



**National Soccer Coaches
Association of America**

Coaching Academy

Level 3-6 Diplomas



Official Apparel and
Equipment Supplier to the
NSCAA Coaching Academy

Improving Soccer. One Coach at a Time.

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NSCAA Level 3-6 Diplomas

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General Introduction

The organization now known as the National Soccer Coaches Association of America held its first meeting in January 1941. From this small gathering of college coaches, the NSCAA has grown to include all levels of men’s and women’s soccer, including youth, high school, junior college, college and professional coaches, as well as referees, administrators and other individuals interested in the growth of soccer in the United States. With more than 30,000 active members, the NSCAA is the largest single-sport coaching association in the world.

The nature and purpose of the Association is to educate, provide services, and promote and stimulate interest in the game of soccer. With this in mind, the NSCAA Coaching Academy Program was established to further these ideas and to meet the growing needs of our membership to learn more about the game of soccer. The philosophical foundation for all levels is to improve the development of soccer by creating a learning environment which will enhance the individual’s experience and enjoyment of the game.

The Coaching Academy Program is a comprehensive educational program. We hope to reach coaches on all different levels, from youth recreational to advanced and professional coaches. We anticipate that the programs we offer will evolve as the needs of coaches change and evolve.

Any individual completing a diploma course through the NSCAA Coaching Academy will become a more effective coach by understanding the need to organize appropriate material and information for the various ability, experience and age levels of the individuals they coach.

– The NSCAA Education Committee

Preface

Welcome to the NSCAA Coaching Academy and more specifically, the Level 3-6 Diplomas. The overall objective of this course is to educate those coaching the game of soccer, particularly those coaching boys and girls in the 11- to 18-year-old bracket. Learning to work with the developing player within both an individual and team concept is introduced in this course.

The Level 3-6 Diplomas curriculum will focus on the basic methods of coaching soccer, teaching proper technique, understanding team management and learning the key points of small-numbers group tactics. Course time is also spent on the basic laws of the game, safety precautions and the care and prevention of injuries.

We hope that you find this NSCAA Coaching Academy course to be an informative experience dedicated to fulfilling the NSCAA’s mission of coaching education. The NSCAA Academy Staff represents some of the most experienced and qualified teachers of the game in this country.



The NSCAA Coaching Academy

The NSCAA Coaching Academy offers courses for coaches across all levels of the game of soccer. Totalling more than 320+ hours of coaching education, including specialized courses geared toward Goalkeeping, Directors of Coaching and High School coaches, the NSCAA Coaching Academy offers a comprehensive program for continuous self-improvement.

- The Level 1 Diploma is a 4 hour course that deals with coaching young players 6-8 years of age. The Diploma is designed to help coaches implement developmentally appropriate training games to improve skill levels in a fun and safe environment. The Diploma has three parts, classroom with theory of coaching U6-U8, field work with coaches and field work with U6-U8 players. Coaches not working at this age group would benefit greatly from an appreciation of the developmental abilities and needs of this important age group.
 - The Level 2 Diploma is a 6 hour course that deals with coaching players 8-10 years of age. This Diploma develops on the ideas in Level 1 and is designed to help coaches implement developmentally appropriate training games to improve skill levels in a fun, safe and challenging environment. The Diploma has three parts, classroom with theory of coaching U8-U10, field work with coaches and field work with U8-U10 players. Coaches not working at this age group would benefit greatly from an appreciation of the developmental abilities and needs of this important age group.
 - The Level 3 Diploma is a 9 hour course directed at the “novice team coach”. This Diploma is a valuable and necessary one for many coaches. The material in this course is designed to assist the coach who has been asked to step up for the first time to coach a team in competition. The course is, in part, conducted in the classroom covering the role of the coach, methodology and player development. The field portions of the course cover a variety of helpful training ideas primarily designed to improve technical ability. The field work also shows coaches a variety of small sided games to use and features a sample session conducted by the instructor.
 - The Level 4 Diploma is a 12 hour course that deals with technique (and tactics). This Diploma is strongly partnered with Level 5. The primary focus of the Level 4 Diploma is to assist coaches in their teaching of technique as it is applied in the game. The course includes coaches designing a lesson plan, participating in practical field work and observing a model session. Level 4 concludes with the presentation of small side game activities that teach technique.
 - The Level 5 Diploma is a 12 hour course that deals with tactics (and technique). This Diploma is strongly partnered with Level 4. The primary focus of the Level 5 Diploma is to assist coaches in their teaching of tactics as applied in small groups. The course discusses the principles of play and the roles of players. Coaches spend time designing a lesson plan. Coaches also see tactics taught in small games and are exposed to a series of different teaching methodologies.
 - The Level 6 Diploma is an 18 hour course that deals with technique and tactics with a practice coaching segment. This Diploma is an excellent preparatory course for coaches going onto the National Diploma. One third of the course is dedicated to candidates presenting on assigned topics and enjoying feedback on their performance in both methods and content. Expanding upon the content of the Level 4 and 5 Diplomas this course includes a session on reading the game as well as coaching technique and tactics with in 4 vs. 4 and 6 vs. 6 models of play.
 - NSCAA Residential courses (National, Advanced National and Premier Diplomas) are conducted at a variety of pre-selected sites. The National Diploma and Advanced National Diploma are geared toward coaches of advanced players (high level U15 club players and above), and explore a variety of teaching models and methodologies. The Premier Diploma is designed for coaches working with elite players and deals primarily with systems of play and advanced tactical concepts. The NSCAA National and Advanced National Diplomas are also taught in non-residential settings at select sites over two long weekends.
- Participation in all sessions of these courses is mandatory (unless a physical condition prohibits) but the playing ability of coaches is not assessed and has no bearing on one's final evaluation. Evaluations take into consideration only a candidate's coaching ability and the coach's performance at the course being attended.**
- The High School Diploma addresses leadership and managerial issues as well as coaching methodologies specific to coaches of boys' and girls' high school teams.
 - The Director of Coaching Diploma is designed to address the issues confronting the Director of an American soccer club. The curriculum is rich in application and theory and will focus on organizational structure, methods of coaching, leadership theory, evaluation and development of coaches and players and fiscal, legal and ethical responsibility.
 - The Goalkeeping Academy consists of four courses: Level 1, Level 2, Level 3 and Advanced National Diplomas. The Goalkeeping Level 1 Diploma is six hours and deals with introduction to teaching goalkeeping. The Goalkeeping Level 2 Diploma is twelve hours and deals with integrating the goalkeeper into team training and the eighteen-hour Goalkeeping Level 3 Diploma analyses tactical decision making in goalkeeping. The Advanced National Goalkeeping Diploma is a 50-hour course that deals with positioning, communication, goalkeeper psychology, goalkeeper fitness and the methodology of training goalkeepers.
 - The Master Coach Diploma is the pinnacle of the NSCAA educational program. The Master Coach Diploma is a 18-month-long mentorship program formulated along the lines of the UEFA “A” license. Only holders of the Premier Diploma with a “Distinguished” or “Good Pass” are allowed into the Master Coach program. Candidates who do not have a “good pass” may be considered if the committee determines that the applicant can make a “significant contribution” to the course.
 - The Coaching Academy program is progressive. The National Diploma Course is a prerequisite for the Advanced National, unless the candidate has received a “C” license from the United States Soccer Federation. The Premier Diploma Course requires the Advanced National, and/or the USSF “A” or “B” license or the UEFA “A” or “B” with an application requiring additional support material.

Non-Residential	Instruction	Testing	Prerequisite
Level 1 Diploma	4	-	-
Level 2 Diploma	6	-	-
Level 3 Diploma	9	-	-
Level 4 Diploma	12	-	-
Level 5 Diploma	12	-	-
Level 6 Diploma	18	yes	-
Total Hours (Non-Residential)	61	-	-
Residential	Instruction	Testing	Prerequisite
National Diploma	45	yes	-
Advanced National Diploma	45	yes	yes
Premier Diploma	45	yes	yes
Total Hours (Residential)	135	-	-
Goalkeeping Academy	Instruction	Testing	Prerequisite
Goalkeeping Level 1 Diploma	6	-	-
Goalkeeping Level 2 Diploma	12	-	yes
Goalkeeping Level 3 Diploma	18	-	yes
Advanced National Goalkeeping Diploma	50	yes	yes
Total Hours (Goalkeeping Academy)	86	-	-
Specialty	Instruction	Testing	Prerequisite
High School Diploma	21	-	-
Director of Coaching Diploma	21	-	yes
Total Hours (Specialty)	42	-	-
Master Coach Diploma			
18-month-long self-guided study with guidance from a mentor.			yes
Total Hours of Instruction	324		



Methods



Methods 1

A. Effective Coaching

The goal of the coach is to pass along appropriate and correct knowledge and insight that the players can apply. Effective coaching most commonly occurs in the training and game environment. It can also occur in less formal settings around training and games when the coach can observe players and communicate with them differently. An effective coach must be an effective communicator.

B. Philosophy

1. Understand why children play soccer (see Appendices)
2. Proper goals for a youth soccer coach
Define Success
 - a. How well the team plays.
 - b. How many play the next season.
 - c. Reaching individual performance goals.
 - d. Ethics.
 - Commitment to a high standard of conduct.
 - League standards.
 - NSCAA Code of Ethics (see Appendices).

C. Soccer: The Player's Game- The Game is the Teacher

1. Meet the demands of the game, not the coach.
2. Learn from playing, not from drills; add realism and movement to all training exercises.
3. Playing at speed is necessary to acquire skill.
4. Players must have maximum number of ball touches to enhance learning.
5. Train players by using small number games that help move the training session from clarity to reality; from the simple to the complex.

D. Role of the Coach

1. Facilitator
The coach needs to create an environment where learning can take place. This involves preparation and planning as well as the effective use of field space, equipment etc. The coach's knowledge is most accessible if the coach has set the stage for the players to learn.
2. Educator
The coach should have knowledge of the material they are teaching and be confident in that knowledge. Practice can make permanent so if the instruction is not sound players can form poor habits. The coach must be an effective communicator of their ideas in words and in action. The ability to demonstrate is very helpful as is the ability to quickly

and accurately recreate situations for the players to assess.

3. Mentor

Players respond to coaches in many ways. Players can view their coach with significant respect and the coach must honor this. Maintain standards you can abide by and understand to be an example for your players. View each of your players as individuals with individual abilities, contributions to be made and aspirations. The ability to identify with each player on an individual basis is effective coaching.

E. Teaching Mechanics

The NSCAA recommends introducing material to players in a progressive way. A prepared training will have a warm-up or fundamental stage, it will have 2-3 game related activities that develop the topic and it will conclude with a game. The game will almost always be less than 11 vs. 11.

The coach will briefly preview the topic and explain why the topic is relevant. Players should be quickly placed in to the training activities and allowed to experience them. Only then should the coach begin to interject content.

How and when the coach delivers information can vary and the greater the coach's ability to manage delivery the more effective they will be.

1. Command

Give explicit direction to the player as to how to execute a technique or an idea. There can be value in this approach. It should be used carefully so as not to stifle creativity and the ability of the player to ultimately make their own decisions in the game context. It is appropriate to be clear with players as to how, why, where and when certain tasks need to be performed.

2. Questioning

Ask the player about a technique or tactic, evaluating their response and following up with a response. The coach must ask a question that the player can understand and the coach must have their own ideas. Encouraging the player to critically evaluate an action and investigate alternatives is very valuable.

3. Guided Discovery

The focus is on a player centered approach. The use of questioning applies as well as structuring



activity in such a way that the players must solve the challenges of the game through trial and error. The coach may also give explicit direction still the aim is to have players experience the challenges of the game, and solutions to them directly.

D. Teaching methods

1. Stopping the activity to make a coaching point can be effective. It can also disrupt the flow of the game and pause action for too long. Making a stoppage should involve a concise review of the correction, with a picture and an effective restart of the “moment”. A restart is well made if the coach identifies when the game is live off of their introduction of the ball and then steps out.
2. Taking advantage of a natural stoppage disrupts the flow of the game far less and when he coaching point is made quickly the players are not interrupted from that flow. The coach may articulate their observation without needing to actively replay or they can review the action concisely and clearly.
3. Coaching an individual in the flow of the game is an effective tool. It allows the coach to address something the entire group does not need to attend to. The coach may simply talk to the player clearly as the action continues or may take the player to one side and discuss. The player will respond positively to individual feedback if the information is clear and concise and given with the express intent of helping the player do better.
4. Coaching in the flow should not be confused with commentating or cheer leading. Coaching in the flow allows the coach to support a player or players with information from the sideline. This method should be managed so as to be clear and relevant to the players. If the information is zoned out or redundant the coaching is ineffective.
5. Employing training activities that support your coaching is very important. It is recommended that the coach is clear on what they wish to get out of a session and the coaching points they wish to make. It is then the coach should devise activities that support the topic effectively.

Methods 2

A. Techniques - best taught in small numbers.

1. Fundamental
 - a. No pressure from opponent; add movement as quickly as possible.
 - b. Towards execution at top speed: technique to skill.
 - Technique is the absolute ability to perform a motor skill.
 - Skill is the application of technique in a game setting.
 2. Game-Related
 - a. Pressure is introduced from an opponent.
 - b. Add incremental pressure by changing:
 - Size of the space.
 - Number of players.
 - What the players are permitted to do in the space-restrictions.
 - Time permitted.
 3. Game Condition
 - a. All restrictions taken off defender.
 - b. Involves counter attack to goals with goalkeepers.
 - c. Does not have to be 11 vs. 11 or even-numbered exercise, but play needs to be flowing and realistic.
- ### B. Tactics - often taught in thirds of the field
1. Individual tactics - 1vs.1
Player with the ball versus the pressuring defender
 2. Group Tactics - 2 vs. 1 to 6 vs. 6 (5 vs. 5 + goalkeepers).
 - a. A soccer game is a of group tactical situations in the immediate area of the ball, tied together by changes in the point of attack.
 - b. Groups can be organized as 2 vs. 2, 2 vs. 3, 3 vs. 2, etc., or by players combining in specific areas, e.g., the right wing, right midfielder and center striker.
 - c. Group tactics are usually taught in stages, which become more game-like in each stage.
 - In a confined space where the first object is possession (more suitable for a first stage for attacking than defending.)
 - To target within the confined space, with a counter-attacking option.
 - To one goal (preferably a large goal with goalkeeper), also with counter-attacking option.
 - To one large goal with a counter attack option to a second large goal, promoting flowing, realistic play.



3. Team tactics - 7 vs. 7 to 11 vs. 11
 - a. Imprint positioning, emphasizing the principles of play as it affects the team as opposed to the individual player.
 - b. Counter attack if possible, if not, build through possession.
 - c. Go forward if possible, if not, go backwards and change the point of attack.
- C. Fitness (refer to Appendices) for fitness activities with/without the ball)

Note: Coaches should follow proper progressions and intensity of fitness training appropriate for the age and condition of players on the team.

 1. Aerobic capacity
 - a. Exercise in presence of oxygen- involves longer periods of work. The ability of cardiovascular and respiratory system to endure a full game of continuous sustained activity.
 - b. The body becomes more efficient in oxidative metabolism.
 - c. Aerobic training characteristics:
 - The body becomes more efficient in using fat as energy, therefore conserving the body's valuable stores of muscle and liver glycogen.
 - Aerobic training primarily involves slow-twitch fibers, which are characterized by:
 - In progressive exercise, slow-twitch fibers are used first.
 - Slow-twitch fibers are efficient in oxidative metabolism and therefore slow-twitch is critical components of endurance training.
 - Slow-twitch can not generate as much power as fast-twitch fibers.
 - To train slow-twitch fibers and improve muscle endurance, use lower resistance and high number of repetitions.
 - d. Aerobic training
 - The volume of training is important; gradually increase the duration of exercise in training sessions.
 - Intensity during aerobic training is critical; aerobic interval training has become the basic foundation for improving aerobic capacity; incorporate periods of high intensity work within longer enduring training
 - Continuous training- bouts of high-intensity exercise for at least 20 minutes can also be used to improve aerobic capacity.
 2. Anaerobic capacity
 - a. Exercise in the decreasing presence of oxygen. The ability to repeat explosive movements over the full game.
 - b. Anaerobic training characteristics
 - Involves the use of fast-twitch fibers.
 - Fast-twitch fibers are efficient in anaerobic glycogen metabolism.
 - Fast-twitch fibers generate more power than slow-twitch fibers.
 - Fast-twitch fibers tire more easily
 - Occurs during:
 - Short sprints under 30 seconds
 - Early stages of exercise
 - In the latter part of high-intensity endurance exercise when oxidative mechanisms have been overcome
 - c. Anaerobic training
 - Resistance training emphasizing strength (low repetitions with near maximal weight. and power (lower repetitions, high weight between 5-10 sets with only 90 seconds of rest between sets; using slower eccentric contraction). This type of training is done during the off season.
 - On the field work should include spring work and explosive training, with recover time permitted between bouts.
3. Training of both aerobic and anaerobic system should be combined in interval type training (work to recover time ratio) with or without the ball.
4. Speed
 - a. Pure speed: how fast can players cover the distance without the ball; primarily genetically determined, however with training can be increased by as much as 10%. Increase pure speed by lengthening player's stride/rate of strides.
 - b. Technical speed: how fast can players move their feet in relation to the ball.
 - c. Action speed: how fast can players perceive and make decisions.
 - d. Mental speed: how aware are players to external factors, i.e. teammates, opponents, time of game, etc.
5. Resistance training

Note: Proper safety instruction and supervision are essential to protect against injury and to realize maximal strength gains.

 - a. Aspects of resistance training:
 - Strength = the maximum weight a person can lift in one repetition over a particular distance.
 - Power = 1-RM (1-repetition maximum. x distance/time); power is considered the optimal determinant of athletic potential.



- Muscle endurance = the ability to work and muscle for a long period of time at certain percentage of max (usually 65-70 %).
 - Static action (formerly called isometric action); muscle length stays the same while tension is applied.
 - Dynamic action can include free weights, variable resistance (e.g. Nautilus, universal machines. Other machines); isokinetic exercise (e.g. Cybex machines); and plyometric training recommended to be done only rebounding off the ground.

6. Flexibility

Note: increased flexibility decreases the chance of injury.

- a. Flexibility is the distance through a range of motion around a joint
- b. Dynamic stretching exercises is currently the recommended method for stretching early in training sessions. Static stretching may still be used at the conclusion of the training session.

F. Psychology

The psychological training of players should be a part of everything coaches do. The proper focus is on the effort players expend, not simply the results of matches played. (See Appendices)

G. Nutrition (see Appendices)

- a. Diet/ Pre-game meal/ Pre-practice snack
- b. Fluid replacement:
 - Thirst is not an accurate indicator of fluid needs. Use practice versus post-practice body weight (2 cups of water for every pound lost) and urine color
 - Replace fluids during and after exercise; drink 1-2 cups prior to practice and competition.
 - Urine color should be almost clear; bright yellow, highly concentrated urine is an indicator of dehydration.
 - Refueling - eating and hydrating following activity - is most effective when it begins within 30 minutes of the end of a training session or game.

H. Economical Training

- a. Combining of as many components as possible into an exercise.
- b. Specificity of training.
 - Soccer practice must replicate the game - what is done in practice must be like what happens in the game.
 - Training should be specific to the technical, tactical and fitness demands of players and positions.

I. Functional Training

This relates to training that addresses the technical and tactical “function” of a particular position or group within the team. Any coach who offers GK specific training is already addressing function. Position specific training would include, for example, shooting and finishing practice for forwards, beating an opponent one versus one for wide players etc. Functional training extends to groups within the team both “horizontally” and “vertically”. The coach, for example, may train the back four as a unit or the twin strikers in combination. They may also train the left sided players in combination who are in different lines (D-M-F) of the team.

J. Training for Imposed Demands

This relates to training that considers any number of potential challenges the players will face in upcoming competition. Potential imposed demands could be, but are not limited to;

- Weather
- Travel
- Multiple competitions in a tournament
- Playing surface
- Officiating styles
- Penalty kick tie breakers

Training and preparing players with a consideration of the imposed demands creates relevancy and meaning to training in the same way as training designed based on previous performance.





