

COACHING THE GLOBAL GAME

www.coachingtheglobalgame.com

Defensive Midfielder #6

Roles and Responsibilities

COACHING SESSIONS & Activities

From Coaches Around the Globe

Interview with Raymond Verheijen



Dear Readers,

Welcome to our 10th issue of *Coaching the Global Game Magazine*. We hope that you enjoy this issue as much as you enjoyed our previous issues. We have changed the format slightly for this issue so we hope that you find the information useful!

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 10th (December 2014) edition of the magazine. So please enjoy!

Rahim Mohamed (@rahimzmohamed)

Coaching the Global Game (@CTGGMagazine)

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LMA: Creating A Culture of Excellence

The World's Most Popular Online Course for Soccer Coaches - The LMA School of Football Management Online Course Number 1: Creating a Culture of Excellence'

This course will help you answer these questions:

- Does your Club have a definite Culture?
- How important is having developing a healthy Culture?
- What is a culture of excellence?
- What makes a good Coach?
- What are your own leadership strengths and weaknesses?
- What is my communication style ?

Now on iPads and Smart Phones - available on all mobile devices -with a 20% Xmas Discount for CTGG Readers !

This course provides the learner with a tool box to assist in developing leadership skills as a coach and involves 6 modules:

1. Increasing your awareness of 'What is a Culture of Excellence'
2. Reflecting on your own Strengths and Weaknesses
3. Developing a set of values that define you
4. Establishing realistic objectives
5. Knowing how to achieve these objectives
6. Improving your communication

For whom is the LMA School of Football Management intended?

Football (Soccer) Managers and Coaches who work with (or aspire to work with) professional, semi - professional, College or elite youth players.

Over 2,000 coaches from around the world have enrolled on this course making it 'The World's Most Popular Online Course for Coaches of Elite Players'

The 6 hours of video clips on www.sportspath.com are now available on all devices including on Ipad, Smart Phones and all devices

Those enrolling have included Managers from the Barclays Premier League, Head Coaches from Leagues in Europe, Asia and North America as well as hundreds of College Coaches and Directors of Coaching from Youth Soccer Clubs and Academies. These coaches have also created over 15,000 pages of additional content with their contribution to forum discussions, responses to Scenarios and personal Blogs

The Course is recognized by UEFA and the Football Associations of The Netherlands, Ireland, Scotland, Iceland and England as means to retain UEFA Coaching Qualifications

Recent endorsements from coaches who have completed this course include the following comments:

Mike Mcardle, Academy Coach, Falkirk FC, Scotland

'Fantastic course for self-development - thoroughly enjoyable, challenging and interesting. Ultimately learnt massively from the content. I will definitely recommend to colleagues and fellow coaches. Looking forward to the next course (on evaluation) which I have signed up for instantly. The knowledge and experience shared by the professional managers is both priceless and educational and will assist greatly in my development as both a coach and a person'

Tsuyoshi Takano , First Team Coach, Avispa Fukuoka FC, J League (Japan)


'I would like to thank you for providing this learning opportunity. I am very happy to expand and extend my learning to management level. At my club, I started to get involved in managerial role, so to me, this is a perfect timing and extremely practical

Mike Jacobs, Head Soccer Coach, University of Evansville

"This course was outstanding, and hearing the thoughts of the top managers in the world talking about how important core values and beliefs reinforced my own thoughts and beliefs. The case studies were also outstanding, making me think about how I would deal with specific situations; listening to video interviews from the likes of Howard Wilkinson was tremendous"

For further details of the course please [click here](#) and to access the 20% discount on this course [click here](#)

defensive midfielder



out of possession

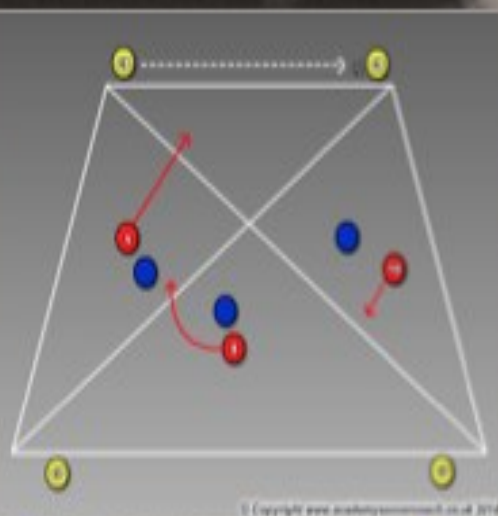
- Can screen and protect the back four
- Great at regaining possession through interceptions and tackles
- Excellent aerobic ability
- Reads and understanding the game – Pre-empt attacks
- Recovers, presses, tracks and marks well
- Thinks “Team”

in possession

- Effective and efficient in possession (90% Pass success rate)
- Can play through 360°
- Wide repertoire and range of passing skills

This month Dan Wright looks at the holding midfielder. This is a role which Claude Makelele, the former Chelsea, Real Madrid and France star played and revolutionised formations across Europe. In the past this was seen as combative player known for their ability to break up play, but now players such as Busquets, Matic and Schweinsteiger start as many attacks as they break down.

You can follow Dan on twitter [@coachdanwright](https://twitter.com/coachdanwright)



Possession: Rotation

Split the grid into 4 zones, encourage midfielders to rotate and swap positions to play the ball forwards.

Try to **restrict** to 1 player in each zone.

Reward the team by adding point/competition for a successful transfer.

Realism; midfielder 3 rotating to receive the ball.



Possession: Screening and intercepting

Normal possession based practice but add zone for 'DCM/4' to screen, block and intercept. This player is **restricted** within the zone.

Reward for the player is to win possession and set up an attack for his team.

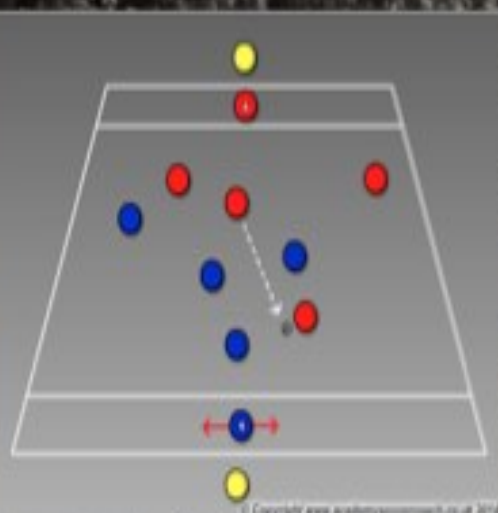
Great practice to teach players to scan at the ball and the opposition striker (target).

Passing variety

In this unopposed practice the midfielder practices the techniques of passing over a variety of distances.

Coach feeds in and player plays in to target goals (2). To progress add wingers which the 4 must find (3).

Challenge the player; two touch, aerial pass, vary feed weight and height.



Interview with Raymond Verheijen

CTGG: What is the World Football Academy and what does it stand for?

RV: The World Football Academy (WFA) is a worldwide organization focusing on coach education for football coaches, staff members and players. In particular we educate our audience based on a football specific approach, so we take football as a starting point and educate in football language rather than all kinds of scientific language. Also, we focus in particular on the next generation of coaches so let's say coaches between age of 25-45 as they are very open minded, they are very willing to learn in contrast to a lot of the older generation coaches who because of their 20-30 year experience are more narrow minded and coaching/working based on patterns and habits.

CTGG: You have recently released a book that is available on the World Football Academy Website Can You please tell us about the book?

RV: The first part is a philosophical fundament. In the First part it is analyzing the game, the characteristics of the game and based on those characteristics, the football philosophy is described and because this philosophy is based on the characteristics of the game, automatically, it will result in an objective and universal philosophy, rather than a philosophy that based on somebody's opinion or somebody's subjective experience. After this first part of the book, with this universal and objective football philosophy, the second part of the book, football fitness is described in football language and football conditioning exercises are described. In other words, football exercises in which football fitness can be developed. The last part of the book this will all come together in a Periodisation model and this model allows coaches to plan their training week, months and their whole season.

CTGG: Tell us about your upcoming NSCAA 1 Day Event at the NSCAA Convention and the NSCC Conference in Toronto?

RV: In Philadelphia on Wednesday, the 14th of January, we will run a 1-day event in which I will cover several topics. In the first morning session I will talk about Football Periodisation and how to develop a top-fit team without injuries. In the second morning session, I will talk about how to develop a playing style. In particular what I will do is, I will bring the two morning sessions together and show that developing a playing style and developing football fitness goes hand in hand. In the first afternoon session, I will talk about the principles of football psychology, so once again in football language I will talk about football psychology and I will show, how you can develop psychological processes at team and individual level during football training. Finally, in the second afternoon session I will present a case study about the Welsh National Team in which I applied the three topics that I just discussed at the highest level in 2011 and with this team we made the biggest progression in the FIFA Rankings history because in 3 or 4 months we went from 128th in the World to 38th in the World

based on the principles I will explain in the first three sessions of the day. So in this 1-day event in Philadelphia the topic will be how to develop a top fit team without injuries in a winning environment.

In Canada on the other hand in early February, I will focus on principles of football Periodisation during a theoretical session on the Friday and I will do a practical session, a demo, on the Saturday in which I will show how to apply the principles of football Periodisation within football training.

CTGG: More recently you have announced a ground breaking partnership with ECNL in the USA, can you tell us more about that?

RV: What we attempt to do in the USA is to have a very gradual approach because it is a very big country with a very big market, but the mistake that a lot of people make is that because the country is so big they just go all in. What we try to do is to have a more fundamental approach and build partnerships with the most important organizations in the country and develop football and football education hand in hand with those organizations and this is just a perfect example of that.

CTGG: What is Periodisation and how does it apply to the modern day training of soccer players?

RV: Periodisation is the planning of all your football activities and in particular your training and also games. Often your league games are planned by another organization, but your friendly games are something you can plan yourself. So Periodisation is the planning of your particular training sessions and during your training sessions you want to stretch the boundaries of your players whether it be from a physical point of view, a technical point of view or a playing style point of view and stretching the boundaries of your players often results in fatigue and sometimes even in muscle damage for example. So within the session, you are accumulating fatigue which in itself is fine as long as players can get rid of that fatigue before you plan the next training session or before you have to play the next game. If players are not able to get rid of their fatigue in between training sessions or between training sessions and games what will happen over time, during weeks and months is that they will start the next session but they will still be tired from the previous session and as a result they will accumulate fatigue. So Periodisation, the objective of Periodisation, is to avoid the accumulation of fatigue over time so that players start every training session and every game 100% fresh and if your players start training sessions and games 100% fresh, your quality of training will be 100% and as a result your football development will be 100%.

Interview with Raymond Verheijen

CTGG: Why do you feel coaches continue to put players at risk with their methods?

This has to do with the fact that traditionally we are all educated that more is better. Traditionally we are educated that if we want to improve you have to train more and harder and for a lot of sports that is true. In particular for endurance sports it is true, it is about the quantity and more is better. However, if you analyze football you will find out that football is not an endurance sport and in football it is not about quantity and therefore in football it is not about more is better. If you analyze football and you want to develop yourself to a higher level the main characteristics of a higher level of football is less space and less time to execute your actions, so at a higher level the speed of the game, the tempo of the game is higher. Players have to make more actions per minute but also they have to execute their actions in a shorter period of time. At a lower level for example, you have 0.5 seconds to make a particular football action, but at a higher level, due to less space and less time, you only have for example 0.3 seconds to execute the same action. So, as a result, speed of actions is the main characteristics of a higher level of play in football and because speed of action is the main characteristic, automatically, it means that football is an intensity sport. Football is a speed of actions sport and if football is an intensity sport rather than an endurance sport, then in football it is not so much about the quantity but rather about the quality. If it is about the quality then it is not about more is better it is about less is more. In football, you have to stretch the boundaries of your speed of actions from 100% to 101% and that means that you have to improve in terms of quality first and therefore, you have to train better and not so much more.

That means that we have to let go of the traditional approach of more is better and we have to focus on a more football specific and modern approach of less is more and that training quality, training better and training speed of actions.

CTGG: How important is it for coaches coaching players between the ages of 13-18 to have a good understanding on principles of Periodisation?

