The scope of intentionality supporting the design of played-form practice activities in soccer

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Introduction

The use of a game-based approach to practice continues to gain popularity and accessibility across the coaching community in youth sports like soccer, notably, with enhanced theoretical documentation about principles and requirements of practice (Serra-Olivares et al., 2015). The concepts associated with the configuration of played-form activities are increasingly becoming the subject of investigation, leading to more specific understanding about effective design of played activities (Fernández-Espínola et al., 2020). Proficiency in played-form practice design opens a wide range of possibilities in the coaching community, especially in learning and training, supporting its capacity to support the practice of practitioners across the the full range of performance, from those working with early age participants, elite athletes, as well as active recreational players (adults and seniors). Contributors to practice (i.e., coaches), responsible for providing quality environments, now benefit from comprehensive literature evidencing the effect of parameterising configurations of play-form activities, being able to direct their efforts towards better learning experiences and performance outcomes. Over the long term, however, the contribution of practitioners in sport is likely to bear fruit, not only through the enjoyment and improvement of players, but also in their own ability to follow a principled coaching plan, responding to changes, and addressing developmental needs observed in participants. It is important to note that effective implementation of play-form activities does not prescribe a spontaneous, discovery-based approach to athlete development and performance preparation, but rather a guided-discovery pedagogical methodology (e.g., Chow et al., 2022; Petiot et al., 2023). The role of support practitioners implementing a guided-discovery approach is to use a variety of coordinated activities and game forms to guide the *intentions* and *attention* of athletes and teams in learning and development (e.g., Otte et al., 2021).

The quest for more effectiveness in sport learning designs implies greater objectivity throughout the process in regard to the configuration of training activity parameters, constraints, boundary conditions, and adjustments of task design. Much contemporary literature about the design of practice games emphasises effects of task configuration on participant engagement and response, depending, for instance, on their level of competency or the combination of boundary conditions (i.e., context and task constraints) (Schöllhorn et al., 2022). However, fewer investigations have sought to examine the impact of intentions in coaches. Intentionality (in coaches), in the current context, drives the pursuit of practice activity, shaped around an intended performance objective achieved by putting in place a dedicated activity or program. Specifically in practice, a coach's intentionality can be achieved through the configuration of task parameters to influence the transactions of performers with the environment (Manuel Clemente et al., 2019). In that sense, the notion of *purpose* assigned to activities, coordinated together within a set, is key to the success of a plan, program, or curriculum, assuming different activities fulfill different purposes to drive learning, development, transfer and progress over time Petiot Purpose 2023.

Purposeful practice design reveals its pertinence in a more global reading of the phenomenon of practice in performance preparation. In accordance with the spread of stages of practicing sports in the Long-Term Athlete Development (Balyi et al., 2013), all stakeholders in sports (including management, administrators, athletes and public) expect coaches to drive practice activities with the aim to serve well participants in development and preparation for performance. This is a key idea behind defining stages in performance and practice pathways, for this grading offers greater clarity in designing activities and programs with a specific purpose. Further, in sport specialization, purpose also supports advanced planning, including tactical periodization (TP), with a more detailed articulation of parameters to attain better team

performance. Whilst there has been less investigation of the application of TP (Afonso et al., 2020), it is clear to us that intentional purpose does inherently apply to the configuration of played-form practice activity in soccer, due to its need to be tailored upon clear objectives and outcomes.

Thus, there is a requirement for greater investment in developing guidelines for practitioners in understanding the process of practice design, including from the perspective of pursuing a specific intention or purpose in the configuration tasks. The ecological dynamics perspective has however led a significant extent of literature about practice design and should, for the same reasons, be articulated in the review of opportunities to serve the requirements of performance and competition with the affordances provided by [organized] practice environments. Indeed, the issue of intentionality and purpose frames the influential ecological dynamics approach to motor learning, with clear implications for understanding key concepts like practice, instructions and feedback, repetition and task design (e.g., Chow et al., 2022). The importance of purpose and intentionality was underscored by insights of Kugler and Turvey (1987), who explained that: "….Ecological Psychology….[emphasizes] the study of information transactions between living systems and their environments, especially as they pertain to perceiving situations of significance to planning and executing of purposes activated in an environment" (Kugler & Turvey, 1987, p. xii). Additionally, one of the most important aims of learning in ecological psychology is the 'education of intention' in learners (e.g., Jacobs & Michaels, 2002). Educating the intentions and purposes of learners in sports like soccer, supports the pursuit of an individual coach's intentionality and purposes, driven by personal factors (e.g., intrinsic motivation, wants, needs, desires) supporting them to guide, mentor, cajole, demand, request and appeal to learners to shape their learning activities.

