



CYSA “F” License for Technical Development & Sport Psychology

Paul Sapsford

CYSA 'F' License for Technical Development & Sport Psychology

Paul Sapsford

Developed for: The California Youth Soccer Association

Produced following consultation with Dr. Deane Lamont, Dr. Steve Miller & Dr. Derek Marks (Kinesiology Dept., St. Mary's College of California). Also, Bret Simon (former Stanford Univ., Head Coach) and Ivan Kepcija (DoC, San Ramon Soccer Club)

With appreciation to former mentors:

Dr. Simon Jenkins (Principal Lecturer in Sports Coaching in the Carnegie School of Sport and Education at Leeds Metropolitan University, UK).

Dr. Martin Underwood (Physical Education, University of Exeter, UK).

Dr. Dave Collins (University of Central Lancashire & former Performance Director of UK Athletics).

Contents

F License Philosophy & Objectives.....	1
Self-Esteem and the child's athletic experience.....	2-3
Application of Attribution Theory (Bernard Weiner) for Coaches & Players.....	3
Effort Perspectives, Anxiety & Playing 'In the Zone'.....	4
"What can I do to get more Playing Time?" & Motivation.....	5
Goal-setting & Motivation.....	6
Teaching motor skills: Participants go through 3 stages according to Fitts & Posner.....	7
Teaching methods for player development.....	8
Features of effective coaching.....	9-10
Example of a practice coaching plan (and preparation for E license).....	11-12
Why technique is important & Preparation for E License.....	13-14
Coping with the Stress of Coaching & Communication Strategies.....	15-16
Sample Player Code of Conduct/Expectations.....	17
Activities for Technical Development	
Turns/changing direction with the ball: Left, right, opposite.....	18
Short passing; Passing in sequence.....	19
Short passing with movement and decision-making – 3v0 then 3v1 down the line only.....	20
Short passing with pressure; Possession chase game.....	21
Technique of the long (driven) pass: Horseshoes with progressions.....	22-23
Receiving the ball: Pass & receive channels	24
Receiving on the half turn.....	25
Dribbling & Moves to beat an opponent: (a) Dribble & 'move' box.....	26
Dribbling & Moves to beat an opponent: (b) 2v1 in 2 boxes.....	27
Defending: 1v1s (offset goals).....	28
Defending: 2v2s (offset goals).....	29
Principles of Defending: 1st defender & 2nd defender.....	30
Defending: 'Flying Changes' 1v1s (progress to 2v2s).....	31
Technique drill for various shooting techniques (groups of 3).....	32
Shooting from distance: Shooter becomes 'keeper'.....	33
Shooting: 1v1 finishing - offset goals game.....	34
Defensive Heading: Throw (or punt for intermediate/advanced players), head, catch.....	35
Attacking Headers - Soccer tennis.....	36
CYSA small sided game for player development.....	37
Game for movement, width & depth (Principle of Play).....	38
Conditioning with a ball: 3 Balls in a box to win.....	39
Versatile activity for dribbling, moves to beat opponent and defending.....	40
Crossing & finishing.....	41
Crossing game with 2 neutral flank players.....	42
Example practice sessions.....	43-45
References.....	46

F License Philosophy

- There are widespread positive implications when we measure success by the controllable factors such as EFFORT and Improvement. In contrast, our society emphasizes winning, an uncontrollable factor, which can lead to pre-competitive anxiety (Vazou, Ntoumanis, & Duda, 2006) and also reduce the likelihood of experiencing 'flow' (Csikszentmihalyi, 1990). By educating coaches and parents we can alleviate scenarios in which the coach feels pressure to win. We encourage parents to have a positive, team-first attitude, while avoiding an excessive focus on their child's playing-time. We seek to educate parents so that neither the child nor the coach perceives a pressure win.
- We believe in educating coaches and parents about self-esteem in order to benefit the child's athletic experience. Furthermore, we seek to educate coaches and parents on how to help the child overcome/respond to mistakes.
- At the forefront of our philosophy is the child's well-being: We seek a thorough understanding of the child (e.g. how they think, their physiological stage of development etc.). When communicating with the child, we need to be cognizant of the child's interpretation/perception of our messages. Our goal is to promote a safe and creative learning environment in which the coach relays a passion for the game and is motivational for the child.
- We believe that technical development will enhance the child's enjoyment of the game.

F License objectives based on Philosophy

- To, explain 'how youngsters can overcome/respond to mistakes', 'how self-esteem is developed', and provide examples of 'optimal coaching feedback'.
- To illustrate the benefits for players and coaches to focus on controllable factors such as effort and improving rather than uncontrollable factors such as winning. Furthermore, to provide examples of feedback the coach can use to reinforce this.
- To produce coaches who understand how young players learn and how to teach based on the child's stage of development.
- To enhance coaches' knowledge of technical aspects, so that players improve their ability to solve problems during the game. Our ultimate goal is individual and collective improvement, which is often referred to as player development.
- To create a positive, safe and creative learning environment in which the coach relays a passion for the game and is motivational for the child.
- Provide the candidate with preparation for the USSF E License

Self-esteem: How to communicate to enhance the child's athletic experience, and skills to help the child overcome/respond to mistakes.

The following examples are drawn from the research of Dr. Carol Dweck (Stanford University):

- Provide feedback which refers to the players' effort. Players can control their personal level of effort, and therefore this message reinforces to the athlete that they are in control of their performance. For example, "I liked the way you put extra effort toward providing the team with width" or "the way you closed down the opponents' defenders was outstanding".
- Avoid feedback which emphasizes that the player is gifted or has great natural talent. It can result in the player thinking "I have tremendous natural ability, so I don't have to work as hard". Over time this type of feedback might actually reduce motivation, and is unlikely to build a self-reliant athlete.
- Coaches, players and parents should adopt the mantra: Set-backs are informative (you learn more when you fall short). Coaches and players should ask themselves "what can we do better in terms of our preparation to improve for future games".
- Reward effort, learning and improvement. If at all possible reward players with extra playing time based on their effort, willingness to learn as well as individual improvement.
- Constructive criticism is important, examples of which are: "Mathew, I am disappointed when you don't put forth your best effort. Try again with purpose" or "Jill, drills that might appear laborious can actually help you work on your ability to focus. Challenge yourself to be engrossed in the minute details, in order to complete the activity without your focus being disturbed"
- Self-esteem misconceptions: "Self-esteem...is often portrayed as something we give to children by telling them they have a host of good things inside them...these beliefs lead us to lie to children – to exaggerate positives, to sugar coat negatives, or to hide negative information entirely. We fear that criticism will damage self-esteem" Dweck (2000, p127). Praising a child's natural ability (for example, a coach telling a player "you're gifted") can lead students to fear failure, avoid risks, doubt themselves when they fail, and cope poorly with setbacks (Kamins & Dweck, 2000, Mueller & Dweck, 1998).
- Why might parents 'lie' to children regarding their child's self-esteem? Dr. Roy Baumeister has suggested that self-esteem is linked to the parents' ego; they take great pride in their child's achievement because "when they praise their kids, it's not that far from praising themselves." Furthermore, if the coach criticizes the child publicly, the sensitive parent is likely to feel their own ego is threatened.
- Many parents believe that by blaming the referee or the coach after the game they are protecting their child's self-esteem. In this scenario the parent is deflecting social disapproval; however this relief is temporary. This behavior is inadvisable because it doesn't build the habits necessary for success: It reduces responsibility as well as the child's perceptions of control. Ultimately, this results in lower motivation and a decline in effort. Explain to the parent that if the child performed poorly, they must own their performance, and recognize that with greater effort and preparation they'll do better next time. "I attribute my success to this - I never gave nor took any excuse." - Florence Nightingale (1820 - 1910)

In summary, if we try to build a child's self-esteem by telling them how great they are, the effects are unlikely to be lasting, and may lead to a sense of entitlement. However, by focusing their attention on effort and improvement, i.e. aspects under their control, we provide the child the capability to overcome set-backs, become self-reliant and develop self-worth. Consider the Chinese proverb: "Give a man a fish and he will eat for a day. Teach a man to fish and he will eat for the rest of his life". When we teach the value of effort and improvement, and not comparing ones-self with others, we provide the child the power to enhance their self-esteem and overcome life's hurdles.

Additional skills coaches and parents can encourage to enhance self-esteem are: (1) Avoid comparing oneself with others (Duda & Ntoumanis, 2005) (2) Positive self-talk, analyze the conversations you have with yourself, everyone has them, no-one like to talk about them! (3) Become a great actor, act confident even if you aren't feeling it (4) Surround yourself with positive people (5) At the end of each day write down 3 things that went well for you (Seligman, 2012) (6) Live by the mantra: Am I doing what's right, am I doing the best I can, and am I treating others the way in which I would like to be treated.

Focus on what you can control: Application of Attribution Theory (Bernard Weiner) for Coaches & Players

Attribution theory, simply put, attempts to explain why people do what they do. In sports it helps us to understand the explanations that coaches and players provide for why they were successful or why they were unsuccessful. A coach or player might attribute success or failure as a consequence of (1) effort (or lack thereof), (2) ability (or lack of), (3) level of task difficulty, or (4) luck. Here are some common attributions provided by coaches and athletes, which do you think are healthy/unhealthy attributions?

1. We were unsuccessful because of the ability of the opposition
 2. We were successful because we applied the greatest effort
 3. We were successful because we have greater ability
 4. We were unsuccessful because of the referee
 5. We were successful because of the referee
 6. We were unsuccessful because the opposition were lucky
 7. We were unsuccessful because we didn't produce enough effort to create space for each other
- Regarding #1 above: Unhealthy: If you attribute your defeat to the opponent being much better it will have a debilitating effect on confidence when you next meet.
 - Regarding #2 above: Healthy: attributing your success down to effort (e.g. "we didn't allow the opponent any time on the ball as we closed them down so quickly") will likely result in your players believing hard work = success, resulting in future high levels of effort during practice and games.
 - Regarding #3 above: Not particularly healthy because if you link success to natural ability what happens when you lose? (It can have a debilitating effect on confidence).
 - Regarding #4 above: Not particularly healthy, as you don't want your players thinking that uncontrollable factors have great influence in your success. Also, when you are assigned the

same referee it's likely to reduce your teams' confidence. However, if used sparingly and appropriately it can protect self-esteem.

- Regarding #5 above: Unhealthy, avoid attributing your success down to luck because luck is uncontrollable.
- Regarding #6 above: This attribution has the potential to be unhealthy if used repetitively because you're saying success is down to uncontrollable factors.
- Regarding #7 above: Healthy: It's preferable to attribute lack of success to reduced effort by your team, because effort is a factor you can influence in future games/practices.

An EFFORT based Perspective from John Wooden

Former UCLA basketball coach John Wooden is generally regarded as one of the finest North American coaches in the history of competitive sport. However, it is common knowledge that he never focused his players' attention toward winning: "You cannot find a player who ever played for me at UCLA that can tell you he ever heard me mention 'winning' a basketball game". Coach Wooden understood that focusing on winning places emphasis on factors out of the players' control, which can lead to increased feelings of anxiety prior to competition. So what did Wooden focus his players toward? Aspects under their control, such as effort; "the last thing I told my athletes, just prior to tip-off, before we would go on the floor was, 'When the game is over, I want your head up – and I know of only one way for your head to be up – and that's for you to know that you did your best. This means to do the best you can do. That's the best; no one can do more. You made that effort.'"

Pre-game coach communication emphasizing EFFORT

Here's an example of what a coach might say to his/her players before the game in order to emphasize effort; "At the end of the game, if you can look at your-self in the mirror and say you gave everything you had, then you should be very satisfied". Baltimore Ravens' Linebacker Ray Lewis: "Wins and losses come a dime a dozen, but effort? Nobody can judge effort, because effort is between you and you": <http://www.youtube.com/watch?v=07fhOVQ9wEA>

Additional research to support the player development approach over winning

- If the young athlete believes that mistakes are a natural part of the learning process, and does not experience the coaches' wrath after an error, they experience less anxiety (McArdle & Duda, 2002)
- When the coach focuses on improving the player, rather than winning, the player experiences less anxiety and more enjoyment (Newton & Duda, 1999), whereas focusing on winning increases anxiety. (Vazou, Ntoumanis, & Duda, 2006)

How can a coach assist athletes to play 'In the Zone'?

Psychologist Mihiy Csikszentmihalyi (1990) coined the term 'Flow'. It refers to experiences of optimal human performance, in which a high level of focus is achieved with minimal input from the conscious mind. The clearest indication of playing 'in the zone' is when the athlete is totally absorbed in the moment, and does not think about future outcomes or past performance. An excessive focus on winning (from coach or performer) will diminish the likelihood of playing 'in the zone'. When the coach or athlete focuses on future uncontrollable outcomes (i.e. winning) you are not focusing on the immediate moment, which is a prerequisite of this experience. Flow can occur when a) your perception of your skills are perceived to be equal to the challenge and b) that distractions are eliminated. For further information read "Flow in Sports" by Jackson & Csikszentmihalyi (1999).

How coaches can answer the question “What do I need to do to get more playing-time?”

Dr. Dweck and Dr. Weiner’s research illustrates the significance of focusing the athletes behavior toward factors they can control (e.g. effort and improvement). Playing time is not always under the athletes control because it’s difficult to control the behavior of others. Here’s how the coach might respond to the playing-time question; “I want you to focus on controllable factors such as the effort with which you put forth in closing down the opponents’ defenders. Your strength is your long-range shooting, but an area to improve would be the quality of your first touch. Here’s how to improve this aspect...” No promises of playing-time are provided, however particularly at the recreational level, it is important that the coach considers effort and improvement when assessing players’ time on the field of play. Sport Psychologist Dr. Alan Goldberg eloquently explains how questions about playing time should be considered:

http://www.youtube.com/watch?feature=player_embedded&v=-lcyQdE6BN0#!

Motivation: What youth athletes are saying about why they play:

McElroy & Kirkendall surveyed youth sport participants to select one of four choices for their most important reason for playing a sport. Over 2,000 boys and girls were surveyed (average age 11.9); Results indicated that their most important reason for playing sports was:

To defeat your opponent or the other team (winning orientation—13.5% boys & 4% girls)

To play as well as you can (personal performance—51% boys & 48.3% girls)

To play fairly, by the rules at all times (fair play—24.4% boys & 37.6% girls)

Everyone on the team should get to play (participation—11% boys & 9% girls)

Motivation: Advice for individual player meetings

“Motivation is a fire from within. If someone else tries to light that fire under you, chances are it will burn very briefly.” Stephen R. Covey

The coach should conduct individual meetings with players prior to the season’s commencement, and then periodically thereafter, in order to (1) Better understand the motivations of his/her players, and (2) It encourages the athlete to make a commitment to improving. Sport Psychologist Dr. Dan Gould provides an excellent model to stimulate conversation for these meetings; The GROW acronym involves asking athletes...

Goal questions: “What are your future goals, dreams and aspirations?”

Reality questions: “What have you done previously to you achieve your goals?” and “where do you stand in terms of your current level of performance?” Also, “what are your strengths?”

Option questions: “What do you need to do to improve?” or “What has worked in the past?”

Will questions: “Given what we’ve discussed today what can I expect to see from you in the future?” Or “what will you work on in the coming weeks?”

It’s important the athlete and coach record this information in order to make this commitment concrete.

Goal-setting & Motivation

Dr Edwin Locke's seminal work on goal setting and motivation in the late 1960s illustrated that working toward a goal provided a major source of motivation to actually reach the goal – which, in turn, improved performance. The acronym SMART (Doran, 1981) is a useful method to remember key principles of goals; **S** – specific, **M** – measurable, **A** - agreed upon and achievable, **R** – realistic and rewarding, **T** - time-based and tangible. Furthermore, Cohn & Cohn (2007) promote process goals to help the athlete stay in the moment, and not to focus on future outcomes such as winning/losing. They suggest: (1) Focus on what the athlete aims to improve during the game, (2) Establish 1 or 2 goals for the game that will allow the athlete to stay in the moment, and (3) If the athlete starts to focus on the outcome of the game they should re-focus their attention on the above points.

Examples of Team Goals for Soccer

68 points for the season , 40% of shots on target over the course of a season, Goal differential of +6 every 5 games, Team pass completion of 60% in defending half, 45% in opponents half.
Maintain possession 55% of game

Examples of Individual Goals for Soccer

Make 15 assists over the season, 40% pass completion in final third, 65% of my shots on target, I will always close down opponent before his second touch, I will win 70% of headers when marking my opponent, improve juggling from 40 to 60 - ALWAYS APPRAISE & REFLECT – WE DID/DIDN'T ACHIEVE GOALS BECAUSE?

Goals which emphasize EFFORT

Team Goal: Close down the opponent within X seconds of them receiving the ball. Why? Because it requires co-ordinated team EFFORT to close down and pressure the opponent. This may not be appropriate for advanced teams, whose coach might have strict guidelines for pressing in certain areas of the field. Individual Goals: Juggling is a skill that is easy to measure, and with repeated practice (EFFORT) improvement is likely. The coach might like to try this juggling test at practice:

- For intermediate players: The coach has all players start on a line, and juggle to a line 18 yards away, if the player reaches the 18 yard line without the ball bouncing they're safe. The player then attempts to return to the start line and repeat. If the ball bounces then the player has to go back to the start. Measure improvement by distance travelled over time, for example 5 minutes.
- For beginners: As above, however, the player starts with ball in hand then drops the ball onto their foot, then catches it and continues, but if the ball bounces they go back to the start.
- For advanced: As for intermediate player above, however, players must juggle in the following sequence; left foot, right foot, left foot, right foot etc. to the 18 yard line.

