



International Academy
America

BVB International Academy

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Youth Development Guidelines
(U9-U15)



International Academy
America



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1 Children and Youth Football at BVB

Key principles

- Happiness and fun instead of pressure and fear of making mistakes
- Child-related language, talking on eye level (kneeing) instead of self-complacent speeches
- Many and more ball touches instead of long endurance runs without ball
- Challenging small sided games with taxing exercises instead of exercises without competition
- Position variability instead of limitation through early determination
- Football-related development of every single player is far more importance than results-oriented satisfaction for the coaches
- Development of social competencies and capacity for teamwork instead of individualistic/egoistic competitiveness of parents

We want to create a familiar image and live it in practice! Every single attendees of a BVB match should recognize that there is a unity and lots of fun and happiness on the field.

The players should communicate with each other a lot and constantly. They should help and support each other and uplift their teammates after making mistakes directly.

We want to show a noticeable/visual unity on and off the field, because we deeply believe, that everyone's strengths will lead to more success if there is an interaction within the team.

1.1 Fundamental / Basic Level (U9-U11)

In this age range all children/players are dependent on adults in every single areas of life. At BVB the person of reference is the coach who needs to give players a safety room for their best development.

- Children are noncritical, open, honest and loyal
- The coach has a big responsibility and role model function
- The coach is an multiplier of values and needs to show good behavior all time and has to live what he wants to see from the players
- The coach gives his players enough space for creativity and solving problems on their own
- The coach praises and commend his players to help them being self-confident



1.1.1 Multi-sportive Development

A widespread motoric development is the basis for future peak performances.

- Teaching motoric and coordinative abilities (e.g. orientation, balance, reaction, rhythm) as well as speed and agility through playful exercises with and without ball
- Players should experience different types of movements which help to learn more complex technical skills in future more easy
- Variations of movements lead to positive development stimuli for the whole player and help to prevent physical injuries, organ damages and postural defects

Coach's responsibility:

- Make sure that your players can perform their compulsion to move
- Give your players enough space to try out new things and movements
- Give your players the chance to make mistakes through self-determined acting
- Give your players room to move their own borders and find our new abilities

Fun to play football, real excitement of playing with each other, an ongoing positive attitude to be self-confident in new situations, knowledge of own physical borders and excitement of moving those, living friendships and be ready at all time for the next own positive personal development to the next level.

1.1.2 Small-Sided-Games / Playing Football

The focus is on playing football in small teams:

- Variation of numbers (e.g. even, outnumber, disadvantage)
- Variation of goals (different amount, size, type)
- Focus on development of playing ability coaching with fun
- Many and more ball touches for every single player is necessary
- Focus on decision making
- Focus of being brave / getting forward



1.2 Development Phase (U12-U15)

This phase is an overall challenging one with many opportunities and chances, new potentials of transition to independence and personality development.

A phase with enormous step changes in development of the player's life:

- Dramatic physical changes lead to emotional insecurity and the desire of participation in many life areas
- Children become youths building up an adult-independent identity
- Youths try to build up their own understanding of normative and value-oriented view, often distancing from the "adult world"

The different development of physical and mental abilities is challenging the coaches' training plans. The knowledge of the subjective learning potentials requires a highly differentiated approach from the coaches and lead to more individualized work with the youth players.

1.2.1 Individual Tactical Training

- Firstly, the focus is on the individual tactical behavior in 1v1 situations, both offensive and defensive.
- Secondly, the first steps into the principals of ball- and space-orientation in small groups is also part of the training.
- In addition, starting from the U14s onwards the implementation of group tactical elements in defense, midfield and offense starts.

1.2.2 Systematic Technical Training

On the basis of the learned techniques from the fundamental/basis level, the techniques are educated more and more systematically in small games and exercises/drills. At the end of the development level should be a conducted automatism and variation of the learned techniques. It is of high importance to pay attention on two-footed education at this time. Starting with the U14s, the technical training will be further expanded by targeted introduction in different sized spaces with time- and opponent-pressure.