Considering this ecological dynamics perspective, the aim of this narrative review is to develop understanding of how coaches identify the needs of learners for practice and translate them into clear purposes for the benefit of participants. The review is composed of two parts where the needs for practice and performance in the game are revisited: (1) from a perspective where tactics is at the heart of the considerations (Travassos et al., 2012), and (2), where the participants and their personal development lead the nature of opportunities for actions. Finally, we share suggested implications for practice design and delivery following purposes as suggested in this paper.

Tactical dimension

Playing during practice and performance serves the purpose of enhancing specific physical/physiological aspects (e.g., endurance, power), as much as technical or mental skills, requiring that activities are configured accordingly. The tactical component remains a key aspect of performance in team sports like soccer due to its power for contextualizing actions in play (Travassos et al., 2012). More specifically, tactics depict the dynamics and the organization adopted by the players through their performance behaviors to move, cover and occupy space and solve problems that arise in competition (Teoldo et al., 2017). These insights suggest that tactical behaviours should be the reference for the purpose(s) and intentions assigned to the design of many played-form activities. As argued by Petiot et al. (2024), the version of "the play" configured for practice varies in formats in a way that one single format does not serve all purposes at once. Purposes are rather compatible with the custom arrangements of BCs and demands in the form of activity conditions and game rules. Accordingly, to be effective in an intervention, coaches should strive in pursuing their specific objectives in the best configured

conditions they can create for themselves as much as for the players, educating their intentions to get the most out of the practice time.

In this paper, purposes are conceived as a series of keywords that frame the priority investment of time and effort on key ingredients in designing and delivering practice, that is outcomes that rely on manipulations of parameters. These keywords communicate an intention to pursue specific, relevant aspects of game-related performance. Keywords, based on the tactical dimension of the game, suggest a progression of the scale of the response from the players, and thus of the portion of the play explored in an activity. This progression spans activities featuring fewer participants and their direct opponents (e.g., 1v1 or 3v3) to ultimately set the scene for practice conditions involving two whole teams in a game (R. Santos et al., 2018). Coaching can benefit from framing purposes and intentionality of players in progressively building a game model with compatible portions of play (e.g., a specific moment, space, or situated opposition). Delimited portions of play help frame a problem, scaling it with a targeted number of participants, and configuring specific parameters that will lead to an appropriate density of relevant situation- specific challenges and problems (i.e., frequency of repetition of the targeted problem). Hence, formats revisited in Table 1 can again serve as a reference to contextualize the purposes of a practice task.

Repetition is thoroughly at the root of training and it is shown as beneficial, particularly if sequences of play are not featuring the exact same movements (known as 'repetition without repetition'; Bernstein, 1967). This approach applies to simpler sequences of play repeated in open-ended activities providing more complete moments of the game (Petiot et al., 2024; Petiot et al., 2023). In that sense, the first suggested purposes of practice are based on repetition of small-scaled, opposed challenges, promoting the experience of simpler problem-solving and

