

Football League CPD - January 2011 – SW



Movement

Get into Coaching
DVD1



5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 +



MOVEMENT RELATED TO



- 1. Individual movement skills**
- 2. Combined movement skills**
- 3. Team movement skills**

On the ball

Off the ball (96%+)

Individual movement skills Related to Technique

Fast feet work - ball manipulation

Quick adjustments - agility/ coordination.

Speed - stop/start - twist/turn - changes of pace.

Balance issues - passing – kicking – receiving – shielding.

screening/ protecting the ball



Related to Technique

Agility

Speed

Co – ordination

Flexibility

Strength ?

Energy ?

Balance

Stability





Related to Skill

- Movements around the pitch
- losing markers/finding space
- Scanning/assessing/recognising
- Opening up/turning away from pressure



Movement is Personal to each individual
Each individual is unique

Opportunity –
Transfer
Hours

COMBINING WITH OTHERS

- Patterning movement
- Pairs - 3's and 4's
- Directional / Non Directional
- Triangles, Squares, Diamonds, etc



Long term effectiveness

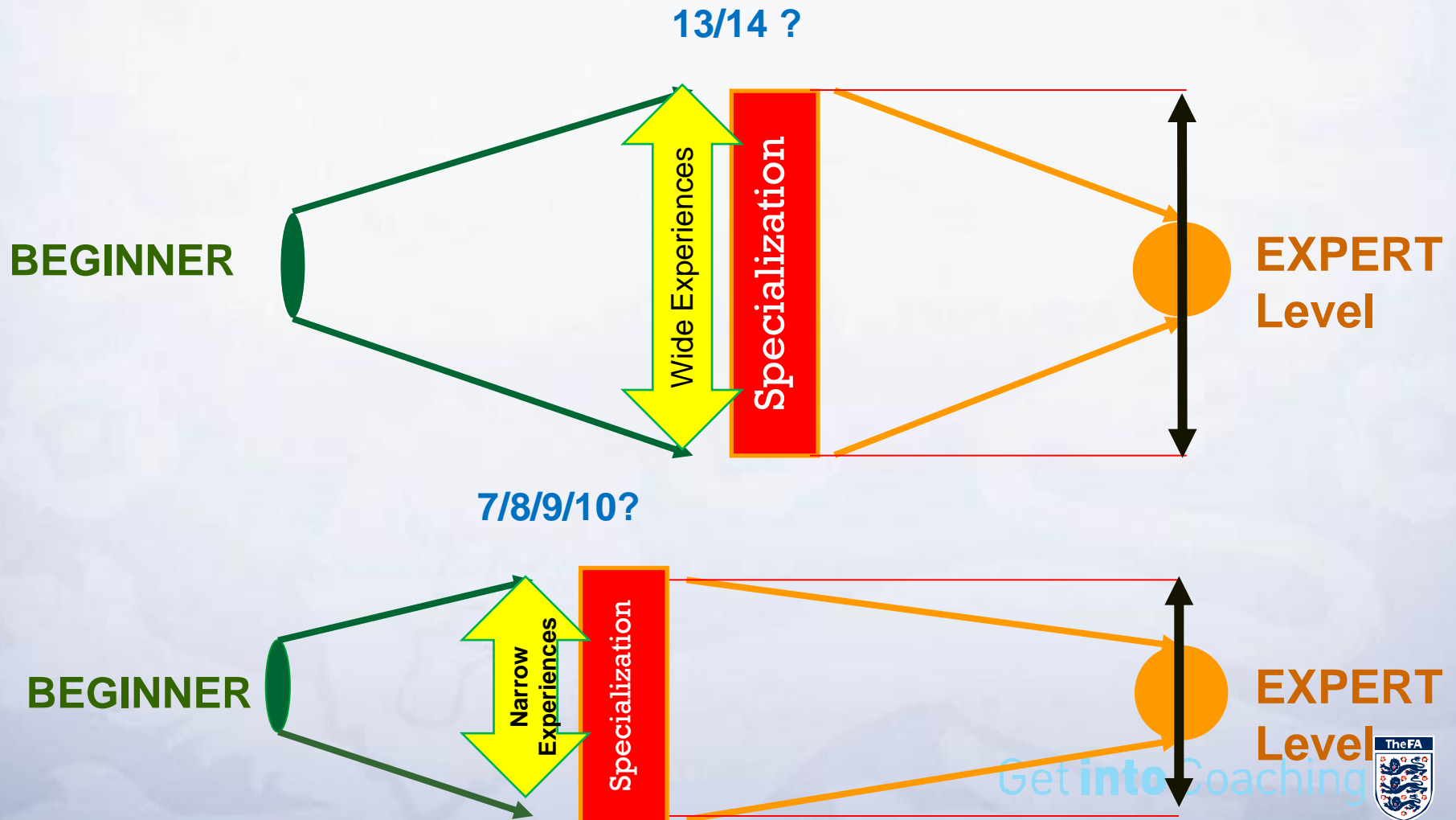
- Making sense of movement
- Learning how to apply movement
- Seeing the game 360
- Working 'out of comfort zone'

