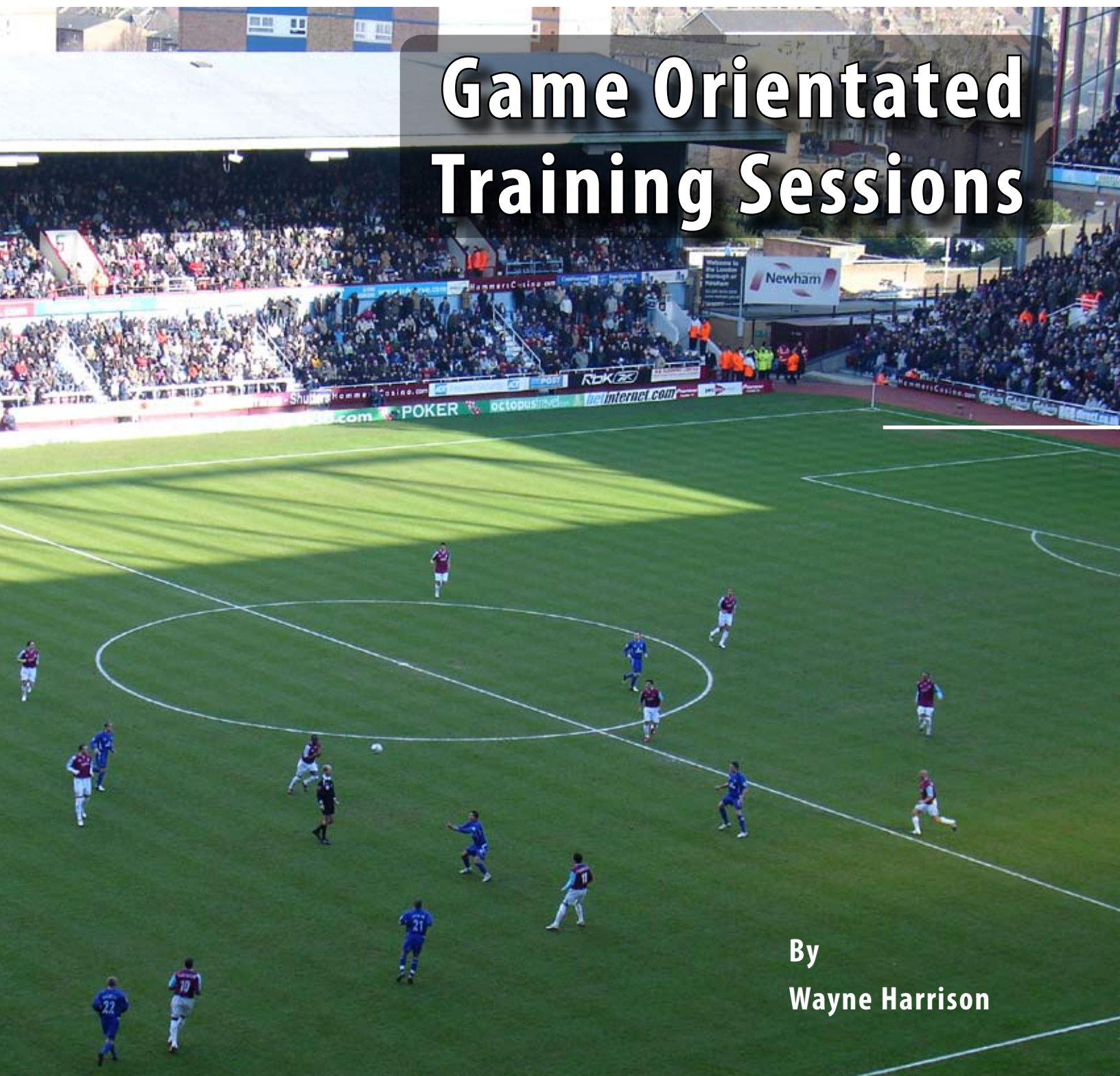




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# Game Orientated Training Sessions



By  
Wayne Harrison

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Edited by Tom Mura

Front Cover - March 2006 English Premier League Game - West Ham United v Everton

**Contributed by Wayne Harrison of Soccer Awareness. Harrison has a wealth of knowledge at the highest levels of the game both as a player and coach. A former Academy Director at Blackpool F.C. in the English 2nd Division, he is now a “best-selling” author and presents at coaching symposiums worldwide. Harrison holds the prestigious UEFA ‘A’ License as well as a bachelors degree in applied physiology and sports psychology. Several of his books are currently in print through Reedswain and are recommended reading at coaching courses worldwide including the English PFA.**



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# **GAME SITUATION TRAINING FOR SOCCR**

## **INTRODUCTION**

This is a book designed to help coaches introduce relevant themes within soccer into game orientated training situations.

The games are designed to be easily set up and executed and be a learning platform for players to perform in.

Much of the learning can involve trial and error within the game and in some ways the set up of the game can teach the theme itself to add to the coach offering input and direction.

The themes have been bracketed into the relevant chapters in the book that include possession themes, shooting themes, defending themes, heading the ball themes, target game themes, transition play themes, small sided game themes and so on.

All sizes of small sided games are covered, from a 3 v 3 format up to an 8 v 8.

Various themes are presented within the 3 v 3 and 4 v 4 set ups where we are working within triangles and diamonds.

Coaches encourage the players to play at match speed in all situations so as to reproduce what actually happens in the real game situation.

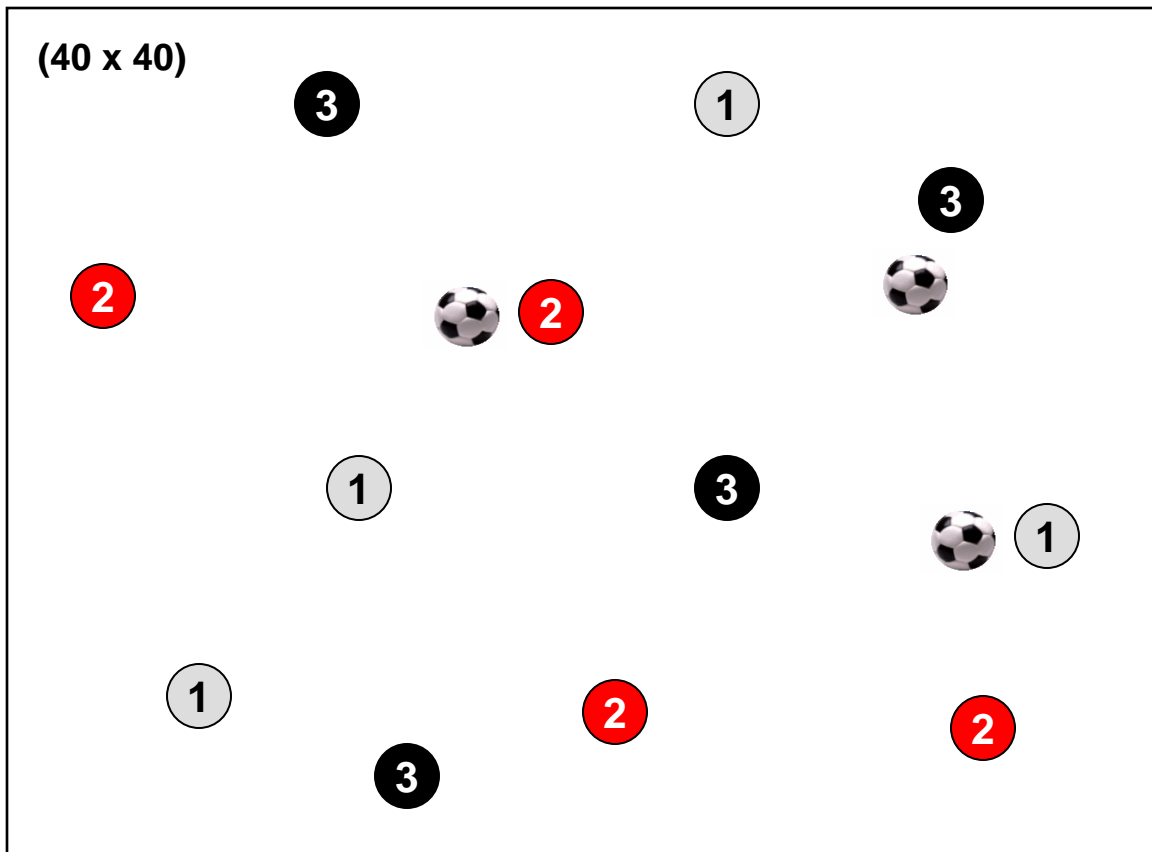
Coaches can revise and develop these games to suit their own team and their own situations and may take a particular theme in another direction. This is greatly encouraged by the author because new ideas of games will result from this type of experimentation.

Examples may be; some equal number sized games in the book may need an overload to make them work initially depending on the ability of the players involved, others where an overload is used in the book may not need this and the coach can start with equal numbers based on the players ability.

Some game plans need much more attention to detail with more diagrams to show the game progressions more clearly.

Enjoy the book.

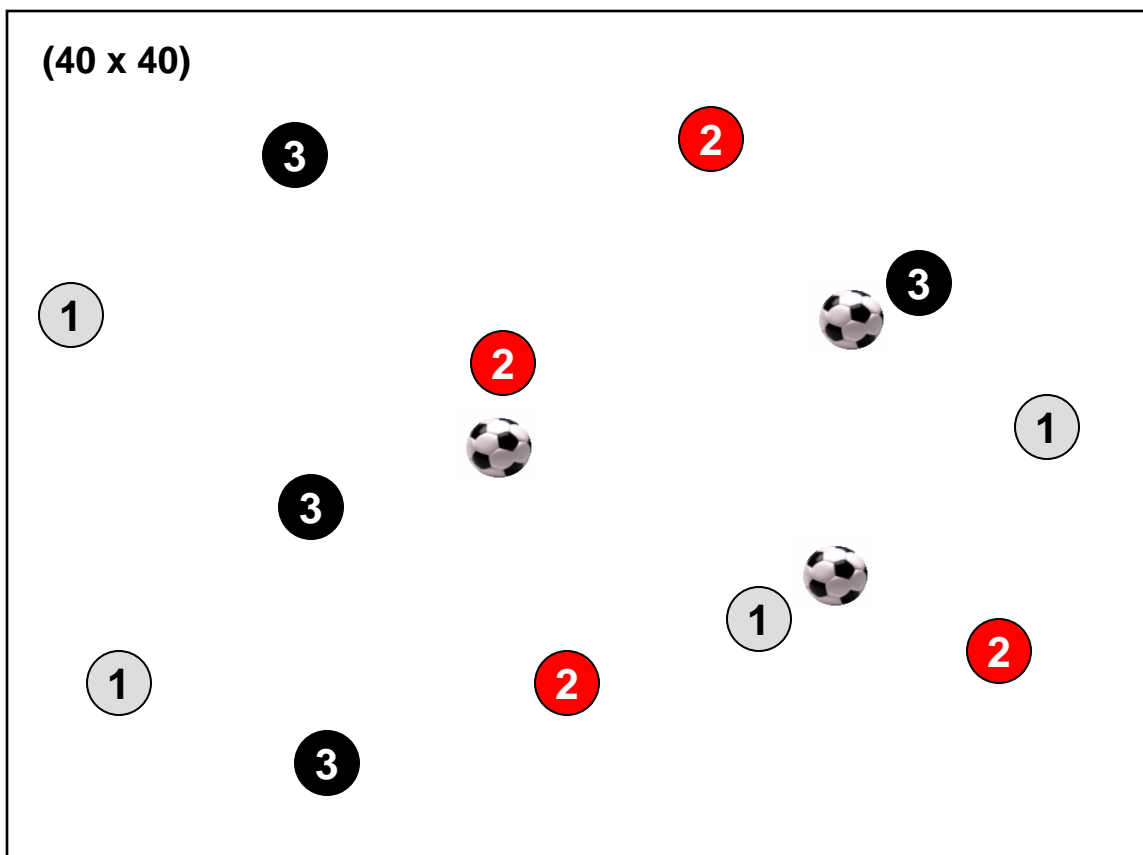
## PLAN 1: THE “AWARENESS” NUMBERS GAME



### GAME OBJECTIVE: TEACHING PLAYERS TO BE AWARE OF THEIR NEXT OPTION “BEFORE” THEY RECEIVE THE BALL AND NOT AFTER

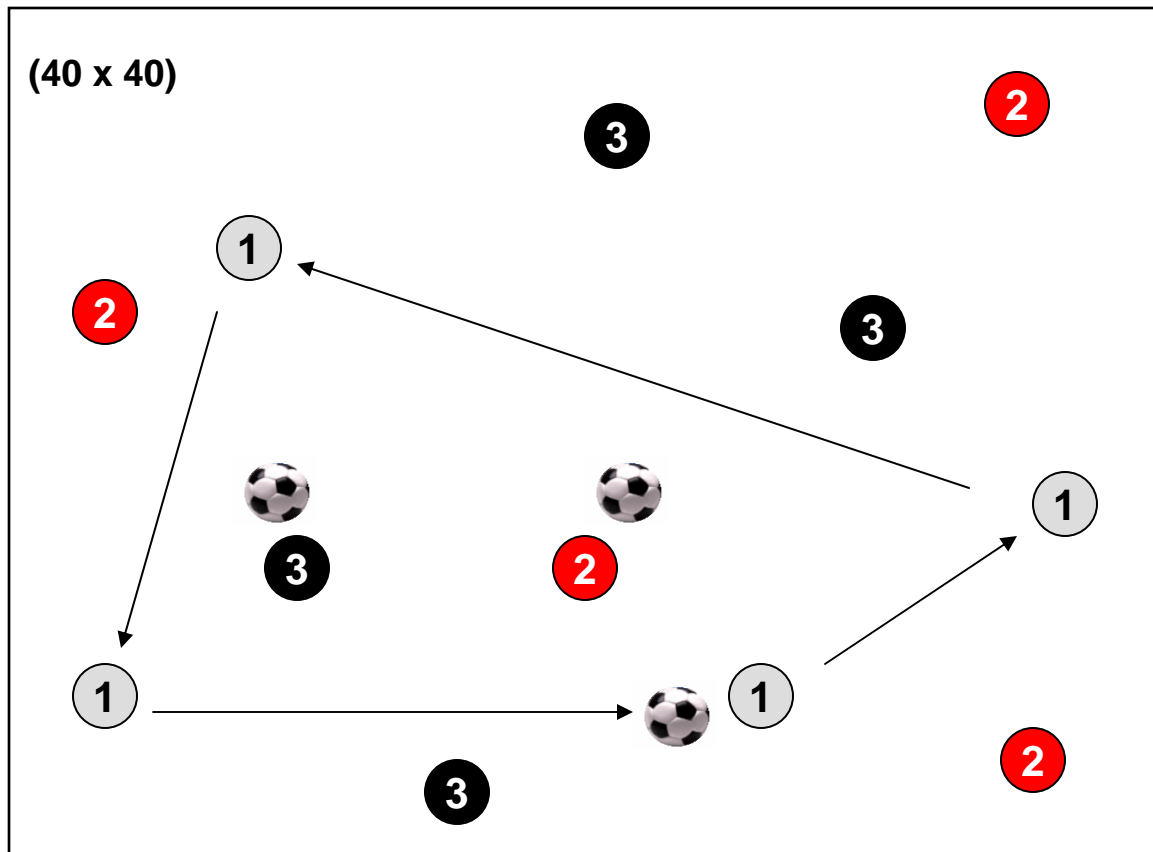
1. You can have players **static** to begin then have them passing and **moving**. Player **receives** from the same person and **passes** to the same person each time. This develops great awareness of time, space and player positions. Continuous work on and off the ball.  
Awareness of : **where** the player you **receive** from is and **where** the player you **pass** to is. Because of this players begin to **anticipate** the pass to them and where it is coming from. Also they must look to where it is going to (where is the player they are passing to?).
2. **Coaching Points:**
  - a) Creating Space
  - b) Quality Passing
  - c) Support positioning; early movement off the ball
  - d) Players look before they receive to see own players positions, opponents players positions and space.
  - e) Players are looking **two moves** ahead not just one. For instance as (1) is about to pass to (2), (3) should be looking to support (2) for the next pass already, looking two moves ahead before the ball leaves (1). **Peripheral Vision Development** results from this.

## NON – COMPETITIVE AWARENESS NUMBERS “GAME” WITH TEAMS: PASSING IN SEQUENCE



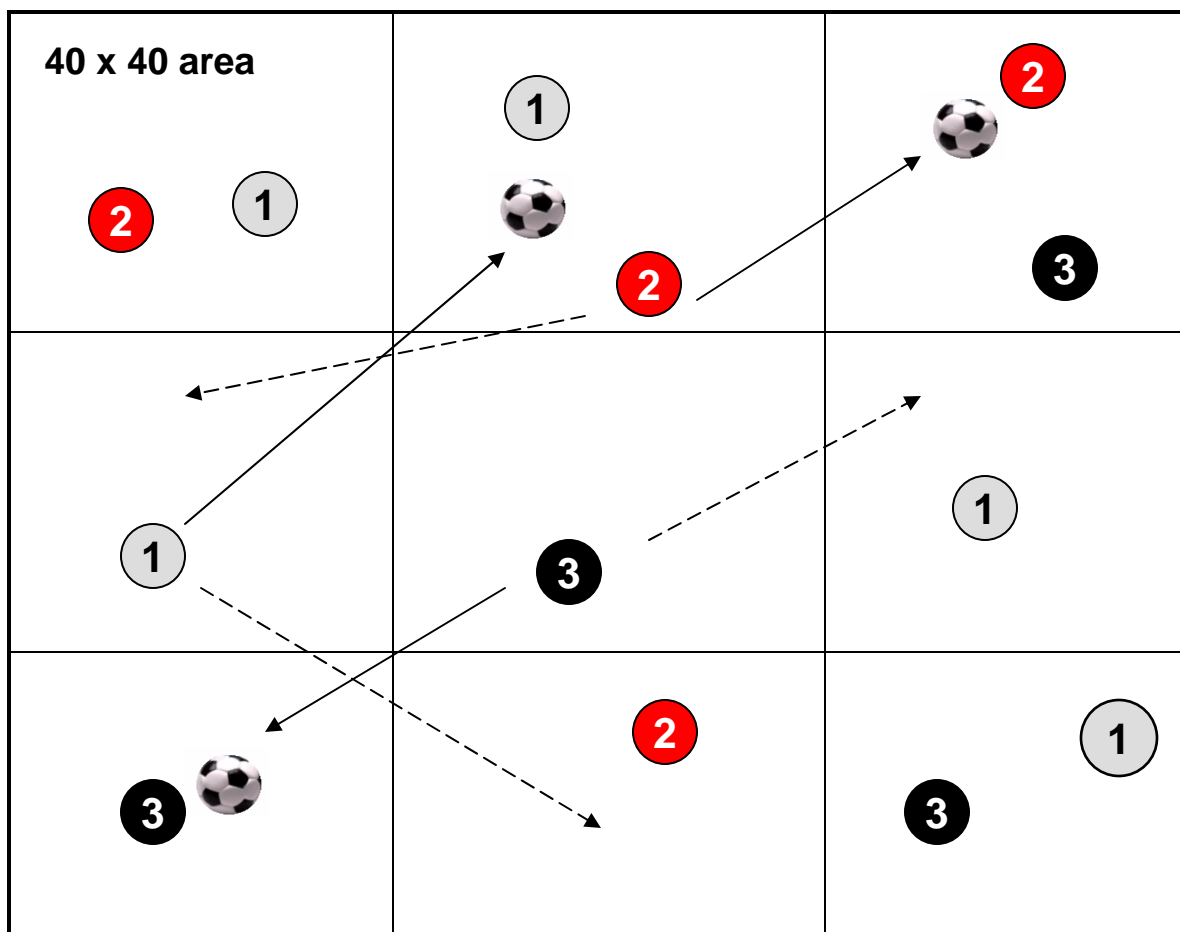
1. 3 teams. **Within** each numbered team **each** player is numbered off. Teams (1) and (2) work together (with two balls) and team (3) works alone (with one ball). Players must pass in **sequence** ie with teams (1) and (2) working together 1 passes to 2; 2 passes to 3; 3 to 4 and so on up to 8 who passes to 1 and we begin again whilst team (3) players pass 1 to 4. A Player **receives** from the same person and **passes** to the same person each time. This develops great awareness of time, space and player positions. Continuous work on and off the ball.
2. Awareness of : **where** the player you **receive** from is and **where** the player you **pass** to is. Because of this players begin to **anticipate** the pass to them and where it is coming from. Also they must look to where it is going to (where is the player they are passing to?). We are trying to create a situation where players are looking **two moves** ahead not just one. For instance as (1) is about to pass to (2), (3) should be looking to support (2) for the next pass already, looking two moves ahead before the ball leaves (1).
3. **Progression**: Reduce the number of touches players are allowed each time they receive a pass, all in to begin, then three touch, then two touch then one touch if it is on to do so. This speeds up the decision making process and forces them to look earlier as to where they are passing to.

