

**U.S. SOCCER
NATIONAL
“C” LICENSE COURSE
Candidate Manual**



Contents by United States Soccer Federation



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

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

-United States Soccer Federation



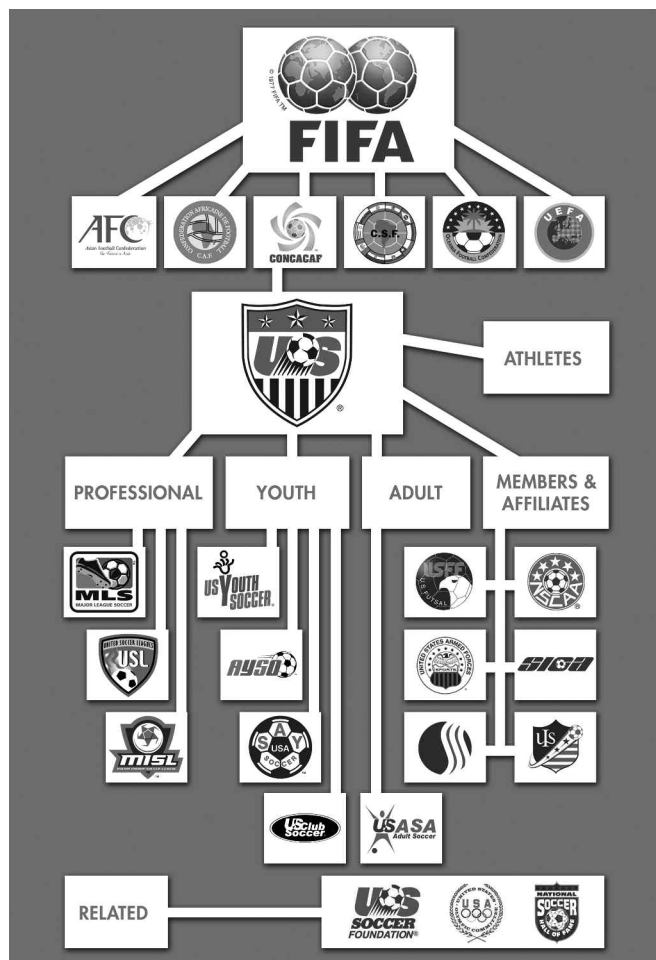


FIFA – Soccer’s World Governing Body

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

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

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



The U.S. Soccer Federation has a 38-year tradition of certifying soccer coaches at various locations around the United States.

U.S. Soccer Federation is committed to providing soccer coaches, from beginner to most advanced, with up-to-date theoretical and practical knowledge, so coaches across the United States can ensure that players develop to their full potential. The diagram below shows the current U.S. Soccer National License progression.

Visit ussoccer.com for more details.





UNITED STATES SOCCER FEDERATION

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1.0 COURSE SCHEDULE

U.S. Soccer "C" License
Course Schedule



Day	Date	7:00-8:00	8:00 - 9:15	9:30 -10:45	11:00 - 12:15	12:30-1:30	2:15 - 3:45	4:00 - 5:30	5:30-6:30	7:00 - 8:30	
1		Arrivals		Lecture Course Opening (1:45-2:15)			Lecture Methods	Lecture Reading the Game	D	Field Match for Analysis	
2		B	Lecture Team Management	Field Possession/ Penetration	Lecture Principles of Play I	L	Field Defending I	Field Combination Play	D	Field Model Training Session	
3		B	Field Practice Coaching I		Lecture Match Analysis	L	Field Defending II	Field Practice Coaching I	D	Off	
4		B	Field Finishing I / GK I	Field Finishing II / Goalkeeping II	Lecture Principals of Play II	L	Field Attacking Wide Play/Defending Wide Play	Field Practice Coaching I	D	Off	
5		B	Field Practice Coaching I <u>or</u> II		Lecture Video Session	L	Lecture Psychology/ Player Development	Field Instructor Session	D	Field Practice Coaching II	
6		B	Field Instructor Session II or Off	Field Practice Coaching II	Lecture Best Practices	L	Field Practice Coaching II		D	Off	
7		B	Field 9v9 Attacking/ Defending	Field Practice Coaching II		L	Course Summary/ Candidate Assistance	Candidate Assistance cont. or Oral Exams begin	D	Oral Exams	
8		B	Field Coaching Examination			L	Field Coaching Examination			D	Off
9		B	Field Coaching Examination			Departures					



Introduction

National “C” License

1.1 INTRODUCTION

CREATIVITY AND BALL SKILLS ALWAYS COME FIRST

The well intentioned and seemingly reasonable approach of many youth coaches is to look to adult soccer as their guide to teaching the game. What most youth coaches find helpful in the adult game is the organization and positional responsibility (tactics) that the adult players exhibit so well. They are concepts that we, as adults, can understand well- and so, as coaches, many tend to bring an organizational or tactical approach to coaching youth. Coaches often focus on keeping the players under control and teaching what appears, to the adult mind, as the basics of the game: organization, positions, tactics, how to prepare to win games. We choose order over apparent chaos. It is tempting in youth soccer to strive to have the youth games look like adult games, with kids holding their own in set positions, organized and disciplined.

However, what is truly required at the youth level is much different. At every level, the most common limiting factor in a team’s success is the player’s ability with the ball. A responsible youth coach should make sure that – in every activity, exercise or match that is played, there is always a focus on how the players deal with the ball.

Pelé, the Brazilian considered by many the greatest player in the history of the game, refers to Zidane as Maestro. Michel Platini, a former French star, told Agence France-Presse, “I think he is the king of what’s fundamental in the game: control and passing.”



Not long ago, Luis Menotti, the coach of the Argentinean World Championship team in 1978, answered the question, “How do you see the development of international football?” His reply: “I do not see anything new. There are no secrets anymore in tactics, strength, stamina and speed; all great football nations are similar to each other. But in general, there is a lack of good skills and in this field there are still possibilities for improvement.”

Holger Osieck, the German National Coach of the World Champion Team in 1990 emphasized in his analysis of the ‘86 World Cup... “if you meet an opponent who is more skillful, you will not succeed in the long run... besides you will lose the ball too often; by improving and enlarging it’s skills, German football will remain attractive.” These two statements remind us of the importance of technique training. Technique has a very close relationship to the other two major components which determine performance in soccer; tactics and fitness. In high performance sports, mastery of technique is the basic foundation for peak performance. A player’s ball technique will determine whether that player is able to carry out all the demands of the game. Unless players have good ball skills, they will never be able to solve the problems presented in the game and make decisions that lead to success in the game.

1.2 “C” LICENSE COURSE OBJECTIVES

“ALL SOCCER PLAYERS NEED A CERTAIN AMOUNT OF UNINTERRUPTED PLAY”

The “C” license is the first licensing course offered at the National level under auspices of the U.S Soccer Federation. The primary emphasis in the “C” License course is the close relationship between technique and tactics.

In order to maintain consistency in the delivery and execution of the course the following objectives and expectations have been established.

A. OBJECTIVES OF THE “C” LICENSE

- Observe and identify the technical and tactical demands of the game as they relate to the principles of the game.
- To prepare coaches to better recognize problems and solutions as they occur in games up to 7 v 7.
- Organize, develop and implement appropriate training sessions and offer correct technical and tactical guidance to players.
- Develop a better understanding of the responsibilities of coaching.

1.3 COURSE CURRICULUM

The curriculum for the “C” course is based upon modern methods of coaching soccer and provides candidates with an understanding of the methodology used in all national coaching courses offered by US Soccer. The curriculum is divided into Theory and Practical areas of coaching.

A. THEORY

- Introduction / Orientation
- Reading the Game
- Methods of Coaching I
- Methods of Coaching II
- Model Training Session
- Principles of Play I
- Principles of Play II
- Player Development
- Applied Psychology
- Team Management
- Care & Prevention (Available in Appendix)
- Laws of the Game (Refer to FIFA Laws of the Game)
- Course Summary

B. PRACTICAL

PRACTICAL FIELD SESSIONS

- Warm Up and Cool Down – with appropriate technical application (will occur in every instructor session)
- Possession and Penetration – with appropriate technical application
- Defending 1 – with attention to defending in small numbers from 1 to 4 (individual to small group) and the cues to pressure, hold or drop
- Combination Play – with appropriate technical application
- Defending 2 – Group defending with attention to transition to attack, and cues to pressure, hold or drop
- Finishing
- Goalkeeper 1 & 2
- Defending vs. Wide Play
- Creating Width in the Attack
- Instructor Session
- 9v9 Attacking and Defending

OBSERVATION TOPICS

- Model Training Session
- Match for Analysis



C. PRACTICE COACHING

- Practice Coaching I
 - Warm-up, 2nd and 4th stages.
 - 20 minutes.
 - Instructor feedback.
- Practice Coaching II
 - Warm-up through 4th stages.
 - 20 minutes.
 - Instructor feedback.

D. EXAMINATION

- Written/Open Book
- Care & Prevention
- Laws of the Game
- Team Management

E. ORAL THEORY EXAM

- Methods of Coaching
- Reading the Game

F. FIELD EXAMINATION

- Coaching the game: technique and tactics together

NOTES:

¹ Candidates are responsible for reviewing the section on Care & Prevention in their coaching manual and reading the FIFA Laws of the Game book prior to attending the course. Candidates will be expected to successfully complete open book exams on both subjects in order to receive the "C" License.

1.4 TESTING PROCEDURES

Candidates are required to follow similar procedures for practice coaching and coaching examinations. As follows:

PRACTICE COACHING PROCEDURE

Each candidate is required to submit a written lesson plan and practical coaching education form to the staff coach overseeing the session. Following the conclusion of the session both forms are returned to the candidate. No scores are recorded during this practice coaching session, however the instructors will make notes on the forms and verbally critique the candidate at the conclusion of the session.

* The instructor will collect these practice lesson plans and evaluation forms from the candidates at the final field examination. These forms will be mailed back to the candidate along with their final grades.

FIELD EXAMINATION PROCEDURE

Candidates are required to submit both forms. However, at the conclusion of the field examination the forms are not returned to the candidate and no verbal critique is given.

COACHING EXAMINATION GRADING

When determining the final grade for each field examination, emphasis is placed on the categories labeled coaching and teaching ability. However, other concerns noted in the coaching session will be documented by the instructor in the area designated for general comments. These additional items are considered when determining the candidate's final grade.

TEAM MANAGEMENT EXAMINATION

At the conclusion of the Team Management lecture a minimum of one short answer question is to be given. Questions should be answered in short essay form and done individually.

GAME AWARENESS

Candidates are evaluated daily on Game Awareness. For the purposes of this course, game awareness is the candidate's ability to make appropriate decisions when he or she is participating as a player in any field sessions. This "awareness" is not necessarily determined by a candidate's age, fitness level, or execution of these decisions. What is most important is that the candidate recognizes appropriate options as a player. Final scores will be recorded as "Adequate or Needs Improvement."



CARE & PREVENTION EXAMINATION

Candidates will take an out of class test on Care and Prevention of Injuries. They should be answered in short answer form and done individually.

ORAL EXAMINATIONS

- Each candidate is assigned two (2) oral exam questions on Day 1.
- Candidate is asked to prepare for both.
- Oral exams administered on Day 7.
- Candidate will be asked to present one of the questions in a group setting.
- Instructor will choose which question the candidate presents just prior to the start of the oral exam.
- Each candidate is allowed 3 to 5 minutes to present.

LAWS OF THE GAME/TEAM MANAGEMENT

Candidates are responsible for reading the FIFA Laws of the Game Booklet. Candidates are responsible for completing the corresponding written examinations. A maximum of two written team management questions will be given. Answers should be brief and concise.

PRACTICE COACHING

- Assignment of practice coaching groups
- Indication when coaches will be provided with practice coaching topics
- Indication when coaches need to be ready to start practice coaching

FIELD EXAMINATION

- 20 minutes.
- Warm up through 7v7 to big goals.
- Technique and tactics together.
- Specific and correct information.
- Proper and effective delivery of information based on the coach's toolkit.

GRADING POLICIES

Candidates are graded either "pass or "not ready" for all written, oral and field components of the course and must receive passing scores in all test areas in order to earn the "C" License. In order to be awarded the "C" License, the candidate must receive a grade of "Pass" in all theoretical and field testing areas.

If a candidate fails only one theoretical subject (written or oral) they qualify for an immediate, on-site retest on that subject. However, if a candidate scores “not ready” in any of the following three areas, the Candidate must then wait a minimum of six months before they are eligible to re-take the field examination at a regional retest site.

- 1 Oral examination,
- 2 One or more practical field examination(s),
- 3 Two or more written subjects.

STUDY GROUPS

Study groups are encouraged. Candidates should divide themselves into small groups of 4-6 individuals for this purpose.

ATTENDANCE

Attendance at all sessions is mandatory. Emergencies are understandable. However, should a candidate miss a session, they must make up the missed session at another National Coaching School. Candidates who are late to sessions should be warned that failure to arrive on time may result in being declared absent from the session. This would cause the candidate to make up that session at another National Coaching School.

1.5 BOB McNULTY AWARD

The Bob McNulty Award is named in honor of Bob McNulty, a former national staff coach, who instructed “C” courses for many years. His memory lives on as we see to identify those candidates who best represent coaching and the important role it plays in the development of young people.

Bob McNulty was appointed to the national coaching staff as one of the “charter appointees” in 1974 by U.S. Soccer Director of Coaching, Walt Chyzowych. He was selected to serve as the lead instructor for the National “C” License course. In this capacity, Bob served as a mentor to nearly every instructor added to the National Coaching Staff.

With accomplishments too numerous to mention, Bob’s coaching career spanned youth, college and professional levels. In addition to his time on the field, Bob contributed to the game by serving as an administrator, consultant and TV commentator. Prior to his death, Bob was serving as an assistant coach to Rutgers University.



As a coach, educator and mentor, Bob McNulty will be remembered most for his ability to put candidates at ease, while maintaining the integrity and standard of the “C” course. He taught us to nurture our students and to treat them as colleagues, while going the extra distance to help them as fellow coaches. The Bob McNulty Award is presented to the outstanding “C” candidate who exemplifies these traits and characteristics in the hope that the spirit and good will Bob brought to coaching will live on.

Reading the Game

2.0 INTRODUCTION

This lecture, in conjunction with the match for analysis, model training session and model training session review, is designed to assist coaches to improve their ability to recognize problems within the game and then create meaningful training sessions that addresses those problems found based on the principles of the game. The combination of these four sessions will enhance the coaches ability to observe the game, evaluate individual and team performance, construct appropriate training sessions to educate their players and finally, assess the effect training has had on the players.

2.1 THE GAME AS THE TEACHER

The game provides for both player and coaches countless opportunities for development. Players' improve their performance through competition due to the unlimited number of technical and tactical situations that must be repeatedly solved throughout the game. For the coach, these observable situations are also the source of our practice content as they are the "soccer problems" that the players confront but cannot solve during the game.

The game and training have a reciprocal effect. The game indicates what we need to train for, and during training we prepare for the game. Because the game is the source of our practice content, we must constantly evaluate the game to determine the problems for the individual, group and team. The process that we utilize to evaluate and improve players and teams is the same.



Since training is all about improving the performance of players, the coach must have insight into the situations created by the game that players were unable to



solve. This insight provides the coach with the understanding that at times the only way to solve a major problem of the game is to first solve several minor problems. Identifying problems clearly and in order of their priority is important when establishing the objectives for a training session.

HOW DO WE WATCH A GAME?

A clear understanding of the principles of attack and defense should provide the coach with a starting point to begin watching and evaluating the match. When observing the game the coach must recognize the impact that these challenges have on the game and subsequently on the level of the player's performance. Failing to recognize the impact of these challenges on the game can cause the coach to incorrectly analyze the game and not clearly identify or prioritize the problems.

2.2 SOCCER DIFFICULTIES

The game presents many difficulties that players must solve. As these difficulties become greater in number or intensity, the solution to player and coach also often appear to become more complex. At the same time, the more times a player is able to experience the game, the more they will come to appreciate the consistently recurring themes that exist in soccer. And since soccer is a game where players must constantly make choices in response to the situation, it is vital that we fully understand and recognize these themes.

- The ball.
- The opponents (the more and better the opponent, the more difficult soccer is).
- Teammates (they need to play as a team, knowing their tasks and positions - this needs time and patience to develop).
- The rules (the training and playing of soccer with or without certain rules influences the situation, for example playing with or without the offside rule).
- Focusing on the objectives (playing soccer is not just going anywhere, it is moving from goal to goal within certain boundaries that limit players to a certain direction).
- Stress (during training the player can do anything, but in a game situation with an audience, cameras, the press or the meaning of the game they fail).
- Time (the more time the easier the task, so playing against an opponent with less qualities makes the game easier).

- Space (space and possession are more easily enjoyed in your own half than in your opponents' penalty area).

2.3 IDENTIFYING PROBLEMS IN THE GAME

We analyze the game by carefully observing our players as they carry out their tasks within the three distinct functions of the game. In the most general terms, these can be understood as the three “moments” that are continually occurring in soccer. They are defending, attacking, and transition. Each player on the field will have a part in managing and exploiting these moments for the benefit of his/her team. The following outline provides a starting point for discussing these different player roles.

A. DEFENDING

How does the player work –on his own, in a group, and as part of a team – to keep the ball out of his team's goal and to win possession?

Pressure — The first defender to the ball (The first defender)

- Do players recognize when to become the pressuring defender? Do they achieve a good starting position early? Are they moving when the ball is in flight?
- Is penetration denied? Do they stop opponents from turning or limit vision forward? Do they know when to close off passing lanes first and then pressure?
- Is pressure applied at speed but in control? Do defenders eliminate themselves because they are out of control in the final few yards of their approach?
- Do they stay on their feet and in the game? Do they recognize the moment to tackle for the ball? When they step in are they confident and decisive?

Cover — The player(s) closest to the pressuring player (The second defender)

- Are they supporting the pressuring player or ball watching? Have they recognized their role at this moment in the game?
- Are they the correct distance from the pressuring player? Are they in the proper covering position based upon the approach of the pressuring player?



- Can they maintain vision of the ball and their marking assignment? Do they fail to recognize when to track players?
- Do they communicate to the pressuring player? Do they recognize the visual cues and act appropriately when there is no time to verbally communicate?

Balance — Players away from the immediate area of the ball and goal side of the ball (The third defender)

- Do they track players who run away from the ball making forward runs? Do they know how to use the Laws of the Game to their advantage, i.e., off-side?
- Are they squeezing space towards the center of the field to cover vital space? Is their position putting them in a better line of recovery than their opponent?
- Do they communicate? Do they recognize the pressure being applied to the ball and position themselves accordingly to balance the defense, i.e., visual cues?

Collective Defending — Group and Team Defending

- Do players in the immediate area of the ball know how to combine and communicate effectively to defend? Is there an immediate transition to defending at the moment the ball is lost?
- Do players recognize how to “squeeze” to the flanks and to “press” forward to the ball as a group? Does the team play as a unit? Are key players taking responsibility for defensively organizing the team?
- Is the team strategy effective and appropriate for the game? Is the strategy being applied correctly in the different thirds of the field? Is there a connection between the different lines of play?
- Does the team quickly recover to defend restarts? Are they organized and in the correct positions? Are the appropriate players in the proper positions? Is concentration increased during this dangerous moment of the game?

B. ATTACKING

How does the player work – on his own, in a group, or as part of a team – to keep possession of the ball and to create quality scoring chances?

Player in Possession — (The first attacker)

- Is their first touch positive? Is first option to penetrate by: 1) shot, 2) pass or 3) dribble? Is choice of penetration correct given situation and position on the field? Is decision and action carried out quickly?
- Is the player's technique successful in the game? What is the quality of their passing? Is the choice of pass appropriate ... long or short; penetration or possession; direct or to change the attack; pass to feet or to space.

Close Supporting Players — (The second attacker)

- Can they make space for themselves? Do they know how to lose a marking player? Can they play while under pressure of an opponent?
- Do they position themselves at the appropriate distance to give support? Is the angle of support giving the safest possible pass? Do they achieve the support position early to allow the early pass?
- Do players know when to play in front of the ball and when to play behind it? Do they know when closely marked when to ask for a pass by moving? Do they know how to play without the ball to open up the field for another teammate?
- Do they communicate with the player in possession? Do they read the visual and verbal cues of the game to help them make a decision?

The Player(s) away from the ball — (The third attacker(s))

- Does this player attempt to pull apart the defending team's shape and balance? Do they take the responsibility to push forward and create good length for team shape?
- Do they move across the field in an attempt to get free or draw opponents into poor defending positions? Do they look to get behind the defense?
- Can they make space for themselves and others? Can they hold the ball and wait for supporting players to come forward?



Collective Attacking — Group and Team Attacking

- Do players in the immediate area of the ball know how to combine to perform basic combinations to break pressure? Is there an immediate transition to attack when reacquiring possession of the ball?
- Do players recognize when to move for the ball or play without the ball? Do players quickly achieve good team shape for attack, i.e., width and depth?
- Do players recognize the situation and make good decisions when to possess the ball or to penetrate quickly?
- Does the team play as a unit? Is there connection between the lines across the field and in channels the length of the field?
- Does the overall “shape” of the team allow us to penetrate and keep possession? Is the strategy effective in the different thirds of the field?
- Are key players taking responsibility for the dictating the rhythm of the game? Are they recognizing the weaknesses of the opponent and taking advantage of it?
- Are restarts organized quickly and correctly? Do players understand their role in the restart? Are the appropriate players in the most advantageous positions to utilize their qualities?

C. TRANSITION

How does the player work to anticipate changes of possession and find ways-alone, in a group, or as part of the team- (after losing the ball) to regain possession quickly or (after winning the ball) to attack before the opponent can organize their defense?

Individuals — Player in area of ball

- Does the player in the area of the ball immediately change from attack to defense and vice versa? Is the speed of decision making too slow?
- Is the fitness level of the players sufficient enough that they can go from one action to the other throughout the entire game?

- Do players display the correct attitude and mentality throughout the game to quickly make the transition from one action to the other without being asked?

Group and Team — Through the lines

- Do players quickly recognize when to adjust their position based upon either regaining possession or losing possession of the ball? Do they recognize the visual cues even when positioned on the opposite side of the field?
- Do players move in a block or do they get stretched out and leave gaps between them? Do players quickly move out after clearing a ball? Is width created immediately when the ball is recovered?
- Do the players understand the part they play in helping their team based on what is happening on the field?

2.4 TRANSLATION TO TRAINING

To develop proper soccer training we have to define the problem accurately. This means that the description of the problem must be precise. When defining the problem the coach must consider the following questions:

- How do we want to play?
- What is our game plan?
- What type of playing style do we have?
- Are the problems and solutions age and ability appropriate?
- Do they make sense to address based on the age and ability of your players?
- What is the player, group or team trying to do?
- What is going wrong in relation to the purpose or intentions?
- Who are the main players and which positions are involved in the problem?
- At which moment does the problem occur?
- Where on the field does the problem occur?
- What specific elements are affecting the game, the players and the circumstances (importance of the game, the field conditions, the weather, etc.)?
- Are these problems recurring throughout the season?
- Are they related to your team goals?



After defining the problem, the objectives for the next training session must be identified. When introducing the training, it is important to make the players understand the problem and how it impacts their ability to find success in matches. This way it will make sense to them and they can begin to take ownership of the problem. It is important to describe the problem as precisely as possible in terms of time, space and function in the game. However, try to avoid always “reacting” to your last game. There should be some measure of consistency with the issues and problems you address from week to week, and throughout the course of the season.

2.5 ASSESSMENT OF OBJECTIVES

Analyzing the game and learning to recognize the strengths and weaknesses of individual, group and team performance is a significant part of coaching. Carefully constructed, well organized training sessions that clearly address observed problems of the game and season will have a positive effect on the players.

Two of the most important questions that any coach should ask of themselves to determine if the objectives have been achieved are:

1. Does training have a positive effect on the players?
2. Does training transfer to the game?

2.6 MATCH ANALYSIS ASSIGNMENT

Candidates are divided into two or more groups. Each group is pre-assigned a team to observe and identify the following:

1. Identify the basic formation (for assigned team).
2. Identify and describe the problems in defending and attacking (for assigned team).
3. Identify a technical weakness to be addressed in training (for assigned team).

From the problems found in the game a model training session will be conducted by a staff member that will focus on an aspect of the team that needs improvement. This session will be presented to the candidates using one of the participating teams.

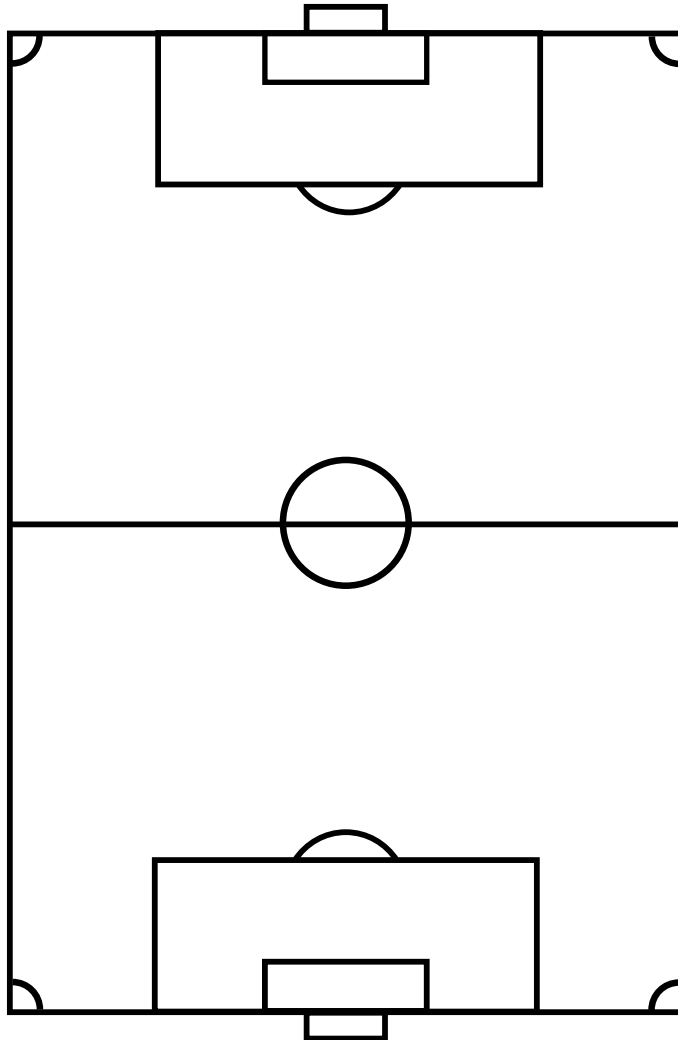
Candidates must be prepared to discuss their match analysis during the lecture session.

The following match line-up form shall be used by each candidate.

US SOCCER
MATCH LINE-UP

Match: _____ vs. _____

Date: _____



STARTERS (Name / Number)

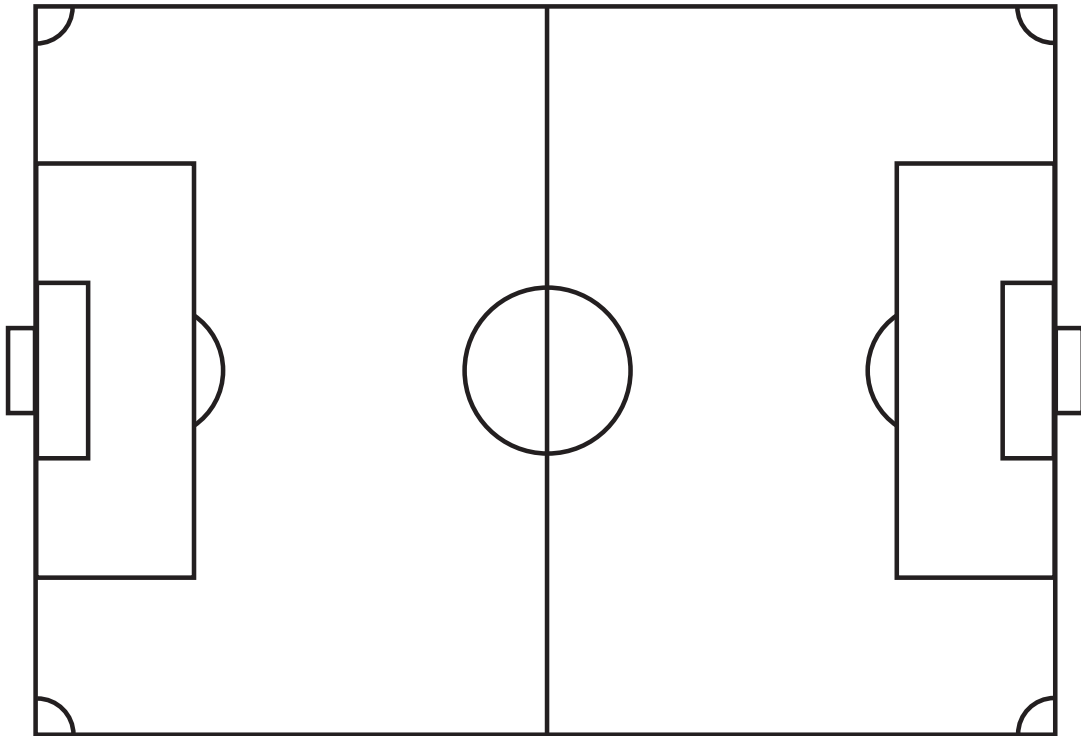
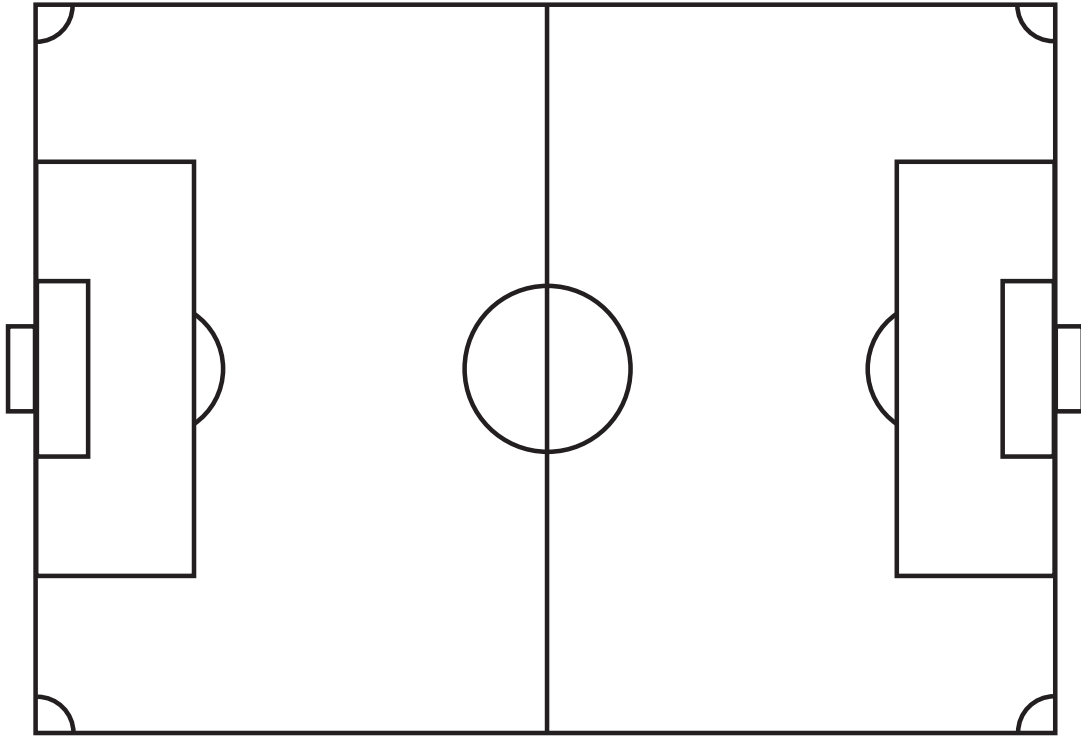
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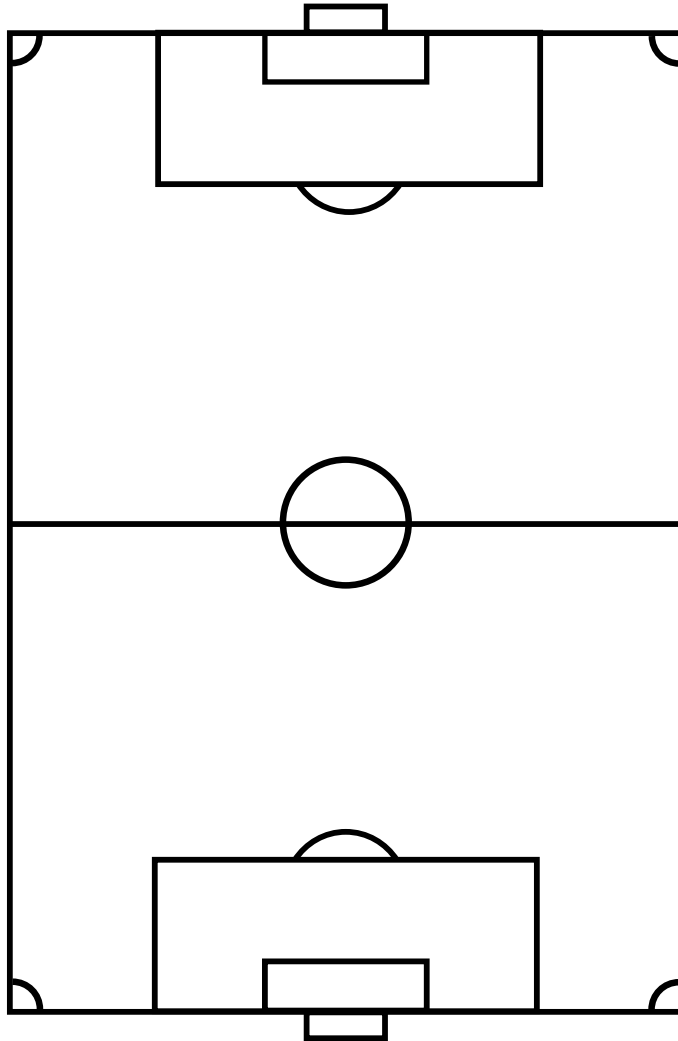
PROBLEMS IN DEFENDING



US SOCCER
MATCH LINE-UP

Match: _____ vs. _____

Date: _____



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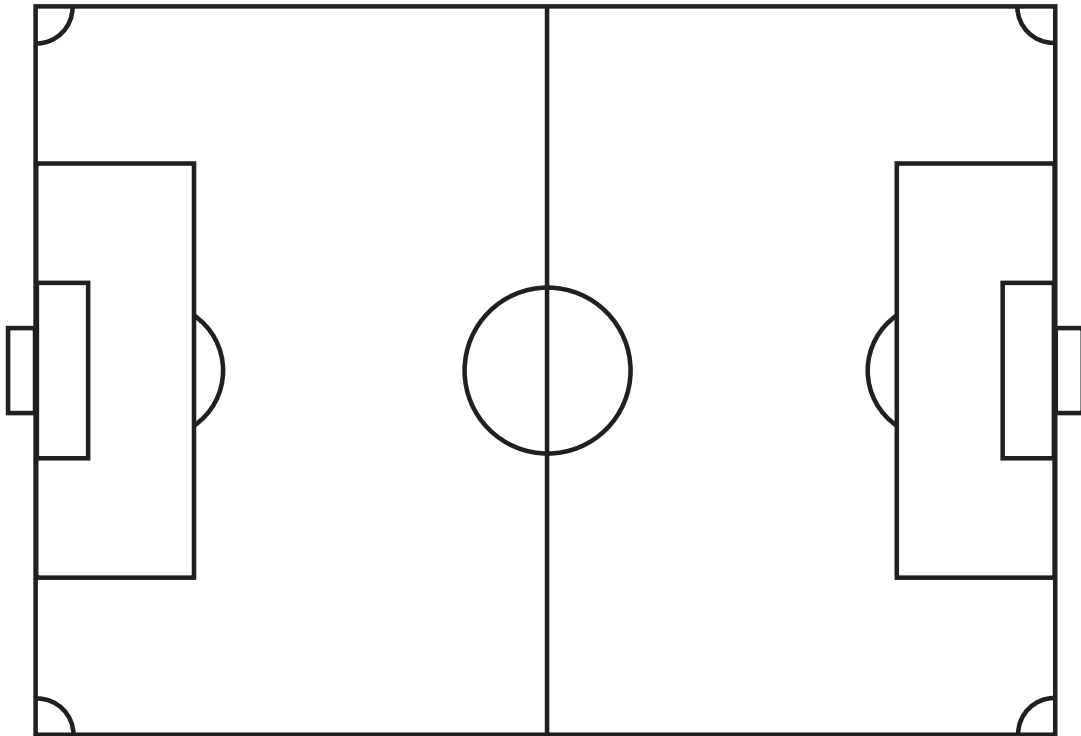
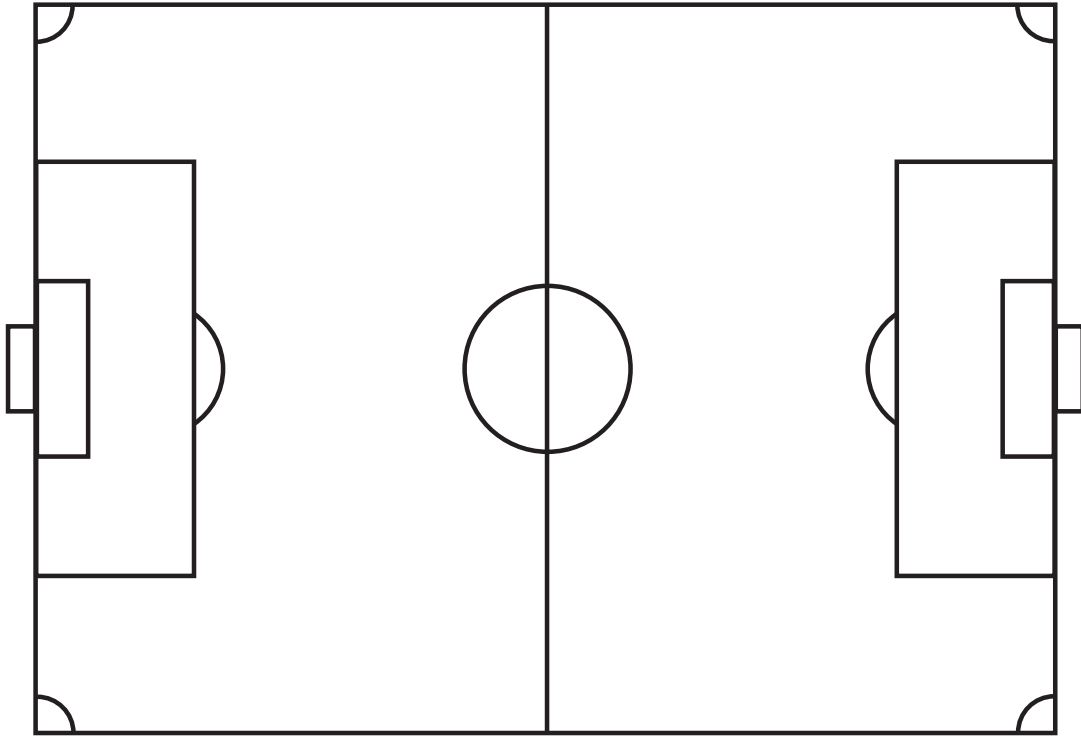
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PROBLEMS IN ATTACKING

PROBLEMS IN DEFENDING



Methods of Coaching

Key consideration: Develop appropriate training sessions that allow us to “coach the player”, not the method.

I. 3.0 METHODOLOGY

U.S. Soccer recognizes that there are many ways to teach the game of soccer. For this reason, the methodology in the U.S. Soccer coaching curriculum offers a broad based methodology that ranges from a directed to a more guided approach. Regardless of the specific coaching style or methodology, we believe there are basic concepts and characteristics that are foundational to effective teaching of the game. When developing and executing appropriate and effective training sessions, it is helpful to consider the following concepts.

- Context: How does this technique or decision fit into the match model and how are they affected by the particular situation occurring in the game?
- Contrast: How is this technique or decision directly opposed to another movement or decision that occurs in soccer?
- Recurring Themes: How to identify, recognize and act on consistent “patterns” that occur in every soccer game.
- Spontaneity: Movement and decisions with the ball that are more “felt” than processed intellectually.

Some common characteristics of any effective coaching style include but are not limited to the following considerations:

1. The method and style helps the players win their game, find success and solve the problems that they are experiencing in the game.



2. All players want to play without interruption.
3. The coach considers and respects the rhythm of play when looking to make a coaching intervention, looking for ways to coach without interrupting the rhythm of the game and to make any coaching interventions as non-invasive as possible.
4. Is the coach able to anticipate the problems as they develop on the field, or is he addressing only the result?
5. The guidance that the coach provides prepares the players to be successful at their current level as well as at the next level or age group.

THE COACH'S TOOL KIT:

Every coach needs a variety of coaching methods to use as tools with their teams. Here is a tool kit of 5 coaching methods and explanations of their use.

1. **Coach within the flow of the game.** This is successful with players whose technique allows them to process and play at the same time. The coach provides clear, brief instruction to individuals or small groups of players as the ball is moving. This is not an ongoing monologue, but rather instructions at a critical time to influence play. The caution here is to not let this become noise.
2. **Coach the individual player as the game continues.** Here the coach stops an individual player to make a coaching point, but does not stop the activity. While the coach interacts with the player, the team plays a “man down.” Obviously the interaction must be brief and concise to get the player back into the activity.
3. **Coach at natural stoppages.** Here the coach addresses groups of players during times when the game is still, e.g. when the ball goes out of bounds; at water breaks; change over. While being brief and concise is always important, here it is important to focus on a problem that is fresh in the player’s mind.
4. **Allowing the conditions of the activity to coach the theme.** Here the conditions of the activity provide the problem for the players to solve.

For example, the 6 goal game to coach small group defending. Defending three goals forces the players to pay particular

attention to cover and balance. Conversely attacking three goals will reward the team that can change the point of attack quickly and accurately.

5. **Coach using the “freeze” method.** Here the coach “freezes” the game to make his coaching point. This allows the coach to “paint” a very visual picture for the players. Use this option with care, because if used too often it can disrupt the game and frustrate the players.

A **technical freeze** allows the coach to correct incorrect technique and is coach directed. Here the coach can demonstrate proper technique and have the player rehearse the technique.

A **tactical freeze** is often coach directed, but can benefit from guided questions as well. If we use questioning, then the questions should state the problem. e.g., “we are giving the ball away coming out of the back, how can we prevent that from happening?” The tactical freeze should be reserved for “big picture” situations involving several players. Optimally, the play should be “frozen” just as the situation presents itself. e.g., as the back four should be “stepping” to the ball. Coach in the flow of play as much as possible. The following situations are as examples of when using the Freeze Method would be most appropriate:

1. Several players are involved;
2. Play can be frozen as the tactical situation presents itself;
3. It is a big picture problem that you have not been able to solve using another method;
4. There is short preparation time with a team for an event;
5. Coaching restarts;
6. To correct technique.

It is important to consider coaching methods and styles to be part of a broad continuum that ranges from directive to guided. In the course of a season, and certainly depending on the age of the players, a coach can use all methods and styles effectively. A balanced approach that employs each method and style appropriately and at the right moment is always best. There are two important considerations in any method or style:



1. Does the information – regardless of its delivery – make sense and help the players solve the short term and long term problems that they encounter in the game?
2. Are the players given sufficient time and opportunity to experience soccer and solve problems on their own?

3.1 TEACHING METHODS AND STYLES

a. **Direct Method of Teaching**

This method of coaching attempts to teach by providing the players with much of the solutions to the soccer problems. In this respect, the coach takes the information from the game and interprets it for the players. This can be described as a “coach-centered” approach.

YOUNG PLAYERS NEED SOME DIRECTION...

1. Players need something to emulate (TV, older players, highlights, MLS, etc.). If the player does not have this, the direct approach for some of the technical side and creative side must come into play.
2. At the younger ages, it is probably a combination of direct coaching for technique and repetition (in the absence of emulation) with a lot of guided discovery.
3. Repetition and direct approach for many of the kids is needed.
4. The whole process can be aided by energy and passion from the coach and how that coach inspires the passion for the game in the young player. Also, fun competition within the group culture has shown to be a great motivating factor in all aspects of development.

To develop familiarity with the ball, repetition and direction is necessary to an extent. If we are more efficient and effective in collecting, passing, striking a ball at the young ages, we can allow more time in training to promote creativity and free expression.

There is great value in giving young players “pictures” to copy, whether this is

from older local players, or from watching high level soccer on TV. Unfortunately, in our culture, young players are not steeped in a soccer tradition that encourages players to watch and experience soccer - other than their own games and practices.

Our players are not spending enough time with the ball – on their own or during practice. So much of their soccer experience is spent being “organized” (staying in their positions and not making mistakes). This is evident every day at the club level, in college and with the youth national teams. We are technically deficient.

Not all kids bring or pick things up by just watching. But with some demonstration and repetition a few kids get it and this jumpstarts their creativity. But, at the young ages a more direct approach to teaching technique may be beneficial, (lots of repetitions of specific movements with the ball – passing, receiving, shooting, feints).

Mixing in some more directed technical coaching at the young ages gives more kids familiarity on the ball, which allows for more kids to become creative. Those kids that are going to do it on their own will still do it and may figure it out more quickly.

Direct Approach Can Be Effective:

- Teaching proper technique, especially those that do not learn best by just watching and emulating.
- Teaching restarts.
- Preparing the team to play a particular opponent, especially in the day or two leading up to a match.
- Preparing a team to play a very specific style.
- Addressing group and team tactical concepts (e.g., high or low pressure defending, positional roles, etc.).
- Addressing concepts to a group of tired players – during a “recovery day”.

Potential Weaknesses of the Direct Method of Teaching:

- If used exclusively, players are not able to learn by experiencing the game for themselves.
- Player may depend too much on their coach for the answers.
- It may be difficult for the coach to anticipate all the potential problems that the player will encounter during a game, season, or career.



- Players may struggle in games where they must adjust during the run of play.
- Players may struggle in new environments, (for example, when a player moves up an age group, changes Club, plays in ODP, etc., they may encounter a coach with a totally different approach or outlook on the game, therefore this player may focus on adjusting to the coach, instead of adjusting to the game).
- It may stifle creativity, especially in young players. Coaches that depend on this method too heavily often lead players to believe that there is only one way or one solution to each problem.

Guided Method of Teaching:

This method of coaching attempts to teach by using the game as the forum for asking the players questions to draw out their own thoughts about what is happening in the game. The Game provides the material and the coach helps to guide, but the player has some responsibility and freedom to find his own solutions. This is an experiential method that allows room for mistakes and the lessons that can be learned through trial and error. This can be described as a “player-centered” approach.

Young Players Need Some Freedom...

