CANDIDATE LEARNING OBJECTIVES:
U.S. Soccer “E” LICENSE

What is the “E” License?

Develop the core coaching competencies necessary to effectively teach the 9-12 year old athlete and team

Understand the characteristics and needs of an athlete in the Basic Stage of our Long Term Athlete Development Model

Establish a foundation of knowledge and experience in order to proceed through the sequence of coaching development courses
CANDIDATE LEARNING OBJECTIVES:
U.S. Soccer “E” LICENSE

What are the specific target outcomes of the course?

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

E LICENSE: COURSE SCHEDULE (sample)
Friday evening through Sunday

<table>
<thead>
<tr>
<th>FRIDAY</th>
<th>SATURDAY</th>
<th>SUNDAY</th>
</tr>
</thead>
<tbody>
<tr>
<td>9 AM</td>
<td>PERIODIZATION:</td>
<td>VIDEO ANALYSIS III</td>
</tr>
<tr>
<td></td>
<td>Planning a Micro-Cycle</td>
<td>Principles of Play (3v3 to 7v7)</td>
</tr>
<tr>
<td>10</td>
<td>Video Analysis I Technique</td>
<td>CANDIDATE PRESENTATIONS (Assign. A) The Coach as a Conductor</td>
</tr>
<tr>
<td>11</td>
<td>INSTRUCTOR FIELD SESSION: Individual Defending &amp; Attacking</td>
<td>INSTRUCTOR FIELD SESSION: Teach in a SSG (3v3 – 4v4)</td>
</tr>
<tr>
<td>NOON</td>
<td>LUNCH</td>
<td>LUNCH</td>
</tr>
<tr>
<td>1 PM</td>
<td>INSTRUCTOR FIELD SESSION: Functional Technique</td>
<td>INSTRUCTOR FIELD SESSION: Teach in a SSG (5v5 to 9v9)</td>
</tr>
<tr>
<td>2</td>
<td>INSTRUCTOR FIELD SESSION: Functional Technique</td>
<td>CANDIDATE PRACTICAL TESTS</td>
</tr>
<tr>
<td>3</td>
<td>CANDIDATE PRACTICE COACHING (Pre-assigned topics)</td>
<td>CANDIDATE PRACTICAL TESTS</td>
</tr>
<tr>
<td>4</td>
<td>CANDIDATE PRACTICE COACHING (Pre-assigned topics)</td>
<td>CANDIDATE PRACTICAL TESTS</td>
</tr>
<tr>
<td>5</td>
<td>OPENING / ORIENTATION Objectives and Protocols</td>
<td>REVIEW TODAY PREVIEW TOMORROW</td>
</tr>
<tr>
<td>6</td>
<td>Methods I Long Term Athlete Development</td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>Methods II Coaching Tools, Training Design</td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>Candidate Presentations (Assign. C) Coaching Self-Analysis</td>
<td></td>
</tr>
</tbody>
</table>
METHODS OF COACHING I
Athlete Development Model

- U6-U8: INITIAL STAGE (FUNdamentals)
- U9-U12: BASIC STAGE (Learning to Train)
- U13-U14: INTERMEDIATE STAGE (Training to Train)
- U15-U18: ADVANCED STAGE (Training to Compete)
- U19-U20: SPECIFIC STAGE (Training to Win)
- SENIOR: PERFORMANCE STAGE (Active for Life)
The Four Components....
Long Term Athlete Development Model

Four components must be connected and correlated

RELATIVE to the developmental stage of the athlete

METHODS OF COACHING I
Debate, Discuss, and Develop an action plan....

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

Currently most youth sports programs are structured around chronological age. We should recognize that sport science confirms that athletes of the same age between ages 10 and 16 can be as much as 4-5 year in developmental separation.
The Long Term Athlete Development Model
Debate, Discuss and Develop... an action plan

How does this impact development?

METHODS OF COACHING I
The Developmental Stages of a Soccer Athlete....

Do you know WHO you are coaching?

• BASIC STAGE “Learning to Train”

Skill development (technical fx’s)

Multi-lateral development?

Physical development?