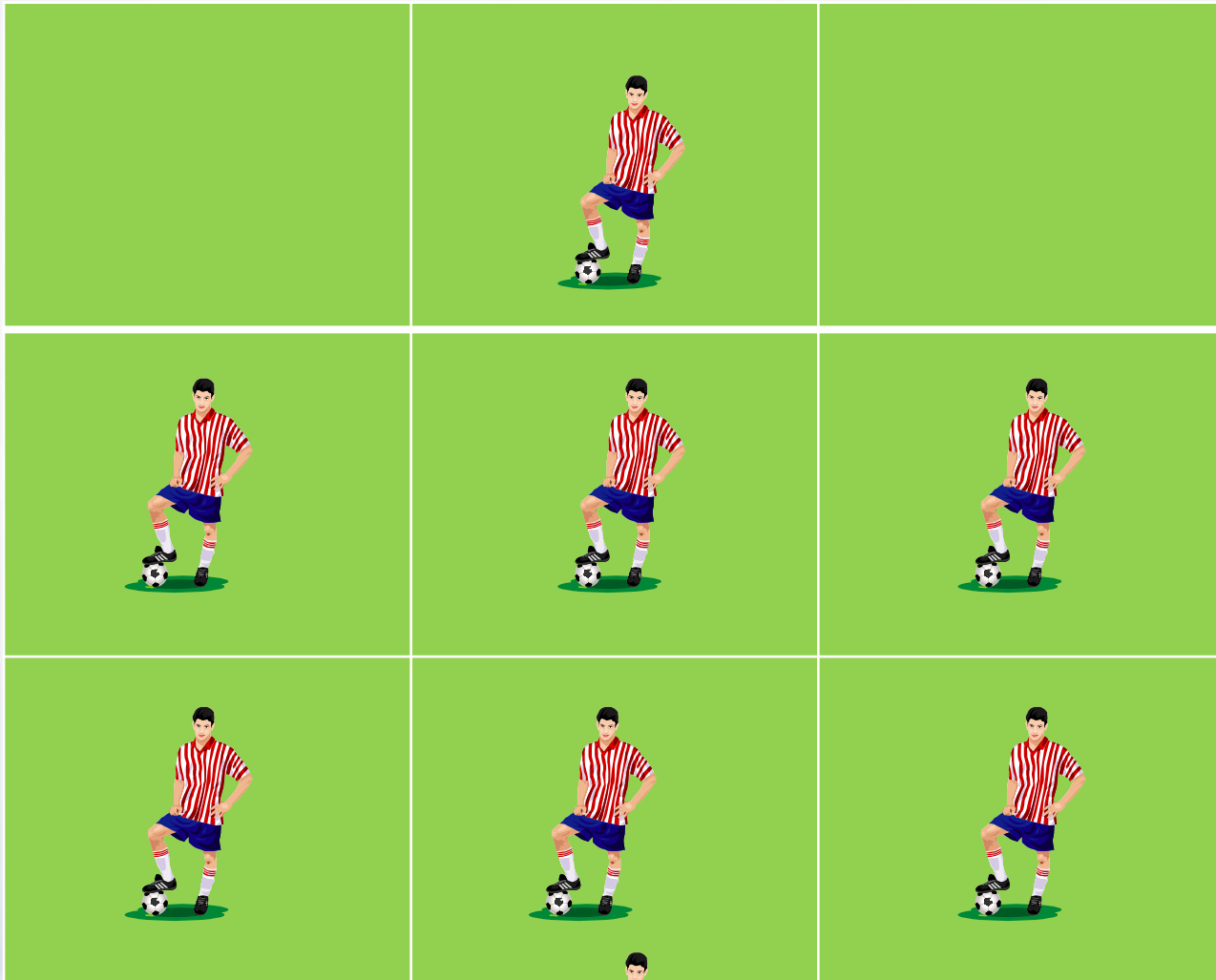
Early & later Specialization in a position ?





DEVELOPMENT

PERFORMANCE







| | | |
|--|--|--|
| <p>Too many decisions Stiff in the morning (had to stop training) Went into my shell (communication etc) Lacked confidence No idea where to go or what to do</p> | | |
| |  | |
| <p>Experience Restricted School/club</p> | <p>U15</p>  | |



Perceptual Differences 5 -12



Field Independence/ Dependence

Pattern recognition - *judging space, speed and direction.*

Dynamic Visual Acuity – *sharpness of moving objects*

Perceptual Integration – *Integrating info from different senses*

Speed of Decision Making

- *Children are significantly slower at making decisions than adults*
- *The more options available – the slower the decisions*

Effective Cue Selection - *Very young players will not know what to select and what to ignore*

Attentional Demands

- *The more automatic a task is the less attention it will demand*

Attention Span

PRACTICALS

| Personal movement Fundamental movements + | Combining with others | Working as a team |
|--|---|--|
| With & without the ball - Players 'see' opportunities to | | |
| Accelerate /Decelerate Changes direction at speed Run & move Forward, Backward /Lateral Balance & stabilise Co –ordinate movements | Working in Pairs / 3's / 4's Drop off Stand still Drift, burst, hover Ghost /Off the backs' Interchange positions Work against the 'flow' | Units & groups Drop off Spreading out Get compact Change speed /direction interchange roles / positions |
| | | |

Related to **TECHNIQUE**

What are the choices for the coach?

