



FOOTBALL EDUCATION GUIDE



A GUIDE TO
**USE FOOTBALL AS A MEANS
TO TEACH AND EDUCATE
CHILDREN WORLDWIDE**

**168
GUIDO.**

INTRODUCTION

This guide explains the Young Talent talent academy and the Young Talent Scouting Company trainings philosophy and the way the academy's coaches are trained. Coaches are trained according to the standard that Young Talent's Academy applies. All coaches are taught according to the principles of the Ajax. This plan explains how the academy teaches its coaches to train different pupils of age categories with different characters. Also based on the age categories there are different drills and routines for the pupils. At the end of this guide all the rules and regulations for the trainers are explained. This report covers the rules of football and the rules of the academy. All of the academy's standards for optimal coaching practices are explained, together with all the coaches' responsibilities.

This report explains how the academy training system works. The trainings are orientated based upon the so-called team functions: attacking, defending, transition from attack to defence and visa versa. Based on this training method trainings are conducting in cycles. One year can be divided into two to three cycles. Cycles consist of four periods, of four to six weeks. The first six weeks the emphasis is on attacking, then four weeks of transition (attack to defend), six weeks of defending, and another four weeks of transition (defend to attack). One of the things important for teams is teambuilding, for this reasons coaches are taught how they should talk to their pupils.

In order to continuously improve the performance of 168Million coaches, the performance of the coaches they are assessed regularly. They also need to make a self-assessment, and coaches need to assess each other to learn from one another. The same way coaches will evaluate their pupils constantly to help them improve their football skills. Coaches will have talks to their pupils on a regular basis to speak through their performance. All methods of evaluation are explained in this report.

It explains football as a game, the benefits that 168Million offers to its pupils, training methods used at the academy. Training at 168Million offers not only short-term benefits, but also long-term benefits. Pupils are not only educated in football skills, but also supported in their personal growth and development. This guide includes general information about 168Million, the trainings and education provided potential international tournaments, as well as options for further university-level education after leaving 168Million. At the end of this guide the academy's code of conduct and example football drills and a football dictionary can be found.

During a training at 168Million, pupils are encouraged to learn about different cultures, geography, nutrition and languages in a playful and social environment. 168Million stimulates both the personal, and the physical development of all pupils, by providing a safe and positive sports environment. Through various activities, young pupils improve their communication skills, personal discipline, language skills, learn more about the significance of teamwork and a healthy life style. Teamwork, meeting new friends and learning English are only few of the positive experiences pupils make at 168Million. While developing physically, pupils also learn valuable lessons for their professional careers as well as personal lives. Pupils prepare to react quickly and appropriately to various situations, on and off the field.

TABLE OF CONTENTS

168MILLION FOOTBALL	4
EDUCATION FOCUS OBJECTIVE	6
THE ESSENCE OF FOOTBALL	9
LEARNING TO PLAY FOOTBALL	9
FOOTBALL DYNAMICS	10
TEAM FUNCTIONS AND TEAM TASKS	11
TEAM TASKS	11
TEAM FUNCTION: ATTACK	12
TEAM FUNCTION: DEFENCE	13
TEAM FUNCTION: TRANSITION	13
AGE SPECIFIC FOCUS	13
SPECIFIC DEVELOPMENT COURSES	16
REFEREE COURSE	17
GOALKEEPER COURSE	17
STAMINA TRAINING COURSE	17
TECHNICAL SKILLS COURSE.....	17
NUTRITION COURSE.....	17
RECOVERY COURSE	18
TEAMBUILDING	18
MEETINGS AND EVALUATIONS OF PLAYERS	19
AGE CHARACTERISTICS	21
SPECIFIC TRAININGS PER AGE GROUP	22
COACHING PLANS	30
CODE OF CONDUCT	37
EXAMPLE TRAINING DRILLS	38

168MILLION FOOTBALL

168Million is a charity organisation with over 27 years' experience at teaching football to young pupils. The pupils subjected to one of 168Million's football programmes receive training from a variety of coaches and volunteers who help children with their general development. 168Million football is organised together with Guido Friedrich (international Ajax scout and 168Million ambassador). The objective is to make football accessible for everyone and to teach children worldwide using football as a means to learn children various topics by doing sports. This creates a fun and healthy learning environment

168Million main objectives:

1. Encourage young pupils to enjoy playing football, while improving stamina and socialising with others;
2. Educate pupils on topics like languages, personal health, sportsmanship, general knowledge and more.

At 168Million, pupils are divided into different age groups, ranging from U7 to U19. Each group receives training tailored to the respective age group and level of skills. 168Million is actively connected with 51 European professional football clubs and over 40,000 professional players. 168Million is mainly focussed on male and female football, with further specialisation into regular football, indoor football and street football. 168Million is also actively connected to professional football scouts worldwide, who may refer the pupils to European professional football clubs. If there are really talented football players in the 168Million programme they make a shot at getting scouted by Ajax Scout Guido Friedrich (Ambassador of 168Football).

LEARNING PHILOSOPHY

All volunteers are taught to emphasise the skills children need to develop during the game. These skills are very important for the general development of the children they teach for the rest of their lives. There are different stages for the learning of skills and knowledge based on the age of the pupils.

Stages of learning development		
Stage 1	Interpersonal skills	Learn how to play with others and share
	Knowledge	Literacy
	General skills	Interacting with foreigners
Stage 2	Interpersonal skills	Learn how to make new friends
	Knowledge	Basic English
	General skills	Safety Procedures
Stage 3	Interpersonal skills	Learn how to interact and communicate
	Knowledge	Basic Mathematics
	General skills	Teamwork
Stage 4	Interpersonal skills	Learn to listen
	Knowledge	Physical Health
	General skills	Decision Making
Stage 5	Interpersonal skills	Dealing with winning and losing
	Knowledge	Social knowledge
	General skills	Receiving and giving feedback
Stage 6	Interpersonal skills	Character building
	Knowledge	Geography
	General skills	Discipline
Stage 7	Interpersonal skills	Learn to anticipate
	Knowledge	Science
	General skills	Creative thinking

FOOTBALL PHILOSOPHY

The philosophy of 168Million is based on the methods of Wiel Coerver and uses three main points: the discovery of talent, the development of potential and the composition of a successful team. It uses progressive plans to work out his method, it consists of seven phases:

Phases of football development	
Phase 1	Analyse match tactics, styles, systems, training and education of a football team. Analyse ball possession, defence abilities, attack abilities and smooth the transition goes from attack to defence and the other way around.
Phase 2	Analyse top teams together with the team that are currently successful or were so in the past. Compare these with the team's own performance and style. This step shows players how they can improve their own abilities; this builds quality players, increases effort given during a match, strengthens team spirit, improves match plan, fortifies drive and eventually increases the ability to score.
Phase 3	Analyse current and former professional football players. This analysis shows the players several individual qualities: technique, persistence, strength, football insight, enjoyment, motivation, speed, individual action, concentration, respect, team spirit, attitude, endurance and desire to win.
Phase 4	Go through the division of the training model on the right. The model consists of technical, tactical, physical and mental qualities of the team and its players, turning the qualities of top teams and top players into a realistic trainings process.
Phase 5	The training model is subdivided into phases that are related to the players' technical development of several age groups. Each age group needs a specific approach. Players need to train their mental and technical skills from the start until the end. This is different from the physical and tactical skills; these become more important when the children become older.
Phase 6	Adapt the model to football on the pitch thus make more practical. This means creating exercises, playing forms, coaching styles and techniques based on the outcome of the previous phases. It distinguishes five essential aspects of a good training on the pitch. The aspects are: having a mutual objective, always make the drills challenging, encourage high quality football, train intensely and make sure that everyone enjoys the training.
Phase 7	Apply all the knowledge and skills gained during the trainings in football matches after many training sessions. Players will have learnt to make the right decision at the right moment.

EDUCATION FOCUS OBJECTIVE

Football is not only about the sport; it is also a way of educating. Pupils are encouraged to acquire a creative mind and advance their decision-making skills. Both are very important, on the field as well as during their daily life. Pupils will develop, amongst others, tactical thinking, and teamwork skills. Experienced trainers support the young pupils throughout their development process. The trainers encourage development, interest and curiosity at all times. At 168Million pupils will continuously grow and develop their personality and physical strength. This means that pupils learn to push themselves to achieve more, both in their personal environment as well as in a team setting. The coaches of 168Million are experienced in supporting their pupils during all development stages, and are able to adjust their training based upon their individual stage of development. Pupils improve their creative thinking, language skills, general knowledge as well as several physical skills, like the eye-foot and eye-hand coordination. Over time, pupils will learn valuable lessons they will benefit from throughout their professional careers and personal lives. Beneath is a list of some of the most important things 168Million teaches its pupils.

CHARACTER BUILDING

When playing football at 168Million the coaches focus on the development of the pupils. One of the pupil's most important developments is the building of their characters. During their development from child to adult they will go through many development phases, exploring their character, learning more about who they are, what their personal strengths and their weaknesses are. In order to build character and be a strong individual self-knowledge is essential. 168Million supports its pupils during this development. 168Million's coaches know that character building is very important for every individual, therefore all volunteers will have individual talks with the pupils to help them with their individual development

DEALING WITH WINNING AND LOSING

A football match will always end in a win, a loss or a tie. It is always great to be the winner of a game, but when playing football everyone will need to learn to be a good sport. 168Million teaches its pupils that after they win, they show respect for the opponent's gameplay. The same counts for when they lose. This is more difficult for most people. They will have to be a good sport and be a good sport towards their opponent. Many pupils cannot handle a loss very well, but they will have to learn that you cannot always win. 168Million will teach its pupils to be a good sport after losing a game, and most importantly, to recognise their mistakes. 168Million emphasises to them that the best way to learn and to improve is by making mistakes, and that this is a part of life. Even after winning a match the good and the bad points of a game will need to be reviewed to optimise the gameplay of the next game. These lessons will be hard to take at the beginning but will eventually be a major asset to the lives of the pupils.

MAKING FRIENDS

Meeting other people and other children is not always easy for everyone. Some pupils get shy when they meet new people, others can make new friends easily. In spite of the character of the pupils they will have to play with many other pupils. At first they will have to get used to others, but quickly after they will make friends. In football the young pupils will deal with many other children, and will have to play with, and against them. In order to do this well they will have to know each other, in this process they will make many new friends and also learn how they make new friends. By doing this very often when they are young they will eventually get more used to meeting new people and be more open towards new people.

LEARNING TO LISTEN

All children have to learn to listen to their coach. Young pupils have a lot of energy and do not always understand what it means to listen to someone. Therefore, the coaches will use different approaches towards different age groups, but also towards pupil with different characters. Some pupils listen easily and do not have problems while others have problems with it at first. It is very important for 168Million to teach the pupils how to listen properly, and to do as they are told by their coach. We only want the best for all its pupils, the pupils will have to listen to what they are told, to optimise their performance and learning experience. Also for the rest of their lives it is important to be able to listen properly to instructions of others. If they want to give instructions to others, they first have to learn how to listen.

DEALING WITH FEEDBACK

Coaches will regularly give feedback to their pupils to help them see what they can improve, and show them how they can improve this. When they are told to do something differently they will have to be able to handle this properly and understand how they can improve this. For many children it is very difficult to deal with feedback or critique. 168Million will, at all times, emphasise that they only give feedback for the improvement of their pupils. It is important for young adults to be able to deal with feedback or corrections, as this is one of the best ways to learn. Learning to deal with this at a very young age will be very helpful as this can only help someone to become better at certain things, and eventually be able to show others how to improve.

