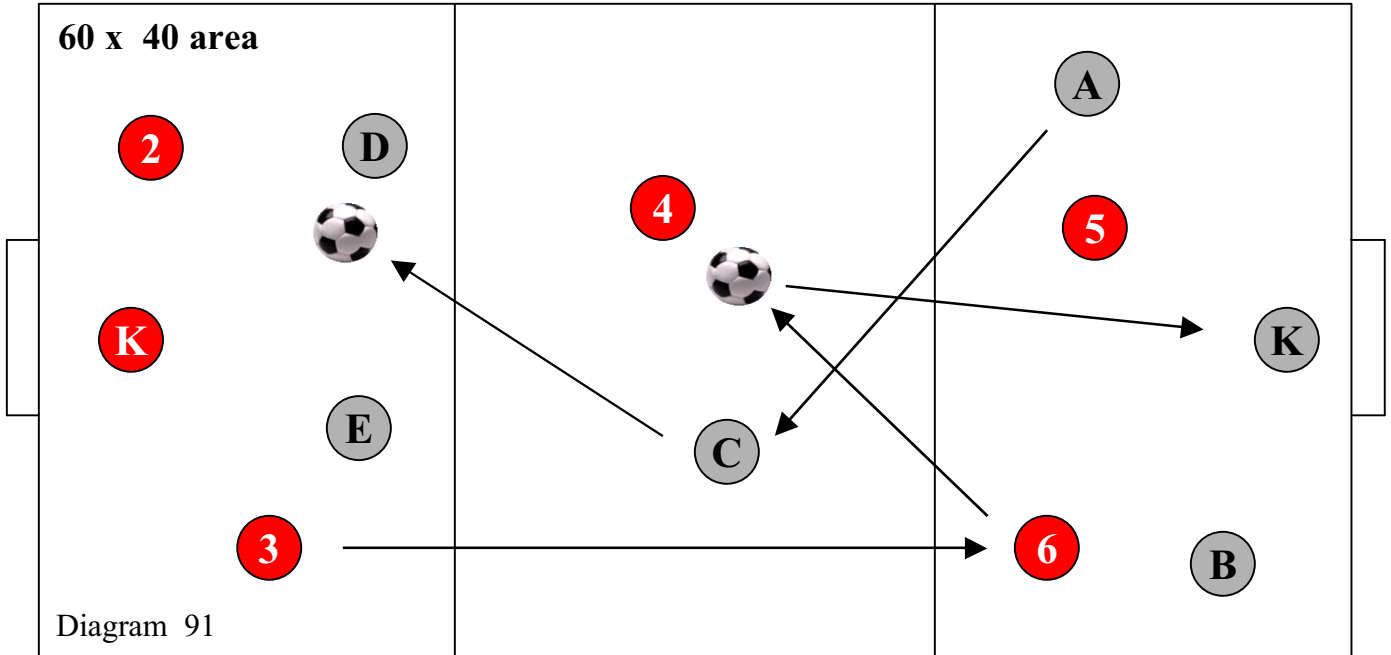


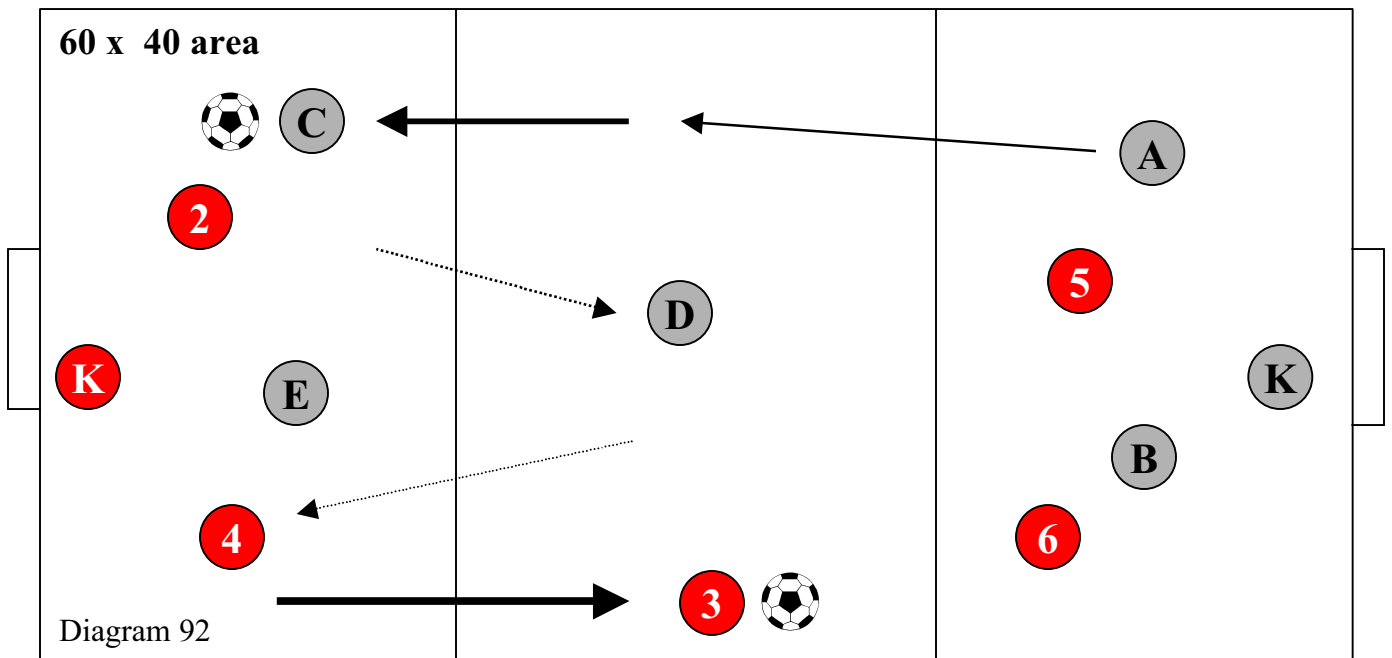
TRANSITION GAMES MAINTAINING SHAPE AND BALANCE

All the following set ups can be used with different numbers of players and you will achieve the same results be it 4 v 4 , 5 v 5 , 6 v 6 , 7 v 7 , 8 v 8 , 9 v 9 up to 11 v 11.

