Football and Coaching Philosophy

2013/2014
Introduction

- Safety of our children is our number 1 priority

- All Bushey & Oxhey FC coaches are
  - CRB (Criminal Record Bureau) checked
  - hold a minimum of the FA Level 1 coaching qualification
  - they have attended the FA’s Child Protection Course
  - hold the FA’s Emergency First Aid Certificate
  - and are encouraged to join the FA Licenced Coaches Club

- In the pursuit of a high quality coaching environment, coaches are encouraged to go as far as possible through the FA’s coaching pathway

- Our clearly defined coaching philosophy provides direction, purpose and guidance to the process of coaching young players.
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FA Coaching Pathway

COACHING PATHWAY

SPECIALIST COURSES
- FA Goalkeeping A Licence Level 4
- FA Goalkeeping B Licence Level 3
- FA Education Modules x 2
- FA Coaching Certificate Level 2
- FA Education Modules x 8
- FA Introduction to Futsal
- FA Goalkeeping Workshop

MAIN STRAND COURSES
- UEFA Pro Licence Level 5
- UEFA A Licence Level 4
- UEFA A Preparatory Course
- 1st4sport Level 2 Certificate in Coaching Football (UEFA B Part 2)
- Juventus UEFA B for Senior Professional Players
- UEFA B Preparatory Course
- 1st4sport Level 1 Certificate in Coaching Football (UEFA B Part 1)

AGE APPROPRIATE COURSES
- FA Academy Managers Licence
- FA Award / UEFA A 5-11
- FA Award / UEFA A 12-16
- FA Award / UEFA A 17+
- FA Youth Award Modules 1, 2, 3: Developing the Player,
  Developing the Practice, Developing the Environment
- FA Youth Award (Level 3)
- FA Level 2 required
- FA Level 1 required

Entry Route

Qualified Teacher Status (Entry route)
Coaching Aims

- Make the game safe, fair and enjoyable
- Provide age-appropriate coaching (5-11, 12-16, 17+)
- Develop the whole player across all four corners of the Football Association’s LTPD model
  - Develop the player’s technical skills
  - Improve the player’s movement skills: agility, balance, co-ordination and speed (ABCs)
  - Increase the player’s decision-making capabilities
  - Teach the player life skills (co-operation, teamwork, communication and friendship)
Role of the Coach

- **Mentor**
  - Listen to players, give advice and extend their thinking

- **Motivator**
  - Set appropriate challenges to inspire the players

- **Friend**
  - Make the environment welcoming and inclusive

- **Facilitator**
  - Allow players to enjoy playing the game
A good coach..

- Encourages players to try new skills
- Enthuses and motivates players
- Supports and inspires regular practice
- Encourages children to be the best that they can be
- Prioritises the unique individuality of the child
- Puts the child and their needs at the centre of all activity
Coaching Qualifications

As a minimum, all coaches at our club will undergo the following training courses:

- The FA Level 1 Award in Coaching Football
- FA Emergency Aid
- FA Safeguarding Children Workshop

All our coaches have Enhanced FA CRB checks.

- The FA requires everyone who works or volunteers in children’s football and regularly cares for, trains, supervises or is in sole charge of children to apply for a FA CRB Enhanced Disclosure.
Coaches are required to strictly follow the Respect Code of Conduct.

- Players must be free to play during matches, with positive encouragement from parents and coaches.
- Information from the touchline should be in the form of occasional questions from the coaching staff.
- Patrolling the touchline giving continuous shouted instructions must not happen.
- Players always try their best and will learn from their mistakes without being told they have done wrong.
Player Development

A holistic approach based upon the FA’s four-corner model for long-term player development: Technical, Physical, Social and Psychological.
The FA Four Corner Model

**TECHNICAL**
- Unopposed - technique practice
- Uneven Sides - Skill practice, e.g. 2 v 1 / 4 v 2, etc.
- Even Sides - game, e.g. 3 v 3 / 4 v 4/ 5 v 5, etc.
- Game Craft, Game as the Teacher

**Target:** Developing Technique

**PHYSICAL**
- Generic Movement Skills: Agility, Balance, Co-ordination, Speed
- Football Functional Movement Skills:
  - Receiving the ball, Running with the ball,
  - Dribbling, Turning, Kicking and Heading

**Target:** Improving Movement

**PSYCHOLOGICAL**
- Practising, Learning, Experimenting
- Decision making
- Learning styles Relevant to the needs of the player

**Target:** Increasing Learning

**SOCIAL**
- Are the players: Enjoying the work?
- Included in the process? Challenged?
- Supported when necessary (visually, orally, practically)? Given ownership, trust and responsibility?