INTERACTING WITH FOREIGNERS

All children will get their trainings in English. This will help them to develop their English language skills, they will at first be taught the basics, so they understand what to do when the coach tells them something. All 168Million's licensed coaches are fluent in English, and often from a bilingual environment. Therefore, all pupils are exposed to an international environment and improve their English language skills in a playful and casual manner. Moreover, research has shown that children exposed to a foreign language at a young age have less difficulty when learning another foreign language. Every training starts with a small language course to learn to understand and speak Basic English. At the beginning they will learn words that are important to know to understand the coaches, words like "sit down, stand up, walk, dribble, shoot". Later they will be taught to make sentences, and they learn basic sentence structures. Gradually they will develop their English language skills so they will eventually be able to understand the English perfectly and be able to eloquently speak back to the coach. In the future, pupils who are exposed to the English language will have a great advantage when applying for schools.

SAFETY

Players will be taught how to play sports safely. Pupils can get injuries if they do not practise sports safely, for that reason they are taught how to play safely from the beginning. We teach our pupils how they can prevent injuries and how they can ensure their own safety and the safety of others. 168Million applies safety precautions that will be applied at all trainings. For example, the pupils will learn to do a warming up to get their bodies used to the high intensity training. The rest of their lives they will be aware of how they can avoid injuries, strains, blisters etc. In case something would happen they will also know what they should do and they will be aware of the best way to recover.

TEAMWORK

Pupils will be working in teams and will be ascribed a position on the field. They will be playing with others, all with their own position on the field. Everyone has his own responsibilities and tasks. Nevertheless, it is very important that all players work together for their common goal. This might sound easy, but it is quite difficult if they do not know how this is best done. They will have to find a way together to find their best way to score goals and defend their own goal. In order to do this they will have to make a common strategy where everyone's best capacities are utilised. By doing this players learn to work together as a team and also to give each other instructions about their next moves. This is something they will be able to apply for the rest of their lives. This will be the first step to be a good team player and eventually supervisor.

DECISION-MAKING

Besides learning to work in a team and make team decisions pupils will learn to make decisions for their team and for themselves. Football is all about being quick in deciding the next step. It is very important to anticipate during a football match, a choice needs to be made like: "to whom will I pass the ball?" Or "will I try to score a goal, or is it better to wait and pass?" These decisions will need to be made quickly to make sure that the opponent has little time to steal the ball. At the beginning it is quite difficult to make these decisions, as every choice in the game affects the next move towards scoring a goal or losing the ball to the opponent. The pupils will learn to make these decisions, and will be able to decide quickly what they think is best based upon their own insight in the game, the positions of the other players and the general strategy. People make decisions all the time in their daily life, most of the time it is about trifles, but at work it can have a big influence whether they choose option A or B. They will learn to make decisions based upon rationale and a common goal.

CREATIVE THINKING

At 168Million pupils are educated to become creative, decision-making individuals, as well as striving pupils. Pupils are introduced to different football techniques, developed by the Ajax Online Academy. Trainings are tailored to different skill levels and age groups. Creative thinking is an essential part of playing football, as pupils often have to make difficult decisions within a limited timeframe. Being creative, and finding new and innovative solutions can be of great advantage and the true turning point in any football game. Create moves can lead to unexpected situations for the opponent, which offers opportunities to score. This creativity is something that comes naturally to some people, but other will have to learn to 'think outside of the box'. In order to develop creative thinking, this needs to be encouraged and shown to players. Also off the football field creative thinking is a necessity to solve difficult situations.

GENERAL KNOWLEDGE

During trainings, pupils will also learn about various other topics, including culture, geography, communication and foreign languages. Topics are discussed in a natural and casual manner, and are often part of an activity or a game. Exercises will include well-known facts, locations or words that increase the pupils' knowledge and therefore increase the overall knowledge, for example in geography or cultural awareness. Pupils enjoy improving their general knowledge and 168Million values long-term development as an investment into an athlete's future.

PHYSICAL HEALTH

The pupils will all get an increasingly better stamina by standard stamina exercises and constant movement on the field. A good stamina holds many advantages for all pupils as they will be healthier and have a higher endurance. Next to stamina their physical strength will improve. Playing football prevents children from getting overweight, when they have a healthy diet. Constant movement will also help younger players to better concentrate at school, which will eventually result in better marks.

DISCIPLINE

Young players often have difficulties with discipline and respect for authority. Discipline is an extremely important characteristic in many situations in life. At 168Million, pupils are taught to push their boundaries and reach for better results, not only in football but also in school and in life. Learning to push through, instead of giving up is very important for the overall development of a person. Going beyond boundaries and try to run a bit longer or farther helps to improve stamina tremendously. When quitting quickly, there is no intention of the body to develop quickly; therefore, to get the best results discipline is absolutely necessary. Coaches instruct pupils in a kind and playful manner at the U7, but they will gradually be stricter to help the pupils to get optimal results.

THE ESSENCE OF FOOTBALL

Football is not a difficult game to play. There are two teams, with each 11 players, try to score a goal at each other's goals, by kicking a ball between the two goal posts. There is one ball in the game. The objective is to score more goals than the other team. Johan Cruyff, a famous Dutch football star, once said, "to win, you have to score more goals than the opponent", which clearly explains the objective of the game.

LEARNING TO PLAY FOOTBALL

There are different ways of learning to play football. It can be learnt by practising during drills or by playing a match. Learning to play football for younger pupils is best by just playing the game and practise. When teaching pupils to play football the distinctions in the team functions are also essential to understand. For the attack pupils are taught to pass, to dribble, to shoot the ball, to do feints, making a sliding towards the ball etc. For defence they are taught to chase, press, force errors etc. This is practised in situations that simulate situations similar to real situation on the pitch. The academy teaches its pupils by letting them practise and apply what they learnt in easy matches. For really young pupils the matches of 4 against 4 give each player more opportunities to touch the ball and practise what they were taught. They will be able to do feints more often and will have more opportunities to shoot on the goal. When they become older they can play with more people, they will have the ball less often, but they will have to focus more on teamwork and communication within the team.

Pupils of different age groups require different training approaches. Young pupils, as well as older beginners, start with playing small matches, like 4 versus 4, instead of complex 11 versus 11 situations. Moreover, younger pupils and beginners often train on smaller football pitches, and with simplified rules. Therefore, pupils are divided into different age groups: U-7, U-9, U-11, U-13, U-15, U-17 and U-19. Pupils improve their football skills by training and playing matches. Pupils learn the general football operations, such as dribbling, passing, shooting, feinting, and performing a sliding tackle. All activities are practised in match situations. Younger players will start with small matches, with 4 players against 4 players and simplified rules to increase

ball contact. The younger the players are, the greater the differences with the football for adults. In a more advanced step, pupils learn to align their activities with those of other players in their team. All trainings are specifically tailored to the age groups, from U7 to U19.

168Million does not only provide football training, but also educates young pupils in various different ways. Pupils naturally become more physically active and learn the significance of teamwork and various communication methods, as well as gain discipline. On the intellectual level, pupils are constantly exposed to the English language, learn geography and various cultures and gain an overall knowledge about football itself and its large subculture. Pupils benefit from this approach since it is mostly learning by doing, and topics are taught in a playful manner. Qualified Young talent academy coaches use multiple methods to ensure messages are communicated clearly and easily understood by all pupils. During a training pupils learn by practising drills, playing different games and having theoretical lectures from their coaches. All exercises are designed to involve everyone and increase team spirit. Playing football will also increase the pupils' awareness of winning and losing. Pupils are taught that winning is often the result of effective teamwork and hard work. However, no team can win every single match; therefore, pupils will be naturally exposed to situations where they have to cope with losing as well.

FOOTBALL DYNAMICS

The basics of football are quite easy to learn. There is one ball, there are two teams with each 11 players and there are two goals. The objective of each team is to get the ball into the goal of the other team. This directly means that both teams also prevent the other team from kicking the ball in their own goal. There are certain lines on the field from where the game can be played. Next to that there are several rules all the players should abide, there is a referee checking whether the players abide by the rules, if they do not they the referee decides the penalty.

Even though the basics are easy to understand, football is in fact quite a complicated game. One thing that makes it complicated is that all people can make choices that influence the outcome of the game. There is a certain freedom to this and thus creativity. All players from both teams take decisions and the player with the ball has to respond to the decisions of teammates and the positions of the opponents. In addition, the ball is free which means that any time the ball can be taken away. Because of this the game is always changing. Players need to be prepared and be responsive for many different situations and team set-ups, the academy teaches its pupils to be able to be strategically able to make the right decisions and to be physically able to execute the right moves at the right time.

Since the ball moves freely across the field, both teams face constant switches in dynamics. Every moment the opponent may snatch the ball away and attempt to score a goal. Players need to adapt to new situations and react quickly. Football activities consist of different parts: passing, shooting and covering players of the opposing team. A team needs to function together in order to win, which makes football not only a game for team players but also puts responsibility on every player's shoulders. To win, a team needs to attack, defend and be able to make the transition between them.

TEAM FUNCTIONS AND TEAM TASKS

Attack, defence and the transition are called team functions. At 168Million, the trainings are designed to teach all three team functions equally, in order to prepare pupils in the best way possible for a future professional career. Football is always played in the same way. Regardless of where football is played, the level and whether there are boys or girls who play football. The logical structure of football remains the same. The goal is always the same: to score more goals than the opposing team. To accomplish this, the team must attack. This automatically means that the opposing team defends. And because the ball is constantly changing sides, both teams need to adapt to the changing situations. In this, three phases can be distinguished, namely: attack, defend and the transition between attack and defence. This is what we call team functions. Team functions are the basis of football, as it is very important that all players know what to do in all three functions. There are different focus points for each age group. Based upon the age characteristics of each group, the coaches need to adapt their training to the age of their pupils. This creates a better learning environment for the pupils, and ensures optimal improvement of the skills of all the pupils. Training programmes are conducted in cycles. One year can be divided into two to three cycles. Cycles consist of four periods, of four to six weeks. In the first six weeks the emphasis is on attacking, then four weeks of transition (attack to defend), six weeks of defending, and another four weeks of transition (defend to attack).

TEAM TASKS

Team functions can be divided into team tasks (in attack that is building up and scoring; in defence that is disturb, prevent goals and regaining the ball). The purpose of building up an attack is to create opportunities and the intention of scoring is exploiting these opportunities. The intention of defending is to disturb and ensure that the counterparty will not get opportunities to score a goal. A team's organisation and a division of duties are necessary to win the match. Within the organisation, players receive an individual position, with corresponding tasks and responsibilities. All these tasks have focus points for during the training. An example of attack is when the team that has the ball and is building. The player has the choice to dribble, pass or shoot. The players without the ball will mainly make the choice to move freely. Who does what - pass, free running, etc.-and when, how and in what direction? This is something that players need to learn over time. It can only really be understood by playing enough football matches, and by reviewing your own performance critically and constantly.