## SEMI – COMPETITIVE AWARENESS NUMBERS GAME: PASSING IN SEQUENCE



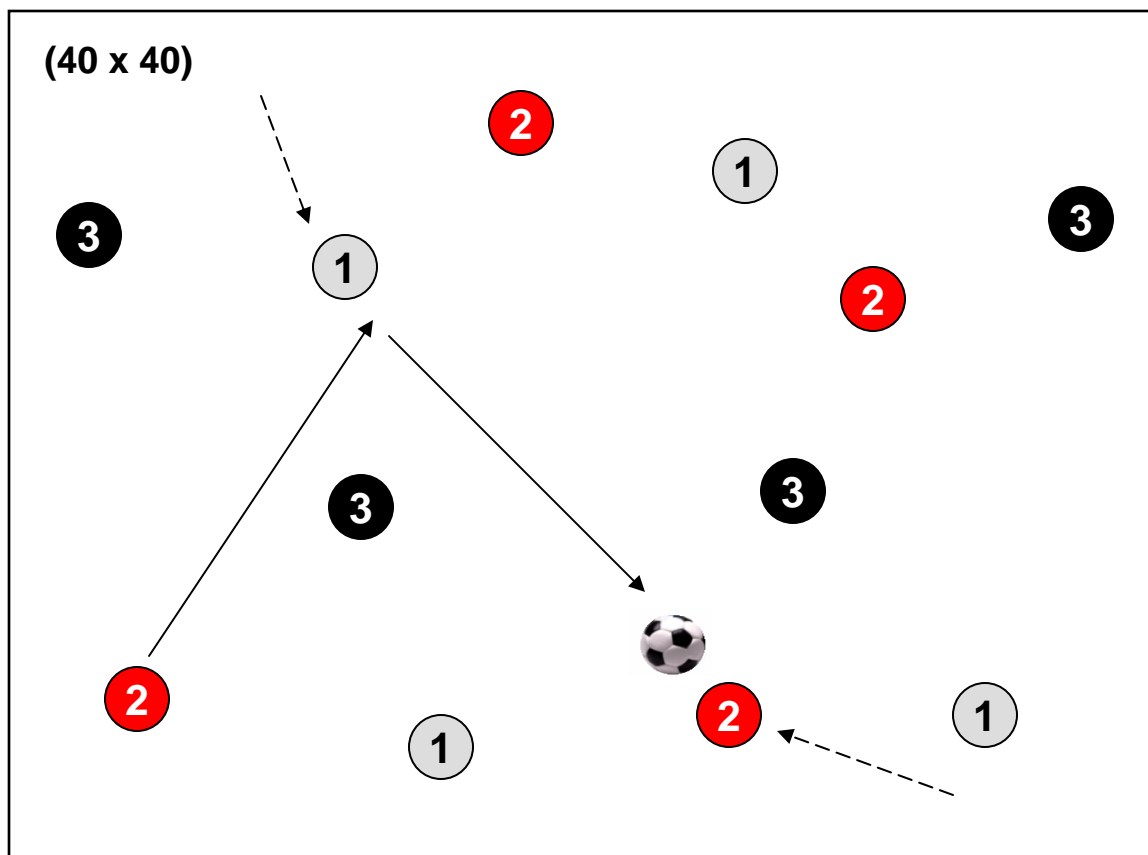
1. Now have 3 teams passing separately **1 to 4** in **each team**, with a ball each team. An example is the number One team. Of course the players are moving but it is easier to show it like this to get the idea across.
2. **Progression:**  
Count the number of passes each team get in a certain time frame adding a competitive element to the game. Who can get the highest number of passes made in a given time frame?
3. **Emphasize:**
  - a) Movement “**off**” the ball to **open up angles** for passes between other players.
  - b) Communication verbally between players to help them identify where they are; passing player can call who they are passing to, receiving player can ask for the pass.
  - c) Ensure players spread out throughout the area to have them playing both long and short passes.
  - d) Encourage fewer touches on the ball at each reception to move it around the field more quickly helping players develop good transitional play.

## AWARENESS NUMBERS GAME WORKING IN THREE ZONES



1. **Conditioning** the players to pass and move by setting the **rule** they need to move into another area once they have passed.
2. Divide the field up into sixths and ask players to make a pass in one area then they must move to another area to receive the next pass. This can cause players to pass long or pass short and vary the range and distance of the passes and the support as they are required to move once they have made their pass.
3. Here we are using three teams of four players.
4. Here players pass and move into other zones to receive the next ball that is coming. This ensures players get the idea of passing and **MOVING** off the ball, not passing and then standing.
5. Can say players must pass to **space** so they pass into another zone next to the one the player they are passing to force them to move to the ball.

## COMPETITIVE NON - DIRECTIONAL THREE TEAM AWARENESS POSSESSION GAME (4 v 4 v 4)



1. **Further Progression:** Making it more competitive, have each team be the defending team for a certain time span. If they win the ball they then give it back to the combined attacking teams. Count the number of times they win the ball. The defending team to win the ball the most times wins the game, or alternatively the combined teams which give up the ball the fewest times win the game.
2. Attacking players individually count the number of times they give the ball away as an indication to each and every one of them how well they can maintain possession under pressure.
3. Begin with players able to have as many touches as they like, then break it down to 3 touch, then 2 touch with one touch passing the aim if it is on to do so.
4. **Coaching Points:**
  - a) Open body stance to allow a yard or more extra space away from defenders by letting the ball run across the body into preconceived space.
  - b) Looking before receiving to know in advance of the receiving pass; where the defending players are, where the space is, where team mates are free to receive a pass, how many options there are to move the ball on
  - c) Movement **OFF** the ball is a priority both to receive it and after passing it.



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## Why Try Online Training Sessions?

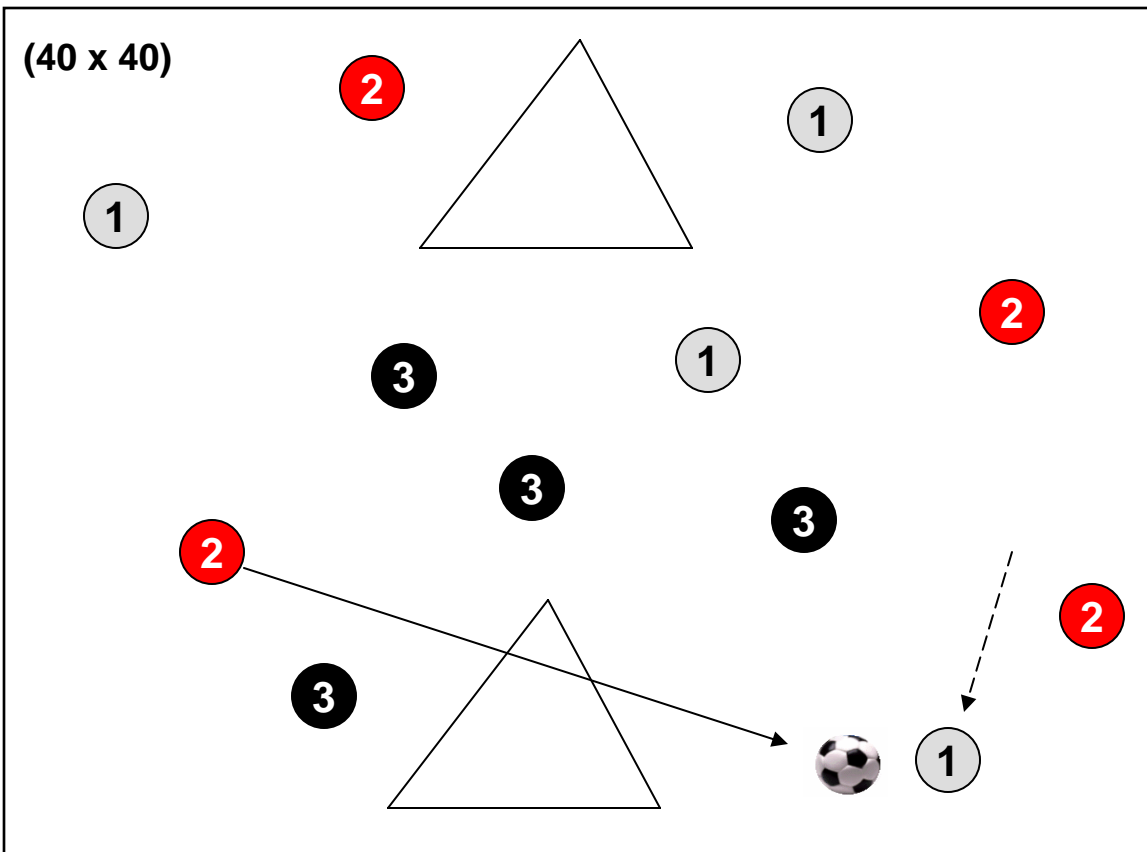
The logic behind the Online Training Sessions is that there are many resources of training sessions, exercises, drills, etc. available in the form of books, DVD's and web sites, but it's important to have more than just drills. The Full Season Training Sessions are designed to help coaches organize their training sessions better. They are complete training sessions (warm-up, technical, tactical and physical work) which will help coaches run better organized sessions. These Full Season Training Sessions will show you how to schedule training sessions throughout the season with various levels of intensity depending on the stage of the season. They will also show you how to design training sessions from start to finish with a specific purpose as opposed to just putting drills together haphazardly.

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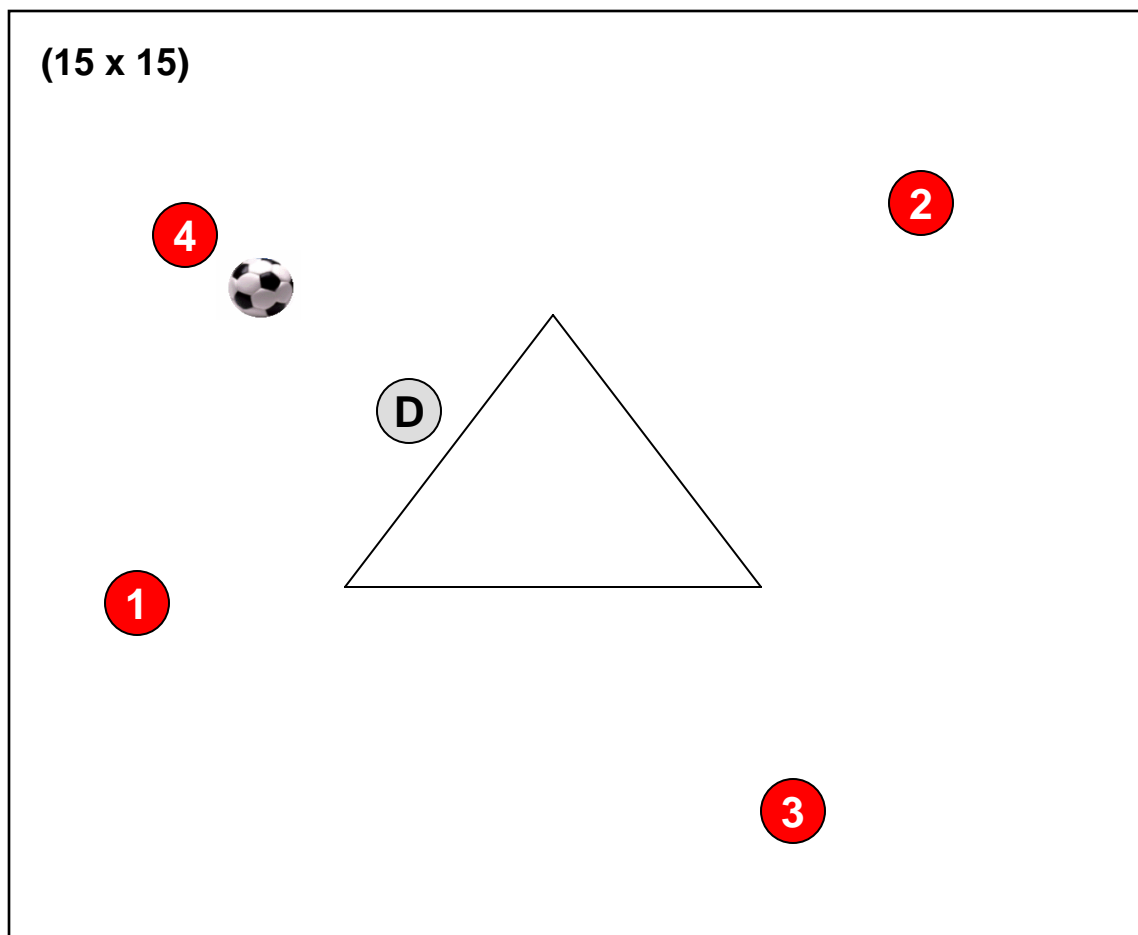
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# COMPETITIVE DIRECTIONAL THREE TEAM AWARENESS GAME INTRODUCING GOALS AS TARGETS



1. Here is an interesting way to work on awareness training and passing, **movement off the ball**, fitness and looking for the penetrating pass. Add triangular goals to score through, this means the game continues after a goal is scored as the ball must be received and possession maintained by another player on the other side of the triangle to count as a goal. This ensures continuous play.
2. It is a more directional method of playing and more specific to the game in general. The defenders are **NOT** allowed inside the triangle so they must be constantly working their way around the triangle trying to cut off the penetrating passes.
3. Team (3) defends, teams (1) and (2) work together. The combined attacking teams can attack both goals alternatively. Attacking both goals encourages "Switching the Field".
4. Ultimately reduce the game to **two equal** number teams for the greatest challenge and begin with as many touches as possible reducing the number of touches each is allowed as they improve and are able to keep possession effectively. **Reducing the number of touches** allowed inevitably **increases** their **awareness** and **forces** them to **look** for options **earlier** and **improves** and **speeds up** their **decision making**. This should result in them keeping possession more effectively.
5. Further information on this Awareness training can be found in another book by the author and published by Reedswain; "**Recognizing the Moment to Play**".

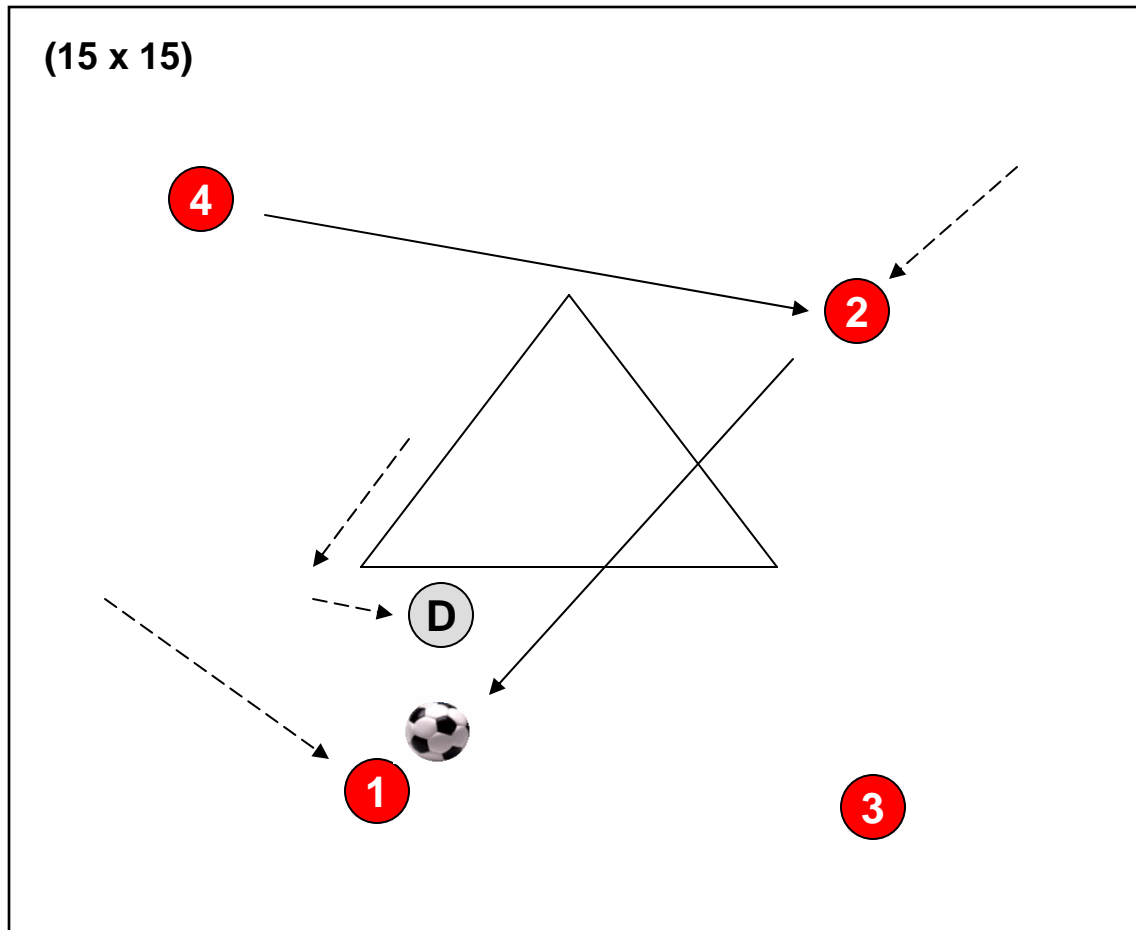
**PLAN 6:**  
**MOVEMENT “OFF THE BALL” IN A PASSING AND SUPPORT GAME**



**GAME OBJECTIVE: FOCUS ON IMPROVING MOVEMENT “OFF” THE BALL**

1. Here is an interesting way to work on passing, **movement off the ball**, fitness and looking for the penetrating pass. Start with a 15 x 15 yard grid and have a 4 yard equilateral triangle in the middle made up of cones. There are 5 players in the activity with one being a defender and the other four being on offense. The 4 players try to maintain possession while also looking to score goals by playing the ball through the triangle to their teammates. The defender is NOT allowed inside the triangle so he or she must be constantly working their way around the triangle trying to cut of the penetrating passes. See the diagram above for the set up.
2. The thing that makes this such an interesting activity is the required **movement off the ball** by the offensive players. On every pass they are moving in order to get into a better position to either make a penetrating pass or to receive one (as opposed to the norm in possession games when players wait till they receive a ball before thinking what to do next, in this game the players have to be thinking ahead of the passes because it's not good enough to just play the ball through the triangle, a teammate has to be there and receive the ball for it to count.

## MOVEMENT “OFF THE BALL” IN PASSING AND SUPPORT



3. Play this game for a 5 minute period with each player having a one minute turn on defense. It gets the players working hard, thinking and competing while having fun trying to beat their teammates. The player who gives up the fewest number of goals on defense wins.