Teaching motor skills: Participants go through 3 stages according to Fitts & Posner

The Fitts & Posner model illustrates the process of skill acquisition. Here's some advice on how/what to teach depending on the level of the player:

Teaching at the Cognitive Stage (Beginner). The coach should:

- Particularly at the Cognitive Stage the learner is devoting a great deal to thinking about movement. Therefore, the coach who constantly bellows instruction is likely to interfere with the learning process.
- Visual demonstration of the skill/technique is crucial
- Player needs to know what they are doing correctly, so they can concentrate on the parts of the skill they need to improve. For example; "Your plant foot is pointing to the target, that's good. Now focus on striking the middle of the ball with the inside of your foot to keep in on the ground"
- Provide the learner with adequate opportunity to practice the skill. Patience is very important.

Teaching at the Associative Stage (Intermediate). The coach should:

- Provide opportunities for the athlete to assess their own performance. For example, the coach might ask "why do you think the shot went over the crossbar"?
- Help the athlete develop cues for correction. For example, "To shoot low, knee of kicking foot and head over the ball"
- Ask the athlete what they believe they need to improve, and provide solutions regarding how this might be achieved.

Teaching at the Autonomous Stage (Advanced). The coach should:

- Concentrate on how & when to apply the skill (for example, you don't see too many double-scissor moves in defending third).
- Focus on the specificity of skills. For example, why the full-back might need to bend the pass down the line to meet the forwards' run as opposed to a driven pass.
- Increase strategic/tactical instruction. For example, "We're 1-0 down with 5 minutes remaining, what should we do in this situation"?

Personal Anecdote: Two of the finest coaches that I have had the good fortune to work with are Paul Ratcliffe & Bret Simon. Someone once said of Paul "He's a man of few words" – That may be so, but when we speak less frequently our words carry more weight. Also, excessive feedback from coaches can interfere with the learning process. Coaches shouldn't be paid by the word, but by the quality of their instruction.

Teaching methods for player development

Three methods of skill development are:

1. Copy (the coach or another player) to replicate the skill
2. Demonstrate with minimal explanation, players practice, coach observes, coach provides feedback
3. The game is the teacher

All three methods can be used, and it is not advisable to focus on one method exclusively...

1. Copy (the coach or another player) to replicate the skill

One of the best way for players to learn is when they imitate someone else. It requires minimal coaching information, and thus does not interfere with the learners' thought processes. For example,

- "Watch this ... Try it". This might be all that's required.
- Confirm good execution with: "Yes. That's it. Now remember that..."

Repetition is required, although not to an excessive extent as to reduce motivation. When a correction is required mention it in a concise manner without ridiculing the learner.

2. Demonstrate with minimal explanation, players practice, coach observes, coach provides feedback

- Conduct a demonstration first with minimal explanation
- Next, allow the pupils' time to practice the maneuver while the coach analyzes
- Provide feedback while practice continues, but be concise with your words. If you must freeze the practice ask questions so the players can solve the problem (guided discovery), for example, "How might you apply pressure differently, in order to delay the attacker"? Then allow players the opportunity repeat the correct action at the re-start.

3. The game is the teacher

At an early age the game and learning process has to be fun. A young player receiving excessive instruction and constant stoppages in play is likely to be demotivated by the coach. Activities in which players wait in long lines with insufficient ball contact are not conducive to player development. Instead provide the players with motivational games that enhance the skills they'll use in an actual game. For example, visit page 37: CYSA's small sided game for player development encourages players to dribble with their head up because the player in possession must locate the oppositions' goalkeeper to see which goal they're taking away.

Features of effective coaching;

1) Realistic to a game situation; do the players get an opportunity to pass, receive, dribble, tackle, shoot? Does the game have a direction, and do participants make decisions just like a game?

2) Challenge and motivate the entire group. Give opportunities for the children to solve problems. Let the children think, experiment, be creative and make some of the decisions.

3) An honorable goal is "I'm working with you to enhance your potential." (Less focused on winning). Help them feel good about themselves through building self-esteem and confidence. Catch them doing something well and highlight it. Praise effort and team work first. By praising winners you're rewarding behavior that the child cannot always control, better to praise a winning effort or the child's improvement.

4) Practices that focus on the end-product rather than processes have detrimental effects on learning and motivation (Piaget, 1962; Wiersma, 2000). An example of process oriented coaching appeared in a recent documentary featuring basketball at Duke University. The head coach and assistants were assessing shooting technique and had their back to the basket. This allowed the coaches to focus entirely on the technique of the shooter and not the end result (whether the shot was successful or unsuccessful).

5) How do you enable children to become self-reliant and not dependent on coaches' to feel good about themselves? Avoid statements such as; "you are great", it's better to say "your work-rate was great" i.e. the action the player did was great, a subtle yet significant difference (further reading: Carol Dweck, C. S. (2006). Mindset: The new psychology of success).

6) It's always beneficial to provide concise feedback, and remember 'a picture paints a thousand words'.

7) Always reflect on your coaching session

- Were your drills/activities appropriate for the ability of the players?
- Did your coaching affect the players? If so how?
- Did you use guided discovery by asking questions of your players?
- Did you 'Show it' rather than 'Talk it'? (A picture paints a thousand words)
- Were you pleased with how the players responded to your feedback? If no, how might you address this next time?
- How might you improve the training session?
- What will you focus on next time?

8) John Wooden commented; "A coach is someone who can give correction without causing resentment". This statement illustrates the significance of understanding the group and the individuals you're working with. For example, are they sensitive to criticism? Are they accustomed to a culture of entitlement? Unless the coach is adaptable, it may prove a hurdle to group success/morale.

9) Player safety considerations:

- Heading the ball poses 2 challenges to young players. Firstly, does the child possess adequate neck strength? Secondly, are the motor nerves in the neck developed sufficiently to make repetitive heading safe? Research in this field is equivocal, however it's safe to assume that heading for 9 year olds and younger places the participant at considerable risk, and thus inadvisable.
- Allow for 'hydration' breaks approximately every 30 minutes (more often ~15-20min when it's hot and/or your athletes are 12 years and younger). For young athletes (aged 12 and younger) water is almost always adequate. Older athletes, because of the increased intensity and duration of training/play, may want to consider some sports drink along with water.
- Coach should always check the field for hazardous objects prior to commencement of training
- Always check the goals are anchored and safe
- Are players wearing appropriate attire, especially footwear and shin guards.
- Have parents provide the coach with contact telephone numbers in case of an emergency
- Coach must inquire if any player requires medication or treatment (e.g. EpiPen)

10) Positive communication advice: The 'Sandwich Approach' for coaching feedback was developed by University of Washington professors Frank Smith and Ronald Smoll: The coach starts with a positive statement, then provides future-oriented feedback, and concludes with a compliment (research reveals that information which includes a compliment is more likely to be recalled). For example, "Garry, good movement off the ball to create space for yourself, next time get your head and knee over the ball to keep the shot down. I liked your first touch away from pressure"

11) Excessive emphasis on winning might cause the child to fear mistakes and thus play within themselves, taking few risks. The coaches' attitude should be: we learn the most when a mistake is made, and asking "what could you do differently next time?"

Examples of how to manipulate your practice:

- The skillful coach constantly assesses and manipulates the environment, thus challenging and stimulating players to find creative solutions. So how might you manipulate the environment?
- Manipulate playing area (e.g. bigger/smaller)
- Neutral player (if you have odd numbers, have one player in a different color pinnie play offense only for both teams)
- Limit the number of touches
- Restrictions in certain areas of the field (e.g. 2 touch in the middle, unlimited in channels)
- Zonal Defending: Have an extra attacker e.g. 4v3

Example of a practice coaching plan (and preparation for E license)

Considerations for planning your coaching session:

- What is the duration of training? What's the duration of warm-up, progressions and game?
- Equipment requirements (e.g. balls , pennies, cones)?
- How many players do you anticipate, and what is their level of play?
- What are the Coaching Points you want to focus on? (Be specific, not too many)
- Will you record attendance?

Example:

Team:

Date:

Players:

Objective(s): (no more than 3, and can be less than 3)

1. Moves to beat opponent 2. Dribbling 3. The decision when to pass/when to make a move

Ability:

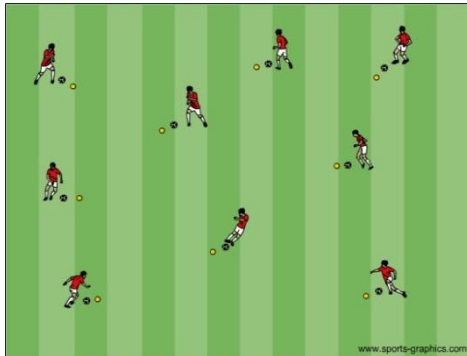
Age:

Duration: 1.5 hours

Equipment available:

Warm-up: (this should link with the objectives to come)

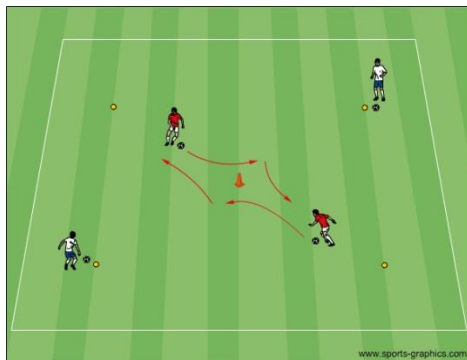
Time: 10mins



Instructions: Players with ball each dribble around the playing area and cones serve as defenders spread throughout. Do a move to beat a cone. Activity interspersed with stretching routines.

Technical Coaching Points: Allow players a chance to experiment/express what they already know.

Main activity: (concentrates more specifically on objectives)



1v1 Moves Practice, Area 15x15yards, Time: 10 mins

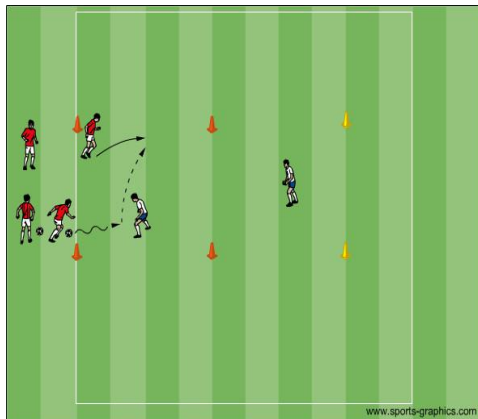
Instructions: Players standing diagonally across from each-other dribble at cone, conduct 'move' approximately 1.5-2 yards before the cone (which serves as the defender). Both players conduct 'move' then go to the left of the cone (progression: 'move' then go to right of cone).

Technical Coaching Points: Dribble on your toes, taking

small touches, make 'move' approximately 1.5-2 yards before cone then accelerate away from cone. Teach the technique of the 'move' (for example, scissor, self-pass, Matthews, Ronaldo, Zidane).

Progression: 1v1 Moves Practice (as above but add a passive defender to replace cone) Time: 5 minutes

Technical Coaching Point: Ensure that the player in possession runs directly at the defender before conducting the 'move'. Encourage risk taking and positivity to penetrate in the final third.



Progression: 2v1 in 2 boxes, Area 2x10x10 boxes, Time: 15mins

Instructions: 2 red players attack 1 defender in 10x10 yard box. Each defender must start in the middle of the box and stay in their box. The red players' objective is to maintain possession and dribble over the end line indicated by the yellow cones. If either defender wins possession or the ball goes out of play then the 2 attackers become defenders.

Technical Coaching Points: Assess players' decision of when to pass or when to do a 'move'. Do they pass too soon to allow the defender time to cover? See above for additional points.

Progression: **(increase pressure by adding opponents and/or increasing decision making options)**

Small-sided game (e.g. 4v4, Area: 20 yards (width) x 30 yards (length), Time: 15 mins

Instructions: To score dribble over opponents' end-line. If you've beaten an opponent with a move during the build-up to a goal it's worth 3 pts. If you have odd numbers play with 1 neutral (all-offense) player.

Technical Coaching: Focus on the players' decision of when to pass, and when to make a move.

Scrimmage: Area dependent on number of players, Time: 30 mins. **(Always end with a game or modified game that's very similar to an actual game).**

Regular game, if you have odd numbers play with 1 all-offense (neutral) player to promote attacking opportunities.

Why technical development is important for the younger athlete.

The United State Soccer Federation has suggested that the 'golden age of learning' is the 9-12 years of age range, and much has been written of the need to devote 10,000 hours to achieve mastery (for example, Ericsson et. al. 2007). However, less is written of the SAID principle, postulated by Berkeley Professor Franklin M. Henry. The SAID principle contends that the human body will make Specific Adaptations to Imposed Demands. Therefore, if the young athlete adopts incorrect technique and this becomes ingrained, the coach will find technique difficult to improve/change at a later date.

Principles of Learning & Preparation for USSF Licensing

Blocked or Random practice?

An example of a blocked practice is when a player passes the ball 30 times along the ground against a wall from 5 yards, then 10 yards, then 15 yards etc., whereas a random practice would involve the player changing the distance with each delivery (so it's the order of practicing one particular skill). Most studies reveal that when the performer is a novice, then a blocked approach is beneficial for skill acquisition. However (Magill, 2006), illustrates that random practice is preferred when the performer is intermediate or advanced in terms of learning and transfer of skills to new contexts.

What is Variable practice?

Variable practice involves changing the aspects of one particular skill, for example striking a driven pass when the ball and target are moving. Studies reveal it leads to enhanced transfer to new tasks (Utley & Astill, 2008). If the athlete is sufficiently competent, motor learning theory illustrates that the most beneficial learning environment is small-sided games which provide a combination of random and variable conditions.

Conclusion

For beginners it appears that blocked practices are valuable. In order to achieve expertise, many authors have espoused the value of 10,000 hours of practice (for example, Ericsson et. al. 2007). However, to maximize efficiency of skill development and transfer for the dedicated player, a random and variable environment should be provided.

Preparation for 'E' License: An Introduction to Principles of Play

Allen Wade, former Director of Coaching for English FA, was the first to formalize the "Principles" in the late 60's in the manual, "The FA Guide to Training and Coaching." Tony Waiters, former coach of Canadian National Team: "a coach who does not fully understand the Principles of Play will always be tactically challenged."

The Principles of Play

ATTACK

Penetration: Is there a forward pass?

Support (to retain possession)

Width

Mobility (speed of play, movement, inter-changing positions)

Improvisation/Creativity

DEFENCE

Delay: Should the defender apply immediate pressure or drop-off, or collectively can we do both?

Depth (defensive support)

Concentration (Compaction)

Balance (position of defenders other than 1st & 2nd)

Discipline/Patience (the higher the level of play, the more patience required)

More Preparation for 'E' License

Prepare your practices so that challenges to the player are increased gradually (simple to complex). For example, start with no-pressure, no opposition, and then increase pressure by adding opponents and/or increasing decision making options. Always conclude with an actual game. It's important to provide information that is correct and concise, because irrelevant or excessive feedback is likely to create confusion. The E License focuses on ages 9-12 so ensure that the activities are developmentally appropriate.

Example from USSF E License Curriculum

Stage 1: Technical warm-up (preparation for activity ahead, allows max repetitions)

Stage 2: Small-sided activity (individual & small group tactics)

Stage 3: Expand small-sided activity (Direction of play crucial & add principles of Att. & Def.)

Stage 4: The game (no conditions, use a formation, offside & laws of game)

Examples: (1) Gradually introduce the element of opposition (2) Gradually introduce the rules and elements of game-relevant space

Required components per stage:

*Introduce some level of opposition by Stage 2

*Introduce a specific attacking and defending direction by Stage 3

*Introduce the un-restricted game environment by Stage IV (including goals + GK)

Coping with the Stress of Coaching & Communication Strategies.

Coaches' experience stress from various sources such as parental or player conflict, unrealistic expectations, and feelings of isolation. Furthermore, the reality for the soccer coach is that he/she has limited control over the outcome of a game.

"There is only one way to happiness and that is to cease worrying about things which are beyond the power of our will." Epictetus quotes (Greek philosopher associated with the Stoics, AD 55-c.135).

Educate players and parents before the season

- Explain to parents that soccer is different to set-play sports such as football. The football coach has significant control over the players' movements throughout the game. In contrast, the game of soccer has more flow, and the coach has less control over the outcome. The outcome relies heavily on the creativity, ability and instincts of the players
- Discuss your coaching philosophy with parents and players
- If EFFORT is your focus then it should be emphasized at your pre-season meeting with the parents. If possible prepare a method of assessing player' effort; one example might be to have the players evaluate each other in this category.
- Explain your views on attendance and player/parent conduct (see following page for an example)

Practice patience

- The key to practicing patience is to appreciate that it is completely under your control.
- Find the cause of your impatience and analyze it. This is the first step to overcoming the stressor.
- The alternative is impatience; consequently others might perceive you as insensitive and/or arrogant. This can lead to a lack of respect from players and parents, and lead to increased group stress.

"The strongest of all warriors are these two -- Time and Patience." Leo Tolstoy, War and Peace.

Practice empathy

- Listening patiently to a complainer is likely to reduce the tension in that person.
- You may not agree with the complainer, but it's wise to show empathy with such words as "I see" or "I understand".
- Smile and look the speaker in the eye, nodding occasionally.
- Avoid focusing on your rebuttal while the complainer speaks.
- Empathy is strength; Observe this Youtube clip of Jose Mourinho & Marco Materazzi after knowing Mourinho would be leaving Inter Milan for Real Madrid:
http://www.youtube.com/watch?v=PV_cXSfeqBY

Practice rational thinking

- Appreciate that you have the power to be in control of your own thoughts.
- Challenge your negative self-talk (the conversations you have with yourself, everyone has them, but nobody likes to talk about them). Write down your negative self-talk and challenge its rationality.