LEARNING OBJECTIVES OF PER TEAM FUNCTION

Exercise objectives in Attack and Defence training		
Attack, learn to:	Defence, learn to:	Transition, learn to:
Build-up from the back	Defend on an opponent's half	Anticipate the opponent's moves
Build-up play from the middle	Defend around the middle	Be prepared for transition at all times
Build-up play on the opponents half	Defend on your own half	Catch the opponent of guard
Keep at a distance	Force errors	Decide the next move quickly
Dribble the ball	Press	Prevent counter attacks
Pass the ball	Dummy on the ball	Win back the ball
Shield off the ball	Offside trap	Play forward and expand
Get free from a defender	1 vs. 1 challenges	Change mind-set
Accelerate	Provide cover	
Move into open spaces	Mark	
Do one touch passing	Block tackle	
Support play	Slide tackle	
Making deceptive moves	Prevent through balls	
Serve balls in	Take over a mark	
Attack from the from the flanks	Chase	
Delay the game	Block through balls	
Create space	Balance the defence	
Ask for the ball	Do defensive headings	
Kick the ball	Win 50-50 balls	
Perform headings		
Dribble past opponents		
Dribble into an open space		
Hold on to the ball		
Collect (receive the ball)		

TEAM FUNCTION: ATTACK

Games can be won by playing with a positive and strong strategy, and by dominating the opponent. Attacks take place when the team expands, players move quickly and they swiftly take the ball forward, towards the opponent's goal. Strong, direct, positive passing weakens the opponent. Keeping the ball, questioning the opponent's Defence, pushing forward and making space to create goal-scoring opportunities. During the attack, teams expand, play direct passes, use a mixture of short and long balls, preferably over the ground, (pass only in the air when necessary), move forward, with or without the ball, creating space, keep the ball (while making positive, attacking passes), encourage shooting (when space is available, from various distances and positions) and try to dominate the game.

TEAM FUNCTION: DEFENCE

When the opponent has the ball, the team needs to push forward and apply pressure. In this position, the opponents will often make mistakes. The objective is to regain the ball as soon as possible. Then, the opponent ought to have little chance to play the ball towards your goal. All possible opportunities to move the ball forward should be disturbed, and the ball should be regained as soon as possible. During the Defence, teams condense, push forward, control open space, close down and apply pressure, provide cover and try to regain the ball.

TEAM FUNCTION: TRANSITION

When losing the ball, players close to the ball should try to win the ball back as soon as possible, preventing attacking opportunities for the opposition. Players in close vicinity of the ball should assist. Other players spread across the pitch, trying to cover the space and prevent counter-attacks. During the transition, teams need to regain the ball, assist in regaining the ball, condense, push forward to close down and provide cover. After stealing the ball the primary goal of a team is to play forward, without taking unnecessary risks. If playing forward is not a direct option, the ball should be played across the field. During the transition teams try to catch the opponent off guard, by playing the ball directly forward and then expand. The play across the field to uncovered players; push forward with or without ball, create open spaces and try to create opportunities to score. Doing this well can immediately lead to scoring a goal only seconds after stealing the opponents ball. To do this, a good and quick strategy is necessary.

AGE SPECIFIC FOCUS

168Million developed specialised training courses for various age groups: U7, U9, U11, U13, U15, U17 and U19. The 'U' stands for 'under'; this means that the youngest pupils are aged 5 or 6 years old when entering U7, whereas the oldest pupils range from 17 to 18 years old, when training in U19. Distinction between different age groups is highly important when playing professional sports. Younger pupils train with a different approach than older pupils, who are usually more advanced. At 168Million, trainings build on each other, and pupils in the younger age groups U7/U9/U11/U13 learn the essentials of tactics and techniques they need when advancing to age groups U15/U17/U19. Specialised drills and tools used during the training are adjusted to the pupils' age range and skill level.

Age Focus		
U-7	3 to 6 years	Introduction to football, improvement social skills and group behaviour, playing with the ball, small matches.
U-9	7 to 8 years	Improvement of basic football skills with the ball, motion skills, small matches.
U-11	9 to 10 years	Improvement of technical skills with the ball, games, small matches
U-13	11 to 12 years	Differentiation of techniques, team organisation, games, small matches
U-15	13 to 14 years	Expansion of technical skills, introduction of game tactics, small matches
U-17	15 to 16 years	Improvement of technical and tactical skills through game situations, increase in pace, individual responsibility, winning-attitude, small matches
U-19	17 to 18 years	Intensive technical and tactical training, improvement of stamina, game tactics, winning-attitude, small matches

U-7 TRAININGS

Pupils are introduced to football and experience playing with a football and playing together with others. This means playing a lot of different games, getting to know the coach and the team, and getting comfortable with a ball. The training begins with small games to warming-up. Warming-up is an important part of all trainings since the muscles need to be prepared for the actual football training. At 168Million warming-up always consists of fun games, like the “country game”, where the football field is divided into four “countries”. The trainer will announce a country’s name, and all pupils have to run towards it. When playing for the Lion Cubs pupils learn different drills. Drills are divided into three parts: attack, defence and transition. For attack, Lion Cubs learn how to score, pass and dribble towards the goal. For defence, pupils learn to tackle, interfere during an attack and intercept the ball. Transition is a combination of attack and defence, and used by all professional football clubs.

U-9 TRAININGS

This is the second stage of training for the Lions, and trainings become more advanced. During “Lion Cubs”, pupils learned the basics of playing football, where “Mini Lions” get more into detail and improve their skills. During this phase, pupils focus on developing their technical skills with the ball. This means that there are more small matches, as well as 1-versus-1 games to improve individual techniques. Teamwork is very important, as well as critical thinking. Trainers will support the pupils to develop their decision-making skills, in order to quickly react to the opponent’s football style.

U-11 TRAININGS

The Little lions start developing their technical skills in football. During this phase they will start to play small and friendly 4-versus-4 matches where they can start playing real matches and use the skills have been developing. Pupils start experiencing the real game of football. Movement and coordination are still points that are very important during trainings and will be developed with games and drills.

U-13 TRAININGS

When playing for the “Junior Lions”, pupils improve ball coordination and train different aspects of techniques. The focus is on teamwork, and organising a team on the field. Pupils at this stage have more freedom, but also more responsibilities. Trainers support the pupils in gaining more strategic insight, and making tactical choices. The focus is on creating a strong team, which works together as a unit, but also values individuals. Trainings are a lot of fun, since drills include playing games, and having small matches.

U-15 TRAININGS

At this stage, the Junior Lions go through crucial development, and will expand their technical abilities. Moreover, pupils improve their positional game tactics, both in theory and in practice. Positional game tactics include high levels of teamwork and quick decision-making skills. While training for the “Junior Lions”, pupils should have acquired basic skills, which are to be further developed while training for the “Young Lions”.

U-17 TRAININGS

Silver Lions play and train at an advanced level. Strategy, tactics and techniques are more important than ever before. Trainers create game situations, or 1-on-1 situations to increase awareness. Trainings take place at a higher pace, and there is an increased need for individual responsibility. During this stage, the Silver Lions also learn how to win a match effectively.

U-19 TRAININGS

Pupils train at the highest level, when training with the “Gold Lions”. Trainings include intensive technical and tactical drills, as well as several drills to improve the pupils’ condition. Condition trainings are usually conducted with the ball, increasing the level of difficulty. Moreover, pupils build on the knowledge and tricks learned while training for the “Junior Lions”, and now master their football skills.

168Million	U-7	U-9	U-11	U-13	U-15	U-17	U-19
Games (with the ball)	★	★	★	★			
Loads of ball touches/small matches	★	★	★	★			
Playing with the ball	★	★	★	★			
Introducing coordination	★	★	★	★			
Introducing movement		★	★	★			
Improving movement			★	★	★	★	★
Technical skills with the ball			★	★	★	★	★
Training on different aspects of technique				★	★	★	★
Team organisation				★	★	★	★
Expansion of technical ability					★	★	★
Positional game tactics					★	★	★
Technical and tactical improvement						★	★
Ability to play at higher pace						★	★
Individual responsibility						★	★
Learn to win						★	★
Condition training (mostly with ball)							★
Game tactics							★
Intensive technical/tactical training							★

GAMES

One of the training methods at 168Million is practising by playing games. Various studies prove that young pupils often learn more efficiently when exposed to practical teaching methods, rather than theoretical. Learning by doing is the most practised way of educating pupils at 168Million. During games pupils experience the setup of a game step by step. With each training, exercise or game pupils develop a better understanding of the game and the meaning of the practical and theoretical training. Pupils will gain a better understanding for different assignments and projects given to them, and over time learn to react and work effective and efficiently. Training plans and schedules are adjusted to the age group and skill level of the athlete. Pupils stay positive and motivated, as they are able to review their personal progress as well as connect and interact with players from around the world, expanding their professional network.

INNOVATIVE TRAINING METHODS

168Million has well-established links with many professional football clubs worldwide. Therefore, 168Million has access to the best coaching guides available, such as the Ajax Online Academy. 168Million's coaches have developed a unique mix of football and educational training, based on coaching guides as well as intensive research into the Chinese culture. 168Million provides highest quality football practices and also a unique way of educating pupils through sports. This unique approach can create new opportunities for pupils, not only because the young pupils are taught to play football, but also because they are introduced to the global football world by providing opportunities to participate in international football tournaments.

PROVEN RESULTS

The Ajax method is used by several top-clubs in Europe, and has proven to generate great results. Many professional football players state that they feel more capable of handling stressful situations, keeping an overview on the field and improving their strategic thinking skills. Physically, their stamina and health improved continuously, as they learnt more about nutrition and received specialised trainings. Young pupils training with the Ajax method are perceived to listen more carefully and act more politely towards others, compared to others at their age.

SPECIFIC DEVELOPMENT COURSES

At 168Million all pupils have an equal chance to personally develop. This does not only include physical growth, but also mental. The education provided by 168Million supports all pupils' long-term development by offering pupils the opportunity to grow in a positive and encouraging environment. Pupils profit from learning different languages, practise their communication skills, improve their teamwork, and learn about nutrition and its effects. Moreover, pupils will improve their self-discipline and develop mutual respect for each other. These factors will influence pupils positively, and serve as a basis for their professional careers and personal lives. 168Million designed additional courses for pupils to attend, while training at the academy. Following courses are offered for all age groups: Referee Course, Goalkeeper Course, Stamina Training Course, Technical Skills Course, Nutrition Course and Recovery Course.

REFEREE COURSE

168Million is well connected with numerous of referees on a global scale with educational possibilities ranging from starting referee to professional level. The academy's experienced referees are eager to teach football players to become a referee and to show players how a referee guides a match. A referee guides a match to make sure that fair play and a smooth game is assured. All pupils are trained by qualified trainers of 168Million. They are all certified and have completed multiple courses to give the pupils the best possible training programme. All referee trainers are KNVB qualified referees; this means that the referees are licensed by the Royal Dutch Football association. This is the national football association in the Netherlands, which already exists for over 125 years.

GOALKEEPER COURSE

168Million also provides goalkeeper courses. These courses are an extension and further specialisation to the other courses given. A goalkeeper is a crucial player in the field, because he is the last chance to prevent the opposing team from scoring a goal. 168Million has close connections with several goalkeepers and goalkeeper trainers, to assure optimal development of the skills of the goalkeeper. This is assured by the fact that all pupils are trained by qualified trainers of 168Million. They are all certified and have completed multiple courses to give the pupils the best possible training programme.

STAMINA TRAINING COURSE

168Million also offers courses focused on stamina. Specialised professional coaches are available to give courses about how a football player is able to improve his stamina. They will guide the player to keep the stamina level as required to be able to perform during football matches. All pupils are trained by qualified trainers of 168Million. They are all certified and have completed multiple courses to give the pupils the best possible training programme.

TECHNICAL SKILLS COURSE

At 168Million it is possible to get technical training at the highest level. Technique is the base of every kind of sport, therefore also in football. Without any basic technique it is almost impossible to play a football game. 168Million's certified Dutch trainers teach the technique courses according to the Coerver Coaching Method. The Coerver Coaching method is the world's number one technical skills teaching method. Coerver coaching is a global football-coaching programme inspired by the teachings of Wiel Coerver and created in 1984 by Alfred Galustian and Charlie Cooke. All pupils are trained by qualified trainers of 168Million. They are all certified and have completed multiple courses to give the Lions the best possible training programme.