Psycho-social development?
The Long Term Athlete Development Model
BASIC STAGE: 9-12 Years

TECHNIQUE

MAXIMIZE OPPORTUNITIES to develop individual technique and ball mastery.
✓ Position-related
✓ Realism and relevance to a game function.
✓ Unopposed environment is balanced with opposed.

GAME UNDERSTANDING and DECISION-MAKING are most effectively learned through small-sided games and activities.
✓ 3 v. 3 to 7 v. 9
✓ Develop creativity and encourage problem-solving through free play.

TACTICS

PSYCHO-SOCIAL

At 9-12 years...
→ Self-confidence and motivation are highly influenced by peer attitudes and coach/adult interactions
→ Encourage unstructured play
→ Structure competition to address differences in training age and abilities

FUNDAMENTAL MOVEMENTS:
✓ Agility
✓ Balance
✓ Coordination
✓ Speed

PHYSICAL
The Long Term Athlete Development Model

**FACTORS INFLUENCING L.T. DEVELOPMENT**

- Deliberate Practice (10k Hours Rule)
- FUNdamentals (Physical Literacy)
- Specialization (Early v Late?)
- Physical, Mental, Cognitive, & Emotional Development
- Developmental Age
- Calendar Planning for Competition
- Continuous Improvement
- Periodization (Time Management)
- Trainability & Adaptation
- Who controls each variable?

**PERIODIZATION: EFFECTIVE PLANNING**

- Long-Term Athlete Development
- Series of Phases
- Preparation (Competition, Recovery, Transition)
- Micro-cycle (1 competition)
- MULTI-YEAR
- ANNUAL
- SEASON
- PHASE
- WEEK
- B License
- C License
- D License
- E License
### METHODS of COACHING I

#### U-9 Seasonal Planning

#### CURRICULUM – U9 – SEASON PLAN

<table>
<thead>
<tr>
<th>ORGANIZATION</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Sessions per week</td>
<td>2-3</td>
<td></td>
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<tr>
<td>Session time</td>
<td>75-90'</td>
<td></td>
</tr>
<tr>
<td>Players per team</td>
<td>12-14</td>
<td>Game time</td>
</tr>
</tbody>
</table>

#### SESSION STRUCTURE

| Warm-up | 10' |
| Physical | 15' |
| Technique | 20' |
| Tactics | 15' |
| Scrimmage | 25' |
| Cool Down & Debrief | 5' |

#### ASPECTS TO CONSIDER

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

#### Comments

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

---

### METHODS of COACHING I

#### U-10 Seasonal Planning

#### CURRICULUM – U10 – SEASON PLAN

<table>
<thead>
<tr>
<th>ORGANIZATION</th>
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<th></th>
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</thead>
<tbody>
<tr>
<td>Sessions per week</td>
<td>3</td>
<td>Session time</td>
</tr>
<tr>
<td>Players per team</td>
<td>12-14</td>
<td>Game time</td>
</tr>
</tbody>
</table>

#### SESSION STRUCTURE

| Warm-up | 10' |
| Physical | 15' |
| Technique | 20' |
| Tactics | 15' |
| Scrimmage | 25' |
| Cool Down & Debrief | 5' |

#### ASPECTS TO CONSIDER

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

#### Comments

- The player will keep maximum contact with the ball in individual practices and less contact in collective practices.
- Match: We strongly recommend 6v6 and 8v8 games.
- Formations: 2-1-2 or 3-3-1.
METHODS of COACHING I
U-11 Seasonal Planning

**CURRICULUM – U11 – SEASON PLAN**

<table>
<thead>
<tr>
<th>ORGANIZATION</th>
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<tbody>
<tr>
<td>Sessions per week</td>
<td>3</td>
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<tr>
<td>Session time</td>
<td>90'</td>
</tr>
<tr>
<td>Games per team</td>
<td>14</td>
</tr>
<tr>
<td>Game time</td>
<td>60'</td>
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</table>

**SESSION STRUCTURE**

<table>
<thead>
<tr>
<th>ASPECTS TO CONSIDER</th>
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</tr>
</thead>
<tbody>
<tr>
<td>Warm-up</td>
<td>10'</td>
</tr>
<tr>
<td>Physical</td>
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</tr>
<tr>
<td>Technique</td>
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<tr>
<td>Tactic</td>
<td>15'</td>
</tr>
<tr>
<td>Scrimmage</td>
<td>25'</td>
</tr>
<tr>
<td>Cool Down &amp; Debrief</td>
<td>5'</td>
</tr>
</tbody>
</table>

**Comments**
- Prepares collective practices with the ball to develop the technical and tactical intelligence of the player.
- Match: We strongly recommend 8v8 or 9v9 games.
- Formats: 3-3-3 or 3-2-3.

