The “Youth Development through Football” (YDF) project has its roots in the 2006 FIFA World Cup™. It was launched in 2007 and will run until 2012. The project is part of the ‘South African - German Development Co-operation’. It is funded by the ‘German Federal Ministry for Economic Co-operation and Development’ (BMZ), co-funded by the ‘European Union’ (EU) and implemented by the ‘Deutsche Gesellschaft für Internationale Zusammenarbeit’ (GIZ). The project partner is ‘Sport and Recreation South Africa’ (SRSA).

YDF is a football project aimed at the youth. At the same time, it far surpasses that description. The aim of the project is to support socially disadvantaged boys and girls in such a way that they are able to take their own lives ‘in hand’ and shape them positively. Their passion for football facilitates access to these youths. The YDF project will be established in all South African provinces and in nine other African countries.

YDF Manual for Coaches
Guidelines for teaching Football and Life Skills

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Further sources of information
Deutscher Fussball Bund (DFB)
Niedersächsischer Fussball Verband (NFV)
Grassroots Handbook - 2006 Asian Football Confederation
Eastern Cape Youth Development through Football Coach’s Guide
‘Glasl’s Nine-Stage Model of Conflict Escalation’ - summary by Thomas Jordan

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Dear Coaches, dear Colleagues,

As coaches we have a unique responsibility towards all the young boys and girls whose hearts beat for football. On the one hand, we have to help them realise their dreams of becoming fine football players and perhaps even playing in a great team one day. On the other hand - and no less importantly - we have to set an example for them and be their advisors, as well as guide and accompany them along their respective paths, and ensuring that they are accepted in the communities that they live in.

I am therefore pleased that you have resolved to put these thoughts into practice as you begin your training. And I am particularly thrilled that this manual has succeeded in striking a balance between imparting skills related to football techniques and social life skills, and in weaving these two important elements together. I have looked at the manual closely and am enthusiastic about the fact that for the first time, classic football exercises are being used to teach social skills: trust, dependability, honesty, fairplay and self-awareness and the ability to work in a team are qualities that every footballer needs - but which are as important beyond the football field.

Behind every successful player is a committed coach. There is much undiscovered talent in South Africa and we need more coaches to promote it. Many young people follow a bad example and reach for drugs, alcohol abuse, teenage pregnancies and far too many youngsters are becoming infected with HIV because they are ignorant of the infection risk and because nobody explains it to them. Today, in our capacity as coaches, we are called upon to be far more than just, football experts’. Children look up to us for inspiration and follow our advice. We in turn must learn to fulfil our responsibility to them.

I support this approach wholeheartedly. And I intend to pursue precisely this line of thinking with the foundation I have brought into being, and in so doing make my own highly personal contribution to the future of our beautiful country. I am glad that you too are assuming this responsibility and I wish you much success in fulfilling it. Perhaps it will be one of your young men or your young women who realises the dream and gets to wear the prized Bafana Bafana or Banyana Banyana jersey. One thing is certain: they will all remember their (first) coaches who offered them support and important advice.

Yours in football,

Pitso Mosimane
Head Coach, SA Senior National Football Team (Bafana Bafana)
## Introduction

## Basic Training and Life Skills

### Athletic Demands

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### General Demands

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Hi there!

I'm Edwin, the Life Skills Meerkat. I'll give you helpful hints concerning Life and Social Skills in Football. So whenever you see me, be sure to take note of what I have to say, as it might just make the difference between a good coach and an excellent coach!

Together we will Educate and win!
List of Recommended Lesson Material

The material listed below is only a recommendation, as access to this material is often limited or even impossible. Through a bit of creative ingenuity, alternatives can be found for many of the materials:

Cones can be constructed by filling empty 2 litre soft drink bottles with sand. No bibs for team differentiation? Ask the children to bring differently coloured shirts along from home.

- Footballs
- Cones
- Markers
- Corner poles
- Bibs in different colours
- Goals
- Mats, blankets or boxes as flat, movable surfaces
- Wooden planks
- Tyres
- Hoops
- Cones in different colours
- Blindfolds / Scarves
- Tape
- Small prizes
- Whistle
- Watch / Stopwatch
- Pens
- Clipboard with paper

UNDERSTANDING THE DIAGRAMS

- Pitch Line
- Ball Movement Pass
- Team 1
- Hypothetical Line
- Ball Movement Shot / Shot at target
- Team 2
- Distance Indicators
- Ball Movement Dribble
- Team 3
- Player Movement
- Coach
- Team 4
- Return way 1
- Return way 2
- ±20m
"Education is the most powerful weapon which you can use to change the world."
- Nelson Mandela

Nobody will contradict Nelson Mandela on above, yet this simple realisation asks a number of questions that everyone, who is concerned with the implementation thereof, should answer. Nelson Mandela himself represents one of the central maxims of education:

"What the teacher is, is more important than what he teaches."
- Karl Menninger

or as Albert Einstein said:

"There is no more sensible education than being a role model."

These straightforward truths were the starting point of the development of this educational model. Education is too important to just happen by chance, involuntarily and uncontrolled. Education is too comprehensive to be reduced to the classroom or the children’s home. Education, and especially the upbringing of children, is a learning process that should begin with the teacher. Especially in the informal educational sector, where the training of social talents and skills can surpass the dominance of the knowledge supplier, the role identity of the teacher is of particular importance. The educator and, in our case, the coach are the role models, whose body language is watched, whose authenticity is examined and whose conduct is imitated.

These educational documents aim to bring to mind this responsibility to the coach, to support him to accept this role and to be comfortable in this function.

We supply him with the expertise, but especially with the awareness that he can handle this task. We guide him in this role and together with him develop the manner in which he sees himself in this function and how he fills it.

We accompany him on his way to becoming one of the most important players in football ...

a successful coach.

We accompany him on his way to becoming one of the most important shapers of the future of his country ...

a role model.
A manual compiled by people who want to use football to open up future opportunities for children and youths, for people who want to use football to help shape their community.

This "YDF Manual for Coach Training":

* is the entry into an educational process that uses the knowledge and experience of those, who want to participate in the responsible function of compiling an easily accessible "store of knowledge".

* is the form and the expression of the versatile experiences of those, who are already engaged in playing football, who want to enable others to take over ideas, methods and examples and to make use of them.

* tries to find the balance between the theoretical foundation and the practical usage, thereby using the possibilities of football to pick up or create situations that let children and youths playfully experience social behaviour.

* combines the teaching of football techniques with the supplying of social capabilities and skills. Football coaches become social workers and social workers become football coaches.