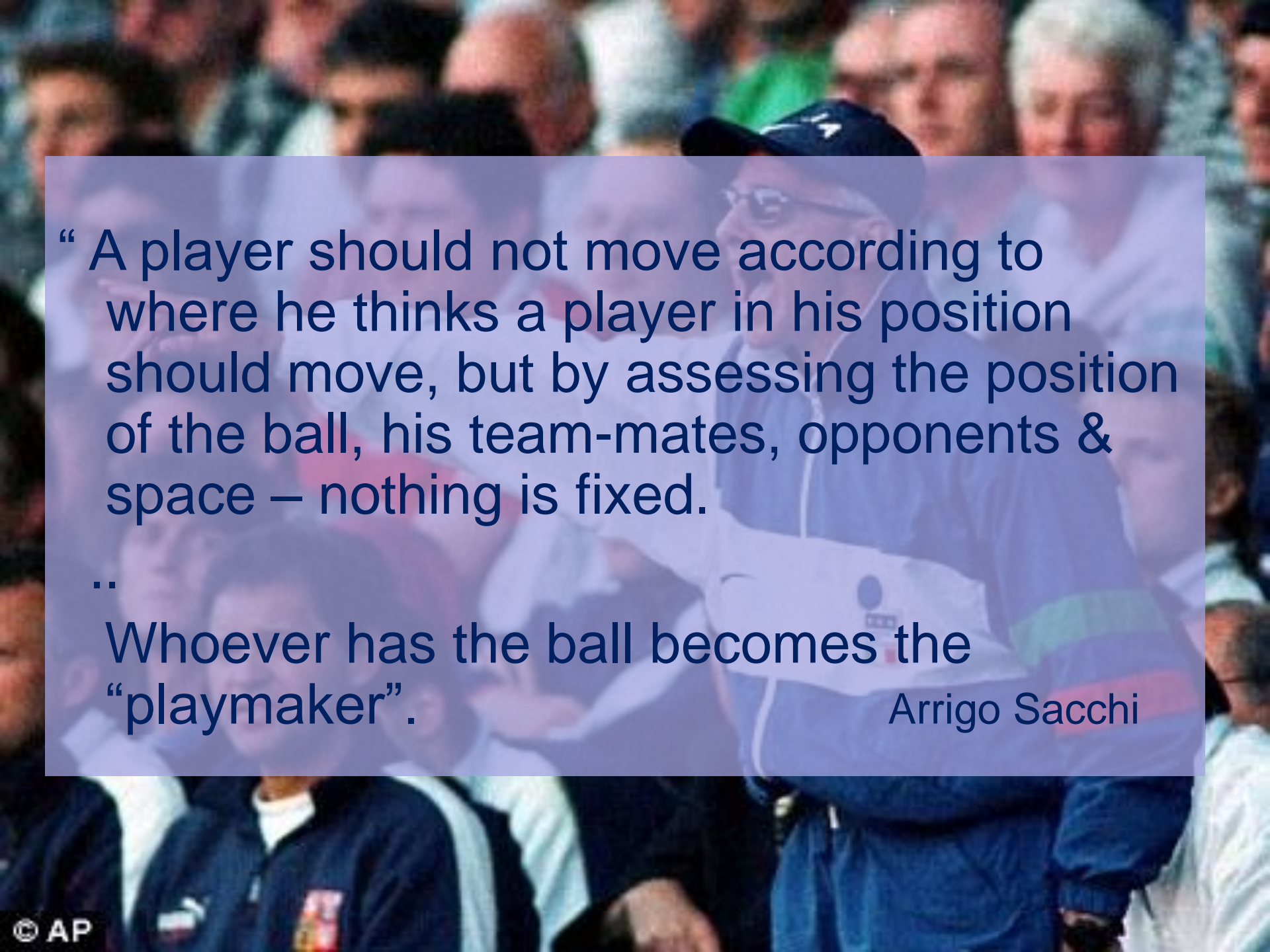


Isolate/block the technique ?

Devise activities that allow for lots of repetition of the technique but involve other ‘distractions’ or ‘interference’ ?

Try to integrate it into a game ?

HOW - WHEN - HOW LONG - WHY?



“ A player should not move according to where he thinks a player in his position should move, but by assessing the position of the ball, his team-mates, opponents & space – nothing is fixed.

