**Cross and use your head**

Category: Games
Theme: Scoring
Objectives: Cross passing and scoring with a header
Players: 8 players and 2 goalies
Age: 12-18+
Space: A field of 45m x 30m with two official or 5m goals, two lateral zones of 5m and a mid-field line.
Material: 8 markers, 1 ball, 4 or 8 ribbons
Duration: 10 minutes

**Introduction**

Divide the players into two teams of four + goalies and distribute the ribbons to be tied to their heads. All players can score from their own half. Past the mid-field, the players can only score with a header or a volley. In the lateral spaces, the players can advance freely to give the cross pass.

**Points of attention**

The team in possession of the ball tries to create space for shots by outplaying an opponent or by using the lateral areas to advance freely. The advanced defenders and the goalies are trained in practicing and defending headers and volleys.

Golden phrase: A Champ! uses his/her head!
**Kick AIDS!**

**Category:** Collective skills  
**Theme:** Tactics  
**Objectives:** Changing tactics and playing with (dis)advantage  
**Players:** Two teams of 8 players (7 + GK)  
**Age:** 12-18+  
**Space:** A 20m x 40m rectangle with 2 goals of 5m each  
**Material:** 15 markers, 1 ball, 4 or 8 ribbons  
**Duration:** 10 minutes

**Preparation**

Prepare a 20m x 40m field with two 5m goals. Divide the field through midfield using markers. For the younger players, play on a slightly smaller field. Always adapt the field dimensions to suit the skills of the athletes. If the field is too big, the teams lose communication between defence and attack, and if the field is too small, the players will not have enough space to play.

**Introduction**

Divide each team into 1 goalie, 3 defenders, 1 midfielder and 3 forwards. Tactically, this is called the 3-1-3 system, 3 defence, 1 midfield, 3 attack). The game has the following rules:

- The defenders may not advance into their opponent’s half.
- The forwards may not fall back to defend in their own half.
- The midfielder is allowed to play across the entire field and advance at will.
- When a team suffers a goal, a defender becomes a forward.
- When a team suffers three goals, the game ends.

**Points of attention**

Pay attention to the use of the space. Often there is no communication between the defence and the forwards. But the ball can move at will from one half to the other half. Encourage players to exchange the ball between the defence and the forwards.

After a team suffers a goal, they change tactics in an attempt to win the game: they defend less and attack more. The team changes from the 3-1-3 system to the 2-1-4 system, that is, 2 in defence, 1 midfielder and 4 forwards. Now the defence is playing with a numerical disadvantage and the forwards are playing with a numerical advantage.
The forwards now have 2 tasks:

- Capitalize on the numerical advantage in the attack and try to score goals.
- Capitalize on the numerical advantage and form an alternative defence in the opponent’s half and recover the ball as fast as possible before it crosses the mid-field.

The team that scored also changes tactics. They go and play the counter attack and send the ball forward as quickly as possible, to take advantage of the weakened defence of the opponent.

**Introducing difficulties and variants**

**Touches**

Increase the degree of difficulty by reducing the touches to two: receiving, looking, passing and moving.

Further increase the degree of difficulty by reducing to one touch only. Now the players can’t receive, look and pass. Before they receive the ball they should have looked and must know where the ball will go: look, pass, move.

**Communication**

Appoint the midfielder as team leader. He has to guide the game: look, scream and point.

**Health and attitudes of a Champ!**

Let your players analyse the exercise. What did they learn? Review with your athletes the need to change tactics when the team is losing. Analyse the risks that this change entails and how this risk can be reduced. Review the need for the forwards to form an alternative defence to keep the pressure on the opponent’s half field.

Also analyse the opportunities created by the team that is winning. How is that they can take advantage of the change of tactics of their opponents? What are the tasks of the opponent’s defenders?

This game tells us the history of HIV and AIDS. How? Pay attention.

HIV is a virus that affects the body’s immune system. In other words, it diminishes the body’s defence system against diseases. Changing a defender into a forward weakens a team’s defence, just like what happens when someone is infected with HIV. In other words the team becomes “infected” and vulnerable.
The infected team with a vulnerable defence has to apply alternative ways to defend itself, just like an infected person with a weakened immune system has to look for alternative ways to defend him- or herself from diseases and stay healthy.

Fortunately, we do have alternative defences. For example:

- A balanced diet increases the body’s resistance.
- Not walking in the rain, but using an umbrella, protects against influenza.
- Washing your hands before preparing food, before eating and after using a latrine protects against cholera.
- Sleeping under a mosquito net and using mosquito repellent protects against malaria.
- Not drinking alcohol or drinking only very little, helps to keep the body’s defence system in good shape.
- Not smoking also helps to keep the body’s defence system in good shape.
- Exercising and practising sport helps to maintain a good physical condition.
- Getting enough sleep and not exhausting your body also strengthens the immune system.

All these behaviours are healthy, not only for an HIV-positive person, but for every athlete who wants to be a Champ! Make this analysis with the older players (from 10 years of age and older).