Preparation reduces stress

- You should feel assured if you did everything you could:
- "Another way to be prepared is to think negatively. Yes, I'm a great optimist, but, when trying to make a decision, I often think of the worst case scenario. I call it 'the eaten by wolves factor.' If I do something, what's the most terrible thing that could happen? Would I be eaten by wolves? One thing that makes it possible to be an optimist, is if you have a contingency plan for when all hell breaks loose. There are a lot of things I don't worry about, because I have a plan in place if they do." Randy Pausch, (2008) The Last Lecture.

Educate parents about the conversations they have with their children in the car journey after the game (i.e. their EXCUSES)

Many parents believe that by blaming the referee or the coach after the game they are protecting their child's self-esteem. In this scenario the parent is deflecting social disapproval; however this relief is only temporary. This behavior is inadvisable because it doesn't build the habits necessary for success: It reduces responsibility as well as the child's perceptions of control. Ultimately, this results in lowered goals and a decline in effort. Explain to the parent that if the child performed poorly, they must own their performance, and recognize that with greater effort and preparation they'll do better next time. Timing is crucial, parent should wait a period of time after a defeat before teaching this concept.

Sample Player Code of Conduct/Expectations

Purpose: To provide players with structure for acceptable behavior, rules and coach expectations. This is conducted to create an environment of mutual accountability. Players must sign the code of conduct each season, and are expected to comply with the following:

1. Abide by the rules, laws and spirit of the game of Soccer
2. Players are expected to exhibit good sportsmanship and behavior at all times
3. Players must take ownership of their improvement. They should practice their skills on a regular basis in addition to team training hours. For example, juggling, turns, moves, passing and receiving against a wall, etc.
4. Understand that maximum effort and a positive attitude is expected at every game and every practice
5. Respect the wishes and directions of your coach. Listen to coaching advice and show that you're trying to apply it.
6. Respect the coaches' decision when substituted, and act with a positive attitude and body language. Then support your teammates.
7. It is inappropriate to ask the coach for playing time when you are on the bench. Instead, focus on supporting your teammates. The coach is available to discuss the players' strengths and areas they need to improve, and is pleased to arrange a meeting at the appropriate time.
8. Respect the referees' decision
9. Treat opponents with respect, and avoid words or actions that may mislead a match official
10. No offensive, abusive or insulting remarks shall be made toward any other player, official or parent
11. Players will turn up for practice, meetings and games on time. Only emergencies, illness or approved vacation are acceptable reasons for tardiness or absence. Always provide the coach with ample notification.
12. Wear appropriate attire, footwear and shin guards to all practices and games.
13. Inform the coach when you have an injury, and update the coach during periods of rehabilitation.
14. Encourage and support your teammates to become better athletes and human beings.

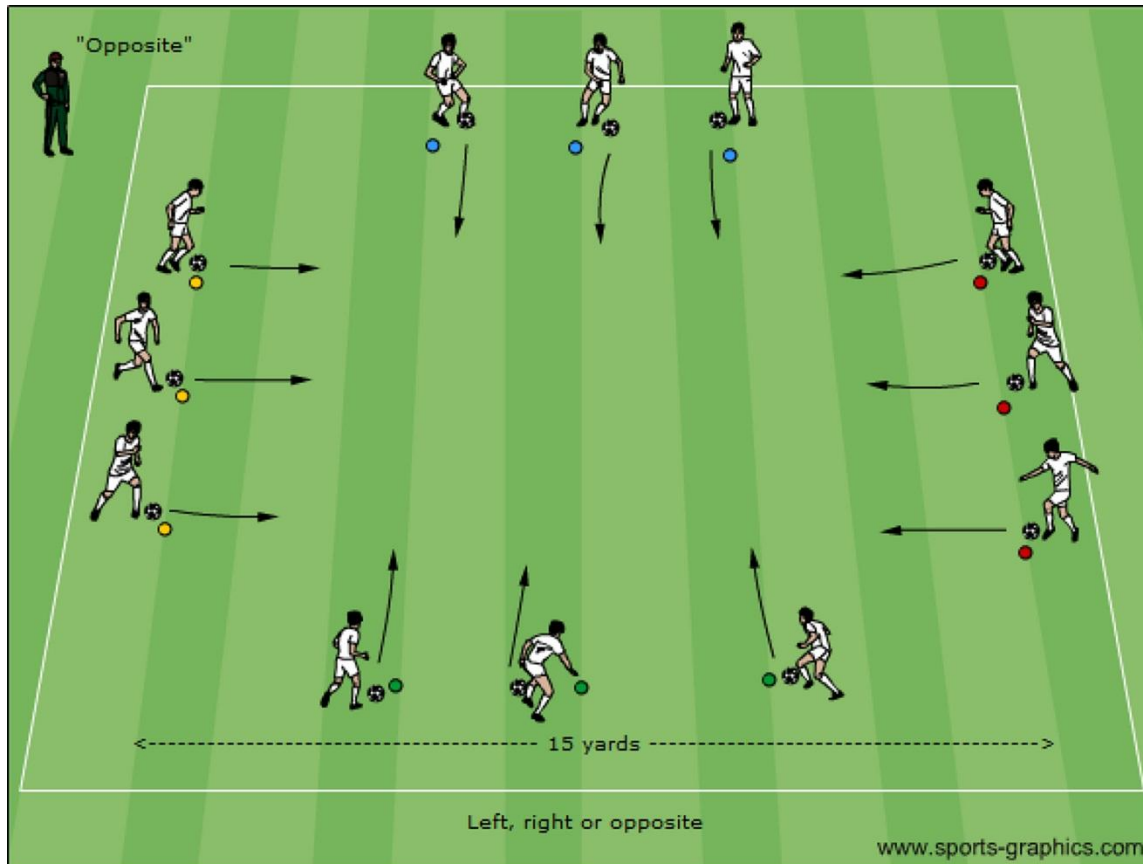
Violations will result in consequences which are to be determined by the coach. The coach may expand the above list, and if so will notify the players accordingly. Coaches are responsible for enforcing team rules/expectations and for determining appropriate consequences for violations.

I, _____, have read the rules and expectations above and
(Player Name)

agree to abide by them throughout the _____ (year) season

Activities for Technical Development

Theme: Turns/changing direction with the ball (can be used for warm-up) & dribbling: Left, right, opposite

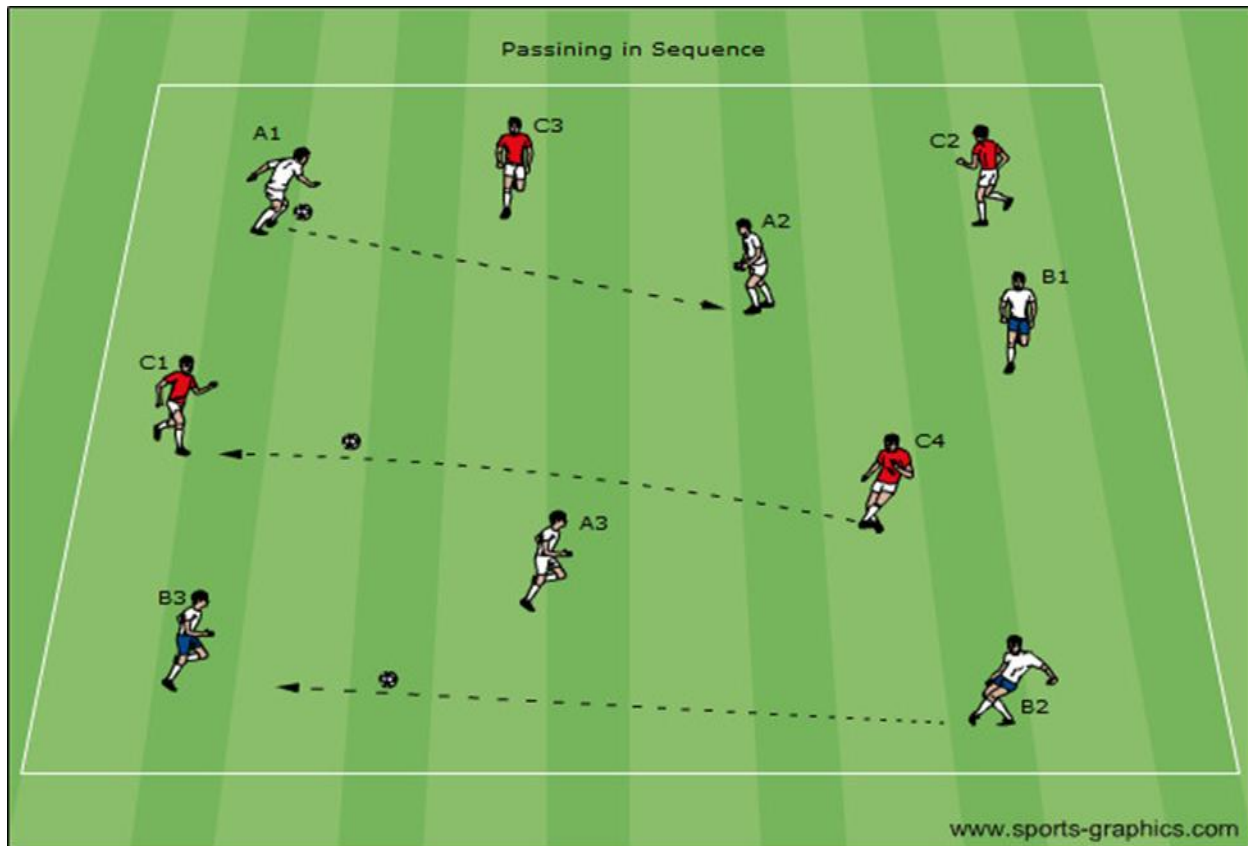


Area: 15x15 yards, 3 yards between cones on the outside

Instructions: Coach calls "left", "right" or "opposite", so for example if dribbling from the green cones the player dribbles to the corresponding yellow cone when "left" is called, to the red cone when "right" is called and to the blue cone when "opposite" is called. Players conduct a turn at the cone, for example: Inside hook, outside hook, drag-back, drag back behind standing leg, step-over turn and Cruyff turn. Ensure that players practice each turn using both feet and both directions.

Technical Coaching Points: Encourage dribbling with the head up, and as the dribbler approaches the turn they should make small touches to keep the ball close. Immediately after executing the turn the player should take a longer touch so the player can accelerate away from an imaginary defender.

Theme: Short Passing - Passing in sequence



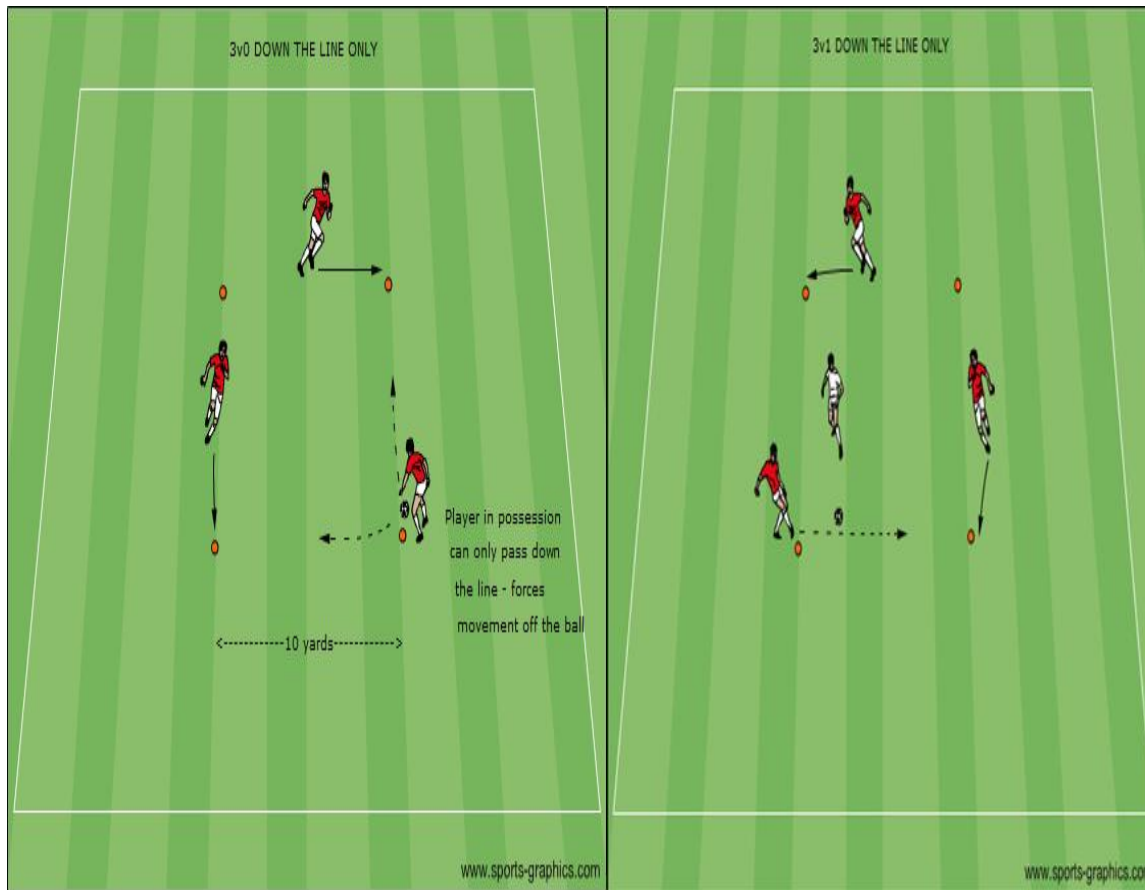
Area: For 10 players above, 15x15 yard square

Instructions: Players in groups of 3, and numbered 1, 2 and 3 (however, this activity can accommodate groups of 4 if needed, consequently number players 1, 2, 3 and 4). Players pass and move in sequence, so 1 passes to 2, 2 passes to 3 and 3 passes to 1. When the player receives the pass have them dribble for a few touches before passing to the next number.

Technical Coaching Points: Inside of foot - Plant foot points to target, kicking foot comes through the ball at a 90 degree angle to plant foot, and maintain this shape thro' impact. Kicking foot: strike the ball with the inside of the foot, hit the middle of the ball to keep it along the ground, ankle firm, toe points slightly up. Outside of foot technique – Place the non-kicking foot slightly behind the ball and far enough to allow a full swing of the kicking leg. The plant foot should be pointed away from your target, strike the ball with the outside of the foot at the ball's horizontal point.

Progressions: After a few minutes add the following directions; (i) Stop the ball with the inside of the foot, and take it away with the outside of the same foot, (ii) if your 1st touch is with your right foot your second touch must be with your left and visa-versa, (iii) next add that the pass to the next number be with the weaker foot, (iv) finally add that the pass to the next number must be with the outside of the foot.

Theme: Short passing with movement and decision-making – 3v0 then 3v1 down the line only

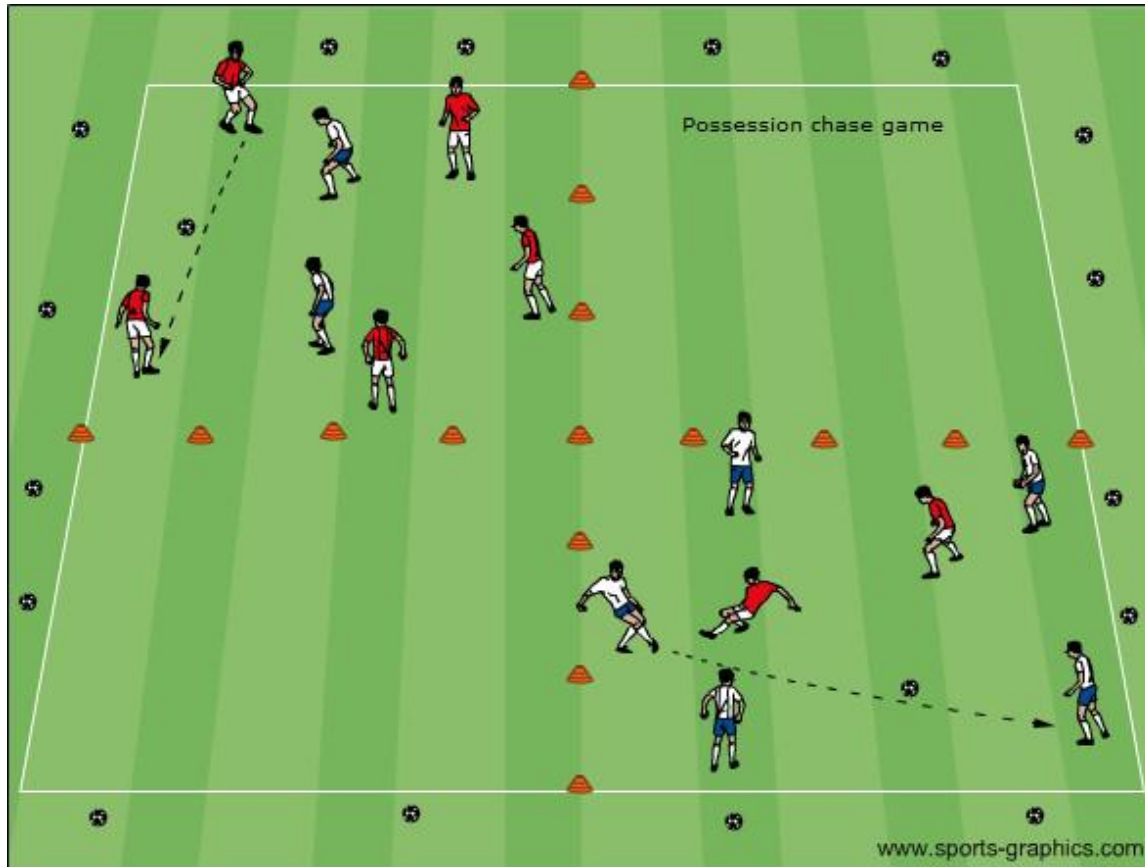


Area: 10x10 yard box designated by cones (can be smaller for advanced players)

Instructions: Initially play 3v0 with the rule: Player in possession may only pass “down the line”, so no passes across the box. This encourages supporting players to make runs in support of the player in possession. Progression: Add a defender, and if the ball doesn’t go down the line or the defender wins possession then the player who made the error goes in the middle. Players on the outside (wearing red above) may ‘cut the corners’, but all passes must be within 1 yard of the lines of the square.