decision-making with a focus on achieving actions (e.g., penetrating a defensive line or covering space behind it). The repetition of such generic situations of play (e.g., penetrating or covering space in areas of the field) can be utilized to encourage selected behaviors: this is particularly useful to trigger surpassing amongst the participants. In turn, the repetition of targeted situations of play helps to attune players to information and actions (Araujo et al., 2009; Travassos et al., 2012). Yet, small-sided and conditioned games (SSCGs) solicit more from the participants, as their configuration usually results in influencing their responses in play (Ometto et al., 2021; Ometto et al., 2018; Sarmento et al., 2018). This approach implies that the design of tasks and games can educate the intentions of players, meaning that the influence generated from the manipulated constraints can be purposefully configured to explore or develop targeted performance behaviors. SSCGs are precisely useful for soliciting behaviors or heightening awareness to generic situations of play that portray recurrent competitive challenges and problems. These suggested purposes are aligned with recommendations in favour of implicit learning (Poolton & Zachry, 2007; Raab & Johnson, 2008), with a minimal amount of task complexity featured in the activities (Masters et al., 2008; Raab, 2003) to develop motor skills, cognition, and decisions simultaneously (Machado et al., 2024). Play form activities can particularly be efficient in introducing the thematic of a session or highlighting demanding standards to maintain in performance. Thus, they can be operated with or without a game-specific team organization (i.e., a tactical system).

Practice must still offer a frequent and variable experience of situations *representing* problems, challenges, or targeted solutions that reflect the competition setup. Since played-form activities identified as “Analytical” or “Contextual” are situated in a targeted area on field (Petiot et al., 2024; Petiot et al., 2023), this format can contribute to create more game-specific

references. Practising in such contexts makes play more systematic (meaning participants are assigned roles and positions), as opposed to organic (meaning all players could seek to perform a theme, regardless of their usual role or position during competition). This context is particularly useful for players developing their capacity to read situations of play (Godbout, 2023), as they are challenged to evolve in contexts that reflect specific situations of greater representativeness than SSCGs. The continuous exposition to similar problems of play in varied contexts requires players to read and interpret (i.e. perceive information), and ultimately to situate (i.e. make decisions, solve problems and regulate actions) a specific, recurrent problem in the game, in terms of moment or space that is relevant to competition or game model. Analytical Games also reflect a great context to instill auto-organization (Santos et al., 2023) or co-adaptation (Passos et al., 2016). In that sense, coaches can configure the play to create a great amount of repeated and proportional occurrences of a problem to inspire and make players accountable for a collective organization in a targeted moment/space. This type of ‘repetition without repetition' in soccer practice can help forge a deep interconnection between cognition, perception and action in players, an essential foundation to support competitive performance (Otte & Davids, 2023).

The aforementioned purposes align with recommendations from the literature about the close configuration of contexts of play and contents to cover during training sessions. SSCGs are very useful for covering notions such as principles of play by exploration where initial positions are less constraining, compared to Analytical games (Ribeiro et al., 2019). In contrast, Analytical and Conditioned Games are setting the stage for more realistic situations in performance preparation, because they are situated in realistic areas of the pitch and work best with a settled team organization. As noted by Petiot et al. (2024), such similarity with the game is already better for exploring ideas of play (e.g., changing the direction of attack) and models (i.e., a way

to play), respectively. In light of these insights, progress from generic tactical behaviors, to more specific types of team organization reflect the same evolution through contexts and contents to ultimately support more complete performance.

Some activities should, thus, be planned to adapt or maintain their organization, movements, habits, and structure to solve arising problems, and to prepare for competition (Woods, McKeown, et al., 2020), in contexts closer to game scenarios, as a means to integrate the content that was explored in other formats. Activities intended for performance preparation should, therefore, adopt formats of either Conditioned or Full games since they reflect the variants of game play, closest to competitive performance. Higher levels of representativeness featured in these formats are beneficial to adaptation because they lead to concrete collective outcomes for competitive performance (Petiot et al., 2023).

The description of every purpose, presented in Table 1 reinforces the view that they can grow in complexity as they involve more players and introduce actions further around from the centre of play. This is because these manipulations introduce more information (and hence more uncertainty and ambiguity) into the play form activity. More information (e.g., including more players, changing dimensions of play and introducing new rules to the practice contexts) solicits more perceptual activity and more purposeful decisions to be made by participants, regarding the value and meaning of these task constraints for regulating their actions (Davids, 2024).