1.2.3 Small-Sided-Games / Playing Football

In this age level, top priority is on playing football with focus on specific tasks and rules. It makes sense that, e.g. the systematically practiced technique is reflected by a focus implementation during the games. Nevertheless, free playing (according to tactical elements) should be still part of the training sessions



2 Learning Targets and Learning Contents

2.1 Fundamental / Basic Level (U9-U11)

The following emphasis of the main topics serves as an orientation for the training in the fundamental / basic level:

U9-U11

- 30 % multi-sportive education
- 30 % technical training suitable for players
- 40 % playing football

2.1.1 Technique

Learning Contents / Aims: U9-U11

Dribbling

U 9: mainly strong foot – tempo variation/change of speed

U 10: two-footed – tempo variation/change of speed, change of directions (CODs)

U 11: two-footed – tempo variation/change of speed, change of directions (CODs)

Tricks & Feints

U 9: his/her own

U 10: his/her own, given

U 11: more of her/his own, given

Ball control / first touch

U 9: mainly strong foot – low balls

U 10: two-footed – low balls

U 11: two-footed, with faints/initial movements – low balls, high balls

Passing

U 9: mainly strong foot – short distance passing

U 10: two-footed – short distance passing

U 11: two-footed – short and medium distance passing

Shooting

U 9: mainly strong foot – on the ground balls, instep, laces shot

U 10: mainly strong foot – on the ground balls, instep, laces shot

U 11: two-footed – on the ground balls, instep, laces shot



2.1.2 Coordination/Agility & Condition

In order to obtain a general basic sports education, the following five coordinative skills are trained in the fundamental / basic level as following:

- 25 % ability to differentiate
- 25 % ability to orientate
- 5 % ability to balance
- 20 % ability to react
- 25 % rhythm ability

In good form and together with the physical components (**no specific training and objective in this level**), they build the basis for achieving a high speed of play with their components:

- Speed of execution
- Speed of action with ball
- Speed of movement without ball
- Speed of reaction
- Speed of decision making
- Speed of anticipation
- Speed of perception

2.1.3 Psychological Competencies

In this fundamental /basic level the following competencies are taught and aimed with regard to the following characteristics:

Personal characteristics:

Self-confidence, self-motivation, optimism, willingness to take risks, creativity, ability to concentrate, the will to win

Group behavior:

Ability to integrate, ability to cooperate, trustworthiness, empathy

Values / norms

Honesty, reliability, sincerity



2.2 Development Level (U12-U15)

The following emphasis of the main topics serves as an orientation for the training in the development level:

U12/U13

- 25% systematic technical training
- 25% individual tactical Training / first step in ball- and space-orientation
- 50% small-sided-games / playing

U14/U15

- 20% systematic technical training
- 20% individual and group tactical training
- 50% small-sided-games / playing
- 10% athletic training / specific coordination/agility training

2.2.1 Technique

Learning Contents / Aims: U12

Dribbling

1. two-footed – inside and outside
2. two-footed – laces side, tempo dribbling
3. two-footed – feints

Ball control / first touch

1. two-footed – low balls, inside and outside
2. two-footed – low balls, with feint/initial movement
3. two-footed – high balls, inside and outside
4. two-footed – high balls, thigh, chest

Passing

1. two-footed – short distance, inside
2. two-footed – short distance, outside
3. strong foot – introduction high balls, inside, laces

Shooting

1. two-footed – short distance, inside
2. two-footed – laces shot
3. two-footed – introduction dropkick/volley, inside, laces side, hip twist shot

Heading

1. header – standing
2. header – step position
3. header – step position with twist



Learning Contents / Aims: U13

Dribbling

1. two-footed – inside and outside with change of direction and tempo changes
2. two-footed – laces side, tempo dribbling with change of directions
3. two-footed – feints, change of directions and tempo changes

Ball control / first touch

1. two-footed – low balls, inside and outside with tempo changes
2. two-footed – low balls with feints/initial movements and tempo changes
3. two-footed – high balls, inside and outside with tempo changes
4. two-footed – high balls, thigh/chest (stabilize)

Passing

1. two-footed – short distance, inside with power
2. two-footed – outside (stabilize)
3. two-footed – high balls, inside, laces

Shooting

1. two-footed – short distance, inside
2. two-footed – laces side, inside, outside
3. two-footed – introduction dropkick/volley, inside, laces side, hip twist shot (stabilize)

