

# ADVANCED COACH



Guide for Coaching Teenagers  
*Develop Observational Skills and Match Analysis*



AMERICAN YOUTH  
SOCCER ORGANIZATION

COACHING SERIES

# AYSO ADVANCED MANUAL



everyone plays®

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Accredited By:



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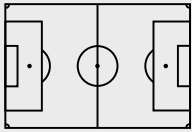
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# WELCOME TO THE TEAM!

## FROM THE **FIELD**



“Our National Coaching Program is expertly designed, tested and accredited by the National Council for Accreditation of Coaching Education. We have a proven method for player development and I am proud of our contribution to the game in the USA.”

– *John Ouellette, AYSO Hall of Fame and former National Coach*

## THANK YOU FOR VOLUNTEERING!

The AYSO Advanced Coaching Course is designed to provide the experienced coach with a methodology necessary to coach and develop the 16U to 18U player.

The Principles of Play remain cornerstones to this level of competitive play; however, the 18U player is required to perform at a higher physical level and at a higher degree of intensity so physicality and periodization become more prominent. Players also require a greater understanding and ability to read the game.

In alignment with the Coaching Cycle, the objectives of this course are to develop observational skills to evaluate technical and tactical performance of players within a competitive match environment, recognizing and correcting errors, and provide quality communication and feedback to the players.

We continue to prioritize small-sided matches in our coaching sessions to provide the optimal learning platform to link technique to tactics.

Holistically, we strive to develop a better understanding of the responsibilities of coaching and the impact and responsibility we ultimately bear on the overall development of our players.

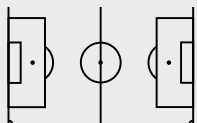
The full ownership of player technique, awareness, and understanding to team tactics and strategy are the expected outcomes of the player development arc via the AYSO National Coaching Program.

Thanks for all you do!

**AYSO PLAYER DEVELOPMENT TEAM**

# AYSO

## FROM THE FIELD



“We strive to galvanize the player development pathways of our youth soccer organizations. The common objective is to develop the next wave of youth players. In this collective effort, it is critical to promote a single message and common coaching methodology with respect to player development. AYSO’s National Coaching Program is in line and coherent with these efforts.”

– *Dave Chesler, WNT Performance Analysis Coach and Former U.S. Soccer Director of Coach Education*

## THE WORLD’S BIGGEST SOCCER CLUB

Founded in Torrance, CA in 1964, AYSO is a distinguished cornerstone of U.S. Soccer and with approximately 50,000 teams across *all* age groups; AYSO is the world’s biggest soccer club!

Success can be measured in many ways, from the careers of professional players who got their start playing AYSO to the thousands of coaches (youth, high school, collegiate and professional) who developed their passion and understanding of the game in AYSO. Regardless of perspective, our contribution to the U.S. game’s success is founded upon our unique **Vision, Mission** and **Philosophies**.

## AYSO VISION

To provide world-class youth soccer programs that enrich children’s lives.

## AYSO MISSION

AYSO’s Mission is to develop and deliver quality youth soccer programs which promote a fun, family environment based on AYSO’s Six Philosophies.

### KEEP IN MIND



Any player development or instruction should always include a comprehensive understanding and practical application of our core values.

# AYSO SIX PHILOSOPHIES

## EVERYONE PLAYS®

Our goal is for kids to play soccer—so we mandate that every player on every team must play at least half of every game.

## BALANCED TEAMS

Each year we form new teams as evenly balanced as possible—because it is fair and more fun when teams of equal ability play.

## OPEN REGISTRATION

Our program is open to all children who want to register and play soccer. Interest and enthusiasm are the only criteria for playing.

## POSITIVE COACHING

Encouragement of player effort provides for greater enjoyment by the players and ultimately leads to better-skilled and better-motivated players.

## GOOD SPORTSMANSHIP

We strive to create a safe, fair, fun and positive environment based on mutual respect, rather than a win-at-all-costs attitude, and our program is designed to instill good sportsmanship in every facet of AYSO.

## PLAYER DEVELOPMENT

We believe that all players should be able to develop their soccer skills and knowledge to the best of their abilities, both individually and as members of a team, in order to maximize their enjoyment of the game.

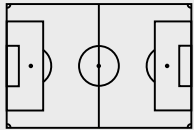
KEEP IN  
MIND



AYSO Six Philosophies:

Everyone Plays®  
Balanced Teams  
Open Registration  
Positive Coaching  
Good Sportsmanship  
Player Development

## FROM THE FIELD



“It is better to win ten times 1-0 than to win once 10-0.”

— Vahid Halilhodžić, Bosnian Coach and Former Professional Player



2016 AYSO National Games  
16U Girls Runner-Up  
Region 56



# KIDS ZONE®

## KEEP IT FRIENDLY

Regardless of age group (yes, even 18U!) or playing level, all developing players benefit from a positive sideline. In AYSO, fans (yes, including parents) are asked to be cheerleaders, not critics or sideline coaches! Kids Zone® is a unique program that includes a Parent Pledge that moms and dads sign to commit to positive, encouraging behavior when they're watching the matches. It also includes signs, buttons and other match-day reminders.

Soccer is a player's game! Players learn the game by trying new things, making mistakes and trying again.

Negative, even violent, behavior of players, coaches and parents involved in youth sports has become almost epidemic in this country. Kids Zone® is a proactive effort to counteract this trend and involves the following elements:

To help execute Kids Zone®, four basic elements are involved:

- 1. Kids Zone® Button.** Worn by program supporters at matches and serves as a reminder of the importance of positive sideline behavior.
- 2. The Sign.** A large sideline poster lists positive behavior standards and can be posted at the entrance of participating fields. Parents and spectators who will abide by these standards are welcome.
- 3. The Pledge.** AYSO requests all parents to sign a pledge that holds them to the Kids Zone® standards.
- 4. The Video.** A 12 minute documentary introduces AYSO's principles and its Kids Zone® action plan to new participants. Viewers will also watch a parent intervene to change another parent's negative behavior. In order to make this program work, everyone must help!

Kids Zone resources are available at [ayso.org](http://ayso.org) and materials from the AYSO Store.

KEEP IN MIND



Sideline critics who scream instructions at players or criticize referees or coaches slow down the learning process and make it less fun for everyone. Consider how it would feel if every time you prepared to kick the ball, you received numerous screams of direction? Scary, confusing and frustrating!



KEEP IN MIND



Help create a safe and encouraging environment for you and your team by implementing Kids Zone®.

To learn more visit [ayso.org/kidszone](http://ayso.org/kidszone)

# ADVANCED COACHING COURSE INTRODUCTION

AYSO Advanced Coaches must know how to OBSERVE and EVALUATE any training session, game or activity in order to determine how to improve player performance.

The basic process of Observation and Evaluation followed by quality correction and efficient feedback applies at all levels of coaching. Observe and Evaluate. Decide what to correct. Plan how to correct it. Use the coaching cycle, buildup, and the proven methodology to effectively make corrections.

You can and will need to modify the activities, the items to be corrected, the buildups, the training groups etc., during the season. Use the same basic process each time. What you teach will change; how you teach it should not. Coach yourself before you coach others. You expect your players to improve throughout their season and careers; you should expect the same of yourself. Set goals and work to achieve them.

Self-reflection and continual analysis will lead the Advanced Coach to improved training sessions and developmental environments to deliver the AYSO Experience.

Above all else, have FUN!



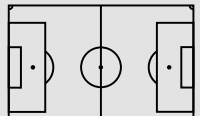
## KEEP IN MIND



- Strive to develop each and every player you coach, while at all times embracing the AYSO Philosophies.
- Use this manual as a constant resource and reference throughout your entire season.
- Plan, structure and progress sessions as shown to maximize development and time.
- All coaches improve through continued education!

# 18U PLAYER DEVELOPMENT

## FROM THE FIELD



“Learning to be a soccer athlete, there are progressive stages and if you don’t get the early stages right, in sequence, then you are fighting an uphill battle in developing an athlete.”

– Dave Chesler, WNT Performance Analysis Coach and Former U.S. Soccer Director of Coach Education

## INTRODUCTION

**“To provide world class youth soccer programs that enrich children’s lives.”**

This vision can *only* be achieved if we continually ask ourselves if the activity, method or decision will truly enrich the player’s life. To achieve this goal, our training sessions *must* be adapted to the player’s specific age and stage of development.

Technical, tactical, physical and psychosocial training components should be woven throughout each session; however, at all-times with deep respect to the player’s specific age and stage of development. At AYSO, we prioritize these important facets as follows:

**Psychosocial** Respect, motivation, confidence, cooperation, competitiveness, etc., and how these emotions and feelings impact a player’s development. Also, includes a player’s ability to reason, learn and solve problems. At AYSO, we develop the whole person!

**Physical** A player’s physical attributes: speed, agility, endurance, strength and power, etc. At AYSO, we promote a healthy lifestyle through soccer!

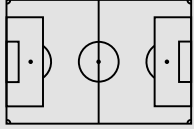
**Technical** A player’s ability to master ball skills, i.e., ball control, shooting, passing, etc. At AYSO, we prioritize skill development and ball mastery.

**Tactical** A player’s capacity to use their skill and ability within a game environment, i.e., creating space in midfield, possession and transition, creating width, etc. At AYSO, we educate our players on playing as part of (and within) a team dynamic.



# AGE APPROPRIATE UNDERSTANDING AND APPLICATION

## FROM THE **FIELD**



“I am not dealing with footballers, I am dealing with people. They have fears and worry about failing and making fools of themselves in front of 80,000 people. I have to make them see that without each other, they are nothing.”

– *Pep Guardiola, Manager, Manchester City and formerly Bayern Munich and FC Barcelona*

Working with teenagers can be challenging but most coaches who coach 18U players find it to be extremely rewarding and very positive. Generally, players have finished most of their physical and mental development.

### **PSYCHOSOCIALLY, 15-18 YEAR-OLDS:**


- Develop own set of values and beliefs
- Value committed relationships and being respected.
- Look for more adult social settings (moving on from “teen” activities)
- Want support from adults, but only in guidance as they make their own decisions.
- Apt to reject goals set by others.
- Developing community consciousness.
- Take fewer risks.
- Reflect on their accomplishments.
- Expect to be treated as if they are “fully” grown.
- Considering long-term goals and career possibilities.

### **PHYSICALLY, 15-18 YEAR-OLDS:**

- Physical growth starts to taper off.
- Not as preoccupied with body changes but still have concerns about body image.
- Physical maturity does not always match overall maturity level.
- Many have reached biological sexual maturity by age 15, and certainly most have by 18.
- Smaller range and fewer differences in size and maturity among peers (than previous years).
- Tend to develop a more realistic view of limits to which body can be tested.

# DEVELOPMENTAL CHARACTERISTICS AND TRAINING ENVIRONMENTS

The following chart *generalizes* age characteristics of children ages 15 through 18 years of age. (Note: *All* children are unique and often chronological age can conflict with developmental age; therefore, individual application should always be considered.)

|  | <b>DEVELOPMENTAL CHARACTERISTICS AND TRAINING ENVIRONMENTS</b>   |
|---|--|
| <b>16U</b>  | <p>All training components can be organized and implemented to developing the player to their highest potential. Players should be committed to the team, train with intensity and compete to their utmost during matches.</p> <p>Endurance, strength and speed become physical platforms for faster and more dynamic technical and tactical execution.</p>  |
| <b>17U</b>  | <p>Small-sided matches are still an important part of tactical training, and attacking and defending principles of play should be woven throughout all planning, activities and discussions.</p> <p>Technically, individual focus should be first-touch efficiency, passing and goalscoring. Group training should be position-specific, e.g., back four.</p> <p>Tactics, strategy and set pieces should be present throughout training sessions. Other priorities include quick transition, speed of play, counter attacking and finishing.</p> |
| <b>18U</b>  | <p>Be sensitive to and avoid comments that criticize or compare physically.</p> <p>Recognize leaders and involve them (and other players) in team decision-making and provide platform for team discussions.</p>   |

# PERSONALITY TRAITS OF SUCCESSFUL ATHLETES

Renowned professor of psychology at San Jose State University and author of the book "Sports Psyching: Playing Your Best Game All of the Time," Dr. Tom Tutko identified key personality traits shared by successful athletes. By recognizing these individual characteristics in their players, the coach can help team motivation and performance. And by building up individual players' less developed characteristics, the coach can help players maximize their potential. These traits are listed below:

## Drive

- Great desire to win or be successful.
- Concentrated desire toward improvement of weaknesses.

## Aggression

- Plays hard and stands ground.
- Physical, but not violent, play.

## Coach-ability

- Will take coaching and correction in a positive fashion.
- Will perform assigned tasks willingly.

## Determination

- Player will not give up easily.
- Player will work hard to improve.

## Responsibility

- Will complete assigned tasks.
- Does not shift criticism to other players.

## Conscientiousness

- Attempts to do things correctly.
- Does not need constant supervision.

## Mental toughness

- Can bounce back after error.
- Accepts strong criticism.

## Self-Confidence

- Confident of abilities and knowledge.
- Not upset by pressure or surprises.

## Leadership

- Ability to communicate.
- Ability to apply all of the points discussed here.

## Emotional Control

- Able to control emotion under pressure and adverse conditions.
- Not upset by others' mistakes or failings.

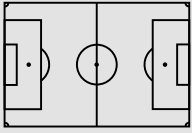
## Trust and Respect

- Ability to trust coach and team members.
- Able to trust and believe in oneself.



# COACHING DEVELOPMENT

## FROM THE FIELD



“A common mistake among those who work in sport is spending a disproportional amount of time on “x’s and o’s” as compared to time spent learning about people.”

– Mike Krzyzewski, *Duke University Men’s Basketball Coach*, [www.coachK.com](http://www.coachK.com)

## CHARACTERISTICS OF EFFECTIVE COACHES

Mourinho, Guardiola, Klinsmann, Ellis, Schmid? Coaching styles differ based on personality and beliefs on how the game should be played. All effective coaches; however, possess similar characteristics:

1. Positive (focus on capabilities and convey optimism).
2. Supportive.
3. Individualized (training and instruction).
4. Fair (adjust to meet each athlete’s needs and strive for equity).
5. Appropriate (apply right behaviors at the right time).
6. Clear (in their communications).
7. Consistent (in their behaviors).

Source: Quality Coaching Behaviors, Dr. Andrea J. Becker, California State University, Fullerton, CA

The general qualities of any soccer coach combine into four fundamental attributes that all successful coaches share:

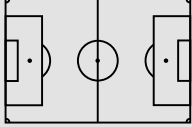
1. Soccer knowledge.
2. Prioritize athlete’s well-being and development.
3. Ability to communicate knowledge to the player.
4. Ability to observe and evaluate (coaching eye) to correct any apparent faults (in a positive manner).

Sometimes a coaching style can work well with one athlete, and poorly with another or works very well in certain situations but not others, so it is important to adapt accordingly.

This is why at AYSO, regardless of bullet points, superior soccer knowledge or “x’s and o’s” mastery, we believe that by getting to know the person first, treating them as an individual, valuing them as a person, connecting with them as a human before that of a player, will make you an effective and respected coach and you will also maintain the AYSO Philosophy of Player Development.

# COACHING STYLES

## FROM THE FIELD



““I believe that the most difficult thing is to lead men with different cultures, brains and qualities.”

– Jose Mourinho, Manager, Manchester United Football Club

The purpose of this section is not to categorize you but to stimulate your awareness of how your coaching persona can impact overall player development.

Four time Australian Olympian, Coaching Consultant and Director of Athlete Assessments, Bo Hanson, devised the DISC profile for sport coaching. The following technical overview and introduction is shared with permission from [www.athleteassessments.com](http://www.athleteassessments.com).

### The Four Coaching Styles

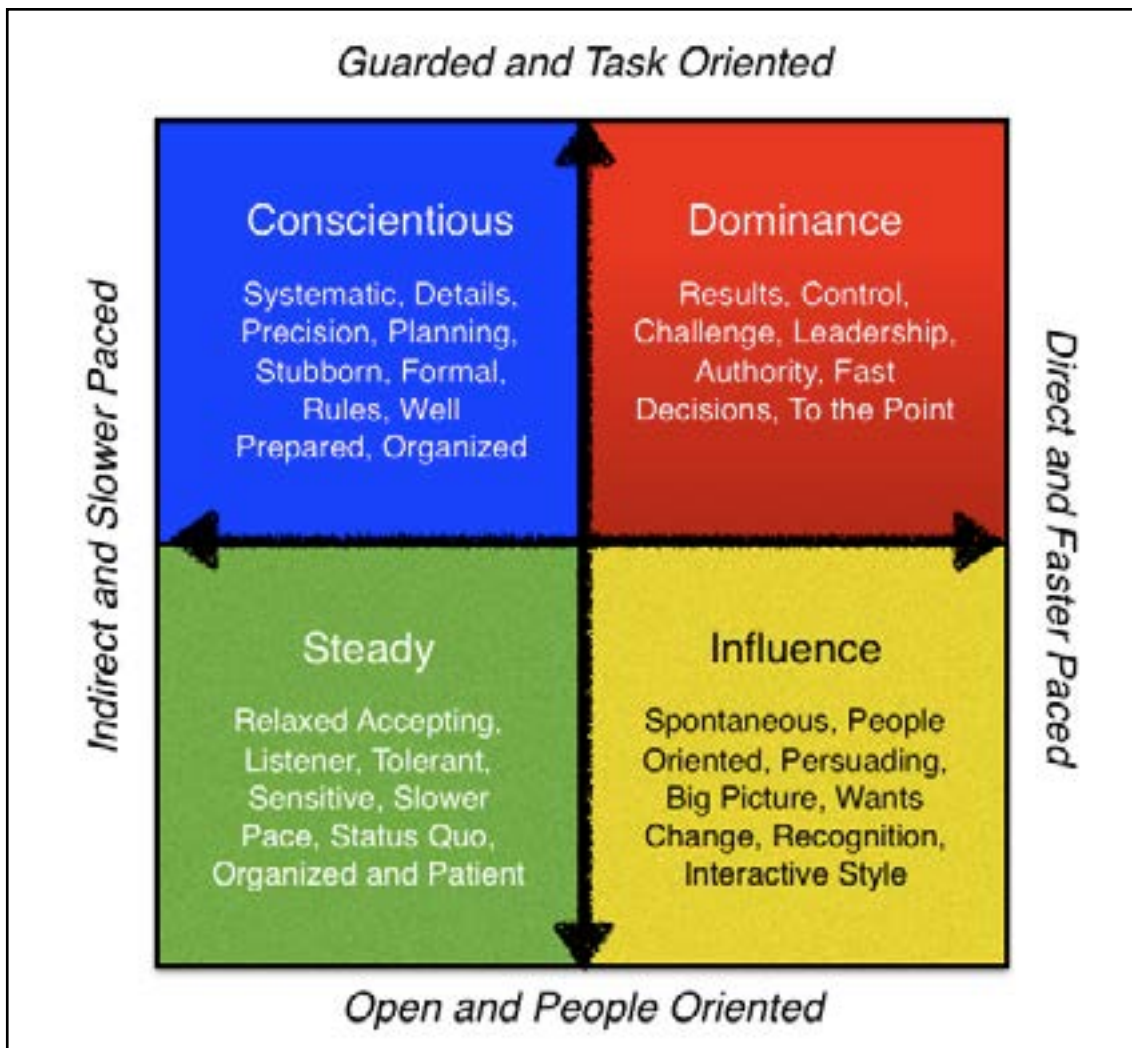


Diagram courtesy of [www.athleteassessments.com](http://www.athleteassessments.com)



# THE FOUR STYLES

## **Dominant Style**

- Highly directive and decisive. Use clear and concise instructions, monitoring and correcting as progress is made.
- The athlete requires high technical instruction but has low relationship/motivational needs.
- Works well with novice athletes (who lack skills and need direct instructions), athletes learning a new position or changing into a new sport entirely, who are motivated and enthusiastic.
- Works well when vital information needs to be given urgently, where high standards are necessary, when time is limited or when decisive action is needed.

## **Steady Style**

- Uses two-way communication, listens well, asks their athletes lots of questions rather than providing direct instructions and encourages their athletes to take an active role in their development. Guide their athletes technically, while providing emotional support.
- Athlete requires high technical instruction AND has relationship/motivational needs.
- Works well with athletes with some level of technical skills who may need emotional support for any set-backs they may face in the everyday progress of their sport.
- Work well when more collaboration is needed, when there is more time and no urgency, in times of developing teamwork, for one-on-one interactions or when a sense of security and acceptance is needed.

## **Influencing Style**

- Encourages, brings energy, is highly interactive and provides motivation to their athletes.
- Athlete requires low technical instruction but has high relationship/motivational needs.
- Works well with athletes who are displaying correct skills and technique but require more supportive and encouraging coaching to help them feel confident about their sporting performance.
- Works well when the environment needs a burst of energy or to provide variety, the situation calls for a highly motivational pep-talk or half-time speech or when morale is low but athletes' skill levels are high.

## **Conscientious Style**

- Creates a well-structured plan and environment so the athlete has the tools, program and necessary instructions to execute the drills or practice session with a minimum of coach intervention.
- Athlete requires low technical instruction AND has low relationship/motivational needs.
- Works well for athletes who are both technically proficient and confident in their own abilities.
- Works well at the beginning of the season when planning needs are high, to explain a detailed and complicated training drill, when things within the team are going well and the coach needs to keep things well-organized and flowing or when dealing with higher experienced athletes with strong technical and emotional standing.

Two main factors should be considered when deciding what style is best suited to your athlete(s):

1. Your athlete's DISC Style: Tailoring your approach or delivery to match the personality or style of your athlete will gain more success. For example, Dominant Style athletes respond well to Dominant Style coaches.
2. The circumstances or Situation: For example, do you have an abundance of time (pre-season) or in competition? Is it pre-match or half-time. Is it a natural stoppage or are you coaching in the flow?

All these factors influence your choice of coaching style.

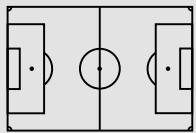
Generally speaking, this is when each style works best:

- **Dominant** Coaching Style: High technical needs AND low relationship needs.
- **Steady** Coaching Style: High technical needs AND high relationship needs.
- **Influencing** Coaching Style: Low technical needs AND high relationship needs.
- **Conscientious** Coaching Style: Low technical needs AND low relationship needs.

For more information on DISC Sport Coaching Styles or other sport performance resources, visit [www.athleteassessments.com](http://www.athleteassessments.com)



## FROM THE FIELD

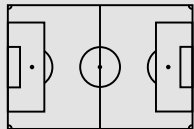


"In coaching, one style does not fit all nor all situations."

– Director of Athlete Assessments, Bo Hanson

# COMMUNICATION AND FEEDBACK

## FROM THE FIELD



“Effective observation and feedback isn’t about evaluation...it’s about coaching.”

– Paul Bambrick-Santoyo, *Managing Director, Uncommon Schools, author Driven by Data: A Practical Guide to Improve Instruction*

Despite any coaching or soccer prowess, “what” and “how” we communicate to our players will ultimately boost their development...or hinder it! In this section we apply the research and findings of two leading experts in their field, Stanford psychologist Carol Dweck and Uncommon Schools Managing Director, Doug Lemov.

### Know Their Mindset

Regarded as one of the world’s leading researchers in the fields of personality, social psychology and developmental psychology, Professor Carol S. Dweck identifies two distinct personality types: the “fixed mindset” and the “growth mindset.”

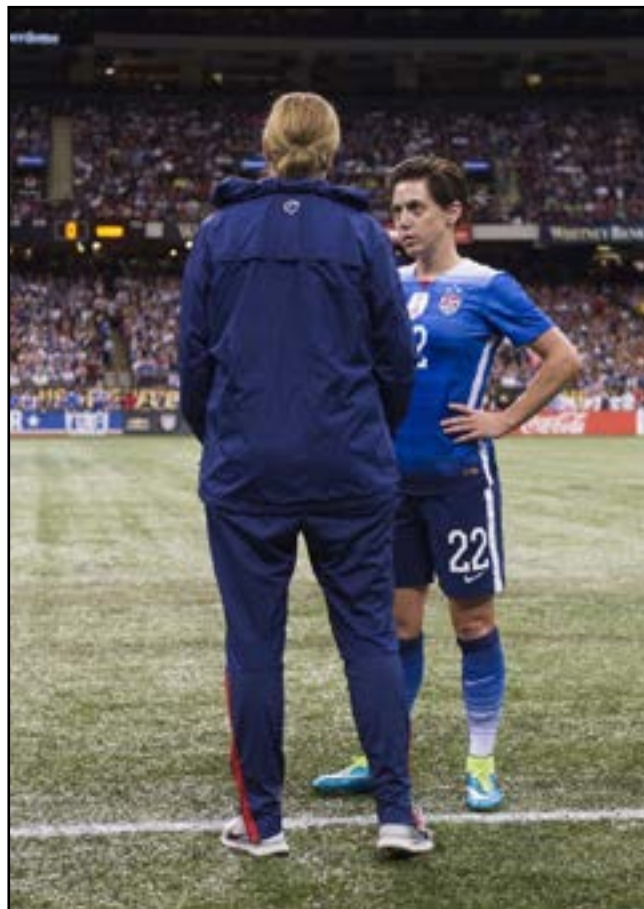
To generalize, a “fixed mindset” assumes that our character, intelligence, skill set and creative ability are static givens, which we can’t change in any meaningful way. Success is the affirmation of our inherent abilities. Success and avoiding failure at all costs become a way of maintaining the sense of being smart or skilled.

Alternatively, a “growth mindset” believes basic qualities can be improved, cultivated and developed. They may be limited in something “today” but they believe they can achieve improvement with effort, focus and commitment. Challenges and failure are viewed as springboards for growth and for stretching our existing abilities.

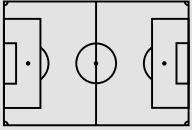
As coaches, having this awareness in our coaching pocket can fundamentally help in how we communicate and provide feedback to our players to help players fulfill their potential on and off the field. Let’s review some perspective:

### Praise

- Praise wisely, focusing more on process, effort, belief or perseverance, etc. Simply praising talent or brilliance can make players vulnerable, harm their motivation and performance. Value passion, dedication, pushing beyond their comfort zone.
- This doesn’t mean we can’t praise our players enthusiastically when they do something great or admire their success, it just means we should focus more on the effort, the attitude, the perseverance, the confidence, the willingness to take the penalty...even if it sails over the bar!



## FROM THE FIELD



“Parents think they can hand children permanent confidence—like a gift—by praising their brains and talent. It doesn’t work, and in fact has the opposite effect. It makes children doubt themselves as soon as anything is hard or anything goes wrong. If parents want to give their children a gift, the best thing they can do is to teach their children to love challenges, be intrigued by mistakes, enjoy effort, and keep on learning. That way, their children don’t have to be slaves of praise. They will have a lifelong way to build and repair their own confidence.”

– Carol Dweck, *Mindset, The New Psychology of Success.*

### Challenges

- Fixed mindset players tend to avoid challenge for fear of failure. They get defensive or quit.
- Growth mindset players embrace challenge as a source of development (persist).

### Effort

- Growth mindset players view effort as the source to mastery.
- Fixed mindset view it as fruitless as their skill set is fixed.

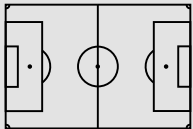
### Criticism

- All children need honest and constructive feedback.
- Fixed mindset players ignore useful negative feedback as it threatens their status.
- Growth mindset players see feedback as steps to learn from.

### Failure and Rejection

- Players with a fixed mindset often feel judged or labeled by failure or rejection. For the fixed mindset, if success means they’re talented, then failure means they’re limited.
- Growth mindset players tend to see failure and rejection as something to learn from and not permanently labeled.

## FROM THE FIELD



“When Michael Jordan was cut from the varsity team, he was devastated. His mother says, “I told him to go back and discipline himself.” Boy, did he listen. He used to leave the house at six in the morning to go practice before school. At the University of North Carolina, he constantly worked on his weaknesses—his defensive game and his ball handling and shooting. The coach was taken aback by his willingness to work harder than anyone else.”

– Carol Dweck, *Mindset, The New Psychology of Success.*

### Normalize Error!

- Remember, mistakes are vital road maps to improvement.
- Getting it wrong is part of getting it right.
- By not making a big deal out of mistakes, provides a secure platform for players to try and fail...and learn.
- Normalizing mistakes encourages players to try new things, be creative and play with freedom (which ultimately leads to enjoyment) and player retention.

### Check for Understanding

- Assess mastery constantly, including after explanation and during execution.
- Anticipate likely errors, take action quickly in response to failed mastery.
- Design time, space, actions to maximize data-gathering, i.e., standardize the field, circulate, position to see well, track specific errors.
- If you check for understanding and there is a clear disconnect, it is better to stop and provide more information, demonstration, perspective or time to master.
- When gauging learning, “cold-call” on different players to respond, not just the ones who raised their hand. This keeps players engaged and provides you with a more diverse picture of the squad’s progress.
- Using guided discovery questions can help facilitate understanding and learning:
  - Why did you play that pass?
  - What other options do you see?
  - What other players could have offered you support?
  - How could you and your teammates create other options?
  - Can you show me?



### Feedback

- Only one or two important things at a time. Quickly. Bite-sized. Specific.
- Use feedback to teach; describe the solution more than the problem. (“By moving into this space, you become available.”)
- Use correction rather than critique (“Let’s play again from where you were.”)
- Give critical feedback in a motivating, positive and honest manner. (“Can you possess the ball and penetrate at speed? Great teams can. And that’s the team we’re going to become.”)
- Establish tacit accountability where players apply feedback immediately (as opposed to just listening to it). (“Now show me!”)
- Align feedback to teaching points. (“I’m looking to see you push into the space created by John, as we talked about after the last play. That’s it!”)
- Use purposeful praise. Not just to be “nice” but to reinforce the power and importance of success as well as effort. Also, players often don’t know when they’ve done something right. (“James, the effort you put in to get into the box was brilliant! You withdrew the other defender and created the chance for Eric to shoot.”)
- Consider careful and intentional use of vocabulary. Be positive, clear and economical.
- Don’t lower your players’ expectations or focus by communicating a topic, session or activity, i.e., the cool-down is boring.
- Great coaches make everything exciting.
- Use a short engaging introduction (hook) to excite players about the session or topic. Use a story or analogy.
- Paint vivid pictures, animate!
- Use a strong voice to earn respect and credibility.
- Re-practice: Bridges the gap between seeing, hearing, or talking and execution. Builds muscle memory.

### References:

Doug Lemov, Teach Like a Champion, [www.teachlikeachampion.com](http://www.teachlikeachampion.com)

# POSITIVE COACH AND PLAYER INTERACTION

## Cover Your Bases!

Because the players are older and often more “adult-like,” it is an easy mistake to relax on the AYSO volunteer protection protocols reviewed in Safe Haven. Therefore, it is “vital” that you review the Safe Haven Course contents and at all times protect the precious coach-player relationship.

## Administration

At minimum, make sure you have:

- Signed and submitted a current Volunteer Application for this playing year! (Also provides volunteers with eligibility for Soccer Accident Insurance.)
- Been authorized to coach by the Regional Commissioner/Board, Area Director/Board, Section Director/Board or National Board of Directors.
- Act within the scope of the Coach job description, AYSO’s policies, procedures and guidelines.
- Complete annual Safe Haven training in order to stay updated about player and volunteer protection.
- Be appropriately trained and certified to coach at this level.

## Supervision

AYSO requires the following supervision:

- At least two registered adults present at all times.
- One adult for every eight or fewer players – this still applies when one or more turn the age of majority.
- At least one adult of the same gender as players.
- Never be alone with a player other than your own, including transporting a player in a car. This is still important in order to ensure there are no misunderstandings that could damage a reputation.
- When it’s necessary to speak privately with a player, select a spot out of earshot but within eyesight of others.

## Physical Contact

In order to prevent misunderstandings, physical contact with children should be:

- In response to the need of the player only.
- With the player’s permission.
- Respectful of any hesitation.
- Careful to avoid private parts.
- In the open, never in private.
- Brief in duration.
- Age and developmentally appropriate.

## Travel

AYSO does not recommend that players walk or ride a bicycle home alone. However, when approved, the Coach should secure a release form from the parent/guardian to ensure their approval.

If your players drive to and from training on their own and they are a minor, **you still need to secure release form from the parent/guardian!** And if parents want their player to carpool, they should sign the same release indicating the driver is authorized to take their player home.

Remember, car or no car, we’re still responsible for minors; and to protect yourself, make sure a player has the parents’ permission to go home with one of their friends.

The Release Form is available at [aysovolunteers.org/coaches-clipboard](https://aysovolunteers.org/coaches-clipboard) and in the Appendix.

## People First!

Consistent throughout all AYSO coach training, we first need to understand the person before the player. Treat the player as a person first and athlete second, and you’ll establish a deeper connection in how your words will influence them.

- Meet with the player without drawing major attention to it.
- Talk with the player in a calm and non-threatening manner.
- Listen.

- Stay calm and note your observations as a coach. Seek to provide tangible solutions.
- Where possible, involve the player in the decision-making process.
- If needed, seek outside support from assistants, parents, etc.
- Remember that different perspectives can be beneficial and an important part of team and culture building so be open-minded.

## SELF REFLECTION

A “Growth-minded” coach concludes every session with a list of what went well and what did not (if even only in their mind)!

Self-reflection is an important component of coaching development. Linked to the concept of learning from experience, in that you think about what you did, and what happened, and decide from that what you would do differently next time in order to improve.

Thinking about what has happened is part of being human. The difference between casual ‘thinking’ and active ‘self reflection is that self reflection requires a conscious effort to think about your efforts, preferably address them in writing and then develop insights into them to improve.

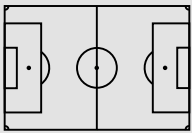
Could you have someone record your session for self-reflection? Uncomfortable, yes, but there is no better platform for self-reflection than by watching your own performance.

Regardless of on film or in mind, in it’s simplest form, you can ask yourself three main questions to address key areas of growth and key strengths:

1. What went well in the training session?
2. What improvements would I make?
3. Did the players respond positively to the session?

Answers should be concise, detailed and directive. Also, consider adjusting your training plan to accommodate your findings and compare your reflection the next time you run the same or similar session.

### FROM THE FIELD

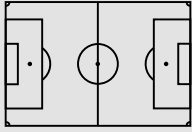


“You cannot connect the dots looking forward; you can only connect them looking backwards.”

– Steve Jobs

# COACHING METHODOLOGY

## FROM THE FIELD



“Football is simple; trainers (coaches) shouldn’t make it so complicated.”

– Johan Cruyff, Dutch soccer legend

At the end of the day, it is the coach’s job to coach! Having the content is one thing (and we are providing this for you), but knowing how to effectively communicate, motivate and develop your players is another talent.

### KEEP IN MIND



**Positive Coaching!** Regardless of your personal approach or delivery, **Positive Instruction and Encouragement (P.I.E.)** should *always* be used to instruct and motivate your players. They will respond better to you and it will help keep AYSO a developmentally rich and positive environment.

