

# The Futoro Report



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# ***Good Football / A Good Coach / Good Footballer***



## **Good football**

- Is dominated by brains rather than brute strength-clever, crafty, cunning.
- Involves high individual skill within high group skill.
- Is fair football - enjoyable, honest.
- Contains high and varied athletic capability. Speed, strength, suppleness, stamina.
- Is football which both teams play to win by scoring as many goals as possible while conceding as few as possible.
- Is played between evenly matched teams and is not one-sided.
- Produces in any person connected with the game states of anxiety, tension, enjoyment and excitement.
- Reveals intelligent strategy.

## **A good coach must**

- Have a thorough understanding of the game - tactical and technical.
- Know how to get the best out of players - psychology, motivation, manner, appearance.
- Explain clearly either by word or by visual demonstration what is required.
- Set high standards and demand quality work from players.
- Be able to plan his tactics according to the strengths and weaknesses of his own team and opponents.
- Decide on his priorities, be single minded, be persistent, be patient, be determined.
- Have good coaching technique - position himself carefully and project voice over whole field - be able to stop play (immediately)
- Coach within the Laws of the Game and get his players to play fairly, be honest and not cheat.
- Be consistent.
- Care about his players.
- Always be enthusiastic.
- Think up new ideas and keep up with modern trends in football.
- Always try to be a winner (with fair methods).

## **A good footballer is one who**

- Affects the game in all conditions and circumstances
- Has the range and quality of technique to worry opponents.
- Will not concede defeat until it happens.
- Has speed (and change of speed) enough to frighten opponents.
- Can because of his own general and positional play make other players in his team look better players.
- Is enthusiastic from start of event to finish.
- Has the ability to see and recognize the best course of action and then take it.

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# 10 Principles for Good Coaching



- 1 The starting point is the football learning process. General goals/aims in the different age groups.
- 2 Simplify football for coaching, teaching, learning.
- 3 Simplify football in a way that it always can be recognized as football. Aims, structure, rules, resistances as needs for motivation, recognition.
- 4 Point out the aims and principles in the so called main three moments in football:
  - Possession of the ball.
  - Possession of the ball by the opponent
  - Change of possession (positive/negative)
- 5 Work out (concrete and clear for every level/age of players) the tasks and duties in terms of time and space.
- 6 Read the game! Take most of all influencing factors in the achievement into account.
- 7 A model for describing football problems; A (the) way for making analysis.
- 8 Formulate the objectives/aims of the training
  - or change formation/players (right player in the right place)
  - or scout new/better players.
- 9 Realize the training practice.  
Players have to be aware, recognize the aim (It must become the problem of the players).
- 10 The demands for every training practice:
  - Objectives / aims proper to football (it must be/stay football)
  - Many repetitions (important in learning is doing)
  - Take in account the group (age, level, quality)

There must be fun, motivation, concentration and ... GOOD COACHING! STRUCTURE PLEASE!

# ***Football, How Do You Learn and Teach it?***



- 1 The starting point is the football-learning process. General goals/aims in the different age-groups.
- 2 Simplify football for coaching, teaching, learning.
- 3 Simplify football in a way that it always can be recognized as football. Aims, structure, rules, resistances as needs for motivation, recognition.

## **Giving sense - that's the answer**

Not:

- Moving for moving
- Running for running
- Dribbling for dribbling

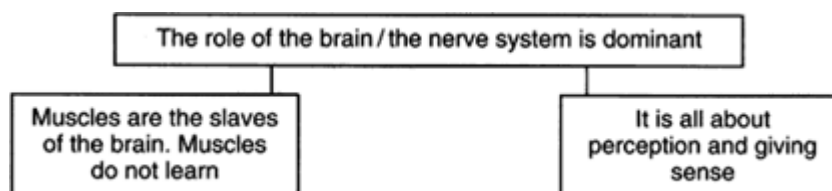
But:

- Dribbling to ...
- Shooting at ...
- Passing to ...

All based on the demands of the situations in a football game **THE COACH HELPS YOUNG PLAYERS TO RECOGNIZE THE SENSE!**

Coaching = Teaching

Teaching = Knowledge about the way people learn



To teach and to learn football we have to simplify Do not simplify in a way that football loses its heart. **KEEP IN MIND: IT MUST STAY FOOTBALL!!**

# ***The Three Main Moments in Football***



## **The aims and principles in the three main moments in football**

1. Possession of the ball
2. Possession of the ball by the opponent
3. Change of possession (positive / negative)

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### **Moment one: Possession of the ball**

Aim in this moment:

- Building up in order to create chances
- Scoring goals

General starting points:

- Make playing area as big as possible
  - a) width
  - b) depth
- Think deep and play deep whenever possible
- Keep possession of the ball (important condition to realize the aim of the game)
- Principle: Playing wide serves as preparation/introduction to play deep/forward
- Man the positions on the field as optimally as possible

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### **Moment two: Possession of the ball by the opponent**

Aim in this moment:

- Disturb the build up of the opponent
- Recover the ball
- Prevent any goals against

General starting points:

- Make playing area as small as possible

- Depending on strength of the opponent:
  - towards the ball (press)
  - towards own goal (withdrawing)
- "squeeze" wings
- Keep pressure on the opponent in possession of the ball
- Mark well on the positions around the ball
- Provide coverage further away from the ball
- Remain useful as long as possible

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### **Moment three: The change from possession of the ball to loss of the ball and Vice-Versa**

Aim in this moment:

Change as quickly as possible from the one aim of the game (e.g. possession of the ball) to the other (e.g. possession of the ball by the opponent):

Stress on speed

1. From possession of the ball to loss of the ball:
  - The player nearest to the ball tries to prevent a direct long pass (pressure on the ball) or forces to: Play wide, keep possession, dribble, play backwards.
  - All players try to prevent goals being scored:
    - a. block shots from the opponent
    - b. choose position in order to prevent any direct danger (so called "SQUEEZE")
    - c. mark well close to the ball when sufficient team mates are available (so called "PRESSING ON THE BALL")
    - d. cover position/space when there are not sufficient team mates (so called "SLOWING DOWN/DELAYING")
  - Apart from their own specific tasks all player at that moment have one governing task: To try their utmost in order to prevent the opponent from taking advantage of the lack of organization in case of e.g. a sudden shot, a long pass, a dribble, etc.
2. From loss of the ball to the possession of the ball:
  - The player who gains possession (intercepts, recovers) tries to play a long pass first of all.
  - Players who are further away from the ball ask for a long pass (e.g. from long range, in order to avoid offside).
  - The player who gains possession (depending on his possession on the field) can also play a pass to himself and thus avoid an offside position.
  - Try to get away from the field of view of your opponents.
  - Especially players other than the player in possession must show initiative in order to proceed (anticipate/read in advance/draw attention from team mate in possession of the ball).

### **From building up to attacking**

Aim in this moment:

To bridge the distance between the own penalty area and the penalty area of the opponent.

General principles:

- The quickest way is the long pass

Conditions:

- Requires good kicking technique (speed, height, direction)
- The ball must be neutral, in other words, the player in possession of the ball must have time and space to pass the ball (difficult with pressurizing opponents).
- A striker must be able to control the ball.
- There must be some sort of communication between "giver" and "receiver" of the pass.
- A striker must recognize the right moment for the pass to be given ("reading the game")
- Position-play in order to play the long pass.

Conditions:

- Requires insight into the purpose of position-play ("What exactly do we want?").
- Choosing position with regard to the opponents and the available space in order to create moments at which a long pass can be played.
- Whether a long pass can be played depends largely on the demand at the right moment and the right position of the team mates.
- Improve the quality of position-play by:
  - a. high speed of the ball
  - b. the right moment of choosing position (neither too early, nor too late)
  - c. the right position (neither too deep, nor too far away).

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# ***Defining Football Problems***



## **A MODEL FOR DEFINING AND DESCRIBING FOOTBALL PROBLEMS**

### **Defining football problems**

To get to a proper football training you will first have to define the football problem:

- What is going wrong?
- What is lacking?
- The description of the problem needs to be precise.

The players must be able to identify with and take responsibility for the problem. This will differ depending on the age of the players.

Important elements in defining the problem are:

- a. What is going wrong in relation to the plan?
- b. Who are the main players and which are the positions involved in the problem?
- c. At which moment does the problem occur?
- d. In which part of the field does the problem occur?
- e. What specific elements are affecting the game, the players and the circumstances? (e.g., Importance of the game, the team's position in the league table, the weather, the conditions of the playing field etc.).

Example of a) to e) above:

- We have hardly had any scoring chances.
- The forwards receive low quality supply of passes from their own defenders.
- The link between the midfielders and the forwards is unsatisfactory - they do not understand each other.
- The defensive midfielders are not finding enough space to deliver long passes.

The problem gets worse when the other team's forwards apply more pressure.

## **Identifying the objectives**

After defining the problem, the objectives for the next training session must be identified.

Objectives for the training session:

- The problem is always a football problem, therefore analyze the game.
- Describe the problem as precisely as possible in terms of time, space and function.

It is possible to have general objectives when working with young players in their respective age groups.

For example:

The defenders are too slow in their build-up play, failing to pass the ball quickly enough to forwards who have called for a pass.

So, the coach should not say that

- The pass is unsatisfactory or
- The speed is too low.

He should recognize that the problem is:

- The players are unable to see passing possibilities early enough.
- So the problem is a ATTITUDE PROBLEM.

## **Other examples:**

Some common problems:

- A clear football idea does not exist (the players do not understand the objective, the solution or the execution).
- Poor technical execution (the technical ability of the players is insufficient to apply the solution).
- Inadequate physical attributes (players are not sufficiently well conditioned to perform at a given level, a player is not fit enough to play in a certain position)
- Poor mental attitude (players cannot maintain a competitive state of mind when they are chasing the ball at a high tempo continuously, the players react badly to disappointment or bad refereeing).

By the way, all football problems involve the brains. In order to create a good training situation, insight into and knowledge of the problem area is essential. But this knowledge cannot exist in a vacuum, the coach must establish a link to football.

For example, perhaps the solutions for the football condition training are too many and too directly taken from the general laws of fitness. Football training is, by definition, condition training

and condition training is football training!

The key is to translate the general laws of fitness into a football context:

- Physical pressure
- Different types of physical pressure
- Methodology of physical pressure
- Control of physical pressure

The coach makes the translation.

To summarize, the solution to football coaching does not exist.

The more the experience of football and football coaching and the greater the knowledge of football, youth football and the process of learning how to play football, the better the problems can be solved.

It is no longer necessary to hide behind exercises that look like football but do not address the real problems.

Coaches must be capable of:

- Defining football problems? Who, what, where?
- Explaining the problems to the players; the problem is not the coach's problem but the player's problem
- Reading the game

## **Football for children**

### **Characteristics of football for children**

1. Characteristic in football for children is the learning-process/developing process (Several stages of development).
2. The learning process is a leisure activity, no pressure from any organization, no laws etc. Children can do it. There is no must.
3. Comparing the learning process in the past and the learning process in the actual situation there is a big difference: Especially in time, space and ambience.
4. In the past football had the monopoly in leisure time. Children learned the game in a natural way, by playing and practicing for hours and hours. Some characteristics:
  - always a relation to football
  - endless repetitions
  - always fun and imagination

These characteristics warranted a child centered and age related process.

- In the definition the aspect of teaching children to play football must be mentioned as a characteristic, a basic aspect in children's football (Giving sense and fun is the main-task).
- Nowadays the natural development or learning process has changed in a more controlled process to spend the limited time more efficiently.
- More efficient means a policy which is based on the following principles:
  - competitions (small-sided games) are means to develop, not an aim.

- training-forms are structures as simplified games.
- ages and talents: (take the age into account of the activities)
- coaching:
  - methods
  - didactics
  - organization
- After these characteristics, the organizational aspects can follow:
  - age groups in these category
  - girls and boys
  - mixed or non-mixed teams.