Often times, the need to direct and often choreograph movements for our young players are a product of us, (as coaches), feeling that we somehow have a deadline to meet. And the quicker and more specific we can give them information, then the more efficient and effective we have become. Too often, as youth soccer in this country focuses on moving players vertically as fast as possible, many of our young players move to the next level with a lot of “match” experience, but without a solid skill base. We need to consider a more lateral approach to teaching that spends more time allowing players to develop the skills that they will need to continue to enjoy soccer before the move onto to the next set of challenges.

A coach’s passion can have a very positive impact on players. Oftentimes, and especially at the youth level, enthusiasm for the game can go a long way.

There is a misconception that a player centered approach has no direction from the coach. This is not accurate. This approach does not advocate the coach just sits in a lawn chair and reads the paper.

Any coach needs to take an active part in the learning process. But oftentimes, this can be done through exercises and games they organize that allow players to do the lion share of the problem-solving.

Demonstrating how to execute a certain technique is different from telling a player the mechanics of how to do something, and then giving them little or no freedom for their own interpretation. Repetition can be positive, and coach driven. If you set up multiple opportunities for players, that's repetition - but they should also be given a certain amount of freedom to find their own way.

The coach's role is NOT to provide all the answers so that the kids win the game today. The coach's role IS to provide ideas and pictures that help kids think in ways that will help them solve problems. A great deal of coaches at the youth level spend too much time organizing and controlling players, step for step, or play by play. The youth coach's responsibility is to set up environments that allow for these repetitions in some sort of fun, competitive situation that allows for a balance of some guidance and a lot of "doing" by the player. Gaining experience by doing, by trying, by succeeding and by failing – are all central to how kids learn. "Learning is the kindling of the flame, not the filling of the vessel."

The extreme example of a directed style doesn't allow for options beyond the coach's own set of ideas. That is what needs to be avoided. In fact, the coach should present the players with some guidance and options that will provide a framework or foundation for the players that they can use as a starting point for their journey, not as a set of boundaries. When working with 9-11 year olds, the coach will give some ideas for ways to deal with the ball, pass, shoot etc. as well as things to think about in 1's, 2's, 3's and 4's, etc. But the coach should not give them a set of options that gives them all the answers.

Guided Method Can Be Effective:

- Introducing young players to the game.
- Late in the training session that allows players a chance to practice what they have learned.
- Give players a chance to apply their technique in competitive situations.
- When teaching the principles of play.
- When you want to evaluate the players.
- When the players need repetitions in decision making.
- Introducing decision making as a need for the game.
- To give the players a break from having coaches telling them what to do.
- To stabilize new found tactics or technique.
- To instill in the team the need for them to make decisions based on the cues of the game.
- To give the responsibility of the decisions to the players



Potential Strengths of the Guided Method:

Enhances player development as it encourages players to become independent, critical thinkers.

- Is a “player centered” approach?
- Exposes players to the problem solving demands of the game.
- Allows players to be exposed to the creative demands of the game.
- Players enjoy training in this environment.
- Puts more responsibility on each individual player.
- Accommodates a variety of learning styles.
- Players learn more because they are playing more.
- The game is the best teacher... so, why not let them play the game.
- Allows the coach to learn more about the players as they see them in environments of their own choosing.
- Gives high repetitions for decision making.
- For younger players, guided discovery method may stimulate ideas and facilitate the growth of creative problem solving. Through discussion with players, we are often able to find that there may be many different solutions to problems happening within the game.
- According to periodization expert Istyan Balyi, players from 10-15 are very motivated by a player-centered approach and perhaps much less suited to direct teaching because they may not have the knowledge base or technical tools to benefit from prescriptive instruction.

Potential Shortcomings of the Guided Method:

- Guided method **MUST** be an active teaching style. A player –centered approach does not mean “no coaching”. Players may feel abandoned if they feel the coach seems disinterested in their development.
- Weaker, developing players may need more direct assistance to “get them on their way.”
- When addressing technique, the coach may need the model of an older / more skillful player for developing players to emulate.
- If a higher level player or older player is not available for the players to emulate, learning can be much slower.
- May not accommodate all learning styles effectively.
- If the guided discovery method is used in a manner that disrupts the rhythm of play, then the player is not able to experience the game first-hand, and much of the benefits of this approach are lost.
- The knowledge base of the teacher/coach may not allow a questioning approach to be effective.

Players Need Some of Both:

- The direct method addresses the immediate needs of the player, coach and team. This approach often helps to organize the team and give the player and team a focus and a purpose. The directive method can also be effective when setting up environments where players receive repeated opportunities to practice a specific technique.
- The guided method is part of a long term process of learning that prepares the player to eventually think for himself based on the lessons he has learned from the game and from the coach. It is a principle-based approach to learning rather than a “situational” based approach. (Here is our objective, now use this to find a way to get there, versus this is how to be successful in this specific scenario). It may not help the player win a game in the short term. In fact, it may even contribute to some costly mistakes in the short term. However, by using these mistakes as appropriate learning tools, the player has the opportunity to become an independent thinker, and therefore a more complete player.

So, where is the middle ground between the two outside edges of these approaches? Certainly, the information and guidance from a knowledgeable adult that is delivered at appropriate times during practice and matches, on and off the field can play a vital role in a player’s development.

When providing information, guidance and direction to players, keep the following points in mind:

1. There should not be so much information that the player gets overloaded, or so little that the players lack a purpose to their decisions.
2. The direction should make sense to what’s happening on the field, and it should be based on the principles of soccer.
3. The player should be allowed some room to think for himself, based on what’s happening on the field, keeping in mind that there can be more than one way to solve a problem.



A coach should offer his players and the team a purpose and direction for each practice session and match, for the week and for the season. Each practice should be well organized, with the coach giving the players a clear understanding of the general objectives for each exercise, and how it fits into the overall purpose of the day, week, and season. At the same time, within the practice or match, the coach should consciously allow for some amount of “player interpretation” that is based on the basic principles of soccer, as well as the general team goals that the coach has presented. It is very important that the coach’s information and direction makes sense based upon soccer and what’s happening in the game or practice.

When teaching technique to younger players, (U-10 to U-12), it can be beneficial to give these players some amount of directed repetition, especially in the beginning of the sessions. For example, a coach can set up a series of exercises where players are actively involved in passing the ball, receiving the ball, practicing different ways to wrong foot players and shooting on goal. The coach is directing through the different techniques that he is requiring the players to repeat. The coach can provide specific examples of how to execute these techniques through demonstrations and allowing the players repeated opportunities to practice. This can be done in structured, but active exercises (a lot of small groups and a lot of movement – no lines or lectures). At the same time, the coach should not expect the players to grasp each technique immediately. Even with repetition, the process is often slower than the coach would like it to be. Coaches should try to avoid the temptation to spend too much time with one player’s mechanics. There should be brief demonstrations and then the repetitions in the exercises, over time, should move the player forward. As the practice evolves to the middle or 2nd half of the session, the players should then be given freedom to practice these techniques in a free flowing game. As the players move to the free flowing portions of the practice, the coach becomes more concerned with how the players are able to apply the different techniques that they have been practicing.

Soccer is a fluid game and coaches should approach the game with a flexibility that reflects this quality. At the same time, managing players and communicating information to others, especially young boys and girls, also requires a willingness to adjust to personalities and varied situations. It is a great challenge, and one that we, as coaches, don’t always get right. But this is okay. There is not just one way to coach. Each approach and style makes sense in the right situation. It is the responsibility of the coach to find how to best blend these teaching methods together in order to give the players the most positive

experience possible. Constant self-evaluation as well as periodic peer assessment is the most effective guarantees for helping a coach continue his own professional growth.

Continuum of Teaching Methodology:

Coach Directed → Balanced Approach → Player Centered

Each of these methods has its place in helping to develop young players. Neither of these methods, in their purest form can be used at the exclusion of the other. Therefore, the most effective developmental model for young players includes a balanced approach that employs direction - for the purpose of clarity (demonstration), structure (rules) and discipline (behavior) – within an environment that also allows the player to experience the game (repetition) and encourages experimentation (discovery), trial and error (lessons).

When used in a balanced manner and at the appropriate times during a practice, a match and throughout the season, the combination of these two teaching methods can be very effective for success in the short-term as well as for long-term player development.

3.2 WHAT IS COACHING?

This question is difficult to answer. Depending upon the ages of the players, coaching may be seen as a management and facilitating process while others see it as developing and nurturing talent. Whatever the perspective, we can answer the question simply by stating that coaching is an activity aimed at influencing the way soccer is played and the people who play it. The basis for coaching is observation. All coaching begins with an analysis of the game and the causes and effects which determine the eventual outcome of the game. The ability to articulate the events or actions seen in a game and re-create those situations in training requires the coach to have a keen sense of observation and a good memory. It can be said that a coach is like a camera - always taking pictures of situations within the game so they can accurately assess the needs of their players and team. The development of a coach is similar to that of a player. Much on-going practice must occur for the coach to gain the skills and techniques necessary for teaching and coaching.



Becoming a good coach has much to do with the experiences gained through numerous practice and game situations. Individuals who have played soccer often have an advantage in understanding the game. However, many former professional players who later went into coaching failed because of their inability to relate the game to players who were less talented than themselves. Coaching and teaching young players requires more than just knowledge of the game, it requires the ability to apply that knowledge within a structure that creates a challenging and rewarding experience for the players.

Learning to coach can be divided into 5 different phases:

- 1. Knowledge and understanding of the game**
First and foremost the coach must be familiar with the game. They must understand how the game functions as well as the principles and concepts that govern the game.
- 2. Reading the game**
This means seeing what happens and listening to what is being said by the players. The ability to observe and hear what is occurring in the game is a fundamental requirement for every coach. The ability of the coach to concentrate on the game and what is happening is crucial to enable the coach to accurately read the game. The coach must be able to detach from the many emotions of the game in order to stay focused and objective.
- 3. Determining objectives**
The coach must determine which objectives, both individual and collective, need attention. These objectives come from the game and are established by the coach through observation. Careful observation provides numerous objectives, both of a positive and negative perspective. The coach must then ask which objectives are worthy of more detailed consideration.
- 4. Setting priorities**
After determining the objectives the coach must establish the priorities for improving or correcting the situations from the game. The more experienced a coach is, the more soccer problems they will encounter. However, the broader the coaches experience, the easier it will be to determine and establish priorities. Because of the limited amount of time available to correct problems, the

coach must determine the priorities of the situation. Sometimes a minor problem must be corrected before moving on to a more complicated one. Understanding the game aids the coach in determining the priority and how to correctly address the problem.

5. **Planning**

It is clear that the coach must plan carefully to achieve goals and objectives, especially in terms of player development. Coaches need to make a plan of action at the beginning of each year or season. By doing so they have an outline of what they want to achieve by the end of the year and how they intend to accomplish it. Coaching without a plan, especially at youth levels often results in players not receiving instruction or practice in areas that are the basis for future development.

3.3 HOW TO TEACH

Prior to constructing a training session the coach should identify and consider the following factors: Who, How, When, What

A. Who Are The Players?

- Develop realistic goals and objectives for the age and ability of the players.

B. How Do They Learn?

- Understand how they receive information, process the most important, concentrate on the decision and, execute technically. Is it more appropriate to use guided discovery or direct approach?

C. When Do You Teach? — Consider Time Factors

- When to develop the topic during the coaching session.
- When to place in the weekly training program.
- When to place in the seasonal cycle.

D. What Are You Going To Teach and Why?

Explain where it belongs in the game. “Paint a picture”, explain rules of the activity, and give clear objectives and method of scoring.



The role of the coach is crucial to the learning process. As a coach you accept certain responsibilities for the growth and development of your players. Coaches must facilitate learning and provide a positive role model for their players. They do this by:

E. Acting as a Facilitator

- Set up conditions and environment for learning.
- Create an enjoyable atmosphere for training and provide players with positive feedback.
- Be enthusiastic and positive.
- Conduct training in the spirit of enjoyment and learning.
- Gear activities toward achieving success.

F. Providing a Positive Role Model

- Demonstrate respect for team members, opponents, referees, parents, spectators and opposing coaches.
- Show respect and responsibility to the game itself.

When constructing practices coaches must be careful to avoid the following that can be detrimental to the learning process:

- Excessive coaching and interference during training activities and games.
- Incorrect and inappropriate exercises.
- Training sessions that do not flow and are frustrating, i.e., too difficult or boring; not suitable for ability or age.
- Game and activities that do not resemble soccer (as we simplify soccer it should look like soccer)

3.4 THE PRACTICE SESSION

Once the goals and objectives for training have been determined, the coach needs to consider several factors relating to the organization and progression of the practice in order to be thoroughly prepared to conduct the session.

A. Organization

- Appropriate field size and location on the field.
- Necessary equipment, i.e., number of balls, pinnies, cones, goals.
- Number of players and substitutes required for activities and/or games.
- Available amount of time for activity.

B. Progression

- Make sure practice flows in proper progression from simple to more complex; general to specific.
- Follow progression for teaching technique and tactics together.
- The methodology for teaching technique and tactics together in the small-sided game model builds from simple to more complex. Specifically, the progression is: 1) technical warm-up, 2) small-sided exercise (even or uneven numbers, one, two or more goals, etc), 3) expanded small-sided exercise (an exercise with direction, with more numbers, but not necessarily to big goals) 4) 7v7 to two big goals.

C. Demonstration

- What is focus of demonstration - paint a clear picture for players.
- What are key coaching points to highlight?
- Explain the rules and objectives of the practice - give players a method to score (both attackers and defenders)

Coaches must provide players with immediate feedback on performance (positive and negative). The observation and listening skills of a coach are important in determining whether something good or bad occurred during the activity. Good coaching assists the player to find solutions to problems encountered in the game. When making corrections during games or activities there are several guidelines to follow. They are:

- When starting an activity allow players the opportunity to establish a playing rhythm before stopping the exercise.
- Whenever possible, make your coaching points during natural stoppages, or during the run of play. When coaching during natural stoppages make your point quickly and then restart the activity as soon as possible.
- Assess your coaching during the session. Ask yourself: is my coaching having a positive effect on the players or activity; do they understand the demands of the activity; are they improving?
- Make your activity competitive.
- Finally, put activity into larger game - make it realistic.

Prior to a training session coaches should prepare a practice plan that outlines the session. This plan should include the number of players needed or available,



the amount of time allocated for each training activity and the objectives for each session. The plan should be flexible enough to allow for changes to the practice. During the course each candidate will be expected to prepare a practice plan for all their practical coaching sessions. These should be done in outline form and highlight the key coaching points of the session. Diagrams may be added to the back of the practice plan.

3.5 THE PLAYING AREA

The size and shape of a playing area is primarily dependent upon three factors: 1) the number of players involved in the game or activity, 2) the theme to be highlighted in the training session and 3) the ability level of the players. The shape most often used for a playing area is a rectangle. This shape mirrors the actual playing field and assists in providing the game with direction. We often refer to this playing area as a coaching grid.

The natural markings and spaces on a field can easily be used to make smaller playing areas. Use of these natural markings allows the coach to quickly set up multiple practice areas. When marking playing areas with disc markers or cones, the coach should use the fewest number necessary to create a positive visual setting of the playing area.

When setting up the grid, it is better to err toward a larger grid if the coach is unsure. If the skill level of the players allows them to play inside this area with no difficulty then the coach can reduce the size of playing area. As the skill level improves the size of the playing area must be reduced to further assist the development of technical and tactical speed of play. This reduced “time and space relationship” assists the coach to develop these important skills.

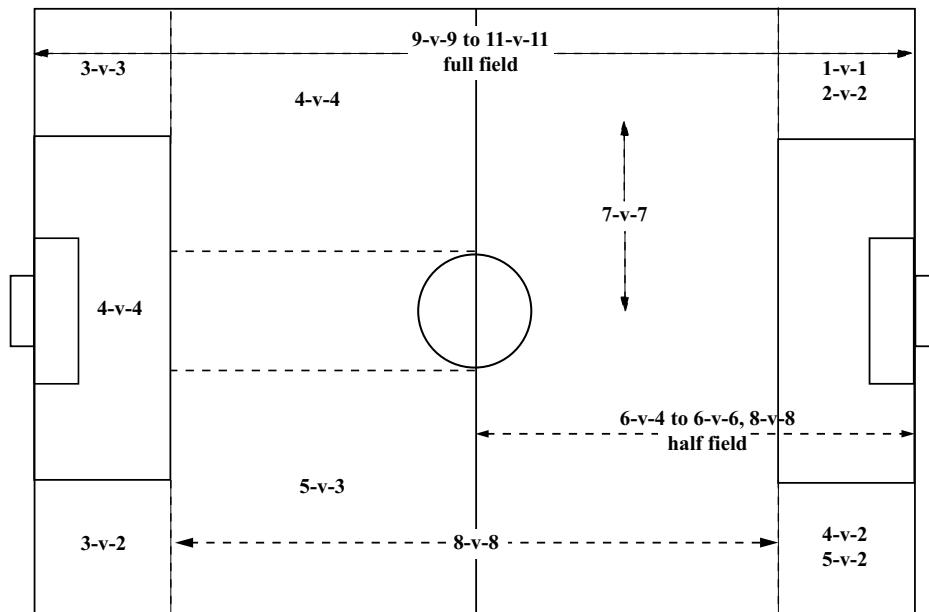


Diagram 1 —General Training Space Guidelines

The following spaces are intended to act as general guidelines for various training activities.
Space should be adjusted according to age, ability, etc.

3.6 COMPONENTS OF COACHING SOCCER

It is important to clearly understand the components of coaching soccer and how to apply the methodology of teaching both technique and tactics through economical training. We must apply these principles to solve problems identified in the game and to develop appropriate training sessions that allow us to “coach the player”, not the method. The components of coaching soccer are: **Technique, Tactics, Fitness and Psychology**. The order of priority of these components differs depending upon the age and ability of the players. The priority of these components for different age groups of players would be:

	U.16	U.23	PRO
PSYCHOLOGY	TECHNIQUE TACTICS FITNESS	TACTICS TECHNIQUE FITNESS	TACTICS TECHNIQUE FITNESS



It is important to emphasize the use of small sided games in the development of players. Small sided games provide players with the proper environment to develop creatively while encompassing each of the components of the game. Reasons for emphasizing small sided games are:

Skill Development

Number of touches on the ball greatly increased.

Tactical Development

Decision making is greatly expanded.

Fun and Enjoyment

Amount of goal scoring chances are increased.

Player Development

Positional play is greatly expanded.

Intuitive Development

Transitional play is increased and becomes automatic.

3.7 TECHNIQUE

The relationship between technique and skill is important to consider in the development of competent players. Players who are technical must be able to apply those skills within the game, while under the pressure of time, space and the opponent. Successful application of technique while under pressure is referred to as skillful performance.

In order to develop players who are skillful and not just technical, we must coach and teach technique within the context of the game. By utilizing small sided games to develop technical skills a realistic environment is created that encompasses the demands of the game.

In addition to developing technical skills through the game the player further develops an understanding of the tactical application of technique. How does a situation in the game place demands upon the technical skills of the player and require the selection of certain techniques to be successful, i.e., passing on the ground or passing in the air?

Technical Functional Training — Training that is specific to a role or position;

takes place in the area of the field where the player will be positioned; the technique to be practiced is determined prior to the session and maximum repetition of the technical skill is provided in the activity.

** Because the “C” course is focused primarily on principles of soccer as they occur in small group games, there will be limited discussion on functional (positional) issues during the week. The functional aspects of soccer are addressed in detail at the “B” and “A” level courses.

3.8 TACTICS (DECISIONS)

We define tactics as player decisions within the game. Tactics can often times be addressed in group and team scenarios during the week of practice. These specific “team” tactics are worked out prior to a game and provide a specific plan of action for the players. This plan of action could be the way in which the team will play to either defeat the opponent or achieve a tie.

When teaching tactics to players we progress in the following manner: Individual, Group and Team. Because the “C” license is targeted toward coaches of 11-14 year olds, the tactical focus during the week is on individual and small group decisions.

It is important that players learn how to recognize the recurring situations that are encountered in soccer and to make appropriate decisions based on the information.

3.9 THE RELATIONSHIP BETWEEN TECHNIQUE AND TACTICS

Players who are technically competent will have greater freedom to make appropriate and effective decisions during the game. The ability of players to perform tactically throughout the game depends upon the close relationship between 1) how comfortable they are with the ball at their feet (technique), how fast and long and powerfully they can run (physical fitness) or how long and powerfully and accurately they can strike a ball, and how quickly and clearly they can see what is happening around them in a game (tactics).

These components are interrelated and must be applied together during training to obtain the highest level of performance. Because the game has become increasingly complex, we must construct training to meet the demands of the game.



There are teams who have much “fighting power” but little tactical or technical ability. While, on the other hand there are teams who possess great technical or tactical skills and have great “playing art” but lack the willingness to do battle on the field. In order to be successful we must work to develop both traits and characteristics of play. Only when players and teams combine both “fighting power” and “playing art” will they be complete.

3.10 METHODS OF COACHING

Individual Tactics – Each individual’s ability to make appropriate decisions during play based on what is happening on the field and the basic principles of the game. This includes all aspects of attacking and defending (with or without the ball, around the ball or away from the ball, etc). Ultimately, the tactical competence of each individual will determine the effectiveness of group and team tactics. (Tactics cannot be taught without also addressing the impact that technique has on a player’s decisions.)

Group Tactics — Begins whenever two or more players join together to become effective tactical groups around the ball; group tactics can be any combination of small groups such as of 2v1, 2v2, 3v2, 3v3, 4v3, etc; a general rule for group tactics is to have one more player than your opponent in the area of the ball - this is referred to as being “numbers up” and applies to both attack and defense; group tactics demand both visual and verbal communication and the reading of tactical cues from the game. General method for teaching group tactics through 7v7 includes both generic training (non –functional) and simplified positional training and finally, the game to two large goals. (Tactics cannot be taught without also addressing the impact that technique has on group decisions).

Team Tactics — Team tactics begin at 9v9 full field activity where players are taught their responsibilities in each third of the field for both attack and defense; team tactics can also include half-field activities such as 6v4 or 6v5; the objective within team tactics is to provide a basis of play for both attack and defense; use of specific restrictions to assist in the development of a tactical plan may be included, e.g., 1 or 2 touch, forward pass followed by back pass, etc; restarts for both attack and defense are addressed during team tactics.

Team tactics are not a focus of the “C” Course. This topic will be addressed in detail during the “B” and “A” courses.

Tactical Functional Training — Training that is specific to a role or position; takes place in the area of the field where the player will be positioned; the player determines which skill is necessary as dictated by the game; the choices within the game that are often available to the player are presented; decision making is the essence of this tactical functional training. In the “C” course there is some simple functional training that can occur (for example) by placing a goalkeeper in goal or asking your wide players to stay wide; however, when using numbers up to 7v7, positional concepts are still mainly addressed through principles of soccer and areas of the field, as opposed to a more regimented approach to positional play that occurs with numbers from 9v9 to 11v11. At the smaller numbers, for example, the basic principles of soccer (width and depth, etc.) are still emphasized, but there is not necessarily a demand that one particular player consistently fill that positional role. Instead, players have more freedom to identify the needs of the game and make sure that the positional responsibilities are collectively fulfilled.

3.11 FITNESS TRAINING FOR SOCCER

Soccer is a physically demanding sport characterized by explosive activities such as tackling, turning and jumping in addition to high intensity running and sprints over relatively short distances. According to statistics, top-class soccer players make approximately 1100 changes in exercise intensity and cover a distance of roughly 6.5 miles during a match. Fitness training can help a player endure the physical demands of soccer and maintain high technical ability and decision-making quality throughout a match. Every soccer player, regardless of standard of play, can benefit from a fitness training program based on soccer-specific exercises.

For this reason, it is important for youth coaches to understand basic fitness principles and their appropriate applications. It is even more important for coaches of players under the age of 14 to realize that match fitness can be achieved in regular training sessions and games, provided training is structured in an economical manner.

Dr. Jens Bansbo, internationally renowned Danish fitness advisor, provides the following insight on fitness training for youth:

There is evidence to suggest that training of youth players does not need to be focused on improving physical performance. Often young players get



sufficient physical training by regular drills and games. In a Danish study, 132 young players from football clubs, in which fitness training was not performed with players under 15 years of age, were tested using a football-specific endurance test. For boys younger than 15 years there was a pronounced increase in performance with age despite the fact that they did not perform any specific fitness training. Furthermore, results of 18 year old players were as high as those of the senior league players. It appears that a player can reach a top-class level as senior player without performing specific fitness training during the younger years. The time saved by excluding fitness training should be spent on training to improve technical skills, as the players greatly benefit from this type of training when they become seniors.

When training young players one should be aware that there is a large difference in individual maturation within a given age group. The adolescent growth spurt may start as early as the age of ten or may not start until the age of sixteen. On average, girls mature about two years earlier than boys. As maturation status can have a profound effect on physical performance, care should be taken not to underestimate genuine football talents due to physical immaturity in comparison to other players in the same age group. Another important aspect of youth training is the amount and intensity of training. The coach should carefully observe how the individual players respond to the training, as young players can easily be “overtrained.”

Types of Fitness Training

For the purpose of providing basic information to youth coaches, fitness training for soccer can be divided into the following general categories:

1. ENDURANCE

In soccer, we understand that endurance is the ability to overcome resistance to fatigue. Generally we speak of endurance in two different forms: General Endurance which is aerobic (with oxygen) and provides the player with long-time endurance and Local Muscle Endurance, which corresponds to speed training and speed endurance training and is anaerobic (without oxygen) and provides for short time endurance.

To develop general endurance players are trained aerobically in order to improve the efficiency of the cardio-vascular system. Aerobic training can be divided into aerobic high intensity, aerobic low intensity and recovery training.

Players must be capable of performing at high intensities at any time during a game. This ability is developed through aerobic high intensity training. Players must also be able to maintain a level of fitness that permits them to execute technically throughout the game. In order to achieve this, training should also focus on developing the ability to perform at various running speeds for long periods of time. Aerobic low intensity training aids in developing this capacity. Following a match or an intensive training session, recovery and regeneration is the most important aspect of conditioning. Players perform light physical activities that aid and allow for recovery. We refer to this as recovery training.

2. RECOVERY TRAINING

Following a match or intensive training session, small ruptures to connective tissues and fibers may cause muscle soreness and stiffness throughout the body. In addition, the body's ability to replenish glycogen is limited and performance is reduced.

To assist the body to recover and reduce muscle soreness, players perform light physical activities, such as stretching, jogging and low intensity games or activities. In addition, recovery training also assists the player psychologically as the need to recover physically is often accompanied with the need to relax mentally.

During recovery training the intensity should be such that a player's heart rate is:

Average:	Approximately 65% of maximum heart rate (MHR)
Range:	40% - 80% of MHR

For a player with a MHR of 190 beat per minute (bpm) this would correspond to the following:

Average:	Approximately 120 bpm
Range:	70 - 150 bpm

This training can take the form of either continuous or intermittent exercise. The heart rate should not exceed the recommended upper limits for more than a short period of time. A recovery training session is approximately 60 minutes in duration. Exceeding this time may diminish the positive effects of the recovery training and impair the player's ability to regenerate.

It is important when performing recovery training that activities do not place heavy stress on sore muscles and physical contact should be avoided. Recovery training may be done with and without the ball. It should also be noted that the need for recovery training will vary from player to player depending upon their level of fitness and the intensity of work from the previous game or training session.



3. AEROBIC LOW INTENSITY

In soccer, a player must be capable of performing for long periods of time as well as recover quickly following periods of high-intensity activity, e.g., sprint. In order to achieve this, players need to have a high endurance capacity. This ability is developed through Aerobic LI Training and complimented by Aerobic HI Training. The goal is to develop the player’s ability to maintain a high work-rate and level of technical performance throughout the game. During Aerobic LI Training the intensity should be such that a player’s heart rate is:

Average: Approximately 80% of MHR
Range: 65% - 90% of MHR

For a player with a MHR of 190 bpm this would correspond to the following:

Average: Approximately 150 bpm
Range: 125 - 170 bpm

This training can take the form of either continuous or intermittent exercise. The heart rate should not exceed the recommended limits for more than a short period of time. During intermittent exercise (Interval Training) the work bouts should be longer than five minutes.

If the training is performed without a ball it is recommended that continuous exercise at varying intensities is used, e.g., alternating between exercise intensities corresponding to 70, 80 and 90% of maximum heart rate each third minute.

HEART RATE				
TYPE OF TRAINING	% OF MHR		BMP	
	MEAN	RANGE	MEAN*	RANGE*
RECOVERY	65%	40%-80%	130	80-160
AEROBIC LI	80%	65%-90%	160	130-180
AEROBIC HI	90%	80%-100%	180	160-200

* If Maximum Heart Rate is 200 bpm

4. AEROBIC HIGH INTENSITY

It has been demonstrated that the distance covered by high intensity running during a game is related to the standard of soccer, i.e. top class players cover the most distance. Because of this fact, it is important that players are capable of repeatedly performing at high intensities for prolonged periods of time during the game. The basis for this ability is a well-developed capacity for high maximum oxygen uptake, which can be developed through Aerobic HI Training. During this type of training a player exercises intermittently (Interval Training) with an average heart rate of 180 bpm. Aerobic HI Training must be organized and conducted through an interval method only. During Aerobic HI Training the exercise intensity should be such that a player's heart rate is:

Average: Approximately 90% of MHR
Range: 80% - 100% of MHR

For a player with a MHR of 190 bpm this corresponds to the following:

Average: Approximately 170 bpm
Range: 150 - 190 bpm

There is a relationship between Aerobic HI Training and Anaerobic Speed Endurance Training. During Aerobic HI Training the energy producing system for speed endurance (lactate producing energy system) may be highly stimulated for short periods of time, causing the training to overlap anaerobic speed endurance training. The coach must ensure that the exercise intensity during Aerobic HI Training does not become so high that the training becomes exclusively speed endurance. If the intensity is too high, then the players will be unable to maintain a high enough work rate during subsequent work bouts and the desired effect of the Aerobic HI Training will be lost.

In addition to the intermittent exercise inherent to a game of soccer, different intermittent training methods can be used in Aerobic HI Training. Three of these training methods are described below.

Fixed Time Intervals — The principle of the fixed time intervals is that the duration of the exercise and rest periods is determined in advance, e.g., alternating between 2 minutes of work and 1 minute of rest. If the exercise periods are longer than 1 minute, the rest periods should be shorter than the exercise periods; otherwise the overall exercise intensity will be too low. The shorter the exercise periods, the higher the exercise intensity should be, according to the principles given for this type of training. Rest periods should



include some form of recovery exercises, e.g., jogging. The above principles are valid for training with and without a ball.

Below are examples of paired work and rest periods for Aerobic HI Training based on fixed intervals.

FIXED TIME INTERVALS			
	EXERCISE	REST	HEART RATE
A	30 SECONDS	30 SECONDS	90%-100%
B	2 MINUTES	1 MINUTES	85%-95%
C	4 MINUTES	1 MINUTES	80%-90%

Alteration of the Rules — By changing the rules during a training game the exercise intensity may be varied, e.g. alternating between using and not using the rule of exactly two touches each time a player is in contact with the ball. Set times can be implemented where the rules are changed to either increase or decrease the exercise intensity.

Natural Variations — Training games can be structured so that the exercise intensity changes in a natural way during a game, e.g., limitations of a players' actions within a certain area of the field result in an elevated exercise intensity during periods of the game.

In general, at the start of the season we would begin our training with an interval that would have a lower work to relief ratio, such as 1:3. For example, we may work for 30 seconds and recover for 90 seconds. As the level of fitness increases we adjust the work to relief ratio to 1:2 and eventually to 1:1. This is referred to as the Interval Training Principle.

5. HEART RATE

Reference has been made to heart rate in all three aerobic training methods. This is an important measurement for determining the level of effort expended during training. At rest the heart rate beats about 60 times per minute. Well-trained endurance athletes have a lower resting heart rate which, in extreme cases, can be below 30 beats per minute. During exercise the heart rate rises which results in an increase in cardiac output. The maximum heart rate for young women and men around 20 years of age is about 200 beats per minute. However, there is a large range within a given age group. It has been found that boys and girls aged 16 to 19 had a range of 180 to 230 beats per minute for maximum heart rate. In

order to make use of heart rate measurement it is necessary to determine the maximum heart rate for each player.

There are specific exercises that coaches may use to determine maximum heart rate, however one of the simplest methods to determine a player's maximum heart rate is to measure it immediately after a bout of presumed maximal intensity exercise during training, i.e., 1v1 or 2v2. In order to ensure that the true maximum heart rate has been obtained the measurement should be repeated several times. Since a player's maximum heart rate will not vary with changes in training status throughout the season, it is only necessary to determine a player's maximum heart rate once a year.

By knowing maximum heart rate we can easily determine the intensity of training for our players. For example, a heart rate of 170 bpm recorded during a training game could reflect a very high intensity for a player with a maximum heart rate of 180 bpm (reflecting an intensity of 94% of maximum heart rate). However, for a player with a maximum heart rate of 230 bpm the exercise would be far less demanding, as 170 bpm would reflect only 74% of maximum heart rate.

6. LOCAL MUSCLE ENDURANCE

This is the ability of a specific muscle group to be intensely active for a necessary period of time in the absence of oxygen. During this anaerobic state the energy supply is produced predominately through the anaerobic breakdown of glycogen, the so called lactate energy production cycle. Through anaerobic training methods and diet, glycogen is accumulated in the muscular system. A player's diet must consist of high quantities of carbohydrates, proteins, iron and vitamins for the necessary production of glycogen during this high intensity exercise.

Anaerobic training must always be organized in an interval training method. Interval training is a principle that dictates that work be done for a specific period of time followed by a relief period. The time period allocated to the work to relief ratio varies depending upon the level of fitness of the players and the required demands of the training session. During the relief period players are never at a complete rest but recover while performing light activities such as walking or jogging.

Anaerobic training can increase a player's potential to perform high intensity exercise during a game. The specific aims of anaerobic training are:



- Increase the player's ability to act quickly and to rapidly produce power during high-intensity exercise. By doing so the player reduces the time required to react and elevates performance of a sprint during a game.
- Improve the capacity to produce power and energy continuously via anaerobic energy producing pathways. Thus, a player elevates the ability to perform high-intensity exercise for longer periods of time during a game.
- Improve the ability to recover after a period of high-intensity exercise. Thus, a player requires less time before being able to perform maximally in a subsequent period of exercise and is therefore able to perform high-intensity exercise more frequently during a game.

7. SPEED TRAINING

Speed for soccer is a complex idea. Speed training for soccer is different than training for track and field events. While the speed required in track and field is a cyclical movement (same rhythm), in the game of soccer it is an acyclical movement (arrhythmical movement). Training for speed must follow the pattern of the game. Players must read visual signals and cues to stimulate action for speed, rather than from a whistle or voice command. The application of speed within the game is determined by the following movements and actions found in the game:

- Movement of the ball.
- Movement of the opponent.
- Movement of a teammate.

We can differentiate between various types of speed that are required of the soccer player within the game. They are:

- *pure speed* — the ability to overcome the distance between two points in the shortest amount of time.
- *technical speed* — the ability to manipulate the ball with the legs and feet at speed and maintain control.
- *speed of action* — processing information from the game and choosing an appropriate response quickly to the situation .
- *mental speed* — ability of the player to be aware of all factors, conditions and options inside and outside of the game.

The most important element of speed for a soccer player is starting speed. This explosive power is necessary to overtake your opponent, reach the ball first or beat your opponent in a 1v1 duel. For that reason we say that the first three steps are more important than the thirtieth. When training for speed we need to train with and without the soccer ball. Science tells us that we can only improve speed as much as 10% through coaching. This is a significant increase when developing top level players. When training for speed certain principles must be observed to prevent injury and to replicate the training environment necessary to improve speed. Principles to observe when training for speed:

- muscles must be prepared by a proper warm-up.
- speed is trained in the beginning of the main part of a training session.
- speed training, to have an optimal influence on the nervous system, should not follow activities that create fatigue.
- sub-maximum and maximum intensity have to be applied.
- the volume of speed training remains relatively limited because of the high demands on the neuro-muscular system.
- distances of 5-30 yards are considered as advantages for the training of speed for soccer.
- during speed training players should perform maximally for short periods of time (<10 seconds).
- the intervals between single repetitions can be up to 3 minutes in duration.
- the main training method is repetition within the interval training method.

An example of training for speed through the repetitive interval method follows below:

SPEED TRAINING			
DURATION	REST	INTENSITY	REPETITION
2-10 SECONDS	> 5 TIMES THE EXERCISE DURATION	MAXIMAL 100%	2-10 TIMES

It is important that the periods between the exercise bouts be long enough for the muscles to recover to near resting conditions to enable a player to perform maximally in a subsequent exercise bout. For example, tests on professional players showed that 25 seconds was not sufficient for them to recover fully after a seven-second sprint.



8. STRENGTH & POWER

Strength and power are important in soccer. Both characteristics help to accentuate the play of an individual. We define these fitness characteristics as:

- *strength* — the ability to overcome resistance or oppose an obstacle through muscular strength.
- *power* — the application of strength in time and is connected to explosive action of performance.

We can use activities in practice that place players in situations where they must overcome the resistance of their body weight or the body weight of their opponent. By decreasing the time to perform the actions we accentuate the element of explosive power.

9. FLEXIBILITY, AGILITY & BALANCE

Both flexibility and agility are important to a soccer player in terms of a physical action as well as technical skill. We define these fitness characteristics as:

- *flexibility* — the ability to conduct movements in certain joints with an appropriate range of motion.
- *agility* — the ability to change direction quickly and easily with the body and the body parts.
- *balance* — the ability of the body to maintain stability and equilibrium while running or standing on one foot.

Flexibility is a physical quality which is easy to develop, if it is trained systematically and daily, i.e., stretching exercises before and after practice. Flexibility has a direct connection to technique. The more flexible a player is the greater the potential range of technique.

Agility is required hundreds of times within a soccer game. A player must constantly change directions, stop and start, get up after falling and turn throughout the game. Players who are agile have an advantage when playing in small spaces.

Balance is required constantly throughout the game. When kicking, passing or receiving a pass, a player is often standing on only one leg. Players must maintain balance when moving at speed and when being challenged for the ball. This athletic quality is important to develop as it relates directly to technique.

10. WARM UP & COOL DOWN

Both of these phases are important when starting or ending a training session. A proper warm-up prepares the players for training not only physically but mentally. Static stretching is included in the warm-up to assist in the prevention of muscle strains. During the cool down, light jogging and static stretching aid the body to recover from the trauma received during the training session.

11. OVERTRAINING

The effects on performance due to overtraining are well documented. The signs and symptoms of aerobic overtraining are identifiable and can include physiological, psychological and biomechanical characteristics. If an athlete or coach does not recognize the symptoms of overtraining, the danger lies in mistakenly thinking that the athlete is not training hard enough. Often times, these athletes and coaches increase the training load in an attempt to improve performance, when in fact it should be reduced to let the body recover.

Because many off field factors (sleep, nutrition, relationships, school, work, etc.) can affect training, communication between the coach and athlete is critical to making a proper diagnosis of overtraining.

Coaches should carefully consider all aspects when determining the factors that may be contributing to overtraining. Below are just some of the symptoms of overtraining.

PSYCHOLOGICAL	PHYSIOLOGICAL	BIOMECHANICAL
Lack of Motivation	Decreases in Total Body & Lean Body Mass	Deterioration of Technique
Anxiety	Decreases in Limb Circumferences	
Depression	Certain Hormonal Changes	
Irritability	Decreases in Peak Oxygen Consumption	
Lack of Self Confidence	Increased Resting Heart Rate During Work & Recovery	
Fatigue		
Inability to Concentrate		



12. FITNESS WITH A BALL

According to Dr. Bangsbo, “a major part of fitness training in football should be performed with a ball, since such training has several advantages. Firstly, the specific muscle groups used in football are trained. Secondly, the players develop technical and tactical skills under conditions similar to those encountered during a match. Thirdly, this form of training usually provides greater motivation for the players compared to training without the ball. When training with a ball, however, the players may not work hard enough, as many factors, such as tactical limitations, can lower exercise intensity. To increase the demands of a training game new rules may be introduced.”

When training young players it is recommended that all fitness training be done within the framework of technical and tactical training games and with a ball.

13. FITNESS TRAINING FOR FEMALE PLAYERS

Dr. Jens Bangsbo provides valuable insight into the question of fitness training for females. In his book, *Fitness for Football-A Scientific Approach*, he states that The activity profile of female football is very similar to that of male football, and there is little difference in the training potential of men and women, i.e. the response to training from a baseline level is similar. Therefore, male and female players should basically train in the same way and the training advice given in this book is applicable to both genders.

It is important to emphasize training at a high intensity for top class female players. It is important for coaches of young women to be aware that as alterations in the menstrual cycle may occur if the training suddenly becomes very demanding, it is advisable to increase the amount and intensity of exercise gradually. If any menstrual changes do occur, the player should either take a period of rest or follow a less demanding training program.

14. FITNESS TRAINING IN PERSPECTIVE

The performance potential of a player can be improved by fitness training, which can be divided into aerobic training, anaerobic training and specific muscle training. Common to all types of fitness training is the fact that exercise performed during the training should be as similar as possible to playing soccer. This is one of the main reasons as to why the majority of fitness training should be performed with a ball. As a supplement to the general fitness training, exercises may also be designed to accommodate the individual needs of the players. Training for young players, prior to and during early puberty, should not be focused on the physical aspect, but should mainly emphasize technical training. Fitness training for females and males should follow the same principles.

15. REST/RECOVERY

Children are very sensitive to the physical and psychological stresses imposed by a demanding training and competition schedule. They are especially susceptible to injury or burn-out during growth spurts and puberty. Youth coaches must take into consideration the positive effects of adequate rest periods during training, alternating hard and light practices through the season and allowing days off and time away from soccer to recuperate and rekindle passion for the game.

FINAL CONSIDERATIONS

Two final considerations for coaching are extremely important for the coach to achieve success. At present the American coach practices their craft in an environment where soccer, although a popular participant sport, does not yet share the same major league status as other top sports within the U.S. Nor does the environment at youth level provide the same opportunities for growth and development that exists today in the top soccer playing nations of the world. In order to be successful we must strive to create an environment where players are constantly challenged and motivated by the game. In order to accomplish this we must apply the specificity of training principle to all our coaching.

Specificity of training is best represented in the acronym *SAID*.
Specific Adaptations to Imposed Demands (SAID Principle)

The SAID Principle is further defined for the coach by stating:

- Training needs to be specific to the demands of the position.
- Training must replicate the game itself.

Finally, in consideration of the existing soccer environment within our culture and the amount of time available to the American coach to develop young players, we must be extremely economical in the application of our training methods. To achieve this we must apply the concept of Economical Training.

Economical Training demands that we combine as many of the components of coaching as possible into our training exercises and activities in order to obtain maximum results in a minimum amount of time.



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Applied Psychology and Player Development

4.0 APPLIED PSYCHOLOGY

In all that we do as coaches, whether training for technique, tactics or fitness, we must constantly be aware of the impact that applied psychology plays in the development of players. Understanding why individuals do what they do is of tremendous importance to the coach. Understanding and identifying the reasons why an individual participates in a sport provides tremendous insight into that person's behavior. When working with children, the ramifications of coaching can be both positively and negatively greater due to the influence youth coaches have over their players.

Youth coaches must be careful not to identify with the “pro coach” mentality when working with children. In most cases, these young individuals participate in sport for the enjoyment and socialization. Coaches need to understand the physical, mental and emotional changes that occur in children as they grow. By understanding these changes, coaches have tremendous insight as to how to positively affect these young athletes.

The coach is responsible for assisting in the development of the player in specific ways. These responsibilities include but are not limited to:

- Development of a positive attitude toward themselves, their teammates, coaches, referees, opponents and fans.
- Teaching players that they have a responsibility to themselves (on and off the field), the team and the game.
- Instill discipline so that players are able to implement the components of tactics, technique and fitness as individuals and as a team member.
- Encourage creativity and assertiveness so that players will look to solve problems presented to them by the game.



4.1 WHAT IS PLAYER DEVELOPMENT?

Every coach, regardless of the level of team they are working with, must be concerned about player development. For this reason, coaches need to consider how the issue of player development influences their philosophy of coaching. Decisions made about what is best for a young player have far reaching ramifications as the player grows older. Winning championships at ten years old may not translate into championships at twenty years old.

Developing a “player development philosophy” begins with two simple questions.

1. Do we have realistic expectations for our players?
2. Does our philosophy reflect their age as well as their physical and psychological maturity?

Player development incorporates many of the following principles into the working plan of the coach.

For Players U.14

- Activities for children focus on involvement with the ball; therefore, every player must have a ball at practice.
- Players are exposed to playing different positions.
- Rules and equipment are modified according to the age group.
- Activities designed to maximize contact with the ball in a game like environment.
- Activities designed to present problem solving situations that increase tactical awareness even for young children.
- Winning and losing are in perspective - the emphasis is on player development.
- A balance between training and competition - the players welfare is most important.

For Players U.19

- Quality of competition is important for player's growth and development.
- A balance between training, competition and regeneration is maintained.
- Training sessions are designed to improve the player's tactical application of technique.
- Rule modifications for players U.17 (duration of game).
- Continue to develop player's appreciation and understanding for the game.

**4.2 PLAYER DEVELOPMENT THROUGH THE AGES:
WHO AM I COACHING?**

Understanding who you are coaching is critical if you are to ensure a positive, developmentally appropriate soccer experience for young players. While the physical and motor development characteristics of children/adolescents are relatively easy to assess from observation and measurement, cognitive and psycho-social development characteristics are less obvious. If coaches are to maximize their players learning and performance they need to possess some understanding of cognitive development and be able to ask themselves such questions as, "will the player understand what I say?" and "how many coaching points will they be able to comprehend?" Clearly, knowing the answer to these questions will assist coaches in planning practice sessions and thus optimize learning and enjoyment. In addition, it is important that age group soccer coaches have knowledge of psycho-social development. Specifically, this knowledge will provide the basis for understanding the, a) how and why children/adolescents are likely to react in different situations; b) the psychological demands soccer places on participants, and its powerful psychological effects on them, and; c) it helps coaches to become aware of the effects of their behavior on the players they coach.

YEARS 6-9

- Physical Development

The period of late childhood is marked by slow but steady increases in height and weight. Changes in body build are slight during these years.



Late childhood is more a time of lengthening and filling out prior to the pre-pubertal growth spurt that occurs around age 11 for girls and 13 for boys. Although this period is characterized by gradual physical growth, the child makes rapid gains in learning and functions at increasingly mature levels in the performance of games and sports. This period of slow growth gives the child time to get used to their body and is an important factor in the typically dramatic improvement seen in coordination and motor control during late childhood. The gradual change in size, and the close relationship maintained between bone and tissue development, may be important in increased levels of functioning. Differences between the growth patterns of boys and girls are minimal during later childhood. Both have greater limb growth, but boys tend to have longer legs, arms and standing heights. Likewise girls tend to have greater hip widths and thigh sizes during this period. There are relatively little differences in physique or weight exhibited until the onset of the pre-adolescent period. In most cases, girls and boys should be able to participate in co-educational soccer during this period.