Management



Ten Areas of Team Management Concern for the Youth Soccer Coach

- A. Ongoing coaching education. Commit to continual learning of coaching skills for you and your assistant coaches
- B. Develop a coaching philosophy appropriate to the age of the players you coach and the values you hold regarding the education of children and the meaning and purpose of sport
- C. Develop, or participate within one's club, in the development of a philosophy for the team you are coaching (should include training time, choice of league, performance goals for skills and tactical understanding, and playing time, among other topics)
- D. Establish a clear procedure for communicating essential information with parents and players, and a clear policy regarding areas of responsibility for parents, and areas of responsibility for players
- E. Create a parent code of conduct that includes "dos" and "don'ts" but goes well beyond that and allows parents to become appropriately and positively involved in their children's athletic development
- F. Implement practices that insure and teach basic safety—regarding goals, corner flags, protective gear, and shoes
- G. Educate parents and players about best practices in nutrition for young athletes and provide practical guidance to players in that area
- H. Implement pre-game, halftime, and post-game routines for yourself and your players—including warm-up activities, approach to making corrections at halftime, and personal demeanor in, and length of, postgame comments
- I. Set goals for yourself that are realistic, measurable, and achievable before the start of the season and implement a goal-setting program for your players that reflects the aforementioned qualities (even a basic program is better than none at all); implement evaluation processes that measure success based on accomplishment of those goals
- J. Set aside time to watch as much soccer as possible and encourage and assist your players in doing the same; watching matches with an inquiring mind and critical eye can enhance both playing and coaching performance

Team Management for Youth Soccer Teams

Core Considerations

- A. Where to begin?
 1. "Begin with the end in mind!"
 2. Two aspects of team management for youth players:
 - What are the ongoing needs to be addressed in order to conduct meaningful training sessions?
 - What do we want players to have learned by the end of the season?
- B. Rosters
 1. Names (what do players like to be called?)
 2. Addresses
 3. E-mail contacts
 4. Phone numbers
 5. Emergency contact
 6. Special concerns (allergies, etc.)
- C. Organization
 1. Contact plans
 2. Parents' meeting
 3. Information Sheet
 4. Water/refreshments
 5. Assistant Coach(es) duties?
 6. Team Manager (registration duties?)
- D. Equipment
 1. Balls
 2. Cones
 3. Vests
 4. Flags
 5. Pump
 6. Goals
 7. Nets
 8. Medical Kit
- E. Safety
 1. Field free of debris
 2. Goals—properly secured?
 3. Mobile phones
 4. Age appropriate activities
 5. Players attired properly
 6. Insurance forms
 7. Medical forms
 8. Parental release forms for rides home
- F. Training
 1. Choosing age-appropriate topics to be addressed throughout the season and in individual sessions
 2. What topics need to be addressed in a given season in order to further the development of your players?



3. What teaching methodologies will be effective in helping players learn and grow in the game?
- G. Topics to Consider
1. Techniques: Dribbling, Passing, Heading, Shooting, Goalkeeping, Tackling, Receiving, Turning and Finishing
 2. How do we teach the principles of attacking and defending at our level? In attack, penetration, width, depth, and mobility. In defense, pressure, cover, balance, and concentration (compactness).
 3. Tactical Teaching: Individual, Group (2v2 to 6v6), Team, (8v8 to 11v11)
 4. Set Pieces
 5. Rules
- H. Coaching Methodologies
1. Dynamic games to teach techniques
 2. Small sided games
 3. Progressive teaching of techniques and tactics
4. Functional Training
 5. Coaching in the Game
 6. Shadow Training
 7. Phase Play
- I. Closing Thoughts
1. Players will learn best in environments in which they are challenged at a level that matches their physiological, intellectual, emotional, psychological, social, and soccer readiness.
 2. Not enough challenge—boredom; too great a challenge—frustration; just the right challenge and “stretching”—“flow”.

Detailed Considerations: Code of Conduct for Parents

- A. Differentiating Between Player Responsibility and Parent Responsibility
1. Timely arrival at training and games is the parents’ responsibility.
 2. Signing documents and completing paperwork is up to parents, as is timely paying of club fees.
 3. Keeping track of gear, making certain one has what is needed for training or a match, and playing hard during practices and games, are the responsibilities of the players.
- B. Parent Behavior—from the Car to the Sidelines and Beyond
1. Appropriate topics for discussion with one’s soccer playing child en route to the game or on the way home.
 2. Appropriate topics for discussion with the coach before, during, and after the match.
 3. Treating players, coaches, other parents, and officials—of all teams and in all games—with respect and dignity; what that means in practicality.
 4. Appropriate topics for parent comments from the sidelines during matches.
 5. Role of parents during training sessions.
 6. Appropriate types of comments for parents to make in front of their children regarding other players on the team.
 7. Appropriate ways to raise criticisms and concerns related to one’s child’s soccer experience.

Detailed Considerations: The Preseason Parents’ Meeting

- A. Logistical Options
1. If the meeting takes place with players present, incorporating a pool party or pizza party or some activity for the players will be essential.
 2. If players are not present, the options for meeting locations include a club’s clubhouse, a personal home, a public meeting space, or even the conference room of a business. Creating a congenial atmosphere with snacks, adequate seating, and projection capabilities for videos or powerpoints will enhance opportunities for a successful meeting.
- B. Content of Meeting
1. Introductions of all parents and coaches—beyond simply parent’s names and name of child! Be cautious with overly corny icebreakers, but help parents begin to get to know each other beyond superficialities.
 2. Review team purpose.
 3. Share coach’s philosophy regarding the purpose of youth soccer and the values he/she brings to coaching children and adolescents.
 4. Review expectations of parents—include overview of parental code of conduct if one is implemented.



5. Review schedule, including league play and tournaments, and discuss travel arrangements.
6. Review any decisions to be made regarding competition in “optional” events such as “friendlies” or tournaments.
7. Introduce team manager and allow him/her to review administrative processes and schedule parent duties for the season ahead.
8. Review communication structure—automated calling, websites, social media, telephone trees, e-mail, etc.
9. Discuss appropriate use of social media and any team, club, or league policies affecting the use of social media.
10. Discuss option of dual roster players and potential use of guest players.
11. Provide basic overview of good nutrition—on a daily basis, on game days, during tournaments.
12. Review briefly the guidelines for purchasing age-appropriate and good-quality soccer footwear.
13. Remind parents of policies regarding practice attendance and what gear their son/daughter must bring to every practice (water bottle, shin guards, etc.).
14. If goal-setting by players will be a part of the season, begin to acquaint parents with that process and their role in it, if any.
15. Help parents remember the importance of fun in the season ahead!

Detailed Considerations: Conducting Tryouts

- A. Create detailed online information about the nature, philosophy, requirements, content, evaluation system, and selection criteria and process to be used in your team or club tryouts—which of course, presumes that you and your organization have thought about, discussed, and decided upon such details.
- B. Create online registration system for players wishing to participate in tryouts—and, if possible, require all players to utilize that registration system well in advance of tryouts.
- C. Research the soccer background and family background of all players who will participate in tryouts.
- D. Conduct tryouts in accordance with the guidelines published online—with appropriate activities of an “objective nature” (such as time in running events, time in dribbling events, scores in 1v1 battles) and appropriate subjective elements (such as performance in 6v6 and 11v11 competitions).
- E. Contact all players who tried out as soon as possible, preferably within 24 hours of the tryout, to apprise them of their status.
- F. Be prepared to guide players not chosen in alternative paths for pursuing their soccer dreams and in the skills they need to acquire to succeed in future tryouts.



Management

A. Laws of the Game

As solid grasp of the rules of the game can provide a tactical competitive advantage. The Laws of the Game are also modified in different competitions and awareness of this is critical. If respect of authority is important for players to show to coaches it is important for the coach to respect match officials.

Laws of the Game Quiz

A goal may be scored direct from.....

- Corner Kick True False
- Goal Kick True False
- Throw In True False
- Kick Off True False

Indirect or Direct.....

- | | | |
|---|----------|--------|
| • Holding an opponent | Indirect | Direct |
| • Handling the ball intentionally | Indirect | Direct |
| • Tripping an opponent | Indirect | Direct |
| • Goalkeeper taking more than 6 seconds | Indirect | Direct |
| • Dangerous play | Indirect | Direct |
| • Obstructing an opponent | Indirect | Direct |

Yellow Card or Red Card.....

- | | | |
|---|--------|-----|
| • Dissent | Yellow | Red |
| • Persistent infringement | Yellow | Red |
| • Denying a goal with a deliberate handball | Yellow | Red |
| • Delaying a restart | Yellow | Red |
| • Entering the field without permission | Yellow | Red |
| • Violent Conduct | Yellow | Red |
| • Leaving the field without permission | Yellow | Red |

General Laws

- | | | |
|--|------|-------|
| • A sub must enter at the half line | True | False |
| • A substituted player must leave at the half line | True | False |
| • A player can be offside from a throw in | True | False |
| • A player can be offside from a corner kick | True | False |
| • A player can be offside from a goal kick | True | False |
| • A player can be offside in their own half | True | False |

B. Prevention and Care (See Appendices)

Preventing injury with forward planning can be achieved. Still coaches are urged to take training in First Aid/CPR/AED. In the most common circumstances where trainers are not onsite coaches are encouraged to have medical and contact information on all their players. When the coach is any doubt about an injury caution is most important rather than the completion of the game or the result.

C. Game Day Management

A game day plan would divide into three phases: pre-game, halftime and post game.

- Pre-game
Preparation for the playing conditions, surface, weather etc are important. Player fluid and food intake should be considered as well as the manner and duration of the warm up. Being fully conversant with the rules of the competition, including substitution rules is the responsibility of the coach. At a technical level the coach would prepare the team with a system and style of play that best suits the available personnel and, whenever possible, addresses the opponent's strengths and weaknesses. Identifying individual and collective responsibilities in the pre-game phase in a clear and concise manner gives the players a framework of understanding.
- Halftime
This is an important time to manage effectively. Consider the needs of the players in terms of fluids, shelter etc. The coach should consider what, and how much, information to share and how do to so. The coach may address individuals as well as the group. Players should be allowed some "free" time during the halftime to collect their thoughts prior to reentering competition.
- Post Game
The coach should be afforded the opportunity to manage a post game discussion with the players. A brief post game reflection on the game and a look forward to the next series of team activity is very important. During this time the players can also rehydrate and stretch before leaving the team environment. Coaches are encouraged to insist on a post game opportunity with the players.



C. Annual Planning

An annual plan would divide into three phases: preseason, the competitive season, and the post season.

- Preseason
Considerations include the length of preseason training and the type of activity. During this period fitness foundations are set, systems and tactics established and personnel assessments made. “Testing” can take many forms assessing physical and psychological readiness. Injury and concussion screening is common even at the youth level. Establishing the overall culture of the team is most effectively done in the preseason.
- Competitive season
Managing the entire calendar rather than game by game is strongly recommended. A typical team will have league play, cup competition and possibly tournament play. It will also have short breaks in the season for vacation, academic testing etc. The effective coach will identify which games to prioritize, when to cycle in progressive technical and tactical ideas and when to evaluate health and fitness levels. Scheduled individual player meetings during the season can be very impactful in keeping everyone on the same page.
- Post season
Coaches are encouraged to debrief on the competitive season and set the players up for a meaningful post season. This is a period of recovery and rest and also maintenance of fitness levels. Camps, clinics and tryouts are also a reality of the post season and the coach should guide the player with recommendations. If player evaluations have occurred during the competitive season and at the end of the competitive season then the player is equipped with knowledge as to how to be effective in subsequent tryouts.

Team Management group discussions

1. What would you address in a preseason parent only meeting?
2. What would you address in a preseason player only meeting?
3. How do you manage a 15 minute halftime?
4. How do you manage playing time over a season with a squad of 18 players in the 11 vs. 11 game and the ability range is significant?
5. How do you work on the “4 components” effectively during the season? (Identify the age of the team)
6. How do you manage dropping a player from a roster for a new player?



Player Development



Player Development

Player Development can be broken down into a number of key areas for specific attention:

Physical Development: Includes the refined motor skills of the player to run, jump and turn that allow them to effectively deal with the ball and opponents. The aerobic and anaerobic capability of players determines how long they can effectively train or play. Agility and flexibility as well as speed and strength are essential aspects of the physical development of the soccer player.

Cognitive Development: How a player understands and interprets their environment impacts how they can understand the game. The coach must communicate ideas that the players and team can follow. That communication requires using clear and concise language that stimulates the player to listen to and increase their understanding of the demands of the game.

Emotional and Social Development: Emotional responses to challenges, adversity, success, competition etc will vary between individuals and teams. As a team game soccer allows for collaborations and for “confrontations”. Coaches who can respond to the emotional and social needs of players and help manage athlete interactions and challenges in both training and games can develop qualities such as resiliency and team work that are sustainable.

Technical Development: Technical proficiency is acquired through frequent and deliberate practice with corresponding specific and correct feedback. When the player can successfully employ a technique, or techniques, under pressure in a game setting then they have demonstrated skill. Technique can be trained with no pressure, but must ultimately be trained in small-sided game settings. The technical ability of the player and their understanding of when to apply a technique is best developed in small-sided- game settings. Small-sided games provide significant frequency for technical repetition and decision making.

Tactical Development: Decision making is critical to the soccer player. Tactics apply to decisions in a 1 vs. 1 situation just as much as they do in a full game setting. A player’s ability to make quick and correct decisions on the field is enhanced by their technical ability and general comfort with the ball.

Beyond that a player who has been consistently exposed to the Principles of Play and the roles and responsibilities of players in training will be more likely to make solid decisions under the pressure of the game and competition.

Summary

The role of the effective coach is to determine developmentally appropriate training and game approaches that speak to the needs of the individual and the team. The coach who understands the physical, cognitive and emotional and social abilities of their players can set appropriate challenges in training that strike a balance between too easy and too frustrating. While such an understanding would be of value to all athletic coaches it is the soccer coach that must see the specific abilities of the players in the technical and tactical realm of soccer and be equipped and prepared to enhance them.



Player Development - Competencies

It is helpful to use the four components of soccer, as understood in the US, when suggesting developmental competencies. Most commonly age group levels, as used below, set the developmental levels. Consider as well that developmental rates will vary between players as a result of their physical, cognitive and social maturation, their experience with the game and their environment.

It is important to consider the actual competencies of the individual or group rather than what may be suggested by chronological age alone. What is most important is to appreciate the importance of the developmental stages and the need to progress through them.

U10 Developing technique and skill

Technique: The focus should be on individual technique and its application in dynamic, game-like activity. The ability to move with the ball, receive, control and pass the ball are critical. Shooting and finishing activities that use a goal and goal keepers are popular in training. Practice “makes permanent” so the coach must have the correct information and encourage the players to concentrate on correct technique.

Tactics: Employ small-sided games or high frequency training activities that allow for 1vs.1, 2vs.2 and 3vs.3 challenges. Address attacking and defending ideas, but not at the same time. Consider when to make a point to the whole group and when to help an individual.

Physical: If you do decide to work on general fitness at U10 incorporate a ball. In all activity the players need a frequency of rest and water greater than adults. As the physical differences within a group will be significant evaluate balance and quickness as much as speed and strength.

Cognitive: The players should have the ability to identify with “team” and be inclined to cooperate. The players are sensitive to their own contribution and need to be reinforced as to their value to the team. The players will acknowledge the role of the coach and respond to it. Be very aware of comparing ability between teammates as the players are very self conscious at this age.

U12 Developing skills and small group tactics

Technique: Applying technique under the pressure of time and space and the opponent demonstrates skill. As such technique must be trained with increasing pressure. Players may make equal effort, but technical ability will begin to range widely. Practice must be deliberate and receive feedback.

- *Dribbling* should be practiced with opponents and the emphasis should be to go beyond an opponent.
- *Passing* should be practiced with both feet with the primary surface being the inside of the foot. The ball should be moving while practicing passing. Consider the weight of the pass as well as the accuracy.
- *Shooting* with the instep should be taught. Incorporate goals and goalkeepers and be sure to have enough balls and ways to keep them circulating. The position of the non-kicking foot and the head are elements to consider.
- *Heading* is definitely a technique that can be trained. However the players must deal with the ball in the air in general far more than just when it is to be headed. Formally training receiving and playing the ball out the air is valuable.

Tactics:

- 1vs.1 attacking and defending should be formally trained. In the training environment players must be encouraged to make the decision to attack an opponent and not to fear failure. Defenders must develop the ability to read cues and decide when to win the ball, which way to force play, when to drop off etc.
- In expanded numbers 2vs.2+ the attacking decisions expand to consider when to dribble and when to pass, how to combine, how to move without the ball in support. Defending decisions expand to include deciding when to be at the ball or when to be supporting the “first” defender and covering space.
- Activities must have “goals” for both teams, e.g. number of passes, zones, targets, goals.

Physical: As motor skills become more refined it is possible to evaluate physical abilities that correspond to positional role, e.g. superior speed and agility may suggest a wing forward, while strong endurance may suggest a central midfielder. In “physical” training activities such as those using ladders, hurdles, fast footwork etc., incorporate a ball as well. Warm up and cool down should be in the training regime to maintain flexibility and prevent injury.

Mental: Players should be empowered to make decisions and take risks in the training environment with the support of the coach. Players should also be able to take on more responsibility and understand the difference and value between good



and poor practice. As such the coach can have higher expectations of players seeking to improve.

U14 Developing skills and small group tactics (continued)

Technique:

- *Dribbling* Develop an understanding of the difference of dribbling for speed to space, dribbling to beat an opponent and using moves and dribbling to retain possession under pressure.
- *Receiving and passing* Train technique as part of a connected whole rather than in isolation. Activities, such as keep away, involve receiving the ball efficiently under pressure so as to be able to find the best next pass.
- *Receiving and turning* Again as part of a connected sequence of techniques receiving the ball with an awareness of where to take it to next. Players can explore turning with and without the ball and the quality of the pass and the communication that comes with it come into play.
- *Shooting and finishing* Importantly players should appreciate that a toe poke or a side foot “pass” may be more appropriate techniques to score with than an instep shot. Practice in and around the goal a lot and from different distances. Practice now includes half volleys and volleys as well as balls moving to and from the shooter and at different angles.
- *Air control* Includes heading as a pass, to score or to defend. Using different surfaces of the body to bring the ball under control come into play as well as getting the body underneath the ball or over the top of it. As the ball is played in the air more this critical technical area needs addressing.
- *Defending* As technique is now trained under pressure so defending technique can be addressed including body shape, tackling, angle and speed of approach etc.

Tactics: Expand coaching to cover Principles of Play and roles and responsibilities of players. Also introduce a consideration of transition.

- *Attacking:* Penetration, support, width, mobility and improvisation.
- *Defending:* Immediate chase, pressure, cover, balance.
- *Transition:* What to do at the moment possession is lost or gained should be a strong emphasis in tactical training.

Physical: The physical abilities of the players will play an increasingly significant part in assigning position and playing time. Soccer specific fitness should be emphasized. For example the ability to run long distances at one pace is not the soccer specific fitness need of the players. An endurance base (aerobic) is a key to the more important ability that allows the player to perform at high intensities, recover and go again (anaerobic). Defining physical attributes becomes more relevant at older ages. The notion of “fast” can apply to explosive runs over distance, while “quick” may refer to very specific reactions in tight spaces.

Mental: As youth players the importance of fun remains critical. In addition fostering creativity and decision making and managing an environment in training where failure is part of an achievement process also remains critical. At the same time the coach may be able to demand more of the players in terms of effort and attention and their ability to self-reference their performance.

U16 Developing skills and larger group tactics

Technique: The application of technique and the acquisition of skill is the focus. Training functional technical ability refers to practicing the specific technique and skill relevant to the position. Most obvious is in goalkeeper training and extends to the demands of every position. The pressure under which technical training is conducted should be significantly increased during sessions and throughout the season.

Tactics: The complexity and speed of tactical training increases with the management of pressure (time and space) and the employment of greater numbers in training activities that may include the entire squad, 6vs.6 to 9vs.9. The greater the numbers the more possible decisions to be made and the greater the pressure the more quickly they need to be made.

The Principles of Play remain the foundation and are expanded upon.

