

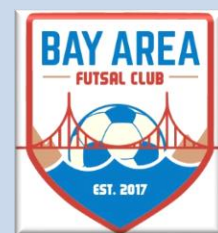
Coaching Children In & Through Futsal: a Parent/Coach Guide



**Kevin Bryant
&
Dr. Daniel Berdejo-del-Fresno**

Preface by Guillermo Wallace

Prologue by Adrián Alonso Pereira “Pola”



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By

**Kevin Bryant
&
Dr. Daniel Berdejo-del-Fresno**



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Coaching Children In & Through Futsal: a Parent/Coach Guide

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Kevin Bryant's Dedications 2018

Daniel Berdejo-del-Fresno whose free futsal eBook has blown everything I have written out of the water. Thanks for sending me the copy Daniel.

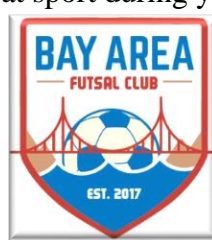
Mathew Sneyd for his inspirational book 'Bounce' that explains why he went on to play international table tennis when he was not the best player in his street. He follows path of other sporting and musical successes that have followed same path.

Thank you to you all.



Daniel Berdejo-del-Fresno's Dedications 2018

Thanks to the author, Kevin Bryant, for letting me jump in this project and be part of this fantastic guide. Ninety-five per cent of this guide is yours and I am very glad that you allowed me to put my name to it. Futsal in England owes you a great debt and this book is a proof of all the hard work you have done for this great sport during years and years.



About the Authors

I have observed futsal and specifically futsal coaching for the past 20 years. Nearly thirty years teaching sport in a private school has given me an added interest why some players get to the top whilst others wilt. This was at a time when the FA affiliations department would not sanction me to play futsal tournaments. Futsal was not on their agenda, I was forced to make calls to FIFA to initiate them meeting the FA to allow me to organise futsal in England.

Kevin Bryant

In Spain, I played futsal in school and in a club since I was a kid until I quit at the age of 13-14 to focus on my running career (which I am very proud of it). However, futsal was always there, and although I could not play it, I watched as many games as possible and I attended as many courses as I could to acquire new knowledge. About 10 years ago, in England, I had the opportunity to be involved in futsal again, this time in a coaching position. Since then, I have never stopped coaching, teaching and trying to help to develop futsal all around the world.

Daniel Berdejo-del-Fresno



Daniel Berdejo-del-Fresno (back row left) with Kevin Bryant (back row right) at Grimsby YMCA during a visit in September 2016.

Centre of picture is protégé of Daniel – Jack Burrows.

Preface

It is a pleasure and honour to have been invited to write the preface of this great book written by Kevin Bryant and my friend Daniel Berdejodel-Fresno.

In the book, you will find very interesting aspects and key points in relation to parents and players that so many of us do not think about them, but however are extremely important. This book tries to help to educate either parents or players. Also, the book is focused on coaches. At these early ages, coaches have a tremendous influence in players' development. I would say that after parents (family) and teachers (formal education), coaches are the most influential people in players' lives. I love this book since it uses futsal as a tool to coach, educate, and mentor parents-players-coaches (The Triangle of Influences).



The book traits futsal as an own sport, not as a tool to develop football players, something that happens very often in countries where futsal is not very popular yet or not well developed and established. Exercises, drills, tasks and sessions are included in the book to help coaches and to help the sport of futsal to grow in the right way. In this book, authors have used futsal as the main pathway to model and shape The Triangle of Influences: Parents, Players and Coaches.

To sum up a great and amazing futsal book!

I wish you keep publishing books, articles, papers and resources in futsal as you are great coaches, sport scientists, teachers, futsal ambassadors, futsal pioneers and most importantly two great guys.

A huge hug my friends!!!

Guillermo Wallace

England Futsal International Player

Prologue

El día que Daniel me pidió que escribiera el prólogo de su libro me emocioné.

Además de que era algo nuevo para mí, me emocionaba aún más que fuese para un libro que trata sobre algo que considero muy importante en el deporte, la educación de padres, entrenadores y niños.

Si he llegado a la élite del fútbol sala ha sido, sin duda, porque en la base de mi formación como deportista, los valores que me fueron inculcados tanto en mi ámbito familiar como por parte de mis entrenadores, han jugado un papel clave.



Ellos no entendían el fútbol sala como una competición o como un camino que me llevaría a destacar por encima de los demás sino como lo que es, una etapa formativa e interactiva, donde lo primero es aprender y comprender los valores del deporte. Una oportunidad para divertirme, hacer nuevas amistades, interactuar de forma sana y no preocuparme, bajo ningún concepto, de si lo que hacía en el campo estaba bien o estaba mal para los demás.

Cuando veo a niños más pendientes de lo que sus padres les están gritando desde la banda mientras practican el deporte que les apasiona, o a sus entrenadores recriminarles algo que han hecho mal, no puedo dejar de pensar en lo infelices y frustrados que se estarán sintiendo. Y, por desgracia, esta situación se ha convertido en la norma en muchas pistas de fútbol sala y de cualquier otro deporte hoy en día.

Echando la vista atrás, recuerdo ir a entrenar y a jugar cada fin de semana con el equipo de mi barrio con una emoción inmensa. Disfrutaba entrenando, charlando con mis amigos, porque eso es lo que eran mis compañeros de equipo, aprendiendo de mis entrenadores... y después llegaban los partidos. Mentiría si os dijese que tenía buen perder, que no sufría con cada gol que nos metían o que no me enfadaba si me iba sin anotar un gol a casa, ya que desde pequeño fui igual de competitivo que soy ahora. Pero aprendí, gracias a mis padres y a mis entrenadores que no me `obligaban a ser el mejor o el que más goles metiera`, que de cada derrota se aprendía mucho más de lo que se ganaba con una victoria.

A lo largo de estos doce años en el deporte de élite, he tenido la suerte de poder ser campeón en diferentes competiciones nacionales e internacionales pero también he sido segundo, tercero... y de todas ellas he sabido sacar el lado positivo para poder ser mejor, tanto fuera como dentro de la pista de fútbol sala. Y, por si después de leer este libro aún os preguntáis cómo he podido conseguirlo: porque desde que empecé con siete años a jugar al fútbol sala con mis amigos hasta hoy, que soy jugador profesional de Movistar Inter FS y de la Selección Española de Fútbol Sala, he disfrutado y aprendido cada día con la misma humildad que tenía cuando empecé, y continúo haciéndolo.

Adrián Alonso Pereira “Pola”

Movistar Inter FS Player

Spain Futsal International Player

Prologue (English translation)

The day that Daniel asked me to write the prologue to his book, I was thrilled.

Besides it was something new for me, I was even more moved since it was for a book that is about something that I consider very important in sport; the education of parents, coaches and children.

If I have reached the elite of futsal it has undoubtedly been because at the base of my training as an athlete, the values that were instilled both in my family and by my coaches, have played a key role. They did not understand futsal as a competition or as a way that would lead me to stand out above others, but what it is, a formative and interactive stage, where the first thing is to learn and understand the values of sport. However, it is an opportunity to have fun, to make new friends, to interact in a healthy way and not to worry, under no circumstances, if what I did on the court was good or bad for others.



When I see children more focused on what their parents are shouting from the sideline while they play the sport they are passionate about, or their coaches reproach them for something they have done wrong, I cannot stop thinking how unhappy and frustrated they will be feeling. And, unfortunately, this situation has become the norm on many futsal courts and any sport nowadays.

Looking back, I remember going to train and play every weekend with the team in my neighbourhood with an immense emotion. I enjoyed training, chatting with my friends, because that is what my teammates were, learning from my coaches... and then the games came. I would lie if I told you that I had a good losing spirit, that I did not suffer with every goal conceded or that I did not get angry if I left the game and went home without scoring a goal, since from an early age I was just as competitive as I am now. But I learned, thanks to my parents and my coaches, that I was not “forced to be the best or the one who scored the most” that from each defeat much more was learned than from what was gained by a victory.

Throughout these twelve years in the elite sport, I have been fortunate to be able to be champion in different national and international competitions but I have also been second, third... and from all of them I have known to take the positive side to be better, both outside and inside of the futsal court. And, if after reading this book you still wonder how I have been

able to get it: because since seven years old when I began to play futsal with my friends until today that I am a professional player for Movistar Inter FS and Spain National Futsal Team, I have enjoyed and learned every day with the same humility that I had when I started, and I continue to do so.

Adrián Alonso Pereira “Pola”

Movistar Inter FS Player

Spain Futsal International Player

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PART 1

The Parent



Adrián Alonso Pereira "Pola" playing for Movistar Inter FS (Photo: Sandra Santiago).

1

INTRODUCTION

Initially we did not understand the dynamics that made futsal such a great sport. Now, having devoted our time to travelling to learn and by self funding - we have brought international players and coaches to North East Lincolnshire to buy into their expertise. Thanks also the FA for opportunities we have had to improve on weekend FIFA referee and futsal coaching courses. Re-inventing the wheel is a long process if you do it on your own.

During the time we have followed futsal we have watched the Premier League become dominated by players weaned on futsal whilst our own home grown players have almost vanished from the government's export figures. UEFA winners; FIFA winners; World Club Champions is dominated by futsal players (countries). We wrongly imagine that every country is like us with 11-a-side pitches in the smallest village. The World is not like that, almost every port/city you visit is on a 45 degree granite incline. Ever taken a tour bus around Barcelona, ever seen a full size pitch, and thought not. Try Russia, too cold and not enough sun for grass to grow, but under most high rise flats you will have a futsal court and gymnasium. Futsal is national game of Brazil, Italy, Argentina, getting the picture? Ask any of the teams from these countries too 'play us at basketball or handball' and they will oblige, more than that they will crush us in process because they are not 'one trick ponies.' They will learn different tactics and techniques from each game that at some point will make them better futsal players, the consequence making them improved footballers, the Holy Grail we are all trying to achieve. All these games are small sided you note, more the better, playing fast improves, speed of thought, fitness and technique. A win, win, win scenario you avoid at your peril.

A huge bonus is these games are fun - you are never out of the game, never away from the ball, the ball is almost always in court. What does a young kid learn on a cold windy day when the ball is invariably out of play and takes an age to retrieve?

Junior mini soccer (7v7) (9v9) (11v11) all have teaching negatives:

- Players have fewer touches on the ball.
- Pigeon holing players into positions, a 7 year old might (will) play his whole career in one position (how sad?).
- Bigger, often less talented players, more use because the distance they can kick a ball, useful on large spaces.
- Large goals make scoring easier than futsal.
- Confusing tactics because of numbers in team.

The book was forced on us because at the time of writing no book existed to assist the parent or prospective futsal coach, all the knowledge we had gained was in our head and transferring to individual parents was time consuming and inefficient.

For us the parent is the most important person in the protégés life. Parents provide finance, transport and emotional support. They prepare kit, watch over physical and mental fitness and then have to prepare at least three nutritional meals a day. In any professional club at least four separate experts would be employed. The parent has the compounded difficulty of dealing with a child maturing to adolescence. Parents also have to push and move their protégées from coach to coach if they are to progress, a task few of us are qualified to do. Of course if your player is happy playing in a team and his and your level of aspiration has been achieved that is your choice. Happiness, enjoyment are goals in themselves.

It is the aim of this book to make the parent become more aware so their protégées will improve to consequently enjoy the game more.

The book is written with the minimum of jargon. In depth analysis of ‘schematic illustrations about the progression of specificity of training’ will not to be found here.

The book often refers to the Ajax video, a first in its day specifically filmed to demonstrate their world-renowned skills in producing a conveyor belt of talent. The video and countless other soccer/futsal specific books and coaching aids are to be found on the internet. Twenty years after the original draft when futsal balls and coaching resources were as scarce as the proverbial *rocking horse s.t* the internet has thousands of coaching aids, it is now a question of ‘what not to buy.’

In past summers we have sojourned to coach in America. The parents’ problems are the same both sides of ‘the pond.’ Problems that never get resolved because time is too limited to talk to each parent individually.

This book should some way to answering those problems. Enjoy your children’s soccer/futsal, have fun, get involved.



‘Kaka’, Head coach of 2016 UEFA Futsal Cup Winner FC Gazprom-UGRA.

A guest coach at Grimsby 2015 in our quest to learn.

2

PLAY THE BRAZILIAN WAY

Brazil has thousands of professional players employed around the globe, the UK has a dwindling few. Why the difference?

According to ex-Brazil coach Carlos Alberto Pereira, no one is quite sure why so many wonderful players and great teams come from his beautiful country:

“Sociologists and psychologists have tried to explain, but nobody can find one reason”, he says. “The national football team is the symbol of national identity, the only time the nation gets together”.

Journalist Lito Cavalcanti suggests that the answer lies in the grinding poverty that afflicts so many young people in Brazil:

“Many of Brazil's greatest footballers grew up in favelas – the shanty towns in its sprawling cities. Here, life is hard and there is no effective schooling. Drug dealers control their lives. Sport is the only way out and in Brazil; football is the only sport people care about the most”.

“What makes them so good? Necessity. It is the only life they have ahead of them. That is their drive”.

- It may also be significant that there are no leagues or competitive matches for young children in Brazil.
- “The children play a lot but it is always very free”, says Brazil 1994 World Cup winner Leonardo. “We do not tell eight year olds you have to play right back”.

Pereira agrees:

“We do not put [young players] in a cage, say 'you have to be like this'. We give them some freedom until they are ready to be coached”.

It is impossible to recreate the cultural importance given to football in the favelas and it is difficult (although not impossible) for our children to play football without having their development slowed by playing in leagues run for the benefit of adults.

But we can give our players more freedom. We do not, for example, have to put players into positions at such an early age and risk taking can be positively encouraged. Players with good

ball skills should be applauded for taking on the opposition, not instructed to pass the ball on pain of being labelled "selfish".

If we are to produce a home-grown Ronaldo, more emphasis also needs to be given to learning how to control the ball with all the surfaces of both feet, not just the inside of one foot. A lot of coaches forget that there are five surfaces of each foot children can use to control a ball – instep, outside, heel, sole and toes – and that we have two feet. So let's encourage our players to use them!

There is another difference between our young players and most young Brazilian players. Young Brazilians do not play six, seven or eight-a-side on park pitches because there are not many open spaces in the cities. So they commonly play a version of soccer – futebol – in a small hall – a salão – with a small, low-bounce ball: futebol de salão.

“I played Futebol de Salão for many years and it helped me to become the player I am today. There you do not have time to think, you are always tightly marked and you develop a sense for performing in small spaces”. Robinho

Training with a small, low bounce ball will discourage your players from kicking the ball aimlessly. It will also improve their ball control skills as it "sticks" to their feet instead of bouncing away.

Ball control exercises such as First Touch and Dribble Races can be enhanced by asking players to use all the surfaces of their feet when they are moving a small, low bounce ball.

References:

Andrew Benson & John Sinnott, **Why are Brazil so good?** BBC SPORT, [16 Jan 2011]



Brazilian coach Janio Cruz has visited Grimsby several times to open our eyes to Brazilian coaching.



3

10 REASONS TO PLAY FUTSAL

Futsal is the world's most played small sided sport that arrived very late to the UK shores

World class teams Brazil, Spain, Portugal; Argentina and Italy are all indulged with world class players such as Ronaldo, Robinho, Kaka and Fabregas, players who all used futsal as their basic learning tool.

1. Rewards

Futsal develops the technique, the skill to pass quickly and accurately and the need to make space for oneself or too deny same for opposition. Tactical nous and fitness levels improve thus making the transition to 11v11 so much easier.

2. Ball touches

In a statistical study comparing futsal to indoor arena soccer with walls, players touch the ball 210% more often which increases a player's ball competency and football ability. [www.yourfutsal.org 'articles'](http://www.yourfutsal.org/articles)

3. Ball control

The limited space and touchlines demand improved ball control, technique and the tactics to cope with such pressure situations.

4. Speed of play

Constant opponent pressure and a 4 second restart law means players must think and react quickly. Assisting to develop the fast intelligent we all want. In futsal a player needs to change position every three seconds to avoid the marker, compare to football when a player may not seem to see the ball for an eternity.

5. Support play

Without a wall or rebound boards to escape from in tight situations, players must support teammates who have the ball, creating space and passing angles for themselves and their team mate.

6. Continuity of play

Action is continuous making futsal mentally and physically demanding, improving player concentration and physical fitness.

7. Improves game knowledge

With four on-court players, plus a goalkeeper that can join in the play, all the components of 11v11 are included. 11 v11 when broken down is a series of 4v4 games. As the action is non-stop, players are able to develop an improved technical and tactical understanding more quickly than 'off the walls' football or mini soccer.

Someone best described futsal to me as being like a table, with four good legs the table is sound. If one leg is broken – not so sound. Because futsal is 4v4 the team is the four legs of the table. If one player is seen not to be doing their job, that player needs to be coached/managed to rectify the situation otherwise the team (table) crashes. The futsal player has to be aware of their individual and collective team responsibilities.

8. Finishing

The goal size and penalty area assist the goalkeeper in narrowing the attacking player's angle, making a player learn to shoot accurately and deceive the goalkeeper instead of just relying on power.

9. Fair play laws

The laws of futsal, encourage skilful play and punish physical contact. During the match after the 5th foul and every subsequent foul in a half is rewarded with a free shot at goal from a ten metre mark (the penalty spot is 6 metres). Thus protecting the skill full player and forcing the defender to learn his art carefully.

10. It is Fun!

Futsal is a fast, fun, skill-oriented game that tests abilities, both junior and senior; it is a win-win situation – have fun, improve fitness and become a better player all at same time.



UEFA action: **Sweden v Gibraltar**

4

THE FIVE INGREDIENTS A WINNING TEAM MUST HAVE

If teams have players of equal ability, the following may define the winners:

1. Generosity: Basically, every player has to give to the team more than the team expects from him. If a player is not doing his job, I have to do my job and his job because I know that in a reverse situation he would do the same for me.

2. Humility: If you have a bad day, you must let people help you. Let your mates shine. Let your mates take the penalty if you have a bad day even if you are the usual taker.

3. Confidence: Player(s) to step forward when situation is not clear. As previously stated confidence is like a table. The more legs, the more solid the table is. If after a mistake, the player is punished, it is like cutting off one of the legs off the table. However, if after something good by the player, you give him positive feedback you are building his confidence up.

4. Enthusiasm: Enthusiasm is everything. Without it, we are nothing. Besides, enthusiasm is contagious and its lack too. So the lack of enthusiasm is very dangerous for the team.



Coaches must be leaders in creating this environment. Teammates on the bench must encourage all the time. That encouragement will make your teammate to fight to win the 50-50 challenge.

5. Commitment: Commitment starts when fun finishes. It is really easy to commit to something when is fun and works perfectly. But that is not commitment. Commitment is when we show the same values when things do not go well.

Spanish Coach - Xesco Espar in his book “Jugar con el corazón”.
Version above (English) published in Dr Berdejo-del-Fresno’s
blog “Simply Sport”:

<http://danielberdejodelfresno.blogspot.com/2015/02/the-5-values->

[to-work-in-team.html](http://danielberdejodelfresno.blogspot.com/2015/02/the-5-values-to-work-in-team.html)

5

FUTSAL: TECHNICAL **&** **TACTICAL CONCEPTS** **(Free to Download)**

DR. DANIEL BERDEJO-DEL-FRESNO

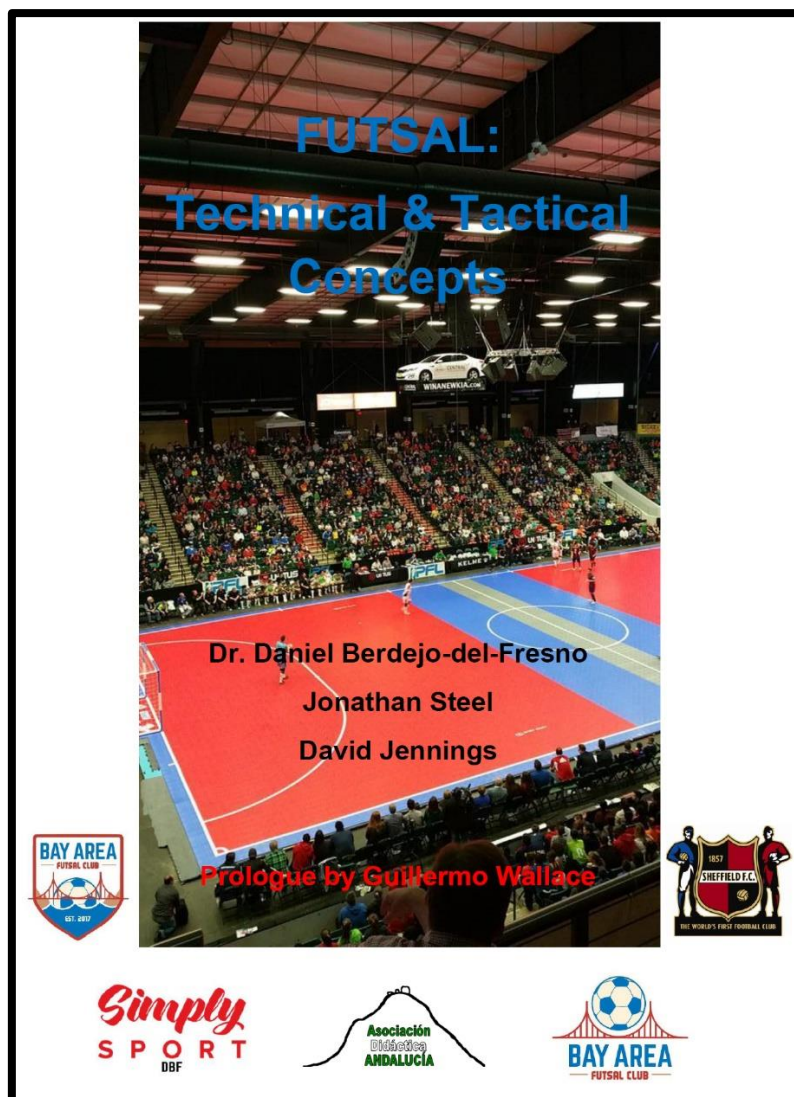
Daniel has been a member of the technical staff for the England National Futsal Teams (Senior, U23s and U18s), England National Beach Soccer Team and the Head of Coaching & Sports Science at the International Futsal Academy. He is currently the Futsal Coaching Director at Futsal Kingz (USA) and the Head of Performance for the professional team Bay Area Futsal Club (USA). During these last years he has been working as a Sports Scientist/S&C Coach/Head Coach in several teams and different sports (tennis, basketball, futsal, athletics, mountain bike, cycling, hockey...), and National Governing Bodies in both high and grassroots level, in Spain, USA, Bermuda and the UK mainly.



Coach Daniel coaching kids in a futsal camp in Bermuda during his visit in October 2016.

This book exceeds all my knowledge and is invaluable to any coach that aspires to be more than just an average well meaning coach.

Kevin Bryant



The book is in an online format and completely free (August 2015) at:

www.yourfutsal.org.uk

Or

Daniel's own online page both in a PDF version or in an ePub version:

<http://danielberdejodelfresno.blogspot.com/2016/08/futsal-technical-tactical-concepts-2015.html>

6

CHELSEA FC ACADEMY INSIGHT 2015

With acknowledgement to the Daily Mail

Roman Abramovich has questions over lack of Chelsea graduates making the grade in Jose Mourinho's side – Daily Mail August 2015-08-10

With the amount of time Roman Abramovich is devoting to his academy project, Chelsea staff have been left in no doubt that he is demanding a return on his £100 million investment.

Abramovich regularly attends academy matches, spending far more than the 10 minutes Jose Mourinho insists he needs to assess a player's appetite for the first team. There is something of an obsession about the place after Mourinho promised to integrate some of the winners from the UEFA Youth League into the first-team squad.

'I cannot have a squad of 10 men and 10 kids - I must have a squad like we have now of 16 or 17 seniors, and three or four kids,' he claimed after Chelsea's 1-0 win over Manchester United in April.

