

COACHING THE GLOBAL GAME

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COACHING SESSIONS

From Coaches around the Globe

IN-DEPTH: FULL BACK

Roles and responsibilities of wide defenders

INTERVIEW

With Ben Bate on video analysis



Dear Readers,

Welcome to our 2nd issue of *Coaching the Global Game Magazine*. We hope that you enjoy this issue as much as you enjoyed the first in January.

We are pleased to feature fantastic contributors once again. We would like to acknowledge them for the time they take to put together their submissions for *Coaching the Global Game Magazine*.

We hope you have been eagerly anticipating our second (February 2014) edition of the magazine.

Enjoy!

Coaching the Global Game Team

Twitter: @CTGGMagazine

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THE # 2/3—ROLE OF THE FULL BACK

“The modern Full Back is very much an attacking outlet: as midfielders get narrower it’s us who have to get up and down and offer width. Embrace it, you’re action man!”

- Glenn Johnson (Liverpool FC & England)

The role of the Full Back is varied and demanding. Essentially they are part of the defensive unit, but the demands of the game are such that they are asked to support attacks, offer width and even assist strikers. In my opinion the importance of Full Backs has grown as the role of Midfielders has evolved. In many formations wingers are now asked to come inside, to overload Centre Backs and even play on the weak side (inverted), this now means that many teams are now getting their width from the Full Backs.

The role of the Full Back has also developed as many teams now play with a pivot or holding Midfielder. This means the insurance they have in central areas means that the Full Back can now be more adventurous. In Barcelona’s case Busquets protects so that Dani Alves can attack, at Liverpool Leiva and Johnson have a similar relationship and at Manchester City Toure and Fernandinho hold so Zabaleta and Kolarov/Clichy can join attacks.

Full Backs are **excellent at defending 1v1 situations**, where Midfielders and even Centre Backs enjoy cover from team mates, Full Backs are isolated to defend 1v1. In fact in the 2012/2013 season the top four clubs right backs won 80% of the tackles they attempted.¹

Full Backs are **athletic and quick over short distances**, he **understands how and when to show inside and outside** and **prevents players crossing by tackling or blocking**. Ashley Cole versus Ronald is a classic example of this, Cole had the physical and technical ability to contain Ronald in European Championships and World Cup Games. He must also **understand how to defend as part of a unit**, often Full Backs will have to cover for Centre Backs, the distances and angles in this partnership are vital to keeping the defensive line compact.

He must be **comfortable in possession (pass, dribble, running with the ball)** and is able to **start and support attacks**. The stats show that top performers in the EPL make great decisions in possession of the ball with players like Zabaleta achieving an amazing 85% success rate in open play and even 100% success rate against Wigan.²

Full Backs are now expected to offer width in possession and understand how and when to combine with attacking players. For me the greatest example of this is Dani Alves. With all Barcelona’s rotate and intricate tiki-taka football, Alves is a constant outlet on the right and links up superbly with Messi, Neymar and co. At the end of the 2012/2013 season Alves achieved 53 assists in 179 games, a phenomenal record for a defender.³

¹ <http://eplindex.com/31849/premier-league-right-back-stats-comparison.html>

² <http://www.fourfourtwo.com/features/stats-zone-premier-league-xi-year>

³ <http://www.whoscored.com/Players/5780/History/Dani-Alves>

About Dan Wright:

The breakdown of the player’s roles and responsibilities was written by a young and very talented Coach—Dan Wright. Dan has been coaching since 2004. In this time he has worked with a range of players from 4 year olds to adults, from grassroots to football league. He is an UEFA B Licensed coach who has a track record for developing young and talented footballers.

You can follow him on Twitter: @CoachDanWright or read his coaching blog: <http://coachdanwright.blogspot.co.uk>

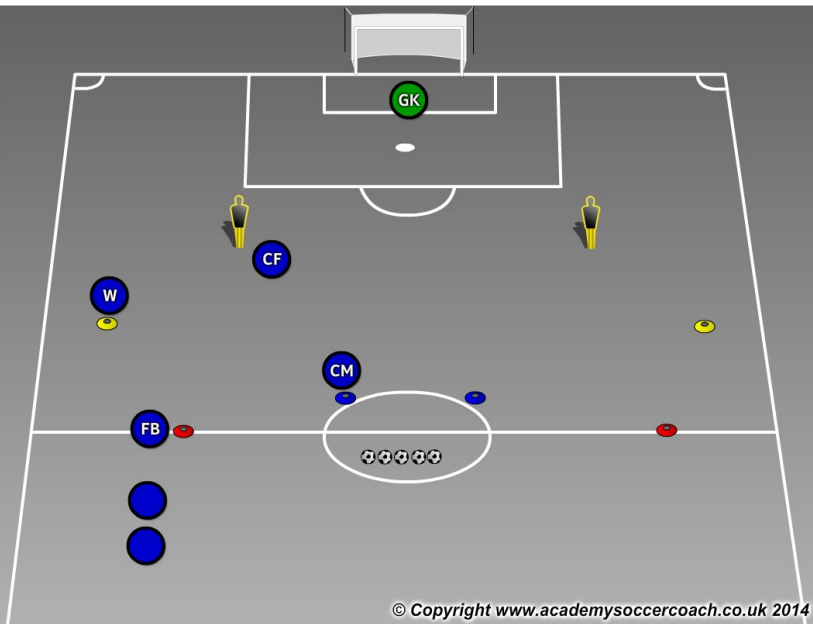
SQUAD PRACTICE: FULL BACK PICTURES

Age Group: U12+

Session: Squad Practice—Full Back Pictures

Duration: 60-90 Minutes

Dan has been coaching since 2004. In this time he has worked with a range of players from 4 year olds to adult, from grassroots to football league. He is a UEFA B Licensed coach who has a track record for developing young and talented footballers. You can follow him on Twitter: @CoachDanWright or read his coaching blog: <http://coachingdanwright.blogspot.co.uk>

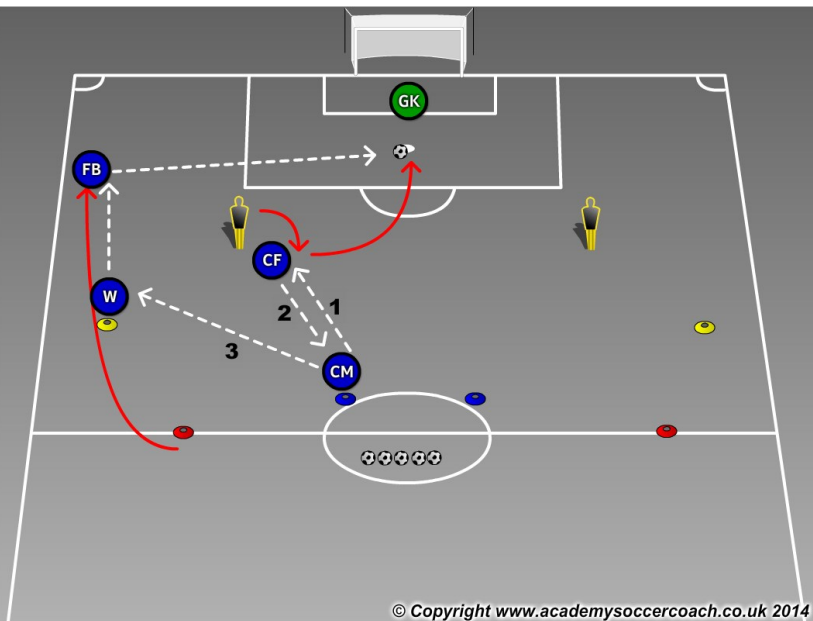


SET UP

This is a practice designed for all members of your squad to participate. It is unopposed to start and looks at the timing and movement required to create an overlap.

STRIKER starts on the mannequin
WINGER starts high and wide on the Yellow cone
CENTRE MIDFIELDER starts on the Blue cone
FULL BACK starts on the Red cone

Players play all roles, so Full Backs move to Centre Midfielder, Centre Midfielder moves to Winger, Winger moves to Centre Forward.

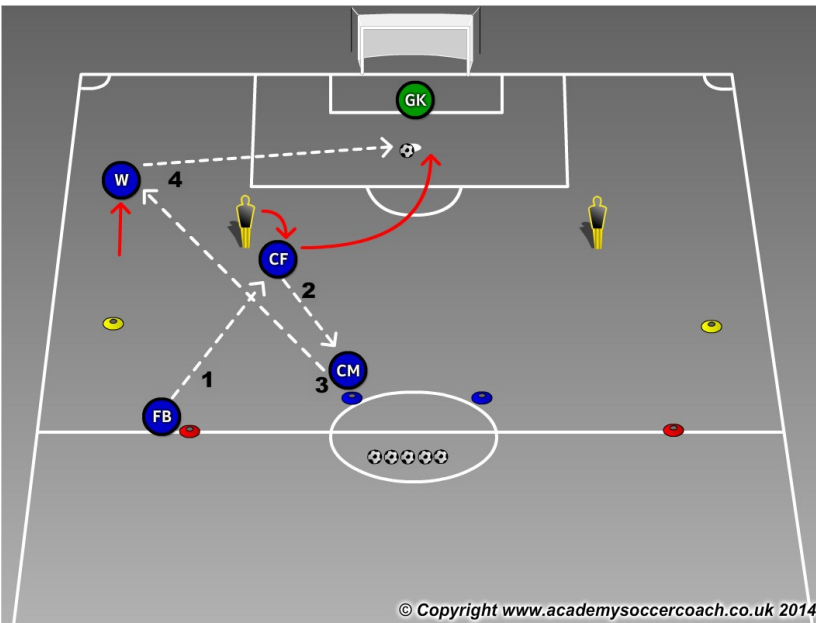


OVERLAP

Forward starts on or behind mannequin, his movement triggers the start of the practice. Midfielder plays into Centre Forward (1) who sets back to (2), this is when the Full Back should start his overlapping run. The ball is then played in to Winger (3), who releases the Full Back.

The Full Back delivers a cross for the Centre Forward to finish past the GK.

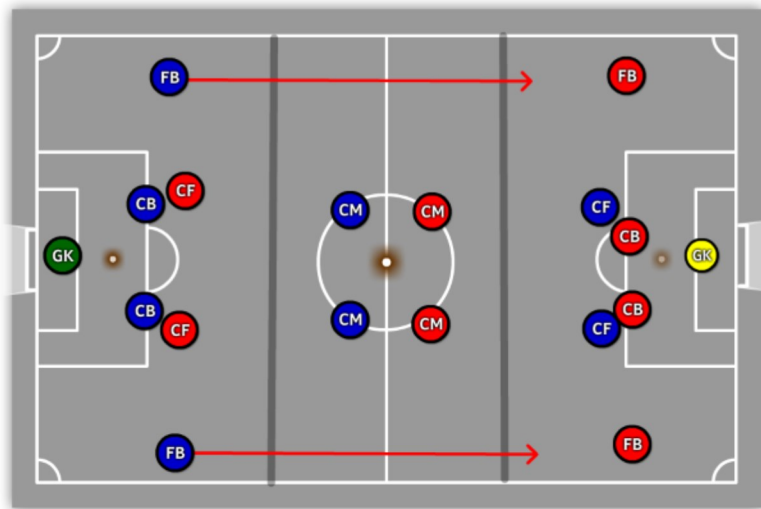
Timing is crucial here, this pattern will allow players to recognize triggers and cues of when to move and pass.



INSIDE TO FORWARDS FEET

In this variation the Full Back plays the ball into the Forwards feet (1), who comes short and sets back into Midfield (2). The ball is then played wide (3) to the Winger who delivers (4) for a finish.

For increased realism, the coach can start the practice by playing to the Full Back, who controls before playing directly to the Centre Forward.



SMALL SIDED GAME

To continue the theme you can now take this into a conditioned game. Here the pitch is split into thirds and the game develops as the players understand their roles. The initial conditions are:

Goalkeepers as normal

Full Backs can play through all thirds

Centre Backs are locked in their defensive thirds

Centre Midfielders can play through all thirds

Centre Forwards are locked in the attacking third

This is designed to encourage width from the Full Backs and to help them understand when to support without the ball and when to play into the attacking third.

