

# **U.S. SOCCER**

## **“D” LICENSE COURSE Candidate Manual**

### **How to Run a Practice**

## 2.10 How to Teach

There are basic rules for coaches to consider before presenting information. These “teaching rules” are specific to coaching soccer and should be considered carefully by the coach when planning their training.

- A. Preview
  - 1. What are you going to coach?
  - 2. Why are you going to do it?
  - 3. Where does it belong in the full game?
  
- B. Time Factors
  - 1. When in the training session?
  - 2. When during the weekly cycle?
  - 3. When in the seasonal cycle?
  
- C. Explanation and/or Demonstration
  - 1. Paint a clear picture – “paint a picture.”
  - 2. Explain rules of activity
  - 3. Explain why you are doing this.
  - 4. Remember: “Show it – Explain it – Do it.”
  
- D. Elements of the Practice
  - 1. Organization – appropriate size, space, location on the field, necessary equipment, training realistic to the full game.
  - 2. Activities for training – too hard creates frustration – too easy becomes boring.
  - 3. Starting the practice – allow players to play in the beginning to get a feel for the game and develop a rhythm – provides an opportunity for the coach to see if they understand the activity.
  - 4. Coachable moments – opportunities during the practice to provide instruction.
  - 5. Starting and restarting the practice – where it was stopped
    - a. by the coach – with incremental pressure.
    - b. by the players – when all are ready.
  - 6. Always have an objective, i.e., number of goals, consecutive passes, etc.
  
- E. Corrections (coaching)
  - 1. Assessment / Adjustments.
    - a. Is my coaching having an effect on the game, the practice and the players?
    - b. Identify the specific problems – is it technical, tactical, physical or psychological?
    - c. Put into large game – always make practice as realistic to the game as possible.



2. **Step One:** Allow the conditions of the game/training environment to teach the player.

**Step Two:** In run of play (minimal interruption for coaching point). Should include the why, how and when.

**Step Three:** In the run of play to specific individual. Should include the why, how and when.

**Step Four:** During natural stoppage (address the repeated problem to whole group – may or may not include demonstration). Duration of the stoppage should be minimal. Should include the why, how and when.

**Step Five:** Stopping (freeze) the flow of the game to make a correction (addressing repeated chronic problem that continues regardless of coach using first 3 steps). Duration of the stoppage should be minimal. Should include demonstration, why, how and when.

### 2.11 Components of Coaching Soccer

It is important for the coach to understand the components of coaching soccer and how to apply them through a consistent methodology that allows the teaching of technique and tactics while incorporating physical and psychological aspects. This is best accomplished through the application of economical training. The components of coaching soccer are:

#### MODERN COMPONENTS OF COACHING SOCCER

Technique	Tactics	Physical	Psychological
<ul style="list-style-type: none"> <li>• Fundamental / No Pressure</li> <li>• Match Related / Pressure</li> <li>• Match Conditions / Game</li> </ul>	<ul style="list-style-type: none"> <li>• Individual</li> <li>• Group</li> <li>• Team</li> </ul>	<ul style="list-style-type: none"> <li>• Athletic Attributes</li> <li>• General Endurance</li> <li>• Local Muscle Endurance</li> </ul>	<ul style="list-style-type: none"> <li>• Applied Psychology</li> <li>• Individual Discourse</li> <li>• Team Management</li> </ul>

A. Teaching Technique

1. Fundamental Stage (No Pressure)

- a. No pressure from opponent.
- b. Begin at slow speed and work towards execution at top speed.
- c. Reduced strength and power.

2. Match Related (Pressure)

- a. Introduce pressure of an opponent.
- b. Incrementally add pressure based on player's level of success.

3. Match Conditions (Game)

- a. All restrictions taken off the opponents.
- b. Importance of small-sided games for technical training.
- c. Should finish to big goals.

**GENERAL PROGRESSION FOR TEACHING TECHNIQUE**

No Pressure	Pressure	Game
<ul style="list-style-type: none"> <li>• No pressure of opponent</li> <li>• Move from slow speed to top speed</li> <li>• Concentrate on form and execution</li> </ul>	<ul style="list-style-type: none"> <li>• Introduce pressure of opponent                             <ul style="list-style-type: none"> <li>○ First as shadow</li> <li>○ Incrementally adding pressure</li> <li>○ Finally live pressure</li> </ul> </li> <li>• Pressure of time and space</li> </ul>	<ul style="list-style-type: none"> <li>• No restrictions on opponents</li> <li>• Game creates problems for players</li> <li>• Can be small-sided</li> <li>• Does not need to be 11v11</li> <li>• Play to goals</li> </ul>

B. Teaching Tactics

1. Individual tactics (1v1 for attacking and defending)

- a. Player with the ball versus the pressuring defender.
- b. The importance of individual duels.
- c. Should combine with tactical challenges.