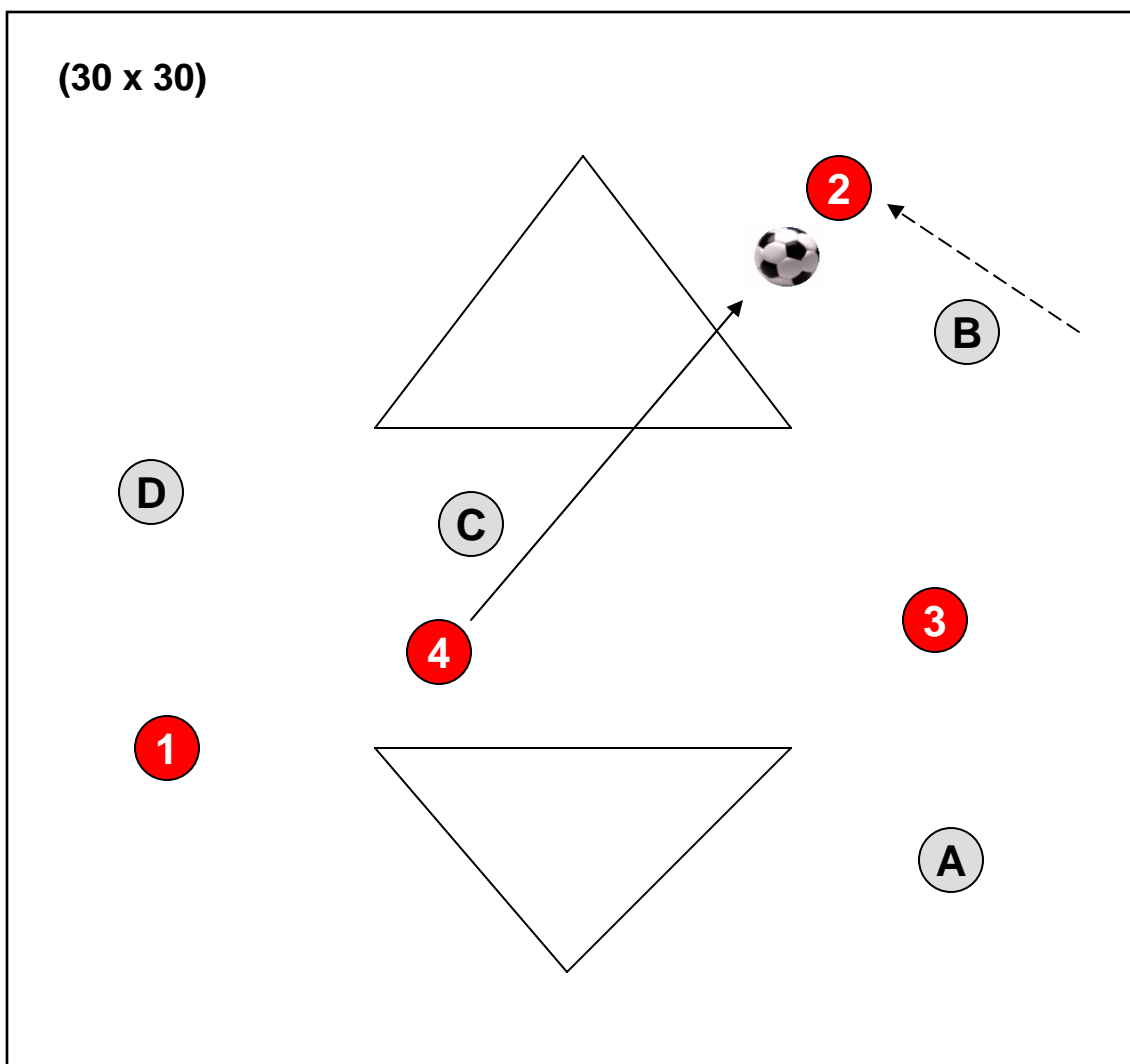
There is a tendency in this game for the offensive players to get too close to the triangle which takes away the passing angles (just like in a regular game where they come too close to the middle). This is easy to correct and is a good learning opportunity for the players. Above (D) stops the immediate pass from (4) to (3) through the triangle so (4) passes to (2) and (1) makes a run off the ball to receive the next pass through the triangle and a goal is scored. (D) tries to get back and around to prevent this.

4. **Coaching Points:**
  - a) Creating Space for yourself or for a team mate by **movement off the ball**
  - b) Quality of Passing (weight, accuracy and timing)
  - c) Quality of Control and first touch
  - d) Effective maintenance of possession

5. **Progression:** Change to 4 v 2, or 2 v 2 v 2. Keep the overload initially until players get good at this before you move on. Experiment with numbers increasing the difficulty of the session as you go.

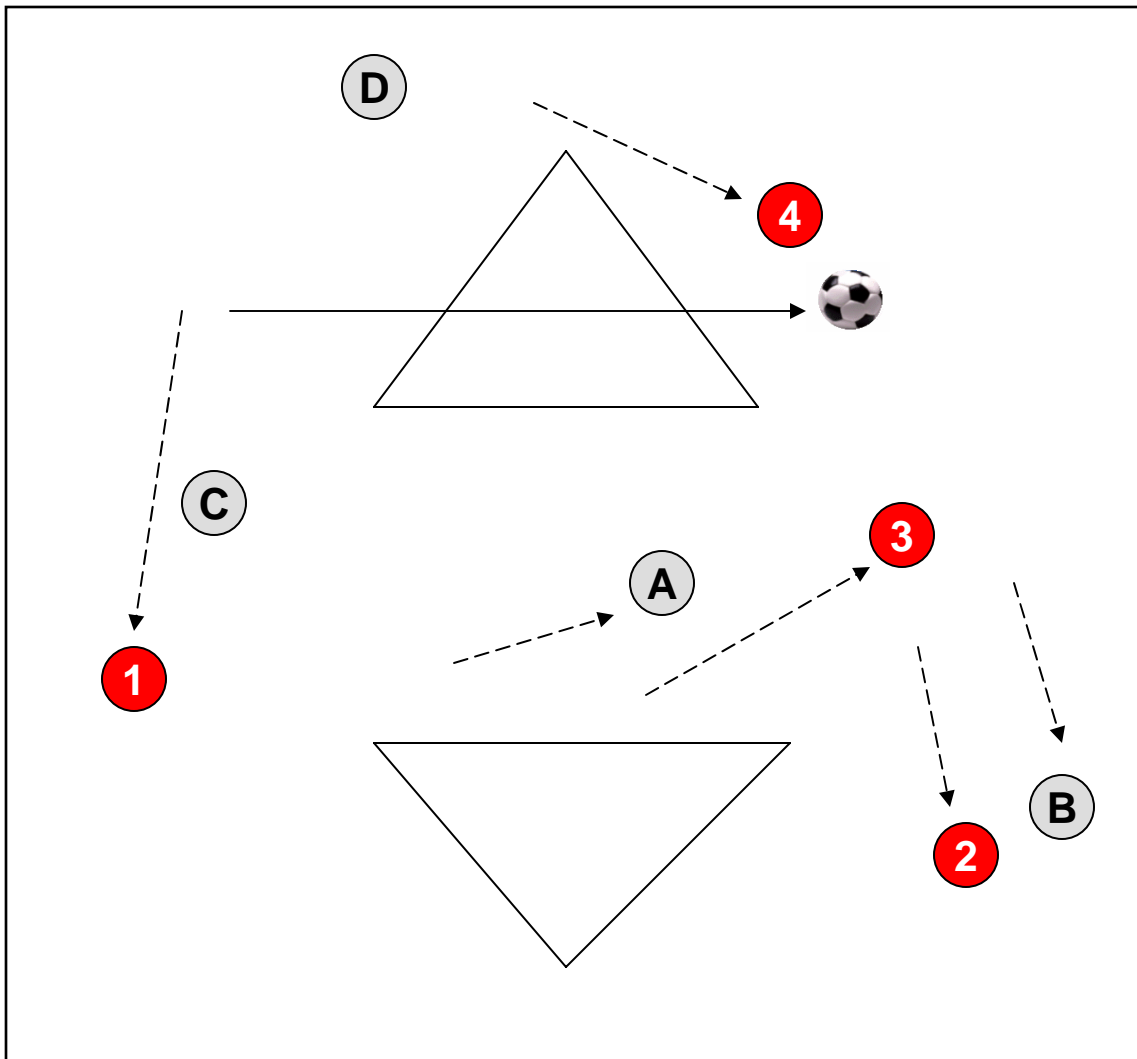
## USING TWO TRIANGULAR GOALS IN A SMALL SIDED GAME

**Coaching Points:** a) Creating Space with movement off the ball b) Quality Passing c) Support positions of team mates d) Maintain Possession



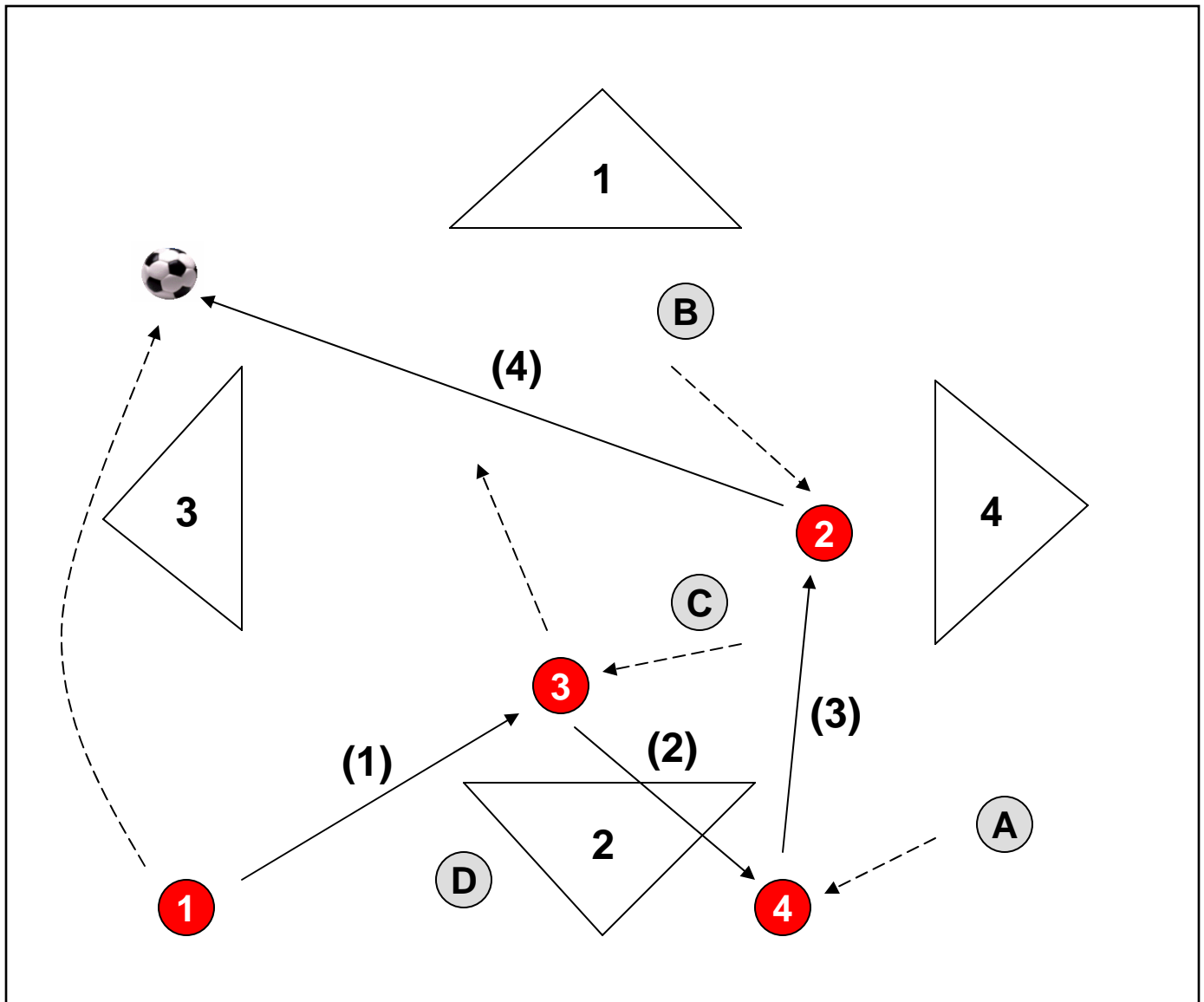
1. Increase the area to 30 x 30 and have a 3 v 3 or 4 v 4 game (as above) and two triangular goals. (Numbers team attack one goal and letters team attack the other).
2. **Progression:** Each team can score through both goals but it must be a pass and receive from one player to another through the middle of the triangle. This brings more switching the point of attack into the game.
3. Condition it where once you score through one you need to try to score through the other. You can't go back to the goal you score previously until possession has changed and you have regained possession again. Players can also score a goal by keeping possession and making 5 consecutive passes without an interception.

## MOVEMENT OFF THE BALL TO CREATE SPACE FOR ANOTHER PLAYER TO RECEIVE



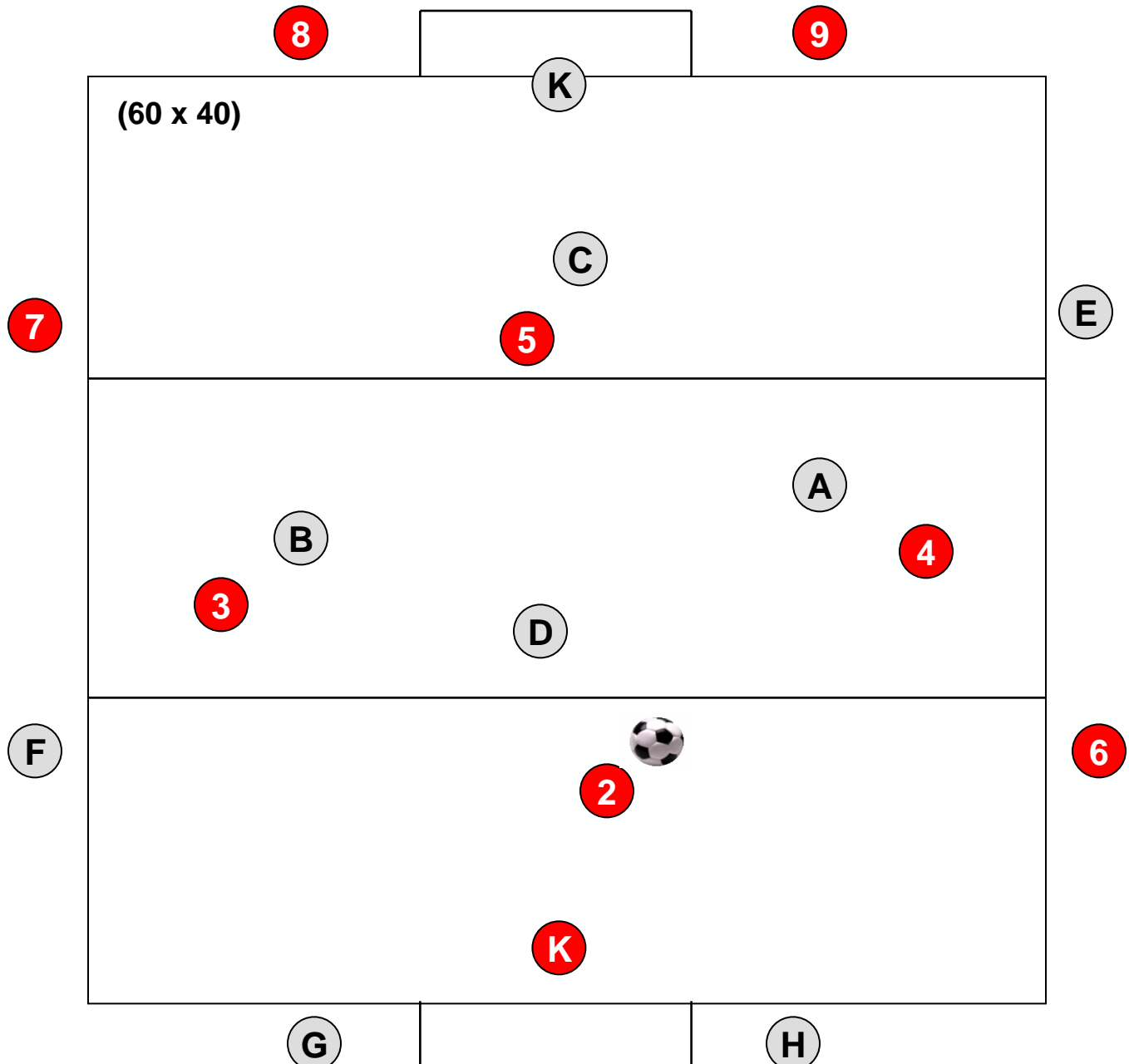
1. Here (4) receives the pass into space from (1) after (2) has created the space by a run away from it.
2. Looking ahead, (3) makes a run into space to now help (4) and gets away from marker (A).
3. (1) makes a blind side run behind (C) to help (3) if he or she should receive the next pass, either as a pure pass or a pass through the goal to score.
4. Lots of movement off the ball by the players to either get it themselves or to help another player receive the pass.
5. I have made it look easier by not having defenders always track the runs but I do this to help emphasize how the movements off the ball can work.
6. Progress to using three then four goals.

# USING FOUR TRIANGULAR GOALS IN A SMALL SIDED GAME



1. Using four goals now and increasing the area to a 40 x 40. The numbers team attack goals one and two, letters team attack goals three and four.
2. Above (D) blocks the straight pass so (3) makes an angle for a pass off (1); receives it and scores a goal passing through the triangle to (4).
3. (4) sees (2) in position for the next pass as the ball is traveling and plays this player a one touch pass into space.
4. (1) is already on a run **off the ball** to attack the other goal and give (2) a new passing option. (3) also is on the move after passing to join in the next build up.

## PLAN 11: PASSING AND FINISHING DEVELOPMENT GAME

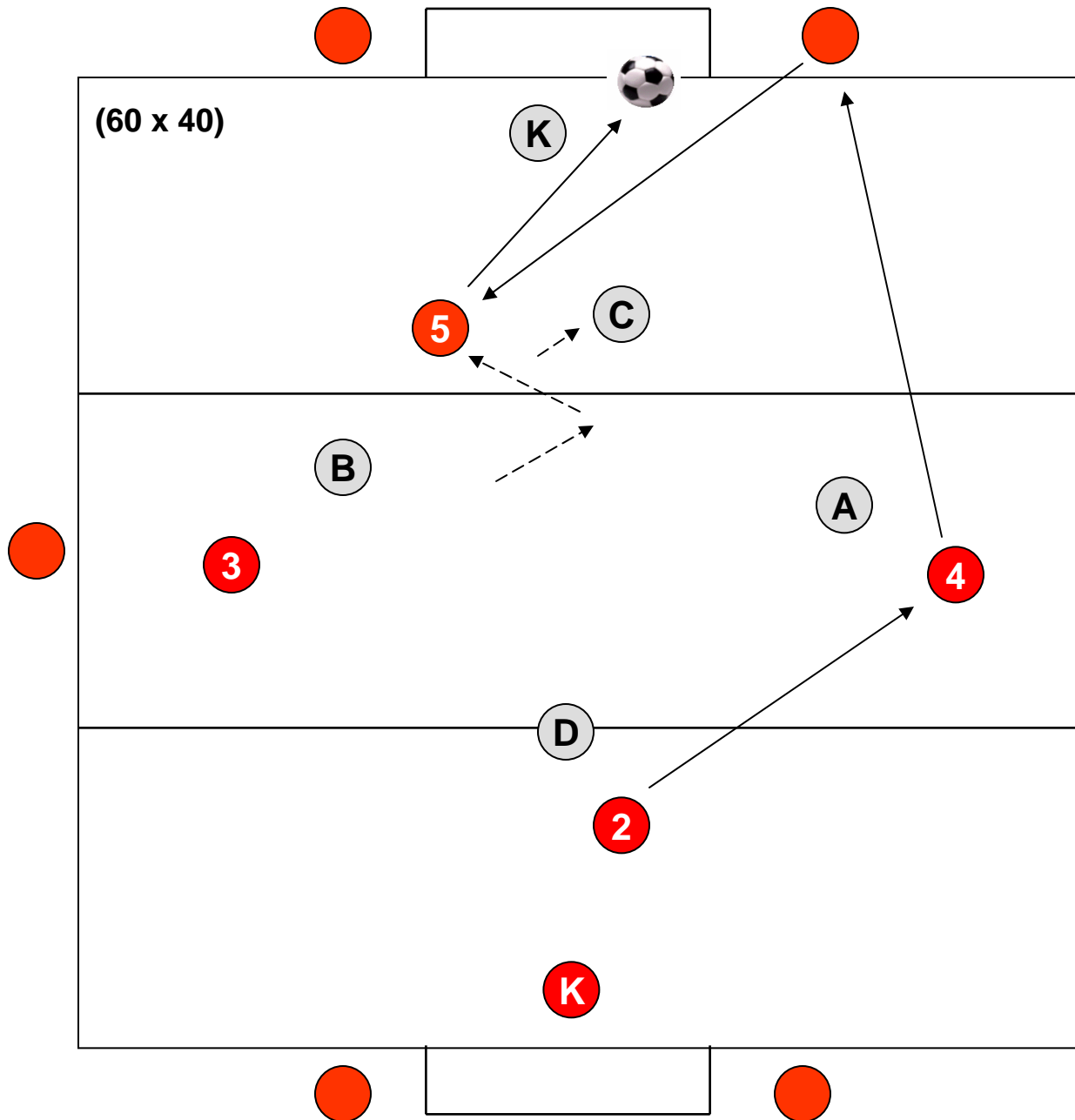


### GAME OBJECTIVE: FOCUS ON PASSING AND QUICK FINISHING

1. Eighteen teen players and a 4 v 4 game with side players to support and goal line players for 1-2's to set up shooting chances. You can vary the number of players playing in the game.
2. No off sides to begin. Players on the outside need to keep on their toes. Game lasts until players are beginning to be fatigued. Rotate outside players in, inside players out.
3. **Progressions:** – Introduce offside from the third's.
  - a) Outside players 1 or 2 touch restriction on the ball.
  - b) Inside players touches restriction on the ball.
  - c) Player passes to outside player and switches, gets the players thinking especially if it is when the player coming in has only 1 touch so must immediately find a player.
  - d) Occasionally bring in all the players so it's a 9 v 9 with the keepers, this tests how they play in a restricted space with more players to deal with.
  - e) Reduce the size of the area to 40 x 20, go 4 v 4, this gets more shots on goal.



