

Module 1. Evolution and Context of Training in Women's Football

Unit 1.1 Evolution of Women's Football

Football is a sport with very ancient origins. Its beginnings were during the 3rd and 2nd centuries BC, with games that involved throwing a ball into a small net. During the Middle Ages, in the British Isles, there is also evidence of a game with more participants that resembles football, although it seems to have been so violent that it was sometimes banned.

In 1863, the Football Association (FA) was founded, giving rise to modern football and leading to the development of regulations in the following years/decades, such as the definition of ball measurements, the number of players per team, the introduction of referees, the creation of penalty and goal areas, and so on.

That same year, the first official match of this new sport was played in London, and in 1872, the first international match took place between Scotland and England, with 4,000 spectators in attendance. From then on, clubs were organised, and with the establishment of the FA Cup (Football Association Challenge Cup), the first official club championship began. In 1882, the International Football Association Board was founded, which would organise the first official international championship. From that moment on, numerous official competitions were held, but they were interrupted years later by the outbreak of World War I.

What about the participation of women in this sport during that time?

There is evidence that women participated in ball games in the 12th century. But it was also in England where women's football took its first steps with the creation of the Sheffield Football Club in 1857. With the establishment of regulations to prevent violence in the game in 1863, and with the creation of the FA, the participation of women in sports became more socially acceptable. However, they never received recognition to formalise any practices.

During World War I, there was an increase in female participation in football in England because many men went to the battlefield, and women entered the workforce and joined organised football teams.

Meanwhile, men's football faced great difficulties in continuing its official practice during the war. The FIFA (Fédération Internationale de Football Association, founded in 1904) managed to organise the first FIFA World Cup in 1930, after the war ended. Parallel to this,



the FA did not recognise women's football despite its popularity. This led to the formation of the English Ladies Football Association, which faced difficulties due to the FA's boycott.

What was happening with women's football in Spain at that time? Paco Bru, a former player of FC Barcelona, created the 'Spanish Girls Club' and, on June 9, 1914, divided the girls from the same team into two to play a match at RCD Espanyol's field. It was the first unofficial match on record of Spanish women's football. Despite the majority's rejection, numerous people attended the match, and to attract more people, the proceeds from the match were donated to the Women's Federation in their fight against tuberculosis. The outbreak of World War I marked the end of the 'Spanish Girls,' and Spanish football faced difficult times once again.

In the 1920s, there was a figure with influence and impact: Irene González, a goalkeeper from Galicia, who played for men's teams. In 1924, she created her own club, Irene CF. Unfortunately, in 1927 she fell ill with tuberculosis and passed away. In the 1930s, several teams were created, such as Valencia, Levante, Atlético, and España. They played several matches against each other, but soon these matches were forgotten due to the outbreak of the Civil War.

During World War II, and returning to men's football, FIFA faced difficulties in its growth, but managed to organise the "Match of the Century," which raised funds for the organisation and allowed it to continue. This match took place in 1947 between Great Britain and a team representing the rest of Europe, with 135,000 spectators in attendance. Meanwhile, women continued to make insignificant advances in the practice of women's football until 1966 when, following the men's FIFA World Cup, interest among female fans grew to the point that the FA decided to reintegrate them in 1969 with the creation of the FA Women's Branch, which finally recognised the reality of women's football.

In 1970, an unofficial World Cup was organised in Italy, and in 1971, UEFA (founded almost 20 years earlier) entrusted its respective associations with the management and promotion of women's football, which was consolidated in the following years. It was then that the first official World Cup was organised in Mexico. The Spanish national team was invited to the Mexico World Cup, even though it had only existed for a year, thanks to its excellent performances in several friendly matches. However, they were unable to attend due to the prohibition of the RFEF, then presided over by José Luis Pérez-Paya, who did not recognise women's football. It was 12 years later when Spain played its first official match against Portugal, and the RFEF accepted women's football, creating the National Team.

Meanwhile, in Barcelona, on December 25, 1970, thanks to an initiative by player Imma Cabecerán, the first match of the Barcelona women's team was played at Camp Nou, with U.E. Centelles as the opponent. The coach was the legendary former Barcelona goalkeeper, Antoni Ramallets, who held the position for over a year. However, that Barcelona women's team, which was not officially recognised by the Club, could not wear

the blue and garnet jersey or use the name FC Barcelona. In February 1971, the Barcelona City Team changed its name to Peña Femenina Barcelonista and received material and financial support from FC Barcelona, although it continued to operate independently from the Club.

With women's football integrated and officially recognised by the Spanish Football Federation, the first Copa de la Reina was held in 1983, and five years later, the Liga Nacional Femenina was created. It consisted of a single group with nine clubs participating. Later, in 1996, it was renamed División de Honor Femenina, and the 42 participants were divided into four groups based on geographical proximity. The four group champions competed in an elimination phase. In 2001, its name was changed again to Superliga Femenina, with a single group of 14 teams, and it was established that the champion would qualify for the newly created UEFA Women's Cup. It was then that the Barcelona Women's Club, which had already won the first Copa de la Reina in 1994, became an official section of the club and was renamed FC Barcelona Femenino. In 2008, the league expanded from 14 to 16 teams, and in 2010, from 16 to 42 teams, creating multiple groups again. Finally, in 2011, the Primera División Femenina was created, consisting of 16 teams in a single group.

In 2006, with the arrival of Xavi Llorens, women's football at FC Barcelona began an upward trajectory both in terms of competition and media and resources. In 2015, the Women's Football section of the club became professionalised.

Why is It Important to Know this Evolution?

This entire history of women's football describes the current steps in its development. All the social and cultural barriers it has faced throughout history compared to men's football show that it is many years behind. And these years of disadvantage are reflected in fewer years of football practice for women, which directly leads to a deficit in training. Having explained its global, national, and FC Barcelona evolution, we can now reflect not only on the women who fought for the practice of football but also on the practice during the growth stages of girls, who will become the future adult players.