Heading

1. header – standing, introduction opponent pressure and body contact
2. header – step position, introduction opponent pressure and body contact
3. header – step position with twist, introduction opponent pressure



Learning Contents / Aims: U14

Dribbling

1. two-footed – inside and outside under time and opponent pressure
2. two-footed – laces side, tempo dribbling under time and opponent pressure
3. two-footed – feints under time and opponent pressure

Ball control / first touch

1. two-footed – low balls, inside and outside under time and opponent pressure
2. two-footed – low balls with feints/initial movements under time and opponent pressure
3. two-footed – high balls, inside and outside under time and opponent pressure
4. two-footed – high balls, thigh and chest (stabilize)

Passing

1. two-footed – short distance, inside with power under time and opponent pressure
2. two-footed – outside (stabilize) under time pressure
3. two-footed – high balls, inside, laces under time pressure

Shooting

1. two-footed – short distance, inside under time and opponent pressure
2. two-footed – laces side, inside, outside under time and opponent pressure
3. two-footed – introduction dropkick/volley, inside, laces side, hip twist shot (stabilize) under time pressure

Heading

1. header – introduction with double-footed jump
2. header – introduction with single-leg jump
3. header – introduction diving header



Learning Contents / Aims: U15

Dribbling

1. two-footed – inside and outside under time and opponent pressure with connecting action
2. two-footed – laces side, tempo dribbling under time and opponent pressure with connecting action
3. two-footed – feints under time and opponent pressure with connecting action

Ball control / first touch

1. two-footed – low balls, inside and outside under time and opponent pressure in different sized spaces / with connecting action
2. two-footed – low balls with feints/initial movements under time and opponent pressure in different sized spaces / with connecting action
3. two-footed – high balls, inside and outside under time and opponent pressure in different sized spaces / with connecting action
4. two-footed – high balls, thigh, chest, head under time and opponent pressure in different sized spaces / with connecting action

Passing

1. two-footed – short distance, inside with power under time and opponent pressure with connecting action
2. two-footed – outside (stabilize) under time pressure with connecting action
3. two-footed – high balls, inside, laces under time pressure with connecting action

Shooting

1. two-footed – short distance, inside under time and opponent pressure
2. two-footed – laces side, inside, outside under time and opponent pressure
3. two-footed – stabilize dropkick/volley, inside, laces side, hip twist shot (stabilize) under time pressure

Heading

1. header – double-footed jump under time and opponent pressure
2. header – with single-leg jump under time and opponent pressure
3. header – diving header under time pressure



2.2.2 Individual Tactics

Learning Contents / Aims: U12/U13/U14/U15

Basic situation of 1v1 - defensive

Frontal 1v1

1. Different positions to goal
2. Different distances to opponent
3. Different distances to goal
4. Different actions before and after a 1v1 situation
5. Connecting action

Basic situation of 1v1 - offensive

Frontal 1v1

1. Different positions to goal
2. Different distances to opponent
3. Different distances to goal
4. Different actions before and after a 1v1 situation
5. Connecting action

Basic situation of 1v1 - defensive

Striker with back to goal with/without ball

1. Different positions to goal
2. Different distances to opponent
3. Different distances to goal
4. Different actions before and after a 1v1 situation
5. Connecting action

Basic situation of 1v1 - offensive

Striker with back to goal with/without ball

1. Different positions to goal
2. Different distances to opponent
3. Different distances to goal
4. Different actions before and after a 1v1 situation
5. Connecting action



2.2.3 Group Tactics

Learning Contents / Aims: U12/U13

Introduction of switching play/transition

Defense – Turnover/Losing possession

1. Immediate winning possession possible = counter press
2. Immediate winning possession impossible = retreat/step back

Offense – Turnover/Winning possession

1. Immediate attack possible = counter/playing forward
2. Immediate attack impossible = ball possession and safely build-up

Learning Contents / Aims: U14/U15

Stabilization of switching play/transition

Defense – Turnover/Losing possession

1. Immediate winning possession possible = counter press
2. Immediate winning possession impossible = retreat/step back

Offense – Turnover/Winning possession

1. Immediate attack possible = counter/playing forward
2. Immediate attack impossible = ball possession and safely build-up



2.2.4 Endurance, Coordination/Agility, Speed, Full Body Strengthening

There is no need for a general endurance training within U11/U12! The necessary stimuli are set through running and movement intensive small-sided games. Changing the field size, playing time, or varying the number of players depending on the focus can control these.