* invites one to a permanent exchange of roles. The participants of this "Coach Training Course" will be guided from being a learner to a teacher, while at the same time being urged not to come to a standstill, but to carry on learning from others.

* is compiled by practical people for practical people. The ruling criteria are the practicability, applicability and advantage it offers those who are standing on the pitch, the expectations of the children, who want to play football.

Let us hope that this manual will be a constant work in progress.

Now... let's play football!
Coaching Basics

Children gain positive experiences through the support and encouragement given by coaches. It is important to realize that young children should never be exposed to unrealistic expectations. Therefore, the coach has an important role to play in attracting more young people to the game and consequently getting them permanently involved.

The coach is required to provide a positive and encouraging learning environment during interaction with children. The emphasis should be on maximum participation, skills improvement and social interaction for the individual player, and fostering good team spirit within the team.

Objectives:

- Football provides opportunities to install good social values and healthy lifestyle habits in young children, and is instrumental in a child's upbringing. The concepts of 'fairplay' and good sportsmanship are vital elements during any participation in sports.

- Coaches are strongly advised to place more emphasis on promoting fun and enjoyment, instead of focusing on results and winning matches during training and competitions. In addition, at children's level, the focus should be on the development of the individual player's fundamental skills and understanding of the game and no importance should be placed on team tactics and particular positions within the team.

Finally, coaches need to remember that player development is a long journey, a process that needs patience. We must be patient in our approach and efforts in order to provide children with the opportunity to mature and fine-tune their skills at a pace with which they are comfortable.
The coach should follow the code of conduct reflecting the following principles:

- Encourage interested young people to play football.
- Encourage children to develop basic skills and avoid over-specialization in one position during their formative years.
- Do not treat the child as if he/she were a miniature adult.
- Do not scold or yell at a child for taking decisions.
- Never give personal success more relevance than the educational objective.
- Do not assume that a team's success is dependent on the coach's input alone.
- Focus on the young person's efforts and performance rather than the overall outcome of the match or tournament.
- Teach young people the ideas of 'fair play' and accepting defeat without too much disappointment.
- Encourage young people always to play according to the rules and to respect the officials and coaches' decisions.
- Never expose players, spectators and officials to personal abuse and ridicule.
- Be patient. Some children take longer than others to develop.
- Teach young people to appreciate and recognize the value and importance of the coaches, parents and officials.
- Strike a balance between education and football development of a young player.
- Provide awareness of essential nutritional food and proper health care.

Include Life Skills in your Training Sessions whenever you can!
Goal orientated Preparation and Structuring a Training Session

OBJECTIVES

The participants learn important planning principles and basic steps for planning training sessions, from the preparation, to the basic structuring, to the actual planning of the course of the match.

CONTENTS

PPP 2 Slide A shows six systematic planning steps that must be observed while preparing a training session.

The instructor should initially go through the process with the participants systematically (PPP 2 Slides B-D and Work Sheets 2 and 9) so that they can work up a guideline for their own institution. The more experienced the participants become, the more the methodical steps of organising flow together.

The following questions about the framework (Work Sheet 2) are part of the preparation:

- When and where? (depending on the time of year and the weather, size of the training ground, time constraints due to early start in the afternoon - can all be there punctually?)
- For what group? (No. of players was planned for 18, but 10 cannot come due to a school outing; is there anything special to be done after last week’s game, any mistakes to be worked out?)
- Necessary equipment and material? Not only the number of balls and goals, also cones, flagpoles, etc. have to be planned for. The best planning with the most motivating exercises are useless if the necessary equipment is missing or being used by another group.

The decision on focal points also depends on the particular group. That is why PPP 2 Slide B shows different methodical guidelines being used by the coach during children’s football training.

The same applies to the basic build-up of training units (PPP 2 Slide C).
Additionally specific guidelines for the structuring (PPP 2 Slide D) and the organising of a training session (PPP 2 Slide E) are shown, using the children’s football as an example, where the contents and the time planning of a training unit must be considered.

PROCEDURE

The instructor explains the most important steps in planning a training unit. The second part of the double lesson is totally participant orientated.

The instructor introduces the Work Sheet 10, with whose help the participants as a group will outline suitable training units.

The following solutions can assist in the practical procedure of planning a training unit (PPP 2 Slide E).

Do not forget to always include refreshment breaks in your planning.
Training Organisation and Conduct during the Training

OBJECTIVES

The participants learn to organise basic forms of training by themselves according to given specifications. Thereby they shall learn essential methodical pointers in organising the training. Part of them are fundamental demands on the conduct of the trainer.

CONTENTS

During a normal training day, especially of children's and youth's football, problems in the organisation of the training are often the cause for:

- Focus and objective not being put into practice sufficiently
- Players often being underutilised
- Especially children but also youths quickly losing interest in the training

Especially beginners in training find it difficult to cope with normal problems like:

- Often too big groups
- Restricted available space (two teams train at the same time on one playing field)
- Missing goals and training materials
- Confidence handling groups of mixed performance abilities and still organising an effective training.

The resultant typical organisational problems and typical mistakes in the carrying-out of the training are:

Forms of play

- Too big teams playing during training
- Too few ball contacts per player
- Too few shots at goal

Shots at goal training

- Too long waiting times
- Too little practice of goal shooting techniques
- Too little challenge
The result is often loss of motivation and concentration. A further drawback is: with big groups, often all players train together, instead of playing and exercising far more effectively in small groups.

In group-work, the participants must develop and organise effective forms of training for three very central areas of children’s football:

- **Topic 1**: variation of the game four on four
- **Topic 2**: effective goal shooting training
- **Topic 3**: training in small groups

**PROCEDURE**

Start by discussing and working on the effect of wrong forms of organisation (PPP 3 Slides A to C).

This will lead to the following group-work:

- With the aid of PPP 4 Slides A to C and Work Sheets, the instructor clarifies the three group-work topics and describes possible solutions.
- The framework (youths with 16 players, one half of the field) is the same for all groups.
- With the help of the work sheets, the groups receive their respective exercises as well as empty work sheets to outline the forms of training on.
- The groups must outline the forms of training as well as describe the organisation and procedure of the chosen form of training in key words. If possible, note down variations and changes with the aid of which the form of training can be made easier or more difficult, or a different objective can be pursued.

When the group-work results are presented, the instructor evaluates and discusses the chosen forms of organisation according to the following criteria:

- Suitability (number of players, etc.)
- Division and usage of available space
- Level of difficulty
- Variations to make easier or more difficult
- Motivation

In the closing report, the instructor discusses the results of the group-work and clarifies the central methodical supports available to outline and change the forms of training (PPP 4 Slide D). PPP 5 Slide A gives pointers on the conduct of the coach during training.
Training Goal Shooting

**METHOD 1**

*Two Goals next to each other with Goalkeepers*

**Organisation**
- Put up two goals next to each other, 15 meters apart, with goalkeepers.
- Divide players, all with a ball, into two teams and position them in front of a goal.
- Mark a line 15 meters in front of the goals.