5 v 5 with keepers or 6 v 6



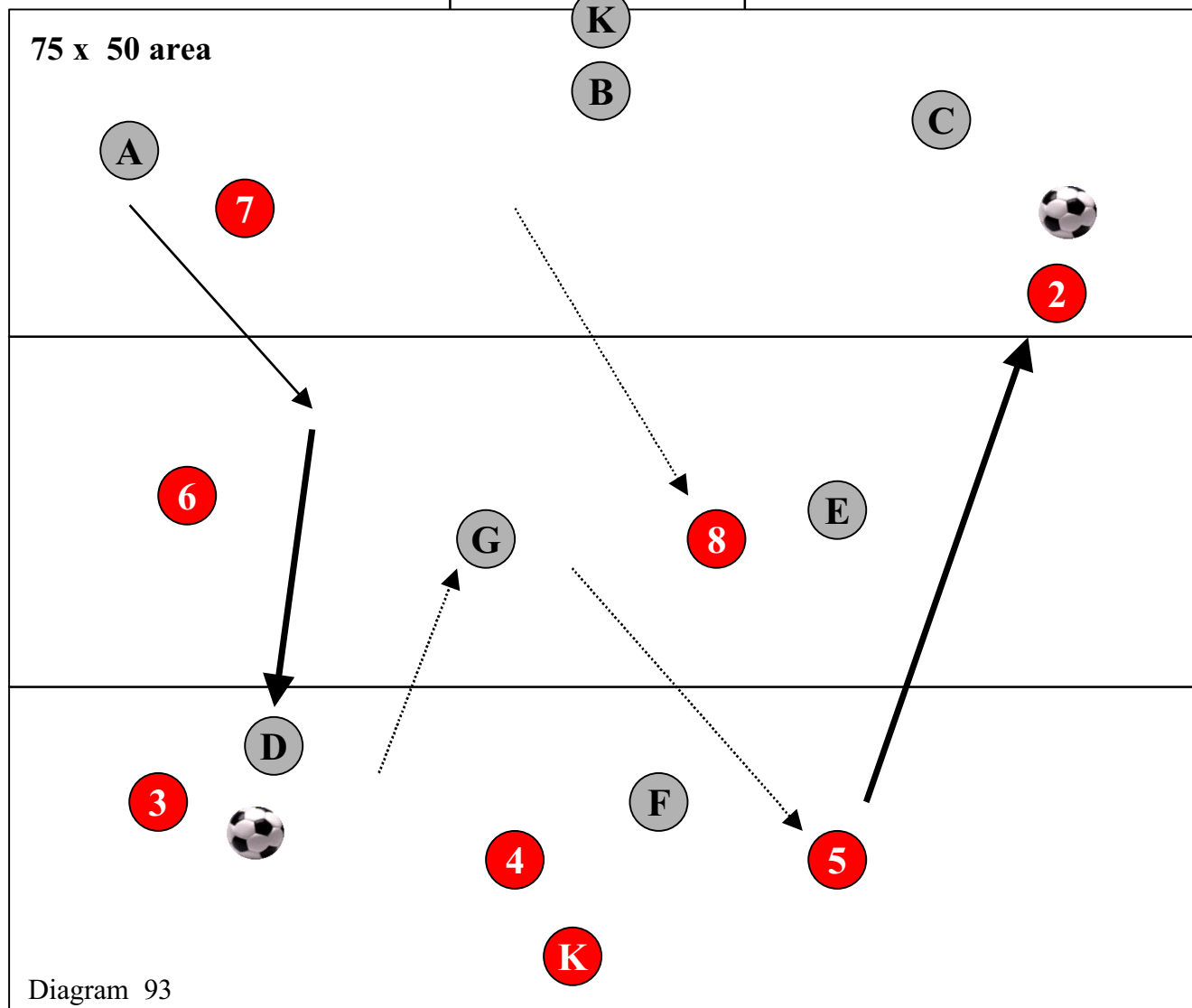
Playing **through each other** a ball per team to begin using the principles developed with the use of the A.I.A. program. Players stay in own zones to begin maintaining shape throughout the team. Develop by allowing players to cross over zones to support each other but they must be replaced by another player from that zone, for example (3) moves into the middle zone and (4) must drop back into the defending zone to keep the balance of the team. Ultimately make it competitive.



