



**AIFF
REGIONAL
ACADEMY**

AIFF ACADEMY COACHES HANDBOOK



AIFF Regional Academies Coaches Handbook

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AIFF

Regional Academies Coaches Handbook



“Why did Messi, Iniesta, Xavi, Pedro for example come out of here who are just 5ft tall? Because our principal value is not the physical aspect. It’s the talent. It’s the ability. This has nothing to do with height.”

“What is important is to show the football world that you can become someone who has huge talent, money, fame but also can be an excellent person. Just because you’re the best, it doesn’t mean you can’t be a good team-mate or humble. That’s the philosophy”

- Carles Folguera Head of La Masia (Barcelona Academy)



“If you do not believe you can do it then you have no chance at all.”

“Many fail because they are inhibited when under pressure”

- Arsene Wenger – Arsenal Manager



“Football is simple. But the hardest thing is to play football in a simple way.”

- Johan Cruyff – Dutch legend

“If you are smaller, you need to be smarter and quicker to play in between the opposition lines”

- Gerard Houllier – Former French Technical Director/Liverpool Manager



“You’ve got to encourage the gift and nurture it....You have got to be able to play right out from the back and Fabio has made that clear with the seniors. You have to have ten really good technical outfield players”

- Sir Trevor Brooking

The FA’s Director of Football Development, on the importance of technical abilities after England U21’s were beaten 4-0 by Germany in the Final of European U21 Championships.

THE COACH

Personality

- Total involvement in Football
- Able to implement objectives personally and with the team
- Positive Outlook
- Charismatic Leader
- Questioning Nature
- Good self control and able to cope with stress

Recognized Qualities

- Well-ordered and organized
- Likeable with warm personality
- Lucid, Coherent
- Respects the values of others
- Defends his opinions
- Open, trusting
- Persevering
- Strong temperament
- Loyal,honest,frank
- Dynamic,assertive
- Has a sense of humour

Qualities

Personal

- Intelligent
- Sportsmanlike
- Good organizer
- Good administrator

Social

- Able to communicate and listen
- Able to create a good atmosphere in the team
- Able to work together with others
- Able to deal with conflicts
- Able to get others to like and respect him

Cognitive

- Knows the playing systems and tactics to be adopted
- Has a rudimentary knowledge of anatomy
physiology
psychology
pedagogy
methodology for taking charge of a team

Management Style

- Fixes coherent objectives
- Surrounds himself with the best men he can find (players and coaching staff)
- Knows how to put his ideas across
- Trains and coaches competently
- Is able to lead a group with the necessary authority for every situation
- Coherent in his leadership of the team
- Takes clear and fair decisions
- Metes out punishments advisedly

General tasks of the coach:

- Training and preparation of the team
- Organisation (training sessions, games, coaching and support staff, players)
- Communication
 - Internal (within the team: players, coaching and support staff)
 - External (outside of the team: parents, teachers, press, officials, referees, fans)
- Monitoring and supervising (players, team, coaching and support staff, performances)
- Recruitment (scouting)
- Match coaching and coaching of training sessions
- Working with the team (on a day-to-day basis)
- Analysing

Coaching on a day-to-day basis (working with the team)

(involvement in technical meetings, medical meetings, team meetings, meetings with individuals)

Tasks

- To create a good working atmosphere and be willing to listen and seek solutions.
- To communicate with the media.
- To maintain contact with senior officials of the AIFF, other sports bodies, educational establishments, parents of young players.
- To speak with the players, either individually or collectively.
- To conduct the training sessions.
- To plan the match preparations.



The coaching of training sessions

Coaching on the pitch takes up the lion's share of the time that the coach spends with the players. During training sessions, the pitch is comparable to the stage in the theatre, a special place where THE SPECTACLE is rehearsed. It is therefore a place for intensive work where the players acquire the specific football related skills that are necessary for them to progress in their careers.

The training session is all part of an educational process. Training is learning to practice and to correct one's mistakes, irrespective of the level of the player or the experience that he might have. There are always phases of training that involve learning (acquiring new technical and tactical skills or developing tactical situations to use against a given opponent).

For this reason, it is important that training retains its effectiveness by:

- written preparation of the contents and organisation of the training session
- use of methodological principles
- emphasis on the coach-player-team relationship
- the manner in which the coach runs the session
- the quality of the coaching itself

The preparation and organisation of the session

Aspects to be taken into account (analyzing the matches):

- the objectives of training determine **the football problem.**
- the choice of the type of session (predominantly technical, combined technical and tactical, or physical)
- the structure of the session (the three phases)
- the selection of learning methods (total or analytical) and training methods (continuous, interval, circuit, etc.)
- seeking the optimum exertion-rest ratio (ensure the players have enough rest in between exercises)
- adapting of the session to meet individual requirements
- the choice of material and equipment
- organisation and preparation of the training pitch
- assessment and monitoring of what has been achieved

How the session is run

This will depend on the leadership style of the coach and the extent to which and the manner in which he chooses to become involved. The role of the coach can be equated to that of the theatre director, who guides, observes, advises, listens, demonstrates, reinforces, decides, etc.