**Target:** Enjoying Football
Technical

- Encourage players to try new skills in practice and work out where they can be used in a game.

- Where appropriate, practice should replicate the demands of the game, encouraging players to think and make decisions just as they would in a match.

- Vary the difficulty to match the needs of the individual, by altering the Space, Task, Equipment or Players (STEP).

- Cut down on the ‘stop, stand still’ phrase and let players’ experience the flow of the game and practice.
Physical

- Appropriate movement skills which develop agility, balance, co-ordination and speed should be encouraged through enjoyable games such as tag.

- Through well designed practice, all coaching activities can include physical outcomes.

- Remember players grow at different rates and may need support and patience as they develop.

- Children are not mini-adults and shouldn’t be subjected to laps of the pitch or press-ups.
Psychological

• Use different methods of communication to engage with different types of learners.

• Visual (seeing): Tactics boards, posters, diagrams, cue and prompt cards, as well as cones on the pitch.

• Auditory (hearing): Speak with players, ask questions, encourage discussions in groups amongst the players to solve game-related problems.

• Kinaesthetic (doing): Demonstration to the team by the coach or by a player to their team-mates.
Social

- Be a good role model for the players.
- Create a positive and welcoming environment.
- Praise players for their effort and endeavour as well as their ability.
- Manage mistakes to the player’s advantage - understand what they were trying to do. Sometimes they will have the right idea but just fail in the execution of the technique or the skill.
- Make sure football is fun, but with a purpose. Ensure the development of skills and game understanding.
Ability and Opinion

A player’s performance in training and matches can be influenced by the following factors, all of which need to be considered when forming an opinion of a player’s true ability;

- Date of Birth
- Body Type
- Adolescent Growth Spurt
- Physical Maturity
- Psychological Maturity
- Social Maturity
- Previous Experience
- Opposition
- Own Team’s Playing Standards
- Position Suitability
- The Instructions Given to the Player
- Recent Playing Activity
Growing and Maturing

- Appreciate that all players are growing and maturing at different rates.
- Be patient, supportive and encouraging with ALL the players in your squad.
- Understand that all some players need is ‘time’.
- Don’t mistake levels of physical maturity for maturity in other areas.
- Don’t assume that the current success of a player is an indicator of on-going proficiency.
- Don’t over-burden the players that represent the extreme early or late developer.
Relative Age Effect

- Recruitment trends in professional academies show a bias towards players born between Sept-Dec, making them the older players in their age group.

- Design and deliver challenges which offset the relative age effect;
  - Consider changing the pitch size, the size of the ball, rules of the training session/drill, the session format.
  - Consider grouping bigger and physically developed players to compete against each other in training.
Minimising Distractions

- By planning ahead coaches can create an environment that minimises distractions and helps players to stay ‘on-task’ for longer.

- Organise training sessions that are interesting, challenging, varied and fun.

- Avoid players being stood in line or asking them to wait around for too long without a focus.

- Plan arrival activities so players can begin training as soon as they arrive.
Managing Behaviour

- Outline rights and responsibilities to players. Refer to our club Players Charter.

- Praise and reward good behaviour.

- If you have to intervene, do so in a calm and controlled manner.

- If boundaries are consistently broken then there should be a consequence.

- As a coach, remember the only person’s behaviour you can control is your own, so set a good example.
Revised formats of the game