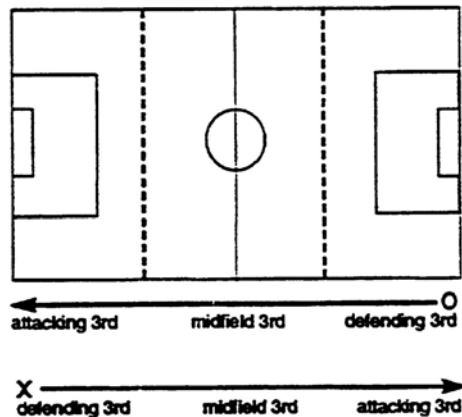
2. Group tactics (begins by forming a pair)

- a. Small groups of players around the ball become effective tactical units.
- b. Groups can be numbers of 2v1, 2v2, 3v2, 4v2, 4v3, etc.
- c. Groups can be players combining to form a line, i.e., back line, or in certain areas, i.e., 2 strikers and a central midfielder.



GENERAL PROGRESSION FOR TEACHING TACTICS		
Small-Sided Games	Expanded Small-Sided Games	Two Goals
Size of area based on ability and number of players	Multiple Goal Options: For example, counter may be line, small goals or target players OR 2 large goals or multiple goals	Large goals

3. Team Tactics: Knowledge of group tactics above 6v6 not required of “D” License candidates.
- Team tactics are half-field matches (6v4, 6v5, 7v5, 7v6) and 8v8 through 11v11.
  - In team tactics we teach individual players and groups of players about their role and responsibilities through the various thirds of the field for both attacking and defending.
  - Use of conditions to emphasize aspect of play is acceptable in team tactics, e.g., 12 touch passing, all players must be in attacking half for goal to count, team must defend with low pressure, etc.
  - Attacking and defending on restarts – training for individuals and group responsibilities.



C. Fitness for Soccer

- General endurance** – is the ability to withstand the varied intensity of a soccer game plus overtime, i.e., 120 minutes of match play for a senior level player..
- Endurance** training prevents the onset of fatigue and provides for a continuation of effort.
- Aerobic** (with O<sub>2</sub>) capacity is the ability of the cardiovascular system to deliver oxygenated blood to the muscles and return depleted blood to be reoxygenated.

4. The method of training most commonly used to develop general endurance (aerobic capacity) is **interval training**.
  - a. Interval training has both a work and relief period.
  - b. The principle dictates that work is done at approximately 80% of Maximum Heart Rate while the relief is carried out at 20% of MHR.
  - c. At the beginning of the season the work to relief ratio may be 1:3 (30 seconds of work to 90 seconds of relief).
  - d. As athletes become fitter we lower the ratio of relief to 1:2 and eventually to a time ratio of 1:1.
  - e. During the relief period the player does not come to a complete rest. Light activity is carried out during this period.
5. **Local muscle endurance** – is the ability of a specific group of muscles to be intensely active for a necessary period of time in the absence of oxygen.
6. **Anaerobic** (without  $O_2$ ) training must always be organized in an interval training method although the source of energy is predominately through the anaerobic breakdown of glycogen.
7. **Glycogen** is stored 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.
8. **Athletic attributes** – soccer requires the development of many athletic attributes. These attributes enhance the quality of performance of a player within the game.
9. **Flexibility** – is the ability to conduct movements in certain joints with an appropriate range of motion.
  - a. An increase range of motion assists the player to execute technically and aids the player to prevent injury.
  - b. The most common method of improving flexibility is through static stretching.
10. **Agility** – is the ability to change direction quickly and easily with the body and the body parts.
  - a. The ability to change direction with and without the soccer ball is a critical element of the game.
  - b. Individual ball work, i.e. ball juggling, fast footwork, etc., and smallsided games assist in improving agility
11. **Balance** – is the ability of the body to maintain stability and equilibrium while running or standing on one leg.
  - a. The ability to maintain your balance during kicking or when being challenged for the ball is important.
  - b. Small-sided games and activities require players to maintain their balance while being challenged by the opponent.



12. **Speed** – speed for soccer is more complex than running a race. The application of speed within the game is determined by the following movements and actions found in the game:

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

We can differentiate between various types of speed that are required of a 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 control and manipulate the ball with the body, legs or feet at speed.
- Speed of Action – processing information from the game and choosing an appropriate response quickly to the situation.
- Mental Speed – the ability of the player to be aware of all factors, conditions and options inside and outside of the game (opponents, teammates, crowd, etc.).

13. **Strength** – is the ability to overcome resistance or oppose an obstacle through muscular strength.

14. **Power** – the application of strength in time and is connected to explosive action of performance.

#### D. Psychological Aspects

1. The continued development of a positive attitude for all aspects of the game.
2. The development of a responsible attitude within the player in regard to themselves and the game.
3. The development of a responsible attitude toward the team, coaches, referees, officials, etc.
4. The application and implementation of technique, tactics and fitness by individual players and the team.