..

Whoever has the ball becomes the “playmaker”.

Arrigo Sacchi



“ Systems are dying – it’s about the movement of ten players now.”

Slaven Bilic (Croatia)

4-5-1

4-1-4-1

3-4-3

4-3-2-1

4-4-2

4-3-3

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Manchester United FC



“ There’s always **movement** and three or four options every time they get the ball. Someone’s popping off, Berbatov’s coming short, Rooney’s moving into position, the wide man’s coming off the line into holes. It’s fantastic – **that’s what the top teams do now.**”

Harry Redknapp Sept 2009

Implications for coaching young players ?

Assessing 'talent'



José V. Portolés Montañés

Performance

Potential

'The educator must above all understand how to wait; to reckon all effects in the light of the future, not of the present'.

Ellen Key, 1911

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Personal movements with the ball?



- First touch variety & qualities.
- Allowing the ball to “run”.
- Ball manipulation to open up options.
- ‘Roll away’ from pressure.
- Lower and Upper body feints prior to receiving.
- Feints when in possession.
- Change of speed and direction with the ball.
- Pass, move, check back



Personal movements without the ball



- Simple, short adjustments to receive
- Stand still
- Movements - at what pace ? ‘Burst-Drift-Hover’
- Working “against the flow of the play”.
- Standing start.
- Change of speed, direction of run.
- “Slip” away un-noticed from opponents.
- Feints on ball arrival.

Movements to help others?



- Decoy runs, positional interchanges
- Movements that knowingly attract opponents and create space for self and others.
- “Stand still” position to hold opponents to create passing routes for others, eg MF man marked.
- Rotation of positions



Get

PRACTICALS

Personal movement

Fundamental movements +

With & without the ball – Players 'see' opportunities to

Accelerate /Decelerate

Changes direction at speed

Run & move Forward, Backward /Lateral

Balance & stabilise

Co –ordinate movements

Combining with others

Working in Pairs / 3's / 4's

Drop off

Stand still

Drift, burst, hover

Ghost /Off the backs'

Interchange positions

Work against the 'flow'

Working as a team /group

Units & groups

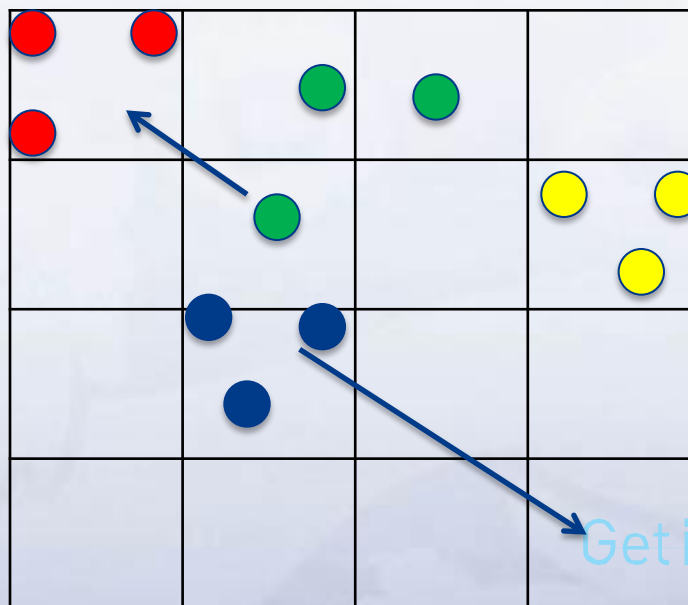
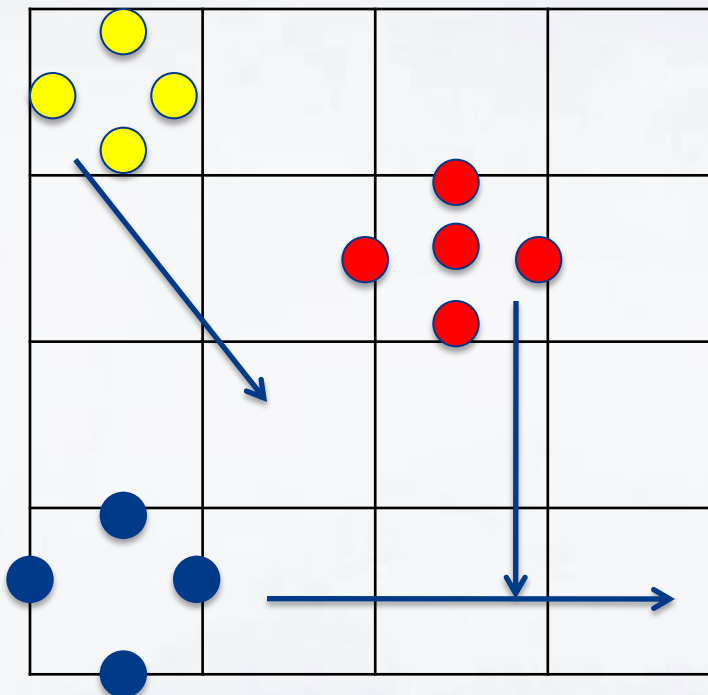
Drop off

Spreading out

Get compact

Change speed /direction

interchange roles / positions



Working in small groups

Ball in hands

Move around the square passing and moving . On a trigger Form a shape using all the square

Move squares

Diamonds /Square

Straight lines /Others ?