NUTRITION COURSE

Nutrition is highly important for every person, but especially for growing and developing children and teenagers. Furthermore, for our football players it is vital to practise healthy eating habits, because in general they need extra calories to fuel both their sports performance and their natural growth. Nutrition can be highly complex for children; therefore pupils are educated in a simple and understandable way to make sure they understand the message clearly. Players are taught how and what to eat to be able to perform every single day. To provide a growing body with all the necessary food supplements there should be a wide mix of foods. Furthermore, pupils are taught about the right mix of foods in the nutrition plan.

Following this nutrition plan and football exercises young pupils are likely to reach their peak performance. A healthy way of eating is very important for your personal energy flow and muscles. If the nutrition plan is missing or incomplete children cannot perform at their best level. All pupils are trained by qualified trainers of 168Million.

RECOVERY COURSE

168Million employs professional recovery trainers. Recovery is an important part in the life of any sportsman or woman regardless of whether they are injured or not. Massage has several benefits; physical, physiological and psychological. Sports massages can help maintain the body in a better condition, prevent injuries and loss of mobility, cure and restore mobility to injured muscle tissue, boost performance and extend the overall life of your sporting career. 168Million provides specialised recovery trainers. These trainers can shorten the recovery time of injured players and relax the body. The recovery coaches offer three services: sports massaging, physiotherapy and they give education about injury prevention. All pupils are trained by qualified trainers of 168Million. They are all certified and have completed multiple courses to give the pupils the best possible training programme.

TEAMBUILDING

Football is a team sport, and all players need to work together in order to win a game. Especially during trainings from U13 and up, pupils learn to find their individual roles within a team. Trainers should always encourage team spirit, as this is essential to winning a match. Teambuilding is explained to the coaches, so all coaches are aware of how they should motivate teambuilding amongst their pupils. Team building is a process where the goal is to create togetherness and unity within a group to improve the team performance. When working together towards the same goal, it is important to know your group (personal interest / what individual qualities). It should also be clear who does what (responsibilities). In a sense, everybody is important within the team. A chain is only as strong as its weakest link. Therefore some advanced players must be patient, and others have to work a little harder. The most important factor is that players must respect each other. A key role for the coach is to consistently and knowingly monitor the atmosphere in the group.

MAKING PLANS

As a coach of the academy, one needs to constantly analyse the team and its individual players. The coach needs to critically scrutinise and constantly work on the effectiveness and performance of the team as whole. Each one focuses on the improvement of the mutual atmosphere. Great initiatives, but the name teambuilding is misplaced when it stays with occasional activities. For teambuilding is more required. Consider the joint setting of formulating targets, making, realising plans and determining performance. Therefore the coaches make accurate plans that articulate all these points to optimise the performance and unity of the team.

CREATING A TEAM STRUCTURE

In each team, the tasks should be distributed. Many of these tasks are associated with the "traditional" positions. The first concern is that every player knows what to do in every situation. The second concern is that everyone must accept the position they have and they should feel comfortable with this position. Thus without specifically targeting others, the conditions could greatly improve the performance of the team. In teams the structure should be clear to everyone, therefore it is essential that roles are identified by the players and coach and positions are given to the right persons. A coach needs to find the right balance in the positions of every player, keeping in mind that every player has preferences.

TEAM'S MOTIVATION

A coach needs to know the individual needs of all the players. With the right motivation players will perform better on the field. Motivated players are more willing to make sacrifices for the team and have more loyalty towards one another. In order to find out what the motivation of the players is, they should be analysed and interviewed to see what motivates them. As all players are motivated in a different way every player should be interviewed individually.

THE DEVELOPMENT PHASES OF TEAMBUILDING

There are four phases that can be distinguished in the development of a team. All coaches should be aware of these phases to optimally influence the building of an effective team. Doing this the right way will encourage players faster and better to work together. It starts with the politeness phase, where all players are polite to each other and are careful in how they approach each other. After that is the positioning stage, where players are finding their position in the team. After that starts the standardisation phase where their position is the standard, and they get used to be in that position and start feeling comfortable in that position. Then when everyone is used to their position and when they all know each other's positions and strengths they start to perform well in their positions, this is called the performance phase.

MEETINGS AND EVALUATIONS OF PLAYERS

Coaches have regular meetings with the players. This is necessary to make sure that every player is feeling well and that they can continue developing on the field. These talks need to be done with every player individually on a regular basis. During these talks the coach needs to ask the players how they feel, what they think about their position on the field, what they think of their development. Also when a player is feeling down a coach needs to be able to see this from the player. The coach needs to pick him from the pitch and have a talk to him to make sure that he feels better. Things the coach needs to understand is how to communicate with players, which type of conversation he should have with them, and how he can evaluate them and help them to evaluate themselves.

COACH LEADERSHIP MEETINGS

Leadership means following the performance and development of players. The purpose is to bring the players to a higher level of development. One player might require a lot of instructions, while another only develops when tasks and powers are delegated to him. Basically it boils down to four basic styles of leadership that are necessary for the coach to apply to different coaches. The effects of these styles will depend on the situation in which they are deployed and on the players. Coaches need to be able to:

1. INSTRUCTION

Instructing means explaining a player how something needs to be done. This style is effective when the player has little insight on what is expected of him. A coach should instruct his pupils when they have limited knowledge and not much experience or when he is uncertain or has little enthusiasm for the task. The trainer needs to be strongly focused on the task and less on the relationship. The emphasis is on giving instructions and commands. There is one-way communication. The coach tells who, what, where, when and how the tasks to be performed.

2. PERSUASION

Persuading is convincing the player of the coach's opinion by discussing a topic. This style needs to be applied by the coach if the player needs support. The player is motivated to perform the task, but not yet good enough to perform well or he lacks the confidence. A coach should be strongly focused on the relationship and on the task. When using this style the coach should focus on two-way communication, where especially the player sets questions and the coach gives answers, additional instructions and comments.

3. CONSULTATION

Consultations are regular meetings where the coach's observations of the player are shared, and where issues, being both personal issues as issues on the pitch. The player knows what is expected of him and he has sufficient knowledge and experience to perform the task well. Often he dares not, or cannot handle the responsibility or is not in the mood to perform. When using this style the coach is less focused on the task and more on the relationship and in having a friendly talk. It is extremely important that these talks are confidential between the coach and player.

4. DELEGATION

Delegating is giving someone a task without him asking for it directly. Coaches can delegate tasks to players when he sees that they lack the knowledge, confidence, experience or motivation to know that they are the best to take on certain tasks. He is looking for challenging goals that will enable him to grow as a football player. The coach can choose to have the overall responsibility for tasks or whether he gives the full responsibility to the player. This can concern the position on the field, the position in the group etc.

5. PERSONAL REFLECTION

In a personal reflection the coach and the player go through the performance of various different aspects of the player's performance (the reflection sheets by the coach and by the player, can be found in the appendices). The coach and the player both look at these aspects and grade them to see what they think of the performance of the player. Afterwards they go through their opinions and speak them through, this should be done in an open and friendly environment when they are both open to feedback of the other. The outcome should be applied during the next training or match. The benefits of this are that the player knows what he can improve, and that he knows his flaws and weaknesses. Knowing your weaknesses and strengths is very important in a match and in positioning. By knowing this the player can work on this and he can improve his weaknesses and optimise his strengths. Below is one of the self-evaluation forms the academy's coaches use.

AGE CHARACTERISTICS

	Physique	Mentality	Guidance
U-7	<ol style="list-style-type: none"> 1. Needs to improve the motorics. 2. Strength is very low 3. Do not know how control the ball. 	<ol style="list-style-type: none"> 4. Very playful; 5. Can't concentrate; 6. Do not know how to behave in a group; 7. Social skills are not yet developed; 	<ol style="list-style-type: none"> 8. Introduction to each other and the game; 9. Learn to behave in a group; 10. Lots of interaction with the ball;
U-9	<ol style="list-style-type: none"> 11. Favourable stance; 12. Harmonious impression; 13. Coordination improves; 1. Strength is quite low. 	<ol style="list-style-type: none"> 2. Playful; 3. Concentration is low; 4. Have basic social skills; 5. Not competitive; 	<ol style="list-style-type: none"> 6. Lots of interaction with the ball; 7. Passing and receiving; 8. Ball possession and shooting is encouraged.
U-11	<ol style="list-style-type: none"> 9. Less harmony between the team and the players; 1. Coordination and enhancement of ball handling skills are improved. 	<ol style="list-style-type: none"> 2. Players are easily distracted but fast learners; 3. Have a better feeling for the ball; 4. Want to improve technical skills. 	<ol style="list-style-type: none"> 5. Ideal age for learning coordination and technical skills; 6. Much ball contact through game situations; 7. Exercises in pairs.
U-13	<ol style="list-style-type: none"> 8. Better body stance and increased endurance; 9. Good muscle growth, organ development. 1. More responsive. 	<ol style="list-style-type: none"> 2. Increased curiosity; 3. Increasing self-criticism and criticism against others; 4. More group-conscious 	<ol style="list-style-type: none"> 5. All technical elements can be imitated and performed; 6. Real game situations can now be used.
U-15	<ol style="list-style-type: none"> 7. Beginning of puberty; 8. Growth spurt with physical disharmony; 1. Are injury prone; 2. No strength training. 	<ol style="list-style-type: none"> 3. Lack of inquisitiveness; 4. Lots of rebellion; 5. Higher self-awareness; 6. Interests change. 	<ol style="list-style-type: none"> 7. Requires patience; 8. Expectations should not be set too high 9. Results are inconsistent; 10. Focus on technique.
U-17	<ol style="list-style-type: none"> 11. Higher levels of accountability and sacrifice in the interest of the team; 	<ol style="list-style-type: none"> 12. Tactical training; 13. Less aggression; 14. High team spirit. 	<ol style="list-style-type: none"> 15. Can be trained on fitness, speed and endurance. 16. Learning how to deal with different match situations.
U-19	<ol style="list-style-type: none"> 1. Improve performances; 2. Analyses of matches reveal areas of improvement; 3. Focus on matches. 	<ol style="list-style-type: none"> 4. Optimise the technical skills of the pupils 5. High team spirit 6. Higher independence and responsibility 	<ol style="list-style-type: none"> 7. Recognise match set-ups; 8. Play games on high speed. 9. Understand the position. 10. Learn various formations. 11. Optimise their fitness.

SPECIFIC TRAININGS PER AGE GROUP

GENERAL TRAINING METHODOLOGY U7

The U7 pupils will learn how to control the ball, and will start to learn shooting the ball and dribbling. These pupils come for the first time in contact with the ball. So it is very important to give the pupils as much as possible time with the ball. So they can figure it out how to control the ball. The best way of learning this is to do some simple drills and shooting exercises. Examples are shooting on the goal or try to shoot the cones. The coaches will also teach the pupils how to behave in a group. For the most of the pupils it is their first time to be in a group this means that they generally do not know how to behave well in groups. The coach will introduce rules of the game and explain them how to behave. For most of them this will also be the first time they really get in touch with foreigners speaking to them in a different language, so in the U7 groups it is a lot about getting used to the situations and learning the basics of football.