- **Motor Skill Development**

The process of motor development reveals itself primarily through changes in movement behavior. Observable movement may be grouped into three categories: stabilizing movements, locomotor movements, and manipulative movements. During years 6 to 7 children are still in the fundamental movement phase: a time for discovering how to perform a variety of stabilizing, locomotor and manipulative tasks. Locomotor activities such as running and jumping, manipulative activities such as throwing and catching, and stability activities such as one-foot balances are examples of fundamental movements that should be developed during these years. From 7-10 years of age, children progress into the specialized phase of motor development. During the specialized phase, fundamental movements are progressively refined, combined and elaborated upon for use in increasingly demanding situations. The fundamental movements of running and kicking a ball, for example, may now be applied to moving with the ball or dribbling. The onset and extent of skill development within the specialized movement phase depends on a variety of individual and environmental factors. There are, however, three stages within the specialized movement phase: transitional, application and lifelong utilization stage. The transitional phase takes place between 7-10 years of age and is a period in which the individual begins to combine and apply fundamental movement skills to the performance of specialized skills in sport. During this stage children are

actively involved in discovering and combining numerous movement patterns and are often elated by their rapidly expanding movement abilities. Care must be taken, however, not to cause the child to specialize or restrict their activity involvement. A narrow focus on skills during this stage is likely to have undesirable effects on the last two stages of the specialized movement phase.

- Cognitive Development

During this period the child's knowledge of the world is limited and characterized by non-logical, non-reversible thought patterns. It is during this "concrete operations" phase of cognitive development that the child becomes aware of alternative solutions, uses rules in thinking and is able to differentiate between appearance and reality. It is called "concrete" because the child's thinking is still tied to concrete objects. The development of a child's cognitive thought processes during this period are characterized by a growing perception of the following concepts: area, length, weight, mass, volume, liquid and number. In addition, the concept of reversibility of thinking becomes established during this phase which refers to the capacity of the child to understand that any change of shape, order, position, number and so forth, can be mentally reversed and returned to its original shape, order, position or number. This form of reoperational thought enhances the child's mental capacity to order and relate experiences to an organized whole.

Soccer, by the nature of the games, requires the individual to concentrate on numerous tasks, cues and stimuli at any given time. For example, when a child is dribbling whilst looking to pass the ball to a teammate, they must evaluate all internal/external cues, therefore the child's understanding of mass, weight, area, length and ball velocity are necessary if they are to successfully accomplish the skill of dribbling and passing. It should be noted that at the commencement of the "concrete" phase (approximately 6 years of age) this procedure is too complex, due to the child's inability to think abstractly. This may explain why at this age most of the action is centered around a concrete object, namely the ball. As the child reaches a more advanced stage of "concrete" cognitive development, abstract cognitive abilities become more evident, hence their ability to perform complex soccer skills.

- Psycho-social Development

Self-esteem has been identified as a key construct in explaining differences in performance, motivation, and positive and negative



emotional reactions among young sport participants. Specifically, self-esteem is considered by many to be a prime motivator of human behavior. Indeed, beyond physiological needs, such as eating and sleeping, it has been suggested that much of our behavior, whether conscious or not, is directed at maximizing our feelings of self-esteem. The reverse is true as well; that is, low self-esteem is likely to reduce motivation and lead to children dropping-out of an activity. Children show increasingly sophisticated abilities to describe and understand various components of self-esteem as they move from childhood to adolescence. At the beginning of the 6-9 year old period, children are able to make judgments about cognitive competence, physical competence, social acceptance, and behavioral conduct. They are, however, unable to differentiate cognitive from physical competence, or social acceptance from behavior conduct. Despite their relative inability to fully differentiate aspects of self, young children do have a sense of self-worth which, not surprisingly, is based on rather concrete and descriptive characteristics. Perhaps the most noticeable characteristic is the highly positive slant that children give to their descriptions of their behaviors, their preferences, and their characteristics. They truly believe that what they do is right, important and they are the best at it!

How children perceive success has also been identified as a key construct in explaining behavior during childhood and adolescence. Up until age 9 children cannot differentiate task difficulty, luck and effort from ability and believe that success is determined by effort. They are assumed to hold an undifferentiated conception of ability. The greater the effort, the greater the ability of the child. At this stage all children will think they have demonstrated ability and succeeded if they have maximized their effort and show personal improvement. They can be induced to adopt another's performance as a standard, but normally they make self-referenced judgments of ability. From an applied perspective, therefore, using lack of effort as a cause of skill error with this age child may result in perceptions of low ability.

YEARS 9-12

- **Physical Development**

The onset of adolescence is marked by a period of accelerated increases in many physiological characteristics, for example height and weight. The age of onset, duration, and intensity of this growth spurt is genetically based and will vary considerably from individual to individual. One's genotype (growth type) establishes the boundaries of

individual growth. However, an individual's phenotype (environmental conditions) will have a marked influence on the achievement of this growth potential. Because of the interaction of phenotype with the environment there is considerable variability in the growth process among individuals during the adolescent period. There is, however, a definite period of accelerated growth at the end of childhood known as the "adolescent growth spurt." The adolescent growth spurt is a time that lasts about 4 years. Males on average, begin their growth spurts around the age of 11, reach their peak height velocity by age 13, and taper off by age 15. Peak height velocity refers to the maximum annual rate of growth in height during the adolescent growth spurt. Females are about two years advanced, beginning their spurts around age 9, peaking in velocity at 11, and tapering off by age 13. It is not uncommon to show a one-year incremental gain in height during the period of peak velocity of 6-8 inches or more. Further growth continues at the end of the adolescent growth spurt but at a much slower rate. Males appear to reach their mature adult heights at around age 18. Females are reported to attain their maximum heights at around 16.

Weight changes during adolescence are great. For both males and females, increases in weight tend to follow general curves as for increases in height. Peak weight velocity, the period during adolescent growth spurt when weight gain is the greatest, is generally greater in boys than girls. Weight gain in adolescent males is primarily due to increases in height and muscle mass. Fat mass tends to remain relatively stable at this time. In females, however, adolescent weight gain is due largely to increases in fat mass and height, and to a lesser degree to increases in muscle mass. Weight gain throughout adolescence, however, will also be affected by diet, exercise, general lifestyle factors as well as by hereditary factors. By the age of 10, males have attained approximately 55% of their final adult weight, females have attained 59%. Prior to age 10 the average weights of both males and females are almost identical with males being only slightly heavier. However, during the adolescent growth spurt females are frequently heavier than their male age-mates. Females tend to weight more than males until age 14 whereupon weight gains begin to level off. Males, however, continue to make significant gains in weight until age 22. It should be noted that the adolescent growth spurt is highly variable from individual to individual. Some will have completed the process before others have begun. The results are clearly evident in the typical youth soccer setting where "midgets" and "giants" are frequently grouped together with little or no accommodation for



maturation variations. It is important to note that development is age-influenced but is not age-dependent. Over reliance on chronological age as a guide for youth soccer team selection is unwise and inconsistent with what we know about motor development and quality education. It should be obvious from the above that as a result of the dramatic changes in physical characteristics, for example height and weight, associated with maturation, mechanical and neuromuscular constraints will influence an adolescent's ability to execute what were though to be well learned motor skills.

- **Motor Skill Development**

From about age 11-12 interesting changes take place in the skill development of the individual. During the previous stage, the child's limited cognitive abilities and experiences, combined with a natural eagerness to be active, caused the normal focus (without adult interference) on movement to be broad and generalized to "all" activity during the application stage, increased cognitive and psycho-social sophistication, and a broadened experience base enable the individual to make numerous participation decisions based on a variety of task, individual, and environmental factors. A period when adolescents will choose to be soccer players with an increased emphasis on form, skill, accuracy, and the quantitative aspects of movement performance as it relates to soccer. This is a time for complex skills to be refined and a time when the adage "perfect practice leads to perfect performance" should be applied. It is also a period when many young people choose to withdraw from youth sport.

- **Cognitive Development**

During the years 9-12 the individual passes through a transition period, which is characterized cognitively by the ending of childhood and the emergence of adolescence. It is during this period that an individual leaves the concrete operational period and enters the formal operation period (approximately 10-11 years). In contrast to the concrete operation child, the formal operational adolescent has the ability to imagine the determinants of outcomes before they can keep score accurately, and is aware of the variables that determine outcome. They also begin to dream as they no longer need concrete reality, and become capable of reflecting their own views, and perceiving/evaluating the views of others. In the context of soccer the period of 'formal operation' is intriguing. The individual can now judge his/her ability relative to peers (see psycho-social development), they recognize the results of their actions (e.g.,

good/bad pass), can identify the determinants of success (e.g., technique), and are aware of their own thoughts whilst also perceiving the thoughts of others (i.e., feedback from significant others: parents, coaches, peers). From a soccer point of view the adolescent is now at a stage of cognitive development where, with proper and careful coaching, vast improvements in performance are possible.

- **Psycho-social Development**

Not only are the years 9-11 traumatic in terms of physical change, significant changes are also occurring in terms of psycho-social development. This period is one in which social comparison becomes extremely important which has a significant impact upon young soccer players self-esteem and perceptions of success. Indeed, it is readily apparent that the significant physiological changes experienced during early adolescence often leads to psychological issues over perceptions of competence, self-esteem, anxiety and enjoyment. What once was easy is now difficult; what once a child did without thinking about the social consequences is not-longer “important.” In early adolescence, more components of self-esteem can be identified and they can be differentiated from one another. The somewhat fantasy-based confusion of actual and ideal self displayed by the younger child is now replaced with the use of social comparison to evaluate the self. A focus on personal abilities and characteristics now develops with negative, as well as positive, self-evaluations present in what is a more accurate self-judgment. At about age 9 through 11, children’s cognitive ability to analyze the causes of success becomes partially differentiated. That is, children come to understand that soccer players must be highly skilled to be successful, regardless of the level of effort exerted. But children do not employ this reasoning systematically. For example, a child may be able to recognize that a person who outperforms a peer with less effort must have greater ability, however, they may also believe that if the high ability and low ability children were to attempt the task again with full effort, they would be equally as good!

YEARS 12-18

- **Physical Development**

See Physical Development for Years 9-12

- **Motor Skill Development**

The lifelong utilization stage of the specialized phase of motor development begins around age 14 and continues through adulthood.



Factors such as available time and money, coaching, equipment, facilities, and physical and mental limitations affect this stage. An individual's lifetime performance level is determined by among other things motivation, talent, opportunities and physical condition. The culmination of the motor development process is clearly evident in soccer where it is not uncommon for 16-18 year olds to play professionally.

- Cognitive Development

Although the cognitive development of the adolescent may be refined during the years 12-18, for all intents and purposes by age 12, and the "formal operation" stage of cognitive development, the adolescent represents a fully mature soccer player.

- Psycho-social Development

Adolescence is characterized by an intense preoccupation with the self. Perhaps because of their ability for abstract thought (see cognitive development), in addition to their heightened awareness of the social environment and their place in it, adolescents have a tendency to feel the critical evaluation of significant others and the world at large which often leads to self-criticism and to instability of self perceptions as the quest to form a coherent identity progresses. The critical task for adolescents is to form an identity, and the danger they face is role confusion which may lead self-esteem to plunge to distressingly low levels. Perhaps most significant, it is around the age of 12 that adolescents realize that effort helps maximize one's ability, but that a person is limited by his/her level of current ability or capacity. Thus, the adolescent understands that an equal or higher performance with less effort means a person with greater ability. At this stage all individuals are capable of holding a differentiated conception of ability, namely ability is clearly differentiated from effort, however, reaching this developmental stage does not necessarily dictate that a differentiated conception of ability will be automatically invoked. Rather, whether an individual chooses to invoke an undifferentiated or differentiated concept of ability depends on the way an individual perceives success. It has been suggested that after the age of 12 individuals have two ways of defining success in sport, namely ego or task orientation. A task oriented individual adopts an undifferentiated conception of ability and believes that success is based on maximum effort and is self-referenced, with a focus on developing skills. In contrast, an ego oriented individual utilizes a differentiated conception of ability and believes that success is based on outperforming others or succeeding at a high normatively difficult task. Perceived ability can be further enhanced for ego-oriented individuals if they are successful with minimum effort.

It is assumed that task oriented individuals engage in adaptive patterns of behavior such as trying hard in the face of difficulty, persisting at a task over time, and choosing difficult tasks. The same patterns of behavior hold for ego oriented individuals as long as their perceived ability remains high. That is, when an individual is ego oriented and has high perceived ability, then they will try hard in the face of difficulty, and persist in the task over time. However, this pattern of behavior is very fragile in the face of failure. In this case the individuals perceived ability may weaken and in such instances maladaptive patterns of behavior manifest themselves. Maladaptive behaviors are choosing especially easy or hard tasks in order to avoid challenge, not exerting effort, having deteriorating performance over time and lacking persistence.

In an activity in which performance during early adolescence is so closely linked to physical and motor skill development, it seems sensible, even for those individual's interested solely in developing elite age group and adult performers, to promote task orientation. By emphasizing ego orientation, less mature players are likely to make inappropriate perceived ability assessments when the demonstration of high ability is restricted to those individuals who are currently the top performers. It makes sense that coaches should be attempting to keep the pool of talent as wide as possible during adolescence and not engage in the elimination of many individuals by emphasizing ego oriented criteria of success. By emphasizing task oriented criteria coaches can help individuals become active participants in soccer, focus on skill development, and experience positive feelings toward soccer regardless of their current level of ability.

4.3 IMPLICATIONS FOR COACHING

The implications of player development for coaches in planning a training program relates directly to time spent in training and competition. Given the fact that most youth development within the United States does not come under the supervision of a professional club, we must constantly strive to professionalize the methods that clubs utilize in player development. Being professional in approach and methodology at the youth level does not mean winning at all cost. Rather, the approach taken is one where youth development is extremely important and coaches at all levels should be educated in player development.

For all age groups we recommend one game per week. When multiple games are played, i.e. tournaments, we recommend that the games be reduced in time.



AGE	# SESSIONS	DURATION	TYPES OF ACTIVITIES
U-6	1 or 2	45 Minutes	Many with Short Duration - Mini Games
U-8	1 or 2	60 Minutes	Many with Short Duration - Mini Games
U-10	2	60-75 Minutes	Fewer Activities - Longer Duration - Group Games
U-14	2 — 3	75 Minutes	2 or 3 Technical & Tactical Games
U-19	3 — 4	90 Minutes	2 or 3 Technical & Tactical Games

Contributing Author Player Development:

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SYNOPSIS OF THE AGES OF SOCCER

AGE		U.6	U.8	U.10	U.12	U.14	U.16	U.18
INFLUENTIAL PERSON		Mother	Father	Teacher	Coach	Idol	Coach	Coach
	SPECIFIC ENVIRONMENT	House (Backyard)	Street (Playground)	School or Club (Local Leagues)	Club (Local/State)	Club (Regional/National)	Club (National/International)	Club (International)
FIELD OF PLAY	Open Space	Mini-field Mini-goals (4v4, 20' x 40')	Half-field Small-goals (7v7, 50' x 70')	Modified Field & Goals (11v11, 65' x 100')	Full Field & Goals (11v11, 70' x 110')	Full Field & Goals (11 v 11, 75' x 120')	Full Field & Goals (11 v 11, 75' x 120')	
THE BALL	Mini-ball	3	4	4	5	5	5	
DURATION OF GAME	Free Play	2 x 20	2 x 25	2 x 30	2 x 35	2 x 40	2 x 45	
# OF PLAYERS	Individual	Partner/Opponent Mini-group	Group Mini-team	Team	Team	Team	Team	
REFEREE	None	Players	Youth Referee	Grade 3	Grade 2	Grade 1	FFFA	
LINESPERSON	None	None	Youth Linesperson	Grade 3	Grade 3	Grade 1	FFFA	
TACTICS	The Game Dictates	Ball Possession	Roles of Attack & Defense	Principles of the Game	Group Tactics	Team Tactics	Team Tactics	
TECHNIQUE	Individual Skills	Basic Skills	Advanced Skills	Competitive Skills	Match Opponent	Match Opponent	Match Opponent	
CONDITION	Determined by the Game	Speed Flexibility Agility Balance	Speed Flexibility Agility Balance	Speed Flexibility Agility Balance	Speed Flexibility Agility Balance	Speed Flexibility Agility Endurance	Speed Flexibility Stamina Strength	Speed Flexibility Stamina Strength

Model Training Session

5.0 PREPARATION FOR MODEL TRAINING SESSION

A model training session will be constructed by an assigned staff coach based upon actual observation of a match held on the opening evening. Using the match as a true instrument of instruction, a 75-90 minute training session will be developed based upon observation of technical problems encountered by one of the competing teams. Candidates are responsible for answering the questions listed below. Groups may be formed by the instructor conducting this session in order to stimulate discussion among candidates. In this case, a representative from each group would present the group's responses to the class. All candidates should be prepared to provide feedback on their observations of the model training session.

5.1 MODEL TRAINING SESSION REVIEW

1. How was the equipment and field organized prior to training? Give examples and rationale why.
2. How were the players organized to introduce them to the training session?
3. How long did it take the coach to get the players involved in the training session?
4. What was done in the warm-up? Do you think it prepared the players for the actual training session? Why or why not? Was it appropriate?
5. Where did the coach position himself throughout the training session?
6. How were the number of players and field size and shape related? Show examples from the session.
7. Explain and give examples of how pressure was added or reduced throughout the session.



8. How did the coach stop the training to make a coaching point? Give numerous examples and describe.
9. How was training restarted after making a coaching point? Give numerous examples and describe.
10. What was the emphasis of this session? Give examples of technical corrections, or tactical corrections or both if they took place during the training session.
11. How did the size and shape of the field, as well as the number of players used, influence the session's "theme"?
12. Did this session have an effect on the participants' "playing behavior" and facilitate learning? Did the training session realistically duplicate the pressures and characteristics of soccer?

Principles of Play

6.0 PRINCIPLES OF PLAY

Unlike many team sports, soccer is a game without a play-book. During the course of a game, players are constantly challenged to make decision based upon the situation and the actions of the opponent. These decisions are based upon their team having possession of the ball, the opponent having possession of the ball or the time of transition between both actions. This free-flowing characteristic of soccer provides players with numerous opportunities to play both attack and defense. However, the game of soccer is best understood and played when strategy and tactics are based upon certain principles. These principles are applied to both attack and defense and are known as Principles of Play.

6.1 PRINCIPLES OF DEFENSE

The main focus is to win back possession!

1. **Pressure** - win the ball back as quickly as possible.
2. **Delay** - gain time to organize the defense through appropriate pressure on the ball (pressure may be “dropping”).
3. **Support-Cover** - provided to pressuring defender.
4. **Balance** - positioning away from the ball to cover vital areas.
5. **Compactness** – keeping spaces between defenders as small as possible.
6. **Control and Restraint** - individual defending under control.
7. **Counterattack** - win the ball and go to goal, if you can!

Teams that concede goals often times violate the Principles of Defense. Good defending begins with an understanding of how the principles of defense are applied by both the individual player as well as collectively within the team.



Pressure

Immediately upon losing the ball, a player must determine if through immediate chase they can recover the ball. Often times the player losing possession may not directly recover the ball but force the opponent to lose possession by making a poor pass. Players giving immediate chase can also help to delay the attack by making recovery runs that deny the opponent the opportunity to play the ball quickly forward.

Delay

Delaying the opponent's ability to play forward by applying defensive pressure helps the defending team to recover and organize. Delaying an opponent is the primary task of the pressuring defender closest to the ball. When delaying the opponent defenders must also apply the principle of control and restraint so that they are not beaten easily. During this time of delay the pressuring defender may also attempt to dictate the direction that the attacker may go through their positioning.

DIAGRAM 1

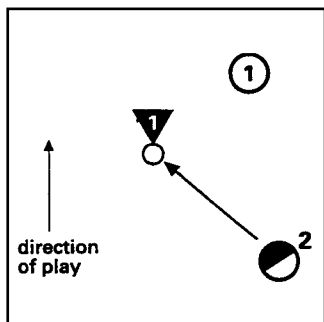
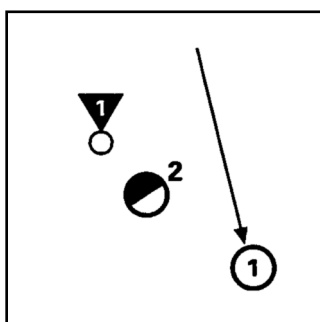


DIAGRAM 2



Legend

- Indicates direction of player running without the ball
- Indicates direction of a pass
- - - Indicates direction of a player moving while dribbling
- ~ ~ ~ Indicates direction of a player moving while dribbling
- ▲ attacking player in possession of the ball
- △ attacking player without the ball
- player defending the ball
- ⊙ player defending away from the ball

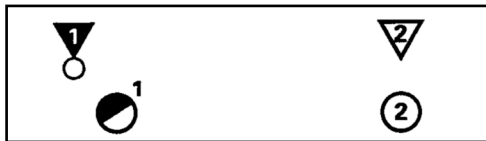
In Diagram 1, Player 1 had been in possession of the ball attacking in the direction of the arrow. Player 1 lost the ball to the opposition. It is the responsibility of Player 2 to move in to the Attacker to slow down the forward movement of the ball and to give player 1 the opportunity to recover (Diagram 2).

Success depends upon the speed of Player 2 in closing down his opponent. If he moves in too quickly, he will be sidestepped easily and will be out of the game defensively. If he stands, he will allow the Attacker the option of a forward, penetrating pass or to dribble the ball forward. Player 2 must move forward quickly, but under control so that he is easily able to jockey or slow down his opponent. Success also depends upon the speed of recovery of Player 1, to a deep covering position.

Support-Cover

While the pressuring defender is attempting to delay the attack, all other players should be recovering into defensive positions. Most important are those players giving cover to the pressuring defender. These players must take positions so that they cannot be easily penetrated should the pressuring player be beaten. We refer to the role and function of these players as providing defensive cover.

DIAGRAM 3



In Diagram 3 Attacker 1 is in possession of the ball. Player 1 has moved forward correctly to jockey or delay his opponent. While Player 2 is preventing a pass to Attacker 2, he is not in a position to help Player 1 should he be taken on by Attacker 1. Neither is he in a good position to prevent a through pass from Attacker 1 to Attacker 2 (Diagram 4).

DIAGRAM 4

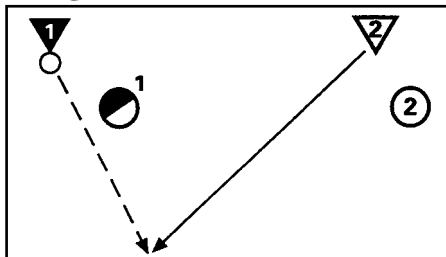
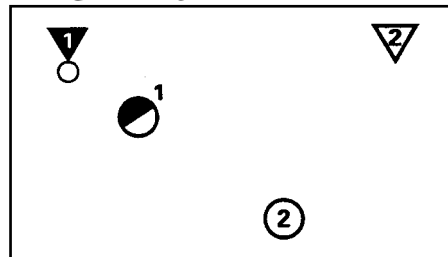
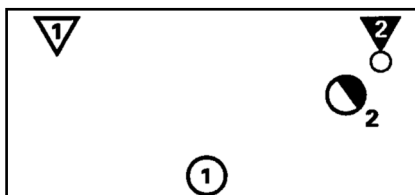


DIAGRAM 5



If Player 2 adopts a position as shown in Diagram 5, he is discouraging Attacker 1 from dribbling past Player 1 and he is also preventing a penetrating pass from Attacker 1 to Attacker 2. While Attacker 1 is still able to pass the ball to Attacker 2, the position of Player 1 and Player 2 have not been penetrated. The two defenders adjust their positions as shown in Diagram 6.

DIAGRAM 6



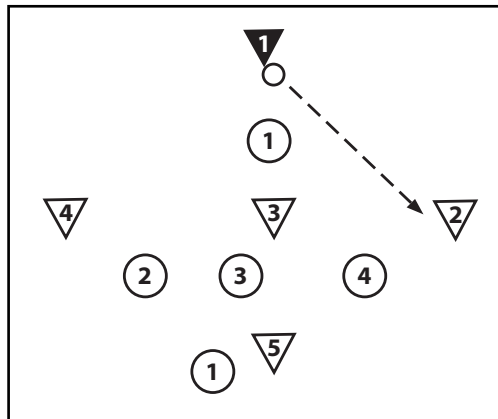
In Diagram 6, Player 2 has moved forward to delay Attacker 2 and Player 1 has dropped back to offer support.



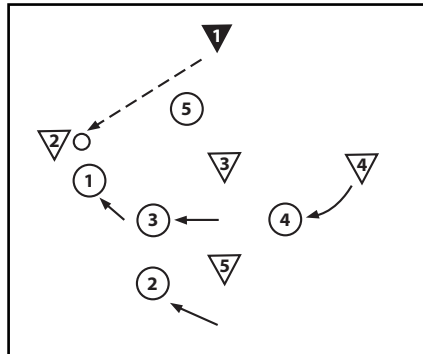
Balance

As teams concentrate their defense in the area of the ball, defenders away from the ball (opposite side of field) must position themselves to cover vital spaces (central areas) in order to prevent attackers from making penetrating runs into these spaces in which to receive the ball for an attempt at goal. All players who are on the opposite side must seek positions in which to provide balance to the defense.

DIAGRAM 7



In Diagram 7, Player 1 is jockeying his opponent, Attacker 1. Player 2, Player 3 and Player 4 are all providing support. However, they are not in a position to prevent a crossfield pass from Attacker 1 to Attacker 2. Therefore, the defense is not balanced.

DIAGRAM 8

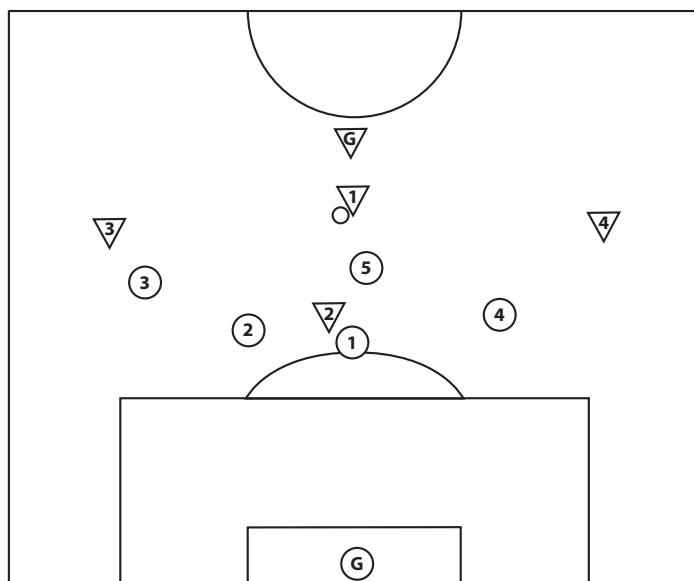
In Diagram 8, Player 2, Player 3 and Player 4 are still providing support. However, there is now width to their support. No longer is Attacker 1 able to play a crossfield pass without fear of interception. The positions of Player 2, Player 3 and Player 4 in relation to the player in Possession of the ball and their immediate opponents, Attacker 2, Attacker 3 and Attacker 4, are in the shape of a triangle. Player 2, Player 3 and Player 4 are goalside of their opponents and the ball and in a position where they are able to see both. The distance between Player 2, Player 3 and Player 4 and their immediate opponents is determined by how far their opponents are away from the player in possession of the ball. The further their opponents are away from the ball, the further they can afford to be from their opponents.

Compactness

As players recover toward their own goal and organize their defense, the objective is to limit the time and space for the opponent by defenders concentrating their defense in the area of the ball. Defenders also recover centrally towards their goal in order to limit the opponent's ability to directly attack the goal. When teams concentrate their defense to the flank we refer to that as squeezing. When stepping forward to meet the opponent we refer to that as pressing.



DIAGRAM 9

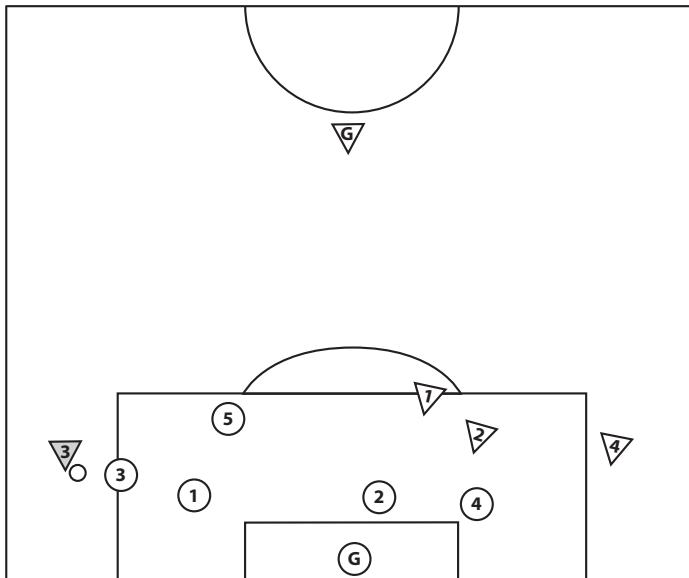


Ball in Central Position: Example uses back four players only.

- Player 1 = central defender
- Player 2 = central defender
- Player 3 = left fullback
- Player 4 = right fullback
- Player 5 = midfielder

In Diagram 9, the team on offense is attacking in the direction of the arrow. Attacker 1 is in possession of the ball in a central area of the field and in a dangerous shooting position. It is vital that the Player team concentrates its players, as shown to offer the maximum resistance to Attacker 1. Player 1 is trying to prevent Attacker 1 from taking a shot on goal. Player 2 is offering support to Player 1's right side. Player 3, instead of being wide to prevent the outlet pass to Attacker 3, is forced to support Player 1's left side to prevent a possible goalscoring opportunity from Attacker 1. An opponent in possession of the ball in the shaded area in Diagram 9 must be considered to be an immediate danger and thus, a priority. The concentration of defensive players reduces the time and space opponents have to manipulate the ball and shoot on goal.

DIAGRAM 10



Ball in Wide Position: Example uses back four players only.

Player 1 = central defender

Player 2 = central defender

Player 3 = left fullback

Player 4 = right fullback

Player 5 = midfielder

In Diagram 10, Attacker 3 is in possession of the ball in a wide position. At this distance and angle from goal, he is not in a dangerous shooting position. However, he is in a position to dribble inside to create a shooting position for himself or dribble outside to cross the ball. Obviously, he cannot be left unattended. Player 3 moves to jockey Attacker 3 to try and prevent the cross. Player 1 supports as shown in case Player 3 is beaten. Player 2 and Player 4 cover their opponents, as shown, in the danger area. Attacker 4 is apparently unattended at this time. However, his position is being observed by Player 4. When Attacker 3 is in possession of the ball, Attacker 4 is not an immediate danger to the defensive team in the position shown. If Attacker 4 were into the shaded area to meet a potential cross, he then would be marked.



Control & Restraint

Finally, players must be disciplined and play “under control” when challenging for the ball. Too often players make poorly timed or off balanced attempts to win the ball. Players should restrain from tackling until they are confident they will win the ball. Those players who rush in to challenge or over-commit to intercept a pass leave themselves and their teammates exposed. Recognizing when to make a challenge requires players be in the right defensive position and ready to act.

Counterattack

The ability of the team to effectively counterattack forces the opposing team to keep players focused on their defensive responsibilities, not allowing them to become actively involved in the attack. The threat of a counterattack improves the defending team’s ability to defend.

6.2 PRESSURE, COVER, BALANCE, DEPTH

Throughout the “C” License course we refer to the roles of players within the game. It is important that the players understand their role and function within the game as well as their position. It is equally important that coaches understand the functions of these roles as they are applied to either defending or attacking. When coaching it is important to speak to players in terms describing the function of the role, e.g., “you are the pressuring player” or “you must close and give cover to the pressuring player.” Using terms such as first, second or third defender does not convey as clearly the role required of the player at that moment in the game. We should always encourage coaches to talk to players using simple, game-like terms!

Pressure (player closest to ball)

- Closest player applies pressure to ball to regain possession if possible
- Deny penetration of any kind
- Select proper angle of challenge
- Control speed of challenge

Cover (can be several players)

- Provide cover for pressuring defender
- Select proper angle of cover
- Maintain proper distance of cover; distance that the covering defender

will maintain provides opportunity to close down immediately or challenge for ball should pressuring defender be beaten; distance of cover will vary depending which third of the field play is in and the amount of pressure on the ball

- Responsible for tracking attacking players making forward runs

Balance (all remaining players)

- Squeeze towards center of field to "lock up" vital areas
- Track attacking players away from area of ball who are making forward runs
- Maintain balance (shape) of team defensively

Depth (collective play of all players)

- Pressure, cover and balance together provide depth in defense
- Organization of defending between the various lines, e.g., midfield and defending line
- Proper positioning, spacing and number of defenders in area of ball vital to maintaining depth in defense

6.3 PRINCIPLES OF ATTACK

Soccer is a game of opposites. Where defenders attempt to delay and deny penetration, attackers look to go forward quickly. As defending teams concentrate their defense, attacking teams look to spread the attack by using the width of the field. While defenders attempt to make play predictable, attackers look to make the attack unpredictable by improvising.

Teams that apply the Principles of Attack the moment they recover the ball understand the basic rules and principles that soccer is built upon. Coaches must recognize that the time needed to develop and refine attacking skills is much greater than the time required to develop defending. Because of this, more time must be dedicated in practice to developing attacking skills and how to apply the Principles of Attack in the game.



Principles of Attack

The main focus is to score more goals than the other team!

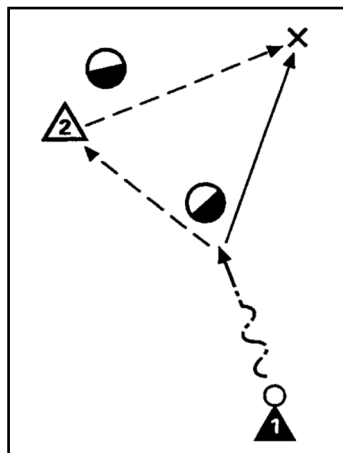
1. **Penetration** - dribbling, shooting, and passing.
2. **Support** - providing all around support for the player with the ball.
3. **Mobility** - an attempt to create gaps in the defense by a variety of different runs.
4. **Width** - in order to spread out the defense and create space.
5. **Improvisation** - make the attack unpredictable through creativity.

Penetration

The moment the ball is recovered the player in possession should look to penetrate the opposing defense if possible. Depending upon which third of the field the ball is recovered, players can achieve penetration by shooting, passing or dribbling. However, for penetration to be achieved players must also run into forward positions in order to provide targets in which to pass the ball.

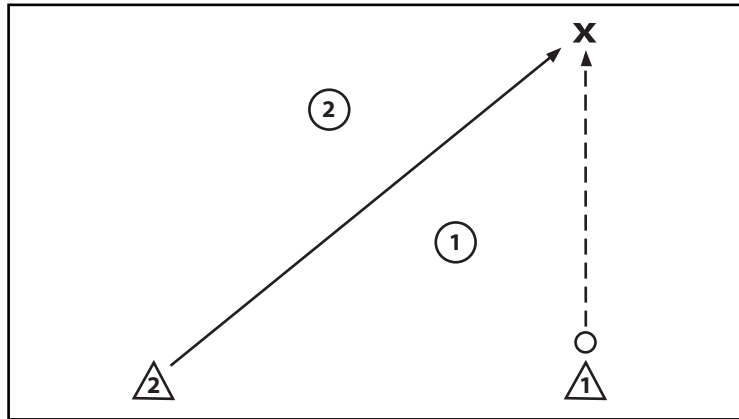
DIAGRAM 7

Wall Pass



In Diagram 7, Player 1 dribbles the ball toward the Defender. He plays the ball to Player 2, as shown, and then accelerates past O. Player 2 returns the pass to Player 1, at position Player 3. The position adopted by the Defender has been penetrated. Coaches should stress control and pace of Player 1's dribble, when and where to pass the ball in order to commit O, pace and accuracy of the passes from Player 1 and Player 2 and, finally, the acceleration of Player 1, once he has made the pass to Player 2.

DIAGRAM 8
Through Pass



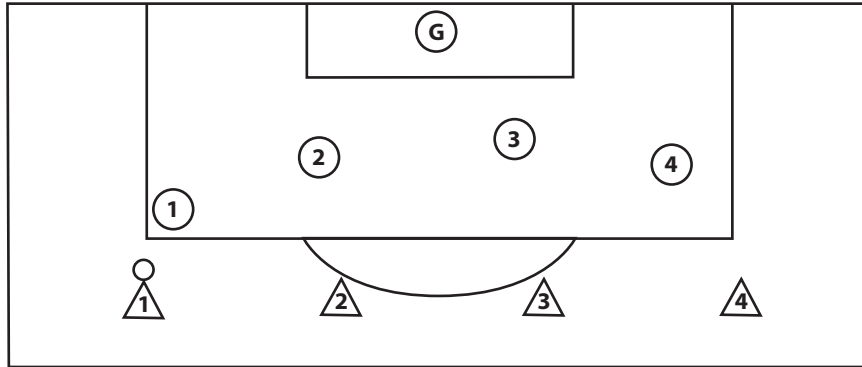
In Diagram 8, Player 1 is in possession of the ball. Player 2 makes a run behind the Defender as shown. Player 1 passes the ball to Player 2 at position X. The position adopted by the Defender has been penetrated. Coaches should stress to Player 2 that he make the run only when Player 1 has the ball comfortably in possession and is able to make the pass. Coaches should also stress pace and accuracy of pass from Player 1.

Support

When we refer to depth in attack we are talking about support play. Good depth provides the player in possession with all around support so that there are options to play the ball forward, square or back. The more options a player has, the less likely they will lose the ball. Good support play is achieved when there are good angles of support, proper distance of support and speed of support. The shape most often seen in good support play is a triangle. Players who stand or run to create straight lines are destroying support and risk losing possession of the ball by eliminating options for the player with the ball.

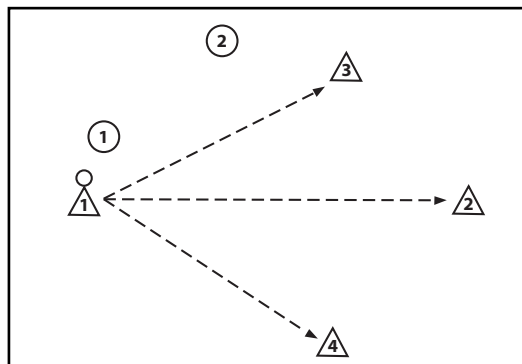


DIAGRAM 1
Limited Support



In Diagram 1, Player 1 is in possession of the ball. His options are (a) to try to dribble around the Defender or pass the ball to Player 2. Because Player 3, and Player 4 are in a straight line with Player 2, the player in possession is not able to pass the ball to them. Therefore, they are not offering support.

DIAGRAM 2
Good Support



In Diagram 2, Player 1 has the option (a) to try to dribble around the Defender, (b) to pass the ball to Player 2, (c) to pass the ball to Player 3, or (d) to pass the ball to Player 4. Players Player 2, Player 3 and Player 4 are offering support.

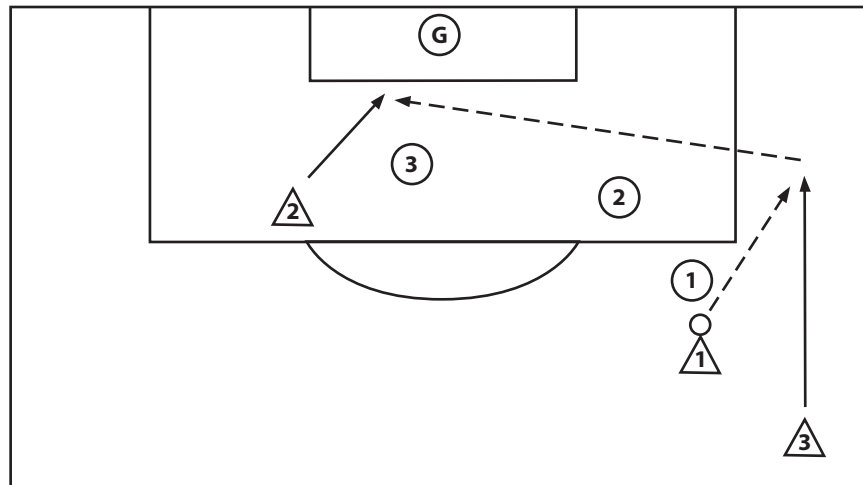
If you examine the player in possession and the support players, you will observe a constant shape - **A TRIANGLE**. Despite varying angles and distances of support, soccer is played in triangles. Players who stand or run to create straight lines are destroying support and therefore, making life difficult for the player in possession.

Mobility

Mobility is necessary in the game so that a player can create space for themselves or to create space for their teammates. Good mobility involves both "moving off the ball" as in the case of a 1-2 passing combination and "playing without the ball." This last type of running is often referred to as decoy running and opens up space for teammates to run into to receive the ball. Most important in mobility is timing. Players must read the visual cues in the game in order to time their runs so that they arrive at the right time to offer help to the player in possession.

Width

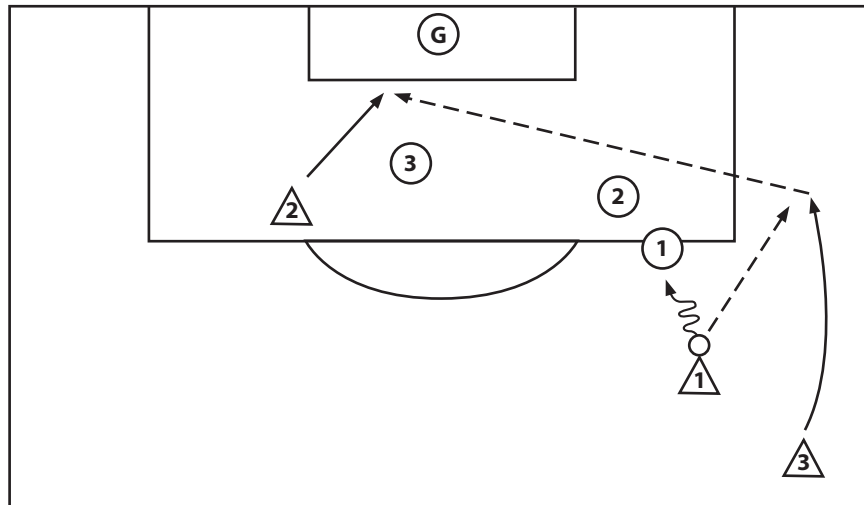
When a team is in possession of the ball it has to use all the area available in which to play. Successful teams use all the width of the field and as much of the length as the offside rule will allow. The more space they have in which to play in, the greater the time and space each player in possession will have. As a result, there is less chance of being pressured into mistakes. By using the full width of the field in attack, space is created between defending players in which the attack may exploit. Using the full width of the field creates problems for the defense to provide good cover and concentration. Attacking players find more opportunities to go 1 v 1 when the principle of width is applied to attack.

DIAGRAM 4

In Diagram 4, Player 1 uses his individual ability in a wide position to dribble past his opponent and make a quality near post cross to Player 2 who has timed his run to meet the cross.

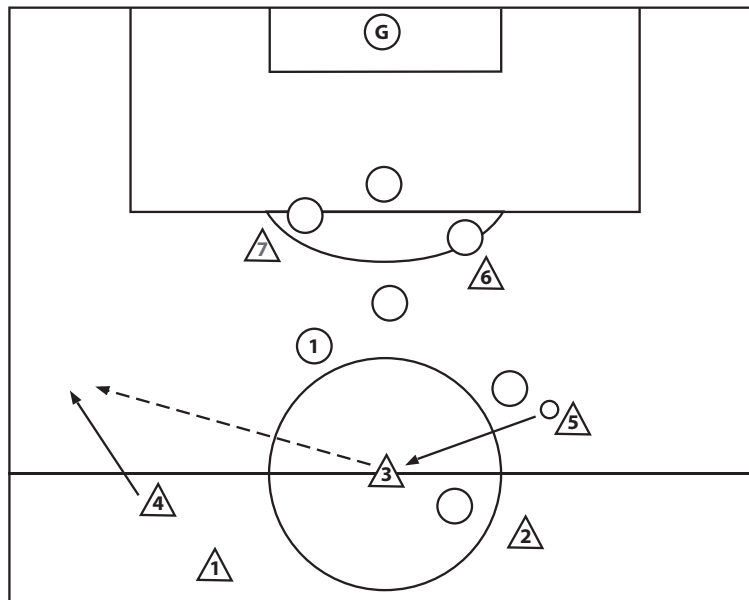


DIAGRAM 5



In Diagram 5, Player 3 overlaps Player 1, who dribbles towards the inside to create a channel or space out in the flank for Player 3, as shown and crosses the ball for Player 2. Again the wide space has been well used.

DIAGRAM 6



In Diagram 6, Player 5 is in possession of the ball on the right side of the field. Having assessed his options, he decides to change the play. As he plays the ball to Player 3, Player 4 pulls wide. Player 3 changes the play to Player 4. Player 4 moves forward to support. By pulling wide, Player 4 presents a problem to Defender 1. If Defender 1 does not move to cover Player 4, Player 3 will receive the ball in a great deal of space. If Defender 1 does cover Player 4, Player 3 has an easy option to play the ball forward to Player 7.

If Player 4 does not pull wide, Defender 1 would be able to cover him and possibly be in a position to prevent a penetrating pass from Player 3 to Player 7.

Improvisation

As defenses attempt to make play predictable, attackers attempt to make play unpredictable. Either through collective play or individual action the attack attempts to destroy defensive organization by improvising. Clever dribbling or inter-passing eliminates defenders and creates openings for attackers. Wide players in attack are often the most exciting because of their ability to take defenders on 1 v 1 and cause the defending team to lose defensive shape and positioning.

It is much more difficult to create than to destroy. Therefore, a much greater proportion of training should focus upon the techniques and principles of offense. However, it would be a mistake for coaches to neglect to teach the equally important defensive understanding of the game.

6.4 POSSESSION, SUPPORT, MOBILITY, DEPTH

Developing an understanding of your task and function in the game is vital for successful attacking play. With defending teams attempting to take away time and space, attackers must understand that their roles are constantly changing within the game. Players must quickly make decisions based upon these roles and functions in order to be successful in attack. Players whose technical skills break down under pressure will find that they are always out of time and cannot make simple decisions that benefit the attack.

Possession (player on the ball)

- Player with the ball (most important player)
- Must achieve penetration by making the best tactical decision based



upon their technical abilities and situation in the game

Support (can be several players)

- Players in immediate support of player in possession.
- Support given to player in possession behind, square or in advance of the ball; angle and distance of support determined by pressure to the ball.
- Supporting players combine with player in possession to achieve penetration through combination play, take overs, overlapping runs, etc.
- Positive running of support players may create 1 v 1 situations for player in possession, i.e., overlapping runs, diagonal or bent runs, etc.

