

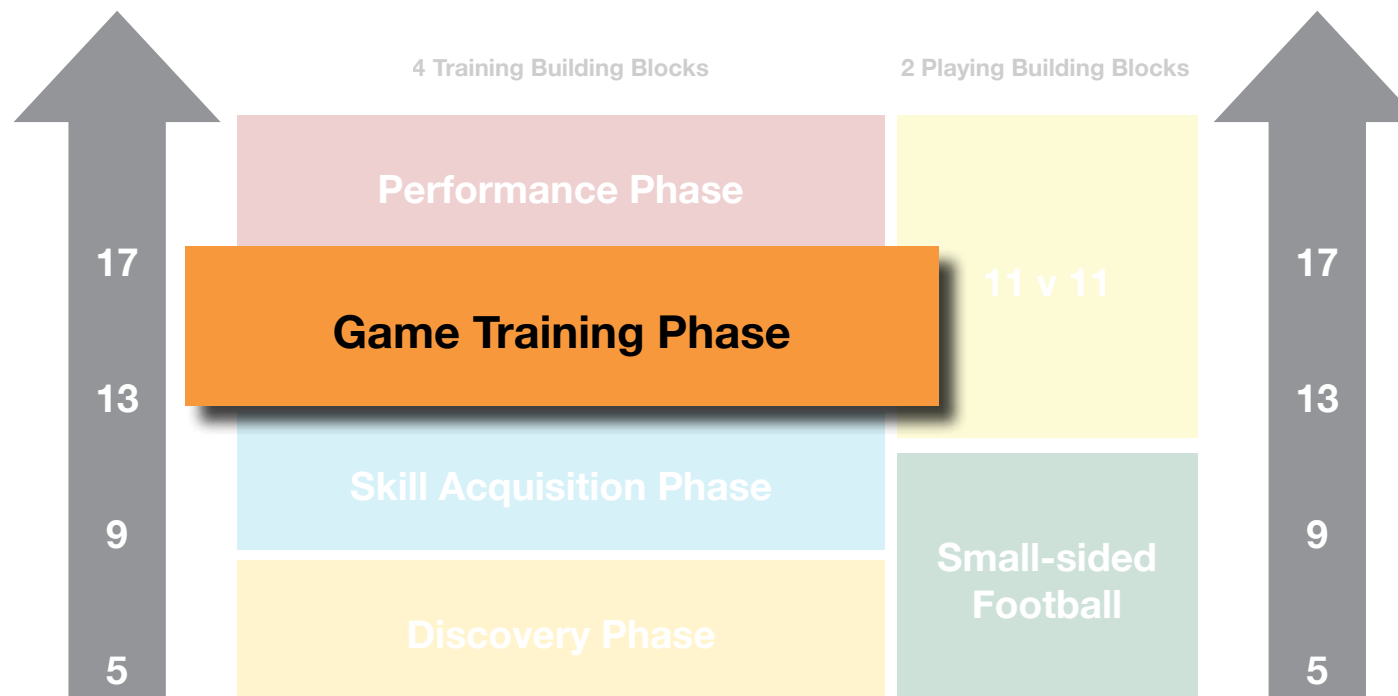
3.

The Building Blocks



3.

Game Training Phase



- Preparing players for senior football by teaching them to apply the functional game skills in a team setting using 1-4-3-3 as the preferred formation
- Developing tactical awareness, perception and decision-making through a game-related approach to training

The Game Training Phase (U/14-U/17)

The most important aspect of this age bracket is the fact that these players are in (or entering into) the **puberty** phase which is a phase of radical mental and physical changes.

Huge changes in the hormonal system cause confusion while the physical changes can also unsettle the youngsters. Physically they may sometimes suddenly look like adults but mentally they often are still children, something that may also confuse coaches. Another aspect for coaches to consider is that in general, girls enter the puberty phase slightly earlier than boys.

The main **mental** characteristics of the puberty phase are:

- Sudden mood changes
- Resistance against authority
- Impulsiveness (first acting then thinking)
- Accelerated intellectual development
- Identity search which leads to a desire to be part of a group

The main physical characteristic of the puberty phase is a sudden acceleration in growth. One of the consequences of this **growth spurt** may be a temporary decrease of coordination and strength.

Because suddenly the bones start growing fast and the muscles and ligaments as well as the nervous system need time to adjust to the new proportions, players may look 'clumsy'. Players are also prone to overuse **injuries** like Osgood-Schlatter disease during this phase.

It goes without saying that it's of the ultimate importance that coaches working with players this age have knowledge and understanding of all these aspects to be able to guide youngsters through this critical development phase in a well-considered way.

While during the puberty phase players' physical and technical development temporarily stagnates or loses ground, their intellectual development accelerates as does their understanding of and appreciation for teamwork. This makes the Game Training Phase exceptionally suited for developing tactical awareness and insight.

Whereas the purpose of the Skill Acquisition Phase is to **acquire** the core skills, the Game Training Phase is about learning how to **apply** them in a functional way. In the Game Training Phase the focus shifts towards learning to play as a team and developing an understanding of the team tasks during the main moments (attacking; defending; transitioning), as well as the specific tasks that go with the individual team positions.

To be able to properly develop the team tasks and the individual player tasks we need the context of a playing formation. After all, team tasks and player tasks may differ depending on the playing formation.

The 1-4-3-3 formation

It is important to realise that we did not just take 1-4-3-3 as a starting point! Unfortunately this has been and continues to be widely misunderstood and far too much attention has been devoted to discussions about playing formations.

Of course there are many successful styles and formations in football but FFA considers 1-4-3-3 the most appropriate formation to develop an understanding of **team play** in young players.

Our opinion is supported by another very interesting quote from the Chris Sulley research on Europe's most successful academies:

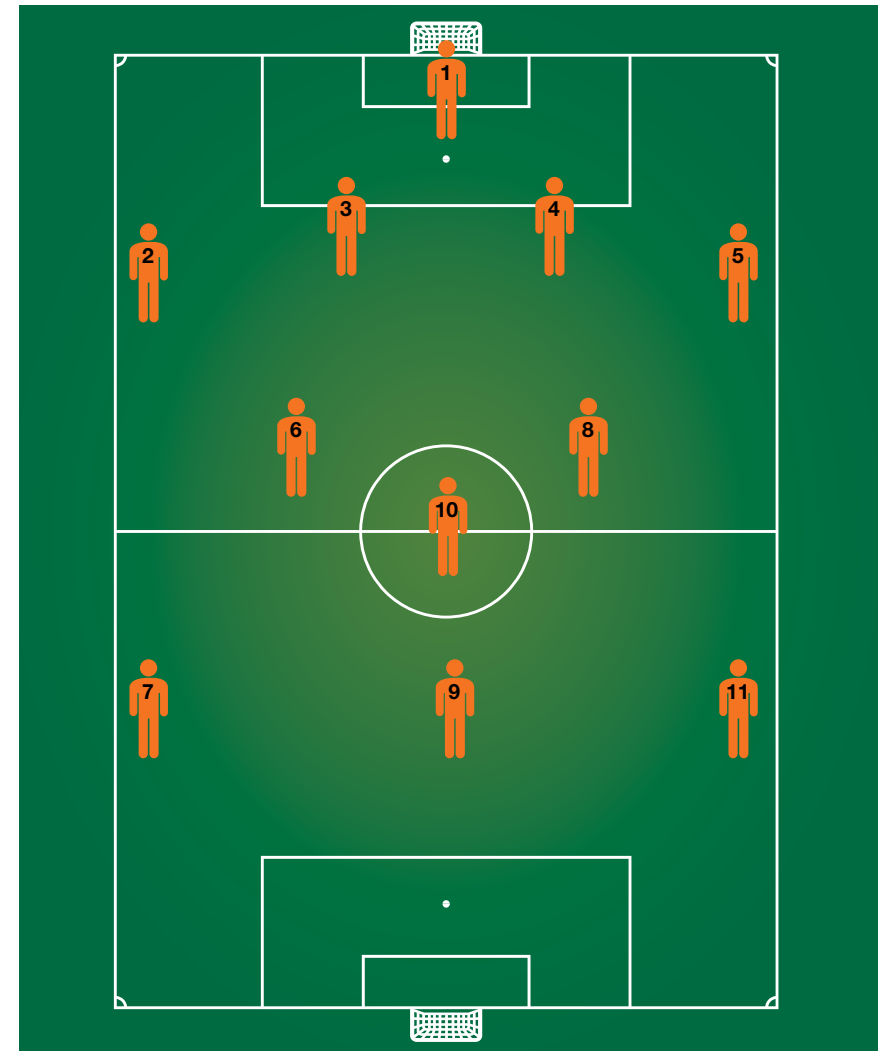
“There was a clear emphasis on a possession based philosophy and most employed a 4-3-3 model with an explicit attempt to pass the ball through the units. There was a tangible difference in the type of work delivered to the players from what is typically delivered at EPL academies. Early age players typically participated in random and variable practices that involved decision-making tactically. The consistent Talent ID criteria was centred around the player's ability to handle the ball, make good decisions and speed, as opposed to the notions of power, size and strength that still dominate the English youth system”.

3.

Game Training Phase

Why?

- In the 1-4-3-3 formation there are 3 lines with a balanced spread of players over the pitch ('triangles' of players). As explained earlier, this is one of the basic conditions for successful positioning play or to put it more simply: this creates a range of other, more 'logical', options for youth players. Instead of just kicking the ball forward, players almost 'automatically' start making combinations;
- The 1-4-3-3 formation stimulates the development of creative attacking players; more specifically the 3 attackers and the attacking midfielder(s)
- Defensively 1-4-3-3 also has an advantage since pressurising an opponent's defence line (proactive defending!) is easier to do with 3 attackers as it requires less running and is tactically less complicated
- For youth players, the positions and the attached player tasks are logical, recognizable and easy to comprehend. Moreover, every position has a specific number which makes learning to play as a team easier.

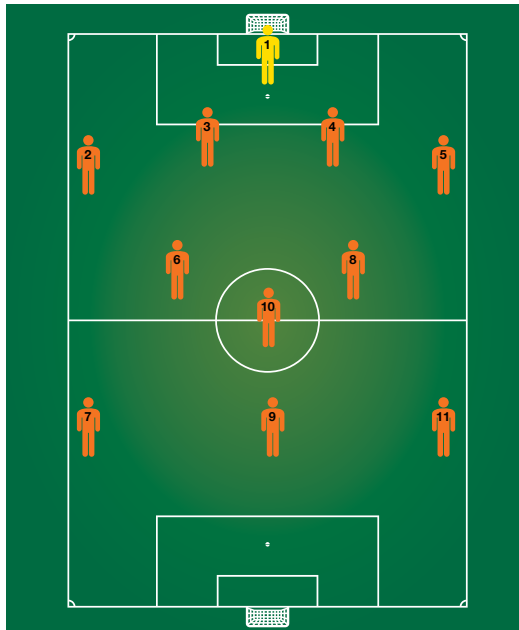


Competence profile - Goalkeeper #1

The goalkeeper is of course a special position in any playing system or formation. First and foremost it's the goalkeeper's task to keep the opponent from scoring in any possible way within the rules of the game. Some goalkeepers do that by making spectacular saves, others are great at organizing their defence and anticipating situations. Top keepers possess all these qualities as well as the physical and mental characteristics required.

A condition for our preferred playing style is that goalkeepers must be able to play with their feet as a prerequisite for possession-based football and the goalkeeper is an indispensable link for that.

As a consequence of defending high up the park, there will regularly be a big space behind our defence. This requires a goalkeeper to be able to play as a 'sweeper' which is another characteristic specific to the playing style.



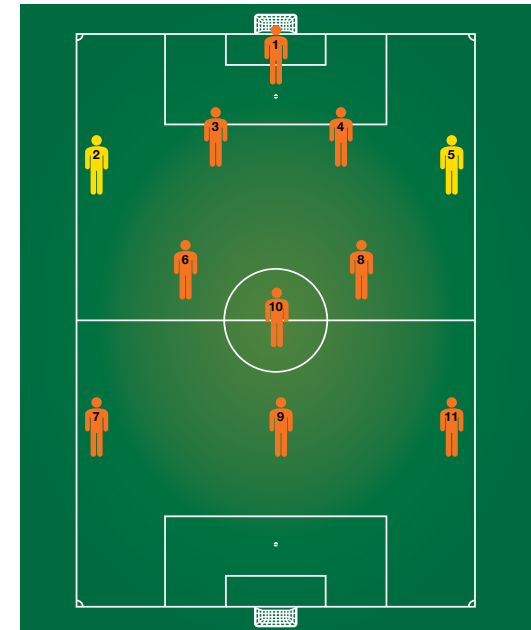
Competence profile - Full-backs #2 & #5

Full-backs in modern high-level football must be very versatile.

Defensively sometimes they have a direct opponent (winger) which requires strong defensive 1 v 1 skills. Sometimes they have no direct opponent so they have to defend 'positionally' which requires awareness and tactical insight. The role of modern full-backs in playing out and especially in attacking wing play has become vitally important.

When playing out, it's often the full-backs that can receive the ball from the goalkeeper because they do not have a direct opponent and are therefore unmarked.

In attack, more often than not it's the overlapping full-backs that provide the decisive crosses and assists. Especially in possession of the ball it's favourable if #2 is right footed and #5 is left footed.



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Game Training Phase

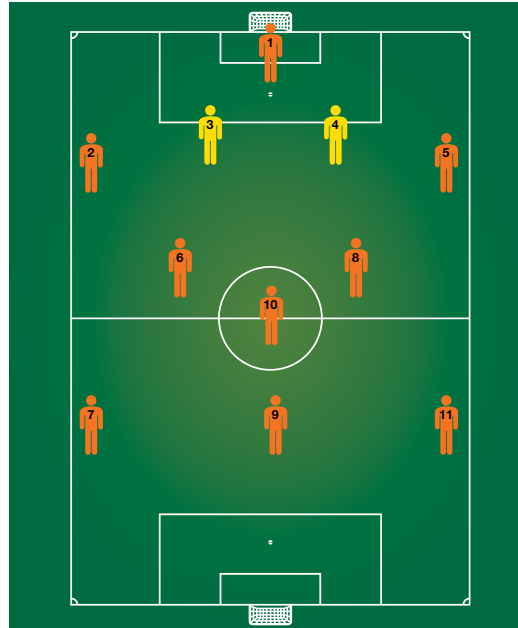
Competence profile - Centre-backs #3 & #4

Just like the full-backs, modern centre-backs also need to be more versatile than before.

Of course a centre-back still needs to be defensively strong and good in the air. But today's centre-backs also need to be tactically aware and know what to do when the opponent plays with one striker or with two, when to close down and mark an opponent and when to drop off and give cover.

In ball possession, a good cross-field pass to the wingers is still an important asset for any centre-back. But modern centre-backs should also be able to move into the midfield with the ball at their feet and create a numerical advantage. It's also important for a centre-back to have leadership skills and to coach and organise the team. Centre-backs usually have all the other outfield players in front of them which gives them an ideal view of the game.

Playing out is much easier if #3 is right-footed and #4 left-footed.



Competence profile - Midfielders #6 & #8

The right (#6) and left (#8) midfielders are the 'engine room' of the team.

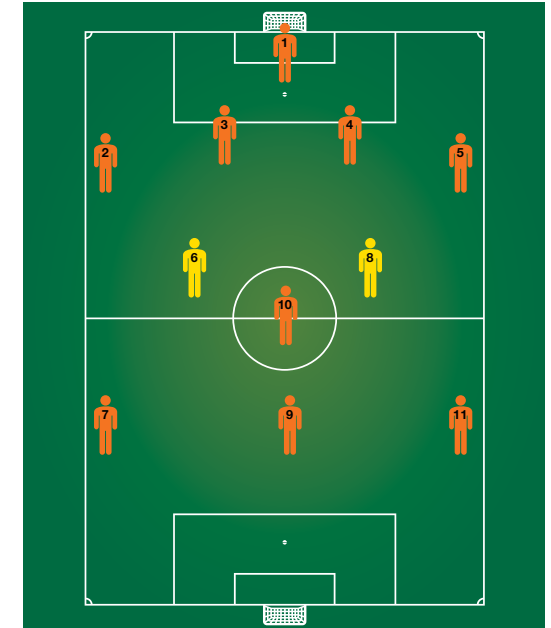
Their task is to stay centrally and support the back four during BPO as well as feed and support the attack in BP.

It's important they can 'read' the game (meaning they are tactically aware) and have a good passing range.

Defensively they must assist the defence by creating a block with the centre-backs and screen the passing lines to the opponent's central striker(s).

In BP they must be the link players that receive the ball from the defenders and deliver it to the attackers without turning it over unnecessarily.

One of the two should always join in to support the attack while the other one stays behind the ball to keep the defensive balance. If #6 is right footed and #8 left footed it's easier to quickly change the point of attack which increases the chance of successful attacking play.



Competence profile - Attacking Midfielder #10

In the 1-4-3-3 formation the role of the #10 is of vital importance for successful attacking play.

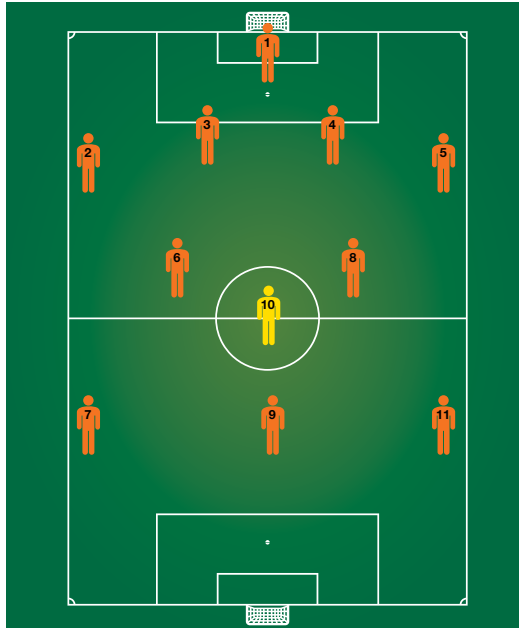
The #10 must be a versatile, creative player that can combine, dribble and take on opponents.

A good #10 recognises the right moments to play a killer pass and has the ability to score goals.

The #10 tries to get on the ball in the space between the opponent's back four and midfield ('playing between the lines').

Although the attacking contribution of #10 is vitally important, it's a **midfield** position (not a 2nd striker).

Defensively the attacking midfielder should therefore connect with #6 and #8 to form a compact unit that presses the opponent in the central midfield area.



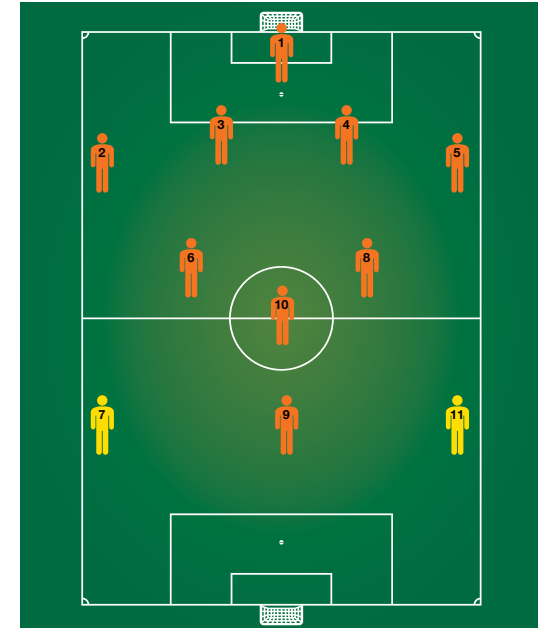
Competence profile - Wingers #7 & #11

The task of the right winger (#7) and left winger (#11) is to stretch the opponent's defence and, together with the full-backs, create openings in the wide areas. Although wingers can (should) also cut inside, it's important to do this at the right moment which means not too early and not all the time.

Their starting position should always be **high** and **wide**.

A moment when they should **always** come inside is when a cross is delivered into the penalty area from the opposite wing. Wingers must have good attacking 1 v 1 skills, be able to run with the ball at speed and to deliver good crosses. Creative combination skills as well as goalscoring abilities are also important attributes.

Defensively the wingers play an important role in pressuring the opponent's back four and, together with the full-back, protect and defend their designated wing.



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Game Training Phase

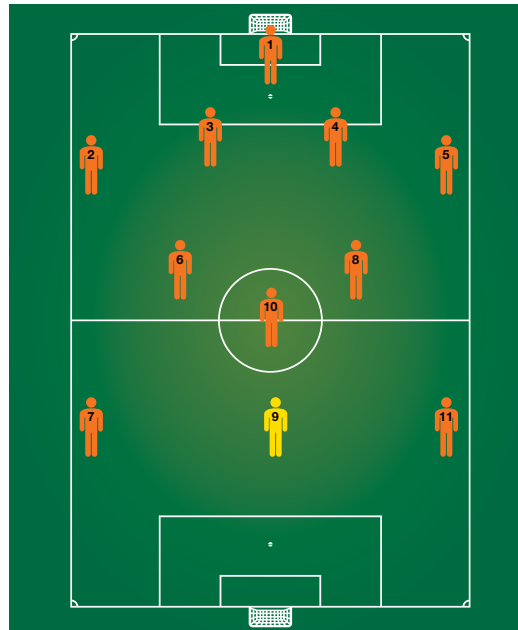
Competence profile - Central Striker #9

Traditionally the central striker or centre forward is the 'target man' that plays as high as possible. This is still the most common interpretation although there are also variations.

Of course the primary task of the central striker is to score goals. That means #9 must have a good shot with both feet and be a good header of the ball.

The #9 must also have a keen spatial awareness and excellent timing. Other important skills are creative combination play, the ability to keep the ball under pressure from an opponent and the ability to take on defenders.

Defending in modern football starts with the attackers. The central striker in particular has an important role in determining when and where to start pressuring the opponent's back four.



You'll find the Game Training Phase Model Sessions on page 189.

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Game Training Phase Model Sessions



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3.

Game Training Phase

Model Sessions

Similar to the sessions of the Skill Acquisition Phase, the sessions of the Game Training Phase are also 'themes based'. During the Skill Acquisition Phase the 'theme' of a session focuses on one of the four 'Core Skills' (first touch; running with the ball; 1 v 1; striking the ball)

In the Game Training Phase the 'theme' of a session focuses on one of the 'Main Moments' and the Team Tasks (as well as the individual player tasks) within that 'Main Moment'.

To arrange the Game Training Phase Model Sessions more practically, we have subdivided the Main Moments into 'trainable' themes.

These themes are:

1. In possession of the ball (BP):

- Playing out from the back
- Midfield play
- Attacking

2. When the opponent is in possession of the ball (BPO):

- Disturbing/pressuring
- Defending/recapturing the ball

3. Transitioning (BP>BPO and BPO>BP)

- Team and player actions when we lose the ball
- Team and player actions when we win the ball

Since Game Training Phase sessions should strive for game realistic scenarios, the practices must include game specific resistances such as opponents, team-mates, direction, rules and appropriate dimensions. As a consequence, in Game Training Phase sessions often all three Main Moments take place continuously, but the focus is on one of them.

Game Training Phase sessions consist of 4 components:

1. Warm Up:

Starting points for the Warm Up are:

- Preferably with ball (e.g. passing practices);
- If possible 'theme related' including a level of decision-making; Avoid warm-ups that are more like conditioning sessions!

2. Positioning games:

The main conditions for quality positioning play are:

- Maximal use of space in order to create more time on the ball (stretching the opponent)
- Triangles (no players in straight lines)
- Support play to create options for the player on the ball
- Anticipation and communication (verbal and non-verbal).

These basic principles form the foundation for proactive possession based football and this explains the importance of the positioning games in training practices.

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Through positioning games young players:

- Learn to always create at least 3 options for the player on the ball (through proper positioning)
- Improve their decision-making (by learning to choose the right option)
- Increase their handling speed (less space and time forces quicker thinking and acting)
- Improve their technique (passing and first touch are essential technical skills)
- Learn to communicate both verbally (e.g. calling for the ball) and non-verbally (e.g. through ball speed and ball direction).

This is the reason why positioning games are on the menu of every Game Training Phase and Performance Phase session.

3. The Game Training Component:

This is the part of the session where conscious teaching and learning of the designated Team Task takes place. For a proper Game Training practice the coach must therefore:

- Create the proper scenario (organize the practice in such a way that the focus is on the designated Team Task);
- Organize the practice in the right area of the field (where this particular situation takes place during the real game) and with the appropriate dimensions
- Create the proper level of resistance (too easy = no development; too difficult = no success)
- Make effective interventions and provide quality (specific) feedback
- Ask smart questions to develop player understanding and enhance learning

4. Training Game:

This is the traditional game at the end of a session. In our approach however it should not just be a 'free' game. The definition of a Training Game in the context of a Game Training Phase session is:

A game at the end of the session that contains all the elements of the real game but with rules and restraints that see to it that the designated Team Task is emphasised.

During a Training Game the players are playing and the coach is observing if learning has taken place (little or no stop-start coaching but preferably coaching 'on the run').

Clearly, quality coaching is not as easy as it may look!

3.

Game Training Phase

As explained earlier, the coach must be mindful of the Growth Spurt. Players going through this stage of maturation will have varying energy levels and are injury-prone. Proper managing of training loads to avoid over-training is essential.

Therefore we consider 3 sessions of 75-90 minutes and one game a maximum safe weekly work load, with the following session planning guidelines:

- Welcome/explanation: 5 minutes
- Warm Up: 15-20 minutes
- Positioning Games: 20 minutes
- Game Training component: 25-30 minutes
- Training Game: 20-25 minutes
- Warm Down/wrap up 5-10 minutes

On the next pages you will find 12 Game Training Phase Model Sessions and two examples of how you can implement the sessions in 6-week cycles.

The 6-week cycles are based on the assumption that the weekly training sessions are on Tuesdays and Thursdays with the weekly game on Saturday.

Game Training Phase CYCLE 1	Tuesday	Thursday	Saturday
WEEK 1	Playing out from the back MODEL SESSION 1	Midfield play MODEL SESSION 1	GAME
WEEK 2	Attacking MODEL SESSION 1	Disturbing/pressuring MODEL SESSION 1	GAME
WEEK 3	Defending/recapturing MODEL SESSION 1	Transitioning MODEL SESSION 1	GAME
WEEK 4	Playing out from the back MODEL SESSION 2	Midfield play MODEL SESSION 2	GAME
WEEK 5	Attacking MODEL SESSION 2	Disturbing/pressuring MODEL SESSION 2	GAME
WEEK 6	Defending/recapturing MODEL SESSION 2	Transitioning MODEL SESSION 2	GAME

In this cycle the '**trainable themes**' appear in a sequential order.

As a consequence, more time is allocated to the main moment Ball Possession (3 consecutive sessions) compared to Ball Possession Opponent (2 consecutive sessions) and Transitioning (1 session).

The same sequence is continued in the next cycle with Model Sessions 3. When the coach has exhausted the 12 Model Sessions then repeat them using the 'step up' options outlined in the Model Sessions (**but only if the players are ready!**)

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Here is another option:

Game Training Phase CYCLE 1	Tuesday	Thursday	Saturday
WEEK 1 (BP)	Playing out from the back MODEL SESSION 1	Midfield play MODEL SESSION 1	GAME
WEEK 2 (BPO)	Disturbing/pressuring MODEL SESSION 1	Defending/recapturing MODEL SESSION 1	GAME
WEEK 3 (TR)	Transitioning (BP > BPO) MODEL SESSION 1	Transitioning (BPO > BP) MODEL SESSION 2	GAME
WEEK 4 (BP)	Attacking MODEL SESSION 1	Playing out from the back MODEL SESSION 2	GAME
WEEK 5 (BPO)	Disturbing/pressuring MODEL SESSION 2	Defending/recapturing MODEL SESSION 2	GAME
WEEK 6 (TR)	Transitioning (BP > BPO) MODEL SESSION 1	Transitioning (BPO > BP) MODEL SESSION 2	GAME

In this example, every week the focus is on one **Main Moment**. In week one the focus is on Ball Possession, in week two on Ball Possession Opponent and week three on Transitioning.

Creative coaches who understand the methodology will be able to design 6-week cycles and a season plan that suits their team best. Maybe your team has to improve in possession of the ball and are already sufficiently proficient defensively and in transition. You could then choose to spend a whole 6-week cycle focused on Ball Possession.

When you have 3 sessions per week, our advice is to limit the duration of the sessions to 75 minutes and rest the players the day before as well as the day after the game. If the game is on Saturday this would mean training on Mondays, Tuesdays and Thursdays.

4 sessions per week would only be acceptable in a first class environment, such as a National Training Centre program, where there is a full-time, professional coach and qualified support staff. Player welfare is paramount.

In the wrong setting, 4 sessions per week could be harmful.

The best advice for a coach in this age-group would be to attend the **FFA Youth C Licence course**. This will provide you with more ideas and insight on session, cycle and season planning and developing your team.

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Game Training Phase Model Sessions

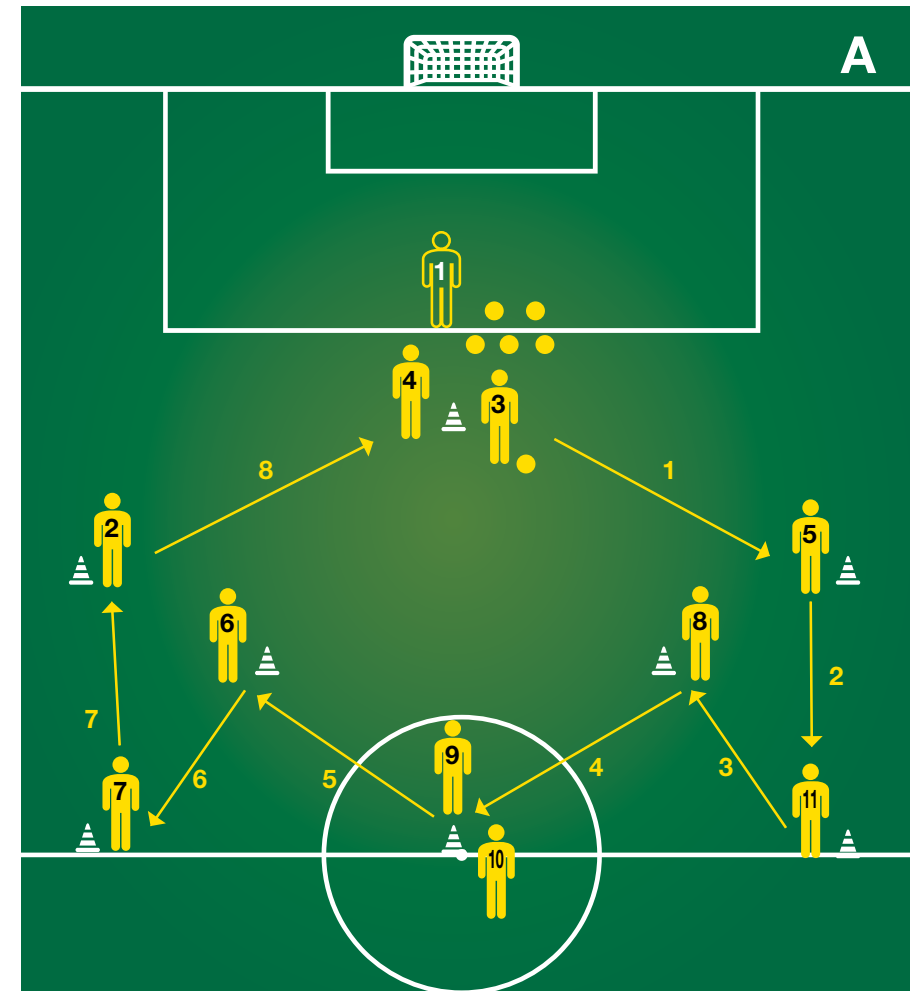
Playing out from the back Model Session 1

1. Warm-up: passing exercise

- Players in game positions #2; 3/4; 5; 6; 7; 8; 9/10; 11 as shown in diagram A
- If the number of players allows/requires: a similar organisation on the other half of the pitch
- Players #3 & #4 as well as the goalkeeper(s) at the starting position
- The players pass the ball around in a 'logical' sequence (1-8)

Possible Coaches Remarks:

- "Follow your pass to the next position"
- "Pass precision and ball speed"
- "Now we go in the opposite direction" (to the right)
- "Gradually increase your running speed"



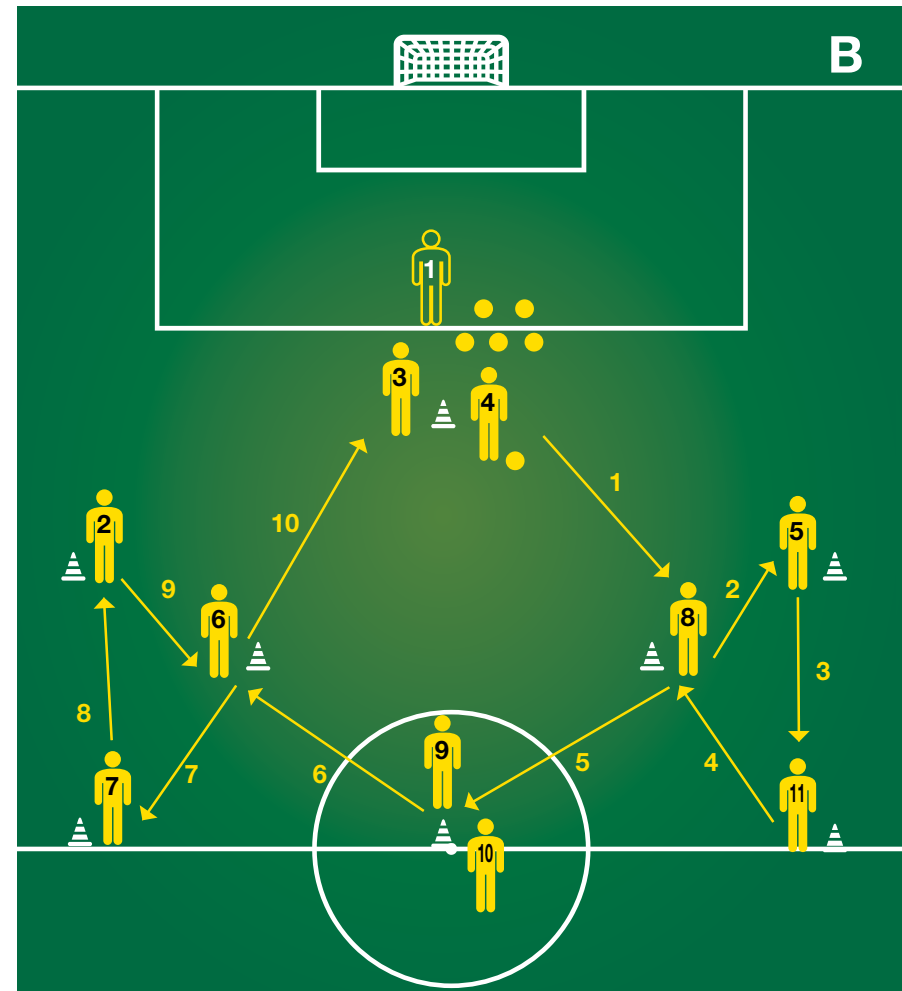
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Playing out from the back Model Session 1

- “Here is another variation” (see diagram B)
- “Now just improvise but use a logical order and every player must touch the ball”

Progression:

- A 2nd ball can be introduced when the first ball reaches the #9 position.



