

COMMUNITY COACH CERTIFICATE



Youth Manual

Stages of Development

6-8 Year Olds

Characteristics of Development:

- Co-ordination difficulties (imbalance between length of body and muscle structure).
- Like to move.
- Short attention span.
- Sensitive to criticism.
- Egocentric-seeks individual attention.
- Enjoys being successful and being praised for it.
- Like gymnastic type activities.
- Work well in small groups.
- Parents, teacher, coach influential people.

Training Recommendations:

- All sessions should have lots of activity and movement.
- General co-ordination activities (running, tumbling and fun games).
- Familiarity with the ball (running, turning, changing direction with the ball).
- Small-sided games.

Note: Physical disharmony due to growth through various stages will lead to psychological disharmony. These critical stages are not ideal for learning new things.

8-10 Year Olds

Characteristics of Development:

- Improved co-ordination.
- Displays strength.
- Enjoys physical contact.
- Increased attention span.
- Capable of problem solving.
- Sensitive to criticism.
- Enjoys team sports.
- Like to be recognized for their sports ability.

Training Recommendations:

- Running with the ball.
- Dribbling (feinting).
- Ball control.
- Inter-passing.
- Shooting.

Note: All of the above should be practiced in motivational exercises/games and small sided games (1v1, 2v2, 3v3).

10-12 Year Olds (Golden Age of Learning)

Characteristics of Development:

- Physical proportions.
- Musculature more developed.
- Well balanced and co-ordinated.
- Improved endurance (adaptation of the cardiovascular system).
- Self-confidence.
- Desire to learn.
- Able to learn difficult tasks.
- Critical - says what he/she thinks.
- Try to imitate (idols).

Training Recommendations:

- Technique/Skill
 - dribbling (feinting)
 - ball control
 - inter-passing
 - shooting
 - heading

Note: All of the above should be practiced in motivational exercises/games and small sided games (1v1, 2v2, 3v3).

- Basic tactical behaviour
 - passing combinations
 - creating passing opportunities
 - creating and using space
 - running into space
 - positioning
 - basic support
 - 1v1 competitive games

12-14 Year Olds Puberty

Characteristics of Development:

This can be described as a growing stage, where co-ordination and balance is very much affected. During this period of development the extreme differences between age and biological maturity become noticeable. Young players are of vastly different size and have similar extremes in behavioural traits. Therefore, it is important to understand that physical size, in itself, is not the sole criteria for accelerated development.

- Accelerated growth due to increase in the length of bones.
- Disharmony between the body and the extremities.
- Motor disturbances.
- Difficulty with co-ordination.
- Sexual development (genitalia).
- Loss of self-confidence.
- Moody.
- Sensitivity.
- Egocentric.
- Strive for recognition and acknowledgment.
- Problems with adults.
- Insecurity with own position on the team.

Training Recommendations:

- Repetition of general tactical behaviour (as above).
- Extension of game experience - forms of combination play
 - interchanging of positions
 - an understanding of basic game situations
 - can be achieved without co-ordination concerns
- Physical fitness
 - endurance/cardiovascular dev. (in game-like tasks)
 - strength (using body weight only)
 - agility
 - players need to experience success

Note: All of the above should be practiced in motivational exercises/games and small sided games (1v1, 2v2, 3v3, 4v4, 5v5, 6v6).

14-16 Year Old (B Juniors)

Characteristics of Development:

- Accelerated growth of muscles and organs within the body.
- Body regains a physical balance.
- Improved co-ordination.
- Body gains strength and power.
- Psychological stability.
- Growing self-confidence.
- Logical thinking and understanding.
- An understanding of the environment.
- Critical thinking (peruse, examine, overhaul).

Training Recommendations:

- Tactical means.
- Tactical behaviour.
- 1v1 behaviour.
- Techniques and tactics
 - positions
 - change of rhythm
 - speed
 - keeping possession
 - switching play
 - creating and using space

- Conditioning training
 - endurance
 - speed
 - power/strength endurance
 - agility
- Game related practice form.
- Functional training.
- Specific conditioning exercises.
- Motivation.

Note: At this stage players are already training like adults but at a different intensity and longer breaks (intervals).

16-18 Year Old (A Juniors) Adolescence

Characteristics of Development:

- Physically maturing (skeleton and muscles grow equally).
- "Gristling" /ossification of the skeleton.
- Final stage in the development of co-ordination and psychological abilities.
- General maturing (becoming an adult).

Training Recommendations:

- Intensification of all tactical aspects.
- Improve decision making within the game.
- Automation and variation of all skills in complex forms.
- Functional practice.
- Positional training.
- Conditioning training.

Practical Training

6-10 Year Olds:

Agility (Coordination)

- Relays - with and without the ball.
- Chasing games.
- General games (handball, basketball, etc.).

