



“E” COURSE CANDIDATE GUIDEBOOK





U.S. SOCCER “E” COURSE

Candidate Guidebook

Contents by United States Soccer Federation



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Why is it important to teach players to “respect the game”?

***So they understand that the game is the best teacher.
So they learn to respect the role of the referee;
opponents; coaches; fans; their equipment; and
nutrition. And to ensure future players continue playing,
learning, and loving this game.
– United States Soccer Federation***



FIFA – Soccer’s World Governing Body

Founded in 1904 to provide unity among national soccer associations, the Federation Internationale de Football Association (FIFA) boasts 207 members, rivaling that of the United Nations, and is arguably the most prestigious sports organization in the world.

As soccer’s ultimate administrative authority, FIFA governs all facets of the game: regulating the rules of play, overseeing the transfers of players internationally, organizing international competitions such as the FIFA World Cup, establishing standards for refereeing, coaching and sports medicine, and encouraging soccer’s development around the world.

As a member of FIFA, U.S. Soccer’s Licensing Program is recognized as the official and only organization allowed to run and issue coaching licenses in the United States.

U.S. SOCCER “E” COURSE



Thousands of coaches have completed U.S. Soccer Federation coaching schools since they were first developed in 1970. We have all been participants in the growth of soccer’s popularity at the youth, amateur and professional level in the United States. Development of coaches should ideally lead and precede the growth of our sport. We are embarking on an ambitious pathway that will be focused on accelerating the development of our coaching community. It is logical that this coaching development initiative will be focused on transferring theory into practice – the development of players at all levels.

The technical leaders of the Federation have studied, observed and participated in the game on a global scale. From this perspective, we acknowledge that there are many ways to teach the game of soccer. Through coaching education, we must provide the U.S. Soccer community with a coherent message, globally-relevant content and modern teaching methodology. All of these variables should be representative of our brand... the United States.

As you proceed down the U.S. Soccer Coaching Development Pathway, we encourage you to integrate these important messages about our role as coaches:

- **INSPIRE:** Be the emotional leader for the young athletes that you serve. Inspire the “play” in your players.
- **GUIDE:** Apply the guidelines from the U.S. Soccer Curriculum to your specific coaching environment.
- **NURTURE:** Perpetuate a passion for the game. This means a balance between structured and unstructured play.
- **INCORPORATE:** Age-appropriate methods and best practices relative to the developmental age of your players.
- **TRAIN:** Become a master coach – develop your craft – provide a quality training environment.
- **ENVIRONMENT:** Develop the athlete and the person – do not sacrifice youth development for a result.

U.S. Soccer’s primary goal is to provide positive, professional and continuous development programs for coaches at all levels of the soccer spectrum. Our future developmental pathway will continue to offer modern coaching methods, globally-relevant content and practical applications to the game. Our mission is to support you as you grow our sport through the hearts and legs of the athletes that we coach.

Ignite the “PLAY” in the player,

A handwritten signature in black ink, appearing to read 'D. Chesler'.

Dave Chesler, Director of Coaching Development
U.S. Soccer Federation

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*“I never teach my pupils;
I only attempt to provide the conditions
in which they can learn.”*

– Albert Einstein



“E” COURSE GUIDEBOOK



What is the “E” Course?

- **Develop** the core coaching competencies necessary to effectively teach the **9-12 year old athlete and team**
- **Understand** the characteristics and needs of an athlete in the **Basic Stage** of our Athlete Development Model
- **Establish** a foundation of knowledge and experience in order to proceed through the sequence of coaching development courses



What are the specific target outcomes of the course?

- Understand and effectively apply the principles of Athlete Development
- Demonstrate competency in planning an age-appropriate training session
- Demonstrate the essential competencies to execute a team training session that is focused on a technical function of the game
- Understand concepts and recognize the principles of attacking and defending in a small-sided game environment (3v3 to 9v9 adaptable to local competition structure)

“E” COURSE SCHEDULE (Sample)

Three-day Schedule



	DAY 1	DAY 2	DAY 3
9 AM		PERIODIZATION: Planning a Micro-Cycle	VIDEO ANALYSIS III Principles of Play (3v3 to 9v9)
10 AM		Video Analysis I Technique Video Analysis II Tactics in SSG	CANDIDATE PRESENTATIONS Assign. A: The Coach as a Conductor
11 AM		INSTRUCTOR FIELD SESSION: Individual Defending & Attacking	INSTRUCTOR FIELD SESSION: Teach in a SSG (3v3 – 4v4)
NOON		LUNCH	LUNCH
1 PM		INSTRUCTOR FIELD SESSION: Functional Technique	INSTRUCTOR FIELD SESSION: Teach in a SSG (5v5 to 9v9)
2 PM		INSTRUCTOR FIELD SESSION: Functional Technique	CANDIDATE COACHING (Pre-assigned topics)
3 PM		CANDIDATE COACHING (Pre-assigned topics)	CANDIDATE COACHING (Pre-assigned topics)
4 PM		CANDIDATE COACHING (Pre-assigned topics)	CANDIDATE COACHING (Pre-assigned topics)
5 PM	OPENING / ORIENTATION Objectives and Protocols	REVIEW TODAY PREVIEW TOMORROW	SUMMARY & CLOSING
6 PM	Methods I Long Term Athlete Development		
7 PM	Methods II Coaching Tools, Training Design		
8 PM	Candidate Presentations Assign. C: Coaching Self-Analysis		



METHODS OF COACHING I ATHLETE DEVELOPMENT MODEL

METHODS OF COACHING I

THE DEVELOPMENT STAGES OF A SOCCER ATHLETE...



U6-U8

• **INITIAL STAGE**

U9-U12

• **BASIC STAGE**

U13-U14

• **INTERMEDIATE STAGE**

U15-U18

• **ADVANCED STAGE**

U19-U20

• **SPECIFIC STAGE**

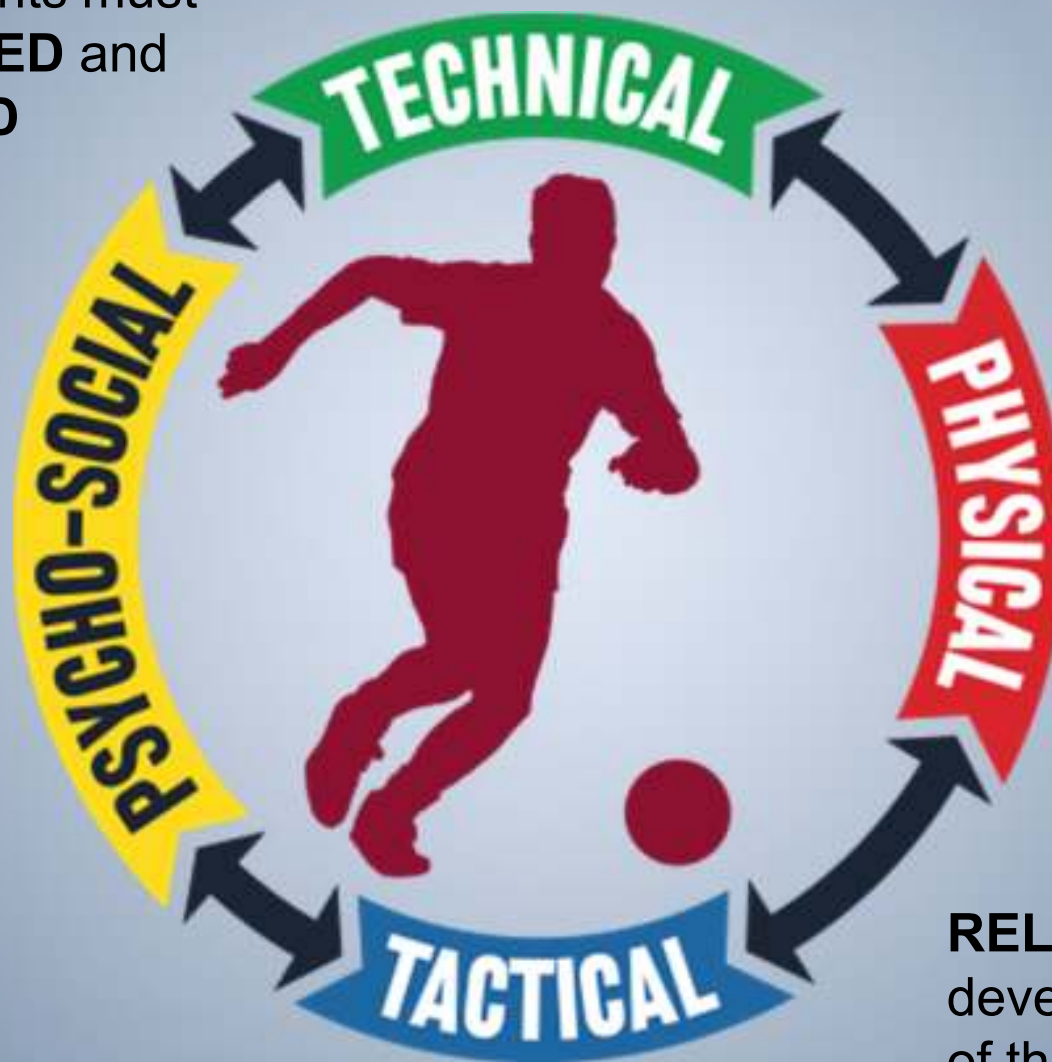
SENIOR

• **PERFORMANCE STAGE**

THE FOUR COMPONENTS... LONG-TERM ATHLETE DEVELOPMENT MODEL



Four components must be **CONNECTED** and **CORRELATED**



RELATIVE to the development stage of the athlete



“Chronological age is a poor guide to segregate adolescents for competitions.”

