Training with Children
Ages 6-9 and 10-12

Philosophy of Children’s Football

Children’s football is very special and different to youth or adult football. Remember the interests and wishes of the children every second during training, games and coaching and pay attention to their individual abilities. Children’s football is not training with small adults!

When involving children from the ages of 6-12, the emphasis of training programmes and games should be on enjoyment and fun with the support of modified rules.

Children’s Coach

The training activities should focus on broad skills development with no emphasis on any particular skill or position.

During interaction with children, the coach is required to provide a positive and stimulating learning environment with due recognition given for effort, participation, skills improvement, social interaction and good teamwork.

Children aged 6-9 (Fun Phase)

Player Characteristics:

- They have a lot of fun being active.
- They have less concentration.
- They are very sensitive.
- They are often in different moods.
- They have low self-confidence.
- They like competitions.
- They are still very self-centred.
- They have a strong non-critical orientation to adult role models.

Objectives:

- Complete advancement of personality is the highest objective of training with children of this age.
- Children must have fun while playing football.
- Teach football/techniques by using small games and easy skills.
- Teach easy rules, which will help the idea of scoring goals and preventing goals.
- Train versatile sports activities.
- Teach team spirit.
- Teach children both: to win and to lose. Good sportsmanship is important, as is fair play.

Training Contents:

- Basic idea of football: ‘scoring and preventing goals’
- Provide maximum fun and excitement with minimum rules.
- Easy physical activity tasks (running, jumping, rolling, crawling, etc.)
- Running and tagging games
- Games for strengthening the whole body
- Include whole body movements and skills
- Games and exercises with the flying, rolling, bouncing ... ball. (Not only with the foot!)
- Small ball games (except football)
- Easy technique exercises. (Dribbling, passing, shooting.)
Training with Children
Ages 6-9

- Small football games. (4-on-4, 4-on-3+1, 3-on-2, etc.)
- Often change exercises
- Playfully teach the basic rules: throw-in, goal kick, kick-off, penalty kick, free kick and corner kick

Have fun developing playing ability:

"Tips for Small Football-Tournaments"

Work Sheets
11

Notes for the Coach:

- The coach has to be a friend and supporter during a training lesson, not just a supervisor.
- He should only give essential instructions.
- At the start of the training children need time to run around, play freely and space to try things out.
- No time pressure - no performance pressure.
- Children need a lot of praise to become self-confident.
- Before training 'play against each other' and 'play together'.
- Give the children responsibility - help each other.
- Do not ignore the children's wishes.
- Introduce social skills and promote positive group behaviour.
- Educate players during games and training.

Do not make too many rules! Let the children play creatively with much variety.
Example Training Session 1

Checklist

**WARM UP**

- 1 Ball for every player
- 4 Cones
- 1 Bib for every 5th player

20 MINUTES

**MAIN PART**

- 4-5 Balls
- 8 Cones
- Bibs for half the players

30 MINUTES

- 8 Corner poles

**CONCLUSION**

- 4-5 Balls
- 10 Cones
- Bibs for half the players

25 MINUTES

- 8 Corner poles
Example Training Session 1 for Children aged 6-9

WARM UP
20 MINUTES

TARGETS
- Greeting and warm up
- Various movements
- Interesting exercises with the ball

PHASE 1

"Save yourself from the catcher"
- In a marked off area two to three catchers try to tag the other team mates.
- The other team mates may not be tagged, if they are either lying on their stomach or crouching.
- Work together as a team!

Variations
- Only two players per team are allowed to save themselves at the same time from being tagged. The third player tagged!
- Cones or tyres can be scattered across the pitch as "safe" spots.

PHASE 2

Ball School rich in variety
- Every player with ball in marked off pitch: dribble with numerous direction changes.
- Dribble, then sit on the ball, stop the ball with the knee, ..... Copy the trainer’s bluffs and tricks.

Variations
- Change of direction only with the outside of the foot.
- Quick changes of direction only when signalled by the trainer.
- Simple juggling exercises: e.g. bounce the ball on your thigh twice and catch.

GUIDELINES
- 6-9 year old children do not necessarily require specific warm up exercises!
- Children of this age group want to and can move very quickly immediately!
- Do not mark the catch pitches too big! Require many skilful direction changes!
- Preferably, have a large variety of ball-tasks per player in every play and exercise session!
- Additionally motivate the players to train on their own: "Who will be able to do this trick by the next training session?" - Motivation for homework!
Example Training Session 1 for Children aged 6-9

MAIN PART
30 MINUTES

TARGETS
- Play and practice
- Small ballgames
- Rules must be obeyed

PHASE 1

2-on-2 at Small Goals
- Small pitches of 12m x 8m with small goals on the outer lines.
- Two teams of two players each per pitch kick goals
- Game duration: 2 minutes - thereafter break time!
- Add some time if there are no replacement balls.

Variations
- After the end of the game one pair of players moves to the right and one pair of players moves to the left: a new match-up.
- Four games per pair - who will win the most games?
- One player per team in the goal and the other player on the pitch for 1-on-1. Swap after one minute.

PHASE 2

2-on-2 as Goal Shooting Competition
- Increase the width of all goals to 5 metres.
- One player per team is the goalkeeper and striker.
- The other is the ball fetcher behind the goal.
- Every team has ten shots at goal - after five shots swap roles within team.

Variations
- Shoot at goal after short dribble.
- Same procedure with target shots at a small goal.
- Both players simultaneously act as goalkeepers.

GUIDELINES
- Avoid long waiting periods! Organise smaller groups! Consider this while planning the training session!
- The change between practice and play is ideal - but try to avoid big organisational changes from the practice phase to the play phase so as not to lose out on valuable training time.
- Only correct obvious technical mistakes - using the children's vocabulary!
CONCLUSION

25 MINUTES

TARGETS
- Play football: shoot goals with small teams
- Closing discussion and review
- Be successful as a team

PHASE 1

4-on-4 at Goals and Goal Kicking Practice 1
- Three teams of four players each.
- Two teams play against each other at the small goals - the third team competes in a goal kicking competition.
- At the end of the competition: swap teams around!

Variations
- Each team must erect and defend two small goals on their own goal lines.
- Play at larger goals - every player has a turn as goalkeeper.

Mixing the teams up after each round teaches the children to interact with others.

PHASE 2

4-on-4 at Goals and Goal Kicking Practice 2
- Same as before, only now a slightly changed game form.
- The goal kicking practice can be varied with different rules and regulations - or one can go for "revenge"!

Variations
- Seven metre kicking: Every player has five to seven shots. Who will shoot the most goals?
- Same as above, but shots at goal after situation dribble.
- Same as above, but shots at goal after volley from the hand.

GUIDELINES
- Small competitions motivate to intensive training.
- Exchange goalkeepers regularly - every player must be a goalkeeper at some stage!
- Always organise football games with small teams on small pitches!! Only that will guarantee many ball contacts and thereby a sense of achievement for every child!
- Every training session with the children has to be ended with a short review! ("How did you enjoy the training today?")
Example Training Session 2
Checklist

WARM UP

20 MINUTES

MAIN PART

40 MINUTES

CONCLUSION

20 MINUTES
**WARM UP**

**20 MINUTES**

**PHASE 1**

- **Catch the Thief**
  - Mark off a pitch with cones.
  - The coach and the children are on the pitch.
  - Everybody moves freely within the pitch.
  - The children are the thieves and the coach is a police officer, who has to catch as many thieves as possible.
  - Caught thieves remain standing on the pitch with legs wide apart.
  - The thieves can only be freed, if another thief, who has not yet been caught, crawls through their legs.