RV: Yes, Like I have said, the main principle of football Periodisation is training better instead of training more, so in a youth academy, first of all, is about training the speed of actions, training the quality of actions rather than the quantity. But within this context of training better, rather than training more there is a deeper step, a follow up step, and this has to do with the fact that not every youth player is the same. First of all, within your team you have age differences. One player is born in January and the other player is born in December. That means that your players can differ up to 12 months, which is huge at the age of 12, 13, 14, 15. That means that the January players are much further in their physical development compared to the December born players, that means you have to tailor the workload of the smaller, younger, December players to protect them from being overtrained by the January,



National Soccer Coaches Association of America



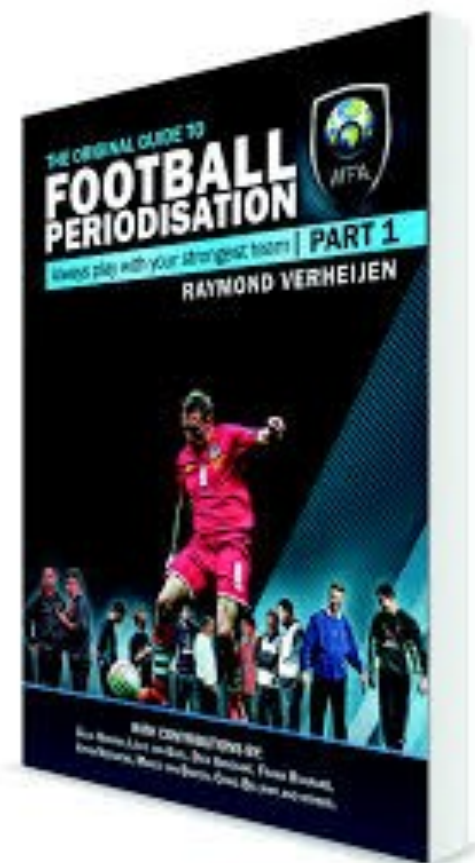
Interview with Raymond Verheijen

February and March players. So age is one component that you have to keep in the equation in terms of Periodisation. The other one is the fact that you have to deal with late maturers and early maturers. Some players have their growth spurt already when they are 12 and other players have their growth spurt as late as 15 or 16. So early maturers and late maturers is the second component that you have to keep in the equation in terms of tailoring the workload of individual talents. Finally what you have to remember is that players differ in terms of body composition so you have very explosive youth players and you have less explosive youth players. In particular, explosive youth players with a lot of fast muscle fiber use much more energy in a single football action. That means that you have to reduce their training volume. In other words you have to reduce the number of their football actions because, if they use much more energy per action and they have to make the same number of football actions as all their teammates then overall it means you are exhausting your explosive football players because their energy expenditure is maybe twice as much as their teammates and that will result ultimately in injuries for these explosive football players. Obviously within this context of age, early and late maturers, less and more explosive players, you have the growth spurt which is a particular period that you have to be really carefully because the loadability of players is temporarily lower than normal, so then a general approach is quality over quantity. Speed of actions rather than volume and within this approach you have to tailor the workload for individual players given the characteristics I have just described.

CTGG: What advice can you give to young inexperienced coaches looking to grow their knowledge?

RV: Well the most important thing for youth coaches is to look for new information to broaden their horizons, to be open minded but on the other hand avoid the 'flavor of the month.' What I mean by the 'flavor of the month' is that the football world is approached by a lot of people and a lot of organizations from outside football with all kind of so called revolutionary ideas but these so called revolutionary ideas are not based on the characteristics of the game and are not objective and universal. So on the one hand you have to be open minded and look for new developments but you have to make sure that the new information and these new developments are related to football and that they are objective and universal and that they are based on the characteristics of the game. The risk of copying the flavor of the month is that you end up like a dog chasing it's own tail. If you copy, and you only copy successful people then one moment you are copying Germany as they are World Champions but then one year later somebody else is the champion and then you copy a new champion. That new champion may be doing something opposite what Germany did and that might be very very confusing for yourself and very very confusing for your players. So it

is much much better to have a more consistent approach by developing yourself based on football rather than based on copying the next champion.



Always play with your strongest team!



"The information is extraordinary... this would benefit anyone in my position in the US."

Anson Dorrance

"The WFA is a pioneering force that is making a significant contribution to coach education around the world. I am delighted that they have decided to bring their expertise to our country to help continue the development of our talent on and off the pitch."

Hank Steinbrecher



"A tailor-made working method"

Louis van Gaal

"A ground breaking approach that can benefit anyone who loves the game"

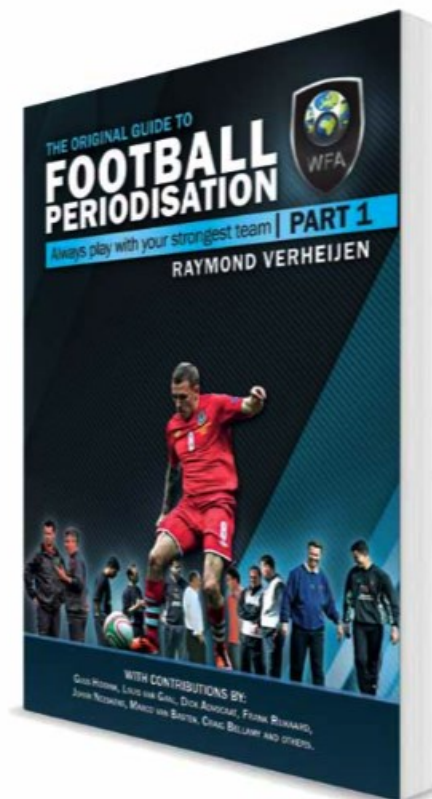
Guus Hiddink

"A method that leads to fewer injuries"

Dick Advocaat

"I have never felt so fit in my career"

Craig Bellamy



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WFA@Convention 2015

January 14 2015 | Philadelphia Convention Center

Get to Convention early to learn from Raymond Verheijen, the leader in football conditioning.

World Football Academy USA in partnership with the National Soccer Coaches Association of America is excited to announce the launch of: "WFA@Convention" at the NSCAA Convention 2015.

"Always Play with Your Strongest Team" is a one day WFA@Convention educational event about developing a top fit team without injuries in a winning environment.

The class is geared towards the advanced level coach and will give Convention attendees the opportunity to learn from Raymond Verheijen and the World Football Academy.

During this exclusive WFA@Convention event attendees will also receive a copy of Raymond Verheijen's English version of "The Original Guide to Football Periodisation," one of the most eagerly anticipated books in the history of football coaching.



WORLD FOOTBALL ACADEMY USA

for coaches, staff members and practitioners

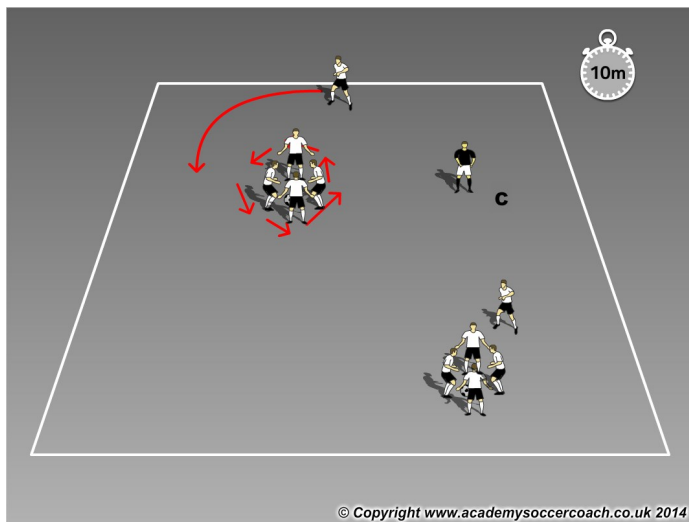


2015 CONVENTION - PHILADELPHIA

FUNDAMENTALS (AGES 6-9)

Coach: Chris Loucks
Age Group: U6-9
Session: Dribbling
Duration: 60-75 Minutes

Chris is currently the Technical Director/Head Coach for NorWest London SC. He also works as a Learning Facilitator and LTPD Champion with the OSA. Previously Chris had worked with EMSA as a district coach and several clubs in various technical roles. He holds a CSA National B License, OSA Goalkeeping Certificate and is working towards his CSA National A. You can follow him on Twitter: @skcuolsirhc

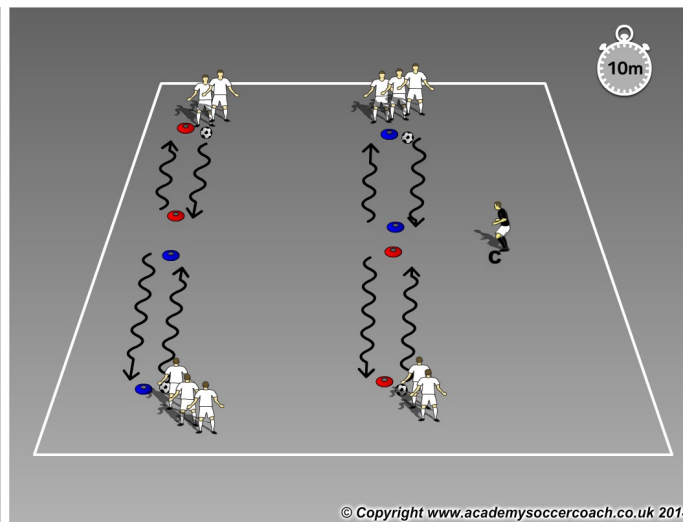


Circle Chase

Organization:

1 Chaser, 1 Ball, 1 Bib, 4 Link Players.
Link players lock arms around the ball, 1 Player tucks bib in the shirt. Chaser attempts to grab the bib while the link players shuffle in a circle to prevent. Rotate the chaser so all players have a turn

Coaching Points: Move feet, Teamwork, Fun!



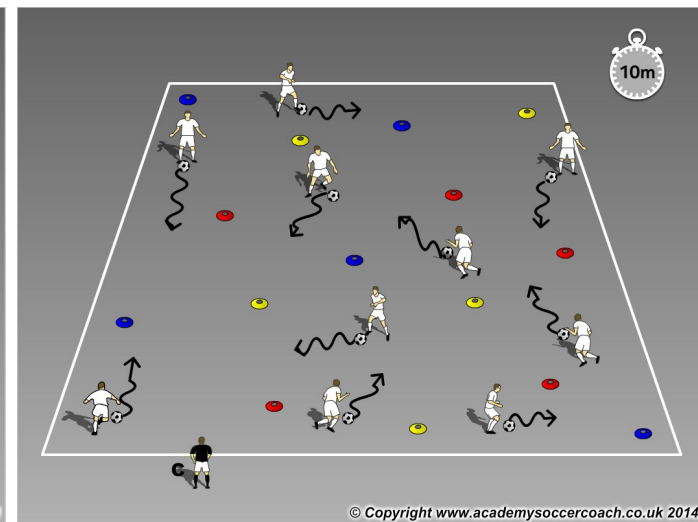
Activity Dribble with Turns

Organization:

4 areas with cones 10-12 yards apart. 2-3 players with a ball behind each set. Players dribble to cones turn and dribble back to start, and stop the ball for the next player to make the run.