#### E. Economical Training

1. Economical training demands that we combine as many of the components of coaching as possible into our training activities and games in order to obtain maximum results in a minimum amount of time. The American coach must be extremely economical in their team training given the limited practice time available within the current U.S. youth soccer culture.

#### F. Priority of Components

1. The components of coaching soccer have been developed based on the requirements and demands of the game. The order of priority of these components differs depending upon

## METHODS OF COACHING

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the age and ability of players. The priority of these components for different age groups of players would be:

AGE GROUP PRIORITIES FOR COMPONENTS OF COACHING			
U.12		U.14	
PSYCHOLOGY	Technique	PSYCHOLOGY	Tactics / Technique
	Small Group Tactics		Fitness

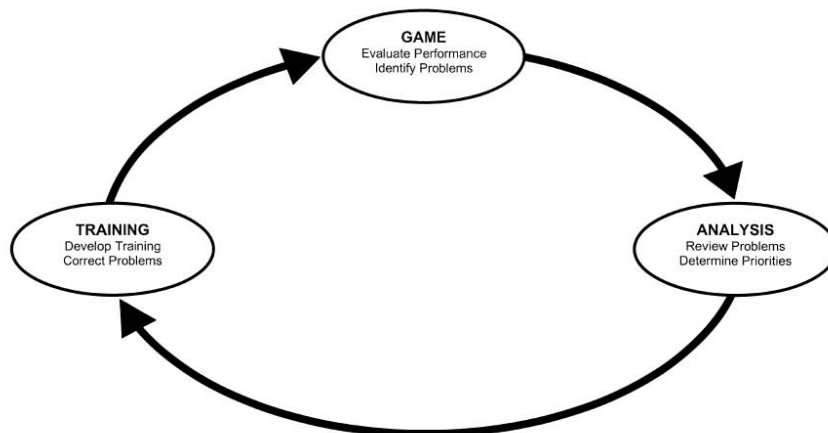
#### G. SAID Principle

1. The SAID Principle – Specific Adaptations to Imposed Demands
2. All training should be specific to the technical, tactical physical and psychological demands of the game and the principals of the game.
3. Soccer training must replicate the game – what is done in training must be what happens in the game.
4. To be fit to play soccer, training must be specific to the needs and demands of actual competition.

#### 2.12 Practice Organization

The game will tell you what the team needs to practice. We say that the game and training have a reciprocal effect. The game indicates what we need to train for and in training we prepare for the game. This cycle of development can be best illustrated in the diagram below:

Cycle of Development – Correcting Soccer Problems







Coaches should organize their practice session in a progressive manner that provides for individual, small group, large group and/or team activities. An example of a practice format would be:

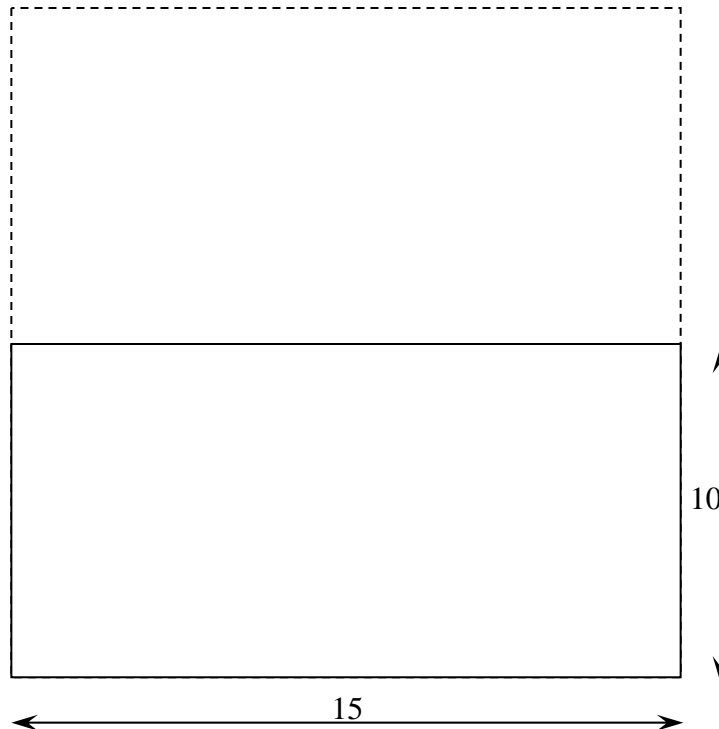
- A. Warm Up – lack of pressure from opponent; pressure from ball and imposed demands.
- B. Small Sided Activities – introduce pressure / some elements are not real; does not have to be directional.
- C. Expanding Small Sided Activities – close to the “big picture”; directional.
- D. Match Conditions – game with all rules (6v6).

