

MANUAL OF THE SOCCER EDUCATOR



Level 3 License

Brazilian COACHING SYMPOSIUM NIGERIA

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	Page
1. Educator's Profile	04
2. Course Content and Schedule	05 to 07
3. Introduction	08
4. The Tactical Evolution of Brazilian Football	09
5. Philosophy of Brazilian Football	10
6. Contrasts of Schools	11 to 13
7. Planning the Season	14 to 18
8. Six ways to score a goal—Player selections -Try outs	19 to 22
9. Games procedures	23 to 24
10. Game analysis Phase I,II,III and IV	25 to 31
11. Coordination - Elasticity - Brazilian Warm - up	32
12. Physical Technical Circuit training—Fast reaction / Agility	33 to 34
13. Explosive Reaction Training Program	35
14. Anaerobic and Aerobic Capacities	36
15. The Physical Circuit Training	37 to 40
16. Shooting Technique Phases I,II and III	41 to 46
17. Sports Management II - General concepts	47 to 48





Course Summary (Cont.)



	Page
18. Compactness - 6 speeds of the Game	49
19. Compactness - Defensive Speeds - Marking	50 to 53
20. Compactness—Defensive Speeds Pressure 1v1	54
21. Individual players abilities 4v4	55 to 58
22. Players functions in the 4-4-2 system	59 to 61
23. Technical analyzes - 4 heights	62
24. Mental Speed—4 Basic aspects of Brazilian Football	63 to 64
25. Sports Psychology I and II	65 to 69
26. Offensive heading	70 to 73
27. Most common situations of game situations	74
28. 3v3—Foot Communication	75
29. Long Crossing Finishing	76 to 78
30 . Building from the back—defensive sector	79 to 82
31. Building from the back— Midfield Sector	83 to 84
32. Building from the Back—Forwards	85 to 86

Extras notes





1) Educator's Profile



1) Educator Information

Date & Location of Session: _____ SSN# _____-____-____
Name: _____ Age: _____ DOB: ____/____/____
Address: _____
City: _____ State: _____ Country : _____ Zip _____
Home Phone (____) _____ Fax (____) _____ Cell (____) _____
Email: _____

2) Coach Background Information

Height: ____' ____" Weight _____ lbs.
Coaching Experience: Select (____ yrs) High School (____ yrs) College (____ yrs) Professional (____ yrs)
National team (____ years)
Please describe your coaching history (attach additional pages as needed):

Please list all licenses you hold:

3) Medical Information

Insurance Company: _____ Phone Number: (____) _____
Address: _____ City/State: _____ Zip _____
Policy Holder: _____ Policy #: _____

4) Additional Information

How did you hear about BFUT?

Signature:

Student Signature _____ Date _____





2) Course Contents and Schedule



International Brazilian Symposium - Sao Paulo 2007

Day 1- Sunday November 25th, 2007

6:30 am to 8:30 am- Participants arrive at the Airport
Transfer to a Hotel n Sao Paulo to rest
10:30am- at the Hotel- Registration and Organizational meeting
10:45am - Classroom - Session 1 - History of the game of Football - I
11:00am - Classroom - Session 2 - History of the Tactical development since 1966 and the most influential schools - History of the Game of Football II
11:45am - Field - Session 3 - Game analyzes Phase I,II,III and IV
1:00 pm - Leave to the Stadium
1:30 pm - Lunch at Morumbi Stadium
2:45 pm- Transfer to the Stadium to watch the game
3:10pm- Session 4- Stadium Sports psychology I and II
4:00pm- Session 5 - Game analyzes-Sao Paulo x Botafogo - Brazilian Championship.
6:00pm- Leave Sao Paulo transfer to Salesopolis - City of the first portion of the International Symposium
8:30pm- Dinner and review the important points of the game and of the day
10:00pm - rest

Day 2- Monday - November 26th , 2007

8:30 am - Session 6 - Player Analyzes I - Psycho motor system - Coordination without the ball / Elasticity
9:45 am - Session 7 - Player Analyzes II - Technical analyze (4 heights)
11:00am - Session 8 - Player Analyzes III - Tactical Analyzes (Mental speed)
12:00-Lunch
2:30pm- Field - Session 9 - Psycho Motor Capacities I - Agility and Speed of reaction without ball. Psycho motor capacities II - with the ball (Dribbling). Psycho motor capacities III - Anaerobic capacity
3:30pm - Field - session 10-Defensive techniques-
Technical I - Defensive Heading - Phase 1 and 2
Technical II Anticipation - Phase 3 and 4
Technical III - Long passing 3 and 4
5:30pm - Review the concepts
7:00pm-Dinner
8:30 pm - Classroom
Session 11 - Tactical I - Mental Speed
Session 12 - Tactical II - Four players individual abilities - The complete player
9:00pm Classroom - Session 13 - Tactical III - 1x1 - Defensive - Offensive
9:30pm Classroom -Session 14 - Tactical IV - 2x1 - Defensive - Offensive
9:45 pm Classroom - Session 15 - Tactical V - 3v3 - Types of penetration - Foot communication
10:00pm classroom - Session 16 - Tactical VI - 4x4 - Movement in Depth - playing off the ball
10:30pm-Rest

Day 3 Tuesday - November 27th, 2007

8:30am - Field - application of the tactical concepts (session 11 and 12) - Mental speed with the four individual abilities
9:00am - Field - application of the tactical concepts (session 13) - 1v1 - Defensive - Offensive
9:30am - Field - application of the tactical concepts (session 14) - 2x1 - Defensive - Offensive
10:15am - Field - Application of the tactical concepts (session 15) - 3v3 - Foot communication
10:45am - Field - Application of the tactical concepts (session 16) - 4v4 - Movement in depth - playing off the ball
11:30am - Review the concepts





Course Contents and Schedule (cont.)



2:15pm - Classroom - Session 17 - Tactical VII - Compactness and its speeds of the game. Defensive Speeds - Speed of marking (low - high and full) and Speed of Pressure in 4-4-2 diamond system

2:40pm- Classroom - Session 18 - Tactical VIII- Compactness and its speeds-Speed of the ball- Speed of triangulation - Speed of counter attack

3:30pm - Field - (application session 17) - Compactness and its speeds - defensive

4:30pm - Field- (application session 18) - Compactness and its speeds- Speed of the ball - Triangulation and Counter attack.

5:45pm-review the concepts

7:00pm - Dinner

8:30pm- Classroom Session 19 - Sports Management I - Selection of the players- Six ways to score a goal

9:00pm- Classroom-session 20-Sports management II-Planning the Season (3 months cycle)

10:15 pm - End of the day

Day 4 - Wednesday - November 28th , 2007

AM- session 21-Visit a Pro Club _ Palmeiras - The times can be changed . The Club can not guarantee the times will be maintain . the club to be visited will be the one that will observe the game in the following weekend)

Lunch - Churrascaria - Brazilian B.B.Q

PM - Session 22 - Visit a Professional Club - Sao Paulo (Times and location TBA)

6:00pm - Shopping and city tour

22:30- Rest

Day 5 - Thursday - November 29th, 2007

8:30am - Field - Session 23 - Midfield Techniques - Session 17 - Technical IV - Shooting - Phases 1,2 and 3

9:45am- Session 24 - Technical V - Long Crossing - Phases 3 and 4

10:30am- Session 25 - Technical VI - Reception with shooting and long crossing Phases 3 and 4

11:30am - review the concepts

12:00pm-Lunch

12:00 - Lunch -

2:30 pm -Classroom - Classroom - Session 27- tactical IX - Building from the back - 4- 4-2 system - Defensive Sector- Midfield Sector and offensive Sector





Course contents and Schedule (Cont.)



3:45pm - Field - (Application session 27) of the Tactical concepts- Application of the tactical concepts (session IX) Building from the back defensive - Midfield and Offensive sector . Application in a 11 x 11 situation

6:00pm - Review concepts

7:00pm - Dinner

8:30pm - Classroom - Session 28 - Sports Sociology I

9:15pm - Classroom - Session 29 - Sports Medicine I - Prevention of injuries

Sports Medicine II - Rehabilitation of injuries

9:45pm - Session 30- Game Procedures-Sports management

Received the assignment for the practical evaluation

10:15pm- End of the day

Day 6 - November October 24th, 2007

8:00am - Field - Session 30 - Attacking techniques

Technical VII - Short crossing - Finishing - Phase I, II, III and IV

Technical VIII - Offensive heading - Finishing - Phase I, III

9:30am - Field- Session 31 - Tactical XI - Decisions inside of the box and the three dimensions of an attacker.

12:00 Lunch

2:30 pm - Practical evaluation

4:30 pm-End of the practical evaluation

6:30 pm-Dinner

8:00 pm- Theory Evaluation

9:30- End of the Coaching Program-level 3 and Beginning of the Level 2 and 1





3) Introduction



There is no great mystery to understanding the Brazilian style of soccer. It is a combination of quickness in their touch and the ability to play without the ball, using the open spaces well. It can be readily taught, but it is vital to approach the learning process as a cycle of education with progressive challenges as skills increase. Before a coach can set about instructing players in this style, he must truly understand how to instill a love of the game in a player and how to avoid the pitfalls which plague coaches and drive far too many youngsters from the game at an early age.

The primary objectives of Brazilian soccer are scoring goals, applying the necessary creativity, and making brilliant defense moves, and this is very simple and enjoyable because it is fun. This philosophy is deeply ingrained in each game. When players are enjoying themselves, they came to practice early and leave grudgingly when it's time to go. And as their skills and confidence increase, so grows their love and commitment to the game.

In this book we will examine the concepts which make Brazilian soccer so unique and successful, and take you step-by-step through the progressive cycle of education. We will provide strategies for planning your season and setting goals for various age groups and skills level. We will examine specific elements of the Brazilian game, such as the Brazilian 4-4-2 and the tactical adjustment to any system or style of pressure; circuit training; training with and without the ball; specific Brazilian technical skills in progressive development; and psychological aspects of the game. We will show how careful analysis of players can provide invaluable data for enhancing your team's performance.

It is our sincere wish that this course gives you the understanding and appreciation of this unique and thrilling style of soccer so that you, too, may take the Brazilian Challenge!

Thadeu Goncalves
President and Founder





4)The Tactical evolution of the Brazilian Football



The important factors to understand the Brazilian tactical Evolution

1958 - 1962 World Cup - Brazil : 4-3-3 Individual Skills / consistent movement off the ball/ Tactical concepts was not a priority

1966 - World Cup - England: 4-4-2 Flat : Man on man Marking -Europeans countries introduced the individual marking to neutralize the space from technical players and emphasis to a good physical condition. Brazil was disqualified. Could not find the space to implement the individual skills

1970 - World Cup - Brazil—4-3-3 with the left forward dropping back to the midfield becoming a 4-4-2 Brazil played short passes and quick penetrations with the left side . Rivelino dropped back as the 4th midfield bringing with him the full back. Tostao moved to the space left by Rivelino with one of the inside defenders, living the other inside defender in and the opposite full back in a 2v2 situation versus Pele e Jairzinho - Speed and skills. Gerson (left midfield) was able to switch a point of attack with a 50 meters long pass to Pele and Jairzinho. Both scored 13 goals combined. and speed and fast counter attacks from the right side.

1974 - 1978—The tactical evolution came from the Dutch School. With the implementation of the 40 meters compactness (distance from the last defender to the first forward all over the field) could not allow the movement of the ball from the South American teams, especially Brazil. The other very important concept was the implementation of the double defender pressuring the ball. They become the Dutch Carrousel machine.

In 1978 Claudio Coutinho established the Brazil 4-4-2 in Box and with outside penetrations of the full backs to surprise the Dutch philosophy. Brazil was introducing one of the most applied tactical systems today.

1982 - World Cup - Italy. Under the direction of Tele Santana Brazil applied for the same 4-4-2 in box . The team could penetrate inside and outside with speed and skills. Both inside midfields had the freedom to attack Everybody was free to attack . The important points of this system was the importance of circulation of the ball and the organized rotation of the defenders to pressure the side of the ball.

1994— World Cup - Brazil—Parreira brought back the same 4-4-2 in box , but more conservative. One inside mid-field was only a defender (Mauro Silva) and the other one (Dunga) had the freedom to go to forward in counter attack situations. The Zone marking was very successful.

1998— World cup - France—Brazil came with the 4-4-2 with a center midfield defensive and center midfield offensive. The system showed be effective, but Brail lost its center midfield offensive with injury a month before the Cup. Zagalo could not replaced and cost the Cup. He had established the most one of the most important system today and applied by the best teams around the world.

2002— World Cup—Brazil - 3-5-2. Scolari had many problems with the traditional 4-4-2 in box during the qualification games to the world cup. All the South American teams were applied the 3-5-2 playing behind the fullbacks. He applied the same system with the center mid. Offensive becoming the third attack.

2006 - World Cup—Italy - the 4-4-2 in box did not gave the necessary offensive speed to the group . Lack of leadership and adjusts positions cost the Cup.





5) Philosophy of Brazilian Soccer



What are the characteristics of modern Brazilian soccer? To play fast and secure with unpredictable and creative offensive attacking movement. How does the Brazilian approach differ from that of the English? The Dutch? The German? Let's start by describing the individual Brazilian player and then his team play.

First, the individual Brazilian player is technically very sound; every player on the field plays comfortably with the ball at his feet. Additionally, he is creative by nature, and while tactically very astute, he also likes to do the simple things with flair. We've all learned to expect the unexpected in Brazil's attacking area of the field.

The Brazilian player works hard and is physically trained in highly scientific, closely monitored methods. This high level of fitness enables him to do the work necessary to supply positive numbers around the ball—both offensively and defensively. Combine fitness with this mix of individual skill, creativity and tactical awareness and you create special players and remarkable teams.

Brazil's team tactics further distinguish Brazilian play. Help them develop as an unit. That is not easy for Brazilian players because they are all such individuals.

First, the Brazilian approach is to keep the ball moving on the ground whenever possible, except when crossing, shooting or sometimes when exploiting an opening up front or changing the point of attack from one flank to the other with a single pass. The necessary touch is developed early by training barefoot, when a miss-kick or long ball physically hurts. Frequently, too, small rubber balls are used to develop better touch.

Next, the point of attack is constantly switched away from pressure through a series of short passes on the ground. Possession is insured by the proper positioning of supporting players. Brazil's 4-4-2 scheme of play (diagram 1) emphasizes diagonal support on both the attacking and defensive sides of the player in possession: the offensive center midfielder supporting both strikers; the defensive center midfielder supporting both outside midfielders; and one of the inside defenders supporting both outside defenders and the other inside defender. We call these three positions the secure of the team and they function systematically. They are always there in case of emergency and available to quickly switch the point of attack. We refer to this network of supporting play from diagonally positioned players as "triangulation".

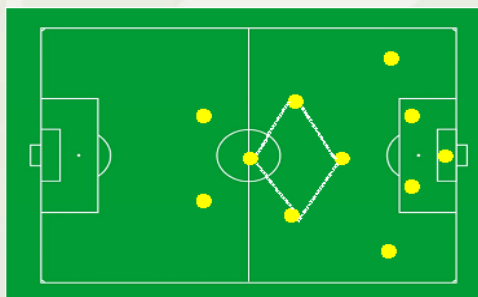


Diagram 1





6) Contrasts of Schools



Diagram 1 shows Brazil's tentative 4-4-2 scheme of play applying an offensive midfield with its World Cup players identified by position. Brazil's teams generally play a flat-back four south American—outside fullbacks in diagonal to the inside defenders. This scheme requires great understanding and experience among the back players, which may not always be successful with your players and teams. We will utilize the sweeper/ stopper combination as a simpler alternative.

Finally, there is this sense of constant movement—constant player circulation—in the Brazilian game. A player from the back makes a pass, then runs into space to create further options or to support the play of others. At the same time, another player drops to cover the space just vacated. There is this constant circulation of players through Brazil's scheme of play.

6) Contrasts of Schools

Let's now contrast four different schools of play: the Brazilian, the English, the Dutch and the German. Each has been successful, dominating the world at different points in time. Let's look at how the four differ in their preferred approaches to moving the ball from their defensive-to-attacking thirds. Four basic factors will be analyzed to compare these schools:

1. Speed of the ball from the defense to the attack sector
2. Possession or safe play of the ball
3. Safety of the players (minimize the number of situations which could generate injuries).

The key surprise – the ability to play the ball in situations that are unpredictable to the opponent.

The Brazilian team (diagram 2) likes to build fast in short passes from the back with safe play so as not to risk losing possession, creating unpredictable attacking situations. It switches early and often away from pressure in its defensive half and looks to penetrate from the opposite flank. If the opponent adjusts defensively, another switch can precede its penetration of the final third. Most often the final penetration stays on the ground with the creative flair we're all so familiar with. Short passing, player circulation, player position in support, individual technical skill and creativity and finesse are all characteristic.

The British Philosophy (diagram 3) by contrast, plays more directly out of its back as it looks to enter its attacking third with as few passes as possible. Often its midfield has primarily defensive responsibilities and the play from the back is to target front runners who hold possession or lay the ball off.



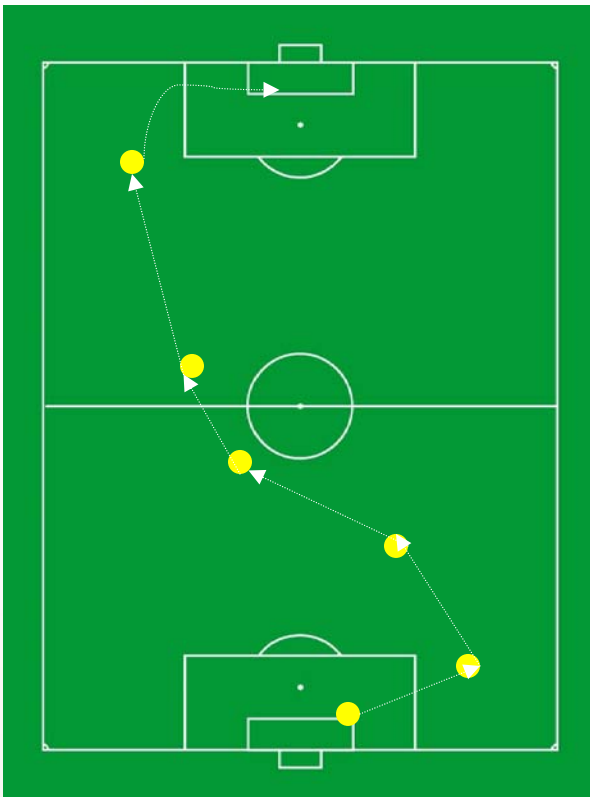


Diagram 2 - South American Philosophy. Brazilian Style

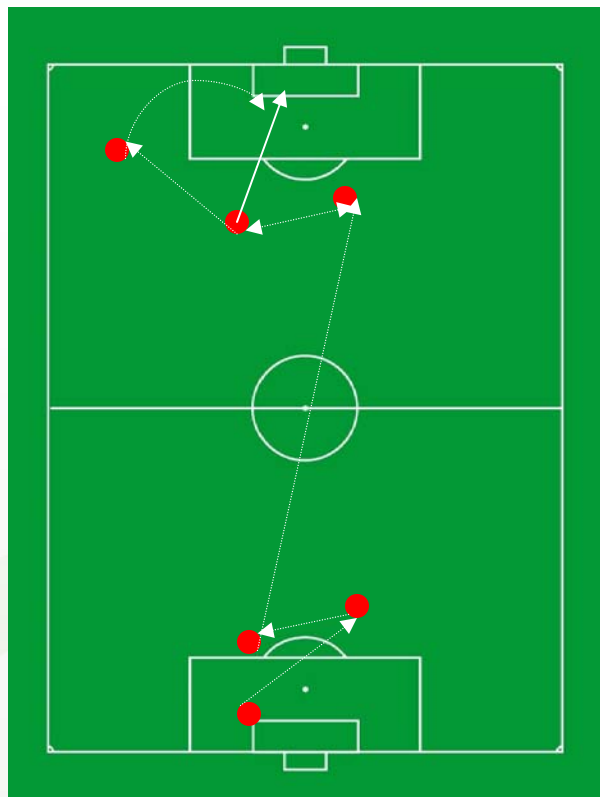


Diagram 3 - European Philosophy. British Style

The English don't feel as comfortable in holding possession with passing sequences so they get the ball from the back to front as directly as possible. Balls in the air, attacks from the flank, fitness, work rate and player toughness are characteristic along with powerful shooting from outside the penalty area and strong offensive heading. These are very predictable attacking patterns and very unsafe to the players.

