



SOCCER4LIFE SOCCER

COACHING MANUAL - LEVEL 1



"I can do all things through Christ who strengthens me"
PHILPPIANS 4:13



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The FA Coaches Association

FIFA: The Fédération Internationale de Football Association is an association governed by Swiss law founded in 1904 and based in Zurich. It has 209 member associations and its goal, enshrined in its Statutes, is the constant improvement of football.

Coaching Objectives

- To understand the role of a coach and foundational coaching principles
- To understand how to prepare and develop a Coaching Plan/Coaching Session
- To understand the basic responsibilities of players by position
- To understand basic systems of play or team formations for mini-football (4 v 4 to 6 vs. 6)
- To understand and coach the foundational techniques of football - passing, control, dribbling, turns, moves, heading, shooting and running with the ball.

Course Expectations

What you can expect from the coaching staff:

- That we will be punctual—if not early!
- That we will be well organized and have all our materials and equipment set out and in functioning order
- That we will be open and approachable to any questions you might have or advice you might seek
- That we will have no biases, prejudices—nationality, skill level, age, sex, etc., — or display any form of favoritism.
- That we will deliver a high level of teaching/coaching throughout the course in all units.

What we will expect from you:

- That you will be punctual
- That you will be appropriately prepared and ready for each session (coaching - kit on and ready to go; classroom – pen, pencil, manual)
- Respect and a positive attitude towards the coaches and other delegates on the course
- Participation - that you will be involved in full in every session (chat with head coach regarding any injuries, illnesses, etc)
- Interactive in discussions and work groups
- Open-minded and willing to learn.
- Mobile phones switched off!!

CONDUCT:

- Players, coaches, and spectators are expected to display a proper sportsmanship at all times. The use of profanity, alcohol or drugs is prohibited. Anyone who does not conduct him/herself properly will be subject to dismissal from the park and/or arrest.



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Mentoring the Whole Child

The following document forms the benchmark for all involved in coaching:

1. Coaches must be sensitive to the child's behavior in order to mentor that child well.
2. Coaches must strive to want to bring a smile to a child at all cost.
3. Coaches must strive to convince the child that he/she is the best thing that ever happened in this life time.
4. Coaches must develop an appropriate working relationship with each child based on mutual trust and respect.
5. Coaches must let the child know that they believe in them.
6. Coaches must encourage and guide children to accept responsibility for their own behavior and performance. This called TOUGH LOVE.
7. Coaches must ensure that they know every player by name by the second day. Call them by their names. Make them feel special and accepted.
8. Coaches should, at the outset, clarify with the players (and, where appropriate, parent) exactly what is expected of them and also what they are entitled to expect from their coach.
9. Coaches must make sure that all players participate in Question and Answer settings.
10. Coaches must always display love, show love, and exude love. You will never know the players' background and home set up.
11. Coaches must consistently display high standards of behavior and appearance.
12. Gentle voice at ALL TIMES. No yelling. Don't talk down to a child. Tough Love where it's needed. Be the most wonderful coach they will live to remember!



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Good Practice Guidelines

Coaching staff should ensure that:

- They arrive in plenty of time to set up for each day and greet the children and families.
- All facilities are checked for health and safety issues....
 - Fields cleared of sharp objects, debris, pot-holes, etc
 - Small goals pinned to the ground
 - Access/exits to the buildings is safe, clear of clutter and well lit
- As far as possible a worker is not alone with a child where their activity cannot be seen. In a building this may mean leaving doors open, or two groups working in the same room.
- A child is never left alone unless both the child's coach and the SS director deem the action appropriate, e.g. misbehavior, resting due to injury.
- They send the children off with parents at the end of each day, leaving the facility in a neat and tidy condition.

The Coach should:

- Treat all children/young people with respect and dignity befitting their age— make sure language, tone of voice and any physical contact is appropriate.
- Not engage in any of the following:
 - Invading the privacy of children when they are showering or toileting, rough physical or sexually provocative games, making sexually suggestive comments about or to a young person even in fun, inappropriate and intrusive touching of any form, any ridiculing, or rejecting a child/young person.
- Control and discipline their groups in an appropriate manner without physical punishment or verbal abuse.
- Control his/her group during coaching session at all times - i.e. no free shooting on goal, no aimless kicking of balls, etc.
- Make sure that he/she is aware of the location of each child in their group at all times.
- Not play or demonstrate against any child.
- Do not invite a child or young person to your home or provide a lift in your car without parental permission.
- Have read and understood the FA Coaches Code of Conduct and be in agreement of the policies contained.
- Report any suspicions of child abuse to the director of the event.