It was alarming, then, to see Chelsea's squad for the Community Shield fixture against Arsenal last weekend because with the exception of Captain John Terry it did not feature another academy graduate.

Three youngsters - Ruben Loftus-Cheek, Bertrand Traore and Ola Aina - were given their chance on Wednesday evening in Chelsea's 1-0 defeat against Fiorentina in the International Champions Cup. None of them did enough. In a handful of fleeting first-team chances Nathan Ake, Loftus-Cheek and Andreas Christensen, now on loan at Borussia Monchengladbach, have never taken control of a game, never bossed it.

The cost of failure is frightening, with Chelsea pumping millions into a Category One coaching set up that has been unable to produce a first-team regular since Terry signed a professional contract in 1997.

Mid-ranking Premier League teams boasting Category One status, centred on the Premier League's Elite Player Performance Plan, budget in the region of £4.5m a year for their academy.

In addition to staff costs, travel and educational facilities, Chelsea have to factor in the mind-boggling salaries and transfer fees to sign the best young talent. Loftus-Cheek, criticised for his work ethic by Mourinho during Chelsea's post-season tour to Australia, earns £18,000 a week.

Add in transfer fees, such as the £1m paid to West Brom to sign Izzy Brown, and Abramovich is entitled to wonder why they cannot develop a regular first-team player. Josh McEachran's father Mark tells the remarkable story of Real Madrid entering the bidding for his son when Chelsea began negotiations over a new contract in 2011.

At the time McEachran, who was in Chelsea's 2010 FA Youth Cup-winning team and had made a handful of senior first-team appearances, was regarded as one of the most talented players in the country. With Real Madrid interested Chelsea caved in and rewarded McEachran with a five-year contract worth £38,000 a week, money they will never recoup after he joined Brentford in the summer.

Chelsea's Cobham training centre churns out players with big reputations and even bigger salaries before they have even made Mourinho's substitutes' bench.

The return of former Chelsea defender Paulo Ferreira is a positive step, brought back to the club to assist Eddie Newton with the development of Chelsea's young loan players. There are so many out on loan - 14 at the last count, with the promise of more before the season beds in - that Chelsea have run out of bodies to keep tabs on their progress in various leagues around Europe.

Read more: <http://www.dailymail.co.uk/sport/football/article-3187293/Roman-Abramovich-questions-lack-Chelsea-graduates-Jose-Mourinho-s-side.html#ixzz3iRUyCOtl>

Neil Ashton for the Daily Mail Published: 6 August 2015

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THE FAILURES OF THE FA

Martin Samuel lead sports writer for the Daily Mail takes his three sons to meet FA Technical Director Trevor Brooking and they ask 'why they are playing in goals the size of houses.'

'In tight areas our midfielders lost possession and in the attacking third, one against one, we lacked the ability to open up defences and the final ball wasn't good. When we didn't qualify for the 2008 European Championship it triggered a debate, but then Fabio Capello came along, we had a successful couple of years and it all went on the back burner.'

Well, not here it didn't. With three boys of school age, some of us have been banging on about the parlous state of youth football since first standing on a touchline watching a son, who is now a strapping 14-year-old, playing his first game as an under eight.

The root of every problem that Brooking identified is there almost from the start, which is why there remains a gaping hole at the centre of his treatise, however well intentioned. For nowhere does the director of football development mention pitch sizes or team numbers as a factor in youth football; and this is where the rot sets in.

Back in November 2007, I challenged Brooking, and any youth football administrator who fancied it, to a game. The goals were to be 3.057metres (10.029ft) high and 9.174m (30.098ft) wide; the length of the pitch was to be 150.4m (165 yards) and the width 112.80m (124 yards), making the total playing surface 16,800m sq; the penalty area alone would stretch for 20.68m (23 yards). Despite the increased dimensions, the teams would remain 11-a-side.

Expanded by ratio, this equated to the travesty of the average 11-year-old playing on a full-sized pitch, a corruption of common sense that occurs throughout the country each weekend.

Within days, Brookings's office proposed a chat. I took along Rob, No 2 son, who was a 10-year-old goalkeeper playing for Redbridge district on a man's pitch at the time. He wished to know why so much of his goal was physically impossible to reach. It didn't seem fair.

Brooking was nice, understanding, but talked like a man who was remote from the problem, rather than poised to conquer it. He talked committees, and professional game boards, and

Rob soon bore the look of a boy who couldn't believe he had skipped double geography for this.

Brooking knew something had to be done, so why didn't he do something? Now, almost three years on, he has. He has produced a booklet called 'The Future Game' that, in essence, leaves youth football mired in its past.

'Is there anything in there on pitch sizes?' I asked the gentleman at the FA. 'No,' he replied. 'That's a rather abstract concept.'

But it isn't. It becomes finite, the size of the pitch, if Brooking makes it so. Were he to instruct that it should be made relative to the size of the players, instantly we would have a better quality, more technical game.

Ever notice the size of the pitches kids mark for themselves in the playground or the park? Not big, are they? Kids don't want some gruesome slog against the odds; they want a quick, fun game with lots of action and lots of goals. The faster the better, in fact: what do you think rush goalie is all about?

What is an entirely abstract concept is the vague notion, advanced by Brooking and others, that we should play like Holland or Brazil, France or Spain, Germany, Argentina, or whoever wins the World Cup this summer.

I've heard a million of these theories and they founder at the same stage: teach the Ajax method as much as you like, but if on Sunday the wind is against you, the pitch is sodden and the halfway line is 50 yards away, your 11-year-old goalkeeper will barely be able to get the ball out of his own penalty area, so the opposing forwards will push up and camp on the edge of the box, the wide players will close down your full backs and you will be trapped.

When small boys play on an oversized pitch, an opposition goal-kick is often a better attacking tool than a corner. It is a total perversion of the way the game is meant to be played. Each one of the failings Brooking identified in the young England teams can be traced back to issues in junior football. Those vast expanses of boggy, uneven parkland are where the agricultural central defenders with scant technique are created.

If you can't get the ball out of your own half, the quickest, easiest taught solution is not to coach the kids to knock it about like Barcelona and bamboozle the opposition - because that would take years and a far superior pool of talent than is going to be available to a typical under 11 coach - much easier to get two big kids, stick them at the back and tell them to lump it forward. This is how we have produced generation after generation of clumsy defenders, the type our opponents want to have the ball because they know possession will soon be conceded.

If Brooking then wonders why, one on one, English forwards lack the ability to finish or open up defences; it is because they do not have sufficient experience of this facet of play.

Manchester United, who know a thing or two about nurturing young talent, made a study in this area and reported that small-sided games in restricted space produce significantly more passes, crosses, scoring opportunities, shots, one-on-one situations and goals. The optimum game for increasing the technical ability of five to 11-year-olds is four versus four.

Obviously, Sunday clubs cannot be run on that basis but there is no reason why seven and nine-a-side football should not be standard until the age of 14.

Heads you win: Brooking and Fabio Capello help launch the FA's £200million boost for grassroots football back in 2008

Hockey is an 11-a-side sport with many similarities to football, but the majority of games played by children of school age are seven-a-side on smaller pitches. The alternative is that technique would go out of the window and circumstances would merely reward the biggest, earliest developers, who could hit the ball farthest.

Brooking told me that his generation played on full-sized pitches, too, and the experience did not harm their technique. Yet this is not entirely true. For a start, England has won a single World Cup, in 1966, so for all the talk of the superior technique of previous generations, it has remained consistently inferior to their European and South American counterparts.

Indeed, a recent interview with Brooking opened with an anecdote about a match he played for England in 1977 when Johnny Rep, the great Dutch right-sided forward, began mocking the quality of the opposition minutes into the game.

Also, Brookings's generation had more open spaces to play football in an unstructured environment: in the road, the alley, at recreation grounds that are now housing estates. This freedom developed skill in the raw.

These days kids are coached to death by the dad of either the best (if he wants the glory for his son) or the worst (if he wants to ensure his son is picked) footballer in the team, often with one eye on the league table, plus an audience of belligerent parents.



Germany vs. England (2016)

Germany the last major country to join the futsal fraternity,

UEFA study shows futsal players playing football make more passes and at greater accuracy than players just coached football

Luca Oppici's study published in the magazine UEFA Direct (March 2017) can be found in the link above. Below you can see a picture of his publication highlighting higher demands in passes/minute, passes under higher pressure and less time to execute them. In relation to the transfer of skills, it was found a 23% higher technical intensity, quicker passes (0.5 seconds) and an 18% less time for execution.

TRANSFER OF SKILLS FROM FUTSAL TO FOOTBALL IN YOUTH PLAYERS

In order to give readers a taste of the work supported by the UEFA Research Grant Programme, UEFA Direct has been showcasing research projects funded by the 2015/16 programme. This month, Luca Oppici presents details of his study, which compared passing performance in football and futsal.

Elite football coaches and players, including Arsène Wenger, Lionel Messi, Cristiano Ronaldo and Andrés Iniesta, have stated that practising futsal at a young age fast-tracks the development of football-related skills. Indeed, the high-intensity nature of futsal, which is played on a hard surface with a ball that has less bounce than a regular football, might promote the acquisition of finer technical skills and quicker decision-making skills, which are then transferable to football.

However, there is a lack of evidence supporting this. The objectives of the study, therefore, were to compare passing performance in football and futsal, and then to investigate the transfer of passing skills from futsal to football. In simple

terms: are the game's demands and the passing performance similar in football and futsal? In addition, is the performance of futsal players superior to that of football players when playing football?

A total of 48 elite male youth players (24 football players and 24 futsal players, aged 13 to 15 years old) played six-a-side football and futsal games, lasting five minutes each, on scaled-down pitches. Decision-making and technical skills associated with passing performance were evaluated. Furthermore, the players wore special goggles that assessed where they were looking when passing the ball, to examine the processes underpinning their decisions. Game and performance-related variables were analysed and compared between the groups.

Results of the investigation

The main statistically significant findings can be summarised as follows:

1. Football-futsal comparison: the technical game demands were higher in futsal than football, as more passes a minute were performed, under higher opponent pressure and with less time for the execution. As a result, futsal players were quicker in executing passes, focusing their attention more on making decisions than controlling the ball compared with football players.
2. Transfer of skills from futsal to football: in the football games, futsal players performed at higher technical intensity (23% more passes a minute), executing passes that were quicker (by half a second) and more accurate (by 18%) than football players. Very small differences were found in the gaze behaviour, with the futsal players generally focusing more on making decisions than controlling the ball.

In conclusion, the study showed that futsal had higher demands on passing performance than football. Consequently, futsal players developed quicker technical and decision-making abilities to cope with these increased demands. When futsal players then played small-sided football games, they were able to transfer the technical intensity of futsal and their quick and accurate passing ability. This study, therefore, suggests that futsal could be an effective training stimulus for developing quicker technical and decision-making skills in youth football players. 🧠



Luca Oppici is a PhD student at the Institute of Sport, Exercise and Active Living (ISEAL) at Victoria University, in Melbourne, Australia. ISEAL is a research institute that is internationally renowned for outstanding research in high performance in sport, exercise science and active living. Luca's research spans skill acquisition in sport, motor learning and development, and sports expertise.

8

CHILD PROTECTION

Records show that the most likely person to abuse a child is a relation or someone in a position of trust or influence with a child.

Is YOUR coach CRB (DBS now) checked?

Not an easy question to ask, but imperative you do.

If you suspect abuse, sexual, physical, emotional abuse or neglect, of any player talk to a senior club member, from there a decision can be made to contact the Police, Local Authority or the NSPCC.

Contacting the parent could make things worse for the child, and making an unfounded accusation could have serious repercussions for you.

The same procedure would apply to suspicions of drug abuse.

The natural inclination to these problems is to pretend they don't exist. Unfortunately, they do.

The FA issue a credit type card to DBS checked coaches, it shows the coaches picture and a reference number. Just ask to see it, it's that simple. Same goes for that friendly guy who just told your player he scouts for Manchester United; if he does he will have an official FA security card.

Help protect your player, no personal names on back of shirts; they immediately give child abusers a point of contact.

9

PLAYER KIT

This is an area of parent support that can be very contentious, ‘who me – not dressing my child properly?’ Most children that I coach outdoors are badly or inadequately dressed, not deliberately; it is just that we do not always think ahead from our warm central heated homes to what could be an icy cold playing field. A replica Manchester United shirt will not keep out the winter rain and chill! Cold weather, and worse, cold weather with wind or rain causes younger players more stress than it does us adults; their body temperature controls are still developing. We know from our own personal experiences that if we are cold we do not concentrate properly or work as efficiently as we might.

WHAT CAN YOU DO TO IMPROVE COLD WEATHER TRAINING FOR YOUR PLAYER?

- Make sure a warm cotton undergarment is worn under that replica soccer.
- Lined winter training kit available is from good sports stores.
- Do not overdress – the body will sweat with a subsequent loss of temperature.
- Buy light waterproof training suits that allow the body to breathe, these are essential for very cold or wet weather.
- Buy correct footwear. If the ground is wet, longer studs (cleats) are needed. If the pitch is hard, rubber soles are necessary. As well as improving performance they are a safety factor.
- See that hats and gloves are worn; they make a big contribution to reducing heat loss. Most heat is lost through the unprotected head.
- Have towels and dry clothes available and make sure they are used as the wet body loses heat faster.

WHAT YOU CAN DO TO IMPROVE SUMMER TRAINING?

- Dress them in cotton undergarments and t-shirts.
- The replica kit goes on top of the cotton base.
- Encourage the players to wear light colours that reflect sunlight and explain why they need to be worn.
- Baseball caps will protect from the sun during training drills.
- Sunscreen – they will not think about using it, so think for them.
- Make sure other warmer clothes are available if the weather changes.

WINTER OR SUMMER, make the water bottle a key part of the kit. Do not fill in with fizzy drinks. Water or a diluted fruit juice is ideal.

10

THE STAGES OF CHILDHOOD

UP TO 6 YEARS

You will observe children in this group are very self-centred. They naturally expect you to be available to meet their immediate needs. They play with individual friends but not in groups.

Play ball games with them on a one-to-one basis. The sooner they start the learning experience of touching and kicking a ball the better. Encourage and have fun with them, imagine being criticised at this age yourself.

6 – 8 Years (The Skill Learning Years)

They are now forming into small social groups; peer influence will have introduced them to the Manchester United first team kit, and they themselves will be comparing their abilities against that of friends.

They need to be with a team that has Coaches that can provide the skill training they are now responsive to. Avoid Coaches that want players playing 7v7; 11v11 at such an early age. When researched, this age group reports that small-sided games are more fun. Sports scientists would agree with the children. It is natural to want to see your child winning, but not at the price of development. Playing for a team consisting of all the best players against the 'misfits' teaches the players nothing, unless the Coach is suitably qualified to set new challenges.

George Best, Bobby Charlton, Jimmy Greaves, etc, didn't play soccer organised by adults. They played street soccer, and look at the players they became. Soccer coaching arose as an art form because cars forced the kids off the streets. Television then took them indoors and consequently they lost the ability to organise. The Dutch are generally regarded as being the first European country to recognise this demise and to have used sports science to reproduce 'street' players. They were greatly helped by their Italian neighbours who were prepared to pay astronomical fees for these players. AJAX developed a conveyor belt of talent to supply the Italian demand. Proof, if needed, that Coaches can improve and make a player, if the player has the will and desire to take natural talent that stage further. Folklore tales abound

of Brazilian players learning their trade on sun drenched beaches. PELE never saw a beach until he was 16!! The modern Brazilian International comes from a middle class family who have supported him to a soccer school prior to a major club taking him on.

Street soccer kids improved themselves unwittingly. Street soccer kids picked even sides; they stopped games that were one sided. They protected weaker players. They played small-sided games on pitches that were proportional to the players' size and ability. They changed rules to meet situations. They altered the size of the goals if the goalkeepers were different sizes or one side played '2 touch' or had shooting restrictions.

Street Soccer kids coached themselves!! Amazingly they won 1966 World Cup! 31 one years later, 1997, the FA decided they needed an FA Coaches Association to catch up on rest of world; to this day have we ever court up? FIFA elite results would suggest not.

9 – 16 Years

This is the age to start your player playing team soccer, initially in a 7v7 format progressing to an 11v11 format. Your player will be more aware and will have significantly increased his social circle. If asked, his main reason for playing will be friendship, playing with mates.

At **13**, from my personal experience, they 'hit the wall.' That nice 12 years old now is a different person. Upset him or her and you upset all their mates. His parents find that from his perspective they are fools who know nothing. When you have coached a couple of 13 year old sides you are aware it is a phase that they go through before 'recovering' into nice 14 year olds.

Adolescence

These players respond to you, but beware, as they are sensitive. Phrase something wrong, look at them wrongly and you can knock them down very quickly. On the positive side, they are now good at self-evaluation and at performing tactical tasks within a team.



6-8 years old	8-10 years old	10-12 years old	12-14 years old	14-16 years old
Phase of maximum growth in height	Good for strength-leverage	Phase of maximum growth in breadth (less in height)	Phase of maximum growth in height	Phase of maximum growth in breadth (return to proportion)
Irrational and disorganised movement	Better concentration	Functional maturity of sensorial analysers (almost at adult level)	Negative leverage-muscular system ratio (difficulty in coordination control)	Maximum trainability development
Limited attention (comprehension of simple rules)	Better coordination	Acquisition of complex movements	Difficulty in athletic performance	Phase of hormonal stability (greater psychological control)
Prevalence of sensorial and motor control (internal attention) – transition from preparatory phase to concrete operation phase (representation of body)	Positive age for learning	Accentuated development of coordination skills – very sensitive period to learning (can rarely be caught up later on)	Phase of strong excretion of testosterone and GH (Growth Hormone): possible to increase trainability and strength (especially in arms or legs)	Further phase of testosterone increase
		Phase of great stabilisation and increase of technical skills	Muscular development (in length)	
Spatial and temporal organisation	Low glycolysis level	The volume of strength, in terms of number of sessions, affects performance.		Performance and workloads are comparable to adult levels
Phase of comprehension of gross (synthetic solutions to locomotor tasks)	Greater oxidation of fatty acids (glycolic economy)	The multilateral development of strength increases gradually by inserting gradually more specific exercises. The more efficient coordinative conditions allow an increase in work load (medicine balls, rings and heavy weights, etc)		Muscle development (in terms of breadth)
Ego centric and syncretise mind frame	Very modest level of lactic acid disposal (aerobic exercises are preferable)	It is possible to propose: jumping exercises; exercises for arm support; exercises for the trunk strength and abdomen		A good pre-disposition for anaerobic exercise involves knowledge of various phases of exhaustion
Pre-disposition to high frequency training and speed of movement		Period of marked development of conditional qualities (but check actual level of maturity)	Running and exercises with rhythmic variation (intensive)	
			Intensive repetition method and intervals	
Training of resistance in infancy age must not be unilateral. This would mean to slow down the possibility of learning the various forms of basic motor skills (multi-laterality)		Use of athletic games (traditional or adapted). Alternated runs and games: phases 1-3 mins alternated by 1-2 mins rec.; up to 25 mins run for a total of 40-45 mins – Fartlek adapted and simple: at intervals (slight slopes) The principle of variation of stimuli, due also to scarce concentration span in children of this age, suggests the use of circuit training (strength, speed, and resistance to strength speed) i.e. length of exercise 20 secs, pause 40 secs (1:2 ratio) x 5-6 stops	Long runs (medium to long resistance)	Similar training to adults: special strength training; functional strength training
From six to eleven years old, his systolic volume increases drastically. The cardiac frequency falls brusquely. This is due to the greater density of the peripheral blood vessels (less resistance), as well as to the morphological and functional growth of the heart				

Therefore, the characteristics of the activities, tasks, exercises, and sessions that are carried out within the futsal lessons must respect the requirements and needs of each age or phase development. By analysing the above chart in an extremely succinct and schematic way, we can say:

Children from 6 to 8 years old

- The children show certain egoism (egocentricity). Therefore they have a need to have the ball at all times, and they do not want to share it with the others.
- They want to explore and play all the time to learn how to play and to improve their basic movements (running, striking/kicking, jumping, rolling, throwing, grasping, etc.).
- The coaches must propose and stimulate behaviour; they must not be prescriptive nor directive. They must be accepted for their spontaneity and their tranquil and their polite manners.
- Technical teaching by emulating adult behaviour must be non-existent. Instead it must include little games that are oriented towards the awareness of various fundamental techniques. Activities in smaller areas, with smaller and multiple goals. Small-sided games, 1v1, 2v1, and 2v2.

Children from 8 to 10 years old

- If they have lived and spontaneously passed the egocentric phase of the preceding age group, they show that they are able to relate to their team mates better, in a structured activity or a game.
- Basic motor skills start defining themselves within the technical abilities. Through the game they learn to adopt adequate behaviour according to various situations.
- The coaches must emphasise the children's initiative, by encouraging and not inhibiting their imagination and creativity. They must create problems and stimulate solutions.
- Dribbling and shooting goals, situational games and small-sided matches are the fundamental elements on which base teaching. From 1v1 to 3v2 with smaller goals and delimited space.

Children from 10 to 12 years old

- Integration in the group improves; the interpersonal relationships are transferred outside of the team environment.
- Precision of technical abilities and attention spans improves. More analytical exercises can be proposed. Desire for self-improvement.
- Technical learning can require corrections. The role of coach sometimes takes on directive characteristics. However, we must not forget that the playful aspect must always prevail.
- More time dedicated to training. Acquisition of technical behaviour that is adequate to a game situation (applicative technique). From 3v3 to 4v4 in a smaller area to 4v4 in full pitch with four reduced goals.

11

PHYSIQUE

Not all children develop and grow at the same rate. An Ajax coaching video I purchased illustrates their tallest players at 14 were not the tallest players when reviewed at 18. What Ajax did, and we should try to emulate, is to group players more on size and ability than on age alone. It does not help the young player, ahead in growth for his age, to be kept in a designated age group if he is succeeding because of his superior strength and not his skill. To develop a player needs to be technically challenged. The parent has to tread a fine line. Your player will probably want to play with his mates. This could mean a well meaning unqualified 'club coach' who's only goal is to win the next match. He cannot be expected to think of the longer-term development of an individual player, you may have to intervene and make compromises.

Dealing with adult players is easy compared to children. They are not changing physically and psychologically on a daily basis. With children the player you coach as a 10 year old is nothing like the player you coach as a 14 year old. Growing up is as hard for them as is being a parent for you. Ajax, when I observed them specifically employed coaches with the personality to match the age group they are coaching. The youngest age group coach when I watched them was quiet and persuasive, the sixteen years coach was tall, strong, outgoing. Most importance was placed on the coaches with the youngest players that they were on six-year contracts. The older players Coaches only got a one-year deal at the time I observed them.

There are four basic stages of growth:

- *Rapid growth in early infancy*
- *Steady growth in middle childhood*
- *Fast growth during adolescence (the growth spurt)*
- *Slow progress post adolescence to adult size*

To simplify matters, I will not introduce the differences between the sexes. Suffice to say one child may enter any one of the stages a year or more behind another team mate. A late developer could be four years behind a friend of the same chronological age. During these stages, the child will alter in shape and size, and you will recall the phrase 'all arms and legs.' These changes coupled with growth spurts can make co-ordination very difficult; consequently that dribble or turn that was easy last week is suddenly difficult. The player's mental appreciation of the task is unaltered; it is the player's body that has altered. Try to recognise and appreciate this. (The changes to the skeleton are covered in the Injuries Section later).

DO'S & DON'TS

DO'S:

- Be aware of growth changes and the effects.
- Help your child understand how these changes can frustrate their game.
- Judge your child to their developmental age and not their age of birth.
- Where possible have your child play in a side that reflects your child's developmental age. The obvious signs to compare are height and weight.
- Make sure your child is with a Coach that will teach and encourage individual skill and technique.