- **Variations and Pointers**
  - After a few minutes, children can be put in as additional police officers.
  - Two children hold hands and are caught and freed as a pair.
  - This tumble phase with a high intensity in movement meets the children's natural urge for activity.
  - Good role-play by the coach increases the children's game enjoyment.

**PHASE 2**

- **Save your Treasure**
  - Put the same amount of balls in both pitches.
  - Divide the children into two teams.
  - The teams try to bring the treasure (as many balls as possible) into their possession. Within a certain amount of time.
  - When the coach gives the signal to start, they will try to get the opponents’ balls into their own pitch.
  - The balls may only be played with the feet.
  - Every player may only dribble one ball at a time.

- **Variations and Pointers**
  - Which team has collected the most balls after 5 minutes?
  - Place obstacles between the two ball depots.
  - The coach blocks the run and dribble ways of the children.
  - Use different kinds of balls, e.g. plastic balls, balloons.
  - The educational objective “Running with the Ball at the Foot” is dressed up as a children's game.
  - Goals can also be used as ball depots. At least the balls will not roll away.

**Safety First**

The children need to take care that they do not collide!
**Example Training Session 2 for Children aged 6-9**

**MAIN PART**

40 MINUTES

**PHASE 1**

The Fisherman is coming
- The children are the fishes and the coach is the fisherman, who has to catch the fishes.
- At the start of the game all the children are outside the outer lines.
- Then the fisherman calls: "All the fish into the sea!" and all the children have to cross the pitch, dribbling their ball.
- When the fisherman calls: "The fisherman is coming!" all the fishes have to flee across the outer lines.

- Caught fishes put their balls aside and are now fishermen.

**Variations and Pointers**
- If the coach calls: "The sea is calm", the children will slowly guide the ball across the pitch. If the coach calls: "The sea is choppy!" the children have to run crisscross across the pitch.
- This game furthers the children's reaction time and at the same time the running with the ball at the foot.
- Suggestion to the children: "Use the whole sea to make it very difficult for the fisherman to catch you!"

**PHASE 2**

Target Practice
- Place targets (small boxes, cones, buckets, medicine balls, e.g.) all over the pitch.
- The children guide the balls with their feet and try to shoot at all the different targets, one after the other.
- All the children start at the same time.
- Who scores the most targets in 3 minutes?

**Variations and Pointers**
- The coach tries to make it more difficult for the children to shoot at their targets, by blocking their way.
- Post a child, who has to prevent the shot, at every target.
- In addition to play-overview and ball guiding, we now also have target shooting.
- Easy to shoot targets allow for a sense of achievement.
- Using a defender, the target of "shooting goals" is expanded by adding the second basic game idea: "preventing goals".

**Example Training Session 2 - 6-9 - Main Part**

Do not throw away the material used - it can be used again in other exercises. Let the children collect the material after the session, thereby leaving behind a clean pitch.
CONCLUSION

20 MINUTES

PHASE 1

Simplified Game

- Mark off a few small pitches
- Divide children into small teams (3-on-3 or 4-on-4), without goalkeepers.
- Set up big cone goals and pole goals.
- Unhampered play at two goals.

Pointers

- Motto: Rather two pitches with 4-on-4, than one pitch with 8-on-8! Because: small teams and small pitches allow for a more intensive playing experience and many ball contacts.
- One should play with a light ball.
- Handle the out-of-play rule generously.

Many experiences of success increase a child’s self-confidence!
Example Training Session 3
Checklist

WARM UP

20 MINUTES

MAIN PART

40 MINUTES

CONCLUSION

20 MINUTES
Example Training Session 3 for Children aged 6-9

WARM UP

20 MINUTES

PHASE 1

Polar Bear
- Mark a line with four cones.
- Place a gym mat approx. 5m in front of every cone (see illustration).
- Let the children line up at the left outer cone.
- The children are young polar bears of the permanent ice of the North Pole, playfully frolicking on the ice floes (mats).
- The children run across the mats in a zigzag course, then back to the starting position along the cone line.

Variations and Pointers
- Run across the mats on tiptoe or on heels.
- Run across the mats with as many steps as possible.
- Run backwards across the mats.
- The running skill of the children is improved. The mats make running more difficult and therefore assist the body control.
- Gym mats are usually available in every gym hall and are variably usable.
- To meet the urge for movement in young children, the running games should be placed at the beginning of the playtime.

PHASE 2

As quick as a Bear
- Divide the players into four teams of four players each.
- Place each team at a mat.
- The polar bear cubs test their running speed in a competition.
- Carry out a relay race: the first child runs onto the mat, does a roll, runs around the cone and high-fives the next child in the row, etc.
- Which polar bear team is the first to reach the starting point again?

Encourage team-spirit and have them cheer for their team!

Variations and Pointers
- Do a forward roll on the way out and on the way back again.
- Run or crawl across the mat forwards or sideways.
- Roll across the mat sideways.
- Speed and co-ordination are practised.
- The children can practice co-ordination exercises on the soft mats that would not be possible on the hard floor.
- Playing on the soft mats is great fun.
Example Training Session 3 for Children aged 6-9

MAIN PART
40 MINUTES

PHASE 1

Searching for Food

★ Every child has a ball.
★ The polar bear cubs are hungry and have to go hunting.
★ Coordination- and goal-shooting-game: the children hold the ball away from their heads and roll sideways across the mat. Then they shoot at the goal from the cone line.
★ Then they collect their ball and dribble back to the starting position along the outer side of the pitch.

Variations and Pointers

★ The children hop across the mat with their legs closed.
★ Lightly tread across the mat with tiny steps.
★ Have a contest: which polar bear is the first to score five goals?
★ Make the practising of movement exercises (e.g. hopping, jumping, crawling) more “interesting” by having a subsequent activity (here: goal shooting).
★ Practice in small groups so that the children have more turns.
★ The distance to the goal must allow many goals.

PHASE 2

Polar Bear Hunt

★ The coach acts as “goalkeeper”.
★ The polar bear cubs discovered a big seal (coach) that they want to hunt.
★ The first children in the rows dribble across the mats at the same time and shoot the ball at the goal from the cone line.
★ Then they bounce the ball back to the starting position.

Variations and Pointers

★ Play the ball past the side of the mat, then run or hop across the mat.
★ Dribble around the mat.
★ Carry out a team-contest: Which polar bear team can catch the big seal by scoring seven goals?
★ Check a close ball control.
★ The mats can be used as obstacles that can serve to make the dribbling more difficult.
★ The participation of the coach (here: as the goalkeeper) increases the motivation.
★ The distance to the goal must allow for many goals.
CONCLUSION

20 MINUTES

PHASE 1

Polar Bear Game
- Set up two pitches from one side of the hall to the other side of the hall (size: approx. 15m x 10m).
- Put two gym mats against each wall as goals.
- Keep the teams as they were.
- The hunt of the polar bear cubs was successful. To conclude the hunt, they have to play for the catch.
- 3-on-3 against the mat goals with goalkeepers.
- If the ball crosses the touchine, it quickly has to be dribbled back onto the pitch!

