THE NATIONAL FOOTBALL CURRICULUM

HONG KONG FOOTBALL ASSOCIATION
<table>
<thead>
<tr>
<th>Chapters</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Foreword by the Chief Executive Officer, HKFA</td>
<td>3</td>
</tr>
<tr>
<td>Preface by the HKFA Technical Director</td>
<td>4</td>
</tr>
<tr>
<td>Hong Kong Football Curriculum Study Group &amp; Acknowledgement</td>
<td>5</td>
</tr>
<tr>
<td><strong>Chapters:</strong></td>
<td></td>
</tr>
<tr>
<td>1. The Hong Kong National Football Curriculum</td>
<td>6</td>
</tr>
<tr>
<td>2. Trends of Modern Football</td>
<td>11</td>
</tr>
<tr>
<td>3. The Hong Kong Football Playing Style</td>
<td>15</td>
</tr>
<tr>
<td>4. The Football Journey</td>
<td>23</td>
</tr>
<tr>
<td>5. Exploration phase</td>
<td>28</td>
</tr>
<tr>
<td>6. Individual skill develop phase (basic)</td>
<td>40</td>
</tr>
<tr>
<td>7. Team develop phase (system and group, team tactic)</td>
<td>47</td>
</tr>
<tr>
<td>8. Competition develop phase (systems, tactics and fitness)</td>
<td>84</td>
</tr>
<tr>
<td>9. Small Sided Football</td>
<td>97</td>
</tr>
<tr>
<td>10. 11 v 11</td>
<td>103</td>
</tr>
<tr>
<td>11. Women’s &amp; Girls Football</td>
<td>112</td>
</tr>
<tr>
<td>12. Coach Education</td>
<td>126</td>
</tr>
<tr>
<td>13. Model Sessions</td>
<td></td>
</tr>
<tr>
<td>• Exploration Phase Model Sessions</td>
<td></td>
</tr>
<tr>
<td>• Individual Skill Develop Phase Model Sessions</td>
<td></td>
</tr>
<tr>
<td>• Team Develop Phase Model Sessions</td>
<td></td>
</tr>
<tr>
<td>• Competition Phase Model Sessions</td>
<td></td>
</tr>
<tr>
<td>14. Futsal</td>
<td></td>
</tr>
</tbody>
</table>
Foreword by the Chief Executive Officer, HKFA

“Football is an easy game to play but a very difficult one to master. Almost every developed footballing country, and every successful one, has its own unique style and system of play. If Hong Kong is going to be competitive at football, a paradigm shift in our own thinking is essential. For football development to be progressive and productive it needs to be based on a consistent approach and ‘style’ of play. It is important that this style is embraced by Hong Kong football and transcends player development and coaching. Fortunately Hong Kong doesn’t need to ‘re-invent the wheel’. There is a considerable amount of research and data concerning the most effective way to play football and this can be used as the starting point for a more contemporary style for Hong Kong. By taking all of the facets of modern football into account it is possible to devise a style and system that should be adopted in Hong Kong. The Hong Kong way involves catching up with more advanced footballing nations and adopting a more modern style based on the strength and weaknesses of Hong Kong players.

Adopting a systematic approach does not happen by accident. Its implementation needs to be planned and coordinated from the grass roots all the way through to elite football. This requires the development of a Hong Kong Football Curriculum that is articulated and shared across footballing stakeholders in Hong Kong. The ‘Hong Kong Way’ must be introduced systematically by qualified coaches throughout a player’s development in a series of age-related progressions covering individual skills and technique, team tactics, physical conditioning and mental strength.

It should also be remembered that the results on the pitch will not be seen immediately. Many other countries have embarked on a similar transformation process and in most cases it has taken at least 10 years for the results to come to fruition. This fact must be recognized and acknowledged. The development of top class footballers is a journey not a destination. The Football Curriculum is the route map and I commend it to you.”

HKFA Chief Executive Mr. Mark Sutcliffe
Preface by the HKFA Technical Director

“The Hong Kong Curriculum has been developed to produce excellent footballers in Hong Kong in the future. The curriculum philosophy is based on player development. Our aim is to create technically gifted, competitive decision making winners. The process will be fun in the early years to engage the children and develop their technical skills in a fun, friendly and educational learning environment.

The development phases are progressive. The ultimate goal is to produce Hong Kong National Team players that are exceptionally technically gifted and understand the philosophy and style outlined in the curriculum. Of course, not all footballers will make it to the elite level, however the participants who follow the curriculum will achieve the best they can be. This is also very important.

The curriculum is the start of a football journey, it will take time for the development of talented players to emerge, but in the future the level of football skill will improve.

My wish is that all coaches in Hong Kong will follow the curriculum and the style and philosophy outlined in the curriculum to take football in Hong Kong to a higher level.”

HKFA Head Coach & Technical Director Mr. Kim Pan-gon.
Hong Kong Football Curriculum Study Group

1. Mr. KIM Pan-gon  HKFA Technical Director & National Team Head Coach
2. Mr. Kwok Ka Ming  FIFA Technical Study Group, HKFA Technical Advisor
3. Ms. Betty Wong  HKFA Women’s & Girls Manager, Coach
4. Mr. Chan Hiu Ming  Coach Education Manager
5. Mr. Tsang Wai Chung  Futsal & Youth Manager
6. Mr. Xavi Bravo  HKFA Academy Manager
7. Mr. Paul Woodland  Head of Football Development

ACKNOWLEDGEMENT:

The Hong Kong Football Association would like to thank Mr. George Pallecaros, owner of Soccer Tutor - Tactic Manager, for giving HKFA permission to use software to prepare session plans and illustrations in the curriculum. www.SoccerTutor.com

Version 1
Chapter 1  The Hong Kong National Football Curriculum

What is the Hong Kong National Football Curriculum?

The Hong Kong National Curriculum is the blueprint to transform football in Hong Kong.

The National Curriculum will establish a style and formation of play that is suited to footballers in Hong Kong in terms of physical attributes and skill levels.

The curriculum will cover all aspects of football development from the grassroots up to the elite level.

Developing a Football Style - The ‘Hong Kong Way’

For football development to be progressive and productive it needs to be based on a consistent approach and ‘style’ of play. It is important that this style is embraced by Hong Kong football and transcends player development and coaching. Countries that are successful at football all have a distinct style of play that is recognized and in some cases revered. The Dutch, the Brazilians, the Spaniards and more recently the Germans, English and Japanese are all good examples of a national style and system. These have come about not by luck but through the implementation of a long-term systematic development plan.

If football in Hong Kong is going to move forwards, it too needs to adopt a style and system. Fortunately Hong Kong doesn’t need to ‘re-invent the wheel’. There is a considerable amount of research and data concerning the most effective way to play football and this can be used as the starting point for a more contemporary style for Hong Kong. By taking all of the facets of modern football into account it is possible to devise a style that should be adopted in Hong Kong. The Hong Kong way will be based on the following.

Football Playing System and Style

Teams will be set up in a 4-3-3 or 4-2-3-1 system.

It is accepted that this ‘shape’ will need to be fluid at times as the demands of the match and individual opponents varies but essentially that is how teams should be ‘set up’.

The ‘shape’ needs to be adaptable and flexible and players and coaches need to be ‘schooled’ in when and how to adapt this basic ‘shape’. Having an agreed system is important because, as will be seen later, playing in this formation can be introduced progressively through a small-sided games approach all the way up to the eleven a side format. If all players understand the basic shape and system from an early age, it will improve their understanding and tactical awareness.
**Style of play** is arguably more important than the basic shape, which as mentioned above, needs to be dynamic and adaptable in a game situation. A good understanding of the style of play and good technique in implementing it will make the adaptation of the system easier.

More importantly an agreed style that is coached and learnt consistently across Hong Kong from an early age, will improve the understanding between players on the pitch, create differentiation against weaker teams and provide the ability to counteract better teams. The new Hong Kong way is based on modern football and will be characterized by the following:

- The skill and ability to consistently build from the back through a short passing game
- All players involved in both attack and defense – quick and direct
- Possession-based football – simple plays, many options – give and go, good mobility and speed
- Rapid transition from attack to defense and vice versa
- Playing with width, exploiting space
- Disciplined defense (compact, well organized, disciplined and committed) e.g. no fouls in own 3rd
- Instantaneous pressure after losing the ball – high pressing game, requiring high intensity work rate
- Lots of ‘lines’ – keeping in touch allowing gaps to be closed, passing through mid-field or wide positions
- Quality play in the front third leading to efficient finishing and productive set pieces
- High quality individual technique, control, first touch, protecting the ball, passing, finishing
- Excellent team spirit and winning mentality
- Respect – for team mates, opponents and officials
- Mental and physical toughness

Adopting the approach outlined above does not happen by accident. Its implementation needs to be systematic and planned. A coordinated approach is required from the grassroots all the way through to elite football. This requires the development of a National Football Curriculum that is articulated and shared across footballing stakeholders in Hong Kong. This curriculum must be included within Coach Education courses because coaches need to be able to teach players how to play in this way.
The ‘Hong Kong Way’ must be introduced systematically throughout a player’s development in a series of age-related progressions.

**The Four Pillars of Player Development**

There are four components and prerequisites necessary for the coordinated method of player development. They are as follows:

**Technique** – the style of play advocated requires high level skill acquisition based on years of purposeful and deliberate practice (10,000 hours), personal motivation and expert tuition. In the modern game, it is simply not enough to rely on the natural characteristics of Hong Kong players i.e. their speed and agility. To use the style of play advocated in this document on the world stage, players must be able to develop a vision, have spatial awareness, to position themselves correctly, to control the ball instantly, to retain possession where appropriate and to distribute it effectively. In a pressure situation these skills must be honed and engraved. All 10 outfield players must be master technicians. The modern game is fast, high intensity and possession-based. This requires high levels of learned skill as well as natural ability.

Mental agility and discipline is at least as important as physical agility. Indeed it is an accepted principle of world-class sport that cognitive processes (the speed and accuracy of decision-making) are differentiating factors. This means we need intelligent players.

The technique of current Hong Kong players is not as good as it needs to be and this is reflected in the world ranking position. This is not the players’ fault; talent is not the issue. Weak technique cannot be changed overnight because it takes years of systematic and effective practice and coaching. There is simply no short cut. That is why the results of this plan will take
some time to develop. To give our players the chance to compete equitably against other countries they must be given similar opportunities. That means they must have more time practicing, more opportunities for effective competition and progressive expert coaching from a very early age. This simply doesn’t happen at the moment. The important thing to remember is that by the age of 12 or 13, the basic skills and techniques should already be imprinted.

**Tactics** – deciding to play in a certain style is the easy bit; implementing it is the difficult part. Coaches need to understand how to articulate and communicate the approach in a way that players can understand and put into practice. Tactics need to be reinforced in drills and practices so they become second nature. These coaching sessions need to be regular, intensive and systematic.

This system should be introduced through grassroots programmes using a small-sided games approach. It should progress with the players ‘evolution’ through the HKFA Development ‘pyramid’. The target should be 10,000 hours of purposeful practice between the age of 5 and 18. Like technique, tactical ability needs to be taught progressively throughout a young player’s development. This takes a coordinated approach and a good understanding from coaches.

The HKFA will use the representative team coaches to teach other football coaches in Hong Kong the style of play and tactics to be adopted. This will happen through a series of coaching seminars and the curriculum will be introduced to potential and existing coaches during coach education courses at all levels.

**Conditioning** – the style of play suggested requires high levels of physical fitness. Therefore nothing can be left to chance in terms of a holistic approach including; setting standards, testing, training, recovery, medical support, rehabilitation, hydration, nutrition, player lifestyle etc. A scientific approach is essential. Because the general standard of football in Hong Kong is low, often the most talented players play ‘within themselves’. They are never tested physically until they come across fitter, stronger, faster players from other countries. It is at these times that Hong Kong players are often exposed and their weaknesses are all too obviously exploited, especially towards the end of a match. The suggested style for Hong Kong means playing at a much higher intensity. This faster tempo requires higher levels of conditioning and this too must be understood and implemented in a consistent way from a young age. It goes without saying that this must be done in a scientific way to avoid injury and illness.

**Mental Strength** – a winning mentality must be learnt and this process needs to start at the right stage in a player’s development. As in acquiring technique, this mindset needs to be based on results and therefore this aspect of Hong Kong football will take time too. Again there is a word of caution here because whilst we advocate a culture of competition, this must be introduced gradually and at the right time. At the grassroots level the emphasis should be on

Version 1
fun and enjoyment where results don’t matter. Young people learn better in a supportive environment than they do in one that is racked with anxiety about winning or losing. This message also needs to go out loud and clear to coaches and parents! Learning to win and lose graciously and to respect opponents and officials must be instilled alongside a keen will to win. Coaches and spectators are often an impediment to a footballer’s development.

These four pillars are not mutually exclusive and a holistic approach should be taken to their development, the point is that they should be introduced in a systematic and coordinated way at the right stage of a player’s development.
In developing a National Curriculum it is necessary to understand the trends in modern football and the way the leading nations and clubs play worldwide. The Hong Kong National Curriculum can then adopt the methods of ‘best practice’ which best suit the physical and mental attributes of Hong Kong players.

The game of football is fluid and forever changing. New strategies, methods and styles of play are developed and if proven to be successful are adopted by other nations and clubs. The Hong Kong National Curriculum will also need to be revised in the future, but the first curriculum will be based on best practice in 2014 and the current skill level of Hong Kong players.

In 2014 the World Cup was held in Brazil and the competition was recognized as one of the most entertaining and exciting World Cups ever. The FIFA Technical Study Group Report 2014 stated “The 2014 FIFA World Cup Brazil was marked by top quality and attacking football, excellent players and a positive general football philosophy”.


The following is a summary of FIFA Technical Study Group.

**Technical & Tactical Analysis**

- The teams’ objectives were to score and win matches instead of trying not to lose or concede. This strategy resulted in 171 goals and an average of 2.6 goals per match
- Speed, tempo and power very high
- The most successful teams had players in all areas that had a major influence with their play, work rate, personality and outstanding performances.

**Team Shapes**

- Teams tended to use flexible systems rather than static formations
- The most successful teams were well organized and had effective shapes, usually with four at the back
- However, systems with three central defenders were on the rise again (Chile, Netherlands, Uruguay, Mexico and Costa Rica)
- The best teams played with a holding player in front of the defence and forming a defensive triangle with the central defenders
• Two wide midfielders assisted in both attack and defence
• Full backs pushed forward providing width in attack and crossing options
• Most teams played with two strikers
• Play was built up consistently from defence through midfield to attack
• Overall, it was vital that the team’s shape was in line with an effective system of play.

*System of play (in terms of defence)*

• Most teams’ build up was on the ground.
• Teams recuperated the ball by pressing their opponents aggressively in the first 15 minutes before adopting a semi-high pressing concept in midfield to create space for swift counterattacks once back in possession to get behind the opponents defence
• Screening midfielders often stayed back in defence to give the full-backs the opportunity to push forward.
• One of the strikers dropped back into central midfield to assist defence after losing possession
• Teams defended in a compact block in a high line and overloaded the area where the ball was
• The central areas were mostly crowded as the wingers dropped into the centre to close space down after possession had been lost.

