

PATRYK ŻEBROWSKI

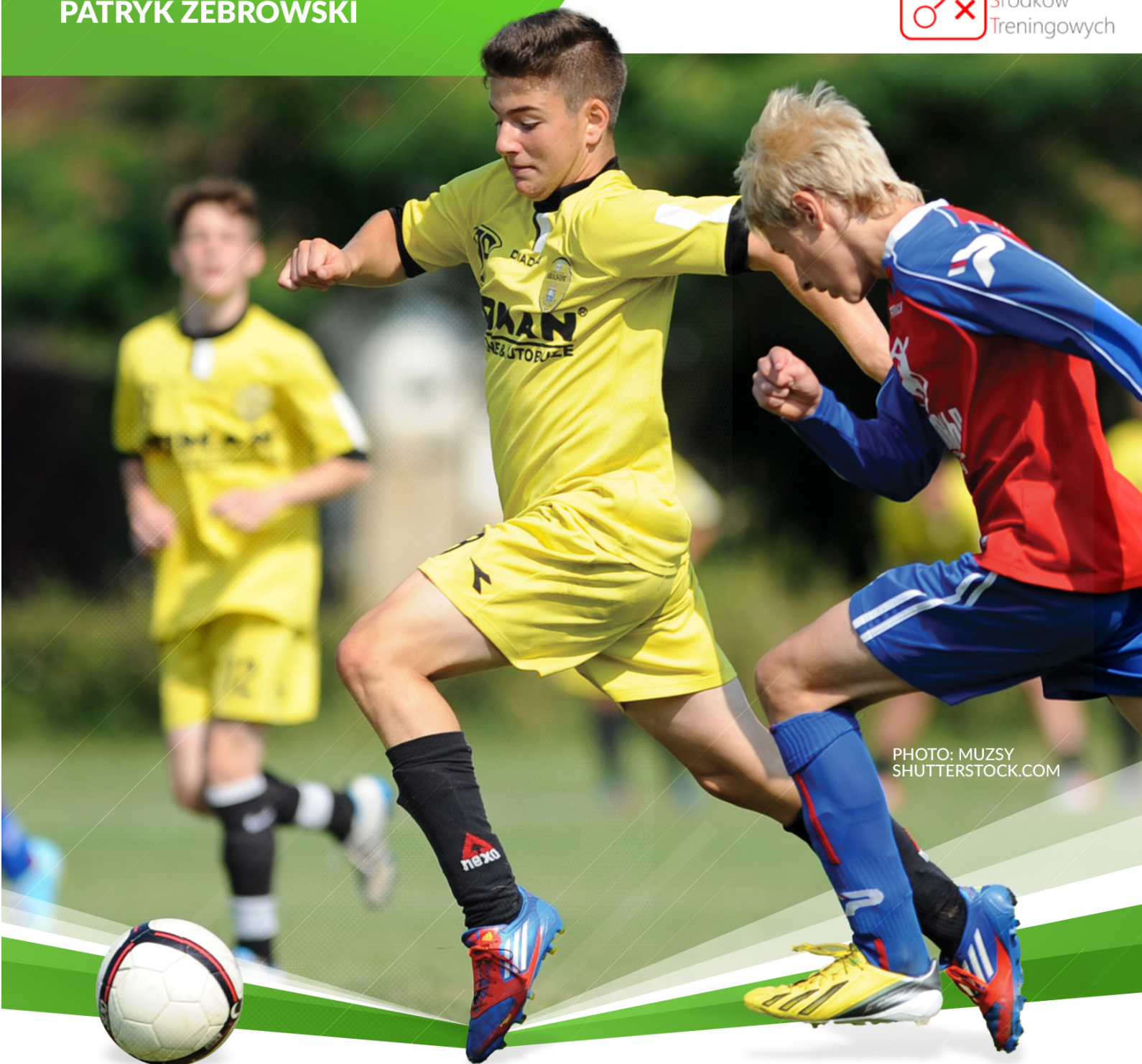


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# ELEVATING YOUTH-SOCCER U14-U15

*Innovative Drills & Tactics for U14-U15*





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Treningowych

**CATEGORY U14-U15**  
ORGANISATION AND WORKING ARRANGEMENTS  
PATRYK ŻEBROWSKI



**CATEGORY U14 -U15**  
**ORGANISATION AND WORKING ARRANGEMENTS**

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## **INTRODUCTION**

Dear trainer! We are very pleased to be able to share this book with you. We are glad that you have trusted us again and that you want to further develop yourself with the help of our publication. The book is a collection of ready to use training outlines that you can use in your next workout, it will allow you to save time and increase the effectiveness of each workout. In short, we give you maximum practice. We believe that this book will primarily serve as an inspiration for further development and will arouse in you the desire to deepen your knowledge. We hope that the material we give you will be even better thanks to you. We wish you fruitful reading and every success as a football coach.