**CONTENT DISTRIBUTION**

- Basic Stage
- Scrimmage: 30%
- Tactics: 20%
- Technique: 30%
- Physical: 20%

METHODS of COACHING I
U-12 Seasonal Planning

**CURRICULUM – U12 – SEASON PLAN**

<table>
<thead>
<tr>
<th>ORGANIZATION</th>
<th></th>
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</thead>
<tbody>
<tr>
<td>Sessions per week</td>
<td>3</td>
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<td>14</td>
</tr>
<tr>
<td>Game time</td>
<td>60'</td>
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</tbody>
</table>

**SESSION STRUCTURE**

<table>
<thead>
<tr>
<th>ASPECTS TO CONSIDER</th>
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</tr>
</thead>
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<tr>
<td>Warm-up</td>
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<td>25'</td>
</tr>
<tr>
<td>Cool Down &amp; Debrief</td>
<td>5'</td>
</tr>
</tbody>
</table>

**Comments**
- Prepares collective practices with the ball to develop the technical and tactical intelligence of the player.
- Match: We strongly recommend 8v8 or 9v9 games.
- Formats: 3-3-3 or 3-2-3 in 9-a-side.
METHODS of COACHING I
Weekly Plan: Managing a Micro-Cycle

METHODS OF COACHING II
“Are you teaching soccer, or are you teaching kids?”

FACTUAL
• Definitive, simple answers (Recall level)

CONCEPTUAL
• Require higher levels of processing and thought (compare, contrast or surmise)

PROVOCATIVE
• Divergent thought, evaluative, require complex reasoning (similarities, differences between two or more concepts)
The skillful coach constantly assesses and manipulates the environment, thus challenging and stimulating players to find creative solutions.

**FLOW**

**MANAGING THE MOMENT**

**INTERRUPTION**

**STOP - FREEZE**

NATURAL STOPPAGE

FLOW - CONTINUOUS ACTIVITY

INDIVIDUAL REFERENCE

---

**METHODS of COACHING II**

**Presentation Essentials**

**CONCISE**

Simple, bite-size packets

**CORRECT**

Accurate information

**CONNECT**

4 components of athlete development
METHODS of COACHING II
Teaching Essentials

I HEAR, and I forget.....

I SEE, and I remember...

I DO, I understand...

(Chinese Proverb)

METHODS of COACHING II
Communicating: Training Environment

The “craft” of coaching is the ability to link a learning moment with an effective teaching method

ATHLETE-CENTERED  TEACHING METHOD SPECTRUM  COACH-CENTERED

COMMAND & DIRECT
QUESTION & ANSWER
GUIDED QUESTION
EXPERIMENTATION
METHODS of COACHING II
Cycle of Coaching

ORGANIZE
DEMONSTRATE

TEACH
OBSERVE

STAGE I: TECHNIQUE – SKILLS (WARM-UP)
- Maximize ball contact
- Maximize repetitions
- Progress from unopposed to opposed (Tech-Skill)
- Integrate physical components

STAGE II: SMALL-SIDED ACTIVITY
- Integrate individual and pairs tactics
- Integrate Psychological Components of competition and cooperation

STAGE III: EXPANDED SMALL-SIDED ACTIVITY
- Integrate Principles of Attack & Defense
- Directional play is essential
- Expanded Numbers: 3v3 to 6v6
- Integration of most game variables

STAGE IV: GAME
- Unconditional
- Laws are enforced
- Establish a formation
METHODS of COACHING II

Stage I: Technique-Skills Warm-up

- GAME ENVIRONMENT (demands)
- GAME REQUIREMENTS
- PLAYING AREA (GAME)
- ATHLETE DEVELOPMENT PLAN

HOW DO EACH OF THESE 4 DOMAINS INFLUENCE THE DESIGN OF STAGE I?