Skill

- Individual exercises with the ball - running, turning, changing direction, ball control.
- In small groups - dribbling, ball control, passing.
- Motivational games - dribbling, ball control, passing, shooting (can be reduced to simplest form = 1v1).

Small Sided Games

- Small teams on goals/targets (2v2, 3v3, 4v4).
- Players get experience (learning by playing).
- Have fun and enjoyment - builds a lasting motivation to stay in the game.
- Benefits include:
 - a) Frequent touches of the ball
 - b) Clear and understandable game situations
 - c) Basic tactical behaviour
 - d) Playing as a group within a team (playing with partners is important)
 - e) Playing together passing and giving support
 - f) Skill learning under pressure of space and pressure from opponents
 - g) Adapting to continually changing game situations

10-14 Year Olds (10-12 and 12-14):

Skill

- Individual technique - mastery of the ball:
 - a) dribbling
 - b) ball control
 - c) passing
 - d) shooting
 - e) heading
- Goalkeeping (from 12 years old)
- Alternate between exercises and games (challenging exercises and game tasks).
- Demonstrations.
- Corrections.

Tactics

- Defensive play (1v1's and small games) - positioning.
- Attacking play
 - passing and support
 - use of space
 - crossing and finishing

Physical Fitness

- warm-up
- running - chasing
- jumping
- agility
- gymnastics
- small games contain all the demands of fitness training

Games

- 4-a-side (still useful)
- 7-a-side
- 11-a-side
- tasks are extended
- more like the real game (from 12 years old and up)

14-18 Years Old

Skill

- individual - in pressure situations

Tactics

- 1v1 behaviour
- tactics relating to positions
- possession
- changing the speed of the game
- switching play
- set plays (free kicks, corners)
- creating and utilizing space
- tactics of goalkeeping

Games

- games on goals
- games in restricted areas
- reduced game situations
- regular game situations

Physical Fitness

- speed
- stamina
- strength endurance
- co-ordination

Note: The 16-18 age group should use all measures of adult training and specific conditioning exercises and games for motivation.

Your Role as a Coach

Coaching is for anyone who enjoys sport and cares about kids. It's for high-school athletes, women and men, parents and grandparents. What does it take to coach? It takes people who are sensitive and caring. People who are organized, who want to work with others, and who will teach from the heart. When working with your players, you should remember that you are a teacher, a leader, and a counselor.

As a teacher, you:

- provide simple teaching points to help your players learn.
- encourage skill development through games and other activities.
- provide lots of activity to help contribute to an active lifestyle.

As a leader, you:

- set goals that are challenging but realistic.
- offer encouragement and support to help your players be the best they can be.
- instill the importance of being a good sport and playing fair.

As a counselor, you:

- listen to your players' concerns and deal with them as best you can by being supportive..
- make sport a positive, fun place to be!

When you coach youngsters, the results are real and immediate. You share in the small victories as they develop skills. You feel it in their energy and enthusiasm. You see it in their smiles. But the results of coaching are also subtle and long term. Through soccer, you will help your players to grow and develop as individuals. The athletic skills they learn from you may only be used for a few years. but the attitudes they develop toward themselves and others will last a lifetime. These wonderful benefits do not come easily. There is a clear time commitment involved in being a coach - for planning, practices, and games. And there is a real responsibility as you enter the lives of young people. But the effort is worth it. Ask long-time coaches about their involvement in soccer, and they will tell you they have gained more from it all than they ever gave up because of it.

The Coach in Training: (*Experience + Pedagogue*)

Short Term: Training and preparation for competition.

Long Term: Planned and target oriented measures aimed at improving and stabilizing a player's performance level (background and stages of development).

- a) Good preparation
- b) Objectives
- c) Explanation of tasks and execution
- d) Correction and improvement

a) Good Preparation:

This includes the planning of the training session.

- Where? location
- When? day and time
- How many players? number of groups, etc.
- Equipment? balls, bibs, markers, etc.
- Climate? weather conditions, field conditions, etc.
- Length of practice? according to age of players
- General set-up? content, games and exercises
- Organization? 3 steps - warm-up, main part and conclusion

b) Objectives:

- Skill and tactical (game) behaviour: giving consideration to age and performance level
Load - Recovery (gradual increase)

(Conditioning will also be a consideration, particularly for players' aged 14 and older, but young players will improve this aspect in a dynamic, game related training program.)

• General Principles:

- i. *From easy to difficult* (simple to complex): Players must be able to master a task before moving onto a more difficult one. This is important in order to build self-confidence and motivation. Difficult tasks given too early will lead to frustration and uncertainty.
- ii. *From known to unknown*: Players must have enough time to become accustomed to certain tasks in order to master them. Frequently implementing new and unknown exercises can lead to uncertainty and loss of confidence and interrupts the learning process.
- iii. *Be flexible* and able to differentiate between the performance levels of the players within the group.
- iv. Players (children) must be given enough *time and "space"* to experience the task.
- v. *Experiencing success motivates* players and encourages them to learn more.

c) Explanation of tasks and execution:

A player can only fulfill a certain task successfully when he/she is totally aware of what he/she has to do!