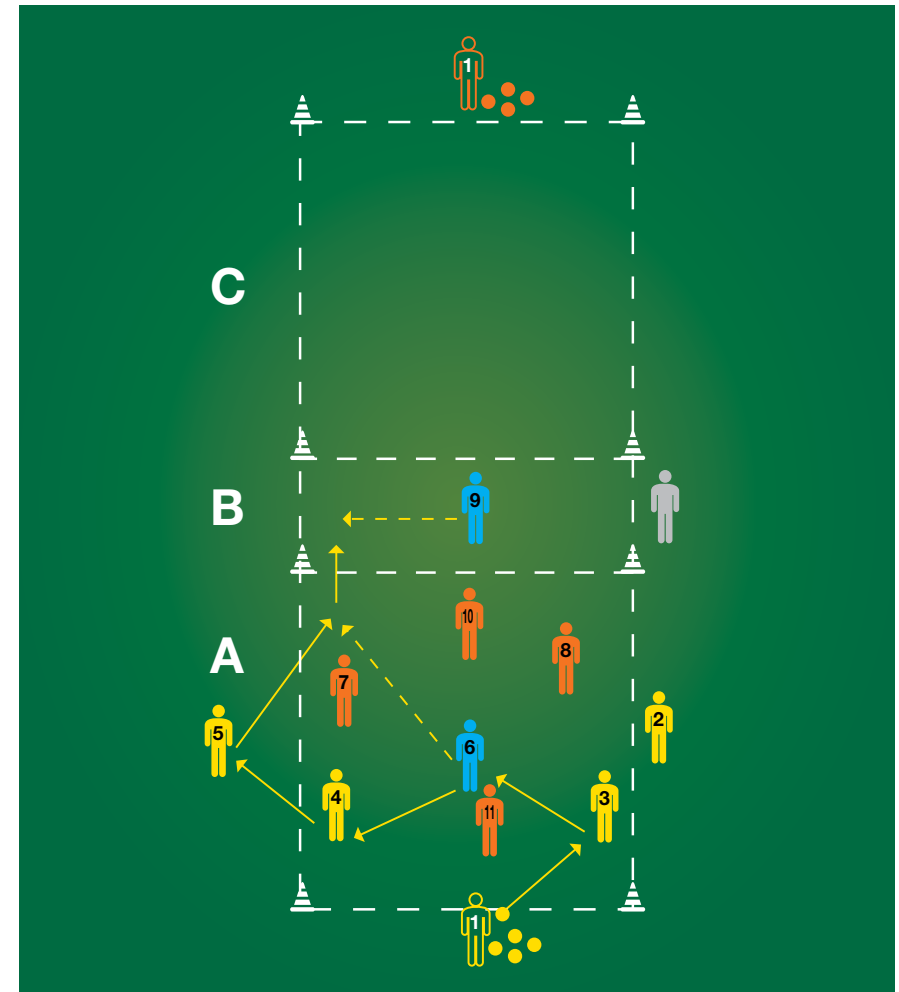
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Game Training Phase Model Sessions

Playing out from the back Model Session 1

2. Positioning game: 7 v 4

- 2 grids of approximately 30m x 30m (A & C) separated by a grid of 10m x 30m (B)
- 2 groups of 4 outfield players
- Yellow consisting of the players #2-3-4-5
- Orange consisting of the players #7-8-10-11
- #9 and #6 are neutral players who always play with the team in possession; #9 in grid B; #6 in the grid where the positioning game takes place (see diagram)
- 2 goalkeepers positioned on each back line
- Players #3-4-6 as much as possible in their game positions with #2 and #5 positioned on the edge of the grid
- #1 yellow starts the game and yellow must try to get the ball to #9 but only #3; 4 or 6 can pass to #9
- If yellow succeeds: start again with #1 yellow
- If orange wins the ball in grid A, they must try to pass to #9 in grid B or their goalkeeper at the far end. All players then cross over to grid B where the game restarts with orange in possession and yellow defending



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Playing out from the back Model Session 1

- Now the orange team in prescribed positions (see diagram)

Steps up or down:

- Make grids bigger/smaller
- Free/limited touches
- Stop-start change of grids/'flying' change of grids
- #9 must pass the ball back in to the hands of #1

Remark:

- Position the grids in 'game realistic' areas of the field (see diagram)



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Game Training Phase Model Sessions

Playing out from the back Model Session 1

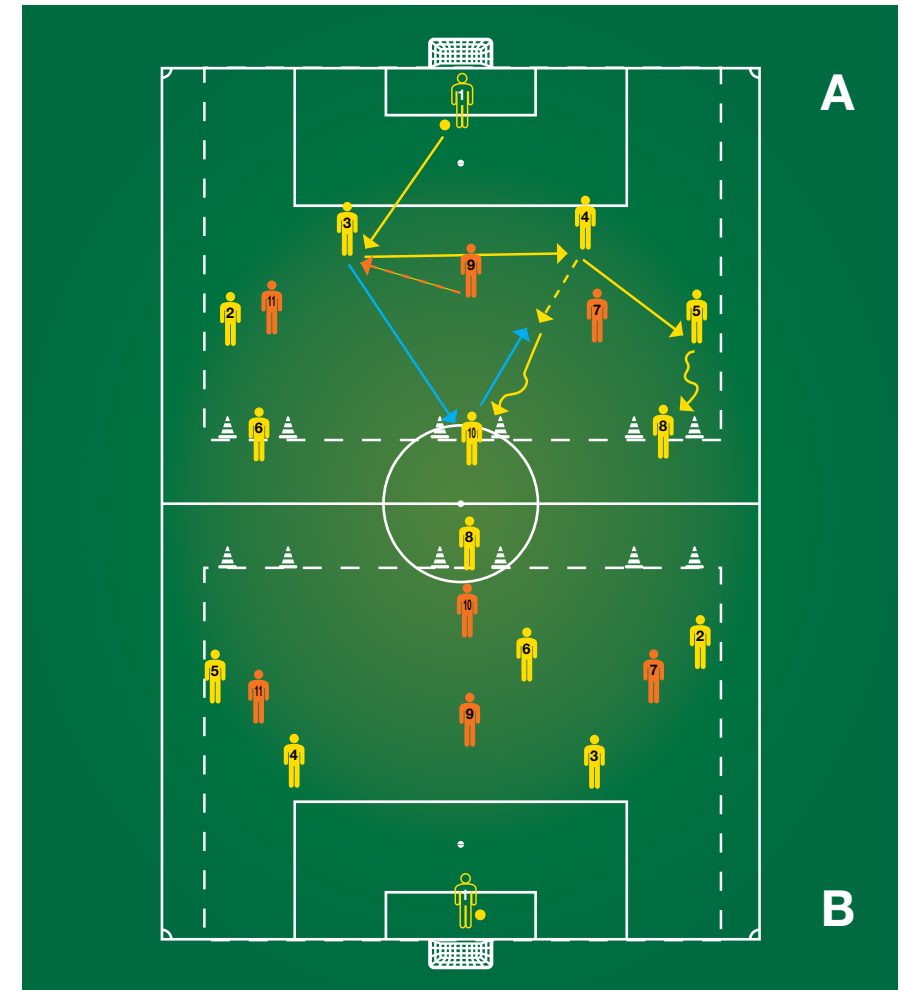
3. Game training component:

Yellow defence (#1-2-3-4-5) playing out from the back against orange attack (#7-9-11)

- Goalkeeper (yellow #1) starts by serving the ball to one of the defenders
- The objective for the yellow defenders (#2, #3, #4, #5) is to dribble the ball through one of the three gates (see yellow lines in diagram A)
- Yellow team can also use #6, 8 and 10 as bouncers (see blue lines in diagram A)
- If orange wins the ball, attack the goal and try to score (one attempt only) if orange loses the ball, the action has ended
- Every restart is from yellow goalkeeper

Progression (see diagram B):

- Yellow #6 comes in as a player to help the yellow achieve their objective
- Yellow #10 joins the **orange** team as a direct opponent of yellow #6 in the field
- This leaves yellow #8 as the only 'bouncer'

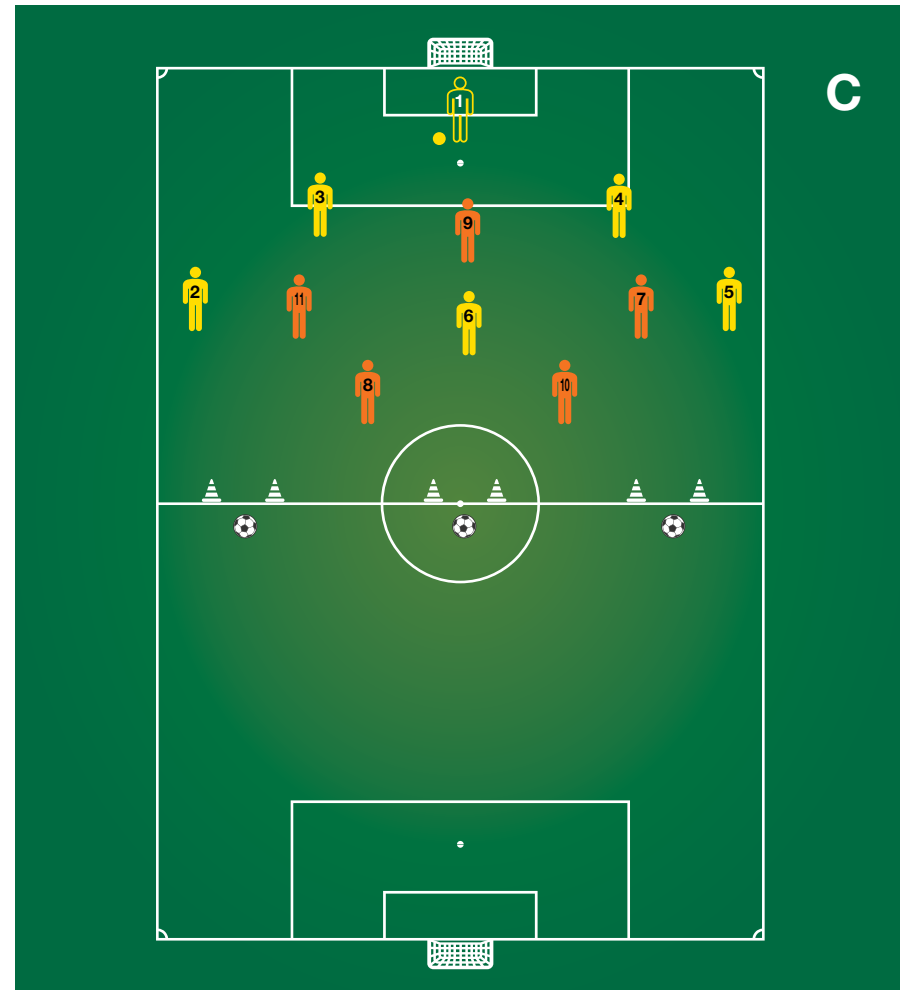


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Playing out from the back Model Session 1

4. Training Game: 5 v 5 + goalkeeper

- Yellow defends the big goal; orange defends the three gates on the halfway line
- Orange: try to score in big goal
- Yellow: try to score in one of the gates
- Offside rule applies
- Maintain the organisation/formations



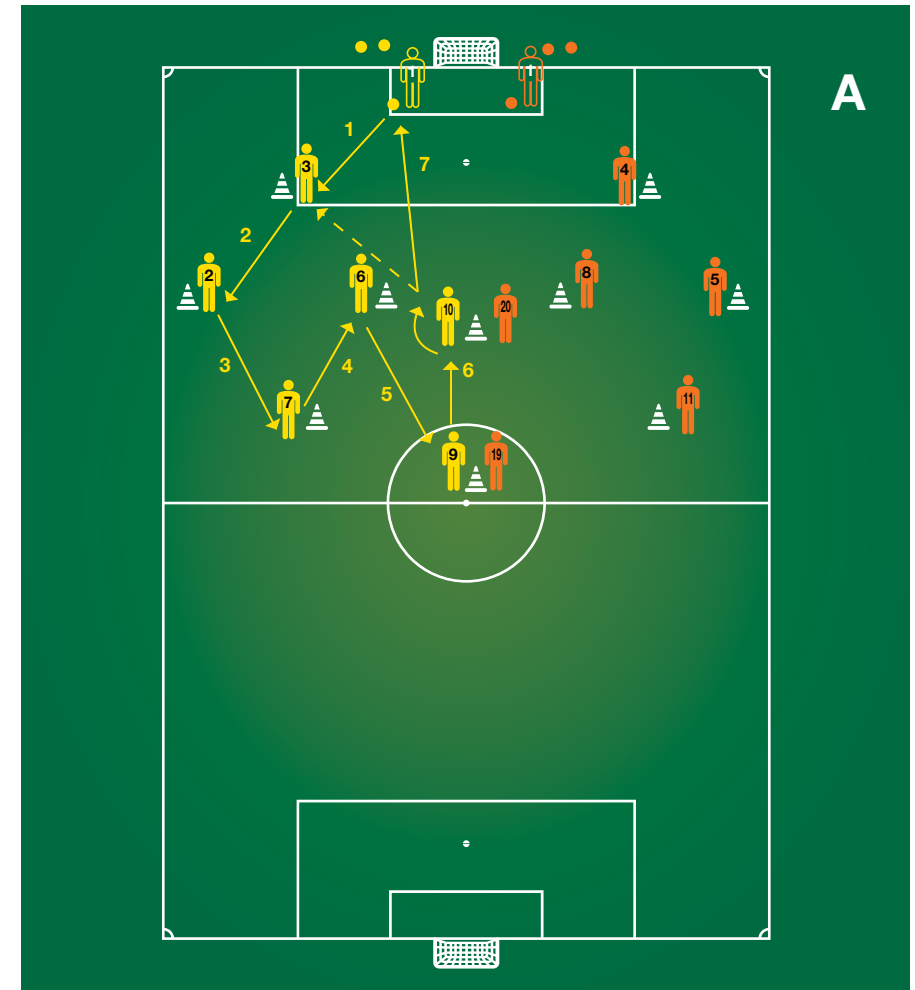
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Game Training Phase Model Sessions

Playing out from the back Model Session 2

1. Warm-up: passing exercise

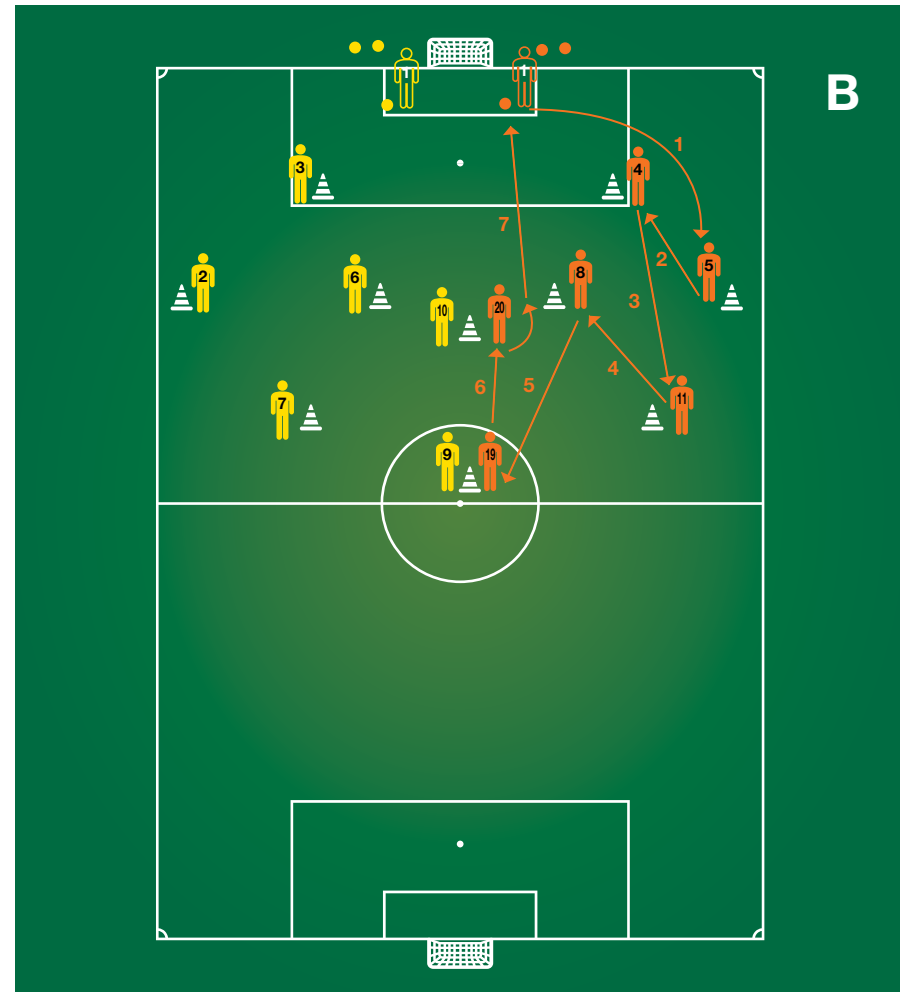
- Players in game positions as shown in diagram A
- The passing sequence starts with the two goalkeepers (can be simultaneous): one to the right side; the other to the left side
- The players pass the ball in a 'logical' order (1-7) while staying in their positions
- "Pass precision and ball speed"
- "Now follow your pass to the next position" (NB: #10 goes to position #3/4)
- "Gradually increase your running speed"



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Playing out from the back Model Session 2

- “Here is another variation” (see diagram B)
- “Now just improvise but use a logical order and every player must touch the ball”



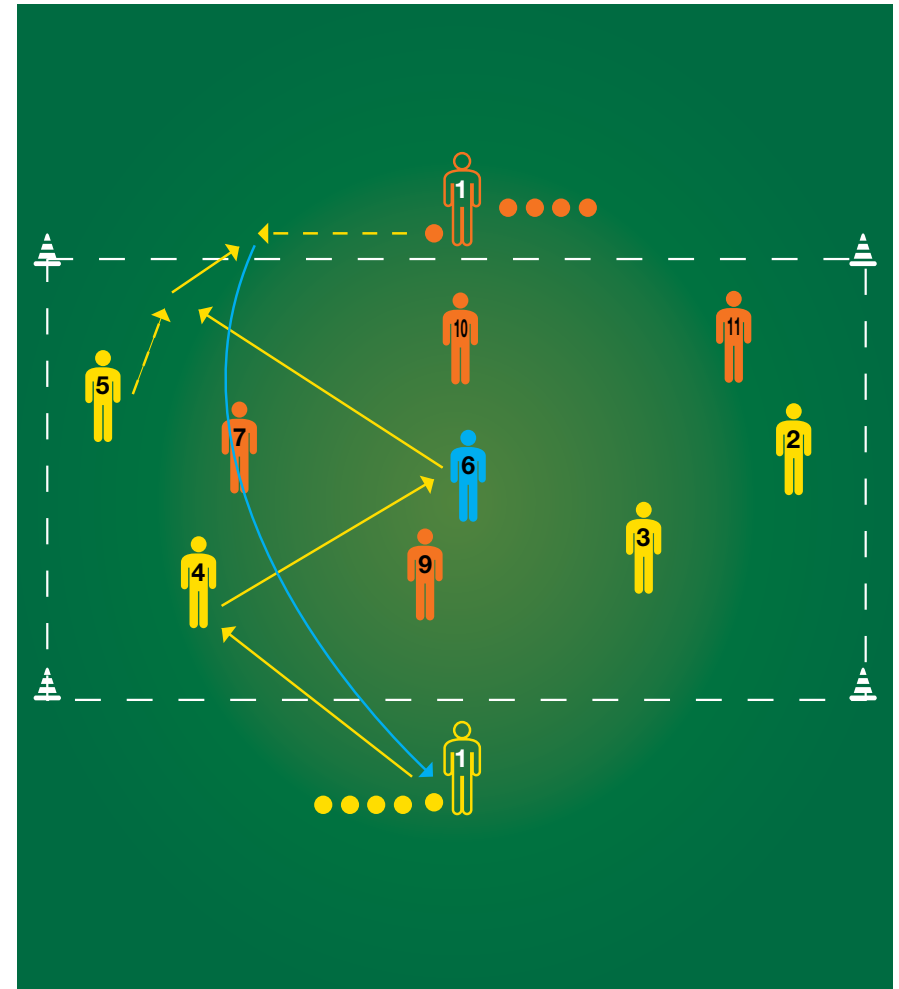
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Game Training Phase Model Sessions

Playing out from the back Model Session 2

2. Positioning game: 5 v 4 + 2 (7 v 4)

- A grid of approximately 40m wide x 30m long
- 2 groups of 4 outfield players (orange + yellow)
- Yellow consisting of the players #2-3-4-5
- Orange consisting of the players #7-9-10-11
- #6 is a neutral player who always plays with the team in possession
- The 2 goalkeepers are neutral players who always play with the team in possession and are positioned just behind each back line
- The players as far as the game allows in 'logical' positions
- Yellow #1 starts the game for the yellow team, who must try to pass the ball to orange #1 on the opposite side (see diagram)
- If they succeed, orange #1 must now pass the ball across the grid back to yellow #1 on the opposite side, who must catch the ball and start again
- If orange wins the ball, they must try to pass the ball to orange #1 who restarts the game with orange in possession and yellow defending



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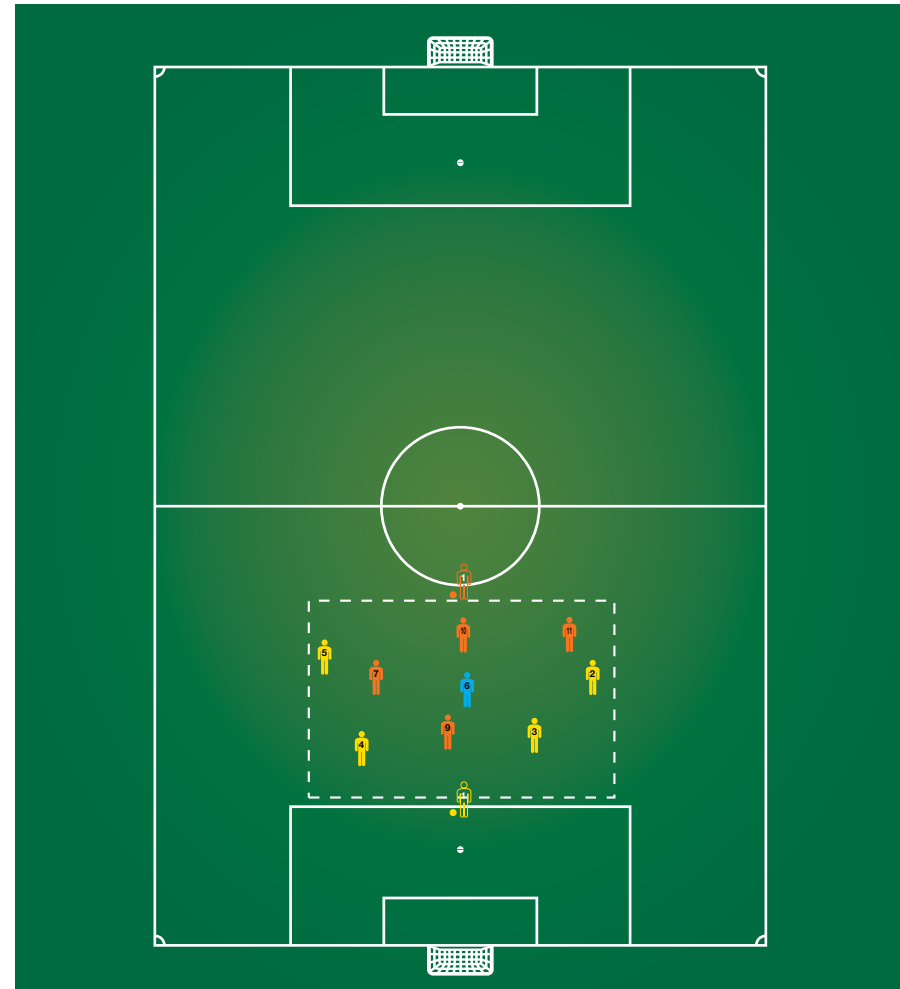
Playing out from the back Model Session 2

Steps up or down:

- Make grid bigger/smaller
- Free/limited touches
- Free/minimum number of passes before you can pass to #1
- 1 point for every successful pass from goalkeeper to goalkeeper

Remark:

- Position the grids in 'game realistic' areas of the field (see diagram on the right)



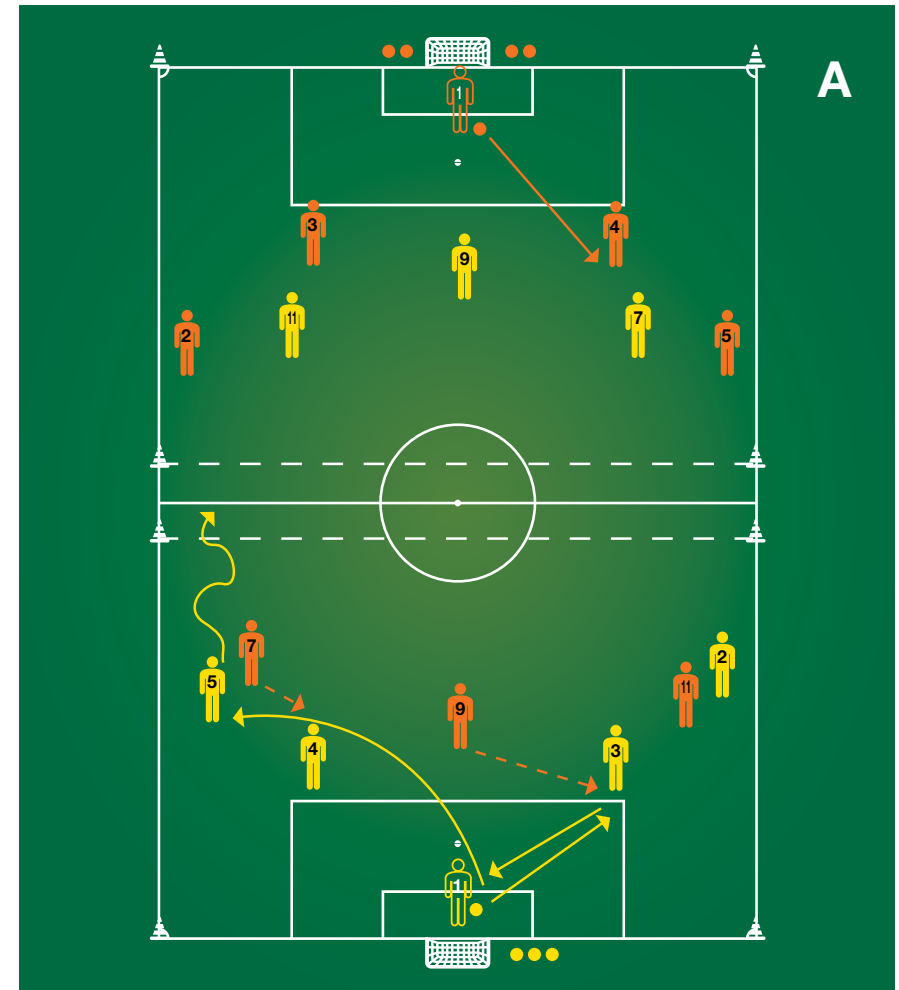
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Game Training Phase Model Sessions

Playing out from the back Model Session 2

3. Game training component:

- Two teams of 8 players each consisting of a full defence line (#1-2-3-4-5) and attack line (#7-9-11)
- 2 grids approximately the width of a full pitch and 45m long as shown in diagram A
- In both grids the defenders of one team play against the attackers of the other team
- The goalkeepers start by serving the ball to one of the defenders (enough balls next to both goals)
- “Get the ball to the ‘free’ player who must run with the ball across the end line”
- If the attackers win the ball, attack the goal and try to score (one attempt only). If the defenders win the ball back, the action has ended
- Every restart from the goalkeeper

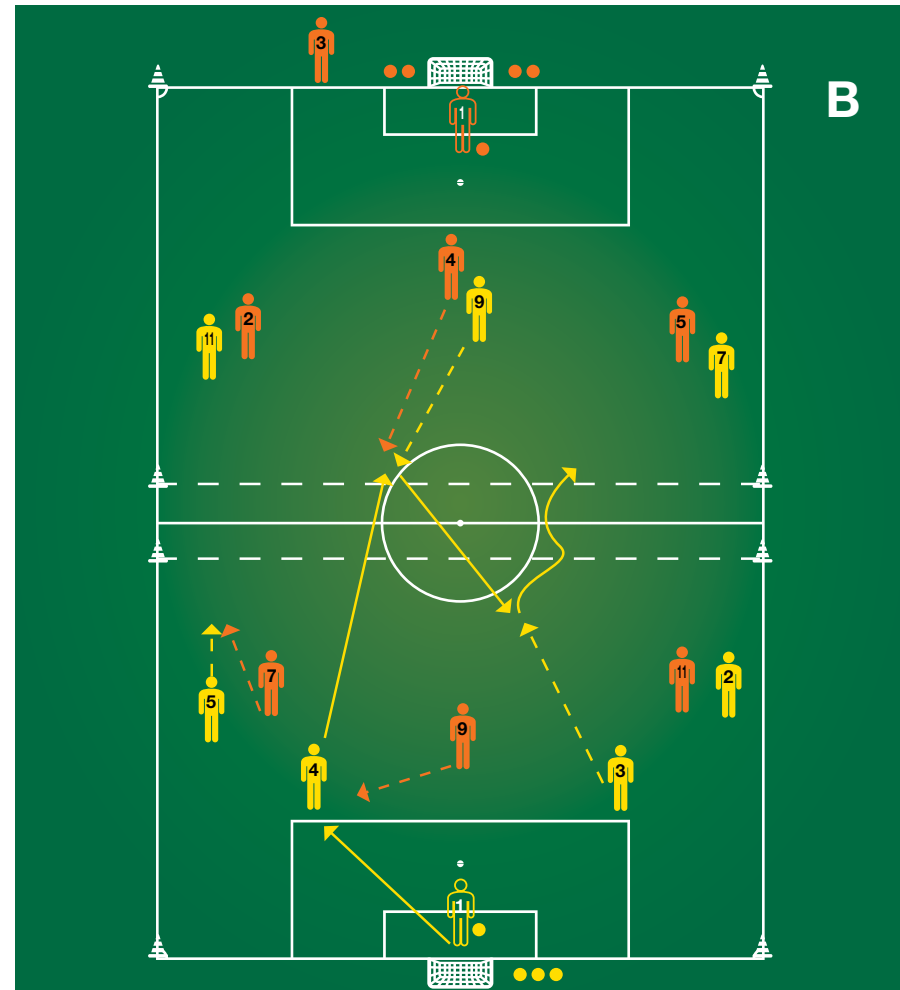


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Playing out from the back Model Session 2

Progression:

- Now we 'connect' both grids (see diagram B)
- Yellow starts playing out from the back and tries to get one defender across to the other grid
- They can now also use the yellow attackers in the other grid as bouncers (offside applies)
- One orange defender waits next to the goal
- So yellow has a numerical advantage (4 v 3) and tries to score
- If the yellow team loses the ball in their defensive grid, orange can try to score (1 attempt only)
- If yellow loses the ball in the attacking grid, orange play back to their goalkeeper and the action has ended

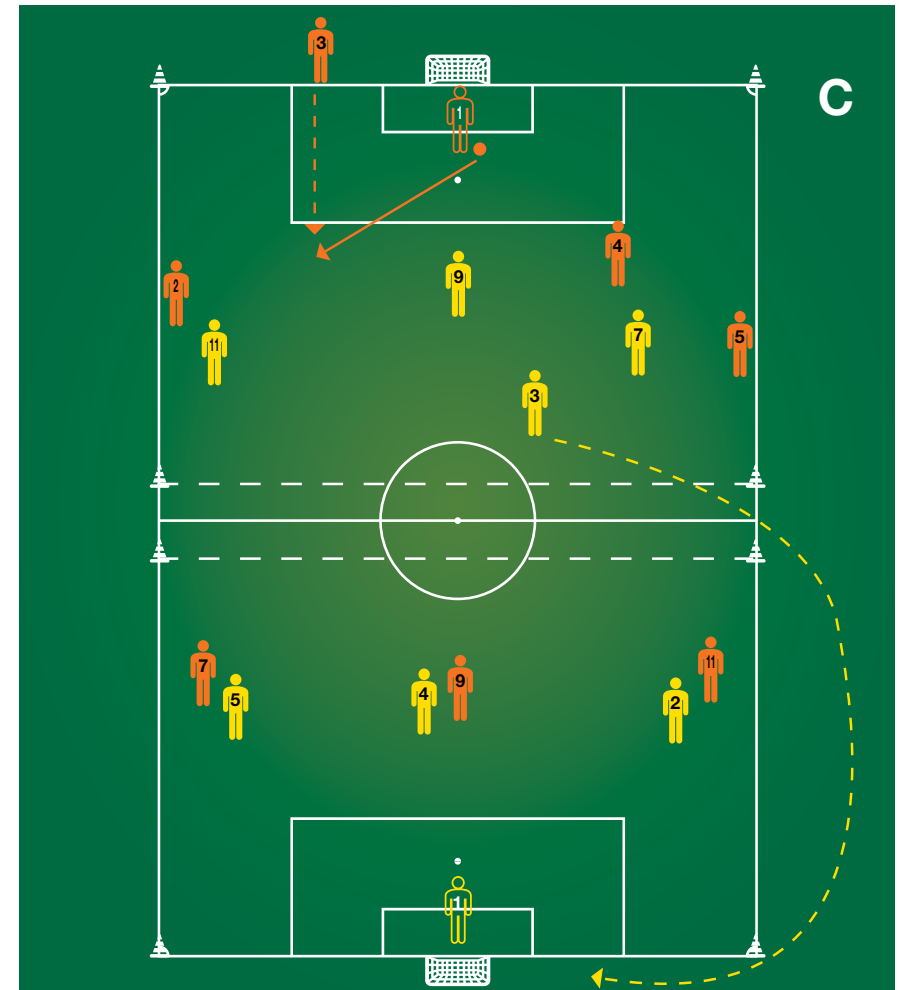


5.