Stage II- Small-Sided Activity

- GAME ENVIRONMENT (demands)
- GAME REQUIREMENTS
- PLAYING AREA (GAME)
- ATHLETE DEVELOPMENT PLAN

HOW DO EACH OF THESE 4 DOMAINS INFLUENCE THE DESIGN OF STAGE II?
METHODS of COACHING II
Stage III- Expanded Small-Sided Activity

✓ GAME ENVIRONMENT (demands) ✓ PLAYING AREA (GAME)
✓ GAME REQUIREMENTS ✓ ATHLETE DEVELOPMENT PLAN

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

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

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METHODS of COACHING II
Stage IV- The Game

✓ GAME ENVIRONMENT (demands) ✓ PLAYING AREA (GAME)
✓ GAME REQUIREMENTS ✓ ATHLETE DEVELOPMENT PLAN

HOW DO EACH OF THESE 4 DOMAINS INFLUENCE THE DESIGN OF STAGE IV?

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SECTION 5: PRINCIPLES OF PLAY

PRINCIPLES OF PLAY
General Style of Play

MATCHES
- Offensive Style of play
- Quick Transition & Finishing
- Position Specific
PRINCIPLES OF PLAY
General Style of Play

FORMATIONS (9-12 years)

<table>
<thead>
<tr>
<th>Formation</th>
<th>Recommended Formation</th>
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</thead>
<tbody>
<tr>
<td>6 v 6</td>
<td>2-1-2</td>
</tr>
<tr>
<td>7 v 7</td>
<td>2-3-1</td>
</tr>
<tr>
<td>8 v 8</td>
<td>3-3-1</td>
</tr>
<tr>
<td>9 v 9</td>
<td>3-2-3 or 3-3-2</td>
</tr>
<tr>
<td>11 v 11</td>
<td>4-3-3 or 4-4-2</td>
</tr>
</tbody>
</table>

PRINCIPLES OF PLAY
ATTACKING PRINCIPLES

PENETRATION= (FORWARD PLAY)
**PRINCIPLES OF PLAY**

**ATTACKING PRINCIPLES**

**SUPPORT = (DEPTH)**

- Each player restricted to own half.
- Ball may be transferred across and back over the half-line.

Key Tactical Focus: Mobility = Support of back three in order to keep possession.

**MOBILITY = (CREATING & USING SPACE)**

- Diagonal runs, overlaps, switching positions.

**PROGRESSION:**
- A: 4 vs. 0
- B: 4 vs. 2
- C: 7 vs. 7 (Two Zones)
- D: 7 vs. 7

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PRINCIPLES OF PLAY
ATTACKING PRINCIPLES

WIDTH

EXPANDED SMALL-SIDED EXERCISE: Four v Four (+2)

ORGANIZATION:
- Each team places 3 he 3 players inside the playing area (width of penalty area)
- Each team places a flank player on each flank (Shaded Areas)
- 1st restrictions for central players
- Flank players are restricted to 1-touch play

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DEFENDING PRINCIPLES

PRINCIPLES OF PLAY
DEFENDING PRINCIPLES

PRESSURE - 1st Defender

1. Ball-carrier comes to a perimeter player and closes down.
2. Attack objective is to penetrate across the SOCCER V® zone.
3. Defender objective is to re-direct the ball carrier to one of the adjacent sides.

4. If ball-carrier penetrates successfully then they deliver the ball to a new perimeter player.
5. Unsuccessful defender must remain on to continue defending against the new opponent.
6. Successful defender rotates out to the perimeter & serves as an attacker target.
PRINCIPLES OF PLAY
DEFENDING PRINCIPLES

SUPPORT = (COVER) - 2nd Defender

BALANCE = 3rd Defenders
PRINCIPLES OF PLAY
KEY DEFENDING CONCEPTS

DELAY

FUTURE DEFENDING CONCEPTS (D Course)
PRINCIPLES OF PLAY
KEY DEFENDING CONCEPTS

COMPACTNESS

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


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SECTION 6: TEAM MANAGEMENT

TEAM MANAGEMENT
DAY-OF-GAME TASKS

- **Pre-game**...player passes, field directions, uniform choice, players arrival time, etc.