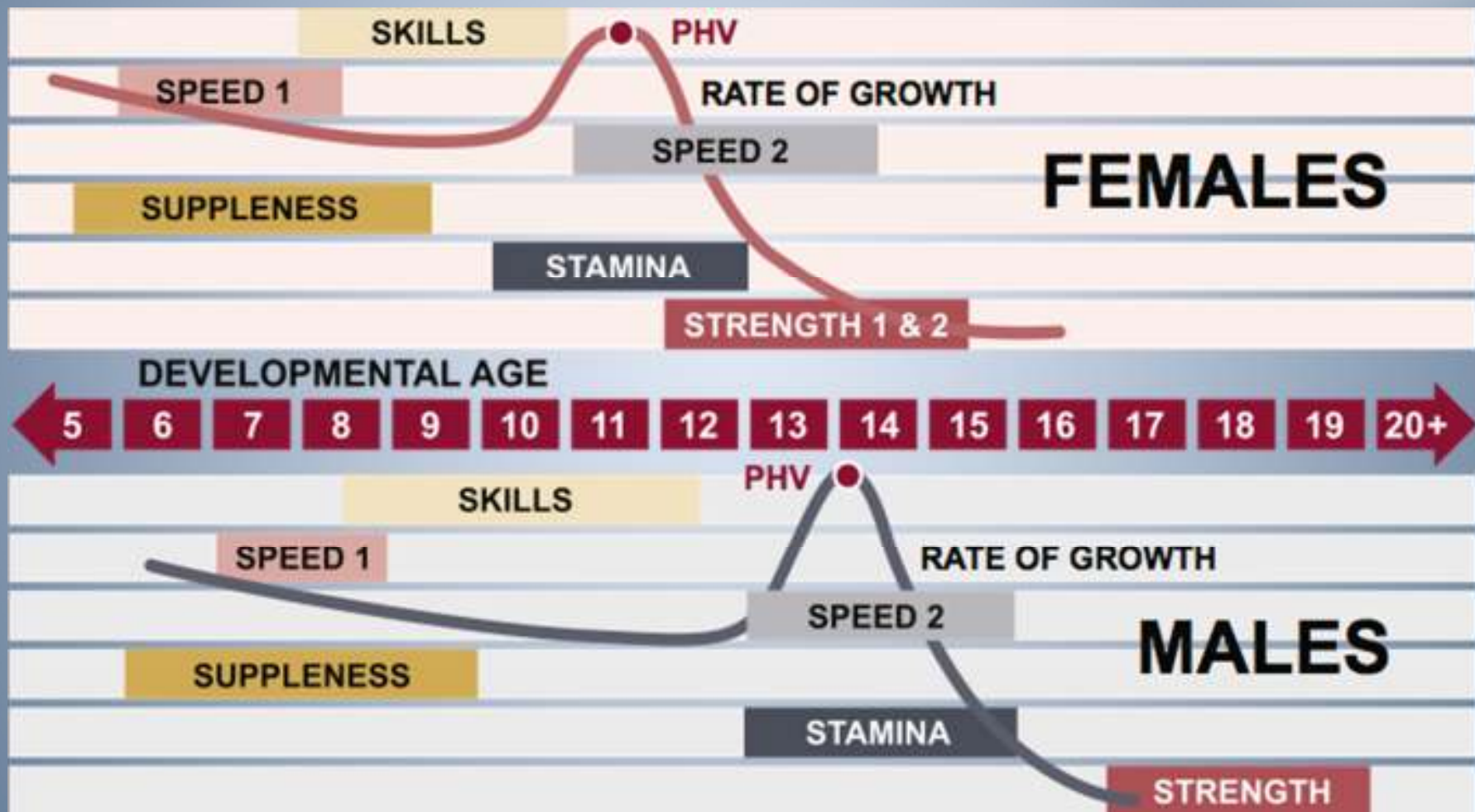
(Sport4Life, Canada)

Currently most youth sports programs are structured around chronological age. We should recognize that sport science confirms that athletes of the same age between ages 10 and 16 can be as much as 4-5 years in developmental separation.

THE LONG-TERM ATHLETE DEVELOPMENT MODEL DEBATE, DISCUSS AND DEVELOP... AN ACTION PLAN



How does this impact development?





Do you know WHO you are coaching?

U9-U12

• BASIC STAGE



- SKILL DEVELOPMENT (technical FXs)?**
- MULTI-LATERAL DEVELOPMENT?**
- PHYSICAL DEVELOPMENT?**
- PSYCHO-SOCIAL DEVELOPMENT?**

THE LONG TERM ATHLETE DEVELOPMENT MODEL

BASIC STAGE: 9-12 YEARS



TECHNICAL

MAXIMIZE OPPORTUNITIES to develop individual technique and ball mastery

- Position-related
- Realism and relevance to a game function
- Unopposed environment is balanced with opposed



TACTICAL

GAME UNDERSTANDING and **DECISION-MAKING** through small-sided games and activities

- 3v3 to 9v9
- Develop creativity and encourage problem-solving through free play

THE LONG TERM ATHLETE DEVELOPMENT MODEL

BASIC STAGE: 9-12 YEARS



PSYCHO-SOCIAL

At 9-12 years...

- Self-confidence and motivation are highly influenced by peer attitudes and coach / adult interactions

Encourage unstructured play • Structure competition to address differences in training age and abilities



PHYSICAL

FUNDAMENTAL MOVEMENTS

- Agility • Balance • Coordination
- Speed

THE LONG TERM ATHLETE DEVELOPMENT MODEL

KEY FACTORS INFLUENCING L.T. DEVELOPMENT



**Deliberate
Practice (10k
Hours Rule)**

**FUNdamentals
(Physical
Literacy)**

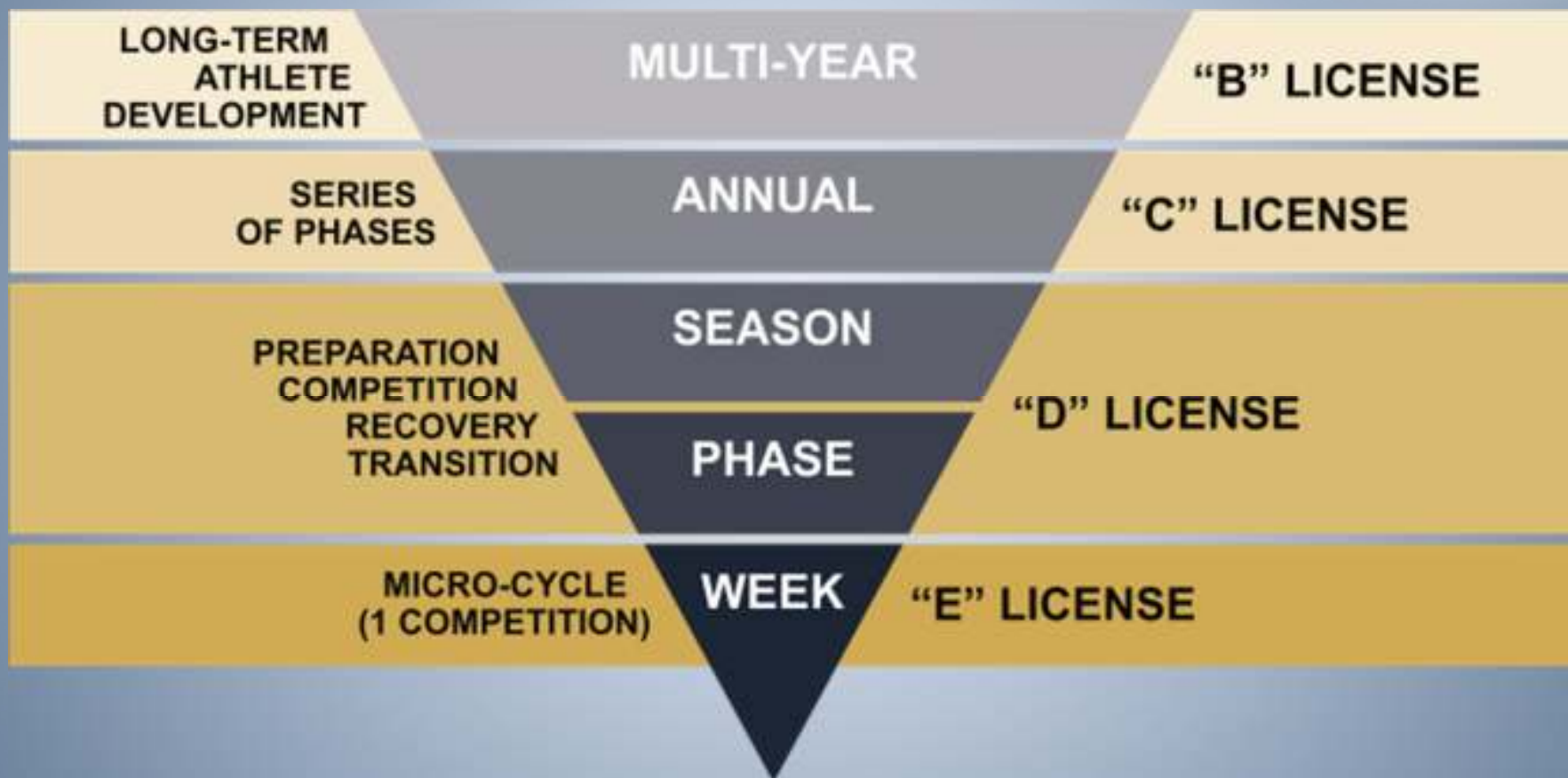


**Physical,
Cognitive,
& Emotional
Development**

**Periodization
(Time Management)**

THE LONG-TERM ATHLETE DEVELOPMENT MODEL

PERIODIZATION: EFFECTIVE PLANNING



METHODS OF COACHING

U-9 SEASONAL PLANNING



CURRICULUM – U9 – SEASON PLAN

ORGANIZATION

Sessions per week	2-3	Session time	75-90'
Players per team	12-14	Game time	50'

DESIGNING THE STAGES OF PRACTICE

ASPECTS TO CONSIDER

PROGRESSIVE INTEGRATION OF ALL COMPONENTS OF THE GAME (RELATIVE PRIORITIES FOR EACH STAGE)		PHYSICAL	TECHNICAL	TACTICAL	PSYCHO-SOCIAL	<ul style="list-style-type: none"> • Size of the training area • Duration of the practice • Intensity of the practice • Rules • Number of players • Teammates – opposition
STAGE	DURATION					
WARM-UPS	15-20 MIN	4	5	1	2	
SMALL-SIDED ACTIVITY	15-20 MIN	4	5	3	3	
EXPANDED ACTIVITY	20-25 MIN	4	5	4	4	
GAME	20-25 MIN	5	5	5	5	
COOL DOWN & DEBRIEF	5 MIN					
PRIORITY KEY		1=VERY LOW	2=LOW	3=MID	4=HIGH	5=VERY HIGH

Comments

- The player will keep maximum contact with the ball in individual practices and less touches in collective practices
- Match: We strongly recommend 6v6 and 8v8 games
- Formations: 2-1-2 or 3-3-1

BASIC STAGE



METHODS OF COACHING

U-10 SEASONAL PLANNING



CURRICULUM – U10 – SEASON PLAN

ORGANIZATION

Sessions per week	3	Session time	75-90'
Players per team	12-14	Game time	50'

DESIGNING THE STAGES OF PRACTICE

ASPECTS TO CONSIDER

PROGRESSIVE INTEGRATION OF ALL COMPONENTS OF THE GAME (RELATIVE PRIORITIES FOR EACH STAGE)		PHYSICAL	TECHNICAL	TACTICAL	PSYCHO-SOCIAL	
STAGE	DURATION					
WARM-UPS	15-20 MIN	4	5	1	2	
SMALL-SIDED ACTIVITY	15-20 MIN	4	5	3	3	
EXPANDED ACTIVITY	20-25 MIN	4	5	4	4	
GAME	20-25 MIN	5	5	5	5	
COOL DOWN & DEBRIEF	5 MIN					
PRIORITY KEY		1=VERY LOW	2=LOW	3=MID	4=HIGH	5=VERY HIGH

