

TOVO

Why do you coach?

We have asked this question to thousands of amateur and professional coaches worldwide. Literally, we have surveyed coaches from Christchurch to California.

Here are the most popular “why’s.”

- bullet

To share my **passion**.

- bullet

To teach **values**.

- bullet

To promote **learning**.

- bullet

To help kids be **healthy**.

- bullet

To provide **opportunity**.

- bullet

To instill **joy**.

What do all these answers have in common?

When we ask coaches, “Why do you coach?”, they answer the question “For whom do you coach?” We coach for the kids. Of course, we coach for the personal reward of satisfaction. However, we are inspired by what we can do for these children, our players.

- bullet

Passion

- bullet

Values

- bullet

Learning

- bullet

Health

- bullet

Opportunity

- bullet

Joy

Interestingly, nobody mentions wages and wins.

Take a look at your why. We imagine that you are just like coaches from around the world. You are a mentor in the service of others. You are compelled to coach, because of your passion for kids and your passion for sport.

And that is a great place to start.

Footballers First

So simple. So clear. So defining.

When we debate what is to be done or how it is to be done, we circle back to this philosophy. What is in the best interest of the player, the child. Again, so simple. We take comfort in knowing that if we do right by the child, we are probably doing right by the parent and right by the game we love.

This may sound corny. We get that. Having said that, we see so many programs that have lost the plot. They have ventured far away from our primary purpose.

Promote Learning and Joy

Keep kids in the game for as long as possible. If kids drop out after 7 A-Side Soccer and many do by the age of twelve, they do so mostly because they stop having fun. Imagine that. Whatever we have done as coaches has turned to the

game into something else. Soccer is by its nature fun. Our job is to keep it that way for each child.

So, as basic and sentimental as this may be, we want to base all of what we teach here on these ideas. First, we place “Footballers First.” Second, our primary purpose is to promote “Learning and Joy.” No matter what else we do, if we accomplish these two priorities, we are on a fruitful path.

Why we coach is indeed for whom we coach and all else will fall into place.

What Do I Need To Know?

We have clarity as to why we coach. That is a point we will revisit continually through the course. It will be our true north.

Yet, it is not enough. We have purpose. From there we must build our capacity to educate young children. The beauty is that you will become a craftsperson, honing both your knowledge and ability to share that knowledge effectively.

In this lesson, let’s explore a bit about learning. Aligning our teachings with the way children learn will make us exponentially more effective coaches.

How & What to Teach

Let’s get to it. A youth coach needs to understand both **how to teach** and **what to teach**. Understanding the learning process is critical. Understanding football is critical. Combining how to teach and what to teach leads us to become a capable of coach. One without the other is ineffective.

So, let’s break this information into two parts:

- **1 How to Teach:** All training sessions are not equal. All coaches are not equally effective. This may be harsh but it is the same for all professions. Some doctors are more effective than others. Some teachers inspire more learning than others. We do not get to do whatever we feel like and call it competence. Learning is a well-researched and well-documented process. If we understand how children learn, we will be better positioned to educate them in a fluid manner.
- **2 What to Teach:** Football is global sport. It is more chess than checkers. It is more intelligence than brute force. A coach at all levels who understands elements of the game will be better suited to impart

knowledge. Since you are taking a TOVO Course we are going to share with you the knowledge that we believe will allow players to play with intelligence, skill and character.

In the lessons ahead, we will detail both how to teach and what to teach youth footballers.

Cognitive Development

Do you want your players to be intelligent? Silly question. Of course, you do. We all recognize that football is a game of intelligence in motion. However, when we ask coaches worldwide to list “the fundamentals” of football, they invariably only mention passing, receiving, dribbling, shooting and heading. These are technical actions related to **Ball Control**. Important skills, yes. But, skills executed without intelligence are ineffective.

What is intelligence in general and how may it be purposeful on the pitch?

It is a cognitive function. Let us explain.

Cognitive development is the construction of thought processes, including remembering, problem solving, and decision-making. From birth, we begin to actively learn. We gather, sort, and process information from around us, using the data to develop perception and thinking skills. Cognitive development refers to how a person perceives, thinks, and gains understanding of his world.

So what?

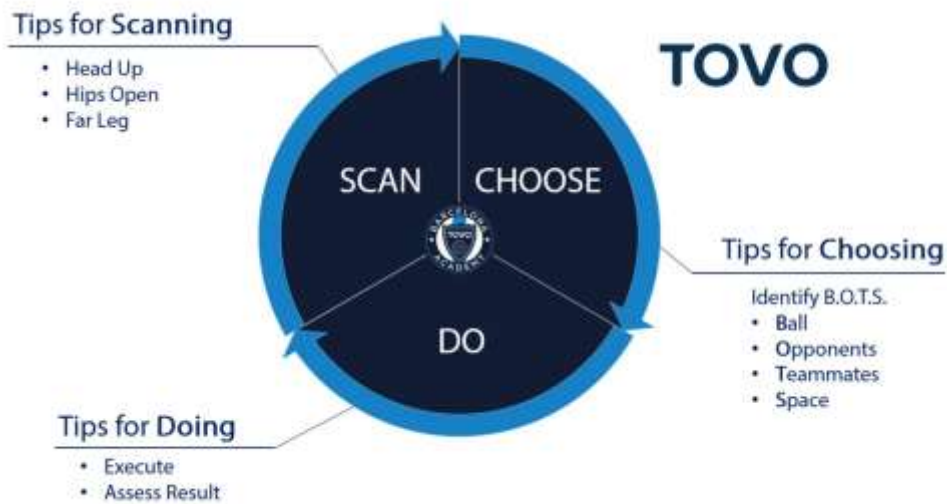
In life and on the field, children are perceiving their environment, selecting what they believe to be the best option and executing a decision. We can help them become smarter footballers when we help them hone that process.

At **TOVO**, we make this process easy to understand.

Scan-Choose-Do

Yes, even young players can understand and train these cognitive fundamentals. The language we choose is simple. **Scan, choose, do**. The actions are meaningful. By following these tips, even the youngest children begin to play with vision and precision.

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Scaffolding

Children learn step by step. They build networks connecting to networks and so on. This is human learning as we know it. New information is connected to older information, schemas are built and expertise develops over time.

Your role as a coach is to make sure that players are building **intelligence** as they build **technical skill** as they build **character**. This will not be a smooth nor a pretty process. It is riddled with failure and that is OK.

Know that as children learn, they will struggle a bit. They will not perfect what you suggest in front of you. Your role will be to present them with ever more complex challenges and guide them through the solutions available.

Here are some thoughts our friend, colleague and leading educator Doug Lemov has to contribute to the conversation.

“People like solving problems when they are presented in a gradual and incrementally more complex way, which means people are actually happy when they are learning well.”

Check for mastery constantly. If activities don't result in reliable success, simplify temporarily so that participants start successful then add complexity.

The value of a drill doesn't decrease as they get better at it; it increases.

With practice you'll get stronger results if you spend your time practicing the most important things. ... Practice the highest-priority things more than everything else combined."

When you prioritize intelligence, skill and character you will build training sessions that require players to solve challenges cooperatively and competitively.

Mental Representations

You are a product of rhythms and patterns. You see something once and the image is fleeting and forgotten. You see a situation emerge repeatedly and your mind takes notice and puts into place a remarkable process we call learning.

Tying a shoe? Initially daunting. Now, a fluid process.

Playing football against opponents? Initially daunting. But players who are trained well will see the patterns and act fluidly.

UNLESS, we as coaches never allow players to embed those patterns they will encounter in a match. This, among many other well-researched reasons, is why training must develop pattern recognition. We must help players build mental representations.

Here is what one of the leading talent experts of his generation has to say on the matter:

“In pretty much every area, a hallmark of expert performance is the ability to see patterns in collections of things that would seem random or confusing to people with less well-developed mental representations.

The best players recognize and respond to the patterns almost instantaneously, taking advantage of weaknesses or openings as soon as they appear.

Much of deliberate practice involves developing ever more efficient mental representations that you can use in whatever activity you are practicing. Better mental representations lead to better performance.”

Anders Ericsson

Before we go on to the next session, let’s review just a few concepts pertinent to your role as an educator:

- 1 Train intelligence if you want children to play intelligently.
- 2 Guide children to solve ever more complex challenges.
- 3 Help children build useful mental representations.



Football Knowledge

What do we need to know about football. Well, a lot actually. But, the reality is that many coaches starting with 7 A-Side teams are volunteers. Many are new to the game. Many do not have years of experience in football.

No worries.

We have done some homework for you. We have taken a massive amount of information about the game and reduced it to some core concepts. Concepts that children playing 7 A-Side football can start to understand and execute.

This is where we fast forward through decades of research and debates about football. For the sake of simplicity and efficiency, we are going to present exactly what we share with our players in Barcelona.

We have mapped out 30 concepts broken into 5 Groupings:

- 1 Ball Control (5)
- 2 Movement (3)
- 3 Position Play (5)
- 4 Principles of Play (14)
- 5 Systems of Play (3)

We will walk through these concepts and demonstrate how to approach them through dynamic training sessions. Coupling **what to teach** with **how to teach it** will improve our coaching tremendously.

Enjoy.

Thirty Concepts

When we present what you need to know, we do so touching upon the very same concepts we present at the highest level of football. The difference is that young kids are just getting first exposure to these ideas. Mastery, for those who seek it, will come years later. However, it will not come to those who are not exposed to these ideas at all.

Never underestimate the intelligence of a child.

Those that want to suggest that our children are not capable of remarkable feats are not the advocates of children and certainly are not talent development enthusiasts. Resist any temptation to send a message to children that they cannot wrestle with concepts or develop the skill to play the game well.

We have firsthand experience working with kids around the world and at every level. From beginners to Barcelona academy stars. The concepts are available to all children.

Let us walk you through “What you need to know” about football.



What Do I Need To Be?

When we choose to become mentors to young people, we choose to lead responsibly. Our actions speak volumes to our ideals. Children pick up more from what we do than what we might say. This we know.

So, before we get to the X's and O's of football, we want to explore character. Of course, we want to build character in our kids. To do so, we can start by detailing what we believe to be best in ourselves.

Role Model

More than anything else, you are an advocate for children. You are more than a coach; you are a mentor. Every interaction, verbal and non-verbal sends a message that is received with the authority you represent. It is here that we circle back to our why. If we are true to our best selves, we commit to promoting learning and joy.

Let's do a quick exercise here.

List 5-7 qualities of an ideal coach.

Go.

We will share our TOVO Characteristics, but we are certain the traits on your page are equally as pertinent and appropriate.

Six Characteristics

We have conducted workshops on this very issue. Why? Because it allows us to set a standard for ourselves as coaches. The list of qualities, in our opinion, should be in the range of 5-8 items. This is a number we can handle when trying to remember our standards of coaching behaviors.

We share this list with all players and parents. In fact, these traits are the same we nurture in our players. With full transparency, we name the traits, we work on them, and we embrace them as a standard.

Let us be abundantly clear here. These characteristics are a purposeful model of conduct.

What do I need to Be?

- Positive
- Respectful
- Ambitious
- Dedicated
- Resilient
- Reflective



Forge Relationships

This article by Todd Beane touches upon the very matter of perspective. We hope you enjoy it.

Have you made mistakes like me?