The Dutch team (diagram 4) on the other hand, likes to take the ball down one flank with a series of short passes, then switch the point of attack to the other flank on entering its attacking half. Usually the switch is made with longer passing. The Dutch don't wish to expose the ball in front of their own goal or take the time to switch early to allow the defense that extra time to recover. Conversely, the Dutch will risk possession with longer balls in the attacking half. Short passing in the defensive half growing longer in the attacking half and strong individual technical skills are again characteristic. They have shown the capability to penetrate successfully through the middle with short passes during the qualification games for the World Cup finals in France in 1998.

The German teams (diagram 5) like to attack down the center, maintaining possession with short passing options and dribble, then look to a flank in their attacking half. Again they're looking to play both more directly and to eliminate the time given the defense to recoup. Flank crossing, work rate, fitness, methodical play, and perfection of individual and group tactics are characteristic.

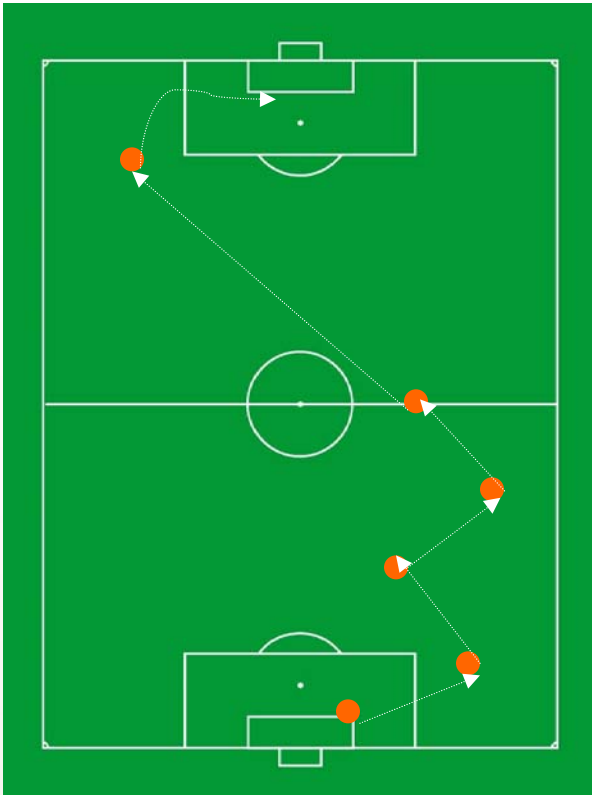


Diagram 4 - European Philosophy. Dutch Style

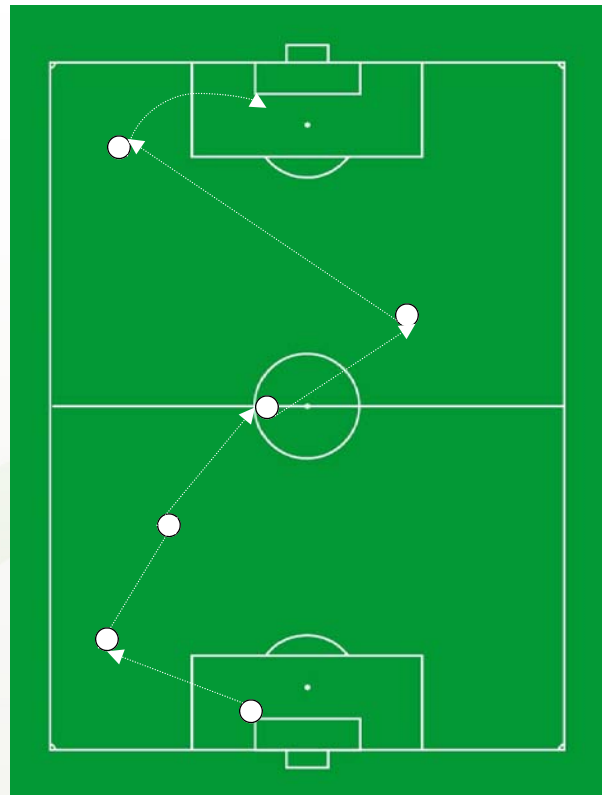


Diagram 5 - European Philosophy. German Style



7) Planning the Season



Why should coaches plan their football season? Every soccer organization from the youth level to the pro-level should develop proper planning skills in order to facilitate constant player and team evaluation and to organize the areas of training that need to be done.

An important responsibility of the coach is to identify the problems the team experienced in the last week, last month, and even last year. It is critical that the coach helps the team to adjust, to improve and to learn from previous experiences. Success comes from intensive planning and constant evaluation of results.

Planning enables a coach to verify the quality of practice sessions, apply a correct ratio of fitness training, avoid boring and repetitive practices, and observe individual development or lack of development.

Planning includes comprehensive game analysis addressing the many

Planning means success.

factors that could interfere with a team achieving its top performance.

Planning does not simply mean setting the time and place that players and coaching staff will meet to cover some of the weak tactical/technical problems the group recently experienced. Planning must be a full analysis of the factors that can change the safe and comfortable pace of operation of the group, which, as we described in the Brazilian philosophy, is a critical ingredient in increasing the probability of success. By the way, success is not an accident; success is work, study, and work, work, work!

Four major considerations must be properly factored in the planning process:

1. Financial resources: At any level the tactics and strategy of team development will be based on the financial resources of the team or club. Technical or tactical development are affected if there is not enough financial support for fields, equipment, accommodations, meals, transportation, salary (Pro-level), and quality of competition to be played. A successful coach must prioritize his plan based on the resources available. Only with proper planning this is possible.
2. Teamwork on and off the field: Each person within the team or club has an ability to contribute to the program. It is important to identify a specific job for each member of the organization. This will increase commitment to the program and allow the coach to focus on team training and development. But this coalition only comes from planning and coordination.
3. Educational philosophy of the organization: Planning should be based on the needs of the soccer organization. For example, the

Goals of an youth team are to develop an understanding and love for the game. Its planning must be structured towards long term results; this differs from an pro level team, which needs immediate results.

At the professional level planning is of course quite different. The operation runs as a business. Planning is based on achieving short-range success; winning games, tournaments, and league championships as well as developing players (who can be sold in order to generate income for the organization).

A good example of one of Brazil's most successful coaches is Tele Santana, former coach of Brazilian National Team (1982, 1986) and Sao Paulo F.C. He won 2 World Club championship titles and numerous national and league tournaments but all the while he never gave up his philosophy of educating young players (on and off the field). Mr. Santana was committed to his plan and worked hard to achieve his results. He used to stay hours after the regular practice sessions teaching and correcting technical and tactical points of the game to any player in need. In addition, he took one of the most exciting teams to the World Cup in 1982, always playing very offensive football. His philosophy was a very positive influence on the quality of the Brazilian game today.





4. The fans: Part of successful planning must be to take into consideration the people who support the team or club organization. Many organizations hire great field coaches but do not address the character of the coach. How often do we see teams demonstrate lack of sportsmanship, respect, discipline and, not coincidentally, also a lack of quality football. In today's world of business dominating sport, the financial interest of the player often is more powerful than his love of the game and club jersey, but the fan is the one who will perpetually support the team or club. The fans must be a top priority of the planning of the organization's coach and technical directors.

In addition, there are several other important factors to be analyzed in the coach's season planning:

a. Control the expectations. Many club, high school, college and pro-level teams establish higher goals than realistically can be attained. It is important to not have unreasonable expectations before the pre-season starts because this can jeopardize the full season's planning. The players, fans, directors, media and everybody else will expect results commensurate with these expectations.

Many organizations promise more than the group of players can accomplish, creating further problems for the players because of the excessive pressure.

b. Set realistic goals. Only after the selection process is finished and the weak and strong points of the group are identified will the coach be able to establish the realistic goals of the team for the season.

It is very important to have full control of the activities on and off the field.






Planning Principle - 3 Months Training (Macro Cycle)



**Level 3
License**

 C License Course Meso Cycle		Competition Department 3 Months Planning											
Month 1		Week 1			Week 2			Week 3			Week 4		
		Practice 1	Practice 2	Game	Practice 1	Practice 2	Game	Practice 1	Practice 2	Game	Practice 1	Practice 2	Game
Activity													
Planning													
Try-outs													
Parents meeting													
Player analysis													
Devlop -Form Dept													
Competitive Dept.													
High Perform Dept													
Practice													
Scrimmag - Fr Games													
Official games													
Game analysis	19-22												
days on													
		Practice 1	Practice 2	Game	Practice 1	Practice 2	Game	Practice 1	Practice 2	Game	Practice 1	Practice 2	Game
Physical Cond.													
Coord.	Br Warm												
Agility	Circ.Tr												
Elasticity	Shield												
Fast touch	Circ.Tr												
Explosive	Rubber tr												
Muscl. Res	Pyram.												
Mental Res	Int Tr												
Ana. Res	Int Tr												



			Practice 1	Practice 2	Game	Practice 1	Practice 2	Game	Practice 1	Practice 2	Game	Practice 1	Practice 2	Game
Technical														
Ind. Techn. Phase I														
Tech. Circ. Tri (Phase II)														
Game situat (Phase II)														
Game cond. (Phase IV)														
Passing 4 heights														
Trapping 4 heights														
Shooting 3 stops														
Head Def. 5 stops														
Head Off. 5 stops														
Finishing 5 stops														
Short cross 5 stops														
Long Cross 5 stops														
Anticipation 5 stops														
Ball control Ind.														
Ball control partners														
Ball control 4 player														
Tactical														
4 basic asp														
4 ind. skill														
1v1														
2 v1														
2v2														
3v2														
3v3 - types T, point.														
Foot communication														
4v4 - moving off ball														
Positioning U6														
Positioning U8														
Positioning U10														
Positioning U12														
Positioning U14														



**Level 3
License**

	Practice 1	Practice 2	Game	Practice 1	Practice 2	Game	Practice 1	Practice 2	Game	Practice 1	Practice 2	Game
Compactness												
Int. level 1												
6 speeds of game												
Speed of marking												
Speed of pressure												
Speed of the ball												
Speed of triangulation												
Speed of counter attack												
Cycle of the game												
Building from back												
Int. level 1												
Defensive (1)												
Midfield (2)												
Attack (3)												
Psychological												
Player analysis												
Player's personality												
Self-esteem												
Confidence												
Teamwork												
accept mistakes												
Attitude												
weight prep 57 to 58												
pre-comp. 58 to 59												
pre-game 59 to 60												
half talk 60 to 61												
pos- game 61 to 62												
leadership												
Pedance												
Team's goals												
Captain's role												
Comp (Behavior)												
Public School												
Social cv												
team parties												
Team trips												
Fundraising events												



8. Six ways to score a goal

-Player selections -Try outs



The Six ways to score a goal

Every coach must always keep in mind that the major objective of the game – score a goal – can be accomplished in 6 different ways:

1. Dead balls (Strategies) – Penalty kick, direct kick, corner kick
2. Individual penetration – Player ability to create and improvise
3. Tactical combinations – Give and go, overlapping, take over
4. Long crossing and finishing – Offensive heading
5. Short crossing and finishing – On the ground or medium balls
6. Shooting – Score from outside the box





Player Selection

The next step is to identify and select the best group of players that will fit your coaching philosophy and organizational needs.

At the youth level a coach has the opportunity to access players through parent networks and advertisements in the newspapers. It is important to explain your major goals and the benefits of participation in your soccer program.

At the college level the evaluation is often made only after a commitment has been made to the player. References from competent and honest coaches can save much time and money for the college coaches. College coaches often discover attitude and commitment problems with new players which can jeopardize a successful season. References should include an evaluation of a player's maturity, attitude and character.

At the professional level the budget again is a big factor. Players come from different sources. Many countries such as Brazil, Holland, England, and Germany are developing professional-ready players very young. These systems allow coaches an opportunity to develop the players' soccer skills along with the players' attitude and character.

Clubs like E.C. Vitoria have scouts all over the country selecting the youth players with the abilities to play at the club. The child must pass the first tryout in his city. If approved, the second step will be to go to Salvador, Bahia to train and play with his age group team. If approved, the player will move to Vitoria's center of training and become part of the Club.

The number of players per team is around 28 players. This means that when a better player is discovered, an existing player may be asked to leave the club. Developing youth players in these systems have a big risk of failure if the coaching is not done correctly because of the inescapable pressure put on these young players to succeed. The youngest age recommended to move to a pro-club is 14 years of age, he is able to communicate and support the coaches request .





Try Outs

It is important that you always keep the unity of your team. Many times excessive rotations of players can create a lack of the development of the tactical concepts. If a new player is coming to the tryouts to replace somebody who knows your coaching philosophy, understand the concepts and has a positive attitude; you should definitely think twice before replacing him. This new player must really have better technical skills and some qualities for the specific position you are looking for. You should plan your tryouts upon your needs.

It is important that you understand the characteristics of each position, and how to evaluate the players available correctly. You can always develop technical skills, improve tactical concepts and physical conditioning aspects, but be careful with the personality and the attitude of the player towards the group.

Explanation of the Qualities:

Technical: Ability to perform the skills correctly, making the right decisions under pressure.

1. In development process.
2. Must have the ability to perform in many pressure situations.
3. Must be able to perform in any pressure situation.

Leadership:

1. It is not required from this player.
2. It is important this player have some communications. Skills, and be able to help the team, especially when in high pressure situations.
3. Player with the capacity to lead the team during the competition.





Body type: The physical characteristics of the player:

1. Any athletic body condition is acceptable.
2. Require some specific aspects such as: Tall, strong body, short and strong, thin etc.
3. A player will fit the necessary needs as a good athlete in terms of size, strength, etc. It is important we mention that in our methodology the size and speed are factors for the inside defensive positions such as: Sweeper, stopper (inside defenders) and defensive midfielder.

Speed:

1. Does not need to be very fast in decisions, with and without the ball.
2. Regular speed.
3. Speed is a big factor to accomplish this style of game.

A well-planned technical/tactical evaluation is necessary to give the coaches a fair opportunity to observe all the players interested in his pro-gram.

You should have a minimum number of participants to create the environment of challenge and competition necessary to put some pressure on all the participants.

The minimum number of players for an effective tryout is: U11 and above through pro - 20 field players and 2 keepers.

U10 - 16 players and 2 keepers (no tryouts, only placement)

U 8 - 14 players (everybody tries as keeper) (no tryouts, only placement) team A/B.

Stations should be set up for evaluation. Each coach responsible for a station should be able to explain:

• **How to do it?** • **When to apply it?** • **Why to use it?**

In terms of technical or tactical aspects of the game .The stations should be divided based on the number of players to be evaluated. Never allow more than 10 players per station and do not let your tryout sessions being longer than 3 hours for U15 and above (including pro) and 2 hours for U14 and below. The quality of performance of the players will decrease and wrong judgments and decisions could be made. At each station keep the quality of players balanced during game conditions. The best players should be put together at the end of the evaluation to play a full-sided game without restrictions. This is the time when the final decisions are to be made.





9) Game procedures:



A) Before the game:

- 1 -Establish the meeting point prior to the game (location and time). Arrange transportation to and from the game.
- 2 -Make sure that all players arrive to the game with the appropriate equipment (ball, water, uniform, shin guards, etc.)
- 3 -Check the documentation (players passes, game cards, medical release forms, etc.)
- 4 -Check to make sure the first aid kit is complete
- 5 -Check the physical and mental condition of each player. Also, as the coach, you should walk the field to look for playing hazards (i.e., holes, sprinkling heads, etc.) and notify the field marshal the area problems
- 6 -Inform the players of the starting line up. Make sure you do it with enough time before the game starts
- 7 -Inform the team about the characteristics of the opposite team
- 8 -Analyze and define the best strategy to use for the game
- 9 -Define possible tactical changes and implement them
- 10 -Remind the players about the plans for set plays and other special situations
- 11 -Determine the players responsible for the following: free kicks, corner kicks, penalty kicks, throw ins, etc.
- 12 -Choose the captain
- 13 -Instruct the players on how to properly communicate with the referee in a friendly and constructive manner
- 14 -Motivate the team. Ask the positive leaders to express their feelings to the team
- 15 -Warm up and physically prepare for the game

B) During the game:

- 1 -Do not forget to observe both teams and be careful not to play the whole game for them
- 2 -To improve the communication between coach and players, try to use the codes established before the game
- 3 -Keep the team motivated
- 4 -Manage the substitutions
- 5 -Keep yourself and the team calm in all situations
- 6 -Accept the team limits. Expect the players to give their own 100% and this is already good enough. Stay positive

C) Half time procedures:

- 1 -Listen to the athletes about the game. Allow players to input on what they are experiencing during the game
- 2 -Analyze the opponent and determine the adjustments
- 3 -Give to the team options to achieve success
- 4 -Clearly organize the objectives for the second half of the game. Explain it on a simple way
- 5 -Execute the necessary tactical changes and substitutions
- 6 -Keep the team motivated and stay positive





D) After the game:

- 1 -Advise the players about the next training session (time and location)
 - 2 -Evaluate the player's clinical (physical and mental) condition and teach the proper procedures for recovery.
 - 3 -Have the team warm down and stretch properly. Stretching is a very important aspect to promote flexibility, strength and speed
 - 4 -Discuss about the positive points of the game with a short talk
 - 5 -Do not criticize individuals. Stress only the positive aspects and make tactical adjustments as the next training session. Stay positive
 - 6 -In case of a negative score, do not be critical. Wait until the next session to discuss the out come
- Collect all the equipment and materials prior to leaving the field





10) Game Analysis



These factors are subdivided into 4 areas:

General information:

a. Competition day: Location, referees number of attendants, weather, etc.

b. Analysis of your own team.

