



STATE COACHING PROGRAM



U.S. SOCCER “D” LICENSE COURSE Candidate Manual



Contents by USSF



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1.0 U.S. Soccer Federation Coaching Education

Thousands of coaches have attended and successfully completed a U.S. Soccer Federation coaching course since they were first developed in 1971. Regardless of the level of license attempted, the prime objective of the coaching education program is to provide all coaches, from the beginner to the most advanced, with up-to-date theoretical and practical knowledge.

Coaching certification begins at the state level with introductory courses covering the elementary principles of coaching and prepares interested coaches for the 36-hour “D” License. Successful completion of the “D” course certifies coaches with either a State or National “D” License. Both licenses are non-expiring and are awarded following the completion of both theoretical and practical testing. Candidates wishing to attend a US Soccer National Coaching School to take the “C” License course must have earned and held a National “D” License for a minimum of 12 months.

1.1 The “D” License Course

The “D” is the first licensing course offered under the auspices of the US Soccer Federation through affiliated members at state level. In order to maintain consistency in the delivery and execution of the course the objectives, expectations and grading for the “D” License course have been established.

A. Objectives for the “D” License

- To prepare coaches working with players U.13 and above by expanding their knowledge and understanding of the technical and tactical demands of the game and the developmental process necessary for players of these ages.



- To provide an understanding of practical coaching methodology and the framework necessary to prepare players and a team for competition.
- To prepare coaches for whom this represents their final coaching course as well as those who plan to pursue an advanced US Soccer Federation National Coaching License.

B. Expectations of candidates

- Participate in all activities (field, lecture and discussion groups)
- Demonstrate coaching ability and basic soccer knowledge

C. Grading of candidates

- National "D" License
- State "D" License
- Fail

1.2 Course Schedules

Given the variety of candidates attending a "D" License course flexibility in scheduling is necessary. Two different schedules are recommended, although the course schedule may be further altered to accommodate the specific needs of a course. Regardless of how the course schedule is altered, the curriculum components and the time allotment per session/course must remain the same.

The two schedules recommended and included in this manual are:

- A. Two 3-day course schedule
- B. Continuous 6-day course schedule

"D" License Course Two 3-Day Course Schedule						
Day / Time	75 minutes	75 minutes	60 minutes	75 minutes	75 minutes	90 minutes
Day 1	Registration begins 1 hour prior to Opening			Opening Course Orientation (60 minutes)	Lecture Methods of Coaching	Field Coaching Small Sided Games
Day 2	Field Warm Up & Dribbling	Field Passing	Lecture Methods Continued *C&P Video	Field Heading & Crossing	Field Receiving	Lecture Candidate Assistance (60 minutes)
Day 3	Field Goalkeeping	Field Finishing	Lecture Tactics I	Field Practice Coaching		Field Practice Coaching
Day 4				Lecture Tactics II	Field Possession	Field Practice Coaching
Day 5	Lecture Game Analysis	Field Attacking	Field Fitness with Ball	Field Practice Coaching		Lecture Course Summary & Candidate Assistance
Day 6	Field Practical Testing				Field Practical Testing	

*Instructor may wish to show "Ready, Set, Play" video for Care and Prevention at the end of this lecture



"D" License Course
Continuous 6-Day Course Schedule

Day / Time	75 minutes	75 minutes	60 minutes	75 minutes	75 minutes	90 minutes
Day 1	Registration begins 1 hour prior to Opening			Opening Course Orientation	Lecture Methods of Coaching	Field Coaching Small Sided Games
Day 2	Field Warm Up & Dribbling	Field Passing	Lecture Methods Continued *C&P Video	Field Heading & Crossing	Field Receiving	Lecture Candidate Assistance (60 minutes)
Day 3	Field Goalkeeping	Field Finishing	Lecture Tactics I	Field Practice Coaching		Field Practice Coaching
Day 4	Lecture Tactics II	Field Possession	Lecture Game Analysis	Field Practice Coaching		Lecture Candidate Assistance (60 minutes)
Day 5	Field Defending	Field Attacking	Field Fitness with Ball	Field Practice Coaching		Lecture Course Summary & Candidate Assistance
Day 6	Field Practical Testing		Classroom Video Testing	Field Practical Testing		

*Instructor may wish to show "Ready, Set, Play" video for Care and Prevention at the end of this lecture

Methods of Coaching

2.0 The Game – What is Soccer

Before beginning to coach it is important that coaches understand how the various elements of the game influence a player's behavior in training and competition. These game elements are found in all levels of soccer, from the beginning player to the seasoned professional. So, what is soccer?

- A. It is a competitive game – made difficult by the opponent
- B. It has an objective to achieve – to win the game
- C. It has rules to follow and a field to play on
- D. It is free flowing – no time outs or stoppages for coaching
- E. Players must solve the problems presented in the game – not the coach

2.1 The Game is the Best Teacher

The best teacher is the game. Coaches who create a game-like environment during their training sessions have found a key to success. How do games help the coach to teach?

- A. The game presents the problems for the players
- B. Players must solve the problems
- C. Using games in training creates realism
- D. Players are motivated and challenged to learn through the game



2.2 Using Small-Sided Games to Teach

The use of small-sided games creates the right environment for player development by allowing players to develop creatively by allowing them to respond to the problems presented by the game. Small-sided games encompass all components of the game, i.e., technique, tactics, fitness and psychology, and provide a highly economical way to train players.

Small-sided games accentuate these areas of player development:

- A. Skill development – number of touches on the ball increased.
- B. Tactical development – decision making is expanded.
- C. Fun and enjoyment – amount of goal scoring chances increased.
- D. Game understanding – positional play is greatly expanded.
- E. Intuitive development – transitional play is increased and becomes automatic.

2.3 What is Player Development

The concept of player development is essential to the long-term growth and improvement of the player. Player development demands that “the player is central” to all decisions made regarding training and competition. The coach who believes in player development will ensure that the following objectives are met:

- A. Games and activities are used that players want to participate in because they are enjoyable.
- B. Every player has a ball for training.
- C. Games and activities are designed to maximize the number of touches on the ball by each player.
- D. Training sessions are designed to improve a player’s technical abilities and their tactical application.
- E. Competition is a main ingredient within the practice and helps to motivate and challenge the player.
- F. Educates players to develop an appreciation for the game, teammates, opponents, referees and coaches.

2.4 Role of the Coach

Coaches take on many roles when leading a team. However, youth coaches need to understand their role within the overall player development process. Inexperienced coaches often identify with coaches of older aged teams where the priority and objectives for that age group may be different given the environment and demands. Coaches who understand the player development process and the differences that exist between age and ability characteristics are more likely to positively influence and effect the development of a player.

The role of the youth coach based upon principles of player development is:

- A. Serve as a Facilitator.
 - 1. Set up the conditions and environment for learning.
 - 2. Players need to have fun and receive positive feedback.
 - 3. The coach must be enthusiastic.
 - 4. Practice should be conducted in the spirit of enjoyment and learning.
 - 5. Activities need to be geared toward achieving success.
- B. As a positive role model.
 - 1. Demonstrate respect for team members, opponents, referees, parents, spectators and opposing coaches.
 - 2. Demonstrate a responsibility to the game itself.
- C. Understanding who they are coaching.
 - 1. Recognize that children/players are not defined by chronological age only. They mature and develop at their own pace. There are also growth differences between genders.
 - 2. Treat each person as an individual.
 - 3. Recognize that their needs are different and they participate for different reasons (at any level).

2.5 Age Characteristics

It is important to understand that age characteristics are not always the same for each individual at the same time. Although the chronological age of two players may be the same, the biological age may be different. These differences found due to the biological age of children are readily apparent in size, maturity and motor skills. However, there are general characteristics that are apparent within the different age bands.



AGE CHARACTERISTICS TABLE			
C h a r a c t e r i s t i c s	U.12 Characteristics	U.14 Characteristics	15-23 Characteristics – Adolescence
	<div><div>1. Enjoys competition</div><div>2. Psychological development has progressed</div><div>3. Teamwork has improved</div><div>4. Coordination has improved</div><div>5. Technical competency has improved</div><div>6. Development of speed and strength</div><div>7. Problem solving can take place with teammates</div><div>8. Self-appearance and peer pressure is a concern</div><div>9. Varying stage of puberty for both boys and girls</div></div>	<div><div>1. Differences in mental development</div><div>2. Sense of belonging, achievement and accomplishment</div><div>3. Varying stages of puberty</div><div>4. Displays independence and is self-critical</div><div>5. Aware of praise, status and personal recognition</div><div>6. A time of self-discovery</div></div>	<div><div>1. Covers a wide range ages</div><div>2. Transition from childhood to adulthood</div><div>3. Biological, cultural and psychological transition</div><div>4. Strive for a personal identity and a self-definition</div><div>5. Time of wanting to be independent and making their own decisions</div><div>6. Conflicting influences at times between parents and peers</div><div>7. Age of accepting responsibility and being held accountable</div><div>8. High expectations of themselves</div><div>9. Need to belong – to be accepted</div></div>

2.6 How Do Players Learn

Players learn in different ways. Some are better at following verbal instructions while others need to see an example of what they should do. Some need to see and hear instructions to be clear on what they are to do. Not only do players learn in different ways some learn more quickly than others do. A team is made up of individuals who have different capabilities. Coaches who recognize this fact and tailor their coaching to meet the needs of the individual help each player to achieve their best sooner.

Generally, we recognize that players learn in the following manner.

- A. Receive information – process in order of importance.
- B. Block-out unnecessary cues – attend to the most important.
- C. Concentrate on execution of decision.
- D. Initiate mechanical execution.

How information is given to a player is important. Coaches must communicate information clearly to the player in a logical manner that can be easily understood. When talking to the player, coaches must explain things in a realistic and simplistic manner. Coaches should talk to players in a language that players will understand. Use of “coaching jargon” does not enhance the communication process and often makes it difficult for the player to understand exactly what the coach wants.

2.7 What information do we give players when coaching

- A. Provide clearly defined goals (objectives, targets, rules, etc.).
 - 1. Overriding – Generalized or total application, i.e., the transition to a positive mentality towards shooting.
 - 2. Specific – Play of pressuring defender. When you win the ball can you play it forward immediately?
- B. Provide information in a logical progression.
 - 1. Correct sequence – simple to complex – general to specific
 - 2. Technical – fundamental to match related to match conditions
 - 3. Tactical – individual to group to team
- C. Feedback about performance.
 - 1. Should be immediate and specific.
 - 2. Corrections – addressing the group as well as the individual

2.8 How to Teach

There are basic rules for coaches to consider before presenting information. These “teaching rules” are specific to coaching soccer and should be considered carefully by the coach when planning their training.

- A. Preview
 - 1. What are you going to coach?
 - 2. Why are you going to do it?
 - 3. Where does it belong in the full game?
- B. Time Factors
 - 1. When in the training session?
 - 2. When during the weekly cycle?
 - 3. When in the seasonal cycle?
- C. Explanation and/or Demonstration
 - 1. Paint a clear picture – “paint a picture.”
 - 2. Explain rules of activity.
 - 3. Explain why you are doing this.
 - 4. Remember: “Show it – Talk it – Do it.”
- D. Elements of the Practice
 - 1. Organization – appropriate size, space, location on the field, necessary equipment, training realistic to the full game.



2. Activities for training – too hard creates frustration – too easy becomes boring.
 3. Starting the practice – allow players to play in the beginning to get a feel for the game and develop a rhythm – provides an opportunity for the coach to see if they understand the activity.
 4. Coachable moments – opportunities during the practice to provide instruction.
 5. Starting and restarting the practice – where it was stopped
 - a. by the coach – with incremental pressure
 - b. by the players – when all are ready
 6. Always have an objective, i.e., number of goals, consecutive passes, etc.
- E. Corrections (coaching)
1. Reason to stop the practice
 - a. question by the player
 - b. natural stoppage in the practice
 - c. necessary correction
 - d. something good happens
 2. Freeze concept – convey quick, clear correct information
 3. Restarting exercise
 - a. rehearse correction – first at slow speed, then add speed and increase pressure
 - b. put back into game – begin practice with reason for stoppage
 4. Assessment / Adjustments
 - a. is my coaching having an effect on the game, the practice and the players
 - b. identify the specific problems – is it technical, tactical, physical or psychological
 - c. put into large game – always make practice as realistic to the game as possible

2.9 Components of Coaching Soccer

It is important for the coach to understand the components of coaching soccer and how to apply them through a consistent methodology that allows the teaching of technique and tactics while incorporating physical and psychological aspects. This is best accomplished through the application of economical training. The components of coaching soccer are:

MODERN COMPONENTS OF COACHING SOCCER

Technique	Tactics	Physical	Psychological
<ul style="list-style-type: none"> • Fundamental • Match Related • Match Conditions 	<ul style="list-style-type: none"> • Individual • Group • Team 	<ul style="list-style-type: none"> • Athletic Attributes • General Endurance • Local Muscle Endurance 	<ul style="list-style-type: none"> • Applied Psychology • Individual Discourse • Team Management

A. Teaching Technique**a. Fundamental Stage**

1. No pressure from opponent
2. Begin at slow speed and work towards execution at top speed
3. Reduced strength and power

b. Match Related

1. Introduce pressure of an opponent
2. Incrementally add pressure based upon the player's level of success

c. Match Conditions

1. All restrictions taken off the opponents
2. Does not have to be 11v11 or an even numbered exercise
3. Importance of small-sided games for technical training

GENERAL PROGRESSION FOR TEACHING TECHNIQUE

Fundamental	Match Related	Match Conditions
<ul style="list-style-type: none"> • No pressure of opponent • Move from slow speed to top speed • Reduced strength & power • Concentrate on form and execution 	<ul style="list-style-type: none"> • Introduce pressure of opponent <ul style="list-style-type: none"> - First as shadow - Incrementally adding pressure - Finally live pressure • Pressure of time and space 	<ul style="list-style-type: none"> • No restrictions on opponents • Game creates problems for players • Can be small sided • Does not need to be 11v11 • Play to goals