## THREE TEAM PASSING AND FINISHING GAME



1. **Three team** game with fourteen players, when one team scores they stay on, the losing team go off and the winning team play the outside team.
2. Great if you have 2 keepers and 13 outfield players but you can arrange it based on the number of players you have at the practice, there are many variations on this theme.
3. **Competitive**: Play the game over a certain time period and see which of the three teams scores the most goals in that time.
4. In this set up it is best if the outside support players have only one touch to pass the ball back in, which will usually set up a **one touch finish** to goal.

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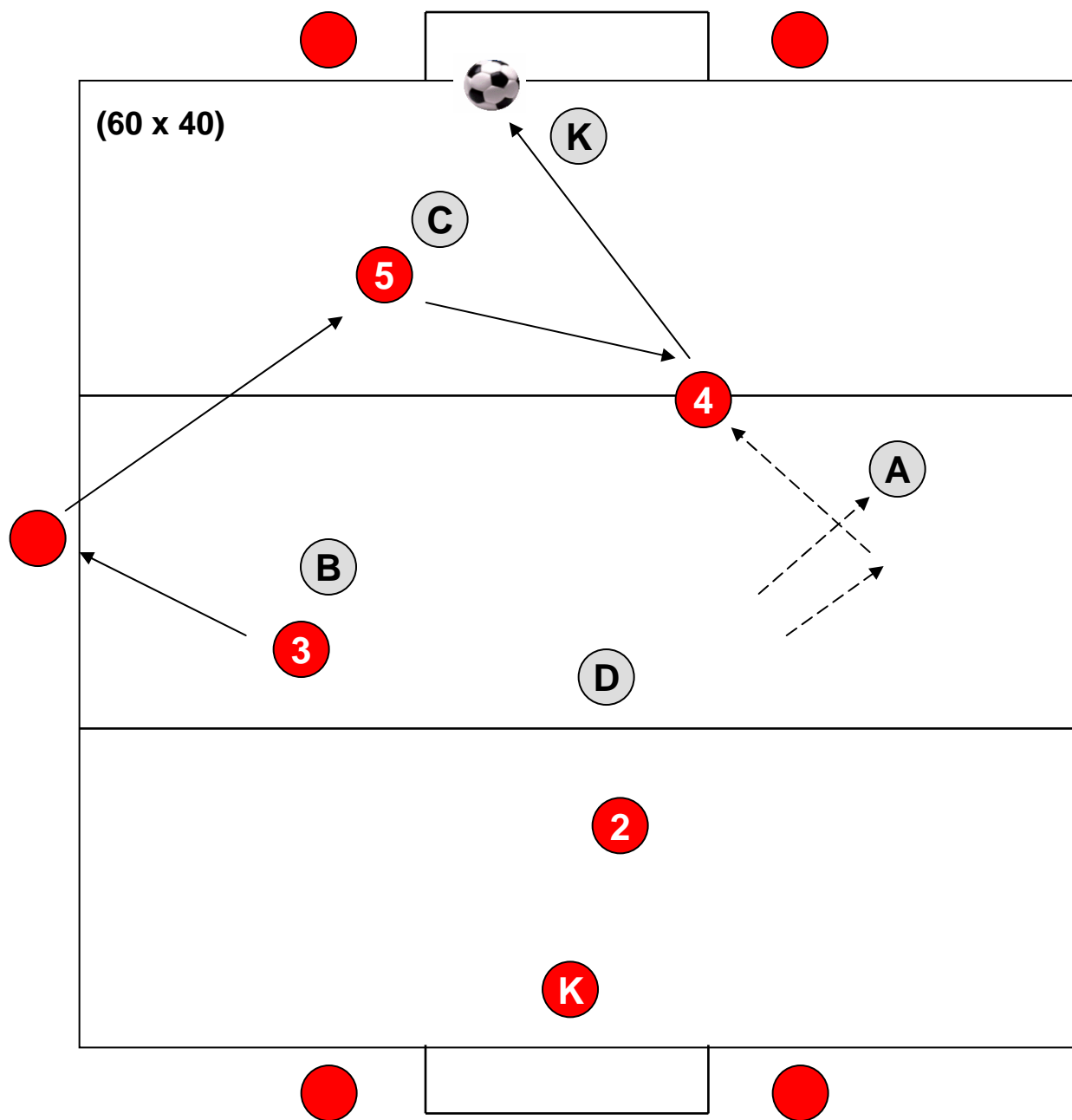
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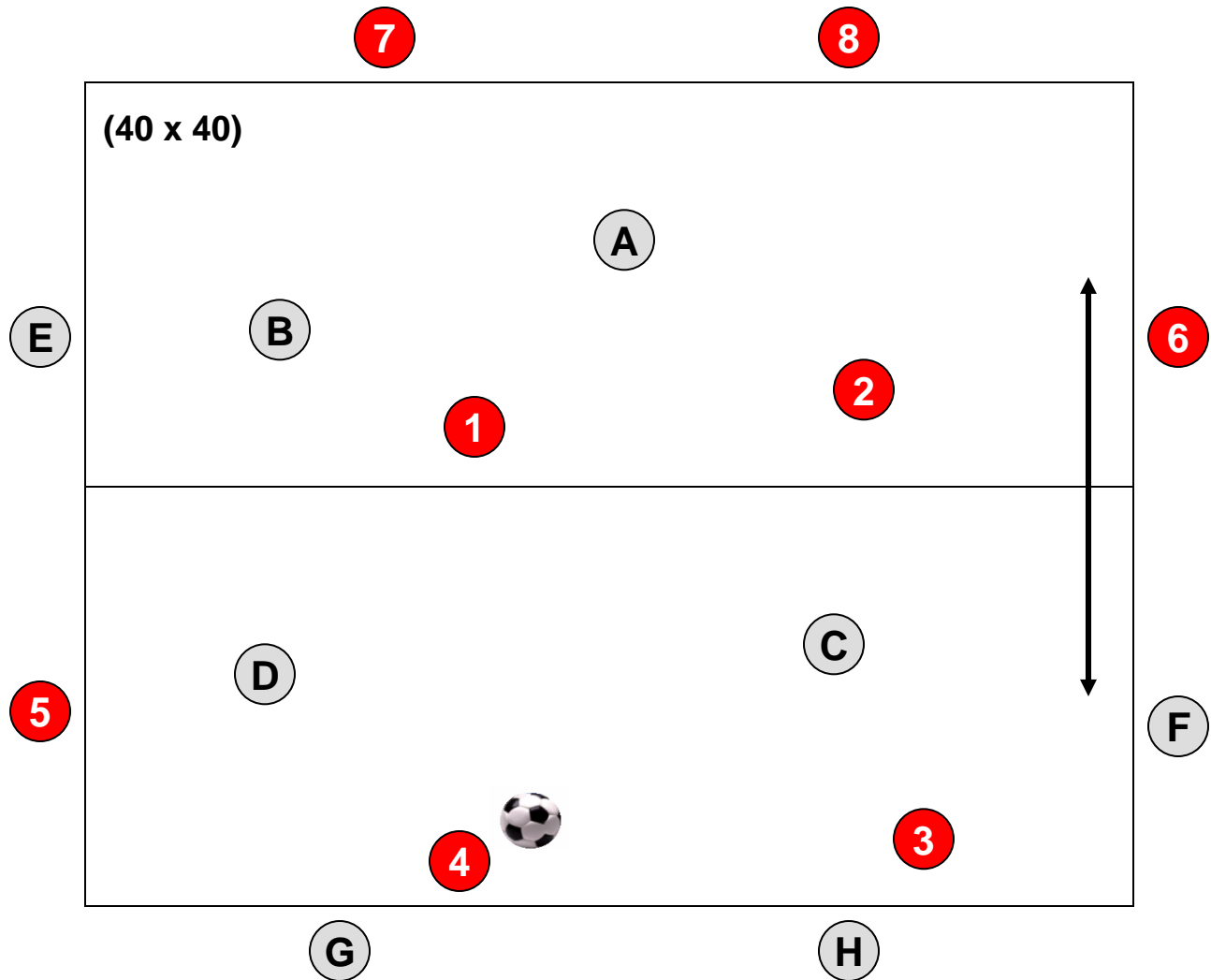
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1. Fifteen players to work with so five on the outside one of which will be a keeper for this outside team when they get into the game.
2. Here (B) blocks a pass to striker (5) from (3) so the outside player is used in a support position to get the ball to (5). (4) loses the defender (A) and gets a layoff pass from (5) to score. This is just one example of many situations that can be created by this game plan.
3. **Coaching Points:**
  - a) **Quality of Passing**
  - b) **Quality of Support** and movement off the ball
  - c) **Quality and Speed of Finishing**
  - d) **Effective Team Play**

## PLAN 19: TRANSITION DIRECTIONAL TARGET GAME



### GAME OBJECTIVE: DEVELOPING MOVEMENT OFF THE BALL

1. Rules:

- a) Players must pass the ball to their target players to score. To score again they have to work the ball back into their own half of the field to be able to return.
- b) Target players have two touches as do side players.

2. Coaching Points:

- a) **Creating Space** by running **off** the ball to receive or to help a teammate receive.
- b) **Quality of Passing**; long and short to targets and to teammates.
- c) **Support play**: working angles and distances incorporating **switching** play using the side players.
- d) **Receiving and Turning** in tight situations and dribbling in 1 v 1 situations.
- e) **Quick decision** making is required in this session because the numbers are small, the area tight and the transitions rapid.

3. Progressions: a) **No** restriction on touches **then** 3, 2 or 1 touch, but only if it is on to do one touch.

- b) All outside and target players one touch only where possible.
- c) Switch with target players as they receive the ball.
- d) Switch with outside players **e) Use the opponents target players as support players.**



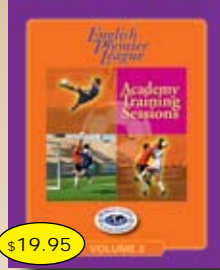
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### Item # 1013

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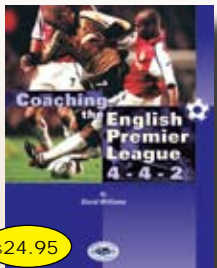
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### Item # 1007

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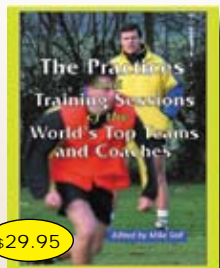


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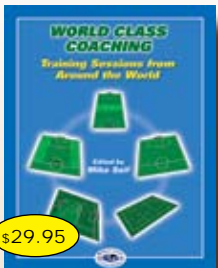


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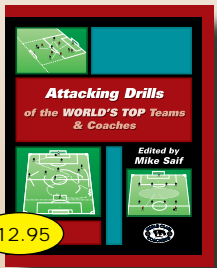
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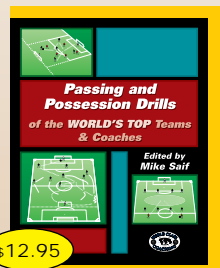
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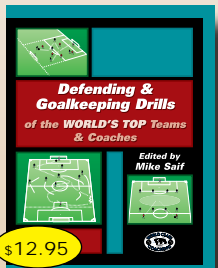
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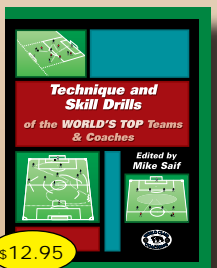
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### Item # 1005

Includes training sessions and drills from **PSV Eindhoven, U.S. Women's World Cup Team, Ajax F.C., Liverpool F.C., Leeds United, FK Teplice** plus many of the MLS Teams and other top teams and coaches from around the world.

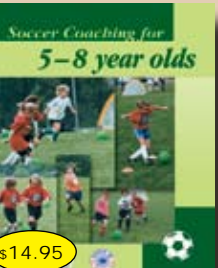
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### Item # 1010

Included are 32 complete training sessions covering **passing, receiving, dribbling, running with the ball, shooting, defending and goalkeeping.** There are also 16 fun, small-sided games that can be used in any training session or as warm-ups.

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### Item # 1008

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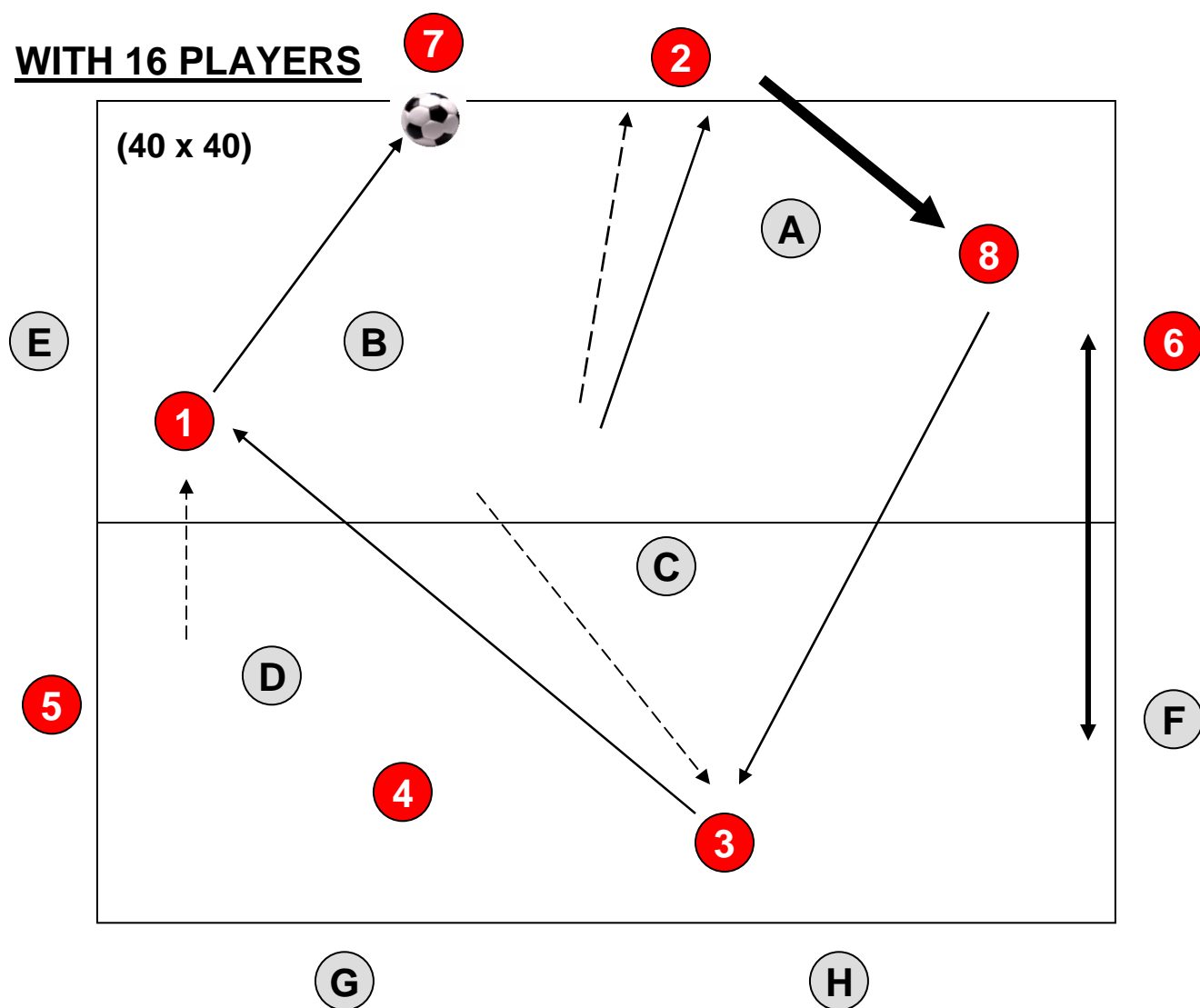
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## WITH 16 PLAYERS



1. Here is an example of the transition and movement off the ball to make it happen. I have left the defensive players static in this situation to highlight the movement of the attacking players.
2. (2) passes to target player (8) who brings the ball back into the playing area.
3. (3) makes a run into the other half of the field on the blind side of (C) to receive the next pass. They need to get the ball into that half to be able to score.
4. (1) makes a forward run into space to receive the next pass off (3) and passes to target player (7) who can start the play again.
5. (1) switches with (7) and becomes a target player for the next phase of play.

1. **Observe the Attacking Team** – Recognize their movement **off** the ball for example to work the ball into their own half see if the players make runs early in there as soon as the ball is at a target, some should support short and some long so the target has choices.
2. **Observe the Defending Team** – see if they are sucked to the ball or they recognize runs **off** the ball and track players making runs away from the ball into the other half.
3. To lessen the workload and keep everyone involved have players **switch** with targets and outside side players when they pass to them.

#### 4. **ELEMENTS OF PLAY THE TARGET GAME TEACHES**

##### A) **Attacking as a Team and as Individuals**

- a) **Creating Space** by running **off** the ball to receive or to help a teammate receive.
- b) Developing **quick support** play working angles and distances incorporating **switching** play using the side players.
- c) **Passing** long and short to targets and to teammates.
- d) **Receiving and turning** in tight situations and dribbling in 1 v 1 situations.
- e) Lots of **touches** on the ball for the players in this practice.
- f) **Quick decision** making is required in this session because the numbers are small, the area tight and the transitions rapid.

##### B) **Defending as a Team and as Individuals**

- a) **Pressurizing** players on the ball to **regain** possession.
- b) **Supporting** pressuring players and **tracking** runners off the ball.
- c) **High** pressure to regain possession in the attacking half to be able to go straight to the target to score.

##### C) **Transitions** from defense to attack and attack to defense, quick decision making and improved **concentration** as the switch occurs. **Interchanges** of positions between inside players, targets and side support players.

##### D) As a coach you can work in this session how to **defend** properly as individuals and a team or how to **attack** properly as individuals and a team.



## CONDITIONS TO IMPOSE TO CHANGE THE FOCUS OF THE GAME

1. **No** restriction on touches **then** three, two or one touch but only if it is on to do so.
2. Introduce **neutral** player so 5 v 4 overload in the middle if possession isn't kept easily.
3. **Interchanges** of players outside to in, inside to out as they pass the ball observing the quality of the pass and the first touch of the receiver or performing a crossover.
4. Have one teammate at each end so you are **attacking both ends** but once you have passed to one target you keep possession and must try to get to the other target. You can't go back unless the opposition win the ball then you get it back, only then can you go back to the same target.
5. To lessen the workload and keep everyone involved have players **switch** with targets and outside players when they pass to them. This causes a constant **transition** of players and focuses the players concentration.
6. The team can only score if they get an **overlap, crossover or 1 – 2** in during the build up.
7. **No talking** so players have to rely on their own vision to play.
8. Players **move into** the target zone to **receive** (timing of run and pass) so we don't play with actual targets, different players can then become the target player.
9. **Man – Marking** – Have the players man mark so they must track a player when they haven't the ball and they must lose their marker when they have the ball. This is a good test to see who is working hard and who isn't as they have a designated job to do. You as a coach can see who works to get free of their marker and who works hard to prevent the the player they are marking get the ball.
10. To improve the **speed of thought** reward a successful one touch pass with a goal.
11. This session is particularly good as a **midfield play practice session** as you can liken the start when the ball is at a target as it being a target defender passing it in and to get to the other side through midfield to the other target who is now a striker. Then this target player maintains possession and the team can go the other way, the target striker then becomes a defender for the attacking team starting the move and the other target becomes the striker to pass the ball to. So it is consistent movement end to end with the attacking team from a defender into midfield to a striker



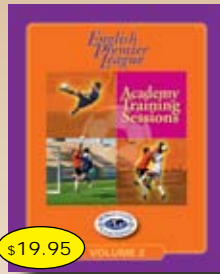
# BOOKS



### Item # 1016

Contains 11 chapters showing practices and exercises used at English Premier League Academies to develop and improve technique. Chapters are: **Warm-Ups, Passing, Ball Control, Dribbling, Running, Shooting, Attacking Play, Defending, Tackling, Games and Tactics.**

\$19.95



### Item # 1017

Takes the exercises shown in Volume One and progresses them into functional sessions, then into tactical sessions and finally into game situations.