You may want to consider other conditions such as:

Full Backs join only in possession, so stepping into the midfield zone; Centre Midfielders working in pairs, 1 goes—1 sits; Centre Forwards dropping into Midfield zone to collect possession; Free Play

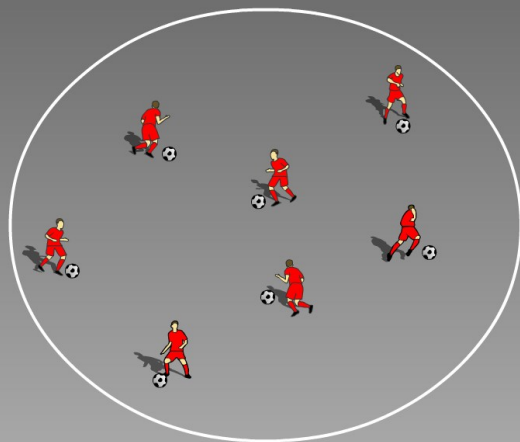
NOTES

With the unopposed elements of this session you may want players to create their own patterns, this is great to give them ownership of the session but also aids their understanding. Will it work? If not, Why? By challenging the players I find their understanding of the timing, weight of pass and movement improves significantly

ACTIVE START (AGES 0-6)

Coach: Paddy Hartnett
Age Group: U6
Session: Dribbling
Duration: 30-45 Minutes

Paddy has coached younger ages in Limerick for the past 13 years working with different clubs to develop the structure and more importantly player development with underage teams. He has worked with the FAI with their emerging talent program and also with Limerick FC. Additionally he worked with Coerver Coaching as a player development coach. To date he has acquired 26 different coaching certifications including his Youth Certificate and Degree in Sports Psychology. Make sure to follow him on Twitter: @PaddyHartnett77



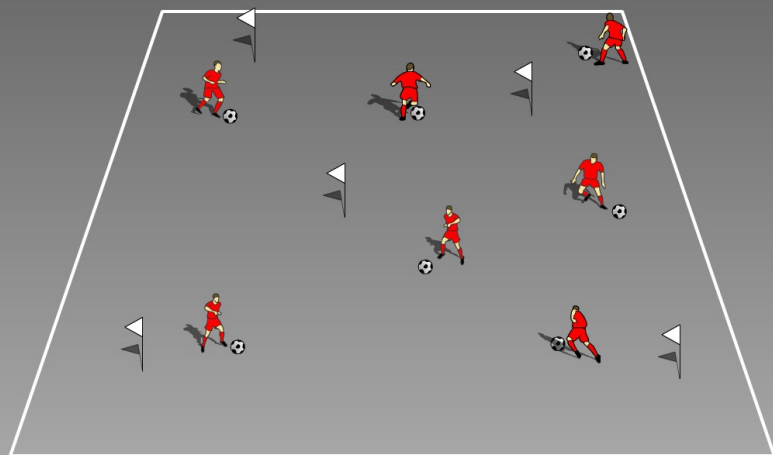
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Dribbling in Center Circle

Organization:

Have players dribble anyways they want inside the circle using both feet for 2 minutes. Have players juggle for 1 minute using feet only (if advanced try using both feet). Have players dribble with inside and outside of each foot with the following pattern: RF—outside, inside, outside; LF—outside, inside, outside and continue to switch feet. Have players juggle with their thighs. Have players work using various parts of their foot to perform different actions like cuts and turns. Introduce concept of change of direction and change of pace. If a player is comfortable performing different actions and movements can you encourage to increase the speed at which they move with the ball.

Coaching Points: Make sure the player is constantly lifting their head and checking their surroundings, Look for space and avoid others, Make sure players keep the ball close to them while in congested areas allowing them to move the ball more quickly to avoid other players and obstructions, Encourage players to use all parts of their feet while dribbling (inside, outside, top, sole)



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Flag Game

Area: 25 x 10

Organization:

Randomly scatter flags within the grid. To begin, add two less flags than the number of players in the activity. Each player should have a ball inside the grid.

Dribble in the area avoiding other players and the flags. When the coach yells “STOP,” each of the players must race to a free flag as quick as possible. The first player to reach the flag 5 consecutive times wins the game

Progressions: Reduce the number of flags; Restrict the players to only use a certain part of the foot or type of dribbling technique

Coaching Points: Head up to check surroundings when dribbling, Make sure players keep the ball close to them while dribbling in congested areas, Encourage players to use all parts of their feet while dribbling (inside, outside, top, sole)

FUNDamentals (AGES 6-8)

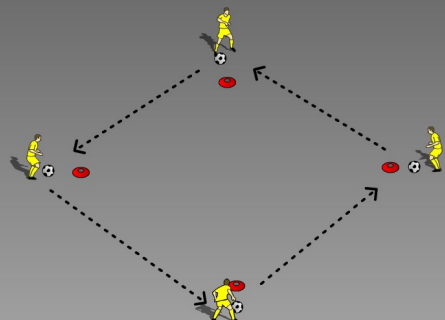
Coach: Craig Stead

Age Group: U7

Session: Individual Moves to Basic Shooting

Duration: 60 Minutes

Craig has been coaching with OSU Force Academy for nine (9) years. During this time he has tournament experience with both the Dallas and Disney Cups along with multiple other prestigious events. Most recently, Craig became perhaps one of the youngest coaches to receive his National 'B' License from the CSA at age 23. He also acts as a Learning Facilitator with the Ontario Soccer Association. Previously, Craig was a NAIA scholarship athlete, while holding a graduate certificate in Sports Business Management



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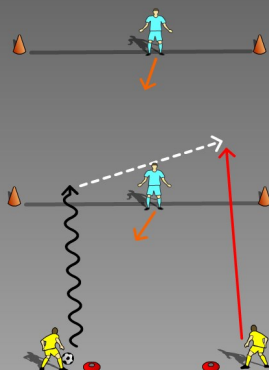
Introduction (15 mins)

Organization:

Individual moves introduction. (1) Fake Take L/R; (2) Fake Fake Take L/R; (3) Circle Take L/R; (4) Add your variations.

Players wait for command of the number and direction, they should take a positive first touch on a 45 degree angle

Progressions: Shout their name when they successfully make it to the cone



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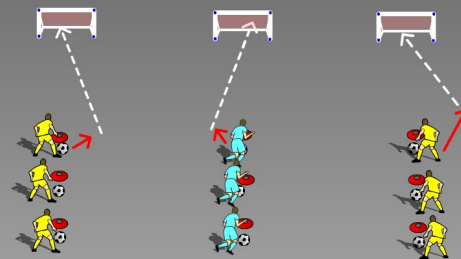
Jail Game (25 mins)

Organization:

Introduce as 1v1. Encourage players to work a move and not be shy to take on an opponent. Player(s) work their way past the defenders (Blue).

Progressions: 2v1; 2v2

Coaching Points: Decision making, Speed of attack, Communication, Deception



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Highlight-Reel Goals (15 mins)

Organization:

Players line up 3 or 4 to a goal, before it is their go, they must practice a move when the coach shouts 'Go' the player in the front of the line must work their move and then attempt to score on the goal

Progressions: Make it a competition in terms of who scores first (or at all) with elimination rounds

Coaching Points: Deception, First touch out of feet, Striking with their laces, Enthusiasm and Goal-scoring mentality

LEARN TO TRAIN (AGES 9-12)

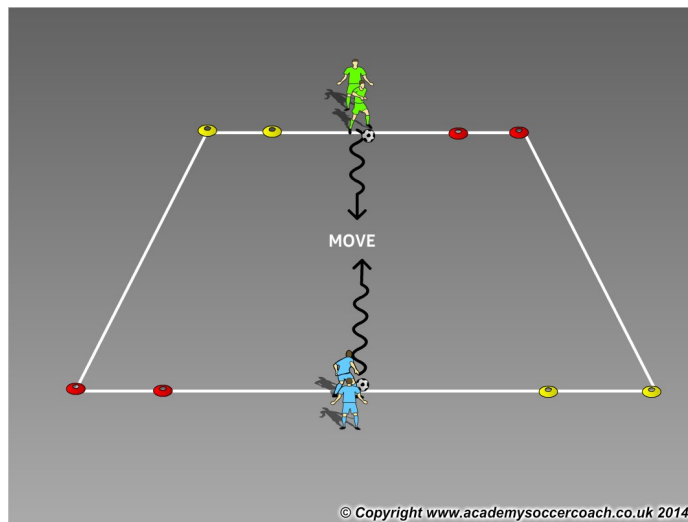
Coach: Carolyn Warhaftig

Age Group: U9-12

Session: Dribbling

Duration: 60 Minutes

Current DOC for the Academy and Challenge Programs at the Highland Football Club in Asheville, NC. Also a volunteer coach at UNC Asheville and a staff coach for NC ODP West. Played at Colgate University and also spent a year with playing professionally with Fjolnir FC in Reykjavik, Iceland. Completed the USSF D, NSCAA Advanced National, and the USYS National Youth license.



Dribble at Partner & Penetration Move

Area: 25 x 20

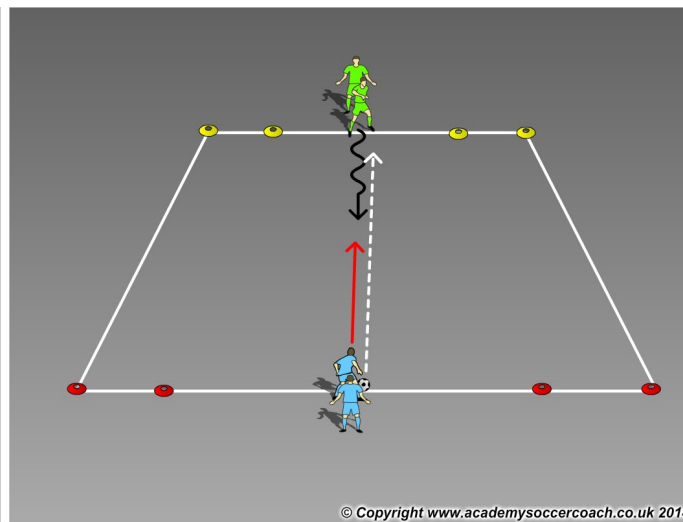
Organization:

4 gates (3 yards wide) set up on opposite end lines. Gate colours must be opposite to each other (as shown).

Coach calls gate colour. 1st Blue and 1st Green player dribble at each other and must pull a penetration move when they meet in the middle, then accelerate through the opposite gate.

Moves: step beside, double step beside, scissor, double scissor, stepover, stepover scissor, Matthews.

Coaching Points: Positive 1st touch, Ability to improvise with variety of penetration moves (allow enough space to complete move before a defender can tackle, Dip shoulder to “sell” move, Use change of direction and change of speed), Recognition of space/ability to attack different directions to exploit space



1v1 to 2 Gates

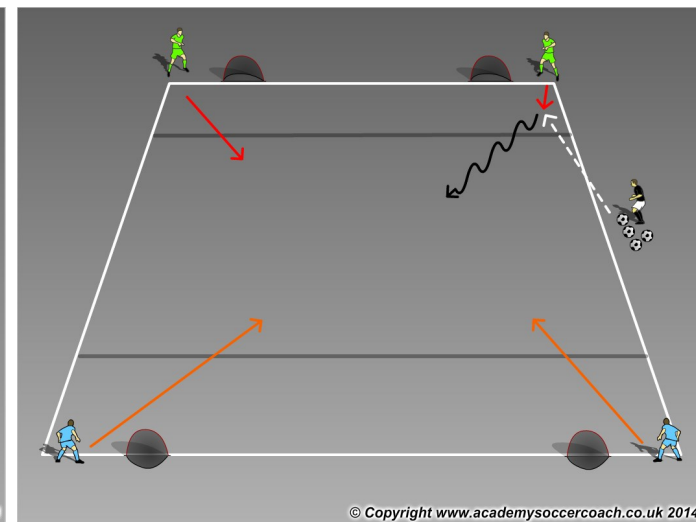
Area: 25 x 20

Organization:

4 gates (3 yards wide) set up on opposite end lines. Gate colours should be same on each end line.

Blue player passes to Green player, then Blue player immediately closes to apply pressure. Green player receives ball and attacks either Red Gate (dribble through to score). If the Blue player can steal the ball, he/she maintains possession then tries to attack either Yellow gate.

Coaching Points: Recognition of time/space to use 1v1 penetration moves, Ability to change speed and direction to beat a defender into open space, Use body/arms to hide the ball and seal off defender once player gets into space, Defenders ability to maintain possession on a turnover and look to counter to goal



End Zone Dribbling

Area: 30 x 25

Organization:

4 mini goals (2 on each end line). Line 6 yards off of either end line creates a “scoring zone.” Coach passes ball to one team.

Opposite team immediately steps on to pressure and create 2v2. Attacking team must dribble inside “scoring zone” before they can shoot. Any player can enter “scoring zone.” If defending team steals the ball, they maintain possession and attack either of the opposite goals. They also must dribble in the “scoring zone” before they are allowed to shoot.