The beauty of making so many mistakes as a coach, parent and professor is that I have plenty to write about. And hopefully, you will have plenty to reflect upon as you travel down the perilous road of coaching. If any morsel of wisdom trickles into your best self, then each article is well worth sharing.

“Winning isn’t everything; it is the only thing.”

This Red Sanders quote popularly attributed to Vince Lombardi has misguided so many youth coaches and I was one of them. It is so clear, so powerful and so macho that it resonates with every fiber of testosterone in my competitive body. I hate losing, as my friends can attest, and my early success as a coach only fueled an “it’s all about results” approach.

But a funny thing happened over the seasons as time passed. I forgot about score lines and I remembered the frivolity and the locker room banter far more than I could remember the scores. I remember Jeremy as a wonderful young student athlete and Rob as a tenor who filled the school chapel with his amazing voice. I remember Joe and Mark who as my assistants guided the lads with intelligence and passion. I remember road trips. I remember Mike, Scouse, Paddy and I laughing so hard during our days as aging professionals. I remember Chuck, a loving father, waking up early to meet the team bus with pancakes and maple syrup. Ok, that was before we looked into game time nutrition, but boy were those flapjacks delicious.

In short, I remember relationships.

Somehow in between those moments when I was lost about winning, I managed to be an advocate of my players. (I was not so patient with referees at times, but that is an error for another article.) I enjoyed winning. But I enjoyed more the lifelong relationships that were forged from the toil of training and the magic of matches.

You will age a bit, and that will happen when you are not paying attention. The next thing you know you are old enough to give advice, even if nobody is listening. You will begin to believe that sharing your best and worst traits may actually change the world.

Also, in time, you will tend to value positive people a lot more. You will learn to choose with whom you associate and why.

I would choose to learn from a wonderful mentor like Bobby Clark all over again. I would choose to lead my amazing players all over again. I would choose to be with those parents that supported holistic development of their children all over again. I still choose pancakes.

I would choose to win as well; it is competition after all. But I would choose any coach that puts positive relationships before results.

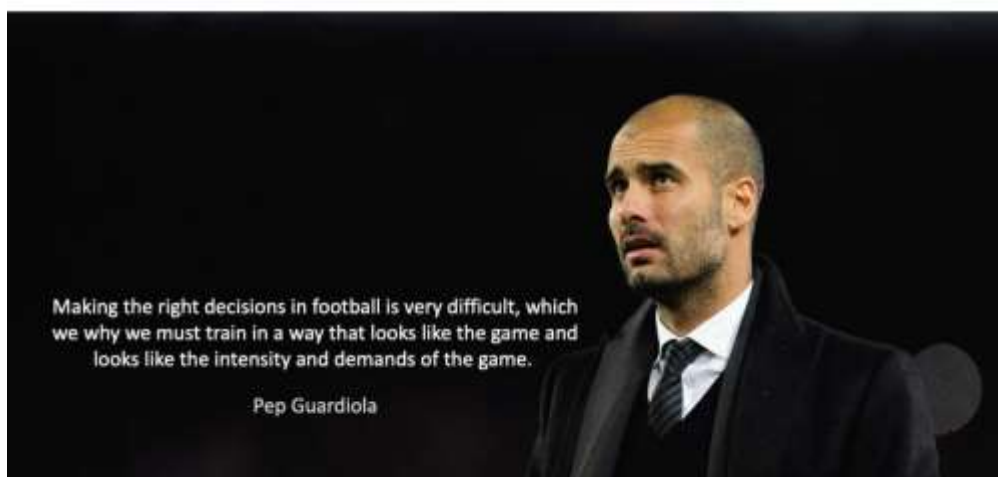
And when I speak to you twenty years from now, you will remember relationships before you remember results.

What Do I Need To Do?

Now we are getting deeper into the details and closer to the training grounds. We explained this course would guide you step by step. Good coaching is a process as is learning.

In this lesson, we create a mandate to guide all training. We then go on to establish a standard for our exercises. Our aim will be to develop players of great cognition, competence and character so our training exercises must accomplish that objective.

You may have your own standards but let us share with you [TOVO Training](#).



Training Mandate

You know why you coach.

You know for whom you coach.

You understand that all coaching is about forging relationships.

OK. The foundation from which you build is solid now. No matter what happens, circle back to your why.

Now let's get into the details of implementing a pedagogically sound training program. We are getting into the nuts and bolts now. Time to set a training mandate to guide us. Then we will move on to the structure of the sessions and the exercises within those sessions.

The **TOVO Training Mandate** guides us. It sets clear ideas as to what our **TOVO Training** will be about.

Option 1:

Build your own training mandate by thinking about a few core elements that define your training.

Option 2:

Use our **TOVO Training Mandate** presented here:

- 1 Training will be dynamic, engaging and fun.
- 2 Training will consist of age appropriate learner-centered activities.
- 3 Training will develop individuals within the team context.
- 4 Training will encourage taking risks and honor failure as a step to success.
- 5 Training will develop cognition, competence and character.



3C Training Sessions

What we train directly effects what children learn. This should be reasonably straight forward. Math training helps students develop math skills. Basketball training nurtures basketball players. By extension soccer training should develop soccer players.

If we take a look at No.5 of the [TOVO training Mandate](#) we explicitly detail what we will develop through our training.

No. 5: Training will develop **cognition, competence and character**.

Cognition: Intelligence

Competence: Knowledge and Skills

Character: Good Behavior

How do we teach cognition?

We use exercises that require thinking. If we keep in mind that cognition is a process of scanning, choosing and doing then we must ask our players to scan, choose and do. They must be asked to make those choices they see fit. In this way, they start to take responsibility for seeing the game and taking action as protagonists.

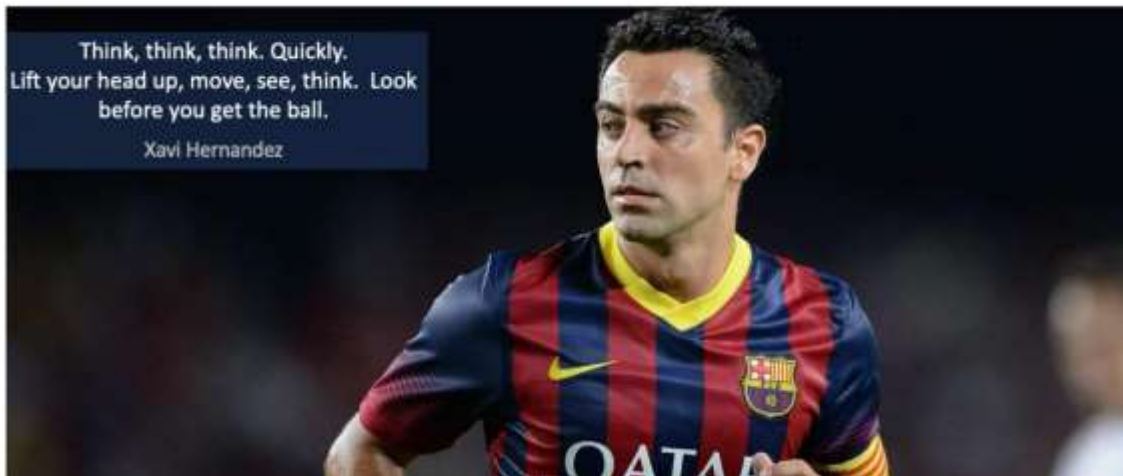
How do we teach competence?

We use exercises that require skills. We have our list of 30 ideas that children need to understand and execute. Each exercise must ask them to put those ideas into action.

How do we teach character?

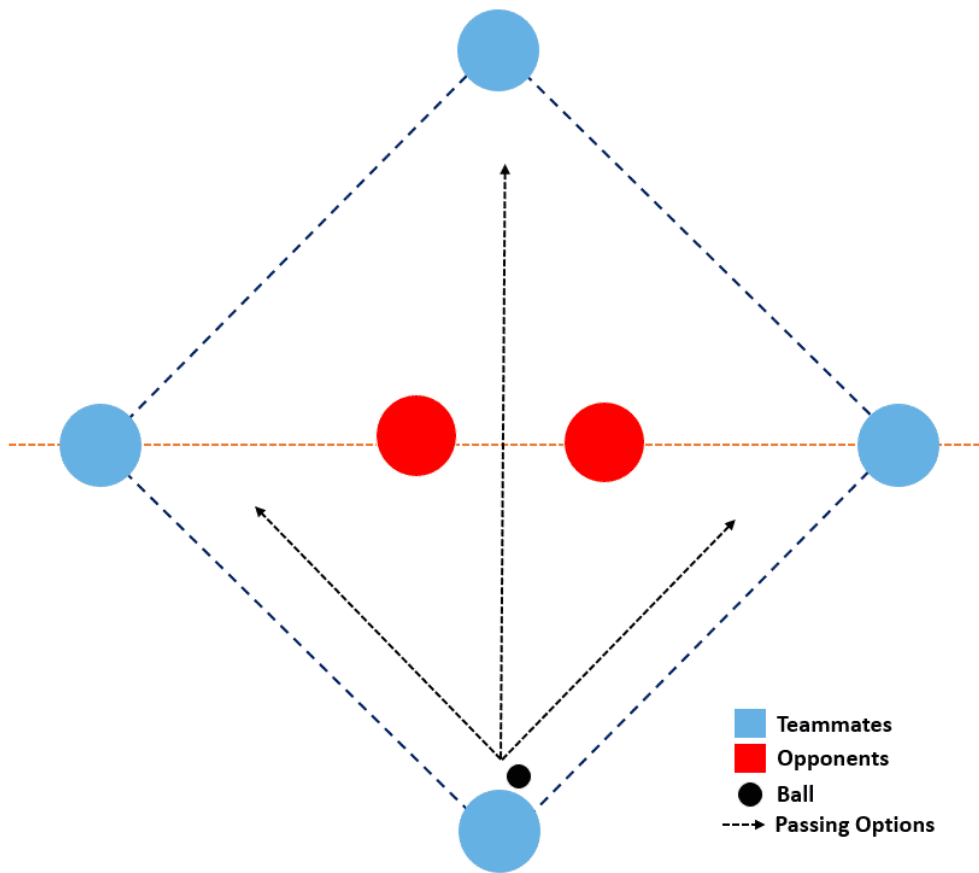
We use exercises that require a positive character. Through cooperation and competition, children will need to exhibit the 6 behaviors we mentioned. They will need to be positive, respectful, ambitious, dedicated, resilient, and reflective. Of course, as a coach your role is model these behaviors and to hold players to these standards.

As we share our sessions, you will see that in all exercises we use, we are teaching cognition, competence, and character. We call this 3C Training.



Rondos

We define a “rondo” as an exercise that has perimeter attackers against internal defenders. There is so much packed into this simple activation exercise, but for now let’s just ask ourselves if a Rondo meets or 3C standard.



Does a Rondo meet our 3C checklist?

Cognition?