- Size of the training area
- Duration of the practice
- Intensity of the practice
- Rules
- Number of players
- Teammates – opposition

Comments

- The player will keep maximum contact with the ball in individual practices and less touches in collective practices
- Match: We strongly recommend 6v6 and 8v8 games
- Formations: 2-1-2 or 3-3-1

BASIC STAGE



METHODS OF COACHING

U-11 SEASONAL PLANNING



CURRICULUM – U11 – SEASON PLAN

ORGANIZATION

Sessions per week	3	Session time	90'
Players per team	14	Game time	60'

DESIGNING THE STAGES OF PRACTICE

ASPECTS TO CONSIDER

PROGRESSIVE INTEGRATION OF ALL COMPONENTS OF THE GAME (RELATIVE PRIORITIES FOR EACH STAGE)		PHYSICAL	TECHNICAL	TACTICAL	PSYCHO-SOCIAL	
STAGE	DURATION					
WARM-UPS	15-20 MIN	4	5	1	2	
SMALL-SIDED ACTIVITY	15-20 MIN	4	5	3	3	
EXPANDED ACTIVITY	20-25 MIN	4	5	4	4	
GAME	20-25 MIN	5	5	5	5	
COOL DOWN & DEBRIEF	5 MIN					
PRIORITY KEY		1=VERY LOW	2=LOW	3=MID	4=HIGH	5=VERY HIGH

- Size of the training area
- Duration of the practice
- Intensity of the practice
- Rules
- Number of players
- Teammates – opposition

Comments

- Prepare collective practices with the ball to develop the technical and tactical intelligence of the player
- Match: We strongly recommend 8v8 and 9v9 games
- Formations: 3-3-1 or 3-2-3

BASIC STAGE



METHODS OF COACHING

U-12 SEASONAL PLANNING



CURRICULUM – U12 – SEASON PLAN

ORGANIZATION

Sessions per week	3	Session time	90'
Players per team	14	Game time	60'

DESIGNING THE STAGES OF PRACTICE

ASPECTS TO CONSIDER

PROGRESSIVE INTEGRATION OF ALL COMPONENTS OF THE GAME (RELATIVE PRIORITIES FOR EACH STAGE)		PHYSICAL	TECHNICAL	TACTICAL	PSYCHO-SOCIAL
STAGE	DURATION				
WARM-UPS	15-20 MIN	4	5	1	2
SMALL-SIDED ACTIVITY	15-20 MIN	4	5	3	3
EXPANDED ACTIVITY	20-25 MIN	4	5	4	4
GAME	20-25 MIN	5	5	5	5
COOL DOWN & DEBRIEF	5 MIN				

- Size of the training area
- Duration of the practice
- Intensity of the practice
- Rules
- Number of players
- Teammates, opposition and support players

PRIORITY KEY	1=VERY LOW	2=LOW	3=MID	4=HIGH	5=VERY HIGH
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Comments

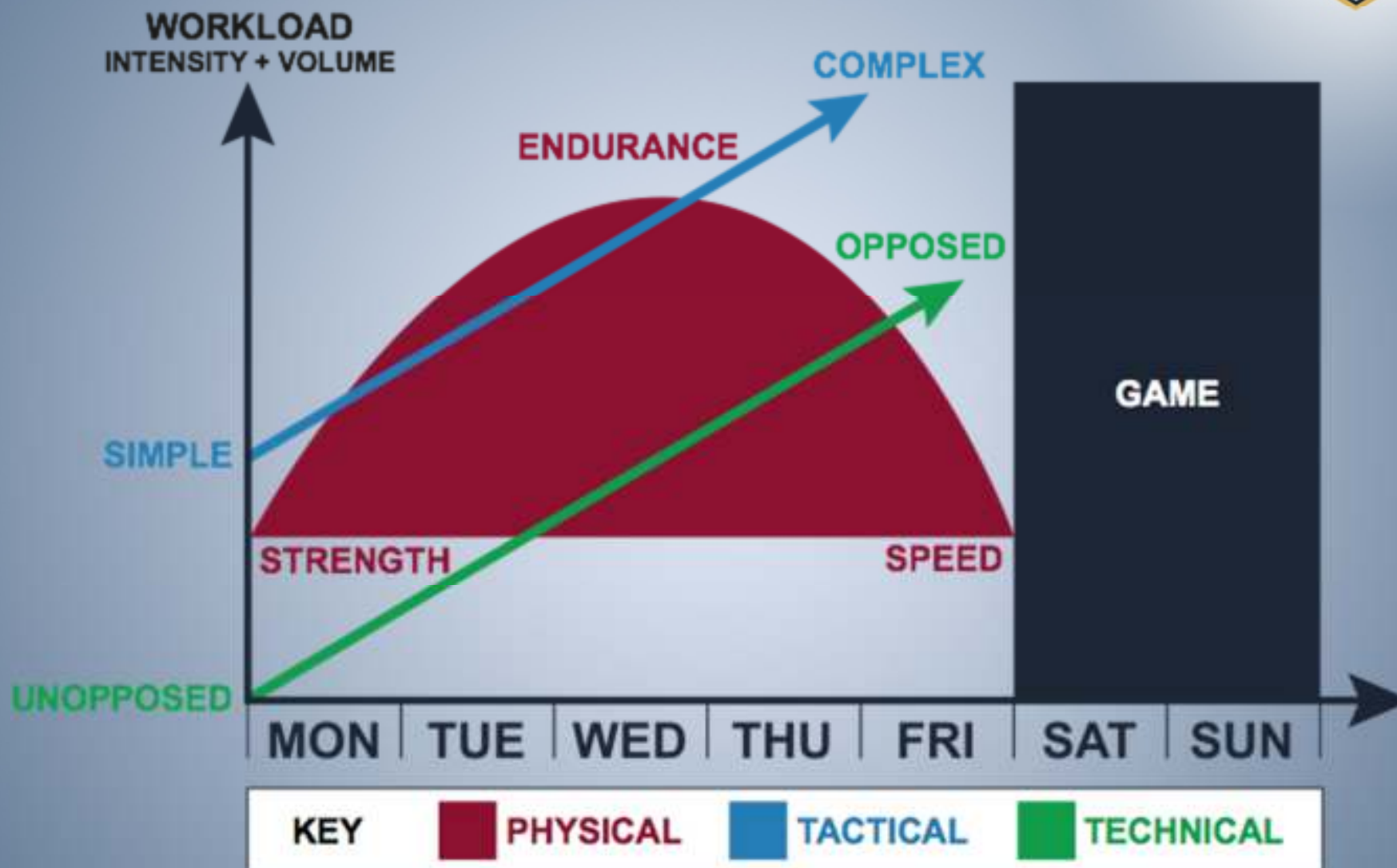
- Prepare collective practices with the ball to develop the technical and tactical intelligence of the player
- Match: We strongly recommend 8v8 and 9v9 games
- Formations: 3-3-1 or 3-2-3 in 9-a-side

BASIC STAGE



METHODS OF COACHING I

WEEKLY PLAN: MANAGING A SINGLE GAME





METHODS OF COACHING II



Are you teaching soccer, or are you teaching kids?





Are you a presenter or a teacher?

FACTUAL

- Definitive, simple answers (Recall level)

CONCEPTUAL

- Requires higher levels of processing and thought (Compare, contrast, surmise...)

PROVOCATIVE

- Divergent thought, evaluative, requires complex reasoning (Similarities, differences, between 2 or more concepts)





The skillful coach constantly assesses and manipulates the environment, thus challenging and stimulating players to find creative solutions



- **STOP – FREEZE**
- **NATURAL STOPPAGE**
- **FLOW – CONTINUOUS ACTIVITY**
- **INDIVIDUAL REFERENCE**



CONCISE

Simple, bite-size packets

CORRECT

Accurate information

CONNECT

4 components of athlete development





**I HEAR,
and I forget...**

**I SEE,
and I remember...**

**I DO,
and I understand.**



(Chinese Proverb)



**The “craft” of coaching is
the ability to link a learning
moment**

with an effective teaching method

TEACHING METHOD SPECTRUM

ATHLETE-CENTERED

COACH-CENTERED



- **COMMAND & DIRECT**
- **QUESTION & ANSWER**
- **GUIDED QUESTION**
- **EXPERIMENTATION**

METHODS OF COACHING II

CYCLE OF COACHING



METHODS OF COACHING II

TEACHING PROGRESSION (4 STAGES)



STAGE I: TECHNIQUE – SKILLS (WARM-UP)

