

TRAINING PROGRAM: "Introduction to the Pons Method for Grassroots Coaches"

Objective: To train coaches with a tactical-scientific vision, capable of applying the Pons Method in contexts with limited resources, raising the quality of training from the ground up.

Addressed to:

Coaches of formative categories (U8 to U17).

Monitors from local academies and clubs.

Technicians who seek to improve without relying on large budgets.





MODULE 1: Fundamentals of the Pons Method

Contents:

What is the Pons Method and why is it revolutionary?

WHAT IS THE

PONS METHOD? Definition: It is a comprehensive training system based on tactical automation, applied neuroscience, functional technology, and professional process management. It is designed to optimize individual and collective performance through innovative resources, even with limited infrastructure.

WHY IS IT REVOLUTIONARY?



Training Automated and Specific

Introduces the concept of FPM (Football Process Management): Automation of game patterns repetitive, position and role specific.

It uses rebounder panels that simulate teammates, allowing for individual training with a collective logic.

Example: A full-back can train his defensive and offensive automatisms alone, using panels that imitate real game situations.



Adaptability with Minimum Resources

It can be implemented in any context (dirt court, club without technology).

Handcrafted panels, compact sessions, load management without expensive GPS.

High economic efficiency: elite training without an elite budget.



Synchronization of the Game Model

Each session is aligned with the team's style: nothing is improvised.

Decisions in training and match become an automated continuity.

Consequence: Major cohesion, fewer errors, more tactical intelligence.



Neuroscience and Applied Gamification

Train the player's brain: decisions, perceptions, anticipation.

It integrates cognitive games, scores, performance rankings.

Improves motivation, attention, mental and emotional speed.



Process Management and Unified Technical Body

Establish clear roles within the staff (coach, physicist, analyst, psychologist).

Each coach has specific tasks aligned to the model.

Use business management principles to achieve tactical effectiveness.

IN SUMMARY: "The Pons Method doesn't train players. It trains processes, decisions, and synchronicity." "It's elite football without economic, technological, or structural barriers."

Automation, specificity and game model



GAME AUTOMATION (FPM 3 Football Process Management)

What is it? Transforming complex decisions into automatic and effective responses, repetitively trained until the player no longer thinks, but simply executes with tactical intelligence.

How is it applied? Using rebounder panels, visual or auditory stimuli, and controlled situations.

Each player trains his specific automatisms by position (fullback, pivot, center, etc.).

Example: A pivot receives a pass from a panel (simulating pressure), turns and filters the ball after 1 touch³ the oriented pass under pressure is automated.



TECHNICAL-TACTICAL SPECIFICITY

What is it? Each drill is designed for a specific position, role, and context, tailored to the team's style and the player's individual profile.

How is it achieved? Individualized sessions within the collective structure.

Continuous evaluation with customized tactical-technical indicators.

Example: A winger practices driving, crossing and cross finishing with his good foot, but also automates cutting inside with his less skilled one.



SYNCHRONIZATION WITH THE GAME MODEL

What is it? Each microcycle, session, or task is perfectly aligned with the team's tactical principles. There are no generic exercises; everything responds to a game plan.

How is this ensured? Fragmentation of training into phases (individual, semi-collective, global).

Reverse planning: from match to exercise³from the target to the stimulus.

Example: If the model requires pressure after loss, microtasks are trained where the player, after losing a rebound, must activate pressure within 2 seconds.³direct transfer to the game.

TACTICAL CONCLUSION "Automation is the engine. Specificity is the direction. The game model is the map."

With these three pillars, the Pons Method transforms training into a deep, precise, and adaptable learning system.

Activity: "Draw your training game model in 3 phases and relate it to basic automatisms."

MODULE 2: How to design sessions with homemade panels

Contents:

Manufacturing panels with sustainable materials.



PRACTICAL GUIDE: MANUFACTURING SUSTAINABLE PONS PANELS

WHAT IS A PONS PANEL? It's a rebounding device that acts as a "simulated teammate," returning the ball with directional logic to automate tactical and technical actions.

Material	Suggested source	Purpose
Recycled wood	Pallets, old furniture	Base structure of the panel
Recycled rubber	Soles, tires	Non-slip base
Hard plastic	Drum lids, signage	Rebound surface
Reflective tapes	Scraps of road signs	Visual reference marks
Reused hinges	Doors, antique furniture	Adjustable angle (optional)

STEPS FOR CONSTRUCTION



Cut and structure

Cut a rectangular piece measuring approximately 80 x 60 cm (ideal for medium bounce).

Add rear support with triangular wooden slats to maintain inclination (30-45°).



Tilt and bounce

You can fix the angle or use hinges to make it adjustable.

Reinforce the base with rubber or used bike brake tape to prevent slipping.