All of this information will be a great asset as you go through the sea-son.

Starting team, playing time, cards, technical performance and tactical participation.

The left column shows the player's name and number (Eg. 2 to 11) and the substitutions. Your assistant coach will make notes, adding a check mark every time the technical skill is done right or wrong. The ball must switch the speed of the game, offensively, finding a penetration, or defen-sively, when a mistake is made and the speed of the game will change in favor of the opposite team, ending in counter-attack.

- Right technical performance (R)
- Wrong technical performance (W)
- The right side column will show two soccer fields. The field above will be all of the tactical aspects of the first half from both teams.
- The five aspects to be analyzed are positioned in rows.
- 'Player' row will show the number of the player who took the action.
- "Time" row will show the time during the game when the action happened. Go from minute (1) to (90) or the time used by your team age group.
- R (right)/W (wrong) row will show the result of the action.
- It will be right if the ball took the goal direction and was saved (good keeper performance), the continuity of that play ends in a goal or the goal was scored in that action.
- It will be wrong if the end of the action did not show any positive result. Could be a good shot close to the bar, but only an action requiring the interception of the keeper/defender or a score will be a right result.
- 'Kind of shot' • The part of the body which took the last touch on the ball in that final action.
eg: Shot with the right leg, (rg) right foot, (h) heading etc. It is very important to report the kind of penetra-tion before the action, eg: The ball was passed, or individual penetration. It is important to register from where the action started and ended.

Studying the game analysis.

Remember: Recording the number of victories and losses is easy. The dif-ficult and more important task is evalu-ating and identifying the reasons for the results.

The coaching staff must meet as soon as the first half is over and briefly go through the important factors that can help during the second half. The meeting will give the head coach a realistic situation, and he must be the one to communicate the problems to the players.

Note: Technical problems require a private meeting with the player or players involved.





Tactical problems are addressed to the full team together. Open discussion with the team is fundamental.

It is important in Chart #5 that we monitor and record the playing time, goals, ball 'steals', cards and off sides. This data will help a coach to have a better understanding of the offensive and defensive performance of his players. This information and the information above will help a coach plan functional training and specific areas (sectors) of team development.

Prepare game analysis that monitor individual technical performance (Chart #5). Technical skills to be evaluated include passing, trapping, shooting, tackling and heading. These analyses will help a coach to identify the technical problems experienced by each player. Based on these evaluations, an individual training program should be set up and each player should be responsible to devote personal practice time to address these weaknesses. Individual progress must be observed and expected in subsequent games.





Game Analysis - Phase I - Speed of Thought (fast decisions)

Ball on the Ground		Minimize # of Touches		Diagonal Passes		Switch the point of attack	
Team A	Team B	Team A	Team B	Team A	Team B	Team A	Team B

Game Analysis

Phase II - Technical

Game: _____

Attendance: _____

Referee: _____

Linesman 1:

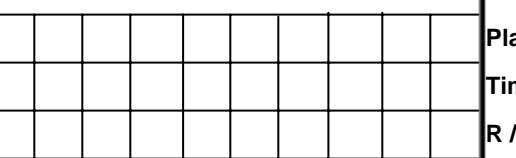
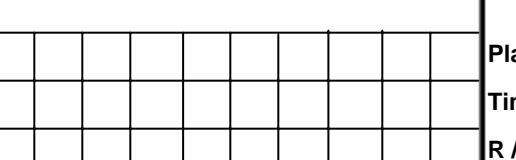
Linesman 2: _____

Note: _____

Opponent Team:

1 - (K) _____

Summary: _____

											1st Half
											Player
											Time
											R / W
											Kind Sh.
											Shoot #
											Player
											Time
											R / W
											Kind Sh.
											Shoot #
											2nd Half
											Player
											Time
											R / W
											Kind Sh.
											Shoot #
											Player
											Time
											R / W
											Kind Sh.
											Shoot #

10) Game Analysis

Phase III - Tactical

Date: ___/___/___ Location: _____
Weather: _____ Temp: ___ F

Championship: _____
Game: _____
Attendance: _____
Referee: _____
Linesman 1: _____
Linesman 2: _____
Note: _____

[illegible]

Opponent Team: _____

1 - (K) _____

Summary: _____

[illegible]



10) Game Analysis, Phase IV



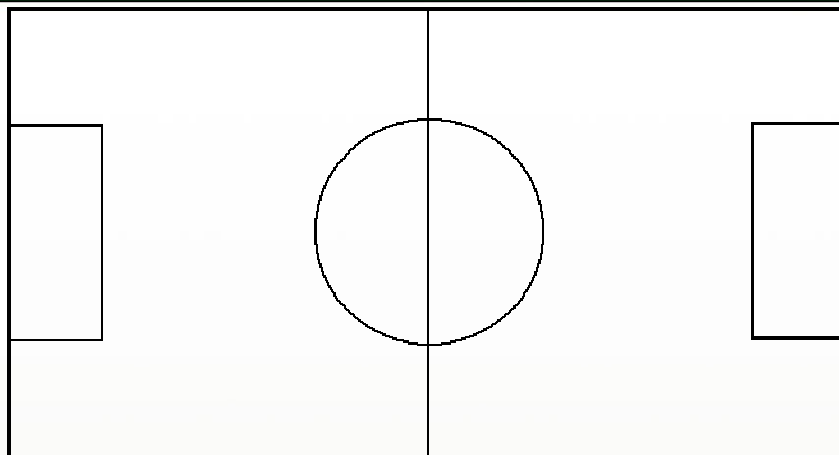
**Level 3
License**

Strategies (Faults) Offensive		Strategies (Faults) Defensive
Strategies (corner kicks) Offensive		Strategies (corner kicks) Defensive
Playmaker Defensive Role		Playmaker Offensive Role



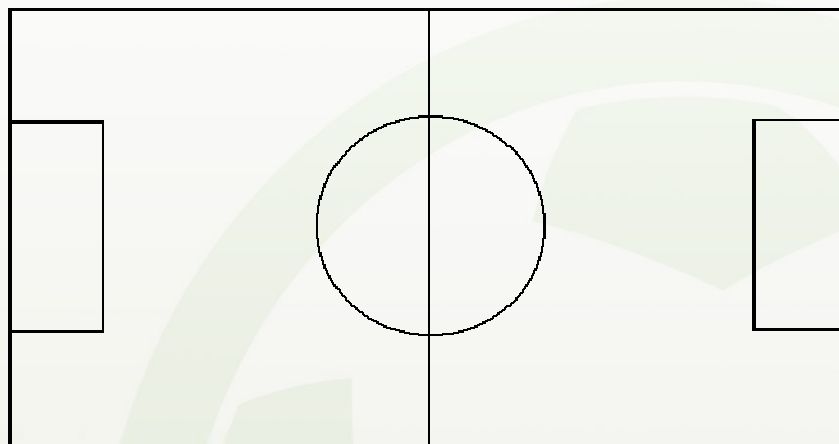


**Schemes
Defensive (2)**



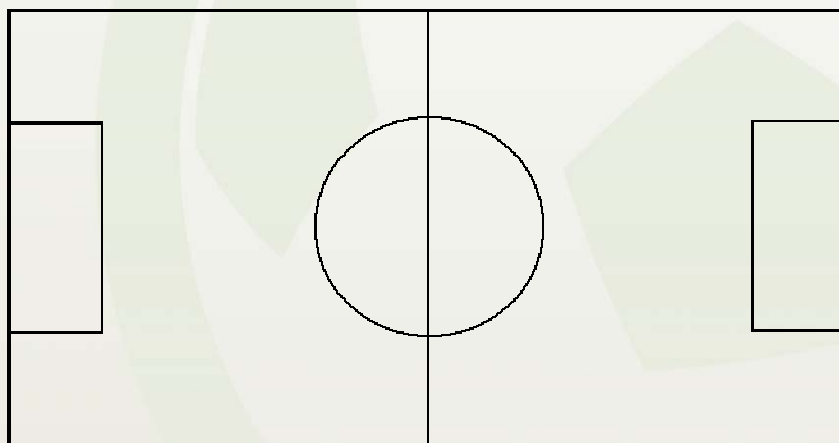
**Schemes
Offensive (2)**

**Schemes
Defensive (1)**



**Schemes
Offensive (1)**

System





11) Coordination—Elasticity—Brazilian Warm-up



Our goal is to explain to our coaches the types of training applied in Brazil and in many other countries to specifically develop the physical capacities of the football player. The methods of training have been adjusted to the players capacities and with the necessary intensity and quantity.

Phase I: Brazilian Warm up

Capacities developed with this training are elasticity (facilitate the flexibility) and body coordination.

a. Warm-up without the Ball: The following program should be performed before practice as part of general/specific warm-up. The exercises are done while running at a slow to moderate pace to the commands of a coach. The coach leads the exercises in quick succession and the athletes are always in motion. Athletes can do this program as a warm-up prior to any special-ized training on their own. This versatile program works all parts of the body and when coupled with increased running intensity can be part of an aerobic training workout.

Performance of the Brazilian warm up exercise should be as follows:

- I - Four basic ways to run
- II - Global coordination: relation between upper-lower body coordination movements.
- III - Stretching: emphasis in the major groups of muscles related to soccer.
- IV - Specific soccer coordination: lower body coordination movements.
- V - Acrobatic exercises





12) Physical Technical Circuit Training —Fast reaction / Agility



Phase II - Physical / Technical Circuit Training - Fast Reaction (Repetition X Time) - Agility (Different stations x time)

One of the most important characteristics of Brazilian soccer players is their ability to move quickly from situation to situation, normally in the first touch. Their great foot speed requires that their movement be determined before the ball is received. This decision is often made with eye contact. This rapid decision making dictates the rhythm of play, forcing opponents to adjust to the Brazilian style of play.

The cultural influences of the rhythm of Samba and the Capoeira dances, learned by players at an early age, contribute to this style of play. Also influential as a training method are the physical conditioning and technical circuits. These circuits develop physical conditioning or work capacity relative to technical and improvisational situations, increase reaction time based on different game situations, and improve the player's ball skills and decision making. The following two circuits are part of the Brazilian system. Remember that this is only a part of a system, unique to Brazil and its way of life; soccer. Coaches and players must condition themselves to meet the requirements of their own national system.

As you study these circuits, take from them what works for you.

The circuit can be adjusted to emphasize physical conditioning or technical abilities. Diagram (1) presents the circuit as modified to develop the conditioning aspect. Diagram (2) shows subsequent methods of training which will present the technical aspect.





These circuits should never be used as a teaching method. Skills will not be perfect. These activities work through repetition to improve technical skills in game conditions under stress and fatigue. Preseason is the time to do more strength, flexibility, agility and speed of reaction work. The circuits can be performed twice a week during the season, the physical circuit and the technical circuit once each. Do the more demanding physical circuit further from competition. Progress during the season by increasing the work time and/or by reducing the rest phase. Taper before a major competition to keep the legs fresh.

Table 1

<u>Age</u>	<u>Work</u>		<u>Work Intensity</u>	
	<u>Per Week</u>	<u>Rest</u>	<u>Frequency</u>	<u>(Speed of Exercise)</u>
Low intensity				
8-9	60sec	60 sec	1 x 3 rep	70%
10-11	60 sec	60 sec	1 x 3 rep	75%
Medium intensity				
12-13	75 sec	60 sec	1 X 3 rep	75%
14-15	75 sec	60 sec	1 x 3 rep	80%
16-17	75 sec	60 sec	1 x 3 rep	85%
High intensity				
18-19	90 sec	60 sec	1 x 3 rep	90%
Over 20	120 sec	60 sec	1 x 3 rep	95%

→ 13) Explosive Reaction Training Program



- Divided in 2 Programs and 4 weeks:

Program I - Weeks 1 and 2, no ball

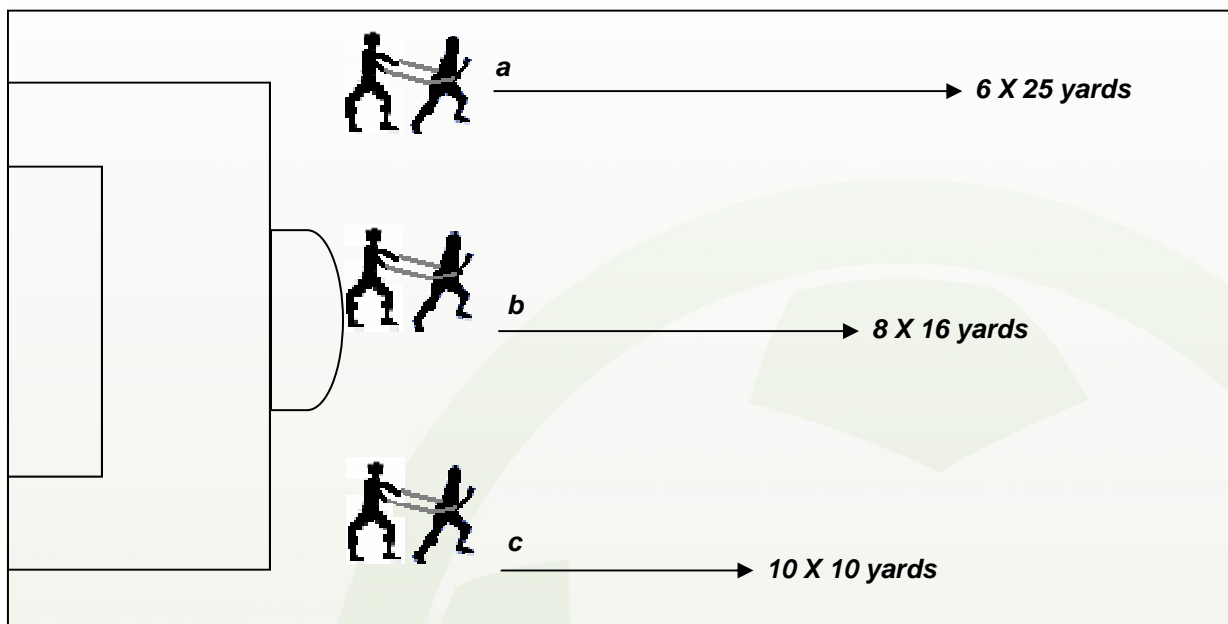
Week 1 - On the sand, no ball and bare foot

Week 2 - On the sand, no ball and bare foot

Program II - Weeks 3 and 4, with ball

Week 3 - On the grass, with ball, bare foot, releasing resistance on the last 5 yards

Week 4 - On the grass, with ball, releasing resistance on the last 5 yards



Notes:





14) Anaerobic and Aerobic Capacities



- Divided in 2 Programs and 4 weeks:

Program I - Weeks 1 and 3, no ball

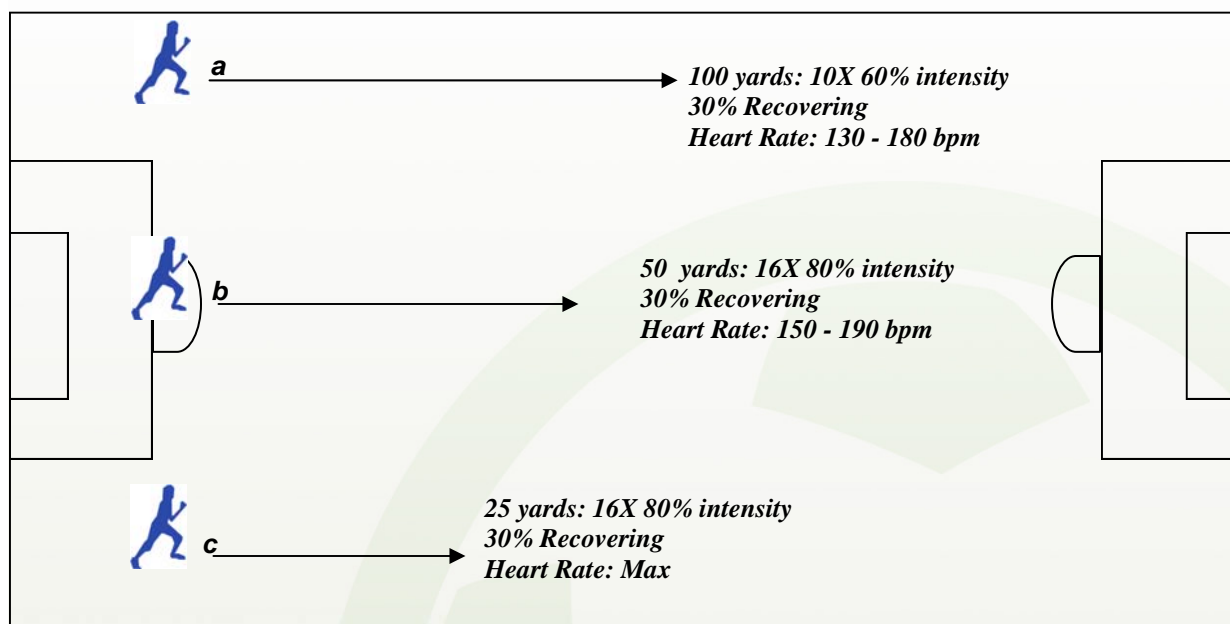
Week 1 - On the grass, no ball

Week 3 - On the sand, no ball

Program II - Weeks 2 and 4, with ball

Week 1 - On the grass, with ball, releasing resistance on the last 5 yards

Week 2 - On the grass, with ball, releasing resistance on the last 5 yards



Notes:





15) Muscle resistance with agility and anaerobic capacity



**Level 3
License**

The Physical Conditioning Circuit

Table 1 is the result of three years' work with a professional soccer club in Brazil. Observation of performance rather than scientific data collection forms its basis. Heart rate should be in the ranges of 170-180 beats per minute for the green level, 180-190 for the blue level, 190-200 for the black level. For a low heart rate, increase the work intensity. If it is above the target range, decrease the work intensity. A good conditioning base should be established before starting this program with young athletes. This program can also be used with highly skilled six to seven year olds at 50 percent intensity once a week and only under close and expert supervision.

Circuit Considerations

- > Perform the 12-station circuit twice.
- > Be sure the player is always 'on his toes' when performing each station.
- > Flag distance should be: 6 yards, unless otherwise indicated.
- > Rope height should be knee level.
- > Dribbling should be done on the outside of the foot unless otherwise indicated.
- > Players should perform the circuit by rotating from station to station. Coaches, parents and non-performing players should help out at the stations as needed.
- > The physical circuit should be done at the end of practice. The technical circuit is used at the first part of practice after warm-up.
- > Work intensity increases as the players' skills improve.