The educational objective of the session

This means that in every drill and every game situation practised, the players must be efficient, both mentally and physically.

For example: A three-player game drill working on crosses from the wings cannot be successful unless the crosses are accurate. Accurate means in this example: passing with the right speed; with the right curve; with the right part of the foot; in-swinger or out-swinging and 1st post or 2nd post etc.

The conditions required to ensure the commitment of the players and the success of the activity



The Eight Fundamental Actions Involved In Running A Training Session.



Some key points to help with correction

• How the coach should behave

- Be attentive
- Concentrate on the objective(s) selected

For example: If the objective is to work on the team's defensive game, the coach must focus his corrections on defensive work only.

- Go onto the pitch (where the action is happening)
- Lead the action and motivate the players
- Observe and analyse
- Stimulate
- Correct

• Coaching

- When and how should you intervene? (by taking an overall view of the action and then a specific one)
- At what moment should you come in to correct? (immediately, or after an observation period?)
- What form should the correction take?
 - > words
 - > gestures
 - > direct involvement
- Approach the player(s) and
 - > remind him/them of the objective that has been fixed
 - > highlight the problem(s)
 - > question the player(s), and listen to him/them
 - > encourage co-operation
- Repeat the explanation, the demonstration and the execution of the training activity (combination, game or drill)

• Correction

- Do not highlight too many mistakes at the same time.
- Focus on the essential (i.e. what can bring about immediate success).
- Do not be aggressive, especially during drills where players are working on psychomotor skills (TECHNICAL).
- Address the whole team or the player(s) concerned.
- Be convincing, fair and precise.
- Give positive reinforcement.
- Inspire confidence by being persuasive.
- Vary the tone of your voice when giving your feedback.
- Encourage internal feedback (self-assessment on the part of the player)

The running of any training session calls for improvisation and imagination

Golden Rule:

*Give players time to practice and play.
Don't stop too often or too quickly.
Let them play.*

Coaching Methodology

At a young age ball mastery is vital for the player's future development. The training sessions should be based on the principles of Technique, Decision Making and Communication (TDC).

Technique (Technical ability, skills)

Decision Making (awareness, vision)

Communication: During the game players communicate with team mates, with opponents, with referees, with the coach. Verbal & non verbal (long passes, short passes), block tackle, sliding tackle etc. Players also communicate with the public, supporters, media etc The players will follow a pathway focused on technique and skill development and as their competency increases, more tactical elements will be introduced.

The Golden Rule of
training is that it **MUST** be
MATCH-RELATED!



Training Manual

- Each Academy will have a year around training curriculum and match plan.
- The technical staff together with TD will provide a monthly/weekly/and daily plan.
- The technical staff must prepare each training session on a standard training form and register all sessions in a data base.
- The TD will provide the technical staff with a registration system to be able to communicate via internet.
- Each session will be based on 3 principles:
 1. Warm up > training related
 2. Main focus > game related
 3. Cooling down > weather related

If we do not train a player at all, but let him play 3 or 4 times per week in a serious and challenging match, the player will develop his skills, tactical vision, decision making, mentality etc.

If we train the player 3 or 4 times per week with complicated exercises, with the wrong methodology, with exercises below his level, etc. the player will not develop at all.

This is proven by the fact that most top players come from poor neighbourhoods where they were playing football all day on the street or on the beach. The Messis, Ronaldos, Van Persies, Schneijders, etc. all started on the street.

Football is a complex game and therefore players must learn to **read** the game to make the right decisions. Decision making is the most important attitude of a player. Training young players therefore must put them in situations where they are challenged to keep possession, to give the right pass or how to score.

The player primarily has to deal with:

- Time
- Space
- Rules
- Opponents
- Team mates

And secondary factors such as:

- Surface conditions
- Weather conditions
- Supporters (home and away)
- The result during the game (winning or losing)
- The final result of the game (championship, qualification, relegation)
- Personal achievement (top scorer, man of the match etc)

All these elements have to part of every training session. The coach has to create a training plan based on his analysis of the games or the development phase of the young players.

The coach must identify the present level of his group and/or individual players and how they cope with football problems. He then simplifies or modifies the game situation by reducing opponents, opposition, room, space and complexity depending on the level of his players.

The coach then designs exercises with the aim of reaching his goals. Therefore he does not design sessions around isolated exercises, but around real game situations.

The most realistic training sessions is: **11 v 11**.

We want to promote our vision, based on experiences not only in football, but in many other sports.

To become a better volleyball player you have to play the ball over a net. To become a better swimmer you have to go into the water, to become a better skater you need skates and ice. To become a better football player you need a ball, a field, an opponent and rules.