Variations and Pointers
- Swap the pitches after 5 minutes playing time.
- On the one pitch, use the existing goal as a neutral third goal that the coach will guard as goalkeeper.
- Gym mats as goals are usually more interesting for children than cone goals.
- Replace a mat goal with a cone goal so that the playing field is not too large.
- Regularly change the goalkeepers (e.g. after every scored goal).

By playing games in teams the children are taught the importance of efficient teamwork in a fun way.
Example Training Session 4
Checklist

WARM UP

20 MINUTES

MAIN PART

40 MINUTES

CONCLUSION

20 MINUTES
Example Training Session 4 for Children aged 6-9

WARM UP
20 MINUTES

**PHASE 1**
- Use 9 cones to mark off a cone cross (approx. 12m x 12m) on a designated pitch.
- Every child receives a bib.

**Paediatrician**
- Assign 4 children to a section.
- The children work as paediatricians in a children's hospital. First they check the flexibility of their patients.
- Children's exercises with bib: the children hold the bib above their head with both hands and run around their section.
- Vary the exercises after a short time (see variations).

**Variations and Pointers**
- Hold the bib above the head with both hands and slightly bend the upper body forwards, backwards or sideways.
- Throw the bib up into the air and catch it again.
- Hold the bib with both hands, step over it, and step back again.
- Place the bib on the ground and jump over it.
- Place the bib on the ground, stand over it on your hands and feet, and lift one arm or leg at a time.

- Children's exercises promote flexibility and body control. Slowly but surely, the children get to know their body and its range of flexibility.
- Have exercise-games for no longer than 10 minutes and constantly vary the games.
- Do not expect extreme movements from the children, only do easy child-appropriate exercises! Avoid familiar exercises used in adult training, e.g. knee bends, duck walks, push-ups.

**PHASE 2**

**Variations and Pointers**
- The children balance the bibs on their head and spread their arms to the side.
- The children walk backwards through the slalom course.
- The children jump over the cones.
- Divide the children into groups of four and assign a corner to each group. They then have to repeatedly run to the opposite corner and back again, thereby dodging the oncoming children.
- Use this form of preparation for a relay race.

- Running a slalom course schools the coordination of the children.
- Holding the bibs in their hands makes running more difficult, as it requires more legwork and use of the upper body.
- The children have to dodge the oncoming children, thereby stimulating their alertness and orientation.

**Examination**
- Assign the children to the two starting positions.
- Carry on with the examination. The paediatricians test the fitness of the patients.
- The children hold the bibs above their heads, then run a slalom course through the cones and join the queue of the other group.
- The groups meet in the centre and have to dodge each other.

**Example Training Session 4 - 6-9 - Warm Up**
Example Training Session 4 for Children aged 6-9

MAIN PART
40 MINUTES

PHASE 1

Search for Medication
- Divide into four teams and assign each to a section
- The examination has been completed. Now the correct medication for the treatment of the patient has to be found. Four teams of doctors start searching.
- The four teams dribble within their sections. On a command by the coach, they jointly quickly change over to another section together.
- Which team is the first to be in the new section as a complete team?

Variations and Pointers
- The children run with the ball under their arm.
- While dribbling within their initial section, the coach tells the children which foot to dribble with.
- On a command by the coach, the children take the ball into their hands, change to another section, and carry on dribbling.
- The teams diagonally across from each other play together and must exchange sections on command.
- The children learn the goal orientated dribbling. They have to change over to another section quickly.
- Teamwork is important: The group has to decide together which section they will change to.
- Ball control and close ball guidance are schooled. The children have to avoid the cones and other players.

PHASE 2

Transport of the Medication
- Add two pole goals.
- Place a goalkeeper in every goal.
- Assign the other players, with their balls, to the starting positions.
- The medication (the balls) has been found. Now it needs to be brought to the children’s hospital.
- The children dribble to the cone line and shoot a goal. Then they dribble past the pitch back to the starting position.

Variations and Pointers
- Individual contest: who is the first to score three goals?
- Team contest: which team is the first to score ten goals?
- The coach specifies with which foot they have to kick.
- Shooting a goal is a key element of football.
- That is why a goal shooting game has to be part of every playtime.
- Children like to compete with each other. Small competitions improve the motivation and fun.
- Small children require a lot of praise. Positive feedback from the coach is an additional incentive for an enthusiastic participation.
- Swap the goalkeepers after a few minutes.
CONCLUSION

20 MINUTES

PHASE 1

Many experiences of success increase a child’s self-confidence!

The Cure
- Add cone goals.
- Every child chooses a partner.
- Assign two pairs to a section.
- The medication helped and all the patients are cured.
- To celebrate this, the children’s hospital is organising a big football tournament.
- The game is a 2-on-2 against cone goals without goalkeepers. If the ball crosses the touchline, it quickly has to be dribbled back onto the pitch.
- One game of the tournament lasts three minutes and then the sections have to be swapped.

Variations and Pointers
- Bring different kinds of balls into play, e.g. plastic balls, mini balls, tennis balls.
- Same procedure as in a 1-on-1 with goalkeepers.
- Small pitches promote many experiences of success. Stretches of long running are avoided.
- Young children can ideally practice teamwork in a 2-on-2 game. Their playing partner is always recognisable.
- Have only a few rules. The children should be allowed to experiment with the ball as in street football.
Example Training Session 5

**WARM UP**

- 15 minutes
- 1 ball for every player
- 12 corner poles

**MAIN PART**

- 30 minutes
- 1 ball for every player
- 4 cones
- Bibs for half the players
- 12 corner poles

**CONCLUSION**

- 20 minutes
- 3 balls
- 8 cones
- Bibs for half the players
- 4 corner poles

**20 MINUTES**
**WARM UP**

**20 MINUTES**

**PHASE 1**

**Protecting the Environment**
- The children are environmentalists. They visit a forest to check the state of health of the trees.
- The children run through the pole forest and dodge the poles and the other players.

**Variations and Pointers**
- **Playing catch 1:** Six catchers don a bib and try to touch the other players. The children may only move within the pole forest.
- **Playing catch 2:** The catchers hold the bib in their hand. If they touch another player, that player takes the bib and is now a catcher.
- Specify certain movement exercises within the pole forest (circle the poles forwards or backwards, crawl around the pole, or hop on one leg or on both legs).
- The co-ordination of the children is improved. They have to avoid the poles and other players at the same time.
- Whilst playing catch, the poles can be used as shelters.
- Replace missing poles with cones.

**PHASE 2**

**Variations and Pointers**
- **Individual contest:** Which environmentalist is the first to touch ten trees or touches the most trees in two minutes?
- **Team contest:** Divide the players into two teams. Which team of environmentalists touches the most trees in one minute?
- The children run around the trees in circles.
- On a command by the coach, the children look for another player and exchange balls.

**Tree Bark**
- Every child has a ball.
- The environmentalists take samples of the tree bark (balls) that have to be transported away quickly to be tested.
- The children hold the ball in both hands. They run from one pole to the next and touch it with the ball.