Golden phrase: The best defence is in the attack!
INDIVIDUAL SKILLS
**Serve well to receive better**

Category: Individual skills  
Theme: Mastery of the ball  
Objective: Receiving and passing the ball  
Players: 8 players in 4 pairs  
Age: under 8-12  
Space: A magic rectangle of 15m x 15m and 5m x 5m (and 8 goals of 1m each)  
Material: 8 (+16) markers, 4 balls  
Duration: 10 minutes

**Introduction**

Place a ball on each side of the small rectangle. If you have enough markers, place a 1m wide goal in the middle of each side of both rectangles. The goals are not always needed, but they increase the concentration and the level of performance of your players. Divide the players into pairs and assign one pair to each set of goals. The players should be behind their respective goals. The task is to pass the ball, through the goal posts, to the other player, who then returns the ball, also between the goal posts.

**Points of attention**

The players must keep the ball on the ground and it has to have the direction and speed to pass between the goal posts. Pay attention to the use of the feet and encourage firm passes.

**Introducing difficulties and variants**

**Use of the feet**

Force your players to use different feet and different parts of their feet. For example, tell them to receive the ball with the left foot and pass the ball with the right foot. Swap feet after two minutes. You can also change the part of the foot that is used, i.e. the inside or outside of the foot.

**Width of the goals**

As they control their passes better, let the players gradually diminish the width of the goals from 4 to 3, to 2 and to 1 foot.

**Distance of the pass**

Change the distance of the pass according to skills and objectives by increasing the size of the rectangles.
**Time and speed**
As your players master the pass, ask them to increase its speed. The pass should be firm. Ask them to make the maximum number of passes in 2 minutes.

**Touches**
Diminish the number of touches. Ask the players to do the exercise using one touch only.

**Movement**
Put the players in the larger rectangle in motion. Depending on your athletes’ skills, increase their speed. After a few minutes, change direction and then swap the players.

**Health and attitudes of a Champ!**
Let your players analyse what they have learned. Using three touches, the player is still able to correct a bad pass from his colleague. But the action takes time. With increased speed and reduced touches, the player will not be able to correct and the pass will go from bad to worse.

There is a saying: *Who serves well, receives well.* Let the players reflect on this for a moment. What does this mean for football?

Until they are 10 years old, the players can trick with ease, but after that they begin to discuss the collective game with the other players. How do your players feel when there is one player on the team who indulges in tricks until he/she is tired and then, only when there is no escape, passes badly to a team-mate? The players will probably get fed up with this player and start to avoid passing the ball to him/her. What happens to the team? What happens to the game? The game goes from bad to worse!

Consider that a Champ! knows how to trick but does not trick to show off. A Champ! only tricks to be able to better serve a fellow player. Wanting to serve fellow players is a very important attitude for a true champion and for your team to have.

**Golden phrase:** Serve well to receive better!
Control!

Category: Individual skills
Theme: Mastery of the ball
Objective: Mastery of the ball in the air
Players: 8 players
Age: under 8 - 12
Space: A magic rectangle of 15m x 15m and 5m x 5m
Material: 8 markers, 4 balls
Duration: 10 minutes

Introduction

The distribution of players and balls is the same as in the exercise “Serve well to receive better”. The player in the inner rectangle, throws the ball to the player in the outer rectangle. This player, in turn, masters the ball and returns it. Have the players who are kicking change feet after 2-3 minutes.

Points of attention

Pay attention to how players master the ball and to which part of the foot they use. Give directions for improvement.

Scoring

Count the number of times the ball is thrown. Each time a player manages to master the ball with one touch and returns it to his/her partner with the second touch, he/she scores one point.

Introducing difficulties and variants

Use of the feet
Ask the players to apply a certain technique: master the ball using the inside of the foot, with the foot’s instep, the head, the chest or their weaker foot.

Touche
Minimize the number of touches allowed. Force players to do the exercise using only two touches. When they manage that, reduce the number of touches to one.

Health and attitudes of a Champ!

The control of the ball is important. Without control, the ball bounces to any side. It’s the same in life, a Champ! should learn to control him- or herself and not bounce around like a loose ball.

Golden phrase: A Champ! is in control!
**Observe and Pass!**

**Category:** Individual skills  
**Theme:** Mastery of the ball  
**Objective:** Pass and move, observe and pass  
**Players:** 12 players  
**Age:** 8-14  
**Space:** A magic rectangle of 15m x 15m and 5m x 5m  
**Material:** 8 markers, 8 balls  
**Duration:** 10 minutes

**Introduction**
Place two players and two balls next to each marker of the inner rectangle. Place one player at each corner of the outer rectangle. The first player in the inner rectangle passes the ball to the player in the outer rectangle. This player returns the ball and moves to the opposite corner to receive the ball from the second player in the inner rectangle. After returning this ball, the player in the outer rectangle moves back to the starting corner to receive a pass from the first player in the inner rectangle (and so on).