DON'TS:

- Allow your child to play in a side that is winning too easily or conversely one that is losing consistently by large scores.
- Allow children to learn skills on their strong foot only, make sure that both feet are trained equally.

The Parent's Role

To be aware of these changes, to make sure their player is skill challenged; particularly if their player is an early physical developer, as they will need those skills when others catch up physically.



Brazil vs. Argentina

12

PHYSIOLOGICAL DEVELOPMENT

Exercise uses energy. The muscles need oxygen to produce energy. Heat is generated as a by-product of producing energy. The hotter the condition, the harder the body's cooling system works to stop it from overheating. The older we are, the more refined our cooling system, and the opposite is true for children. In hot conditions they overheat quickly, in cold conditions they cool too quickly and easily chill.

The parent has to be aware that their child's temperature control mechanisms are slow to work compared to theirs, consequently there will be times when they will have to think for their child. The section on clothing explains how the right dress can positively affect these temperature controls.

Without going into too much physiological detail it is a fact that your child works harder to supply oxygen to muscles than you do as an adult. The younger the player, the faster and lighter they breathe. Consequently a drill that works well with adolescents could cause distress to younger players. At any sign of overheating or distress to your child, or any member of a group, stop the training and deal with the situation.

Just as a car engine needs water to cool it when it's working, so do our bodies. The water-cooling system in a car is enclosed so water loss is minimal, this is not so with us. Players lose water at excessive rates when breathing and sweating. This water has to be replaced. If your player has started with a full tank they need to be drinking water to replace losses every fifteen minutes.

Exercise aids the development of these internal control systems, advantaging the child throughout adult life.

The American children I have coached would never participate in sport without a supply of water to hand. British children have to be taught to do the same. Coca Cola, orange juice, tea, etc are not substitutes for water. If you are lost for a team job take it upon yourself to supply the team's water, not just match days but at training sessions too.

DO'S & DON'TS

DO'S:

- Make sure your child drinks plenty of water.
- Don't push your child.
- Be aware that the internal workings of the body will vary between children of the same age.
- Keep the intensity of training low, particularly before puberty.
- Make sure your child is learning skills, not fitness building.
- Watch for distress signs and respond.

DON'TS:

- Push children physically.
- Think of them as adults and expect them to adapt to adult training programmes.
- Believe that because 'junior' is a quick developer he will always be in front. You may think he's going backwards when in fact others are catching him up.
- Ignore the child's nutritional fuel.

The Parent's Role

To be aware of physiological changes, protect and respond if there are any signs of distress.



Iran's team players throw in the air Brazilian player Falcao as they celebrate their victory 2016. It should be added that this was a mark of respect for the most renowned futsal player who had announced his retirement.

13

STAGES OF LEARNING – THE BEGINNER

Remember when you learned to drive or a similar experience. Life was very frustrating. How often did the instructor have to show you twice? Imagine the experience for a young player. By comparison the younger player has a limited vocabulary and an under-developed nervous system transmitting and receiving those instructions slower than you respond.

The beginner needs lots of help, encouragement and patience. At this stage, the goals need to be simple and achievable. For instance, give credit if they kick the ball well, don't criticise they missed the goal. That will come later. No matter how badly a child performs, always look for a good point no matter how insignificant. There will always be something to praise. Always encourage, never criticise. Play soccer games with them that keep them involved with the ball; they do not need to be playing matches. In the very early stages, even small-sided matches are a waste, the players will only follow the ball like bees round a honey pot, but if they are enjoying themselves does it matter?

Beginners need to play 1v1 up to 4v4. Get them playing soccer/futsal games that 'teach. For example condition the game so that they can score only inside or outside the goal area. As they improve, condition the game so that they have to score with their weaker foot.

Learning must be achieved without losing the capacity to have FUN!

Don't stop the game if there is an individual mistake, make a mental note and demonstrate the correct technique as part of your next training session. Better still, if you have a player good at that skill let them demonstrate. If players see another player doing it, they know the skill is achievable for them. Let them choose and create games, make them think and take responsibility early.

The AJAX training video is very specific that at this early stage the player needs to be training fast footwork, balance, co-ordination and individual skills.

DO'S & DON'TS

DO'S:

- Work within the child's limits.
- Work on footwork experiences.
- Keep instructions short and simple.
- Demonstrate and breakdown into small chunks.
- Be patient.
- Always encourage and praise when appropriate.

DON'TS:

- Push too hard or discourage.
- Assume you have been understood.
- Talk too much - demonstrate!
- Play result orientated matches.
- Concentrate on mistakes.
- Don't shout or lose your temper.

The Parent's Role

At this stage, it is important to encourage your player to practise away from training the skills the Coach has demonstrated at training. They say an elite player will have repeated a technique (e.g. 'drag back turn) 10,000 times to reach elite level. Same rule applies to musicians, acrobats etc. Make your child aware practice is not always fun. The fun is the achievement of mastering the skill. The experts teach that learning is quicker if the child practises for several short spells, retrieving information, rather than one or two long sessions. It's an old cliché but practice makes perfect. Practice may be repetitive but eventually those good habits become natural habits. To aspire to the highest level your player needs to be aware that the hard work ethic is a big part of the price to pay. The best entertaining read on this subject is 'Bounce' by Mathew Sneyd.



Grimsby referee Gavin Sartain achieved FIFA Level 2 status 2015.

14

STAGES OF LEARNING – ASSOCIATIVE PHASE

The Intermediate Stage

Think back to your driving lesson experiences, at first you had to look down at the gear stick; your movements and motions were jerky. You have now moved on from that stage to stage two. You can now drive quite well. You're not completely confident on motorways and should you get into an emergency situation, you will consciously be making decisions. Having averted the danger you will pull over to wipe those sweaty palms.

This is the stage your child has moved into. It has no relevance to his chronological age. In soccer/futsal terms the player is getting confident in his skills and is utilising them in matches without too much thought. As his body develops, so does his nervous system, now his responses are getting quicker. Training needs to be skill based varied, fun and always challenging. There will be weaknesses for your player to work on. How many players are competent with both feet or show you a choice of dribbles or turns? Your player may well be improving because of the learning experience you get from just playing the game, whilst losing ground on those that are playing the game and being challenged technically. This does not mean you don't have fun. If the player is not enjoying training, he should find another pastime that he does enjoy.

The players still need to be playing small-sided games. 4v4 (5v5 with goal keepers) is worldwide the first choice as it brings into play all the skills of the game, dribbling, passing, turning, defending etc. A player has nowhere to hide. Just like the 11v11 game he gets a break only when the ball is out of play. 6v6 and 8v8 are good but mean fewer touches, i.e. slower development.

The AJAX video shows the players in this group working on footwork, technical skills, passing and small-sided games but at greater speeds and in smaller spaces to increase the difficulty. They regularly play 11v11 matches to assess the players match ability. Some players never reproduce training or small-sided match performance on a full size pitch. Records of growth patterns and measured performance data are kept on computer. Academic excellence is part of the making of the player and AJAX employs teachers to tutor their protégés. Football is not allowed to interfere with education.

During this phase of development the player can make great gains in a short time and consequently the targets set need to be revised more often.

There is scientific evidence to show that 5v5 played to FIFA Laws is the best form of training for football. One report is included at end of this book; I have others if you wish to have them emailed to you.

DO'S & DON'TS

DO'S:

- Keep up the water nutrition regime.
- Keep teaching and instructions simple.
- Keep widening their movement experiences.
- Use small-sided games with rules and conditions that break the game down into its component parts.
- Keep setting realistic achievable challenging targets.

DON'TS:

- Allow playing 11v11 matches to mask the need to develop new skills and to improve on previously taught methods.
- Relax because your player is starting to look like the real thing – the work is only just beginning.

The Parent's Role

The parent's role is to keep encouraging and supporting, tactfully setting new targets with the player without losing the fun and enjoyment.



Grimsby's Paul Goodhand played for England in 2006 Kuala Lumpur futsal tournament in Malaysia.



Training with locals in Kuala Lumpur.

15

STAGES OF LEARNING – AUTONOMOUS PHASE

This is the ‘**automatic stage**,’ the stage of skilled performance.

Returning back to those driving lessons, you have passed through the clumsy and jerky stage and now everything is smooth and natural. If you were asked to describe how you drive a car you would have to stop and think, because it has become so natural you don’t break it down into its individual parts anymore. If you had an emergency to deal with, you would probably not panic, just deal with the problem and continue slightly ruffled.

Reaching this stage does not mean your player has reached his optimum ability. There is always something that can be improved or executed faster. Coaching drills can be set up to challenge and improve the speed in which decisions are made. Tactical play can be worked on now the player does not have to concentrate on accomplishing technical skills. Physical speed and strength work needs maintaining if not improved.

The AJAX video shows these older players being put through their paces a lot more vigorously. They might be good at heading a ball under pressure, now they will be challenged to do it on a moving base to improve their balance. Training will change visibly in its intensity. The team game really starts to develop; tactical work aimed at co-ordinating and improving teamwork, set plays etc.

At an AJAX coaching session we were told that if an AJAX junior or youth team win easily they quickly arrange a ‘friendly’ against a stronger side so their egos did not over inflate.

From a young age, AJAX rotates the positions of the players so their range of experience is extended. It is another simple tool to improve your player; it also increases enjoyment as everyone gets to be centre forward!

A revelation from AJAX was that they only signed young players that are forwards! That way they produce skilled defenders. I have found this a useful tool. Most youngsters want to be a forward, so I tell them all they are forwards, but would they mind playing defence to improve their attacking game.

DO'S & DON'TS

DO'S:

- Keep to your water and nutrition regime.
- Keep training challenging; modify rules, space, etc to maintain improvement.
- Keep evaluating performance with the player.

DON'TS:

- Expect too much.
- Let the result affect your individual analysis.
- Confuse the player with too much talk – demonstrate!
- Be critical. When you criticise, sandwich the criticism between positive statements, for example 'you did well getting to that cross – if you just held the run a little longer, you would have timed it perfectly – brilliant effort all the same.'
- Talk in technical jargon to impress.

The Parent's Role

Coaches that are qualified and able to coach 11v11 youth soccer are thin on the ground. Your player will no doubt be happy to play with his mates. This loyalty is commendable, but detrimental to progress. If two sides are equal in every way, but one has use of an 'A' badge coach, I will guarantee that 'A' badge coach can take the 'individuals' of his side to a greater collective level.

If you can match your player with that coach you have done a great service to your player. But please let the coach coach. Don't get involved, a good coach will always be around to talk to you after match responsibilities have finished.



Who would have thought that when I got a call from Andy Reading if we needed a goalkeeper for the Grimsby team he would coach futsal keepers around world. 2017 he is current England goal keeping coach. Andy is bottom row left.

16

MENTAL PREPARATION & TARGET SETTING

It is widely recognised in all sports that a performer needs to practise the mental skills of all sport as much as the physical skills.

We tend to think mental preparation is for the top-flight athlete, or everyone else but us. Mental preparation for junior players needs to start with you – the parent at home. Coaches want players to arrive relaxed and unrushed. They do not want to be untying knotted shoelaces, bothered by players with one boot, or no ‘subs.’ If you have fed your player properly, prepared their kit correctly, made them have a night’s sleep and ensured they arrive on time, at grass roots level, they will be as mentally prepared as we need to concern ourselves with.

Goal setting will focus the player’s mind, improve motivation and if set correctly, improve confidence. In the simplest form you ask your player to juggle the ball three times on his stronger foot and then increase to three more using the weaker foot.

The universal guide to goal setting is S M A R T E R:

- S** Specific (soccer/futsal)
- M** Measurable
- A** Acceptable to you and the player
- R** Realistic and achievable
- T** (Set to a) timetable
- E** Exciting, interesting, challenging
- R** Recorded so improvements are not lost.

The goals you set your player will need to be constantly reviewed and revised. The one constant is that they must be achievable.

Mental preparation for a big match will involve preparing your player with positive verbal support, making sure they arrive relaxed, focussed, motivated, and sufficiently aroused, but not over stressed. Not a lot to ask is it?

Two areas of motivation can be mentioned at this point:

Intrinsic Motivation:

Meaning motivation from within you. Your player wants to ‘do it’ for the team and himself because of an inner drive.

Extrinsic Motivation:

Outside motivation used by too many of team managers to entice better players to their teams. They dangle the carrot of new kit, trophies and contacts with league clubs to lure players to their team. Beware this character – his motivation is clearly result orientated. Your player will be out as soon as a better player can be found.

Extrinsic motivation does have its place if it is set realistically for realistic improvement. A new football if you score three goals in a cup final – yes. A new football for three goals against the bottom team – no. Rewarding your player for such things as scoring a set number of goals of the weaker foot can have positive results.

The Parent’s Role

To keep their player motivated by setting realistic goals and to have their player, as far as is possible, mentally and physically prepared for both training and matches.

If your player has the aptitude and the proven ability to reach the highest grade finding a Sports Psychologist for that extra help and guidance may prove valuable. These people are experts. If you cannot afford the expense there will be books at the Library you can read at little or no expense.

Encourage your player to prepare their kit the day before to avoid that last minute rush and the associated panic and anxiety attacks that go with it when something is missing and dad is sitting in the car with the engine running ready to go.



Grimsby Futsal Leagues Dan Mawer (far left) reached highest levels of English futsal refereeing until career curtailed by work commitments (FIFA referee Gavin Sartain in the centre also from Grimsby).

17

MENTAL STRENGTHS NEEDED BY YOUR PROTÉGÉ

Confidence

Confidence can be affected by the tone of your or the coach's voice. Upset a young inexperienced player and his confidence will crash. If you have a criticism to make use the hamburger approach. Say something polite, make your point, and end with a positive comment.

If you detect a loss of confidence, deal with it early. Teams being beaten consistently or that has training goals set too high will suffer from lack of confidence. Conversely, players in teams winning too easily suffer by being over confident. If you do have a game against a better team, highlight the 'challenge' the match brings; don't allude to the quality of the opposition. If they lose, praise them for keeping the score closer than you thought possible, but don't stretch the trust too far. Even the youngest know when you are untruthful and you will lose respect.

Motivation

To reach the highest level your player needs to be self-motivated. This means motivation for practice as well as matches. Some players will be outwardly motivated by promised rewards - play for us Jimmy, we're getting a new kit and you will win loads of trophies. Players who get on need to be self-motivated; external gifts have a place, such as a new pair of boots for juggling the ball twenty times, or scoring five goals off the weaker foot; a fair reward for achieving a realistically set individual target, but not for team achievements. Your player needs to be aware that motivation to practise is as important as being 'up for it' on match days. One without the other is no good.

Concentration

Concentration is essential to success. 'Switch off' for a second and the game can be lost. Catch your players' attention if their concentration is waning during a game. This is

different to coaching during the game; you are encouraging and teaching your player to concentrate, to be 'switched on.'

Anxiety and Arousal

Anxiety is necessary and understandable. If we weren't apprehensive or nervous about a big match it would not be normal. The opponents will feel the same way. All this is positive and parents have to keep perspective. To stress the importance and difficulty of the match too often will make the player worried, and consequently form will drop.

Arousal is the mental worries showing up in a physical manner, for example the palms may sweat, the mouth dry or the heartbeat increases.

Attitude

Attitude is a response to a given situation. Certain players have a bad attitude to training but are excellent on match days. The parent has to produce a player that a coach can enjoy working with on all occasions. The higher the player moves up the soccer/futsal ladder the less tolerant they will find Coaches are to poor attitudes.

The Parents Role

The parents' role is to appreciate these different mental roles and be able to recognise any significant changes and to help their player deal with that problem before it becomes a greater problem. Take confidence, for example, it is just as bad to be over confident as it is to be under confident. Loss of confidence happens to professionals as well as juniors, the difference is the 'pro' has a team of experts to help him. Your player has you! Football may be everything to your player but you must keep the balance and assist your player into becoming a 'well rounded individual,' who recognises his own potential and is not result orientated. Any one of us could give the performance of our lives in a match we lose. Remember that performance and savour it. Do not punish yourself twice by only remembering the result.

I watched a leading Sports Psychologist question four 'Premier League' Coaches about the attributes they would look for when signing a new player. Over 60% of their answers were in the 'mental skills' category!

Mental preparation is important for competitors of all ages, but should not intervene to any great extent with the enjoyment of the game itself. The amount of help that can be gained from Sport Psychologist is an important issue but he would be wary of introducing a player to one for and abilities covered by this book.

Never let your team win by a large margin. Remember the opposition have to get a team out next week!! Try and play in or organise competitions that do not involve goal or points difference.

J. Briggs (Basketball coach)

18

COACHING STYLES & COMMUNICATION

Command

This style is the one used by most of us until we become aware that it is not always the best way of getting results. The Coach tells players what to do and they have to perform the task.

The style does have its functions, such as gaining attention at the start of a session, or when safety is at risk. The trouble is when over-used, the players stop thinking and making decisions for themselves - the opposite of what you should be aiming for - and eventually they become resentful and leave.

Guided Discovery

This style encourages the player to think for their self. Instead of demanding a player shoots in a set way, in a set direction, you might ask the player 'How can you best beat the goal keeper from this position?' If he gives a wrong answer, you ask another question 'leading' him towards the coaching point you are making. At the end, the player has the satisfaction of having answered the problem.

Question and Answer

You want your player to swerve a shot. So ask the player 'what is the best way to swerve a ball when shooting?' The player then has their input and the satisfaction of solving another problem.

Professional Coaches I know from the old 'command school' are finding difficulty adapting to new ways. Younger Coaches don't seem to have the same trouble. Just as the players need to be learning new techniques, so do the teachers. None of us should stand back satisfied that we know enough, others will move forward whilst we stand still.

The last two styles are democratic and co-operative, involving the player in decision-making, which is one of the facets of a player the Coach should be developing. When the match starts

the player is on his own, he may only be in contact with the ball for 2 minutes in 90, but he will be making decisions for the total match. The faster and better the choices made, the better the player. Research reveals that players prefer the open styles that include their participation in decision-making and that Coaches using those styles get better results.

Wherever possible demonstrate, don't talk too much or talk for the sake of impressing your knowledge. If you have a player good at the task let that player demonstrate. The other players watching 'one of them' do it will conceive it more achievable than if you did it. The player demonstrating has the pleasure of a job well done.

We all know that we are excellent parents and Coaches, but do we ever find out what the children think, what they want in us? It has been done for us. Here are some of the things youngsters look for in us:

- They want us to be all the things we think we are (but are not) – friendly, patient, understanding and humorous.
- They do not like loud, domineering Coaches that criticise and humiliate from the touchline.
- They do not like Coaches who show favouritism.
- They like us to have played the game.
- They like fairness.
- They like Coaches to encourage,
- They like coaches that can recognise faults & help rectify them.
- They like their coaching sessions to be organised.
- The older the player, the more the player likes to be involved in individual, team and club matters.

Most of us know what we want from a player or team but we fail to understand and accept that they want standards from us too. The values they hold can be different to those we perceive they hold. A group of ten year olds I coach put playing socially as a team in front of results. They prefer to rotate positions and give substitutes guaranteed playing time in a match. These values will change as the children change. It is our responsibility to find out what our protégés want and to respond to those changes. We should never try and re-live our lives through our children. Telford Juniors are not Manchester United in different colours. It is your player's childhood, the best years of their lives. Keep it a childhood - adult values will come soon enough.

Vocal Communication

Children do not like coaches that shout at them, talk too much or are too authoritative.

Think of the average youth match. Your player has the ball, you shout ‘pass,’ a team-mate shouts ‘boot it’ – the team manager screams ‘hold it.’ The player in this situation cannot please everyone nor should he try to, they should be developing, making their own decisions. It is very difficult, but don’t coach your player during the match, support and encourage the team. If your team concede a silly goal, its ‘hard luck REDS, let’s go again. If Jimmy scores a wonder goal it’s the same approach, ‘super goal REDS. The advantages are obvious, you are encouraging the team not the individual and not conflicting with the team manager. The manager has to do the same. Let the players play and make decisions, otherwise how do they develop. OK wake up young Jimmy if he’s losing concentration, after that ‘let them play;’ takes notes and rectify mistakes in training.

Written Communication

Tell players at Tuesday training that they need to be at the training ground by 2pm for a 2.45pm kick off next Sunday, and you can be sure the ‘phone will be ringing before Sunday. What time did you say? Where are we playing Saturday, Coach? Over 60% of verbal communications are misunderstood, so wherever possible, put things in writing.

The same applies with tactical instructions. Don’t talk about playing wide, crossover runs and overlaps, as each player will draw a different conclusion of what you have said. Draw the movements you expect, and then let the players ask questions so that there is no room for misunderstanding. **KEEP IT SIMPLE.**

Body Language

You showing your frustrations does not help the young player. Throwing your hands in the air when young Jimmy misses that open goal will work against your player and his team mates. Not only has the team missed a goal chance but you have also lowered the confidence of your team by your visual reaction. Good body language helps you give clearer instructions. ‘I want you here’ and ‘you there’ backed up by pointing to the spot clarifies the instruction. Use body language positively not negatively.

DO’S & DON’TS

DO’S:

- Use the co-operative style whenever possible
- Analyse your coaching methods, be critical of yourself
- Demonstrate – don’t talk
- Find out what your performers want of you and from football
- Listen to others
- Keep training and playing interesting and fun
- Give praise where it is due
- Heed the thoughts of the poet Robbie Burns ‘Oh to see ourselves as others see us.’
- Use the ‘Hamburger Approach’ when criticising. This means sandwiching the negative point between two positives.

‘Good pass Jimmy.

If you had looked up would you have seen the goalkeeper off his line?

Keep it up, you’re playing great’

DON'TS:

- Shout or show threatening body language
- Talk unnecessarily – demonstrate and keep it simple
- Embarrass players
- Give false praise
- Forget development comes before results.



First ever Bay Area Futsal Club team, season 2017-2018.

19

ENERGY

Think of that ‘car driving’ analogy again.

At low speed, your car will be using fat based fuel, at cruising pace carbohydrate fuel, moving back to fat fuel for those limited short sprints. Since 75% of the soccer journey is at cruise pace, your player needs a full tank of carbohydrate fuel. This fuel (energy) is stored in muscles as **GLYCOGEN**. This burnt by the body mixed with oxygen, **AEROBICALLY**. Aerobic energy is efficient, as it does not produce waste bi-products that cause muscle fatigue.

For those quick sprints the body uses **ANAEROBIC** energy, which utilises chemicals in the muscles. These chemicals are slow to be replaced and leave the fatigue causing bi-product, **LACTIC ACID**.

If your player’s body runs out of carbohydrate energy during the match, other less efficient systems have to produce that energy, such as the **ANAEROBIC** energy system, with the consequential drop in your player’s performance. The importance of diet to performance will be ignored at your player’s peril.

Energy is a complex subject to those researching it. For our purposes the topic has been kept simple, simply because we don’t need to know more at this stage.

The Parent’s Role

To make the player aware why carbohydrate food is so important to achieving an optimum performance. You the parent have to teach your player to read and understand labels and monitor their eating habits, whilst being daily sabotaged by advertisers out to sell not so healthy ‘fast foods’.

20

NUTRITION

How often has it been said ‘we are what we eat.’

So what should we eat? I have attended several food courses and the message from all the tutors was so similar as to make no difference. Ignore the folklore from Auntie Lil, the gossip from Joan who was at ‘Weight Watchers’ for six weeks. Don’t buy the new ‘Wonder Diet’ book whose vested interest is to selling copies. Just focus your mind on the information available from qualified nutritionists. In my case I would like to thank Lynn Donovan for input.

Most people will be following, we hope a healthy diet to not only keep them healthy but to maximise their performance. What and when you eat and drink, influences your ability to train and recover from training – this can affect your performance in competitions and matches.