MAXIMIZE BALL CONTACT
MAXIMIZE REPETITIONS

PROGRESS FROM UNOPPOSED TO OPPOSED (TECH > SKILL)
INTEGRATE PHYSICAL COMPONENTS

STAGE II: SMALL-SIDED ACTIVITY

INTEGRATE INDIVIDUAL AND PAIRS TACTICS

INTEGRATE PSYCHOLOGICAL COMPONENTS
OF COMPETITION AND COOPERATION

MAIN PART

MAIN PART

STAGE III: EXPANDED SMALL-SIDED ACTIVITY

INTEGRATE PRINCIPLES OF ATTACK & DEFENSE
DIRECTIONAL PLAY IS ESSENTIAL

EXPANDED NUMBERS 3v3 TO 6v6
INTEGRATION OF MOST GAME VARIABLES

STAGE IV: GAME

• UNCONDITIONAL

• LAWS ARE ENFORCED

• ESTABLISH A FORMATION

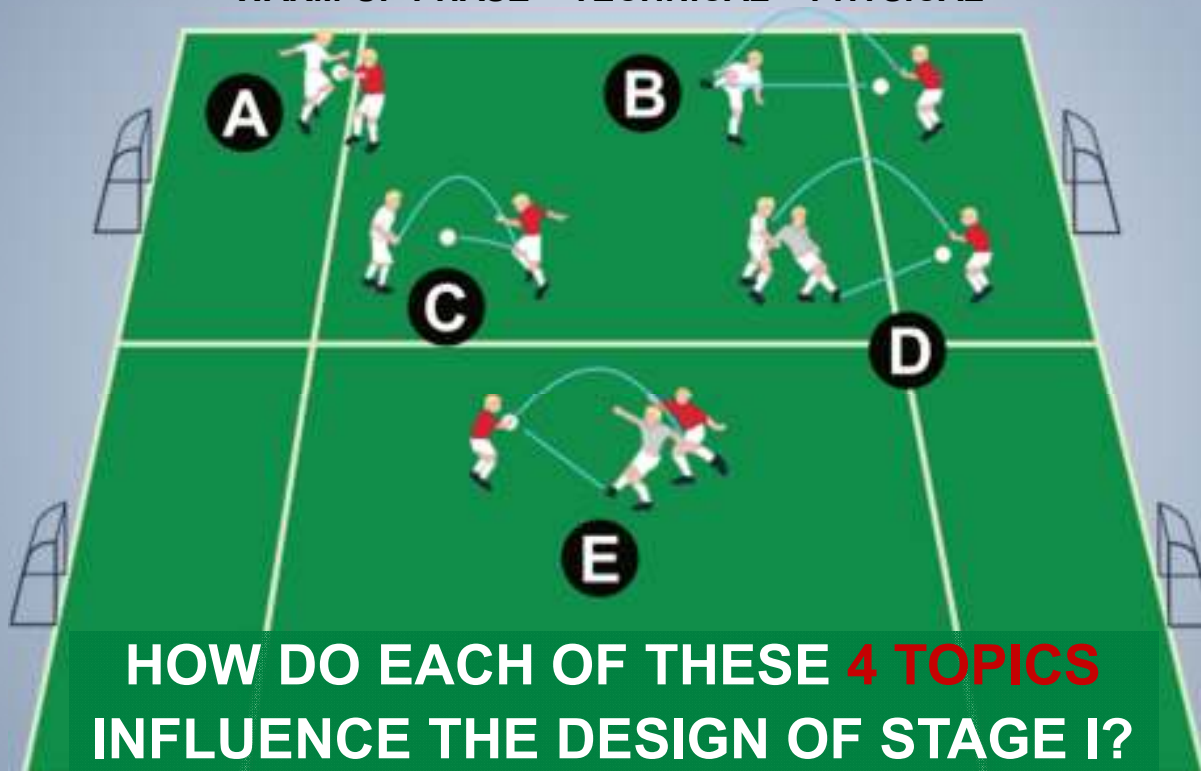
METHODS OF COACHING II

STAGE I: TECHNIQUE-SKILLS WARM-UP



- PHYSICAL ENVIRONMENT
- GAME/ACTIVITY RULES
- OBJECTIVES OF THE TRAINING
- DEVELOPMENT STAGE OF ATHLETES

WARM-UP PHASE = TECHNICAL + PHYSICAL



- A. RHYTHMIC THIGH TOUCHES
- B. THIGH VOLLEYS
- C. SIDE-SIDE VOLLEYS
- D. TWO-TOUCH VOLLEY SEQUENCES

E. TWO-TOUCH PAIRS COMPETITION

1. Server calls out two surfaces as ball leaves hands
2. Teammate must control the ball with the first surface
3. Teammate must RETURN the ball to the server's hands with the 2nd surface
4. Example (diagram) "Chest-Foot"
5. Score 1 point for each successful return (Change on 1 minute intervals)

METHODS OF COACHING II

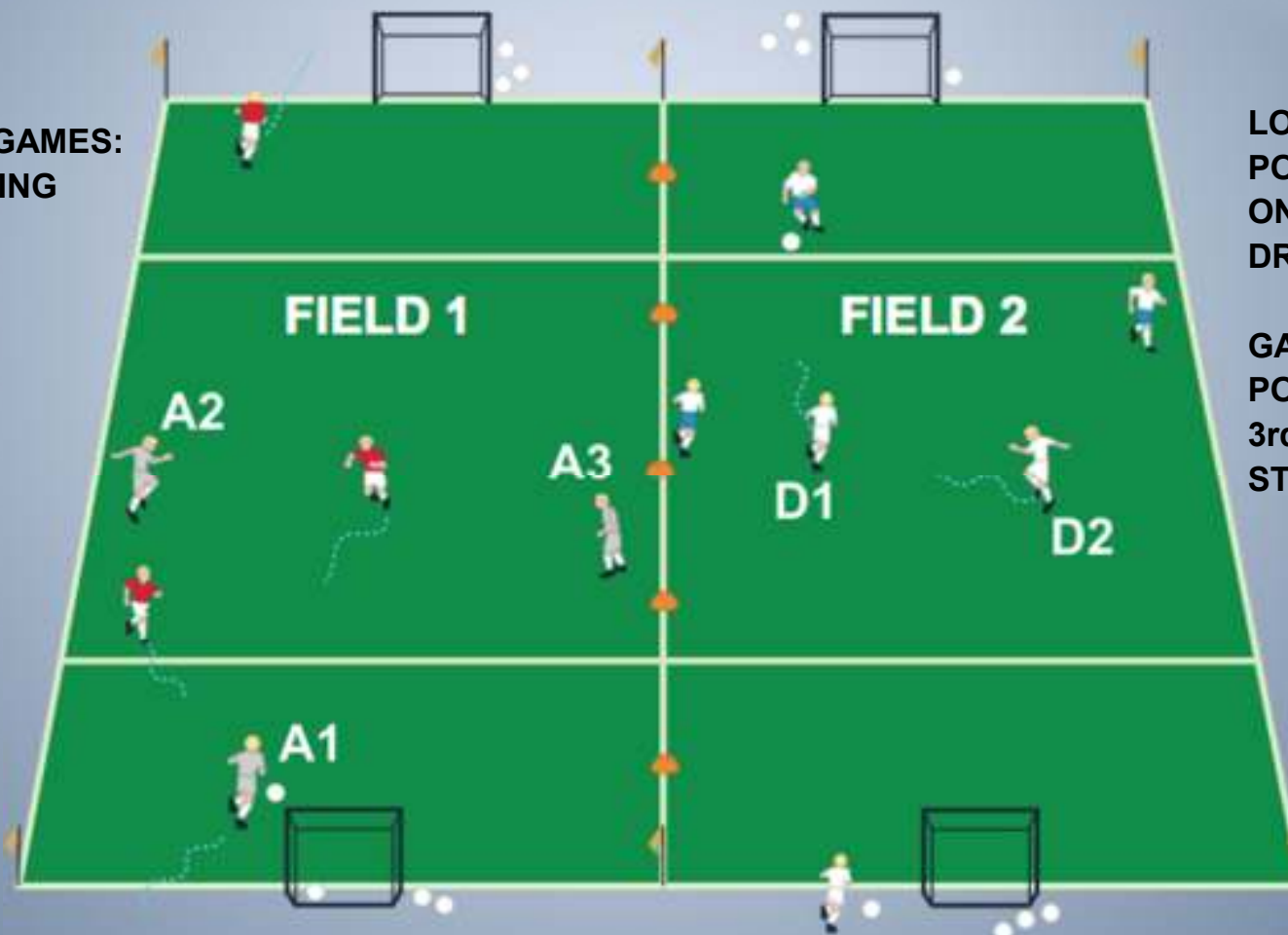
STAGE II: SMALL-SIDED ACTIVITY



- PHYSICAL ENVIRONMENT
- GAME/ACTIVITY RULES
- OBJECTIVES OF THE TRAINING
- DEVELOPMENT STAGE OF ATHLETES

HOW DO EACH OF THESE 4 TOPICS INFLUENCE THE DESIGN OF STAGE II?

FUNCTIONAL
SMALL-SIDED GAMES:
PAIRS DEFENDING



LOSS OF
POSSESSION:
ONE PLAYER
DROPS

GAIN
POSSESSION:
3rd PLAYER
STEPS ON

METHODS OF COACHING II

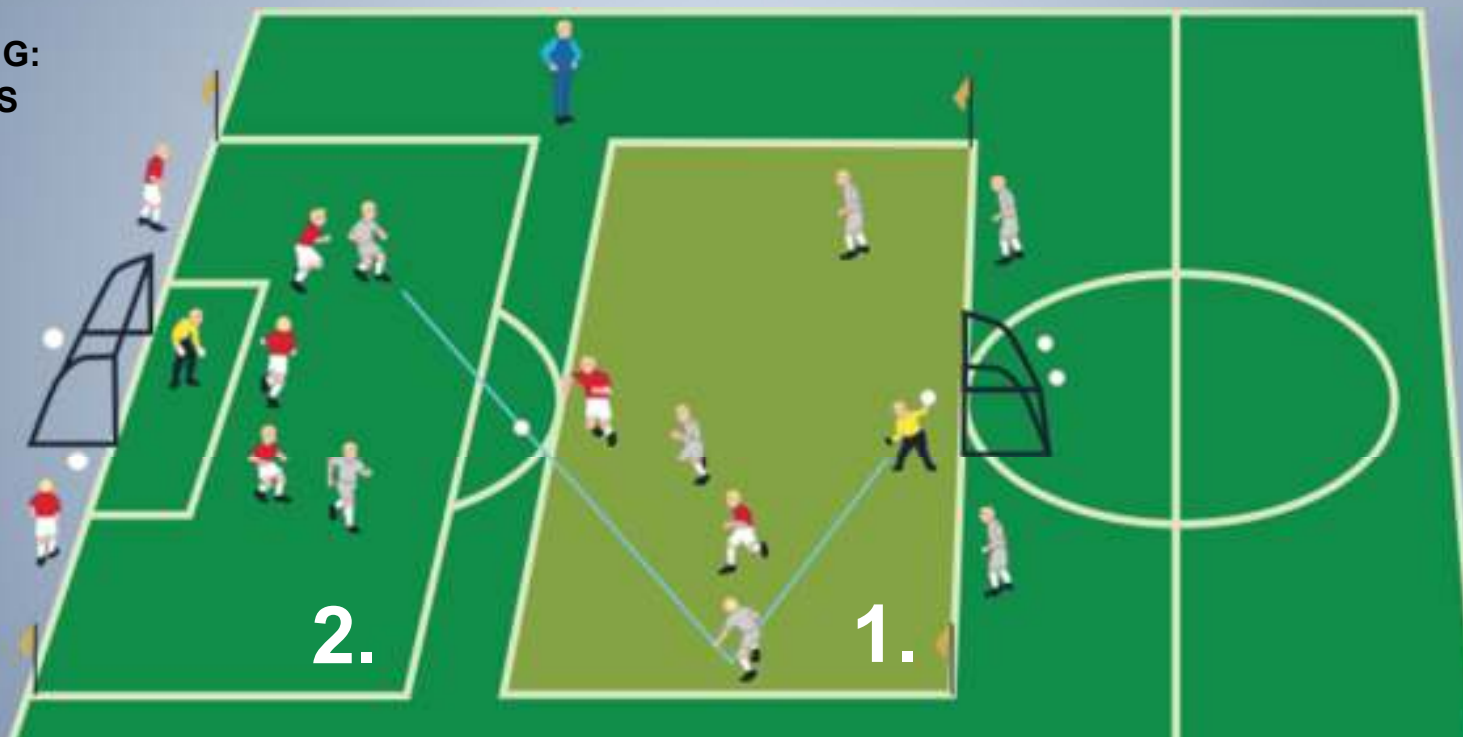
STAGE III: EXPANDED SMALL-SIDED ACTIVITY



- PHYSICAL ENVIRONMENT
- GAME/ACTIVITY RULES
- OBJECTIVES OF THE TRAINING
- DEVELOPMENT STAGE OF ATHLETES

HOW DO EACH OF THESE **4 TOPICS** INFLUENCE THE DESIGN OF STAGE III?