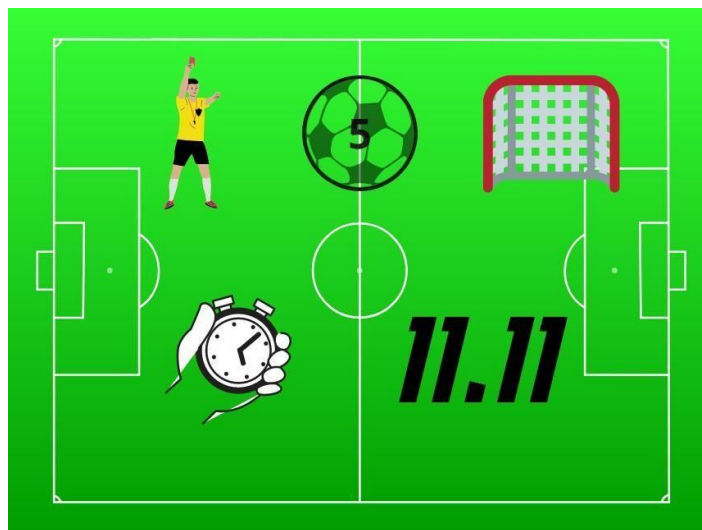
## **THE NEXT STAGE OF DEVELOPMENT**

Players in the u-13 category, returning to classes after the holidays, encounter the next stage in their development, namely the 11-a-side game. In fact, many of them had the opportunity to compete in an 11-a-side game already at the junior stage - many coaches organise control matches or arrange for selected players to move to older age groups just before the group enters the age of a tramp player, if they have predispositions for it, of course. On the other hand, teams from top academies (in most cases) have a chance to play regularly in a higher category. However, in my opinion, this is not good practice and we should not disrupt the development of a player by moving him permanently to an older age group. The key issue for me is the frequency, because I am very much in favour of a player participating in trainings with older age groups from time to time (in a specific period of time). However, we must put a lot of emphasis on the fact that it should proceed in a harmonious way and not disturb the process of development of our protégé. A good coaching practice is to use this type of transitions of the player as a reward for conscientious and effective work during classes. If we have an even level of skills in the group - none of the players significantly outperforms the others, we can organize transitions of players a year higher, for example appointing a different two players every week. As coaches, we must always remember and take into account that the players will face several changes during the transition:

- Pitch size,

- Goal size,
- Number of players,
- Game time,
- Three judges.

The variables I've outlined above are very powerful in capturing the imagination of the players, creating excitement for them because they finally have the opportunity to play under the same rules as their sports authority from television. The 11-a-side game is a huge opportunity to fulfill yourself as both a player and a coach. Let's not hide the fact that since the beginning of their coaching careers, everyone dreams of leading their team in such a formula. While the players can afford to be excited, we should keep our feet on the ground a bit more, because there's a lot of preparation, organization and planning for the sports camp we'll go to with our team.



## **FIRST STEPS OF TRAINER IN THE CATEGORY OF TRAMP PLAYER**

Undoubtedly, one of the most important traits a coach working with young people should have is patience. We have to remember that our players have to go through each stage of the training process gradually. We can't demand that the players who enter a new stage already have all the secret knowledge, just as we don't demand from the children who move from one class to another to know the whole educational program right away

after the summer holidays. It is us who take on the role of a mentor and our task is to pass on to the child the knowledge we have and to help him/her to consolidate the new knowledge. It is only through systematic work, self-development, raising our own professional qualifications and perseverance that we are able to create a good foundation for the development of our charges. We must put aside our exaggerated expectations and reliably assess the potential of the player in order to adjust the conditions for his development at the maximum possible rate. We must approach each person individually, each of us has a different potential, each of us has different predispositions and personality traits. It is exactly the same with the beginning athlete, we should get to know him thoroughly and find the right way to work with him. As coaches we have to be prepared for the fact that at this stage the players will function differently on the pitch, because it's a new situation for them and they've only just.

The first difficulty for the players is the distance they have to cover during the game. The first difficulty for the players may be the distance they have to cover during the game, we can also notice a large disparity in physical conditions between the players - all this will undoubtedly affect the quality of the game. Another big change for the players will be the size of the ball. We cannot expect the players to hit the ball (which is a size bigger) with the same force and at the same distance. Let's remember that only a month ago our players were using smaller balls with less weight, which can be a big problem for them. The quality of the ball is also very important. From my own experience I remember that it was not always comfortable to play with the host's balls, sometimes there were balls hard as stone, so once again we must show forbearance and patience. Another difficulty for the players, affecting the quality of the game is the change in the size of the pitch. So far in the youngster category the pitch was a bit flat and there was not enough