Progression: Coach provides type of turn to execute

Coaching Points: Heads up, Speed and direction, Ball Mastery



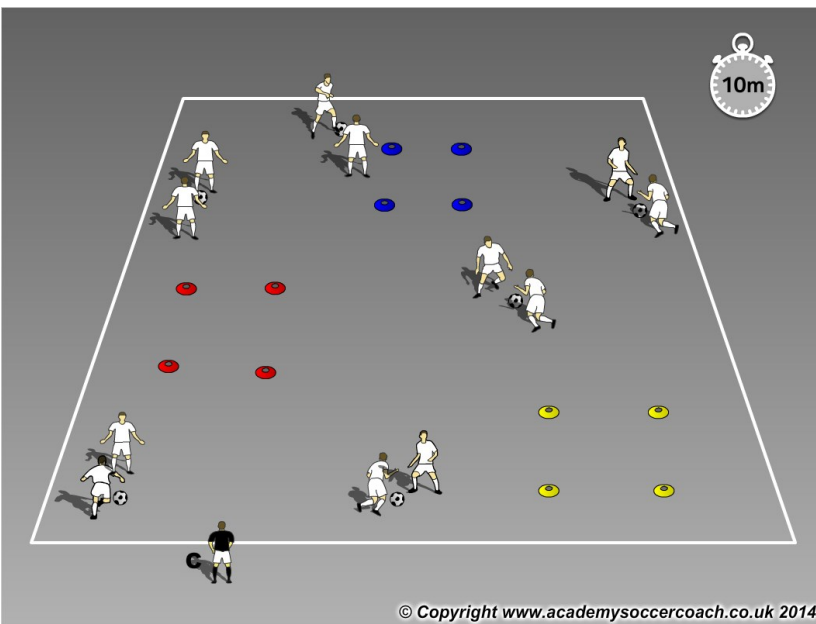
Activity Dribble with Flip Cones

Organization:

30x40 grid with 5 yellow, 5 red and 5 blue zones. Each player has a ball. Dribble within the grid with the ball. On coaches command "flip" players dribble to the cone, stop the ball, flip the cone and then turn and dribble into space.

Progression: Coach provides different turns; Coach specifies specific colour of cone

Coaching Points: Heads up, Scanning field, Speed and direction of ball, Ball Mastery



Dribbling with Safe Zone

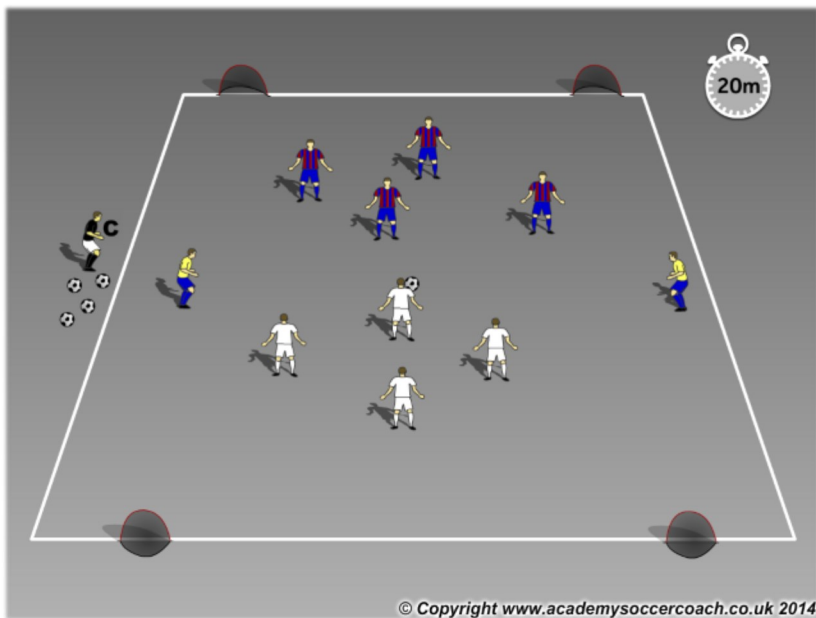
Organization:

30x40 grid with 1 yellow, 1 red, 1 blue zone with cones and 1 ball per 2 players.

1v1 dribbling within the grid with the ball. Player with the ball attempts to get into a safe zone (where only one player is allowed for a maximum of 5 seconds).

1-2 minutes and switch player with the ball 1 minute rest in between.

Coaching Points: Heads up, Scanning field, Speed and direction of dribble, Ball Mastery



SSG: Million Goal Game

Organization:

30x40 playing area with 4 goals and 2 neutral players (act as playmakers, can't score).

Rotate neutrals in 5 minute cycles. Each goal is counted as a million!

Soccer rules apply!

Let them Play!

LEARN TO TRAIN (AGES 9-12)

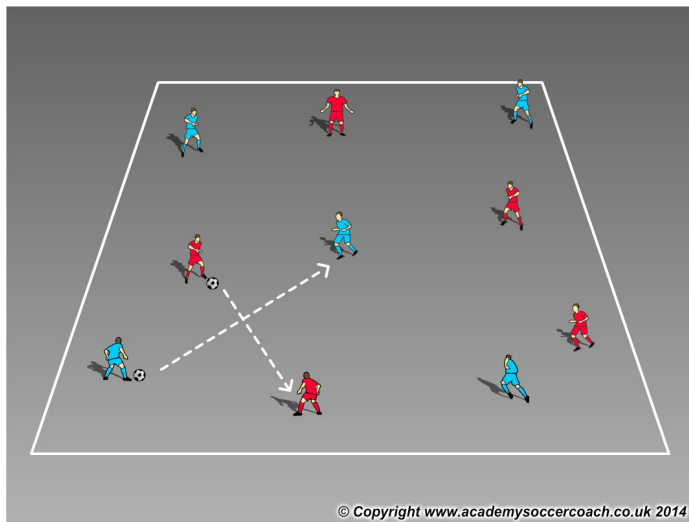
Coach: Matt Thomas

Age Group: U11+

Session: Passing and Receiving

Duration: 60-75 Minutes

Matt is the Owner of Goal In One and has channeled his passion for the game into coaching once his career was cut short due to injury. He holds an UEFA A, UEFA B, USSF A, CSA B, NSCAA Director of Coaching Diploma, US National Youth License and a Coerver Coaching Youth Diploma. Currently Matt is also a Master Learning Facilitator coaching coaches both locally and world-wide. You can follow him on Twitter: @GoalIn_One



Passing and Receiving

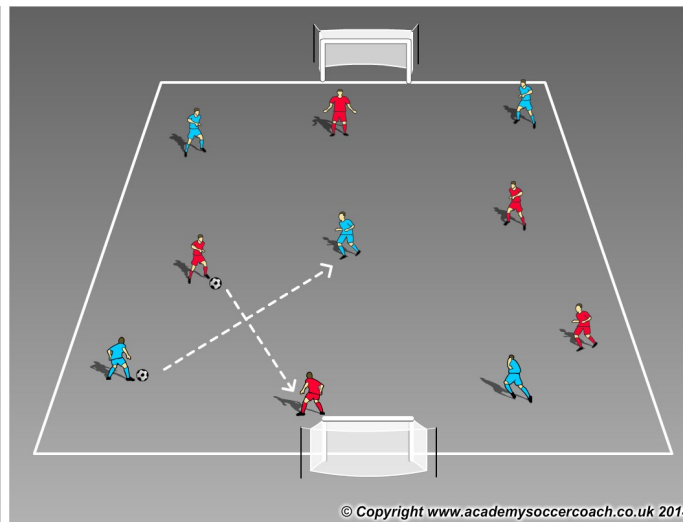
Organization:

5 Reds Passing

5 Blues Passing

All blue players are looking to pass to each other whilst the red players are doing the same.

Progression: First touch away from where the pass came from; Which team can complete everyone touching the ball before the other team; Short pass, Long pass

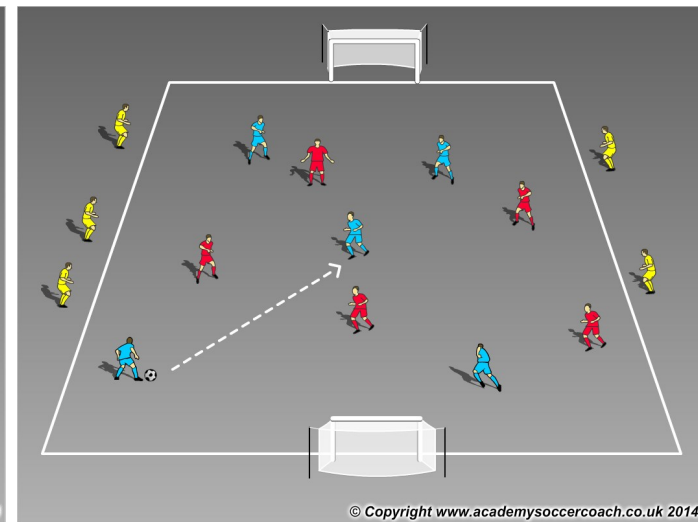


Passing and Receiving with Goals

Organization:

Same as previous activity, but now team must finish on goal once a certain number of passes have been made.

Progression: 2 touch; Nominate skilled players to play one touch; Variation of finishes



5v5 Game

Organization:

First team to score in their chosen goal. Opposition has to leave the field for a new team to enter.

Whichever team touches the ball last before the ball goes out has to leave the field with the team waiting on the sidelines coming straight into the game.

TRAIN TO TRAIN (AGES 12-16)

Coach: Keith Beaty

Age Group: U12+

Session: Passing and Receiving with (StatDnA) and coaches club at NEFC. You can follow Keith on Twitter: @KeithMBeaty
Movement

Duration: 90 Mins

Keith is an academy coach for 'Top Quality' Sidekick Futsal Boston U6-16 Boys and Girls (2014). He holds a USYF Level 3 Futsal Coaching Diploma, is currently a UEFA 'B' Candidate, holds a NSCAA Advanced National Diploma, performs Scout Analysis for

NEFC. You can follow Keith on Twitter: @KeithMBeaty

FOCUS OF SESSION: WIDTH AND PENETRATION ON THE BALL

4 Space Passing

Organization:

Players looking to create Width and Penetration on ball.

Teams of 4.

Players must pass the ball from one area to another. Players receive and perform: (1) 6 Foundations (2) 6 Toe-Taps (3) 6 Sole Rolls to Left and Right.

Technical: Receive on far foot, receive on near foot, body shape. Communication

Progression: Players must move after pass, only 1 player per area.; Players must call who they will pass to before they receive ball

12 Mins (6x2 mins, 30 Seconds in between) Rest 2 mins before the next activity.

2v2+2

Organization:

Groups of 2. 25x35 playing area.

Coaching Points: Receiving pass, Communication, When to play fast? When to be Patient? Body shape

20 Mins (5x4 Mins), change per 4 mins

1.5 Mins rest before next activity

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4v4+1

Organization:

35x40 playing area. Players look to score in mini-goals. Players look to create “WHIP” and player away from ball looks to attack space.

Coaching Points: 3 Options on ball at all times, How and where to attack space based around WHIP on ball

25 Mins (5x4.5 mins, rest for 30 seconds), 1 Min rest before the next activity.

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Game—8v8

Organization:

2 Teams play 3-3-1.

Coaching Points: WHIP around ball, Positioning of rest of team compared to ball location.

30 Mins (3x9 mins, 1 min rest)

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TRAIN TO TRAIN (AGES 12-16)

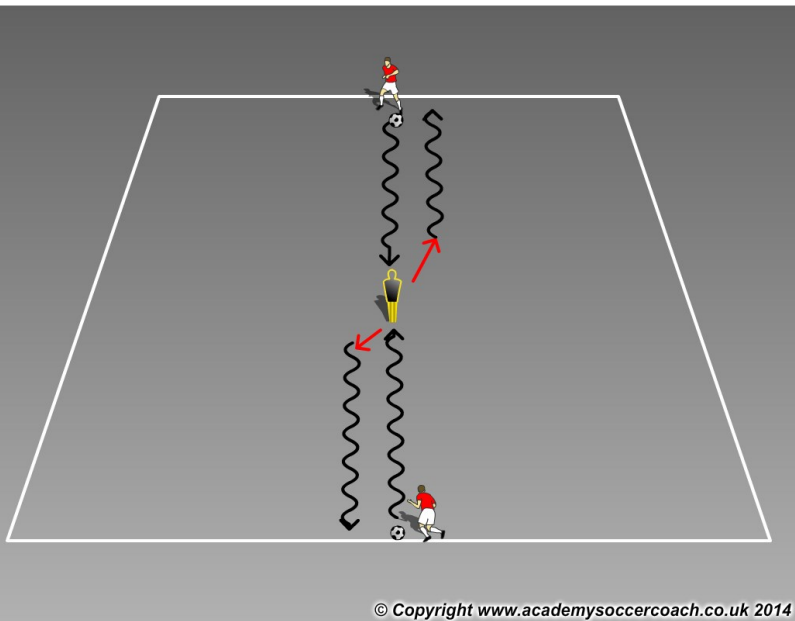
Coach: Taff Rahman

Age Group: U12+

Session: Change of Direction

Duration: 60 Mins

Taff is an UEFA 'A' License Coach, Sports Science and Coaching degree, and Management Diploma (League Managers Association). Currently he is coaching at a Premier League Academy. You can follow his journey via Twitter: @TaffRahman or his website www.taffrahman.com