Training sessions need to be based on these principles. This brings us to a choice of match related exercises such as:

- 11 v 11 > 2 goals and 2 goal keepers
- 8 v 8 > 2 goals and 2 goal keepers
- 7 v 7 > 2 goals and 2 goal keepers
- 6 v 6 > 2 goals and 2 goal keepers
- 5 v 5 > 2 goals and 2 goal keepers
- 4 v 4 > 2 goals and 2 goal keepers
- 3 v 3 > 2 goals and 2 goal keepers
- 2 v 2 > 2 goals and 2 goal keepers
- 1 v 1 > 2 goals and 2 goal keepers

Less complicated but still match related:

- Position games
- Attack vs. Defence
- All kinds of games with smaller goals or as 'line football'.

Development of an individual player or group of players (line or units of players: defenders, midfielders, attackers) can be reached by:

- Complex exercises as dribbling and passing/receiving.
- Passing and heading.
- Dribbling, crosses and scoring.
- Restarts

Specific training methods for these objectives are:

1. Attack vs Defence
2. Continuous Circuit Training with ball
3. Circuit Training

Principles of Attack and Defence

Attack:

- Width
- Depth
- Support
- Penetration
- Improvisation



GOALS/GOAL CHANCES/FINISHING

Defence:

- Delay
- Cover
- Support
- Concentration
- Pressure
- Communication



CLEAN SHEET/FEWER OPPORTUNITIES/NO GOALS

Coach/Player Relationship

Players will need to be motivated to work hard during training sessions and during his/her “own” time.

In order for the player to improve he/she will need expert coaching where the coach can provide accurate and concise feedback.

Repetition and deliberate practice is the key to learning. To master new skills, players need to experience a high number of realistic game situations that offer as many ball touches as possible.

The coaching staff must challenge the player to work at high intensity and high pressure, in game situations.

Teaching Content of Regional Academies

Technique:

- » Individual skill development:
 - Ball mastering
 - Passing/Heading
 - Dribbling
 - Controlling the ball
 - Passing and shooting
- » Team skill development:
 - Passing, dribbling and controlling the ball
 - Dribbling, crossing and finishing
 - Dribbling, crossing and heading
- » Combination Play with groups of two, three, four or more players.

Technical and Tactical

Small-Sided Games: 1 v 1

2 v 2

3 v 3

4 v 4

5 v 5

6 v 6

7 v 7

8 v 8 – eg. games with 1 or 2 neutral players, or with more than 2 goals

9 v 9

Match related games: 11 v 11 (as training game)

- Retaining and gaining possession
- Attacking and defending
- Retaining possession and attacking
- Dribbling and feinting:
- Repetition of dribbles
- Dribble sequences
- Dribbling, feinting and shooting

Heading:

- Basic heading technique
- Defensive heading technique
- Attacking heading technique.

Co-ordination and Flexibility

- Touch/Tag games
- Relay games
- Fun games
- Twist and turn with (and without) the ball

Balance, Stability and Power

- Ladder
- Core stability
- 1 v 1 / man to man marking
- Plyometrics

Example of a Parcours Training:



No. 3 starts with a throw to no. 2

No.2 controls the ball and pass to no. 13

No. 13 controls-receives-turn and dribbles to back line and crosses the ball

No. 15 and 16 go 1st and 2nd post to score

No. 17 and 18 are next group of strikers (2 group of strikers stay as strikers)

No. 13 runs behind the goal to position of no. 19 and 20

No. 19 plays long pass through the air to no. 21 and runs to his position

No. 21 passes to 23, 23 passes back to 21 and 21 now passes to 24. – 24 passes to 23 and 23 scores

No. 23 runs behind the goal back to the starting position- 24 takes position of 23, but 25 comes first

Example of a Circuit Training:



- 6 to 10 groups of 2 players and 3 goal keepers
- Station 1: dribble through poles and score in small goal. Each goal 1 point
- Station 2: heading the ball to your team mate. Each player 2 touches. Each header to team mate is 1 point
- Station 3 and 4: dribble to corner and cross ball to 'striker'. Each header or direct score with foot is one point for the crosser as well as for the striker
- Station 5: dribble behind the back line and try to score in small goal. Ball always must roll. Each score in small goal is 1 point.
- Station 6: 'tennis football' each player scores when ball is inside field opponent and not returned.
- Station 7: 1 v 1 player no. 3 starts scoring on the big goal with the goal keeper
- Station 8: 1 v 1 player no. 4 starts scoring on the big goal with goal keeper
- Both players can score on both goal and the total score of the two games counts. Each score is 1 point.

When necessary one or two 'juggling' exercises can put in place for another group of 2 players.
Maximum 10 groups of 2 players.

Objective: who scores most points. After one month the circuit can be repeated and see if the players progress in their scores.