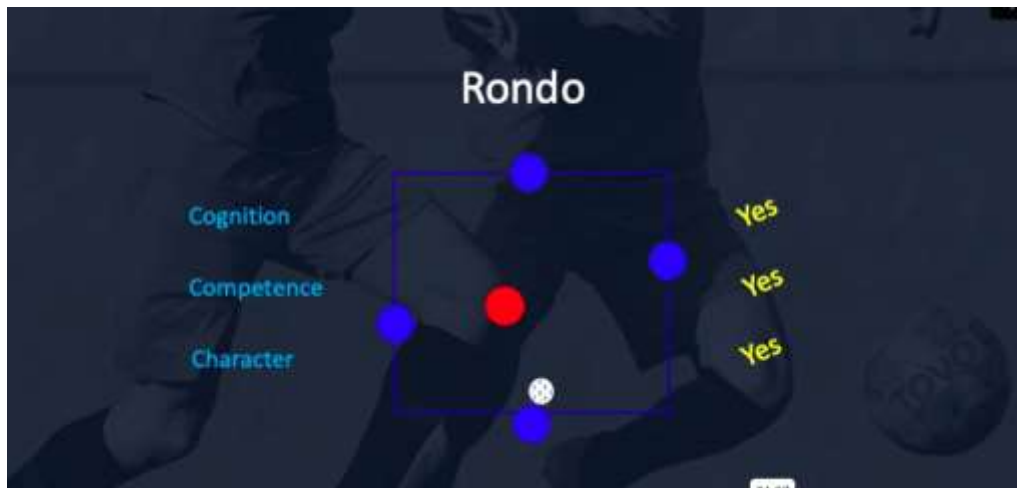
YES. Players have to scan-choose-do to maintain possession or recover the ball.

Competence?

YES. Players must pass and receive the ball. They must also execute an understanding of angles, distance, timing, lines and situation.

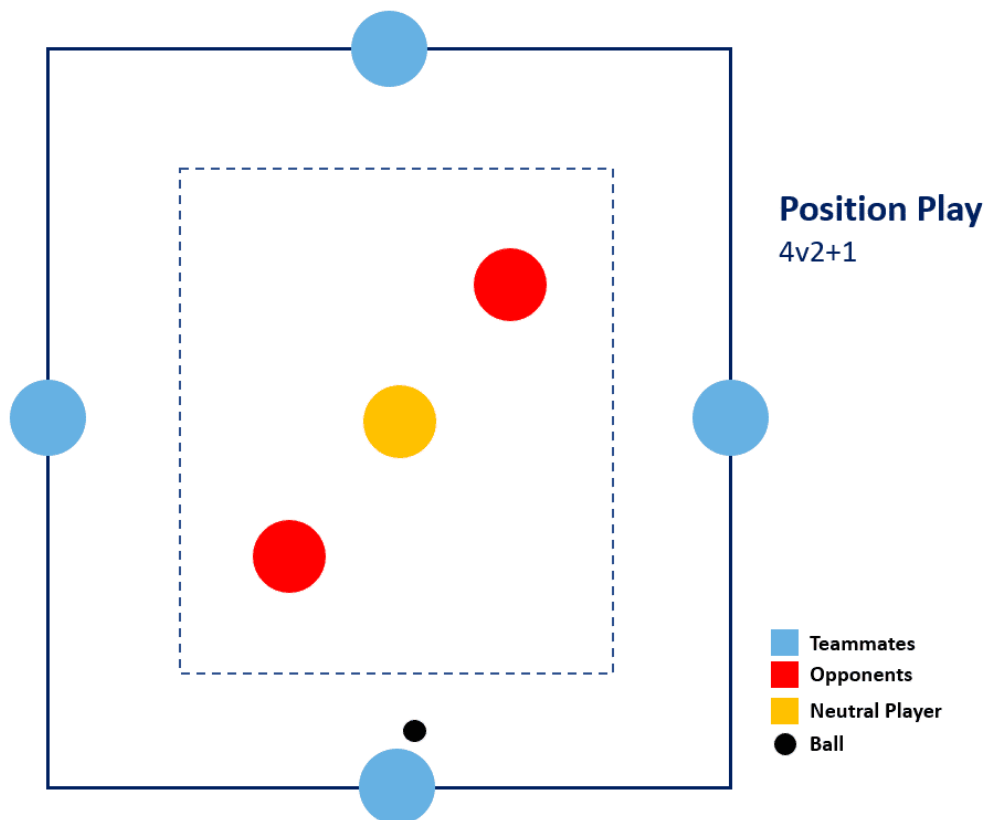
Character?

YES. Players must both cooperate and compete with consequences to every action.



Position Play Exercises

We define Position Play Exercises as activities that have attacking perimeter players, internal defenders and additional attackers (neutrals) internally as well. Again, there is so much structurally going on that is aligned with our system of play, but let's just see what these exercises promote relative to our 3C's.



Does a Position Play Exercise meet our 3C checklist?

Cognition?

YES. Players have to scan-choose-do, constantly thinking.

Competence?

YES. Players must pass and receive the ball while defenders are learning ball recovery skills.

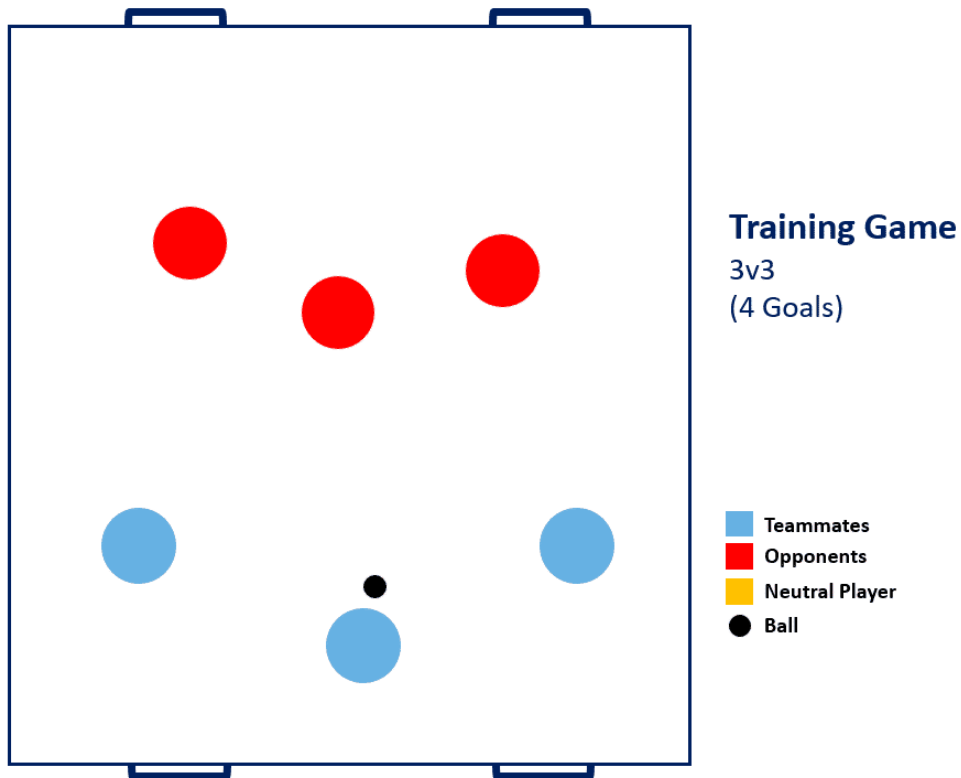
Character?

YES. Players must both cooperate and compete with consequences to every action.



Training Games

We define Training Games as any match from 1v1 to 11v11 with all variations included. We can play with numerical advantage. We can change field dimensions. We can alter the way to score. We can vary many items but the players are playing to win by outscoring an opponent. Again, let's return to our 3C requirements.



Does a Training Game meet our 3C checklist?

Cognition?

YES. Players have to scan-choose-do, constantly alert to the variables in play.

Competence?

YES. Players use ball control and position play skills as they apply principles of play.

Character?

YES. Players must both cooperate and compete in these games.



How Do I Do It?

We lead a program and a process. Content and delivery. Great coaches manage to deliver meaningful content in way that inspires children. Not an easy task, but well worth trying to perfect.

So how do you do it?

Children find security in routines. By providing them a training protocol, we engage them immediately and keep them focused for the entire training session.

In this lesson, let us detail for you our TOVO Sessions. Let us present a protocol we find to be very productive.

Training Session Template

Here we go. Time now to share our session structure. The beauty of it is that this structure and the protocol to implement a session is quite consistent. Once you have the structure, you can make slight variations and still provide the coherency that your players need.

Please keep in mind that we gain so much by repeating the structure. Your players will pick it up quickly. You will not waste minutes and then hours collectively explaining each day if it were a new session altogether. There is so much research about establishing positive routines which lead to effective learning. Again, we will not burden you with the PHD version of pedagogy.

Trust that what we are sharing here is just the tip of the iceberg when it comes to sound pedagogical processes.

Our sessions consist of Rondos, Position Play Exercises and Training Games. We deliver the session in that order for older players as they need the activation activities to reduce injury and to prepare for the higher physical load associated with Training Games.

Pre-Puberty Players: For the younger players, you can jump into mini-matches as the kids come to training if you prefer as risk of injury is quite low for this younger age. Here we present an example of a modified training for 7 A-Side Players. Feel free to adjust your trainings accordingly.

- 1 Training Games
- 2 Rondos & Movement
- 3 Position Play Exercises
- 4 Training Games



2PAR Protocol

Priming

We start each session by bringing players into a circle arm in arm. We stand in silence, centering our attention on being our best selves. Take a few breathes. The coach will just remind the players to...

- Do their best.
- Have fun.
- Behave.

Very simple.

Benefits to Priming

Each action we take is deliberate and done to benefit our players. In this case, research shows that this type of priming activity has true benefits.

- Reduces anxiety
- Focuses attention
- Promotes higher achievement

Pre-flection

For just a moment before we head off to the first exercise, we highlight one main concept. There are many items to learn and to implement, but each session has a main point to focus the attention of the player. You will see the “pre-flection” point in the header of each session we provide for you.

Benefits to Pre-flection

Better students get more out of each learning opportunity. Better players get more out of each session. In this way they are more effective learners.

- Increased learning efficiency

Activation

To be honest, activating teenagers or adult athletes takes on a different dimension. Children playing 7 A-Side do not require the same physical preparation as older players. Without going into too much detail, we tend to initiate activation exercises to build a routine that will serve them well later as they enter into their growth phase. In short, we tend to work on mobility, stability and duel force with TOVO players and more so on stability and duel force activation games to keep it lively.

Activities

When we speak of activities within our training portfolio, we speak of **Position Play Exercises** and **Training Games**. (Rondos we consider activation.)

During Position Play Exercises and Training Games the players are taking on increasing demands both cognitively and physically. This is a good thing. They are thinking. They are using their technical skills. They are applying knowledge. They are building character through cooperation and competition.

Keep in mind that if we want our children to be players of great cognition, competence and character then we must train these elements. They must train on the edge of their abilities. Too much success and they are bored. Too much failure and they are frustrated. If we give them plenty of success and a bit of failure, then we are building skill and promoting learning.

Reflection

Training comes to a close. The players collect equipment and ready to say goodbye for the day. At this point we encourage players to reflect upon the session. We pre-flected before training and now they can reflect. We ask them a few questions to consider...

- 1 What was the pre-flected topic?
- 2 When did it go well?
- 3 How do you feel about training today?

Interestingly, we have players write down the session via drawings. They draw the rondo, position play exercise and the training game. This becomes a learning diary. You may think they cannot or will not do this at such young ages, but they will surprise you.