*Tempo / physical fitness*

• The players physical fitness and high level of commitment was vital given the high intensity of play

*Transitions*

• The quality and pace of transitions made the 2014 World Cup a special event
• There were three types of transitions once a team had regained possession:
  - A player running/dribbling with the ball into the opponents defensive area
  - Two or three quick passes forward
  - Long balls to players up front behind the opponent’s defence
• Teams were keen to get forward quickly after ball had been recovered
• Every successful team had at least one player that could run outstandingly with the ball (Messi, Robben, Neymar, Muller, Rodriguez, Sanchez)
• All teams used rapid counter-attacks as part of their game
• 20% of goals scored at 2014 World Cup came from quick transition play or counter-attacking
Trends

Attacking Football

- The trend at the 2014 World Cup was for teams to play positively and do everything to win rather than merely “not lose”
- Pushing up the field to score was considered more important than playing for safety
- Power, pace, skill and composure were key features of play
- The World Cup was one of fastest World Cup’s ever played
- Players were strong all-round athletes to meet demands of the game
- Counter-attacking was crucial in the tournament

Magic Moment

- Transition is the “magic moment” in a game and a key factor in modern football
- The 2014 World Cup saw numerous goals scored through fast counter attacks following a transition
- Teams from South America and Africa employed fast-paced counter-attacking play particularly often

Flexible interpretation of playing systems

- A key factor for successful teams was their flexibility in the interpretation of a playing style
- The shape of a team with a certain line up could change with introduction of new players while still applying the same system of play
- The new or substitute players had to be able to integrate immediately into the tactical shape of the team and the successful teams tended to have a number of excellent substitutes

Taking risks

- The best teams were not afraid of losing their shape for brief moments and were rewarded more than those who tried to keep their shape at all times

The importance of full-backs and holding midfielders

- Full backs had an important role practically acting as wingers and providing support in the attacking area
- The trend was to often play with only one player positioned in defensive midfield instead of two. This player formed a triangle with the central defenders and was chiefly
responsible for recovering the ball and playing the initial pass in counter-attacking moves

New era of goalkeeping

- The goal keeper has to have some of the skills of an outfield player in order to contribute to the buildup of the game, to control passes from his defenders or to intercept balls outside of his penalty box

Brazil 2014 and its implications for the development of young players

- An analysis of the matches showed that the development of young players should focus on technical skill from an early age, combined soon after with speed, strength and psychological training

In addition to the analysis of the 2014 World Cup Brazil the leading clubs demonstrate trends and characteristics that set them apart from the other clubs.

Teams operate as a ‘unit’

The team works together when on the attack, but they try to stay compact and also defend as a unit. Playing in this manner means that players have to have high levels of fitness and stamina.

Ability to create and exploit depth

Modern football is about finding space and gaps and then playing intelligent and successful balls in to these areas.

Clinical goal scorers

All successful teams have excellent strikers who are capable of converting goal scoring opportunities that come their way.

Passing during transition with accuracy and timing

This ensures that team-mates are faced with a one-on-one situation instead of being outnumbered three to one. One such example is a diagonal ball that reaches a team-mate at the perfect time so as to give him a one-on-one situation.

Clear attacking strategy

Teams are successful if they have a clear attacking strategy and if they are able to launch quick, explosive and controlled counter-attacks.
It is important to understand the current situation and recognize the existing Hong Kong Playing Style. What are the strengths and what are the weaknesses in the Hong Kong Playing Style?

The traditional Hong Kong football playing style is a ‘reactive’ playing style based on defending in own half and using counter-attack for attacking.

In the Hong Kong Senior Men’s domestic league historically many teams have used big, strong and physical foreign players to use as a target man which can be effective and help teams to win. However, this style of play will not help the development of local football in Hong Kong.

In the last few years the Hong Kong Senior Representative team, each age group representative team and a number of clubs, have changed their strategy and attempted to build up play from the back, through the middle and into attack.

The Strengths & Weaknesses of Hong Kong Players

To establish a playing style for the National Curriculum it is necessary to understand the strength and weaknesses of Hong Kong Players.

Strengths

1. Hong Kong players are intelligent
2. Individual technique with the ball is good
3. Quick and agile
4. Good coordination
5. Good endurance if players are disciplined and train
6. Competitiveness, willing to learn, use to play with and against foreign players, long history and traditions

Weakness – Technical

1. Passing ability lacks quality in terms of weight, timing and accuracy
2. Poor first touch and lack anticipation and alertness
3. Finishing ability is weak
4. Weak in 1 v 1 duel
5. Weak in dribbling with the ball
6. Lack special awareness and ability to find space for self and teammates

Weakness – Tactical

1. Always play as an individual
2. Lack understanding of combination play
3. Lack on anticipation and knowing what is going to happen next

**Weakness – Physical**

1. In general not physically strong and lack size
2. Light weight
3. Lack power

**Weakness – Mental**

1. Not tough enough mentally especially if losing
2. Fear stronger opponents
3. Attitude can be poor both on and off the field
4. Lack passion to train and work hard to achieve results

**What is the Hong Kong ‘Way to Go?’**

**Establish Youth Programme**

1. Implement age specific development programme for each age group within the Academy and District programmes.
2. HKFA Senior Coaches to run workshop, seminars and training courses for Hong Kong club coaches to introduce them to the curriculum and Hong Kong playing style
3. At the younger ages more focus on individual technical development

**Objective of the Youth Programme**

The objective of the youth programme is to develop individual players rather than focus on the team winning.

1. Always warm up with ball
2. Proper conditioning from early age – with ball, without ball, coordination, agility and speed
3. Focus on small sided games (SSG) – more touches, more one-on-one situations, more goals, more time in-play
4. Specific training for each position
5. Must finish with a game (4v4, 7v7, 9v9)
6. Sessions must include ‘player centered approach’ drills to let the players learn to make their own decisions.
Age Related Training

The HKFA National Curriculum for football in Hong Kong will be ‘age-related’ and will be based on a defined playing system and style and which sets out what skills should be taught, when they should be taught and how they should be taught. This will cover all ages but will start at the grassroots level.

- Adopting a ‘small-sided games’ approach to grassroots football across Hong Kong based on the following:
  - Mixed boys and girls playing and training together between ages 6 - 12
  - Age 6 - 8 playing 4 v 4 (no goal keeper) or 5v5 (with keeper)— learning core foundation skills but the emphasis on fun and enjoyment
  - Age 9 - 12 may use various small-sided games such as 7v7, 8v8 or 9v9 for training purposes
  - Once a child reaches the age of 13, there should be a seamless pathway to the HKFA Youth development programme playing 11 v 11

Introduce more Youth Tournaments

1. Develop a competitive youth league
2. Establish a National Elite Youth League – best against the best and the better players get opportunity to play regular competitive matches
3. Single age groups
4. Establish 7 to 9 a-side hard court tournaments for children before 13 years of age

Establish a School Futsal Programme

1. Introduce futsal to schools as most have hard court playgrounds
2. Establish and develop Primary School Futsal Competition

Reinforce HKFA Coach Education according to the National Curriculum

1. Produce quality high level coaches and coach instructors to deliver the curriculum
2. Monthly or bi-monthly seminars for district teams and club coaches regularly.
3. Include in development activities and seminars specific programmes for physical fitness, attacking, defending, midfield, goal keeper and analysis

Playing Proactive Style

1. Build up from the back through the middle with short passing game
2. Short passing combined with long passing behind the defender line

Version 1
3. Quality combination play in attacking third
4. Rapid transition from attack to defense and vice versa
5. Effective channeling to force opponent to our defending point and start high intensity pressing game

**Playing Reactive Style**

1. The style to adopt when playing against a strong opponent
2. Establish a defending line in middle third
3. Transition from defense to attack with quick direct counter attacking play. If not effective retain possession to start build up play again.

**Implement physical conditioning at youth level**

1. U15 – agility, coordination, balance, speed, reaction
2. U18- + power, speed and strength endurance, high intensity aerobic capacity, etc.

**Hong Kong National Playing Style Statement**

The Hong Kong Football Association football philosophy is summarized in the following statement of a national playing style to be adopted in Hong Kong:

- A combination of proactive and reactive playing style based on quality of opponent.
- Rapid transition from attack to defence and vice versa, with instantaneous team pressure if losing the ball and quick counter attacks.
- Possession-based football – simple plays, many options – give and go, good mobility and speed backed up with high quality individual technique.
- Aim for goal scoring and create goal scoring opportunities in the attacking third
- Physical and Mental toughness
The aim of the Hong Kong Football Development Programme:

‘to encourage as many young people as possible (regardless of age, gender, racial background or level of ability) to take up the sport of football from an early age and to give them as many opportunities as possible to learn and to progress as far as their enthusiasm, talent, skills and aspirations allow’.

The objectives of the Hong Kong Football Development Programme:

- Establish a systematic and coordinated approach to football development
- Define, agree and implement a consistent style of football across Hong Kong through the development of a National Curriculum
- Ensure that all football stakeholders ‘buy-into’ this style of play
- Get more people playing football, more often and to a higher standard
- Create a ‘golden thread’ of player pathways and opportunities to allow players to progressively learn the new style
- Equip developing players with the four ‘pillars’ of football performance; technique, tactical knowledge, physical attributes and mental strength
- Develop a better system for talent identification that is objective and effective; one that puts player welfare and development above coach self-gratification – integrating education into the development continuum
- Develop an unashamed ‘high performance’ culture where the best play against the best
- Align Coach Education courses and programmes to the new approach
- Employ coaches that share the HKFA values and approach and work with them to improve their knowledge and performance
- Coordinate the requirements of the football development plan with a network of improved facilities
- Monitor the effectiveness of players, coaches, activities, programmes and systems
- Expand the remit of the HKFA and make it more inclusive by overseeing and assisting all football development activity in Hong Kong
- Making football a sport capable of sustaining full-time careers for players, coaches and administrators
The Hong Kong Football Development Programme will be based on a systematic and coordinated player development continuum where every footballer is given the chance to participate and progress to their level of competence and where the most talented footballers within each age group are identified at an early age and given more and better quality training and conditioning. This system is illustrated in the diagram below.
The Football Development Continuum (Pyramid and Pathways) in Summary

Children need to be introduced to physical activity and basic ball skills at a very young age. This will need to be done by parents, helpers, kindergartens and nursery schools. In some cases children will attend football classes when they are toddlers. The HKFA does not envisage getting directly involved with children at this age but will encourage early year’s participation and provide information on how and when to introduce basic skills.
Initially players will be introduced to ‘grassroots’ football (age 6 to 12) either through a HKFA programme, an amateur club, the schools system or a Commercial Soccer School. Their progress through the grassroots stage must be monitored. They must be given every opportunity to develop their natural talent. Once they are 13 those children interested in football should be able to continue to participate either at a commercial soccer scheme, amateur club or though the school programme. Those children involved in HKFA programmes will join District training programmes/leagues or be talent spotted by one of the professional Clubs. If their talent and ambition is confirmed by a qualified coach, there should be pathways to the next level so that their potential can be developed. This would mean attending additional training sessions at one of six Regional Centres of Excellence. Those that are not of the requisite quality should still receive expert training at the District level in recognition that some children are ‘late developers’.

A major pathway particularly for talented players will be for them to join a professional Club that has an accredited Academy but it is recognized that many of the Clubs will take some time to develop these Academies. In view of this and until the Club Academy system is fully developed the HKFA should establish centralized Academies for the most talented players. These players will therefore receive additional and higher level coaching in age group squads.

After the age of 18 Players will either be ‘signed on’ by a Professional Club, where they will be eligible to play for one of the Hong Kong senior teams e.g. U20. If they are not good enough to play professional and representative football then there should be pathways to amateur football, coaching, refereeing or football administration. Retaining people in the sport is important regardless of playing ability.
The football development continuum in terms of the Hong Kong National Curriculum can be summarized as starting with the broad base grassroots participation (Exploration Phase) leading through phases and pathways to elite level performance (Competition Phase).

![Football Development Continuum Diagram]

**Exploration Phase U6-U8**

**Individual Develop Phase U9-U12**

**Team Develop Phase U13-U16**

**Competition Phase U17+**

**Step-in Phase U5 years**
THE FOOTBALL JOURNEY FROM 6 YEARS TO SENIOR PLAYER

All professional footballers begin the ‘football journey’ by just having fun with a ball as a small child and developing skills, football knowledge and fitness. The progression from football beginner to an elite player happens through established phases. As a child the player is not aware of these stages and a football curriculum can outline this planned development.

The Hong Kong Football Curriculum provides a guide to ensure that a young player is always progressing, on the move, learning and developing to be the very best possible footballer. Of course, not all young players will end up becoming a professional footballer, but those that want to achieve this dream are given an opportunity if the curriculum is used as a road map for football development.
Under 5 years

STEP- IN PHASE

Key physical and mental characteristics:

Short bursts of energy, no stamina, limited co-ordination or balance, no awareness of rules, self-centered, participation if for fun.

Football Development:

Just focus on fun and enjoyment, see if child can kick with both feet and move about in a specific direction, play game of chase to see child have fun and try and keep the ball, do not reprimand if the child picks up the ball during this stage as child is just playing.
Key physical and mental characteristics:

Fatigue and recovers quickly, develops basic motor skills, balancing can be difficult.

Football Development:

Learns best by being physically active rather than constant instruction, needs plenty of time with ball to become familiar and develop skills and confidence, focus on passing and running with ball without introducing a competitive element to practice.
U9 - U12

INDIVIDUAL DEVELOP PHASE

Key physical and mental characteristics:

Players are well balanced and coordinated and very adaptive to learning motor skills, physically and mentally they are ready for a more structured approach to training.

Football Development:

Tactically the players also start to learn how to work together, focus on perfecting basic techniques, this phase is often referred to as the ‘golden age of learning’ and the skills developed now will be with a player for life.
U13 - U16

TEAM DEVELOP PHASE

Key physical and mental characteristics:

Muscles become more defined allowing for more physical training. Coaches must be aware that players will enter puberty and will undergo physical changes as they mature. Players will mature at different ages during this three year period.

Football Development:

Start to develop tactical understanding of the team, this phase is prepare players for senior football by conditional (functional) game training. The players still require individual technical training and therefore this should continue and it is recommended that the game development training should be delivered once or twice a week or two days immediately before the game day to ensure that the tactics are fresh in the mind.
Key physical and mental characteristics:

Most players are now reached the end of puberty or are fully developed. The players will be able to develop muscle mass and train for longer and at a greater intensity. The players will be more mature psychologically and the coach can deliver more adult and tactical sessions. The player competitive spirit will be developed.

Football Development:

The training will become more tactically demanding; however the coach must continue to work on individual techniques and skill. Physical conditioning will become more important and a coach needs to introduce training to develop muscle strength, core conditioning, interval anaerobic and recovery sessions.
1. GENERAL INTRODUCTION

The Exploration Phase is the first phase of the overall players’ development pathway. It is where a child is first introduced to the sport and to an environment where they can enjoy playing football safely.

This phase is of paramount importance, not only to the development of football, but to the personal development of a child. This phase allows a child to take part in physical activities with other children under the guidance of adults which in turn develops the child’s social skills, discipline, manners and above all, physical literacy such as crawling, hopping, catching, throwing and balancing.

The football development skills learnt in this phase lays the very foundation of successful football players. During this phase, a child is exposed to an environment that mimics ‘street soccer’—the form of free-play that has nurtured hundreds of football stars throughout the years. By creating an environment where safety and basic rules are taken care of by coaches, a child can fully explore the fun and joy of football. The aim is to allow a child maximum playing time and touches with minimal coaching or instruction from adults. Only by doing so will a child truly enjoy playing football and likely be passionate about it when they enter the next phase of development.

2. PHASE CHARACTERISTICS

- In this phase training must focus on having FUN.
- It is the perfect time for players to learn basic motor skills such as running, jumping and skipping.
- At this age, football is more or less an individual game: it is about players getting familiar with the ball.
- Thus, much of the focus is on ball mastery, dribbling and running with the ball.
- Although not a focus of this phase, it is a good idea to develop player’s perception and awareness early on.
- Even though players at this level are beginners, learning a new skill should be accompanied by the decision-making process. This is why games (with certain amount of interference) are preferred over drills (without any interference).
- Football should also serve to facilitate their personal growth as human. Things like discipline, personal hygiene and manners can be fostered through football activities.
3. PLAYER CHARACTERISTICS

U6

<table>
<thead>
<tr>
<th>Physical</th>
<th>Psychological / mental</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Tires and recovers quickly</td>
<td>• Likes to play on their own</td>
</tr>
<tr>
<td>• Learns best by being physical active</td>
<td>• Easily motivated</td>
</tr>
<tr>
<td>• Needs to repeat activities</td>
<td>• Enjoys being praised</td>
</tr>
<tr>
<td>• Mainly uses large muscle movement</td>
<td>• Sensitive to criticism</td>
</tr>
<tr>
<td>• Basic motor skills developing</td>
<td>• Limited attention span (&lt;15mins)</td>
</tr>
<tr>
<td>• Equal abilities for boys and girls</td>
<td>• Easily frustrated</td>
</tr>
<tr>
<td>• Balancing could be difficult</td>
<td>• Strong desire for adults attention</td>
</tr>
</tbody>
</table>

U8

<table>
<thead>
<tr>
<th>Physical</th>
<th>Psychological / mental</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Learns best by being physical active</td>
<td>• Enjoy们 being praised by adults</td>
</tr>
<tr>
<td>• Needs to repeat activities</td>
<td>• Egocentric – each player wants a ball</td>
</tr>
<tr>
<td>• Coordination and body control improves rapidly</td>
<td>• Peer group becomes more important</td>
</tr>
<tr>
<td>• Reaction time starts to improve</td>
<td>• Finds abstract thinking difficult</td>
</tr>
<tr>
<td>• Lots of energy as endurance starting to improve</td>
<td>• Starts to develop powers of reasoning (if you do ‘A’ then ‘B’ will happen)</td>
</tr>
<tr>
<td>• Fine motor skills start to develop</td>
<td>• Eager to try new things</td>
</tr>
<tr>
<td>• Height and weight increases at steady rate</td>
<td>• Needs constant guidance and praise to stay on task</td>
</tr>
<tr>
<td>• Improving ability to track objects in motion</td>
<td></td>
</tr>
</tbody>
</table>

4. COACHING PHILOSOPHY

Overall philosophy

• Players’ development is the utmost target, not winning games or the coach’s personal glory.
• Always remember they are children. They come to play, not to train.