\$19.95



### Item # 1019

This book takes an in-depth look at the formation used by Liverpool to win the Champions League Final.

Whether you play with a 4-4-2, 4-3-3, 3-4-3 or any other formation, understanding how to play the 3-5-2 formation is critical for any coach or team.

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### Item # 1022

The author shares his 20 years of experience coaching at pro youth academies in England.

This book shows some of the most creative, inspiring and innovative training sessions you will find anywhere.

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### Item # 1013

This incredible book shows every GOALKEEPER training session, practice and drill done by the New England Revolution from their 2002 season.

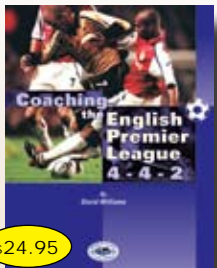
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### Item # 1007

This one-of-a-kind book shows every training session, practice and drill of the Penn State soccer team from their 2001 season where they reached the NCAA Tournament round of 16.

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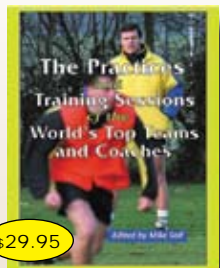


### Item # 1011

This is the most comprehensive book ever written about the 4-4-2 formation. Covered are the roles and responsibilities of the defenders, midfielders and forwards in both attacking and defending situations.

**BEST SELLER!**

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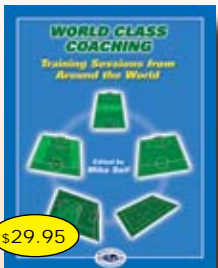


### Item # 1001

The most comprehensive book EVER published of soccer practices and training sessions. **Over 200 pages** full of training sessions from **Manchester United, Brazil National Team, PSV Eindhoven, Boca Juniors,** etc.

**1,000's ALREADY SOLD!**

\$29.95



### Item # 1014

Over 200 pages and 100 training sessions from the world's top teams like **Manchester United, Ajax, Liverpool, Juventus, PSV Eindhoven and São Paulo.** These, plus sessions from National teams from **Holland, Italy, USA** and others make this book a "must have" for any serious soccer coach.

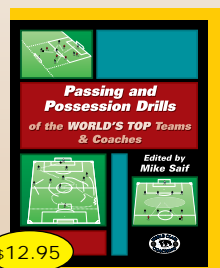
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### Item # 1002

Includes training sessions and drills from **Manchester United, U.S. Women's World Cup Team, Venice of Serie "A", Liverpool F.C., Bodens BK of Sweden, Brazilian Youth Teams** plus many of the MLS Teams and other top teams and coaches from around the world.

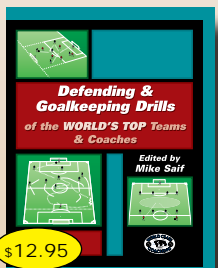
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### Item # 1003

Includes training sessions and drills from **Manchester United, Juventus F.C. and Venice of Serie "A", Ajax F.C., Lausanne of Switzerland, Liverpool Academy** plus many of the MLS Teams and other top teams and coaches from around the world.

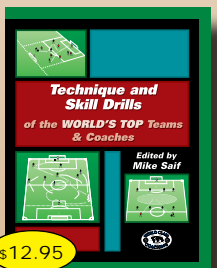
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### Item # 1004

Includes training sessions and drills from **São Paulo of Brazil, Italy U15 National Team, Tony DiCicco, Liverpool F.C., Lira Lulea BK of Sweden, Leeds United** plus **New England Revolution of the MLS** and other top teams and coaches from around the world.

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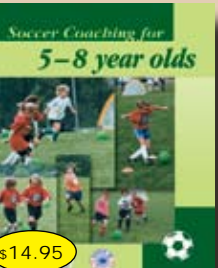
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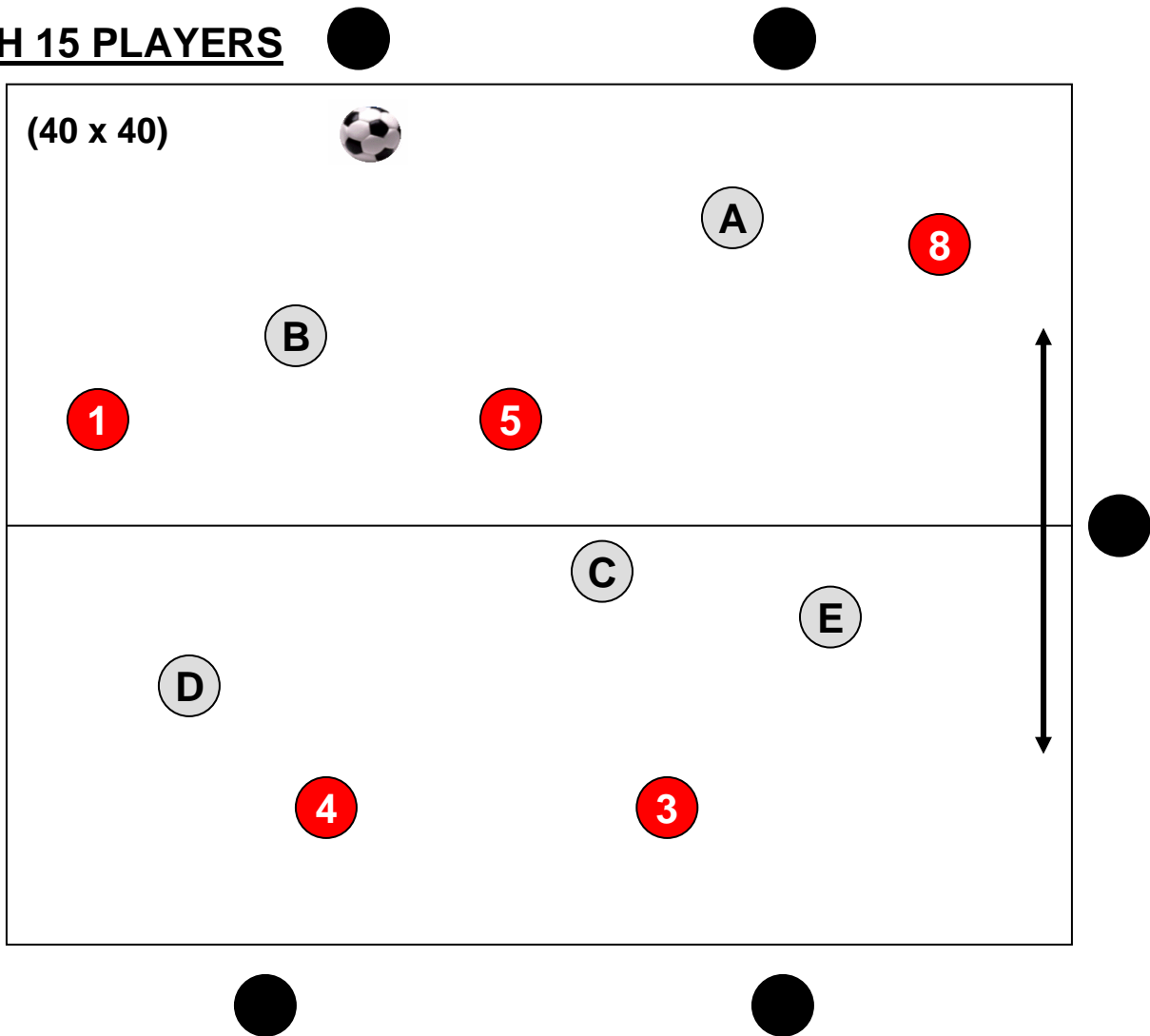
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- The team in possession can pass back to the opponents target players to help keep possession of the ball. Liken this to passing back to the keeper in a game situation.
- The team in possession can pass back to the opponents target players to help keep possession of the ball. Liken this to passing back to the keeper in a game situation

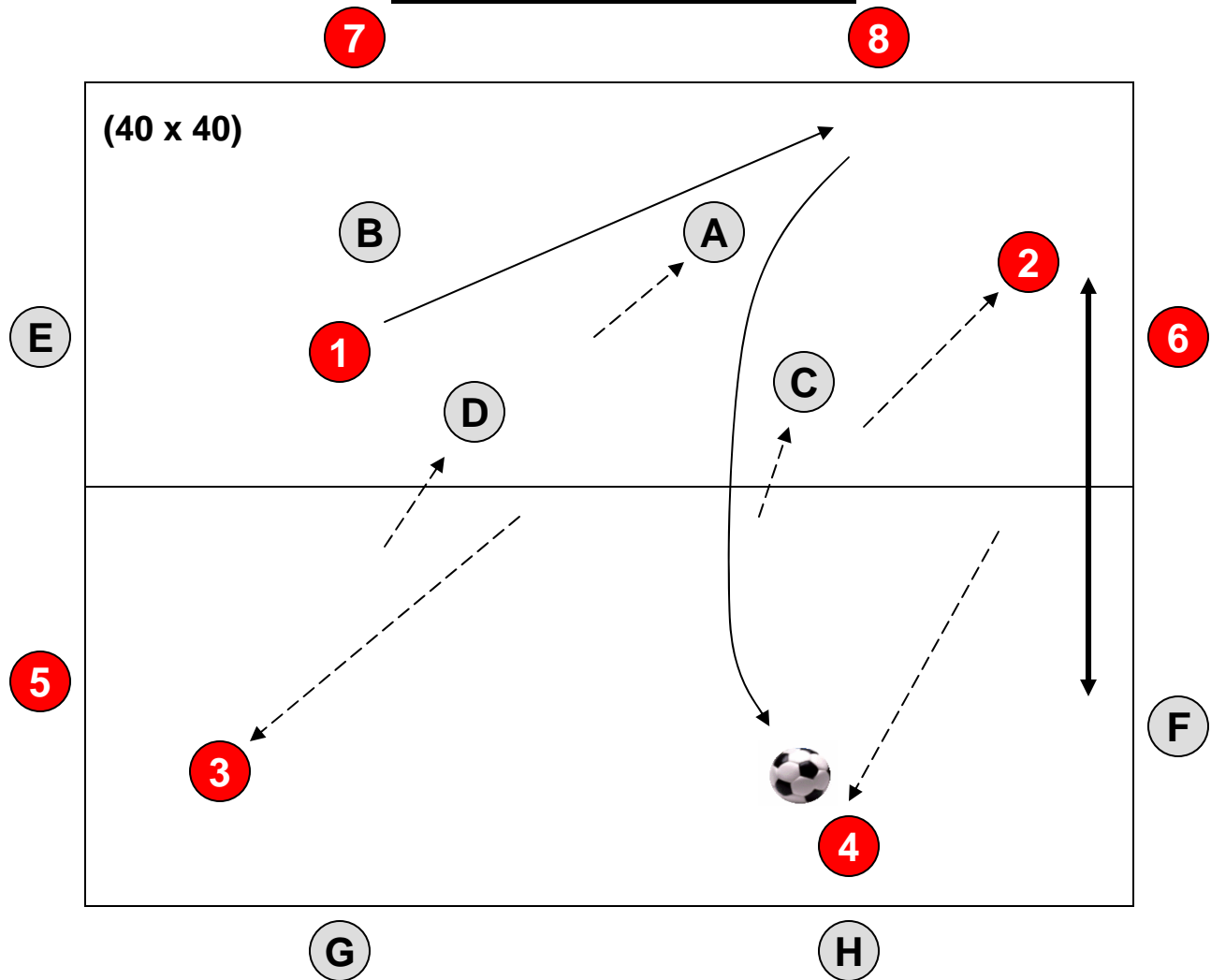
## THREE TEAM TRANSITION DIRECTIONAL TARGET GAME

### WITH 15 PLAYERS



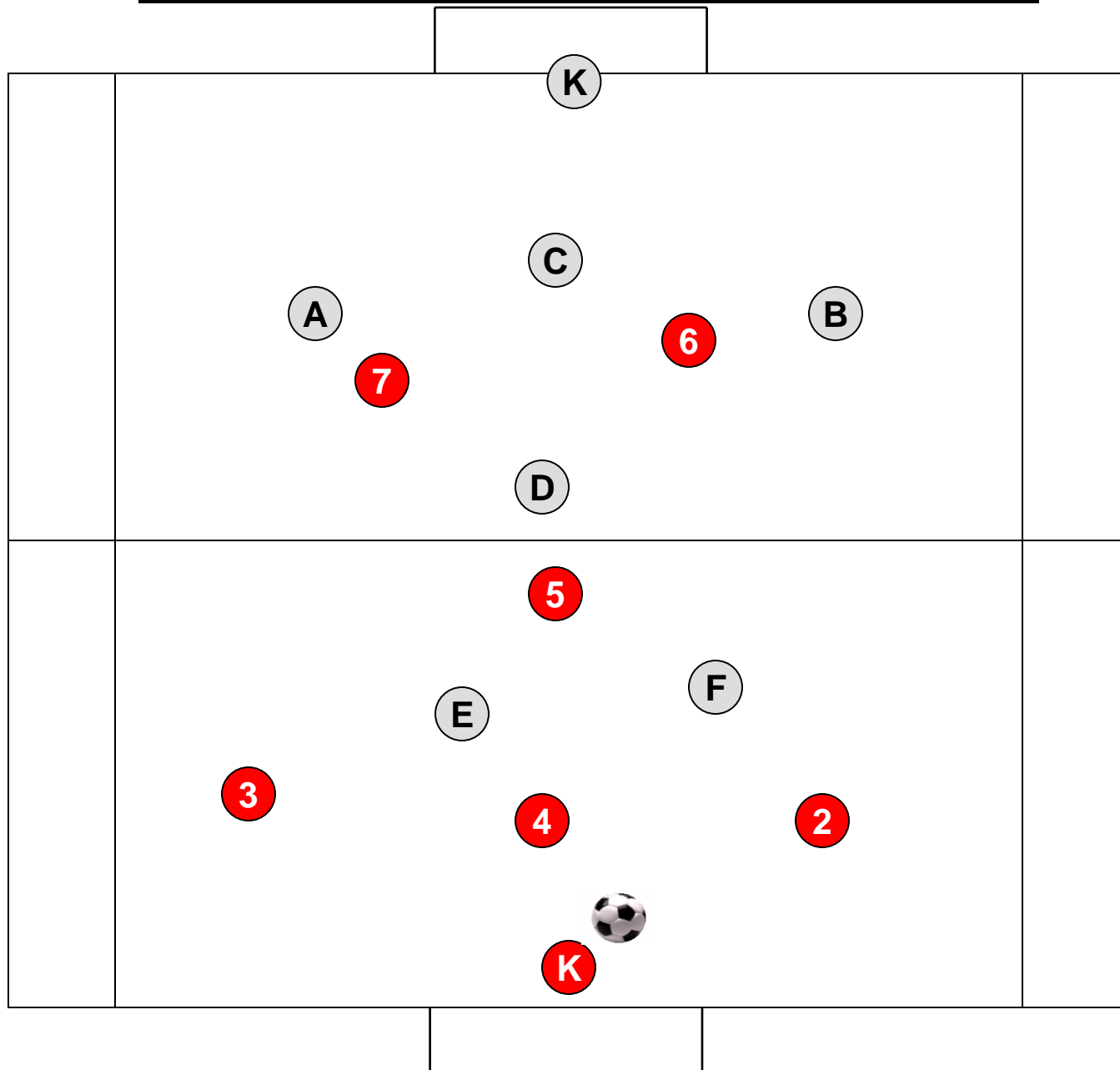
- Make it a 3 team game for 15 players (for example). Each game lasts 10 minutes, the winning team stay on the field as a reward. You can vary the positions of the outside players, 2 target players at each end and one support player on one side or one support player on each side, one target player at one end and two at the other and so on.
- To make it technically a 10 v 5 game have the team in possession able to play with the outside team. They are trying to score at one end, so these players are on their side but they are also able to work with the side player and the two target players of the other team, using them as support players also.
- This encourages them to pass back and open the play up and not be focused on just playing forward all the time.

# GETTING IT WRONG DEFENSIVELY AND / OR GETTING IT RIGHT OFFENSIVELY



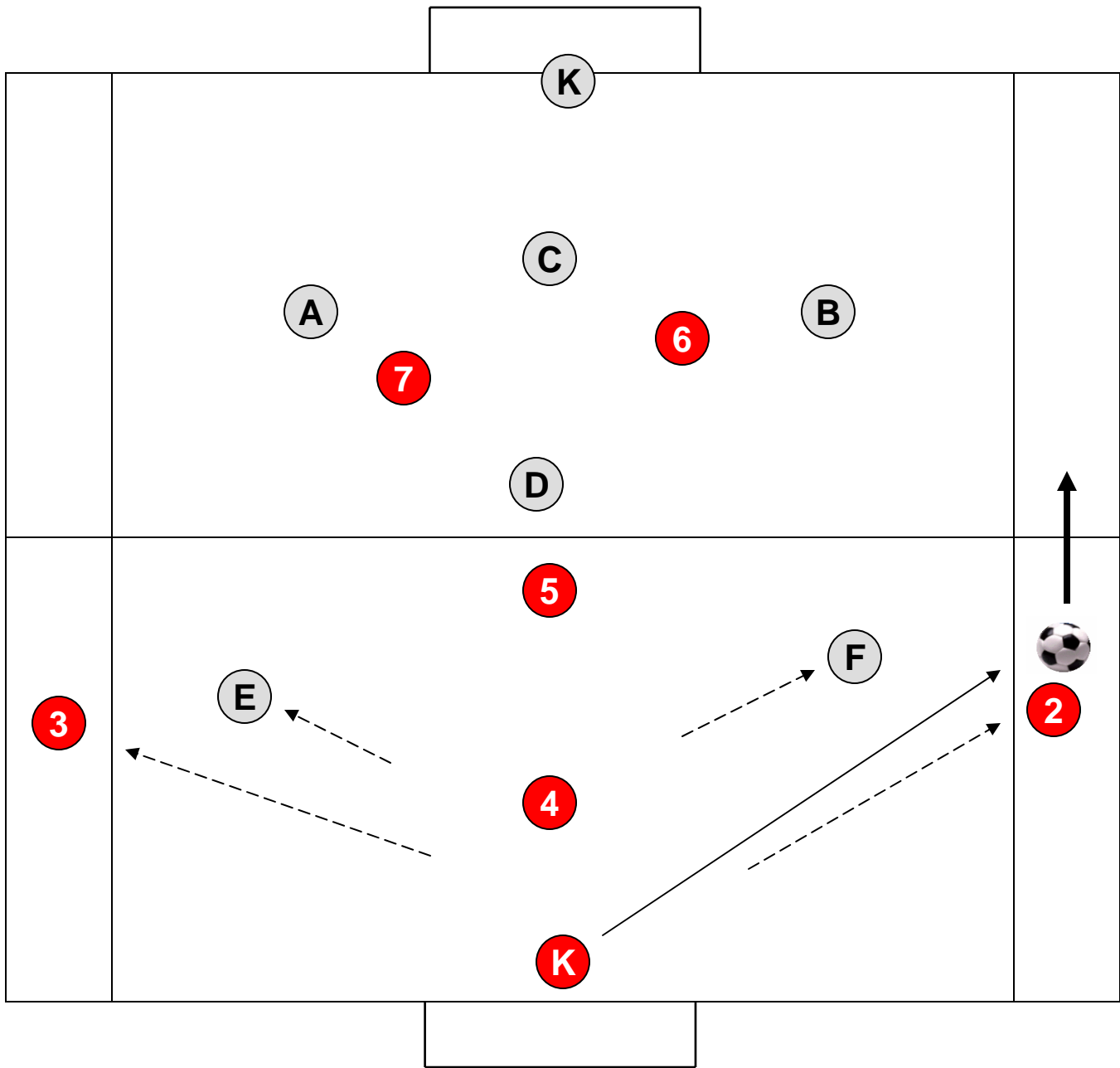
1. This is an example of what to look for on the defending side of things.
2. Here the ball has been passed to the target (8) and a goal scored. The defenders are ball watching and not seeing the runs “**off the ball**” of their opponents.
3. The idea of getting the ball back into the other half before they can score again when in possession highlights these kinds of moments you need to identify in a game situation.
4. (1) plays the ball to target (8) to score. (2) supports the next pass short and at a wide angle, and (3) and (4) make runs into the other side of the field and off the ball to get free and receive a pass. Defenders are all ball watching and not looking at these runs and so (3) and (4) get free. At the same time you can say it is getting it right offensively.
5. The coach has to identify these situations and stop the game and show the set up and ask the defending players what they need to do.

