

SJ Coaching Course



SOUTH JERSEY SOCCER LEAGUES COACHING EDUCATION



Coaching Course Level 2



Course Objectives



- To expand upon the material presented during the Level 1 course
- To foster a positive coaching style
- To discuss player development
- To help design practice sessions
- To review techniques on “how” to coach
- To examine principles of play (attacking/defending)

Course Outline

3.0 hours

Classroom Training:

1. Coaching philosophies
2. Player instruction
3. Player development
4. Basic Practice Structure
5. Attacking/defending principles of play
6. Coaching During the Match
7. Referee – you make the call

6.0 hours

Field Training/Demos:

1. Warm-up
2. Dribble or pass
3. Receiving
4. Goalkeeping/finishing
5. Crossing & heading
6. Attacking/defending principles of play
7. Transition
8. Candidate coaching

What are you doing here?

I AM WONDERING

WHY ARE YOU HERE?

Question...

**Why
are you all here today?**

Why Are You Here?

WHY ARE YOU

EVEN HERE

Coaching is Not:

1. Something you do, it's something you are.
2. About egos, personal glory or agendas. It's about serving others.
3. About what's best for you. It's about what's best for the athletes and the team.
4. All about the championships and silverware, it's about 'people care'.
5. About the destination, it's about the journey and lessons learned along the way.
6. About you, it's about others and those you coach.

First Things First:



- Do your homework – there is a ton of material out there to help you.
- Create an environment where you are missed if you are not there.
- Ask questions when you can, and always LISTEN.
- Be involved; be interested.
- Teach your players in terms of concepts rather than absolutes.
- Be the type of coach that you always wanted.

It's Not Always Easy



You might:

- Feel pressure to deliver results rather than develop players
 - (Focus on effort, not outcome)
- Disagree with the club coaching philosophy
 - (Communication is key)
- Lack coaching resources
 - (Use technology and research online resources)
- Work well with some age groups but not others
 - (Use mentors; study other approaches)
- Not be able to tell if you are “successful”
 - (Set objectives and performance indicators)

Your Job is to:



- Be a Great Communicator

- Everybody knows their role, when practices are, when games are. Explain your vision; watch your choice of language

- Be Dependable

- Do what you say, say what you do
 - Be on time; be consistent; set an example

“A good coach can affect a game, but a great coach can change a life.” John Wooden, UCLA

Your Job is to:



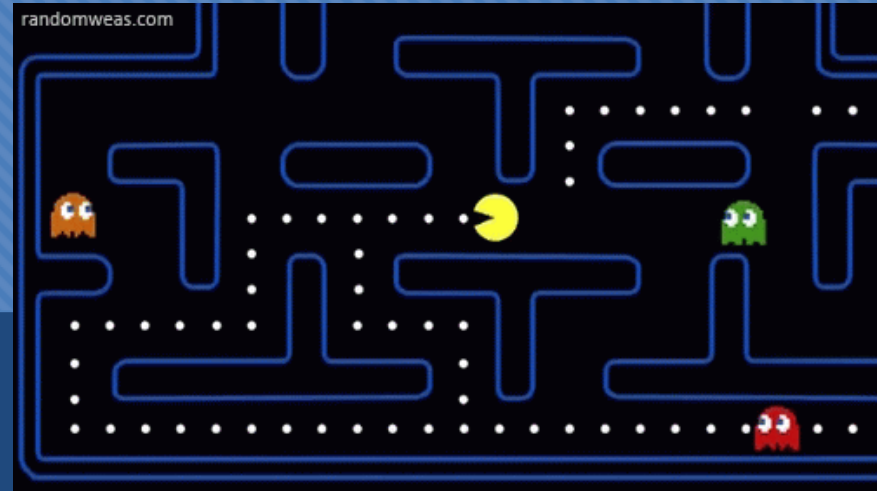
- Be a great encourager
 - Show that you care; “I see you Cooper!”; provide affirmation and recognition
- Be loyal
 - Coaches have each other's back; stay loyal to your vision; be an ambassador for your club; support your players (players will want to work harder for you)
- Be a great teacher
 - Love the game and love teaching the fundamentals!

