

Module 2. Observation in a training session

In this second module, we will focus on explaining how the observer organises the entire process that requires starting the video observation, in this case, during training.

We will show all the steps: from how all that information from training is stored to what we observe and how we observe it. We will show different examples of actual behaviour at a practical level of some of our teams.

This entire process can serve as a reference or support for the analysts and observers carrying out these tasks in their teams. It will provide them with more information and order for their work. Indeed, there are different ways to do so, but we will show how the club works in a relatively new department.

Unit 2.1 Information storage

Introduction

Next, we will develop how to store everything that we are recording during the training sessions at the club. It is a simple process, which does not have any complications and is available to all observers in charge of carrying out this task in their respective teams.

From my perspective, information storage constitutes a vital part of the process since, throughout the season, there are many training sessions. Therefore, being clear about how we store this information helps us control everything we have done during the season. This, in turn, allows us, if necessary, to compile information from previous months and past seasons, which makes our work easier.

We consider that it is essential to start with a good organisation at the club regarding repositories, terminology, etc., to have the entire observation process under control.

Creation of a repository for information storage

The idea of creating the repository appears when the connection between the two departments involved in the observation, the methodology, and the observers takes place.



This tool is created to exchange information at the video level in a more straightforward and more orderly way, to which the people involved in the corresponding teams can have access.

The type of storage used is a *data lake*. A *data lake* is a digital repository built to store a large amount of data in native format; that is, the data is entered into the procedure system without compromising its structure. According to Alserafi (Guamán, Vaca, and Yuquilema, 2018), a *data lake* is a massive repository of raw data.

This digital repository can become a type of operational data warehouse. Data can be moved, transformed, and cleaned for *data warehouse*, *data marts*, or *business intelligence* (BI) tools, as needed by users (Guamán, Vaca, and Yuquilema, 2018).

The type of operation that we use is a *data lake cloud*. We use this path because we do not physically work with the people interested in having this video content, but instead, we work as a team in different locations. Therefore, it is much faster and easier for us to work with a *data lake cloud*, uploading the files to a storage cloud. This is a tool that can be useful to many observers who do this task in their club. With this tool, the staff from other departments, who can access all this information, can see the work done with all the formative football teams.

The *data lake cloud* offers access from any location by the people who have access to the video repositories. For example, the methodologist responsible for a team can review the videos from their office in Ciudad Deportiva or at home. The observer can do the same and even that team's coach or staff from the club's Technical Secretariat. This tool provides us with great speed when uploading the corresponding video cuts and viewing them at that time or when desired.

As you have seen and from my own experience, I can say that this type of video information exchange operation is beneficial and practical. We avoid using hard drives that would make it difficult to exchange information and constitute a slower process in turn.

The repository we use is OneDrive. Here, we place all video cuts we make at training, and some are grouped according to the different types of behaviours we observe. This allows us to have everything well organised.

Within these repositories, everything must be in order. It is beneficial to create different folders and distinguish our teams' various behaviours in cutting and highlighting. This varies depending on the club, methodology, and the observer, among other factors. I will show how we work at the club, but it is adaptable to different formats or where the observer feels more comfortable.



In the club, as observers, we work with the same behaviours. This means that the U-9 observer will have the same name of the folders created as the U-15 observer since we will observe and cut the same behaviours corresponding to our club's game identity. The only different thing is the main folder, which corresponds to the team we are observing.

Given that each observer observes two teams of the same category, it is easier to control it in our case. However, when observers must perform this function in their club and observe or analyse more than one team from different categories, it is highly recommended that these folders are created with good criteria and order.

Figure 1: Example in the summary format of the first steps of storage



Source: Authors' work.

Once we know how to store all the information and organise it within the repository that we have created, it is essential to establish a common terminology for everyone.

We will use the terminology in the video cuts that we make. This will also help us organise since all behaviours will have a common name for each.

We all work with the same terminology here at the club, making finding cuts from other categories different from ours easier. At the same time, it allows all observers to work following the same steps.

Based on our experience, we recommend establishing common terminology if more than one observer performs this task in the club where you are working. This will greatly facilitate the search work and gives a qualitative order to the work being done.

Since we need to shorten the names of the files, we create to identify which video cut they belong to, we must define the abbreviations of all the names we will use. As we have said

before, we will show an example of the club, but the aim is that this is useful for all analysts and observers who take the course and adapt it to their needs.

To establish the name of the different files we create with the video cuts, it must include the following:

1. Training day
2. Total session number
3. Dynamics*
4. Team
5. Task
6. Qualitative comment

* We must also consider the teams that work with physical trainers and indicate the type of dynamics (-3, -2, +1, etc.), which constitutes an interesting point.

Once we have defined what we want the file name to be, the next step will be to establish the abbreviations for each name, which will correspond to the team and the type of task being carried out.

We will show some examples by making a list of teams and types of tasks so that you can see how we could abbreviate each name.

TEAMS:

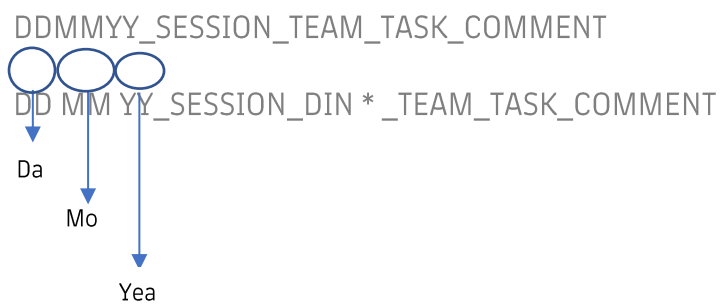
- U-18 A Under 18 A
- U-18 B Under 18 B
- U-15 A: Under 15 A
- U-15 B: Under 15 B
- U-13 A: Under 13 A
- U-13 B: Under 13 B
- U-11 A: Under 11 A
- U-9 A: Under 9 A
- ...



TASKS:

- RO: Rondos
- GAM: Game
- PG: Position game
- SG: Situation game
- ...