**Points of attention**
The players must keep the ball on the ground. The players in the inner rectangle have to control the correct pace and speed of their passes.

**Introducing difficulties and variants**

- **Use of the feet**
  Tell players to use the right foot in one corner and the left foot in the other corner.

- **Touches**
  As the players begin to master the exercise, reduce the number of touches allowed.

- **Pace and speed**
  Increase the speed of the players in the inner rectangle.

**Health and attitudes of a Champ!**
Let your players analyse what they have learned. Who determines the moment, the speed and the direction of the pass? Is it the players in the inner rectangle, who pass the ball, or the players receiving the ball? The players who pass the ball are responsible for giving the pass at the right moment and at the right speed. To do this, they have to observe the movement and speed of their fellow player before passing the ball.

**Golden phrase:** Don’t order, but serve!
**Cut, turn and go!**

Category: Individual skills  
Theme: 1x1 – Changing direction  
Objective: Dribble, cut, turn and pass  
Players: 8 players  
Age: under 8 - 18  
Space: A magic rectangle of 15m x 15m and 5m x 5m  
Material: 8 markers, 8 balls  
Duration: 10 minutes

**Introduction**

Place a ball next to each of the 8 markers. Place a player next to each ball. Each player dribbles his/her ball to another marker. Shortly before reaching the marker, he/she cuts and turns towards the next marker. When introducing the exercise for the very first time, let the players complete the movements through the magic rectangle without the ball, as a warm-up exercise.

**Points of attention**

Let the players start by dribbling the ball with their best foot. When they cut and turn to the right, make them use the outside of the foot. When they cut and turn to the inside, make them use the inner part of the foot. The left-footed players should do things the other way round.

**Introducing difficulties and variants**

- **Speed**  
  When your players begin to master the ball, ask them accelerate the first steps immediately after a turn.

- **Use of the feet**  
  Change the foot and the part of the foot that the player uses to dribble the ball. Get the players to dribble with the inside or outside of the foot or with the sole of the foot.

- **Different cuts**  
  Depending on their skills, change the way of cutting and turning. For example, cut behind the leg or the “turn around the world”. Ask your players to explain and demonstrate their way of cutting and turning. They will love this!

- **Direction**  
  Change the direction of movement. Get player to move both clockwise and counterclockwise.

- **Opposition**  
  When the players master the cuts, halve the number of balls. Place four players next to the markers as opponents to create a slight opposition.
Health and attitudes of a Champ!

Analyse with your players what they have learned.

Changing direction or, more popularly called “cut, turn and go”, is a basic technique for passing an opponent in a 1x1 situation or for creating enough space to execute a better pass and change the game.

In life, it is also sometimes necessary to “cut and turn” to be able to reach your goal, for example, when you encounter an obstacle ahead that you can’t overcome. Don’t be stubborn and keep on using the same tool, the same argument or the same way over and over again. If you don’t succeed one way, try to achieve your goal another way: cut, turn and go!

This is lesson number 1, also for trainers. There will come a time when you design an exercise or a plan that your players are not able to understand or fulfil. Don’t shout, don’t insist, and don’t give up! Stop the exercise, analyse, reflect and make the necessary changes.

To err is not a problem. To err is to learn and develop. Trainers as well as Champs! have to be agile in the field and in life.

Golden phrase: A Champ! cuts, turns and goes!
**Brake, and Accelerate!**

Category: Individual skills  
Theme: 1x1 – Changing speed  
Objective: Drive, slow down, accelerate and pass  
Players: 8 players  
Age: under 8 – 18+  
Space: A magic rectangle of 20m x 20m and 5m x 5m  
Material: 8 markers, 8 balls  
Duration: 10 minutes

**Introduction**

Place the players on the corners of the rectangles. Each player has a ball. If you do not have enough balls, make groups of 2 or 3 players. Start by having the players dribble the ball along the sides and diagonals of the rectangle.

If you are working in groups of three players, have the first player drive the ball to the other side and deliver the ball to the second player, who drives the ball in the opposite direction, delivering it to the third player etc.

**Points of attention**

Pay attention to the position of the players’ heads. Do they look at the ball or ahead of them? Ask them to hold their heads high.

**Introducing difficulties and variants**

**Use of the feet**

Vary the feet and the parts of the foot that are used: the inside of the foot, the outside of the foot and the sole of the foot.

**Speed**

Introduce changing speed. Ask your players to stop and accelerate. They can vary the form of stopping and speeding up the ball.

**Opposition**

When the players begin to master stopping and accelerating, introduce a slight pressure on the player by adding an opponent.

**Health and attitudes of a Champ!**

Analyse with your players what they have learned. “Changing speed” is, like “changing direction” another basic technique to get past the opponent in a 1x1 situation or to create enough space to execute a pass the ball.
Stopping and accelerating are important skills of a Champ! One who is always running may not succeed because they have chosen the wrong path. Sometimes it is necessary to stop and think in order to be able to accelerate with more force and with more conviction, and on the right track.

Use this knowledge to develop your own work as well as when analysing aspects of training with your players.