Suggestively, they also progress in terms of specificity as they contribute more information in building a game model, with greater representativeness of competition, as they get closer in simulation to the full game performance (Travassos et al., 2012). Hence, progressions towards the full game are reflected along the continuum of suggested formats to best serve each purpose (Petiot et al., 2023). As highlighted in the associated reviews, progressions invite

adaptations in interventions according to the soliciting nature of the activity, like zooming out and targeting more global aspects of contexts of play, assimilating to holistic competitive performance environment (Petiot, Aquino, et al., 2021; Petiot et al., 2024). Differences in scaling of play activities by (re)defining purposes are also beneficial to assess transactions of players with the environment because they can bring individual behaviors to light in rather simple variants of the game and ultimately may lead to tactical adaptations from observations. This reinforces the idea that the use of multiple game formats to underpin performance assessment(Bennett et al., 2018).

Table 1. Summary of purposes of the tactical dimension with corresponding definitions and examples

****** *INSERT TABLE 1 HERE* ******

Despite clear differences along these purposes, there are also similarities that apply to all played-form activities, including the presence of decision-making (Petiot, Bagatin, et al., 2021), problem-solving (Myszka et al., 2023; Petiot, Aquino, et al., 2021), exploration (Chow et al., 2021; Woods, Rudd, et al., 2020), and emphasis (Petiot, Aquino, et al., 2021). More specifically, well designed played-form activities lead to the exploration of contexts of play that naturally emphasize targeted contents, particularly through the chanelled affordances (invitations or opportunities) for actions associated with the thematic of the session (Petiot et al., 2024; Petiot et al., 2023). The aforementioned ingredients are core to a game-based and/or constraint-led approach in team sports, tailored around the concept of tactical adaptations and decision-making, since they leave room for the experience of the play as much as for the expression of self. Moreover, most purposes can be considered as skill-related (Sarajärvi et al., 2023) as much as developmental for the team as a whole (O'Brien-Smith et al., 2024).

Compatibility between demands and purposes with contexts of play

Contexts of played-form practice (or "formats") presented in Table 1 should be seen as customizable platforms for targeted affordances: they set the scene for possibilities for actions and provide an overall context to be configured and fully detailed in the design process (Petiot et al., 2023). It should be clear from the illustrations of reviewed formats which context of play an activity is based onto and how the boundary conditions and game rules emphasize the thematic. As exemplified in Table 2, formats channel available affordances for a thematic when they are configured with elected demands and purposes. All illustrated examples in this section were designed to lead players to more success in breaking the defensive line and advancing forward, which is a common intended goal to pursue in invasion games, reflecting a challenge to address in youth soccer.

Table 2. Four format-based exemplified activities with informed design for one thematic in a practice session

****** *INSERT TABLE 2 HERE* ******

These exemplified activities were designed to highlight that practice task components can be judged as compatible as they complement one another when assembled, as long as they clearly guide players on the intended outcomes of a session. The advantage of purposes lies in their flexibility if they are seen as tools to frame practice design. For instance, they could be integrated in the form of a set of planned subsequent activities, as suggested through the examples. A typical sequence of activities promoting progress in learning challenges would be to utilize a SSCG to solicit a behavior intentionally targeted in the thematic of the session, followed by an Analytical Game to adapt emergent solutions in a determined area of the pitch. If both

activities are configured coherently (Correia et al., 2019), this sequence could help build a way to play, objectively and progressively, supporting a useful progression for both participants and coaches. Once clearly identified, opportunities and demands can be specified graphically within the illustration or written aside whereas purposes elucidated earlier would rather be communicated in the description or title of the activity.

To be effective as learning/training environment designers, coaches need reference points and tools that help them shape and configure practice tasks that empower players' capabilities while enhancing collective patterns of play, for the benefit of players and the team over the medium to longer term (Bergmann et al., 2024; Davids, 2012). Whether coaching staff find resources in well-established approaches to teaching the game or navigate more principle-based approaches (e.g., nonlinear pedagogy, Chow et al., 2021), they can earn efficiency in thinking and designing played form activities. Coaches will also improve at adjusting their designs, framed by a thematic, the participants' current capabilities (known as effectivities; Gibson, 1979) and their current state (e.g., depending on the time of the competitive season), as well their targeted progression. These refinements may translate into bespoke pedagogical arrangements (e.g., implementing fewer or more constraints and demands in practice; Araujo et al., 2009; Chow et al., 2021), adjusting how much participants have to search for adapted actions. Levels of exploratory freedom are, therefore, relevant gauges to check when configuring practice activities in preparing for competition (see for example, Otte et al., 2019).