Example:

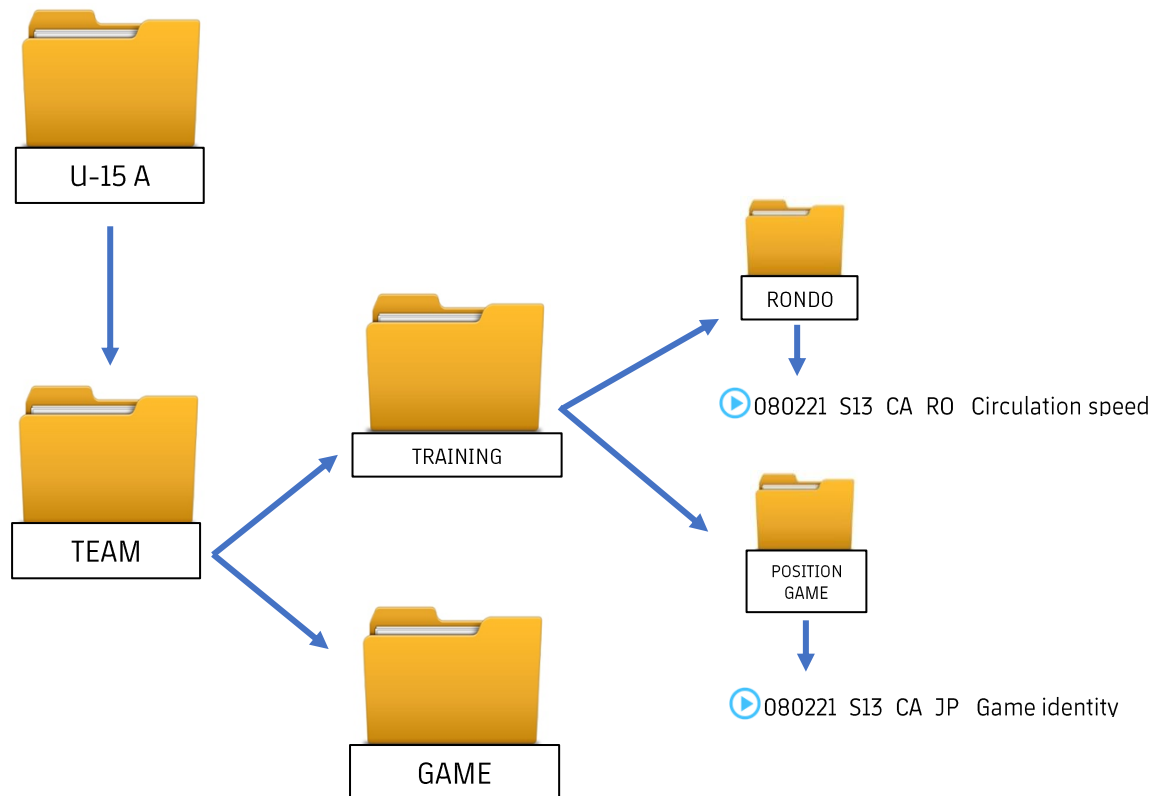


080221_S13_U-15 A_SG_Movement of inside forward players

080221_S13_-3_U-18 A_PG_Good circulation

This is how we would finally have the file name in a reduced format to be inserted in the video cut corresponding to each behaviour.

Figure 2: Example of the cloud storage structure, in this case, the rondo task (OneDrive)



Source: Authors' own work.

Session registration process

Once we have defined and marked the entire information storage structure, we will explain how we keep track of all the sessions we observed throughout the season.

This is another critical point that will help us keep track of all our observations of the training sessions throughout the season.

For our work to be quality, it must include these components within the entire observation process since it provides qualitative information on each training session we observe.

As observers, we wanted to keep track of all training sessions. To do this, we create an Excel template where we mark a series of aspects that we consider essential to consider for the registration of each training session.

We will write this information each time we observe a session. This will allow us to know the part of the season in which we are, and all the information related to the training session.



As we have previously said, there are many sessions during the season. Having control of all these will help us facilitate our work when collecting video information and showing the line of work carried out.

The aspects that we consider essential to consider when registering these sessions are the following:

1. Date
2. Session number
3. Microcycle
4. Training field
5. Recording camera
6. Total time
7. Session objective/ purpose
8. Remarks

These aspects are adaptable to each observer or game analyst's reality. We believe that these provide us with relevant information in each session to record our work.

Table 1: Example of an Excel sheet with session registration

Under 15 A					
Training monitoring					
Date	23/11/20	25/11/20	26/11/20	30/11/20	02/12/20
Session	23	24	25	27	28
Microcycle	12	12	12	13	13
Field	Field 9	Field 9	Field 9	Field 8	Field 8
Camera	9	9	9	8	8
Total time	1 h 45'	1 h 45'	1 h 45'	1 h 45'	1 h 45'
Objective	Participation of inside	Participation of inside	Circulation in reduced spaces	Disposition at moments	Disposition at moments



	forward players	forward players		without the ball	without the ball
Remarks	Players' interesting movements in task no. 2		Make cuts task no. 3 Significant (methodologist's request)	Quick ball recovery from players close to the keeper. Task no. 3	

Source: Authors' work.

As seen in the table, this helps us have a monitoring summary of what we observe during the microcycle.

It is a straightforward way to have everything under control and which makes our work much easier in the long term.

For example, in February, we want to review all the content we have worked on throughout the season. We can see what we were working on in September, October, etc. Having everything registered can facilitate making a report on the team's evolution, comparing what kind of observations we made in the tasks, among other topics that interest us.

We can add one last step (which is the responsibility of each observer's type), making a small grid in Excel where we keep track of all the sessions that have been uploaded in the club's cloud repository, in this case, on OneDrive. In other words, once we have finished making the observations of the microcycle sessions that we had established, we will mark if the video cuts made in that session have been uploaded to the Drive.

This will help us know all the session cuts that are available for always viewing. It is effortless, but it allows us to register the last step and keep a well-ordered and controlled process.