Preparing sessions

• Aim for quick transitions. Try to pick a series of games/drills which allow you to use the same grids/cones more than once to prevent the children from having to wait for coach to set up the pitch.
• Always have at least one backup drill/game ready in case a game does not go well.

Version 1
• Always try to maximize playing time by avoiding lines and minimizing players waiting.

Running sessions

• Be prepared for when they arrive. Have the first game ready to go.
• Be welcoming, enthusiastic, and remember to smile. If possible, be animated, lively and display enthusiasm.
• Keep them busy. Minimum stoppages except for drinks.
• Be inclusive, involve all players.
• Ensure children’s safety, both physically (equipment and venue) and emotionally (make sure the children are comfortable about what they are doing and are confident to express themselves)
• Mix teams around so players do not dominate.
• Politely ask parents and guardians to remain unobtrusive as children need to focus on you and the game.
• Avoid having more than one voice at a time. When there are two or more coaches, separate the responsibilities or group players into smaller groups.
• Stay calm and be patient with bad behavior. Sit poorly behaved players out in a sin bin if necessary, but ensure they are supervised.
• Use and encourage humor but take care to avoid overuse of jargon. Remember, what adults see as funny, children may not.
• Ensure fair play and good manners.
• Remain positive body language all the time. Avoid habits like folding arms, constantly looking at watch, getting distracted by keen parents or looking fed up.
Coaching behavior

- Keep explanations simple and short, let them ask questions.
- Technical details should be conveyed in an understandable way for the children, often disguised as goals, conditions or requirements in games.
- Establish a positive atmosphere in which children and coaches interact in a supportive and enthusiastic way where positive reinforcement and praise dominate.
- Highlight ‘rights’ instead of ‘wrongs’. Praise a lot and be positive.
- Avoid commentating and over-coaching. Children will learn to make better decisions when given the freedom.
- Encourage flair, creativity and risk-taking. Children must not be afraid of making mistakes as a result of trying new things.

5. DEVELOPMENT PRIORITIES

Fun and enjoyment: Undoubtedly the number one reason why young children play football is because they enjoy the game. We want our children to enjoy every session/match and look forward to the next with enthusiasm. Coaches can create the right environment and atmosphere for children to enjoy football by setting up short (less than 15 minutes each) and fun activities that flow seamlessly throughout a session. Coaches should also keep instructions simple and short, provide constant positive feedback and encourage children to experiment new things without fear. After all, the fear of being wrong is the biggest barrier to creativity. Nonetheless, all these should be conducted in a safe and hazard-free environment.

Personal growth: Football is just another extra-curricular activity for children at this age. Even though our ultimate aim is to nurture football players, we cannot distance ourselves from the educator role. We want our young players to learn to respect others from the first day they are introduced to football. Players have to respect their coaches, other players, referees, parents and of course themselves. Football can also be a perfect medium to promote other good human qualities such as maintaining good hygiene and a healthy, balanced diet.

Basic motor skills: These are the fundamental movement skills that are the prerequisite for learning more complex and specialized skills, such as football-specific skills. A child should be able to perform these skills naturally at U8. Coaches can incorporate these elements in their warm-ups and fun activities progressively throughout training blocks. These skills can be categorized as below:

- **Locomotor skills**: The ability to move body in any direction from one point to another. Examples are crawling, running, galloping, sliding etc.
- **Stability skills**: The ability to balance the body static or during motion. Examples are stopping, bending, landing after a jump, turning (changing direction while moving) etc.
- **Manipulative skills**: The ability to handle and control objects with hands or feet. Examples are
throwing, catching, striking, bouncing etc.

**Ball mastery** is the comfort level at which a child can manipulate the football with feet and body. For younger children, when they cannot even fully control and coordinate their body, to try to control the football with their feet could be extremely difficult (especially when football is a single-leg sport that requires good balancing ability). Coaches must be patient and creative to create the right environment for young players to flourish. Fun, story-based games that require children to control and manipulate the ball with certain interference, such as the other participants, will best serve the purpose. Coaches should also induce players to practice on their own by giving them homework or setting up challenges ahead.

At U6, we have to be realistic about what the children are capable of doing but coaches should generally be encouraging their players to use both feet when mastering the football and also try their best to keep their heads up.

For U8, coaches may want to encourage players to try to manipulate the ball while moving towards a certain direction. Ball juggling can also be introduced so that players have a chance to feel what it is like to control the ball in the air with various parts of their body.
**Dribbling:** After a child can manipulate the ball with relative ease, it makes perfect sense to add a footballing purpose to this technique. Dribbling is the ability to control the football in a relatively tight area under pressure with a purpose to bring the ball to a certain destination for the next action. Again, fun, story-based games can best induce players to practice dribbling together with their decision-making ability.

For U6, coaches can use static obstacles or passive moving obstacles (eg. other dribbling players) during games. They should also encourage players to keep their heads up to locate space to dribble into.

At U8, coaches can increase the difficulty by adding defenders. Coaches can challenge players to think of creative ways to change direction and also pay attention to small strides and soft touches in tight area. Players should also be encouraged to be creative and try different methods to dribble through barriers.

**Running with the ball:** Set up the skill session using a big pitch without opponents so that the player can run with the ball fast using the outside and instep of the foot.

At U6, coaches should focus on encouraging players to keep their heads up and recognize the space to run into.

At U8, coaches can further encourage players to pay attention to using their outer part of their foot to push the ball away and also recognize when and how to decelerate when the space is exploited.
EXPLORATION STAGE MODEL SESSION EXAMPLE

1. MOTOR SKILLS - General Warm Up (10 min)

   ![Diagram of players engaged in activity]

   **Introduction:**
   Two players located on the middle have to touch the others (in pairs) throwing the ball with their hands. Players in pairs must hold a bib between them and they should avoid the ball touch them running, stopping their run or do it faster, changing of direction, jumping, etc...

   **Condition:**
   - Aiming throwing the ball below knee height
   - Players in pairs always running holding the bib.

   **Coaching Point:**
   - Keep heads up.
   - Let the players enjoy and trying different ways of displacement.
   - Awareness.

   **Organization:**
   Players: 12-14/group. Time: 10 min. Space: 20mx20m. Progression: players running free individually.

   Equipment: 10 balls, 6-7 bibs, 8 cones.
2. BALL MASTERY (10 min)

Introduction:

Players dribble free their soccer balls around inside the grid.

Condition:

The coach then shouts a body part out and the players put that body part on the ball (leg, chest, head, arm, etc.).

Coaching Point:

- Keep heads up.
- Look for space.
- Be brave to try new things.

Organization:

Players: 12-14/group. Time: 10min. Space: 20mx20m.

Progression: players to using right foot only – left foot only, dribbling using instep or other, etc.

Equipment: one ball/player. 8 cones.
3. TECHNICAL DRILL - Dribbling (Main of the session) (15 min)

Introduction:
Players dribble around inside the grid. Two players start without balls and attempt to tag the players.

Condition:
When tagged the player must hold their balls above their head and stand with their feet apart. Other players try to free the tagged players by passing their soccer ball through the tagged player’s legs to set them free.

Coaching Point:
- Keep heads up.
- Look for fast change of direction when pursued.
- Be brave to try new things.

Organization: Players: 12-14/group. Time: 15min. Space: 20mx20m. Progression: players that are trying to tag have soccer balls and must dribble when trying to tag. Equipment: 10 balls, 2 sets of 10 bibs, 8 cones.
4. GAME (20 min)

Introduction:

Two teams of four players. No Goalkeeper.

Condition:

If the ball leaves play, feed a new ball in immediately. The aim for both teams is to score in all four goals.

Coaching Point:

- Keep heads up.
- Dribbling using both feet.
- Be brave mastering the ball.
- Try to beat an opponent either dribbling or running with the ball.


Progression: with goalkeeper, reducing to 2 small goals.

Equipment: 10 balls, 2 sets of 4 bibs, 8-10 cones, 8 big cones (or 4 small goals).
INDIVIDUAL DEVELOP PHASE (U9 – U12)

1. GENERAL INTRODUCTION

The skill development phase is a crucial stage in developing a young player’s technical skills. The technical skills developed in this phase will provide the players with the ability to solve different situations during the game and able to understand and put into practice tactical learning in the future.

2. PHASE CHARACTERISTICS

- In this phase training must focus exclusively on developing the player’s technical skills (Functional Game Skills).
- This phase is commonly referred to as the “Golden Age” for motor learning.
- These Functional Game Skills will help the player to perform effectively during the game.
- If the player does not develop basic technical skills during this phase it will be very difficult to make it up later.
- The HKFA Skill Development training program focuses on developing the 4 CORE TECHNICAL SKILLS (first touch – striking – running with the ball – 1v1).
- Basic GROUP Tactics (combination of players) and TEAM tactics (combination of units) learning should be start at this age.
- Players have to be taught to go wide and deep, to use spaces in the attack and squeeze space and be close to each other in terms of defence in this early stage.
- Speed, Coordination, Balance and Agility are the main physical aspects to improve at this age.

3. PLAYER CHARACTERISTICS

The characteristics of players at this age are:

- Players are highly motivated, competitive and enthusiastic.
- Players are well balanced and coordinated and very adaptive to learning motor skills
- Tactically the players also start to learn how to work together.
- Physically and mentally they are ready for a more structured approach to training.
- Players are also ready for a basic tactical understanding.

4. COACHING PHILOSOPHY

In this stage the coach must focus on developing the player’s technical skills, introducing a lot of individual training as well as giving the child experience in game skill training.
5. DEVELOPMENT/PHASE PRIORITIES

The main priority of this phase is to develop the technical skills according with phase-age characteristics and player characteristics. This “functional” nature of teaching the technical skills is important as it needs to relate to a real match-game situation.

The technical skills required in this phase:

- Receiving and first touch
- striking the ball (passing, shooting and heading)
- dribbling including running with the ball and shielding the ball
- 1v1.

THE 4 CORE TECHNICAL SKILLS:

Receiving and first touch:

The young player needs to develop controlling the ball with all the allowed body parts. The first touch is one of the most important skills in football. It gives the player the chance to make a second action such as passing, shooting, dribbling and keeping possession. At this age it is recommend to use the inside of the foot to get a good control of the ball.

Striking the ball (passing, shooting and heading):

These core skills include short and long passing including crossing, shooting and heading. At this age the young players are not able to strike the ball very hard as they are still developing strength and coordination. Players should train on short passing (inside and inside-instep) and finishing close to the goal (in that way the players can experiment and enjoy the feeling when they score a goal). Long passing and crossing can be learned at the end of this stage. Players must develop heading technique in this phase to be able to clear the ball, head to a team mate and aim for the goal.

Dribbling including running with the ball and shielding the ball:

There are two aspects to this core skill.

a. In front of big areas on the pitch without opponent the player can run with the ball fast using the outside-instep. The player should practice running with the head up and using peripheral vision to look for options or opponents.

b. In tight areas the player must use mainly the inside to protect the ball away from the defender, for turn and change of direction easier.
**1v1:**

Moves and feints with and without the ball to beat the opponent. This core skill requires a lot of individual training and practice to be effective. The most talented players are very good in 1v1 situations (e.g. Messi, Neymar, Navas).

1v1 in defense can be considered as an important element in this phase and should be incorporated in all 1v1 practices.

Skill training takes many hours of practice and lots of repetition to properly develop the four core skills. The young players need to learn to play with both feet to the point where the young player can execute the skills automatically, allowing them to focus on external stimulus and factors rather than executing the skill.

The emphasis in this phase is on skill development, but this should not be separated from developing game understanding at the same time. In addition some tactical and physical contents need to be included in the training sessions.

If this approach is applied properly, it will provide a good transition into the Team Development Phase.
INDIVIDUAL DEVELOPMENT PHASE MODEL SESSION EXAMPLE

1. BALL MASTERY - General Warm Up (10 min)

Introduction:
Players dribbling free making different feints on each post.

Condition:
- Let the players try different feints, using both feet.
- Player should observe other team mates to copy or imitate their feints.

Coaching Point:
- Ball always close to the feet.
- Different feints and change of the pace to be able to beat opponent.
- Link feint + change of direction + change of pace.
- Both feet to improve.

Organization: Players: 8-10 players /group. Time: 10min. Space: 30m x 30m

Progression: introducing 1-2 defenders trying to regain the ball.

Equipment: 1 ball each player, 8-10 cones or post each group.
2. SKILL INTRODUCTION - Specific Warm Up (15 min)

**Introduction:**

Players in pairs passing the ball free around the space.

**Condition:**

- When the coach flows the whistle, player with the ball should start 1v1 against his pair and try to score in one of the small goals.
- Mandatory beat the opponent in 1v1 situation (**facing** the opponent).

**Coaching Point:**

- Ball always close to the feet.
- Different feints and change of the pace to be able to beat opponent.
- Link feint + change of direction + change of pace.
- Both feet to improve.

**Organization:** Players: 10-12 players/group. Time: 10min. Repetitions: 2x5min. Changing pairs after first set.

Space: 30m x 30m. Progression: from 1v1 to 2v2. Equipment: 1 ball each pair, 20 cones.
3. **SKILL DEVELOPMENT SECTION - Main of the session (30 min)**

**Introduction:**

Competition 1v1 in two different drills.

**Condition:**

**Drill A:** Attacker receiving the ball from defender must beat him and score in either of the two small goals, from inside the “shooting area”. Defender after passing the ball must run quick and face attacker getting a correct body shape.

**Drill B:** Attacker receiving the ball from goalkeeper must finish the move either 1v1+shooting or shooting if the defender (red) is not enough fast. If white player scores, white team keep attacking. In case white team cannot score, red team starts a new attack from goalkeeper.

**Coaching Point:**

- Ball always close to the feet.
- First touch of the ball.
- Different feints and change of the pace afterwards.
- Link feint + change of direction + change of pace.
- Both feet to improve.
- Defender: body shape half turn and decreasing center of gravity.

**Organization:** Players: 8-10 players on each drill (A and B). Time: 30 min. Repetitions: 2 sets. A Group goes to B and B goes to A. Space: 30m x 30m each drill. Progression: from 1v1 to 2v2. Equipment: 4 small goals, 2 big goals.

Version 1
4. **GAME – 5v5 (30 min)**

**Introduction:**

Match between 2 teams (white and red) of 4 players.

**Condition:**

Player with the ball must beat opponent in a 1v1 situation before scoring.

**Coaching Point:**

- Ball always close to the feet.
- Different feints and change of the pace afterwards.
- Link feint + change of direction + change of pace.
- Both feet to improve.