**Procedure**
- **Exercise 1:** dribble straight towards the line and shoot at the goal.
- **Exercise 2:** dribble with a dummy move and shoot at the goal.
- **Exercise 3:** pass the ball a few meters to the front, follow and shoot at the goal.
- **Exercise 4:** dribble diagonally towards the line and shoot at the goal.

**Methodical Pointers**
- **Equipment:** If possible, every player should have a ball. Should there not be enough balls for all the players, arrange for a backpass exercise to the teammate positioned behind the player, by requiring an exercise on coordination on the way back.
- **Motivation:** organise a competition between the two teams.

**METHOD 2**

*Two Goals diagonally across from each other with Goalkeepers*

**Organisation**
- Put up two goals diagonally across from each other, 40 meters apart, with goalkeepers.
- Divide players, all with a ball, into two teams and position them in front of a goal.
- Mark a line 15 meters in front of the goals.

**Procedure**
- **Exercise 1:** dribble straight towards the line and shoot at the goal.
- **Exercise 2:** dribble with a dummy move and shoot at the goal.
- **Exercise 3:** pass the ball a few meters to the front, follow and shoot at the goal.
- **Exercise 4:** juggle the ball while moving forward (the ball may bounce) and when the marked line is reached, shoot a volley at the goal.

**Methodical Pointers**
- **Use the given possibilities:** Put up at least one goal - if available - in front of a catch-fence or an earth mound so that not too much valuable training-time is wasted through frequent ball fetching.
- **Monitoring of stress level:** Allow the goalkeepers a break after a few goals! During this time, the outfield players will practice a few technical exercises, e.g. juggling. Even better: substitute the goalkeeper!
- **Motivation:** Organise individual competitions! Who is the first to score 10 (15) goals?
**METHOD 3**

**Two Goals opposite each other with Goalkeepers**

**Organisation**
- Put up two goals opposite each other, 40 meters apart, with goalkeepers
- Divide players, all with a ball, into two teams and position them next to a goal
- Place 2 cones centrally between the goals for each team

**Procedure**
- **Exercise 1:** Dribble to the cone and shoot at the goal
- **Exercise 2:** With the first contact pass the ball forward so that it can be kicked from the cone.
- **Exercise 3:** Juggle the ball while moving forward towards the cone (the ball may bounce) and then shoot a volley.
- **Exercise 4:** The respective first players of each team dribble around the cones at the same time and then shoot at the goal.
- **Exercise 5:** Simultaneous low shot to the opposite player, control the ball and shot at the goal.
- **Exercise 6:** Simultaneous volley to the opposite goalkeeper. The goalkeeper catches the ball and lets it roll into the path of the striker - short control of the ball and then a shot at the goal.
- **Exercise 7:** Volley by a player to the opposite player. The new ball controller is now the striker, the passer is now the defender, resulting in a 1-on-1 situation with counter-attack possibilities.

**Players become aware of their physical abilities during the small exercises**

**METHOD 4**

**Only one large goal available with Goalkeeper**

**Solution Possibility 1**

The whole group carries out a goal shooting exercise. In that case, the following is imperative: to shorten the waiting periods, offer a simple yet motivating exercise until the shooting of the goal and require technical or coordinative additional exercises on the way back.

**Solution Possibility 2 (see illustration)**

Divide the players into three equally big teams. Two teams play on a small pitch using small goals. The third team carries out a goal shooting exercise. After five minutes, the goal shooting team swaps with one of the playing teams, etc.

**Methodical Pointers**
- **Organise competitions:** Which team will win the small pitch tournament, and which team will win the goal shooting competition?
Pointers for Goal Shooting Training

Guarantee many repetitions!
Organise every goal shooting training so that many repetitions and short waiting periods are guaranteed.

Train as per the demands of the game!
With every goal shooting exercise, examine whether the requirements of the game have been considered. Do not train something that does not happen in the game.

Offer a well-varied training!
Especially in youth football, one needs to offer varied, playful and age related goal shooting training.

Focus on training!
A varied training does not mean that one has to jump from one exercise to the next. The players need to have enough time to try out the various processes.

Train systematically!
While planning the training, consider the principles of light to heavy, easy to difficult, and known to unknown.

Give detailed corrections!
Assist your players with objective pointers and corrections, when these have problems with their goal shooting techniques.

Combine playing and practicing!
The players can repeatedly practice the techniques during exercises until they are grasped. They will learn to use the techniques during games according to the situations.

Be adaptable while training!
Be adaptable while training. Do not insist on your planned form of training if you notice that the players are unmotivated or over- or under-worked.

Include many opportunities for success.
This enhances self-awareness of one's body's capabilities.
Goal Shooting Training: Goal Alternatives and their Emphasis on Contents

**5-METER-GOAL WITH / WITHOUT GOALKEEPER**
- **Win points through...**
  - all known kicks from a short or a long distance
- **Emphasis**
  - Depending on the size of the pitch, number of players and assigned tasks, different focal points are possible (see "Playing in Children’s Football" and "Efficient Goal Shooting Training")

**PASS-GOAL**
- **Win points through...**
  - usually forceful, low shot from the inner side of the foot
  - all other low shots also possible
  - chances of success usually only from a short distance (subject to goal width!)
- **Emphasis**
  - technique: accurate passing
  - tactics: good teamwork until close to the goal to achieve goal chances (offensive) and zonal marking and ball orientated change of position (defensive)

**DRIBBLE-GOAL**
- **Win points through...**
  - (speedy) dribbling
- **Emphasis**
  - technique: determined, accurate speedy dribbling
  - tactics: One on one dribbling

**MOBILE GOAL**
- **Win points through...**
  - pass underneath the hand-held cross pole
- **Emphasis**
  - technique: accurate passing
  - tactics: good teamwork until close to the goal to prepare for scoring
  - co-ordination: training their orientation ability

**OPEN POLE GOAL WITH / WITHOUT GOALKEEPER**
- **Win points through...**
  - all known kicks from a short or a long distance, but only up to the height of the poles
- **Emphasis**
  - flexible setting up of goal chances in front of and behind the goal/s
  - varied calling for the ball and moving into open spaces also in front of and behind the goal/s
Training in Small Groups

LANES: Take turns practicing and playing next to each other

Do the following forms, one after the other:
- **Game 1**: 1-on-1 at two goals with goalkeepers (duration: 30 seconds each)
- **Exercise 1**: A and B play the ball with the instep after a volley from their hands into the arms.
- **Game 2**: 2-on-2 at two dribble goals (duration: 45 seconds each)
- **Exercise 2**: A and B pass the stationary ball to each other through their straddled legs.