B. Teaching Tactics**a. Individual tactics (1v1 for attacking and defending)**

1. Player with the ball versus the pressuring defender
2. The importance of individual duels

b. Group tactics (begins by forming a pair)

1. Small groups of players around the ball become effective tactical units

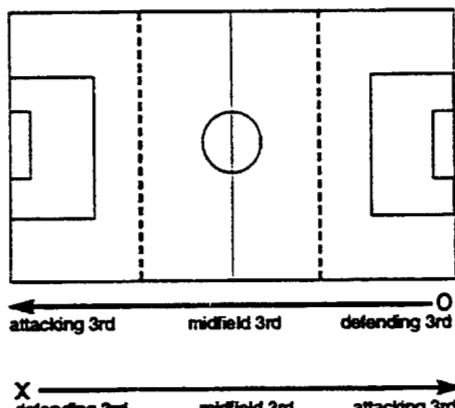


2. Groups can be numbers of 2v1, 2v2, 3v2, 4v2, 4v3, etc.
3. Groups can be players combining to form a line, i.e., back line, or in certain areas, i.e., 2 strikers and a central midfielder
4. Progression of teaching tactics
 - Unrestricted space – Restricted space – To one large goal with counter goals – To two large goals.
 - Numbers up and numbers down

GENERAL PROGRESSION FOR TEACHING TACTICS			
Unrestricted Space	Restricted Space	One Goal with Counter	Two Goals
Free Space	Size of area based on ability and number of players	Counter may be line, small goals or target players	Large goals

c. Team Tactics

1. Team tactics are half-field matches (6v4, 6v5, 7v5, 7v6) and 8v8 through 11v11.
2. In team tactics we teach individual players and groups of players about their role and responsibilities through the various thirds of the field for both attacking and defending.
3. Use of conditions to emphasize aspect of play is acceptable in team tactics, e.g., 1-2 touch passing, all players must be in attacking half for goal to count, team must defend with low pressure, etc.
4. Attacking and defending on restarts – training for individuals and group responsibilities.



C. Fitness for Soccer

- a. **General endurance** – is the ability to withstand the varied intensity of a soccer game plus overtime, i.e., 120 minutes of match play for a senior level player
- b. **Endurance** training prevents the onset of fatigue and provides for a continuation of effort.
- c. **Aerobic** (with O₂) capacity is the ability of the cardiovascular system to deliver oxygenated blood to the muscles and return depleted blood to be re-oxygenated.
- d. The method of training most commonly used to develop general endurance (aerobic capacity) is **interval training**.
 1. Interval training has both a work and relief period
 2. The principle dictates that work is done at approximately 80% of MHR while the relief is carried out at 20% of MHR
 3. At the beginning of the season the work to relief ratio may be 1:3 (30 seconds of work to 90 seconds of relief).
 4. As athletes become fitter we lower the ratio of relief to 1:2 and eventually to a time ratio of 1:1
 5. During the relief period the player does not come to a complete rest. Light activity is carried out during this period
- e. **Local muscle endurance** – is the ability of a specific group of muscles to be intensely active for a necessary period of time in the absence of oxygen.
- f. **Anaerobic** (without O₂) training must always be organized in an interval training method although the source of energy is predominately through the anaerobic breakdown of glycogen.
- g. **Glycogen** is stored in the muscular system. A player's diet must consist of high quantities of carbohydrates, proteins, iron and vitamins for the necessary production of glycogen during this high intensity exercise.
- h. **Athletic attributes** – soccer requires the development of many athletic attributes. These attributes enhance the quality of performance of a player within the game.
- i. **Flexibility** – is the ability to conduct movements in certain joints with an appropriate range of motion.
 1. An increase range of motion assists the player to execute technically and aids the player to prevent injury.
 2. The most common method of improving flexibility is through static stretching.



- j. **Agility** – is the ability to change direction quickly and easily with the body and the body parts.
 - 1. The ability to change direction with and without the soccer ball is a critical element of the game.
 - 2. Individual ball work, i.e. ball juggling, fast footwork, etc., and small-sided games assist in improving agility
 - k. **Balance** – is the ability of the body to maintain stability and equilibrium while running or standing on one leg.
 - 1. The ability to maintain your balance during kicking or when being challenged for the ball is important.
 - 2. Small-sided games and activities require players to maintain their balance while being challenged by the opponent.
 - l. **Speed** – speed for soccer is more complex than running a race. The application of speed within the game is determined by the following movements and actions found in the game:
 - 1. Movement of ball
 - 2. Movement of the opponent
 - 3. Movement of a teammate
 - a. We can differentiate between various types of speed that are required of a player within the game. They are:
 - Pure Speed – the ability to overcome the distance between two points in the shortest amount of time.
 - Technical Speed – the ability to control and manipulate the ball with the body, legs or feet at speed.
 - Speed of Action – processing information from the game and choosing an appropriate response quickly to the situation.
 - Mental Speed – the ability of the player to be aware of all factors, conditions and options inside and outside of the game (opponents, teammates, crowd, etc.)
 - m. **Strength** – is the ability to overcome resistance or oppose an obstacle through muscular strength.
 - n. **Power** – the application of strength in time and is connected to explosive action of performance.
- D. Psychological Aspects
- a. The continued development of a positive attitude for all aspects of the game.

- b. The development of a responsible attitude within the player in regard to themselves and the game.
 - c. The development of a responsible attitude toward the team, coaches, referees, officials, etc.
 - d. The application and implementation of technique, tactics and fitness by individual players and the team.
- E. Economical Training
 - a. Economical training demands that we combine as many of the components of coaching as possible into our training activities and games in order to obtain maximum results in a minimum amount of time. The American coach must be extremely economical in their team training given the limited practice time available within the current U.S. youth soccer culture.
- F. Priority of Components
 - a. The components of coaching soccer have been developed based on the requirements and demands of the game. The order of priority of these components differs depending upon the age and ability of players. The priority of these components for different age groups of players would be:

AGE GROUP PRIORITIES FOR COMPONENTS OF COACHING					
U.16		U.23		PRO	
PSYCHOLOGY	Technique Tactics Fitness	PSYCHOLOGY	Tactics Technique Fitness	PSYCHOLOGY	Tactics/Technical Fitness

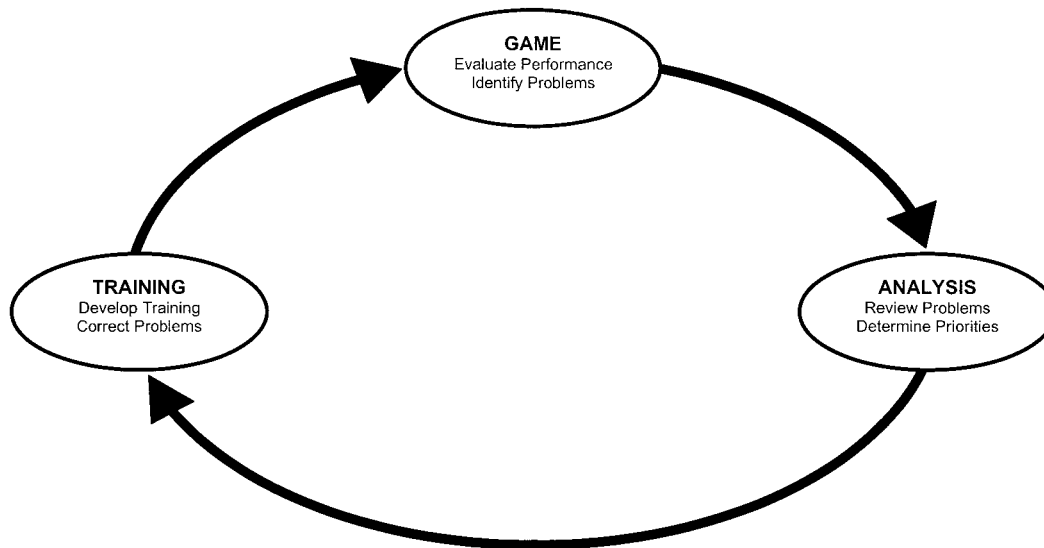
- G. SAID Principle
 - a. The SAID Principle – Specific Adaptations to Imposed Demands
 - b. All training should be specific to the technical, tactical physical and psychological demands of the game and the positions of the players.
 - c. Soccer training must replicate the game – what is done in training must be what happens in the game.
 - d. To be fit to play soccer, training must be specific to the needs and demands of actual competition.



2.10 Practice Organization

The game will tell you what the team needs to practice. We say that the game and training have a reciprocal effect. The game indicates what we need to train for and in training we prepare for the game. This cycle of development can be best illustrated in the diagram below:

Cycle of Development – Correcting Soccer Problems



Coaches should organize their practice session in a progressive manner that provides for individual, small group, large group and/or team activities. An example of a practice format would be:

- A. Warm Up – the warm up prepares the player both physically and mentally for the training session. Warm ups that incorporate a technical or tactical element as a lead in the training session should be used. Static stretching should be integrated throughout the warm up.
- B. Individual activities – as appropriate, although this may be addressed during the warm up period or within the small group activities. The need for this portion of the practice will depend upon the ability and specific needs of the players.
- C. Small group activities – this area includes small group games that may provide a lead into larger group games or activities. Small group activities will provide the majority of work within your coaching session.

- D. Large group activities and/or team activities – This does not mean 11v11. Large group games can be situations that are numbers up, numbers down or even numbered.
- E. Cool down – following the training session a cool down of light exercise and static stretching aids the player to recover from the training session.

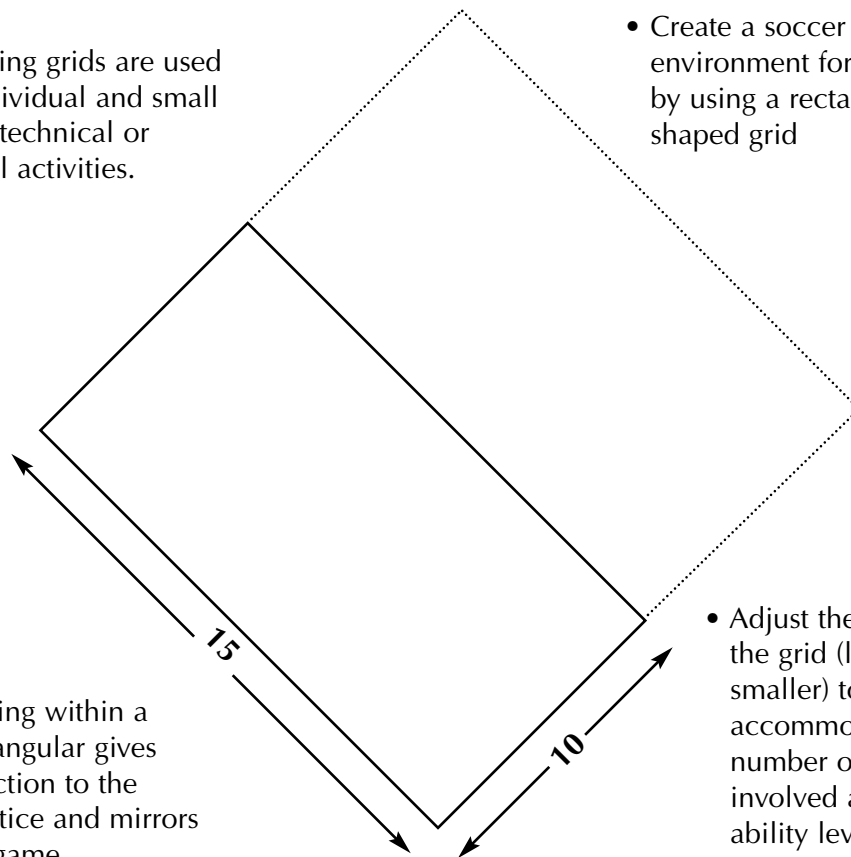
The use of field space for a training session is important to the organization of the practice. The most commonly used area for coaching is referred to as a coaching grid. This area is usually rectangular in shape in order to create a more realistic soccer environment.

THE COACHING GRID

Coaching grids are used for individual and small group technical or tactical activities.