<table>
<thead>
<tr>
<th>Age</th>
<th>Format</th>
<th>Ball Size</th>
<th>Pitch Size (yards)</th>
<th>Goal Size</th>
</tr>
</thead>
<tbody>
<tr>
<td>U7</td>
<td>5x5</td>
<td>3</td>
<td>30x20 to 40x30</td>
<td>12x6</td>
</tr>
<tr>
<td>U8</td>
<td>5x5</td>
<td>3</td>
<td>30x20 to 40x30</td>
<td>12x6</td>
</tr>
<tr>
<td>U9</td>
<td>7x7</td>
<td>3</td>
<td>50x30 to 60x40</td>
<td>12x6</td>
</tr>
<tr>
<td>U10</td>
<td>7x7</td>
<td>4</td>
<td>50x30 to 60x40</td>
<td>12x6</td>
</tr>
<tr>
<td>U11</td>
<td>9x9</td>
<td>4</td>
<td>70x40 to 80x50</td>
<td>16x7</td>
</tr>
<tr>
<td></td>
<td>(Primary Schools 7x7)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>U12</td>
<td>9x9</td>
<td>4</td>
<td>70x40 to 80x50</td>
<td>16x7</td>
</tr>
<tr>
<td>U13</td>
<td>11x11</td>
<td>4</td>
<td>90x50 to 100x60</td>
<td>21x7</td>
</tr>
<tr>
<td>U14</td>
<td>11x11</td>
<td>4</td>
<td>90x50 to 100x60</td>
<td>21x7</td>
</tr>
<tr>
<td>U15</td>
<td>11x11</td>
<td>5</td>
<td>90x50 to 110x70</td>
<td>24x8</td>
</tr>
<tr>
<td>U16</td>
<td>11x11</td>
<td>5</td>
<td>90x50 to 110x70</td>
<td>24x8</td>
</tr>
<tr>
<td>U17</td>
<td>11x11</td>
<td>5</td>
<td>90x50 to 110x70</td>
<td>24x8</td>
</tr>
<tr>
<td>U18</td>
<td>11x11</td>
<td>5</td>
<td>90x50 to 110x70</td>
<td>24x8</td>
</tr>
</tbody>
</table>
Coaching Recommendations For Players Aged 5-11

Creating a positive and enjoyable learning environment which prioritises skill development, decision-making, fundamental movement skills and experimentation is crucial for young players in this age-group who are learning how to play.
Positive Learning Environment

- Encourage players to be creative and take considered risks in both training and games.
- Remember - mistakes do happen.
- Let players make some of the decisions.
- Let them know that their opinions count too.
- Create opportunities for players to explore, question and foster their natural curiosity and imagination.
- Allow all players to experience success.
Let The Players Play

- All children should be given equal playing time on match-day wherever and whenever possible.
- Help players develop their game-understanding by rotating positions during training and games.
- Ensure players are given the chance to play a ‘game’ during every training session.
- Don’t let the children’s arena become dominated by adults.
Skill Development and Decision Making

- Training should replicate the demands of the ‘game’ as much as possible. Give lots of opportunities to practice different aspects of the game (shooting, dribbling, tackling, passing, goalkeeping), in context.

- Goals should be used in practice as often as possible to help players’ enjoyment and motivation.

- Small-sided games on appropriate sized pitches provide young players with opposition, decision-making and challenge, all of which help their skill development.
Themed Training

Try and link the different parts of a coaching drill together. For example;

- **Warm-up**: Players work in twos passing through a variety of different sized gates, using different techniques and surfaces of the foot.

- **Skill development**: Play a small-sided possession game (e.g. 3v1 or 4v2) on appropriate sized pitch.

- **Game**: Any 4v4 game with a focus on passing or a through-the-thirds game.
Appropriate Challenges

- Set challenges in training sessions, e.g. Use your weaker foot when you next can in training.

- Reinforce the learning focus from training sessions on match day.

- Set players specific challenges that link to the theme of a recent training session, which can be discussed at half-time and after the game.

- During training sessions try to ‘match’ players up in lots of different ways in order to meet their individual needs.
Develop Fundamental Movement Skills

- Between the ages of 5-11 players have a ‘window of opportunity’ to develop their agility, balance, coordination and speed (ABCs).

- Coaches should be creative in their training session design and build in a physical benefit for the players, e.g.
  - Tag Games
  - Running and Dodging
  - Throwing and Catching
  - Jumping and Balancing
Use A Variety Of Interventions

• Young players don’t enjoy being shouted at, having their mistakes highlighted or having to stop playing the game to listen to the coach talk at length.

• A variety of coaching methods should be used to help players learn the game, for example;
  • Command (Directive)
  • Question and Answer
  • Observation and Feedback
  • Guided Discovery
  • Trial and Error
## Coaching Method - 5 Pillars

<table>
<thead>
<tr>
<th>Coaching Methodology</th>
<th>Command (Directive)</th>
<th>Question &amp; Answer</th>
<th>Observation &amp; Feedback</th>
<th>Guided Discovery</th>
<th>Trial &amp; Error</th>
</tr>
</thead>
<tbody>
<tr>
<td>Player/Coach Interventions</td>
<td>Coach tells and shows required solution</td>
<td>Coach leads with question to gain answer from players</td>
<td>Coach and players observe</td>
<td>Coach asks a question or issues a challenge</td>
<td>Players and/or Coach decide on a challenge</td>
</tr>
<tr>
<td>Example</td>
<td>“I want you to..!”</td>
<td>“Can you tell me what you can do here?”</td>
<td>“Lets watch this..!”</td>
<td>“Can you show me..?”</td>
<td>“Try for yourself..!”</td>
</tr>
<tr>
<td>Descriptions</td>
<td>Coach determines the chosen outcomes in training</td>
<td>Coach poses questions and players offer verbal solutions to challenge</td>
<td>Players and coach observe and discuss feedback</td>
<td>Coach prompts and players offer visual demonstration of their personal solution</td>
<td>Players are encourage to find solutions with minimal support from coach</td>
</tr>
</tbody>
</table>

All of the above are appropriate but try to vary your style and approach.
Use Small Sided Games

Players should experience a variety of formats of the game, played on appropriately sized pitches.

