



"The more closely training replicates the real game, the easier players will be able to transfer what they do in training to the real game."

NSCAA Academy

Introduction and Methodology

- Soccer: The Player's Game
- Meet the demands of the game, not the coach
- Learn from playing, not from drills
- Playing at speed that is necessary to acquire skill
- Players must have maximum number of ball touches throughout each practice
- Train players using small numbered games
- Encourage players to play pick up games away from your practice sessions
- **The game is the greatest teacher!**

Correcting Problems

- Tell why the problem is occurring
- Show how the problem can be corrected
- Coaching correction sequence
 - Identify problem
 - Recognize teachable moment to interrupt play
 - Stop/freeze the play
 - Making the coaching point to correct
 - “Paint” the correct picture - DEMONSTRATE
 - Restart exercise with correct movement to ensure success
 - Use the KISS (keep it short & simple) methods to maintain session tempo.

Planning a Practice

- Equal in length to the length of a game
- Choose a topic to work on.
 - Have practice objectives set from a seasonal plan - learning objectives.
 - Start with the end in mind. What skills and techniques do you want your players to have mastered by the end of season?
 - Don't get too rapped up in tactical aspects with young players.
 - Provide your players with the tools to succeed as there understanding of the game improves through playing and watching the game away from your sessions.
 - Cover one theme or topic.
 - Have Realistic expectations for each of your players – it may take more than one session for them to master each skill or techniques.
- The older the players the more the observation of the game tells the coach what to practice
- Activities during practice should flow into one another to minimize down time
- Teach from simple to complex; practices should be clear and realistic, clarity to reality your final phases of your session should look like a game of soccer, goals, directions and scoring!

Sections of practice

Warm-up or preparation time - 20% of practice time

–Purpose is to prepare players physically and mentally

- Warm-up should be related to the main activity of the practice
- Coaching is kept to a minimum in this phase; get the players moving and active, remember movement is the key to learning skills.

Main activity - 50% of Practice

–Activity must be related to the game

–Create a challenging environment that first permits all players to succeed.

–Following the technical formula:

- None apposed – skill completed in isolation
- Semi apposed – some pressure
- Fully apposed – full pressure

- Challenge players further by:

- Altering the size and space players have to play in (smaller is always more difficult).
- Changing the number of players – 1v1, 2v1, 2v2, 3v2 etc.
- Number of touches a player can use at anyone time.
- Number of goals

Concluding activity/game –25-30% of practice time

■ Should be as game like as possible. Its what players want and here is where the coach can relate previous training points to the game

■ Allow players to play the game to goals

–Use full size goals when possible

■ The smaller the number of players involved, the clearer the teaching points.

–As numbers increase the training/teaching points become less frequent

■ Restrictions are permitted to help paint the picture

–Lift the restrictions as soon as understanding is evident.

■ Use restrictions no more than 1/3 of the length of the game

■ Observing the game for 2-3 minutes to see if the activity is doing what the coach wants

–Make corrections if necessary – use the process above.

■ It is a good idea to stop the activity if the coach sees exactly what the game is designed to train

–Reinforce the positive performance

■ Do not be afraid to let the players play.

–Let the activity do the teaching where possible

■ Instead of telling players what to do, pose questions to let them come up with solutions

Assessment

–Keep a coaching file with all your sessions plans, record in a journal with a brief evaluation of each session.

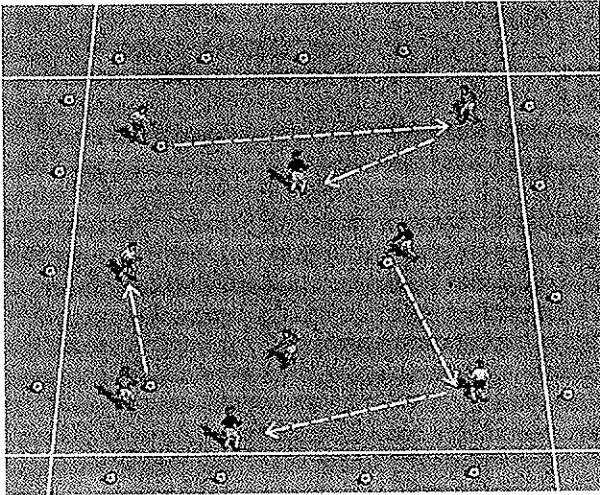
- Was it fun?
- Did you create a challenging environment for all your players?
- Did learning take place?
- Was focused maintained?
- Was the session appropriate for the level of players – to easy or hard?
- What would you change if you could do it all over again?

Never stop learning or sharing ideas!