- The coach can use the idea behind the story to impart general knowledge. Small discussions about protecting the environment would be ideal.
- Use the ball as a playing tool as often as possible. It can be played with the foot and the head, held in the hand, squeezed under the arm, or placed under the vest.
- Every contact with the ball improves the ball sense of the children.
**ATHLETIC DEMANDS**

**Example Training Session 5 for Children aged 6-9**

**MAIN PART**

**40 MINUTES**

**PHASE 1**

**Earth**
- The environmentalists discover that the earth is partially contaminated. The contaminated earth (balls) has to be removed and replaced with new earth.
- The children dribble through the poles with the balls and avoid the obstacles and the other players.

**Variations and Pointers**
- **Contest:** The children touch the poles with their hands while dribbling past them. Who is the first to touch six poles?
  - Circle the poles.
  - The coach specifies with which foot they dribble.
  - Place the poles on the ground and dribble around them or run over them.

- Close ball control is schooled.
- The poles require dodging movements of the whole body. The children learn to co-ordinate the use of their legs and upper body.
- Children are motivated by dribbling games with many ball contacts.

**PHASE 2**

**Cutting down Trees**
- Set up two pitches of approx. 15m x 10m.
- Place a pole goal (tree-trunk) in the centre of the pitch.
- Divide the children into four groups. Let them line up at the baselines.
- Unfortunately, a few trees have died and are now a danger for the other trees. They have to be cut down.
- The first players in the rows shoot at the pole goal from the baselines. They follow the ball and join the lines on the opposite side of the field.

**Variations and Pointers**
- **Contest:** Who is the first to cut down six tree trunks (six goals)?
- **Team contest:** The sides are not changed. Which of the four teams is the first to cut down ten tree trunks (ten goals)?
- Alternate between shooting with the left foot and the right foot.
- Pass the ball through the pole goal with the inside of the foot.

- Shooting a goal is practised playfully.
- Goal shots from a standing position seldom happen in football, yet should regularly be practised by football novices. Often vary between shooting while standing and shooting while running.
- Small contests motivate the children and increase the fun.

**Remind the children often about the importance of a clean environment.**

**A player's personal success (a goal) contributes to the team's overall success.**
CONCLUSION

20 MINUTES

PHASE 1

In this training session players will have realised that the Earth is a finely balanced and complex system that needs to be respected.

Plants Trees

- The forest is clean. Now the environmentalists can plant new trees.
- 4-on-4 against the pole goal. Both teams can score goals from both sides.

Variations and Pointers

- A goalkeeper guards the goals.
- Same procedure against two open goals.
- Organise a tournament.
- Plan a lot of time for the final games. The children enjoy the most.
- Many goals are guaranteed, if both teams attack the same goal.
- Small playing pitches ensure that all children participate in the game and have many ball contacts.
Training with Children
Ages 10-12

Children aged 10-12 (Foundation Phase)

This age group is often named the 'Golden Age of Learning'. Boys and girls of this age impress with studiousness and enjoyment of movement, games and achievements.

They have good mobility and co-ordination. Quick movements are easy to do. Based on the broad sports education of the previous years, a specific training focusing on to the demands of football will start now. Basic ball skills, for example, should be mastered during this phase.

Boys and girls will learn complex technical movements - if they train often enough, are motivated and open-minded.

The most important objective is to learn and stabilise all basic elements of technique and tactics step by step. Additionally, the coach has to support their enjoyment of playing, creativity and self-confidence. All the abilities the children miss during this age are difficult to learn later on.

Player Characteristics:

- Good balance of the body and the mind.
- Positive personal characteristics of the 'Golden Age of Learning', e.g. self-confidence, better concentration, high motivation, readiness to learn.
- Good motor skills to learn technical abilities.
- Great enthusiasm for new exercises and optimistic behaviour.
- Learning through watching.
- Less inclined towards on adults - appreciation from the friends becomes more important.

Objectives:

- Fun to play football.
- The focus should be on basic technique in detail.
- Use of the right technique in a special situation.
- Playfully learn basic tactics.
- Support positive personal characteristics like self-confidence and willingness to perform.

Training Contents:

- Motivating exercises with a ball to support the basic ball skills.
- Many repetitions are needed in training sessions and over a longer period.
- To learn a technique in detail you need many ball contacts.
- A continuous change between practice in detail and games should be the best method to drum in the basic techniques.
- Games with small groups and technical, tactical focus areas.
- Reaction and spurt exercises.
- Playful exercises to strengthen the body and support the co-ordination, including:
  - Tagging games / relays.
  - Obstacle courses.
  - Reflex exercises.
  - Balancing exercises.
  - Rhythmic exercises.
  - Using various sports equipment.

Remember to follow age-appropriate training!
The technique exercises should be interesting, age appropriate, and based on the ability of the player.

Teach all technical skills systematically:
- Dribbling
- Passing (left, right, inside, outside, changes of speed and directions)
- Shooting
- Heading
- Ball control (low, slight, lofted, high passes)
- Dummies, feints and tricks

Use the following method when explaining new skills and practices:

1. Explain
2. Demonstrate
3. Practise
4. Feedback / Improvement / Correction
5. Practise

Step up development of playing ability:

"Tips for Small Football-Tournaments"

Work Sheets
11

Notes for the Coach:

- Educate players during games and training.
- Demonstrate every exercise exactly.
- After practising, correct the players with precise pointers.
- Work in small groups and avoid waiting phases.
- The training should be according to the ability of each player.
- Help the players to act independently and accept responsibility for their own action.
- Encourage each child to play all positions (from goalkeeper to striker) and give them the opportunity to be creative.
- Be a good role model.
- Praise positive behaviour.
- Create opportunities for success, regardless of ability, and never scold a player for making a mistake.

This is ‘the golden age of learning’. Among other things, the players become aware that their personal success contributes to the team’s success.
Example Training Session 1

Checklist

**WARM UP**

- 20 MINUTES
- 1 Ball for every player
- 18 Cones

**MAIN PART**

- 40 MINUTES
- 1 Ball for every player
- 12 Cones
- Bibs for half the players
- 2 Goals

**CONCLUSION**

- 20 MINUTES
- 2-3 Balls
- 12 Cones
- Bibs for half the players
**WARM UP**

**20 MINUTES**

**PHASE 1**

Dribble School
- Swing the ball to and fro between the insides of your feet.
- Swing the ball to and fro between the balls of your feet, thereby speeding up the ball.
- Vary your speed.

Variations
- With speed changes. Start slowly, speed up, slow down again.
- While swinging the ball to and fro, turn your body from side to side.
- Quick footwork on the spot, moving forwards and backwards.

**PHASE 2**

Dribble School with Cone Goals
- Dribble towards a cone goal.
- Use energetic direction changes while increasing speed.
- Direction changes with different techniques.

Variations
- The players dribble from one cone to the next, circle it and return to the starting cone.
- At the 180° turn require different techniques: cap with the inside and outside of foot, pull back with your sole, etc.

**GUIDELINES**
- Only one technically tactical focal point per training session!
- Plan a lot of repeats of this focal point during the training session and the training period.
- Achieve technical ability and individual-tactical basics in detail.
- Learn through "demonstrate and imitate", not through long explanations! The players have to actively participate in the learning process!
- Take note of your position towards the team! All players must be able to observe your demonstrations without obstructions.