## MANAGING THE COACHING MOMENT...LESS IS MORE

Know in advance who will be at your session (requires ongoing communication with the player and/or parents. During technical and tactical training, plan and group players to maximize their development. This does not simply mean strong with strong, etc., but rather it is more on a personality or positional grouping.

The coaching environment you create must be safe and conducive to learning. Players must be stimulated to learn and educational opportunities must be well thought out to maximize development.

Occupy a central but sideline position during training to allow a clear, panoramic view of the exercise.

It is a fine line managing the flow of your session and finding the appropriate time to step in. Methods of intervention:

- Forced Stoppage (freeze, get in, make your point, get out)
- Natural Stoppage (be careful the coaching opportunity hasn’t passed and the situation forgotten). Flow (talking as the game is playing...but avoid constant commentary).
- Individual Reference (pulling a player aside to make an observation).

### KEEP IN MIND



Players must be given freedom to be creative and find solutions without constant coaching in order to learn from their mistakes. Remember, mistakes are guidelines for improvement!

**LET THE PLAYERS PLAY AND THE GAME TEACH!**



# PRESENTING YOUR COACHING POINTS

## Coaching points should be:

- Concise (broken down, simple, small pieces of information).
- Accurate.
- Relevant (to a coaching principle or objective).
- Demonstrated (whenever possible)!

## Voice

- Do consider the volume and tone of your voice.
- Avoid being monotone.
- Modulating the intensity of your voice can help emphasize your coaching points and gain the required attention.
- Always maintain control and never raise your voice in anger or frustration.

Note: When addressing your players, make sure they are not directly facing the sun.

## Individual Components of Delivery

**Questions** Children respond enthusiastically to questions and are stimulated to find the answer. Questions can be:

- Factual Definitive, simple answers (what).
- Conceptual Requires a higher level of processing and thought (how).
- Stimulating Requires complex reasoning (why).

**Commanding** Definitive, controlled, lecture (less player-centered).

**Guided Discovery** Guides the player through process by posing a series of questions whose responses lead to the understanding of a concept (like detectives).

**Experimentation** Cause and effect comparison (try it and see, compare).

KEEP IN  
MIND



**Avoid lengthy speeches!** Keep instructions simple and quick (usually 30 seconds or less) and limited to one main point at a time.

I HEAR...

I SEE...

I DO...



I FORGET

I REMEMBER

I UNDERSTAND



## Complete System of Delivery

Say, Show, Do and Review An effective complete teaching method for any age group:

1. SAY: Explain skill or technique (keep it brief).
2. SHOW: Effectively demonstrate skill or technique.
3. DO: Have players perform skill or technique.
4. REVIEW: Observe, Correct and Confirm proper technique.

Observe (silently). Instead of trying to correct immediately, let them play uninterrupted for a time (they will learn from mistakes) and take notes (preferably written), focusing on one effort they can improve.

Correct what you saw in terms of the player's execution, and then provide them with attainable modifications to correct one or two deficits by once again demonstrating.

Confirm accomplishments once success is achieved! Say it out loud, so everyone can hear.

## Post Session

Discussion with the players: Do not underestimate the value and impact of a positive comment or constructive feedback to a player after the training session (keep it concise).

Review your training plan: Note what worked well and what needs to improve.

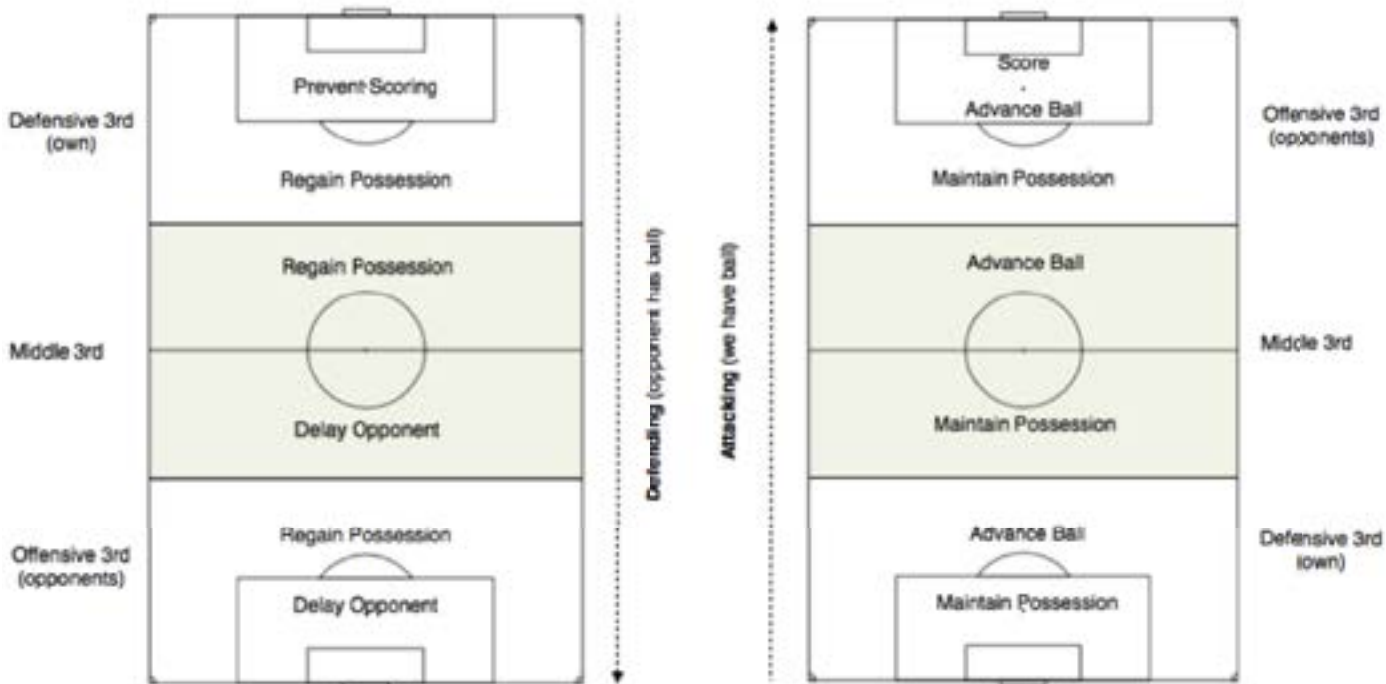
Evaluate: As referenced in the previous section, evaluate your own performance. Also, encourage constructive feedback from others in relation to your coaching management and session structure.

# MATCH MANAGEMENT

## OBJECTIVES OF THE GAME

| ATTACKING OBJECTIVES                             |                     |              | DEFENDING OBJECTIVES |                   |                 |
|--|---------------------|--------------|----------------------|-------------------|-----------------|
| SCORE!   | Maintain Possession | Advance Ball | Prevent Scoring      | Regain Possession | Delay Opponents |
| <b>BASED ON A PLAYER'S RELATIVE POSITION TO:</b> |                     |              |                      |                   |                 |
| The Ball   | Teammates           | Opponents    | Location on Field    | Time in Game      |                 |

**Objectives Based on Possession and Location on Field**



# PRINCIPLES OF PLAY

Used to achieve the Objectives of the Game, the Principles of Play form the game's basic tactical foundation (and are consistent throughout any formation).

However, it is not enough to just explain the Principles of Play, they must be illustrated and worked on within match-related conditions. Once players understand the Principles of Play, they must be taught to use or exploit them in order to achieve the objectives. Principles of Play will also help players read the game better.

## Attacking Principle



### Penetration

Advancing the ball past (in behind) opposing players by dribbling, passing and shooting.

[aysou.video/pressure](http://aysou.video/pressure)

## countered by

## Defending Principle



### Pressure (delay)

Pressuring opponents in possession by giving immediate chase, denying their options, i.e., dribbling, passing, shooting, etc., or delaying the opponents in order to regain possession.

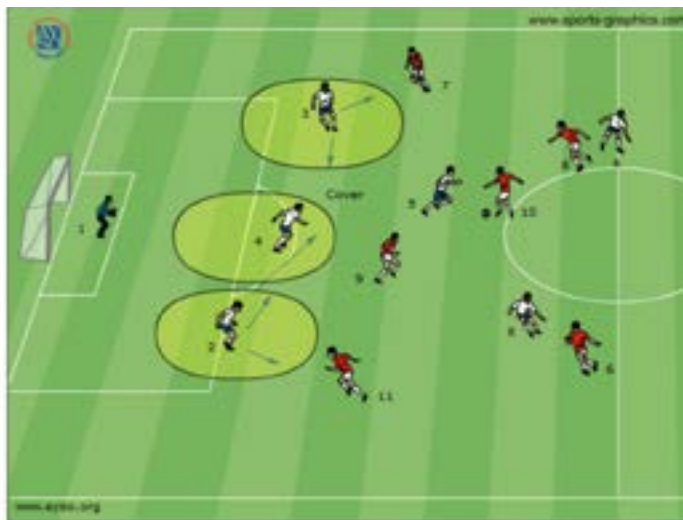
[aysou.video/pressure](http://aysou.video/pressure)



### Support

Supporting teammates by creating safe passing options for the player with the ball.

[aysou.video/support](http://aysou.video/support)

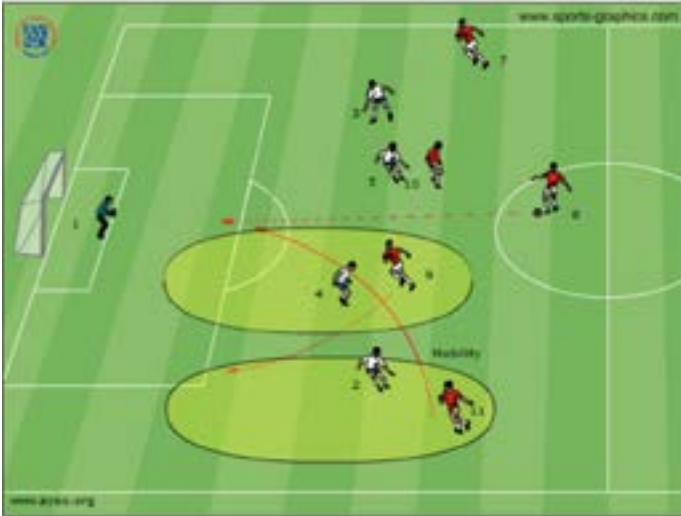


### Cover

Supporting the player(s) challenging the ball in case they are beaten. Limits options for 1st attacker.

[aysou.video/cover](http://aysou.video/cover)

### Attacking Principle



#### Mobility

Players interchanging positions (filling in for one another as needed) and moving off the ball. Unbalancing defense, creating numerical advantages and thereby attacking/ scoring opportunities.

[aysou.video/mobility](http://aysou.video/mobility)

### Defending Principle



#### Balance

Reading the attack and providing an equal or greater number of defenders than attackers at the point of attack, while simultaneously covering the vital area near the goal.

[aysou.video/balance](http://aysou.video/balance)



#### Width

Kin of mobility. Attacking on a broad front (players spread out) stretches and isolates the defense and creates space for players to advance.

[aysou.video/width](http://aysou.video/width)



#### Compactness

Compressing or restricting the space the attacking team has by “shepherding” them into a confined area making it easier to defend and regain possession of the ball.

[aysou.video/compact](http://aysou.video/compact)

### Attacking Principle

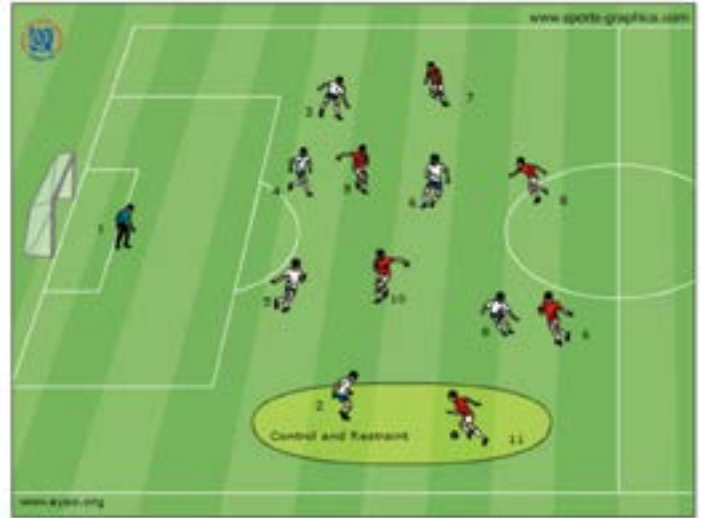


#### Creativity

Creating opportunities for advancement, possession and scoring by utilizing individual skills such as feints and fakes.

[aysou.video/creativity](http://aysou.video/creativity)

### Defending Principle



#### Control and Restraint (composure)

Staying calm, disciplined and organized in the face of an attack by maintaining proper defensive techniques and positioning.

[aysou.video/control](http://aysou.video/control)

The attacking principles ultimately lead us to achieving our attacking objectives – ***to maintain possession, advance the ball and score!***

The defending principles ultimately lead us to achieving our defending objectives – ***to delay the opponents, prevent scoring and regain possession!***

18U players should learn to understand their role at any given time in relation to being in possession, opponents having possession, or the time of transition between both actions. They should understand their role individually as well as part of their positional unit.

**Being able to comprehend what to do and when to do it by understanding the principles of play and their related role, will serve as a solid foundation in learning to read the game.**

## Attacking Roles

|             |                         |
|-------------|-------------------------|
| Penetrate:  | 1st Attacker            |
| Support:    | 2nd (and 3rd Attackers) |
| Mobility:   | 2nd (and 3rd Attackers) |
| Width:      | 2nd (and 3rd Attackers) |
| Creativity: | Unpredictable           |

## Defending Roles

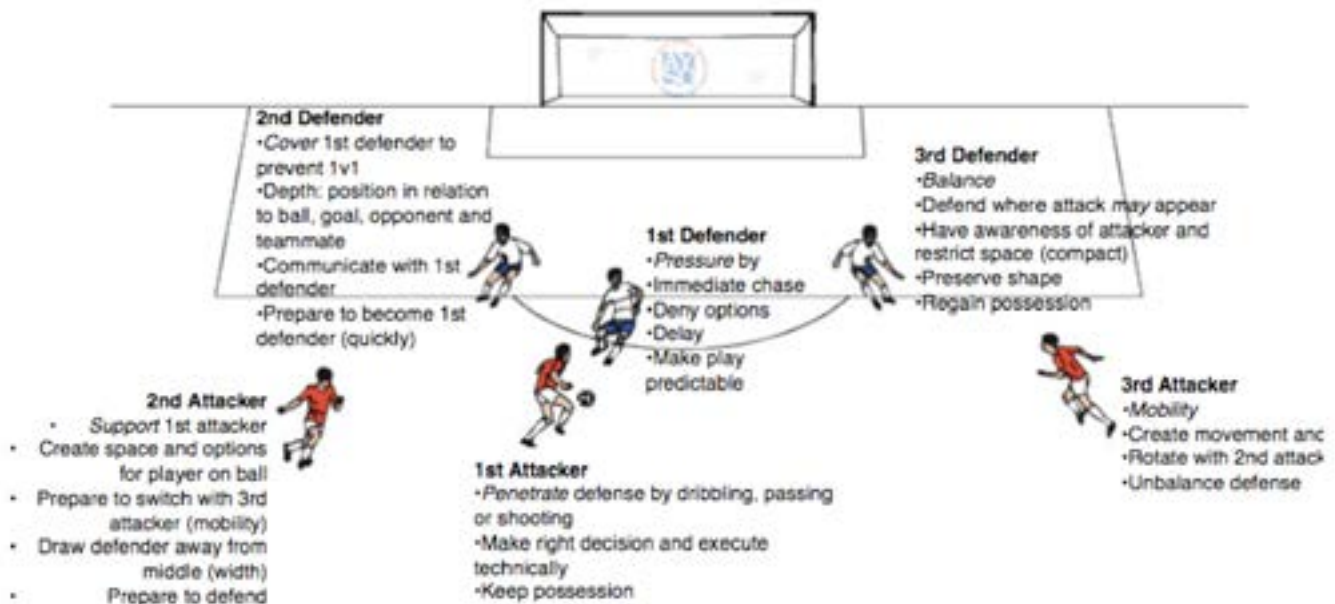
|                    |                 |
|--------------------|-----------------|
| Pressure:          | 1st Defender    |
| Cover:             | 2nd Defender(s) |
| Balance:           | 3rd Defender(s) |
| Compactness:       | Group           |
| Control/Restraint: | Group           |

Remember, due to the fluid nature of soccer, players' roles are in constant rotation, and supporting players can be behind, to the side, or in advance of the ball.

The only players with definitive roles are the 1st attacker and 1st defender.

Additional roles (support, mobility, width, creativity *and* cover, balance, compactness, control/restraint) can be provided by numerous players.

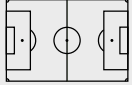
Ultimately, players must understand *all* attacking and defending roles to truly master the game.



# PHASES OF PLAY AND TRANSITION

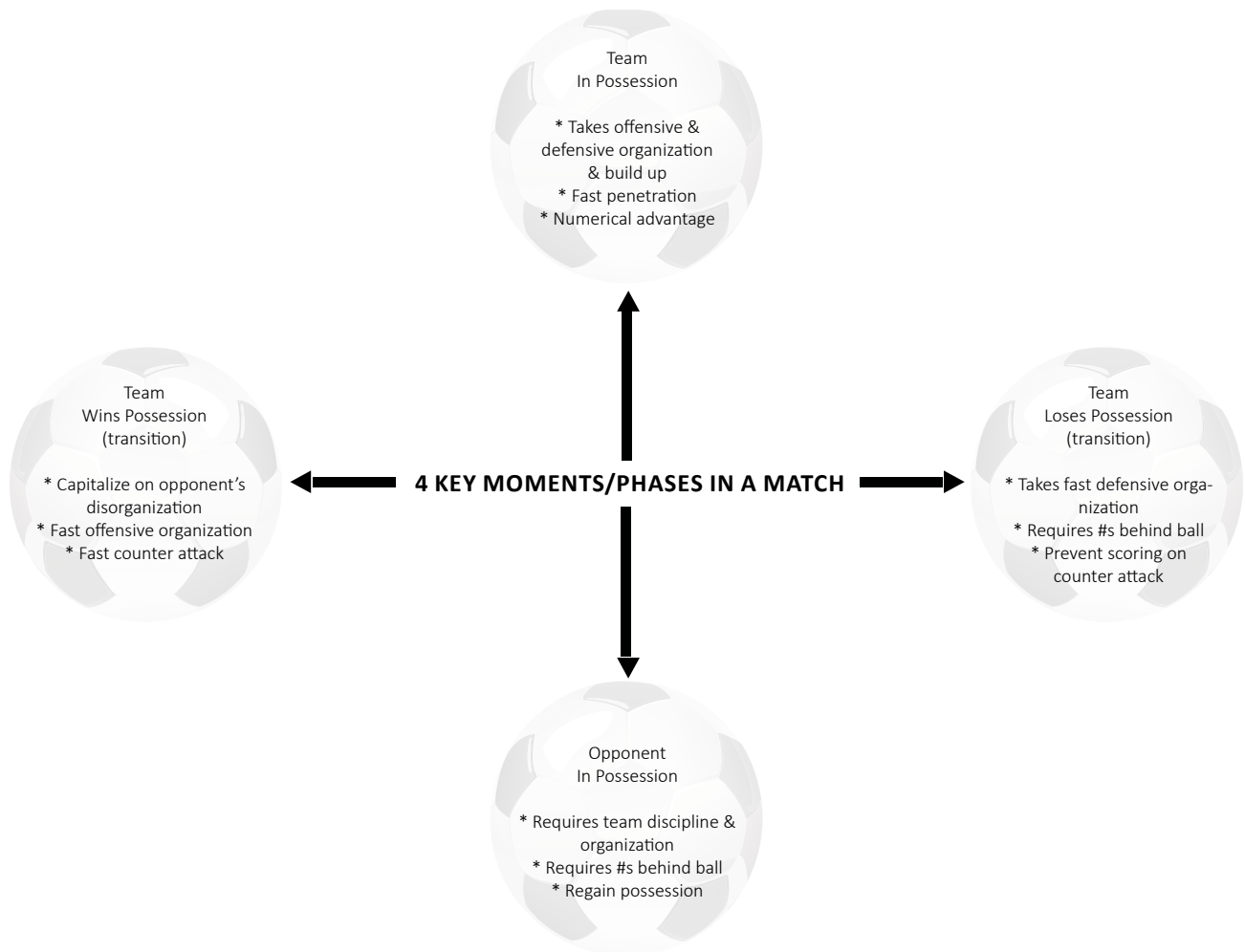
Soccer is free-flowing with constant transitioning from offense to defense and defense to offense. Therefore, players must quickly transition from one phase of play to the next in order to be successful (individually, as part of a group, and as a team). The Dutch first identified 4 key moments or phases in a match, characterized in the diagram below.

**FROM THE FIELD**



“So much a feature of the way premier league football is played these days is what you do when you win the ball back and how you react when you lose the ball.”

– *Martin Tyler, Renown English soccer commentator and columnist Manchester United versus West Bromwich Albion, October 2014*





Because of this constant ebb and flow, the two most important transitions occur when:

**1. A team wins the ball and transitions from defending to attacking:**

- Requires a decision to penetrate at speed (to prevent defensive organization) or to maintain possession and look for a better opportunity to penetrate.
- Requires mental and physical speed to anticipate plays.
- Requires technical expertise to execute successful play.

KEEP IN  
MIND



It is a team's ability to effectively manage and execute within these transitional phases that ultimately make the team successful.

**2. A team loses the ball and transitions from attacking to defending:**

- Requires a decision to press the ball quickly (prevent organization) to regain possession or to drop off and close down passing options and cover dangerous spaces to prevent a counter.
- Takes mental and physical speed and technical efficiency.

Teams should be trained in both transitions:

- With pace.
- As a unit.
- With good team shape (to stay organized for effective transition).

To work on transition:

- Ensure the activity has goal-bound objectives for both teams, i.e., counter goals, full goals, targets, etc.
- Also, use "situational" challenges, i.e., staged scenarios/environments with one team up by a goal with three minutes remaining (this situation presents different responses and actions by each team at moments of transition).

# SHAPE AND ORGANIZATION

## Introduction

Most coaches would agree that shape and organization goes hand-in-hand with the formation that the team is implementing for a particular match. In other words, the team wants to achieve their objectives for the game by using both the attacking and defending principles of play...while maintaining their shape and organization.

For example, if a team is utilizing a 1-4-4-2 formation and the coach would want to see that all areas of the field have coverage in relation to the formation so that no area is left exposed for the opponent to exploit during a counter attack. An example would be when a defender making creative overlapping runs down the flank, his/her teammates must recognize the run when it happens and adjust the overall balance, shape and organization of the team in order to fill the void created by the attacking run. Alternatively, if the space is left vacant, the opposing team could expose the void by quickly counter attacking into that particular space and creating a goal scoring opportunity. Therefore, as youth coaches we should move away from positional play and instruct our players on understanding areas of responsibility. Thus as players make creativity runs on the field, their teammates will understand the importance of maintaining good shape and organization by filling vacated space on the field.

For small groups, it could be a message to the defenders, midfielders or strikers on the tactics that are being utilized for the match. For instance, the defenders might be playing a diamond formation in the back versus a flat-four based upon strengths and weaknesses of the opponent. Fundamentally, that defensive shape needs to be preserved. In a 4-3-3 formation, it is important for the two wingers provide width to stretch the other team's back line and open up gaps for through balls.

## A Practical Perspective

Brian Smith, Head Women's Coach at the College of Idaho recently shared some perspective regarding shape and organization. Brian indicated that shape and organization as it applied to his team was how his team would setup for a particular match while blending width with depth. Thus creating the teams' overall shape and organization. He also stressed that teams need to understand that within shape and organization they must create angles that will allow for the movement of the ball in order to maintain possession and/or advance the play to other areas on the field in order to create scoring opportunities.

Coach Smith introduces two additional topics related to shape and organization that all good teams do to be successful.



### **Manipulating Numbers**

The first topic centers on teams gaining a numerical advantage over their opponent. Successful teams will manipulate numbers by getting “numbers up” in a particular area of the field (or overload). For instance, if we are attacking we want to have more attackers in the area than defenders so that we create a numerical advantage. Teams want to maintain their shape and organization in order to possibly switch the point of attack to the weak side of the field in order to expose an opening in the opponent’s defense.

### **Utilization of Space**

The second topic that Coach Smith references is effective utilization of space. As coaches we want our teams to manipulate space by being mobile and using creative runs to create opportunities to either maintain possession or advance the ball to a better scoring opportunity. Unfortunately, younger or less experienced players have a tendency to flood or swarm to the ball. Thus not only losing the overall shape and organization of the team but “taking away” space and angles that would allow for the opportunity to maintain possession of the ball or advancement.

### **Conclusion**

As coaches we must be able to convey the importance of shape and organization while implementing the principles of play. At the same time we need to emphasize to our players the importance of creating angles within their shape in order to maintain possession of the soccer ball or advance towards goal. A positive team shape can also compensate for our players’ technical deficiencies by creating more time and space.

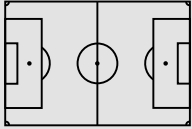
As a result of discussing shape and organization, we should begin to encourage our teams to create numerical advantages along with effectively utilizing space. Therefore, small-sided training activities are perfect platforms to help teach these concepts to individuals and small groups. Ultimately, you will apply shape and organization to the team as a whole after using small-sided activities to teach and reinforce the concepts in training.

### **References:**

Robert Benavidez, AYSO National Coaching Advisory Commission  
Brian Smith, Head Women’s Coach, College of Idaho

# COACHING IN THE GAME

## FROM THE FIELD



“All too often the head coach and assistants become spectators when the game begins. They are there to work.”

– Bill Beswick, renowned soccer performance coach and sports psychologist

### Persona

Championship? Friendly? Injured players? New players? New formation? There are numerous factors that can affect your coaching approach, frame of mind and persona.

One factor that remains constant regardless of the match or situation is...that as a coach you are a role model. Until ages 10-11 years old, parents are the biggest role models in a child's life. However, from approximately 12 years-old, players start to look for other figures to emulate and very often, you (their coach) become the prime candidate.

For this reason, you must have self-awareness and hold yourself accountable for all behaviors at training or in the heat of the match. What do you represent for your players?

Pacing aggressively; controlling the players; intense; debating officials' decisions...out of control?

Calm; contained; observant; respectful; and efficient with your input?

I think you know what persona is most effective, appreciated by players and officials and ultimately AYSO. (Ask your players what it is like to receive the constant yelling of instructions and you'll probably hear how they learn to shut it all out...ultimately negating any coaching impact.)



The reality is by the time you pass comment or try to rectify a play, the momentum of the game has moved on. So rather than try to control every play, make notes to talk with players at half time or training in a calm and controlled manner.

The days of “joystick coaching” should be well behind us, let the players play!

## Coaching Comments

- As we know, any coaching comments either in the flow, at a stoppage or individual reference, should be concise, accurate and relevant.
- As per our Philosophy, always be Positive! “Nice job!” Great effort!” Well Done!” Not much more to explain.
- Sounds simple, but use players’ names!
- Learn and use keywords: during training, teach your team words or phrases they fully understand, i.e., slide, push, recover, etc. Being economical with vocabulary can help with quick and effective coaching adjustments.
- Know what you know! Be sure of your perspective, or don’t say anything. Less is more!
- Watch who’s listening! Be careful of what you say about players in the game, in earshot of players on the bench. There is great opportunity for learning while watching, but substitutes will quickly realize you probably say the same about them when they are on the field.
- Watch your body language. Staying silent but throwing your hands up in the air, shaking your head, laughing sarcastically, or kicking a water bottle equally communicates your perspective. Have self-awareness.
- Referees will not change their decision based on your accusation or behavior! Leave them be and teach your players to respect officials and their decisions!

## Decisions, Decisions

No two games are alike but there are usually some general considerations all coaches must make during a match:

### Stay the Same?

- We are controlling possession
- We are penetrating offensively
- We are comfortable defensively
- Our players are executing their role as game plan
- Our better players are getting on the ball and impacting play

### Make Adjustments?

- Dominance/control is shifting
- Style of play, i.e., indirect to direct
- Pressure, i.e., low to high
- Player changes, i.e., performance, fitness, tactical, disciplinary, injuries, squad rotation

### Other Considerations

- The score
- Importance of game
- Upcoming game
- Season, i.e., preseason
- Conditions, i.e., weather, surface, etc.

## Substitutions

Quarterly or free, remember our founding Philosophy and it's meaning, "Everyone Plays" (at least a half).

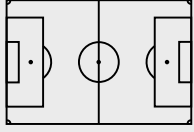
In the Primary program, quarter breaks provide a consistent framework to keep playing time equitable. However, in certain tournaments and club play, free substitutions are the norm and require some additional perspective to manage playing time and tactics.

- Playing time is about clearly communicating and managing expectations. Players should know their roles in advance and what is expected, as well as your policy on playing time and positional rotations.
- If you tend to make changes when players get tired, it is easy for a player to understand why they came out. If you change when you see a weakness in your organization, tactics or shape, 18U players will understand that too if you have explained your perspective prior.
- Part of general match analysis, you should observe the game carefully to see where there are potential problems and their possible remedy. Can you fix them by making minor positional instructions? Or, do you need someone from the bench to solve the problem for you?
- In the spirit of yet another Philosophy, "Good Sportsmanship," substitutions should not be made to waste time or slow down the momentum of the game simply to gain advantage that for the pros!
- Take a deep breath! Do you react as soon as you see a potential issue or do you wait to see if it self corrects?
- Consider your substitutes as active observers. Maintain their focus and attention to see what's happening in the game, who they are likely up against, strengths, weaknesses, the pace of the game, the intensity. Also, share with them appropriate and beneficial observations in order to maximize their learning and prepare them for getting on the field.
- With free substitutions the biggest challenge is keep track of playing time to ensure everyone is playing at least a half. Check out the app EqualPlay or create a spreadsheet and have your assistant plug in the time, the position, etc. This can also help provide you with beneficial data to gauge performance.



# SYSTEMS OF PLAY

## FROM THE **FIELD**



“I am not a fanatic for one specific system. But I want the team to understand they are all on the same page. They have to go forward all together, and they have to go backward all together.”

– *Jurgen Kinsmann, Head Coach, US Men’s National Team*

Your system of play is your organizational framework that will maximize your team’s overall strengths. Teaching players about systems of play, along with the principles of play and objectives of the game will begin to open them up to the concepts of shape and organization and ultimately help them learn to read the game.

Soccer is a free-flowing and dynamic game (not static). Players must be encouraged and given the freedom to move relative to the ball, their teammates, their opponents, time in the game and the goal. When strikers move up to try to score, the midfielders and defenders must also adjust to the new position. Similarly, when the opposing team gets the ball, the strikers must drop back as the midfielders and defenders move to new positions in order to fulfill their duties.

## KEEP IN MIND



No system of play will overcome a lack of basic technique or skill. Systems of play must be appropriate for the players on your team. Therefore, find a system of play that fits the ability of *your* players instead of trying to fit your players into a particular system.

# PROS AND CONS OF SOME POPULAR FORMATIONS

Please note these points are mere suggestions and considerations. Ultimately, there is no right or wrong formation! Decisions should be based on your team's speed, ability, endurance, field size as well as the speed and ability of your opponents. Experiment in training and scrimmages.

## 1-3-5-2 Strengths

- Defensively efficient (2 markers and 1 free player).
- Flexibility.
- Quick transition (constant shift from 1-3-5-2 to 1-5-3-2) depending who is in possession.
- Overload potential in central midfield and offense.
- Wide tactical advantage (extra central midfielder player can force opponent to pull a player in from their flank, leaving their remaining flank player 1 v 1).
- The proximity of 3 CMF players allows constant and close support for forwards as they show for the ball. 5 midfielders make it easy to zone cover.

## 1-3-5-2 Weaknesses

- Requires versatile and mobile players or positional interchange can be a liability.
- Requires tactically efficient players who grasp principles of play.
- Requires a high level of fitness as most will play box-to-box and touchline-to touchline (especially from the wide midfield players).
- Wide defensive isolation and exposure (with only 3 defenders, the gaps behind the R and L midfielders are vulnerable).
- Harder to play out of the back. Tendency to drop and defend too deep.

## Tactics Against a 1-3-5-2

- Exploit space behind the wide midfielders.
- The team that is slow to push across or prepare for these situations may tactically have their flanks exposed to penetration by the opponent.
- Expose the one defender on each flank (lack of athleticism or tactical understanding may be exploited in individual duels or by combining and outnumbering on a flank).
- Diagonal through balls can exploit defensive 3.
- Attacking improvisation from #7, #9 and #11 can exploit back 3.
- 1-4-4-2, 1-3-4-3 or 1-4-3-3 line-up well against.

## 1-3-5-2





**1-4-3-3 Strengths**

- Strong attack, can stretch defense with wide players.
- Ideal for counter-attacks and direct play with three forwards.
- Three forwards sweeping to one side can draw a man-to-man defense to one side, exposing opponent's weak side.

**1-4-3-3 Weaknesses**

- Midfield has large area to cover defensively.
- Vulnerable in wide areas.
- Team generally defends with seven rather than eight field players.
- Can limit movement of forwards (2 forwards can make unpredictable channel runs and switch positions).
- One forward pass can negate front three players.

**Tactics Against a 1-4-3-3**

- Control the midfield and use wide areas as the opposition only has 3 players covering the full width of the field. However do not over commit defenders forward or you could get caught on the break.

**1-4-3-3****1-4-5-1 Strengths**

- Strong midfield, easier to control the pace of the game.
- More defending options.
- Good attacking options if used effectively.
- Ability to impose width at two different lines of the pitch.
- Clarity of #9 role.

**1-4-5-1 Weaknesses**

- Striker must be strong (able to hold up ball and hold off defenders).
- Midfielders must be able to support otherwise you limit your attacking options and will encourage the opposition to pressure at all times.
- Defensive complacency due to significant numbers.

**Tactics Against a 1-4-5-1**

- Encourage wide defenders to join in the attack at all times to even out the numbers in midfield. There is only 1 player in attack and, therefore, does not require 4 defenders sitting back at all times.

**1-4-5-1**

**1-5-3-2 Strengths**

- Strong midfield and defensive coverage on the center of the field.
- Can switch easily between offensive and defensive modes.

**1-5-3-2 Weaknesses**

- Requires high-level of physical effort to sustain attacking options.
- Difficult to give full support both offensively and defensively.

**Tactics Against a 1-5-3-2**

- Gaining control of the 3-man midfield is the best way to combat the 1-5-3-2.
- Playing a 1-3-5-2 would give you a numbers up situation in midfield while giving you good width options to penetrate the defensive approach of the opposition.

**1-5-3-2****1-4-4-2 Strengths**

- Balanced attack and defense.
- Team roles are mirrored left and right.
- Multiple attacking options.
- Four defenders cover field width adequately.
- Can adapt to play more defensive (drop player back).
- Easy to play and easy for players to understand.
- Two center forwards have more space to work in and can compact defense centrally.
- Easy to improvise new tactics.
- Good high pressing system.