- **Half-time**...location?, water, injuries, etc.

- **Post-game**...
  - Regeneration + water
  - Injuries
  - Announcements

*NO MATCH ANALYSIS!*
TEAM MANAGEMENT

STAFF CONSIDERATIONS

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

TEAM MANAGEMENT

ATHLETE PHYSICAL SAFETY

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

LEGAL CONSIDERATIONS

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

TEAM MANAGEMENT

“TOP 10” SAFETY GUIDELINES

1. Proper use of equipment (shin guards, no jewelry, uniforms designed for climate)
2. Always SECURE goals and CHECK for stability
3. Always have a 2nd adult present. Adults with a Member PASS
4. Proper fitting shoes, proper type of shoe for surface
5. Check for glass, holes, sharp objects
6. Upkeep and monitoring of playing surfaces
7. Avoid scheduling training during the hottest periods of the day and when there is intense humidity
8. Ice, Ice bags & Water Supply, frequent water breaks
9. Exercises that decrease repetition of dangerous encounters
10. Always carry First Aid Kit, Emergency Info and phone
TEAM MANAGEMENT
PARENT PROMISE LIST

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

DO
 I WILL REMEMBER THAT CHILDREN LEARN BEST BY MODELING. I WILL RECOGNIZE AND REWARD GOOD PLAYERS' PERFORMANCES BY BOTH MY CHILD'S TEAM AND THE OPPONENT
 I WILL TEACH MY CHILD THAT DOING ONE'S BEST IS AS IMPORTANT AS WINNING, SO THAT MY CHILD WILL NEVER FEEL DEFEATED BY THE OUTCOME OF A GAME/EVENT
 I WILL SUPPORT MY CHILD IN ALL CIRCUMSTANCES BY OFFERING PRAISE FOR COMPETING FAIRLY AND FOR HONEST EFFORT
 I WILL ENCOURAGE MY CHILD TO PLAY IN THE SPIRIT OF THE RULES AND TO RESOLVE CONFLICTS WITHOUT RESORTING TO HOSTILITY OR VIOLENCE
 I WILL REMEMBER THAT MY CHILD PLAYS SOCCER FOR HIS OR HER ENJOYMENT, NOT FOR MINE
 I WILL SUPPORT ALL EFFORTS TO REMOVE VERBAL AND PHYSICAL ABUSE FROM YOUTH ACTIVITIES
 I WILL RESPECT AND SHOW APPRECIATION FOR THE COACHES WHO GIVE THEIR TIME TO PROVIDE SPORT ACTIVITIES FOR MY CHILD, UNDERSTANDING THAT I HAVE A RESPONSIBILITY TO BE A PART OF MY CHILD’S DEVELOPMENT
 I WILL RESPECT AND SHOW APPRECIATION FOR THE OTHER PARENTS WHO SHARE THESE STANDARDS OF BEHAVIOR

I AGREE TO HONOR THE GAME: _______________________________________

TEAM MANAGEMENT
RESOURCES and REFERENCES

- Through the Eyes of Parents, Children, and a Coach: A Fourteen-Year Participant-Observer Investigation of Youth Soccer, Steven Aicinena
- Games Girls Play, Caroline Silby
- Sports Done Right - The Maine Center for Sport and Coaching www.mscs.umaine.edu/sportsdoneright
- Developing Decision Makers, Dr. Lynn Kidman, www.ipc ltd.com
- Teaching Character through Sport: Developing a Positive Coaching Legacy, by Bruce Brown
- Parent Booklet- The Australian Sports Commission
- The Cheers and Tears, Shane Murphy, PhD.
- Attitudes are Contagious, VHS: Mass. Youth Soccer Association
- Positive Coaching Alliance, www.positivecoach.org
- SportSafe: Canadian Centre for Ethics in Sport, www.sport.gov.bc.ca/ssafe.htm
ASSIGNMENT #1: TEAM MANAGEMENT

The Coach as a “Conductor”

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

Select ONE of the 3 Assignment Options Described Below. This is a pre-course assignment to be completed in advance and submitted at the E Course opening.