## ***Structure of the Training Practice***



READ THE GAME - Take most of all influencing factors in the achievement into account

### **Reading the Game**

(or game-related training-forms)

Simplify to start reading:

- less players
- less rules
- choose one of the three "main-moments" of football

And that it is all about perception and insight in the game:

- see, hear, feel
- recognize
- interpret
- anticipate
- do the best

### **Learning to play football / learning to coach**

#### **A. Observing**

Reading the game, watching the key moments:

- Possession of the ball
- The opponent's possession
- The change-over from 1 to 2 (losing the ball) and 2 to 1 (regaining possession)

#### **B. Starting position**

- Age
- Talent
- Perception
- Level

**C. Analyzing**

Defining the soccer problems

**D. Objectives**

Taking into account:

- Age
- Level
- Motivation

**E. Realizing**

The practical training:

- Organization
- Choice of practices
- Physical pressure
- Influences

**F. Evaluation**

Has the objective reached? (retrace previous steps)

## ***Objectives / Aims of the Training***



### **FORMULATE THE OBJECTIVES / AIMS OF THE TRAINING**

- change formation/players
- scout for new/better players

### **Training Session related to the problem**

Central theme:

Possession of the ball in your own half

Building-up:

To improve the achievement of a team the coach has to define / formulate the problem he has to work on. This problem must then be solved by the players with the help of the coach.

The aim of building-up:

- Each player must have the same idea
- The same idea can be learned by repeating the key factors belonging to this theme and this situation in the game.
- These key factors must be learned by players, if not everything they learn or perform is meaningless.
- They must communicate. That's why they must speak the same "football" language and must start with the same idea.
- The skills will be developed by recognizing the aim and the sense of the activity/the task.

**Coaches, do not forget that soccer players are human-beings. They have brains!**

**Development is activated by the brains.**

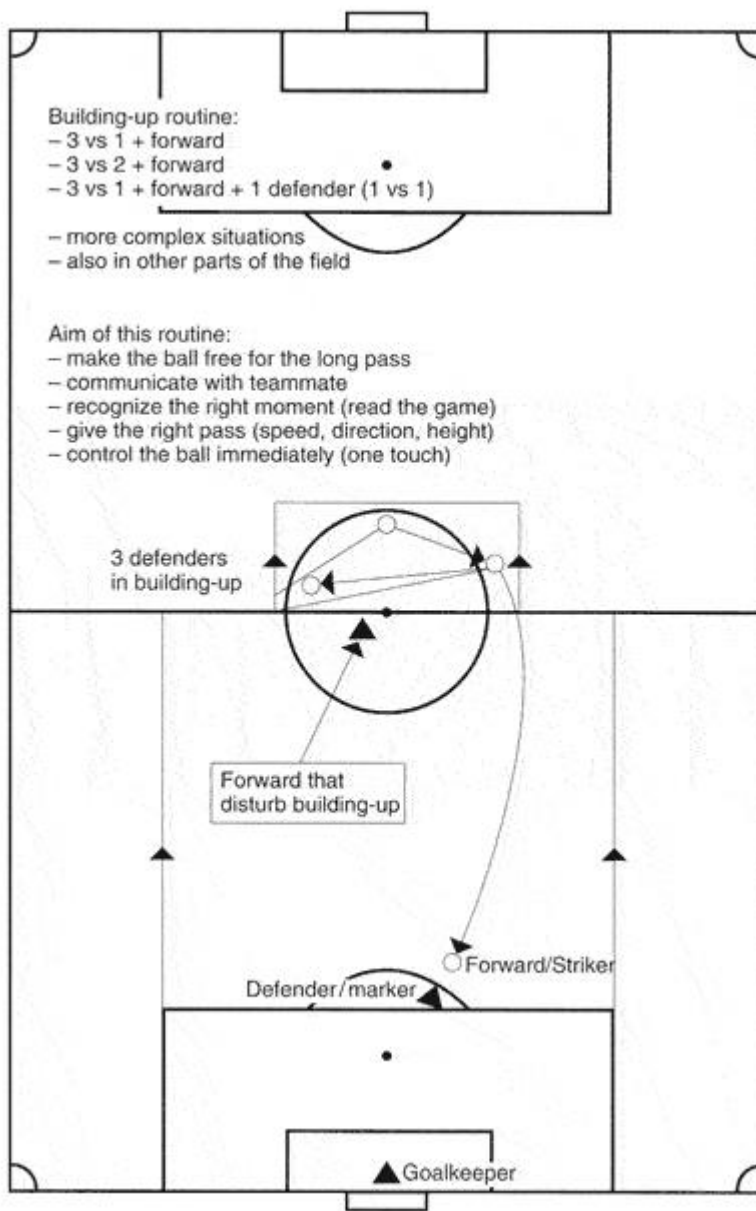
**Aim-Related to the problem for the following Training Sessions:**

- Improving the positional play in your own defense to give better passes to your own attackers in order to create more and better scoring opportunities.

**Means and methods**

1. 5 versus 2 in a rectangular area (10/15 metres x 20/30 metres)
  - Positional play with restrictions of the opponents and the size of the practice area.
  - Playing away from the pressure of the opponents
2. Positional play 3 versus 2 in the center-circle with a centre forward positioned near the 16 metre area of the opponents (also 3 vs 3, 4 vs 3, 4 vs 4)
  - Aim: Positional play in order to pass the ball to the center forward.
3. As above, but also in more complicated situations.





### T.I.C. remarks:

#### Technique

- good passes, good control

#### Insight

- read the situation
- choose the right moment for the long pass

- choose the right to ask for the long pass (by the forward player)

### **Communication**

- choose the right moment for asking and passing
- work together after the pass to score a goal

## Coaching Objectives - Different Phases



AGE	AIM	CONTENTS
+/- 5 years (prel. stage)	"A soccer ball is round, ...and that's pretty tough!"	T.I.C.
Ball-size: Use of tennis balls, other small balls	<ul style="list-style-type: none"> <li>- Ball touch</li> <li>- Ball control</li> <li>- Master the ball</li> <li>- "Me and the ball"</li> </ul>	Skill games: <ul style="list-style-type: none"> <li>- direction</li> <li>- speed</li> <li>- accuracy</li> </ul>
+/- 6-11 years	Basic game maturity	T.I.C.
Ball-size: 3	(3 v. 3) (4 v. 4) (5 v. 5)	technical skills and game insight by playing simplified soccer situations (basic forms)
+/- 11-16 years	Game maturity	T.I.C.
Ball-size: 4-5	(11 v. 11) (6 v. 6) (7 v. 7) (8 v. 8) (9 v. 9) (10 v. 10)	Team requirements (-tasks) per zone and position through small sided games and the full game
+/- 16-18 years	Competition maturity	T.I.C.

Ball-size: 5	(11 v. 11)	Game coaching on efficiency and mental aspects, it's all about winning games fairly.
+/- 18 years	Optimal maturity in top level soccer	T.I.C.
Ball-size: 5	(11 v. 11)	Specialization or multi-functional influencing of players; to cope with the stress of the game.

## Training Practice

### Realize the training practice

Players have to be aware and recognize the aim (it must become the problem of the players):

- game related
- endless repetition
- pleasure, fun, motivation

The quality of the learning process is based on the way the coach uses these forms. He must be able to read the behavior, the achievement of the player.

Requirements that each football practice must have:

1. Football related objectives
  - to score goals
  - to build up
  - to defend
2. Equipment
  - Sufficient number of
  - balls (correct size)
  - cones
  - bibs of different colors
  - portable goals (if available)
  - coaching grid
3. Many repetitions
  - many turns, good planning
4. Consider
  - the age, skills, level of the group
5. A good coach
  - influences players
  - intervenes, gives instructions, demonstrates, asks questions



## ***Games without Goals***



These games without goals are exercises played on a small pitch and serve mainly to perfect various tactical combinations. They involve retaining possession of the ball within the team, and the construction of attacks in the build-up zone. To attain all these objectives, players continually have to try to slip away from their markers and provide plenty of support for the man with the ball. The player does not make space simply in order to receive the ball himself, but also to create a diversion aimed at drawing opponents away from his colleagues.

The man with the ball must apply all his tactical and technical skills in the service of the team as a whole, by intelligently varying his passes between ground passes, lofted passes, short passes and long passes, and by either playing the ball first time or holding onto it. His passes must not only be accurate, they must also be made in such a way that his partner can use the ball straightaway, without first having to overcome the challenge of a direct opponent.

By using the widest possible variety of combinations, these exercises without goals also give players the chance to indulge in individual actions such as dribbling and selling dummies. Dribbling can provide the surprise element which plays such an important part in today's football. In these exercises, the team which is not in possession of the ball has to try to win it as quickly as possible, either by an appropriate form of marking so they can anticipate or intercept the passes, or by tackling their individual opponents firmly and effectively.

The following contains descriptions of some of these exercises:

**One against one**

**One against one with four corner players**

**Two against one**

**Two against two with four players in support**

**Three against one**

**Three against two**

**Three against three with two players in support**

**Four against two**

**Four against four**

**Five against five plus one neutral player**

**Seven against five**

**Seven against seven**

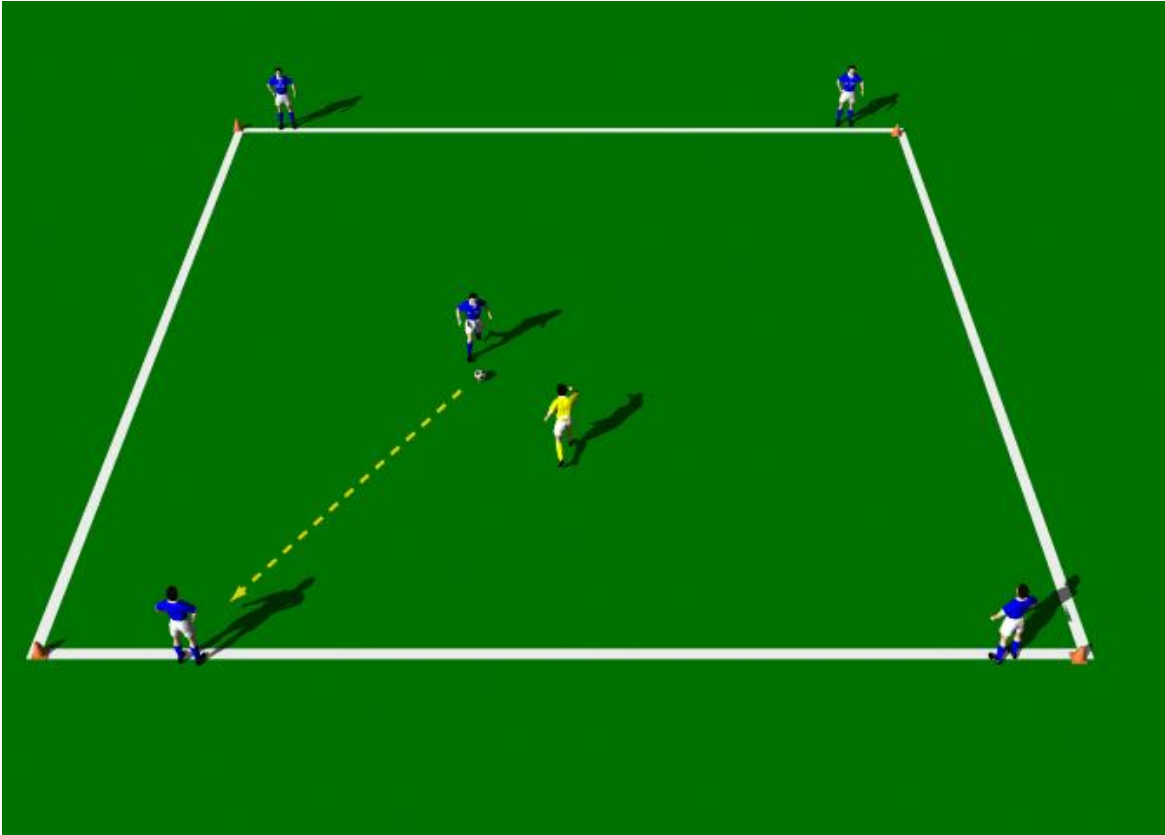
The trainer can vary all these games depending upon the precise effect which he aims to achieve, needing only to enlarge or reduce the size of the playing area and to make the exercises shorter or longer. It will be observed how a lack of restrictions gives the exercises the reality of match play, but also encourages players to be too individualistic (unnecessary dribbling, reluctance to part with the ball, etc.).

