

NYSA

UNDER 12&up
2010 COACHES HANDBOOK

Coaching Guidelines

1. **COMMUNICATION:** Ensure the terminology you use is clear and precise. Let players know you are in charge.
2. **POSITIVE REINFORCEMENT:** Whenever possible give individuals and/or groups positive reinforcement. Refrain from using negative comments. Use praise as an incentive.
3. **BE CREATIVE AND USE INITIATIVE:** If the drill or game is too advanced, modify to increase the chances of success.
4. **MAKE A DIFFERENCE:** Be motivational and inspirational. Enthusiasm and being energetic are contagious.
5. **KEEP PLAYERS ACTIVE:** If the drill is static, create need of helpers or assistants to keep everyone involved.
6. **EACH PLAYER IS AN INDIVIDUAL:** Be aware of player differences. Aggressive or quiet, recognition of player personalities will allow you to respond to all players, and they will respond to you positively.
7. **STRIVE FOR QUALITY:** In all demonstrations make the desired objectives clear. If a player shows mastery of a skill, use him/her to demonstrate.
8. **REINFORCE CORRECT TECHNIQUE:** In all drills and games continually emphasize the use of correct techniques.
9. **ENCOURAGE PLAYER MOVEMENT:** At all times make players aware of importance of readiness. Emphasize weight forward on toes and bouncing instead of flat footed-ness.
10. **DEVELOP PLAYER RESPECT:** Continually get players to support one another. To show good sportsmanship towards all players including opponents, and respect for others attempts and effort.
11. **EQUALITY AMONGST PLAYERS:** Give equal attention to all players in group or games. Do not leave the less competent players behind nor slow the advanced players.
12. **FUN AND ENJOYMENT:** Players will respond and want to continue if things are fun. Create their enjoyment.

REMEMBER AS A COACH YOU SHOULD BE DEDICATED TO THE DEVELOPMENT OF ALL PLAYERS WHETHER TECHNICALLY ABLED OR NEW TO THE GAME. YOUR POSITION IS VERY IMPORTANT. YOU ARE A ROLE MODEL TO THESE CHILDREN. SET EXEMPLARY STANDARDS. DEVELOPING GOOD TOUCH AND TECHNIQUE, GOOD SPORTSMANSHIP AND A GOOD ATMOSPHERE IS THE GOAL. KEEP AWAY FROM CREATING A PRESSURE TO WIN. MAINTAIN EQUALITY THROUGHOUT YOUR SESSIONS AND EMPHASIZE FUN AND DEVELOPMENT.

Important Numbers and Emails

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Good Websites to Visit

<http://www1.normansoccer.org/> Norman Youth Soccer Association

www.OKFCSoccer.com Frontier Country Soccer Club

www.OKSoccer.com Oklahoma Soccer Association

Structure of Soccer in the United States

Norman Youth Soccer Association—Frontier Country Soccer Association—

Oklahoma Soccer Association—USYSA Region 3—United States Youth Soccer Association—USSF

Team Set Up Basics

Schedule a parent meeting before your first game. The meeting can be in a formal setting or it can be part of a fun event, like a picnic or parent-player game. Key points to cover in the meeting would include:

Explain your coaching philosophy should include

- Players exposed to different positions
- Positive Environment
- Fun Activities
- Smiles and appropriate behavior

Goals for the season

Practice days and policies

Parent Responsibilities

Get volunteers to help with the team

- Assistant Coach
- Manager
- Treasurer

Basic USYSA Under 10 Practice Model

Warm-up Activity - 10 minutes

2nd Activity - 5 minutes

Water Break - 2minutes

3rd Activity - 10 minutes

4th Activity - 5 minutes

Water Break - 2 minutes

Final Activity – 10 minutes

Gavin Spooner's Guide to Practice Problems

NOT ENOUGH SOCCER BALLS AT PRACTICE or half the team left them at home!

1. Use "ghost" players who play without ball. They can tag a player on shoulder and replace that player. Good in individual activities and when only 1 or 2 balls missing.
2. Revise practice session to be less Individual and more small group. Good for passing and shooting type activities that work 1 ball between 2,3 or more players. Useful if half balls or more are missing.
3. If only 2 balls present: play a 3 Vs 3 style tournament, 2 games of small-sided being played at once. Only 1 ball, rather than play 6 Vs 6 play 3 teams of 4 **NON-STOP SOCCER**, where teams rotate after each goal or set time.

HAVE AN ODD NUMBER OF PLAYERS AT PRACTICE or I planned for 12 but got 9!