Positive Coaching Techniques

- Use the activity to teach players how to problem solve
- Coach with, not against, the flow of the game
- Speak to the individual, do not shout at the team
- Coach during natural stoppages of play
- Let them learn from the game. **Let them play!**

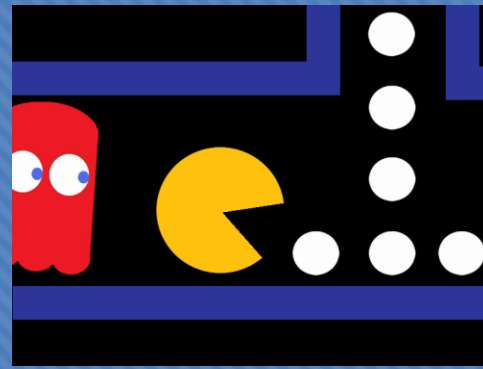
“Talking too much is a big danger for a coach. The words get lost in the wind.” - Sir Alex Ferguson

No Joysticking!



- Think of Pac-Man—without you at the helm, that poor little guy would just run into a corner and get eaten by Pinky.
- Joysticking is when coaches try to play the game for their athletes, dictating all their decisions for them from the sideline. "Pass it to David!" "Dribble inside!" "Double team! Double team!" These are the types of instruction you hear from a joysticking coach.

Joysticking



- It is a byproduct of the win-now mentality. We live in a world of instant gratification. Parents and coaches want their kids to win every single game that they're involved in.
- Kids are turning to their coaches for what to do instead of their own brains or teammates.
- Soccer requires quick decision-making. The only way to hone those decision-making skills is to practice making decisions under pressure. When you're never given that opportunity, you become a robotic, uncreative player incapable of making decision on your own.

So how do you coach players?



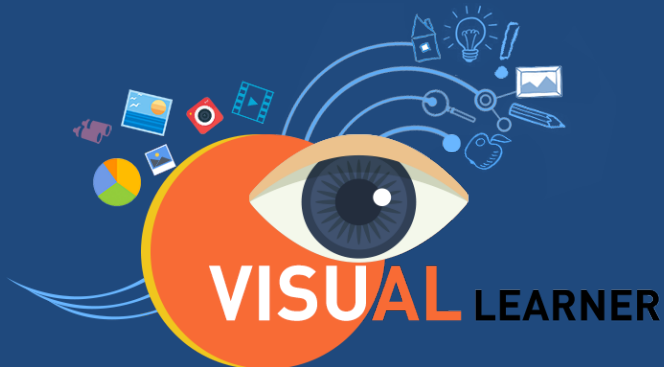
Start With:



○ Who are you coaching?



○ How do they learn?



How do they learn?

50%

of students primarily learn through doing



KINESTHETIC
LEARNING



40%

of students primarily learn through watching

VISUAL LEARNING

100%

of students benefit when they encounter information in multiple forms

AURAL LEARNING



10%

of students primarily learn through hearing

80%

of teaching is done through lecturing



Say What?

- **BE CONCISE**
 - Simple, bite-size packets
- **BE RELEVANT**
 - Relatable information
- **BE EFFICIENT**
 - 4 components of athlete development



NO lectures, laps or lines

Sample Approach:

2 minute max instruction:

- ✓ Explain what you want done
- ✓ Show what you mean
- ✓ Demonstrate using a volunteer
- ✓ Now have everyone try

*“If a child
can't learn
the way we teach,
maybe we
should
teach the
way they learn.”*

Foster Player Development



- Set up activities that are fun to engage the players
- Modify the rules depending on player age and experience
- Focus on teaching and de-emphasize winning and losing
- Expose your players to all positions
- Reinforce and encourage technical skills
- Look for opportunities to introduce and increase field awareness

5 Principles of Reinforcement

- **Plan Ahead** - Clearly identify the behaviors you want to reinforce before practice starts (share with the players).
- **Give Feedback** - Give positive reinforcement when the behavior is done well. In response to a mistake, provide encouragement or instruction. (Negative reinforcement and punishment are two different things).
- **Be Positive** - Keep praise objective, simple, and short.
- **Be Relevant** - Determine if any feedback from the coach is necessary, or if feedback could come from the task itself.
- **Be Consistent** - Reinforcement should be distributed throughout a session and equitably among players.

Encourage your players!



- Every player on the team, regardless of their skill, deserves your attention.
- Set up opportunities for them to learn to **problem solve** issues of time and space.
- Let them grow confident running with the ball, and not just kicking it away.
- Teach them to receive the ball side-on to scan the field (vision, decision, precision).

Fun? Yes, fun!



- Look at it from their point of view.
- If the players are having fun, they will pick up stuff on their own, experience stuff on their own and remember them.
- Soccer skills are also life skills.
- It is okay to make mistakes.
- If you can't say something nice, . . .



So What Should We Be Practicing?

Ball skills? Player positions? Penalty kicks? Set plays?



Observe your team and decide what *they* need!

What kind of team do you have?