**Organization:** Players: 10 players / group. Time: 30 min. Repetitions: 1. Space: 40m x 20m. Equipment: 2 sets of 4 bibs, 10 balls.
TEAM DEVELOP PHASE (SYSTEM AND GROUP, TEAM TACTIC U13-U16)

1. GENERAL INTRODUCTION

- In the early phase development stages the players are spending a lot of time working on individual skills and working with the ball.
- The team develop phase educates the children how to play football with other players and the different role that players adopt on the football pitch.
- The players will learn the different characteristic of each position and the tactics of the game such as when in ball possession how to build up from the back, go through the middle to the top third; and when the opponent has ball possession how to regain the ball.
- The players will learn about the different game transitions moments such ‘attacking to defending’, ‘defending to attacking’ and counter attacking.
- The players need to be taught the importance of keeping possession and how to judge the right moment to pass forward in a positive manner at the correct time.
- The aim is to develop and educate the players to play a proactive style of football.

2. PHASE CHARACTERISTICS

- During this phase the children learn fast and it is important to instill the basics of football tactics and the style of play to be adopted in Hong Kong.
- This phase is preparation for senior football by teaching the functional elements of the game.
- It is important to develop tactical understanding of the team game and the four important moments – In attacking, in defending, transition attacking to defending and transition defending to attacking.
- This phase will introduce the 4-3-3 formation, which can be modified to a 4-2-3-1 formation.
- The Hong Kong curriculum will outline the characteristics of player positions.
- It is recommended that individual skill development is not neglected and that team tactics are introduced into the training sessions once or twice a week, or in the days prior to any game day.
- Coaches have to understand that players at this age are beginning to enter puberty and be sensitive to the player’s mental and physical development.
- Players at this age may start to challenge a coach instruction and the coach must understand this is normal growth characteristic and to remain calm during such situation.

3. PLAYERS CHARACTERISTICS

- The young players are entering into puberty period are subject to physical and mental change.
- If the young player undergoes a period of growth in height he/she may lose temporary strength or speed until the muscle develops. The player may also be subject to a decrease in coordination and motor muscle development. The coach must be aware of these factors and plan training sessions accordingly and be sensible not to put the players under physical stress.
- The coach should remain positive and upbeat in giving feedback on their performance first and then constructive corrective feedback to educate the player.
4. COACHING PHILOSOPHY

From this stage in a young players development players will be introduced and educated about team tactics and sessions will be delivered according to the 4 important moments in football.

The players will have been playing 11 v 11 games and will therefore have a basic understanding of positional play and which players are defenders, midfield or attackers, so the sessions will develop from the basic principles of team tactics. The coach must develop a playing style according to the HKFA player philosophy.

5. DEVELOPMENT /STAGE PRIORITIES

Based on 1-4-3-3

Why 1-4-3-3 formation?

Trend
The 2014 Brazil world cup technical report established that one recent trend is to play with one rather than two defensive mid-fielders to form to triangle with center defender

HKFA Football Curriculum
The curriculum recommends playing with a 4-3-3 system that can be modified to 4-2-3-1 formation depending on the opponent.

HKFA Football Philosophy
This formation fits with the Hong Kong style of play and philosophy attacking with wide players and numbers in midfield to dominate ball possession.

Education
This formation is easy to learn.
CHARACTERISTIC OF EACH POSITION

Goalkeeper No 1.

The goalkeeper has an important role in leading and organizing the defense.

In the modern football, the goalkeeper is the last man of defense as well as the start of an offensive buildup. The goalkeeper’s most important/crucial task is of course figuring out the best position to stand in order to save a shot. It is also important that the goalkeeper is dominant in the penalty area. The goalkeeper has to be aware of the opposition making a through pass behind the defensive line, in this situation the goalkeeper’s job is to act as a sweeper and clear the ball to safety.

Due to the fast paced game nowadays, the goalkeeper must also have the ability to read the game situation and accordingly communicate with the defensive line in order to maximize the strengths at the back. And since the implementation of “back pass” rule,[Law 12 - Law of the Game of association football FIFA] in season 1992/3, goalkeepers nowadays has to have adequate foot work or some form of foot skill in order to start a buildup from the back. One excellent example is Manuel Neuer from Germany.
Goalkeeper No 1.

<table>
<thead>
<tr>
<th>Technical</th>
<th>Physical</th>
<th>Mental</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Hand eye skills (Hand eye-coordination)</td>
<td>• Good physical build</td>
<td>• Decision making</td>
</tr>
<tr>
<td>• Body positioning in order to save a shot</td>
<td>• Agility</td>
<td>• Determination</td>
</tr>
<tr>
<td>• Dealing with High-low inswing – outswing crosses</td>
<td>• Flexibility</td>
<td>• Anticipation</td>
</tr>
<tr>
<td>• Proper diving technique</td>
<td>• Powerful</td>
<td>• Leadership {Organizing the defense}</td>
</tr>
<tr>
<td>• Dealing with 1vs1 situations</td>
<td>• Explosive</td>
<td>• Communication</td>
</tr>
<tr>
<td>• Ball distribution using either foot</td>
<td></td>
<td>• Courage</td>
</tr>
</tbody>
</table>
The main role of the central defender is defend the goal, handle the opposition’s striker(s) and to prevent any threats for goals.

The center backs have to be in control of the team’s defensive unit as well as marking the opponent’s forwards and to restrict and minimize any shooting chances from the opposition’s offensive player. In terms of defending, the best option for a center back is to be in a good position to discourage the striker from receiving the ball but if the striker is able to avoid this, the second best option is to intercept the pass given to the striker.

If the striker does have the ball with back to goal the central defender must press to prevent the player from turning.

If the attacking striker is in possession of the ball facing the goal the central defender must restrict the forward to one side of the pitch and wait for an opportunity to make a challenge for the ball.

In terms of offensive responsibilities, the central defenders first role is to be in a good position to receive the ball from the goalkeeper and to ultimately find a pass to teammates. Another task for the central
defender is the importance of switching the play when receiving the ball from one of the full backs. In addition, if one of the central defenders is free when receiving the ball from the goalkeeper, it is also possible for the central defenders to drive with the ball forward into the mid-field area and construct a 2vs1 situation in the middle to support the offense and act as a libero (sweeper).

[Diagram 1.2- Offensive movement from the CB]

**Central defender No. 3, 4**

<table>
<thead>
<tr>
<th>Technical</th>
<th>Physical</th>
<th>Mental</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Attack: first touch, good receiving, short and long distance passes, heading.</td>
<td>• Strong and tough.</td>
<td>• Leadership</td>
</tr>
<tr>
<td>• Defense: 1v1, interception, tackling and heading.</td>
<td>• Speed</td>
<td>• Determination</td>
</tr>
<tr>
<td></td>
<td>• Power</td>
<td>• Confidence</td>
</tr>
<tr>
<td></td>
<td>• Strength.</td>
<td>• Composure.</td>
</tr>
</tbody>
</table>
In modern football the full back position has a dynamic role, acting as a defender and as an attacker, usually overlapping down the line like a winger. In the 2014 World Cup the FIFA Technical Study Group carried out an analysis of modern football and concluded that the role of the full backs has become a very important position in the modern football.

Full backs in the modern game have a very demanding role and therefore the physical requirement of a modern day full back must take this into consideration these physical characteristics; speed, power/explosiveness, speed endurance are required as full backs have to cover large playing area usually dominating the side lines.

In term of technical requirements, full backs must have good fundamental foot work or skill in order to feed good balls to start an offensive combination play. Full backs first offensive option is to feed the ball to either players No.7 or No.11, the second best option is to pass with good weight, into either players No.9/No.10. If there is no way forward the full backs must retain possession and this may result in playing the ball back to the centre back or goalkeeper.

Full backs need to have good crossing ability in case of an overlapping situation started from the offensive winger feeding into the outer side of the area. Nowadays, full backs also cut inside as well, combining with the forward to create greater chances in the top third. The full back must also be
confident and strong when faced in a 1vs1 situation as they must have the ability to dribble and give danger to the defender in order to create greater crossing chances.

[Diagram 1.4 – Overlapping movement from full back]
**Defense**

The first defensive requirement of a full back is to be strong and confident in dealing with 1vs1 situations on the side, minimizing crossing chances for the opposition. But if the ball is on the opposite side of the field, the full back must also take a role in covering the center back and keeping a good balance of the defensive line in order to discourage any diagonal crosses from the opposition. In addition, the full backs must also be confident and strong in the air as full backs are required to have good ability to clear the ball away to safety.

**Full back No. 2, 5.**

<table>
<thead>
<tr>
<th>Technical</th>
<th>Physical</th>
<th>Mental</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Good off the ball movement</td>
<td>• Agility</td>
<td>• Confident/Courage</td>
</tr>
<tr>
<td>• Fast running with the ball</td>
<td>• Speed endurance</td>
<td>• Determination</td>
</tr>
<tr>
<td>• Confident in 1vs1 situation both offensively and defensively</td>
<td>• Power/Explosiveness</td>
<td></td>
</tr>
<tr>
<td>• Short and long passing</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Version 1
Defensive Mid-fielder No. 6

The FIFA Technical Study Group (2014) concluded that the defensive midfielder is one of the most essential roles in the modern day football and is considered the backbone of both the offensive and defensive part of the game.

In terms of offensive tasks, the defensive midfielders are acting as the link between the backline players and the attacking midfielders and forwards.

Offensively, the player’s first objective is to feed the ball and deliver accurate passes to his teammates. The second best option is to use long passes to both flank attackers. He is also a key man in conducting a switch of play therefore he must also be confident in the ability to switch the play by either sending long aerial balls to either side of the wingers or directly to the striker.

In terms of defensive duties, he may act as a sweeper in front of the backline to clear all balls and to mark any opponent who comes into the crucial area.
### Defensive Mid-fielder No. 6

<table>
<thead>
<tr>
<th>Technical</th>
<th>Physical</th>
<th>Mental</th>
</tr>
</thead>
</table>
| • Attack: first touch, short pass, long pass, protection of the ball, turn ability, ball protection.  
• Defense: heading, interception. | • Endurance  
• Strength  
• Agility.  
• Strong with good build | • Leadership  
• Tactical awareness.  
• Intelligence |

[Diagram 1.7- covering crucial area]
Attacking Midfield No.8 & No.10

Offensive mid-fielders are often considered to be the most demanding position in the game of football.

In Hong Kong, the national team usually implements the playing style 4-3-3 formation with two attacking midfield players positioned in front of the defensive midfielder.

In the Hong Kong football curriculum, the two midfielders No.8 and No.10 tend to have slightly different offensive duties. Firstly No.8 midfielder tends to play further back compared to the No.10 midfielder who is expected to touch, turn with the ball most of the time.

No.8’s main job is also involved in feeding the ball into the striker No.9 or to either wingers No.7/No.11 when received from either the defensive midfielder (No.6) or from the full backs (No.2/No.5), implementing more of a pass game.

No.10 has more of a penetrating role offensively. No.10 midfielders tend to have a strong dribbling ability, dealing easily and confidently with 1vs1 situations also having good powerful shooting ability. No.10’s role is also to always receive the ball in the opposition’s “crucial area” and by combing play with No.9 or either wingers No.7/No.11 the No.10 midfielder has an advantage in penetrating the last line of the opposition’s defence line and into the opposition’s penalty box.

Version 1
Defensively both midfielders No.8 and No.10 have identical defensive roles. In terms of defense, when the opposition’s has the ball up front; one of the first things both midfielders No.8/No.10 have to do is to give pressure up top to both opposing midfielders. If the ball possession is with the opposition’s full backs No.2/No.5, both midfielders have to take up a role to cover and help support the wingers No.7/No.11 in defense. But if the opposition’s winger No.7/No.11 manages to keep possession of the ball, the midfielder’s job is now to go back and to close down the 4 defenders and keep a very compact defensive formation in order to reduce the opposition’s chances of entering the “crucial area”.

In a defensive third crossing situation, both offensive midfielders must position themselves in front of the central defender almost at a 45 degree angle in order to prevent any “cut back” plays made by the opposition.

**Attacking Midfield No.8 & No.10**

<table>
<thead>
<tr>
<th>Technical</th>
<th>Physical</th>
<th>Mental</th>
</tr>
</thead>
<tbody>
<tr>
<td>Attack: No.8: good first touch, good short and long passes, good penetrating passes to striker and competent long range shooting ability. No.10: competent with the ball, short passing and combination with striker, dribbling, 1v1 and scoring ability. Defense: interception and marking ability, 1v1.</td>
<td>Endurance</td>
<td>Good vision</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Intelligence</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Creative</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Determination</td>
</tr>
<tr>
<td></td>
<td>Strength – explosive power</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Speed - agility</td>
<td></td>
</tr>
</tbody>
</table>
The Hong Kong senior men’s national team use flank attackers in a wide and deep starting position. This usually stretches the opponent's defenders and gives more space within the middle of the pitch, allowing offensive midfield players to have more time on the ball and also to allow them to control the game.

The basic role of the flank attacker is to attack the side lines in order to breakdown the opposition’s back four and successfully execute a cross into the opponents penalty box. But nowadays, the flank attacker’s job is not only restricted on the side lines, but also to act as an offensive forward by cutting inside the opponents “crucial area” and creating a quick combination play with the striker No.9 or with either midfield players (No.8/10), finishing off with a shot or with a cross. This movement also causes the side lines to be open and full backs No.2/No.5 now can take up the role of a winger, flanking the side and successfully crossing the ball into the opponent’s penalty box.

As well as accurate crossing ability, flank attackers are also required to possess good dribbling and running skills, as most flank attackers often face 1vs1 situations on the side against the opponent’s defenders penetrating the space behind. When the ball is in the opposite side of the field, flank
attackers must have good determination and spatial awareness in order for them to cut inside and to get into a good goal scoring position. In case of team plays with a deep lying striker system, then both flank attackers will act as a striker.

In terms of defensive responsibility, flank attackers have a crucial role to play. Firstly flank attackers need to be able to put pressure on the opposition’s central defenders (No.3/No.4) and the fullbacks (No.2/No.5) when the opponents are in possession. This means channeling and forcing the opposition’s play to one side of the field, increasing the chance of recovering the ball at the backline of the opponent half and may result goal scoring opportunity.

**Flank attackers No. 7 & 11**

<table>
<thead>
<tr>
<th>Technical</th>
<th>Physical</th>
<th>Mental</th>
</tr>
</thead>
<tbody>
<tr>
<td>• 1v1</td>
<td>• Speed</td>
<td>• Intelligence</td>
</tr>
<tr>
<td>• Finishing ability</td>
<td>• Agility</td>
<td>• Creative</td>
</tr>
<tr>
<td>• Dribbling and fast running with the ball,</td>
<td>• Power</td>
<td>• Courage to take on</td>
</tr>
<tr>
<td>• Crossing ability</td>
<td>• Explosive strength</td>
<td>defenders</td>
</tr>
<tr>
<td>• Defense: 1v1, interception.</td>
<td>• Endurance</td>
<td>• Determination.</td>
</tr>
</tbody>
</table>
Almost all of the teams playing in the European leagues use only one striker up top or also referred as “Lone No.9”. This is because it is considered to be the most effective option.

In comparison, most of the strikers in the Hong Kong league are usually foreigners due to their height and the strength, being able to win the ball and score and give a real threat to the opposition. But if this is not an option, the “false No.9” style of play is implemented, in which case using a skilled center forward to play deep in the middle of the pitch in order to have more of a passing game. The “false No.9” style of play is mostly used in the Hong Kong national team.

A typical striker (No.9) must possess excellent technical skills to control the ball in tight spaces to aim for goals. Striker must be able to receive, link passes and win most of the challenges when faced against strong opposition’s central defenders (No.3/No.4) and of course, having the ability to score goals. Defensively, a center forward’s role is to be the first player to start the high pressure on the opponent’s central defenders or midfielders, channeling the opponents to one side of the field allowing the offensive players to intercept or steal from the opposition.
Central Striker No.9.

<table>
<thead>
<tr>
<th>Technical</th>
<th>Physical</th>
<th>Mental</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Finishing ability</td>
<td>• Lone number 9: big and strong</td>
<td>• Courage</td>
</tr>
<tr>
<td>• Excellent first touch of the ball and</td>
<td>• Deep lying striker: fast, skillful and agile.</td>
<td>• Aggressive</td>
</tr>
<tr>
<td>control ability, 1v1, ball protection</td>
<td>• Speed</td>
<td>• Determination</td>
</tr>
<tr>
<td>• Defense: interception, 1v1</td>
<td>• Explosive strength</td>
<td>• Confidence</td>
</tr>
<tr>
<td></td>
<td>• Agility</td>
<td></td>
</tr>
</tbody>
</table>

Version 1
CHARACTERISTICS OF DIFFERENT LINE SYSTEMS

IN BALL POSSESSION - Build up play

Be wide and deep to use full pitch.

