



TRAFFIC LIGHT



Organization and Procedure:

- In a wide area, each player starts on a line with a ball, and the coach starts with his/her back to the players on the opposite line.
- The players must dribble with the ball past the coach. However, if the coach turns around to face them, the players must stop their balls and freeze in their positions.
- If a player or his/her ball is moving when the coach faces the players, that player must restart from the starting line.
- The game ends when all the players have crossed the finish line.

Variations:

- The coach gives out verbal instructions (e.g., "Green means dribble," "Red means stop"). Different verbal signals can also be used (e.g., "Cucumber!" for dribble, "Tomato!" for stop).
- The coach carries two different-colored markers in his/her hands. If he/she raises the green marker, the players dribble; if he/she raises the red one, they should stop.

COACHING POINTS



When caught, restart from the starting line.



Don't kick the ball too far away, and pay attention to the coach's signals!

WARM-UP

MAIN PHASE

FISH IN THE RIVER



Organization and Procedure:

- Use cones to set up a corridor path ("river") as shown in the graphic.
- Each player has a lightweight ball, as does the coach.
- The players act like fish that should "swim" (dribble) from shore to shore.
- The coach, standing on the side of the river, acts as the fisherman who tries to hit away the players' balls. If a player's ball is hit, he/she joins the coach to become an additional fisherman and should try to hit away the remaining players' balls.

Variations:

- Competition: Who can go from shore to shore twice in a row without getting hit?
- Place obstacles inside the corridor (e.g., bags ["rocks"] or bibs ["seaweed"], etc.).

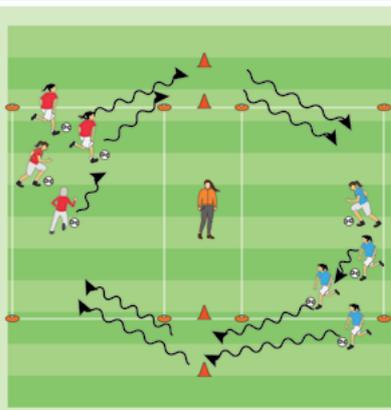
COACHING POINTS

 Use lightweight balls to avoid injuries when aiming to strike the ball away.

 Keep your body between the ball and the fisherman when he/she is ready to kick the ball.

MAIN PART A

SWITCH SIDES



Organization and Procedure:

- Use the cones to set up two rectangular playing areas and form two passage gates on either side in between the two areas.
- The players are divided into two groups, each one starting from inside one of the playing areas. Every player has a ball.
- On the coach's signal, the players must switch playing areas by dribbling through the passage gates. The groups move in a clockwise direction.
- Competition: The two groups race against each other, and the slower group performs a physical task (e.g., five jumping jacks).

Variations:

- Place defenders at the passage gates.
- Create a zig-zag dribbling path instead of a gate.
- Allow players to dribble through any of the passage gates.

COACHING POINTS

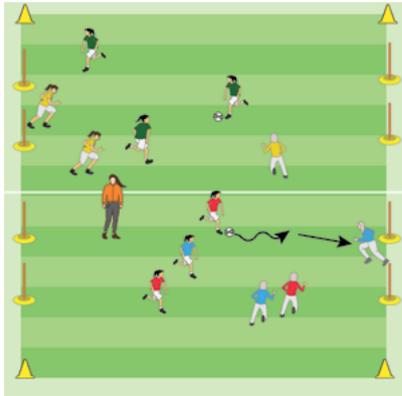
 Keep your ball under control in tight spaces.

 Use the inside and outside surfaces of both feet to keep the ball nearby.

MAIN PART B

FINAL PHASE

MINI-MATCH WITH THE COACH



Organization and Procedure:

- Set up mini fields (15x10 meters) with wide goals, and form teams of three or four players each.
- Teams play unconditioned matches against each other. The coach participates as the neutral player, and his/her duty is to provide “positive experiences” for the young players by keeping the ball in play and creating scoring opportunities.

COACHING POINTS



Enjoy the game and celebrate goals with your teammates.



Avoid restricting players with rules; instead, allow them to play freely, benefiting from the playing conditions provided (e.g., playing off the wall if available).

CONCLUSION

REFLECTION



Organization and Procedure:

- Place three cones in a triangle, with each cone representing an environment: sports, school, and home.
- Gather all the players and ask them to stand next to the environments where they think the relevant social skill is most important.
- Let one or two players from each cone group explain why they think their environment is most important for the targeted social skill.

- After the discussion, repeat the exercise to see if the discussion changed any players’ thinking.

Examples:

- Sports: I respect the rules of the game and the referee’s decisions.
- School: I respect my classmates by asking the teacher’s permission before speaking.
- Home: I respect my family by tidying up my room and putting away my belongings after using them.

TRAINING SESSION EXAMPLE 2 - CHECKLIST

Training Duration: 90 Min.

GOALS	 Social	Empathy
	 Sportive	Dribbling and running with the ball

INITIAL PHASE	Sensitization  15 minutes	 Stopwatch	 10 Balloons	 20 Cones	 field
	Warm up  20 minutes	 Stopwatch	 20 Balls	 10 Cones	 field

MAIN PHASE	Main part  25 minutes	 Stopwatch	 20 Balls	 14 Cones	 1 Goal	 field
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FINAL PHASE	Conclusion  25 minutes	 Stopwatch	 12 Balls	 20 Bibs	 14 Cones	 1 Goal	 field
	Reflection  5 minutes	 Stopwatch	 field				

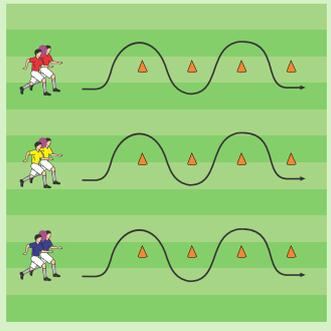


I CAN BE A ROLE MODEL

by understanding the needs of the players, dedicating time and attention to their personal affairs, and offering support to their needs.

INITIAL PHASE

EMPATHY BALLOONS



Organization and Procedure:

- Form pairs and establish a path according to the illustration.
- Each pair gets a balloon which they have to transport using just their heads (foreheads).
- Each pair tries to complete the path with their hands behind their back.
- The challenge ends when each pair finishes the course.

Variations:

- Use different parts of the body to stabilize the ball.

COACHING POINTS

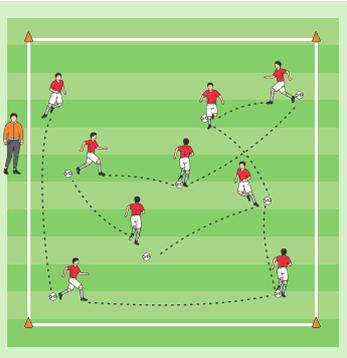


The coach should consider the social relationship between the pairs.

SENSITIZATION



OLD MAID



Organization and Procedure:

- Mark a pitch.
- Every player except one has a ball.
- The players dribble their balls within the marked field.
- The player without a ball is the "Old Maid" and moves without a ball in the field.
- When commanded, they all stop their balls and run to another free ball.
- The "Old Maid" also runs to a ball, so that now a different player does not have a ball.

- The game restarts with a new "Old Maid".

Variations:

- Rather than just one, several players are without a ball and are "Old Maids".
- Players are asked to dribble at one of three speeds: slow, medium or fast.
- The ball has to be stopped with a previously announced body part (etc. buttocks, knee, belly, etc.).
- During dribbling, different predefined dribbling tasks can be requested (e.g. with the weak foot, directional changes 90° and 360°, body swerve, etc.).
- The trainer could ask the players to follow a particular sequence (e.g. your own ball must be stopped, then another ball must be touched with the buttocks and a third ball must be dribbled).

COACHING POINTS

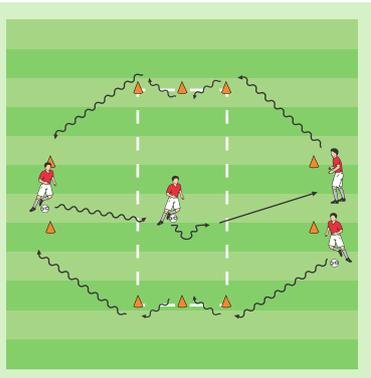


Players should have empathy for those who do not have a ball, as they too can be in their situation at some time.

WARM-UP

MAIN PHASE

BODY SWERVE ZONE



Organization and Procedure:

- Set up a zone for the body swerves (5 x 5 m) and 2 cone gates according to illustration.
- Place the players at the 2 cone gates.
- The children dribble through a starting gate into the feinting zone.
- After a body swerve, the players pass through a cone gate to the player on the other side.
- The player behind the gate receives the ball and dribbles back to the starting position by slalom on the left or right side.

Competition forms:

- Record which team scored 15 goals first.
- The players try to hit a cone target in the middle of the gate.
- Individual score: Who was the first to hit the target twice?

Variations:

- Allow the players the freedom to try out different feint moves.

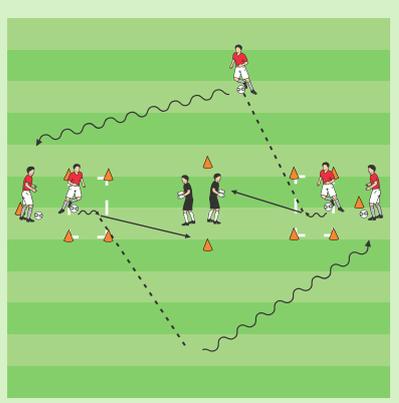
COACHING POINTS



Encourage player to show empathy by supporting and giving compliments to their teammates.

MAIN PART A

DIFFERENT SHOTS ON GOAL



Organization and Procedure:

- Using cones and a goal, create a set up according to the illustration.
- The children dribble through a starting gate and shoot from a shooting zone (marked square) on a goal with goalkeeper.
- After the shot, the players switch to the other side.

Competition forms:

- Which player scores five goals first? Which team scores 10 goals first?

Variations:

- The goalkeeper keeps / brings the ball and rotates to the other players, the scorer becomes the new goalkeeper.

- A secondary movement task should be solved next to the gate (e.g. jumping jack). In the shot zone, the shot is taken out of the hand as a volley.

COACHING POINTS



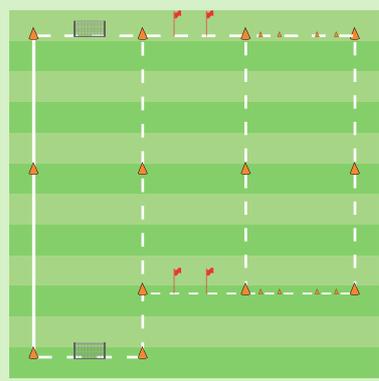
Performing with the weaker foot can be difficult for young players; therefore the coach can facilitate the exercise by bringing the shooting lines closer to the goal.

MAIN PART B



FINAL PHASE

CHAMPIONS LEAGUE



Organization and Procedure:

- 2–4 different pitches: pitch 1 with two big goals and goalkeeper, called the Champions League; pitch 2 with 3m-wide poles as goals without a goalkeeper, called 1st division; and pitch 3 with two 2m-wide cone goals without a goalkeeper, called 2nd division.
- Form balanced teams (2 vs 2 to 4 vs 4) (or draw lots) and assign the teams to the various pitches for the first round.
- All games are played simultaneously. If there is a draw at the end of the game, the team that scored the last goal will be declared the winner.
- The winning teams move up a level in the direction of the Champions League pitch. The losing teams move in the opposite direction for the next round.
- The winning team on the Champions League pitch does not move. The losing team on the 2nd division pitch also does not move.
- Which team is the winner of the Champions League after several rounds of the game?

Variations:

- In the event of a draw, establish a winner through a mini challenge (e.g. pop quiz question or of shooting from a marked line to an empty goal).
- Use alternative pitch labels (e.g. World Champion, Asian Champion, National Champion, etc.)

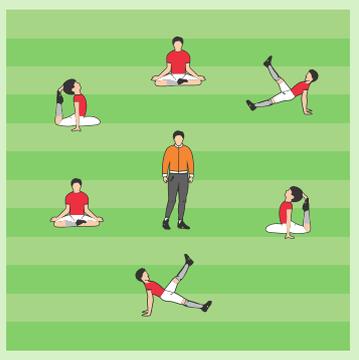
COACHING POINTS



Play should stop temporarily if a player is hurt or injured, to see if that player is ok.

CONCLUSION

REFLECTION



Organization:

- The trainer and the players sit in a circle. The trainer asks questions to discuss the social skill and gives a few examples to illustrate the social skill and to start the discussion.
- 1. How can showing empathy towards your partner in Empathy Balloons help you complete the task faster?
- 2. Did you feel the difference when you didn't have the ball to when you did have the ball? Did those feelings change your approach to those that didn't have the ball?
- 3. Name a situation that helped a friendship improved because you showed empathy towards that person.

CHILDREN

FROM 9 TO 12 YEARS



9 - 12

SOCIAL SKILLS:

- Resilience
- Generosity
- Non-violent resolution of conflicts
- Raise awareness of gender differences
- Showing appreciation for others
- Communication skills
- Pro-activity/creativity
- Empowerment
- Self-assessment
- Leadership

SPORTIVE SKILLS:

- Develop general movement skills (add speed component)
- Develop techniques with the ball (add juggling and feinting)
- Improve playing with both feet
- Experience different playing positions
- Introduce individual and small group tactics (1v1 to 4v4)
- Introducing attacking and defensive concepts
- Developing awareness of space and decision-making abilities (play in zones)

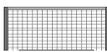
TRAINING SESSION EXAMPLE 1 - CHECKLIST

Training Duration: 100 Min.

GOALS	 Social	Teamwork
	 Sportive	Passing and Receiving

INITIAL PHASE	Sensitization  20 minutes	 Stopwatch	 5-15 Bibs	 12 Cones	 field
	Warm up  20 minutes	 Stopwatch	 6-20 Balls	 10 Bibs	 4-8 Cones

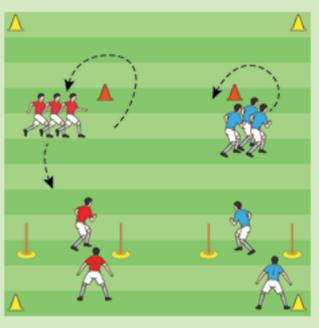
MAIN PHASE	Main part A  25 minutes	 Stopwatch	 10-20 Balls	 15 Bibs	 8-12 Cones	 field
	Main part B  25 minutes	 Stopwatch	 10-20 Balls	 10-20 Bibs	 6-12 Cones	 2 Goals

FINAL PHASE	Conclusion  30 minutes	 Stopwatch	 10-20 Balls	 15 Bibs	 8-12 Cones	 2 Goals	 field
	Reflection  5 minutes	 Stopwatch	 field				



I CAN BE A ROLE MODEL

by helping others improve and encourage them to do their best. I show players that we win and we lose together as one group.

INITIAL PHASE**CHAIN RACING****Organization and Procedure:**

- Use the cones to clearly indicate the starting points. Across from each starting point, there should be one cone five to eight meters away.
- Divide the players into equal groups of three to five players and give numbers to each player from each group. Each group operates at one station.
- On the coach's signal, Player 1 from the first group races against the second group's Player 1 by running around the cone and back.
- When the player reaches his/her base, he/she continues the same action, this time holding hands with Player 2 and returning to the base with him/her.
- This sequence continues until the last player from the group joins the group run. After the full group returns, the following rounds will be with one fewer player each time (Player 1, then Player 2 will stop running, etc.), until finally the last player from both groups returns alone.

Variations:

- Perform the exercise using one ball per group.

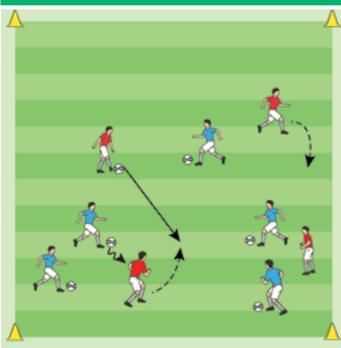
COACHING POINTS

Encourage your teammates to do their best. The most important thing is to finish the race together.



Manage your energy reserves well.

SENSITIZATION

**PASSING TIME****Organization and Procedure:**

- Set up a 12x12-meter playing area and divide the players into two equal group of four or five players.
- The first group is the dribbling group; each player dribbles with the ball in the playing area. His/her objective is to feint and put pressure on the players from the other group by dribbling toward them.
- The second group is the passing group. Players share one ball among them, and their objective is to keep the ball moving by passing, turning, and receiving.

Variations:

- Pass using two or three touches on the ball.
- Ask dribblers to put pressure on the passing player.

COACHING POINTS

Move around to create open space and offer teammates better passing options.

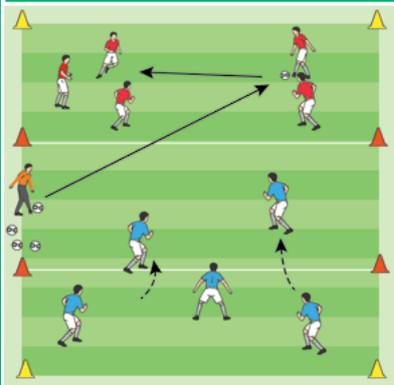


Check your surroundings before receiving the ball, and direct it to an open space away from the opponent.