- Create a soccer environment for practice by using a rectangular shaped grid

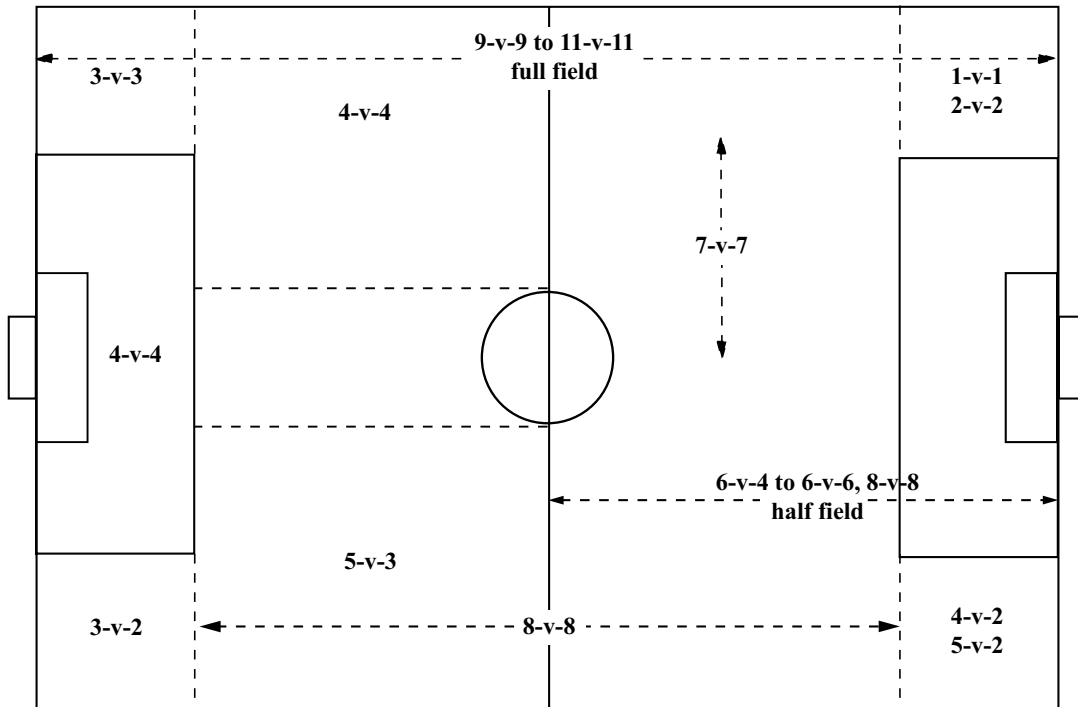
- Playing within a rectangular gives direction to the practice and mirrors the game



- Adjust the size of the grid (larger or smaller) to accommodate the number of players involved and their ability level



A soccer field can be divided into many smaller teaching areas that will accommodate different numbers of players. Below is an example of how a full sized field can be divided and used.



Prior to the practice beginning the following items should be organized:

- A. If space is available lay out the areas needed before training begins.
- B. Bibs (vests) should be counted out and ready to go.
- C. Location of balls, goals, etc., should be determined and if possible laid out before starting.

The coach must consider carefully the organization and needs of their team for games:

- A. Pre-game – time of arrival at game site; appropriate time for warm up; consideration of field and conditions on game (coin toss); final pre-game talk.

- B. Half-time – 1) prior to half-time consider main points from game that you want to talk about; 2) consider what players you will speak privately to; 3) allow players to collect themselves and replenish fluids at beginning of half-time; 4) keep half-time talk to the point and limit the number of coaching points; 5) speak privately with those players who may need additional direction regarding their play.
- C. Post game – 1) at end of game your number one concern is for the welfare of your players; 2) check for injuries; 3) post game meetings with team should be brief; 4) give final instructions to players regarding next game, practice or meal arrangements; 5) game results will effect post game talks – coach must determine the appropriateness of post game talk and amount of comments made.

In addition, the coach must also consider the needs for their team and develop a plan for the pre-season, competition and post-season periods.

- A. Pre-season – 1) how long is the pre-season? 2) what rules will be applicable, i.e., high school or college; 3) how many players will you have during the pre-season; 4) how many practice games will you schedule? 5) what are you expectations for your team during the pre-season.
- B. Competition – 1) develop a calendar to show game days, travel days, days off, tournament dates, play-offs; 2) the calendar is a guide to scheduling and must remain flexible to change and needs of the team; 3) the need to schedule individual training during the competition period; 4) must consider the need for regeneration during the competition period as well as “peaking” at the appropriate time.
- C. Post season – 1) individual meetings with players; 2) review of the season; 3) time off for players and staff; 4) off-season conditioning program to maintain fitness level.



Team Management and Administration

Being a soccer coach requires job skills of many different occupations. Travel coordinator, grounds keeper, psychologist, academic counselor, fund-raiser, equipment manager and publicist are just a few of the responsibilities of a soccer coach. There are few coaches in the U.S. who have the luxury of going to the field each day while others take care of the hundreds of necessary functions involved when running a team.

Team management in today's society carries enormous importance to ensure that the supervision of athletes during training, competition and travel is safe and properly planned. Coaches must be prepared for the unexpected and have contingency plans when emergencies occur. US soccer strongly encourages coaches at all levels to enroll in a basic first aid course. Many such first aid courses are conducted by the American Red Cross and offered locally.

As a coach you are responsible for the care and well being of each player on your team. In fact, coaches in American society are often considered "in loco parentis" which translated means in place of parent. The role of the coach carries both legal and moral issues that require the utmost integrity and character. Risk management is a necessity in today's society and safeguards all participants, both player and coach, from potentially devastating circumstances.

3.0 Safety and Ethical Issues

It is the responsibility of the Coach to:

- A. Know and understand the laws of the game; examples – shinguards must be worn by all players, players must wear shoes, balls should be properly inflated, players can not wear jewelry,



field surface should be safe and playable, the duration of the game should be appropriate to the mental and physical development level of the participants.

- B. Proper teaching and instruction of players regarding reasonably safe techniques and methods of play; examples – teach the laws of the game to the players, use the proper progression for teaching technique to both field players and goalkeepers.
- C. Implementation of appropriate training and medical programs to make sure your players are fit for practice and competition; examples – design a safety and information card for each player, conduct a proper warm-up prior to training and games, complete each practice and game with a cool down.
- D. Inspect and maintain equipment and supplies to make sure they are safe and in accordance with the rules, as well as to make sure that the playing field is safe and does not contain dangerous conditions.
- E. Supervise and control your players so as to avoid injury situations, taking into consideration factors such as: age, experience, physical condition of the players, competitive situation and weather conditions.
- F. Insurance needs for players and coaches to provide adequate coverage, especially when traveling in foreign countries.
- G. Evaluate and play in terms of “Risk Management” for your program and players – leave nothing to chance.
- H. Ethics: the principles recognized as standards of behavior by a specific group.

3.1 Team Organization

For all levels – club (travel and recreation), high school, college.

- A. Preseason parent coach meeting should discuss:
 - Your coaching philosophy.
 - Team goals for the season.
 - What you as the coach expect of the parents.
 - Team rules.
- B. Preseason player coach meeting (team) should discuss:
 - Your coaching philosophy.
 - Team goals for the season.
 - Training rules and regulations.
 - The support staff and their importance.
 - In a high school and/or college setting – need to discuss academic requirements, class attendance, support staff, etc.

- C. Preseason player coach meeting (individual) should discuss:
- Each player's perception of himself within the team and to the team.
 - Each player's individual goals for the season.
 - Your perception of the individual with the team and to the team – player's role and your expectations.

It is important for the coach and players to develop a line of communication. You, the coach, do not want to overburden the players with meetings or they will lose their effectiveness. The coach needs to communicate with the players all of the time, not only in meetings. It is also good to end the year with a team meeting to review the past season and to explain plans for the upcoming season. It is also advisable to meet with the players individually after the season, as well. During these meetings, you can evaluate the player's season and help him or her prepare for the next season.

- D. Equipment needs:
- The players should all have – a ball, shin guards, shoes (proper types for various surfaces and climatic conditions), loose fitting clothing proper for climatic conditions of training and a water bottle for training and games.
 - The team will need – cones, training bibs or vests, extra balls, air pump, soccer nets for all goals, portable goals (if possible), first aid kit, ice, water and an adequate playing surface for training and games.
- E. Implication for coaching:
- Training to game ratio:
 - U14 – 4 – 75 minute training sessions to every 1 game with 35 minute halves.
 - U16 – 3 – 90 minute training sessions to every 1 game with 40 minute halves.
 - U18 – 2 – 90 minute training sessions to every 1 game with 45 minute halves.
 - U23 & Amateur – 2 – 90 minute training sessions to every 1 game with 45 minute halves.
- F. Game organization
- Pregame – What are the staff responsibilities? Player's pregame meal (nutrition)? What is the time of arrival for the warm-up? When is the final team meeting? What type of warm-up for the field players and goalkeepers? When do you have your individual talks with the players regarding their responsibilities



in the game? Do you have differences in tactics for home or away games? When do you review the scouting report? Must evaluate field conditions.

- During the game – You must analyze your own team and the opponent. You must control your emotions in order to analyze objectively. What substitutions to make and when to make them: if injuries occur, want to change the tempo or tactic of the game, special situations due to score (extra defender or extra attacker)? Give substitutes proper warm-up time.
- Half time – Allow player appropriate time to cool down – let them talk among themselves and replace fluid before talking to them. Note injuries and prepare substitutes by having them warm-up before half-time talk (if possible). Ask the players for their input. Give them 2 or 3 key points of information for the second half. Highlight what is necessary to win the game. Make your substitutions.
- Postgame – The safety of the players is your first concern. Check for injuries. Keep your post-game comments brief. Think carefully before making comments to the media, especially after a heated match. You may want a cooling off period before addressing the media. Remind the players of the schedule for the next training session or the week's schedule, if necessary. Remember – “after the match is before the next match.”

G. Seasonal Planning:

- Preseason – How long do you have for preseason? Do you have High School or College rules to follow? Training games – How many? Number of training sessions? What do you want to accomplish during pre-season based upon the components of the game? Is this a new team or a team who has been together for several seasons? Will you perform fitness testing? If so, what test and how will you use the results (don't just test for the sake of testing). Remember, preseason training is a replication of the season to come.
- Competition Period – Use a calendar to show dates of games, game times, travel days, days off, preparation days, tournaments, play-offs, etc. and how to organize yourself in regards to these factors. Develop a cycle to meet your team's needs. What are the High School or College rules regarding seasonal play. Develop short and long term goals for the season. Planning should be based upon the needs of the

players and the team according to the technical, tactical, physical and psychological demands of the game.

- Postseason – How much time off? Players need regeneration. Use the off-season time to plan for next season. What are the specific rules regarding off-season especially for the High Schools and Colleges. This is a time for the evaluation of the players and staff. Out of season training program to maintain physical conditioning.



Tactics I

4.0 What are Tactics

Tactics are the where, when, and why of soccer. Soccer is a team sport that allows each player to impose their personality into the game. The free flowing characteristics of soccer provides players numerous opportunities to make instant decisions while attacking or defending.

- A. Team Short Term Planning – It is the coach’s responsibility to select and implement a system of play that is conducive to the abilities of the team. Each team member should have a good working knowledge of how the team plans to attack and defend as a unit.
- B. Team Strategy – The coach is also responsible to map out the long range goals of the team. As a team, what are we trying to accomplish? Do we want to win the league? Are we going to play in an older age group for developmental purposes? Do we want to learn to play zonal defense? For players and teams just starting out the team strategy may be as simple as developing a love for the game. Especially in the beginning, individual and team *improvement* is the most important measure of success.
- C. Player Decisions – The player’s behavior is based on the situation and the actions of the opponent. These decisions are based upon being in possession of the ball, the opponent having possession or the time of transition between both actions.

4.1 What are Principles of Play

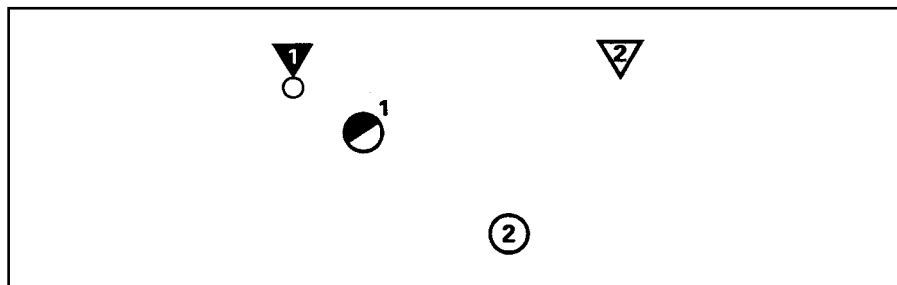
The game of soccer is best understood and played when strategy and tactics are based upon certain principles. These principles are applied to both attack and defense and are know as Principles of Play.



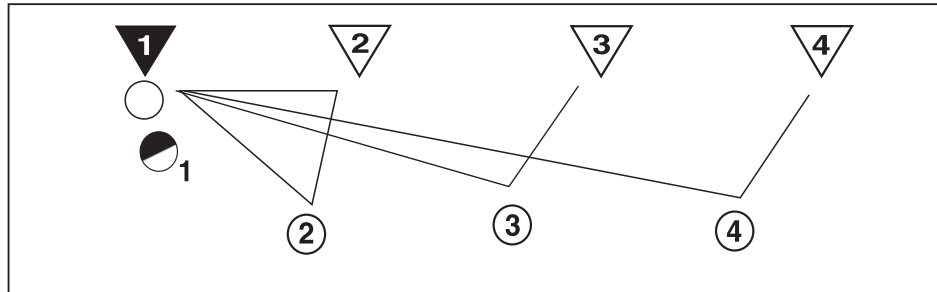
4.2 Principles of Defense

Good defending begins with an understanding of how the principles of defense are applied by both the individual player as well as collectively within the team. The moment a team loses possession an immediate organization begins.