The trainer can remedy this - and also, most important, help improve his players' ability to find space and encourage their constructive anticipation and teamwork - by imposing certain restrictions, for example:

- Three-touch football, which enables players to control the ball easily but makes them play more collectively. The player with the ball has to look for a partner to pass it to, but may also dribble it briefly if under pressure from opponents. This type of restriction teaches players how to deal with virtually all the problems of real match play.
- Two-touch football means players need above-average ball control and allows them no chance of dribbling. But the trouble with this system is that players inevitably make a lot of mistakes by touching the ball more than twice, and so the game is continually interrupted, which disrupts its natural flow and tends to undermine the players' confidence in their ball control.
- Playing the ball first time requires all the players to play together perfectly and find space well. The game moves quickly, but occasionally over-hastily. One-touch football can only be played when one team clearly outnumbers the other (3:1 or 5:2).
- If the rules are adapted so that the second or third pass has to be played first time, this again corresponds more to match reality.  
The player with the ball has to realize that the colleague to whom he is passing the ball must be in a position to play it straight back to him or touch it on immediately to another member of the same side. Otherwise players may dribble or hold the ball as much as normal.
- In exercises with a lot of players, every fourth pass may have passes, but within limits. The player receiving the ball is very often isolated from his colleagues and has nobody to support him, and therefore has to dribble. So the player making the long pass has to think what position his pass will put his partner in, before actually giving him the ball.
- After five passes, the next move has to be a one-two double pass, this being a very effective tactic especially in tightly packed defenses. If this rule is applied, the main thing is for the preliminary passes to be very accurate.
- Scissor movements can also be practiced by making them compulsory after a certain number of passes. Then the player with the ball runs towards a partner and leaves the ball to him while shielding him from his opponents with his own body. The first player then continues in the same direction without the ball, while the other player moves off in an opposite direction and takes advantage of the momentary confusion in the opposing defense.

- Players can be motivated by the trainer introducing little contests to see how many passes can be strung together, with points given perhaps for a specific number or for every double pass movement.

## ***One Against One with Four Corner Players***



### **Objective of the Practice:**

This practice is designed to improve changes of direction, controlling and playing the ball in one movement, first time passing and Intercepting passes.

### **Field Preparation:**

Area 20 x 20 yards. 6 players. Supply of balls. Cones. Colored bibs.

### **Coaching Points:**

The aim of this exercise is to make sure of retaining possession of the ball as long as possible by dribbling and dummieing, but especially by frequently inter-passing with the four players positioned in the four corners of the playing area. The player in the middle with the ball is put under strong pressure by the continual challenge of the other player and by the way in which the situation is repeatedly changing. In combining with the corner players, the player will try as often as possible to control their passes and play the ball away again all in one movement. If a player pretends to make a pass before actually doing so or pretends to sprint away in another direction, he will succeed in completely surprising and outplaying his challenger. The pace can be kept up by controlling and passing the ball around as quickly as possible.

The opponent in the middle can win the ball in a direct tackle or else try to anticipate passes as they come back from the players in the corners.



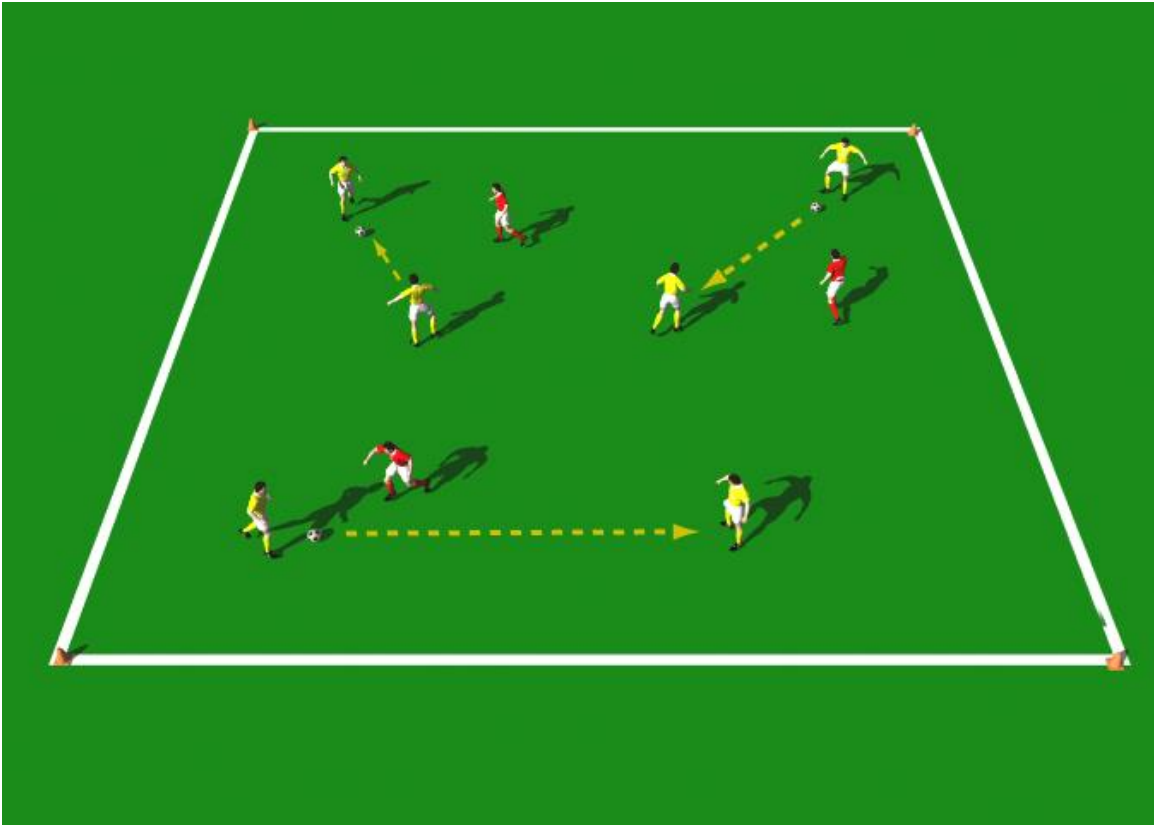
**Method**

The playing area is determined by four players each one standing in a corner of the square, with the other two players within this square. The man with the ball can use the four corner players to exchange passes. The roles are changed after a certain time.

**Variations**

- The players in the middle can play as they wish.
- The corner players have to play the ball back first time.
- The corner players can pass the ball to each other if the player in the middle is marked.

## ***Two against One***



### **Objective of the Practice:**

This practice is designed to improve Finding space, Positional play, Intercepting passes and Alternating between passes into open space and passes straight to a partner.

### **Field Preparation:**

Area 20 x 20 yards. Groups of three. Supply of balls. Cones. Colored bibs.

### **Coaching Points:**

Two-against-one represents the most important numerical superiority in football. By constantly slipping away from his marker and by dummieing off the ball to make his opponent move off in the wrong direction, a player can support his partner who can then hit his pass either into an empty space or straight to the first player's feet. The player without the ball tries to win it by intelligent positional play.

### **Method**

Two players play against one. When this defender wins the ball, he gives it straight back to the attacking pair.

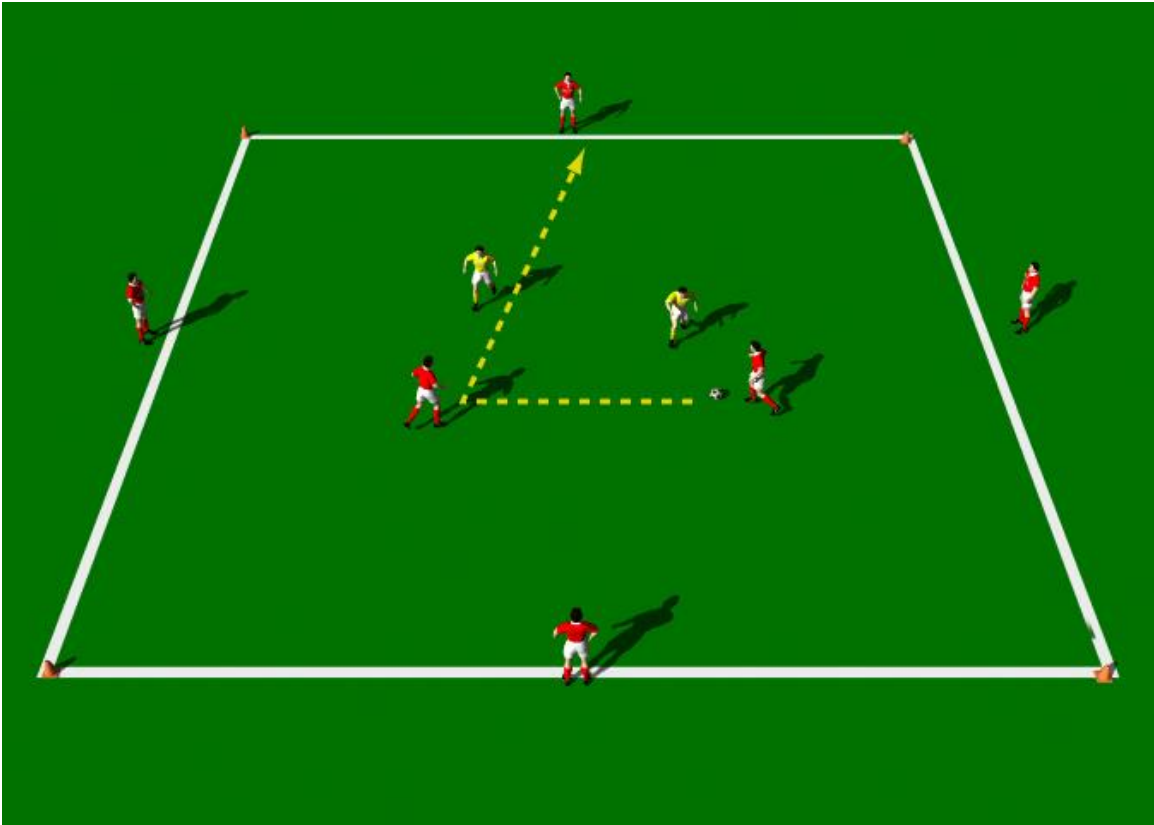
Roles are changed after a certain time.

### **Variations**

- No restrictions, with dribbling permitted.

- Three-touch football.
- Every third pass has to be played first time.
- Every pass has to be made first time.
- Having won the ball, the defender changes places immediately with the player who has given it away.

## ***Two against Two***



### **Objective of the Practice:**

This practice is designed to improve "One-two" passing, Scissor movements and Covering.

### **Field Preparation:**

Area 20 x 20 yards. 8 players. Supply of balls. Cones. Colored bibs.