ATTACKING:
6v6 ZONES



1. Players are restricted to their specific attacking/defending half
2. Rotate players into the attacking zone on each goal or at specific time intervals
3. Exercise should progress to a stage where a player may follow the ball into the attacking half
4. The “Buffer” zone may be widened in order to emphasize passing and timing of runs

METHODS OF COACHING II

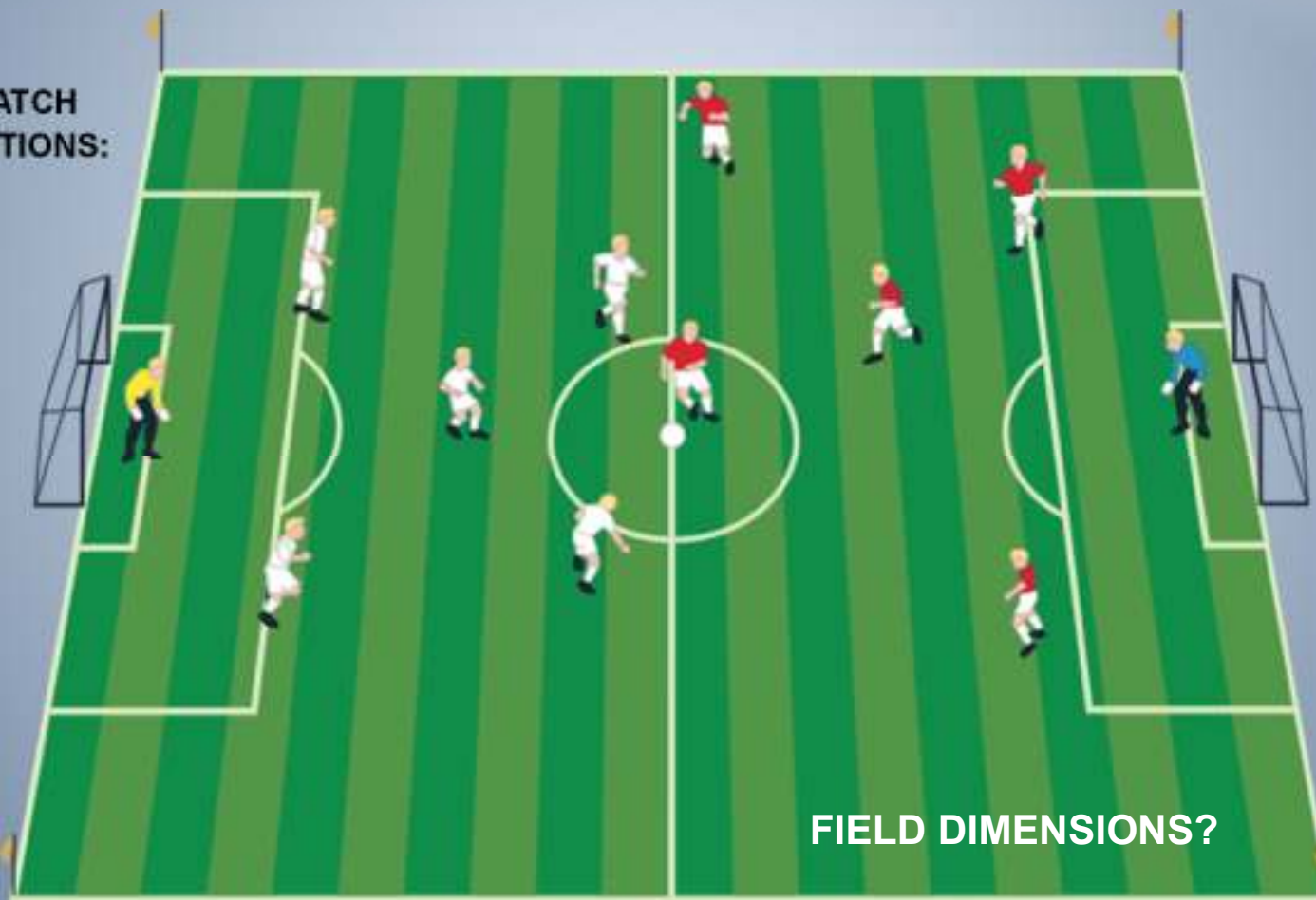
STAGE IV: THE GAME



- PHYSICAL ENVIRONMENT
- GAME/ACTIVITY RULES
- OBJECTIVES OF THE TRAINING
- DEVELOPMENT STAGE OF ATHLETES

HOW DO EACH OF THESE **4 TOPICS** INFLUENCE THE DESIGN OF STAGE III?

U10 MATCH
CONDITIONS:
6v6





SECTION 5: PRINCIPLES OF PLAY



MATCHES



OFFENSIVE STYLE OF PLAY



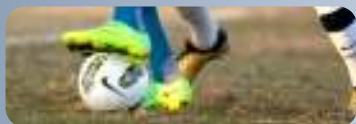
QUICK TRANSITION & FINISHING



POSITION SPECIFIC



FORMATIONS (9-12 YEARS)