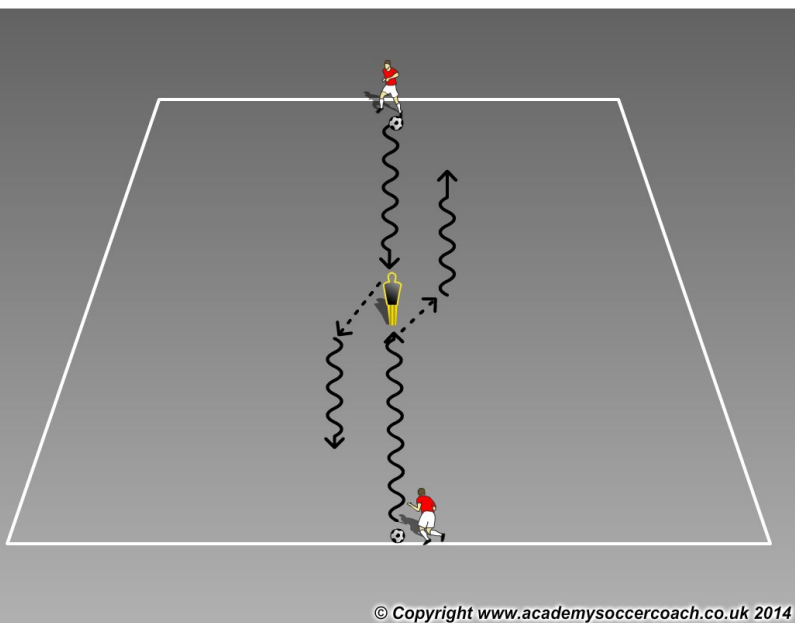


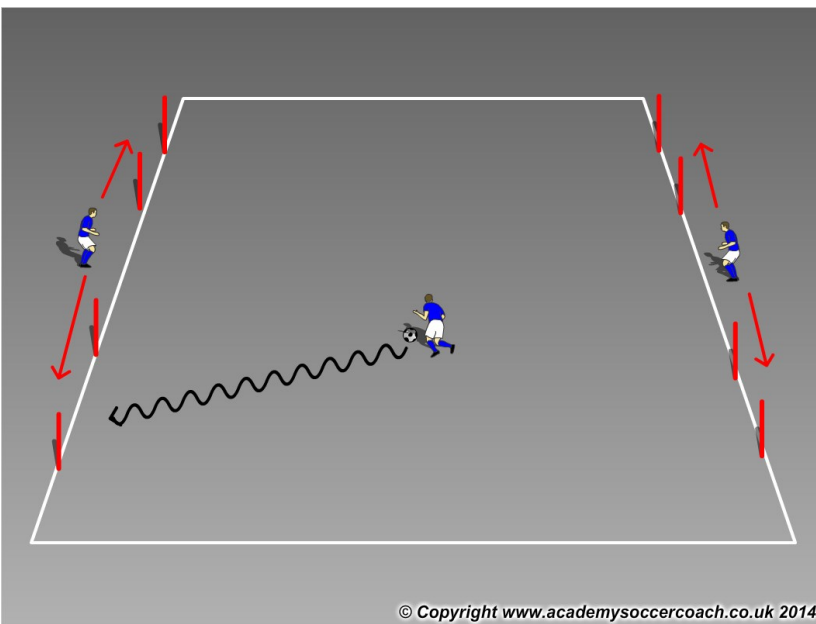
Session starts with a Q and A with players asking them who are the best at changing direction to turning away from pressure and changing direction to continue forward.

Technical Warmup:

Give detailed break down of the following—"Correct repetition is the mother of achieving technical excellence"

- Chop inside / outside
- Drag back
- Cruyff turn
- Step-overs
- Inside and outside shift
- Maradonna
- Jay-Jay Okocha
- Iniesta—Tic Tac (inside-inside)





No Way Out

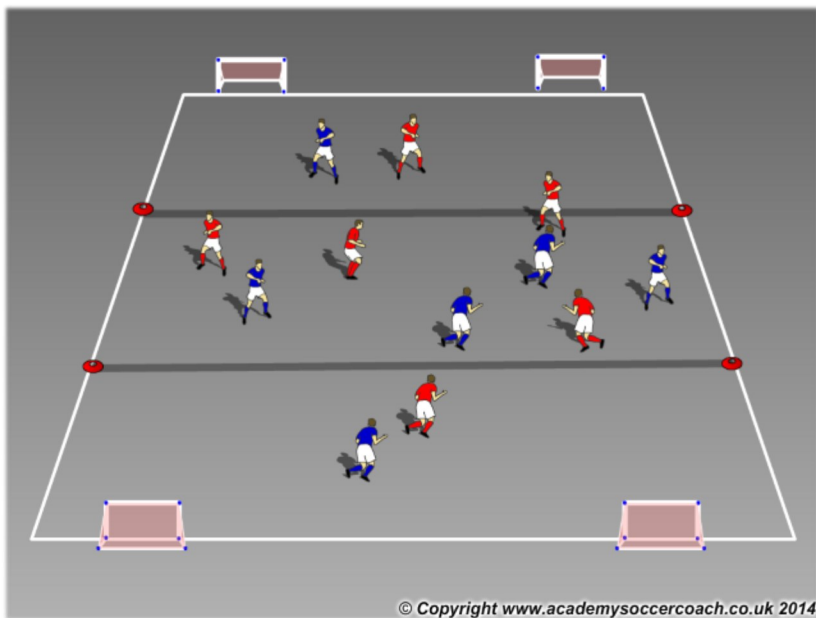
Organization:

The middle players objective is to dribble through the gates. However, the outside players prevent him by moving and standing between the gates and blocking it. The middle player might attack one gate drag the defender across then quickly attack the other side or may turn and attack the opposite defenders gates.

Encourage twist turning and taking players on quickly. If player scores he turns back and continues attacking again.

Getting through a gate counts as 1 goal

1 Minute rounds



6v6 to 4 Goals

Organization:

The red attackers can score either of the two goals, or turn back once they have passed the red coned area/line to score in the opposite two goals. Defending team must have one player staying behind the red/coned line when opposition is attacking.

If one team scores they continue attacking. Encourage dribbling ,drawing opposition players in, then attack opposite goal. Players could also double dummy to attack the same goal.

Play 4 minute rounds

In the break, refer back to technical practice and skill game to highlight area of work.

TRAIN TO COMPETE (AGES 16+)

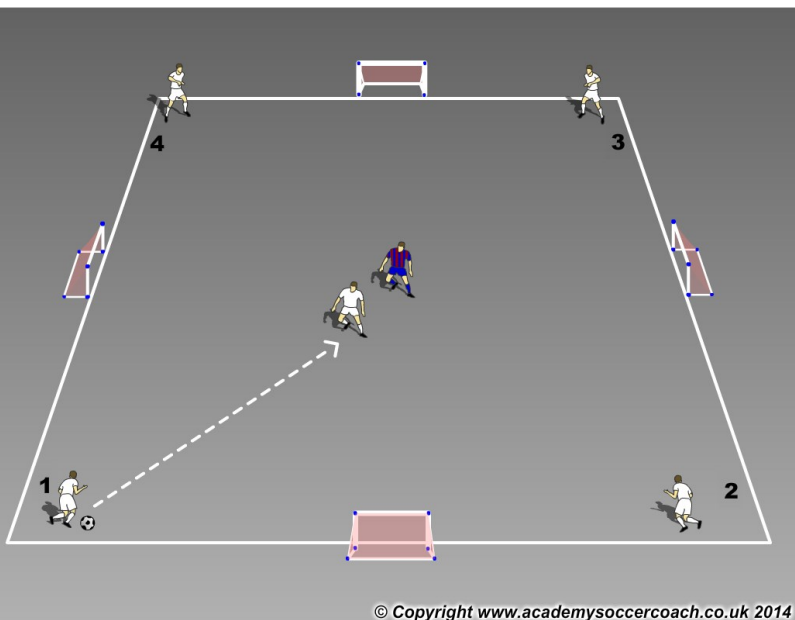
Coach: Neil Cooper

Age Group: U15+

Session: Playing Through Thirds

Duration: 90 Mins

Neil is originally from Orpington, Kent, England. He now lives in Palmyra, PA with his wife and 2 children. He works in the Lebanon School District as an Elementary School PE Teacher and also coaches soccer for the Capital Area Soccer Association (CASA/CAPA). He is also the former Varsity Boys Head Soccer Coach at Lebanon High School. Neil holds the following certifications: NSCAA Level VI Diploma, NSCAA GK Levels 1 and 2 Diplomas, Coerver Youth Diplomas, BSC in Sports Developing and Coaching, MA in Multicultural Education. You can follow Neil on Twitter: @NCHammer1980



Receiving on the Turn

Organization:

Player in the middle looks to receive the ball. He then looks to pass to one of the players on the outside to score points.

Opts—If he plays back with more than 1 touch or doesn't complete a pass

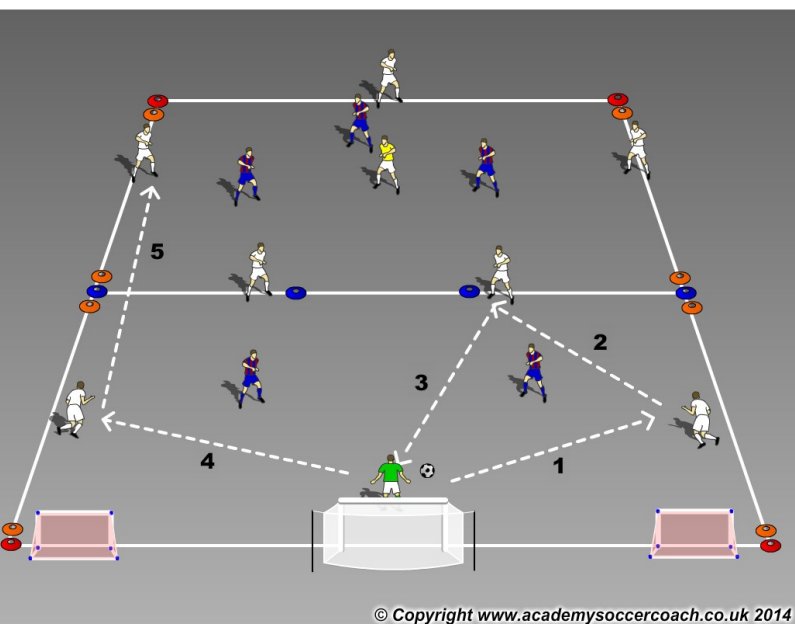
1pt—If he plays back to same player with 1 touch

2pts—If he plays square to (Players 2 and 4 in this example) OR if fouled by defender

3pts—If he receives on the turn and is able to pass to Player 3

Defenders score 3 points if they win the ball and score in one of the 4 mini goals. Players play for 1 minute and then rotate positions.

Coaching Points: Make a decision as to what you are going to do as early as possible, Create space with your movement to lose the defender and receive on the half turn, Be creative with the types of pass that you play to move the ball, Try to pass the ball in under 2 seconds of the first touch



5v2 to 6v3 Rondo

Organization:

Play starts with the GK (or could be a CB). Using the 2 FB's (or CB's if it's the GK furthest back), and 2 DM's, they play a 5v2 rondo to build up and play out from the back. After completing a minimum of 4 passes, they can play into the attacking half. If defenders win the ball, they play to goal (big goal if GK, small goals if CB is furthest back).

Using the 2 Wingers, CF, AM, and 2 DM's (who turn to face the other way), they play a 6v3 rondo where they look to keep possession and complete 5 passes to score a point. If the defenders win the ball, they score a point by passing to one of their 2 target players in the opposite half. End plays can move between red cones, wide players between orange cones and DM's between blue cones.