Mobility (of one or more players)

- Players attempt to unbalance the defending team by making constructive runs to increase attacking options (penetrating runs).
- Provides width to the attack and gives opportunity for pass to be made that changes the point of attack.
- These penetrating runs allow for possibility of attacking space to be opened up for the run of another attacking player.

Depth (collective play of team)

- Depth in attack provides for proper positioning, distances and options in the attack.
- Proper depth in attack also prevents opponent from countering quickly when recovering ball.
- Depth in attack helps to maintain possession while building the attack and searching for opportunities to penetrate.

6.5 VISUAL AND VERBAL CUES

Throughout the game many visual and verbal cues are available to assist players when making decisions. These cues aid the player to time their runs, close the opponent or ask for a pass. It is important that we stress these visual and verbal cues to the players in training so that they recognize these cues and become better decision makers within the game. Some examples of visual cues in the game are:

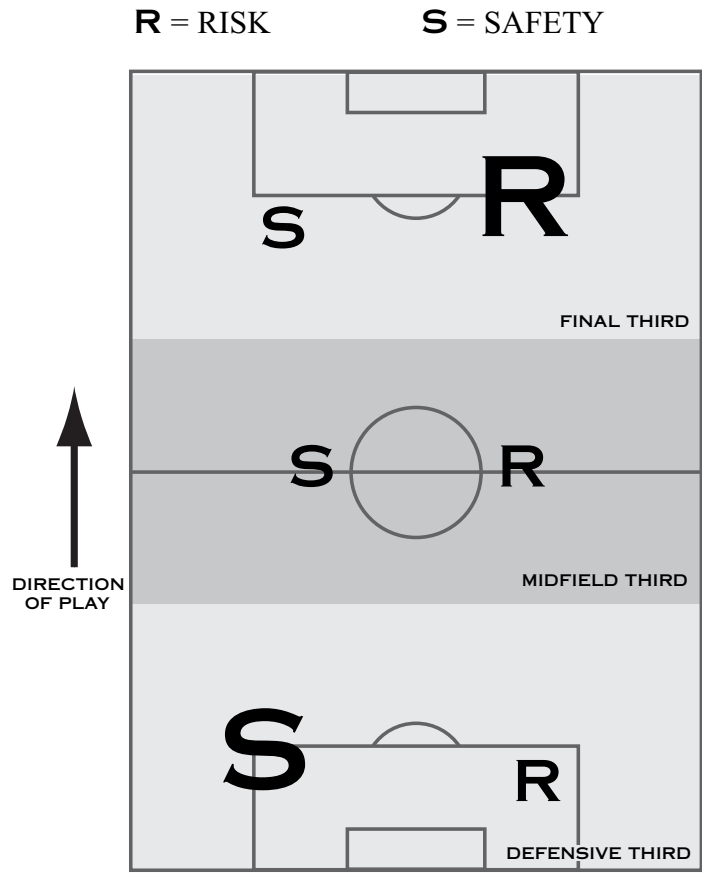
- Eye contact between player in possession and intended receiver.
- Sudden burst of speed by intended receiver to "ask for a pass".
- Positioning and body shape of pressuring defender to indicate to covering position for teammate.

6.6 GENERAL TACTICS APPLIED TO PRINCIPLES

It is important that coaches understand how and why we divide the field into thirds and how the principles of play are applied within each third. The application of the Principles of Defense or Principles of Attack are more clearly understood when presented in this manner. The safety and risk factors of how the principles of play are applied should be explained and demonstrated.

Safety — refers to the measures taken (decisions) to insure safety is maintained and no unnecessary chances are taken in attack or defense

Risk — refers to the degree of chance (decisions) that an individual or team will take in attack or defense to gain an advantage



Team Management

7.0 WHAT IS TEAM MANAGEMENT?

Being a soccer coach requires job skills of many different occupations. Travel coordinator, grounds keeper, psychologist, academic counselor, fund raiser, equipment manager and publicist are just a few of the responsibilities of a soccer coach. There are few coaches in the U.S. who have the luxury of going to the field each day while others take care of the hundreds of necessary functions involved when running a team. Team management in today's society carries enormous importance to ensure that the supervision of athletes during training, competition and travel is safe and properly planned. Coaches must be prepared for the unexpected and have contingency plans when emergencies occur. US Soccer strongly encourages coaches at all levels to enroll in a basic first aid course. Many such first aid courses are conducted by the American Red Cross and offered locally. As a coach you are responsible for the care and well-being of each player on your team. In fact, coaches in American society are often considered "in loco parentis" which translated means in place of parent. The role of coach carries both legal and moral issues that require the utmost integrity and character. Risk management is a necessity in today's society and safeguards all participants, both player and coach, from potentially devastating circumstances.

7.1 DISCUSSION TOPICS FOR PLAYER DEVELOPMENT AND TEAM MANAGEMENT

This lecture session should be organized to promote class discussion and should include reference to Best Practices. Candidates should be divided into small groups and given topic(s) to discuss and prepare a brief presentation of their group's findings to the class. Approximately 15 minutes should be allowed for groups to discuss their topic(s). A representative from each group would present the pertinent information to the class. After the group presentations, the instructor will discuss the relationship between the team management and the Best Practices document.



The topics for discussion are:

- Safety and ethical issues.
- Seasonal planning: Pre-season, competition period, post-season.
- Day of game: Pre-game, during game, half-time, post-game
- Developing leadership.
- Coach-player interaction.

Safety and Ethical Issues

- Know and understand the laws of the game; examples - shin guards must be worn, must wear shoes, inflation of ball, no jewelry, field surface, duration of the game appropriate to mental and physical level of participants.
- Proper teaching and instructing of players regarding reasonably safe techniques and methods of play; examples - teach the laws of the game to players, use proper progression for teaching technique to both field players and goalkeepers.
- Implement appropriate training and medical programs to make sure your players are fit for practice and competition; examples - design a safety and information card, conduct warm-up prior to training and games, complete practice or game with a cool down.
- Inspect and maintain equipment and supplies to make certain they are safe and in accordance with the rules, as well as making sure that the playing field is safe and does not contain dangerous conditions.
- Supervise and control your players so as to avoid injury situations, taking into consideration factors such as: age, experience, physical condition of the players, competitive situation and weather factors.
- Insurance needs (players & coaches) to provide adequate coverage; especially when traveling in foreign countries.
- Evaluate and plan in terms of “Risk Management” for your program and players - leave nothing to chance.
- Ethics: the principles recognized as standards of behavior by a specific group.

Seasonal Planning

- Pre-season: duration, scheduling of practice games, number of training sessions; Rules - high school, college, league; Testing technical, physical, psychological; what kinds of tests and how will you use the results (do not test just to test).
- What do you want to accomplish during the pre-season based upon the components of the game? Is the pre-season different for a new team than a team who has been together for several seasons? What are the

specific objectives of the pre-season? Does pre-season replicate the season?

- **Competition Period:** Calendar to show dates of games, times of games, travel days, days off, preparation days, tournaments, etc. Development of a cycle to meet your teams needs. High school and college rules regarding seasonal play. Short and long term goals for the season. Planning based upon needs of the players and team according to the demands of the game.
- **Post-Season:** Time off, regeneration, use of off-season time to plan for next season. Specific rules regarding off-season, especially for high school and college. Evaluation of players and staff. Out of season training to maintain physical conditioning.

Day of Game

- **Pre-game:** staff responsibilities, nutrition, time of arrival for warm-up, final team meeting, type of warm-up, goalkeeper warm-up; individual talks with players regarding responsibilities in the game, differences in home or away game regarding tactics, review of scouting report, evaluate field conditions.
- **During the game:** analyzation of your own team and the opponent, control of your emotions to be able to analyze objectively. Substitutes: if injuries occur; want to change the tempo or tactic of game; special situations due to score (extra defender or extra attacker); give substitutes proper warm-up time.
- **Half-time:** allow players appropriate time to cool down, talk among themselves and replace fluids before talking to them; note injuries and prepare substitutes by having them warm-up before half-time talk (if possible); ask players if they are having a problem regarding the opposition; give team 2 or 3 key points of information for the second half; highlight what is necessary to win the game; make substitutions.
- **Post-game:** Safety of players is first concern; check for injuries, postgame comments should be brief; think carefully before making comments to media, especially following heated match; you may want to have a cooling off period before addressing the media; remind players of schedule for next training session or the week's schedule if necessary. Remember "after match is before match."

Developing Leadership

- Extension of the coach on the field. What type of personality does the coach want? What are the captain's responsibilities on the field to the team, to the referees? What are the captain's responsibilities to the team off the field? Captains for young teams in form of leadership



development. Develop the person, not just the player. How do you select captains for the team? Does it differ based upon their age?

Coach-Player Interaction

- Do you maintain an open line of communication with your players? How well do you know your players? Can you identify the problems; is it something on the field, at school, at home, dealing with another player? Talk with the player in a non-threatening manner; call the player in to talk without drawing attention to it. Note your observations as a coach. Do you need to seek outside help from parent, teachers, professionals? Remember, involve the player as much as possible in the decision making process if discipline is necessary.

Course Summary

8.0 PURPOSE

8.1 TESTING SCHEDULE

8.2 REVIEW TESTING PROCEDURES

Practical Testing Reminders:

- Be prepared!
- Look the part, wear something that will distinguish you as the coach when you are working with the players.
- Be confident with the volume and inflection of your voice.
- Coach within your own personality.
- Find coachable moments within your practice.
- Use a balanced approach to your use of the coach's toolkit.
- Use appropriate grid sizes and numbers of players, make adjustments if you notice it is not quite right.
- Increase or reduce pressure at the appropriate moments.
- Stick to your topic.
- Coach the player, not the method.

***Note:** Although some candidates may have completed all of their exams on Day 8, you are required to remain through the completion of the course on Day 9. You should be prepared to participate in a manner that is considerate of those candidates still testing.*



8.3 GRADING POLICIES & RETESTS

Candidates who receive a “Not Ready” grade are not required to retake the entire 9-day course. Instead, candidates have the opportunity to retest their “Not Ready” component at a U.S. Soccer regional test site. Once a “Pass” grade is received for each component, then the candidate will receive his or her license.

Each coach is eligible to retest after a period of six months. There are no limitations placed on the amount of time a coach may retest, however there is a waiting period of six months between each retest attempt.

Only "C" License candidates who have received a "Not Ready" grade starting from January 2006 may retest. Please note that you must wait 6-months since your 'NR' score to retest.

8.4 ASSIGNMENT OF FIELD TESTING TOPICS

8.5 CANDIDATE ASSISTANCE

This is an optional session for the candidates.

8.6 RECURRING THEMES

THEME 1

ASSESSING THE GOALKEEPER AS AN ATTACKER:

1. In Transition to Attack:

- Does the GK immediately look for a long forward option?
#1 Option - Forward and wide, then keep possession.
- If a long option is not available, does the GK quickly look for short or wide options?
- If no immediate counter-attacking options are available, does the GK look to start the build-up from the back?
- Is the GK patient when a counter-attack cannot be initiated? Put the ball on the floor and PASS the ball to a teammate. Do not just kick the ball. Serve the ball into a space where a player can collect a ball.
- What is the technical range of the GK and how do those skills impact his/her tactical options? Technical Range? What is that?
- Is the distribution from the GK helpful to his team? A goalkeeper's #1 job is to keep the ball out of the net. Safety is paramount.

2. As a Supporting Player:

- Does the GK move to stay connected (relatively speaking) to teammates and the game? Always moving with the play and the ball.
- Does the GK have the field skills to change the point of attack and/or maintain possession?
- What is the GKs effective/accurate passing range?
- Is the GK two-footed and how does that impact their supporting angle and decision-making?
- Does the GK communicate effectively to teammates? Communication must be preventative and organization must happen when the GKs team is attacking. When the GKs team loses the ball it is too late.



THEME 2

ASSESSING THE GOALKEEPER AS A DEFENDER

1. As an Organizer:
 - Does the GK continue to organize teammates while their team is attacking?
 - Which line(s)/players does the GK organize when their team is pressing?
 - Which line(s)/players does the GK organize when their team is defending from a deeper line of confrontation?
 - Does the GK manage offside space?
 - Does the GK organize weak-side players?
 - Does the GK verbally help teammates track or pick up the midfield runners?
 - Does the GK maintain a good starting position at all times? Anytime that the opponent has the ball and can serve, pass, play or shoot the ball forward, the GK must be set and ready to come forward. The GK must be adjusting and setting constantly.
 - Does the GK maintain good vision of the field?
 - Does the GK over-organize? Constant chatter causes defenders to not listen.

2. As a Shot Stopper:
 - Does the GK get into the line of the shot?
 - Does the GK decrease the shooter's angle to the goal?
 - Does the GK risk being chipped?
 - Is the GK light on his/her feet and balanced when a shot is taken? Setting is #1.
 - Does the GK stand up to shots?
 - Does the GK look to hold or deflect shots? Catch or parry. Parry out of bounds for safety. Decide on catch or parry. Getting caught in between results in GK coughing up ball in bad spots.
 - If shots are mostly deflected, is the ball sent wide of danger?
 - What is the GKs body shape when diving?
 - How controlled is the GKs body when diving?
 - How quickly does the GK recover to his/her feet from a dive?

3. In Crossing Situations:
 - What is the GKs starting position?
 - Does the GK make good decisions when attacking the ball?

- What is the GKs range in attacking crosses?
- Does the GK make good decisions in catching vs. clearing/deflecting?
- Does the GK communicate his/her intent to teammates?
- Does the GK take an appropriate line to the ball?
- Does the GK have good jumping technique?
- Does the GK have good catching technique? Timing, technique, judgment. Technique with and without pressure should not change

THEME 3

GOALKEEPING: TAKING AWAY SCORING CHANCES

As you watch the goalkeeper's positioning:

- Are they in the ball line? (Positioned in the middle of the triangle created by the two posts and the ball).
- Is the goalkeeper tracking the ball and staying on the ball line?
- Are they reading the pressure on the ball? (If there is immediate pressure do they let the defender engage? Or if there is no pressure do they advance to close down the attacker?)
- Is the goalkeeper aware of the distance of the attacker from the goal and positioned correctly? ("35" yard line).
- Does the goalkeeper read the touch of the forward correctly and confront the attacker appropriately?
- Is the goalkeeper connected to the defense and communicating effectively to organize and deny shots and scoring chances?

As you evaluate the technical execution by the goalkeeper:

- Does the goalkeeper advance towards the attacker at the right time or do they get caught in "no man's land"? (This is dictated by the touch of the forward).
- Does the goalkeeper make them self as big as possible to deny space once they have closed the shooter down?
- Is the goalkeeper staying on their feet and reacting to the touch of the attacker or are they going to the ground too early?
- If the goalkeeper can save before the attacker can shoot, do they attack the ball in a forward manner with hands first and with the correct technique?
- If the goalkeeper can not win the ball, do they force the forward away from goal? (This will reduce the attacker's angle for shooting).
- Does the goalkeeper protect them self by using the correct technique?



A good goalkeeper can limit the number of shots during a game by using good communication and organizing the defense in such a way that a shot does not occur.

THEME 4

USE THE SIX GOAL GAME TO TEACH GROUP DEFENDING:

This game is most effective with 5 or more players per team. There are three goals for each team to keep track of. This presents a challenge for them to solve. The first objective, then, is to limit the number of goals that they need to actively defend. If they can get effective pressure on the ball (moving as a team toward the ball) and push the play to one side, they can also leave the far side goal less defended, thereby getting more players to the ball and concentrating their defending to one side (the side with the ball)

As you watch your players' tactical decision making:

- Do they stay connected defensively as a unit? Do they step and/or drop together at the right times, and do they pressure and cover as a group? Are they picking up on the visual cues that the opponents are sending and are they on the same page in reacting to these cues?
- Are they able to keep track of the ball, all three goals, and dangerous players on the other team?
- Do they have a good sense of spacing and shifting from one side to the other?
- Do they have a sense as a group as to where they want the opposing team to go with the ball ...are they able to make the play of the other team predictable ... can they recognize where and when they can exploit the other team and pounce on those opportunities?
- Do they keep some shape/balance when they are attacking so that they are not caught on counters or in transition?
- Are they able to limit the attacking team to one or two of the three goals?

As you watch your players' technical capacities:

- Are their feet alive ... are they constantly making adjustments as the ball moves to be ready to get in and to have good starting positions?
- Do they close people down in a way that makes sense? Do they step in at the right time and challenge effectively?
- Do they time their tackles well and have the next play prepared when they win the ball?

Other things to look for:

- Are they competing and solving problems together? Do they adjust depending on the score of the game and how much time is left?
- Who is leading the effort to keep the team connected and on the same page?
- Does it look like a real game?

THEME 5

ENDLINE GAME TO TEACH WHEN TO DRIBBLE AND WHEN TO PASS:

The field size and shape should encourage dribbling. It is helpful to have a clearly marked “end zone” where the player with the ball must get into under control. The field should be wider than longer to give the player on the ball opportunities to find space on to attack. At the same time, there should not be so much space that the dribbler is not challenged. The player on the ball should also find times when it makes more sense to pass to a teammate.

As you watch your players’ tactical decision making:

- In the transition to attack, do they recognize an opportunity to attack a space quickly? Is it more effective to attack the space by dribble or by a pass? What are the cues and clues for the player in each of these scenarios?
- Do they recognize a 1:1 situation? Is there recognition of space behind the defender to penetrate into by the dribble? Do they understand how to hold a ball (shield, etc)? Do they recognize when to hold the ball and wait for help to create a numerical advantage?
- Are players away from the ball crowding the space, or making runs into areas that will inhibit the player on the ball to dribble?
- Do they recognize a numbers up situation to exploit the pass?
- Can the player on the ball find an angle to play the ball into space behind the defenders? (penetrating ball)
- Can the player on the ball and those around the ball time their runs, recognize the type of run (across the field, on an angle, away from the player with the ball) to free themselves for the pass?
- Are the players around the ball offering proper support (distance, angles) to help keep the ball? (Are they in good spots?)
- Can they carry the ball through open space at speed, yet still maintain control – especially with their first touch?



- Are they able to keep the ball in-bounds?

As you watch your players' technical capacity: (tactical application of the technique)

- Do they use their body and ball properly to keep the ball (shielding, moving away from pressure)
- Does the player on the ball utilize feints and acceleration to get the defender on the wrong foot, etc, to get behind him?
- When the player on the ball makes a pass, does the ball have the proper weight, pace, (too hard, too soft) and accuracy (high, low or to the side) to complete the play?
- Can the player disguise his pass (different surfaces of the foot)?

THEME 6

USING POSSESSION TO GAIN AN ADVANTAGE:

As you watch your players' decision making:

- Do they recognize when the opposition has numbers around the ball or in the direction you are considering to dribble or pass into?
- As individuals are they "thinking ahead" of the ball and know where they want to the ball to go next?
- As a group to they move to give the ball several supporting options?
- Do they make good decisions as to when to play the ball short or when to play the long and out of pressure/ trouble?
- Is the distance of the supporting players far enough away from the ball to prevent the defender on the ball from defending them as well?
- Do players support ahead of the ball when it is unpressured... do they support square or behind when the all is under pressure?
- What part does the player have in keeping the ball or losing the ball for his team?

As you watch your players' technical capabilities:

- Can players protect the ball under pressure (individual and group); do individuals accept the responsibility to shield the ball instead playing a hopeful ball.
- Are passes played accurately and with pace to the correct foot of the receiver.
- Is receiving fast and stable...does it enable the player to lead to the next move.

THEME 7**GAME TO TARGETS TO TEACH WHEN TO KEEP THE BALL
AND WHEN TO RISK PENETRATION:**

The field should be longer than wide and the “target” area can be the middle third of the end line, or the entire end line, depending on the level of challenge you are looking for. The target has only one touch.

The defending team should be rewarded for moving together, whether they are pressuring high or closer to their goal. They should be aware of stepping and dropping according to the level of pressure on the ball.

The attacking team should be looking to go forward and directly to the target as the first option whenever possible. Players need to be thinking in numbers of one or two other players when looking for options forward, especially when playing to the target, since he has only one touch.

Tactical decision making by players:

- Are the players under pressure?
- What is the score of the game and how much time is left?
- Is the target prepared to receive a penetrating ball?
- Are there supporting runs for a penetrating pass?
- Do you have players in position to support keeping the ball?

Technical capacities by players:

- Can players pass the ball accurately and with proper weight?
- Do the players receive the ball away from pressure?
- Can players shield and possess ball with pressure from opponent?
- Can players dribble ball under control and with a purpose?

THEME 8**ATTACKING WIDE PLAY:**

Organization: First and Second Activity will take place on a short field is regulation width.

Wide field will allow players to play a variety of crosses into the penalty box.

The Third Activity and Final Game will be played in half field and should include 2 full size goals.



Tactical aspects:

Crossing: Wide player should get repetition in the following: (driven balls, bent service, chipped service and 1v1 activities).

Finishing:

1. Repetition on quality and timing of runs in the box.
2. Finishing serves with one touch headers or volleys on goal.
3. Begin runs from back post.

Tactical aspects:

Wide player or crosser:

1. Decision on when to beat player 1v1 and get to end line and when to serve early cross.
2. Decision on which type of ball to serve based on attacking runs and where the defense is situated.
3. Introduce overlapping runs to help create more width for service in the box.

Strikers or runners:

1. Decision on which type of run will unbalance defense to help create scoring chance.
2. Communication between the runners will help them vary their timed runs. (Near post, far post, etc.).

Tactical Application of the technique:

- Which part of the body to use?
- Which foot?
- Which part of foot?
- Why?

7v7 Team Shape should be designed to encourage wide play and allow multiple players to make runs in the penalty box

Oftentimes with this topic, the coach can focus so much on creating chances from wide positions they fail to address how establishing width can also create chances from the central parts of the field. The coach should encourage his players to make decisions that make sense.

THEME 9**GROUP DEFENDING THEMES:**

As you watch your players' tactical decision making:

- Do they recognize that the team shape, even when on attack, must be such that a counterattack cannot be launched, e.g., is there depth in the midfield, is the most advanced opponent accounted for by a marker and covering player? Is the GK cutting down the space between their goal and the deepest defender?
- At instant of transition to opponent do players work hard to get pressure on ball, get behind and inside the ball?
- Do players understand when to stay high to continue pressing vs. dropping off to an established line of confrontation?
- Do players understand where to establish a line of confrontation?
- Do players understand that pressure on the ball is the critical factor in their decision to mark opponents tightly or to drop off and keep the game in front of them?
- Do players understand that if there is no pressure on the ball they must drop and pinch centrally to prevent the threat of a thru ball? (Balls must then be played across the face of defenders.)
- If there is pressure on the ball, do players understand that they can tighten their marking and adopt angles that may enable them to intercept passes? Do they understand the order of interception, tackle as the ball arrives, or now delay to prevent penetration by passing or dribbling? Do they know when to tackle? Do they understand how angles of pressure make play predictable (e.g. to show centrally or show the line or show into covering defenders)? Do defenders marking forwards know to mark the ball side shoulder?
- Do players understand how to read the body language of the first attacker to determine if a long ball might be played- a long preparation for a long pass, a long hop onto the support foot prior to the strike of a long ball, etc?

THEME 10

Using the 2 Goal Game to Teach Attacking and Finishing from Central Locations

THE GAME:

1. The three light players in zone 'A' keep the ball away from the three dark players and try to pass the ball over the line to the two light players in zone 'B'.



2. The three dark players in zone 'B' must mark from behind.
3. If the dark team wins the ball, it is their turn to attack immediately.

STAGES:

1. Light players play keep away from dark players. They may only pass the ball back and forth over the line. Everyone must stay in their zones.
2. Same game as above, but one player can 'move up' to support when ball played in. (e.g.: zone 'A' player can follow pass into zone 'B')
3. Same as above, but the two players in zone 'B' must combine before they may pass to a different player.
4. Play to goal. (GKs may be added at any time in this sequence.) The game is free flowing, restarted properly if the ball goes out of bounds.

COACHING POINTS:

1. Keep the ball by playing it back or sideways, but play it forward whenever possible.
2. The best pass is always the longest pass as long as possession can be maintained.
3. Anticipate 'windows of opportunity' in order to play the ball forward.
4. Look for the 'second forward'
5. Pace of passes must be appropriate.
6. 'Checking forward' must read the defender. (Turn, hold, or combine.)
7. Angle, distance and timing of support.
8. Back players try to combine with 'strikers'.
9. Forwards try to get behind defenders once the ball is played back. Always 'spin' after laying the ball back.
10. Great functional training.

THEME 11**ATTACKING PLAYERS CHANCES ON GOAL:**

When dealing with breakaways or through balls:

- Is the keeper coming out hard and fast?
- Do you know their (keepers) style of coming out (aggressive/passive?)
- If the attacking player is in control of ball/dribbling can they get their head up?
- If so, is the keeper set (if so the attacking player will probably shoot) or are they still moving forward? If they are moving forward, this is a good time to shoot because the keeper has no sideward movement. If they are moving forward quickly it is also a good time to fake a shot and dribble around the keeper. It all depends on what the attacking player is best at doing.

When dealing with shooting on goal:

- Look at the keeper's angle: Is he/she giving up too much to the near post or to the far post?
- Are they too far off of their line?
- Are they still moving forward and don't have their feet set?
- If so, then that is a good time to shoot because the keeper cannot get off a good dive if they are still moving.
- First time shots should definitely be in the attacking player's arsenal. They are difficult to save because often the keeper is not set.

As you watch your players' tactical decision making:

- Does the team maintain team shape during the run of play?
- Do individuals get the ball to the correct players?
- Do players make proper decisions to penetrate or possess?
- Do players choose the correct way to penetrate?
- Do players make the correct finishing choice (type of shot taken?)
- Is the timing and choice of the runs appropriate?
- Do players possess a "shooter's mentality" when they get the ball within finishing distance?
- Does the team balance itself in order to properly deal with a counter attack if they should lose possession?
- Do players look to combine with teammates when appropriate?
- Do players choose the correct combination based on the visual cues presented in the game?
- Do passers choose the appropriate penetrating pass... either behind the backs or in front of the backs?



- Are the angles and distances of support appropriate based on the quality of pressure on the ball?
- Are the principles of attack being adhered to?
- Do players balance risk/safety concerns?

As you watch your players' technique:

- Do the players put themselves in good starting positions before they receive the ball?
- Do players choose the correct type of pass to play (driven, chipped, bent, on the ground...?)
- Do players choose the correct type of shot to take? (Driven, bent, chipped, placed...?)
- Do players choose the correct type of dribbling technique to use? (Speed, shielding, to beat an opponent?)
- Are passes accurate and hit with pace, smoothly on the ground when possible?
- Is receiving fast and stable, does it lead seamlessly to the next move?
- Is the choice of penetration – shooting, passing, or dribbling – accurate?
- Is shooting accurate, does the player strike the correct part of the ball, do they follow through appropriately, do they keep their balance, are they able to remain calm and focused?

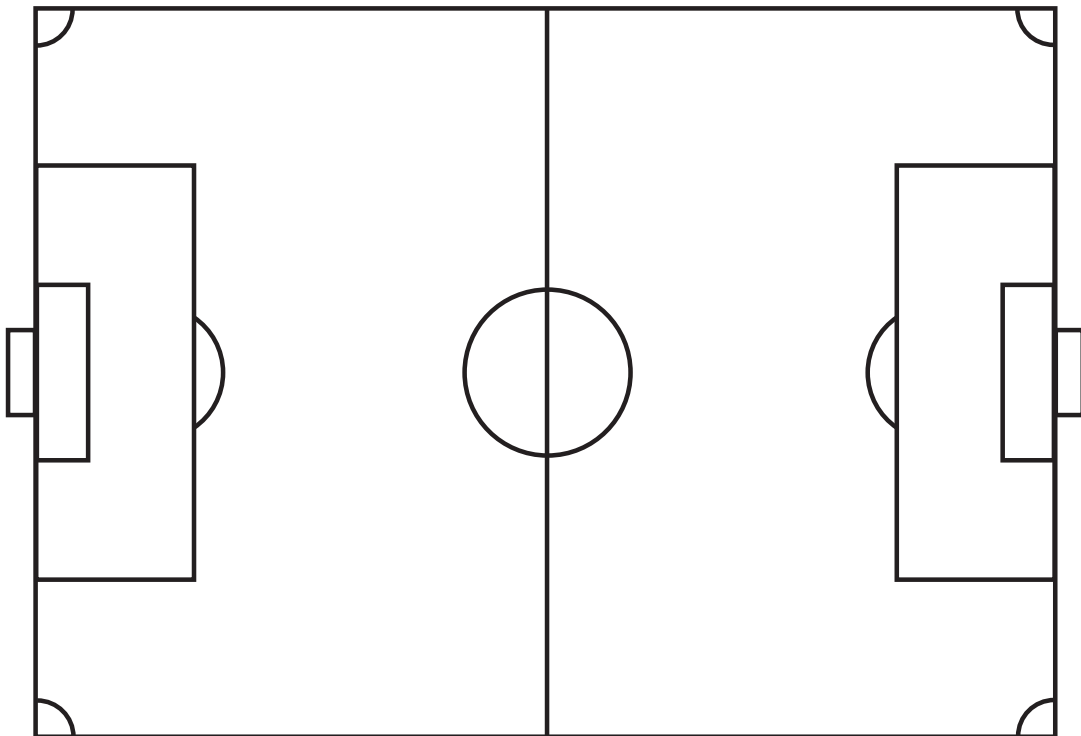
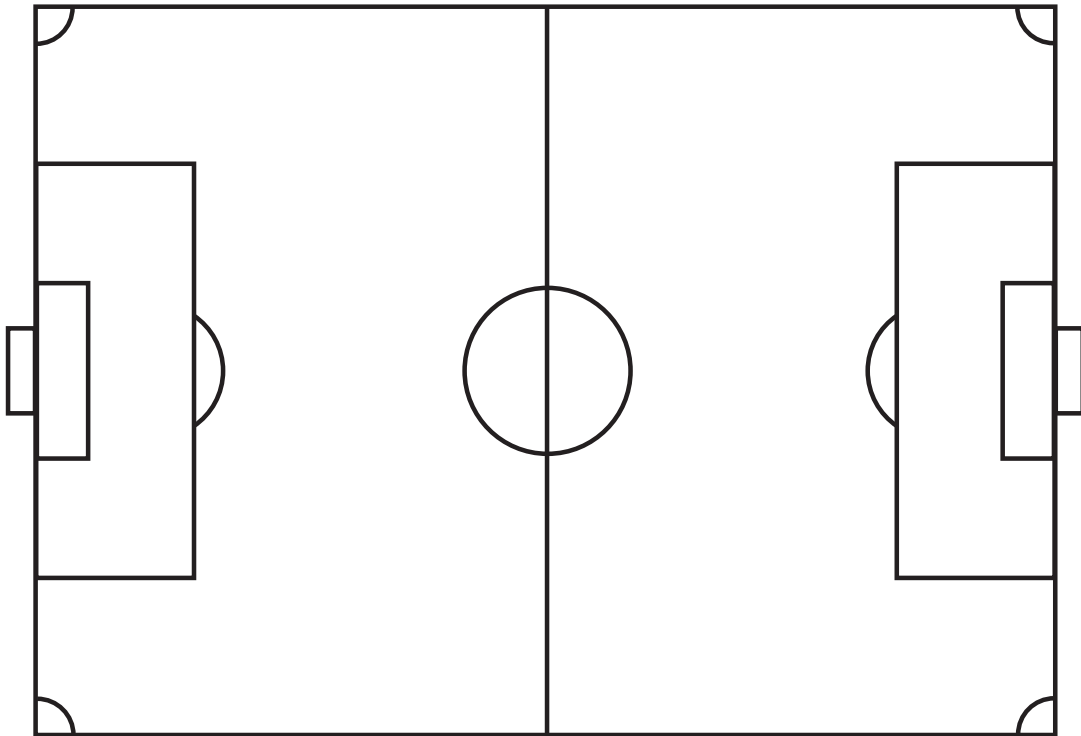
Practical Field Sessions

9.0 PURPOSE

This area of the “C” License curriculum is designed to practically illustrate the principles of play, focusing on individual and small group tactics. Coaches will be asked to build their practice and test sessions up to 7v7.

Instructor’s practical field sessions will:

- Provide practical examples of appropriate training activities to illustrate the coaching points for each theme.
- Demonstrate how to organize, develop and coach the application of technique, individual and small group tactics that focus on player recognition of tactical situations and decision-making ability.
- Illustrate how to incorporate competition into the session.
- Utilize the teaching progression of technical warm-up, small-sided, expanded small-sided, 7 v 7 to big goals.



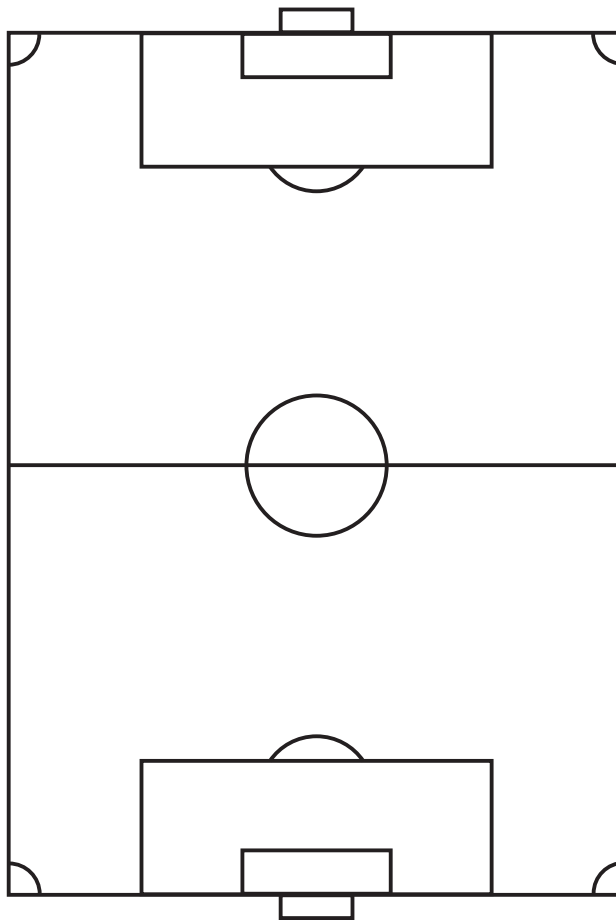
9.1 WARM-UP AND COOL DOWN

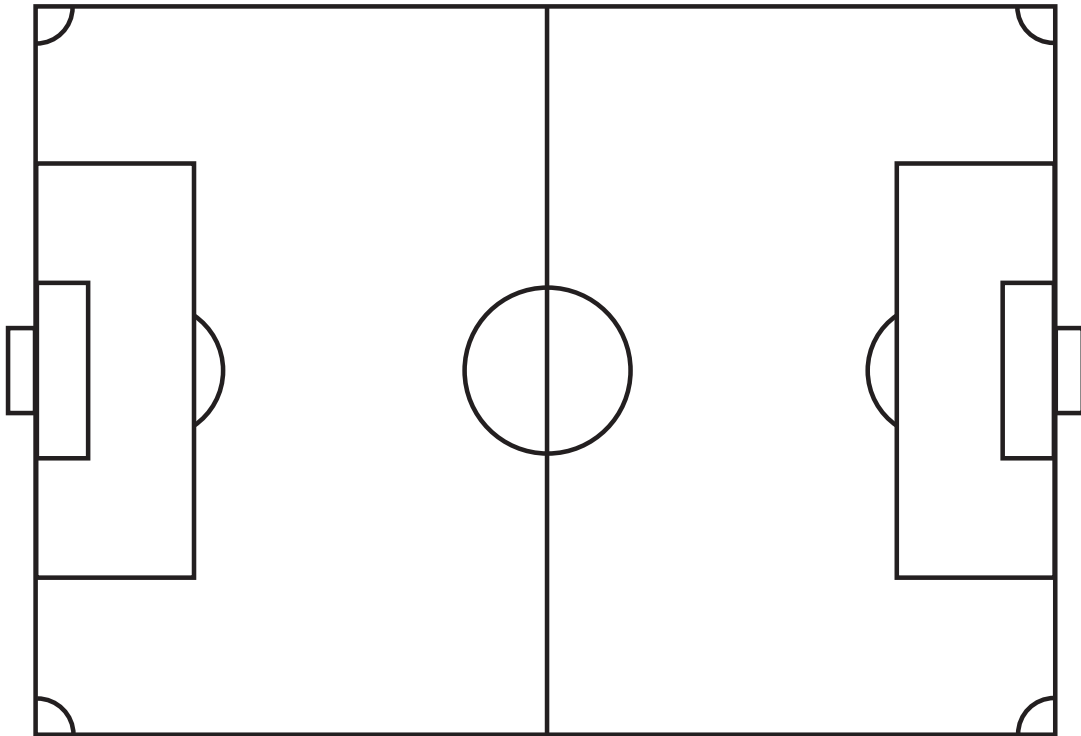
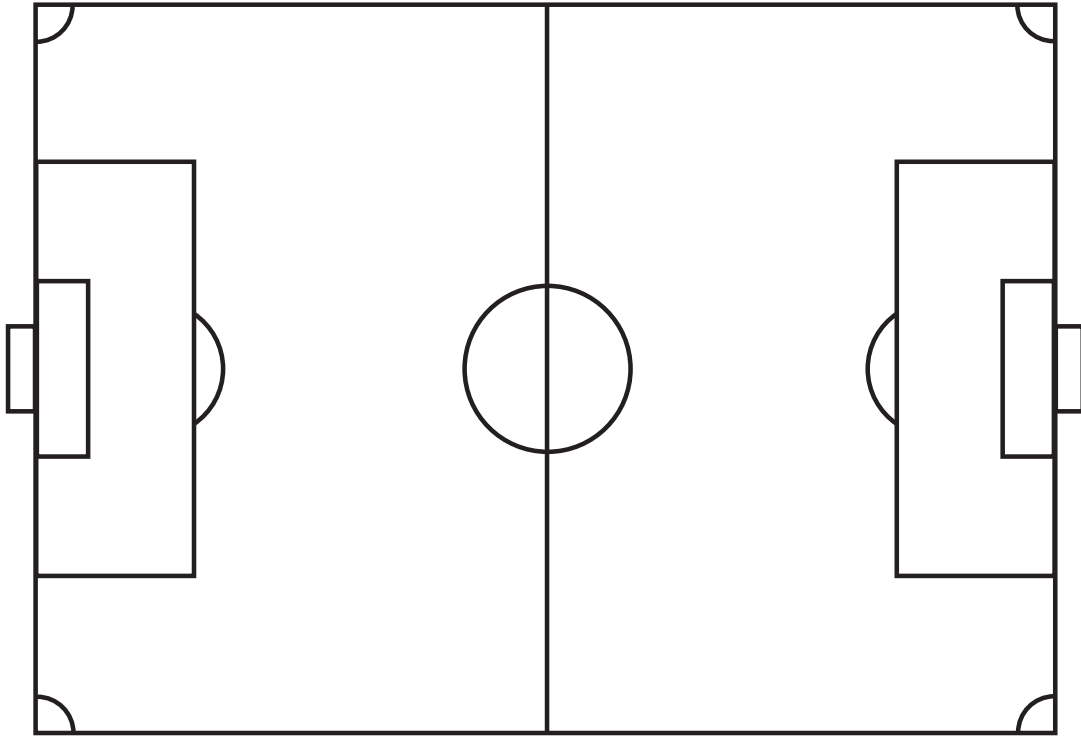
Warm-up:

- Purpose is to prepare the body and focus the mind for more vigorous activity
- Elevate muscle temperature and heart rate gradually through moderate activity level
- Static stretching increases flexibility and prevents injury
- Demonstrate and explain the purpose of incorporating the topic into the warm-up
- Demonstrate how to intersperse stretching throughout the warm-up or do it all at once at the end of the warm-up. Either method is acceptable.
- Demonstrate how to practice familiar or introduce new technique during the warm up phase of practice

Cool down:

- Purpose is to allow the body and mind time to gradually return to its resting state. To reduce muscle temperature and heart rate gradually through moderate activity level





9.2 POSSESSION AND PENETRATION WITH APPROPRIATE TECHNICAL APPLICATION

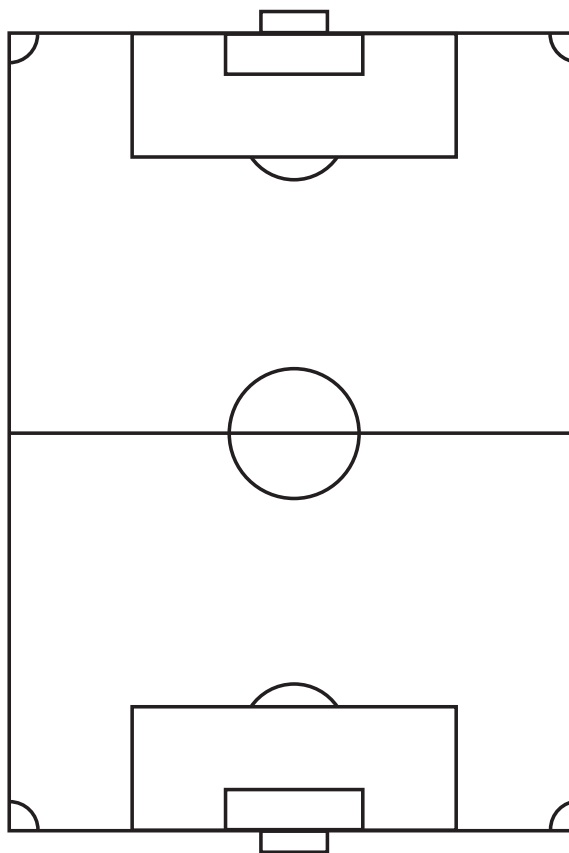
Session addresses individual and group possession and penetration in numbers up, even and numbers down situations.

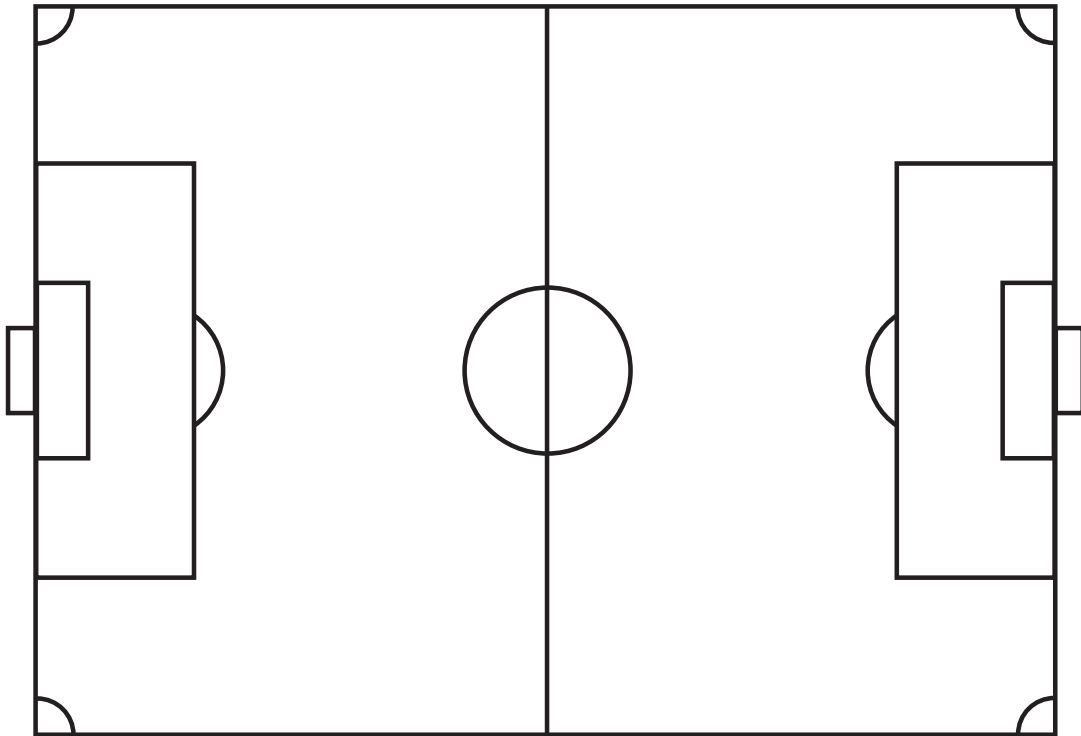
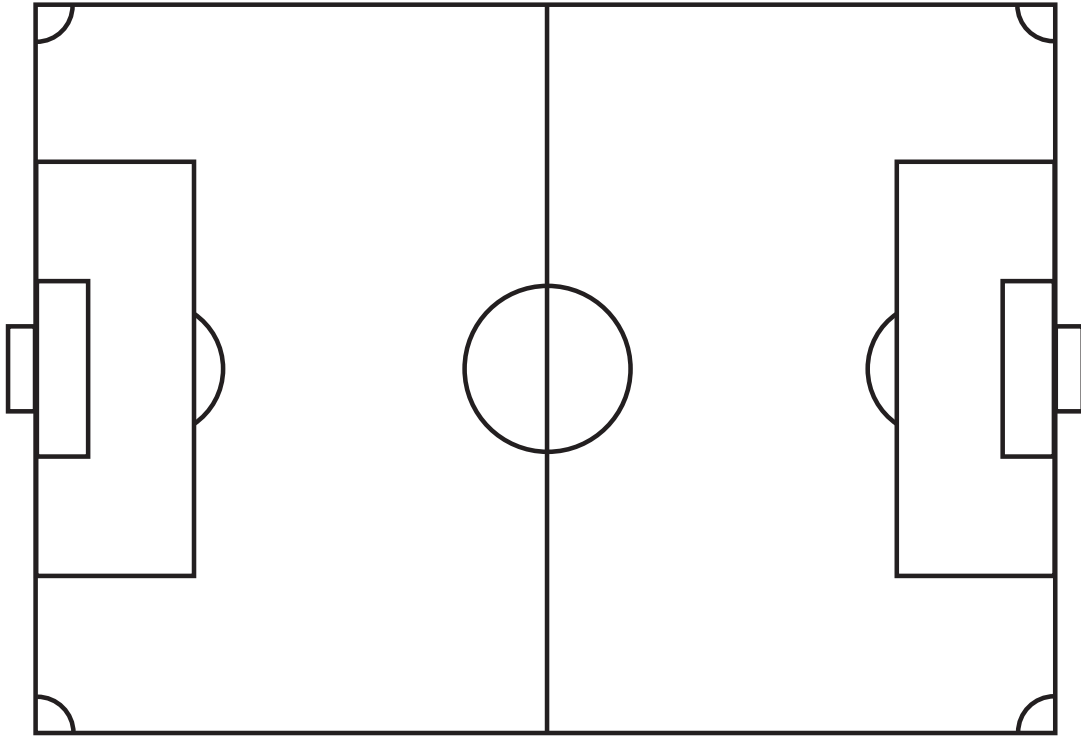
Major coaching points:

- 1st touch
 - to control the ball
 - to attack
 - away from pressure
- Visual cues
- Verbal communication
- Open body shape
- Role of different players (on the ball, close to the ball, away from the ball; in front, behind and to the side of the ball)
- Positive attacking team shape
- Timing of runs; creating space

Decision making:

- Options (i.e. keeping the ball as opposed to returning the pass)
- Decision to dribble, pass or shoot
- Cues to possess vs. penetrate
- Decision related to numbers up vs. numbers down
- Space in front of or behind the defense
- Speed of play
- Transition to attack
- Tactical application of technique





9.3 DEFENDING I: WITH ATTENTION TO DEFENDING IN SMALL NUMBERS FROM 1 TO 4

(Individual to small group)

Session demonstrates the coaching principles of defense involved in 1v1's and 2v2's, roles and responsibilities of pressing and covering defenders (including transition to defense) and tackling. Also begin to introduce roles of defenders in 3v3.