Golden phrase: Brake, think and accelerate!
Showtime!

Category: Individual skills
Theme: 1x1 - Tricks
Objective: Self-esteem and improving the 1x1 game
Players: 8 players
Age: 8-18+
Space: A magic rectangle of 20m x 20m and 5m x 5m
Material: 8 markers, 8 balls
Duration: 10 minutes

Introduction

Tricks are the high points of the training session and of the game. Your audience loves them, your athletes love them, and not only the little ones, but the teens and adults as well. It is a way to assert themselves in the team and gain confidence in the game.

Distribute the players on the corners of the rectangle. Each player has a ball. If you do not have enough balls, make groups of three players each. Start by having the players dribble their balls along the sides or the diagonals of the rectangle.

If you are working in groups of three players, have the first player dribble the ball to the other side and deliver the ball to the second player, who dribbles the ball in the opposite direction, delivering it to the third player etc.

When a player dribbles along, he/she does a trick.

Points of attention

Pay attention to how players perform their tricks. Do they look only at the ball or do they also look around them? Ask them to hold their heads high.

Introducing difficulties and variants

Opposition
When players have mastered a trick trick, introduce a slight pressure on them by adding an opponent.
Consult your players on their preferred tricks.

Health and attitudes of a Champ!

Analyse with your players what they have learned. Why are tricks important tools for a player and a team? Why use tricks? Tricks serve to develop the player’s self-esteem. The public love tricks and the player grows from this. A player who masters the tricks can be decisive in a game.
However, while young players may indulge in tricks at will, older “tricksters” can also spoil a game and destabilize the team. Be aware of this.

A Champ! masters his/her tricks, but a great champion is not selfish and does not perform tricks only to show off. The champion plays in the team. Let your players reflect on the balance between individual and collective skills, on selfishness and on playing together.

Golden phrase: A Champ! has ego, but is not egoistic!
Introduction

On major tournaments, a big match in the knock-out phase often ends in a draw and penalty kicks bring the final decision. Some coaches consider the penalty circus as a lottery, others consider it as an essential part of football that can be and should be trained for. And although the pressure on a player in an important match has no comparison to the training, penalty kicks can be trained for, as a penalty taker and as a goalie.

Depending on the age of the players, make smaller or larger goals and choose the right distance for the penalty. Preferably, use the regulation dimensions. Senior and junior: 11 meters, others: 9 meters and the youngest players: 7 meters. Place a marker at the distance of the penalty and another marker five meters behind it.

Let each of the players try to score one or more penalties, without giving many instructions.

Points of attention

Let the youngest players (up to 8 years), simply shoot the penalties.

With the athletes of 8 years and older: start to pay more attention to how they shoot, the position of the body and the placement of the ball.

Health and Attitudes of a Champ!

With athletes of 12 years and older: have them experiment, discuss and find new ways of placing the penalty. Try the following analysis: Call the group together and analyse who scored, who didn’t, and what the different strategies were. Also ask the goalie to identify which penalties he managed to defend and what his strategy was in defending the penalties.

Who chose the side of the goalposts to place the penalty before starting to run to the ball? Who decided to place the penalty based on the movement of the goalie? Who chose to target the centre of the goal? It is likely that nobody tried to target the centre of the goal. It doesn’t seem very logical to place the penalty in the middle of the goal where the goalie is positioned. But maths shows us another reality.
For a long time, players used to choose to place a penalty either in the left or in the right corner. The goalie, in turn, chose one of the two corners to defend. This gave the goalie a 50% to choose the right corner.

In recent years, more and more players have developed the courage to place the penalty in the middle of the goal. Why in the middle? Because if the goalie chooses to dive to the left or right corner, the centre will be wide open for scoring.

Now the goalie has to make a choice between three options: defend the left side, defend the right side or stay in the middle between the goalposts. The goalie’s choice becomes more difficult.

Now repeat the exercise and ask your players to consider the centre of the goal as an option.

After the exercise call your players and the goalie and analyse. What was needed to place a penalty in the centre of the goal? The creative idea to do things differently, the courage to experiment and the conviction that you would score! Creativity, courage and conviction are important skills for a player on the field and in his/her life of the field.

The example of shooting penalties shows that it is sometimes worthwhile to question something we do every day and reflect on it. In this way we can arrive at new ideas and solutions. Having the courage, the conviction and the self-esteem to experiment are necessary skills of a Champ! Whenever you do individual exercises, encourage your players to have courage and to try new things!

Golden phrase: With courage, I make the difference!
Collective skills
**Turn your head!**

**Category:** Collective skills  
**Theme:** Vision and passing techniques  
**Objective(s):** Force the players to look around, better passing  
**Players:** 8 players  
**Age:** Ini, Juv, Jun, Sen  
**Space:** A rectangle of 10m x 20m  
**Material:** 8 markers, 2-3 balls  
**Duration:** 10 minutes

**Preparation**

Prepare a rectangle of 10m x 20m. Place 2m wide goals at a distance of up to 15 meters along the length of the rectangle.