Are your players:

- **Resistant**: complain about coaches, teammates, workouts, conditioning team rules, pull against the goals of team
 - **Reluctant**: half effort, wait and see attitude, skeptical, hesitantly do what is asked, not bought in totally
 - **Existent**: are there in body but not in mind or spirit, show up but give little, apathetic toward team, go through motions
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- **Compliant**: will do what is asked by coaches and leaders, do just enough to get by, have to be pushed to start
 - **Committed**: go the extra mile, self motivated, take initiative, will do right even when you aren't watching
 - **Compelled**: higher standard people, no matter the adversity they are there 100%, prepare, train and compete at highest level

STRENGTHS & WEAKNESSES

Note: Use the template below and the following symbols to identify some of the key points in the game:

Poor: 1

Below average: 2

Average: 3

Good: 4

Great: 5

TACTICAL			TECHNICAL			PHYSICAL			PSYCHOSOCIAL		
ATTACKING	1. Attacking Principles		1. Passing and Receiving		STRENGTH	Strength Endurance		BASIC	1. Motivation		
	2. Possession		2. Running With the Ball			Explosive Strength			2. Self confidence		
	3. Transition		3. Dribbling			Maximal Strength			3. Cooperation		
	4. Combination Play		4. Turning		ENDURANCE	Aerobic Capacity			4. Decision/Determination		
	5. Switching Play		5. Shooting			Aerobic Power		ADVANCED	5. Competitiveness		
	6. Counter Attacking		6. Ball Control			Anaerobic Lactic			6. Concentration		
	7. Playing Out From the Back		7. Heading			Anaerobic Alactic			7. Commitment		
	8. Finishing in the Final Third		8. 1V1 Attacking		SPEED	Reaction			8. Self Control		
DEFENDING	1. Defending Principles		9. Shielding the Ball			Acceleration		SOCIAL	9. Communication		
	2. Zonal Defending		10. Receiving to Turn			Maximal Speed			10. Respect & Discipline		
	3. Pressing		11. Crossing and Finishing			Speed Endurance					
	4. Retreat & Recovery		12. 1V1 Defending			Acyclic Speed					
	5. Compactness										
					4. Flexibility & Mobility						
					5. Coordination & Balance						
					6. Agility						
					7. Basic Motor Skills						
					8. Perception & Awareness						

Overall rate (1 to 5):

U8 Players



- Spark imagination and creativity
- Develop movement skills, coordination and general conditioning
- Develop speed and agility
- Repetition using both feet
- Introduce soccer education through fun games
- Work in small groups (3v3)
- Build confidence (add homework for touches)

U8 Players



- Introduce a team code of conduct
- Encourage basic professional pregame preparation and post game recovery
- Discussion hydration
- Introduce the general rules of the game

U9 to U12



- Work on technical mastery and experimentation
- Work on off ball movement
- Develop goal setting with achievable targets
- Help players develop self-reliance and self-confidence
- Assist players in channeling their emotions

U9 to U12



- Demonstrate dynamic warmups
- Work on multi-directional and high speed exercises
- Encourage positive movement with and without the ball
- Begin body weight exercises
- Encourage them to watch the game!

U13 to U15



- Factor in physical and emotional changes due to puberty
- Begin progression to tactical skill development
- Consider strength, power and anaerobic endurance (high intensity interval training)
- Look for decision making on both sides of the ball

U13 to U15

- Look for consistency under pressure in game related situations
- Stress positional awareness on both sides of the ball
- Continue rotation of playing positions
- Foster knowledge of the Laws of the Game



U13 to U15

- Understand the principles of attacking and defending
- Work on speed drills with the ball
- Encourage psychological skills (imagery, self-talk, commitment, goal setting)
- Look for players to take responsibility for performance, preparation, and recovery



Practice Templates



- There are a lot of different models/templates out there:
 - Warm up, small-sided (technical), expanded, game related
 - Play-practice-play
 - Warmup, counter topic, restricted model, game related
- Do not feel restricted by the curriculum – modify it to fit your team

Basic Practice Structure

SPACE	<ul style="list-style-type: none">• Keep the organization of the space simple.• The initial set-up, with small changes, should be maintained throughout the whole session.• Resetting cones during a session can easily disturb the flow of training.• Attention during the session should be focused on making the coaching points.
TIME	<ul style="list-style-type: none">• Time is flexible.• Let the practice flow and make the coaching points at the right time, using breaks to give feedback to the group.