Station Procedures:

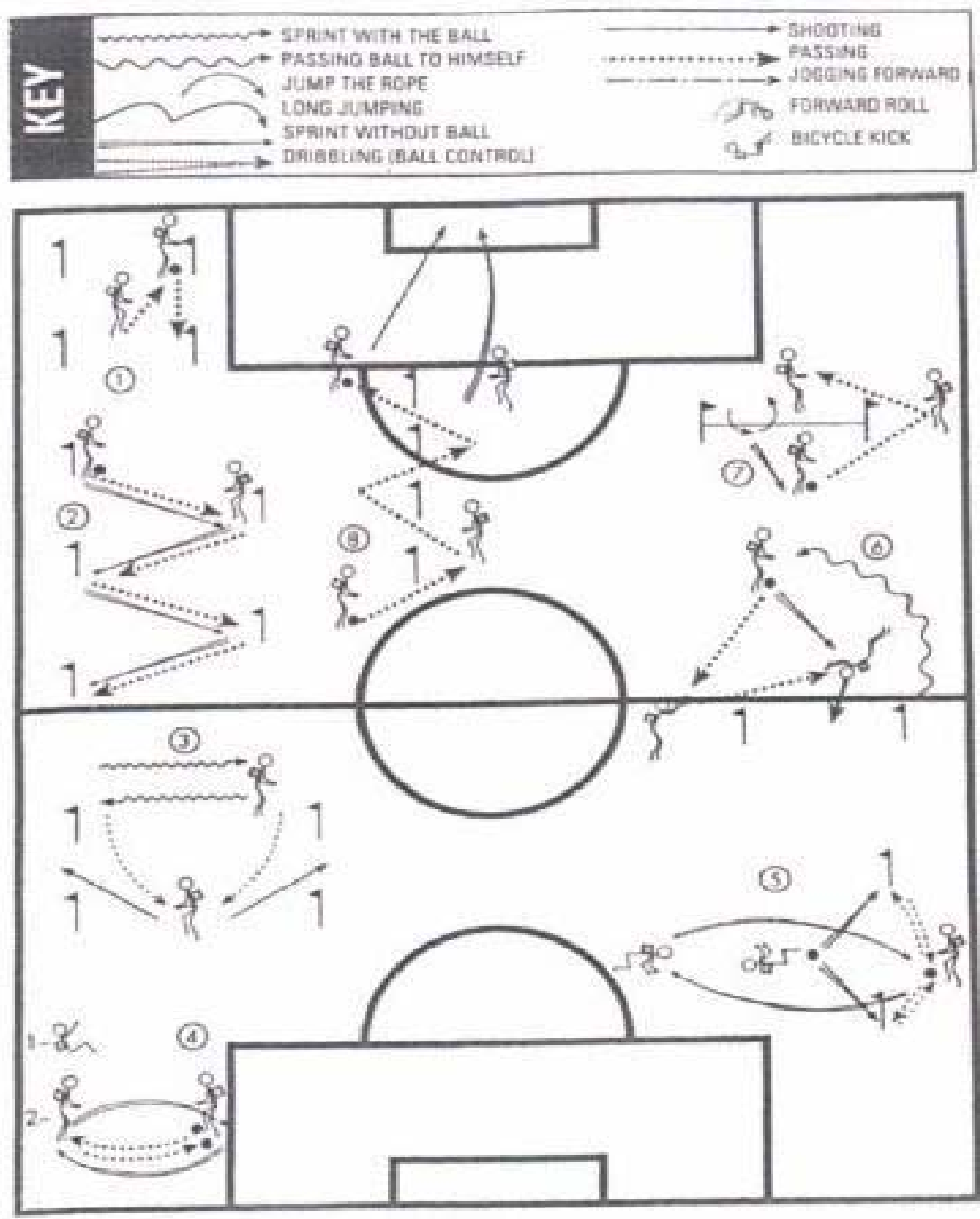
- Station #1:** Sprint diagonally with the ball using the outside of the foot when running, and the inside of the foot when changing direction around the flag. Jog back to the start and repeat for the allowed time. The player should sprint to the ball at the start.
- Station #2:** Do a sit-up. The coach tosses the ball so the player can head it back to the coach.
- Station #3:** Pass the ball between flags and jump over the flag. Control the ball with the outside of the foot and accelerate around the cones. Repeat in opposite direction.
- Station #4:** Head the ball back to a partner. Jump over the rope in each direction and repeat the heading activity
- Station #5:** Sprint with a ball, dribbling around the flag. Pass the ball to a partner. The partner passes the ball in front of the goal; player performs a diving header into the goal, jumps up, jogs back and repeats

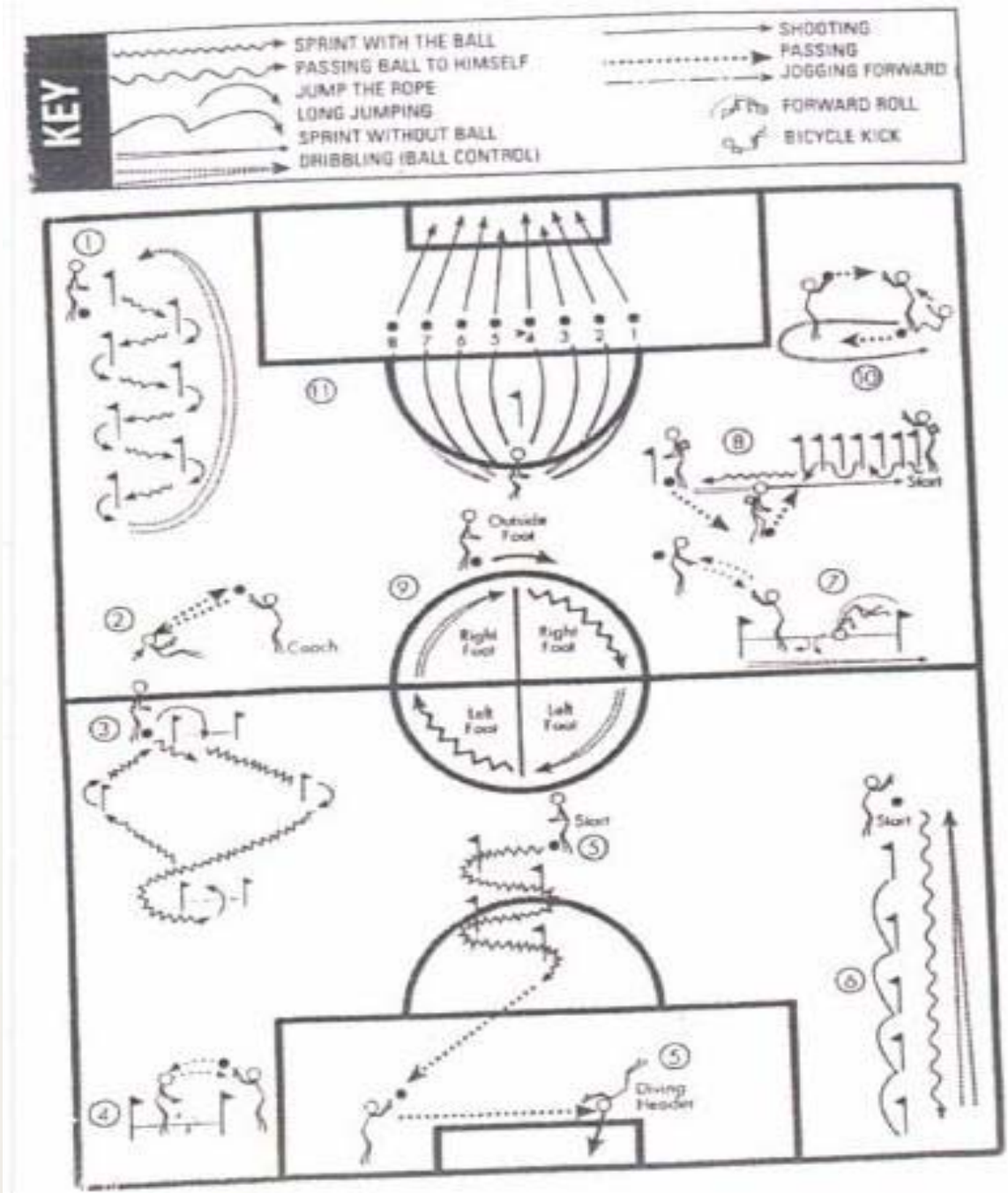




- Station #6:** Kick, and then sprint to the ball using long strides. Place the flag to mark the distance covered with each stride. This distance changes for each player. Players must be challenged to improve this quality. (**Note:** this exercise is designed to increase the player's stride length while controlling the ball.) This important aspect of speed is often overlooked in soccer.
- Station #7:** Jump over a rope, go below the rope and trap a ball passed by your partner, control with your chest and pass back. Run backwards and repeat.
- Station #8:** Set flags 18 inches apart. Sprint around 7 flags. Player B passes the ball as player A reaches the last flag, A then sprints with the ball to a separate flag 15 yards away and passes it back to player B. A sprints back to start and repeats.
- Station #9:** Alternate sprinting and jogging, dribbling with the outside of the foot as you go around the circle. (**Note:** by varying pace this exercise can increase joint stability around the knee)
- Station #10:** Begin in a seated position. Stand as the ball is passed. Control the ball and pass back. Sprint around the partner and repeat.
- Station #11:** Place eight balls on the penalty kick line. The player starts on the top of the 18-yard box, back to the goal. On signal, the player turns and runs to the first ball, kicks with the left foot, returns to the 18 yard box, runs to the eighth ball and kicks with the right foot. Return and kick the second ball with the left foot and so on until all eight are kicked. To add intensity, increase to 10 balls.
- Station #12:** Begin in a seated position. Stand quickly and sprint 35 yards with the ball, controlling with the outside of the foot. Return dribbling the ball.









16) Technical IV - Shooting Phases 1,2 and 3



Remember the following three points to be emphasized during the shooting technique progression.

1. The quality of the shooting is a result of a good reception and or correctly penetrating the ball **-Reviewing:** For good reception the player must be in a defensive or offensive diagonal position to the ball.

- Receive the ball turning to the opposite side that the ball comes from,
 - try to figure out your decision which must be made before you receive the ball.
2. Try to always keep the shot lower if possible and target the opposite side of the goal. The keepers reaction is always slower when they have to dive low to the ground.
3. If a shot is going to be taken after a penetrating run, the shooter must penetrate carrying the ball with the outside of his foot, opposite to the pressure.

SKILLPROGRESSION FOR DEVELOPING THE SHOOTING TECHNIQUE. PHASE ONE • Fundamental development. Shooting the ball on the ground with the instep part of the foot hitting the ball is the first type of shooting technique we will be teaching. This is because of the emphasis on keeping the ball on the ground in Brazilian soccer. They use this technique for better control, safety, and quality of the shot. We will be looking at all the particulars needed to develop this technique with the ball. We will identify the different kinds of shooting with the foot, where to hit it, how to hit it, and the height of the ball. We will be analyzing the seven necessary steps in this progression. Organization of the development session:

1. 2 goals with 2 keepers
2. Goals 1/3 of the field apart (related to the age group you are working with).
3. One ball per player - Players will be dribbling the ball with the outside of the foot opposite to the pressure.

Execute the shot against the keeper and after switching the goal repeat the drill. Both feet should be used.

STEP ONE • This step starts as soon as the player becomes the best option to receive the ball, prepare the body to receive it in position to penetrate and/or take a shot; the next action will be to look for the best kind of shot to take related to the position of the keeper and the pressure on the ball. The shooter has to have in his mind all the options available to play that ball. This decision comes after the shooter looks up and reinforces the confidence that he is making the best decision.

The shooter must have the ball always at the outside foot and outside leg, this will help him to penetrate with the ball much faster. The opposite side arm must be up to shoulder level to hold off the defensive pressure.

STEP TWO • This is the correct placement of the ball by the shooter. He should place it in an offensive diagonal position (45 degrees for driving balls and 30 degrees for curve balls) no more than 3 yards away to avoid the loss of control. It is recommended this touch on the ball should be done with the foot that is going to take the shot and that the shooter slow down a little before the start of the final sprint to the ball, allowing him to take a last look at the keeper and again identify the correct kind of shot to be taken.

STEP THREE • Here we focus on the correct approach to the ball. It should be short steps on the toes as fast as possible. The short steps will allow the player to attain the adequate balance and avoid placing the opposite foot too far forward or too behind the ball line. The fast sprint to the ball will help to increase the power of the shot.

STEP FOUR • We will be observing the correct technique of the placement of the opposite foot. It should be placed on the line to the ball, toe facing the target point of the shot. The distance of the opposite foot to the ball should be similar to the measure of the foot to the knee of the player's leg.

It is important that the coach understands the key for good balance and coordination for a good shot is established by the opposite leg and foot. Some common mistakes can be observed related to the inadequate placement of the opposite foot, such as we observed during the passing technique.





If the shot is taken with the right foot, and the ball moved too much to the right side of the goal, it is because the opposite foot is too close to the ball, forcing the kicking foot to hit the ball too much outside the ball. The way to correct this is by moving the opposite foot a little further away from the ball (verify the correct distance between foot and ball), and try again.

If the ball moved too much to the left side of the goal, the reason is because the opposite foot is too far away from the ball, forcing the kicking foot to hit the ball too much inside. The player should correct the position.

Many times the distance from the ball to the opposite foot could be correct, but other problems could occur if the foot is placed too far forward. In this case the ball will be hit on the top, pressuring the ball against the ground, wasting the power, and the shot will bounce along on the ground.

- To correct it, just ask the shooter to move the opposite foot back to the ball line.

If the ball goes constantly in the air, over the target player, the problem could be that the placement of the opposite foot is too much behind the line.

- To correct it, ask the player to move the opposite foot forward to the ball line and bend the opposite knee.

STEP FIVE will be the time when the kicking foot is touching the ball. It must be locked and the kind of shot will dictate the correct part of the foot and the part of the ball to be hit.

a. For shots on the ground: Shots from outside penetrations. The attacker must have the defender side arm up to hold off the pressure. The ball must be shot on the ground, to the opposite side of the goal. The instep (Tarsus - the top bone of the foot) hitting the center of the ball helps to increase the power.

To better identify the correct points we recommend that this progression be practiced with rubber balls, especially for young players.

The progression to this level should be done as follows:

- Player with the rubber ball in his hands 10 yards from the goal line. Walk four steps and kick the ball with the instep. The player must start the approach with the non-kicking foot. At the time the ball is going to be hit, the player should move the trunk forward and the ball should be on the ground in line with the knee when kicked.

The rubber ball is soft and builds the confidence to hit the ball hard and with the right technique.

b. On the ground curving shots: Used on inside penetration with the ball, with the keeper coming out to close the angle and stop a deeper penetration. The foot to be used is always the opposite from where the pressure from behind is coming. For both inside of the foot shots, hit with the inside metatarsus bone facing the ground, and outside of the foot shots, hit with the outside metatarsus bone facing the ground, the ball must be hit at the widest 1/8 of the ball, and the opposite leg should stay straight. The foot that is going to hit the ball must come straight in full extension as if it were going to kick with the toes, but only the part of the foot mentioned above will hit the ball. The longer the range of motion of the leg coming from the back, the stronger the curved shot will be.

The first steps to introduce the curve shots are similar to when you teach curve passing.





c. Medium balls - driving ball shooting: Used when the forward receives the ball with his back to the goal, needs a fast turn and has no time to let the ball rest on the ground. Very effective in diagonal shots from the corner of the 18 yard box. It is not too low to be intercepted by the defenders nor high enough to be read easily by the keeper. Hit through the center of the ball with the opposite knee bent about 30 degrees. The instep of the foot will hit the ball.

d. Medium balls in curve shooting: Recommended for balls received on the top of the 18 yard box. The outside foot is always better because the ball will be struck from the top to the bottom, keeping it low, instead of from the bottom to the top, when the ball will sail too high, wasting a good opportunity. It is applicable in situations when the keeper is in a poor position, leaving the opposite side of the goal wide open. With the inside or outside of the foot, hit the widest part of the ball and keep the opposite leg straight.

e. High balls shooting :It is applicable for balls from direct kicks or bounced balls from corner kicks or defensive clears from high crosses. In these cases the goal has an excessive number of players around it. To increase the accuracy, you have to decrease the power. Kick on the lower part of the ball - using the instep part of the foot. Do not bend the opposite leg.

f. High balls curve shooting: Direct kicks close to the 18 yard box. From the right side we recommend left leg and vice-versa. Kick on the lower part and at the widest part of the ball. Use the inside or outside foot and do not bend the opposite leg.

STEP SIX we will be observing the direction of the ball related not just to the placement of the opposite foot, but with the whole body facing the target. Opposite foot, knee, hip and the head must be pointing or facing the target point. The shoulder rotation will move the upper body towards the same direction of the opposite foot. Finally, **STEP SEVEN** will be the following through with the body after hitting the ball. The player must apply all the necessary power to accomplish the kind of shot he is looking for. It is important to let the players make mistakes in applying the correct power and slowly correct the steps to improve the accuracy. Diagram 4: Attacker working on reaction to the cross and finishing or shooting depending on where the ball is received.





As soon as the development phase of the shooting is done, it is time to see when and how to apply the shooting technique. The recommended progression will be:

a. 1 v 1 -1 attacker v 1 defender - keeper and regular size goal.

In this situation you will be able to identify the correct position to receive the ball, how many extra touches before taking the shot, and what kind of shot depending upon the height of the ball and the position of the pressure. Most common situations for shooting:

1. Forward receives the ball with his back to the opposite goal and the defender is behind him in a delaying position. The attacker should receive the ball with the sole of the foot, move the body slightly (not the ball) to the opposite side of the intended turn, let the defender commit to that side, and quickly turn the body with the ball - arms up to hold the defender pressure, and take the shot.

Note: If the ball comes high, the necessary trapping should be done, turn-ing as fast as possible to avoid the close pressure.

2. Rebound balls:

The ball comes from the back of the goal. The shooter will receive it preparing for the shot. The shot should be taken as soon as possible. It is not necessary to let the ball die on the ground. The shot should be a medium to high ball driven if at all possible. Do not allow time for the keeper or the defenders to react to the shot. The shots should be taken from the top of the 18 yard box and from the corners of the 18 yard box.

3. Penetration shooting: (1 x 1)

The ball is served by a long pass, the attacker will penetrate as soon as possible with the outside foot. The defender should come in at full speed, pressuring the attacker. The attacker will have his arms up for balance and protection against the pressure. The ball should be shot on the ground to the opposite corner of the goal. Players should practice with penetrations from both sides of the field, practicing with both feet.

b. 2 v 1- two goals - two keepers - 1/3 of the field:

The attackers and the defender will always alternate sides. One player, a defender from one of the groups, will pass the ball to the opposite side. The ball will be passed to one of the attackers and he should make the decision before he receives it, to take the shot, hold it, or serve a short pass and overlap to take the shot. The defender should make the pass at different heights and parts of the foot upon the coach's request, and will move as fast as possible to put pressure on the ball. The receiver should execute the pass or the shot after identifying where the





The defender will try to intercept the pass. If the player did not take the shot he will come back to be an attacker together with the defender. Continuous balls will be played alternating the side from where the ball started. **Points to be observed from your players in this step:**

The correct movement in diagonal to the open space away from the pressure to help the passer make a fast and good decision to facilitate the shot.

>Technique of shooting, confirming if it was the right decision upon the height, type of shot and the power of the shot.