6v6: Recommended 2-1-2 Formation



7v7: Recommended 2-3-1 Formation



8v8: Recommended 3-3-1 Formation



9v9: Recommended 3-2-3 or 3-3-2 Formation



11v11: Recommended 4-3-3 or 4-4-2 Formation

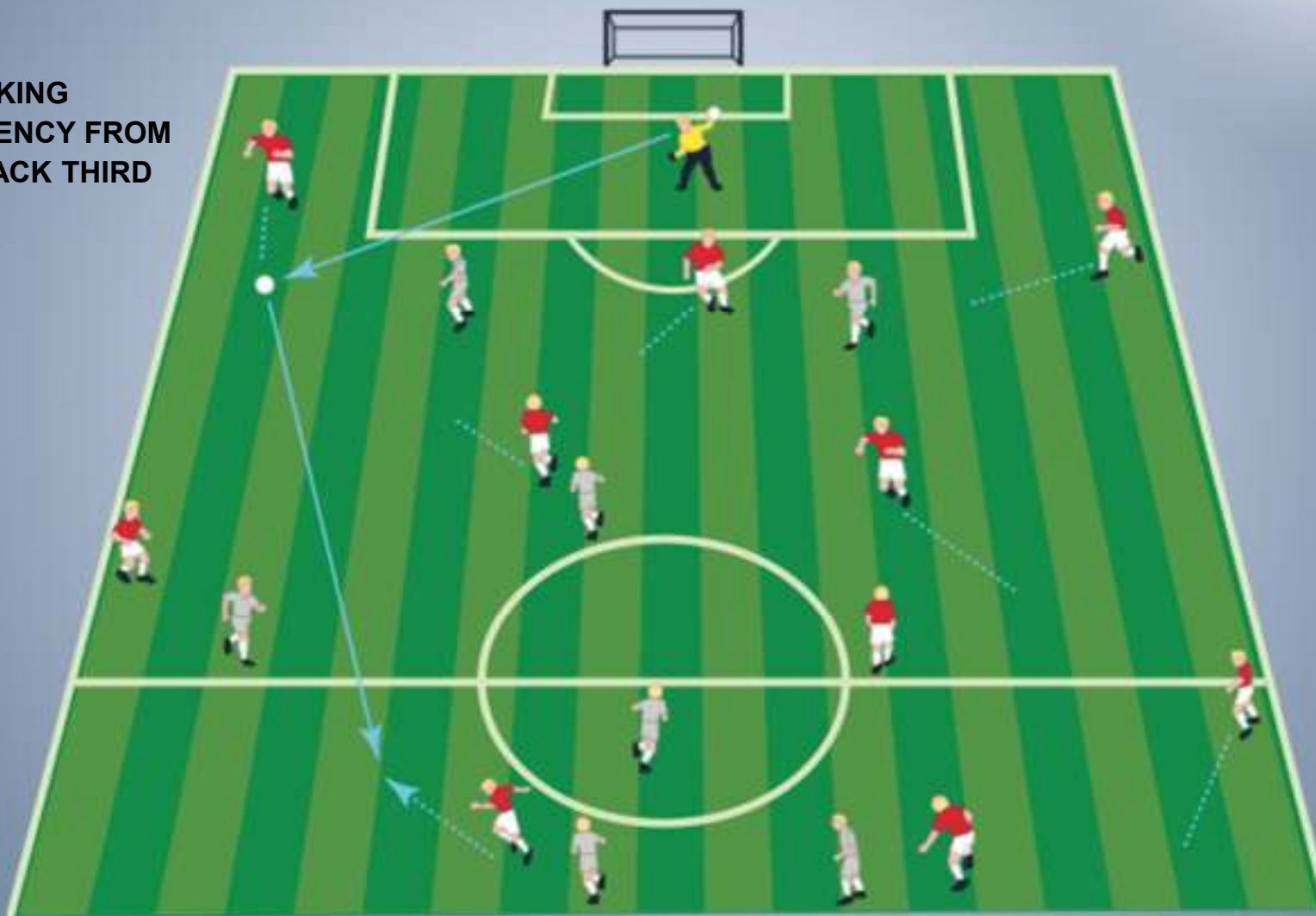
PRINCIPLES OF PLAY

ATTACKING PRINCIPLES



PENETRATION = FORWARD PLAY

**ATTACKING
EFFICIENCY FROM
THE BACK THIRD**



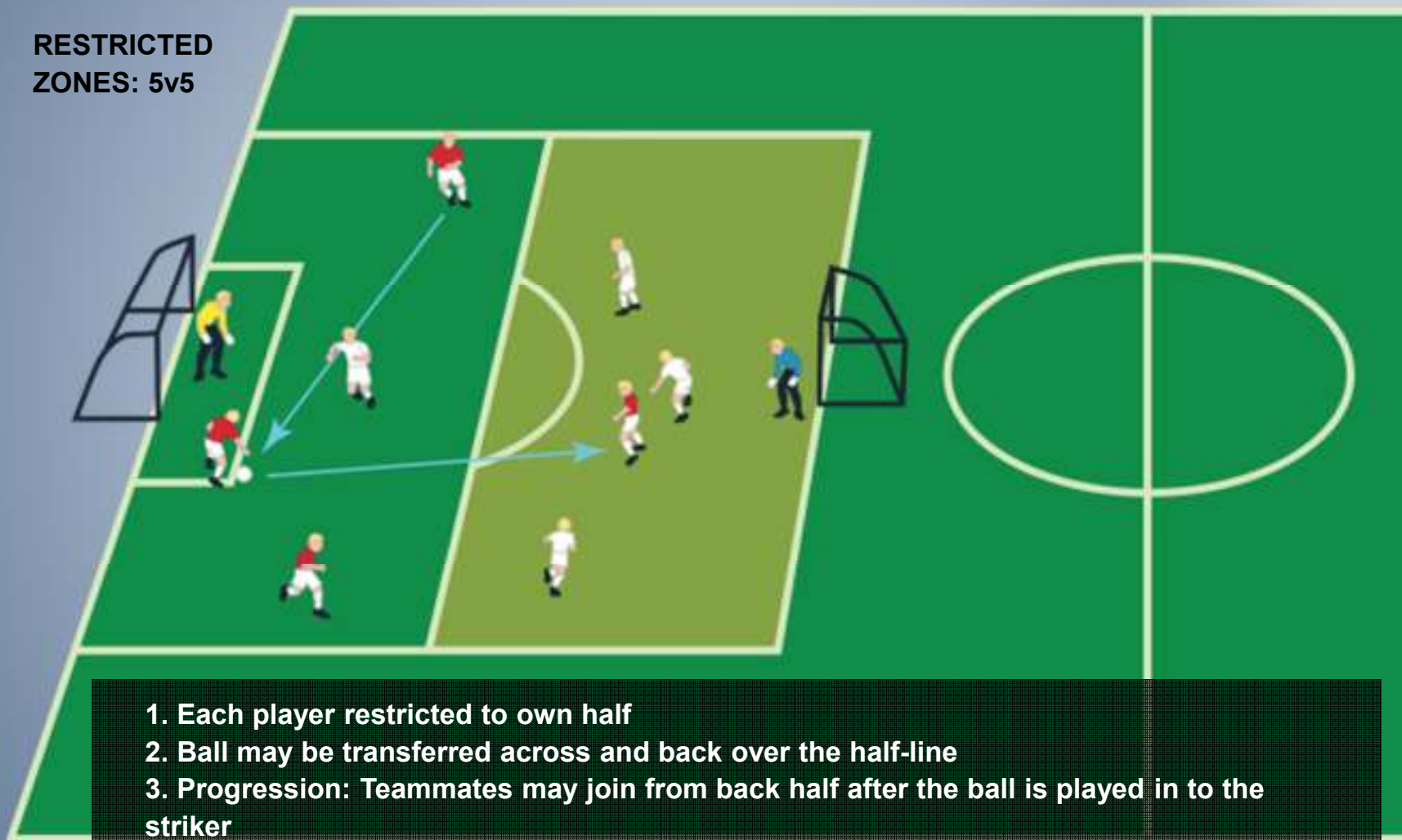
PRINCIPLES OF PLAY

ATTACKING PRINCIPLES



SUPPORT = DEPTH

RESTRICTED
ZONES: 5v5



1. Each player restricted to own half
2. Ball may be transferred across and back over the half-line
3. Progression: Teammates may join from back half after the ball is played in to the striker

KEY TACTICAL FOCUS: Mobility + Support of back three in order to keep possession

KEY TECHNICAL FOCUS: Passing, quality, disguise, proper weight of pass

PRINCIPLES OF PLAY

ATTACKING PRINCIPLES



MOBILITY = CREATING & USING SPACE
(Diagonal runs, overlaps, switching positions)

ATTACKING
PATTERNS:
FINAL THIRD
4v0 ... 4v3

PROGRESSION:

- A. 4v0
- B. 4v3
- C. 7v7 (Two Zones)
- D. 7v7



PRINCIPLES OF PLAY

ATTACKING PRINCIPLES



WIDTH

EXPANDED
SMALL-SIDED
EXERCISE:
5v5 (+2)



ORGANIZATION:

- Each team places 4 field players inside the playing area (width of penalty area)
- Each team places a flank player on each flank (shaded areas)
- No restrictions for central players
- Flank players are restricted to 1-touch play





DEFENDING PRINCIPLES

PRINCIPLES OF PLAY

DEFENDING PRINCIPLES



PRESSURE – 1st DEFENDER

INDIVIDUAL
DEFENDING:
DIRECTIONAL
PRESSURE



1. Ball-carrier serves to a perimeter player and closes down
2. Attack objective is to penetrate across the opposite line
3. Defender objective is to redirect the ball carrier to one of the adjacent sidelines
4. If ball-carrier penetrates successfully then they deliver the ball to a new perimeter player
5. Unsuccessful defender must remain on to continue defending against the new opponent
6. Successful defender rotates out of the perimeter & serves as an attacking target

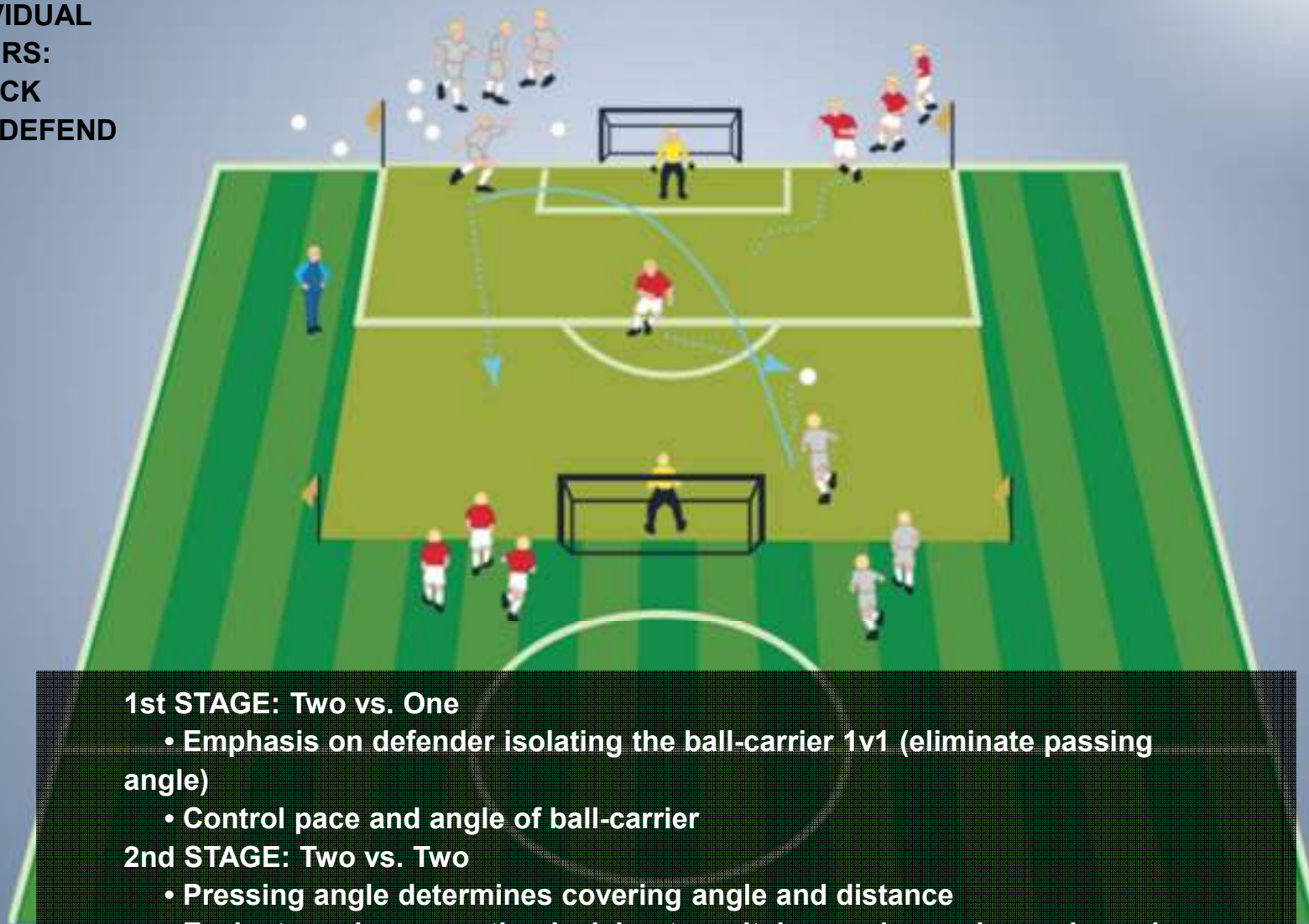
PRINCIPLES OF PLAY

DEFENDING PRINCIPLES



SUPPORT = COVER – 2nd DEFENDER

INDIVIDUAL
& PAIRS:
ATTACK
AND DEFEND



1st STAGE: Two vs. One

- Emphasis on defender isolating the ball-carrier 1v1 (eliminate passing angle)
- Control pace and angle of ball-carrier

2nd STAGE: Two vs. Two

- Pressing angle determines covering angle and distance
- Evaluate and manage the decision to switch pressing and covering roles