To summarize the suggested notions in this paper, *purpose*ful intentions in practicetranslate into the assembly of a thematic to explore, in a dedicated context (i.e., a format), with specific demands that seek to challenge players in coordinating their actions. In a thoughtful, well-informed design process, all these ingredients feed into played-form practice at

levels from recreational to elite, whether for learning and development or for preparation of a targeted way to perform incompetition(i.e., a game model) (Petiot et al., 2024). Indeed, according to more contemporary literature, practitioners are strongly recommended to invest in exploration during practice as a means to enhance the diversity of performance solutions participants can resort to (Ribeiro et al., 2021; Santos et al., 2016). Clarity in the definition of each performance component that challengecoaches within the play and calibrate the influence of their interventions towards achieving an intended outcome: the more informed is the design process, the more that interventions are necessary because coaches genuinely then operate as facilitators (Nuñez Enriquez & Oliver, 2021) of skill adaptation (Otte & Davids, 2023). Since practice designs and pedagogical approaches are deemed to reflect local or national player development curricula, it is recommended that they are carefully situated in the process of implementing models (O'Sullivan et al., 2023).

As already noted, the intentions behind teaching, learning, and/or training activities drives the challenge of deciding with clarity which purposes need to be elucidated and pursued in the assembly of played-form activity, from the moment of initiating practice design. As suggested in the list of tactical purposes, activities can have different functions depending on when they are included in a session or cycle. Teaching, learning, and training can all benefit from iterations between levels of complexity to offer useful practice experiences (Petiot, Aquino, et al., 2021), because such processes may be integrated, but are not linear. The variability included in practice contexts and the (re)configuration these processes may require lead towards an articulation of demands and/or purposes in a wide range of different activities, crafted to maintain available, targeted affordances (possibilities, opportunities and solicitations) for transfer, adaptation, expression of self, and ultimately coaching. Tactics, however, do not

suggestively suffice to cover all the spectrum of possibilities for development; life skill development and player-centred approaches are a valuable avenue for exploration to complement aforementioned purposes.

Coaching purposes

From a broaden coaching perspective, components of performance span various workable and explorable contents that frame tactics, since they bring in audacity, willingness, and quality in actions, without specifically referring to the occupation of space, for example. In these working circumstances, feedback and instructions provided for participants may then differ from the rules of play, the prescriptive demands, or even directives towards participants to rather facilitate a more inspiring approach to coach-player relations (Otte et al., 2020; Williams & Hodges, 2005; Williams & Hodges, 2023). Approaching practice through life skills may be less widespread although there are reported benefits on individual development, predicated on an ability to transfer to everyday life activities, especially if started at young age (Williams et al., 2022). This approach adds to tactical purposes listed earlier, depending on targeted developmental progression or competitive performance preparation prioritized in the moment, whether aimed at individual technical efficiency or overall competitive performance. When play occurs in the context of practice, however, activities must skilfully be calibrated and configured to feed participants with opportunities to adhere to the aforementioned inspiration within the continuous flux of actions. This becomes an even more challenging task for coaches since they must drive a variety of actions for achieving intended outcomes beyond the technical, tactical, physical, and psychological components of performance.