How many girls have played this sport in their childhood in recent decades? Due to social and cultural barriers, young girls have encountered significant problems in playing football. While many have not had female teams near their homes due to a scarcity of clubs with women's teams, others have played on boys' teams with the logistical difficulties that entails, and the majority have chosen not to participate in the sport, thus favouring its status as a minority in terms of participation. This significant deficit in playing hours among different generations is indicative of the level of play and the evolution of the sport as a whole.

Why do we emphasise the importance of training during the growth stages of female players? When we talk about these training stages, we refer to the development of all their

physical, motor, coordinative, cognitive, and interpersonal capacities. Each human being, in their growth, learns, adapts, and develops based on the experiences they encounter. Therefore, exposing oneself to varied experiences means exposing oneself to greater adaptability and learning.

Theories on Learning Models

Paco Seirullo explained in 2000 in *Una línea de trabajo distinta* that from birth, individuals develop a series of abilities that allow them to solve what we can call motor or movement problems (walking, jumping, throwing, etc.). Others reach a second level where, in addition to the basics, they practice and learn specific movements in certain sports, while some, through more specific training, reach the highest level.

Team sports, in their integrated learning proposals, require the construction of specific systems. Initially, this theoretical approach to team sports can focus somewhat on researching what has happened in sports activities throughout the 20th century. In this century, the focus has been on improving the teaching processes for individuals who participate in sports and, once those individuals reach a high-level of sport, on improving their performance. In this succession of sporting events, theories have emerged to support the teaching of both individual and team sports throughout the 20th century, such as behaviourism. These theories build knowledge to improve and optimise the training elements of the human body.

The motor habits established in behaviourist learning lead to a certain way of understanding sports from an exclusively linear perspective (Balagué, Hristovski, 2010). When stimuli appear, a series of events and specific responses occur around the stimulus. There is linearity in behaviour so that once the situation is resolved, there is a close dependence on another individual in that same situation developing those same elements and reaching the same final situation. Linear situations occur in all individual sports. The gesture is learned and automated.

On the other hand, exclusively non-linear situations occur in team sports. This is a systemic thinking: the theory of systems. Living beings follow different paths based on the states of imbalance they are in at each moment of their lives, each moment of their evolution, and each moment of any action they are performing.

Cognitivism and structuralism (Seirullo, 2014) propose that non-linear systems consist of how each individual resolves successive situations of non-equilibrium in a specific way based on their previous history. This is what we find in team sports. Even if we always give an athlete the same conditions, even if it seems like it is always the same situation, there is always variability, and this is the key to learning. Behaviourist and mechanistic theories are very valid for linear systems, but they are not valid for non-linear systems (Balagué, 2014).



Each individual is capable of solving the same situation in different ways. The relationships of systems undergo self-structuring. That is why football is the sport with the richest non-linear interactions, and despite everything, the individual who has talent and has developed in this way, even without knowing it, creates different situations from the majority of individuals.

Once we have presented this thinking philosophy of the complex systems learning model, we understand that training in women's football has been much scarcer than in men's football. According to the perspective of Paco Seirullo, among others, we have observed that the scarcity of practical experiences in sports leads to less learning. If we apply this to the entire female collective in football, we can understand that this sport has not had as many opportunities to grow, and the future lies ahead for future generations to experience all those motor situations deliberately created by professionals and coaches capable of designing and planning based on these current models, enabling the evolution of women's football.

The professionalisation of women's football today, as in our case of FC Barcelona Femenino, has allowed and made it possible for players to dedicate themselves exclusively to the performance of this sport and for professional coaches to have all the resources to use in the total development of individual and collective optimisation.

Unit 1.2 Structured Training (ST)

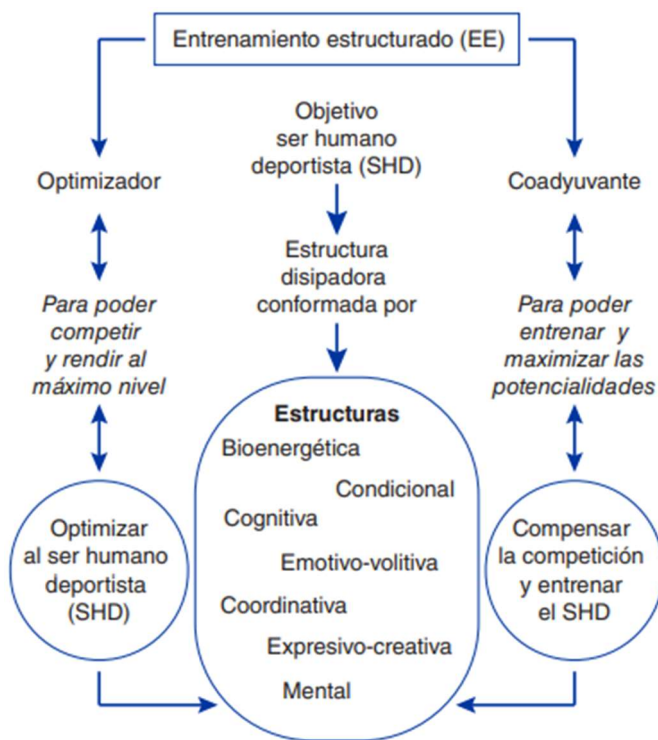
Team sports involve continuous competition over time, which means that athletes must strive for optimal performance for as long as possible. This has led to the emergence of different methodologies in the field of performance training over the years.

Training at FC Barcelona follows the Structured Training (ST) model, a proposal by Paco Seirullo (Tarragó et al., 2019; Seirullo, cited by Ribera, 2009) based on the interest in the human being as an athlete and their comprehensive development: "Women and men involved in the game/sport, sharing the common interest of winning, surpassing opponents to achieve the compensation for the effort and dedication required for this goal" (Tarragó et al., 2019). Training is presented as a specific dynamic framework, carried out with variability and continuity, respecting the game's episodes.

ST has been an innovative trend in team sports and particularly relevant in football.