## PLAN 22: A COMFORT ZONE GAME USING WIDE AREAS



### GAME OBJECTIVE: TO ENCOURAGE PLAYERS TO USE WIDTH AND OFFER AN AREA TO PLAY WITHOUT PRESSURE

1. If a player breaks wide into the outside channel on either side of the field and is in possession of the ball this player cannot be tackled. Defenders are not allowed into the channel.
2. The players on the team in possession of the ball can run the ball into the channel or have it passed to them into the channel.
3. This condition plants the seed in the mind of the players to immediately play with width when in possession. Numbers for this game can be 3 v 3 and upwards.



1. (E) and (F) can “shadow” the outside players.
2. Only one player allowed in the channel on one side at any one time when the team is in possession of the ball.
3. Players can only stay outside in the channel with the ball for a few seconds then must make their move inside either passing it in or dribbling it in or it becomes too false a set up.
4. **Coaching Points:**
  - a) Create space wide when in possession of the ball
  - b) Building play from the back
  - c) Using width to attack



# NEW BOOKS



### Item # 1023

Former England U21 Coach, David Platt, shares his tactical knowledge on how to coach your team to beat an opposing team lined up in a 4-4-2 formation.

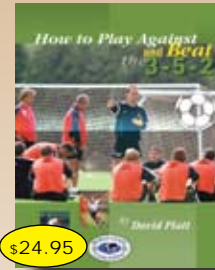
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### Item # 1024

Former England U21 Coach, David Platt, shares his tactical knowledge on how to coach your team to beat an opposing team lined up in a 4-3-3 formation.

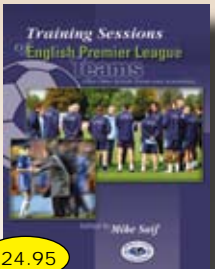
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### Item # 1033

Former England U21 Coach, David Platt, shares his tactical knowledge on how to coach your team to beat an opposing team lined up in a 3-5-2 formation.

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### Item # 1025

In this book are sessions from English Premier League teams and their Academies like **Manchester United, Liverpool, Everton and Fulham**. Also included are sessions from **England National Teams**, and top British clubs like **Glasgow Rangers, Glasgow Celtic, Crystal Palace and Leeds United**.

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### Item # 1026

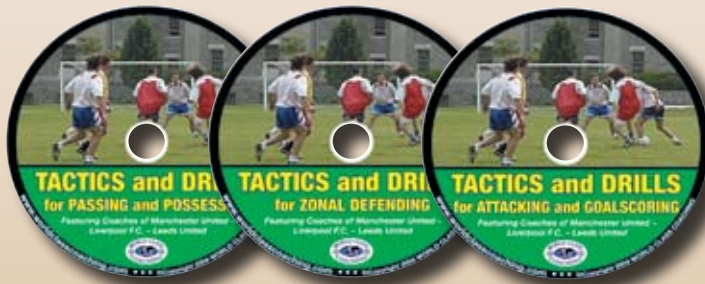
In this book are sessions from Europe's top teams like **Real Madrid, Ajax and A.C. Milan**, plus South American teams like **Boca Juniors, E.C. Vitoria** and others. Plus sessions from the **Canadian National Teams**, and from **Anson Dorrance and Tony DiCicco**.

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# DVD's

*International Coaching Three-DVD Series  
Featuring Coaches of  
Manchester United - Liverpool F.C. - Leeds United*



Item # 4001 - Attacking  
Item # 4002 - Defending

Item # 4003 - Possession  
Item # 4004 - All Three DVD's

### TOPICS INCLUDE

- Defending With a Flat Back Four
- Zonal Defending
- Improving Confidence For Heading
- Developing Techniques For Youth Players
- Developing Quick Play Using Circle Practices
- Passing Progressions
- Counter-attacking With Pace
- Improve Your Shooting and Finishing
- Build-Up Play For Crosses
- Attacking In Waves

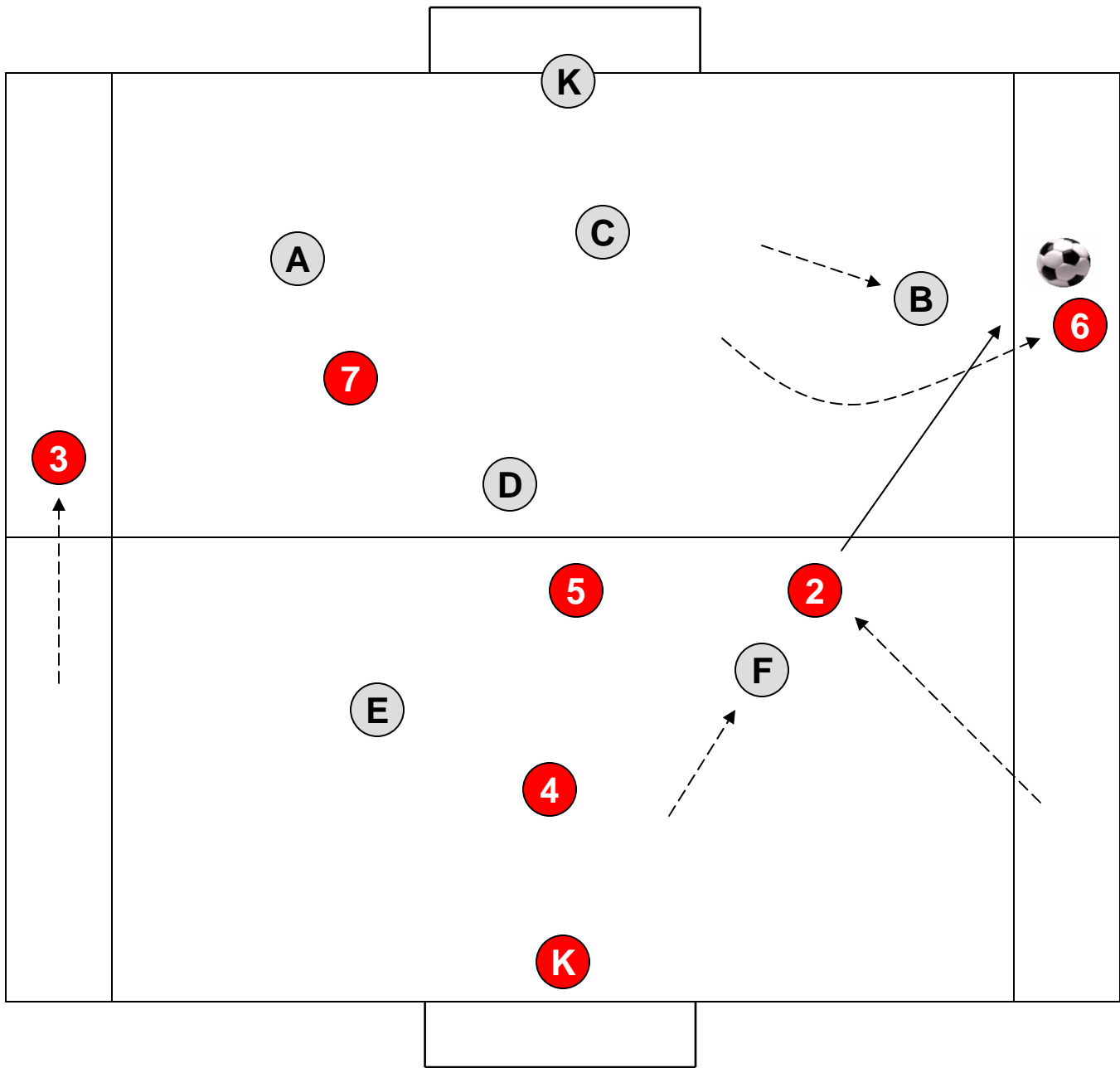
## 4-4-2 DVD's



Item # 4005 - Attacking - # 4006 - Defending - # 4007 - Both DVD's

The 4 - 4 - 2 is the preferred - # formation for just about every team in the English Premier League. The 4 - 4 - 2 is also used by the majority of the world's top coaches and teams such as European giants Juventus, Real Madrid, Bayern Munich as well as the national teams of Brazil, England, USA, Italy, etc.

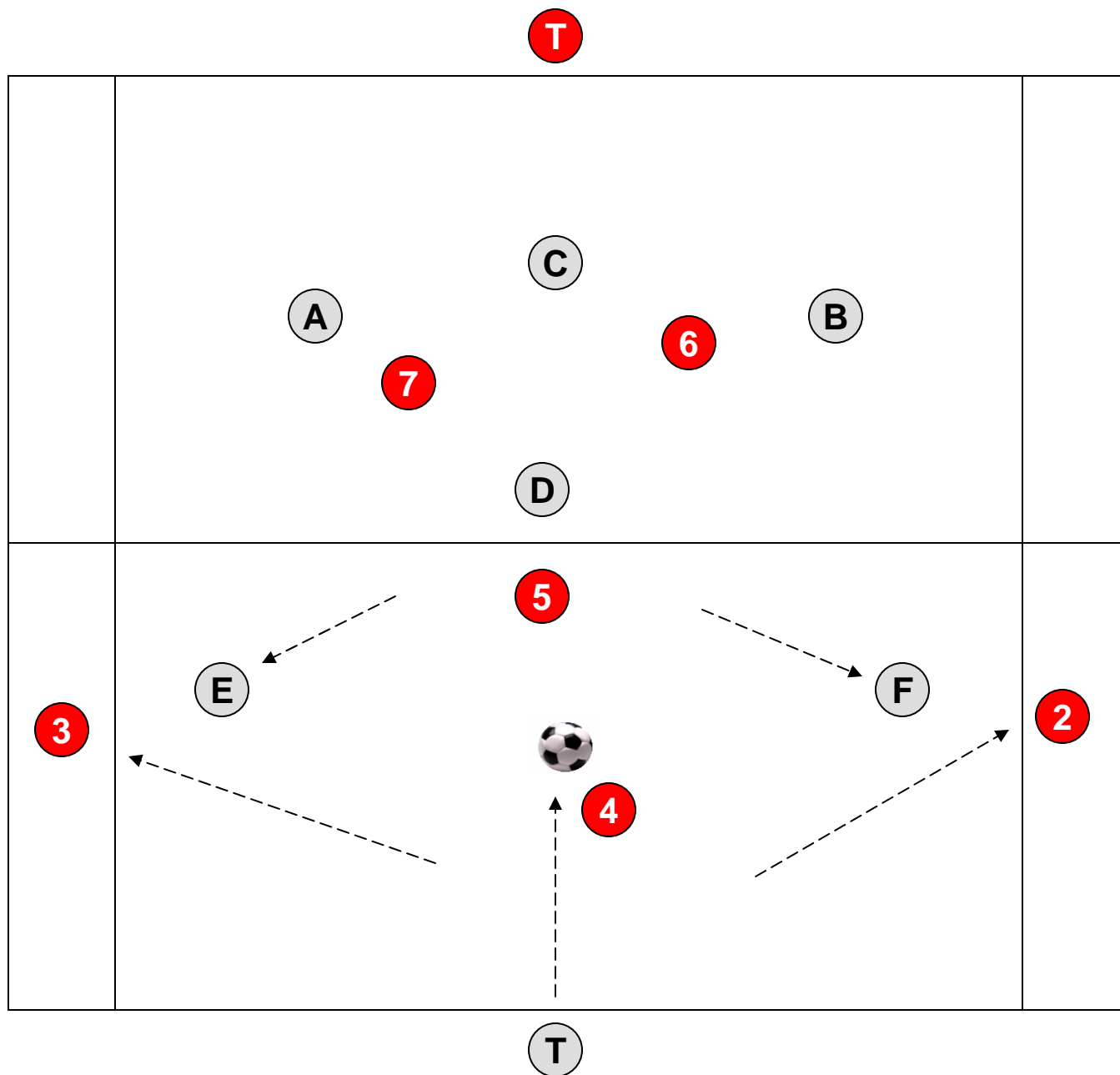
These DVD's will explain how the 4 - 4 - 2 formation is played, why it is so successful and why it is the formation of choice for the world's top teams. Coach David Williams (former Leeds United, Everton and Manchester United U19 coach) explains the roles and responsibilities of the defenders, midfielders and forwards, both in attacking and defending situations. The DVD's show many practices that he has used during his vast coaching experience in the English Premier League, and will show you how to train your players to play using the 4 - 4 - 2 formation. These practices start with 2 v 2 exercises and build all the way up to 11 v 11 conditioned games.



1. Striker (6) makes a run outside into the channel to offer an option of a pass for (2). Defender (B) can only “shadow” this run. By allowing the striker (6) to receive wide in the channel and have no pressure it again encourages the team to use width in attack but this time in the attacking half.
2. (3) is already in the channel on the other side and continues the forward run and is another option for a pass, as are the players inside the actual field of play.
3. Who (2) passes to can depend on the reaction of the opponents and who is left free to receive a pass or (2) may just attack with the ball with a forward run or dribble. (2) decides to pass the ball wide into the path of the run of (6).



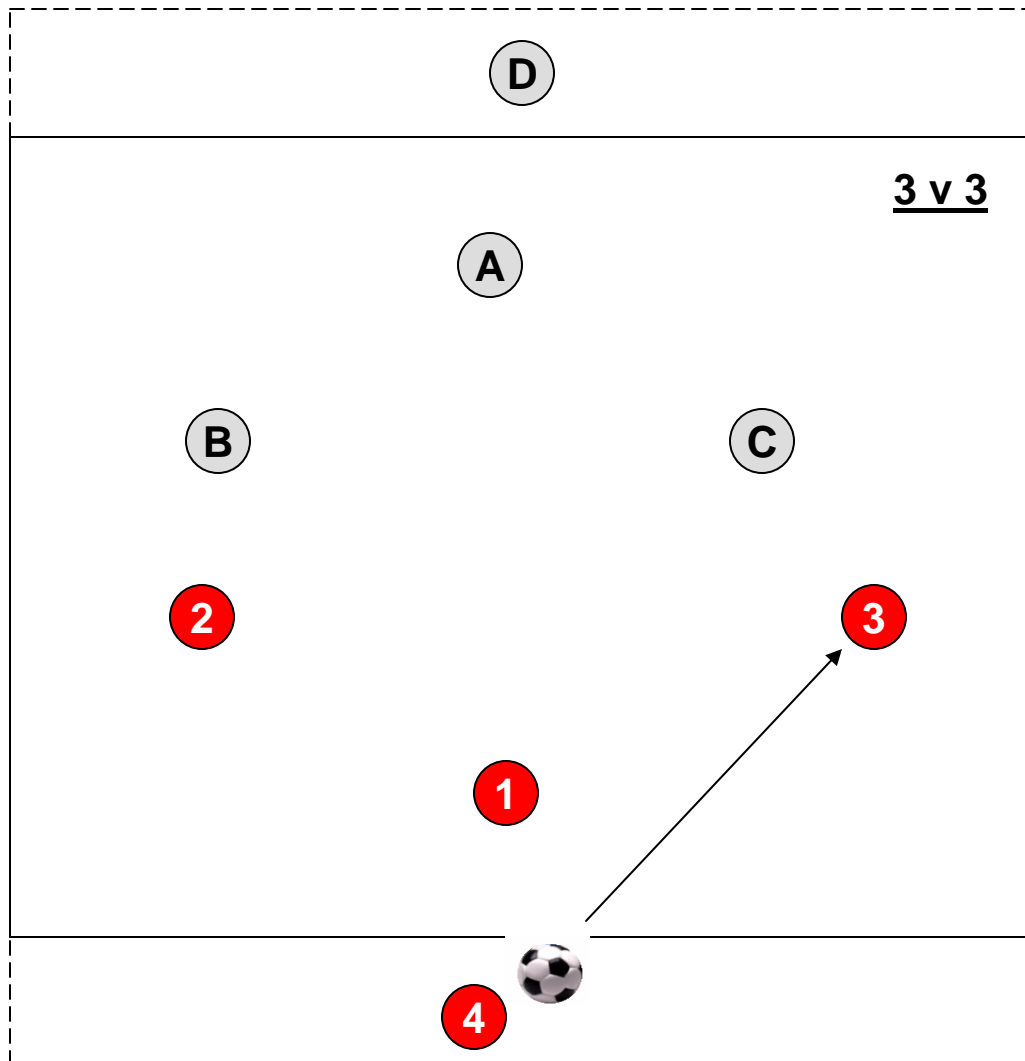
## COMFORT ZONE GAME USING TARGETS



1. The letters team work the ball to their target. When a goal is scored this way, the ball possession is transferred to the other team and they must immediately break wide to offer options.
2. Here the two defending strikers (E) AND (F) have broken wide also so there is space for (4) to receive in the middle. Encourage the play to be wide or through the middle depending on the positioning of the opponents.
3. **Develop:** The wide areas can be used to practice certain moves the players have been taught, especially at the younger ages where they need to be able to practice them without pressure. This allows for them playing in a game but also doing the move without pressure. For example a certain dribble can be practiced then the ball dribbled in or passed into play.

# PLAN 31: COMPOSURE ZONES GAME

## INTRODUCTION

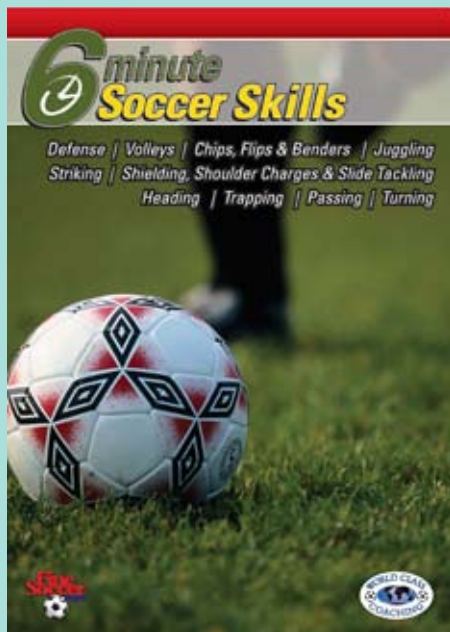


### GAME OBJECTIVE: TEACHING COMPOSURE ON THE BALL IN BUILDING PLAY FROM THE BACK

1. This is a small sided game introduction to a bigger game.
2. Players can bring the ball back into the composure zone and opponents can't track them.
3. This gives the player in the composure zone time and space to relax and play and build play from the back..

# 6-Minute Soccer Skills DVD Series

Introducing the 6-Minute Soccer Skills DVD Series from FineSoccer. No wasting time watching a one-hour soccer DVD to learn how to shoot, pass or head a ball. These 10 DVD's get right to the heart of teaching in just 6 minutes.



What is your weakness? Heading, shooting, passing or how about turning or juggling? Whatever your weaknesses, these DVD's will help you overcome them right now. Watch the DVD's, and with practice you will rise to a new level of playing.

No need to waste time with trial and error or watching hours of footage. These DVD's get right to the heart of teaching and are fast paced tutorials for today's player.

## Coaches

These 10 DVD's are a great teaching tool. Each DVD breaks down the skill step by step and clearly explains the main coaching points of the specific skill. This makes it simple to show and teach your players at practice.