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Organizational Tips

Coaching Plan

Prepare a coaching plan for each session including the drills you will use with applicable 'coaching points', games, the equipment you will need, etc. Consider what you want to present and how you want to present it. Have a plan A, plan B and plan C. Some things you will need to consider.

- How many children are in the group?
- What skill level are the children at?
- What equipment will be needed?

Maximize Involvement:

Involve as many kids in each drill or activity as you can. Limit the amount of time a child will be standing and watching.

- **Maximize Space:** When setting up drills or games, maximize the space for the children to use so that they are not all bunched together.
- **Maximize Equipment:** Evaluate what you will need in terms of equipment and plan accordingly.
 - Balls - have plenty available for each activity
 - Bibs - use bibs for identification purposes
 - Cones - use colored markers/cones to structure training space
- **Eliminate Distractions:** Eliminate as many distractions as possible. Keep your group together and away from other groups. Keep unruly children under control. If possible, face the sun or wind while instructing so the children have their backs to the elements.
- **Make the sessions fun:** The children will stay more interested, be better behaved and learn more readily. Use plenty of games.

Communication Tips

- **Goals and Objectives:** Briefly explain your goals and objectives in each session so that the children will know what they are learning.
- **Coaching Points:** Don't try to explain too many coaching points at one time. Highlight each

'Coaching Point' one at a time as you instruct and let the children practice. Stop them to point out what they are doing right and what needs improvement. Reiterate key coaching points, demonstrate what is needed and let the children continue.

- Cones - use colored markers/cones to structure training space
- Demonstrate the coaching point
- Let the children practice
- Basic communication skills.
- Face your audience as much as possible (difficult at times in demonstrations)
- Highlight a key coaching point
- Use positive body language
- Speak clearly and project your voice for all to hear
- Use key words or phrases
- Utilize specific signal for the players to stop play/start play.
- Relate drills and practice sessions to a game situation. Use examples that children can relate to. (Example: "Did you see Beckham on Saturday when he ..." This is an excellent motivator).
- Review and Reinforce. Review coaching points from earlier sessions to keep the kids thinking. At the end of each session, reinforce what the children have just learnt in the session.
- Coaching position is observing from outside the working area. When you communicate, stop the play and step into the working area. Rotate around to all groups if/when working on technical sessions.

General Tips

- Be enthusiastic: Let the kids see you love what you're doing and love being with them. Laugh with them, encourage them, praise them!
- Be patient: Understand that each person learns differently and will be at different stages of physical development.
- Be firm and fair: Don't let the kids rule. You are the leader. At the same time, be fair in your treatment of them.
- Be open: Let the kids get to know you.
- Be prayerful: Each person will have a different family situation, home life, background, etc.
- Be inclusive: Find ways to 'bring in' the quiet one, the shy ones, the less talented ones. Encourage others to value each other for WHO they are.
- Spend 'personal time' with each individual. Be careful of the few who will want to 'hog' your attention.



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Coaching Formula

1. Spot the mistake

- When you see some one making a mistake, jump in right away and point it out.
- If you are going through a series of key points or coaching factors, wait until you spot the mistake you are wanting to hit upon before jumping in.
- When coaching a technique - spot the technical error they are making
- When coaching a skill - are the players 1. *performing the right technique* 2. *at the right place,*

3. at the right time on the pitch.

- Coach - is standing outside the play and observing

2. Correct the mistake

- **Ask:** ask the player if he/she knows what they did wrong.
- If they do know, that is good. You can reinforce that positively
- If they don't know they've done anything incorrectly, then you can step in and show them.
- **Coach** - comes into the play to ask leading/directive questions to check understanding and/or offer solutions

3. Coaches Demo (or another demo performed by a competent player)

- Demonstrate what you want to see to the player in question so that it is clear.
- Coach - is demonstrating or standing close by and commentating on a good demonstration

4. Players Demo

- Now let the player himself once again try it and see if they can do it correctly.
- If there is still a problem, go back to #2 and "Spot the mistake"
- If the problem/mistake seems to be solved
- Coach - is standing close by and observing

5. Live

- Now go LIVE and let the play continue from that point.
- Coach - is standing outside of play and once again observing.

6. Now look at player #2 (if applicable)

- We've helped out player #1, now what can we do to help the other players around him/her in this situation.

- Coach - is standing outside of play and once again observing.
- 7. Now look at player #3**