Once in to a shape pass ball around quickly . First group wins

Develop end in a handball game

Working in threes

Move form grid to grid

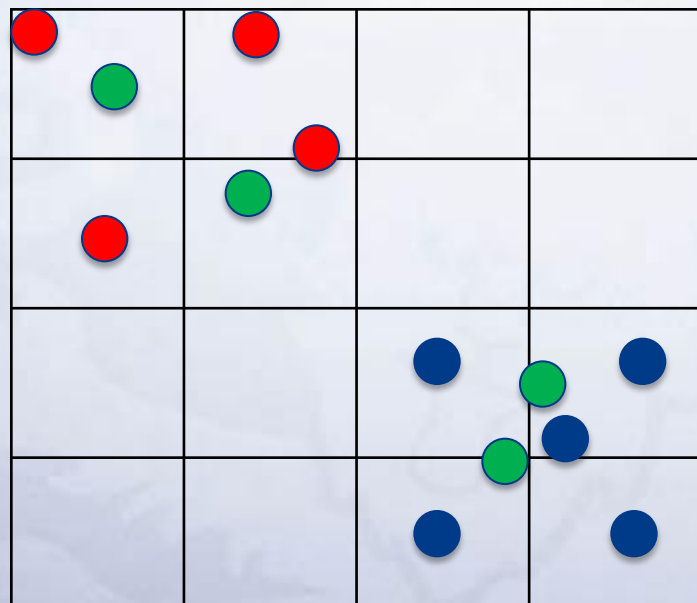
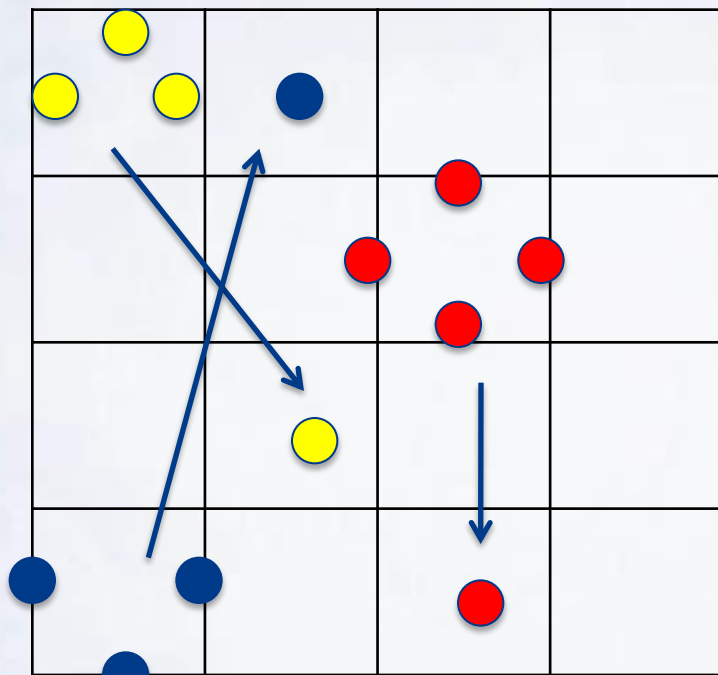
Unless a defender (green)

Enters the grid in which case try to play 3 V 1

Defenders operate for a set time to get as many interceptions as possible in the time.

Operate anywhere

No more than 2 defenders in any grid at any time



Working in small groups

Pass to each other

At any time One player breaks out to another grid

Once in the grid the others left move to that grid building in movement as they go

When they arrive at the grid they can form a shape around the grid and pass the ball around it and then reset the practice

Overlaps

Interchanges etc .