Table 2: Example of the sessions record uploaded in OneDrive

UPLOADED TO ONEDRIVE		
DATE	UNDER 15 A	UNDER 15 B
DAY 11.01.21		
DAY 13.01.21		



DAY 15.01.21		
DAY 18.01.21		
DAY 20.01.21		
DAY 21.01.21		
DAY 25.01.21		
DAY 27.01.21		
DAY 29.01.21		
DAY 03.02.21		
DAY 05.02.21		

Source: Authors' work.

Summary

To finish this section, we will highlight the key points so far to take the first steps towards video observation:

1. We need to know the **storage type** that we will use to make it the most useful for the club's needs and the reality in which we are.
2. Create a good **repository** with different folders to keep contents well ordered.
3. Establish the terminology that we want to use for the files we create. (It is essential to unify it for all those in charge of carrying out the observer's task).
4. Make a **follow-up record** of all the training sessions that we observe.



Unit 2.2 Video Observation

Introduction

Now that you know how we organise all the repository and storage work before starting with the training observation, we will explain the practical part of our work within the department. The aim is to see what observation type we can do, which can be used as an example.

It must be clear that the observation type we carry out aims at formative football categories, which intends to learn our game identity focused on all the club's grassroots football players. All the behaviours that we observe, and cut are related to aspects of this identity, focused on these players and the team's growth.

Using examples, we will try to show the behaviours we want to highlight from the different teams to make the concept more understandable and visual.

We must bear in mind that the objective of our work must be qualitative. Therefore, whatever we stand out will represent a quality contribution. This means that we will not seek to cut many actions that do not add quality to our work; on the contrary, the qualitative aspect will prevail over the quantitative one. We will cut fewer actions, but these will have great qualitative value.

This is crucial since, when observing 19 teams, the observers contribute a lot of information, and this must be as filtered as possible to highlight what the club is interested in.

Within the type of actions that we will highlight, we will refer to positive behaviours arising from the game and times in which we want to highlight negative aspects to improve.

I think we would be wrong if we only showed positive behaviours of the team or the players since we would be showing only a tiny part of reality, and those aspects of improving will make the team and the players grow. Showing positive and negative behaviours is crucial since this is ultimately the goal we have as game observers. In conclusion, to achieve the team and players' progressive evolution, we must highlight the positive behaviours that arise from the game and those negative behaviours that must be improved.

Phases within the task

Once we start observing the training, we identify the tasks that interest us in obtaining the different video cuts representing our game identity.



Two aspects show interest in the task: on the one hand, the coaching staff's aim, who will work during that training session (for example, prioritising the inside game, so we must focus on the movements of the inside forwards. Therefore, we should verify if these behaviours take place, while others arise). On the other hand, the task that we will observe. For example, prioritise cutting tasks where interesting behaviours of our game identity can occur, such as a position game, since, if we only watch a game of passes, we may not highlight anything important.

When we begin observing the task that interests us and gain experience, we won't cut at the beginning, and we will allow a few minutes for the players to adapt to the task. This is what Antolín Gonzalo Martín (2020) shows:

Within the training task, we can distinguish several phases. The first one is the task presentation, where we explain how it works and present specific information for the player to face it. Next, there is the player's time of adaptation to the task. In this phase, the player mainly relates to the task operation. Once the player has mastered the task operation, he begins to play and stops acting. Their behaviours are much more natural and specific. Here is when the lifespan of the task starts. During the lifespan, meaningful learning arises. Players primarily attend to the game and discover the information available within the task. From there on, they adapt to that environment and modify some of their behaviours. Finally, the task becomes saturated. Learning becomes less and less because the players adapt better to the task itself, and the context does not provide anything new. Once the player's knowledge decreases, the task disappears. (Gonzalo Martín, 2020. p. 10)

Experience indicates that these three phases will appear throughout all the observations we have been making.

To know the phase of the task we are in, we can unify their name:

Phase 1: Adaptation phase

Phase 2: Quality phase

Phase 3: Quality loss phase

Adaptation phase



It is improbable to see the behaviours that may interest us when we start the task since it takes a few minutes of adaptation. Here is where we can see the ball precipitation, positioning errors, and so on. The coach can likely stop here the task more times to make corrections or some modifications.

The phase of age, in which we observe, also determines what we observe and analyse: at an early age, likely, the quality phase arrives later; on the other hand, for adults, the time to reach this phase is shorter.

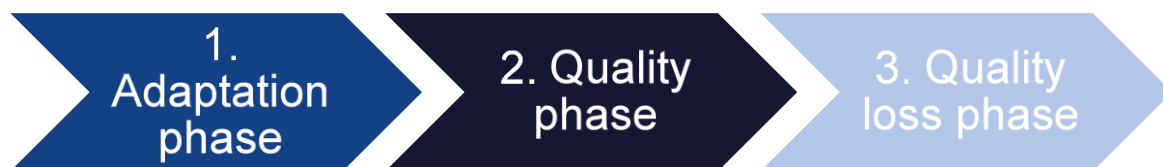
Quality phase

The second phase is the one that, as observers, may interest us the most since it is when more behaviours will take place, and we will be more interested in cutting those. Here we will detect that the players are modifying their behaviours; they already know the environment of the task. This is when they are developed the best, and the information we can extract from all the behaviours that appear is richer.

Quality loss phase

Finally, in the third phase, we detect that the players have become saturated, exhausted, lost that quality that we emphasised in phase 2. Also, here is when the coach typically stops the task, and we do not get any information because the rhythm is already lower or because some of the teams no longer press as they should, among other reasons. This is an easy phase to detect.

Figure 3: Phases within the task



Source: Authors' own work.

Observation of a microcycle

When we start observing the session, a crucial aspect is to know the objectives that we want to work on for each task and, in general, for the complete microcycle. Having these will allow us to direct the video observation towards the interests of the coaching staff and see if the behaviours they want to work on are being achieved and how.



As observers, and as we have already said, we must remember that we will not only cut those behaviours related to the objectives to be worked on, but we must also be interested in others that arise. Therefore, we must have the ability to observe everything that emerges during the training session.