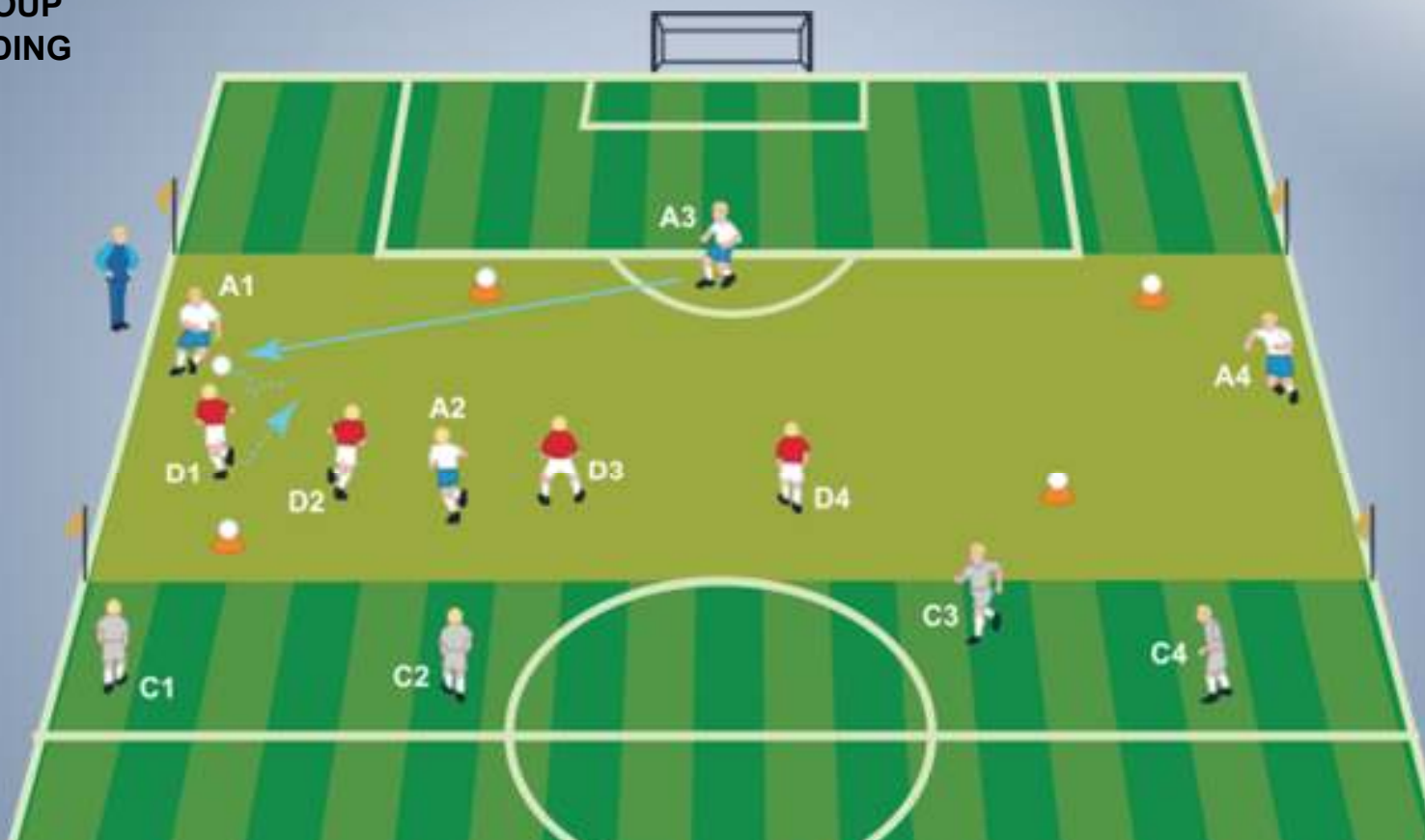
PRINCIPLES OF PLAY

DEFENDING PRINCIPLES



4v4 GROUP
DEFENDING

BALANCE = 3rd DEFENDER



1. **OBJECTIVE:** Prevent opponent from penetrating across the line (dribble / pass to 3rd team)
2. **ROTATION:** Scoring team serves to the 3rd team, which begins a new attacking sequence

V1: Use 3-4 balls, each placed on top of a marker cone, as scoring targets

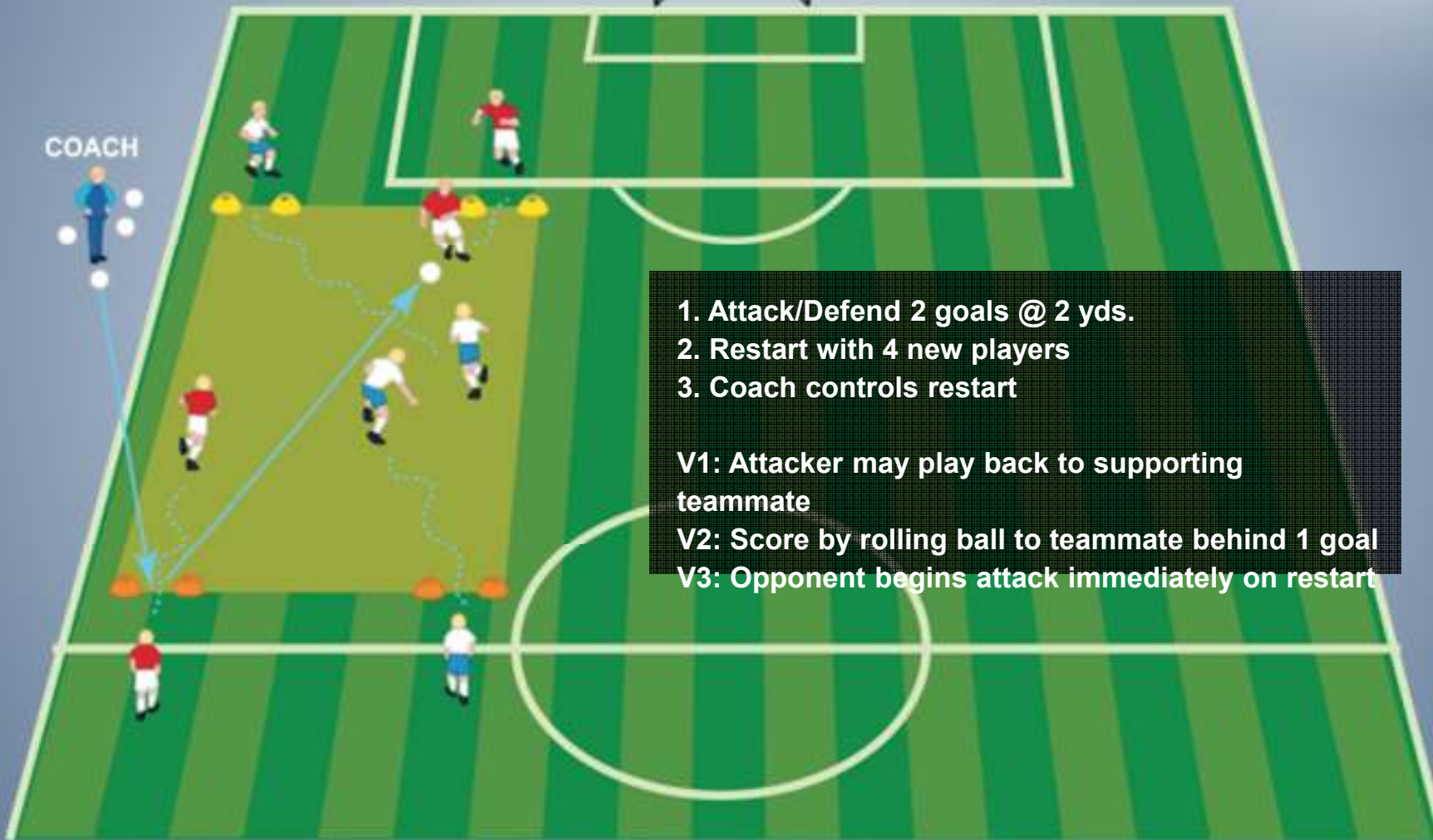
PRINCIPLES OF PLAY

KEY DEFENDING CONCEPTS



2v2
TRANSITION

DELAY



1. Attack/Defend 2 goals @ 2 yds.
2. Restart with 4 new players
3. Coach controls restart

V1: Attacker may play back to supporting teammate

V2: Score by rolling ball to teammate behind 1 goal

V3: Opponent begins attack immediately on restart



FUTURE DEFENDING CONCEPTS (“D” COURSE)

PRINCIPLES OF PLAY

KEY DEFENDING CONCEPTS



COMPACTNESS

DEFENDING
GOALKICK: TEAM
STARTING SHAPE



- Flank MF Pressing Zones
- Combined pressure of MF + Strikers = predictability of serve



SECTION 6: TEAM MANAGEMENT

TEAM MANAGEMENT

DAY-OF-GAME TASKS



- **PRE-GAME:** Player passes, field directions, uniform choice, players' arrival time, etc.
- **HALF-TIME:** Location, water, injuries, etc.
- **POST-GAME:** Regeneration + water, injuries, announcements
- **CONCISE:** No Match Analysis

TEAM MANAGEMENT STAFF CONSIDERATIONS



- To provide proper instruction for the activity
- Club to provide age appropriate coaching staff
- To provide proper supervision for training and games



- **To make reasonable selection of players**
- **To take proper precautions to guard against post-injury aggravation**
- **To provide proper equipment for the activity**
- **To provide a safe and appropriate training area**



- **Never leave a player alone after training or games**
- **Be certain that players depart with their parents or designated individuals**
- **Avoid being left alone with players who are not your children**

TEAM MANAGEMENT

“TOP 10” SAFETY GUIDELINES (1 THROUGH 5)



- 1. Proper use of equipment (shin guards, no jewelry, uniforms designed for climate)**
- 2. Always SECURE GOALS and CHECK for STABILITY**
- 3. Always have a 2nd adult present – Adults with a Member PASS**
- 4. Proper fitting shoes, proper type of shoe for surface**
- 5. Check field for glass, holes, sharp objects**

TEAM MANAGEMENT

“TOP 10” SAFETY GUIDELINES (6 THROUGH 10)



- 6. Upkeep and monitoring of playing surfaces**
- 7. Avoid scheduling training during the hottest periods of the day and when there is intense humidity**
- 8. Ice, ice bags & water supply, frequent water breaks**
- 9. Exercises that decrease repetition of dangerous encounters**
- 10. Always carry a First Aid Kit, emergency info, and a phone**

TEAM MANAGEMENT PARENT PROMISE LIST



DON'T

- I WILL NOT PRESSURE MY CHILD TO PARTICIPATE IN SOCCER
- I WILL NEVER QUESTION THE OFFICIAL'S JUDGEMENT IN PUBLIC
- I WILL NEVER CRITICIZE OR YELL AT MY CHILD FOR PERFORMANCE OR LOSING A COMPETITION

DO

- I WILL REMEMBER THAT CHILDREN LEARN BEST BY MODELING – I WILL RECOGNIZE AND REWARD GOOD PLAYERS' PERFORMANCES BY BOTH MY CHILD'S TEAM AND THE OPPONENT
- I WILL TEACH MY CHILD THAT DOING ONE'S BEST IS AS IMPORTANT AS WINNING SO THAT MY CHILD WILL NEVER FEEL DEFEATED BY THE OUTCOME OF A GAME OR EVENT
- I WILL SUPPORT MY CHILD IN ALL CIRCUMSTANCES BY OFFERING PRAISE FOR COMPETING FAIRLY AND FOR HONEST EFFORT

- I WILL ENCOURAGE MY CHILD TO PLAY IN THE SPIRIT OF THE RULES AND TO RESOLVE CONFLICTS WITHOUT RESORTING TO HOSTILITY OR VIOLENCE
- I WILL REMEMBER THAT MY CHILD PLAYS SOCCER FOR HIS OR HER ENJOYMENT, NOT FOR MINE
- I WILL SUPPORT ALL EFFORTS TO REMOVE VERBAL AND PHYSICAL ABUSE FROM YOUTH ACTIVITIES
- I WILL RESPECT AND SHOW APPRECIATION FOR THE COACHES WHO GIVE THEIR TIME TO PROVIDE SPORT ACTIVITIES FOR MY CHILD, UNDERSTANDING THAT I HAVE A RESPONSIBILITY TO BE A PART OF MY CHILD'S DEVELOPMENT
- I WILL RESPECT AND SHOW APPRECIATION FOR THE OTHER PARENTS WHO SHARE THESE STANDARDS OF BEHAVIOR

I AGREE TO HONOR THE GAME:

SIGNATURE

DATE

TEAM MANAGEMENT RESOURCES AND REFERENCES



The Challenges Facing Parents and Coaches in Youth Sports: Assuring Children Fun and Equal Opportunity

Douglas E. Abrams, Villanova Sports and Entertainment Law Journal

Through the Eyes of Parents, Children, and a Coach: A Fourteen-Year Participant-Observer Investigation of Youth Soccer – Steven Aicinena

Games Girls Play – Caroline Silby

Sports Done Right™ – The Maine Center for Sport and Coaching

<https://mcsc.umaine.edu/sportsdoneright.html>

Developing Decision Makers – Dr. Lynn Kidman, www.ipcltd.com

***Teaching Character through Sport: Developing a Positive Coaching
Legacy*** – by Bruce Brown

Parent Booklet – The Australian Sports Commission

The Cheers and Tears – Shane Murphy, PhD.