- *Attacking:* Movement off the ball or 3rd man runs, possession to penetrate, offensive set plays etc.
- *Defending:* Setting a restraining line, team compactness, forcing the direction of play as a team, defensive set plays etc.
- *Transition:* The team’s collective response to winning or losing the ball relative to areas of the field, the score, the opponent’s shape etc.



Physical: The continued development and refinement of the physical tools needed to compete at higher levels remains. Also the maintenance of the body and the prevention of injuries are important and managed in warm up and cool down and by the athlete between training and competition.

Balance: Stability and equilibrium both at rest and in motion.

Agility: The ability to change direction.

Flexibility: The range of motion in joints.

Mental: As the coach formally managing how you express care about your players, acknowledge their ability and empowering them to make decisions will have an impact on player well being and performance. Players will exhibit more formal and informal abilities to lead, greater ability to focus on a task, respond to goal setting etc. Identifying the “task” oriented players, concerned with effort, and process and practice and the “ego” oriented players, more concerned with outcomes is important. It will inform the coach as to how players react to coaching and may inform on mental qualities required for specific roles within the team.

general fitness levels as well as the rehabilitation of injuries.

Mental: The mental commitment to training and playing, remaining fit and ready to compete sits with the player. Self-discipline in preparation, on and off the field, will determine, in part, the success of the player and the team. The coach can foster discipline by communicating clear expectations and setting individual and team goals that are agreed upon by the players. Goal setting is a powerful tool in supporting the mental approach of the player. The players have to have a high degree of intrinsic motivation and respect for themselves, teammates and coaches and opponents to function at a consistently high level.

U19 Developing tactical understanding and execution in the full game

Technique: Individual technique is covered in warm up and cool down as well as self-directed by the player. The acquisition and execution of skill in the game setting is the focus.

Tactics: The ability to make decisions in the game setting is the focus. The more decisions, or options, the player can identify and act upon technically the more effective they will be. The coach must manage training challenges that replicate the demands of the game especially in terms of pressure on time and space and in competition.

An understanding of the team system of play, the functions of the each group (D, M, F) and how they relate through the team, team strategy, team shape etc, are primary tactical considerations.

Physical: The formal periodization of the physical preparation becomes important. Players must manage the preseason, active season, post season and off season. Preseason will place a greater emphasis on building an endurance base and then important competition needs. During the season the focus will shift to maintaining fitness levels and injury prevention. The post and off season will see periods of recovery and rest and maintenance of





Planning a Session



Creating a Lesson Plan

A. Components

- Technique
Skill is the technique applied
- Tactics
Decisions of the individual, group or team
- Physical
Specific to the game of soccer and the position
- Psychological
Individual and team responses to competition, adversity, success etc, etc

B. Types of training (not exclusive of each other)

- Progressive team training
Team training that integrates and includes all members of the squad
- Economical training
Training involving all of the 4 components
- Functional training
Training for a specific position or group
- Specific to demand training
Training for an anticipated challenge such as opponent, weather, game frequency

C. Practice Coaching

- Coaches will work in pairs to create a plan on a given topic and will then present on the field a part of that plan using the other coaches as players
- The instructor will offer verbal feedback on the presentation
- Each pair of coaches will have two topics to present, one technical-tactical and one tactical-technical

D. Creating a lesson plan

The NSCAA recommends introducing material to players in a progressive way. A prepared training will have a warm-up or fundamental stage, it will have 2 game related activities that develop the topic and it will conclude with a game. For the Level 6 Diploma the game will be at least 4vs.4 and no bigger than 6vs.6, including keepers.

E. Elements of the plan

- Diagram of activity
Give dimensions, coaching position, key of movement and passing arrows

- Organization/Explanation
Identify equipment needs, time allocation how the play proceeds and restarts, scoring conditions
- Coaching Points (Most Important)
List your coaching points clearly. They should progress and not simply read "same as above"

F. Fundamental/Warm up

For a technical topic this stage of the plan should include good frequency or repetition in the technique identified

For a tactical topic elements of movement and shape should be addressed

This stage of the session does not need to include opposition or direction, or a restricted space, though it may

G. Activities 1 and 2

These should be game like and incorporate opposition, scoring (for both sides), boundaries and direction (no later than Activity 2)

The coaching points for the first and second activity should develop off of those in the fundamental/warm up stage

The middle stages of the four part plan should be considered "game related"

H. The Game

The final activity on the plan should be an even numbers game

In the organization conditions may be employed initially such as touch limitations, neutral players, zones. However the final activity should be unconditioned play

The coach should observe the final game and assess the ability of the players in the topic of the training

I. Practice Coaching

- Refer to Methods material
- Refer to the manual
- Develop your plan
- Visualize you plan in action
- Be clear, concise and relevant
- Stay on topic
- Try to demonstrate your teaching ability
- Try to demonstrate your knowledge
- Try to identify relevant moments to coach



Coaching Topics

Technical-Tactical

1st Practice

<u>Name</u>	
1	Coach to improve receiving and passing
2	Coach to improve shooting and finishing
3	Coach to improve dribbling in space
4	Coach to improve dribbling at an opponent
5	Coach to improve receiving and turning
6	Coach to improve dealing with balls out of the air
7	Coach to improve heading
8	Coach to improve the driven pass or shot
9	Coach to improve 1 vs. 1 defending
10	Coach to improve combination play
11	Coach to improve GK distribution from hands and feet
12	Coach to improve one and two touch play

Tactical-Technical

2nd Practice

<u>Name</u>	
1	Coach the GK to organize the defense
2	Coach to improve possession
3	Coach to improve width in attack
4	Coach to improve team shape in defense
5	Coach to improve team shape in attack
6	Coach to improve mobility and width in attack
7	Coach to improve effective transition to defense
8	Coach to improve effective transition to attack
9	Coach to improve combination play
10	Coach to improve pressure and cover
11	Coach one team to use a target player
12	Coach one team to make play predictable



Interactive Session Plan™



Coach NSCAA Coaching Academy

Session date 1 Sep 2012

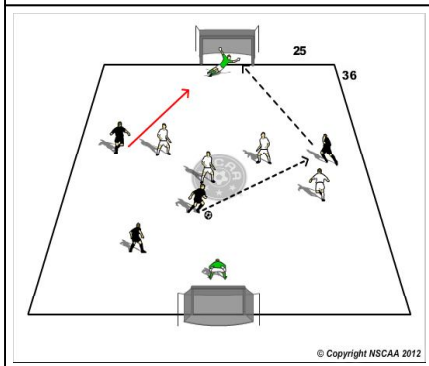
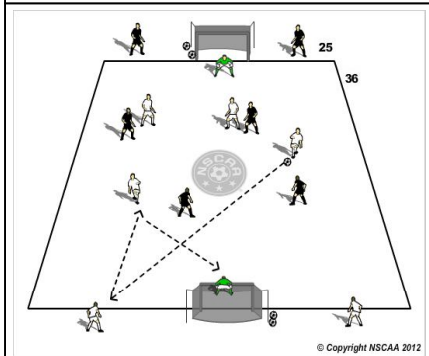
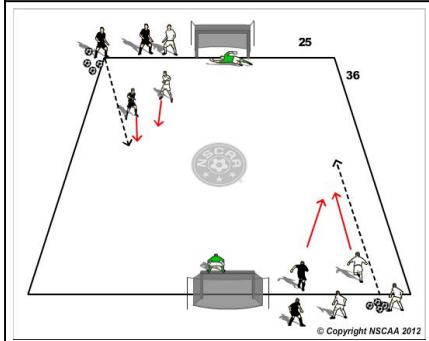
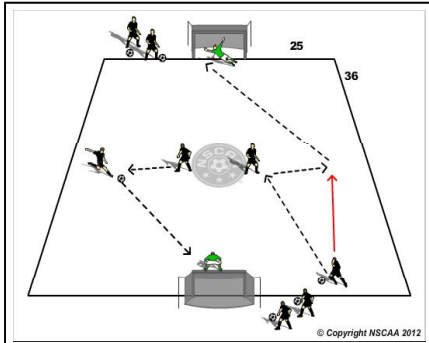
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Topic Shooting

Technical / Tactical

Tactical / Technical



WARM-UP

Organization	Key Coaching Points
25 x 36 yard space Non pressured shooting Players play ball into to target who lays it off for a shot Players then move to the other end of the field Server can play ball back toward shooter, away from them etc to vary the type of technical demand on the shot Continuous play	Shooting surface is the instep Plant foot beside the ball pointing toward the target Head up to see the target and head down at the point of striking the ball Strike through the ball and land on shooting foot

ACTIVITY 1

Organization	Key Coaching Points
25 x 36 yard space Pressured shooting Server plays the ball to one player who will shoot at goal A defender is positioned who can put pressure on the shooter Position the defender to allow the shooter to get the shot off Both players go to the other side and switch roles	Identify target while getting to the ball Get plant foot beside the ball with head down Take an extra touch if ball is under the body Keep body between the ball and defender Instep drive for power and across the goal Side foot for accuracy and near post

ACTIVITY 2

Organization	Key Coaching Points
25 x 36 yard space 5 vs. 5 with offensive targets Each team may play to offensive target players on the goal line who one touch the ball back into play (Diagrammed here. Player with the ball cannot shoot. Instead ball is played to end target who lays the ball back to an open teammate for a shot)	Always in shooting range Keep head up to the goal Keep ball out from under the body Strike the ball with inside or outside of the foot to impart curve Shoot on sight

GAME

Organization	Key Coaching Points
25 x 36 yard space 5 vs. 5 (Diagrammed here. A through ball is played to lead the shooter. Far side player follows up for rebounds)	In possession shape body to the ball and the goal Allow for space that the ball can be played to to move on to Shoot across the goal to the bigger angle to keep the ball in play for teammates following up Head up to see the target Get plant foot to the ball Head down at point of impact and follow through



Coaching Academy

Interactive Session Plan™



Coach

Session date

Time available



Topic

Technical / Tactical

Tactical / Technical

	WARM-UP	
	Organization	Key Coaching Points
	ACTIVITY 1	
	Organization	Key Coaching Points
	ACTIVITY 2	
	Organization	Key Coaching Points
	GAME	
	Organization	Key Coaching Points

[Print Session](#)



Practice Coaching Evaluation Form

Key: 1 = below average; 2 = average; 3 = good

Name: _____

Site: _____

Topic: _____

Date: _____

Organizational Components

Criteria	Assessment	Comments
Coaching Outline <i>Clear and concise plan; reflects topic assigned</i>	1 2 3	
Coaching Demeanor <i>Appearance / Professionalism / Enthusiasm</i>	1 2 3	
Coaching Setup <i>Appropriate utilization of equipment and accessories</i>	1 2 3	
Utilization of Space and Players <i>Correct field size and numbers for activities and personnel</i>	1 2 3	
		<i>Organizational Total = _____</i>

Instructional Components

Criteria	Assessment	Comments
Ability to Communicate <i>Coach articulates quality coaching points clearly and concisely</i>	1 2 3	
Ability to Demonstrate <i>Coach paints a clear and concise picture</i>	1 2 3	
Ability to Identify and Correct Problems <i>Coach stops, recreates, rehearses and restarts play properly</i>	1 2 3	
Knowledge of the Game <i>Coach demonstrates an understanding of the nuances of the game</i>	1 2 3	
		<i>Instructional Total = _____</i>
		<i>Total (Org. + 3x Inst.) = _____</i>
<i>Overall Comments:</i>		
Staff Assessor _____	Date _____	



Coaching Academy

Interactive Session Plan™



Coach

Session date

Time available



Topic

Technical / Tactical

Tactical / Technical

	WARM-UP	
	Organization	Key Coaching Points
	ACTIVITY 1	
	Organization	Key Coaching Points
	ACTIVITY 2	
	Organization	Key Coaching Points
	GAME	
	Organization	Key Coaching Points

[Print Session](#)



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Staff Assessor _____	Date _____	



Coaching Academy

Interactive Session Plan™



Coach

Session date

Time available



Topic

Technical / Tactical

Tactical / Technical

	WARM-UP	
	Organization	Key Coaching Points
	ACTIVITY 1	
	Organization	Key Coaching Points
	ACTIVITY 2	
	Organization	Key Coaching Points
	GAME	
	Organization	Key Coaching Points



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Topic: _____	Date: _____

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		<i>Instructional Total = _____</i>
		<i>Total (Org. + 3x Inst.) = _____</i>
<i>Overall Comments:</i>		
Staff Assessor _____	Date _____	



Coaching Academy

Interactive Session Plan™



Coach

Session date

Time available



Topic

Technical / Tactical

Tactical / Technical

	WARM-UP	
	Organization	Key Coaching Points
	ACTIVITY 1	
	Organization	Key Coaching Points
	ACTIVITY 2	
	Organization	Key Coaching Points
	GAME	
	Organization	Key Coaching Points

Print Session



Practice Coaching Evaluation Form

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Topic: _____

Date: _____

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		<i>Instructional Total = _____</i>
		<i>Total (Org. + 3x Inst.) = _____</i>
<i>Overall Comments:</i>		
Staff Assessor _____	Date _____	



Technical Coaching Information



Dribbling

To possess when pressured by an opponent.

Coaching Points

1. Keep body at a right angle between ball and defender.
2. Play ball with far foot.
3. Move away from goal or laterally

Running with the ball (speed dribbling)

Coaching Points

1. Toe is down.
2. Use the outside or instep of the foot.
3. First play of the ball should be long.
4. As space to the defender decreases, use shorter/more touches keeping the ball closer to the feet.

Attack defender with the ball

Coaching Points

1. Change speed and direction; keep center of gravity low, bend knees, run on balls of feet.
2. Think of playing the ball past the defender and being first to it in the space behind the defender.
3. Attack the most forward leg of the defender.
4. After playing the ball behind the defender, explode behind the defender; the next touch should cut off any recovery run.

Tackling

General Coaching Points

1. Speed of challenge

Shorten strides, slow down and lower center of gravity as defender approaches the attacker.

2. Angle of challenge

Bend run as defender approaches the attacker to direct attacker in the proper direction: to covering teammates, touch line, goal line.

3. Decision on when to tackle

- a. When attacker looks down or misplays the ball.
- b. When cover is present.
- c. When the attacker is within shooting distance.
- d. Only when defender is within on step of the ball.
- e. When defender is at least even with the attacker; not behind the attacker.

Three Types of Tackling

1. Block

Coaching Points

- a. Positioning is side-on.

- b. Place the non-tackling foot (the foot farthest from the ball when in the side-on position) next to the ball by stepping forward.
- c. The tackling ankle (the foot closest to the ball in the side-on position) is locked and the toes are pointed up as the player tackles/blocks the ball across or at an angle, not straight through the body of the attacker.

2. Poke

Coaching Points

- a. Poke the ball with the front foot (the foot closest to the ball in the side-on position); weight is on the back foot; do not land on the foot that pokes the ball.
- b. Poke the ball at an angle (diagonal) forward and move body weight forward to gain possession.

3. Slide

Coaching Points

- a. Defender should be at least even with the attacker prior to attempting the slide tackle.
- b. Only recommended when attacker is near the touch line.
- c. Recovery runs should be on the inside of the attacker prior to the slide tackling (ball tackled to the outside of the field).
- d. Slide on the side of the body, hooking the ball.

Passing

Instep pass

1. Toe down, ankle locked, knee over ball.
2. "Snap" at knee.
3. Preparation touch away from body at an angle.
4. "Show" laces (instep) to target on follow-through.
5. Strike through middle of ball for lower trajectory, through bottom half of ball for higher trajectory.

Outside of the foot pass

1. Toe turned down and inward.
2. Balance foot a bit wider than on instep drive.
3. "Snap" at knee.
4. Strike middle of ball to play ball straight, inside of ball to play ball off at an angle or to bend the ball.

Inside of foot pass

1. Balance foot even with ball.
2. Hips facing target.
3. Ankle locked, toe pointed up.



4. Strike middle of ball with surface between the heel and the middle of the foot.
5. "Show" inside of foot to target on follow-through.

Coaching Points

1. Place non-kicking foot next to the ball.
2. Be sure the toe of the non-kicking foot is pointed in the direction the player wants the ball to go.
3. Kick "through" the ball, following through towards the target: transfer the weight forward.

Balls in the air

1. Accurate.
2. Has proper pace.
3. Is timed to the player receiving the pass or into a space for the player to run to.
4. Disguised.

Receiving

There are two types of receiving:

Balls on the ground

Coaching Points

1. Keep your eye on the ball.
2. Try to look at the next target as the ball is being played to you.
3. Receive the ball with one foot with one toe pointed up (ankle locked).
4. If not marked or under pressure, receive the ball with the farther foot (across the body/standing), on the inside of the foot.
5. If marked or under pressure, receive the ball with the foot farther from the defender, usually with the outside of the foot.
6. Keep the ball moving. Prepare it for the next action: shot, dribble, and pass.
7. Be deceptive receiving the ball; feint, use different parts of foot (top, inside, outside, sole).

Balls in the air

Coaching Points

1. Keep your eye on the ball.
2. Get behind the flight of the ball as it arrives.
3. Decide which body part you are going to use to receive the ball. Stress receiving the ball with the frontal surfaces of the body: top of foot, top of thigh, chest.
4. Try to look at the next target as the ball is being played to you.
5. Withdraw the body part and cushion the ball.
6. Move the ball from the landing area as soon as possible. Screen it from defenders. Prepare it for the next action: shoot, dribble, and pass.

Shooting

Instep Drive

Coaching Points

1. Place non-kicking foot next to the ball.
2. Power step onto non-kicking foot, non-kicking knee slightly flexed.
3. Non-kicking foot pointed in the direction of the shot.
4. Ankle of the kicking foot is locked and the toe is pointed down.
5. Hips and knee of the kicking foot are pointed in the direction of the shot.
6. Head is steady and down looking at ball.
7. Preparation touch away from body at an angle. Rotate hips in final movement to contacting ball.
8. Kick "through" the ball.
9. Land on the shooting foot.
10. Follow through towards the goal with weight going forward.

Heading

Coaching Points

1. Use the top of the forehead (hairline) to contact the ball.
2. Neck should be firm on contacting the ball.
3. Try to keep the eyes open as ball is contacted.
4. The head is moved forward, NOT up and down (no back spin on the ball).
5. Follow through with the chin up and looking towards the target.
6. Arms and elbows are held up to provide protection and thrust as head is moved forward.

Teaching Progression

1. Sitting.
2. Kneeling.
3. Standing.
4. Jumping.
5. Changing direction of the ball: square shoulders to target; begin with standing position, then move to jumping to head high balls.

Defensive Heading

1. Jump off one foot.
2. Leave late.
3. Jump first.
4. Head bottom half of the ball.
5. Objectives: high; far; wide; accurate.

Offensive Heading

1. Bend run to opposite side of field from the direction the ball is coming.



2. Jump off one foot.
3. Leave late.
4. Jump first.
5. Head top half of the ball.
6. Objective: hit the goal.

Turning

Coaching Points

1. Open field turn
 - a. Inside of the foot—toe up, ankle locked, open body away from standing leg.
 - b. Control ball with middle to heel of foot.
 - c. Stay on ball of feet on standing leg.
 - d. Knees bent.
 - e. Explode forward with touch of outside of the foot and head up.
2. Turning in tight spaces/under pressure
 - a. Receive “sideways on”.
 - b. Lower center of gravity.
 - c. Separate self from defender with elevated, bent arm for balance and protection of space.
 - d. Use front half of outside of foot.
 - e. If first touch is sideways, contact ball with middle of foot; explode forward with outside of foot.
 - f. If first touch is to get by opponent, contact lower half of ball to flick it over foot of opponent; usually spin in opposite direction of touch to get behind defender.

Finishing

Coaching Points

1. Driven Balls
 - a. Get body behind flight of ball if at all possible.
 - b. Redirect ball rather than strike it.
 - c. Use body part at height of ball’s flight as ball arrives.
 - d. Get as much surface area as possible on ball in the redirection.
 - e. Usually contact middle to top half of ball.
2. Loose Balls in Front of Goal
 - a. Strike ball with any part of foot which will propel ball at goal—instep, toe, inside, outside, heel.
 - b. Accuracy preferred over power.