New York Red Bulls – Practice Activity

Activity #	M2200	Curriculum	Development
Section	Main Theme	Topic	Passing
Key Learning Outcome(s)	Learning to pass using various techniques		



Activity M2200 – Development – Passing

Organization:

1. 40 x 30 yard area set up as shown
2. 9 players (Teams of 3) set up as shown
3. 3 balls (Additional around the outside)

Instructions:

1. The game is to pass to a different team that is not in your color
2. Yellow passes to either Black or Red
3. Red passes to either Black or Yellow
4. Black passes to either Red or Yellow

Coaching Points:

1. Angle of approach – center, or off center
2. Head up to observe your target
3. Ball contact - middle
4. Disguise your pass, Push Pass – Inside, Outside

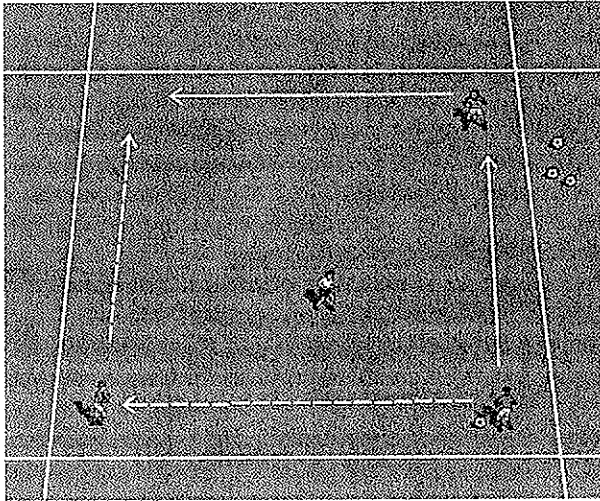
Progression/Regression:

1. P – Limit players touches



New York Red Bulls – Practice Activity

Activity #	M2203	Curriculum	Development
Section	Main Theme	Topic	Passing
Key Learning Outcome(s)	Learning to pass using various techniques		



Activity M2203 – Development – Passing

Organization:

1. 15x15 set up as shown
2. 4 players (3 Attackers, 1 Defender) set up as shown
3. 1 ball (Additional around the outside)

Instructions:

1. In each box play a 3v1 game
2. 3 attackers are trying to keep possession away from the lone defender
3. Play to a time limit 1-2 minutes then rotate players

Coaching Points:

1. Head up to observe your target
2. Supporting foot next to the ball, toe pointed towards target
3. Ball contact - middle
4. Disguise your pass, Push Pass – Inside, Outside

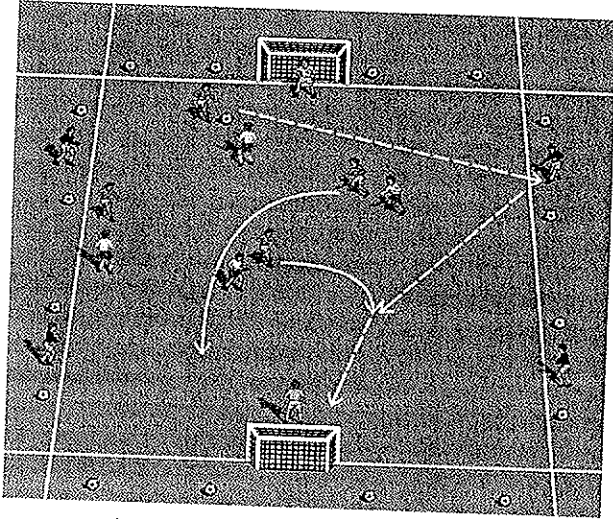
Progression/Regression:

1. P – Limit the touches the three attackers have on the ball
2. R – Defenders can only walk



New York Red Bulls – Practice Activity

Activity #	C2201	Curriculum	Development
Section	Conditioned Game	Topic	Passing
Key Learning Outcome(s)	Learning to pass using various techniques		



Activity C2201 – Development – Passing

Organization:

1. 50 x 40 yard area set up as shown
2. 14 players (2 teams of 4, 4 Neutrals, 2 Goalkeepers) set up as shown
3. 1 ball (Additional around the outside)

Instructions:

1. Playing a 4v4 tournament
2. Have one team as neutral players at the side lines, minimize their touches 3,2,1.
3. Looking to see ways of using different passing techniques depending on situation

Coaching Points:

1. Angle of approach – pending on the passing technique
2. Supporting foot next to the ball, pointed towards target
3. Disguise pass (Push Pass – inside, outside/Low driven, Lofted, Chip, Swerve – inside, outside) refer to manual.

Progression/Regression:

1. P – Make the field small, allowing less time on the ball to help with decision making ability with the ball