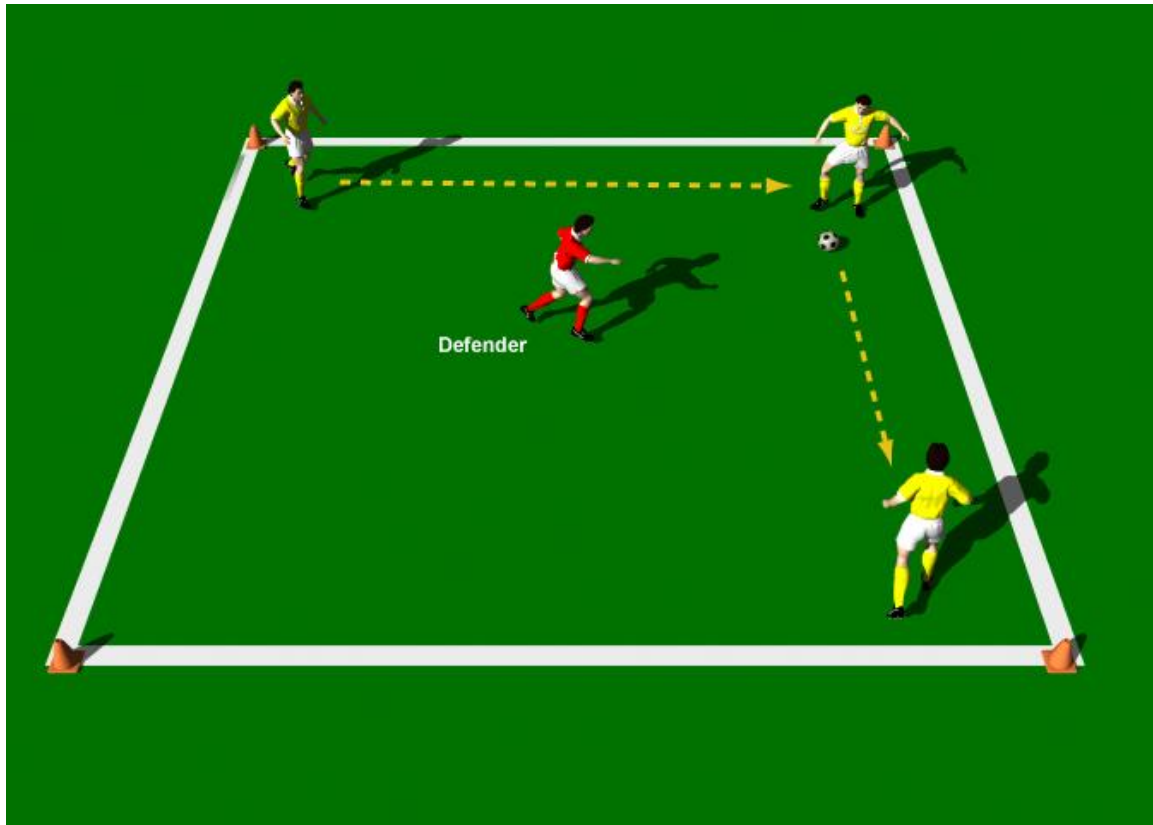
### **Coaching Points:**

The exercise is intended for practicing constructive movements, with two suitable players opposing two others. The four supporting players give them permanent support, similar to forwards or defenders during the build-up phase of real match. The game teaches players to keep the ball circulating or to hold onto it, as well as the use of double passes and all sorts of constructive combined movements. The defending pair should mark their men tightly and cover each other well to make it hard for the pair with the ball to use their supporting players.

### **Method**

Two players are opposed to two others within an area with fixed corners and with one neutral player on each side of the square who may be used as a link. These four players may move up and down their lines. The player with the ball may pass it to his partner or make use of the four supporting players, who then give the ball straight back to the pair from whom they have received it.

## *three versus One*



### **Objective of the Practice:**

This practice is designed to improve Finding space, Triangular movements, First-time passing and Anticipating passes.

### **Field Preparation:**

Area 10 x 10 yards. 4 players. Supply of balls. Cones. Colored bibs.

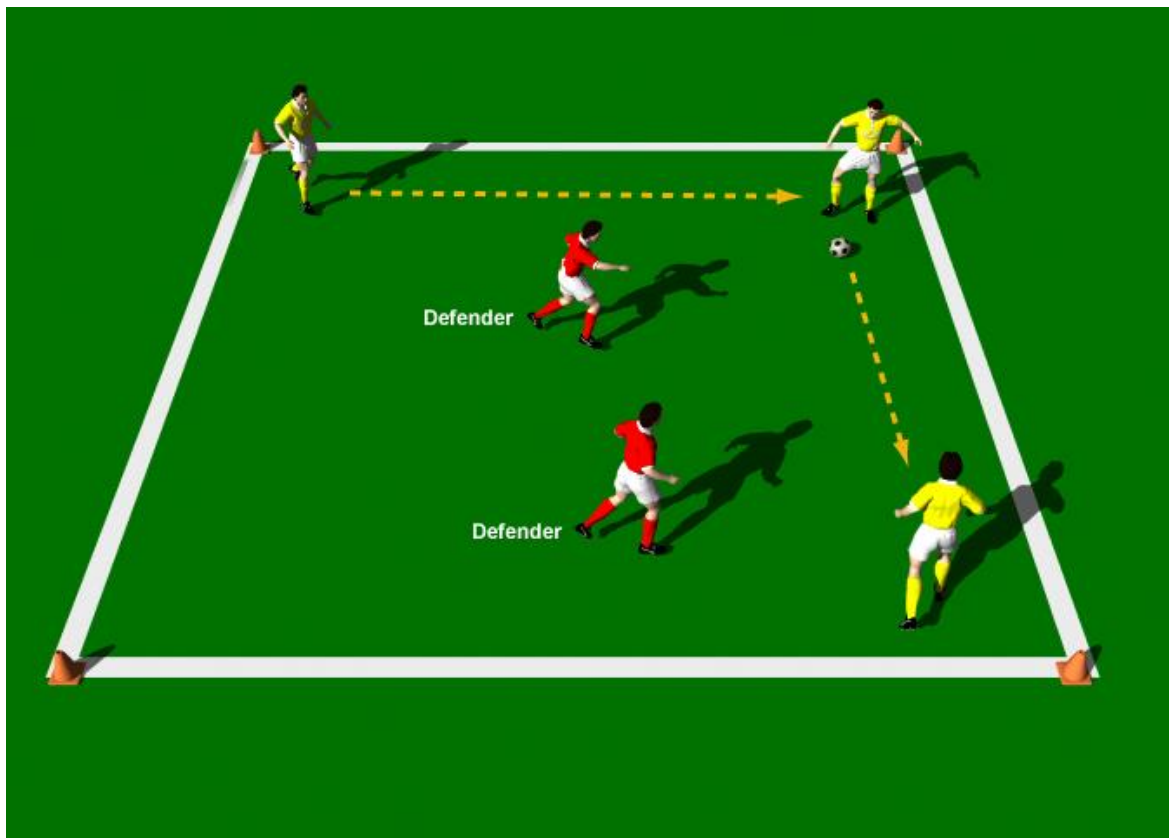
### **Coaching Points:**

A three-against-one situation rarely occurs in an actual match, as the lone player would have little hope of success. The team should therefore make sure that one of its players is not caught in such a situation. The aim of this exercise is to force the attacking team into constantly trying to find space, so that the player with the ball always has two possibilities of passing, either to his left or to his right. This means that once a pass has been made, the player is himself obliged to move in order to take up a position ready to receive another pass. The defending player has to try to intercept the passes by clever positioning and by dummying to the man with the ball.

### **Method**

Three players face one defender and pass the ball among themselves as long as they can, while the opponent tries to intercept their passes. When he succeeds in doing so, he gives the ball back to one of the three players, and after a certain time the players change roles.

## ***Three versus Two***



### **Objective of the Practice:**

This practice is designed to improve Marking and finding space, Triangular movements, First-time passing and Defensive co-ordination.

### **Field Preparation:**

Area 20 x 20 yards. 5 players. Supply of balls. Cones. Colored bibs.

### **Coaching Points:**

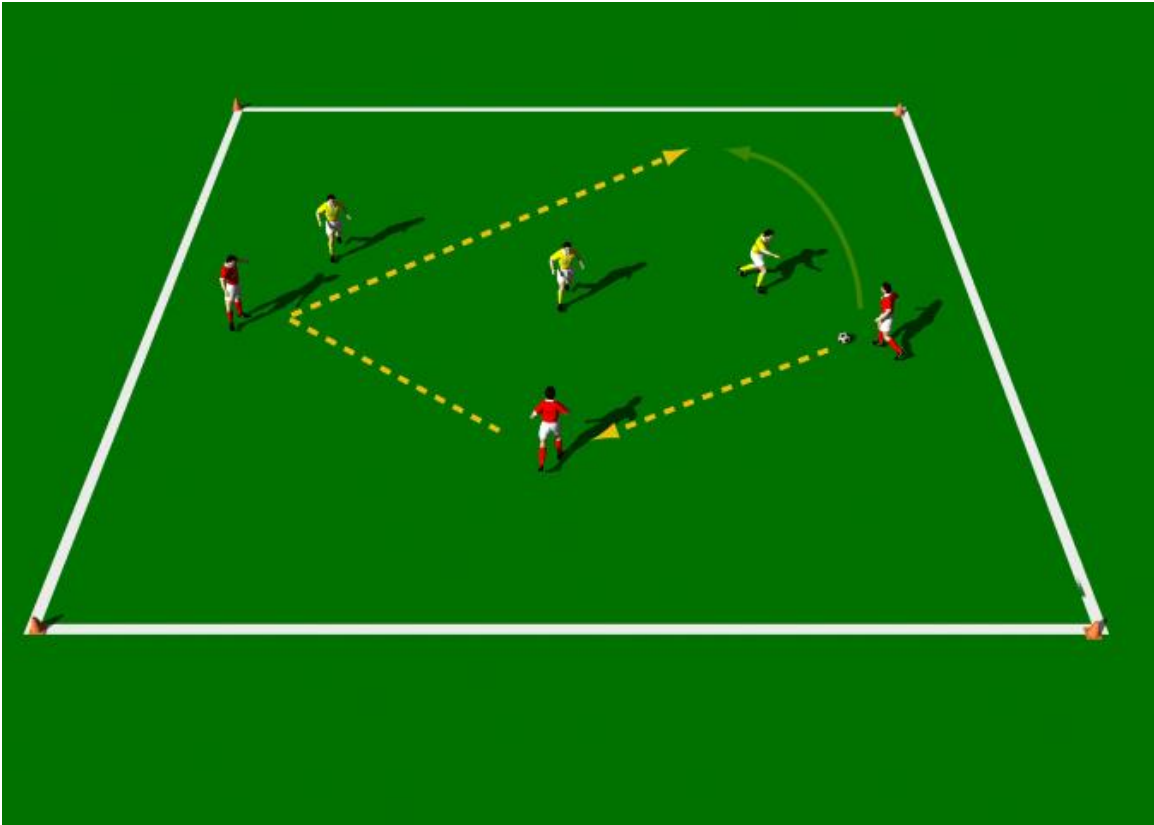
The object is for the three players to keep the ball as long as they can, while the defenders try to intercept their passes. The players with the ball continually have to adapt to the changing situation, with the ball sometimes best played first time and sometimes the player with the ball having to keep it until one of his partners is unmarked. Sensible dribbling of the ball can be an effective device to alternate with passing movements. The two defenders need a good mutual understanding and have to co-ordinate well. One challenges the player with the ball while the other covers space and tries to cut out the pass.

### **Method**

Three attacking players play against two defenders. Once the defenders have won the ball, they have to give it back to the attackers. Roles are reversed after a certain time



## ***Three Against Three (Attacking the Goal-lines)***



### **Objective of the Practice:**

This practice is designed to improve Making players play wider, Alternating between safe passes and forward passes, Reverting from attack to defense and vice versa, Mutual covering.

### **Field Preparation:**

Area 20 x 20 yards. 6 players. Supply of balls. Cones. Colored bibs.

### **Coaching Points:**

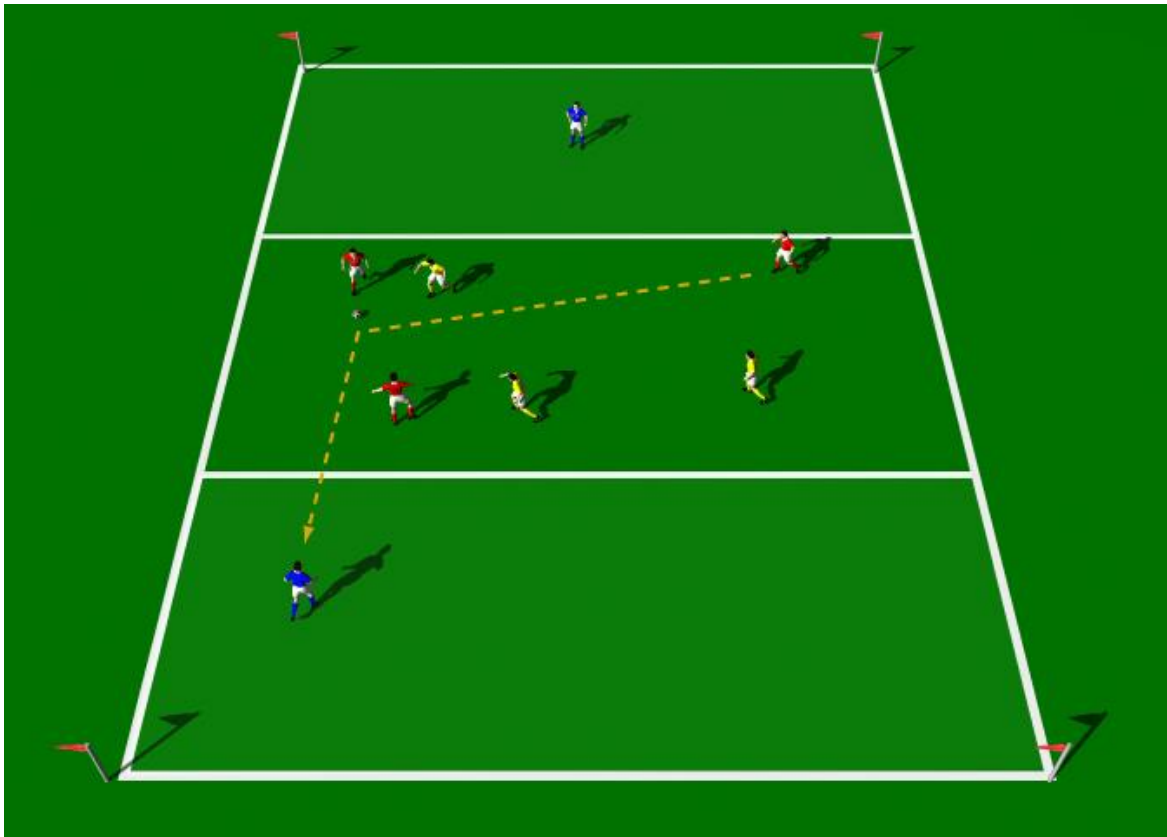
The aim of this exercise is for forwards to get past the other side by means of individual actions or combined passing movements and then cross the opposing goal-line with the ball at their feet.

All players should always be involved in the action, as the goals are 25 metres wide. So the team with the ball should use the whole width of the pitch to open up its game as much as possible, with a series of safe passes. Playing wide in this way is intended to out-manuever the opposing defense and open up gaps in their defensive cover. The man with the ball should take advantage of these gaps and play a decisive through pass to one of his partners who is positioned among the opposing defense.

### **Method**

Two teams play against each other.

## ***Three versus Three***



### **Objective of the Practice:**

This practice is designed to improve Marking and finding space, Cross-field passes, Changing the direction of the play.

### **Field Preparation:**

Area 20 x 20 yards. 8 players. Supply of balls. Cones. Colored bibs.

### **Coaching Points:**

The team with the ball has to try to keep possession with the help of an extra player who is stationed outside the playing area. The object is to create opportunities of switching the play by a single long pass directed to a second supporting player positioned outside the playing area on the far side. These changes of direction have to be carefully prepared by an exchange of short passes while the defenders do everything they can to prevent this. The exercise not only improves the alternation between a series of short passes and a single long pass, but it also entices

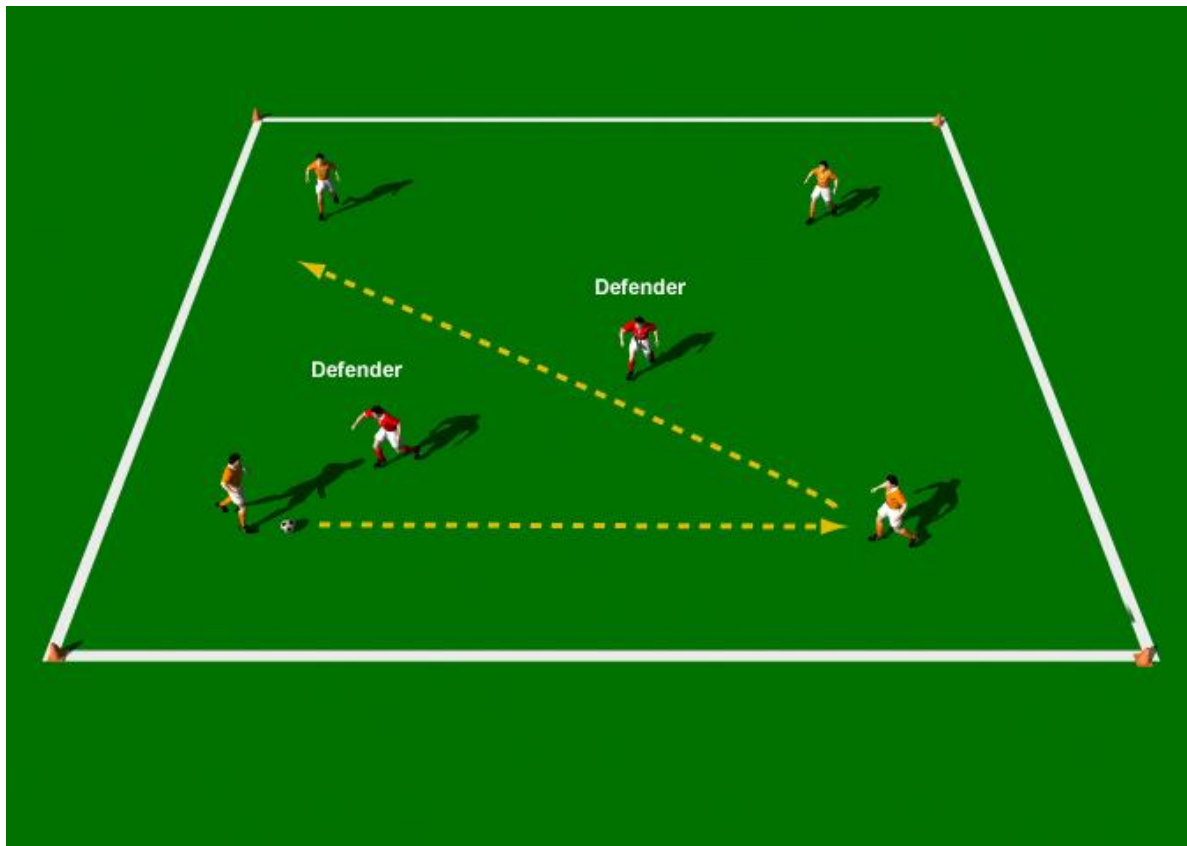
players to bunch up in one section of the field as they often do in match play.

### **Method**

With a pitch divided into three sections, the play is concentrated in the two outer zones while the central zone remains neutral and has to be crossed with long high passes, ground passes not being allowed. Three play against three, with those in possession enjoying the support of an extra player. They try to work the ball free and hit long passes across to the second supporting player

who is outside the outer zone on the far side of the playing area.

## ***Four against Two***



### **Objective of the Practice:**

This practice is designed to improve Alternating between square passes and diagonal passes, First-time passing and Defensive co-ordination.

### **Field Preparation:**

Area 20 x 20 yards. 6 players. Supply of balls. Cones. Colored bibs.

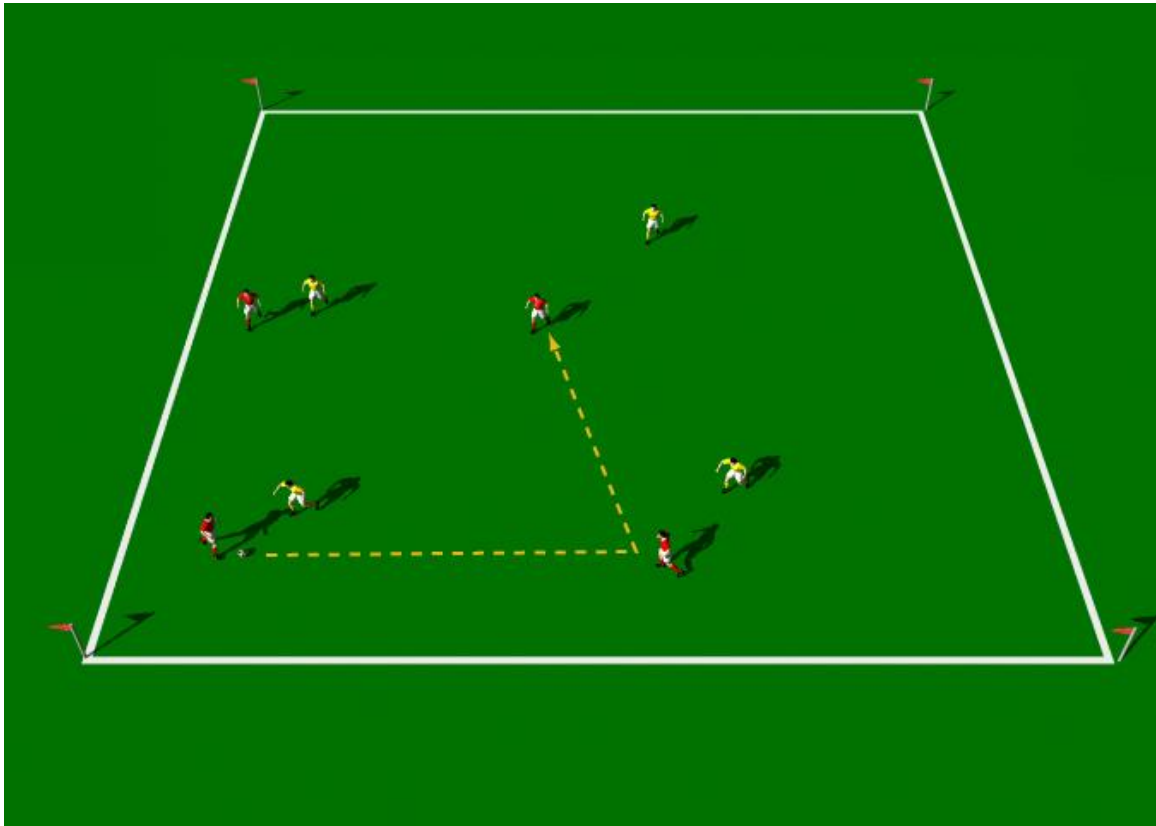
### **Coaching Points:**

The point of the exercise is for the players to retain the ball by moving it around with square and diagonal passes while two opponents try to intercept. One of the defending pair puts pressure on the man with the ball in such a way that his partner can cover accordingly. The way in which these two cover space requires a keen sense of anticipation and very precise co-ordination.

### **Method**

Four players are stationed at the corners of the playing area and two opponents move around inside the square. If the players in the middle succeed in intercepting the ball, they give it straight back to the players forming the square. Roles are swapped after a certain time.

## ***Four against Four***



### **Objective of the Practice:**

This practice is designed to improve Marking and finding space, Alternating between long and short passes, Harassing the player with the ball and Defensive co-ordination.

### **Field Preparation:**

Area 50 x 50 yards. 8 players. Supply of balls. Cones. Colored bibs.

### **Coaching Points:**

The aim is to keep possession of the ball as long as possible, but also to attempt effective passing movements as a basis for launching attacks. The defending team tries to prevent this by marking the attacking players closely and by coordinating their defensive interventions.

A feature of this exercise is the way in which the ball frequently changes hands, the high number of mistakes arising from the constant pressure which comes from the two sides being of equal number. It is therefore extremely important for players to slip their markers and for both sides always to play together well. After exchanging several short passes, the players should try to switch the game by means of a long pass.

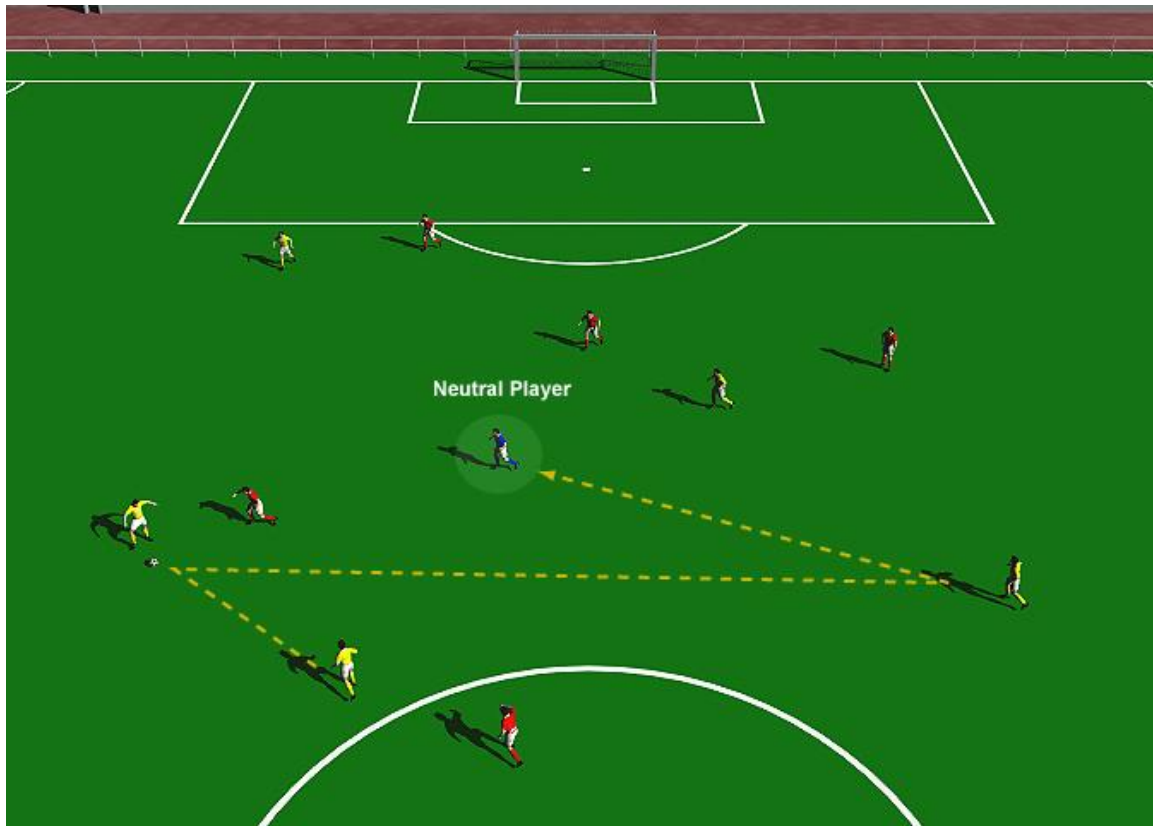
### **Method**

Two sides of four players each opposed to one another.

### **Variations**

- Three-touch football.
- Every fourth pass (at the most) must be made first time.
- Every fourth pass (at the most) must be a long pass.
- Each player is given a specific opponent to mark throughout the exercise.
- This type of game may also be played with 3:3, 5:5 or 6:6.

## ***Five Against Five Plus One Neutral Player***



### **Objective of the Practice:**

This practice is designed to improve Marking and finding space, Switching the direction of the play, Direct return passes and Integration of a key midfield player.

### **Field Preparation:**

Area half field. 11 players. Supply of balls. Cones. Colored bibs.

### **Coaching Points:**

The idea here is to make use of a key player who directs the team on the pitch. He is usually a midfield player but may sometimes be a libero, and he dictates the exercise by serving his partners with passes which may be short or long, powerful or subtle, along the ground or through the air. Once he has made his pass, he then takes up a position where he can always be found by his colleagues, and when he receives the ball back again he tries to change the direction of the play by hitting a long pass across to the other side of the pitch.

### **Method**

Five players against five opponents. One neutral player takes the key role, playing with the side which has the ball, who then use their numerical superiority to vary their game and use more different passing movements.



### **Variations**

- Five pairs of players mark each other individually.
- Every third pass has to be played back to the key player.
- The key player can only touch the ball three times.
- The key player has to play the ball first time.
- The neutral player can be a goalkeeper who can use his hands to throw the ball back to a partner to start a new movement.
- This type of exercise can also be played with 2+1, 3:3+1 or 4:4+1.

## ***Seven against Five***



### **Objective of the Practice:**

This practice is designed to improve Marking and finding space, Switching the direction of the play and First-time passing.

### **Field Preparation:**

Area half field. 14 players. Supply of balls. Cones. Colored bibs.

### **Coaching Points:**

Alternating between man-to-man marking and covering space. The aim is to retain possession of the ball while the defending players try to intercept it as quickly as possible and then become the attacking team themselves. The seven-man team should be more precise in building up its movements, using first-time passing to raise the pace while use of long cross field passes helps switch the direction of the game. The intensity of the exercise may be seen from the way in which the teams have to keep changing roles and take it in turns either to attack or defend. The five-man team resorts to man-to-man marking for nearby opponents, while defenders furthest from the ball cover space rather than players.

### **Method**

The seven-man team is given certain restrictive instructions while the five-man team is free to

play as it wants.

**Variations**

- Two or three touches per player.
- Every second or third pass must be made first time.
- Every fourth pass must be a long pass.

## ***Seven against Seven***



### **Objective of the Practice:**

This practice is designed to improve Marking and finding space, Switching the point of the play and Sustaining pressure.

### **Field Preparation:**

Area half field. 14 players. Supply of balls. Cones. Colored bibs.

### **Coaching Points:**

Each team tries to retain possession of the ball as long as possible by individual actions or combined movements. With seven players playing seven, the ball tends to change hands rapidly, and this takes the flow out of the game, as the player with the ball is constantly being put under pressure by a direct opponent in a limited space. These frequent one-against-one situations are a characteristic feature of the exercise, which also demands great teamwork because of the need to play effectively off the ball.

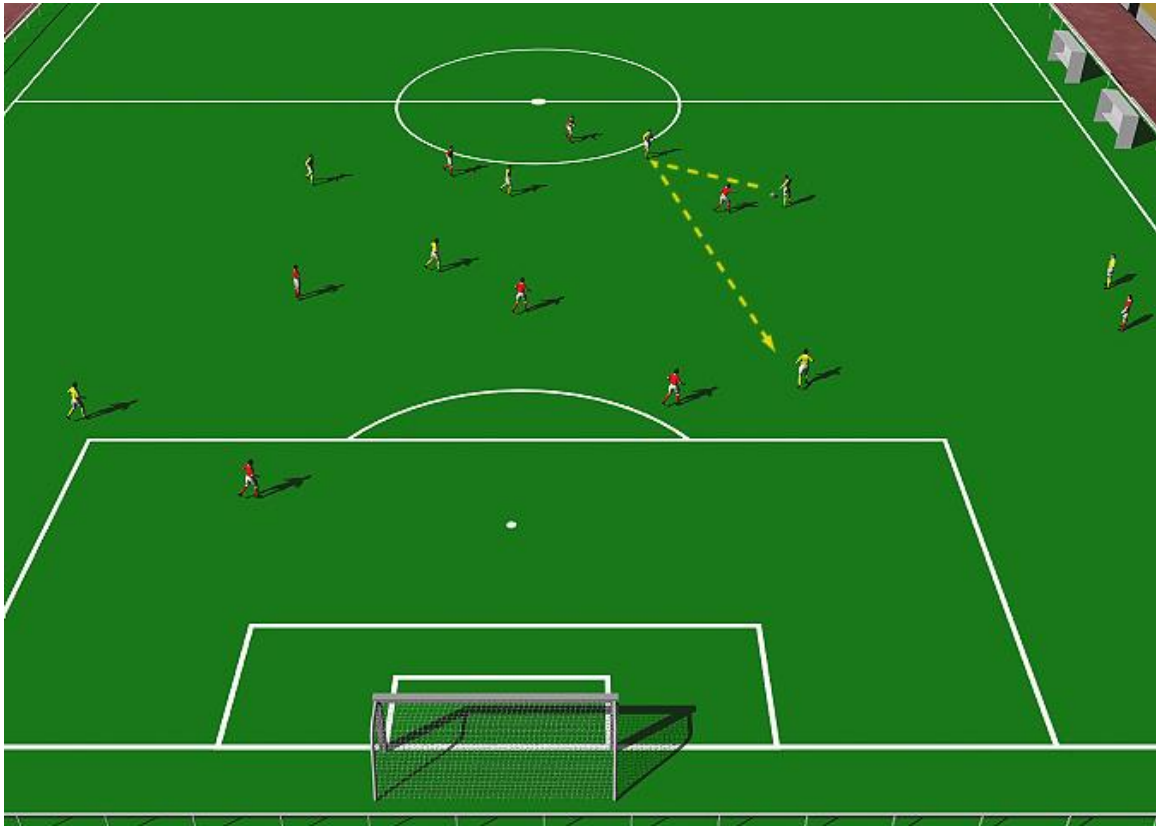
### **Method**

Two equal teams on a pitch big enough to allow them to play open football.

### **Variations**

- Two, three or four pairs of players are picked out at the start of the exercise to mark each other closely.
- Players are only allowed to touch the ball two or three times each.
- This type of exercise can also be played with 6:6, 8:8 or 9:9.

## ***Eight versus Eight (Attacking the Goal-lines)***



### **Objective of the Practice:**

This practice is designed to improve Widening the game to out-manuever the defense, Changing the direction of the game, Changing the pace and Constant teamwork in defense.

### **Field Preparation:**

Area half field. 16 players. Supply of balls. Cones. Colored bibs.

### **Coaching Points:**

Because the two goals are very wide, the players have to be well distributed all over the playing area. The side in possession of the ball tries to open the game up as much as possible in an effort to get players bunched on one side of the pitch. The defending team reacts to the danger by always moving across to this side of the pitch to defend its goal-line. When this happens, the attacking team sends a long pass across the field to change the direction of its attack and to make use of the space vacated by the defenders. This exercise gets players to move the ball around well, and also calls upon the perception of the build-up players and the opportunism of players moving into empty spaces. It also stresses everybody's capacity to adapt as they continually have to revert from defense to attack and vice versa, while always making sure that they are covering one another.

### **Method**

Two teams playing against one another.

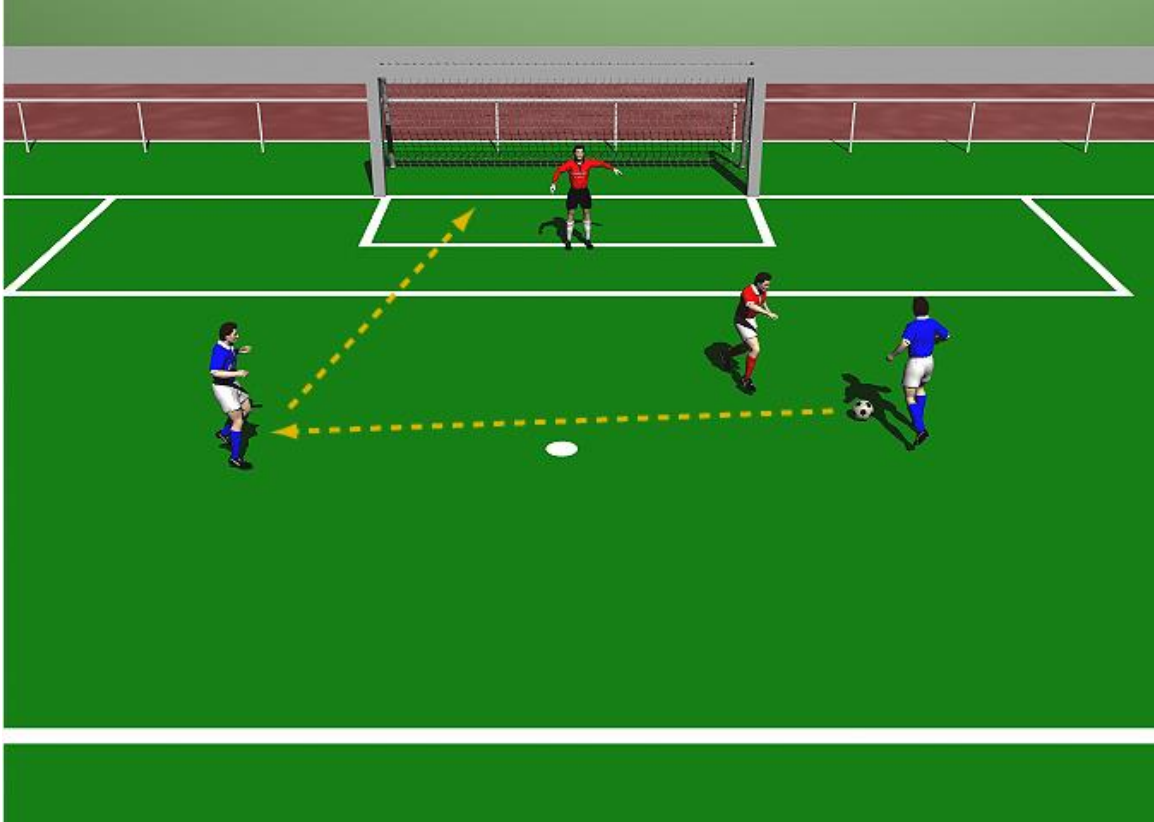
The goals are marked by corner flags and by posts placed on the centerline.