ASSIGNMENT A: PERSONAL COACHING PHILOSOPHY
✓ Read and Review the TEAM MANAGEMENT SECTION of this E License Guidebook.
✓ Read and Review any or all of the REFERENCES & RESOURCES that are listed in order to complete this assignment.
Prepare a 1-2 Page PERSONAL COACHING PHILOSOPHY that will serve as a tool for your initial 9-12 year old Team Parent-Player Meeting.
Please include: • Player Development Goals • Coaching core values • Player Expectations • Parent Expectations

ASSIGNMENT B: TRAINING PLANS (2)
✓ Read and Review the METHODS OF COACHING I and II Sections of this E License Guidebook.
✓ Read and Review any or all of the U.S. Soccer Curriculum that is located in PDF format on the US. Soccer Website.
Prepare 2 full practice plans that will serve as TRAINING PLANS TO DEVELOP PASSING AND SMALL-GROUP PLAY with your 9-12 year old team.
Please utilize the Practice Plan Template provided in this Guidebook.

ASSIGNMENT C: COACHING BEHAVIOR SELF-ANALYSIS
✓ Read and Review the METHODS OF COACHING I and II Sections of this E License Guidebook.
✓ Read and Review any or all of the U.S. Soccer Curriculum that is located in PDF format on the US. Soccer Website.
PREPARE A TWO PAGE SELF-ANALYSIS OF YOUR TEACHER-COACH METHODS. The analysis is to be completed by recording your coaching dynamics for an undivided 15 minute segment of practice session with your team. You may have a peer coach track your actions OR you may have your session video-taped and then analyze the tape yourself.
• PAGE 1: A reaction and summary statement regarding the data that you have collected. ID and describe 1-3 developmental targets.
• PAGE 2: The completed COACHING BEHAVIORS tracking form (next page)
ASSIGNMENT #2: LAWS OF THE GAME
The Essential FIFA & Modified SSG Rules

Understanding the rules of sport is critical for many reasons. First and foremost is the obvious need to protect the players through compliance with a safe and fair environment for competition. A second element in understanding the rules of play is to realize that the rules may be modified in order to create an appropriate developmental environment for youth participants.

This assignment (#2) represents an integrated approach to understanding the FIFA Laws as well as the Modified Rules of Play that exist in your local youth soccer environment.

THIS 2-Part ASSIGNMENT SHOULD BE COMPLETED and SUBMITTED AT THE COURSE OPENING.

ASSIGNMENT #2 (PART A: FIFA LAWS)
✓ Please follow this link to the U.S. Soccer "Grade 8 Referee. http://www.ussoccer.com/Referees/Resource-Center/Referee-Resources.aspx

ASSIGNMENT #2 (PART B: MODIFIED SMALL-SIDED GAMES RULES)
✓ Contact your local League or soccer organization to locate the modified rules of play for the Team that you coach.
✓ Read and Review the modifications for the following FIFA Rules #1 FIELD, #2 BALL, #3 PLAYERS, #5 REFEREE, #6 ASST. REFEREE, and #7 DURATION OF GAME.
PREPARE A LIST OF EACH OF THESE RULES. FOR EACH RULE WRITE A BRIEF DESCRIPTION OF THE RULE AS IT APPLIES TO THE TEAM AND AGE DIVISION THAT YOU COACH.
ASSIGNMENT #3: RISK MANAGEMENT
Concussions in Youth Sports

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

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

ASSIGNMENT #3 (PART A: FIFA)
✓ Please follow this link to the CDC Website: http://www.cdc.gov/concussion/HeadsUp/Training/HeadsUpConcussion.html

✓ COMPLETE THE ON-LINE MODULE, ANSWERING THE QUESTIONS THAT APPEAR THROUGHOUT THE MINI-COURSE

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

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COACH: TEAM: DATE:

STAGE | ORGANIZATION (DIAGRAM + RULES) | OBJECTIVES | KEY COACHING POINTS
--- | --- | --- | ---
TECHNICAL WARM-UP | | | |
SMALL-SIDED ACTIVITY (Main Part) | | | |
EXPANDED SMALL-SIDED ACTIVITY (Main Part) | | | |
MATCH | | | |
INSTRUCTOR FIELD SESSIONS
Practical Coaching Models

