

Michigan State Youth Soccer Association

"D" Supplemental Manual

Purpose of Manual

- To prepare coaches working with players U.10 - U.13 and above by expanding their knowledge and understanding of the technical and tactical demands of the game and the developmental process necessary for players of these ages.
- To provide an understanding of practical coaching methodology and the framework necessary to prepare players and a team for competition.
- To be a supplement to the USSF "D" Coaching Manual

US Soccer License(s)

- State "D" License: 2 weekends (includes 2 evenings), 40 hours – must attend all hours and complete Laws exam, oral exam, and field session.
 - National "D" License: can attend National "C" course after 12 months
 - State "D" License: must re-test (6 month wait) and pass for National "D" at course, then can attend "C" course after 12 months
 - Failure: can re-test for State "D" license after 3 months (must attend 2 days of course)
- National "C" License: 9 day residency course – must attend all hours and complete/pass written assignments, oral exams and field session(s)
 - Pass all areas: National "C" License, can attend National "B" course after 12 months
 - Not Ready (in one or more areas): must attend re-testing center before earning license (free)

Evaluating Criteria

4 Evaluating Criteria:

- Teaching Ability
- Knowledge of the Game - are you clear and concise?
- Recognizes Moments to address decision making (Tactics)
- Recognizes Moments to address proper technique and its application.

National D License - must receive Pass in all 4 areas.

Why Coach?

- 1- Former Player
- 2- Parent getting Involved
- 3- Passion for Soccer
- 4- Default

WHICH ONE ARE YOU?

Role of the Coach

- | | |
|---|---|
| <ul style="list-style-type: none">■ Positive Role Model<ul style="list-style-type: none">■ Treat all players with respect■ Treat each player as a unique individual■ Encourage players to ask questions and express feelings■ Have patience and understanding■ Demonstrate responsibility to the game, opponents, officials etc | <ul style="list-style-type: none">■ Empathy & Understanding<ul style="list-style-type: none">■ Players participate for different reasons■ Age/Maturity differences■ Serve as a Facilitator<ul style="list-style-type: none">■ Control conditions and environment for learning■ Enthusiastic, demanding, motivating, and positive■ Sandwich technique = PRAISE / CRITICISM / PRAISE■ Appropriate activities - challenging and exciting/fun■ Objective - passes, spacing, goals, movement etc |
|---|---|

How Do Players Learn?

They receive information and process it in order of importance.

(LISTEN)

They block out unnecessary cues – attend to the most important.

(FOCUS)

They concentrate on the execution of decisions they have made.

(DECIDE)

They initiate the execution of mechanics from that decision.

(DO IT)

Coaches should talk to players in a language that players will understand.

INSTRUCTING

The communication of knowledge is the sole purpose of education.

Our method of translating knowledge needs to be effective and attuned to the PLAYER and the TEAM.

Psychology and Player Development

- Know your audience of players
- Cognitive Development
- Motor Development
- Physical Development

Characteristics

Characteristics of u9-u12 Players

- **Physical**
- Players are beginning to develop physically. Speed and strength will begin to become factors in development.
- This is the awkward stage. Players are continually growing and finding their balance.
- Bone structure and muscle definition should begin to define their shape.
- **Psychological**
- Players begin to enjoy competition.
- Players are more sensitive to peer pressure and continually look for acceptance.
- Players begin stages of self-discovery. Where do I belong?
- Players are aware of praise and criticism. This becomes an issue of recognition or embarrassment.

Characteristics

- **Tactical**
- Players are beginning to solve problems on their own.
- Multi-tasking on the field and in training is developing.
- Players begin to read the game as a whole.
- Speed of play can be introduced.
- **Technical**
- Players must continue to improve their comfortableness on the ball.
- Players must begin to handle the ball in tight spaces.
- Crossing and serving balls over distance must be introduced.
- Receiving balls with appropriate body parts is introduced.
- Heading needs to be introduced

Characteristics of U12 Soccer Players Sixth & Seventh Grade



Physical Development
Mental Development
Social Development

Physical Development U12

- The average age for the beginning of pubescence in girls is 10 years with a range from 7-14; for boys, age 12 with a range from 9-16.
- Dynamic and rhythmic warm-up and cool-down exercises are key to the prevention of injury.