Basic Practice Structure

INTENSITY	Use short periods of time at high-intensity and utilize resting periods to explain the practices or make coaching points.
RULES	Use different rules to adapt the practices to the characteristics of the players and make the exercises age-appropriate.
NUMBER OF PLAYERS	Practice should progress from smaller to bigger groups of players. Use support players to create superiority in numbers and to make the exercises easier for the attackers.

Practice Template



Coach:

Team:

Date:

TRAINING OBJECTIVE(S):

A. WARMUP	TITLE:		START:	
			STOP:	
	EQUIPMENT/SPACE			
B. SKILLS	TITLE:		START:	
			STOP:	
	EQUIPMENT/SPACE			
C. SMALL GROUP	TITLE:		START:	
			STOP:	
	EQUIPMENT/SPACE			
D. GAME	TITLE:		START:	
			STOP:	
	EQUIPMENT/SPACE			
	COACHING POINTS			

- **Training Objectives** – what are we doing? What are we working on? (spacing)
- **Title** – give it a name. It simplifies future use. Speed ladder; World Cup; 4 Corners; Sharks & Minnows.
- **Start/stop** – the amount of time for each activity (ex. 15 min.). Plan out your session.
- **Equipment/Space** – what do you need and where are you doing it: 10 flat cones, 4 tall, 2 Pugg goals; 20x20 space
- **Coaching Points** – what are you trying to accomplish? What do you want to emphasize? (movement off of the ball, communication)
- **Picture it** – sketch how the activity will play out.

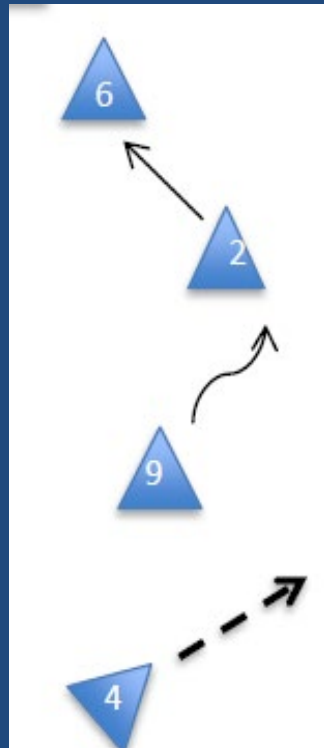


Use triangles for the team you are training



Use circles for the opposing team

Use player #s inside to identify positions



Passes indicated with straight lines

Dribbling with ball is a squiggled line

Players moving w/o the ball are dashed lines

**US SOCCER
POSITION NAMES
AND ASSOCIATED NUMBERS**



SYSTEM: "1-4-3-3"

3 FORWARDS

3 MIDFIELDERS

4 BACKS

1 GOALKEEPER

An Example:

C. SMALL GROUP

TITLE: Build out with numbers

START:	7:00
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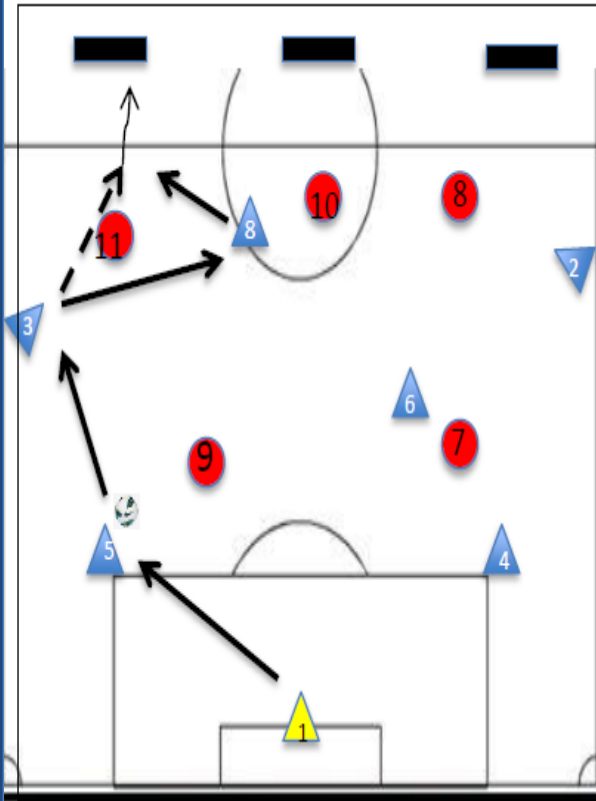
STOP:	7::25
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EQUIPMENT/SPACE

65x75yds 7v5 1 large goal, 3 smaller goals:
play throw-ins, corners, goal kicks
Leave 3 balls behind the goals; free play both
teams