WARM-UP

MAIN PHASE

COMBINATION PASSING



Organization and Procedure:

- Use markers or cones to divide the field into three zones: two 15x20-meter zones on the sides, separated by a 10x20-meter central zone.
- Each group is allocated one of the two side zones.
- The action always starts with the coach, who should have several balls nearby. He/she serves the ball to one of the groups, which must count the number of successful passes completed among them. Once the ball has been served, two players from the opposite team can enter the other zone to try to touch the ball or to direct it out-of-bounds.

- Once the ball has been successfully defended (by touch or out of play), the coach instantly delivers a new ball to the other field. The players who were defending must return to support their team and keep the ball away from the other team's two defenders.
- The winning team is the one that collects the most points (when every three consecutive passes count as one point) or the first team to reach an accumulated total of forty passes.

Variations:

- Change the field dimensions or the number of players per group to facilitate or make the exercise more difficult.
- Add goals on either side of the field. After a certain number of passes, allow the team to shoot to score a point.

COACHING POINTS



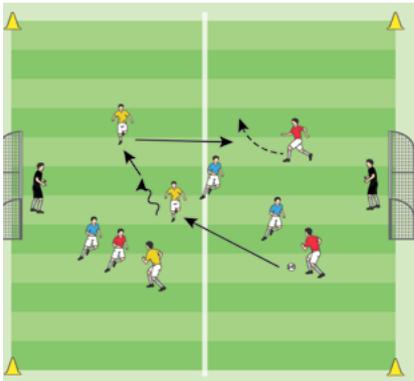
This is a physically demanding exercise, so the defenders must communicate and rotate their duties every other round.



The timing of the pass is very important to maintain continuity and keep possession of the ball. Be sure to look up to find the best place to pass to.

MAIN PART A

6V3 ON TWO GOALS



Organization and Procedure:

- Place two goals on either side of the 30x20-meter playing area.
- Divide the players into three teams, and place a goalkeeper in each goal.
- In every situation during the game, there is one defending team against two attacking teams that can combine forces. The defending team is always the one that loses possession of the ball.
- The attacking team must perform a set number of consecutive passes before scoring in either one of the goals. When a goal is scored, the team that was defending loses a point. The winner is the team with the most points by the end of the game.

Variations:

- The goalkeepers are allowed to assist the defenders. This creates a 6-versus-5 situation for the attackers.

COACHING POINTS



Move the ball around the field effectively by connecting well with all your teammates.

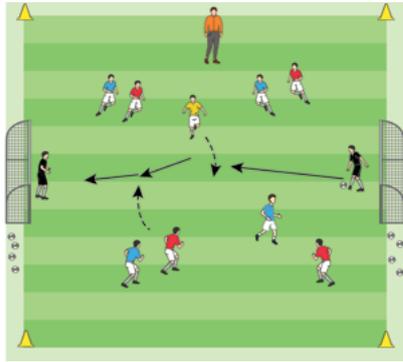


Receive the ball on the turn to keep the ball in open play.

MAIN PART B

FINAL PHASE

6V5 MATCH



Organization and Procedure:

- In a normal playing area, put the balls behind the goal nets and form two teams of five players each (including the goalkeeper). Include one neutral player, as well (if unavailable, the coach can perform this role).
- The two teams play a normal match for a set amount of time. If more than two teams are available, follow a rotation system every three to five minutes.
- The only condition in this game is that there is a neutral player who can move freely in the playing area. He/she plays with the team who passes the ball to him/her. The neutral player can score for the team in possession.

Variations:

- Include an additional neutral player who is not allowed to score goals. Rotate the neutral players after every match.
- If the players successfully complete three consecutive passes before shooting, a goal counts as double.
- The coach serves the balls using a variety of serves: fast balls, curling balls, high balls, etc.

COACHING POINTS



A numerical advantage is ineffective if there is minimal movement from the teammates. Show up for the ball and offer support when a teammate is in trouble.



There is always an extra player when you have the ball. Scan the field to locate him/her before you receive the ball.

CONCLUSION

REFLECTION



Organization and Procedure:

- Gather the players in a circle and ask each one to think of one keyword that summarizes the topic of teamwork.
- Allow some time for players to think of their keywords, then pass a ball around; when a player has the ball, he/she must give his/her keyword and then pass the ball to someone else.
- When all players have presented their keywords, the coach gives his/her keyword and reflects by noting which keywords were repeated and adding context or explanation to others.

Examples:

- Keywords: appreciation, communication, support, responsibility, tolerance

TRAINING SESSION EXAMPLE 2 - CHECKLIST

Training Duration: 100 Min.

GOALS	 Social	Confidence
	 Sportive	Attack and defense

INITIAL PHASE	Sensitization  20 minutes	 Stopwatch	 field	
	Warm up  20 minutes	 Stopwatch	 20 Balls	 20 Cones

MAIN PHASE	Main part  25 minutes	 Stopwatch	 8 Balls	 12 Cones	 8 Bibs	 4 Goals	 field
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FINAL PHASE	Conclusion  30 minutes	 Stopwatch	 9 Balls	 10 Bibs	 12 Cones	 2 Goals	 field
	Reflection  5 minutes	 Stopwatch	 field				

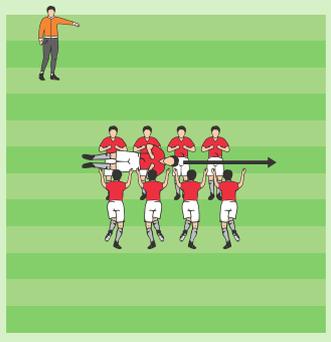


I CAN BE A ROLE MODEL

by transmitting trust and belief to the players without showing fear of committing mistakes.

INITIAL PHASE

THE BRIDGE OF CONFIDENCE



Organization and Procedure:

- The trainer divides the group into two rows, facing each other.
- The players must interlock their hands, in pairs with the person in front of them forming a human bridge.
- At the beginning of the bridge a player ("traveler") lies down on the bridge and is transported with soft wave movements of the arms to the end of the bridge.
- Once the player reaches the end of the path, s/he begins to become part of the bridge.

- The challenge is fulfilled when all the members assume the position of the "traveler".
- Be careful when reaching the end of the bridge and help lower the player.

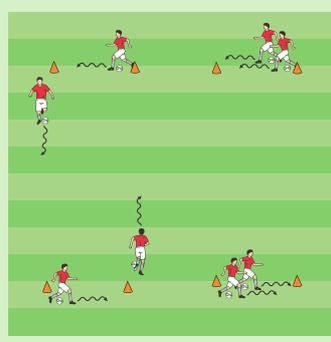
COACHING POINTS

- 
 Allowing players time to form and revise their strategy.

SENSITIZATION



DRIBBLING OF FEINTING IN A SQUARE



Organization and Procedure:

- Mark several small squares (4m x 4m).
- Assign four players to each square (ideally).
- Everyone starts at a cone and dribbles in a prescribed direction around the square.
- At each cone, the players turns 90° and keep dribbling.

Competition forms:

- Which player is at his/her starting point again?
- Which player will be caught up first?
- Determine which team finished two rounds of their square the fastest.
- Diagonal pairing: determine which pair finished two rounds of their square the fastest.
- Relay competition: In pairs, the first player starts and changes with his/her partner after one lap.

Variations:

- Decrease / enlarge distances
- Change the dribbling direction.
- Change the dribble foot.
- Feint at each corner (in front of the cone).

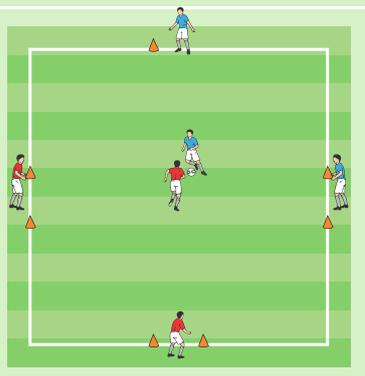
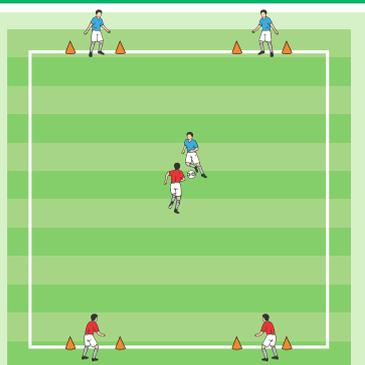
COACHING POINTS

- 
 Allowing the players to sometimes demonstrate the required technique can boost their self-confidence.

WARM-UP

MAIN PHASE

1 VS 1 ON DIFFERENT TARGETS OR GOALS



Organization and Procedure:

- Mark a pitch (choose one or both from the illustrations) and form two teams.
- One player from each team plays 1 vs 1 with a player from the other team.
- After a goal is scored, the next pair enters the pitch (others can rest).

Competition forms:

- 1 vs 1.
- Create larger teams.

Variations:

- Change field size.
- Balanced/unbalanced couples.
- All players join the game, leaving the goals without goalkeepers but now with 3 small goals per side.
- Increase to a 2 vs 2.
- Players can score in any of the goals of the square.

COACHING POINTS



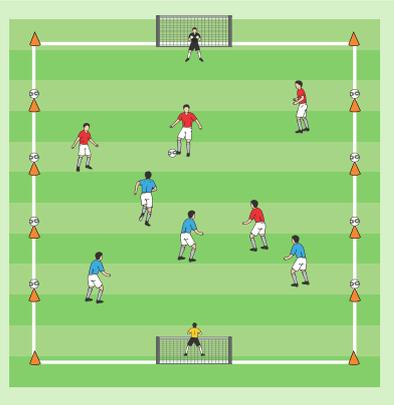
The coach can encourage players to test out different skills in this competitive exercise.

MAIN PART



FINAL PHASE

GRABBING THE BALL



Organization and Procedure:

- Set up a pitch with two goals.
- Form two teams with goalkeeper on each.
- Place cones along the sideline at regular intervals.
- Place balls on the cones.
- The player to shoot the ball outside the pitch must retrieve it immediately.
- Players on the team in possession of the ball can continue the game by picking up any ball from the cones along the sidelines and immediately continue to play.
- The player returning the ball must place it exactly on the cone

where a ball has been taken.

- During this time, the team plays shorthanded.

Variations:

- Place additional cones along the goal lines.
- Make a correct throw-in or simply take the ball and continue.
- Play with a corner kick or take a ball from a cone and play.

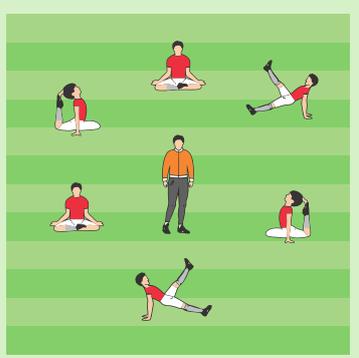
COACHING POINTS



Players must show confidence in themselves and their teammates while outnumbered by the opponent.

CONCLUSION

REFLECTION



Organization:

- The players gather in a circle and the coach calls out one player and asks the others to compliment him/her.
- The coach asks the player how he felt when complimented. He then asks every pair to mention good things about each other.
- The coach emphasizes the importance of giving sincere appreciation for good work and effort and how to look for positives to boost confidence.

YOUTH

FROM 13 TO 16 YEARS



13 - 16

SOCIAL SKILLS:

- Knowledge of processes involved in group dynamics
- Communication skills
- 'Life plan' / personal care
- Willingness to reach agreements
- Proactivity and creativity
- Rights and duties
- Self-assessment
- Leadership

SPORTIVE SKILLS:

- Master general movement skills
- Develop body strength and endurance capacities
- Introduce advanced techniques with the ball (heading, volleying, long balls)
- Establish playing positions
- Develop group and team tactics (e.g. zonal or man marking, pressing, counter attacking or possession play, long ball or build up from the back)
- Introduce playing restrictions (number of players, touches on the ball, time limit, space limit)
- Learning through competition

TRAINING SESSION EXAMPLE 1 - CHECKLIST

Training Duration: 110 Min.

GOALS	 Social	Trust and Support
	 Sportive	Passing and Receiving

INITIAL PHASE	Sensitization  20 minutes	 Stopwatch	 10 - 20 Chairs	 field
	Warm up  25 minutes	 Stopwatch	 7-14 Balls	 16-20 Cones

MAIN PHASE	Main part A  30 minutes	 Stopwatch	 10-20 Balls	 20 Bibs	 16-20 Cones	 1-2 Goals	 field
	Main part B  30 minutes	 Stopwatch	 10-20 Balls	 10-20 Bibs	 6-12 Cones	 2 Goals	 field

FINAL PHASE	Conclusion  30 minutes	 Stopwatch	 5-20 Balls	 10-20 Bibs	 20 Cones	 field
	Reflection  5 minutes	 Stopwatch	 field			



I CAN BE A ROLE MODEL

by including players in all aspects of training, by giving them clear instructions and tasks to manage the organization of the training.

INITIAL PHASE

FOUR CHAIRS



Organization and Procedure:

- Every four players sit on chairs, facing each other.
- The players sit tilted to the left side so that player's right shoulder is facing the centre point.
- The players lean back completely until each one's back is rested on his/her partners' knees.
- The coach gradually pulls the chairs from under the players so that ultimately each person is being supported by another person's weight.

Variations:

- Perform the exercise with a bigger group of participants.

COACHING POINTS



Mistakes occur frequently, but they can be overcome by showing trust in your teammates.

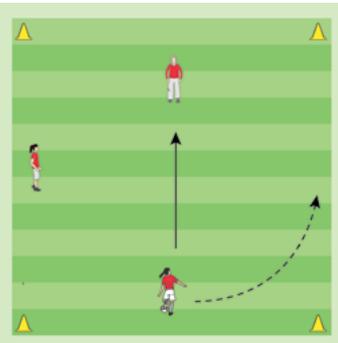


A strong core and body balance is required. Ideally, players of similar sizes should be part of the same group.

SENSITIZATION



SQUARE PASSING



Organization and Procedure:

- Create spaces that are 10x10-meter squares, each one occupied by three players. One ball is used per group.
- Each player should occupy one side of the square, leaving one side always free.
- The player with the ball passes it to either one of his/her teammates and then goes to occupy the free side.
- The receiver should control the ball, then pass it to another player and occupy the new free space. Players should always play with two touches (receiving and passing).
- This pattern continues for a duration of 45 seconds per round. The coach can instruct the players to follow specific instructions (e.g., "Play with the left foot only," "Control with the outside of the foot," "Use lob passes").

Variations:

- Introduce a passive defender in the middle to create a 3 versus 1 situation. The passive defender does not press the ball carrier but can only intercept bad passes. If the ball goes out of play or is intercepted by the defender, the player who committed the mistake becomes the new defender. Alternate defenders every sixty seconds if no mistakes were committed.

COACHING POINTS



Move to the free space after the pass to offer support to the player in possession.

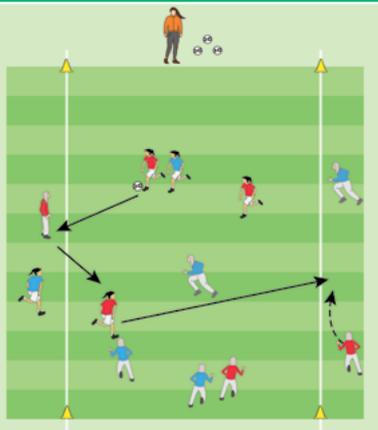


Keep your body open to receive the ball and to decide where your next pass will go.

WARM-UP

MAIN PHASE

END-TO-END PASSING



Organization and Procedure:

- In a 30x30-meter area, mark out two “end zones” five meters away from the sides of the field.
- In each “end zone” there is only one player from each team. The remaining players compete in the central zone.
- The coach serves the ball to one of the teams; the receiver’s objective is to pass the ball to his/her teammate in one of the end zones and transfer it to the other teammate in the opposite end zone to receive a point.
- After a point has been scored, the team should continue the attack and score an additional point.

Variations:

- Use all four sides of the square and allocate two players from the same team to opposite sides (e.g., red players to the east and west, blue players to the north and south).
- Add a neutral player to facilitate play for the attacking team.
- Modify the field dimensions to encourage specific passing directions (e.g., a rectangular field will encourage forward passing).

COACHING POINTS



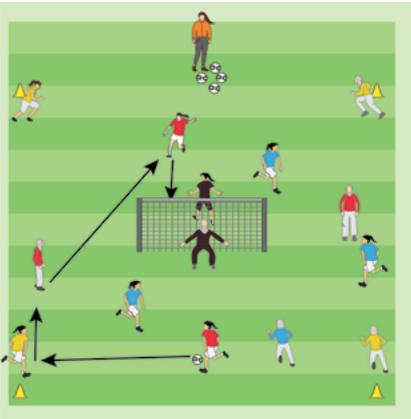
Avoid standing in the middle area for long. After the pass, move to the sides to create new passing lanes.



When pressured, it is better to play a one-touch pass, whereas two-touch play is more efficient when free of immediate pressure.

MAIN PART A

DOUBLE-SIDED GOAL



Organization and Procedure:

- Place a normal-sized goal in the middle of a large area (about 30x30 meters); alternatively, use cones instead of the goal.
- On the corners of the field, use markers to create “no-entry zones”; these zones are occupied by neutral players.
- The two teams inside the field play a match in which they can score from either side of the goal (the front side or the back side), and the goal is occupied by one goalkeeper or two.
- The teams should try to circulate the ball, benefiting from the presence of the neutral players to create scoring opportunities.
- If the ball goes out of play, the coach serves the ball to the defending team.

- Competition: The first team to score three goals is the winner. Rotate the teams.