Recovery

While as a coach you do not control the recovery protocols of young players, you can influence the parents who nurture these children. When we speak of recovery we are focuses mostly on nutrition and sleep. Children often do not hydrate properly and tend to grab unhealthy snacks after training. Too often, they are not getting the sleep required.

In any case, this is not the focus of your training session but anything you can do to share information with parents about healthy eating and proper sleep may ultimately make a big difference.

How Do I Assess It?

We all have good intentions. We have set out our training sessions. We have been positive with our players. We have enjoyed being with them, guiding them through the learning process. We have even competed against other teams.

How are we doing?

In this lesson, let's consider what metric we may best use to answer that question. We do so by returning to our "why" and by assessing our initial objectives.



Results

All good coaches reflect upon their actions. We do so because we have a deep desire to meet our "why." If kids are going to flourish under our

charge, we will need to hone our skills. We will want to promote learning and joy.

The departure agenda is critically important here.

Of course, the kids play to win. However, a good coach can promote learning and joy within a win, a loss or a draw. If your agenda was to promote learning and joy, you will need to use metrics that can evaluate whether you have accomplished that objective.

In short, you can win many games and be a poor coach and you can lose many games and still be a good coach. The metric of winning is not the best metric relative to your initial objective. In fact, it leads many young coaches astray. Here are two basic answers we see aligned with our objective.

Are your players improving?

Are they enjoying themselves?

Let's take a look at metrics that may give us a better indication.

Analysis

Are players improving?

How do we assess if kids are learning? Can your players apply the concepts we have presented to them and trained? Most of you will work at humble clubs. You probably do not have at your disposal an entire data analysis team. So, how do you know if kids are improving their ability to apply your concepts?

At TOVO, we implement a very simple way to do so.

Video #1

Training Session One. Video right away to establish a baseline record of performance in these exercises. Take note of the dimensions you use for each exercise.

- 1 Record a 4v2 Rondo
- 2 Record a 3v3+3 Positional Play Exercise
- 3 Record a 7-a-side training game

When you do, take note of the dimensions you are using for each activity.

Video #2

Three or four weeks into training video the exact same series of exercises in the same dimensions you did for video #1. You now have a simple metric that the kids can see and understand.

- 1 Record a 4v2 Rondo
- 2 Record a 3v3+3 Positional Play Exercise
- 3 Record a 7-a-side training game

Show them Video #1 and #2.

Note their individual performance and the collective performance.

Keep in mind that you do this for yourself as a coach and for the kids. You watch them apply the concepts learned. They watch themselves improve which will give them a positive feedback loop and encourage them to keep improving.

So simple, yet so effective.

We use this simple system every term at TOVO Academy Barcelona. The results are remarkable and you now have something also to show the parents who may doubt if progress is being made. Very few will see the incremental improvements taking place as they are taking place. However with these two videos you have a record of the gains made.

Try it.

Surveys

What about a metric for joy?

Well, you can use a simple survey. Think of a few questions to create a survey and ensure that the kids fill it out anonymously without any pressure. There are many apps and tools now available to make this process easy. You can make a 5 point scale or just ask them to choose their response from list of options.

Sample Questions

- 1 Would you recommend this training to a friend? (Definitely No, No, Yes, Definitely Yes)
- 2 Do you enjoy training? (No, Sometimes, Yes, Definitely Yes)

- 3 Was the coach positive and supportive? (No, Sometimes, Yes, Definitely Yes)
- 4 What was the best part of training? (Open Response)
- 5 How can we make training better for you personally? (Open Response)

Probably the most important question overall is No. 1. Would a child or parent enthusiastically (“Definitely Yes”) recommend your program to a friend. Of course, all feedback is only as good as your willingness to receive it with an open mind. As a coach, we can use this feedback to redesign our approach to programming.

We are not perfect and all of us can do better. Use each session and each season as an opportunity to hone the craft of coaching young children.

Coaching Points

This may seem obvious, but we urge you to celebrate success.

It is such a temptation to focus on all the errors your players make. You may feel you need to “correct” everything. Many coaches feel that angst. Please do not fall into this trap of negativity.

Football is a game of mistakes and that is at the highest levels of international competition. Imagine being a newcomer to a complex game. There are going to be more mistakes than you can even imagine. This is a sport where players have to use their FEET to outplay opponents and score against one keeper who gets to use her hands. Of course, there will be more failure than success if you define success as perfection.

But if success is learning and joy, then mistakes are necessary.

Again, much of coaching comes back to how you frame your objective. Know that there is a high drop-out rate of soccer players around the age of 12, your role as a 7 A-Side coach is one of the most important we have in youth sports.

Catch your kids doing things well. Then, reinforce success by telling them exactly what they did well.

“Sarah, you scanned really well and found the open player.”

“Emilio, I saw you help the opponent up after that tackle, that’s fantastic sportsmanship.”

“Mackenzie, taking that shot with your weak foot was the right decision.”

“Jordan, I heard you encourage Bryce when we were down a goal, that’s leadership.”

In each of the comments above, the player receives praise. But more specifically, they know what they did to deserve that praise. And even more so, a player can repeat the positive action.

Here is a simple guideline to get you started:

- 1 Look for something well done within the concept of the specific training session.
- 2 Be specific as to the action a player can repeat.
- 3 Be a player’s advocate instead of a constant critic.
- 4 Lighten up and have fun with the kids. Football is a game.



A Purposeful Program

There are very few quick fixes in coaching. To hone our craft, we must take the time to consider many aspects of child development.

Thank you for trusting the process. We know how tempting it can be to just download drills and lay out the cones. We hope you see the value in patiently walking through a more detailed process.

Before we share our 7 A-Side Training Sessions, let's consider some final thoughts. Keeping in mind the power of coherency and the benefits of clarity will only improve your coaching.

Let's share a few final thoughts to piece this all together.

Coherency

When you introduce any educational program to children, you will want it to be coherent and consistent. That reliability provides a sense of security so important in the lives of young people. We know that the children today are confronted with so much turbulence. But in a state of anxiety, humans do not learn effectively. Research underscores the need for children to have a positive advocate in their lives. As a role model, you are much more than a soccer skills teacher.

Coherency suggests that we are progressing through a pedagogically sound program. Continuity provides that sense of security. Children can rely on you to be positive and encouraging during consistently fun and engaging training sessions.

You do not need to choose the [TOVO Methodology](#).

If you do, you can take comfort knowing that this program is a learner-centric program which provides that coherency and continuity. We have done our homework, about 30 years plus of detailed research into child development.

If you choose another training program, fantastic. Examine its underlying assumptions and make sure that you are providing a coherent program that places the child's development first. **Footballers First.**

In any case, you are on a road to honing your craft. Your players will benefit tremendously from your commitment.

Clarity

When we set out to train our players, we tell them exactly what we are trying to accomplish and exactly how we are going to accomplish it. Even young players

appreciate this. Again, the players will see the purpose and will come to understand the process. Purpose and Process.

Learning

We explain to players that they will become intelligent athletes. (**Cognition**)

We explain that they will become knowledgeable and skillful players (**Competence**)

We explain that they will become their best selves. (**Character**)

In doing so, we have set the framework of what they will learn.

Joy

We then go out to have a lot of fun doing on the field. We cooperate. We compete. We laugh, make mistakes and achieve. We enjoy ourselves.

Language

Of course, use the language that works for you and works for them.

Importantly, on the field, use consistent words associated with specific actions and instructions.

For example, with coaches we may use the following terms to detail the cognitive process: perception, conception, decision, deception, execution and assessment. With children, we use a simple graphic and the words: SCAN – CHOOSE – DO.

Pick simple words and use them repeatedly. In this way your instruction remains consistent and clear.

Parents

When you set this out for the parents, they realize just why you are coaching and what you are doing along the way. They are with you because they understand you. They see exactly that what you want for their child is what they want for their child – an amazingly positive and productive experience.

Le Petit Equip

If this story moves you, then you are probably an ideal youth coach. This production comes from a small village close to TOVO Academy Barcelona in Catalonia and we are delighted to share it with you.

Coaching Tasks

Let's go!

We are excited to share with you our TOVO Training Sessions. Of course, you can wrestle with them and refine them. You can throw them away if this approach to training does not resonate with you.

While you may choose your own direction, know that these sessions are proven to develop players of great cognition, competence and character. These are the sessions that nurture total footballers – players of vision, precision and pace.

Whatever you choose to do, please never underestimate your children's capacity to learn. It is a challenge and that is OK. It will not look pretty on some days and that is OK. You will need to guide these kids and that is OK. Do not give up on players. They will eventually amaze you with their growth and development. Give them time and space and all will be well.

Enjoy the process and give it a go.

Dual Tasks

As a youth team coach, you have two tasks. One task will be **Team Organization**. In addition, you have the opportunity to educate young children by nurturing **Individual Development**. We consider these dual tasks to be complimentary. The more learning takes place for each individual, the better the team will play. The better organization you have as a team, the more individuals will understand their role within the larger architecture.

Managing both is indeed a challenge. However, we present to you how best to do that. With clarity of these tasks and a plan to manage both individual and team development, you will deliver fruitful and fun training sessions.



Training Format

We will present our TOVO Training Sessions in a clear and consistent format. Keep in mind that children will acquire both knowledge and skills over an extended period of time. For that reason, exposing them to sophisticated concepts at young ages gives them a running start toward mastery as they mature. We do not expect great success at the youngest ages. We expect glimpses of success that merit our advocacy.

Let us present to you the format for our sessions. In this way, you will have a clear training plan set out session by session.

NOTE: For the youngest kids at 7 A-Side, we have more flexibility. Why? Because children at the youngest ages are pre-pubescent and do not need to follow the strict “activation” or “warm-up” protocols as older players. As an example, at a club with which we worked, we started off with some soccer tennis and some 3v3 training games as the kids arrived

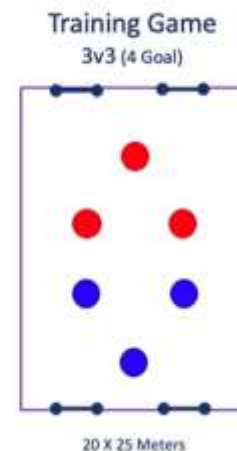
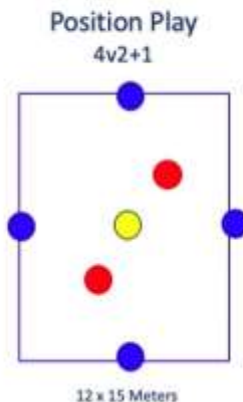
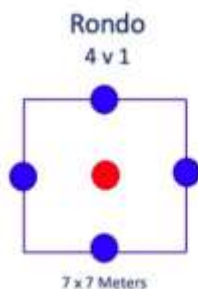
to training. Injury risk for these kids is quite low relative to boys and girls in the vulnerable growth phase of puberty. Also, if you have some fun skill challenges or tag-like games that are the kids favourite, go for it. Spice it up with what is culturally and age appropriate. You are the best to determine what inspires your children.

At TOVO, this is how we set our sessions and we will present plenty of them to you to keep you busy all season.

F7 Training 1A

ID: P#1 Perceive & Conceive (Scan)
TO: 1.3.2.1 Structure

TO: 1.3.2.1 vs 0,1,2,3 Defenders – 2 Touches (10 Min.)
R: 4v1 + Movement (16 Min. 4+4+4+4)
PP: 4v2+1 (25 Min.)
TG: 3v3 (30 Min.)