**Introduction**

Place pairs of players at the base of the rectangle, divide them into two rows and give the balls to one row. The first player with the ball gives a pass forward. The first player in the other row runs after the ball and returns it. When the player returns, the pair change rows.

After each player has had a turn to both pass and chase the ball, introduce the following change. Instead of the player with the ball giving a pass and the other player running after the ball, it is now the player without the ball who starts running first. His/her partner in the other row has to give the pass so that the ball catches up with the running player. Let the players practise this exercise for the rest of the time available.

**Points of attention**

The players have to pass the ball with the right speed and direction.

**Introducing difficulties**

*Turn your head*

Repeat the exercise in the following training session. Ask the players to observe their fellow players running after the ball. You can bet that most players will run with their eyes fixed on the ball and that, once caught up, they will return the ball in the direction that they came from, without looking!

Now put yourself in the position of the player who makes the pass. Ask your partner to start, and when he/she catches up with the ball, to return it to you as fast as possible. When your partner runs after the ball, quickly move to one of the goals on the right or left-hand side of the rectangle. It is almost certain that your partner will return the ball to the place where you were originally standing. You can bet that the whole team will be laughing!
Analyse this with the players. What happened? Why does the player fix his/her eyes on the ball? What should he or she have done instead? Players who run after the ball have to look around and make a plan of what to do with it!

Let the players do the exercise in the following way: Player 1 starts running, Player 2 passes the ball in such a way that Player 1 catches the ball shortly after one of the goals, see drawing. Player 2 runs to either one of the goals. When catching up with the ball, Player 1 turns and passes in one touch to player 2, who dribbles the ball in one of the goals. This forces player 1 to look around in order to know which side Player 2 chooses. Tell them NOT to make it easy for their partners, but to force them to look around.

Health and Attitudes of a Champ!

Let your players analyse the exercise and what they have learned. Explain to your athletes the importance of “turning your head”, looking around and of knowing what is happening around you at all times.

In life things are not different. By looking around we can see opportunities, make a plan and score!

Get to know the world you’re living in. Read books and newspapers, listen to the radio and watch television and broaden your view. Don’t watch action movies only, watch documentaries and news bulletins.

Golden phrase: Turn your head and know the world around you!
Think one step ahead!

Category: Collective skills
Theme: Vision
Objectives: Looking, anticipating and communicating
Players: 8 players
Age: Inf, Ini, Juv, Jun, Sen
Space: A rectangle of 20m x 20m
Material: 4 markers, 1 ball
Duration: 10 minutes

Introduction

Place the players in a row and give them each a number from 1 to 8. This numbering is essential!

Ask the players to pass the ball around as follows: Number 1 passes the ball to number 2, number 2 passes to number 3 and so on. Number 8 passes the ball back to number 1.

After passing the ball, the players have to move. This way they are always in motion. Allow them a maximum of three touches. The player receives the ball, makes a move and turns in order to pass to the next number.

Points of attention

Do not let the players remain in fixed positions. Let them constantly switch positions.

Because of the numbering a player can’t pass the ball to just anyone, he/she has to look for where the next number is. It also forces the players without the ball to check where lower and the next numbers are. In this way all players are forced to look around and anticipate movements.

Scoring points

Each time that player number 1 receives the ball, the group scores a point.

Introducing difficulties

Depending on the age and skills of your players, introduce more difficulties.

Touches
Increase the degree of difficulty by reducing the number of touches to two: receive, look, pass and move.

In the following week, start by allowing two touches, then reduce to one touch. This makes the exercise complete. Now the players cannot receive, look, pass and move. They have to look before receiving: look, pass, move.
Pace and speed
Introduce the elements of pace and speed. Ask the group to try and score the maximum number of points in three minutes. To score more points, the players must look and anticipate better so that their fellow players can pass the ball without having to make a 180-degree turn. This will also stimulate the use of creativity and giving backward passes!

Communication
Let the players call out their numbers. Alternatively, forbid the players to call out their numbers. Here you can appoint one player who is allowed to direct the game and help his/her fellow players by pointing to the next player in line to receive the ball.

Extra
Number the players in a different way each time. For example: 1 to 8, 2 to 16, 3 to 24 and so on. In this way they learn the multiplication tables while training football.

Health and Attitudes of a Champ!
Let your players analyse the exercise. What have they learned? Analyse what happens when changing from two touches to one. Let them also analyse what communication works most effective.

Explain the importance of always thinking one step ahead to your athletes. The player, when asking for the ball, already has to have a plan for what he/she will do with the ball. Who will he/she pass to. If a player doesn’t know this then it might be better not ask for the ball.

Thinking one step ahead is also important in life. For example, when an athlete has a boyfriend or a girlfriend, what will they do when, all of a sudden, they feel like making love?

The Champ! who always thinks ahead, will be able to take advantage of many opportunities and avoid many problems on the field and in his/her life!

