



THE COLLABORATIVE ABILITIES





The play a team is able to express on the field is the result of:

Technical abilities of the players

Game intelligence of the players

Organization of the collaborations

The development of tactical abilities allows the individual players and the team as a whole to respond to the various game situations effectively.

The development of these abilities is a long process, as long as the period of youth soccer.





In the initial phase, at the younger age levels of U10 to U13, since the instructor will focus his work on the general requisites of the game, we do not talk about tactics but we use the term collaborative abilities.

The focus will be on:

- stimulation to cooperation**
- development of the individual tactical thought**

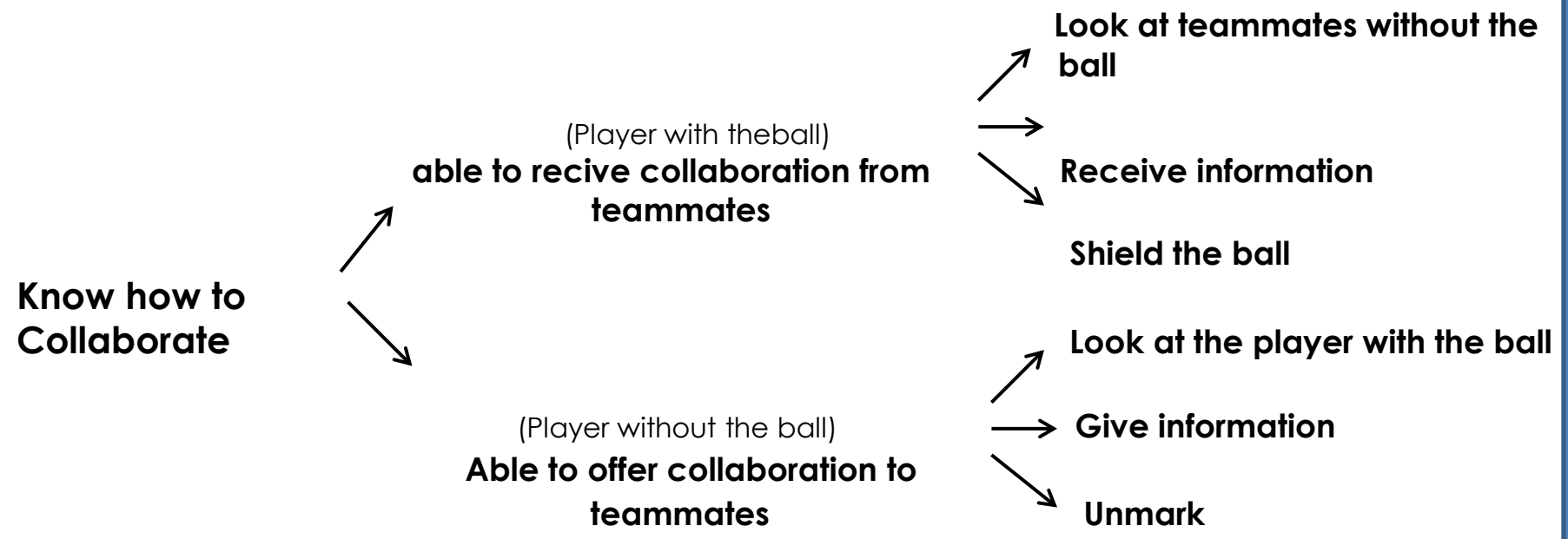


Significant elements of the technical/tactical learning

Significan elements of the technical tacial learning	Age									
	8	9	10	11	12	13	14	15	16	
Dynamics of game relations	player-ball				→		ball – teammates - opponents			
Type of activity	multilateral				→		specific			
Space	reduced				→		large			
Tactical thought	individual				→		group			
Passing	short				→		long			
# of players	7				→		11			
Complexity	easy				→		difficult			
Execution modality	accuracy				→		quick			
Perception	situation analysis				→		anticipatin of situation			
Organic workload	With many breaks				→		intens			
Tactical use	universal				→		specific			

With young players we must use clear and single concepts:

General objective	Specific objectives	Operational objectives (Ability to acquire)
-------------------	---------------------	--



The collaboration and game situations

The understanding and mastery of game situations is an essential step in the technical/tactical learning process, because they will facilitate the ability to analyze and select the most effective solution.