Rethink Coaching Points

As I set out to the pitch, I can approach my role as one who needs “to correct” the errors. As one who needs “to fix” the many problems. In fact, many coaching licenses actually look to freeze play to make corrections. All well and good, but that sets me up looking for failure. And thus, I will find it and the children will know exactly what my points are about – their failure. Over and over.

Consider celebrating success. Go out and look for the smallest action that is wonderful. Look for the child who shows resilience, ambition, or respect and applaud her. Children need to understand exactly what you are looking for so they can internalise that behaviour or action and replicate it. We suggest you looking for any positive moment relative to the principles or concepts of the day and to share with the children your

delight and pride in seeing them give the best of themselves, whatever that best may be.



Team Organization

We have mentioned the dual task coaches have regarding **Individual Development** and **Team Organization**. After all, we do have to prepare young kids to play a match. It is here where you have many options regarding your style of play and system of play. Also, consider laying out some clear objectives that might be more purposeful than the metric of winning or losing. Of course, the kids want to win and should go for it. But, let's do so faithful to our team dynamic which we have been training.

Preference

At **TOVO** we want to play an **aggressive, attacking, possession football**. We want the ball because we want to control the game on our terms and to create as many opportunities to score as possible. This is not to diminish another coach's preference of football. In fact, the game is better for its many interpretations of how to play it. Many of these differences are deeply embedded in the culture of a nation or people. While those lines are blurring, there is definitely an influence of culture on the style of play that each nation or club embraces.

You may be part of a club that mandates a certain philosophy or style. If so, hopefully it resonates with you as you lead your players in line with a governing philosophy. My coaching colleagues at FC Barcelona do not get to pick whatever flavor of football they want. The club has a clearly defined philosophy and all coaches are trained to deliver that approach through a coherent and clear curriculum.

Having said that, we have found that most clubs do not have well-defined nor articulated system. That is, many youth coaches are given a team and asked to do right by the kids until the season is over. Our research suggests very few coaches actually are provided a training curriculum or system of play to follow.

So without judgement, let us proceed. We have picked our flavour of football. We are what we call here in Barcelona, “Cruyffistas.” TOVO’s origins rest in the vision of Johan Cruyff. We are presenting here TOVO’s version of total football delivered to young athletes.

1.3.2.1 System

We prefer to play with a GK, 1 centre back, 2 attacking wing backs, 2 mid-fielders and 1 striker. As we explain the Team Organization and then proceed to train that system, we will make more sense of this concept. We will also detail for you some common movements we train to be able to find and exploit space against the same system as well as other systems the players will encounter. In doing so, we prepare the children for competition in a productive a positive manner.



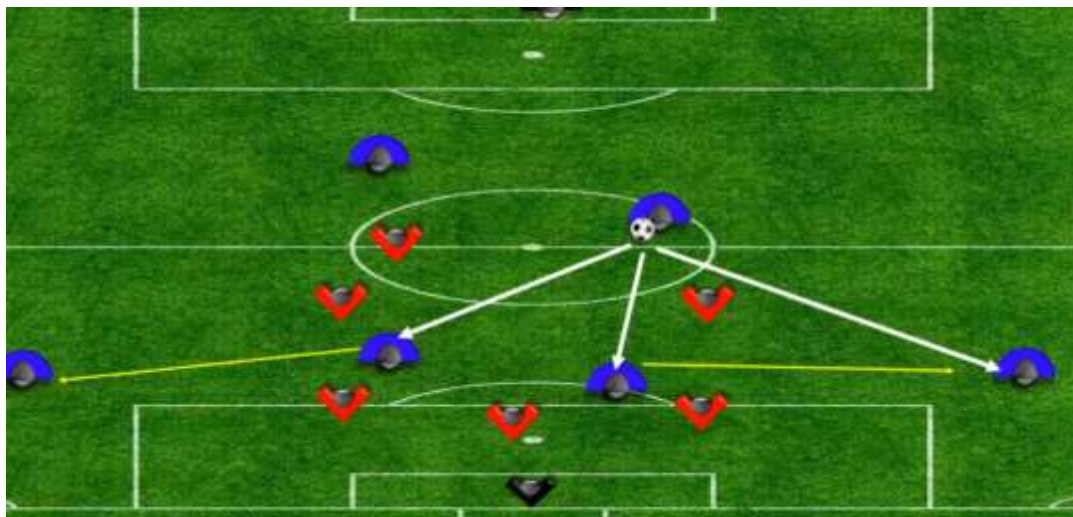
1.3.2.1 vs Low Press

Imagine entering into an exam you have not prepared for in advance.

A bit intimidating and daunting.

Now imagine your teacher has prepared you for that exam and you have practiced solutions to the questions posed. Your confidence grows as you take strength from that preparation. So it is with your team. We prepare our players to outplay opponents in advance. We practice solutions to the questions our opponents will pose.

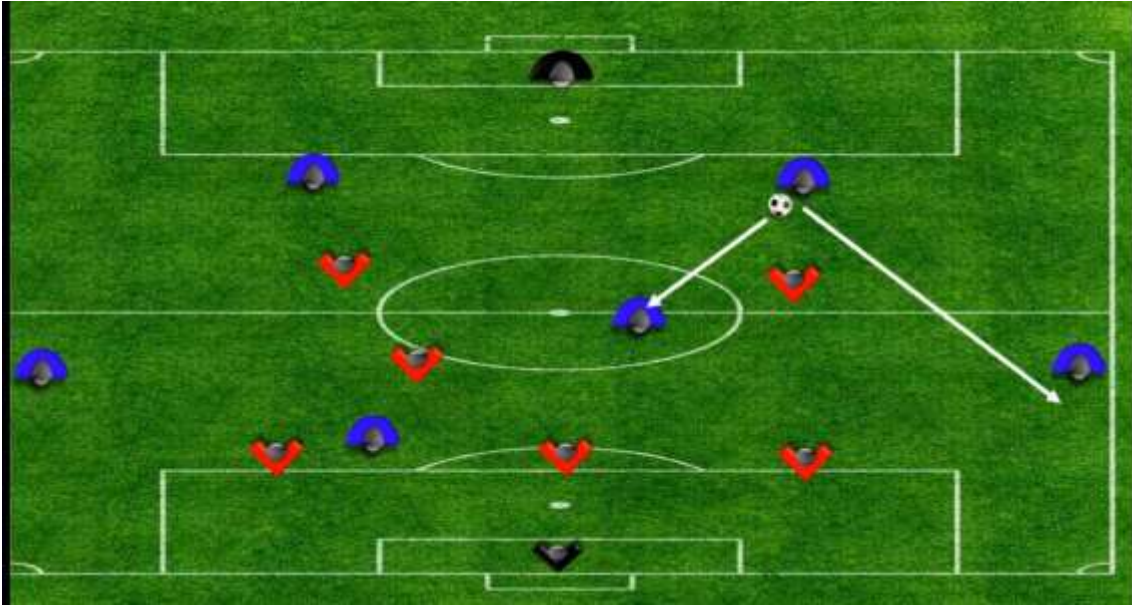
We start with solutions to outplay a “Low Press.”



1.3.2.1 vs Mid-Press

Obviously nothing works out as well as it does on the chalkboard. Our players will need to adapt to the game in flux. We do that through Rondos, Position Play Exercises, and Training Games. We also do this through the Team Organization exercises vs. opponents.

In this case, let's prepare our players to play against a “Mid-Press.”



1.3.2.1 vs High Press

If a team has the courage to play a high press, this will require the greatest attention from our players. If we are well-coordinated the other team will become quite vulnerable. Big risk for them big reward for us. Keep in mind that the opponent will always keep the goalkeeper in place so we are playing 7 vs 6. For this reason, we will need to train our goalkeeper to be comfortable on the ball. Our goalkeeper helps us create numerical advantage in building out.

If every player is proactive in their movements, we can have great success outplaying the “High Press.”



Weeks 1-3

Six Training Sessions
(1a-b, 2a-b, 3a-b)

Individual Development

Principle #1: Perceive & Conceive "SCAN"

Team Organization

Introduction to the 1.3.2.1 Structure

Training Sessions Weeks 1-3

F7 Training

ID: xx

TO: 1.3.2.1 Structure

TO: 1.3.2.1 vs 1,2,3,4 Defenders

R: xx

PP: xx

TG: xx



- **Team Organization** – use this as the starting point of each session if you would like. It will be hectic with 1 or 2 defenders but it will build muscle memory. Use half of a 7v7 field.

F7 Training 1A

ID: P#1 Perceive & Conceal (Scan)

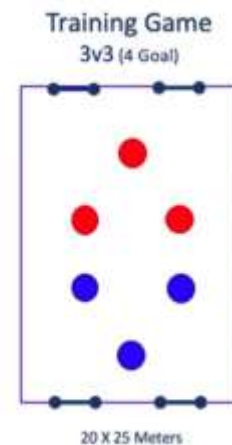
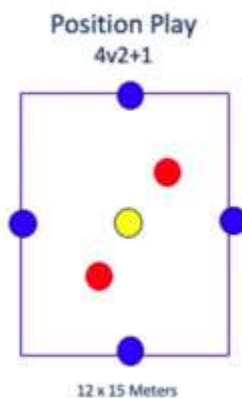
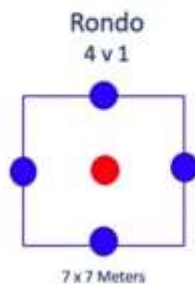
TO: 1.3.2.1 Structure

TO: 1.3.2.1 vs 0,1,2,3 Defenders – 2 Touches (10 Min.)

R: 4v1 + Movement (16 Min, 4+4+4+4)

PP: 4v2+1 (25 Min.)

TG: 3v3 (30 Min.)



- **ID** = Individual Development (Focus is scanning to find Space)
- **TO** = Team Organization Focus (use this as the starting basis of every session until all the kids get there. This or just 1v1, 2v1 etc...)
 - o Start with a team in the 1-3-2-1 formation in half a 7v7 field.
 - o Add 1 defender to chase ball. Will be chaotic and tiring but let it roll.

- Add another defender on the fly and keep doing this until its even strength.
- **Rondo** = red player has red vest in hand. Wins possession drops penny/bib.
 - Try to not have kids be static. Constant movement
- **Positional Play** = Neutral looks for space inside in between the 2 defenders
- **Training Game** = simple 3v3 but with 4 total goals

F7 Training 1B

ID: PW1 Perceive & Conceive (Scan)

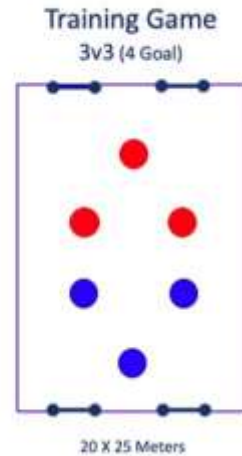
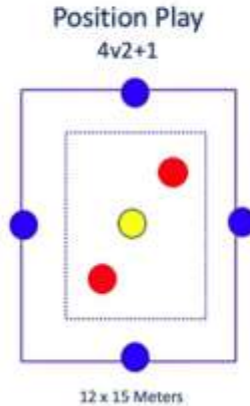
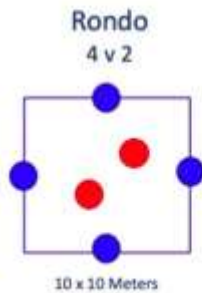
TO: 1.3.2.1 Structure

TO: 1.3.2.1 10 Passes > Add 1,2,3,4 Defenders (10 Min.)