Technical Coaching Points: See technical short passing points made previously. Additionally, this drill can also be used to teach players that sometimes when in possession you have to draw the defender toward you before passing it to a teammate. This allows the pass recipient more time when they receive possession.

Theme: Short passing with pressure; Possession chase game



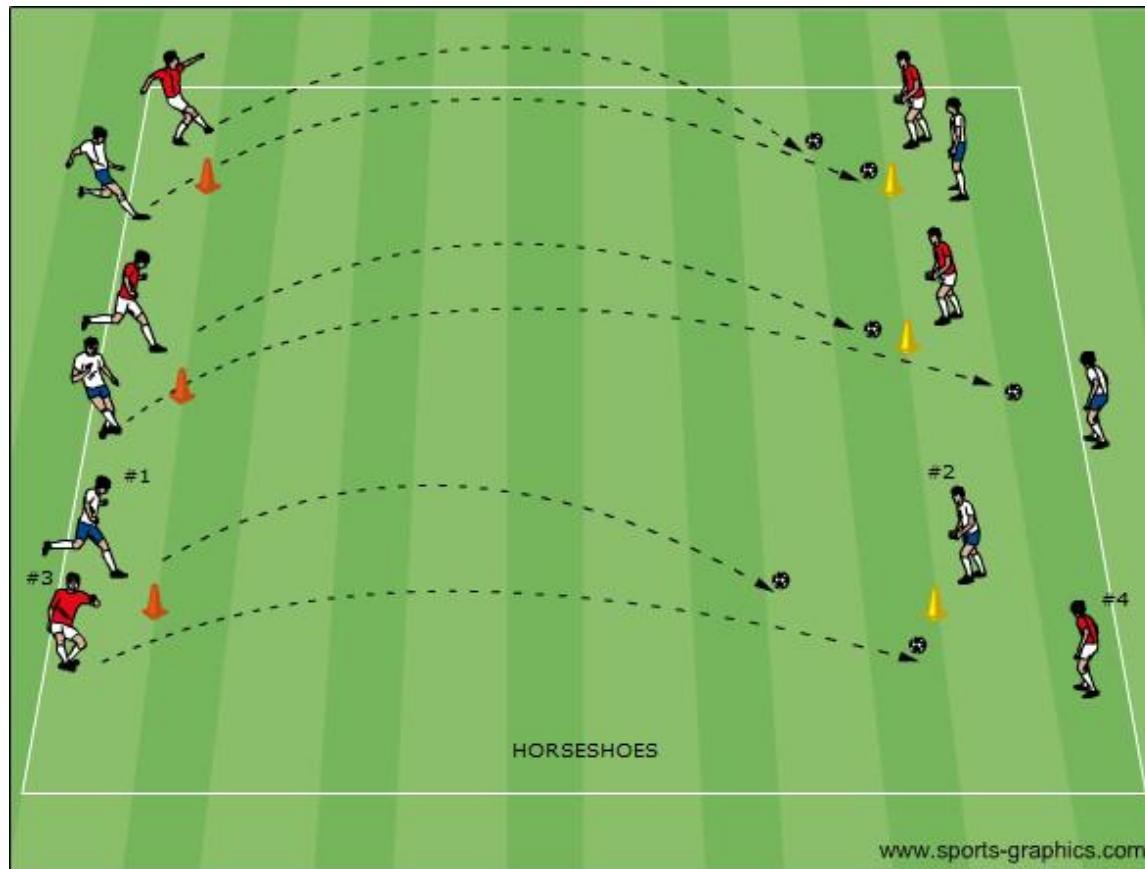
Area: 4x10x10 yard box designated by cones. Soccer balls dispersed around the outside of the large square.

Instructions: Play 5v2 keep away, the objective being to complete 8 passes. If successful, all 7 players move clockwise to the adjacent box. Try to complete another 8 passes in the new box, you win by catching the opposing team. 2 Defenders try to gain possession or kick the ball out of the square. If successful, the 5 players get another ball and re-start the game, but the pass count goes back to 0.

Technical Coaching Points: See technical/tactical short passing points made previously.

Variations: For less skilled players you might try 4v1 in each box or reduce the number of passes required to move boxes. For more advanced players you might reduce the size of the boxes and/or increase the number of passes required to move boxes.

Theme: Technique of the long (driven) pass – Horseshoes (3 variations depending on level of player) – Progression: Bending the long pass/shot.



Area: Distance between cones is dependent on the ability of the players

Instructions: Players work in pairs. There are 3 variations to the game based on the ability of the players;

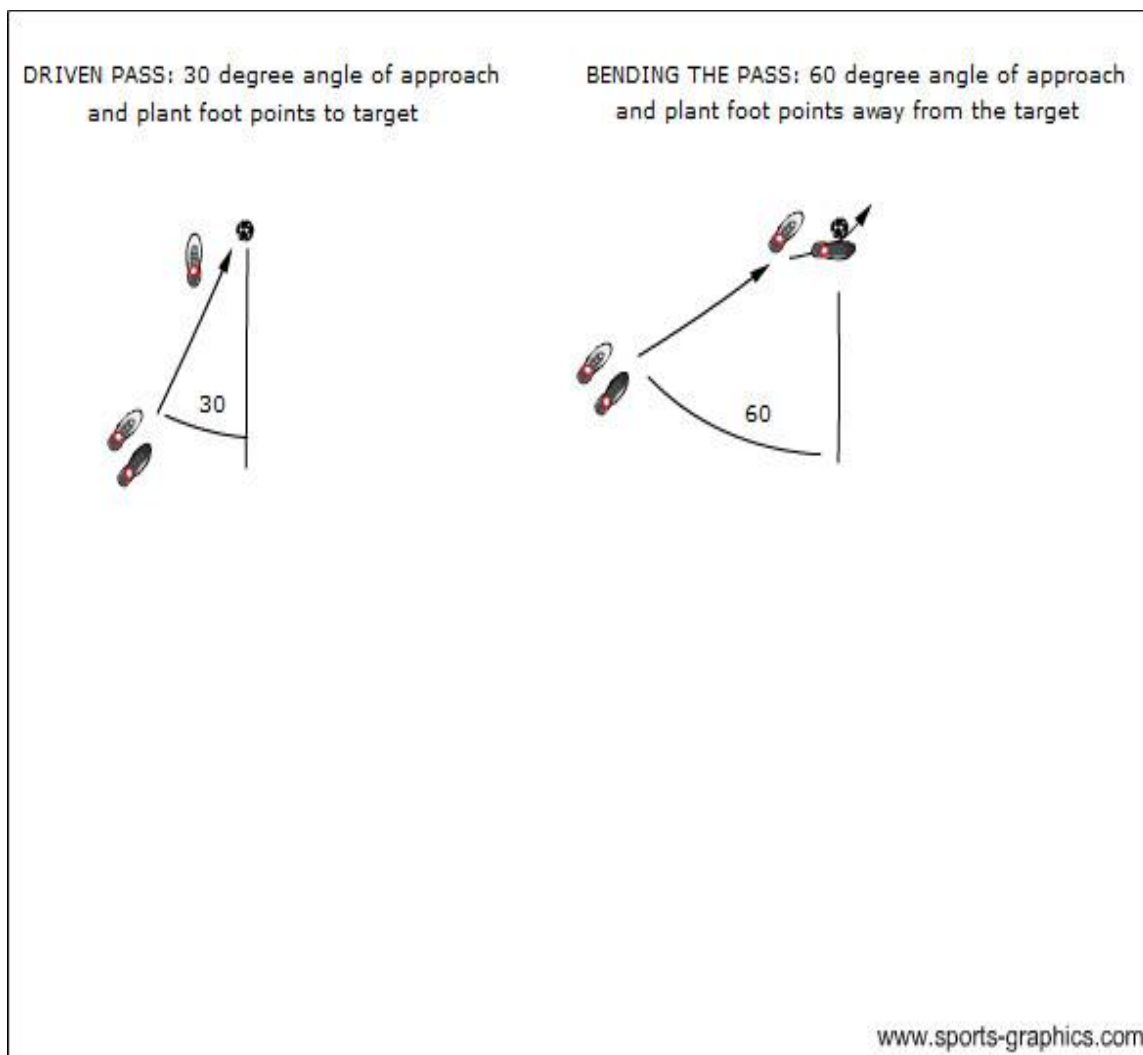
Novice players: Player #1 strikes a long driven pass to the yellow cone above, the objective being to make the ball land as close as possible to the target cone. Player #2 places the ball where the ball 1st bounced. Player #3 now attempts to get closer to the yellow cone, whichever lands closer wins a point, play proceeds in the opposite direction (so players #2 and #4 hit to red cone).

Intermediate players: Same as game above, but your teammate has to catch the ball before it bounces, then place it on the ground where it was caught.

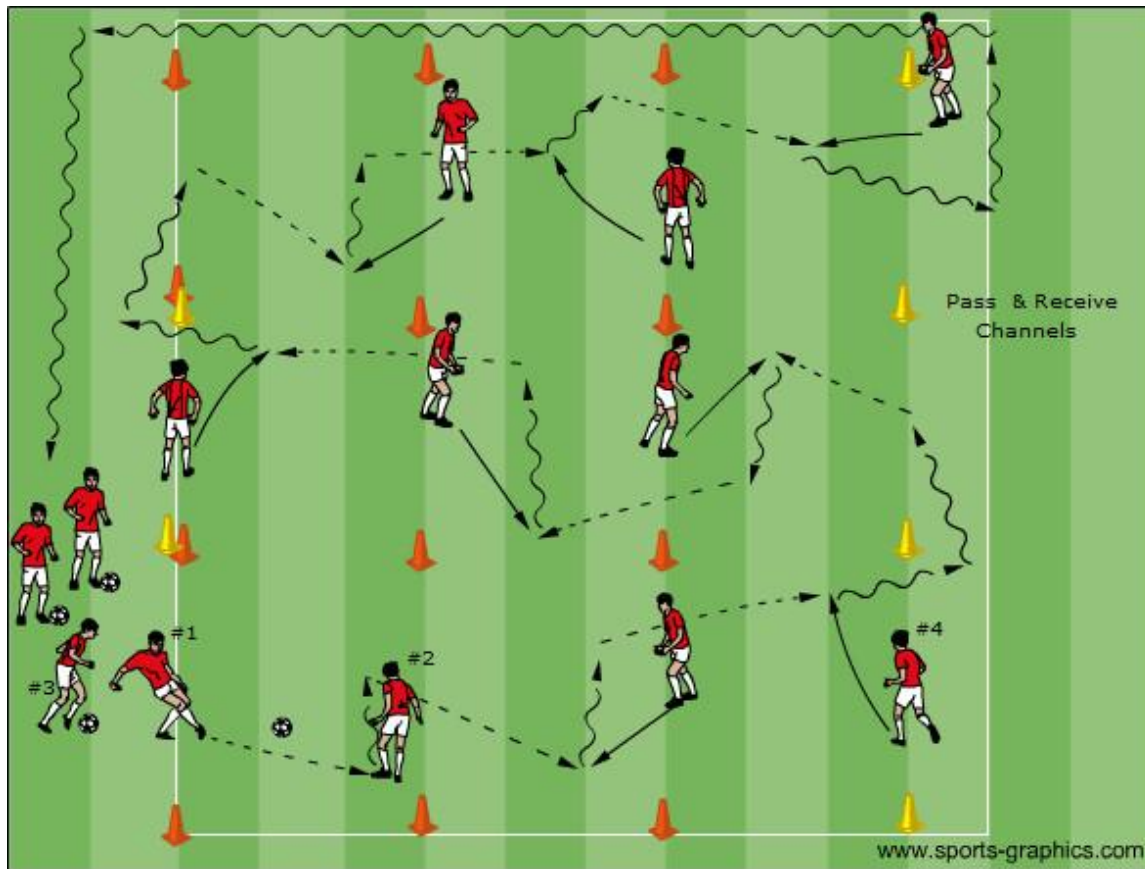
Advanced players; Same as game above, but receiving player must control the ball before it bounces with their chest, thigh, foot or head and make the ball come to rest as close as possible to the target cone.

Technical coaching points for long driven pass: Approach the ball from approximately 30 degree angle. Plant foot points to target, is placed beside the ball (slightly behind the ball for more loft), but approximately 12 inches to the side of the ball. This allows the kicking foot the room to slide under the ball thus generating height and backspin. The sole and the toe of the kicking foot remain low through impact, and the kicking foot comes around the plant leg.

Technical coaching points for bending the pass: Approach the ball from a steeper angle, approximately 60 degrees. This time the plant foot points away from the target (e.g. for a right footed player bending the ball right to left, the plant foot points to the right of the target). The spin is generated by the kicking foot coming across the ball, and the toe of the kicking foot points slightly up.



Theme: Receiving skills (can also be used for warm-up) (progression: no straight passes)



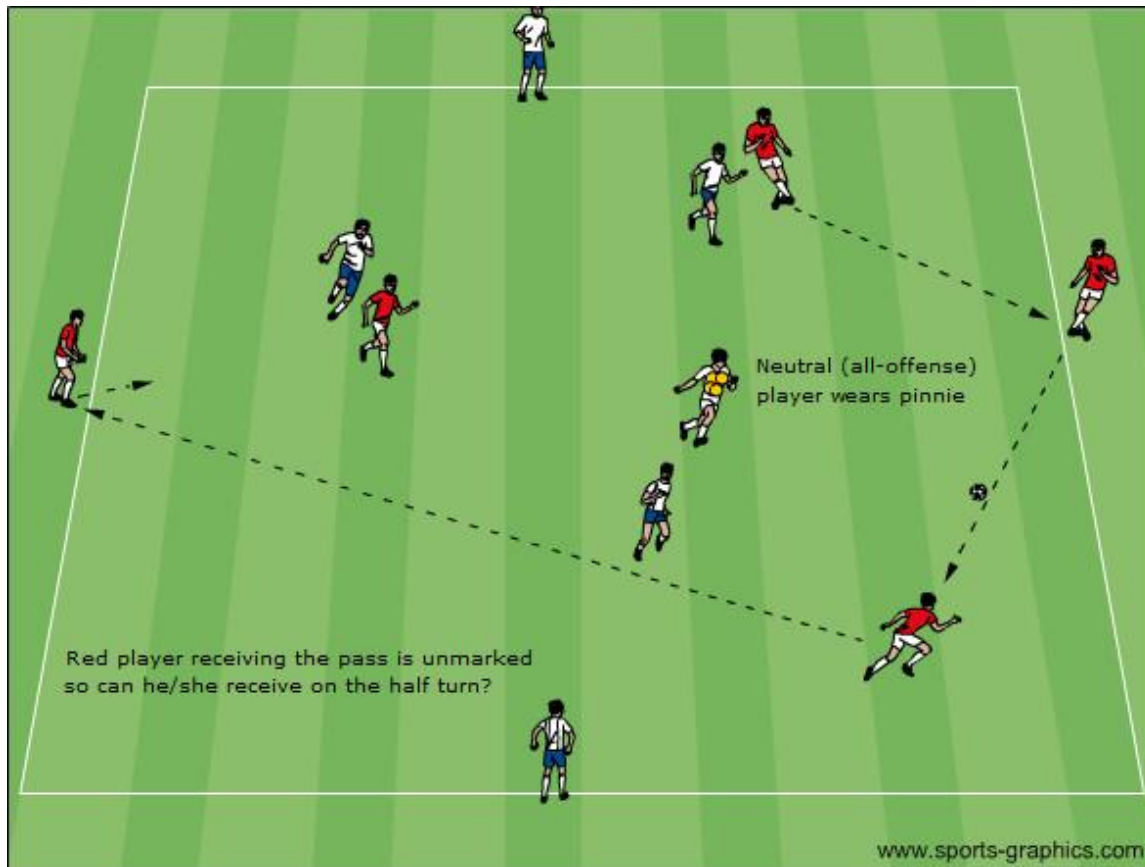
Area: 9 boxes, each 12x12 yards

Instructions: Player #1 starts this passing and receiving drill, and follows his/her pass. Player #2 checks towards the ball, and tries to receive the ball on the half turn. When the player at the end of each line (by the yellow cones, for example #4 above) receives the ball, they turn and dribble to start play at the adjacent line. The second ball (with player #3) starts as soon as Player #1 is in position to receive at the first pair of cones.