- The game is essentially a series of different scenarios (1v1, 2v1, 1v2, 3v2 etc.) and players should experience a variety of these game-like challenges during training sessions.

- Coaches should use uneven sides in practice as a tool to challenge the players.
Appreciate What It’s Like to Be Young

What the game of football ‘looks’ like for a group of 7 and 8 year olds will be significantly different to the game played by older players and adults.

- If a coach tries to ‘fast-forward‘ young players to this level too quickly, important stages of development may be missed.

- Young players shouldn’t be benchmarked against adult professional players.
Consider Young Players Self-Esteem

Coaches should consider how their decisions will impact upon a young player’s self-esteem, motivation and enjoyment of the game.

- For example, what would it feel like to be repeatedly used as a substitute?
- Coaches should praise effort and positive behaviour as well as good play.
Things To Avoid

- Don’t impose unrealistic adult expectations on young players.
- Don’t be so intent on winning games that young players miss out on the opportunities to learn and fall in love with the game.
- Don’t apply ‘out-dated’ coaching methods with young players.
- Avoid children standing in lines or queuing.
Coaching Recommendations
For Players Aged 12-16

Coaches should continue to prioritise a positive learning environment (as recommended in the 5-11 section), ensuring methods and content are made appropriate to the age and ability of the players in this age-range.
Positive Learning Environment

- Encourage players to be creative and take considered risks in both training and games.
- Remember - mistakes do happen.
- Let players make some of the decisions.
- Let them know that their opinions count too.
- Create opportunities for players to explore, question and foster their natural curiosity and imagination.
- Allow all players to experience success.
Ensure Training Is Relevant And Realistic

- Realistic passing, receiving and possession practices which create appropriate pressure, interference and distraction will help young players develop their awareness and game understanding.

- Become more effective ‘off the ball’. Develop an understanding of movement to support team-mates and how to create and exploit space.

- Develop scanning, predicting and assessing skills to form a ‘picture’ before receiving the ball.
Develop Basic Tactical Understanding

Introduce players to the 6 phases of the game:

- Attacking when opponents are ‘in balance’
- Attacking when opponents are ‘out of balance’
- Defensive play whilst ‘in balance’
- Defensive play whilst ‘out of balance’
- The finishing phase
- Goalkeeping
Introduce Some Position Specific Practices

As players get older they will begin to recognise the significance of training sessions to their role within the team.

- Some specific positional practices should be introduced as appropriate.
- This should be balanced with experience playing and practising in different positions.
Encourage Players To Be Self Reflective

- Players should be encouraged to reflect on their effectiveness in practice and games, and challenged to think about how they may improve next time.

- This process may be done individually, in small groups or collectively.

- It may be enhanced if the team/player and the coach discuss realistic and achievable challenges and goals to work towards.
Encourage Creativity

- Coaches should continue to encourage players in this age group to be creative by designing challenging training sessions.

- Master the skill of posing effective questions to develop the players’ active involvement in the training and learning process.

- Encourage players to think, examine, judge and evaluate to find their own solutions.
Technique

- Technique is at the heart of everything you are trying to achieve.

- As children and young players become more able, they will enjoy the game more.

- Young players should be coached technique by playing the game, they can be shown a certain move but having them repeatedly perform a technique on their own is neither realistic nor fun.

- By using small sided games we not only create a fun environment for players but we also create a situation where real, lasting learning and skill development arise out of interaction within the game, the environment, and with the other players on the pitch.
Things To Avoid

- Don’t impose unrealistic adult expectations on young players.
- Don’t mistake levels of physical maturity for maturity in other areas. Those who are bigger and stronger must still develop technique.
- Don’t assume that the current success of a player is an indicator of on-going proficiency.
- Don’t be so intent on winning games that young players miss out on the opportunities to learn and fall in love with the game.
- Don’t apply ‘out-dated’ coaching methods with young players.
- Avoid children standing in lines or queuing.