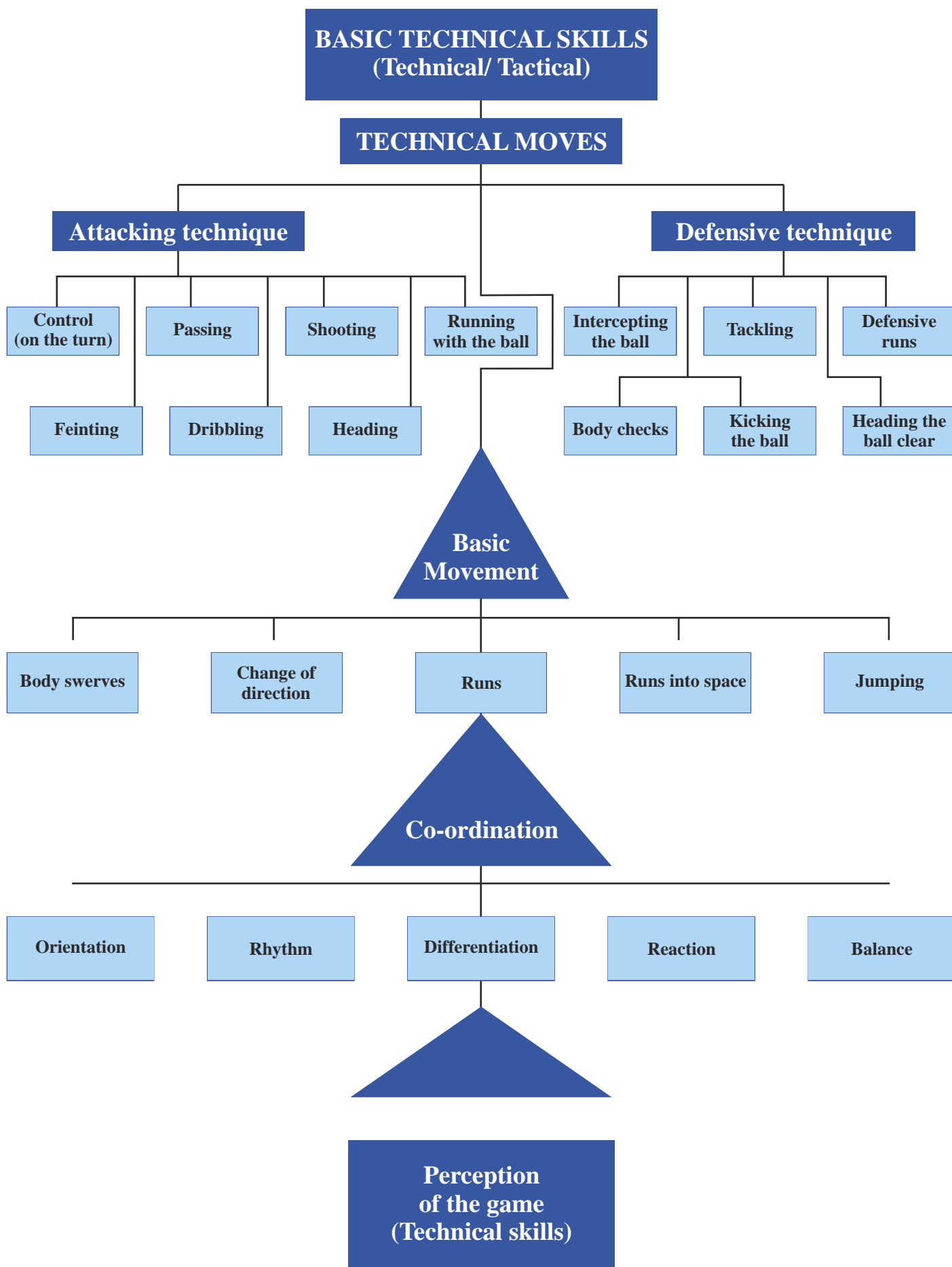
Practice time 2 to 5 minutes per exercise. Rest period and change to next station will take 1 2 minutes

Example of a 'Group Training' or 'individual focus training'



Organisation:

1. How to use a whole field for 'individual' development in group training sessions (groups of 4 players each)
2. Option 2:
3. 4 players of each group change to next field after 10-15 minutes (wingers do not change)



BASIC TECHNICAL SKILLS

body - ball contact

ATTACKING TECHNIQUES

Use of the ball

- Feinting
- Control on the turn
- Passing
- Dribbling
- Shooting
(crossing, volleying...)
- Heading

DEFENSIVE TECHNIQUES

**gaining possession of the ball
or snuffing out the
opposition's move**

- Marking
- Use of body
- Tackling
- Kicking the ball clear
- Heading the ball clear
- Defensive run

**1 v 1
Duel**

Clash between attacking techniques and defensive techniques

Sample Training sessions:





Sample Training Sessions under 13 and under 14

game: 11 v 11

	Organization	Beginning	Middle	End	Cooling Down
1	20 players+2 goalkeepers 20 balls normal match field	4 v 4 position game + 2 'neutral' players	11 v 11 'training' game	1 v 1 with 5 groups on each field	4 v 4 handball
2	20 players + 2 goalkeepers 20 balls normal match field	Passing-receiving drill with 2 groups of 10 players	tournament': 5 v 5 small side games focus: physical development	Combinations /'schablonen' With 'finishing' on goal: 3 v 1 3 v 2	'core stability'
3	20 players 10 balls normal match field	'position and passing' game -4 v 4 with 2 'neutral' players -6 v 2 passing game -(two x two defenders)	11 v 11 'training game' focus: tactical development	'special' game: 5 v 5 on ½ field (both sides) -one player dribbles ball across the middle line and makes it 6 v 5	'core stability'

FIFA sessions

KEY

	Path of the player without the ball
	Path of the player with the ball
	Path of the ball (from a pass or shot)
	Coach
A, B, C, D	Designation of players
A1, A2	Positions of A players

Technical training: 1. Passing and controlling (receiving the ball)

1. Passing along the ground and controlling

Organisation:

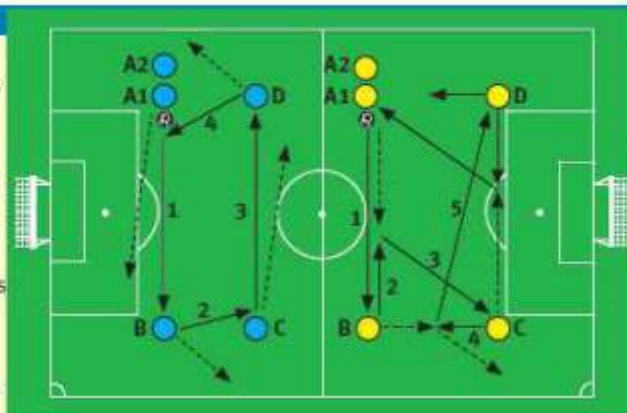
- 5 players per exercise. – Areas marked out (with cones, discs, etc.). – 1 ball to start, then 2.

Procedure:

- A1 plays the ball to B and then takes B's place.
- B controls and plays the ball for C to run onto and then takes the place of C.
- C plays the ball for D to control, who then plays for A2 to run onto.
- After passing, positions are switched, according to the coach's instructions. – The direction of passes is also changed.

Variations:

- Variety of passes and ball control. – Exercise with 2 balls.
- 1-touch direct play (pass - pass-back - pass), as shown in the example with the yellow players.



2. Short passing and long passes

Organisation:

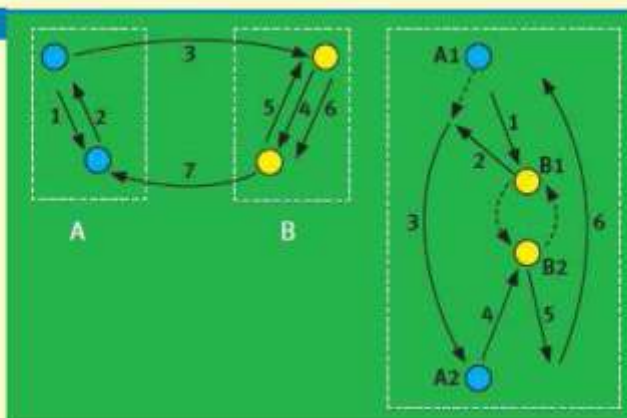
- 4 players per exercise.
- Areas marked out (with cones, discs, etc.). – 1 ball.

Procedure:

- The players in group A move around and play short, direct passes to each other.
- After 3-4 passes, they pass long to the players in group B.
- One of the players in group B controls the ball and plays it to his partner (direct pass).
- Passes are delivered with the left and right foot.

Variations:

- A1 plays the ball to B1 who passes back. A1 gives a long pass along the ground or in the air to A2.
- The players in group B play one touch to each other and then change round.



3. Varied passing and control

Organisation:

- 2 groups of 6-8 players.
- Area marked out (with cones, discs, etc.).
- 1 ball per group.

Procedure:

- The ball is circulated within the group, with 2 touches each, and then with 1 touch - depending on the situation.
- The players cover the area of the pitch and are always moving.
- They try to achieve a triangular passing formation.
- They then do 3 short passes followed by a long one.

Variations:

- The 2 groups play together.
- The player with the ball always passes to a player wearing different colours from his own.
- With 1, 2 or 3 balls.