**1-4-4-2 Weaknesses**

- Can become static, limiting movement and creative play.
- Not particularly strong in any specific area of play.
- Two forwards can get isolated if four midfielders drop to defend.
- Predictable to play against and easy to counter.

**Tactics Against a 1-4-4-2**

- Can be a static and predictable formation so counter with unpredictable play, i.e., encourage 3rd man runs from midfield, fullbacks to push on and join in the attack.
- Playing out of the back can be difficult for 2 strikers to press.

**1-4-4-2**

**1-4-2-3-1 Strengths**

- Inherently defensive in nature.
- Creates a solid “spine” throughout the team.
- The two “pivot” players defensively act as a screen for the back 4 (sliding left and right) and not allowing penetrating passes into the final third.
- Offensively, they are an immediate link for defenders to play.
- The 3 attacking midfield players provide great support to the single striker creating lots of mobility and attacking options.
- The system also allows the outside backs to get forward with the “pivot” players providing cover for them.

**1-4-2-3-1 Weaknesses**

- Inherently defensive in nature.
- Can be exposed by teams with good wide players.
- If the 2 holding midfielders are not particularly mobile and do not adjust accordingly, the outside backs may get exposed in 1 v 1 situations.
- Offensively, the attacking midfielders must be ready and alert to support the lone striker.
- If left isolated the lone striker may struggle to maintain attacking plays (must be able to hold up the ball).

**Tactics Against a 1-4-2-3-1**

- A 1-4-4-2 with 4 midfielders in a narrow diamond could expose the 1-4-2-3-1's lack of width and space in front of full-backs (the two wide men atop the 1-4-2-3-1 are wing forwards more than typical left and right midfielders and can compromise space behind them when they compensate for the lack of a second striker in the middle).
- Isolate their full backs and create 1v1s in wide areas high up the field quickly before the two pivots adjust.
- Consider playing a deeper back line to try and draw them out a bit (creating space for the two forwards to check to the ball).
- A 1-4-5-1 could confront the 4-2-3-1 midfield organization (although the 1 striker might be left isolated with their 2 “pivot” players screening).

**1-4-2-3-1**

### **Some Considerations for Changing Formation:**

- Winning or losing.
- Circumstances of the particular match.
- Player availability, roles, performance, injury or fitness.
- Disciplinary sanctions, i.e., yellow or red cards.
- Weather, field, your next game.

### **Summary:**

- You can't do tactically what you can't do technically!
- Adjust your system to available talent.
- No system will overcome a lack of basic skills.
- Players, not formations, win games.
- Any system should consider available talent and the physical and environmental conditions.
- Be open-minded to adapt.

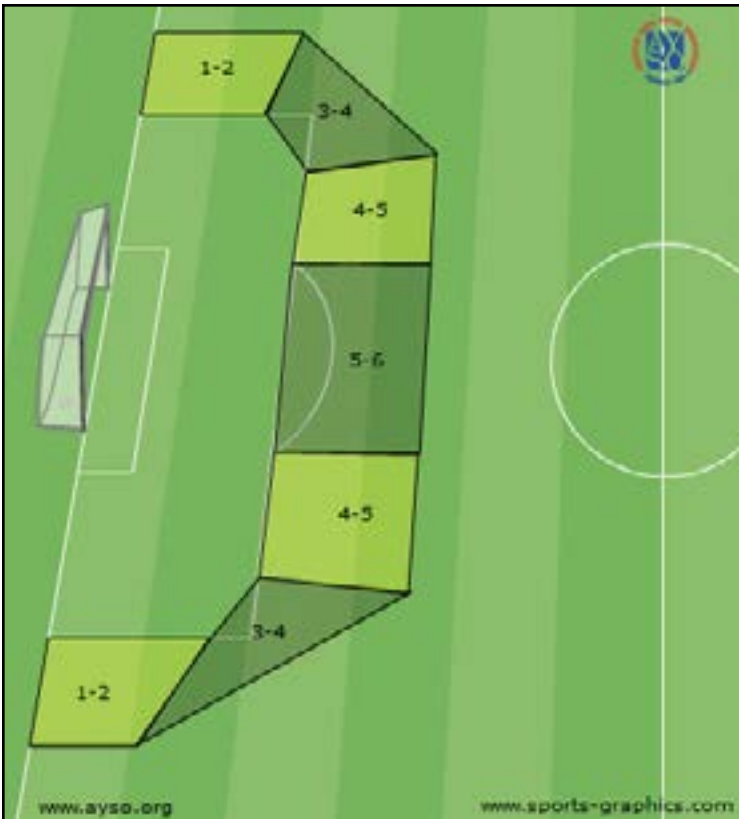
# RESTARTS

Soccer is generally a low-scoring game, with goals often hard to come by; therefore, effective set pieces can be an important weapon. In this course, we will concentrate on the restarts that concern both the attacking and defending play in the attacking third of the field. We will focus on set plays (free-kicks, corner kicks and throw-ins) review general defensive organization and provide some offensive options for your consideration.

## Free Kicks (defending)

Distances up to 30 yards from goal are dangerous to defend against an accurate and powerful kicker. If we are going to set up a wall, how many players do we place in the wall?

The following diagram provides an approximate guide:



- Do not place too many players in the wall.
- You must have enough players to mark the attacking players in the danger areas
- The objective for the defense is to organize efficiently and retain their concentration during the stoppage just prior to the kick.

## Placing the Wall

A field player can help set the wall but ultimately organizing and placing the wall is the goalkeeper's responsibility!

- If the kick is central, or close to central, the wall should include a player on the outside of the post to minimize the chance of the kick being swerved around the wall.
- The remaining members in the wall should know who they are and move quickly into position.
- Sizing the players in the wall should have the tallest toward the post and the shorter players toward the middle creating a funnel towards the center of the goal. The goalkeeper must always be in position to see the ball.
- Inside the defensive half, there should be a player 10 yards in front of the ball.
- Inside the defensive third, there should almost always be a wall.
- The better the organization, the better the chances for defending against the kick. All players should know their roles in wall situations. (This organization needs to be practiced on the field with the numbers necessary for a full training session.)
- Free kicks in the defensive third are the most dangerous. The following diagram shows an example of a defending position



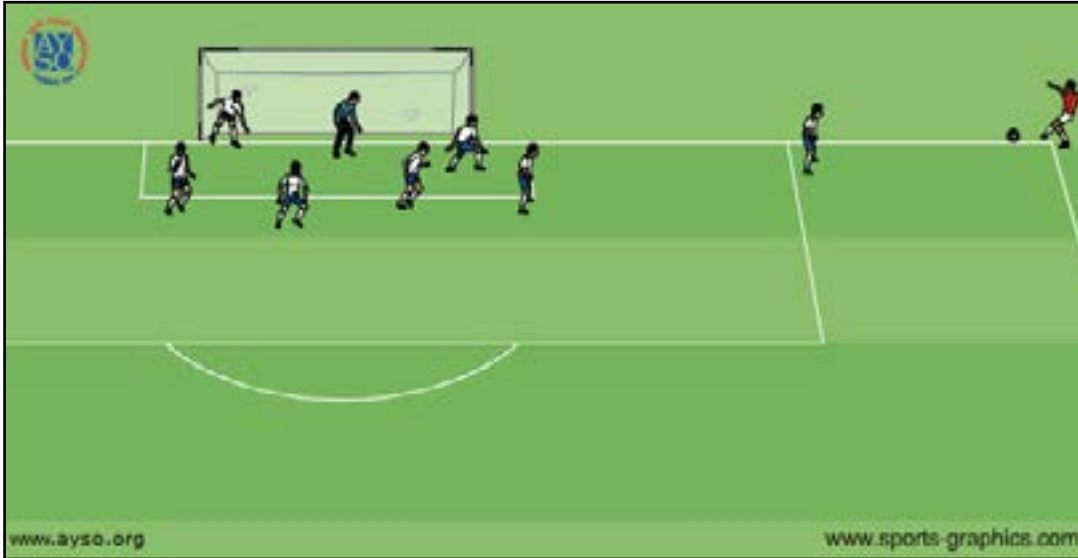
The area covered here is from the 6-yard line to the penalty area. D5 is positioned just inside the post and should be able to cover this area. D2 and D3 should be no wider than the 6-yard box, but of course will adjust to mark opponents. D9 and D10 are threatening the kick in the event that the kicker plays the ball short or sideways to another kicker.

### Coaching Points:

- Wall is effectively organized.
- Correct number of players in the wall.
- Players are sized correctly
- Position of the goalkeeper.
- Defenders mark the open spaces.
- Players know how to defend against the indirect free kick in the penalty area.

## Corner Kicks (defending)

- On the corner kick, one defender should be placed 10 yards from the kick (to unsettle the kicker).
- The goalkeeper's position is critical: Just off center towards back post. 1-2 yards off line (depending on outswinging or inswinging) on approximately 45 degrees angle to see the ball, players and field of play.
- The defenders marking the posts must concentrate on when to move. The near post defender is slightly out from the goal and is ready to move to the space in front (with space behind covered by the goalkeeper). If the goalkeeper comes out for the ball, this defender must drop quickly back into the goal.
- Two other defenders cover the near post (who must be first to the ball, strong in the air, and aggressive).
- The far post defender positions inside the post and along the goal line. Two more far post defenders are positioned on the 6-yard line or slightly further. It is vital that they are positioned to be able to watch the back half of the penalty area.
- Note: Defenders must aggressively attack the ball (move the ball) and play it away.



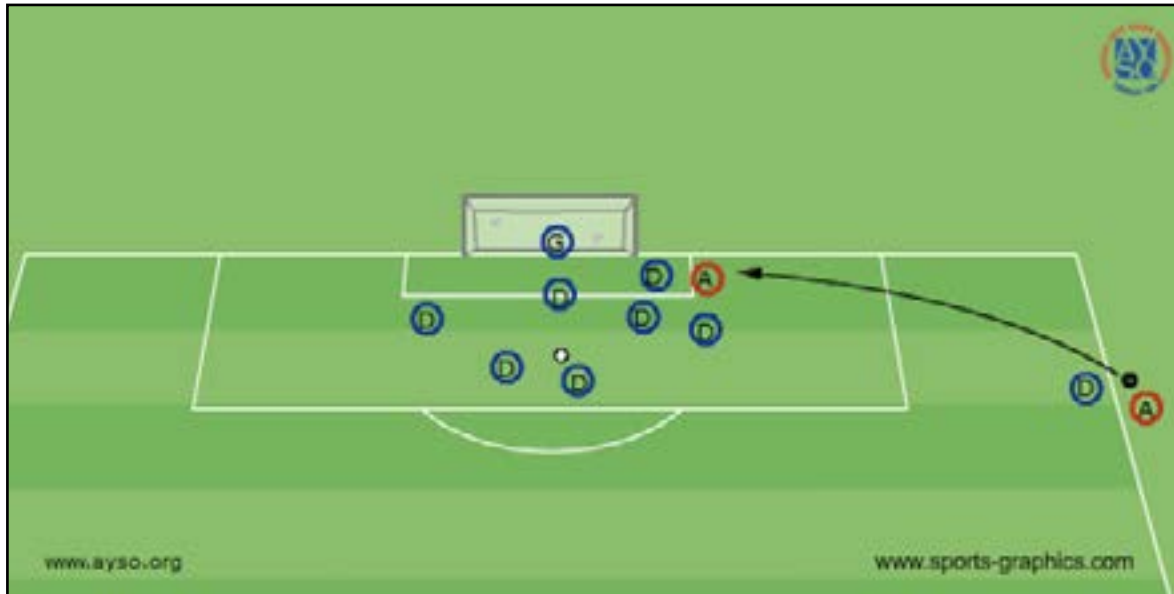
### Coaching Points:

- Position of the players threatening the kick.
- Position of the goalkeeper.
- Technique of the near post defenders and the far post defenders.
- How quickly the defenders move out when the ball is cleared.

### Throw-Ins (defending)

The throw-in is a very dangerous time for defenders as it is very easy to relax concentration when the ball goes out of play.

The following diagram illustrates a defending position against a long throw. Marking behind the receiver is very important (remember, there is no offside on throw-ins); also the space in front of the receiver is covered. The goalkeeper is in the front half of the goal. Defenders cover the space in the penalty area.



#### Coaching Points:

- Defenders move quickly into position while the ball is being retrieved.
- Marking must be tight, including in front of the thrower.
- Pressure must be applied to the receiver.
- As much space as possible is covered in the penalty area.



## Free Kick (central)



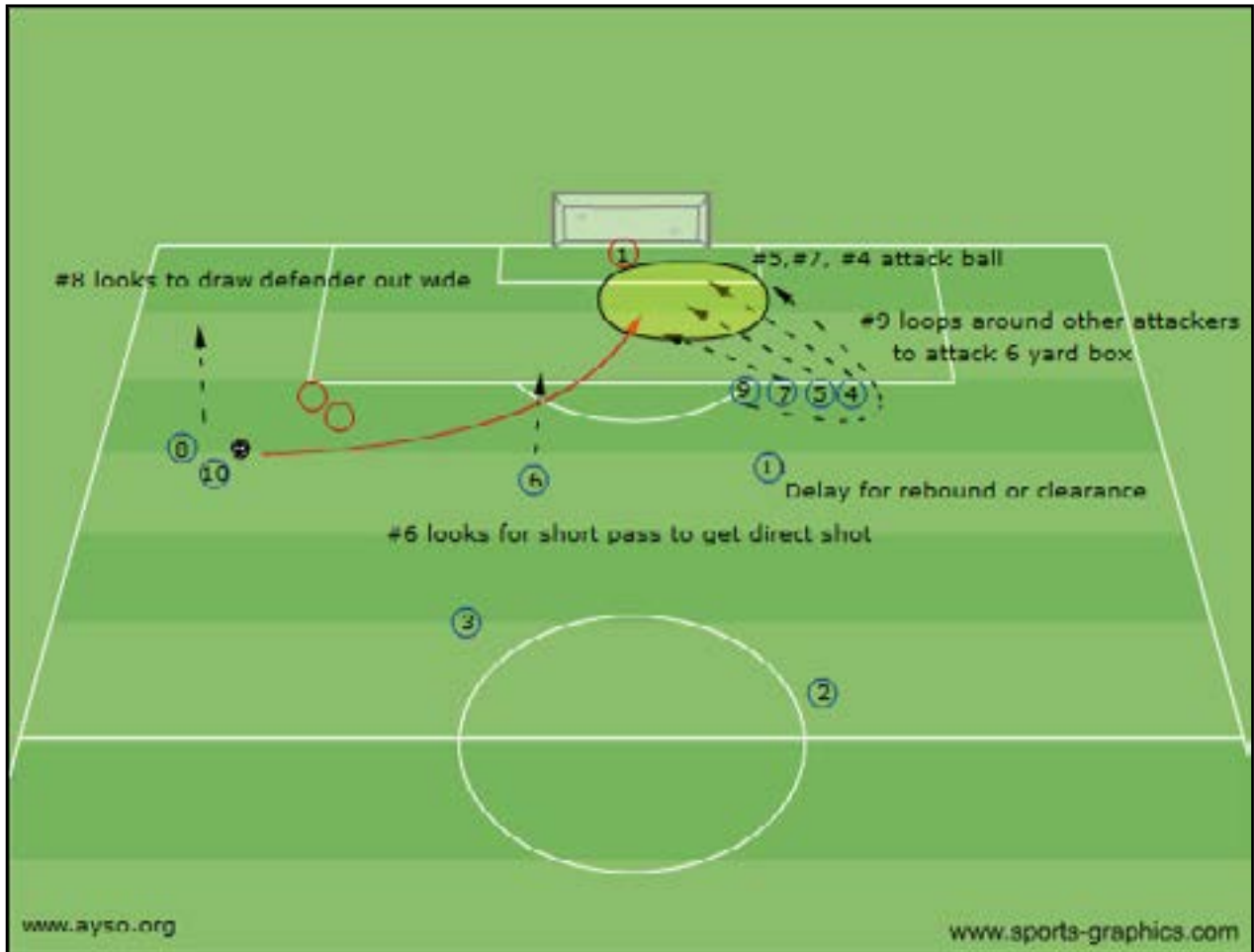
### Key Points:

- #6, #9 are approximately 2 yards in front of ball to screen the ball until last few seconds prior to the strike. They then peel off around either side of the wall and attack the 6-yard box.
- #8, #10 are over the ball as options to take the kick.
- #7 and #5 push to the 6-yard box to follow up on rebounds.
- #11 provides width to try and withdraw a defender out from the wall or be available as a quick passing outlet.
- #4 unsettles the wall and then peels off into box.
- Encourage explosive movement from attacking players.
- Players remain engaged through second and third phases as needed to score.
- Players need to be well versed in their roles and timing

### Variations:

- #8 or #10 can run over the ball to fake the shot.
- #11 can be played wide to cross or shoot pending angle of run.

## Free Kick (wide)



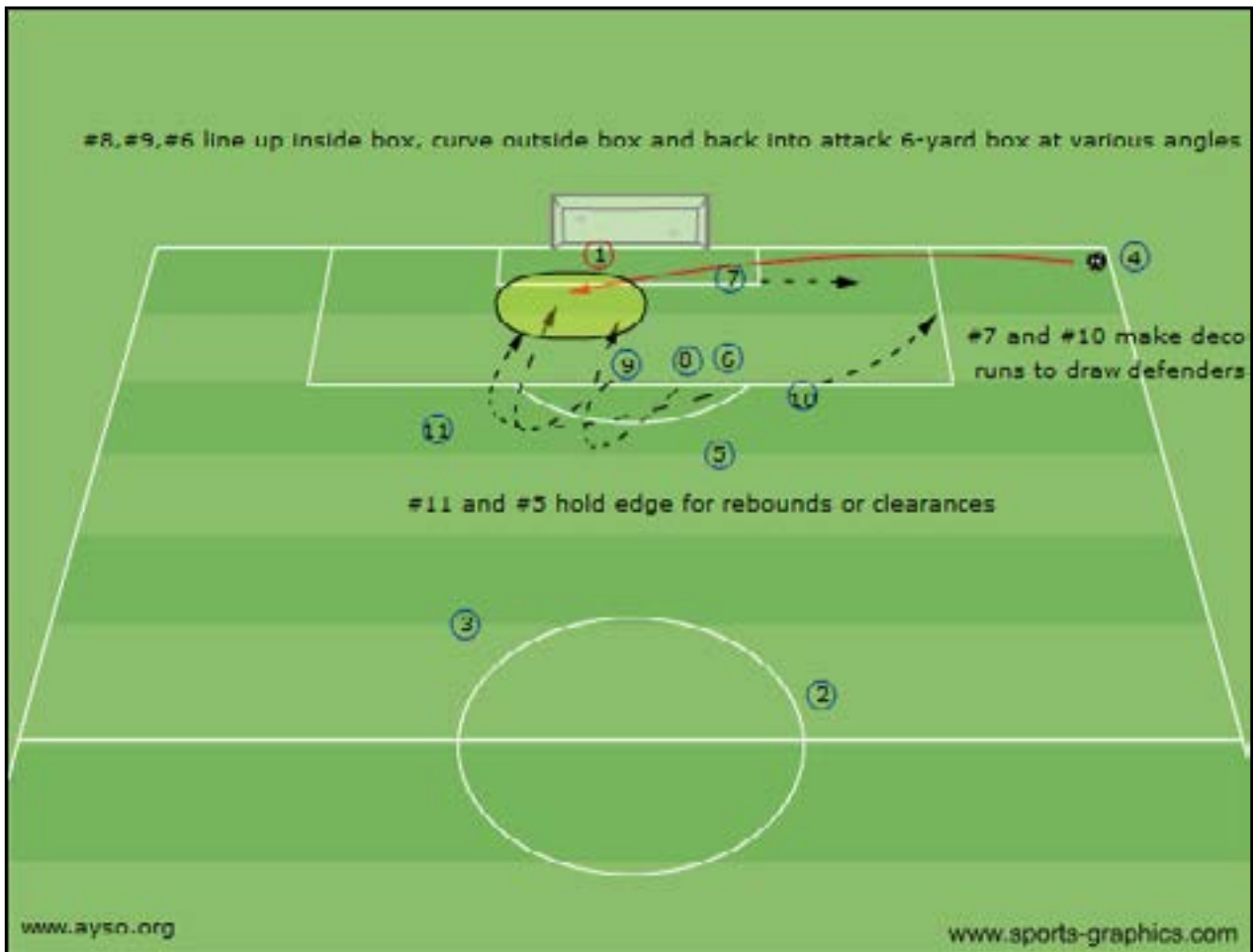
### Key Points:

- Intent is to exploit space at back of 6-yard box with cross for 4 attackers to attack.
- #8 and #10 are over the ball and play an in-swinging or out-swinging ball to back edge of 6-yard box. #8 looks to draw defender out wide creating more space.
- #9 loops around other attackers to attack back of 6-yard box.
- #5, #7, #4 attack various points of the 6-yard box.
- #6 is a short pass option for clear shot.
- #11 holds for rebound or clearance.
- Quality delivery into back edge of 6-yard box. Head height or driven low.
- Attacking players must explode and drive to connect either near, middle or far post.
- Players remain engaged through second and third phases as needed to score.
- Players need to be well versed in their roles and timing.
- #8 and #10 should be competent with both feet to provide options for in-swinger (right foot) or out-swinger (left foot).

### Variations:

- In-swinging or out-swinging cross.
- Low drive cross.
- Short to #8 to penetrate to end line and cross.
- Short to #6 for direct shot (if unmarked).

## Corner Kick #1



### Key Points:

- Intent is to exploit space at back of 6-yard box with quality cross for the 3 attackers to attack.
- #4 takes an in-swinging or out-swinging kick.
- #10 and #7 make decoy runs to clear the near post.
- #9, #8, #6 start inside box, curve their runs outside box and then drive back in at a positive angle to attack 6-yard box at various points.
- #11 and #5 hold position around edge of box for rebounds or clearances.
- Attacking players must explode and drive to connect either near, middle or far post.
- Players remain engaged through second and third phases as needed to score.
- Players need to be well versed in their roles and timing.

### Variations:

- In-swinging cross.
- Out-swinging cross.
- Short to #10 to combine or turn and shoot (if unmarked).
- Short to #7 for combination with #4 or #10 or shoot (if unmarked).

## Corner Kick #2



### Key Points:

- Intent is to confuse defense and make attacking players #9, #5, #8 difficult to track/mark.
- #11 and #7 make decoy runs to clear the near post and create space.
- #9, #5, #8 start in a line and break off to make various angled runs to the 6-yard box.
- #6 should move to back edge of penalty box and be ready to pick up any balls, which are driven through the area.
- #4 holds for 2nd phase.
- Quality delivery into middle edge of 6-yard box. Head height or driven low.
- Attacking players must explode and drive to connect either near, middle or far post.
- Players remain engaged through second and third phases as needed to score.
- #7 and #11 re-engage after initial check.
- Players need to be well versed in their roles and timing.

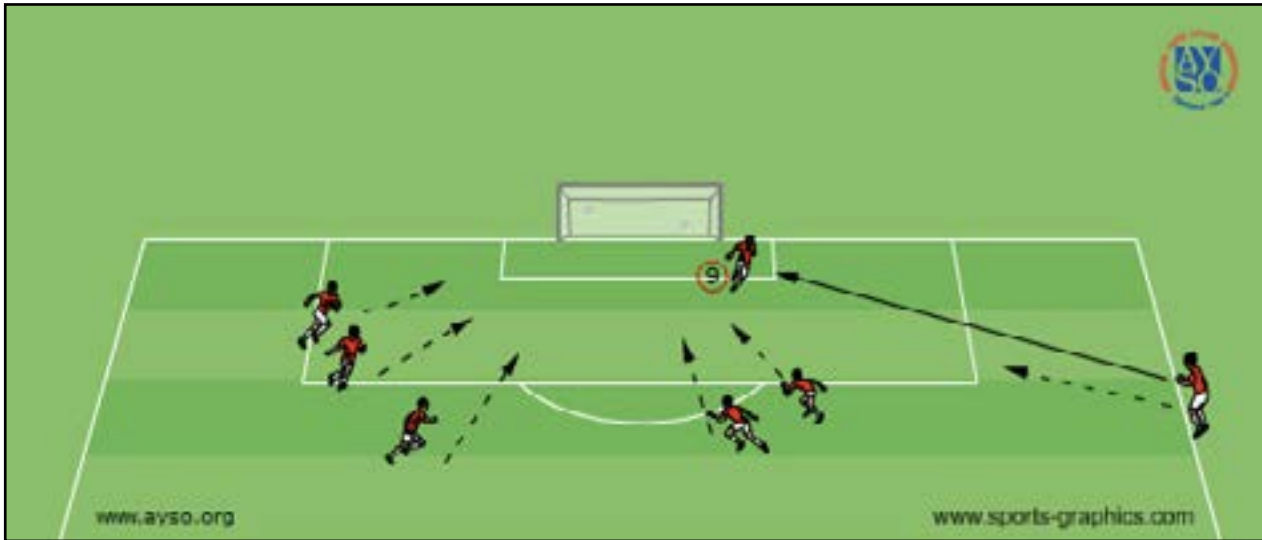
### Variations:

- Short to #11 or #7.
- Back post to #6.
- Additional attacking player(s) in the line.

## Throw-ins (attacking)

- The nearest player to the ball should take the throw as quickly as possible to take advantage of any defending lapse. The exception to this is if the attackers decide on a long throw.
- The throw is to an unmarked player, whenever possible, and thrown for easy control. Alternatively, the throw can be into space for an attacker to run onto (remember you can't be offside from a throw-in).
- Supporting players must seek to create space to make the throw effective.

The following diagram illustrates an attack for a long throw-in to the near post.

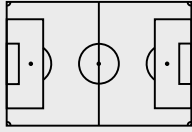


- #9 should move from the near post as late as possible to meet the ball.
- The timing of the attackers' runs is critical, timed so that they arrive in various positions as the ball is played to them

In conclusion, soccer is a game, where every goal is priceless so coaches (especially at the older age levels), should have a general understanding and plan to use set pieces to their teams' advantage (offensively and defensively).

# STYLE OF PLAY

## FROM THE FIELD



“My Life and The Beautiful Game.”

– Pele



As a major cornerstone to the game in this country, we have a responsibility to help develop our players in a manner consistent with our national teams and ultimately help prepare our players to reach and play at their desired potential.

Therefore, we have decided to share an organizational perspective, not a mandate, but a belief in how the game should be played.

At AYSO, we encourage player freedom, creativity and expression (remember our vision to enrich lives). We believe the game should be played with more intent, more purpose, using the ball to achieve our objectives...not relying on the luck of the bounce.

We should strive to make the ball do the work by keeping it moving, maintaining possession and quickly and proactively transition to create goal-scoring opportunities. All players attack when we have the ball, all players defend when we lose the ball. Our players should be technically efficient to adapt their role to whatever the coach requires to best suit the team.

As previously stated, formations should be tailored to your specific group of players; however, if we could reference two line-ups conducive to the AYSO preferred style of play they would be 1-4-4-2 and 1-4-3-3.

In short, we want to create exciting soccer players who can play exciting soccer.

- Technically Efficient.
- Individual Creativity And Expression.
- Deliberate!
- Purposeful And Controlled Possession.
- Fast Penetration!
- Quick Transition.
- Team Unity And Team Impact.
- Adaptable!

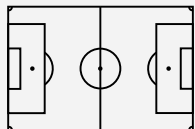
### KEEP IN MIND



We urge you to consider a style of play that encourages player freedom and expression (remember our vision to enrich children’s lives); however, in reality, we simply want for you and your players to have the most enjoyment you possibly can from this wonderful game, whatever style you choose to play.

# OBSERVATION AND EVALUATION

## FROM THE FIELD



“The coach has to establish a playing environment where everyone is eager to train and perform at their best. Each player should understand what they should bring to each session, i.e., set of standards or expectations. Once everyone on the team understands their role, learning (and fun) develop naturally.”

– John Kerr, Head Men’s Coach, Duke University

## THE COACHING CYCLE

- OBSERVE and EVALUATE player and team performance and select elements to work on during training in order to maximize PLAYER DEVELOPMENT. It is important to replicate match conditions into training environments to optimize learning.
- Psychosocial, physical, technical and tactical components are incorporated into a training session: (free play); warm-up; activities I & II; small-sided matches.
- Sound coaching methodology (P.I.E., Say, Show, Do, Review, etc.) is used to develop match characteristics (finishing; short/long play; short combined with long play; ability to keep possession; risk; transition) by applying the Principles of Play. Modify activities to increase success by controlling Speed, Space and Opposition.



The starting point to our ever-present Coaching Cycle is the art of Observation and Evaluation and it is crucial to your development as a coach. If you do not SEE WHAT IS HAPPENING, you cannot CORRECT errors or determine what techniques and tactics your players need to work on.

Observing any game, training session, activity, or free play is like watching a movie. At some point, you mentally STOP the action and analyze a single FRAME of the action. The more factors that you can analyze from each situation, the more information you get to help you solve problems.

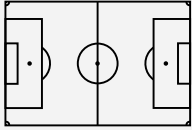
### KEEP IN MIND



Coaching involves **OBSERVING** and **EVALUATING** player and team performance to determine what needs to be worked on (**ORGANIZING** and **COACHING**) during training in order to maximize (**player**) **DEVELOPMENT**.

## INDIVIDUAL TECHNICAL ANALYSIS

### FROM THE **FIELD**



“You can’t do tactically, what you can’t do technically.”

– John Ouellette, AYSO Hall of Fame and former National Coach

Although, we will prioritize “match” analysis for this course, we will still include Worksheets and information to help Observe and Evaluate individual technique in five main areas:

- Ball Control
- Dribbling
- Passing
- Shooting
- Goalkeeping

You should be able to organize and watch a topic-related activity and using the applicable worksheet, note your observations to provide a corrective pathway for individual technical development. Remember, all players, regardless of their age, need to continue to perfect technique.

The applicable Worksheets for each technique are at the end of each section.





# BALL CONTROL

## Tactical Objective:

- To maintain possession and prepare for the next move.

## Technical Emphasis:

- All permitted surfaces and techniques must be developed – the various surfaces of the feet, legs, body, and head.
- The goal is to reach a level of skill that will provide the confidence to use the most effective surface successfully under any match condition instinctively.

## General Coaching Points (ball on ground):

- Keep eye on the ball.
- Choose which foot to receive the ball with (considering location of nearest opponent and body balance).
- Receive the ball with one foot (toe pointed up, ankle locked).
- Don't stop the ball dead, rather, cushion the ball to prepare ball for the next action: into space away from pressure, dribble, shoot, pass.

## Common Errors and Corrections:

- Player misses the ball--Keep eyes on the ball and move into its path.
- Ball rolls over the controlling foot--Lock the ankle, point toe slightly up.
- Ball bounces off the controlling foot--Withdraw the controlling leg back as the ball connects to cushion.

## General Coaching Points (ball in air):

- Keep eye on the ball.
- Read the flight, speed and direction of the ball.
- Decide which body surface will control the ball (foot, thigh, chest or head).
- Get the body in line with the flight of the ball.
- Prepare to receive the ball by presenting the appropriate body surface to the ball.
- Cushion the ball with the body part to slow it down and prepare for the next touch/move.

## Common Errors and Corrections:

- Player falls when controlling—Adjust body positioning earlier and improve balance (bend knees and use arms for balance).
- Ball bounces off controlling surface—Keep eyes on the ball. Withdraw (cushion) surface when ball connects.

## Considerations:

- Lack of confidence is the primary reason for hesitation and for the wrong surface selection. Confidence must be to a degree where the players know that they can perform under match conditions. Ball mastery!
- Players must have the spatial awareness to receive the ball and maintain possession in the space available and at the speed dictated by the pressure from the opposition.
- When the opponent is close, control the ball close. When the opponent is away, control the ball and lead into the next move.
- Players must know their position on the field. Know the position of teammates. Know the positions and likely actions of their immediate opponent.
- Is the player athletically active and ready to control the ball?
- Is the choice of surface appropriate?
- Does the 1st touch effectively control the ball? Does it take more touches?
- Is there athletic readiness to recover a poorly controlled ball? Is possession maintained?

**TECHNICAL ANALYSIS**

**BALL CONTROL**

Coach: \_\_\_\_\_

Player: \_\_\_\_\_ #: \_\_\_\_\_

Date: \_\_\_\_\_

**Preparation**

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**Surface**

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**1st Touch Efficiency**

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**# of Touches**

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**Reaction/Recovery**

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**Possession**

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**When**

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**Where**

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**Why**

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**Misc. Comments**

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# DRIBBLING

## Tactical Objective:

- To maintain possession while under pressure.

## Technical Emphasis:

- The advanced player must have at his/her disposal a “repertoire” of moves, not only to attack but to extricate himself from a given situation anywhere on the field. All players must have this ability if they wish to progress and play at a higher level. The player must master touch, eye contact, body movement, and acceleration.

## General Coaching Points:

- The eyes are focused ahead; the ball is in the lower edge of the player’s vision cone.
- Touch: The ball is touched at every step and close to the player’s feet. The player is in a balanced, dynamic position over the ball. Avoid a stiff, upright body.
- Drive: The player explodes, with the ball pushed out in front for more rapid advancement.

## Common Errors and Corrections:

- Ball is played too far ahead & player loses control of the ball--Move slower and touch ball softer.
- Player dribbles the ball into trouble or out of play--Move slower, touch ball softer, look up (spatial awareness).
- Player re-positions entire body behind ball before touching--Use motion of foot to direct ball instead of re-positioning body.
- When past a defender, the player fails to accelerate and position the body between the defender and the ball—Encourage explosive change of pace and direction.

## Considerations:

- Does the player make the correct choice to dribble when a passing option might be safer? Is the location suitable?
- Is there enough creativity to unbalance opponent?
- Is there optimal penetration?
- Does the effort remove or nullify one or more opponents?
- Is possession maintained?
- Is a positive opportunity created?



TECHNICAL ANALYSIS

DRIBBLING

Coach: \_\_\_\_\_

Player: \_\_\_\_\_ # \_\_\_\_\_

Date: \_\_\_\_\_

Appropriateness (why)

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1st Touch Efficiency

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Initial Move (deception)

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Positive Direction

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Acceleration

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Vision

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Kept Possession

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Beat Defender

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Location (where)

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Misc. Comments

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# PASSING

## Tactical Objective:

- To advance the ball or to maintain possession.

## Technical Emphasis:

- The advanced player must have at his disposal a “repertoire” of passes to penetrate and maintain possession.

## General Coaching Points (key elements of both short and long passes):

- View target.
- Approach ball.
- Plant and position non-kicking foot (with the toe of the non-kicking foot pointed in general direction of target).
- Look at the ball, holding head steady.
- For instep and outside of foot pass, the toes are pointed down and contact is on the top of the foot.
- For inside of the foot pass, toes are pointed up.
- Follow through the ball, following toward the target.
- Transfer weight forward.

## Common Errors and Corrections (instep):

- Planted foot is too far in front, behind or away from ball and/or not pointed in general direction of target-- Reposition foot placement.
- Knee(s) are locked, not bent--Bend knees slightly.
- Ankle is not locked and toes are not pointed--Lock ankle, point toes.
- Ball is stabbed or jabbed--Encourage player to follow through.
- Leg is swung across the body instead of toward the target--Encourage player to withdraw leg straight back and follow through straight toward target.