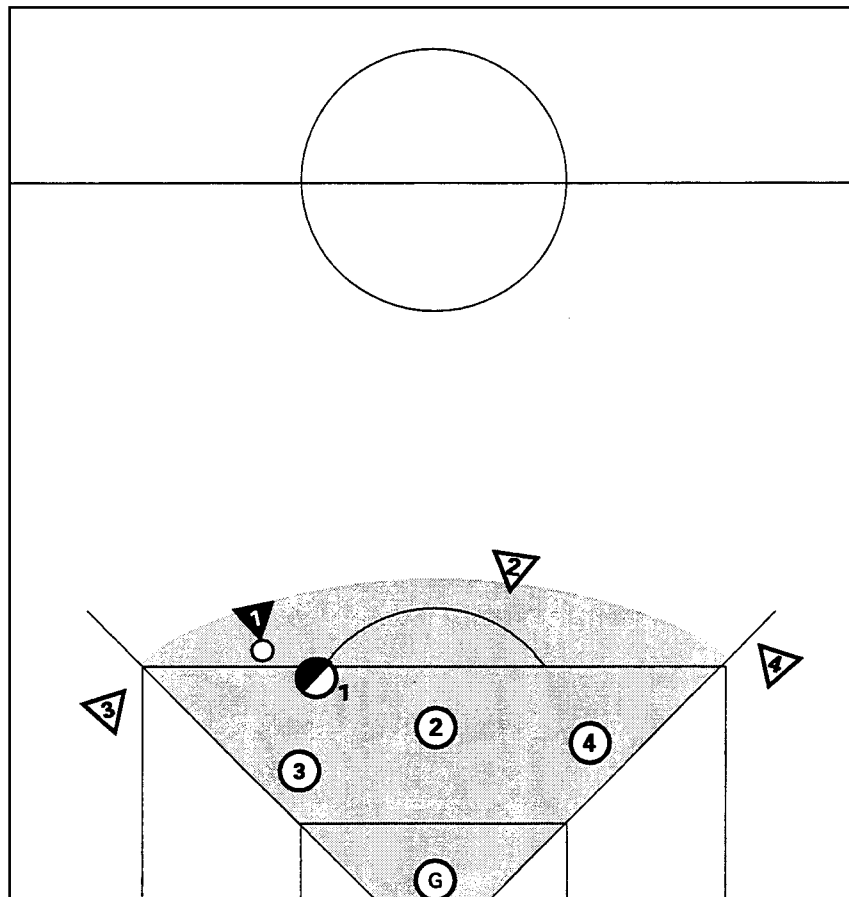
- A. Immediate chase – The moment possession is lost the nearest player(s) try to regain possession or apply pressure on the ball. Players giving immediate chase can also help to delay the attack by making recovery runs that deny the opponent the opportunity to play the ball quickly forward.
- B. Delay – The pressuring defender(s) forces the attacking team to slow down so that the defense may organize. While applying pressure the defender must be careful to not over-commit. If he is beaten easily the time for the team to organize is shortened.
- C. Depth – This refers to the immediate organization of players behind the pressuring defender. While the ball is being pressured all other players should be recovering into defensive positions. The positions taken should support the pressuring defender in the event he is beaten. This is called providing defensive cover.



- D. Balance – As the team concentrates their defense in the area of the ball, defenders away from the ball (opposite side of field) must position themselves to cover vital spaces (central areas) in order to prevent attackers from making penetrating runs into these spaces in which to receive the ball for an attempt on goal. All players who are on the opposite side must seek positions in which to provide balance to the defense.



- E. Concentration – As players recover towards their own goal and organize their defense, the objective is to limit the time and space for the opponent by concentrating their defense in the area of the ball. Defenders also recover centrally towards their goal in order to limit the opponents ability to directly attack the goal.





- F. Control and Restraint – Players must be disciplined and play “under control” when challenging for the ball. Too often players make poorly timed or off-balanced attempts to win the ball. Players should restrain from tackling until they are confident they will win the ball.

4.3 Defensive Roles

It is important for players to understand their role and function within the game as well as their position. While the team is defending, a player will assume the responsibility to provide pressure, cover, balance or depth.

- A. Pressure (pressuring defender) the closest player to the ball
- apply pressure to the ball to regain possession if possible
 - deny penetration of any kind
 - select proper angle of challenge
 - select proper speed of challenge
- B. Cover (covering defender(s))
- provide cover for the pressuring defender
 - select proper angle of cover
 - should be a distance that the covering defender can tackle or immediately close down the attacker who has beaten the pressuring defender
 - distance of cover will vary with the third of the field and the amount of pressure on the ball
 - responsible for tracking supporting attackers who make forward runs
- C. Balance (balancing defender(s))
- track attackers away from the area of the ball who are making forward runs
 - squeeze space towards center of the field to “lock up” vital areas
 - preserve balance/shape
- D. Compactness (collective play of all players)
- pressure, cover, balance together provide depth in defense
 - organization of defending between the various lines, e.g. midfield and defending line
 - proper positioning, spacing and number of defenders in area of the ball vital to maintain depth in defense

4.4 Principles of Attack

Unlike most team sports, soccer does not have a series of set plays. It is a fluid game in which the player who has possession of the ball must always have several options to pass the ball. The more options a player has, the less likely he is to lose possession. Therefore, it is necessary for players not in possession to quickly help the player with the ball. While defenders attempt to make play predictable, attackers look to make the attack unpredictable by improvising. In an effort to score goals the offense utilizes penetration, depth, mobility, width and improvisation.

- A. Penetration – The first choice of the player with the ball is to penetrate the opponents defense. Depending where the player is on the field he can look to shoot, pass to a teammate that has penetrated the defense or simply dribble for penetration or to space.
- B. Depth (support) – When we refer to depth in attack we are talking about support play. Good depth provides the player on the ball with all around support so that there are options to play the ball forward, square or back. The more options a player has, the less likely they will lose the ball. Good support play is achieved when there are good angles of support, proper distance of support and speed of support. The shape most often seen in good support play is a triangle. Player who stand or run to create straight lines are destroying support and risk losing possession of the ball by eliminating options for the player with the ball.
- C. Mobility – Movement is necessary in the game so that players can create space for themselves or for their teammates. Good mobility involves moving in support of the ball as well as “playing without the ball.” Players without the ball need to “unbalance” the opponent’s defense by running into positions that will create scoring opportunities or create space for the teammates near the ball (the work of the unbalancing attackers).
- D. Width – When a team is in possession of the ball it has to use all the area available in which to play. Successful teams use all the width of the field and as much of the length as the offside rule will allow. The more space they have in which to play in, the greater the time and space each player in possession will have. As a result, there is less chance of being pressured into mistakes. Using the full width of the field creates problems for the defense to provide good cover and concentration.



- E. Improvisation – There are many times when players have to use their own individual flair to create passing or shooting opportunities for themselves or teammates. Clever dribbling or inter-passing eliminates defenders and creates openings for attackers. Players who have the ability to turn quickly, evade a challenge easily, shoot off balance or even perform their own “tricks” to create opportunities are an asset of a team.

It is much more difficult to create than to destroy. Therefore, a much greater proportion of training should focus upon the techniques and principles of offense. However, it would be a mistake for coaches to neglect to teach the equally important defensive understanding of the game.

4.5 Attacking Roles

Developing an understanding of your task and function in the game is vital for successful attacking play. With defending teams trying to take away time and space, attackers must quickly make decisions based upon these roles and functions in order to be successful in attack. Players whose technical skills break down under pressure will find that they are always out of time and cannot make simple decisions that benefit the attack.

- A. Player on the ball
- player with the ball is the most important player
 - first choice is to achieve penetration by making the best tactical decision based upon the players technical capabilities
- B. Supporting player(s)
- player(s) in immediate support of the player on the ball
 - positioned behind, square or in advance of the ball based upon pressure applied to the ball
 - positioned at the proper distance to insure that one defender cannot restrict both attackers
 - must combine with player on the ball to gain penetration through bent runs, overlapping runs, 1-2 double pass, wall pass, take overs, etc.
 - bent and overlapping runs may isolate the player on the ball for dribbling

- C. Unbalancing player(s)
- attempts to unbalance the defending team by making constructive runs to increase the attacking options, most runs are penetrating
 - a penetrating run allows for the possibility of an unbalancing attacker to receive the ball or create space behind his run for another attacker

4.6 Tactics Video

Observation and discussion of the Principles of Play video with the instructor.

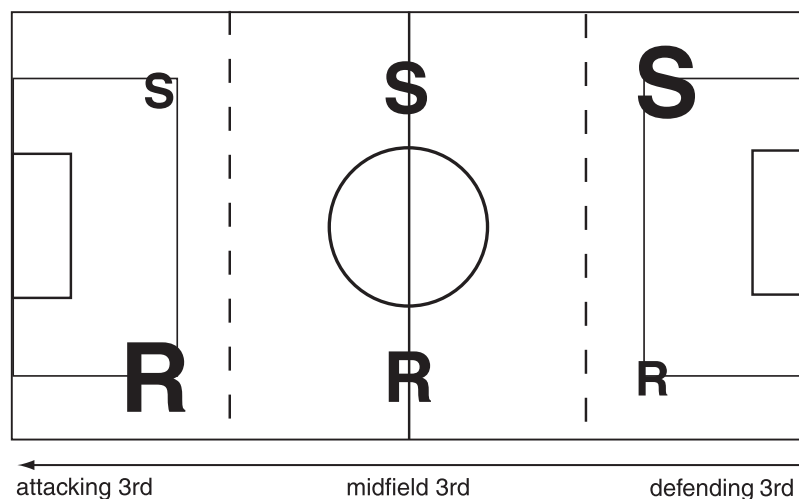


Tactics II

5.0 Application of the Principles of Attack and Defense

How the principles of play are applied is influenced by where the ball is on the field. In theory the field is divided into thirds. The third of the field that the ball is in will influence how the principles of attack and defense should be applied. Awareness of the risk/safety factors in each of the thirds of the field is critical for players to make good decisions.

- A. Safety – refers to the measures taken (decisions) to insure safety is maintained and no unnecessary chances are taken in attack or defense
- B. Risk – refers to the degree of chance (decisions) that an individual or team will take in attack or defense to gain an advantage





5.1 General Tactics

A. In the attacking third of the field the general tactics are:

MOVE - RECEIVE - FINISH

- run into open space with and without the ball
- forward and penetrating passes
- immediate support (depth)
- improvisation (dribbling)
- finishing (shot on goal)

B. In the midfield third of the field the general tactics are:

BUILD - CONNECT - SUPPORT

- buildup
- maintain possession
- dribble into open space
- combination passing (support)
- total team support (connection)
- develop a rhythm

C. In the defensive third of the field the general tactics are:

DENY - DESTROY - DEVELOP

- immediate chase (pressure)
- fall back/delay (retreat/jockey)
- concentration (funnel/channel)
- balance (depth)
- control/restraint (challenge for the ball)
- start counter attack (first thought transition)
- possess - rest - prepare

5.2 Team Organization

A. Selecting a system for your players – The system of play that a team employs refers to the arrangement of players from back to front. For example, given that the goalkeeper is constant and does not need to be mentioned, 4-4-2 is:

4 - defenders
4 - midfielders
2 - forwards

- B. Considering all factors – Several factors must be taken into consideration when arranging the players to form a system. It is important to select a system with which the players are comfortable with and which allows them to express themselves.
- The system should fit the players based upon physical, technical, tactical and psychological qualities
 - Most players feel comfortable on one side or the other (left or right) and when possible should be used where they feel most comfortable
 - A well balanced team has players who can score goals, dribble, distribute the ball and defend
- C. Developing a system of play – It is important to note that a system of play is just a basic organizational plan. A system will not score goals; only players can do that. And there is no system that provides a defense that caters to players that can not or will not run. Whatever system is employed certain common principles must be observed:
- Even the most adventurous attacking team must not throw caution to the wind and have all players rushing forward at the same time; a loss of possession would leave them vulnerable to counterattack.
 - While teams must think positively on offense, they must attack in such a way that if they lose possession they have players well positioned to regain the ball.
 - Even the most defensive-minded teams cannot afford to remain in their defensive third of the field for the entire game if they want to win.
 - Teams on defense must have players in forward positions to play the ball to when they regain possession.

The general thought process is to provide numbers in defense, numbers up or even in midfield, and numbers down, with the intent to create numbers up in the attacking third.

When developing the system of play start with a basic 3-3-2 formation. This provides balance and distribution of players to



cover the space on the field. Where you decide to place the remaining two players depends on:

- needs of the team
- physical, technical, tactical, psychological make-up of the team
- system of play that the opposition employs
- weather
- score
- the circumstances of the particular game

Summary:

For both coaches and players alike it is important to select a system that the players are comfortable with and allows them to express themselves; all the while gaining an appreciation for how the principles of play are applied over the entire field, regardless of the system employed.

- The players must meet the demands of the game; not the demands of the coach or system.
- It should be the goal of every youth coach to give all players an appreciation for all positions during their formative years, 6-14.
- Locking players into a single position during critical stages of fun, discovery and development stifles the individual and hinders the evolution of the total player.
- There will be ample opportunity for functional training and refinements later on in a players career.

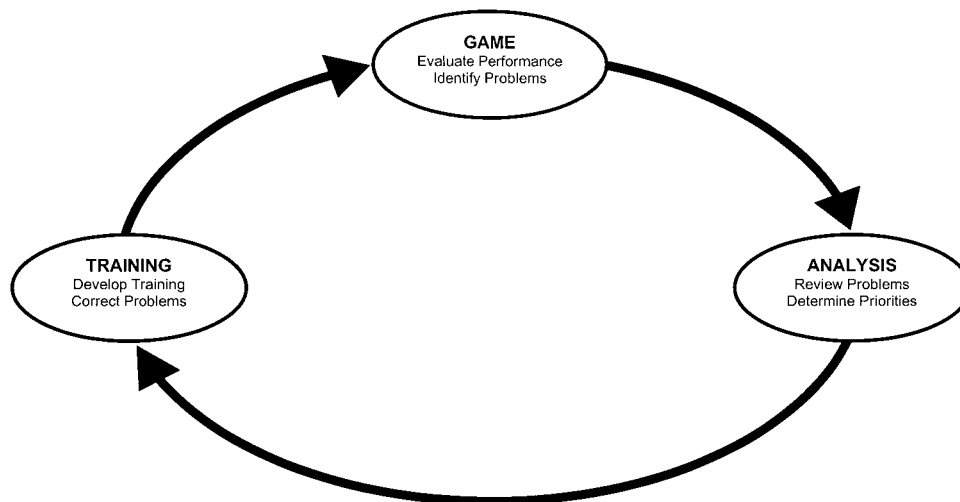
Game Analysis

6.0 Observing Your Own Team

The game provides for both player and coach countless opportunities for development. Players improve their performance through competition due to the unlimited number of technical and tactical situations that must be repeatedly solved throughout the game. For the coach, these observable situations are also the source of our practice content as they are the “soccer problems” that the players confront, but cannot solve during the game.