Game Training Phase Model Sessions

Playing out from the back Model Session 2

- Now the orange defender (#3), who was waiting next to the goal, comes on to the pitch and the yellow defender (#3) that had joined the attack steps out and jogs back to wait next to the goal
- The same action starts again but now with orange playing out and attacking while the yellow team defends (see diagram C)
- The next step up would be to decrease the size of the grids, with portable goals on the edge of each box and narrowing the pitch 5m each side. The halfway line now divides the attacking and defensive halves

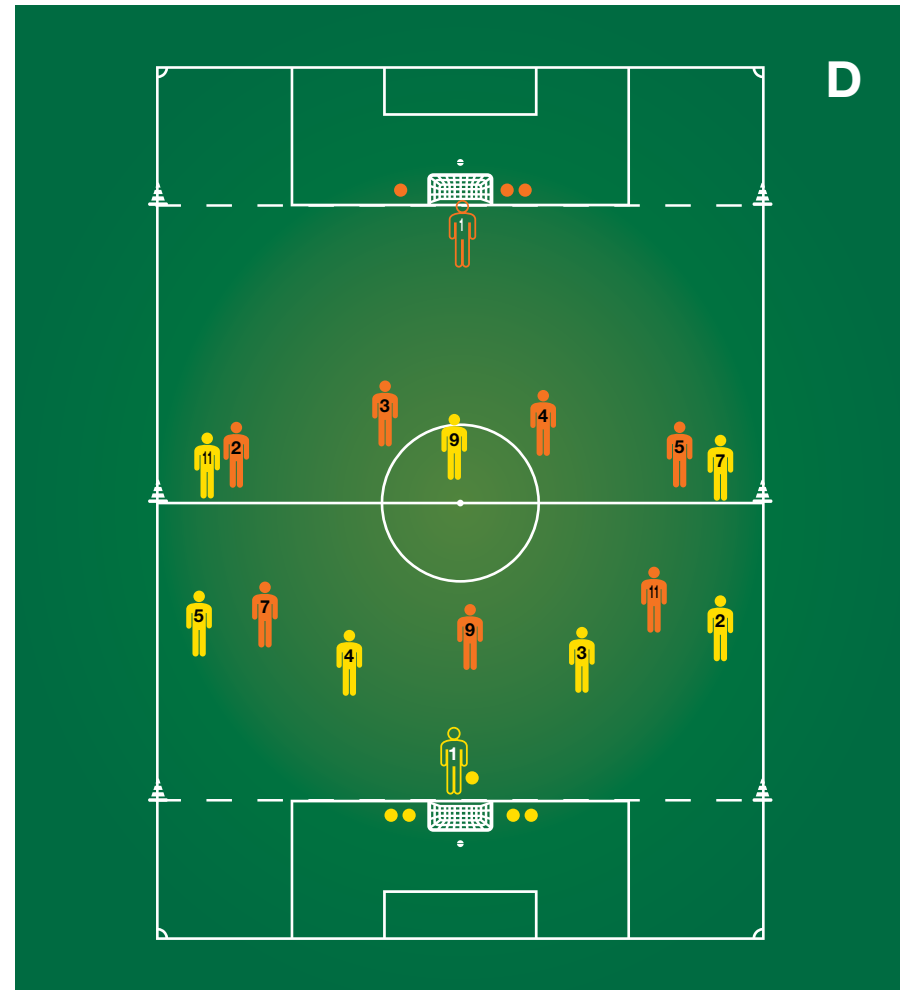


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Playing out from the back Model Session 2

4. Training Game: 8 v 8

- Formation of both teams 1-4-3
- All players can move across the whole field
- Normal rules, offside applies
- Pitch size depends on player's ability (see diagram D)



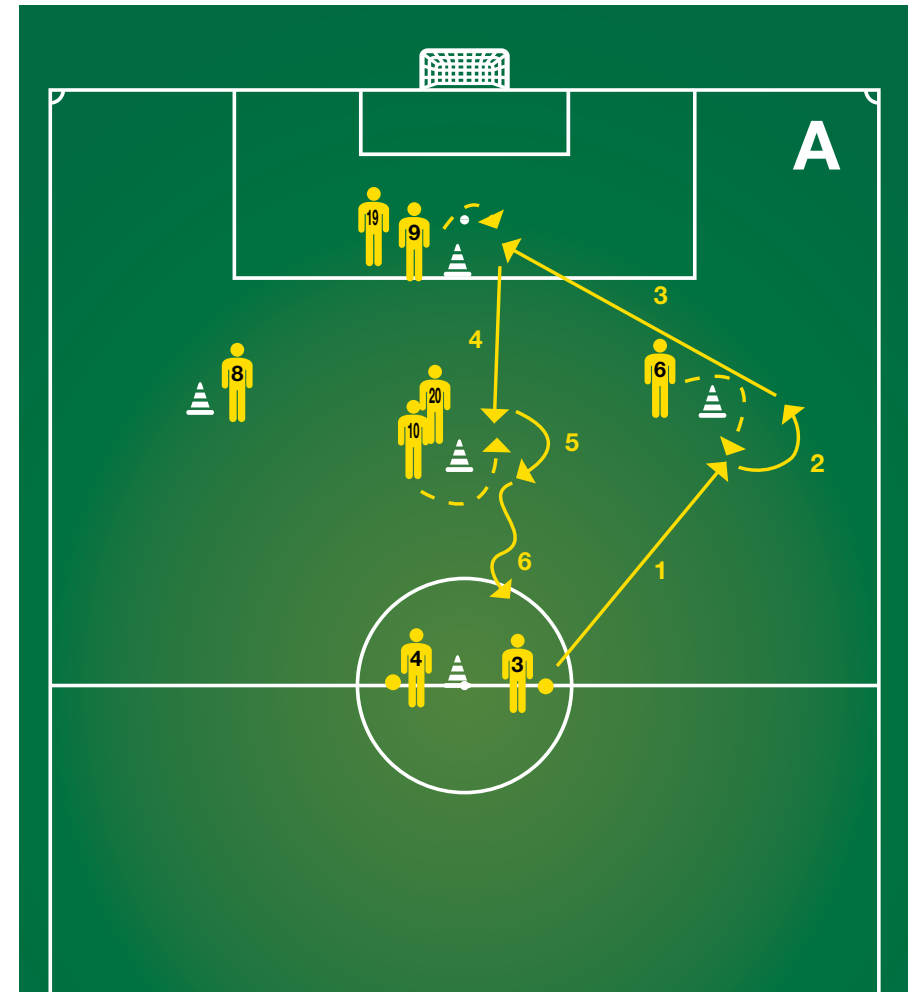
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Game Training Phase Model Sessions

Midfield play Model Session 1

1. Warm-up: passing exercise (see diagram A)

- Players in game positions as shown
- At least 2 players in positions #3/#4, #10 and #9
- #6 checks off and asks for the ball; #3 passes to #6 and coaches “turn” (1)
- #6 receives & turns (2) and passes to #9 (3)
- #9 bounces the ball to supporting #10 (4)
- #10 turns away (5) and dribbles to the starting position of #3 (6)
- All players move to the next position (“follow your ball”)
- Now the same via the left side starting with #4 passing to #8



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Midfield play Model Session 1

Variation 1 (see diagram B)

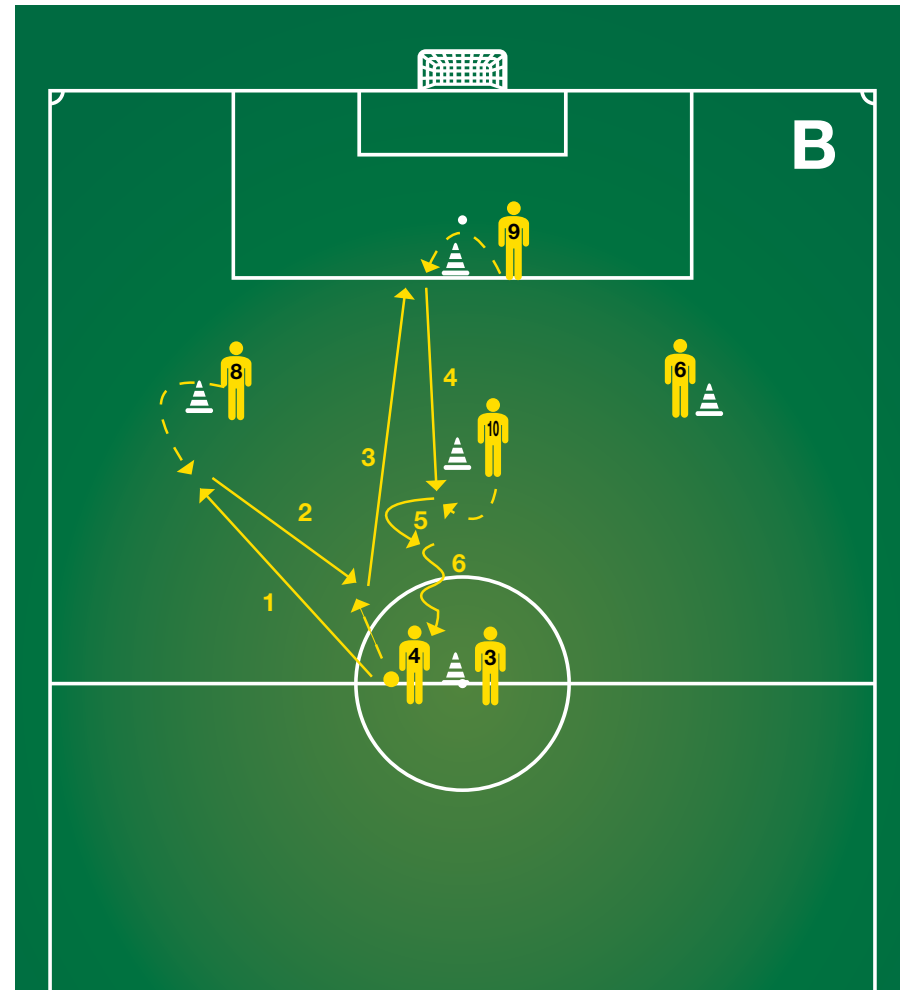
- #8 checks off and asks for the ball; #4 passes to #8 and coaches “man on” (1)
- #8 bounces the ball back to #4 (2)
- #4 passes to #9 (3) who bounces to the supporting #10 (4)
- #10 receives and turns (5) and dribbles to the starting position of #3 (6)
- Player rotations are as follows: #4 then goes to where #8 was, #8 goes to #9, #9 to #10, and #10 ends up at the beginning where the sequence was started

Variation 2

- Choice of two options for #6 and #8 **depending on whether number 3 and 4 say “turn” or “man on”**
- Early cue from #3 and #4 is now essential

Coaching points of attention:

- Pass precision and pass direction (to proper foot; proper ball speed)
- Tuning of actions
- Anticipation & movement without ball
- Verbal and non-verbal communication



5.

Game Training Phase Model Sessions

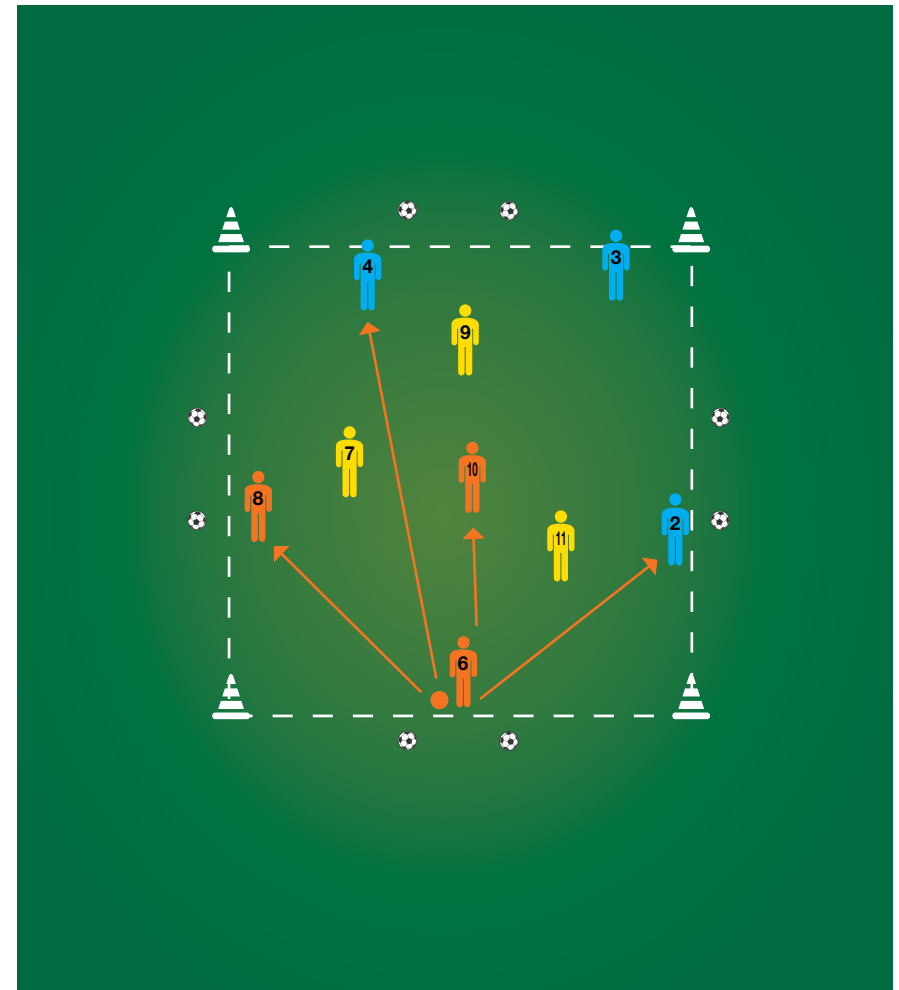
Midfield play Model Session 1

2. Positioning game: 6 v 3

- Grid of approximately 30m x 30m (dependent on level of players)
- 3 groups of 3; one group consisting of the midfield players #6-8-10
- 6 players (orange and blue) keep possession against 3 defenders (yellow)
- Always one 'link' player in the centre (preferably a midfielder)
- Provide 4 options (left; right; central and far) for the player on the ball through proper positioning
- When the group of 6 loses possession, the whole team of the player that turned over the ball must now defend

Steps up or down:

- Make grid bigger/smaller
- Free/limited touches
- Stop-start change of defenders
- 'Flying' change of defenders



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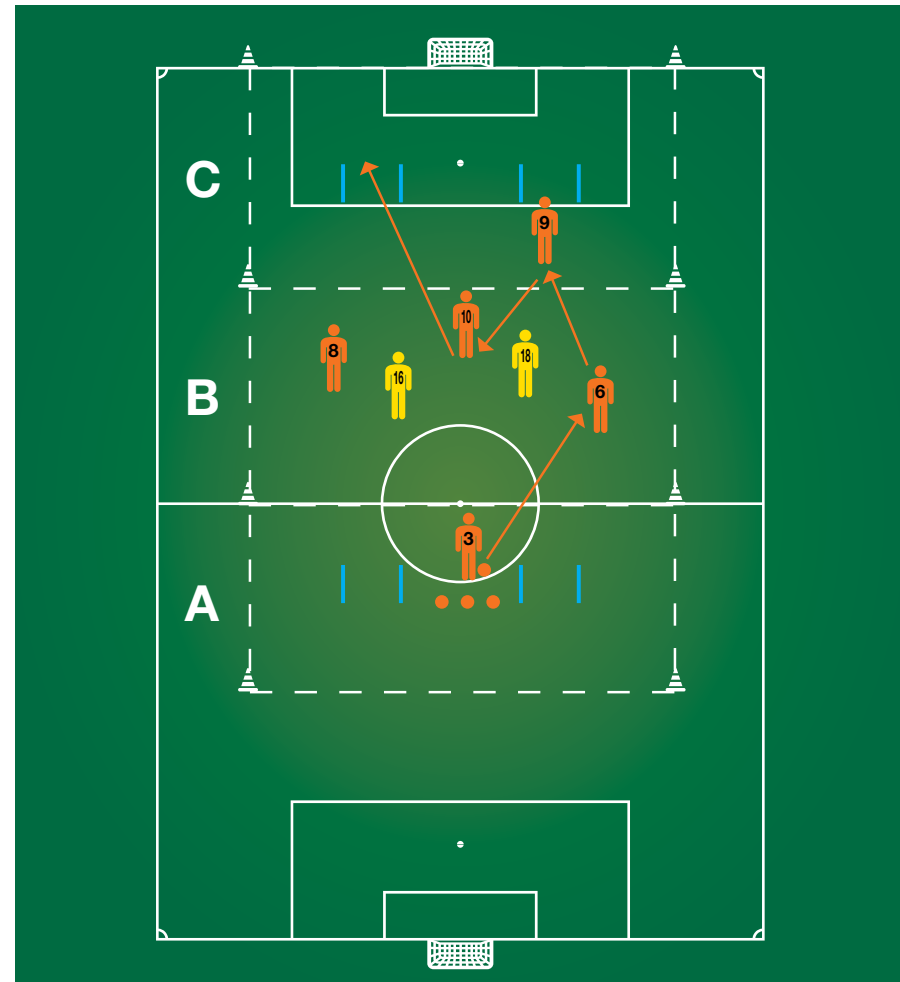
Midfield play Model Session 1

3. Game training component:

- Starting situation: 3 grids (A;B;C) players must stay in their designated area
- Every attack starts with a pass from orange #3 in grid A to one of the midfielders
- Orange midfielders #6-8-10 play in grid B against 2 opponents (3 v 2) and can use orange #9 in grid C as a 'bouncer'
- When one of the midfield players is free on the ball facing forward, they try to pass through one of the gates in grid C
- When the yellow midfielders #16 or #18 win the ball, they try to pass through one of the gates in grid A

Progression 1:

- Add another yellow player in grid B (3 v 3)
- 3 v 3 in grid B. #3 orange is now allowed to dribble into grid B and create a numerical advantage (4 v 3)



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Game Training Phase Model Sessions

Midfield play Model Session 1

Progression 2:

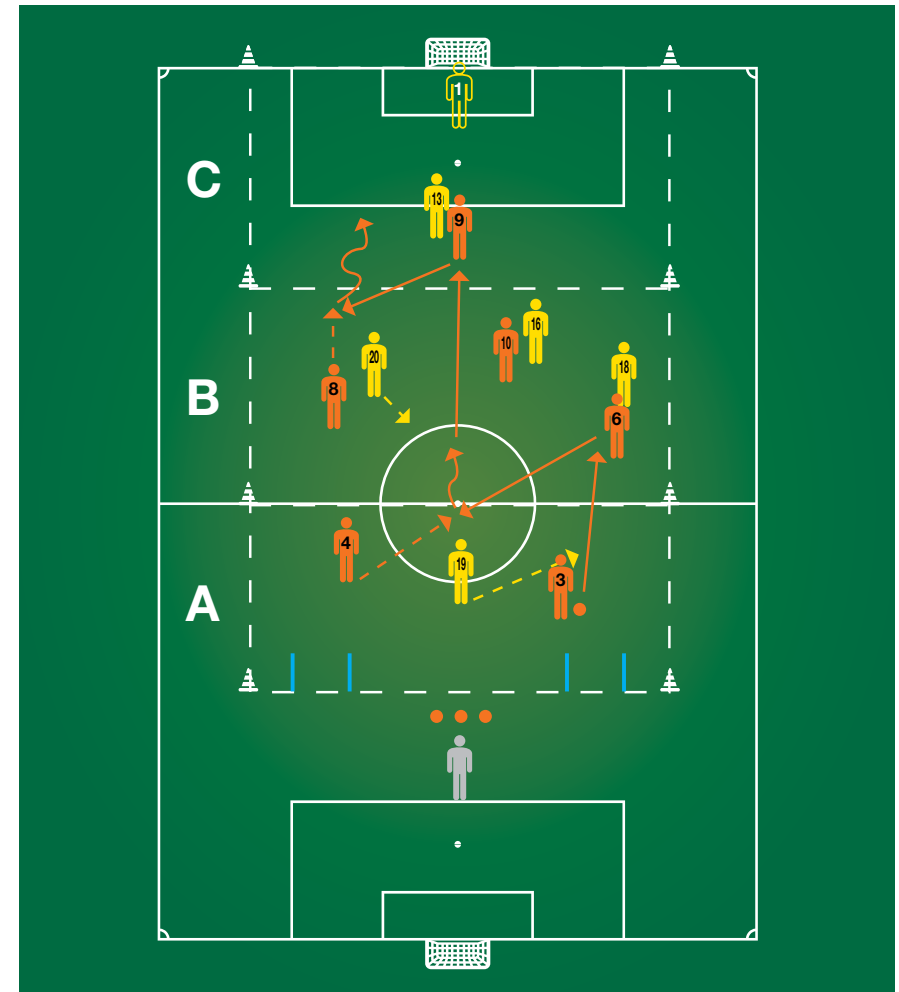
- Remove the gates from grid C
- Add a yellow defender (#13 yellow) in grid C against #9 orange.
- One player from grid B can now enter into grid C to create a 2 v 1 situation
- Finish on goal against a goalkeeper

Progression 3:

- Place the gates in grid A on back line
- Add #4 orange and #19 yellow in grid A (2 v 1)
- Every new action starts with the coach now serving the ball to orange #3 or #4 (see diagram)
- If yellow recaptures the ball in grid A or B, #19 can score through the gates

Progression 4:

- Narrow the grids (width of the box)

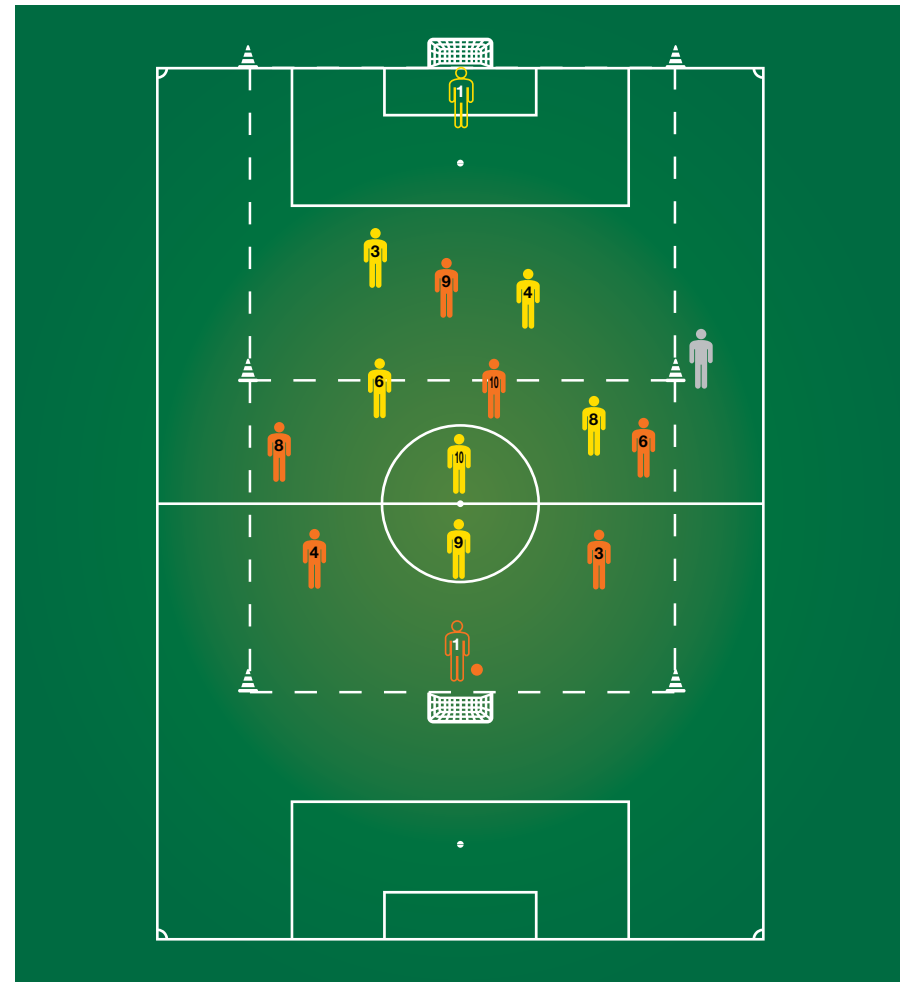


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Midfield play Model Session 1

4. Training game - 7 v 7 (6 v 6 with goalkeepers):

- Field long and narrow to emphasise midfield play through central axis
- Both teams in a 1 (GK)-2-3-1 formation
- Offside rule applies
- Coaching 'on the run'



Game Training Phase Model Sessions

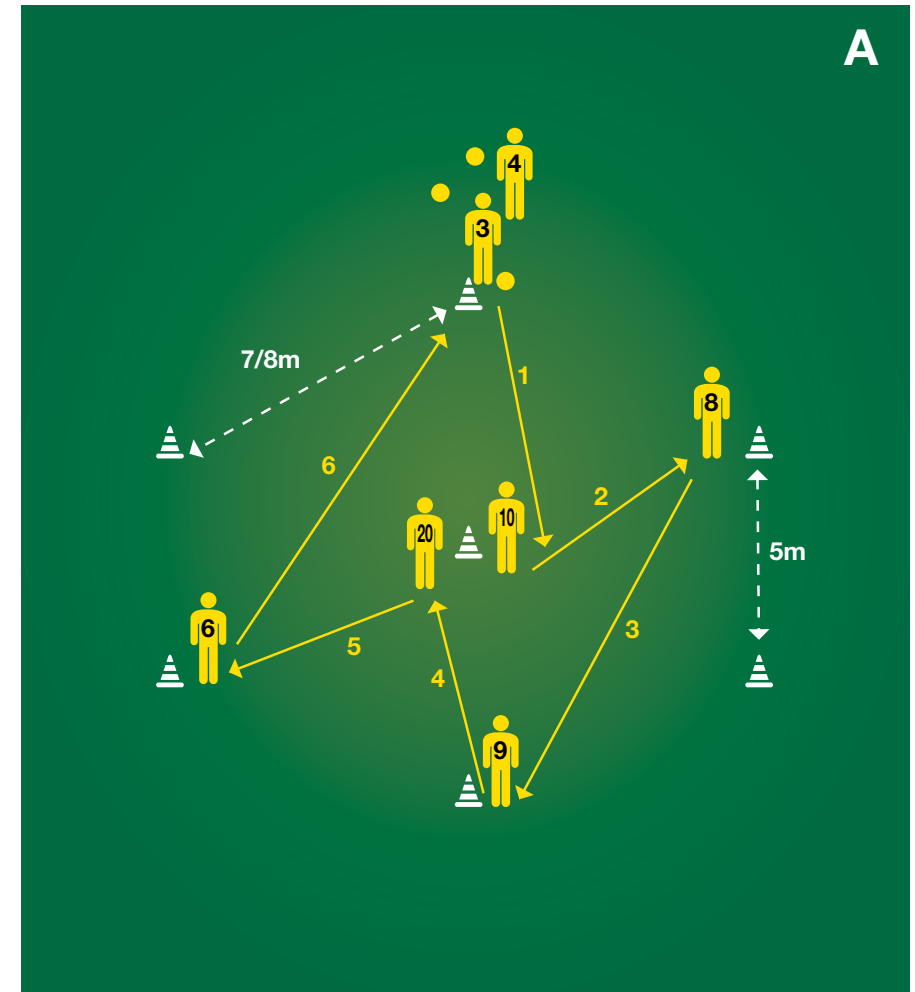
Midfield play Model Session 2

1. Warm-up: passing exercise

- Cones and players positioned as shown in diagram A.
- If the number of players allows/requires: 2 players per position or a similar organisation on the other half of the pitch
- At least 2 players at the starting position and 2 at the central cone
- The players pass the ball around in a 'logical' sequence (1-6)
- Players follow their pass to the next position
- Now go the other way around and players #6 and #8 adjust accordingly

Possible Coaches Remarks:

- "Pass precision and ball speed"
- "Check off before asking/receiving the ball"
- "Now we go in the opposite direction"
- "Gradually increase your running speed"



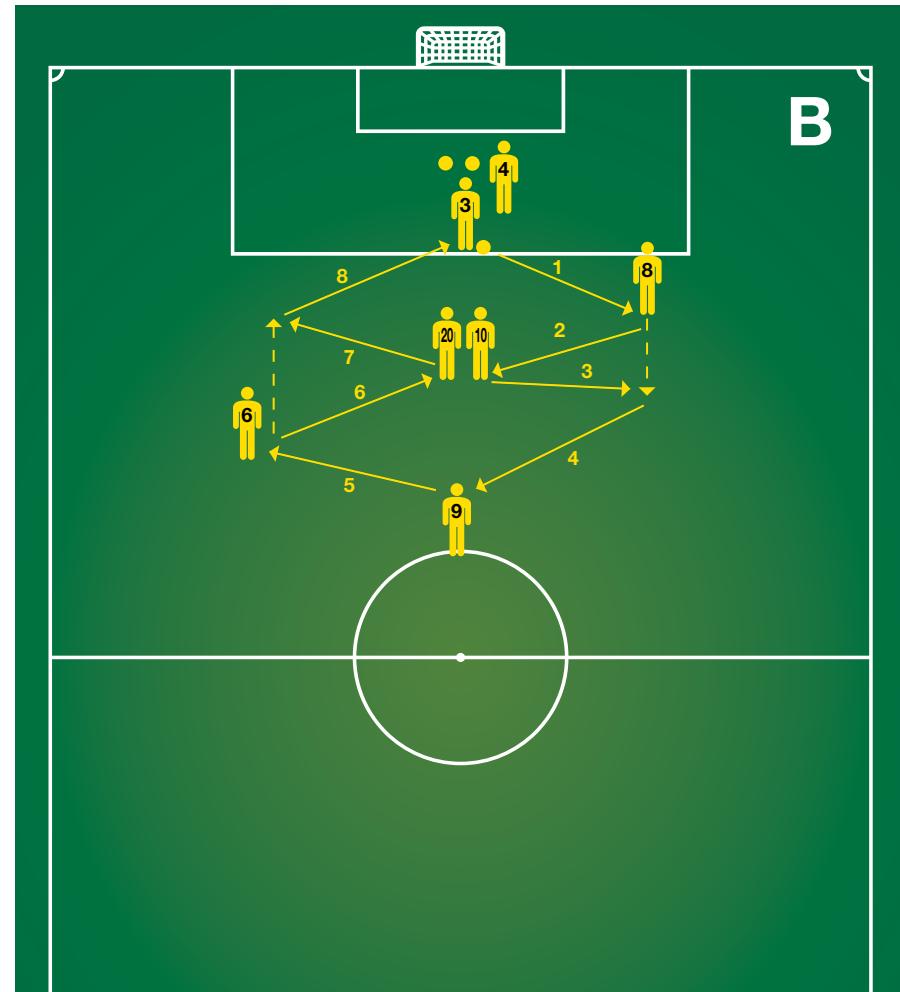
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Midfield play Model Session 2

- “Here is another variation” (see diagram B)
- Player rotations are now as follows: #3 goes to #8, #8 to #9, #9 to #6 and #6 back to #1 (then recommence)
- #10 and #20 stay in the middle
- “Now just improvise but use a logical order and every player must touch the ball”

Remark:

- Position the exercise in a ‘realistic’ area of the field



5.

