

# Improving Transition from defense to attack with youth players

## General considerations

Situations as they occur in the game mostly require a lot of experiences and abilities which just adults and highly talented older youth players usually are able to perform. So we have to differentiate the recalled game situations for practicing down to the players' level of performance. This means usually, to reduce the number of acting players and to give more space, respectively, as well as sometimes to input particular restrictions or obligations while maintaining the structure of the situation itself. Tasks and targets must remain game related.

- **Set up in the course of the training session**

### ***"Transition from defence to attack"***

(„winning the ball in the defensive midfield for countering against a disorganised defence formation“)

## BASIC CONSIDERATIONS:

**Game situations related to this topic can be distinguish in general to**

- 1. counter after ball won within a duel (1-1; 1-2)***
- 2. counter after ball won by interfering opponents' combinations***

- Level of the players: JUNIORS U15 years of age
  - Game situations of ball won in deep midfield
  - Introducing the topic as a new aspect for players  
beginning within small groups step by step
- 
- ***1st step: ball won against dribbling***
  
  
  - ***2nd step: ball won by interfering opponents' passes***

## Game situation:

winning the ball in the own half at the wing

reduced game situation related to players' level



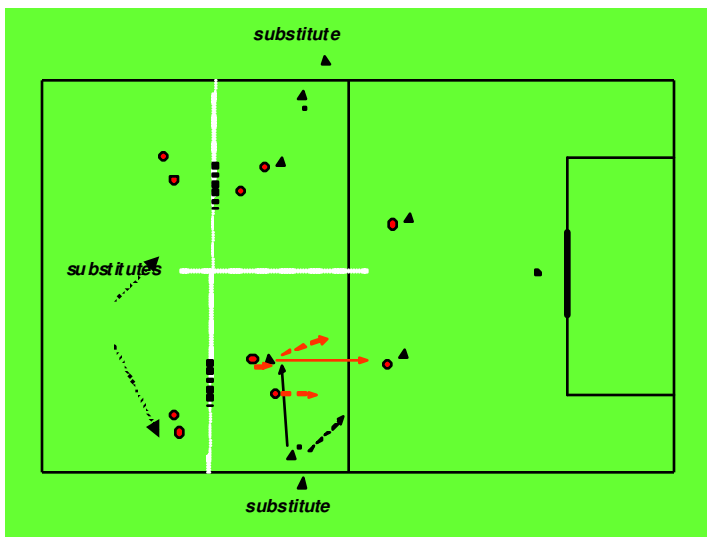
***First step:***

***ball won against ball carrier***

Drop out all those players who are not of need in midfield and defence for young players' improving counter attack behaviour.

We get the close situation around the ball 1 vs. 1 + 1, a supporting midfielder far away and 1 vs. 1 in attack (midfield circle). Due to the age and runways we reduce the space and organise an exercise related to this game situation.

Two groups are practicing alternately to give the players recovering time after one attack due to the high intensity of such an exercise.

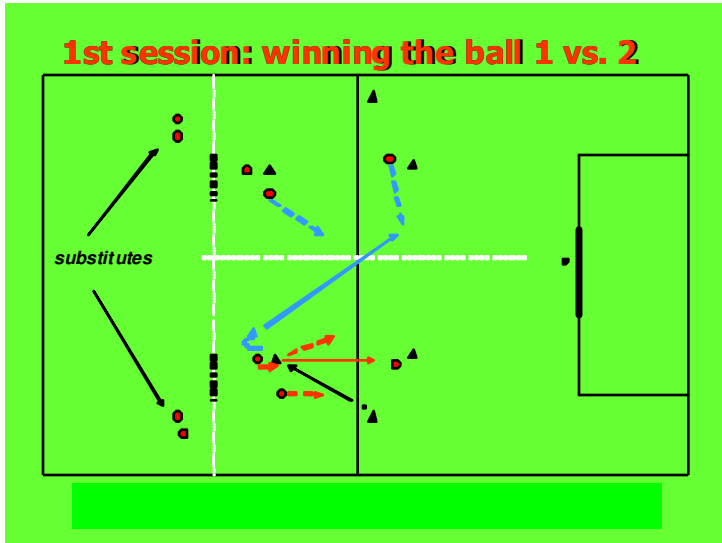


### Organization:

1 s small goal each 20m behind the mid field line, 10m inside the touch line;  
1 big goal with a keeper opposite on the box line;  
two vs. one each defending one small goal each;  
one vs. one each behind the mid field line in the other half  
one attacker each on the touch line with one ball;  
two defending substitutes each behind the small goals;  
one attacking substitute outside the touchline;

**Objective:**

- practicing on both sides on the big goal in turns;
- Throw in to the attacker for finishing against the two defenders on the small goal; after having finished: next throw in;
- If defenders win the ball: counter attack together with their team mate in the opposite half on the big goal;
- **restriction:** When the defenders win the ball, only, the throw-in-player can support his team-mates against the counter attack;
- after each counter attack: substituting of the players.