4. 8 v 8 / 6 v 6 game with goalkeepers

Organisation:

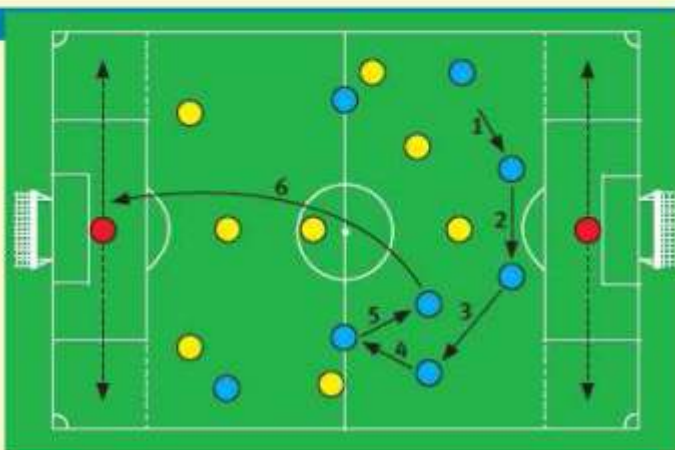
- 2 teams of 8 players.
- Area marked out (with cones, discs, etc.).
- 2 neutral goalkeepers playing behind the lines.

Procedure:

- The aim is to keep possession and occupy space.
- Three touches maximum allowed per player.
- A goal is scored after 5 passes and then an aerial pass from the opposing half into the hands of the other team's goalkeeper.

Variations:

- Two touches maximum per player.
- The same format, but with two goals.
- After 5 passes, goals can be scored in one of the two goals.



Example of progression Ex.3:

8v4 (+ 2 GKs)

Blue team play possession game. If they make 8-10 passes = 1 goal.

Four **Yellow** players move into **Blue** grid to try and get ball (4v8). If they are successful, they play ball back into their grid and try to score on goal (=1 goal).

Four **Blue** players can try to prevent the goal being scored.

After the goal attempt, **Yellow** team re-start possession game (8-10 passes).

Technical training: 2. Passing and controlling (receiving the ball)

1. Receiving the ball and short or long passes

Organisation:

- 2 groups of 8 players in pairs for each exercise; 1 ball for 2 players.
- Areas marked out (A and B).
- The players swap pitches after a certain time has passed.

Procedure:

- Pass to the feet; players work on receiving the ball (with the inside and outside of the foot) in pairs.
- Pass with the inside of the foot or instep; control with the right foot and pass with the left.
- The players move around the pitch.
- After 1', players change partners.

Variations:

- Vary the passes and trajectories.
- Aerial passes to be controlled on the chest.



2. Receiving the ball, passing and moving into position

Organisation:

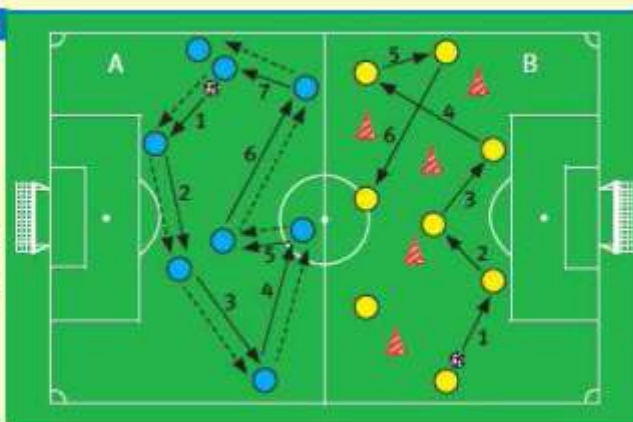
- 2 groups of 7 or 8 players per exercise. – 1 ball per group.
- 5 to 6 cones on pitch B (as opponents).

Procedure:

- The players are in their positions.
- The ball is played to the partner's feet; he faces the ball to receive it.
- On receiving the ball he turns in the direction of his pass and plays the ball (with the inside, outside or instep of the foot).
- Once the pass has been made, the passer takes the place of his partner.

Variations:

- Increase the tempo of play.
- The players on pitch B play with one or two touches.
- The players stay in their positions, but are constantly moving.



3. Passing and moving the ball around in the team

Organisation:

- The 11-man team adopts the positions for its chosen playing system. – 2 to 3 goalkeepers to start and restart play.
- 5 to 6 cones (as opponents).

Procedure:

- The goalkeeper clears the ball upfield; it is controlled and after a gradual build-up (1 to 2 touches) the front players attempt to score. – The team follows the ball, occupies the space and is constantly moving. – Vary the passing, introduce tempo.
- The coach can direct the game.

Variations:

- Put cones down to make it more difficult for the players to keep possession, and then add passive opponents (3 to 5).
- Restrict the number of passes and the time. – The routine can also be done with 7 or 9-player teams.



4. 4 v 4 / 8 v 8 + 2 with floaters

Organisation:

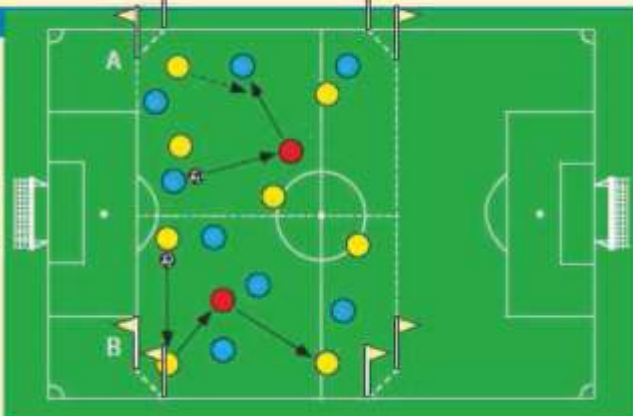
- 2 teams of 8 players + neutral floating players (goalkeepers).
- The playing surface is marked out into two zones (A+B) and four small goals at the corners.