Coaching Points: Recognition of space for 1st attacker to dribble/penetrate, ability to use improvisation (1v1 penetration moves) to penetrate “scoring zone”, Space/angle of support as 2nd attacker, Ability of defender to maintain possession on turnover and dribble penetrate in transition

TRAIN TO TRAIN (AGES 12-16)

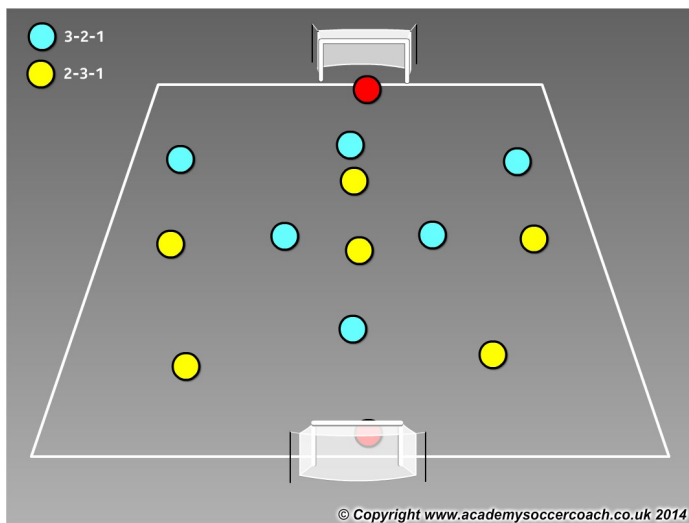
Coach: Lloyd Owers

Age Group: U13

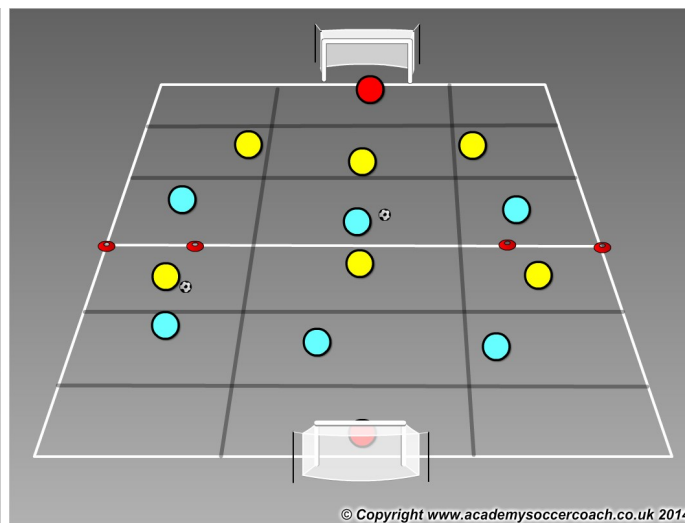
Session: W-P-W Defending As Unit

Duration: 60-90 Minutes

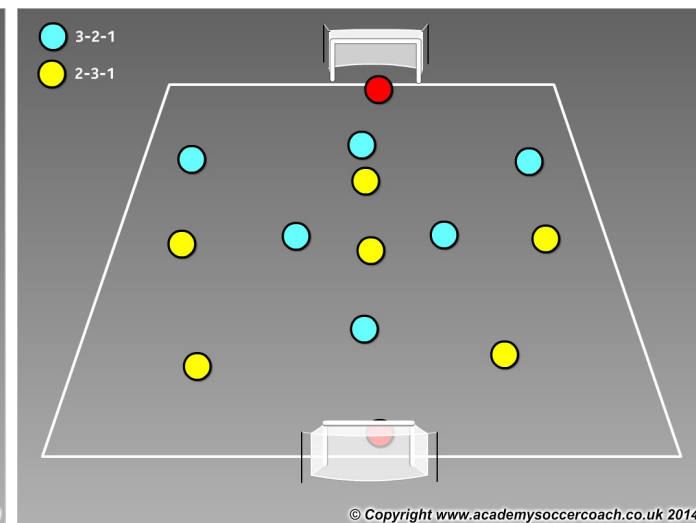
Lloyd is an FA Skills Coach for the English FA, working with a wide variety of ages in schools, youth teams and skill centers. His previous coaching experience was at Colchester United Community Sports Trust working with children of all ages and ability from the grassroots to the boys advanced coaching program as well as the Girls Centre of Excellence. Follow Lloyd on Twitter @LloydOwers



Whole



Part



Whole

Organization:

Blue is in a 3-2-1 formation and Yellow is in a 2-3-1 formation.

Progressions: Make progressions as suitable to session and groups ability/understanding; Modify conditions if/when necessary

Organization:

In boxes, attackers vs. defenders. Defenders try to force attackers into wide boxes away from goal. Attackers try to score on Big goals and if defenders win the ball they look to dribble the ball through the Red gates or pass through the gates to a teammate.

Progressions: Make progressions as suitable to session and groups ability/understanding; Modify conditions if/when necessary

Coaching Points: Side on, Can you force attacker onto weaker foot away from goal, Knees bent in lower stance (push off), Get in fast and slow down on approach, Can defenders win ball higher up the field, Can they win the ball in pairs/small groups, Communication

Organization:

Blue is in a 3-2-1 formation and Yellow is in a 2-3-1 formation. Try to use defensive coaching points

Progressions: Make progressions as suitable to session and groups ability/understanding; Modify conditions if/when necessary

Coaching Points: Side on, Can you force attacker onto weaker foot away from goal, Knees bent in lower stance (push off), Get in fast and slow down on approach, Can defenders win ball higher up the field, Can they win the ball in pairs/small groups, Communication

TRAIN TO TRAIN (AGES 12-16)

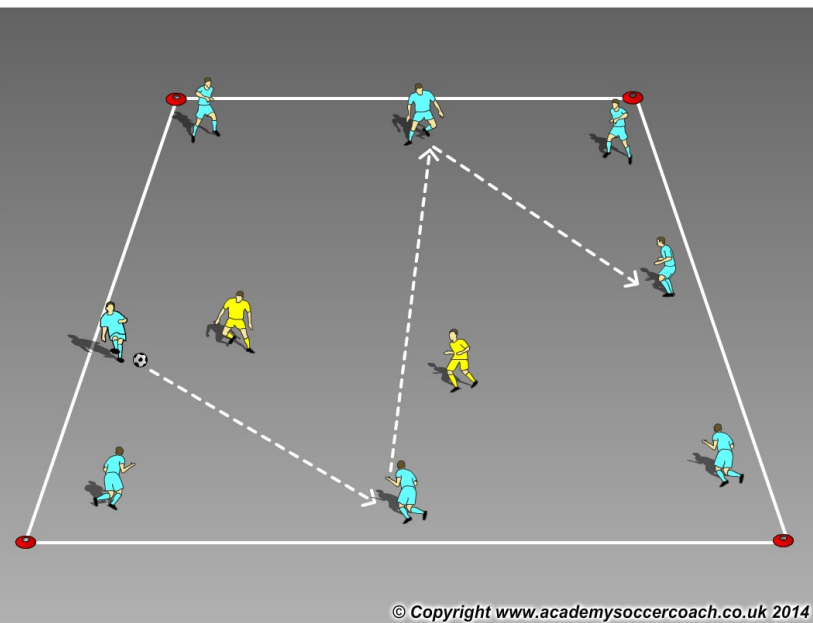
Coach: James Scott

Age Group: U15

Session: Attacking with Transition to Defend

Duration: 90 Minutes

James is a Development Officer with the Football Association of Ireland (FAI) in North Tipperary. He holds an UEFA 'A' License and is also the Head Coach of the FAI Regional Emerging Talent Programme in Limerick. Additionally he Coaches with the Ireland U15 Development Squads. You can follow him on Twitter: @JamesScott89com



Passing Warm-Up: Rondo's (10 min)

Area: 10 x 10

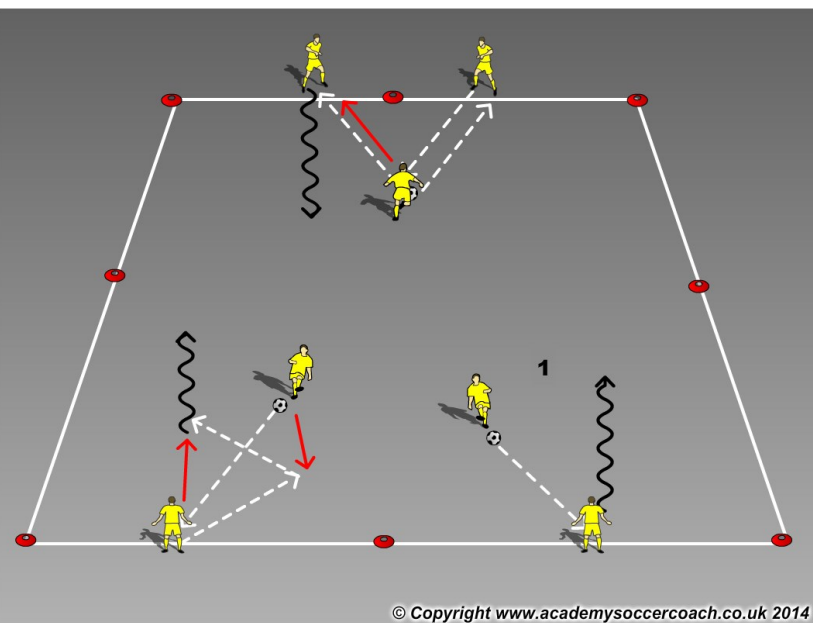
Objective: Warm up players and improve technical skills and focus on the session ahead

Organization:

8v2, 7v2, 6v2 5v2. Two players in the middle can hold bibs in their hands. When defender wins the ball or ball goes outside the area, the player that made the mistake and the player that passed to him switches with the defenders in the middle or the player that made the mistake switches with the defender that has been in the middle the longest. Play 1 or 2 touch, depending on the quality of players.

Coaching Points: Quality of pass (pace, weight, accuracy), Individual movement to receive pass, Open body shape, Individual skills to get out of tight spaces, Decision making

Note: Make sure players play within the area



Passing Warm-Up (10 min)

Area: 30 x 25

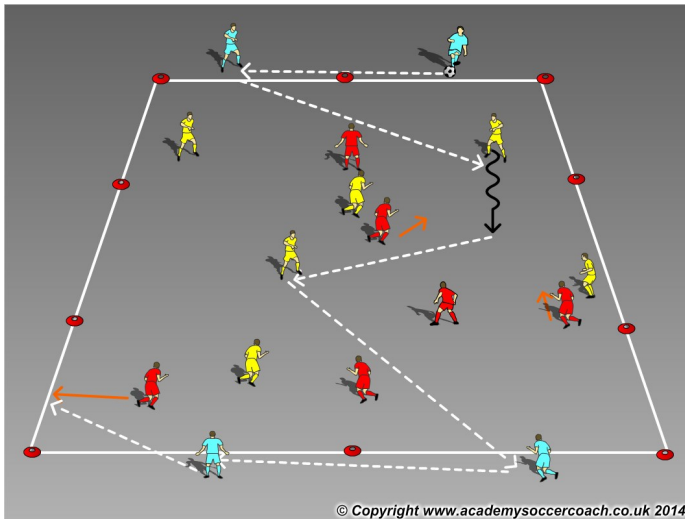
Objective: Warm players up for a game/session with an emphasis on passing and movement

Organization:

16-20 players, 1 ball every 2 players. Start with dynamic movement and stretching, introduce footballs early. Half the players inside area with a ball, half the players outside waiting for pass. When players are inside the area look for changes of direction, fakes, tricks. Passing Variations: (1) Pass and switch positions; (2) Wall pass; (3) Pass, set up and play to 3rd player and switch positions. Follow in sequence, players switch positions after pass, keep players on their toes and no one is standing still for long periods of time.

Coaching Points: Tempo of the activity, Slow to Fast, Range of movements, Quality of pass (pace, weight, accuracy), Individual movement to receive pass, Open body shape, Looking to play forward, Pass to feet or space—let the players make the decision, Communication between players

Note: Look for quality from the start, can they play one touch



6v6 with Transition (20 Min)

Area: 60 x 30

Objective: Improve players passing, movement and decision making

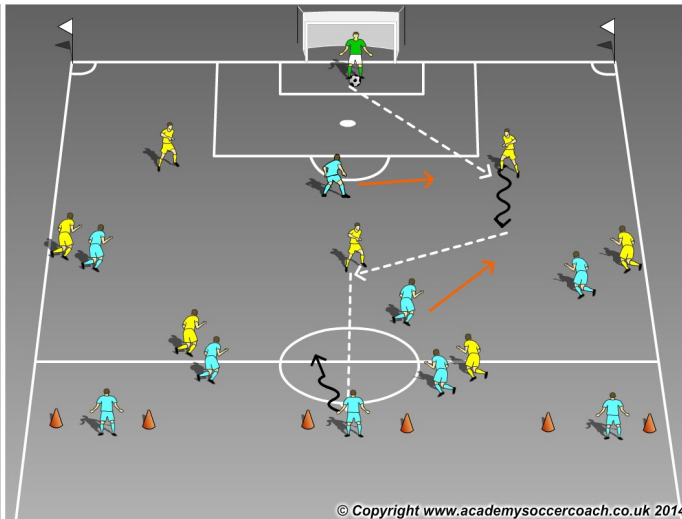
Organization:

6v6 inside the area, formation for both teams 2 defenders, 3 midfielders (6 holding, 8 & 10 attacking midfielders) 1 striker and 4 Blue players, 2 at each end and Blue's cannot be tackled.