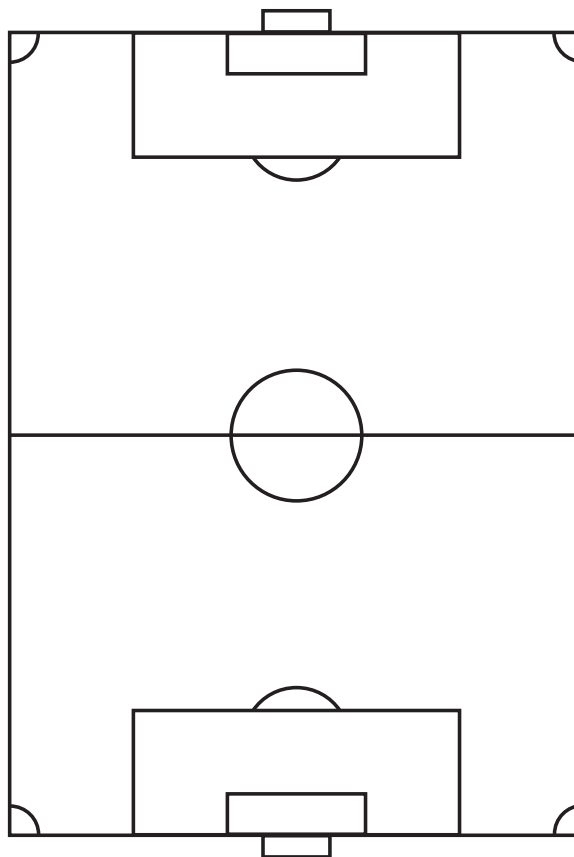
Major coaching points:

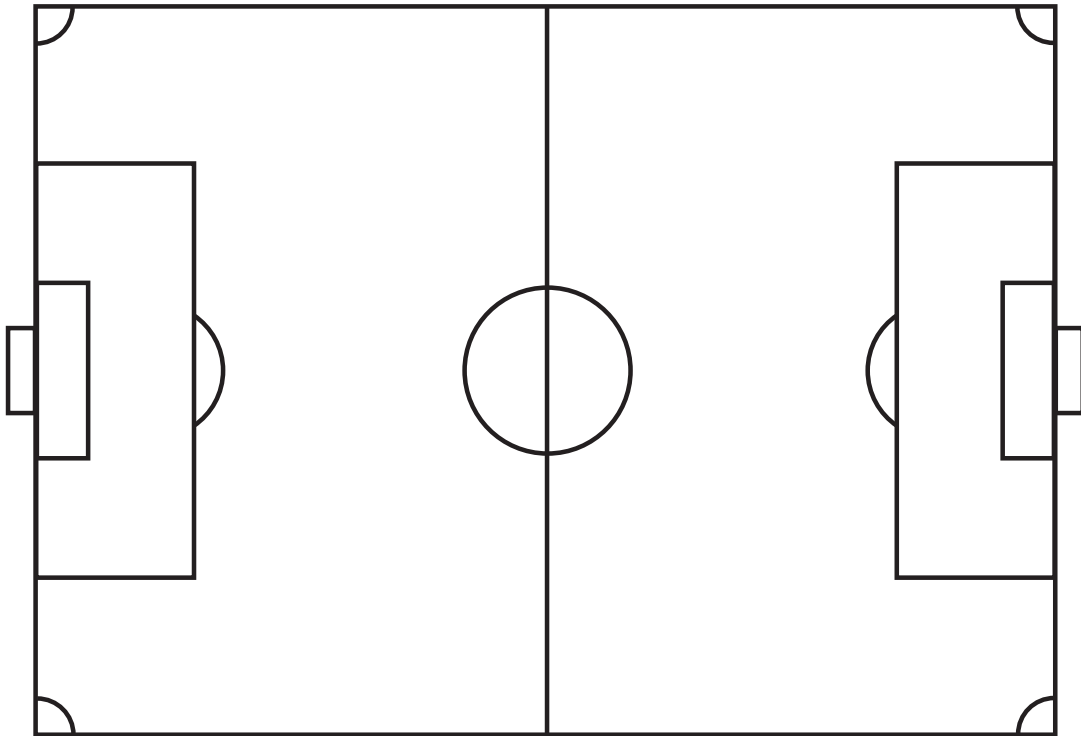
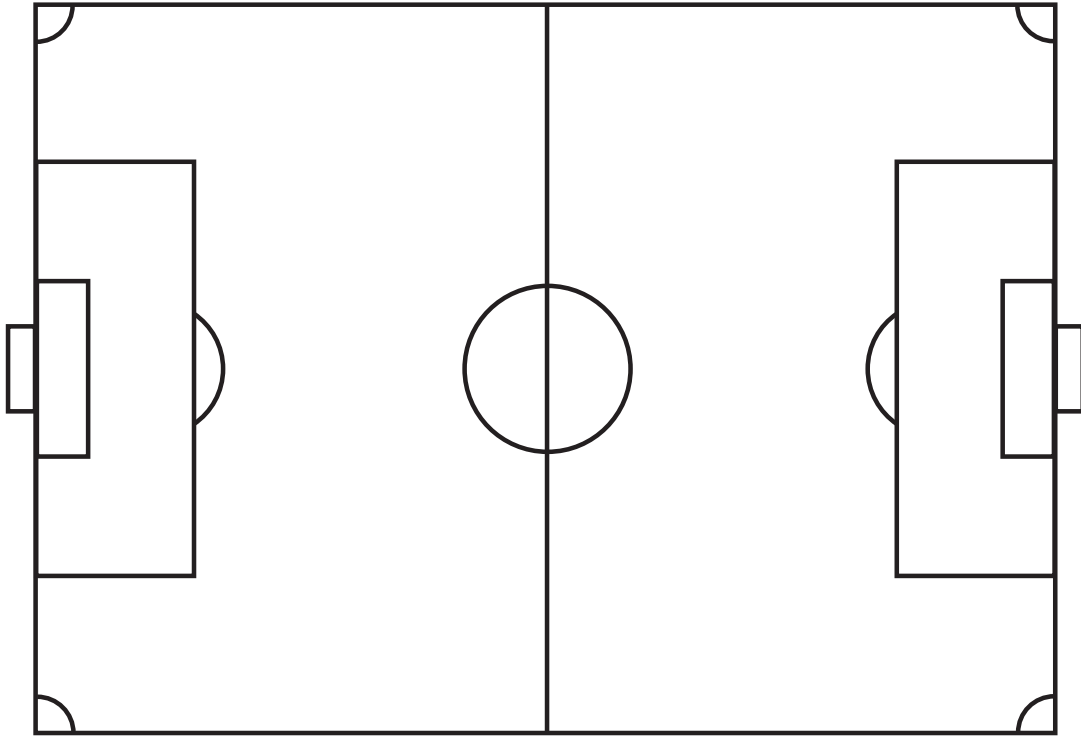
1V1-SMALL GROUP DEFENDING

- Speed and angle of approach
- Body shape, foot position, on balance
- Delay
- Intercept pass/deny turn
- Decision to tackle
- Angle/distance of support
- Recover centrally
- Sharing workload/exchanging roles
- Communication (recognizing visual cues from pressuring defender as well as providing verbal information.)
- Defending space in behind
- Tracking
- Force toward support or use sideline to help defend
- Make play predictable

Tactical Application:

- Decision to tackle
- Visual cues to close down space
- Opportunities to double team
- Transition to attack





9.4 COMBINATION PLAY WITH APPROPRIATE TECHNICAL APPLICATION

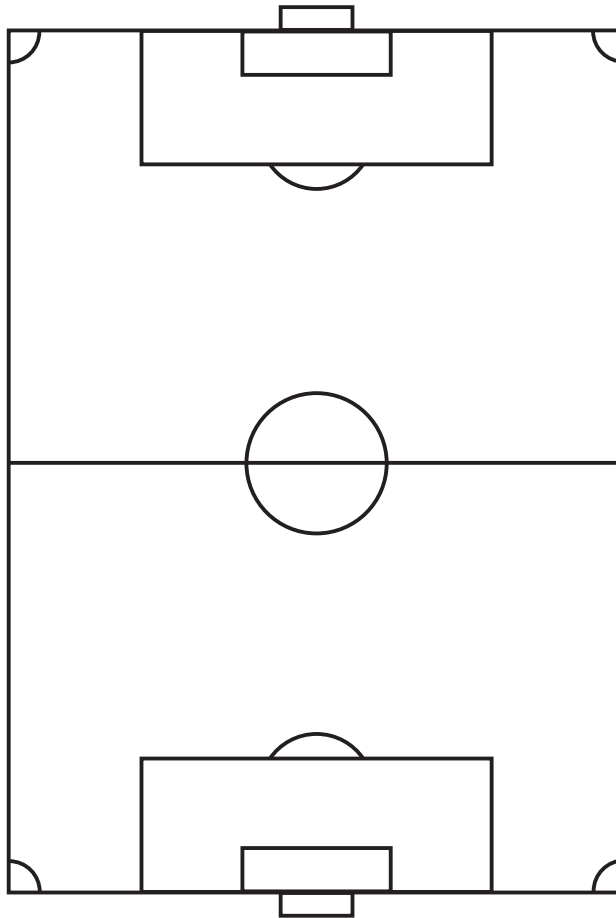
Session addresses options for combining to keep the ball, get out of pressure and to get forward. Emphasize keeping the ball and not giving away possession unnecessarily!

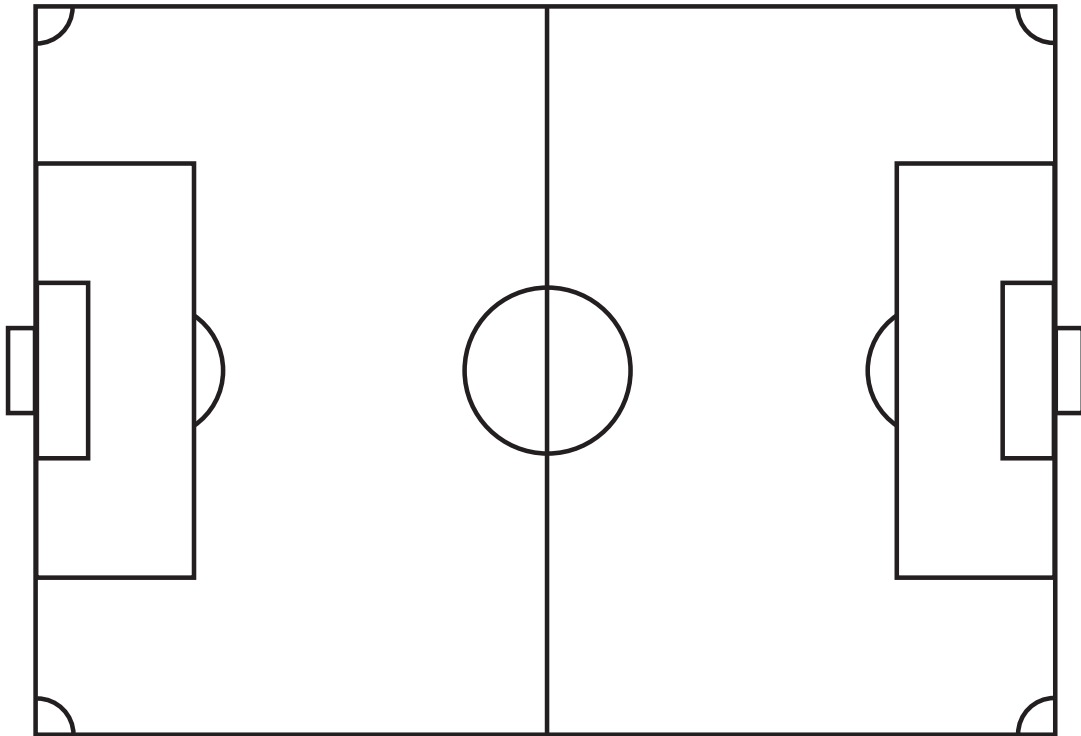
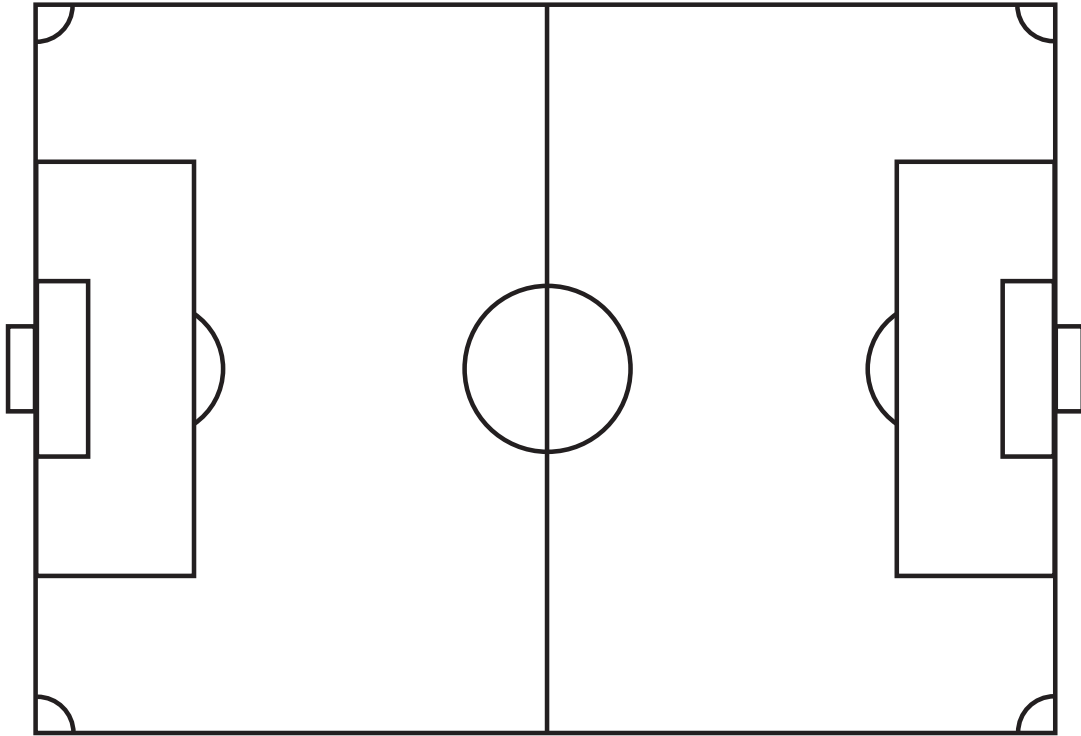
Major coaching points:

- Role of different players (close and away from the ball; in front, behind and to the side of the ball)
- 1st touch
- Angles/distance/timing of support
- Body open to field
- Transition
- Cues that set up specific combinations
- Positive team shape

Tactical Application:

- Decision to keep ball or return pass in combination
- Possession vs. penetration
- Choice of foot surface when combining
- Recognizing numbers up vs. numbers down
- Tactical application of technique



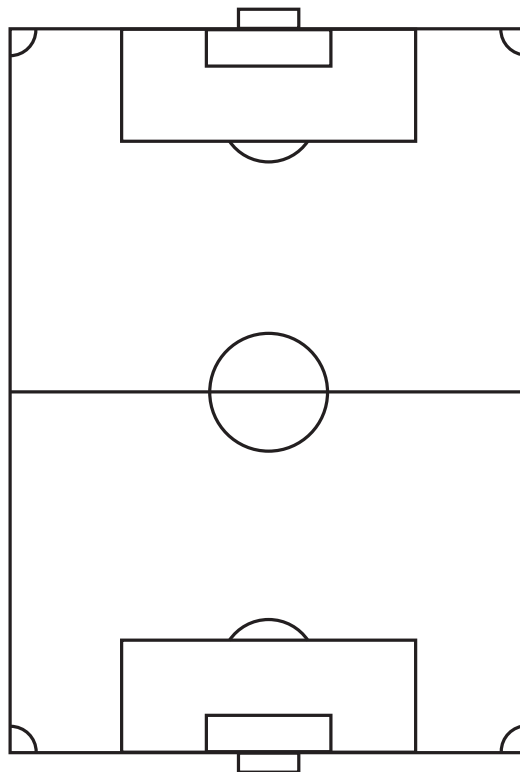


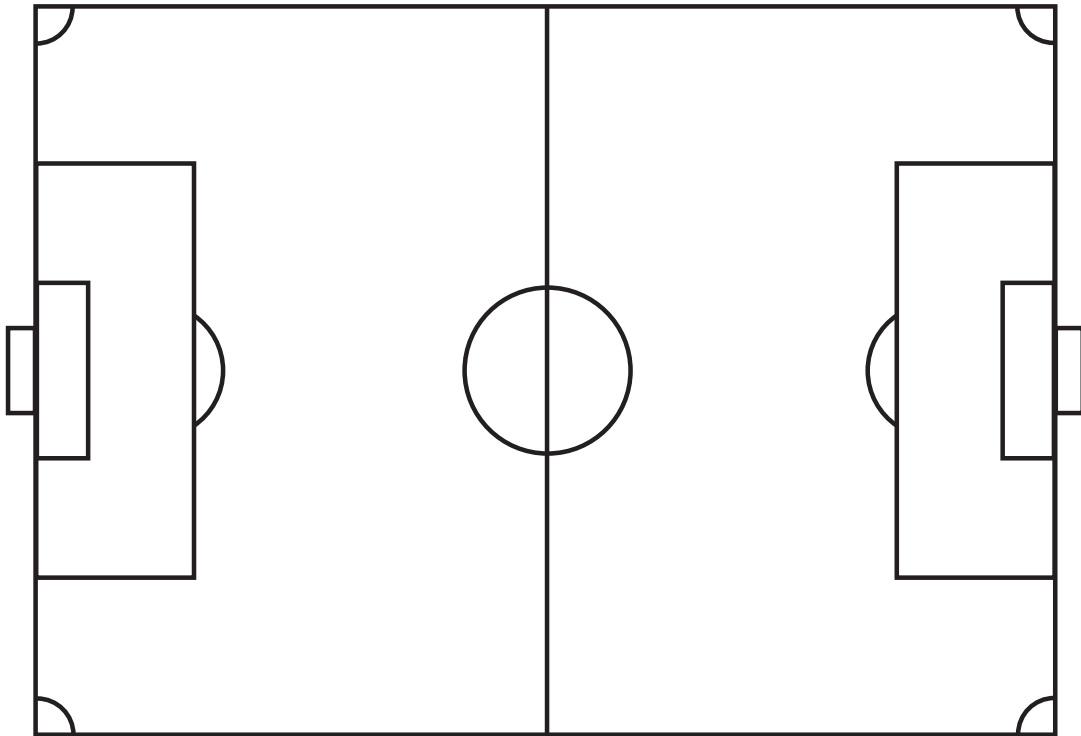
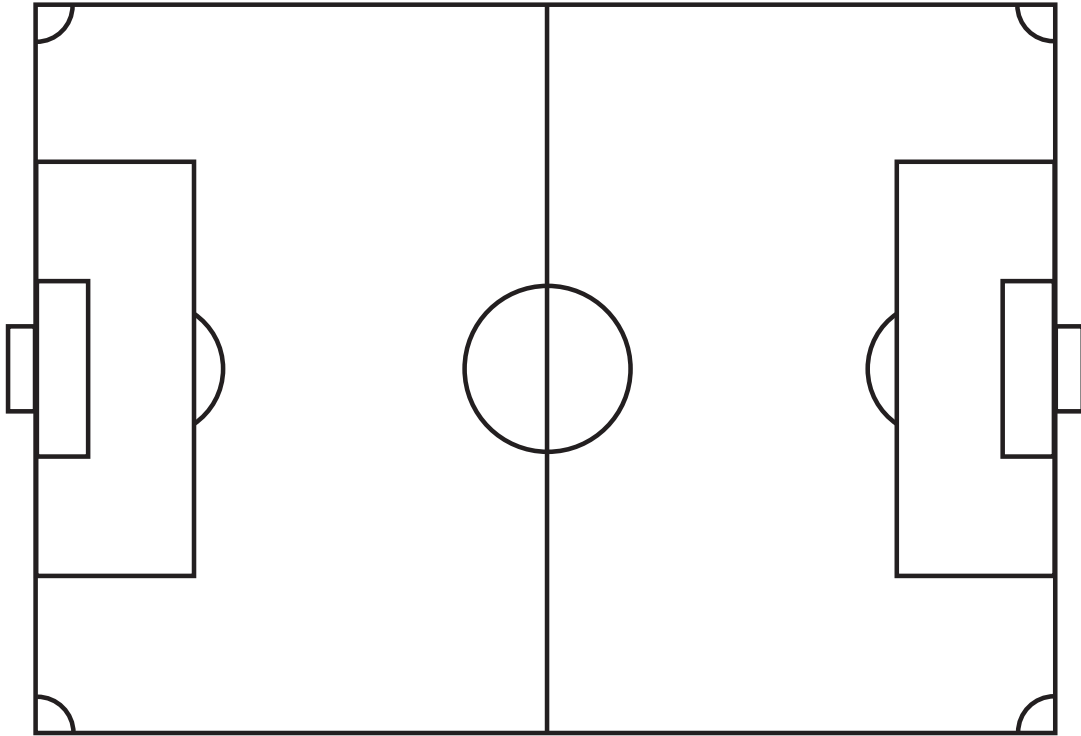
9.5 DEFENDING II

Session demonstrates principles of defending applied in a manner within the game and the various lines within a team (back line, midfield line or forward line) changing in relation to the movement of the ball and the opponents. Should begin with a minimum of 4 defenders and finish 7v7 to big goals. Emphasis should be given to balancing defenders and team defending as it relates to when to step and pressure vs. when to drop off and delay.

Major Coaching Points:

- Recognizing cues for when to pressure, hold or drop
- Transition to attack; recognizing counter attack
- Movement of defenders in relation to pressure on the ball; visual cues
- Compactness
- Recovering centrally
- Make play predictable; force to numbers





9.6 ATTACKING WIDE PLAY

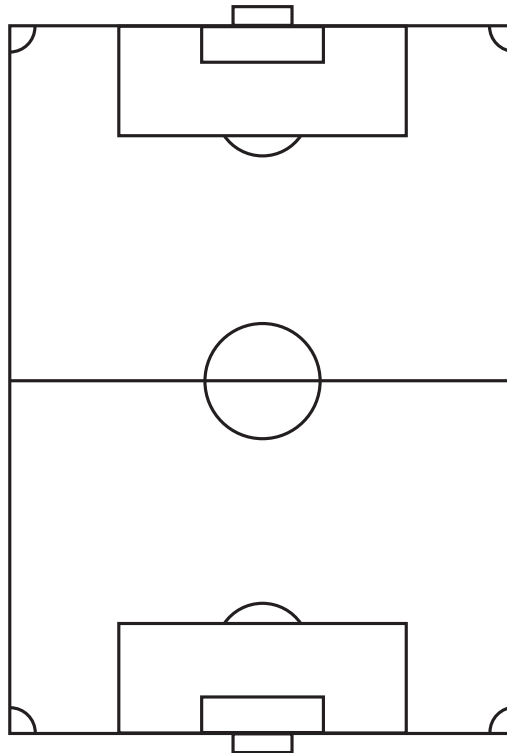
Session demonstrates techniques for lofted, driven, and bending balls to appropriate areas in the box. Also emphasizes 1v1 attacking skills, finishing off crosses, and choice of crosses. Session should also address combination play in wide areas to get numbers forward in attack, and early vs. endline service.

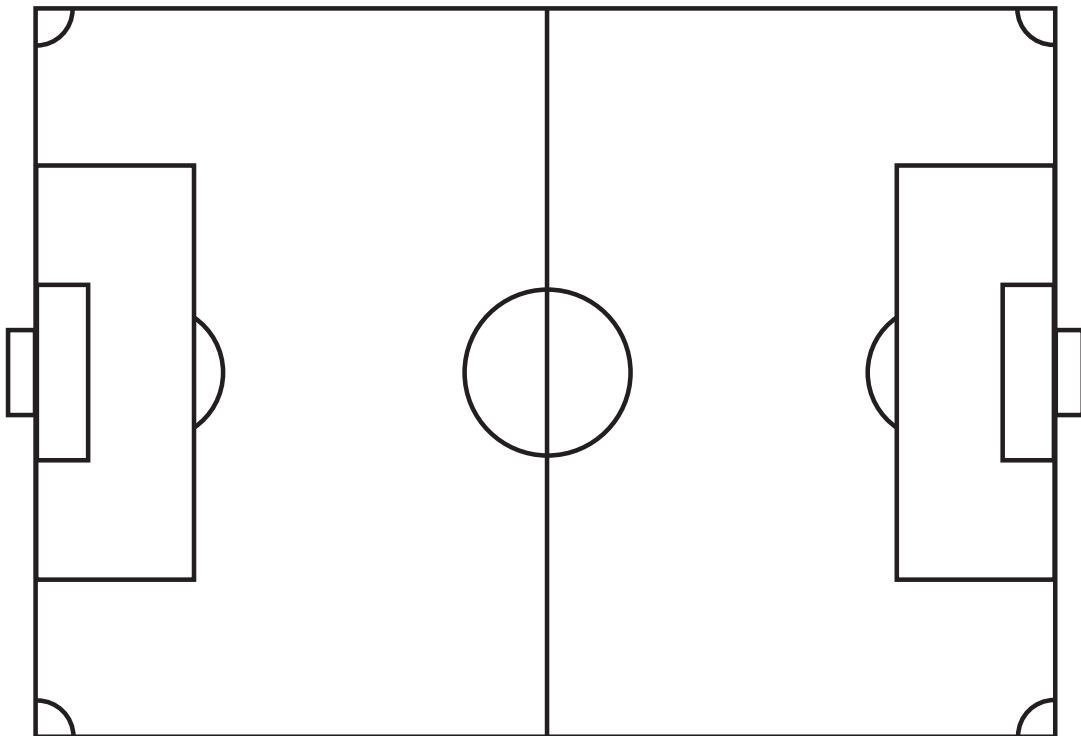
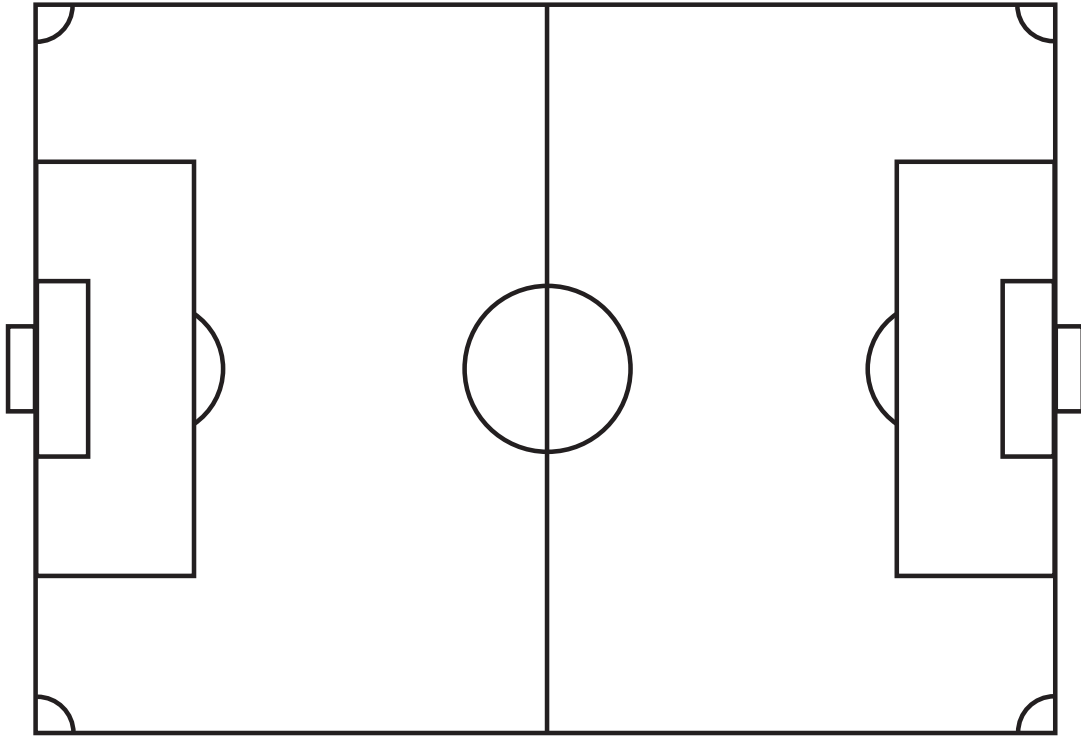
Major Coaching Points:

- Body mechanics
- Body shape/balance
- Eye on the ball
- Preparation touch
- Angle of approach
- Finishing off crosses/proper surface/mentality in the box
- 1v1 in the flank
- Heading to goal: proper technique/use of body/direct or deflect toward target/aggressive attitude

Tactical Application:

- Ways to create width (Creating option with possession/ out of transition/who fills that spot?/Players coming from a deeper position/attacking in the final ? or 1/3)
- Cues for when option is to play ball to wide player's feet and when to play balls into space and behind defenders
- Choice of driven, lofted or bent balls to near or far post
- Timing of runs
- Decision of players on where to make runs
- Players working in unison (wide players and central players)
- Recognition of how to create space and time on the ball
- Opportunities to get numbers forward in the flank/exploiting numbers up
- Cues for early vs. endline service





9.7 DEFENDING WIDE PLAY

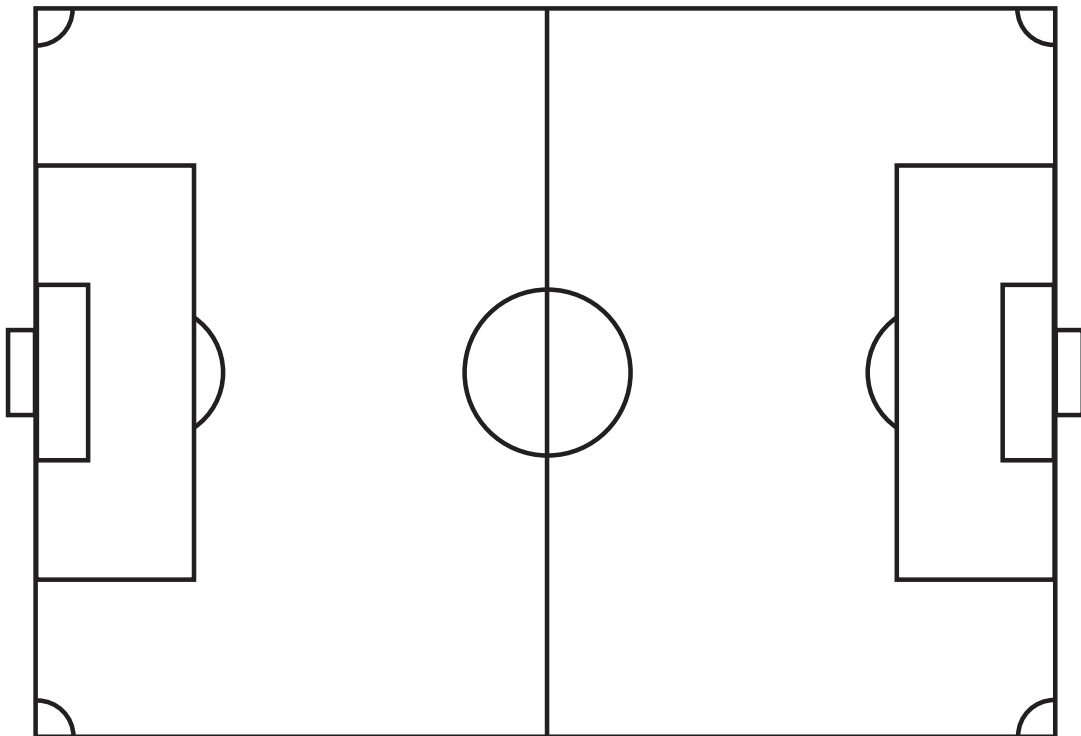
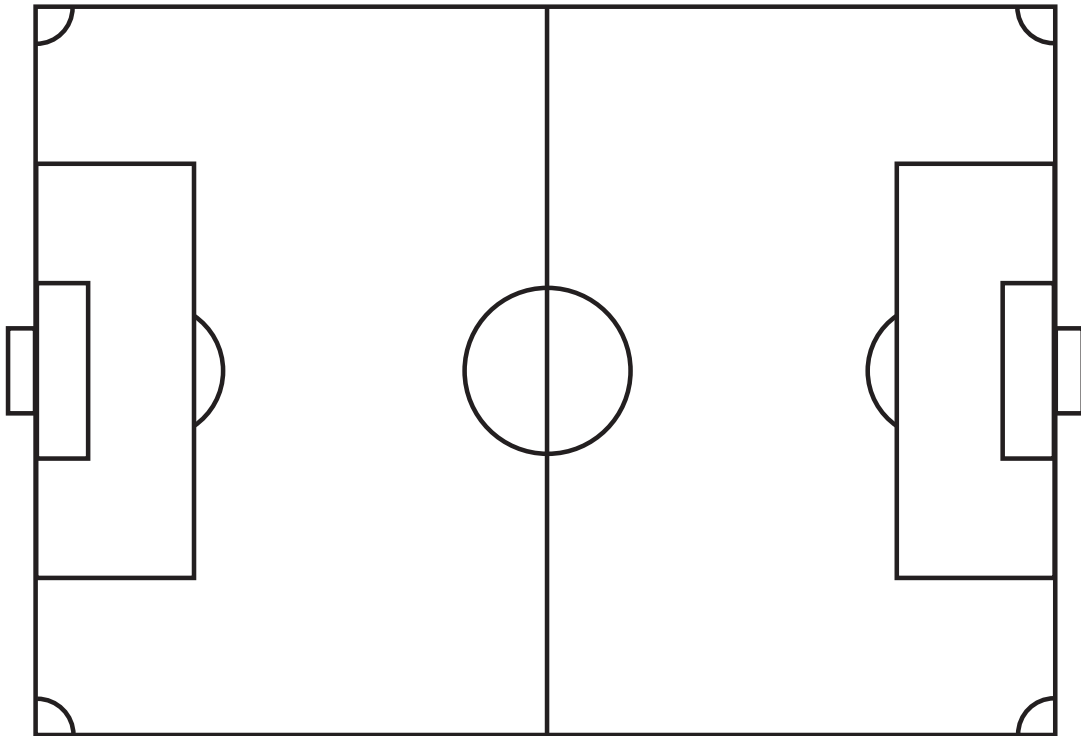
Session demonstrates coaching principles in technique of defense of heading and volleying clearances and decision making and organization of defending players with opposing team attacking from wide positions.

Major Coaching Points:

- Body mechanics
- Body shape/balance
- Eye on the ball
- Read flight of ball
- Body in line of flight of ball
- Area of contact
- Use of upper body: power/protection
- Foot position
- Aggressive/Assertive attitude

Tactical Application:

- Height and distance on clearances
- Man marking, zonal or combination of both when defending
- Visual cues of when ball is going to be served in versus being dribbled in from a wide area
- Recognition of how to defend different types of service (bent, lofted or driven balls)
- Preventing the ball from bouncing in the penalty area
- Staying compact and connected when defending
- Communication between all players defending. Give specific information to one another
- Role of the goalkeeper in defense/decision making
- Maintaining possession & counter attack decisions
- When to step and get pressure to the server and how the positioning of the pressuring player influences defenders in the 18 yd box.



9.8 FINISHING I & II

FINISHING I

Session demonstrates techniques for inside of foot pass, instep drive, bending balls, volley, half-volley, and chip. Also stress the importance of the ability to perform these tasks under pressure with limited time and space.

Major Coaching Points:

- Body mechanics
- Body shape, balance, weight transfer
- Eye on the ball
- Preparation touch
- Aggressive and positive mentality
- Vision
- Different looks at goal: back to goal, dribbling across goal, faced up, etc.

Tactical Application:

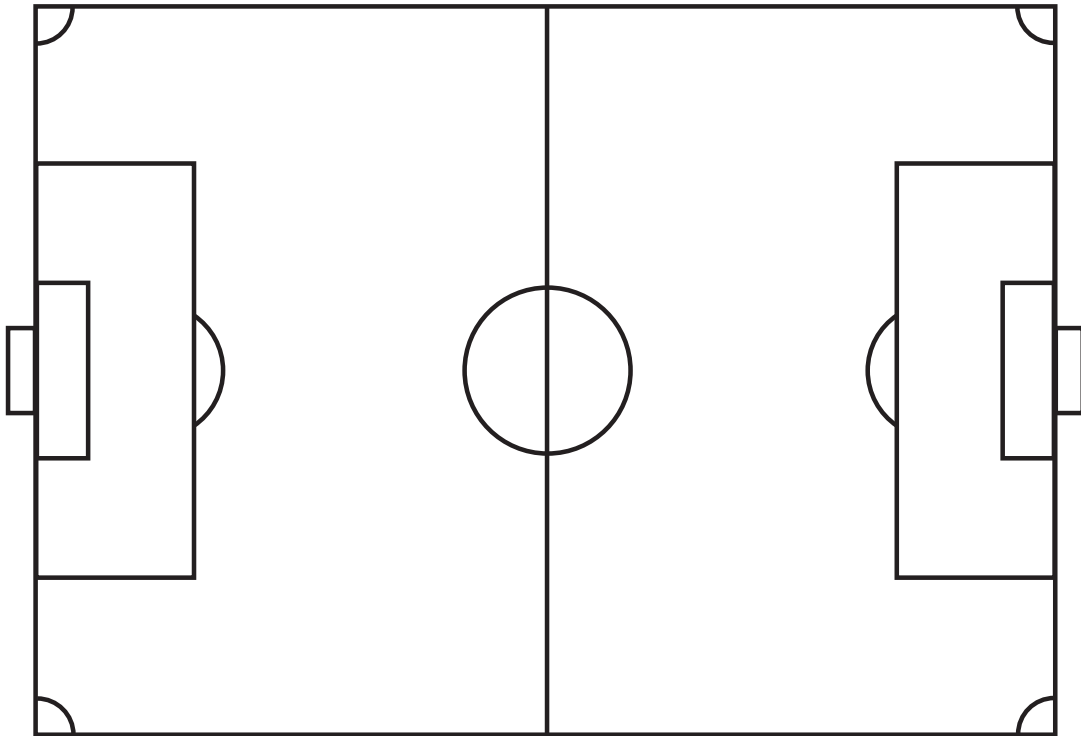
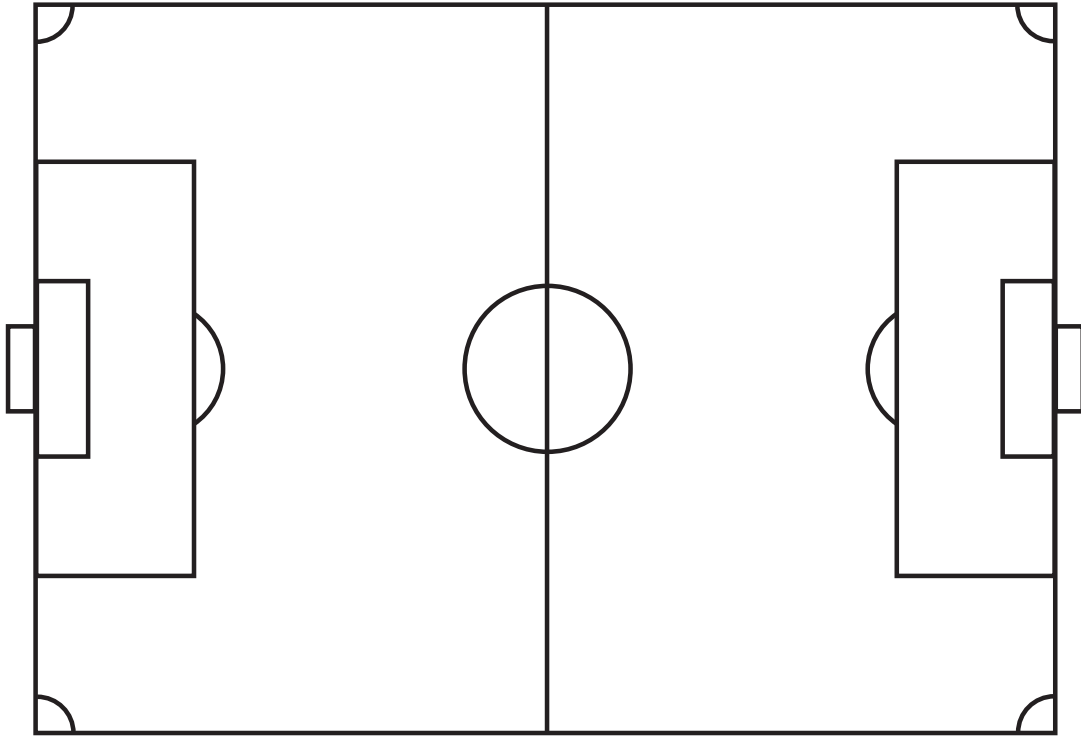
- Choice of placement vs. power
- Decisions based on defensive pressure and goalkeeper positioning
- Where to run/position for the shot-anticipation
- Follow shots; rebounds, poor clearances, 2nd effort

FINISHING II

Session should focus on finishing within the 7v7 game.

Emphasis:

- Use of proper technique based on the tactical situation
- Encouraging individual risk taking at attempts on goal
- Ability of the team/group to capitalize on goal scoring opportunities
- Establishing an aggressive mentality going to goal
- Ability to finish vs. randomly shooting



9.9 GOALKEEPING I & II

GOALKEEPING I: FUNDAMENTALS OF SHOT STOPPING

Demonstrate techniques for handling, footwork, shape/stance, getting set, diving.

Major coaching points:

- Body mechanics
- Body shape, balance, weight transfer
- Eye on ball
- Aggressive and positive mentality

GOALKEEPING II: NARROWING THE ANGLE AND 1V1 BREAKAWAYS

Narrowing the Angle: Demonstrate positioning to make goal small

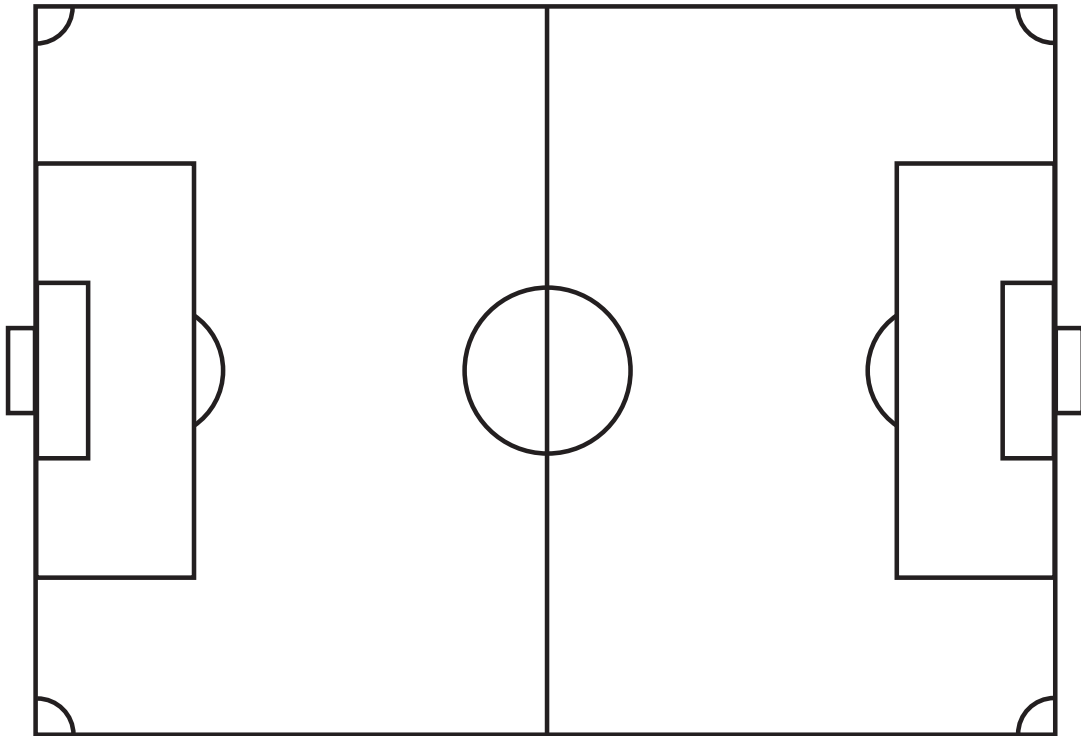
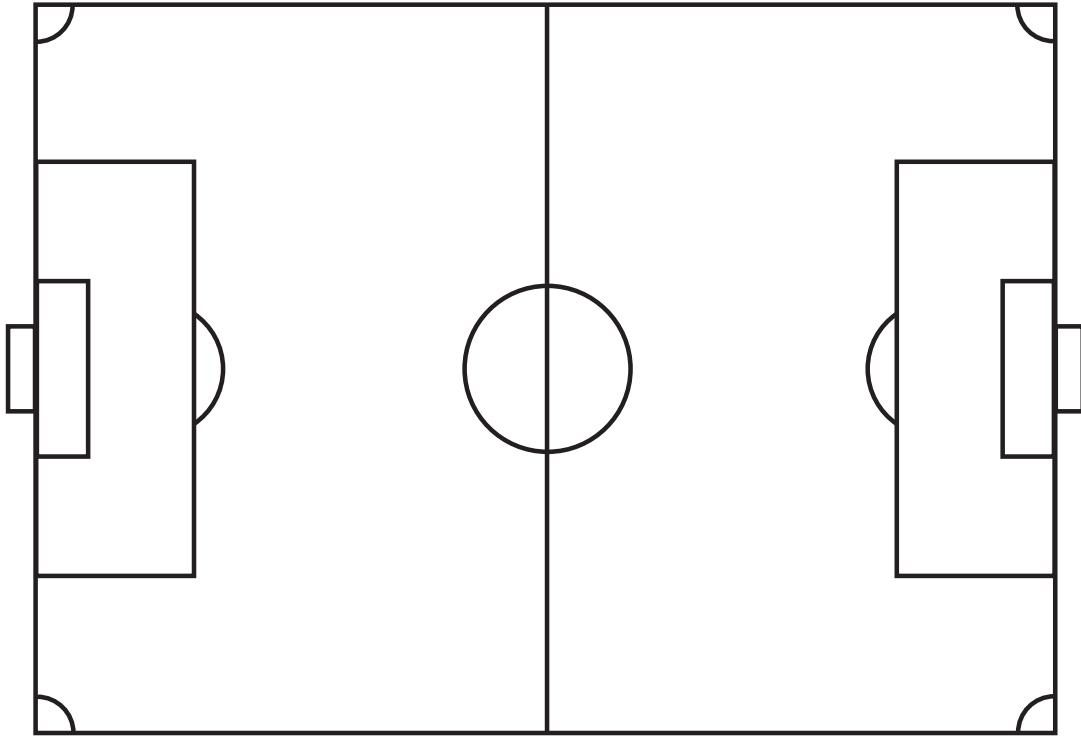
Major coaching points:

- Body mechanics
- Triangle between ball, near and far post
- Staying in line north, south, east and west
- Footwork
- “35” yard line
- Recognize pressure (or lack of) on ball

1V1 BREAKAWAYS: DEMONSTRATE TECHNIQUES FOR SAVING 1V1’S.

Major coaching points:

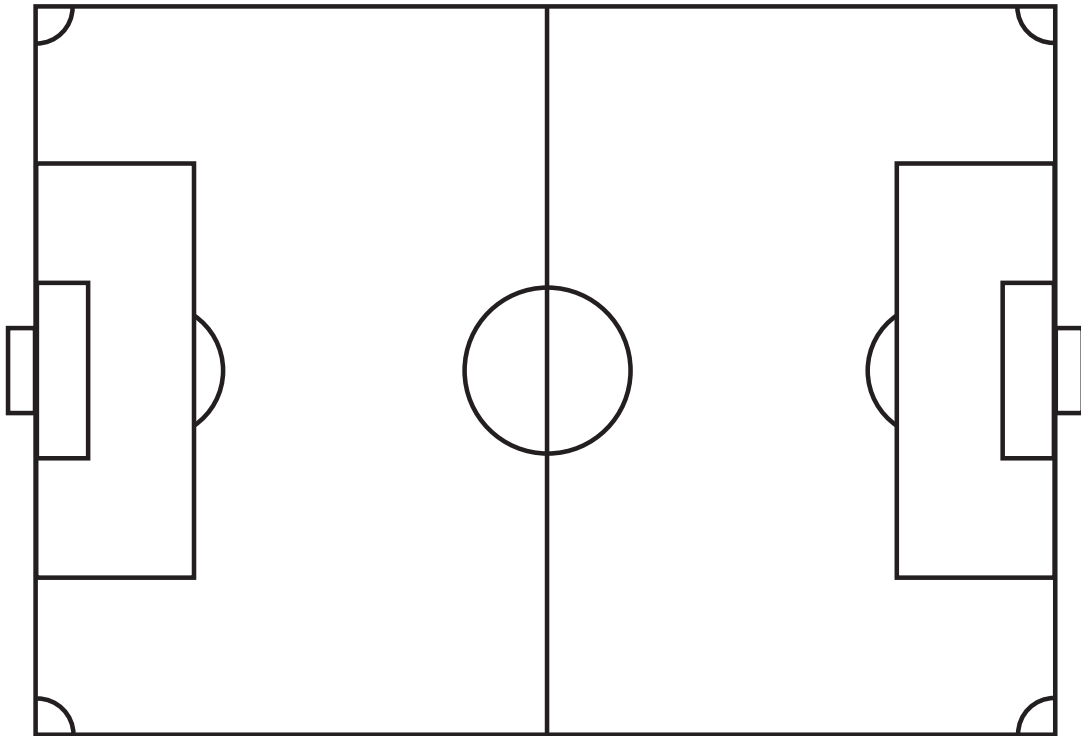
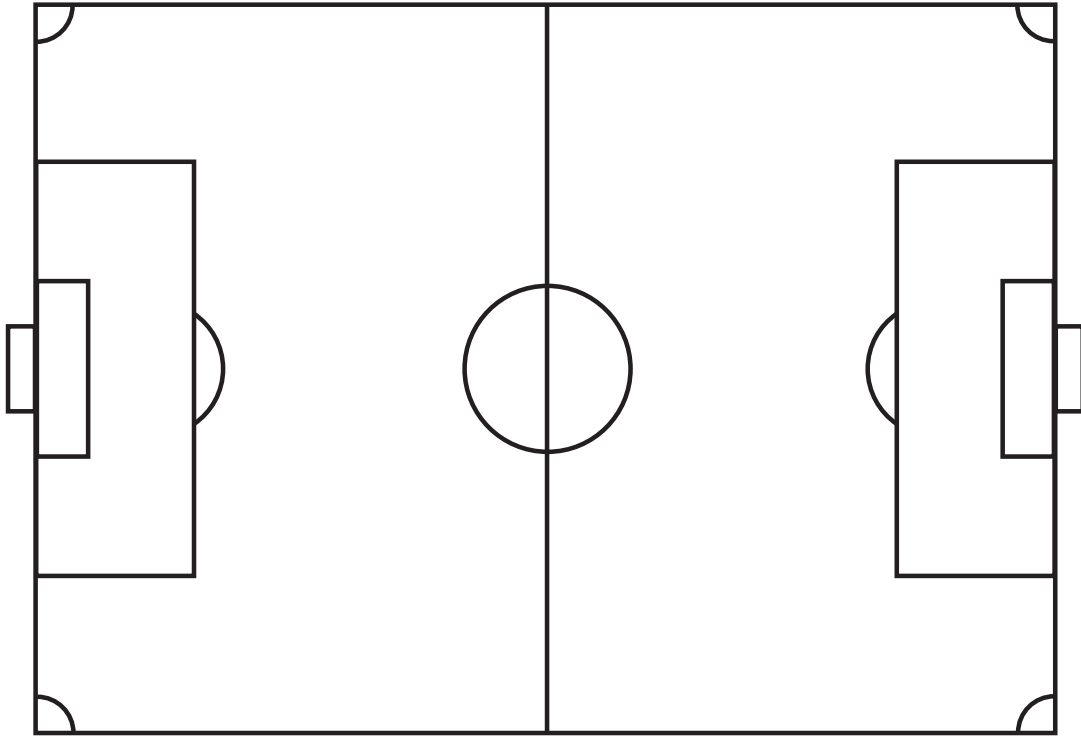
- Body mechanics
- Body shape, balance, weight transfer
- Narrowing angle
- Staying on feet as long as possible
- Do not anticipate – react
- Don’t fall backwards
- Tactical application: timing, reading game, connected with the defense, quality execution



THE 12 KEY CONSIDERATIONS: A DOZEN WAYS TO SIMPLIFY

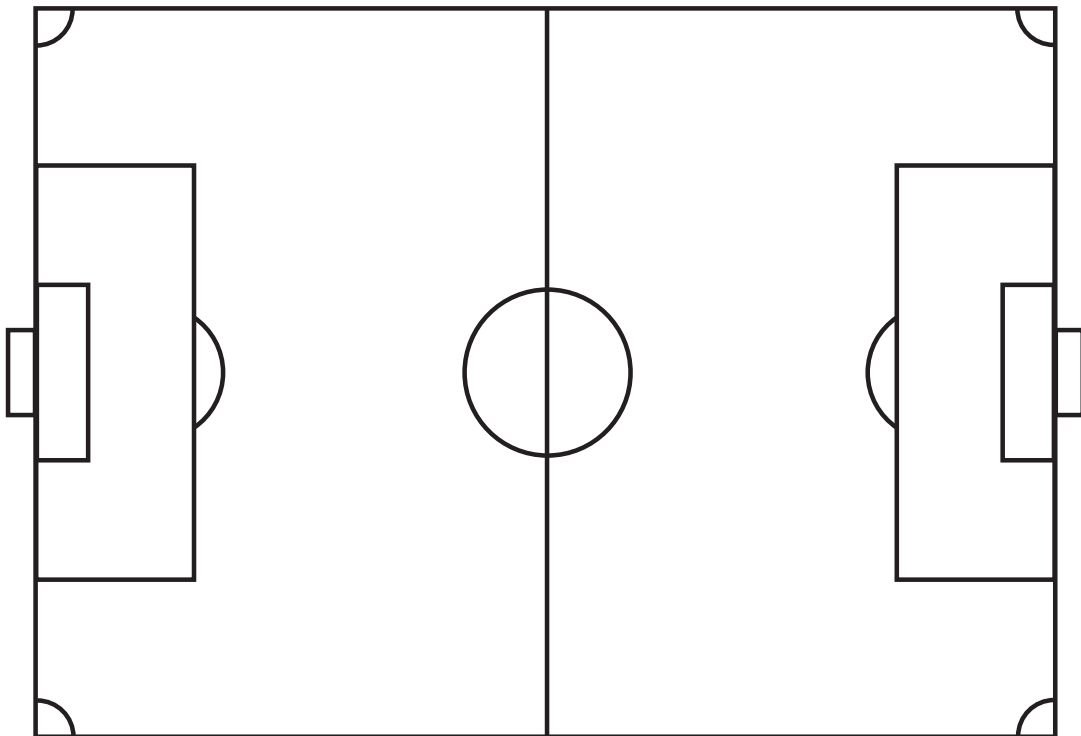
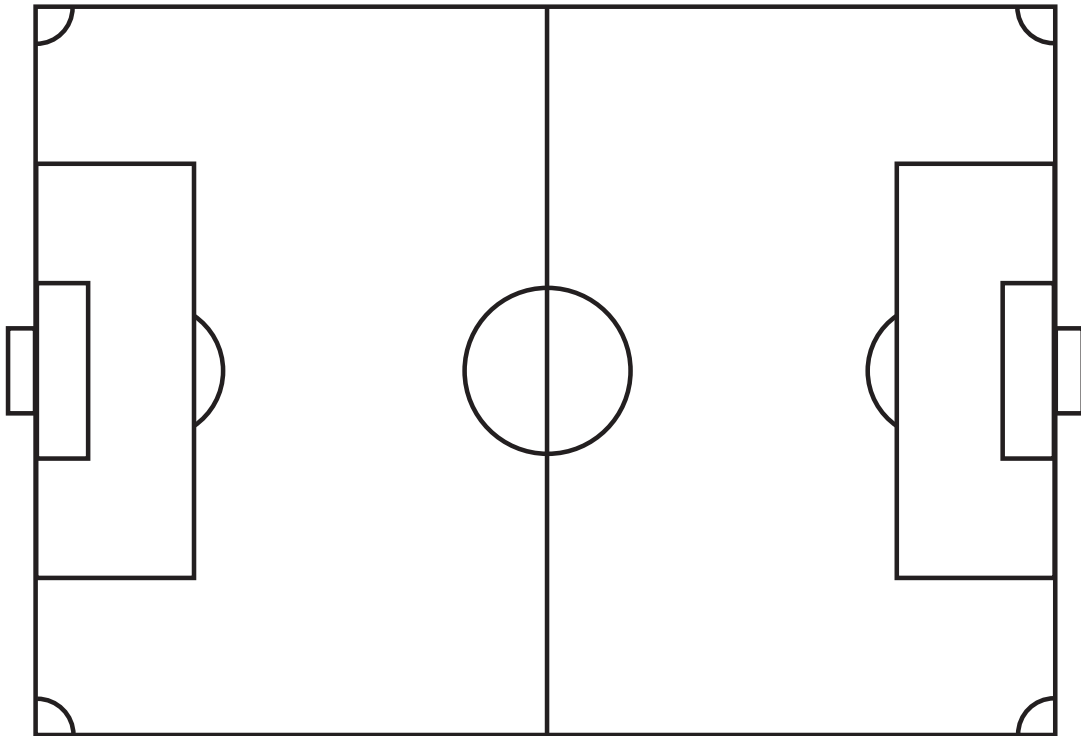
GOALKEEPING:

- **The Hands** – the “King” Consideration
- **Shape** – goalkeeping posture; concaving; the gorilla
- **Alert and Alive** – ready and relaxed – and dancing!
- **Open** – Looking Out – the window to the world.
- **Absorption** – the octopus; “Have you hugged your ball today?”
- **AMOB II** – as much of the body behind the ball as possible.
- **“Stay on your Feet”** – ALAP (as long as possible).
- **“Don’t Fall Backwards!”**
- **Set! – And Go!**
- **Side Diving** – to the side and on the side.
- **“React”** – do not anticipate!
- **Recovery** – AQAP (as quickly as possible).



9.10 9V9 DEFENDING**Major coaching points:**

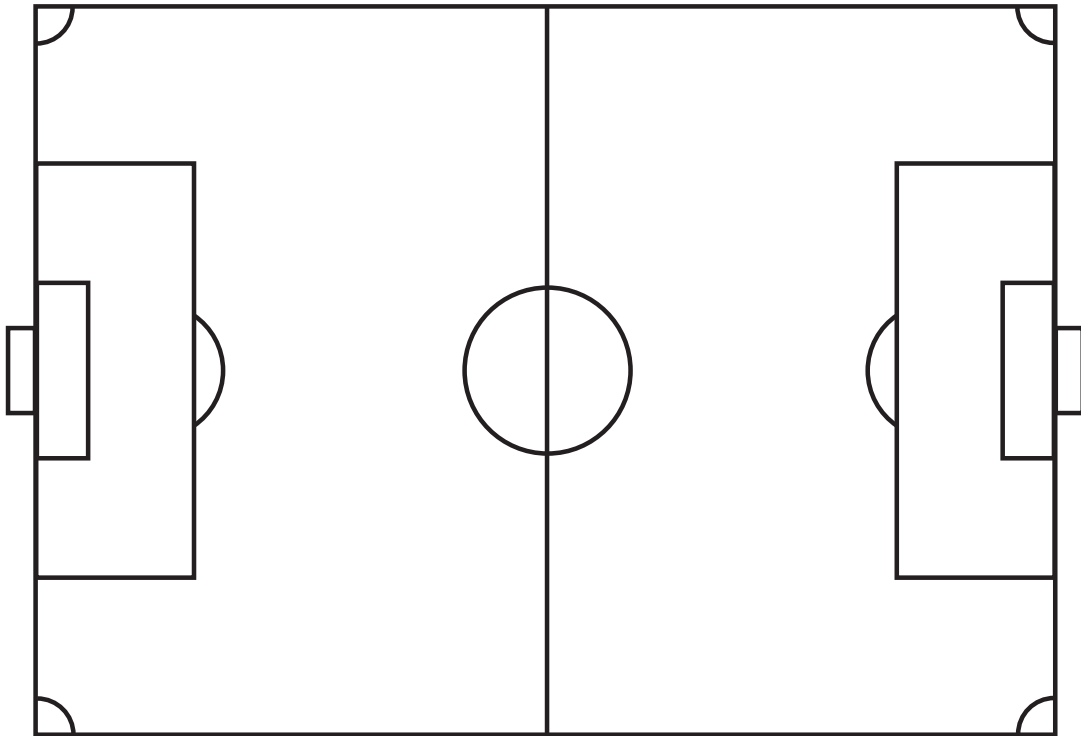
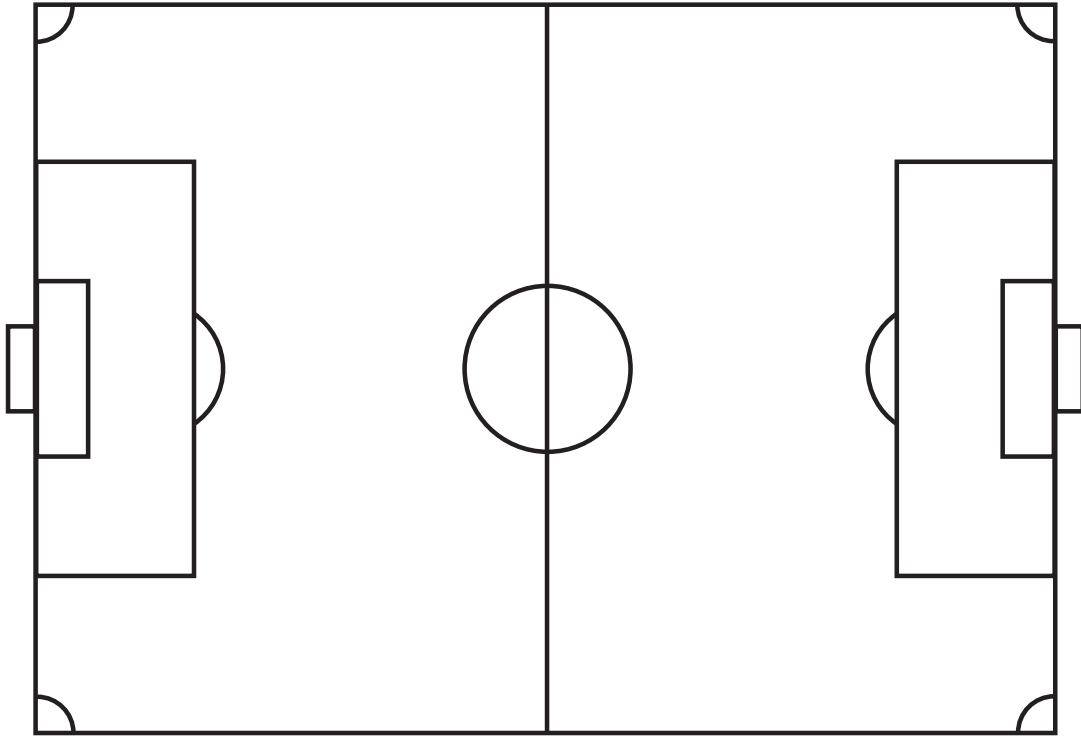
- Defending in each third
- Team shape
- Roles of individuals and groups
- Making play predictable
- Starting positions
- Tracking
- Concentration/compactness
- Show various examples of 2v2 within the 9v9
- Restarts
- Transition



9.11 9V9 ATTACKING

Major coaching points:

- Attacking through the thirds of the field
- Team shape
- Roles of individuals and groups
- Verbal and visual communication
- Recognition of numbers up and numbers down situations
- Speed of play
- Tactical application of technique
- Restarts
- Transition



Referees and the Laws of the Game

The following was written by Esfandiar Bahrmast, Director of Officials and Alfred Kleinaitis, Manager of Referee Development and Education for the United States Soccer Federation:

Players, spectators, and coaches are all important in the game of soccer. Each looks at a match differently, usually based on their particular interest in the outcome. There is a fourth group of participants, however, and they also bring a unique view of the sport.

The referee, two assistant referees, and a fourth official are appointed to each match by the competition authority (the group authorizing the match) and their job collectively is to insure fair, safe, and enjoyable play within the Laws of the Game. Everyone else can be a partisan for a team, a player, a league, or a club. Everyone else can want someone to win or lose. It is this partisanship, with flag-waving, drum-beating, face-painting, parading, yelling, and so forth which brings so much excitement to the world's most popular sport.

Unlike almost everyone else, however, the officials must be neutral about the score. Their objective has less to do with any particular outcome and more to do with the process by which the game is played.

In the early years of soccer, there were no referees. If there was a dispute regarding some action by a player, the team captains were expected to resolve the matter "like gentlemen." Later, each team appointed a referee but they could decide matters only if players claimed a violation of the rules, and often these officials were required to stay outside the field of play. In fact, we get the term "referee" from this practice of having persons to whom a dispute would be "referred."

Eventually, as the sport became more popular and more widely played, it also became something less than entirely gentlemanly. Winning added prestige to the sponsoring club or town, it put money in the pockets of players (and those who bet on them), and the mutual trust on which the teams had relied to "work out"



their disputes fell victim to the increased participation of players who did not share the “traditional values.” To meet these new pressures, the referee became a neutral party, stayed on the field, and could assess penalties for rules violations on his own initiative. The modern role of soccer referee was fairly well settled by the late nineteenth century.

Referees, players, and coaches are alike at the highest competitive levels in the sense that they are all professionals. Each has also been given special training and needs special knowledge in order to do their job. This training and knowledge is somewhat different for each one so, in this, they are similar but not the same. What really sets the referee apart from everyone else is the fact that, of the three, only the referee must be neutral. What is meant here is that the referee is present to give objective decisions affecting play without regard to what players or teams are involved.

NEUTRALITY

To say that the referee is neutral is merely a recognition that he has been appointed to exercise certain powers and duties (discussed below) without favoritism for one side or another using both the Laws and Spirit of the Game. By “Spirit of the Game,” we mean that referees have the larger purpose of protecting player safety, the fairness of the competition, and the enjoyment of the participants. What the referee cares most about is fair play and the opportunity for each player to display the skills which make soccer such an exciting sport.

Some interpret this to mean that the referee should call a roughly equal number of fouls for both teams (have you ever heard someone shouting “Call it both ways, ref!”?) or that the referee must respond to each situation on the field exactly the same way every time that same situation occurs. Nothing could be more untrue.

Counting fouls or penalty kicks for or against each side will only tell you about the players, not the referee. The referee can only respond to what players themselves do: if one team is committing more fouls than the other team, then it will experience more of the calls against it.

We also frequently hear calls for “consistency” even though this is usually a protest against an unliked decision. The problem is that every event on the field doesn’t stand entirely by itself. It occurs and must be handled in the context of everything that led up to it (including, possibly, events prior to the match itself). That makes every event unique except in the most basic sense. A push, for

example, is never just “a push” but something that involved two particular players occurring at a particular moment of play for a particular reason. Sometimes it is a foul and sometimes it isn’t.

- In the tenth minute of the match, Smith makes contact with Jones and Jones falls to the ground. The referee has seen exactly what occurred and, despite calls for a foul, decides that the contact was entirely legal.
- In the thirty-fourth minute, Smith charges Jones again and, although this time Jones only stumbles, the referee sees the details of the contact, decides that Smith has indeed committed a foul, but concludes that it was trifling because of Jones’ ability to play through it as though it hadn’t even happened.
- In the seventy-fifth minute, when Smith pushes Barnes, a foul is called and play is stopped because Barnes is less skilled or the shove is more vigorous and Barnes, unable to overcome the action against him, sprawls on the ground and loses the ball to Smith.
- At the eightieth minute, Smith pushes Jones again. This time, although Jones stumbles and is clearly going to fall, he is able to pass the ball to his teammate Perez who has a possible shot on goal so the referee shouts out “Play on!” and does not stop play.

All four referee actions were different, but was the referee being inconsistent? No, because the consistency was based on standards and criteria which are more important than the individual actions. We want the referee to apply these standards and criteria consistently, not that the result is the same each time.

A good example of this is the push that occurs roughly in the middle of the field. Referees are specifically trained in the concept of defensive, middle, and attacking thirds of the field and advantage must be understood differently depending on where the event occurs. In the middle third, advantage might be used only about half the time (on average), depending on the severity of the foul and the need of the referee to protect player safety and/or establish his authority for game control purposes. Not all pushes (or other fouls) are created equal. The referee must “sort out” all the events on the field and decide where they fit in the “flow” of the match because the response to each event depends on the referee’s assessment of how the event and his reaction to it will affect the game’s rhythm. Any given match has a basic flow or tempo which is set by the players, the field conditions, the amount of preparation by the teams, and many other factors. That



flow can change, often at the discretion of the players and coaches based on the strategies being pursued at any given moment. Sometimes, the flow or rhythm of the match is adversely affected by a foul or an act of gamesmanship (e.g., faking an injury). In such cases, it is the referee's job to select an action which is both proper (meaning, within the Law) and effective in restoring that flow.

Does this mean that what referees do might affect play? Of course this is what it means! That is the purpose. What referees do, however, is to restore a match to its natural flow when that flow has been upset through unfair actions by one or the other team.

KNOWLEDGE AND TRAINING

Referees are given special training not only in the Laws of the Game but also in procedures, mechanics, underlying principles, and guidance or instructions from the United States Soccer Federation (USSF). Moreover, they are required to update this training annually with in-service classes, written tests, assessments of on-field performance, and demonstrations of physical fitness and agility (less restrictive requirements apply for youth recreational soccer). Often, there are also annual minimum experience levels which must be maintained to insure that skills do not become rusty with disuse.

There is a lot more referees have to study and know than just the Lawbook (which is probably the most that players and coaches have even looked at). The Lawbook, of course, is easily obtained and, particularly in recent years following a general rewrite of the entire text that appeared in 1998, just reading it can provide many useful insights for coaches, players, and spectators. Achieving at least this level of familiarity with the Laws is useful. But there are many other areas considered part of the Laws of the Game which cannot be fully understood by reading the Lawbook alone.

USSF's National Referee Development Program has been responsible in recent years for many new publications (Guide to Procedures for Referees, Assistant Referees and Fourth Officials; Advice to Referees on the Laws of the Game, Guide to Fourth Officials, as well as a series of memoranda on specific topics or answering specific questions). It has produced video training tapes on offside, serious foul play, and gamesmanship, including its newest and most ambitious general purpose videotape on The Myths of the Game. The program has prepared and distributed around the country instructor guides and visual aids to support the training of referees at all levels. Much of this material is delivered through professional, experienced instructors, certified specifically for this

purpose, whose own training in turn is based on a detailed understanding of classic educational theories about how youth and adults learn and retain knowledge.

Annual recertification requirements emphasize, however, not just “book” learning but concrete skills in how this learning is applied on the field, in a game, with players. To support this objective, USSF has trained hundreds of assessors whose sole responsibility is to observe referees performing in real matches and to provide feedback both to the referees themselves as well as more confidentially to the Federation regarding the strengths being displayed and areas for potential improvement.

PROFESSIONALISM

Along with all the other elements of “professionalism” which we normally associate with such groups as doctors, lawyers, accountants, and coaches (knowledge, certification, annual training, commitment to providing service, etc.), referees also possess a formal code of conduct and a recognizable set of responsibilities with respect to the teams they officiate, the sport of soccer, the organization which assigns them to matches, their fellow officials, and themselves.

Among these responsibilities are staying fit, being up to date regarding the most current interpretations and modifications of the Law, being available for mentoring new officials, insuring complete preparation for each game assignment, supporting fellow officials in their official capacity, and knowing one’s own skills and abilities sufficiently well to accept only match assignments which are appropriate. It means completing all official reports quickly, neatly, and accurately; avoiding contacts, even otherwise innocent contacts, with players, coaches, and spectators which might give even the appearance of favoritism; staying calm even when being provoked; and closing out every assignment with a critical self-evaluation of strengths, weaknesses, and opportunities for improvement.

As referees gain experience, training, and skills, they are capable of undertaking more challenging assignments and are encouraged to confirm that increased ability by certifying at higher referee grade levels. The referee program in the United States is based on three levels of certification. Each level has two grades associated with it, one generally for provisional or entry level status and the other indicating “fully qualified at that level.” These levels are designated Referee, State Referee, and National Referee. A fourth level (FIFA) is a special



designation for persons proposed by the United States for the international panel of officials and accepted by FIFA (the international governing body for soccer).

Roughly 94% of all referees in this country are certified at the entry Referee level and continue at that level throughout their careers. The remaining 6% represent the officials who are assigned matches at the highest competitive levels (regional and national youth tournaments, senior amateur leagues, national professional leagues, and, of course, international competitions). Above the entry Referee level, the training focuses on different elements of the sport and emphasizes the role of the referee as a manager of persons engaged in a contest rather than as a policeman enforcing the law.

COMPETITIVE LEVELS OF PLAY

At these higher competitive levels, the referee is more concerned about insuring a fair, equitable, and safe environment for the display of athletic skills. Instead of constant interventions to punish all infringements, the referee is sensitive to the needs of the players to “play through” potential violations of the Law. Instead of treating each match as an independent, separate event, the referee is aware of the background of the sport, the competition authority, the teams, and even the individual players so that the game has a context within which player and team actions can be better understood and thus handled more intelligently. Instead of only studying the Laws of the Game (even with all the additional materials related to the Laws), the referee also studies modern thinking about team strategies, player positioning, team formations, and how the game of soccer is responding to changes in the Law.

Rarer still is the referee who understands that he or she is a vital part of this dynamic sport. Such referees appreciate the tremendous opportunity they have to influence, subtly and quietly, the direction of soccer. While there are hundreds of international and national player “superstars,” very few referee “superstars” are recognized. This is okay, but it doesn’t change the fact that senior, experienced officials walk out on the field with the certainty that, today, for this game and these players, a fit, neutral, knowledgeable, professional referee will oversee play and create a climate in which two teams will contest for a win based on skills alone. All officials can be proud that they contribute to this certainty.

Modified Laws

MODIFIED LAWS FOR U-8

LAW I – THE FIELD:

A. Dimensions:

The field of play shall be rectangular, its length being not more than 50 yards nor less than 40 yards and its width not more than 30 yards or less than 20 yards. The length in all cases shall exceed the width.

Recommendations:

Length: 50 yards Width: 30 yards (1/4 of a full size field)

B. Markings:

1. Distinctive lines necessary, sidelines and endlines.
2. A halfway line can be marked out across the field or otherwise indicated.
3. While other markings are possible, they are not required to ensure the enjoyment and development of the youngsters.
 - a. A center circle with a five (5) yard radius.
 - b. Four corner arcs with a two (2) foot radius.
 - c. Goal area - three (3) yards from each goal post and three (3) yards into the field of play joined by a line drawn parallel with the goal line.

C. Goals:

Maximum: Six (6) feet high and twelve (12) feet wide.
Minimum: Size of Hockey goals.

LAW 11 – THE BALL: Size three (3).

LAW III – NUMBER OF PLAYERS:

- A. Maximum number of players on the field at any one time: Four (4). No goalkeeper.
- B. Maximum number of players on the roster should not exceed ten (10).
- C. Substitutions:



1. Injuries.
2. See LAW VI I.
- D. Playing time: Each player SHALL play a minimum of 50% of the total playing time.
- E. Teams and games may be co-ed.

LAW IV – PLAYERS EQUIPMENT:

Conform to FIFA with the following exceptions:

- A. Footwear: Tennis shoes or soft-cleated soccer shoes.
- B. Shinguards: Mandatory.

LAW V – REFEREE:

- A. Registered Referees: These are possible.
- B. Associate Referees: These are possible.
- C. Parent/Coach or Assistant. This is the most logical choice.
- D. All rule infractions shall be briefly explained to the offending player.

LAW VI – LINESMEN: Not necessary.

LAW VII – DURATION OF GAME:

- A. The game shall be divided into four (4) equal twelve (12) minute quarters.
- B. There shall be a two (2) minute break between quarter one (1) and quarter two (2), and another two minute break between quarters three (3) and four (4).
- C. There shall be a half-time break of five (5) minutes between quarters two (2) and three (3).

Recommendation: that parent/coaches substitute between quarters to ensure that all players present play a minimum of 50% of the game.

LAW VIII – THE START OF PLAY:

Conform to FIFA with the following exceptions:

- A. Opponents must be six (6) yards from the center mark while kick-off is in progress.

LAW IX – BALL IN AND OUT OF PLAY: Conform to FIFA.

LAW X – METHOD OF SCORING: Conform to FIFA.

LAW XI – OFF-SIDE: There shall be no off-sides.

LAW XII – FOULS AND MISCONDUCT:

Conform to FIFA with the following exceptions.

- A. All fouls will result in an INDIRECT FREE KICK with the opponents six (6) yards away.
- B. The Referee must explain ALL infractions to the offending player.

LAW XIII – FREE KICKS:

Conform to FIFA with the following exceptions:

- A. Shall be classified under one heading - INDIRECT.
- B. A goal may not be scored until the ball has been played or touched by a second player of either team.
- C. No kicks shall be taken by the attacking team within the defending team's goal box.

LAW XIV – PENALTY KICKS:

No penalty kicks are to be taken during these games.

LAW XV – THROW-IN: Should be replaced by kick-in.

- A. Kick-in considered as an indirect free kick with opponents five (5) yards away from ball.
- B. If throw-in is used a second throw-in must be allowed if the player commits a foul on initial attempt. The Referee shall explain the proper method before allowing the player to re-throw.

LAW XVI – GOAL KICK:

Conform to FIFA with the following exceptions:

- A. Goal Kick may be taken within two (2) to three (3) yards of goal.
- B. Opponents must be six (6) yards away from the ball.

LAW XVII – CORNER KICK:

Conform to FIFA with the following exception:

- A. Opponents must be six (6) yards away from the ball.

RECOMMENDATIONS:

- Opposing parent/coaches and players should shake hands after each game.
- Do not record league standings.
- Do not record final score.
- Participation awards for ALL.



Parent/coaches, non-playing players, parents and spectators should be there to enjoy and encourage the activity of the youngsters.

No alcoholic beverages will be consumed or allowed near the playing area.

MODIFIED LAWS FOR U-10

LAW I – THE FIELD:

A. Dimensions:

The field of play shall be rectangular, its length being not more than 80 yards nor less than 70 yards and its width not more than 50 yards or less than 40 yards. The length in all cases shall exceed the width.

Recommendation:

Length: 70 yards Width: 50 yards (1/2 of a full size field)

B. Markings:

1. Distinctive lines not more than five (5) inches wide.
2. A halfway line shall be marked out across the field.
3. A center circle with an eight (8) yard radius.
4. Four corner arcs with a two (1) foot radius.
5. Goal area - six (6) yards from each goal post and six (6) yards into the field of play joined by a line drawn parallel with the goal line.
6. Penalty area - fourteen (14) yards into the field of play, joined a line drawn parallel with the goal-line.

C. Goals:

Maximum: Seven (7) feet high and seven (7) yards wide.

Minimum: Size of Hockey goals.

LAW 11 – THE BALL: Size four (4).

LAW III – NUMBER OF PLAYERS:

- A. Maximum number of players on the field at any one time: Eight (8).
One of whom should be a goalkeeper.
- B. Maximum number of players on the roster should not exceed:
Fourteen (14).
- C. Substitutions:
 1. Prior to throw-in.

2. Prior to a goal-kick, by either team.
 3. After a goal, by either team.
 4. After an injury, by either team, when the Referee stops the play.
 5. At half-time.
- D. Playing time: Each player SHALL play a minimum of 50% of the total playing time.
- E. Teams and games may be co-ed.

LAW IV – PLAYERS EQUIPMENT:

Conform to FIFA with the following exceptions:

- A. Footwear: Tennis shoes or soft-cleated soccer shoes.
- B. Shinguards: Mandatory.

LAW V – REFEREE:

- A. Registered Referees.
- B. Associate Referees.
- C. Parent/Coach or Assistant.
- D. All rule infractions shall be briefly explained to the offending player.

LAW VI – LINESMEN: Use club linesmen.

LAW VII – DURATION OF GAME:

- A. The game shall be divided into two (2) equal halves of twenty-five (25) minutes each.
- B. Half-time break shall be five (5) minutes.

LAW VIII – THE START OF PLAY:

Conform to FIFA with the following exception:

- A. Opponents must be eight (8) yards from the center mark while kick-off is in progress.

LAW IX – BALL IN AND OUT OF PLAY: Conform to FIFA.

LAW X – METHOD OF SCORING: Conform to FIFA.

LAW XI – OFF-SIDE: Conform to FIFA.

LAW XII – FOULS AND MISCONDUCT: Conform to FIFA.



LAW XIII – FREE KICKS:

Conform to FIFA with the following exception:

- A. Opponents must be eight (8) yards away before kick is allowed.

LAW XIV – PENALTY KICKS:

Conform to FIFA with the following exception:

- A. Opponents must be eight (8) yards away before kick is allowed.

LAW XV – THROW-IN: Conform to FIFA.

LAW XVI – GOAL KICK: Conform to FIFA.

LAW XVII – CORNER KICK:

Conform to FIFA with the following exception:

- A. Opponents must be eight (8) yards away from the ball.

RECOMMENDATIONS:

- Opposing parent/coaches and players should shake hands after each game.
- Do not record league standings.
- Do not record final score.
- Participation awards for ALL.

Parent/coaches, non-playing players, parents and spectators should be there to enjoy and encourage the activity of the youngsters.

No alcoholic beverages will be consumed or allowed near the playing area.

Appendix

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UNITED STATES SOCCER FEDERATION

A.1 APPENDIX

Care & Prevention

I. Prevention

The first line of defense in the treatment of athletic injuries is to prevent them. This is accomplished by a well-planned conditioning program; competition among equal ability and size groups, proper warm-up and adherence to the laws of the game. Other factors that can lead to prevention of injuries:

- A. Proper use of equipment (shin guards, no jewelry, uniforms designed for climate).
- B. Continuous upkeep of the playing surfaces.
- C. Proper fitting shoes, proper type of shoes for surface.
- D. Ample water supply and breaks to give players a rest.
- E. Avoid scheduling training during the hottest periods of the day and when there is intense humidity.
- F. Full rehabilitation of initial injury prior to return to play.
- G. Use of proper pre-season screening program by qualified personnel:
 1. Will ensure that players are not entering the season with a pre-existing injury.
 2. Insures that rehabilitation is complete.
 3. Gives the player and team physician a chance to get to know each other.
 4. Determines the general health of the player.
 5. May need some suggestions for rehabilitation or conditioning.
It is suggested that the coach or someone from the team be responsible for assisting with injuries, which may include attending a certified Red Cross First Aid Course.

It is recommended that the coach should follow-up with a phone call immediately after the game to the parents regarding any type of injury, should the parents not be in attendance at the game.

Each team should have and know how to use a First Aid kit that includes but is not limited to: Team Safety and Information Card, plastic bags and ties for ice, ice in a cooler, tape, band aids, scissors, antiseptic, sterile pads, towelettes, gauze pads, ACE wrap, and antibiotic First Aid cream.



II. Care

The care of the injured athlete will begin the moment that an injury occurs. Immediate care will reduce the severity of the injury and the possibility of long term disability. The coach, upon seeing an injured player on the field should:

- A. Make sure that the airway is clear.
- B. Determine if the player is conscious and breathing.
- C. Ask how the injury occurred: where did you get hit, did you twist, did your leg give out.
- D. Ask the player where it hurts.
- E. If the player is unable to continue, he should be checked to determine the extent of the injury.

After determining that the injury is life threatening, the nature of the injury can be further determined:

- A. Note the position of the injured part.
- B. Look for swelling and deformity.
- C. Compare with the opposite side.
- D. Ask the player or teammates what happened.

Treatment should be as follows remembering R.I.C.E.:

- R: Remove the athlete from the contest
- I: Apply ice to the injured part
- C: Apply compression bandage
- E: Elevate the body part

The ICE treatment is the only first aid treatment that is safe treatment for a sports injury without professional advice. The ICE treatment helps in three different ways:

- A. Applying ice chills the injured area causing the blood vessels to contract, closing circulation to the injured area.
 - B. Applying pressure with the elastic bandage inhibits the accumulation of blood and fluids in the area, thereby minimizing pain and swelling.
 - C. Elevating the injured area decreases fluid accumulation to the injured area, puts the area to rest and helps reduce painful muscle spasms.
- ICE treatments can do no harm to any type of injury. Almost

anything else, including heat applications, can cause harm in some instances.

After the evaluation of the injured athlete, follow-up should be considered if:

- A. Gross swelling or deformity is present.
- B. The player is unable to bear weight on the injured part.
- C. Severe pain or discomfort is present.

Some familiar terms that you should know in dealing with athletic injuries:

1. **SPRAIN:** ligaments are bands of tissue that attach a bone to a bone and stabilize joints. A sprain is an injury to one or more ligaments. Use R.I.C.E. Principle.
2. **STRAIN:** is a tearing injury to a muscle or a tendon (tendon attaches muscle to bone except achilles tendon). Athlete may experience a hearing of the muscle tearing, muscle fatigue and spasm before occurrence, severe weakness or loss of function of muscle, sharp pain upon occurrence, spasmodic contraction (flexion of body part), extreme tenderness to touch and/or indentation of the body part.
3. **CONTUSION:** a crushing injury to a muscle or tendon caused by an outside force, which causes hemorrhaging to surrounding tissue. Immediate Care R.I.C.E.
4. **ABRASION:** a loss of surface area of the skin caused by sliding on synthetic surface or bare grass field.

CARE FOR AN ABRASION: the area should be cleaned with an antiseptic to prevent infection. An antibiotic ointment should be applied to keep the wound moist and to destroy bacteria present.

5. **BLISTER:** the collection of fluid under the skin usually caused by friction (improperly fitting shoes).

CARE FOR A BLISTER: if the blister is open, it should be cleaned as for an abrasion. If the blister is closed with the fluid under the surface, it should only be drained by a qualified person.



6. **HEAT EXHAUSTION:** body temperature approximately normal, skin pale and clammy, profuse perspiration, tired and weak, headache - perhaps cramps, nausea, dizziness, possible vomiting, and possible fainting (the player will probably regain consciousness as the head is lowered).

Immediate care — give player water (1/2 glass of water every 15 minutes) over a period of about 1 hour, have player lie down with feet raised 1 to 12 inches, loosen players clothing, apply cool wet cloths and fan player or remove to air conditioned area, if player vomits do not give him/her any more fluids but take to hospital immediately and after an attack of heat exhaustion refer player to physician for further diagnosis, treatment and to return to activity.

7. **HEAT STROKE:** body temperature is high, skin is hot, red and dry, sweating mechanism is blocked, pulse is rapid and weak player may be unconscious.

Immediate care — seek medical help and attention immediately, try to cool the body by removing clothing (within modesty and sexual differences), repeatedly sponge the bare skin with cool water or apply cold packs continuously or place player in a tub of cold water (do not add ice) until players temperature is lowered, use of fans or air conditioning will promote cooling, if temperature goes up start process again, do not give the player stimulants and avoid overcooling the player, may have to care for shock.

8. **CRAMPS:** an involuntary contraction of a muscle or muscle group that is repetitive and rapid in nature.

Immediate care — hydrate player with water, and exert firm pressure with your hands on the cramped muscle and gently massage to relieve spasm.

9. **CONCUSSION:** head injuries — most injuries to the head are the result of direct or indirect blows causing dizziness, dull to severe headache, ringing in the ears, loss of consciousness, failure to relate to events before receiving the blow, disorientation, neurological signs (eyes — dilation of pupils or irregularity of pupils, blurred vision, poor light accommodation by pupils, involuntary movement of eyeballs) convulsions, coma, vomiting, and possible loss of muscle control.

Immediate care - seek medical attention at once for cautionary measures.

Rules of thumb when handling an injured player:

- Avoid panic.
- Check for breathing, bleeding, consciousness, deformity, discoloration and shock.
- Dependent upon nature of injury avoid moving the patient.
- Inspire confidence and reassure patient.
- Use common sense.
- Seek professional help.
- Check to see how injury occurred (history of).

Use certified athletic trainers when available.
Always ERR on the side of caution.

It is recommended that if a player has had medical attention, they must have written permission from the doctor to return to activity.

Resumption of activity-following an injury:

The athlete should not be able to return to play in practice or game conditions until the following criteria have been met:

1. The player should be able to run straight without pain; run and turn in a figure eight without a sign of a limp.
2. He should be able to support weight with the injured part. If the injury is an ankle or knee, he should be able to do a toe raise on the injured side without being supported.
3. The player should have practiced with the team prior to entering competition.
4. There should be no pain or swelling or disability following activity.



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**A.2 APPENDIX
“C” LICENSE
ANATOMY/CARE &
PREVENTION TEST**

1. List five (5) factors that can lead to a lower incidence of injuries in soccer players.
2. What will be some of the effects of a pre-season medical screening program?
3. What factors should be noted when an injury occurs?
4. Define the term R.I.C.E., and explain how it relates to the care of an injured athlete.
5. At what point should further medical care be considered for an injured athlete?
6. Define the terms sprain and strain.
7. Define the terms abrasion and contusion.
8. Define the terms concussion and muscular cramps.
9. What rules should you adhere to when handling an injured player?
10. List two (2) factors that should be considered before a player returns to activity following an injury.



UNITED STATES SOCCER FEDERATION

A.3 APPENDIX

The Gender Issue

A.3 THE GENDER ISSUE

There has been much debate on the difference between coaching girls vs. boys, men vs. women. In this course, where the focus is on youth players between the ages of 12-14 there are some factors to consider. Should you coach your U12 girls team the same way you coach your U12 boys? The following are ideas meant to assist you if you find yourself coaching the gender that you don't work with on a regular basis, or are looking for insight in coaching the gender not your own.

First, the game is the game, and at the youth level the basics of soccer that they are learning should be the same. Principles of play, playing through thirds of the field, technical functions, etc, are all the same regardless of gender. Admittedly, as players reach the older age groups, the game may be played in a different way tactically, which can be attributed partly to the difference in sheer physical abilities between genders. However, factors such as individual and team ability levels can have as much of an impact on game tactics as gender, which must also be kept in perspective by the coach.

Generally speaking, the main concept to keep in mind when coaching the different genders at the youth level is that the content is basically the same, but your approach and management style may need to adjust to each situation. It would be short sighted to say that boys need to be coached in this way and girls need to be coached that way. As much as they belong to a definitive group (male or female), they are also individuals. This will cause them to respond in their own way based on past experiences, environment, and internal motivations.

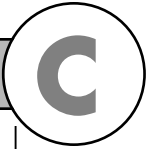


Given this information, it is important to know and understand the players on your team so that you can determine the best way to coach them individually and as a group.

There are of course some general differences based on gender that can be seen in youth players at this age. For one, boys are more likely to try new things at the direction of their coach in hopes that it will make them one of the best players on the team and give them the satisfaction of showing off their new skill. Girls are more inclined to ask why they should be mastering a new skill, and how it fits within the big picture. Girls are also much less likely to want to ‘show off’ at this age, as they are very concerned with fitting in to their social group. Along the same line, it is generally agreed that girls are less likely to want to be singled out at the youth level, whether that be for correction or praise. Again, this is dependent on the individual, and the more competitive a player is, the more likely they want to be recognized for their achievements, as well as accepting of their corrections. The most important factor to consider is how you manage and teach players at this age. In general, 12-14 year old girls want to know you care about them individually, and many will base their assessment of you as a coach on that factor. Boys are looking for you to make them better as soon as possible, and tend not to rely so heavily on the relationship part of the player/coach relationship.

Important factors to consider when coaching a different gender: Your personal coaching style; the age and ability of the players; players past experiences and future goals.

Topic for discussion: What other factors can you come up with?



FINAL PRACTICAL TEST

U.S. Soccer National Coaching Schools
C License Evaluation Form

Name: _____ Date: _____ Course Site: _____ Start Time: _____ End Time: _____ Grade: _____

Topic: _____

Criteria	Grade	Comments
I. Outline		
1. Reflects Topic	S	U
2. Outline/Organization/Progression	S	U
3. Appropriate Progression	S	U
II. Candidate		
1. Appearance	S	U
2. Voice	S	U
3. General Attitude	S	U
III. Presentation/Organization		
1. Organization/Equipment	S	U
2. Organization/Field Space	S	U
3. Organization/Players	S	U
IV. Coaching Effectiveness (must receive a P in all category IV topics to pass the course)		
1. Teaching Ability	P	NR
2. Knowledge/Content/Clarity	P	NR
3. Recognizes moments to address decision making (tactics)	P	NR
4. Recognizes moments to address proper technique and its application	P	NR

Instructor Comments: _____

Instructor Name: _____ Instructor Signature: _____

Grading Scale: P-Pass, NR-Not Ready (must re-test before eligible for license), S-Satisfactory, U-Unsatisfactory

Pass = Candidate must wait a minimum of 1-year before eligible to attend USSF 'B' License
NR = Candidate must wait a minimum of six months before eligible to re-test at a regional site



C License Evaluation Form cont.
(significant coaching points)



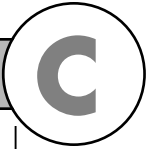
Comments

Significant Moments

Time of Action

FINAL PRACTICAL TEST

U.S. Soccer National Coaching Schools
C License Evaluation Form



Name: _____ Date: _____ Course Site: _____ Start Time: _____ End Time: _____ Grade: _____

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Criteria	Grade	Comments
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3. Appropriate Progression	S	U
II. Candidate		
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3. General Attitude	S	U
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1. Teaching Ability	P	NR
2. Knowledge/Content/Clarity	P	NR
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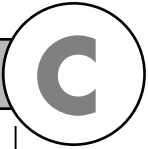
C License Evaluation Form cont.
(significant coaching points)



Comments

Significant Moments

Time of Action



FINAL PRACTICAL TEST

U.S. Soccer National Coaching Schools
C License Evaluation Form

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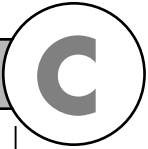
C License Evaluation Form cont.
(significant coaching points)



Comments

Significant Moments

Time of Action



FINAL PRACTICAL TEST

U.S. Soccer National Coaching Schools
C License Evaluation Form

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Topic: _____ Start Time: _____ End Time: _____

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1. Organization/Equipment	S	U
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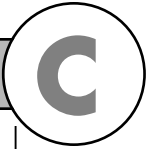
C License Evaluation Form cont.
(significant coaching points)



Comments

Significant Moments

Time of Action



FINAL PRACTICAL TEST

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C License Evaluation Form

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UNITED STATES SOCCER FEDERATION

U.S. Soccer "C" Candidate License
Oral Examination – Critique Form

Name: _____ Date: _____
Site Location (i.e. school or field location, state): _____

Category: **Technique** or **Tactics** (circle one)

Question: _____

Start Time: _____ End Time: _____

Instructor Comments: _____

Grade: _____

Instructor (print name): _____

Grading Scale: P-Pass NR - Not Ready



UNITED STATES SOCCER FEDERATION

U.S. Soccer "C" Candidate License
Oral Examination – Critique Form

Name: _____ **Date:** _____
Site Location (i.e. school or field location, state): _____

Category: **Technique** **or** **Tactics** *(circle one)*

Question: _____

Start Time: _____ **End Time:** _____

Instructor Comments: _____

Grade: _____

Instructor (print name): _____

Grading Scale: P-Pass NR - Not Ready



UNITED STATES SOCCER FEDERATION

A.5 APPENDIX

Making a Lesson Plan

When making a lesson plan remember the following points:

- Design your session for no more than 18 players.
- Design activities to flow from simple to complex — add elements of the game as you progress.
- Design session to include individual, small group and large group activities.
- Use the space to the left side of the lesson plan to explain your activity and highlight the coaching points.
- Include the objectives of the game and method of scoring.
- If using restrictions make sure they are applicable to your objective and topic.
- Use the grids and field diagrams to illustrate your activities and games.
- Include the general dimensions for the playing area — you should be prepared to adjust the size during your session if needed.
- Use the area of the field that are most applicable to your topic if possible to provide a clearer reference for you players.
- Make sure your activities are realistic to the game.

When diagramming remember the following points:

- Keep diagrams simple
- Use a straight line for a pass — a dotted line for a run — a scribbled line for a dribble
- Indicate size of area on lesson plan next to diagram
- Indicate neutral players with an N

Finally, your practice must make sense by:

- Is it simple, clear and easy to understand
- Does it look like soccer?
- Will your players understand where the practice fits in the game?
- Are the objectives you set for the players to achieve realistic?
- Are your instructions clear and to the point?
- Does the activity or practice bring out the actual elements of the game?



LESSON PLAN



NAME: JOHN SMITH DATE: JANUARY 1

TOPIC: PASSING

SESSION OBJECTIVE: IMPROVE ACCURACY AND QUALITY OF SHORT DISTANCE PASSING TO KEEP POSSESSION

EQUIPMENT NEEDS

- 16 BALLS
- 8 YELLOW BIBS / 8 RED BIBS
- 20 DISK MARKERS
- 4 SMALL GOALS

OUTLINE/COACHING POINTS: 16 PLAYERS

WARM UP (FUNDAMENTAL)

• IN 2'S - MOVE AND PASS IN SPACE

5V3 POSSESSION GAME (DR. RELATED)

• 2 GAMES OF 5V3 FOR POSSESSION

CP: DISGUISE OF PASS - ACCURACY OF PASS - PLAY QUICKLY - 1ST TOUCH

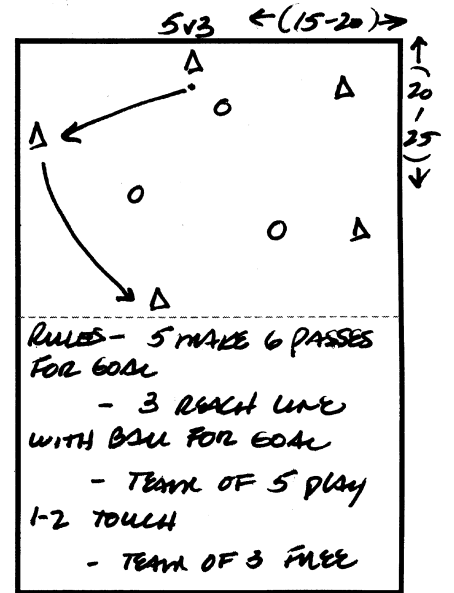
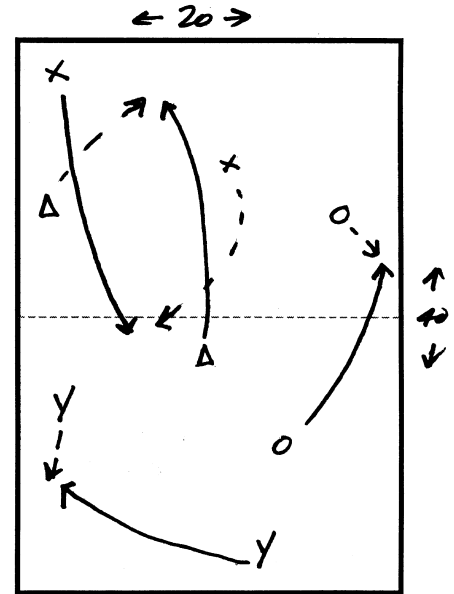
4V4 GAME TO MULTIPLE GOALS (DR)

• DEFEND & ATTACK 2 GOALS - USE SHORT PASSING TO MOVE BALL QUICKLY

CP: FIND FORWARD PASS - WHEN TO DRIBBLE OR PASS - DISGUISE PASS

7V7 GAME - ORGANIZE TEAMS IN 2-3-1

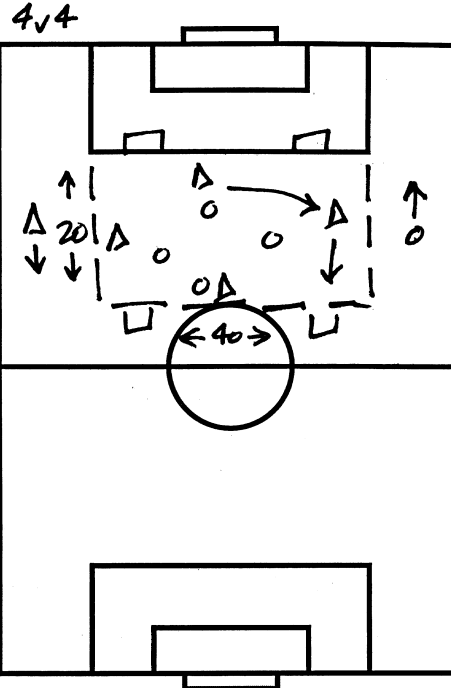
CP: SEE BACK



PRACTICE GROUPS/TEAMS

Δ KEITH	K	Bill	O
MARK	2	KYLE	
CATRIS	3	SAM	
TYLER	4	ALAN	
JEFF	5	TEDDY	
ALBERT	6	TOM	
JAY	7	DAVE	
(PHIL)	8	(MICHAEL)	
	9		
	10		
	11		
	12		

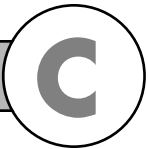
Phil/Michael will leave practice early



<ul style="list-style-type: none"> • ORGANIZE 2-3-1 • INTRO. DEF & ATT HALF FOR SAFETY / RISK IN PASSING 	
<ul style="list-style-type: none"> • FORWARD PASS - WHEN POSSIBLE • KEEP POSSESSION WHEN PLAYING FROM GOAL TO GOAL 	
<ul style="list-style-type: none"> • STRIKE BALL WITH CORRECT SURFACE OF FOOT 	
<ul style="list-style-type: none"> • DON'T TELEGRAPH THE PASS! 	



UNITED STATES SOCCER FEDERATION



LESSON PLAN



NAME: _____ DATE: _____

TOPIC: _____

SESSION OBJECTIVE: _____

EQUIPMENT NEEDS

OUTLINE/COACHING POINTS: _____

Lined area for outline/coaching points

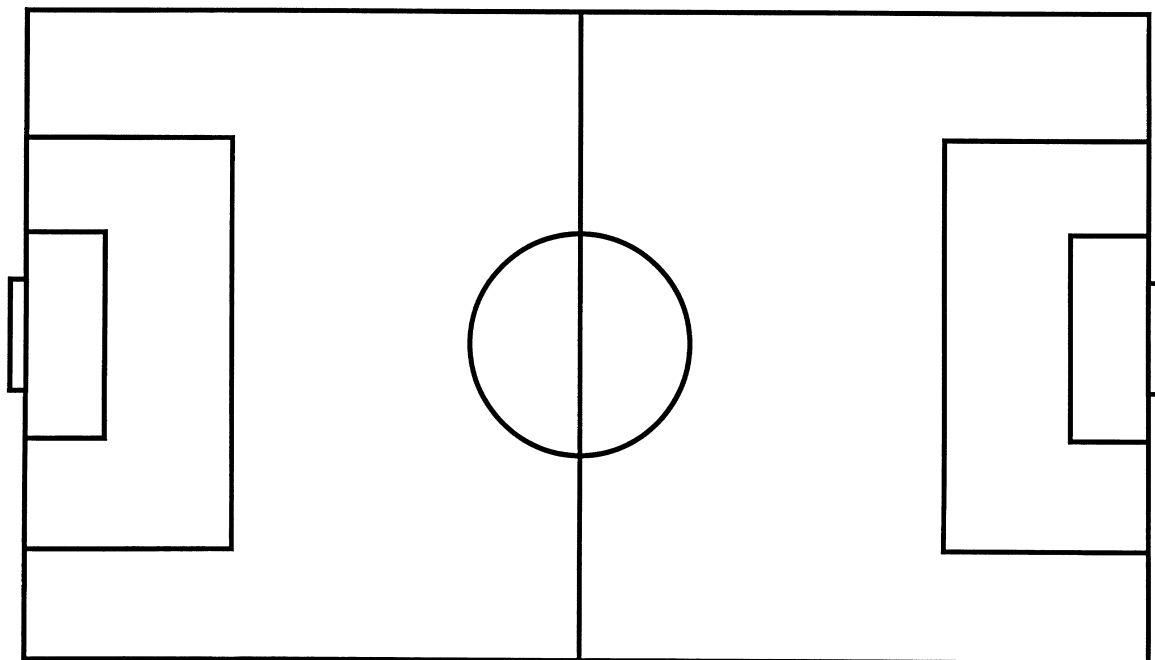
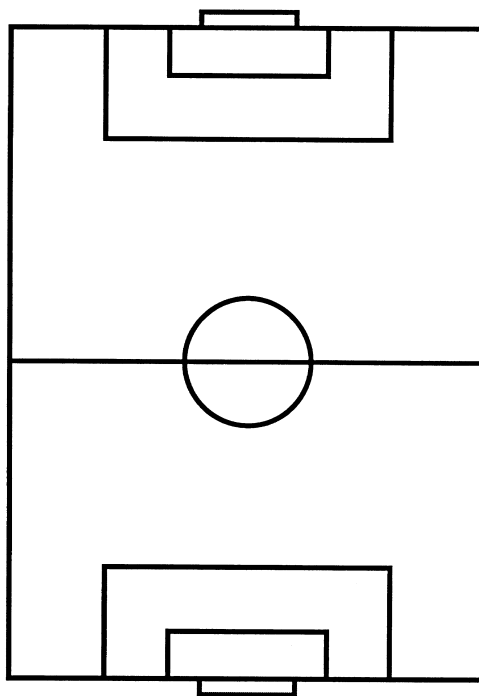
Empty box with a dashed horizontal line

Empty box with a dashed horizontal line



PRACTICE GROUPS/TEAMS

_____ K _____
_____ 2 _____
_____ 3 _____
_____ 4 _____
_____ 5 _____
_____ 6 _____
_____ 7 _____
_____ 8 _____
_____ 9 _____
_____ 10 _____
_____ 11 _____
_____ 12 _____



LESSON PLAN



NAME: _____ DATE: _____

TOPIC: _____

SESSION OBJECTIVE: _____

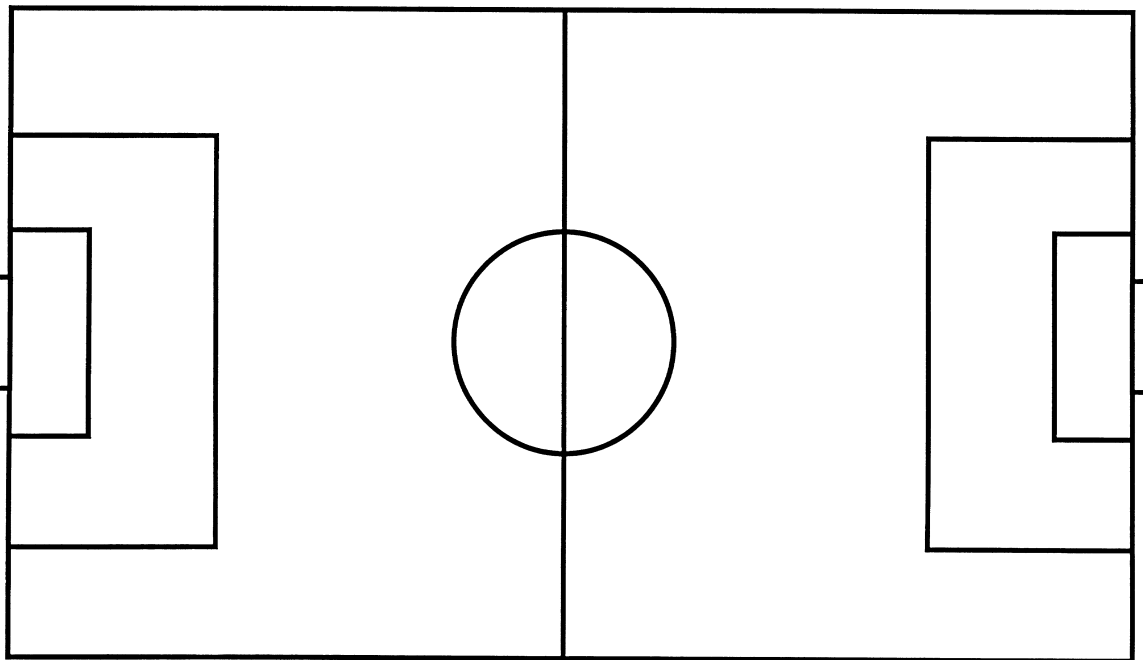
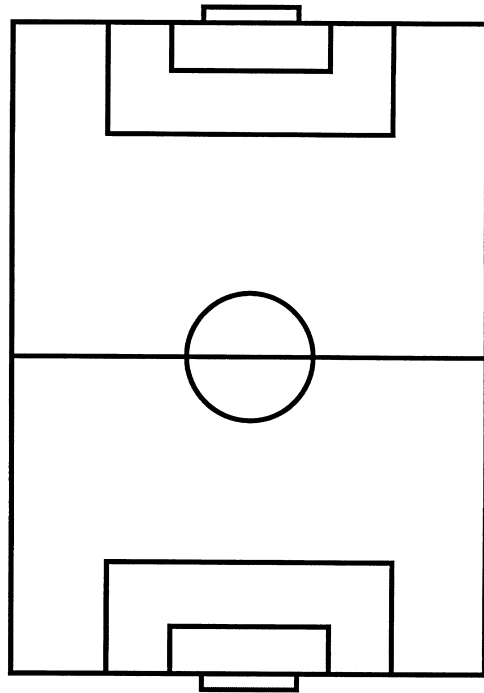
EQUIPMENT NEEDS

OUTLINE/COACHING POINTS: _____



PRACTICE GROUPS/TEAMS

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_____ 2 _____
_____ 3 _____
_____ 4 _____
_____ 5 _____
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_____ 7 _____
_____ 8 _____
_____ 9 _____
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_____ 11 _____
_____ 12 _____



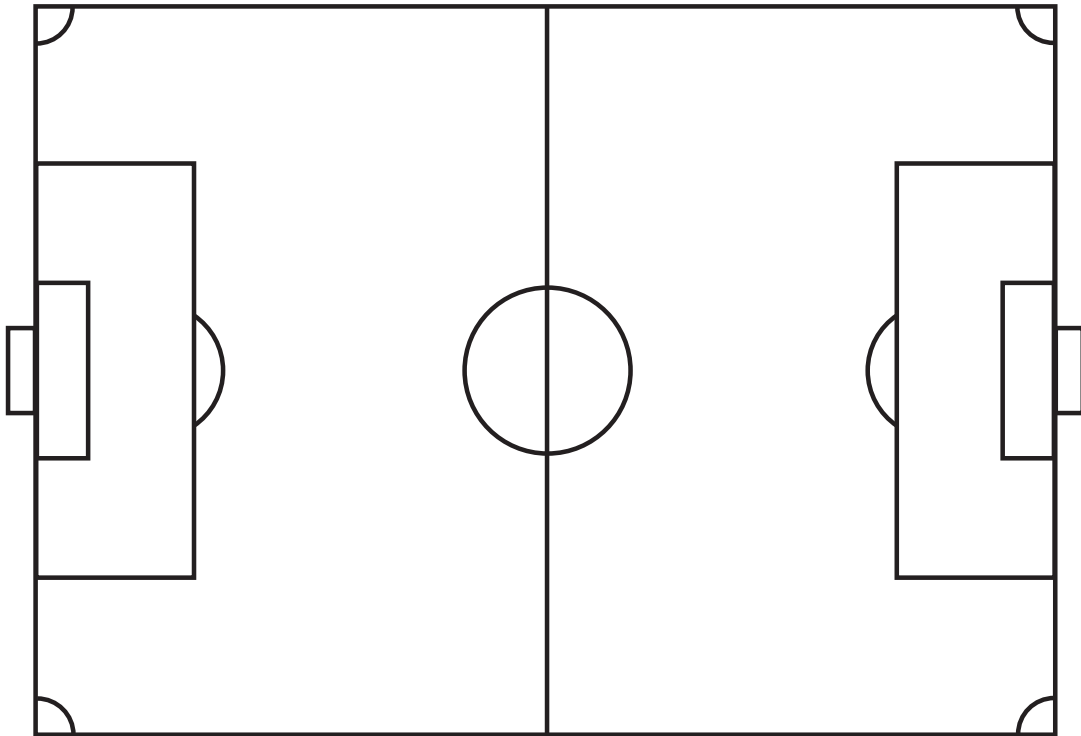
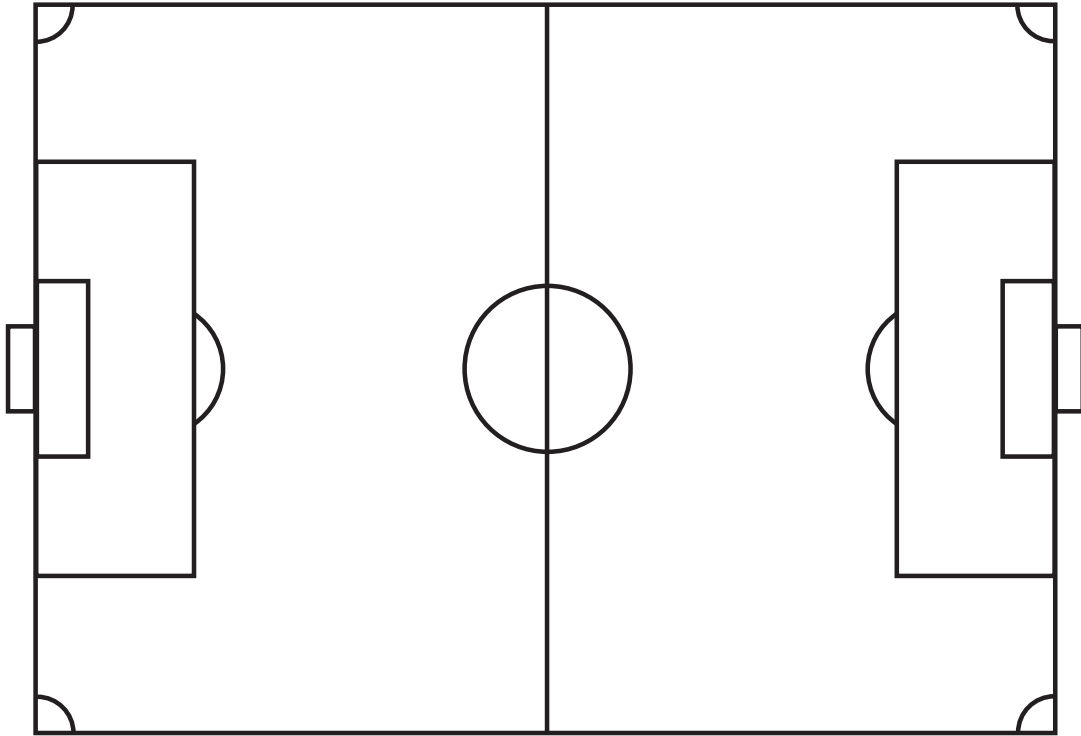


Name: _____
 Topic: _____

Technique

<u>Technical Warm-up</u>	<u>Organization</u>	<u>Key Coaching Points</u>
<u>Small-Sided Activity</u>		
<u>Expanded Small-sided Activity</u>		
<u>7 v 7 to Big Goals</u>		

Cool-Down



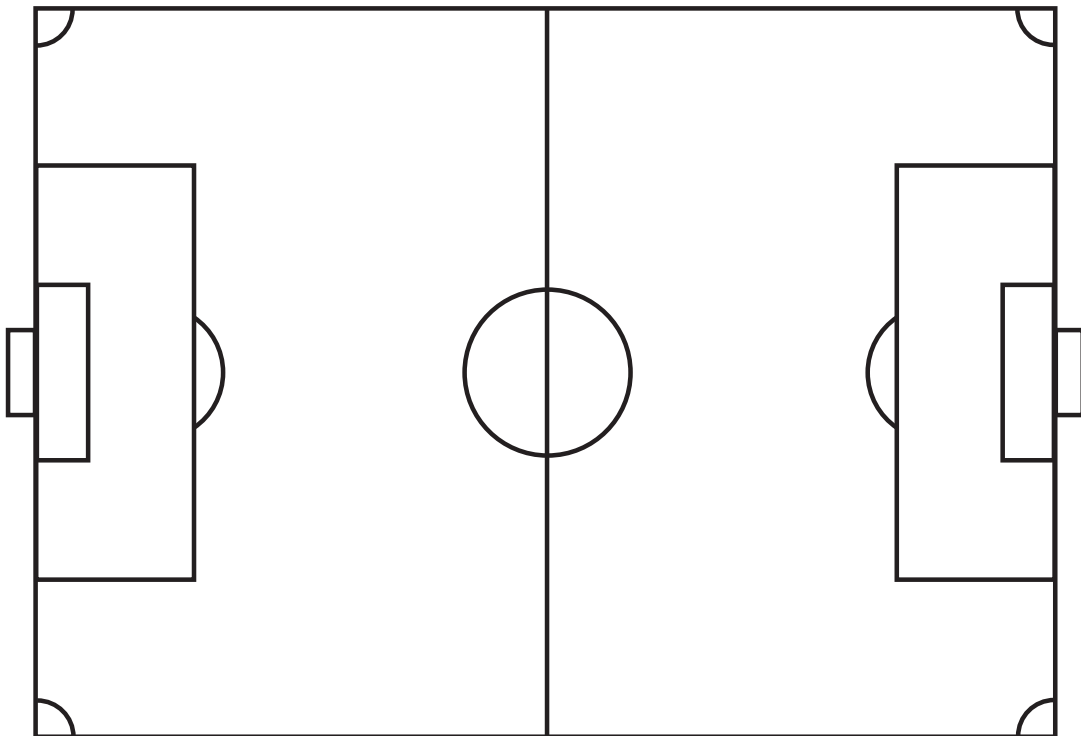
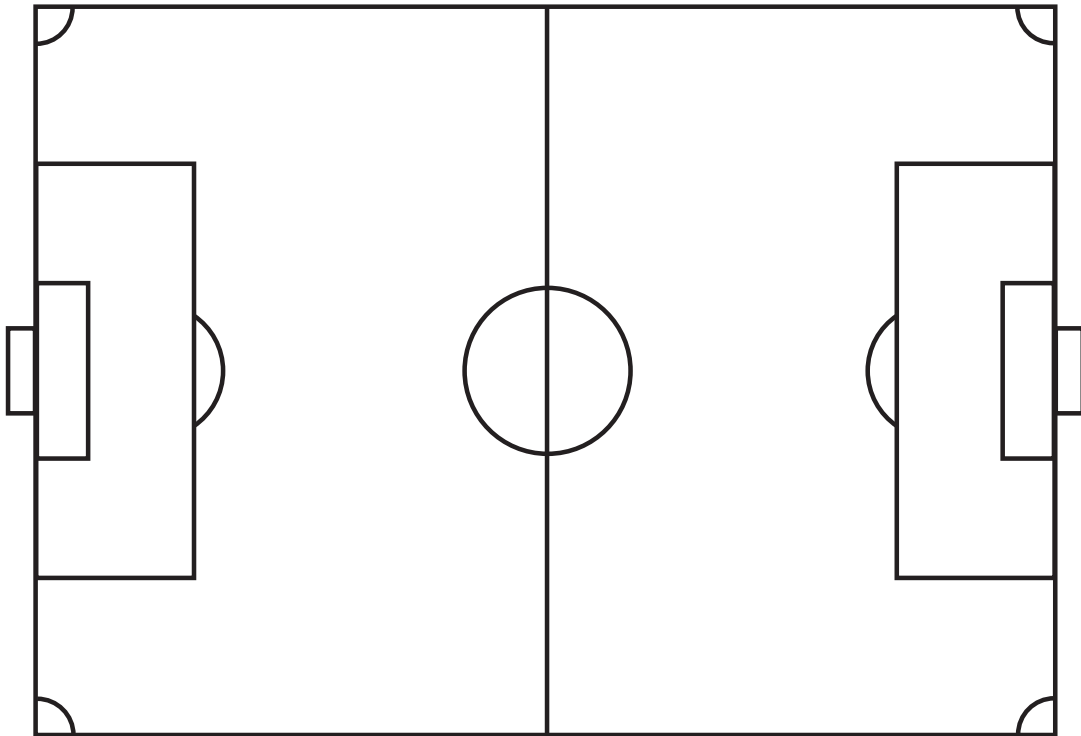


Name: _____
 Topic: _____

Technique

<u>Technical Warm-up</u>	<u>Organization</u>	<u>Key Coaching Points</u>
<u>Small-Sided Activity</u>		
<u>Expanded Small-sided Activity</u>		
<u>7 v 7 to Big Goals</u>		

Cool-Down



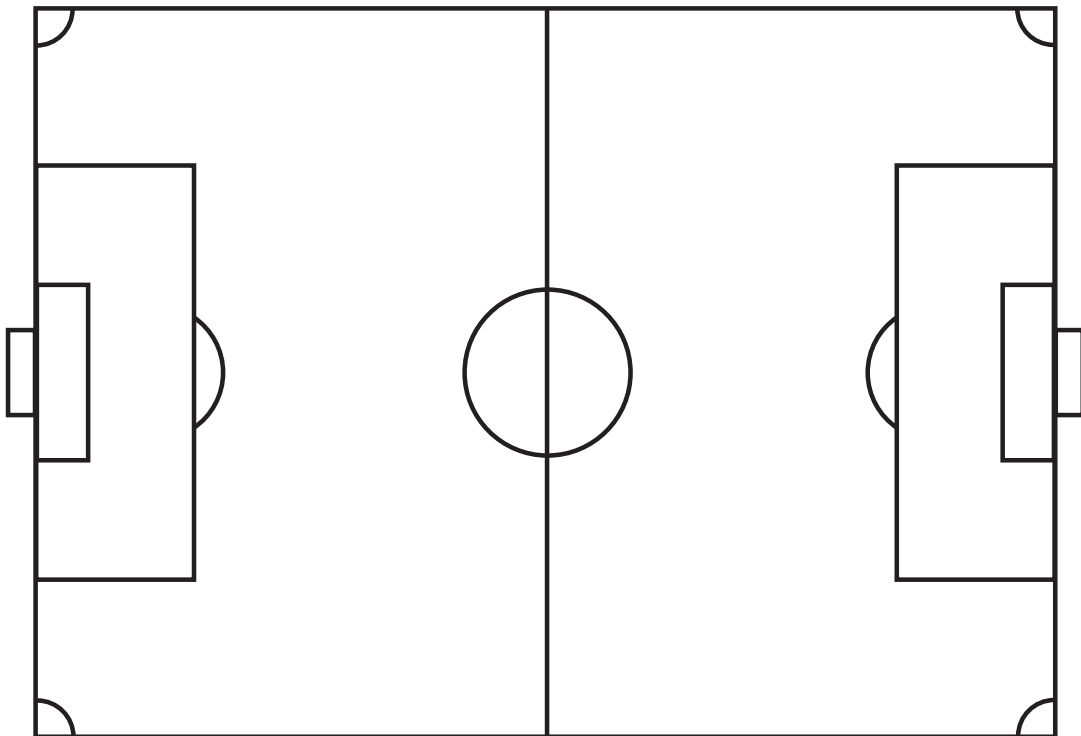
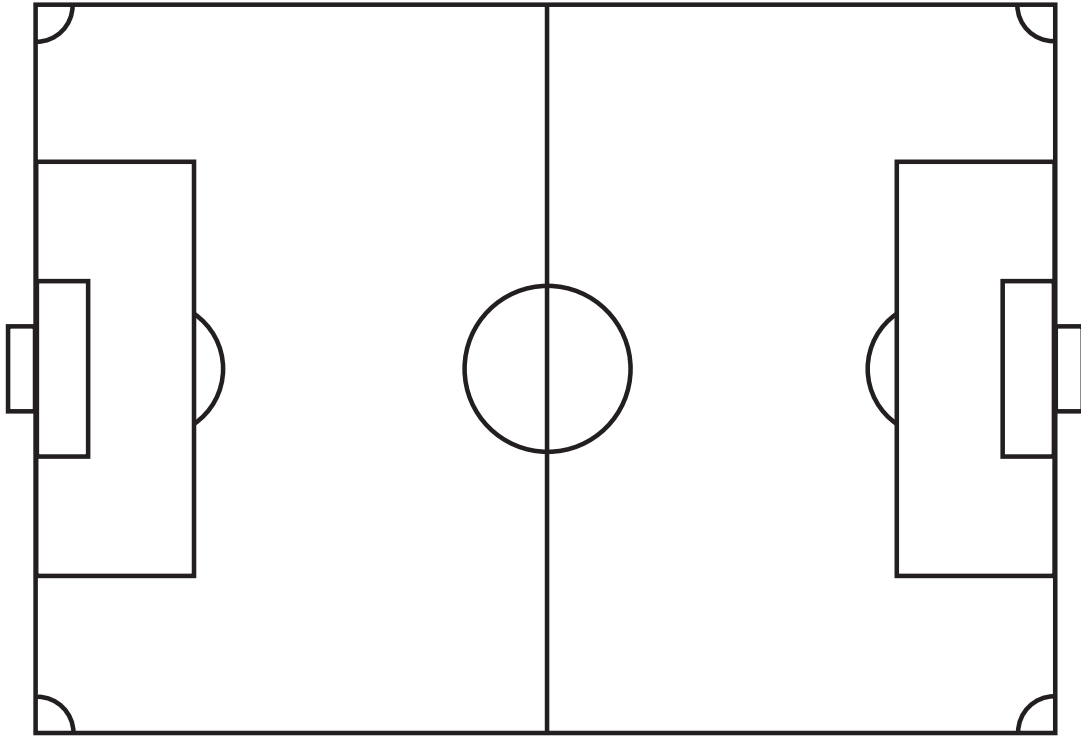


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Technique

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<u>Small-Sided Activity</u>		
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Cool-Down



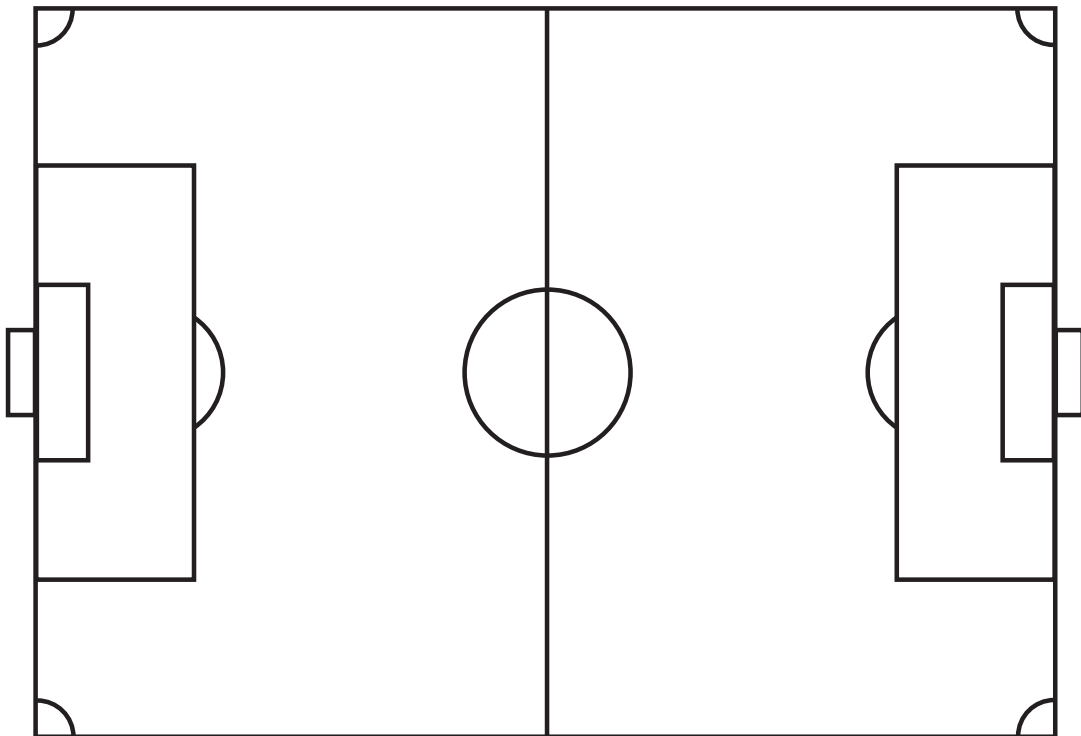
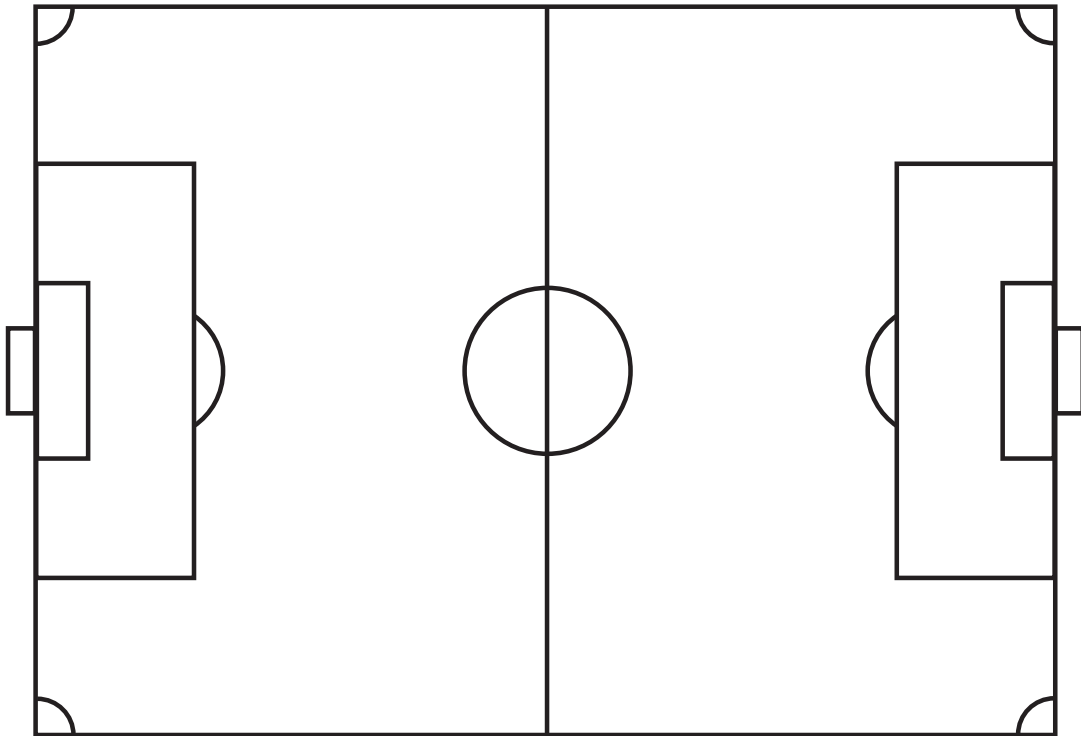


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Technique

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Cool-Down



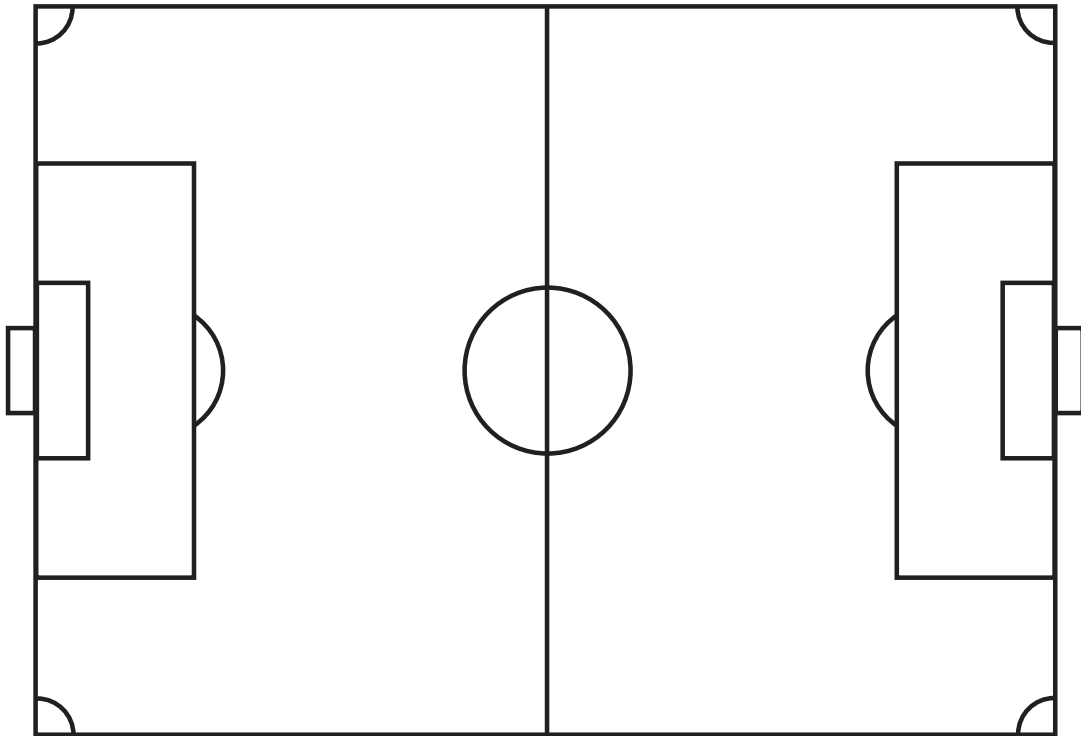
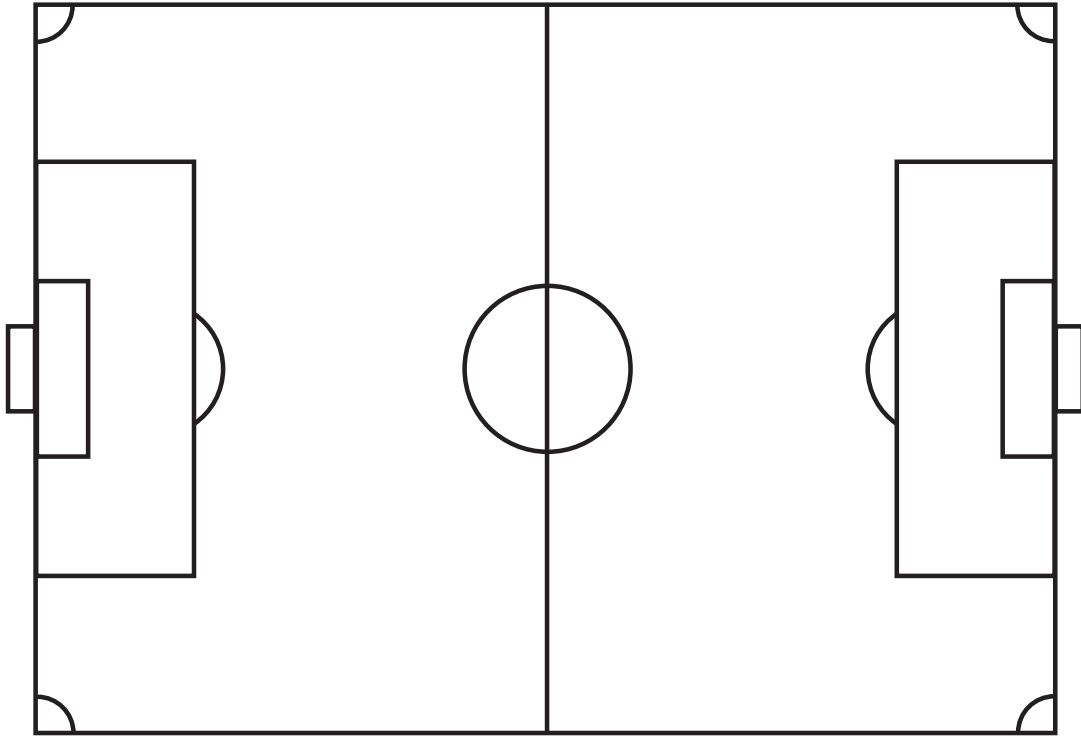
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Technique