A ‘Healthy Diet’ is one which supplies you with the optimum amount of energy and essential nutrients to keep you in good health and maximise performance. It should provide the correct amount of:

- a) Protein b) Carbohydrate c) Vitamins & Minerals e) Fluids

a) Protein

In a normal everyday healthy diet, the body will get sufficient protein. This is found in meat, fish, eggs, poultry, cheese, milk and milk products, and also in beans, lentils and nuts. Smaller amounts are found in a variety of cereals. Some of these foods contain more fat than others, so choose the lower fat versions of dairy products, and leaner meats.

b) Carbohydrates

Carbohydrates are the main energy source to fuel soccer players. About 60-70% of the soccer diet needs to be carbohydrate based. These foods are widely available and cheap to buy. The starchy types of carbohydrate foods are bread, cereals, pasta, potatoes and rice, starchy vegetables, noodles, breakfast cereals, muffins, crumpets, teacakes, and also biscuits and cakes which have sugar in them too. Sugary carbohydrate foods include all sugars, jams, honey, sweets, soft drinks and fruit juices. The starchy types should be included at every meal and snack meal. Smaller amounts of the sugary types are useful to boost overall

carbohydrate intake. They are especially useful to eat straight after training or matches to replace overall carbohydrate intake- and also especially useful to eat straight after training or a match to replace sugar lost from the muscles, because they are less 'bulky' at a time when players often do not feel like eating much. Eating too little carbohydrate either before a match or immediately after a match can have an effect on a player's performance, so carbohydrate is very important in the soccer player's diet.

c) Fats

Approximately 25-30% of the sport - person's diet should be from fats. Some fats are healthier than others- in particular oils. Fat is an essential part of the diet and is provided by oils, margarine, butter, milk and cheese (the full versions), nuts, and oily fish (salmon, sardines, pilchards, - especially healthy). To keep fat intake from being too high, here are some practical hints:

- Grill, bake, boil or microwave food instead of frying or use a non-stick pan.
- Don't add extra fat to foods or vegetables.
- Eat leaner meats (trim fat off meats), chicken and fish.
- Try oven chips instead of fried chips.
- Eat less pastry foods – pies, sausage rolls, pork pies and pasties. Use mashed potatoes on top of minced beef or fish pies instead of pastry.
- Try healthier margarine instead of butter.

These are healthy eating tips for the whole family.

d) Vitamins and Minerals

As with proteins, in a normal mixed diet there should be sufficient vitamins without the need to take supplements. An exception may be in a very fussy eater who limits his choice of foods or in a vegetarian who does not eat a wide range of foods. If worried, seek advice from a doctor who can refer you to a dietician.

Minerals are found in a wide range of foods but two very important minerals, for both growing children and athletes, are Iron and Calcium.

Iron-adequate amounts in the diet are essential for people engaging in regular sport as this mineral is needed to make haemoglobin in red blood cells which carries the oxygen around the body.

A deficiency of iron, which is not uncommon in rapidly growing teenagers and children, will lead to fatigue and poor performance. Good dietary sources are red meats, liver, corned beef, lean burgers, eggs, breakfast cereals which have been fortified (read label) baked beans, tinned fish and wholemeal bread. After a rapid growth spurt, a child who always appears tired may be found by his doctor to be anaemic and iron can be prescribed. During a growth spurt parents can give a multivitamin with extra iron designed for teenagers.

Calcium- a good intake is essential to ensure healthy bones. The main food sources are milk and dairy products (cheeses, yoghurts, milk shakes, milk, dairy desserts) the lower fat varieties have no less calcium. Also most tinned fish, white breads, baked beans and nuts contain calcium. If few are eaten you may wish to check with the doctor to see if your child is eating sufficient calcium in his diet. Encourage your child to drink some milk daily.

e) Fluid

Fluid is essential. Your player should learn to drink before, during and after a training session or match to avoid dehydration which in turn can seriously affect a player's performance. Water is good but fluids can also contain some carbohydrate – the amount will depend on when that fluid is taken. Hard exercise can use up 1-2 litres fluid per hour-more in hot weather. Fluid, energy and salts will need to be replaced after training. 'Isotonic' drinks can be useful before, during and after a match as they contain the correct amount of energy to replace lost fluid and begin to replace lost energy. 'Hypertonic' drinks which contain higher amounts of sugar (above 10g per 100 mills) are only suitable after a match when refuelling of muscles stores is needed – but they are not essential and are expensive. Fruit juice, water, soft drinks, sweet bars will also supply much needed fluid and carbohydrate after a match.

Getting it all together!! The parent's role

Try to ensure a wide variety of foods. Athletes should eat at least three meals a day (don't skip breakfast – if only a cereal and a glass of milk). Growing children are most likely to need snacks between meals too, especially if using up extra calories in regular sport as well as growing. If their weight is steady – feed them to their appetite!

Make sure pre-match /pre-training meals are carbohydrate –loaded – I.e. don't worry too much about the meat/ fish/cheese part of that meal as long as it contains starch (and sugar). Finish the meal one and a half to two hours before a match, although smaller, sugary snacks nearer to the match are OK. Keep drinking up to 30 minutes before the training (but avoid fizzy drinks)

Always take a good supply of drink, starchy and sugary snacks to the training session. The body replaces energy (refuels) most efficiently in the hour after a the training or match, so start the re-hydration and snacking as soon as possible – and not after driving home and putting your muddy player into the bath!! Fruit juice, cereal bars, sweet bars, isotonic drinks followed by a starchy snack half an hour later e.g. Sandwich, cereals & milk, toast, teacake, scone, cake, etc. will ensure that muscle energy (or Glycogen) stores are adequately replenished in time for the next session.

Reading labels – a minefield!

Information on food packaging – it need not be as complicated as you think. Ignore the protein section; look at the fat and carbohydrates. The carbohydrate content of the food is given as total carbohydrate on some labels they will also indicate how much of this is made up of sugars. The fat is also given as total fat per 100g o r per food serving in some cases this is also divided into which types of fat are present – the 'saturated' type of fat is the least healthy. Don't get too bogged down reading labels, but you can use them to compare different foods, or even to compare different brands of the same type of food. By reading labels you will see that some foods are far higher in fat than others. Try, say, comparing two different pizzas – if the fat content of a serving is much higher than that of the other, go for the lower version. You will see that many snack foods can be high in fat - but not all:

Watch savoury snacks (crisps etc), pastry snacks (sausage rolls, spring rolls) and many biscuits (chocolate and cream are higher than, say the plainer ones or the fig rolls or ginger nuts). Some sweets (chocolates and toffees) are higher in fat than fruit type sweets or mints.

Foods advertised as 'Reduced Fat' may still be high in fat (although they have to be lower than the original product), but 'Low Fat' is a safer bet, even though they may have added sugar – which the soccer player does not really need to worry about.

Although it is wise to keep an eye on the fats in a sports person's diet, it is not appropriate to be buying 'diet' foods for a younger soccer player. These will not provide enough calories overall. So, buy 'ordinary' low fat yoghurts, not diet brands, and ordinary tinned fruit in syrup, ordinary biscuits (but choose those that are plainer), ordinary milk puddings and custards. Semi-skimmed milk is suitable for all ages and can be used in custards, milk puddings, instant desserts and as a drink on its own or with milk shake powder added.

When cooking at home you can take care not to use too much fat – and even fattier foods like sausages and burgers which kids love. Older soccer players with larger appetites are able to eat larger volumes of starchy, bulky carbohydrate foods to supply their energy, so they can reduce their fat intake proportionally more than younger players.

1gram carbohydrate gives 4 calories

1 gram fat gives 9 calories

1 gram of protein gives 4 calories

This means that when trying to eat less fat, much more carbohydrate will need to be eaten to keep up those daily calories for sports people who don't want to lose weight.

Finally – experiment with food - the food regime needs to be enjoyed!!



Guest coaches Janio & Roberto giving Grimsby youngsters a taste of Brazilian coaching.

21

DEVELOPING FUTSAL SPEED

As with every topic in this book, I can only look at the greater picture and then in the glossary at the end of the book, point you in the direction of the in-depth detail. Speed to most of us means straight line running, to a Sports Scientist dissecting futsal it is:

- Perceptual speed
- Anticipation speed
- Decision making speed
- Reaction speed
- Speed without the ball
- Action speed with the ball
- Game action speed

All these individual facets can be improved. Michael Owen has been quoted as saying that no one has ever trained his natural speed. He believed that if coached his acceleration could have been a yard faster. If the youngest ever goal scorer for England can still see areas for improvement, then there is no excuse for our player not striving too.

Not all futsal training needs to be accomplished with teammates or a ball. The bulk of your player's movements will be 'movement speeds without the ball.' These can be critical factors in affecting your player's overall level of performance. These will involve sprinting, stopping, quick starts, fakes, jumps, turns and sudden changes of direction. The first step is paramount to your player's subsequent speed over the next 7 metres. Your player will continually be making these short sprints seldom using 70% of his actual speed, but continually using decision-making speed skills to the full.

The Parents Role

To understand the different facets of speed and be able to help their player develop the speed skills, that will give them that edge over the opposition.

If you have insufficient time to help develop your player's speed, buy him a skipping rope and make sure your player uses it. Skipping includes many facets useful to improving futsal speed, and it teaches fast feet, co-ordination, balance, rhythm and kinetics. In fact, skipping should be compulsory exercise for all of us.

22

STRENGTH DEVELOPMENT

Strength training before puberty should not be contemplated

Allow some strength training into your player's programme after puberty when research shows they will start benefiting.

Strength training means 'systematically' overloading the muscles to increase their strength. In layman terms, if you run a mile one day, you will run a mile and 100 yards the next day, gradually increasing the distance you can run in a set time.

Strength training for your player needs to be specific if it's to improve him as a player. The training should be organised at the end of a training session, as it will fatigue your player. Be sure to 'cool down' (often called 'warm down') afterwards.

Specific means training with a ball using futsal related movements. You are producing a futsal player not a cross-country runner. Training this way will build up the muscle groups used by your player in a match, just as a swimmer lives in water to develop the muscle groups needed to swim fast.

A simple futsal specific drill would be for player 1 to run 20 yards and receive a pass from player 2 return the pass and return to the start. Do this 5 times, player 2 then does 5 runs while player 1 rests. They then repeat with 10 and then 15 runs. You will notice that they will be quickly exhausted, take a minutes rest, and repeat introducing a skill such as heading. As well as improving strength, you will be increasing the body's ability to cope with ANAEROBIC stress, covered in the ENERGY section.

A parent can easily take their player out and supervise and encourage strength work and there are lots you can organise with just one player. Show your interest by timing set events so your player has targets to maintain. Most coaches would welcome help in this area as it frees them to work on skill and tactical coaching.

Futsal is a team sport, the higher the standard you play the faster it becomes. Fitness will eventually separate the best players from the rest. Swedish researchers examined a large group of soccer players whose coaches believed had potential to reach professional club

level. Results concluded that those that achieved club level had stronger aerobic capacity than those that failed. The implication was that players could be selected earlier, at the expense of the others, to focus greater training time on them.

You have a major role to play if your player is to reach their full potential.

Coaches work with large numbers and limited time. You need to be your player's fitness coach to give the player that edge over the other players when that opportunity arises.

DO'S & DON'TS

DO'S:

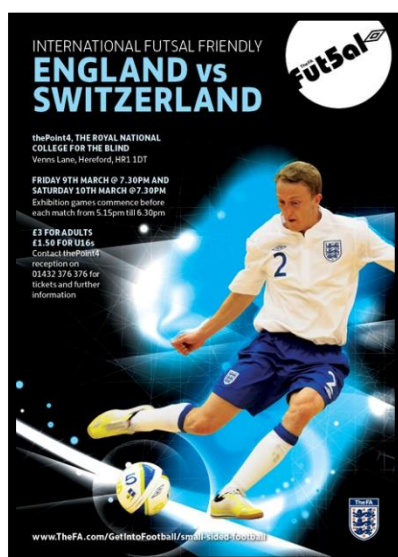
- Recognise the child's developmental age.
- Warm up/cool down.
- Training with a ball so the right muscle groups are worked.
- Make plenty of water available.
- Seek help and advice from expert sources.
- Have a variety of drills to maintain interest.

DON'TS:

- Push too hard.
- Allow a player to train with a cold.
- Allow a player to get distressed.
- Give them programmes you may have used as an adult.
- Use weights.
- Work your player too long. It is explosive sharp quality work mirroring the game that's needed.

The Parent's Role

To ensure that youth players are not pushed too hard too early. The body skeleton is still passing through growth spurts and a careful balance has to be found.



Grimsby League player Ben Mortock featured on FA brochure.

2017 Ben is retired through injury and coaches York Futsal Club whilst holding a key fitness with Premier League Hull City.

23

WARMING UP- COOLING DOWN & DEVELOPING FLEXIBILITY

Before any sporting activity a thorough warm up and stretching routine should be under-taken. The reasons for this are three-fold:

1. To raise the working temperature of the muscles.
2. To increase the heart rate to enable an adequate supply of blood to reach the working muscles.
3. To prepare your player mentally for the work ahead.

Warm up:

Gentle jogging. This is to increase the heart rate and produce blood flow to the working muscles. Increase the intensity slowly – there's no rush.

When warm stretch muscles over a range of movement to exercise the joints.

I would not allow my player to be with a Coach that missed warm ups or that used stretches to increase 'flexibility'. Exercising for flexibility is for top experts only. Training sessions should start with a warm up, followed by 'static' stretches. A simple static stretch is just holding your arm above your head and stretching it to full extension.

The Americans I have coached 'hold' their stretches for 15 seconds, the English FA say 10 seconds and the English National Coaching Foundation say 6 seconds. It takes younger players longer to position the stretch right; consequently I find the Americans timing suits my groups best. One expert advised 'the older' the player and 'the colder' the weather, the longer the stretch needs to be held. Sensibility is the rule.

Stretches are used to relax and condition the muscles in preparation for work. Time spent stretching also focuses the minds of players and helps initiate discipline to a session. It is also an aid to self-esteem. Children who cannot kick a ball are able to hold a stretch. Every player is given a stretch each, so that they learn to take responsibility. A teenage player should be capable of taking a 20 minute stretching session when asked.

Warming down

As important as 'warming up'. Carried out in a similar way but at the end of the session. Reverse your thinking for the warm up. You are cooling the body and stretching the muscles back to normality. At the same time the body is getting rid of 'lactic acid'-the substance that causes stiffness.

DO'S & DON'TS

DO'S:

- Stretch carefully.
- Hold stretches don't 'bounce them'.
- Make sure you are using correct stretches safely. If unsure, go on a course, buy a book on the subject, or seek advice from any qualified sports coach.

DON'TS:

- Use 'ballistic' stretches, for example, swinging the arms or legs.
- Be intense about stretching – you are not trying to gain muscular strength.
- Use the term 'no pain, no gain.'

The Parent's Role

Take time out to stretch with your player on a morning or before knocking the ball about in the park. Do as I do, not as I say, is the approach. The knock on benefit is that you will feel better for stretching.

Help that coach. He can't put the nets up, pick the team and lock the dressing room at the same time! Offer to take the stretching session for him.



24

COOL DOWN PROTOCOL

The cool down is very important for the futsal player as their recovery will be much more effective.

1. Jogging or running very slowly for 3 minutes.
2. Stretching protocol (20 seconds each exercise).



3. Legs rising on the wall for 3 minutes. This will improve your blood return.
4. When the match/session ends, it is very important for you to drink a lot of liquid (water or carbohydrates drink).
5. When having a shower, you should have a contrast bath by alternating cold water with warm water.

Finally, it is essential that your body carbohydrates deposit is recovered. The first two hours after the game are the most important for this; therefore your diet during these hours is fundamental. I recommend you to eat pasta, rice, chicken, bread, juice, bananas...

25

FOAM ROLLER PROTOCOL

This protocol must be done at least after every training session during the cool-down, after the static stretching protocol. Also, feel free to perform it as many times as you want in your spare time. Focus on the groups that need the most attention (more often than not it's the gluts, hamstrings, quads and calves). I suggest rolling 10 times or for about 30 seconds per muscle group. If you find a tender area or trigger point then focus small rolls or pause over this spot until the pressure eases. Apply as much pressure as is comfortable and will ensure the desired results. Never roll over a direct joint of bone (knee cap or spine). Position your body where you are able to get as much of the muscle surface area as possible in one roll. Various different tools can be used in addition to rollers, for smaller muscle groups or harder pressure I sometimes use golf balls, hockey balls, tennis balls, lacrosse balls and even medicine balls.

CALVES



HAMSTRINGS



To apply more pressure on one calf, just put one foot over the other (see top left corner small pictures).

GLUTES



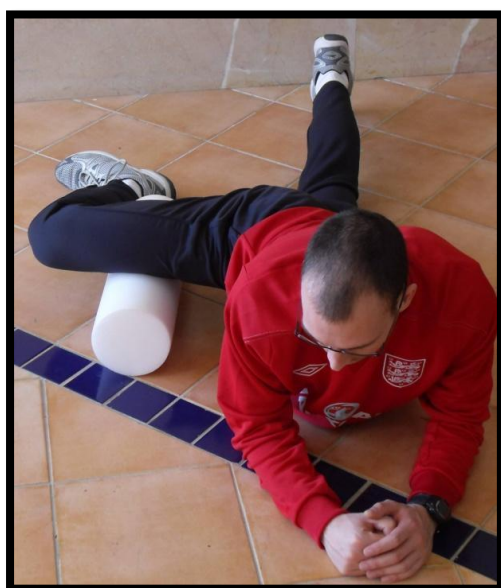
IT BAND



QUADRICEPS



GROIN



LOW BACK



TENNIS BALL FOOT MASSAGE



1. Place a tennis ball on the floor.
2. Hold onto a chair, table, or wall for support.
3. Place your foot on top of the ball and roll the ball up and down the length of your foot and from side to side.
4. Roll your foot around on the ball for a minute or two, and then repeat the exercise with the other foot.
5. Golf balls or frozen Coke cans are especially recommended if you suffer of plantar fasciitis, but it can be painful.

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INJURIES & THEIR TREATMENT

The Football Association Medical Division insists that every team has a person who has attended a basic First aid course. After attending a course, I was surprised at its intensity. I left the course far more confident and able to treat on field injuries that I had been prior to the course. Most importantly, the course teaches you to recognise your limitations and to know when to pass an injury on to an ‘expert.’ This course and the FA’s Emergency Aid Training Course are specific to soccer, and cover totally different areas and topics to those you will find on a national ‘work place’ first aid course. On the course, I attended; there was a Grimsby Town FC Youth Manager and his understudies, local team managers, students extending their CVs, and parents, like you and I just wanting to extend our knowledge so that we treat those sprains and strains to the best of our ability. One parent was a ‘paramedic’, who surprised me by his appreciation of the course, which he said, had completely changed the way he approached sports injuries.

If you take on the job of attending your team’s injuries put in writing your qualifications (or lack of them) to the club, and ask that all the parents sign their consent. Make one bad decision and you could be medically and legally challenged. It is not unusual for pain to mask an even worse injury, but ‘where there is pain there is always a cause.’ Injuries will vary from a minor bump to the obvious ones needing hospital treatment. All injuries should be acknowledged. Make sure you have full details of all the players and any allergies should a player end up in hospital. Pass on injuries quickly to the right people, Doctor, GP, Hospital Emergency Service, Chartered Physiotherapist and Sports Medicine Health Centre etc.

Keep guardians fully informed of injuries and recovery progress.

Children 5-8

This age group need particular attention as they are vulnerable to injury, mainly bumps kicks and the like – a quick check of movement may be all that is required, but ensure you keep an eye on them; young bones can be particularly fragile. Always inform guardians and never ignore a child who says there is pain.

8-12 Years

Less prone to injury as a result of improved co-ordination and increased skill. Peer pressure plus a desire to stay on the field may cause this age group to play with an injury. Be aware of children masking pain as this can lead to serious long-term problems. Coaches must make players aware of the need to report injuries. This age group can push themselves to hard and can need protecting from themselves.

12-16 Years

Major growth in bodies and personalities will be occurring and may lead to loss of co-ordination and skill, which increases risk of injuries. Children of this age may get easily frustrated with injuries. Remember muscles and bones don't always develop at the same rate, and this can lead to pain without an injury having occurred, especially in children who are particularly active in sports.

Coaches have to be patient. Keep stressing the need for injuries to be to be reported and correctly treated. Try not to rush players to return even if it's your star player and it's the cup final. Don't give in if they say their fit to play if you know they are not. Parents must share responsibility by letting coaches know of any problems.

Coaches/First Aiders

It is vital to have a first aid kit and ice available at every session. Never use ice/injections/medication to mask pain so that a player can continue to play, you may cause long-term damage and you will certainly make the injury worse. Remember the early reporting and quick correct treatment of an injury will facilitate a speedy recovery and a prolonged playing career.

Make sure parents are aware of any injury you have treated, no matter how trivial it may seem. Record serious injuries in an Accident Book.

The Parent's Role

To make sure your player sees the right expert immediately. Have some knowledge of sports injuries. The right treatment can cut recovery time in half. Awareness that developing players suffer over-use injuries caused by bones growing faster than the attached muscle groups, the muscles then being painfully over-stretched. (Your expert will probably advise rest.) To dress their player correctly (as covered elsewhere) it will prevent injury.

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ANKLE & KNEE PREHABILITATION PROTOCOL

This protocol must be done at least three times a week. It has been specifically designed to avoid possible ankle and knee injuries. So it is very important for you to do it.

1st Proprioception: 5 minutes.

- Balance on one leg
- Balance on one leg and moving the body in all directions
- Balance on one leg and a mate unbalances you
- Balance on one leg and closed eyes
- Balance on one leg, closed eyes and moving the body in all directions
- Balance on one leg, closed eyes and a mate unbalances you
- Team forms a circle, the players have to pass the ball standing on one leg

2nd Dynamic Warm-up: 5 minutes

- Walk on your toes
- Walk on your heels
- Squat Jumps (1/4 court): when you land, you must stay still for 1 second
- On a line, jump on one leg side to side
- On a line, jump one leg forward-backward
- In pairs, stand on a line on one leg, fight to unbalance each other
- High knees
- Heel kicks
- Three jumps, sprint and stop halfway, go backward and sprint to the end

After every practice it is fundamental for you to stretch every muscle group. To prevent ankle and knee injuries, it is necessary that you pay special attention to stretching your calves and Achilles tendon. To do this, you must use the calf stretch exercise and heel stretch exercise (bending one of your knees).

At home it would be very beneficial for you to do the following exercises:

1st On unstable surface (e. g. pillow, cushion, wobble board), stand on one foot. You must keep the balance; you can close your eyes, dribble a ball, or throw the ball (better if it is a tennis or small ball) against the wall and catch it. 1 minute each foot.

2nd With an elastic band: Plantar flexion, dorsiflexion, eversion and inversion. 2-3 sets of 15 repetitions each.



Guillermo Wallace playing for Real Betis FS during the season 2016-2017.

28

CORE STABILITY EXERCISES

This protocol must be done at least three times a week. It has been specifically designed to avoid possible muscular imbalances.

A strong core (abdominal and back muscles) is the first thing you should have, and if not, try to work to get it. The core is the centre of the human body, and thus from where all forces start. With a strong core we shall prevent many back injuries and decompensation with legs. Also we will improve our stability and balance, and this consequently will improve our game, since we will be able to change directions, accelerations, brakings, turns and stops in better condition and with more successful outcome. We must work both the recto and oblique muscles, and the lower back, and we can use both concentric (with movement) and isometric (without movement) exercises.

ABDOMINAL AND LUMBAR STRENGTHENING



Exercise 1: 3 x 20 reps. Hands behind head, hips and knees at 90°. Keep looking at the ceiling. Try to keep between your chin and your chest a gap (tennis ball), so your neck will be straight. Move up your trunk only 30°, until the scapulas (shoulder blades) loose contact with the floor.



Exercise 2: 3 x 15 reps each side. The key aspect here is: that you do not try to join your elbow with your knee, but through an imaginary line, try to join your shoulder with your opposite knee. Since this movement is impossible the range of movement again should not be higher than 30°.



Exercise 3: 3 x 10 reps. With your feet up, try to touch your toes with both hands. After that move down, every time you should perform the whole range of movement between the feet until you touch your toes.

Exercise 4 (Plank): 3 x 20 seconds (try to increase the time until 30 seconds keeping the right position). Start on elbows and knees, locking hands together. Straighten legs and raise your body so that you are supported by the balls of your feet, with feet hip-distance apart. Face the floor, being careful not to arch your back or stick your bottom in the air. Hold this position for 20 seconds to begin with, extending the time as you get stronger.



Exercise 5 (Side Plank): 3 x 20 seconds (try to increase the time until 30 seconds keeping the right position) (Both sides). Lie on your right side, propped up on your elbow. Let your left foot rest on top of your right, and then push up so that your body forms a perfect triangle with the floor. Do not let your left shoulder roll forward or back. Hold the position for as long as you can or 20 seconds, then repeat on the other side.



29

**RECOVERY
&
REGENERATION**

RECOVERY & REGENERATION POINTS SYSTEM

Fill out this guide over the course of a week to assess your recovery behaviours. The daily total reveals whether you are paying adequate attention to your physical and mental recovery needs. 17-20 daily points is optimal; 15-16 points is good but shows room for improvement; 14 or fewer points means you need to evaluate your recovery behaviours.

Name of player: _____ Camp: _____ Dates: _____

RECOVERY STRATEGY	Possible Points	Mon	Tues	Wed	Thurs	Fri	Sat	Sun	SCORING GUIDE ADJUSTMENTS
NUTRITION	8								
Breakfast	1								Give ½ a point for a less than full breakfast
Lunch	2								Give 1 point for a less than full lunch
Dinner	2								Give 1 point for a less than full dinner
Pre-workout snack	1								
Post-exercise refuelling within 60 minutes	2								Give 1 point for delaying more than 60 min
HYDRATION	2								
Pre-exercise urine: clear or light colour	1								
Post-exercise urine: clear or light colour	1								
SLEEP & REST	4								
8 hours of restful sleep	3								Give 2 points for 7 to <8 hours
Nap during the day	1								Give 1 point for 6-7 hours
RELAXATION & EMOTIONAL STATUS	3								
Fully relaxed 60 minutes post-workout or 30 minutes of feet-up relaxation post workout	1								
No daily psycho-social stress	2								Give 1 point for mild stress
COOLDOWN/STRETCHING	3								
Adequate cool down after exercise	2								Give 1 point for partial cool down
Stretching & foam roller for at least 10 minutes	1								
TOTALS	20								

Adapted from Kentta & Hassmen, 1999. Train smart: Avoid Overtraining Syndrome. Stockholm: SISU Idrottsbocke

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PLAYER'S FUTSAL ASSESSMENT

INDIVIDUAL PLAYER ASSESSMENT

PLAYER:
TEAM:

DATE:

ASSESSMENT POINT SYSTEM

1 = Poor 2 = Below Average 3 = Average 4 = Above Average 5 = Excellent

PHYSICAL

General Fitness:
Strengh/Power:
Speed:
Speed Endurance:
Agility/Balance:
Coordination:

Comments:

TECHNICAL

Passing:
Dribbling:
Turning:
Running with the ball:
Shooting:
Feinting:

Comments:

PERSONAL & SOCIAL

Competence:
Confidence:
Connection:
Character & Caring:
Creativity:

Comments:

MENTAL


Generosity (team player):
Humility:
Competitiveness:
Enthusiasm:
Commitment:
Attitude:

Comments:

TACTICAL

Positioning:
Awareness:
Decision Making:
Communication:
Timing (Tackling):
Movement with & without ball:

Comments:

<p>PHYSICAL</p> <p>Capabilities directly related to the development of the participant and his bodily dimensions (eg. Fundamental movement skills, core strength, and development of the different energy system).</p>	
<p>TECHNICAL</p> <p>Techniques and skills required as a foundation or core competence for the games. The development of these techniques is inextricably linked to, and underpinned by, the physical development of the participant. Inevitably, fundamental movement skills must be seen as the precursor to sport-specific skills and paid special attention.</p>	
<p>TACTICAL</p> <p>Knowing "how to" play the game by being able to solve challenges in live situations through skilful application of core techniques in order to maximise the chances of individual and/or group success (eg a player deciding to make a run into space - applying the correct technique in a competent way to be able to perform the action).</p>	
<p>MENTAL</p> <p>Having the appropriate cognitive skills to support the learning and performing of physical, technical and tactical challenges (eg the ability to focus, a longer concentration span, decision-making skills, planning, organising, self-management).</p>	
<p>PERSONAL & SOCIAL</p> <p>Competence: This is about developing a positive view of one's actions with matching appropriate capability (being able to do things). Confidence: This hinges on having an internal sense of overall self-worth ("I am OK") and self-efficacy ("I can do this"). Connection: This is related to the ability to build positive bonds with people and institutions, resulting in effective and mutually beneficial relationships between the individual, others and the environment. Character & Caring: This is based on exercising respect for societal and cultural rules, possessing standards for correct behaviours, a sense of right and and a sense of sympathy and empathy for others. Creativity: This is about being able to find your own solutions to problems.</p>	<div data-bbox="1220 1691 1332 1892">  </div> <div data-bbox="1356 1630 1412 1926"> <p>Dr Daniel Berdejo-del-Fresno Futsal Coaching Director</p> </div> <div data-bbox="1356 286 1412 1467"> <p>NOTE: Assessment template based on "Participation Coaching Curriculum: A Guide for Governing Bodies of Sport", The National Coaching Foundation (sportscoach UK), 2012.</p> </div>

31

COACHING FUTSAL CURRICULUM

Age Group	6	7	8	9	10	11	12	13	14	15	16	17	18
		U8		U10		U12		U14		U16		U18	
1vGK 1v1 Dribbling & Shooting Dribbling, Feints & Ball Manipulation Passes													
Playing without the ball													
Use Free Space Unmarking Faints to support Blocks Back post Clear up													
With 2 Players													
Pass & Go Wall Pass Parallel Pass Diagonal Pass Overlapping Crosses Blocks Clear Ups													
Legend													
Initiation													
Development													
Refinement													
With 3 Players													
Cuts with the ball Play between lines Triangles Play with pivot													
Overloads													
2vGK 2v1 + GK 2v2 + GK 3v1 + GK 3v2 + GK 3v3 + GK 4v3 + GK													

32

SUMMARY

The development of your player revolves around three people – you (parents), the player and the Coach

Your players need to be motivated, but cannot be expected to understand nutrition, physiological development or the phases of their mental and physical growth.

The RIGHT coach has to be able to improve the skill level of your player, it is critical to development that you find the RIGHT coach. Willing parents running teams are plentiful – qualified coaches are not, finding one is essential. Find one no matter how long the search takes.

You have found your Coach who will be with your player for maybe two hours a week. One hour will be used preparing and organising drills, water breaks, ‘warm ups and cool downs’ de-briefings, leaving one hour for serious work. During that one hour, your player will be one of several the Coach is dividing his time between. Your player needs to be switched on to make the most of that hour. One hour weekly will not make a player but one hour plus practice time will greatly improve the player.

YOU are the most important person in the triangle.

- YOU have the player seven days a week.
- YOU influence your player more than any outside coach.
- YOU are responsible for your player eating the right foods to meet their energy and growth needs.
- YOU are responsible for ensuring your player is mentally prepared to train and to play.
- YOU are responsible for ensuring your player has ethical values about fair play.
- YOU ensure your player has correct kit.
- YOU encourage and oversee your player in ensuring he practices the skills and techniques the coach has demonstrated, knowing these will ‘make the player.’
- YOU must set the example at team matches by:

DO’S & DON’TS

DO’S

- Helping with the nets.
- Having water available.
- Having your player prepared, mentally and physically.
- Not going into team changing rooms or near to team talks unless specifically invited.
- Helping with warm ups and cool downs if asked and if competent.
- Leaving the ground better friends with the opposition fans and players than when you arrived.
- Be generous with appreciation for both teams.

DON’TS:

- Offer personal/tactical opinions straight after the game. Wait until 24 hours after the game and then discuss them rationally with the team manager and not other parents.
- Do not coach your individual or the team from the touchline.

- Do not go into dressing rooms or approach team talks unless specifically invited.
- Do not offer your opinions to the referee unless they are to thank him for his time.
Every rule in the books ends with the phrase ‘in the referee’s opinion.’ With positive encouragement, referees will stay in the game benefiting your player in future years.

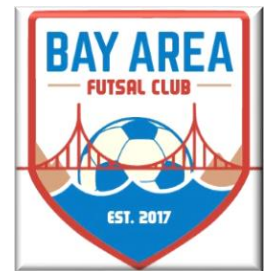
This book could go on ad infinitum as sports scientists the world over never stop researching every aspect of performance.

We hope the purpose of this first part on this book has been achieved in highlighting to parents the growth and learning patterns of their child and **the major part they, the parent, play in developing that talent.**

The Ajax video, books on fitness, first aid – simple - ‘Google’ them, a luxury we did not have when we first drafted this book.

**Thanks for your commitment if you reached this,
the perceived end of Part 1-The Parent**

The Authors



PART 2

The Coach



Guillermo Wallace in an England-Lithuania match in Barking (London, December 2013).

1

HOW TO DESIGN PROPER TASKS, EXERCISES, SESSIONS, AND LONG-TERM PLANS

TEST 1: DESIGNING THE COACHING CONTENTS



Observe the picture and write down below the mistakes (8 in this one) that you notice:

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.
- 7.
- 8.

Check the mistakes that you wrote down with the correct answers, and write your final score:

COMMON MISTAKES IN WRITING LESSON PLANS			
Common mistakes. Keywords. Order does not matter	If you have written the keywords	If you have written something similar	Mistakes explanation
There is no simple progression	3	1.5	A 47-progression will be inoperable, long and complicated.
There is no final test or a measurable indicator of success	2	1	Full game of futsal is not a final test.
There are no intermediate tests	5	2	Complete absence of intermediate situations in the progression to get "a full match".
Self-assessment impossible	6	3	No way for players to assess themselves.
A level card is not proposed	5	3.5	That is logical, since he is the only assessor.
No individualised teaching	7	3	It is inconsistent, knowing the learning differences in players, to get the same level at the same time cannot be thought.
The fact to explain the basic steps that he intends to follow is not considered, do you have understood it?	3	3	This finding is unclear in the vignette, therefore it is not considered in the final assessment.
Total	31 points	17 points	Score:.....

ANALYSIS OF THE RESULTS IN TEST 1

Analyse your final score:

From 0 to 7 points: Archaic conception of what teaching is. You do not give any importance to your players. Analyse your past experiences before tackling the next lines.

From 8 to 15 points: You begin to be interested by your players, but with large gaps. Keep in mind what will be discussed later.

From 16 to 25: You are quite aware of what coaching should be to serve the player. You are open to the player, although some sections need to be considered, either theoretically or precise vocabulary.

From 26 to 31: You are on the right way, what later will be commented will help you a lot in your decisions and will allow to be even more precise.

NOTE: The type of coach that we have found in this first test is one that considers the players as a herd, without initiative and curiosity. It generates a large number of dropouts of sport, but they (themselves) never are questioned. It is those who think that there is not bad coach, but the blame is always the player.

REMEMBER:

- A good coach must be a good salesperson of their coaching product.
- There are no bad players, but only bad coaches.
- Your coaching contents must be designed regarding your players.
- A short and simple progression shows your simplicity and efficiency.
- If your teaching-learning process is not individualised you consider all your players equally.
- If you get to transform your teaching into a coherent, individualised and marketable way, your chances of success will increase.

TEST 2: ASSESS THE PLAYERS



Observe the picture and write down below the mistakes (3 in this image) that you notice:

- 1.
- 2.
- 3.

Check the mistakes that you wrote down with the correct answers, and write your final score:

COMMON MISTAKES IN ASSESSMENT			
Common mistakes. Keywords. Order does not matter	If you have written the keywords	If you have written something similar	Mistakes explanation
The coach is unable to recognise the success, nor knows to assess it. They are no able to explain it.	Assess the success: 7 Explain the success: 3	5	The coach must be able to give both external and internal references to the players to explain their success and to reaffirm it.
The coach does not detect references to the failure and has no solutions or new exercises to propose to avoid the failure.	References to the failure: 2 New exercises: 5	5	The coach, who has not references to the failure, neither has new exercises to propose.
The coach has not seen that if one of their players is mostly bored is because he has not understood anything. They have not good references to the failure.	He has not good references: 15 He has not understood, he bores: 5	7	The coach makes a classic interpretation mistake of the causes of failure. He gives an unfair reprimand to one of these players.
Total	37 points	17 points	Score:.....

ANALYSIS OF THE RESULTS IN TEST 2

Analyse your final score:

From 0 to 12 points: You know to look at a drawing but do not know how to interpret it or perhaps you have never heard anyone speaking of assessment. Your teaching process must not be very motivating; it seems you like the weird things.

From 13 to 25 points: Your reading is correct, but imprecise. The assessment, its methods and vocabulary are not familiar to you. Pay attention to what will be discussed later.

From 26 to 37 points: The point difference is big, but your potential too. Take into account what will be commented later to reaffirm your excellence predisposition.

NOTE: To have a good educational progression is not enough, since it is necessary to know to apply it. It is one of the first stages in your knowledge: to know when and why an exercise is performed properly. From this knowledge you will be able to detect and identify the causes of failures of your players.

REMEMBER:

- To be able to assess your players is a compulsory step in your success as a coach.
- First, we must be able to recognise the success in a task to know to identify better the failure and its causes.
- A failure or success reference is a precise and observable information by the coach, and perceptible for the player, allowing to control their movement.
- To the players, the learning starts with the help of external references, and finishes with the integration of internal references.
- We must build a repertoire of solutions readily available in case of failure.

TEST 3: STAGING THE COACHING INTERVENTION



Observe the picture and write down below the mistakes (4 in this picture) that you notice:

- 1.
- 2.
- 3.
- 4.

Check the mistakes that you wrote down with the correct answers, and write your final score:

COMMON MISTAKES IN STAGING THE COACHING INTERVENTION			
Common mistakes. Keywords. Order does not matter	If you have written the keywords	If you have written something similar	Mistakes explanation
No one can perform the exercise at the same time.	10	6	A bad organization of the players is not the most appropriate; the amount of work is zero except for the coach. Players need to practice as much as possible.
The exercise is not adapted for two kids.	10	5	It is impossible with just one task to adapt to different levels of the players.
The coach does not make any pedagogical intervention, either individually or collectively.	10	5	There is not a learning process; the coach does nothing to educational level.
The coach cannot discharge his task.	7	3	The coach is too concerned about himself performing the task, which does not allow him to control the players, or assess, and regulate.
Total	37 points	19 points	Score:.....

ANALYSIS OF THE RESULTS IN TEST 3

Analyse your final score:

From 0 to 6 points: Two options: (a) you do not like comics, or (b) you are training to have big complications with your players.

From 7 to 15 points: You have a lack of imagination or reflexion. Maybe your job will not fill the same way that happens to our character drawing. Follow the instructions that you will be given later.

From 16 to 25 points: A special attention to what will be discussed subsequently will recycle and place you in the right way.

From 26 to 37 points: No problem. Simply pay attention what will be explained just to reaffirm you great job.

NOTE: A good staging and its perfect development depends on the number of exercises or tasks performed the quality of the driving phase, and the effectiveness of your teaching.

REMEMBER:

- A staging must allow:
 - An amount of work for your players.
 - An adaptation of the exercises for everyone.
 - A maximum time of the coach's individual intervention.
- A good preparation of the material for the session is an essential initial condition of the success of your session.
- The organisation of the tasks, exercises, and sessions must release the teacher of all subsequent problems.
- Effective organisational orders always include information on:
 - The way in which the task starts (i.e. blow a whistle).
 - The way in which the exercise finishes (i.e. blow a whistle).
 - The security.

TEST 4: HOW TO IMPROVE THE COACHING INTERVENTION



Observe the picture and write down below the mistakes (7 in this picture) that you notice:

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.
- 7.

Check the mistakes that you wrote down with the correct answers, and write your final score:

COMMON MISTAKES IN THE COACHING INTERVENTION			
Common mistakes. Keywords. Order does not matter	If you have written the keywords	If you have written something similar	Mistakes explanation
Too numerous and confusing instructions.	4	2	Too many instructions, it is difficult that our players retain any one.
Moment in which the instructions are given is not adequate.	4	2	It is obvious, that in that situation children cannot understand anything.
Adapted interventions to failure are not planned.	4	2	The coach seems to have an intervention in mind; however he decides not to intervene about a potential failure.
Instructions are not clear, overly technical language.	2	2	The coach does not remember exactly what he has explained. The words used cannot be understood.
Inaudible instructions, coach too far away.	2	2	The distance can force the coach to shout; also he cannot see players and control if they have understood the message.
The session finishes just after a failure situation.	2	2	Do not leave the children after a situation of failure. If necessary, perform a situation of success although the level is even easier.
The coach does not make balance of the session; also he specifies nothing about the next session.	2	2	There is no progression or difficulty to solve during the next session.
Total	20 points	10 points	Score:.....

ANALYSIS OF THE RESULTS IN TEST 4

Less than 4 points: You do not have a precise vision of what you need to do to intervene in a proper way.

From 4 to 7 points: You are in the average of the people analysed.

From 8 to 12 points: Pay attention to the instructions that you will be given later since you will find some tools and strategies that you already know, but you will discover what a good coach must do.

From 13 to 16 points: What will be commented later will be familiar to you, but sure you will discover or go deep in any aspect you have forgotten or you did not know.

From 17 to 20 points: Excellent, if your practical knowledge is at the same level as your theoretical, everything will be familiar for you.

REMEMBER:

- About the session:
 - The session must be based about a small number of key exercises.
- About its presentation:
 - All the coaching interventions are composed by three phases: call for information, use of teaching aids, and systematic organisation of feedback.
 - The best instructions will always be short, simple, understandable, and there should not be a high number of them.
 - The exercise presentation has instructions about the objective to get and about the exercise organisation.
- In case of failure:
 - You should value the adaptation and the support in your type of intervention.
 - You should improve the quality of your types of intervention.
- In case of success:
 - You should propose immediately a more complex task.
- About the analysis or the session brief:
 - Encourage your players to express themselves fully preserving the thread of your summary and evaluating success.
 - List the difficulties.

TEST 5: TO REGULATE THE WORK AND INCREASE THE EFFICIENCY



Observe the picture and write down below the mistakes (6 in this vignette) that you notice:

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.

Check the mistakes that you wrote down with the correct answers, and write your final score:

COMMON MISTAKES IN THE WORK REGULATION			
Common mistakes. Keywords. Order does not matter	If you have written the keywords	If you have written something similar	Mistakes explanation
The collective failure is not taken into account. The coach continues the planned session as if nothing had happened.	6	3	At the moment in which the great majority of the players fail, the coach is who must put into question and analyse.
The coach does not take time to observe their children. He is constantly talking, staging, demonstrations.	5	3	The coach who talks constantly usually uses his volume of activities (goals) as reference for the success of the session. It is not enough with the individual interventions.
The coach never rethinks his own intervention.	4	3	This lack of rethinking of his work is due to his constantly intervention or lack of custom. That does not allow him to progress since he is constantly focused on his intervention.
The coach is disorganised: the 20 minutes of staging and demonstrations do not seem to worry him.	3	1	We have already seen that the staging must take a minimum time; if not the practice duration is impaired. Usually, 10% of the session time is for explanation, 20% for demonstration, and 70% for practice.
The coach speaks too much.	2	1	This is the typical default of some coaches.
Total	20 points	11 points	Score:.....

ANALYSIS OF THE RESULTS IN TEST 5

Less than 4 points: It would be interesting to reread the aspects commented in the previous tests.

From 4 to 7 points: You are in the average of the people analysed. You will increase quantitatively your score after these comments.

From 8 to 12 points: Your vision about what you need to progress in the pedagogical plane is quite precise. Pay attention to the instructions that you will be given later since they will allow you to access to a higher level.

From 13 to 16 points: Well done! You have integrated the fundamental factors of the pedagogy, either your theoretical knowledge or your practical resources. What will be commented later will give you some tools of specific progression.

From 17 to 20 points: Excellent! Your attitude of listening to your players and you referring to yourself augur a good future as a coach.

REMEMBER:

- To regulate is: to adapt and to progress constantly.
- You must regulate whenever:
 - The session is not working as it should do it.
 - I do not enjoy my work.
- The indicators/detectors of failure have to be as much precise as possible.
- You always have to analyse the activity, volume, duration, and quality from the point of view of your players.
- You should write down what you do not want to happen in a session or what you do not want to occur in a future session.
- In the moment in which the coach perceives something wrong, you should regulate.

TEST 6: THE COMMUNICATION



Observe the picture and write down below the mistakes (8 in this one) that you notice:

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.
- 7.
- 8.

Check the mistakes that you wrote down with the correct answers, and write your final score:

COMMON MISTAKES IN THE COMMUNICATION			
Common mistakes. Keywords. Order does not matter	If you have written the keywords	If you have written something similar	Mistakes explanation
The general attitude of the coach does not help the communication process.	4	2	Communication is primarily a matter of attitude. This coach does not seem to be interested in his trainees.
The information provided does not seem to respond to the needs.	4	2	All communications must be preceded by a strategic phase of information call.
The verbal channel chosen for communication is inappropriate.	2	1	The two main channels of communication are the sound and the visual, each responding to specific rules of use. In this example, the preferred channel is the visual.
The reception on information received has not been verified. No feedback has been organised.	4	2	Without feedback is impossible for the sender to check the degree of reception of the message.
The moment chosen for the communication is not adequate, the trainees are not available.	2	1	The attention of the trainees is focused in more immediate problems.
The message is unclear, too long, and very dense.	2	1	Imagine how confuse is the assimilated message by the trainees.
The language used is misunderstood by trainees who seem to have other references that the educator.	2	1	The vocabulary used does not seem to be part of the standard repertoire of the trainees. It sounds like Chinese to them.
Total	20 points	10 points	Score:.....

ANALYSIS OF THE RESULTS IN TEST 6

Less than 4 points: Probably you are more focused in the own activity.

From 4 to 11 points: You are in the average of the people analysed. You will increase quantitatively your score after these comments.

From 12 to 16 points: Well done! The communication has almost no secrets for you.

More than 16 points: Excellent, you are an expert.

REMEMBER:

- To arouse the interest and attention of you players before you speak.
- To join your words with expressive gestures (body language is so important).
- To do demonstrations.
- To not hesitate to repeat the important information.
- To make sure your players express themselves whenever possible.
- To organise a systematic feedback:
 - Ask with your look.
 - Make a silent.
 - Make to repeat what you said.
- To learn quick to:
 - Identify each of your players from the first minute.
 - Know each of them.
 - Individualise your teaching and your communication.

KEY ASPECTS

- A good coach needs to **plan final objectives**, but **also intermediate objectives**.
- Simplicity in the **progression**.
- We need to help our players to assess by themselves.
- The pace of learning must be **individualised**.
- And you must explain the progression that we will follow.
- It is important to choose the adequate teaching style. Basically there are two big methods: (a) direct or authoritarian based in the reproduction and imitation or (b) production in which players produce, generate, and discover.
- In our opinion the **game** is a good element to work the technique. But first, what technique is? In our opinion, technique is the set of resources that a player has to be able to provide and an effective solution to a problem that is faced. Mainly, the game improve the fitness in an indirect way, allow an improvement of the technique in real situations, and the players recognise tactical problems that they have to solve.
- But how does a game need to be?
 - For all. The great **majority of the players** must be involved (+ 50%), not waiting.
 - **Easy**: material, instructions, and rules.
 - **Motivating**
- How to organise a futsal game?
 - **Space**: Small spaces will allow more contact and more technical control, and in big spaces will have less contact and will improve the fitness since players will need more physical requirements.
 - **Goals**: Games with goals encourage the players to score and are more motivating. However, games without goals will improve the ball possession.
 - **Number of players**: Attackers in superiority will improve the ball possession and the technical development (floater). Numerical equality will generate more contact and physical development. Finally, games with attackers in inferiority are not recommended at educative level since they generate frustration.
 - **Material must be easy**.
 - **Rules** need to be introduced progressively, and you can play with time, with a determined number of passes, specific number of touches...