Technical Coaching Points: (1) Encourage receiving on the half turn as it's easier to pass forwards when doing so. (2) When checking toward the ball ensure that receiving players don't run toward the ball too soon and thus killing their space. Ask your players: Does the player on the ball have their head up, ready to pass? If no, then retain your position and your patience. (3) When checking toward the ball can the receiving player make an angled run (as opposed to a straight run) toward the ball. Straight passes tend to be predictable and easier to defend against.

Progression: No straight passes

Theme: Receiving on the half turn

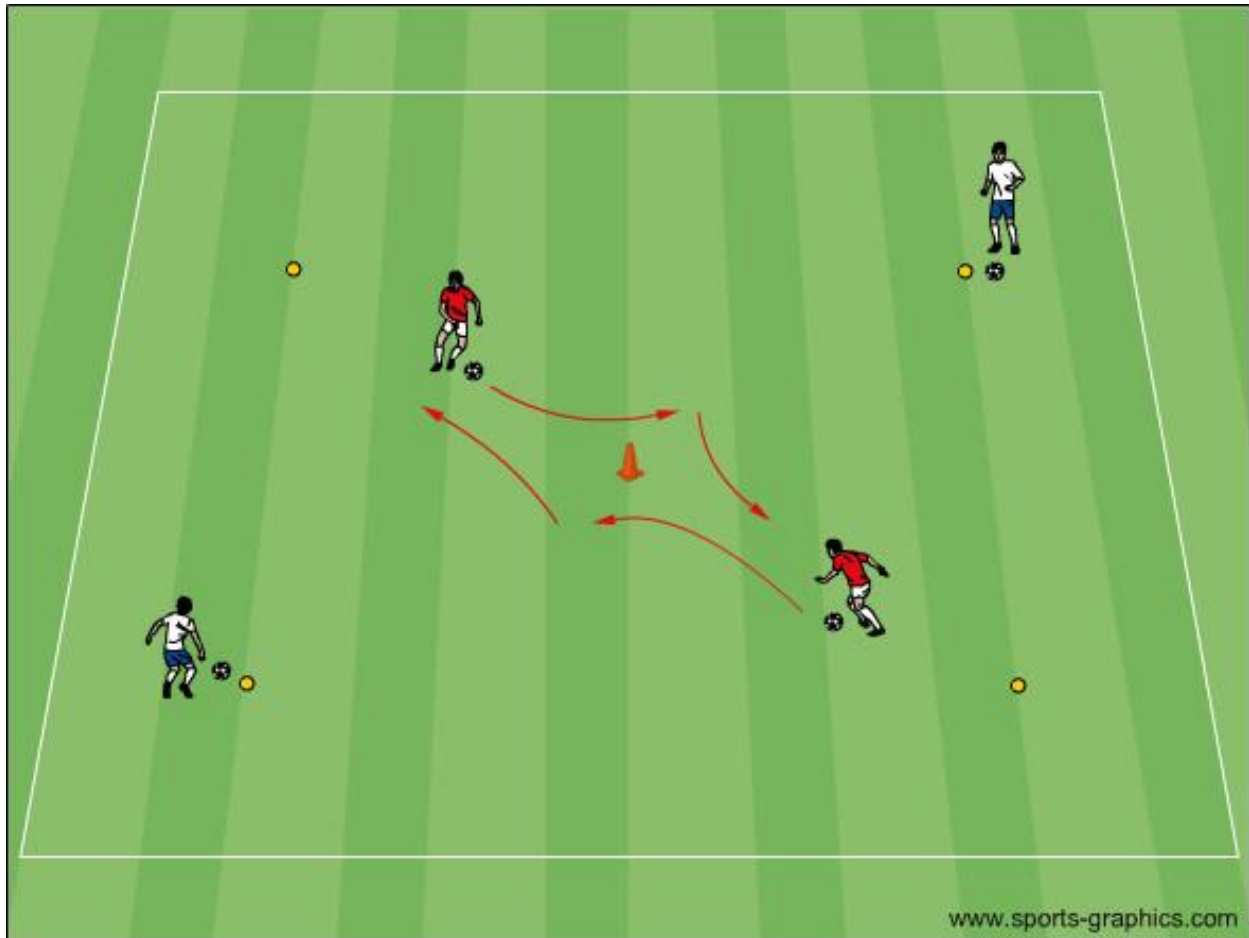


Area: For 11 players above, an 18x18 yard square should be appropriate. Can play this game with 9 players (4v4+1) if so 15x15 yards is more appropriate.

Instructions: The neutral player with yellow pinnie (illustrated by yellow dots above) plays offense for both teams. The coach starts the game by passing into the middle. When a team receives the ball they aim to pass to one of their outside target players (who are 1 or 2 touch depending on ability). In the above illustration the red team receives the ball and passes to one of their target players. They then switch the play and pass to their other target player, who also manages to retain possession. By doing so they receive 1 point, and try to maintain possession and score again. A central player may keep possession by passing back to the target that has already touched the ball (obviously he/she does not score a point for doing so).

Technical Coaching Point: If the player is not marked too closely by the opponent, can they receive the ball on the half turn? If they can it will allow them to pass forwards quicker. The purpose for the neutral, all-offense, player is that it provides more opportunities to receive the ball on the half turn because there is always an extra attacking player.

Theme: Dribbling & Moves to beat an opponent: Dribble & 'move' box



Area: 15x15 yards

Instructions: Two red players dribble at central cone, conduct their 'move' 1.5 -2 yards before the cone and dribble to the left of the cone. Players continue in the same direction and stop at their partners starting point. The next pair (blue shorts above) repeat this.

Technical Coaching Points: Dribble with head up, taking short touches prior to conducting the move. Players should dribble with the outside of their instep, and be 'on their toes'. A variety of moves can be incorporated, for example; Scissor, double scissor, Matthews, the self-pass, Zidane roulette, the snake etc.

Progression: Add a passive defender to replace the central cone.

Theme: Dribbling & Moves to beat an opponent: 2v1 in 2 boxes



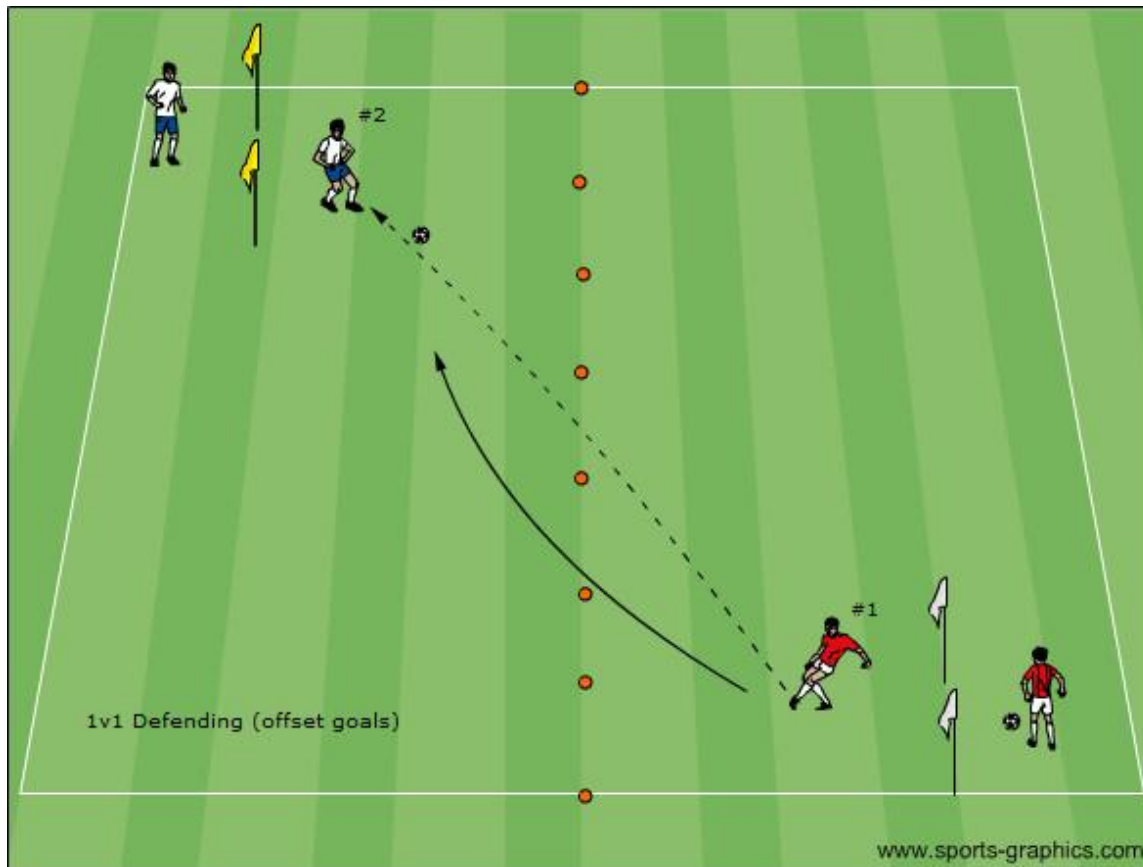
Area: 2 adjacent boxes, 2x10x10 yards

Instructions: First pair of red players (above) dribble at one defender (blue shorts) in first 10x10 yard box. Defender starting position is in the middle of their respective squares, and they attempt to kick the ball out or win possession. The attacker with the ball dribbles, and makes a decision regarding whether to pass to teammate or beat the defender. The attacking pair aims to maintain possession past the 1st defender and repeat this into the second box. If the defenders win possession they come out of the boxes and the attackers who lost possession become the two defenders.

Technical Coaching Points: The attacking player in possession has to make a decision based on the positioning of the defender. If the defender takes away the passing lane then perhaps a 'move' is in order, or can they beat the defender with the speed of their dribble? If the defender encourages the pass, then ensure that the dribbler draws the defender toward them before passing it to their teammate. This will allow the pass recipient more time when they receive the pass. Finally, encourage creative play.

Variation: Manipulate the size of the boxes (e.g. 8 yards wide for advanced players, 12 yards wide for novice players).

Theme: Defending: 1v1s (offset goals). Ball must be in attacking half to score

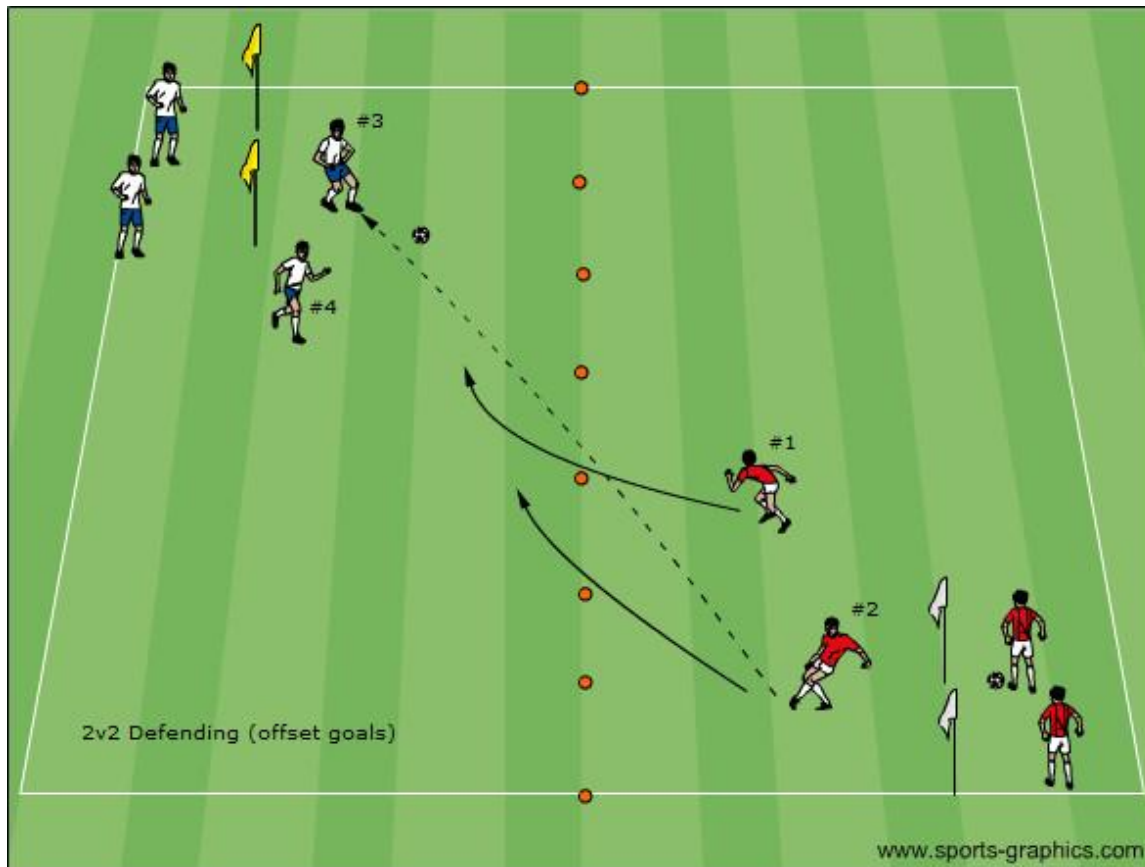


Area: 13x13 yards

Instructions: Red player #1 passes to #2 (above) then defends white flagged goal. Player #2 attempts to score into white flagged goal by pass or dribble, but the player in possession must be over the half way line in order to score. If red player #1 wins possession they try to score on opponents' goal, the yellow flagged goal, and player #2 becomes the defender.

Technical Coaching Points: When applying initial pressure red player #1 bends their run slightly to force play to the outside, away from goal. The stance should be side on to force the opponent in one direction. This teaches players to make the opponents' decision more predictable. The red defender should run quickly to apply pressure, but when close to the opponent reduce speed and 'put the brakes on' approximately 1.5-2 yards from the ball. The higher the level of play the more important patient defending becomes, so teach you players to only stab for the ball when they have a definite chance of connecting. The defenders stance should be low, bending at the knees, with the weight on the balls on the feet.

Theme: Defending: 2v2s (offset goals). Ball must be in the attacking half to score



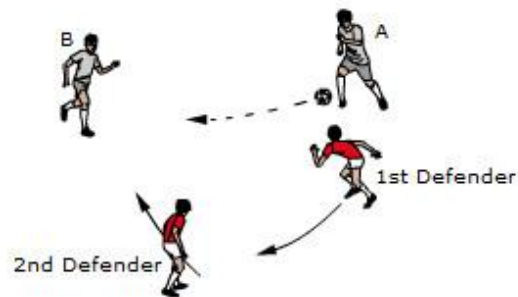
Area: 15x15 yards (progress to 18x18 for increased defensive challenge)

Instructions: Red players #1 and #2 defend white flagged goal, if players #3 and #4 lose possession they defend the yellow flagged goal. The player in possession must be over the half way line in order to score.

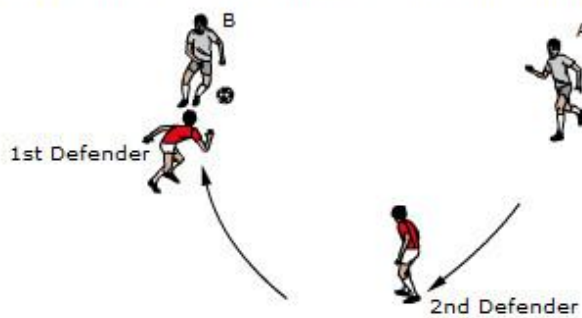
Technical Coaching Points: See 1v1 defending tips above. Also, see image on the following page which illustrates the positioning of the defenders depending on who has possession. Notice that the 2nd defender supports the 1st defender by dropping off and pinching in to prevent the penetrating pass. Also, if the 1st defender is beaten, the 2nd defender is in a position to provide cover. If the opponent (attacker) passes to their teammate the 2nd defender applies pressure while the ball is travelling, and in doing so becomes the 1st defender.