COACHING POINTS

Build out of the back; transition to attacking shape;
team shape; position roles
Possession vs penetration; build up from goal kicks



Some Other Example Templates:

INITIAL STAGE U6-U8				
Sessions per week		2	Duration of the session	60 to 75 min
Players per session		12	Duration of the match	30 to 40 min
TRAINING SESSION STRUCTURE	WARM-UP (10 to 15 min)		Ball familiarity practices to develop basic skills	
	MAIN PART	Physical (15 min)	Exercises oriented mainly to develop speed, agility and basic motor skills	
		Technical simple (10 to 15 min)	Unopposed practices based on simplicity of the movements, repetition and high-tempo	
		Technical complex (10 to 15 min)	Unopposed or basic opposed practices with a small tactical component based on perception and/or decision-making	
	SCRIMMAGE (20-25 min)		Simple small-sided games to develop the team concept	

BASIC STAGE U9-U12

Sessions per week		3	Duration of the session	90 min
Players per session		14	Duration of the match	50 to 60 min
TRAINING SESSION STRUCTURE	WARM-UP (10 min)		Fun & dynamic games, passing & possession practices, stretching & dynamic movement	
	MAIN PART	Physical (15 min)	Exercises based on agility, speed, coordination & balance	
		Technical (20 min)	Unopposed practices to develop quality and opposed practices to develop competitiveness. Opposed practices are more realistic and force players to make decisions as they would in the game	
		Tactical (15 min)	Practice games based on basic understanding of the game (attacking principles), possession, combination play, playing out from the back & finishing	
	SCRIMMAGE (25 min)		Games based on position specific, quick movement of the ball and distribution of space	

INTERMEDIATE STAGE U13-U14

Sessions per week		3 or 4	Duration of the session	90 min
Players per session		16	Duration of the match	70 min
TRAINING SESSION STRUCTURE	WARM-UP (10 min)		Passing, possession & transition practices, stretching & dynamic movement	
	MAIN PART	Technical (20 min)	Unopposed practices to develop speed of play and opposed practices to develop competitiveness. Opposed practices are more realistic and game oriented. Unopposed practices must have time restriction	
		Physical (15 min)	Exercises based on agility, various types of speed (reaction, acceleration & acyclic speed), aerobic capacity & explosive strength	
		Tactical (20 min)	Use the contrast of small spaces to develop speed of play and big spaces to develop the understanding of how to work in units	
	SCRIMMAGE (25 min)		Free game based on speed of play, movement off the ball & quick defensive-offensive transition	

Skills - 1v1

- Most common situation in soccer
- Every 1v1 situation involves all 4 components of the game
- All players should train to play 1v1 both offensively and defensively
- Experience is a great teacher



Defensive 1v1

- How to intercept the pass
- One touch clearance
- Redirecting your opponent
- Tackling
- Tracking
- Body position