TRANSITION GAMES MAINTAINING SHAPE AND BALANCE

8 v 8

3-2-2

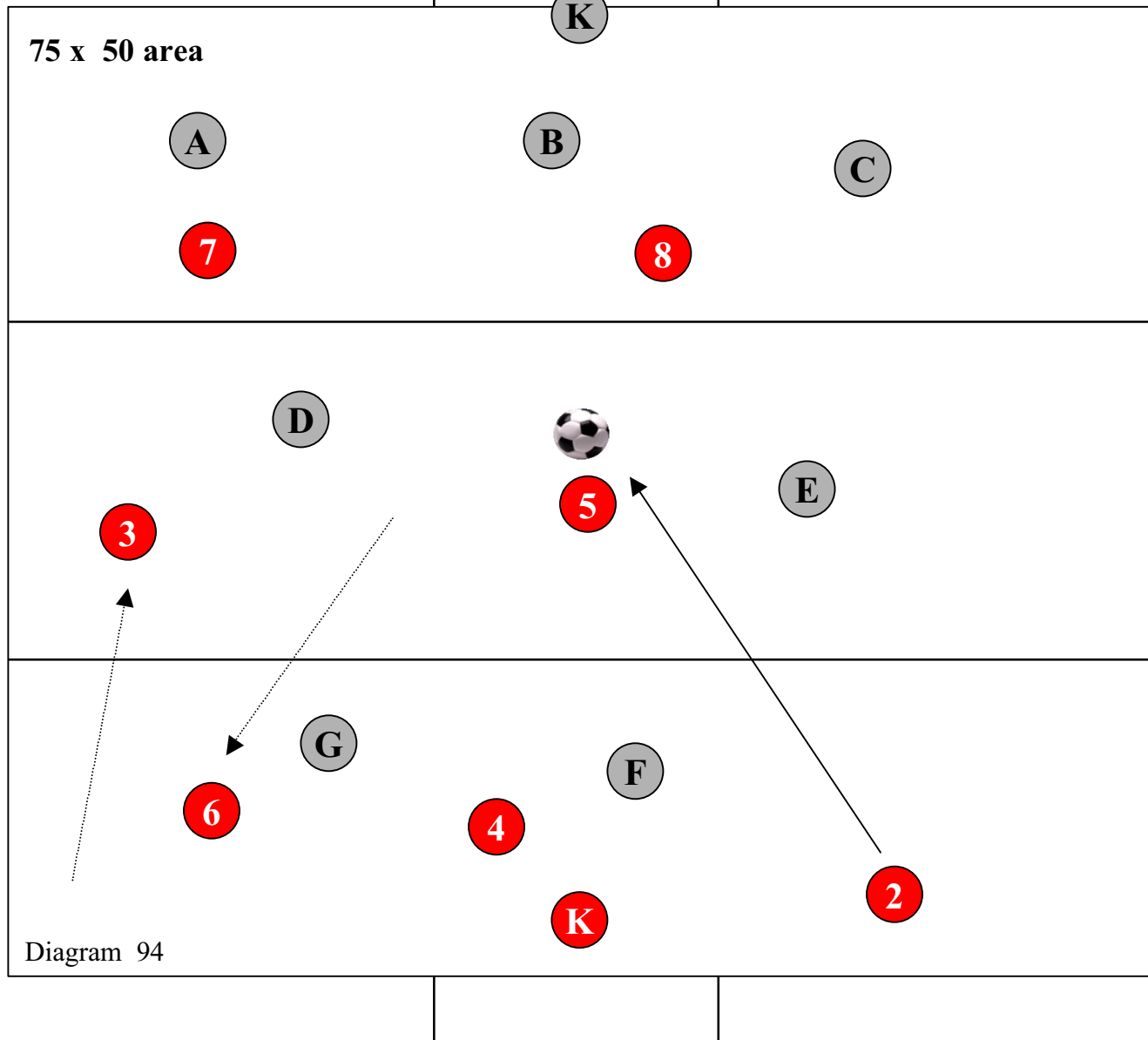


1. Players **stay** in **own** zones to begin, maintaining **shape** throughout the team. Have a **ball per team** playing **through** each other initially before it becomes competitive.
2. Develop by allowing players to **cross over zones** to support each other but they must be replaced by another player from that zone.
3. (2) on the ball may run over three zones with the ball and as they enter each zone another player from that zone drops back in to cover for them and maintain shape. For example (2) moves into the middle zone and is replaced by probably (5) but it can be (6), then into the attacking zone to be replaced in the middle zone by (7) or (8).
4. Players **change back** to their positions **as soon** as they can within the game.
5. Can **run** the ball in, **pass** it in, or pass it in to a **runner** from your own zone.