Age Specific Training for U-7		
Training aspect	Pupils will learn to:	They will be taught to do this:
Technique	Receive and control the ball with everything below the waistline.	<ol style="list-style-type: none"> 1. While standing 2. While running 3. While dribbling/driving forward 4. While Close finishing
Dribbling/Driving forward	Dribble and Drive the ball with feet.	<ol style="list-style-type: none"> 5. When dribbling in a straight line. 6. While carrying the ball forward and shooting on goal.
Matches	Train in small matches and large sided-matches.	<ol style="list-style-type: none"> 7. On 2V2, 4V4, 5V5, 6V6, 7V7. 8. With 2 big goals. 9. In a Small rectangular pitch. 10. With 2 or 4 goals. 11. On a Half pitch (7v7 size) or even smaller. 12. On Line football (dribble across the line to score).
Agility	Improve their agility during the training and off field.	<ol style="list-style-type: none"> 13. By learning about Physical coordination (Core strength) (Running, jumping and turning) 14. By doing tag/running games with or without the ball.
Speed	Handle the ball when standing still	<ol style="list-style-type: none"> 15. By improving reaction speed with the ball. 16. By improving the motoric
Technical/Tactical points	Think tactically during a game.	<ol style="list-style-type: none"> 17. By moving to the opposite goal. 18. By blocking the opponent. 19. By shooting on goal.

GENERAL TRAINING METHODOLOGY U9

The pupils U9 pupils will learn how to control the ball in a variety of games through the basic techniques of dribbling, driving forward, shooting, stopping the ball and controlling the ball. There will be no difficult technical remarks, to confuse them. They will learn naturally from the drills, no theory is explained to keep it simple for them. They will learn to shoot on the goal, both with and without goalkeeper, from this they learn that scoring is the most important aspect to eventually win a football match. The pupils will be allowed to keep the ball as much as they want, they will not be stifled. The coaches will start to tell the pupils how to pass to teammates. They will be very enthusiastic when players pass the ball. They are taught the basic rules of football (handball, throw-in, corner kicks, different kinds of fouls). Pupils will be introduced to movement and coordination for professional football. The coaches will motivate the young pupils when they feel tired or when they are low on energy. They are trained to react quickly and will have no endurance training, nor will they run laps. In the table beneath all aspects of the training for the U9 are explained.

Age Specific Training for U-9		
Training aspect	Pupils will learn to:	They will be taught to do this:
Technique	Receive the ball with the sole of or inside of the foot. And pass or shoot the ball.	20. While standing 21. While running 22. While dribbling/driving forward 23. While Close finishing/Long range shooting
Dribbling/Driving forward	Dribble and Drive the ball with feet.	24. When keeping possession 25. On 1V1 duels 26. While carrying the ball forward and shooting on goal.
Matches	Train in small matches and large sided-matches.	27. On 2V2, 4V4, 5V5, 6V6, 7V7. 28. With 2 big goals. 29. In a Small rectangular pitch. 30. With 2 or 4 goals. 31. On a Half pitch (7v7 size).
Agility	Improve their agility during the training and off field.	32. When training basic technique through dribbling, driving forward, passing and matches. 33. By doing tag/running games with or without the ball. 34. While performing drills.
Speed	Improve reaction	35. By running with the ball on high speed
Technical/Tactical points	Think tactically during a game.	36. By learning about Individual tactics 37. By protecting the ball in action. 38. By moving towards the ball/ball carrier 39. By acting as a unit during a 7 aside game.

GENERAL TRAINING METHODOLOGY U11

The U11 groups are at an ideal age to develop more advanced motor skills. They learn new skills and technique through fun activities, the point of the activity may not necessarily be pointed out, yet the child learns the skill as a by-product of having fun. They learn how to handle the ball through small-sided games 1v1, 2v2, 3v3 and 4v4. Next tot hat games develop in to possession orientated matches. Matches include 4v1, 3v1, 4v2, 5v2 etc. During the training of the U11 training becomes more technique orientated, developing the following dribbling and driving forward. Just as Passing, long passing, stopping, receiving and carrying the ball. Heading and juggling are also taught. Many small-sided games are played. The players are encouraged to try and play as a team, but those who want to keep the ball are positively reinforced.

Age Specific Training for U-11		
Training aspect	Pupils will learn to:	They will be taught to do this:
Technique	Receiving or the ball with the sole of or inside of the foot.	40. While standing 41. While running 42. While dribbling/driving forward 43. While close finishing/long range shooting 44. When receiving the ball
Dribbling/Driving forward	Dribble and drive the ball with feet.	45. When receiving and passing the ball 46. When pushing forwards and shooting on goal 47. When dribbling in variations 48. On 1V1 duels
Matches	Train in Small matches and large sided-matches.	49. On 2V2, 4V4, 5V5, 6V6, 7V7. 50. With 2 big goals. 51. In a Small rectangular pitch. 52. With 2 or 4 goals. 53. On a Half pitch (7v7 size).
Agility	Improve their agility during the training and off field.	54. When training technique through dribbling, driving 55. By improving core strength/coordination 56. By doing tag/running games with or without the ball. 57. While preforming drills.
Speed	Handle the ball when running.	58. By improving reaction speed with the ball. 59. Training reaction, with or without ball.
Technical/Tactical points	Think tactically during a game.	60. By learning about Individual tactics 61. By protecting the ball in action. 62. By blocking the opponent 63. By moving towards the ball/ball carrier 64. By acting as a unit during games. (7v7)

GENERAL TRAINING METHODOLOGY U13

The training is focused on different aspects of technique and team organisation. Technical skills are a focus point during drills. They learn to Input the skills they developed during the last years. The have controlled practice time, free practice in a match setting, 1v1 duels, Regular juggling drills (juggling during breaks), Position/Gameplay (5v2, 4v2 etc./small/big-sided games). General tactic training (Closing down/Finding and moving into space without the ball) and will have more possession play orientated. In the U13 kills are done directly, less through fun games. Phases from games are transplanted to the training ground. They learn the beginning of 3 key elements coaching (defend, transition AtoD, attack). Now they have Non-specific conditioning goals like Speed/Strength/Endurance, but they do not to run laps. No unnecessary endurance drills without the ball, this way all energy can be focussed on the improvement of the technical skills.

Age Specific Training for U-13		
Training aspect	Pupils will learn to:	They will be taught to do this:
Technique	Improve their basic technical skills, and learn new skills.	65. During 1v1 games 66. While juggling/ long passing, dribbling/driving forward 67. Through turning with the ball
Dribbling/Driving forward	Dribble and Drive the ball with both feet.	68. By changing directions, left and right 69. Through feints and dummies 70. Performing overlap on attack 71. Shooting at goal from various positions
Matches	Play small, sided matches and large, sided matches.	72. During 5v2, 3v1, 4v2, 2v1 situations 73. Using defined spaces. 74. Playing with or without goals 75. Playing in a rectangle
Agility	Improve their agility during the training and off field.	76. Training with or without the ball 77. Stretching to improve flexibility (during recovery period) 78. Through higher intensity/time/longer recovery period. 79. Using lots of repetition and small groups for drills. 80. Performing at higher pace
Speed	Handle the ball when running.	81. Improving reaction speed with the ball. 82. Receiving speed training 83. Training reaction, with or without ball.
Technical/Tactical points	Think tactically during a game.	84. By learning about Individual tactics 85. By protecting the ball in action/ controlling the ball 86. By blocking the opponent 87. By acting as a unit during games (Defend and attack)

GENERAL TRAINING METHODOLOGY U15

Drills that encourage the technical skills they will use in matches with more speed, pressure and intensity are used for these groups. Train more for real match situations 5v2, 4v2, 3v1 etc. Practise dead balls/set pieces. Every training starts with endurance training to improve the stamina of the pupils. They are taught to expand technical abilities, learn to position themselves and others on the field. They have a lot of ball contacts and many matches to improve ball control.

Age Specific Training for U-15		
Training aspect	Pupils will learn to:	They will be taught to do this:
Technique	Receive, stop and carry the ball.	88. By controlling the ball with all parts of the body. 89. By receiving low and high balls. 90. When passing over the ground 91. When receiving the ball with inside foot. 92. Through simple scoring drills.
Dribbling/Driving forward	Dribble and Drive the ball with feet; juggle and head pass.	93. By periodically reducing the size of the training area. 94. With the help of dummies. 95. By increasing tempo while dribbling. 96. Through specific activities combining skills with games. 97. Through short/long passing over ground or in the air. 98. By receiving mixed training: medium and long passing.
Matches	Play small, sided matches and large, sided matches.	99. During 5v2, 3v1, 4v2, 2v1 situations 100. When using defined spaces. 101. By playing with or without goals 102. By playing in a rectangle
Agility	Improve their agility during the training and off field.	103. By training technical/tactical drills 104. By stretching to improve flexibility (during recovery) 105. Through higher intensity/time/longer recovery period 106. By running greater distances during the drills. 107. By using lots of repetition and small groups for drills.
Speed	Handle the ball when running.	108. By improving speed with the ball. 109. By receiving speed training (Techniques - High knees, etc.) 110. By receiving speed training 111. Through longer training sessions. 112. While applying more pressure (game-play situations).
Technical/Tactical points	Think tactically during a game.	113. By learning about Individual tactics 114. By protecting the ball in action/ controlling the ball 115. By blocking the opponent 116. By playing 7 a-side football matches.

GENERAL TRAINING METHODOLOGY U17

The training sessions are more focused on match situations. The pupils still train their technical skills, like shooting, passing and dribbling. But the focus will be more on position play and recognition of other situations of the match. The pupils will learn how to attack, defend and the most difficult and important part of the game the transition from attack to defend and opposite. The pupils will practise a lot of match situations, so they recognise it during the match. During the training the pupils will still develop their technical skills so they are able to play football at a higher speed.

Age Specific Training for U-17		
Training aspect	Pupils will learn:	They will be taught to do this:
Technique	Receive, stop and carry the ball.	117. By controlling the ball with all parts of the body. 118. By receiving low and high balls. 119. When receiving a ball with 90/180 degree turns. 120. When playing forward/sideward with 90 / 180-degree turns. 121. When passing over the ground 122. When receiving the ball with inside foot. 123. By receiving the ball through the air.
Dribbling/Driving forward	Dribble and Drive the ball with feet; juggle and head pass.	124. By periodically reducing the size of the training area. 125. With the help of dummies. 126. By increasing tempo while dribbling. 127. Through specific activities combining skills with games. 128. By juggling the ball. 129. Through short/long passing over ground or in the air. 130. By receiving mixed training: medium and long passing.
Matches	Play small, sided matches and large, sided matches.	131. During 5v2, 3v1, 4v2, 2v1 situations 132. When using defined spaces. 133. By playing with or without goals 134. By playing in a rectangle 135. Through training matches with coach intervention
Agility	Improve their agility during the training and off field.	136. By training technical/tactical drills 137. Through training with or without the ball 138. By stretching to improve flexibility (during recovery period) 139. Through higher intensity/time/longer recovery period. 140. By running greater distances during the drills. 141. By using lots of repetition and small groups for drills. 142. By performing at higher pace
Speed	Handle the ball when running.	143. By improving speed with the ball. 144. By receiving speed training (Techniques - High knees, etc.) 145. By training reaction with or without ball.