**TARGETS**
- Greeting and warm up
- Various movements
- Interesting exercises with the ball

**EXAMPLE TRAINING SESSION 1 - 10-12 - WARM UP**
Example Training Session 1 for Children aged 10-12
Dribbling

MAIN PART
30 MINUTES

TARGETS
- Play and practice
- Small ball games
- Rules must be obeyed

PHASE 1

Dribble Contest
- The contest starts on the coach’s signal.
- After the first player shoots at the goal it is the next player’s turn, etc.
- Contest: Which team scores the most goals?

Variations
- The first player of each team only starts on the coach’s signal, the goal of the quickest slalom-dribbler counts double.
- The distance and line-ups between cones can be varied so as to make it more difficult.

PHASE 2

Dribble-Catch
- Two players pass the ball towards each other through the cone goal, the one player being the chaser.
- The other player lets the ball pass run between the legs and will try to save himself and the ball by dribbling through another cone goal.

Variations
- The recipient of a pass must dribble through 2 goals.
- The chaser must win the ball and dribble through a goal.
- After every round new teams are formed: Tolerance!

GUIDELINES
- Whilst correcting concentrate on one technical-tactical detail! Intervene immediately after the incorrect action!
- Suggestions for improvement should always be positively worded!
- Fewer forms of organisation per training session guarantee a higher training efficiency.
- Avoid long waiting periods! Organise smaller groups!
- All have to be able to be successful! Aim the training forms and exercises at the individual’s ability and vary it!
CONCLUSION

25 MINUTES

PHASE 1

4-on-4 at Dribble Goals
- To score a goal a small goal from the 4-on-4 must be dribbled through. After a successful goal the other team gets the ball to shoot a goal.
- Game duration 5 minutes.

Variations
- Erect three small goals on the outer lines.
- Same game in 3-on-3.
- After scoring a goal the team of the goal-scorer carries on play with the ball.

TARGETS
- Play football: shoot goals with small teams
- Closing discussion and review
- Be successful as in a team.

The rules can be adjusted (throw-in, contacts, from where may a goal be / not be scored), but rules have to be obeyed!

PHASE 2

4-on-4 at Standard Goals
- Same as before, only now the goals can be played through.

Variations
- Erect three small goals on the outer lines.
- Same game in 3-on-3.
- After scoring a goal the team of the goal-scorer carries on play with the ball.

GUIDELINES
- Teach creativity through open space for the players and diverse game forms!
- Teach athletic and coordinative basics in every training session through complex training forms!
- Motivation and fun playing football is the most important standard of training! Accordingly choose and test every form of play and practise!
- Take note of every player, always praise and motivate them! Show patience!
Example Training Session 2
Checklist

**WARM UP**

- Clock: 20 MINS
- 1 Ball for every player
- 6 Cones
- 10-12 Tyres or Hoops

**MAIN PART**

- Clock: 40 MINS
- 10 Balls
- 8 Cones
- Bibs in three colours
- 1 Goal
- 2 Wooden poles or Benches
- 2 Hoops

**CONCLUSION**

- Clock: 20 MINS
- 2-3 Balls
- 6 Cones
- Bibs in three colours
- 2 Goals
**ATHLETIC DEMANDS**

**Example Training Session 2 for Children aged 10-12**

**WARM UP**

**20 MINUTES**

**PHASE 1**

**Tyre Chase**
- Distribute 1-2 tyres less than there are children.
- The players dribble in between the tyres.
- When the coach gives the signal, every player immediately captures a tyre by putting his foot on it.
- The players that could not capture a tyre receive a minus point.
- Who has the least minus points after five minutes?

**Variations and Pointers**
- The players dribble in between the tyres.
- When the coach signals, and before they may capture the tyre, the children have to perform an additional exercise, e.g. throw the ball into the air by hand three times and catch it again.
- Gradually remove a tyre at a time.
- Let the children dribble among the tyres for a longer period in the first phase!
- Possibly use mats instead of tyres. To capture a mat, the player will have to flick the ball onto the mat by foot.

**PHASE 2**

**Exercises with Tyres**
The players perform the following exercises with the ball in the hand:
- Bounce the ball forwards in between the tyres,
- Bounce the ball sideways in between the tyres,
- Bounce the ball backwards in between the tyres,

*Competition:* At a signal, the players run with the ball in their hand as fast as they can to every tyre, thereby bouncing the ball once in each tyre. Who finished this first?

**Variations and Pointers**
- *Competition:* Run with the ball in the hand to every tyre. The players must bounce the ball twice in each tyre.
- *Competition:* Run with the ball from tyre to tyre. Bounce the ball in between the tyres as well.
- Organise a group competition: one player per group performs the exercise, then high-fives the next, as in a relay race. Which team finishes first?
- Performance-weaker children may hold the ball with both hands and then bounce it.
- Come up with motivating exercises, e.g. "Who can bounce his ball for 30 seconds in the specified way?"
Example Training Session 2 for Children aged 10-12

MAIN PART

40 MINUTES

PHASE 1

Play Ball and Shoot Goals 1
- Two teams play against each other in half a pitch.
- The third team does goal-shooting exercises in the other half.
1. Both teams play the ball to each other by hand. Only three steps may be taken with the ball in hand.
- Place one player of each team on a box, with a tyre in his hand, on the outer line.
- While playing against each other, the teams try to throw the ball through the tyre that the player holds up high.

- Vary how the tyre is held as per desired situation.
- Striker and defender may not enter the goal area (restricted zone!)
- Regularly swap the players on the boxes.
2. Place one long bench diagonally towards the goal and goalkeeper.
- The first player of the team does a short dribble and kicks the ball against the long bench.
- The ball bounces off the bench and the player must now kick the ball towards the goal.
- Immediately after that, the next player must play his ball, starting with a short dribble.
- The players count the goals. Who has succeeded in shooting the most goals?

Pointers
- Possibly place two players per team on the outer line.
- Four or five players can play the same game!
- If the hall is small, consider letting the third team do exercises that do not need a lot of space, e.g. pass exercises against the wall of the hall.
- A handball or volleyball can also be used!

PHASE 2

Play Ball and Shoot Goals 2
- Two teams play against each other in half a pitch.
- The third team does goal-shooting exercises in the other half.
1. Cone ball 6-on-6:
- Both teams play the ball to each other by hand. The ball may be bounced, but only three steps may be taken with the ball in hand.
- Have one player stand behind the opponents' goal line with an upside-down cone.

- Aim is to play the ball so that the player can catch the ball with the cone.
- Preferably, use a smaller ball, e.g. handball or gymnastics ball!
- Which team will manage the most "cone goals" in the given time?
2. Place two long benches diagonally to the goal and goalkeeper.
- The long benches are numbered.
- The first player starts dribbling. The coach then calls a number and the player immediately kicks the ball against that long bench. He then kicks the ricocheting ball towards the goal, etc.
- Who will manage to shoot the most goals in the given time?

Pointers
- Possibly use two goal players per team.
- Four or five players can play the same game!
- If the hall is small, consider letting the third team do exercises that do not need a lot of space, e.g. pass exercises against the wall of the hall.
- A handball or volleyball can also be used!
CONCLUSION

20 MINUTES

PHASE 1

Flying Swap

- Divide players into three teams.
- Have one goalkeeper per goal.
- Two teams play against each other, the third team remains on the sideline.
- The team that shoots a goal stays on the pitch, changing direction and attacking again.
- The other team swaps with the team on the sideline.
- Which team was the first to shoot five goals?