When we train in a specific sport what we seek is to achieve performance adaptations. This model suggests designing training tasks that replicate the context and conditions of competition in all their possibilities to achieve maximum optimisation of the structures that make up the athlete (Pinder et al., 2011; Tarragó et al., 2019). In recent years, with the professionalisation of the Women's Football section, this model has been implemented in its entirety, through a coaching staff committed to this way of thinking and seeking team performance.

Image 1: Structured Training



Source: Tarragó et al., 2019, p. 105.

Entrenamiento estructurado (EE)	Structured Training (ST)
Optimizador	Optimising
Objetivo ser humano deportista (SHD)	Objective: Human being as an athlete (HBA)
Coadyuvante	Coadjuvant
Para poder compartir y rendir al máximo nivel	To be able to share and perform at the highest level
Estructura disipadora conformada por	Dissipative structure composed of
Para poder entrenar y maximizar las potencialidades	To train and maximise potentialities
Optimizar al ser humano deportista (SHD)	Optimise the human being as an athlete (HBA)
Estructuras	Structures
Bioenergética	Bioenergetic
Condicional	Conditional
Cognitiva	Cognitive
Emotivo-volitiva	Emotive-volitional
Coordinativa	Coordinative
Expresivo-creativa	Expressive-creative
Mental	Mental
Compensar la competición y entrenar al SHD	Compensate for competition and train the HBA

1.2.1 The Two Paradigms of ST



ST is organised based on two paradigms or areas of action. On the one hand, there is the Optimising Training (OT), and on the other hand, the Coadjuvant Training (CT), which are supplementary (Gómez et al., 2019).

We have discussed the theory of complex dynamic non-linear systems, and these two paradigms are based on it (Hristovski et al., 2011; Balagué et al., 2014). Under this new perspective, training becomes a unique process of optimising the athlete, meaning that the individual becomes the core and thus has the capacity to optimise their potential resources (Sánchez & Uriondo, 2012), which entails imbuing practices with a non-linear conception based on self-organisation and variability (Guerrero & Damunt, 2019).

We understand **Optimising Training** as the one that seeks the development of the human being as an athlete through efficient dynamic integration, addressing the different structures as a systemic whole that can only be differentiated in motor action. With the development of this training model, we will stimulate the athlete's abilities according to their level of physical-cognitive development and maturation, taking into account the specificity of their position and role in the game, acknowledging that not all tasks will be suitable for everyone. Fundamentally, OT prepares us to compete. It deals with the planning, design, execution, and control of tasks in the sport and aims to optimise the performance of the human being as an athlete in all competitions throughout their sporting life; it is the training that should prepare us to compete (Tarragó et al., 2019), causing constant adaptations that lead to improvement.

Image 2: Women's Football



Source: [Untitled image of training for FCB Femenino]. (N.d.).

The extreme demands placed on the body of a high-performance athlete require the development of another type of training alongside optimising training. One that can keep the athlete in the best condition to withstand the necessary optimising loads and maximise individual potential from a systemic perspective: this is **Coadjuvant Training** (CT).

CT primarily prepares the athlete to train using elements and environments that are partially or entirely non-specific to the game, with the aim of optimising the structures and systems that enable the player to achieve the expected performance (Gomez, Tarragó, Seirullo, 2019).

Image 3: Players of FC Barcelona In a Coadjuvant Training Session



Source: [Untitled image of training for FCB Femenino]. (N.d.).

1.2.2 The Structures of ST

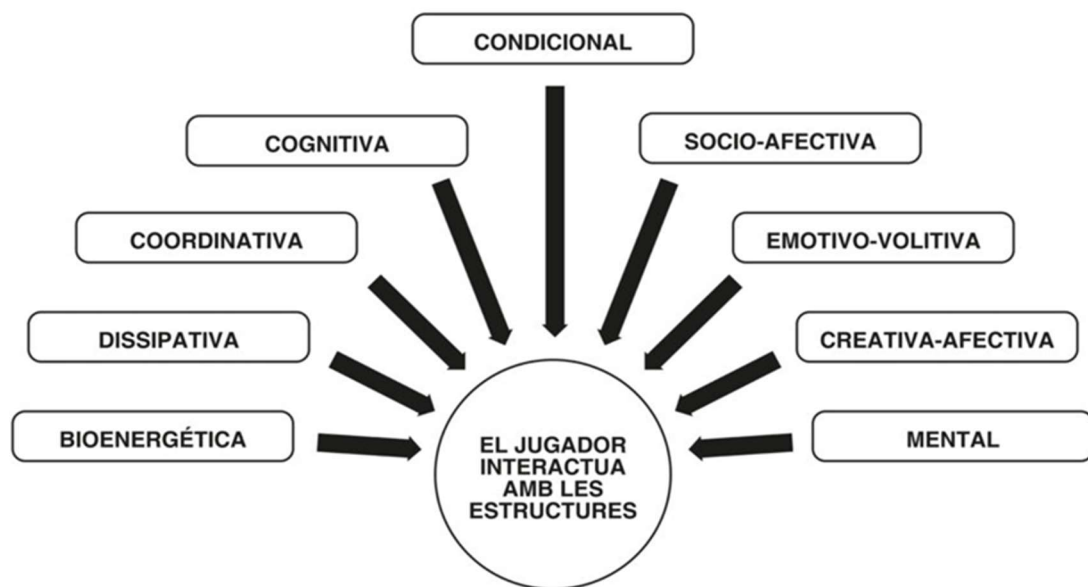
This model understands the human being as a hypercomplex structure. When performing a motor action, the structures that make up the athlete interact to facilitate relationships within the specific competitive environment of football.

The relationship and synergy between different systems define each of these structures, which can be identified during motor action. Each structure is composed of processes

from different systems and subsystems, many of which are shared by multiple structures. We must understand that these structures always exist throughout the training process, and through our planning and design, we intervene to emphasise, prioritise, or favour one or more structures over the others, with the goal of optimising and improving athletic performance. These structures holistically shape the athlete in optimising their skills and adaptations, and they are omnipresent in both coadjuvant and optimising work.

In the following image, we see the different structures that will be defined below (Tarragó et al., 2019).