Next, we will show you an example of how a training micro-cycle can be structured regarding the objectives to work on. Consequently, we will show you how we base our video observation to interest the departments involved and the coaching staff.

We will take as an example three types of goals to work on during the week. These objectives are general for the entire session, meaning we can observe these behaviours and make the video cuts we believe are significant to highlight in any task carried out. Here we could also find some requests made by the coach, and we would also look at them to try to highlight them. But now we will focus on general objectives:

three broad goals that we set to start the observation and, with this, make the video cuts that will be game situations where the following happens:

1. Continuity in the game
2. Movement of close and far players
3. Disposition of the players when they do NOT have the ball

1. Continuity in the game

For this behaviour, we will cut situations in which the team that possesses the ball shows long possessions, quick movement of the ball with discretion, good circulation in reduced spaces, among other actions. We are also interested in seeing the number of contacts that the ball keeper makes in these situations. There will be situations in which it will be better to make few contacts and play fast and others in which it will be more interesting to dribble or stop the game.

We will show these situations in different tasks so that the various situations in which this behaviour can occur can be better understood and appreciated, which is key to our gaming identity.



Figure 4: Position game in reduced space I. Under-16 team (B) FC Barcelona



Source: Video Analysis Department of FC Barcelona.

In Figure 5, we see a reduced space task of three teams consisting of four players, each plus a neutral player. We classify this task in the behaviour of game continuity since it interests the continuity and speed that there is in the circulation of the ball. Besides the few contacts made and the team players' movements in ball possession, they try to receive behind the players without ball possession. In this way, they can beat and circulate towards the other side. We also consider that the possession criteria are excellent since the players accelerate or slow down the game according to the game situation in which they are.

Figure 5: Position game in reduced space II. A team under 16 (B) FC Barcelona



Source: Video Analysis Department of FC Barcelona.

In figure 5, we show another task in a reduced space, in this case, 6c6 +1 blue neutral player. We are interested in the cut of the red team possession. As we can see, the red team begins the possession without having the ball, and we want to cut it when the team recovers ball possession. We see that there is a quick and long circulation from one side to another; the team members play few contacts of the ball, repeating passes to attract the opponent, and constant movement to support their teammates. We are also interested in this possession when the players lose the ball and try to recover it. This is how close players do when they cover the player's trajectory in possession of the ball. We consider that this is a complete type of video cut because it includes different behaviours.

Figure 6: Position game in reduced space III. Team under 16 (B) FC Barcelona



Source: Video Analysis Department of FC Barcelona.

In this third video cut, we see a reduced space task where three teams are made up of four players each. Unlike what we showed before, this is a video of few seconds in which we emphasised the speed of the ball circulation due to the few contacts that the players in ball possession make. Also, we see fast movements of support and continuity in the passes. We are also interested in this type of video to see how we circulate the ball in reduced spaces when it is not a very long possession.

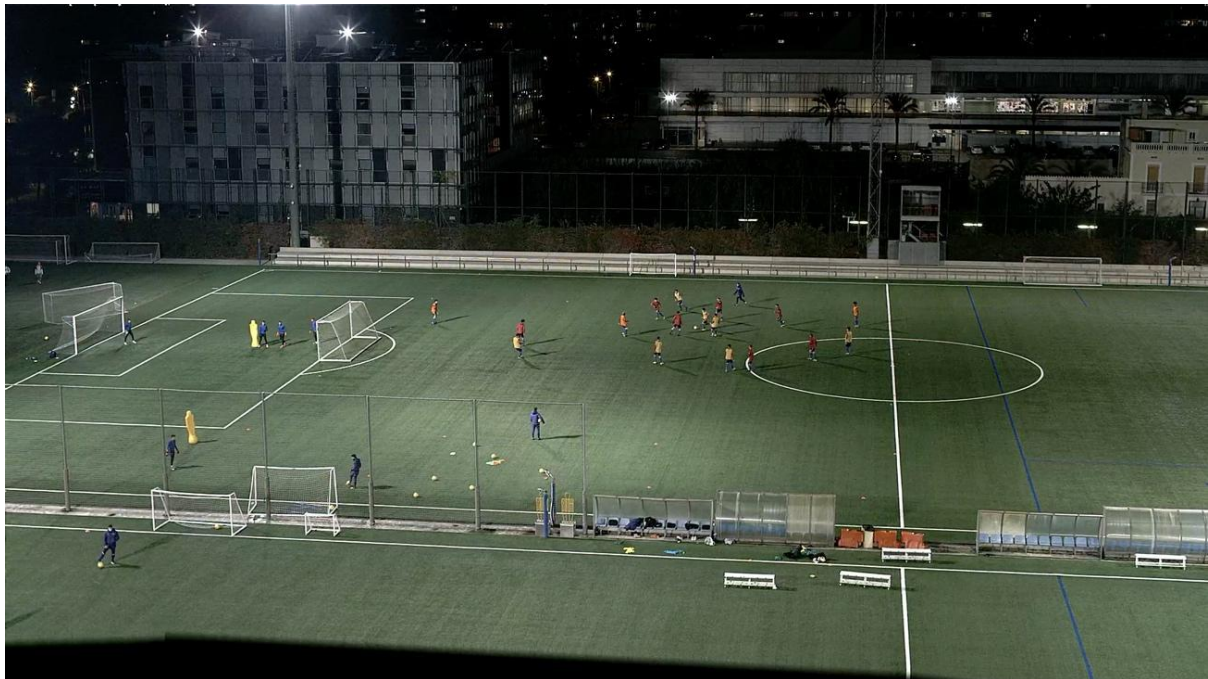
Figure 7: Situation game I. A team under 16 (A) FC Barcelona



Source: Video Analysis Department of FC Barcelona.

We observe a situation where the space is more significant, and the players can be placed in positions. We want to emphasise here the ball circulation of the blue team, which starts without the ball and ends up recovering and connecting a good ball possession. We see elements such as walls, support movements of inside forwards, sequences of few contacts that take the ball from one side to the other, and yellow neutral players. We want to emphasise how the blue team loses the ball at the end of the video, and close and far players quickly try to recover the ball and do so.