Overload practice

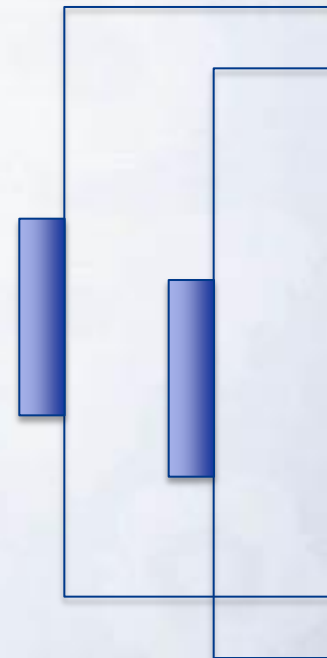
Play an overload possession practice

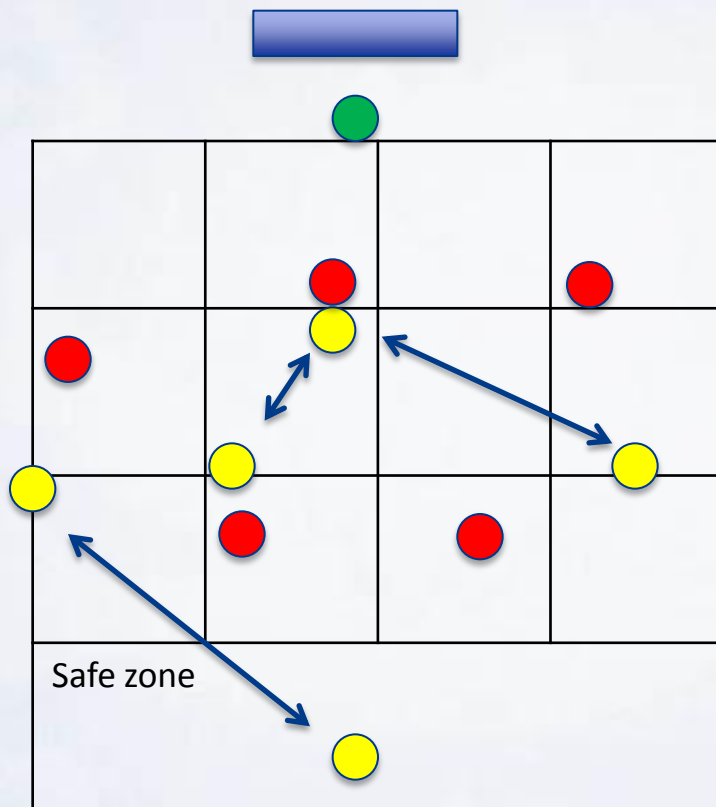
Using 4 grids

Use the grids to encourage movement to help keep the ball

Build in players from each game interchanging ('swapping games')

Build in other movement possibilities





One or two games (2 pitches side by side ?)

Yellows play a diamond formation

Reds play 3 : 2

Yellows try to score

Reds run ball over line or have another goal
(or 2 mini goals in the corners)

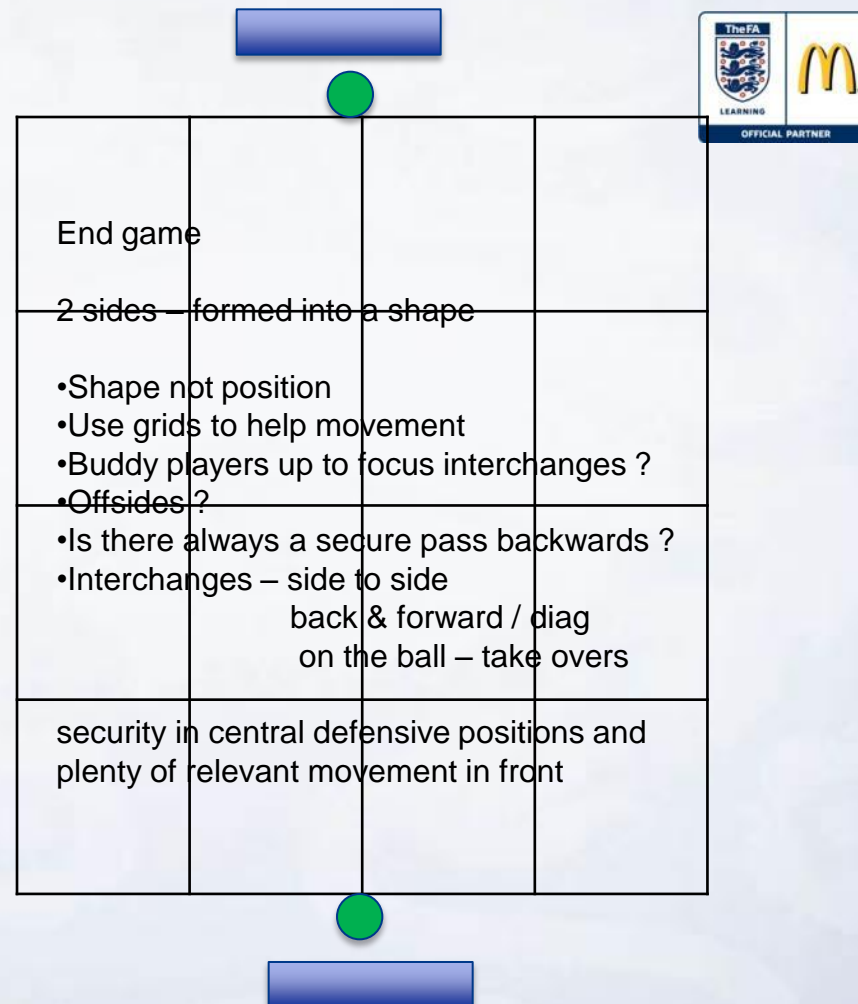
Use the grids to help movement

Encourage shape not position

Look for elementary 'rotation movements'

Make sure defenders play realistically

Offsides ?