Progression: More defenders in defensive zone (5v3); Allow DM to check off line into the middle of the zone but AM must check onto line if he does that (6v2 or 6v3)

Coaching Points: Be patient when looking to penetrate into the other half, Doesn't have to be 5th pass that plays through if the opportunity to do so is not there, Move between cones to offer support to player on the ball at all times. Create angels and find passing lanes, If you lose possession in the attacking half DM's must "screen" passes through to targets on other side while AM (yellow) pressures the ball

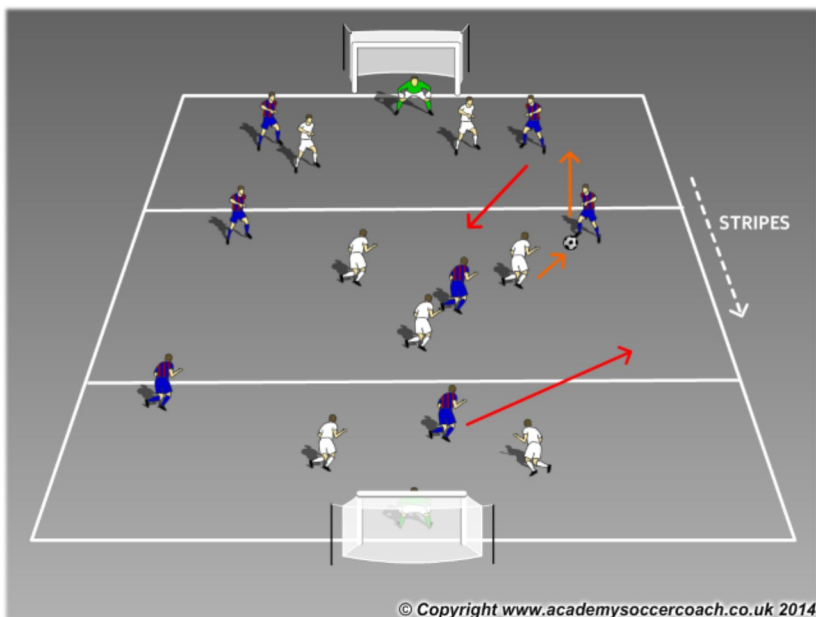


Attack v Defense

Organization:

Simple game of Attack v Defense. Game is played for 5 minutes at a time. Whites play to mini goals in order to score. Stripes attack the big goal.

Coaching Points: Whites must utilize all the space available to them when they have possession of the ball giving both width and depth, Whites must get compact and tight together when they lose possession, Happy to concede space in wide areas, Stripes should look to be patient, positive and penetrative when the time comes, FB's must learn when to join attack to create 2v1s in wide areas



3v3+2 Midfield Game

Organization:

Field is broken into 1/3s. In the attacking/defending 1/3s, the game is 2v2. In the midfield 1/3, the game is 3v3. Defending players must remain in their zones. Attacking players are allowed to create overloads in each of the 1/3s. In this example, stripes have the ball and are attacking the bottom goal. Because they have the ball they are allowed 1 defender, and 1 attacker to come into the midfield to create a 5v3 overload. If they are able to progress the ball into the attacking 1/3, they are allowed 1 midfield to join the strikers to make a 3v2 to goal. Rules apply for both teams when transitions/loss of possession occurs.

Coaching Points: Look for positions where you can support the ball if you are moving to overload, Look to dribble from midfield zone into attacking zone to create 3v2 to goal

Progressions: No restrictions of movement; Add neutral players that can go anywhere

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Street Soccer Coaching

Introduction

Does our coaching actually help players learn?

“Why Students Don’t Learn What We Think We Teach”

This is the title of a 2008 keynote lecture given by Robert Duke, a professor of music and human learning. It is an interesting question because it challenges a very commonly held assumption. Learning is led by the teacher and followed by the student, with the supposition that we, as teachers and coaches, in some way set the agenda. It also suggests that the teacher led method is best. In the vast majority of teaching and learning environments in the world, the curriculum is designed by the teacher and delivered by the teacher. This educational structure is based on the transfer of knowledge from teacher to student, while later testing to see how fully the information has been absorbed; however, the model is not limited to academic learning. It also forms the basis of coaching in sport and therefore in soccer. The use of a teaching and coaching curriculum is now common place in soccer coaching programmes and academies. Many of the coach education structures have been designed to reflect the educational models of teaching and learning that are used in academia. That is not so surprising when we consider how coaching has been heavily influenced by physical education historically.

Although the academic teaching and learning model is very well established and accepted, it has started to draw some criticism from a number of very senior educationists. Sir Ken Robinson (2006, 2010) has highlighted a number of issues in the way that we develop learners through education. His viewpoint is that the current model is actually killing creativity and suppressing intelligence, rather than promoting it. Knowing that soccer coaching adopts the same teaching and learning model as mainstream education, these issues are quite likely to be mirrored in soccer.

In school, success is achieved when a student gets the ‘right’ answer; students are actively dissuaded from getting the ‘wrong’ answer. At first glance, this may seem like a pretty good basis to build an educational model. Why would we want learners to get the ‘wrong’ answer? However, when we consider this issue in greater detail, we can see the inherent weaknesses. If a child was schooled during the Middle Ages, they would have been taught that the world was flat. That was the ‘right’ answer. This simple example illustrates that sometimes the ‘right’ answer isn’t always right. And maybe the best way of doing something isn’t always the best. Perhaps there is a different solution or a better answer. The notion

that there is only one correct (best) answer is quite limiting. It stops us from exploring other possible solutions and coming up with new answers. Therefore, when learners are focussed on getting the ‘right’ answer, their thinking becomes corralled and fenced in. They are surrounded by a set of walls that keep their understanding trapped in a very limited space. The walls are further strengthened by the use of tests and exams measuring the student according to their ability to recite that ‘right’ answer. The student has no room for mistakes, no room for discovery and no room for creativity. Essentially, an educational prison is created.

One of the criticisms Robinson and others would levy at academia is that it teaches a very small portion of the person. Robinson feels we educate the head, particularly the left side of the head. It is the logical, thinking, reasoning and calculating part of our brain. Arguably the vast majority of our education is directed to our left brain. Traditionally the subjects receiving the most time and attention, and those that have the most *value* are mathematics, languages and sciences. We are taught them in a very logical and calculated way, with most of the educational system devoted to advancing our knowledge in these areas. This has led to the idea that education’s role is actually to perpetuate education, i.e. the job of kindergarten is to qualify you for school; the job of school is to qualify you for college, and so on. Our qualification is judged on how perfectly we can recall the knowledge that has been transferred to us and communicate it in a way that is recognised and valued by the educational system.

Surely soccer coaching doesn’t work like that...or does it? In reality, soccer coaching is very similar. Often players are taught the best way to kick a ball. There is a perfect model and the coach’s aim is to help the player achieve this perfect model. If a player’s technique doesn’t match our view of the perfect model, coaches will normally look to correct the errors. Many coaches would argue that a great deal of their job is focussed on error correction. The presence of a ‘right’ and ‘wrong’ answer, reduction in mistakes and error correction, illustrates that soccer coaching actually reflects the limitations of mainstream education. Far from promoting creativity, this approach arguably stifles it.

In both coaching and teaching, we tend to value some things more than others. For education, subjects like mathematics, languages and sciences tend to receive more acclaim than the arts. The reason for this probably dates back to the industrial revolution. Our educational system is traditionally designed to produce workers who can contribute to our industrial economy (Smith 2000, Robinson 2010). Although the needs of our economy have changed drastically, the system has changed very little. Nowadays the people who set the agenda for education are themselves academics. They create a structure they have an affinity for and that they understand. Being researchers and educationists, they naturally value things they have been successful in. Many within our culture still believe a good education (i.e. high test

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scores and grades in mathematics, languages and sciences) is the basis for a successful career. The irony is that many of the wealthiest people on earth have made their money through drama (film stars), music (pop stars) and sport (where do we start?). In addition, many of the world's business leaders left school with almost no formal qualification and would probably argue that their most valuable education has come from the 'University of Life'.

Perhaps our view of intelligence needs to be widened beyond the limited view of academia. Howard Gardner, in the early 1980's, proposed that human beings have multiple intelligences, (eight according to Gardner), including verbal-linguistic, logical-mathematical, spatial, musical, bodily-kinaesthetic, interpersonal, intrapersonal and naturalist. This shows a very diverse view of intelligence. It supports Ken Robinson's (2010) perspective that many people in our traditional educational system may conclude they are not good at anything because the things they are good at may not be valued by the system. He proposes that education dislocates people from their talents by forcing learners into a very narrow definition of achievement. If we don't give the right answers in a select number of subjects, we could be judged not to have achieved in our education. In reality, intelligence is both dynamic and diverse. It can grow, shrink, shift and change constantly. The neurons in our brain create networks and linkages. They can do this because they are alive. Under a microscope it is possible to see neurons creating new networks and abandoning old, unused ones. This neurological behaviour underpins the adage, "if you don't use it, you lose it". It proves that a diverse range of stimuli, along with the presence of multiple possibilities, actually increases intelligence.

As soccer coaches, we need to be aware of the potential limitations and dangers that accompany coaching models that have been derived from education. There is no doubt soccer coaching has become standardised. It could be argued that as a consequence, soccer coaching has become akin to mass production. Has soccer coaching become another embodiment of the fast food culture in which we find ourselves? George Ritzer (2004) argues that much of our society has started to become just like the fast food industry. It is standardised, convenient, quick, cheap, tasteless, devoid of any real substance or nutrition and is addictive. Are we producing football that is more like a McDonald's meal or more like a meal from a Michelin starred restaurant? Does it have character, uniqueness and individual flair? Is it a little experimental and risky? Are we producing football that could be called 'a twist of imaginative genius', (the description given to Raymond Blanc's restaurant *Le Manoir aux Quat' Saisons*), or are we producing a Big Mac?

The criticisms of a 'production line' approach to education and coaching have probably been exacerbated by the introduction of a prescribed curriculum. Smith (2000) traces the origins

of curriculum back to the Greek word for 'course'; however, since that time it has become a method of planning and structuring teaching. Interestingly, I have not said that it guides learning because, as Robert Duke (2008) pointed out, what we teach and what is learned is often different. Smith (2000) goes on to recognise that the curriculum is designed to transmit a body of knowledge from teacher to student. In addition, it attempts to achieve a certain end result in the student that he terms the 'product'. Smith (2000) proposed that education is most often seen as a technical exercise. Objectives are set, a plan is drawn up and then applied, with the outcomes (products) measured. Further, Smith explores the construction of the modern educational curriculum. Much of its design is based on 'time in motion' studies of the industrial work place. These studies identified the features of an industrial/manufacturing environment and then assigned importance to them based on their impact on the workplace. As a result, the left brain subjects -- mathematics, languages and sciences -- became dominant.

This design cannot cater to the holistic education of humans in the modern world. Can we still be educating our youngsters based on a set of criteria that dates back to the turn of the 20th century? If that is the case, our soccer coaching methods surely can't be based on the same principles, or can they?

The methodology used to design the educational curriculum has also been used by researchers studying soccer. Time in motion studies underpin much of our scientific understanding of the game. The data that we take from this research influences our coaching practices and therefore the soccer curriculum. We also use the same principles of the 'product centred' curriculum used by our educational counterparts, thus it stands to reason that soccer coaching may be open to the same criticisms.

The rationale behind having a curriculum is recognised by many. In education, it provides a common structure and aims to allow each child to have a similar educational experience. To create standardisation, it is necessary to eliminate as many variables as possible. One of the greatest variables in education is the teacher. Therefore, the process of standardisation, many claim, is actually neutralising the role of the teacher in the learning process. Or has the process of standardising the teaching process been taken too far? The National Curriculum in the UK has come under fire from a number of prominent individuals. Hensher (2009) suggests the National Curriculum stops students from suffering from afflictions such as "having a sense of personal identity." Kelly (1990) goes further and criticises the underlying assumptions, basic value system, conceptual structure and the degree to which it reflects understandings of the learning process.

Yet, despite experiences that can be gleaned from mainstream education, sports development and coaching has followed the trend. One of the most obvious examples of this is the

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widespread adoption of the Long Term Athlete Development (LTAD) model proposed by Istvan Balyi. The LTAD model, first published in 1990, outlines a structured model for developing athletes from 6 years upwards. Balyi, who built his model on the back of a periodised training programme used by Canadian alpine skiers, has now sought to apply the model to athletic development across other sports. Since the turn of the millennium, many organisations have adopted the model as the structure for player development. In fact, in the UK the LTAD model heavily influences major sports development policy through the National Framework for Sport (2004) and Game Plan: National Sports Policy document (2002).