Goalkeeping

A. Stance - Ready Position

Coaching Points

1. Feet should be shoulder distance apart.
2. Knees are slightly bent.
3. Feet are moving in training bounce.
4. General body posture is relaxed.
5. Head is still.
6. Slight flexion at the waist.
7. Arms are loaded so that the elbows are slightly in front of the chest.
8. Wrists are slightly hyper extended.
9. Fingers are pointed diagonally upward.

B. Catching Positions

1. Basket catch

Low shots when body can get behind the ball.

 - a. Get behind the ball.
 - b. Legs are straight.
 - c. Fingers are pointed down and little fingers are almost touching.
 - d. Bend the knees and catch the bottom half of the ball.
 - e. Bring ball up to the chest with arms cupping the ball to the chest.
2. Contour Catch

Mid-body shots when body can get behind the ball.

 - a. Get behind the ball.
 - b. Forearms are parallel.
 - c. Fingers are pointed down and little fingers are almost touching.
 - d. Catch the ball with forearms then the chest.
 - e. Bring the ball into the chest area with the arms cupping the ball.
3. High Catch

Crossed ball/high balls that must be caught above the head.

 - a. Get behind the ball.
 - b. Thumbs and forearms are almost touching.
 - c. Catch the top half of the ball.
 - d. Bring the ball down to the chest with the arms cupping the ball.

C. Technical Training

1. Identification of the breakaway situation.
2. Proper technical response for success and safety.
3. Shot Play
 - a. Advance off the line and shooter approaches, being careful to protect the space over the top of the goalkeeper.
 - b. Be stationary in the ready position as the shot is being taken.



4. Introduction of goalkeeper alternatives on the breakaway.
 - a. Win the ball by making up ground before the shot is taken.
 - b. Smother the shot.
 - c. Concede possession and play the shot.

D. Tactical Training

Positioning

1. Review of the “ball line”.
2. Goalkeeper starting positions in each third of the field.
3. Angle of play
 - a. Bisect the angle from the ball at the apex to the goal posts-making the goal smaller.
 - b. First player on attack.

E. Diving

1. Low to middle balls.
 - a. Progress from sitting to kneeling to squatting to standing.
 - b. Coaching Points:
 - Land on side, not on front of the body.
 - Lower arm is fully extended on tipped saves.
 - Dive out at ball, perpendicular to the line of flight.
 - On the save: the lower hand is behind the ball and the upper hand is on top; upper leg bent.
2. Mid-Body/ High Balls
 - a. Progress from squatting to low crouch to standing.
 - b. Coaching Points:
 - Arms are fully extended.
 - Bring ball to the ground as ball touches ground first.
 - Dive out at ball, perpendicular to the line of flight.



Interactive Session Plan™



Coach NSCAA Academy Staff

Session date 1 Sep 2012

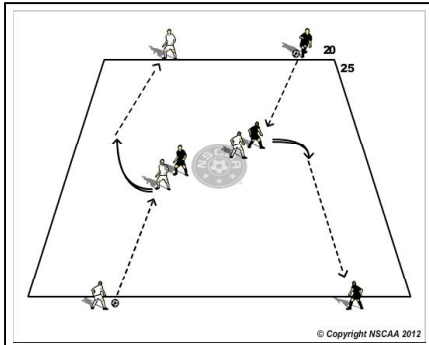
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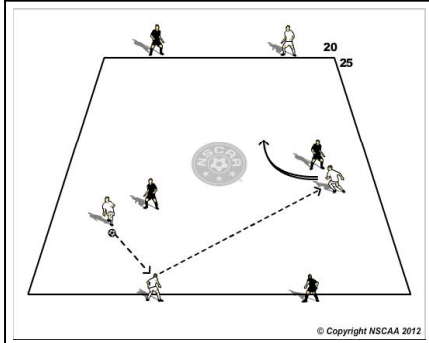
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Technical / Tactical

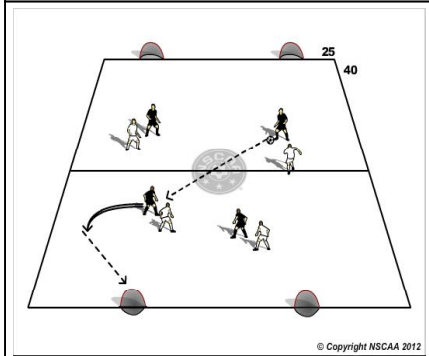
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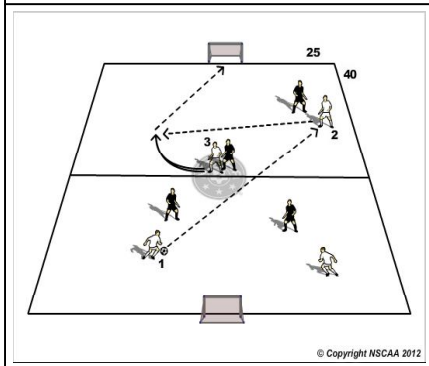
WARM-UP	
Organization	Key Coaching Points
20x25 yard space Groups of 4 players Servers play into an individual "passively" marked who turns and plays the ball to opposite end Work one individual for 4-8 reps and then switch receiver, server, "passive" defender roles	Keep sight of the ball Receive ball with inside or outside of foot Take the ball away from the pressure Try to identify target to play to on the turn



ACTIVITY 1	
Organization	Key Coaching Points
2 vs. 2 to targets 20 x 25 yard space Both teams of two have a target at each end of the space. Play is continuous If a player cannot turn they can play back to target as support (Diagrammed here. As the ball goes to the target the player who will receive it half turns to see the ball and the space to carry it into)	Check away from the ball to create space Be aware of opponent and target to play to Try to turn with the ball in one movement using inside or outside of the foot If the ball is stopped on reception be prepared to lay back to target/support



ACTIVITY 2	
Organization	Key Coaching Points
4 vs. 4 to 4 small goals 25 x 40 yard space Both teams must try to keep two players in the opponents half (Diagrammed here. The player who receives the ball sweeps it to the outside to get a shot based on the inside position of the defender)	Take up a position based on the ball, the opponent and the goal Receive the ball on the foot away from the opponent Keep ball "out" of the feet Use body and head movement to "fake" the turn



GAME	
Organization	Key Coaching Points
4 vs. 4 24 x 40 yard space (Diagrammed here. Player 1 plays a long ball to Player 2 and Player 3 turns without the ball to the "opposite" side of the defender and gets faced up)	Maintain length on the field Try to stay open to the field Be aware of the ball, opponent and goal Move away to make space Turn the ball with a minimum of touches using different foot surfaces Turn without the ball if it is played beyond



Principles of Play and Roles of Players



Principles of Play and Roles of Players

Key Considerations

1. When a team has the ball every player is an “attacker”.
2. When a team is out of possession every player is a “defender”.
3. Transition-the moment when the ball is turned over is central to all Principles of Play.

Attack

- A. Principles of attack
 1. Penetration – getting ball behind defenders; the first attacker.
 2. Depth – support behind and in front of the ball; the second attackers.
 3. Width – pulls collective defending apart. Establishing width is critical when players make runs forward; it must be re-established, usually by players from behind the ball.
 4. Mobility – attempts of attacking players to penetrate and unbalance collective defending; the third attackers.
 5. Creativity/Improvisation.
- B. Role of the first, second and third attackers:
 1. First attacker – player with the ball. Must achieve penetration.
 - a. Shooting.
 - b. Dribble to shoot .
 - c. Pass to get a shot.
 - d. Possession.
 - Dribble
 - Pass
 - Hold/ shield
 - e. Pass, run, receive ball back.
 2. Second attacker- player(s) in close support of the first attacker.
 - a. Support angle: move into support angle before first attacker receives the ball.
 - b. Support distance.
 - Far enough away from first attacker so that the first defender can not mark both players.
 - Close enough to first attacker so that short, accurate pass can be made from the first to the second attacker.
 - Second attacker combines with first attacker to penetrate.
 - Bent run – forward and away from first attacker.
 - Overlap.
 - One-two movement/wall pass.
 - Takeover.
 3. Third attacker – all other attacking players away from the vicinity of the ball.

- a. Attempt to disturb the balance of defending players by making runs in advance of the ball and behind third (balancing) defenders.
- b. Receive pass behind defenders or create space for another attacker.

Defense

- A. Principles of defense
 1. Pressure – immediate pressure on the ball, attempt to make play of attacking predictable.
 2. Deny – do not permit second or third attackers to receive a ball.
 3. Delay – forces the attacking team to make time in organizing an attack.
 4. Depth – Organization of defenders between the ball and the goal.
 5. Balance – positioning of defenders relative to the possibilities of penetration by attackers away from the area of the ball.
- B. Role of first, second and third defenders:
 1. First defender – Pressure/deny penetration.
 - a. Deny the attacking player the pass from a teammate.
 - To pressure on the ball, be slightly behind attacker and on the goal side of the field.
 - Pressure on the ball, be even or slightly ahead of the attacker, usually on the goal side of the field.
 - b. Attacker receives the ball facing attacker’s goal.
 - Do not permit the attacker to turn.
 - Defense position is behind the ball.
 - Win ball as attacker turns.
 - c. Attacker receives the ball facing defender’s goal
 - Becoming the first defender – closing down the attacker.
 - Angle of challenge – take an angle by bending defender’s run to intercept pass, predict play or tackle if necessary.
 - Speed of challenge – must not be too slow to permit attacker to play the ball; must not be too fast so the attacker can play the ball past the defender on the attacker’s first touch or execute a wall pass.
 - As the first defender:
 - Be sideways to attacker to make attacker’s play predictable.
 - Be close enough to make attacker “ball weather”; deny the opportunity for the attacker to read the game.



- Do not be too close so that the ball can be played past first defender, or attacker can play all pass and get behind first defender, or attacker can play a wall pass and get behind first defender to receive the pass.
2. Second Defender – Cover
 - a. Support the first defender.
 - Angle of support.
 - At approximately 45 degrees: this permits the second defender to be equidistant from support from supporting defenders and closing down a supporting or second attacker.
 - Distance of support.
 - Should be a distance that the second defender can tackle or immediately close down an attacker who has beaten the first defender.
 - Distance will vary
 - In relationship to the position of the ball on the field.
 3. Third Defender – Balance
 - a. Track player down away from the area of the ball that are making runs towards the goal; be able to get to the ball when the point of attack is changed to become the first or second defender.
 - b. Squeeze the space towards the center of the field.
 - c. Provide depth and compactness to the defense; do not get beat behind or between defenders.

Coaching Tactics in Training

1 vs. 1

- A. Player with ball - first attacker
 1. Three types of dribbling:
 - a. Running with the ball.
 - b. Keep possession of ball, “shielding”.
 - c. Attacking a defender with the ball.
 2. Key coaching point is the recognition of when penetration by dribbling is “on.” Add a target player as objective in order to teach recognition of when to penetrate by passing or dribbling.
- B. Player without the ball – First Defender
 1. Stop Penetration – shot, pass, dribble.
 2. Delay – speed and angle of approach.
 3. Win the ball.
 4. Key coaching points include: how to deny penetration; when and where to attempt to win the ball; and “reading” the body position of the first attacker.
- C. Progression – For all small number tactical training
 1. Attack only: possession in confined space.
 2. To one goal: when emphasizing defense, a goal must be used even at the beginning stages.
 3. Counterattack: use of two goals.
 4. Transition: note that when possible, one of the goals in counterattack stage and both goals transition stage should be full size (with goalkeepers).

Supporting Players (*Coaching points focus on attackers recognizing “visual cues” for when and how to penetrate and when to possess the ball.*)

- A. 2 vs. 1 – two attackers versus one defender
 1. Attackers.
 - a. In all situations where attackers outnumber the defenders, the attacker with the ball must attack the defender.
 - b. Role of the player with the ball:
 - Penetrate by shooting.
 - Penetrate by passing.
 - Penetrate by dribbling.
 - c. Role of the support player
 - Angle of support.
 - Distance of support.
 - Runs in support of the ball.
 - Straight.
 - Bent.
 - Overlap.
 2. Defender.
 - a. Stop penetration- delay, do not dive in.
 - b. Separate first attacker from second attacker- play 1vs. 1
 - Angle of defending- feint.
 - Distance- keep both attackers in view.
- B. 1 vs. 2 – one attacker versus two defenders
 1. Attacker
 - a. Distance of second defender:



- If within shooting range, attempt to shoot.
 - Too far, dribble first then second defender.
 - Too close, split first and second defender.
 - If not the offensive third, look for support.
2. Defenders
 - a. Angle of first defender.
 - b. Distance of first defender.
 - c. Distance of second defender.
 - d. Communication.
- C. 2 vs. 2
1. Attackers.
 - a. Role of the player with the ball:
 - Penetrate by shooting.
 - Penetrate by passing.
 - Penetrate by dribbling.
 - b. Role of the supporting player:
 - Angle of support.
 - Distance of support.
 - Runs in support of the ball.
 - Supporting options.
 - Through pass
 - Double pass
 - Overlap
 - Wall Pass
 - Take over
 - Fake take over
 2. Defenders
 - a. Play as a team of two; communication is critical.
 - b. Stop Penetration – pressurizing defender/ covering defender.
 - c. Delay – ability to change roles quickly and correctly.
 3. Progression – use progression listed under 1 vs. 1, adding side and end support to emphasize attacking support.
 - a. Advancing into front third.
 - b. Combination play.
 - c. Playing with four or three midfielders.
3. Front third.
 - a. Playing with two or three strikers.
 - b. Near and far post runs.
- C. Defending
1. Player to player marking.
 2. Zonal marking.
 3. Combination of player to player and zonal marking.
 - a. Defending in the opponent’s back third.
 - b. Defending in the middle third.
 - c. Defending in your opponent’s front third.
- D. Training progression
1. Restrictions.
 - a. Possession.
 - b. Number of touches.
 - c. Limit players in thirds of the field.

Team Tactics

- A. Emphasize the principles of play by using realistic play to demonstrate offensive and defensive principles when ball is in varying parts of the field.
 1. 6 vs. 6 (5 vs. 5 + goalkeepers).
 2. 8 vs. 8 (7 vs. 7 + goalkeepers). Field can be divided into zones (thirds) to assist in demonstrating the principles of offensive and defensive play.
 3. 11 vs. 11 (10 vs. 10 + goalkeepers). Show play with the ball in each third of the field both offensively and defensively.
- B. Attacking
 1. Back third- ball in goalkeeper’s possession. Position of defenders.
 - a. Width.
 - b. Length.
 2. Middle third- ball in possession of midfielder.



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Coach

Session date

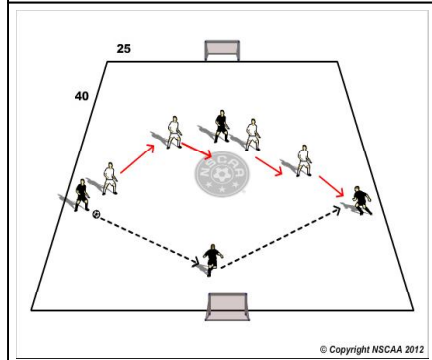
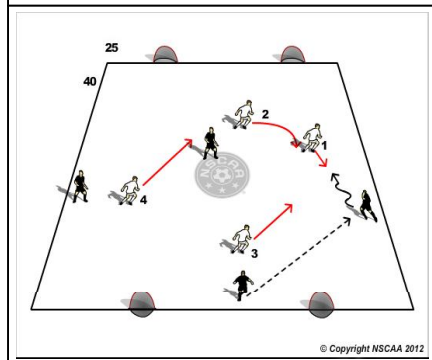
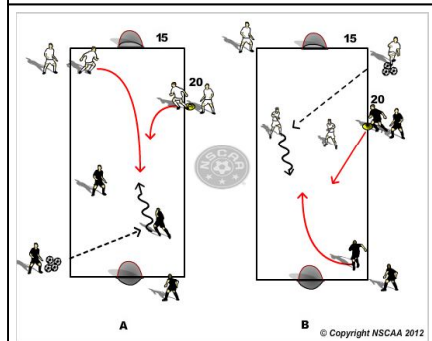
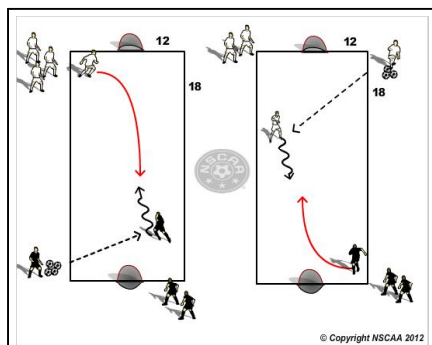
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Topic

Defending Principles
1vs.1 through 4 vs.4

Technical / Tactical

Tactical / Technical



WARM-UP

Organization	Key Coaching Points
1 vs. 1 12x18 yard space Keep work to rest ratio 1 to 3, 1 to 4 by making more grids If defender wins the ball they counter	Close to the ball as it is traveling (pressure) Shape the run to protect the target/goal, get there quickly and slow into the challenge Shape body at 45 degrees to force the ball left or right Tackle with foot closest to the ball

ACTIVITY 1

Organization	Key Coaching Points
2 vs. 2 15x20 yard space Keep work to rest ratio 1 to 2, 1 to 3 by making more grids Vary the position of the 2nd defender to change the way they must defend (Diagrammed in A both defenders are goal side. In B one defender recovers from the "wrong" side)	1st defender must pressure the ball 2nd defender moves to cover teammate (diagram A) or recovers deep of the ball and then closes to help (diagram B) 2nd defender must communicate their help and work to force the play one way or the other 2nd defender must take a position so that they can pressure immediately if 1st defender is beaten Transition to attack if ball is won

ACTIVITY 2

Organization	Key Coaching Points
4 vs. 4 to 4 goals 25x40 yard space (Diagrammed here the white team is defending. Player 1 presses the ball, Player 2 moves to cover, Player 3 and 4 recover in to spaces of secondary threat)	Effective pressure is the most important coaching point 1st defender must get help from closest teammate Other defenders move in to positions to balance of the the space the opponents can most easily attack The "balance" is between being aware of the opponents off the ball and defending the space

GAME

Organization	Key Coaching Points
4 vs. 4 25x40 yard space (Diagrammed here the white team is attacking. As the ball gets switched the white team shifts over to where the ball is going. Closer to the ball the defenders step up and across to the ball, the furthest defender shifts and recovers to stay connected)	Move as the ball is moving Be prepared to apply pressure to the ball Communicate cover to the 1st defender Move as a unit and remain compact Balance off marking a player who is no immediate threat and watching the ball Be aware of the opponent and the space Upon winning the ball get in to a shape to attack from



Interactive Session Plan™



Coach NSCAA Coaching Academy

Session date 1 Sep 2012

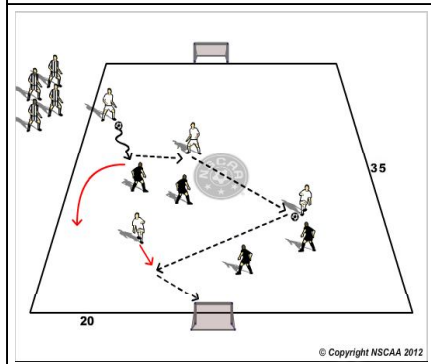
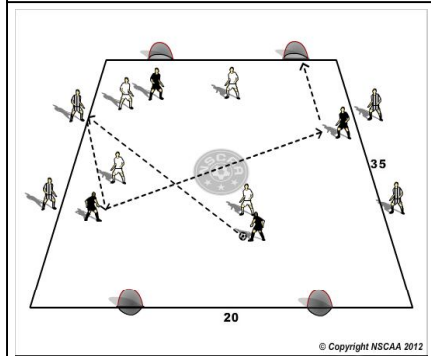
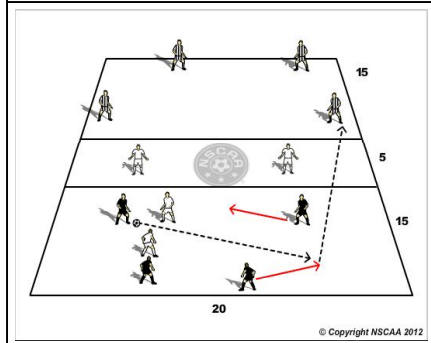
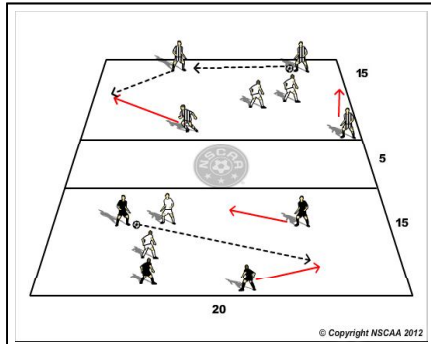
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Topic Attacking Principles
Possession and Penetration

Technical / Tactical

Tactical / Technical



WARM-UP

Organization	Key Coaching Points
4 vs. 2 keep away 15x 20 yard space Switch defenders if possession group lose it out of the grid Maintain a space between each working group Develop to a two touch activity	3 roles -player in possession (penetration) -players in immediate support right and left (support) -players looking for the split (unbalance) Players to consistently shift position relative to the defenders Play to foot away from the opponent In receiving keep hips and shoulders open to all three teammates Move the ball, to move opponents to create the chance to split and turn opponents around

ACTIVITY 1

Organization	Key Coaching Points
4 vs. 2 in a three team activity 20x25 yard space with the 3 zones If a 4 successfully completes a # of passes or a split they try to play to another group of 4 in another space If the ball is won by the 2 defenders or intercepted by the 2 in the neutral zone the teams transition roles	Reinforce the coaching points in the Warm-Up Have head up and awareness of the option to transition ball to the other grid Take a look before receiving the ball Choose the technical option, driven ball, chip etc to get the ball through or over the middle area Team of 4 away from the action should take up position to receive the long ball and be able to get in to the 4 vs. 2

ACTIVITY 2

Organization	Key Coaching Points
4 vs. 4 (+4) to 4 small goals 20x35 yard space The 4 players on the outside play one touch with which ever team is in possession (Diagrammed here the top left "neutral" player supports a combination of passes resulting in a switch of play)	2 goals to attack allows for decisions to be made 4 neutral players support and give combination opportunity Keep the ball moving to move the opponents and "open"one goal to score Maintain possession using the advantage of the "neutral" players

GAME

Organization	Key Coaching Points
4 vs. 4 (one team of 4 on deck) 20x35 yard space Play mini games of 3-8 minutes or first to 2 goals Have "off" team chase balls to keep action continuous (Diagrammed here the ball carrier sets up a give and go. The receiver of the first pass elects to keep the switch going to a the left sided player who sets up a shooting opportunity for the forward player)	Player in possession looks to penetrate by a shot, a dribble or a pass Closest players to the ball look to support to maintain possession and set up combinations Players not involved around the ball move in to wide or advanced positions to stretch the opponent



Technical-Tactical use of Small Sided Games

Technical and Tactical Use of Small-Sided Games

Small-sided games can be used by coaches to help teach and reinforce technical skills and tactical understanding in their players. Putting players into roles in an exercise with smaller numbers helps to improve a player's ability to perform techniques specific to their position or to understand their role on the team. By increasing the number of repetitions, proper execution of techniques and the best tactical decisions are reinforced.