## Common Errors and Corrections (side-foot):

- Planted foot is too far in front, behind or away from ball and/or not pointed in general direction of target--Move planted foot closer to the ball and point in direction of target.
- Knee(s) are locked, not bent--Bend knees slightly.
- Ankle is not locked and sole of foot is not parallel to ground and/or facing general direction of target--Lock ankle and square body to the desired target.

## Considerations:

- Is the player aligned and ready to pass?
- Is the choice of pass correct? Instep, side-foot, outside, etc.
- Is the weight and pace of the pass appropriate?
- Is there deception or is the pass predictable?
- Does the pass reach the intended player in a manner to maintain possession?
- Players should know where their teammates and opposition are by constantly looking.
- Players should provide intelligent verbal cues to help with decision-making in passing.

# SHOOTING

## Tactical Objective:

- Score!

## Technical Emphasis:

- Finishing during match conditions should emphasize quick and decisive actions (in relation to the movements of the ball and players) and getting the shot off quickly, while maintaining composure.
- Choose the best technique for the opportunity (side foot will likely have greater accuracy, but an instep with good follow-through can have greater power). Players should practice all surfaces with both feet to perfect finishing techniques.
- Shooting low into the corners is harder for goalkeepers to get down to than head or hand height (also, there is a better chance of getting a deflection that will wrong-foot the goalkeeper).
- Look for quick movement, sharpness, deception, spatial awareness, decisiveness and composure!

## General Coaching Points (instep drive):

- Have an awareness of the goalkeeper's positioning (for any areas to exploit).
- Approach the ball with confidence.
- Plant the support foot beside or slightly ahead of the ball (helps to keep the shot low).
- Keep the head steady and eyes on the ball.
- Make crisp contact with the ball.
- Ankle of kicking foot is locked and the toe is pointed down.
- Hips and knee of kicking foot are pointed in the direction of the shot.
- The foot should not turn in or out and should follow through to keep the ball low (weight going forward, landing on the kicking foot).
- The ball should be struck at its midpoint to keep it low.

## Common Errors and Corrections (instep):

- Planted foot is too far in front, behind or away from ball and/or not pointed in general direction of target--  
Reposition foot placement.
- Knee(s) are locked, not bent--Bend knees slightly.
- Ankle is not locked and toes are not pointed--Lock ankle, point toes.
- Ball is stabbed or jabbed--Encourage player to follow through.
- Leg is swung across the body instead of toward the target--Encourage player to withdraw leg straight back and follow through straight toward target.

## Considerations:

- Does the player anticipate the opportunity and prepare?
- Are they decisive and confident with their selection of finishing technique?
- Are they in an opportune position to finish within range? Do they strike at the optimal moment?
- Are they accurate?
- Is there an aggressive attitude toward finishing?
- In analyzing the problem of players not shooting when in a position to do so, the coach has to ask some questions:
  - Does the player (or players) lack confidence in shooting? If so, have the players had adequate coaching in finishing?
  - The coach should understand that some of the players do not enjoy the responsibilities that go with finishing, such as the risk of failure.
  - Have some of the players been "over coached" in passing the ball, and continue to do so "one too many times" in the opponent's penalty area?

**TECHNICAL ANALYSIS**

**FINISHING**

Coach: \_\_\_\_\_

Player: \_\_\_\_\_ #: \_\_\_\_\_

Date: \_\_\_\_\_

**Preparation**

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**Technique**

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**Timing**

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**Decision**

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**Anticipation**

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**Accuracy**

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**When**

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**Where**

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**Positive Attitude**

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**Misc. Comments**

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# GOALKEEPING

## Tactical Objective:

Arguably the most specialized position on the field, the goalkeeper has three main areas of responsibility:

1. Stop shots/crosses to prevent goals.
2. Support defense.
3. Initiate/participate in attack.

Goalkeepers should have a solid understanding of the *Laws of the Game* (lack of knowledge can present goal-scoring opportunities for opponents).

## Psychosocial

More than any other position on the field, the goalkeeper must be strong psychologically. This includes being confident, courageous, and accepting responsibility. It is also important that the goalkeeper is secure enough to handle the reality that almost any mistake can end up in the back of the net.

## Physical

Modern goalkeepers require flexibility, strength, power, endurance, agility, quickness, and coordination of movement. They should be one of the fittest players on your team. Goalkeepers require thorough and specific warm-ups that should stress flexibility and agility exercises.

## Technical

While natural ability is relevant to this position; catching, punching, deflecting, distribution and diving require specialized techniques. Only through position-specific coaching and deep practice can the goalkeeper become competent in each discipline.

## Tactical

To anticipate opponents and make correct decisions when initiating the attack, the goalkeeper must be well versed in tactics to help direct their defenders in their positioning and roles.





## POSITIONING

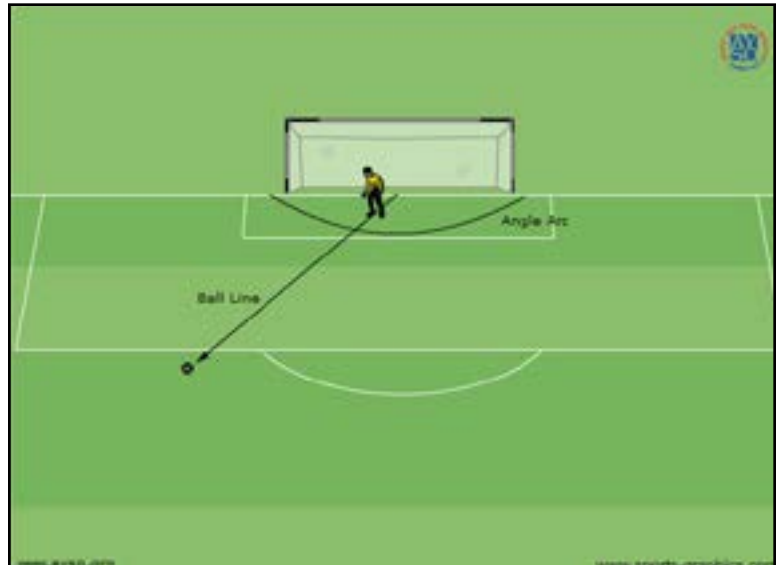
Precise Positioning. All goalkeepers maximize their saving percentage by being in the right place at the right time.

### Ball Line

- An imaginary line from the center of the goal to the ball.
- The basic initial positioning for all goalkeepers.

### Angle/Arc

- An approximate guide in the positioning for shots.
- Starts one yard outside the post, peaks at the center of the six-yard box, and finishes one yard outside the opposite post.



### Stealing Ground

- The footwork goalkeepers use to move down the ball line towards their proper position on the angle arc.



### Stealing Ground to Maximize Ball Line/Angle Arc Positioning

Positioning for shots inside penalty area:

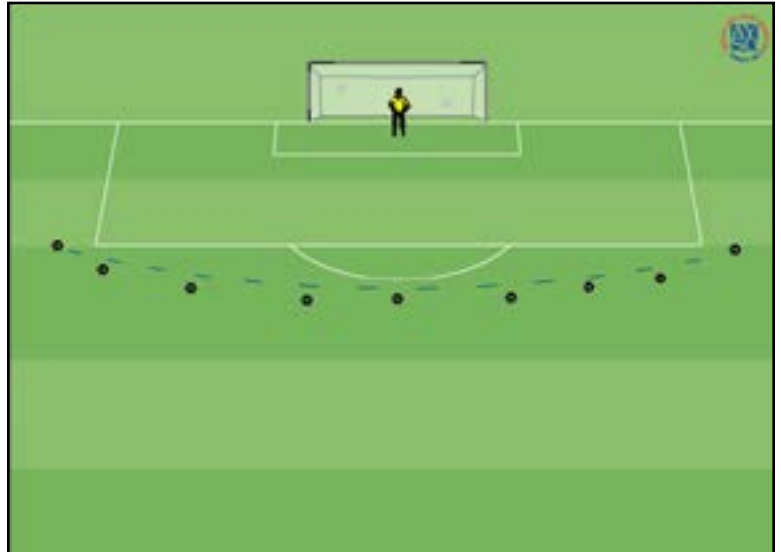
- This is where the ball line and angle are most heavily come in to play.
- Positioning for balls.
- Reaction time is maximized.
- NOTE: Important exceptions:
  - Bouncing Balls: Can take sudden changes in direction and bounce erratically depending on field conditions.
  - Dipping Ball: The danger of the dipping ball that is shot in an arc is that it can dip just underneath the crossbar

### Positioning for shots outside of penalty area:

- Different mind set.
- Positioning must be more conservative.
- Start one to two yards off of your goal line.
- WHY?
- Ball is longer in flight and the goal keeper will have more time to adjust to the ball.
- Footwork back to bar is very difficult.

Consequence of being too far off the line: Ball apexing over keeper and dropping into the goal.

With a shot being taken from the outside the 18 or bouncing, we play the percentages that we can cover most of the balls hit to our left or right with good footwork and diving technique while at the same time not allowing a high shot to beat us over the top.



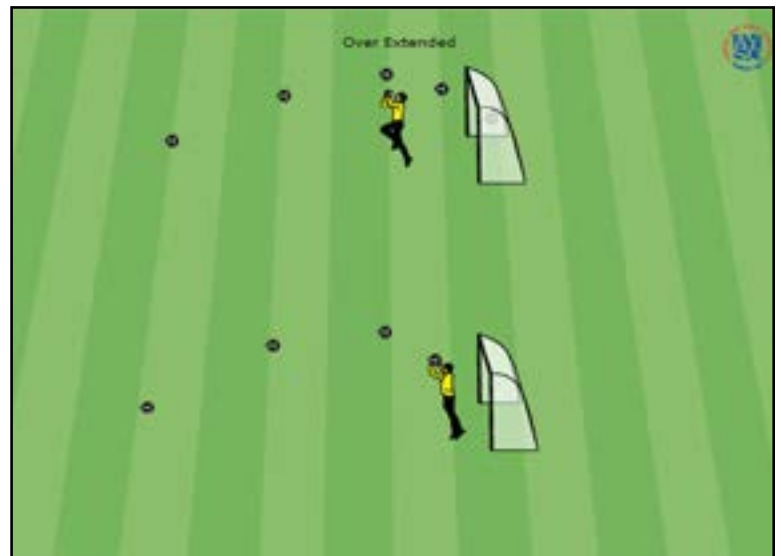
### Exceptions to the Ball Line

#### Wall Building

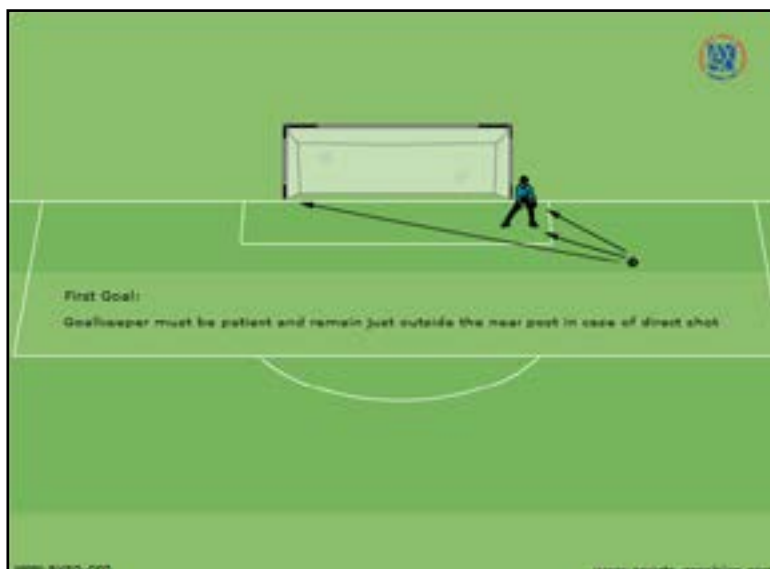
- Ultimately, the placement of the wall is the goalkeeper's responsibility.
- Tallest player to shortest.
- Start from the near post.
- Trying to create a funnel to the center of the goal.
- The keeper concedes the upper corners due to the difficulty of the shot.
- The number of players in the wall depends on the placement (angle and/or distance) of the free kick.

#### Corner Kicks

- Goalkeeper is no longer straddling the ball line because the threat is the cross and not the shot.



## Three Goal Situations



**First Goal** is the actual goal and the GK must be patient and remain just outside the near post in case of a direct shot.



**Second Goal** is the 'goal' defined by the near post to approximately the six yard box the GK is looking to intercept the pass across the 6 to the oncoming striker.



**Third Goal** is the space behind the GK from the center of the goal to the far post the GK must cover using footwork into this space.

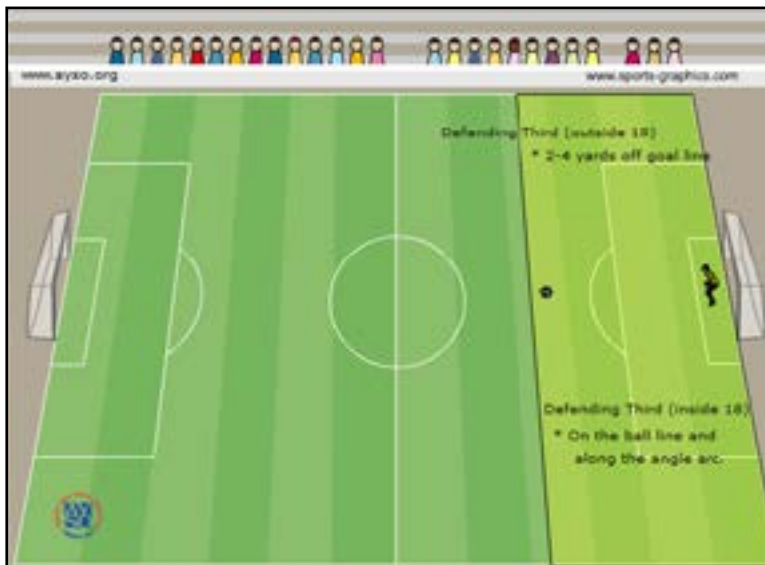
## Vertical Positioning



Attacking Third



Middle Third



Defending Third

## COMMUNICATION

Communication is an important factor between the goalkeeper and her/his teammates. There can be no misunderstanding about defensive and attacking responsibilities involving the goalkeeper. Communicating with and organizing the defense effectively is as important as any other aspect of the position.

Using the voice to make saves (not the hands).

A knowledgeable goalkeeper who is able to read the game can place his/her players in positions where the attack can be stopped before reaching the goal or forcing the attacking team to play poor percentage shots and service.

Why do goalkeepers have to take this responsibility?

- It helps establish authority and leadership.
- They are the last line of defense and have a better vision of the field and can see how attacks develop.

### What to Communicate

Goalkeeper communication must be informative and encouraging. This will fall into five main areas:

1. Blind side information on the opposite side of the field to the ball. For example, when the ball is on the left flank the goalkeeper should observe the marking on the right flank. The goalkeeper should let teammates know when an attacker is trying to get behind the defense on the weak side.
2. Penalty area information, particularly when opponents play the ball backwards, defenders very often fail to close on the ball to prevent a shot on goal. The goalkeeper should encourage the appropriate player to apply immediate pressure.
3. In some situations a teammate will be in possession of the ball and facing his/her own goal and therefore not precisely aware of the situation at her/his back. The goalkeeper, by clear communication can advise the player in possession in the decision making process. It may be to pass to the keeper, to put the ball out of play or which way to turn with the ball.
4. The goalkeeper must communicate his/her intentions as early as possible to avoid confusion or a possible collision with a teammate moving to play the same ball.
5. The goalkeeper should encourage transitional play.

### How to Communicate

There are four factors in effective communication:

1. Loud & Clear: Clarity of voice and information is essential and the call must be loud enough for the players to hear. Goalkeepers must not be afraid to turn up the volume.
2. Calm: The voice, while being authoritative and decisive, must also be calm.
3. Concise: The call should be to the point.
4. Timely: The call from the goalkeeper must be early. The purpose of calling is to give information to teammates in time for effective action to be taken.

**Terms**

The goalkeeper must develop a glossary of terms that the team can agree on and understand. Examples:

- Keeper!
- Away
- Contain
- Stand him/her up
- Tackle
- Push left/right
- Don't dive in
- Pressure ball
- Cover
- Balance
- Track your runner
- Push up/out
- Drop
- Step up

**Information**

Must be specific, not general information. Use names and opponents' numbers!

**FOOTWORK****Training Bounce**

- The preparation bounce when getting ready for action.
- A light bouncing on the balls of the feet.

**Stealing Ground**

- The steps a goalkeeper takes toward the attacker as he/she narrows the angle on a shot.

**Lateral Shuffle**

- The feet do not cross.
- Movement used to cover short distances (1ft-4 yds).
- Keeps goalkeeper in a balanced and square position to deal with a shot.

**Mini Shuffle**

- Like the lateral shuffle, just used in much shorter increments.
- Mini shuffle used for saves like the collapse or extension dive.

**Crossover Step**

Similar to the lateral shuffle but:

- The crossover step helps a keeper cover more ground quickly (4-8 yards).
- Used when the ball changes the point of attack and there is no immediate threat of a shot.
- There is usually the transition from crossover into a lateral shuffle when shot is about to be taken.
- Initial step taken to gain momentum and cover ground between keeper position and shot directed to far post area.

**Sprinting**

- Used when leaving the goal line to make any number of saves within and beyond the 18.

## BALL HANDLING

### Contour Catching

When fielding a shot the goalkeeper must prepare his or her hands in a shape modeling the CONTOUR of the ball thus we will call this the “Contour Catch”. The hands must provide a pocket for the ball to fit into comfortably. Many keepers do not understand why they drop so many balls. There is a myth that just by putting two hands up, the ball will stay where it belongs. Not so. There are micro technical considerations that must be addressed.

### Hard Hands/Soft Hands

The thumbs are the key to solid catching. Poor placement will result in allowing the ball through the hands and off of the face (or worse, the GOAL!) Ideally, they should be about an inch to an inch and a half apart.



Next, the fingers should be spread wide and flexed. The initial contact should be with the tips of the fingers and not the palms. Immediately after contact the fingers should tighten slightly to maintain a grip on the ball. The quieter sounding catches usually indicate good fingertip contact. It is a great complement for a keeper to be told he/she has “soft” hands.

Conversely, when a keeper attempts to catch the shot and the resulting sound is as if someone had been slapped, that would be considered “hard hands” and needs immediate attention! In this instance, the hands may be too close together and the fingers are not prepared in the shape of the ball.

### The Arms

The arms should be extended outwards, slightly flexed at the elbow and roughly but not quite parallel to each other, in order to meet the ball. If the arms are extended straight out, a keeper ends up resembling Frankenstein and will catch very little because it is hard to get the palms facing the ball. If the arms are bent close to the body, the elbows are pulled apart which in turn turns the thumbs down making it also difficult to catch consistently.

### Basic “Set” Position

- Eyes on the ball.
- Feet shoulder width apart.
- Trunk bent slightly forward from hips.
- Elbows slightly in front of trunk.
- Hands are out in front with palms facing diagonally down and slightly towards each other.
- Knees slightly bent for power and feet are pointing in the direction of the ball.
- Weight slightly forward in balanced position on balls of the foot.



**Basket Catch** (for driven balls to mid-trunk or lower)

- Hands and arms parallel, fingers point towards the ground.
- Feet are in a split stance (provides more balance and strength).
- Body behind the ball.
- The ball is brought into the body to secure it.
- The goalkeeper should not go down on their knees.
- The basket is formed by the upper body (flexed at waist; the arms and the hands).

**Contour Catch** (for driven balls around chest to head height)

- Hands are together and the fingers are pointed up.
- The hands should form the shape of the ball.
- Catch the back and top half of the ball (preventing the ball from going behind the goalkeeper).
- Elbows bent and hands out in front of them (allows arms take the force out of the ball).
- Ball must be caught in front of the goalkeeper, not close to their body. The shot cannot be cushioned when their hands are too close to their body. The hands are the strongest in front of the goalkeeper's body.

**High Contour**

- Arms should be outstretched in order to take the ball as high as possible and the catch should be made in front of the head.
- The fingers should be spread and slightly flexed to form a contour that will fit around the ball.
- The head should be steady.
- It is important that the ball is brought to the body and secured as quickly as possible.

**Side Contour**

- The side contour catch should only be used when there isn't enough time to get the body behind the ball.
- Same technique as the contour.
- Head, hands and ball come together to secure the ball.
- Fingers and hands are pointed outward. Hands are still together and parallel.



### Front Smother

- Used to deal with challenging low shots and also in fast conditions, i.e., rain.
- When a keeper is attacking a ball like this, the forward momentum should continue after the save. This is easier to accomplish by dropping to both knees just before contacting the ball.
- Arms and hands extend to meet the ball, wrists and elbows close together, palms up.
- While capturing the ball, the goalkeeper stays low to the ground as possible and pushes body forward, through the save, sliding onto the forearms (keeping forearms close together).
- Hips stay low throughout. Legs spread behind to make sure if ball slips through hands, the body will stop it.
- The ball is in the basket and since the body should already be low to the ground, the forearms make the contact with the ground. The ball is secure against the breastplate.
- A goalkeeper must never take his/her arm off the ball in order to resist or break their fall.
- Goalkeeper will typically take a wider stance (higher risk) when making this save.



### DEALING WITH CROSSES

There are six elements in the technique of dealing with crosses:

#### 1. The Starting Position

The position of the goalkeeper in relation to the goal depends primarily on two factors:

- The distance of the ball from the goal.
- The angle between the ball and the goal.

The goalkeeper's position must enable them to observe through 180'. The stance should be open and the body position always in the center of the shooting angle.

#### 2. Assessing the Flight of the Ball

The most important factor in assessing the flight of the ball is to wait until the ball has been kicked before making a move.

The goalkeeper must assess three things before moving:

- The line along which the ball is traveling.
- The pace at which the ball is traveling.
- The trajectory of the ball including "reading" any swerve that may be expected.

Only when an assessment of these three factors has been made can the goalkeeper make an accurate decision and purposeful movement.

### 3. Making an Early Decision

After assessing the above, the goalkeeper must decide whether to attack the incoming ball or to stay and protect the goal. This decision must be made as early as possible.

If there is any doubt about being able to get to the ball the goalkeeper must stay and defend the goal. He/she must adjust the position to be in line with the ball and the goal and if possible to move down that line to narrow the shooting angle.

Once the decision has been made to attack the ball, then that decision is final and positive.

### 4. Attacking the Ball

There are three instructions to remember when attacking the ball:

- Move late.
- Move quickly.
- Take the ball at the highest possible point in its trajectory.

There are four advantages in delaying movement to the ball.

- More time is given to judge the trajectory and pace of the ball.
- More time is given for teammates to clear a path to the ball.
- A later movement means that the goalkeeper must move quickly and therefore will be able to jump higher.
- Because greater height is achieved, the ball can be taken earlier in flight.

Goalkeepers will take three types of crosses when attacking the ball:

- When moving into line towards the ball.
- When moving into line away from the ball.
- When moving across the line of flight.

### 5. Take off

Once the goalkeeper has successfully positioned himself/herself, they must attempt to win the ball above head height.

- The take off is one footed.
- Transfer of momentum: The knee drives up toward the ball while the arms are simultaneously extending to the ball.
- Optimally, the knee/leg closest to pressure is the “drive” leg in order to protect the otherwise exposed midsection. It also enables the keeper to attain greater height.
- The hands prepare for a high contour catch.

#### Landing

One or two footed. This depends on the situation and how comfortable the landing will be.

Depending on pressure, the ball can be held a few different ways:

- If the keeper is going to the ground or he/she is making physical contact with teammates or opponents the ball must be placed in the basket to protect it from being knocked out.
- If there is little to no pressure, keeper can keep the ball in front of them while looking for throwing or kicking distribution options.
- The catch is held high so that momentum to the ball takes them beyond the challenge.

## 6. Handling-Catching-Deflecting-Punching

Handling-Catching: arms should be outstretched in order to take the ball as high as possible and the catch should be made in front of the head. The fingers should be spread and slightly flexed to form a contour that will fit around the ball.

The head should be steady. It is important that the ball is brought to the body and secured as quickly as possible.

When the goalkeeper makes contact with the cross the first priority will be to catch the ball. There are two circumstances in which the goalkeeper will choose not to catch the ball.

- The ball may be too high to catch or because the goalkeeper is moving backwards. When either of these happens the goalkeeper should deflect the ball out of play for a corner.
- When there is strong challenge from one or more opponents. When this happens the goalkeeper should punch the ball. The golden rule is “When in doubt, punch it out.”

**Deflecting:** Not all shots can or should be caught. A goalkeeper needs to have a variety of ways to deal with parrying the ball out of danger.

### Hard Shots

- On hard swerving or skipping shots, if a keeper cannot get both hands to the ball a heel of the hand can be used.
- This hard surface of the hand will help drive the ball out of danger and allow the goalkeeper to recover and get into position.
- The parry should be directed to the sidelines.
- Some goalkeepers at higher levels use their fists to create a hard surface to redirect a shot that is too hot to handle.
- On shots that are almost out of the goalkeeper’s reach, the use of the fingertips can be just enough to change the path of the ball away from the goalmouth.
- For most shots this will be the lower hand.
- Some shots, like high ones over the keeper’s head and away from the body, may be saved with the upper hand.



**Punching (Two Fisted Technique):** This is the best technique when attacking the ball along the line of flight. Contact is made with the surface of both fists. The fists strike through the bottom half of the ball to propel the ball high and the arms end fully extended.

**Punching (One Fisted Technique):** This is normally the best technique when attacking the ball across the line of flight. The punch is made by the fist of the inside arm. By using the goal side arm a greater swing of the arm is facilitated exerting more force on the ball. Contact on the ball should be on the lower half.

## Crosses to the Posts

### Near Post Area:

- When the ball is crossed to the near post area the goalkeeper must be positioned within touching distance of the near post. If the decision is made not to come for the ball then that position must be held. If the decision is made to come for the cross, he/she must make sure that she/he makes contact with the ball either by catching it or punching it. The route taken must be the shortest to the ball.

### Far Post Area:

- If the goalkeeper has been drawn to the near post and the ball is crossed to the far post, he/she must recover across the goal.
- As the goalkeeper turns to make the run he/she must turn INTO the field of play, never away from it.
- The goalkeeper must take a direct route to the far post. It is important that the goalkeeper gets ball side/goal side before thinking about narrowing the angle.
- Once in position that post is now the near post and we refer to the above.
- The final decision concerning all crosses is whether to catch, punch or deflect the ball. If the catch is made then the ball must be “put away” i.e. securing the ball to the chest.
- If the ball is punched, the height, distance and angle of the clearance are critical.
- If the ball is deflected the ball should be played to safety, preferably over the goal line.

### Footwork:

Preparing to attack a cross requires a few different footwork combinations.

- Short, quick preparation steps.
- Long strides.
- Crossover.
- Backpedaling.
  - When a cross is sent into the area, the goalkeeper should use short preparation steps in order to get into the line of flight of the ball and to compensate for any flight changes the ball may take.
  - The long stride is used to cover distance if the ball is longer in flight.
  - The crossover is used to get to the ball that is going to land in an arc toward the back post.
  - Backpedaling is used for balls to the back post that need to be caught from the goal line to approximately three yards out.



## DIVING

### Low Balls:

- The body stays low to the ground and the eyes view the ball through the space (window) created by the arms as the save is being made.
- Shoulders are low and close to the knees (the further apart, the slower the goalkeeper will be to execute).
- Hands point forward, slightly in front of the body to meet the ball in a contour shape.
- Take a lateral step to the side that the ball is going.
- Toes should be face where the ball has come from, not the direction that the body is moving to (if the toes point to the side the hips will rotate).
- When diving right, step with the right foot and keep the right shoulder close to the right knee (and vice-versa).
- Secure the ball with one hand behind the ball and one hand on top. The ground should act as the third hand.



### Mid-Range Balls:

- Shoulders are low and close to the knees (the further apart, the slower the GK will be to execute).
- Take a lateral step to the side that the ball is going.
- Toes should be face where the ball has come from, not the direction that the body is moving to (if the toes point to the side the hips will rotate).
- Hands point forward, slightly in front of the body to meet the ball in a contour shape.
- When diving right, step with the right foot and keep the right shoulder close to the right knee (and vice-versa).
- Goalkeeper must hold their upper body higher and control the ball while in the air. One hand behind the ball the other on top.
- Goalkeeper saves and places the ball on the ground as they make contact with the ground.

### RELOADING (Getting Back To Feet)

- Goalkeepers must be able to get back to their feet quickly, especially if they have given up a rebound or deflection.
- From a diving position, the goalkeeper should kick their top leg forward, away from their body to provide momentum and lift the upper body off of the ground.
- Chest, hands and head face the field of play.
- Goalkeeper may use a fist to support their weight and help them push the body up into a kneeling position (one knee in the ground and one up). From there the goalkeeper should stand and be in the set position, facing the field and ready for the next play.



## DEALING WITH BREAKAWAYS

### Three main options:

#### 1. Win the ball before the attacker can get to the ball.

- Take a long step towards the ball (helps get low to the ground).
- Hands then shoot along the ground (one hand should be behind ball the other hand on top, with ground acting as a third hand).
- Save through ball to take it out of striker's path.
- Secure ball into the chest and tuck the head for protection.

#### 2. Smother (50/50 ball) when the striker and the goalkeeper are going to get to the ball at the same time.

- Take a long step towards the ball (helps get low to the ground).
- Hands shoot along the ground to the ball.
- Elbows tight to ensure ball does not go beyond hands and arms.
- Meet the ball at the same time as striker.
- Hands are behind the ball so the wrists are making contact with the ball. (This is not a handling technique.)
- Wrist and fingers smother the shot.

#### 3. Play the next touch.

##### Stalk Position (when attacker gets to the ball first):

- While the ball is moving, the goalkeeper should make a quick decision they can win the ball or not.
- If the answer is no, then the goalkeeper should steal as much ground as possible while the ball is traveling.

##### Stealing Ground (when the goalkeeper travels out to the ball while it is moving):

- Goalkeeper must be close enough that they cannot be chipped but far enough away that they will not be beat by one touch on the ball by the striker.
- Right before the ball reaches the attacker's foot the goalkeeper must set in their stalking position.
- This is a dynamic position the goalkeeper should be able to easily move in (similar to the starting position).
- Main difference is that the hands are low to the ground so that the ball cannot go underneath the goalkeeper's hands.
- Hands should be out in front because they are strongest in that area.
- Weight is forward in a balanced position on the balls of their feet.
- Goalkeeper should be able to move left and right in this position still keeping their shape.
- Palms should be facing the ball.



## DISTRIBUTION

### Hand Distribution

#### Underhand Roll (bowling)

- Ball is cradled with hand and forearm.
- Keeper steps towards target as the arm is brought back.
- Arm swings like a pendulum low to the ground.
- Ball is released quickly but smoothly on the ground.
- Arm and back leg come forward to follow through.



#### Sidearm Throw (sling style)

- Ball is in the palm of the throwing hand.
- Keeper steps toward target.
- Body gets low to the ground similar to motion of a pitcher.
- Ball is thrown hard and low.
- Throwing arm and back leg follow through.



#### Overhand Throw (arc/sling)

- Body is in a side on position to the target.
- Front arm is pointing to the target.
- Back arm has ball cradled between the hand and forearm.
- Front foot steps toward the target while back leg pushes off.
- Throwing arm is kept straight and is brought over the top of the head in vertical arc.
- Ball is released at about the top of the arc and comes off the finger tips last.
- There should be backspin on the ball to help maintain accuracy.
- Throwing arm and leg follow through and finish in front of the body.



## DISTRIBUTION

### Foot Distribution

#### Goal Kick (long)

- Approach to ball is about 4-6 yards.
- Angle of approach is roughly 45 degrees.
- Speed of approach varies - should be about a jog space.
- Head steady and focused on the ball.
- Arms out for balance.
- Plant foot about even with the ball and a step away.
- Kicking leg brought back, bent at the knee.
- Brought through forcefully, making contact with the bottom back half of the ball with the instep of the foot.
- Follow through and land on kicking foot in front of body. Ball should have backspin. Any side spin will negatively affect accuracy.



#### Punting

- Head down eyes focused on the ball.
- Backswing with kicking leg.
- Plant foot aimed at target.
- Plant leg slightly bent.
- Ball can be released with one or both hands.
- Connect with laces.
- Ankle locked.
- Follow through.

#### Half Volley (Drop kick)

- Timing is the key.
- The ball must be struck just as it hits the ground.
- Too early and it becomes a punt that is hit low.
- Too late and it will probably come off the shin and go about 15 yards.
- The ball is released from the hand(s) at waist height or below.
- Plant foot is placed next to the spot where the ball will hit the ground.
- Kicking foot/leg swings straight back.
- Upper body is bent slightly forward and the head is steady and the eyes are focused on the ball.
- The kicking leg swings forward with the toe pointed down.
- Connect with middle to upper foot on the laces.
- After ball is kicked, kicking foot follows through and lands in front of the planted foot.
- There should be backspin on the ball to help maintain accuracy.
- Throwing arm and leg follow through and finish in front of the body.





**TECHNICAL ANALYSIS**

**GOALKEEPING**

Coach: \_\_\_\_\_

Player: \_\_\_\_\_ #: \_\_\_\_\_

Date: \_\_\_\_\_

**Positioning**

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**Communication**

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**Footwork**

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**Handling**

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**Dealing with Crosses**

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**1v1**

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**Distribution**

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**Leadership**

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**Concentration**

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**Misc. Comments**

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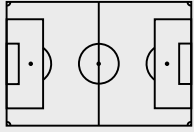
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# MATCH ANALYSIS

## FROM THE FIELD



“The good coach is not the one who sees the game, but the one who reads the game.”

– Mario Zagallo, *Legendary Brazilian Coach and Player*



Match Analysis can be used for many purposes depending on your objective; however, generally, coaches analyze matches to:

- Evaluate and improve individuals or groups of players.
- Evaluate and improve team performance.
- Scout an opponent or individual player.

There can be no end to the “depth” and “detail” of modern analysis depending on the level of play or competition (not to mention available resources), but all analysis requires accurate observation and evaluation of individuals, groups and the team as a whole as they constantly attack, defend and transition during a competitive match.

### KEEP IN MIND



A analysis requires accurate observation and evaluation of individuals, groups and the team as a whole.

### General areas of observation include (but are not limited to):

- **Attacking Tendencies:** Do they penetrate with short combinations or are they more direct? Are they creative? How effective are they using width? Who is the playmaker? Goal scoring threats? etc.
- **Defending Tendencies:** Are they zonal or man-to-man? Where is the line of confrontation? Do they lack pace at the back? Are they aggressive (physical and mental)?
- **Transition!** Is there anticipation? Pace? Individual and group reaction? Is there physical capability?
- **Team Structure:** Systems of play? Style of play? Shape and organization?
- **Strengths and Weaknesses:** How do you and the opponent generally match up in regards to technical ability, size, speed, competitiveness, etc.
- **Set Pieces:** Do they have a free-kick specialist? What are their objectives on corners, free kicks, in and around or outside the penalty area? Who are their key target players?