- A good delivery must allow:
 - An increase of the individual practice.
 - An increase of the individual time of coach's intervention.
 - To promote the individualisation.
 - To allow the coach to be free. The coach does not have to be involved in the task.
 - The final objective is to allow the players to progress regarding their own learning pace.
 - Material use (i.e. do not bounce the ball when coach is talking) and organisation rules (i.e. how to mark the start and end of an exercise) need to be clear.

2

ANATOMY OF A FUTSAL PLAYER: BASIC TECHNICAL- TACTICAL TIPS & BENEFITS... WHY PLAY FUTSAL?

The futsal players should have or work on having some characteristics to get improve as players. The main aspects that for a futsal player are as follows:

- Brain: Calm and concentration are key: players must keep their team's foul count down. Any more than five and they can no longer form a defensive wall at free kicks. Well timed tackles are vital. Lack of space fosters the futsal intelligence needed for the well timed passes and clever skills.
- Eyes: The fast pace and tight space mean peripheral vision is well honed: with a sharp awareness of team mates' and opponents' positioning, one incisive pass turns defence into a scoring chance.
- Ears: Fluid tactics and rolling substitutions mean that a futsal player's ears must be constantly tuned to his coach's instructions and teammates' communication.
- Body work: Upper body strength helps players muscle in on possession or avoid being muscled out. With space limited, it also helps players hold their position against jostling opponents. Hearty lungs are a must to deal with constant swapping of positions and switches between defence and attack.
- Legs: There is no time to let tired legs relax when a player takes to the bench. Players might be required to go from the sitting to scoring in a matter of seconds under the rolling substitutions system. Sprinter's legs are needed for fast counter attacking and to revert swiftly to defence on losing possession, when a team often changes its formation.
- Feet: Good futsal players should be able to use both feet. Waste time switching the ball between feet and there will be a defender cutting out your options or whipping the ball off your toes. Back heels and other tricks are useful for getting out of a tight spot and a top notch piece of skill creates options from a dead end. Rather than executing short passes with the instep like a footballer, futsal players achieve better accuracy over short distances with the point of the toe, while the sole of the foot is also important for controlling the ball. Footwear is designed to grip the playing surface and maximise ball control.

There are a number of notable technical skills frequently used in futsal which are a direct influence of the smaller weighted ball used:

- As the ball tends to stay on the floor, the sole of the foot is quite often used to bring it under control.
- The sole of the foot is very often in moves to beat players.
- As players are closed down very quickly and time is sometimes limited to split seconds to make a pass or to shoot, the point of the toe is often used to play the ball. Because there is no back lift of the leg, the pass or shot can be made far more quickly. The point of the toe can also produce a powerful shot.

- There are normally no pre-defined defensive or attacking positions exclusively allocated to individual players in futsal as there is in 11-a-side football. All players ideally should be able to attack and defend. One exception to this is that some teams often use a specialist “stay put” central striker known as “the pivot”. This player usually plays with their back to goal to control attacks and set up opportunities for oncoming team mates.
- Players tend to rotate positions and find they can be defending one moment and then attacking often within a matter of seconds.
- Usually, the highly skilled players are the ones who can create most scoring opportunities with their ability to beat players and create space.
- Because of the nonstop high pace of the game where players must constantly attack and defend, rolling substitutions are a popular feature of the game. Teams often change the outfield players one, two, and even up to four at a time to maintain the relentless pace of the game and allow players a rest period before rejoining the action again.
- World futsal superpowers such as Brazil, Spain, Italy, and Russia favour a “pressing” game which requires a superior physical conditioning of players.

Finally, players who play futsal can get some great benefit; some of them are as follows:


- The smaller ball with restricted bounce makes it easier for young players to master their ball control skills.
- As the futsal ball is designed to stay on the floor, players have far more contact with the ball than in traditional (with walls) 5-a-side. This results in players improving technique such as dribbling, passing, and close control at an accelerated rate.
- As the rules of futsal include the pitch having sidelines and end lines, players must be more accurate with their passing as opposed to just kicking the ball widely off a wall.
- The dimensions of the futsal court and reduced number of players mean players participate more in the game than they would in outdoor 11-a-side football.
- Playing in reduced space helps develop creativity. Players are encouraged to find their way out of tight situations with clever pass or piece of individual skill. Futsal can encourage self reliance and free expression.
- Playing close to opponents in a small area encourages players to think and make decisions very rapidly. It also causes players to learn to move off the ball in order to create free space for their team.
- The continuous rapid action means players quickly learn to develop their awareness in relation to game situations, positional sense and their reading of the game.

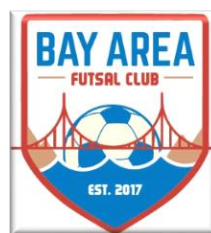
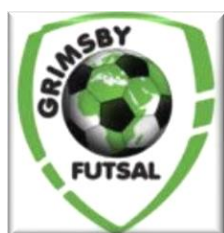
- Because of the free flowing substitutions rule, all players get approximately the same playing time.
- It is easy to put a team together as only a minimum of 5 players are needed.
- Futsal is the smallest, easiest way of playing football without losing any of the ingredients such as the ball, opponents, team mates, space, pressure, rules, time, direction and tactics.
- Futsal is an outdoor and indoor sport, so is weather proof.

3

PROGRESSIVE COACHING FUTSAL PLAN

DIAGRAM KEY

	Blue Players
	Green Players
 	Floater-Neutral Players
 	Goalkeepers
	Coaches
	Balls
	Cones
	Small Goals
	Pass
	Run



SESSION 1

ABILITY GAMES & BASIC SKILLS

EXERCISE 1

- Activity description: The group is divided in several teams. A futsal game without goalkeepers is played.
- Content: Observation of what is happening on the court during the game.
- Guidance:
 - It is important to observe and analyse what happens on the court.
 - This observation and analysis process will be the key aspect over which the educative process will be based.
 - Usually a quite savage game is observed.
 - In this first educative stage players want to keep the ball in a selfish attitude.
 - The player who keeps the ball determines the behaviour and movement of the rest of the players.
 - Pass skill does not exist.



- Coaches Notes:

EXERCISE 2

- Activity description: The space may vary depending of the number of players. Every player dribbles their ball wherever inside the square or delimited space.
- Content: Ability games and dribbling the ball with changes of direction.
- Guidance:
 - The space is progressively decreased.
 - None of players can be still. All players need to be moving.



- Coaches Notes:

EXERCISE 3

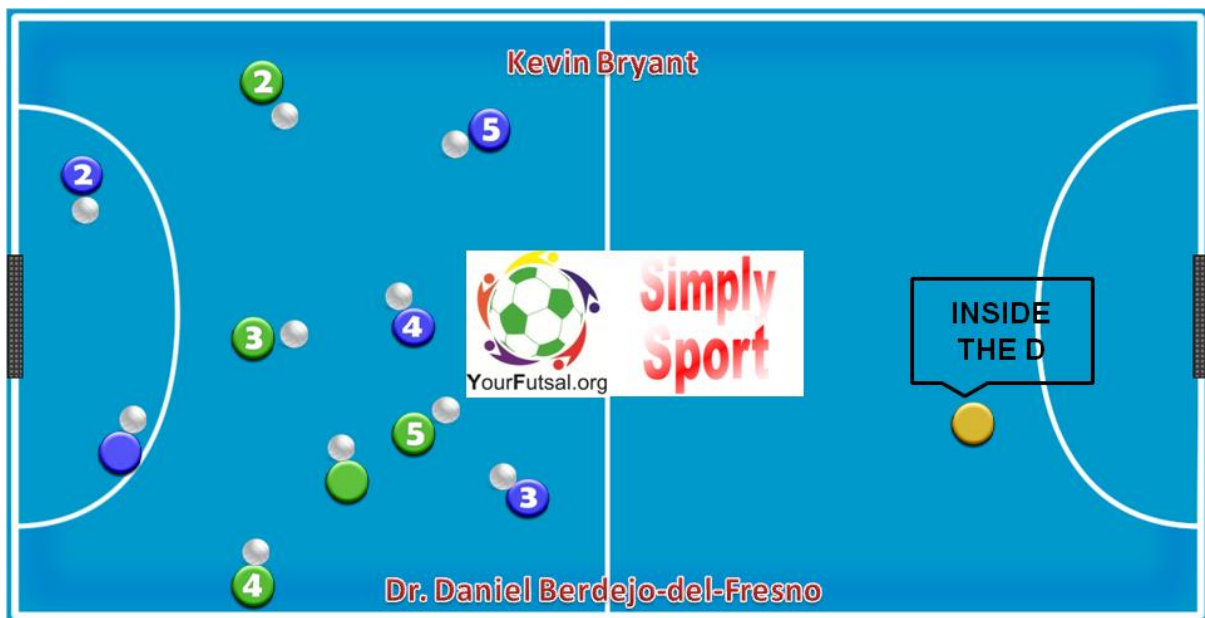
- Activity description: The space may vary depending of the number of players. Every player dribbles their ball wherever inside the square avoiding that the players without a ball can get it.
- Content: Ability games, dribbling the ball with changes of direction, protecting the ball and stealing the ball.
- Guidance:
 - The space should be necessary to generate very often 1v1 situations to get the ball possession.
 - Ball protection appears in this exercise for first time.
 - It arises multiple 1x1 situations.



- Coaches Notes:

EXERCISE 4

- Activity description: Every player dribbles the ball inside the space. Players need to pay attention to the different instructions given by the coach asking them to go to a specific point as quick as possible.
- Content: Ability games, dribbling the ball with changes of direction and speed.
- Guidance:
 - It is important that players go to the called point without losing the control of the ball.
 - Speed of movement needs to be observed and required if necessary.



- Coaches Notes:

EXERCISE 5

- Activity description: The space can vary regarding the number of players. Every player dribbles the ball inside the space. Every player can send out of the space the ball of any opponent without losing control of their ball.
- Content: Ability games, dribbling the ball with changes of direction, protecting the ball and stealing the ball.
- Guidance:
 - It is important that players be aware what is happening around them: court dimensions, ball control, and where the other players are.
 - The ball protection appears again, as well as the ball control, and the speed of movement.



- Coaches Notes:

SESSION 2

ABILITY GAMES & BASIC SKILLS

EXERCISE 1

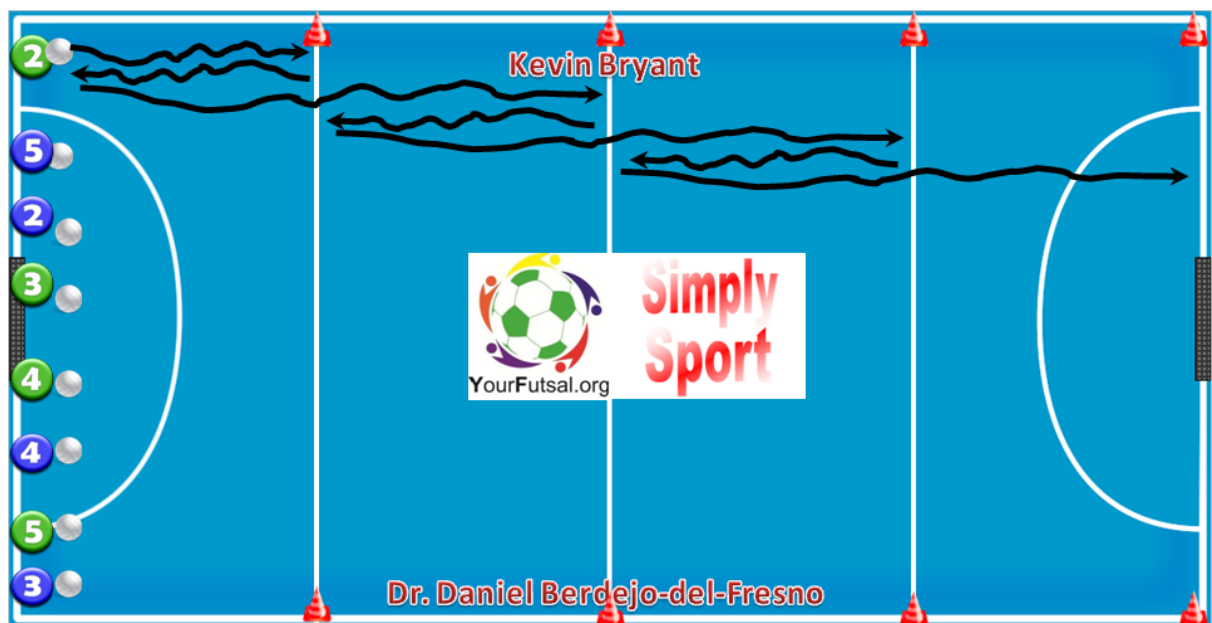
- Activity description: With a balloon per player, players have to keep the balloon on the air kicking it with different parts of their body (hands are not allowed). Basically, players juggle the balloon with their body.
- Content: Ability games and dribbling the ball with changes of direction.
- Guidance:
 - The task can be modified giving a ball to the players with more advanced skills increasing the difficulty.
 - Balloons with salt, sand or coins inside can be used before the futsal ball, even beach balls should be provided to players with more problems. The key aspect in this exercise is to follow a good progression.
 - If players have a superb futsal ball control, the next step will be to use tennis ball.
 - How many times do the children touch the ball in 1 minute? How many times do the children touch the ball in 3x1 minute (total contacts)?



- Coaches Notes:

EXERCISE 2

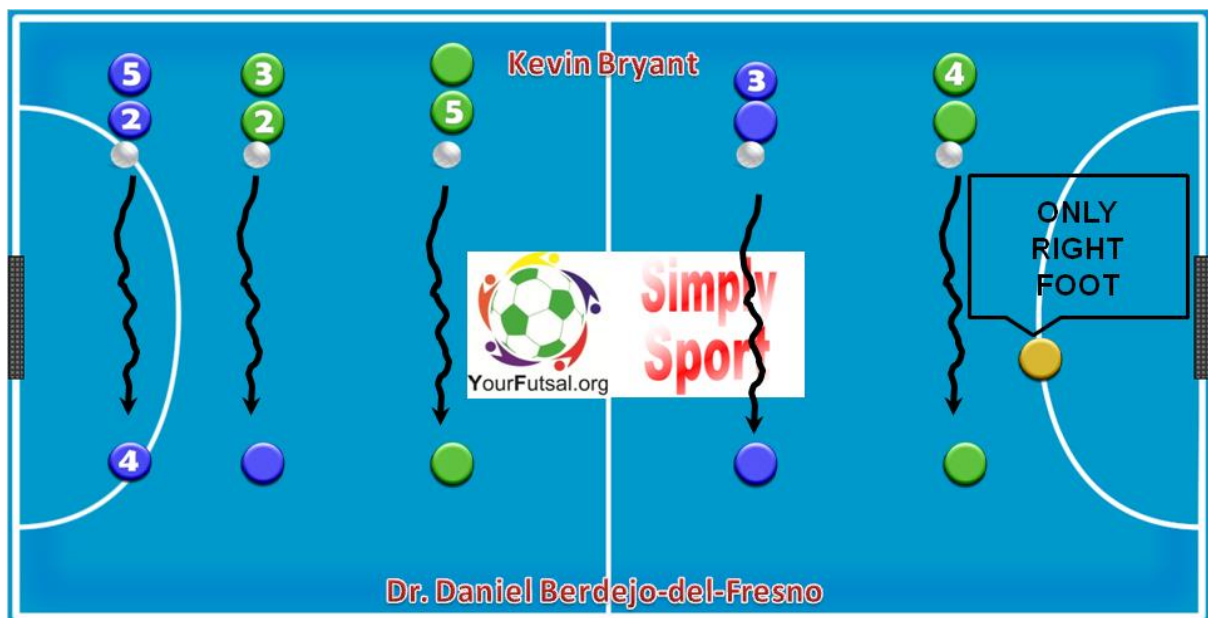
- Activity description: Three lines are set up on the court to have zones with different length. Every player with a ball at the end line needs to dribble it until the first line and back until the end line again. Then, players need to dribble to the second line, and back until the first one, and finally players go until the third line, and back until the second one. From the second one, players go until the opposite end line. The exercise must be performed at maximal speed therefore players can work on controlling the ball.
- Content: Ability games and dribbling the ball with changes of direction.
- Guidance:
 - More lines can be set up.
 - Players can leave the ball at the lines and just come back sprinting, and then take the ball again.
 - Relay competition by teams (2 players per team) can be performed.
 - Different controls, techniques and feet surfaces can be introduced to change of direction with the ball.



- Coaches Notes:

EXERCISE 3

- Activity description: Dribbling the ball between three players. Player A dribbles the ball to players B which is 10-15 metres apart. Then, player B does the same to player C.
- Content: Ability games and dribbling the ball with changes of direction.
- Guidance:
 - Coach modifies the task proposing to the players to dribble the ball using both feet and any possible surface.
 - Races can be performed since children love competition. Always any competition is performed; the teams must be balanced.



- Coaches Notes:

EXERCISE 4

- Activity description: This exercise is practised first without a ball, and then with the ball. One player is in front of another player. The player in front is the leader and performs any type of movement, change of direction or change of speed. The player who is behind needs to follow and repeat the same movement. The space between players is always 2 metres.
- Content: Ability games and dribbling the ball with changes of direction.
- Guidance:
 - The task can be modified proposing that the player with ball is the chaser once and the leader another. Basically, depending on level and ability ball can be introduced for none, the leader, the chaser or both.
 - To be able to follow the movements as soon as possible, it is very important players' body position. The body stance must be flexed knees and hips and the sight always up. This position will maintain a low centre of gravity which will allow players to move quicker.



- Coaches Notes:

EXERCISE 5

- Activity description: Two teams. Every player of one team dribbles one ball inside their central space (big square). Every player has a personal adversary, when the coach says “Go” or mentions any place, the players with the ball must try to get the point called by the coach. The players without ball (defenders) have to avoid it. The coach can set on the pitch several lines or cones (10 metres for example), increasing the task difficulty. The longer way, the more difficult is the task for the player with ball.
- Content: Ability games and dribbling the ball with changes of direction.
- Guidance:
 - The chasers (players defending) can dribble a ball too.
 - All the players with ball (attackers and defenders).
 - In this task, children discover that with the ball in their feet they run slower.



- Coaches Notes:

SESSION 3

ABILITY GAMES & BASIC SKILLS

EXERCISE 1

- Activity description: Two teams, each team in an end line. Everyone has a ball. Using all the lines marked on the court (futsal lines, basketball lines, volleyball lines, badminton courts lines...), players must dribble the ball from one end line to the other end line without going out of them and avoiding the collision between participants.
- Content: Ability games and dribbling the ball with changes of direction.
- Guidance:
 - In pairs, one with ball in one end, the other without ball in the other end. The players without ball need to wave to their team mates to force them to look up. The next step will be to show cones and the players who are dribbling will say the colour, finally fingers will be shown and players will have to say how many are up.
 - Players can start to dribble the ball with any part of their foot (we begin to discover the importance of the foot sole to keep the ball controlled).



- Coaches Notes:

EXERCISE 2

- Activity description: In 5 metres-side square, two players start at the same time from opposite corners dribbling the ball. They must always dribble outside the square.
- Content: Ability games and dribbling the ball with changes of direction.
- Guidance:
 - The winner will be the first one in getting their original cone.
 - If one player loses the ball control, the other player wins.
 - Intensity can be increased if the game continuous and does not finished until one player catches the other or one player loses the ball control.
 - Make sure the exercise is performed both; clockwise and anti-clockwise. This will allow working both legs and feet.
 - Also, we can modify that one player runs without ball, either the chaser or the chased player.



- Coaches Notes:

EXERCISE 3

- Activity description: 1x1 in a delimited space. The objective is to leave the ball over the end line (like in rugby). After a time, rotate players, therefore players will play against different rivals continuously.
- Content: Ability games, dribbling the ball with changes of direction, defending skills (covering, protecting shielding the ball).
- Guidance:
 - Nothing about how to defend or how to beat the defender is explained. The objective is that both players experience and solve for themselves the possible situations.



- Coaches Notes:

EXERCISE 4

- Activity description: In pairs, one with ball, the other without. 1x1 with passive defender. The player with ball moves forward towards the side that is offered by the defender. The defender moves backward showing constantly the side which he wants to force the attacker. The defender always must close the middle and offer the wings.
- Content: Ability games, dribbling the ball with changes of direction, defending skills (body stance).
- Guidance:
 - It is a corrective exercise of what happened in the previous task. Defenders must force the attackers to go always towards the side that they want (down the line or towards the weak foot). In this proposal we want to work what is called “give exit”.



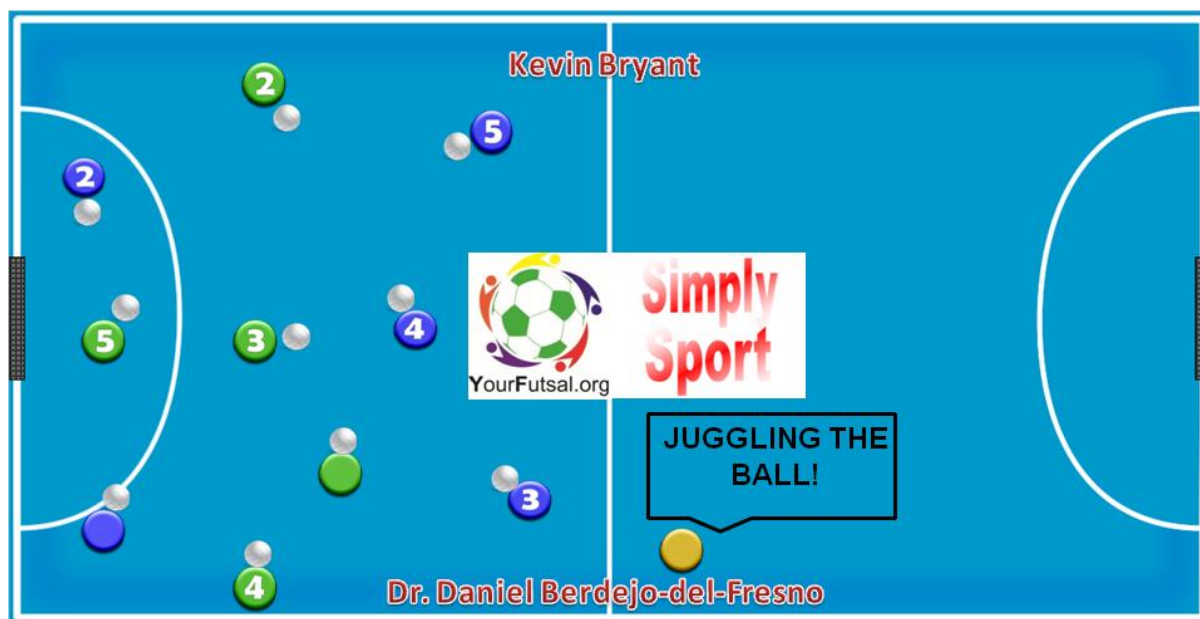
- Coaches Notes:

SESSION 4

ABILITY GAMES & BASIC SKILLS

EXERCISE 1

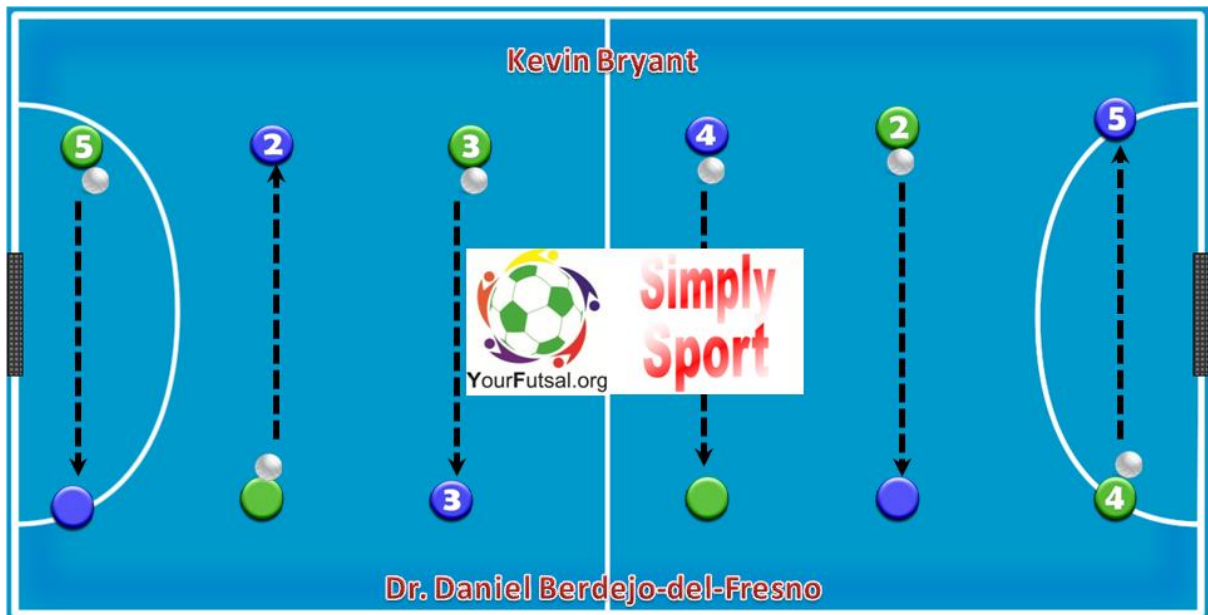
- Activity description: With a ball per player, players have to keep the ball on the air kick it with different parts of their body (hands are not allowed). Basically, players juggle the ball with their body.
- Content: Dribbling games with changes of direction and ball manipulation.
- Guidance:
 - If players have a superb futsal ball control, the next step will be to use tennis ball.
 - How many times do the children touch the ball in 1 minute? How many times do the children touch the ball in 3x1 minute (total contacts)?