A. Technical Training

To work on passing out of the back, a coach can use a 6 vs. 6 game to work on passing skills from the back line and receiving under pressure with the midfielders.

e.g. – LB passes ball with left foot to CMF, who receives ball with back to goal under pressure from opponent and with another CMF player in support (Diagram 1).

B. Teaching attacking and defending tactics

Coaches can work on developing themes of play within a system with small-sided games.

e.g. – In a 1-4-3-3, the coach want the forwards to funnel passes at angles to enable midfielders to anticipate and intercept passes to the opposing midfield. Using an 8 vs. 8 game in the small space can help develop the instinct in players (Diagram 2).

e.g. – To teach players when to penetrate with a vertical pass and when to play diagonal or sideways passes to maintain possession, a 4 vs. 4 game can be useful (Diagram 3).

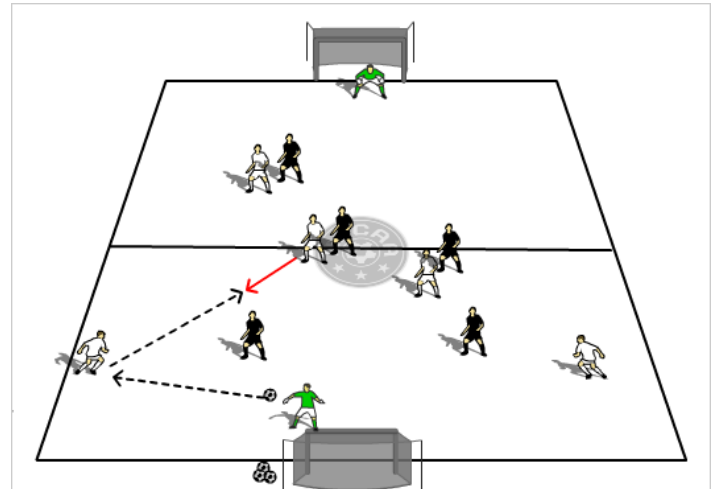


Diagram 1

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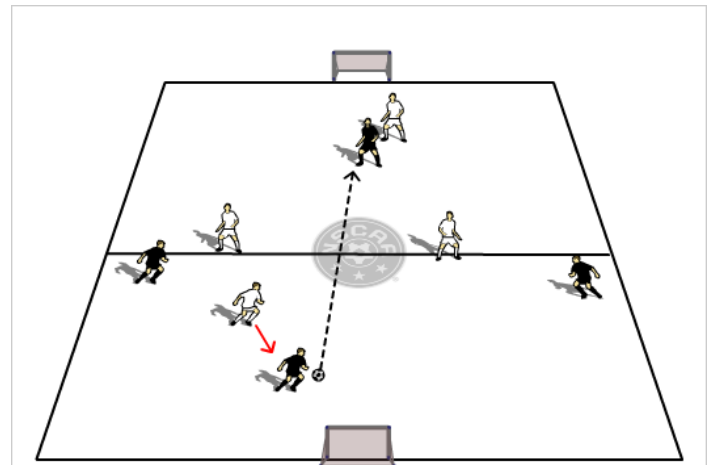


Diagram 3

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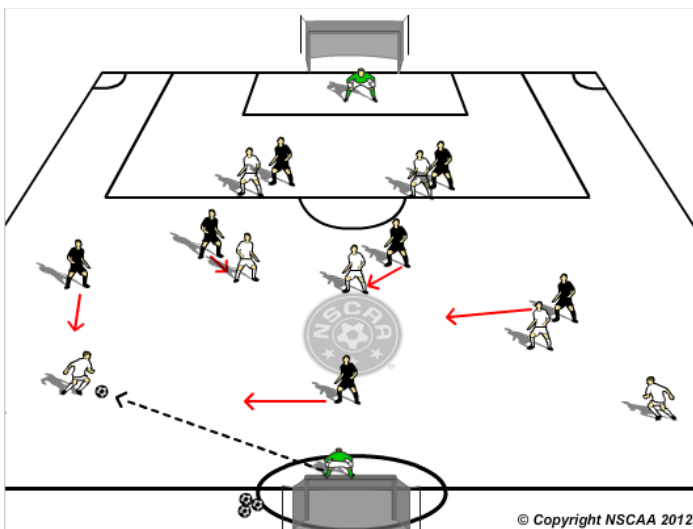


Diagram 2

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C. Using conditioned small sided games to develop tactical themes.

For example, using a target player condition to practice 'up, back and through' attacking patterns (Diagram 4).

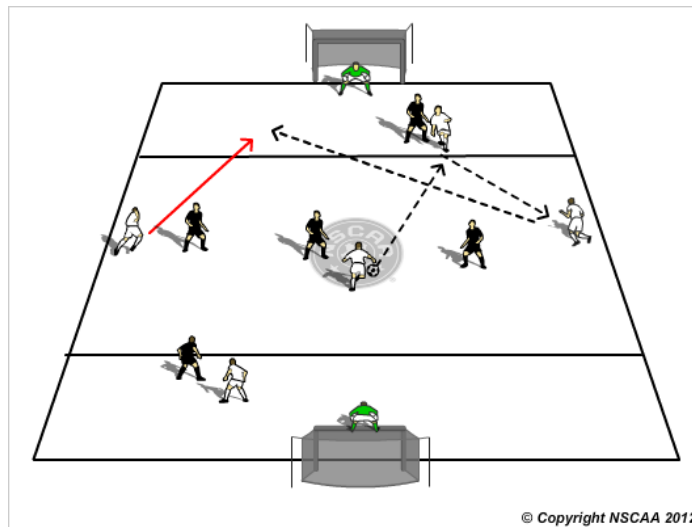


Diagram 4

D. Developing competitiveness within the squad.

Coaches can use a 4 vs. 4 mini matches with GK's playing the field. Winners play winners, or the team can play a round-robin mini tournament (Diagram 5).

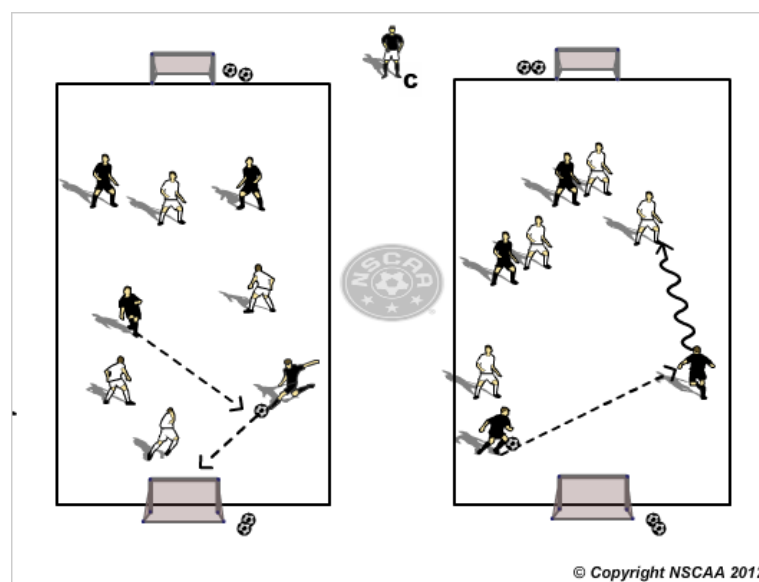


Diagram 5



Reading the Game



Reading the Game

Introduction

NSCAA coaches are encouraged to consider five practical reasons to “read” the game.

- To improve team performance during the game
- To improve team performance for future competition
- To scout a future opponent
- To scout or evaluate an individual player for recruitment
- To evaluate the overall quality of the game in analysis of soccer development

A. Observing your own team

For current game and future games

In consideration of the 4 components:

- Technical - Individual and collective
- Tactical - Individual and collective
- Psychological - Attitude
- Physical - Fitness

- **Areas of focus**

(These will vary based on age and level)

- Individual-Lines-Team
- Collective defending
- Collective attacking
- Transition
- Set plays and restarts

- **Training and Prep**

Questions to consider

- What strengths to play to?
 - What weaknesses to mask?
 - Developmental appropriateness?
 - Specific demands?
- S.M.A.R.T.E.R goal setting

- **Implications**

What this requires of the coach

- Ability to critically evaluate
- Identification of the key issues
- Willingness to prepare
- Effective communication and execution
- Realistic expectations and patience
- Ability to critically evaluate

B. Scouting an opponent

- System: As opposed to your team. Flexibility of system
- Style: e.g. Direct, possession oriented, wide attack
- Defending: Man to man, zonal, line of confrontation
- Key individuals: Technically and physically and also emotionally, e.g. leaders, players who can be distracted etc
- Substitutions: Like for like, effect on performance, impact on system
- Restarts
- Effectiveness of each line, GK-D-M-F and as a whole

C. Evaluating an individual player for recruitment

- Determine their fit for your current team, positional, technical and personality
- Offensive and defensive fit
- Impact in transition
- Impact on restarts
- Assess technique, speed, decision-making and aggressiveness

D. Evaluating the game in terms of soccer development

- Identifying current themes and trends
- Evaluating the quality of coaching, refereeing, player development
- Evaluating the development of facilities and home and away differences
- Informing yourself on how to evolve your coaching in all aspects of the game
- Being one step ahead in new technical and tactical development of the game



Coaching Academy

NSCAA Match Analysis – In-Game Notes, Our Team

Match: _____ vs. _____ Date: _____

Opponent's Projected System: _____ Weather: _____

Game Plan Synopsis

- System(s) _____

- Style _____

- Strategies _____

Performance Notes

- Backs _____

- Midfielders _____

- Forwards _____

- Overall _____

- Free Kicks _____

- Miscellaneous _____



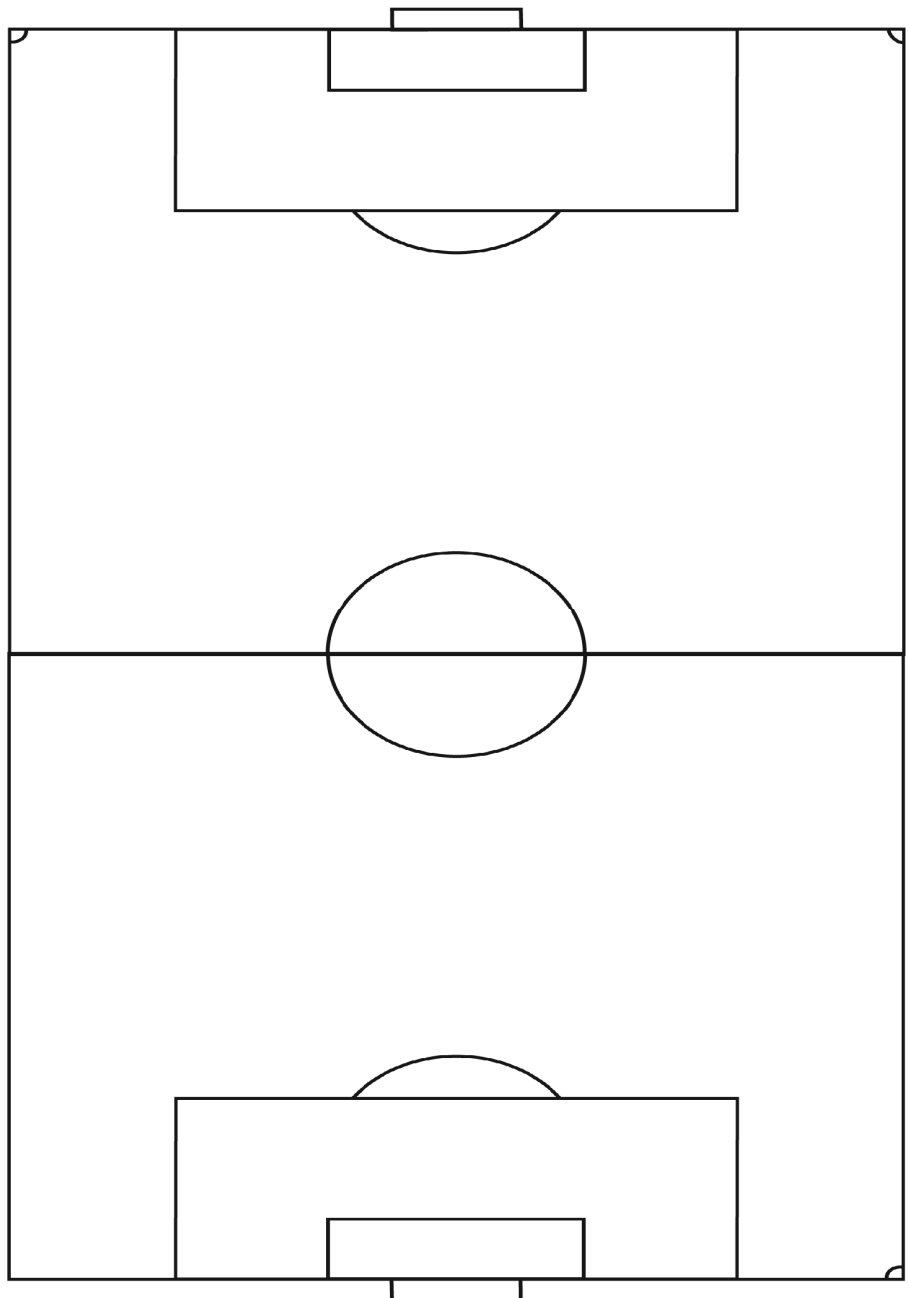
Halftime Coaching Points

1. _____

2. _____

3. _____

**Second Half
Starting Lineup**





NSCAA Match Analysis – Scouting an Opponent

Match: _____ vs. _____

Date: _____

Team Being Scouted: _____

Weather: _____

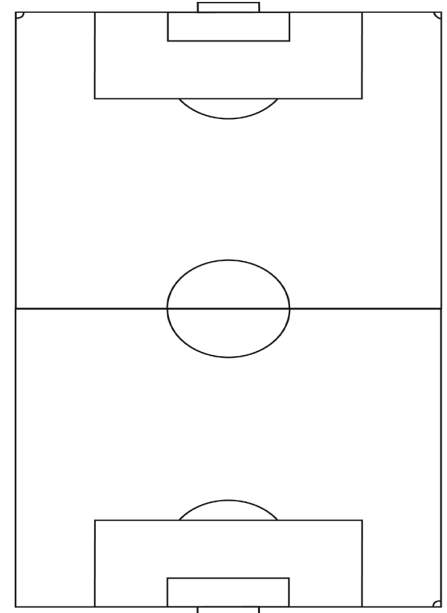
System of Play:

- Shape
- Players' Numbers

Style of Play: _____

Direct or Indirect Attack: _____

Low Pressure or High Pressure Defending: _____



Outstanding Players:

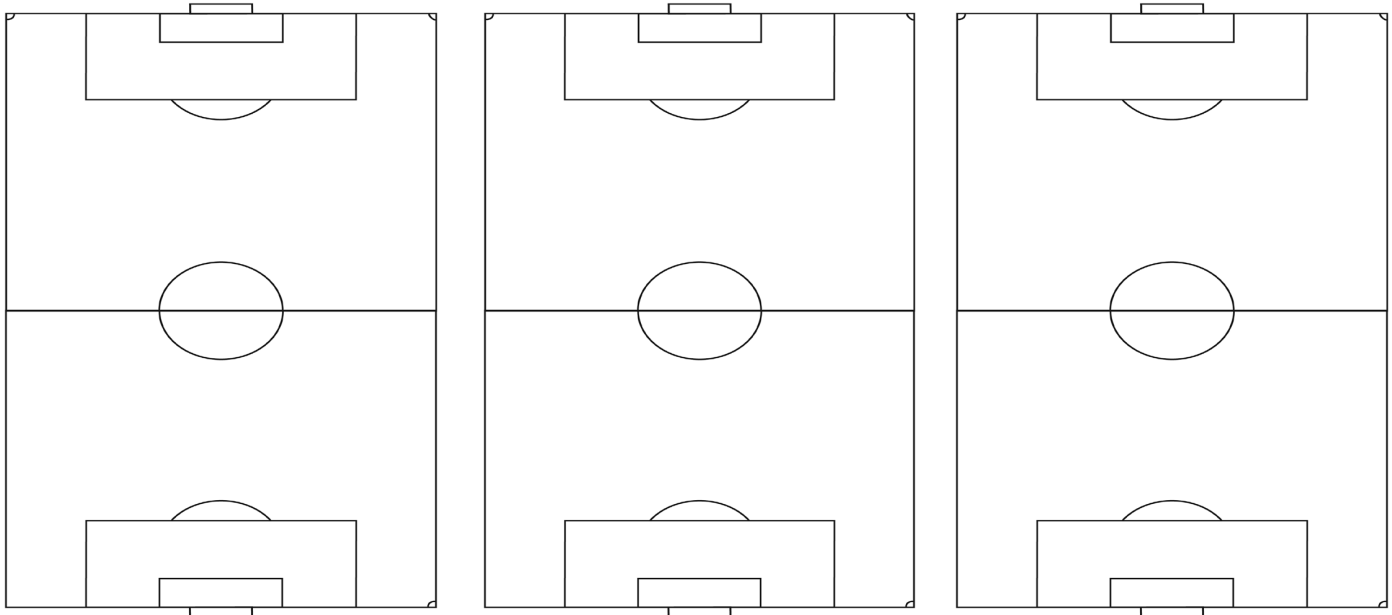
Characteristics:

Team Strengths: _____

Team Weaknesses: _____



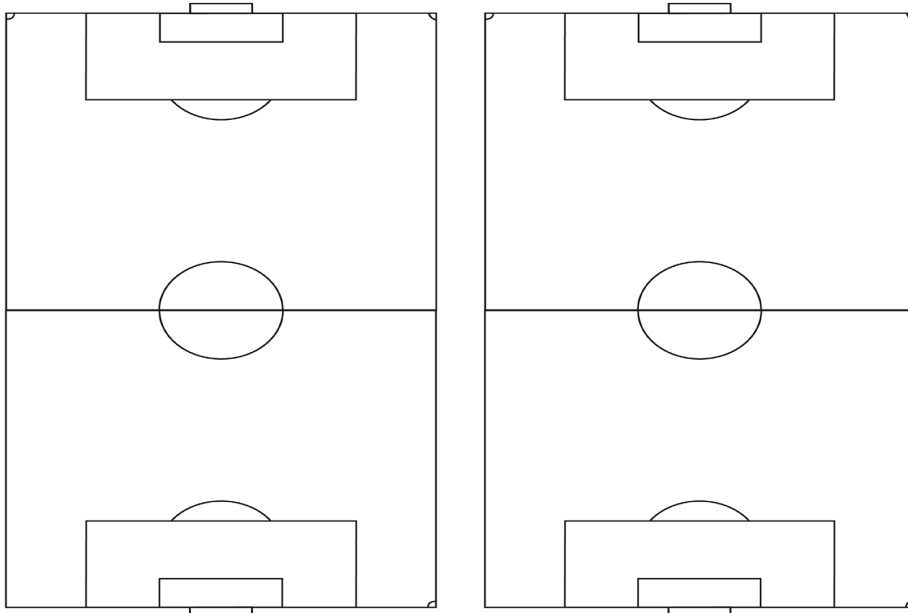
Patterns of Play (Where do they get width? How many numbers in attack? Method of penetration? Pattern in counterattack?)