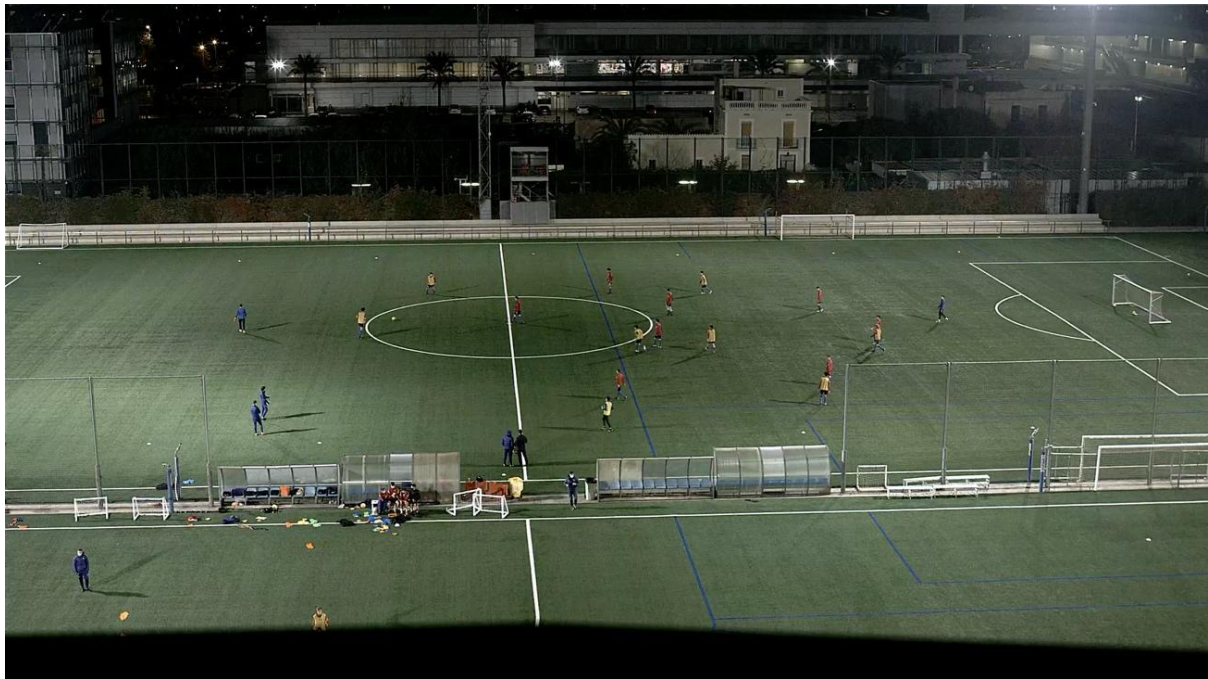
Figure 8: Situation game II. A team under 16 (A) FC Barcelona



Source: Video Analysis Department of FC Barcelona.

In the situation game of the previous video, we see how the red team recovers ball possession and, from then on, links a continued possession. It is interesting to pay attention to the associations that arise with the inside forwards, which allow taking the ball from one place to another, and for exterior neutral players to arrive. In the task, we can see pass sequences with few contacts, players in the front to attract the opponent, and the inside forward players who come to receive behind the defence to beat their press line. We should pay special attention to when the ball is lost and how the players near the ball start to press to recover it immediately. This is so until the far player who is alert to the game manages to recover it successfully.

Figure 9: Training game I. A team under 16 (A) FC Barcelona



Source: Video Analysis Department of FC Barcelona.

In the following proposal, we show a game in a more reduced space than the official measures. We want to emphasise here the associative game created with the inside forward players. We see that they play fast, with a few contacts and a lot of movement among them. We must pay attention to the final movement of the player who looks for the space in the finishing zone with a great pass from his teammate, who surpasses two lines and thus causes a situation of numerical superiority in the opposite area against the defence.

Figure 10: Training game II. Team under 16 (B) FC Barcelona



Source: Video Analysis Department of FC Barcelona.

In this last video, we see a game in a more reduced space than the previous one. We highlight the ball possession of the orange team. It is a long possession, and different behaviours are interesting: associations in reduced spaces, few contacts, players' interpretation when accelerating, pausing, or dribbling the ball in circulation, and player's movements to receive the ball behind the defence. We must stress the patience to end the game and the moments when the ball is lost, and the players quickly arrange themselves to recover it and do it successfully. We consider that this type of video cut is quite complete since different behaviours arise.

2. Movement of close and far players

We often showed this type of behaviour together with the one described before, since, within ball possessions, these movements of close and far players aim to attract the opponent, create superiorities, and space, and give pass lines, etcetera.

We can also show it (as we will do next) with specific video cuts of qualitative movements from some players to develop good ball possession.

This gives the team with ball possession greater possibilities of keeping the ball.