Methodical Pointers
- **Effectiveness**: Having replacement balls on all pitches shortens the unwanted breaks after a miss.
- **Motivation**: Competitions within the four teams (Which pair will win the 1-on-1 tournament all the 2-on-2 game?) or between the four teams of the different pitches (e.g. in Exercise 1, which team will be the first to get 20 passes into the arms of the partner?).
- **Monitoring of Stress Level**: An advantage of training small teams is the possibility of having all the players in full view and, when the stamina decreases, immediately being able to put in breaks.

TRAINING AT STATIONS 1: Different forms of training one focal point (here: Goal Shooting)

Organisation and Procedure
- Divide the players into three equally sized teams and post them at the stations.
- For approx. 5 to 10 minutes (depending on the size of the team) practice at a station and then, after a short break, change to the next station.
- Take turns shooting at an open goal (Station 1), then return pass (Station 2), and then dribbling (Station 3).

Methodical Pointers
- **Use the given possibilities**: Put up the goal stations in front of a catch-fence, an earth mound, or similar, in case a ball misses the goal.
- **Unobtrusively set focal points**: Offer two fairly easy and motivating goal-shooting exercises and a slightly more difficult and demanding exercise (Station 2). Deal with corrections especially on Station 2.
- **Coach Position**: Stand in a position, where the technical exercises can easily be followed, but where the game will not be hindered.
Training at Stations 2: One team practices, two teams play

Organisation and Procedure
- Divide the players into three teams of five players each.
- A carries out a goal shooting exercise (Station 1): the respective first player dribbles to the marked line and shoots at the goal. Then he fetches his ball and on the way back takes turns in carrying out a coordination (Return way 1) and a technical (Return way 2) exercise.
- B and C play against four small goals.
- Swap after five minutes.

Methodical Pointers
- Organise competitions: Which team will win the tournament, and which team will win the goal shooting competition? Or with the total score: Which team scores the most goals on both stations?
- Avoid delays: include the players in the setting-up and dismantling of the equipment. Allocate the bibs when dividing the players into teams.
- Coach Position: He must be able to watch both stations, and from there, if necessary, be able to step in and take corrective action.

Short waiting times increase the staying power.
Organisation and Realisation of Training
Model Examples

FRAMEWORK / ORGANISATION / METHODOICAL POINTERS

**Framework**
- 16 players participate in this training unit.
- Half of the field is available.
- There are enough bibs, cones/markers and poles. Two large portable goals are also available.

**Organisation / Methodical Pointers**
- **Division:** Divide the players into four teams (A, B, C, D) of four players each. Every player can assume the position of goalkeeper, one at a time. Ideally, the different teams should wear different coloured bibs. If there are not enough available, announce the change of bibs at every change of pitch.
- **Pitch:** Mark the pitches on the baseline of the playing field to firstly utilize the existing lines and secondly, to not bother the second training group when a ball is kicked out of play. The above size (see illustration) can be changed. Rule of thumb: the younger the players, the smaller the pitch. Also bear in mind: the distance for the striker to a dribble goal is further than with a normal goal with goalkeeper. Clearly mark the pitch boundaries with cones or poles.
- **Competition:** Organise a tournament and announce the final score at the end of the tournament.
- **Playing Time:** 4 minutes per pairing.

4-on-4 - Variations

**Variation 1**

Players can set up their own rules and type of goal (big, small, type...). Let them be creative! But they must obey their own rules!

**Four small goals on the lines**

**Organisation / Procedure**
- Place two goals on the baselines (see illustration) or place 1 goal on every boundary line. The teams attack 2 goals at a time.

**Methodical Pointers**
- **Make easier:** If necessary, enlarge the pitch to allow the striker more space for their actions.
- **Make more difficult:** No more than two (three) ball contacts allowed in succession; does not count for dribble goals.
- **Emphasis:** Erect pass goals (width: 2 - 3m) or dribble goals (width: 7 - 8m)
- **Numerical Advantage / Disadvantage:** Two players of the defending team act as goalkeepers on “their” goal lines.
**VARIATION 2**

One large goal and one small goal

**Organisation / Procedure**
- Set up a large goal and a small dribble goal on the baselines opposite each other.
- One player of the team that is defending the standard goal acts as a 'flying' goalkeeper.

**Methodical Pointers**
- **Motivation:** After half-time of a match, change sides (everyone wants a chance to see his ball at the back of the net!).
- **Emphasis:** Play at one standard goal and two pass goals.
- **Quick orientation:** After scoring a goal, the team keeps the ball and attacks the other goal (sudden switch of sides!).

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**VARIATION 3**

Two large goals

**Organisation / Procedure**
- Set up two large goals on the baselines opposite each other.
- One player of every team acts as a 'flying' goalkeeper.

**Methodical Pointers**
- **3-on-3 + goalkeeper:** One player per team acts as the goalkeeper for one game per tournament.
- **Numerical Advantage / Disadvantage:** One player of the defending team acts as goalkeeper. After winning the ball, it first has to be passed back to the goalkeeper before the next attack can be started.

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**VARIATION 4**

Four small goals anywhere on the pitch

**Organisation / Procedure**
- Place four pole goals anywhere on the pitch.
- The players try to score a goal by dribbling through a pole goal.

**Methodical Pointers**
- **Emphasis:** Score a goal through a pass, and then decrease the width of the goal.
- **Calling for the ball and moving into open spaces:** A goal only counts if a teammate can trap the ball after the pass through the goal.
- **Quick orientation:** After scoring, the successful team keeps the ball, but they now have to attack a different goal.
- **Match Outline:** If possible attack freestanding goals, thereby changing your attack direction.
All sides of Training - Tasks for the Coach before, during and after the Training

Tasks in and around the Training

OBJECTIVES

Taking children's football as an example, the participants compile essential measures and tasks before, during and after the training.

CONTENTS

Due to the example of children's football, important organisational measures are proposed. They are subdivisable into tasks before, during and after training. With older training groups, the measures will have to be adjusted according to the age.

Note: these criteria will also be a part of the following training-observations.

Before the training (PPP 6 Slide A)

- **Arrive punctually**
  Arrive at least 15 to 20 minutes before the training starts. This time is necessary to leisurely take care of the following requirements.