Substitution Patterns (Does team style change?): _____

Distinctive Player Tendencies: _____

Significant Restart Patterns:



How we can defeat them (notes for game play): _____



Coaching Academy

Systems of Play

Systems of Play

Overview

The term “system of play” describes a framework that enables coaches to utilize the abilities and talents of their players. A system of play is frequently related to a style of play (e.g. Direct style coupled with 1-4-2-4, indirect coupled with 1-3-5-2).

A high pressure team may use a 1-4-3-3, a delayed pressure team 1-4-5-1. An understanding of systems of play enables a coach to analyze the game and, to a large degree, structure training sessions to train players in various systems.

In this course the NSCAA offers overview the four major systems and discusses the strengths and weaknesses of each one.

The Four Modern Systems of Play:

- 1-4-3-3 (1-4-5-1)(4-2-3-1)
- 1-3-4-3
- 1-3-5-2 (1-5-3-2)
- 1-4-4-2 (1-4-2-4)

All other systems tend to be permutations of these four.

Advanced coaches must consider how to attack and defend in each system. They should be able to move from general training exercises (e.g., 5 vs. 5 for possession), to functional exercises, designed to enable players to improve their play within the system (e.g., training four midfielders and two forwards to combine in 1-4-4-2 system).

Coaches should also consider how to attack and defend against different systems.

1-3-4-3 Systems

The 1-3-4-3 playing shape is a natural progression from 4 vs. 4 and 8 vs. 8 (Diagrams 1 & 2).

The 1-3-4-3 is a highly recommended system for junior players. It offers a good balance between the attacking, midfield, and defending lines (Diagram 3).

Attacking

1. Presents plenty of forward passing options
2. Gives players a ready made sense of triangles
3. Allows number to attack in the penalty box
4. Equitable distribution of players across field

Defending

1. Enables back three to develop good defending habits
2. Puts pressure on opposition full backs
3. Good double teaming system

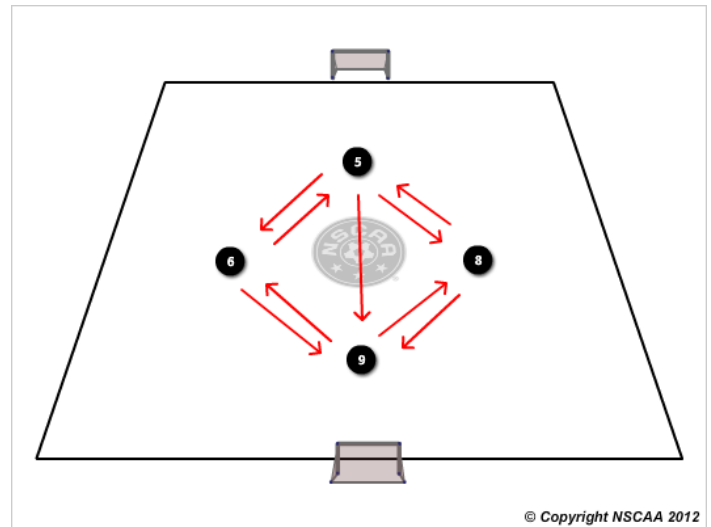


Diagram 1

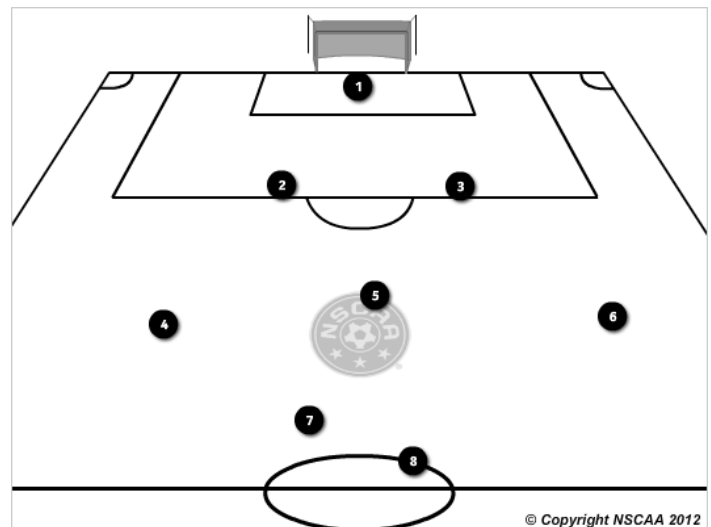


Diagram 2

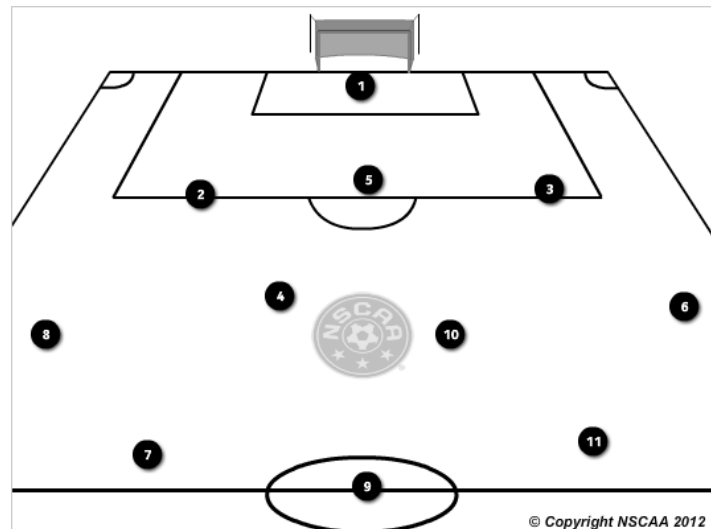


Diagram 3

1-4-3-3 and 1-3-4-3 Systems (Diagrams 4 and 5)

Strengths of a Three-Front

Defending

1. The three-front system allows a team to apply pressure closer to the opponent's goal. The three-front does not steer the opposing team's attack as a two-front does, but attempts to intercept the ball immediately.
2. This system puts tremendous pressure on a weak opponent. It is particularly effective against a team which cannot serve long balls to strikers. It is also considered to be a good system against players who cannot hit long passes.
3. The system encourages opposing teams to play the ball forward, making it difficult to play the ball sideways.
4. The system tends to force opponents back players into smaller spaces.
5. A three-front can mask a slow player both offensively and defensively.
6. A three-front forces an opponent to adjust. Few teams are willing to play 3vs. 3 in their defensive third.
7. Changing into three-front can frequently change a team's rhythm and makes a team more aggressive.
8. When playing against a 1-4-4-2, the back three in a 1-3-4-3 can play man-to-man with a sweeper or in a zone.
9. Teams that attack in a 1-4-3-3 can easily drop wing forwards back into the midfield and defend in a 1-4-5-1 to increase numbers between the ball and the goal.

Attacking

1. Front line is already positioned to attack when the ball is won.
2. It is easier to play directly with three targets rather than

3. A three-front evenly spreads physical demands on strikers. The runs of strikers are shorter compared to a two-front.
4. It is easier for a three-front to attack near, middle and far post spaces.
5. The three-front creates immediate width as center forwards go wide. The width provided by a three-front makes it effective against delayed pressure defenses.
6. A three-front sweeping to one side can pull a man-to-man defense to one side exposing an opponent's weak side.
7. The team is psychologically in an attacking mode when structured with three center forwards.

Weaknesses of a Three-Front

1. Three players can be played out of a game immediately with one forward pass.
2. Three players receive ball with their backs to goal.
3. Team can be out numbered in the midfield if opponents play with four or five.
4. More effective against players who do not have the ability to hit the ball further over the top of a three-front.
5. Team generally defends with seven rather than eight field players.
6. Three-back system is vulnerable on outside corners (see 1-3-5-2).
7. Tends to pull more defenders back into a vital area, thus compacting more defenders into attacking spaces.

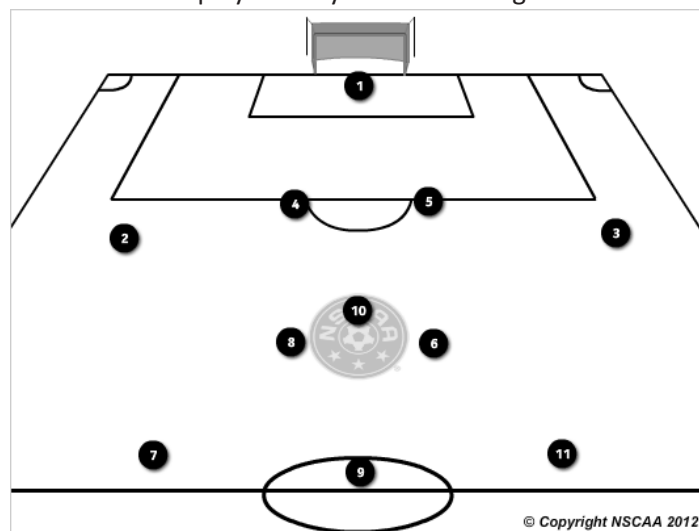


Diagram 4

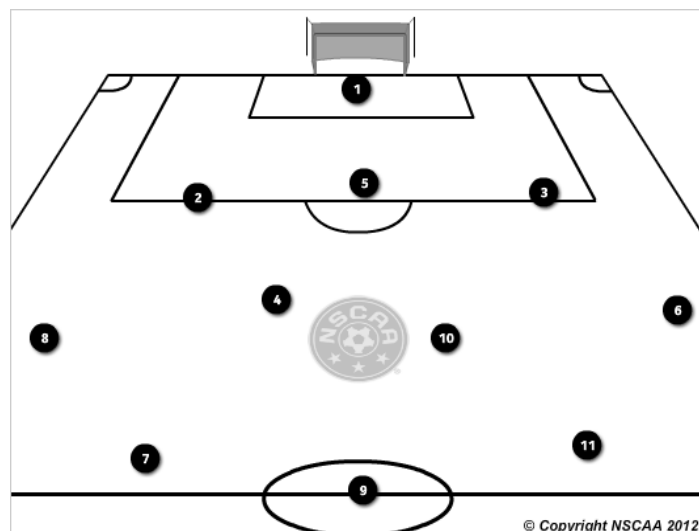


Diagram 5

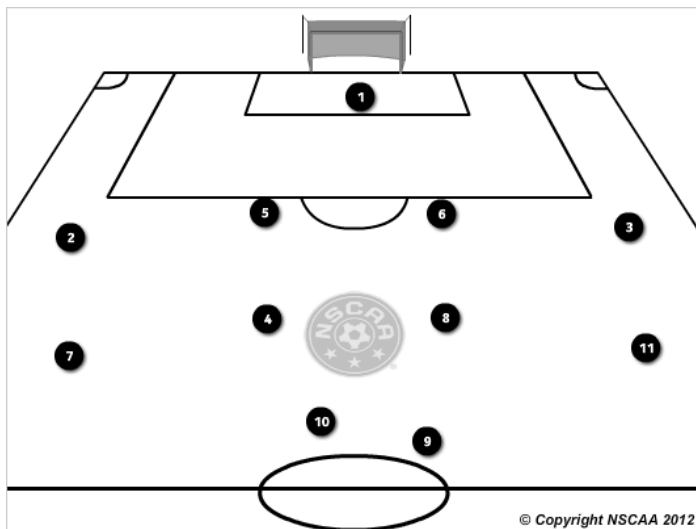


Diagram 6

1-4-4-2 Systems (Diagram 6)

Strengths of a 1-4-4-2

Attacking

1. Team consists of two equally balanced halves. Team shape is easier to understand and team roles are a mirror left and right.
2. Four players in the midfield can receive the ball facing forward.
3. With only two in central midfield it is easy to split attacking and defending duties.
4. Because the team plays with four backs it is easier for fullbacks to join in the attack without sacrificing integrity at the back.
5. This system allows for fullback support behind flank players and enables overlapping or back passing.
6. Attacking through flanks is a key element to success of this system.
7. More space for two center forwards to work.
8. Two center forwards may compact a defense centrally.
9. Two center forwards can pull markers apart or to one side of field.
10. Two center forwards present two clear targets. They may have different roles (e.g. one is a target playing with back to goal and one is a runner to corner flags).
11. Easy to change point of attack, either across the back or through the midfield.

Defending

1. There are clearly eight defenders plus the goalkeeper behind the ball.
2. With four backs, the width of the field is more easily covered than with three.

3. Easy for the team to retain good zonal shape.
4. Difficult to unbalance if playing zonally.
5. A good high pressing system if the wing midfielders are highly mobile.
6. Good match up against a three front.

Weaknesses of a 1-4-4-2

1. Numbers down in midfield against three central midfield players.
2. If both central midfield players go forward, team is exposed to counter-attack.
3. Two center forwards can get isolated as four midfield players fall back to defend.
4. Not a good system if center forwards are slow.
5. How do four backs match up against two strikers? That decision can be confusing for backs, especially if opponent's midfielders get forward easily into the attack.

1-3-5-2 Systems (Diagram 7)

Structure and Shape

1. Reinforcement of numbers in the midfield.
2. Only one player on each flank.
3. Three defenders in back.

In this system numbers are reinforced in the center and more space conceded in the wide areas. Tactical flexibility is necessary to supply numbers in the wide areas in attack and defense.

Tactical Arrangements and Player Functions

Defending Block

1. Man to man markers and a sweeper playing behind markers.
 - a. Markers must be athletic. Speed and anaerobic capacity critical to track opponent's forwards.
 - b. Markers must be aggressive, yet under control in 1 vs. 1 duels as attackers have a lot of space to play in.
 - c. Markers usually paired vs. attackers, e.g. a fast marker vs. a fast forward, a disciplined tactical marker vs. a very technical forward, a good defensive header vs. a tall forward.
 - d. Preferable for sweeper to be athletic, but critical that they can read the game. They must be able to advise and support markers and be capable of anticipating future points of attack as man to man marking allows defensive shape to be compromised.
 - e. Sweeper needs to be a good header of the ball as quick, agile markers are often not tall.
2. Back three zonally marking.

- a. Athleticism preferable, as there is a lot of ground to cover laterally by three players.
 - b. Zonal marking, however, can cover up some deficiencies in athleticism.
 - c. As in all zonal marking, communication and tactical awareness critical.
 - d. The central player should be a dominant personality with strong leadership qualities.
3. Playing with only three in the back can limit attacking options.
 - a. The three in back are asked to achieve penetration by passing only.
 - b. If a back three player penetrates through dribbling or moving forward into open spaces, a midfield player must assume the penetrating player's defensive responsibility.

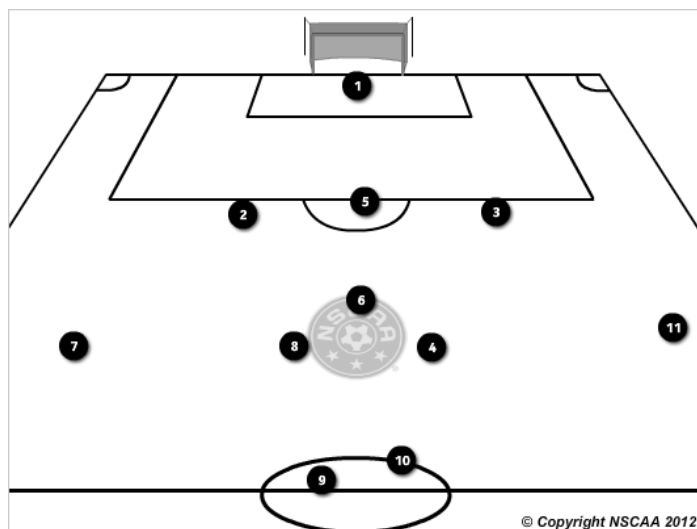
Forward Block

1. Two forwards side-by-side, each responsible for their side of field, is one option for the two-front.
2. Another option is for one forward always to stay high (to occupy two defenders and ready to get on the end of counter attacks). The other forward forages underneath to narrow opponent's defending shape and act as a wall for midfield players coming from behind.
3. Pair tactics: two forwards usually staying 12 to 15 yards apart. They might stay central to concentrate the central covering system. They may go to a flank to pull apart the central covering system and make room for central corridor attacks. Usually two very technical players who constantly move and redeploy their positions to utilize quick flicks and 1-2 movements, and usually exhibit a mutual understanding.
4. Two forwards arranged according to special talents. Players with special gifts, (i.e. exceptional speed,

heading ability, technique) may be arranged to emphasize and take advantage of these gifts.

Midfield Block

1. Flank midfield players usual task defensively is to track the first and/or most advanced attacker on that flank.
 - a. Usually asked to mark zonally, so when opponent's flank player runs toward middle, they are passed on to players in central zones.
 - b. May be detailed only to mark opponent's flank player and not go in advance of that player when ball is won.
2. Flank midfield players are responsible to attack from their flank.
 - a. May be asked to achieve penetration up and down entire flank by passing, dribbling and combining with forwards.
 - b. May be detailed to "anchor" their flank and only penetrate through passing vertically to forward and central midfielders using space on flank in final third.
3. Often a team "balances" the flanks by asking one side to anchor and the other penetrate. Physical, technical and tactical qualities of players taken into consideration.
4. Flank players should be very athletic. Speed and anaerobic capacity are necessary physical criteria as there is only one player to attack and defend the flank.
5. The three central midfield players are the essence of the 1-3-5-2 system. The rhythm, style and soccer mentality of the team is determined by the personality and playing characteristics of the three.
6. There are three standard tactical arrangements of the three central midfield players. The players' playing characteristics and the coach's conception of the game and perception of the team are major factors in these arrangements.
 - a. One defensive midfielder and two attacking midfielders.
 - b. Two defensive midfielders and one attacking midfielder.
 - c. One attacking midfielder, one organizing midfielder and one defensive midfielder.
 - d. The defensive midfielder is used to mark an opponent's attacking midfielder player, screen the space in front of the markers and push up the complete block of five zonal markers in the midfield. The strictest interpretation of the defensive midfielder player's attacking function is that they only penetrate "with the ball."
 - e. If an organizing central midfielder is used, that player is usually a "special player" whose technical ability and vision allows them to dictate a team's rhythm. They can come back and get the ball off defenders and open the game with long passing, play short for possession or run the ball at the opponent's defense.