Playful endurance training

Moving and running intensive small-sided games as well as motivational running and catching games complete the training.

Football specific and general endurance

Within the U14/U15 the football specific and general endurance is from more importance as within the U12/U13. Now, higher stimuli can be set due to the further developed players. In individual and group tactical small-sided games the endurance is trained in a playful and motivational way. Football specific endurance training should be combined with technical-tactical training if possible.

Coordination/Agility

Coordinative abilities are the basis for all technical-tactical processes in football. The better the coordinative abilities of a player, the more dynamic, skilled, fluent and economical he can react to a game situation and execute his movements more dynamically.

- (to) react – trigger movements quickly
- (to) adjust oneself – change movements appropriate to the situation
- (to) interlink – link movements
- (to) differentiate – timing in movements
- (to) stay in balance – secure movements against disturbing influences
- (to) orientate – oversee the sphere of activity

The better the coordinative attributes, the more dynamic, skillful, harmonious, secure, precise, creative and technically perfected a player can play football.

The age level makes special demands on efficient coordination training.

- Increasing complexity:
 - Technical training in combination with connecting actions or additional tasks
- Variable linking of various tasks / implementation of complex chains of action
- Practice under time, precision and opponent pressure
- Practice with steadily new, incalculable situations:
 - Abrupt change of action space, balls, rules, etc.



Speed

Today's football game demands more and more the skills of a player to adapt quick to new situations (speed of execution). In general: Speed is a very important ability in today's football and very complex depending on the game situation. A "fast" player does not only have to cover different distances at top speed, but above all, he has to recognize and respond to game situations quickly.

- "Correct sprinting technique"
- Fast starts/stops as well as quick acceleration after change of directions
- React quickly and move with the ball
- Act individually dynamically under pressure
- Act together dynamically under pressure

Football specific speed is more than just quick starting and running. A faster thinking player can be ahead of a speedy player and on the ball earlier, for example. Speed training should not be limited to acceleration and sprints.

- Fast information processing (mental-tactical)
- Safety on the ball and precise processes at high speed (technical)
- Speed strength, running and movement speed (conditional)

Introduction Full Body Strengthening

Individually and depending on the level of development of the player, a stabilization program should be created and conducted. There is also the opportunity to strengthen the body with little motivational pulling and pushing games. In addition to the pushing and pulling games the stabilization program should be carried out. These exercises are performed with the own body weight as well as simple aids like balls, poles, elastic bands, etc.

Individually and depending on the level of development and the physiological status of the player, a strengthening program with weights can be created and conducted.



2.2.5 Personal Development

Characteristics / Abilities / Development of personality

The following attributes need to be imparted, evaluated and monitored as well as exemplified.

- Self-confidence
- Motivation, self-motivation
- Volition, force of will
- Responsibility
- Discipline
- Optimism
- Autonomy
- Reliability
- Creativity
- Willingness to take risks
- Ability to concentrate
- Attention
- Appreciation
- Honesty
- Ability to take criticisms (criticism is positive, it helps me to become better)
- Punctuality
- Ability to listen carefully
- Courage, braveness

Communication

- Football specific language
- Verbal speech
- Body language
- German language in training (can be integrated in the BVB International Academy)

This has to be adapted to the individual physical and mental development level of the player.



Personal development in team sports

Beside the football specific education, a holistic approach puts emphasis on the player's personality on and off the field and provides them with necessary assistance along the way.

Personal development – A definition of the term

"Humankind has emerged from the animal kingdom through work; he develops in society; he can communicate with other people through language. He becomes the personality – the subject of knowledge and active transformation of reality."