Impact surface

Secure the front surface (hard plastic or smooth wood).

If you use wood, sand to avoid irregularities.



Signaling

Add reflective tape or paint to mark passing, control, or impact zones.

SUGGESTED TACTICAL USES

Pass + wall

Partner simulation to practice passing and receiving.

Rebound + decision making

Change of direction after receiving the rebound from the panel.

Oriented control

Practice with non-dominant leg to improve technique.

Transition after loss

Simulation of real game situations.

BENEFITS

- Ecological: Reuse of local materials.
- Economical: Practically zero cost.
- Functional: Reproduces real game situations.
- Social: Promotes collective creation (parents, coaches, players).

BONUS: COMMUNITY PROJECT "BUILD YOUR PANEL" Propose a club or school day for the players to make their own panels.

Record the process and share it as an example of "responsible football."

Individual and semi-collective exercises for: Principle of collective individualization

EXERCISES FOR THE PRINCIPLE OF COLLECTIVE INDIVIDUALIZATION

Tailor training to each player within the team's ecosystem.

1 Panel + Turn + Long Pass (Side or Center)

Objective: Automate oriented control + orientation change pass.

Material: Panel + cone + minimum space 15m.

Execution:

Player receives from panel (firm pass).

Turn with oriented control.

Execute long pass to target area (cone or free space).

Variation: Control with less skilled leg or under sound pressure (sound = cognitive stimulus).

2 Circuit 4 Passes + Decision (Pivot)

Objective: Improve perception and rhythm of touch.

Material: 3 panels + 1 light signal or voice number.

Execution:

Receive from panel 1, go to panel 2.

Turn towards the signal or dictated number and execute a pass to that side.

Closing with a deep pass or fast driving.

Specificity: Positional cognitive-tactical training.

Individual and semi-collective exercises (continued)

1 Auto-Center + Finish (End)

Objective: Simulate overflow and cross into the area without teammates.

Material: Diagonal panel + goal + markings in the area.

Execution:

Go to the diagonal panel³ bounce into space.

Drive quickly and center to marked area.

Technical and trajectory correction.

B. SEMI-COLLECTIVE EXERCISES

1 Coordinated Duo: Pass + Decision making (2 players)

Objective: Automate wall + break under stimulus.

Material: 1 panel + 2 players + signals (light or voice).

Execution:

A plays with the panel and receives a rebound.

It goes to B and both react to the stimulus:

Green = wall.

Red = driving and unmarking.

They finish with a shot or pass to the definition zone.

2 2v1 Conditional Game + Panel (Pivot-Side)

Objective: Short-space offensive transition.

Material: 10x20 space + 2 panels + 3 players.

Execution:

2v1 towards the small goal after a panel pass.

Repeat in mirror on the other side.

Each player has a different mission: cut the line, generate passes, occupy space.

3 Position Triangle + Panel (3 players)

Objective: Construction of positional pattern.

Material: 3 players + 1 panel + pass markers.

Execution:

Players rotate after each pass to the panel.

One activates the play (like 6), the others execute like 8-10.

The side is changed at minute 3.

Conclusion on collective individualization exercises

Each player:

- He trains according to his role.
- Receive individual encouragement.
- Contributes to the collective idea.
- Improve without disorganizing the team.

Benefits of the method:

- Improved driving
- Optimized pass + reception
- Faster decision-making

"The player improves as an individual while synchronizing with the collective."

Visual tutorial + homemade construction guide.

Activity: "Design your first individual Pons-type session and record it if you can."



MODULE 3: Tactics and decision-making in grassroots football

Develop smart players, not just skilled ones.

MODULE OBJECTIVE To train coaches to integrate tactical principles and cognitive stimuli that improve players' decision-making from an early age, using simple but effective resources.

KEY CONTENTS



What is decision-making in youth football?

It is not choosing at random³is to perceive, interpret, decide and execute.

The basis is reading the environment:
ball, teammates, rivals, space and time.

In formative ages, it is built through the repetition of patterns in varying contexts.

Example: Deciding whether to turn, pass back or change direction based on the stimulus the player sees (simulated opponent pressure, visual or auditory signal).



Tactical Principles Adapted to Grassroots Football

Suggestion: Do not teach systems (4-3-3, 4-2-3-1), but rather repeated functional situations.

Game Phase	Pons Principles applied to grassroots football
Offensive organization	Simplified positional play + option A/B
Defensive organization	Tilting + closing of single lines
Offensive transition	First pass after steal (space-oriented)
Defensive transition	Immediate pressure 3 seconds (error response)

Games Conditioned to Decide

EXERCISE 1: "2 paths, 1 decision"

Player receives pass³voice stimulus ("left" or "right")³ decision making and pass in that direction.

Variant: double stimulus (visual + auditory).

EXERCISE 2: "Game" reduced with colors"

4v4 in a small space. The coach calls out a color, and only the players wearing that color can actively participate for 10 seconds.

Rest: Coverage, passing, unmarking or pause decisions.

EXERCISE 3: "Panel and quick choice"

Panel simulates pass, player must control and choose between 3 cones according to numerical stimulus (1, 2 or 3) said by the coach.

4. Evaluate decision-making

Simple indicators:

- Did you make the right choice?
- Was the reaction quick?
- Did you execute technically well?
- Did you repeat it with better judgment after feedback?

Template: "Player Decision-Making Sheet" with observable items.

Keys to the training coach



Don't shout the answer

Guides player analysis.



Correct without punishing the error

Failure is part of learning.



Evaluate the decision even if it fails execution

"You thought it through, that's what matters."

FINAL ACTIVITY OF THE MODULE

Design an exercise with panels or cones that has:

- At least 2 cognitive stimuli (voice, color, number, pressure).
- A tactical decision that depends on the stimulus.
- Clear feedback for the player (verbal or visual).

Shareable as a PDF, image, or video for your coaching community.

How to teach tactics without a digital board

BASIS OF THE PONS METHOD "It's not about showing positions, but about building situations. Tactics are trained, lived, and automated."

PRACTICAL METHODS FOR TEACHING TACTICS WITHOUT TECHNOLOGY



Tactics through words and bodies

Use precise verbal cues: change "Run faster!" to "Close the inside pass!" or "Mark the passing lane!"

Accompany with clear gestures: hands indicating the axis, distance or displacement.

Take advantage of breaks in the exercise to point out roles, spaces, and situations in real time.

Example: Instead of a board, use your hand and feet to demonstrate the "pressure triangle."



Field visualization

Draw with cones or tape the tactical intervention zones (zone 1, zone 2, pressure zone, breakthrough zone).

Have the player walk or act in those off-ball areas first, so they internalize the positioning.

Example: Divide the field into 4 vertical lanes + horizontal zones (defense, midfield, attack)³so you can teach breadth, depth and density without a screen.



Microgames conditioned = living blackboard

Create mini-games that replicate tactical decisions without the players noticing:

3v2 to simulate superiority on the wing.

5v3 to train organized pressure.

Possession games with "ghost zones" to work on occupation.

Example: Small game with condition: "You can only pass if there is one player in each lane"³You show tactical breadth without saying it directly.



Tactical Theater: The Body as a Tool

Have players perform a tactical pattern without the ball: "pressure timing", "tilt", "ball out through the weak zone".

Then, introduce the ball and repeat with real situations.

Example: Simulation of retreat: 4 players line up and retreat in synchrony according to the coach's signal.



Questions instead of instructions

Use the Socratic method: ask questions that generate tactical thinking.

Why did you leave that space?

What happens if you go out to press and your teammate doesn't cover you?

Where should the 9 be when the full-back goes up?

This develops tactical autonomy and understanding of the game.

CONCLUSION ON TACTICAL TEACHING

Teaching tactics without a digital board is:

Visual

With cones, spaces, references.



Auditory

With slogans and questions.



Kinesthetic

With real movement and simulations.



"You don't need a board to teach tactics. You need a clear idea, a common language, and a field to transform it into reality."

TRAINING MUST BE: COMPREHENSIVE, GAMIFIED, SPECIFIC AND COMPETITIVE



Characteristics of training according to the Pons Method



COMPREHENSIVE

"Train the whole, not the isolated parts."

Combines technique, tactics, physical, mental and emotional in each session.

Use the progressive fragmentation of the Pons Method:

Phase 1 (individual)³Phase 2 (semi-collective)³ Phase 3 (collective with opposition).

Introduce real variables: fatigue, pressure, role changes.

Result: players ready for the match, not just for training.

2

GAMIFIED

"The brain learns more and better when it has fun with purpose."

Introduce challenges with scores, rankings, levels, or rewards.

Use apps, whiteboards, achievement cards, or progress sheets.

Apply the Pons Method's principle of playful competition: Example: "Earn points for effective pressure, progressive passing, or intelligent recovery."

Result: maximum motivation, accelerated learning and a positive environment.

Training Features (continued)



SPECIFIC

"Every player, every role, every detail matters."

Training by position, function and profile.

Tactical automatisms with simple resources (panels, cones, stimuli).

Exercises that respect the game model and the reality of the match.

Example: a pivot trains oriented reception + break pass, not just flat pass.

Result: real improvement in individual performance within the collective system.



COMPETITIVE

"If there is no pressure, there is no transfer."

Introduce timed challenges, tactical scoring, or pressure decision games.

Simulate match situations in every exercise, even in individual training.

Always evaluate: not just "what he did," but "whether he did it better than before."

Example: exercise with panel³Pass + pressure in 3 seconds. If the pass is successful, it adds up. If not, it restarts.

Result: training with real tactical intensity, just like in the game.

CONCLUSION 3 The Pons Manifesto "Today's training should resemble Sunday's game. It should be comprehensive like the game, gamified as the mind needs it, specific as each role demands, and competitive as football dictates."

Cognitive stimulation: lights, sounds, decisions

Using small games to chunk and automate

Transforming the complexity of football into trainable and repeatable micro-situations.

WHAT ARE REDUCED GAMES? They are simplified forms of real games, where the following are manipulated:

- Number of players (1v1, 2v2, 3v2, etc.)
- Space (delimited areas)
- Time (quick actions, short series)
- Objectives (goal, possession, progression, pressure)

WHAT ARE THEY USED FOR IN THE PONS METHOD?

Fragment

Isolate moments or principles of the game model.

Automate

Repeat decisions and patterns in various contexts until they become internalized.

Stimulate

Increase the cognitive and emotional load in real match conditions.

Measure

Evaluate execution, decision, reaction, and improvement by position.

EXAMPLES OF SMALL GAMES APPLIED TO THE PONS METHOD

1

2v1 + Panel 3 Offensive Transition

Objective: Automate passing into space + breaking.

Space: 10x15m.

Panel simulates initial pass.

2 players attack after pass, 1 defends.

Condition: Can only be defined if the pass was given in <3 seconds.

Automatism: pass and run away after recovery³ real transition.

2

3v2 in a divided zone 3 Positional Play

Objective: Rational occupation of space + progressive passing.

Field divided into two zones.

3 attack, 2 press.

The objective is to move to zone 2 and maintain possession for 10 seconds.

Automatism: circulation with superiority and orientation.

3

5v5 Game + Tactical Decision Zone

Objective: To train high pressure or exit from the bottom.

Marked area where you can only press for 5s after loss.

If the team escapes from the time pressure³additional point.

Automation: pressure organized and reaction immediate after loss.

PONS FRAGMENTATION: FROM SIMPLE TO GLOBAL

Phase	Type of exercise	Aim
Phase 1	Individual with panel	Technique + oriented control
Phase 2	Small game 2v1, 3v2	Decision + automatism by role
Phase 3	Game with conditional rules	Tactical transfer
Phase 4	Evaluated free play	Application in real context

KEY BENEFITS

- Greater number of useful repetitions per player.
- Immediate feedback from the game.
- High emotional and mental involvement³more realistic workouts.
- Tactical and technical automation in less time.

PONS PHRASE "Small-sided games teach tactics without talking about tactics. The player learns with his body, decides with the game, and automates with repetition."

Analysis of an exercise with "reaction + pass + break".

Activity: "Create a small-sided game where a specific transition is trained."

MODULE 4: EVALUATION, MOTIVATION AND LEADERSHIP

The coach as a guide, evaluator, and emotional driver of the team.

MODULE OBJECTIVE To train coaches to effectively assess player progress, motivate with innovative tools, and lead with empathy, coherence, and collective purpose.



EVALUATION: MEASURE TO IMPROVE

How to evaluate grassroots football with limited resources?

Systematic observation³
single token per player.

Improvement log³technique,
decision, attitude, effort.

Continuous evaluation, not just at the end of the microcycle.



MOTIVATION: PLAY IS TO LEARN

Apply Gamification

Create a points system:
effort, attendance,
progression.

Rewards: medals
symbolic, weekly challenges,
prominent role.

Use of positive collective
rankings (non-competitive
among peers).



LEADERSHIP: THE COACH AS CONCERNING

Leadership Principles in the Pons Method

Leading with consistency:
do what you teach.

Being an emotional guide:
interpret the state of the
group.

Creating culture: common
language, shared vision, lived
values.

Non-technology evaluation and program closure

EVALUATE WITHOUT EXPENSIVE TECHNOLOGY

Pons method applied with judgment, paper and active presence.

WHY EVALUATE MANUALLY?

- It requires conscious presence of the coach.
- It allows recording qualitative and attitudinal progress.
- It fosters a closer and more personalized relationship with the player.
- Promotes a focus on decision-making, not just execution.

PONS METHOD TEMPLATE PACK

1. INDIVIDUAL PROGRESS SHEET (weekly or monthly)

2. GAMIFIED SCORECARD (use weekly)

3. CARD: PONS CHALLENGE OF THE WEEK

FINAL ACTIVITY: COMPLETE SESSION DESIGN WITH THE PONS METHOD

TRAINING CLOSURE "Evaluate to guide. Motivate to grow. Lead to transform. Grassroots football is not the beginning of the game, it's the origin of great players."



**I hope you like this
introduction to
Applied Methodology
to Grassroots Football.**