The direct experience of the situations, from the simplest, 2vs1, to those more complex, 2vs2, 3v3, allow the players to work in situations of numerical advantage and disadvantage which influences the play behavior.

Manage the ball in a 3vs1 situation is different than being alone against 2 opponents..

These situations of numerical unbalance are valuable from a teaching point of view because they allow the coach to explain the players the various tactical aspects.

Collaboration and game situations

When dealing with young players it is important to improve the offensive play, because it is more rewarding and more enjoyable by the players and because it allows technical development.

Only when this will be mastered by the players it will be the time to focus on the defensive abilities.



The learning path for the collaborative abilities goes through the knowledge and application of the individual abilities in the context of simplified situations and follows these phases:

Game situation	Offensive aspects	Defensive aspects
1vs1	<ul style="list-style-type: none"> • Shielding the ball • Dribbling • Shooting 	<ul style="list-style-type: none"> • Positioning • Ball control • Tackle
2>2	<ul style="list-style-type: none"> • As in 1>1 and: <u>For the player with the ball:</u> <ul style="list-style-type: none"> ❖ Passing ❖ Give and Go ❖ Give and Follow <u>For the player without the ball</u> <ul style="list-style-type: none"> ❖ Unmarking 	<ul style="list-style-type: none"> • Defensive collaboration with 2 players: <ul style="list-style-type: none"> ❖ Cover and support (diagonal)



Game situation	Offensive aspects	Defensive aspects
3>3	<ul style="list-style-type: none">• As in 2>2 and:<ul style="list-style-type: none">❖ Give and switch	<ul style="list-style-type: none">• As in 2>2 and:<ul style="list-style-type: none">• Defensive collaboration with 3 players:<ul style="list-style-type: none">❖ Pyramid (double cover)❖ Double marking
4>4	<ul style="list-style-type: none">• As in 3>3 and:<ul style="list-style-type: none">❖ Concept of sense of position❖ ability to interact with teammates maintaining the position	<ul style="list-style-type: none">• As in 3>3 and:<ul style="list-style-type: none">❖ Defensive collaboration with 4 players:<ul style="list-style-type: none">❖ Horizontal sense❖ Balanced



As far as the use of situations with different number of players:

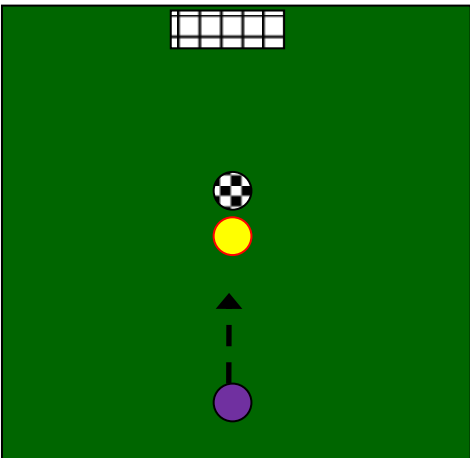
Game situation	Offensive aspects	Defensive aspects
1vs0	<ul style="list-style-type: none"> • Technical exercises, combination of fundamentals • Build up 	
2>1	<ul style="list-style-type: none"> • Numerical advantage ❖ Passing on the move ❖ Give and go ❖ Give and follow (support and overlapping runs) 	<ul style="list-style-type: none"> • Defend under numerical disadvantage • Challenge and delay
3>2	<ul style="list-style-type: none"> • Looking for 2vs1 • Continuity of support to player with the ball • Give and go 	<ul style="list-style-type: none"> • Defend L shape • Challenge and delay