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Diagram 7



- f. The attacking midfielder is usually also a special player. They might demonstrate powerful running to the back of the opponent's defense, elusive dribbling and shooting from distance, and/or combining with forwards. A team's style and methods are often dictated by this player.
- g. It is up to the coach to organize and implement this engine room of the team. Often the coach will be specific regarding the central midfielders' functions in the collective defending action while giving free rein to the group to express their individuality and special abilities in attack.

Strengths of the 1-3-5-2

- A. The most obvious strength of the 1-3-5-2 is its flexibility. Because of the large number of players in the central corridor of the team, players can quickly move to support the attack, reinforce the defense and quickly push flank to flank. Implicit in this is the need to have flexible players. They must be tactically flexible, not only possessing the ability to flow from attack to defense and vice versa, but also flexible in positional interchange. All players must be conversant with principles of play and exhibit a flexible mentality. Most players in this system will play box to box and touchline to touchline.
- B. Additionally, possibilities that may exist because of the structure and shape of a system are exploitable to the extent that players can execute and press these variables to their advantage.
 - 1. Outnumber opponents in the midfield area. Against other predominant systems (1-4-4-2 and 1-3-4-3) the 1-3-5-2 has an extra player in the middle of the field.
 - 2. Tactical advantage on flank: Because of an extra central midfielder, the opponent may pull a player in from their flank, thus exposing their remaining flank player to 1 vs. 1 duel which may be to the advantage of the 1-3-5-2 team.
 - 3. Numbers in the central midfield area allows constant vertical running through and beyond opponent's defending block.
 - 4. Easy for central midfield group to combine off forwards. The proximity of three central midfielders allows constant and close support for forwards who show for the ball.
 - 5. The one or two attacking midfielders have total freedom to attack as even with two attacking central midfielders, the central corridor has defending depth provided by defensive central midfielder.

Weaknesses of 1-3-5-2

- A. As flexibility may be the strength of the 1-3-5-2 system, lack of flexibility may be a weakness. Players who lack the ability or mentality to flow easily from attack to

defense or who are uncomfortable with positional interchanges will make the imposition of this system a liability.

- B. Specific weaknesses which an opponent may exploit.
 - 1. Three defenders compose the defending block.
 - a. Only three defenders expose the large spaces on the flanks beside the flank defenders.
 - b. Space can be created anywhere when the defending block is man marking. Active forwards will pull the defending shape apart at will.
 - 2. Only one defender on each flank. Lack of athleticism or tactical naivete may be exploited in individual duels or outnumbering a flank. The team that is slow to push across or prepare for those situations tactically may have the flanks exposed to penetration by the opponent.



Coaching Academy

Appendices



NSCAA Membership

NSCAA Membership Categories

Active/Retired Membership	\$65	
Regular Membership	\$85	(U.S. and Canada Only)
European Membership	\$125	
Other Foreign Membership	\$135	

The National Soccer Coaches Association of America is the largest single-sport coaches association in the world with more than 30,000 members. Founded in 1941, the NSCAA is dedicated to the education of coaches at every level of the game including youth, high school, college and professional.

Benefits of Membership in the NSCAA

- Soccer Journal Magazine - Printed eight times each year, this official publication of the NSCAA is the only magazine dedicated specifically to soccer coaches.
- Annual Convention - Held each January in a U.S. city, the NSCAA Convention is the largest soccer show in the world with clinics, lectures, exhibits, meal and social functions.
- Awards and Recognition - The NSCAA sponsors numerous award and recognition programs including Coach of the Year, All-American, national team rankings and various service awards including commendations, the Hall of Fame and the Honor Award, the NSCAA's highest award.
- Coaching Academy Program - The coaching academy program includes the coaching certification courses (both residential and non-residential), clinics, forums, symposiums and various educational offerings.
- Product Discounts - Members save on books, videotapes and soccer-related products with their NSCAA membership. Special offers are made through direct mail and the Soccer Journal.
- Apparel and Equipment - Through sponsors like adidas, members are offered various discounts on team products and exclusive licensed coaching apparel.
- Insurance - Dues also provide members with \$1 million in liability insurance which covers almost all soccer-related coaching activities.
- If you've never held an NSCAA membership, you will receive a free introductory membership with your coaching academy enrollment. Maybe you know another coach who could benefit from membership in the NSCAA. If so, call the NSCAA National Office: 913-362-1747.



NSCAA Code of Ethics

1. Soccer is the player's game. The paramount concern of coaches is the holistic development, welfare, enjoyment and safety of their players.
2. Coaches bear the responsibility for teaching players to strive for success while playing fairly, observing the laws of the game and the highest levels of sportsmanship.
3. Coaches shall treat officials with respect and dignity, and shall teach their players to do the same.
4. Our opponents are worthy of being treated with respect. Coaches will model such respect for opponents and expect their players to do likewise.
5. In both victory and defeat, the behavior of the coach shall model grace, dignity and composure.
6. Coaches shall adhere to the highest standards and the regulations of the institutions they represent: clubs, schools, sponsoring organizations and sports governing bodies.
7. Coaches have a responsibility to promote the interests of soccer, including treating the media with courtesy, honesty and respect.
8. Coaches shall model inclusive behavior, actively supporting cultural diversity while opposing all types of discrimination, including but not limited to, racism and sexism, at all levels of the game.
9. Coaches are responsible for taking an active role in education about, and prevention and treatment of drug, alcohol and tobacco abuse, both in their lives and in the lives of their players.
10. Coaches shall refrain from all manner of personal abuse and harassment of others, whether verbal, physical, emotional or sexual, and shall oppose such abuse and harassment at all levels of the game.
11. Coaches shall respect the declared affiliations of all players, and shall adhere to all guidelines and regulations on recruiting established by the governing bodies having oversight of their teams and leagues.
12. Coaches shall seek to honor those who uphold the highest standards and principles of soccer and shall use appropriate protocol to oppose and eliminate all behavior that brings disrepute to the sport – violence, abuse, dishonesty, disrespect and violations of the laws of the game and rules governing competition.



NSCAA Ethics Discussion - Case 1

Playing Time for the “Star Player”

Dan Jordan is in his first year as a coach for U-12 boys' soccer team the Stingrays. Dan played high school and some college soccer but has not coached before. He became coach of the Stingrays by the “extortion method”: one that goes something like, “well, we won't have a team in your son's age group unless we can find a coach.” Wanting his son to be able to stay within the East Johnson Soccer Club, for which he has played since he was eight, Dan agreed to coach the team so the club could maintain a squad in the U-12 age group.

East Johnson puts its U-12 teams in leagues that play 8 vs. 8 matches, and its U-12 teams have rosters of 13 players. East Johnson also has a policy that up through the U-12 age group all players on the team must play at least half the match. In the first three matches of the season, Dan has done all he could to make sure that each boy present for the game plays as close to the same amount of time as all the other boys. The Stingrays have a 1-1-1 record, having won a game 3-0, lost a game 2-3, and tied a game 2-2. Of the seven goals scored by the Stingrays, one boy, Billy Paladino, has scored five. Billy has both a physical development and soccer skills that are ahead of his teammates, and when he is in the game the Stingray attack is noticeably stronger.

Dan's dilemma is whether or not to give Billy a larger share of the playing time in the remaining games in an attempt to give the Stingrays a better chance to win games that they otherwise might not win. He can give Billy a lot more time, perhaps even play him the whole match, and still get all of the other boys in for at least half of the game. He knows, however, that if he does that some of the other boys will see a reduction in their minutes played.

There are some parents, including some of Dan's friends, already clamoring for Billy to play more so that the team has a better chance to win. Some parents believe that if the Stingrays can finish in the top three spots in the league they can play in a more prestigious and challenging league next season. The East Johnson Soccer Club mission statement says that the club will work to develop the talents and abilities of all its players. Dan finds himself caught in a dilemma: should he play the team's best player for more minutes than the other boys in forthcoming games?

Discussion Questions

1. What is the best way for Coach Dan Jordan to resolve this dilemma over playing time?
2. What are the ethical issues Dan must consider as he makes his decision?
3. How important is playing time in games to the development of players at the U-12 level?
4. What weight should Dan give to winning games as he makes his decision?
5. How much should Dan listen to, or seek out, parental input as he makes his decision?



NSCAA Ethics Discussion - Case 2

The dilemmas involved in recruiting

Emma Connolly, a former NCAA Division III college soccer player, has coached her daughter Kate's soccer team in the Franklin Youth Soccer Club program since Kate began play at the U-6 level. Kate now plays at the U-11 level on the Piranhas, and Emma continues to coach, having earned her NSCAA Levels 2, 3, and 4 Diplomas along the way. The Franklin Youth Soccer Club has teams playing in both "recreation" and "competitive" leagues, and the Piranhas play on the "competitive" side of the program. The Franklin Youth Soccer Club has a no-tryout policy, which means that coaches select players from the pool of those who register, but without players going through tryout sessions.

Emma has attempted to keep on the Piranhas many of the girls who played together from the time they were at the U-6 level. There is a sense of family and camaraderie among the girls and their parents that has kept the team close-knit over the years. Emma has only replaced players on the Piranhas over the seasons as players have stopped playing or moved away, but the turnover on the team has been minimal. While the continuity of family involvement with the team has been strong, the gap in talent between the more talented players and the lesser talented players has grown as the girls have gotten older and developed both physically and in terms of soccer skills at differing rates. At the U-11 level the girls have moved from playing 6 vs. 6 to 8 vs. 8, and the roster of the team has expanded from 10 players to 13 players.

While the Piranhas have a 6-4 record this season with two games yet to play, the gap in talent level between the top tier players and bottom tier players has widened. With that widening has come unrest, and even a bit of verbal sniping, from the parents of a couple of the top tier players, who feel that Emma needs to cut some of

the lesser talented players prior to the next season and bring in more players comparable to the talent level of their daughters, and thus allow the Piranhas to win more games. Kate, Emma's daughter, is pretty much in the middle of the pack in terms of talent on the team—but her best friend, Ashley, is one of the lesser talented players and one whom some parents are saying should be cut before next season.

Complicating matters is the fact that Sarah McKenzie, coach of the U-11 Vampires of the Boone County Elite Soccer Club, has attended several of the Piranhas' games and has unabashedly been recruiting three of the top players on the Piranhas to try out for the Vampires prior to next season. The Vampires play in a league widely considered to be more challenging than that which the Piranhas play in, and the Vampires are tied for first place with just one loss on the season. While the Piranhas play in a "travel" league, their travel is seldom more than an hour each way to any single match. The Vampires play in a regional league that often requires longer trips and even overnight stays for games. Sarah McKenzie was an exceptional Division I college player who graduated eight years ago, but she has taken no coaching education courses since graduating.

Emma finds Sarah's very open recruiting of her players disconcerting at best and perhaps even unethical. The parents of the players being recruited have told Emma that their daughters will stay with the Piranhas if Emma will cut the three least talented girls from the team prior to the next season and pick up three stronger players so that the Piranhas will be able to contend for the league championship. The parents have told Emma that if she is not willing to do that their girls definitely will try out for the Vampires and they have been assured by Sarah McKenzie that all three girls will make the team.

Discussion Questions

1. What courses of action are open to Emma to solve her dilemma? To whom is Emma responsible as coach of the Piranhas?
2. What are the ethical issues Emma must consider as she makes her decision?
3. How important is winning games to the development of players at the U-11 and U-12 level?
4. What issues are raised by Sarah McKenzie's open recruiting of the top players of the Piranhas while the team's season is still under way?
5. What values or ethical principles should Emma consider as she makes the decisions that lie ahead of her?



Philosophy and Psychology of Coaching Soccer

Understand why children participate in soccer

A majority of the reasons children participate in sport are intrinsic reasons. The top priorities are:

- To learn and improve their skills
- To have fun
- To be with friends
- To experience the excitement of competition
- To enhance their physical fitness
- To demonstrate their competence

Notice that the extrinsic goal of winning and beating others is not at the top of the list.

Similarly, when children drop out of soccer, their withdrawal can be traced to the inability of the sport experience to meet their primary motivations for participation. The common reasons are:

- Failing to learn or improve their skills
- Not having fun
- Not being with their friends
- Lack of excitement, improvisation and creative opportunities
- Lack of exercise, meaningful movement and fitness improvements
- Lack of optimal challenges and/or consistent failure

Practical suggestions for coaches:

1. Encourage players to measure their performance by improvements in their own, personal levels of proficiency and ability rather than by comparing themselves to other players or to other teams based on the game outcome.
2. Because children have several reasons for participation and not just one, design practices to meet as many different participation motives as possible (i.e. learning, fun, friendship, fitness, challenge, etc.).
3. Utilize the K.I.S.S. Principle (Keep It Short and Simple) when introducing new skills:
 - give short effective demonstrations while briefly explaining the new skill or concept; use picture cues liberally
 - focus only on one or two important aspects critical to performance success (avoid “paralysis by analysis”)
 - decrease time spent in transition between activities, drills and games. Keep practices short, clear and well-planned
4. Utilize a positive approach to skill instruction by focusing on what the athlete did correctly (“catch them being good”).
5. Make practices meaningful, fun challenging and exciting:

- avoid static line drills
 - encourage creative improvisation by players
 - optimally challenge all athletes throughout the full range of abilities (avoid coaching only the mid-ability performer)
 - eliminate “elimination games” because players most in need of improvement and repetitions are usually the first to be eliminated
 - be fully focused on the players and the activity (coach the players as well as the game)
6. Plan time for the children to meet and make new friends (ice cream stops after practice, pizza parties, watch a video, free time before and after practice).
 7. Focus on teaching players the active, ever-changing game of soccer rather than the static, predictable soccer drills.
 8. Utilize dual function fitness activities that concurrently enhance fitness and also improve soccer skills (i.e. soccer tag with a ball) and/or psychological dispositions (players are having so much fun they don’t realize that they are conditioning too).
 9. Provide competitive challenges for athletes that can help define success not only by comparison to others but also by improving one’s own standard of accomplishment.

Know the factors that may be stressful for youth players

Coaches and parents can do a great service to children by helping each athlete develop self-confidence, a sense of personal worth and mastery, and a constructive attitude toward failure and adversity. Behavior that adults view as encouraging can often be perceived by athletes as stress producing and pressure filled. Kids will freely choose to participate in activities that they view as worthwhile, enjoyable and fun. The challenge for adults is to maximize the inherent joy of what Pele calls “the beautiful game of soccer” and minimize experiences that increase children’s anxiety and likelihood of burnout.

Practical suggestions for coaches:

1. Avoid a “win at all cost” attitude.
2. Transform parental pressure into parental interest, support and encouragement.
3. Avoid over training, long, repetitive practices and excessive time and travel demands.
4. Avoid using perfection as the standard for judging an athlete’s performance.
5. Don’t associate a player’s worth or value as a person with their performance and ability on the soccer field (i.e. winning or a great performance means that I like you more).



6. Make sure that your non-verbal behaviors are congruent with your words and that the coaching is consistent across situations (i.e. sulking after a loss even though the team played well or being happy following a poor performance by a winning team).

Realize that effective feedback is the breakfast of champions

The familiar coaching adage that “what you do speaks so loudly that no one can hear what you’re saying” is especially important to remember when dealing with athletes. Players benefit most from coaches whose actions reflect both their implied and stated values. The ability to observe, analyze and communicate are three of a coaches most valuable assets. A word of caution, however, is that the beneficial effects of verbal instruction decrease in direct proportion to the amount given. Remember: Keep it Short and Simple. Take time to videotape yourself coaching, not only at practice but also in games. Observe yourself as others see you. Frequently there is significant difference between how coaches think they are talking, acting and communicating and what athletes perceive.

Practical suggestions for coaches:

1. Give specific, performance-contingent feedback to athletes rather than general comments lacking performance-related information.
2. Be liberal with praise. Most athletes prefer coaches who shout praise and whisper criticism rather than vice versa. Specific positive reinforcement enhances learning much more than simply saying “good job.”
3. Tell athletes what improvements need to be made, why and most importantly, how to make those corrections successfully and consistently.
4. Observe and provide meaningful feedback to every athlete at least once each training session and game.
5. Combine verbal praise with consistent non-verbal forms of encouragement (i.e. a pat on the back, smile, a high five, etc.).
6. Maintain your credibility as a coach by being accurate and sincere in your feedback and praise. Ignoring errors, giving excessive praise for mediocre performance or excessive praise for performance on simple tasks conveys to the athlete that either you don’t know what you’re talking about or else you have very low expectations of them as performers.
7. Correct performance errors in non-threatening and non-punitive ways. Finding problems is the role of a critic not a competent soccer coach. Good coaching requires the ability to not only recognize problems but also to solve them through effective, practical and successful solutions.
8. Reward effort as much as outcome. Repeated effort, especially in the face of failure and adversity, is one of the most important ingredients for future success.

9. Use the “feedback sandwich” when correcting youngsters. Find something the player did well and praise it. Next tell the athlete what they did incorrectly, what they need to do to improve and why. Finish with a positive, encouraging or motivational statement.
10. Foster an environment that allows for trying new skills, approaches and strategies without the fear of reprimand and punishment. Mistakes are integral to sport improvement. Ridicule, sarcasm and fear are impediments to both the immediate and future performance success.

Putting it all together

Athletes learn the game of soccer not only through the directed learning experiences that coaches provide in practice and game play but also through indirect means by observation and imitation. As a sport leader, you are a powerful and lasting role model for athletes by your thought, word and deed. Parents and coaches can serve as a players greatest ally or worst nightmare depending on the attitude, behavior and motivation adopted for sport involvement. Remember, the game is for the kids. It is not for the ego or bragging rights of adults. Our role, as coaches, is to provide an opportunity for participation for all interested youngsters, access to appropriate and safe environments for instruction and competition, exposure to caring and competent leaders, holistic consideration of the child’s entire development (physical, cognitive, social and psychological) and an unwavering belief in the worth and ability of children to succeed at their own unique level

Bill of Rights for Young Athletes

1. Right to the opportunity to participate in sport regardless of ability level.
2. Right to participate at a level that is commensurate with each child’s developmental level.
3. Right to have qualified adult leadership.
4. Right to participate in safe and healthy environments.
5. Right of each child to share the leadership and decision-making of their sport participation.
6. Right to play as a child, not as an adult.
7. Right to proper preparation.
8. Right to equal opportunity to strive for success.
9. Right to be treated with dignity by all involved.
10. Right to have fun through sport.



Sample Emergency Information Form

Player _____ Phone (H) _____

Address _____ City _____ State _____ ZIP _____

Mother _____ Phone _____ Phone _____

Father _____ Phone _____ Phone _____

Emergency Contact _____ Phone _____ Phone _____

Player _____ Phone (H) _____

Address _____ City _____ State _____ ZIP _____

Preferred Place of Medical Treatment _____

Please list history of any previous injuries, operations, etc. _____

Please list any special medical conditions, allergies, etc. _____

Is the athlete on any special medication? Please explain: _____

Is the athlete limited in his/her athletic participation? Please explain: _____

List any other special restrictions: _____

Other special remarks, instructions, etc.: _____

Physician's Signature _____ Date _____

Parent's Signature _____ Date _____



Recommended by the NSCAA Coaching Academy

Ages 12 +

Bauer, Gerhard; Soccer Techniques, Tactics and Teamwork.

Bisanz, Gero & Norbert Vieth; Success in Soccer.

Bonfanti, Mario and Angelo Pereni; The Complete Book of Soccer Restart Plays.

Caitlin, Mark; The Art of Soccer.

Caruso, Andrew; Soccer Coaching Development and Tactics.

Caruso, Andrew; The Great Game.

Coerver, Wiel; Score.

Critchell, Mick; Warm Ups for Soccer: A Dynamic Approach.

Detchon, Jack; Zonal Defending.

DiCicco, Tony; Catch Them Being Good.

DiCicco, Tony; The Goalkeeper Training Manual.

Dorrance, Anson; Training Soccer Champions.

Erickson, Sven; The England Coach.

Gregg, Lauren; The Champion Within.

Goncalves, Jose. The Principles of Brazilian Soccer.

Gorman, Barry with Lawrence Fine; The Full Season.

Howe, Bobby; Coaching the Player.

Hughes, Charles; The Football Association Coaching Book of Soccer- Tactics and Skills.

Kentweel, Richard; Dutch Soccer Drills Volume 1: Individual Skills.