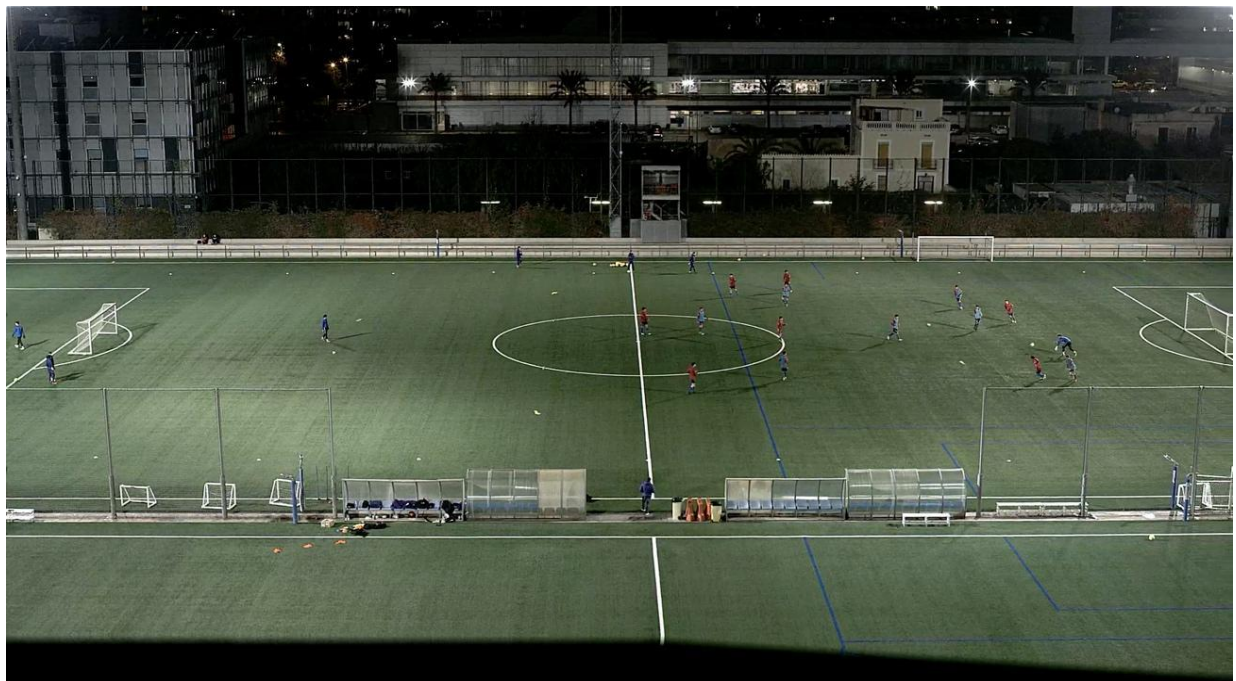
Figure 11: Position game in reduced space; movement of the inside forward. Team under 16 (B) FC Barcelona



Source: Video Analysis Department of FC Barcelona.

Here we show a short video of an example of "movement of close players." We must look closely at the two movements without the ball and the profiles acquired by the blue player located inside the game when they receive the players close to him. The possession is not successful since the player does not get the ball in the end. However, we highlight the player's intention to deliver the ball in a reduced space.

Figure 12: Training game I. A team under 16 (A) FC Barcelona



Source: Video Analysis Department of FC Barcelona.

In the proposal shown in figure 12, we want to highlight the circulation and movements of the blue team in this training game. The movement that we consider most important is the one done by the pivot, which gives continuity to the game, looking for space behind the centre-backs. This also provides good support for contact to the teammate on the right-wing, who can perfectly see the pivot trajectory from the start of the sprint. The play ends successfully with a goal. Playing fast to contact does not give him time to reach the opponent's defence.

Figure 13: Training game II. Team under 16 (B) FC Barcelona



Source: Video Analysis Department of FC Barcelona.

Training game where 5v5 plus two blue neutral players play. In this short video, we want to point out, on the one hand, the attraction movement of two players and, on the other hand, the continuation of the play of the opposite wing's player.

The attraction movement we refer to is performed by two players, who create space for the wing player. Next, one of these players who did the attraction movement (specifically, the blue player) follows the play by going into space and puts a cross, which goes towards the player on the opposite side. This player, if we look closely, has been following the play from the start.

At the time of the cross, we also notice the movement of a player who kicks. This player makes a feint that draws the defence's attention and thus leaves the player unmarked, who finally scores.

Figure14: Situation game. A team under 16 (A) FC Barcelona



Source: Video Analysis Department of FC Barcelona.

The task in the previous proposal is a situation game where we see the players by positions and where the objective is to carry the ball from one side to the other towards the goalkeepers located in the areas. In the video, we want to highlight the movement made by the inside forward player situated in the centre of the field. Its action causes the

attraction of the opposing team's player, who tries to cut the passing line and, as a result, creates a space for the player of the same team who has the ball. This allows him to dribble through the internal corridor and overcome the press line of the opposing team.

We need to point out how quickly the same player who makes the attraction movement prepares to give his teammate a line of communication.

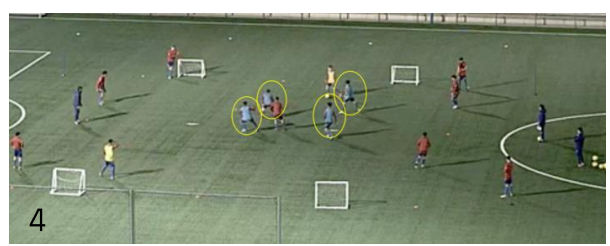
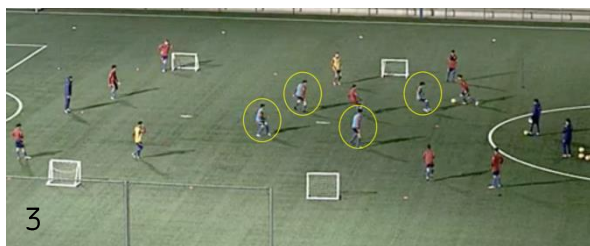
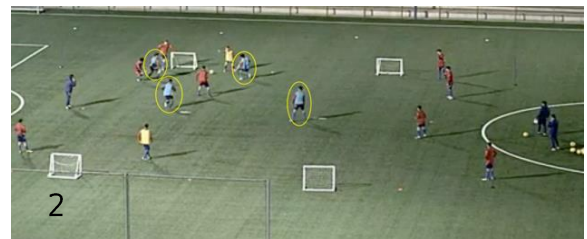
3. Disposition of the players when they do NOT have the ball

After showing different team situations in ball possession that are engaging, both in terms of circulation and movements that facilitate the continuity of this circulation, we now offer those in which you DO NOT have the ball, which are also relevant instances.

We want to point out two things in this behaviour. Firstly, situations where the team loses the ball and how it is arranged to recover it as soon as possible. Secondly, how the team is distributed on the field to recover the ball, we look at both, players who are close to the opponent who has the ball and far players who are willing to recover it. We are interested in situations in which there is a rapid press from the player who loses the ball, in which close players take ball possession, in which there are anticipations of far players, among others.