### **Variations**

- Three-touch football for all players.
- If a goal is scored after a one-two passing movement, it counts double.
- The game can be played with or without off-side.



## ***Two versus One - plus Goalkeeper***



### **Objective of the Practice:**

This practice is designed to improve Marking and finding space, Direct passing, Dribbling, Dummying and Tackling.

### **Field Preparation:**

4 players; a midfielder + a forward against a defender + a goalkeeper. Playing area: half the pitch, with a standard goal.

### **Coaching Points:**

The aim of this exercise is to improve co-ordination and mutual understanding between midfield players and strikers. The midfielder uses all sorts of passes to put his partner through to goal, while always staying behind him in support and ready to receive a pass back. Thus the midfielder's support gives the striker the choice of either trying to go for goal alone with the ball, or attempting a different combination with the playmaker, which may catch the opposing defender by surprise. The defender marks his man tightly and tries to cut out any sudden move towards goal or any shot. The goalkeeper does not simply stay back in his goal, but always takes part in the action by narrowing the shooting angle or by coming right out of his goal whenever necessary.

### **Method**

The midfielder plays the ball forward to his partner, who then tries to get past the defender and go

on to score. If the defender or the goalkeeper wins the ball, they give it straight back to the attacking midfielder player.

## ***Three versus Two - plus Goalkeeper***



### **Objective of the Practice:**

This practice is designed to improve Marking and finding space, Constant support, Direct passing and Covering.

### **Field Preparation:**

6 players; a midfielder + 2 forwards against 2 defenders + a goalkeeper. Playing area: half the normal pitch, with a standard goal.

### **Coaching Points:**

The midfielder player sends a variety of passes to his two partners in attack, who try to outplay the opposing defenders either by unexpected passing combinations or by dribbling. The play-maker is always in a position to support his forwards. The defenders mark individual opponents tightly or else make sure they are always well positioned to cover.

### **Method**

A midfielder and two forwards play against two defenders and a goalkeeper. The midfielder player is not allowed to shoot. The defenders and the goalkeeper return the ball immediately to the midfielder man whenever they win possession.

### **Variations**

- If one of the forwards has to pass back to the play-maker in midfield, both forwards must then immediately swap positions and try to take advantage of the slightest lapse in the marking by the defenders.
- If an extra defender is introduced, then the play-maker is allowed to move forward if the opportunity arises and take a shot at goal.
- When the defenders win the ball, they have to make three consecutive passes before giving it back to the attacking side.

## ***Five versus Four - plus Goalkeeper***



### **Objective of the Practice:**

This practice is designed to improve Opening up empty space, Integration of a midfield player in the attack, Support for the attack and Well organized cover in defense.

### **Field Preparation:**

10 players; 2 midfielders + 3 forwards against 4 defenders + a goalkeeper. Playing area: half a normal pitch, with a standard goal.

### **Coaching Points:**

One of the midfield players sends passes up to his three forwards while always positioning himself where he can receive a pass back from them. The other midfield player takes part in the attack, either in an extra supporting role or as an extra attacker. He can do this either by moving down the wing after the winger has made space there by dropping back slightly or by moving into the center; or else he can move through the center as a fourth forward when the center-forward himself has vacated the central attacking position and left a gap in the defense. Defenders have to cover their defensive zones intelligently by clever positional play.

### **Method**

Two midfield players and three forwards play against four defenders and a goalkeeper. As soon

as the defenders win the ball, the game stops and is restarted with the attacking side from the center of the pitch.

### **Variations**

- The midfield players cannot score.
- The midfield players can score.
- Once they have won the ball, the defenders have to try to make ten consecutive passes before giving the ball back to the attacking side.

## ***Six versus Six - plus Goalkeeper***



### **Objective of the Practice:**

This practice is designed to improve Marking and finding space, Creating goal chances, Integration of a midfield player into attack and Reciprocal covering by the defenders.

### **Field Preparation:**

13 players; 3 midfielders + 3 forwards against 2 midfield + 4 defenders and a goalkeeper.  
Playing area: half a normal pitch, with a standard goal.

### **Coaching Points:**

The attacking team tries to score goals by various combined movements or by players taking the initiative individually. The play-maker builds up an attack towards the opposing goal by passing the ball to a teammate, and one of the three midfield men tries to join the forward line by moving into empty space. The second midfield player supports his three forwards so that he can restart the attack if one of them passes the ball back to him, while the third midfield player covers for both his partners. These three roles in midfield should be fulfilled by each of the three players in turn according to the situation, but preferably in accordance with each player's own special abilities. The three defenders mark the forwards while a fourth defender covers for all his teammates.

**Method**

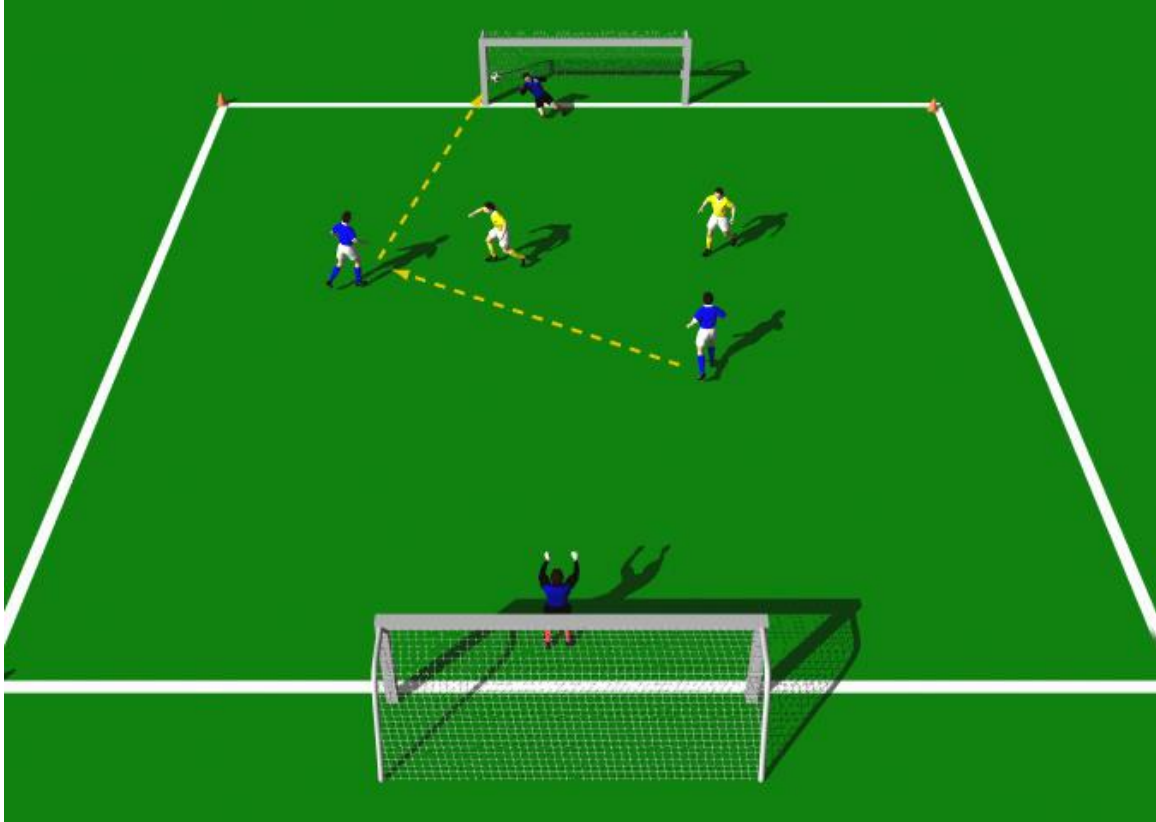
Three midfield players and three forwards play against two midfield players, four defenders and a goalkeeper. Once the defenders have won the ball, they give it straight back to one of the opposing midfield players and the attack starts again.

**Variations**

The introduction of a third midfield player in the defending team gives the game more of the reality of modern football.



## ***Two Against Two (two goals)***



### **Objective of the Practice:**

This practice is designed to improve Combinations (one-two), Scissor movements, Switching from attack to defense and vice versa and Mutual covering.

### **Field Preparation:**

6 players; 2 v 2 with 2 goalkeepers. Playing area: 30 x 20 yards. Standard goals.

### **Coaching Points:**

Playing two men against two on a small pitch gives players a chance to progress by means of simple inter-passing movements. They have to be accompanied by continual changes of pace if they are to prove effective. Having outplayed the opposing defenders, the player with the ball should take every opportunity to shoot at goal, in circumstances which realistically correspond to those in a competitive match. When a player loses the ball, he must be covered by his partner to prevent the opponent who now has the ball from having a clear run at goal.

### **Method**

Two players play against two, each side also having a goalkeeper (or an extra player who can also act as goalkeeper). The pair with the ball try to outplay the other pair by inter-passing or by individual moves.

**Variations**

This exercise can also be played with small goals one metre wide.

## ***Three Against Three (two goals)***

**Objective of the Practice:**

This practice is designed to improve Various combinations, Direct passing and Mutual covering.

**Field Preparation:**

11 players; 3 teams of 3 players each, plus 2 neutral goalkeepers. Playing area: 30 x 30 yards, with two standard goals.

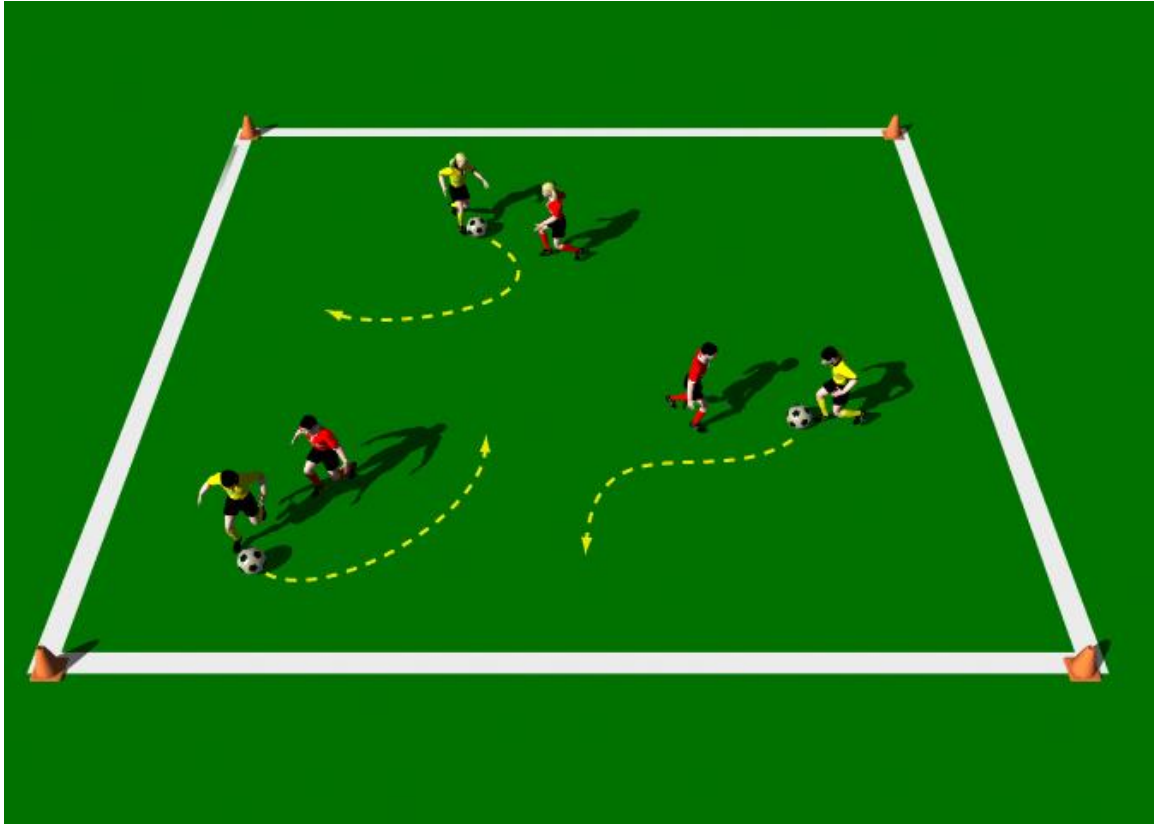
**Coaching Points:**

This game is played on a small pitch and encourages players to use direct passing movements to try to play their opponents out of position and score as many goals as possible. The fast pace of the game is maintained by allowing one of the three teams to take a rest after each attack has been completed. In defense, players have to cover for each other at all times in an effort to slow down the build-up of the other team's attacks. The defenders should wait for the best moment to make their intervention.