Golden phrase: A Champ! thinks ahead!
PART III

ORGANIZATION
Indice

Parte III Organization

Trainer’s Pledge
Organization
Training Programme
Session Programme
Trainer’s Evaluation Form
Player’s Development Form
Tournament: 2 x 4 teams
Trainer’s Pledge

Motivate and stay motivated.
Believe in myself and my players!
Prepare my practices.
My players come to play, let them play!
My players come to improve, let them improve.
Stimulate creativity in the game.
Create debate and encourage opinions.
Encourage hard work and courage.
Develop the players’ self-esteem.
Don’t talk much, let the players debate.
Don’t give answers, let the players reach the conclusions!
Respect opinions, and make sure that the players respect them too.
Dominate the process, not the players.
Be faithful to my feelings, when I feel something is not right,
let me reflect and listen to others.
Analyse, evaluate and develop
my work and my training sessions.
Review my work and this manual regularly!
Organization

Organization is an important aspect of all sports. Big events like the CAN, the Olympics or World Championships are complicated operations, that have enormous interests, costs and risks. Good organization is indispensable. Good organization at the community and neighbourhood level keeps the athletes, sponsors and trainers motivated.

Organization begins with the preparation of your training sessions and continues in the organization of competitions and tournaments. Here we present some forms that can help you to organize your work. These forms are not intended to limit or test you, they are tools to help you control and analyze the development of your work and of your players. Remember that analysis is the mother of all understanding, progress and development.

The organization of competitions costs time and money. But competitions are important for the motivation and development of your athletes. There are several ways to organize competitions. Large limitations on the organization of competitions include the amount of money available to spend on team transport and the limited time of the organizers, trainers and referees. If these have ever prevented you from having a competition, try having a mini-tournaments instead of single matches. Organize a tournament with four teams, where each team plays three games over one day. The time investment and costs of such a mini-tournament is significantly less than the costs of three games.

On the adjacent page, you will see a chart which is an example for arranging a competition with eight teams. The teams are divided into two leagues of four teams each. Each month another team hosts the tournament. After the first round of 4 months is over, the second round will be played by the first and second place teams from both leagues. The third and fourth place teams will also play another league.

If you have nine teams, make one league with four teams and the other league with five teams. If you have twelve teams, make three leagues of four teams each. Then, for the second round, the winners in each of the three leagues will play the second-place teams and so on.

You can reduce the time it takes you to organize a tournament even more, by creating one tournament with two different age groups and let them play simultaneously. In this way you spent one day and one dislocation for 2 times 3 matches. See the example at the end of the manual.
## Competition in tournaments

### First Round

<table>
<thead>
<tr>
<th>Team</th>
<th>Month 1</th>
<th>Month 2</th>
<th>Month 3</th>
<th>Month 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mandela</td>
<td>Field</td>
<td>Field</td>
<td>Field</td>
<td>Field</td>
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<tr>
<td>A. Neto Dragons</td>
<td>Neto</td>
<td>A. Neto</td>
<td>Dragons</td>
<td>Tico</td>
</tr>
<tr>
<td>Tico Tico</td>
<td>Mandela</td>
<td>A. Neto</td>
<td>Dragons</td>
<td>Tico</td>
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<table>
<thead>
<tr>
<th>Team</th>
<th>Month 5</th>
<th>Month 6</th>
<th>Month 7</th>
<th>Month 8</th>
</tr>
</thead>
<tbody>
<tr>
<td>Eagles</td>
<td>Field</td>
<td>Field</td>
<td>Field</td>
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</tr>
<tr>
<td>Arsenal</td>
<td>Mambas</td>
<td>Eagles</td>
<td>Arsenal</td>
<td>Pala</td>
</tr>
<tr>
<td>Pala Pala</td>
<td>Mambas</td>
<td>Eagles</td>
<td>Arsenal</td>
<td>Pala</td>
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### Second Round

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<th>Month 6</th>
<th>Month 7</th>
<th>Month 8</th>
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<tr>
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<td>Pala</td>
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</tr>
<tr>
<td>Tico Tico</td>
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<td>Mambas</td>
</tr>
<tr>
<td>Pala Pala</td>
<td>Eagles</td>
<td>Arsenal</td>
<td></td>
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<tr>
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<td>Dragons</td>
<td>Mandela</td>
<td>Eagles</td>
<td>Arsenal</td>
</tr>
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</table>

Tournaments allow for more games against lesser costs and time investment.
### Training Programme

<table>
<thead>
<tr>
<th>Name</th>
<th>Elisabeth Mugabe</th>
</tr>
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<tbody>
<tr>
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<td>Province</td>
<td>Manicaland</td>
</tr>
<tr>
<td>Period</td>
<td>April 2008</td>
</tr>
<tr>
<td>Age</td>
<td>6 7 8 9 10 11 12 13 14 15 16 17 18+</td>
</tr>
</tbody>
</table>