<table>
<thead>
<tr>
<th>Day #1 (Saturday)</th>
<th>Day #2 (Sunday)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1.0 hr.</strong></td>
<td><strong>1.5 hr.</strong></td>
</tr>
<tr>
<td><strong>ATTACK &amp; DEFEND</strong> (Individual)</td>
<td><strong>PRINCIPLES OF PLAY</strong></td>
</tr>
<tr>
<td>Dribbling to penetrate or possess</td>
<td>3v3 to 4v4 Small-sided (Stage III)</td>
</tr>
<tr>
<td>Pressing &amp; Tackling</td>
<td>Principles of Attack (primary focus on... support-mobility-width-penetration)</td>
</tr>
<tr>
<td><strong>2.0 hr.</strong></td>
<td><strong>PRINCIPLES OF PLAY</strong></td>
</tr>
<tr>
<td><strong>FUNCTIONAL TECHNIQUE</strong></td>
<td>5v5 to 7v7 Small-sided (Stage III + IV)</td>
</tr>
<tr>
<td>Passing (contextual variety)</td>
<td>Principles of Defending (primary focus on... Pressure, Cover, Balance / 1st, 2nd, 3rd def)</td>
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<tr>
<td>Receive and Re-direct (contextual variety)</td>
<td></td>
</tr>
<tr>
<td>Heading (attack and defend)</td>
<td></td>
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<tr>
<td>Goalkeeping: collecting the ball</td>
<td></td>
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</tbody>
</table>
### CANDIDATE FIELD SESSIONS

#### Coaching Competency (Pass/Incomplete)

<table>
<thead>
<tr>
<th>NAME</th>
<th>TOPIC (Group A)</th>
<th>NAME</th>
<th>TOPIC (Group B)</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>Individual Defending</td>
<td>Individual Defending</td>
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<tr>
<td></td>
<td>Individual Attacking</td>
<td>Individual Attacking</td>
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<td></td>
<td>Goalkeeping-rolling serves</td>
<td>Goalkeeping-rolling serves</td>
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<tr>
<td></td>
<td>Receiving &amp; re-directing aerial serves</td>
<td>Receiving &amp; re-directing aerial serves</td>
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<tr>
<td></td>
<td>Dribbling to penetrate-running with ball</td>
<td>Dribbling to penetrate-running with ball</td>
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<tr>
<td></td>
<td>Dribbling to set up a pass</td>
<td>Dribbling to set up a pass</td>
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<tr>
<td></td>
<td>Passing aerial serves</td>
<td>Passing aerial serves</td>
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<tr>
<td></td>
<td>Passing and combining</td>
<td>Passing and combining</td>
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<tr>
<td></td>
<td>Shooting-striking on goal</td>
<td>Shooting-striking on goal</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Receiving and turning</td>
<td>Receiving and turning</td>
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<tr>
<td></td>
<td>Heading for attack</td>
<td>Heading for attack</td>
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<tr>
<td></td>
<td>Heading for defense</td>
<td>Heading for defense</td>
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<tr>
<td></td>
<td>Crossing</td>
<td>Crossing</td>
<td></td>
</tr>
</tbody>
</table>

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### “E” PRACTICAL COACHING SUMMARY

#### Candidate Name: [ ]

**PRACTICE PLAN: (Theory)**
- Objectives are clearly stated.
- The session is formatted into 4 Stages.
- Each stage builds on previous stage.
- Outlined a system of play for Stage 4
- Appropriate plan for the development of this athlete level.

**SESSION: (Performance)**
- Training area set-up is safe & organized.
- Completed at least one transition between 2 stages.

**COACHING TOOLS: (check if completed)**
- Natural Stoppage
- Flow (continuous activity)
- Stop-Freeze
- Individual Reference

**COMMUNICATION TOOLS:**
- Verbal (Instructions)
- Non-verbal (Demonstration)
- Positive Feedback
- Negative Feedback
- Uses questions as a tool

**INSTRUCTOR COMMENTS:**

**ASSIGNMENTS:**
- The Coach as a Conductor
- #2 LAWS OF THE GAME (on-line)
- #3 CONCUSSION PROGRAM (on-line)

**FINAL SCORING:** PASS / INCOMPLETE (circle one)

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