Variations and Pointers

- The swapped team begins with the ball.
- When there is a new pairing, the coach kicks the ball onto the pitch.
- The team on the sideline must constantly be ready to play and when a goal is shot, they must ensure that they swap onto the correct side!
- This has the advantage that there are no long waiting periods per team.
Example Training Session 3
Checklist

**WARM UP**
- 20 minutes
- 20m
- 1 Ball for every player
- 10 Cones
- Bibs for half the players
- 2 Hoops
- 5 Pairs of 'Memory Cards'

**MAIN PART**
- 40 minutes
- 25m
- 1 Ball for every player
- 5 Cones
- Bibs for half the players
- 15m
- 2 Goals

**CONCLUSION**
- 20 minutes
- 25m
- 2-3 Balls
- 4 Cones
- Bibs for half the players
- 15m
- 2 Goals
Example Training Session 3 for Children aged 10-12

WARM UP

20 MINUTES

**Exercise 1**
- Place two hoops 15m in front of two starting position cones.
- Place 12 cards in each hoop, face down. There are two cards each with the numbers 1 to 6.
- Divide the players with balls into two groups and position them behind the cones.

Memory-Dribbling
- On a signal by the coach, the first player of each group dribbles to the hoop and uncovers two cards.
- If the player uncovers two identical cards, the cards remain uncovered. If the numbers on the cards are not identical, the cards have to be placed face down again.
- Then the player dribbles back to the starting cone and high-fives the next player, etc.
- Which team is the first to uncover all the cards in the hoop?

**Exercise 2**
- Same as exercise 1, but add four cones each to mark a straight slalom course between the starting cones and the hoops.

**Exercise 3**
- Same as exercise 2, but with diagonal slalom courses between the starting cones and the hoops.

**Pointers**
- If there are no hoops available, lay out the cards in tyres or small cone circles.
- The coach can write the names of famous football clubs or football players onto the cards instead of numbers.
- One can also use the cards of regular memory games.
- If the players have no luck in uncovering the cards, a little bit of help is quite okay - assist in experiencing success!
Example Training Session 3 for Children aged 10-12

**PHASE 2**

**Memory-Dribbling with Opponent**
- Add four cones, mark a defence area of 5m x 5m between the starting cone and the hoop.
- Position a player without a ball of the other team in each defence area.
- Procedure as in **Warm up - Phase 1**.
- While dribbling from the starting cone to the hoop, the player has to dribble through the defence area.
- The player in the defence area has to win the ball and play it out of the defence area.

- If he succeeds, the next player starts immediately.
- Which team is the first to uncover all the cards in the hoop?

**Variations and Pointers**
- The player in the defence area remains seated (as a "crab") and has to try to play the balls out of the area.
- Erect a cone goal (width: 5m) instead of a defence area. The defenders only defend the line of the cone goal.
- Increase the size of the defence area and add another defender (makes it more difficult for the dribbler).
- Vary the exercise so that all dribblers have a chance to dribble through the defence area.
- If a ball is played out of the defence area, the next player has to start dribbling immediately, thereby using the unfavourable position of the defender.
- Place fewer cards in the hoop if the game takes too long.

This exercise encourages the players to think on their feet.
MAIN PART

40 MINUTES

PHASE 1

Exercise 1

This exercise increases the player's self-confidence on a successful run, but also increases the whole team's feeling of success.

Exercise 2

Exercise 3

1-on-1 against 2 Goals

Mark a pitch of 15m x 25m.
Place a goal with goalkeeper on each baseline.
Divide the players into two teams and place them diagonally opposite each other next to the goals.
Only the players of one team have balls.
Exercise 1

The first player of the ball owners dribbles onto the pitch.
At the same time a player of the opposing team runs onto the pitch for a 1-on-1 against two goals with goalkeepers.

As soon as a goal has been scored or the ball is out-of-play, the next two players start their 1-on-1.
Exchange the attackers and defenders after ten rounds.
Which team scored more goals?

Exercise 2

Same as in exercise 1, only now the ball owner passes the ball to the opposite player before the 1-on-1 situation.

Exercise 3

Same as in exercise 2, only now the ball owner throws the ball to the opposite player.

Pointers

If the 1-on-1 takes longer than 30 seconds, abort.
Urge the players to play the 1-on-1 fairly.
The goalkeepers play as additional passers in the rear area.
If the game does not get going properly in exercise 3, then roll the ball.
Example Training Session 3 for Children aged 10-12

PHASE 2

1-on-1 against 2 Goals with additional Exercises

- Place a cone in the centre of the pitch.
- All the players have balls.
- On a signal by the coach, the first players of each team dribble onto the pitch.
- One player dribbles straight towards the opposite goal, shoots and is now a defender.
- The player of the other team dribbles around the cone in the centre of the pitch and plays a 1-on-1 against the defender.

- Every game takes as long as it takes for a goal to be scored or the ball to be out-of-play. Then the next two players start immediately.
- Exchange the attackers and defenders after ten rounds.
- Which team scored the most goals?

Variations and Pointers

- On a signal by the coach, the players dribble around a cone on the corner of the playing field. Then one player shoots at the goal, the other player dribbles around the cone in the centre of the field and then plays a 1-on-1.
- Take a risk and dribble quickly and courageously.
- Dribble straight at the goal.
- Draw the attention to the use of dummies (e.g. dummy shot).

After the player has shot a goal, he has to take over the role of a defender.

The player thus experiences the game from both sides.
CONCLUSION

20 MINUTES

PHASE 1

Transfer Game

- Mark a pitch of 15m x 25m with two goals with goalkeepers.
- Divide the players into two teams.
- The teams play 5-on-5 against the goals with goalkeepers.
- The playing time is three times ten minutes.
- One player can be "transferred" to the other team after every game. The losing team may choose a player of the other team.
- Which team has scored the most points and goals after three games?

Pointers

- Let the players play without rules and regulations.
- Every player may only be "transferred" once.
- The players discuss transfers within the team. The coach can give advice.

Teamspirit and self-determination are encouraged in a game such as this one.
Example Training Session 4
Checklist

**WARM UP**
- 2-3 Balls
- 8 Cones
- Bibs for half the players
- 20 MINUTES

**MAIN PART**
- 1 Ball for every player
- 8 Cones
- Bibs for half the players
- 2 Goals
- 40 MINUTES

**CONCLUSION**
- 10 Balls
- 10 Cones
- Bibs for half the players
- 2 Goals
- 20 MINUTES
ATHLETIC DEMANDS

Example Training Session 4 for Children aged 10-12

WARM UP
20 MINUTES

PHASE 1

Exercise 1
- The coach calls out the number of obligatory contacts.
- The players at the corners pass the ball one position further anticlockwise with the corresponding number of contacts.
- The players on the pitch pass the ball freely with the corresponding number of contacts.
- The coach calls out a new number of ball contacts every 20 seconds.

Exercise 2
- The players on the pitch are exchanged every two minutes.

In this exercise the players have to listen to commandes while working effectively as a team.

PHASE 2

Contact Specifications

Exercise 1
- The coach calls out the number of obligatory contacts.
- The players at the corners pass the ball one position further anticlockwise with the corresponding number of contacts.
- The players on the pitch pass the ball freely with the corresponding number of contacts.
- The coach calls out a new number of ball contacts every 20 seconds.