Despite its widespread acceptance, the LTAD model actually has come under severe criticism. Prof Dave Collins (2009), a senior sport scientist in the UK, says “LTAD is a pile of poo in terms of evidence. Not only does LTAD not work, there’s no evidence for it. It really ticks me off.” Collins’ comments are supported by Dr Paul Ford (2009) who has explored the non-linear growth patterns in young performers. He is concerned that the LTAD’s structured approach doesn’t account well enough for the individual, biological differences in the development of young athletes. Ford concluded that “a lot of the necessary scientific evidence appears to be missing.” Similar criticisms have been voiced in relation to the psychological (MacNamara 2009) and social (Toms 2009) development of young athletes. In fact, Taylor (2010) seriously questions whether the research evidence that Istvan Balyi uses to support the LTAD model does actually support it (Vorontsov’s 1999, Viru et al 1999). Perhaps more worryingly the Loko et al (2003) findings from research, with over 1500 athletes aged 10-17, contradict one of the key arguments underpinning Balyi’s model.

These findings place the argument for structured, curriculum style development in sports on shaky ground. If a modern, educational approach to teaching has inherent flaws, is there any guiding wisdom we may draw from? Is there a method we could explore that might potentially be more effective for learners and young players? Perhaps we need to go back further into history to find the answer.

Several of the great Greek philosophers dedicated themselves to the study of knowledge and learning. Aristotle’s view was that education should not be viewed in terms of ‘product’, but instead it should be viewed as a ‘process’. His view was based on creating an interaction between teacher, student and knowledge. It is an active process. To Aristotle, the purpose of the exercise was the cultivation of wisdom and knowledge. Interestingly Aristotle uses the word ‘cultivate’ rather than ‘manufacture’. Sir Ken Robinson (2010) proposes that we move from a manufacturing, or industrial view of education, to an agricultural model that focuses on creating an environment where learners can grow and flourish. In Aristotle’s view, the process-based approach leads to the students being able to think for themselves, while making decisions and responding to their environment. Smith (2000) describes it as “an ability to

think critically in action.” In fact, the ancient approach, known as praxis and suggested by Aristotle, is based on a simple process of planning, doing and evaluating, while being shared between the teacher and the learner. This incredibly simple process is at the very heart of human learning. We plan, we do and we evaluate. It is the process we used when we learned to walk, talk, eat and move.

It could be argued that this method remains a very effective basis for coaching today, recognizing how this simple approach has endured through the centuries. Surely the very fact that it survives today tells us that it does work. However, it is ironic then that modern day education seems to have forgotten this very simple and fundamental truth. Rather than building a teaching and learning system around it, mainstream education has created something that appears to ignore this vital approach.

It is not only Aristotle who would argue against today’s structured form of teaching. Aristotle’s own teacher, Socrates, proposed a method of learning that was, in many ways, the polar opposite of today’s curriculum-led approach. Socrates did not believe in the concept of a ‘right answer’. In fact, Socrates probably would have considered the idea of a ‘right answer’ being, in it self, ignorant. History suggests that this view has considerable merit. Many things humans have considered to be factual have since been proven to be wrong. At one time science believed the atom was the smallest particle in the universe. It was a fact taught in schools and recited on exam papers.

Socrates’ approaches have given rise to what is now termed the *Socratic Method*. The goal of this method is to aid continual self-improvement, while building on the understanding that, as humans, we acquire knowledge and understanding throughout our lives. The idea that we acquire it suggests that learners seek knowledge. Robert Duke’s statement also suggests that a learner dictates what they learn and that teachers cannot impart (or dump) knowledge into their learners. Socrates would probably go further and suggest that we actually do not need to impart knowledge to them.

“Socrates believed that teachers should not lecture to students but should attempt to identify the untapped knowledge that lies deep within everyone” (Overholster 1992).

In the *Socratic Method*, a teacher and learner agree on the topic of learning. The teacher’s job is to help the student by challenging and questioning, thus the learner can discover new answers and solutions. Through this process, greater knowledge and understanding is gained. The learner also explores various answers and works to find ever-better solutions; errors are embraced by both the teacher and the learner; both also embrace the notion that they don’t have the ‘right answer’, even though they may have one possible answer. The ultimate goal is to increase understanding through enquiry, with the method providing the

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freedom to think. In the absence of pre-existing answers, it encourages problem solving, creativity, critical thinking and unique solutions.

In the words of Maxwell (2009), to employ the *Socratic Method* requires “a cup of open-mindedness, a pinch of humble servility and a passion to explore.”

In Ancient Greece, the approaches of Socrates were in direct opposition to the Sophist movement. The Sophists were a group of teachers who professed to have expertise within a particular domain. Many of them taught their skills for a price and marketed the value of their knowledge to potential learners. A Sophist's knowledge gave him power and status and their teaching often commanded a high price. This may have led to the term Sophist eventually underpinning the modern word sophisticated. As teachers, they believed that knowledge was not acquired by the learned but was imparted by the teacher. Sophists also believed it was socially constructed which means that if the majority of people perceived the same thing, it must be 'right'. In Greece, the Sophist movement was very powerful and held great importance in society; arguably, the same is true today. The Sophist approach to teaching and coaching still dominates our system of education.

The fact that Socrates' views challenged the Sophist movement were enough to see him tried and sentenced to death. The Socratic style of teaching and learning presents a threat to many teachers, coaches and educationists. Coaching through the *Socratic Method* requires a teacher to recognise their own knowledge of the subject is often not relevant to the learner. As teachers and coaches we tend to use our knowledge as a comfort blanket. Our ego normally relishes the fact that we have some expertise and that we can impart our knowledge to others. It can give us a sense of purpose, importance and self-worth; however, the fact that we have a personal investment in our knowledge can be unhealthy. It can mean that we do not question it because we do not want to find holes in it. If our identity is built around our role as a teacher or coach, and therefore the knowledge that we hold, questioning this knowledge would lead us to question ourselves. This could be an uncomfortable prospect and one that could lead us to become defensive. Arguably, that is not a healthy state to be in.

So, why would a teacher or coach adopt a Socratic approach? James Overholster (1992), a professor of psychology in Ohio, suggests the following:

“Students can be a source of inspiration and creativity for teachers who take the time to foster a collaborative, investigational learning atmosphere. This atmosphere can only be attained by emphasizing the process of learning instead of just the end-product. The specific information or skills that students learn are less important than fostering inquisitive minds (Pintrich, McKeachie and Lin 1987). To accomplish this goal, teaching activities must be designed to promote active participation (Ferguson 1986; Phoenix 1987). Unfortunately, many

educational activities foster a passive and dependent quality in students (Toppins 1987). Traditional lectures emphasize through content with little acknowledgment of the thought processes involved”, p13.

Although James Overholster was specifically discussing the classroom environment, his comments could also be applied to sports coaching and soccer. The rationale for using a *Socratic Method* is well supported. Self-discovery and active learning, (as opposed to passive learning which happens when learners are given the answers), has been shown to result in learning at a deeper level (Overholster 1992).

I know what you're thinking: How does Ancient Greek society impact on modern day sport? John Corlett, a professor of physical education, used Sophistry and Socratic approaches to highlight issues in the delivery of sport psychology support to athletes. Corlett (1996) describes the Sophist approach as “technique driven and concerned solely with the development of specific skills.” In comparison, Corlett describes the Socratic approach as a rigorous approach to achieving greater understanding. More importantly Corlett suggests that the two approaches may differ in their effectiveness with athletes. He suggests that a Sophist technique based approach to learning may not be as robust as a Socratic approach. In the Sophist model, knowledge is bolted onto the learner. It is added to them rather than being integrated with them. Knowledge gained through a Socratic approach, on the other hand, is much more likely to be absorbed by the learners and become an integral part of them. The results of these two approaches have implications for sport psychology. Corlett argues that when sport psychologists teach mental skills to athletes, the athletes may not be able to apply them in the 'heat of battle'. When we try to bolt on skills they have a tendency to fall off when we are under pressure. In contrast, when we acquire deeper knowledge and understanding that becomes an integral part of us, there is a greater chance we can draw upon it in any situation.

Genuine learning has been differentiated from the gathering of information that becomes an integral part of our 'self'. During our lives we often pick up information of which we later forget. No doubt you will have forgotten much of the information that you used in your exams at school -- the information was not fundamentally important to you as a person -- therefore, you never fully integrated the information and you soon forgot it. The same is true of skills. There are some things you learned as a child, they stayed with you for a while but were soon forgotten; however, there are things we learn that do stay with us. They are normally more fundamental to our self and who we are. Colazzi argues that these things are genuinely learned and, as such, become a part of us. Instead of dropping off, they are enduring and robust. Even in the 'heat of battle', this type of skill learning remains with us.

So, how do we apply these approaches to soccer coaching?

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Perhaps the first thing to recognise is that as human beings we all learn through our own living experience. As Robert Duke suggests learners don't always learn what is being taught. Rather than thinking of teaching and learning as a structured process, maybe it is "an organic process by which learning is offered, accepted and internalized" (Newman & Ingram 1989). How often have you been told something but you later come to realise the significance of it (having actually learned that lesson) a long time afterwards through an experience? In reality, we learn from critical experiences and critical moments. For example, we learn to not play with fire when we actually burn our fingers, not when our parents tell us that matches are dangerous.

Knowing this, we need to recognise that we experience life through our senses – touch, sight, sound, smell and taste – thus we also learn through our senses. In sport, it could be argued that the dominant three senses are touch, sound and sight. This basic understanding of human learning can help to inform our coaching and we can actually start to use the learning experience as the basis of our coaching. International Street Soccer Association (ISSA) coaching encourages the players to focus on their senses and to understand how a skill looks, sounds and feels when they are performing. This is done using a system of questioning that follows the principles of the *Socratic Method*. As we have discovered the role of the coach is not to provide the right answer, but it is to encourage players to find solutions for themselves. The coach challenges players and directs them to focus on the information that is available through their senses.

By focussing players to understand how a skill looks, sounds and feels, the player starts to engage their innate learning tools. These are the very tools that we used when we learned to walk. When we learned to walk no one taught us. We didn't have a good grasp of language, so we really had no way of being taught in the conventional sense. If our senses provided the essential tools to learn how to walk, surely those same tools will help us to learn all other movement skills.

We learn by planning, doing and reviewing, therefore it makes sense to follow Aristotle's ideas. Perhaps as coaches our job is simply to support the natural learning process, rather than replace it with a teaching process. If we follow the simple principles that Aristotle supports, the role of the coach is to help plan, challenge, focus and evaluate with the learner. This model is vastly different from structuring the curriculum, transferring knowledge and then testing the results. Through a more Socratic style of coaching, learners can potentially gain deeper learning. The process of Socratic questioning and focussing learners on their own sensory experience, helps them to be completely present. As a result they are much more likely to experience genuine learning (Nesti 2004).

If the aim of coaching is to help players learn then perhaps our methods need to be turned around. Maybe we should adopt a method that supports learning, rather than one that imposes teaching. Perhaps our model should appreciate that the learner dictates the agenda in reality, not the teacher or the curriculum. Our sporting and educational curricula have, no doubt, been designed with the best intentions; however, their effectiveness and validity have been seriously questioned. Models, such as the LTAD, appear flawed because they do not allow for the individual differences in developing athletes and enforce a structure that cannot suit everyone.

The alternatives to the structured, curriculum-led approaches may appear to be 'new age', but in reality that sentiment could not be further from the truth. In recent years, some have come to appreciate the inherent value of ancient wisdom. The teachings of the great philosophers of Ancient Greece are as valid today as they were 2000 years ago. They simply have endured the tests of time. The principles behind the methods of Socrates are now being applied to education, sport psychology and sports coaching. Perhaps these methods are a way forward in our quest to help our players to learn.