(see Petrowski – Allgemeine Psychologie)

Before a person can develop into a personality, he can be characterized first as an individual, as an individual with subjective qualities. According to psychologists Paul Costa and Robin McCrae, man combines the following (Big Five) personality characteristics:

- *Extraversion-Introversion*: sociable, humorous, optimistic, lively, spirited, reserved, reserved, silent
- *Neuroticism* - emotional stability: embarrassed, nervous, sad, anxious, vulnerable, moody, unconfident.
- *Sincerity (for experience)*: educated, eager to learn, imaginative, quick-witted, enterprising, astute, interested, intelligent, creative, uninterested, ignorant.
- *Social tolerance*: sober, helpful, sincerely, warm, considerate, altruistic, compassionate, benevolent, cooperative, honest, harsh, quarrelsome, demanding
- *Diligence, rigor*: hard working, careful, reliable, faithful, dutiful, on time, neat, not on time, sloppy.

These described attributes play a major role in the personality development of each individual. In this context, pedagogy speaks of the respective acquisition and development of abilities and skills.



Abilities describe attributes which have been developed over a longer period of time and are manifested in every single human being. Ability is generally considered as the prerequisite of a skill. The characterization of >abilities< is always about the development of talents and exceptional ability which plays an immense role in the development of skills. With proper training and diligence everyone is able to develop his abilities in real skills.

Acquiring **skills** describes conscious learning, practicing actions and activities, practicing a language, practicing tricks in football, playing a high ball accurately, or learning a qualified job, just to mention a few examples. If a human being should develop himself into a personality, the conscious development takes place via targeted education in five areas, whereby the individual expression depends to a high level on personal motivation and orientation to needs of the respective person. With the acquisition of knowledge and the conscious development of skills on the basis of as a diverse repertoire of abilities as possible, each and every personality expands its own competencies and thus creates greater scope for action. This means that one's own environment can be consciously designed and, in exchange with other people (which ideally also act at a high level), a societal influence can be asserted. On the basis of outstanding personal abilities and skills in the field of sports, equipped with a high degree of motivation and individual ability, with positive qualities and a high level of awareness, to be successful as a group and to want to do so, this (holistic) approach is exactly what you need for the common success in football.

How does learning work – the design of the appropriation process

"Learning is one of the greatest potentials for young players. Those who can learn well have the opportunity to reduce their weaknesses, to develop their strengths, and thus to have the chance to reach a higher level. "

This wrote our former BVB youth coach Hannes Wolf about the art of learning.

In fact, one of the most pressing questions of every BVB coach is, the design of the acquisition process for the players within the team and in terms of individual development. In this context, the coach has a key position. He combines the privilege and the challenge of having a very important decision-making authority in a very emotional area for every player (the motivation and desire of playing football).



The coach decides on playing time, positions, individual affection, intensive communication or rejection and forming the personality development. He assesses the abilities and skills of each individual player and is thus crucial in his function for the player's further development. A highly responsible work for coping with a high level of:

- Football specific knowledge
- Psychological knowledge in goal-oriented dealing with people
- The willingness to self-criticism
- Competent pedagogical knowledge
- An honest interest in each player
- Experiences in the constellation of the individual within the group
 - And the management of the same under the aspect of rule acceptance and participation of the players

The coach designs the learning processes within the team. He decides on the individual measure of overload and underload and thus on whether individual players can move into the "zone of the next development". In this case, the targeted action-oriented approach has to be chosen over a lecturer and a monologizing practice leader, since a further development of each individual player happens via the factor >activity <.

Learning types in the team

Knowledge about the individuality (uniqueness) of each person is also defined through the subjective appropriation process must be included in the work with the players, as well as the fact that there are different types of learners. "Every child learns differently" is a crucial statement for the coach when it comes to shaping the acquisition process for his team. This should not talk an escalating individualization of training work up. It is more about knowing that different types of learners within the team need a different attention, guidance to practice goals and individual control. If it succeeds to raise the player to a subjectively higher level in exchange with his teammates and if he is willing to "give" his team the acquired skills (team spirit - passion - demanding attitude - identification), ultimately the team will develop itself continuously. Thus, the positive personality development becomes a team-specific progress.