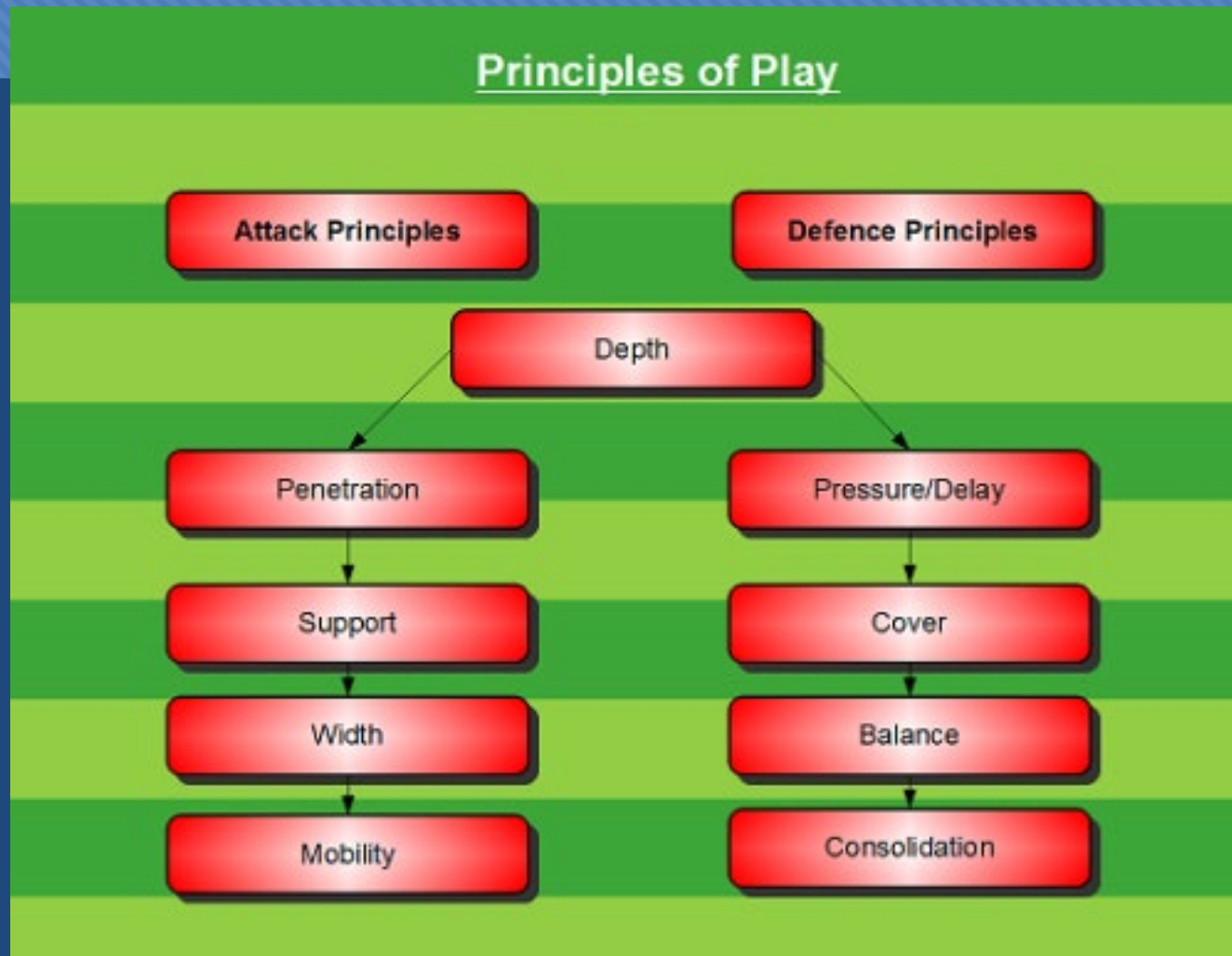


Offensive 1v1

- Dribbling to keep possession
- Dribbling to beat an opponent
- “Moves”
- Shielding
- Passing
- Crossing
- Shooting



Principles of Play



Attacking Principles of Play

- **Penetration** (to play through or get behind the defense)
- **Support** (maintain and move the ball; provide options for the person with the ball)
- **Width** (stretching the defense; creating and taking space)
- **Mobility** (individual speed and interchanging positions; moving on and off the ball)
- **Creativity** (improvisation, taking chances)

1st, 2nd, 3rd Attackers

- **1st Attacker** – the player with the ball who should be thinking to penetrate, move with the ball, pass forward, switch point of attack, shoot
- **2nd Attacker** – offensive player(s) closest to the 1st attacker who are providing support around the ball
- **3rd Attacker** – the remaining players on the team in possession who are providing movement away from the ball to create options and space

Attacking-Penetration

- With each possession, players should first consider:
“Can I score a goal?”
- If scoring is not possible, the next most question is, “Can I dribble or should I pass to a teammate who can?” (keep possession)
- Understanding when to possess and when to penetrate is the foundation of tactical awareness.



Attacking-Support



- Move to help a player with the ball
- Combine with teammates
- Spread out front to back, side to side
(often the most open space is found in the back and to the sides)