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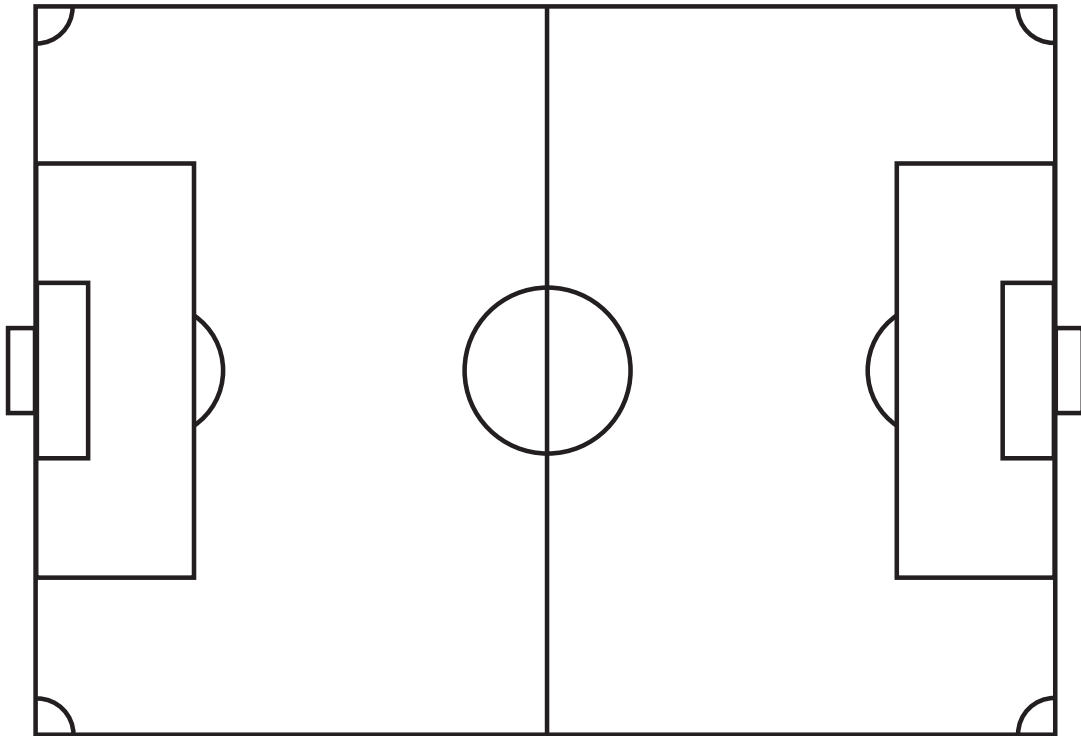
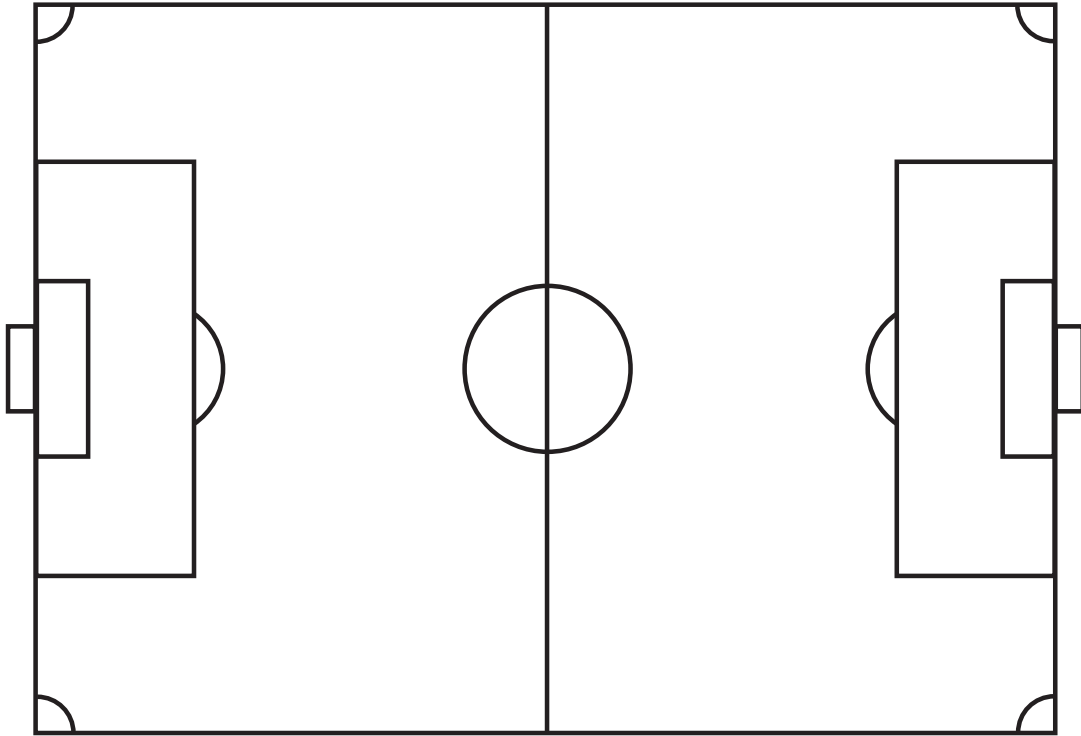
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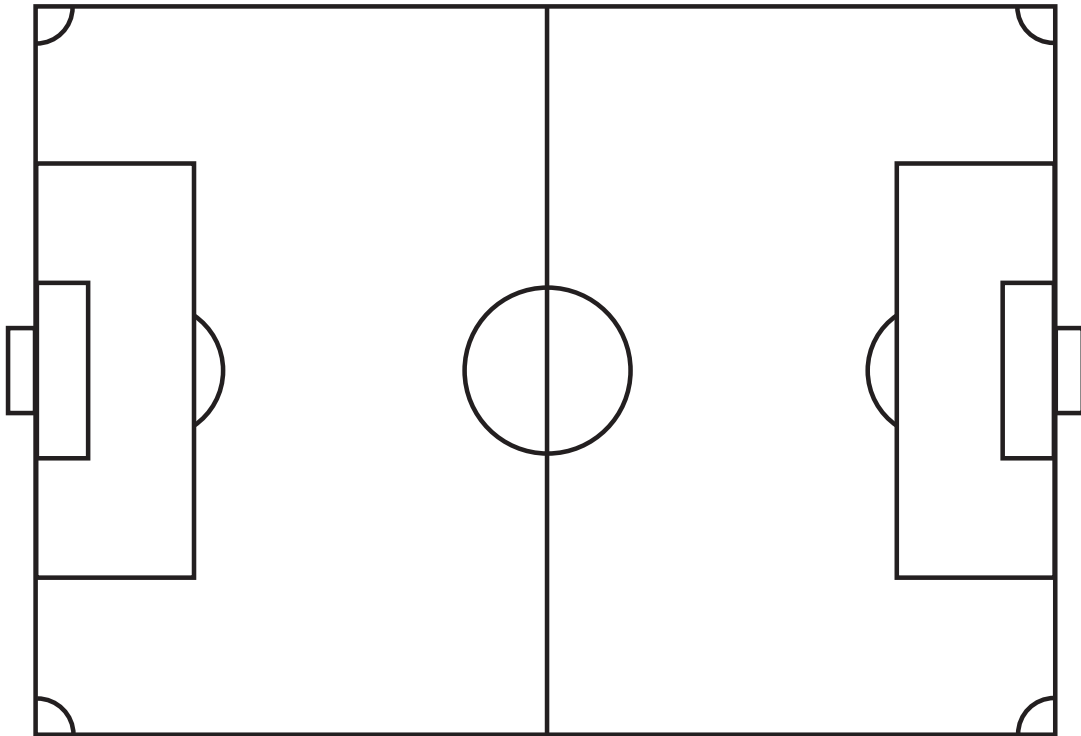
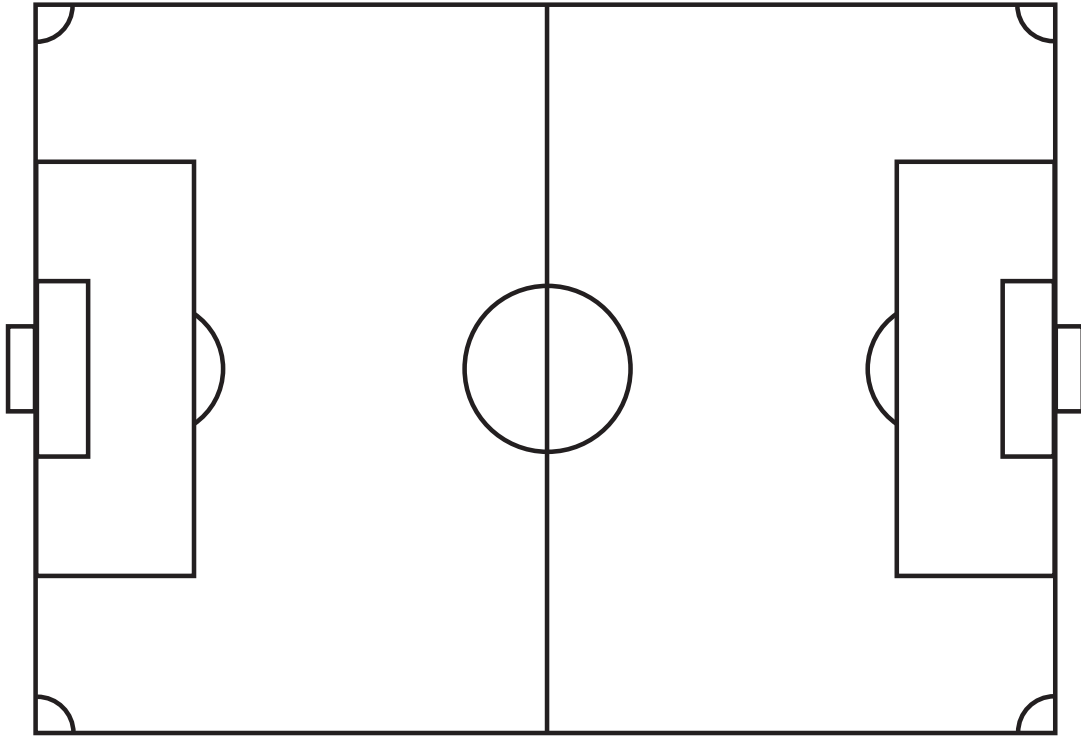
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Cool-Down



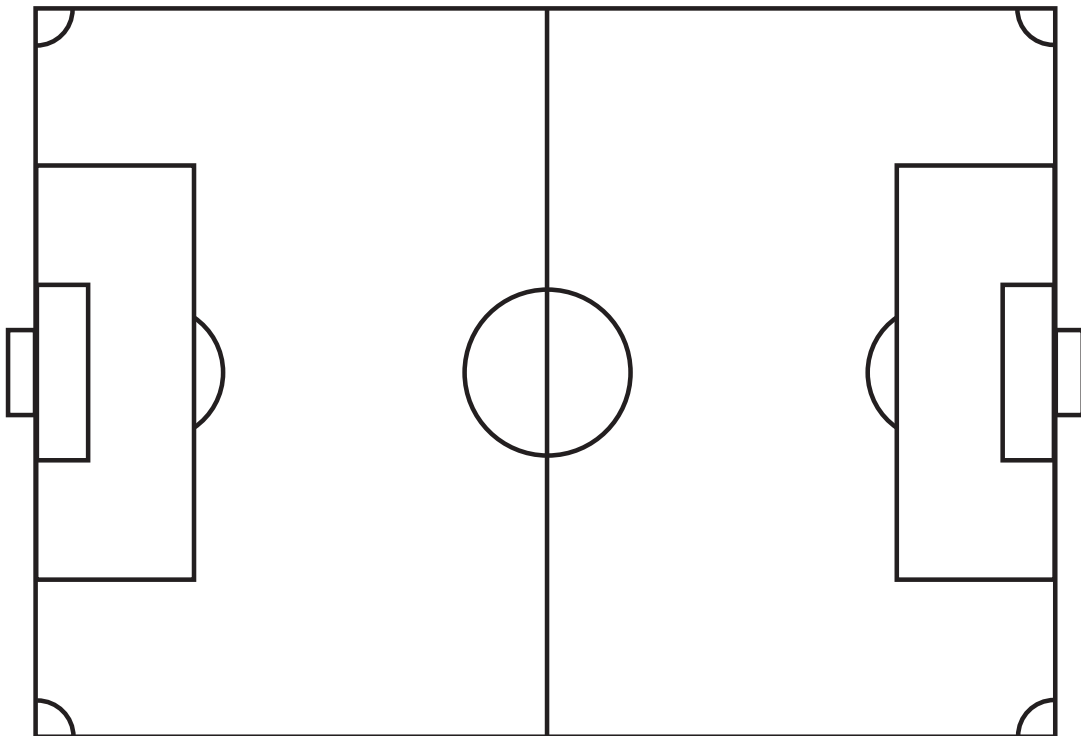
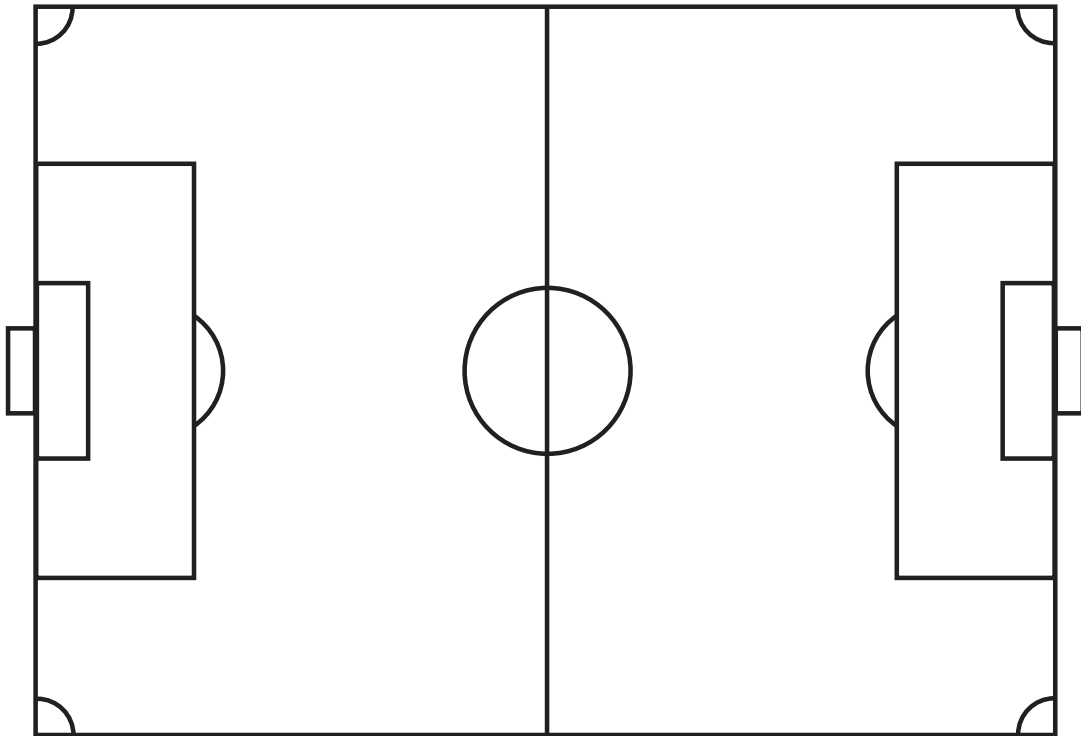


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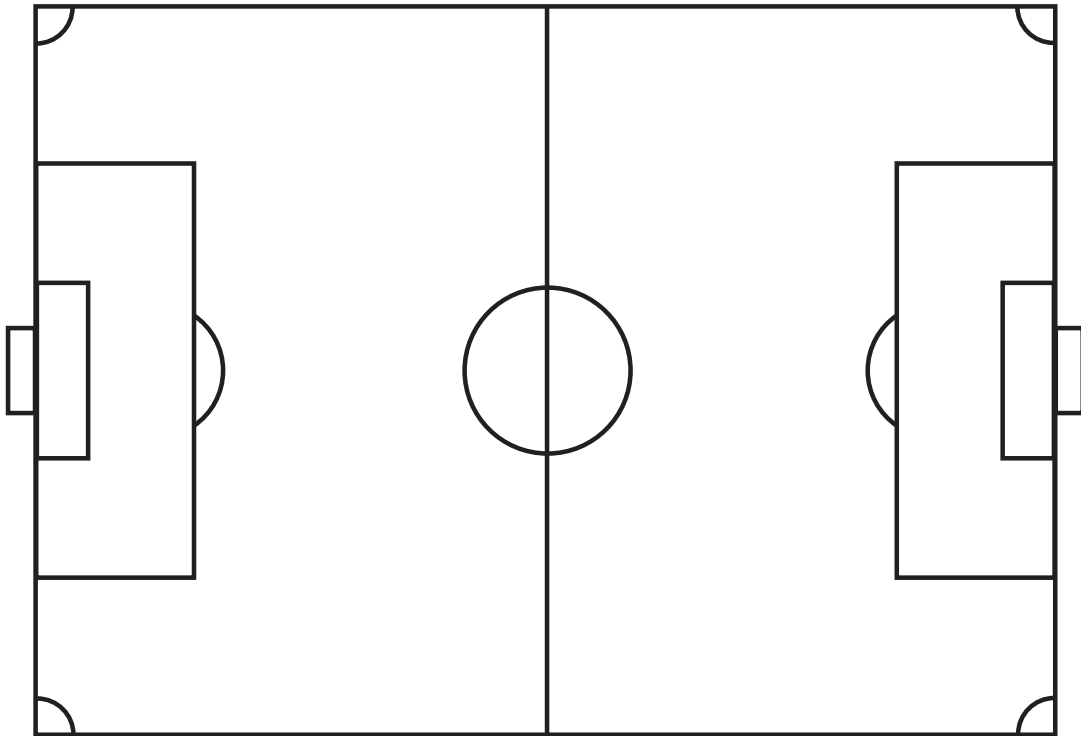
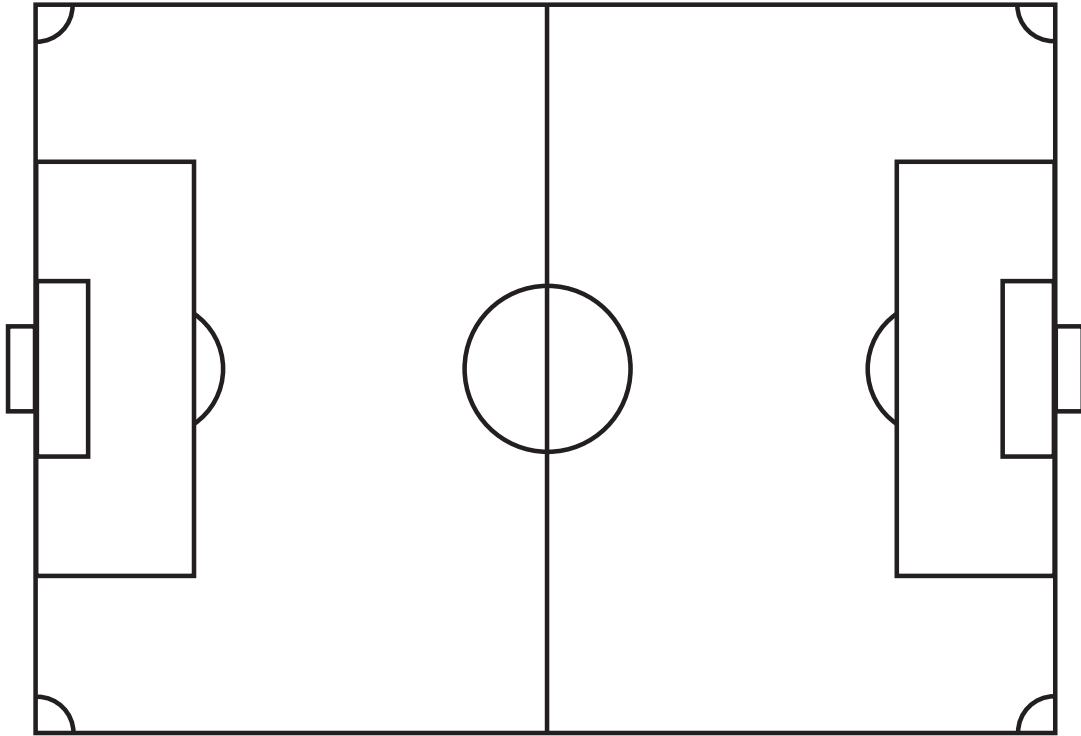


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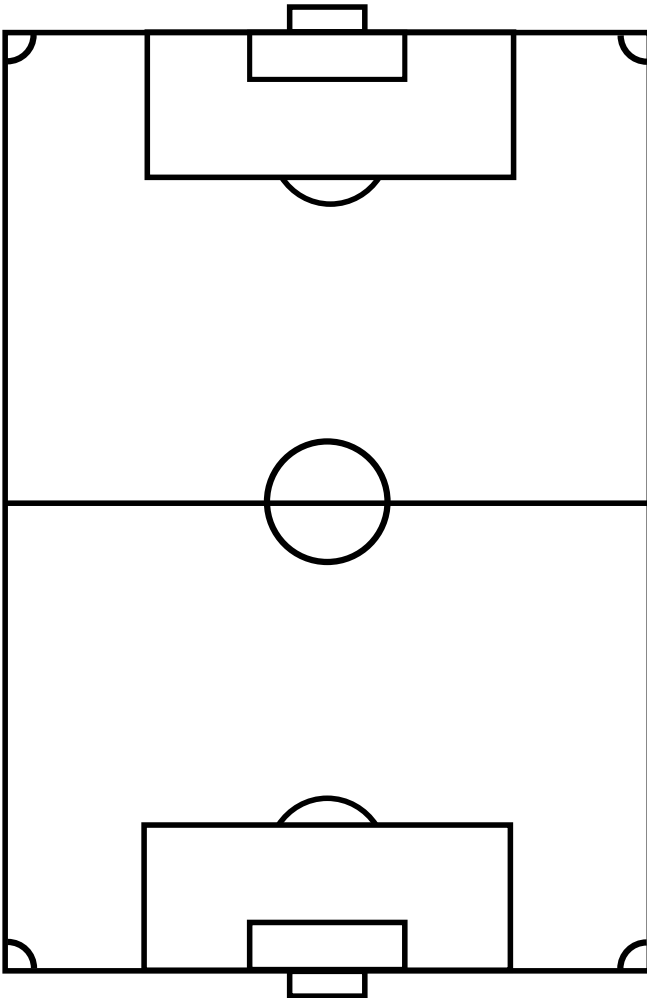
Cool-Down



US SOCCER
MATCH LINE-UP

Match: _____ vs. _____

Date: _____



STARTERS (Name / Number)

- 1. _____
- 2. _____
- 3. _____
- 4. _____
- 5. _____
- 6. _____
- 7. _____
- 8. _____
- 9. _____
- 10. _____
- 11. _____

Substitutes (Name / Number)

- 12. _____
- 13. _____
- 14. _____
- 15. _____
- 16. _____

PROBLEMS IN ATTACKING

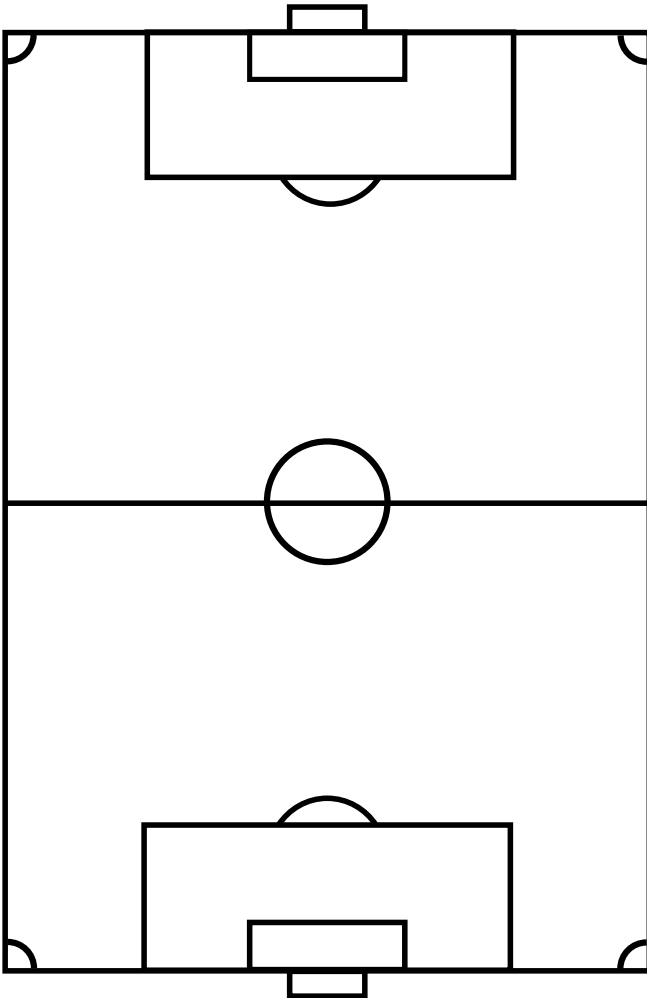
PROBLEMS IN DEFENDING



US SOCCER
MATCH LINE-UP

Match: _____ vs. _____

Date: _____



STARTERS (Name / Number)

- 1. _____
- 2. _____
- 3. _____
- 4. _____
- 5. _____
- 6. _____
- 7. _____
- 8. _____
- 9. _____
- 10. _____
- 11. _____

Substitutes (Name / Number)

- 12. _____
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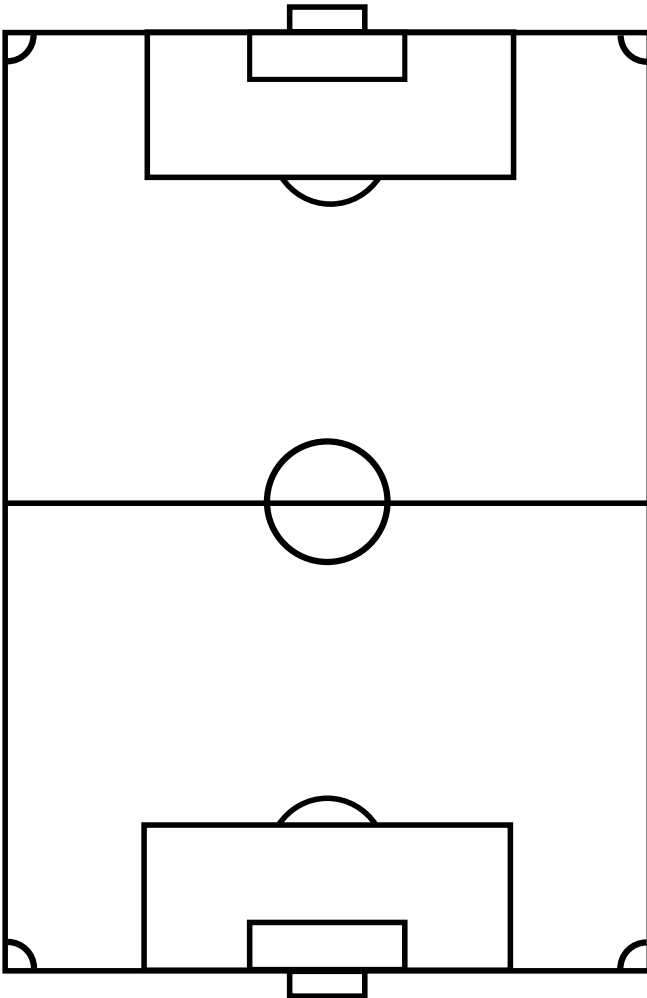
PROBLEMS IN ATTACKING

PROBLEMS IN DEFENDING

**US SOCCER
MATCH LINE-UP**

Match: _____ vs. _____

Date: _____



STARTERS (Name / Number)

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PROBLEMS IN ATTACKING

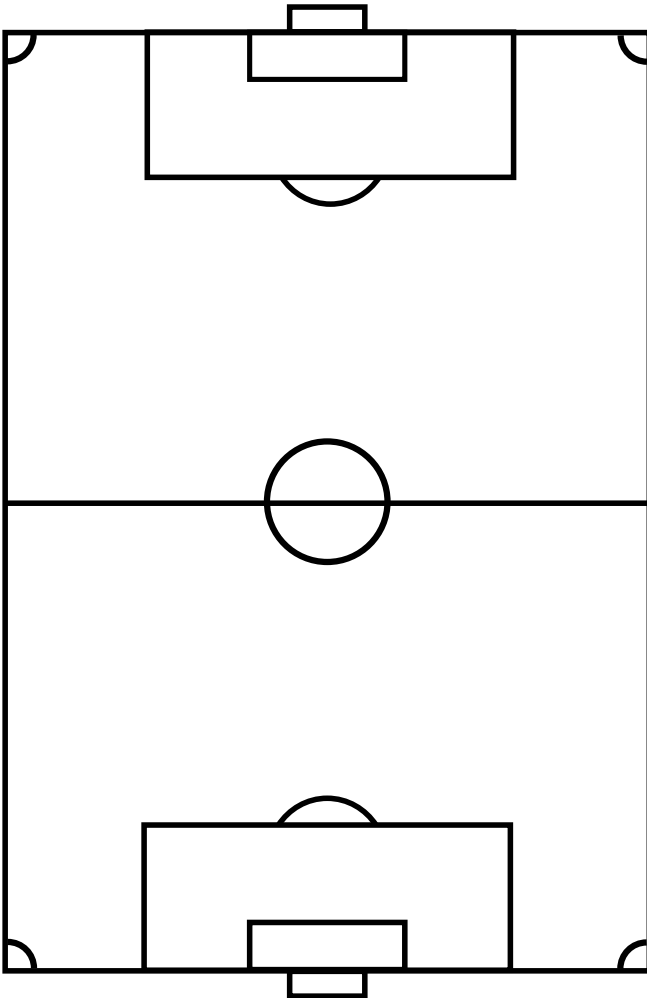
PROBLEMS IN DEFENDING



US SOCCER
MATCH LINE-UP

Match: _____ vs. _____

Date: _____



STARTERS (Name / Number)

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Substitutes (Name / Number)

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PROBLEMS IN ATTACKING

PROBLEMS IN DEFENDING

2006 Youth Soccer Heat & Hydration Guidelines

OVERVIEW

The popularity of soccer among American youth is at an all time high. Nearly 14 million young athletes (13,832,000¹) under the age of 18 in the United States are playing soccer from the recreational through the elite levels.

The rapid growth of youth soccer participation in recent years, coupled with an increased need for qualified and certified coaches, has made ensuring the safety of youth soccer players more important than ever before. Moreover, new youth soccer research from the University of Connecticut and serious cases of heat illness in other sports over the past few years has prompted the U.S. Soccer Federation to issue an updated version of its “Youth Soccer Heat Stress Guidelines.” The aim is to help parents, young athletes and coaches understand one of the most common and most preventable sports injuries: heat related illnesses, including dehydration, heat cramps, heat exhaustion and heat stroke. The following information and youth heat stress guidelines provide suggestions for preventing the potentially dangerous and sometimes deadly effects of playing in hot or humid conditions.

PHYSIOLOGICAL FACTORS THAT PUT YOUNG ATHLETES AT RISK

Heat induced illness is one of the most preventable sports injuries. Parents, young athletes and coaches need to understand the factors that put children and adolescents at risk for heat related illness and take steps to prevent it.

Children face unique stresses when they exercise in the heat. Like adults, young players may have trouble adapting to the demands of soccer practice and game situations played in high temperatures. Problems can be made worse when the young player is dehydrated.

Here are physiological/psychological reasons placing children at risk:

- 1) Children absorb more heat from a hot environment because they have a greater surface area to body mass ratio than adults. The smaller the child, the



If Your Sweat Could Talk...

Athletes of all levels need to rapidly replenish fluids and electrolytes to help prevent heat illness and for optimal performance on the playing field.

Test your "Sweat IQ" and see what your sweat is telling you.

How does age affect sweating?

Even new-born babies sweat when they get hot, but the capacity for sweating increases considerably after puberty. From that time on, our ability to sweat depends mostly on our fitness and acclimation to the heat. Because fitness often declines with age, so does maximal sweat rate.

Why do we sweat when we're physically active?

The evaporation of sweat from the skin enables us to maintain a safe body temperature.

Who are better sweaters, men or women?

There is no meaningful difference in sweat response between genders. Both males and females exhibit a wide range of sweat rates.

When does our body trigger sweating?

We sweat whenever our body temperature reaches the sweat threshold, the internal temperature at which our sweat glands are triggered to secrete sweat onto the skin.

Where does sweat come from?

Sweat comes from fluid in the bloodstream, from the fluid inside our cells, and from the fluid that bathes our cells. The human body is about 65% water and we lose some of that fluid any time we sweat.

How does sweating make us thirsty?

Sweat loss reduces blood volume and increases the saltiness of the blood. Both of these changes stimulate the brain to trigger thirst.

What else is in sweat in addition to water?

Sweat contains minerals (electrolytes such as sodium, potassium, and chloride) as well as a number of other electrolytes and other compounds, but all in very small quantities.

How much sweat loss does it take to impair body function?

It takes only 1% dehydration – just 1.5 lbs of sweat loss for a 150-lb person – to begin to impair body function and exercise performance.

Where is the least concentrated area and the most concentrated area of sweat glands?

Least concentrated: the back
Most concentrated: the feet

Why is dehydration bad?

Dehydration (loss of body fluid) puts a strain on the cardiovascular system and makes it difficult for the body to maintain a safe internal temperature. Also, dehydration impairs performance.

How does fitness affect sweating?

As we become more fit, we sweat sooner, we sweat over a larger surface area of our bodies, and we sweat more. That means we have to drink more during exercise to prevent dehydration.

How much sweat can an athlete lose?

Sweat loss can vary from as little as about 16 oz (about 500 ml) to over 4 quarts (liters) during each hour of exercise. That means dehydration can develop very quickly.

Approximately how many sweat glands do our bodies have?

Our bodies have approximately 2-to-4 million sweat glands, weighing a total of approximately 100 grams (3 oz). As we become more fit, our sweat glands actually become larger in size.

What determines how much sweat is lost?

You will sweat more the harder you work, the more clothes you wear, and the hotter and more humid the environment. You also sweat more as you get into better shape. In addition, some people are genetically predisposed to higher or lower sweat rates.

- faster they absorb heat.⁹
- 2) Children and adolescents may have a reduced ability to lose heat through sweating.²
 - 3) During prolonged exercise, children and adolescents frequently do not have the physiological drive to drink enough fluids to replenish sweat losses.^{3,4}
 - 4) Youth athletes may be more easily distracted when they should be resting and rehydrating.
 - 5) Some youth athletes may be under intense pressure to make a competitive squad and may not want to report feelings of heat distress or take the appropriate amount of time to rehydrate.

FACTORS THAT PUT YOUNG SOCCER PLAYERS AT RISK

Several soccer specific factors place young players at risk for heat illness, however, these risks can be reduced with the close attention of medical staff (i.e. athletic trainers), parents, young athletes and coaches. These soccer specific factors are:

- 1) Limited stoppage time during matches.
- 2) Young soccer players are not encouraged to use the limited stoppage time they have for fluid consumption.
- 3) Games are held outdoors, often in high temperatures and humidity, on large fields that offer little or no shade. Heat radiated by the sun is a major component of heat stress. This is complicated by limited access to shaded areas for players to use between halves or between games.
- 4) Young players fail to drink enough fluids at tournaments and summer camps where numerous games and practices take place each day.
- 5) Games and practice sessions when players are confronted with extreme hot and humid conditions.

Heat Index	Possible Heat Disorders for People in High Risk Groups
130°F or higher	Heat stroke highly likely with continued exposure.
105° - 130°F	Heat stroke, heat cramps or heat exhaustion likely with prolonged exposure and/or physical activity.
90° - 105°F	Heat stroke, heat cramps and heat exhaustion possible with prolonged exposure and/or physical activity.
80° - 90°F	Fatigue possible with prolonged exposure and/or physical activity.



Additional Factors to Consider

- Communication between playing fields and medical tents at tournaments is sometimes inadequate.
- Many teams fail to recognize the importance of using light colored, loose fitting uniforms⁵ or products made of modern moisture management fabrics.
- Referees could be unaware of the importance of fluid breaks or that they have the authority to briefly suspend play for a fluid break.
- Mental alertness and skill performance declines with dehydration⁶ and could be a factor in injuries occurring late in matches and training sessions.

HEAT ILLNESS PREVENTION TECHNIQUES

Acclimatization to the heat is an important factor in preventing heat illness. The rate of acclimation for children is slower than that of adults.⁷ A child needs as many as 8 to 10 days (45 60 minutes/day) in the new climate to acclimate sufficiently. Such exposures can be taken at a rate of one per day or one every other day. A majority of the benefits of acclimatization occur in the first 4-6 days and should be considered an absolute minimum amount of time for children to get used to the heat before beginning intense practice and game situations. During the acclimation process, it's important to practice the methods prescribed and to drink adequate amounts of fluid to build the body's fluid volumes. Lack of acclimatization can be a problem for a team flying to a new, more environmentally stressful location.

When a child becomes acclimated, their sweat rate and total sweat losses increase. When they exercise, they begin to sweat sooner and produce more sweat than before becoming acclimated. Evaporation of sweat is how the body loses heat and this change in sweating allows the child to lose more heat into the environment through evaporation. When a child becomes acclimated and their sweat rate increases, it's important that the child drink sufficient fluids to replace the increased sweat losses and stay hydrated. Medical staff, parents, players and coaches must understand that thirst is not a good indicator of a child's fluid needs,⁸ so children need to drink on a schedule (see FLUID GUIDELINES below).

Children should choose clothing that is light colored and lightweight that facilitates evaporation of sweat. Parents and coaches should encourage breaks in a shaded area whenever possible, especially during tournaments, multi game, and

multi practice days. It's important to be aware of high temperatures and humidity and, if possible, move practice and game times to cooler portions in the day, such as morning and dusk. Additionally, competitive rules need to be relaxed during hot weather playing conditions, such as allowing a 5 minute break in the middle of each half, allowing water bags to be carried by players during play, or shortening each half and adding that time to halftime for a longer break. Practices must be modified based on conditions. Use frequent rest breaks to lower core temperature and provide ample time to rehydrate.

FLUID GUIDELINES

The U.S. Soccer Federation provides these guidelines to help parents, players and coaches prevent dehydration and heat illness in young athletes who are active in the heat:

- 1) Encourage each player to weigh before and after activity to determine how much fluid was lost during activity.⁹ If a player is lighter after activity then encourage a little more fluid consumption during the next practice/game. If the player is heavier after activity then encourage a little less fluid during the next practice/game. Players should try to limit fluid losses to 1-2% of body weight or less.
- 2) According to the American Academy of Pediatrics:¹⁰
 - Before prolonged physical activity, the child should be well hydrated.
 - During the activity, periodic drinking should be enforced even if the child does not feel thirsty. Each 15 20 minutes the child or adolescent should consume:
 - 5 ounces of fluid for a player weighing 90 lbs or less
 - 9 ounces of fluid for a player weighing more than 90 lbs.

The medical research further suggests:

- To ensure that the child is not dehydrated before the start of the practice session or game, the child should drink 12 16 ounces of fluid approximately 30 minutes before getting to the field.
- Once the activity is over, players should drink water or a sports drink every 15 to 20 minutes for the first hour after activity. The rate of fluid ingestion is generally 16 to 20 oz of fluids for each pound of weight lost. Volume overload can make it difficult for some athletes to fully rehydrate between multiple sessions within a single day. The goal is to begin training each day at the same weight.



- Recent research¹¹ shows that adolescent males typically lose 33 to 50 oz per hour when performing intense soccer practices/games in the heat, while younger males and females will lose from 20 to 30 oz per hour.
- 3) Teach the youth soccer player to monitor their own hydration status with the following tip: If their urine (during flow, not once the urine is diluted in the bowl) is a pale yellow like lemonade then they are likely pretty well hydrated. If their urine is dark yellow like apple juice, then they are likely dehydrated. This is an easy and accurate way to assess hydration status and it gets the kids involved on a personal level.
 - 4) Kids need to drink enough of the right fluids to minimize fluid losses during activity.
 - Flavored beverages that contain sodium (sports drinks) are preferable because the child may drink more to stay better hydrated.
 - Research shows that lightly sweetened and flavored non carbonated beverages, like sports drinks, are preferred during exercise and are consumed in greater volumes than water,¹² diluted fruit juice¹³ or carbonated beverages.¹⁴
 - Research shows that fluids containing sodium chloride (sports drinks) increase voluntary drinking by 90%, compared to drinking plain water³.
 - 5) In addition to replacing fluid, children also need to replace the electrolytes, such as sodium, that are lost through sweat. Electrolyte replacement is important to stimulate an adequate thirst mechanism,¹⁵ help the body hold on to fluid,¹⁶ help prevent muscle cramps¹⁷ and to maintain sodium levels in the blood.¹⁸
 - 6) Immediately before and during activity, children should avoid fruit juices, carbonated beverages, caffeinated beverages and energy drinks.
 - Fruit juices have a high sugar content that can slow fluid absorption, cause an upset stomach,¹⁹ and may also lack sodium.
 - Carbonated beverages, such as soft drinks, can reduce voluntary drinking due to stomach fullness, throat burn when gulping²⁰ and lack sodium.
 - Energy drinks should be avoided because many contain caffeine and may have high carbohydrate concentrations which slows the emptying of fluids from the stomach.²¹
 - 7) Be sure that each child uses their own beverage container that they can keep

cool during the practice. An individual container allows monitoring fluid consumption more accurately, can be filled with beverage of personal preference, will help avoid the spread of germs and viruses, and the cool fluid will be replenished at a better rate than a container that sits out in the sun.

Additionally, dehydration also hinders exercise performance. The dehydrated player will have to work harder to maintain the same level of intensity than their hydrated teammate.

SIGNS OF DEHYDRATION AND HEAT ILLNESS^{22, 23}

Unchecked dehydration increases the risk of heat illness. Heat illnesses are three separate degrees of severity: muscular heat cramps, heat exhaustion, and heat stroke, the most serious and deadly heat illness. The symptoms outlined below are not always additive and do not necessarily occur in an orderly, predictable progression. A young athlete could experience heat stroke in absence of other indicators.

Dehydration

Dehydration during exercise is a common problem. Some young athletes can begin to suffer the consequences of dehydration if they become dehydrated by just 2 percent of their body weight during exercise in the heat. That's why it's important to recognize the warning signs:

- Noticeable Thirst
- Irritability
- Decreased performance
- Fatigue
- Weakness
- Nausea
- Headache
- Muscle cramping
- Dark yellow urine (or no desire to urinate)
- Lightheaded feeling or dizziness
- Difficulty paying attention

Treating the symptoms of dehydration is crucial in preventing more serious conditions such as heat exhaustion.

- 1) Rest the player in a cool place
- 2) Provide a sports drink containing electrolytes
- 3) Prevent dehydration in the future by insuring the player consumes fluids before, during and after exercise (educate everyone and allow ample time to rehydrate)



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Heat Cramping

Muscle cramping can be associated with exposure to excessive heat. Painful involuntary whole body muscle cramps are often associated with loss of fluids and sodium. Some of the signs and symptoms of muscle cramps include:

- Muscle spasms
- “Knotting” of muscles and muscle pain
- Excessive sweat loss
- Excessive saltiness of sweat over the skin or visible dried salt on the skin
- Excessive dehydration

To treat a young athlete suffering from muscle cramps:

- Have them drink fluids with electrolytes, like a sports drink
- Gently stretch and massage cramped muscles
- Have them rest in a cool, shaded area
- Apply ice to the cramped area
- Consider additional sodium in palatable food source, like pretzels, etc.

Heat Exhaustion

As a child becomes dehydrated, the likelihood of heat exhaustion may increase if left untreated. Eventually, fatigue and exhaustion occur because the cardiovascular system can no longer support both exercise and control the core body temperature. Common symptoms of heat exhaustion are:

- Dizziness & fatigue
- Feeling chilly
- Rapid pulse

Treatment of heat exhaustion is similar to that of dehydration and should take place immediately. This treatment includes:

- Rest the child in a cool, shaded and place ice cold towels on them
- Drink a sports drink that contains electrolytes
- Have the child lie down with legs elevated to promote circulation

Athlete should begin to feel better relatively soon, if not, assume heat stroke and treat as an emergency



Heat Stroke

Heat stroke is a medical emergency. It can result in death when not recognized promptly and treated properly. Exertional heat stroke occurs when the thermoregulatory system is overwhelmed, fails to act in an appropriate manner, or both. Damage to critical organs can occur if the organs remain overheated for an extended period of time, hence the need for rapid cooling. If rapid cooling does not occur, the cellular damage to the organs could be extreme and have fatal consequences. Symptoms and results of heat stroke include:

- Very high core body temperature (measured rectally because other sites are not valid immediately following intense exercise in the heat.²⁴)
- Altered CNS function (i.e. confusion, unconsciousness, altered mental status, feeling out of sorts, extreme lethargy)
- An otherwise healthy athlete collapses during intense exercise in the heat

If an accurate temperature can not be obtained, rely on CNS function. Relying on an inaccurate temperature device or site could delay treatment. Remember, athletes get better relatively quickly with heat exhaustion, but they get worse with heat stroke. It is important to remember that heat stroke must be treated immediately by doing the following:

- **SEEK MEDICAL ATTENTION IMMEDIATELY.** Heat stroke is a medical emergency. Always transport a suspected exertional heat stroke to the hospital! It is probably safe to say that you are not qualified to treat exertional heat stroke.
- Immediately begin to cool the victim down by whatever means possible
 - 1) An ice bath is preferable due to the superior cooling rates (holding head out of bath)
 - 2) Ice packs over as much as body as possible
 - 3) A cool shower
 - 4) Cool, wet towels
 - 5) Water spray

A.9 U.S. Soccer Contact Information

Coaching Department

U.S. Soccer Coaching Dept.
1801 S. Prairie Ave
Chicago, IL 60616
312-808-1300 p
312-808-9708 f
coaches@ussoccer.org
www.ussoccer.com

Bob Jenkins: Director of Coaching Education and Youth Development
Katherine Hope: Director of Coaching Programs

Replacement License Information

Information on obtaining a replacement License should be directed to the U.S. Soccer Coaching Dept.

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Confederation of North, Central American and Caribbean Association Football [CONCACAF]

212-308-0044 phone 212-308-1851 fax www.concacaf.com

Professional Leagues**Major League Soccer (MLS)**

Main Phone: 212-450-1200 Main Fax: 212-450-1300 www.mlssnet.com

United Soccer Leagues (USL)*[First Division, Second Division, Premier Development League, W-League, Super Y-League]*

813-963-3909 phone 813-963-3807 fax www.uslsoccer.com

Youth and Adult**U.S. Youth Soccer**

800-4SOCCER phone 972-334-9960 fax www.usyouthsoccer.org

972-334-9300 phone

American Youth Soccer Organization [AYSO]

800-USA-AYSO phone 310-643-5310 fax www.soccer.org

Soccer Association for Youth [SAY Soccer]

513-769-3800 phone 513-769-0500 fax www.saysoccer.org

U.S. Club Soccer

843-429-0006 phone www.usclubsoccer.org

U.S. Adult Soccer Association [USASA]

317-541-8564 phone 317-541-8568 fax www.usasa.com

Other Numbers**U.S. Olympic Committee [USOC]**

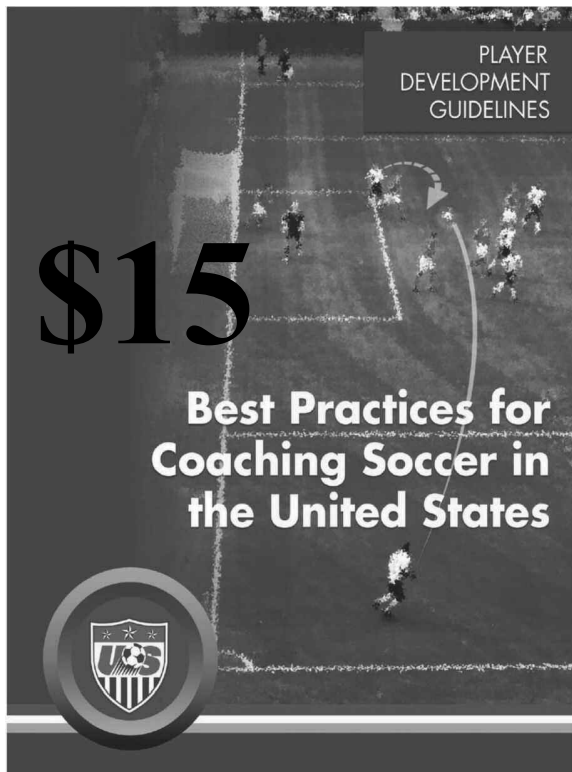
719-866-4500 phone 719-632-1035 fax www.usoc.org



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APPENDIX A.11 - BEST PRACTICES ORDER FORM

C



The 70-page “*Best Practices for Coaching Soccer in the United States*” coaching book represents a series of recommendations compiled and reviewed by U.S. Soccer’s Director of Coaching Education Bob Jenkins in conjunction with the U.S. Men’s and Women’s National Team coaching staffs. Ultimately, the document helps to organize a body of work originally created by many current and former U.S. Soccer coaches as position statements regarding club soccer or as curriculum for coaching education courses. It serves as a compilation of what U.S. Soccer considers to be an appropriate and responsible approach to developing soccer players.

Number of Books: _____

Discounts are available for orders of 25 or more. Please contact the Coaching Dept. for more information.

First Name: _____ **Last Name:** _____
Shipping Address: _____ **Suite/House No.:** _____
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Payment Information:

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Credit Card Type: American Express MasterCard Visa (circle one)
Signature of Card Holder: _____ **Date:** _____
Payment Included: \$ _____ *Money Order, Certified Check or Company/Club check accepted*

Please mail or fax this form with payment to the following:

U.S. Soccer Federation
Attn: Coaching Department
1801 South Prairie Avenue
Chicago, IL 60616
Fax: (312) 808-9708

Please contact the Coaching Department at (312) 808-1300 or coaches@ussoccer.org with any questions.



UNITED STATES SOCCER FEDERATION



SOCCER How To Play the Game



The official playing and coaching manual of the United State Soccer Federation

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 Please contact the Coaching Dept. at (312) 528-1219 or
 coaches@ussoccer.org with any questions.



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8. How was U.S. Soccer's communication prior to the course? 1 2 3 4 5

Comments/Suggestions: _____

9. How would you rate the facilities? 1 2 3 4 5

Comments/Suggestions: _____

10. Did this course meet your expectations? 1 2 3 4 5

Comments/Suggestions: _____

11. Would you recommend this course to other coaches? Yes No

Comments/Suggestions: _____

Which session or sessions did you find most valuable to you?

Would you like to see something added or changed?

Additional remarks:

Thank you for taking the time to complete this questionnaire. Please fax or mail the completed evaluation form to the contact information listed below.