Kentwell, Richard; Dutch Soccer Drills Volume 2: Game Action Drills.

Kipnes, Barry D.; PRIDE + A Coach's Handbook.

Marziali, Floriano and Vincenzo Mora. Coaching the 4-4-2.

NSCAA, The Soccer Coaching Bible.

Pererni, Angelo and Michele Di Cesare; Zone Play.

Pronk, Nico & Gorman, Barry; Soccer Everyone.

Schreiner, Peter; Coordination, Agility and Speed Training For Soccer.

Schum, Tim; Coaching Soccer. (Masters Press)

Simon; Practice Games for Winnng Soccer.

Simon & Reeves; Soccer Restart Plays.

Success in Soccer; the Magazine.

Verheijen, Dr. Raymond; Conditioning for Soccer.

Wade, Alan; Soccer Strategies.

Wade, Allen; Positional Play.

Walters, Tony; Coaching the Team.

Walters, Tony; Coaching Set Plays.

World Class Coaching; The Magazine.

Wrzos, Jerry; The International Training Guide.

U-12

Dewazien, Karl; Practice for Champions.

Dewazien, Karl; Tactics for Champions.

Dewazien, Karl; Fundamental Soccer.

Quinn, Ron; The Peak Performance.

Walters, Tony and Bobby Howe; Coaching 6, 7 and 8 Year Olds.

Walters, Tony and Bobby Howe; Coaching 9, 10 and 11 Year Olds.

The Indoor Game

De Boer, Klaas; Indoor Soccer.

Leight, Wes; Indoor Soccer Tactics and Skill.

Goalkeeping

Luxbacher, Joe; The Soccer Goalkeeper.

Machnik, Joe; The Skills of Goalkeeping.

Machnik, Joe; Goalkeeping Fitness and Tactics.

Machnik, Joe; Goalkeeping- The Next Dimension.

Phillips, Lincoln; Goalkeeping- The Last Line of Defense, The First Line of Attack.

Walters, Tony; Coaching the Goalkeeper.

Psychology and Management

Beswick, Bill; Focus on Soccer.

Goleman, Daniel; Primal Leadership.

Gorman, Barry; The Personality Pyramid.

Martens, Rainer; The Coaches Guide to Sport Psychology.

Useem, Michael; The Leadership Moment.

Walton, Gary M.; Beyond Winning: The Timeless Wisdom of Great Philosopher Coaches.

Videos

NSCAA; Club Tactical Development

NSCAA; Futbol Moderno

NSCAA; Player Development

NSCAA; Soccer Coaches Guide - For Young Players 5-7 Years Old

NSCAA; Soccer Coaches Guide - For Youth Players 9-12 Years Old

NSCAA; Soccer Tactics - On the Attack

NSCAA; Soccer Tactics - Defending to Win

NSCAA; Technical Training - Critical Coaching Points

DiCicco, Tony; Soccer Fun!

DiCicco, Tony; The Champions Soccer Series with Brandi Chastain (Tapes 1-3)

DiCicco, Tony; Goalkeeping, The DiCicco Method (Tapes 1-3)

Heinrichs, April; Training Girls and Women to Win

International Tactics Limited (Jape Shattuck); Individual Attacking

International Tactics Limited (Jape Shattuck); Individual Defending

International Tactics Limited (Jape Shattuck); Group Attacking

International Tactics Limited (Jape Shattuck); Group



Defending

NSCAA Partners

Human Kinetics (www.humankinetics.com), 800-747-4451

Reedswain Books & Videos (www.reedswain.com), 800-331-5191

Soccer Learning Systems (www.soccervideos.com), 800-762-2376

Top Soccer Websites

National Soccer Coaches Association of America (www.NSCAA.com)

Down the Line (www.down-the-line.com)

Eurosport (www.soccer.com)

ESPN Soccer (soccer.espn.go.com)

FIFA (www.fifa.com)

Major League Soccer (www.mlssnet.com)

National Intercollegiate Soccer Officials of America (www.nisoa.com)

Soccer 365 (www.soccer365.com)

Soccer America (www.socceramerica.com)

Soccer Association for Youth (www.saysoccer.org)

Soccer Buzz Magazine (www.soccerbuzz.com)

Soccer Plus (www.soccerpluscamps.com)

Soccer Times (www.soccertimes.com)

United Soccer Leagues (www.uslsoccer.com)

United States Soccer Federation (www.ussoccer.com)

United States Soccer Players (www.ussoccerplayers.com)

United States Youth Soccer Association (www.usyouthsoccer.org)

Women's Soccer World (www.womensoccer.com)

World of Soccer (www.worldofsoccer.com)



Fitness Activities

A. Warm-up

The purpose is to prepare the mind and body for training.

1. Warm-up should begin with non-explosive aerobic activity that is specific to the training topic. It should be varied each training session.
2. Warm-up proceeds incrementally to raise the heart rate, respiration rate, etc.
3. Flexibility/stretching are done during the warm-up, not before.

B. Running (speed) fitness

Without the ball

1. 35's – Corner of field, run down touch line, across goal line (behind goal in no more than 35 seconds).
2. 70's – Corner of field, run around field (behind goal) in no more than 70 seconds.
3. 180's – Three groups; Group 1 goal line to halfway line; Group 2 leaves from halfway line as Group 1 arrives and runs to goal line and full field; Group 3 leaves from goal line when Group 2 arrives and runs full field and then to halfway line where Group 1 began.
4. Tag – At halfway line, one partner sprints around outside of the field (touch line, end line, touch line to halfway line) while other partner walks across field at halfway line; repeat with other partner running around field while partner that finished running walks across field at halfway line.
5. Relay – In groups of five; one at goal line, one at penalty area line, one at halfway line, one at far penalty line, one at far goal line; relay race so all run each leg of the relay.
6. Relay – Can shorten the distances in No. 5 above or the number of players in each group or add times goals; e.g. Suicides: one at goal line, one at goal area (six yards), one at penalty area line (18 yards complete in 30 seconds). Run with two groups or so run one set and rest one set (use three groups if more rest is needed).
7. Shuttle Runs – Five cones each five yards apart; complete in 45 seconds, strive to do 10 repetitions; recovery time of 60 seconds to start – reduce to short as possible.
8. "Pilger's Square" – Around half a field; place cone midway between the halfway and goal lines, one on the kickoff mark and one in the middle of the goal; vary sprint, jog, walk, fast walk, running backwards, slide steps, bending down, marzuka steps, jumping to head, ect.
9. Rewards – Groups of three; two on goal line, one at penalty area line (18 yards); one player runs out to the 18, player then runs back, "extra" player rests. Team that finishes last may not run the next set. Repeat as needed; add having the "resting/extra" player do sit-ups, tuck jumps, pushups, etc.

With the ball

1. Hand Ball (warm-up) - Two teams (use full field in 20 players); must head the ball to score; otherwise players run with the ball and must pass to a teammate within two seconds after they catch it; if pass hits ground (incomplete) ball goes to other team: "basketball defense – no contact." Penalty for anyone standing or walking – must jog or sprint. Can "chip" to goalkeepers as a change.
2. 1 v. 1 two groups of two – one pair players with other pair is target gal; 30 seconds to minute per pair. Use three groups and have one pair serve as side targets for wall passes (one touch).
3. Slots – group of three; two 30-35 yards apart, one player in middle dribbling back and forth between end players, pass to end line only when within 5 yards for 45 to 60 seconds per player.
4. Techniques – All techniques can be used to train for fitness, e.g. throw-in from touch line, partner sprints and returns dribbling ball. Use Coerver for three minutes with a one minute rest.
5. Dutch Grid – 20 yards x 20 yards. Four players in grid each with a ball, four others on a corner.
 - a. Dribble; work on feints, outside players stretch.
 - b. Execute 1-2's with other players, add spin turn, sprint dribble on reception, other players stretch or juggle.
 - c. Move outside players, add spin turn, sprint dribble on reception, other players stretch or juggle.
 - d. Play 2 v. 2 in a grid with four support one-touch passes; two-touch, one-touch, use of third man combinations, use partner at least two or three times before support player on the outside, wall pass or takeover with partner before using player on outside.
 - e. Play two 1 v. 1 games in the grid with outside support players (one-touch).
6. Functional Type Fitness Exercises:
 - a. Shuttle running with a ball at each of three cones (5, 10, 15 yards). Player sprints to each ball and dribbles it back over the line.
 - b. Two player son goal line: Sprint to goal area line (6 yards) and back, to penalty spot and back, to 18 yard line where the ball is set. First one there is offensive player and second is the defensive player going to goal.
 - c. Serve 10 balls one at a time to a player who must run around a marker after each shot.
 - d. Pass – Repass: 10-12 balls around top of penalty area. Pass to teammate, get a return passes and shoots whole other players gets another ball to pass and get returned for a shot.
 - e. 2 vs. 2 Heading- Five teams of two in penalty area. One team behind goal chasing balls, with a team on each side crossing balls into the penalty area; game is two to four



minutes, winners stay (ties go to challenger). Note: the four players playing in the game MUST all return to the top of the penalty area until the last man gets there. Insist on near and far post runs (not straight runs and all-out hustle, no resting!

- f. Challenge Shooting – Two lines of approximately seven all behind a line (can use halfway line if you want a lot of running – prefer approximately 30 to 35 yards). Two players stand along line approximately 3 to 5 yards apart; coach tosses a ball and two players challenge for ball and winners take a shot, other players play defense, MUST sprint back to the line before resting.
- g. Pass and Receive – Use four times as many players as balls. Player move around (large space, e.g. $\frac{3}{4}$ fields for 16 players) in game-like fashion – making runs, showing and calling for the ball, and change of pace movement. Go for 3 to 4 minutes, then rest for a minute as coach adds restrictions (wall pass, takeover, third man combination underneath with a one-touch forward, ect.) player with the ball moves as if they are being actively defended. All passes must be penetrating “through” other players.



Coaching Academy



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SPORTS TIPS



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SOCCER INJURIES

Soccer is one of the most popular sports in the world and the fastest-growing team sport in the United States. Although soccer provides an enjoyable form of aerobic exercise and helps develop balance, agility, coordination, and a sense of teamwork, soccer players must be aware of the risks for injury. Injury prevention, early detection, and treatment can keep kids and adults on the field long-term.

WHAT ARE SOME COMMON SOCCER INJURIES AND THEIR SYMPTOMS?

Injuries to the lower extremities are the most common in soccer. These injuries may be traumatic, such as a kick to the leg or a twist to the knee, or result from overuse of a muscle, tendon, or bone.



SOCCER



WHAT ARE SOME COMMON SOCCER INJURIES?

Lower Extremity Injuries

Sprains and strains are the most common lower extremity injuries. The severity of these injuries varies. Cartilage tears and anterior cruciate ligament (ACL) sprains in the knee are some of the more common injuries that may require surgery. Other injuries include fractures and contusions from direct blows to the body.

Overuse Lower Extremity Injuries

Shin splints (soreness in the calf), patellar tendinitis (pain in the knee), and Achilles tendinitis (pain in the back of the ankle) are some of the more common soccer overuse conditions. Soccer players are also prone to groin pulls and thigh and calf muscle strains.

Stress fractures occur when the bone becomes weak from overuse. It is often difficult to distinguish stress fractures from soft tissue injury. If pain develops in any part of your lower extremity and does not clearly improve after a few days of rest, a physician should be consulted to determine whether a stress fracture is present.

Upper Extremity Injuries

Injuries to the upper extremities usually occur from falling on an outstretched arm or from player-to-player contact. These conditions include wrist sprains, wrist fractures, and shoulder dislocations.

Head, Neck, and Face Injuries

Injuries to the head, neck, and face include cuts and bruises, fractures, neck sprains, and concussions. A concussion is any alteration in an athlete's mental state due to head trauma and should always be evaluated by a physician. Not all those who experience a concussion lose consciousness.

HOW ARE SOCCER INJURIES TREATED?

Participation should be stopped immediately until any injury is evaluated and treated properly. Most injuries are minor and can be treated by a short period of rest, ice, and elevation. If a trained health care professional such as a sports medicine physician or athletic trainer is available to evaluate an injury, often a decision can be made to allow an athlete to continue playing immediately. The athlete should return to play only when clearance is granted by a health care professional.

Overuse injuries can be treated with a short period of rest, which means that the athlete can continue to perform or practice some activities with modifications. In many cases, pushing through pain can be harmful,

especially for stress fractures, knee ligament injuries, and any injury to the head or neck. Contact your doctor for proper diagnosis and treatment of any injury that does not improve after a few days of rest.

You should return to play only when clearance is granted by a health care professional.

HOW CAN SOCCER INJURIES BE PREVENTED?

- Have a pre-season physical examination and follow your doctor's recommendations
- Use well-fitting cleats and shin guards — there is some evidence that molded and multi-studded cleats are safer than screw-in cleats
- Be aware of poor field conditions that can increase injury rates
- Use properly sized synthetic balls — leather balls that can become waterlogged and heavy are more dangerous, especially when heading
- Watch out for mobile goals that can fall on players and request fixed goals whenever possible
- Hydrate adequately — waiting until you are thirsty is often too late to hydrate properly
- Pay attention to environmental recommendations, especially in relation to excessively hot and humid weather, to help avoid heat illness
- Maintain proper fitness — injury rates are higher in athletes who have not adequately prepared physically.
- After a period of inactivity, progress gradually back to full-contact soccer through activities such as aerobic conditioning, strength training, and agility training.
- Avoid overuse injuries — more is not always better! Many sports medicine specialists believe that it is beneficial to take at least one season off each year. Try to avoid the pressure that is now exerted on many young athletes to over-train. Listen to your body and decrease training time and intensity if pain or discomfort develops. This will reduce the risk of injury and help avoid "burn-out"
- Speak with a sports medicine professional or athletic trainer if you have any concerns about injuries or prevention strategies

EXPERT CONSULTANTS

Rob Burger, MD
Kenneth Fine, MD

Sports Tips provide general information only and are not a substitute for your own good judgement or consultation with a physician. To order multiple copies of this fact sheet or learn more about sports injury prevention, please visit www.STOPSportsInjuries.org.



Waiver of Liability - Coaches

I, _____, understand that the National Soccer Coaches Association of America (NSCAA) has explained that its Coaching courses are physically demanding and I certify that I am in condition to participate fully in the program. I hereby agree to save and hold harmless the NSCAA, its staff, including coaches, and each of its officers and directors (the persons and entities releases hereinafter being referred to individually and collectively as "NSCAA") against loss or damage for any injury, illness or other conditions arising from my participation in the Coaching Academy Program, and hereby release waive, and forever discharge NSCAA from any and all claims which may be made by or on behalf of me relative to my participation in the Coaching Academy Program.

NSCAA Likeness Statement

By my registration for this NSCAA Coaching Academy course, I agree that the NSCAA may use my likeness in photographs and video to be used for publications and presentations to promote the NSCAA and its programs. I understand that there will be no financial remuneration involved and stipulate that the photographic and video reproductions may be used only for NSCAA purposes.

I have read the above Waiver of Liability and Likeness Statement and understand that I have signed them voluntarily.

Signature _____ Date _____

Course Date(s) _____ Location _____

The NSCAA Foundation Endowment Campaign



About the National Soccer Coaches Association of America

The NSCAA is the largest coaches' organization in the United States. Founded in 1941, the NSCAA represents more than 26,000 members. Core to its mission is advancing soccer through coaching education. This is pursued through a nationwide program of clinics and week-long courses, teaching more than 4,000 coaches each year.

The NSCAA is also firmly committed to fostering diversity. The NSCAA strives to accomplish this by nurturing a learning environment that respects differences in culture, age, gender, race, ethnicity, physical ability, sexual orientation, religious affiliation and socioeconomic status.

About the NSCAA Foundation

More recently, the NSCAA established the NSCAA Foundation. Its mission is to provide soccer coaching educational opportunities to underserved socioeconomic communities, geographic areas, and ethnic groups throughout the United States.

The Foundation firmly believes in the broader societal benefits of soccer as a recreational activity, an avenue for health and fitness, a means of building leadership skills, and a

competitive sport. We believe we can provide these benefits through soccer coaching education. The Foundation's primary program activity is direct financial support through grants and through scholarships to coaching education programs.

Why We Need an Endowment—The Case for Support

Several minority groups, most notably Hispanics, are the fastest growing population segments of the United States, yet often they face financial and social barriers. Other underserved groups, such as African Americans in urban communities and Native Americans in rural areas, face the same barriers.

The NSCAA Foundation began awarding grants four years ago. Grantees include the Special Olympics, organizations serving Hispanic youth and Native American youth, inner city groups in the District of Columbia, Atlanta, and Philadelphia, and flood victims of hurricanes Katrina and Rita.

Because the Foundation does not have an endowment, each year we grant only what we receive in annual contributions. And because we have never undertaken a comprehensive

fundraising initiative, funds available for grants have been inconsistent. We award an average of about \$15,000 in grants each year.

To keep pace with the growth of these underserved groups, and to reach largely overlooked urban communities, the Foundation must be financially positioned to support the increasing demand for coaching education.

If we have the ability to increase support for these underserved groups, we will be able to provide them a never-before-offered opportunity to join the American youth soccer experience that today is predominantly a suburban experience.

Therefore, the NSCAA Foundation has launched a campaign to establish a significant permanent endowment that will bring coaching education opportunities to underserved communities and groups throughout the United States. Our initial goal is \$1,000,000. Each year a draw of 4% on this principal will enable the Foundation to make grants of approximately \$40,000—nearly three times what we currently award.

A gift to the NSCAA Foundation endowment will ensure that we are able to provide financial support to many more underserved groups than at present, and that these educational outreach initiatives will continue well into the future.

NATIONAL SOCCER COACHES ASSOCIATION OF AMERICA
800 Ann Avenue, Kansas City, KS 66101 phone: 800.458.0678
www.nscaa.com





NON-RESIDENTIAL COURSE EVALUATION

Thank you for your participation in this NSCAA Coach Academy course. Please assist us in our commitment to the quality of the NSCAA Coaching Academy by completing this questionnaire. Your evaluation is valuable as we continue to strive to improve our courses.

Circle One:	Level 3	Level 4	Level 5	Level 6
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Please evaluate each of the following by checking your choice; please add any comments you would like to add in the space provided:

- The registration process was timely and helpful.

Strongly Agree Agree Neither Agree or Disagree Disagree Strongly Disagree

Comments:
- The pre-Academy information packet was informative and helpful in preparing for the course.

Strongly Agree Agree Neither Agree nor Disagree Disagree Strongly Disagree

Comments:
- The curriculum/handouts provided for the course were helpful in providing structure and focus to the course.

Strongly Agree Agree Neither Agree nor Disagree Disagree Strongly Disagree

Comments:
- This course will enhance my coaching knowledge and benefit me in my coaching.

Strongly Agree Agree Neither Agree nor Disagree Disagree Strongly Disagree

Comments:
- The staff coach(es) communicated clearly and effectively.

Strongly Agree Agree Neither Agree nor Disagree Disagree Strongly Disagree

Comments:
- The staff coach(es) exhibited thorough understanding of the curriculum.

Strongly Agree Agree Neither Agree nor Disagree Disagree Strongly Disagree

Comments:
- The staff coach(es) helped me prepare to use the course information with my team(s).

Strongly Agree Agree Neither Agree nor Disagree Disagree Strongly Disagree

Comments:



8. The staff coach(es) was/were engaged, receptive and open to questions.
 Strongly Agree Agree Neither Agree or Disagree Disagree Strongly Disagree
Comments:

9. The staff coaches(es) created a spirit of collegiality during the course.
 Strongly Agree Agree Neither Agree or Disagree Disagree Strongly Disagree
Comments:

10. Overview

- a. The course will enhance my knowledge and effectiveness as a coach.
 Strongly Agree Agree Neither Agree nor Disagree Disagree Strongly Disagree
Comments:

- b. The course was interesting and enjoyable.
 Strongly Agree Agree Neither Agree nor Disagree Disagree Strongly Disagree
Comments:

- c. I will recommend this course to coaching colleagues.
 Strongly Agree Agree Neither Agree nor Disagree Disagree Strongly Disagree
Comments:

11. What component(s) of the course do you consider most beneficial?

12. What would you change or add to the course?

Feel free to share additional information about your participation in this course either in the space below.