Physical Development U12

- Overuse injuries, burnout, and high attrition rates are associated with high-intensity children's programs that fail to stress skill development and learning enjoyment.
- Begin to develop abilities to sustain complex coordinated skill sequences.

Mental Development U12

- Begins to think in abstract terms and can address tactical situations.
- A systematic approach to problem solving appears at this stage; the game of soccer must present the ability to think creatively and solve problems while moving.

Social Development U12



- More TV, less unstructured play.
- Beginning to spend more time with friends and less time with parents.
- Popularity influences self-esteem.

Social Development U12



- Whether a child enters puberty early or late has important social and emotional implications.
- Learning appropriate sex role.

Social Development U12



- Most children seek peers that are most like them in age, race, sex, and socioeconomic status.
- Opportunity to introduce the value of cultural diversity.
- Developing a conscience, morality, and a scale of values.

INSTRUCTING

- Provide clearly defined goals (objectives, targets, rules, etc.).
 - Overriding – Generalized or total application, i.e., the transition to a positive mentality towards shooting.
 - Specific – Play of pressing defender. When you win the ball can you play it forward immediately?
- Provide information in a logical progression.
 - Correct sequence – simple to complex – general to specific.
- Feedback about performance.
 - Should be specific and address what is happening in game and in practice.
 - Corrections – addressing the group as well as the individual.

The 4 Components of the Game

Technical Ability to consistently manipulate the ball successfully. What the player is able to do with the ball.

- Physical
- a) Speed.
 - b) Endurance.
 - c) Strength.
 - d) Flexibility.
 - e) Agility.
 - f) Aerobic – with oxygen.
 - g) Anaerobic – with oxygen.

Tactical Game Insight or Game Instinct. Decision-making.

- a) Individual (1 v 1).
- b) Group (2 v 2) or (7 v 7).
- c) Team (8 v 8) or (11 v 11).

Psychological

- a) Age specific.
- b) Sex.
- c) Training rhythm.
- d) Motivation, enthusiasm, determination, ability to deal with set-backs, etc.
- e) Individual vs. team.

Principles of Play

The game of soccer can be broken down into two (2) basic concepts:

- SPACE
- TIME

When in possession of the ball, WE want to create more space and time on the ball.

When not in possession, WE want to deny space and time on the ball for the opposition.

Three Moments of the Game

- When the team is in possession of the ball.
- When the opponent is in possession of the ball.
- Time of transition between these two moments.

TRANSITION

Principles of Play

When In Possession: Create more space and time!

- Look to score. Utilize combination plays to maintain possession. Player movement is crucial. Be creative.
- Attacking principles for an attack-oriented style:
- Attack with Pace.
- Immediately after winning the ball, look forward first.

- Utilize possession to probe with quick accurate passing.
- Create 2 versus 1 situations, numbers up.
- Transition from defense to attack needs to be quick.
- Define player roles and objectives when in possession.

Principles of Play

When NOT in Possession: Deny space and time for the opposition.

- Pressure the ball. Apply cover and balance according to the goal, opposition, and the ball.
- Defensive Principles in an attack-oriented style:
- Transition from attacking to defending needs to be quick.
- Pressurize opponent immediately.

- Defend up field.
- Deny space by keeping the field compact.
- Define the player roles and objectives when defending.

Principles of Play

Roles of Attackers:

- 1st Attacker: Player with the ball. Look to score first, then penetrate with a pass or dribble. Look to maintain possession.
- 2nd Attacker: Player(s) in immediate support of the 1st Attacker. Look to combine with the 1st Attacker to help maintain possession.
- 3rd Attacker: Player(s) whom provide length and width. Their runs create space and opportunities for penetration.

Roles of Defenders:

- 1st Defender: Player whom applies immediate pressure on the ball, closest to the ball.
- 2nd Defender: Player(s) whom provide cover and depth for the 1st defender. Position self at an appropriate angle to deny penetration on the dribble and by a forward pass.
- 3rd Defender: Player(s) who are providing balance across the field to deny penetration from long balls. Look to track players away from the ball.