With such a vast array of perspective, priority and available data, we will narrow our focus and use the principles of play as our match analysis road map.

# USING PRINCIPLES OF PLAY TO SUPPORT YOUR ANALYSIS

## ATTACKING OBSERVATIONS

### 1st attacker (player on the ball) Penetrates!

- Does the attacker create space to receive the ball? Can they receive in front or behind defender?
- Is the player's first touch efficient?
- Is the attacker's instinct to shoot? Alternatively, is the choice to pass or dribble appropriate given the situation and position on the field?
- Does the player function with pace?
- Overall, is the player's offensive technique and decision making appropriate and effective throughout the match?

### 2nd attacker(s) provide Support

- Do they anticipate the openings? Can they read the game?
- Do they have the spatial awareness and mobility to lose their marker? Can they create space for the 1st attacker to move into? Can they move without the ball to manipulate space?
- Do their distances and angles of support provide safe passing options? Are they positioned to exploit a 2 v 1 situation?
- Do they position themselves early enough to maintain a fast tempo?
- Can they maintain composure while under pressure?
- Can they play both sides of the ball? Can they support the 3rd attacker when they engage?
- Is there positive communication? Does the 1st attacker know of the support?

### 3rd Attacker(s) away from the ball

- Are they engaged, dynamic, mobile?
- Do their runs disrupt and disorganize the defending team?
- Do they move laterally to create space and vertically to stretch the defense?
- Are they creative in their runs to get in behind the defense?

### Group and Team Attacking

- Do players recognize their role within a small group or line? Do players combine effectively?
- Is there positive team shape offensively with appropriate width and depth?
- Is there fast transition?
- Is there purposeful possession with penetration?
- Is there mobility?
- Is there connection between the lines across the field and in channels the length of the field?
- Are key players impacting and dictating the rhythm of the game?
- Do players understand their role at restarts? Are restarts effective?

## DEFENDING OBSERVATIONS

### 1st Defender to the ball applies Pressure

- Do players have the awareness and recognize when they become the 1st defender and apply pressure?
- Do they anticipate and adopt an early starting position (while the ball is in flight) to prevent the attacker from receiving ball? Does their angle and speed of approach force the attacker into a predictable position?
- Can they intercept or slow them down? Do they stay on their feet or lose control by diving in?
- Do they read the cues to tackle and once they commit are they decisive?
- Is penetration denied? Do they stop opponents from turning or limit vision forward? Do they know when to close off passing lanes first and then pressure? Do they force square or back passes?

### 2nd Defender provides Cover

- Are they engaged to recognize their role in relation to the 1st defender?
- Are they in the proper covering position and distance from the player pressuring the ball?
- Do they recognize when to track players?
- Do they communicate with the pressuring player?

### 3rd Defender provides Balance

- Do they recognize the pressure being applied to the ball and position themselves accordingly to balance the defense, i.e., visual cues?
- Do they track players moving off the ball?
- Do they manipulate space towards the center of the field to cover vital space and close off exposed lanes?
- Are they positioned in a better line of recovery than their opponent?
- Do they communicate with their defensive group?
- Do they know how to use the Laws of the Game to their advantage, i.e., offside?

### Group and Team Defending

- Is there immediate and fast transition to defending when the ball is lost? Do players engage quickly to combine effectively to defend?
- Does the team play as a unit? Do they manipulate space as a group? Are leaders stepping up to organize the team?
- Is the strategy being applied correctly in the different thirds of the field? Is there a connection between the different lines of play?
- Are players focused and organized at restarts? Do they know their roles?
- Are the opponents thwarted offensively?

## TRANSITION

### Individuals

- Do players recognize and react instantly from attack to defense and vice versa?
- Physically, can the players handle the constant ebb and flow throughout the entire match?
- Do players quickly make the transition from one action to the other without being prompted by you or their teammates?

### Small Group and Team

- Do players recognize and react to the frequent change of possession? Do they understand the role they play?
- Do they recognize the visual cues even when positioned on the opposite side of the field?
- Do players move collectively or do they get stretched out and leave gaps exposed between them?
- Do players quickly move out after clearing a ball? Is width created immediately when the ball is recovered?
- Does the team transition at speed, while maintaining a good shape?

# MATCH ANALYSIS WORKSHEET

## MATCH ANALYSIS

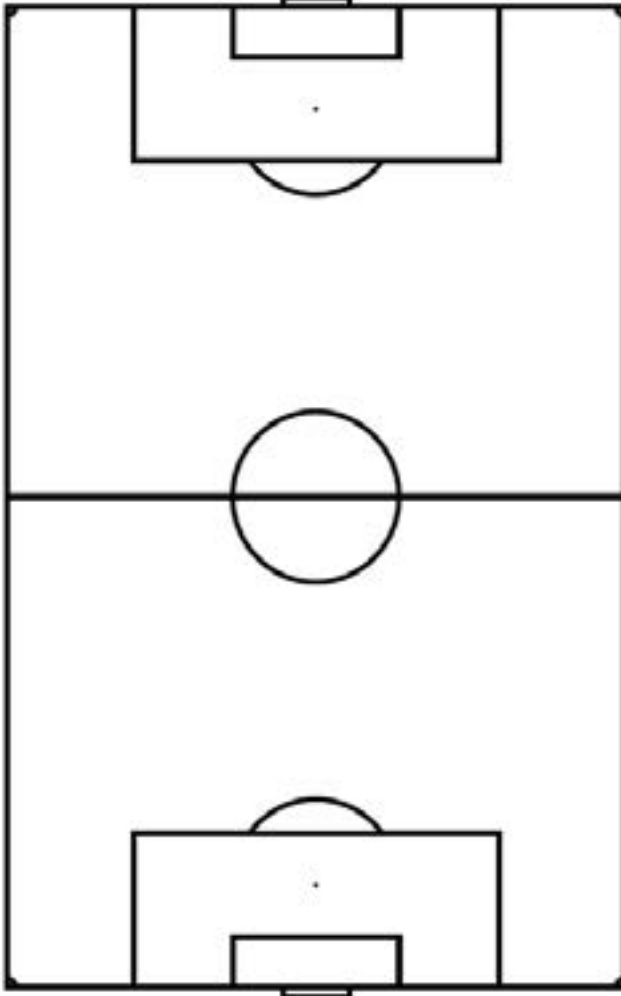
Coach: \_\_\_\_\_

Team: \_\_\_\_\_

Date: \_\_\_\_\_

### Movement/Influence

### Attacking Observations



Penetration: \_\_\_\_\_  
 \_\_\_\_\_  
 Support: \_\_\_\_\_  
 \_\_\_\_\_  
 Mobility: \_\_\_\_\_  
 \_\_\_\_\_  
 Width: \_\_\_\_\_  
 \_\_\_\_\_  
 Creativity: \_\_\_\_\_  
 \_\_\_\_\_  
 Transition to Attack: \_\_\_\_\_  
 \_\_\_\_\_

### Defending Observations

Pressure: \_\_\_\_\_  
 \_\_\_\_\_  
 Cover: \_\_\_\_\_  
 \_\_\_\_\_  
 Balance: \_\_\_\_\_  
 \_\_\_\_\_  
 Compactness: \_\_\_\_\_  
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 Control/Restraint: \_\_\_\_\_  
 \_\_\_\_\_  
 Transition to Defend: \_\_\_\_\_  
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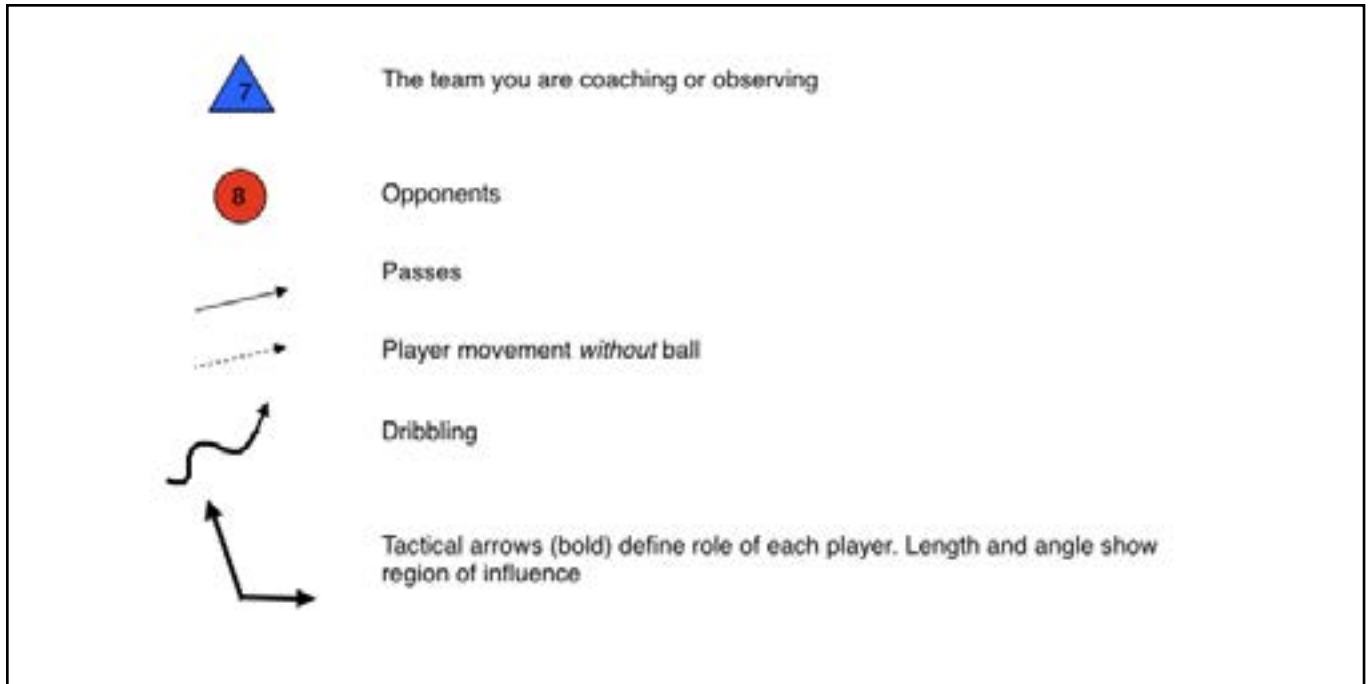
### General Observations

\_\_\_\_\_  
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 Training Suggestions: \_\_\_\_\_  
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- #1. \_\_\_\_\_
- #2. \_\_\_\_\_
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- #16. \_\_\_\_\_

## WORKSHEET DIAGRAMMING

Consistent with the symbols used in our Intermediate Course and in alignment with US Soccer's diagramming methods, the following symbols should be used to help diagram your match analysis worksheet.



# TRADITIONAL NUMBERING

First introduced in 1928, there is a global trend to return to a more traditional numbering system where the jersey number denotes the players' position. For example, the iconic #10 role is usually assigned to the creative midfield maestro, i.e., Pele, Maradona, Marta, Lloyd, Messi, Neymar, etc.

This tradition is not a rule and AYSO teams can assign any numbers they wish (alphabetical, lucky, etc.). However, from an educational perspective, traditional numbering can aid communication and help players identify their own positional role and function, as well as their opponents. The insight presented here is purely informative as it can help significantly with match analysis.

Cool trivia: In world soccer, the fans are often nicknamed the "12th man" because their support is equal to having an additional player on the field. Therefore, some clubs like Bayern Munich and Lazio (known for their strong support) retire the number 12 jersey to honor their supporters.



## Completing Your Worksheets

Beauty is in the eye of the beholder and what you see and how you interpret a match is based on your experience, perspective and objectives. So, have fun with it. Edit, tweak, customize, SIMPLIFY, as you feel free. In the meantime, here are some examples and suggestions on how to use your Analysis Worksheets (individual and match).

# SAMPLE INDIVIDUAL ANALYSIS

Attacking Analysis 1st Half

## PLAYER ANALYSIS

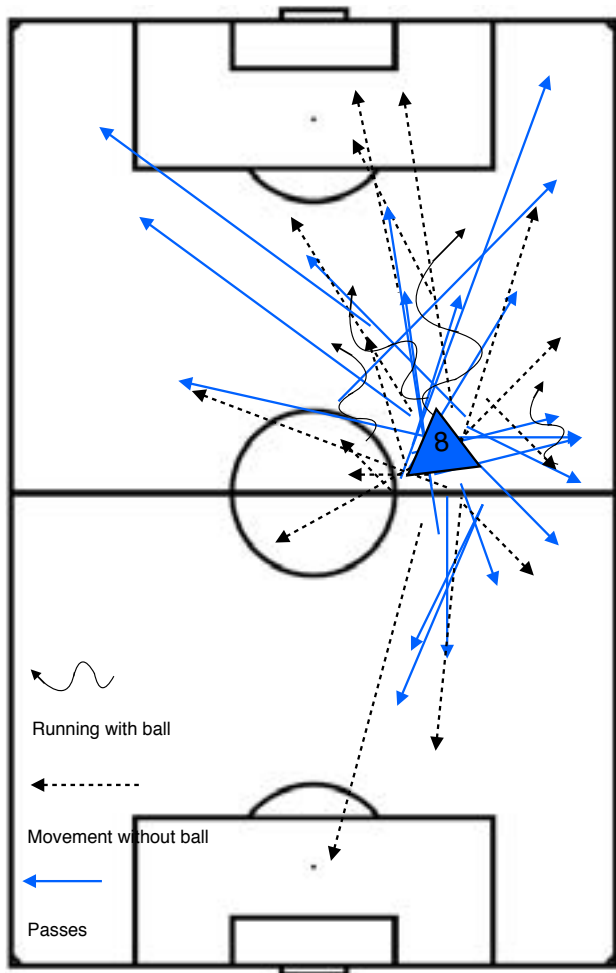
Girls U-16 Extra

**Coach:** Justin Sidepost

**Player:** Olivia McKinlay #8

**Date:** 11/19/2015

### Movement/Influence



### Technical Observations

- All right foot.
- Great first touch! Good passer and dribbler. Drives a nice long ball. Also great short combination play particularly with #9 and #7.
- Creative to get out of trouble and confident one on one.
- Good receiving the ball with back to goal.
- Not very strong in the air.

### Tactical Observations

- Reads the game well and anticipates opportunities.
- Good vision going forward but tends to look laterally first.
- Looks to change point of attack.
- Gets forward well and threatens inside penalty box.
- Provides good option for #2 and #4 to play out of back.
- Good spatial awareness and always available.
- Tends to play high. Needs to be told to defend. Tendency to let runner go.

### Physical Observations

- Athletic. Smooth and technically efficient running with and without ball.
- Fast! Aggressive in tackle. Puts in a lot of effort but tires quickly.
- Could be more explosive.

### Position/Role

**Role:** RMF. Stimulated attack through creative combination play, especially with #9 and #7. Effective and dangerous going forward.

**Strengths:** 1st touch efficiency. Passing (short and long). Combination play. Offensive threat. Reads game well.

**Limitations:** Defensive awareness. Fitness.

**Comments:** Technically sound and smart player. Need to build fitness and develop leadership ability.

### Psychosocial Observations

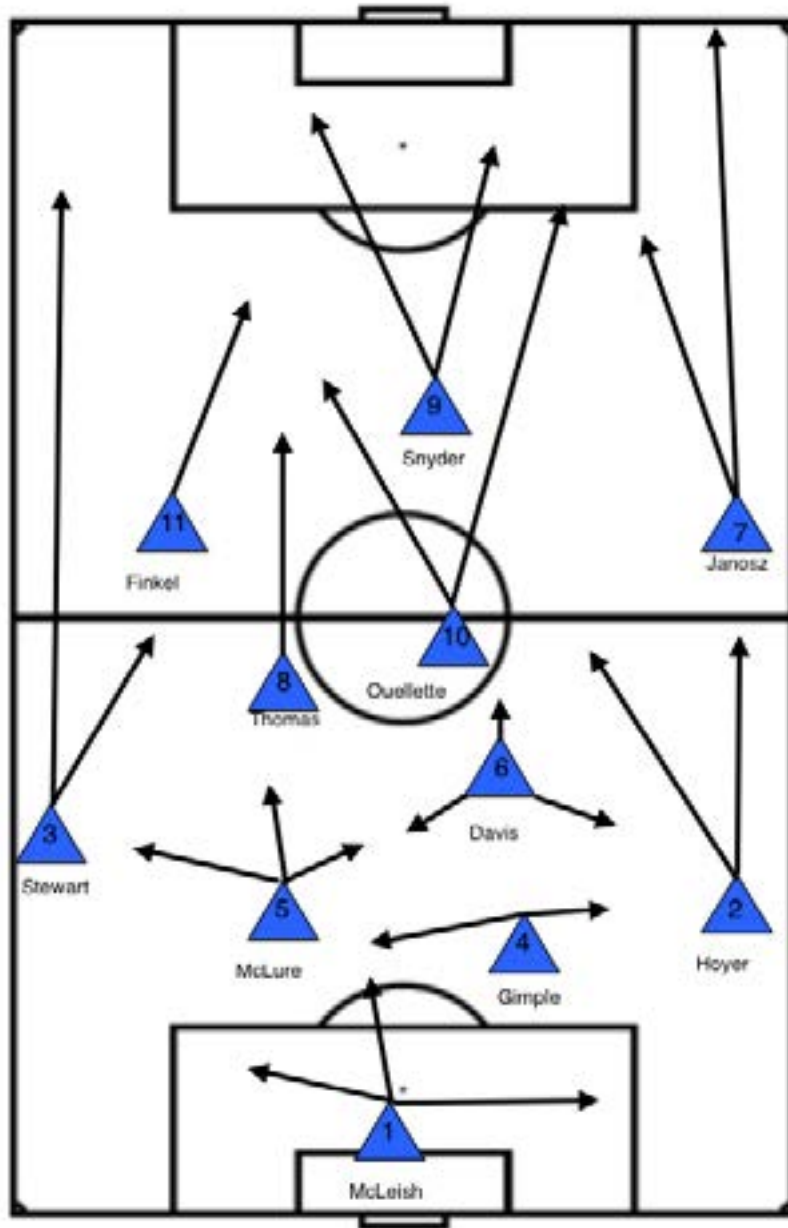
- Not one of the obvious leaders but has outgoing and confident persona. Does encourage teammates with more positive comments.
- Competitive.
- Loses concentration on dead balls.



# SAMPLE MATCH ANALYSIS

## MOVEMENT/INFLUENCE

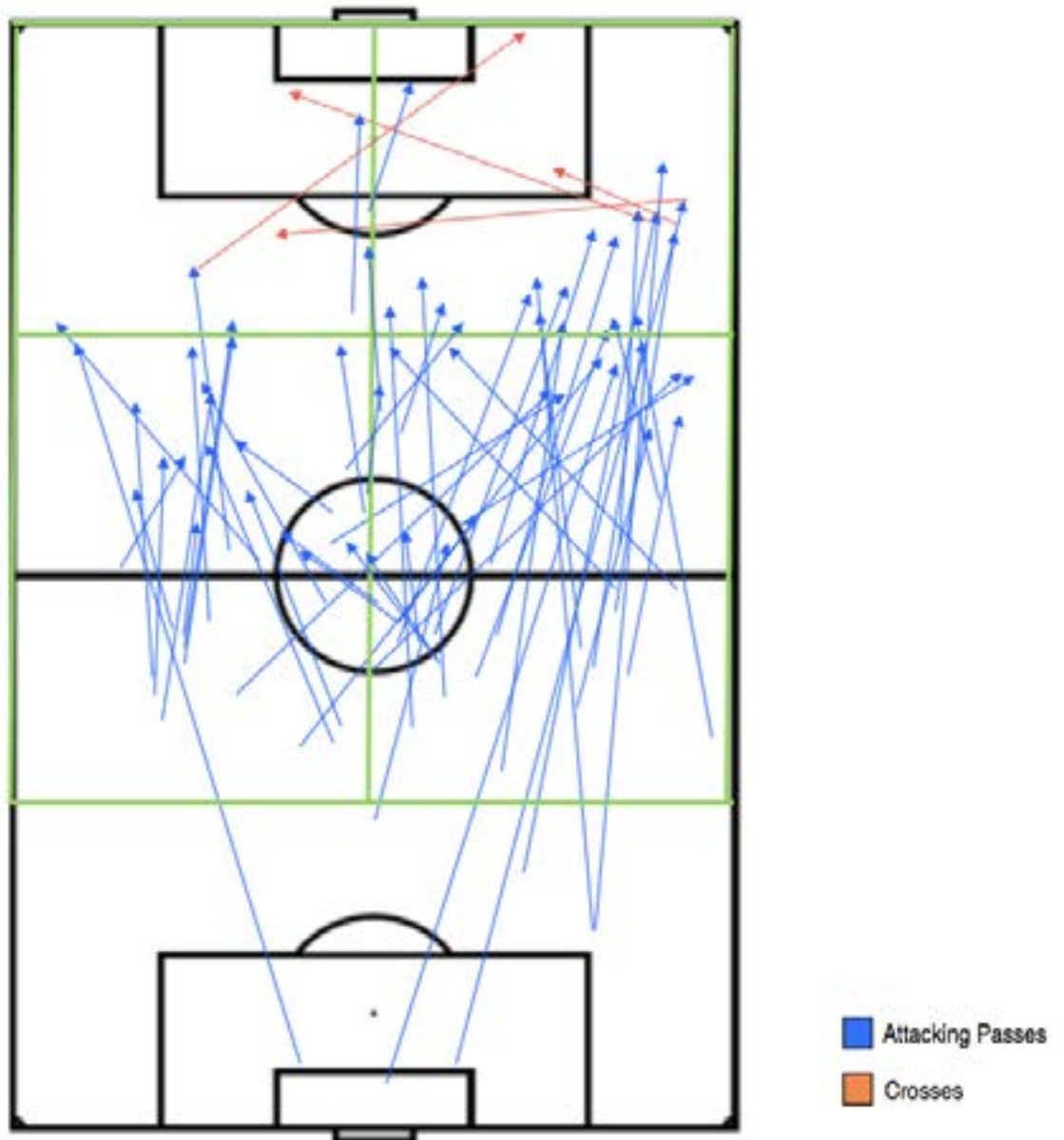
When accurately placed in a tactical field diagram, Tactical Arrows help develop a clear picture of players' roles and "actual" areas of influence.



## PASSING ARROWS

When accurately placed in a tactical field diagram, Passing Arrows help develop a pattern of passing performance and identify possible strengths and weaknesses. Tip: using grid overlays to mark thirds of the field can help highlight and further clarify your findings.

**Q.** What do you interpret from the sample attacking analysis diagram below?



**A.** Considering such dominant passing and use of width, particularly the right side, there weren't many successful crosses (orange) in the final third.

## ATTACKING OBSERVATIONS

**Penetration:** #8 and #10 effective. #9 sporadic. Predominantly around outside through #7 and #11 (more #7 on right). Final cross/ball lacking! Need more final third penetration!

**Support:** #10 showed very positive movement; working hard to be available, support and always looking for give and go with surrounding teammates. #6 needs to push forward more to support.

**Mobility:** Midfield trio #6, #8 and #10 were too static, resulting in too many direct balls from backs (less success). #7 interchanged particularly well with #9.

**Width:** #11 needed to stretch opponent further to touchline (came inside too much requiring #3 to push too forward leaving exposure). #2 and #3 need to move into more aggressive, advanced starting positions.

**Creativity:** Generally lacking! #7 needs more freedom and confidence to express and commit 1v1 with defender to develop better crossing chances. #9 improvised nice chip for goal (despite being ruled offside).

**Transition to Attack:** Midfield trio needs to commit more with pace to support front three. Need more mobility from front three for higher quality penetration options.

Back four slow to react and connect with attack. Need to anticipate changes and read the opponents cues. Also, need to move more in a group to avoid getting stretched and leaving gaps.

#4 and #5 need to move out quicker after clearing the ball (#1 could communicate this to them more effectively!)

Physically, #2 and #3 need work in order to constantly engage and support. Also need to read visual cues on “opposite” sides of field.

## DEFENDING OBSERVATIONS

**Pressure:** Front three need to be more aggressive & hunt as a group to give immediate chase and regain possession when opponents play out of back. #5 needs to watch speed of approach as he has tendency to dive in.

**Cover:** #4 failed to communicate consistently and effectively with #5 (the pressuring player)? Also, did not transition to first defender quickly enough.

**Balance:** Midfield trio must improve defending shape to restrict central penetrating passes to the opponent’s strikers. Goalkeeper can improve defensive balance and organization though clearer and more frequent communication. Defensive line generally read the attack well and organized with greater number of defenders than attackers.

**Compactness:** At times, back four were too spread out across field creating blatant passing lanes for the opposition. Midfield trio struggled to work as a group and restrict the spaces of opponents.

**Control/Restraint:** #5 tends to overcommit (even when favored to win possession) requiring #4 and #3 to cover unnecessarily! This needs remedied! (Speed of approach, body shape, distance.) Right-side pairing of #2 and #4 seem more composed and organized in face of attack than left side.

**Transition to Defense:** General lack of urgency to recover to line of confrontation on opponent goal-kicks.

Improve defensive recovery runs from #8 and #10 when the ball is played past their position.

On defending restarts, improve concentration to adopt assigned roles.

## GENERAL OBSERVATIONS

(some additional areas for consideration)

### Defending

- Line of Confrontation
- Zonal or Man-to Man
- Numbers in Defense
- Playing Out of Back
- Goalkeeper Confidence with Feet
- Aggression

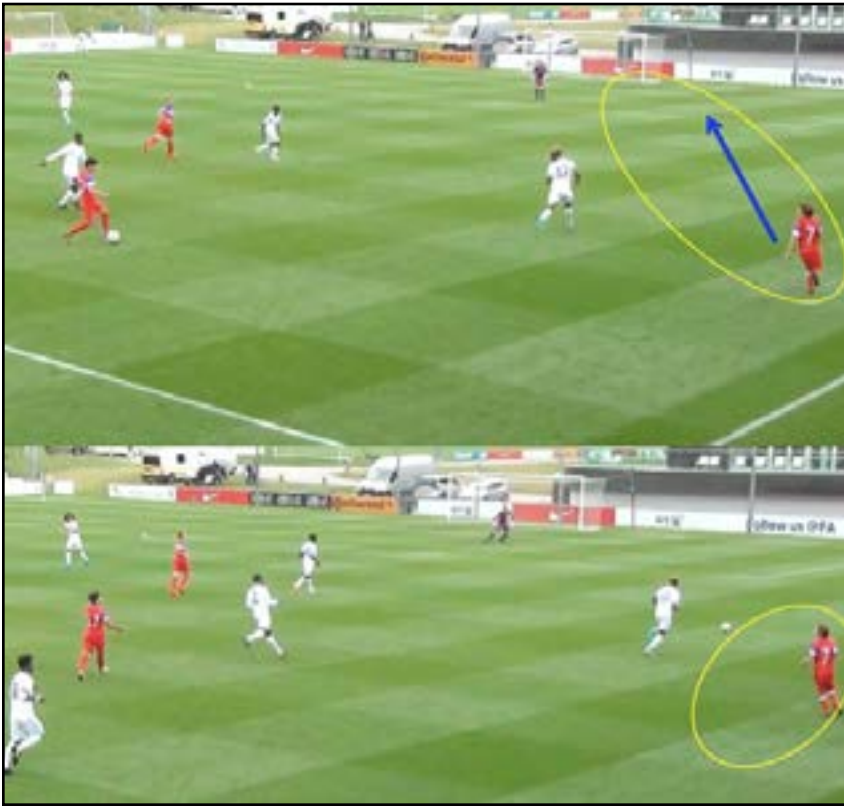
### Attacking

- Style of Play
- Counter Attack
- Speed of Play
- Attacking Overloads
- Set Plays

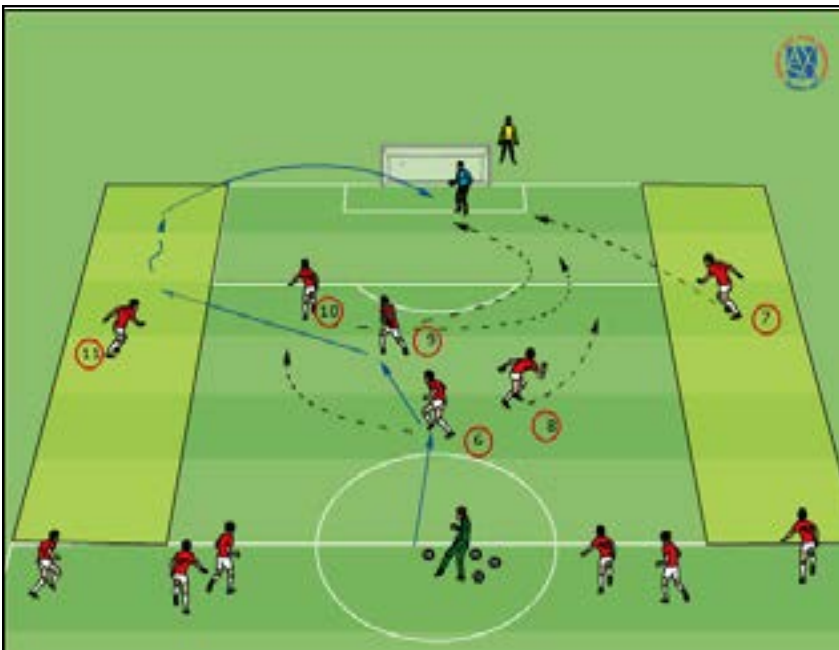
### Training Suggestions:

- Improve Attacking Wide Play and Crossing Ability (of #7 and #11) in Final Third
- Improve #6, #8, #10 Ability to Transition from Defense to Offense through Midfield Third
- Improve Back 4 Zonal Defending (with #2, #3, #4 and #5)

## BRINGING YOUR ANALYSIS TO LIFE



You've watched the match...you've made your specific observations, and defined your objectives, i.e., Improve Attacking Wide Play and Crossing Ability (of #7 and #11) in Final Third.



And now you need to translate your findings into a clear training activity/plan for your players to follow.

Your training session should be designed carefully to present and address the specific issue. (However, be careful you simply aren't being reactive to a one-off aspect of your last game. There should be some level of consistency to your weekly observations in how they relate to your overall team objectives).

Transferring the answers to the “**5Ws**” from your analysis into a training objective will help provide clarity and focus for your session:

**What**

- Is the specific area of focus as it relates to your overall plan or objective? Identify the priority and translate into a training objective, i.e., individual abilities to beat an opponent.
- Is it related to your team goals?
- Is the type of playing style you are striving for?
- Is your game plan specific to this match?

**Who**

- Is primarily (and indirectly) involved? Who are the specific players, groups and their positions, i.e., #7, #9, #11.

**Where**

- On the field is the issue taking place? i.e., wide channels of attacking half.

**When**

- In the match is the problem occurring, i.e., during build up phase in attacking half of the field.

**Why**

- Is this occurring? Considering (technical, tactical, physical and/or psychosocial) causes relevant to the topic, i.e., technical deficiencies of #7 and #11 to beat their full-backs and deliver crosses. Effective application of the principles of play should also be considered.
- Are there other factors external or environmental might be relevant, i.e., the field, the weather, the importance of the match, home/away, etc.?
- Are these problems recurring throughout the season?
- Are the problems age and ability related?

When introducing the session to your players, make sure they all clearly understand the issue and the remedies planned within the session (if video is available, sitting down with your team and reviewing can be of optimal benefit).

In order to cultivate individual ownership and accountability, players must clearly understand the issue and how it impacts their own performance in matches.

Whatever activities you plan, do your utmost to reconstruct as realistic an environment as possible by integrating as many relative elements as possible:

- Teammates.
- Opposition.
- Functional groups.
- Space on the field (real spaces).
- Transitional elements.
- Time.
- Score.
- Laws (officiate).

The more realistic environment you recreate the more effective your efforts will be.

## Development

### Did it work?

- Did the training have a positive effect on the players understanding and execution?
- Did the lessons transfer to the game (individually and collectively)?

Like any process, it is important to close the loop by constantly assessing the players and teams overall development...and your own analytical ability.

### References:

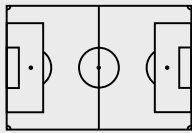
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# QUALITY TRAINING

## PERIODIZATION

### FROM THE **FIELD**



“Periodization represents a clear structure to follow and is thus the most effective way to improve athletic performance.”

–Tudor O. Bompa, pioneer of periodization training

It is not our intent with this section to turn each AYSO Advanced Coach into periodization experts, but at a time when most 18U athletes are competing year-round in either soccer or other sports, we must be respectful to their accumulated commitments. Burn-out and overuse injuries are serious factors affecting most athletes so by taking a broad view of their seasons, we can help guide and tailor activities to maximize their performance.

Periodization is the organization of an athlete (or teams’) year into training phases, which requires tailored approaches to priority, workload, intensity and of course, recovery. An effective plan should follow a logical sequence and consider physical and psychological elements as well as technical and tactical needs.

Periodization involves many factors including frequency (how often you train), duration (how long you train), volume (how much you train weekly- the product of frequency x duration) and intensity (how hard you train). From these factors you plan a performance pathway with optimal respect to training load.

Periodization Cycles (exact durations vary depending on the specific plan and objectives):

- Macrocycle:** Longer-term phase that can vary considerably, usually 1 to multi-year and commonly organized into three main phases: Preparatory, Competitive and Transition (recovery).
- Mesocycle:** Mid-range phase usually lasting one month but can vary from 2 to 12 weeks, i.e., preseason.
- Microcycle:** Short-term phase that usually lasts approximately three-seven days.

In the Intermediate Course we reviewed the weekly training plan or microcycle, for the 18U age group, we will now step back and look at longer-term planning in the annual and seasonal plans.