The game and training have a reciprocal effect. The game indicates what we need to train for and during training we prepare for the game. Because the game is the source of our practice content, we must constantly evaluate the game to determine the problems for the individual, group and team. The process that we utilize to evaluate and improve players and teams is the same.

Cycle of Development – Correcting Soccer Problems





The coach must analyze the game by carefully observing the players as they carry out their tasks within the four components of the game – Psychological, Physical, Tactical and Technical.

6.1 Attitude (Psychological) Assessment

- A. Competitiveness – Do the players come prepared to play, compete and battle?
- B. Desire to play – Do the players come with a willingness to perform in every game?
- C. Concentration – Do the players stay focused on the game from the opening to the final whistle? Do the players relax after a few good performances or do they play every game as if it is their last?
- D. Mental Toughness – Are the players able to play when the conditions are not ideal and things are not going their way?
- E. Commitment to high standards – Do the players attempt to execute the ideas they have been presented in training? Do the players attempt to perform at their highest level?
- F. Imagination – Do the players express themselves with creative play and flair?

6.2 Fitness (Physical)

- A. Speed – The coach must evaluate the players within all the areas of speed.
 - Pure Speed** – how is the players ability to overcome the distance between two points in the shortest amount of time?
 - Technical Speed** – do the players have the ability to manipulate the ball at speed and maintain control?
 - Speed of Action** – do the players have the ability to process the information from the game and choose the appropriate response quickly?
 - Mental Speed** – do the players have the ability to be aware of all factors, conditions and options inside and outside of the game?
- B. Endurance – Do the players have the stamina to last the game?
- C. Strength – Do the players show good strength? i.e., holding opponents off the ball while shielding.

Note: Tactical analysis should be done from a high vantage point to see the game around and off the ball.

6.3 Defending (Tactical)

- A. Pressure on the ball – closest defender to the ball.
 - Do players recognize when to become the pressuring defender?
 - Do they achieve a good starting position early?
 - Are they moving when the ball is in flight?
 - 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?
 - Is pressure applied at speed, but in control?
 - Do defenders eliminate themselves because they are out of control in the final few yards of their approach?
 - Do they stay on their feet and in the game?
 - Do they recognize the moment to tackle for the ball?
 - When they step in, are they confident and decisive?
- B. Covering defenders – closest defender to the pressuring player.
 - Are they supporting the pressuring player or ball watching?
 - Have they recognized their role at this moment in the game?
 - Are they the right distance from the pressuring player?
 - Are they in the proper covering position based upon the approach of the pressuring player?
 - Can they maintain vision of the ball and their marking assignment?
 - Do they recognize when to track players?
 - Do they communicate to the pressuring player?
 - Do they recognize the visual cues and act appropriately when there is no time to verbally communicate?
- C. Position of balancing defenders – all remaining defenders.
 - Do they track players who run away from the ball making forward runs?
 - Do they know how to use the Laws of the Game to their advantage, i.e., off-sides?
 - Are they squeezing space towards the center of the field to cover vital space?
 - Is their position putting them in a better line of recovery than their opponent?
 - Do they communicate?



- Do they recognize the pressure being applied to the ball and position themselves accordingly to balance the defense, i.e., visual cues?

D. Group / line play

- Do players in the immediate area of the ball know how to combine and communicate effectively to defend?
- Is there an immediate transition to defending at the moment the ball is lost?
- Do players recognize how to “squeeze” to the flanks and to “press” forward to the ball as a group?
- Do the players in each line work together?

E. Team play

- Does the team play as a unit?
- Are key players taking responsibility for defensively organizing the team?
- Is the team strategy effective and appropriate for the game?
- Is the strategy being applied correctly in the different thirds of the field?
- Is there a connection between the different lines of play?

F. Restarts

- Does the team quickly recover to defend restarts?
- Are they organized and in the correct positions?
- Are the appropriate players in the proper positions?
- Is concentration increased during the dangerous moment of the game?

G. Goalkeeper

- Does the goalkeeper communicate to organize his defense?
- Does the goalkeeper stay “connected” to the team?
- Does the goalkeeper play off his line to cut out long through passes?
- Does the goalkeeper position himself to cut the angle for shots on goal?

6.4 Attacking (Tactical)

A. Player on the ball

- Is their first touch positive?

- Is their first option to penetrate by: 1) shot, 2) pass or 3) dribble?
- Is the choice of penetration correct given the situation position on the field?
- Is decision and action carried out quickly?

B. Supporting players

- Can they make space for themselves?
- Do they know how to lose a marking player?
- Can they play while under pressure of an opponent?
- Do they position themselves at the appropriate distance to give support? Is the angle of support giving the safest possible pass? Do they achieve the support position early to allow the early pass?
- Do players know when to play in front of the ball and when to play behind it?
- Do they know when closely marked when to ask for a pass by moving? Do they know how to play without the ball to open up the field for another teammate?
- Do they communicate with the player in possession?
- Do they read the visual and verbal cues of the game to help them make a decision?
- Do they recognize when to play two man combinations? i.e., wall pass, take over, over lap, double pass

C. Effectiveness of the unbalancing attackers

- Do these players attempt to unbalance the defending team?
- Do they take the responsibility to push forward and create length for team shape?
- Do they move across the field in an attempt to get free or draw opponents into poor defending positions?
- Do they look to get behind the defense?
- Can they make space for themselves and others?
- Can they hold the ball and wait for supporting players to come forward?

D. Group / line play

- Do players in the immediate area of the ball know how to combine to perform basic combinations to break pressure?
- Is there an immediate transition to attack when reacquiring the ball?
- Do players recognize when to move for the ball or play without the ball? Do players quickly achieve good team shape for attack, i.e., width and depth?



- Do players recognize the situation and make good decisions when to possess the ball or to penetrate quickly?
- Do the players in each line work together?

E. Team play

- Does the team play as a unit?
- Is there connection between the lines across the field and in channels the length of the field?
- Does the overall “shape” of the team allow them to penetrate and keep possession?
- Is the strategy effective in the different thirds of the field?
- Are key players taking responsibility for dictating the rhythm of the game? Are they recognizing the weaknesses of the opponent and taking advantage of it?

F. Restarts

- Are restarts organized quickly and correctly?
- Do players understand their role in the restart?
- Are the appropriate players in the most advantageous positions to utilize their qualities?

6.5 Technical analysis should be done at game level to see what happens on the ball.

Is the player’s technique successful in the game?

What is the quality of their passing?

Is the choice of pass appropriate . . . long or short; pass to feet or space?

What is the quality of their receiving – first touch?

Do they keep control?

Do they receive the ball into a space away from pressure?

What is the quality of their dribbling?

Do they shield the ball to keep possession?

Do they beat opponents on the dribble?

Can they run with the ball at speed in open space?

What is the quality of their shooting?

Do they hit the “target” with their shots?

Do they select the appropriate surface to shoot the ball?

Do they have power when needed?

What is the quality of their heading?

What is the quality of their tackling?

Analyzing the game and learning to recognize the strengths and weaknesses of individual, group and team performances is a significant part of coaching. Carefully constructed, well-organized training sessions that clearly address these observed weaknesses will have a positive effect on the players.

Two of the most important questions that any coach should ask of himself / herself are: 1) Does training have a positive effect on the players helping them to solve the observed problem from the game? 2) Does training transfer to the game?



Referees and the Laws of the Game

7.0 An Introduction for Coaches

What makes soccer the “beautiful game” loved by millions around the world? A large part of the answer to this can be found in the role of the officials. Players must play, of course, and coaches must prepare players to play. Once everyone is out on the field and the match has begun, however, the game becomes beautiful only when both players and officials understand what we call “the Spirit of the Game.”

No one can teach this Spirit of the Game, but you can see it developing when players are able to display their individual and team skills, when play flows with few stoppages, when challenges are fair, and when everyone is satisfied at the end of the match that, win or lose, everyone was kept safe, everyone had fun, and everyone worked within the Laws to obtain their advantages.

The Laws of the Game provide a framework for this to happen. The rest of it must be filled in by the players and officials, working together, toward a common goal. Certain things are required (field, ball, uniforms, etc.). Other things are prohibited (handling the ball, except for the goalkeeper within his own penalty area). Much is left open to the discretion of the officials, who must decide **within the Laws** what will best promote the Spirit of the Game.

Referees, just like players, come in all shapes, sizes, levels of experience, knowledge of the game, sharpness of judgment, physical abilities, and ability to communicate. Referees, just like players, need training. Referees, just like players, make mistakes. Referees, just like players, sometimes prepare for a match with one set of expectations, only to find once the game begins that a very different sort of contest is occurring. And referees, just like players, often find it necessary to adjust very quickly to changing conditions as a game progresses.



What officials uniquely bring to a match are neutrality, professional training, knowledge, and discretion. Let's take a look at each of these very briefly.

First, the referee is the only person directly involved in the game who doesn't have an interest in the outcome with respect to either team. The referee cares deeply about the outcome in general (as we will see shortly) but this concern is not partisan. Everyone else can cheer for a team or a player, but the referee applauds only the game.

Second, the referee has been specially trained to see as much of what is happening as possible. Everyone else usually focuses on the ball and the (at most) several players who are in the immediate area challenging each other for possession. The referee, however, must be aware to some degree of everything that is going on across the entire field and must be paying special attention to those things which might affect most directly the flow of the match.

Third, the referee has knowledge about the Laws, how they are interpreted and applied. This doesn't come simply from reading ***The Laws of the Game*** (though referees routinely read this book many times over the course of a season). It comes from having access to many other publications which explain the Laws in more detail, from attending special training sessions which deal with specific topics (including changes in the Law each year), and from having their knowledge regularly evaluated by testing and assessments of on-field performance.

Finally, and in some respects most importantly, the referee has to interpret the Laws minute by minute, second by second, in **this** match, for **these** opponents, in **this** situation. The Laws of the Game not only encourage, they **demand** such discretion. Even things which seem plainly evident, clear cut, with little room for judgment, turn out to have "gray" areas. For example, it would seem obvious that a team cannot have more than eleven players nor fewer than seven (without regard to youth exceptions), but what if the seventh player is off the field temporarily – having a shinguard replaced or an injured wrist wrapped? Does the game have to stop temporarily or be terminated? (No, if the referee believes the player is off the field only temporarily.)

A referee's discretion is most often seen in decisions related to fouls and misconduct. Doing what is termed "call sorting," the referee must decide first if there has in fact been an infringement of the Law. Then, the referee must

decide if the infringement is “important enough” to recognize officially (by making a “public” call). Then, the referee must decide if the public call will involve stopping play or letting play continue despite the violation of the Law. Although referees receive training in what guidelines to apply in making these decisions, the actual decisions themselves are a matter of discretion . . . and contribute significantly to the Spirit of the Game.

Referees are often compared to orchestra conductors. Music is produced by musicians playing their instruments. Ultimately, how well they play individually and together with the other musicians determines not only their enjoyment of the performance but the enjoyment of the audience as well. Conductors do not simply wave their baton (like the referee’s whistle!) and out comes smooth jazz, a great symphony, or a toe-tapping tune. The conductor’s “art” lies in the ability to merge the instruments, as played by these musicians, into a pleasing whole and, at the same time, to shape the result by a trained sense of what the original composer intended.

The same music can sound very different depending on the orchestra and the conductor. Soccer games between the same teams can differ greatly also at different times, with a different set of playing strategies, different coaches (who are also rather like conductors in this regard), different mix of players, and, yes, even different referees.

Does this mean that what a referee does affects the game? Of course, although we often say that this isn’t the case. What we really ought to understand is happening here is that the referee has a single purpose – maintaining the flow of a game within the framework of the Laws – and must occasionally step in to bring a straying player or team back into that framework.

All the neutrality, training, knowledge, and discretion a referee can bring to a game are used to ensure safety, fairness, and enjoyment. None of these terms can be found anywhere in the Laws of the Game, but they are at the very heart of the Spirit of the Game. Unfortunately, what is often misunderstood is how these concepts are implemented at different competitive levels.

Safety in a match involving ten year olds is very far from the kind of safety that a player in the MLS wants or needs to be protected. A U-19 or senior amateur player has a different view of fairness from that which guides a recreational league match. And referees are protecting the enjoyment of a far



broader audience when a match is televised than when it occurs at the local park. Players have very different individual reasons for wanting to display their skills depending on whether they are showing off for Mom at the local park, trying to impress a coach who could select them for an Olympic Development Program, or planning to renegotiate their contract at the end of the season.

Referees must understand these different situations and, within the Laws of the Game, apply their discretion so as to implement the specific sense of safety, fairness, and enjoyment which the players themselves want. Often, both players and referees test each other in ways designed to find out this information before they settle in to a mutual understanding of how the game should be played. At times, the two teams may discover that they have markedly different views on these issues and the referee is challenged to find a common ground. Occasionally, the teams cannot or will not reach an agreement on these issues and the referee must impose standards which he feels are appropriate.

Among the more tense situations facing young players, new coaches, and inexperienced parents is when an injury occurs. Keeping in mind that how injuries are handled is based significantly on the age level, coaches need to remember that the Laws of the Game allow for the referee to stop play only if an injury is serious. Many injuries on a soccer field are not serious. They are momentary, perhaps even momentarily painful, events but very often the player jumps right back up ready to play after only a few seconds.

Parents, of course, see a child hurt and naturally want to see that it is taken care of, particularly if it is their child. But the referee has a responsibility to weigh the seriousness of the injury against letting play continue. Even an injury which is not very serious in itself might nevertheless cause play to be stopped if active challenges for the ball if the injured player is in the path of active play. Coaches should also note that there is no Law or rule which says that an injured player must “go down” in order for play to be stopped. Just “going down” does not force the referee to blow his whistle, and some injuries are such that the referee will stop play even if the player is still standing up.