Image 4: Structures



Source: Tarragó et al., 2019, p. 56.

El jugador interactúa amb les estructures	The player interacts with the structures
Bioenergética	Bioenergetic
Dissipativa	Dissipative
Coordinativa	Coordinative
Cognitiva	Cognitive
Condicional	Conditional
Socio-afectiva	Socio-ffective
Emotivo-volitiva	Emotive-volitional
Creativa-afectiva	Creative-ffective
Mental	Mental

Bioenergetic structure: It is related to energy pathways; it provides and renews bioenergy, making the development of all structures, including itself, possible. It is a structure in which all the others are involved because it is the energy to initiate the motor action, which means it will be conditioned by all the other structures.

Conditional structure: It is related to motor capacities. Its functionality is manifested through the ability to generate intramuscular tension (strength) and the different manifestations related to space/time of speed and resistance.

This structure is preferred in CT due to its reduced levels of specificity, meaning there is always a preference for motor action in basic movement patterns to be transferred to football executions. In OT, we may prefer it when performing conditional circuits, adding extra running inputs in passing drills to influence movement capacity, or conditioning rondos to emphasise defensive work and involve a greater number of changes of direction in a short period of time.

Coordinative structure: It is related to mobility, laterality, and dissociation; its functionality is manifested in the ability to execute "desired and efficient" movement, regardless of the environmental conditions in which it needs to be performed. It aims for efficiency and effectiveness.

Situations such as passing drills where technical execution and precision are important would be examples of moments where we prefer this structure.

Cognitive structure: It is responsible for the perception-action process; its functionality is manifested in the efficiency to perceive, identify, and process relevant information related to the game-sport environment.

Examples of interventions involving this structure are tactical situations that require higher decision-making elements, such as positional play aiming to score in a goal while maintaining tactical order.

Creative structure: It is related to expressive capacity and interpersonal relationships that occur in competition and training; this structure builds the forms of communication that are useful, necessary, and representative of the game and its way of living and interpreting it (the self in relation to our team).

Socio-affective structure: It is related to the relationship and identification with teammates and the role that each one plays. Its functionality is manifested in the quality and stability of socio-affective interpersonal relationships based on the feelings and emotions that occur during specific football practices.

Emotional-volitional structure: It is related to one's own feelings and mood (level of anxiety, fatigue, stress, leadership, etc.). It identifies, regulates, and channels all the emotions and desires that drive movement or the lack thereof. This structure is related to the effort and dedication required to achieve desired goals.

Mental structure: It is related to the self-organisation of the player, the combination and recombination of cognitive abilities that enable self-awareness and evolutionary reasoning of all "worlds" of our existence.



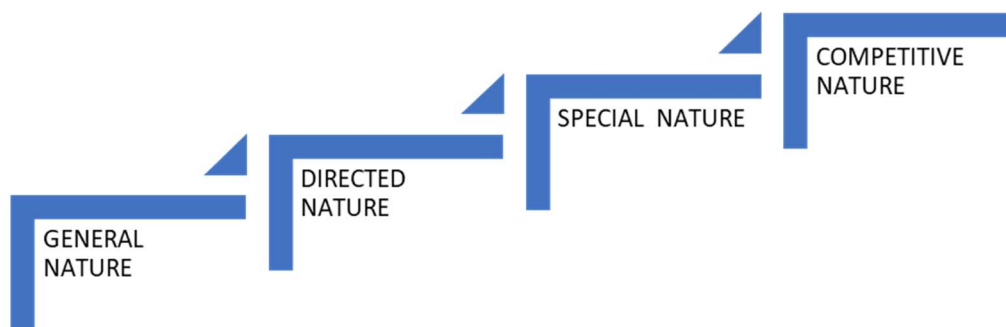
In all these structures, there is synergy, as we have explained. None of them should be practised in isolation, nor is any one of them indispensable compared to the others. Instead, the goal is to promote interactions between them to achieve optimisation.

1.2.3 Specificity and Variability

When it comes to training, we must consider the variable of specificity as something very important. We want to prepare ourselves to compete, and in order to do so under optimal conditions, we must replicate competitive situations that closely resemble those in a match. However, we must also adjust this specificity, meaning we can increase or decrease it as needed.

Paco Seirullo developed a classification of the levels of approximation of specificity (Image 5). He established four levels:

Image 5: Levels of Approximation Proposed by Seirullo



Source: Seirullo, 2015.

- GENERAL: Situations that are distant and decontextualised from the competitive reality. In these situations, we work within the coadjuvant training paradigm, which prepares the player for collective training.
- DIRECTED: Situations that have slight similarities to the sport, where a motor gesture appears that affects a technical or coordinative execution in football. Thus, it includes coordinative (technical) components of football but does not involve decision-making or is non-specific. It prioritises the improvement of the conditional and coordinative structures. Examples include passing drills or rondos, where cooperation, opposition, and decision-making may come into play.
- SPECIAL: The nature and organisation of the load are very similar to competition. We reproduce environments similar to those in competition but with variations in subsystems that involve opposition and specific decision-making. It has a high cognitive component. It optimises all the player's structures. Examples include

situations involving fewer players or modified distances, the presence or absence of different scoring systems, and rules or instructions that influence the game.

- **COMPETITIVE:** The nature and organisation of the load simulate competition. These tasks have a higher level of specificity. They involve real game situations that may be modelled or adapted. It has a very high cognitive component. It optimises all the player's structures in a real game situation. Examples include playing a match, although it may have modified space or number of players.

This classification, which has been adapted by many authors with various nuances, is simply a system for grading specificity when designing tasks and sessions to meet the needs of all player's structures, including load management and overcompensation. The higher the specificity, the greater the presence of all structures; the lower the specificity, the more we tend to focus on the conditional structure. Coadjuvant work is based on a more general foundation, while optimising training generally includes directed, special, and competitive levels.