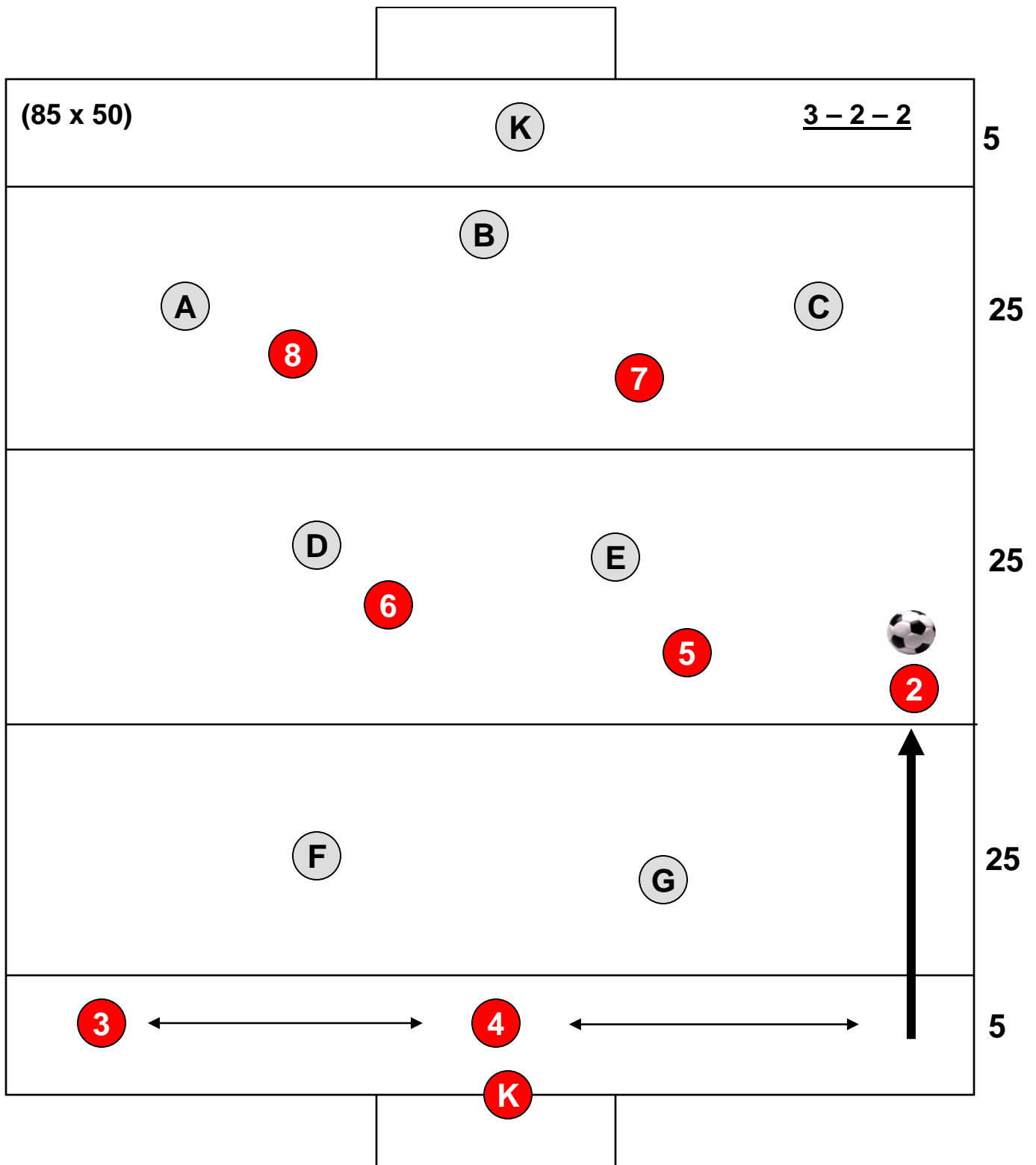
## Players

Each skill can be practiced on your own in the back yard, or with teammates. Watching these DVD's will motivate the player to practice more and improve their individual skills.

10-DVD set \$79.95  
Individual DVD's \$8.95 each



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**Coaching Points:**

- a) **Patience** in possession and build up at the back.
- b) Recognizing the **moment to play out** of the back
- c) **Run** the ball out or **pass** it out
- d) Bring the ball **back** into the composure zone for **safety, time and space**.

1. **Overload** at the back. Two forwards can't encroach into the 5 yard composure zone. Defenders pass ball across under no pressure until one is free to run it out, attackers can now try to win it back.
2. Players stay in **own** zone to keep their shape. Support in front and behind.
3. Open it up so players can move between zones.
4. Defenders can take the **ball back** into the **composure zone** for safety and this encourages spreading out and playing from the back. Be patient, keep possession; go forward at the **correct moment**.
5. **Defenders** – spreading out, running with the ball, passing the ball, supporting the keeper, keep possession, decision making.

**Midfield** – Receiving and turning, switching play, linking play, runs, keep possession, creating space, decision making.

**Forwards** – As above, also supporting short and long, diagonal runs in front of the ball, holding the ball up, lay offs, dribbles \ shots, quick decision making.

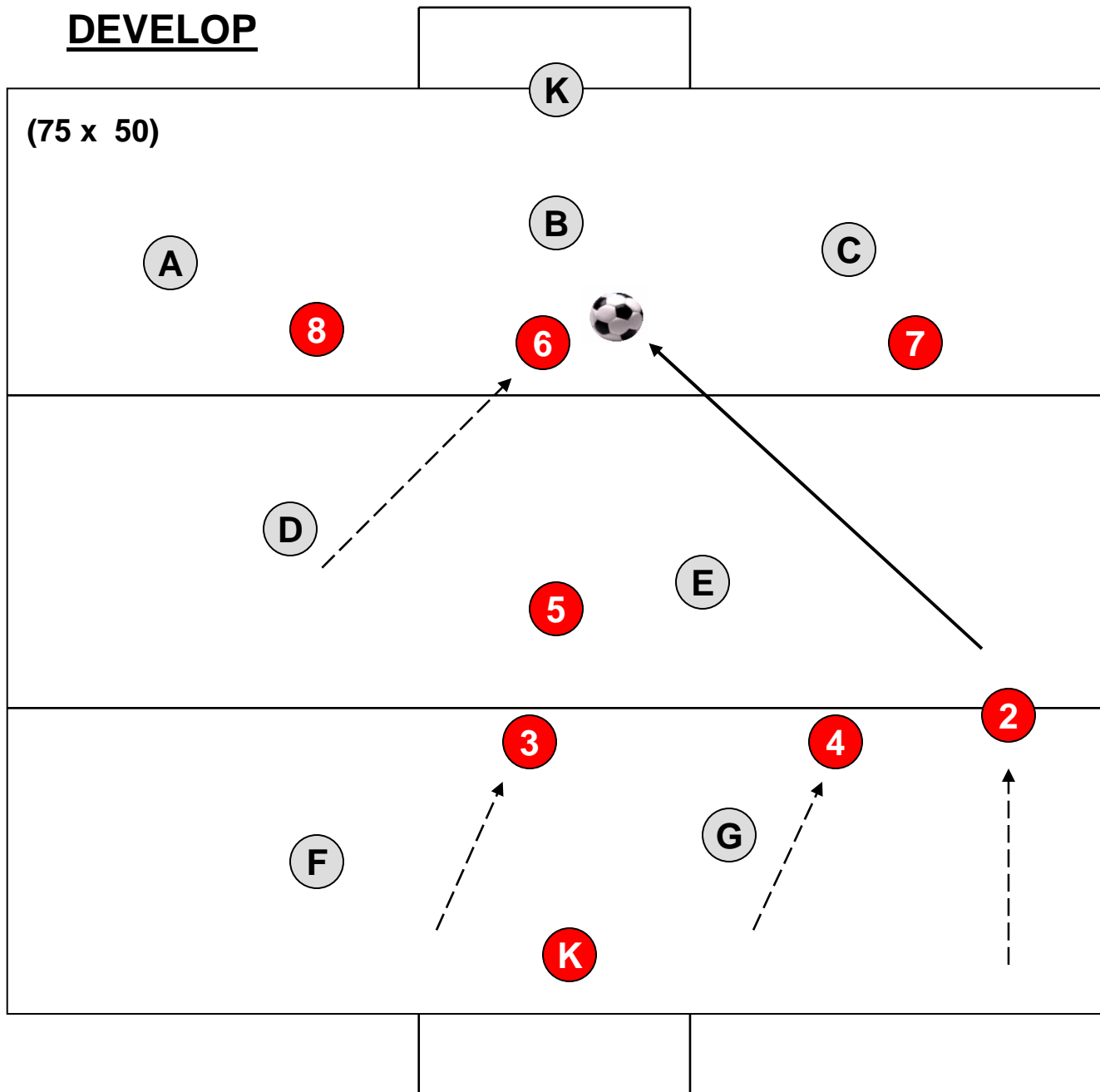
6. As ball advances players at the back move up. Keep **checking** positions and **shape** of the team.
7. To get full game started have one team **standing still** and let other team play through them to get a feel for how to build up the play.
8. Develop this by having **both teams** with a **ball each** playing through each other where they are not under the pressure of losing the ball.

NB – If you have problems making this session work with equal numbers then build it up to the full teams situation and organize **8 v 5** with only one forward, one midfielder, two defenders and a keeper in the other team.

## **PROGRESSION (SEE OVER)**

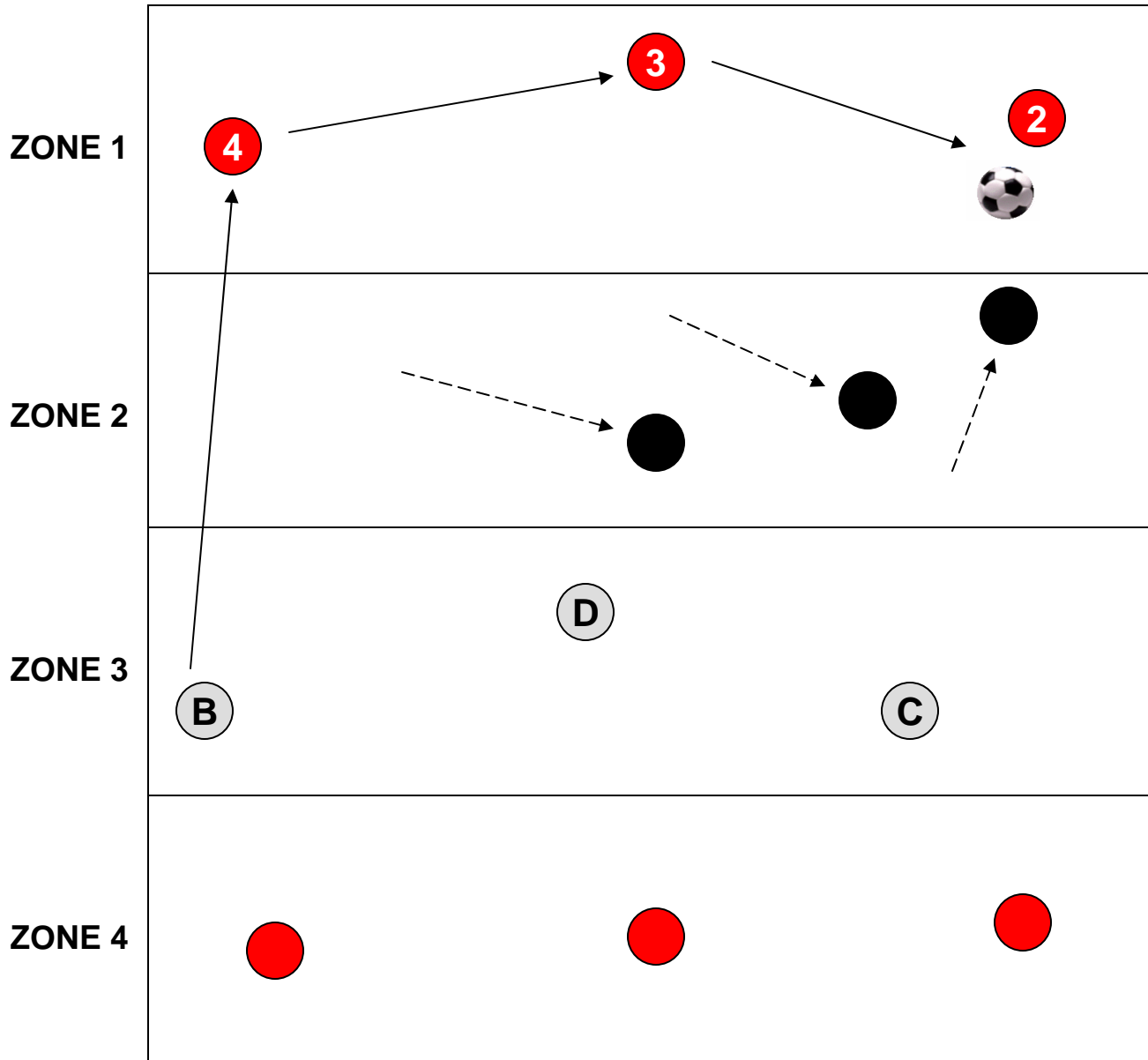
1. Play **offside** from thirds. Players **interchange** between zones one at a time always returning to original set-up. Check the balance of the team **with** and **without** the ball. Created a 3 v 2 in midfield zone with player (2) moving up. Could play the ball into attacking third and maybe player (6) joins in to make a 3 v 3.
2. Player (2) fills his place in midfield. If lose possession players either drop back in or you can develop the session to include pressing to regain the ball. e.g. If you are losing the game go **full high pressure** and leave three players in attacking third, two in midfield third and two in defensive third.

## DEVELOP



3. **Condition** – Can only score if all players over the defensive third line so reinforcing keeping **compact** vertically.
4. **Restrict** number of touches on the ball if they are able to do so to encourage **quick** passing and movement and to improve the **speed** of decision making.
5. **Vary play** by encouraging defenders to pass **directly** to the forwards, midfield players can then support them facing the opponents goal (easier to support rather than receiving and having to turn with the ball).
6. If you have problems making the session work with equal numbers then reduce the game to an **8 v 5** situation using one forward, one midfielder, two defenders and a keeper on the opponents team until the players are comfortable then go into the full workout.

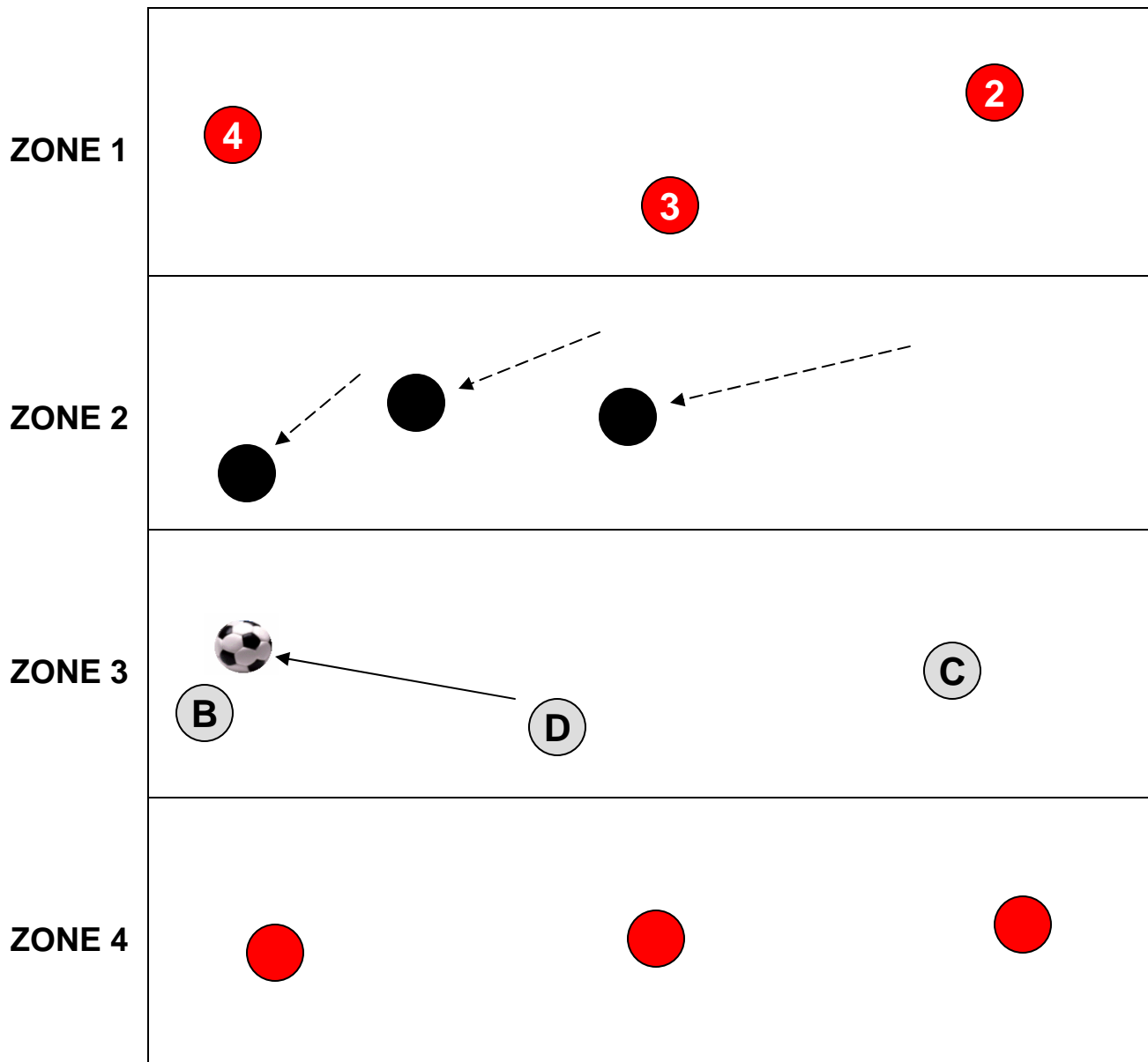
## PLAN 39: FOUR ZONE DEFENDING GAME



### GAME OBJECTIVE: PRESSING AND DEFENDING AS A UNIT

1. Players must stay in their own zones.
2. Liken it to a midfield three unit in the middle of the field of play getting close together to stop a pass through them or forcing the player to make a pass over them. Making them play the ball **into the air** means it at least is forcing a pass that is harder to control for the receiver than one on the ground.
3. As the ball travels from (4) to (3) to (2) the team in zone 2 travel across the field as a unit also. Here they get compact and close together, cutting down the space between them for player (2) to pass the ball through. The players in zone 3 need to move to open an angle up to receive but the defending players in zone 2 have made this difficult by their collective positioning.

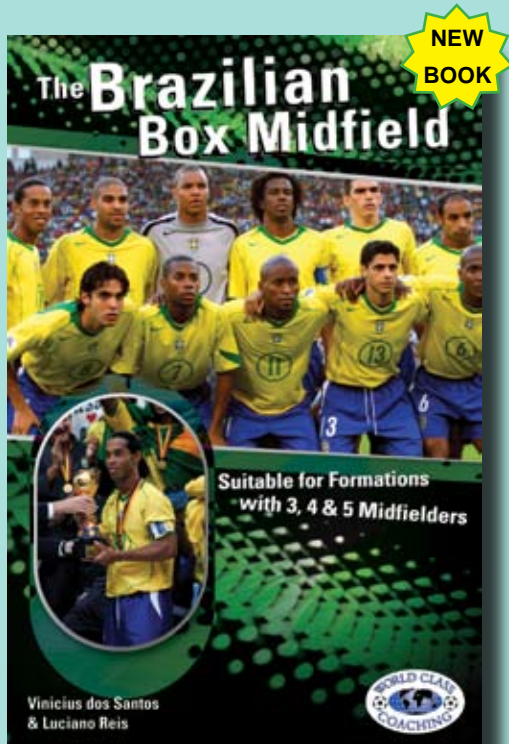
## ANOTHER EXAMPLE



1. The ball is with (D) in zone 3 who has to work some passes with teammates to get the ball to the numbered team in zone 1.
2. The team in zone 2 have to try to stop them and win possession. They can shadow the passes but not encroach into the other teams zone. (D) passes to (B) and the three players in zone 3 close down the space in front of (B) to make it difficult to pass to the numbered team in zone 1.
3. The best option for (B) may be to pass to (C) who is free and in space. The three defending players in zone 2 must adjust across the field as a unit quickly to try to stop this player passing into the numbered team in zone 1.
4. You can limit the number of passes a team has to make before they must try to pass it to another zone so the defending team have a chance to win possession, otherwise teams get bogged down just passing in the same zone many times. This forces the team in possession to move the ball quickly and take chances.



# BRAZILIAN BOX MIDFIELD



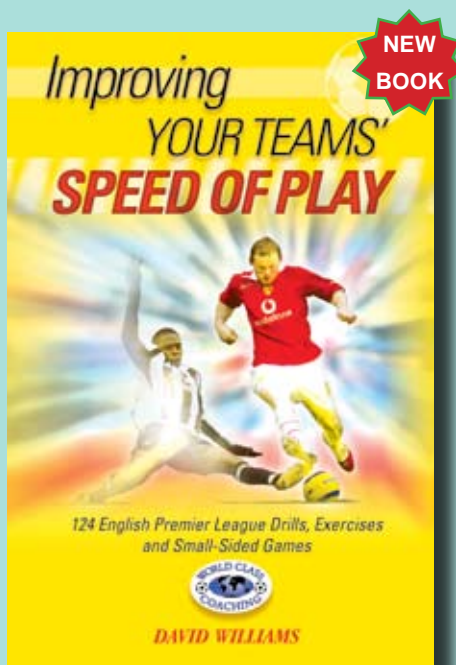
Brazil's system of play is famous for its version of the 4-4-2, which utilizes the "Box Midfield". Carlos Alberto Parreira, Brazil's current coach, won the 1994 World Cup in the USA with a "Box Midfield". Parreira hopes to win again this World Cup in Germany 2006 using the same system, which he refers to as the "Magic Square".