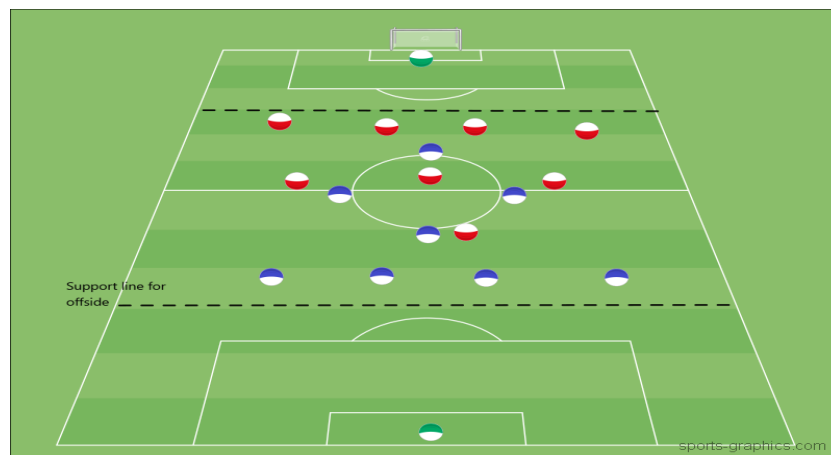


space for the attacking team to play on, so the offside rule hardly appeared in the game. In the moment of transition to the category of tramp players, the pitch is bigger and the



spaces automatically increase, then guarding the line of scrimmage can be a big challenge for our charges. Our role is to work successively supported by training measures adequate to the phase of the game and to the activities we are working on, so that we can only shorten the adaptation time of the players.

Setting an auxiliary line (offside line) will enable the players during the game to improve their behaviour in the defensive line, e.g. in the back four, so that the players do not break the line, and looking from the perspective of the players of the attacking team it can help to learn and improve running at pace or coming out of the depth (circulation movement). We weave this method into the teaching so that it doesn't become a monotony during class for the players.



## INDIVIDUAL APPROACH TO THE PLAYER

In the previous chapter I touched on the aspect of the disparity between players in terms of fitness. Depending on the predisposition of a player, this will affect his performance on the pitch. In my coaching career I've seen players with poor physical conditioning, but with a strong character, who are very good at 1x1. I have also seen players with better physical conditions and innate predisposition to play football, but some of them lacked confidence. Our job is to catch any imperfections and help the player build confidence or develop the right soccer attitudes through proper drills during training. As coaches we should not cross out a player who has a little less predisposition to

play at full strength and is not yet ready for it. Unfortunately, it often happens so that a young athlete loses motivation for further development. A better measure is to gradually introduce the player during the match, give him more minutes on the pitch and talk to him about what he still needs to work on during the training. We should be aware that not every player needs to play to his full potential and that this might have the opposite effect. If a player does not bring quality to the game, for example if he cannot hold onto the ball in the "9" position, it can cause a loss of confidence and a feeling that he is not needed by the team. However, it may turn out that if he is given a chance to play a few minutes on the pitch and manages to make a few good moves during the game, while receiving positive encouragement from the coach and teammates, his self-confidence will increase and this will have a positive impact on his football development. Youth work is a long-term process, you never know when you will get the hang of it.

A given player may surprise us with his potential, therefore crossing someone out at the moment of development is an unacceptable mistake. Of course, there are also situations in which we are not able to help some players in their development, because they themselves will not show the desire to train effectively or the desire to continue the football adventure. If a player shows a lack of desire to continue playing then unfortunately we have no influence on that. Of course it's always worth to encourage a player to continue playing, motivate him through conversations or by creating attractive training activities. In conclusion, we should try to assess not only the current level of a player's football skills, but also his potential. Moreover, we have to look globally at the player, at his material conditions (the material level is determined by the income of the parents, the family's housing, the diet, the provision of everyday items necessary for proper functioning), but also social or cultural conditions.

SUBJECT	CONSPECT 9: Opening and Building the Game		
MICROCYCLE	Attacking phase	MESOCYCLE	1
NO	9		
OBJECTIVE	Building the game		
COACHING POINTS	Open body position, strength and quality of passes, formation of the line of scrimmage, movement without the ball, passing/running		
TECHNIQUE / INDIVIDUAL ACTIVITIES	Open body position, strength and quality of passing, formation of the passing line, movement without the ball	MOTOR SKILLS	Development of speed/reaction time
GROUP / TEAM ACTIVITIES	Circling/Running	KNOWLEDGE	Confidence building