**The next step combines both groups to one complex exercise:**

**Objective:**

- If the defenders win the ball they have the choice to counter on their own side or to switch over to their team-mates on the other side for finishing together with them.
- throw in alternately from both sides

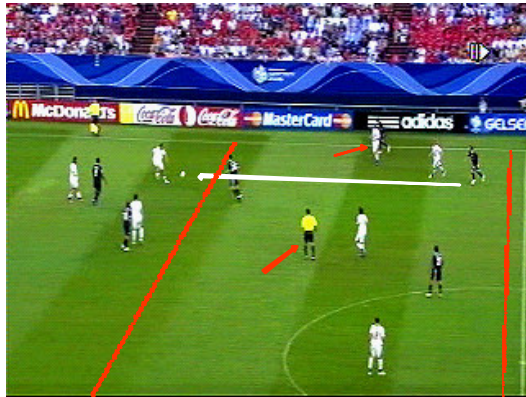
**After progress:**

Instead of throw in from the touch line: a pass out of the opposite half (view figure)

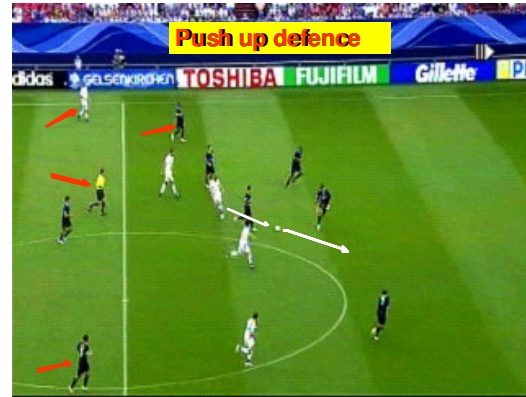
***Second step: win the ball by interfering with opponents' passes***

**Game situations :**

**Interfering opponent's penetrating pass  
In the own deep set defence**

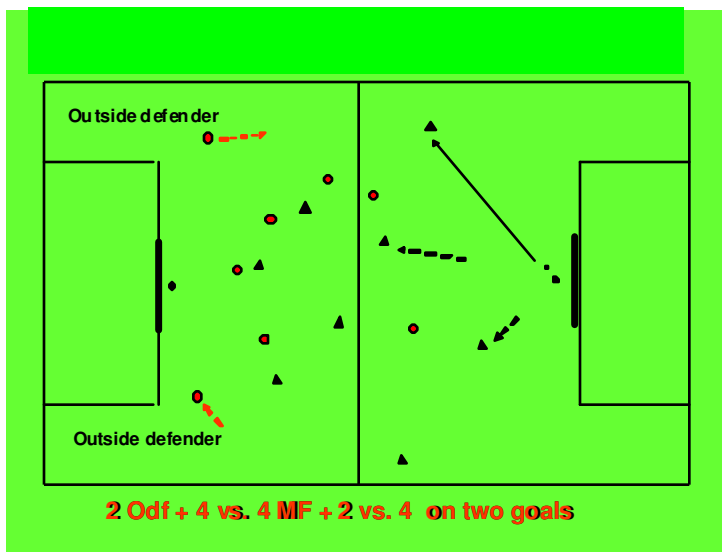


**penetrating pass into the space of the  
pushed up opponents' defence**



**Drop out of players which are not of need for improving the topic →**

**Complex exercise:**



**Organization:**

- 2 big goals on the box line each;
- Two teams, divided in four vs. two in one half, 4 vs. 6 in the opposite half;

**Objective:**

- attacking of one team (begin of the practice) after a long pass of their goalkeeper on the goal of the opposite half;
- **restriction:** no pass backwards!
- when winning the ball: counter attack of the other team

**The special restrictions present suitable opportunities for winning the ball to the team practicing on the topic. Those restrictions make possible more repetitions of the topic to be improved, “countering”. Repetitions are necessary for the learning process.**