Yellow players play to one end (as per diagram). Blue player that receives transfers to the second Blue player that passes into Reds. Reds then look to play to the other Blue players (Transitions)

Coaching Points: Quality of pass (pace, weight, accuracy), Individual movement to receive pass, Open body shape, Looking to play forward, Pass to feet or space—let the players make decisions, Passing triangles—always at least two options for the play on the ball, Get defenders to take the ball into midfield to create 4v3 in central areas, Get midfielders to play in between and behind opposition, Communication between players, Quick transition important for both teams

Note: Keep intensity high, have supply of balls on the outside. Size of grid depends on the quality of players, may need to make grid bigger or smaller



P.O.P —Attacking with Transition to Defend (20 Min)

Area: Full width of pitch and 5 meters past half (length)

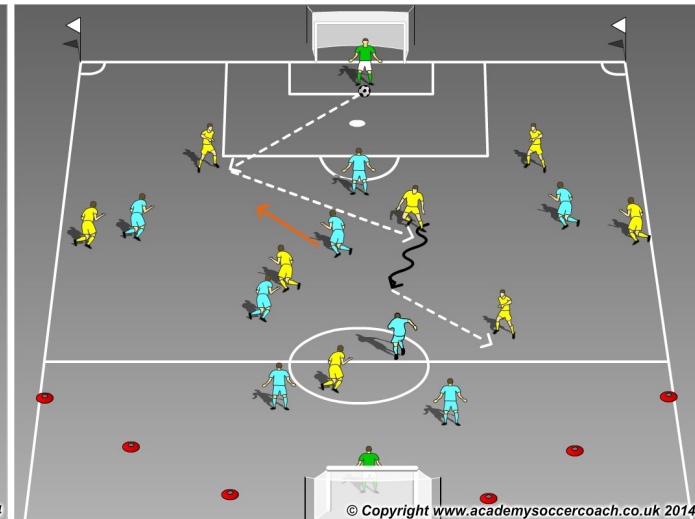
Objective: Improve players technique and tactical awareness when playing out from the back

Organization:

In Yellow—GK + 4 Defenders + 3 Midfielders in Blue vs. 3 Midfielders + 3 Forwards. 3 Blue Targets standing behind cones. GK starts the play at all times with the ball in the middle of the 6 yard box. Yellow team looking to build from the back and score through any of the 3 gates to Blue players that then attack yellows goal, yellow must quickly transition to defend.

Coaching Points: Starting positions of Center Backs—edge of 18 yard box, Full backs pushed high up near touchline, Midfield with Holding Midfielder (6) and 2 Advanced Midfielders (8 & 10), Quality and selection of pass, First touch and body shape (opened looking to play forward), Angles and distance of support, Awareness and communication, Transition to defend—if Yellow team scores through target goals or lose the ball in build up, can they win it back as quickly as possible

Note: Get the Blue team to drop off and put on limited pressure at the start to get the Yellow team comfortable in possession. GK's role very important—Quality of passing and decision making is crucial



9v9 - Attacking with Transition to Defend (30 Min)

Area: Full width to opposite 18 yard box (cut off sides on one end)

Objective: Improve players technique and tactical awareness when playing out from the back

Organization:

9v9 Game—Yellow 1-4-3-1 vs. Blue 1-2-3-3. Supply of balls in each goal. GK starts the play at all times with the ball in the middle of 6 yard box.

Coaching Points: Starting positions of Center Backs—edge of 18 yard box, Full backs pushed high up near touchline, Midfield with Holding Midfielder (6) and 2 Advanced Midfielders (8 & 10), Quality and selection of pass, First touch and body shape (opened looking to play forward), Angles and distance of support, Awareness and communication, Transition to defend if the ball is lost—can they win it back as quickly as possible (pressing as a unit)

Note: Blue team to drop off and put on limited pressure at the start to get the Yellow team comfortable in possession. GK's role is very important—Quality of passing and decision making is crucial

Follow Session With: Warm Down & Debrief—Light job, Stretching and review of session, Players giving the answer.

TRAIN TO COMPETE (AGES 16+)

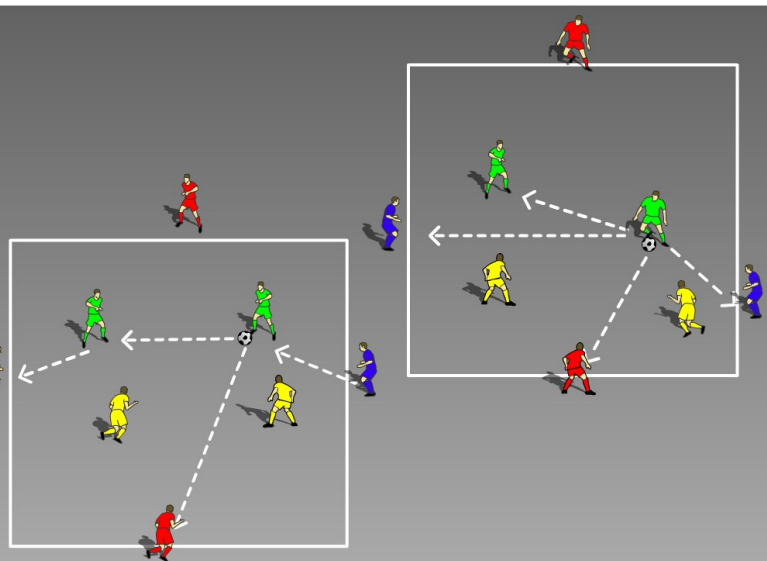
Coach: Victor Satei

Age Group: U16

Session: Effectively Using Width of the Field

Duration: 90 Minutes

Victor is the Director of Apex IFC, an international football consultancy firm that focuses on the development of the game from the grassroots level all the way to senior football. Prior to this, Victor spent many years developing one of Canada's leading football organizations. He studied Sport Management at Durham College and currently holds a UEFA 'A' License, a USSF 'Youth' License and has a deep interest in the study of sports psychology.



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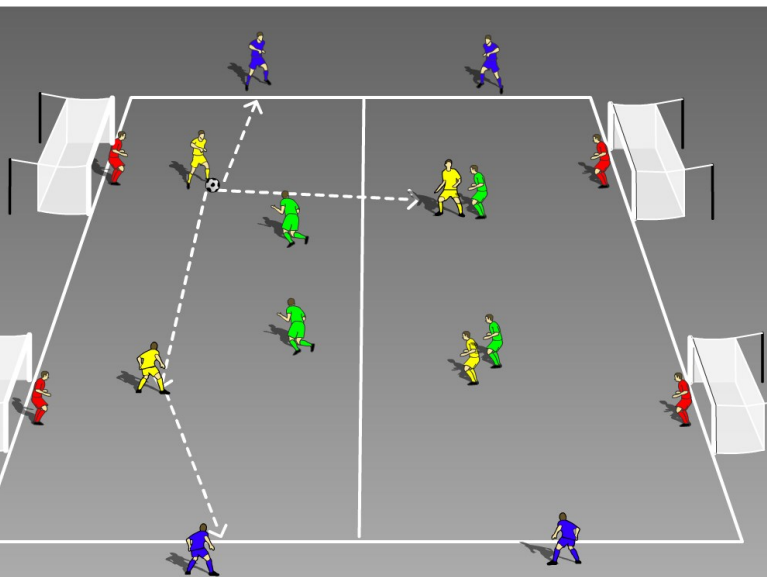
Exercise 1—Warm Up—Trying to Play the Split

Area: 2 Grids 12 x 12

Organization:

In each grid there are 4 teams of 2 players. As shown, Green vs. Yellow inside while Blue players provide the wide support and the Red players provide targets on either end. Objective is to effectively use the wide support players to spread open your two opponents in order to play the ball in between them (the 'split') and into the target players. A goal is scored every time the team in possession can play the ball into a target player. After playing into the target player, the team should regain possession and look to attack the opposite end.

Play for one and a half minutes and then switch the players on the inside with those providing support



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Exercise 2—Using Width 4 Goal Game

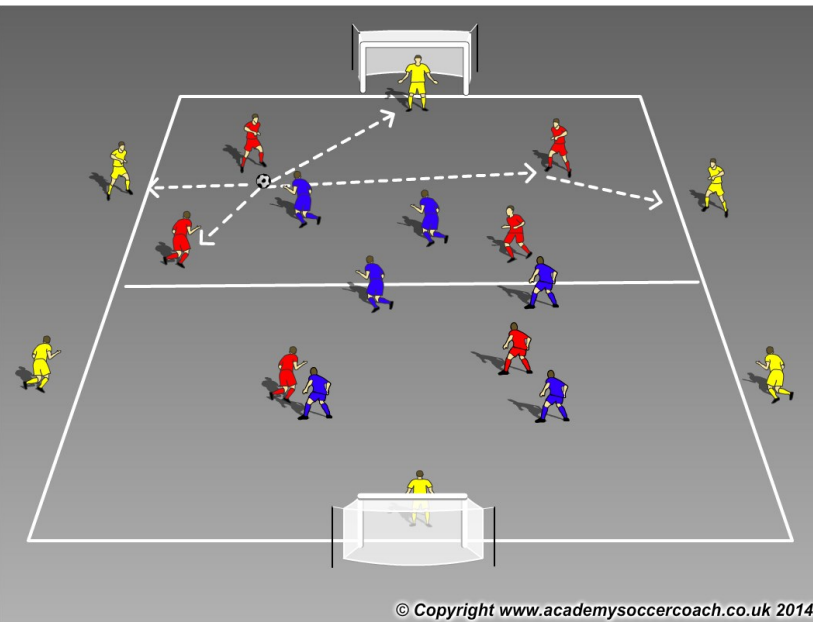
Area: 30 x 40

Organization:

Split the area in half and place four goals opposite of each other, as shown. Create four teams of four players. One team supplies a goalkeeper for each goal, one team supplies support players on the outside of either half (as shown by the Blue team) and two teams compete in a 4v4 match. The two teams competing in the middle place 2 defenders in the defensive half and 2 attackers in the offensive half, created 2v2 in each half.

Objective: for the team in possession to make use of their outside neutral support players, to spread the game wide in order to create space to either play the ball into the attacking half or create a chance on goal.

Teams should rotate every 5 minutes.



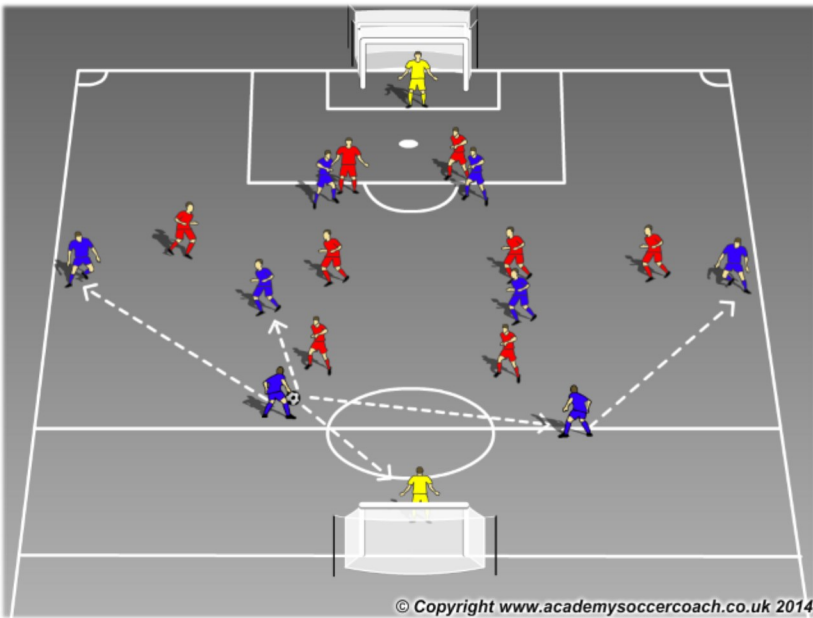
Exercise 3—6v6+6

Area: 60 x 40

Organization:

Split the area in half and place a goal on either end. Create two teams of six players and place four support players on either side of each half, as shown. Place goalkeepers in each goal. Each team uses a 2-2-2 formation.

Objective: For the team to make good use of the wide neutral players in order to spread the opposition causing passing lanes to open up. Once passing lanes are opened, encourage players to penetrate by exploiting the lanes and looking to advance the ball with the main objective of creating an opportunity on goal



Exercise 4—9v9 Match

Area: Just over half a full-field

Organization:

Create two teams of 9 players. Place a goalkeeper in each goal. Each team uses 2-4-2 formation.

Objective: Open Play. See if the players are able to effectively take what they've learned in the session and apply it into the game. By providing width in midfield and making the formation narrow in both the defensive and forward positions, we can see how the team uses the wide midfielders in order to expand and create space centrally.

Additional Information: Encourage wide midfielders to get up and down the flanks. Don't be afraid to have defenders overlap your wide players. Look for crosses. Encourage attackers to combine with wide players. Have wide players cut inside and get others to get around the outside of them.