		<p>146. By receiving speed training (Techniques - High knees, etc.).</p> <p>147. By having short sprints.</p> <p>148. Through longer training sessions.</p> <p>149. While applying more pressure (game-play situations).</p> <p>150. By increasing tempo.</p>
Technical/Tactical points	Think tactically during a game.	<p>151. By learning about Individual tactics</p> <p>152. By protecting the ball in action/ controlling the ball</p> <p>153. By blocking the opponent</p> <p>154. By playing 7 and 11 a-side football matches.</p> <p>155. By moving towards the ball/ball carrier</p> <p>156. By acting as a unit during games (Defend and attack)</p> <p>157. By switching positions effortlessly</p> <p>158. By playing duels (1 versus 1)</p> <p>159. By juggling (especially during recovery).</p> <p>160. By implementing all techniques.</p> <p>161. By playing according to positions (formation).</p> <p>162. By creating scoring opportunities and prevent the opponent</p>

GENERAL TRAINING METHODOLOGY U19

The training sessions of the oldest group are focused on optimising the game skills of the pupils. At this age the pupils have to be able to play a match on full speed and pace. They also need to know how to read a game and how to deal with different situations of the match. So the training will be focused on that. They have to control the ball in situations with less space. The training will also optimise their technical football skills. It is intended that the coach do not have to interrupt the game. The pupils have to recognise the situations by themselves.

Age Specific Training for U-19		
Training aspect	Pupils will learn to:	They will be taught to do this:
Technique	Receive, stop and carry the ball under high pressure	<p>163. By controlling the ball with all parts of the body.</p> <p>164. By receiving low and high balls.</p> <p>165. When receiving a ball with 90/180 degree turns.</p> <p>166. When playing forwards with 90 and 180-degree turns.</p> <p>167. When passing over the ground</p> <p>168. When receiving the ball with inside foot.</p> <p>169. By receiving the ball through the air.</p>
Dribbling/Driving forward	Dribble and Drive the ball with feet; juggle and head pass.	<p>170. By periodically reducing the size of the training area.</p> <p>171. With the help of dummies.</p> <p>172. By increasing tempo while dribbling.</p> <p>173. Through specific activities combining skills with games.</p>

		174. By juggling the ball. 175. Through short/long passing over ground or in the air. 176. By receiving mixed training: medium and long passing.
Matches	Play small, sided matches and large, sided matches.	177. During 5v2, 3v1, 4v2, 2v1 situations 178. When using defined spaces. 179. By playing with or without goals 180. By playing in a rectangle 181. Through training matches with coach interventions 182. Discuss choices of the pupils.
Agility	Improve their agility during the training and off field.	183. By training technical/tactical drills 184. Through training with or without the ball 185. By stretching to improve flexibility (during recovery period) 186. Through higher intensity/time/longer recovery period 187. By running greater distances during the drills. 188. By using lots of repetition and small groups for drills. 189. By performing at higher pace
Speed	Handle the ball when running or in situations under high pressure	190. By improving speed with the ball. 191. By receiving speed training (Techniques - High knees, arms etc.) 192. By training reaction with or without ball. 193. By receiving speed training (Techniques - High knees, etc.). 194. By having short sprints. 195. Through longer training sessions. 196. While applying more pressure (through game-play situations). 197. By increasing tempo.
Technical/Tactical points	Think tactically during a game and recognise different situations.	198. By learning about Individual tactics 199. By protecting the ball in action/ controlling the ball 200. By blocking the opponent 201. By playing 11 a-side football matches. 202. By moving towards the ball/ball carrier 203. By acting as a unit during games (Defend and attack) 204. By switching positions effortlessly 205. By playing duels (1 versus 1) 206. By juggling (especially during recovery). 207. By implementing all techniques. 208. By understanding different positions on the field. 209. By playing according to positions (formation). 210. By creating scoring opportunities

COACHING PLANS

Trainings are conducting in cycles. One year can be divided into two to three cycles. Cycles consist of four periods, of four to six weeks. The first six weeks the emphasis is on attacking, then four weeks of transition (attack to defend), six weeks of defending, and another four weeks of transition (defend to attack). The training points develop as the weeks progress. During the first weeks, pupils train according to Step 1, which is basic. Step 2 is more advanced. Step 3 is advanced. Step 1 includes dribbling, step 2 dribbling around a corner, and step 3 dribbling around a corner under pressure. Pupils should be able to complete step 1 before advancing to step 2. The coach determines the moment when pupils advance to the following step. Some pupils may advance to the following step earlier as others, if the skill level allows them to. The head coach plans and designs the different training drills. Drills are evaluated and, if necessary, revised at the end of each season. Each athlete receives an evaluation at the end of the season as well, this way the training programmes and the coaches of the academy will keep improving.

ATTACK TRAINING EXAMPLE

Attack	
Period 1	Week1/Week2
Activity	Time
Warm up: Tag game	10 min
Technique: Dribbling, Drift, Passing, etc.	15 min
Coordination: Footwork	15 min
Shouting	15 min
In Week1 match: 7v7 - 6v6 - 5v5 Step1: 2Goals	
Week2 match: 4v4 - 3v3 - 2v2 Step1: 2Goals	30 min
Clean-up	5 min
End Session	90 min

COACH'S RESPONSIBILITIES

All coaches have their responsibilities towards each other, their pupils and the parents. A coach has to have a good self-discipline and take ought to responsibility for their age group and coaches, he always needs to be well prepared and he needs to set an example to other coaches who look to you for help. He should always ensure all our coaches obey the Academy's policies and that all the coaches do their job properly. The coach makes a weekly, monthly and annual plan per week, month and year. In these plans the schedules of the coaches are made and the drills per group are decided

Approach towards pupils

Coaches should at all times be positive and enthusiastic towards their pupils and thereby create a good learning atmosphere on the football field. They should set an example by showing a positive and enthusiastic attitude towards pupils and parents, as well as creating a positive learning atmosphere. They need to know their training group and pay attention to players that are shy, aggressive and the ones that need to be nurtured and that need a strong approach. It is important that they approach them accordingly. They need to think about the sound of their voice and your body language. These things need to vary depending on the mood of the group. They need to think about the age characteristics of their training group. They should focus on how their pupils view things and how they learn new things. With that they should also use the appropriate language for the kind of group and the age of their pupils, so everyone understands what is being said. They should know the training group: all pupils have their own characters. After a few trainings, coaches should know the class. By knowing each individual pupil, the coach can provide the best drills for everyone. This includes not only knowing the pupil's name, attitude, strengths and weaknesses.

Abilities

The coaches should care about the different ability levels in a training group and adapt trainings to ensure that each and every pupil gets something out of a training session, while having fun. They should be creative with different skill levels, and different ages require different trainings. All pupils should have a positive outcome of their time at the academy and enjoy doing sports. Therefore, it is important that coaches come up with creative and challenging activities for pupils. They should be flexible by letting pupils develop at different paces, therefore, a high level of flexibility and adaptability is required of all coaches. That way, all pupils are challenged and may notice positive progress. Mixing groups with players that have different abilities; different skills and different preferences can initially lead to a difficult situation but will eventually be fun, and challenging for everyone. The coach needs to be flexible and adaptable as kids learn and develop at different rates. Some times he must tailor a session so that it is suitable for the needs of that group, or specific kids within a group.

coaching essentials

In order to be able to be a coach at the academy, every coach needs to do a broad range of workshops. After doing this workshop the coach will get his official coaching licence. The coach-training programme teaches all the coaches of the academy everything they need to learn about coaching young children. The training programme for the coaches focuses on principles of the academy and Ajax. Next to that there are coaching essentials that coaches need so to learn in order to be a coach on the right level. Aspects of being a Young Talent coach is: promote good practice, correcting mistakes, teambuilding, football methods, communication, fun, stamina training, technique training, awareness of different characters and culture and how to adapt trainings based upon the improvements of the pupils.

PROMOTE GOOD PRACTICE AT ALL TIMES

During the good practice part of the courses the coaches are being taught to always ensure they use the same colour cones for marking out the area of the practice. They are advised to have them sorted into coloured groups before they start. Coaches should always look smart and professional. Coaches will get the academy coaching kit, which contains all the necessary coaching gear. They should cover health and safety factors before the session starts. They need to be sure to remind players about removing watches and jewellery every training and make sure to have checked the pitch for obstacles. If there is a particular technique that has to be demonstrated during the session, the coach should try to have a practice before the session starts, e.g. crossing or shooting. They should not try to do it from cold or else they are likely to slip up. They can let one of the players to demonstrate things during the session, but they get more respect if they can demonstrate a good shot or cross themselves. They need to repeat the aim of the session throughout the practice so that players are clear on what they need to do. Also they need to ensure that you have a good supply of footballs laid out around the pitch.

CORRECTING FAULS

The danger for some coaches is that they focus only on one or two players without noticing the bigger picture. What they need to do to is distribute the attention over all the players in the team. The technique all coaches are taught which should be adhered to when correcting faults made by players in their session goes as follows: First spot the fault, then stop the play, then correct the fault- use of a demonstration - guided discovery (player thinks through what could be improved), then answer any questions about the fault. Coaches are taught to firstly look on the ball and coach the player who has possession. Secondly around the ball and coach the players in the immediate vicinity of the player with the ball. And lastly away from the ball and coach the players away from the ball.

TEACHING FOOTBALL METHODS

Football coaching takes place in several steps. First, the coach makes arrangements with his team on the method of attack, defence and transition. Second, a specific task is added to the basic task by playing position. This consists of 5 important actions; who executes, what tasks, when, where and how. After developing this team tactical framework, coaching is focused on making the players better and more capable to perform the different actions while lasting longer. Coaching is focused on the position, time, direction and speed of the action. An individual player fulfils his actions through his tactical abilities, insight of the game, technical skills, communications and overall physical condition. All the coaches of the academy were taught how to do this, and how they can develop these frameworks together with their pupils, so they will also eventually learn everything about football tactics. Players need to understand the game and have a sufficient amount of insight. In order to contribute to certain team tasks or team functions, the individual player has to recognise and understand the current game situations. The term 'game insight' relates to perceiving, recognising, interpretation, evaluation and anticipation.

COMMUNICATE WELL WITH THE PUPILS

Communication during the courses is focussed on how the coaches should communicate with their pupils. There are always different ways to communicate with people, and some techniques are more effective with different people. Communication between a team is also essential for coaches to explain and the coach should be able to explain changes. Coaches are taught to coordinate the actions and movements of individual players. It comes down to understanding the game at team level. Players must understand each other, the actions of others and interpret this correctly and act accordingly. The communication between the players and the team organisation also plays an important role. The coaches will learn how they can keep on helping pupils to develop their communication skills.

PAY ATTENTION TO CULTURE AND CHARACTER

The coaches learn to handle pupils with different characters from different cultures. Every child has a different background so not all children learn and behave in the same way. Because of this children react differently in different situations. This can both affect a drills or a match positively as negatively. The academy teaches its coaches to be prepared to create an optimal learning environment for all its pupils. Coaches ought to adapt to all different kinds of characters, so that they know when and how they ought to give compliments and how they had best show pupils how they can improve. By doing this everyone will be stimulated to learn, and will have fun at the same time.

MAKE SURE EVERY TRAINING IS FUN FOR EVERYONE

Making the football experience fun is essential to keep the young pupils motivated to play football. Responding to individual differences between children and also allowing them to act independently is taught in a fun way. All children need to have fun during their training. Not making a training fun could seriously impact the motivation of many players to play football. It is also highly motivational to see personal improvements and enjoy playing sports with friends. The coaches encourage pupils by designing new and challenging trainings, and making fun is an important part of all trainings. To check the value of good training programme and general football activities the coach needs to check whether the games is played correctly, whether the games are well understood by the pupils and the most important factor of this workshop is to see whether the children are enjoying themselves while playing this game. Coaches will learn how to make games more fun based on feedback of the head coach, by constantly evaluating themselves and by asking about the opinion of the kids.