- **Short checking of pitch condition**
  The coach assesses the condition of the pitch (is the pitch too hard, too soft, are there any molehills, or holes?) and the necessary goals (where must the goals stand, are the goal nettings and fastenings available?) if necessary, bring in order.

- **Locker rooms**
  The trainer checks that the locker rooms are unlocked. He pays particular attention to: are the locker rooms and showers clean, is there any broken glass, are there any damages or dangerous spots?

- **Put materials together**
  The coach puts together the necessary materials and equipment as per his training plan and checks their condition: balls, cones, poles, bibs, etc.

- **Update training plan**
  The coach checks his training plan again and considers new information (e.g. players excused from training, missing equipment or materials, wet pitch)

**Greeting of players and parents**

The coach greets all the arriving players and parents. If players arrive too late, the trainer should request that they arrive on time in future. He does not reprimand them due to continued late coming. That can be discussed quietly at a later stage.

PPP 6 - Slide A

Let the players check the pitch conditions, take care of the material and put the necessary material on the pitch.
**All sides of Training - Tasks for the Coach before, during and after the Training**

- **Assist players with their changing of clothes**
  The coach should assist the younger children, with their parents support, e.g. lace up the shoes. If the shoelaces are left too long, the players can injure themselves (by falling on their head!).

- **Attendance list**
  An attendance list allows the coach to see why players possibly often do not appear for training (negligence by the parents, listlessness, overlapping of appointments, problems within the team, and problems with the coach, etc.)

- **Involve the players in the organisation of the training session**
  It is educationally sensible to involve the players in the organisation of the training session. That means that they must help the coach to take materials or equipment to and from the pitch or take over smaller jobs (e.g. inform the caretaker that something is needed or is not in order).

- **Never leave children unattended (helpers?)**
  When the children, especially the younger ones, do not all appear at the same time for training, the first ones should not run around on the playing field, while the coach is still busy with the others in the locker room or still waiting for latecomers. Particular care is necessary, if the children need to reach the sports ground via a longer unclear route or have to cross a busy street. The best is if helpers or parents stay in the locker room while the coach goes to the playing field. Once all children start arriving punctually, these problems will be solved!

- **Have a telephone for emergencies**
  The coach must be aware where the nearest telephone on the institution’s sports ground is. If he does not have a cell phone available, and no other telephone is available (e.g. the building is locked, the public phone is broken), the coach must complain to the responsible person (youth leader, manager of the institution).

- **Involving players in organising the training stimulates their creativity.**

- **Remind the players of:**
  - Health awareness - like drinking enough water and eating properly
  - Personal hygiene - like washing regularly.
All sides of Training - Tasks for the Coach before, during and after the Training

During the training (PPP 6 Slide B)

✦ Preferably start the training with all players at the same time
   If in spite of everything the children still arrive late for training, the coach can go to the playing field and hand out balls so as not to discourage the need for play and movement in the punctual children (on condition that there is a helper or parent in the locker room). This avoids idle time.

✦ Greet the players at the beginning of the training
   The coach calls all children together and requests that the ball be put aside. The coach asks how they are, if anyone has any health problem (e.g. cough, cold or is feeling unwell), or if there is anything new that the children would like to inform him about. This phase should not take too long, as the children are eager to start training.

✦ Advise them about the objective and content of the training session
   With preschool children the coach only needs to say a few words (e.g. "I brought along some super games for you and I hope that you will enjoy them!"). With bigger children the coach can refer to their last game or the last training, what should be corrected in general or specifically and what should therefore be concentrated on today.

✦ Give the explanations in a simple easily understandable language for children
   When the coach gives any explanations, he should concentrate on the two most important pointers only. If necessary, the coach will call the children together to explain the next game or the next exercise. Thereby he should ensure that the ball be put aside and that all players can see him (e.g. the children should all sit down or they should stand in a half circle). Demonstrations with simple explanations of the game ease the understanding for the later performance.

✦ If need be, also play in the game
   The coach should on occasion also play along, at the same time though not dominating the game. He thereby signals to the children that he is a part of the team and that he is interested in their game. If the players are still unfamiliar with a new game, they will learn quickest through seeing and copying.

✦ Create free space and encourage creativity
   Next to the principle "Learn through demonstration", the coach should also enable the children to "Learn through tasks". The children should find their own solutions for problems. This stimulates their creativity!

✦ Do not always correct at every mistake
   The coach should watch the children playing and exercising without them feeling that they are being watched. Especially in sensitive children that would cause insecurities. The coach should only step in and correct a situation if a child, after repeated attempts, cannot succeed in solving a task.

✦ Individual corrections, corrections in front of the group
   If the children make different mistakes, the coach will correct them individually. If a few children make the same typical mistakes, the coach will correct them collectively in front of the whole group.
Watch the motivation of the children in the games and exercises
Normally the little footballers are very eager players. Sometimes though a certain listlessness or even grumbling, especially with certain exercises, can occur. The coach should then ask himself the following questions:
△ Is this exercise possibly unsuitable for the children [e.g. not playful enough]?
△ Are the children being overstrained or under stimulated?
△ Are they perhaps too exhausted and can therefore no longer concentrate?
△ Can the exercise requirements be adapted?
This exercise might have to be changed.

Separate activity with individual children
The coach may not give the impression that he has favourites, rather that he encourages stronger and weaker children the same. The praise of the coach and cheering on are important for the children’s motivation and self-confidence.

Deviations from the training plan
If need be, e.g.
△ The training will start later than planned.
△ If a game does not work out, it should be interrupted to effect necessary changes (team formation, task, pitch size, equipment).
△ Certain play- and exercise phases necessitate more / less time than planned.
△ Children need more / less time to recover (take the weather into consideration!), children need breaks for drinking.
△ The children ask for a certain game.

Set-up and dismantle the equipment used for training together
The children should support the coach. The coach takes care that they are careful with the equipment used. During the complete training period all the children are involved in setting up and dismantling the equipment used, e.g. collecting cones or other equipment. If any balls are missing, all the children look for them together.

The children must review the training session at the end
After all the equipment has been dismantled and / or collected, the coach calls all the children together and asks them how they enjoyed the training and which play form they enjoyed most. This gives the coach important information about the choice of training contents and the methodical implementation.

Let the players check the pitch conditions, take care of the material and put the necessary material on the pitch.
All sides of Training - Tasks for the Coach before, during and after the Training

After the training (PPP 6 Slide C)

❖ Leave the sports ground in a clean condition
   Take care that the children do not leave any empty cool drink tins, bottles or other stuff.