**Method**

Three teams each of three players take part in the exercise, with a neutral goalkeeper in each goal. One team attacks while the other defends and the third team takes a rest. Once an attacking movement is over, the defending team has its turn to attack against the team which has been resting, and the team which has just been attacking takes its turn to sit it out. Teams rotate in this way non-stop.

## ***One against One***



### **Exercise Objectives:**

This practice is designed to develop each players skills for with an emphasis on screening the ball, dribbling, dummmying and tackling.

### **Field Preparation**

- ☐ Entire Group
- ☐ Area 20 x 20 yards
- ☐ Supply of Balls
- ☐ Cones

### **Coaching Pointers:**

The aim of the game consists of a player holding onto the ball as long as he can, and of beating his opponent by dribbling, dummmying and changing direction. The opponent tries to force the man with the ball into a corner, where he can get in a more successful tackle. One-against-one is a basic situation in football, in which one player controls the ball and protects it by using his body as a screen between the ball and his opponent. Shielding the ball in this way is an important aspect of good ball control. While shielding the ball like this, the player should suddenly free himself of the attentions of his opponent by dribbling or selling him a dummy (body swerve, catching the opponent off balance, etc.) by using his ball control and the speed of his dribbling ability.

**Method**

The player with the ball is challenged by an opponent. When the opponent wins the ball, the roles are reversed.

**Variations**

- An extra player may be introduced so that the man with the ball always has two opponents instead of one, making it 1:2.
- Once the challenger has won the ball, he gives it straight back to the other player and they continue as before.

## ***One against One (Attacking the Goal-lines)***



### **Exercise Objectives:**

This practice is designed to develop each players skills for with an emphasis on screening the ball, dribbling, dummyming and tackling.

### **Field Preparation**

- ☐ 2 Players
- ☐ Area 10 x 20 yards
- ☐ 1 Ball
- ☐ Cones

### **Coaching Pointers:**

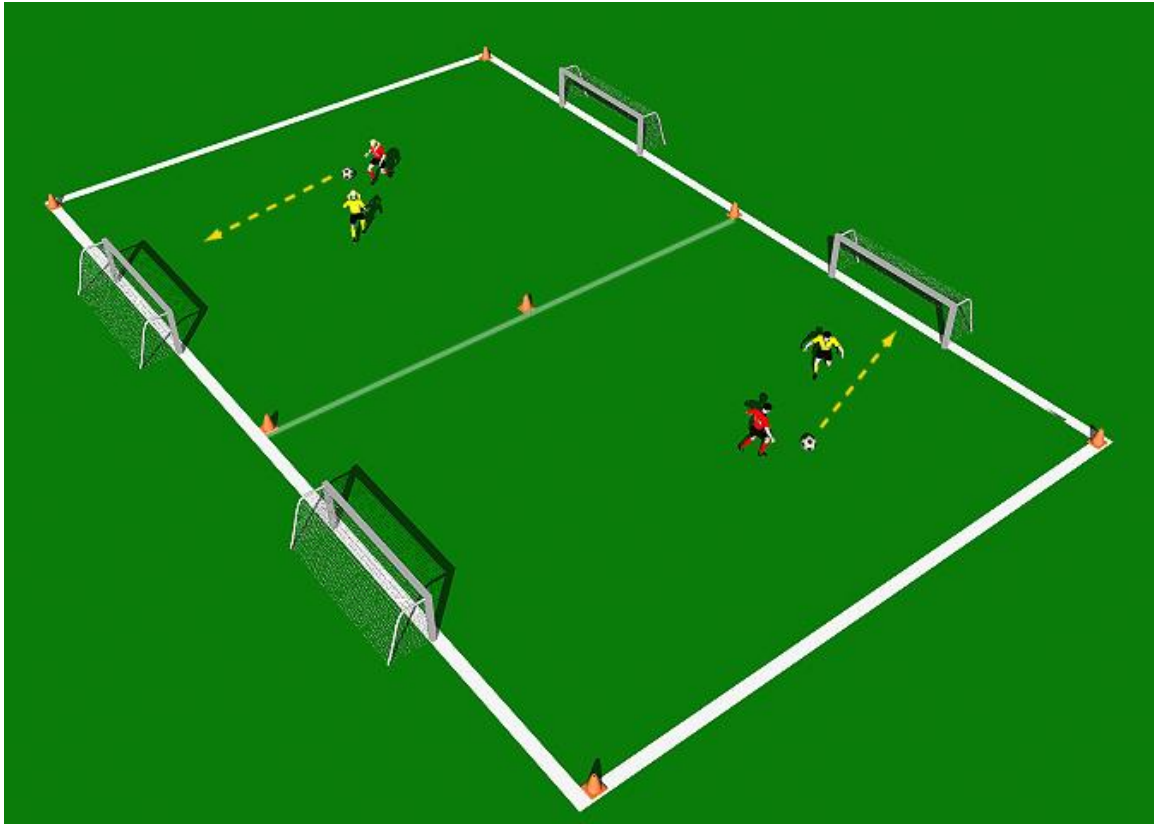
One against one is a basic situation in football, with one attacking player moving with the ball in one direction and the other player trying to stop him. This confrontation between two players is very important, as the player who emerges victorious wins possession of the ball.

The player with the ball has to adopt different techniques to win this duel, and the way he does so depends upon his own individual skills. He may tempt his opponent by taking the ball up to him slowly, and then make a quick body swerve or change his pace in an effort to throw the defender off balance and force him to retreat quickly. Otherwise the dribbler may suddenly accelerate past his opponent after having dummied to pass the ball, or else outplay his man by screening the ball with his body and then turning right around and away from him.

The challenger, meanwhile, should try to maneuver his opponent into the direction where he can best make an effective tackle. Once the ball has changed possession, both players have to revert to the opposite role, an ability which is itself a basic requirement for any modern footballer.

**Method**

Players play in pairs, one against the other, with each defending the goal-line behind him. Shots at goal do not count, and the goal is only valid if the player crosses the goal-line with the ball at his feet.

***One against One (Attacking Small Goals)*****Exercise Objectives:**

This practice is designed to develop each players skills for with an emphasis on screening the ball, dribbling, dummyming and tackling.

**Field Preparation**

- ☐ 1 v 1
- ☐ Area 20 x 20 yards
- ☐ Supply of Balls
- ☐ Cones
- ☐ Small Sided Goals

**Coaching Pointers:**

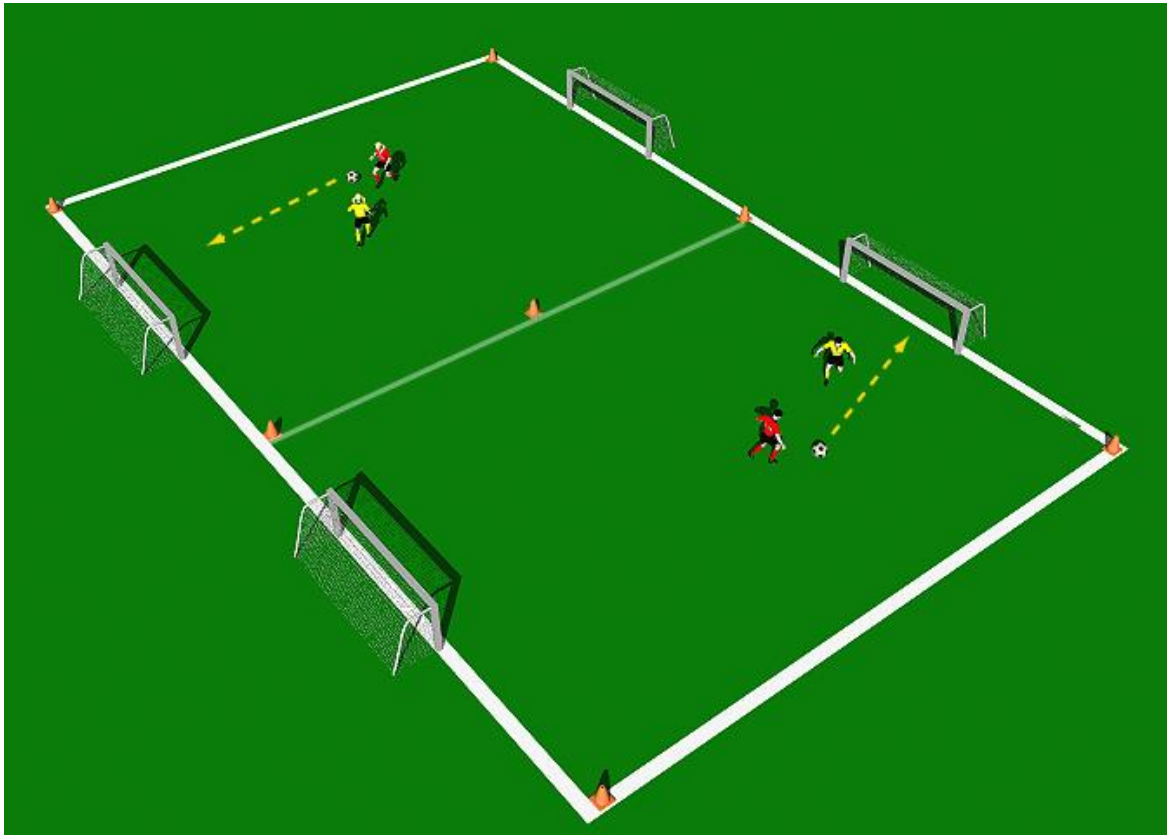
The aim is to attack the opponent's goal-line and to score as many goals as possible by taking the ball through one of the three small goals placed along the line. The player without the ball defends his three goals. The man with the ball starts his attack towards one of the three goals, trying to outplay the opposing defender by sudden changes of direction. The defender follows these changes of direction and tries to block his opponent's direct path to the nearest of the three goals and to slow him down.

The exercise develops both players' tactical sense as it puts them in an un-usual match situation, with three goals in which they can score. The important thing for the attacker is to create danger by frequent changes of direction, by dribbling and by dummyming. With several goals to cover, the defender cannot simply drop back and try to defend one goal; on the contrary, he has to dummy to intervene with the man with the ball and try to anticipate his reactions.

**Method**

Each player attacks and defends the three small goals on the goal-line. A goal only counts if the attacker passes through a set of posts with the ball at his feet.

## ***One against One (Attacking Small Goals)***



### **Exercise Objectives:**

This practice is designed to develop each player's skills for with an emphasis on screening the ball, dribbling, dummying and tackling.

### **Field Preparation**

- ☐ 1 v 1
- ☐ Area 20 x 20 yards
- ☐ Supply of Balls
- ☐ Cones
- ☐ Small Sided Goals

### **Coaching Pointers:**

The aim is to attack the opponent's goal-line and to score as many goals as possible by taking the ball through one of the three small goals placed along the line. The player without the ball defends his three goals. The man with the ball starts his attack towards one of the three goals, trying to outplay the opposing defender by sudden changes of direction. The defender follows these changes of direction and tries to block his opponent's direct path to the nearest of the three goals and to slow him down. The exercise develops both players' tactical sense as it puts them in



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**Method**

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