R: 4v2 + Movement (16 Min: 4+4+4+4)

PP: 4v2+1 Neutral in Sub-Grid (25 Min.)

TG: 3v3 (30 Min.)



- **Purposeful repetition.** You will see this throughout the sessions as children learn by repetition.
- **Rondo** = if defending team is too successful, then have them hold hands
- **Positional Play** = make an internal grid for the Neutral to stay in that section. Swap out players on certain time.

F7 Training 2A

ID: PW1 Perceive & Conceive (Scan)

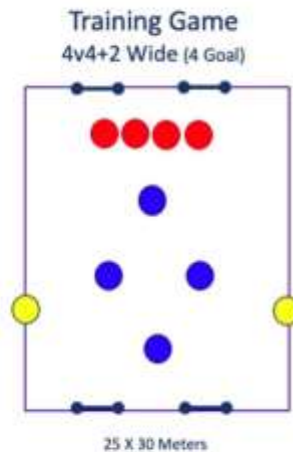
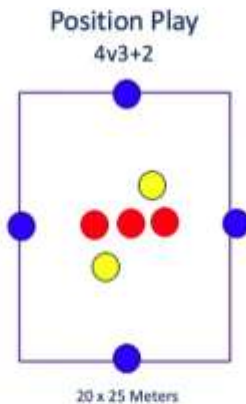
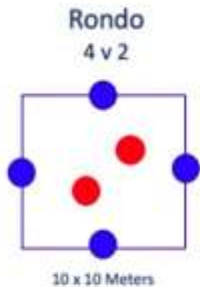
TO: 1.3.2.1 Structure

TO: 1.3.2.1 v 4 Defenders (10 Min.)

R: 4v2 + Movement (16 Min: 4+4+4+4)

PP: 4v3+2 Neutral (25 Min.)

TG: 4v4+2 Wide (30 Min.)



● Blue Team ● Red Team ● Neutral Players

TOVO

- **Rondo** = if defending team is too successful, then have them hold hands
- **Positional Play** = This is more complex. 4 blues vs 3 + 2
 - o Can handicap defenders by holding hands if need be.
 - o This now is taking on more of the 1-3-2-1 shape. South blue can be CB, outside blues can be the wing backs and the 2 neutrals your 2 midfielders. Also, the FW on the north side.
- **Training Game** = Neutrals now act as the wing backs. Still focusing on the 3-2-1 formation and have players focus on keeping the triangles and diamonds.

F7 Training 2B

ID: P#1 Perceive & Conceive (Scan)

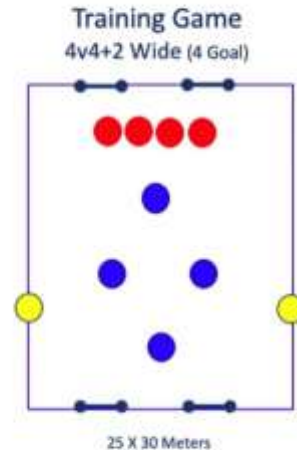
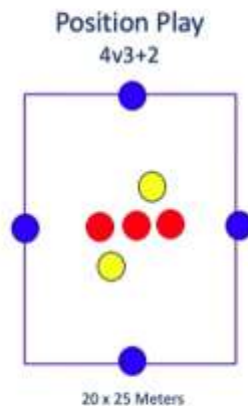
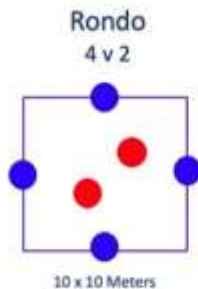
TO: 1.3.2.1 Structure

TO: 1.3.2.1 v 4 Defenders (10 Min.)

R: 4v2 + Movement (16 Min: 4+4+4+4)

PP: 4v3+2 Neutral (25 Min.)

TG: 4v4+2 Wide (30 Min.)



● Blue Team ● Red Team ● Neutral Players

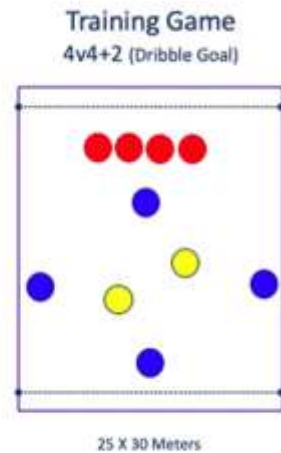
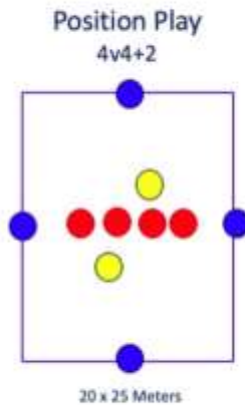
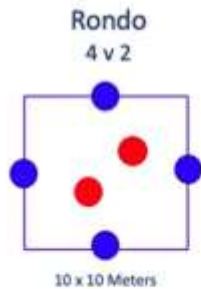
TOVO

- **Purposeful repetition.** You will see this throughout the sessions as children learn by repetition.
- **Positional Play** = focus on the 2 neutrals and positioning. We don't want both on the same side of the ball so they need to work collectively. Could have 1 neutral focus on north side and other on south side.

F7 Training 3A

ID: P#1 Perceive & Conceive (Scan)
TO: 1.3.2.1 Structure

TO: 1.3.2.1 v 4,5 Defenders (10 Min.)
R: 4v2 + Movement (16 Min: 4+4+4+4)
PP: 4v4+2 Neutral (25 Min.)
TG: 4v4+2 Dribble Goals (30 Min.)



● Blue Team ● Red Team ● Neutral Players

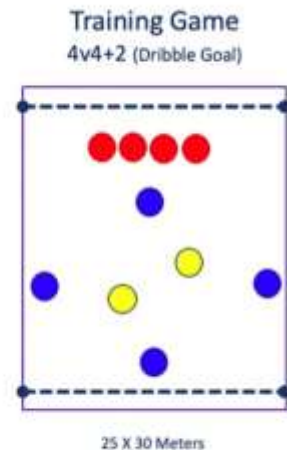
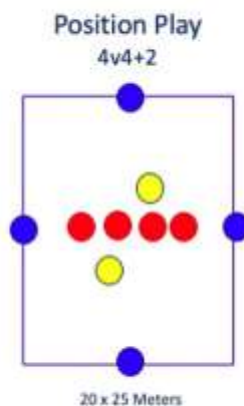
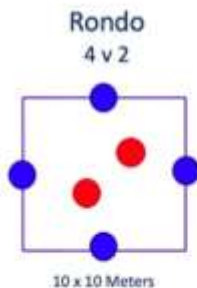
TOVO

- **Rondo** = if defending team is too successful, then have them hold hands
- **Positional Play** = progressing to add another defender. If too successful, hold hands in pairs.
 - o focus on the 2 neutrals and positioning. We don't want both on the same side of the ball so they need to work collectively. Could have 1 neutral focus on north side and other on south side.
- **Training Game** = Now instead of goals, we have an endline or goal. Thus, can dribble through.
 - o Still focus on the CB, 2 wingbacks, 2 neutrals as 2 internal midfielders and 1 FW.

F7 Training 3B

ID: P#1 Perceive & Conceive (Scan)
TO: 1.3.2.1 Structure

TO: 1.3.2.1 v 4,5 Defenders (10 Min.)
R: 4v2 + Movement (16 Min: 4+4+4+4)
PP: 4v4+2 Neutral (25 Min.)
TG: 4v4+2 Dribble Goals (30 Min.)



● Blue Team ● Red Team ● Neutral Players

TOVO

- **Purposeful repetition.** You will see this throughout the sessions as children learn by repetition.

- **Positional Play** = focus on the 2 neutrals and positioning. We don't want both on the same side of the ball so they need to work collectively. Could have 1 neutral focus on north side and other on south side.
 - o Handicap defenders by holding hands in pairs if need be.
- **Training game** = same as before
 - o Progression Idea= if blue dribble through, they can now go opposite way. Adds a transition element.
 - o Another idea would be for coach to play ball into reds immediately which adds a defensive transition aspect for the blues.

Weeks 4-6

Six Training Sessions

(4a-b, 5a-b, 6a-b)

Individual Development

Principle #2: Decide & Deceive **"CHOOSE"**

Team Organization

Principle #4: Create Space (Width & Depth)

F7 Training 4A

ID: P#2 Decide & Deceive (Choose)
TO: P#4 Create Space (Width & Depth)

R: 4(5)v2 (2 Grids) + Movement (20 Min.)
PP: 3v3+3 Neutral (25 Min.)
TG: 5v5 (+ GKs) + 2 Neutrals (30 Min.)



- **Rondo**- work on transition to open space (i.e other grid)

- **Positional Play** = if Blue lose possession, they transition inside and must touch hands before they start defending.

- focus on width and depth

- **Training Game**: 2 outside blues stay wide for width

F7 Training 4B

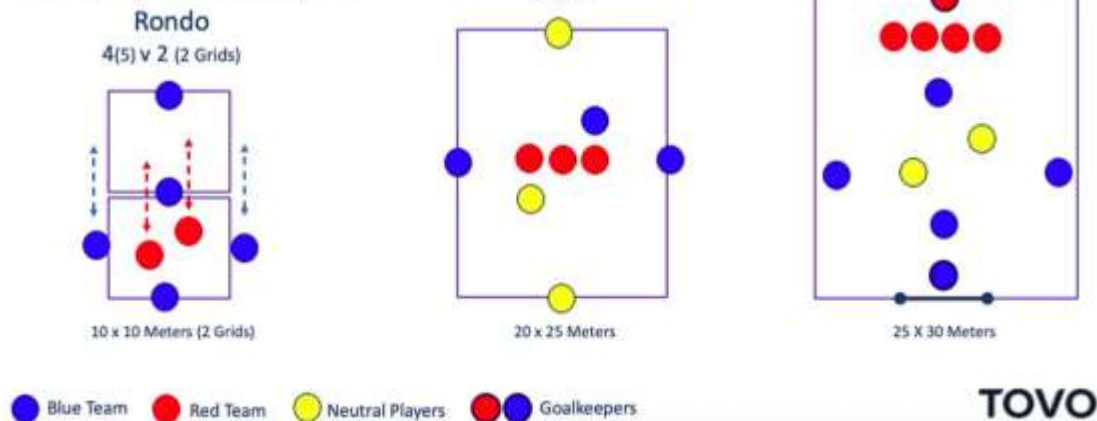
ID: P#2 Decide & Deceive (Choose)

TO: P#4 Create Space (Width & Depth)

R: 4(5)v2 (2 Grids) + Movement (20 Min.)

PP: 3v3+3 Neutral (25 Min.)

TG: 5v5 (+ GKs) +2 Neutrals Big Goals (30 Min.)