Principles of Defending: 1st defender & 2nd defender

As the ball travels to Player B, the 2nd defender moves forward to apply pressure, thus becoming the 1st defender



The 1st defender (above) drops back & pinches in to prevent the penetrating pass & support teammate. Consequently, the 1st defender above, becomes the 2nd defender (below)



Theme; Defending: 'Flying Changes' 1v1s (progress to 2v2s)- This game can also be used to focus on moves to beat your opponent



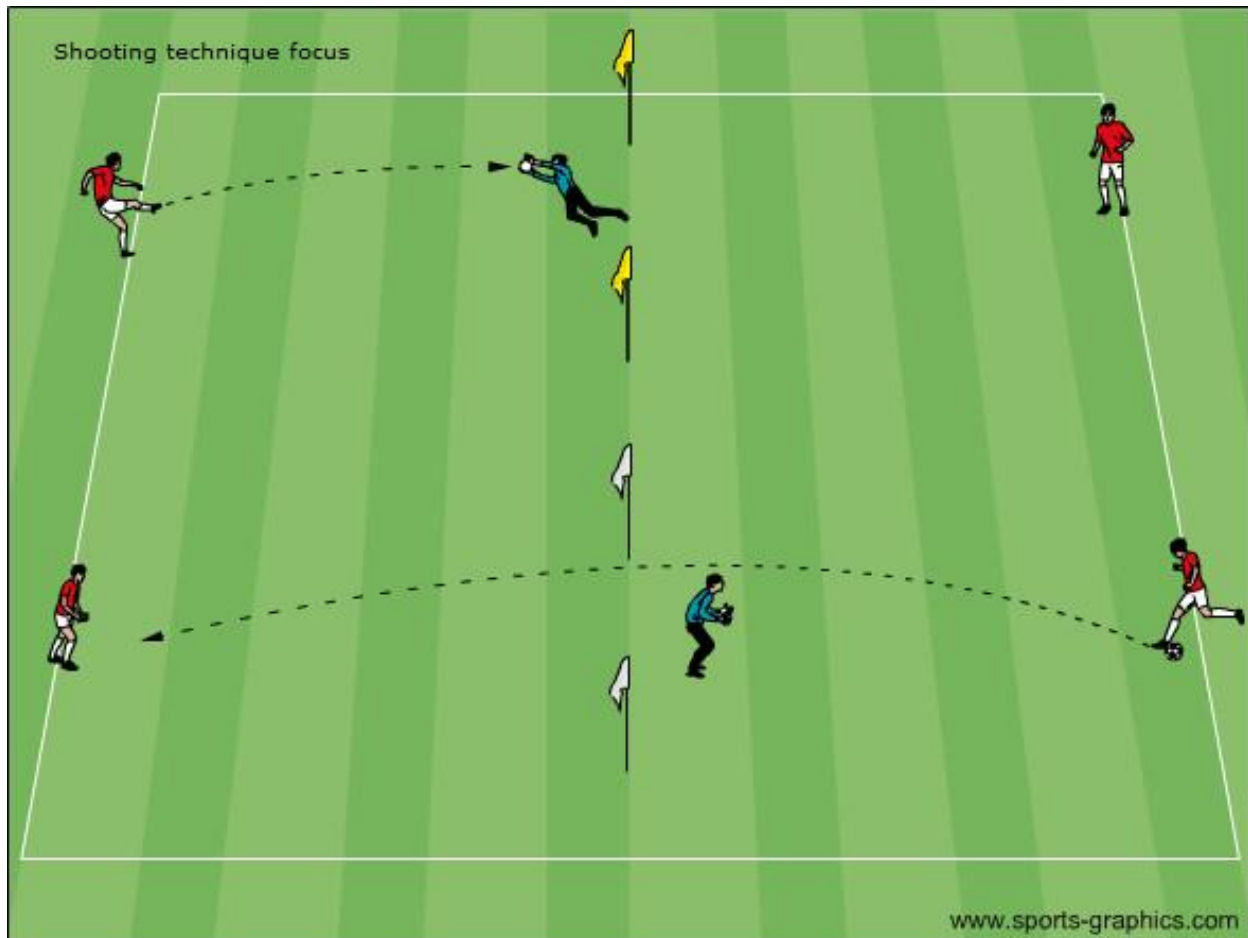
Area: Width 10 yards, Length 15 yards + 2 yard end zones

Instructions: Player #1 starts the game, and Player #2 immediately closes to defend. The objective is to dribble, with the ball under control, into the opponents' end zone. If the ball goes out at the side-line, play resumes from where the ball crossed the line. However, if the ball goes into the end-zone, 2 new players enter the field, and play re-starts from the end-zone in which the ball entered. **Playing this game with an odd number of participants will result in players facing different opponents.**

Progression: Play 2v2

Technical Coaching Points: See previous factors made for 1v1 and 2v2 defending

Theme: Shooting - Technique drill for various shooting techniques (groups of 3)



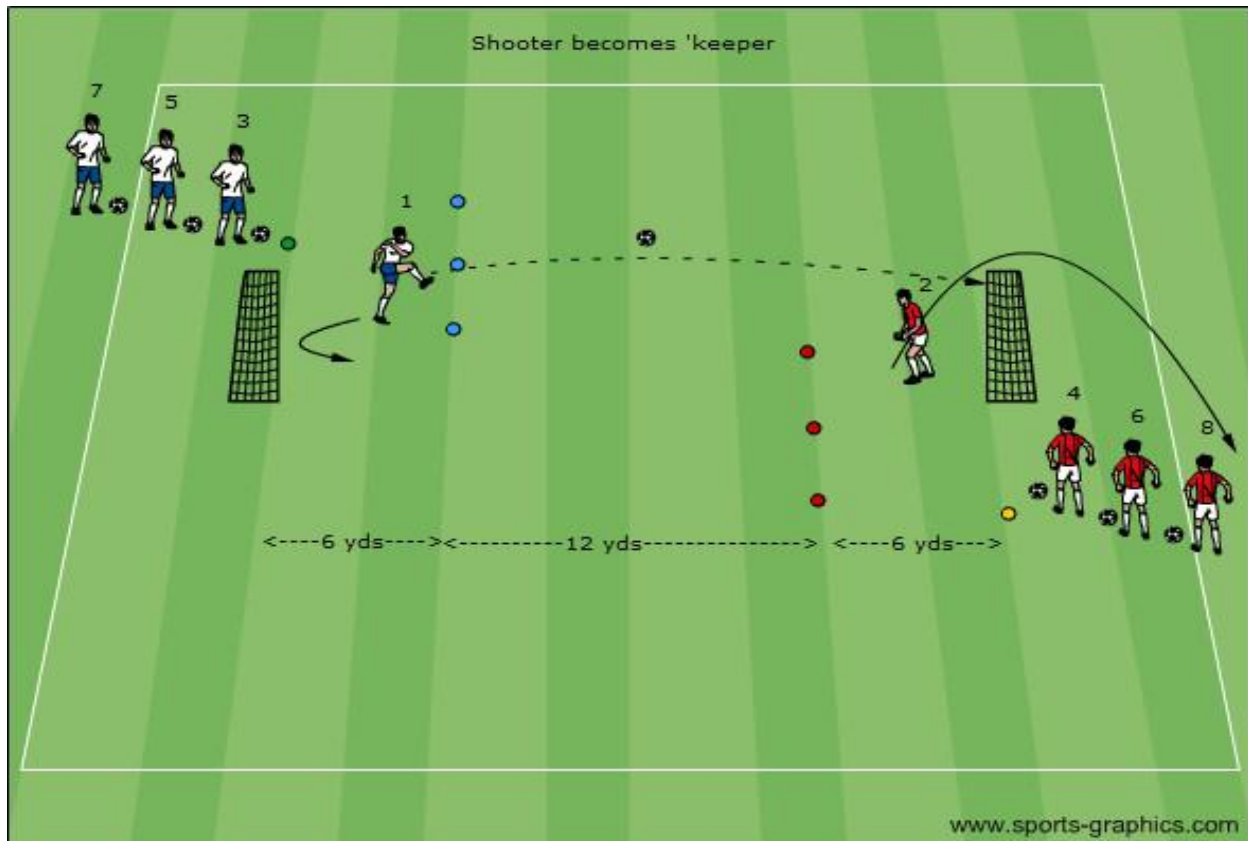
Area: Adjust depending on the ability of your players, and the technique used.

Instructions: One player acts as goalkeeper (rotate) between flags. The two players either side of the goal work on their shooting technique.

Technical Coaching Points: Four common shooting techniques include (i) inside of the foot push pass which can be used when closer to goal (See page 18 for technique description) (ii) Driven instep pass (See page 21 for technique description) (iii) bending the shot (See page 22 for technique description) (iv) shooting low for power with the laces: When shooting low for power the angle of approach should be approximately 20 degrees. The plant foot should be beside the ball, a common error is the plant foot positioned behind the ball and the shot flies over the crossbar. The head and the knee of the kicking foot must be over the ball, and the toe of the kicking foot points down through impact. Finally, strike the ball with the laces, and assess the players' balance after contact. Good balance assists effective technique.

Progression: Use this drill to practice the four shooting techniques described above, firstly with a stationary ball, then a moving ball.

Theme: Shooting from distance: Shooter becomes 'keeper



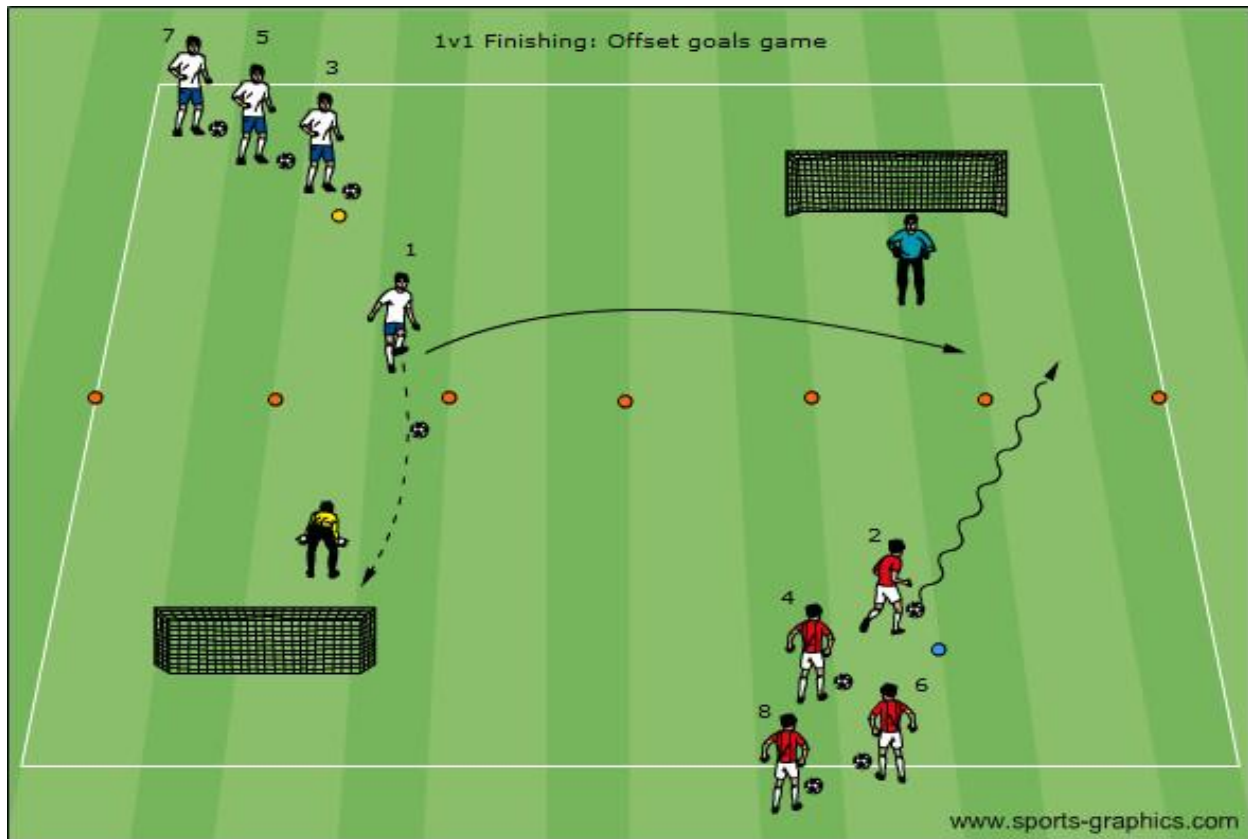
Area: For advanced players goals should be 24 yards apart. However, for younger or less skilled players the area in the middle (12 yards illustrated above), should be reduced (e.g. 8-10 yards).

Instructions: One team (red team illustrated above), starts with a player in goal (player #2). Player #1 (blue shorts above) starts the game by taking a touch, they shoot with their 2nd touch before the blue cones. Player #2 attempts to save the shot, then they retrieve the ball and go to the back of their line. Immediately after the 1st shot (above), player #1 retreats into their goal to act as the 'keeper. As player #1 shoots, player #4 takes their 1st touch and shoots with their 2nd touch (before the red cones). As soon as player #4 shoots they drop-back into their goal to serve as 'keeper. This process continues until a team reaches, for example, 10 goals.

Technical Coaching Points: When shooting low with power the key technical elements are (i) plant foot beside the ball, and points to the target (ii) The knee of the kicking foot, and the head must be over the ball (iii) The ball is struck with the laces, and the toe of the kicking foot points down through impact.

Progression: Consider that when players are young the goal is large and the 'keeper is small, so shooting high is rewarded. However, as players age and the 'keepers are taller, the ability to shoot low is important. A progression to encourage this is to say "the goal only counts if the shot remains below the height of the coaches' waist".

Theme: Shooting: 1v1 finishing - offset goals game

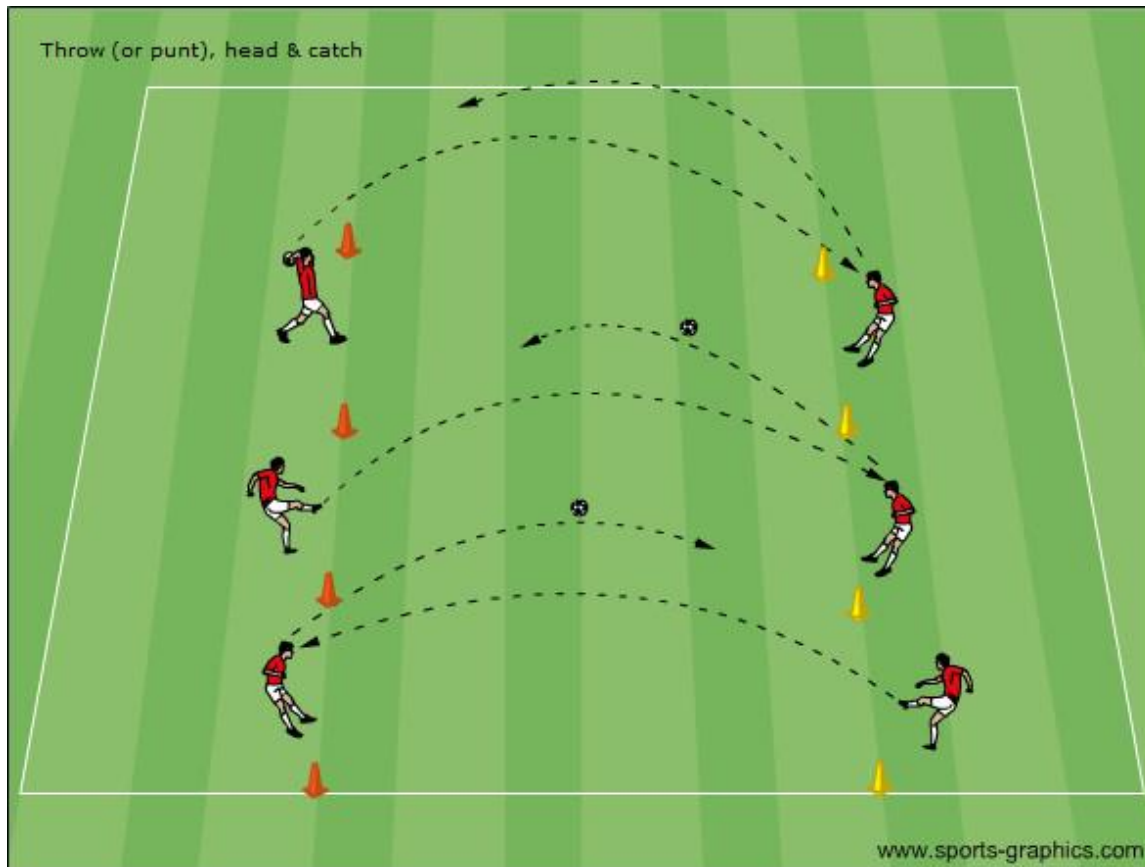


Area: For advanced players the distance between the goal and the half-way line (red cones above) is 18 yards, so total length is 36 yards. Reduce this distance for younger or less skilled players. The goals are offset by approximately 20 yards (consider athleticism of players).

Instructions: Teams start with 2 permanent goalkeepers in goal. Player #1 (above) dribbles from their line, and shoots before the cones (this rule is in play for the 1st shot only, after this the dribble may shoot from anywhere). As soon as player #1 shoots, they become a defender, so they sprint across to defend against Player #2. Player #2 may start their dribble immediately after player #1 has shot, and attempt to score on the blue 'keeper above (remember after the 1st shot the players can shoot from anywhere). Player #3 can only advance on the yellow 'keeper after the following scenarios: If the defender wins possession, if the defender clears the ball, if a goal is scored, or if the shot goes wide. Remember as soon as player #2 shoots, they sprint across to defend player #3. The process continues until a team reaches, for example, 5 goals.

Technical Coaching Points: This game allows the players to practice various shooting techniques under pressure (described previously). If the 'keeper is close, consider a shot hard and low to the ground. If the attacker wants to take on or go around the 'keeper, review the key factors described previously under "Moves to beat opposing players".