Figure 15: Position game I. A team under 16 (A) FC Barcelona



Source: Video Analysis Department of FC Barcelona.

We start this third point with figure 16. Here we will focus on the blue team, which is not in ball possession.

In this video, we want to highlight how the blue team quickly moves through the area and coordinates with the block of players. This goes together to prevent the opposing team from connecting with their inside forward player. This makes it very difficult for the red team to secure a pass with their player located inside the space. Therefore, it is an excellent defensive job for the blue team, which, as we can see at the end of the video, ends up recovering the ball and finishing in the small goal area.

Figure 16: Situation game. A team under 16 (A) FC Barcelona





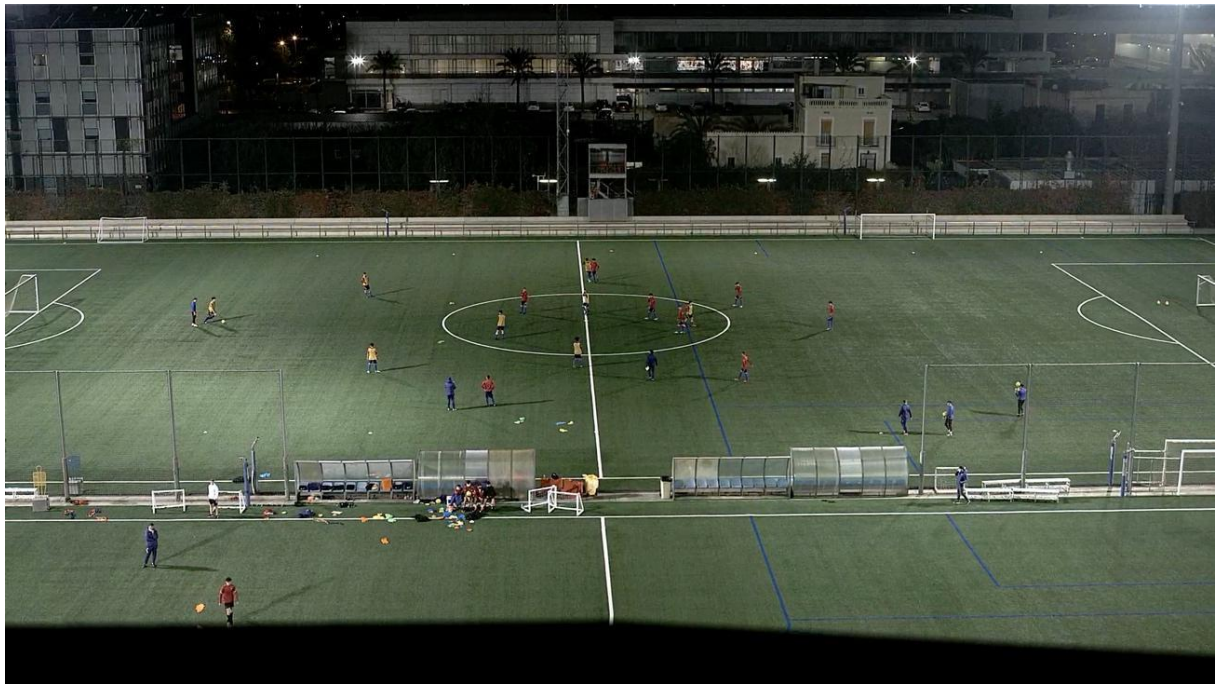
Source: Video Analysis Department of FC Barcelona.

In the video of this task, we will also focus on seeing how the red team, which is not in ball position, places itself.

The blue team's goal is to connect with their yellow pivot to go to the other side. The attitude to prevent the blue team from connecting through the internal corridor is excellent. Players close to the ball press, and those further away follow the play, attentive to possible anticipations. The block of players is together, helping each other and showing excellent coordination. We see that the blue team goes back a few metres, and the red team takes advantage of it to press the blue team more.

Finally, the good work without the ball makes them recover the ball and can make a good circulation and finish successfully in the small goal area located in the wing.

Figure 17: Training game I. A team under 16 (A) FC Barcelona





Source: Video Analysis Department of FC Barcelona.

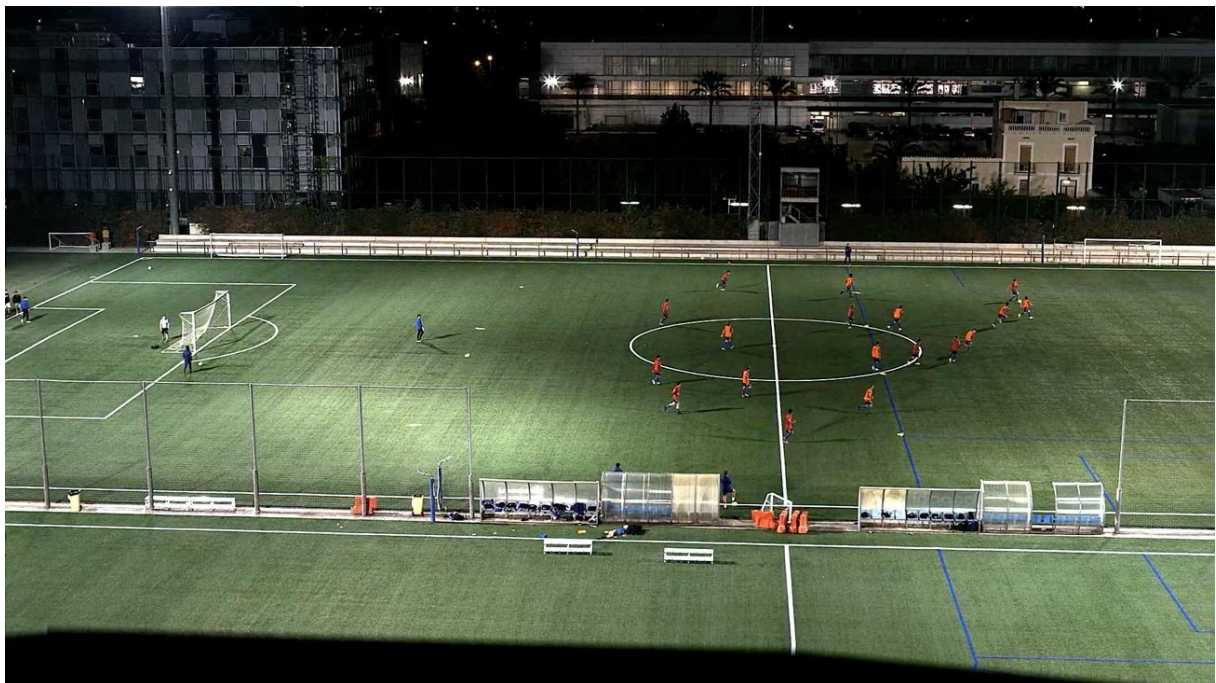
Here we see an area-to-area training game in which we will look at the red team who is not in ball possession.