❖ Store the equipment and balls
   They should be in good working order. If something goes missing or equipment is damaged, the coach must make a note of it so that he can tell the responsible person (e.g. the groundsman, the youth spokesperson)

❖ Shower and get washed
   Based on a decision between the parents and the coach, he ensures that the children shower or wash themselves. He should not insist on shy or new children taking a shower so as not to possibly hurt their sense of shame.

❖ Leave the locker room in a clean condition
   That means that one should not enter the locker rooms with very dirty shoes, but that one should take them off outside and clean them at the place provided for (do not knock off the dirt against the locker room wall or at the entrance to the locker room. The coach must ensure that everything - also the shower room - is left in a clean condition and no paper or any other item is left on the floor.

❖ Remind them of the next training session or the next game
   The children are sent home with that reminder. If some children are collected immediately after the training, the coach should remind them during the review at the end of the training session.

❖ Talk to individual parents
   About problems with their children, arranging lift clubs to away matches, etc.

❖ Talk to individual children
   If the trainer watched inappropriate behaviour during the training session (listlessness, quarrels, etc.) he should find out the cause. He should talk in a friendly fatherly manner.

Encourage the players to care for a clean environment. How you leave behind the pitch reflects on how you take care of yourself!
**PROCEDURE**

The introduced points are criteria for the following training-observation and evaluation. That is why it is important at this point that the participants understand what this means.

The instructor introduces the proposed measures individually without adding the specific implementations and examples. He can for example do this by writing the suitable catchword on the board or by showing the slide one row at a time.

The task of the participants is then to name suitable examples. After that, the next principle is introduced and the participants again name specific implementations, etc. As several of the proposed measures of the basic course are also discussed at other points, this is a good opportunity for repetition and use, alt. a learning control.

With **PPP 7 Slide A** the instructor explains a few education orientated requirements of a coach in children’s football. The conduct of the coach towards children will be a further subject of the following exercise observation.

![Image of children playing football](image.png)

*While planning the training, consider the wishes of the children!*
### ATHLETIC DEMANDS

**All sides of Training - Tasks for the Coach before, during and after the Training**

**Stretching / Functional Gymnastics**

#### Strengthening of Leg Muscles

- **Duck walk**
- **Heavy overloading of the knee-joints (ligaments)**
- **Lean against the wall with the back and bend the knees. Keep the angle of the knee-joint above 90°.**

#### Stretching the Muscles of the Back and Back Leg Muscles

- **Body bend with legs extended and in straddle position**
- **Considerable pressure on the lower back (lumbar vertebrae)**
- **While lying on the back leave one leg stretched on the floor and lift the other leg high up. Grip the lifted leg at the upper thigh and pull it toward the chest. Pull in the point of the foot, while leaving the other leg stretched on the floor. Relax the arms and stretch the leg. Hold this position.**

#### Flexibility of the Hip-Joints and Stretching of the Back Thigh Muscles

- **Hurdle squat**
- **Overstretching of the medial ligaments in the angled knee-joints and overstressing the medial meniscus. Non-functional strain on the lumbar spine**
- **Stand on the slightly angled supporting leg and stretch the other leg to the front resting on the heel. Pull up the tip of the foot and slowly push the pelvis to the back until the stretching is noticeable in the back thigh muscles. The back remains straight.**

#### Mobilising the Spine through Stretching of the Muscles of the Back

- **Plough**
- **Overstretching of the neck- and upper spine. The back ligament is overstretched.**
- **Lie on the back. Lift head and legs and carefully pull the knees as close as possible to the forehead.**
**All sides of Training - Tasks for the Coach before, during and after the Training**

### Flexibility of the Lower Spine and Stretching of the Back Thigh Muscles

**Wood-cutter Exercise**
- **Exercise:** While sitting on your heels, lay the upper part of the body on the thighs and roll together. Place the arms on the sides next to the lower leg. Also, lying on the side in an embryo position stretches the muscles of the back while being careful with the spine.

### Flexibility of the Body, Stretching of the Back Thigh Muscles and Stretching the Muscles of the Back

**Diagonal Body Bend**
- **Exercise:** Kneel down and support yourself on slightly bent arms. The arms and legs are apart by the width of the shoulders. Press the spine upwards and arch your back like a cat.

### Stretching of the Back Thigh Muscles

**Bending the Body Forwards While Standing on One Leg**
- **Exercise:** Stretch one leg and place it on e.g. a small stool while pulling in the toes. Keep the supporting leg slightly bent. Bend forward while keeping the back straight and pushing the pelvis to the back.

### Balancing Exercise and Stretching of the Front Body Muscles

**Bending the Body Backwards Diagonally While Standing**
- **Exercise:** While lying on the back stretch the arms behind the head. Keep the arms stretched and the hands close to the floor. To support the spine, put a flat cushion or towel under the lumbar region.
All sides of Training - Tasks for the Coach before, during and after the Training

**STRETCHING THE FRONT BODY MUSCLES**

- **Swallow's Nest**
  - The lumbar spine is drawn into an unnatural hollow back posture. The muscles that should actually be stretched are tensed.
  - Sit on lower leg / feet, stretch arms to the front and press breastbone towards the floor.

**WHOLE BODY RELAXATION AND STRETCHING THE FRONT OF THE BODY**

- **Exercise with partner: suspend from back**
  - Overstraining of the lumbar spine through the hollow back position. The muscles are tensed rather than relaxed.
  - Stretch the arms sideways, angling them upwards. Slowly press the elbows towards the back.

**STRENGTHENING OF THE MUSCLES OF THE BACK AND SHOULDERS**

- **Throwing the ball while lying on the stomach**
  - Strong hollow back position and extreme straining stress the lumbar spine.
  - Kneel down and support yourself on slightly bent arms. Stretch the right leg and the left arm horizontally, but not higher. Then repeat with the other side of the body.

**STRENGTHENING OF THE MUSCLES OF THE BACK AND STRETCHING THE BACK THIGH MUSCLES**

- **Body and arms at front in horizontal position**
  - Heavy strain on the lumbar spine.
  - Stand with slightly bent legs, bend the upper body slightly to the front and stretch the arms upwards as an extension of the back. It is important that the back remains straight.
**Stomach seesaw**

Extreme hollow back position with a strong overstraining of the lumbar spine.

Lie on the back placing the slightly bent legs in front. Then lift the pelvis off the floor until the top of the body forms a straight line.

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**Leg circles and leg scissors while lying on the back**

Especially in people with weak stomach muscles, the long lever action in conjunction with the weight of the legs causes a strong hollow back. Apart from that, the hip-flexors are further strengthened, which are quite strong in most athletes anyway.

Lie on the back with the slightly bent legs pointing upwards. Then lift the pelvis from the floor without the legs moving towards the head.