Theme: Defensive Heading: Throw (or punt for intermediate/advanced players), head, catch



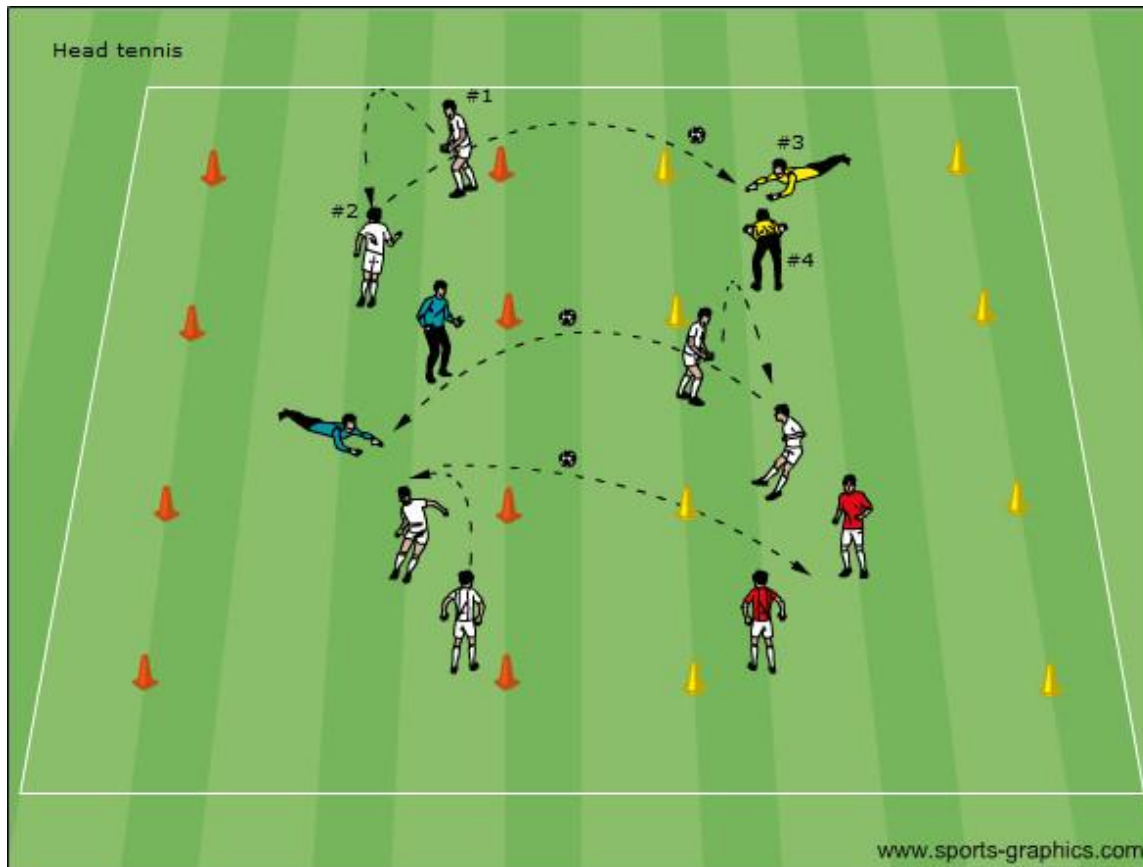
Area: Distance between pairs is dependent on ability/age of players. For example, advanced, experienced players might be 25 yards apart, for younger, less experienced players this can be 5 yards.

Instructions: Players work in pairs as a team. One player throws the ball to his/her partner, who heads the ball, and if the thrower catches the ball they score a point. When the pair reach, for example, 4 points have them swap roles (thrower now heads). Using this example, the first pair to reach 8 points wins.

Technical Coaching Points: (i) player gets into line with ball flight (ii) Power is generated from the lower body, then upper body, then shoulders and neck (iii) make contact with the ball at the hair line (forehead) (iv) keep eyes open as long as possible, although instinctively players will blink when they make contact with the ball (v) After contact the eyes should point to the sky. The objective of defensive heading is to achieve distance and height, in order to provide the defense time to reorganize.

Progression: Have the players punt the ball, head it, and then catch it.

Theme: Attacking Headers - Soccer tennis

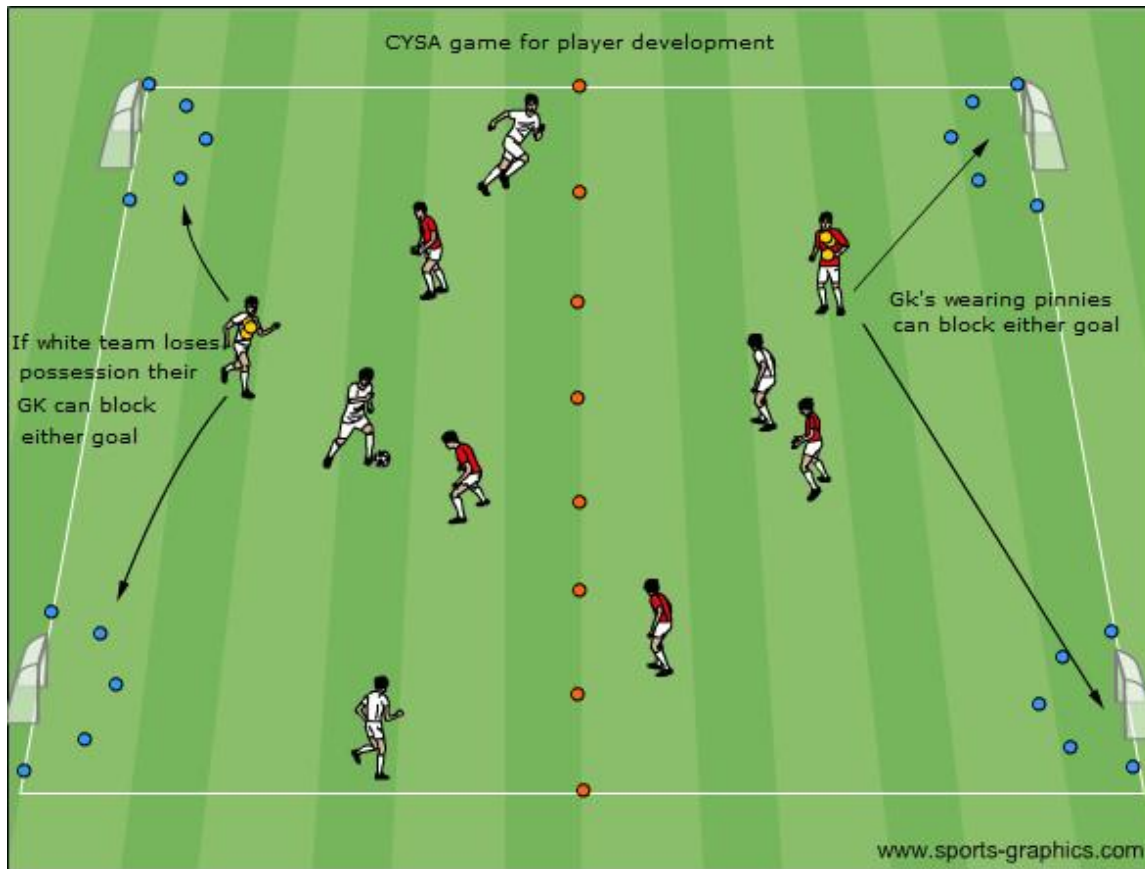


Area: Boxes are 10x10 yards, with a 5 yard channel in between

Instructions: Players work in pairs as a team. For example, using illustration above, player #1 throws to teammate, player #2, who attempts to head the ball down into their opponents' box. If they achieve this they score a point, however, player #3 and #4 above try to catch the ball to prevent their opponent from scoring. If the ball lands outside the box then the receiving team scores a point. Next, #3 throws to teammate #4 who attempts to head into opponents' box. For competition purposes you might introduce a ladder/league in which, after a period of time, winners move up and the defeated team moves down.

Technical Coaching Points: Similar to previous coaching points for defensive headers except eyes should point down to the ground after contact with the ball. When heading for goal it's more difficult for the goalkeeper to contend with a ball that bounces in front of them.

CYSA small sided game for player development

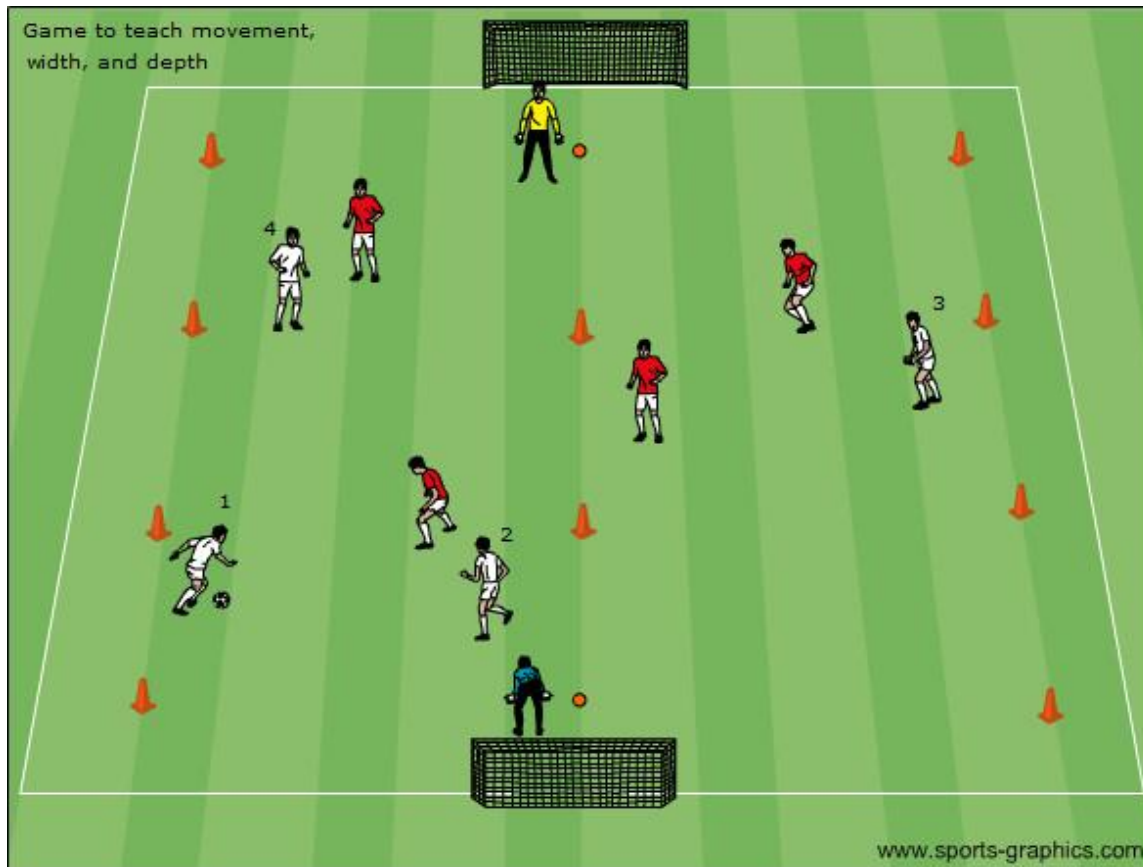


Area: 35 x 35 yards (this can be manipulated to suit the ability/athleticism of your players)

Instructions: Play 5v5 or 6v6 with one goalkeeper per team (but they cannot use their hands). Both 'keepers wear a pinnie (see yellow dots above), and are able to join in as a field player whenever they choose. However, when their team is defending, the goalkeeper occupies one of the two goals in their half. Whichever goal the 'keeper occupies, means the opposing team cannot score in that goal. Also, the goalkeeper may run to block the other goal if the opposition 'switches' the point of attack. The team in possession cannot score from their defensive half of the field. The blue cones illustrated in front of each goal (above) indicate that no player, except the goalkeeper, is permitted in that area. The offside rule applies.

Technical & Tactical Coaching Points: This is an example of "The Game is the Teacher" because it teaches the player in possession to play with their head up, in order to locate the opponents' 'keeper. This will enhance the players' ability to switch the point of attack, or it might encourage a quick counter-attack. Therefore, this game will enhance technical ability (dribbling with head up), and also tactical decision-making capabilities (for example, when to switch play, and when to counter-attack).

Game for movement, width & depth (Principle of Play)

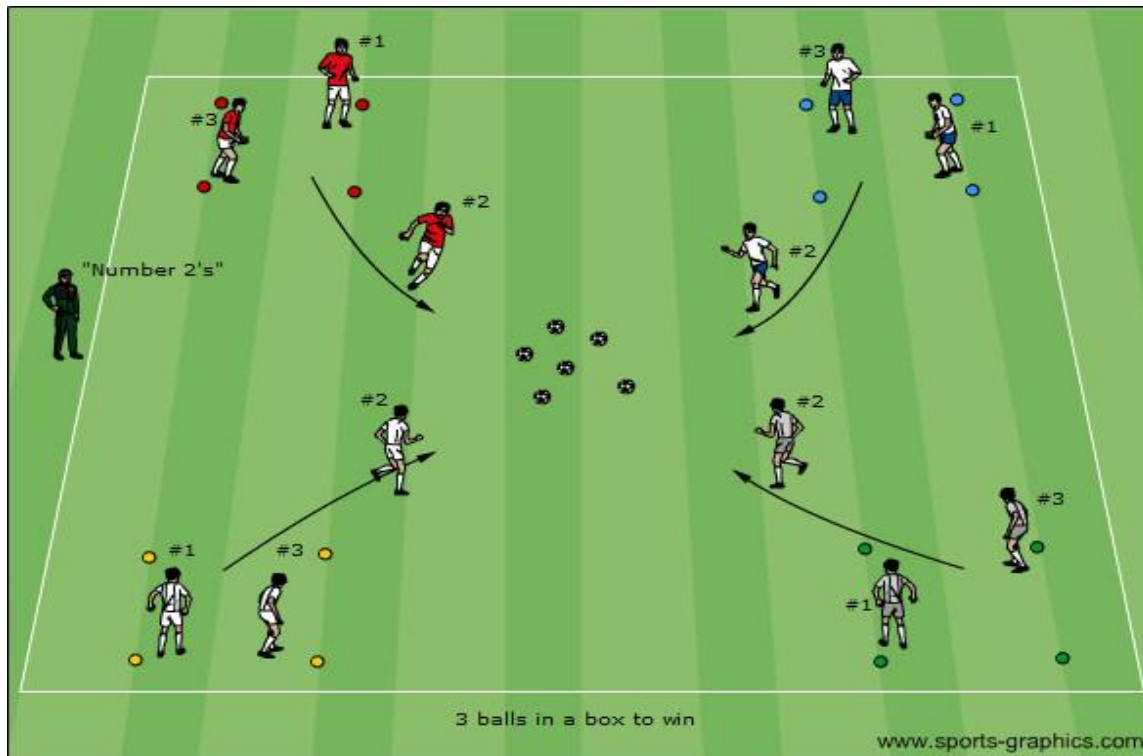


Area: For 6v6 game play 30yards wide x 57 yards in length (each box 15x15 yards). Start boxes at the goalkeepers' 6 yard line.

Instructions: Play a regular scrimmage but impose the following rule: You may not pass to a teammate in the same box as you. As illustrated above, player #1 may not pass to player #2. If player #2 moves wider and out of the box the pass is permitted. Alternatively, if player #1 dribbles out of the box, he/she may then pass to player #2. Passes back to your 'keeper are not subjected to this rule, and the offside rule applies.

Tactical Coaching Points: Although this game is a somewhat artificial, it does encourage movement off the ball. It can also be used to introduce fundamental concepts of width, depth and support which are components of 'The Principles of Play' covered on the F course and advanced licenses.

Conditioning with a ball: 3 Balls in a box to win

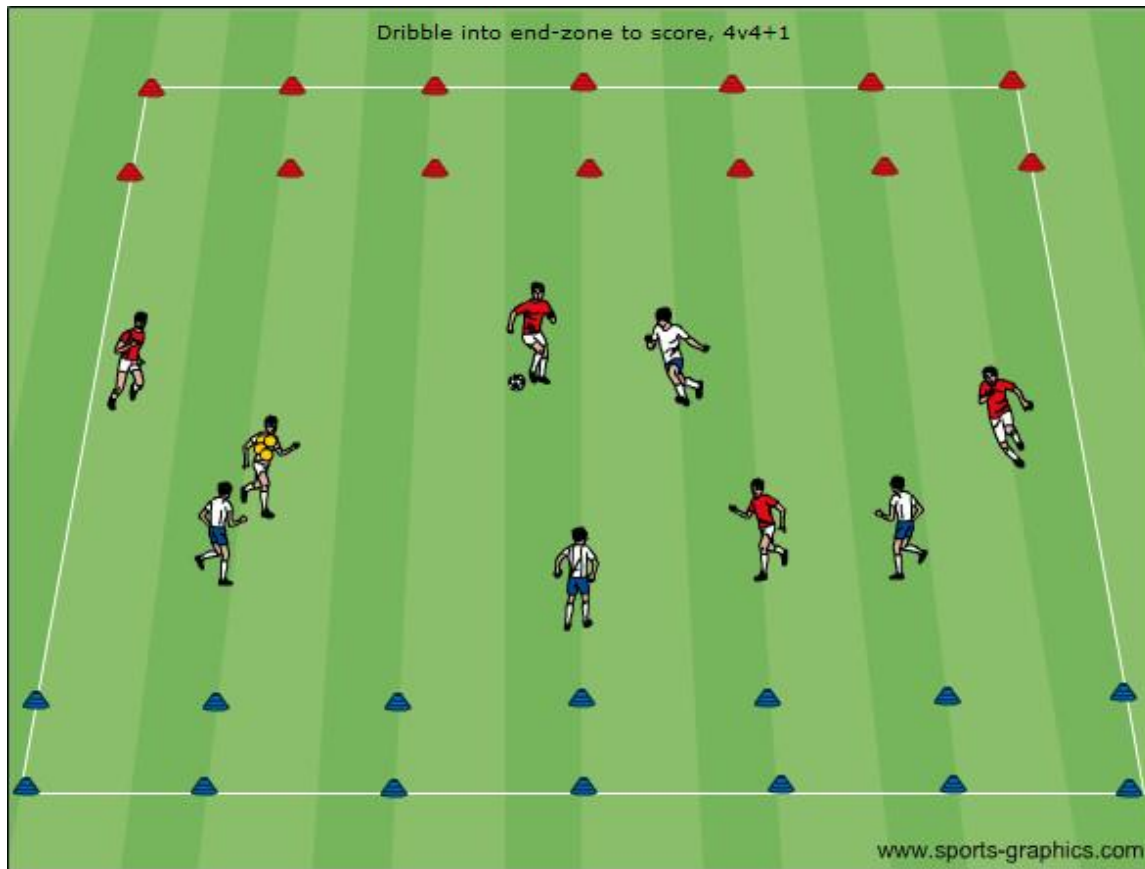


Although this manual has a technical emphasis, it's important to appreciate that all coaches conduct physical fitness training sessions. However, if the coach is serious about player development then they are likely to recognize that improved aerobic capacity can be achieved through conditioning activities with the ball. This improves touch, is more motivating for the player, and can replicate a game by manipulating work to rest ratios.