Variations:

- Set up a square five meters away from either side of the goal. No one except the goalkeeper can enter this zone. This is to prevent players from remaining in front of the goal at all times.
- Players can score by playing ten consecutive passes. This will encourage the opponent to press for the ball.

COACHING POINTS



Occupy as much space in the field as possible, and trust that your teammates can deliver the ball to you.

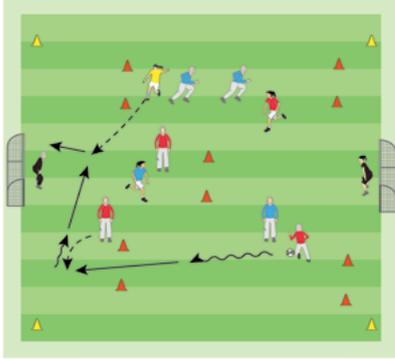


Give priority to shooting, but be aware that your teammates may be in a better shooting position than you.

MAIN PART B

FINAL PHASE

PASSAGE TO THE GOAL



Organization and Procedure:

- Set up a 40x30-meter field with two goals on either side. Use every two cones to create passing gates and place them on the corners and in the middle of the field.
- Divide the players into two teams of five players each, give each team a goalkeeper, and determine a neutral player who can play with both teams.
- The two teams play a normal match against each other. Scoring on the large goal is worth one point, whereas passing and receiving the ball between any of the passing gates counts for two goals.

Variations:

- A goal that is scored in the large goal after it was successfully passed through any of the gates counts for five points.

COACHING POINTS



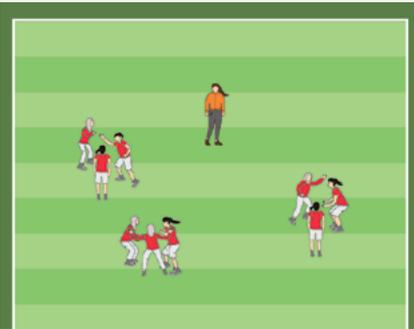
Support the player with the ball by positioning yourself on the opposite site of a passing gate.



Each player should be near one passing gate to add width and depth to the attack.

CONCLUSION

REFLECTION



Organization and Procedure:

- Gather the players and ask them to think of one behavior related to trust and support that they will a) start doing (a behavior the player will start adopting in his/her life); b) stop doing (a behavior the player will refrain from doing); or c) continue doing (a behavior the player already does and will continue to do).
- Divide the players into groups of three or four, and ask each group to come up with one behavior all its members agree on.

- Have each group present its answer, and then ask all players to put their selected behavior into practice in their daily lives.

Examples:

- Start doing: I will work on my weaknesses to help the team.
- Stop doing: I will stop blaming people for mistakes.
- Continue doing: I will continue to play in a clean and fair manner.

TRAINING SESSION EXAMPLE 2 - CHECKLIST

Training Duration: 110 Min.

GOALS	 Social	Knowledge of processes involved in groups dynamics
	 Sportive	Passing and receiving

INITIAL PHASE	Sensitization  20 minutes	 Stopwatch	 10 Balls	 18 Cones	 field
	Warm up  25 minutes	 Stopwatch	 8 Balls	 30 Cones	 field

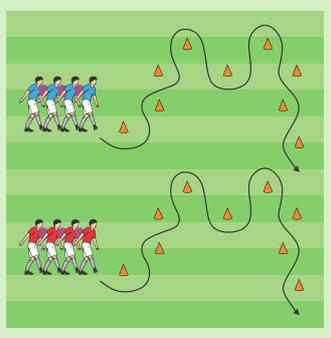
MAIN PHASE	Main part  30 minutes	 Stopwatch	 12 Balls	 22 Cones	 4 Goals	 field
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FINAL PHASE	Conclusion  30 minutes	 Stopwatch	 12 Balls	 20 Bibs	 4 Cones	 4 Goals	 field
	Reflection  5 minutes	 Stopwatch	 field				



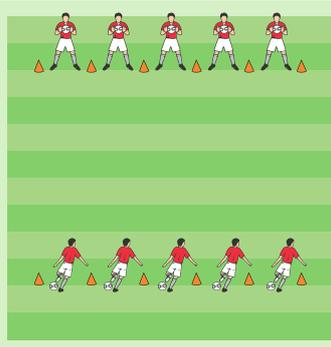
I CAN BE A ROLE MODEL

by accepting that people have different personalities that can affect the overall mood of the group. I develop routines that strengthen the team spirit and teach them to work collectively.

**INITIAL PHASE****THE TRAIN OF KNOWLEDGE****Organization and Procedure:**

- Form two groups, each in a row each.
- Place a balloon in the middle of every two players between chest and back. Hands are behind the back.
- The first person has as task to orient and determine the movement of the whole group to finish a path around the obstacles without dropping any balloons.
- If one of the team members loses his/her balloon, they must restart the exercise from the starting point.
- The challenge is completed when one of the teams has managed to fully cross the finish line.

SENSITIZATION

DEXTERITY WITH 2 BALLS: FOCUS ON MOTOR SKILLS**Organization and Procedure:**

- Put the players into pairs.
- The players stand opposite each other a distance of about 4m, which is marked with cones.

Exercise collection with two balls back and forth at the same time:

- A and B simultaneously volley one ball to each other and catch their partner's ball with one hand.
- A and B simultaneously play a side volley and catch their balls.
- When A throws to B, B throws the ball up, catches it and throws the ball back and catches the other ball.

- A has both balls in his/her hand, s/he throws a ball up, volleys the other ball to B and catches the second ball. B gets both balls A and B simultaneously throw the balls to each other so that they can be played back at the same time with an inside volley.

Competition forms:

- Individual competitions: Determine which player is the most successful out of 10 attempts.
- Team competitions: determine which team will be the fastest to make 10 successful attempts.

Variations:

- Introduce different movements (e.g. lateral volley / hip swing, dropkick, instep volley / side instep volley / hip rotation).
- Ask the players for new variations and own ideas on how to play with the partner and 2 balls.

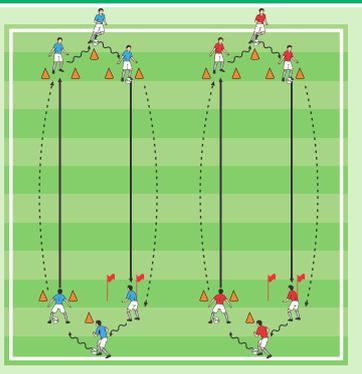
COACHING POINTS

Players can agree on a methodology to send the two balls at the same time.

WARM-UP

MAIN PHASE

COMBINED PASSING AND DRIBBLING



Organization and Procedure:

- Set up four goals opposite from each other (using cones / poles).
- Place a cone in the middle behind each two gates. 6-8 players, 3-4 balls for each station.
- Vary the distances between goals according to skill level.
- Each team has four players, two of whom have a ball.
- On the other side, the players with ball face the two players on the other side of the pitch who don't have balls.
- The players pass the ball to the player opposite them through the opposing goal.

- The receiving player takes the ball, dribbles around the cone and plays the ball through the goal on the other side.
- After each pass, players rotate positions, following the direction of the pass.

Variations:

- Alternate passing with left and right feet.
- Have a goalkeeper occupy the marked goals.

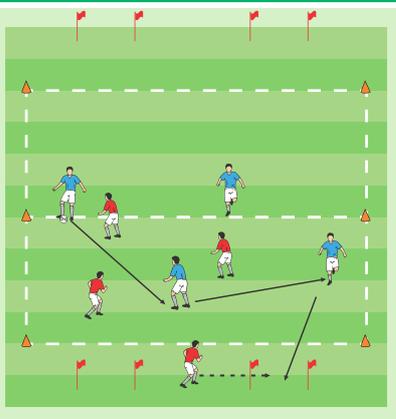
COACHING POINTS



Encourage players to help each other by demonstrating the correct techniques in order to benefit the group dynamic.

MAIN PART A

4 VS 3 + 1 ON 2 SMALL GOALS



Organization and Procedure:

- Mark a pitch of about 20 x 25 m with 2 pole gates each 5 meters behind the baseline.
- Give each team a side line or 2 goals
- The attackers play in the 4 vs 3 + 1 on the two goals of the opponent.
- 1 player of the defending team must place himself behind the own base line. He can guard the two small gates there. He is not allowed to enter the pitch.
- After a goal or a steal in the field, the previously defending team may start an attack against the goals in 4 vs 3 + 1. One player of now the defending team has to move behind the baseline to defend the goals.

Variations:

- Play 4 vs 4 (without 1 defender behind the baseline).
- Promote two-footed play by double score when scoring with the left/right.

COACHING POINTS

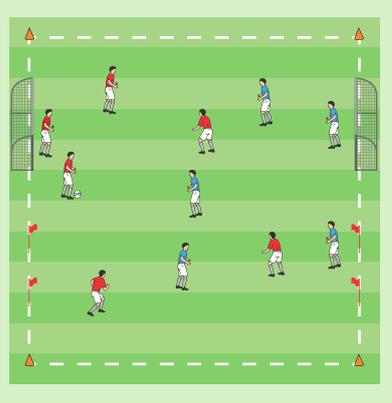


Performing with the weaker foot can be difficult for young players; therefore the coach can facilitate the exercise by bringing the shooting lines closer to the goal.

MAIN PART B

FINAL PHASE

5 VS 3 + 2 ON TWO GOALS WITH GOALKEEPER



Organization and Procedure:

- Mark a 40 x 45 m playing field.
- Mark two big goals on each base line.
- Form two five-man teams.
- One team will start off playing offense while the other plays defense.
- The team on defense: two players are goalkeepers and three players are defenders.
- The attackers should try to score a goal by combination of passes. This often results in situations that have been practiced in the training forms 3 vs 1 and 4 vs 2.
- After the defenders win the ball, the teams switch roles. Here a goalie must first be passed so the opponent has the opportunity to occupy his two goals.

Variations:

- Play with time limit for an attack (e.g. 10 seconds).
- Play with contact limitation (e.g. a maximum of 2 ball contacts).

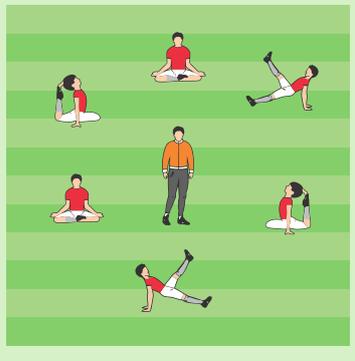
COACHING POINTS



Players can assign roles among themselves and share knowledge on how to reach their objectives.

CONCLUSION

REFLECTION



Organization:

- The trainer forms groups of 4 players. The trainer then gives specific instructions on how many body parts can touch the floor per group. For example, the coach says 3 legs and 2 hands, and the players then have 30 seconds to organize themselves to fit that quota of body parts touching the ground by the time limit.
- After, the trainer asks each group how they reached an agreement and how roles were assigned. The trainer then explains that different people have different abilities, and why it is important in group work to assess and use each individual ability in order to put everyone in a situation to succeed.

YOUTH

ABOVE 16 YEARS



16+

SOCIAL SKILLS:

- Proactivity
- Professional vision
- Healthy habits
- Awareness of gender
- Commitment and perseverance
- Self-assessment / reflection
- Preventing the consumption of drugs and alcohol
- Communication skills

SPORTIVE SKILLS:

- Develop athleticism, peak physical performance and injury prevention
- Perform complex technical skills under pressure (while moving, in high speed, when fatigued, under threat from the opponent)
- Demonstrate tactical flexibility and anticipate in-game changes
- Understand group organization and playing systems
- Master the fundamentals for position-specific skills

TRAINING SESSION EXAMPLE 1 - CHECKLIST

Training Duration: 120 Min.

GOALS	 Social	Communication Skills
	 Sportive	Passing (Chance Creation)

INITIAL PHASE	Sensitization  25 minutes	 Stopwatch	 25 Sheets of paper	 4-8 Cones	 field
	Warm up  25 minutes	 Stopwatch	 20 Balls	 9-15 Cones	 4 Dummies

MAIN PHASE	Main part A  30 minutes	 Stopwatch	 10-20 Balls	 10 Bibs	 12-16 Cones	 4 Mini Goals  field
	Main part B  30 minutes	 Stopwatch	 10-20 Balls	 10-20 Bibs	 8-16 Cones	 2 Goals  field

FINAL PHASE	Conclusion  35 minutes	 Stopwatch	 10-20 Balls	 20 Bibs	 12-20 Cones	 2 Goals  field
	Reflection  5 minutes	 Stopwatch	 field			

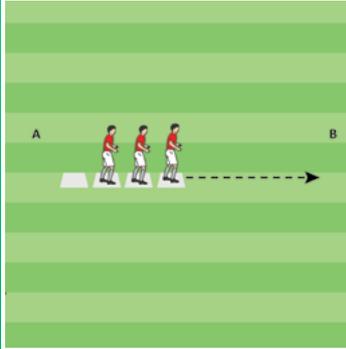


I CAN BE A ROLE MODEL

by demonstrating my ideas creatively and by explaining my expectations by using simple and direct language.

INITIAL PHASE

BUILDING BRIDGES



Organization and Procedure:

- Form groups of three people each and give each group four sheets of paper.
- The groups race against each other from Point A to Point B.
- The players are only allowed to advance together and by stepping/balancing on sheets of paper. The players can move the sheets of paper from the back to the front to advance further.
- If a player steps off a sheet of paper, the entire team must restart from the beginning.

Variations:

- Increase the number of players per group and simultaneously add an extra sheet of paper for every player added.

COACHING POINTS



Define the duties for each person in the group.

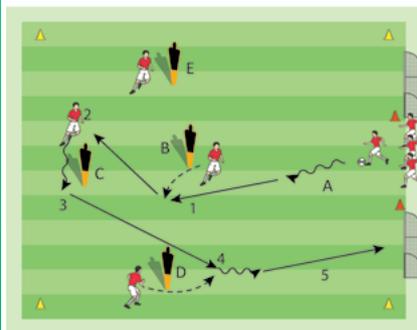


Maintain a strong core and body balance.

SENSITIZATION



ESCAPE THE DEFENDER



Organization and Procedure:

- Set up the dummies (alternatively, long cones) as shown in the graphic; keep a 15-meter distance between the central dummy (B) and the ones surrounding it (C, D, E, and Point A). Place two mini goals on either side of the starting point (A).
- The exercise starts with one player at each dummy and the rest at the starting line at Point A. Each player at Point A has a ball at his/her disposal.
- The player at Point A dribbles forward with the ball, which signals a movement from the player located at Point B to escape the dummy and receive the pass. The receiver then turns around with the ball and passes to the player at Point C, who should dribble across his/her dummy and then pass to one of the side players (Point D or Point E). The player at Point D or Point E runs behind the dummy, controls the pass, performs a feint move, then finishes at the mini goal in front of him/her and returns to the starting line at Point A.
- The pattern continues so that if the player at Point D receives the last pass, the next round will be for the player at Point E, and so on.

Variations:

- Change the combination of passing (e.g., the players at Points A and B exchange a 1-2 pass, then the player at Point A passes to the one at Point C, and so on).
- Play using two or three touches only.

COACHING POINTS



Look up before passing to observe your teammates' movements and deliver well-timed passes.

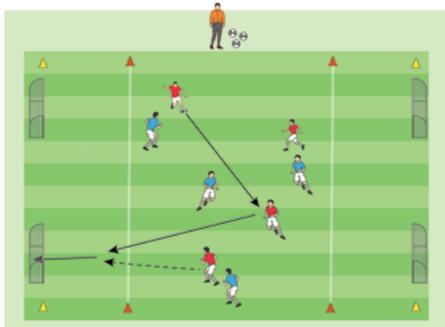


Pass smoothly and away from the dummy defenders by aiming at the foot furthest from them.

WARM-UP

MAIN PHASE

FINISHING IN THE ZONE



Organization and Procedure:

- Place two mini goals on either side of a 30x30-meter field.
- Use cones or markers to clearly mark out “finishing zones” that are five meters inside either side of the goals.
- Create equal teams composed of no more than four players per side.
- Players can score through any of the four mini goals. The team in possession should combine at least three consecutive passes before passing the ball into either finishing zone.

- Once the ball is passed into the finishing zone, the attacker can enter it and end with a one-touch finish into one of the mini goals.
- Defenders are not allowed to chase the attacker into the finishing zone.
- If the receiver is inside the finishing zone when the ball is passed, the goal is disallowed (offside), and the coach serves a new ball.

Variations:

- Add a neutral player to increase passing options.
- Assign two goals to either team so that each one must attack one side only.

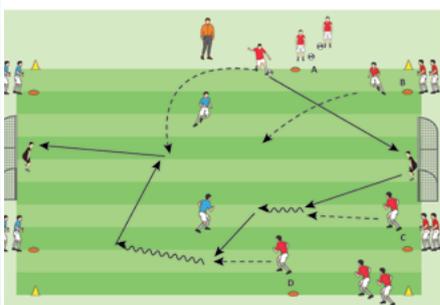
COACHING POINTS

 Off-the-ball movement is essential to create space for your teammates and for the ball to circulate smoothly.

 Time your runs well and keep out of sight of the defenders.

MAIN PART A

4V2 ATTACKING PLAY



Organization and Procedure:

- Set up two goals on a 30x30-meter area. Place cones as shown in the graphic to determine the players' starting points.
- Play starts from the player on the side at Point A, who passes it to the goalkeeper, who in turn catches it and rolls it to the player beside him/her at Point C, who dribbles forward with the ball toward the opponents' goal. The attack is then joined by the server (at Point A) and one player each from Points B and D. They are faced by two

defenders and a goalkeeper on the opposite side.