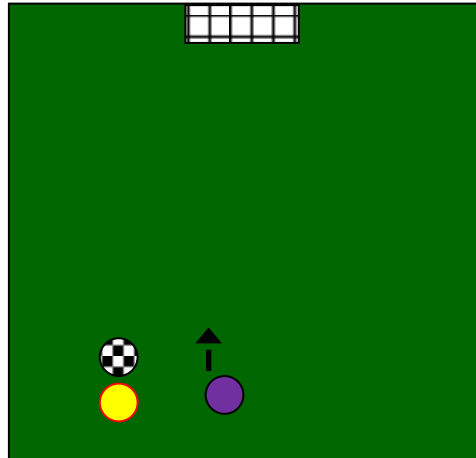
1>1 SITUATION

Ability to dribble, avoid or beat the defender in various situations

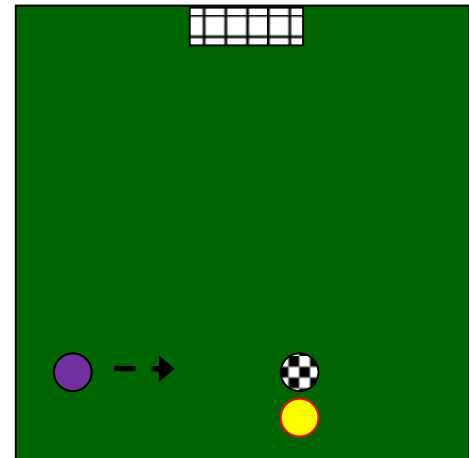
Defend with handicap



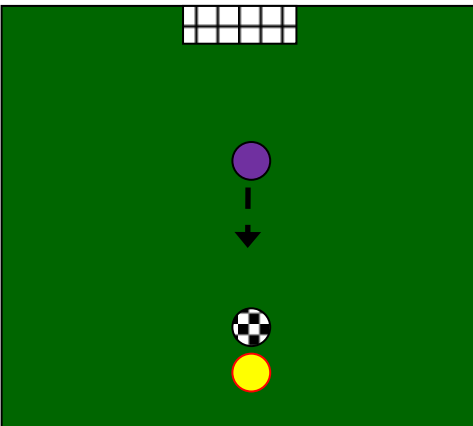
Defender side by side



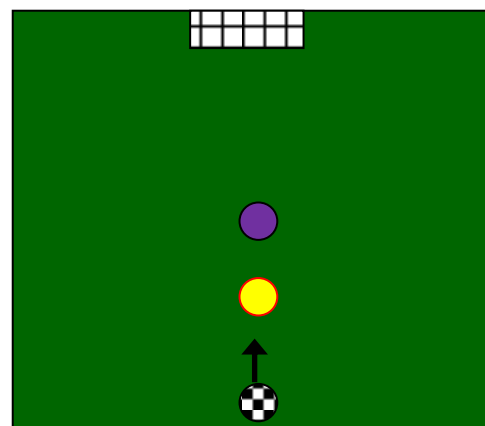
Lateral Defender



Frontale Defender



Defender on the back



2>1 SITUATION

The basis to develop team play start from the collaboration between 2 players.

2v1 game situation represents the fundamental of the collaboration ability.

The 2vs1 situation is the simplest because the player with the ball must select between only 2 options: look for a personal solution or pass the ball to the teammate.

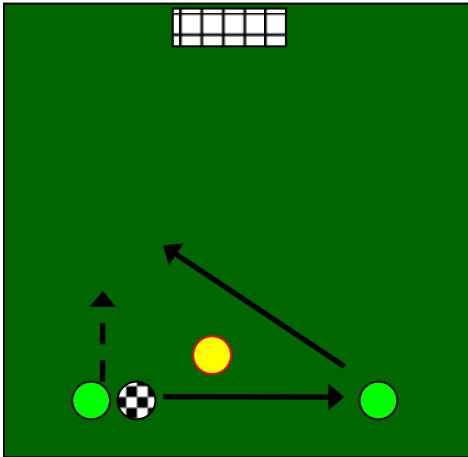
It is important to teach the players when to act and when to hold, both when attacking and when defending, and get the players used to adapt their behavior to the game situation.