>The body position before and after shooting.

c. 3 v 2 situation • Keeper in the goal.

Groups of two defenders sending the ball to three attackers placed on 1/3 of the field. The three attackers will have 15 seconds to score the goal. The passes should be done with extreme speed, and the body coordination on the reception of this ball will identify the kind of shot. The more time spent on passing, the less space and time for the shooter.

Points to observe:

> The first forward reception and pass, and the movement of the other two attackers.

> Speed of the shot, correct technique, observing if the best decision was taken.

> To facilitate the decision of the passer one player must move away from the ball and the other show to the ball, both moving diagonal-ly. At this time the passer will establish who will take the shot.

To improve the fast reaction the players will use only 2 touches and both feet.

d. 4 v 4 situation.

In this situation you will be able to evaluate the quality of the technique and the speed of reaction to the ball while looking forward for good shoot-ing positions:

1. 2 goals apart - 1/3 of the age group field size

2. 2 keepers

3. Field divided in the middle. Shots must be taken behind the midfield line.

4. Forwards can receive the ball in the attacking half, but cannot take the shot. They should hold the ball, passing back to a teammate who takes the shot. Every time a team scores 2 goals, a new team will replace the losing team.

You can establish restrictions to increase even more the speed of deci-sion, such as:

> Play 2 touches.

> Introduce a second ball.

>Take shots only with the weak foot.

>Identify the specific kind of shot you want to see taken to count as a goal.



5 v 4 Situation

This is the last situation to be developed before moving to game conditions. We will be observing the offensive and defensive circulation of the players related to the quality of the ball to be shot. One goal – 5 attackers v 4 defenders plus a keeper in 1/3 of the field.

Ball will start with one of the outside midfield players.

Attackers try score defenders try to intercept the ball and a counter-attack using one of the outside parts of the field; trying to dribble through the goal 9place on each side of the 1/3 field line – 5 yards a part). Important points to observe:

- >Speed of movement of the ball related to the quality of the shooting
- >Body position related to the pressure, direction and power of the ball.
- >Constant movement of the correct and incorrect shots during a period of 15 minutes. Confidence and concentration could be factors which interfere in the success of this game situation.
- >Variations to be applied in this situation to increase the speed of reaction of the player.

(Identify the type and height of passing to be requested):

- >3 touches – 2 balls
- >2 touches – 2 balls
- >2 touches – 1 ball – shooting with the weak foot

Always use your imagination.





17) Sports management II
Concepts to be developed in each age group
Competitive dept.
Under 12 to U17



U13 - 12 and 13 years old

- Technical skills against pressure
- Age to really stress what to do off the ball is more important than on
- Anticipation
- Improvisation with futsal
- Curve balls
- Set plays
- Basic tactical combination: 4v4, 6v5
- Introduction and development 4-3-3
- Building from the back
- Improve speed of play, quickness of the ball and time (2 touches def, 1 touch mid and 3 touches forward)
- Develop the team compactness
- Developing teams' space
- Improve penetration on the opponent half
- Improve fullback participation in the offensive moves by the flanks
- Horizontal and vertical triangulation
- Inside and outside penetration
- Understanding the different kinds of pressure (low, medium, high and full)

U15 - 14 and 15 years old

U17 - 16 and 17 years old (apply the 3-5-2 system)

- Agility and coordination with and without the ball
- Speed training
- Physical/technical circuit training
- All soccer skills (passing, trapping, dribbling, shooting, etc.)
- Team tactics concepts
- Building from the back
- Developing the team compactness
- Developing the team's space
- Horizontal and vertical triangulation
- Inside and outside penetration
- Understanding the different kinds of pressure
- Understanding the defensive rotation of players
- Futsal
- Beach soccer
- Technical skills high-pressure decisions:
- Introduction and development 4-4-2 in diamond
- Stress education
- Identify potential college players
- Take this age to play out of the country





- Teach them the world and respect for other cultures
- Applicability of tactical patterns
- Outside fullbacks, attackers, outside midfielders
- Activities characteristics: 11v9, 11v11, half field scrimmage, Futsal, circuit training
Positioning: 4-4-2, 4-2-4, 3-5-2, 3-4-3

Important Observations:

- Session duration: 120 minutes
(10' warm up, fun and technique, 25' technique, 20' small sided games, 30' full field game scrimmage, 25' circuit training, 5' cool down)
- Frequency: 3 times/week including Futsal session
- Number of players: maximum 22
- Activities characteristics: 11v9, 11v11, half field scrimmage, Futsal, circuit training
Positioning: 4-4-2, 4-2-4, 3-5-2, 3-4-3





19) Tactical VII Compactness and its speeds of the game



1 -Speed of marking:

This concept is applied every time the ball is out and the other team has the possession (specially goal kicks). Each player of the team goes to your defensive position to mark the opposite player in your zone.

2 –Speed of Pressure:

This speed is applied when the team loses the ball possession . In this case, the concept of 1st defender marking the 1st forward, 2nd defender marking 2nd forward, keeping this progression.

3 –Speed of the ball:

This concept is about avoid breaking the team compactness. Every time a player of the team has the ball, he's normally 30% slower than players without the ball. If the players without the ball do not keep the team compactness they start to be too far from the player with the ball, becoming too difficult to play a short pass game, making long balls necessary and increasing the risk of losing the ball.

4 –Speed of triangulation:

Extremely important while attacking, this speed is about making unpredictable and effective moves on the attack. According to our philosophy, we recommend balls going from the center of the field to the wings and balls going from the wings to the center, in order to switch the point of attack. It's also about educate the players to pass the ball in diagonal and make a penetration.

5-Speed of counter attack:

Every time the team intercepts a ball that was coming from one side to the other of the field, they should try to attack from the side that the ball was stolen , because this side is not organized, allowing an effective and unpredictable counter attack. It's important to keep the team's positioning and the compactness, with the side without the ball covering the side who is attacking.

6 –Speed of the cycle of the game:

The last speed of the game is the application of the 5 other speeds , keeping all the concepts together.

The speed of the game cycle is according to the opposite team's characteristics and should be adjusted for the game.

C) Triangulation

D) Systems

E) Strategies





19) Compactness and its speeds Defensive speeds Speed of marking



The 6 speeds of the game: Compactness

1. Speed of Marking(Defensive Speed) : UNDERSTAND THE DIFFERENT KINDS OF PRES-SURE ON THE BALL (In dead ball situation)

One of the most important concepts to be taught to the players is the importance to always identify the opposite player who could create a dangerous penetration in his zone.

We have explained before the importance of understanding the concepts of marking and covering. We have shown the difference between man on man and zone marking.

Now it is time to identify the importance of unity in defensive organiza-tion.

We have four basic team pressures on the ball:

- a. High pressure
- b. Full high pressure
- c. Low pressure

These are applicable when the ball is dead and everyone has the oppor-tunity to move to-gether to neutralize the possible options and be able to counter-attack on the mistakes of the opposite team. Important points to be considered in any one of these kinds of pressure:

1. Always come back to your zone and identify the player you are responsible for as soon as the ball is out of the game.
2. Return to your position, always backwards, facing the opposite goal to avoid surprises.
3. If the player is too tired to come back with enough speed, this player should quickly delegate somebody to do so.
4. Make sure the keeper or last defender communicates with the rest of the group to avoid having somebody from the opposing team free and able to jeopardize the defensive team organization.





20) Compactness and its speeds Defensive speeds Speed of marking



5. The distance to be kept between the marker (defender) and the receiver (forward) must be the length of the arm if that attacker is very skillful. If the attacker is faster rather than skillful, a distance of at least two yards must be kept to avoid long balls being sent behind the defender, creating a dangerous penetration; as soon as this fast player receives the ball, the defender will delay first and then tackle the ball. If the player to be marked has skills and is faster than the defender, anticipation skills will be required.

6. The players must understand and stick with the tactical plan when working on pressuring the ball - Any wrong commitment from one of the players and the team unity is gone.

7. Always remember that if the first goal kick taken by the opposite team is going to bounce around a specific area, the next ones will do the same. Be prepared to take control of the space in that zone as soon as possible to be in position to intercept the next goal kick.

a. HIGH PRESSURE

In diagram 40 we show the defensive positioning aimed at closing any gaps or space for penetration or ball control from the other team.

Explanation of the position in diagram 40 in 4-4-2 system and the major functions:

Keeper: must push up to the top of the 18 yard circle.

Sweeper: will be on the half field line without any pressure.

He will:

- a. Establish the off side trapping when necessary.
- b. Be prepared to cover any one of the defensive players in case the defensive team unity is broken, especially the full-backs.
- c. Coordinate the team in balance and shape, identifying any problem before the ball comes back to the game.
- d. Pressure the ball when the opponent can not find any option available for short passes or building from the back forcing him to send long balls.





20) Compactness and its speeds Defensive speeds Speed of marking



Important: On diagram 40 we show how to pressure in the 4-4-2, because that is the way Brazilian teams play. But the system to be applied when pressuring the opposing team is related to their system. Example: Your team is high pressuring a 3-5-2 system. Against the 4-4-2 system you moved your outside midfielder to pressure the outside full-back, but against the 3-5-2 you will keep that midfielder marking somebody in the middle, with the outside full-back still pushing up to the midfield to mark the 5th midfielder.

The two forwards will pressure the three defenders, and one of the inside defenders (stopper) and one of the outside full-backs will neutralize the two forwards. The other defender (Sweeper) is free to cover any unexpected situation.

When to apply high pressure:

1. The opponent is excessively technical and builds their attack from the back. The idea is to force them to hurry in their decisions and commit mistakes close to their goal, giving you an opportunity to score a goal. Do not start the game on high pressure if you do not know the opposing team - Give yourself at least fifteen minutes to evaluate the group and after that establish the best pressure to be applied.
2. Normally the last 15 minutes of the 1st half, and/or the last 15 minutes of the 2nd half of the game if your team is losing.
3. The opposite team is technically weak and finds it difficult to start from the back and their long balls are not strong enough to cross half field.

b. Full high pressure.

Your team is losing or must get the score and there are about 15 minutes left in the game. This situation will require the risk to move your team to full high pressure. This pressure will basically become man on man marking, and this is really the biggest risk. It is the most intensive pressure to apply against the opposite team, and at the same time the most dangerous in terms of allowing counter-attacks. On diagram 41 we show the position to be taken for each one of the players. **Keeper:** must move up to the 30 yard line, becoming the sweeper, and will be responsible for covering the defenders against any penetration and coordinating the balance and the defensive shape of the team.





20) Compactness and its speeds - Defensive speeds Speed of marking



c. Low pressure.

It is today the most common kind of pressure, where you allow the opposite team to build from the back, give them 3/4 of their half (some teams will allow less, some will allow more) creating a situation that they have control of the space. As soon as they push the ball up to the space allowed, they will recognize that a short pass build up is no longer a solution, and will be forced to send a long ball, which is usually an unsafe pass, very predictable and easily intercepted.

In diagram 42 we show the low pressure positioning of the players defensively and it is always related to the offensive organization of the opposite team. The idea is to concentrate all the pressure in the midfield zone (pressure zone - more or less from the top to the bottom line of the central circle).

Low pressure is recommended:

1. In the first 15 minutes of the game, to give time to you and your players to study the opponent's strong and weak points; their tactical system and specially their defensive pressure.
2. When winning the game, and the opposite team is basing their counter-attack options in long ball passes. You will drop the team, organize defensively, and build the counter-attack when their defense is pushing up and not well organized.
3. Against teams with the direct soccer philosophy, establishing the players speed to pressure the ball's receiver. The right pressure becomes a high risk pressure, because the breakaway situations could happen accidentally.
4. When playing against low level teams, who drop all the players to their defensive half, and the excess of players in that small area do not allow any open space for your attackers' penetration. Dropping back the attackers and increasing the space to play, they will probably try to build from the back, by sending long balls which are predictable and easily defended. **Note:** After we pressure the opposing team and take possession of the ball, the next step will be to make the fastest and best decision possible to allow your team to score in counter-attack. All the offensive patterns to be applied will be related to where the open space is available and where the ball was intercepted.





20) Compactness and its speeds Defensive speeds Speed of pressure : 1x1 Defensive and Offensive



1. INDIVIDUAL TACTICS: All the characteristics and concepts must be taught to each player in relation to the position of the ball on the field, level of the pressure, and the function of each player in a 1 v 1 situation.

Each player must understand the basic concepts offensively and defensively.

FIRST DEFENDER: Closest player to the ball and between the ball and the center point of his goal. His major functions are:

- Delaying the penetration of the first forward or the counterattack (giving time to the rest of the defense to get organized).
- Identifying the right momentum to pressure the ball.
- Correctly balancing between the player with and without the ball.
- Working together with the keeper when in a situation as the last defender. The keeper will become the second defender.
- Building the counter-attack as soon as possible after taking possession of the ball.
- Caution: when the attacker moves forward with the ball and the defender is delaying - Fast backwards steps can generate enough space to allow the attacker to take a shot. The defender must alternate the legs back and forward while marking a charging attacker.

FIRST ATTACKER: Player in possession of the ball. His major functions are:

- Maintaining constant speed of the ball.
- Receiving the ball facing away from the passer. Keeping or bringing the ball to the ground every time the situation calls for it.
- Penetrating with the ball as fast as possible when the situation calls for it.
- Holding the ball in the attack when playing in the offensive sector of the field with his back to the opposite goal.

We recommend the following decisions regarding the pressure of the defender:

- If the defender comes slow to the ball, giving space, the best decision, if close enough to the goal, will be shooting. If far from the goal, the best decision will be a give and go with an outside foot pass.
- If the defender comes too fast, without control, the best decision will be to fake the player with a body movement to the opposite side of the direction the attacker wants to take, and do the penetration, or again an outside foot pass in give and go situation.
- If the defender does the correct delaying, the correct decision will be to dribble the ball in diagonal to the opposite side he wants to take the shot. Wait until the defender is out of the front of the goal, and make a quick cut inside and take the shot as fast as possible, surprising the keeper.





21) Introduction and Implementation of The Player's Individual Abilities



The making of a good football team needs players with specific qualities such as: technique, intelligence, leadership, competence in “marking” and / or in creating new play etc. These qualities we call “individual abilities”, and some of them prevail and can be developed.

In order to develop these qualities it is necessary to expose the player to situations of real game, when they will be constantly challenged. Example: in order to improve the ability in reading the game (“peripheral vision”), the athlete should play in central positions; in order to analyze if the best option is at the right side or at the left side. These abilities should be applied through a pedagogical way. As mentioned before, the first step is the application of the four basic aspects; the next step is to show to the athletes that mental speed can be favored when there is control of the individual capabilities of each one. Otherwise, without the correct orientation, development and practice, it is unlikely that they will become players who consistently reach their highest performance during the matches; instead, they will tend to become highly predictable. Four are the individual abilities to be developed by each player:

Development of peripheral vision (changes of positions per zone)

Development of the capacity to destroy and build play (changes of positions per sector)

Development of the speed of penetration (tactically), kicking the ball with the external side of the foot, before penetration (changing positions by sector)

Development of the speed of reaction (tactically) to know how to use both foot with the same competence. (Change of position by zone)

Change of positions by zone: Positions change vertically. Example: the players who are playing on the right side change to central positions. Central positions change to left side. Left side change to right side.

Change of positions by sectors: Positions change horizontally. Example: Defenders change to midfield. Midfield change to attack. Attack change to defense.

1. Development of the peripheral vision: Peripheral vision is the individual ability of each player in reading the field and identifying the best option even before he receives the ball, what facilitates his decision. This ability is developed from the moment this athlete is conditioned to play in internal positions, and becoming responsible in facilitating the articulation of the ball around the field. The education process for the development of this ability must be applied in this level (12 years old), mainly because this is the age when the boy generally makes his option between futsal and football.

Futsal is fundamental for the development of the individual abilities, except for the peripheral vision, because the area for the action and the reading of the game is shorter than in the football field.

Note 1: **Offensive circulation of the ball** is how it is called the team movements depending on the trajectory of the ball.





- **Educational progression of this concept:** Alternating the regular ball and the footstall ball in order to train the players to keep the ball on the ground and facilitates the quality of the training.

1.A. 4 x 4 position of four midfield in diamond (2) – with goalkeepers

1.B. 8 x 8 in a positions of 4 – 4 (4 defenders in the South American line (3)) and 4 midfield in diagram (diagram 23).

1.C. 11 x 11. In a 4 – 4 – 2 system in diamond (position of the team complete)

- **Application of the concept:** Duration: 2 minutes or 2 scores in each game, changing the teams and, inside the teams, changing the internal and external positions. The rotation of the positions will be from the center to the right, right to the left, and finally, left to the center.

Note 2: Midfield in diamond: basic positions of the tactic system 4 – 4 – 2 with the midfield playing with a half-back in a defensive diagonal and a halfback in an hacking diagonal for the midfields.

Note 3: Line of South American defenders: 2 central defenders (fullbacks) playing in defensive diagonal with the outside fullbacks.

2. Development of the capacity for destroying and constructing plays: Nowadays it is fundamental for the athlete to be complete and to have the ability to know how to mark the adversary, recover the ball and to prepare himself the counter attack, no matter his own position in the field.

To understand the tactic individual concepts, both defensive and a attack,(3) will facilitate the decisions during the game and will improve the compactness (4) of the team.

Note 3: These concepts will be mentioned in the tactic combinations.

Note 4: Compactness: It is the team's ability in keeping an homogeneous distance between its last defender and the most attacking forward in a defensive or in an attacking simulation of the game.

Educational progression of this concept: To keep the changing of positions.

We must use 2 balls at the same time (it is better to have 1 ball for the inside area – 200), because it helps to keep the ball constantly on the ground, and a rubber ball, because the attention on the touch of the ball grows and it helps to control the force during a pass.

2.A. 4 x 4 position in 4 midfield in diamond (with 2 goalkeepers)

2.B. 8 x 8 position in 4 – 4 (4 defenders in the South American line) and 4 midfield in diamond.

2.C. 11 x 11. In a 4 – 4 – 2 system in diamond (to use regular ball)





- **Application of the concept:** Duration: 2 minutes or 2 scores in each game. Changing the teams and, inside the teams, changing the internal and external positions.

3. Development of the speed of penetration (tactically): As we have already emphasized about all concepts to be developed, the secret for the success of a team is the excellence of its unpredictability on building up an attack. The ability is attacking with a high speed of penetration is based on the pass made with the external side of the foot together with a rapid penetration in the speed behind the defender, who tries to press the ball. The pass made with the external side of the foot is twice more rapid and so, much more unpredictable than the use of the inner part of the foot for this same purpose. It is a loss of time in the preparation of the entire body for the execution of it.

- **Educational progression of this concept:** One should use 2 balls simultaneously. better if it is 1 indoors ball, (200) because it keeps the ball constantly on the ground, and a rubber ball, because it increases the attention in touching the ball and helps to control the force in the pass.

One should increase the quantity of balls in order to increase the quantity of this concept. (This is a technical aspect that facilitates the application of the tactic concept).