In an interview with the *Allgemeine Zeitung (German newspaper)*, the former BVB head coach Thomas Tuchel comments on the subject of "learning types" within a team and characterizes three basic manifestations of "impulses that every human being - differently expressed - unites":



Bonding type:

Team-related – diligent – reliable – cognitive processing potential – puts the team spirit above everything

Curious type:

Creative pulse of the team – always trying new things (tricks, feints, shooting and passing techniques, ...) – his own curiosity drives him – creates new ideas

Aggressive type:

Leader potential – extrovert – individual strength – demands the absolute success – goes beyond borders.

The coach has also to communicate differently with each of these different types, if he wants to be successful with his team.

- The one I reach on the harmonic level
- The other with tactile coaching and the knowledge about his boundless urge to move
- The third party I invite again and again, specifically to expand his creative potential

Hereby, Thomas Tuchel points out that a relatively even distribution of these types of players is beneficial for a team.

For example, a player's lack of concentration in speaking maybe also be due to the fact that his resources have not yet been discovered in order to "kiss awake" his undivided attention.

An orientation on the following points is useful:

Player personalities

- Playfulness and creativity
- Leadership role for tactical automatism in the team
- Control function for internal group dynamics in the team
- Player types based on individual strength
- Player types with great winning mentality
- Role model for the team

Professionalism

- Determination for performance and discipline on and off the field
- Self-criticism and openness
- Resilient professional attitude: constructive working of setbacks (subs' bench)

Life prospects

- Personality with a safe and exemplary appearance
- Internalized social values and social skills
- Well-founded school education

Individual strengths and resources also outside of football (stable self-awareness)



3 Playing Style Conception

It has to be the aim of all youth teams of the BVB International Academy to follow the game philosophy of the youth teams of Borussia Dortmund in principal. However, the strength of each team should always be taken into account. One of the top priorities in our game mindset is that our players always play football with fun and always keep that in every single minute when playing, especially in the basic area. Through this fun, we simultaneously foster the creativity of the players. At the same time, our players dare to try out certain actions and tricks again and again. We want to see this in every second of our games.

3.1 Attacking Style in Ball Possession

General rule:

We want to play a brave and active football. Our players want to be in ball possession and dominate the game. We always support each other on the field and try to offer the player in possession always different opportunities to play. Our game is characterized by a high willingness to run and the absolute will to win the game. We are not afraid of duels and looking for promising 1v1 duels and the direct way to the goal in our offensive play. We want a fast game at high speed. We want that our players are prepared to take risks. "The mistake is our friend" because we can learn from it. If the opponent plays a fore-checking, we always try to build up from the back and combine. We avoid long balls consciously. Thus, our players learn to stay calm and relaxed even in pressing situations. We ask for this during the game again and again. Successful build up play actions are deliberately praised. If we get stuck and concede a goal, it is not that bad.

It's more about development and less about results.
Results are nice and great, but not decisive.



Our goalkeeper is an active player at all time. He keeps his position always close to the field players (defenders) and always plays along. He is constantly being sought by his teammate for switching play and is coaching his players in front.

All players on the field have to talk a lot with each other. In the basic/fundamental level players are early taught to use commandos like *Dreh (turn)* and *Klatsch (again/pass back)*. Everybody coaches and helps each other.

For us, the main elements in our playing style in the basic/fundamental area are the 1v1, the powerful double pass, and the game in the final third.

In build-up play we usually try to build-up with low passes via the (central) defense. In a 7v7 game, we prefer to play in a GK-2-3-1 formation, for instance. In case of an own goal kick, the two (central) defenders call for the ball on the left and right side of their own penalty area.

The central midfielder drops from the mid three between the two defenders and calls for the ball as a support player. It is the aim to get into offensive position with speed and accuracy. Here, the two "wingers" (outer midfield players) always try to be hazardous for the opponent over the wings. In ball possession, they can support the central striker and create an offense three. They can offer passing options with deep runs and are brave to go into 1v1 situations.

The central striker is involved as a wall player in the combination play and also shows up for runs in the depths and last but not least plays as the first scoring player.

There is a high emphasis on game control. Corners are played basically short. Should a second defender join, we will add a third player. Near the ball, we try to create a majority. If the opponent plays in the 3-3 formation, we are also able to switch to a 3-3 formation to prompt as many 1v1 situations as possible.