Exercise 2
- The two players at the top cones practice simultaneously.
- They pass to the players at the other cones and follow through.
- The players at the lower cones run towards the ball and then diagonally dribble onto the pitch.
- With the number of obligatory ball contacts given by the coach, they pass the ball to the player of the group diagonally opposite them.
- They conclude the pass by following through and joining the queue of the other group.

Pointers
- The coach can specify the number of contacts for both pitches at the same time.
- Due to the always-changing number of ball contacts, the players constantly have to adapt to new situations.
- The players without a ball have to watch the ball carefully and move into an open space.
- Do not specify a direct play!

Variations and Pointers

Relief 1: The coach specifies only one contact that is valid for all players.
Relief 2: The coach only specifies the number of passes that have to be passed in the pass group before the ball may be passed to the target pitch.
Complication 1: Every player on the target pitch has a ball. The attackers leave their balls and try to play as many as possible opponent’s balls out of the pitch.
Complication 2: Name only one target player who may receive the pass and who will subsequently function as attacker.

Swap the tasks after five actions.
During the time that the catching is taking place on the second pitch, the players can pass the next balls to each other within their group. Have sufficient replacement balls available.

Reward for Catching
- The coach starts the action by calling out the number of contacts.
- The players now have to pass three times to teammates on their own pitch.
- Then they pass to a teammate on the other pitch.
- The team that is the first to control the ball on the target pitch may kick off as many as possible opponents for the next 30 seconds.
- One point for every captured opponent.
Example Training Session 4 for Children aged 10-12

MAIN PART
40 MINUTES

PHASE 1

Goal Shooting Duel 1
- The players of each pair compete against each other.
- The players dribble onto the pitch diagonally and shoot at the goal from the side of the cone.
- The players stand in line at the other goal.
- Every player counts his own goals.

Variations and Pointers
- If a player scores a goal and his direct opponent misses, his goal counts double.
- Carry out a goal shooting competition: On a signal by the coach, both players start onto the pitch. The player who scores a goal first receives two points.
- Take care that every player shoots at the one goal with the right foot and at the other goal with the left foot.
- The players only compete with their direct opponent.
- The player who has scored the most goals after six shots wins the match.
- Subsequently put together new pairings, thereby letting winner compete against winner and loser compete against loser.

PHASE 2

Goal Shooting Duel 2
- One player is the attacker and the other player is the defender.
- The attacker dribbles onto the pitch and must shoot at the goal before reaching the borderline of the square.
- The defender has to try to follow him and prevent the goal.
- Swap the tasks after every action.

Variations and Pointers
- Start on a signal by the coach.
- The attackers may decide if they want to try to shoot at the goal from the border of the square (two points) or after dribbling over the line to try to outmanoeuvre the goalkeeper on their own (one point).
- Complication: The defender starts the action by going onto the pitch. The attacker has to outplay the defender in a frontal 1-1.
- Adapt the level of difficulty to the performance standard of the players: Increase or decrease the distance between the attacker and the defender, or vary the shooting distance to the goal.
- The defender, who starts after the attacker, forces the attacker to make his way forwards as quickly as possible and to purposefully shoot at the goal.
CONCLUSION

20 MINUTES

PHASE 1

- Children show great enthusiasm and interest in new games and exercises. It helps develop their own creativity.

**Bonus Goal Shooting**
- Set up two large cone squares, placing one goal in each square diagonally opposite each other.
- Divide the players into two teams.
- Of those teams, decide on one group as the playing group and the other as the goal-shooting group.
- Pitch 1: 3-on-3 against the large goal. One player acts as an additional passer outside the pitch. If the defending team wins the ball, they will have to pass it to their own passer outside the pitch before they will be able to shoot at the goal again.
- On scoring a goal on pitch 1, the scorers can win further points on pitch 2, after receiving passes from the teammates behind the goal through two bonus goal shots.

**Variations and Pointers**
- The outside passers may also score a goal through a long shot.
- The outside passers of pitch 2 move onto the pitch, when they are in control of the ball, to create a 4-on-3 situation.
- If the goal shooters score goals with both bonus shots, they receive a further bonus spot kick.

*Duration of round: three minutes. Then swap tasks.*
- After every scored goal on pitch 1, the successful team may also start the next attack.
- The bonus goal shots have to happen quickly one after the other.
- Have sufficient replacement balls available.
Example Training Session 5

Checklist

**WARM UP**
- 20 minutes
- 6 Cones in 3 different colours
- 1 Ball for every player
- 12 Conos
- Bibs for half the players

**MAIN PART**
- 40 minutes
- 1 Ball for every player
- 15 Cones
- 2 Goals

**CONCLUSION**
- 20 minutes
- 2-3 Balls
- 2 Goals
- 12 Cones
- Bibs for half the players
Example Training Session 5 for Children aged 10-12

WARM UP
20 MINUTES

PHASE 1

Magical Centre

Exercise 1
- The players run through the pitch.
- Two players with a ball dribble through the smaller cone square, in the centre of which they execute a dummy move of their choice.
- Then they pass the ball to a teammate.

Exercise 2
- Position the players evenly at the cones.
- Two players at one of the rhombus cones have a ball.

Pitch 1: Mark a large and a small cone square (see illustration)
Pitch 2: Position cones in the shape of a large diamond and place different coloured cones in the centre
Divide the players into two teams

This exercise has a mixture of player and team success.

PHASE 2

Complex Dribble Catching

Exercise 1
- Divide into two teams and number the players.
- The players with balls move around the pitch freely.
- The player who dribbles through the cone square first may kick off the opponent’s team players for 30 seconds.
- While doing this, runners and catchers have to keep their balls at their feet.

Exercise 2
- Divide the players into two teams and assign them to their cones, while ensuring that players of opposing teams stand opposite each other.
- When the coach calls out a certain number, the players with that number dribble through the different coloured cones.
- While doing that, they can try to kick their opponent’s ball away.
- After that they pass the ball to their opposite teammates, who then also have to run onto the pitch and dribble around two cones.
- They have to choose a different coloured combination!

Pointers
- Pitch 1: Exit the small square over the opposite line.
- The players have to spread themselves evenly over the whole pitch and not stay too close to the small square.
- Try to partner equally strong opponents.
- Variation: The losing team may redistribute the numbers after every round.
Example Training Session 5 for Children aged 10-12

Main Part

40 Minutes

Phase 1

Exercise 1
- Player 1 dribbles onto the pitch and into the first cone square. He then executes a dummy of his choice.
- He then speeds up and passes the ball to player 2.
- Player 2 traps and controls the ball and dribbles to the other cone square, where he executes the same dummy as player 1 did.
- Then player 2 increases his dribble speed and shoots at the goal.

Exercise 2
- Both players move one position further.
- Exercise 2
  - Position a defender on the centro cone line.
  - The first attacker dribbles onto the pitch and feigns a dribbling move across one of the outer lines.
  - The defender may only move along the centre cone line and moves to its side.
  - Then the attacker will try to catch the defender unaware and dribble over the other line.
  - He then shoots at the goal.

Pointers
- Let the players on pitch 1 choose their own dummy.
- Specify a certain dummy only after a few rounds.
- Check that the players demonstrate their dummy clearly to their partner and do not choose a too difficult one.
- Exit the small cone square after the dummy, while dribbling quickly.