- The attackers must join forces to score a goal on the opposite side, and the defender's duty is to intercept the ball and try to score in the opposite goal.

Variations:

- After some time, try starting the attack from the opposite side.
- Change the difficulty by increasing or reducing the number of defenders.
- Reward defenders who score a goal by making them attackers.

COACHING POINTS

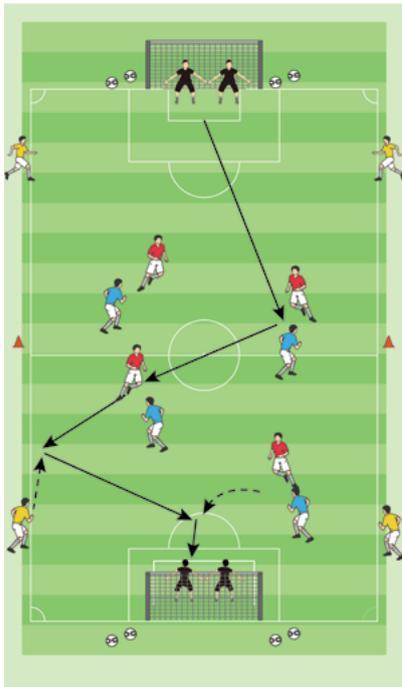
 The attackers should perform intersecting and diagonal runs forward to prevent the defenders from closely marking them.

 Attack the space in front of the opponents' goal when the ball is ready to be crossed in.

MAIN PART B

FINAL PHASE

4V4 + 4 AND TWIN GOALKEEPERS



Organization and Procedure:

- Divide the players into teams of four and give each team a different bib color.
- Keep a distance between the two opposing goals of 25 to 30 meters. Keep a number of balls behind the two goals as play will restart from the goalkeepers every time the ball goes out of play.
- Two teams play a normal 4-versus-4 match.
- The players from the third team are deployed on the sides of the field as neutral players. They move freely only within their zones, and they play with the team that passes to them. No one else can enter their zone.
- The fourth team will be the goalkeepers. If numbers are uneven, every two players could operate as one goalkeeper by holding hands and moving together. The goalkeepers are also responsible for restarting new attacks every time the ball goes out of play.
- The teams rotate after three minutes of continuous intensive play.

Variations:

- Double points are awarded for goals scored with a one-touch finish and for goals scored from beyond the halfway line.

- Increase the value of the goal if it is scored when all the team's players have crossed the halfway line.
- The first team to reach three points wins. The team that scores three points before the three minutes are finished is the team that continues to play while the other teams rotate. If a game ends in a tie, the challenger remains, and the "older" team rotates.

COACHING POINTS



Every attack is a 9-versus-5 situation when you consider the support of the neutral players and the goalkeepers. Take advantage of the numerical advantage to create better scoring opportunities.



When a player shoots at a goal, his/her teammates should consider the possibility of scoring off the rebound.

CONCLUSION

REFLECTION



Organization and Procedure:

- Gather the players together. Place two cones ten meters from each other, and explain that the cones represent the two different goals of the session: the sportive goal (passing, or "chance creation") and the social goal (communication skills).
- Ask the players to stand in the spot between the two cones that represents which goal they made the most progress toward in the practice. A player can stand in the middle of the cones to signify that he/she made equal progress toward both goals.

- Have a few players explain their reasoning for where they decided to stand, and try to establish the link between sportive success and social learning.

- A coach can then repeat the same exercise to see if the discussion changed players' opinions.

Examples:

- Sportive goal: I have learned to time my passes well, based on my teammates' movement.
- Social goal: I can communicate with my teammates verbally and nonverbally.
- Neutral: A good pass depends a lot on communication among players.

TRAINING SESSION EXAMPLE 2 - CHECKLIST

Training Duration: 120 Min.

GOALS	 Social	Proactivity
	 Sportive	Passing and receiving

INITIAL PHASE	Sensitization  25 minutes	 Stopwatch  5 Balls  12 Balloons  16 Cones  20 Bibs  4 Hoops  4 Blindfolds  4 Cardboard boxes  Field
	Warm up  25 minutes	 Stopwatch  5 Balls  16 Cones  20 Bibs  4 Poles  1 Goal  Field

MAIN PHASE	Main part  30 minutes	 Stopwatch  20 Balls  4 Cones  20 Bibs  4 Poles  1 Goal  field
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FINAL PHASE	Conclusion  35 minutes	 Stopwatch  20 Balls  20 Bibs  4 Cones  4 Poles  1 Goal  field
	Reflection  5 minutes	 Stopwatch  field

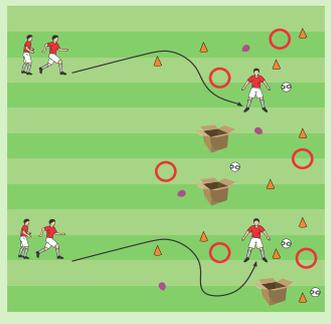


I CAN BE A ROLE MODEL

by taking the initiative, planning ahead and communicating the next steps with the team

INITIAL PHASE

PROACTIVE PARTNER



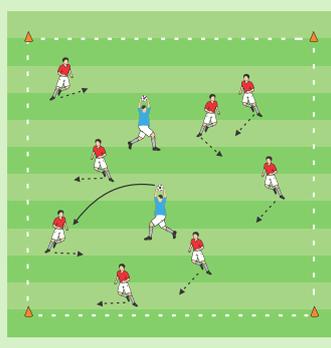
Organization and Procedure:

- Organize the players in pairs.
- Set up an obstacle course consisting of 5 stations, beginning 10 m behind the starting position of the pairs.
- One member will be blindfolded while the other will be the guide.
- The guide will help her/his partner to complete the challenge by giving commands.
- Throughout the challenge the blindfolded player must collect different materials (balloons, balls, hoops, bibs) that have to be carried to the finish line.
- The path between each station must be mediated by the guides through instructions.

SENSITIZATION



HOT BALL



Organization and Procedure:

- Mark a 20 x 25 m pitch.
- All players are inside the pitch.
- 2 balls in the pitch.
- The game starts on a command.
- Everyone can throw everyone with the ball.
- Whoever has been hit squats and must remember who hit him.
- Only when this player has been hit, can he get up and continue to play.
- If the ball is in the air, it is "hot", when it has hit the ground it is "cold" and may be taken by everyone.

Variations:

- Play with 3 balls.
- The catchers should work together as a team to isolate players so they can hit that player with the ball.

COACHING POINTS

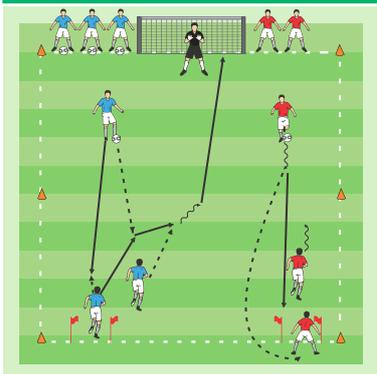


The catchers will be working against the clock, so they must act proactively by working as a group and not be distracted from other groups.

WARM-UP

MAIN PHASE

SHOOTING PENDULUM



Organization and Procedure:

- Same organization as in the warm-up plus a goalkeeper inside the goal.
- Group A: Players on predefined positions in front of goal with goalkeeper.
- Group B: Positioning on a pendulum exercise on one side of the field.
- Task and position of the two groups change after 5 minutes!
- Shooting task (group A): 1 passes flat to 2, who layoffs directly. 1 continues after a short dribbling to 3 who shoots on the goal.
- Dribbling task (group B): 1 passes after a short dribbling to 2, who dribbles to the other side and gives the ball to the first person waiting there.

Competition forms:

- Individual competition: determine who scores the most goals.
- Team competition: determine which team scores the most goals within a certain amount of time.
- Team competition: determine how many goals group A can score until group B completes a set number of passes.

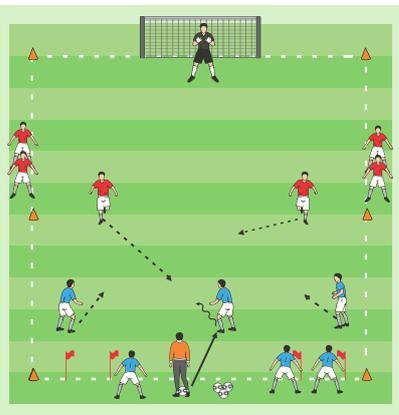
COACHING POINTS



The competition form demands players to be proactive and assertive in order to gain as many points as possible.

MAIN PART A

3 VS 2 ON THE BIG GOAL



Organization and Procedure:

- Same organization as before.
- Group A (attacker): divided into 2 x 3 players at the base line opposite the goal with goalkeeper.
- Group B: divided into 3 pairs - both players in front of the penalty area. The first of Group A gets a pass from the backfield, then score a goal from the 3 vs 2!
- If team B recovers the ball, the pair counterattacks the two small goals.
- After a score - no matter on which side - starts immediately a new 3 vs 2.

Variations:

- Play a 3 vs 3 with the same tasks.

COACHING POINTS

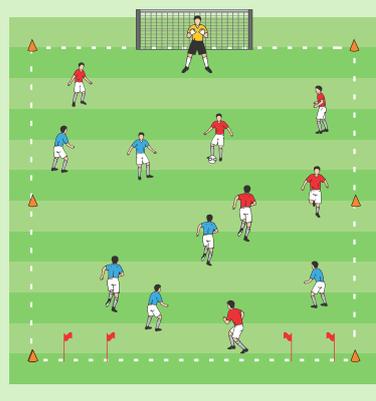


Both the attackers and the defenders can score in different ways. The winner is often decided by the player who takes the initiative.

MAIN PART B

FINAL PHASE

6-VERSUS-5 + GOALKEEPER



Organization and Procedure:

- Enlarge the playing field: move the two small pole goals about 5 meters behind the centre line (at a distance of about 10 meters from the respective side line).
- 2 teams of 6 players each (groups of the exercises before).
- The two teams play 6 vs 6 in half.
- Team A plays on the normal goal with goalkeeper and should score by safe, but purposeful passing.
- Team B interferes the attack game and counter-attacks on the two goals behind the centre line.
- The players of the team A must not exceed the centre line in defence situations and thus do not act as "goalkeeper".

Variations:

- Add a third pole gate in the middle.
- Add a neutral player for the team in ball possession to play 7 vs 6.
- Play with a time limitation for the attack towards the big goal (e.g. 10-15 sec.).

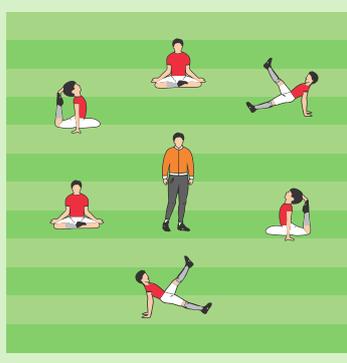
COACHING POINTS



A proactive player on the pitch can drive his teammates forward. His positivity can be the deciding factor in difficult situations.

CONCLUSION

REFLECTION

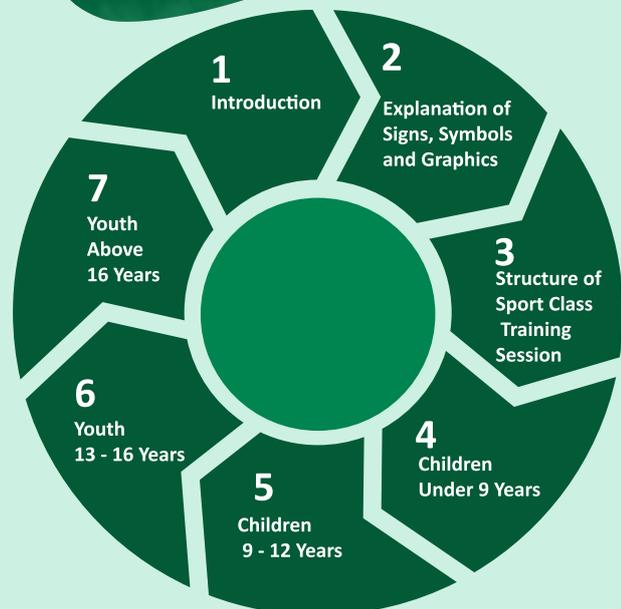


Organization:

- The trainer gathers the players on the field and explains how a situation which could be improved to run better: for example, collection of cones after the last exercise of a training.
- The trainer then explains things which are needed to conduct trainings properly and efficiently, and proactive ways player can contribute to a well-run training.
- The trainer then asks the players to think of a situation in their life when they were proactive, the results and how their actions made other feel.

CHAPTER V

SPORT CLASS TRAINING SESSION STRUCTURE AND EXAMPLES





INTRODUCTION

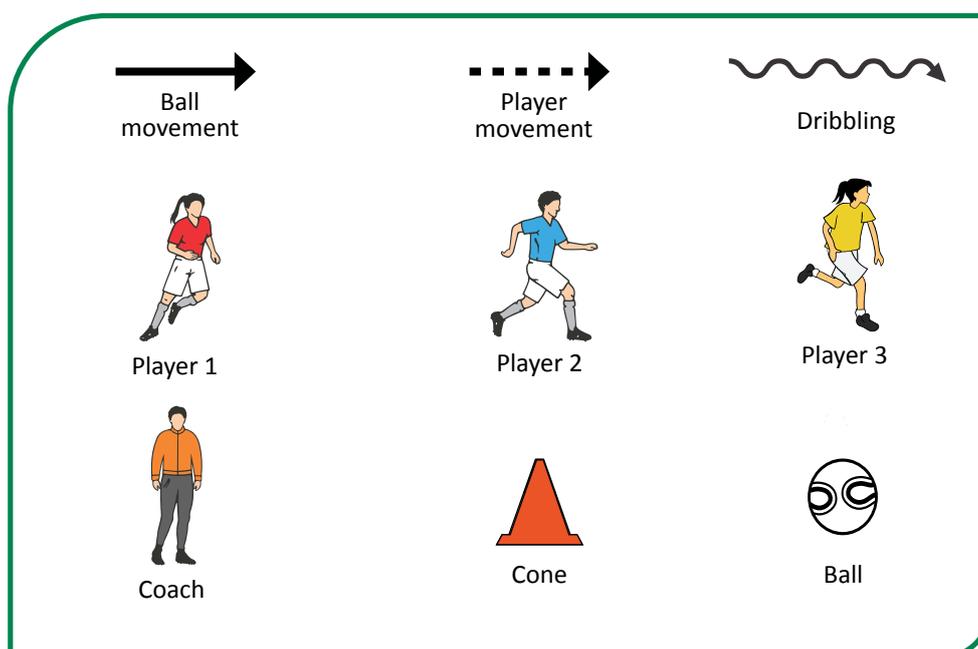
Sport class training sessions (TS) require a certain amount of preparation and should be planned in advance. Long-term planning is required to achieve the best possible progress. The sessions found in this chapter have been created to allow teachers to see how the GIZ Sport for Development (S4D) methodology can be used during school sport classes and also in shorter trainings when teachers and coaches do not have the time for a full-length session. In order to maximize your output, it is necessary to understand and review the content in Chapters 2 and 3, as it will serve as a guide for teachers to help teach both social and sportive goals. This chapter offers two examples of regular training sessions for each age group.

The training sessions presented serve as examples for teachers but are also meant to encourage them to develop their own variations, exercises, and full training sessions. It is important to note that the training sessions presented in this chapter are based on age group and build on each other. Therefore, a teacher can take a training session for a younger age group and, with a few modifications and variations, make it age-appropriate for an older age group with a basic football ability level.

All sport class training sessions follow the same structure, and, along with their variations, the exercises may be understood on a technical level through illustrations, organization, and procedures. Training sessions should always include a social goal, and coaches should act as role models by implementing the “I can be a role model” and using the social coaching points for each drill to successfully introduce each session’s social skill.

All training sessions in this chapter are designed for fifteen to twenty players; the space and equipment required are presented on the checklists accordingly. A teacher must take their players, space, and equipment into consideration during the preparation stage to successfully implement the selected training session. Teachers should refer to Chapter 3 for tips and methods on how to best adapt training sessions and social skills to their students and the environment they are playing in.

EXPLANATION OF SIGNS, SYMBOLS AND GRAPHICS



STRUCTURE OF A SPORT CLASS TRAINING SESSION

The structure of a sport class training session is divided into three phases (initial, main, and final) that are divided into four parts, described below in detail.

INITIAL PHASE

The goal of sensitization is to introduce the training session's social skill and reinforce its importance throughout the exercise so it becomes ingrained in the players' minds. The sensitization exercise should be football specific and needs to warm up the body with movements related to the sportive goal. The exercise should be designed in such a way that the key to being successful is determined by how a player or team uses that practice's social skill.

MAIN PHASE

The main phase of the training is target oriented and works to develop the training's sportive skill while also incorporating the social skills it emphasizes. The teacher should break down the steps of a sportive skill and enable the development of technique. With easy-to-explain variations, teachers can build up the difficulty level. Adding point systems and incentives can be used to create a competitive environment; these can serve as building blocks toward the final phase.

FINAL PHASE

Conclusion

Building on the sportive and social skills in the initial and main phases, the practice concludes with a game environment. The teacher should design a game with restrictions to allow players' social and sportive skills to be further fostered. This can be done by changing the field size, number of touches allowed, or multiple goals.