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**Sit ups**

Too much pressure on the lumbar spine. The hip-flexors mainly exercised.

Lie on the back. Place the lower legs on e.g. a stool so that the thighs are vertical and the lower legs are horizontal. Slowly roll the head and shoulders off the floor until the hands reach the stool.

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**Jack-knife**

Strong pressure on the lumbar spine and mainly strengthening of the hip-flexors.

Lie on the back placing the slightly bent legs in front of you. Press the heels of the feet against the floor. Lift the head and shoulders off the floor, trying to touch the chest with the chin.
All sides of Training - Tasks for the Coach before, during and after the Training

**STRENGTHENING OF THE DIAGONAL STOMACH MUSCLES**

- **Swinging the legs sideways while lying on the back**
- **Overstraining of the lumbar spine through the forming of a hollow back and the turning movement.**

- **While lying on the floor cross the slightly bent legs. Lift the shoulders from the floor and alternate between pressing the right hand against the left knee, and pressing the left hand against the right knee.**

**FLEXIBILITY OF THE CERVICAL SPINE**

- **Circling the head**
- **Overstraining of the joints, ligaments and interspinous discs, as the cervical spine is not suited for such turning movements.**

- **Bending the head to the sides, tilting it to the front and slightly to the back and turning it to the left and to the right are the natural movements of the head and therefore the cervical spine.**

**MOBILISING THE BODY**

- **Circling the body**
- **Overstraining of the lumbar spine.**

- **While standing, lift an angled arm sideways across the head. With the other hand lightly pull the arm outwards without twisting the shoulders or hips.**

**STRENGTHENING THROUGH KNEE-BENDS**

- **Leg-curls while lying on the stomach**
- **Strong overstraining of the lumbar spine through the hollow back position.**

- **Definitely use an appropriate curl-bench with a bend in the hip area.**
Cooling Down

After every training session (except the 6-9 year old players), you have to do a cooling down after the conclusion. Cooling down is important to lower the strain of training. The heart rate has to be brought back to a normal pulse rate of approx. 70-90 beats per minute. This is the beginning of the regenerating phase. The players will then be able to do the next training session more regenerated.

Another reason for the cooling down phase before you let the players off the pitch, is the fact that there is also a psychological effect: The players will not go into the dressing room with the (sometimes negative) impressions of the training or game. They have the possibility to talk about their impressions with the coach during the cooling down phase.

The intensity of the cooling down phase is very low.

Here are some examples of what the coach can offer his players to cool down:

- **EASY JOGGING - 10 MIN**
- **PASSING THE BALL - 10 MIN**
  - Pass the ball to each other in the form of a 1+1. 4 players together, the whole team together with passing 3 or 4 balls at the same time
- **SHOOT OUT 1-ON-1 - 10 MIN**
  - Use cones as goals / targets
  - Players are not allowed to defend their own cone
- **JUGGLING - 10 MIN**
- **FOOTBALL-TENNIS - 10 MIN**
  - No-go-zone
- **STRETCHING - 10 MIN**
1. Be a positive role model for your players

It will be your wish that the children become positive and responsible persons in the future. Therefore, you should act and behave, as you would like the children to act and behave. What you expect from the children you must show to them. Lead by example!

Remember: It is more important how you act and behave than a theoretical talk about topics. Please show them positive behaviour and values, because you are a role model for them. Show them interpersonal manners like:

- Fairness
- Helpfulness
- Respect
- Trustworthiness
- Tolerance
- Patience
- Self-criticism

2. Be upfront with the children

- Listen to the young players and speak to them regularly.
- Show the children that you are interested in each of them. Try to find out about their private background like family situation, school, friends, challenges, hobbies, etc.
- Give special attention to the discriminated and handicapped players and include them in the game.

3. Interact and communicate with your players in a right way

- Show the children that you accept all of them. This is the condition for an open and interactive exchange.
- Please realise that with children it is not only important what you say but also how you say it. Especially your way of speaking, your facial expressions and your gestures are important!
  Avoid:
  ▲ Shouting at the children
  ▲ Hurtful actions
  ▲ Accusations

The reliability of the players will improve, if the coach is a good role-model.

4. Increase the codetermination

- Respect wishes, suggestions and ideas of the young player as often as possible during your training session.
- Depending on age, you should confer duties and responsibilities to the children, for example to manage the warm up for the training.
- Point out to every player how important motivation, initiatives and self-criticism are.
5. Be positive

- Compliment the children while training, because this makes them accessible to constructive criticism.
- Make the individual progress of performance clear to your players.
- Show the fun and pleasure you are getting through football and pass it on to the children.
- Show your players that you have a special kind of humour by solving a challenge or a stressful situation with a funny and spontaneous slogan.

6. Solve problems within your team

- Solve problems with group involvement. (Ask questions about reasons, facilitate the problem solving process.)
- Organise an peaceful conflict-solving talk.
- Let the children talk in an open way so they can express their own suggestions for solutions.
- You should decide a solution together with your players.
- Solve problems before they escalate.
- Tell the children that interpersonal conflicts are normal.

7. To review is good

- You should always criticise the way of acting but you should NEVER criticize the children in a personal or private manner!
- Avoid pointing fingers. If you have a problem with the behaviour of a child, try to show it how you think about it. Rather, use "I have a problem with the way you behave / act" than "Your behaviour / acting is wrong!" It will give the child space to think about it and respond.
- You should always tell them concrete points of criticism while using youth-friendly language.
- You should always start and finish a dialogue on a positive note.
Which capabilities distinguish a good coach in children and youth's football?

**OBJECTIVES**

The participants learn that the coach’s capability in sport is not enough to carry out an age justifiable training in children and youth’s football. Next to sporting capabilities (technical, methodical, organisational) the participants must recognise that the coach especially needs social and personal capabilities to care for children and youths outside of (the) training and games.

**CONTENTS**

What must a coach be able to do to be able to perform this function? According to the modern understanding with focus on participant orientation there are typically five areas of capability between which a balance must constantly be brought about to ensure a successful functioning (see PPP 8 Slide B).

Everybody knows immediately what is meant with the technical, methodical and organisational capabilities. These capabilities as a requirement for the co-worker are quickly named and accepted. In many cases, though it is more difficult with the social capability and the personality. Often not enough importance is attached to them (e.g. a subliminal, one-sided performance orientation). See PPP 8 Slides C and D for the definitions.

Two important points are enough to substantiate the social and personal capabilities:

- The function of every leader, be it coach, youth leader, managing director, etc., is carried out on a social structure. To be able to apply expert knowledge usefully and so that the message arrives and is accepted, not only methodical capabilities are required, but also social ones.