**Objectives for the period**

**Health**
- **Know the 5 moments it is imperative to wash your hands in order to avoid cholera.**

**Attitudes**
- **Believe that it is possible to win a game even in the last minute.**

**Individual skills**
- **1x1 - Learn a new fake.**

**Collective skills**
- **Improve changing over the game to the space**

**Tactics**
- **Nothing special**

**Notes:** Tell the players about personal hygiene. Invite the nurse to the training session on April 15.
# Training Programme

<table>
<thead>
<tr>
<th>Name</th>
<th></th>
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</thead>
<tbody>
<tr>
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<td>Period</td>
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<tr>
<td>Age</td>
<td>-6 7 8 9 10 11 12 13 14 15 16 17 18+</td>
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Objectives for the period

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<thead>
<tr>
<th>Health</th>
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</table>

<table>
<thead>
<tr>
<th>Attitudes</th>
<th></th>
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</table>

<table>
<thead>
<tr>
<th>Individual skills</th>
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</table>

<table>
<thead>
<tr>
<th>Collective skills</th>
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</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Tactics</th>
<th></th>
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</thead>
</table>

Notes:
## Session Programme

### Age group: 12-14

<table>
<thead>
<tr>
<th>Objective</th>
<th>Week 1</th>
<th>Week 2</th>
<th>Week 3</th>
<th>Week 4</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Attention for cholera</strong></td>
<td></td>
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<tr>
<td>Spread the virus</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
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<tr>
<td></td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td><strong>Objective</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Game/Exercise</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Change over game</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
</tr>
<tr>
<td></td>
<td></td>
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<td></td>
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</tr>
<tr>
<td>Id.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Cross and use your head</td>
<td>x</td>
<td>x</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Conviction</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4x4, 5 min. Team A starts with 0-1 disadvantage, and wins 5 points on win!</td>
<td>x</td>
<td></td>
<td>x</td>
<td></td>
</tr>
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</tr>
<tr>
<td>Objective</td>
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<td></td>
</tr>
<tr>
<td><strong>Exercise</strong></td>
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<td></td>
</tr>
<tr>
<td>A new fake</td>
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<tr>
<td>Left foot - right foot</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
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### Analysis and homework

Make the players collect info about cholera with their parents and tell them to bring it in on April 15, when meeting the nurse.

Practise the fake at home.
### Session Programme

<table>
<thead>
<tr>
<th>Age group:</th>
<th>Objective</th>
<th>Game/Exercise</th>
<th>Exercise</th>
<th>Analysis and homework</th>
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<tr>
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<td>Warm-up</td>
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</tbody>
</table>
**Trainer’s Evaluation Form**

<table>
<thead>
<tr>
<th>Name</th>
<th>John Mocumbi</th>
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<tbody>
<tr>
<td>Contact cell/tel.</td>
<td>83 83 83 83</td>
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<tr>
<td>District</td>
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<td>Zambézia</td>
</tr>
<tr>
<td>Period</td>
<td>January 2010</td>
</tr>
<tr>
<td>Age group</td>
<td>12-14 years</td>
</tr>
<tr>
<td>Week</td>
<td>1 2 3 4</td>
</tr>
<tr>
<td>Motivation</td>
<td>7.5 5 7.5</td>
</tr>
<tr>
<td>Preparation of training</td>
<td>7.5 5 7.5</td>
</tr>
<tr>
<td>Execution of training</td>
<td>5 5 5</td>
</tr>
<tr>
<td>Analysis of my work</td>
<td>5 5 7.5</td>
</tr>
</tbody>
</table>

**Objectives for the period**

| Motivation of athletes | 7.5 5 7.5 |
| Health                | 5 5 7.5   |
| Attitudes             | - 5 7.5   |
| Individual skills     | 7.5 5 7.5 |
| Collective skills     | 5 7.5 -   |
| Tactics               | 5 - -     |

**Sub-total**

| 30 | 27.5 | 30 |

**Divide by (number of values)**

| 5  | 5  | 4  |

**Mean**

| 6.0 | 5.5 | 7.5 |

**My comments:** Use this form as the tool to analyse and evaluate your own work as a trainer!

0 = below level / 5 = average / 7.5 = good / 10 = excellent
**Trainer’s Evaluation Form**

<table>
<thead>
<tr>
<th>Name</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Contact cell/tel.</td>
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</tr>
<tr>
<td>District</td>
<td></td>
</tr>
<tr>
<td>Province</td>
<td></td>
</tr>
<tr>
<td>Period</td>
<td></td>
</tr>
<tr>
<td>Age</td>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Week</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Motivation</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Preparation of training</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Execution of training</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Analysis of my work</td>
<td></td>
<td></td>
<td></td>
<td></td>
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</tbody>
</table>

Objectives for the period

- Motivation of athletes
- Health
- Attitudes
- Individual skills
- Collective skills
- Tactics

Sub-total

Divide by (number of values)

Mean

My comments:

0 = below level / 5 = average / 7.5 = good / 10 = excellent
## Player Development Form