GOALKEEPERS

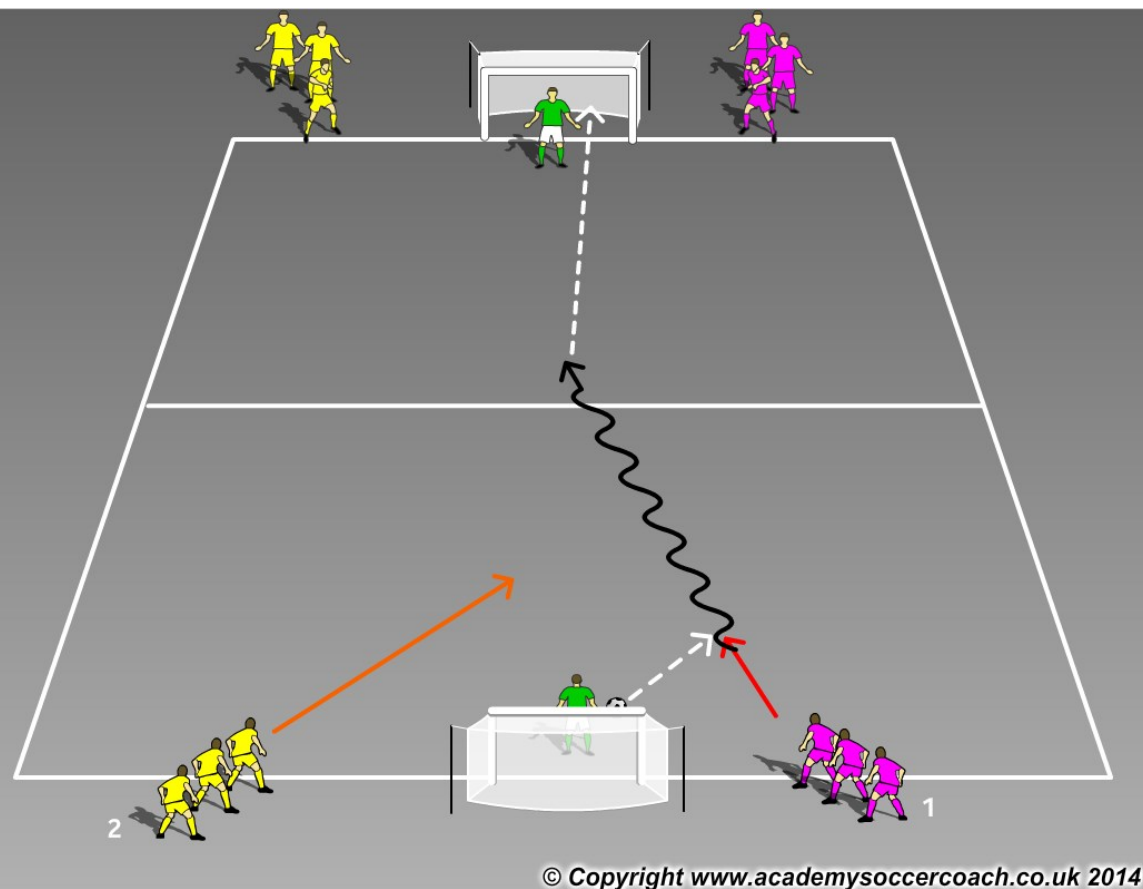
Coach: Rob Parker

Age Group: U12+

Session: SSG Decision Making and Organizing their Backs

Duration: 20-30 Minutes

Rob has coached at the collegiate level for 16 years and training goalkeepers for 20 years. Starting at the age of 19 Rob joined the Towson Women's Soccer Coaching Staff and had great success. He is actively coaching with several clubs in the Capital Region and has also served as a mentor of the Eastern NY ODP staff. He is a contributor to keeperstop.com writing articles on goalkeeper development as well as working as a clinician for several coaching clinic and courses. Parker has also contributed to several coaching educational resources, sharing lesson plans and blogs with goalkeepers from around the world. You can follow him on Twitter: @goaliecoach00



SSG: Decision Making and Organizing their Backs

Organization:

Both players start on the end line opposite of the goal they are playing towards. Each is on opposite sides of the post. The GK starts with the ball and rolls the ball to the attacking player (Player 1). Once the ball is released, Player 1 attacks the ball while Player 2 gives chase. Player 1 must avoid leaving until ball leaves keepers hands to avoid an offside call. The defender (Player 2) attempts to either: Win the ball; Delay attacker and deny penetration.

GK communicates to organize the back. If the attacker scores and/or the ball goes out of bounds, the opposite GK starts with the ball and two new players start a new rotation. If GK saves a shot, GK plays ball to defender who then reverses their role and goes to goal, making the attacker now the defender.

Progression: Limit attack to 5 seconds to score; Add multiple players to both the attack and defense to allow more options for GK to organize pressure, cover; Alter the starting position of the defenders so they are in front of the ball rather than giving chase

Coaching Points: Communication with defender, Advise and command in a loud/assertive voice, Quick decisions whether to attack the ball or stay back and let defender attempt to win ball, Angle play—move out early close space between ball and goal to narrow angles, Stay low with hands in front of feet, Decision Making—make a decision, go for it, learn from the outcome

INTERVIEW WITH BEN BATE

CTGG: Ben, first off, thank you for sitting down with us for an interview! Tell us a bit about yourself and your background?

BB: Hi, currently I'm working with the Football Association of Wales as one of their Women's team's analysts. I am mainly responsible for the U19 and U17 girls currently. Over the past 4 years I have been working with several clubs and organizations alongside my studies and beyond. I completed a BSc in Sports Coaching in 2011 and continued on at Glyndwr University (Wrexham, Wales) to complete my MRes in Sports and Exercise science in 2012.

I sent letters to as many clubs in the local area and beyond that I could get contact information for (around 50) in order to find a club that I could work with to complete my dissertation back in 2010. I was fortunate that a Welsh Premier League team (The New Saints FC) replied asking me to come and meet their manager and from that initial meeting I worked with the club for just over three years and completed both my undergraduate and masters dissertations with their first team. The club qualified for European football qualifiers every year I was there and I was fortunate to travel to Northern Ireland, Denmark, Sweden and Poland with the club.

Whilst at the club I helped scouting the opposition as well as breaking down the performances of the team. From this the clubs Head Coach who was also the Welsh Football Trusts U15 Girls Development Squad manager at the time invited me to work with the squad. This was my first experience of working with an international girls side and this involved very detailed technical and tactical analysis. From this I eventually went on to work with the U17 and U19 women's squads as well as the recent full international side against England in October last year. Last year I also worked with Shrewsbury Town FC's U18 squad for six months which was a good experience where I presented match analysis to the squad and coaches.

CTGG: What is a Video Analyst? What do they do?

BB: A video analyst is someone who films matches and/or training then analyses the events that have taken place within them. A video analyst often uses computer software to analyze the game allowing them to tag video clips and export them if needs be to create reports or presentations.

A degree of statistical analysis is usually involved, from as simple to how many shots a team has had to passes in the final third and possession. The jobs that video analysts do vary considerably depending on the environment they work in. Primarily in my experience this depends a lot on the coach your working with. Fundamentally it involves breaking down what's been filmed into key instances. These may be as simple as goals, corners, shots etc. down to every pass a player makes, its direction, who it was to, was it completed etc.

A lot depends on the resources available to the club/organization as this often dictates what is achievable. Often I am tasked with creating match reports for teams, which are tailored towards the managers needs. These reports are a standard template that allows the manager to easily compare match statistics from one game to another and presents me as an analyst with a smooth workflow.

Many professional clubs employ several analysts all with their own responsibilities which may include opposition scouting, recruitment, first team analysts, reserve team analysts, youth teams analyst etc. These analysts will work towards a common aim all within their own areas but again this depends on the resources available.

CTGG: What tips can you give coaches or soccer enthusiasts who may be interested in pursuing a career in video analysis?

BB: In order to pursue a career in video analysis a degree these days is essential. Most clubs who are seeking a video analyst are looking for graduates or current university students at the very least with a master's degree often being a desired requirement. Aside from the degree though experience is essential.

I was very driven to get as much experience as I could in a number of settings and with both sexes, which has proved invaluable. You learn so much by being up at the top of the gantry for the first time and just encountering the problems that occur for an analyst. I would also suggest shadowing an analyst if at all possible, you can learn so much from the experiences they have had in the field.

INTERVIEW Cont'd

CTGG: Is video analysis only for high performance programs?

BB: Personally, I would say no, it's just the scale of the analysis that alters. Most people have access to a video camera and can borrow a tripod off a friend to film a game and really that's all you need. I have assisted friends of mine who run grassroots teams with filming a game and using iMovie on an iMac to highlight aspects of a game that they wish to analyze. From this they have delivered a presentation highlighted key points from the game and then structured that evenings coaching session around their findings. Of course you want to go into detail then video analysis software would be of use to make the work a little easier! But I would say anyone with a computer and a decent camera can use the principles of video analysis to inform their coaching.



CTGG: How would you recommend the use of video analysis in the development of youth players?

BB: I think for a youth player seeing yourself playing and scoring or stopping goals is a big deal! In my experience players always want to see themselves on the screen and that can be a powerful tool in order to facilitate their development. I personally like to show players examples of Messi performing a skill; for example on an iPad and getting them to break that skill down and perform it themselves. Then using the iPad again to film the game at the end and making a fuss about the players that use that skill in the game to beat a player or score a goal. In my experience in the next session most of the players are performing that skill again because they want to see themselves in action at the end of a session. That's just an isolated example using an iPad but again at Pro level most players will be aware of their individual statistics and how they need to improve and what they need to refine in order to be the best they can be. I believe that you have to do what is best for the players you are working with. As a coaches you know what methods will work for your players but be creative and experiment and see what they respond to, to get the most out of your players.

CTGG: What tips do you have for those who are looking to self-teach themselves more about video analysis?

BB: Firstly don't be afraid to give it a go, dust off that video camera that's been sitting in the corner, find a friend with a tripod and film a match (making sure you've got all the required permission of course!). Most of the things I have learnt have been through trial and error and anybody with a basic understanding of iMovie or Windows Movie Maker could put together a highlights package and deliver that to their players. Even without a video camera, most smart phones have video capture in HD that can produce some good footage that can be easily used. I myself have scouted opposition in the past with nothing but my iPhone! Another great thing to do is get a friend or colleague to film you coaching and analyze yourself as a coach. Look at what you say and do and how the players respond to it. You will be amazed by what you see and I have found it has informed my coaching and improved my delivery. So please get out there and use the technology that you have in your pocket to inform your coaching practice.

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DRIBBLING

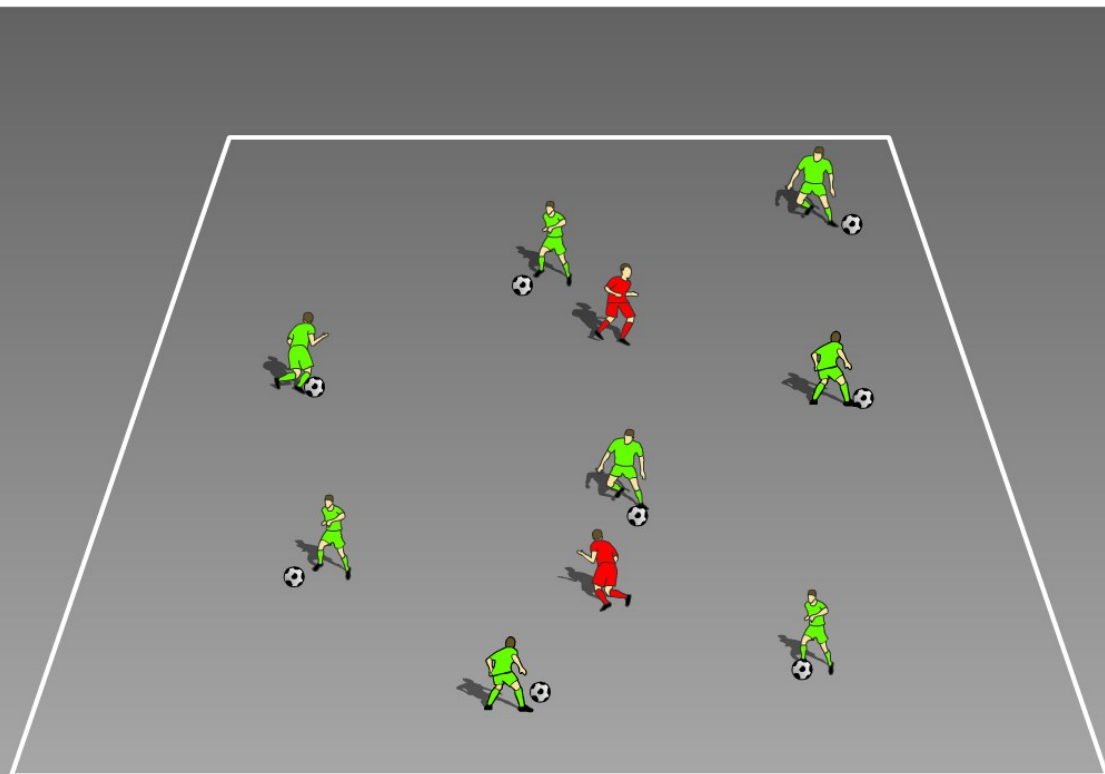
Coach: Lee Fielden

Age Group: U7-U10

Session: Dribbling

Duration: 15-20 Minutes

Lee is an FA Licensed coach who is actively pursuing coaching education. He currently coaches Readstone Utd U8's. His aim is to help kids be the best they can be both on and off the pitch, giving them an environment to play in without fear and thrive on the confidence they gain. You can follow him on Twitter: @Fieldsey77



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Dribbling with Defenders

Area: 30 x 30

Organization:

Each player has a ball except two players who are defenders. Players dribble their ball around the player area. On coaches call the defenders attempt to clear balls from the player area. If a defender successfully clears a ball, the attacking player who lost the ball supports the other attacking players.