Game Training Phase Model Sessions

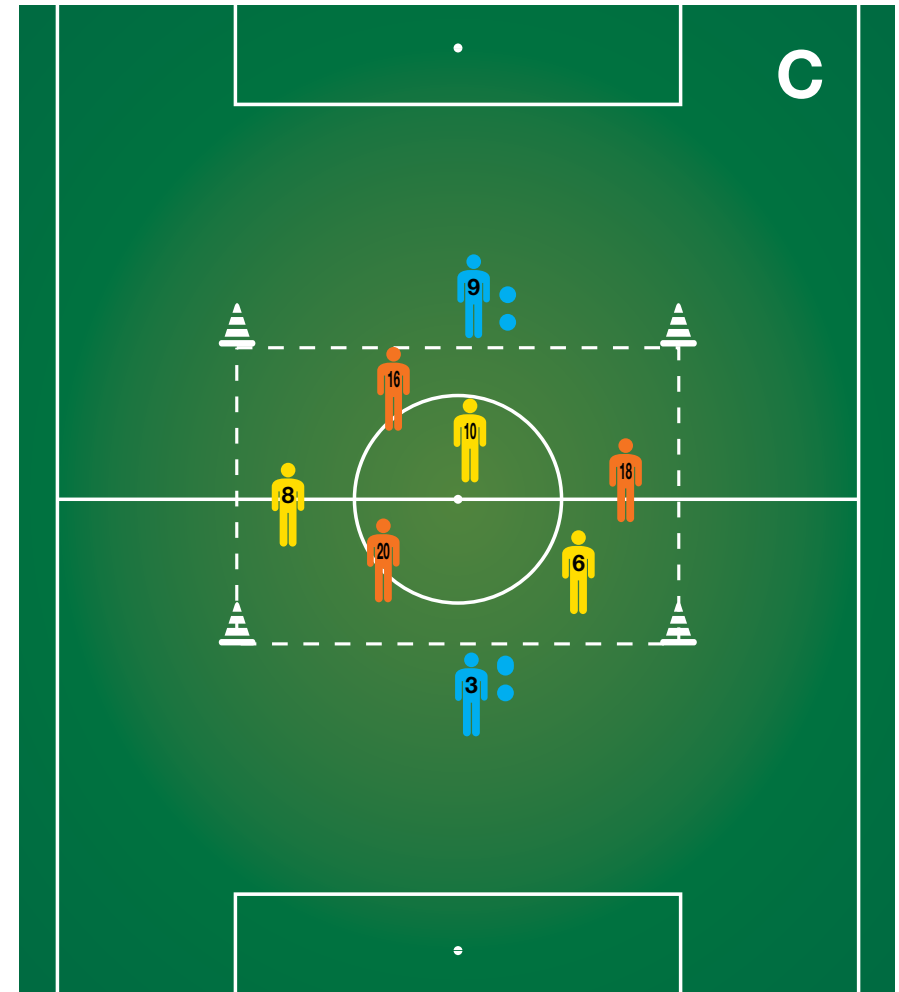
Midfield play Model Session 2

2. Positioning game: 3 v 3 + 2 (5 v 3)

- A grid of approximately 30m x 25m, positioned in 'game realistic' area of the field (see diagram C)
- Two groups of 3 outfield players
- One team consisting of the midfield players #6-8 and #10 (yellow in diagram)
- #3 and #9 are neutral players, positioned on each back line
- The players, as far as the game allows, in 'logical' positions
- #3 starts the game for yellow who must try to pass the ball on the ground to #9 on the opposite side
- #9 must now pass the ball back across the grid to #3, who starts again
- If orange wins the ball, they must try to pass to #9 who restarts the game with orange in possession and yellow defending
- If the pass across the grid is intercepted (or #3 is not able to properly control it), the game restarts with #9 and possession for orange

Steps up or down:

- Make grids bigger/smaller
- Free/limited touches
- Free/minimum number of passes before you can play to #3 or #9
- 1 point for every completed sequence



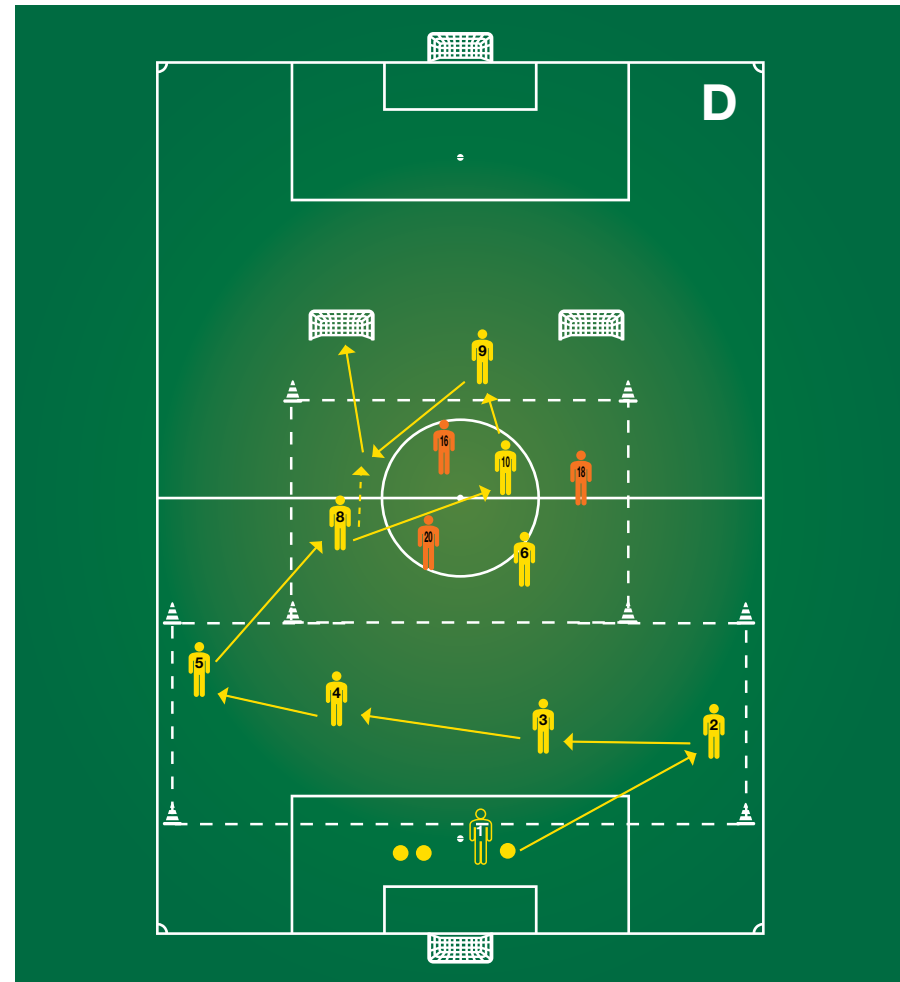
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Midfield play Model Session 2

3. Game training component:

- Position a second 25m-50m grid adjacent to the one of the positioning game, as shown in diagram D
- Inside this grid are the defenders #2; 3; 4 and 5 of the yellow team
- Goalkeeper #1 serves them a ball and they combine amongst each other till there is a good situation to pass to one of the midfielders in the adjacent grid
- The midfielders try to pass into one of the two small goals, using #9 as a bouncer
- If the orange team intercepts the ball, they try to pass the ball into the hands of #1
- After every successful/unsuccessful attempt: #1 restarts again
- Next step is to introduce 1 or more opponent(s) in the grid of the defenders

This organisation is aimed at practicing midfield play in relation to building-up



5.

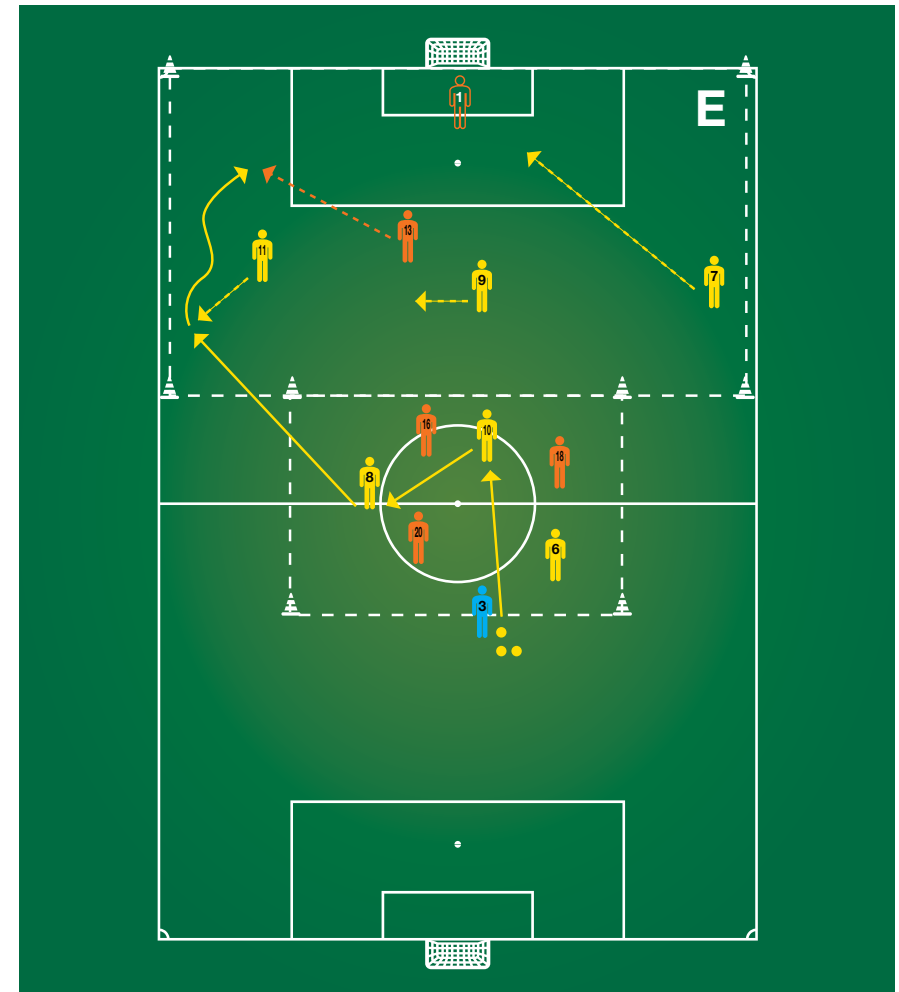
Game Training Phase Model Sessions

Midfield play Model Session 2

- We can also apply the same principle to practice midfield play in relation to attacking by placing the adjacent grid at the opposite end of the midfield grid (see diagram E)
- The midfielders must create/use the right opportunity to pass to one of the 3 attackers in the adjacent grid, who must try to score against 1, 2 or 3 defenders

Progression:

- One midfielder can join the attack (with or without the ball)

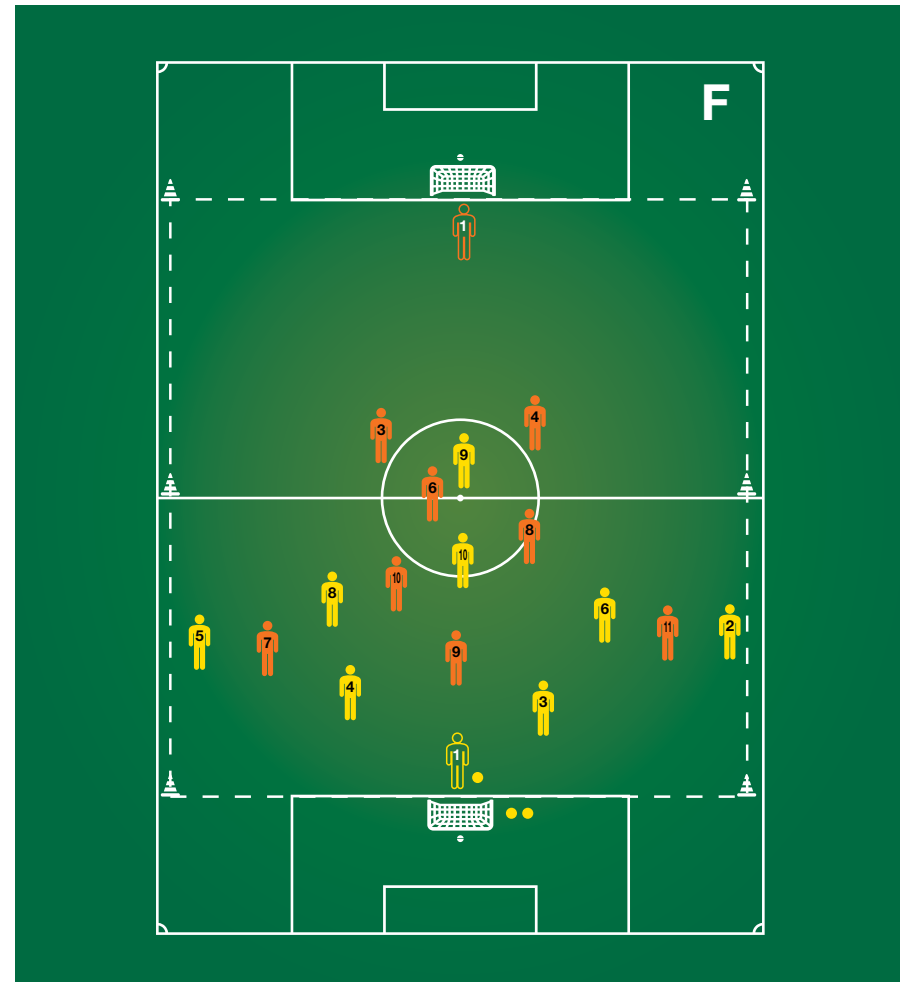


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Midfield play Model Session 2

4. Training game

- 8 v 8, normal rules apply (diagram F)
- Formation yellow: 1-4-3-1
- Formation orange: 1-2-3-3
- If our training aim is to improve midfield play in relation to building-up we focus on the execution of the **yellow team**
- If our training aim is to improve midfield play in relation to attacking we focus on the execution of the **orange team**

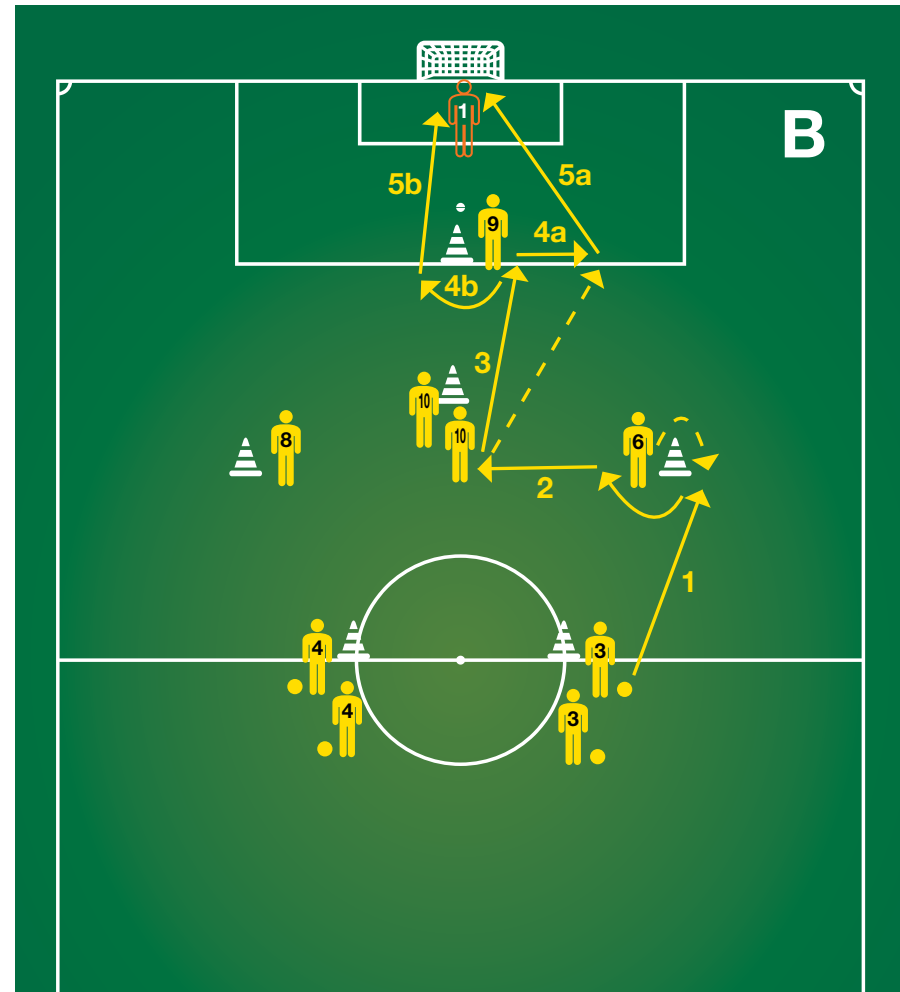


Attacking Model Session 1 (central areas)

- Introduce a variation (see diagram B)
- Give #9 the option to bounce with #10 (4a/5a) or turn away and finish themselves (4b/5b)

Coaches focus points

- Pass precision and pass direction (to proper foot; proper ball speed)
- Tuning of actions
- Anticipation & movement without ball
- Verbal and non-verbal communication



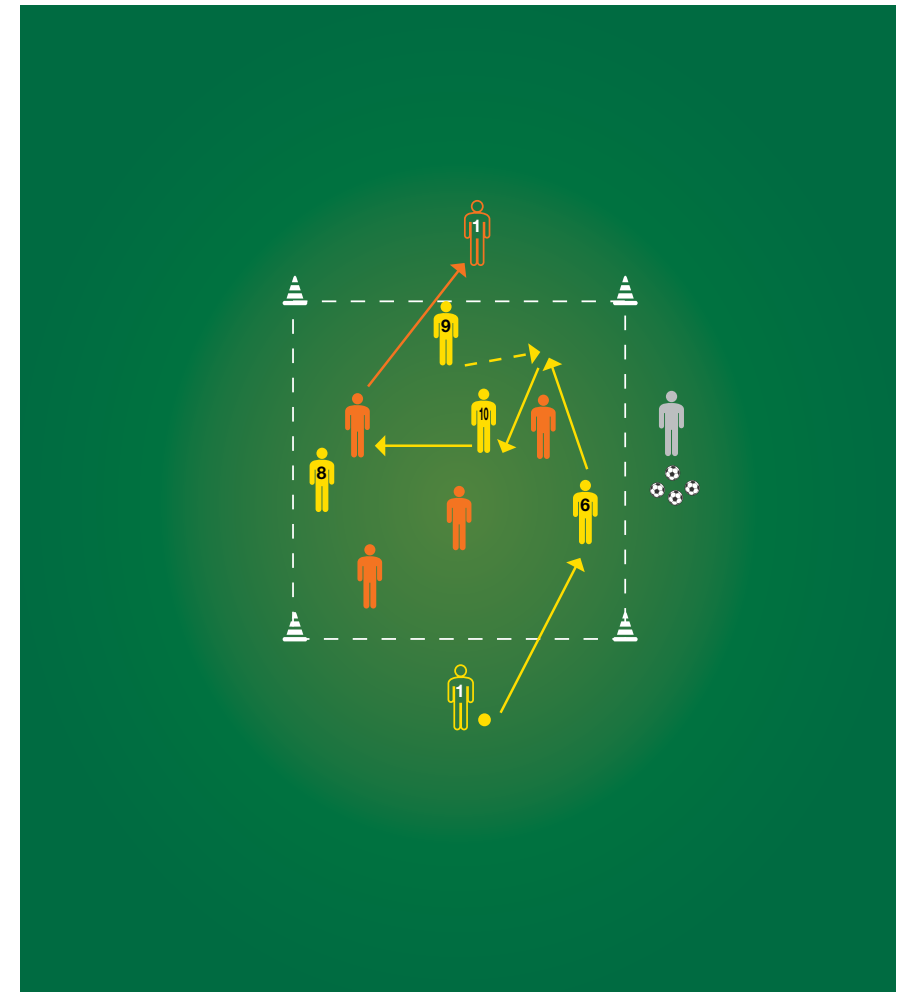
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Game Training Phase Model Sessions

Attacking Model Session 1 (central areas)

2. Positioning game: 5 v 4

- A grid of approximately 30m x 30m (dependent on level of players)
- 2 groups of 4 outfield players; one group consisting of the players #6-8-9-10
- 2 goalkeepers positioned behind each back line
- 5 (yellow) keep possession against 4 (orange)
- Players as much as possible in their game positions, with #10 in the middle (see diagram)
- Provide 4 options (left; right; central and far) for the player on the ball through proper positioning
- When orange wins the ball, they must try to pass to their goalkeeper, the game continues with orange in possession and yellow defending
- If a yellow player passes the ball out of the grid, the coach immediately serves a new ball to the orange goalkeeper



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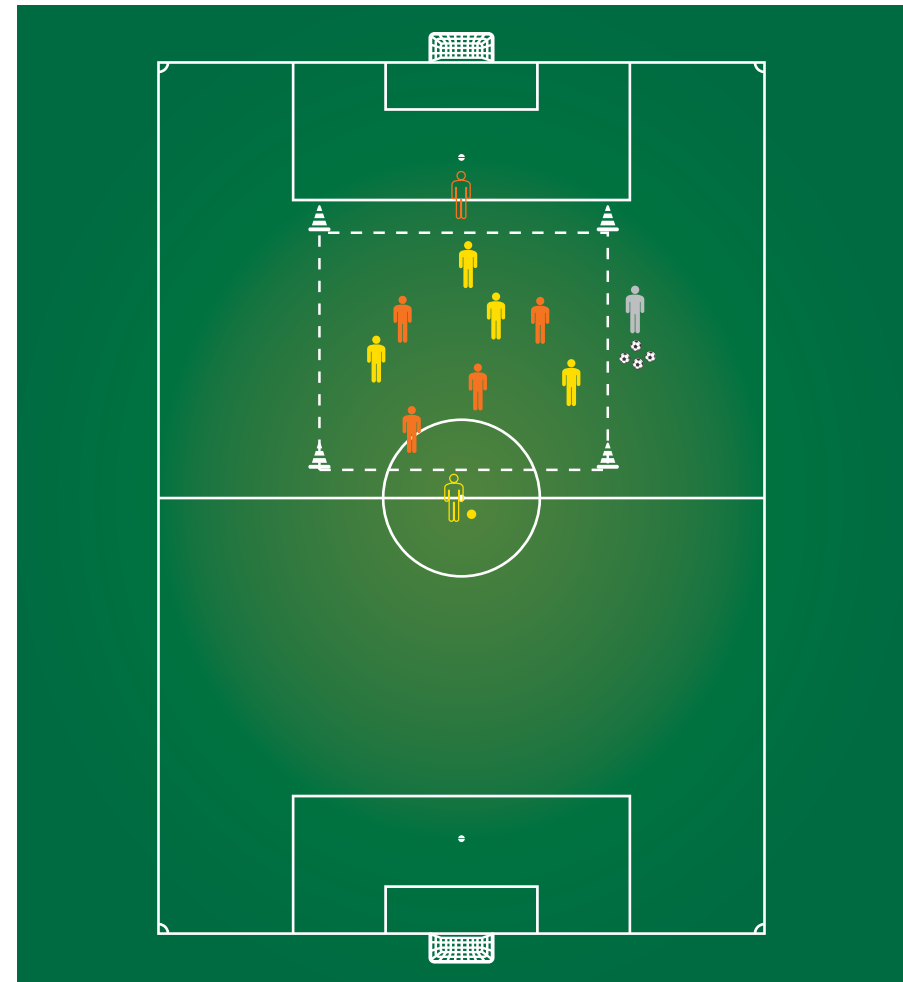
Attacking Model Session 1 (central areas)

Steps up or down:

- Make grid bigger/smaller
- Free/limited touches

Remark:

- Position the grid in a 'game realistic' area of the field (see diagram on the right)



5.

Game Training Phase Model Sessions

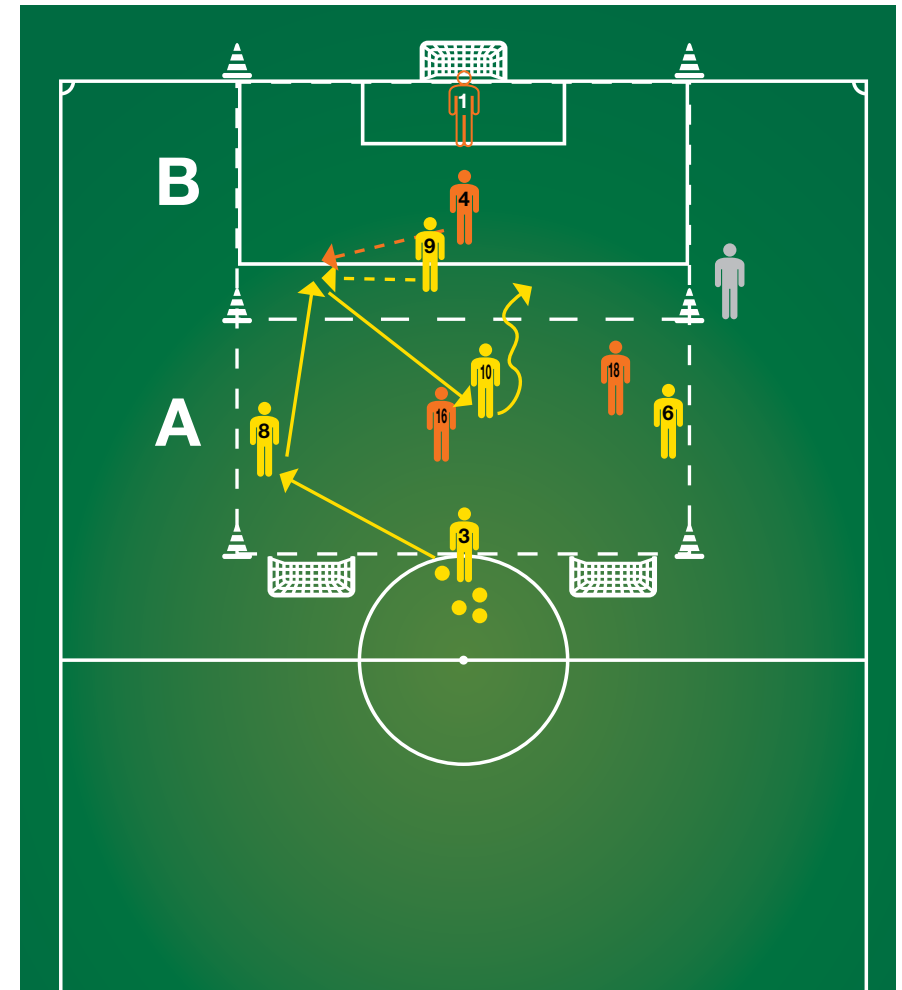
Attacking Model Session 1 (central areas)

3. Game training component:

- Starting situation: two grids A & B with the players positioned as shown in diagram on the right
- The players must stay in their designated areas
- An attack starts with a pass from #3 to one of the yellow midfield players #6-8-10
- They play in grid A against 2 orange opponents (3 v 2) and must try to get one player into grid B
- In grid B stands yellow striker #9 and one orange defender
- The yellow midfielders can dribble into grid B (when free) or use #9 as a bouncer
- In grid B yellow must utilise the 2 v 1 numerical advantage and score
- Offside applies in grid B
- When the defenders win the ball in grid A, they can score in two small goals (one counter attack only, then restart)

Progression:

- Add 3rd orange player in grid A, #3 yellow now either passes or dribbles with ball into grid A to create a 4 v 3 situation

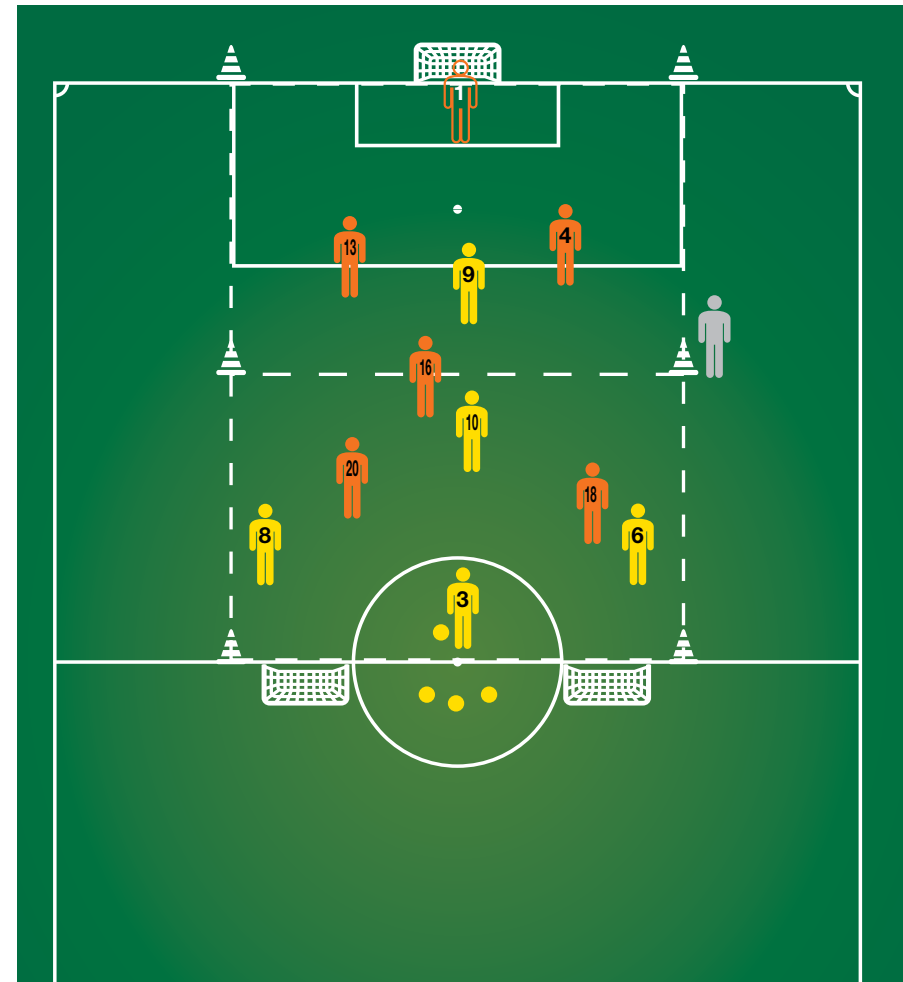


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Attacking Model Session 1 (central areas)

4. Training game: 5 v 5 + goalkeeper

- Yellow team attacks the big goal, orange can score in the small goals
- Normal rules, including offside
- Yellow team in 1(DF)-3(MF)-1(FW) formation
- Orange team in GK-2(DF)-3(MF) formation
- Coaching 'on the run'



5.