All of this leads us to observe that if we want to improve the performance of a football team, we should always propose competitive tasks, tasks that resemble a match, in order to engage more structures and create more realistic competitive environments, allowing the player to manage the synergy between structures and be better prepared for competition. However, following the ST model, this is not the case. Another essential element in training task planning and design is **VARIABILITY**. As mentioned earlier in the integrated training approach (Balagué et al., 2014), non-linear dynamic systems propose variable situations to activate the principle of self-organisation, which allows for finding effective and efficient solutions in spontaneously changing environments, without the need for external or internal programs or instructions (Kelso, 1995). Therefore, we understand that to generate future adaptations in football players and optimise their sports performance, which involves constant variations in the environment, we must make them capable of interacting with different stimuli and improve their responsiveness to these stimuli.

Unit 1.3 Optimising Training

Optimising Training seeks the development of the human being as an athlete through efficient dynamic integration, addressing the different structures as a systemic whole that can only be differentiated in motor action. With the development of this training model, we will stimulate the athlete's abilities according to their level of physical-cognitive development and maturation, taking into account the specificity of their position and role in the game, acknowledging that not all tasks will be suitable for everyone.

1.3.1 Preferential Simulating Situations (PSS)



As proposed by Seirullo's complex systems model, the organisation of micro-structural units to carry out specific situations in training is referred to as Preferential Simulating Situations (PSS).

They are the core units of programming, meaning the tasks set during training sessions that are complex and always performed in a group, where the focus is not on learning the exercise but rather the game itself.

Furthermore, these PSS provide the valid conditions and circumstances to be identified in each training unit as episodes within the Structured Training (ST). They serve as the central focus of the session and are not mutually exclusive within a single session. They provide the valid conditions and circumstances for each training unit and are integrated within the complex context of the game, including factors such as teammates, opponents, the moment when the action occurs, etc.

The use of simulating situations allows us to generate exercises with different characteristics or levels of approximation to the game's demands, which are related to the planning and control of PSS and the adjustment of session and microcycle loads.

As the name suggests, PSS are "situations" that, as basic characteristics, must be comprehensive, specific, varied, qualitative, and have differentiated demands.

Moreover, they are "simulating" because the different orientations of PSS are determined by their general, directed, special, or competitive nature.

They are "preferential" because we manage the elements of PSS with the intention of giving preference to a particular structure of the athlete within the context of structured training. This does not mean that this preferential structure excludes the relationship with others, as the high variety present in the game allows for interrelation with all the other structures. Therefore, we will interrelate the components of the game with the athlete's structures.

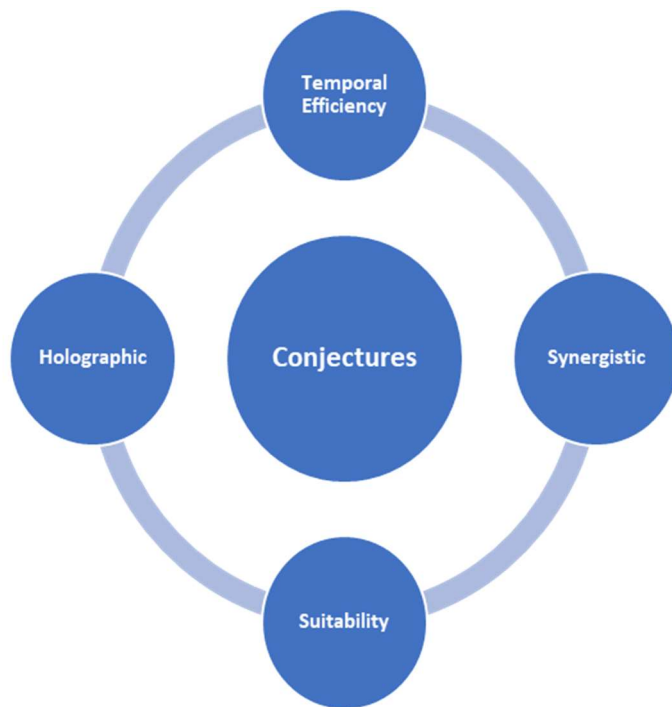
1.3.2 Conjectures

The complexity sciences (Arjol, 2012) validate a series of relationships that form the ST, extracted from practical experience, through which we observe a series of symptoms or statements known as "conjectures." These conjectures are not based on appearances but on real facts and specific needs that arise during training episodes (Seirullo, 2014).

The different conjectures that influence the development of PSS are:



Image 6: Conjectures of Optimising Training



Source: prepared by the authors based on Pons Alcalá, Martín García, Guitart Trench, 2020, p. 58.

Temporal Efficiency Conjecture: defined as the time it takes for a PSS to induce the desired optimising effect in the ATH structure, known as the "change effect". Since training sessions have limited time, it is necessary to have intentionality in each action to promote efficiency and quality in effort management.

Synergistic Conjecture: it refers to the effect achieved through the combination of actions. These synergistic effects occur between the components of successive PSS practised in the same session (synchronously) and also in successive sessions (diachronically) within the TM. When seeking change in the ATH structure, the inter-systemic effect is also discussed, understood as an open system to the external world through mechanisms of projection and introjection. It is precisely this form of relationship that is called inter-systemic, in which any optimising effect of one system expands its change to other systems of the higher structures involved simultaneously.

Suitability Conjecture: it refers to the aptitude, predisposition, or capacity that someone has for a specific, suitable, and appropriate purpose. The PSS must be presented in a suitable manner to achieve improvement in the ATH structure according to the requirements of the game. When generating PSS, it is necessary to identify the unique and specific aspects of the speciality being trained to understand it in its entirety and complexity.