Creativity, audacity

Creativity counts amongst the performance characteristics that are sought right from developmental stages due to its contribution to outcomes of actions, in addition to regular expected benefits of training (Petiot et al., 2020; Santos et al., 2016). As noted, creativity relies on a richer physical literacy, thus implying a curriculum targeting enrichment of player-environment relationships from early stages. Enrichment of player-environment transactions can be interpreted as key aim at the root of practice and pedagogy, leading to greater potential for performance benefits in the long term because it enhances the capacity to perceive and think in action. The deeply entwined relation between cognition, action and perception emerges when learners show the ability to adapt their performance solutions to overcome unpredictability and ambiguity, satisfying game rules featured in the configuration of play-form activities. Enrichment, however, needs encouragement and room for initiative, as witnessed in risk-taking environments for practice (Pleskac et al., 2021). If articulated and cultivated throughout development stages, creativity should translate into audacity in play, at the time contributing to competitive results for teams in high-stakes circumstances.

Emotional intelligence, self-control

Emotions are shown to have a significant influence on performance (e.g., Laborde et al., 2013; Wagstaff, 2014). Decision-making is a particularly important component of game-related performance that can be positively and negatively influenced by emotions (e.g., Fallon et al., 2014; Tenenbaum et al., 2013). In that sense, for many years coaches have been recommended to monitor and act with players on the regulation of emotions, seeking to support the achievement of emotional intelligence (Laborde et al., 2016). The environments of practice has a role to play in achieving such an aim, for instance in the way that activities are shaped to challenge players

on the effectiveness of their emotional reactions, but also to support interventions intended to improve their responses under pressure. Stakeholders of sport organizations and player development have been recommended to facilitate emotional enrichment through transactions with diverse environments and contexts, exposing participants to a range of experiences and challenges, as opposed to encouraging early specialization (Ribeiro et al., 2021). In further stages of competition, competitors may benefit from self-control in their performance as they have less room for reactions that would hold them back from performing when results are at stake (Tedesqui & Young, 2018).

Competitiveness, grit

Competitiveness is key to performance as soon as adversity emerges since, according to its definition, this resource pushes individuals in using resources in the competitive environment with others (Passos et al., 2016). As highlighted, in a sport performance environment, players build competitiveness out of the experience of fighting for an available spot in the squad the starting lineup for an upcoming match. Rivalry between teammates, in addition to with opponents, sums an experience that drives participants to pursue actions beyond their usual performance range. The competitive process manifests during practice as individuals can feel motivated to show more willingness as they respond to situations of play or overcome restrictions, all in co-adaptation with peers. Passos et al. (2016), therefore, defined competitiveness as an ecological function rather than as an internal trait, reflecting the result of player-environment transactions in which participant performance evolves. Such functionality of competing with teammates and opponents stems from the configuration of play form activities, revealing that practice can support the willingness of players to surpass their previous levels.

Gritis considered as an ingredient that can favour positive responses to competitiveness since it is shown to contribute to the consistent investment of time, attention and effort in performance, demonstrated in intensive training and practice (Larkin et al., 2016; Tedesqui & Young, 2018). It has been, however, shown that a gritty relationship with the soccer performance environment can be developed through the experience of competing, especially if the practice environment offers challenges (Nothnagle & Knoester, 2022). Grit and competitiveness as trait and function, respectively, can be interpreted as a major part of a player's relationship with the environment to foster and enact through practice, especially in played-form activities. However, load monitoring may be used to indicate when to focus on these aspects due to their potential impact on physiological and psychological components of performance.

Synergy, team bonding

Considering the unpredictable nature of competitive soccer, participants need elements that can help them synchronize their movements and actions in achieving a collective performance against opponents (Duarte et al., 2013), often assimilated with group cohesion and synergy formation. More specifically, from an Ecological Dynamics perspective, synergy formation provides the ability to explore and take advantage of shared affordances in play to perform collective actions (Silva et al., 2016). Since exploring available affordances in context constitutes the core of played-form practice, the enhancement of synergy formation between soccer players can purposefully be directed towards decision-making and exploration during practice, depending on the configuration of activities (Araújo et al., 2014). This pedagogical approach reinforces the importance of the use of boundary conditions and game rules in configuring played-form activities as they provide a dedicated platform for exploration (Ramos et al., 2020). Whilst synergy formation is framed with respect to available affordances, and therefore to

tactics, cohesion can rather refer to a socio-affective relationship developed between teammates or between players and coaches, which can support cooperation and thus contribute to better outcomes in competition (Garcia-Mas et al., 2009). By putting emphasis on cooperation and collaboration, coaches can exploit activities useful for developing cohesion, more commonly known as team bonding, in addition to opportunities for skill adaptation that practice supplies (Clemente et al., 2020; Silva et al., 2016).