F7 Training 5A

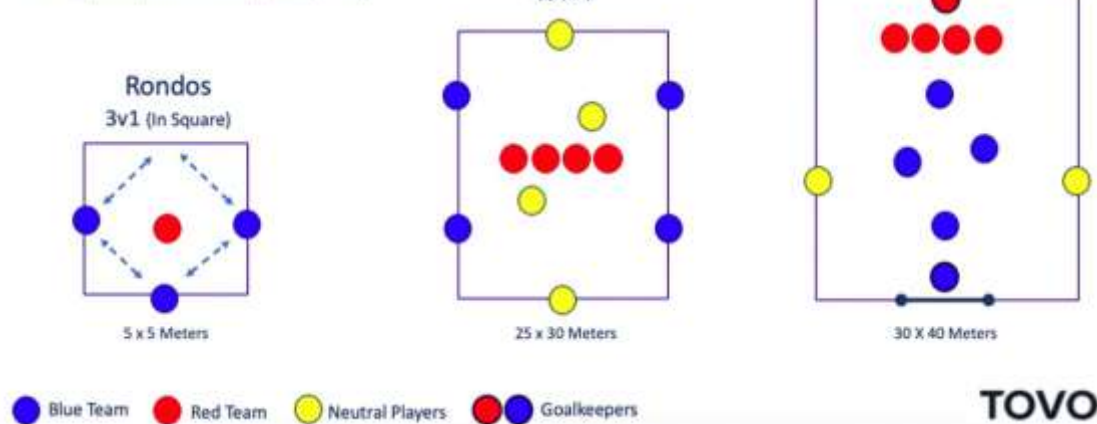
ID: P#2 Decide & Deceive (Choose)

TO: P#4 Create Space (Width & Depth)

R: 3v1 (In Square) + Movement (20 Min.)

PP: 4v4+4 Neutral (25 Min.)

TG: 5v5 (+ GKs) +2 Neutrals 2 Big Goals (30 Min.)



- **Rondo** = Focus on diamond which means players need to be cognitive of shape and support
- **Positional Play**: red recover and pass to Neutral and transition out. Assign where they will go on the outside. Blue must go to middle and touch hands.
- **Training game**: offensive team does not need to provide width as Neutrals are wide.

F7 Training 5B

ID: P#2 Decide & Deceive (Choose)
TO: P#4 Create Space (Width & Depth)

R: 3v1 (In Square) + Movement (20 Min.)
PP: 4v4+4 Neutral (25 Min.)
TG: 5v5 (+ GKs) +2 Neutral (2 Big Goals) (30 Min.)



- Same as Training 5A

F7 Training 6A

ID: P#2 Decide & Deceive (Choose)
TO: P#4 Create Space (Width & Depth)

R: 4v1 + Movement (20 Min.)
PP: 3v3+3 Neutral 2 Lanes Wide (25 Min.)
TG: 5v5+2 Deep 4 Goals (30 Min.)



- **Positional play** = keep blue wide
 - same transitional element where blue come in and touch hands
- **Training game** = use neutral for depth and can be the goalies

F7 Training 6B

ID: P#2 Decide & Deceive (Choose)
TO: P#4 Create Space (Width & Depth)

R: 4v1 + Movement (20 Min.)
PP: 3v3+3 Neutral 2 Lanes Wide (25 Min.)
TG: 5v5+2 Deep 4 Goals (30 Min.)



- **Purposeful repetition.** You will see this throughout the sessions as children learn by repetition.

Weeks 7-9

Six Training Sessions

(7a-b, 8a-b, 9a-b)

Individual Development

Principle #3: Execute & Assess "DO"

Team Organization

Principle #8: Defend 1,2,3 (Oneself, Space, Ball)

F7 Training 7A

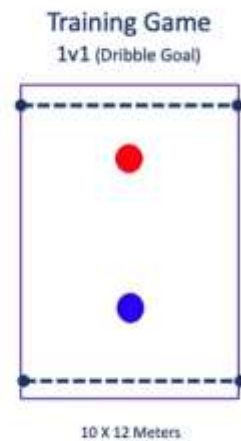
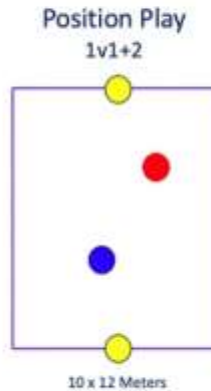
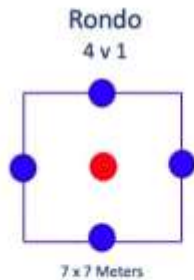
ID: P#3 Execute & Assess (Do)

TO: P#8 Defend 1,2,3 (Oneself, Space, Ball)

R: 4v1 + Movement (20 Min.)

PP: 1v1+2 (25 Min.)

TG: 3v3 (30 Min.)



● Blue Team ● Red Team ● Neutral Players

TOVO

- **TO** = focus on 1st defender and defending as one. Look for triggers to recover the ball
 - Weak players, weak receptions, soft passes etc...
- **Rondo** = 4v1 focusing on 1st defender.
- **Positional Play** = focusing on individual defending responsibility. If the red wins the ball, they transition to the offensive player using the neutrals.
- **Training Game** = Simple 1v1 with no goals. Use dribble goal. Use multiple grids so everyone is playing and not standing around.

F7 Training 7B

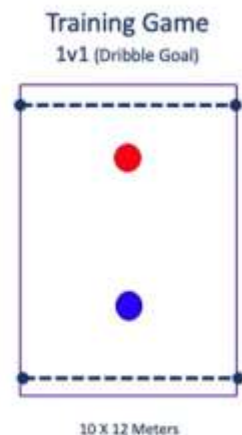
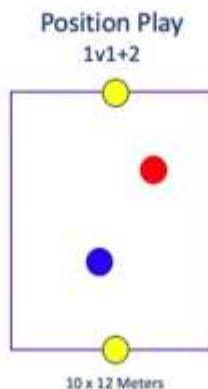
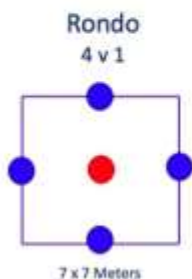
ID: P#3 Execute & Assess (Do)

TO: P#8 Defend 1,2,3 (Oneself, Space, Ball)

R: 4v1 + Movement (20 Min.)

PP: 1v1+2 (25 Min.)

TG: 3v3 (30 Min.)



● Blue Team ● Red Team ● Neutral Players

TOVO

- **Purposeful repetition** = same as the day before.

F7 Training 8A

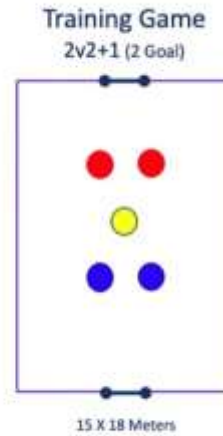
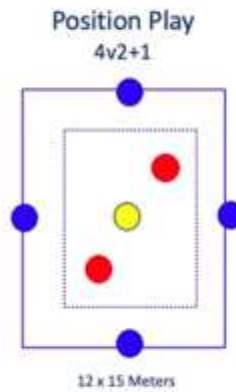
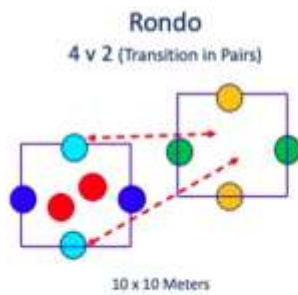
ID: P#3 Execute & Assess (Do)

TQ: P#8 Defend 1,2,3 (Oneself, Space, Ball)

R: 4v2 (Transition in Pairs) + Movement (20 Min.)

PP: 4v2+1 (25 Min.)

TG: 2v2 (30 Min.)



Blue Team Red Team Neutral Players

TOVO

- **TO** = Focus is on defending in pairs. The relationship between both defenders in trying to close space and winning the ball.
- **Rondo** = Light yellow and green grid are just passing ball without opposition
 - o Other grid is a typical 4v2 rondo and whichever color loses the ball transitions to another grid to defend the middle.
- **Positional Play** = focus on defensive structure. Are they playing in a relationship with each other. Are they closing space collectively?
- **Training Game** = 2v2 + 1 thus technically 3v2. Focusing on defensive relationship between the 2 defenders.

F7 Training 8B

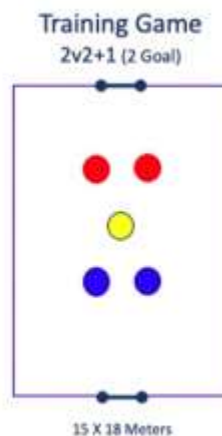
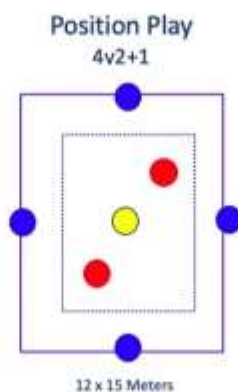
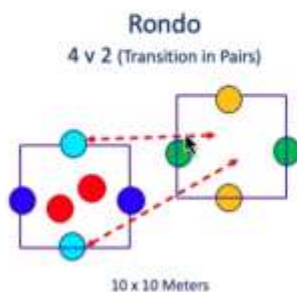
ID: P#3 Execute & Assess (Do)

TO: P#8 Defend 1,2,3 (Oneself, Space, Ball)

R: 4v2 (Transition in Pairs) + Movement (20 Min.)

PP: 4v2+1 (25 Min.)

TG: 2v2 (30 Min.)



● Blue Team ● Red Team ● Neutral Players

TOVO

- **Purposeful repetition** = same as the day before. Focus on defending together. "DO" together.
- **Positional Play** = focus on defensive structure. Are they playing in a relationship with each other. Are they closing space collectively?
- **Training Game** = 2v2 + 1 thus technically 3v2. Focusing on defensive relationship between the 2 defenders.

F7 Training 9A

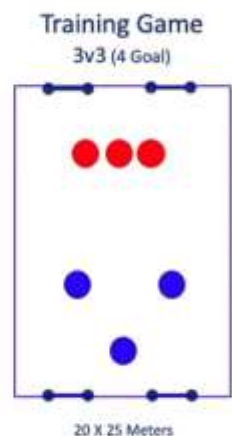
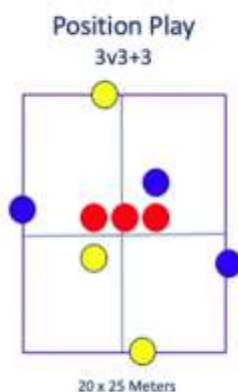
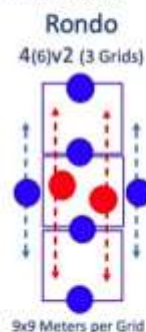
ID: P#3 Execute & Assess (Do)

TO: P#8 Defend 1,2,3 (Oneself, Space, Ball)

R: 4(6)v2 (3 Grids) + Movement (20 Min.)

PP: 3v3+3 Neutral (25 Min.)

TG: 3v3 4 Goals (30 Min.)



● Blue Team ● Red Team ● Neutral Players ● Goalkeepers

TOVO

- **TO** = Focus is defending in 3's now.
- **Rondo** = players can decide when to play to North or South Grid.
 - Defenders need to decide how to close space.

- **Positional Play** = use an “internal grid with Flat cones” to make it into quarters. This is more for awareness and forcing ball to one quarter. Basically, a visual for the defenders to try and force into one quarter.
- **Training Game = simple** 3v3 to 4 goals. Again, have multiple grids so others are not standing around. Winning team stays, losing goes to another grid. Keep track of #'s of wins.