Holographic Conjecture: responsible for shaping the PSS in the optimising training. Its definition refers to the perceptual capacity (from mind to consciousness), with the ability

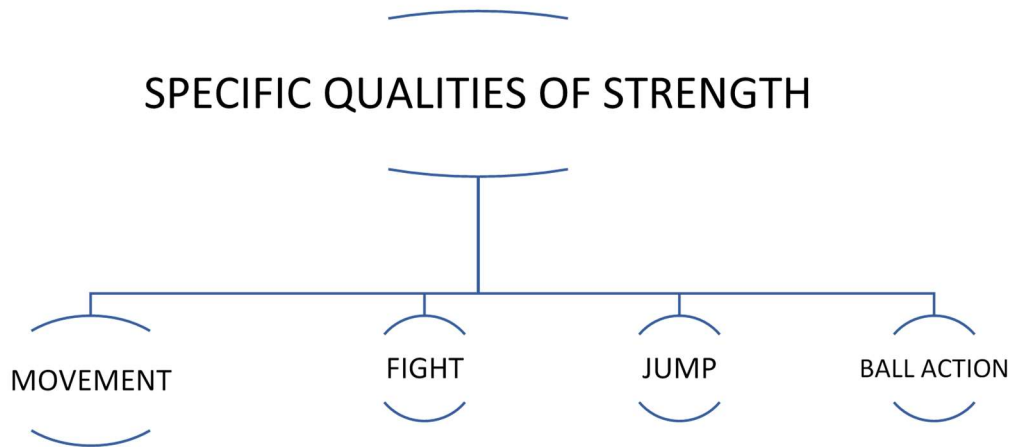
to perceive and gather information that is present, happening, or can occur during the game. Within OT, PSS should be created where the ATH structure perceives and recognises all the situations presented in order to acquire them and efficiently face the complexity of the game. Image 6 shows the different conjectures that influence the development of PSS.

1.3.3 Specific Qualities

Specific qualities are expressions of movement based on the application of muscle strength. "Strength" is understood as the basic physical quality from which other qualities are expressed, as it is the generator of movement. For this reason, when we talk about the conditional structure, we refer to these specific qualities. They are based on a methodological proposal adapted from Moras (1994), Seirullo (1998), Schelling & Torres-Ronda (2016), and Gómez et al. (2019), where a breakdown of the game into work areas and contents is proposed, along with an alternative training approach for these contents based on their orientation and the levels of approximation that can be achieved, favouring the technical execution levels of each player (Gómez et al., 2019).

We are talking about the 4 specific manifestations of strength required in football and team sports in general: movement, jump, fight, and ball action (Gómez et al., 2019; modified from Schelling & Torres-Ronda, 2016).

Image 7: Specific Qualities of Strength



Source: prepared by the authors based on Pons Alcalá, Martín García, Guitart Trench, 2020, p. 60.

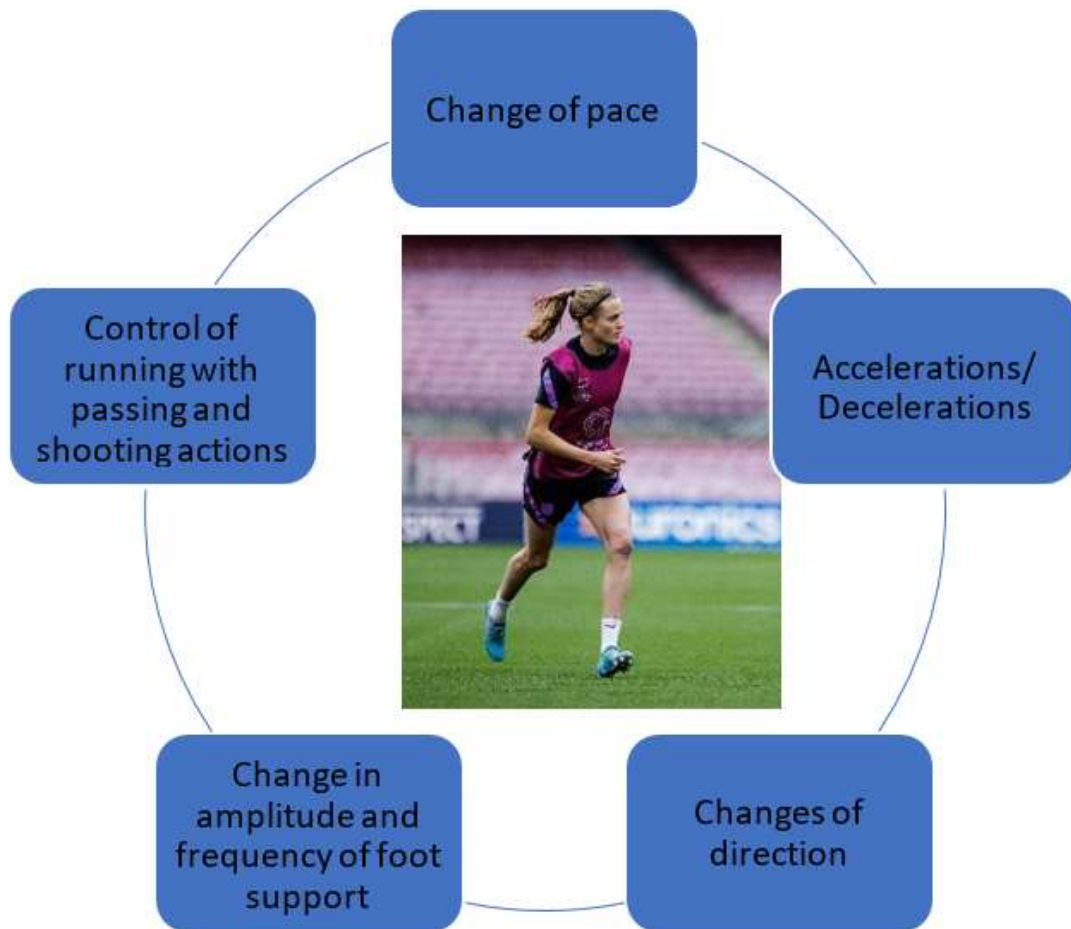
Movement

These are all the movements specific to running in relation to football. This movement includes determining elements such as whether it is a run with or without the ball, with different options for duration and intensity, frontal, lateral, or backward runs, and so on. In these movements, it is important to efficiently apply certain strength within optimal space and time (Gómez et al., 2019).

All these contents related to the movement quality, in the context of the conditioning structure, are characterised by the need to adapt to a constantly changing environment due to the presence of opponents, teammates, and the ball.