Another thing to remember is that the referee has only one pair of eyes (sometimes aided by two assistant referees). The special training a referee goes through includes ways of positioning that increase the referee’s ability to see more of what is going on. However, there are many times more eyes

all around the field who are also watching the action intently, not all of the action usually but at least some of it.

Is it possible that someone may see something that the referee doesn't see? Or see something differently? Absolutely! With 22 players, two coaches, two assistant coaches, and a number of parents spread along both sides of the field, it is virtually inevitable that one of these people is going to catch a foul or misconduct or some other thing which the referee has missed or is in a better position at any given moment to see something better.

Coaches must understand (and help their parents to understand) that this is going to happen. And even if they do see something clearly, they might not be aware of the judgments which the referee is making in the framework of the Laws and Spirit of the Game. Not every player who has fallen to the ground has been fouled, not every foul needs to be "called," and not every foul which is called has to result in play being stopped.

Under the Laws of the Game, all referee decisions about facts are final and not subject to review during or after the match. This means that a referee decision about whether something was a foul (say, tripping) cannot be challenged. A decision that advantage will be applied to this foul but not to that foul cannot be challenged. A decision to send off Player A for a trip but not to send off Player B cannot be disputed. The only time a referee action can be protested is if the action involves what is called "setting aside a Law of the Game" – which means that what the referee did is technically incorrect according to the Law (for example, allowing twelve players on the field or awarding a direct free kick for the attackers inside the opponent's penalty area).

This issue isn't mentioned because referees never make mistakes. Of course they make mistakes, just as players and coaches make mistakes. Players and coaches learn by playing and coaching. Referees learn by refereeing. In recreational and youth age soccer, it is not uncommon for the referee to also be a youth – usually not less than several years older than the players. That young official will not likely get a chance to develop into an older, more experienced, more capable referee if, during his formative years, people yell obscenities and slurs, dispute his judgment, and undermine his confidence. We certainly wouldn't expect players to stay in soccer if this happened to them.



As players get older and particularly as they watch high level matches (professional, World Cup, Olympics, college, and even, increasingly, high school games), they begin to see examples of player activities which are aimed at winning at any cost. When so much is at stake, human nature doesn't always shine, and referees have had emphasized to them in recent years the importance of stopping the use of "gamesmanship."

Some gamesmanship is legal and legitimate (attempting to draw opponents into violating Law 13 at the taking of a free kick, for example) but other kinds are harmful and unfair (shouting to distract an opponent or "diving" to fake a foul or an injury). Soccer is based on running and ball handling skills, not skillful deception. Referees rely upon the assistance of coaches in teaching their players not to perform such unsporting acts. At the same time, both internationally and in this country, referees are being trained to understand that such misconduct can no longer be ignored or treated as not so bad because it really doesn't harm anyone. On the contrary, it offends the Spirit of the Game and leads to cynicism about the purpose of sports in general.

In order for coaches and referees to work together in support of the "beautiful game," it is useful for coaches to have at least a minimal knowledge of the Laws by which the game is played. That is the purpose of this introduction to the Laws of the Game, yet it is only an introduction, a brief review of some of the most basic rules which control play.

MODIFIED LAWS FOR U-8

LAW I – THE FIELD:

A. Dimensions:

The field of play shall be rectangular, its length being not more than 50 yards nor less than 40 yards and its width not more than 30 yards nor less than 20 yards. The length in all cases shall exceed the width.

Recommendations:

Length: 40 yards

Width: 25 yards (1/4 of a full size field)

- B. Markings:
 - 1. Distinctive lines necessary, sidelines and endlines.
 - 2. A halfway line can be marked out across the field or otherwise indicated.
 - 3. While other markings are possible, they are not required to ensure the enjoyment and development of the youngsters.
 - a. A center circle with a five (5) yard radius.
 - b. Four corner arcs with a two (2) foot radius.
 - c. Goal area - three (3) yards from each goal post and three (3) yards into the field of play joined by a line drawn parallel with the goal line.
- C. Goals:
 - Maximum: Six (6) feet high and twelve (12) feet wide. 5v5
 - Minimum: Size of Hockey goals. 4-1/2 feet x 9 feet 4v4

LAW II – THE BALL: Size three (3).

LAW III – NUMBER OF PLAYERS:

- A. Maximum number of players on the field at any one time:
 - Four (4) without goalkeeper or five (5) with goalkeeper.
- B. Maximum number of players on the roster should not exceed ten (10).
- C. Substitutions:
 - 1. Injuries.
 - 2. See LAW VI I.
- D. Playing time: Each player SHALL play a minimum of 50% of the total playing time.
- E. Teams and games may be co-ed.

LAW IV – PLAYERS EQUIPMENT:

Conform to FIFA with the following exceptions:

- A. Footwear: Tennis shoes or soft-cleated soccer shoes.
- B. Shinguards - Mandatory.

LAW V – REFEREE:

- A. Registered Referees: These are possible.
- B. Associate Referees: These are possible.
- C. Parent/Coach or Assistant. This is the most logical choice.
- D. All rule infractions shall be briefly explained to the offending player.



LAW VI – LINESMEN: Not necessary.

LAW VII – DURATION OF GAME:

- A. The game shall be divided into four (4) equal ten (10) minute quarters or two (2) twenty (20) minute halves.
- B. There shall be a two (2) minute break between quarter one (1) and quarter two (2), and another two (2) minute break between quarters three (3) and four (4).
- C. There shall be a half-time break of five (5) minutes between quarters two (2) and three (3).

Recommendation: That parent/coaches substitute between quarters to ensure that all players present play a minimum of 50% of the game.

LAW VIII – THE START OF PLAY:

Conform to FIFA with the following exceptions:

- A. Opponents must be six (6) yards from the center mark while kick-off is in progress.

LAW IX – BALL IN AND OUT OF PLAY: Conform to FIFA.

LAW X – METHOD OF SCORING: Conform to FIFA.

LAW XI – OFF-SIDE: There shall be no off-sides.

LAW XII – FOULS AND MISCONDUCT:

Conform to FIFA with the following exceptions.

- A. All fouls will result in an INDIRECT FREE KICK with the opponents six (6) yards away.
- B. The Referee must explain ALL infractions to the offending player.

LAW XIII – FREE KICKS:

Conform to FIFA with the following exceptions:

- A. Shall be classified under one heading - INDIRECT
- B. A goal may not be scored until the ball has been played or touched by a second player of either team.
- C. No kicks shall be taken by the attacking team within the defending team's goal box.

LAW XIV – PENALTY KICKS:

No penalty kicks are to be taken during these games.

LAW XV – THROW-IN: Should be replaced by kick-in.

- A. Kick-in considered as an indirect free kick with opponents five (5) yards away from ball.
- B. If throw-in is used a second throw-in must be allowed if the player commits a foul on initial attempt. The Referee shall explain the proper method before allowing the player to re-throw.

LAW XVI – GOAL KICK:

Conform to FIFA with the following exceptions:

- A. Goal Kick may be taken within two (2) to three (3) yards of goal.
- B. Opponents must be six (6) yards away from the ball.

LAW XVII – CORNER KICK:

Conform to FIFA with the following exception:

- A. Opponents must be six (6) yards away from the ball.

Recommendations:

- Opposing parent/coaches and players should shake hands after each game.
- Do not record league standings.
- Do not record final score.
- Participation awards for ALL.

Parent/coaches, non-playing players, parents and spectators should be there to enjoy and encourage the activity of the youngsters.

No alcoholic beverages will be consumed or allowed near the playing area.

MODIFIED LAWS FOR U-10

LAW I – THE FIELD:

- A. Dimensions:
The field of play shall be rectangular, its length being not more than 80 yards nor less than 70 yards and its width not more than 50 yards nor less than 40 yards. The length in all cases shall exceed the width.



Recommendation:

Length: 70 yards

Width: 50 yards (1/2 of a full size field)

B. Markings:

1. Distinctive lines not more than five (5) inches wide.
2. A halfway line shall be marked out across the field.
3. A center circle with an eight (8) yard radius.
4. Four corner arcs with a two (2) foot radius.
5. Goal area - six (6) yards from each goal post and six (6) yards into the field of play joined by a line drawn parallel with the goal line.
6. Penalty area - fourteen (14) yards into the field of play, joined a line drawn parallel with the goal-line.

C. Goals:

Maximum: Six (6½) feet high and eighteen (18½) yards wide.

Minimum: Size of Hockey goals.

LAW II – THE BALL: Size four (4).

LAW III – NUMBER OF PLAYERS:

- A. Maximum number of players on the field at any one time: Seven (7). One of whom should be a goalkeeper.
- B. Maximum number of players on the roster should not exceed: Fourteen (14).
- C. Substitutions:
 1. Prior to throw-in.
 2. Prior to a goal-kick, by either team.
 3. After a goal, by either team.
 4. After an injury, by either team, when the Referee stops the play.
 5. At half-time.
- D. Playing time: Each player SHALL play a minimum of 50% of the total playing time.
- E. Teams and games may be co-ed.

LAW IV – PLAYERS EQUIPMENT:

Conform to FIFA with the following exceptions:

- A. Footwear: Tennis shoes or soft-cleated soccer shoes.
- B. Shinguards - Mandatory.

LAW V – REFEREE:

- A. Registered Referees.
- B. Associate Referees.
- C. Parent/Coach or Assistant.
- D. All rule infractions shall be briefly explained to the offending player.

LAW VI – LINESMEN: Use club linesmen.

LAW VII – DURATION OF GAME:

- A. The game shall be divided into two (2) equal halves of twenty-five (25) minutes each.
- B. Half-time break shall be five (5) minutes.

LAW VIII – THE START OF PLAY:

Conform to FIFA with the following exception:

- A. Opponents must be eight (8) yards from the center mark while kick-off is in progress.

LAW IX – BALL IN AND OUT OF PLAY: Conform to FIFA.

LAW X – METHOD OF SCORING: Conform to FIFA.

LAW XI – OFF-SIDE: Top of the penalty area.

LAW XII – FOULS AND MISCONDUCT: Conform to FIFA.

LAW XIII – FREE KICKS:

Conform to FIFA with the following exception:

- A. Opponents must be eight (8) yards away before kick is allowed.

LAW XIV – PENALTY KICKS:

Conform to FIFA with the following exception:

- A. Opponents must be eight (8) yards away before kick is allowed.

LAW XV – THROW-IN: Conform to FIFA.

LAW XVI – GOAL KICK: Top of Penalty Area.



LAW XVII – CORNER KICK:

From the point where the penalty area intersects the goal line.

A. Opponents must be eight (8) yards away from the ball.

Recommendations:

- Opposing parent/coaches and players should shake hands after each game.
- Do not record league standings.
- Do not record final score.
- Participation awards for ALL.

Parent/coaches, non-playing players, parents and spectators should be there to enjoy and encourage the activity of the youngsters.

No alcoholic beverages will be consumed or allowed near the playing area

MODIFIED LAWS FOR U-12

LAW I – THE FIELD:

A. Dimensions:

The field of play shall be rectangular, its length being not more than 110 yards nor less than 90 yards and its width not more than 75 yards nor less than 55 yards.

Recommendation:

Length: 100 yards

Width: 65 yards

B. Markings:

1. Distinctive lines not more than five (5) inches wide.
2. A halfway line shall be marked out across the field.
3. A center circle with a ten (10) yard radius.
4. Four corner arcs with a one (1) yard radius.
5. Goal area – six (6) yards from each goal post and six (6) yards into the field of play joined by a line drawn parallel with the goal line.
6. Penalty area – eighteen (18) yards from each goal post and eighteen (18) yards into the field of play, joined by a line parallel with the goal line.

- C. Goals:
Maximum: Twenty-one (21) feet wide and seven (7) feet high.

LAW II – THE BALL: Size four (4).

LAW III – NUMBER OF PLAYERS:

- A. Maximum number of players per team on the field at one time: Nine (9). One of whom should be a goalkeeper.
- B. Maximum number of players on the roster should not exceed: Sixteen (16).
- C. Substitutions:
 1. Prior to a throw-in, by your own team.
 2. Prior to a goal-kick, by either team.
 3. After a goal, by either team.
 4. After an injury, by either team, when the Referee stops the play.
 5. At half-time.

LAW IV – PLAYERS EQUIPMENT:

- A. Conform to FIFA.

LAW V – REFEREE:

- A. Registered Referees.

LAW VI – ASSISTANT REFEREE:

- A. Registered or Club.

LAW VII – DURATION OF GAME:

- A. The game shall be divided into two (2) equal halves of thirty (30) minutes each.
- B. Half-time break shall be five (5) minutes.

LAW VIII – THE START OF PLAY: Conform to FIFA.

LAW IX – BALL IN AND OUT OF PLAY: Conform to FIFA.

LAW X – METHOD OF SCORING: Conform to FIFA.

LAW XI – OFF-SIDE: Conform to FIFA.

LAW XII – FOULS AND MISCONDUCT: Conform to FIFA.

LAW XIII – FREE KICKS: Conform to FIFA.



LAW XIV – PENALTY KICKS: Conform to FIFA.

LAW XV – THROW-IN: Conform to FIFA.

LAW XVI – GOAL KICK:

- A. To be taken from the top of Penalty Area.

LAW XVII – CORNER KICK:

- A. To be taken from where the penalty area intersects the goal line.