- Coaches Notes:

EXERCISE 2

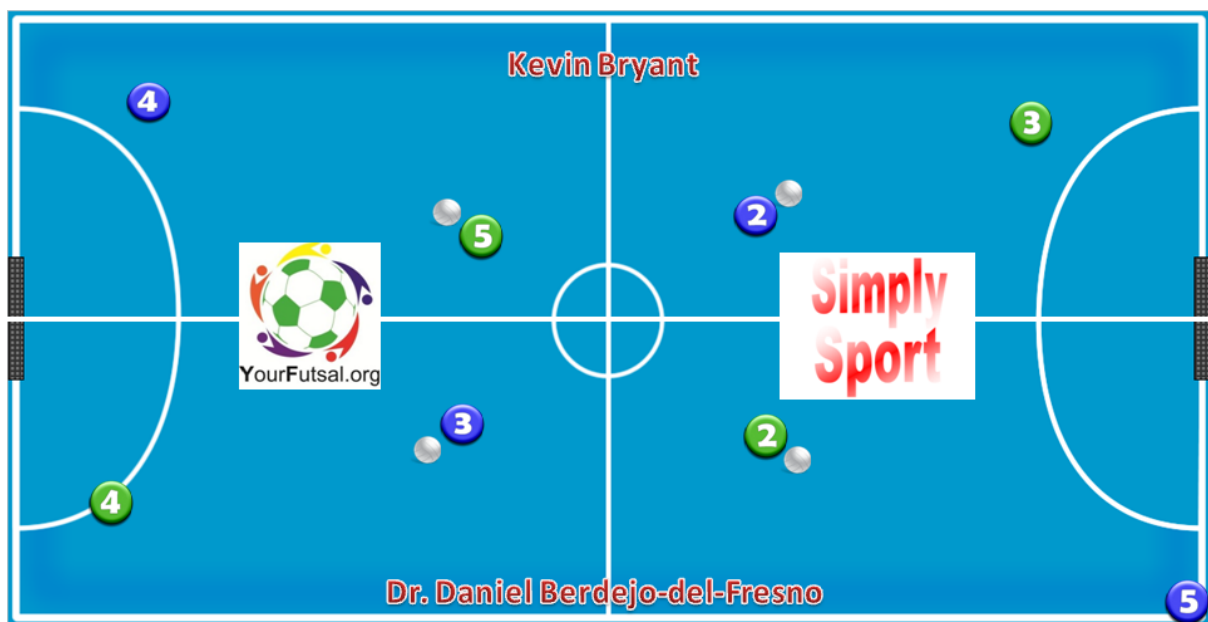
- Activity description: Two players placed one in front of the other pass a ball. Players must pass at ground level and can kick the ball with any part of their feet.
- Content: Pass & control games
- Guidance:
 - Passes must be tense and precise.
 - It is important how players place their supporting leg on the ground.
 - It is important to perform a perfect ball control when the pass is received (introduce the sole control).



- Coaches Notes:

EXERCISE 3

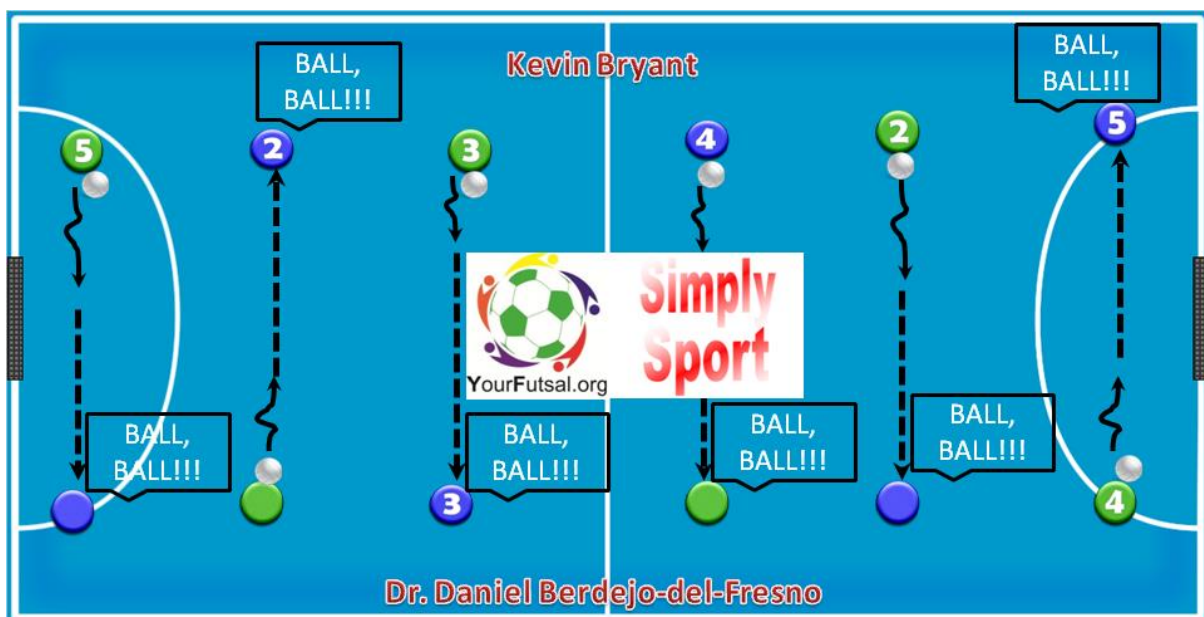
- Activity description: 1x1. The attackers start dribbling the ball from one corner, while a defenders start from the opposite corner. The player with the ball will get a point if dribbles the ball over the end line or score a goal (both side of the goal).
- Content: Ability games, dribbling the ball with changes of direction, defending skills (covering, protecting shielding the ball).
- Guidance:
 - The players who defend must choose the most adequate moment to make the tackle with success. They must force the attackers towards one side of the court, avoiding this way the danger of the middle. They must adopt a low position which will allow (knees bended) them to react and vary their body orientation quicker (low centre of gravity).
 - The player with the ball must experience all the possibilities that they have to avoid their defender (change of directions, change of speed, fakes, dummies, tricks, movements ...) with success.



- Coaches Notes:

EXERCISE 4

- Activity description: Two players, one in front of the other. One player dribbles the ball until the moment in which the other player asks the ball, the player with the ball makes a pass then.
- Content: Dribbling, pass and control games.
- Guidelines:
 - Two players can be placed to receive the ball in a triangle shape, therefore, the player dribbling the ball will not know which player is going to ask and receive the ball.
 - The players who are waiting for the ball can wave one of their hands. This way we force the player who dribbles the ball to keep the head up.
 - Passes must be tense and precise.
 - In this task, the concept of oriented control will appear.



- Coaches Notes:

EXERCISE 5

- Activity description: In a square, four players are placed each of them in one side. One more player in the centre of the square. The objective of the task is that the outside players keep the ball possession avoiding that the player in the middle touches the ball. If the player in the middle gets the ball, they will exchange the position with the player who did the bad pass.
- Content: Ball possession. Passes and control games. Ball interception.
- Guidelines:
 - Importance of the pass and control.
 - The pass must be at the foot.
 - The support runs of the players without the ball appears in this task.
 - The player in the middle works on the ball interception.
 - The square dimensions can be modified to generate different situations and to enhance the concept of tactical support.



- Coaches Notes:

SESSION 5

ABILITY GAMES, BASIC SKILLS & SIMPLIFIED GAMES

EXERCISE 1

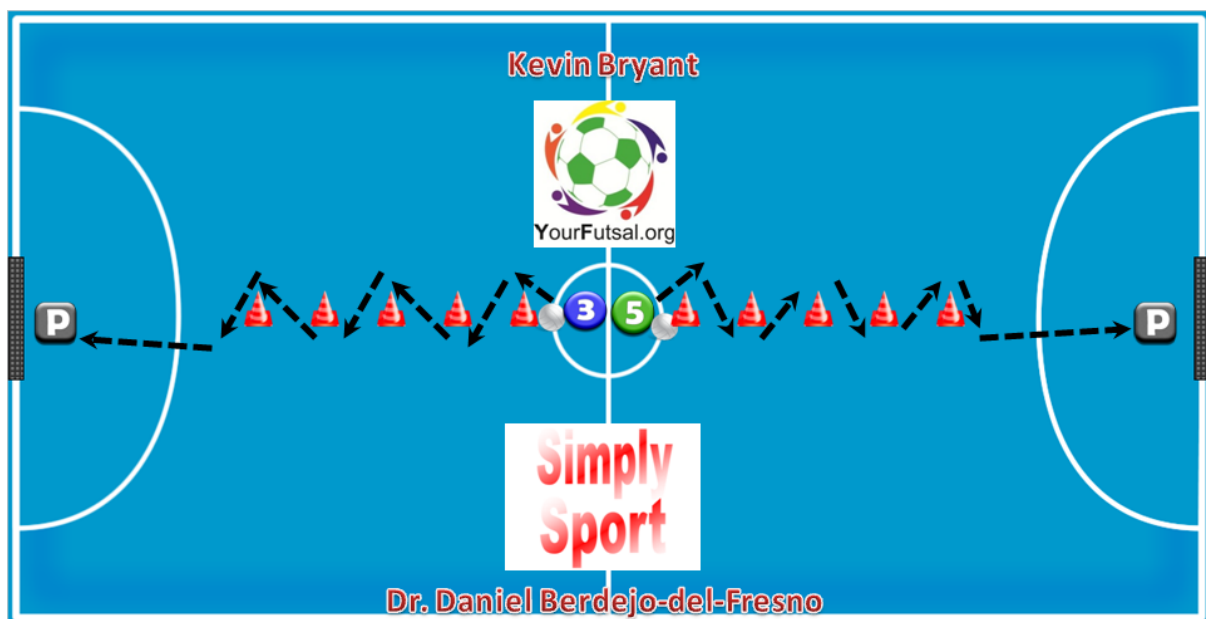
- Activity description: In a square, one player in each side and one more in middle pass the ball as quick as possible clockwise, using both feet. The player with the ball always must pass to the player in the middle, after passing must go to the middle to receive the next pass. The player in the middle, who receives the first pass, must pass back to next player and go to occupy the free space.
- Content: Passes and control games.
- Guidelines:
 - Passes with precision and enough power. Head up before performing the pass.
 - Importance of the control position that allows keeping the play without wasting time.
 - Do the task in both ways: clockwise and anticlockwise.
 - Doing the exercise in a big group (circle shape) will be easier. More space and time to think. Do the task in the same big group (circle shape) but with two balls and two players in the middle. Balls need to start from opposite position.



- Coaches Notes:

EXERCISE 2

- Activity description: Individually, players dribble the ball in & out the cones. After the last cone they finish the task with a shot to the goal. The slalom (cones) is set up in central zone of the court.
- Content: Dribbling games with shot with the ball in movement.
- Guidelines:
 - Importance of using different parts of the foot to dribble and control the ball.
 - Perform the shot running.
 - Head up before shooting.
 - Remind the importance of the body position to perform properly the different actions.



- Coaches Notes:

EXERCISE 3

- Activity description: Three players are placed in the square perimeter (one in each side, so one side is empty). One more player is in the middle. The objective of the task is that the outside players must keep the ball possession avoiding the player in the middle to touch the ball. If the player in the middle gets the ball, he will exchange the position with the player who did the bad pass. It is compulsory that after passing the ball, the player must go to occupy the free side.
- Content: Ball possession. Passes and control games. Ball interception.
- Guidelines:
 - The pass must be at the foot.
 - Supporting movements and opening passing lines.
 - Occupation of free spaces.
 - Creation of free spaces.
 - Ball interception.
 - A limit in the number of touches can be established.



- Coaches Notes:

EXERCISE 4

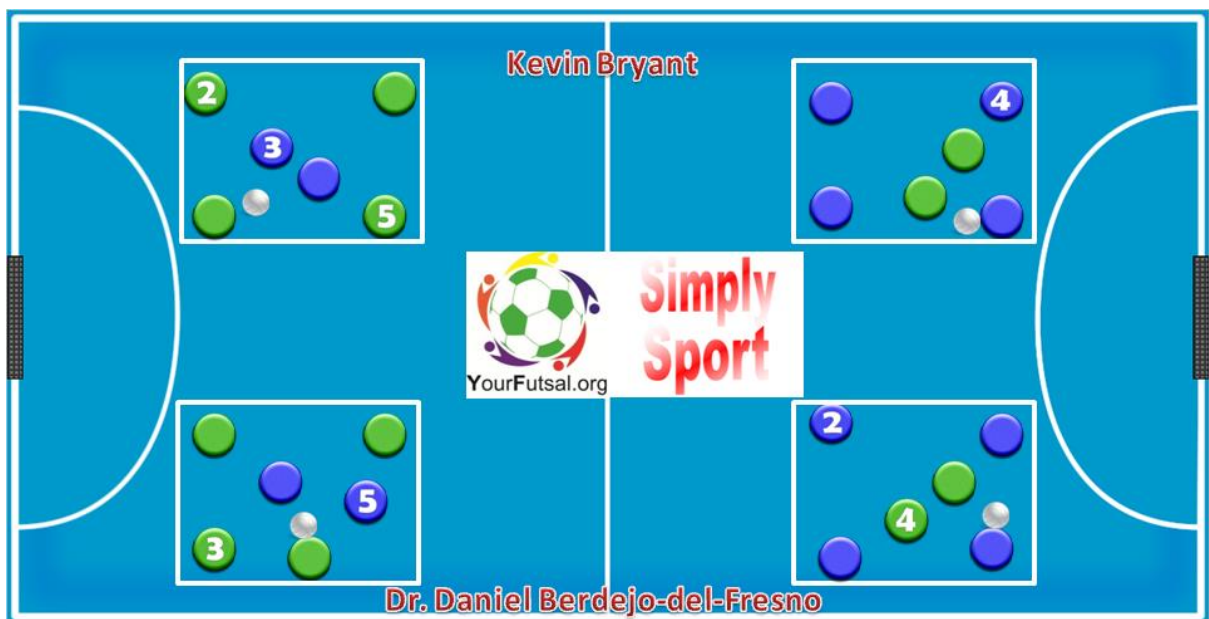
- Activity description: Three attackers, everyone with ball, must keep as much time as possible any of the balls in a delimited space. There is one defender. Players can pass the balls, Activity finishes when all the balls are out.
- Content: Ball possession. Passes and control games. Ball interception.
- Guidelines:
 - Ball control.
 - Look around and control spatial references to know in each moment where the team mates, the defender, and the court limits are.
 - The concept of ball protection is very important, therefore the ball needs to be as far as possible from the defender.
 - It is important that the defender chooses the proper moment to make the tackle and perform with success the action.
 - Control how much time the defender needs to steal the all three balls.



- Coaches Notes:

EXERCISE 5

- Activity description: Two teams: 4x2. The four attacking players must keep ball possession in a delimited space. The defenders try to recover the ball and keep it.
- Content: Pass, dribbling and wall pass, control-reception of ball, ball interception and shoulder charge, timing. Unmarking movement, creation of space, pass to the foot, pass to the space, timing, and ball control. Vigilance, pressure on the ball holder.
- Guidelines:
 - The players play all-in (free number of touches).
 - The space can be modified regarding the objectives to get.
 - When the defenders get the ball, the roles are exchanges.
 - Also, we can work with time, for example, how many times the defenders get the ball in two minutes, then roles are swapped.
 - We begin to codify the game.



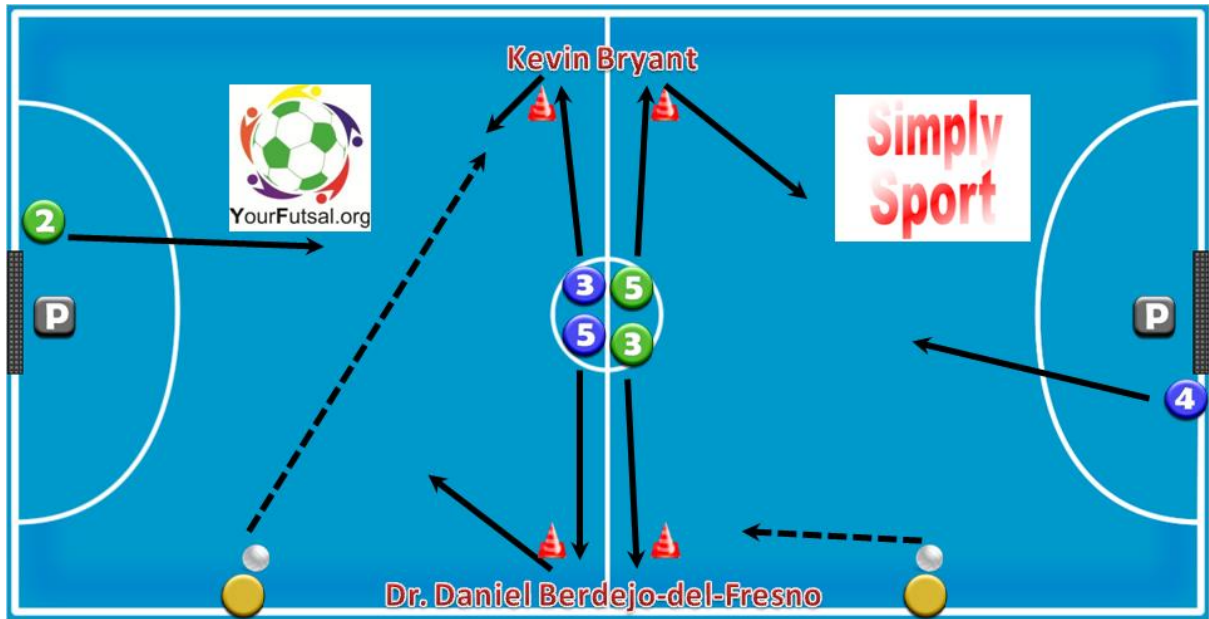
- Coaches Notes:

SESSION 6

SIMPLIFIED GAMES

EXERCISE 1

- Activity description: 2v1. Coach throws the ball from one side of the court towards the attacking player who needs to try to finish the action with a shot on to the goal. Two players (attackers) start from the central circle; these players must run towards a cone set up on the T (halfway line with the sideline), run around the cone and enter into the court to play. One of them will be the one who receives the ball from the coach, at the same time the defender starts sprinting from the end line (next to the post) to defend a 2v1 situation.
- Content: Games with ball dribbling, change of directions, pass, combination of 2 players (dualities), counterattacking.
- Guidelines:
 - It is important that the defending player works on the adequate basic position (low centre of gravity), “give exit” concept (close middle and offer one side, usually towards the sideline and the weak foot), and choose the proper moment for the tackle
 - The player with ball must know to decide the best moment to perform the dribbling movement or pass the ball to teammate, therefore timing is essential.
 - The player with the ball must try to incorporate actions such as, changes of speed, changes of direction, fakes, etc.
 - The attacking player without the ball should not be placed ahead of the ball, since this would limit the pass line options.



- Coaches Notes:

EXERCISE 2

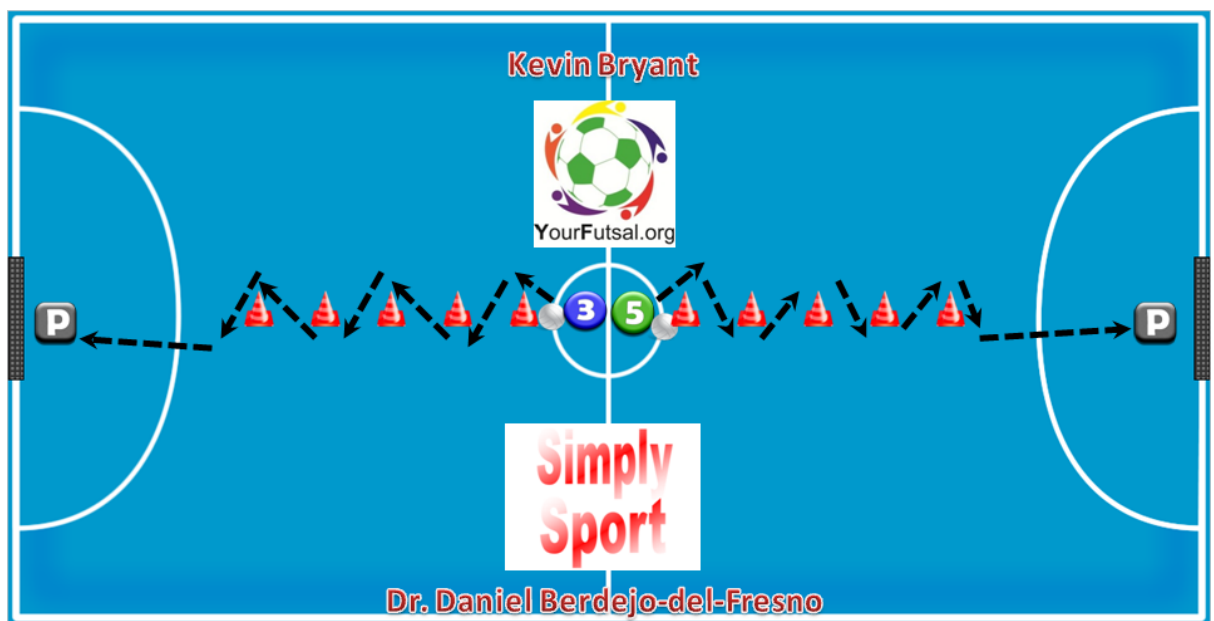
- Activity description: Shooting drill. The players shoot on goal with the ball still from the dashed line (9 metres). All players are placed around the line, apart from one who will be the goalkeeper. When all the players have had a shot, they move one position and the last one swap role with the goalkeeper. This way, all players will experience both roles: outfield and goalkeeper and the shots are from different angles.
- Content: Shooting drill with ball stopped
- Guidelines:
 - Nothing about the most suitable shooting surface is explained.
 - However, aspects such as the supporting foot and how to plant it next to the ball or the approximation run are highlighted.
 - Also, aspects regarding the goalkeepers are emphasised.