Procedure:

- A 4 v 4 game in each zone (1 or 2 touches). The neutral "floater" has 1 touch only. – A point is scored after 6 passes are made in one team (not counting balls played by the floater).
- The players then play 8 v 8 on the whole playing area, with the neutral floaters each remaining in one zone. – 1 point is scored after 10 passes.

Variations:

- Can be played with small goals. – After 6 passes, a goal can be scored in any of the four small goals. – One team defends 2 of the goals and attacks the other two goals.



****All training sessions should progress to the stage where players can score goals!**



Session Plans

Testing

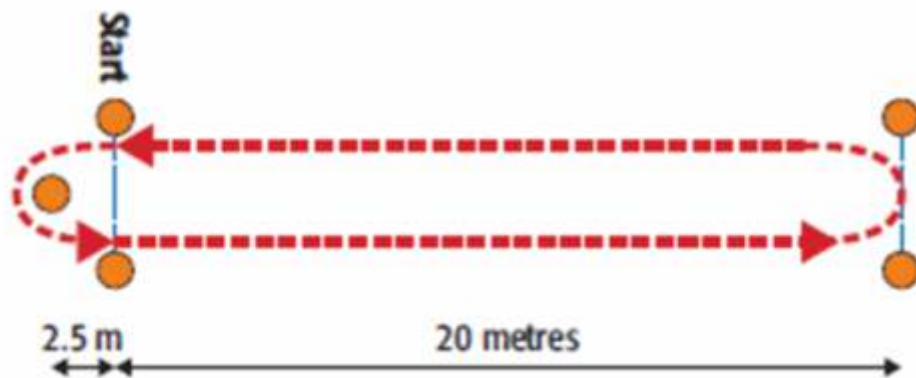
Aims of testing

- To study the effect of a training programme
- To motivate players to train harder
- To give players objective feedback
- To develop a fitness profile of the player
- To make players more aware of the objectives of training
- To evaluate whether a player is ready to play a competitive match
- To plan short and long-term training programmes
- To follow the development of youth players
- To avoid injuries

Requirement of fitness tests

- The player should be well rested
- The player should be thoroughly warmed up
- The player should be given clear instructions on how to perform the test
- The player should have performed the test on at least one occasion before a test result can be considered valid
- Test equipment should be in good working order and the test area should be accurately marked
- The player should be aware of the aim of the test
- The administration of the test must be consistent, uniform and correct.