Principles of Play

□ SAFETY v RISK- Thirds of the field

✓ Safety – decisions to insure safety is maintained (no chances)

✓ Risk – decisions allow for a degree of risk to gain an advantage

✓ Attacking 1/3 (More Risk – Less Safety)
Move Receive Finish

✓ Middle 1/3 (Even Risk & Safety)

Build Connect Support

✓ Defensive 1/3 (More Safety – Little Risk)

Deny Destroy Develop

Transition Attack → Defense

■ Priorities:

- Apply pressure on the ball quickly if possible.
 - Regain possession.
 - Force the attacking team to play the ball back or sideways.
- If pressure can not be applied, then the team drops towards their own goal, “pinches” centrally, and re-organizes.
 - Delays the opponents attack so that the defending team can get players behind the ball.
 - Makes play predictable so that possession can be regained.

Transition Defense → Attack

■ **Priorities:**

- Play the ball forward as quickly as possible, attempting to get behind the defense before they have a chance to get organized (counter attack).
- If the ball can not be played forward, look to maintain possession.
 - Usually involves moving the ball out of the immediate area where it was won.

Using Small Sided Games to Teach

- Small-sided games encompass all components of the game, i.e., technique, tactics, fitness and psychology, and provide a highly economical way to train players.
- Small-sided games accentuate these areas of player development:
 - Skill development – number of touches on the ball increased.
 - Tactical development – decision making is expanded.
 - Fun and enjoyment – amount of goal scoring chances increased.
 - Game understanding – positional play is greatly expanded.
 - Intuitive development – transitional play is increased and becomes automatic.

Coaching Points- Small Sided Games

■ 3v3

Attack:

Shape- length, width

Support

Combination Play

Defense:

Shape- compactness

Pressure Cover Balance

Delay v. Tackle

Coaching Points- Small Sided Games

■ 4v4

Attack:

Shape- diamond (width and depth)

Support

Combination Play

Defense:

Team shape

Pressure Cover Balance

Delay v. Tackle

Individual v. Small Group Defending

Coaching Points- Small Sided Games

■ 6v6

Attack:

Shape- diamond (width and depth)

Support

Combination Play

Use of central player to establish rhythm, connection between width and depth

Defense:

Team shape

Pressure Cover Balance

Delay v. Tackle

Individual v. Small Group Defending

Collective organization

Key Coaching Points

■ Attacking: Focus on Principles of Attack

1st Attacker- when to shoot, pass or dribble

2nd Attacker- supporting angle, distance, position in front/ behind/ lateral to ball

3rd Attacker- distance from play, behind defense, unbalancing defense

Key Coaching Points

- Defending: Focus on Principles of Defending
1v1: closing down, angle/ speed of approach, body shape, control, channel, deny, tackle
2v2: same as above plus, distance of coverage, communication, angle of coverage, changing roles, intercept passes
3v3: same as above plus, distance and angle of balance, tracking players, group organization

Coaching Points- Small Sided Games

- Possession: Focus on individual and group possession opportunities, eg numbers up/ even/ or down
Roles of players
Angles/ speed of support
Visual/ verbal cues
Body position
Decision making
Group shape
Ex. 1v1 > 5v5 with end lines/ goals/ targets

Coaching Points- Small Sided Games

- Goalkeeping: Focus on technique of shot stopping and distribution
Handling, footwork, body shape, getting set
Distribution with the hands v. feet- starting attacks

Coaching Points- Small Sided Games

- Heading and Crossing: Focus on techniques of heading and crossing along with the application of runs

Heading: Body mechanics, technique of heading, timing of jump, application of runs

Crossing: Body mechanics, technique of crossing, timing/ pace of cross, choice of cross (loft/driven)

Coaching Points- Small Sided Games

- Finishing: Focus on the techniques for shooting within games to develop the applications of accurate finishing

Body mechanics, quality preparation, choice of surface, execution, accuracy, placement v power

Coaching Points- Small Sided Games

- Receiving and Turning: Focus on the techniques of air v. ground balls within games to apply the decisions to turn

Body mechanics, surface selection, field awareness, opposition awareness, fist touch, vision, speed of execution, turn v. shield

Methods

- Preview
 - What are you going to coach?
 - Why? Purpose?
- Time
 - When? Frequency? Weekly/Seasonal?
- Explanation
 - Explain why
 - Explain rules/organization
 - Paint a Picture = "Show it - Talk it - Do it"
- Elements of Practice
 - Organization - size, space, numbers, equipment, realistic to game?
 - Create a "Transition Zone" - blocks distractions, fun, creates a positive tone for practice

Economical Training and SAID Principle

Economical Training: combining as many of the pillars of soccer in one activity as possible.

Specificity of Training

- S - Specific
- A - Adaptations
- I - Imposed
- D - Demands

- Soccer training must replicate the game - what is done in training must be what happens in the game.
- To be fit to play soccer, training must be specific to the needs and demands of actual competition.

Training Progression

- Technical warm-up.
- Small group activities - application of technique in controlled environment for maximum repetition (1v1, 2v1, 2v2, 3v2, 3v3).
- Expanded Small sided games (4v4)- can use neutrals, must be directional.
- Game (4v4/ 5v5 plus goalkeepers).

Making Corrections: The Coaches Toolkit

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

1. **Coach within the flow of the game.**
 - provides clear, brief instruction to individuals or small groups of players as the ball is moving
 - Not an ongoing monologue but at a critical time to influence play
2. **Coach the individual player as the game continues.**
 - stop individual player but not the activity
 - his/her team plays down as they receive brief and concise instruction
3. **Coach at natural stoppages.**
 - address groups of players when game is still (ball out of play, water break, etc)
 - focus on a problem while it is fresh in the players' minds

Tool Kit Cont.

4. **Allow the conditions of the activity to coach the theme.**
 - the conditions of the activity provide the problem for the players to solve.
 - example: a 6 goal game to coach small group defending – must address pressure, cover and balance, or small group attacking – quickly changing the point of attack.
5. **Coach using the “freeze” method.**
 - Game is “frozen” or stopped at coach’s command
 - Used to paint a visual picture for players
 - Use with caution – too much disrupts the game and frustrates the player

The Freeze Method

- **A technical freeze**
 - allows the coach to correct incorrect technique and is coach directed.
 - 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. 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 defenders should be “stepping” to the ball.
 - Technique should still be addressed when appropriate.

Phase Coaching

- **First Phase**
 - Identify coaching moment
 - Address technical breakdown or positive execution
 - Demonstrate proper technique and have the player rehearse the technique
 - Rehearse technique with player
 - Re-Start
- **Second Phase Coaching**
 - The second phase is reserved for "big picture" situations involving several players
 - Address First Phase Element
 - Address Decision of individual player
 - Demonstrate options, eg switch fields, overlaps et al.
 - Rehearse "big picture"
 - Re-Start

Avoid the following:

- 1 - Excess coaching – "be brief but brilliant"
- 2 - Incorrect or inappropriate activities.
- 3 - Training sessions that don't flow and are frustrating.
- 4 - Game and activities that are unrealistic.

Self-Evaluation of Coaching

- Does it make sense?
- Is it appropriate?
- Does it hit the topic?
- Is it soccer?
- Is it realistic?
- Helpful Testing Reminders on page 96

Fundamentals of Coaching Preparation

- When coaching we must:

Plan

Prepare

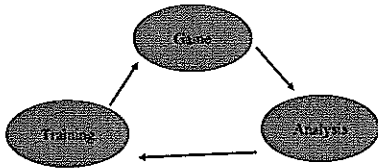
Organize

Coach

Evaluate

This process needs to occur with long-term development as our goal. Two questions we need to ask ourselves, where are they now? Where do we want to take them?

The Coaching Cycle



The Coaching Cycle

- Two Important Questions:

- Does the training have a positive impact on the players?

- Does training transfer to the game?

Practical Field Sessions

- Technique

In the "D" Courses, coaches are expected to observe and correct technique for the individual player within small group play, eg 1v1 to 6v6.

- Tactics

In the "D" Course, coaches are expected to observe and correct the application of the principles of play within small group games.

Potential Topics

- How and when to dribble, pass and receive
- Playing balls in the air
- How and when to shoot/ finish with accuracy
- Goalkeeping: stopping shots
- Principles of Defending in small groups
- Principles of Attack in small groups
- Transition

Reasons To Watch A Game

- Scout opposition
- Enjoyment
- Observing your own team
 - Assesses coaching effectiveness
 - Assesses player effectiveness
 - Assesses group effectiveness
 - Assesses team effectiveness

Is Control The Result Of?