For example if there were a total of 8 players (6 attackers, 2 defenders), when the defenders are trying to clear the last ball the number situation should be 6v2.

See how many balls the defenders can clear in 2 minutes.

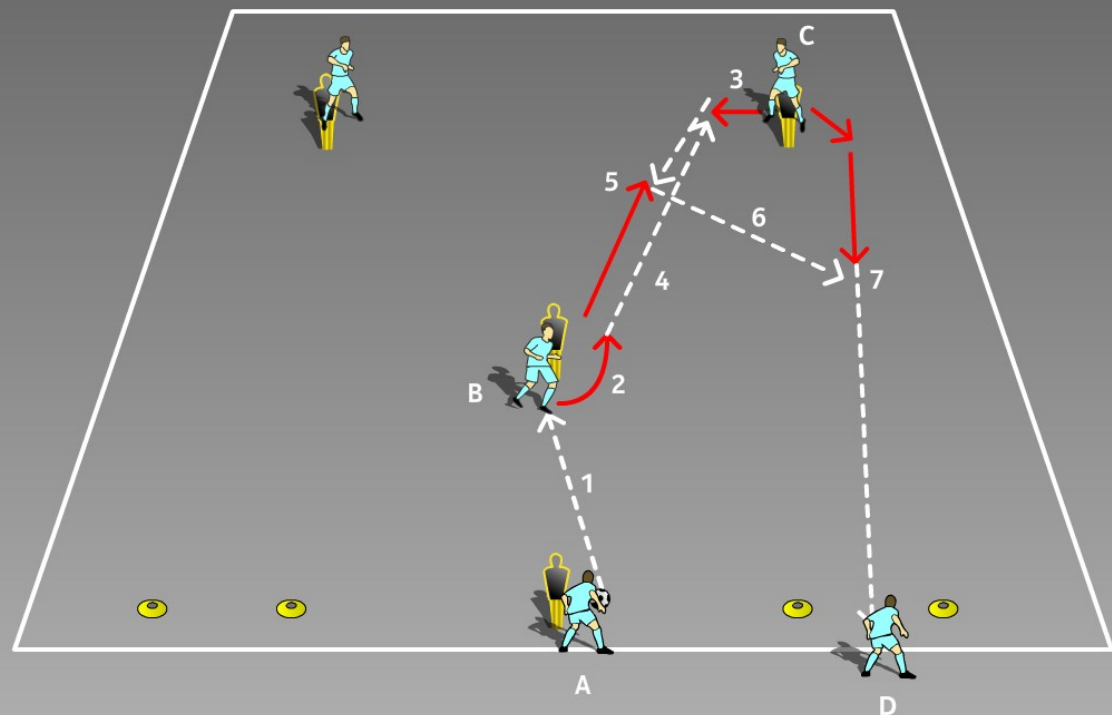
Rotate Defenders.

Coaching Points: Change of direction, Change of pace, Deception, Improvisation, Awareness

PASSING PATTERN

Coach: Rahim Mohamed
Age Group: U12+
Activity: Y Passing Pattern
Duration: 8-10 Minutes

Rahim was recently recognized as one of the NSCAA Top 30 Coaches Under 30. In addition, he has been a part of the Canadian Sport for Life—Canadian Leaders School for 2013. He has a wide range of coaching experience which includes, First Assistant and Recruiting Coordinator for the University at Buffalo, FC London (USL-PDL) Assistant Coach, Fanshawe College Assistant Coach, FC London Academy, North London Soccer Club Director of Junior Programs. He holds an NSCAA Premier Diploma, USSF 'C', US National Youth License. You can follow him on Twitter: @RahimZMohamed



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Y Passing Pattern—Part 2

Objective: Improve players technical passing and receiving in an unopposed environment

Organization:

Start off with two players at each of the mannequins. All extra's start behind the first player who initiates the sequence. (1) A plays to B, (2) B uses a one touch turn, (3) C fakes outside and moves inside, (4) B plays C and then moves to support, (5) C bounces the ball back to B and moves around the mannequin, (6) C receive a weighted leading pass from B, (7) C passes with their first touch if possible to D who is ready to receive between the gates.

Make sure to alternate sides — If B turns to left, then the next player should turn to the right.

Rotation: Follow your pass

Coaching Points: Accuracy and weight of the pass, Quick and sharp movement, Speed of execution, When C receives the ball towards the cones he/she takes a big first touch into space and then dribble through the gates

Check back next month for a different variation of the Y Passing Drill!

FINISHING

Coach: Rahim Mohamed

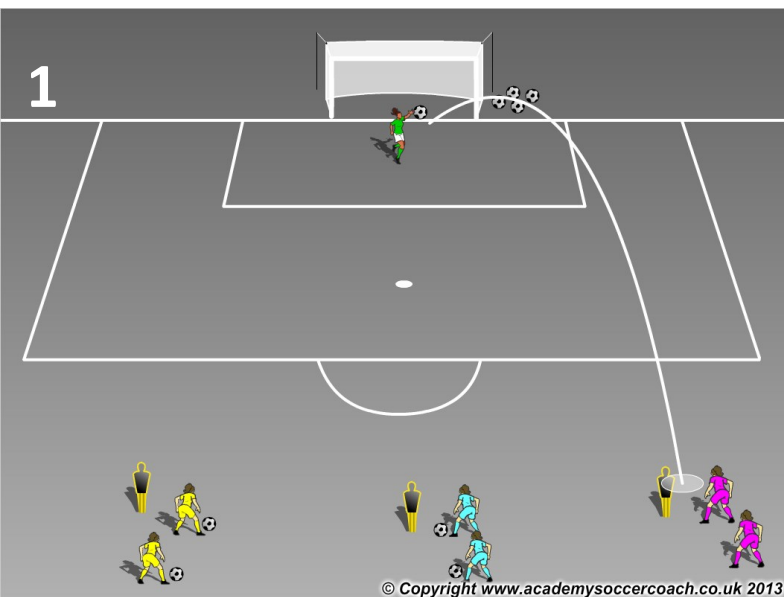
Age Group: U10+

Activity: 3 Line Finishing

Duration: 12-15 Minutes

Rahim was recently recognized as one of the NSCAA Top 30 Coaches Under 30. In addition, he has been a part of the Canadian Sport for Life—Canadian Leaders School for 2013. He has a wide range of coaching experience which includes, First Assistant and Recruiting Coordinator for the University at Buffalo, FC London (USL-PDL) Assistant Coach, Fanshawe College Assistant Coach, FC London Academy, North London Soccer Club Director of Junior Programs. He holds an NSCAA Premier Diploma, USSF 'C', US National Youth License. You can follow him on Twitter: @RahimZMohamed

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3 Line Finishing - Shot, 1v1, 2v1

Organization:

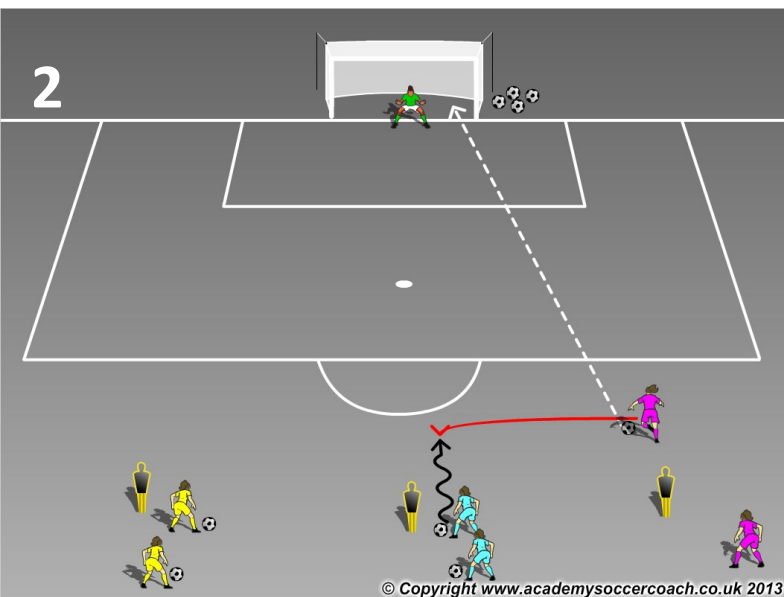
- GK, 3 designated starting points and players split evenly if possible at each starting point
- (1) GK starts by distributing the ball from hands or the ground to the first line (Pink). The Pink player takes a forward touch and looks to finish
- (2) After shooting Pink players transitions to defend an attacker from the Blue line, creating a 1v1 situation to goal. Blue attacks Pink 1v1 and tries to score
- (3) Immediately after Blue shoots, or Pink wins the ball, Yellow calls out the name of the player closest to them (Blue or Pink) and they attack 2v1 to goal against the remaining player

Rotate one line to the left. Make sure to work both ways (R to L and L to R).

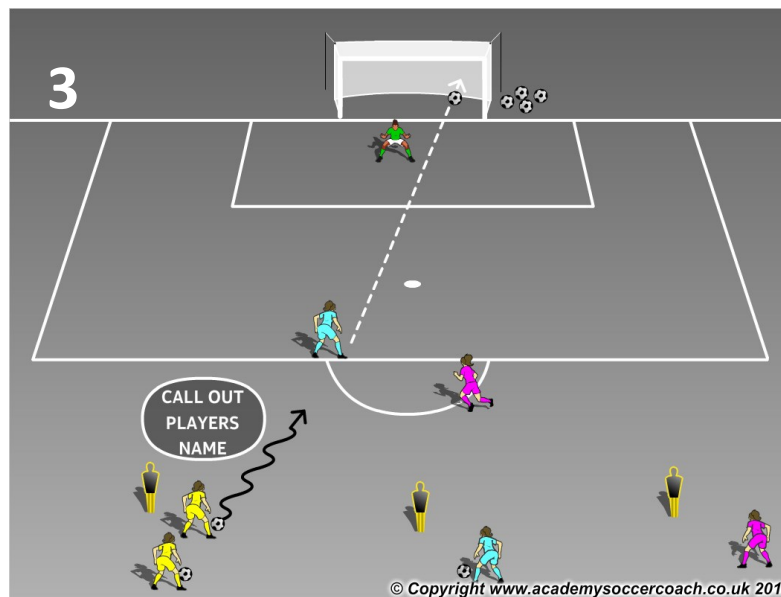
Progressions: We will feature a number of progressions in future editions in this section!

Coaching Points: Try and take a moving forward touch towards the goal when receiving from the GK, incisive attacking at speed when presented with 1v1 and 2v1 situations, Freedom for creativity

2



3



Check back next month for a different variation of this Finishing Activity!