Yo-Yo Intermittent Endurance Test

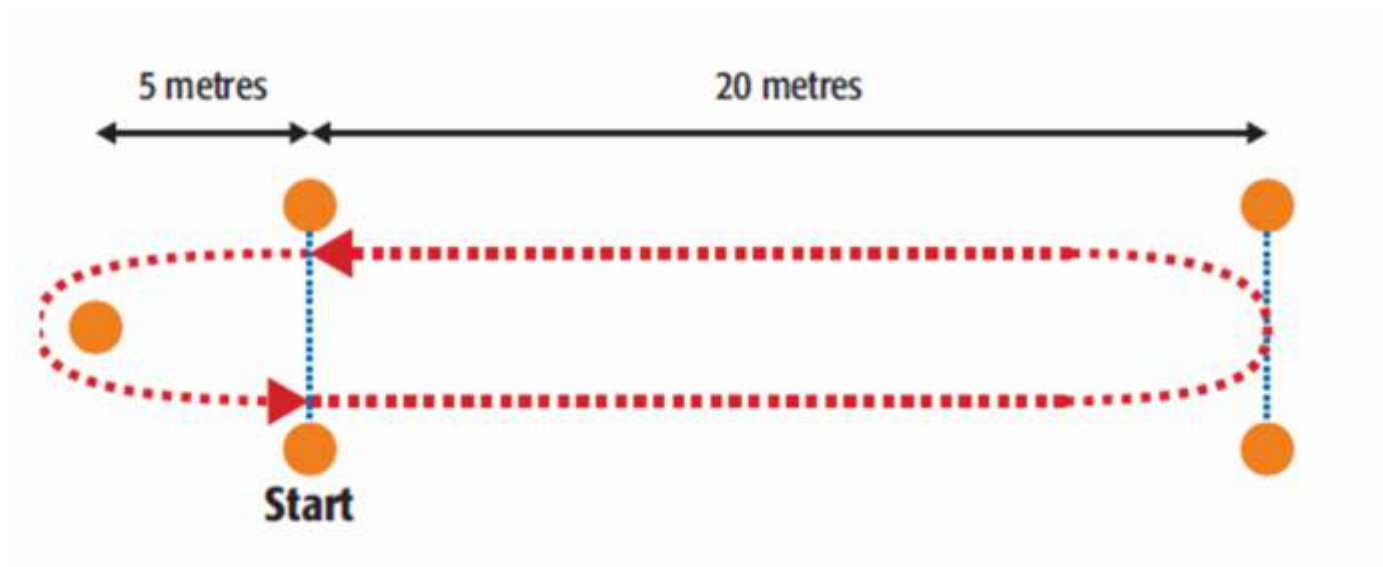


Yo-Yo Intermittent Endurance test – level 1 performance (metres)			
Age (years)	12	14	17
Boys	1680	2200	3320
Girls	1600	1840	2280

The Yo-Yo IE tests can be used:

- To evaluate a player's endurance capacity and seasonal changes in endurance performance
- To determine maximal heart rate and to estimate maximum oxygen uptake
- To examine the development of the endurance capacity of youth players.

Yo-Yo Intermittent Recovery Test

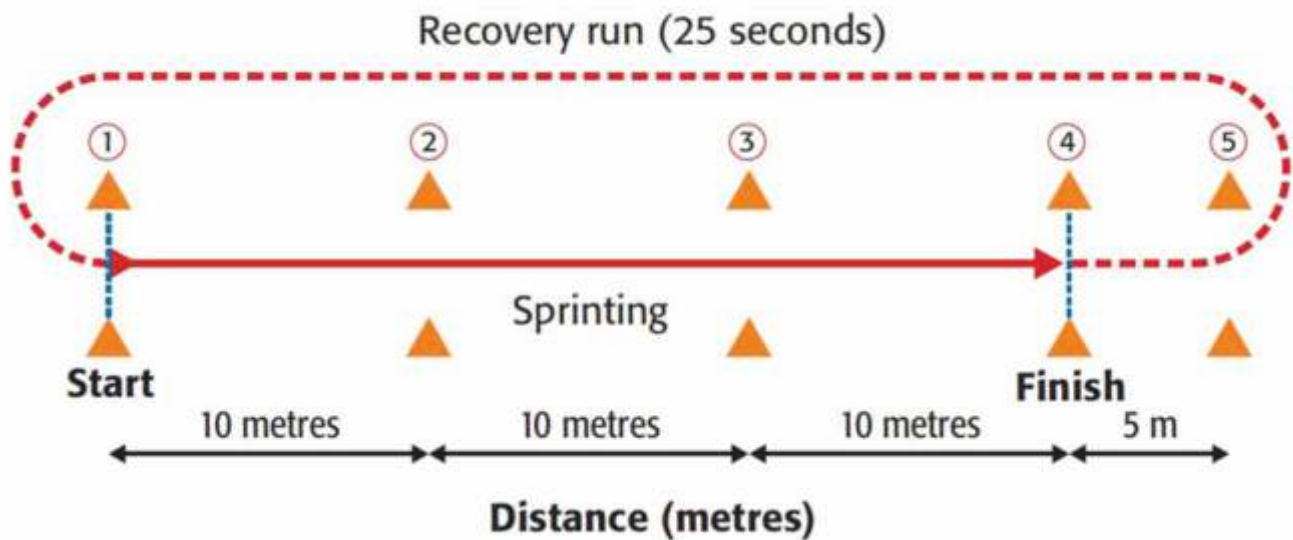


Summary - Yo-Yo Intermittent Recovery Test

- The Yo-Yo IR Test provides valid information about a player's football specific fatigue-resistance and ability to recover from high intensity exercise.
- It is closely related to high intensity performance in a football game and can be used to assess the capacity of a player to perform repeated intense exercises in a game and to evaluate seasonal changes in physical performance of players.
- The test can also be used to monitor the maximal heart rate.

Age (years)	13	14	15	16	17	18
Yo-Yo IR2 (metres)	420	683	733	814	953	1172

Test Course for the Linear Sprint Test



Age (years)	30m-1 (seconds)	30m-2 (seconds)	30m-3 (seconds)	30m-4 (seconds)	30m-5 (seconds)	Mean (seconds)	Best (seconds)	Fatigue Index (%)
11	5.24	5.45	5.56	5.63	5.62	5.50	5.24	7.3
12	5.09	5.22	5.39	5.45	5.49	5.33	5.09	7.9
13	4.95	5.05	5.17	5.21	5.25	5.13	4.95	6.1
14	4.60	4.70	4.79	4.82	4.86	4.75	4.60	5.7
15	4.35	4.45	4.56	4.58	4.65	4.52	4.35	6.9
16	4.29	4.37	4.45	4.52	4.55	4.44	4.29	6.1
17	4.26	4.34	4.42	4.48	4.54	4.41	4.26	6.6
18	4.20	4.29	4.37	4.43	4.49	4.36	4.20	6.9

Test course of the Curved Sprint Test