Game Training Phase Model Sessions

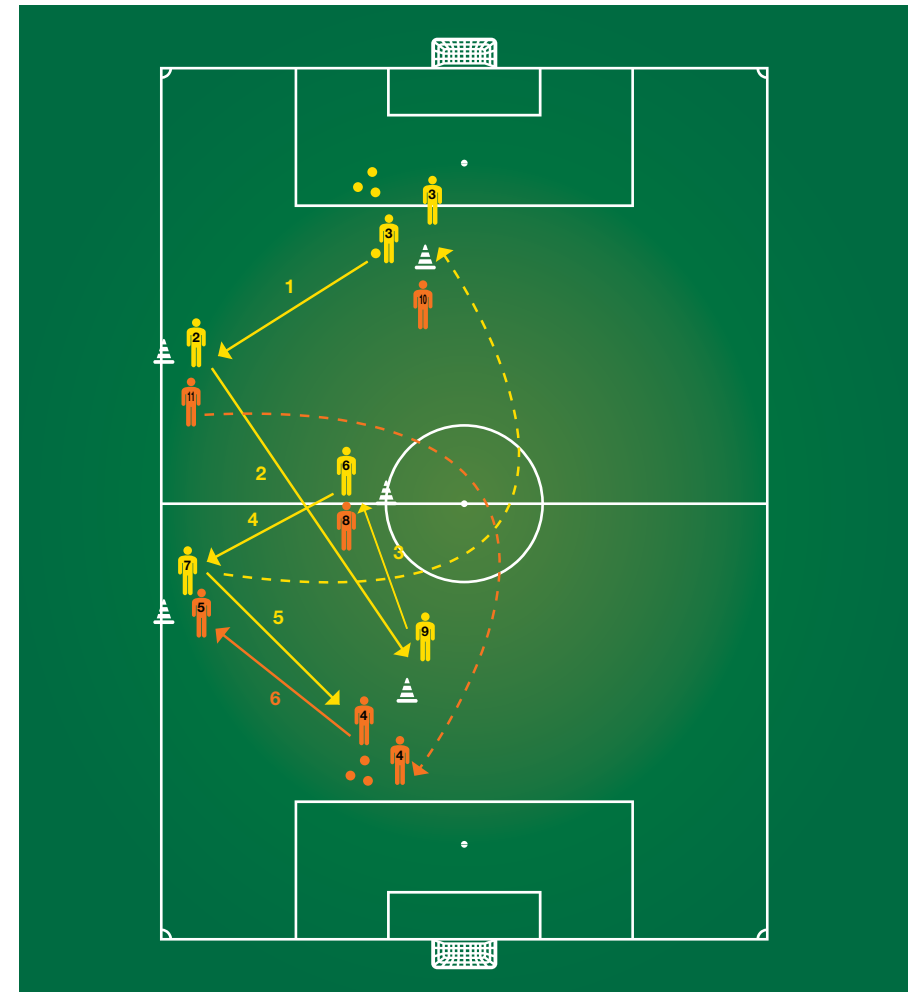
Attacking Model Session 2 (wide areas)

1. Warm-up: passing exercise

- Players in their game positions (see diagram)
- Right side players (yellow) and left side players (orange) opposite of one another but not interfering with each other
- Minimum 2 players in the positions #3 & #4
- In case of bigger numbers: set up a similar organisation on the other wing
- Yellow works from top down; orange from bottom up (#7 yellow passes to #4 orange who starts the same combination in the opposite direction till #11 orange passes the ball again to yellow #3)
- All players follow their pass to the next position but only on their own team
- i.e. After pass 5 to orange #4, yellow #7 goes to the position of yellow #3 (same for orange #11: to position #4).
- Start with prescribed pattern (as shown)
- Introduce a 2nd (3rd?) pattern

Progression:

- Now yellow passes with passive resistance of orange: choose the right option depending on the defensive positioning of the opposing players (this option is for advanced players only)

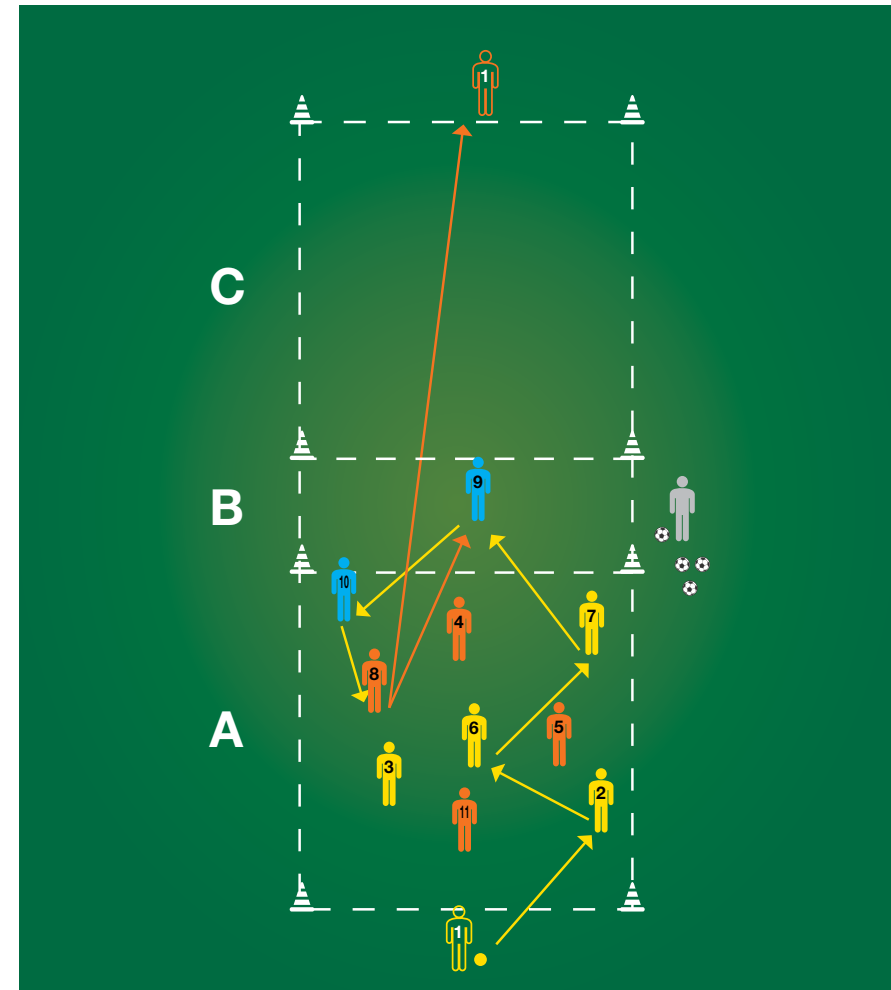


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Attacking Model Session 2 (wide areas)

2. Positioning game: 7 v 4

- 2 grids of approximately 30m x 30m (A & C) separated by a grid of 5m x 30m (B)
- 2 groups of 4 outfield players
- Yellow consisting of the players #2-3-6-7
- Orange consisting of the players #4-5-8-11
- #9 and #10 are neutral players who always play with the team in possession; one in grid B the other in the grid where the positioning game takes place (see diagram)
- 2 goalkeepers positioned on each back line
- #7 (yellow) keep possession against #4 (orange)
- Players as much as possible in their game positions (especially the team in BP)
- Provide 4 options (left; right; central and far) for the player on the ball through proper positioning
- When orange wins the ball in grid A, they must try to pass to #9 in grid B or their goalkeeper at the far end
- If they succeed, all players cross over to grid C where the game continues with orange in possession and yellow defending
- If a yellow player passes the ball out of the grid, the coach immediately serves a new ball to the orange goalkeeper and the game restarts in grid C with possession for orange



5.

Game Training Phase Model Sessions

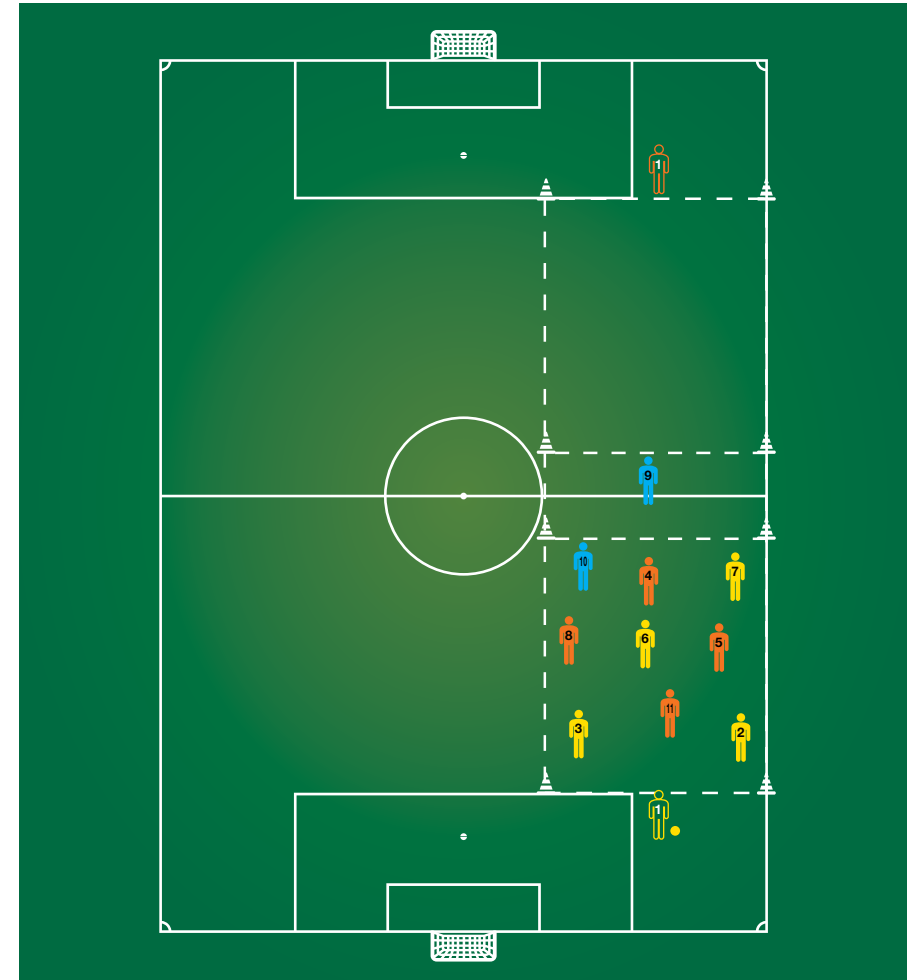
Attacking Model Session 2 (wide areas)

Steps up or down:

- Make grids bigger/smaller
- Free/limited touches
- Stop-start change of grids
- 'Flying' change of grids

Remark:

- Position the grids in 'game realistic' areas of the field (see diagram on the right)



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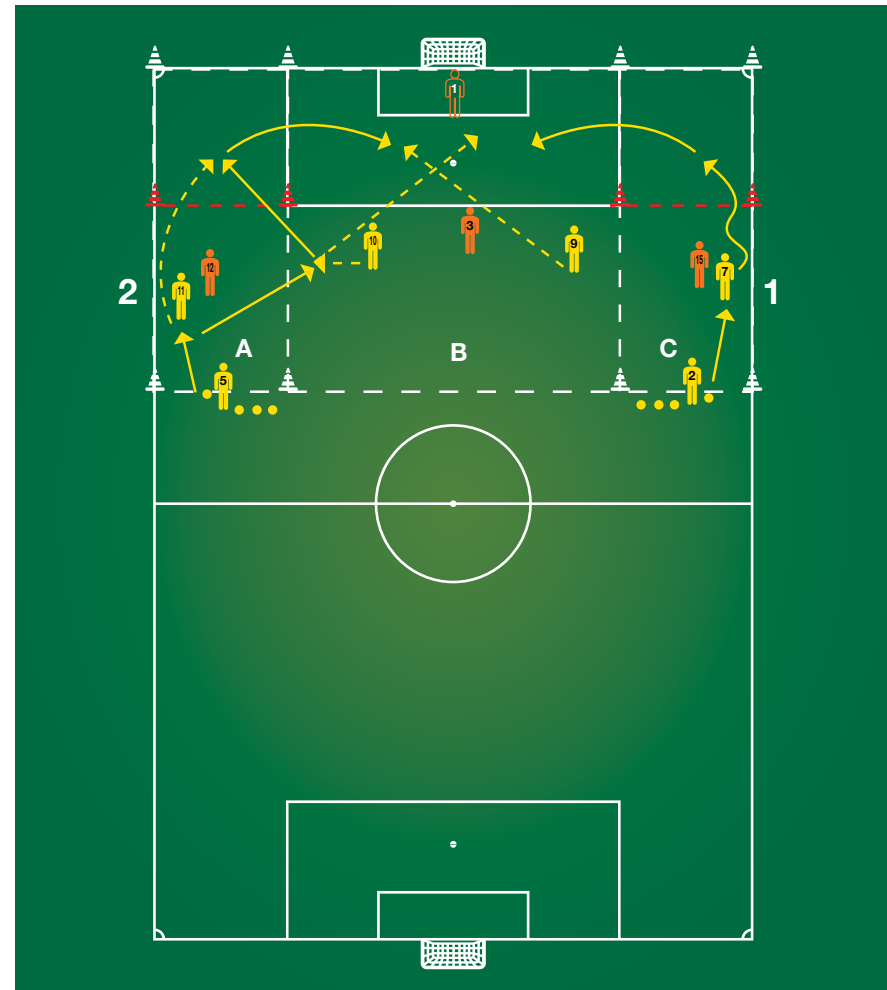
Attacking Model Session 2 (wide areas)

3. Game training component:

- Three grids A, B and C as shown in diagram on the right
- In grid A, #11 yellow and an orange defender (#12); #5 yellow is positioned outside the grid with plenty of balls
- In grid B, #9 & #10 yellow and an orange defender (#3) plus a goalkeeper
- In grid C, #7 yellow and an orange defender (#15) with yellow #2 outside the grid
- #2 & #5 yellow alternately serve a ball to respectively #7 & #11
- #2-7 and #5-11 must beat the orange defenders in their respective grids through effective wing play and deliver a cross to #9 & #10 in grid B who try to finish 2 v 1
- The defenders in grids A & C cannot defend beyond the red dotted line

Wing play options:

- The winger beats the defender 1 v 1 (situation 1)
- The winger plays a wall pass with #9 or #10 (situation 2)



5.

Game Training Phase Model Sessions

Attacking Model Session 2 (wide areas)

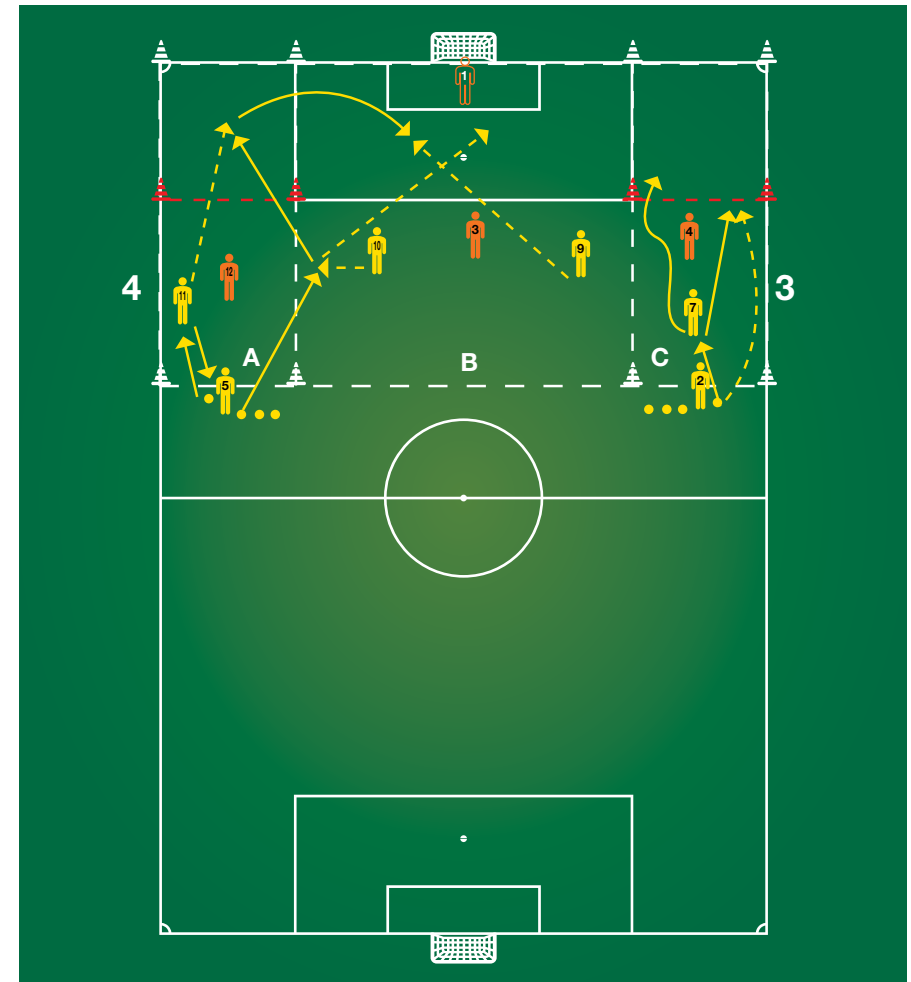
More wing play options:

- The full-back overlaps the winger to create a 2 v 1 (situation 3)
- The winger bounces with the full-back and becomes the 3rd man via a combination with #9 or #10 (situation 4)

The option selected by the attacking player often depends on the action of the defender. The coach may need to help the players develop their awareness and insight to select the most effective option.

Communication between the players is essential.

Also pay attention to the positioning and finishing of #9 & #10

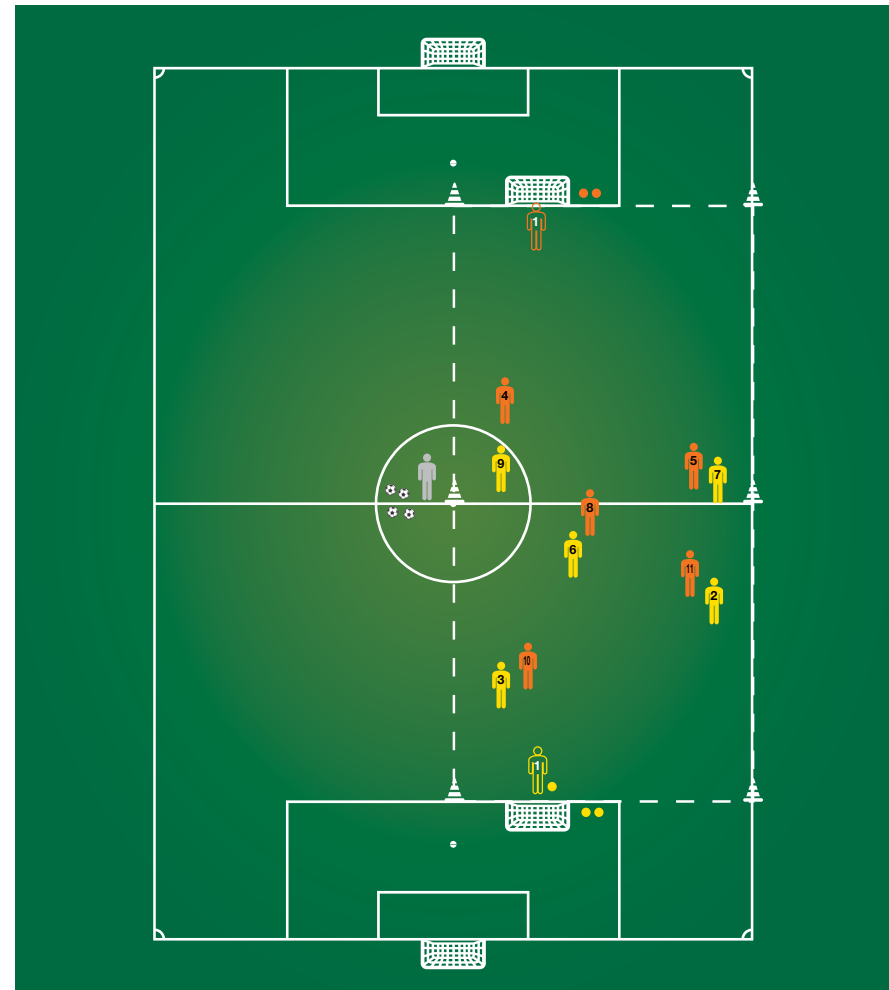


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Attacking Model Session 2 (wide areas)

4. Training game: 5 v 5 + goalkeepers

- The field is positioned in a wide area of the full pitch (see diagram)
- Pitch length: box to box (70m)
- Pitch width: central axis to sideline (35m), divided by the halfway line
- Two portable goals (or poles) placed as shown (balls next to the goals)
- The coach with balls on the halfway line
- Offside rule applies!
- Players in their usual 'game positions'
- In this particular game, it means that the right side of the team (#2-3-6-7) + striker #9 plays against the left side of the team (#4-5-8-11) + central midfielder #10. It is essential that the coach maintains realistic positions relative to a full field game (this explains the positions of the goals)
- #9 and #10 to change teams halfway through the game
- **By setting the game up this way, wing play will automatically be emphasised**



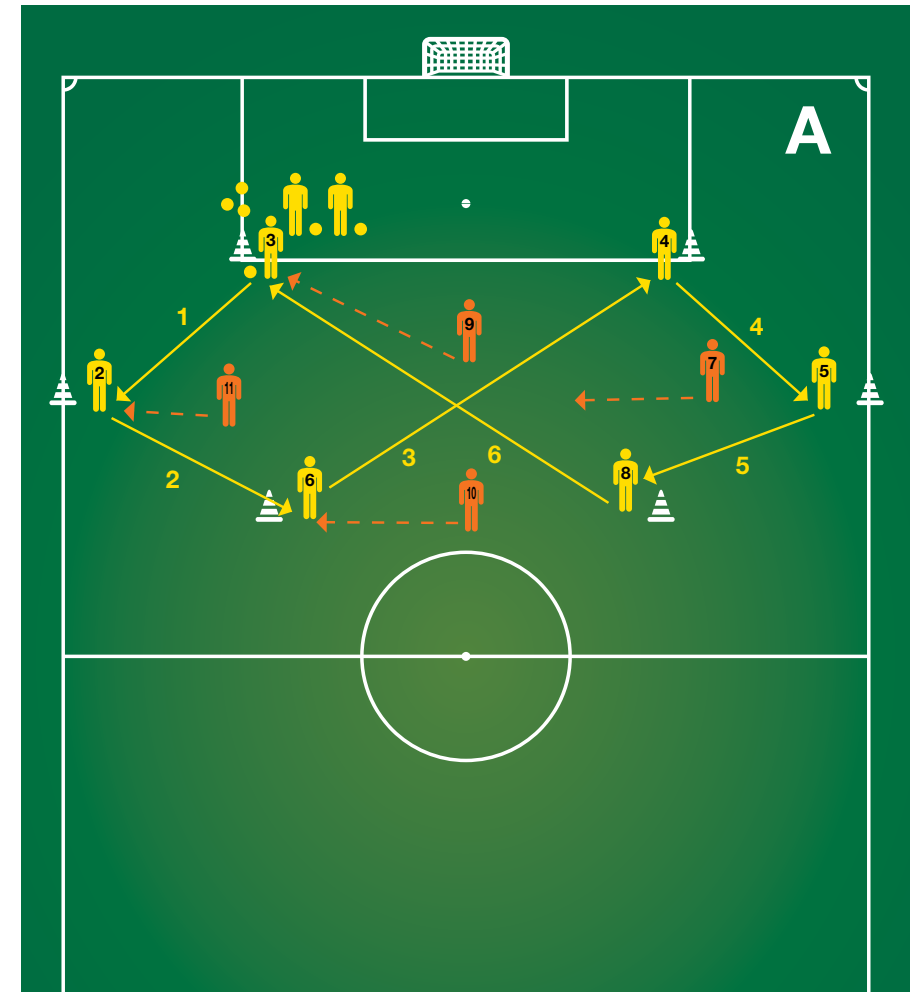
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Game Training Phase Model Sessions

Disturbing and Pressuring Model Session 1

1. Warm-up: passing exercise

- Players #2; 3; 4; 5; 6 & 8 yellow and #7; 9; 10 & 11 orange position themselves as shown in diagram A
- At least two players at the starting position (yellow #3)
- At the coach's signal, #3 starts the passing drill as shown (1-6) with the yellow players following their pass to the next position/cone
- As the ball moves the orange attackers must move as a unit too, keeping their relative distances the same
- After pass 1 they must be in the positions indicated by the dotted arrows in diagram A
- Orange #7 must be in a position where they can pressure both #4 and #8 yellow
- Every new pass all four orange players shift and adjust their positions



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Disturbing and Pressuring Model Session 1

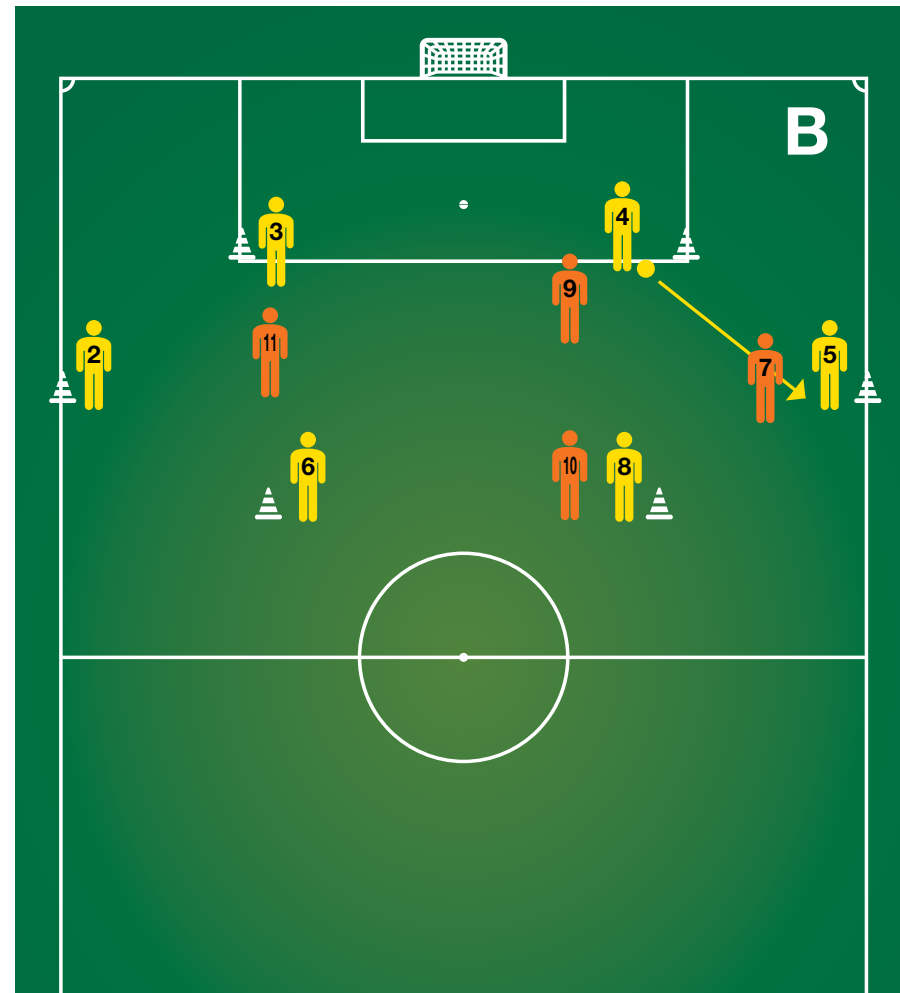
- At pass 4 the positions of the orange players are as shown in diagram B

Progression:

- Increase passing and running speed
- Sudden change of pass direction on coach's call (#3 yellow to #4; #4 to #5 etc)
- Introduce a second passing sequence
- Free instead of prescribed passing sequence

Remark:

- Rotate the four attackers regularly with another group of attackers



5.

Game Training Phase Model Sessions

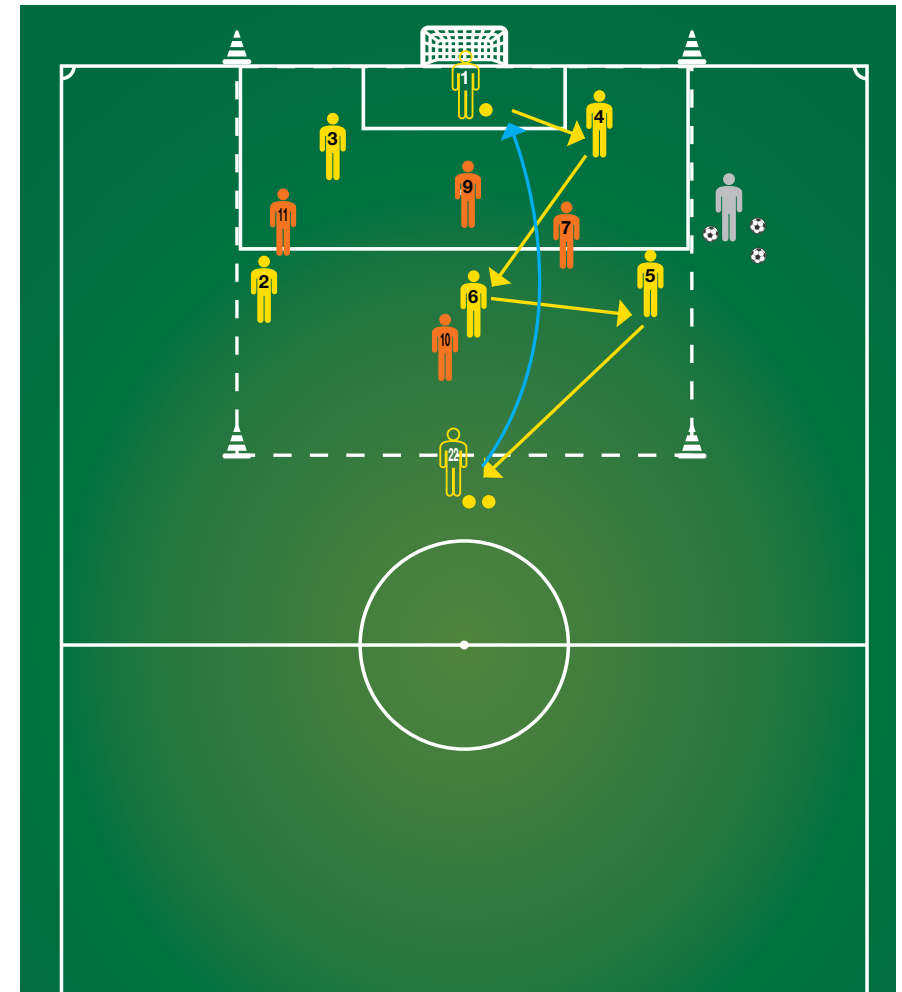
Disturbing and Pressuring Model Session 1

2. Positioning game: 7 v 4

- A grid of approximately 40m x 40m
- 2 teams, orange and yellow
- Yellow consisting of the outfield players #2-3-4-5-6 and the goalkeepers #1 and #22. Orange consisting of the players #7-9-10-11
- Goalkeeper #1 in the goal; #22 positioned on the opposite back line (see diagram on the right)
- Players as much as possible in their game positions
- #1 yellow starts the game and yellow must try to pass the ball on the ground to #22
- #22 must pass the ball back to #1 who must catch the ball inside the 6 yard box
- If they succeed, #1 starts again (1 point for yellow)
- If orange wins the ball they try to score (2 or 3 points for a goal)
- If #1 yellow doesn't catch the ball inside the 6 yard box, the coach immediately serves a ball to orange

Steps up or down:

- Make the grid bigger/smaller
- Free/limited touches for the yellow outfield players
- Free/limited touches (1/2) for yellow #22



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Disturbing and Pressuring Model Session 1

3. Game training component: 5 v 3

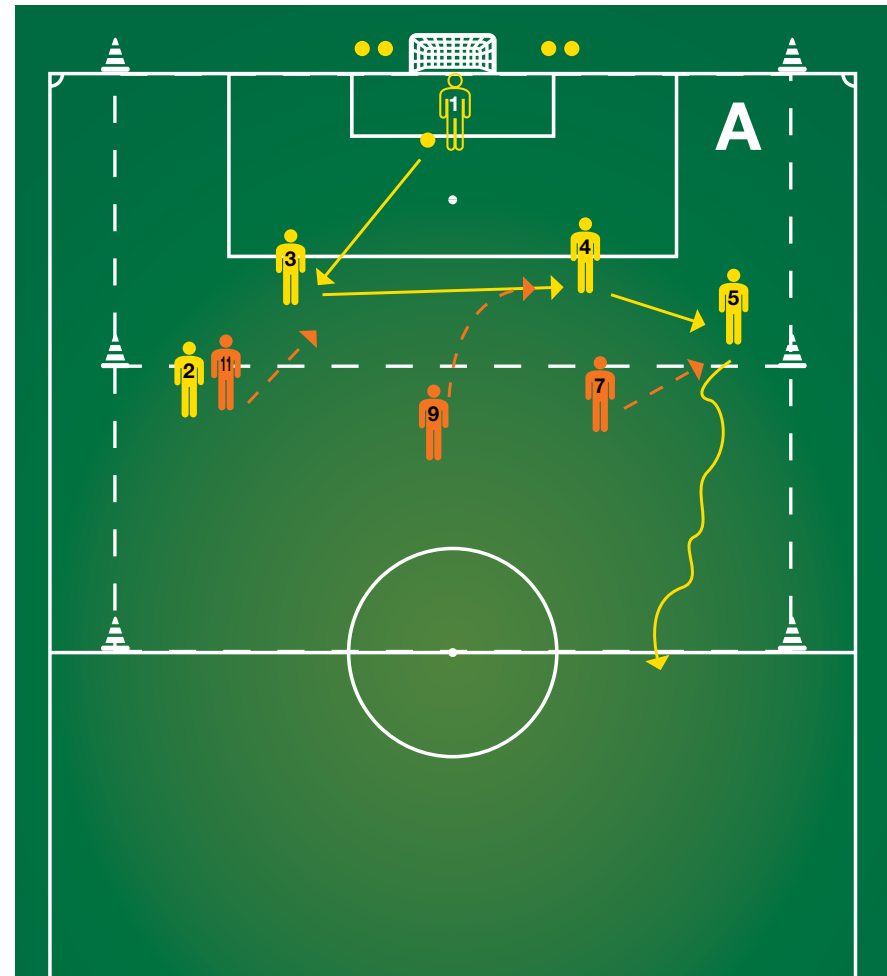
- A grid of approximately 50m x 50m divided by a halfway line (see diagram A)
- Yellow defence (#1-2-3-4-5) playing out from the back, orange attack (#7-9-11) must disrupt and pressure yellow's possession
- Goalkeeper (yellow #1) starts every action by serving the ball to #2-3-4 or #5
- The defenders combine till one player can run with the ball across the back line
- The orange team must prevent this and try to win the ball
- If orange wins the ball "attack the goal and try to score" (one attempt only). If orange loses the ball the action has ended
- The offside rule applies

Possible Coaches Remarks:

- "Work as a unit, keeping your relative distances short"
- "Press the player with the ball"
- "Mark/pressure the players closest to the ball and leave the ones which are the furthest away free"
- "You must stay in your positions and keep your formation"

Step up/down (for orange!)