It will be allowed to pass the ball or to make scores only with the external side of the foot.

3.A. 4 x 4 positioned in 4 midfielder in diamond (with goalkeepers)

3.B. 8 x 8 position in 4 – 4 (4 defenders in the South American line) and 4 midfielder in diamond.

3.C. 11 x 11. In a 4 – 4 – 2 system in diamond (to use regular ball)

- **Application of the concept:** Duration: 2 minutes or 2 scores in each game. Changing the teams and, inside the teams, changing the internal and external positions.

4. Development of the speed of reaction (tactically): It is the ability to play with both foot with the same technical quality and so facilitating the tactic decisions, as well as the speed of reaction against all kind of pressure (5) or marking (6), making it unexpected. For example: a left outside fullback who penetrates through the midfield and kicks to the goal with the right leg (it is a tactic and technical combination). This ability has great importance for the success of each athlete. It must be applied

Naturally at the age of six, but it is in this level that its tactic applicability is emphasized. (diagram 27)

The development of this ability has the same educational process applied in the peripheral vision.

Note 5: Pressure: when the defender is in front of the forward, waiting for the right moment to steal the ball.

Note 6: Marking: when the defender is behind the forward, waiting for the right moment to steal the ball.





Educational progression of this concept: Use the futsal ball alternating the matches with the regular ball. It helps to keep the ball on the ground and facilitates the quality of the training.

4.A. 4 x 4 in a position of 4 midfielder in diamond (2) (with goalkeepers)

4.B. 8 x 8 position in 4 – 4 (4 defenders in the South American line (3)) and 4 midfielder in diamond.

4.C. 11 x 11. In a 4 – 4 – 2 system in diamond (This is the team's complete position)

- **Application of the concept:** Duration: 2 minutes or 2 scores in each game. Changing the teams and, inside the teams, changing the internal and external positions. The rotation of the positions will be from the center to right, from right to left, and left to center.

Development of the offensive variations on 4v4

With lateral penetration (external)

The first forward passes the ball to the second forward and makes the overlapping.

Second forward receives the turning ball and delivers it on the passage of the first forward in offensive diagonal through the lateral way, in case the second defender decides to put pressure on the first forward.

The ball will be passed to the third forward, who is displacing in defensive diagonal, in case the second forward is not able to proceed with the attack.

With penetration through the middle (internal)

The first forward pass the ball to the second forward, and makes the penetration through the middle.

Second forward receives the turning ball and delivers it to the fourth forward, who is displacing laterally in offensive diagonal.

If there is pressure on the fourth forward, the second forward will pass the ball to the first forward through the middle and in offensive diagonal.

Move in offensive diagonal when the first forward pass the ball to the second forward and does not penetrate

Role of the second defender

To establish an equilibrium between himself and the first defender (one will postpone the decision of the first forward and the other will push the ball when the pass for one of the other two forwards happens.

The second defender will remain on defensive diagonal to the first defender, watching the circulation of the ball on the attack.

The defenders change functions when the ball is passed to the other forward.

Example: the first forward is the middle player – the first defender will keep the appropriate distance (approx. 3 meters) and will come closer to him in order to provoke a situation of pass. Suppose that the ball was passed to the left forward, the second defender will advance to mark this forward, becoming the first defender and the first defender will step back, becoming the second defender, who will be in the position of coverage between the two other forwards

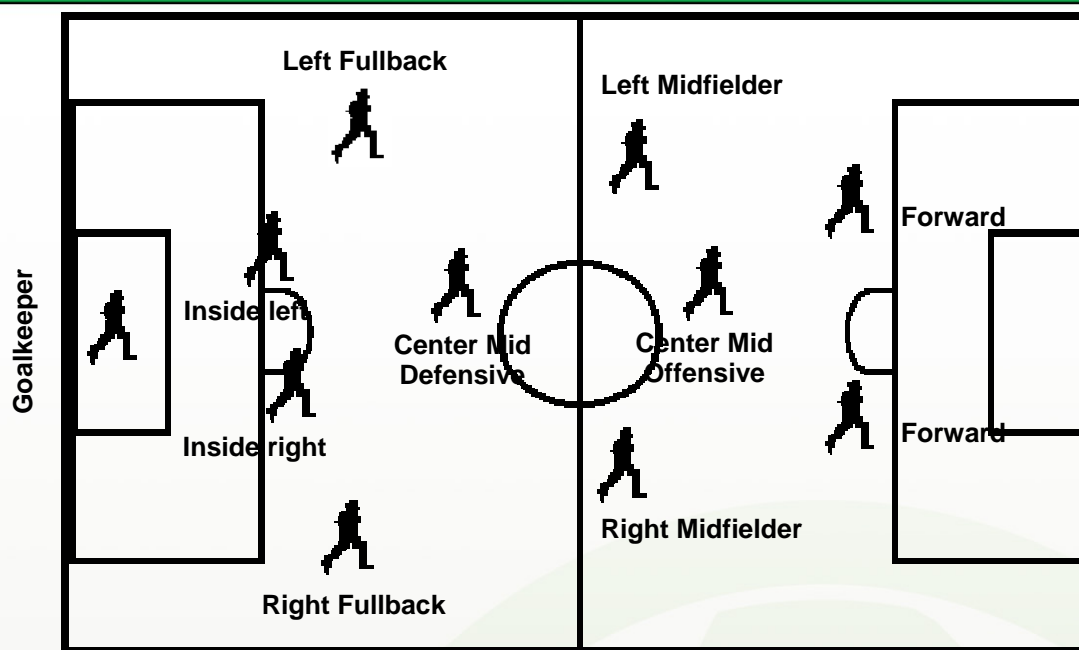




22) Players Functions in the 4-4-2 diamond system (Individual players responsibilities per position)



**Level 3
License**



1 - Role of the sweeper (Defense)

- Organize players in front of him
- Organize balance
- Cut thru balls
- Provide cover/balance for pressuring defender
- Step up mark the man
- Dictates rhythm coming from the back
- Step up into mid when dominating the game

2- Role of the sweeper (attack)

- Denies ball to target man
- Organize the midfield players
- Delay attacker/force play wide
- Step up and attack quickly
- Good decisions on the air
- Needs to be good tackler: when, where and how

3 - Role of the Stopper

- When to step: when the ball or contain
- Understand when the attacker is trying to pull
- Defense out- force play the outside (not always)
- Angle of Recovery
- Strong in the air
- Tackling decisions
- Distribute quick
- Aware of sweeper pull trap

4- Role of the outside midfielders (right, left)

- Track their man on the way back
- Block. Containing the attack
- Win 50/50
- Win the battle
- Good in the air
- Length between back/midfield offensive
- Switching the point of attack
- Figure shoot range
- Good supporting angle
- Receiving throw ins
- Set time of game (pace)
- Provide width with runs outside





4- Role of the outside backs

- Stop penetration around the flanks
- Provide cover/balance when the ball comes from opposite side
- Angle of recovery
- Right decisions when tackling
- Early outlet
- Distance between mid/forward
- Provide width w/runs outside
- Note: best runs are from the back

5- Role of the center midfielder

- When to slow down the attack
- When to commit/contain
- Balance the midfielders
- Cover the pressure mid players
- Distribute early and accurate

6- Role of the outside midfielders (right, left)

- Track their man on the way back
- Block. Containing the attack
- Win 50/50
- Win the battle
- Good in the air
- Length between back/forward
- Switching the point of attack
- Figure shoot range
- Good supporting angle
- Receiving throw ins
- Set time of game (pace)

7- Outside mid or forwards

- Get the ball around the back
- Go down the line
- Decision when/where to cross
- Combination plays w/other mid/ for players
- Arrive late at far post
- Throw ins movement
- Create space on the flanks
- Track back into defensive third
- Anticipation air balls knocked down





8 - Center forwards

- Needs to decide when to hold the ball
- Has to be able to play with the defender behind
- When to beat a man or to play it off
- Good combinations with mid players
- Movement of the ball
- Mobility in the attack
- Finishing attitude
- Rebounds
- Attacking runs
- Create 1v1 opportunities
- How to apply pressure





23) Player analyzes II : Technical analyzes - Four heights



Technical analyzes - Passing and reception (Low – Medium low and high balls)

Development of the 4 heights the player can receive the ball. It is the first visual cue and extremely important to define the decision to be implemented under pressure.

Passing and Trapping (2 touches) – Medium high – control on the chest

a. Ball on the ground

1. Movement in place switching feet right/left, always trapping with the inside of the foot. U8-U10: 2 touches U12-U18: 1 touch.
2. Movement in place as in #1 with the addition of coordination
Exercises: somersaults, diving forward, sit-down and stand-up, etc.
3. Movement around the field, partners 5 to 6 feet apart with progression to coordination exercises moving back and forward for 25 to 30 yards. One player doing the drill, the other one passing the ball
4. Movement with short sprints around the player with the ball.

b. Medium low

These exercises are done with the ball through the air received in the area between the lower leg and waist. The player passes the ball back to the partner on the ground. Exercise progresses the same as in A. Player should focus on being on toes with good balance. Pass must be on the ground.

c. Medium – high - Trapping on the Chest : The player will pass the ball with the hands to his partner. The player tries to focus on passing as soon as the ball touches the ground. The exercise helps prepare the player for high-pressure situations. Exercise progresses the same as in A.

d. high balls

Player will pass the ball with the hands to his partner. Partner will head the ball back, alternating offensive heading (hitting down) and defensive heading (hitting up) for 10 to 15 repetitions. Players then switch roles. Exercise progresses the same as in A. U-8 to U-10 players may lack skill to perform the progression effectively. Modify the coordination of the exercises.





24) Tactical Analyzes : Mental Speed

Four basic aspects of Brazilian Football



THE FOUR MAJOR ASPECTS OF BRAZILIAN SOCCER

Even today, on the cement futsal courts of Brazil, the youth Brazilian players are still learning these basic aspects without the constant supervision of coaches. Here, the younger players must learn how to move the ball quickly and correctly, avoiding injuries or being blamed for making mistakes from the older players. In this natural process of quickness in their decision making and movement of the feet, the young Brazilian players develop these basic aspects. But in North America this process does not exist. The excessive supervision and controlling of games are factors that produce the lack of creativity and it will interfere in the speed of the game, destroying its beauty.

The first step in developing your team is cultivating this natural ability to perform the four basic aspects of Brazilian soccer without having to think before doing it. These aspects must start to be developed at the age of 10 or 11 and with any level of technical skills. The Brazilian soccer philosophy is based on trying to achieve the opposite goal as fast as possible, playing very safely with short passes on the ground, keeping possession of the ball as long possible. To make sure these concepts happen, the players must learn at young ages to make quick decisions with the ball, avoiding injuries and creating unpredictable counter-attacks as fast as possible. You have to develop these basic aspects before you can move up to any other tactical concept.

These aspects are:

1. Ball on the ground permanently, except in situations such as:

- Long switching point of attack
- Long crossing
- Outside the 18 yard box shot.

To increase the speed of the attack is very important. The players can establish a common speed of the ball. Keeping the ball on the ground will facilitate ball control and allow easier decisions with less touches on the ball, less chances of injuries and less mistakes and of course, maximum security.

2. Triangle passes:

We find in many pro leagues the constant application of passes in square. This kind of pass is a waste of time in a counter-attack, because the passer always forces the receiver to slow down the attacking speed, increasing the pressure from the defenders, and the probability of mistakes. Square passes often become 50/50 balls because the distance to the marker and the player receiving the ball is equal, not allowing enough time for the receiver to control it much earlier without the pressure. It is much faster to serve the ball in triangles. The receiver can more easily adjust his speed to the ball before receiving it, while always trying to move the ball forward. A player should always have at least 2 options to pass the ball: to a player in a defensive and a player in an offensive diagonal. **The passes in triangulation are divided in:** Horizontal (the penetration of the attackers is through the outside part of the field) or Vertical (penetration through the middle) - which is used depends on what kind of penetration in the attack the player will be looking for and if the ball is intercepted in the middle or if the attack comes from the defensive back.





Everybody recognizes Brazil for its fast soccer. The key to this speed is the low number of touches on the ball. It is recommended that keeper and defenders always play two touches (fast and very safe). Midfield should try to move it in one or two touches if it is possible (faster and very safe); they are responsible for linking the defense to the attack, and many times a mistake can cost a counter-attack. Forwards should try to play one touch when building up the attack (very fast, not so safe), they should be able to use their improvisation and creativity skills, applying as many touches as necessary when in 1 v 1 situation or try to penetrate in 1 or 2 touches in collective penetration.

4. Reception of the ball always facing the opposite side where the ball comes from.

This will give the receiver an opportunity to read the full field and make the pass away from the pressure zone. He should support after making the pass, running in the opposite direction from where he made the pass. It is a very Brazilian soccer characteristic to use the outside foot to make a pass and move to the attack in an open space to receive it back in give and go situations. A player should not make the pass and stop the supporting run.

Development of these basic aspects:

- a. In your first practice make sure all your players are divided into two teams. One of the major problems we find in North America is the misunderstanding about the number of players to practice. At least once a week you should have the full 11 v 11 situation or the full scrimmaging related to the age group you are working with. We recommend that you invite some older players to combine with your 17 or 18 players.

The full 11 v 11 allows you to observe if your players understand the concept of space to receive the ball in diagonal, have enough time to turn to pass to the opposite side away from the pressure, etc. **The progression will be:** 11 v 11 or the number of players related to your age group.

1. 15 minutes playing with just ball on the ground except in crossing or shooting outside the 18 yard box.
2. 15 minutes of keeping ball on the ground and only passes in defensive or offensive diagonals will be allowed.
3. 15 minutes - with the ball on the ground, passes in diagonal and minimize the number of touches to two, always following the pass to support the receiver.
4. 15 minutes - finally, add the 4th aspect; the receiving of the ball, always facing the opposite side where the ball has been played. A free scrimmaging (no restrictions) is recommended after this progression.





25) Sports Psychology I and II



Sports psychology is the science responsible for observing, analyzing, and educating coaches and athletes about the factors that could interfere with their success or failure inside the environment of competition. Sports psychology has been one of the most improved areas in sports over the last decade and has been so helpful in the development of the game of soccer.

This field is so fascinating and complex, it would take us a new book to deeply cover this principle. We will, therefore, focus on the daily common routine of the team and some obstacles which may prevent the team from accomplishing the edge of the performance individually and as a group.

We will briefly describe the factors which could interfere in the coach/player relationship and could positively or negatively affect the player and team performance. These factors will change the athletic balance. This balance is composed of the physical, intellectual and spiritual state of each individual. A good balance will promote good feelings of liberty of action, improve self esteem, and originate the confidence to perform under high pressure and be able to respond positively to any unexpected situation.

1. **Physical:** The ability to perform the movement of the body in a speed requested by the intellect.
2. **Spiritual:** The development of personal beliefs and principles and the ability to identify right and wrong. This is the basis for any human development.
3. **Intellectual:** The way to approach any challenging situation with full control of the actions, knowing that physical mistakes will occur many times.

The major goals of the applicability of the psychological principle are;

1. Avoiding over excitement, which may promote extra spending of energy, or have the opposite effect of total lack of motivation. Both can interfere in the physical balance, decreasing the technical quality of that performance or motivation to produce during the game.
2. Understanding the factors which could interfere in the psychological process of developing high performance conditions, combined with the relations of coach - player - management and fans.
3. Understanding the importance of adjusting the system to the player and not the player to the system.
4. Accepting situations of failure and success as part of the competitive environment and taking the positive points in any of those.





5. Applying common sense in any situation during the game and accepting normal mistakes as part of the development process.

In this chapter we will discuss the importance of understanding the psychological factors that could influence yourself and your players, and relay the appropriate approach in all the different phases of coach-player preparation for high performance in any level of competition, under any level of pressure and in any environment. Psychological factors were observed, analyzed and applied in previous experiences with youth and pro Brazilian youth programs and universities in North America.

These factors must be mentioned to give you a better understanding of the obstacles that could occur during coaching activities, and enable you to avoid many mistakes in the coach-player relationship because of the lack of analogy.

1. The coach's personality
2. Establishing the goals to be achieved by your team.
3. The player's personality.
4. The role of the captain.

1. THE COACH'S PERSONALITY The new season is coming. You have organized your tryouts. The players have been chosen by technical skills, analogy in tactical/positioning aspects, and speed, but not by personality. You have a good season plan. It is time for your first practice. BUT wait! Before you approach your players, you must be able to identify who **you** are, and what is the real reason that you want to coach that group of players.

We have identified three basic coach personalities in soccer. Verify which one fits your personality:

a. The COMMAND COACH:

He is always right in his decisions, never shares opinions with the players, and constantly prefers to criticize rather than encourage the players. His command is a must, and consequently it becomes unpleasant to be coached by somebody with this personality. In many cases, he becomes so commanding because of the lack of the analogy of the game, promoting a lack of motivation to participate on his team. With the constant commands, this kind of coach tries to intimidate the player, forcing an unrealistic relationship.





b. **THE SUBMISSIVE COACH:** He is the opposite of the command coach. He is simply there in practice to baby-sit the players. He does not spend any time preparing his practices, is constantly complaining about players behavior, and does not show much control of the players' attitudes.

He is very lacking of soccer analogy, and primarily he accepts the job because of the financial interest or his children are part of a team without a coach. Two major problems normally occur with teams with submissive coaches:

1. No quality in the information given by this kind of coach.
2. Excessive number of players will drop from the team and consequently drop out of soccer, because of the lack of motivation to keep playing.
3. Excessive lack of discipline.

c. **THE COOPERATIVE COACH:** Soccer is a team sport, and the only way to achieve any kind of success is through the consistency of the unity, where each member of the coaching staff and any one of the players have the same importance and their participation will consolidate a high performance of the team. The cooperative coach will be the leader of this achievement.

Each important decision to be made is exposed to the full group to analyze and identify the best decision for the team. The cooperative will explain the general planning for the season, establishing goals and evaluate together with the group the realistic options and expectations.

Communication among everybody will be strongly recommended, and he will have the discipline of the team without force or need to punish anybody to establish the team rules.

The cooperative coach will try to assist the players in their personal problems, guide them to positive attitudes and have a very important role in the athletes' individual development.

2. ESTABLISHING THE GOALS TO BE ACHIEVED BY YOUR TEAM As was mentioned before in the Comportment chapter, team expectations could become an important factor in establishing team goals. You now understand your coach personality, and you agree that being cooperative with your coaching staff, players and, of course, with the people behind the organization, such as parents (youth soccer in North America) or the directors (professional soccer) will create a very friendly and positive work environment. Your next step as the head coach or the coaching director is to establish the goals for your team.





3. THE PLAYER PERSONALITY The next step for you as the coach is to identify the group of players you have available and how you can take them to the maximum of their performance in a very positive group environment. The first step of this process is to learn more about each one of the players. We recommend an open conversation with your players in your first days of the beginning of the season. Learning more about their personal life will help you to understand their game personality. Be careful not to interfere too deeply in their problems to avoid conflicts in your relationship, but always warn about specific behaviors. If a young player is well assisted in his first years of participation in the sport, and the experience becomes positive, it is very possible that the child will develop and accomplish goals because the motivation was created.