The use of field space for a training session is important to the organization of the practice. The most commonly used area for coaching is referred to as a coaching grid. This area is usually rectangular in shape in order to create a more realistic soccer environment.

### THE COACHING GRID

- Coaching grids are used for individual and small group technical or

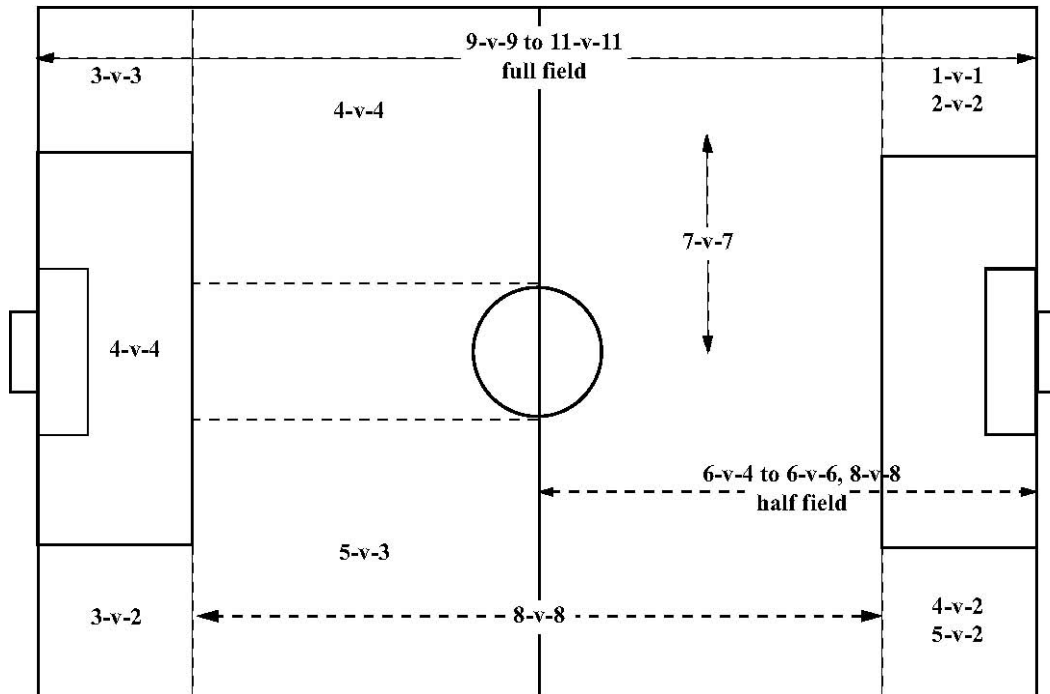
- Playing within a rectangular grid gives direction to the practice and mirrors the game.



- Create a soccer environment for practice by using a rectangular shaped grid

- Adjust the size of the grid (larger or smaller) to accommodate the number of players involved and their

A soccer field can be divided into many smaller teaching areas that will accommodate different numbers of players. Below is an example of how a full sized field can be divided and used.



Prior to the practice beginning the following items should be organized:

- If space is available lay out the areas needed before training begins.
- Bibs (vests) should be counted out and ready to go.
- Location of balls, goals, etc., should be determined and if possible laid out before starting.

The coach must consider carefully the organization and needs of their team for games:

- Pre-game – time of arrival at game site; appropriate time for warm up; consideration of field and conditions on game (coin toss); final pre-game talk.
- Half-time – 1) prior to halftime consider main points from game that you want to talk about; 2) consider what players you will speak privately to; 3) allow players to collect themselves and replenish fluids at the beginning of halftime; 4) keep halftime talk to the point and limit the number of coaching points; 5) speak privately with those players who may need additional direction regarding their play.



- C. Post-game – 1) at the end of the game your number one concern is for the welfare of your players; 2) check for injuries; 3) post-game meetings with the team should be brief; 4) give final instructions to players regarding next game, practice or meal arrangements; 5) game results will effect post-game talks – you must determine the appropriateness of post-game talk and amount of comments made.

In addition, the coach must also consider the needs for their team and develop a plan for the preseason, competition and postseason periods.

- A. Preseason – 1) how long is the preseason; 2) what rules will be applicable, i.e., high school or college; 3) how many players will you have during the preseason; 4) how many practice games will you schedule; 5) what are your expectations for your team during the preseason?
- B. Competition – 1) develop a calendar to show game days, travel days, days off, tournament dates, playoffs; 2) the calendar is a guide to scheduling and must remain flexible to change and needs of the team; 3) the need to schedule individual training during the competition period; 4) must consider the need for regeneration during the competition period as well as “peaking” at the appropriate time.
- C. Postseason – 1) individual meetings with players; 2) review of the season; 3) time off for players and staff; 4) off-season conditioning program to maintain fitness level.