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Balance & stabilise

Co –ordinate movements

Combining with partner

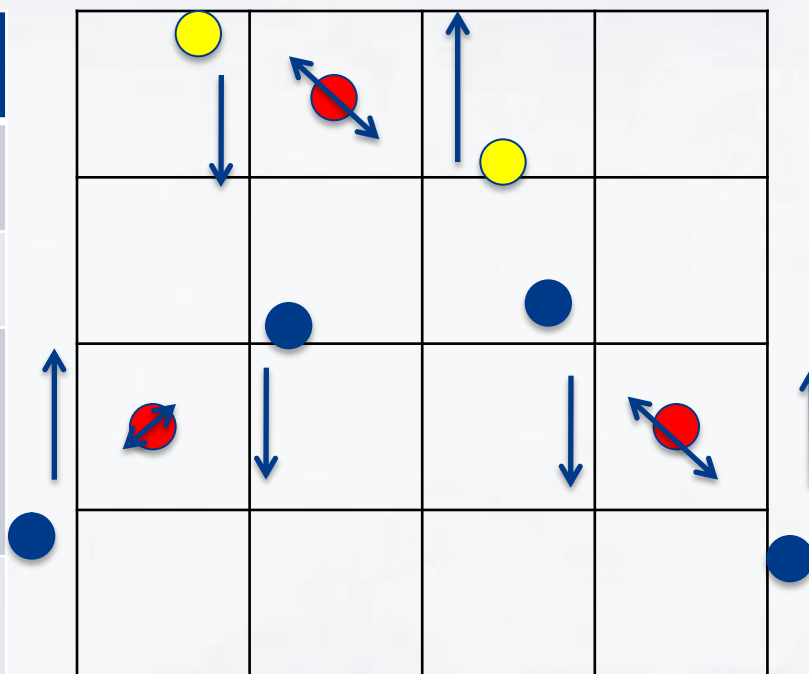
Working in Pairs

Change speed/direction in relation to
partners movement

Stand still

Drift, burst, hover

Ghost /Off the backs'



Working in threes

Variation:

1 player moves to a square without the ball, the player with the ball passes to the player inside the square. He then plays it to the other free player. As this happening the player who passed the ball into square is making his way to another square and the sequence is repeated.

Challenge players to scan player with ball and player without the ball at all times to help the pattern to flow

Working in twos and threes

Movements without the ball, but in relation to other players movements

Outside players: React to partners movement by going opposite way.

Inside player: React to movement of players on the outside, adjusting body to be able to see both players at all times.

Chase game:

Outside player tries to catch other outside player

Variation: Players have a ball on outside 

Short 5-10 second bursts

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Drop off

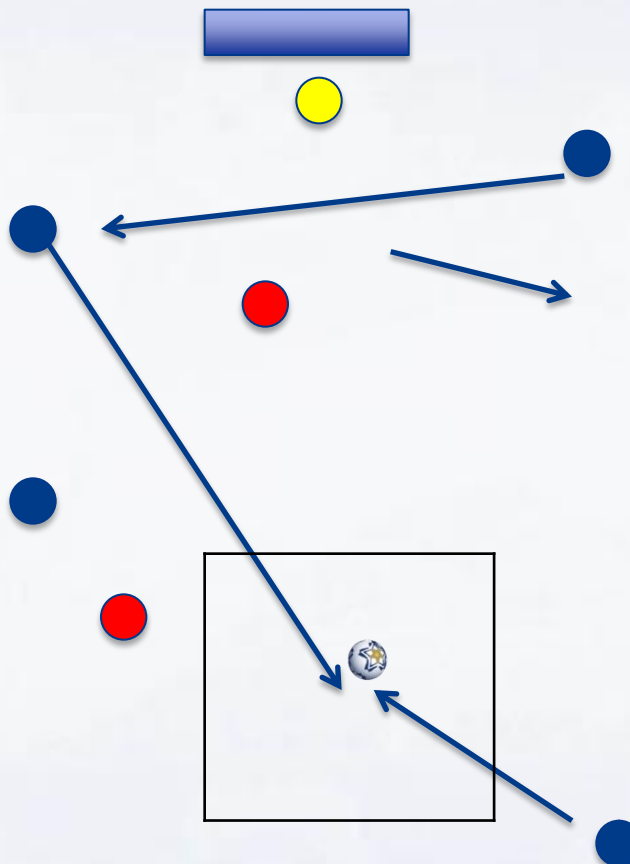
Stand still

Drift, burst, hover

Ghost /Off the backs'

Interchange positions

Overlaps, set and spin, pull off , blind side runs



Overload practice

Play 4 v 2, 5 v 3 etc

Blues have to try and dribble, RWB or pass to a team mate who is in the square which then triggers them to be able to try and score