4. If you have an Assistant or spare parent have them work with a goalkeeper.
5. When doing pair activity make a triangle.
6. If small group activity, ie In groups of 3 players pass to a central player who turns and passes, add spare player to one group and the passes are alternated.
7. In small group activities use spare as a shadow defender with no tackling allowed (vary)
8. Scrimmage time at the end of practice and only 9 players:
 - Play 5 vs 4 and make the team with less players loaded with stronger players
 - Play 5 vs 4 and have team of 5 attacking small goal
 - Play 5 vs 4 and team 4 with GK, team 5 without
 - Use Asst./ parent/ brother - sister to even teams
 - Play yourself
 - Play 4 vs 4 with a floating player who plays for the team in attack (good for more advanced players.)
 - Play 4 vs 4 and use a sub. Good for more active activities, longer period of play

HOW YOU CAN INCLUDE GK SPECIFIC TRAINING or my keeper needs work but so do my field players?

9. In individual and group activities allow GK's to use hand. IE Your topic is passing and receiving and your activity is give 'n' go's. Allow Gk to use hands to receive and distribute, or if a defending activity allow them to dive to try and intercept passes.
10. In activities make topic goal orientated. If playing 1 vs 1 game trying to knock over opponents cone, have 1 player attack a cone and other attack a GK and goal.
11. Small and large group activities can be goal orientated also. Playing 5 vs 2 keep away, after 6 passes can attack goal
12. Play offense versus defense, or as the Dutch do, play left side versus right side
13. For Random teams:
 - Choose 1 player to give everyone a number. You turn away then pick random numbers
 - Choose players by criteria like 1st letter of 1st name (or any 1st - last combo with 1st name, last name, mom - dad's name etc)
 - Choose players by criteria of date of month born, month of year born etc

HOW TO RESTRICT DEFENDERS/OPPOSITION or my defenders always win the ball without the others gaining experience!

14. Have opposition play only as a shadow (good for introducing new topics as its only light pressure)
15. Have defender play as a ghost, IE no tackling only pressure to force an error or interception
16. Restrict movement of defender by playing as a crab on all 4's (good for less experienced)
17. Ensure adequate grouping, less experienced might need 6 vs 1 to succeed, more experienced maybe 3 vs 1
18. Increase the playing area especially in examples like above

HOW TO INCREASE COMPETITION FOR THE MORE ADVANCED PLAYERS ON TEAM or my good players are creaming the weaker ones and not learning !

19. In pair or group activities match players up by talent/ experience
20. If 1 exceptional player then match against an Asst/ parent/ older brother - sister for greater physical challenge
21. Reduce the space the stronger player must work in
22. Make their target smaller or further away
23. Limit their number of touches
24. Limit them to use their weaker foot only
25. Allow a less experienced player to play more intense opposition, IE rather than shadow defend can play 100%
26. In scrimmage you as coach play Against that 1 stronger player
27. 9 players for scrimmage, maybe play 3 stronger players vs 6

IN SOME ELIMINATING GAMES PLAYERS SIT OUT FOR 5 MINUTES or its my weaker players who lose first - and they need the practice!

28. In games like Knockout, players should do a skill activity that allows them back into the game. Rather than score game by eliminating players, score by number of successes in a set period of time, thus allowing players back in after they :
 - dribble to a distant cone: juggle the ball x times: do x toe taps