- Make the pitch wider/narrower
- Free/limited touches (2/3) for yellow
- Free/limited time for yellow to get the ball across the back line



Remark:

- Yellow is not allowed to go back once the ball has crossed the halfway line of the grid

5.

Game Training Phase Model Sessions

Disturbing and Pressuring Model Session 1

Progression:

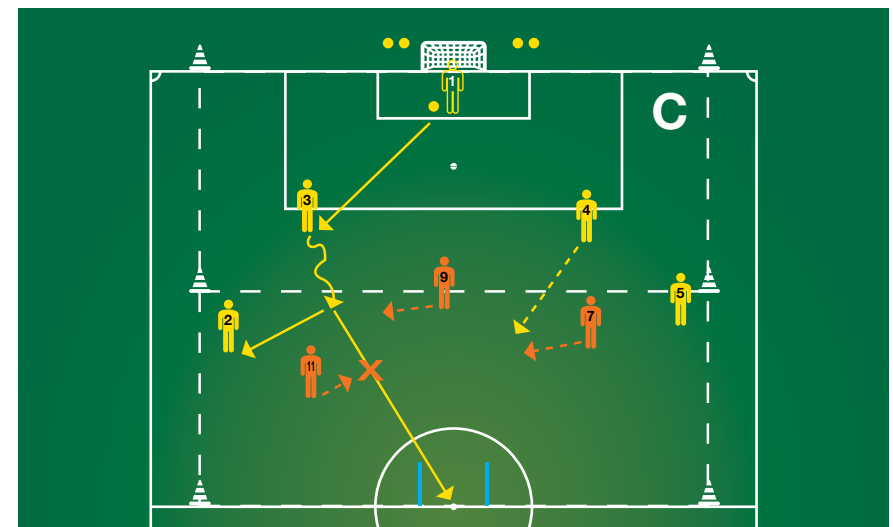
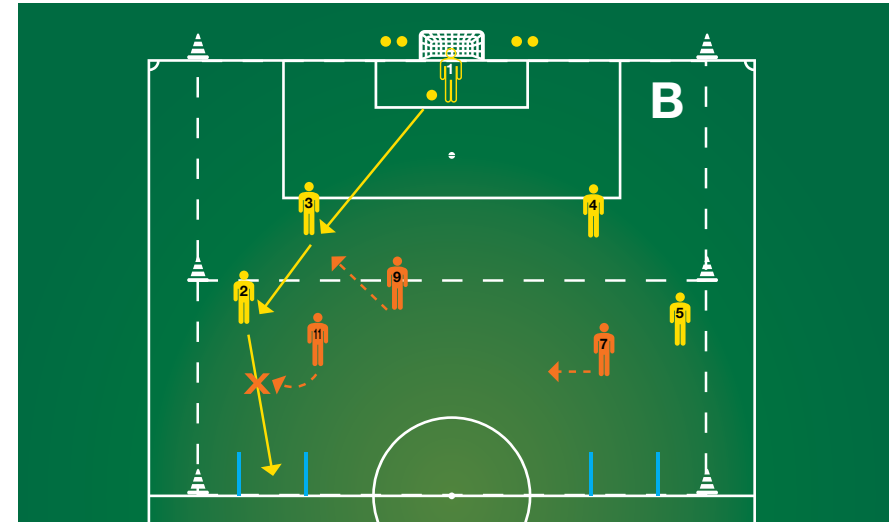
- When the ball has crossed the halfway line of the grid, yellow can now score by passing through one of the two gate(s) positioned on the back line

Option 1 (diagram B):

- Two 5m gates on the wings: this invites yellow to play out using their full-backs. The coach focuses on coaching orange how to prevent/disrupt this

Option 2 (diagram C):

- One central 5m-7m gate (diagram C): this invites yellow to play out using their central defenders. The coach focuses on coaching orange how to prevent/disrupt this



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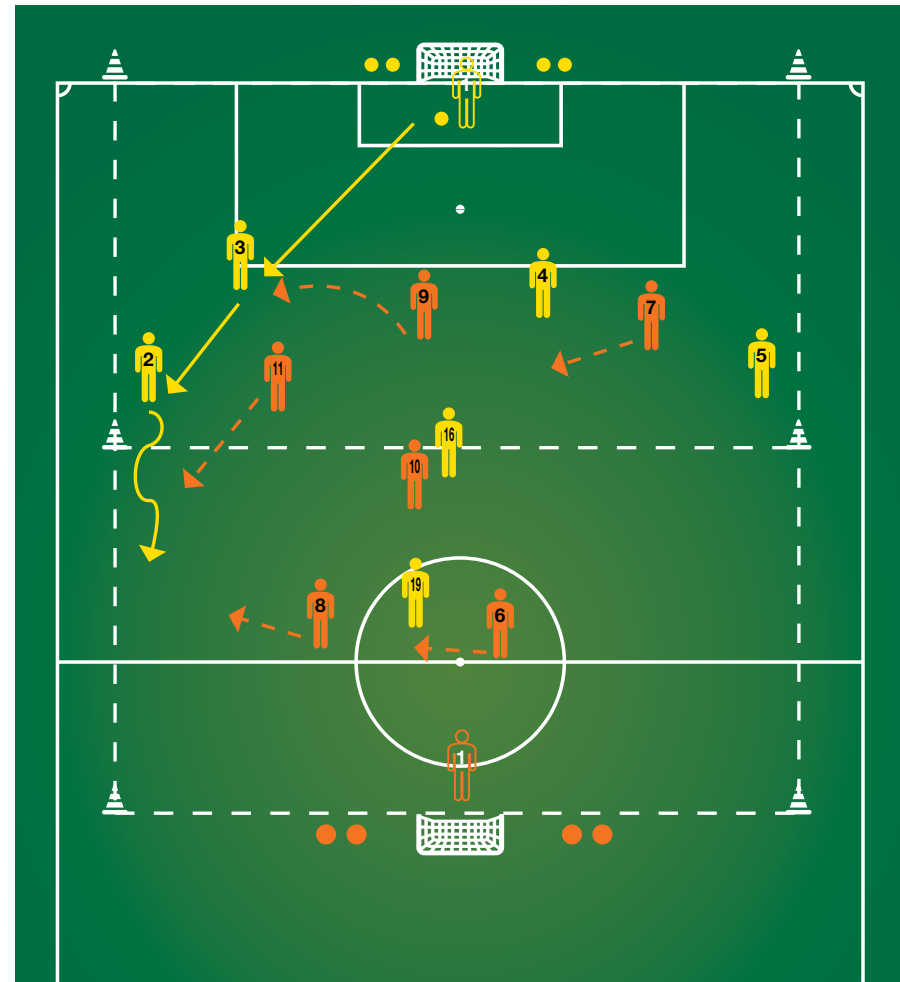
Disturbing and Pressuring Model Session 1

4. Training Game: 6 v 6 + goalkeepers (see diagram)

- Orange is the team the coach focuses on with regards to disrupting/pressuring. It consists of a GK and the MF's #6, 8 and 10 and the FW's #7, #9, and #11 (formation 1-3-3)
- Yellow consists of a GK and the DF's #2, 3, 4 and 5 plus a holding MF #16 and the FW #19 (formation 1-4-1-1)
- It is important that the coach sees to it that the formations stay intact
- Offside rule applies

Variation:

- Orange defends two small goals in wide areas instead of the big goal



5.

Game Training Phase Model Sessions

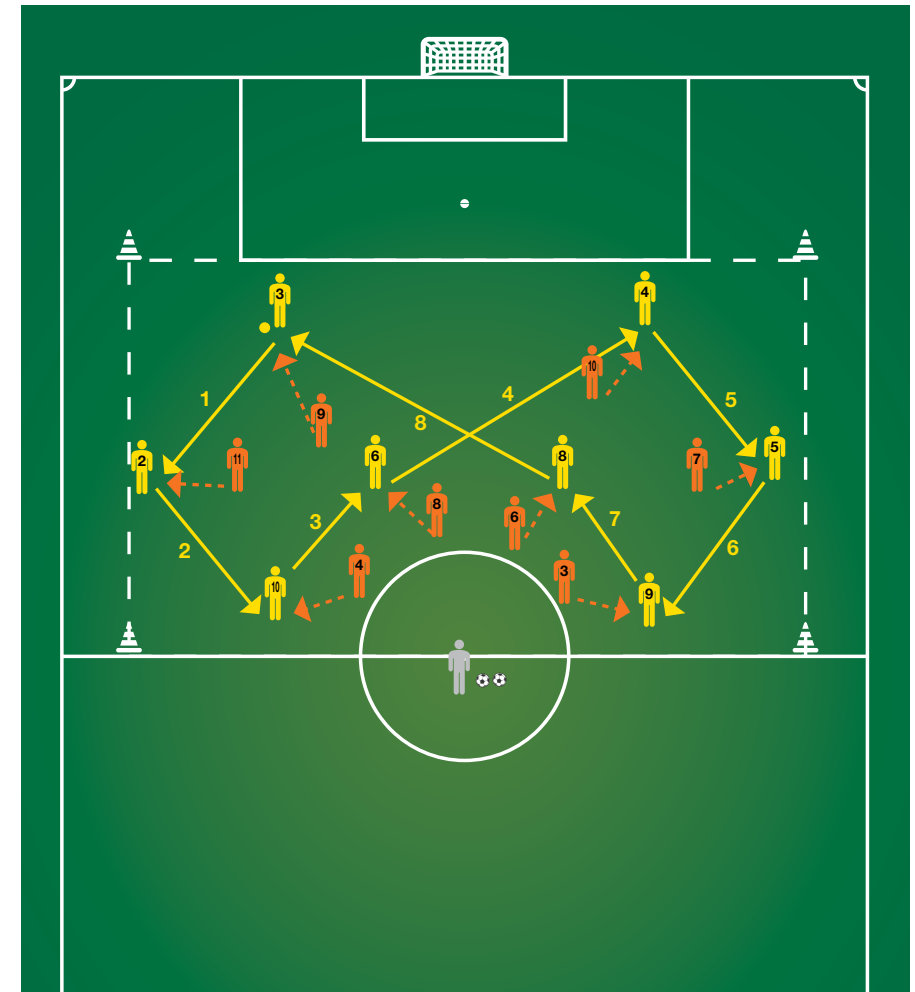
Disturbing and Pressuring Model Session 2

1. Warm-up: passing exercise

- Two groups of 8 players position themselves in a grid of approximately 35m x 50m as shown in diagram on the right
- Yellow #3 starts the passing exercise
- Yellow players pass the ball in a prescribed order as shown (1-8)
- Although the players stay in their positions, they must not be 'static' but check off and anticipate; etc
- The orange players 'pressure' the ball as a unit without intercepting the ball or disrupting the passing sequence

Progression:

- To the left and to the right
- Change the role of the yellow and orange team
- Include intervals with dynamic stretches
- Increase the passing and ball speed
- Introduce a second passing sequence
- Free instead of prescribed passing sequence



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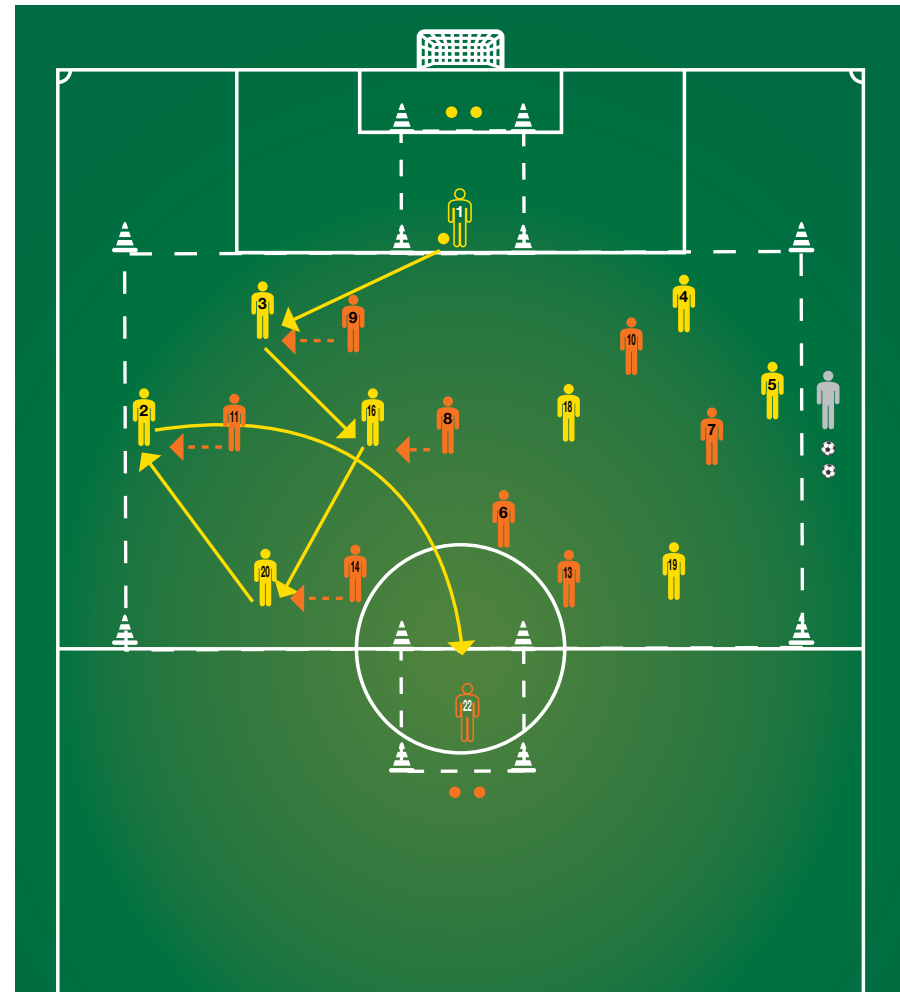
Disturbing and Pressuring Model Session 2

2. Positioning game: 8 v 8 + goalkeepers

- Use the grid from the passing exercise
- 2 goalkeepers on each back line in a 10m x 10m grid
- The GK starts the game for yellow team who must try to pass the ball into the hands of the GK on the opposite side
- Orange must prevent this by pressuring the ball
- Change of roles if orange wins the ball

Steps up or down:

- Make the grid(s) bigger/smaller
- Free/limited touches
- 1 point for every successful pass into the hands of the goalkeeper



5.

Game Training Phase Model Sessions

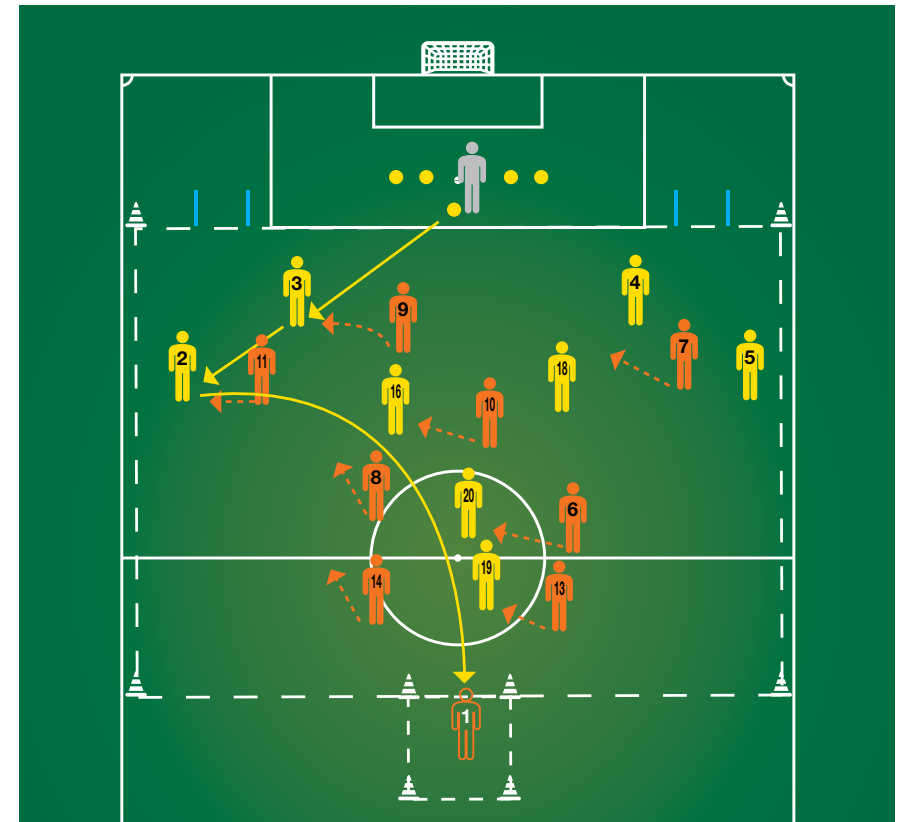
Disturbing and Pressuring Model Session 2

3. Game training component:

- A grid of 50m (length) x 60m (width), with two 5m gates on one byline and 10m x 10m box on the other byline (as shown in the diagram)
- Yellow team consists of the DF's #2, 3, 4 and 5, MF's #16, 18 and 20, and FW #19 (formation 4-3-1)
- Orange team consists of FW's #11, 9 and 7, MF's #10, 8 and 6 and DF's #13 & 14 (formation 2-3-3)
- The coach starts by serving the ball to one of the yellow defenders
- The yellow team must try to pass the ball into the hands of the goalkeeper who is standing on the opposite side in the 10m x 10m box
- The orange team must prevent this by collective, coordinated pressure
- Offside rule applies
- If orange wins the ball they try to score in one of the two goals (one attempt only). If the defenders win the ball back the action has ended
- Every restart from the coach

Possible Coaches Remarks:

- "Immediately press the player with the ball"
- "Do not allow time and space to pass to the goalkeeper"
- "Mark/pressure the opponents close to the ball"
- "Work as a unit and keep your relative distances short"



Step up/Step down:

- Free/limited touches for yellow
- Free/minimum number of passes before yellow can play to #1

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Disturbing and Pressuring Model Session 2

4. Training Game (Option 1):

- Continuing from the game training exercise on the previous page:
- Yellow team gets 1 point for every successful pass into the hands of the goalkeeper
- Orange gets 2 points for every pass through one of the two gates

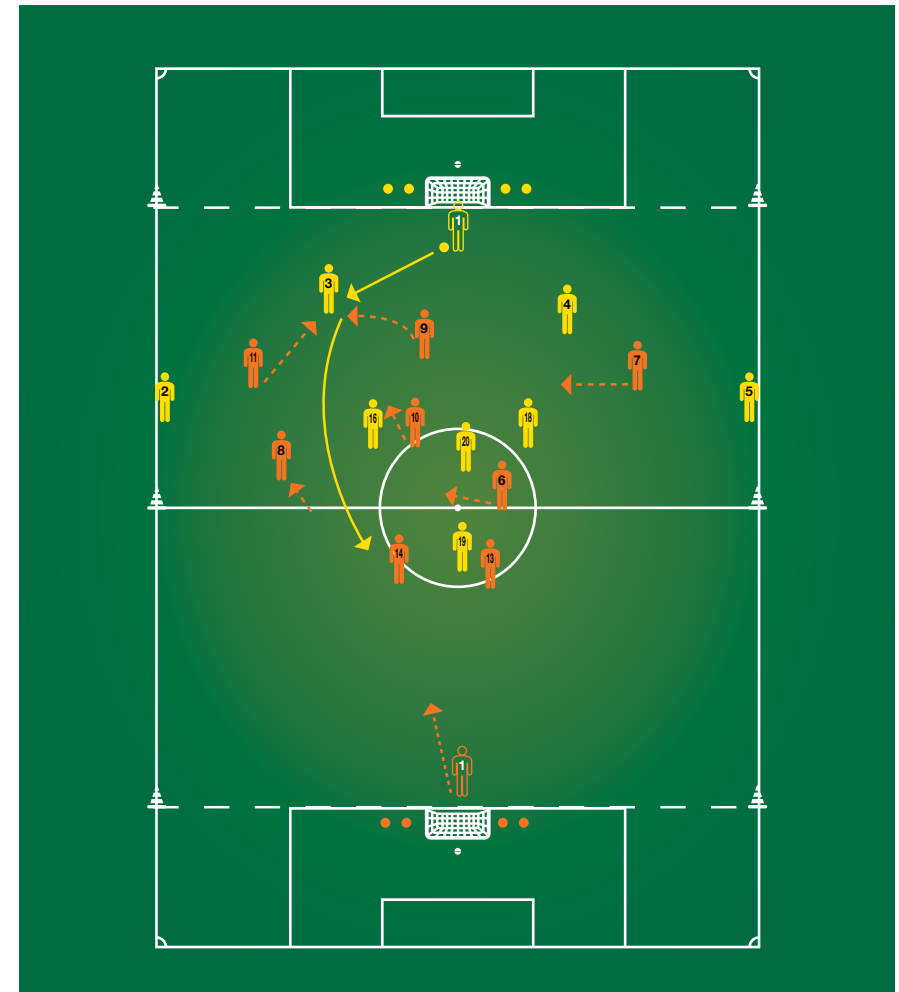
5.

Game Training Phase Model Sessions

Disturbing and Pressuring Model Session 2

4. Training Game (Option 2):

- 8 v 8 + goalkeepers on $\frac{3}{4}$ of a full pitch (box to box) divided by the halfway line
- The coach's focus is on the **orange** team with regards to **disrupting/pressuring** the yellow team's ability to play out from the back
- The orange team must pressure yellow as early as possible and try to win the ball back in the yellow team's half. Every time they succeed in winning possession in the opposition half they will receive one bonus point
- The offside rule applies



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Defending/recapturing Model Session 1 (zone defending)

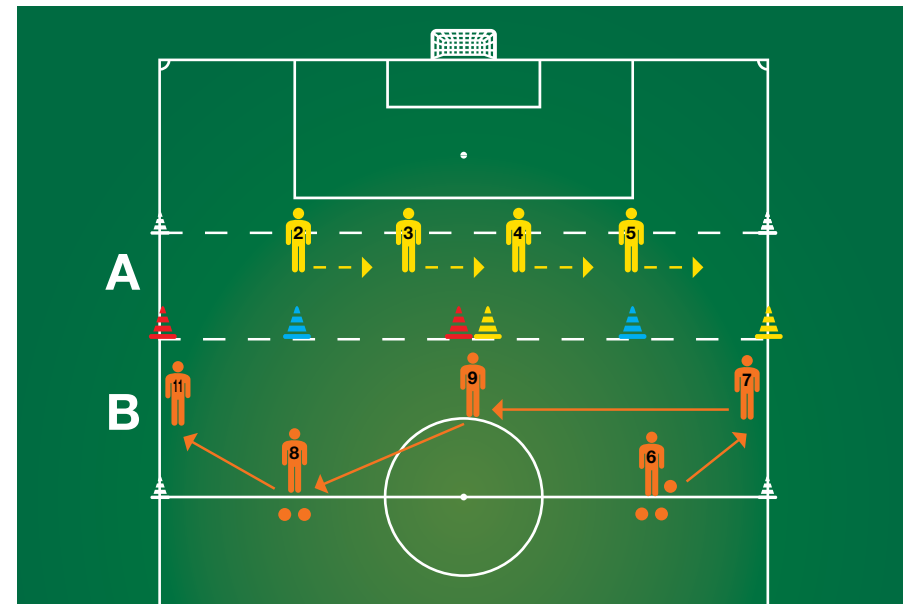
1. Warm-up:

- Two grids (A and B) are positioned as shown in the diagram
- Grid A is 10m -15m long and pitch wide. Grid B is approximately 20m long and also pitch wide
- Grids A and B are divided by a line of 3 x 2 cones of different colours positioned across the width of the pitch
- The position of the cones must be exactly as shown in the diagram

1. Blue cones; width of the penalty box

2. Red and yellow cones; sideline-central axis

- Four yellow defenders #2, 3, 4 and 5 position themselves in grid A, spread between the blue cones at an equal distance
- Five (or more) orange players are positioned in grid B, spread across the width of the pitch
- At the coaches signal, the orange players start passing the ball in a random order/direction
- As the ball moves, the yellow defenders must move as a unit too, keeping their relative distances the same
- When the ball goes to #7 orange, they must all be between the yellow cones
- When the ball goes to #9 orange, they must all be between the blue cones



- When the ball goes to #11 orange, they must all be between the red cones
- When the ball is played backwards (to #6 or #8), they must also move slightly forward

Points of attention for Orange:

- High ball speed
- Accurate passing
- Quick change of direction

Change defenders regularly.

5.

Game Training Phase Model Sessions

Defending/recapturing Model Session 1 (zone defending)

2. Positioning game:

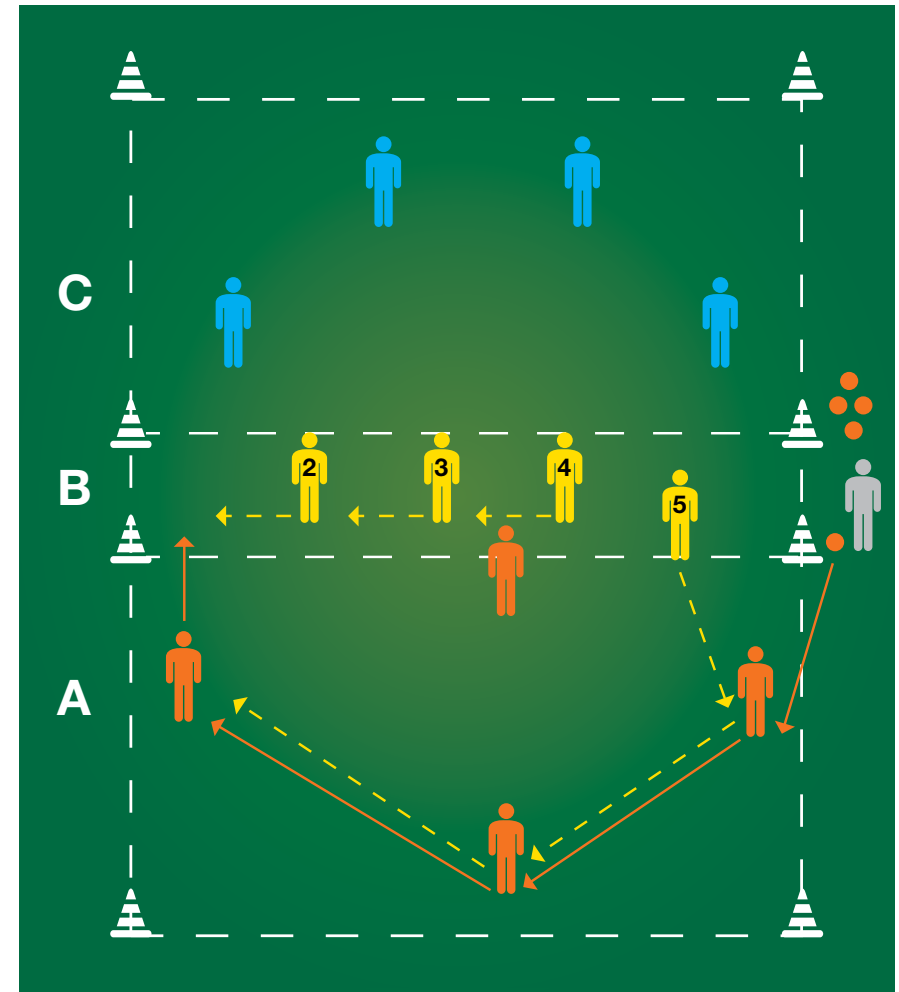
- 2 grids of approximately 15m wide and 10m long (A & C) separated by a grid of 15m x 5m (B)
- 3 groups of 4 outfield players in each grid
- Yellow, consisting of the defenders #2-3-4-5, in grid B
- The coach starts the game by passing the ball to an orange player in grid A
- One yellow defender (who is closest) sprints into grid A and chases the ball (4 v 1)
- Orange combines and must try to pass through grid B to a blue player in grid C (ground pass only!)
- The 3 yellow defenders in grid B must work as a unit and adjust their positions depending on the position of the ball

Steps up or down:

- Make grids wider/narrower (if too easy/difficult for the defenders)
- Make grids A & C shorter/longer (if too easy/difficult for the attackers)
- Free/limited touches for the attackers

Remark:

- Encourage attackers to play the killer pass into the opposite zone as often as possible



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Defending/recapturing Model Session 1 (zone defending)

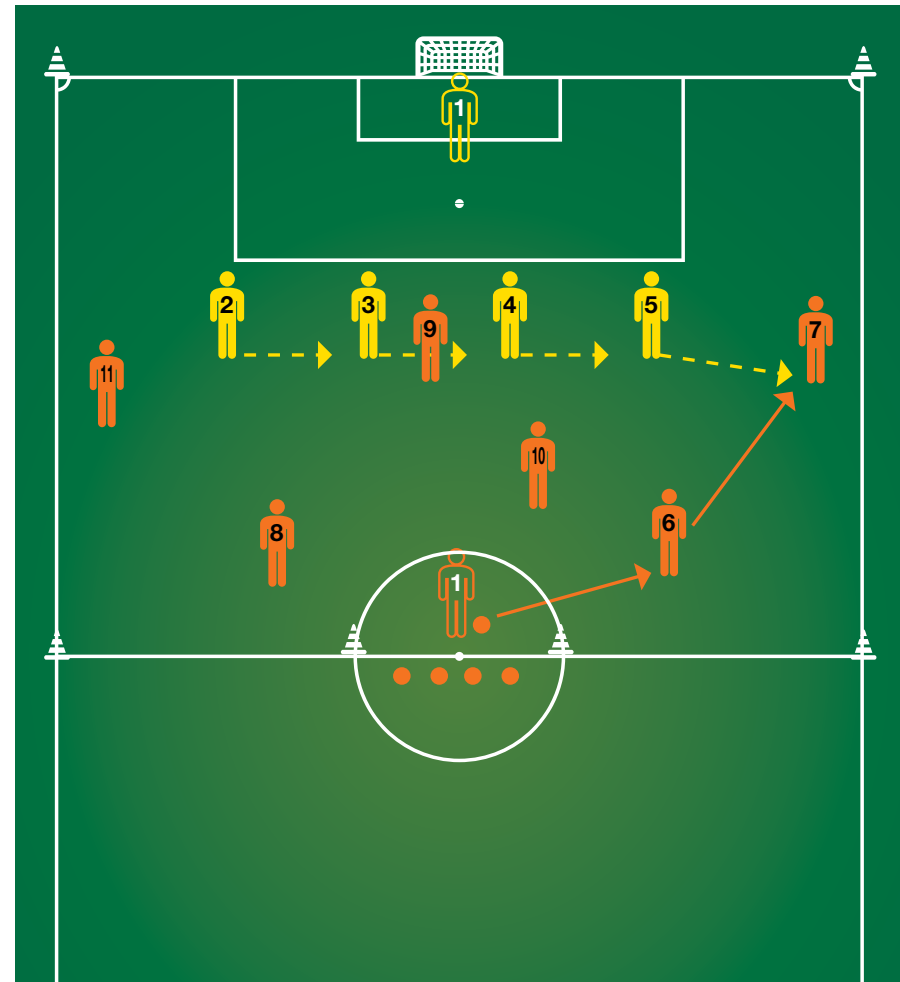
3. Game training component: 7 v 5

Organisation: 1/2 of a full pitch

- Yellow team consists of (#1-2-3-4-5) defends zonally against orange team (#1-6-7-8-9-10 & 11)
- The orange must try to score by beating yellow's zonal defensive line through combination play; individual actions and/or runs off the ball
- They can use #1 to change the point of attack
- Yellow must stop them by moving as a unit in the direction of the ball ('ball-oriented defending') and pressuring the ball carrier
- The offside rule applies

Possible Coaches Remarks (with focus on yellow):

- "Keep your relative distances"
- "Cover each other"
- "Press the ball if you can get close to it"
- "Drop as a unit if you see orange is going to play a ball behind the defensive line"
- "Move up if the attackers play the ball backwards"
- "Communicate and coach each other"



5.