3.2 Defending Style in Winning Ball Possession

Our game is characterized by an immense joy, a massive willingness to run, as well as aggressive and intense tackling/dueling behavior. We prefer the conscious winning of the ball. Chasing/hunting and stealing the ball instead of stopping and setting back is our nature! We don't want to give the opponent time to think and defend aggressively and offensively.

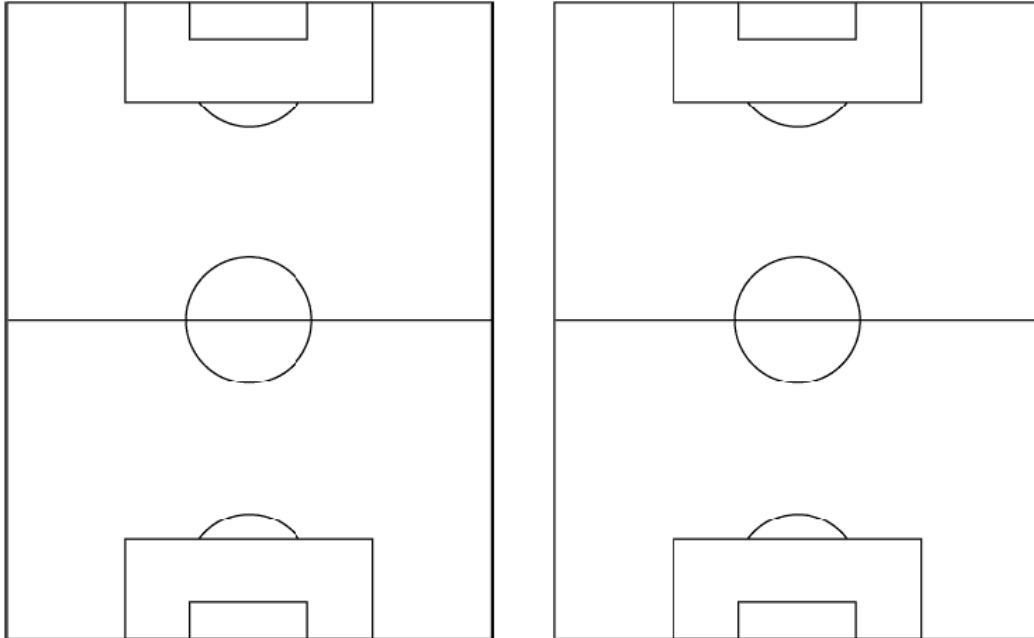
At first, we defend the center and our own goal. Opponent players are always pushed to the outside, away from our own goal and not hunted to our teammates in the center. Hereby we consciously prompt a high amount of 1v1 situations. Especially the "wingers" (outside) players always react to the ball and don't close the side line too early. We just defend the wings, when the ball is passed to there. Otherwise, we keep the center closed and help our teammates. We educate our players to act rather than to react. Through our play against the ball/winning ball possession style, we direct the opponent and not the other way round. With this style of playing against the ball, we consciously create pressing situations over and over again, and hereby we get used to this "BVB-typical" style of play. As previously described, we prefer the 2-3-1 formation in a 7v7 game. It is very flexible and a good preparation for the later 11v11.

In possession, it can be interpreted as a 2-1-3 formation. Against the ball, the two "wingers" (outer midfield players) support the two center-backs. This results in a back four (4-1-1), with which the space can be defended very well. We also don't shy away from defense 1v1 duels and defend our own goal with all possible and permitted ways. If we are sidestepped by our opponents, we chase the ball and continue to press our opponent.

In a 5v5 and 7v7 game we don't avoid duels, but still try to create a majority of players close to the ball and if possible to double the opponent to win the ball. We defend as a team! It means, that also the striker is responsible for defensive work when the opponent is in ball possession and has to defend his own goal as the first player of the whole defensive team. He bothers the opponents and pushes the play as early as possible to the wings, where we try to win the ball in the midfield area. All of our players are involved in switching play. Also in our basic/fundamental level the players have to move ball-oriented. It is important that all players – at least until the U14s – learn to play different positions with different tasks.



Trainingsvorbereitung



Fazit:

Ausblick:
