

STEPHAN KERBER
FABIAN SEEGER

CIRCLE SOCCER TRAINING



100 GAMES AND DRILLS TO IMPROVE GAME
COMPETENCE – FOR ALL LEVELS

PREMIUM

MEYER
& MEYER
SPORT

Circle Soccer Training

For purposes of better legibility, we have decided to use masculine (neutral) forms of address, and gender neutral “they” where applicable throughout this book. This of course also refers to women.

This book was carefully compiled. However, the information is supplied without liability. Therefore, neither the author nor the publisher can accept, or are liable, for potential detriments or damage resulting from the information presented in this book.

STEPHAN KERBER | FABIAN SEEGER

CIRCLE SOCCER TRAINING

100 GAMES AND DRILLS
TO IMPROVE GAME COMPETENCE

Meyer & Meyer Sport

British Library Cataloguing in Publication Data

A catalogue record for this book is available from the British Library

Originally published as: *Kreisfußball: 100 Trainingsformen zur Verbesserung der Spielkompetenz.*

© 2018 by Meyer & Meyer Verlag

Circle Soccer Training

Maidenhead: Meyer & Meyer Sport (UK) Ltd., 2019

ISBN: 9781782558347

All rights reserved, especially the right to copy and distribute, including translation rights.

No part of this work may be produced—including by photocopy,
microfilm or any other means—processed, stored electronically,
copied or distributed in any form whatsoever without the written permission of the publisher.

© 2019 by Meyer & Meyer Sport (UK) Ltd.

Aachen, Auckland, Beirut, Cairo, Cape Town, Dubai, Hügendorf, Hong Kong,
Indianapolis, Manila, New Delhi, Singapore, Sydney, Tehran, Vienna

 Member of the World Sports Publishers' Association (WSPA), www.w-s-p-a.org

ISBN: 9781782558347

Email: info@m-m-sports.com

www.thesportspublisher.com

CONTENTS

FOREWORD	10
1 1 INTRODUCTION	12
1.1 Basics	12
1.2 Concept	16
1.3 Principles	25
1.4 Elements	28
1.5 Player conduct	32
1.6 Trainer conduct	33
1.7 Instructions	34
1.7.1 General instructions	35
1.7.2 Technical instructions	36
1.7.3 Tactical instructions	37
1.7.4 Motoric instructions	39
1.8 Readability	40
1.9 Naming	40
1.10 Practical help	41
1.11 Legend	55
2 GETTING STARTED	56
2.1 Running with focus on motor skills and profile	57
2.1.1 Archer – circuit 1 (arch run)	57
2.1.2 Chronograph – circuit 2 (tempo run)	58
2.1.3 Compass – circuit 3 (tempo run)	59
2.1.4 Icebreaker – running duel 1 (tempo run)	60
2.1.5 Crossing the line – running duel 2 (tempo dribbling)	61
2.2 Catching with focus on agility and dexterity	62
2.2.1 Earth's core – catching game 1 (handball)	62
2.2.2 Geocenter – catching game 2 (dribbling)	63
2.2.3 Ringed planet – catching game 3 (dribbling)	64
2.2.4 Nucleus – catching game 4 (dribbling)	65
2.2.5 Orbit – catching game 5 (obstacle)	66
2.3 Technical forms with focus on ball handling, coordination and two-footedness	67
2.3.1 Asteroid – squad competition 1 (passing)	67
2.3.2 Meteor – squad competition 2 (taking the ball)	68
2.3.3 Ferris wheel – free passing 1 (colored goals)	69

2.3.4	Ringside seat – free passing 2 (colored goals)	70
2.3.5	Ring of fire – free passing 3 (commands)	71
2.3.6	Ring parable – technical circle 1 (ball control)	72
2.3.7	Racing cycles – technical circle 2 (combinations)	73
2.3.8	Milky Way – technical circle 3 (goalkeeper)	74
2.3.9	Cosmos – technical circle 2.0 (footwork)	75
2.3.10	Dimension – technical circle 2.1 (position play)	76
2.3.11	Ecliptic – technical circle 2.2 (free running)	77
2.3.12	Roulette – technical circle 2.3 (running)	78
2.3.13	Gravitation – indoor circle 1 (ball control)	79
2.3.14	Hyperion – indoor circle 2 (ball handling)	80
2.4	Small matches with focus on individual tactical behavior	81
2.4.1	Explosion – chaos 1 vs. 1	81
2.4.2	One-way road – frontal 1 vs. 1	82
2.4.3	Passing lane – side 1 vs. 1 I	83
2.4.4	Eye of the needle – side 1 vs. 1 II	84
2.4.5	Hemisphere – complex 1 vs. 1	85
2.4.6	Eagle eye – variable 1 vs. 1	86
2.4.7	Rotunda – technical start 1 vs. 1	87
2.4.8	Octagon – double 1 vs. 1	88
2.5	2.5 Big matches with focus on group tactical behavior	89
2.5.1	Universe – 2 vs. 2 – technical start	89
2.5.2	Helicopter – 4 vs. 2 – numerical advantage	90
2.5.3	Fan – 3 vs. 3 – running start	91
2.5.4	Earth's rotation – 4 vs. 1 – center play	92
2.5.5	Sunray – 4 vs. 2 – center play	93
2.5.6	Sector coupling – 5 vs. 3 – center play	94
2.5.7	Hodgepodge – 4 vs. 4 – variable center play	95
2.5.8	Mosaic – 4 vs. 4 – complex center play	96
3	3 MAIN COMPONENT	98
3.1	3.1 Reading aid for understanding the central circle playing forms	98
3.2	3.2 Central circle playing forms with focus on playability and swiftness	100
3.2.1	Reflection	100
3.2.2	Crosshairs	102
3.2.3	Disk	104
3.2.4	Half-moon	106
3.2.5	Panorama	108

3.2.6	Hurricane	110
3.2.7	Propeller	112
3.2.8	Sun wheel	114
3.2.9	Pentagon	116
3.2.10	Pentagram	118
3.2.11	Target	120
3.2.12	Dartboard	122
3.2.13	Galaxy	124
3.2.14	Virus	126
3.2.15	Wheel of fortune	128
3.2.16	Roundtable	130
3.2.17	Maze	132
3.2.18	Turntable	134
3.2.19	Labyrinth	136
3.2.20	Cell nucleus	138
3.2.21	Carousel	140
3.2.22	Molecule	142
3.2.23	Soap bubble	144
3.2.24	Orbit	146
3.2.25	Water lily	148
3.2.26	Shamrock	150
3.2.27	Fortress	152
3.2.28	Colosseum	154
3.2.29	Roundabout	156
3.2.30	Chessboard	158
3.2.31	Planetarium	160
3.2.32	Pulsar	162
3.2.33	Stonehenge	164
3.2.34	Pyramid	166
3.2.35	Lotus flower	168
3.2.36	Atlas	170
3.2.37	Revolver	172
3.2.38	Tornado	174
3.2.39	Elevator	176
3.2.40	Quattro	178
3.2.41	Bull's-eye	180
3.2.42	Triangle	182
3.2.43	Diamond	184
3.2.44	Pantheon	186

3.2.45	Triad	188
3.2.46	Hexagon	190
3.2.47	Perspective	192
3.2.48	Sky disk	194
3.2.49	Sundial	196
3.2.50	Rhombus	198
4	CONTINUATION	200
4.1	Conceptual continuation	200
4.1.1	Rolling a five – adaptation (technique forms)	202
4.1.2	Home port – preparation (handball play)	203
4.1.3	Ying and Yang – subsequent handling (goal)	204
4.1.4	Crop circles – continued play (alternative actions)	205
4.1.5	Mandarin – continued play (aiming)	206
4.1.6	Cheeseburger – sphere of action (multidimensionality)	207
4.1.7	Hamburger – sphere of action (complexity)	208
4.1.8	Constellations – asymmetry (playability)	209
4.1.9	Butterfly – asymmetry (play comprehension)	210
4.1.10	Pac-Man® – shaping (creativity)	211
5	OUTLOOK	212
	APPENDIX	214
	Bibliography	214
	Image credits	214



FOREWORD



Markus Hirte

idea of the game. This book describes this approach with numerous forms of play, while also considering the development of technical requirements with introductory varieties of techniques. The necessary creative solutions for passing, playing on and playing through new spaces help to create enthusiasm for the game, and thus a variety and intensity of movements.

The demands of the players in soccer have been growing constantly over the past decades, and this trend will only continue. The tempo of play is getting faster, the actions quicker. Cognitive skills will be of special significance in facilitating this development, along with physical and technical requirements. These cognitive skills include perceiving, analyzing, deciding, and acting. Quick and suitable decisions that consider the individual's technical and conditional circumstances are a prerequisite for optimal solutions in complex playing situations.

The methodical approach for making action during the game faster and more effective is recognizing spheres of play and action and using them for the

The authors were motivated to create something new and enticing for the players. They wanted to help to advance skills as a major approach to further training. They have been working on this concept for many years and have had very positive experiences with constantly confronting players with new playing ideas in various spaces, thereby improving their perception and coherently accelerating their actions and decision-making.

I hope you have fun and learn a lot as you read this book. It will provide a lot of motivation to train.

Markus Hirte

Athletic director

Talent promotion

Deutscher Fußball-Bund e.V.



1 INTRODUCTION

1.1 BASICS

The primary focus of this book is playing forms in circular fields. The overarching objective is the accentuation of all aspects of modern soccer through the variable playing of shapes, spaces, zones, and target fields, in conjunction with special playing and challenge/provocation rules. Numerous variants were developed during the creation and conception of these playing forms. With a sensitized view of circular shapes, the widest variety of topics served as inspiration. A closer look around you will allow you to discover innumerable circles, round patterns, or arched surfaces. Even looking at soccer you will find circles with the soccer ball itself, the circle in the middle of the field, and then the eleven-meter mark.

STAR IMAGE
TRAINING PLANS **SPORT** SPINNING TOPS
CHURCH WINDOWS **ARCHITECTURE** NATURE
TURNABLE SQUARE OF THE CIRCLE
ASTRONOMY CENTER POINT **SYMBOLOLOGY**
BOWLING BALL **GEOMETRY** FLOWER OF LIFE
HISTORY SOAP BUBBLE

These circles contain forward movement, dynamics, footing, stability and strength. Starting with these potentials, the circle was self-evident as a playing surface, and used as the framework for improving playing competence. Something that is round can indirectly influence the playing structure of new players. This initial thought was reinforced during the work process by practical experiences, allowing players to participate in special games.

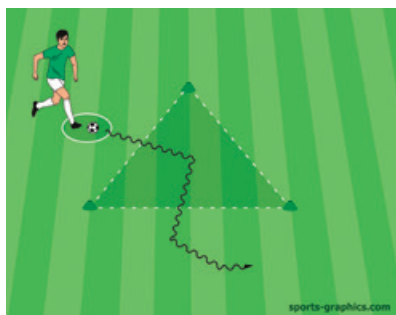


Fig. 1: Dribbling

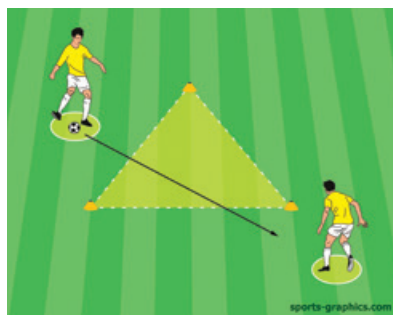


Fig. 2: Passing

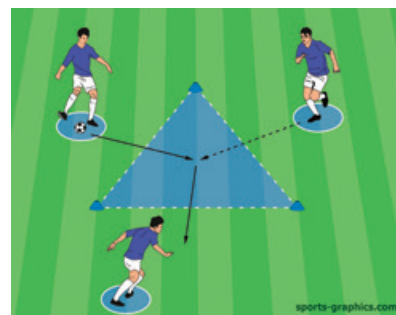


Fig. 3: Playing with a third person

The idea of playing triangles came around three years ago. Points could be scored and objectives achieved by making directional changes and feints while dribbling through a triangle (Fig. 1), either with a diagonal pass over two lines of a triangle to a teammate (Fig. 2), with a timed pass into a triangle to a teammate and subsequent control, or a pass to another side of the triangle (Fig. 3). The arrangement of multiple triangles in the playing field resulted in very complex playing forms with various tasks, depending on the focus. This interconnection played a significant role in soccer and remains a trend. Squares were added, followed by circles.

Considerations of geometric shapes aim to create constantly changing playing situations and are to be worked into usual training sessions in order to make the players want to run and have fun. This is confirmed by the implementation of numerous training units using these shapes, shown in the age groups between E-youth and A-youth. In fact, it is clear through the players' unleashed motivation and the joy in their faces that they have the absolute call for movement and willingness to run. They want to try something new, and it seems as though these playing forms are just what talented soccer players need and seek to have fun as they play.

With regard to the objective, the players form a network, linking with one another through passes, showing off great combinations and scoring points together that way. The players are always ready to get moving, switch gears without complaint, and are constantly pursuing because otherwise there will be no opportunity to win. The circular playing forms create an ongoing learning process with simultaneous intensity and action.

What makes these playing forms special is that alternative actions are always being considered because there are always new solutions to be found. The circle forms therefore counteracts monotony and loss of excitement. The primary objectives also include learning in a variety of game contexts and constant perception of changing game situations. The focus lies on playable training forms that first motivate the players to find original solutions, and which (albeit secondarily) lead them toward a defined movement or action pattern.

The triangles, squares, and circles offer the players challenging objectives within the entire playing area. As these arrangements are merely for playing and passing over, they indirectly serve as obstacles or opponents. They thus simulate an opposing formation and allow for the transition to the big game. Triangles (Fig. 4) or squares (Fig. 5) may be used, and combinations (Fig. 6) worked towards, in order to get players used to the round formations and corresponding circular fields.

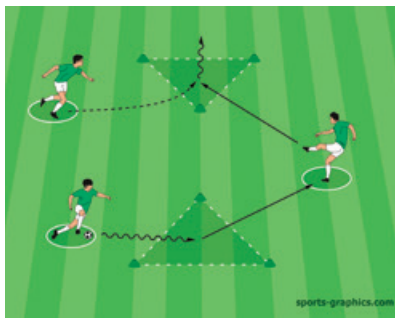


Fig. 4: Triangles

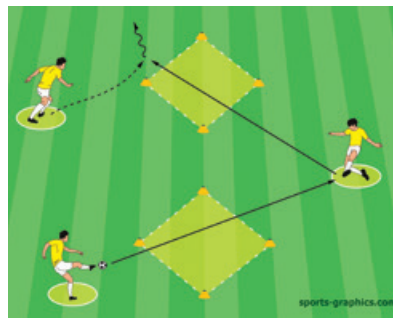


Fig. 5: Squares

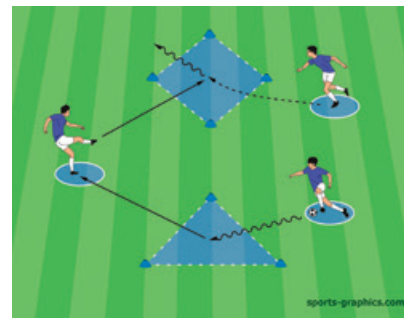


Fig. 6: Combinations

With the shapes, fields and zones shown here, multifaceted training in playing forms aims to increase player quality at all levels, allowing players to play the game because of the game. Playing through the formations creates the necessary pressure for precision, the forcefulness needed for passing, and the ability to distance players from one another. Different playing situations are always linked to the various passing directions. The usage of both feet also holds room for experience and learning opportunities for each individual player.

While dribbling, the players in possession should still push forward despite pressure from opponents. It is important to stay focused on the objective and avoid playing backwards and losing speed. The game with various shapes requires agility, creating the willingness to push forward and promoting fun, creativity, and joy when playing.

Along with the influence on tactical playing behavior, the training with circle forms also offers room to improve certain techniques. During the technical training, the circular playing forms are separated from the isolated one-dimensional content in favor of comprehensive training during ongoing game situations. Along with the technical-tactical components, the influence on general competitive conduct and attitudes of individual players or entire teams can also be present. These components are implemented as worthwhile goals for development in the various circular playing forms.

Ideally the technical-tactical skills in the playing situation are combined with coaching assistance and commands. Many coaches want the players to communicate with each other, to call, scream and unwind. Practical training and playing often paint another picture. In the circular playing forms, there is an atmosphere in which the players mutually coach each other and offer verbal assistance almost automatically. A reflective manner of coaching for the implementation of the circular playing forms is not only required in this context.

The playing forms and control of playing rules offer opportunities to coach technical-tactical mistakes, but this is only necessary to a very small degree because the speed of the next action already demands one's full attention. That is why the situational accompaniment of these forms by the coach is oriented toward objective-based actions, and less toward focusing on mistakes. The playing forms impart experience and knowledge of the game, and thus require the coach to be more independent. Following the rules for achieving the team's objective is the unmistakable task of the coach and the team.

The knowledge that many training forms are contained within a rectangular framework induces highly specific behavior, which then goes on to fuel the engine of development for the variable and innovative conception of the circular forms. There was the sense that the overstrained vertical game concept led to one-dimensional conduct by the players. This was because it was overwhelmingly utilized and had many consequences, such as boredom or the functional reduction in training. Training without passion, emotion and enthusiasm is a nonsensical waste of time.

Through a motivating concept with attractive provocation rules and scoring, the circular forms try to trigger game-like actions and offer differentiated training and uniform improvement for the individual players within complex game situations. These training forms are based on resources and potential, and thus leave the realm of cut-and-dry patterns and schematics. The potential overstrain or powerlessness in complex playing situations yields the bold finding of solutions through optimal reactive speed.

1.2 CONCEPT

» **The circular shape provides a complex playing and action framework**

The basic idea of the selected playing forms in a circular layout aims to improve cognitive skills that are primarily achieved via the complex framework. It is important to first visually capture the newly designed circles, to orient oneself in them as quickly as possible, to be able to quickly follow the directions of play, and to play through the entire space with both feet with technical and tactical efficiency.

This framework offers chances and opportunities to recognize shapes and spaces, causing the players to take a close look at the playing field. All shapes are designed in a way where the ultimate goal is either a final follow-up in the form of a pass or a goal at the end of the play. The central circle forms must always be supplemented with miniature, small, or large goals. Goal shots are always accentuated and improved alongside the situational playing conduct in this manner. Goal quality and one-on-one dribbling skills are considered the most necessary skills for purposes of the circle forms.

» **The playing rules provoke the desired player conduct**

The rules in the circle forms allow for the incorporation of specific trends from the big game and the provocation of certain playing actions. The rules for the circle forms are highly demanding for the players and also heavily reduce the need for coaching, requiring rather short instructions. Objectives are bound or tasks are assigned such that either playing actions must be performed outside of the circle before subsequent rules allow for a point inside the circle, or the game begins with actions inside the circle before the focus is placed on goals or teammates outside.

The rules can also have an impact on the passing or dribbling techniques. Once two passes have been played inside the circle, a player can dribble the ball out. This may be expanded, e.g. the player with the ball must make contact with the ball three times and the opponent has the opportunity to pursue, or various dribbling styles are required under pressure from opponents.

Whereas common playing forms often strive for possession rules that place greater focus on contact quotas or passing, the objectives of the circle forms deliberately place less emphasis on passing and actions. This creates the quick opportunity for the team with the ball to achieve sub-objectives.

As a result of this, intensity increases. The conduct of the offending and defending teams are brought to a high level when it comes to action and movement speed. This also corresponds to the modern trend of quickly taking advantage of an imperfectly formed opponent for playing in the attack zone. Furthermore, this creates no opportunity for the players to be passive with needless passing. In the circle forms, every player is required to give their all.

The configuration of the playing rules offers a lot of room and potential for alternations, variations, and linking individual objectives. This potentially endless framework helps the circle forms evolve. Simple plays are thereby made more complex and are extremely positively received by the players up to the point that the players are waiting for new expansions and variations from the coach.

Of course it is also possible to implement the rules in such a way that deliberately short or additional passes are made, rhythm changes are induced, or an opponent is lured over. Rules also sometimes replace long-winded explanations. The players want to play games that are always given new life and are profitable.

» **The playing time regulates intensity, density and quality**

Alongside the playing rules, the playing time is also an important factor that must be considered. Most circle forms are ideal for a three-on-three, three-on-three-plus-one, four-on-four, or four-on-four-plus-one playing scenario and should be played with a format that allows for intervals of 3 x 3 minutes.

With regard to the cognitive challenge with corresponding intensity, short playing phases with brief breaks are advised, similar to the big game itself and time-outs. The short break provides the coach with the perfect opportunity to discuss a scene that was just played out. It is also possible to let situations play out in slow motion, or draw attention to an element that has not yet been played.

The playing time can be controlled by the number of balls. In order to score points, the teams playing against each other can receive five balls in alternation. Once the right to the ball changes, there is a chance to take a break. The coach must keep an eye on the clock while closely monitoring the intensity of the playing situations, seeing the density and quality of actions within them. Here, too, the playing time can be shortened or lengthened.

Experience in the application of circle forms has shown that good control must be possible in periods of strain, depending on age and playing level, so that the short-term and highly intensive moments of pressure form the bridge into the game itself. The highly intensive phases with only brief breaks in the plays are becoming an ever more important aspect of sprint-dominated soccer and the competitiveness of individual players and entire teams. This can have a positive learning effect on the size and layout of the playing areas and consistently selected number ratios of the teams, in that the moments and opportunities for switching off and losing concentration are minimized.

» **The circle forms influence motor skills, movement and running behavior**

The circular playing areas and field elements create playing situations that have an impact on actions, movement and motor skills. The manner of running, running toward, running through, and running over lines, zones, and spaces helps to enhance agility and, above all else, various turning movements with and without the ball. Lateral motion is one primary training focus where quick, diagonal backward turns are addressed. These are especially advantageous when stronger shifting movements are used in situations against the ball.

By using the circles as playing areas, many situations can arise in exercise sequences, technique-oriented competitions, and actual games in which the curves of the circles are run along in a special, arched manner. This is a major benefit over the usual rectangular or square playing areas, as the curved runs are applied in modern professional soccer for running against chains and to the opponents' backs. There is also a motoric variation of the rather line-based and straight running behavior often observed in rectangular and square playing areas. These runs are easier for the opponent to read and anticipate, and are thus hardly a challenge. Curved runs can be effectively applied in the wing and center.

» **The objectives identify the center as a critical action space**

The circle forms can be played through such that the border of the circle is used directly as the outer edge. This shape facilitates free-running in a curve along the edge. Furthermore, by limiting the action space there is a focus on the rules, which first require the completion of playing tasks inside the circle. Exiting from the center of the circle over the outer line after a stipulated number of passes can be followed by shots to the miniature, small or large goals.

In the following game without the usual outer line, the events of the game may distance themselves far from the circle and its outlying goals in the attempt to score goals. Even in situations that are drifting away from the center and from the objective, there are potentials and tasks to the extent that the players are now expressly required to return to the center of the action. For the player in possession, this induces objective-oriented effort with the ball, requiring their teammates to link up with them and provide team support. Some of these situations can also lead to short breaks for all players in intensive playing phases.

These playing phases may be hard to bear from the usual perspective, as there is no direct sprinting or power. The trainer often calls for speed in these situations. The incorporation of a new ball to a position far from the current playing situation to conclude the break can also be avoided in the challenging circle forms. The new playing situation created by the incoming ball has no real basis in the game. It is only used as a means of honing adaptability.

The circle forms prefer more authentic momentum and the necessity to play toward the target area. There is significant added value for the individual player in the acquisition of greater playing skills, in that the indirectly applied curved runs help to expand their own motor skills. This applies just as much to the defenders who are acting against the ball. The result is a fundamental automatism of all circle forms. The training objective of the team in possession is the other side's learning objective.

The organization and structure of the circle forms thus focus on the circle as a shape, neglecting other marking cones as field markings outside of the circles. One could also speak in an overblown fashion of playing forms without border markings, thereby getting on the nerves of every organized and whistle-happy coach. Experience with the circle shapes clearly shows that the players are led to central objectives by the concept in order to hunt for points, and thus quickly play toward the target areas. The marking of other border lines as the limits of the field is therefore less important. If a team in possession drifts too far away from the objective, this results in shared amusement.

» **Possession aims to threaten, dominate and master the central circle space**

The outer areas far from the circle or the edges of the circle may also be interesting for playing through or over. The primary interest, however, lies in central orientation and the inside of the circle. Taking over and claiming the central circle playing space and the resulting points are equally as important as achieving a variety of possible continuations in various directions.

Taking a look at professional soccer, the scope of ball contact numbers in the central playing space in the opponent's side is often low. Arguments to explain this often try to claim that this zone is well covered by the opponent's defensive midfielders, and so the game tends to play through half-spaces or wings. With this basic assumption, less attention is drawn to the center or the threat of the vertical depth. In light of this risk factor, the pull to the side occurs too early.

The glance over the shoulder and subsequent loophole trained by the center-oriented circle forms results in more options that challenge the defense and facilitate various attacks for the offending team. This consequently contributes to increased playing and movement speed, as shown by the high density of action and playing intensity in the training units. The circle forms generally improve the quality of actions and movement speed, and the sprint-based continuation of the game up to the final action can be increased by the playing rules.

» **The circle involves all players in intensive actions**

In the traditional four-on-four playing forms, it is possible to observe behavior that causes the players to leave intensive actions to their teammates, or to retreat from the challenging momentum of the game through targeted passing. What sounds like intent is an all too human behavior in order to not blindly run into an overwhelming situation. In the circle forms, it is apparent that the players are often forced to concentrate, to stay in intense situations and remain involved. It helps to envision a living game console.

In order to add further weight to this, let's take a look at the so-called standard playing forms. These have provided coaches and players with well-known flows and images without being more closely examined in regards to how sufficiently intensive these are for many players, if they offer sufficient diversity of actions, if they facilitate action density for each interval, and if they offer efficient playing situations that must constantly be resolved.

In this regard, it is important to evaluate the action radii of individual players. Just because the standard playing forms require a certain base conditioning does not necessarily mean that this will even approach the quality of countries like Spain or Portugal. An approximation, differentiation, or dominance can be achieved through high-quality vertical playing in conjunction with optimal passing quality. This playing style comes with endless, or professional, offense concepts in order to be able to implement the quick standard in the attack zone or final third near the goal. Many teams falter in this area, to the benefit of the stable defense of the opposing team.

» **Playing through small zones fosters precision and creativity**

An important aspect of the circle forms is playing through small spaces into which the players sprint, run back and forth, turn in or turn out. These actions and movements require an idea which, using the offense with and without the ball as an example, helps against opposing inner defenders. In this context, the spread-out game in the circles across interfaces, gaps or edges creates an additional learning method that promotes passing techniques and conduct that eliminate any benefits for the opponent when carried over into the game.

This training concept thus creates the necessity for some passes to be hidden without the passing player having discussed it with the recipient beforehand. The passes are sent off early or shortly after dribbling, and thus require high precision with both feet. Soccer players often prefer to master tight spaces with both feet.

This concept thus entails a certain flow and unleashes potential that ultimately is attributed to the players so that they may implement these forms and master them. With the ability to maintain possession of the ball and play through the tightest of spaces in a variety of ways or achieve objectives through quality techniques, the circle forms foster high-quality, skilled and fun usage of both feet.

» **The offense's playing solutions require an adequate response from the defense**

The circle forms promote offensive solutions. The goal is to find target fields, play through them as per the current objectives, and score under pressure. The team in possession tries to challenge the opponent, to move them and force them to wear themselves out. For the team without the ball, it is necessary to work well together and immediately react to the possessing player's actions. This places emphasis on action and activity, and applies equally to the offense and defense. If a continuation by the stealing team after taking the ball is not halted immediately, the disadvantage can only turn into an advantage with difficulty, and the situation can only be evened out with extreme effort.

The time pressure for the defense's reception of the opponent's action is a very worthwhile side-effect of the circle forms, and is not at the expense of the offense's formation. One major characteristic of the playing concept for the circle forms is the hunt for multiple points through multiple objectives at the same time. This intensifies the requirements of the defensive players. Quick consideration and decision-making by the offense also helps the defense make prudent decisions. The consequences of decisions quickly become apparent in the points scored, and the results of the game are closely related to the dedication and teamwork applied.

» **The playing context allows for constant learning**

The concept of the circle forms links the learning of playing situations to conditional factors. It has long been known that this creates a distinctive memory factor. The circle forms follow the principle that the players are constantly learning during the game. Rarely are the players at the same spot for just a few moments, or even in the same zone or position. Every type of player with a corresponding profile type should be motivated to run. Permanent involvement and participation in the game requires running. The circle forms teach the players running intensity.

This training allows the players to be willing to work and run intensively in all directions. A quote by stopper Mats Hummels, who helped initiate many defensive and offensive maneuvers by the German team during the 2014 World Cup in Brazil and who was happy to have so many actions with the ball, fits here. This is an expression of his teammate's trust in his technical and footwork capacity.

The circle forms strive to link playing with running. With regard to the stopper's position, it should by no means be believed that all they do is run alongside the others and help with one attack after another. Rather, even for defenders it is necessary to have flexibility and running skills.

» **Scoring promotes technique and speed of execution**

The concept of the circle forms strives for multi-layered provocation rules and scoring systems. These rules can effectively influence the players' actions. The configuration of the rules can also specifically aim to influence individual technical actions which are then trained in a playing action as opposed to static exercise formations. For example, if a line of the circle must be dribbled over in order to score a point, then the playing conduct is geared toward targeted dribbling. Optimal ball control and the critical first contact required for it become the primary focus of the flow of the ball.

When objectives are combined for points, e.g. dribbling must be followed by a pass followed by a stipulated number of passes in a certain sector, multiple techniques are required and trained. This also requires all players to keep an eye on what is happening.