Phase 2

Dummy-Duel
- By calling out a dummy, the coach gives the signal to start and the two first players dribble onto the pitch.
- When they reach the cone square, they execute the dummy and then shoot at the goal.
- The player, who is the first to score a goal, wins an extra point.

Variations and Pointers
- Appoint a player, who has to suddenly start dribbling. He is the signal to start.
- The player, who manages to exit the small cone square first, tries to outplay the goalkeeper in a 1-on-1. The other player must shoot from a distance.
- The competitive nature of the game guarantees maximum pace.
- Do not mark the cone square too small to be able to ensure the correct execution of the dummies.
- Reduce the size of the cone square after a few rounds to make it more difficult.

The players can make use of their creativity by deciding which dummy to use.
CONCLUSION

20 MINUTES

**PHASE 1**

**Double 4-on-3**
- Two pitches with one goal with goalkeeper and one cone line each.
- In addition, mark the centre line on both pitches.
- Divide players into two teams of seven players, then subdivide them into teams of three and four players.
- 4-on-3 on both pitches.
- The larger team attacks the big goal.
- For that the team has to dribble across the centre line.
- On winning the ball, the smaller team counter-attacks by shooting over the cone line.
- Duration per round: four minutes.

**Variations and Pointers**
- Counter-attack goals count double.
- The larger team starts every action from the cone line.
- If the player who dribbles the ball over the centre line also scores a goal, it counts double.
- After every round, one player of the team of four changes over to his team’s team of three.
- In that way, there are constantly new teams.
- The smaller team has to execute the counter-attack quickly and purposefully.
- In this case, the players should run a higher risk and look for 1-on-1 situations.

Even if players find themselves in the weaker team, they should resist the urge to be upset and instead look for opportunities to turn the game in their favour.

Don’t forget to shuffle the teams!
"Life Skills and Football" for Children aged 6-12 years

Life Skills / Social Skills

In the model training sessions, we have seen that many life skills are included in the games and exercises. Now we want to give you an idea of the most common life skills and their connection to football. We also want to give you pointers for including them in your training with children.

What do you think...?

Which life skills can be supported in football exercises/training with children aged 6-9 years?
Sample answers:

- **Respect** - for the coach, team-mates, opponents/adversaries, referees
- **Tolerance** - in relation to team-mates, gender, other opinions
- **Team Spirit** - with each other rather than against each other / we are stronger as a team

Which life skills can be supported in football exercises/training with children aged 10-12 years?
Sample answers:

- **Responsibility** - allow goals to be counted, announce team changes (role swaps), pick up litter
- **Teamwork** - Every player in the team must have touched the ball before a goal may be shot
- **Creativity** - Let the players look in the surrounding area for items they can use to build a course to dribble through
"Life Skills and Football" for Children aged 6-12 years

Life Skills / Social Skills Games

Often children and youths do not have a person they can confide in during difficult times. They might not have learnt enough to communicate properly. Games to get to know one another could be the first step to open up communication between the children and between the children and their coach. Coaches are often important confidantes. They can be important friends to children and youths in their time of need. Especially through these forms of play, the first step towards taking up communication with others will be easier. That also applies to the whole group behaviour, as new communication channels are opened here that can range from the superficial to the very deep, where integration of the new can be very beneficial and can give the first impulse for activities even over and above sport.

Use "Game 1 - Looking for Similarities" repeatedly for training purposes: one only needs to change the task description of certain situations. It certainly will not be used up after the initial use.

Through these games, the players will get to know each other better, and the coach will get to know the children and youths of his training group, as these games are suitable for all age groups.

Equipment checklist:

**GAME 1**
Looking for Similarities

- 10m
- 1 Ball per player
- 4 Cones

**GAME 2**
A Voyage through the Caribbean Sea

- 20m
- 1 Mat, Blanket or Box per 4-5 players

**GAME 3**
Blind Football

- 20m
- 1 Ball per 2 players
- 4-6 Cones per course of 2 players
- Blindfolds / Scarves
GAME 1

Looking for Similarities

All children run around in a small playing area in total disarray, while trying not to crash. When the coach gives the signal, all the children find a partner with whom they then have to find three common interests, e.g. "We love eating Pizza", "We are both wearing a white t-shirt", "We both love running". Then all the children form a circle and communicate their common interests to the others. In the next round groups of three have to be formed. After that, groups of four, five or more children have to be formed.

Variations

- The coach only advises the players by shouting how many members the group must have.
- With increased playing time, the possibilities to find common interests are limited: e.g. the outer appearance, sport and favourite food may no longer be taken into consideration.

Include in training session: WARM UP  MAIN PART  COOLING DOWN
"Life Skills and Football" for Children aged 6-12 years

GAME 2

A Voyage through the Caribbean Sea
All players lie on their back on the floor.
“We are the happy winners of a cruise to the Caribbean. We are lying on our deckchairs, enjoying the sun, when all of a sudden the alarm siren sounds. The captain shouts over the loudspeakers: “We are sinking! Man the lifeboats!” Everybody quickly jumps onto the safe lifeboats (soft surface). The water is however full of sharks. Therefore, nobody can put the hand into the water to paddle to the shore. The supplies of water and food are very tight. How can the holidaymakers save themselves and reach the safety of the shore (e.g. the other side of the hall, goal line)?
Important: The floor of the hall / pitch may not be touched.

Variations
• Younger children and small groups can use gym mats as lifeboats. Children can be the sharks.
• If you do not have a sports hall and mats, you can also play this game outside by using blankets or flattened cardboard boxes!

Safety First
At the beginning of the game in a hall, place the soft surface against the side of the wall, for safety measures, then it will not slip away when all the players jump onto it.

Objective
The players are in a seemingly hopeless situation and must find a way to save themselves. They discuss ideas, see how practical the ideas are and eventually solve the "big problem" together. The players co-operate with each other and experience support through others.

The solution to the game
All players go onto one mat and then move the empty mat forwards. Thereby all children go forwards.

It is important to develop the drama of the situation, especially in this game.

Reflection
In this game, the coach gets to know his group: Who are the decision takers, who are the followers of the group? Who assists in problem solving? Who has the deciding idea?
Clearly point out to the players that this phase of the game is the moment where one player has the solution and the players reach out to assist each other to get to the other mat.

Application
The coach, maybe even the children, will clearly see what also counts for every day: The children and youths realise that they need help to master life’s difficult situations.

Include in training session: WARM UP MAIN PART CONCLUSION COOLING DOWN
"Life Skills and Football" for Children aged 6-12 years

GAME 3

This exercise builds trust between the players.

However, ensure that the guiding player will not abuse this game and will not endanger the blind player!

Blind Football
- Two players with one ball work together.
- Player 1 will bind his eyes with a scarf.
- Player 1 has the ball at his feet.
- With bound eyes and the help of player 2, he shall dribble a certain distance.
- The players change the roles after every lap.

Variations
- Leading by using the voice
- Leading by touching
- Blind dribble contest. (see diagram)
- Player 1 kicks off the ball with bound eyes. With the help of player 2, he has to get his ball back as soon as possible.

Include in training session: WARM UP MAIN PART CONCLUSION COOLING DOWN

Make sure that the children do not cheat by deliberately fitting their blindfolds incorrectly.