<table>
<thead>
<tr>
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<tbody>
<tr>
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<td></td>
</tr>
<tr>
<td>Province</td>
<td></td>
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<table>
<thead>
<tr>
<th>Date of birth</th>
<th>Foot</th>
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<tbody>
<tr>
<td>Year</td>
<td>20...</td>
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<table>
<thead>
<tr>
<th>Evaluation Period</th>
<th>1-6</th>
<th>7-12</th>
<th>1-6</th>
<th>7-12</th>
</tr>
</thead>
</table>

### Health
- Personal hygiene
- Nutrition
- Mosquito net
- Condom use

### Attitudes
- Participation in organization
- Opinions
- Courage
- Self-esteem
- Communication skills
- Alcohol, drugs
- Cigarettes
- Other

### Individual skills
- Ball control
- Pass & receive
- 1x1 - Change of direction
<table>
<thead>
<tr>
<th>Category</th>
<th>Rating</th>
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</thead>
<tbody>
<tr>
<td>1x1 - Change of speed</td>
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<tr>
<td>1x1 - Fakes &amp; moves</td>
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<tr>
<td>Scoring</td>
<td></td>
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<tr>
<td>Shooting</td>
<td></td>
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<td>Headers</td>
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<tr>
<td><strong>Collective skills</strong></td>
<td></td>
</tr>
<tr>
<td>Reading of the game - Vision</td>
<td></td>
</tr>
<tr>
<td>Leadership in the game</td>
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</tr>
<tr>
<td>Communication in the game</td>
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<tr>
<td>Anticipation</td>
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<tr>
<td>Creativity</td>
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<tr>
<td>Collective play</td>
<td></td>
</tr>
<tr>
<td>Ball recovery</td>
<td></td>
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<tr>
<td>Cover to colleagues</td>
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</tr>
<tr>
<td><strong>Tactics</strong></td>
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<tr>
<td>Understanding</td>
<td></td>
</tr>
<tr>
<td>Execution of tasks</td>
<td></td>
</tr>
<tr>
<td>Other</td>
<td></td>
</tr>
<tr>
<td><strong>My comments:</strong></td>
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</table>

Use only the following values:
- 0 - below age group level
- 5 - room for improvement
- 7.5 - satisfactory
- 10 - excellent

Note: It’s not necessary to fill in values for all the categories. For example, do not evaluate a 6 year old for his/her understanding of tactics.
## Tournament: 2 x 4 teams

<table>
<thead>
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<tbody>
<tr>
<td>Date:</td>
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</table>

<table>
<thead>
<tr>
<th>League A</th>
<th>Age</th>
<th>B</th>
<th>Age</th>
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</thead>
<tbody>
<tr>
<td>A1</td>
<td></td>
<td>B1</td>
<td></td>
</tr>
<tr>
<td>A2</td>
<td></td>
<td>B2</td>
<td></td>
</tr>
<tr>
<td>A3</td>
<td></td>
<td>B3</td>
<td></td>
</tr>
<tr>
<td>A4</td>
<td></td>
<td>B4</td>
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</table>

- **06:30-07:00** Arrival of teams
- **07:00-07:30** Welcome, orientations and warming-up

<table>
<thead>
<tr>
<th>07:30-07:50</th>
<th>A1</th>
<th>A2</th>
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<tbody>
<tr>
<td></td>
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<tr>
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- **10:30-11:30** Contest: The complete Champ!
- **11:30-12:00** Results & goodbyes
## Results

<table>
<thead>
<tr>
<th>League A</th>
<th>Wins</th>
<th>Draws</th>
<th>Lost</th>
<th>Points</th>
<th>GF</th>
<th>GA</th>
<th>Place</th>
</tr>
</thead>
<tbody>
<tr>
<td>A1</td>
<td></td>
<td></td>
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<tr>
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Best player

Best goalie

<table>
<thead>
<tr>
<th>League B</th>
<th>Wins</th>
<th>Draws</th>
<th>Lost</th>
<th>Points</th>
<th>GF</th>
<th>GA</th>
<th>Place</th>
</tr>
</thead>
<tbody>
<tr>
<td>B1</td>
<td></td>
<td></td>
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<td>B4</td>
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</tbody>
</table>

Best player

Best goalie

Notes/analysis/points to improve:

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**Preparation:** Invitation for the teams (2 per suburb, different age groups)
Every team prepares questions for the Complete Champ! Contest

**Need:** 2 fields 20m x 30m, 2 balls, 32 cones, 4 goals or 8 cones, 2 referees, 2 whistles, 2 stopwatches

**Rules:** Rules of Kick Aids! game, games start/end with central time control

**Organization:** 1 coordinator, 2 referees, 4 (or 8) coaches

**Note:** Finish everything before midday!
This guide is for you, the trainers, who tirelessly dedicate your time to the young players in the suburbs and communities and who form the base for the future stars of Africa.

With this guide, we hope to extend a helping hand, that will allow you to take your players to another level: the level of Champ!

Champs! on the pitch and Champs! of the pitch, because a victory has to be prepared, long before the match.

Let the game begin!