



TRAINING PRINCIPLES -> METHOD -> TYPES

METHODOLOGY

Playful phase
Up to age



First golden age of learning Up to age

9-10 11-12

Puberty: insecurity and searching Up to age

13-14 15-16



Consolidation phase Up to age

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 Experimenting Tolerance of frustration Capable of generating own enthusiasm

· 'Crushes'

Search for recognition

Strong sense of rivalry

Self-knowledge

opinion of group

search for identity

Sexual activity

higher education

• Entering working life

Better communication skills

Search for independence

Reduced attention span

Greater communication and listening skills

More pronounced bodily activity and aggression

• Can be easily influenced by others / focused on

Initiation to sex and use of drugs and alcohol

Isolation and conflictive behaviour

Mental and psychosocial insecurity

Puberty: strong friendship bonds;

Professional vision with link to

Learning from role models

Spontaneous and sincere

Very curious

Basic confidence, focused on coach

Easy to motivate (self-motivation)

 Curiosity and desire to learn Sensitive to differences between boys and girls • Great sense of honesty and fairness (up to age 10–11)

Very imaginative

Derive pleasure and enjoyment

from playing and moving

 Focused on coach Awareness (recognition) of rules

> Interested in comparing themselves and competing with peers Development of ability to communicate

> > Pre-puberty: mental and emotional instability; growing interest in sexuality Development of self-confidence / self-esteem Development of capacity for reflection Victim <-> aggressor

Limited concentration and attention

of violence in their social environment

Recognise and show awareness

Highly competitive

Psychological phase: Self-adulation phase

Psychological phase:

crisis of egocentrism

 Personal appearance: they enjoy the attention of others More reliable and responsible Breaking norms and rules: risk of committing criminal and violent offences

Greater capacity for reflection

Deviant behaviour: risk of becoming

nvolved in criminal structures,

Confrontational behaviour

Ability to lead

Psychological phase: 'transition away from

egocentrism'

(not all reach this phase;

it requires training in core values)

Precision in movement and in the game

Playing to meet specific objectives and in professional

 Physical differentiation between the sexes and within the game

Greater physical capacity and stamina

Greater tactical and strategic ability

High level of technical knowledge

Physical consolidation:

DEVELOPMENT PHASES

> PHYSICAL AND SPORTING

High levels of expectation, enjoyment and motivation

Physical capacity and endurance low

 Limited visual field Quickly tired

Focused on own role in game with no tactical vision

Equality between boys and girls when playing

Wider visual field

Play with others / higher tactical level

 Emergence of different skills Equality between boys and girls when playing

 Significant differences in size and weight Increasing physical capacity: greater development in terms of speed,

force, endurance and coordination Recognition of physiological capacity

Significant differences in size and weight

More obvious physical differences between boys and girls • Problems with coordination and motor skills

Emergence of particular skills

 Increased development of physical capacity: endurance, force, speed, movement and coordination

High level of tactical and strategic understanding

TEACHING OBJECTIVES

SOCIAL

Ability to show emotions

• Equality between boys and girls

 Enjoyment of being and playing in a group

Awareness of health/hygiene, nutrition

Communication

 Resilience skills Generosity Non-violent resolution of conflicts
 Proactivity/creativity

• Raise awareness of • Empowerment gender differences • Self-assessment Showing apprecia Leadership tion for others

> Proactivity and Knowledge of creativity processes involved in group dynamics • Rights and duties

 Self-assessment Communication Leadership

 Commitment and • 'Life plan'/ personal care perseverence • Willingness to Self-assessment/ reflection reach agreements

 Education in Proactivity sexual health and

reproductive rights Prevention of crime and violence Awareness of gender

 Preventing the consumption of drugs and alcohol Communication skills

CLEAN/FAIR PLAY

Avoid injury to children when playing Put across basic idea: to score and prevent opponents from scoring Develop and maintain enjoyment of sport and movement Encourage boys and girls to

Improve motor Knowledge of the game in different coordination positions and different situations Introduce basic