- Especially in the field of training children and youths, institutions co-workers are role models. Who is a role model and why, the role model cannot decide - that the young people do totally on their own. It depends very much on the way the role model function is performed!
In the eyes of the young sports players, the coaches are not only specialists in their field of training, but also models on how one can live with sport. Sometimes they are role models, often only confidantes for everyday questions, often only friendly adults that understand sport and life. The coaches do not only supply know-how in sport and certain techniques, they are also the ones that assist the young people as everyday helpers and supporters.

Must the institution co-worker, apart from sport, now also fill these additional responsibilities: must he become an educational man? At this point one must not become frustrated (e.g. due to expected overworking) as it would be unreasonable. Such educational and social features are not additional features in the institution work, they are always part of the game! In sporting as well as non-sporting custodial situations. One must be aware of this, to be able to create the opportunity to consider these points better and to control them properly. Apart from that, generally every course participant has a good measure of social and personal capabilities from other areas of life and from experience - even if it is often subconscious! These capabilities can be developed further. That is why one can actually speak of an educational man - not in the sense of overworking, but rather as a well-qualified amateur!

With the aid of PPP 8 Slide E, actual requirements of a children and youth coach will be clarified, describing the social and educational requirements in the institution’s everyday realistically and more understandably. Additionally the instructor, together with the participants, should compile actual examples on how to realise the educational guidelines.

**PROCEDURE**

With the participant-orientated introduction (PPP 8 Slide A), the views and experiences of the participants will quickly be made clear to all.

Should there be a slant towards mainly naming technical orientated requirements, then the instructor can call for motivations from the participants by asking specific questions and with the help of examples can make the high value of social and personal capabilities evident. If need be the participants can fill in a second questionnaire and can work on social and personal capabilities of the coach.

With the help of PPP 8 Slides B-D the instructor summarises the introduction phase. With Slide E social and personal capabilities using the children’s coach as an example can be further specified. With the central message being that care-giving in children and youth’s football may not be limited to training and games, one can proceed to the next training phase.
The Coach as a Role Model

Corner stones of a custodial plan

OBJECTIVES

The participants must get to know specific, practical care functions while dealing with children and youths and work on specifically realising their own function in the institution.

CONTENTS

Nowadays it belongs to the work of the institute that coaches and co-workers of the institution do not only concentrate on the practical areas of sport (training, competitions). Research over the past years confirm that especially the coach as a person - especially his social and personal capabilities - is responsible for children and youths joining the institution and staying with their chosen form of sport. Apart from the sporting duties the coach has to look after the educational orientation of the children and youths, so as to be true to the responsibility towards the youth.

Specific action possibilities towards practical realization should be worked on so that the participants do not feel overworked. (“But I do not have an educational training as a teacher has!”)

PPP 8 Slide F gives a summary of typical (education orientated) emphasis on care giving of children and youths. These can be specified during course discussions or in the form of the proposed group work.

Corner pillars of an education orientated custodial plan:

دولة

The development of the personality must in essence concentrate on the self-responsibility of children and youths. This can quite easily be promoted by the coach right from the beginning by allocation of tasks during training (set-up, dismantling) or within the team (team captain, youth representative, etc.)

Part of self-responsibility is to recognize the responsibility of the individual for the group. Egotistical behaviour must be set aside for a homogeneous team performance. Here one can point out good role models (e.g. the national team).

Main objective is furthermore to promote the personal performance orientation of children and youths. Fun and pleasure in football has to be developed in children - especially through attractive training. The coach should assist his players in setting realistical goals, depending on their own ability, and to develop health orientated characteristics (for children: correct nutrition; for youths: handling of alcohol, tobacco, etc.) Every player wants to develop himself further, learn new techniques, learn better ball handling, etc.

The coach can further this attitude by e.g. giving the players homework (exercises with the ball, ball magic exercises, etc.) to motivate self-training.

Building up team spirit is initially only limitedly possible due to the development of the children. A “we” feeling can be developed with small measure (e.g. joint greeting- and farewell-ritual). Realistic assessments of winning or losing, the integration and acceptance of performance-weaker players or the observance of joint rules are further practical everyday tasks that the coach can use to develop and promote the team spirit.
The Coach as a Role Model

Of course, the coach should be aware of the backgrounds of the children (parents, school performance, etc.) and should contribute towards the players reconciling their sporting and school requirements.

PROCEDURE

With the aid of PPP 8 Slide F, an introduction to the following group work on the practical conversion of the main custodial tasks can be given. If possible, the participants should also consider age specific factors (children, older youths). Because: non-sporting care also depends on the stage of development of the children and youths. After the presentation of the results, the instructor holds a class discussion on the feasibility of the solution suggestions.

Self-Reflection: The Trainer / Co-worker as a Role Model

OBJECTIVES

The participants must recognize that sporting as well as non-sporting care in children and youth football primarily depends on the role model function of the coach and co-worker.

CONTENTS

The participants must consider how they see themselves in their (present or later) roll as a institute co-worker. A checklist - Role Model (Work Sheet 3), is available for self-examination. Of course, the suitability of the position does not only depend on the own wishes and imagination, but on the target group that the co-worker has to lead.

PPP 8 Slide G illustrates clearly how such requirements can look in practice in children’s football.

PROCEDURE

The self-examination results from individual work done through the Checklist - Role Model. If necessary, a short exchange of ideas phase can follow. It would be sensible if the institution regularly, e.g. once a year, carries out such a self-reflection.

In conclusion, a short lecture should point out that the suitability of the own conduct naturally also depends on the respective target group. The slides introduce typical ideal profiles.
If there is enough time, the instructor can also discuss or confront typical traditional conceptions of coaches in children and youth's football:

- How do I win as many games and tournaments as possible?
- How do I offer the children and youths the best possible fun?
- How do I confirm myself as coach (personal target)?
- How can I provide for the continuance of this division (membership)?

From such confrontations, it is easy to discuss the **responsibility** of the coach / co-worker for growing children / youths and their respective sporting as well as non-sporting requirements - they must be seen in a well-balanced proportion to each other.

![The coach should be both a teacher and a friend to the players.](image-url)
**Player Development Phases**

- **Children**
  - 6-9: Fun Phase
  - 10-12: Foundation Phase
- **Youth / Teenagers**
  - 13-16: Formative Phase
  - 17-20: Final Youth Phase

**Guidelines on Training with Children / Youths**

- Train individually
- Train on focus / objectives
- Train technique oriented
- Train with exercises and games
- Train in detail
- Train the personalities
- Train with motivation and fun

“No matter what their age, everybody wants to be their best at what they love doing!”