- i. When the coach calls the group together each player must be able to listen without distraction and be able to see the coach's gestures.
- ii. Generally the coach should be positioned so that the group is in front of him/her (not too close

or in the middle of the group).

- iii. The explanation of the task occurs when everyone is quiet and is paying attention (no distractions).
- iv. All explanations should be brief and precise.
- v. A short demonstration of the task will make for a better understanding (players can be used for this purpose).
- vi. Use variety when selecting small groups. Not just separating the weak and strong players but also mixing them up (a variation of this could be better players against the majority).

Generally the coach should be positioned so that the group is in front of him/her (not too close or in the middle of the group).

d) Correction and Improvement:

An important factor for success in the practical work carried out during training is observation! Coaches should remember:

- i. Take up a position outside the playing area. This gives the coach a good vantage point and does not disturb the players.
- ii. When beginning an exercise give the players enough time to find their own solutions to a specific task before offering your own (self reliance).
- iii. Offering a good demonstration and explanation will erase mistakes or difficulties.
- iv. The coach should acknowledge good performances and courageous efforts with praise and encouragement.
- v. When correcting players: Allow play to flow and only make corrections if mistakes are repeated.
- vi. Individual correction unless it is a common problem.
- vii. Correct only one mistake at a time; usually the most obvious one.
- viii. Correction requires:
 - a) Explanation
 - b) Good demonstrations
 - c) Execution by players
- ix. Corrections in games or game-like situations only when the action is interrupted.
- x. Be constructive - show solutions and don't dwell on the mistakes.
- xi. Try to get a response from the players (ask them!).

When beginning an exercise give the players enough time to find their own solutions to a specific task before offering your own (self reliance).

The Coach as a Leader:

The coach needs to show enthusiasm, sportsmanship, fairness and justice as these things will have an impact on the players.

Coach - Children:

- Be a positive example! What you expect from players, you must be prepared to live up to yourself. (personal conduct, children imitate their idols, etc.)
- Communications is important. Give children the impression that you care and take them seriously.
- Social integration. Work to develop team spirit.
- Take care of "outsiders" and weaker group members.
- Be patient and show understanding.

Coach - Players in Puberty Stage:

- Help players that are longing for acknowledgment.
- Understand when they become obstinate. In one on one talks, show interest in their problems.
- Be positive.
- Give players responsibility within the group.
- Be objective and explain decisions/opinions.
- Plan social activities that provide a positive influence on the group as a whole (young people are looking for the support that a group has to offer).

Coach - Juniors:

- Treat them as personalities (young adults).
- Listen to them and be ready to discuss things.
- Have them take responsibility.
- Create a team spirit.

Coach - Dealing with parents:

- Pre-season meeting.
- Explain your philosophy, ideas, objectives and plans for the team.
- Don't be over ambitious. Promise only what you feel you can deliver.
- Parents are only concerned with the impact your program will have on their own son or daughter.
- No parental influence from the sideline - shouting and yelling (apart from general encouragement) leads to confusion and children scared, anxious and may lose interest in playing.

- Fair play! Encourage respect for opponents and game officials.
- Ask for volunteers to support you (assistant coach, transportation, social activities, etc.).
- General organization (game/tournament schedules, training schedule).

The Coach before, during and after the game:

Before the game:

- Organization - schedule, transport, equipment, etc.
- Direct game preparation - team set-up - starting players and substitutes
 - pep-talk - strategy, specific tasks for individual
 - specific tasks for the team (based on the opposition)

During the game:

- Coaching - Observation - Support
- Corrections (how?), substitutions
- Half time talks - be positive, encouraging

After the game:

- Win or lose, be fair - shake hands with opponents and the officials (fair play).
- Have a positive conclusion.

A coach should be prepared to enhance his/her knowledge. Should seek out new ideas for games and exercises and pursue self development opportunities through coaching courses aimed at game observation, etc.

Continue your studies - don't stagnate

Coaching Children “Practice Themes”

6 to 8 Year Olds:

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|----------------------------------|------|
| 1) Dribbling/Stopping the Ball | 4.2 |
| 2) Stopping/Controlling the Ball | 4.4 |
| 3) Dribbling/Passing | 4.6 |
| 4) Dribbling/Kicking/Shooting | 4.8 |
| 5) Goalkeeping | 4.10 |

8 to 10 Year olds

- | | |
|-----------------------------------|------|
| 1) Controlling/Passing/Heading | 4.12 |
| 2) Controlling the Ball/Dribbling | 4.14 |
| 3) Dribbling/Shooting | 4.17 |
| 4) Goalkeeping | 4.19 |
| 5) Combined Techniques | 4.21 |

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| More Games & Practices | 4.23 |
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