We classify the different types of movement as:

Image 8: Types of Movement



Source: prepared by the authors based on Pons Alcalá, Martín García, Guitart Trench, 2020, p. 61.

Examples of OT

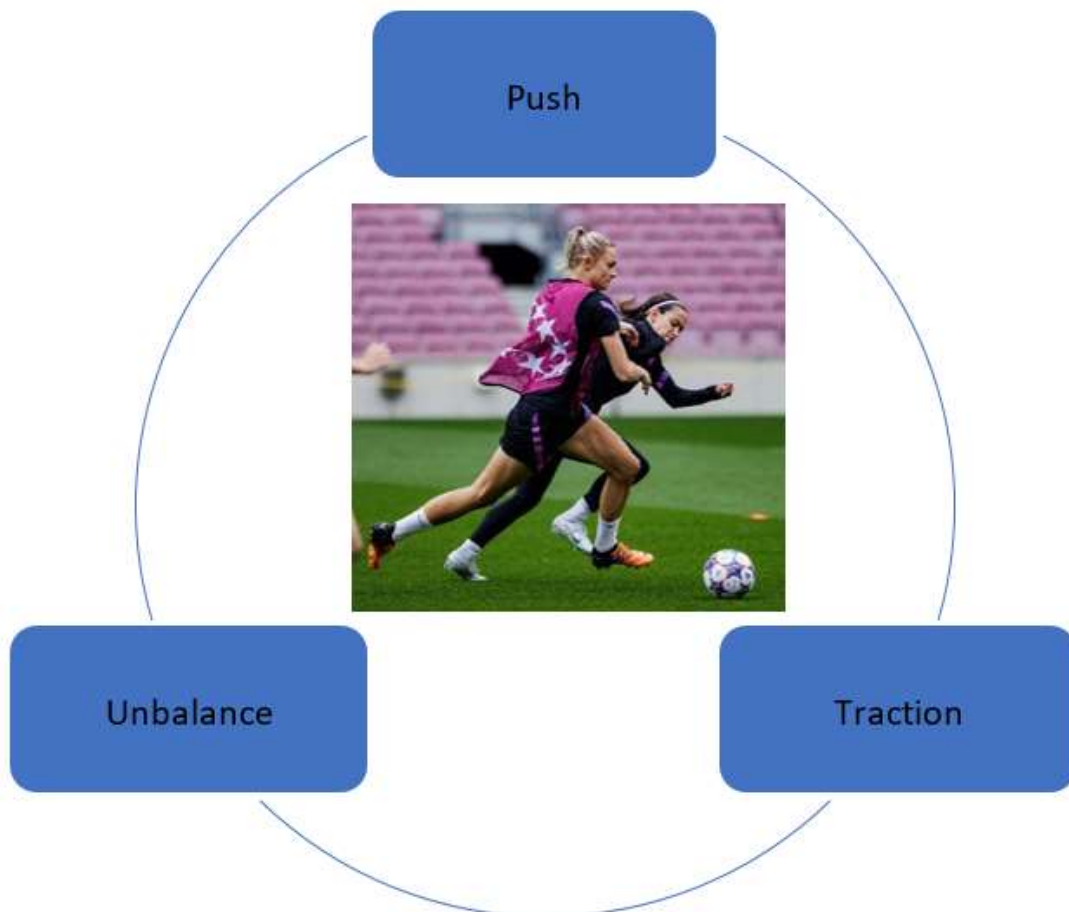
PSS in which large distances or dimensions predominate, with wide spaces to occupy during the game, or with scoring zones in occupied areas. This type of task will promote the appearance of movement at different intensities, in this case at higher intensities, emphasising changes in pace. In PSS where spaces are reduced, accelerations, decelerations, and changes of direction will be promoted more frequently and repetitively. If we perform specific PSS for goal finishing, actions will be promoted where there is control of the run in space-time coordination with the movement of the ball to link actions as effectively as possible.

All these example situations will be determined by the concepts explained earlier, such as the level of approximation or specificity, variability, and preference in the structure that interests us the most.

Fight

The specific quality of fight strength is formed by all those actions in which, at least two players, compete for a position or trajectory by interposing a body segment or the entire body to come out victorious in a dispute, such as ball protection, loads, crosses, detachments, or fights to gain position (Gómez et al., 2019).

Image 9: Fight



Source: prepared by the authors based on Pons Alcalá, Martín García, Guitart Trench, 2020, p. 62.

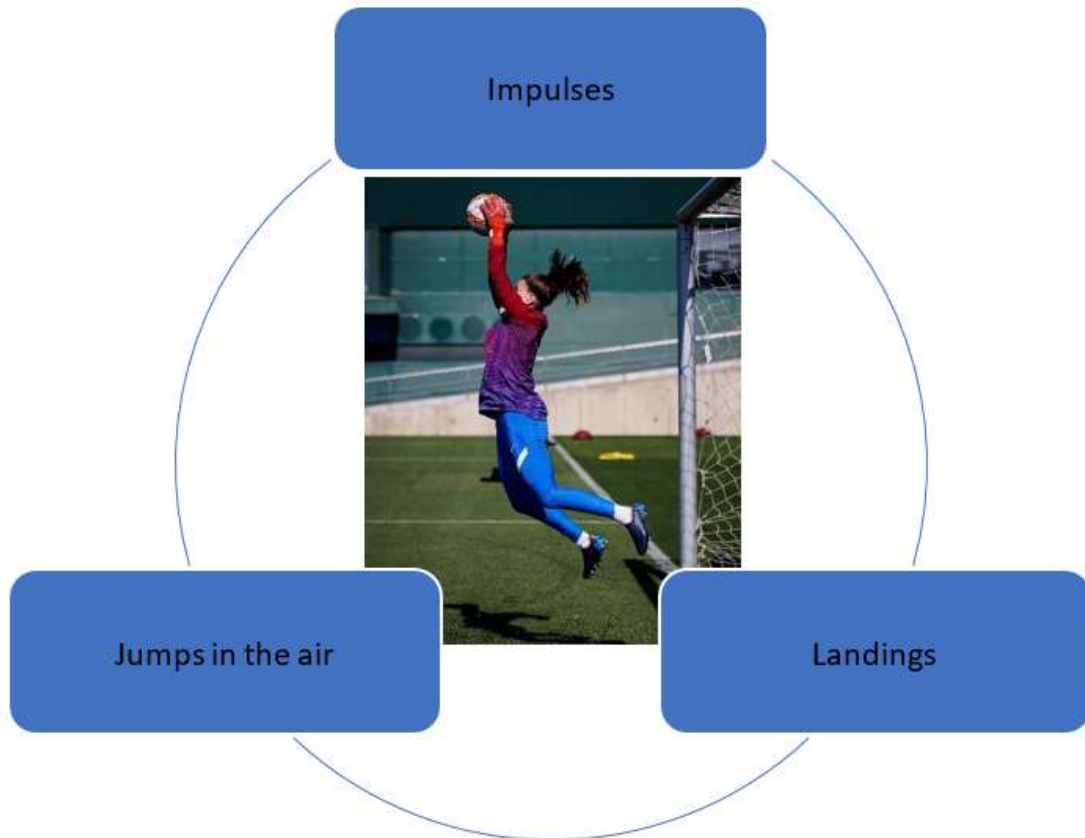
We will also design PSS where there is a high density of players in a space, so that the game itself generates duels and contacts, creating disputes. In the case of reducing the level of specificity, we can reproduce more non-specific 1v1 situations, with or without a scoring zone.