 Knowledge of basic tactical principles of attack and defence Consolidation and improvement

of basic skills

 General technical football skills
 Apply and consolidate individual/group tactics and responses technical skills

 More demanding technical skills
 in defensive and attacking play Apply skills when playing under time pressure and
 playing position based on individual strengths (defensive or offensive) Formations

• ENDURANCE

MOVEMENT

• COORDINATION

• ENDURANCE

AA

MOVEMENT

COORDINATION

• ENDURANCE

MOVEMENT

• ENDURANCE

MOVEMENT

COORDINATION

• FORCE

• SPEED

COORDINATION

• FORCE

• FORCE

• SPEED

pressure from Game plans

 Perfecting skills
 Tactical training • Technical refine- in position on field ment at speed, • Specialised individual with time pressure and group training

and pressure from opponents (dynamic techniques)

• Wide-ranging application Tactical stabilisation of team behaviours

 Use in compe- Formations New approaches / adjustments

 Variations Precision SKILLS

PRINCIPLES: Coach as source of encouragement and role model

 'Small feet – small pitch', small groups, narrow goal area Boys and girls play together Simple objectives and exercises Observe and respect children's emotions

to complex

PRINCIPLES:

tolerance

PRINCIPLES:

Coach as expert and role model

Sporting development: solving

Encourage communication skills,

Coach as friend and role model

strengthening of tactical and strategic understanding

Develop ability to take decisions,

ommunication and leadership

skills, responsibility and reliability

Highly complex nature of the games

complex game situations

leadership, empathy, respect,

METHOD: Exercises with a lot of movement/

focus on enjoyment • Exercises in small groups and in pairs Describe and introduce exercises with help of amusing stories Coaches take active part in

exercises Coaches monitor individual development and emotions displayed by children

• 4 x 4, groups and small pitch Tournaments with a winner at the end of the session/ not based on league system

**TYPES OF GAME:** 



METHOD: • Insert (individual) concentration exercises

PRINCIPLES: Coach as teacher and role model: respect for rules, responsibility, identity and team spirit, solidarity within group Progressive exercises: from easy

 Change tasks and roles (referee, assistant coach) to foster development of empathy Working together in group to establish norms and rules of behaviour; introduce rituals

emotions

METHOD:

METHOD:

objectives

 Assign 'tasks' to children (e.g. identify places of risk on their way home; observe social situations)

Gradually increase complexity of

Children agree rules and norms between

themselves and decide how to monitor

them; sanctions for breaking the rules

• Identifying community needs and organising community-based activities

Match-related exercises in tactical

Complex match situations and

More extensive comparison and

rivalry with other clubs, vision

• Development of skills for independent conflict resolution

extends beyond the local area

blocks (intersperse attack and defense)

• Exercises under time pressure and in

Young people organise events / tournaments

game and group training

independently

and group dynamics focused on play and enjoyment; include tournaments and rivalry

Coach encourages children to express

TYPES OF GAME:

'Football 3' phases



 Children work out own training blocks **TYPES OF GAME:** Tournaments on small and

full-size pitch League system and tournaments

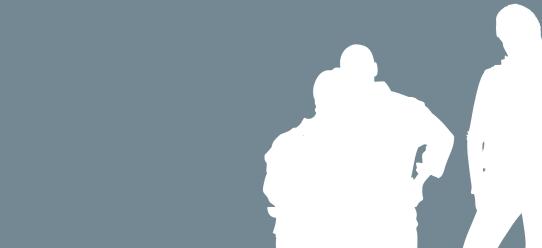


Recognition of complex and abstract relationships

 Self-organisation Identifying community needs and organising community-based activities

TYPES OF GAME:

 Tournaments on full-size pitches League system and tournaments













LOW INTENSITY AS PART OF SYSTEMATIC TRAINING

AA MODERATE INTENSITY AS PART OF SYSTEMATIC TRAINING

AAA HIGH INTENSITY AS PART OF SYSTEMATIC TRAINING