### Sample Annual Macrocycle Training Plan U-17G Challenge FC

| Fall Competition   |   |  | Winter Transition |      |  | Spring Competition  |  |      | Summer Off Season |      |      |
|--|---|--|-------------------|------|--|---|--|------|-------------------|------|------|
| Envision   | Enact   |  | Enhance           |      |  | Envision  | Enact  |      | Enhance           |      |      |
| <ul style="list-style-type: none"> <li>Plan</li> <li>Prepare</li> <li>Set Goals</li> </ul> | <ul style="list-style-type: none"> <li>Train</li> <li>Compete</li> <li>Achieve</li> </ul> | <ul style="list-style-type: none"> <li>Recover</li> <li>Reflect</li> <li>Regenerate</li> </ul> |                   |      | <ul style="list-style-type: none"> <li>Plan</li> <li>Prepare</li> <li>Set Goals</li> </ul> | <ul style="list-style-type: none"> <li>Train</li> <li>Compete</li> <li>Achieve</li> </ul> | <ul style="list-style-type: none"> <li>Recover</li> <li>Reflect</li> <li>Regenerate</li> </ul> |      |                   |      |      |
| Sep.   | Oct.  | Nov.   | Dec.              | Jan. | Feb.   | Mar.  | Apr.   | May. | Jun.              | Jul. | Aug. |
|  |   |  |                   |      |  |   |  |      |                   |      |      |

### Sample 12-Week Mesocycle Spring Competition U-17G Challenge FC

|                     | March  |   | April   |  | May  |  |
|---------------------|--|---|---|--|--|--|
|                     | 2 weeks  | 2 weeks   | 2 weeks   | 2 weeks  | 2 weeks  | 2 weeks  |
| <b>Psychosocial</b> | Team building, camaraderie   | Respect and Appreciation  | Competitiveness, drive, determination, Perspective! | Leadership, humility   | Perspective and self-esteem                      | Motivation and inspiration                               |
| <b>Physical</b>     | Aerobic power, endurance, agility                                      | Explosive strength, speed, reaction                             | Sprint endurance, power, agility                    | Functional speed   | Agility, reaction                                | Aerobic speed, agility                                   |
| <b>Technical</b>    | Dribbling, creativity, 1v1 attacking                                   | Ball control, receiving & passing, combination play, creativity | Crossing & finishing, heading, goalscoring          | Passing, receiving, turning, creativity                        | 1v1 defending, running with the ball, creativity | Possession, ball control, finishing                      |
| <b>Tactical</b>     | Attacking principles of play, transition, defending principles of play | Combination play, transition, set plays, creativity             | Goalkeeping, zonal defending                        | Building up from the back, transition, possession to penetrate | Transition, switching play, flank play           | Counter attack, creativity, defending the counter attack |

## Designing a Plan

- Effective periodization requires constant improvement and adjustment.
- It is not the quantity of work but the quality. With well-planned, efficient and economical training sessions, you can easily accomplish 18U objectives (technically, tactically, physically and psychosocially) in two sessions a week.
- Don't forget the climate and how it might impact nutrition and hydration. Do you start in the heat and finish in the cold (all aspects impact training and athletic performance).
- Consider scheduling consistency. For instance, if matches are always played on a Saturday, then pre-season should involve endurance training on a Saturday to replicate the experience.

## Recovery

- Recognize fatigue and plan for recovery! All planning should be respectful to and prioritize training recovery.
- Match congestion can quickly lead to fatigue (physical and mental) and be detrimental to performance (elite players run approximately 5-9 miles in a 90-minute match!).
- A full match requires 72 hours for full recovery and the day following a match should always be a recovery day.
- Tournaments are a lot of fun, but back-to-back games and multiple games over a few days are major physical and emotional expenditures for any player! Careful planning and care should be applied to protect your players.
- It is safer to under-train with players willing to push themselves further than to over-train and have players fatigued and weak.
- Watch for stress at this age (which often accompanies competition and training exertion and can significantly affect performance).

## Preseason

A vital period for the 18U player, here are some current perspectives related to preseason training from international periodization specialist, professional coach and soccer training specialist, Raymond Verheijen.

- Avoid overtraining players with double and triple sessions as players get fatigued and do not have the adequate time to recover.
- Once fatigued, the nervous system slows increasing the risk of injuries due to the explosive nature of soccer.
- Remember the 3 L's? Single tempo running is actually detrimental to performance, as it breaks down fast muscle fibers, resulting in players becoming less explosive!
- Same theory for running hills. Running at a very slow tempo trains players to sprint with a low frequency, making the nervous system send signals to the muscles slower because of the slower stride frequency during uphill running. Soccer fitness means quicker recovery between actions which uphill running doesn't allow.
- The one characteristic of higher-level soccer is that there is less space and less time, and the players have to make their actions quicker. As a result soccer is an intensity sport, a speed of action sport and not an endurance sport. With intensity sport you don't train the quantity, you train quality!

## References:

Long-Term Program Development, Kristen Dieffenbach, PhD, West Virginia University, Wade Gilbert, PhD, California State University, Fresno.

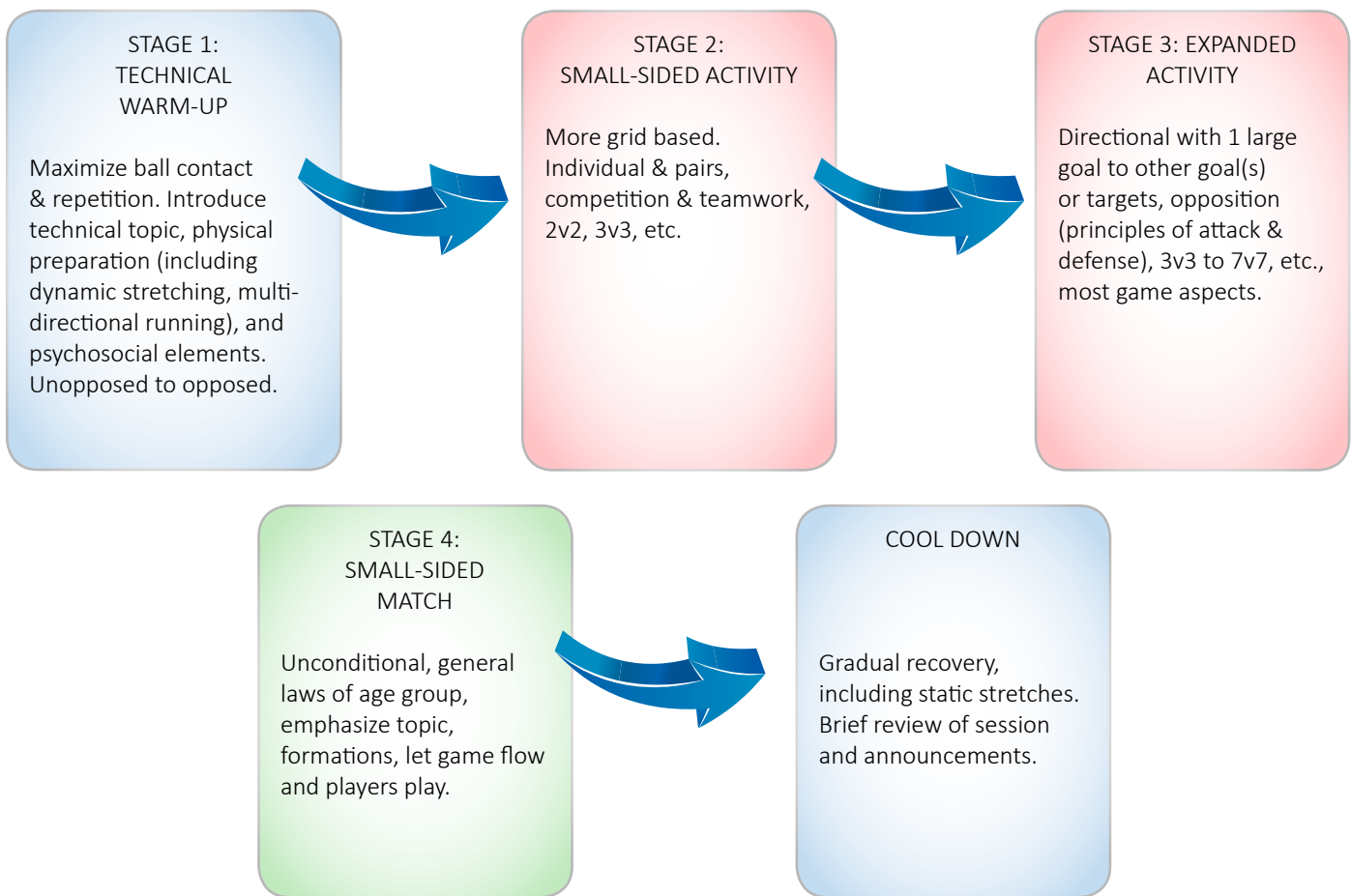
Theory and Methodology of Training, Tudor O. Bompa, PhD.

US Soccer Curriculum, Dr. Javier Perez.

Raymond Verheijen, Periodisation / Football Braining, World Football Academy

# BUILDING YOUR 18U TRAINING SESSION

Generally speaking, training sessions should progress as follows:



## EVALUATING YOUR SESSION

### Stage 1 Technical Warm Up

- Is the technical or tactical objective clearly stated at the beginning of the session and tied to the warm up?
- Is the activity dynamic, engaging? Does it activate and energize the players?
- Is there maximum ball contact and repetition?
- Is the activity flowing with limited standing around or player isolation?
- Is there dynamic and realistic soccer movement and physical preparation (including dynamic stretching, multi-directional running)? Does the intensity gradually increase?
- Is there progression from unopposed to opposed?
- Are psychosocial elements introduced: focus, accountability, ownership, leadership?
- Are the players prepared?

**Stage 2 Small-Sided Activity**

- Is this activity grid-based? Is there technical development?
- Does this stage integrate individual, pairs and group tactics?
- Does this stage integrate psychological components of competition & teamwork?
- Is opposition introduced? Is there progression within the activity?
- Is there repeated opportunity to address technical and tactical themes?

**Stage 3 Expanded Small-Sided Activity**

- Is the set up directional with 1 large goal towards other goal(s) or targets?
- Are the principles of attack & defense integrated?
- Are the numbers expanded from 3v3 to 7v7, etc.
- Does this stage have most game aspects? Competition, laws, formations? Did you use assistant referees?
- Is there progression within the activity?
- Are the players required to problem solve?

**Stage 4 Small-Sided Match**

- Is there a defined formation for both teams?
- Are the players able to apply the lessons from the earlier activities to the game?
- Is the environment realistic? Are the Laws of the Game enforced? Is the environment competitive and realistic?
- Do your coaching points reflect the sessions' main topic and objective?
- Is there freedom of play?

**Cool Down and Debrief**

- Is there adequate time assigned and does the exercise gradually slow down the level of activity?
- Is there some static stretching to help muscles to relax, realign muscle fibers and re-establish their normal range of movement?
- Is there a brief and concise session review with positive messaging?

# TACTICAL DEVELOPMENT THROUGH SMALL-SIDED MATCHES

## **4v4 (without GKs)**

- Includes all aspects of full-size game, including spatially width, depth and height.
- Players work together and combination play develops.
- Principles of play are clearly visible and easily highlighted in 4v4.
- Attacking diamond shape presents options in every direction.
- Players must have mobility and adjust as ball and players move.
- Small group defending should combat opponents' penetration.

## **5v5 (including GKs)**

- Basic shape is still a diamond, but presents the option to introduce a central midfielder player.
- Distribution from the central midfielder can be multi-directional and creative, making it less predictable.
- GK becomes last attacker, pushing the center back into midfield, creating option to play out of the back and linking the back to front.

## **6v6 (including GKs)**

- Adds another player in the back (restricting opponents forwards).
- 1-1-3-1 builds upon 5v5 dynamic and maintains a strong central unit.
- Increased potential for central combination play.

## **7v7 (including GKs)**

- The 7th player becomes the second defender, creating the lines of defense and midfield. Defensively, there should always be cover wherever the ball is.
- Players now start to develop and share responsibilities for defending and attacking, in their line as well as between lines.
- Possible formations: 1-3-2-1 and 1-2-3-1.
- All players must be mobile and understand the importance of maintaining both attacking and defending principles of play.
- With more than one option in multiple directions, players must have awareness to what their teammates are doing.

## **9v9 (including GKs)**

- Additional two players provide more flexibility to the system and players can now interchange and share responsibilities.
- A 1-3-3-2 builds upon the three defenders' development, adds a third midfielder player and second forward.
- Defenders should combine with midfield and learn to play of the back.
- The central midfielder can drop back to help the defensive unit as required. Midfield players should also track opponent's penetrating runs.
- The two forwards should learn to play as a pair, hold up the ball by playing with their back to goal, and create space for forward runs by midfield players.
- Alternatively, a 1-4-3-1 encourages zonal defending and width by outside backs and overload situations in midfield. Central defenders should step into midfield and create overloads allowing for a midfielder(s) to support the striker.
- Ultimately, the formation should match your players' abilities.

# TIPS FOR A GREAT TRAINING SESSION

With limited training time per week, it's important to maximize the productivity of each and every session. Better information, clearer feedback, increased technical time per player, team tactics, team fitness, team-building...results!

These pointers will help create an economical training session for you and your players and maximize your time and results:

## Planning

- Have your session planned and written in advance to address objectives, content, structure, and flow.
- Arrive in time to have as much of your session laid out as possible (prior to your players arriving). Players should be able to step straight onto the field and start training, not wait on the coaching space to be organized. This sets an immediate tone of competence, respect and expectation.
- Organize your coaching space to minimize down time. Use different colored cones to separate grids and to limit transitions. Use different colored scrimmage vests to help clarify roles within activities (definitive colors are easier for players to work with). Make sure balls are properly inflated and you have enough to keep activities flowing. Use flags, nets, etc., to help create realistic match environments.
- Activities should be dynamic and energetic; inclusive vs. exclusive; flowing vs. static; fun vs. boring.
- Each technical or tactical aspect, likely has a predictable number of general coaching points. Make note of these per activity and look for optimal coaching moments to present.
- Know in advance what players are going to be in attendance to plan your activities, assign teams or groups (balanced or other depending on purpose).



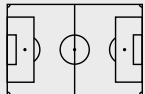
## Communication

- Make sure your players fully understand the activity; its directions and objectives. Use quality diagrams (or QR codes if available) to help bring the activity to life. Be clear in your explanations.
- Limiting your players' focus to one or two objectives per session provides a realistic learning opportunity (but bombarding them with five or six can be detrimental and simply confuse them).
- If you find yourself amidst a lengthy speech you can forget the players' uptake (regardless of the topic or your delivery). Get in, make your point and get out! Thirty seconds or less is a good guideline for you to make any points.
- Often wasted, use water breaks to reiterate key coaching points or to introduce the next activity.
- Consider using a stopwatch to time your set up, activities, progressions, coaching points, breaks, etc. Staying on track will help maximize productivity and learning.
- Keep your tone friendly but with an expectation of effort and performance.
- Standards
- You put a lot of effort and time into your session and; therefore, you should expect an equitable response and return from your players.
- Like everyone else, players have off days, but where they might struggle technically or physically during a particular session, they can always compensate with effort or attitude.
- Hold players accountable for their effort, commitment and performance (particularly basic technical execution).

# 16U-18U TRAINING ACTIVITIES

## INTRODUCTION

### FROM THE **FIELD**



“Players should have the freedom to express themselves, be creative, take risks and make mistakes! Learning from trial and error is a key to all development and it is crucial that the environment we create (as coaches) promotes this freedom.”

– *AYSO Player Development Team*

This section will provide you with 11 training activities designed for 16U to 18U players. The activities are well suited towards our theme of observation, evaluation and analysis of individual players, small groups and the team as a whole.

The activities have been provided by 11 “top-level” coaches who hail from all across the soccer globe, and who would be considered “first team players” at any level!

If an activity is not working as intended, modify (increase/decrease) the Speed, Space, and/or Opposition to maximize success. Let the player’s work through the adaptations to find success. Remember, all players are unique (often regardless of age), so adapt accordingly to the needs of your specific group.

Enjoy!



# GOALKEEPERS' DEALING WITH THROUGH BALLS

## Stage 3: Expanded Small-Sided Activity

by: John Pascarella, Assistant Coach, Sporting Kansas City, MLS

### ORGANIZATION:

- Final third of the field.
- 1 large goal, various 10x10 grids for 3v1 keepaway.
- 3v1 + 1 possession to 2v1 to goal.
- There is no offside rule during this activity.



### INSTRUCTIONS

- 3v1 possession game at various areas outside penalty area.
- Attacking players in grid must first complete at least 4 passes before passing to the coach (positioned outside grid).
- Player that passed the ball then takes off towards goal (shown) and the coach plays a through ball to him.
- Defender from inside the grid becomes recovering defender. GK now has to decide if he can come and collect the through ball. If he can't, he must determine how far he can come to reduce the shooter's angle or possibly not come at all because the defender is in position to deal with the threat. (These decisions, as well as the GK starting position while awaiting the through ball, are areas that can be coached during this drill.)

### VARIATIONS/ PROGRESSIONS

- Progress the activity by allowing a 2nd attacker out to create a 2 v 1 situation.

### COACHING POINTS

- Starting position- especially as it pertains to depth.
- Decisions on when to come and when to stay put because the trailing defender can deal with the situation.
- When coming, GK must also decide if he can get to the through ball before the attacker (in which case he must and get it) or if he must come part of the way then set and stay big to save the shot.

# GOALKEEPER TECHNIQUES WHEN DEALING WITH SECOND SAVES (RECOVERY SAVES)

by: Marty Walker, Assistant Coach,  
Yale University

## Stage 2: Small-Sided Activity

### ORGANIZATION:

- Penalty Area. Duplicate back to back goals if needed.
- 2 goalkeepers alternate activity. 2 servers on the goal line either side of the goal with balls. 2 strikers at different angles in and around penalty area.



### INSTRUCTIONS

- Server 1 plays the ball to striker 1 approximately 18 yards from goal who takes a shot on goal (first strike should be for GK to save).
- As the goalkeeper makes the first save, server 2 serves striker 2 allowing the goalkeeper time to recover, adjust and to make the second save.
- Once the double save is made, rotate with other goalkeeper then repeat.

### VARIATIONS/ PROGRESSIONS

- Change the angle of the server to allow for alternate saving angles and decisions.
- Change the positions of strikers which require goalkeeper changing angles and distance from goal.
- Vary the type of shots (low, high, chip, driven, bend, volley, half-volley, etc.).
- Have striker(s) follow in for rebounds to add pressure on Goalkeeper.

### COACHING POINTS

- Track pathway & movement of ball.
- Position appropriately for 1st save.
- After making 1st save reload\*/recover to feet quickly.
- Track path & movement of 2nd ball.
- Get in as effective a position as possible to attempt second save.
- Quickly prepare for 2nd save regardless of 1st collection (hold/parry/tip).
- If 1st save is collapse or dive, GK recovers to "set position" to maximize best chance of recovery save.

### RELOAD:

- From diving position, GK should kick top leg forward, away from body to provide momentum and lift upper body off of the ground.
- Chest, hands & head face field of play.
- GK may use a fist to support their weight and help them push the body up into kneeling position (one knee in the ground and one up). From there the goalkeeper should stand and be in the set position, facing the field and ready for the next play.

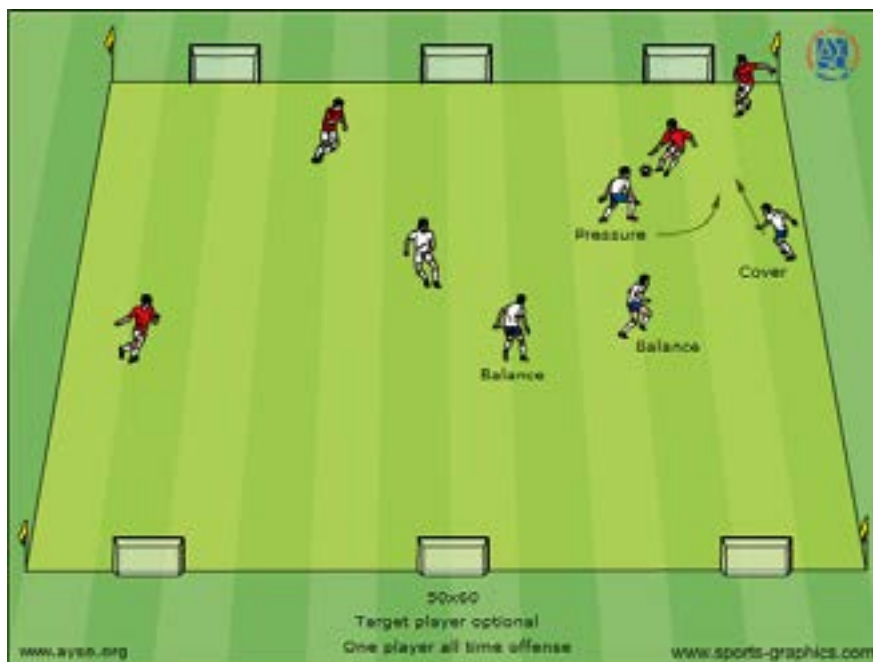
# ZONAL DEFENDING. DEFENSIVE PRINCIPLES OF PLAY AND ROLES (INDIVIDUAL AND SMALL GROUP)

by: Ian Barker, Director of Coaching, United Soccer Coaches

## Stage 2: Small-Sided Activity

### ORGANIZATION:

- 50 x 60 (expand the width to 75 yards as defensive play develops).
- Six goals (three per team across the width of the field). Goals represent forward penetrating options.



### INSTRUCTIONS

- The coach introduces the ball at each restart.
- The team “out” of possession must prevent the opponent playing the ball into any of their three goals.
- Successful defending that leads to ball winning can become an immediate counter attack.

### VARIATIONS/ PROGRESSIONS

- Place a target player behind the defensive block that can be played to and who must then drop the ball back. (This stresses the defenders more requiring that they deny any ball behind them and if one is allowed they must track runners.)

### COACHING POINTS

- Pressure must be put on the ball and ballcarrier to make play predictable.
- Pressure must have corresponding cover so that no defender is exclusively 1 vs. 1.
- Defender at the ball “first defender”.
- Covering defender “second defender”
- All other defenders, “third defenders” must balance off the threat of opponents and space.
- Defending players will switch responsibility and move as ball moves.
- Make up ground as the ball travels.
- Make play predictable.
- Communicate.
- Try to negate the threat of opponents of the ball by good positioning.
- Upon winning the ball look to transition forward.

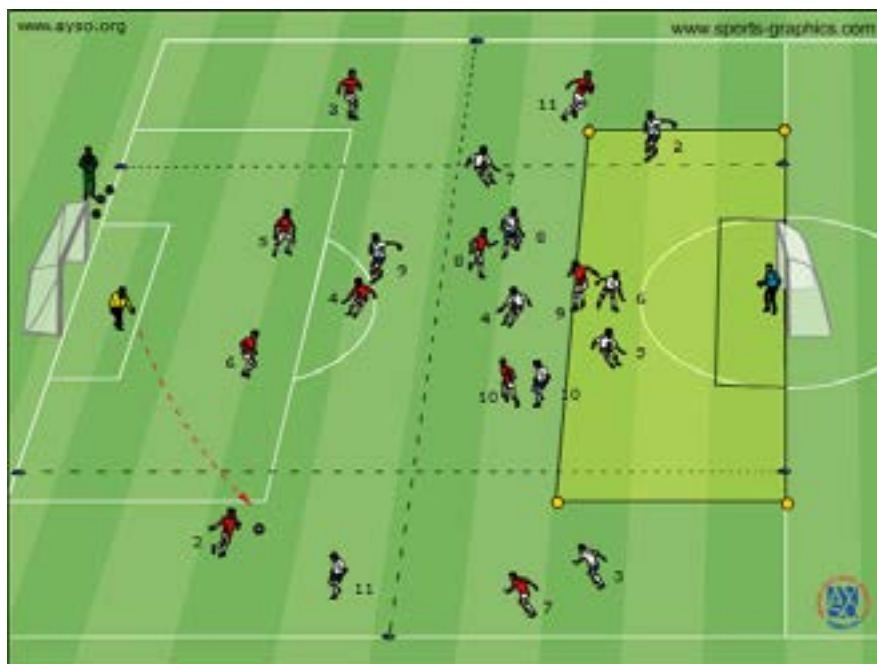
# IMPROVE ABILITY OF #5 AND #6 TO DEAL WITH CROSSES FROM NUMEROUS AREAS

## Stage 3: Expanded Small-Sided Activity

by: Jim Hicks, Head of Coaching, Professional Footballers Association, England

### ORGANIZATION:

- Using half field, divide it up using a halfway line (so defenders have a reference point). Also use cones to define wider areas on each side, which should emphasize and present opportunities to cross.
- 11v11 is feasible on this pitch, but you must manage the defensive line (how deep the 2 central defenders drop). If not, they'll defend and clear crosses which in normal match circumstances, should be the GKs.



### INSTRUCTIONS

- Manage wide attacking players so they produce crosses. From each GK possession the ball should go into a wide area before a goal can be scored.
- Rewards: 3 goals if scored from a cross, but just 1 goal if from a centrally developed attack.
- Run each passage of play to conclusion.

### VARIATIONS/ PROGRESSIONS

- Set different challenges for the central defenders by using different central attackers (in terms of size, pace, movement skills and heading ability). Sometimes use a lone attacker, and sometimes have twin strikers.
- Create situation when some crosses are pulled back, and how central defenders then squeeze up trying to block shots (and leave attackers offside).

### COACHING POINTS

- The depth of the defensive line (linked with the GK's starting position). Are central defenders marking zonally, or man-to-man? Define specifically who does what, and link in other players also.
- Teach marking: distances (between the 2 central defenders, and how tight to their opponent), moving/tracking, when to pass a player on, communication skills, body shape so the ball and opponent can both be seen. Physical presence of defending.
- Clearing the ball: how and to where? After the clearance, teach when to move up, and how? When do you stop and hold, or even retreat again?
- Teach how to clear when you're facing your own goal, and when facing forward. Adjust coaching position to see different pictures/ views as needed.
- Discuss GK presence, strengths, weakness, i.e., coming for crosses (or not) influences defender's in the penalty area. Consider tracking players, i.e., opposite side fullback tracking winger to far post (or not).

# TRANSITION TO ATTACK FROM MIDFIELD (INCREASE PLAYERS RECOGNITION AND EFFICIENCY AT SPEED)

by: John Ouellette,  
AYSO Hall of Fame and  
Former National Coach

## Stage 3: Expanded Small-Sided Activity

### ORGANIZATION:

- Approximately 65 x 75 with central grid (adjust size as needed to accommodate numbers). Mark perimeter approximately 10-yards around central grid to position neutral players.
- The team is split into three equal teams, Red, Blue and Grey (any three colors will do) with a Goalkeeper for each goal. Assign direction.



### INSTRUCTIONS

- Two teams (Red and Blue) play keep-away in the central grid. The Grey team (out-players) assume the role of neutral players and are positioned approximately 10 yards outside the central grid on each side as shown.
- When possession is lost the team that gains possession must as quickly as possible play the ball out to one of the neutral players on the flank. As soon as the ball is played out, the neutral players on the flank and the central attacking players drive to goal.
- The team that lost possession must now defend with the addition of the bottom neutral player(s).
- Attacking team will have numbers. Team that scores the first three goals wins. Team that attacks becomes the neutral team.

### VARIATIONS/ PROGRESSIONS

- Start with 2 balls in central grid (one ball for each team) to see who can pass in sequence then hit their neutral player first (warm up).
- Vary numbers in the central grid.
- Condition neutral players defensively (only 1 engages).

### COACHING POINTS

- Technical quality and accountability.
- Shape and organization.
- Mobility!
- Confidence to want the ball.
- Reading the play and fast reaction to the transition.

# IMPROVE TIMING AND OVERLAPPING RUNS OF #2 AND #3 POSITIONS TO HELP TEAM ATTACK

by: Mike Smith, Academy  
Director, Portland Timbers, MLS

## Stage 2: Small-Sided Activity

### ORGANIZATION:

- 50 x 52 playing area.
- 40 x 40 square with 5 yard wide channels on outside.
- Goalkeepers defend 2 mini goals in a 6 yard deep zone at either end.



### INSTRUCTIONS

- Play back 4 v 2 forwards plus 1 neutral in each half. Neutrals act as center midfield in defensive half and center forward in attacking half.
- Goal can only be scored after the ball has been played into either of the wide channels.
- An extra point can be scored if the full back (#2 or #3) overlaps a forward who dribbles inside (even should he not get the ball).
- An extra 2 points are awarded if the #2 or #3 gets the ball after his overlap and a goal results from it.

### VARIATIONS/ PROGRESSIONS

- Evolution 1: Remove point for overlap on its own.
- Evolution 2: Can add a time limit of 5 seconds after full back touches ball (after overlap) for his team to score.
- Evolution 3: Lift restrictions and let players play to see if now overlaps occur naturally in game.

### COACHING POINTS

- Keep possession of the ball!
- Commitment and decisiveness of overlap.
- Speed, angle and timing of overlap.
- Communication.
- Mobility.
- Timing, weight and accuracy of passing.

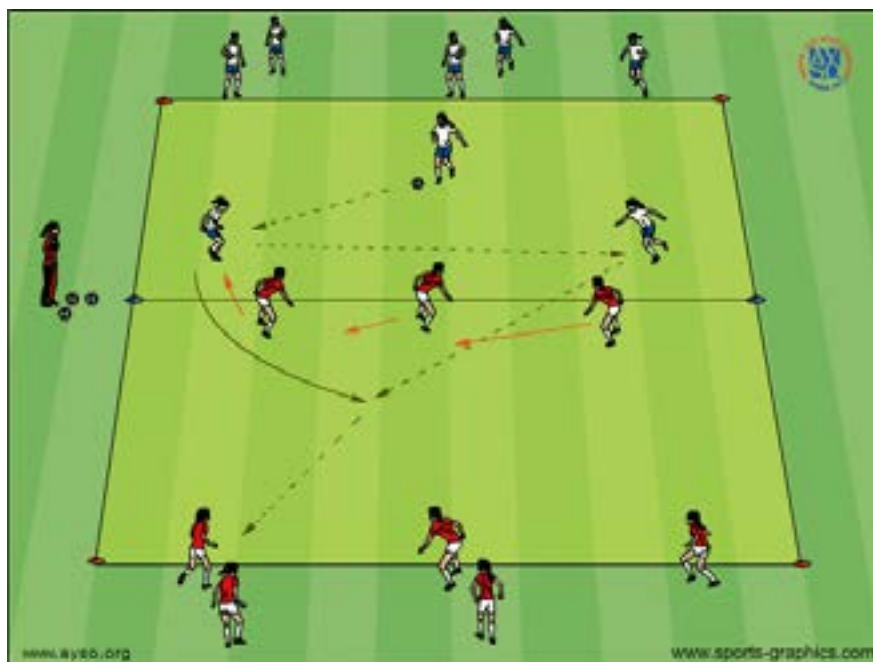
# TRANSITION TO DEFENDING - KNOWING WHEN TO PRESS AND WHEN TO DROP

by: Heather Dyche, Head Women's Soccer Coach, University of New Mexico

## Stage 2: Small-Sided Activity

### ORGANIZATION:

- 25 x 40 yard playing area.
- Field marked as shown. Use flat cones or different color to designate line of confrontation.
- Team divided in half designated by bibs.
- Coach starts all balls at middle of field.



### INSTRUCTIONS

- Teams play 3v3 in area.
- Attacking team scores by playing into the waiting targets on their opponents end line.
- Attacking team can only score after crossing the line of confrontation (their attacking half).
- When targets receive the ball they immediately start a new attack and the 3 players who were just scored on, leave the field as quickly as possible.
- The game is a rotating/constant 3v3.
- Defending team can choose to pressure high or wait behind line of confrontation based on the cues and game situations.

### VARIATIONS/ PROGRESSIONS

- Progress to 3v3 +1.
- Neutral player is always in the attack. This creates numbers down defending situation and layers in the attack.

### COACHING POINTS

- Using a line of confrontation to increase defensive organization.
- Immediate transition to defend.
- Individual defending technique.
- Communication for covering defenders.
- Distance and angle of cover.
- Screening the target players behind you.
- Passing runners in front and tracking runners behind.
- Cues of when to step: good pressure on the ball, bad touch, back pass, ball in air.
- Cues of when to drop: lack of pressure on ball, not all teammates behind the ball (numbers down).
- Must be on same page (work as a unit).

# IMPROVE #6, #8, #9, #10 TO ATTACK OPPONENTS, MORE EFFICIENTLY VIA CENTRAL PLAY

by: Robert Benavidez, AYSO National Coaching Advisory Commission

## Stage 3: Expanded Small-Sided Activity

### ORGANIZATION:

- Mark out a field using half of a soccer field: Divide the field into three channels (a central channel, with a channel on each flank). Use width of penalty area as guide. 3 gates at half, one per channel.
- 6 v 4 plus GK. #6, #8, #9, #10 combine to penetrate through central channel and score in large goal.
- Defending team attack either gate.



### INSTRUCTIONS

- Use wide players (#7 and #11) to create space by providing width.
- Coach (or player) serves the ball to either #6 or #8 in order to breakdown the defense centrally to create a scoring opportunity (players need to demonstrate mobility and check out and in to create space and angles to receive passes, and use combinations to move the ball forward).
- Use offside. Keep score.

### VARIATIONS/ PROGRESSIONS

- Unlimited touch, 2 touch and 1 touch.
- Add additional defenders.
- Rotate players in to activity both offensively and defensively.

### COACHING POINTS

- Emphasize POP in order to create space and opportunity, i.e., width: which will help create lanes that can be exploited by the central players.
- Mobility will allow players to make creative runs into space behind the defensive line.
- Emphasize shape and organization as play shifts on either side.
- Encourage checking runs (in and away from attacking players (especially #9 and #10) in order to create space for themselves to receive passes.
- Keep a high tempo and encourage fast central play.
- Encourage use of simple 1-2's, overlaps and takeovers centrally.
- Discuss value of first touch efficiency and moving the ball forward into positive space.
- Encourage players to hit target!



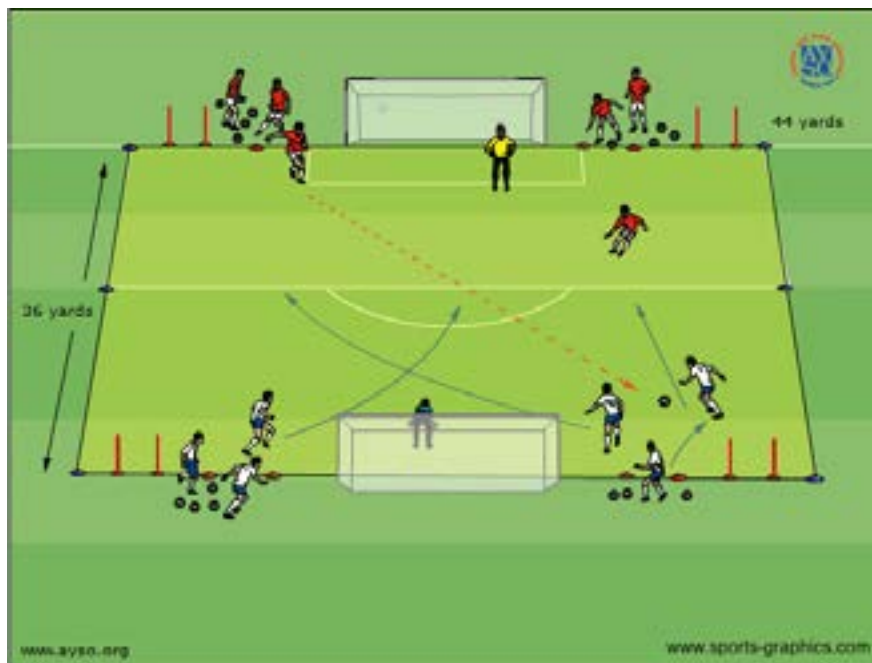
# IMPROVE GOALSCORING ABILITY IN AND AROUND PENALTY AREA

by: John Kerr, Head Coach,  
Duke University

## Stage 2: Small-Sided Activity

### ORGANIZATION:

- Double penalty area with large goals and goalkeepers at both ends.
- Two gate goals either side of large goals.
- Mark players entrances with disc cones.
- Spare balls with each of the four groups.