Attacking-Width



○ Create space from side to side

Attacking-Width



Attacking-Mobility

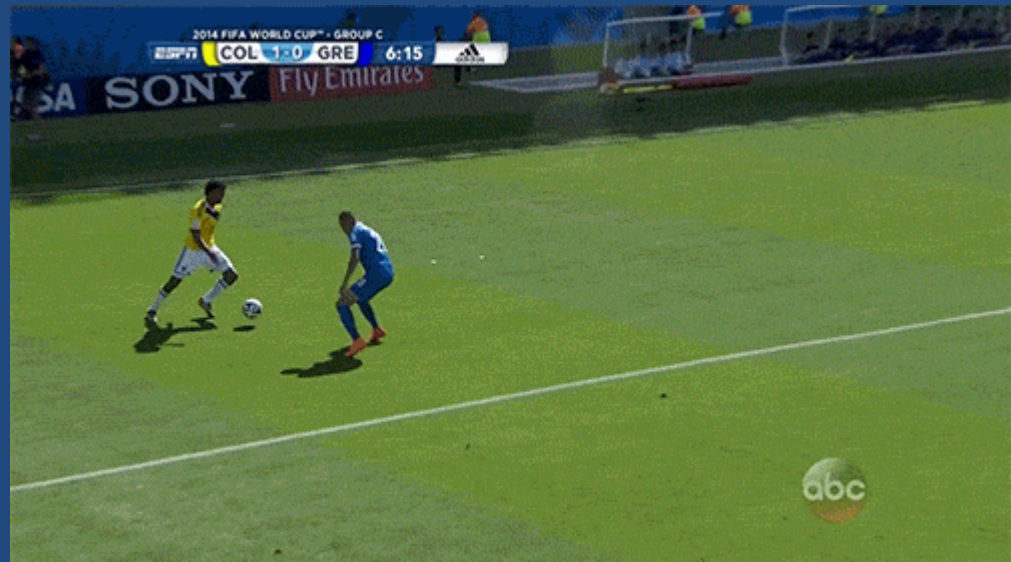


- Creating and using space
- Moving away from the ball

Attacking-Creativity



- Encourage your players to be creative in the attacking third!



Teaching Vision

- Simple reminder - a coach sees more than their players because of their height and their positioning. The players literally do not see the field from the same perspective as the coach.
- Using cues or terms that take this into account can help create more intelligent soccer players.
- Call - "check your shoulder." Checking your shoulder helps a player get their eyes off the ball at their feet and see areas of the field in front of, next to and behind them.

Check your shoulder

- If the player is only staring down at their own feet, their potential decisions are limited because they do not know where they are on the field and where their teammates and opponents are.
- “Check your shoulder” encourages the player to make a choice. Some may pass, some may dribble, but they will have made a choice, and they can learn from that.
- Decision-making will be different from player to player, and it's critical for the coach to be able to understand how a player's skillset may affect their own decisions.

Field Vision



- Before the ball is received, a player must assess all the information around him.
 - He must be able to read what is going on around him. They have to weigh up all the possible solutions, the risk and benefit factors.
 - It doesn't matter what position you play. Defender, midfielder or striker you must be able to process what is going on around you.
- Where are my teammates?
 - Where is the other team?
 - Where is the ball?
 - Who is moving?
 - Are they pressing?
 - Who is behind me?
 - Next to me?
 - In front of me?
 - What do I do? 58

Defending Principles of Play

- **Pressure/delay** (prevent the ball from being played forward too quickly)
- **Cover** (reduce space behind pressuring player)
- **Balance** (counter to mobility)
- **Consolidation** (compressing behind the ball and protecting the goal – requires communication!) ⁵⁹

1st, 2nd, 3rd Defenders

- **1st Defender** – closest to the ball; gain/regain possession; deny penetration
- **2nd Defender** – provide support to 1st Defender; ability to immediately pressure if 1st Defender is beaten; tracking supporting attackers
- **3rd Defender** – closing space; provide balance and tracking supporting attackers

Defense-Pressure/Delay

- 1st Defender - Immediate pressure; stop forward progress
- When the ball is turned over to the opponent, the closest player(s) should try to win it back.
- Block or delay the opponent's forward progress so that defenders can get behind the ball.