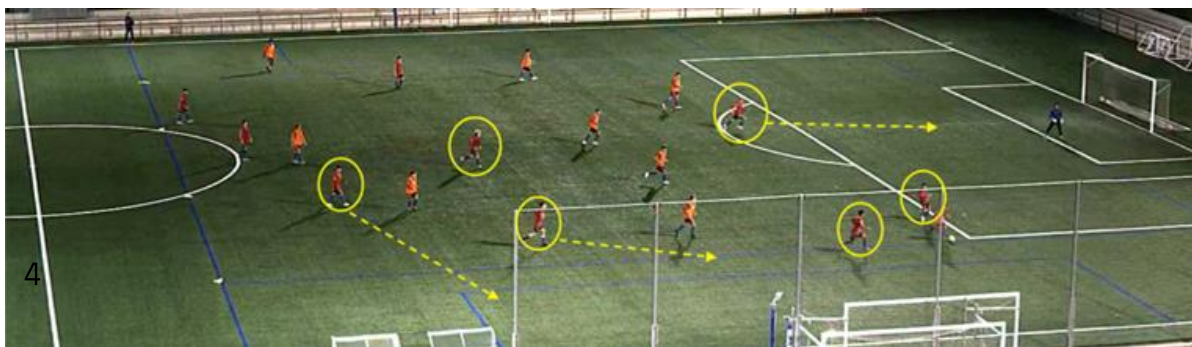
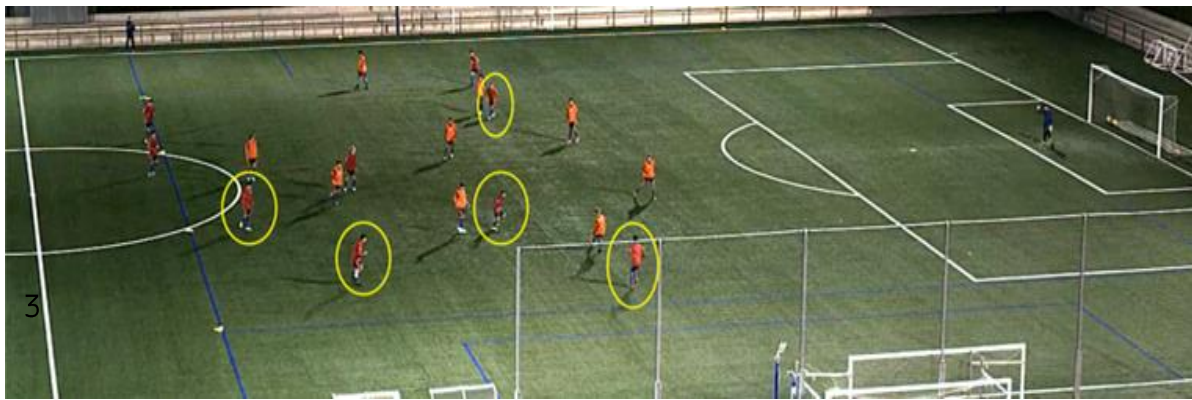
The yellow team is in ball possession, and once it reaches midfield, the red team starts the press to recover the ball.

Let's take as an example the previous videos of the layout of the team without the ball, located in reduced spaces. We see how the concept of preventing them from progressing through the internal corridor happens again, in this case, by the red team. Once the yellow team realizes that it cannot move and returns to play with centre-backs, the red team starts the press with the entire block of players close to the ball, and those far away follow it.

Sometimes, the player who recovers the ball moves his head to see where his mark is and does not lose sight of the ball at any time. This means that the player cuts the pass and supports the teammate to finish the action successfully. In general terms: good press, good coordination, the block together, and communication.

Figure 18: Training game II. A team under 16 (A) FC Barcelona





Source: Video Analysis Department of FC Barcelona.

In this task, we show a video of a training game again. Here, we highlight the red team in ball possession, unlike the previous videos where we were interested in showing the team without the ball. What interests us in this video is the moment the ball is lost and the close and far players' reaction.

When the orange team recovers the ball, the player close to the ball quickly presses his opponent. A close player follows him to the right-wing, and the other player on the edge of the area goes quickly to the goal zone in case of a backward pass. Close players' press is activated. If we now look at far players, we see how the centre-back pays attention to his mark, and, when he is about to receive, the press from the red team's centre-back makes him lose the ball, and the red team regains possession. Far players are attentive to the play.

Figure 19: Situation game II. A team under 16 (A) FC Barcelona





Source: Video Analysis Department of FC Barcelona.

We end this section by showing the task in figure 19. Here we want to highlight a similar concept to that of figure 18.

The team we are interested in is the one in possession (in this case, the red team). We want to underline the players' attitude when the ball is lost.

Unlike the previous video, the one who starts to press in this play is the far player. Once he sees that his team loses possession, he quickly changes the chip and presses the player who receives, which prevents him from progressing or turning. The pressed player passes the ball backward, and the close players' press starts. This makes it impossible for them to play and causes the orange team to lose the ball and the red team to recover ball possession.

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