Reflection

The reflection phase of class is a tool that encourages players to look back at the training session, examining what they learned and the importance of the selected social skill. The teacher can use several methods to emphasize the importance of this social skill. It is especially important for the teacher to create an environment in which the players feel comfortable taking part in reflection.

CHILDREN

UNDER 9 YEARS



U9

SOCIAL SKILLS:

- Punctuality
- Honesty
- Ability to show emotions
- Equality between boys and girls
- Enjoyment of being and playing in a group
- Awareness of health / hygiene and nutrition

SPORTIVE SKILLS:

- Introduce general movements (running, jumping, catching, throwing, rolling)
- Introduce basic techniques with the ball (controlling, dribbling, passing, receiving, shooting)
- Free play with minimum rules and undetermined positions
- Introduce the basic rules of football (field borders, foul play, restarting play...etc.)
- Dealing with ball trajectories (high ball, bouncing ball, rolling ball)

TRAINING SESSION EXAMPLE 1 - CHECKLIST

Training Duration: 45 Min.

GOALS	 Social	Fair Play
	 Sportive	Dribbling and Shooting

INITIAL PHASE	Sensitization and Warm up				
	10 minutes	Stopwatch	20 Balls	4 Cones/Markers	field

MAIN PHASE	Main part						
	15 minutes	Stopwatch	10-20 Balls	8-12 Cones	1 Goal	4 markers	field

FINAL PHASE	Conclusion						
	15 minutes	Stopwatch	10-20 Balls	10 Bibs	1 pole	4 markers	field
	Reflection						
	5 minutes	Stopwatch					field

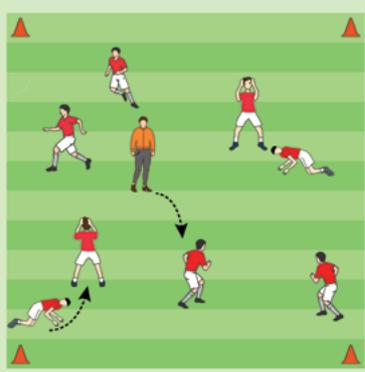


I CAN BE A ROLE MODEL

by teaching the players to compete in a fair and respectful manner and to shake hands at the beginning and end of the match

INITIAL PHASE

CATCH THE MONKEYS



Organization and Procedure:

- Use cones to set up a 20x20-meter area.
- The players are monkeys, and the coach is the catcher. The catcher must try to catch all the monkeys. When monkeys are caught, they should stand in place and put their hands over their heads to signal to the other monkeys that they have been caught. The monkeys' teammates can set them free by crawling between their legs.
- After every other round, let players be the catchers.

Variations:

- Add balls to the exercise. Each player is dribbling a ball and when a player is caught, he/she lifts the ball over his/her head and is set free when a teammate passes a ball between his/her legs.
- Increase the number of catchers to a maximum of three per round.

COACHING POINTS



Offer support to your teammates while playing within the rules of the game.

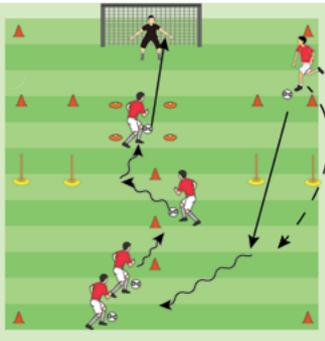


Running and catching games are an excellent way to develop general coordination movements.



MAIN PHASE

MULTI-SKILL CIRCUIT



Organization and Procedure:

- For each goal, set up the field as shown in the graphic. Place a shooting zone ten meters away from the goal and a zig-zag dribbling path five meters beyond the shooting path. Then use cones to determine the starting points. At the sides of each goal, create 5 x 8-meter "passing corridors."
- Fix a goalkeeper in the goal for this exercise (you can rotate after several rounds).
- Players line up at the starting point. The player dribbles through the zigzag path and enters the shooting zone, then shoots. He/she then collects the ball and goes toward the passing corridors, where he/she should pass the ball to the other end of the corridor and run around to receive it from the other side, then rejoin the group at the starting point.

Variations:

- Add general coordination stations beside the passing corridor (e.g., use hurdles or flattened bibs for players to jump over or a narrow passageway for them to walk while staying balanced, or ask them to roll on the ground before retrieving the ball).
- Competition: The coach goes into the goal and challenges the players to score five goals past him/her.

COACHING POINTS



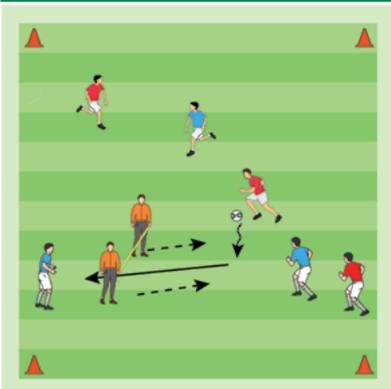
Respect your turn and allow your teammate time and space to perform the skill.



Look up before shooting at the goal and see where the goalkeeper is positioned.

FINAL PHASE

THE PORTABLE GOAL

**Organization and Procedure:**

- In a designated area, two equal teams are composed of no more than four players on each side.
- The coach and the assistant (or parent) carry a long pole between them and form a “portable goal.” They move around freely in the playing area, always holding the pole up.
- The teams can score from either side of the portable goal to receive points.

Variations:

- Increase the number of portable goals, if possible. This should provide more positive experience for the children, as it will likely

lead to more scoring opportunities.

- Give a ball to each team; the winning team is determined by the accumulated number of goals scored at the end of the game.
- Each player can play with his/her own ball and try to score more than a set number of goals.

COACHING POINTS

Having fun is an essential component of fair play, and young children always need more positive experiences.



Look to shoot at the goal whenever the opportunity arises.

CONCLUSION

REFLECTION

**Organization and Procedure:**

- Gather the players in a circle and remind them of the social skill for the training session, “fair play”.
- Ask the players to clap loudly if they agreed that “fair play” was evident in the training session, and to clap low if it was not noticeable.
- Do the same for other topics addressed during the session and involve the players in the discussion.

Examples:

- “Our team expressed joy when playing with each other”.
- “I committed a foul and I apologized to my teammate”.
- “We all had equal playing opportunities”
- “the coach was fair in his treatment with both teams”
- “We tried our best and the result was fair”
- “I will improve if I remain committed to training and learning”



TRAINING SESSION EXAMPLE 2 - CHECKLIST

Training Duration: 45 Min.

GOALS	 Social	Equality
	 Sportive	Dribbling and Turning

INITIAL PHASE

Sensitization and Warm up

 10 minutes

 Stopwatch
  10 Balls
  6 Cones
  3 Markers
  field

MAIN PHASE

Main part

 15 minutes

 Stopwatch
  10-20 Balls
  2 Cones
  4 Markers
  field
 1 Goal
 10 Bibs

FINAL PHASE

Conclusion

 15 minutes

 Stopwatch
  10 Balls
 10 Bibs
 4 Cones
 4-8 Markers
 field

Reflection

 5 minutes

 Stopwatch
 field



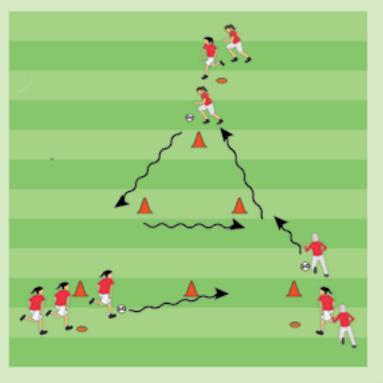
I CAN BE A ROLE MODEL

by giving players an equal chance to participate in activities and focusing on their general personal development



INITIAL PHASE

MINI TRIANGLES



Organization and Procedure:

- For every station, use nine cones set up as shown in the graphic, with four meters' distance between every two cones.
- Place cones two meters away from the triangle's edges; these are the players' starting points.
- A player from each starting point dribbles around the nearest mini triangle in a specified direction. When the player returns to the starting point, he/she stops the ball at the cone, and it becomes the next player's turn.

- **Competition:** After the dribbling technique has been introduced, have the players race against each other. When a player returns to his/her starting point, he/she must stop the ball at the cone and then sit down. The first team to have all the players seated is the winning team.

Variations:

- Change the direction of the run after every other round and introduce new dribbling techniques (e.g., by hand, inside foot turn, outside foot turn). Also, be sure to train using both feet.

COACHING POINTS



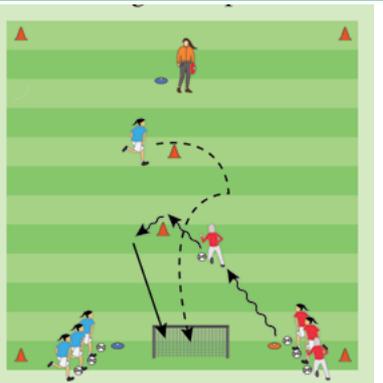
Form groups that are equal in number and ability to make the competition more exciting.



Slow down when reaching the cones to keep the ball under close control and to avoid colliding with other players.

MAIN PHASE

SHOOTER OR GOALKEEPER



Organization and Procedure:

- Using one goal, place two different-colored cones beside each goal post, one cone seven meters in front of the goal, and another cone three meters behind the first cone.
- Split the players into two teams and have each team start at one of the cones next to the goal. Each player should have a ball.
- The coach holds two cones in his/her hand that are the same color as the ones the players start from (e.g., a red cone and a blue cone). When the coach raises the red cone, the first player next to the red cone dribbles with the ball around the first cone and shoots at the goal. At the same time, the player at the blue cone drops his/her ball and runs around the second cone to stand in the goal and act as goalkeeper.

- After several attempts, switch the starting positions of each team so that players from both teams dribble and shoot using the right foot and left foot.
- At the end of the exercise, the team that scores more goals wins.

Variations:

- Players carry the ball by hand (or bounce the ball) and perform a volley shot.
- Instead of going into the goal, the other player becomes a defender, and a 1-versus-1 situation is created.

COACHING POINTS



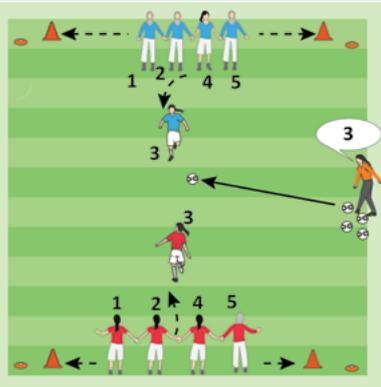
Offer several repetitions to give the players the chance to test out many situations.



When turning, push the ball slightly forward to set up a direct shot at the goal.

FINAL PHASE

NUMBERS CALL

**Organization and Procedure:**

- Use cones to determine the playing area. Use large cones to create wide goals (about eight to ten meters wide).
 - Divide the players into two equal teams and give each player from each team a designated number.
 - The players must start from their goal line and hold hands. The coach calls out a number and passes the ball into the middle of the field, and the players whose number has been called enter the field and compete to try to score in the opponent's goal.
 - The other players must continue to hold hands and move along their goal to prevent the opponent player from scoring a goal.
- The round ends when a goal is scored or when the ball is out of play; then a new round begins.

Variations:

- The coach gradually increases the number of players per round from 1-versus-1 to 3-versus-3.
- The coach passes the ball in different ways (e.g. ball to feet, ball into space, high ball, etc.).

COACHING POINTS

Call out numbers and pass the ball randomly to give equal playing opportunities for all.



Try to control the ball before shooting at the goal.

CONCLUSION

REFLECTION

**Organization and Procedure:**

- Gather the players and have them stand in front of you.
- Remind them that the social skill focus of this practice was equality. Ask players to jump up if they agree with the following comments and sit down if they disagree with them:

Examples:

- Players need to support and encourage each other to succeed as a team.
- Everyone has an equal chance to participate.
- Every person is good at doing one thing that others may not be good at.
- A person will be judged by others depending on the way he acts in front of them.
- Ask the players randomly why they chose to agree or disagree and to give examples of empathy from their home or school.



CHILDREN

FROM 9 TO 12 YEARS



9-12

SOCIAL SKILLS:

- Resilience
- Generosity
- Non-violent resolution of conflicts
- Raise awareness of gender differences
- Showing appreciation for others
- Communication skills
- Proactivity creativity
- Empowerment
- Self-assessment
- Leadership

SPORTIVE SKILLS:

- Develop general movement skills (add speed component)
- Develop techniques with the ball (add juggling and feinting)
- Improve playing with both feet
- Experience different playing positions
- Introduce individual and small group tactics (1v1 to 4v4)
- Introducing attacking and defensive concepts
- Developing awareness of space and decision-making abilities (play in zones)

TRAINING SESSION EXAMPLE 1 - CHECKLIST

Training Duration: 45 Min.

GOALS	 Social	Proactivity and Creativity
	 Sportive	Dribbling and Changing Direction

INITIAL PHASE	Sensitization and Warm up					
	 10 minutes	Stopwatch	10-20 Balls	10 Bibs	4-8 Markers	field

MAIN PHASE	Main part A						
	 15 minutes	Stopwatch	10-20 Balls	2 Cones	2 Mini goals	8-12 Markers	field

FINAL PHASE	Conclusion						
	 15 minutes	Stopwatch	4-10 Balls	8 Poles	8 Cones	8-12 Markers	field
	Reflection						
	 5 minutes	Stopwatch	3 Cones	field			

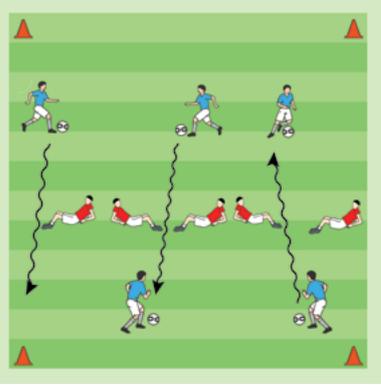


I CAN BE A ROLE MODEL

by offering new and updated training content to keep the players curious and eager to learn

INITIAL PHASE

CRAB WALK



Organization and Procedure:

- Select five players to start as the “crabs.” Their duty is to prevent the other players from crossing with the ball to the other side.
- The crabs can only move by crawling in a backward stance or a forward stance. They are not allowed to stand up and run, but they can move around freely.
- When the crab touches the ball, he/she exchanges roles with the person he/she took the ball from.

Variations:

- Fix the same group of crabs on the middle line for a 40-second period so that the dribblers must lift the ball over the crabs to the other side of the field.
- Competition: Count the number of times each crab catches the ball.

COACHING POINTS



When dribbling, gradually increase the speed of play after every successful attempt and try out new feint moves.

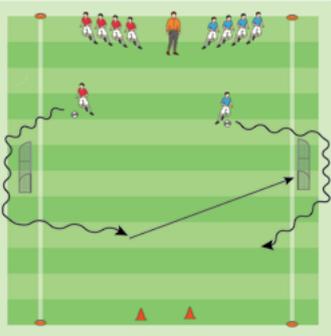


Lift the ball over the crab by striking it from its lowest point upward and forward.



MAIN PHASE

1-VERSUS-1 QUICK DUELS



Organization and Procedure:

- In a 20-meter wide area, place two mini goals on both sides of the field and, using cones, clearly delineate a “no shooting zone” five meters away from each mini goal. Place two cones on the opposite side of the field.
- The players are divided into two teams, each team starting on one side of the coach; who is the play starter.
- The coach gives a signal for one player from each team to run across the field and around the cone in front of his team line. When the first player reaches the cone, the coach passes the ball into the field and the players must compete to score in one of the mini goals without entering the “no shooting zone.”
- The points are added up, and the team that scores more goals wins.

Variations:

- If a player successfully scores a goal, he/she remains and competes with a new player from the other team.
- Gradually increase the competition to 2-versus-2 or other variations. You could also increase the number of mini goals on both sides if you increase the number of players per round.
- Players start with balls at their feet. On the coach’s signal, they must each dribble around their respective goals; the player who scores first is the winner (see Graphic 2).

COACHING POINTS



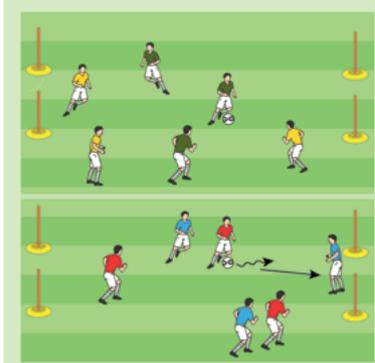
Consider the number of touches you need on the ball depending on the distance you want to travel with it.



When running, look up to locate the opponent and judge which goal is better to score on.

FINAL PHASE

3V3 LAST MAN GOALKEEPER



Organization and Procedure:

- Divide the field into multiple mini fields for a 3-versus-3 mini-tournament. Ideally, each field should be about 18x12 meters. Set up four-meter-wide goals on both sides of each field.
- Teams play a free and open match between these goals, and after six minutes, they rotate and play against new teams.
- The only condition is that the defender nearest to his/her goal is the one who acts as the goalkeeper. He/she can catch the ball with his/her hand in that scenario.
- If there are a wall or benches available, allow the players to play

off them to keep the ball continually in play. If the ball goes out of play, players can restart by dribbling in.

Variations:

- Form unequal teams (e.g., 3v2), but make the goal smaller for the team with fewer players.
- Set up fields with two mini goals on each line.

COACHING POINTS



Play with confidence, have fun, and try to take the initiative when possible.