### INSTRUCTIONS

- Defender drives ball to diagonal attacker releasing 3 attackers (2 from 1 gate, 1 from the other) v 2 defenders (1 from each gate).
- Attackers score in large goal, defenders score in either gate goals or large goal.
- Alternate starting sides.
- Points: large goal 2 points; gate goals 1 point.
- Keep score.

### VARIATIONS/ PROGRESSIONS

- If a goal is scored or ball goes out, switch roles, i.e., attackers defend and serve the ball. Keep switching.
- Restrict touches.
- Add time restriction to get shot off.
- Line up two teams in 2 halves and play 4v2 per zone (players stay in half).
- 2 attackers should try to maintain possession, get free, combine and get shots on goal.
- Upon 3 successful passes, an additional attacker can join the front 2 to create a 3 v 4.
- Permit another attacker creating a 4 v 4.

### COACHING POINTS

- Attackers should penetrate, support and provide width (and mobility) as needed to take advantage of overload.
- Quality passing (accuracy and weight).
- Timing of runs and passes.
- Quality first touch.
- Communication.
- Composure & quality of final shot.
- Rebounds. Follow in the shot!
- Attacking combinations, i.e., wall pass, overlaps, etc.
- 1v1 creativity.

# DEFENDING ATTACKING PLAY FROM WIDE AREAS (#2 AND #3) AND WHEN TO PRESSURE ATTACKING WIDE PLAYERS (#7 AND #11)

by: Dave Thomas, AYSO  
United Director

## Stage 2: Small-Sided Activity

### ORGANIZATION:

- 2/3rds of the field. Large goal with GK at one end and 2 target goals on halfway line.
- Mark two wide channels from edge of penalty area to touch line. Mark neutral zone halfway between end line and halfway line.



### INSTRUCTIONS

- Coach serves to the attacking team who must play 2 passes (minimum) in the neutral zone before passing into the wide channel for #7 or #11 to enter attacking third and confront #2 or #3. (1 low pressure defender #6 will be in the neutral zone.)
- Attacking team cannot play back into the neutral zone.
- Attacking team try to score in the large goal against the GK.
- If defending team wins the ball back, manages 5 passes or passes to a player in the neutral zone (#6) they receive 1 goal. If they can pass through either of the wide gates they get 2 goals.
- If ball goes out of play, Coach restarts in neutral zone with attacking team.

### VARIATIONS/ PROGRESSIONS

- #6 can enter the defensive third.
- Add additional players (#8) on defending team and (#10) on attacking team.

### COACHING POINTS

- Timing, speed of approach, angle of run, body position.
- Pressure must be put on the ball and ball carrier to make play predictable (can the attacker be forced wide?)
- #2 must have corresponding cover by #5, and #3 by #4.
- All other defenders, “third defenders” must balance off the threat of opponents and space.
- Make up ground as the ball travels.
- Make play predictable.
- Communicate.
- Try to negate the threat of opponents of the ball by good positioning.
- Upon winning the ball look to transition forward.

# IMPROVE ABILITY TO CREATE SCORING CHANCES FROM WIDE POSITIONS (#7 AND #11)

by: Scott Snyder, AYSO Player Development Specialist

## Stage 3: Expanded Small-Sided Activity

### ORGANIZATION:

- 1/2 field, 2 wide channels, 2 full-size goals with Goalkeepers.
- 7 v 6 organized to improve attacking shape and options: 1-3-3 v 1-3-2. 4 (#6, #8, #10 and #9) vs 4 in central area with #7 & #11 per team in wide channels.



### INSTRUCTIONS

- Teams compete & combine to play ball wide to #7/11 to either combine back or drive to end line & cross.
- No defenders in wide channels (to start but progress quickly).
- Emphasize #6, #8, #10, (and #9) combinations to create wide attacking options for #7 or #11.
- Keep score.
- Additional scoring conditions: 1 point for combination play out to #7 and #11 and 2 points for goals resulting from crosses or balls delivered from #7 or #11.
- Offside in effect and other general laws (officiate).

### VARIATIONS/ PROGRESSIONS

- Permit defender(s) into channel when #7 or #11 receives ball.
- Remove channels.

### COACHING POINTS

- #6, #8, #10 (and #9) mobility and combination play to create width.
- Quality passing and receiving. Look to create 2 v 1 options out wide. Watch weak side play. Players should look to change point of attack to unbalance the defense. #9 back to goal play.
- Decision of #7 and #11 to penetrate and cross or combine back through central area.
- Body shape of #7 and #11 to receive; first touch efficiency into space to run onto; timing and quality of service into the box; type of delivery (driven, lofted, curved).
- Timing of runs to finish; type of finish (header/volley/half volley/ touch and finish; continuation of runs from midfield into box to finish).

# 16U TO 18U PROGRAM GUIDELINES

## Goals

### Goals

The maximum goal size is 8' high x 24' wide.  
The recommended goal size is 8' high x 24' wide.

## Ball

- Size 5

## Players

- Number: 11 per team on field; one of which is a goalkeeper. 18 maximum on roster (12 minimum).
  - Substitutions: Approximately midway through each half, at halftime and for injuries.
  - Playing time: All players, unless injured, are required to play at least half of every game.
- Teams: Separate girls and boys teams should be promoted at all levels of play.

## Players' Equipment

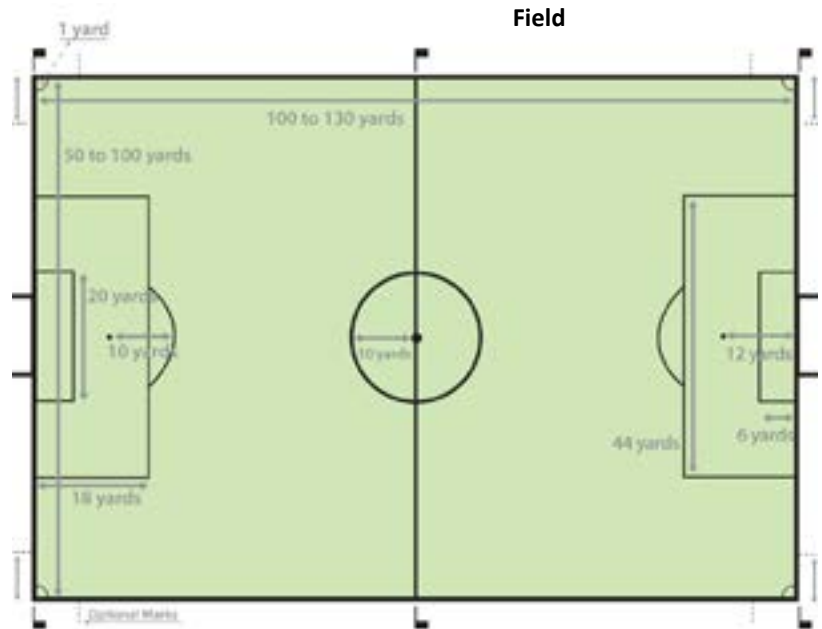
- Footwear: Soccer shoes are recommended (or similar athletic shoes).
- Shinguards: MANDATORY for both training sessions and games, and must be covered entirely by socks.
- Jerseys: Rolled or tied up sleeves are permitted, provided that the referee approves it is done in a safe manner.

## Referee

- AYSO-certified regional referees or higher.

## Maximum Duration of Half

- 16U: 40 minutes.
- 18U: 45 minutes.
- Halftime shall be a minimum of 5 minutes and a maximum of 10 minutes. No added time.



**MODIFICATIONS:** As players get older, commitments and availability can be a challenge; therefore, with older ages to help create or maintain the program you can modify matches from 11 vs. 11 to 5 vs. 5, 7 vs. 7, etc.

The duration of the game does not need to change, just the size of the field of play. Some “suggested” modifications:

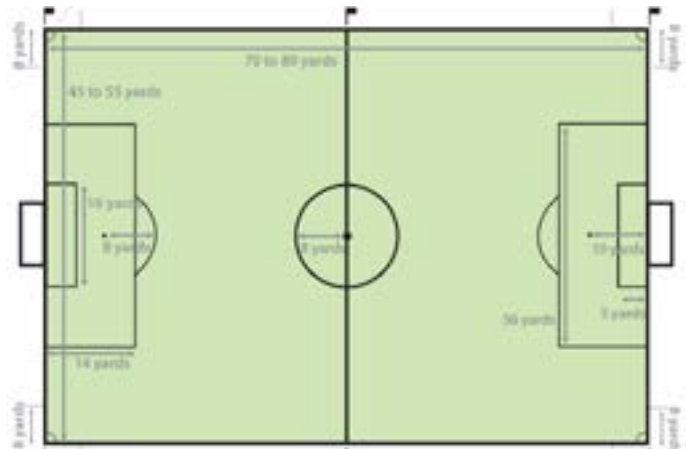
**8v8, 9v9, 10v10**

**Field Dimensions:** 70-80 yds long x 45-55 yds wide.

**Markings:** Distinctive lines recommended.

- Halfway line the width of the field, marked equidistant between the goal lines.
- Center circle with an eight-yard radius in the center of the field.
- Corner arcs with a one-yard radius at each corner of the field.
- Goal area in front of each goal measuring 5 x 16 yards.
- Penalty area in front of each goal measuring 14 x 36 yards.
- Penalty mark ten yards from the goal line.
- Penalty arc extending in an eight-yard radius from the penalty mark.

**Goals:** Maximum 7' high x 21' wide.



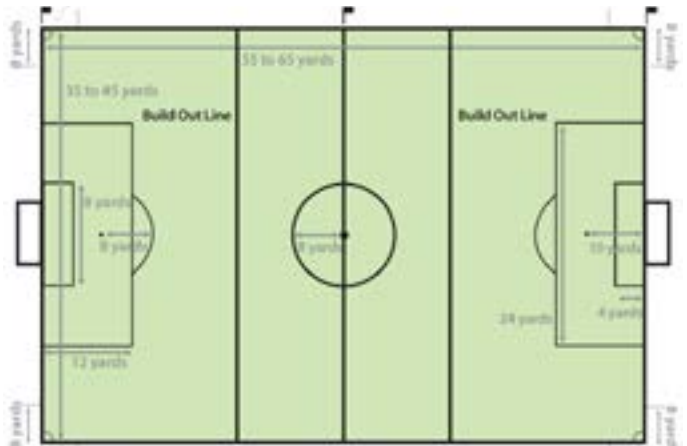
**5v5, 6v6, 7v7**

**Field Dimensions:** 55-65 yds long x 35-45 yds wide.

**Markings:** Distinctive lines recommended.

- Halfway line the width of the field, marked equidistant between the goal lines.
- Center circle with an six-yard radius in the center of the field.
- Corner arcs with a one-yard radius at each corner of the field.

**Goals:** Maximum 6.5' high and 18.5' wide.

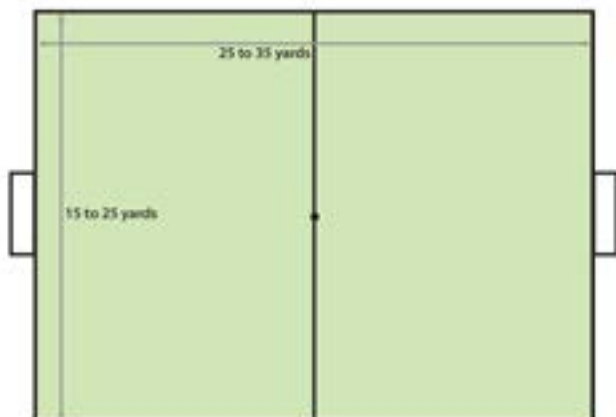


**3v3, 4v4**

**Field Dimensions:** 25-35 yds long x 15-25 yds wide.

**Markings:** Distinctive lines can be used but are not required. Field can be marked using 20 disc cones to mark all four sides.

**Goals:** Maximum 4' high and 6' wide OR four tall cones, two each set 6' apart.



# LAWS OF THE GAME

## INTRODUCTION

AYSO volunteers prepared this information to assist coaches in learning and understanding the *Laws of the Game*. As your coaching experience increases, so will your need for additional instruction. Our courses are designed to support those needs as they arise. You should obtain a copy of “Regional Referee” to supplement your training and understanding of AYSO policies and interpretations of the Laws.

AYSO is an affiliate member of US Soccer, the national governing body of soccer in the United States recognized by FIFA (Federation Internationale de Football Association), the international governing body of soccer. All AYSO matches are played in accordance with the FIFA *Laws of the Game* and the AYSO National Rules and Regulations. Since FIFA meets annually to consider changes to the Laws and AYSO considers proposed changes to its National Rules and Regulations each year at the AYSO Annual General Meeting, it is strongly recommended that each year you obtain the current AYSO edition of the FIFA *Laws of the Game* and the AYSO National Rules and Regulations to familiarize yourself with the most recent changes.

As you gain knowledge and experience as an AYSO coach you will find that your understanding of the *Laws of the Game* and of the job of the officials will increase. To truly understand officiating, we recommend strongly that you “walk a mile in his shoes”. That is, try your hand at actually refereeing some matches. Experience as a referee can only improve your skills as a coach and is well worth the effort. Thank you again for volunteering your time and talents.

Some Points of Difference (AYSO and FIFA)

| LAW              | FIFA                | AYSO                          |
|------------------|---------------------|-------------------------------|
| #1 FIELD SIZE    | FULL                | MODIFIED PENDING AGE DIVISION |
| #1 GOAL SIZE     | FULL                | MODIFIED PENDING AGE DIVISION |
| #2 BALL SIZE     | SIZE 5              | 3, 4, 5 PENDING AGE DIVISION  |
| #3 SUBSTITUTIONS | UP TO 3 DURING PLAY | MULTIPLE PER HALF             |

# THE SPIRIT OF THE GAME

The Spirit of the Game directs and expects that a game will be played in a safe and fair manner so that it can be enjoyed (fun) by all participants and spectators. In other words, the Spirit of the Game enables and empowers the referee to interpret and apply the *Laws of the Game* in a manner that ensures a safe, fair, and fun game.

The coaches of two teams are supposed to train their players and then let the players come together in a fair and sporting manner to determine the outcome of the match.

As a coach, you have the opportunity to increase the understanding of the spirit of the game for your players and parents and spectators who will be watching your games. The more knowledgeable the participant is, the more enjoyable the game. Training sessions belong to coaches and games belong to players, so do your coaching during practice and let the players make the decisions during the games. It is what makes it fun, and is what the Laws provide for as the “Spirit of the Game.”

## **The Spirit of the Laws**

The Spirit of the Laws supports the Spirit of the Game by permitting the referee to apply common sense in the application of the Laws to match the skill level of the game. In other words, the Spirit of the Laws enables and empowers the referee to interpret and apply the *Laws of the Game* in a manner that allows the players to play to their maximum level of technical, physical, and emotional skills.

*“The Laws of the Game are intended to provide that games should be played with as little interference as possible, and in this view it is the duty of referees to penalize only deliberate breaches of the Law. Constant whistling for trifling and doubtful breaches produces bad feeling and loss of temper on the part of the players and spoils the pleasure of spectators.”*

# STEWARDS OF THE GAME

AYSO Stewards of the Game program formalizes the partnership of the coaching and refereeing teams to provide the best possible AYSO Experience to the players. Coaches and referees will work together from the same script in pregame and player check-in.

Coaches and referees will meet at the center circle prior to the coin toss to review the AYSO pregame points of the Six Philosophies, especially Good Sportsmanship and Positive Coaching.

# THE PHILOSOPHY OF REFEREEING

The referee's job description in three simple words: Safe, Fair, and Fun!

Soccer is a game, and the reason people play games is to have fun. The referee is there to facilitate a game that will provide the maximum enjoyment for the players. The referee endeavors to permit both teams an equal opportunity to play the game fairly and safely within the confines of the *Laws of the Game*.

Players and coaches must also remember that referees have considerable authority and flexibility when determining whether the Spirit of the Law has been broken enough to deserve being penalized or that, in the interest of the flow of the game; play should be allowed to continue.

For example, a referee may let play continue when a player pushes an opponent carelessly but the push has little consequence (i.e., is not unsafe, does not take the opponent off the ball, and the opponent plays through the foul and continues challenging for the ball). Whistling the foul in this case would disrupt the flow of the game, would add little to the referee's control of the game, and would likely generate confusion and frustration for both players.

Referees differ, as do players and coaches, and opinions may vary. However, it is only the referee's opinion which determines when play should be stopped.

The philosophy of refereeing is a concept that each referee develops through personal interpretation of the Spirit and Intent of the *Laws of the Game*. Referees strive for uniformity of interpretation, just as players strive for excellence in playing skills and coaches strive to develop successful teams. With varying degrees of success, each does the best they can, and we should all recognize and appreciate the efforts of one another. Understanding the philosophy of refereeing will help players and coaches better understand referee decisions. In most instances, those decisions require judgment based on the spirit of the Law rather than the rote application of the letter of the Law.

## **Coach and Referee Teamwork**

Dissent with referee decisions is unsporting and counterproductive to team success. Coaches must instill in their players the ability to respect and accept referee decisions and to maintain their composure and focus on the game.

Good players and good coaches know the rules and more importantly they understand the Spirit of the Game and the Philosophy of Refereeing. Enjoy your experiences and being an AYSO coach and help your players get the maximum benefit from their AYSO experience. Remember...

In AYSO, it's about more than the game!



## LAW 1: THE FIELD OF PLAY

### Essential Facts About the Field of Play:

- Regular season play: Goal dimensions and field size at discretion of the region.
- Post-season play-off games: The field must conform to all requirements of Law 1.
- A coaches' area shall be marked, where possible, ten (10) yards on either side of the halfway line, and at least one yard from the touch line.
- Touch lines: Define sides of the field.
- Goal lines: Define ends of the field.
- Goals: 8 feet high and 8 yards wide.
- Halfway line: Divides field in half and belongs to both halves.
- Center mark: Location for kick-off.
- Center circle: 10-yard radius from center mark.
- Penalty area: Area in which goalkeeper may use hands and where certain fouls result in a penalty kick.
- Penalty mark: 9-inch spot 12 yards from goal line indicates location for penalty kick.
- Penalty arc: 10-yard radius from penalty mark.
- Goal area: Defines location for goal kicks.
- Corner area: 1-yard arc defines location for corner kicks.
- **Corner flag: At least 5 feet high with non-pointed top. Locates corner of field. May not be moved or removed during corner kicks.**
- Optional equipment: Goal nets, halfway flags (1 yard outside touch line).

## LAW 2: THE BALL

### Essential Facts Regarding the Ball:

- The referee approves the game ball.
- Ball cannot be replaced without the referee's permission.
- The size used in AYSO matches is regulated according to age division: Size 3: 6U, 8U Size 4: 10U, 12U Size 5: 14U+

## LAW 3: THE NUMBER OF PLAYERS

### Essential Facts Regarding Number of Players:

- 11 a-side is the norm. AYSO Age Specific Recommendations: 6U/8U: 4 a-side; 10U: 7 a-side; 12U: 9-a-side; 14U+: 11 a-side.
- A player who has been sent off may not be replaced.
- Substitutes come under the jurisdiction of the referee.
- One player on each team must be designated as the goalkeeper.
- Field players may change places with their goalkeeper at any normal stoppage in play. The referee must be notified that the change is taking place.
- In AYSO, each team member must play a minimum of one half of the match.
- Play may be stopped at any time by the referee to attend to an injured player who may be replaced or the team may play short while the injured player recovers. Only the injured player receives credit for playing that quarter. A dropped ball is used to restart play if the ball was in play at the time of the stoppage.

## LAW 4: THE PLAYERS' EQUIPMENT

### Essential Facts Regarding Players' Equipment:

- Jersey, shorts, footwear, and shinguards covered by stockings are required. Rolled or tied up sleeves are permitted, provided that the referee approves it is done in a safe manner.
- Any tape or other material on/covering socks must be same color.
- Shinguards are required in all practices and games.
- The goalkeepers must be distinguishable from all other players on the field.
- Players may not wear anything that could endanger either themselves or another player.
- Casts or splints, jewelry, watches and articles of adornment are not allowed.

## LAW 5: THE REFEREE

### Essential Facts Regarding the Referee:

- Should interfere with the game as little as possible, penalize only deliberate breaches of the Law, and not whistle for trifling or doubtful offenses.
- Authority includes all pre-match, half-time and post-match activities.
- May refrain from penalizing if it is to the advantage of the team against which the offense was committed.
- Is official record and timekeeper, and may add any time lost through accident or other cause.
- May stop the match and suspend or terminate play for any reason deemed necessary such as: the elements, interference by spectators, or other cause.
- Shall submit a detailed report of any misconduct.
- Allows no person other than the players and assistant referees to enter the field of play without permission.
- May stop the match to have an injured player attended.

## LAW 6: THE ASSISTANT REFEREES

### Essential Facts Regarding the Assistant Referees:

- Indicate when the ball is out of play.
- Indicate which side is entitled to a goal kick, corner kick or throw-in.
- Indicate when a player may be penalized for being in an offside position.
- Indicate when a substitution is requested.
- Assist the referee in the control of the match in accordance with the Laws.
- May signal any misconduct, incident, or breach of the Laws which occurred out of view of the referee.
- Assistant referees' decisions may be overruled by the referee.
- Referee decisions may not be overruled by an assistant referee.
- Referees may consult with and accept the decision of neutral assistant referees to determine whether or not a legal goal was scored.

## LAW 7: THE DURATION OF THE MATCH

### Essential Facts Regarding the Duration of the Game:

- Matches should have two equal halves.
- The teams will defend each goal for one half.
- Halftime shall be a minimum of 5 minutes and a maximum of 10 minutes.
- Allowance shall be made, at discretion of the referee, for time lost due to injury, substitution, time wasting or other cause.
- Time shall be extended to permit a penalty kick to be taken at or after the expiration of the normal time period.
- The referee is the sole timekeeper for the match.
- FIFA Law requires a match terminated by the referee for any reason to be replayed in its entirety. In AYSO, the referee submits a game report to the governing body (Region) who will determine whether or not the game will be replayed, if the score will stand, or if a team shall be declared in forfeit.

## LAW 8: THE START AND RESTART OF PLAY

### Essential Facts Regarding the Start of Play:

- Play is started with a kick-off from the center mark:
  - At the beginning of the match.
  - At the beginning of the second half.
  - Following a goal.
  - At the beginning of overtime periods.
- Play is restarted with a dropped ball where the ball was when the play was stopped while the ball was in play:
  - Following an injury where no foul occurred.
  - For outside interference.
  - For needed repairs to the ball or field equipment.
  - For any cause not mentioned in the Laws.

- The team winning the coin toss chooses which goal it will attack in the first half. The other team must kick off.
- The ball is in play from a kick-off once it has been kicked either forwards or backwards.
- Every player must remain in his own half of the field, and players of the team not taking the kick-off must remain at least ten yards from the ball until the ball is in play.
- The player taking the kick-off shall not touch the ball a second time until it has been touched by another player. The penalty for this “double touch” is an indirect free kick.
- A goal may be scored directly from a kick-off.
- The kick-off shall be retaken for any infringement occurring before the ball is in play.
- The dropped ball is in play once it has touched the ground.
- The dropped ball is retaken if it is touched by any player before it has touched the ground or if it goes out of play without being touched by a player.
- The referee cannot ‘manufacture’ outcome of a dropped ball.

## LAW 9: THE BALL IN AND OUT OF PLAY

### Essential Facts Regarding Ball In and Out of Play:

- The ball remains in play until the entire ball has crossed the outside edge of either the goal line or touch line either on the ground or in the air.
- It is the position of the ball and not the player playing the ball which determines whether or not the ball is out of play.
- The ball is out of play when the referee has stopped play.
- The ball remains in play unless signaled out of play by the referee.
- If ball rebounds off official, it is in play unless it passes wholly over boundary line (includes AARs)

## LAW 10: THE METHOD OF SCORING

### Essential Facts Regarding Method of Scoring:

- The ball must completely cross the goal line between the goalposts and under the crossbar for a goal to be scored.
- Only the referee may award or disallow a goal.
- The referee may accept the opinion of a neutral assistant referee regarding a possible goal that the referee did not see.
- The position of the ball is relevant when determining whether a goal has been scored, not the position of the goalkeeper.
- A goal should not be awarded if an outside agent (spectator, dog, etc.) has interfered with play prior to the ball entering the goal.
- A goal should not be awarded if the Laws of the Game were violated by the attacking team immediately prior to the ball entering the goal.
- The referee may reverse his decision regarding the scoring of a goal as long as play has not yet been restarted.

## LAW 11: OFFSIDE

### Essential Facts Regarding Offside:

- A player is in an offside position if he is nearer to the opponents’ goal line than both the ball and the second to last defender being in an offside position in itself is not an offence. A player is not in an offside position if:
  - He is in his own half of the field of play (halfway line is neutral)
  - He is level with the second last opponent or
  - He is level with the last two opponents
- The player in an offside position is only penalized if, at the moment the ball is touched or played by a teammate, the referee considers him to be actively involved in the play by:
  - Interfering with play or
  - Interfering with an opponent or
  - Gaining an advantage from being in that position
- There is no offside offence if a player receives the ball directly from:
  - A goal kick or
  - A throw-in or
  - A corner kick

- The punishment for being offside is an indirect free kick for the opposing team.
- The indirect free kick is taken from the location of the offside player when they became offside.
- The referee may or may not declare a violation of the Offside Law depending upon his judgment of the circumstances.

## LAW 12: FOULS AND MISCONDUCT

### Essential Facts Regarding Fouls:

There are two categories of fouls; direct free kick fouls from which a goal may be scored directly and indirect free kick fouls from which a second player on either team must touch or play the ball before a goal may be scored. If a direct free kick foul is committed by a player in his or her own penalty area, the opponents are awarded a penalty kick (see Law 14).

### Essential Facts Regarding Direct Free Kick Fouls:

There are ten direct free kick fouls of which the following seven must be considered by the referee to be careless, reckless or done with excessive force:

1. Kicks or attempts to kick an opponent
2. Trips or attempts to trip an opponent
3. Jumps at an opponent
4. Charges an opponent
5. Strikes or attempts to strike an opponent
6. Pushes an opponent
7. Tackles an opponent

The other three direct free kick fouls require only that they be committed.

1. Holds an opponent
2. Spits at an opponent
3. Handles the ball deliberately (except for the goalkeeper inside his own penalty area)

### Essential Facts Regarding the Indirect Free Kick Fouls:

The following are the eight indirect free kick fouls:

1. Plays in a dangerous manner
2. Impedes the progress of an opponent
3. Prevents the goalkeeper from releasing the ball from his hands
4. Commits any other offence, not previously mentioned in Law 12, for which play is stopped to caution or dismiss a player
5. Goalkeeper controls the ball with his hands for more than six seconds before releasing it from his possession
6. Goalkeeper, having released the ball into play, touching it again with his hands before it has been touched by another player
7. Goalkeeper touching the ball with his hands after it has been deliberately kicked to him by a teammate
8. Goalkeeper touching the ball with his hands after he has received it directly from a throw-in by a teammate.

### Essential Facts Regarding Cautionable Offenses:

There are seven reasons a player may be cautioned and shown a yellow card.

1. Unsporting behavior
2. Dissent, by word or action,
3. Persistent infringement of the Laws of the Game
4. Delays the restart of play
5. Failure to respect the required distance during corner kicks, free kicks or throw-ins
6. Enters or re-enters the field of play without permission of the referee
9. Deliberately leaving the field of play without the permission of the referee

### Essential Facts Regarding Sending-Off Offenses:

There are seven reasons a player may be sent off the field and shown a red card.

1. Serious foul play.
2. Violent conduct.

3. Spits at an opponent or any other person.
4. Denies the opposing team a goal or an obvious goal-scoring opportunity by deliberately handling the ball.
5. Denies an obvious goal-scoring opportunity to an opponent moving toward the player's goal by an offence punishable by a free kick or a penalty kick.
6. Using offensive, insulting, or abusive language and/or gestures.
7. Receiving a second caution in the same game.

## LAW 13: FREE KICKS

### Essential Facts Regarding Free Kicks:

- Direct free kicks are awarded for direct free kick fouls and a goal may be scored directly against the opponents
- Indirect free kicks are awarded for indirect free kick fouls and certain technical infractions. After the ball is in play, it must touch or be played by a second player from either team before a goal can be scored.
- The opposing team must remain at least ten yards from the ball until the ball is kicked into play.
- The ball is in play from a free kick once it has been kicked and has moved or, in the case of the defending team taking the kick from within their own penalty area, when the ball completely leaves the penalty area.
- The player taking the free kick may not play the ball a second time until it has been touched by another player. The penalty for violation is an indirect free kick for the opponents from the point of the infraction.
- Ball is in play when it is kicked and **clearly** moves.

## LAW 14: THE PENALTY KICK

### Essential Facts Regarding Penalty Kick:

- A goal may be scored directly from a penalty kick.
- The kick is taken from the penalty mark located twelve yards from the goal line.
- The ball is in play once it has been kicked and moves forward.
- All players must be on the field of play, outside the penalty area, ten yards from the ball, and must stand behind the penalty mark, except for the kicker and the opposing goalkeeper.
- The defending goalkeeper remains on the goal line between the goalposts facing the kicker until the ball has been kicked (coming off line is a cautionable offense if kick fails).
- The kicker must wait for the referee's signal before taking the kick.
- If 'illegal' feinting occurs, kicker is cautioned and an indirect free kick is awarded.
- The player taking the penalty kick may not play the ball twice in succession without it first touching another player (penalty is an indirect free kick for the opposing team).
- For infringements of the Law by the defending team, the kick shall be retaken if a goal has not been scored.
- For infringements of the Law by the attacking team, except for the kicker playing the ball twice in succession, the kick shall be retaken if a goal was scored.
- For infringements of the Law by both teams, the kick shall be retaken regardless of the outcome.

## LAW 15: THE THROW-IN

### Essential Facts Regarding Throw-In:

- The throw-in shall be taken from the point at which the ball left the field.
- The thrower must face the field and part of both feet must remain on or behind the touchline.
- The ball must be thrown with both hands from behind and over the head.
- Opposing players must stand no less than 2 yards from point at which the throw-in is taken.
- The ball is in play as soon as it is both released and has entered the field of play.
- The thrower may not play the ball a second time in succession (penalty is an indirect free kick for the opposing team from the point of the infraction).
- If the ball is improperly thrown in, it shall be retaken by a player of the opposing team.
- A goal may not be scored directly from a throw-in.
- Exception to Offside Law is permitted for the first person to receive the ball from a throw-in.

## LAW 16: THE GOAL KICK

### Essential Facts Regarding Goal Kick:

- The ball may be placed anywhere within the goal area and must be stationary.
- The ball is in play once it has been kicked beyond the penalty area.
- Opposing players must remain outside the penalty area until the ball is kicked into play beyond the penalty area.
- An opponent who is in the penalty area when the kick is taken can not play the ball until touched by another player.
- A goal may be scored directly from a goal kick, but only against the opposing team.
- The player taking the goal kick may not play the ball twice in succession (penalty is an indirect free kick for the opposing team).
- Exception to Offside Law is permitted for the first person to receive the ball from a goal kick.
- If a goal kick is kicked into the kicker's own goal it is a corner kick to opponents.

## LAW 17: THE CORNER KICK

### Essential Facts Regarding Corner Kick:

- The ball is placed within the corner arc at the nearest corner flag post.
- A goal may be scored directly from a corner kick.
- The ball is in play after it has been kicked and moves.
- Opposing players must remain ten yards from the corner arc until the ball is in play.
- The corner flag must not be moved or removed during the taking of the corner kick.
- The kicker may not play the ball twice in succession (penalty is an indirect free kick for the opposing team).
- Exception to Offside Law is permitted for the first person to receive the ball from a corner kick.
- If a corner kick is kicked into the kicker's own goal it is a corner kick to opponents.

# HEALTH, SAFETY AND RISK MANAGEMENT

## STAYING HEALTHY

### **Fitness**

Fitness can be defined as a combination of speed, strength, stamina, suppleness and skill and should be specific to meet the demands of the sport. Speed and stamina are two main components of fitness that all soccer players require (and vary depending on the player's role in the team). There are two types of stamina that we will address: aerobic and anaerobic.

### **Aerobic Conditioning**

Aerobic fitness uses oxygen to perform exercise. Physical exercise such as jogging constantly improves the body's ability to transport oxygen to the muscles and allows the athlete to work at a constant rate without being completely fatigued. Aerobic exercise helps to build athletic stamina for sustained performance.

### **Anaerobic Conditioning**

Anaerobic fitness is high intensity exercise without the use of oxygen. High-energy activities such as sprinting and jumping require the use of energy (ATP, glycogen) that is stored in the muscles. This happens when the body needs to get energy quickly. Anaerobic capacity can be improved by performing high intensity exercises for short durations.

### **Soccer-Specific Fitness**

Soccer players need a combination of aerobic and anaerobic fitness. Some positions require a higher level of aerobic fitness, while others require more anaerobic-specific fitness.

*Midfield Players* tend to cover the most distance during a game as they are expected to continuously link with the offense and defense. Because of this, midfield players need a more all-round fitness profile with an emphasis on both aerobic and anaerobic capacity.

*Attackers and Defenders* need more training that prioritizes speed. Although defenders and attackers can often get more rest time than midfielders, they are also required to perform sprints at a faster speed to be successful in their crucial phases of play. For improvements in acceleration, repeated sprints of around six seconds in duration will be effective.

### **Hydration**

With 70-75% of your total weight made up from water, it is essential to stay hydrated throughout the day, not just prior to activity. Ultimately, fluid intake is based on the size of the player, temperature, humidity and length of game (minutes played) or practice. In general, players need:

- Two to three hours prior to participation, players should drink approx. 16 fl. oz. (2 cups) to 20 fl. oz. (2.5 cups).
- Ten to 20 minutes prior to activity the players should drink approx. 7 fl. oz. (0.875 cups) to 10 fl. oz. (1.25 cups) of fluids.

Children don't sweat as effectively as adults and without adequate fluid replacement, fatigue can quickly set in (when the body loses as little as 5% of its water it can reduce physical performance by 20-30%). Therefore, it is essential for soccer players to regulate their fluid intake in order to play at their top level. Water is adequate before a game, while sports drinks can be used at halftime or after the game to help replenish lost electrolytes and carbs (they also taste good so kids are more likely to drink them).

### **The Importance Of What We Eat**

Soccer players require the right level of energy, which can be produced from eating a balanced diet high in carbohydrates. Carbohydrates provide the most energy to the body and can be split into 'simple' or 'complex'. It is important to know the right types of foods to eat and which foods provide the best source of energy.

'Simple' carbohydrates (sugar) can be found in candy, soda, sweets and cakes, and while they can provide energy, players can experience highs and lows from this type of food. Simple sugars are still a good source of energy but should be consumed from natural foods such as fruit and vegetables.

Complex' carbohydrates (starches) take longer to break down providing a longer lasting energy source. Starches include grain products such as bread, crackers, pasta and cereals. Eating whole grain starches also provides the body with fiber, which is another important nutrient to aid digestion.