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The Authors

Darren Laver

Darren is recognized as one of the leading Street Soccer coaches and soccer skill performers in the world. Darren has provided his soccer skills for the world famous skills training DVD "Ball Fusion" (Europe) and "Project Street Soccer" (USA), an industry best seller. He has also been recognized for his extraordinary coaching skills and performance abilities in a variety of published books including "Street Football", published and distributed worldwide in 2013 by Wayland Publishers. In 2011, all of his achievements led him to being voted Best Street Soccer Player in the United Kingdom and he was selected to be one of 43 star players featured in the EA Sports FIFA Street Video Game (2012).

Darren is currently director for the International Street Soccer Association (ISSA). The ISSA has grown to become a globally recognized organization known for excellence in Street Soccer coaching and player development. It's mission to bring the skill and creativity of Street Soccer to everyone who has an active interest in developing great creative players.

www.internationalstreetsoccer.com

Simon Hartley

Simon Hartley is a globally respected sport psychology consultant and performance coach. He helps athletes and business people to get their mental game right. For almost 20 years, Simon has worked with gold medallists, world record holders, top five world-ranked professional athletes and championship winning teams. He has worked at the highest level of sport, including spells in Premiership football, Premiership rugby union, First Class County Cricket, Super League, golf, tennis, motor sport and with Team GB Olympians.

2011 saw the publication of Simon's first book, *Peak Performance Every Time*, which was followed by *How To Shine*, *Two Lengths of the Pool* and *Could I Do That?* Most recently, in August 2014, Simon released *How To Herd Cats*.

For almost 10 years, Simon has also applied the principles of sport psychology to business, education, healthcare and the charity sector. This has included projects with some of the world's leading corporations and foremost executives. He is also an international professional speaker, delivering keynotes throughout the world.

For more information on Simon, please visit : www.be-world-class.com

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Soccer Tactics 2014—What the World Cup Taught Us

Excerpt from Chapter 5 of Soccer Tactics—'Players, Players, Players'

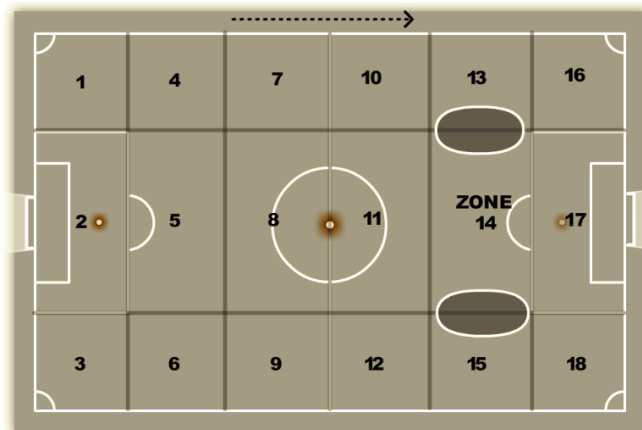
Multi-Purpose Midfielders

The evolution of more traditional number 10's into more deep-lying positions can be seen as a direct result of the change in the style and requirements of the *trequartista*.

Traditionally a team's number 10 would look to exploit the space on the edge of the opposition's penalty area – known as 'zone 14'. With the large-scale presence of one, if not two, deep-lying midfielders reducing the space in central areas, these players have had to evolve, adapt, and go elsewhere to cause opposition defences damage. The 10 is no longer simply "a player who positions himself in the central zone between the midfielders' line and the attackers' line", as noted by Mancini, he must now have the traits of a winger (we are increasingly seeing number 10s being called "inside wingers") – he must be able to dribble, run with the ball, play centrally or out wide in either left or right areas – and crucially, he will be asked to contribute to the defensive phase of the game.

Zone 14

Zone 14 is the attacking central area of the pitch located on the edge of the box, and traditionally the source of lots of goal-scoring chances. With Zone 14 being increasingly



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protected by midfield players, those who traditionally exploited Zone 14 now tend to drift all over attacking areas. Terms like 'Zone 13.5' are increasingly becoming used to describe the shaded areas above to indicate the growing influence of attacking players trying to exploit areas to the sides of Zone 14 and the deep-lying opposition midfielders.

There has been a real blurring of the lines between those who play as number 10s and those who play as wide attackers. Natural number 10s have the traits of wingers and wingers have the traditional traits of number 10s – they seek spaces in crowded central areas to exploit, rather than exclusively looking for 1v1 situations, and have more in their technical armoury than simply dribbling and crossing. The blurring of these lines allows teams that play 4-2-3-1 to rotate the specific positions of the attacking midfield three. Brazil, for example, tended to play an attacking midfield three of Neymar, Hulk, and Oscar, although all three consistently appeared in different positions during different games, and often during the same game. The truth is that coaches are now more comfortable in allowing the flair and creativity of their players to be used, along with their evolving honesty and work-rate, much more than used to be the case.

The very best of these attacking players at the World Cup had the ability to appear, and affect games, in various attacking areas of the pitch. They included Hazard, Di María, Neymar, Sterling, Messi and a raft of German attackers who consistently showed this capability throughout their time in Brazil.

Ángel Di María Individual Possessions v. Switzerland

In their quarter-final against Switzerland, Di María was selected to play from the right, although we see from his individual possession chart (via Prozone) that he consistently popped up all over the pitch, particularly in the Swiss half.

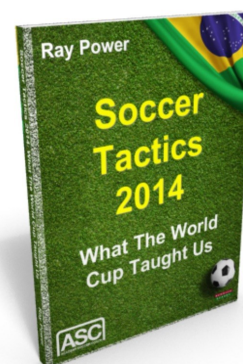


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Not only are attacking midfield players becoming more rounded position-wise, we are also seeing a minor yet significant increase in natural wingers playing as central midfield players. Again Di María and his midfield colleague Maxi Rodríguez are good examples of this, as is the all-round German star Bastian Schweinsteiger. With the growing propensity for 'inside wingers', we may well see more natural wide players evolving into central midfielders. Stereotypical central midfielders would play

off two-touches, switching the play and doing most of their 'box-to-box' running without the ball. In contrast now, however, there is a growing trend for midfield players who pick the ball up in central areas and drive forward in possession. Natural wide players, like Di María, with these skills already honed, may begin to influence central positions more and more.

Ray's book is available on amazon and a number of other book sellers. Get your copy today!!



Ray a 31-year old, A Licence football coach, based in Nottingham, England. He is the author of Making the Ball Roll - A Ultimate Guide to Youth Football for the Aspiring Soccer Coach, and of Soccer Tactics 2014 - What the World Cup Taught Us. He is the Academy Manager with full-time under-19 players at Conference / Football League level and a coach education tutor for the FA.

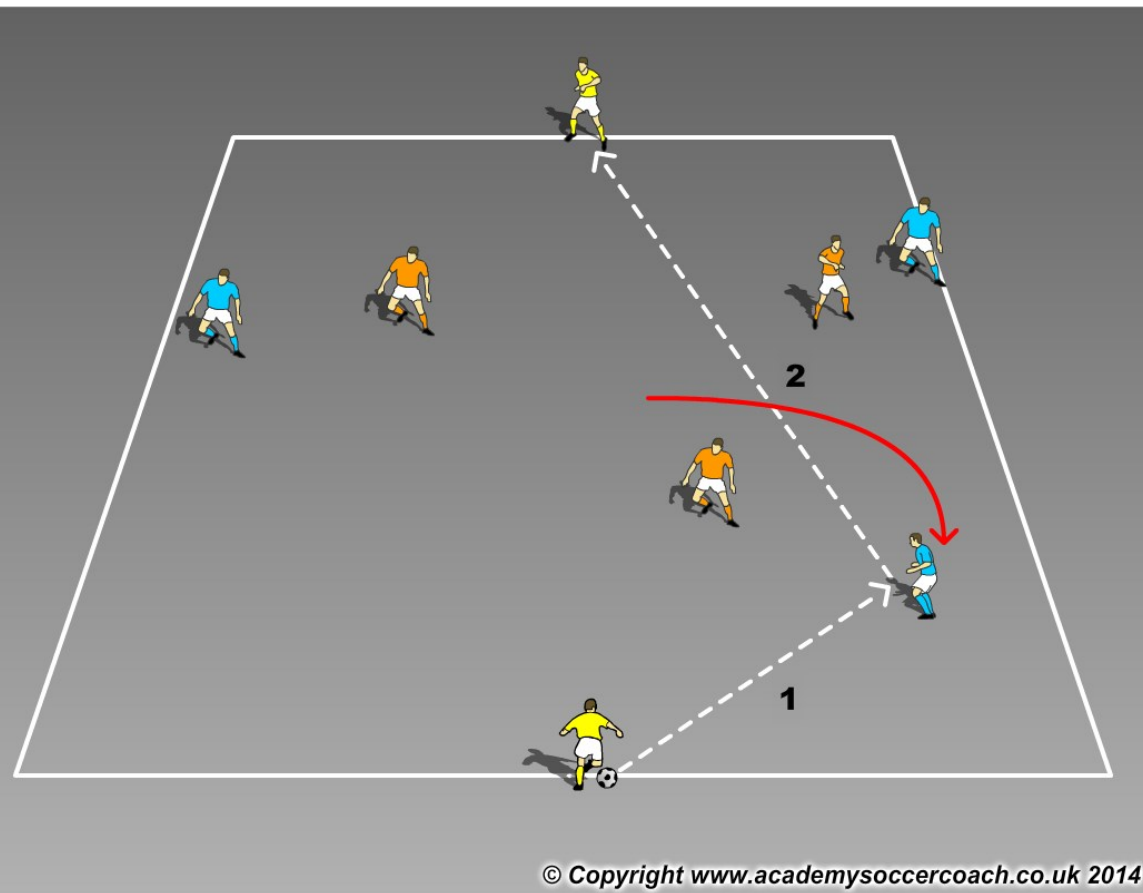
ACTIVITY

Coach: RickyMasterCoach

Session: 3v3 to Targets

Duration: 15-20 Minutes

RickyMasterCoach is a response to the growing trend in coaching education—that of continuous self-improvement and education. RickyMasterCoach is designed to meet the needs of all coaches whether grassroots or professional. Everyone will be given the opportunity to learn and develop a mastery of the profession we call coaching. The RMC blog offers FREE downloadable session plans, tactical game analysis and coach/player interviews. RickyMasterCoach has completed his BA (Hons) in Sport and Fitness Studies and has also NSCAA Master Coach Diploma, NSCAA Premier Diploma, USSF 'A' License and USSF Youth License. You can follow RickyMasterCoach on Twitter @RickMasterCoach



3v3 to Targets

Organization:

The game is 3v3 to target players. A team scores by receiving a pass from the target player, then connect with the second target player. The game can be progressed by adding touch conditions or target players touch conditions.