Instructions: 4 teams of 3 players are numbered in 4 boxes equal distant apart (for example, have boxes 15 yards apart), with 6 balls in the middle (or 7 for less advanced players). The coach calls a number (1, 2 or 3 above), that number sprints to the middle and brings 1 ball to their square. When that player has returned the next number goes, using above example, #2 is called by the coach, all the #2s sprint to the middle and dribble the ball back to their square. Then all the #3s go and get a ball from the middle or steal a ball from an opponents' box. When stealing a ball the team in that box cannot stop or block the opponent from taking a ball. After #3 returns, #1 will go, by this time all the balls from the middle will have been taken, so they have no choice but to steal a ball from an opponent. The first team to get 3 stationary balls in their box is the winner. This game can accommodate any number of players, for example if you have 15 players, you'd have 1 box of 3 players, and 3 boxes of 4 players. So a player in the box of 3 players receives 2 numbers, e.g. "Simon, you're number 2 and #4"

Progression: Increase the distance between the boxes to make the activity more aerobically challenging.

Versatile activity for dribbling, moves to beat opponent and defending

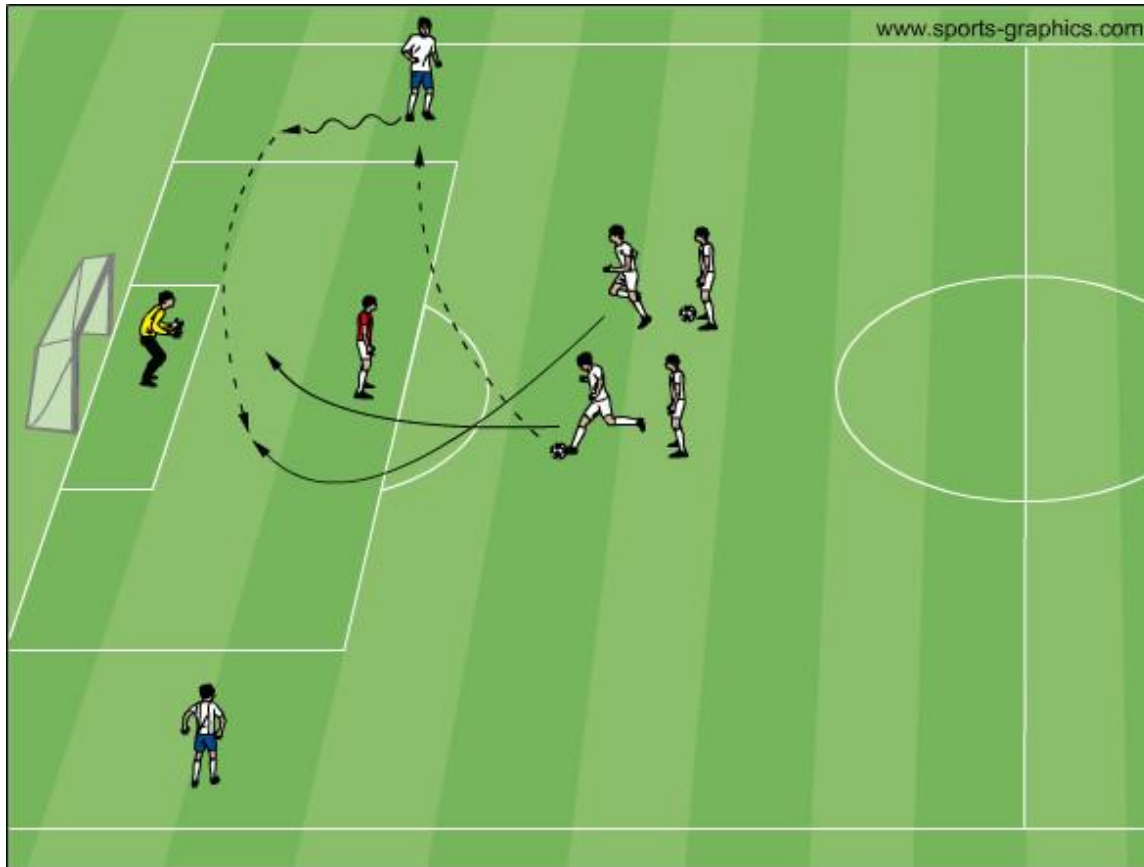


Area: Dependent on the number of player, but approximately 25x25 yards should suffice

Instructions: This activity can be used for a variety of exercises including dribbling, moves to beat the opponent, and defending. The objective of the game is to dribble with the ball under control into your opponents' end-zone. If you have an attacking theme a +1 neutral player is beneficial, however if you have a defending theme then equal numbers is preferred.

Tactical Coaching Points: Visit the appropriate page for the coaching points; Dribbling and turns page 18, moves to beat the opponent page 26 , 1v1 defending page 28 , 2v2 defending page 29.

Crossing & Finishing:

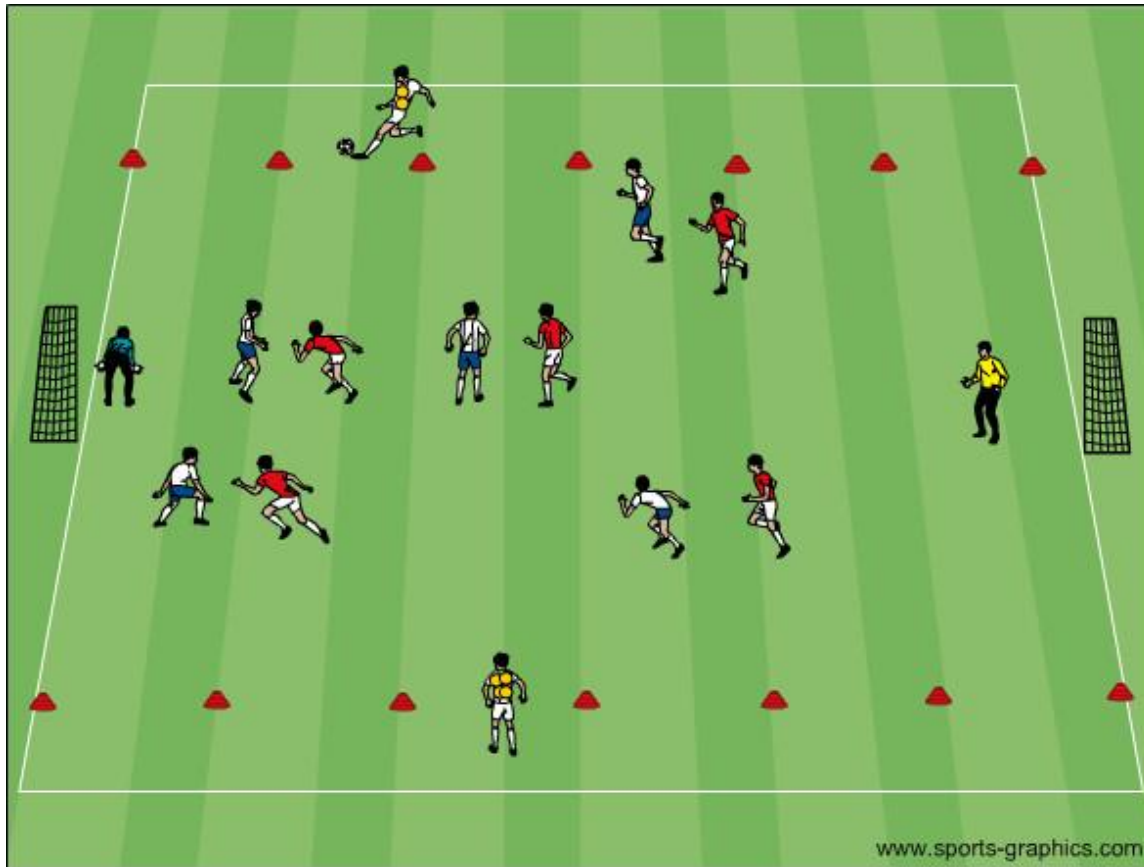


Area: Width of playing field, ball starts 30 yards from goal

Instructions: Player with the ball plays diagonal pass to wide player. This player controls the pass, and takes a preparation touch to prepare the cross. Meanwhile 2 players attack the cross making crossing runs, one to the near post, one to the far. The red player serves as the defender. The 2nd ball will be played to the opposite flank.

Technical Coaching points: Focus on the timing of the forwards' runs into the penalty area. Do they enter the box too quickly? Are they standing still when the cross enters the danger area? Do the forwards angle their runs into the danger area? Also, focus on the quality of the cross (see long driven pass or bending pass technique), and the quality of the finish.

Crossing game with 2 neutral flank players



Area: Half a field with 8 yard channels for neutral crossers (wearing yellow pinnies above)

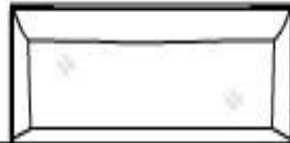
Instructions: Typical laws of soccer applied except 2 neutral (all-offense) players patrol the channels designated by the red cones. The neutral players are 2 touch maximum (allow 3 for less experienced players), and no other player is permitted into the channel. This encourages crossing and finishing opportunities.

Technical Coaching Points: See previous observations on pages 22, 35, 36 and 41.

Variation: 2 teams with no neutral players. Allow 2 attacking players to enter the channels, but only 1 defensive player (and widen the channels).

Example practice sessions: (1) Short passing, (2) Receiving, and (3) Dribbling

An approximate time guide per stage: (1) Technical warm-up = 15 minutes, (2) Small sided activity = 20 minutes, (3) Expanded small-sided activity = 20 minutes, and (3) The game = 30 minutes



Coaching Theme: Short Passing

- 1) Technical Warm up: Short passing activity on page 19, 20 or 21
- 2) Small sided activity: Receiving on the half turn page 25
- 3) Expanded small-sided activity: See game on page 37 or page 38
- 4) The game (no conditions, use a formation, with offside)

Coaching theme: Receiving

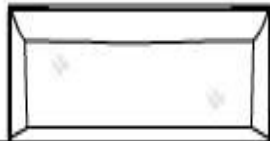
- 1) Technical Warm up: Receiving grid on page 24
- 2) Small Sided Activity: Receiving on the half turn page 25
- 3) Expanded small-sided activity: See game on page 37 or page 38
- 4) The game (no conditions, use a formation, offside)

Coaching theme: Dribbling

- 1) Technical Warm-up: Left, right, opposite on page 18
- 2) Small Sided Activity: 2v1 in 2 boxes on page 27
- 3) Expanded small-sided activity: see game on page 40
- 4) The game (no conditions, use a formation, with offside)

Example practice sessions: (4) Long Passing, (5) Dribbling & moves to beat the opponent, and (6) Shooting

An approximate time guide per stage: (1) Technical warm-up = 15 minutes, (2) Small sided activity = 20 minutes, (3) Expanded small-sided activity = 20 minutes, and (4) The game = 30 minutes



Coaching theme: Long Passing

- 1) Technical warm-up: Technique of driven pass on page 22
- 2) Small sided activity: Game on page 25, but increase playing area
- 3) Expanded small-sided activity: See game on page 37, but make width 44 yards
- 4) The game (no conditions, use a formation, with offside)

Coaching theme: Dribbling & moves to beat the opponent

- 1) Technical warm-up: Dribbling activity on page 18
- 2) Small sided activity: 2v1 in 2 boxes on page 27 or page 31
- 3) Expanded small-sided activity: see game on page 40
- 4) The game (no conditions, use a formation, with offside)

Coaching theme: Shooting

- 1) Technical warm-up: Shooting activities on page 32 or page 33
- 2) Small sided activity: Shooting game on page 34
- 3) Expanded small-sided activity: Game on page 38
- 4) The game (no conditions, use a formation, with offside)

Example practice sessions: (7) 1v1 Defending, (8) 2v2 Defending, and (9) Heading (with crossing and finishing)

An approximate time guide per stage: (1) Technical warm-up = 15 minutes, (2) Small sided activity = 20 minutes, (3) Expanded small-sided activity = 20 minutes, and (4) The game = 30 minutes



Coaching theme: 1v1 Defending

- 1) Technical warm-up: 1v1 Defending on page 28
- 2) Small sided activity: Flying changes 1v1s on page 31
- 3) Expanded small-sided activity: See game on page 40 without the +1 neutral player
- 4) The game (no conditions, use a formation, with offside)

Coaching theme: 2v2 Defending

- 1) Technical warm-up: 2v2 Defending on page 29
- 2) Small sided activity: Flying changes 2v2s on page 31
- 3) Expanded small-sided activity: see game on page 40 without the +1 neutral player
- 4) The game (no conditions, use a formation, with offside)

Coaching theme: Heading (with crossing & finishing)

- 1) Technical warm-up: Attacking heading (page 36) or Defending Heading (page 35)
- 2) Small sided activity: Crossing activity on page 41
- 3) Expanded small-sided activity: See game on page 42
- 4) The game (no conditions, use a formation, with offside)

www.sports-graphics.com

References:

- Cohn, P.J. and Cohn, L.E. (2007). *The Ultimate Sports Parent*. Peak Performance.
- Csikszentmihalyi, M. (1990). *Flow: The psychology of optimal experience*. New York: Harper & Row.
- Doran, G. T. (1981). There's a S.M.A.R.T. way to write management's goals and objectives. *Management Review*, Volume 70, Issue 11(AMA FORUM), pp. 35-36.
- Dweck, C.S. (2006). *Mindset: The new psychology of success*. New York: Random House.
- Dweck, C.S. (2000) *Self-theories; Their role in Motivation, Personality, and Development*. Philadelphia: Psychology Press.
- Duda, J.L., & Ntoumanis, N. (2005). After-school sport for children: Implications of a task involving motivational climate. In J.L. Mahoney, R.W. Larson, & J.S. Eccles (Eds.), *Organized activities as contexts of development: Extracurricular activities, after school, and community programs* (pp. 311-330). Mahwah, NJ: Erlbaum.
- Ericsson, K.A., Prietula, M.J., and Cokely, E.T. (2007). "Making of an expert" , *Harvard Business Review*.
- Fitts, P.M. and Posner, M.I. (1967) *Human performance*. Oxford, England: Brooks and Cole.
- Jackson, S.A., & Csikszentmihalyi, M. (1999). *Flow in sports*. Champaign, IL: Human Kinetics.
- Henry, F. (1958). *Specificity vs. generality in learning motor skills*. in 61st Annual Proceedings of the College of the Physical Education Association. Santa Monica, CA.
- Kamins, M., & Dweck, C.S. (2000). Person vs. process praise and criticism: implications for contingent self-worth and coping. *Development Psychology*.
- McElroy, M. & Kirkendall, D. R. (1980). Significant others and professionalized sport attitudes. *Research Quarterly for Exercise and Sport*, 51, 645-653.
- McArdle, S., & Duda, J.K. (2002). Implications of the motivational climate in youth sports. In F.L. Smoll & R.E. Smith (Eds.), *Children and youth in sport: A biopsychosocial perspective* (2nd ed., pp. 409-434). Dubuque, IA: Kendall/Hunt.
- Magill, R. (2006) *Motor Learning and Control*. New York. McGraw-Hill.
- Mueller, C.M., & Dweck,C.S. (1998). Intelligence praise can undermine motivation and performance. *Journal of Personality and Social Psychology*, 75, 33-52.
- Newton, M.L., & Duda, J.L. (1999) The interaction of motivational climate, dispositional goal orientation and perceived ability in predicting indices of motivation. *International Journal of Sport Psychology*, 30, 63-82.

Pausch, R. (2008). *The Last Lecture*. Hyperion, New York.

Piaget, J.-P. (1962). *Play, dreams, and imitation in childhood*. Norton, New York.

Smith, R & Smoll, F. (1996) *Way to go, coach: A scientifically proven way approach to coaching effectiveness*. Warde.

Smith, R.E., Smoll, F.L., and Cumming, S.P. (2007). Effects of a Motivational Climate Intervention for Coaches on Young Athletes' Sport Performance. *Journal of Sport & Exercise Psychology*, 2007, 29, 39-59.

Utlely, A and Astill, S. (2008) *Motor Control, Learning and Development*. Abingdon, Oxon. Taylor and Francis.

Vazou, S., Ntoumanis, N., & Duda, J.L. (2006). Predicting young athletes' motivational indices as a function of their perceptions of the coach- and peer-created climate. *Psychology of Sport and Exercise*, 7, 215-233.

Weiner, B. (1985). An attributional theory of achievement motivation and emotion. *Psychological Review*, 92(4), 548-573.

Wiersma, L. D. (2000). Risks and benefits of youth sport specialization: Perspectives and recommendations. *Pediatric Exercise Science*, 12, 13–22.

Wooden, J. As quoted in: *In Foundations of Sport and Exercise Psychology* (p.130), Weinberg R.S. and Gould, D. (2010). Human Kinetics, Champaign, Il.