Foods that contain protein such as meats are an integral part of an athlete's diet. Foods rich in protein help to build, maintain and replace damaged tissues. While all meats contain protein, there are some that are easier to digest than others. White meats (chicken and fish) are easier to digest than red meats (beef) and can be eaten to provide the right protein levels. Milk, yogurt, eggs, soybeans are also good sources of lean protein.

### **Healthy Snacks**

Many younger soccer players run from school directly to practices or games and have no time to stop for a high energy snack to boost energy for performance. To stay fueled, players should keep water and healthy snacks accessible in their backpacks, lockers and coolers. Some healthy suggestions:

Bananas and other whole fruits, low-fat muffins, trail mix, whole grain crackers and cheese, fruit snacks, raisins, yogurt, carrots, apple wedges with peanut butter, granola bars, string cheese, and pretzels.

NOTE: At your team meeting, find out about any food allergies, i.e., peanuts, to avoid dangerous situations.

### **Recovery Tips**

Vital for 18U players, recovery techniques should be applied before, during and after each game or training session to maximize performance and reduce injuries.

- Players need up to 72 hours between sessions to fully recover.
- Experts suggest eating carbohydrates and protein within 30 minutes after intense activity to replenish energy stores and speed recovery. Instruct your players to eat a sandwich, fruit or other snack right after a game.
- Sleep is vital for recovery and maximum sports performance. Youth soccer players typically need seven to nine hours of sleep. Not usually an issue for 18U players, encourage your players to get the sleep they need.
- Skim chocolate milk is an effective drink to boost recovery.



# SAFE HAVEN INTRODUCTION

Agreeing to a background check is required for each volunteer. Safe Haven® is both a child AND volunteer protection program.

The child protection aspect is intended to prevent child abuse, promote education and awareness, enforce policies and screen and train volunteers. It includes proactive steps that promote a positive, healthy environment for children. Volunteer protection comes into play as a result of volunteer training, certification and continuing education. The Volunteer Protection Act of 1997 provides certain legal protections for volunteers *who have been trained and certified and act in accordance with a written job description*. Safe Haven includes these three elements, giving volunteers the highest degree of protection available under the law.

**To coach in AYSO, you MUST complete this course!**

## RISK MANAGEMENT BASICS

Covered in detail within our Safe Haven course, below are some general excerpts regarding risk:

### Supervision

- One adult for every 8 or fewer children.
- **At least 2 adults present at ALL times.**
- At least 1 adult of the same gender as players.
- Adults should never be alone with a child except their own (including transporting a child in a car).
- Team Coach is responsible for players on team until they are picked up or otherwise leave the area.
- **No child shall be left unsupervised** after a game or training session.
- When necessary to speak privately with a child, select a spot out of earshot but within sight of others.
- The AYSO “Buddy System” requires a minimum of 3 players whenever children are allowed to enter a restroom alone, etc. Necessary for preventing player-on-player abuse.
- Adult supervisors of children must ensure that players are not allowed to abuse other players during AYSO activities.
- Always have signed Player Forms at training and matches.

### Physical contact with children should be:

- In response to the need of the child only.
- With the child’s permission.
- Respectful of any resistance or hesitation.
- Careful to avoid private parts (hug from the side only).
- In the open, never in private.
- Brief in duration.
- Age and developmentally appropriate.

### Social Media!

To help address the growing need to protect children from abuse, which includes the invasion of privacy rights and/or volunteers from misunderstandings and false accusations, the following recommendations are suggested for electronic communications and the use of social media sites, such as Facebook or Twitter.

- Maintain transparency in communications with children while protecting children’s identity and privacy. It is the responsibility of adults to maintain appropriate boundaries!

KEEP IN  
MIND



To ensure the safety of both children and volunteers, each volunteer is *required* to take a class or online training session called AYSO’s Safe Haven® focusing on safety and appropriate behavior with children as well as other on-field issues.

- All communications regarding AYSO activities and participation in the program must be directed to parents and guardians including voice messages, e-mails and text messages (it is up to the child's parents to communicate necessary information).
- If, for older players or youth volunteers, parents/guardians allow direct communications with a player or youth volunteers, parents must still be copied on any and all messages.
- Adults should refrain from private, personal, on-going electronic conversations with children.
- It is not advised to provide player access to your personal social media site (i.e., Facebook). Settings should be set to 'Private.'

The lines between personal, private and public are becoming very thin in today's tech-dominant world, please be responsible and fully aware of the challenges!

## GENERAL GUIDELINES TO INJURY MANAGEMENT

In dealing with injuries, the coach must be competent and in control of the situation and remain calm to prevent panic. When at all unsure, GET professional help!

### DO NOT

- Try to diagnose a serious injury.
- Touch the injury, but rather ask the injured player to move the affected area.
- A serious injury will not allow movement by the injured player and will give the coach a clue to the seriousness of the injury.

### DO

- Seek professional help for all but minor injuries.
- Put the child's welfare ahead of the team's needs. AYSO philosophy emphasizes healthy competition in a proper perspective. Playing youngsters with serious injuries is incompatible with our value system.

### Is a player ready to return to play?

- Can the player walk without limping?
- Can the player run in a straight line? Or cut from side to side?
- Can the player execute other demands of the game?
- Is the player safe from further injury?
- If the answer is no to any of these, do not return player to the game. If in doubt, sit them out!

## General Care and Treatment of Injuries or Conditions

| Injury  | Treatment   |
|---|---|
| <b>Blisters</b>   | Don't pop blister or cut dead skin away. Cover with Vaseline. Apply blister-specific Band-Aids or moleskin (cut piece out to surround blister, do not place directly on blister). |
| <b>Sprain</b><br>(Ankle, Knee, Wrist, Elbow)                          | Pressure wrap, ice for 20 minutes per hour during first 48 hours. Elevate when possible.<br><b>RICE - Rest Ice Compression Elevation</b>  |
| <b>Muscle Strain</b> (Pull)   | RICE  |
| <b>Contusion</b> (Bruise)   | RICE  |
| <b>Cramp</b>  | Apply light pressure with hand. Stretch muscle with steady pressure. Ensure player is well hydrated.  |
| <b>Nose Bleed</b>   | Direct pressure (pinch nostrils.) Sit player up. Don't blow nose.   |
| <b>Bleeding</b>   | Apply direct pressure. Bandage. If continues, get professional help.  |
| <b>Cut or Abrasions</b>   | Stop bleeding with direct pressure. Wash with antiseptic. Close with adhesive strip or butterfly. Cover with dry sterile dressing.  |
| <b>"Wind Knocked Out"</b>   | Lie on side or back. Encourage slow, relaxed breathing. Try to reduce anxiety.  |
| <b>Heat Exhaustion</b> - Player Feels Cool, Clammy and Damp. Pale.    | Move to shade. Douse with cool water. Loosen restrictive clothes. Give fluids.  |
| <b>Unconsciousness</b>  | Check airway, breathing, and pulse. Don't move (risk of spinal injury). <b>Get help!</b>  |
| <b>Concussion</b> (Possible With or Without Consciousness)            | Look for loss of memory, confusion, headache, dilated pupils, nausea. Do not send player back into game. Refer to CDC's signs & symptoms. <b>If any doubt, get help.</b>          |
| <b>Choking</b> - Object Blocking Wind Passage                         | Use Heimlich Maneuver. <b>Get help!</b>   |
| <b>Fracture/Dislocation</b>   | Immobilize area. <b>Professional help immediately!</b>  |
| <b>Heat Stroke</b> - Player Feels Hot, Dry, Dizzy, Shallow Breathing. | <b>Professional help immediately!</b>   |
| <b>Hypothermia</b>  | Shield from wind and cold, wrap in warm blankets and cover head. <b>Get Help!</b>   |

**When at all unsure, GET professional help!**

**In addition to the Universal Safe Haven Module required for this course, we strongly suggest a coaches' first aid class or certification.**

# CONCUSSION AWARENESS

## (Summary From CDC Heads Up Initiative)

- A concussion is a brain injury caused by a bump or blow to the head area.
- Even a mild bump or blow to the head can be serious.
- You cannot see a concussion, but you can recognize the symptoms.
- Symptoms can show up right after the injury or sometimes not until after days or even weeks.
- If a player reports any symptoms of a concussion, or if you or a parent notices any symptoms, seek medical attention right away!

### Symptoms Observed By Athlete:

- Headache or “pressure” in head.
- Nausea or vomiting.
- Balance problems or dizziness.
- Double or blurry vision.
- Sensitivity to light.
- Sensitivity to noise.
- Feeling sluggish, hazy, foggy, or groggy.
- Concentration or memory problems.
- Confusion.
- Does not “feel right”.

### If you think a player has a concussion:

- Remove player from play.
- Inform player’s parents or guardians about the known or possible concussion and inform of the symptoms listed above.
- Ensure player is evaluated by health care professional (don’t try to judge severity of injury yourself).
- Allow player to return to play only with permission from an appropriate health care professional.

### To prevent concussions:

- Ensure that they follow their coach’s rules for safety and the Laws of the Game.
- Practice the use of proper soccer techniques, especially when heading the ball.
- Practice good sportsmanship at all times.
- Wear the proper protective equipment.
- Protective equipment should fit properly, be well maintained, and be worn consistently and correctly.
- Be aware of all the signs and symptoms of a concussion.

US Soccer’s [www.recognizetorecover.org](http://www.recognizetorecover.org)

# TEAM MANAGEMENT

## ORGANIZING THE TEAM

### 1. Develop a Team Goal.

- “Development over Winning” or “Total Player Development” are good bases for a team goal.
- Develop in conjunction with your players and parents.

### 2. Develop a Coaching Philosophy.

- You can base your personal coaching philosophy on your own perspective or the AYSO Coach Pledge (see Appendix C).

### 3. Conduct a Parents’ Meeting! Set Expectations Early.

- Discuss AYSO’s Vision, Mission and Six Philosophies! Remember, this is what makes AYSO unique!
- Explain your Coaching Philosophy. Your guidelines and expectations (share your coaching experience or lack thereof), and team policies regarding:
  - Equipment brought to practice by each player: water, ball (properly inflated), shin guards, appropriate clothing, footwear, (sunscreen), etc.
  - Attendance at practices and games.
  - Player and parent behavior. You can discuss expectations of players and parents based on the Player and Parent Pledges as well as introduce Kids Zone.
- Discuss the team’s goal(s).
- Educate parents briefly on the Laws of the Game specific to this age group. Distributing the ABC’s of AYSO (contact your Regional Commissioner for more info) is a great way to introduce new parents to soccer and AYSO.
- Encourage parents to keep you informed about player health/readiness to participate.
- Review CDC Concussion Signs & Symptoms and direct parents to the Safe Haven for Parents site.
- GET HELP – You will need:
  - Assistant Coaches
  - Team Manager for administrative duties such as phone calls, coordinating carpools, etc.
  - Team Parent to develop snack schedule, plan social activities, etc.

# APPENDIX A: PLEDGES

## AYSO Coach Pledge

### *In my words and action, I pledge to:*

1. Enthusiastically support and practice the AYSO vision to “enrich children’s lives” by embracing our Philosophies of: Everyone Plays, Open Registration, Balanced Teams, Positive Coaching, Good Sportsmanship and Player Development.
2. Stay informed about sound principles of coaching and child development.
3. Respect the game and know the Laws.
4. Emphasize to my players that they must abide by the Laws of the Game at all times.
5. Develop a true respect for all referees judgments.
6. Develop a team respect for our opponents and each other.
7. Ensure a safe environment for my players.
8. Never yell at or ridicule a player.
9. Always set a good example.
10. Remember that soccer is a game and all games should be fun.
11. Let the players play without constant instructions or commentary from sidelines.
12. Role model good sporting behavior.

## AYSO Player Pledge

### *In my words and action, I pledge to:*

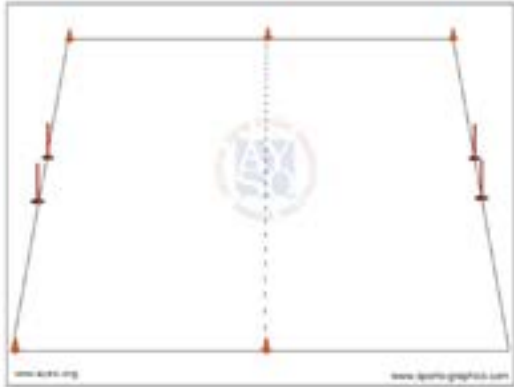
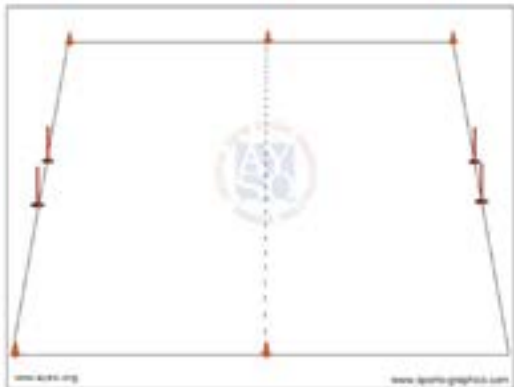
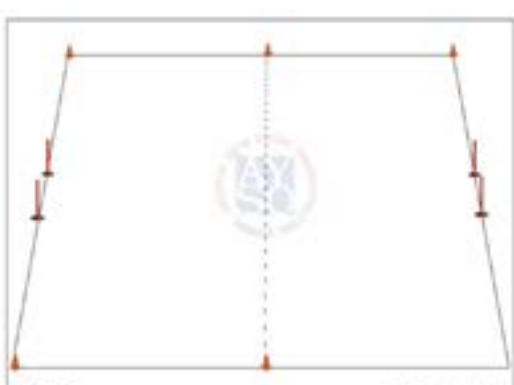
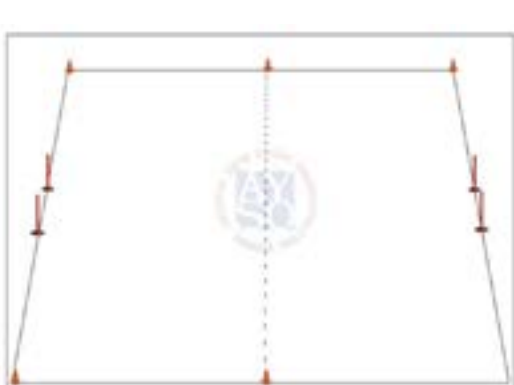
1. Play for the sake of playing a game, not just to please a parent or coach.
2. Always give my best effort and work as hard for my teammates as I do for myself.
3. Treat all players as I would like to be treated.
4. Be a team player.
5. Be a good sport and support good plays whether they are made by my team or my opponents.
6. Abide by the Laws of the Game.
7. Cooperate with my coaches, teammates, opponents and the referee.
8. **Never argue with or complain about referee calls or decisions.**
9. Control my temper when I feel I have been wronged.
10. Not use offensive or abusive language.
11. Remember that the object of the game is to win, but the goal is to enjoy myself and give my best effort.

## AYSO Parent Pledge

### *In my words and action, I pledge to:*

1. Attend and participate in team parent meetings as requested.
2. Be on time or early when dropping off or picking up my child for training or game.
3. Ensure my child is supported and encouraged by family or loved ones at games.
4. Encourage my child to have fun and keep sport in its proper perspective.
5. Define winning for my child as doing his/her very best and appreciate Development over Winning.
6. Endeavor to understand the Laws (rules) of soccer and support the efforts of referees.
7. Honor the game and show respect for all involved including coaches, players, opponents, spectators and referees.
8. Applaud and encourage players from both teams and not yell out instructions (as this causes confusion to the players and ultimately hinders development).
9. Refrain from making negative comments about the game, coaches, referees or players, especially from the sidelines.
10. Encourage others to refrain from negative or abusive sideline behavior.
11. As parents, keep the game in perspective for our children (as a pastime, sport, fun, exercise).
12. Abide by the tenets of Kids Zone for appropriate sideline behavior and support AYSO’s vision to enrich children’s lives.

# APPENDIX B: TRAINING PLAN

|   |  |  |   |
|---|--|--|---|
| <p><b>STAGE 1</b><br/>Technical Warm-up</p> <ul style="list-style-type: none"> <li>* Max. ball contact, reps.</li> <li>* Introduce topic</li> <li>* Physical prep. (dynamic)</li> <li>* Unopposed to opposed</li> </ul>                                 | <p>Organization/Rules</p> <ul style="list-style-type: none"> <li>_____</li> <li>_____</li> <li>_____</li> <li>_____</li> <li>_____</li> <li>_____</li> <li>_____</li> <li>_____</li> <li>_____</li> <li>_____</li> </ul> |    | <p>Coaching Points</p> <ul style="list-style-type: none"> <li>_____</li> <li>_____</li> <li>_____</li> <li>_____</li> <li>_____</li> <li>_____</li> <li>_____</li> </ul> <p>PSYCHOSOCIAL <input type="checkbox"/></p> <p>PHYSICAL <input type="checkbox"/></p> <p>TECHNICAL <input type="checkbox"/></p> <p>TACTICAL <input type="checkbox"/></p> |
| <p><b>STAGE 2</b><br/>Small-sided Activity</p> <ul style="list-style-type: none"> <li>* Individual &amp; pairs</li> <li>* Competition &amp; Teamwork</li> <li>* 2v2 &amp; 3v3..</li> </ul>  | <p>Organization/Rules</p> <ul style="list-style-type: none"> <li>_____</li> <li>_____</li> <li>_____</li> <li>_____</li> <li>_____</li> <li>_____</li> <li>_____</li> <li>_____</li> <li>_____</li> <li>_____</li> </ul> |   | <p>Coaching Points</p> <ul style="list-style-type: none"> <li>_____</li> <li>_____</li> <li>_____</li> <li>_____</li> <li>_____</li> <li>_____</li> <li>_____</li> </ul> <p>PSYCHOSOCIAL <input type="checkbox"/></p> <p>PHYSICAL <input type="checkbox"/></p> <p>TECHNICAL <input type="checkbox"/></p> <p>TACTICAL <input type="checkbox"/></p> |
| <p><b>STAGE 3</b><br/>Expanded Activity</p> <ul style="list-style-type: none"> <li>* Opposition (attack &amp; defense)</li> <li>* Directional play (w/goals or targets)</li> <li>* Expanded #s. (3v3 to 7v7...)</li> <li>* Most game aspects</li> </ul> | <p>Organization/Rules</p> <ul style="list-style-type: none"> <li>_____</li> <li>_____</li> <li>_____</li> <li>_____</li> <li>_____</li> <li>_____</li> <li>_____</li> <li>_____</li> <li>_____</li> <li>_____</li> </ul> |  | <p>Coaching Points</p> <ul style="list-style-type: none"> <li>_____</li> <li>_____</li> <li>_____</li> <li>_____</li> <li>_____</li> <li>_____</li> <li>_____</li> </ul> <p>PSYCHOSOCIAL <input type="checkbox"/></p> <p>PHYSICAL <input type="checkbox"/></p> <p>TECHNICAL <input type="checkbox"/></p> <p>TACTICAL <input type="checkbox"/></p> |
| <p><b>STAGE 4</b><br/>Small-sided Match</p> <ul style="list-style-type: none"> <li>* Unconditional</li> <li>* Emphasize topic</li> <li>* Age group laws</li> <li>* Formations</li> <li>* Let them Play!</li> </ul> <p>Cool Down/Debrief</p>             | <p>Organization/Rules</p> <ul style="list-style-type: none"> <li>_____</li> <li>_____</li> <li>_____</li> <li>_____</li> <li>_____</li> <li>_____</li> <li>_____</li> <li>_____</li> <li>_____</li> <li>_____</li> </ul> |  | <p>Coaching Points</p> <ul style="list-style-type: none"> <li>_____</li> <li>_____</li> <li>_____</li> <li>_____</li> <li>_____</li> <li>_____</li> <li>_____</li> </ul> <p>PSYCHOSOCIAL <input type="checkbox"/></p> <p>PHYSICAL <input type="checkbox"/></p> <p>TECHNICAL <input type="checkbox"/></p> <p>TACTICAL <input type="checkbox"/></p> |

# APPENDIX C: PLAYER ANALYSIS

## PLAYER ANALYSIS

Coach: \_\_\_\_\_

Player: \_\_\_\_\_ #: \_\_\_\_\_

Date: \_\_\_\_\_

Movement/Influence



Position/Role

Technical Observations

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Tactical Observations

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Physical Observations

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Psychosocial Observations

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Role: \_\_\_\_\_

Strengths: \_\_\_\_\_

Limitations: \_\_\_\_\_

Comments: \_\_\_\_\_



# APPENDIX D: MATCH ANALYSIS

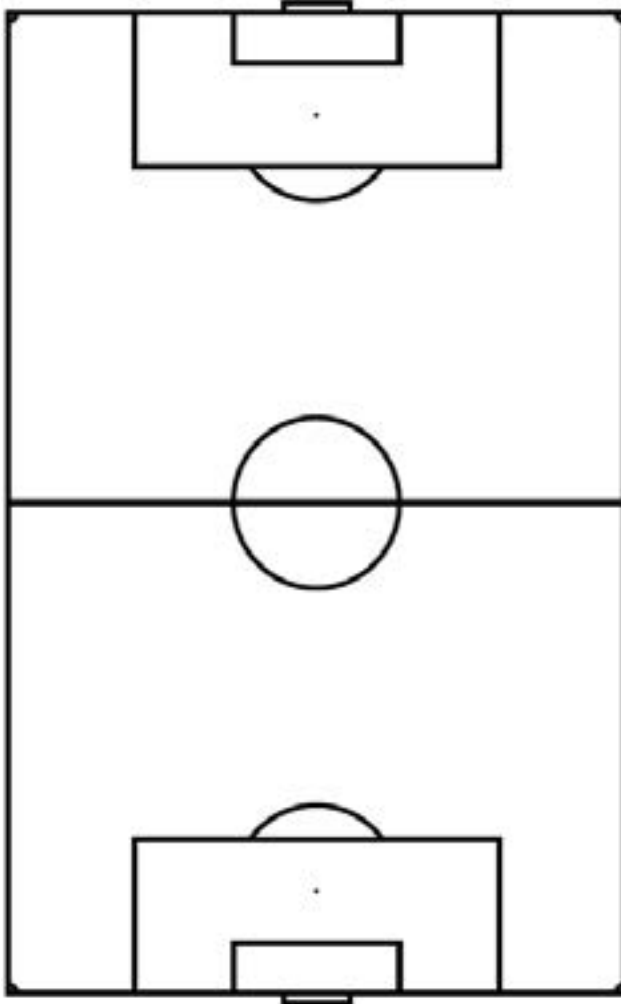
## MATCH ANALYSIS

Coach: \_\_\_\_\_

Team: \_\_\_\_\_

Date: \_\_\_\_\_

### Movement/Influence



- #1. \_\_\_\_\_
- #2. \_\_\_\_\_
- #3. \_\_\_\_\_
- #4. \_\_\_\_\_
- #5. \_\_\_\_\_
- #6. \_\_\_\_\_
- #7. \_\_\_\_\_
- #8. \_\_\_\_\_
- #9. \_\_\_\_\_
- #10. \_\_\_\_\_
- #11. \_\_\_\_\_
- #12. \_\_\_\_\_
- #13. \_\_\_\_\_
- #14. \_\_\_\_\_
- #15. \_\_\_\_\_
- #16. \_\_\_\_\_

### Attacking Observations

Penetration: \_\_\_\_\_

Support: \_\_\_\_\_

Mobility: \_\_\_\_\_

Width: \_\_\_\_\_

Creativity: \_\_\_\_\_

Transition to Attack: \_\_\_\_\_

### Defending Observations

Pressure: \_\_\_\_\_

Cover: \_\_\_\_\_

Balance: \_\_\_\_\_

Compactness: \_\_\_\_\_

Control/Restraint: \_\_\_\_\_

Transition to Defend: \_\_\_\_\_

### General Observations

Training Suggestions: \_\_\_\_\_

# APPENDIX E: COACH EVALUATION

Technique/Topic: \_\_\_\_\_

| PREPARATION: Did I...                               | YES | NO | COMMENTS |
|---|-----|----|----------|
| Prepare a written training plan                     |     |    |          |
| Arrive timely to prepare coaching area              |     |    |          |
| Use Free Play (upon player arrival +)               |     |    |          |
| Introduce objective/topic                           |     |    |          |
| <b>COACHING: Did I...</b>                           |     |    |          |
| Effectively demonstrate where possible              |     |    |          |
| Involve player(s) where possible                    |     |    |          |
| Observe and correct                                 |     |    |          |
| Effectively present coaching points                 |     |    |          |
| Progress/modify activity (speed, space, opposition) |     |    |          |
| Scrimmage (emphasize topic but let them play!)      |     |    |          |
| <b>ASSESSMENT: Did I...</b>                         |     |    |          |
| Minimize verbal instructions                        |     |    |          |
| Teach appropriate laws where possible               |     |    |          |
| Minimize use of 3 Ls                                |     |    |          |
| Provide adequate water breaks                       |     |    |          |
| Engage and inspire the players                      |     |    |          |
| Educate!  |     |    |          |
| Accomplish the goals of my training plan            |     |    |          |
| Finish on time                                      |     |    |          |

One thing to improve for next training session: \_\_\_\_\_

# APPENDIX F: VIP

## Integrating the “VIP” Player into Your Region

A VIP (Very Important Player) is a player whose physical and/or mental challenges make it difficult to successfully participate on a mainstream soccer team.

What is successful participation? It should be defined by the player’s enjoyment and the safety of all team members.

The player who has only a physical disability is likely to have many of the expectations and capabilities of a non-disabled player and should be coached accordingly. Every effort should be made to integrate these players into mainstream teams, as much as safety allows.

VIP is an AYSO program designed to provide a quality soccer experience for VIP players. VIP teams offer many players with disabilities the least-restrictive and safest environment in which to learn and enjoy the game of soccer.

Contact your Regional Commissioner, Regional Coach Administrator, Regional VIP Administrator or the AYSO National Office to obtain AYSO’s special VIP training materials and information on how to begin a VIP program.



# APPENDIX G: PLAYER GENERAL RELEASE

Dear AYSO Parents:

Once the team coach has assumed charge of the players on his/her team, the coach remains responsible until a duly designated adult has taken charge of each player after a practice or game.

No player shall be left unsupervised after a game or practice. Parents who are unreasonably late or consistently tardy may be reported to the Regional Child and Volunteer Protection Advocate (CVPA) for action. Each coach may establish a standing policy of where players may be picked up by late parents.

AYSO does not encourage players to walk or ride a bicycle home or to a friend or relative's house. However, we recognize that it may be necessary in some cases.

Neither AYSO nor the coach can be responsible for a player's safety if they do walk or ride home. A parent or guardian assumes full responsibility for the safety of the player once he or she is released from a practice or game. Please note that this also applies in the case of players who are of legal driving age and transport themselves to and from AYSO activities.

If your player will be walking, riding a bicycle or driving themselves home from practice or games, please complete the following information in order for your coach to release them:

---

Print Player's Full Name

---

Print Parent or Guardian Full Name

---

Parent or Guardian Signature

---

Date

Player will be (check one):  Walking  Riding a Bicycle  Driving

One Time (Date): \_\_\_\_\_  Ongoing

Carpooling with: \_\_\_\_\_

One Time (Date): \_\_\_\_\_  Ongoing

# APPENDIX H: GLOSSARY

|                                 |  |
|---------------------------------|--|
| <b>Activity:</b>                | Drill or exercise.   |
| <b>Balance:</b>                 | Reading the attack and providing an equal or greater number of defenders than attackers at the point of attack, while simultaneously covering the vital area near the goal.  |
| <b>Center:</b>                  | To pass the ball from a wide position on the field into the penalty area, i.e., crossing.  |
| <b>Clear:</b>                   | A throw or kick by the goalkeeper or a kick by the defender in an attempt to get the ball away (clear) from the goal area.   |
| <b>Control/<br/>Restraint:</b>  | (Composure) staying calm, disciplined and organized in the face of an attack by maintaining proper defensive techniques and positioning.   |
| <b>Combination<br/>Play:</b>    | Passing combinations executed by two or more players, i.e., wall pass.   |
| <b>Compactness:</b>             | Compressing or restricting the space the attacking team has by “shepherding” them into a confined area makes it easier to defend and regain possession of the ball.  |
| <b>Corner kick:</b>             | Awarded to the opposing team when the defending team is last to touch the ball before it crosses the goal line but not scoring a goal. The opposing team must be at least ten yards from the ball when the corner kick is taken. Refer to the <i>Laws of the Game</i> for further details. |
| <b>Cover:</b>                   | A player creates a second defensive line in order to provide defensive support of a teammate or teammates.   |
| <b>Delay:</b>                   | Slowing down the attack by closing the gap and denying space to allow the defense to get organized.  |
| <b>Dribble:</b>                 | A way of advancing the ball by a series of short taps with one or both feet.   |
| <b>Dynamic:</b>                 | Moving, i.e., dynamic stretching (during warm up).   |
| <b>Far Post:</b>                | Side of the goal or goal post farthest from the ball.  |
| <b>Forward:</b>                 | Striker. Primarily an attacking player.  |
| <b>Functional<br/>Training:</b> | Training the specific demands of a position or a role. This can be for an individual player or for a group (i.e., forwards playing together as a pair in a 4-4-2). Functional training should take place in the area of the field where that scenario would occur in a real game.          |
| <b>Goalkeeper:</b>              | The last line of defense. The goalkeeper is the only player who can use his hands within the field of play (limited to within the penalty area).   |
| <b>Goal line:</b>               | Define ends of the field.  |
| <b>Grid:</b>                    | A marked (usually with cones), restricted playing area.  |
| <b>Half-volley:</b>             | Kicking the ball just as it is rebounding off the ground.  |
| <b>Handball:</b>                | Illegal act of intentionally touching the ball with the hands or arms.   |
| <b>Heading:</b>                 | A method of scoring, passing, and controlling the ball by making contact with the head.  |

|   |  |
|---|--|
| <b>Inside of the Foot – Push Pass:</b>    | This technique is used to advance the ball or to maintain possession by passing to a teammate.   |
| <b>Inside of the Foot – Ball Control:</b> | Technique used to control the ball using the inside of the foot in order to maintain possession and prepare for the next move.   |
| <b>Instep Kick:</b>                       | Technique used for long passes and strong shots on goal using the instep of the foot.  |
| <b>Lob:</b>                               | Or chip. A high, soft kick, which lofts the ball over the heads of the opponents or goalkeeper.  |
| <b>Match:</b>                             | Game.  |
| <b>Marking:</b>                           | Guarding an opponent.  |
| <b>Midfielder:</b>                        | A player who is primarily responsible for moving the ball from the defenders to the forwards.  |
| <b>Mobility:</b>                          | Players changing positions (filling in for one another when necessary) and moving off the ball creates numerical advantages and thereby attacking/scoring opportunities.   |
| <b>Near Post:</b>                         | Side of the goal or goal post closest to the ball.   |
| <b>Obstructing:</b>                       | Preventing the opponent from going around a player by standing in the path of movement.  |
| <b>One-Touch Pass:</b>                    | A pass made without controlling (trapping) it first.   |
| <b>Overlap:</b>                           | The attacking play of a defender or midfielder going down the touch-line past his or her own winger.   |
| <b>Penetration:</b>                       | Advancement. Moving the ball and/or players past an opponent in order to get into position to shoot and/or score, and is achieved by shooting, dribbling, and passing.   |
| <b>Periodization:</b>                     | Planning and management of our players’ global training and playing cycle. From seasonal planning including transitional periods and off-season), to macrocycle planning (12-week season programming), to microcycle planning (weekly programming), to individual session planning (considering content and load). |
| <b>Pitch:</b>                             | Another name for the field of play.  |
| <b>Pressure:</b>                          | Action of a defender to restrict time and space available to the offensive player.   |
| <b>Physical:</b>                          | A player’s physical attributes: speed, agility, endurance, strength and power, etc.  |
| <b>Psychosocial:</b>                      | Respect, motivation, confidence, cooperation, competitiveness, etc., and how these emotions and feelings impact a player’s development. Includes a player’s ability to reason, learn and solve problems.   |
| <b>Screen / Shielding:</b>                | Retaining possession and protecting the ball by keeping your body between the ball and opponent.   |
| <b>Set Play:</b>                          | A planned offensive movement to be executed at a free kick or corner kick.   |
| <b>Shoulder-Charge:</b>                   | Legally upsetting an opponent’s balance by shoulder-to-shoulder contact.   |
| <b>Sliding Tackle:</b>                    | Attempting to take the ball away from the opponent by sliding on the ground and using the feet or legs to block and hold the ball.   |

|                         |  |
|-------------------------|--|
| <b>Static:</b>          | Stretching against muscle and holding for approximately 30 seconds (suited for cool-down).   |
| <b>Striker:</b>         | A central forward position with a major responsibility for scoring goals.  |
| <b>Support:</b>         | Supporting teammates by creating safe options for the player with the ball or movement to influence opponent's position to help a teammate receive the ball.                                       |
| <b>Tackling:</b>        | Attempting to or taking the ball away from an opponent when both players are playing the ball with their feet.   |
| <b>Tactical:</b>        | A player's capacity to use their skill and ability within a game environment (competition), i.e., playing out of the back, possession and transition, offense/defensive and quick transition, etc. |
| <b>Takeover:</b>        | A 2 vs. 1 combination play in which the two offensive players move toward each other and the ball is transferred from one player to the other.   |
| <b>Technical:</b>       | A player's ability to master ball skills, i.e., ball control, shooting, etc.   |
| <b>Through Pass:</b>    | A pass that goes between two players and behind the defense.   |
| <b>Throw-In:</b>        | Used to restart the game after the entire ball has crossed the touchline, whether on the ground or in the air.   |
| <b>Touch line:</b>      | Define sides of the field.   |
| <b>Training (team):</b> | Practice (individual).   |
| <b>Trap:</b>            | Controlling a ball by means of the feet, thighs, or chest.   |
| <b>Two-Touches:</b>     | One touch is used to control the ball and the second touch is used to pass the ball.   |
| <b>Volley:</b>          | Kicking the ball while it is in flight.  |
| <b>Wall Pass:</b>       | A pass to a teammate, followed by a return pass on the other side of the opponent. Also called "give-and-go" or "one-two."   |
| <b>Warm-Up:</b>         | The warm-up activity should physically prepare your players for the session as well as introduce the technical component of your session, i.e., dribbling or ball control, etc.                    |
| <b>Width:</b>           | Attacking on a broad front (players spread out) stretches the defense and creates space for players to advance.  |
| <b>Wing:</b>            | Area of the field near the touch-line.   |
| <b>Winger:</b>          | Name given to the right and left outside forwards.   |

# ACKNOWLEDGEMENTS

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The players from AYSO Region 18





# AYSO VISION

is to provide world class youth soccer programs that enrich children's lives.

# AYSO MISSION

is to develop and deliver quality youth soccer programs which promote a fun, family environment based on AYSO's Six Philosophies:

## AYSO SIX PHILOSOPHIES

- Everyone Plays®
- Balanced Teams
- Open Registration
- Positive Coaching
- Good Sportsmanship
- Player Development



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everyone plays®