Defense-Cover



○ 2nd defender provides cover

Defense-Balance



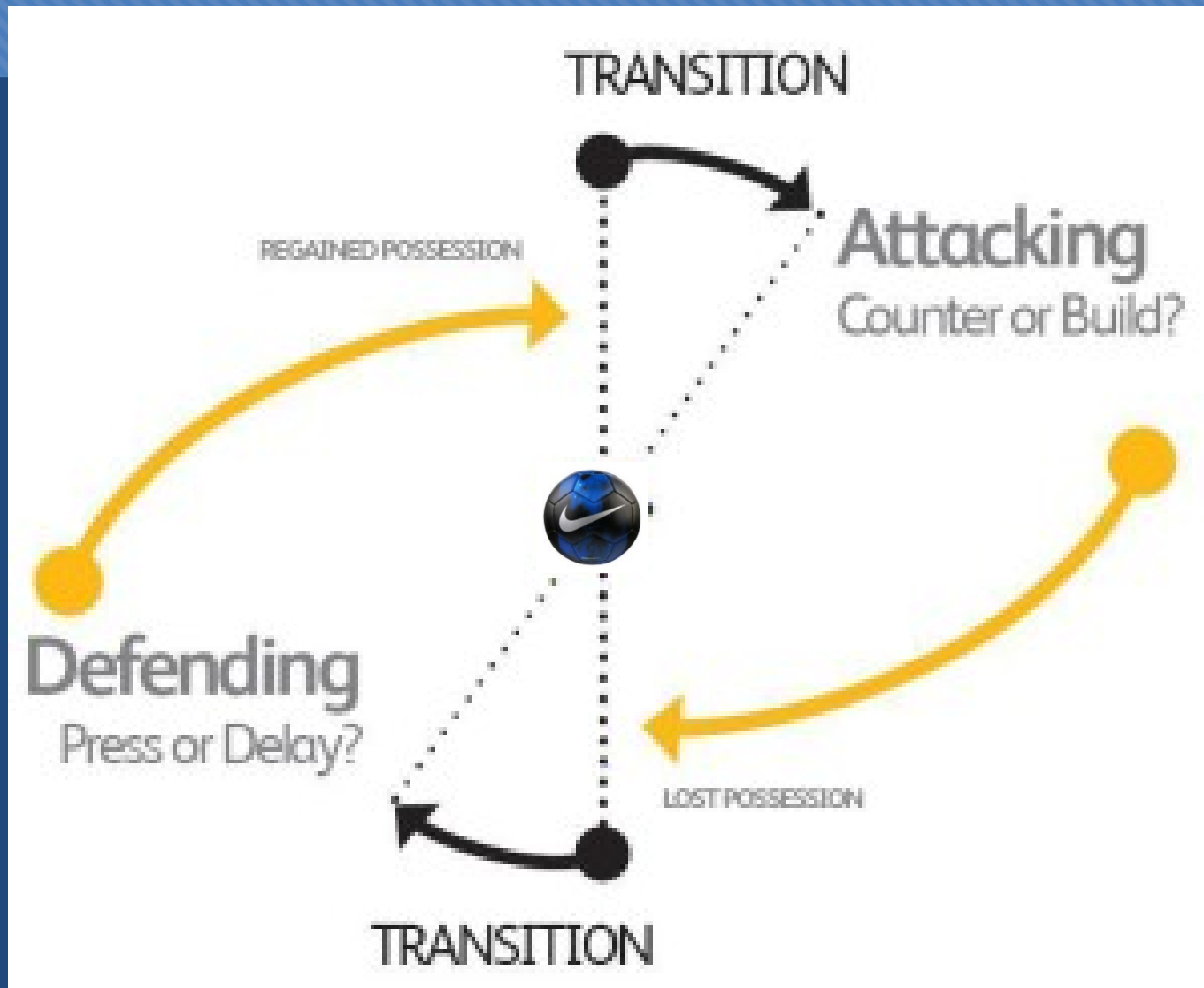
- 3rd defender squeeze to the side of the ball
- Make sure that the opponents' attack is slowed down

Defense-Consolidation



- Reduce the field space available to the opposing attackers.
- Often, good defending is demonstrated by simply not giving up scoring chances!

Transition



Transition



- From offense to defense  Immediate Chase
- From defense to offense  Counter Attack

Coaching During the Match

- Always remember soccer is a player's game and not a coach's game. It must never be (just) about winning and losing. Our youth players should never play a game afraid of making mistakes.
- “At a young age, winning is not the most important thing. The important thing is to develop creative and skilled players with good confidence.” Arsene Wenger



Coaching During the Match

- Take notes – reminders for halftime and future practices
- During the match quietly observe your strikers, midfielders, defenders and goalkeeper.
- At halftime take your players to an area just close enough to your team bench, but where there are no distractions.
- **Be positive!** Make sure all players sip water or a sports drink. Stress two or three areas that the team needs to focus on for the second half.



Coaching During the Match

- If a player is struggling, look to briefly take him/her aside after you have spoken to the team and offer some words of encouragement. It only takes one shot; pass etc. to go from a poor first half to the second-half hero.
- Are the players communicating or just talking at each other?
- Sportsmanship matters – language, respect, shaking hands



Coaching During the Match

- "There are times not to coach. You have to be balanced to know that. The urge is to step in and show how good you are as a coach and show you know everything and you can tell them. Sometimes it is better to let them make a mistake. Sometimes they learn more from that than being told what to do."



Dennis Bergkamp
Ajax, Holland, Arsenal

Relax, you are NOT the referee.



It is Not an Easy Job

○Let's see you make the call:

- Is there an offense, yes or no?
- If yes, what is it?
- Caution? Send off?
- How do we restart?



Am I Helping?



- "Intelligence means that if you know how to pass, how to control, how to shoot, but you have no idea of what is happening around you in the game, then you are not a top player.
- "A very good player, everything starts in his head and finishes in his feet."
- *Michael Bunel, Le Havre Technical Director*

The Ride Home



Questions?!