SMALL-SIDED GAME (SSG)

Coach: Rahim Mohamed

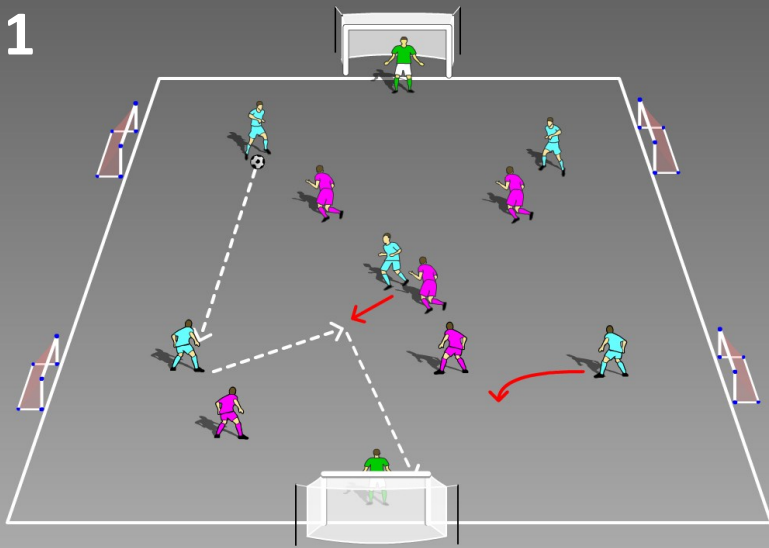
Age Group: U12+

Activity: SSG with Transition from 2 to 4 Goal Game

Duration: 20 Minutes

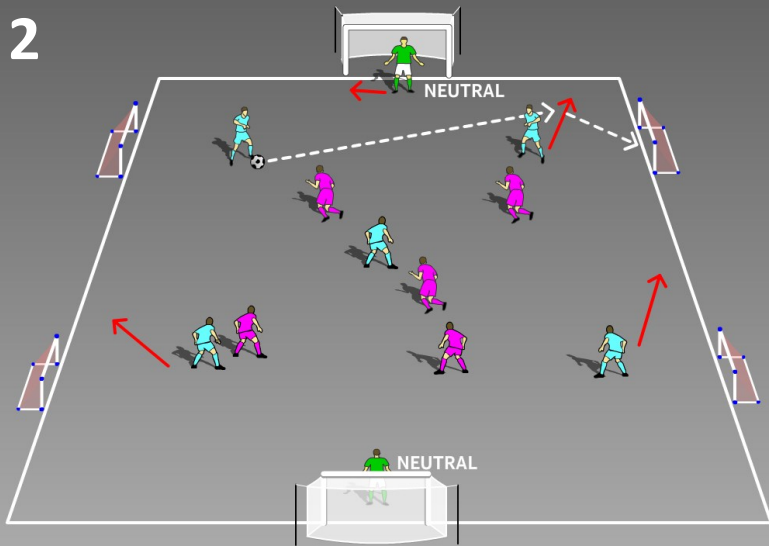
Rahim was recently recognized as one of the NSCAA Top 30 Coaches Under 30. In addition, he has been a part of the Canadian Sport for Life—Canadian Leaders School for 2013. He has a wide range of coaching experience which includes, First Assistant and Recruiting Coordinator for the University at Buffalo, FC London (USL-PDL) Assistant Coach, Fanshawe College Assistant Coach, FC London Academy, North London Soccer Club Director of Junior Programs. He holds an NSCAA Premier Diploma, USSF 'C', US National Youth License. You can follow him on Twitter: @RahimZMohamed

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Small-Sided Game with Transition from 2 to 4 Goal Game

Objective: Present the players with a transition between 2 different types of games

Organization:

2 Teams + 2 GK's

Game begins by playing directionally to big goals. All game rules apply. On the coaches command (whether it's a call from the coach or a whistle), the players then change the game that they are playing from the 2 Goals to the 4 Goals. During this transition both GK's remain active as neutral players on the side. Prior to start of the Small-Sided Activity the coach should point out to the teams which net(s) they are attacking and defending.

In Picture 1—Blue is attacking the big goal at the bottom of the picture

In Picture 2—Blue is now attacking the 2 small goals on the right hand side of the picture

Progressions: Instead of small goals, you can create end zones that they players can play to

Coaching Points: Passing and Receiving key factors, angles of support, movement off the ball, use the numerical advantage when playing to the smaller goals

Check back next month for a different Small-Sided Game activity!



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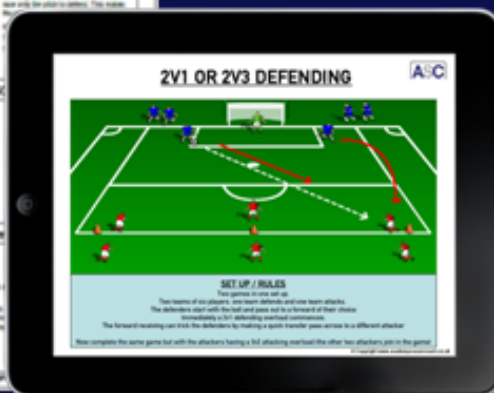
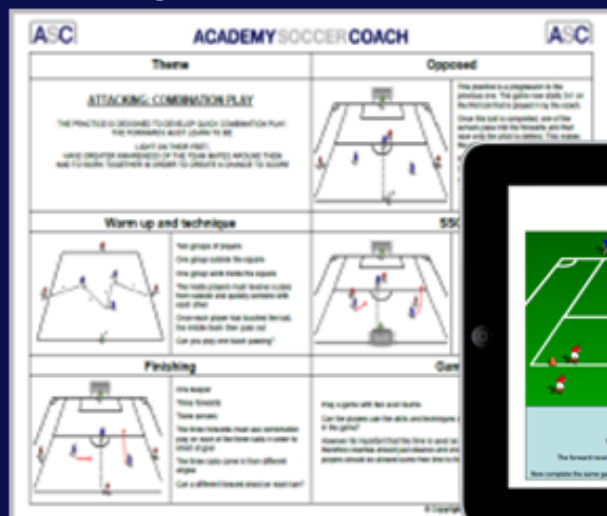
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THE HEART OF THE GAME

As a coach on a constant educational quest into the improvement of techniques to advance our players during their golden years of technical development (8-12) one gets to read, listen and converse over vast amounts of evolving information. Sometimes it blends; sometimes it curdles, but continually looking for the cream, one can get into the habit of questioning certain areas or concepts according to philosophy or progressive thoughts. If not for these foundational questioning thoughts, Hungary's famous *Magical Magyars* of the 1950's, through Gusztav Sebes, would not have been the influence, they became, on modern soccer. Framing this article I stand to question on more of an evolutionary basis than a revolutionary argument.

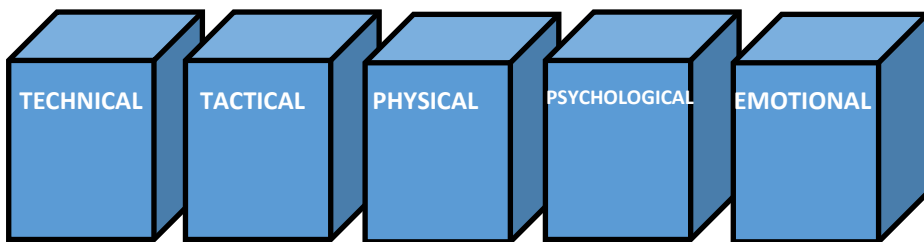
The investigational area: The Four Pillars: Technical, Tactical, Physical and Psychological or as Beswick quotes the "five" adding emotional to the supporting standards. The last one proving to be a very significant addition considering how 'tight' teams and players can be within their own perimeters of play, whether premier or playground. Yes, I am willing to concede 'emotional' could be sub category to the psychological cornerstone.

My expanding thesis being:

'During the developmental years of soccer, does one area stand as more of a monolith than a pillar, from which without, the others bear little support or existence? Is one more monumental than the rest?'

Looking into the descriptive explanation of 'Pillars' they can either stand alone or be part of a structure. By definition if they are alone then they are independent, if part of a structure then they must be supporting something? From research it is difficult to find a physical reference to this 'intel', one can only assume it is the game that is shelved upon these pillars. Assumption, possibly the mother of all.....mistakes!

As coaches, I assume (!), we can all agree without the foundation of technique the game continually suffers breakdowns. It is my argumentative objective to remove this picture:



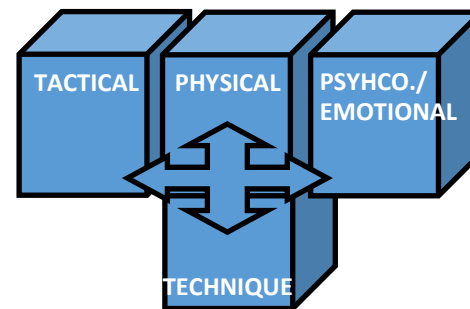
By definition each pillar stands alone, good coaches can combine one or two together, strong coaches can often combine 3, but in many cases it takes a master or very experience coach to evolve all four (5) of these into a well planned practice because surely if they are pillars of the game, then the

practice session is but, a broken down version of that game. Combining all the elements to make one block, is to me, the craft of coaching, however they are not as one, but by definition independent pillars! If we are to utilize modern principals like V.A.R.K (Visual. Aural. Read/Write. Kinesthetic: The Talent Code by Daniel Coyle) into our training, then should we not use those same principals in our philosophy and methodology?

As coaches we could just isolate one pillar and coach that. On a professional or high level youth basis, once the player is complete, this is often the case, as a coach breaks down aspects of his or her lintel (read team) into a component pillar for independent training purposes.

As club coaches, with players in their golden years of learning 8-12 and sometimes through 14 (A. Galustian: Coerver Coaching) the 'coaching focus/direction' is essential to complete player development. There is really only one pillar we can remove from the initial picture, and if coached correctly, it will hold on its shoulders all the rest. If every session, we evolve deeper and deeper into coaching this one obelisk, our total game will have the foundation to advance from an abutment of grass roots to the 'T' tops, combining, cognitive self teaching. Thus forming a buttress from which all bonds are secure, via the keystone of technique. The art is to make this fun, enjoyable and competitive, removing the boredom of repetition through imagination.

Arguably the following is a more real picture of our developmental training program.



The body of our game is essential to its improvement. At the heart of this body, is the teaching of technique without the continual beat of cardiac muscle, life will cease in the development of our game. Continuing my analogy, if technique is at the heart of the body, then our tactical block must be the brain.

Continued on next page....

THE HEART OF THE GAME Cont'd

This organ, when fed oxygen from the cardiopulmonary system (heart and lungs: read technique and physical), combines to processes ideas, concepts and actions way beyond our imagination, and through its attachment via the brain stem to the CNS, fires off those actions to the rest of our game (body), but without a strong flow of oxygen from the beating heart (technique) to the brain (tactics) will not function at its required level.

The brain cognitively develops at its own pre determined genetic rate. If we try to input too much conceptual information too early, then like the 'logical' tactics in our game, players will only nod their head in understanding. But be void of concrete cognitive knowledge (Piaget). As for our physical block, this must relate to the lungs and muscles gaining firing synapses from neurons encased in myelin sheaths. Without the elevated beat of the technical heart incrementally increasing pressure to remove the waste products of our body/game (read correction of incorrect technique) our muscles would seize and reduce function and loss of confidence would ensue. With the arterial flow of strong oxygenated blood cells, from the lungs via the technical heart, to the physical muscles, our body performs at a peak level, linked with our well oxygenated tactical brain. The technique, tactics and physical demand expand; firing off the myelin coated neurons to: pass, receive, overlap, shoot at the correct moment. But with a 'weak technical beat' something will have to give?

Continuing to our final body block, psychological and emotional, again our linkage originates with the heart (technique). At the very center of our games psychology must be confidence. Confidence, being the artery from which the branching capillaries feed, without the strong pulse of technique, all confidence is lost. Without a strong technical heart beat, our tactics will break down at the most oxygen starved point (technical breakdown). Both physical and cognitive confidence initiates a chain reaction, providing a high level of energy—'The fuel of positive performance' (Beswick). Every cell of our game is fed via our mental environment. Coaches must understand that players need to maintain emotional control in order to perform to their physical and technical potential (Beswick). Complementing this, as we have mentioned, without technique we are tactically brain dead!

If we bypass our heart then our body will die! If we ignore the golden years of technical development, for the short term benefit of golden plastic: the attainment becomes a cosmetic veneer over our player's compete development?

Foundations and building blocks are central to our great game. If techniques are mastered correctly they will self teach the tactic, is the game not just continual 1v1's and 2v2's and all from in between? The technique of receiving for example: If we receive with the inside of our rear foot are we not shielding (defending) the ball from something? If we play the ball with the outside of the forward foot are we not

accelerating (attacking) towards something? Both are techniques, but both taught correctly, are leading to tactics. *The technique leads the tactics.*

Without strong technique, our tactical game becomes very limited. Coaches continually talk of systems and strategies, here is a thought: Without the technique of passing and receiving mastered, with both mind and body, there is no possession. Without possession there is no shape, without shape, there is no system, without basic systems there are little or no team tactics, even at the 3v3 level! Think back to the last time you saw a recreational U9 game, was it kick, chase and catch OR pass, move and push?

Mastered technique can assist in support speed: speed of thought, speed of feet and speed of pass. Soccer is a very demanding physical sport, fitness is a major component. Some coaches class it as the major component and select accordingly. Think of the teams you play who are athletic and strong, but lack 'touch' and the opportunities they miss due to technical weakness. On the inside you are thinking 'if I had that player, I could really improve their game!' Imagine what they could be like if their technique was as advanced as their athletic ability. Look to the soccer player who is technically dynamic and superior over five/ten yards, he/she can comfortably beat the athletic varsity athlete over 30 yards, using skill and speed of thought. Athletes are often the stars of the game at 8,9,10 but technically confidence athletics soccer players are game changes 16 through 60!

'During the developmental years of soccer, does one area stand as more of a monolith than a pillar, from which without, the others bear little support or existence? Is one more monumental than the rest?'

Hopefully I have explained my thesis, and if nothing more offered food for thought. Psychologists explain you should be more focused on the process than the outcome; I would like to think of it more as the journey than the destination.

Thought for the future: A developing component of "Social" in today's modern society. As Anson Dorrance states in 'Vision of a Champion,' "In the women's game there must be a social element to soccer or the team's potential will never be attained (paraphrased)."

About Neil Hull:

Neil has coached for the past 26 years in many different countries. Currently, he is an NSCAA National Staff Coach and was awarded the NSCAA Associate coach of the Year in 2010. Additionally, Neil is also the NSCAA State Director for Texas, educating to date over 4000 coaches at the State, Regional, and National levels in both field and goalkeeping disciplines.

AN AMERICAN COACH DOWN UNDER!