F7 Training 9B

ID: P#3 Execute & Assess (Do)

TO: P#8 Defend 1,2,3 (Oneself, Space, Ball)

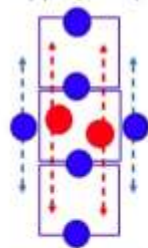
RI: 4(6)v2 (3 Grids) + Movement (20 Min.)

PP: 3v3+3 Neutral (25 Min.)

TG: 3v3 4 Goals (30 Min.)

Rondo

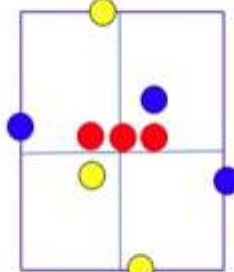
4(6)v2 (3 Grids)



9x9 Meters per Grid

Position Play

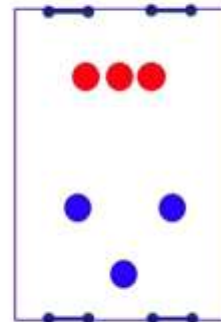
3v3+3



20 x 25 Meters

Training Game

3v3 (4 Goal)



20 X 25 Meters



- **Purposeful repetition** = same as the day before. Focus on defending in 3's. “DO” together.
- **Positional Play** = focus on defensive structure. Are they playing in a relationship with each other. Are they closing space collectively?
- **Training Game =** 3v3. Focusing on defensive relationship between the 3. Using pressure, cover, balance .

Weeks 10-12

Six Training Sessions

(10a-b,11a-b,12a-b)

Individual Development

Principle #1-3: “SCAN – CHOOSE – DO”

Team Organization

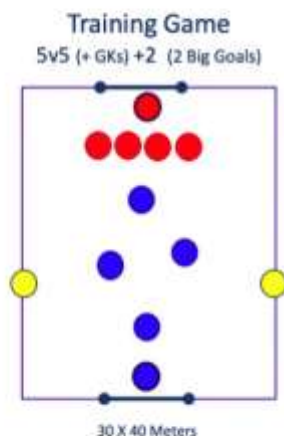
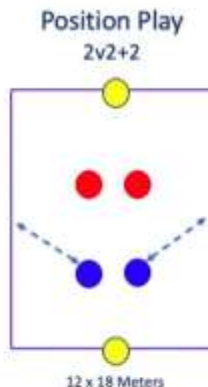
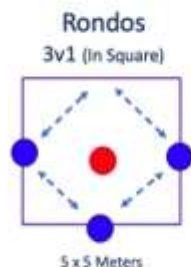
Principle #5: Attack 1,2,3 (Triangles & Diamonds)

Training Sessions Weeks 10-12

F7 Training 10A

ID: P#1-3 "Scan-Choose-Do"
TO: P#5 Attack 1,2,3 (Triangles& Diamonds)

TO: TO: 1.3.2.1 v 4,5 Defenders (10 Min.)
R: 3v1 (In Square) + Movement (16 Min.)
PP: 2v2+2 Neutral (25 Min.)
TG: 5v5 (+ GKs) +2 Neutral 2 Big Goals (30 Min.)



● Blue Team ● Red Team ● Neutral Players ● Goalkeepers

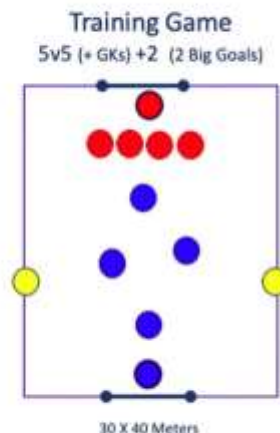
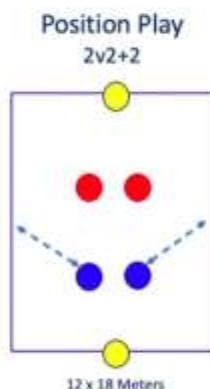
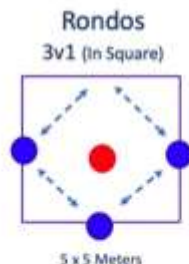
TOVO

- **TO** = Focus on attacking in 3's. Speed of thought and speed of action.
 - o Attacking as 1-2-3 or in 3's.
- **Rondo** = 3v1 and focus. Off ball movement as 1,2,3 to provide angles.
- **Position Play** = focus on triangles and off ball movement
 - o Team in possession should provide width as depth is already provided by Neutrals.
- **Training Game** = applaud off ball movement to create a diamond. Focus on attacking in 3's

F7 Training 10B

ID: P#1-3 "Scan-Choose-Do"
TO: P#5 Attack 1,2,3 (Triangles& Diamonds)

TO: TO: 1.3.2.1 v 4,5 Defenders (10 Min.)
R: 3v1 (In Square) + Movement (16 Min.)
PP: 2v2+2 Neutral (25 Min.)
TG: 5v5 (+ GKs) +2 Neutral 2 Big Goals (30 Min.)



● Blue Team ● Red Team ● Neutral Players ● Goalkeepers

TOVO

- **Purposeful repetition** = same as the day before. Focus on attacking in 3's.
 - o Continue to emphasize the 1,2,3 movements as well as Scan-choose-Do.

F7 Training 11A

ID: P#1-3 "Scan-Choose-Do"

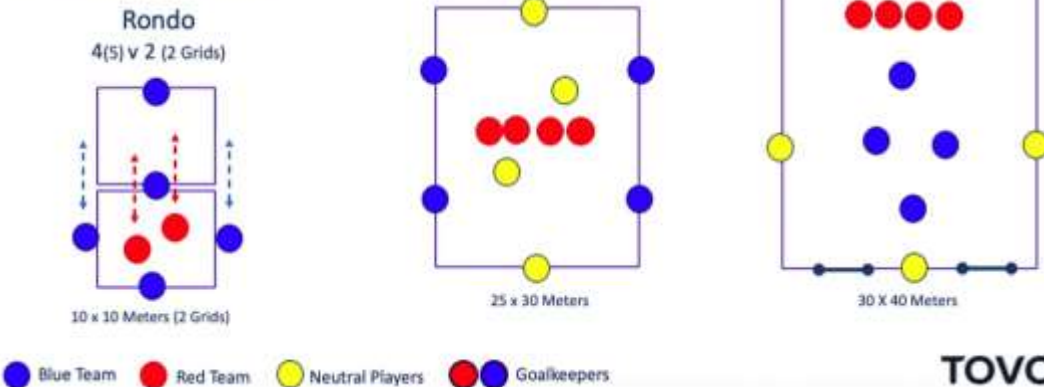
TO: P#5 Attack 1,2,3 (Triangles& Diamonds)

TO: TO: 1.3.2.1 v 4,5 Defenders (10 Min.)

R: 4(5)v2 (2 Grids) + Movement (16 Min.)

PP: 4v4+4 Neutral (25 Min.)

TG: 4v4+4 Neutrals 4 Goals (30 Min.)



- **TO** = focus is still on attacking in 3's
- **Rondo** = is 4v2 in flow. Transition based on perception. Players decide when good opportunity to move ball to other side of grid.
- **Positional Play** = Red wins balls they transition out and blue's become defenders. This becomes an 8v4.
 - o To simplify, have each defender know which outside section they will occupy when ball recovery.
 - o Can have the incoming defenders come into middle and all touch hands to simplify the transition and flow.
- **Training Game** = Focus on triangles and diamonds based on positioning. Depth and width here are provided by the neutral players thus offensive team should focus on inside positioning and creating triangles and diamonds.

F7 Training 11B

ID: P#1-3 "Scan-Choose-Do"

TO: P#5 Attack 1,2,3 (Triangles& Diamonds)

TO: TO: 1.3.2.1 v 4,5 Defenders (10 Min.)

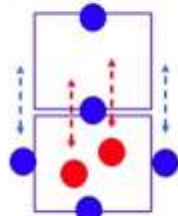
R: 4(5)v2 (2 Grids) + Movement (16 Min.)

PP: 4v4+4 Neutral (25 Min.)

TG: 4v4+4 Neutrals 4 Goals (30 Min.)

Rondo

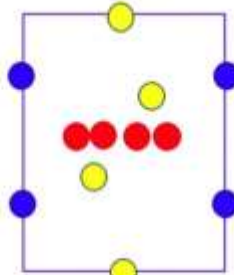
4(5) v 2 (2 Grids)



10 x 10 Meters (2 Grids)

Position Play

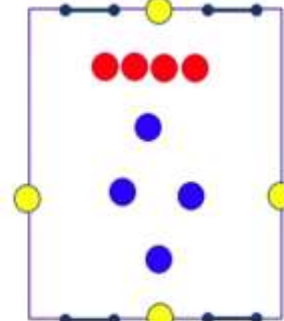
4v4+4



25 x 30 Meters

Training Game

4v4+4 (4 Goals)



30 X 40 Meters

Blue Team Red Team Neutral Players Goalkeepers

TOVO

- **Purposeful repetition** = same as the day before. Focus on attacking in 3's.
 - o Continue to emphasize the 1,2,3 movements as well as Scan-choose-Do.

F7 Training 12A

ID: P#1-3 "Scan-Choose-Do"

TO: P#5 Attack 1,2,3 (Triangles& Diamonds)

TO: 1.3.2.1 v 4,5 Defenders (10 Min.)

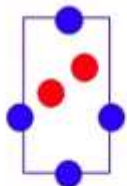
R: 4v2 (Narrow Rectangle) + Movement (16 Min.)

PP: 4v4+4 Neutrals Wide (25 Min.)

TG: 5v5+2 Deep 4 Goals/Dribble Goal (30 Min.)

Rondo

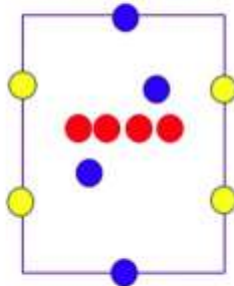
4 v 2 (Narrow)



6 x 12 Meters (2 Grids)

Position Play

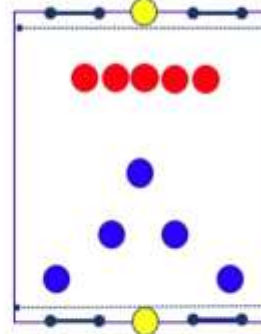
4v4+4 (Neutrals Wide)



25 x 30 Meters

Training Game

5v5+2 (4 Goals 1pt. or Dribble 2pts.)



30 X 40 Meters

Blue Team Red Team Neutral Players Goalkeepers

TOVO

- **TO** = Try and start training with the original Team organization and a 7v4 or 7v5. No instructions during this period. See if they can apply the Individual Development(ID's) concepts and Team Organization(TO) concepts.
- **Rondo** = make it narrower to see how players adjust. This changes the relationship between players and spacing.

- **Positional Play** = now neutrals are wide. Changes how they can recreate the triangles and diamonds.
- **Training Game** = dribble line for 2 points or shoot it on goal for 1 point. Risk/reward ratio and decide best option.
 - o 2 neutrals provide the depth.



- **Purposeful repetition** = same as the day before. Focus on attacking in 3's.
 - o Continue to emphasize the 1,2,3 movements as well as Scan-choose-Do.

Summary

You are a mentor to young children. That matters. Your players will benefit from your commitment. We see ourselves as a trusted guide as you piece together a remarkable program for these kids.