- Coaches Notes:

EXERCISE 3

- Activity description: Individually players dribble the ball in & out the cones. After the last cone they finish the task with a shot on the goal. The slalom (cones) is set up in central zone of the court. In this task, one player will be goalkeeper, but they will be changed each round. All the players should experience the goalkeeper position.
- Content: Dribbling games with shot with the ball in movement.
- Guidelines:
 - Importance of the use of the different parts of the foot to dribble and control the ball.
 - Perform the shot running.
 - Head up before shooting. Look at the goal and the goalkeeper's position.
 - Remind the importance of body position to perform properly the different actions.



- Coaches Notes:

SESSION 7

ABILITY GAMES, BASIC SKILLS & SIMPLIFIED GAMES

EXERCISE 1

- Activity description: Faking the pass trajectory. A player must perform 5 passes 10-metre long through a gate 7-metre wide defended by another player. The defender can only move laterally.
- Content: Passes and control games.
- Guidelines:
 - Passes need to be precise and powerful.
 - After 10 passes, players swap roles.
 - The concept of body and pass fakes of player with the ball appears.
 - Movement of the player without ball. The player must move opening a passing line to receive the ball.
 - Oriented control is very important here to make sure that there is continuity of the actions.



- Coaches Notes:

EXERCISE 2

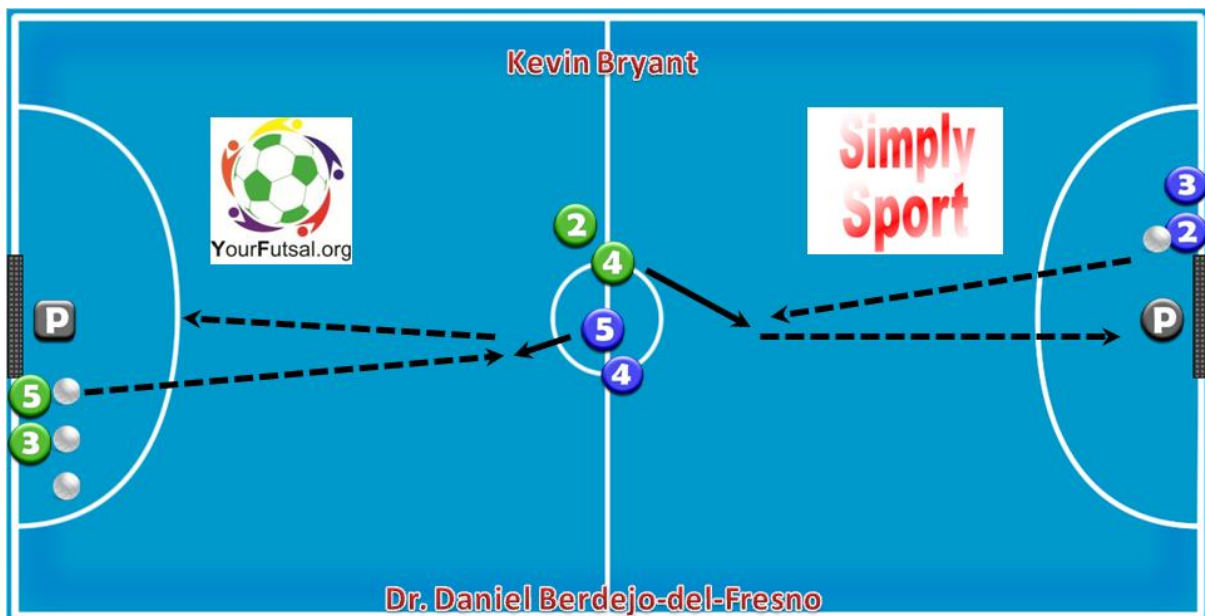
- Activity description: One defender inside the square all the time. Four players with one ball each are around the square dribbling the ball. When the coach call one name, this player must try to cross the square with the ball controlled.
- Content: Dribbling and ball control.



- Coaches Notes:

EXERCISE 3

- Activity description: One player with ball is placed over the end line next to one post. One more player is over the halfway line. The player with the ball passes to the other player who must perform an oriented control and shoot on goal.
- Content: Shooting drills.
- Guidelines:
 - After a set of shots, players exchange roles.
 - Then, they can practice shots on goal with the ball in movement, without controlling (first touch).



- Coaches Notes:

EXERCISE 4

- Activity description: Two teams of five players each play a basketball game in one basket using only half of the court. Before throwing the ball is compulsory to go out of the key if the ball comes from the other team.
- Content: Basketball game in one basket.
- Guidelines:
 - Technical work:
 - Pass and dribbling (Attack).
 - Interception, stealing (Defence).
 - Technical work:
 - Unmarking movements, play in progression, creation of spaces and occupying of spaces (Attack).
 - Vigilance, anticipation, “give exit” concept to the player with the ball (Defence).
 - Every player marks one adversary (individual defence).
 - The defence to the player with the ball is very close, however the defence to players without the ball is not as tight and close taking into account the ball and the basket positions.
 - We can play without dribbling or without moving if you have the ball.
 - After the game, explain to the players that all these concepts should be transferred to the futsal game.



- Coaches Notes:

EXERCISE 5

- Activity description: Two players of the same team attack alternatively two opposite wide goals (5-7 metres). Each goal is defended by one player. Each team of two players have the right to perform 10 attacks, 5 in each goal.
- Content: Ball dribbling skills. The pass. To know to read the game situations and overcome the defender.
- Guidelines:
 - Importance of the pass and ball control.
 - The pass must be to the foot.
 - The support to the player with the ball appears with the movement by the player without the ball.
 - The player with the ball must be able to see what is happening on the court.



- Coaches Notes:

EXERCISE 6

- Activity description: 3v2. Two teams of two players play a game. The objective is to keep the ball possession between the players of the same team without going out of the delimited space. The defenders try to get the ball, if they get it, they will be attackers and the other team will be the defence. One floater or neutral player is playing as well. The floater will always play with the team who have the possession; therefore the floater always is attacking.
- Content: Ball possession.
- Guidelines:
 - Pass, dribbling, one-two, control, interception.
 - Unmarking movements.
 - Creation of spaces.
 - Passes to the foot or to the space.
 - Ball control, game control, and timing.
 - Vigilance and pressure to the player with the ball.



- Coaches Notes:

SESSION 8

TEACHING TECHNIQUE THROUGH THE GAME - ORGANISATION OF THE ATTACK: POSITIONAL ATTACK AND COUNTERATTACK - LEARNING SITUATIONS

EXERCISE 1

- Activity description: 2v2. Two teams of two players play a game. The objective is to leave the ball behind the scoring line. Players play all-in (as many touches as they want).
- Content: Leave the ball behind the scoring line.
- Guidelines:
 - Unmarking movements (Attack).
 - Creation of spaces (Attack).
 - Passes to the foot or to the space (Attack).
 - Game and ball control (Attack).
 - Changes of orientation and direction (Attack).
 - Vigilance, marking and anticipation (Defence).
 - The scoring line can be modified to increase the challenge, but it is recommended to start with a goal line between 7 and 10 metres.
 - In the case of counterattack, the player with the ball should take the middle (deep axis), since there are more options for success and the goal is in the middle, not in one side. This is a typical error in these ages.



- Coaches Notes:

EXERCISE 2

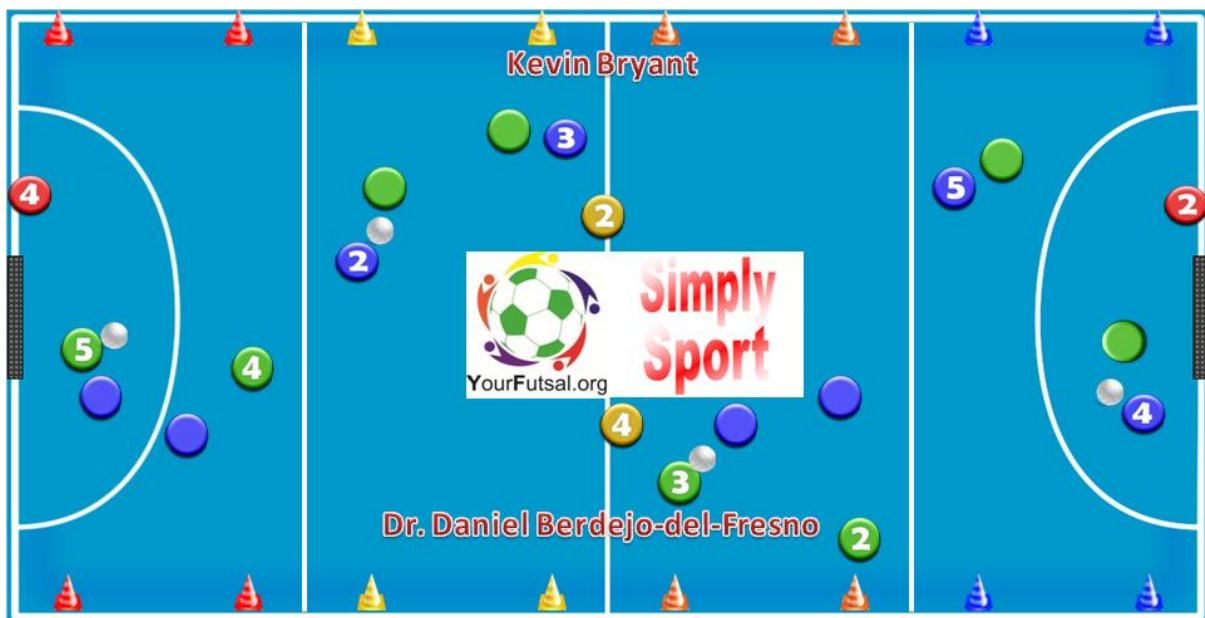
- Activity description: Four players are placed around the square perimeter and two players inside square. The four players must try to keep ball possession, while the two defenders will try to get the ball. The four outside players cannot move out of their own side, therefore each player must be in the space delimited by the cones.
- Content: Ball possession.
- Guidelines:
 - Importance of the pass, control, reception, support, and ball possession.
 - Importance of the interception for the defenders.



- Coaches Notes:

EXERCISE 3

- Activity description: 2v2+1. Two teams of two players play a game. The objective is to leave the ball behind the scoring line. Players play all-in (as many touches as they want). However, in this game one floater player will always participate with the team who have possession. This will allow playing a situation of 3x2. The floater cannot enter in the space where the game is performed, but they will move around the space.
- Content: Leave the ball behind the scoring line.
- Guidelines:
 - Workout on pass, one-two, control, dribbling, unmarking movements, changes of direction, and play in amplitude and progression (Attack).
 - Interception, tackling, vigilance, anticipation and individual marking (Defence).
 - Introduction to the concept of ROTATION.
 - We can modify the activity using two floaters, one per team.



- Coaches Notes:

EXERCISE 4

- Activity description: On a big square, several zones are delimited in each side of the square by cones. One player will be in each zone, therefore the number of zones will depend of the number of players we have. All of these players will try to keep the ball possession without moving of their own zone. A team with the same number of players will play inside square with the objective to get the ball; also a floater will be inside the square and will play with the attacking team.
- Content: Ball possession.
- Guidelines:
 - Aerobic endurance workout.
 - Technical workout:
 - Pass, one-two, control, one-two (Attack).
 - Interception (Defence).
 - Tactical workout:
 - Pass to the foot, pass to the space, support and ball possession (Attack).
 - Anticipation and approach to zone defence (Defence).



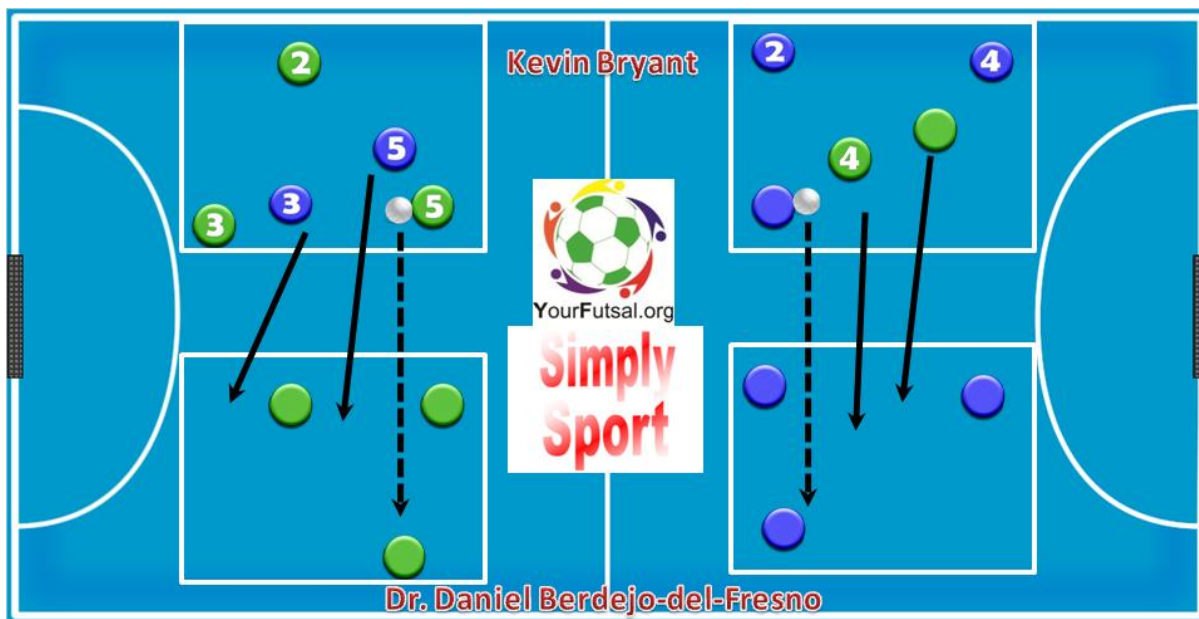
- Coaches Notes:

SESSION 9

TEACHING TECHNIQUE THROUGH THE GAME - ORGANISATION OF THE ATTACK: POSITIONAL ATTACK AND COUNTERATTACK - LEARNING SITUATIONS

EXERCISE 1

- Activity description: The task is performed in two squares. In each square there is a team of three players. The aim is to keep the ball possession without going out of the delimited space, besides a maximum of two defenders can invade the opposite square; therefore players will work in a 3v2 situation. Every five passes the team get one point.
- Content: Ball possession-5 passes.
- Guidelines:
 - Aerobic endurance workout.
 - Technical workout:
 - Pass, dribbling, one-two, and control (Attack).
 - Interception and tackle (Defence).
 - Tactical workout:
 - Unmarking movements, pass to the foot and to the space, ball possession (Attack).
 - Pressure to the player with the ball (Defence).



- Coaches Notes:

EXERCISE 2

- Activity description: 3v3. Two teams of three players each play with the aim to keep ball possession inside the delimited space. The defenders try to get the ball, if they get it, the roles are exchanged. The number of touches is two. We can introduce a floater, who will always play with attacking team; however they can only play with one-touch. If the floater is introduced the situation will be 4v3.
- Content: Ball possession.
- Guidelines:
 - Aerobic endurance workout.
 - Technical workout:
 - Pass, dribbling, one-two, and control (Attack).
 - Interception, tackling, and charge (Defence).
 - Tactical workout:
 - Unmarking movements, pass to the foot and to the space, ball and game control, timing, changes of orientation (Attack).
 - Vigilance and anticipation (Defence).



- Coaches Notes:

EXERCISE 3

- Activity description: 3v3 in full court without goalkeepers. Two teams of three players play game in full court, the objective is to score in the adversary goal shooting inside the delimited zone (i.e. 9 metres line or even inside the box). There are no goalkeepers, and the defending team cannot defence beyond the halfway line to get the ball (no high pressure)
- Content: Game situation of 3v3
- Guidelines:
 - Aerobic endurance workout.
 - Technical workout:
 - Pass, dribbling, one-two, control, and shot (Attack).
 - Interception, tackling, and charge (Defence).
 -
 - Tactical workout:
 - Unmarking movements, pass to the foot and to the space, game in amplitude and progression (Attack).
 - Vigilance, anticipation, and individual defence (Defence).



- Coaches Notes:

SESSION 10

ORGANISATION OF THE DEFENCE - LEARNING SITUATIONS - GAME SYSTEMS

EXERCISE 1

- Activity description: 3v3 in full court without goalkeepers. Two teams of three players play game in full pitch, the objective is to score in the adversary goal shooting inside the delimited zone (i.e. 9 metres line or even inside the box). There are no goalkeepers, and the defending team cannot defence beyond the midfield line to get the ball.
- Content: Game situation of 3v3. Learning of individual marking.
- Guidelines:
 - Aerobic endurance workout.
 - Technical workout:
 - Pass, dribbling, one-two, control, and shot (Attack).
 - Interception, tackling, and charge (Defence).
 - Tactical workout:
 - Unmarking movements, pass to the foot and to the space, game in amplitude and progression (Attack).
 - Vigilance, anticipation, and individual defence (Defence).



- Coaches Notes:

EXERCISE 2

- Activity description: 4v4 in full court without goalkeepers. Two teams of four players play game in full pitch, the objective is to score in the adversary goal shooting inside the delimited zone (i.e. 9 metres line or even inside the box). There are no goalkeepers, and the defending team cannot defence beyond the midfield line to get the ball.
- Content: Game situation of 4v4. Learning of individual marking.
- Guidelines:
 - Aerobic endurance workout.
 - Technical workout:
 - Pass, dribbling, one-two, control, and shot (Attack).
 - Interception, tackling, and charge (Defence).
 - Tactical workout:
 - Unmarking movements, pass to the foot and to the space, game in amplitude and progression (Attack).
 - Vigilance, anticipation, and individual defence (Defence).



- Coaches Notes:

EXERCISE 3

- Activity description: Two teams of 6-7 players play a game in full court. The objective is to score goal in any of the two goals. Each team defends two small goals (1 metre) placed over the end line. There are no goalkeepers.
- Content: Scoring in four goals teaches to play wide.
- Guidelines:
 - Aerobic endurance workout.
 - Technical workout:
 - Pass, dribbling, one-two, control, and shooting (Attack).
 - Vigilance, anticipation, zonal marking (Defence).
 - Tactical workout:
 - Unmarking movements, pass to the foot and to the space, game in amplitude and progression (Attack).
 - Vigilance, anticipation, zonal marking (Defence).
 - During the game, several instructions are introduced:
 - The defending team have to play behind the ball.
 - It is compulsory to offer always two support passes to the player with the ball.



- Coaches Notes:

EXERCISE 4

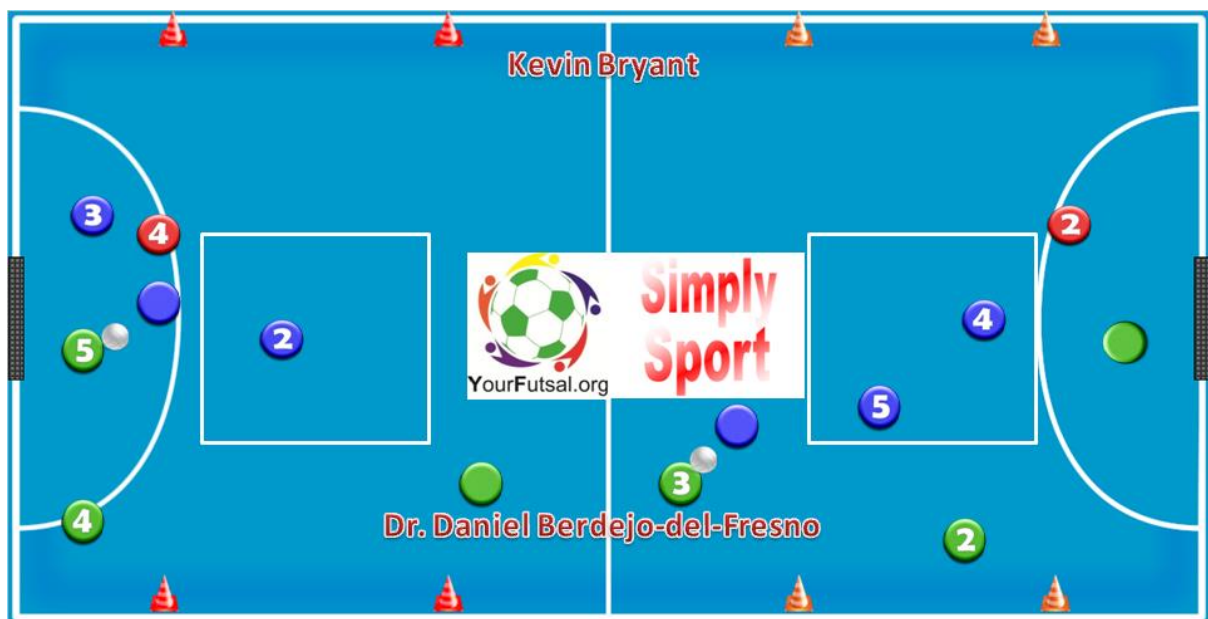
- Activity description: Two teams made up by two players play a game with the objective to leave the ball behind the line. There is one floater player always playing with the attacking team. The floater has a limited number of touches.
- Content: Application to zonal marking.
- Guidelines:
 - Aerobic endurance workout.
 -
 - Technical workout:
 - Pass, dribbling, one-two, control, and shooting (Attack).
 - Interception and tackle (Defence).
 -
 - Tactical workout:
 - Unmarking movements, pass to the foot and to the space, game in amplitude and progression (Attack).
 - Vigilance, anticipation, zonal marking (Defence).



- Coaches Notes:

EXERCISE 5

- Activity description: Two teams made up by three players play a game with the objective to leave the ball behind the line. There is one floater player always playing with the attacking team. The floater has a limited number of touches. Also there is a space is delimited and the floater cannot play inside that space but around.
- Content: Application to zonal marking.
- Guidelines:
 - Aerobic endurance workout.
 - Technical workout:
 - Pass, dribbling, one-two, control, and shot (Attack).
 - Interception and tackle (Defence).
 - Tactical workout:
 - Unmarking movements, pass to the foot and to the space, game in amplitude and progression (Attack).
 - Vigilance, anticipation, and zone marking (Defence).



- Coaches Notes:

EXERCISE 6

- Activity description: Two teams made up by four players play a game with the objective to score in the small goals. One team have two small goals while the other team only have one.
- Content: Application to zonal marking.
- Guidelines:
 - Aerobic endurance workout.
 - Technical workout:
 - Pass, dribbling, one-two, control, and shot (Attack).
 - Interception and tackle (Defence).
 - Tactical workout:
 - Unmarking movements, pass to the foot and to the space, game in amplitude and progression (Attack).
 - Vigilance, anticipation and zone marking (Defence).



- Coaches Notes:

EXERCISE 7

- Activity description: Two teams made up by three or four players play a match, trying to score in the two small goals. Each team defend two small goals placed in both side of the end line. There is no goalkeeper position. We can establish a limited number of touches and the figure of a floater. In case we decide to introduce a floater, they will always play with the attacking team.
- Content: Application to zonal marking.
- Guidelines:
 - Aerobic endurance workout.
 - Technical workout:
 - Pass, dribbling, one-two, control, and shot (Attack).
 - Interception and tackle (Defence).
 - Tactical workout:
 - Unmarking movements, pass to the foot and to the space, game in amplitude and progression (Attack).
 - Vigilance, anticipation, mixed marking, exchanges (Defence).



- Coaches Notes:

As it was mentioned at the end of Part 1-The Parent “the development of your player revolves around three people – you (parents), the player and the Coach”.

This second part of our book was about the coach, we hope that coaches **have learnt and self reflected** about their importance when working with players. **Coaches can make an impact in players’ lives forever either positively or negatively.** Let’s make sure that all of our players remember us in a good way.

If you are reading this, it is because you have reached the end of Part 2-The Coach and therefore the end of this book. Thanks for your commitment

The Authors