Implications and conclusion

As suggested by Petiot Purpose, the introduction of a deliberate, purposeful intention in practice can be conceived as an integral part of a fully informed design process. Of course, apart of the suggestions in the present paper, there is no exhaustive list of 'soccer intentions' that coaches can pick from. Purpose in soccer should, therefore, be interpreted as a bespoke, emergent formulation that drives an individualised configuration of performance parameters, to impact on the adaptive, collective reponse during play, (co)informing the intentionality of the players and the coaches, in the shape of a framed intention, performance goal, direction, or objective to pursuein a contextualised way. The proposition of two different series of purposes where tactics and individuals, respectively, are at the center of the considerations for driving practice design, was intended because of the predominance of these elements in the dynamics of the play. Tactics, one of the major components of competitive performance, provides context for the other components. Additionally,a focus towards individual needs and the different responses that coaches implement towards challenges, gives substance to learning opportunities for them, starting from their reactions. Purpose, therefore, serves practitioners as reminding tags through extensive planning. Furthermore, advances in practice design embed concepts worth intensive exploration, putting to test, evaluating and reflecting to take away practical coaching actions. It is

important to note that the suggestions made in this paper should be considered as open, and that one own's exploration and formulation of purpose are encouraged as long as they are considered in accordance with the affordances and challenges channeled in play (Petiot et al., 2023). The underlying aim of the conception of purpose, and its articulation in played-form practice design, is rather based on the clarity and objectivity of the intentionality pursued by coaches when planning practice.

If or when coaches have clearly in mind the goal they pursue, they can use this information to find the remaining details. This is particularly relevant when either the context or task design is well informed and that there is missing one piece of information to deliver an activity with greater objectivity. It is also relevant to inform the "how to deliver" a session to help participants solve problems, face difficulties and challenges, and draw on oft-hidden resources to achieve targeted outcomes. Such is the idea behind Transformational Leadership, described as one framework supporting the application of Positive Youth Development through behaviors towards participants and their development (Turnnidge & Côté, 2018b). The configuration of played-form activities can, therefore, be seen as the crafting of platforms for participants to experience a variety of circumstances and contexts, and for coaches to act upon positive progress in intrapersonnal, interpersonnal, and environmental aspects of their response (Turnnidge & Côté, 2018a). Just as for the art of configuring appropriate conditions for actions to arise in play, the mastery of a Transformational Coaching approach to training game is subject to a specific education (Turnnidge & Côté, 2017).

This review was not based on a systematical protocole or an official selection of purposes, being based on a comprensive and structured review of the literature. Instead, we have engaged in a narrative, based on a soccer-specific, rationale for context design: the continuum of

frameworks presented by Petiot et al. (2023), providingpractical understanding and applicability, in the form of “starting points” for reflection. The insights revisited through the narrative can be considered to add to the literature about skills nurtured in soccer played-form activities, following the principles of nonlinear pedagogy and differential learning, amongst other well-established methods for development (S. Santos et al., 2018; Schöllhorn et al., 2012). A key message is that designing custom played-form practice activities feeds participants with more relevant opportunities for achieving objectives, as long as the contexts of practice is tailored for these objectives. This approach to practice in soccer applies to existing models in physical education including Teaching Games for Understanding (TGfU) or Sport Education (Mesquita et al., 2012).

This paper outlines relevant suggestions of practical purposes that coaches can assign to the design of practice activities. Whilst these suggestions are not exclusive, they are based on well-documented concepts in the literature about the game and coaching. Practitioners could rely on the wording and intentions presented in this paper to optimise the outcome of their practice planning, while they are designing and delivering sessions. A key take home message of this paper is that the notion of purposeful intentionality should become an effective notion to inform the process of practice design as it serves to maintain coaching activity as relevant, individualised and contextualised.

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