[Diagram 2.2 - Attacking wide and deep]
BUILD UP FROM THE BACK

- Push up to the centre circle area and then move into space
- Two central defenders and defensive mid-field suddenly drop down to get the ball from GK and start build up.
- Make a 6 v 4 situation in defending third to build up play.

[Diagram 2.3- Starting from the back (If pressure from the opponent. Push up and make a space to go down to build up).]
Playing with 4 defenders and a holding midfielder

- When starting from the goalkeeper the central defenders must stay wide enough to beat the first line of pressure against the opposition’s striker No 9. Once the pressure is avoided, either one of the central defenders No. 3/No. 4 must run with the ball into the middle, finding a 2 v 1 situation or finding the either full backs No.2/No. 5.
- Full backs should also stay wide and deep to give as much space as possible in the midfield area allowing a 2 v 1 situation in the middle.

[Diagram 2.4- Starting from the back (If No pressure from the opponent)]
4 BACK WITH 3 MIDFIELD

- The objective of this movement is to create more space in the middle of the pitch with 4 backs and 3 midfielders allowing the final movement to take place in the opponent’s crucial area.
- As either full back No. 2/ No. 5 makes a forward run; it drags the opponents’ No. 11 and No. 7 with them, opening the space between the opposition’s No. 11 and No. 10 of the red team.
- No. 8 of the white team can either go into the crucial area or come and receive the ball while marked by No. 10 of the red team allowing No.6 of the white team to get in between both No. 8 and No.10 for the red team; and finally finishing the action by passing it to the No.10 of the white team in the crucial area.
- Center backs No. 3/ No. 4 can also run with the ball to make a 3 v 2 in the middle, combining with players No. 3, No. 8, No.6 and finally passing the ball to the forward No.10.

[Diagram 2.5- midfield movement to create space]
FROM THE MIDDLE TO THE TOP

- The objective of this movement is to find the space in the opponent’s crucial area and into the penalty box between opponent’s back four and middle either with the ball or without the ball.
- For example, the offensive movement starts when the white team’s No. 5 overlaps the No. 11 of the white team player as a result allowing No. 11 of the white team to have space to receive in the crucial area, between the No. 7 and No. 8 of the red team.
- Alternatively, the No. 11 of the white team receives the ball from the No. 8 of the white team and play an early cross into the penalty box.
- It is critical to find the right time to get into the space behind the four back.

[Diagram 2.6- possible attacking strategy]
**LOST BALL POSSESSION:** high pressure from the top

**TEAM DEFENDING.**

- When defending, the team must keep a high defensive line, and keep it compact and tight between middle and four back.
- The player’s lines must be controlled at all times.
- If the opponent feeds a long ball behind our four back then the back four must predict the timing and drop down one second before the kick is made.
- If opponent passes to the side or backwards the back four must be prepared to push up immediately to keep the line high again.
- In the diagram below, on the ball side of the field the white No. 7 must tightly mark the opposition’s team players. But on the other side of the field, players must keep the line to prevent opponents from switching the ball.

[Diagram 2.7- Keeping a defensive high line]
To succeed in a high pressure defensive tactic, the right timing and good body position are required to pressure the opponent’s back four.

The objective is to force the opponent to one side of the pitch increasing the opponent’s likelihood of miss placed pass or any mistake.

First, let the opponent build up from the back until they go towards the pressure point; and then with the right timing and speed, pressure the opposition to make a mistake.

Force the opponents to enter the “channel”, where it is compact and tight with players and then with speed go and challenge for the ball.
3 TOP + 3 MIDFIELDERS

- In this defensive formation the white team midfielder’s No. 8 takes a hunting role, intercepting the ball given by the red teams No. 5 to No. 6 (defensive midfielder) around the “winning point” or creating a 2 v 1 situation as the No. 8 of the white team quickly pressures the opposition’s central defender (No. 4 of the red team).
- Since the midfielder No. 8 has an active defensive role (hunting), the white team’s defensive midfielder must keep the middle compact.
- While using this defensive formation the white team must keep a good defensive shape – marking, covering, and balancing out the defense.

[Diagram 2.9-Hunting role from MF]
MIDFIELD DEFENDING

Semi High Pressure

- Wait for the opponent to move into the middle of the pitch and start high pressure (semi high pressure).

[Diagram 3.0-Midfield defending (semi high pressure)]
BLOCK DEFENDING

- Force the opponent to the corner of the field and position the two central defenders with the fullback to defend in the penalty box.
- The striker No. 9 must also drop back to support the midfielder and must prevent the opposition if in case they want to switch the play.
- Holding mid-field or also referred as defensive midfielder need to cover two central defenders.

[Diagram 3.1- Box defending methods]
TRANSITION SITUATION

Attacking to defending / Defending to attacking.

- Transition is the “magic moment” in a game and a key factor in modern football (FIFA TSG 2014)
- The players need to react quickly to implement a transition action and the players need to understand the next phase and work as a team.

TA to D (Transition Attacking to Defending)

1) The player that lost the ball and also players who are close to the ball need to immediately give pressure to the opposition and try to win the ball as soon as possible in their defending third.
2) Players who are close to the ball need to go to pressure immediately and those who are far from the ball must quickly position themselves in the correct position to reinforce the defensive formation.
3) In order to prevent opponent's counter attack, the defending team must force the opposition to play back and pass the ball to their defensive third.
4) Avoid giving the opposition a chance of a forward pass.

[Diagram 3.2- Immediate pressure up top]
TDA (From defending to attacking)

- The first priority is for the offensive players to counter attack by making forward passes and forward runs.
- Second priority is to keep ball possession, keeping the ball away from the opponent’s to avoid being pressured.
- If there is no chance for a counter attack, then keep the ball possession and initiate buildup play.

[Diagram 3.3 – Forwards runs from offensive players]
**TEAM DEVELOP PHASE SESSION EXAMPLE**

**OBJECTIVE – BUILD UP FROM THE BACK**

1. **WARMING UP 1 – PASSING AND MOVE (5MIN)**

![Diagram 3.4 – Building up from the back]

**Instruction:**
Each square 3 players in a group has one ball, pass and move.

**Conditions:**
- In 3 touch pass and move.

**Coaching Point:**
- Awareness – Before receiving the ball look around (shoulder check)
- Create space – Before receiving the ball check in and check out.
- Communication – Always eye contact and find right timing to pass and move.
- Quality passing and first touch.

**Organization:** Players: 3 players in a group. Time: 5 min. Space: 20m x 20m each square. Equipment: ball.
2. WARMING UP 2 – PASSING ( 15 MIN )

[Diagram 3.5 – Warming up - Passing]

Introduction: Players have to follow 2 different passing exercises for building up from the back.

Rule:

- Two touch - one touch if necessary
- Passing exercise – after a few minutes if players are comfortable with the exercise, give them the freedom to do as they like. Let the players be creative.

Coaching Point:

- Awareness – before receiving the ball look around(shoulder check)
- Body position – always half turn.
- Right timing to move.
- Create space – Before receiving the ball check in and out to get the ball.
- Communication – Always give eye contact to team mate.
- Quality pass – using inside of the foot.

Organization: Players: 9 players, Time: 7 min. Repetitions: 2 sets. Space: 15m x 20m + 15m x 20m.
3. TACTICAL GAME 1 – 15 MIN.

Introduction:

2 teams consist of 4 players (white and red) building up from the back supported by 4 neutral players (blue).

Team with ball possession score to two mini goals.

Rule:

- Max 3 touch
- Condition to score (1) – Player No.2 and No.5 must touch the ball then can score.
- Condition to score (2) – Either player No.2 or No.5 must touch the ball then can score.
- When defender wins ball possession, must pass to the Goalkeeper (1) and start again with the same rule of play.
- The team that loses the ball possession, they must try to give pressure immediately to the opponent in order to prevent pass to the goalkeeper.
Coaching Point:

- Always in triangle or diamond shape.
- Communication- Talking and eye contact.
- Good body position when supporting (right time).
- Face to face with all attacking players from the ball.
- Right decision making – when to pass, where to pass.
- No. 8,9,10 to be in between the defenders.
- Good weight of the pass.
- Third man move to receive the ball from No.9.

Organization:

Players: 13 players

Time: 15 min

Repetitions: 1

Space: 40m x 30m

Progression:

Equipment: Ball, Marks, Bibs, Small side goal.
4. TACTICAL GAME 2 (PROGRESSION) – 15MIN

[Diagram 3.7 – Tactical game - Progression]

Introduction:

2 teams consisting of 7 players (white and red) building up from the back, supported by 1 neutral player (blue) and GK.

Team with ball possession score to two mini goals.

Condition:

- Max 3 touch
- Passing not allowed between Goalkeeper and the neutral player.
- Rule to score (1)–Player No2, 9, 5 or 5, 9, 2 must touch the ball before a team can score.
- When defender wins ball possession must play with attacking side Goalkeeper(1) first then continue
- Team that lost ball possession must try to press immediately on opponent to avoid pass to goalkeeper.
Coaching Point:

- Good body position when supporting.
- Right timing when supporting.
- Every attacking player has to face to face.
- Right decision making – when to pass, where to pass.
- No 8,9,10 to be in between the defenders.
- Good speed of the pass.
- Third man moves to receive the ball from N9.
- Awareness.

Organization:

Players: 16 players

Time: 15 min

Repetitions: 1

Space: 50m x 45m

Progression:

Equipment: Ball, Marks, Bibs, Small side goal.
5. **GAME**

[Introduction]

2 teams (white and red) play building up from the back like a real game 8v8 + 1GK.

**Condition:**

- Max 3 touch
- Attacking team trying to score the two small goals and defending the big goal.
- When ball possession is lost, try to press opponent immediately to avoid counterattacks.

**Coaching Point:**

- Wide and deep to start.
- Right timing to move.
- Create space.
- With third man movement to supporting
- Rotate position 6,8,10 and 8,10,9.

Version 1
• Switch game.
• Right after lost ball possession immediately pressures the opponent.
• Good speed of the pass.
• Awareness.

Organization:

Players: 17 players

Time: 15 min

Repetitions: 2

Space: 2/3 pitch

Progression: 11v11

Equipment: Ball, Marks, Bibs, Small side goal.
COMPETITION DEVELOPMENT PHASE (U17+)

1. GENERAL INTRODUCTION

- At this age players and their parents will be making decisions about the player’s future direction and whether to continue to challenge to be a professional player or to focus on education.
- During this phase the players learn about the tactical side of the game and how to win.
- By this age the players will have learnt the basic technical elements of football and now the players need to develop physically and mental strength.
- Training sessions should include high intensity activity so that players learn how to play under pressure.
- It is important during this phase that players develop a winning mentality and learn to remain positive and confident even if they make a mistake.

2. PHASE CHARACTERISTICS:

- More competition
- Introduce more tactics, formations and game planning.
- Develop a players physical condition such as strength, endurance and speed; not forgetting flexibility.
- Training sessions must include decision making so that a player gains knowledge and experience that will develop the player in a competitive game environment.

3. PLAYERS CHARACTERISTICS

- Most of players will be near to the end of the puberty stage.
- Male hormone testosterone allows the teenage boys to develop muscle and strength.
- Players will have the ability to endure physically demanding training sessions.
- Psychologically more stable.

4. COACHING PHILOSOPHY

- During this phase the training sessions are similar to a professional senior level including high intensity training and tactical preparation for the game.
- Establish clear objectives and a session plan before the training starts and brief the players and give clear instructions.
- Provide good warming up to prevent injury.
- Complete the sessions with a good warm down and include a session debrief as the end.
• Include a variety of training activities such as gym work, circuit training; sprint training and endurance activities. The type of sessions will vary depending whether in pre-season or during the season.
• Develop the players winning mentality and teach them how to learn from mistakes.

5. PHYSICAL DEVELOPMENT PRIORITIES

FOUR KEY PHYSICAL CONDITIONING

MUSCLE STRENGTH

• The player at this age can improve muscle strength through training.
• Circuit training is recommended with a combination of upper body and low body exercises.
• Important to remember flexibility exercises in addition to the strength work.

CORE STABILITY & STRENGTH

• Core stability is an important component of physical conditioning as it keeps the body in equilibrium during certain types of movement.
• Of equal significance is the fact that core stability is a preventative measure against injury in the lower spinal region.
• As a player leaps and jumps to head the ball and the goalkeeper is often jumping or diving to catch or make connection with the ball makes this form of physical conditioning very important.

SPEED ENDURANCE

• Speed-endurance is the ability to prolong the time that the player can perform at the individual’s maximum speed.
• Footballers carry out short bursts of speed that may need to be maintained and the ability to perform at optimal level will give the player an advantage over the opponent.
• The development of speed endurance is an important element of the competition development phase.
• Speed-endurance training is similar to speed or sprint training, but with two important differences:
  - Repetitions last from 30 seconds up to 2 minutes, instead of 5-10 seconds for speed drills
  - Time between repetitions is reduced to prevent complete recovery

RECOVERY

• Recovery from exercise training is an integral component of the overall training programme and is essential for optimal performance and physical conditioning improvement.
• Recovery is especially important during this competitive phase and the training is at high intensity and the body is put under stress.
• It is recommended that after two high intensity sessions a technical or tactical session is planned to decrease the intensity and allow further time for recovery.
• It is important that the coach players a role in observing and monitoring the players during training and makes sure that the players drink plenty of fluids to prevent dehydration.
WINNING MENTALITY

NEVER GIVE UP

• **Full commitment** – No matter if the team is losing by one goal or a large margin the players must be taught to never give up and give 100% effort and commitment.

• **Play with a strong attitude** – players must be coached to have a winning mentality whether they are playing a strong or weak opponent; their attitude must remain the same.

• **Work as a team** – players in a team must respect each other and work together to achieve a good result and not plays as individuals. Whether the team wins, loses or draws the players must remain together.
LEARN TO PLAY UNDER PRESSURE

- Develop the ability to focus under pressure
- Remain calm and cool so that stress or anger does not impact on decision making.

LEARN FROM MISTAKES

- Teach the players how to analyze their own and the team’s performance.
- The coach must analyze the game and provide constructive feedback to individuals and the team.
- Plan training sessions to improve any technical or tactical weakness.
- Important that coach gives positive feedback rather than negative feedback.
- The coach should finish any player or team briefing with a positive to provide encouragement.

LIVE WELL

- Teach players to live a healthy and disciplined life on and off the field.

GOAL-SETTING

- A coach must teach the developing players to take control of their destiny and set targets both in terms of physical conditioning and on field performance so that realistic objectives can be achieved.
- Players should set short term, medium term and long term targets when planning football development.
COMPETITION PHASE MODEL SESSION EXAMPLE

OBJECTIVE – WING FORWARDS CUT INSIDE WITH BALL AND SWITCH PLAY TO THE OTHER SIDE.

1. WARMING UP 1 (5 min)
   • Light jogging and stretching
   • Dynamic flexibility exercise
   • Low body strength exercise - Squat, Lunge, Groin squat, Calf (each 6 repetition)
   • Quick dynamic coordination exercise

Hong Kong Senior Men’s Team warming up prior to training session
2. WARMING UP 2 - PASSING (10 MIN)

**Instruction:**
Pattern movements follow the diagram according to coach game planning.

**Rule:**
- Play with two touch pass – if necessary play one touch.

**Coaching Point:**
- Right timing to move – Wait until right timing.
- Good body shape with half turn.
- Communication – eye contact each other
- Once all the players are comfortable with this pattern, coach gives freedom to the players make a switch play.

**Organization:**
3. PHYSICAL CONDITIONING (20min) - Circuit training. Resistance speed training.

Hong Kong Senior Men’s Team circuit training session

Instruction:
10 stations, each station has 2 exercises. Perform each exercise for 30 seconds.

Coaching Point:
• All exercise with good technique.

Organization:
• In odd number position – Upper body strength exercise + Core stability exercise.
• In Even number position – Low body strength exercise + Core strength exercise.