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8 v 8

3-2-2

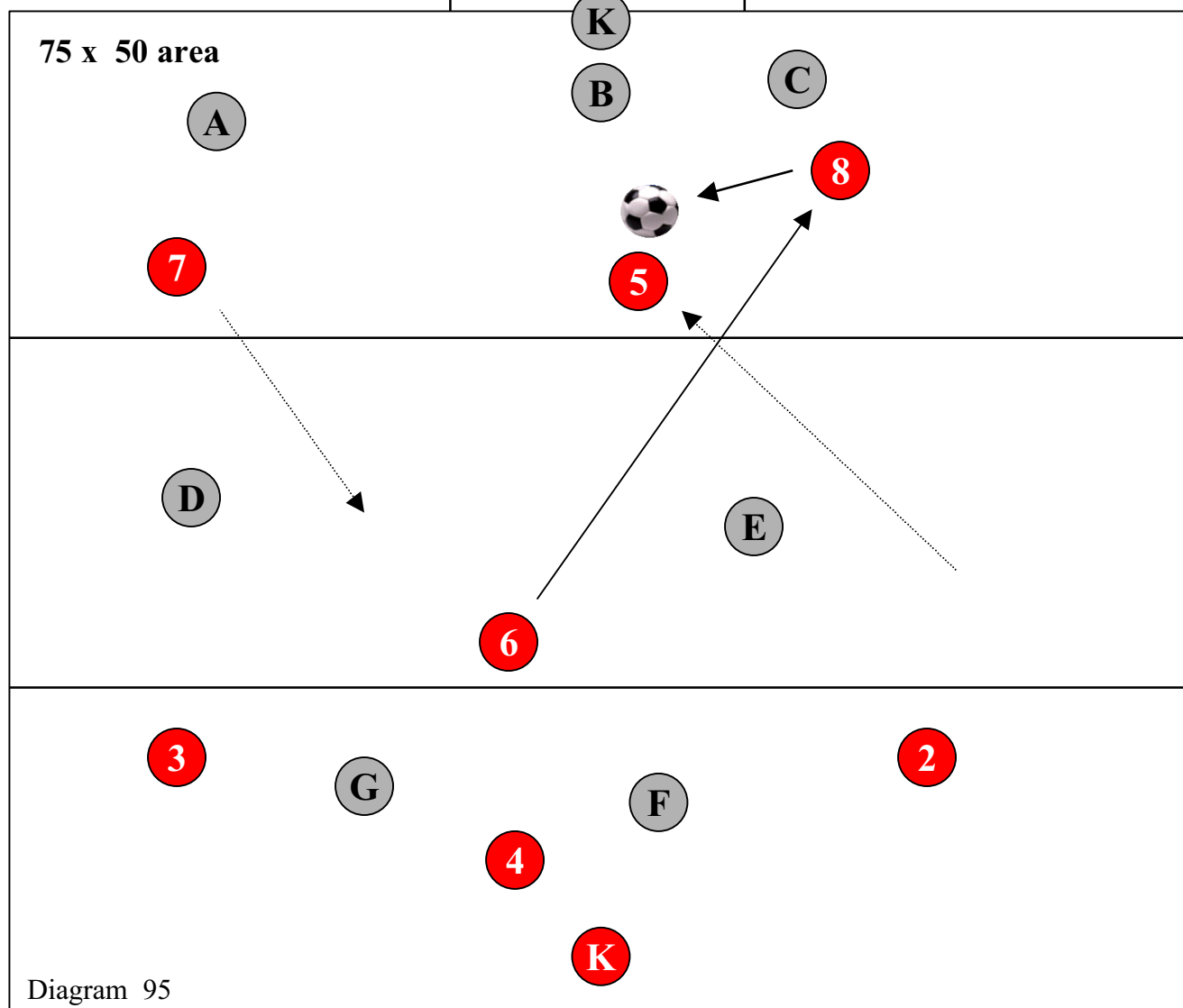


1. Player (2) passes the ball into the middle zone to (5), (3) moves up from the defensive zone to the middle zone to support. (6) switches by dropping into the defensive zone from the middle zone to maintain the balance of the team.
2. This type of **transition movement** is important because it allows players to move **freely** between the zones knowing they will have a team mate covering for them.
3. In terms of the **opposition** this rapid movement and transition makes it **difficult** for them to pick players up, to read what your team is doing and how it is playing.
4. This means defenders **aren't just** defenders, midfielders **aren't just** midfielders and attackers **aren't just** attackers they work to **help each other** through the three units of the team and are free to mix the game up. This is **total soccer** played to encourage the **free movement** of players throughout the teams.