Game Training Phase Model Sessions

Defending/recapturing Model Session 1 (zone defending)

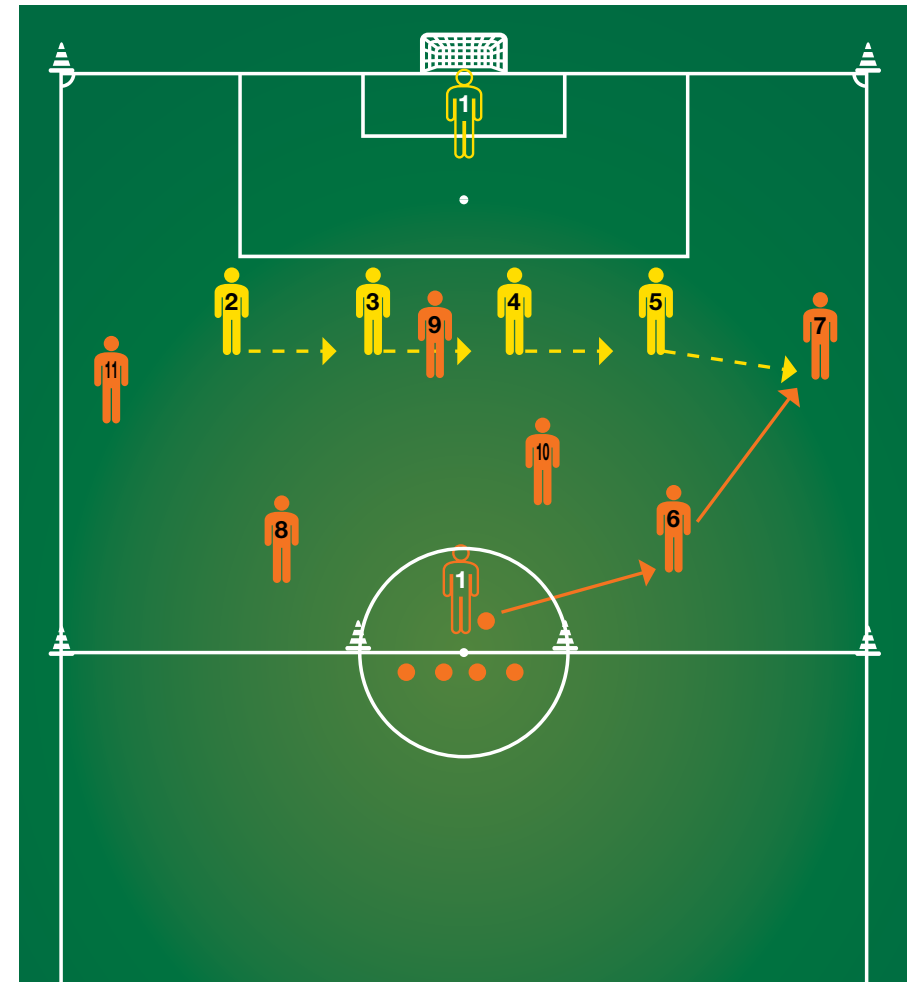
- If yellow wins the ball: try to pass it into the hands of the orange goalkeeper who must stand in the front half of the centre circle (one attempt only: if yellow loses the ball the action has ended)
- Every restart from the orange goalkeeper

Step down: (too difficult for the defenders)

- Narrow the pitch
- Limited touches for the attackers

Progression:

- 8 v 6/9 v 7



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Defending/recapturing Model Session 1 (zone defending)

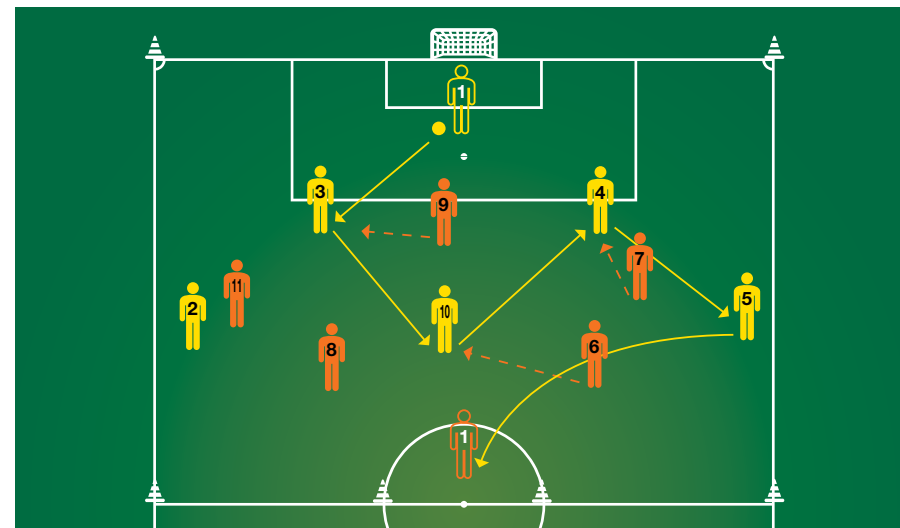
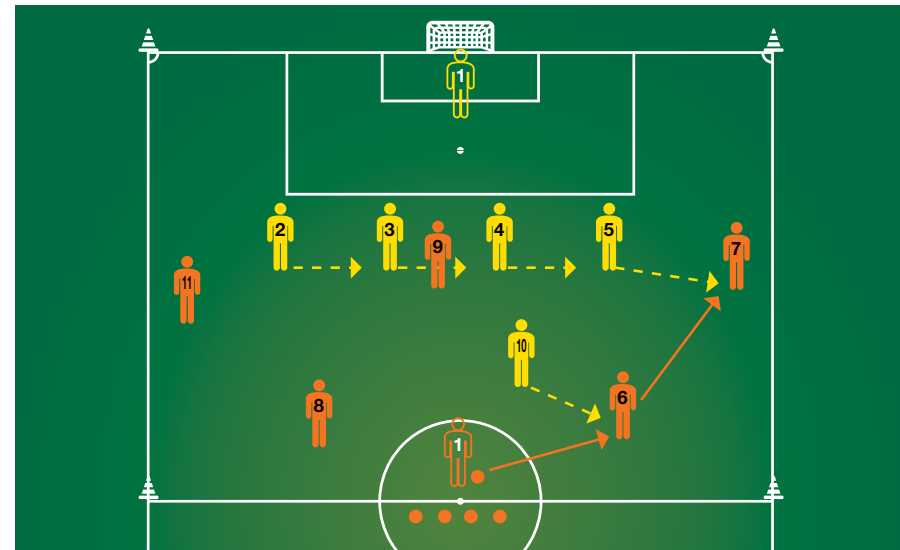
4. Training game: 6 v 6

Organisation: 1/2 of a full pitch

- Formation yellow: 1-4-1
- Formation orange: 1-2-3
- The orange goalkeeper has a dual role ('joker')
- Offside rule applies
- The orange team must score in the goal defended by yellow #1
- The yellow team scores by passing into the hands of the orange goalkeeper who must catch the ball inside the front half of the centre circle
- **The coach must focus on the zonal defending of the yellow team**

If it turns out to be easier for yellow to score than it is for the orange team:

- Limit the number of touches for yellow



5.

Game Training Phase Model Sessions

Defending/recapturing Model Session 2 (long ball - 2nd ball)

1. Warm-up: passing exercise A

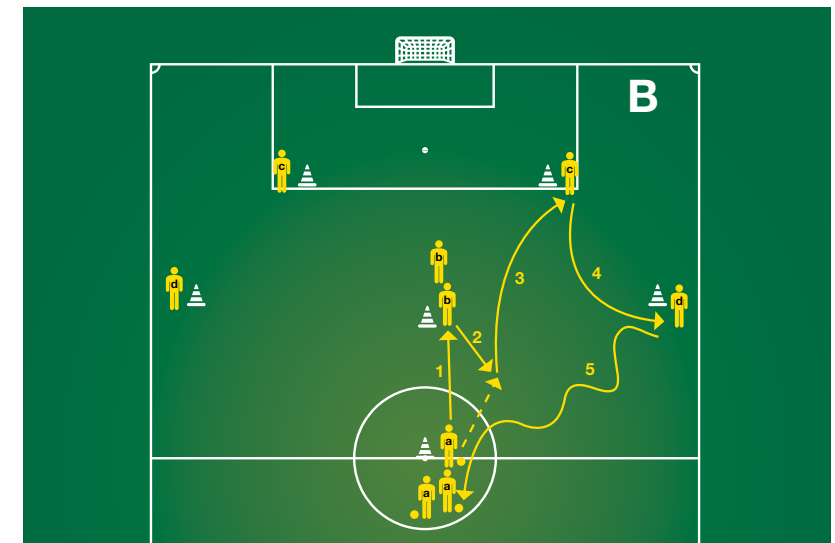
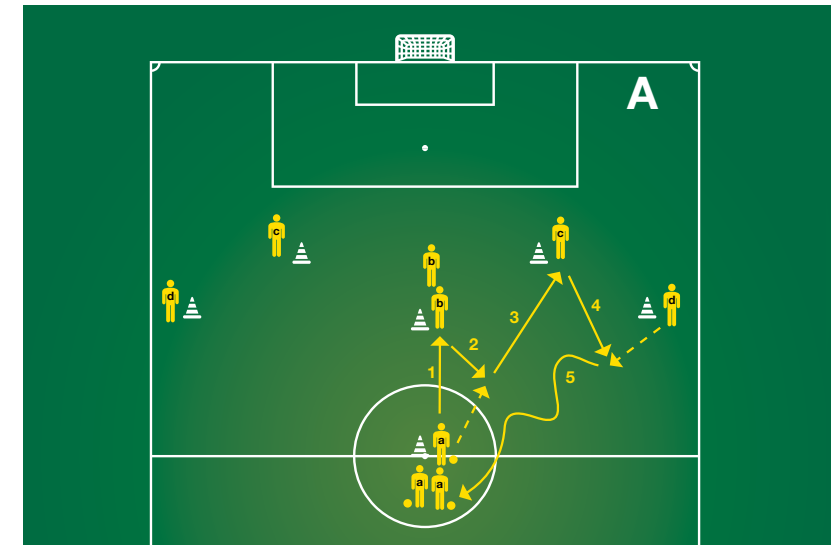
- Players in the positions as shown in diagram A
- Three or more players at the starting position (a) and two players at the next position (b). At least one player at the other positions (c & d)
- The players pass the ball in the order 1-4 and move to the next position (a-b-c-d)
- The player who receives pass 4 dribbles back to the starting position (5)
- Alternate from left to right

Possible Coaches Remarks:

- “Pass precision and ball speed”
- “Gradually increase your running speed”

Progression:

- The next step is moving back the players/cones of positions (c) (see diagram B)
- Pass 3 now becomes a lofted pass that player (c) must head or volley to player (d)



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Defending/recapturing Model Session 2 (long ball - 2nd ball)

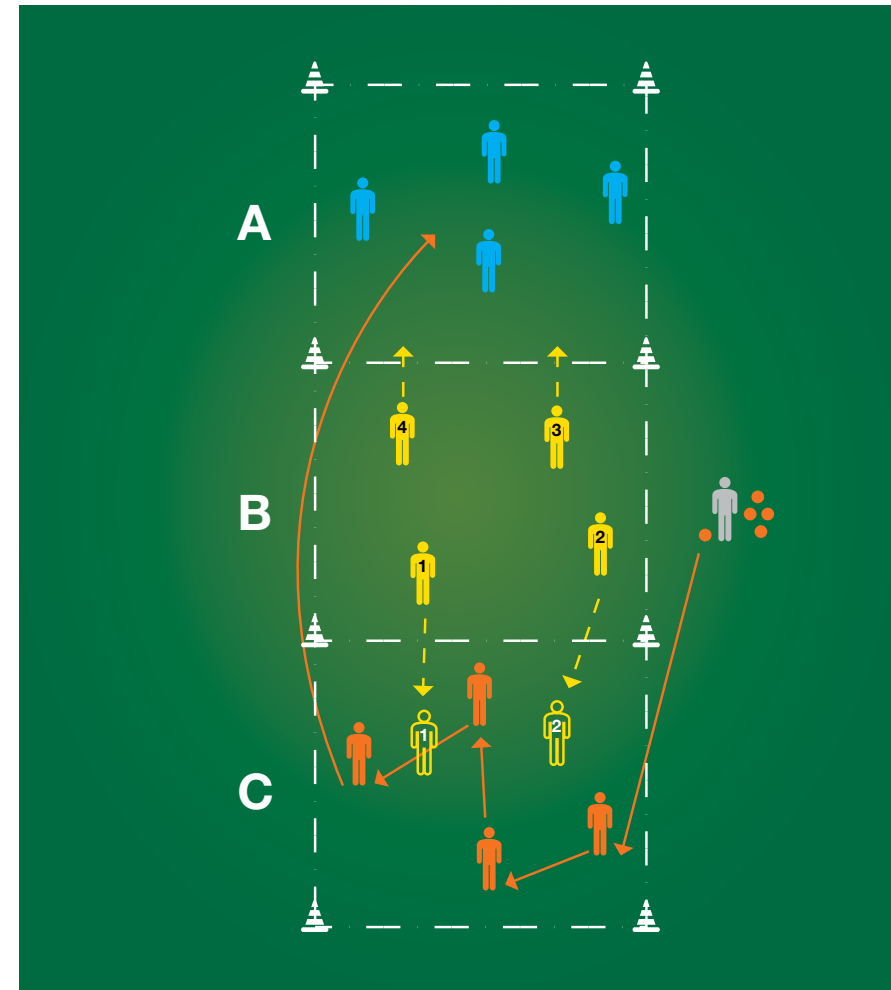
2. Positioning game: 4 v 2 with 12 players

Organisation (see diagram):

- 3 adjacent squares (A-B-C) of 15m x 15m/20m x 20m (depending on player's ability)
- 3 groups of 4 players with different colour bibs position themselves in one of the grids
- The coach with sufficient balls next to grid B
- The coach starts the game with a pass to the orange team in grid C (or blue in A)
- At that moment players #1 and 2 from the yellow team in grid B immediately start defending in grid C: 4 v 2
- Orange must try to play a pass across grid B to the blue team in grid A. Then yellow players #3 and 4 start defending in grid A and yellow #1 and 2 go back to grid B
- If the orange or blue team makes a mistake (lose possession or a pass out of the grid) they must change with yellow and defend

If too easy or difficult:

- Bigger/smaller grids
- Free/limited touches
- 3 v 1 (9 players); 2 v 1 (6 players)



5.

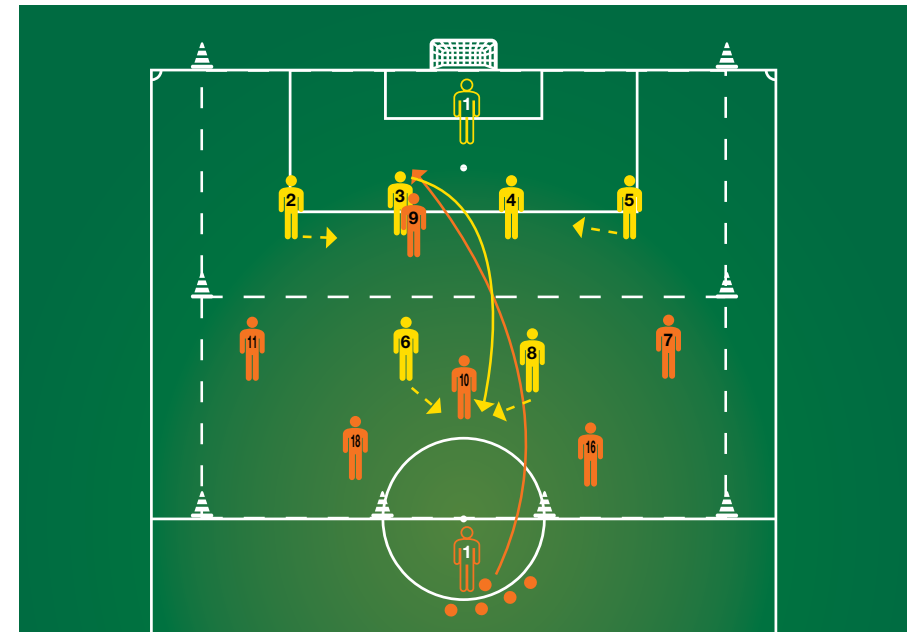
Game Training Phase Model Sessions

Defending/recapturing Model Session 2 (long ball - 2nd ball)

3. Game training component:

Organisation:

- A 50m x 50m pitch divided by a 'halfway line'
- Two teams of 6 outfield players plus a goalkeeper each
- Plenty of balls on the edge of the far end of the centre circle
- The yellow team consists of the defenders (#1-2-3-4-5) plus the midfielders (#6-8)
- The orange team is made up of the attackers (#7-9 & 11) and midfielders (#10-16-18)
- The orange goalkeeper has a 'dual' role
- Orange #1 starts the exercise with a long aerial pass to the attackers (the pass must go across the 'halfway line')
- Orange tries to win possession (1st and 2nd ball) and score.
- Yellow must defend their goal and, when they win the ball, pass it into the hands of the orange goalkeeper who must stand in the back half of the centre circle (one attempt only: if yellow loses the ball the action has ended, and orange #1 restarts)
- Offside rule applies



The coaching focuses on the yellow team:

- Marking/duelling (1st ball)
- Positioning/timing (2nd ball)
- Communication (covering/offside)
- Transitioning (BPO>BP)

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Defending/recapturing Model Session 2 (long ball - 2nd ball)

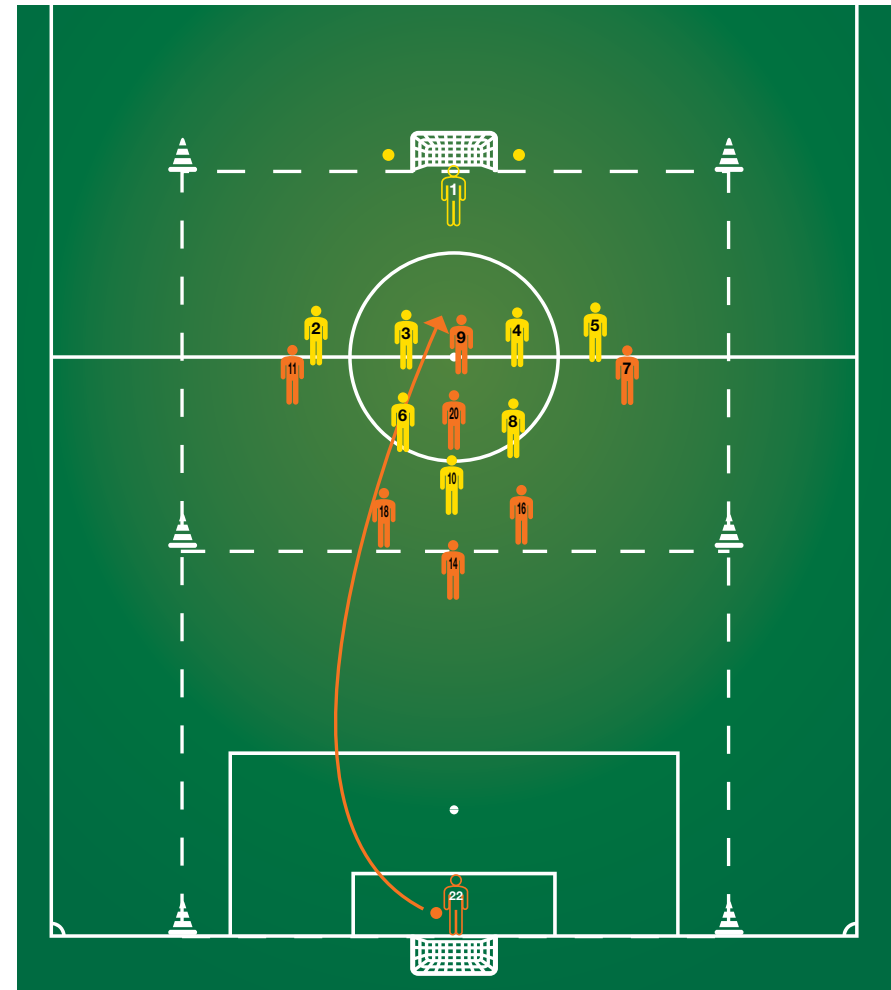
4. Training game: 8 v 8

Organisation:

- A pitch of approximately 70m x 50m with two big goals and divided by a halfway line (see diagram)
- Two teams of 7 outfield players plus a goalkeeper
- Orange consists of GK #22, DF #14, MF's #16-18-20 and FW's #7-9-11 (formation 1-1-3-3)
- Yellow consists of GK #1, DF's #2-3-4-5, MF's #6-8-10 (formation 1-4-3)
- Offside rule applies

Special rule:

- **Every time the orange GK #22 gets the ball (also in open play), they must start with a long ball to the strikers (across the halfway line)**
- For the rest it's a normal 8 v 8 game, but the coaching focuses on **defending the long ball and 2nd ball by the yellow team**



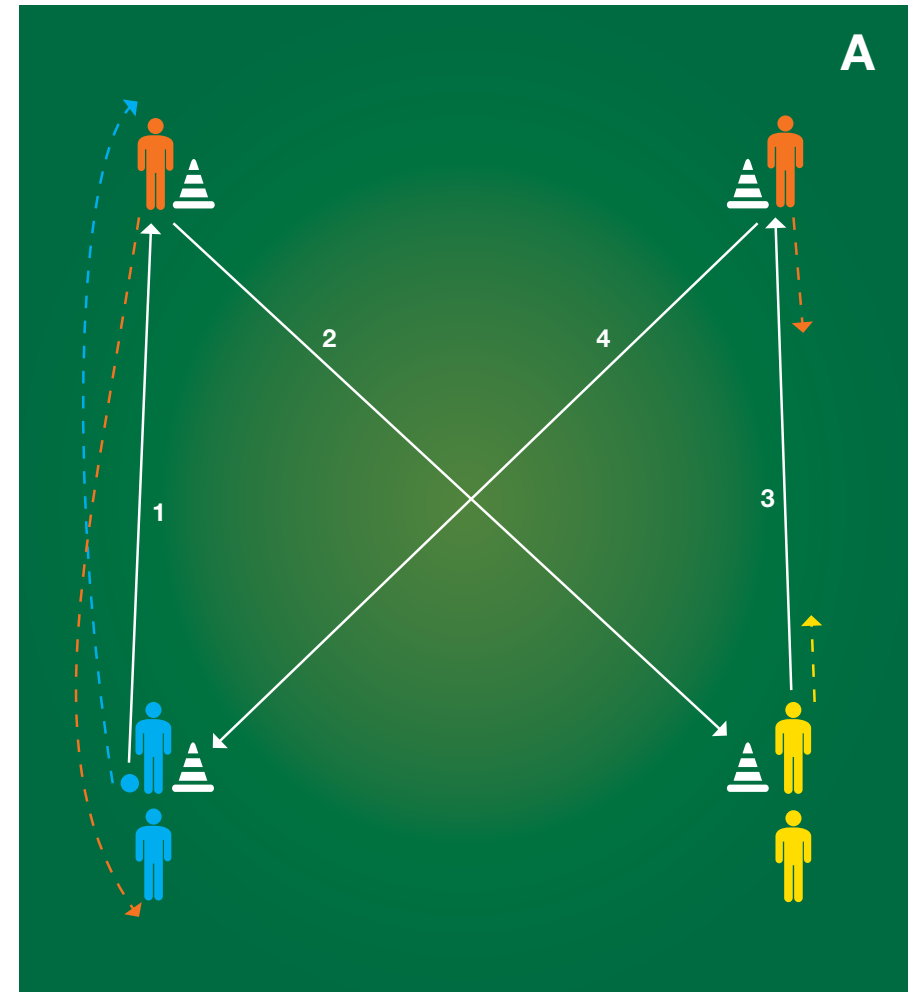
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Game Training Phase Model Sessions

Transitioning Model Session 1 (BP>BPO)

1. Warm-up: passing exercise

- 4 cones placed in a 15m x 15m square
- 6 players divided in 3 pairs (different colours) and positioned as shown in the diagram
- Players pass the ball in sequence (1-4). Players only run to their **opposite side** (as indicated by the dotted lines) after passing
- Change direction regularly (pass in opposite directions)
- "Precision and ball speed"



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Transitioning Model Session 1 (BP>BPO)

- Next step 4 players perform the passing drill while 2 players (one pair) defend passively (see diagram B)
- The players now **stay** in the same position
- On the coach's call (colour) the pair that are 'defenders' change with the pair that's been called by the coach:
- 'Flying' change over; no/minimal stop

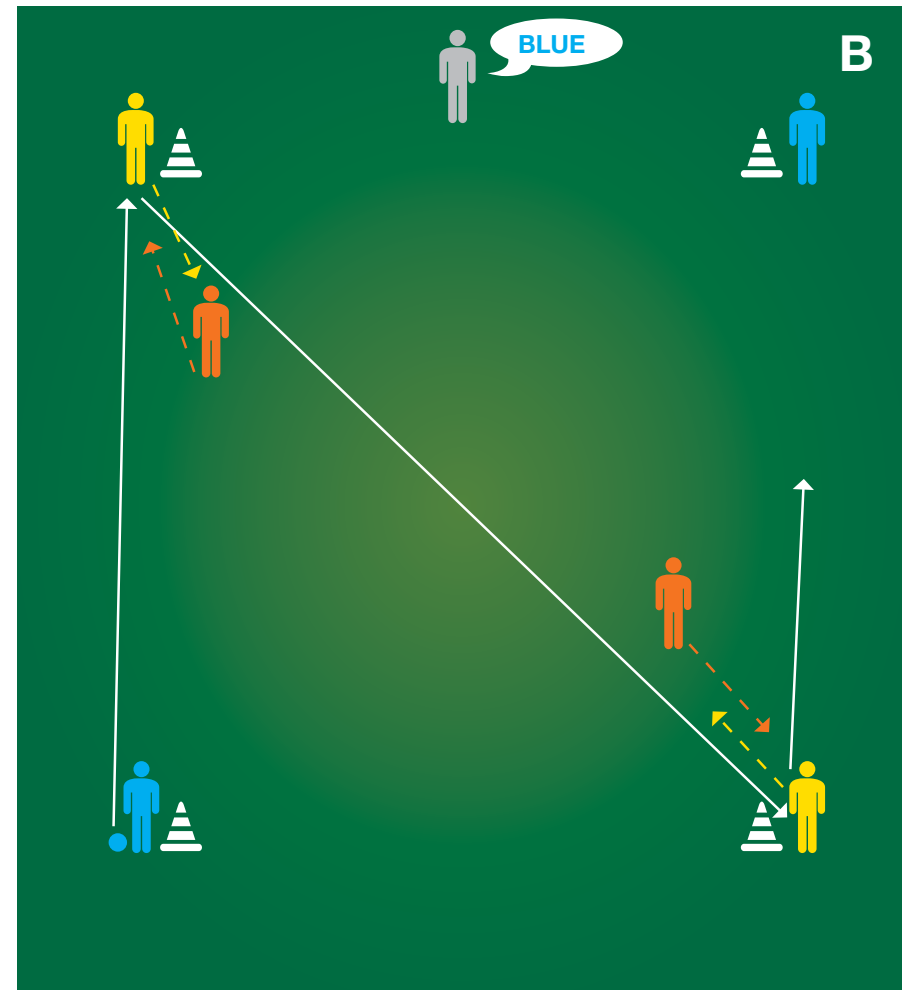
Possible Coaches Remarks:

- "Immediately focus on your new task"
- "Know where you have to pass"
- "Which pair makes the least mistakes"

Progression (advanced only):

- Regularly change the direction on the run (orientation)
- Players run to opposite cone after passing
- Faster change of defenders

Are the players able to transition and adjust immediately?



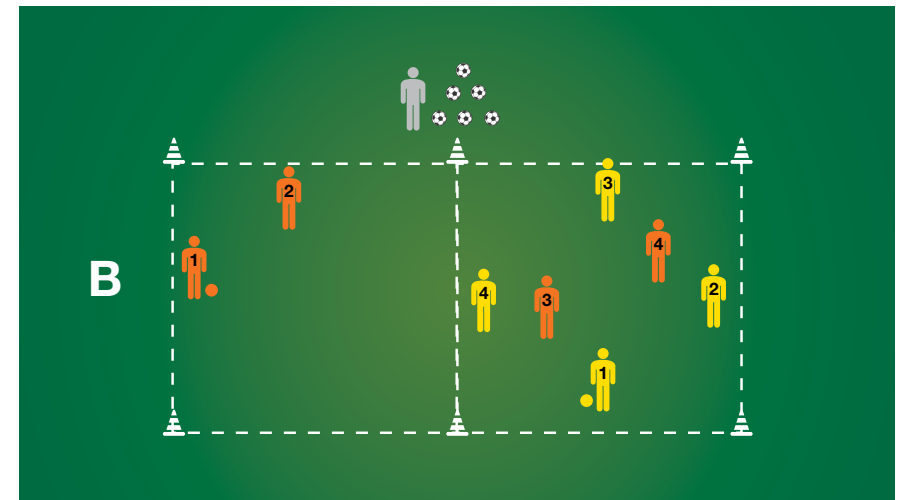
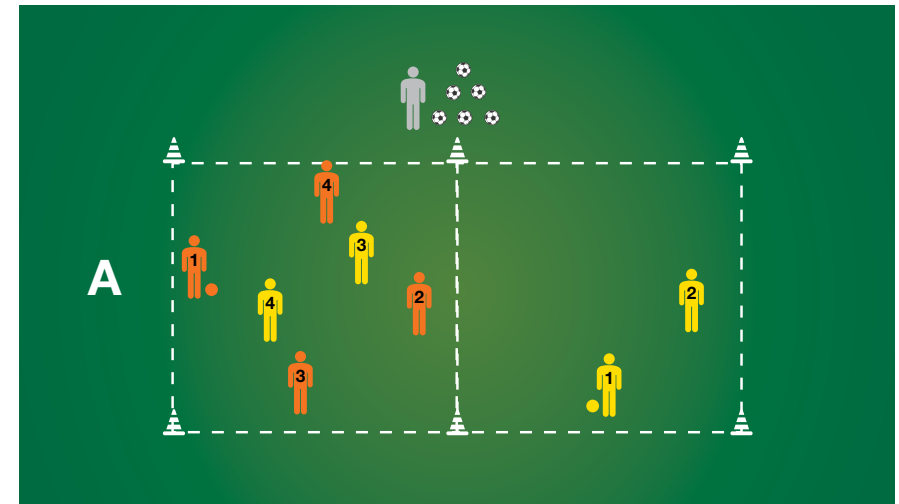
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Game Training Phase Model Sessions

Transitioning Model Session 1 (BP>BPO)

2. Positioning game 4 v 2 with 8 players

- 8 players divided in two groups of four (yellow and orange)
- Two adjacent squares of 10m x 10m/15m x 15m (dependent on ability of players)
- 4 (orange) v 2 (yellow) in one grid; 2 yellow waiting with a ball at the end of the adjacent grid (situation A)
- As soon as orange makes a mistake (interception yellow or ball out of grid) the game moves to the adjacent grid (situation B) using the ball that the two spare players have
- Orange #3 & #4 can immediately pressure yellow #1 & #2; this forces yellow #3 & #4 to also make a quick transition to BP
- If orange makes a mistake everyone goes back to their initial starting positions in situation A
- #3 & #4 (of both teams) are the 'shifting' defenders; swap with #1 & #2 (of both teams) every two minutes



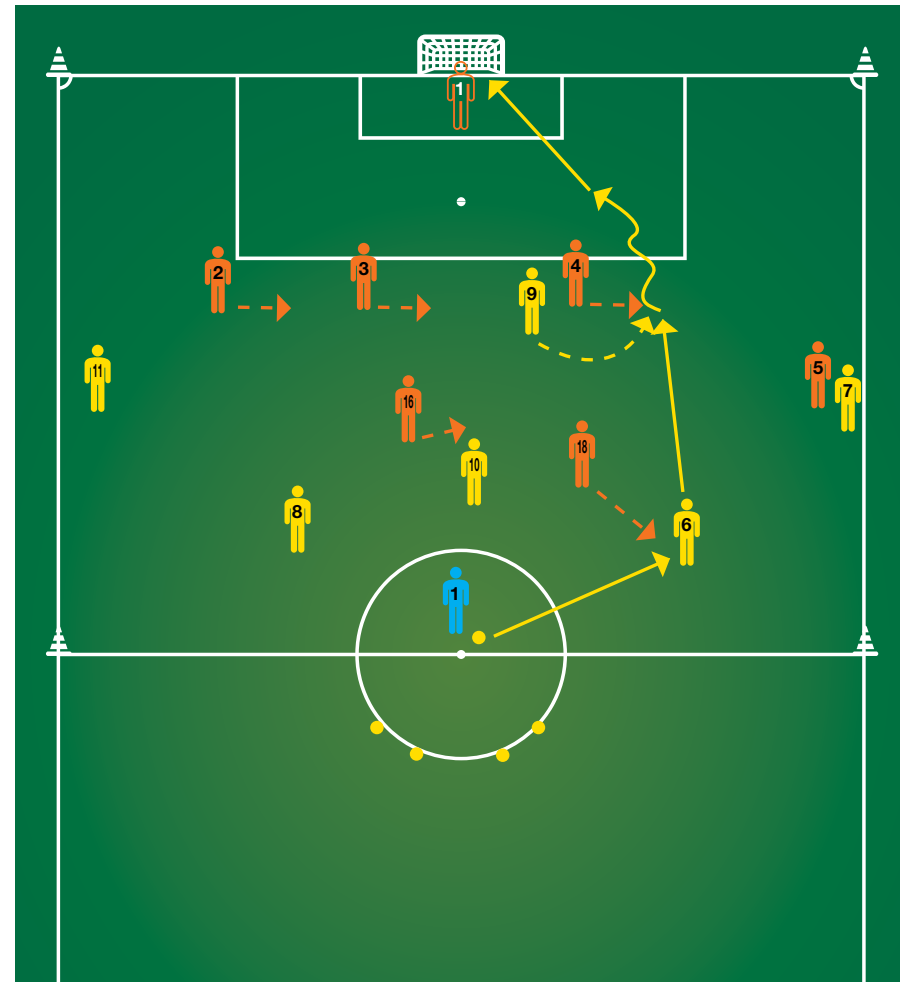
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Transitioning Model Session 1 (BP>BPO)

3. Game training component:

Transitioning BP > BPO for attackers (yellow) and BPO > BP for defenders (orange)

- 6 attackers/midfielders (yellow) against 6 defenders/midfielders + goalkeeper (orange) on one half of a full pitch, everyone in their usual 'game positions'
- The blue goalkeeper on the halfway line has a dual role of playing for both teams in BP
- The 'neutral' goalkeeper starts an attack for yellow by playing to one of the yellow players. As long as the yellow team is in possession, the goalkeeper can stay involved as an **outfield** player but positioned in/around the centre circle (see diagram)
- Yellow tries to build a successful attack and score in the goal defended by the orange goalkeeper



5.

Game Training Phase Model Sessions

Transitioning Model Session 1 (BP>BPO)

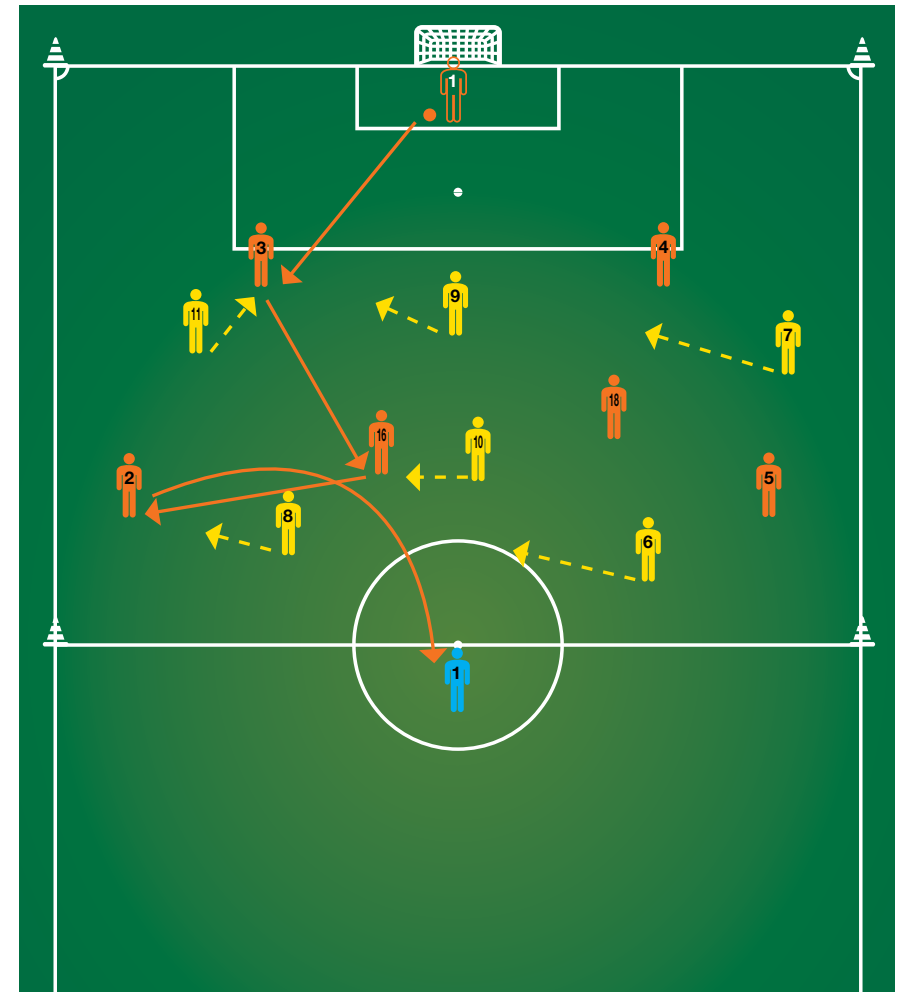
- When orange wins the ball, they must immediately open up, move into proper BP positions and try to pass into the hands of the neutral goalkeeper who must **catch the ball** inside the centre circle
- The yellow team must try to avoid this by quick transitioning and pressing the ball (see diagram)
- After every sequence (attack yellow; counter attack orange) there is a new restart from the neutral goalkeeper
- The coaching focuses on the speed of transitioning from both teams but **yellow** in particular (BP>BPO)

4. Training game

- The same organisation but now as a non-stop game with 'coaching on the run'
- 3 points for every goal scored by yellow; 1 point for every time orange succeeds in passing the ball into the hands of the neutral goalkeeper
- Offside rule applies

If too easy for orange:

- Limited touches (2-3) only for orange
- Decrease the area where the neutral goalkeeper can catch the ball (i.e. only the back half of the centre circle)

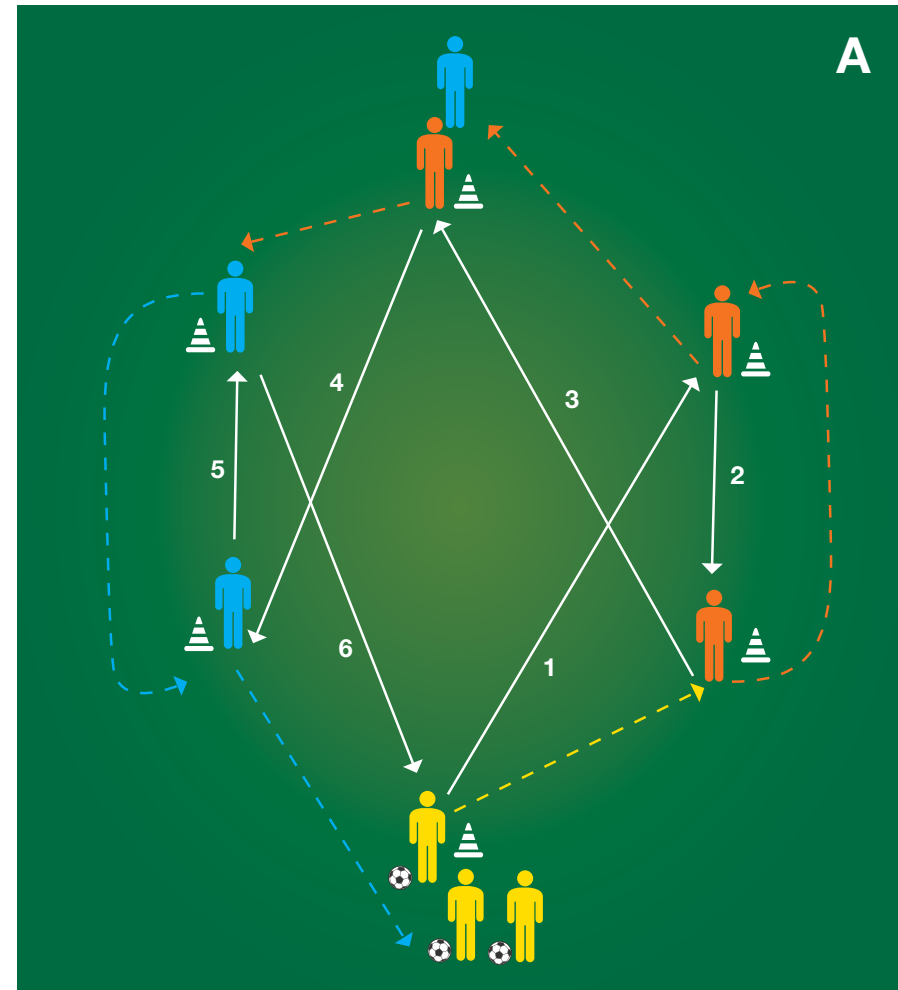


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Transitioning Model Session 2 (BPO>BP)

1. Warm-up: passing exercise

- Cones positioned as shown in diagram. Distance between the cones 5m-10m depending on ability
- 9 players divided in 3 groups of three (different colours)
- Each group with a ball, 3-5 min random passing and moving in the area between the cones
- Next they perform the passing drill shown in the diagram
- Players move to the **next** cone after each pass
- Change direction regularly (to left/right)



5.

Game Training Phase Model Sessions

Transitioning Model Session 2 (BPO>BP)

Progression:

- 6 players perform the passing drill **without** following their ball, while 3 players (one group) defend passively (yellow in diagram B)
- On the coach's call (colour) the group that are defenders change with the group that's been called by the coach:
- 'Flying' change over; no/minimal stop

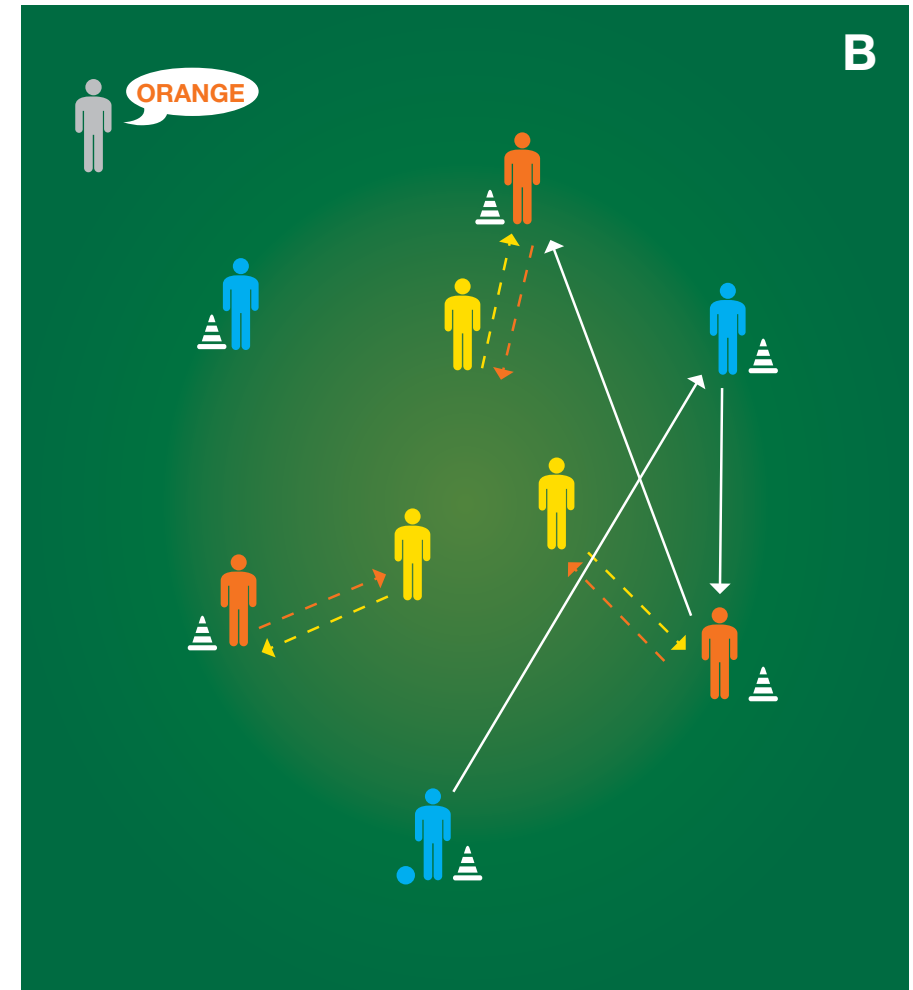
Possible Coaches Remarks:

- "Immediately focus on your new task"
- "Know where you have to pass"
- "Which group makes the least mistakes"

Progression (advanced only):

- Regularly change the pass direction on the run (orientation)
- Change defenders roles at random intervals

Are the players able to transition and adjust immediately?

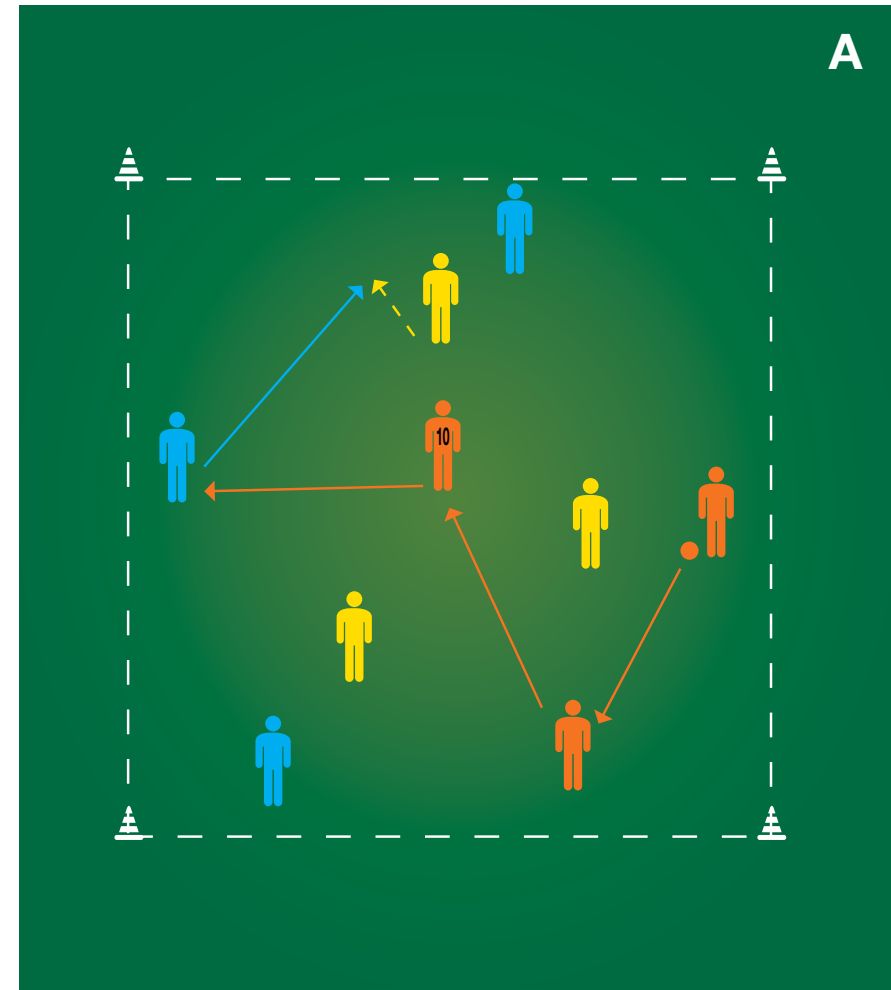


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Transitioning Model Session 2 (BPO>BP)

2. Positioning game: 6 v 3

- 9 players divided in three groups of 3
- A grid of 30m x 30m (dependent on ability of players)
- Orange and blue (6) keep possession while yellow (3) tries to win the ball (diagram A)
- 6 v 3 always requires a 'link' player in the centre (orange #10 in diagram as an example)
- As soon as an orange or blue player makes a mistake (interception by yellow defender or ball out of grid) the defenders swap roles with the team of the player that made the mistake (blue in diagram A)



5.

Game Training Phase Model Sessions

Transitioning Model Session 2 (BPO>BP)

- Blue must immediately start defending which forces yellow to also make a quick transition to BP (see diagram B)

- Play in series of 3-4 minutes

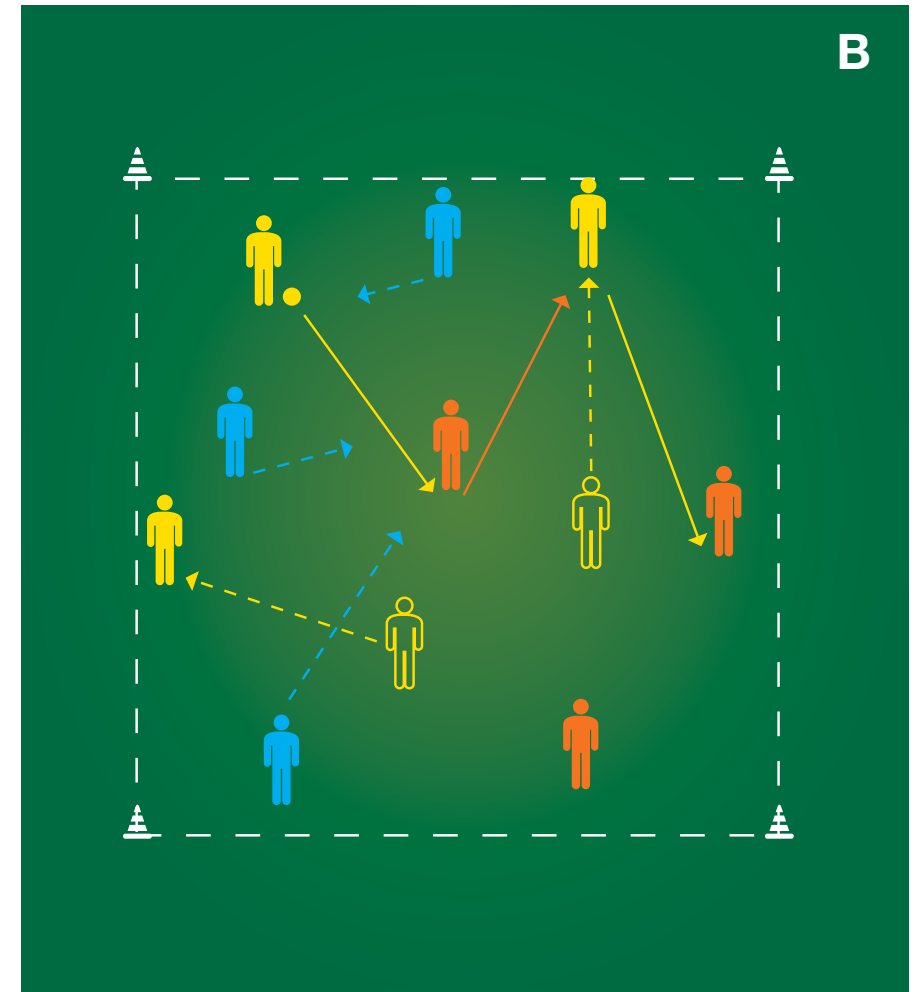
Step down (too difficult)

- Allow a stop to change roles when the 6 players in BP make a mistake and gradually reduce the duration of the stop

- Make the grid bigger

Step up (too easy)

- Reduce the size of the grid
- Limit the number of touches (2-3)



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Transitioning Model Session 2 (BPO>BP)

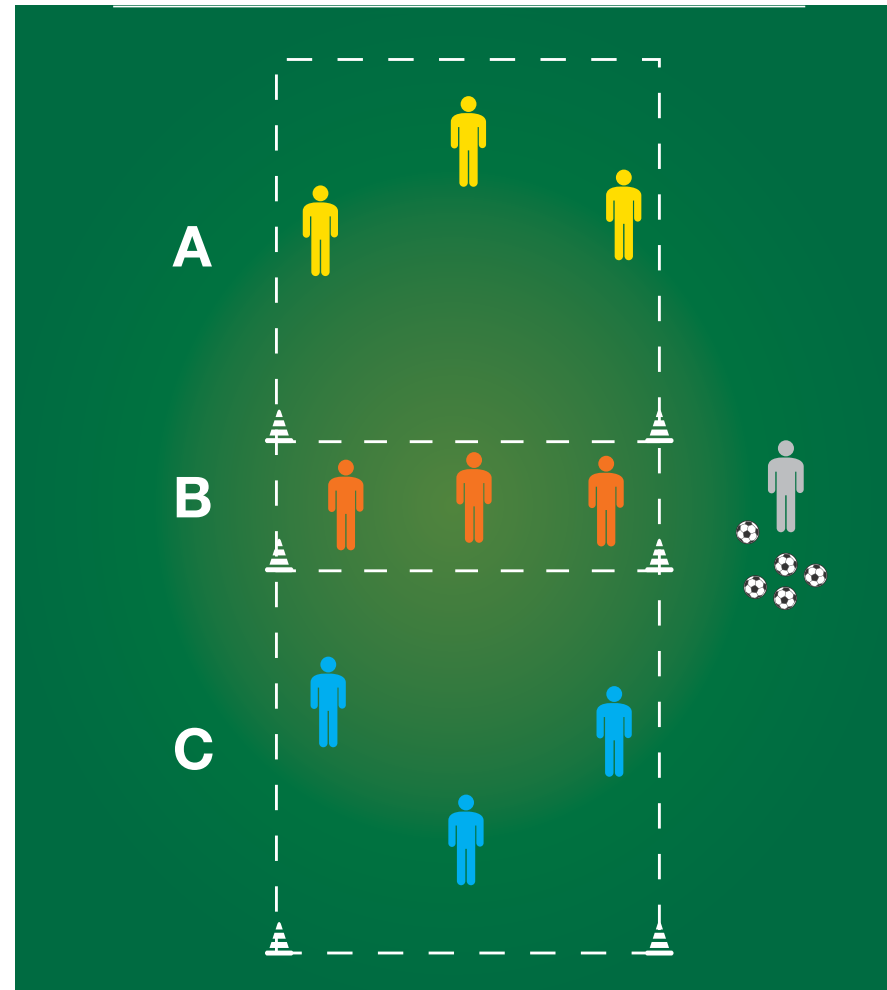
3. Game training component:

3 v 1 with 9 players

- Emphasis on quick transitioning

Organisation:

- Two grids of about 12m x 12m (A & C) separated by a grid of 12m x 5m (B)
- Three teams of 3 players with different colour bibs, one team in each grid as shown
- The coach is positioned with the balls centrally, next to grid B



5.

Game Training Phase Model Sessions

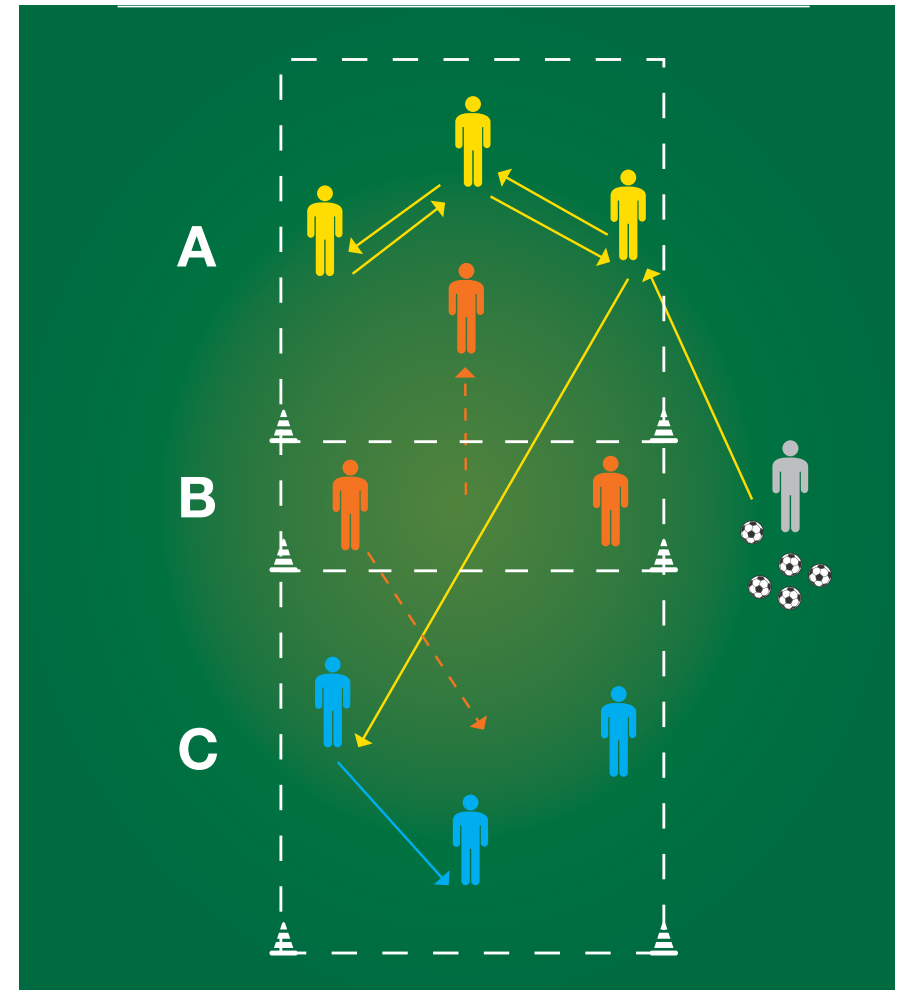
Transitioning Model Session 2 (BPO>BP)

Exercise development:

- The coach starts the game with a pass to a yellow player in grid A
- At that moment one orange player from grid B sprints into grid A to defend: 3 v 1 in grid A
- Yellow must now look for the right moment to play a killer pass through grid B (with the two remaining orange defenders) to a blue player in grid C
- Then immediately another orange player sprints into grid C to defend while the defender from grid A returns to grid B
- If:
 - either team in BP passes the ball out of the grid, or
 - the defender wins the ball, or
 - the defenders in grid B intercept the killer pass
 then the team that lost possession immediately changes grids/roles with the defending team (**emphasis on transitioning**)

Step up or down:

- Make easier: 6 players (2 per grid: 2 v 1), or more difficult: 12 players (4 per grid: 4 v 2)
- Make the grids bigger/smaller
- Limited (2/3) or free touches
- Killer pass: only on the ground or lofted pass allowed as well.



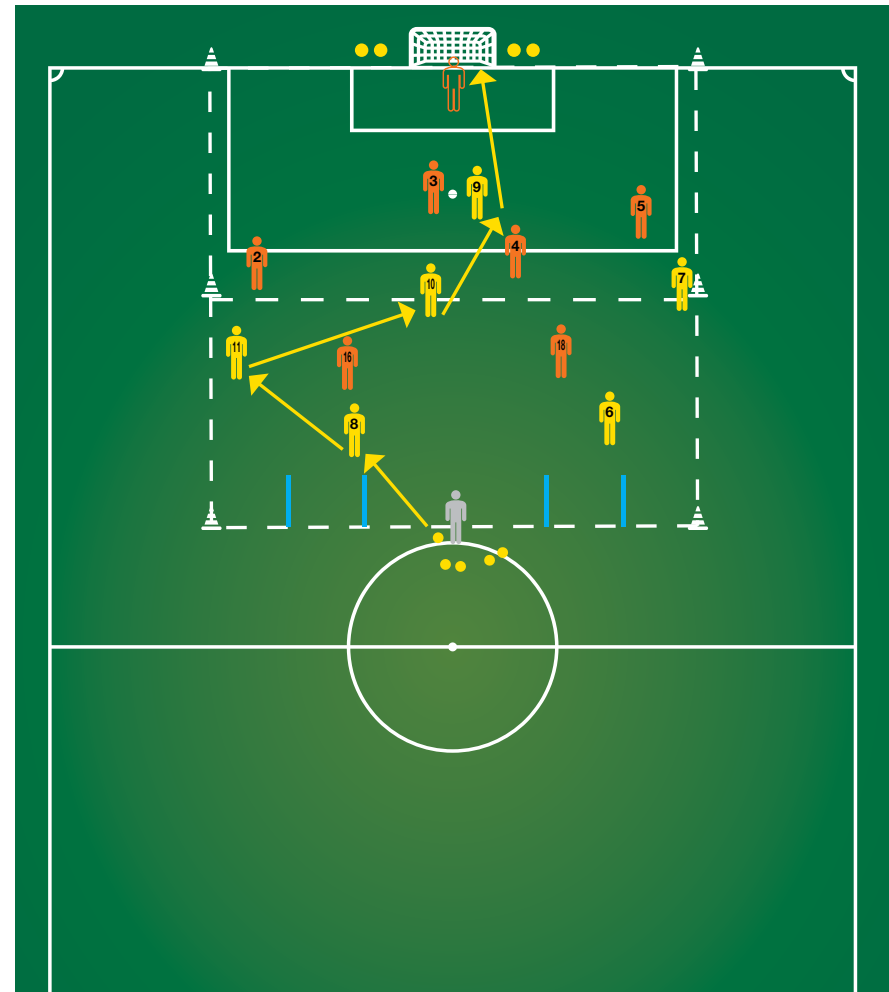
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Transitioning Model Session 2 (BPO>BP)

4. Training game

'Transitioning game' 6 v 6 + 1 goalkeeper (smaller/bigger teams: adjust pitch size)

- Pitch 40m x 40m divided in two equal halves (see diagram on the right)
- A 'neutral' goalkeeper in the goal with plenty of balls next to the goal
- Two 5m -7m 'gates' on the back line
- The coach with plenty of balls on the halfway line between the gates
- The coach serves a ball to the yellow team who try to score in the goal with the goalkeeper



5.

Game Training Phase Model Sessions

Transitioning Model Session 2 (BPO>BP)

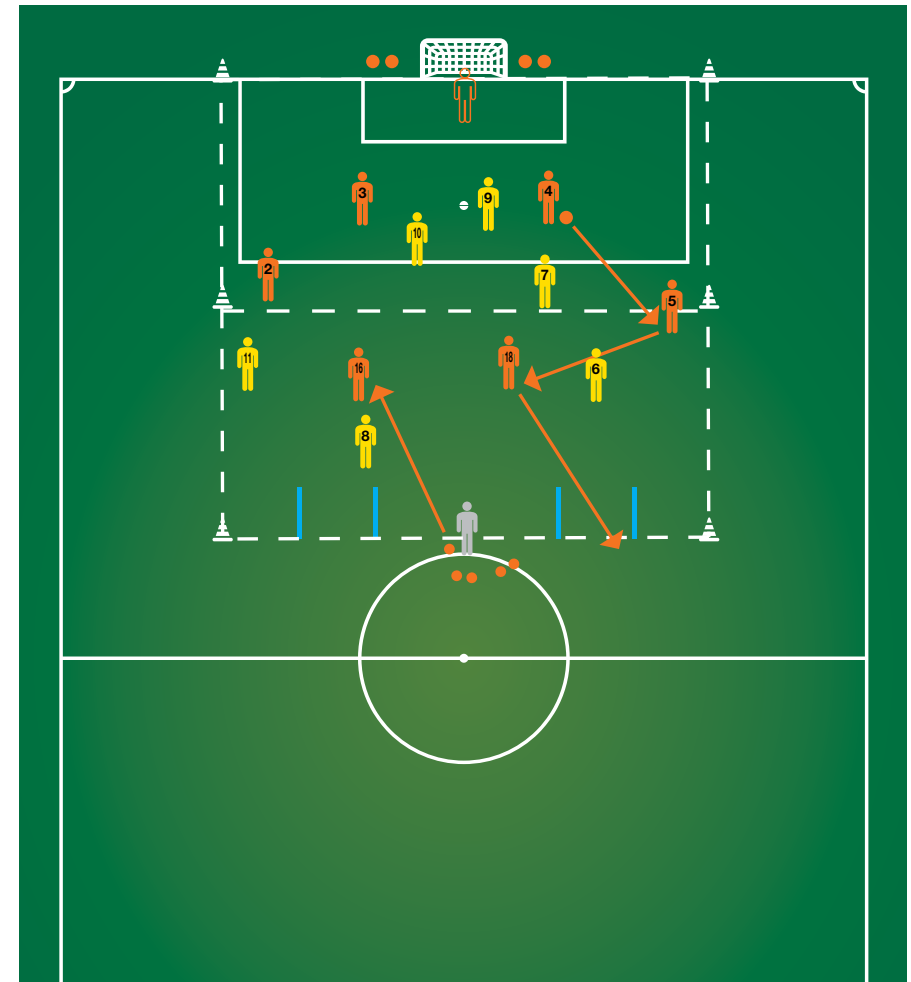
- If orange wins the ball they must pass the ball through one of the gates
- If yellow scores, the score is 1-0 and the coach restarts the game by serving the next ball to yellow
- **If orange passes the ball through one of the gates, the score remains 0-0 but the teams change sides on the run with the coach immediately serving a ball to orange (transitioning)**
- Now orange attacks the goal and defends the 2 gates (players must get back in their proper positions ASAP)

If too difficult (not enough transitioning happening):

- Make the gates wider

If too easy:

- Make the gates narrower
- Limited touches (2/3) for one team or both



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