For a three-player team, ideally there should be one teammate in front of the ball possessor and one player behind him/her

CONCLUSION

REFLECTION



Organization and Procedure:

- Gather the players together. Place two cones ten meters apart, and explain that the cones represent the two different goals of the session: the social goal “creativity/proactivity” and the sportive goal “dribbling and changing direction”.
- Ask the players to stand in the spot between the two cones that represents which goal they benefited most from in the practice. A player can stand in the middle of the cones to indicate that he/she learned equally from both goals.

- Have a few players explain their reasoning for where they decided to stand, and try to establish the link between athletic success and social learning. At the end, you can repeat the same exercise or try it with variations to see if the discussion has changed players’ opinions.

Examples:

- Sportive goal: It is important to look up to see where I should dribble towards. I can use different surfaces of the foot to make sudden turns and protect the ball. It is easier to get past defenders when I play with both feet.
- Social goal: I try new moves that are difficult for the defender to anticipate. Being creative makes me a unique player and person. I can achieve my goals by taking the initiative on my own.



TRAINING SESSION EXAMPLE 2 - CHECKLIST

Training Duration: 45 Min.

GOALS	 Social	Self-Assessment
	 Sportive	Dribbling and Shooting

INITIAL PHASE

Sensitization and Warm up

 10 minutes

 Stopwatch
 10-20 Balls
 2 Cones
 2 Goals
 4-8 markers
 field

MAIN PHASE

Main part A

 15 minutes

 Stopwatch
 10-20 Balls
 8 Cones
 field
 2 Goals
 10 Bibs
 4-8 Markers

FINAL PHASE

Conclusion

 15 minutes

 Stopwatch
 4-10 Balls
 10 Bibs
 2 Cones
 4-8 Markers
 field

Reflection

 5 minutes

 Stopwatch
 3 Cones
 field



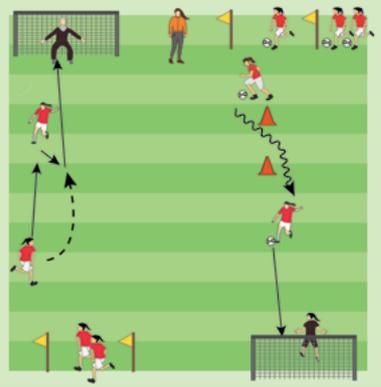
I CAN BE A ROLE MODEL

by listening to feedback from players without being afraid to be criticized.



INITIAL PHASE

SHOOTING CIRCUIT



Organization and Procedure:

- Set up the field as shown in the graphic, by placing two large goals diagonally. Use cones to create a dribbling path in front one of the goals and to determine the starting points.
- The exercise follows a circuit pattern. On goal 1, the first player passes the ball to the player positioned between the goal and the passing station. They exchange a 1-2 pass, and then the player shoots at the goal.
- At goal 2, the player dribbles through the cone path then shoots at the goal. The players continue

to rotate between the two stations.

- Competition: Create a challenge between the players and goalkeepers. The players must score 5 goals within 60 seconds. Perform this challenge three more times and let players try doing it with their weaker feet.

Variations:

- Start the exercise without goalkeepers. Use bibs or cones inside the goals as a target to aim at instead.
- Perform a feint move before shooting at a goal (e.g., Do a step over, then shoot).
- Change the pattern of the dribbling path or ask players to perform different dribbling techniques (e.g., inside-inside dribble).
- Change the starting positions (e.g., Have players start at a 45-degree angle from the goal).

COACHING POINTS



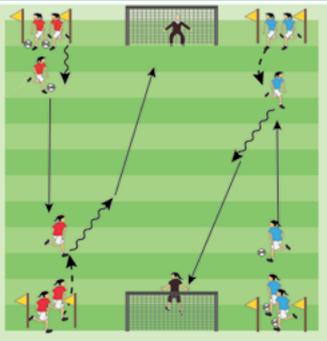
A good first touch leads to a better second touch. Keep the ball under control when dribbling, passing, and shooting.



Use the instep part of the foot (below the laces) to strike the ball centrally. Be sure to also keep a straight back to keep the ball at a good height.

MAIN PHASE

LIGHTNING STRIKES



Organization and Procedure:

- Move the goals so that they are in a straight line with each other. Use poles or cones to determine the four starting points for the players.
- Divide the players into two teams, each team playing on one side of the field and with one goal to shoot at. Both teams play simultaneously throughout the exercise.
- Balls for each team start from one side only (next to the goal they shoot at). A player starts by dribbling out of the zone and passing to his/her teammate across from him/her. The receiver must receive the ball and shoot at the goal.

- Competition: Which team can score the more goals within 60 seconds? Or which team is first to score five goals?

Variations:

- Perform a feint move before shooting at the goal.
- After shooting the ball, the player becomes a defender against the shooter from the other team. Try this in a competitive format: the first to score a specified number of goals first wins!
- Alternate the starting position of the play. This will encourage players to shoot from different angles and use both feet.
- Limit the players, not allowing them to play with more than three touches on the ball.

COACHING POINTS



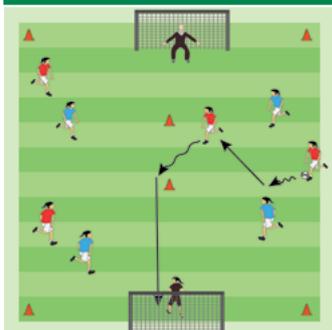
The closer you are to the goal, the less power and more accuracy is required. The opposite is also true: the further you are from the goal, the more power is needed for the shot.



Look at the goal just before taking a shot to determine where you should aim.

FINAL PHASE

DRIBBLE THROUGH TO SCORE!



Organization and Procedure:

- Depending on the number of players and field size, set up teams of no more than seven players per team.
- Place two cones vertically in the middle of the field (five meters from the edge); this will be the dribbling gate.
- Two teams compete against each other normally by trying to score through the large goals.
- If a player successfully dribbles through the gate, it also counts as one point.

- When the ball goes out of play, the player can dribble in with the ball from the point where it exited the field to restart.

Variations:

- Add gates on either side of the field to give more scoring options through dribbling. You can also change their orientation.
- Give additional points to goals scored directly after dribbling through a gate.

COACHING POINTS



With or without the ball, it is important to always look up and around you to assess where you should be and where you should go.



Play with speed and intensity whenever possible and offer supportive movements to your teammates.

CONCLUSION

REFLECTION



Organization and Procedure:

- Gather all players together, standing on the baseline or sideline facing you. Put three cones in a line in between you. Red cone (left): disagree, yellow cone (middle): neutral, green cone (right): agree
- Read the following statements, examples that relate to self-assessment. After each question, each player is to stand next to the cone that represents his/her opinion. Encourage one or two players to share their reasoning.

- Move on to the next question, and repeat.

Examples:

- The priority is to aim my shots on target and if I miss the target I should readjust my shooting technique.
- School tests are a good way for me to see which classes I enjoy and what I may want to be when I grow up.
- To succeed as a football team, we must all think of ways to improve our weaknesses and focus on our strengths.





YOUTH

FROM 13 TO 16 YEARS



13 - 16

SOCIAL SKILLS:

- Knowledge of process in group dynamics
- Communication skills
- 'Life plan' / personal care
- Willingness to reach agreements
- Pro-activity and Creativity
- Rights and duties
- Self-assessment
- Leadership

SPORTIVE SKILLS:

- Master general movement skills
- Develop body strength and endurance capacities
- Introduce advanced techniques with the ball (heading, volleying, long balls)
- Establish playing positions
- Develop group and team tactics (e.g. zonal or man marking, pressing, counter attacking or possession play, long ball or build up from the back)
- Introduce playing restrictions (number of players, touches on the ball, time limit, space limit)
- Learning through competition

TRAINING SESSION EXAMPLE 1 - CHECKLIST

Training Duration: 45 Min.

GOALS	 Social	Confidence
	 Sportive	Heading

INITIAL PHASE

Sensitization and Warm up

 10 minutes

 Stopwatch
  4-8 Balls
  4 Cones
  field

MAIN PHASE

Main part A

 15 minutes

 Stopwatch
  12-20 Balls
  2 Cones
  10 Bibs
  field

 12 markers
  2 Poles

FINAL PHASE

Conclusion

 15 minutes

 Stopwatch
  10-20 Balls
  10 Bibs
  2 Goals
  8-12 Markers
  field

Reflection

 5 minutes

 Stopwatch
  field

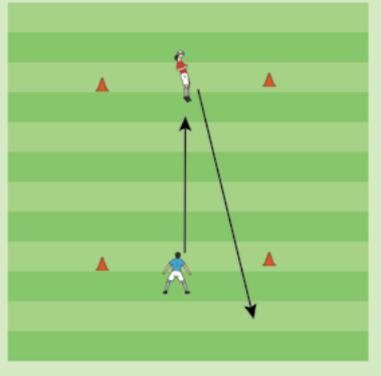


I CAN BE A ROLE MODEL

by encouraging players to take the risk and reward them for their effort or good will.

INITIAL PHASE

INTRODUCTION TO HEADING



Organization and Procedure:

- Start in an open space. Each player with his/her own ball performs introductory heading techniques: a) balancing the ball on the forehead, b) heading the ball high up, and c) juggling three times in a row.
- Then, each pair work together in a 5x5-meter area outlined with cones (see graphic). Each player serves the ball to him-/herself and heads it to his/her partner.
- Use the cones as goal posts. One member of each pair serves the ball to his/her partner, who must try to score between the cones in a 1-versus-1 heading competition.

Variations:

- Place two players in each station to provide rest time between the attempts because persistent heading can cause dizziness.
- In the paired setting, add a fitness element by serving from one spot and heading from the other spot. This way, players must run to the opposite side after every attempt.

COACHING POINTS



Expose yourself to new challenges to gain confidence with every successful attempt.

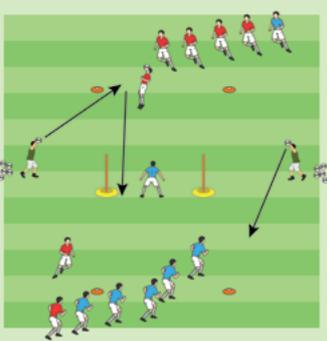


Raise your arms and keep them next to your shoulders, and flex your body forward.



MAIN PHASE

HEADING ON THE GOAL



Organization and Procedure:

- Set up a net-less goal using poles or long cones and place starting points ten meters away on each side of the goal. This exercise requires a large number of balls on either side of the goal.
- Create two teams starting from opposite sides of the goal. Select two players to serve the balls; each of them serving to one side only.
- The server delivers the ball to the first player in line using an underhand throw directed toward the head. The player should aim to score between the poles with his head; then he/she steps into the goal and becomes the next goalkeeper. This is a sign for the second server to throw (underhand) toward a player from the opposite side, and the sequence continues. After being a goalkeeper, the player joins the back of the opposite line.
- Competition: Which team is first to reach ten goals? How many players can score more than two goals with their heads?

Variations:

- Vary the distances to make it easier or harder to score.

COACHING POINTS



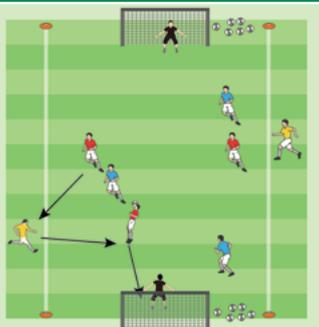
Scoring from a header requires courage; attack the ball to avoid being harmed by it.



Keep your eyes open for as long as possible and use the forehead to direct the ball.

FINAL PHASE

HEAD-TO-HEAD MATCH



Organization and Procedure:

- Place two large goals on either end of a 40x30-meter area and use cones to create “crossing zones” five meters away from the sidelines. Divide the group into equal teams and select two neutral players to occupy either “crossing zone”.
- The ball always restarts from the goalkeeper, and a normal goal counts as one point. Players are encouraged to play with the neutral players, and if they score from a header, the goal counts as three points.
- Depending on the quality of the neutral players, they can either “cross” the ball by foot or by underhand throw.

Variations:

- Remove goalkeepers and tell defenders that if they defend against shots using their heads, those defended shots will count as one point each.
- Place neutral players on the goal line to change the orientation of the crosses (with the ball arriving from across the field horizontally).

COACHING POINTS



Believe in the ability of the neutral players to deliver good balls.



Seek out the neutral players and anticipate receiving the ball inside the opponents' box.

CONCLUSION

REFLECTION



Organization and Procedure:

- Gather the players in a semicircle in the locker room or changing area.
- Identify the best player during training and say what you like about him/her as a person and as a player.
- Ask the other players what they think about him/her as a player? What traits do they like about him/her?
- Give the player a gift to recognize his/her effort.
- Ask the player how he/she felt about others' opinions of him/her.
- Emphasize the importance of what you say by encouraging players to be an inspiring influence on others, not a negative one.

Examples:

- He/she always has a positive attitude.
- He/she gives his/her full effort while playing.
- He/she owns up to his/her mistake and will try to make up for it.
- He/she is someone who is easy to talk to and offers support when I need him/her.



TRAINING SESSION EXAMPLE 2 - CHECKLIST

Training Duration: 45 Min.

GOALS	 Social	Communication
	 Sportive	Defending (Pressing and Covering)

INITIAL PHASE

Sensitization and Warm up

 10 minutes

 Stopwatch

 10 Balls

 10 Bibs

 4-8 Markers

 field

MAIN PHASE

Main part A

 15 minutes

 Stopwatch

 10-20 Balls

 10 Bibs

 field

 4 mini-goals

 8-12 Markers

FINAL PHASE

Conclusion

 15 minutes

 Stopwatch

 10-20 Balls

 3 Goals

 10-15 Bibs

 8-12 Markers

 field

Reflection

 5 minutes

 Stopwatch

 field

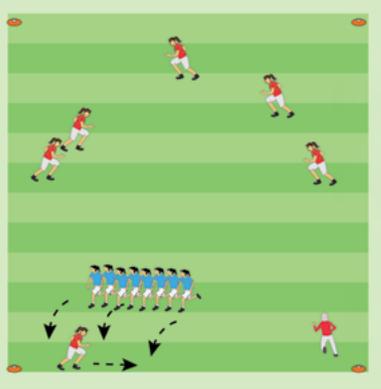


I CAN BE A ROLE MODEL

by using respectful language and signs to empower the players.

INITIAL PHASE

THE MOVING WALL



Organization and Procedure:

- Set up a 15x15-meter playing area using cones.
- Divide the group into two teams using colored bibs.
- One team starts as the “moving wall”; these players must hold hands tightly throughout the round, and their objective is to tag as many players as possible in 60 seconds.
- The other team’s players move around freely inside the playing area. Their objective is to try to escape the “moving wall.”

- The teams exchange roles when the first round ends.

Variations:

- Increase the size of the playing area and add balls at the feet of the players who are trying to escape.

COACHING POINTS



Communicate well to isolate and capture one player at a time.

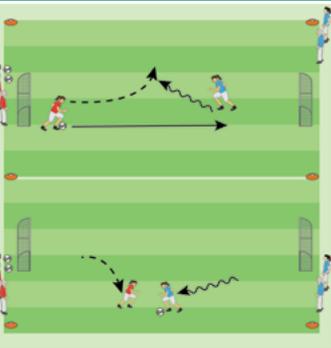


Run forward, backward, and sideways, and use body feints to escape the wall.



MAIN PHASE

DEFENDING IN 1V1 AND 2V2



Organization and Procedure:

- Split the field in half using cones and place mini goals on either end of the small fields. Place the balls next to the mini goals on one side of the field.
- On each field, the ball starts with the defender, who passes it to the attacker on the other side of the field. The attacker must try to pass the defender and score in the mini goal. If the defender gets the ball, he/she can attack the opposite mini goal to score a goal.
- The defender should use 1-versus-1 defensive skills to limit the space for the attacker.

- After several rounds, have players play 2-versus-2, disregarding the line between the two mini fields. The coach can introduce the concept of defensive covering at this time: the near defender closes the space between him-/herself and the ball possessor, and the second defender drops behind to cover the space in the back.
- Competition: Count the number of goals scored for each team.

Variations:

- Change the field dimensions to make it easier or more difficult on the defenders.

COACHING POINTS



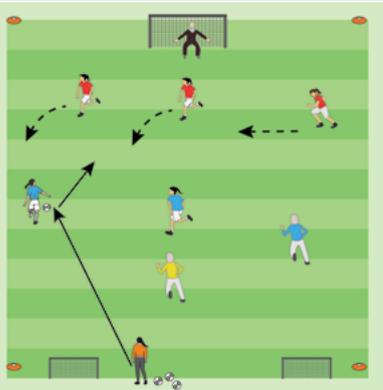
When defending in pairs, the covering defender should communicate with the front defender by giving clear instructions such as “press,” “hold,” and “tackle.”



When the attacker receives the ball, the defender must quickly approach him/her and slow down an arm’s distance away. Don’t let the attacker run at you at full speed.

FINAL PHASE

DEFENSE TO ATTACK



Organization and Procedure:

- In a 30x40-meter area, set up the field as shown in the graphic. Place one goal in a central position, and on the opposite line, place two goals near either corner.
- Form teams of three players each and occupy the central goal with a goalkeeper. Include a neutral player who plays with both teams.
- The exercise always starts with the coach at line that has two goals. He/she passes the ball to the attacking team, who must try to score in the central goal. The defending team must intercept the ball and look to score in one of the two goals. If the ball is out of play, the coach passes a new ball to the attacking team.

- Every time the attacking team scores, it receives three points. The defending team receives one point for successfully defending the goal and two points for scoring a goal.
- Competition: Change the roles of each team after every five rounds. See who collects more accumulated points.