Jump

Jump strength is the specific quality based on a movement where there is an impulse, either one-footed or two-footed, in a static or dynamic position, which results in an airborne phase of the body with a greater focus on vertical movement (Gómez et al., 2019).

The jump, as a specific quality included within the complexity of the game, should be considered as a training element within the OT, although it is also addressed in the CT.

Image 10: Jump



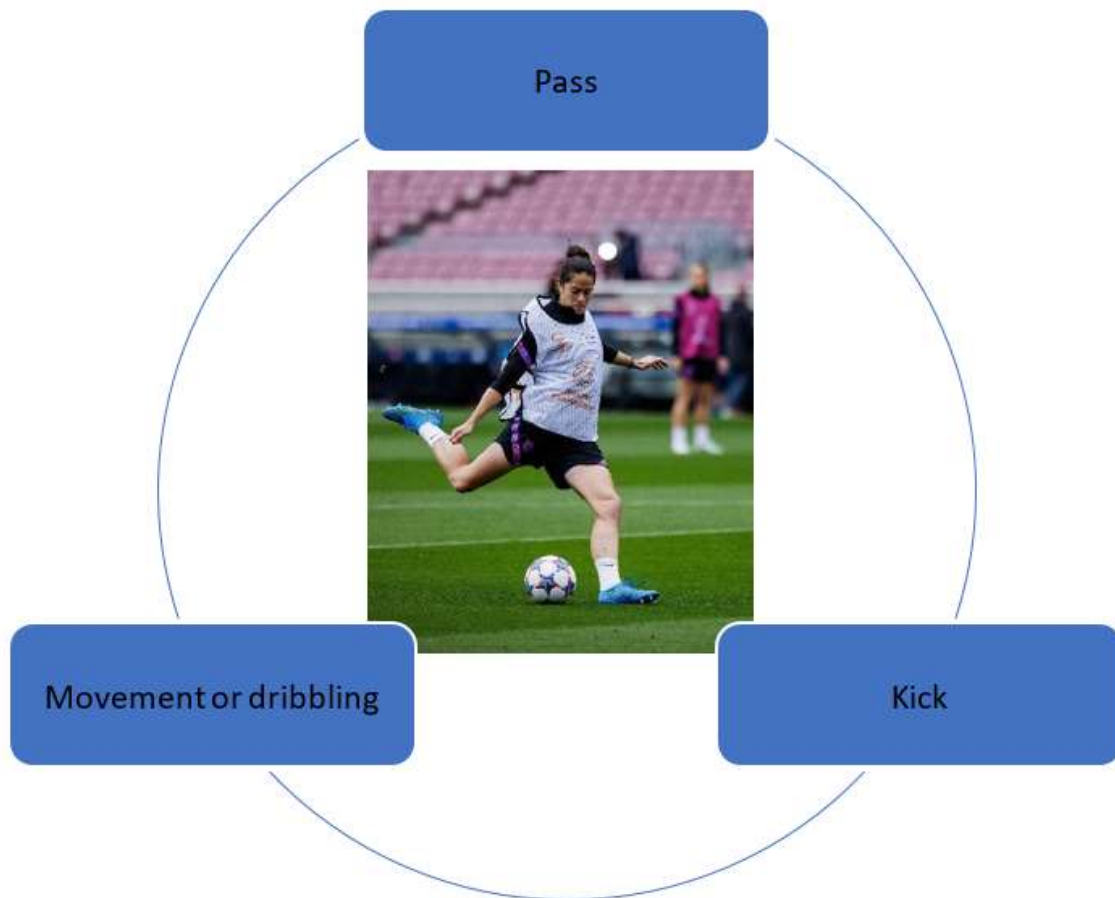
Source: prepared by the authors based on Pons Alcalá, Martín García, Guitart Trench, 2020, p. 63.

We can find situations where the jump ability is involved in kick actions, defending against kicks, aerial duels, and in less specific contexts in coordinative circuits.

Ball action

Ball handling is a specific skill that involves situations in the game where there is contact with and manipulation of the ball. These situations can involve opponents or teammates, and the space of interaction can vary in size or dimensions.

Image 11: Ball Action



Source: prepared by the authors based on Pons Alcalá, Martín García, Guitart Trench, 2020, p. 64.

The ball is almost always present in the PSS of the optimising training. However, if we want to focus on passing, we create situations with more teammates and fewer opponents to encourage passing, such as in a rondo exercise. If we aim to emphasise kicks, we can design situations focused on finishing at the goal. To make it more specific to the competition, we can incorporate small-sided games where the player with the ball has ample shooting opportunities.

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