Care & Prevention

8.0 Overview of Basic Care and Prevention Procedures

- A. Always ERR on the side of caution
- B. It is suggested that the coach and/or assistant coach or a designated person from the team be responsible for assisting with injuries, which may include attending a certified Red Cross First Aid Course.
- C. Each team should have and know how to use a First Aid kit that includes but is not limited to: Team Safety and Information Card, plastic bags and ties for ice, ice in a cooler, tape, band aids, scissors, antiseptic, sterile pads, towelettes, gauze pads, ACE wrap, and antibiotic First Aid cream.
- D. Prevention should be our first concern. Each coach should have a Team Safety and Information Card which contains the following but is not limited to: name of the player, home telephone, emergency contact if parent not available plus phone number, for players under the age of 18 an emergency medical treatment release signed by the parents, any allergies to any medicines or treatments, stings or bites, if they are currently taking any medication and when, emergency numbers of police, hospital, ambulance, and fire. Plus the local phone to be used to call location and or how to get to it.



1. Warm-up stretching.
2. Fitness of the players
3. Equipment
 - Properly fitting shoes, etc.
 - Uniforms designed for cold weather.
 - Uniforms color and material conducive to climatic conditions.
 - Shin guards mandatory for training and games.
 - No jewelry.
4. Ample supply of water
5. Ample breaks for the players to rest and get a drink
6. Training times and game time away from period in the day of high heat and humidity
7. If a player is injured inform the parents.
 - If the parents are not at the game follow up with a phone call of what took place
 - It is recommended that if the player has to go to the doctor the coach should request a written permission slip for the player to return to activity.
8. Coaches need to know:
 - RICE
 - Rest
 - Ice
 - Compression
 - Elevation
 - Strains
 - Sprains
 - Blisters
 - Broken bones and recognition of them
 - Cramp
 - Heat exhaustion and heat stroke
 - Concussion and head injuries
9. Rules of thumb when handling an injured player
 - Avoid panic
 - Check for breathing, bleeding, consciousness, deformity, discoloration, and shock
 - Dependent upon nature of injury avoid **moving** the patient
 - Inspire confidence and reassure patient
 - Use common sense
 - Seek professional help
 - Check for history of injury (how it happened)

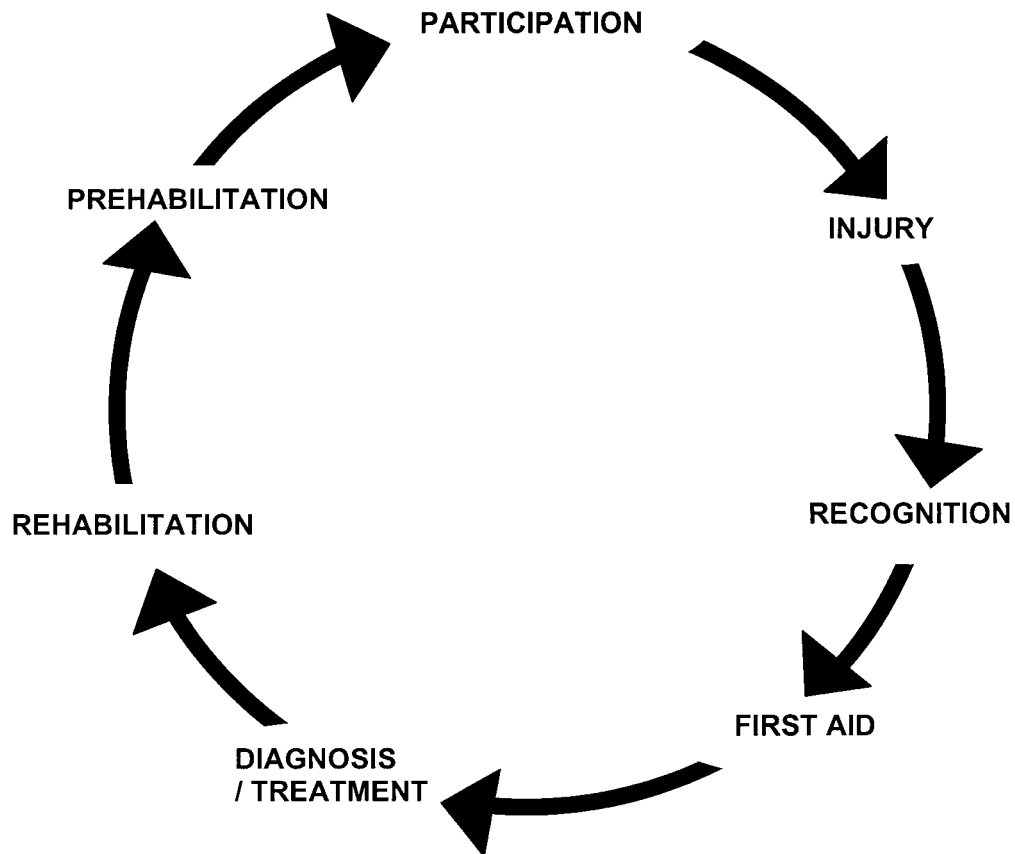
10. Use certified athletic trainers when available.
Always ERR on the side of caution
11. If a players parents are involved with medical profession, e.g. orthopedic, internal medicine, it is a good idea to have them attend your games. Set up a local network

ALL PARTICIPANTS ARE ENCOURAGED TO TAKE
AMERICAN RED CROSS SPORTS SAFETY TRAINING



THE CIRCLE OF CARE

One method of conceptualizing the health related concerns associated with athletic activity is to use a model. The Circle of Care, shown below, breaks down athletic activity and injuries into compartments, beginning with the preventative preseason measures call “prehabilitation” and continuing through injury recognition, first aid, diagnosis and treatment, rehabilitation and finally back into prehabilitation as one returns to activity.



Practical Field Sessions

Technique

The technical emphasis of the “D” License course is to assist coaches to observe and correct technique in individual and small group games. Candidates will not be asked to develop their practice coaching session or final coaching session beyond 5v5 (with the exception for crossing and heading where the use of additional players may be necessary). It is recommended that instructors design their teaching sessions to work with small numbered games, i.e., 3v3, 4v4 or 5v5.

The task of the instructor is to provide the following:

- Provide practical examples of appropriate training activities to illustrate the coaching points for each technical topic.
- Demonstrate how to organize, develop and coach technique that focuses on how to improve the player’s confidence, creativity and comfort level with the ball.
- Illustrate how to incorporate competition into the session.
- Utilize the teaching progression for technique (fundamental, match-related, match conditions) but emphasize “coaching the player, not the method.”

Technique sessions are:

Dribbling

Passing

Receiving & Turning

Finishing

Heading & Crossing

Goalkeeping

Tactics

Tactics with the “D” License focuses on the practical application of the principles of play as they are applied within individual and small group games. Those candidates who are assigned a tactical topic will not be asked to develop their practice coaching session or final coaching session beyond



5v5. It is recommended that instructors design their teaching sessions to work with small numbered games, i.e., 3v3, 4v4 or 5v5.

The task of the instructor is to provide the following:

- Provide practical examples of appropriate training activities to illustrate the coaching points for each tactical topic.
- Demonstrate how to organize, develop and coach individual and small group tactics that focus on decision-making and recognition of tactical situations.
- Illustrate how to incorporate competition into the session.
- Utilize the teaching progression for teaching tactics (unrestricted, restricted, one goal with counter, two goals) but emphasize “coaching the player, not the method.”

Tactic sessions are:

Coaching Small-Sided Games
Possession

Defending
Attacking

COACHING SMALL-SIDED GAMES

This session will demonstrate the proper shape for attack and defense within the various forms of small-sided games and illustrate the three main moments within the game. These moments are:

- Own team in possession of the ball
- Opponent in possession of the ball
- Possession changing – transition

When in “possession of the ball” players must:

- Quickly make playing area as big as possible – width and depth
- Play the ball deep whenever possible
- Maintain possession of the ball
- Create chances to score goals

When “opponent in possession of the ball” players must:

- Quickly make playing area as small as possible
- Depending on situation
 - a. move towards the ball (press)
 - b. towards own goal (delay)
 - c. toward the flanks (squeeze)
- Put pressure on ball
- Mark “tighter” near the ball
- Mark “looser” away from the ball
- Maintain depth and balance

During “change of possession” players must quickly:

- When losing possession
 - a. nearest player disturbs opponent (immediate pressure)
 - b. remaining players recover into defending positions to limit time and space
- When regaining possession
 - a. player recovering ball attempts to play forward
 - b. players close to ball offer immediate support
 - c. players away from ball make the field big (length and width)

Key coaching points for 3v3 are:

- Attack
 - a. shape is triangle – width and length provided
 - b. angles of support – angles provide safe passes



- c. combination play – ability to penetrate with 2 player combinations
- Defense
 - a. shape is compact – player recover goal side of ball
 - b. pressure, cover and depth when ball is central
 - c. pressure, cover and balance when ball is wide
 - d. Delay – provides time to get numbers behind the ball

Key coaching points for 4v4 are:

- Attack
 - a. shape is diamond – length and width on both sides
 - b. angles of support – depth provides increased passing opportunities
 - c. combination play – ability to penetrate with 2 or 3 player combinations
 - d. deep player – always provides for early pass from back
 - e. flank play – use of both sides of field to increase attacking options
- Defense
 - a. team shape – compact and goal side of ball
 - b. pressure, cover and balance imposed
 - c. delay to get numbers behind ball

Key coaching points for 5v5 are:

- Attack
 - a. team shape includes central player
 - b. use of central player to connect side-to-side or back-to-front
 - c. role of player in central position
- Defense
 - a. team shape – compact and goal side of ball
 - b. collective action of team on defense
 - c. pressure, cover and balance imposed

COACHING SMALL-SIDED GAMES

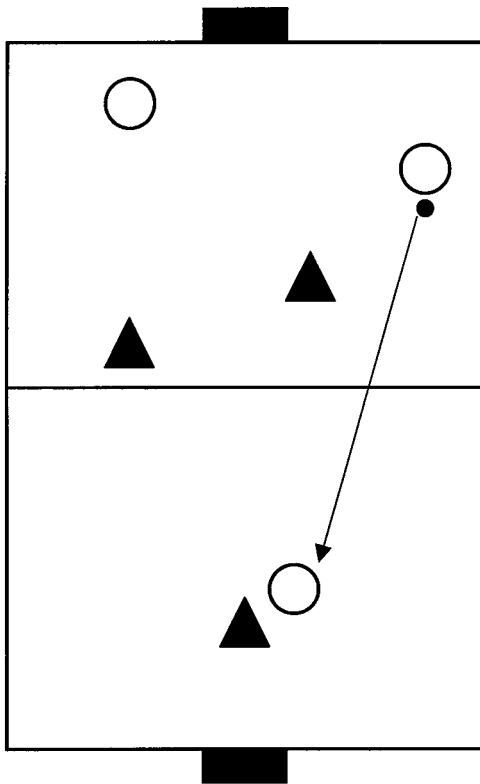


Diagram #1

3v3 Attacking Shape – Team of O's have achieved good attacking shape (triangle) by providing length and width on the field. This shape also provides good support to the player on the ball. The close supporting player has taken a position slightly behind the player on the ball while the player in advance of the ball has pushed forward and is available to receive a pass.

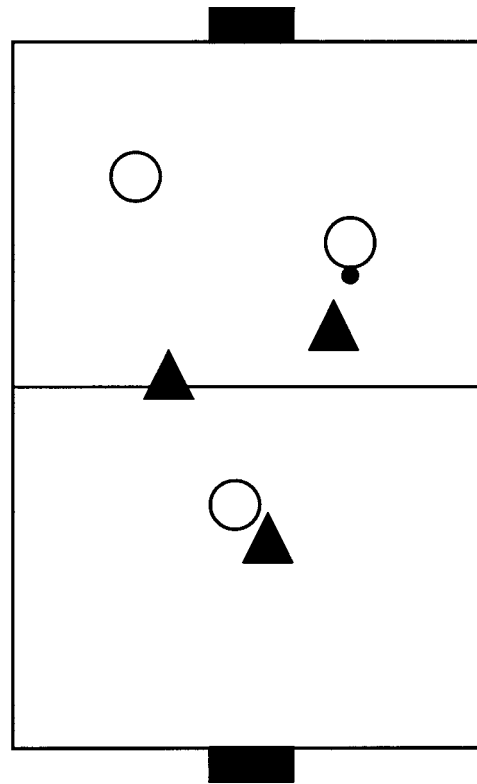


Diagram #2

3v3 Defending Shape – Team of ▲'s have achieved good defending and starting positions. Pressure is applied to the ball while good cover and balance is provided by the remaining players. Notice the defensive position taken by the defender closest to the goal. The position taken is on the ball side of the opponent so that the defender may intercept a pass into the flank space first. The team of 3 provides good concentration and depth.

Note – In this 3v3 game only field players are used



NOTES

COACHING SMALL-SIDED GAMES

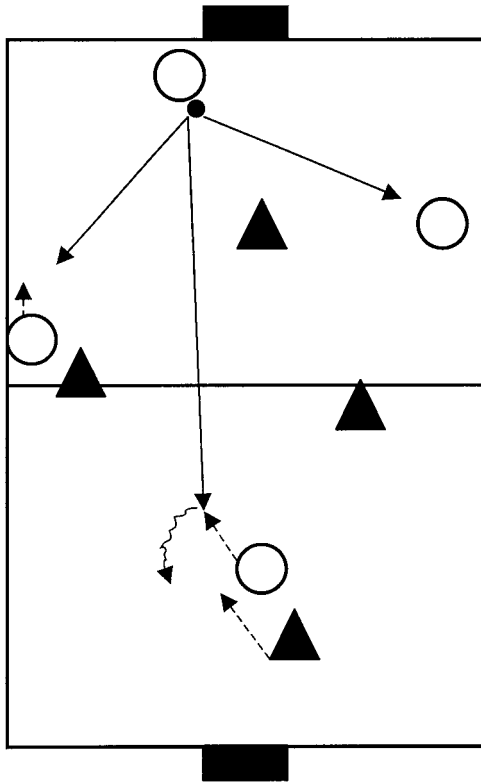


Diagram #1

4v4 Attacking Shape – Team of O's have achieved good attacking shape (diamond) and are providing player on the ball with close support on left and right as well as player positioned deep in advance of the ball. Notice the number of passing opportunities provided. Players must achieve these "starting positions" early after recovery of the ball but once achieved they must "free" themselves from close marking by the opponent. Mobility by the individual players to provide good angles and distance of support is important to maintain possession. The through pass is a priority for the player on the ball to achieve.