IMPROVING STAMINA

Additionally to improving stamina by playing football regularly, players may improve their stamina by general training and by special stamina exercises designed to improved the stamina of the players. Stamina is very important in a game situation, as players need to keep a high level of running and handling the ball over the course of 90 minutes. All coaches are taught to give stamina drills to their pupils. Stamina drills are not only football related. Stamina can be trained by running laps, by cycling, by swimming etc. The pupils are helped with their stamina training beside the one they have at football training. Next to the standard stamina programme, there are specialised stamina coaches that are specialised in giving stamina drills (see Young Talent education plan). Coaches teach how to give the basic stamina exercises on the football field.

IMPROVING FOOTBALL TECHNIQUE

Pupils develop their football techniques over the course of time, while advancing and moving from one training unit to the next. Ball handling activities like dribbling, passing and shooting are basic techniques taught to the pupils. By increasing the complexity and giving them tougher opponents pupils will get increasingly better at performing football technique. Normal technique courses The academy's specialised technique coaches give more thorough and advanced technique classes (see the education plan). The basic technique courses focuses more on teaching pupils how to get better technical skills, and how they can be taught basic Coerver tricks.

GRADUAL DEVELOPMENT OF PUPIL'S FOOTBALL SKILLS

Pupils develop their football skills step by step. Young players and beginners start with simplified game situations, small matches and may therefore receive greater individual attention. Underdeveloped skills can be recognised directly and coaches can immediately react to arising situations. Coaches may do so by giving clear instructions and simplified theory to build up on practical skills. Coaches are taught to see the development in every pupil and also see what they should develop more. By doing this they can correct their pupils during the drills to make the pupils aware of this.

TRAINING TIPS

Following is a list of useful tips for all coaches at the Young Talent Football Academy:

1. Always encourage pupils to perform lots of ball touches. That means one ball per pupil for every drill.
2. Pupils should always be involved in the training activity, ensure no one has to wait for a long time, as pupils tend to get distracted and lose concentration quickly. For example, do not form a line of 12 pupils in a shooting practice. Instead, use two goals and lines of 6 pupils each.
3. Always use big goals. It is very encouraging for the pupils and their parents when they score lots of goals.
4. When asking a question, use guided discovery. This means that the coaches lead the pupils to find the right conclusion, without telling directly telling them. E.g. coaches should not tell pupils directly who to pass the ball instead let pupils find a teammate themselves.
5. Elicit the right answer. This means pushing pupils in the right direction, without giving the answer. This can be done by asking guiding questions, e.g. by providing two options. Pupils will eventually come up with a suitable answer.
6. If two or more players are arguing, fouling or fighting, pupils should be taken off the field. There, the coach can calmly dissolve the argument, and explain why which activity was inappropriate. Players should shake hands before continuing the training.

RULES OF A PRACTICE FOOTBALL MATCH

At the start of the game, the ball is placed on the centre spot at the start of every match and also after every goal. The defending team must be no closer than 5 metres from the centre spot. The ball must always be passed forward to start the game. In a normal match there are off sides meaning that the ball will need to be thrown or kicked back into the game. There are no off sides in 4v4. Players can either kick the ball forward or dribble forward from goal kicks. Opposition players should be no closer than 5 metres from the ball at a goal kick. Someone cannot score directly from a goal kick. Dribble out first then shoot is accepted. Corner shots are taken in the normal way. All fouls are punished with a direct free kick. Opposition players should be no closer than 5 metres from the ball at a free kick. Serious fouls or unfair play can be punished with a

penalty shot for the opponent. This will be shot eight metres from the goal without a goalkeeper. The duration will be half an hour. There will be two halves of 15 minutes each or 3 thirds of 10 minutes each with breaks of 2-5 minutes. Dead balls must be kicked after no more than 4 seconds. Training matches, no matter age, should have goals at width approximately 3m wide. This will encourage goals, which makes the game more interesting for the kids.

Cones should mark out the pitch boundaries. Try and use same colour cones, set no more than 2m apart around the perimeter of the pitch. There should be a different colour cone on each side of the pitch marking where the halfway line would normally be. Make a semi-circle for each goals penalty area with cones (using a different colour cone to the boundary). Defending players must not enter this semi-circle. If they do, then it is a penalty to the attacking team. Coaches should introduce the boundaries of the playing area, and if that if the ball goes out then play stops temporarily. The starting positions should be a diamond formation for both teams, starting in their own half. There are no goalkeepers. The coach should explain clearly that they may only start, and must stop, playing when the whistle is blown. The defending players should be at least 3 metres from the half way line as the attacking team kicks off. The kick off must go forward.

When the ball goes across the touchline, a kick-in is awarded against the offending team. When older groups are playing on a larger pitch, the coach can start to introduce the idea of throw-ins. When the ball goes across the goal line, the ball is awarded against the offending team, for either a goal kick or a corner. The team now in possession of the ball may either kick-in or dribble in (for younger groups.) Encouraging the opposing team to pressure the defence or return close to the half way line all depends on age and ability. In these situations the coach must use his common sense. A free kick, corner, or kick-in must be taken in 4 seconds. This is so the kids learn to act quickly, and also maintains the momentum of the game. When a goal is scored both teams need to return to the starting positions. The conceding team kick-off. Free kicks are awarded for handballs, shirt pulling, and foul language. Persistent offenders should be punished with a short time-out, where the child sits and watches the game from the sideliner. In a free-kick situation the team with the ball may take a shot at goal or pass. No defending player may come within three metres of the dead-ball. Defending players must not enter the semi-circle. If they do, then it is a penalty to the attacking team.

SETTING UP TRAININGS AND MATCHES

Setting up

1. Coaches should carry a list of equipment for the coming training session check availability.
2. Coaches should arrive at the training ground at least 30 minutes before the start of training.
3. Coaches set up the equipment before the training starts, in order to have a smooth start.
4. Pupils who arrive early may play with the balls. The equipment should be left untouched.
5. Coaches need to observe pupils in order to prevent possible injuries.
6. Coaches should avoid shooting at the goal themselves during training sessions.
7. Coaches should greet pupils and parents. As a part of a positive learning atmosphere.
8. (Assistant) coaches should check attendance by crossing off all names of the pupils present.
9. Coaches should conduct an informal inspection of pupils as they arrive at the pitch, and if necessary point out any missing kit, wrong kit or wrong shoes to the parents.
10. Coaches call all pupils to the middle of the training area a few minutes before the start of the training session to welcome everyone and complete the attendance form. Pupils should sit with their backs facing their parents to gain full attention.

Conducting a training

1. When all pupils are seated in a circle, the training begins with a vocabulary warm up. This includes football terms, and age appropriate language.
2. The coach starts the first drill by briefly pointing out the equipment and layout. Then, the coach goes on to slowly explaining the training's procedure, by giving examples.
3. The coach starts with the first training drill.
4. Coaches should closely monitor the exercise, while also monitoring the assistant.
5. If needed, the coach will adjust the activity, based on the pupils' reaction to the activity.
6. After each exercise, pupils are allowed to take a short break to drink water. During the drills, pupils may not leave the pitch to take a break.
7. Steps 2,3,4,5,6 are repeated for all other training drills.
8. A training session always ends with a small match. During a match, coaches do not have to interfere and remain neutral. Pupils resolve problems or difficulties on the field on their own.
9. Coaches should explain the rules of a football game to newer kids and/or younger kids very clearly. When there is an age gap, some pupils may misunderstand the objective of a match.
10. If two or more players are arguing, fouling or fighting, pupils should be taken off the field. There, the coach can calmly dissolve the argument, and explain why which activity was inappropriate. Players should shake hands before continuing the training.
11. When a child is being disruptive, the coach should set an example and the other children by asking that child to leave the field, sit down and wait before re-joining the training.
12. At the end of the training match, pupils have to sit in the centre of the pitch again. The coach discusses and evaluates the training session.
13. Trainings should end with a fun activity. That way, pupils leave the pitch happily.
14. Coaches and pupils clean up together. By making it a game, pupils may enjoy cleaning up.

Playing a Match

Dividing a class into teams:

1. The younger the class, the smaller each team. During the foundation years, players need to have as much contact with the ball as possible, therefore each training session ends with a small match. The number of players present often determines the number of players per team.
2. While training U-9 or U-11 groups, matches may be as small as 2 versus 2. Older pupils may play in bigger teams. If a training group is divided into smaller teams, the level of all teams should be kept similarly.
3. Training matches, no matter age, should have goals at width of approximately 3m. This will promote and facilitate scoring goals, which is very motivating for pupils.
4. Cones should mark out the pitch boundaries. Coaches should use same colour cones, set no more than 2 metres apart around the perimeter of the pitch. There should be a different colour cone on each side of the pitch marking where the halfway line would normally be.
5. Coaches should mark a semi-circle for each goal's penalty area with different coloured cones.
6. Coaches should explain all boundaries, rules and consequences clearly.
7. Teams are each in their own half at the start of the match, positioned in a diamond formation.
8. Coaches should encourage pupils to actively participate during the game.
9. Persistent offenders should be punished with a short time-out, where the child sits and watches the game from the side-line.

Finishing a training

1. Coaches are responsible for gathering all and storing it safely.
2. Any concerns or points of argument should be discussed with the parents immediately after training. Feedback may be both positive and negative, if it is fair and constructive.
3. Coaches should make post-session notes, in order to effectively observe pupils' progress. These notes have to be kept for administrative purposes. Moreover, notes may be used during evaluation and revision of training drills with the head coach.
4. Coaches should also tell pupils and parents goodbye and leave everyone with a positive impression of the Young Talent Football Academy.
5. Coaches and assistants need to carry the attendance form and all notes with them as they leave, as these will be kept at the office for administrative purposes.

CODE OF CONDUCT

All parties involved in a football game at every level hold a certain responsibility. This includes players, match officials, coaches, club owners and administrators. These responsibilities go above and beyond compliance with the law, and individuals are urged to act according to the highest standards of integrity, in order to ensure the positive reputation of football.

Coaches

1. Set a positive example for others, particularly young players and parents/guardians.
2. Arrive on time, before the players.
3. Show due respect to parents, match officials and others involved in the game.
4. Always encourage fair play, safety and good sporting values.
5. Don't use or tolerate inappropriate language.
6. Resist all illegal or unsporting influences, including banned substances and techniques.
7. Are responsible to ensure the safety of all players is observed during all club activities.
8. Always wear the Academy's uniform, and promote a positive physical appearance.
9. Are well prepared for each training session with all the appropriate equipment ready.
10. Always start training sessions and matches on time.
11. Comply with the administration policy of the Football Academy.
12. Be available to assist other coaches when required.
13. Should not wear jewellery (except watches) to any football activities.
14. Shouldn't smoke or drink alcohol while wearing the Young Talent Football Academy kit.
15. Shouldn't smoke or drink alcohol anywhere near the pitch.

Players

1. Should always maintain a positive attitude on the football pitch.
2. Should never be late for a training session or match.
3. Should always respect coaches, referees, opponents, parents and teammates, on and off the pitch.
4. Should not wear any jewellery (including watches) during football activities, for safety reasons.
5. Are expected to always wear the official Young Talent kit to all trainings and matches.
6. Must always wear shin guards while playing football.
7. Are not allowed to eat or chew while on the football pitch.
8. Must never swear, fight or bully others while playing football.
9. Shall never abuse, verbally or physically, any other player, official or supporter.
10. Should always respect the wishes of the coach.