INTRODUCTORY PART I

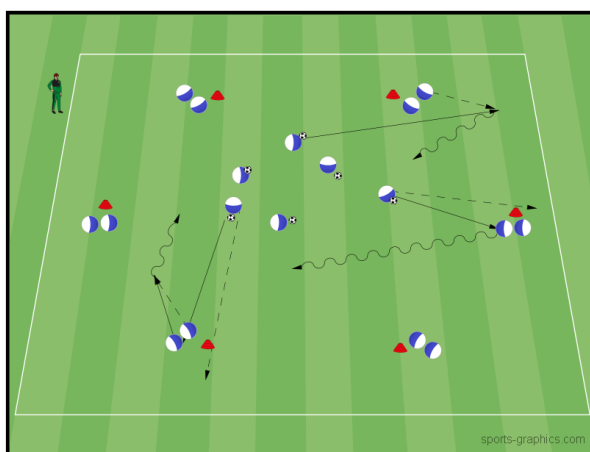
**Passes and receptions**

The players with the balls look for a player without the ball, directing a pass to him, and then run into the field. The player who receives the pass looks for a place on the cones.

We occupy a place where there is a maximum of one waiting player.

**Modifications:**

The coach designates 3-4 players who are going to receive the ball. When the ball is intercepted, they give the vest to the person who lost the ball.

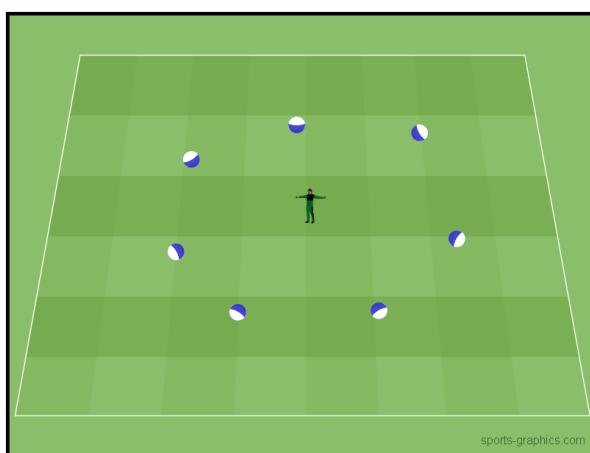


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INTRODUCTORY PART II

**Coordination + Speed (mirror)**

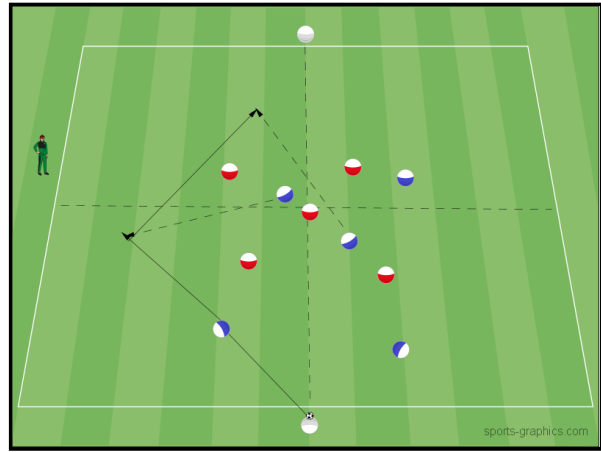
Players, after completing the ladder exercises, run into a square and the task of one player is to run up to the same cone as the opponent.



15 ⌚

**Game 4x4+N+Gk**

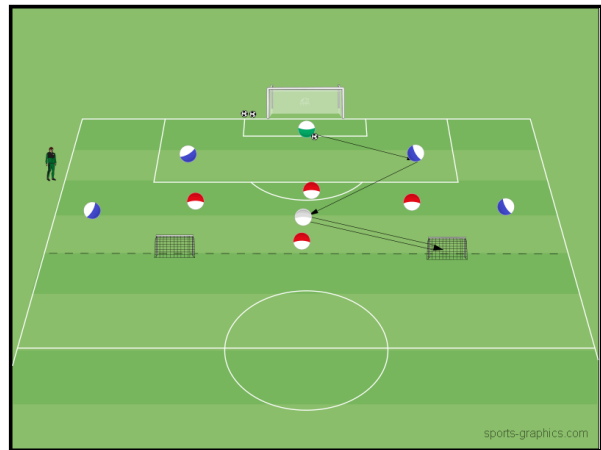
The blue team's task is to open the game with a finalisation on small goals using a neutral player. The red team, on the other hand, after the reception, attacks the big goal. The neutral player, after losing the ball to the team he was working with, tries to help with the rebound for a period of 3-5 seconds.



15 ⌚

**5x5+2 N**

The playing field is divided into 4 parts. The blue team's task is to stay on the ball by keeping the distances and using neutral players. A maximum of two attacking and defending players can be in one area. After the rebound, the defensive players move on to attacking actions.



15 ⌚

**Free play**

Players divided according to size into 2 teams. Free play. Players set in positions.



30 ⌚

**Organizational end of training**

Clean up, sum up, say goodbye and end the training.