United States Youth Soccer Association Practice Plan

Name: _____	Date: _____
Age Group: _____	Theme: _____

Activity

Coaching

Points/Diagram

<p>1st Activity (warm-up) <i>Too Many Players</i></p> <p>Split the players into two teams and have each team stand on a line of cones that faces each other. In between the teams there should be a line of balls, but there should be two balls less than the number of players. On the coaches command the players try to sprint to the middle, collect a ball, and then return it past the line they started on. Teams get a point for each ball returned to their line. Players that don't get a ball try to steal one from the other team.</p> <p>Progressions: Change the number of balls or how players must dribble. Specify how players must turn with the ball.</p>	
<p>2nd Activity <i>Shooting Fish in a Barrel</i></p> <p>Split the players into two teams. The teams play around the center circle (or any large circle). Several cones should be placed in the circle. Teams play soccer and score points for passing the ball into the circle and knocking over a cone. Players can't enter the circle. Play until all the cones are knocked down.</p> <p>Progressions: Specify how the players must shoot. Change the number of cones in the middle. Have different cones (colors or sizes) and assign different point values for the different cones.</p>	<ul style="list-style-type: none"> ▪ The team that has possession of the ball should spread out to make the defense spread out (this will create lanes or gaps that the attacking team can pass through) ▪ Don't foolishly strike the ball towards the cones; if the ball is intercepted the opposing team will have a very short shot – when a good opportunity arises attack with speed – but otherwise possess the ball until a good opportunity presents itself
<p>3rd Activity <i>Shooting Cones in the Safety Zones</i></p> <p>Play small-sided games with the team. Instead of scoring on goals there should be a group of cones placed in an end zone at each end of the area. Teams score points by passing the ball so that it knocks over cones in the opponent's end zone. Play to a set number of points, a time limit, or until of one team's cones are knocked down.</p> <p>Progressions: Specify how players must strike the ball. Have the cones spread out or place them close to each other. Put some cones close together and others far apart, assigning different point values to the cones.</p>	<ul style="list-style-type: none"> ▪ Does the team make good decisions on which cones to try to attack, can they head in one direction and then switch the point of attack, heading to another cone to try to knock it over before the opponents can get there
<p>4th Activity <i>Game with a Central Goal</i></p> <p>Play a regular small-sided soccer game, but instead of each team having a goal set up one goal in the middle of the playing area. Teams can score by shooting the ball through the goal from either direction.</p> <p>Progressions: Have no GK or have a neutral GK. Specify how players must shoot.</p>	<ul style="list-style-type: none"> ▪ Players should stay spread out ▪ A team should have players on both sides of the goal
<p>5th Activity (the game) <i>Numbers Game</i></p> <p>Split the players into two teams and have them stand on opposite endlines. The game is played on a small soccer field. Assign each player a number on each end (1-5 on one side and 1-5 on the other side). Play a ball into the area and call out a number; those players must then sprint onto the field and play 1v1. Play until a goal is scored or the ball goes out of bounds.</p> <p>Progressions: Have more than one 1v1 game going on at the same time. Call out two and then three numbers. Mix up the numbers.</p>	<ul style="list-style-type: none"> ▪ Don't be afraid to have more than one 1v1 or 2v2 game going on at the same time ▪ Encourage players to shoot whenever they have a clear line of sight to the goal



United States Youth Soccer Association

Practice Plan

Name: _____ Date: _____

Age Group: _____ Theme: _____

Activity/ Coaching Points

Diagrams /

Variations

1st Activity (warm-up)	
2nd Activity	
3rd Activity	
4th Activity	
5th Activity (the game)	

Game Organization

Pre-Game

- Players arrive, ready to play 15-30 minutes early.
- Warm-up Activity
- Line up and drink of water
- Team Cheer. No aggressive or confrontational language.

During the Game

- ALL Players should play at least 50% of the game.
- Players should be exposed frequently to all positions
- Limit Coaching. Allow players to make their own decisions. DO help but do not joystick
- Positive encouragement and praise for good performance.

Halftime

- Compliment the players as they leave the field.
- Allow Players to relax
- Water and snacks for players and the coach.
- Positive encouraging words to ALL players.
- Line up
- Team Cheer. No aggressive or confrontational language.

Post Game

- Take a deep breath.
- Positive encouraging words to ALL players.
- Shake other teams hands—telling them good game.
- Don't review the game with the players.

General Principles when handling an injured player:

- Avoid Panic. Tell the player they are alright
- Treat injury DO NOT assess blame.
- Use common sense.
- Seek professional help if the injury is beyond a minor scrap or sprain.
- Check for breathing, bleeding, consciousness, deformity, discoloration, and shock.
- If the injury is serious avoid moving the players.
- Inspire confidence and reassure the player
- Always ERR of the side of caution

Dealing with Minor Injuries

R.I.C.E. Rest, Ice, Compression, and Elevation.

The 6 Things Parents Should Say to Their Player

A lot of soccer parents with good intentions give a 30 minute lecture, covering all the players supposed deficiencies and giving playing advice, in the car on the way to each match. The kids arrive far off their optimal mental state, and dreading the critique they are likely to hear, whether they want it or not, on the way home. Kids who are massaged in this way tend not to play badly, they just tend to not play, possibly to avoid making mistakes.

The easiest way to detect this problem is just to ask the player if it is a problem. Kids are more than willing to share this grief. The easiest way to correct this problem is to speak to the parents, as a group, about your expectations, and to cover this as a routine problem. Many of the parents will recognize themselves if you can present this problem with humor and illustrate the importance of the kids having fun and arriving in a good state of mind.

For best results, parents should memorize and use the following.

before the match

1. I love you
2. Good luck
3. Have fun

after the match

1. I love you
2. It was great to see you play
3. What would you like to eat?