Other teams that have used the "Box Midfield" are: Brazil National Team 1982, Brazil National Team 1994, Sao Paulo FC 1992/1993, SE Palmeiras 1996, Cruzeiro EC 2003, Santos FC 2002 & 2004. Most recently Wanderley Luxemburgo comes home from Real Madrid to win the Paulista League 2006 with a "Box Midfield".

The Brazilian Box Midfield, a clear and practical book on how to apply the Brazilian Box system. This book will be helpful for any coach, from elite professional teams to youth club teams, to better understand the principles of Brazilian soccer and its systems of play.

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## Play at English Premier League SPEED



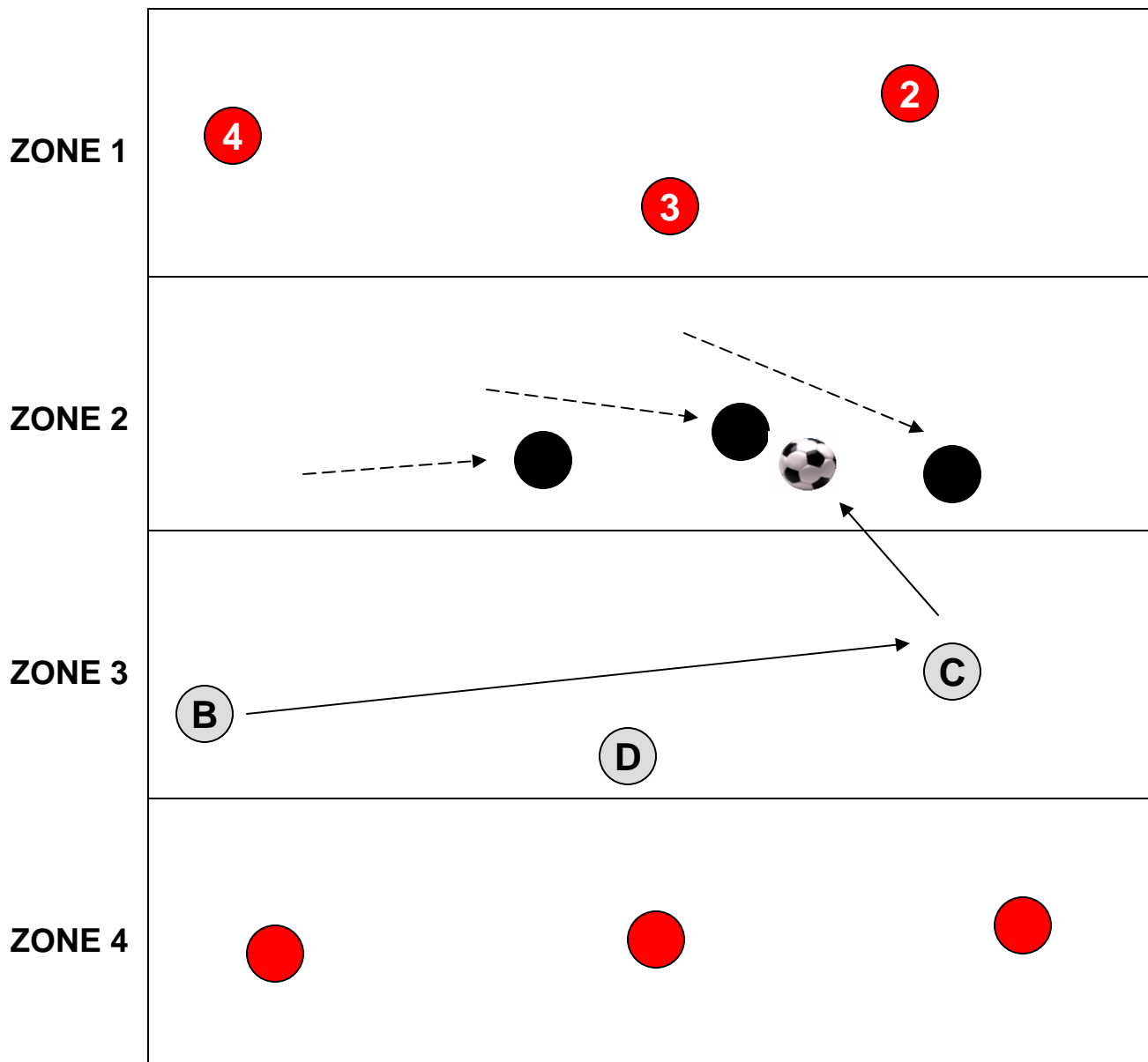
If you are a fan of the English Premier League, you will no doubt enjoy the incredible speed at which the game is played in England. It doesn't matter if it is foreign players like Thierry Henry, Ruud van Nistelrooy or Cristiano Ronaldo, or home grown players like Michael Owen, Wayne Rooney or Steven Gerrard, they all seem to perform at an incredible speed when they are playing in the English Premier League.

How do these and all other EPL players learn to play at such breakneck speed? It's down to their training sessions. The climate in England, plus the intense level of competition of the EPL forces the teams to practice at a great speed of play. This book shows you these practices.

This book contains 124 drills, exercises & small-sided games that Coach David Williams has conducted during his many years as a coach with various English Premier League teams.

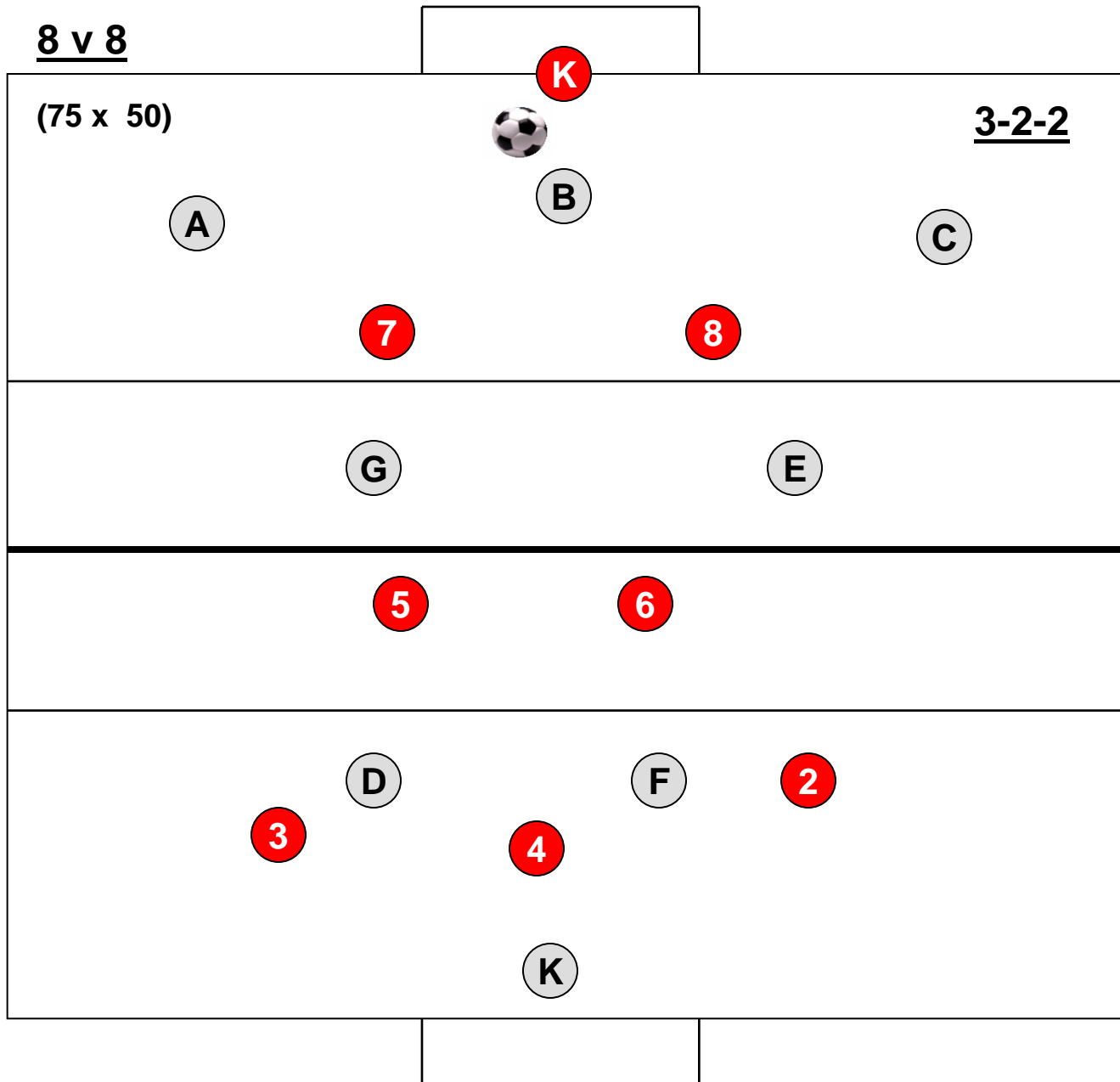
**PLAY AT ENGLISH PREMIER LEAGUE SPEED**

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1. Here (C) tries to play the pass between the two defending players and the ball is intercepted. It may have been after a sequence of 4 passes and this was the last pass they were able to make and the ball had to be transferred to the other zone.
2. **Coaching Points for Defending:**
  - a) Quick individual pressure: stepping into the passing channel or lane to intercept the pass.
  - b) Group defensive pressure: 2 or all 3 players getting compact as a group closing down space as a unit.
3. **Progressions:**
  - a) Restrict the number of touches on the ball of the attacking team making it two touch play, speeding up the play and speeding up decision making.
  - b) Vary the number of passes required in each zone before the ball must be transferred to another team in another zone.
  - c) Make the game **free** where they can get one pass in before transferring the ball into the other zone if the best pass at that time is the long switching pass to test the defenders speed of positioning to prevent it.

# PLAN 43: PRESSING PLAY VERSUS ONE AND TWO TOUCH GAME

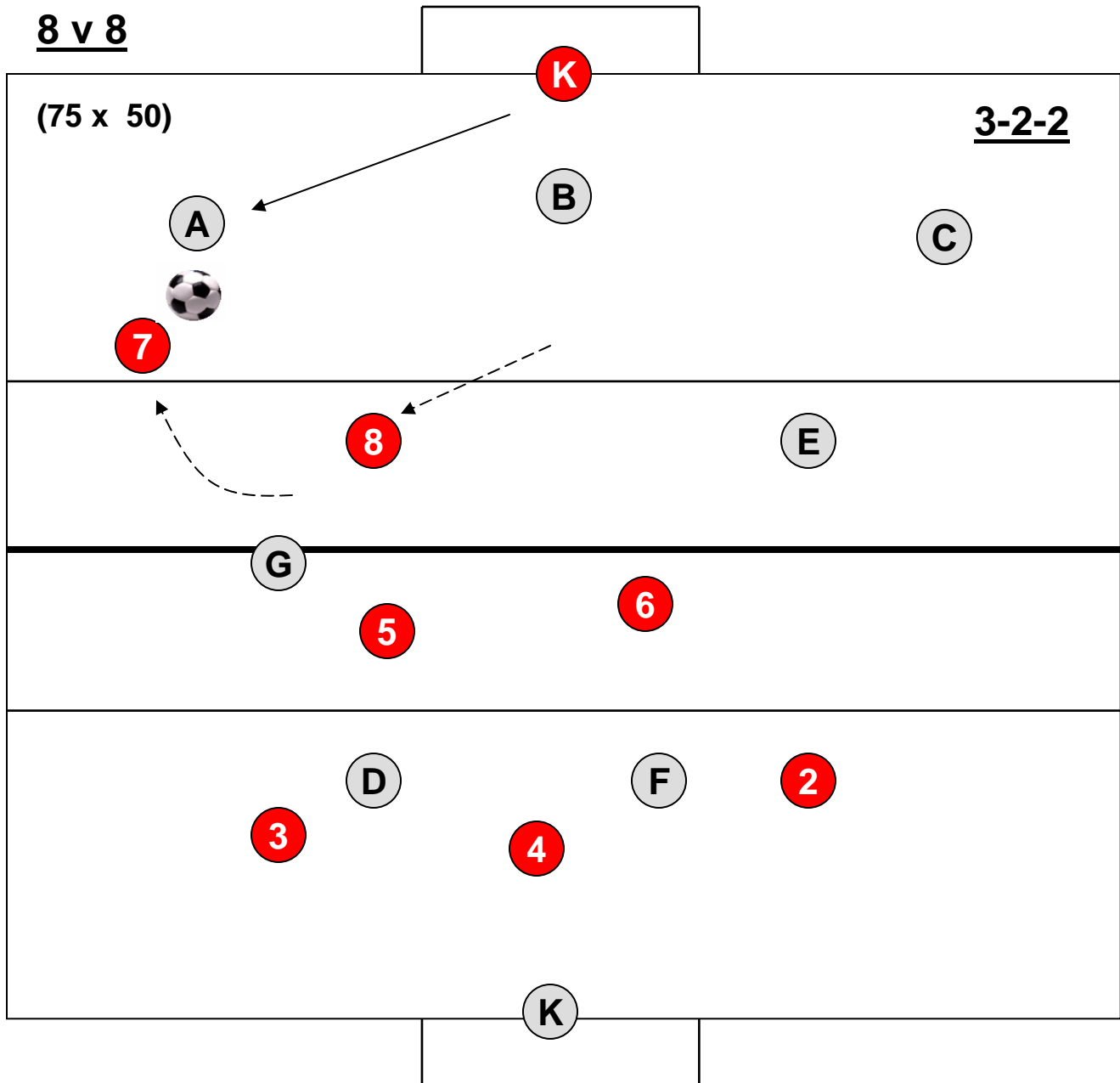


## GAME OBJECTIVE: COUNTERING BOTH PRESSING AND ONE TOUCH PLAY

1. I am using an 8 v 8 set up to show the examples of playing a game focusing at various times on winning possession quickly using a high pressing style of play and also playing a quick passing one and two touch game to maintain possession of the ball. Use whatever numbers you have for training, these concepts will work from a small 3 v 3 up to as many players as you like.
2. The principles of each will apply during the **three main moments** in the game,
  - a) when **we** have possession,
  - b) when the **opponents** have possession, and
  - c) when possession **changes** from one to another team either way, for example we have it and then lose it, they have it and then we win it.

# PRESSING PLAY

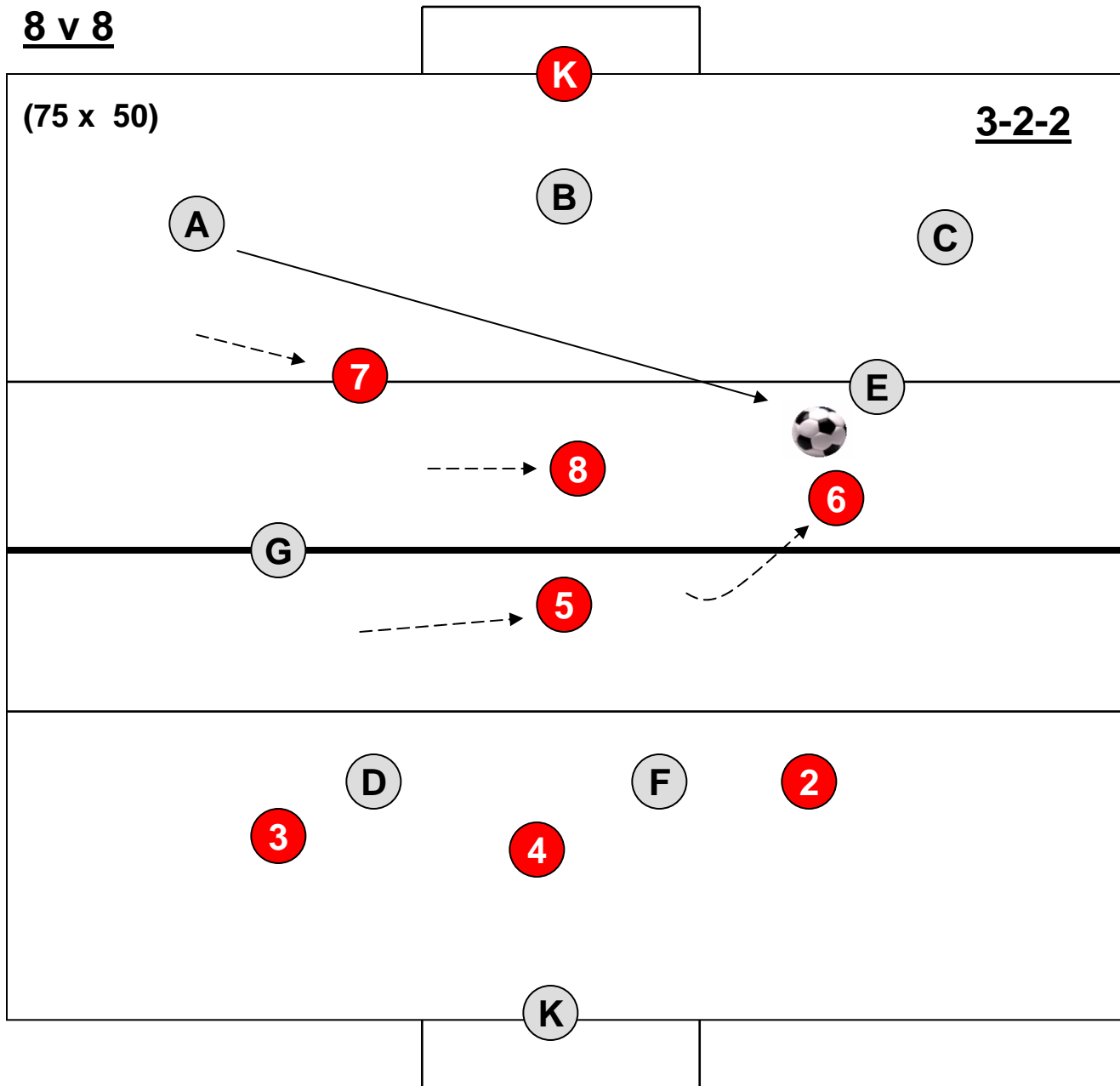
8 v 8



1. This is a pressing high pressure game to encourage the team to try to win the ball as early and as far up the field as possible both as individuals and in the team concept.
2. The main focus is on defending to win the ball to give our team more possession. Ask the pressing player to call "ball" so everyone knows this player is the one to make the immediate challenge. Have the next closest player, the support player, call "right" or "left" to help the pressing player decide which way to force the ball. All the other players adjust their position off this combination.
3. To score, the player on the ball just has to get the ball to their own keeper who is in the opposite goal which means pressure has to be **immediate** because this player can score from anywhere, even a chip into the keepers hands is a goal. Or just have an open goal to play into if you have no keepers.

# PRESSING PLAY AND ONE AND TWO TOUCH PLAY

8 v 8



1. Ask yourself, what does this force the opponents to do to change their game to counter this as effectively as they can?
2. High pressure means the opponent has little time on the ball. So the way to counter high pressure play is to develop **one and two touch passing play** to prevent the pressing players from getting too close to gain possession with a tackle or forcing a bad pass and giving possession away just through the pressure itself.
3. For the team with the ball, the **awareness training** we do is designed to teach and develop the quick thinking that this requires, looking before receiving, looking ahead of the game to where the pass will go. This means less time is needed on the ball but it is especially effective if the opponent's are pressing very quickly. Encourage the team with the ball to play this way to make it more difficult for the pressing to team to be successful then it is a good challenge for both.

## Coaching Points for One and Two Touch Play

- a) **Awareness** of team mates positions, opponents positions and where space is on the field before receiving a pass.
- b) Quality, and especially the “**Weight**” of the pass to a team mate to allow a one touch pass off if necessary
- c) Getting **feet** into position to receive early
- d) Quick **decision making**
- e) **Quality** and **speed** of the next **pass** (one or two touch)
- f) **Support positions**: Movement “off the ball” of team mates to help the player on the ball move the ball quickly and have immediate options
- g) Maintaining **possession as a team**

## Coaching Points for Pressing Play

- a) **Quick Pressure** by the first defender
- b) **Support Play** by the immediate second defender closest
- c) **Balanced Covering Play** behind these two by the third defender
- d) **Team** defensive shape