We will identify some different personalities of players that are based in three major environments:

1. The familiar environment.
2. The social environment (school, friends, other group activities)
3. The religious environment: The influence of positive attitude and the participation of God in that athlete's life.

The environment could characterize some different player personalities: Through their environment, the players acquire a perception of what is right and what is wrong, and this perception is based on emotions. These emotions dictate the way they act, think, and respond to pressure situations.

You will encounter some different personalities and knowing how to deal with them can give you the possibility of easier control of the group. You must respect each one of them and identify the adequate approach to avoiding situations of argument or, when necessary, to administering discipline. Some common personalities found in general among soccer players and some recommendations to help them to become a positive asset to the group.

- **Sensitive:** His feelings are easily hurt, and he becomes defensive when exposed to situations which could embarrass him. The comments or necessary corrections must be done individually and in private.
- **Impulsive:** His reactions can be unexpected. The decision making balance does not consider the consequences of his behavior. A good way to control this kind of personality is by giving him some responsibilities during the game, even the captain's role if the player has enough leadership and respect. This will promote the opposite effect in that he may become more cooperative.
- **Determined:** He will do anything possible to achieve his goal. He has a very important role in the team success, but becomes extremely depressed if success is not achieved. Constant conversations and team meetings can facilitate this kind of personality to share the task of good performance among the group.
- **The Perfect Player:** The personality that does not accept any mistakes, is always right, and normally lays blame on someone else. This personality has extreme influence from the environment, especially if the family or previous coaches have always referred to winning as the most important goal, neutralizing the option of learning from mistakes (mentioned in the Comportment chapter as the concept of the Wall of Frustration).





These personalities are results of the global dimension of the individual personality and it is important we mention them: Both dimensions of these personalities are very important for a successful team, and the job of the coach is to identify how to mix the chemistry in order to achieve the necessary balance.

- a. **Introvert:** Quiet, sometimes shy and always limits comments or attitudes to the necessary level. The player keeps his relationship to a small group of players. Normally is very sensitive to comments about his performance. He (she) Does not criticize his teammates. Player keeps the same attitude independent of the level of the competition. Very rarely loses control in high pressure situations. As coach you should respect his privacy and personality. It is important to spend time in privacy to better accomplish the results. Never criticize this kind of personality in front of the group. Avoid calling his name during the game. Introverts are not the best leaders during the game, and it is unusual to have them as the captain because of their lack of communication skills.

- b. **Extrovert:** The opposite of introvert. This type of player is outspoken, always needs to share his opinion, and many times is extremely critical of himself or his teammates. An extrovert often complains about his life and what the future can provide (can become very negative, and this is extremely dangerous for the group unity). He is very happy in social situations and normally takes the leadership role. He is suspect of other peoples' attitudes and has a very high level of perception. Constant group meetings and sincere conversation always help to control this kind of personality. They do not mind being criticized in front of the group, but be careful of overdoing it. You can use them in practice to demonstrate your coaching points, without hurting their feelings. Always establish goals for them in each game, and challenge them to perform their best, they will respond favorably, but analyze their mood before you approach them. *Remember* - they can lose their composure in moments of difficulty or under excessive pressure.





26) Technical I: Defensive Heading



DEFENSIVE HEADING

Let's now look at the particulars of the progression needed to develop the technical skill of defensive and offensive heading. First, it's important that just before the ball arrives, the player has bent his head back-wards and locked the back in a straight, upright position as heading the ball with bent back lessens the power generated by the head as it snaps for-ward through the ball.

The locked back follows the neck, thus adding forward momentum and generating even more power. The back often bends forward slightly because of the motion of the neck, but excessive bending of the back destroys the cooperative effect between neck and back, thus lessening the power of the header.

STEP ONE in the progression isolates the proper head and neck movement: In this first step we concentrate on the full movement of the neck while practicing the head-to-ball contact in a safe environment. The player lays on his stomach while raising up on arms extended directly underneath at a shoulder's width. The player's weight is supported by the extended arms and the player's upper legs lying flat on the ground.

The player's partner, on his knees about four feet away, throws a ball underhanded to the receiving player lying down. The receiving player bends his neck back, looking skyward for the moment, then uses the top of his forehead to power through the lower portion of the ball, for offensive heading the lower part of the forehead hits the top of ball. The neck's range of motion ends with the player looking down at the ground.

The exercise is continuous for 45 seconds for U-10s and younger, 60 seconds for U15s and younger, and 75 seconds for older players, after which the players switch positions. Again, a first round is conducted with rubber balls then the second uses regulation balls.

STEP TWO increases power by adding the movement of the locked back. This time the player receives on his knees and tries to coordinate the movement of the locked back with the snap forward of the head. As before, contact is made with the top of the forehead to the bottom of the ball or the lower part of the forehead to the top of the ball; duration times are the same; and again both types of balls are used in succession before moving on.

STEP THREE brings the coordinated movement of the arms into the sequence, thus adding protection and even more power. The arms protect by establishing the header's space and increase power by adding more forward thrust to the head movement. Again on his knees, the receiver raises both arms up shoulder high and parallel to the ground to both establish the header's area of play and to hold off any defensive pressure. With arm movement in the opposite direction to the movement of the head and locked back (forward as the head moves back and snapping backward as the head snaps forward) the power of the contact is maximized.





STEP FOUR in the progression incorporates leg movement: Now the player stands to receive the thrown ball from his partner. As the ball comes, the player moves to meet the ball, always coming to meet the ball rather than standing and waiting for it.

In the first stage of step four, the player doesn't actually jump from the ground, he merely raises up on his toes to meet the ball. Of course, the mechanics to this point are as before: head back, locked back, and arms up and forward, then thrust back as the head moves through its range. It doesn't matter whether the ball is played off the side or the front of the head so long as the top (defensive) of the forehead contacts the bottom of the ball, or the lower part of the forehead (offensive) touches the top of the ball.

The final step in the heading progression adds the jump to meet the ball. Here, the arm movement forward followed by their sudden thrust backwards is combined with the spring from the legs to gain height. **Note:** the player must jump as high as possible, not just bend the knees and bring his heels up behind the bottom, a common mistake.

Once in the air, the final important point to stress concerns the direction of play. The direction of the incoming ball should be changed if at all possible: If the ball comes in from the left, it should be headed out (defensively) of the box to the opposite side or (offensively) to the side of goal opposite the keeper's movement. To change direction effectively, the player must be able to see both the incoming flight of the ball and the opposite side. To do so, he should position both feet approximately parallel to the flight of the ball (or just off the parallel) with his back to goal (defensively) or front to goal (offensively), as opposed to placing the feet perpendicular to the ball's path and facing the incoming ball.

Defensive and offensive heading with directional change is practiced in groups of three or more. From a triangle configuration with player-to-player distances of five yards or so, one player throws an arced ball that a receiving player must come to, jump for, and redirect with a headed ball to a third player who, in turn, catches the ball and restarts the sequence.

The thrown ball should be high, arcing, and aimed to land a few feet in front of the receiving player to force the header to come to the ball. Again, power is generated through the coordinated movements of the motion forward to meet the ball, the neck snap, the locked back, and the arm movement; protection is provided by the raised arms; the probability of success in any challenge is increased by being first to the ball, i.e., by jumping to meet the ball; and the success of the clearance from the danger area in front of the goal is better insured with the ball redirected high and away (defensive), or to the ground (offensive) redirected away from the keeper to the opposite side from which the ball has come.





STEP FIVE in the progression brings different aspects of the technique together in a series of heading exercises where the time involvement versus age group is as before. First, we improve player coordination by requiring players to do a forward roll, stand then receive a high ball from a partner.

The receiving player must complete the roll, jump and properly head the ball back defensively or offensively (depending on the technical approach of the coach). **Note:** Here, don't worry about changing the direction of the incoming ball. The action improves coordination and quickness by forcing the player to be more reactive to each new heading opportunity; the skill becomes instinctive with practice.

Next, we differentiate the passing header from the clearing or finishing header. Here two players stand about 10 yards apart. The receiving player runs at the other player and receives a thrown ball at about 5 to 10 yards between the two (depending on the age group). This first ball is passed back to the thrower by striking the lower part of the forehead against the upper part of the ball and heading the ball low to the ground, with much less range of motion from the neck and with far less power, more finesse and touch (passing the ball). The technique for offensive heading is similar to the passing heading, except power is demanded in offensive heading.

The first player moves backwards and sprints away 10 yards to receive a second ball, this one to be cleared with power, both far and high (clearing the ball defensively). Again, a change of direction is not stressed.

Finally, we develop the technique of lateral running for the defensive clearance or offensive finishing. Frequently in a match the defenders and attackers are called on to react laterally to high balls: crosses, corners and free kick are examples.

In groups of three: two players are positioned about 10 yards apart with balls while a third, the receiver, is positioned in the middle. The latter player slides or shuffles from one side to the other with feet parallel to the two outside players and receives, in turn, a high ball from each.

The inside player returns the throws by executing the proper technique for a defensive or offensive header, though with no attempt at changing the direction of the ball. The throwers then move 20 yards away from the receiver and now deliver long crosses from both sides. Do a number of repetitions until the inside, receiving player becomes comfortable receiving the long cross.





STEP SIX is the last step before moving to game situations. At this point the player should be able to execute the technique correctly without real pressure. Here, we add light pressure to see if the players can execute the skill properly in more game-like situations. The defender should be on the penalty spot with the keeper behind communicating and an attacker putting light pressure on the defender's reception of the flying of ball. Six players with balls outside the box, at a distance related to age group and skill level, cross long balls from different angles and directions. Common positions for the crossers are at the four corners of the penalty box, each corner kick area, and the area directly in front of goal. When emphasizing attacking play, the defensive pressure is light; conversely, when emphasizing defensive play, the attacking pressure is light.

For an offensive header, the attacker should be positioned six yards behind the penalty spot in line with the ball. This player should move side-ways, parallel to the flighted ball, positioned facing the ball, and observing the goalkeeper until making a final run to meet the ball, then finish it. Players outside the box provide a variety of crosses as before. **Diagram 1** shows the position of the balls to be crossed and the common target for these crosses.

The defender will move to clear ball one or the attacker will move to finish ball one. As soon as the first ball is touched, ball two will be crossed from the opposite side, slightly behind the defender or forward who must now react as quickly as possible to head the new ball away to the opposite side (defender) or to try to score (attacker). This constant movement should be kept up until six balls have been crossed. When adding light pressure, the function of the forward will be to move to the ball and try to occupy the space where the ball is arriving, thus forcing the defender to learn how to react quickly, to judge the momentum of the incoming ball, and to communicate with the keeper. The keeper and defender must work on making the correct decision as a team.

The same is done when emphasizing play by the attackers, but now we ask the defenders to apply light pressure. When working with young or less skilled players, we also recommend that crossers throw the balls instead of kick them to insure the quality of the high balls.





27) Game situations most common 2v1 3v3



The most common **GROUP TACTICS** situations during the game are:

1. 2 v 1

1a. Offensively: We must understand the role of the 2nd attacker in this situation.

- The 2nd attacker is the closest positioned player to 1st attacker.
- Offensive function of the 2nd attacker: Move to an open space in a defensive or offensive diagonal to become a direct option for passing.
- Try to push the 1st defender away from marking the 1st attacker, facilitating his penetration.
- Show for the ball and come to meet it when the pass is made -Take the 2nd defender away from the function of supporting the 1st defender, creating a 1 v 1 situation for the 1st attacker.

1b. Defensive functions of the 1st defender V two attackers

- Be in correct delaying position.
- Identify the right moment to pressure the ball.
- Correctly balance between the player with the ball (1st attacker) and the one without the ball. (2nd attacker).
- Work together with the keeper as the second defender.
- Delay the penetration of the first attacker when in counter-attack (give time to the rest of the team to get organized defensively).
- Tackle the first attacker when possible.
- Build a counter-attack as soon as possible
- **Note:** The 2 v 1 happens everywhere on the field and it is one of the most important tactical situations to be taught, even to young players such as U10 (development phase).





28) Game situation 3v3 with foot communication



3. 3 v 3 situation.

It is important to explain and make sure the players will understand the 3 v 3 situation. You will be able to analyze the most common situation around the field and observe the speed at which your players will penetrate offensively or neutralize the options defensively.

We will introduce the 3rd defender whose basic functions are:

- Support the 1st or 2nd defender during the defensive rotation.
- Observe the penetration of the 3rd attacker, establishing the right moment to mark, cover or tackle.
- Minimize the space for penetration of the attackers, especially the 3rd one.

The build up of the attack in 3 v 3 is basically the same, with emphasis on the final penetration of the 1st attacker. One of many variations of 3 v 3 with inside penetration - and 3 v 3 with outside penetration.





29) Long Crossing and Finishing



CROSSING AND FINISHING. One of the most exciting aspects of American Basketball is the speed and the quick inside or outside penetration. The constant movement and quick passes keep the game exciting with large numbers of points. Brazilian soccer is based on the same concept of constant attack, with inside and especially outside penetration of the full-backs coming from the back. How many times do you hear the names of outside full-backs such as: Cafu, Jorginho or Leonardo moving to the attack and crossing the ball from the offensive end line.

A good cross and a good finisher is for sure one of the most important weapons to have on an offensive team. We will be discussing both as one technical skill, because they are directly related to each other.

We define finishing as the last touch done on the ball, inside the oppositions 18 yard box, by an offensive player with the intention of scoring. **NOTE:** Shots must be taken from outside the 18 yard box.

A. IMPORTANT POINTS TO EMPHASIZE IN CROSSING AND FINISHING

- a The crosser should always try to receive the ball in open space,
 - . allowing the time to observe the ideal ball placement related to the position of the keeper and speed of the penetration of the forward.
- b The crosser should always carry the ball with the opposite foot to
 - . the side of the pressure, and have his arms up to protect against the pressure and for better balance during the cross.
- c It is very important to try to go to the deepest point as possible (the
 - . End line) to make the cross; This forces the defenders to rotate their bodies so much that they will not be able to see the forward moving behind their backs to receive the cross.





SKILL PROGRESSION FOR THE DEVELOPMENT OF CROSSING AND FINISHING The following five steps will help you to observe the points where your players are committing the mistakes related to the quality of performance in crossing and finishing.

The organization of this phase will be done with 2 goals in half a field with 2 keepers (one in each goal). Players divided into three lines separated 5 yards apart. Three players will each overlap. The ball will start with the player in the middle of the group of three. This player will make a decision to go right or left.

We will be using the following terminology: **1. Short crossing:** Crossing is done with the ball inside the 18 yard box . **2. Long Crossing:** Crossing is done with the ball outside the 18 yard box.

STEP ONE • We will be analyzing the reception and penetration of the crosser.

The reception should be in an open space - in or outside of the box. The crosser must direct the ball with his first touch into the open space and should penetrate. The crosser should always have as a first option the deep penetration inside the box, cutting in front of the defender. If the space for that penetration is not available, the crosser should keep the ball straight to the end line and do a long cross. **STEP TWO** is the preparation for the ball before it is hit by the crosser. For short crossing the player should direct the ball slightly diagonally to facilitate the rotation of the body and legs. For long crossing the ball should be directed in diagonally at least two yards before the End line. The crosser needs more time to look up and read the finishers penetration and this distance from the ball will help to increase the power of the cross. Opposite arm from the side of the ball must be up to hold off any pressure.

STEP THREE will be the correct placement of the ball related to the kind of cross, pressure on the finisher, and the open space available on that penetration.

Normally the defenders have the tendency to go to the goal line, expecting a straight cross. The short cross should always go to the back diagonally on the ground around the penalty spot. The leg on the side the ball is crossed from should be used if the ball comes straight to the receiver of the cross - or the opposite leg if the ball comes in front and away from him. If the cross is along the ground, the shooter should use the inside of the foot, if the cross comes high, he should always try to hit the ball on the top. On medium height balls, the instep should be facing the ground on the shot. If higher than the foot can reach, the ball should be headed to the ground. The long cross will always come from outside of the 18 yard box. If sent from the end line, it should target the open area between the penalty spot and the opposite corner of the 18 yard box. The ball should be high and always have the momentum to reach the open space created by the penetration of the attacker. A medium ball can be crossed when targeting the near post. **Note:** Crossing curve balls from the top of the 18 yard box to the penetrating finisher without pressure is very effective.





STEP FOUR • We will analyze the time of penetration: Many times the fin-isher can miss a great opportunity to score because his penetration is either very early or late.

For short crosses the finisher should wait for the ball between the penalty spot and the 18 yard line almost in front of the goal.

For long crosses the forward should wait on the 18 yard line and the vertical line of the 6 yard box.

In the technical progression the middle player of the group of three will start the movement of the ball. He will pass and overlap the second play-er, then make a new pass and overlap the third player, who will pass the ball to the 1st player who is penetrating and will go for the cross.

The 2nd player will penetrate to the far post, and wait for a long cross and the third player will penetrate to the near post for the short cross. The crosser will make the decision upon the request of the coach. Diagram 12.

STEP FIVE will have the same organization as the drill in step four. The goal in this step is to establish the understanding of the correct body position to receive the ball and make the final touch in the direction of the goal, trying to score. If the ball comes on the ground from the crosser the ball should be hit with the inside foot to the opposite side from where the ball was crossed. If the ball comes moving away from the forward, the outside foot will be more applica-ble. The ball hit with the outside foot will stay low and it will have some curving effect.

If the ball comes in at medium *Outside of the foot for fast penetration*. height the ball should be hit on the top with the instep or diving for-ward heading it to the ground and to the opposite side of the goal away from the keeper. Short crossing - opposite foot on the ground is the correct technique. If the ball is high the offensive heading technique must be applied.

Before we move to the game situation phase, circuit training with sta-tions with different kinds of crosses at different heights should be done. This is a good way to verify the perform-ance of crossing at speed. Do not make corrections during the circuit training.





30) Building from the back : Defensive Sector



OFFENSIVE CONCEPTS

We will show in the next part of this book the progressive building up to teach your players how to play without the ball, better utilizing the open space to force the opposing team to get confused in their marking, creating gaps for fast penetrations. We will divide the education progression of this concept in three sectors (thirds).

- a. Building the attack from the back (defensive sector)
- b. Building the attack from the back (midfield sector)
- c. Building the attack from the back (offensive sector)

a. BUILDING THE ATTACK FROM THE BACK (DEFENSIVE SECTOR)

As we mentioned before the most common defensive system line-ups in soccer are:

1. The four defenders in line (Flat 4). More than 70% of the clubs and National Teams around the world play in this system.

It is based on two inside defenders without specific functions. Both can be the first defender against the inside forward or the last defender covering the other 3 defenders. This positioning requests very good communication between both inside defenders. They should have the same technical ability to destroy the attack and build the counter-attack.

The inside defender will become the marker related to the side the ball comes from.

When the ball comes from a goal kick it is important to identify one inside defender as the marker of the inside attacker and the other one will drop back at least six yards (space necessary from the last defender and inside forward to provide enough time to control the ball and restart the game) becoming responsible for any escaping ball.

2. The line of defenders with a libero (Sweeper/Stopper)

The stopper is recognized as the marker of the inside forward all the time. It is a very effective way to play against forwards who do not move constantly. It is recommended for youth soccer teams in development in North America because of the lower level of communication and skills this line-up could request.

3. Three defenders in the back. Very high risk defensively, but very appropriate to increase the offensive power. Commonly a 4 man defensive line moves to a 3 man, pushing up one of the inside defenders to center defensive midfielder, and the central defensive midfielder will push up to the offensive midfielder, and finally this one will become the 3rd forward, switching systems from 4-4-2 to 3-4-3 (or 3-5-2 when requesting extra cover in the midfield sector) establishing the full high pressure.





It very uncommon to see teams around the world apply the slow building up from the back because of the lack of understanding of the basic steps of the movement of the players without the ball in an open space and because of the normal risks and mistakes the team has to go through, until the players feel comfortable with it. It is going to take time for all the players to understand their tactical functions and adjust their technical skills to this philosophy.

It is recommended that the team practice and play against easier competition for a few weeks to identify the appropriate level of security and speed of the ball to be played. Make sure the team understands the applicability and importance of the "Four Major Aspects of the Brazilian Soccer Philosophy". After they feel comfortable about it, you will be able to work on the Tactical building up from the back, step-by-step. This concept can be taught when they become 12 or older, with the understanding of learning how to move to the open space without the ball (positioning). Be patient and they will understand.

Progression:

Divide all your players in 4 groups + Keeper(s). Each group should be in one of the 4 basic defensive positions. Two inside defenders and 2 outside defenders (right/left)

Our basic system will be 4-4-2 with the libero. You can adjust to flat four if you prefer.

1. 2 Keepers + 4 defenders (attacking) - 2 full size goals, on the soccer field related to the age group. Coach will be in the half of the field taking shots at the keeper. The keeper will restart the play to the opposite side the ball came from. The four defenders will be in defensive position. Step 1 (defensive). Diagram 22.

Important observations to be made in this situation:

- Keep the sweeper always in diagonal to the stopper to avoid the ball bouncing over both.
- Sweeper should be closer to the right side attacker, because normally the attackers are better with the right leg and try to penetrate in that side of the field. If the left side becomes a problem, we recommend the necessary adjustment.
- When playing with the libero, the other three defenders normally will be in line to help the off side trapping situation.





Progression:

In offensive position to restart the attack. Step 2 (defensive). the closest inside defender (in this case the stopper) should move to the opposite side from where the ball comes from, running backwards facing the ball and receive it from the keeper. The RFB move forward to open the space, carrying the pressure with him. The other inside defender (sweeper) will show up on an offensive diagonal. The keeper will be on a defensive diagonal and the opposite full-back (LFB) will move inside to cover the gap on an offensive diagonal to the sweeper. The inside defender who receives the ball (stopper in this case) will receive it facing the RFB and will make the pass.

Step 3 (Defensive) Diagram 24: Outside defender (RFB) will pass the ball to the nearest inside defender (sweeper in this case) moving forward on a defensive diagonal to the RFB. The other inside defender, must come back inside and cover the sweeper, pushing up to support the RFB. The Sweeper will receive the ball facing the opposite side and make the pass to the left fullback. LFB goes as deep as possible and crosses the ball to the RFB moving to the far post and the sweeper moving forward to the penalty kick spot. They will try to score.

Note: The closest inside defender to the weak side must be the one to move wide in diagonal to the keeper and start the build up. As soon as that outside defender receives the ball and makes the pass, he must go back to the center and protect the other inside defender.

- In the next step of this build up we will add the center defensive midfielder (CMD). This player is responsible for linking the four defenders and keeper to the midfield and forward lines. Step 4 (defensive) in diagram 25 the ball starts from the keeper passing to the inside defender (sweeper). The other inside defender will move in defensive diagonal, supporting the keeper. The full-back (RFB in this case) will push up, the CMD will show on an offensive diagonal. The other full-back (LFB) will move inside (to create outside space for individual penetrations) on an offensive diagonal to the CMD. The ball is passed from the wide inside defender to the CMD, and after the pass, this inside defender will move back to the inside of the 18 yard box to become the last defender and request the team to push up. The CMD will serve the ball to the opposite full-back (LFB). LFB goes to the end line and crosses the ball. The CMD penetrates in the middle of the box and the RFB does the penetration at the far post.





Note: If the team is under high pressure, we recommend that the inside defender who received the ball from the keeper carry it to the top of the 18 yard box and try to attract the pressure. When the pressure starts to come, this defender will play the ball back to the other inside defender on a defensive diagonal, and this player will quickly switch the point of attack to the other outside full-back and start the counter-attack.

Another common variation to break the pressure will be the inside defender (sweeper in this case) serving the ball to the outside full-back (RFB). RFB serves on a defensive diagonal to the CMD. CMD serves the opposite outside full-back. This player goes to the end line and executes the cross. RFB and CMD will do the penetration. (Diagram 26). (variation of the Step 4 - defensive).

Progression to be developed:

- 5 v 0 - no pressure
- 5 v 2 - some pressure
- 5 v 5 - no pressure at all.
- 5 v 5 - light pressure.
- 5 v 5 - real game condition

In this progression the ball should start on one side and the players can only score if the ball is crossed from the opposite side and the teams must perform the build-up situation.





31) Building from the back—Midfield Sector



BUILDING FROM THE BACK (MIDFIELD SECTOR).

In this sub-chapter we will understand the relation between the five defenders and the three offensive midfielders (right and left midfielder and the center offensive midfielder).

In the Step 1 (midfield) diagram 27 the ball starts with the keeper serving the inside defender (sweeper).

Sweeper serves the CMD. CMD switches the ball to the CMO (Center midfielder offensive). CMO switches to the opposite full-back (LFB). LFB dribbles to the end line and crosses the ball. CMD supports the full-back. The CMD does the penetration in the middle and the opposite fullback penetrates to the far post.

Notes: The CMO will always be moving in an offensive diagonal to the opposite side of where the CMD received the ball.

- If the CMD is on man-on-man marking, the best way to neutralize this situation is by pushing up the CMD, and dropping the CMO to become the link from the defensive line to the attack line.
- CMO and CMD must learn how to find an open space to receive the ball in the middle. We recommend teaching them to commit to the opposite side first, before showing up to receive the pass.

***Center offensive midfielders:**

- Link the ball from the defensive line to the attacking line or the midfield line.
- Show up on an offensive diagonal to the CMD when building up from the back. Must always be to the weak side.
- Should have good speed for penetration with the ball.
- Should be a good play maker.
- Should penetrate to the weak side of the attacker's running.
- Support the 2 attackers in switching the point of attack defensively or the two outside midfielders in switching the point of attack offensively.
- He is 70% offensive - 30% defensive in general.
- Responsible for the team's pace. Slowing down or accelerating the speed of counter attack.





In the next step we will be adding the two outside midfielders. Before we explain the movement of the players, we should understand their basic roles in this position.

***Outside midfielders:**

- Support the outside full-backs and the CMD on an offensive diagonal.
- Responsible for the zone of the field between the outside line and the center line.
- Do not move too wide without a direct option, to avoid neutralizing the lateral open space for fast penetration.
- Become the third attacker in low or high pressure.
- Should be a good play maker.
- Perform fast outside penetration.
- Cover the CMD central zone when the opposite full-back is pushing to the attack.
- He is - 50% defensive - 50% offensive.
- Should be on an offensive diagonal for any throw in.
- Become the middle men (penalty kick area) in the three attackers penetration when a fullback is crossing the ball.

** Support the penetration of the full-back, becoming the defensive diagonal option*

**** The full-back will serve the outside midfielder in case there is no option to cross the ball.*

Step 2 (Midfield) In diagram 28 we will observe the role of the outside midfielders linking the switching point of attack, all the way to the opposite full-back. **Progression:** 3/4 of the field - 2 keepers. Ball starts from the keeper to one of the inside defenders moving outside (in this case the sweeper). Sweeper passes to the CMD (offensive diagonal). CMD passes to CMO again on an offensive diagonal. CMO will serve the ball to the LMF moving in open space. LMF passes the ball to the LFB moving in open space for the cross. **Notes:** * CMD will move outside to cover the outside full-back penetration. * CMO will penetrate without the ball as the far post attacker. * RMF (outside midfielder opposite to the side the team is attacking) will slide inside to cover the gap left by the CMD. * LMF will show up on a defensive diagonal to support the LFB in case a crossing situation is not available. RFB will stay in the middle zone covering any opposite player, such as the stopper and the sweeper who stay at half field, anticipating any long ball or neutralizing any counter-attack situation. Progression: • 9 v 0 = No pressure • 9 v 4 = Some pressure • 9 v 9 = Light pressure • 9 v 9 = Game condition 9 v 9 = Applying the four basic aspects of Brazilian soccer





32) Building from the back : Attack sector



BUILDING THE ATTACK FROM THE BACK.

The last sector of the field to be analyzed will be the attack. Playing with two forwards does not mean the Brazilian teams do not play offensively. As we said before, it is very important that players learn how to play without the ball. The two forwards will have much more space to move, creating space for themselves or for the midfielders or outside full-backs coming from the back.

*** Some of the forward's roles:**

- Both forwards should stay together, around 10 yards apart, waiting to see which side will be available for penetration.
- Identify when to play with his back to the opposite goal, receiving and holding the ball for a teammate's penetration.
- Identify when to get closer to the midfielders to apply a penetration with vertical triangulation.
- Make the correct decision when inside the box
- Perform constant movement off the ball.
- Try to create whenever possible the 1 v 1 situation and be prepared to finish correctly.
- Know how to apply pressure (low or high).

In the Step 1 (attack) diagram 29 we will be adding the 2 forwards and have the final picture of the development of the concept of building the attack from the back.

Full field - 2 goals - 2 keepers:

Ball starts with the keeper who passes to the inside defender moving outside (in this case sweeper). Sweeper to CMD. CMD passes to CMO. CMO passes to the LMF. LMF serves the ball in open space to F. F will

Step 2 (attack) if a crossing situation is not found the ball will be passed to the outside midfielder (LMF). The LMF can penetrate or serve on a defensive diagonal to the CMD. CMD will quickly switch the point of attack by passing to the opposite outside full-back, who will go for the cross. Diagram 30.





Some changes will happen with the positioning.

- CMD will slide outside to cover the right full-back pushing up.
- RMF will drop back to support the RFB on a defensive diagonal.
- F will move inside to become the far post attacker.
- F

will move away from the pressure and cover the penalty kick

- CMO will become the near post attacker.
- The LFB will drop back and inside to help the sweeper.
- LMF will cover the space left by the CMD.

Note: If the crossing becomes impossible again, the switch and positioning will be the same as before, except if the opposite full-back (LFB) moves up to do the crossing. In this case the positioning should be adjusted as in diagram 30.

Progression.

1. 11 v 0
2. 11 v 5
3. 11 v 11 - light pressure

4. 11 v 11 - game condition. The last step will emphasize on the four basic aspects of Brazilian soccer during the game condition and applying the building up.



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BFUT CONCACAF
9440 Boca River Circle
Boca Raton—Florida- USA
33434

BFUT CONMEBOL
Hotel Atlantida
Atibaia –Sao Paulo—Brazil

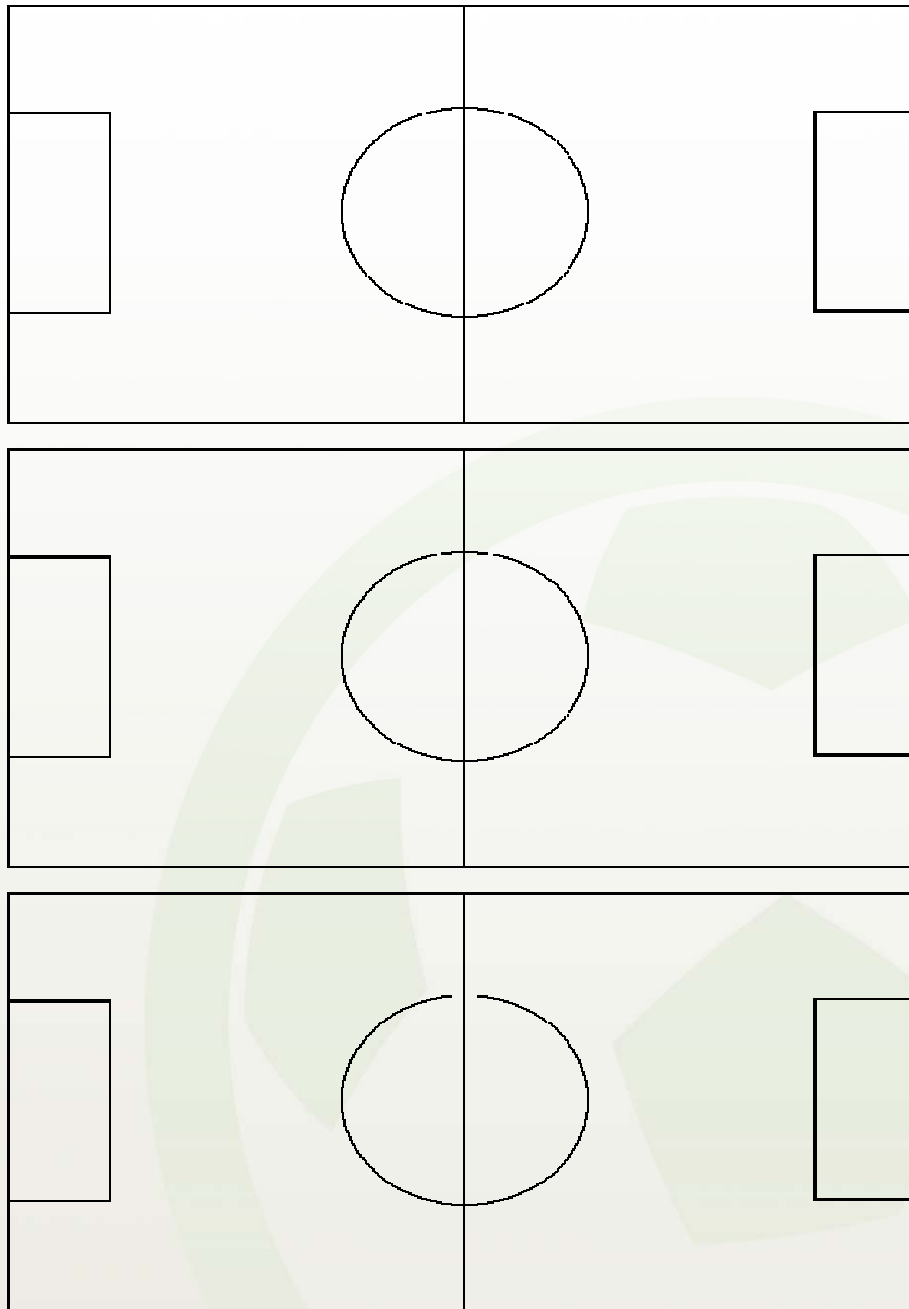
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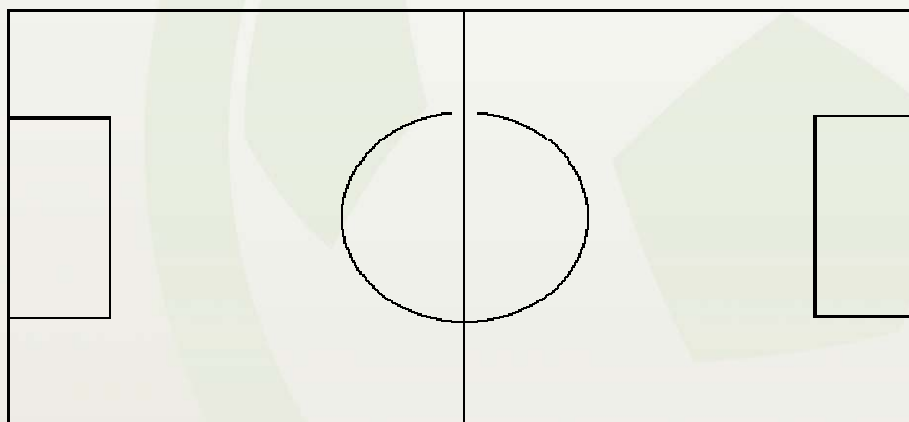
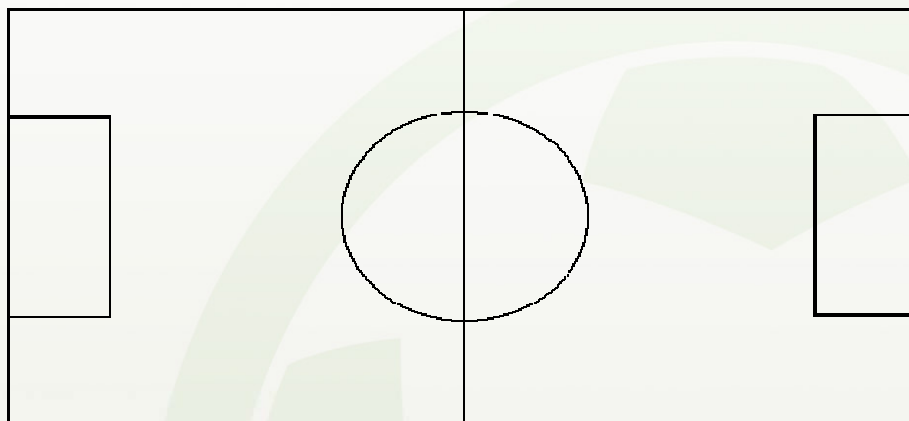
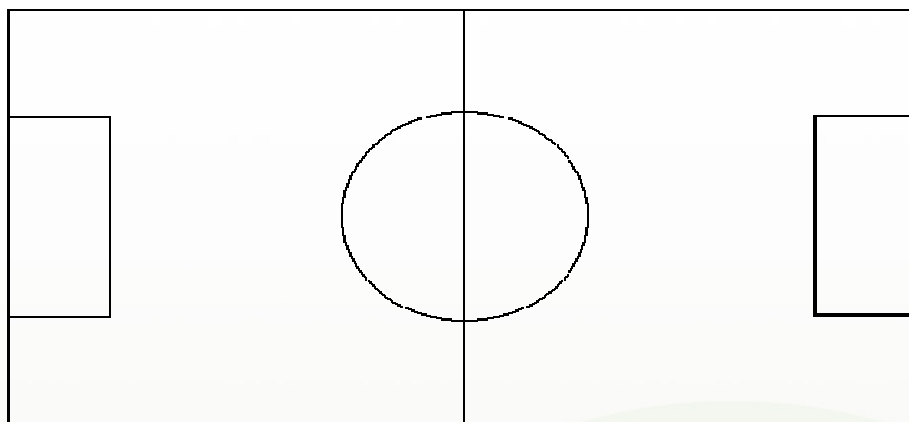
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