Coaching Points:

- Look to unbalance the defender with a change of direction
- Look to unbalance the defender with a change of speed
- Awareness of space behind the defender
- Body position upon collecting the ball
- Always look to play forward first

Learning Objectives:

- Understand moments when to switch roles
- Understand visual cues to unbalance defenders
- Understand attacking principles (width and depth)

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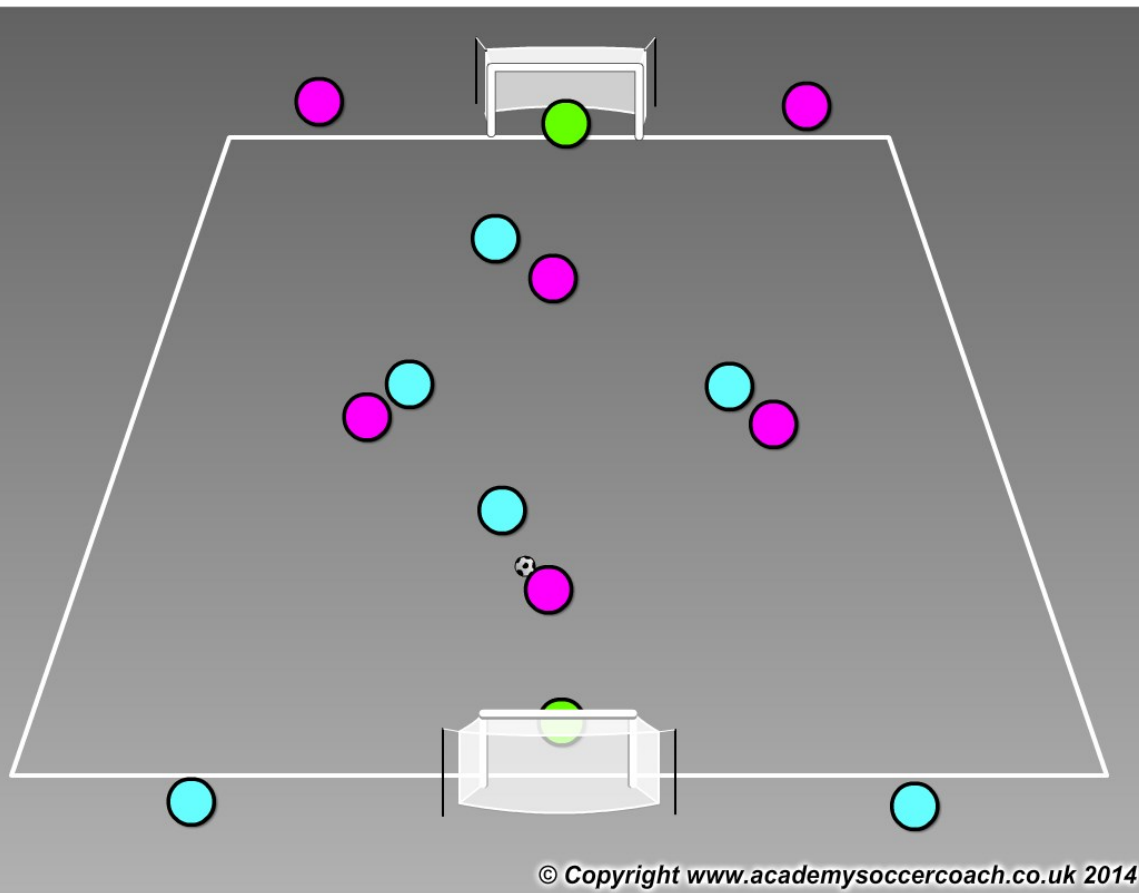
ACTIVITY

Coach: Rahim Mohamed

Session: SSG w/ Forward Bouncers

Duration: 15-20 Minutes

Rahim was recognized as one of the 2013 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 is currently the Byron SC Technical Director and 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 'B', US National Youth License. You can follow him on Twitter: @RahimZMohamed



SSG w/ Forward Bouncers

Playing area should be suitable for the age and level of your team. Teams attack one goal and defend the other.

2 bouncers from each team are placed on the end line and can be used at any time by their team.

You may limit bouncers to one or two touches so the play does not slow down. This will also force players to recognize when the ball is being played into a bouncer and they should look to find a space either to receive off the bouncer or make a run into an area to finish on goal.



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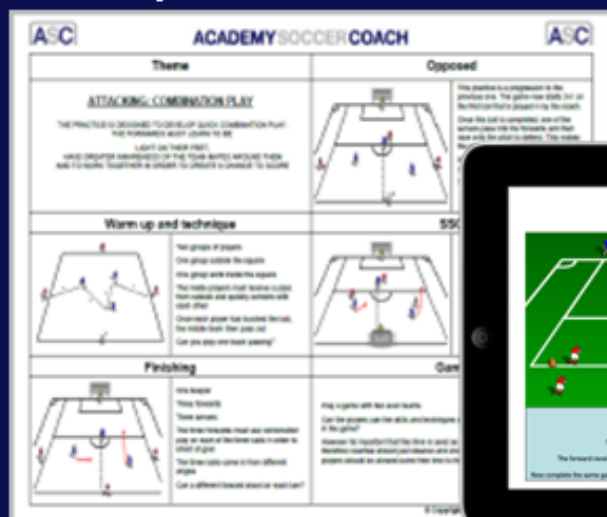
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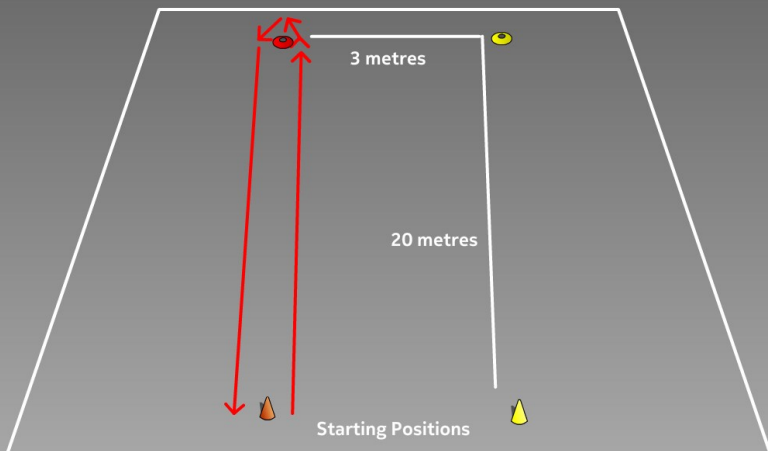
Coach: Keith Scarlett

Age Group: U14+

Session: Transition from Zonal to Man-Marking

Duration: 90 Minutes

Keith Scarlett is currently an Assistant Women's Coach with Perth Glory FC in Australia. He holds a USSF "A;" AFC "A;" 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 2 Master's with one being 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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Defending

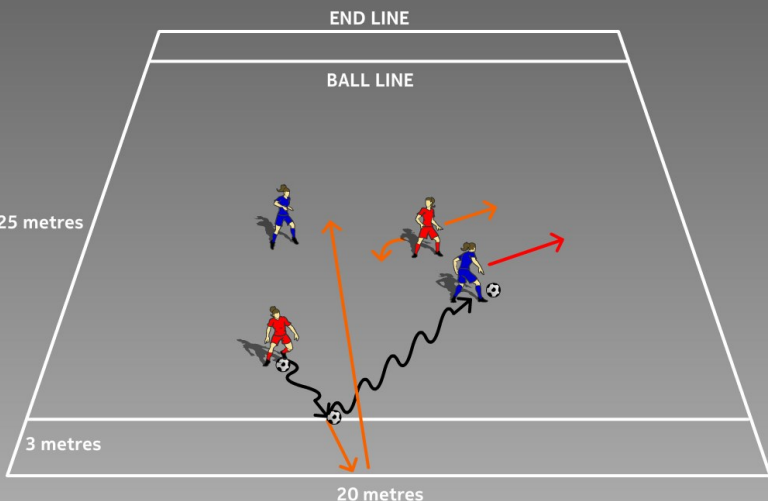
Each pair simply jogging down to the final cone and going around it before returning to the starting point, then they'll jog up backwards and run straight back. While jogging backwards, raise your hands and hold up fingers asking your players to call them out. Then run backwards in zig-zag runs with one player the "attacker" and the other the "defender." Attacker faces defender and jogs straight while the defender jogs backwards. The attacker zig-zags, trying to turn the defender. The defender needs to keep the attacker in sight.

Introduce a player, on either wing, who crosses in a ball that needs to be finished or cleared.

Ask attackers to vary their pace.

Defenders must keep their heads up to look right and left as well as keeping track of their mark.

Defenders must maintain proper body shape—swiveling hips—while maintaining eye-contact with all elements.



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2v2

The ball MUST be stopped 'DEAD' on the "ball-line" for the attacking side to win a point. Once this occurs, the player who stopped it now becomes the defensive player who has to keep running on towards the edge of the playing area, touch the end-line and come back in to defend with their teammate. The other team takes possession of the ball as soon as it is stopped quickly and restart to take advantage of the superior numbers.

Increase or decrease the gap between the ball-line and the end-line without increasing the playing area length.

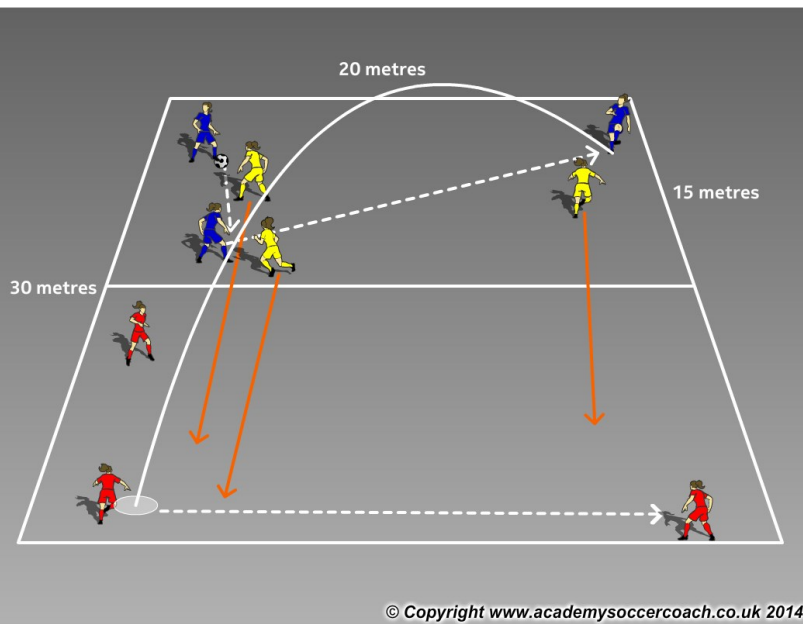
Add another player to each team and make it 3v3 with the same rules, only a bigger playing area.

Encourage good verbal and non-verbal communication.

Quality of passing and movement to ensure quick counter-attacks.

Players need to make space to receive the ball.

Defending players need to chase, even if they are beaten.



3+3v3

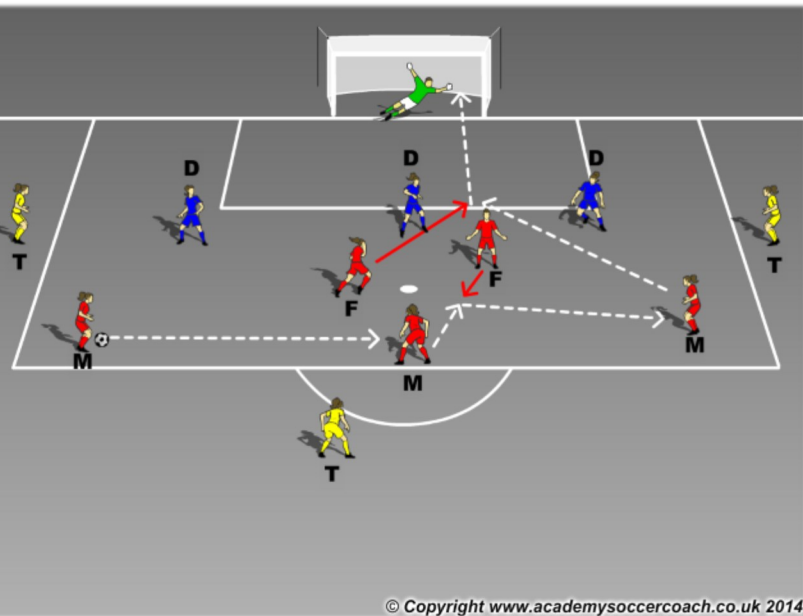
If team B wins the ball, they need to dribble/pass beyond the boundary of either A or C's side. The team in possession has to pass the ball, inside the area, a minimum of 5 times before they can switch the ball to the other team. The ball has to be played on the ground and the attacking side cannot cross the mid-stripe. "Attacking" teams must pass with their first-touch or increase the minimum number of passes a team must make before they can pass it to the other side.

Good verbal and non-verbal communication.

Cutting off angels or passing opportunities.

Covering the player and keeping an eye on the ball.

Explain how covering the pass that changes the point-of-attack is equivalent to a goal-side defender.



5v4

When the defending team wins the ball, they play it to a support players as quickly as possible. Attacking team needs to prevent the defenders from getting the ball to the support players. Support players aren't allowed in the playing area, but can move up and down the sides.

Introduce the offside trap.

Enforce 1-touch or 2-touch passing.

Verbal and non-verbal communication must be clear and precise.

Passing needs to be quick and the attacking team needs to create chances as quickly as possible.

The defenders need to practice goal-side defending and supporting each other.

Defenders should remain patient and not dive-in to tackles.

Passing out to the support players needs to be accurate and sharp, with as few touches as possible.

Players of both sides need to be alert for transition of possession.

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

Best Wishes for a Prosperous 2014!

- CTGG Team