Variations:

- Pass the ball in different ways to challenge the defenders in different settings (e.g., play passes to the attacker's feet or into the free space, play high balls, etc.).
- Introduce a new goalkeeper to pass the balls and then protect one of the two goals.
- Introduce the offside rule to the players. Remove the central neutral player and put two neutral players on either wing to test the defensive line on offside movements.

COACHING POINTS



Orient your body to direct your opponent to move the ball backward, sideways, or toward a zone that your defensive partner is occupying.



When near the opponent, avoid lunging into him/her. It is better to be patient and nearby, as that will likely lead him/her to lose control of the ball.

CONCLUSION

REFLECTION



Organization and Procedure:

- Gather the players together. Place two cones ten meters apart, and explain that the cones represent the two different goals of the session: the sportive goal "defending (press and cover)" and the social goal "communication".
- Ask the players to stand in the spot between the two cones that represents which goal they benefited most from in the practice. A player can stand in the middle of the cones to indicate that he/she learned equally from both goals.

- Have a few players explain their reasoning for where they decided to stand, and try to establish the link between athletic success and social learning. At the end, you can repeat the same exercise or try it with variations to see if the discussion has changed players' opinions.

Examples:

- Sportive goal: I should approach the opponent quickly when he has the ball and try to direct him away from goal. When my teammate presses the opponent I should consider covering the space he left behind him in case the opponent advances past him.
- Social goal: I will use easy signals such as "hold", "press", or "tackle" to explain to my teammates what exactly they should do. I should read the body language of my teammate and the opponent to predict the outcome. I can use communication skills to improve my learning habits.



YOUTH

ABOVE 16 YEARS



16+

SOCIAL SKILLS:

- Proactivity
- Professional vision
- Healthy habits
- Awareness of gender
- Commitment and perseverance
- Self-assessment / reflection
- Preventing the consumption of drugs and alcohol
- Communication skills

SPORTIVE SKILLS:

- Develop athleticism, peak physical performance and injury prevention
- Perform complex technical skills under pressure (while moving, in high speed, when fatigued, under threat from the opponent)
- Demonstrate tactical flexibility and anticipate in-game changes
- Understand group organization and playing systems
- Master the fundamentals for position-specific skills

TRAINING SESSION EXAMPLE 1 - CHECKLIST

Training Duration: 45 Min.

GOALS	 Social	Leadership
	 Sportive	Long Passing

INITIAL PHASE

Sensitization and Warm up

 10 minutes

 Stopwatch
  10-20 Balls
  1 Goal
  4 markers
  field

MAIN PHASE

Main part

 15 minutes

 Stopwatch
  10-20 Balls
  1 Goal
  1-10 Bibs
  8 Markers
  field

FINAL PHASE

Conclusion

 15 minutes

 Stopwatch
  10-20 Balls
  2 Goals
  10-15 Bibs
  8-12 markers
  field

Reflection

 5 minutes

 Stopwatch
  field

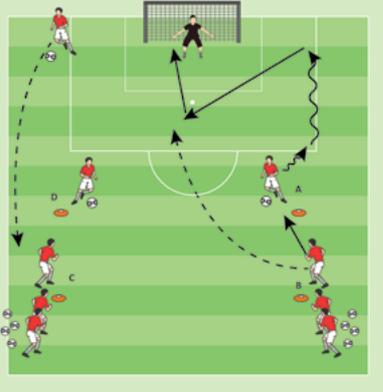


I CAN BE A ROLE MODEL

by delegating responsibility to the players and make them believe that they can perform the tasks.

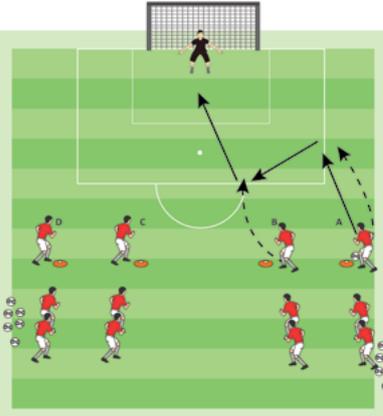
INITIAL PHASE

CROSSING FROM THE SIDES



Organization and Procedure:

- Place four cones in a row in front of the midfield line. Players are evenly distributed and line up at these cones facing the direction of a goal, players are referenced as Players A, B, C, and D.
- Player A passes down the sideline and runs after it, then delivers a low cross along the ground to Player B, who has made a run inside the penalty box, to finish by shooting at the goal.
- After five attempts, Player A crosses to Player C.
- After another five attempts, Player A crosses to both Players B and C (they occupy different positions in the box—diagonal runs).
- Players D and C do the same thing on the other sideline of the field.



cross to Player A in the penalty box to finish in the goal. Then it is Player C and D's turn on the other side of the field. Players swap roles after every attempt.

- Be sure to swap sides after a certain period for both variations.

Variations:

- Place the cones for Players A and B and Players C and D across from each other. Player A passes to Player B, who receives the ball with his/her back to the goal then turns and dribbles down the sideline, then delivers a

COACHING POINTS



Time your runs into the penalty box just as the cross is being delivered. Good communication is required between the passer and the receiver.

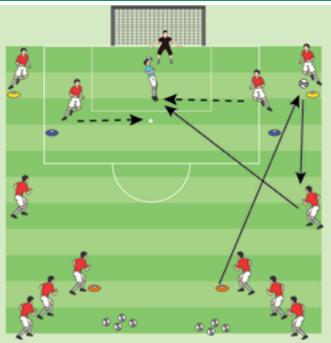


Aim to play high crosses to the far post and low crosses to the near post.



MAIN PHASE

CROSSING COMBINATIONS



Variations:

- Add a defender to create a 2-versus-1 situation inside the box. The attackers are advised to cross paths while they run to avoid being beaten to the ball by the defender.

Organization and Procedure:

- Use two additional cones to create additional starting points, as shown in the graphic.
- Player A passes to Player B, who controls the ball and sets it up for Player C to execute a one-time cross toward the penalty spot. Players D and H run inside and try to score in the goal.
- After every pass, the player moves to the point he/she passed to

and the next attack is played from the other side, following the same pattern.

COACHING POINTS



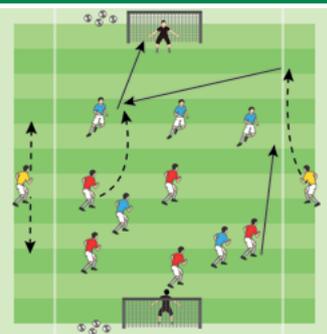
Good crosses into dangerous areas will encourage teammates to meet the cross.



Crosses from the side should be struck diagonally across the side part of the ball to produce an inward curving effect. Aim to play the ball in the space between the defender and the goalkeeper.

FINAL PHASE

WING CROSSING GAME



Organization and Procedure:

- Use cones to mark a playing area in between two “wing zones” on the sides of the field.
- Form equal teams and place a neutral player in each wing zone.
- Teams play freely, and normal goals are worth one point. Goals scored from crosses are worth two points, and goals scored with a one-touch finish from a cross are worth three points. Teams must also complete four passes before crossing the ball.

Variations:

- Goals can be scored only from crosses. 4 passes should be completed before the cross is played.
- Play with a maximum of three touches per player and call foul against any players who go above this number.
- Remove the neutral players and allow players to send passes into the wing zones for a teammate to chase.

COACHING POINTS

 Encourage your teammates to continue their efforts even if a bad cross is played.

 After passing to the wing zone, make a run into the penalty box to finish.

CONCLUSION

REFLECTION



Organization and Procedure:

- Have all the players stand together by the midline or baseline, facing you.
- Emphasize the topic of leadership and ask players to act out positive examples that demonstrate this social goal.
- After a minute or two for each act, gather the players together to discuss the the examples acted out and suggest ways on how they can be related to other aspects of our daily lives.

Examples:

- The group overcame a difficult situation thanks to the positivity of the leaders.
- The leader entrusted his partners to come up with the correct solution.
- The group made a plan and were successful in achieving its goals.





TRAINING SESSION EXAMPLE 2 - CHECKLIST

Training Duration: 45 Min.

GOALS	 Social	Self-Assessment /Self-Reflection
	 Sportive	Shooting from a Distance

INITIAL PHASE

Sensitization and Warm up

 10 minutes

 Stopwatch
  10-20 Balls
  2 Goals
  4 Cones
  8-12 markers
  field

MAIN PHASE

Main part

 15 minutes

 Stopwatch
  10-20 Balls
  2 Cones
  10 Bibs
  field

 2 Goals
  8-12 markers

FINAL PHASE

Conclusion

 15 minutes

 Stopwatch
  10-20 Balls
  2 Goals
  10 Bibs
  8-12 markers
  field

Reflection

 5 minutes

 Stopwatch
  field

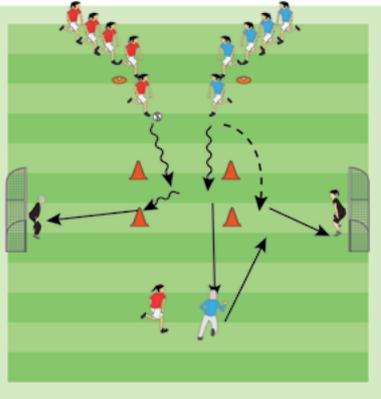


I CAN BE A ROLE MODEL

by addressing mistakes and being honest in my own personal assessment

INITIAL PHASE

SHOOTING VARIATIONS



Organization and Procedure:

- Divide the group into two teams.
- Set up two goals across from each other and place four cones in between them, as shown in the graphic.
- A player from each side dribbles toward the nearer cone then shoots as soon as he/she makes the first touch after bypassing it.
- The players switch their starting points to work on shooting with both feet.
- Competition: The team that scores more goals in 90 seconds wins.

Variations:

- Dribble around the far cone and shoot.
- Dribble and execute a 1-2 pass to the teammate standing across the field and shoot.
- Play a 1-versus-1 duel with the goalkeepers (allowing free touches after dribbling or receiving a pass).

COACHING POINTS



Consider the number of touches needed to set up a shot at the goal.

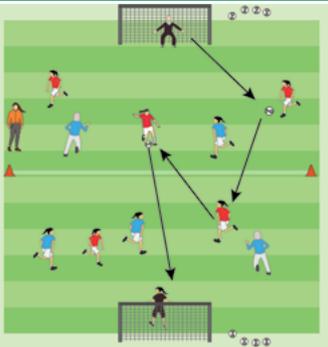


Run toward the ball at an angle to get a wider aiming range on the goal.



MAIN PHASE

6V6 MATCH



Organization and Procedure:

- Divide the group into teams of six players each.
- In a 40x30-meter area, place cones to indicate a midfield line that splits the field into two halves. Use large goals on either end, and place several balls inside the goals.
- The players of each team are divided; four players in the defensive half and two players in the offensive half.
- The ball starts with the goalkeepers, each of whom pass to one of their teammates. The team should attempt shooting from behind the midfield line to score in the opponents' goal.
- The two attackers for each team have double duties: they should anticipate deflected or rebounded balls in the opponent's penalty area, and they must defensively press the opponent defenders when they attempt to shoot from a distance.

Variations:

- The defenders are allowed to pass the ball to the attackers, and one defender can join the attack in the opponents' half.
- Introduce extra balls into the game.
- Allow free play and allocate two points for goals scored from a distance.

COACHING POINTS



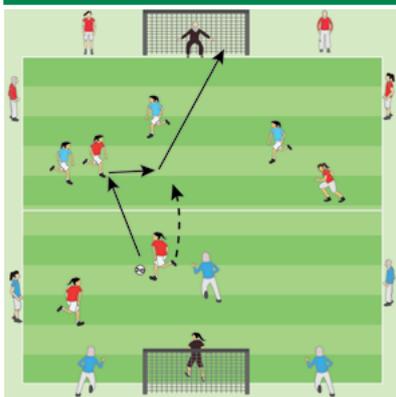
Assess your position on the field and avoid being too static.



The most important thing when shooting is to hit the target because even a saved shot could remain dangerous for the opponent if there is an opportunist player lurking around the goal.

FINAL PHASE

SMALL SIDED GAME WITH SUPPORT PLAYERS



Organization and Procedure:

- Divide the group into equal teams, and place four supporting players for each team on the sides around the opponents' goals.
- The two teams play freely and are allowed to play off the support players, who are limited to one or two touches on the ball. The support players may not pass the ball to each other.
- Allocate one point for normally scored goals, two points for scoring off a pass from a support player, and three points for scoring from within the scorer's own half.

Variations:

- Players switch positions with the support player after passing to him/her.
- Add a neutral player who plays inside the playing area.

COACHING POINTS



Quick thinking and execution are key to scoring goals under pressure.



Dribble into the free space if it is available, and look for quick passing combinations with teammates if the free space is not available.

CONCLUSION

REFLECTION



Organization and Procedure:

- Gather the players in a circle and ask each player to think of one keyword or move that summarizes self-assessment or self-reflection.
- Allow some time for players to think of their keywords and moves.
- Pass a ball around; when a player has the ball, he/she turns to say his/her keyword or make his/her move and then passes the ball on to someone else.
- When everyone has presented their keywords or moves, you give your keyword or move and reflect by noting which keywords or moves were repeated, adding context (e.g., practice, school, home) and explanation for others.

Examples:

- Keywords: evaluation, honesty, awareness, open-minded, considerate.
- Moves: readjusting the body when shooting, apologizing for mistake, thinking before acting.



CHAPTER VI

TRAINING SHEETS



3
Legend for
Drawing
Football
Drills

1
Regular Training
Session Sheet

2
Sport Class Training
Session Sheet



STRUCTURE OF A REGULAR TRAINING SESSION

Training Duration: Min.

GOALS	 Social
INITIAL PHASE	Sensitization  minutes
	Warm up  minutes
MAIN PHASE	Main part A  minutes
	Main part B  minutes
FINAL PHASE	Conclusion  minutes
	Reflection  minutes



PLANNING / MONITORING SHEET

Date: <input type="text" value="DD / MM / YYYY"/>	Venue: <input type="text"/>
Organizer: <input type="text"/>	Number of players: <input type="text"/>