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8 v 8

3-2-2

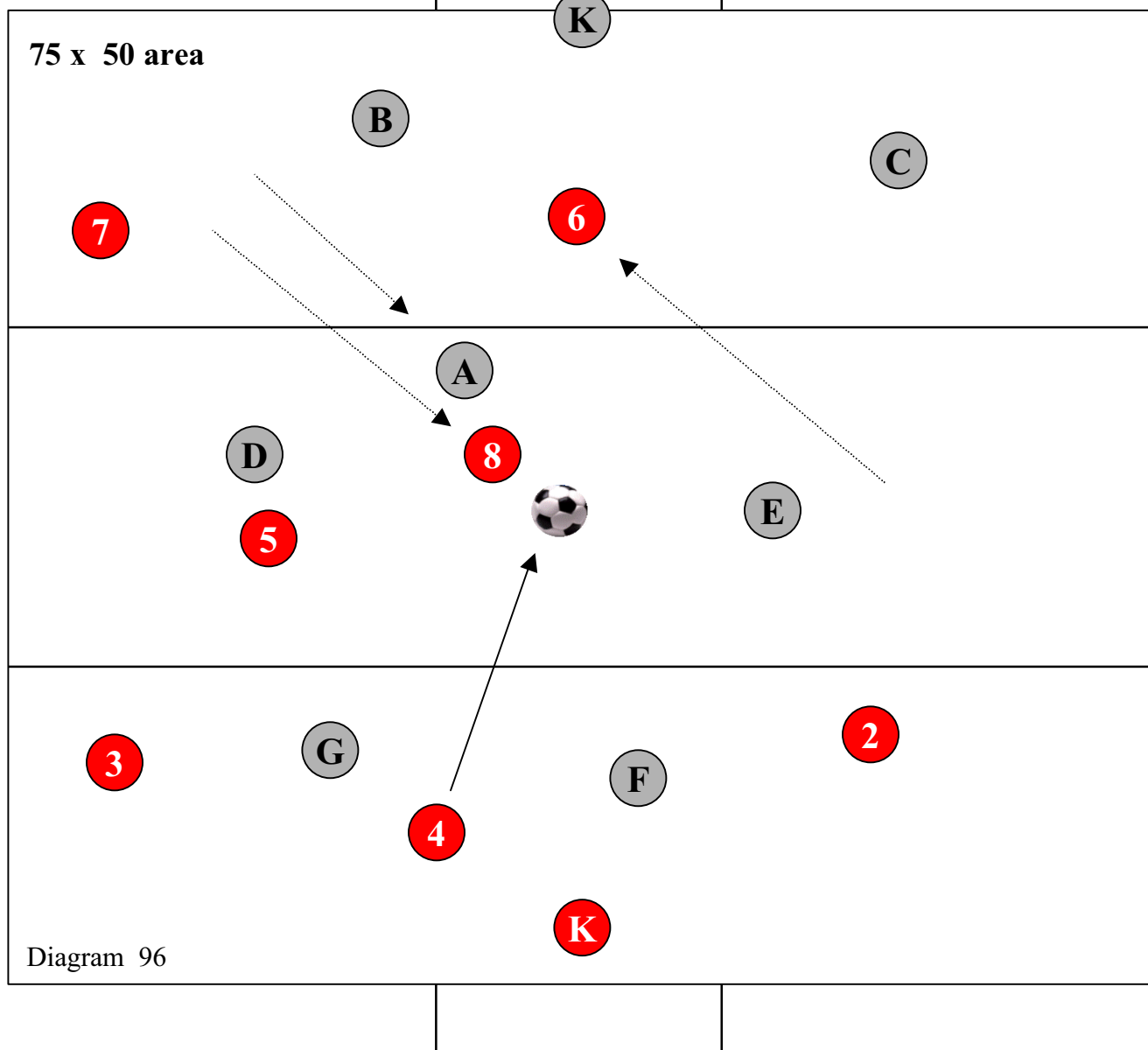


1. Here (6) plays the ball to (8) and (5) makes a run off the ball to support in the attacking third. (8) may be able to lay the ball off for (5) to shoot at goal.
2. (7) drops back in to cover for the run to keep the balance of the team.
3. You can practice this session with different numbers of players to get the same effect building up to an 11 v 11 game.
4. **Transitions** can depend on the **stage** of the game; if your team is chasing the game to score being a goal down then (7) would probably **stay** in the attacking third to keep an **overload situation** there but the basis of the session is to show how to maintain a balanced shape in your team.

TRANSITION GAMES MAINTAINING SHAPE AND BALANCE

8 v 8

3-2-2



1. This is a movement where the attacking player (8) comes back into the middle zone to receive a pass from the defender (4). Midfielder (6) makes a forward run to support in front in the attacking third.
2. This works well if your team has a striker (8) who likes to come short to receive and turn into an area where they are hard to pick up.
3. For the **defending team** the same principles apply for example (A) may track the run of (8) and (E) may track the run of (6). If (E) doesn't track back then it is up to (D) to drop back in to where (A) came from and be aware of (7) who is the closest player.
4. Ultimately **open the game** up so the players have **no** boundaries to use for focus and see if they can work out how to keep that balance and shape on an open field of play.