Hong Kong Senior Men’s Team resistance speed training session

**Instruction:**
Resistance belt training
Agility coordination speed training

**Coaching Point:**

- All exercise with good technique, coordination.

**Organization:**

- Resistance training – Someone need power develop.
- Agility coordination speed training – Someone play in the middle or someone need develop.

Time: 5 min.
Repetitions: 1

Equipment: Marks, Cones, Resistant belts.
4. TACTICAL GAME – 6v6+4N (20 minutes)

Instruction:
2 teams of 6 players (white and red) with 4 neutral players trying to score following tactical planning.

Conditions:
- There have two grids of 20m x 20m before the goal must attack 20m x 20m grid.
- No 11,7 have to stay wide and when receive the ball from full back try to cut into the middle and combination play with 8 or 6 (8 or 6 switch pass to No 10 or 7 or No 2)
- Before score the goal must pass to 7 or 11.
- When red regain the ball pass back to No 3,4 and start attacking same as like white according tactic planning.

Coaching Point:
- No 2,3,4,5 play with No 6, 8,10 to give some time for No7 or 11 create timing to get the ball
- Once No7 or 11 receive the ball No 6,8,10 try to get the ball and switch to the other side.
- No 2,5 and No 7,11 right timing to move into the space
- Good finishing in the penalty box.

Instruction:
Match 11v11 following tactical planning that switch game.

Conditions:
- Red cannot get into last 20m area – just can cut the ball only.
- Red regains the ball then play normal game.
- White according to tactical planning.

Coaching Point:
- Be wide and deep
- Good communication each other.
- Timing is the most important to pass and move.

Instruction:
Finishing exercise for No 9 in front third with fullbacks No 2, 5, and midfielders 8-10.

Conditions:
1) No 8 or 10 pass to No 2 or 3 and No 2 or 3 crossing to No 9.
2) Coach pass to No 8 or 10 and No 9 come out after shouting to receive the ball from the No 8 or 10 for second shooting – stay in last line of defenders. (Between mannequins)

Coaching Point:
- Accurate pass and crossing, finishing.
- Right timing to get into the penalty box.
- Concentration.
- Communication.

Organization:
Instruction:
At the end of the training session the coach must spend time with players to give positive feedback on their physical, technical, tactical performance and mental attitude to motivate them and give them confidence.
SMALL SIDED FOOTBALL

Small sided games are football games played on a smaller pitch, with or without goals, reduced rules and a reduction in the number of players.

“Small-sided games are very beneficial for the participants. Studies have been conducted to show, and observations confirm, that children get more enjoyment and learn more from playing in small-sided games with adapted rules. They get more touches of the ball, learn more quickly and have to make more decisions during the match (greater concentration is required because the ball is never far away).” (Reference FIFA 2015)

Many of the leading football clubs, both past and present, use small sided games to improve individual technique and for player development.

“As a coach, I like five–a–side because it’s easy to organise and it develops all the qualities that are important to the modern game. It’s fast, so it improves your vision, agility and movement and because you touch the ball so often, your technique improves too. Today, every player should be able to defend and attack so this game is essential for player’s development.”

Arsene Wenger - Arsenal Football Club
Research at Manchester Metropolitan University (2003) highlighted the benefits of 4v4 game versus 8v8 game. Researched provided evidence that 4v4 game compared to 8v8 game resulted in:

- 135% more passes
- 260% more attempts on goal
- 500% more goals scored
- 225% more 1 on 1 encounters
- 280% more ‘tricks’ attempted

FIFA highlighted statistics that underline the benefits that small side games offer in comparison to 11-a-side football:

- Players touch the ball five times more in four-a-side football and twice as much in seven-sided games.
- Players are involved in three times as many one-on-one situations in four-a-side football and twice as many in seven-sided games.
- On average, in four-a-side football goals are scored every two minutes and every four minutes in seven-sided games.
- Goalkeepers make two to four times as many saves in seven-a-side football than they do in 11-a-side.
• The ball is out of play for eight per cent of the playing time in four-a-side football, 14 per cent of the playing time in seven-sided games and 34 per cent in 11-a-side football.

In small-sided games each player:

• Plays the whole game
• Receives the ball on a regular basis
• Tries to score all the time
• Has the freedom to play
• Receives encouragement at all times from instructors
• Receives support from parents and instructors

FIFA Grassroots have proposed team numbers linked to age*:

<table>
<thead>
<tr>
<th>Small sided games</th>
<th>Age</th>
<th>6-8</th>
<th>9-11</th>
<th>12-13</th>
</tr>
</thead>
<tbody>
<tr>
<td>4-a-side</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>5-a-side</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>7-a-side</td>
<td></td>
<td>X</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>9-a-side</td>
<td></td>
<td></td>
<td>X</td>
<td></td>
</tr>
</tbody>
</table>

*The coach is able to determine numbers on each side to add attacking or defending dimension to the practice.
In children’s short sided games the focus must be on fun, individual development, technique and the introduction of simple tactics.

Small sided games tend be faster and as a result young children will get tired. No aspect of the game should be overlooked and matches should not be allowed to run on for too long. Substitutions are necessary and help maintain the pace of the game/exercise and involve a larger number of children in the overall session.

**Pitch Sizes**

The transition from 7v7 to 11v11 is a massive jump that proves difficult for some children and adults.

Children at 13 years old playing 11v11 can play on the same size pitch as a 20+ year old professional player! The increase in the size of the pitch needs to be gradual if possible.

The size of the pitch has implications for children in many ways including who gets picked to play and the type of football that is played.

As a guide the Hong Kong Curriculum recommends the following pitch sizes for the different age groups:

<table>
<thead>
<tr>
<th>Age</th>
<th>Format</th>
<th>Pitch Size (metres)</th>
</tr>
</thead>
<tbody>
<tr>
<td>7 - 8</td>
<td>5 v 5</td>
<td>30 x 20 to 40 x 30</td>
</tr>
<tr>
<td>9 - 10</td>
<td>7 v 7</td>
<td>50 x 30 to 60 x 40</td>
</tr>
<tr>
<td>11 - 13</td>
<td>9 v 9</td>
<td>70 x 40 to 80 x 50</td>
</tr>
<tr>
<td>14- 16</td>
<td>11 v 11</td>
<td>90 x 50 to 110 x 70</td>
</tr>
</tbody>
</table>
**Small-sided games in Training**

Coaches should focus more on games rather than drills in training. Isolating particular techniques and concentrating on them using repetitive drills and exercises is known as the “analytical method” and often poses difficulties when the players come to apply what they have been working on in the real game scenario. The “global method” of training involves creating more game-like scenarios in training that can be more seamlessly integrated into the actual game itself. This is done through creating simplified games, which are scaled-down versions of the real game, but that can focus on particular themes necessary in the real game.

There are many benefits to this games-oriented method in football development:

1. Most importantly, **players prefer to play games than to do drills** (especially the younger ones).
2. The games can be modified through different variables to **concentrate more on specific elements** that need to be addressed; The size of the playing area, the number of players, duration of the game, technical rules etc., means that in the hands of a skillful coach, games may be used to achieve all the requirements of playing the real game.
3. Small-sided games require **smaller pitches** and can be suited to any **number of players**.
4. Small sided games provide a much **more intense physical workout** than larger games.
5. Small-sided games allow the coach to **develop the players Game Intelligence**, as they may focus on the true dynamics of the game of soccer e.g. the 2v1 situation.

**Small-sided games in Competition**

The competitions that young people play should be tailored to the specific requirements of their age group. Don’t let young footballers play on a pitch that is just too big for them to play football and filled with too many players. The benefits of small sided games for children are as follows:

- More touches of the ball
- Simpler decisions to make
- Better game-related fitness, short duration of high-intensity vs laps
- More time with coach per player
- Easier to coach
• More opportunities to solve game problems
• More attacking opportunities (dribbling, shooting, passing)
• More defending opportunities
• More shooting and more goals = more fun!
• No hiding place, players don’t get lost in these games
• More opportunities for the full range of skills
• Encourages better shape and awareness of team-mates
• Encourages faster play, fast transition from defense to attack
• Easier for young players to have success – which means enjoyment and retention for these players.
It is a big challenge for young players to progress from Small Sided Games (SSG) to 11 v 11. The young players must understand the different positions (roles) within a team and that there is more than one way to play 11 v 11 and that a team can adopt different formations depending on the individuals and team strengths and weaknesses and the quality of opposition and how they set up to play.

The Hong Kong Curriculum recommends that children do not start playing 11v11 till they reach 13 years old.

In the senior game it is crucial that the football coach can identify the best way to set up the formation to beat the opposition. Players can be educated by the coach in training to quickly adapt and change the formation to give the team an advantage over the opposition.

This section gives an overview of the different types of team formations.
11 v 11 Formations

The recommended formations for 11 v 11 are as follow:

There are various formations (system) with various structures in 11v11

The Hong Kong Football Curriculum style of play recommends a 1-4-3-3 formation.

1-4-3-3 Formation

The Hong Kong style of play.

1 – 4 – 3 – 3 formation

Goalkeeper No.1 in goal.

Back four defenders No.2, No.3, No.4, and No.5.

With a holding midfielder No.6 just in front of the two central defenders (No.3 and No. 4).

Two attacking midfielders in front of No.8 and No.10 mainly in for the attack.

Two flank attackers No.7 and No.11 while No.9 is the lone striker.

(Fig. 1)
The Hong Kong Team also may revert to a deep lying striker in the formation as the follow

**1–4–3–3** with a deep lying striker formation

Goal keeper No.1 in goal

Back four defenders No.2, No.3, No.4, and No.5

With a holding midfielder No.6 just in front of two central defenders

Two attacking midfielders in front of No.6 mainly in for the attack

Two flank attackers No.7 and No.11 while No.9 is dropped back to midfield

The two flank strikers pushed forward and closed to the center in the attack

**Fig. 2**
**1-4-2-3-1 Formation**

The Hong Kong Team may also use a

\[ 1 - 4 - 2 - 3 - 1 \] formation

Goalkeeper No.1 in goal.

Back four defenders No.2, No.3, No.4, and No.5.

With two defensive midfielders No.6 and No.8 in front of two central defenders

With three attacking midfielders No.7 and No.10;

And No.11 mainly in for the attack behind the lone striker No.9 in the attack.
There are then other formations in terms of 11 a side in any team.

**1-4-4-2 Formation**

![Diagram of 1-4-4-2 Formation]

Traditional **1 – 4 – 4 – 2** formation.

Goal keeper No.1 in goal.

Back four defenders No.2, No.3, No.4, and No.5.

With two central midfielders No.6 and No.8 in front of two central defenders while No.7 and No.11 are wide flank midfielders.

With two strikers No.9 and No.10 up front in the attack.

(Fig 4)
1-4-2-2-2 Formation

The formation may also be change to a

1 – 4 – 2 – 2 – 2

Goalkeeper No.1 in goal.

Back four defenders No.2, No.3, No.4, and No.5.

With two central midfielders No.6 and No.8.

While No.7 and No.11 are both attacking midfielders get inside and behind the strikers in terms of attacking and defending

With two strikers No.9 and No.10 up front in the attack.

Fig. 5
**1-4-4-1-1 Formation**

With the 1 – 4 – 4 – 2 may change to:

\[1 – 4 – 4 – 1 – 1\]

The same set up as the tradition 4-4-2 only difference is that the strikers No.9 and No.10 are formed one behind the other.

The defense always with at least eight players; or even one of the strikers will also dropped back to assist as well.

In the attack, both flank midfielders No.7 and No.11 will also move forward to assist the offense.

**Fig. 6**
**1-3-5-2 Formation**

There is also formation:

\[ 1 - 3 - 5 - 2 \]

This formation plays only three players No.3, No.4 and No.6 at the defensive back line.

While the two full backs No.2 and No.5 move up in midfield to assist both flank defense and offense.

No.8 become the holding midfielder with No.7 and No.11 are the other midfielders for both defense and attack too.

Both strikers No.9 and No.10 are up front in the attack.

*(Fig. 7)*
**1-5-4-1 Formation**

The previous formation may also revert to a:

1 – 5 – 4 – 1

There will then be both flank players No.2 and No.5 that will remain in the back line to increase defensive numbers.

Both No.8 and No.10 become defensive midfielders in front of the back three defenders.

The other flank midfielders No.7 and No.11 also assist in both flank in terms of both defense and offense; and leave the lone striker No.9 up front in the attack.

The coach must focus on the teaching the characteristics of each position, rather than team tactics.

Coaching must still focus on individual player development.

Progressing to 11v11 is a big step for children and coaching must follow the Hong Kong football philosophy and style of play.
11. Women’s & Girls Football

1. Introduction

Hong Kong Women’s football has its early history with the participation in the AFC Asian Cup in 1975 and a local women’s league in 1986. The Women’s Representative Team was active among the Asian countries as it participated in most of the major international tournaments. However, as there was a lack of systematic development, especially at the youth level, HK women’s football has gradually lagged behind when other Asian developing countries started to develop in the past 10-15 years. In recent years there has been a tremendous growth in women’s and girls’ football when women’s football structurally became under Hong Kong Football Association. The HKFA has made huge strides in creating opportunities for women and girls to play football in Hong Kong.
2. **The Strengths and weaknesses of Hong Kong Female Players**

It is important to evaluate our strengths and weaknesses before further developing the game.

- **Strengths**
  - Rising awareness of women’s football in the community
  - Positive support from government and NGOs
  - Some talented young players who are intelligent and quick learners
  - Girls are receptive to training and passionate for football
  - Mental toughness and discipline

- **Weakness**
  - Inadequate Women’s football population
  - Inadequate resources allocated to women’s football for regular training in all levels.
  - Players ability
    - Unstable technical ability and game performance
    - Weak in 1v1 duel both in attack and defence
    - Lack of scoring ability
    - Lack of awareness, anticipation and decision making
    - Lack of physique, power and strength

Based on the evaluation, we identify two main targets in Hong Kong Women’s football development:

- To promote women’s football in the community in order to increase women’s football population.
- To build a strong national team

These two targets should work along with each other. Only if we can enlarge the base of participation, we can have a bigger pool of potential players to be selected to represent Hong Kong. On the other hand, a strong national team can provide a positive pathway and target for the potential girls to stay with women’s football instead of other sports. Resources and priorities of women’s activities should be allocated to achieve these two main targets.

3. **How can we achieve our targets?**

- Women’s football development should have no difference with men’s football. It goes through the Exploration phase, skill develop phase, team develop phase and competition develop phase. To achieve the targets, the players’ development/pathway is the most important.
- HKFA provides the guideline of the pathway of female players in HK so as to
  - Achieve the two key targets
  - Have a better development of the players
HONG KONG FOOTBALL DEVELOPMENT

-PYRAMID AND PATHWAYS (GIRLS AND WOMEN)

The Current Football Development Continuum (Pyramid and Pathways) in summary
The future Football Development Continuum (Pyramid and Pathways) in summary

a.  Grassroots

The pathway of a player starts with grassroots programme. It is vital to engage and retain girls and women in football as players, coaches, referees, administrators and volunteers. The core values of football are instilled in this stage.

HKFA encourages the girls to participate football at their early year of age. Mixed football (boys and girls mix together in training and game) is introduced with U8 group but will be extended up to U12 at grassroots level. The programmes aim to promote football and provide opportunities for the girls to taste and enjoy the fun of football.

The grassroots programmes aim to provide more opportunities for the girls to enjoy football at school, soccer schools, amateur clubs or joining the HKFA programmes and activities. Currently there are four grassroots programmes organized by HKFA:

- Youth Development Programme: Summer scheme
  - Girls can learn basic football technique during summer yearly
– 8 districts
– 5 age group: U6 & U8 (mixed), U12, U15 & U18

• Fun Days/Festival
  – Girls can enjoy football with different kinds of fun games or small-sided games
  – Target age group: 6-12

• School Visit
  – School visit team includes women coaches and representative team players will go to different schools to promote women’s football or invite several nearby schools join together to participate in the activity.
  – Activity includes questioning, demonstration, try-out by the participants, small-sided games.

• Junior Fans Club (JFC)
  – Aims to foster youngsters’ interest in football and enhance the bond between parent-child through regular football activities

Apart from the HKFA grassroots programmes, girls can also enjoy football at educational schools, amateur clubs and soccer schools.