Coach: Keith Scarlett

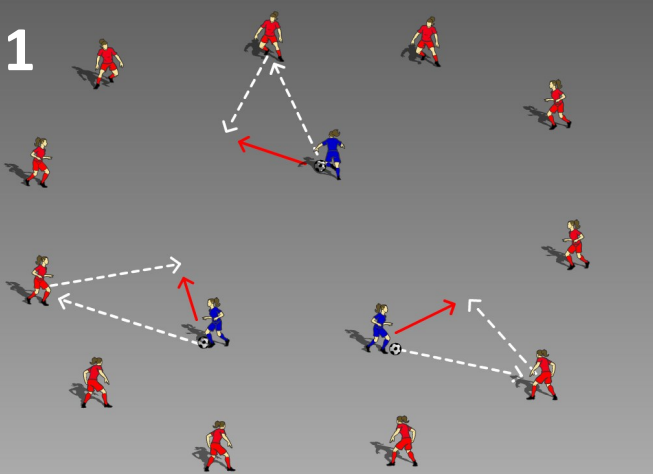
Age Group: U14+

Session: Building from Combinations into Crossing and Finishing

Duration: 60-90 Minutes

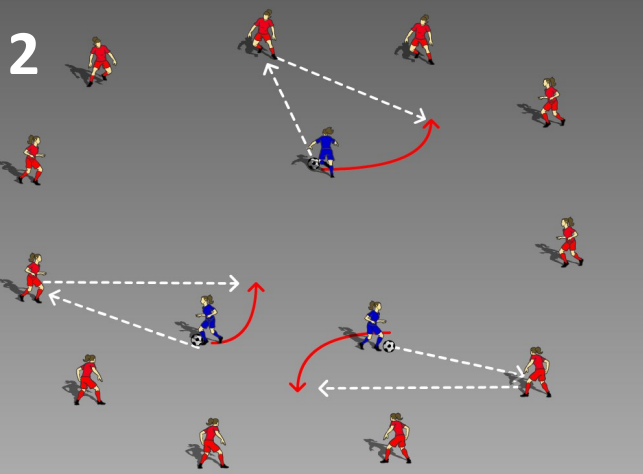
Keith Scarlett is currently an Assistant Women's Coach with Perth Glory FC in Australia. He holds a USSF "A;" AFC "B;" as well as an NSCAA Advanced National, Youth National and Goalkeeper Level I license. Scarlett spent two years as an Assistant Men's Coach for Throttur FC in Iceland and has over 10 years of collegiate coaching experience in the US, as well as 17 years of experience in the club and HS ranks. Having earned two Bachelor of Science degrees (Sports Medicine and Sports Management) and a Master of Science in Sports Psychology, he is currently pursuing his PhD. You can access his personal blog, AN AMERICAN COACH DOWN UNDER at <http://keithscarlett.blogspot.com/> Follow him on Twitter @keithscarlett

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Circle Activity

Organization:

Half the players form a circle and the other half are in the middle with a ball. Players in the middle play a ball to players on the outside and then make a run to receive it with a wall-pass.

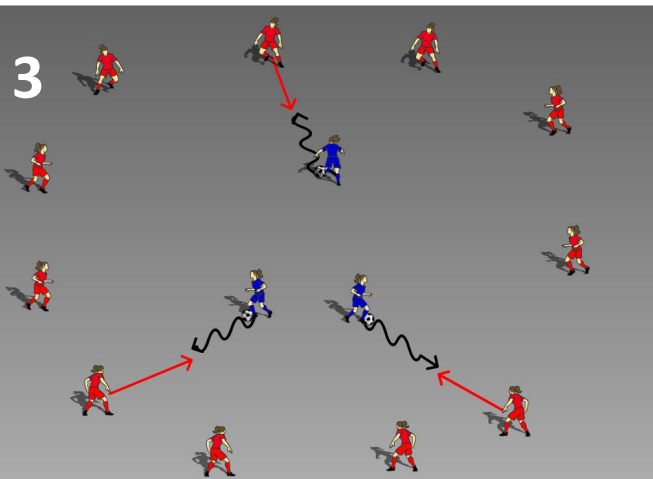
This should be done at full-speed. (2 x 2 Mins)

Progression:

Picture 2—Inside Peel Off (2 x 2 Mins)

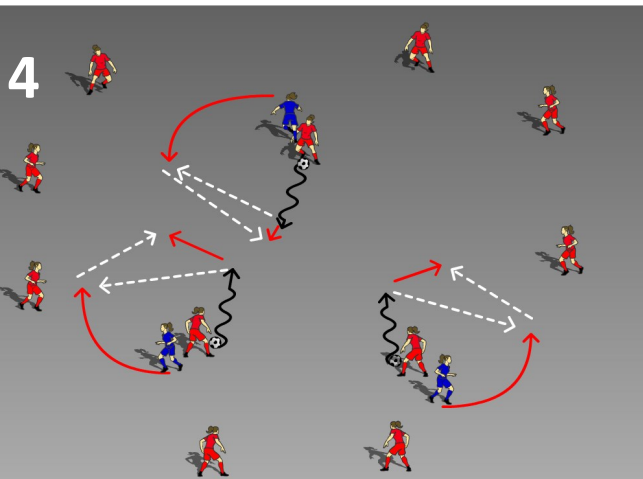
Picture 3 & 4—Takeover into Wall Pass (3 Mins)

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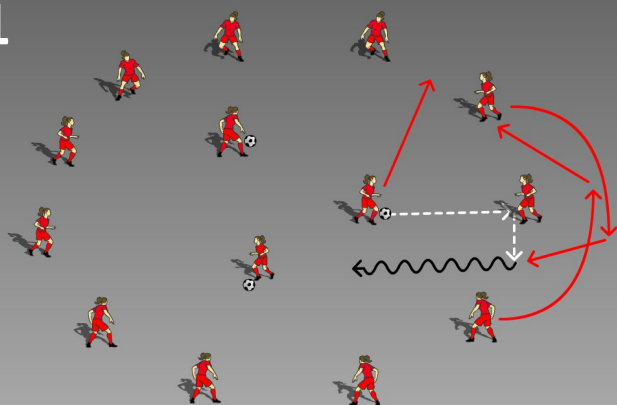
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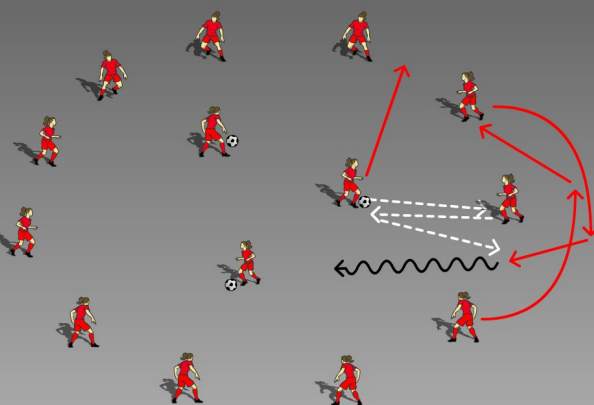
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AN AMERICAN COACH DOWN UNDER!

1



2



Circle Activity—Overlapping

Organization:

Three players in the middle of the circle each with a ball.
(3 Mins)

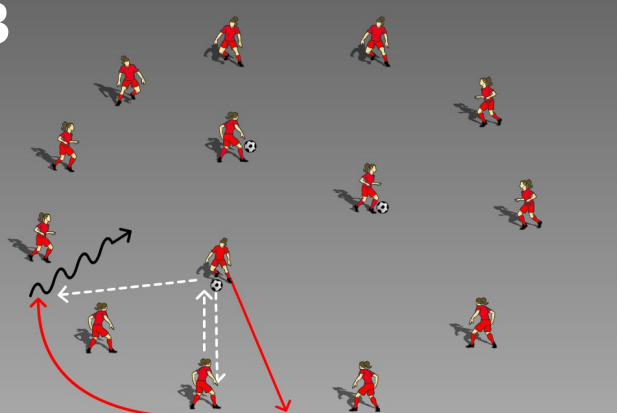
Progression:

Picture 2—Return Overlap (4 Mins) - This works on opening up the body, overlapping runs, proper pass to feet and communication (there has to be a lot of communication to make sure the right people are making runs at the right time)

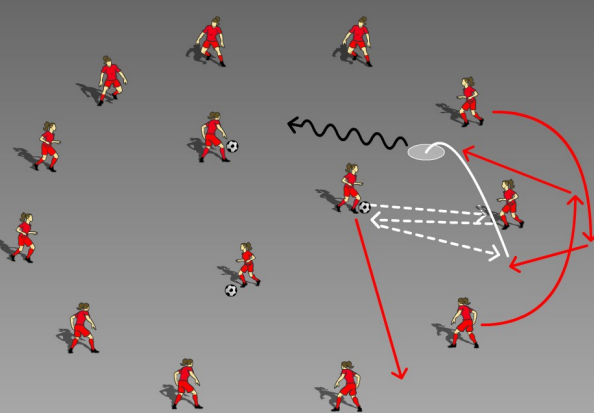
Picture 3—Outside Peel-Off (4 Mins)

Picture 4—Overlapper finds Overlapper (3 Mins)

3



4





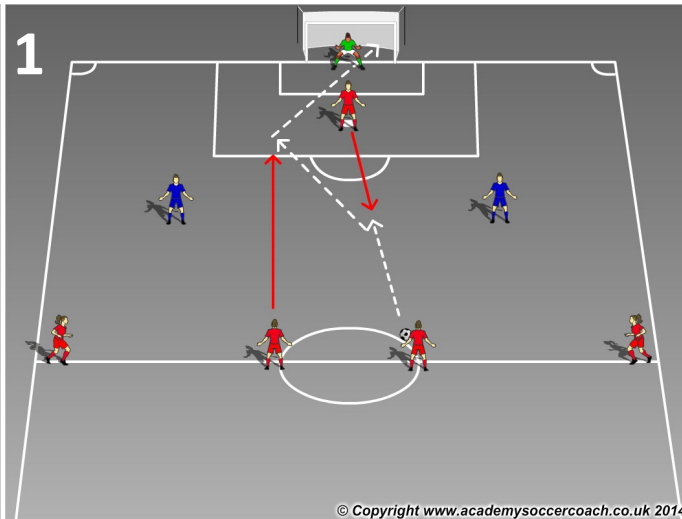
1v1 Activity (8 Mins)

Organization:

Players break into four lines. 2 lines are on each post with balls and two lines are at the corners of the 'D' without balls. The lines besides the goal drive the ball to the first person in the opposite diagonal line and then goes out to defend. ***The person receiving the ball goes and meets the ball and attacks 1v1 to goal. The exercise is done at top-speed, it is a quick moving exercise and there is a good deal of contact.***

This is done to raise the level of intensity of the session and to see how is willing to get stuck into tackles.

Both lines are going at the same-time. The players switch lines clockwise after they are done and there are NO GK's in this activity.



Crossing and Finishing Activity (8 Mins)

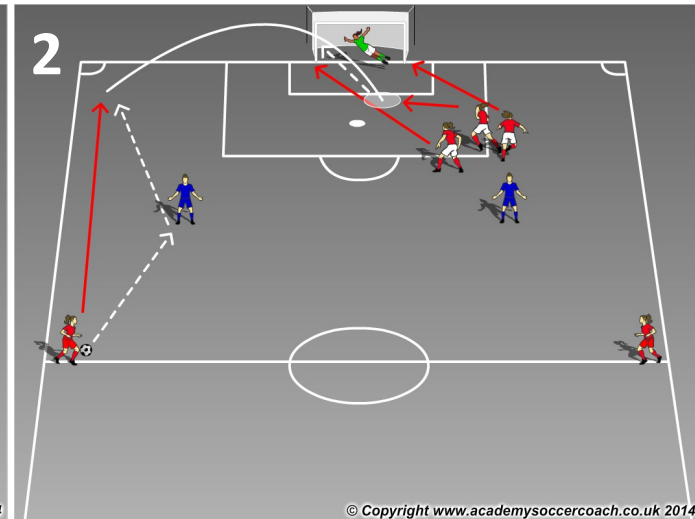
Area: Half Field

Organization:

2 CM's, 2 OM's, 1 STR and 2 wide targets

The ball starts with the 2 CM's and they do any type of combination they want with the lone front-runner which should result in a shot on goal.

As soon as they are done, the wide player on the left hits the wide target player on the left for a wall-pass down the line and she takes it all the way down to the end-line for a service to the 3 central players who are making near, far, and slot runs for a finish. As soon as this is done the same thing happens on the opposite flank. As soon as the player touches a ball they are considered live in action. The ball always starts back in the middle.



Long Ball Game (6 Mins)

Organization:

Players pair up and knock long-balls to each other in the air. This is simply to get accustomed to playing and receiving long-balls. The players are 35 yards apart and if they play the ball across in the air and their partner receives it before it bounces they get a point. If the receive can two-touch the ball back to the other player without it ever touching the group, it is worth 3 points.

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Thank you for reading our second ever edition of Coaching the Global Game Magazine!

Best Wishes for a Prosperous 2014!

- CTGG Team