Reds work for a set time or number of balls i.e. 6 balls = 6 goes. Reds try and get as many interceptions and if they win it back they can try and score

Challenges for Blues:

Can they:

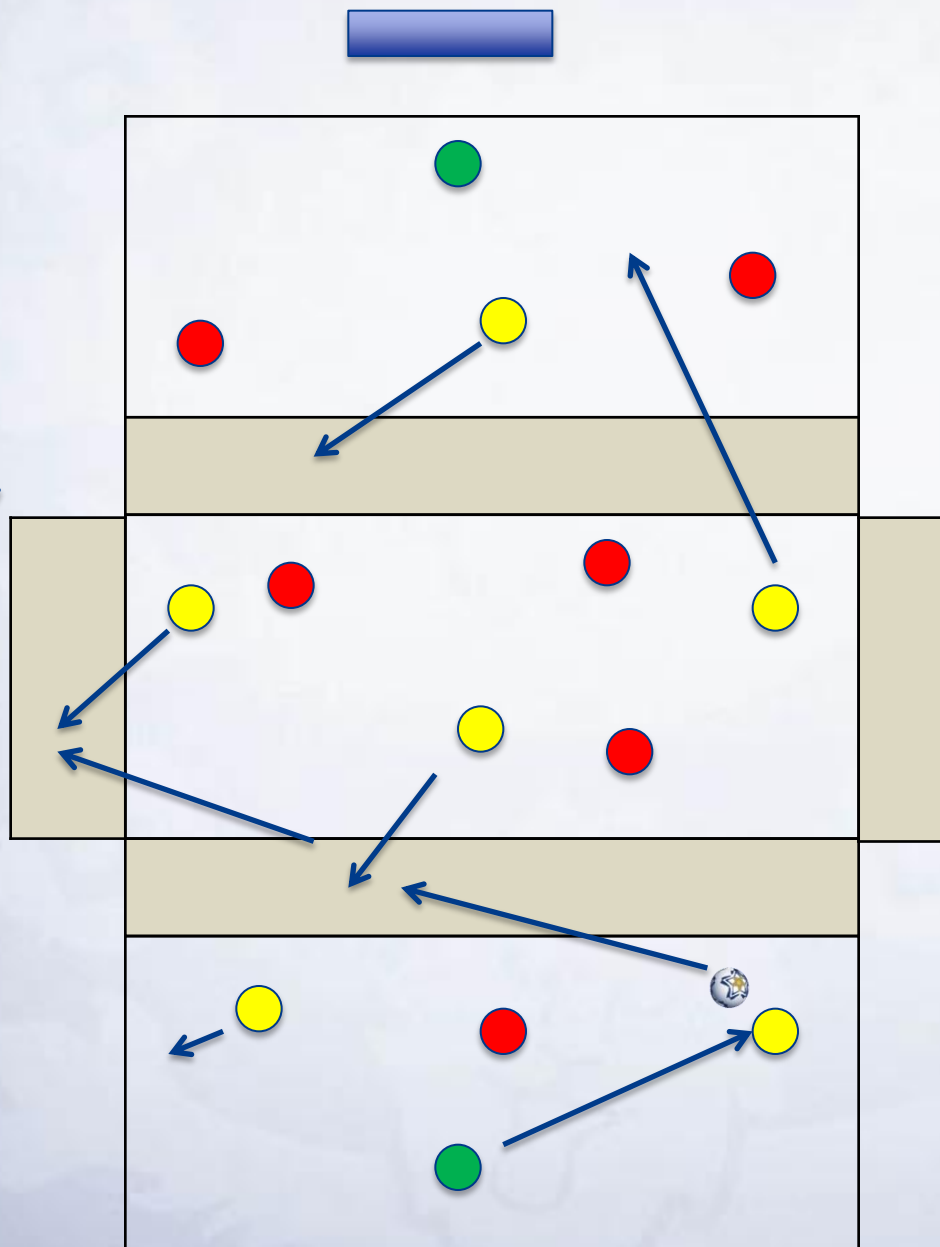
Pass through the reds (As shown above in example)

Move (Drift, Burst,) into the square as the ball is arriving

Retain possession and draw the reds out and away from box

Assess recognise the opportunities to drift in behind into the square

Quick shot/pass when having worked the ball into the box



Directional games 7 v 7/6 v 6/6 v 6 + F
Includes GK's

Start positions as shown ,once the ball comes out of defending zone players can move anywhere but recover to starting shapes, encourage shape not positions
Use the drop in/pull wide zones to help movement


Look for elementary combined 'rotation movements' and individual reverse movements to 'create space'

Buddy up players to focus interchanges

- Side to side
- Forwards & backwards
- Backwards & forward
- Diagonal

Players to experience playing on right side/left side/through the middle, dropping in as pivot player

Transition – Encourage positive reaction to turn over of possession and after a goal has been scored

 = Safe drop in/pull wide zone