• Educational Schools
  – Girls at primary and secondary schools experience football game during both physical education lessons and after school as extra-curricular activities or school team training.

• Amateur Clubs
  – Some girls train in amateur clubs and play small-sided games tournament.
Some clubs participate in HKFA women’s youth league and women’s league.

- Football School
  - There is a rising trend of the young girls to participate commercial football schools training in recent years.

b. Youth Development

From the grassroots level, the girls can further develop their potential by joining the HKFA Youth Development Programme or continue their training in the club level.

- Youth Development Programme: Youth Football Team Training scheme
  - Girls will be trained as a regional team with more advance football knowledge, technique and tactic. Inter-regional competitions will be arranged.
  - Currently there are 4 Regions with 3 age groups (U12, U15 & U19) squads with U8 girls mix with the boys regional training.
  - We target to expand to 6 regions with 4 age groups (U12, U14, U16 & U18) with U10 girls mix with boys in district training.
  - U12, U15 and U19 Representative players are encouraged to join the scheme so that they can have more regular training and playing experience. Potential players will also be selected to join the representative team training.
  - In future, the Scheme will provide a platform to prepare our U12, U14, U16 and U18 representative teams. It will be much selective and limit to those talented players to be in the squad.
After the age of 18, players can either continue training in amateur clubs and join the women’s league or choose to involve in coaching, refereeing or football administration.
c. Elite Football

The best players should be recruited to different representative squads according to their age. Four Women’s Representative Squads are set up to cope with different international tournaments:

i. The Women’s Representative Team

- The HK Women’s Representative Team will participate in the following tournaments:
  - AFC Women’s Asian Cup every four years
  - FIFA Women’s Olympic Football Tournament every four years
  - EAFF Women’s East Asian Cup every 2 years
  - Asian Game every four years

- The short-term targets of the team:
  - Be confident and competitive in dealing with similar level teams (eg Jordan, Uzbekistan, India, Iran and UAE)
  - To catch up with the stronger teams (eg Thailand, Vietnam, Chinese Taipei and Myanmar)
  - Closing the gap between HK and Asian big 5 (eg Japan, DPR Korea, China, Australia and Korea Rep)

- The long-term target is to proceed to the Asian Cup and EAFF Women’s East Asian Cup Final.
ii. **U18 Women’s Representative Team**
   - Participate in AFC U19 Women’s Championship every two years and Youth Games of PR China every 4 years.
   - The target is to proceed to the final stage of both tournaments.

iii. **U15 Women’s Representative Team**
   - Participate in AFC U16 Women’s Championship every two years and Youth Games of PR China every 4 years.
   - The target is to proceed to the final stage of both tournaments.

iv. **U14 Girls’ Representative Team**
   - Participate in AFC U14 Girls’ Regional Championship every year.
   - The targets of the U14 squad are to gain more international playing experience and to show competitiveness in the game.

* There should be an U12 Development Team in future to have earlier identification of the talent players.
• **Way to go with players development**
  - The HKFA women’s and girls’ football department will adopt the Hong Kong Football Curriculum philosophy and playing style. The HKFA Technical Director and Coach Education Division will work closely with the women’s coaches to support the development of the players. All the coaching sessions outlined in the curriculum can be enjoyed by women and girls, all the way through the development phases, and the essential philosophy and principles of coaching women and girls are exactly the same as for men and boys.
  - Repetition is important to enhance the technical skill of the girls, especially in their golden age of learning. To provide sufficient and quality training for our youth squads and prepare them to compete in high level of football so as to catch up our football level in comparison to other Asian teams.

4. **Competitions**

Besides training, to provide sufficient competitions, both local and international, are of the same importance in order to elevate our football level. HKFA currently organizes 2 women’s competitions:

a. HKFA Women’s League
b. HKFA Women Youth League

- HKFA works closely with the local clubs which participate in the youth league and women’s league. The quality of club training and the league has direct impact on the level of HK women’s football.

- Our target is to set up a women’s team and a youth team in every men’s professional club/team. Attachment of women’s team to the men’s club can provide essential supports to the team, such as training field, training equipment and gears, technical and administrative staff support. This will provide a better training environment for the girls and women and eventually contribute to the playing level.

- At the elite level, more international exposure for our representative teams can certainly improve the standard of Hong Kong women’s football. In addition to the official international tournament, intensive training camps, international friendly match and inter-port competitions are essential for the players to better adapt the technical, tactical and physical criteria up to international level.
Others local competitions:

- The Hong Kong Schools Sports Federation organizes 5-aside competition and 7-aside girls’ competition for primary and secondary schools respectively, playing on hard-surface ground.

- The University Sports Federation of Hong Kong organizes 11-aside competition at university level.

- School Competitions are important to provide target for girls to have regular training in order to enhance their basic football technique and tactic and gradually develop to be competitive players. HKFA will try to support and assist schools to set up school teams in order to further promote girls’ football at school level.

- Competitions are regularly organized by amateur clubs or soccer schools.

5. **Men and Women: What’s the Difference?**

Although girls/women should enjoy the same development process as boys/men, coaches should be aware of some of the differences between men and women in their physical, physiological and psychological developments so as to adjust their approach or emphasis in dealing with women players.

i. **Physical & physiological Difference**

   a. Puberty

   The time when puberty begins varies greatly among individuals; however, puberty usually occurs in girls between the ages of 10 and 14 and between the ages of 12 and 16 in boys.

   b. Body composition/Structural

   - Major differences in body size during puberty
   - Women have higher body fat percentage*
     
     Male: 3% Women: 9-12% *An essential fat (breast, buttocks, thigh)

   c. Musculoskeletal System

   - Women have wider pelvis
   - Women have greater Q angle
   - Women have higher joint laxity
   - Women have less Muscle Mass

   d. Nervous system

   - Women have smaller size of muscle fiber and muscle power
   - Women have less density of mitochondria

   e. Cardio-pulmonary system
• Women have lower lung capacity
• Women have less stroke volume
  Approximately 25% lower in women. Due to:
  – Smaller heart size
  – Smaller left ventricle
  – Smaller blood volume
• Women have less hemoglobin (Hb) and hematocrit (Ht)
  Contributes to lower VO₂max

Findings with the above differences:
  a. Women have higher risk of ACL ruptures
  b. Women have Less Aerobic and anaerobic capacity
  c. Women have Less speed and power
  d. Women have lower body strength
    (40-60% lower in upper body; 25-30% lower in lower body)

Implications to coaches:
  a. Girls enter the stage of puberty earlier than boys. Coaches should be aware of physiological, psychological and social changes will occur earlier in girls than boys.
  b. Weaker physical built-up and physical ability with women does not mean to have different training content or intensity. In fact, women can go through all the development process as same as men. Earlier experience for the girls will certainly help in later development.
  c. Weaker physical ability can be compensated with additional physical training, especially power and body strength training.
  d. Education on Weight control and nutrition intake of female players
    • Put off Weight during off-season rather than in-season
    • Reduce portion sizes
    • Maintain good food choices high in carbohydrates, low in fat and limited alcohol.

ii. Differences in Injury location and type of injury

F-MARC has a report about the injuries collected from different FIFA tournaments. What can we conclude about injuries to women?
  a. The overall injury rate for women used to be lower than for men, but it has continuously increased to measure up to men’s rates.
  b. Most injuries are caused by contact with another player, with injuries due to foul play being on the rise in women.
c. The general pattern of injury is about the same for men and women, but women do sustain more head and knee ligament injuries, particularly anterior cruciate ligament (ACL) than men. There is also higher risk of concussion in women than men.
d. An ankle sprain is the most common joint injury in women’s football.
e. Far more injuries occur during matches than during training.
f. No relevant differences in injuries are found when women play football on artificial turf or on grass.

Implications to coaches:

a. Regularly practice exercise-based prevention programme, such as eg 11+. Strengthening programme and landing/turning techniques are important for girls and women to prevent injury.
b. Protecting the ankle with a brace after a sprain helps to prevent further sprains.
c. Train to be “fit” is important before going to a competitive game.
d. Additional strength and power training to reduce injury when having body contact.
e. Recovery with good cool down, good nutrition and rest is especially for injured players.
f. Immediate and appropriate treatment is crucial after injury

iii. Psychological Difference

a. Differences are found from one man to another; from one woman to another and from men to women in general. The character of players also plays an important role.
b. Some research found that girls or women have more psychological demand. They are more dependent and easily swayed by peers.
c. Some girls play football mainly for the social side of the game.
d. Some girls may feel intimidated by being surrounded by boys, especially if they have little previous experience of playing football.
e. There is more of a family atmosphere in women’s football.
f. Women are far more receptive to coaching. They recognize that they can always learn more. 
g. Men also show very little emotion in training, perhaps because they would see that as a sign of weakness. Women can go too far the other way, being too sensitive at times and often taking things personally.
h. Women tend to be more team-orientated and supportive of the team as a whole, whereas male players are primarily concerned about their own performances.
i. Women want feedback on a regular basis. They especially want information in relation to performance; areas in need of improvement and reinforcement on the positive aspects of their game.
j. Women will be more inclined to dwell on their weaknesses, while men will confidently expound upon their strengths - even if these are only perceived.
k. Women are more self-responsibility. This may due to the fact that they are not full-time professional players and this means they have to juggle their other commitments outside of football, so they are often more responsible, with better organizational skills.
Implications to coaches:

a. Get to know the character of your players and provide more psychological support to those with more individual psychological needs. Some players are more vulnerable and need special attention to their emotional status.

b. Ask questions and provide regular feedback “how to improve” rather than just “comment on performance”.

c. Regular encouragement and motivation is important even the players are not doing well.

d. Regular communication is important in order to get aware of their problems in advance. Be a good listener too.

e. Team building “off the pitch” is important to create a close relationship between coaching staffs and players and among players themselves. This is important to keep a player in the team.

f. Provide players the opportunity to contribute the team which they are capable of and this can also enhance their sense of belongings.

Reference

*Differences between men's and women's football*

*(FIFA World) Thursday 23 June 2011*

*Health and Fitness for the Female Football Player*

*A guide for players and coaches*
COACH EDUCATION

The importance of coach education cannot be underestimated. This is especially true for developing football nations such as Hong Kong.

The Hong Kong Football Association has established a Coach Education Division which has targets to educate, train and qualify coaches from grassroots to elite level.

The coach education courses will link directly to the Hong Kong National Curriculum and the adopted style of play will be introduced at all levels of coaching.

The Hong Kong Coach Education Division has a target to increase the number of registered coaches in Hong Kong from 1,000 in 2014-15 to 2,000 by 2017-18.

The Hong Kong Football Association has led the way in Asia in developing appropriate coaching programmes from community focused youth leader level course up to elite level.

The HKFA offer coaching courses for all elements of football such a football coaching at all levels, goal keeper coaching, futsal coaching and fitness instructor qualifications.
The Learning Process

It is important for future coaches to understand the learning process and to implement the correct and relevant coaching style for the age and ability of the participants.

The Learning Process can be divided into Playing, Teaching, Coaching and Training.

<table>
<thead>
<tr>
<th>PLAYING</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Exercise is designed in a “game” format</td>
</tr>
<tr>
<td>• Game can be defined as “small sized game” (players number are less than 11) or a played exercise with competition and goal. It must be challenging and rewarding.</td>
</tr>
<tr>
<td>• Players like to learn by playing, without interference and stop during the game.</td>
</tr>
<tr>
<td>• Players are inspired to solve the problem in different situations</td>
</tr>
<tr>
<td>• Players would like to continue to participate in football if they find football activities are joyful and fun.</td>
</tr>
<tr>
<td>• It is the best learning process for grassroots football (players under 12)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>TEACHING</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Teaching is learning processes were the educator delivers the information or concepts to players in different ways such as direct instruction and video analysis.</td>
</tr>
<tr>
<td>• It may be necessary for the team to attend such teaching activity when evaluating a game.</td>
</tr>
<tr>
<td>• Teaching is the easiest way to provide information, but it does not guarantee that the students will understand fully and be able to execute the skill.</td>
</tr>
</tbody>
</table>
COACHING

Coaching is a process which involving training, developing, directing, advising, correcting players and helping them to progress. Its aim is to optimize the performance of the team and to develop the potential of each player.

Coaching process involves the following components:

1. **Organization**
   - A clear, simple and realistic training exercise / session with objective must be designed and planned before arrival at the field

2. **Observation and defining problem**
   - Throughout the observation the coach is defining the problems after training started. The coach must concentrate on the objective planned. The coach should only highlight a single common mistake first and discover the reasons (was it due to technique, or decision making or just a rare mistake?)

3. **Correction**
   - If it is a careless mistake the coach should not stop the training and may correct his mistake by reminding the players positively and the next break in the practice.
   - If it is a mistake by their ability or knowledge, coach has to judge when to intervene to make the correction (immediately, or after a certain period). Coach may intervene by taking an overall view to the whole team or approach to the specific player(s).
   - Remind the players of the objective and concentrate on single problem. Questioning the player to let them “give” you the answer. Further explain if needed but make it simple, short and precise.
   - Aware the tone, volume, speed and gesture of the instruction.

4. **Demonstration**
   - It is more convincing for coach can demonstrate correctly and well.
   - Players will learn from observation.
   - DON’T demonstrate the mistake even the coach wants to show it is wrong.
   - If the coach is unable to demonstrate (due to ability or injury), ask one player to demonstrate for him.
   - Rehearsal and restart.
   - Ask the player to re-do the practice after the correction in same situation. It is to assess they understand and show the correct action.
5. **Practice makes perfect**

- The training will re-start with many repetition on the action
- If the player adapt to the demands and show improvement, the exercise should be progressed to a more challenging practice

**Coaching Process Model:**

<table>
<thead>
<tr>
<th>TRAINING</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Training is the process of learning in which practices are done continuously with a lot of repetitions on a specific objective.</td>
</tr>
<tr>
<td>- Player perceives a stimulus, analysis in the brain and reacts by muscle contractions to carry a movement.</td>
</tr>
<tr>
<td>- With more and more repetition on same movement, the muscle will establish a “muscle memory” and execute the movement smoother and with more precision.</td>
</tr>
<tr>
<td>- Coaches should minimize the intervention to maintain the repetitions and intensity of training.</td>
</tr>
<tr>
<td>- The duration of each drill can be short but with a lot of sets with high intensity (an</td>
</tr>
</tbody>
</table>
Structure of a Training Session

Generally, a training session is composed of four parts: Warm up, main part practice (Technical, tactical or even physical exercise), game and cool down.

Traditionally, a training session will usually be organized with the order:

1. Warm up
2. Technical or tactical exercise
3. Small sided game or 11-a-side
4. Cool down
Another pattern of training session can be organized with the order:

1. Warm up
2. Game
3. Technical exercise
4. Game
5. Cool down

**Warm up:**

The objective of warm up:

- Injury prevention
- Physical and Mental preparation for the following activities

Coach should only spend 10-15 min in warm up in order to save more time for the technical development because in Hong Kong time on the pitch is limited due to lack of facilities.

Using activities with a ball is preferable during the warm up. It helps to benefit the physical and mental preparation. It also favors technical development and is more enjoyable.

**Technical exercise:**

There must be a clear objective on every technical exercise.

In football, the major techniques are dribbling, running with the ball, passing, receiving heading, shooting, individual defending and goalkeeping.

Technical exercise can be distinguished into two approaches:
- Drill-like approach
- Game-like approach

**Drill-like approach:**

The Drill-like approach is a practice that is unopposed and isolated from a natural game. Players will queue up, train and flow with a routine arrangement. The technique which the coach wants to train will be repeated (e.g. running with the ball) but without any decision making in different situations.

Drill-like practice is an efficient and easy way to train technique, as it will have a lot of repetitions within a short period, without a complicated set up and rules. It will enhance the “muscle memory” and gradually the technique will be improved, but isolated from the real game situation.

Technique is a basic building block of game. A player with only good technique does not necessarily mean that they will be a good player. Research has shown routine training without decision making is not the most educationally way to teach football. Players have to execute the techniques with “when”, “where” and “which” according to ball, opponents and team-mates movement and position. The application of technique is called “Skill”.

