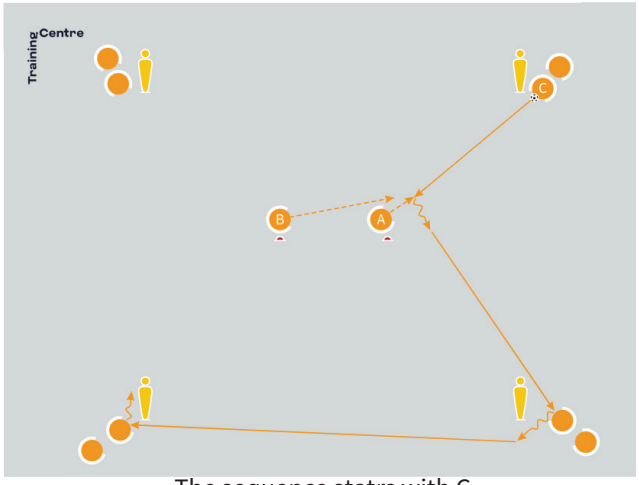
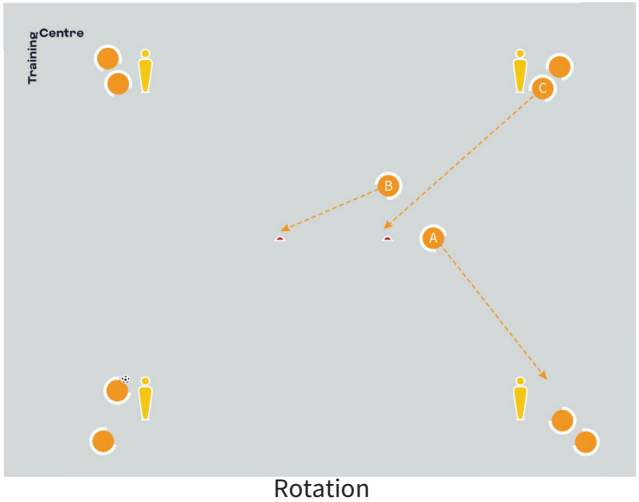
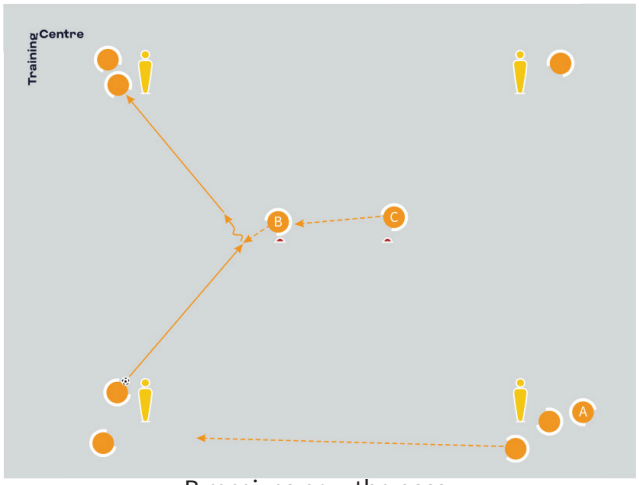
FIFA Talent Coach Programme
Passing circuit: Defensive anticipation



The sequence statrs with C



Rotation



B receives now the pass

Organisation

- Mark out a 20m x 20m exercise area delimited by a mannequin in each corner.
- Locate the midpoint of the exercise area and place 2 cones 5m apart (widthways).
- Place 2 players behind each other at each mannequin and a player at each of the cones in the middle of the exercise area.
- Give the first player at one of the mannequins a ball (C).
- The player at the cone closest to the ball carrier is the receiver (A) and the player at the other cone is the defender (B).

Explanation

- The exercise begins with C in possession, who then plays a firm pass to A's stronger foot.
- As soon as C plays the pass to A, B darts out from their cone to apply pressure on A from behind.
- A controls the ball before playing a pass to the first player at the next mannequin in a clockwise direction.
- The player stationed at that next mannequin takes a touch to control the ball before playing a pass to the first player at the next mannequin in a clockwise direction.
- The sequence is repeated, starting from the diagonally opposite corner of the exercise area to where it began.
- In-possession players rotate positions by following their passes. After having applied pressure on A, B returns to their starting cone in readiness to receive a pass from the player at the next mannequin in a clockwise direction.

Key coaching points

- Defenders should focus on improving key defensive skills such as precise acceleration and deceleration, anticipation, and being touch tight with the ball-carrier without committing a foul.
- Defenders should press as the ball travels.
- Make the defenders' task more difficult by encouraging the passer to play to the strong side of the receiving player.

Roles of coaches

- First coach: leads the session and coaches the defender.
- Second coach: coaches the players stationed at the mannequins on their passing and the receiving player on their ball reception.

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