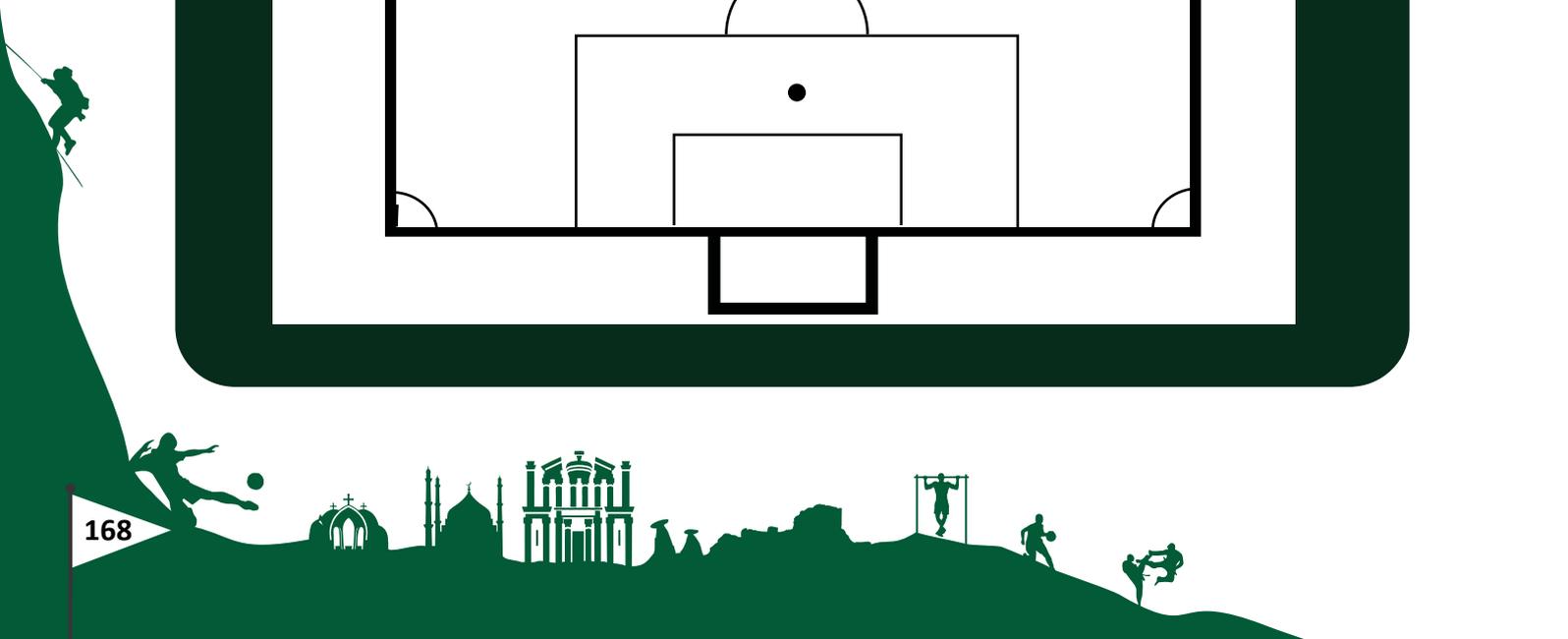
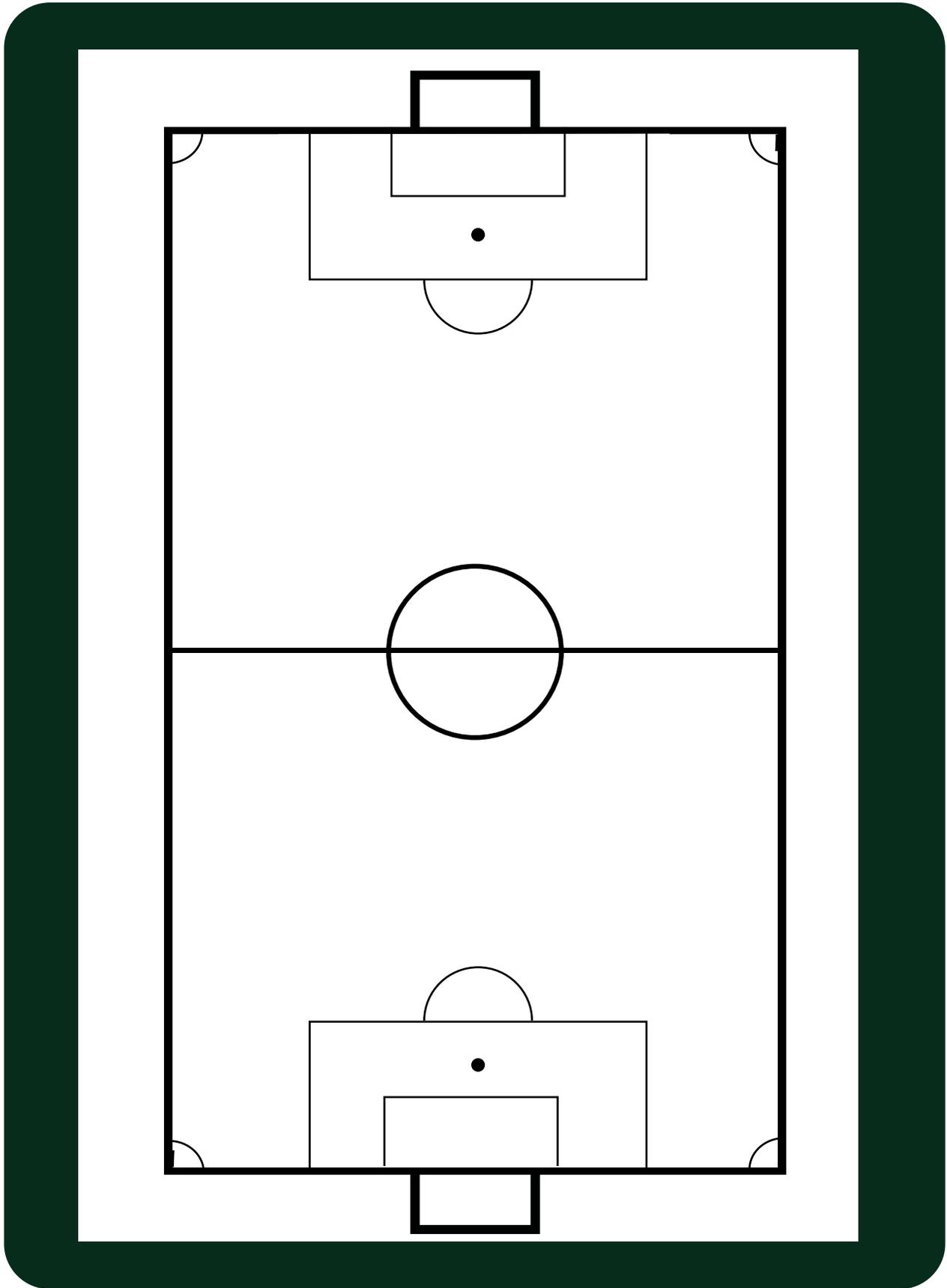
INITIAL PHASE

Sensitization		<input type="text"/> min.
<input type="text"/>	<input type="text"/>	<input type="text"/>
<input type="text"/>	<input type="text"/>	<input type="text"/>

Warm Up		<input type="text"/> min.
<input type="text"/>	<input type="text"/>	<input type="text"/>
<input type="text"/>	<input type="text"/>	<input type="text"/>



FIELD - FULL



STRUCTURE OF A SPORT CLASS TRAINING SESSION

Training Duration: Min.

GOALS	 Social
	 Sportive

INITIAL PHASE	Sensitization and Warm up
	 min.

MAIN PHASE	
	 min.

FINAL PHASE	Conclusion
	 min.
	Reflection
	 min.



PLANNING / MONITORING SHEET

Date: <input type="text" value="DD / MM / YYYY"/>	Venue: <input type="text"/>
Organizer: <input type="text"/>	Number of players: <input type="text"/>

INITIAL PHASE

Sensitization and Warm Up <input type="text" value=""/> min.	

MAIN PHASE

Main Part <input type="text" value=""/> min.	



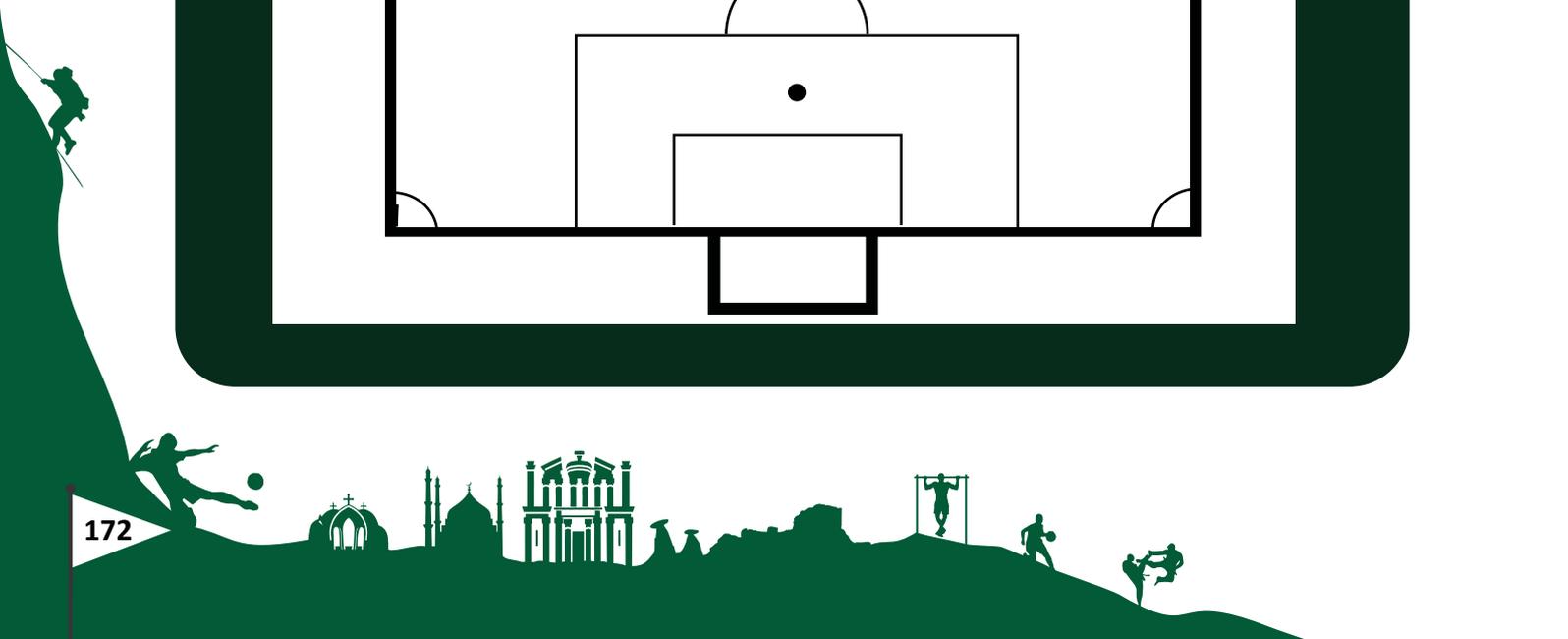
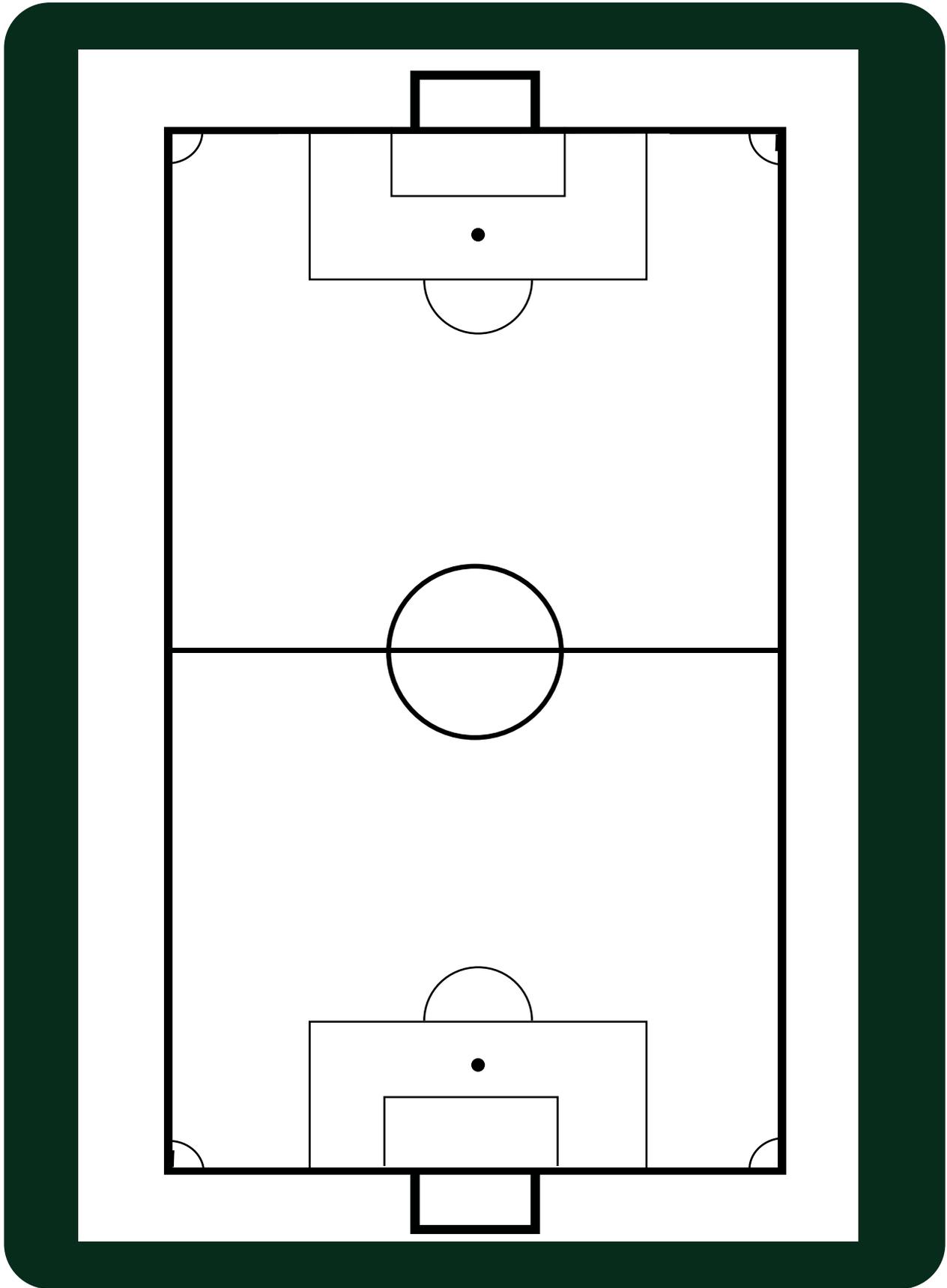
FINAL PHASE

Conclusion	
	<input type="text"/> min.

Reflection	
	<input type="text"/> min.

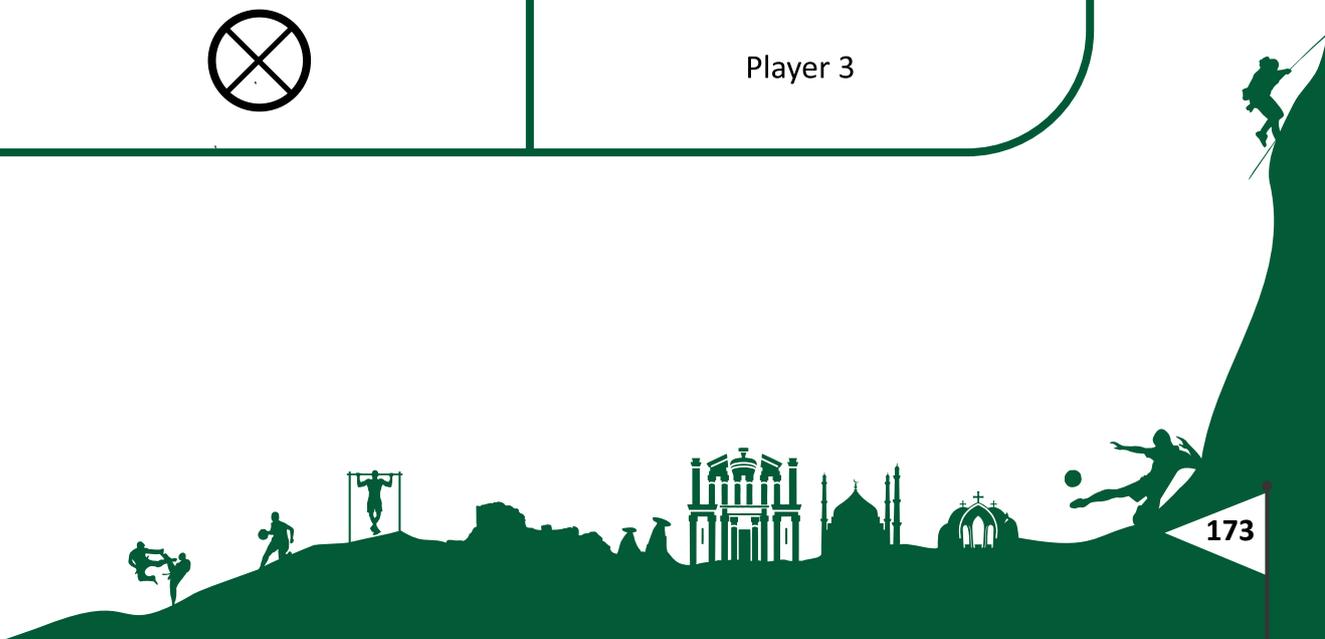


FIELD - FULL



LEGENDS FOR DRAWING FOOTBALL DRILLS

	Player movement
	Ball movement
	Dribbling
	Ball
	Cone
	Player 1
	Player 2
	Player 3



DEVELOPMENT OF A PLAYER

METHODOLOGY

3

TRAINING PRINCIPLES → METHOD → TYPES

PRINCIPLES

METHOD:

- Focus on enjoyment
- Exercises in small groups and in pairs
- Describe and introduce... using actions
- Coaches take active part in exercises
- Coaches monitor individual and group emotions displayed by children

PRINCIPLES:

- Coach as source of fun and role model
- Small field - "small pitch", narrow goal area
- Boys and girls play together
- Simple objectives and exercises
- Encourage and respect children's emotions

TEACHING OBJECTIVES:

- Create a safe and fun environment for girls and boys
- Respect for rules, responsibility, solidarity within the team
- Progressive exercises, from easy to complex

TEACHING OBJECTIVES:

- Avoid injury to children when playing
- Put across basic idea to score and prevent opponents from scoring
- Encourage boys and girls to play together
- Reinforce basic coordination techniques
- Knowledge of the game in different situations
- Knowledge of basic tactical principles of attack and defence
- Consolidation and improvement of basic skills

TEACHING OBJECTIVES:

- General technical
- Apply and consolidate technical skills in defensive and offensive situations
- More demanding tactical and strategic aspects
- Apply skills when playing position based
- Apply skills when playing position based (defensive or offensive)
- Formations
- Game plans

TEACHING OBJECTIVES:

- Predicting skills
- Tactical refinement with low pressure and pressure from opponents
- Wide ranging situations
- Tactical repositioning
- New approaches / adjustments
- Tactical repositioning

TEACHING OBJECTIVES:

- Complex match situations and objectives
- More extensive comparison and analysis of the game, pressure and in strategic situations
- Development of skills for independent conflict resolution

TEACHING OBJECTIVES:

- Coach as expert and role model
- Sporting development, solving problems independently
- Encourage communication skills, leadership, empathy, respect, tolerance

TEACHING OBJECTIVES:

- High level and role model
- Strategic understanding, strategic planning, communication and leadership skills, responsibility and reliability

TEACHING OBJECTIVES:

- Gradually increase complexity of activities
- Children work out own training blocks independently
- Children agree rules and norms between themselves for breaking the rules
- Young people organise events / tournaments
- Identify own community needs and organising community-based activities

TEACHING OBJECTIVES:

- Recognition of complex and abstract relationships
- Self-organisation
- Self-organisation skills, and organising community-based activities

TEACHING OBJECTIVES:

- Self-organisation
- Self-organisation skills, and organising community-based activities

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TEACHING OBJECTIVES:

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Playful phase
Up to age 9

First golden age
Up to age 9-10

11-12

13-14

15-16

16+

SOCIAL AND MENTAL

PHYSICAL AND SPORTING

SOCIAL SKILLS

TECHNICAL TRAINING

PHYSICAL CONDITION

SPORTING SKILLS