**Game-like approach**

The Game-like approach is a practice based on a holistic and complex situation. There must be a purpose or a goal to the practice and the situation is changing in every second. Players have to observe, make a good decision and execute the correct technique in order to achieve the goal. Pressure and difficulty can increase when the players adapt the level of practice.

The game-like approach is more challenging for the players and can be more interesting than the planned and regimented drill-like approach. It stimulates the player’s analysis of various situations and can involve the execution of the skill under pressure. It is a key factor for developing performance in the real game.

However, it is not an easy task for a coach to organize a game-like approach because first, it is more difficult for the coach to design and set up a challenging exercise compare with drills. Besides, it is not easy to identify the problems as players keep moving. In conclusion, a modern coach must be able to consider different training approach into their training plan. It may be a drill-like practice following by game-like in one session, or even a drill-like practice following the game-like in same session.
Hong Kong Football Association Coach Education Structure

HKFA Youth Football Leader Certificate Course Level 1

AFC Futsal I

AFC Futsal II

AFC Futsal III

AFC Fitness I

AFC Fitness Pro

AFC GK I

AFC GK II

AFC GK III

HKFA D Coaching Certificate Course

AFC “C” Coaching Certificate Course

AFC “B” Coaching Certificate Course

AFC “A” Coaching Certificate Course

AFC Pro Diploma

YFL Level 2

YFL Level 2

YFL Level 2

27 Hours

48 Hours

85 Hours

103 Hours

142 Hours

380 Hours

Version 1
## Components of Hong Kong Coaching Qualifications

<table>
<thead>
<tr>
<th>License</th>
<th>Technical</th>
<th>Tactical</th>
<th>Physical</th>
<th>Target group</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Youth Leader</strong></td>
<td>- Mastery of ball</td>
<td>Space</td>
<td>• Balance</td>
<td>U6, U10, U12</td>
</tr>
<tr>
<td></td>
<td>- Passing and receiving</td>
<td></td>
<td>• Coordination</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Shooting</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>HKFA D license</strong></td>
<td>- Individual Attacking</td>
<td>- Individual tactics</td>
<td>• Coordination</td>
<td>10-12 yrs old</td>
</tr>
<tr>
<td></td>
<td>- Dribbling</td>
<td>- Width and depth</td>
<td>• Agility</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Passing and receiving</td>
<td>- Individual tactics</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Heading</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Striking the ball</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Ind. Defending</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Goalkeeping</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>AFC C license</strong></td>
<td>- Individual Attacking</td>
<td>- Individual tactics</td>
<td>• Speed</td>
<td>13-15 yrs old</td>
</tr>
<tr>
<td></td>
<td>- Individual Defending</td>
<td>- Combination play</td>
<td>• Endurance</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Group Attacking</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Group Defending</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Goalkeeping</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>AFC B license</strong></td>
<td>All rounded</td>
<td>- Group Tactics</td>
<td>• Speed</td>
<td>16-18 yrs old</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Team Tactics</td>
<td>• Speed endurance</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• Endurance</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• Strength</td>
<td></td>
</tr>
<tr>
<td><strong>AFC A license</strong></td>
<td>All rounded</td>
<td>- Team Tactics</td>
<td>• Speed endurance</td>
<td>Elite</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• Power</td>
<td></td>
</tr>
</tbody>
</table>
**Coaching Criteria (Instructor)**

<table>
<thead>
<tr>
<th>Programme</th>
<th>Position</th>
<th>Accreditation</th>
</tr>
</thead>
<tbody>
<tr>
<td>AFC “A” coaching certificate</td>
<td>Instructor</td>
<td>Pro diploma</td>
</tr>
<tr>
<td>AFC “B” coaching certificate</td>
<td>Instructor</td>
<td>A License or above</td>
</tr>
<tr>
<td>AFC “C” coaching certificate</td>
<td>Instructor</td>
<td>A License or above</td>
</tr>
<tr>
<td>HKFA “D” coaching certificate</td>
<td>Instructor</td>
<td>A License or above</td>
</tr>
<tr>
<td>HKFA youth football leader</td>
<td>Instructor</td>
<td>B License or above</td>
</tr>
<tr>
<td>certificate course</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Recruitment of new instructors:**

1. Scouting from A/B coaching course or current coaching activities / Recommended by current instructors
2. Before appointed as the HKFA instructor officially, the candidates should:
   - Attend the instructors workshops
   - Attend the whole modules of youth football leader course
   - Conduct a youth football leader course as the assistant instructor, supervised and assessed by the main instructor
   - Accredited by the main instructor and coach education manager/TD
   - Finish the above procedure within 2 years
The HKFA has established a set of guidelines as to the minimum coaching qualification a coach must have to coach at a particular level.

**Coaching Criteria – Hong Kong Men’s Representative Team**

<table>
<thead>
<tr>
<th>Team</th>
<th>Position</th>
<th>Current Accreditation</th>
<th>Min. Accreditation 2016</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hong Kong Representative Team</td>
<td>Head Coach</td>
<td>Professional Diploma</td>
<td>Professional Diploma</td>
</tr>
<tr>
<td>Hong Kong Representative Team</td>
<td>Assistant Coach</td>
<td>A License</td>
<td>A License</td>
</tr>
<tr>
<td>Hong Kong Representative Team</td>
<td>Goalkeeper Coach</td>
<td>B License or above</td>
<td>B License or above AFC GK level 2</td>
</tr>
<tr>
<td>Hong Kong Representative Team</td>
<td>Fitness Coach</td>
<td>Nil</td>
<td>AFC Fitness level 1 / relevant experience</td>
</tr>
<tr>
<td>Hong Kong Youth Representative Team</td>
<td>Head coach</td>
<td>A License or above</td>
<td>A License</td>
</tr>
<tr>
<td>Hong Kong Youth Representative Team</td>
<td>Assistant Coach</td>
<td>C License or above</td>
<td>B License or above</td>
</tr>
<tr>
<td>Hong Kong Youth Representative Team</td>
<td>Goalkeeper Coach</td>
<td>C License or above</td>
<td>C License or above AFC GK level 2</td>
</tr>
</tbody>
</table>
## Coaching Criteria – Hong Kong Women’s Representative Teams

<table>
<thead>
<tr>
<th>Team</th>
<th>Team Position</th>
<th>Current Accreditation</th>
<th>Min. Accreditation 2016</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Hong Kong Women’s Representative Team</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Head Coach</td>
<td>Professional Diploma</td>
<td></td>
<td>A License</td>
</tr>
<tr>
<td>Assistant Coach</td>
<td>Professional Diploma</td>
<td></td>
<td>B License</td>
</tr>
<tr>
<td>Goalkeeper Coach</td>
<td>C License or above</td>
<td>AFC GK level 1</td>
<td>B License or above AFC GK level 2</td>
</tr>
<tr>
<td>Fitness Coach</td>
<td>Nil</td>
<td></td>
<td>AFC Fitness level 1 / relevant experience</td>
</tr>
<tr>
<td><strong>Hong Kong Women’s Representative Team (U19 &amp; U16)</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Head Coach</td>
<td>A License or above</td>
<td></td>
<td>A License of above</td>
</tr>
<tr>
<td>Assistant Coach</td>
<td>B License or above</td>
<td></td>
<td>B License or above</td>
</tr>
<tr>
<td>Goalkeeper Coach</td>
<td>C License or above</td>
<td>AFC GK level 1</td>
<td>B License or above AFC GK level 2</td>
</tr>
<tr>
<td><strong>Hong Kong Women’s Representative Team (U14)</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Head Coach</td>
<td>B License or above</td>
<td></td>
<td>B License or above</td>
</tr>
<tr>
<td>Assistant Coach</td>
<td>B License or above</td>
<td></td>
<td>B License or above</td>
</tr>
<tr>
<td>Goalkeeper Coach</td>
<td>C License or above</td>
<td>AFC GK level 1</td>
<td>C License or above AFC GK level 2</td>
</tr>
<tr>
<td><strong>Regional Team</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Head Coach</td>
<td>C License or above</td>
<td></td>
<td>B License or above</td>
</tr>
<tr>
<td>Role</td>
<td>License Level 1</td>
<td>License Level 2</td>
<td></td>
</tr>
<tr>
<td>--------------------</td>
<td>-----------------</td>
<td>-----------------</td>
<td></td>
</tr>
<tr>
<td>Assistant Coach</td>
<td>D License or above</td>
<td>C License or above</td>
<td></td>
</tr>
</tbody>
</table>
| Goalkeeper Coach   | C License or above  
AFC GK level 1 | C License or above  
AFC GK level 1 |
## Coaching Criteria – Hong Kong Youth District & Summer Scheme

<table>
<thead>
<tr>
<th>Team</th>
<th>Position</th>
<th>Current Accreditation</th>
<th>Min. Accreditation 2016</th>
</tr>
</thead>
<tbody>
<tr>
<td>District Programme</td>
<td>Supervisor</td>
<td>C License or above</td>
<td>B license or above</td>
</tr>
<tr>
<td>District team U18, U17</td>
<td>Head Coach</td>
<td>C License or above</td>
<td>C license or above (B from 2017)</td>
</tr>
<tr>
<td>District team U18,U17</td>
<td>Assistant Coach</td>
<td>C License or above</td>
<td>C license or above</td>
</tr>
<tr>
<td>District team U13-U16</td>
<td>Head Coach</td>
<td>D License or above</td>
<td>C license or above</td>
</tr>
<tr>
<td>District team U13-U16</td>
<td>Assistant Coach</td>
<td>D License or above</td>
<td>C license or above</td>
</tr>
<tr>
<td>District team U10-U12</td>
<td>Head Coach</td>
<td>D License or above</td>
<td>D license or above</td>
</tr>
<tr>
<td>District team U10-U12</td>
<td>Assistant Coach</td>
<td>D License or above</td>
<td>D license or above</td>
</tr>
<tr>
<td>District team U8-U10</td>
<td>Head Coach</td>
<td>D License or above</td>
<td>D license or above</td>
</tr>
<tr>
<td>District team U8-U10</td>
<td>Assistant Coach</td>
<td>D License or above</td>
<td>Youth leader or above</td>
</tr>
<tr>
<td>JFC</td>
<td>Head Coach</td>
<td>C License or above</td>
<td>D license or above</td>
</tr>
<tr>
<td>JFC</td>
<td>Assistant coach</td>
<td>Youth leader or above</td>
<td>Youth leader or above</td>
</tr>
<tr>
<td>Summer Scheme</td>
<td>Supervisor</td>
<td>C License or above</td>
<td>B license or above</td>
</tr>
<tr>
<td>Summer Scheme</td>
<td>Coach</td>
<td>D License or above</td>
<td>12 Yrs+ : C License or above</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>U12 : D License or above</td>
</tr>
</tbody>
</table>
### Coaching Criteria – Hong Kong Futsal

<table>
<thead>
<tr>
<th>Team</th>
<th>Position</th>
<th>Current Accreditation</th>
<th>Min. Accreditation 2016</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hong Kong Representative Team</td>
<td>Head Coach</td>
<td>AFC Futsal level 1</td>
<td>AFC Futsal level 2</td>
</tr>
<tr>
<td>Hong Kong Representative Team</td>
<td>Assistant Coach</td>
<td>AFC Futsal level 1</td>
<td>AFC Futsal level 2</td>
</tr>
<tr>
<td>Hong Kong Representative Team</td>
<td>Goalkeeper Coach</td>
<td>AFC Futsal level 1 / Futsal GK international playing experience</td>
<td>AFC Futsal level 1 / AFC Futsal GK level 1</td>
</tr>
<tr>
<td>Hong Kong Youth and Women Representative Team</td>
<td>Head coach</td>
<td>AFC Futsal level 1</td>
<td>AFC Futsal level 2</td>
</tr>
<tr>
<td>Hong Kong Youth and Women Representative Team</td>
<td>Assistant Coach</td>
<td>AFC Futsal level 1</td>
<td>AFC Futsal level 2</td>
</tr>
<tr>
<td>Hong Kong Youth and Women Representative Team</td>
<td>Goalkeeper Coach</td>
<td>AFC Futsal level 1 / Futsal GK international playing experience</td>
<td>AFC Futsal level 1 / AFC Futsal GK level 1</td>
</tr>
<tr>
<td>District / School</td>
<td>Coach</td>
<td>AFC Futsal level 1 / HKFA Futsal</td>
<td>AFC Futsal level 1</td>
</tr>
</tbody>
</table>
## Coaching Criteria – Competition

<table>
<thead>
<tr>
<th>Team</th>
<th>Position</th>
<th>Current Accreditation</th>
<th>Min. Accreditation 2016</th>
</tr>
</thead>
<tbody>
<tr>
<td>Premier League</td>
<td>Head Coach</td>
<td>A License or above</td>
<td>A License or above</td>
</tr>
<tr>
<td>Premier League</td>
<td>Assistant Coach</td>
<td>B license or above</td>
<td>B license or above</td>
</tr>
<tr>
<td>Premier League</td>
<td>Goalkeeper Coach</td>
<td>Nil</td>
<td>AFC GK level 1</td>
</tr>
<tr>
<td>Premier League</td>
<td>Fitness Coach</td>
<td>Nil</td>
<td>AFC Fitness Level 1/ relevant working experience</td>
</tr>
<tr>
<td>Premier League</td>
<td>Head of youth development</td>
<td>B license or above</td>
<td>B license or above</td>
</tr>
<tr>
<td>1st, 2nd and 3rd division</td>
<td>Coach</td>
<td>Nil</td>
<td>C license or above</td>
</tr>
<tr>
<td>Youth League</td>
<td>Coach</td>
<td>Nil</td>
<td>C license or above</td>
</tr>
<tr>
<td>Futsal League</td>
<td>Coach</td>
<td>AFC Futsal level 1</td>
<td>AFC Futsal level 1</td>
</tr>
<tr>
<td>Women League</td>
<td>Coach</td>
<td>Nil</td>
<td>C license or above</td>
</tr>
<tr>
<td>Women Youth League</td>
<td>Coach</td>
<td>Nil</td>
<td>C license or above</td>
</tr>
</tbody>
</table>
14. Model Sessions

Model Sessions

- Exploration Phase Model Sessions
- Individual Skill Develop Phase Model Sessions
- Team Develop Phase Model Sessions
- Competition Phase Model Sessions
A] The HKFA Futsal Training Curriculum

Futsal is a sport well suited to the natural physique and strengths of Hong Kong football and futsal players.

Futsal requires players that are technically skillful, with good touch, technique, mobile, fast and a low centre of gravity to allow quick turns and high level of agility. Futsal is played with the ball on the ground and therefore Hong Kong player’s height disadvantage which can be an issue in 11v11 football is not a problem in the sport of futsal.

Futsal:

- **F** = Friends
  - Making friends through playing - Social
- **U** = Unite
  - Work as a team, cooperate to each other
- **T** = Tough
  - Be correctly facing setback - anti frustration ability
- **S** = Save
  - It is a save game - protected by the Laws of the game
- **A** = Active
  - Players are always involved - high participation
- **L** = Leisure
  - Futsal is a game full of Fun

The Role of the Futsal Youth Coach

In Futsal, (as in soccer and football) the role of the coach is that of facilitator.

Futsal allows the coach to organize a coaching session with the objectives being fun and to develop and improve the performance and fitness of the players.

The primary objective for all futsal players and especially children under 11 years of age is the development of technical skill.
The Futsal Coach must remember that technique is not an objective in and of itself but a tool and technical skills should not be considered the “end all and be all”.

The game, and involvement of playing the game, is most important to allow the children to participate fully and be engaged in futsal resulting in the development of technique, skill and fitness.

The basics

The priority in Futsal is to motivate players in an environment that is conducive to learning. The more pleasure kids derive from their participation, the more they wish to play and practice on their own. While their instinct to play is natural, their affection and appreciation for soccer must be cultivated. Futsal is the foundation to such goals because it:

- Allows players to frequently touch ball and be involved.
- Presents many opportunities to score goals.
- Encourages regaining possession of the ball as a productive, fun and rewarding part of the game (defending).
- Maximizes active participation and minimizes inactivity and boredom.
- Eliminates complicated rules such as off-sides that may hinder youngsters from “playing”.
- Makes the game more “beginning coach” friendly because the game is simpler, thus making it easier to recruit more volunteer coaches.