11. Should tell the coach immediately if they feel an injury.
12. Should accept the decisions of match official or the coach without protest.
13. Should set a positive example for others, particularly younger players and supporters.
14. Must abide by the rules of fair play at all times.

Parents or other prospectors

1. Should always positively encourage their children and the children of others.
2. Should ensure their children arrive on time for trainings and matches.
3. Should always show their children how to respect the opposition and match officials.
4. Should make sure that their child always wears the official Young Talent uniform to all training sessions, matches and any other club activities and wear the correct footwear and shin guards.
5. Are encouraged to cheer for their child and their child's team but must never be overly critical of others or use foul language.
6. Should seek permission from the coach if they want to get involved in a training session.
7. Leave the coaching to the coaches at training sessions and matches.
8. Are welcome to discuss performance with either the coach or their child at the end.
9. Are responsible to comply with the payment obligations agreed.
10. Should never swear at anyone while at the football pitch.
11. Should always inform the coach if they and their child need to leave early.
12. Are responsible to inform the coaches of any medical condition their child might have.
13. Should encourage fair play at all time.

EXAMPLE TRAINING DRILLS

All trainings consist of three different parts based upon the team functions:

- Attack;
- Defence;
- Transition between attack and defence.



One year can be divided into two to three cycles. Cycles consist of four periods, of four to six weeks. The first six weeks the emphasis is on attacking, then four weeks of transition (attack to defend), six weeks of defending, and another four weeks of transition (defend to attack). Training drills are tailored to the class' age range and skill level. Following, an example of a basic training plan is presented, including different positions trained and what pupils may learn from these training drills.


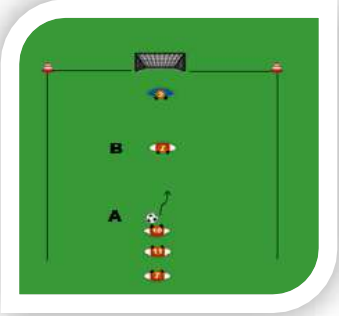
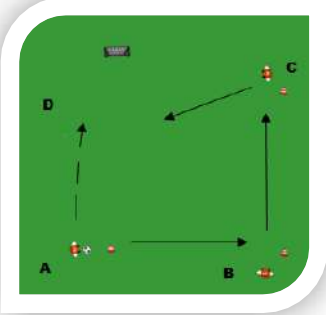

ATTACK

Games can be won by playing with a positive and strong strategy, and by dominating the opponent. Attacks take place as the team expands, players and the ball move quickly. Strong, direct, positive passing weakens the opponent. Keeping the ball, questioning the opponent's Defence, pushing forward and making space to create goal-scoring opportunities. During the attack, teams expand, play direct passes, use a mixture of short and long balls, preferably over the ground, pass only in the air when necessary, move forward, with or without the ball, creating space, keep the ball (while making positive, attacking passes), encourage shooting (when space is available, from various distances and positions) and try to dominate the game. drills consist mostly of dribbling, passing, positioning, shooting, coaching and technique skill improvement. The main objective of all attacking activities is scoring a goal.

Position	Learning objectives
Side defenders	<ul style="list-style-type: none"> - Positioning, avoid creating offside situations - Passing to main attacker(s) - Creating room to assist in attack
Central defender	<ul style="list-style-type: none"> - Positioning between attackers and defenders - Passing to attackers, and other players assisting in attack - Dribbling towards goal - Assisting in attack
Side attackers	<ul style="list-style-type: none"> - Dribbling towards goal at high speed - Strategic positioning to pass and shoot - Scoring a goal
Central attacker	<ul style="list-style-type: none"> - Positioning close to goal - Scoring attempts (individual or passing) - Structured attempts on the goal

Attack Drills

	Picture	Drill Explanation
U-9		<p>Slalom Shooting Drill</p> <p>The players slalom the whole course, dribbling the ball and finally shooting. Possible variations include: varying execution speed, varying distance between cones, or executing the drill in competition form. The emphasis is on increasing dribbling and shooting skills.</p>
U-11		<p>2 versus 1 Attacking</p> <p>In this attacking game the players play 2 vs. 1. Two attackers need to play together against one defender. The focus is on the attack, not on the defence. In the position of attackers, pupils learn to play together and how to position.</p>

U-13		<p>Technique Drill</p> <p>Half of the players stand inside a square without ball and the other half is positioned outside the square, holding a ball. Player standing outside tosses the ball to players inside the square, who have to shoot the ball back into their teammates' hands. The ball may not touch the ground. Possible variations include Heading or two touches without touching the ground.</p>
U-15		<p>Shooting Drill</p> <p>Players wait in line around 30 metres distance from the goal. Player A passes the ball to player B, player B then passes the ball back to A, who tries to score.</p>
U-17		<p>Strategic Passing and Shooting</p> <p>Players are positioned in a square. Player A passes the ball to Player B, who passes to Player C. Player C passes the ball to Point D, from where Player A will attempt to score a goal.</p>
U-19		<p>Advanced Technique Drills</p> <p>Both players on each side of the cone are dribbling towards each other. When both players arrive at the cone, they perform a trick. Examples include 'scissor', 'feint shot', 'body feinting' or 'Cruyff feint'. Both players have to possess high levels of coordination and experience.</p>




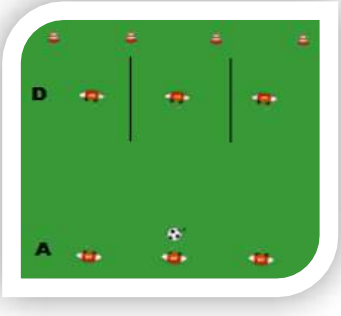
DEFENCE

When the opponent has the ball, the team needs to push forward and apply pressure. In this position, the opponents will often make mistakes. The objective is to regain the ball as soon as possible. Then, the opponent has little chance to play the ball, and consequently score a goal. During the Defence, teams condense, push forward, control open space, close down and apply pressure, provide cover and try to regain the ball. Training drills consist mostly of interfering, positioning without ball, intercepting, tackling and technique skills improvement. The objective is to prevent the opposing team from scoring a goal.

Tasks while defending

Position	Learning objectives
Side defenders	<ul style="list-style-type: none"> Minimising room for opponent's dribbling Assisting to shield the goal Interfering in opponent's attack
Central defender	<ul style="list-style-type: none"> Minimising room for opponent's dribbling Pressurising and interfering with opponent's attack Assisting to shield the goal Intercepting the ball from opponents
Side attackers	<ul style="list-style-type: none"> Interfering with the opponent's attack Intercepting the ball from opponents Minimising room for opponent's dribbling Preventing opponents from playing without interference
Central attacker	<ul style="list-style-type: none"> Covering the opponent's central defender Pressurising and interfering with opponent's attack Short-distance passing Intercepting the ball from opponents Assisting team players Shielding opponent's players

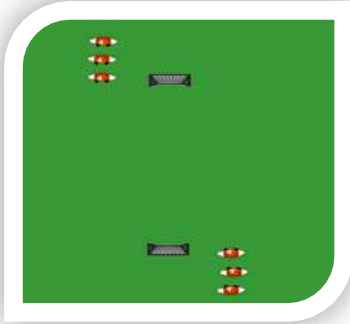
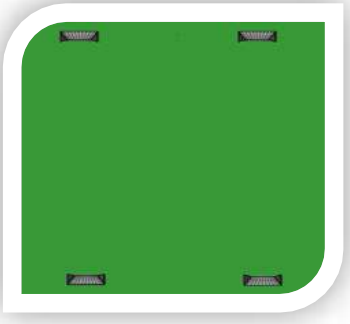
Defence Drills



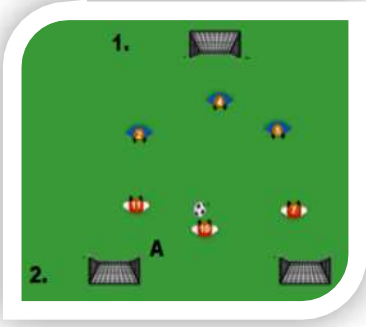
	Picture	Drill Explanation
U-9		<p>Circular Passing Drill</p> <p>Three players are positioned triangularly at cones, one player stands between the cones. The players at the cone pass a ball among themselves, and the player in the middle tries to intercept the ball. The players at the cone may touch the ball 2 times, every time they receive the ball. The player in the middle has to make a strategic choice to successfully obtain the ball.</p>
U-11		<p>Defending Drill</p> <p>Groups are divided into three teams. The teams with black shirts attempt to pass the ball to each other. The yellow team attempts to prevent this by working together and positioning themselves strategically.</p>
U-13 & U-15		<p>4 versus 2 defending</p> <p>There are four attackers, who attempt to score a goal. The two defenders try to prevent this. The four attackers may only touch the ball twice. Defenders need to communicate well, and make quick decisions.</p>
U-17 & U-19		<p>Tactic defence zones</p> <p>The attackers (A) try to pass the cone line behind the defenders (D). Each defender is assigned a zone, which they may not leave. The attackers may attempt to score from all sides. In this drill the defenders learn to play zone defence, a strategy used in professional football matches.</p>

TRANSITION

There are two kinds of transitions, the switch from defence to attack and the switch from attack to defence. During the transition to attack the primary goal of a team is to play forward, without taking unnecessary risks. If playing forward is not a direct option, the ball should be played across the field. During the transition teams try to catch the opponent off guard, by playing the ball directly forward and then expand. The play across the field to uncovered players; push forward with or without ball, create open spaces and try to create opportunities to score. During the transition to defence, so after losing the ball, players close to the ball should try to win the ball back as soon as possible, preventing attacking opportunities for the opposition. Players not in the vicinity of the ball) should assist. Other players spread across the pitch, trying to cover the space and prevent counter-attacks. During the transition, teams need to regain the ball, assist in regaining the ball, condense, push forward to close down and provide cover. During the third month (Period 3 the focus is on switching between attacking and defending activities. Training drills consist of a combination of passing, countering, switching and tactics improvement. The objective is to increase the pupils' flexibility during games.

Transition Drills

	Picture	Drill Explanation
U-9		<p>Commando Drill</p> <p>The group is divided into two teams. Both teams are standing in one line next to their goal. The trainer is standing next to the field with all the balls. The trainer throws a ball in the middle and shouts different commandos. Commando "One" means 1 player versus 1 player, "Two" means 2 players versus 2 players, etc. Both teams play as attackers and defenders at the same time.</p>
U-11		<p>Two Targets Drill</p> <p>This exercise is similar to playing a match. However, both teams have to guard 2 goals. Players learn to defend and attack at the same time. Since teams can score on two targets, players learn to make quick decisions and move fast to reach the opponent's goal. During this exercise players learn to use the free space on the pitch.</p>

U-13		<p>1 versus 1 Screening Drill</p> <p>Players play in a 1 versus 1 game, without goals. The purpose is to keep the ball as long as possible. Players learn to use their body to screen the ball. Both players are playing as attackers and defenders at the same time.</p>
U-15		<p>Positioning Drill</p> <p>Two teams are playing against each other. The purpose is to keep the ball as long as possible in a team's possession. Players improve their passing and positioning skills. A team is awarded a point once the ball has been passed 10 times among the team, without interference from the other team.</p>
U-17 & U-19		<p>Right to Attack Drill</p> <p>There are three goals, 1 large with goalkeeper, and 2 smaller goals without goalkeeper. If a team scores on one of the small goals, they earn the "right to attack" and may attempt to score at the large goal.</p> <p>Defenders improve their zone skills, as they have to defend various goals.</p> <p>Both teams play as attacker and defender.</p>