- Tight marking?
- Loose marking?
- Physical domination?
- Specific players?
- Unforced errors?
- Poor technique?

Principles of Play?

- *To what extent are the basic principles of play being ignored or exploited?*
 - Depth in defense?
 - Variety in attack?
 - Support?
 - Regaining possession once lost?
 - Pressure/cover/balance....
 - Etc.
- *Needs to be evaluated in light of certain strengths or weaknesses of the opposition.*

Team Shape?

- Are supporting defenders supporting close enough?
- Are attackers failing to recover to support defensively?
- Are attackers running away from the ball instead of checking back for it when needed?
- Are defenders retreating too soon and too quickly?
- Is an attacker taking as much space forward of the ball as possible?

Work Rate?

- Are players working hard in the wrong place and at the wrong time?
- Are defenders over committing in the wrong place?
- Are attackers making runs when the ball is not ready or able to be served?
- Are certain players hiding, not wanting the ball?

What is the Team's Attacking Tactical Pattern?

- Who are the principal feeders?
- Where and how do these feeders get the ball?
- Who are the principal receivers?

From Where Does The Team Like to Penetrate?

- Crosses? Early or late?
- Through passes?
- Dribbling?
- Late runs from midfield as target attacker holds ball?
- Overlaps? etc.

What Are The Team's Defensive Tactics?

- Zone, man-to-man, combination?
- Where is the "line of confrontation" drawn? Where is the back line in relation to this?
- How do they defend in the air? . . . on the ground?

Team Rhythm and Effort?

- How can the rhythm be disturbed?
 - Higher pressure?
 - Higher off-sides line?
 - More depth?
 - More forechecking?

What Are The Strengths and Weaknesses of Individual Players?

- Are they being utilized correctly?
- Are they playing out of position?

Cautions

- This is not a means of humbling or belittling players. It *is* a means of determining where a team can improve.
- The way that a team plays at any given moment depends greatly on how their opposition is playing.
- Initial impressions may be superficial or deceiving.
- The effective coach does not evaluate in a hurried or emotional manner.
- If analysis is to be constructive, it must be both thorough and logical, with a specific plan to follow.

Game Management

- What is Game Management?
 - risk management, first aid
 - coach presence: appearance, voice, tone
 - Analysis
 - adjustments
- Pre-Game
 - warm-up
 - review goals/ objectives
- Motivate
- Play

Team Management - Care and Prevention

Consider the needs for your team and develop a plan for pre-season, competition and post-season periods.

1. Pre-season
 - How long is pre-season?
 - What rules are applicable? Eg; club, high school or college
 - How many players will you have during the pre-season?
 - How many practices will you schedule?
 - What are your expectations?

Team Management - Care and Prevention

2. Competition

- Develop calendar to show game days, travel days, days off, tournament dates, play-offs, team functions, etc.
- Calendar is a guide only -- coaches and families must be flexible
- Schedule individual training during the season
- You must consider the need for REGENERATION during the competition period as well as "peaking" at the appropriate time

Team Management - Care and Prevention

3. Post - Season

- ⊙ Individual meetings with players/and parents
 - ⊙ Review Season
 - ⊙ Time off for players and staff
 - ⊙ Off season conditioning program to maintain fitness level

Game Day

- Pre-Game
- In-Game
- Half-Time
- Post-Game

Team Management - Care and Prevention

Pre-game

- * Nutrition
- * Time of arrival at game site
- * Warm-up: start time, routine
- * Role of Coaching Staff in warm-up
- * Final pre-game talk

In-game

- * Substitutions
- * Instruction
- * Adjustments: match-ups, conditions, score

Team Management - Care and Prevention

Half-Time

- * Allow players to collect themselves and replenish fluids at beginning of half time
- * Main points: areas to improve and/or adjust
- * Situational instruction: "if we're up a goal, we'll..."
- * Consider which players to speak to privately
- * Second half warm up

Post-Game

- Welfare of the players - cool down!
- Injuries
- Post game conversations should be brief
- Final instructions to players regarding next game or practice
- Game results will effect post game talks