Attitudes are Contagious – VHS: Mass. Youth Soccer Association

Positive Coaching Alliance – www.positivecoach.org

SportSafe – Canadian Centre for Ethics in Sport,

www.cscd.gov.bc.ca/sport/programs/sportsafe.htm



SECTION 7: ASSIGNMENTS & FORMS

ASSIGNMENT #1: TEAM MANAGEMENT (Option A, B, or C) THE COACH AS A “CONDUCTOR”



BACKGROUND

The modern youth coach is much more than a tactician. The title has evolved into a set of responsibilities more analogous to a symphony “conductor” who must coordinate and harmonize many interrelated components. Effective coaching is the integration of practical knowledge of the game and player development, managing parents, managing athletes, and supporting volunteers. Additionally, it is critical that the coach maintains an environment that is safe and developmentally appropriate.

Select **One** of the **Three** Assignment Options described in the next three slides. This is a pre-course assignment to be COMPLETED IN ADVANCE and submitted at the “E” License Course opening.

ASSIGNMENT #1: TEAM MANAGEMENT (Option A, B, or C) THE COACH AS A “CONDUCTOR”



ASSIGNMENT A: PERSONAL COACHING PHILOSOPHY

- Read and Review the TEAM MANAGEMENT SECTION of this “E” License Guidebook
- Read and Review any or all of the REFERENCES & RESOURCES that are listed in order to complete this assignment

Prepare a 1-2 Page PERSONAL COACHING PHILOSOPHY that will serve as a tool for your initial 9-12 year old Team Parent-Player Meeting. Please include:

- Player Development Goals
- Coaching Core Values
- Player Expectations
- Parent Expectations

ASSIGNMENT #1: TEAM MANAGEMENT (Option A, B, or C) THE COACH AS A “CONDUCTOR”



ASSIGNMENT B: TRAINING PLANS

- Read and Review the METHODS OF COACHING I and II Sections of this “E” License Guidebook
- Read and Review any or all of the U.S. Soccer Curriculum that is located in PDF format on the U.S. Soccer website

Prepare **2** full practice plans that will serve as TRAINING PLANS TO DEVELOP PASSING AND SMALL-GROUP PLAY with your 9-12 year old team. Please Utilize the Practice Plan Template provided in this Guidebook

ASSIGNMENT #1: TEAM MANAGEMENT (Option A, B, or C) THE COACH AS A “CONDUCTOR”



ASSIGNMENT C: COACHING BEHAVIOR SELF-ANALYSIS

- Read and Review the METHODS OF COACHING I and II Sections of this “E” License Guidebook
- Read and Review any or all of the U.S. Soccer Curriculum that is located in PDF format on the US. Soccer website

PREPARE A TWO PAGE SELF-ANALYSIS OF YOUR TEACHER-COACH METHODS. The analysis is to be completed by recording your coaching dynamics for an undivided **15** minute segment of **one** practice session with your team. You may have a peer coach track your actions **OR** you may have your session video-taped and then analyze the tape yourself.

PAGE 1: A reaction and summary statement regarding the data that you have collected. Identify and describe 1-3 developmental targets.

PAGE 2: The completed COACHING BEHAVIORS tracking form (next page)

TRACKING FORM – COACHING BEHAVIORS



Enter a check mark (✓) for each occurrence in each category below.

VERBAL FEEDBACK	PERIOD:	PERIOD:	PERIOD:	TOTAL	COMMENTS
POSITIVE					
CORRECTIVE					
NEGATIVE					
NEUTRAL					
USE OF QUESTIONS	PERIOD:	PERIOD:	PERIOD:	TOTAL	COMMENTS
GUIDED					Applicable to an athlete during a field session.
LEVEL I FACTUAL ?s					Simple, definitive answers at the recall level of thinking.
LEVEL II CONCEPTUAL ?s					Deive deeper than facts & require sophisticated processing. Can be divergent, convergent or evaluative.
LEVEL III PROVOCATIVE ?s					Highest challenge, entice & stimulate complex problem-solving. A combination of divergent & evaluative questions.
DELIVERY OF INFORMATION	PERIOD:	PERIOD:	PERIOD:	TOTAL	COMMENTS
VERBAL					
NON-VERBAL					
FIELD DEMONSTATION					
COMBINED					

ASSIGNMENT #2: LAWS OF THE GAME THE ESSENTIAL FIFA & MODIFIED SSG RULES



Understanding the rules of sport is critical for many reasons.

First and foremost is the obvious need to protect the players through compliance with a safe and fair environment for competition. A second element in understanding the rules of play is to realize that the rules may be modified in order to create an appropriate developmental environment for youth participants. This assignment (#2) represents an integrated approach to understanding the FIFA Laws as well as the Modified Rules of Play that exist in your local youth soccer environment.



ASSIGNMENT #2 (PART A: FIFA LAWS) • Please follow this link to the U.S. Soccer “Grade 8 Referee.”

<http://www.ussoccer.com/Coaches/Licenses/National->

[E.aspx](#) #1 EQUIPMENT

#13 FREE KICKS

#8 START/RESTART
KICKS

#14 PENALTY KICKS

#9 BALL IN/OUT

#15 THROW IN

#10 SCORING

#16 GOAL KICKS

#11 OFFSIDE

#17 CORNER KICKS

#12 FOULS

AS YOU COMPLETE EACH MODULE, PRINT A COMPLETION CERTIFICATE AND SUBMIT THESE AT THE COURSE OPENING.

ASSIGNMENT #2 (PART B: MODIFIED SMALL-SIDED GAMES RULES) Contact your local League or soccer organization to locate the modified rules of play for the Team that you coach. Read and Review the modifications for the following FIFA Rules: #1 FIELD, #2 BALL, #3 PLAYERS, #5 REFEREE, #6 ASST. REFEREE, and #7 DURATION OF GAME.

• PREPARE A LIST OF EACH OF THESE RULES. FOR EACH RULE WRITE A BRIEF DESCRIPTION OF THE RULE AS IT APPLIES TO THE TEAM AND AGE DIVISION THAT YOU COACH.

ASSIGNMENT #3: RISK MANAGEMENT CONCUSSIONS IN YOUTH SPORTS



Concussion prevention and management is a current focal point in many youth sport environments. We expect all licensed coaches to take responsibility in protecting the physical well being of the young athletes that we coach and teach. As part of your Team Management competency, we expect each E License coach to participate in the CDC on-line Concussion program. This program is called the “Heads Up” program.

THIS ASSIGNMENT SHOULD BE COMPLETED and SUBMITTED AT THE “E” COURSE OPENING.

ASSIGNMENT #3 (PART A: FIFA) Please follow this link to the CDC Website:

www.cdc.gov/concussion/HeadsUp/Training/HeadsUpConcussion.html • COMPLETE THE ON-LINE MODULE, ANSWERING THE QUESTIONS THAT APPEAR THROUGHOUT THE MINI-COURSE



AFTER YOU COMPLETE THE “HEADS UP” PROGRAM, PRINT A COMPLETION CERTIFICATE AND SUBMIT THESE AT THE COURSE OPENING.

TRAINING ORGANIZATION FORM



COACH: _____ TEAM: _____ DATE: _____

TOPIC: _____

STAGE	ORGANIZATION (DIAGRAM + RULES)	OBJECTIVES	KEY COACHING POINTS
TECHNICAL WARM-UP			
SMALL-SIDED ACTIVITY (MAIN PART)			

TRAINING ORGANIZATION FORM



COACH: _____ TEAM: _____ DATE: _____

TOPIC: _____

STAGE	ORGANIZATION (DIAGRAM + RULES)	OBJECTIVES	KEY COACHING POINTS
EXPANDED SMALL-SIDED ACTIVITY (MAIN PART)			
MATCH			

INSTRUCTOR FIELD SESSIONS

PRACTICAL COACHING MODELS



DAY #1		DAY #2	
1.0 hr.	ATTACK & DEFEND (Individual)	1-1.5 hr.	PRINCIPLES OF PLAY 3v3 to 4v4 Small-sided (Stage III)
	Dribbling to penetrate or possess		Principles of Attack (primary focus on support-mobility-width-penetration)
	Pressing & Tackling	1-1.5 hr.	PRINCIPLES OF PLAY 5v5 to 9v9 Small-sided (Stage III & IV)
2.0 hr.	FUNCTIONAL TECHNIQUE		Principles of Defending (primary focus on Pressure, Cover, Balance / 1st, 2nd, 3rd def.)
	Passing (contextual variety)		
	Receive and Redirect (contextual variety)		
	Heading (attack and defend)		
	Goalkeeping (collecting the ball)		

CANDIDATE FIELD SESSIONS

COACHING COMPETENCY (PASS / INCOMPLETE)



NAME	TOPIC (GROUP A)	NAME	TOPIC (GROUP B)
	Individual Defending		Individual Defending
	Individual Attacking		Individual Attacking
	Goalkeeping – shot-stopping and hand distribution		Goalkeeping – shot-stopping and hand distribution
	Receiving & redirecting aerial serves		Receiving & redirecting aerial serves
	Dribbling to penetrate – running with the ball		Dribbling to penetrate – running with the ball
	Dribbling to set up a pass		Dribbling to set up a pass
	Passing aerial serves		Passing aerial serves
	Passing and combining		Passing and combining
	Shooting – striking on goal		Shooting – striking on goal
	Receiving and turning		Receiving and turning
	Heading for attack		Heading for attack
	Heading for defense		Heading for defense
	Crossing		Crossing

"E" PRACTICAL COACHING SUMMARY



CANDIDATE NAME:

PRACTICE PLAN (Theory):

- Objectives are clearly stated
- The session is formatted into 4 stages
- Each stage builds on previous stage
- Outlined a system of play for Stage 4
- Appropriate plan for the development of this athlete level

CANDIDATE APPEARANCE & ATTITUDE:

- Appropriate coaching apparel
- Tone and demeanor are effective for youth environment
- Recognizes and encourages positive outcomes
- Actions show respect for participants and the game

INSTRUCTOR COMMENTS:

SESSION (Performance):

- Training area set-up is safe & organized
- Completed at least one transition between 2 stages

COACHING TOOLS (Check if completed):

- Natural Stoppage
- Flow (continuous activity)
- Stop-Freeze
- Individual Reference

COMMUNICATION TOOLS:

- Verbal (Instructions)
- Non-verbal (Demonstration)
- Positive Feedback
- Corrective Feedback
- Uses questions as a tool

ASSIGNMENTS:

- #1 THE COACH AS A CONDUCTOR (Option A, B, C)
- #2 LAWS OF THE GAME (on-line)
- #3 CONCUSSIONS (on-line)

FINAL SCORING:

PASS / INCOMPLETE (circle one)