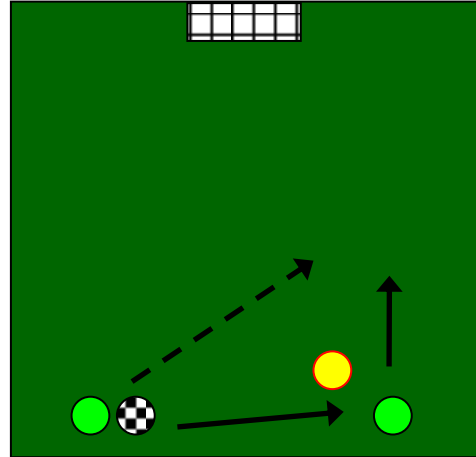
2>1 GAME SITUATION

Teaching games with 2 players can start from orizontal attacks

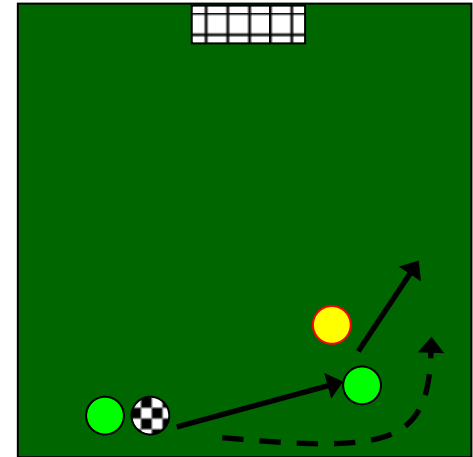
Wall pass



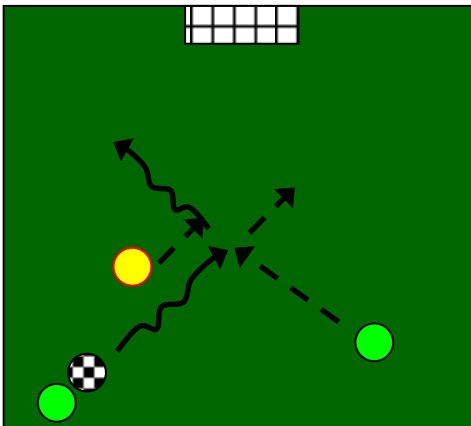
Give and go behind the defender



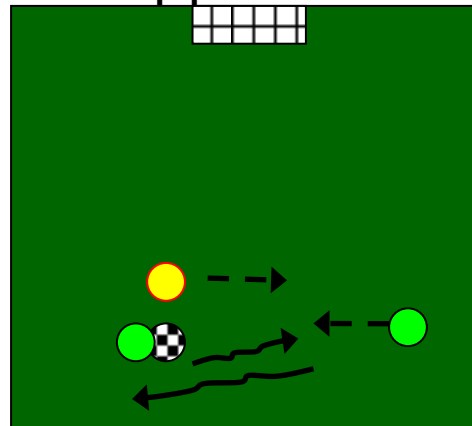
Overlapping



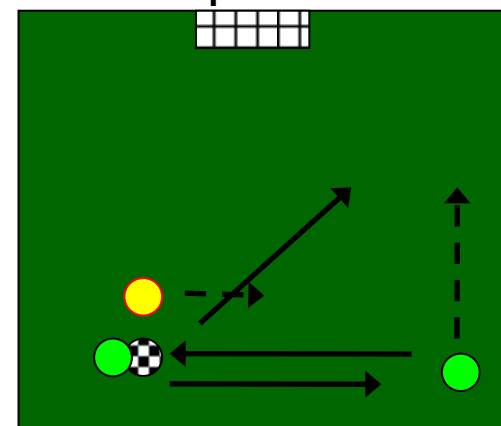
Criss-cross behind



Pick up pass



Doublepass

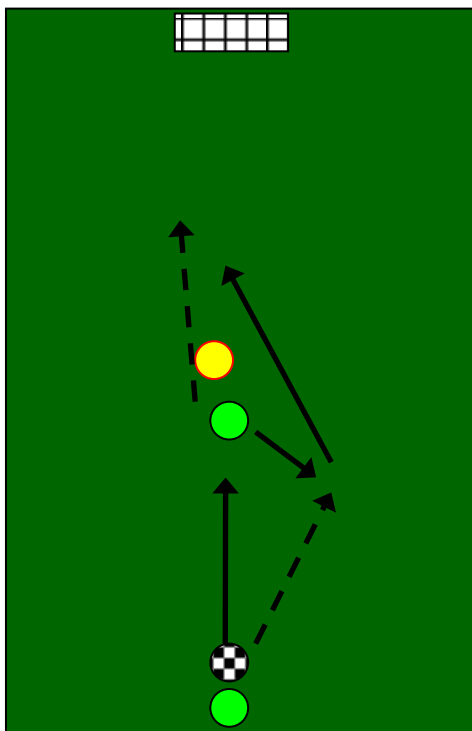




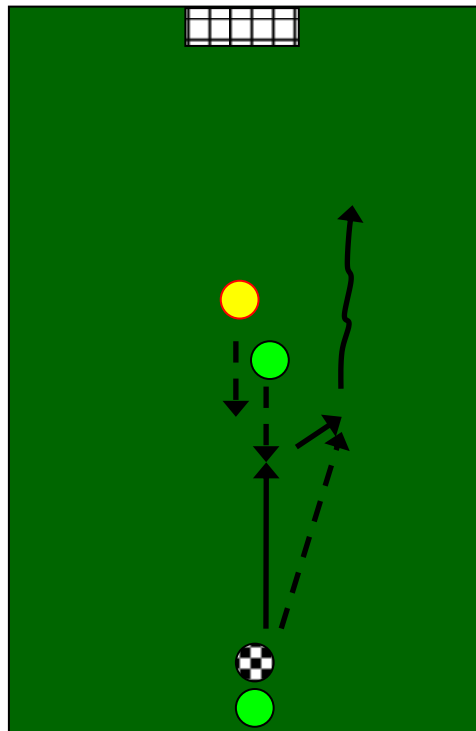
2>1 GAME SITUATION

... and continuing with vertical attacks

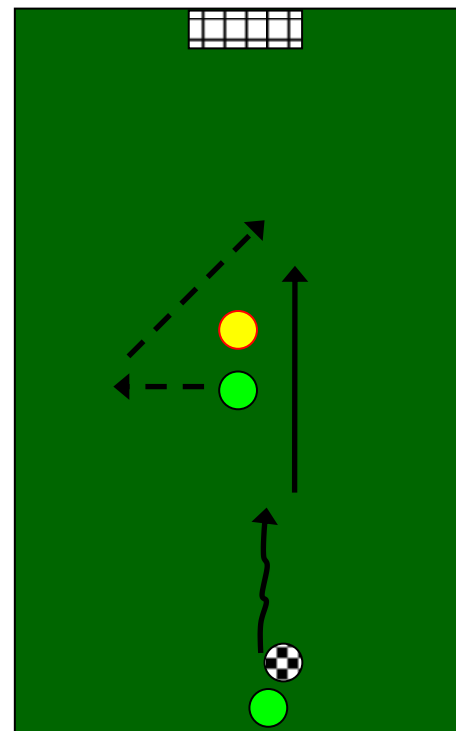
Double vertical pass



Vertical overlap



Penetrating ball on diagonal run



CONCLUSIONS

The tactical learning process pass from the phase of understanding to the phase of internalization, where the student apprehend a specific ability.

Passing from a phase to the other is facilitated through explanation of logical alternatives that lead the player to choose one way instead of the other, which favor motivation and awareness of the player.

Both in collaboration with 2 or 3 players, it is important to look for numerical advantage even for a moment and be able to make good use of it.

Once the players have mastered the collaboration ability with 2 players, they can move on to the next phase, the interaction with 3 players. This involves more solutions for the player with the ball, do it himself, or pass to B or C.

The situation to use in the development of team play with 3 players will be the 3vs2 game situation.