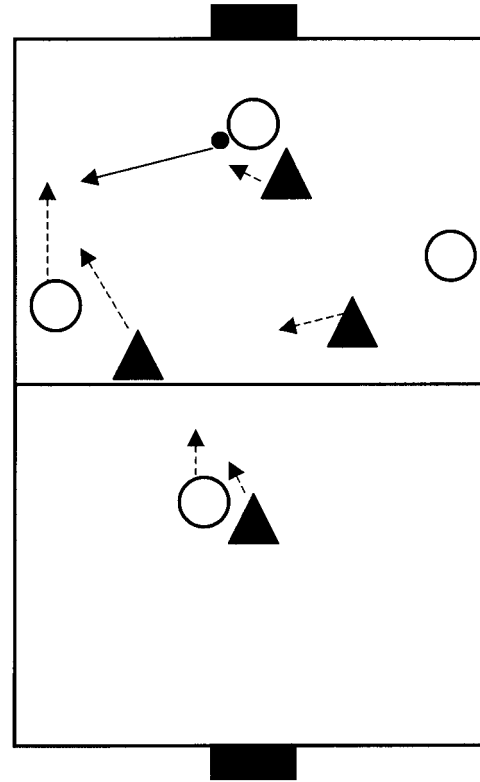


Diagram #2

4v4 Defending Shape – Team of ▲'s have achieved good defending shape by putting immediate pressure to the ball and limiting the players option to play deep early. The remaining players have concentrated their defensive pressure in the area of the ball. Notice the balancing defender on the right side of the field who is squeezing toward the center. This is made possible by the closest defender immediately closing down the player with the ball and channeling the attacker to the flank. Also notice how compact the defending team is from front to back.

Note – In this 4v4 game only field players are used. Large goals and GK's may be added to change the game to 5v5.



COACHING SMALL-SIDED GAMES

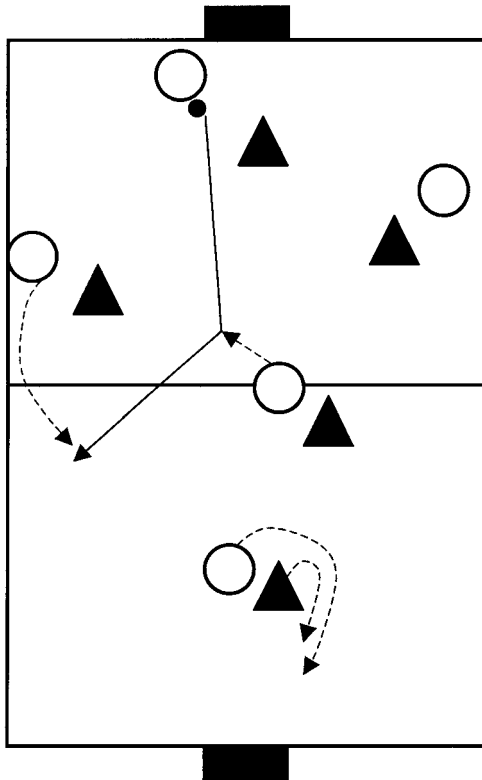


Diagram #1

5v5 Attacking Shape – Team of O's have achieved good attacking shape and are able to provide the player on the ball with a central player in which to play through. Notice the space created in the center of the field by the flank players staying wide. This allows the player with the ball to play a through pass to the checking player. The deep attacking player makes a run away from the space that eventually the wide player will enter on the dribble. This run shows intelligent "playing without the ball" by creating space for the on-coming player by drawing the opponent away.

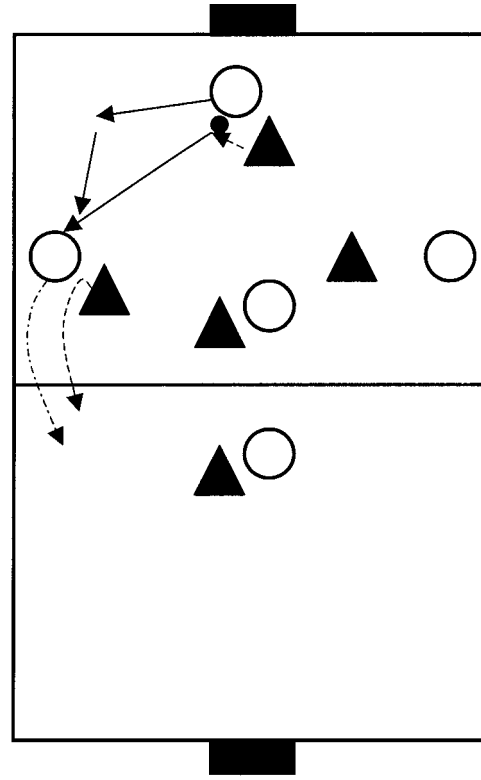


Diagram #2

5v5 Defending Shape – Team of ▲'s have achieved good defending shape by pushing forward and pressing the attacking team in their half of the field. Notice the position of the central defending player to prevent the attacking team from playing through their central player as well as the flank defender tracking the opponent trying to run behind into space. Transition between attack and defense must be immediate in order to prevent the attacking team from penetrating quickly.

Note – In this 5v5 game only field players are used. Large goals and GK's may be added to change the game to 6v6.



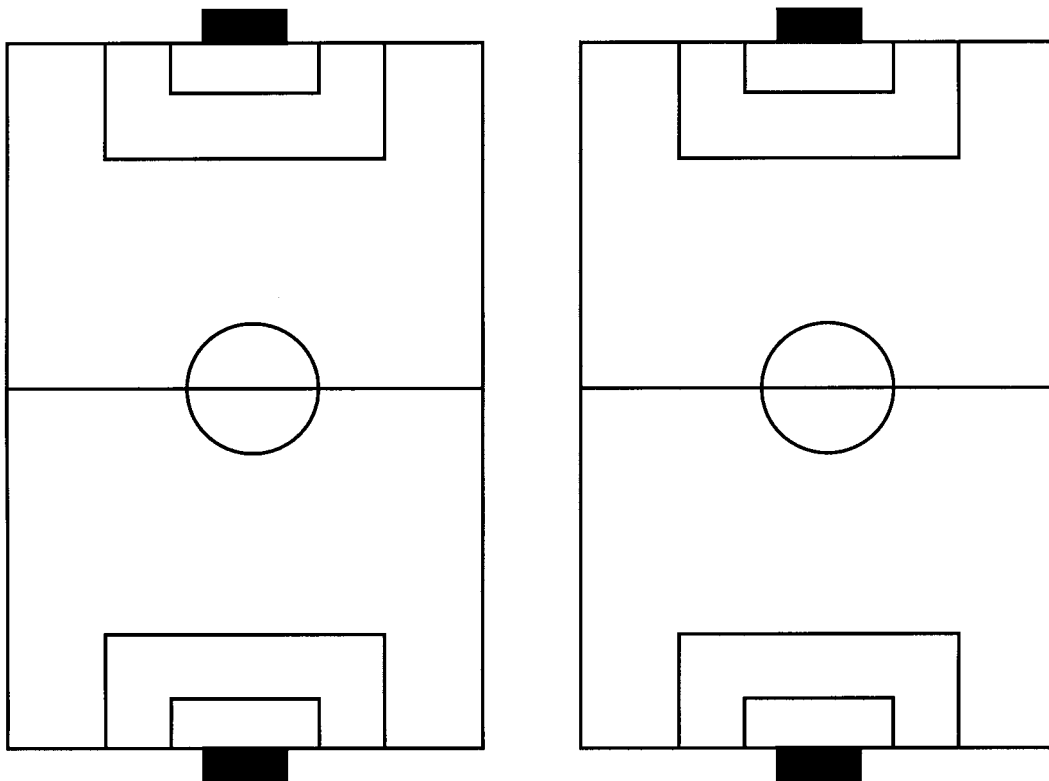
DRIBBLING

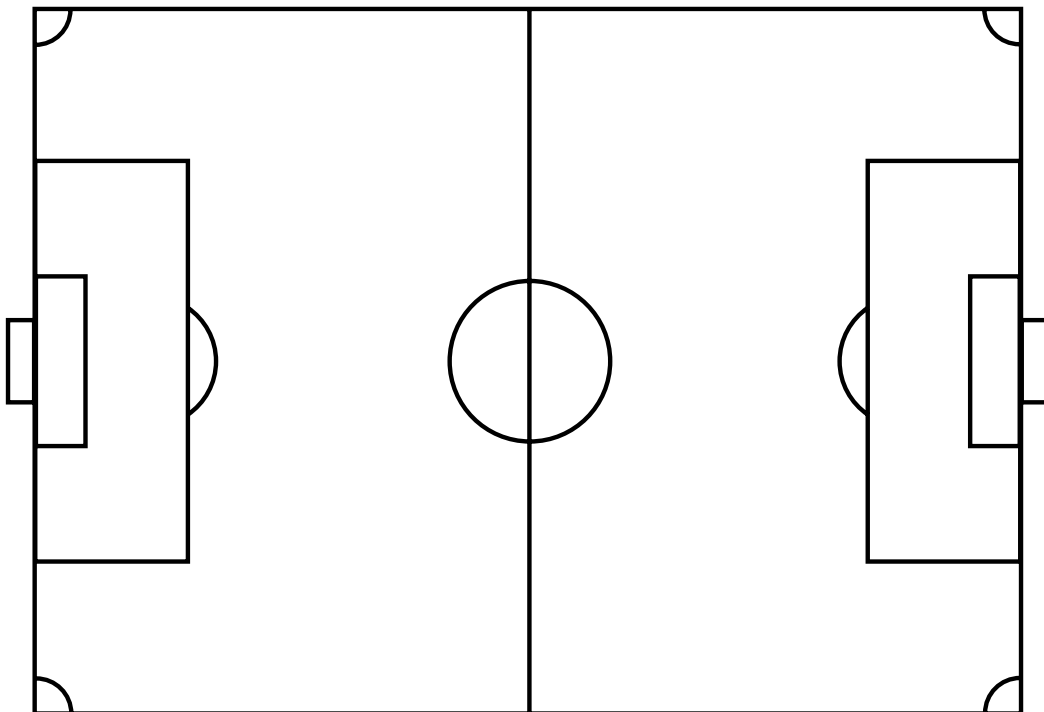
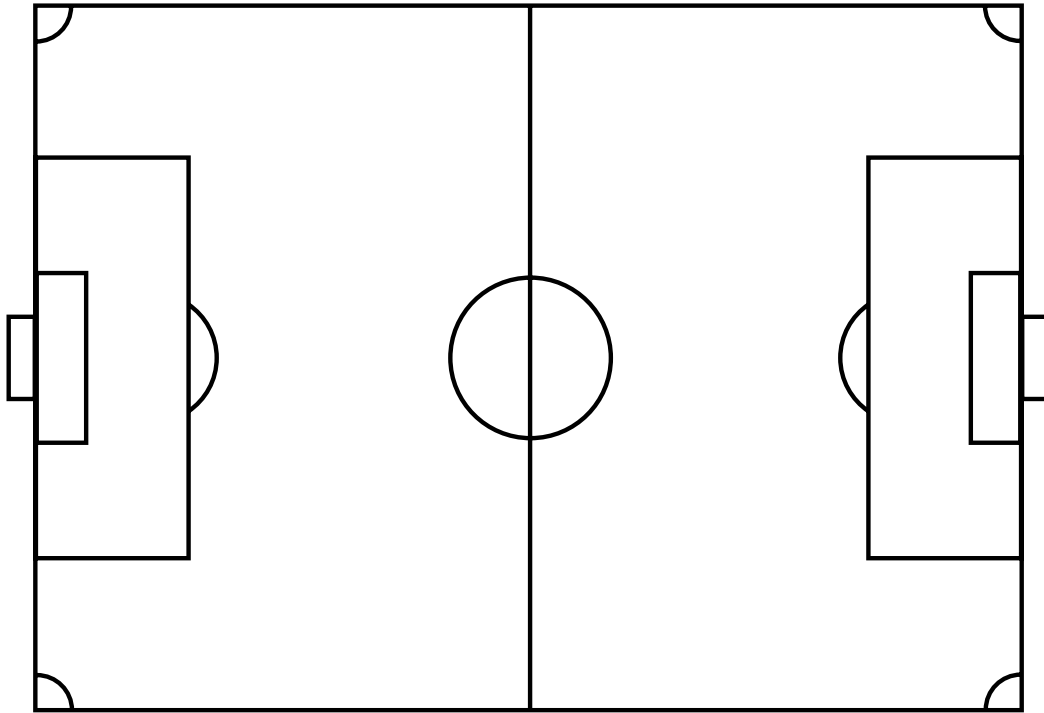
Session demonstrates techniques of dribbling for possession, shielding, speed and beating an opponent. Key coaching points are:

- Body mechanics
- Agility and balance
- Contact surface of foot
- Change of direction and speed
- Deception
- Setting up defender
- Protecting the ball
- Vision
- Tactical application to the game

Field session may include examples of the following:

- 1v1 shielding
- 1v1 / 1v2 attacking
- 4v4 line soccer (long line – short line)
- 4v4 / 5v5





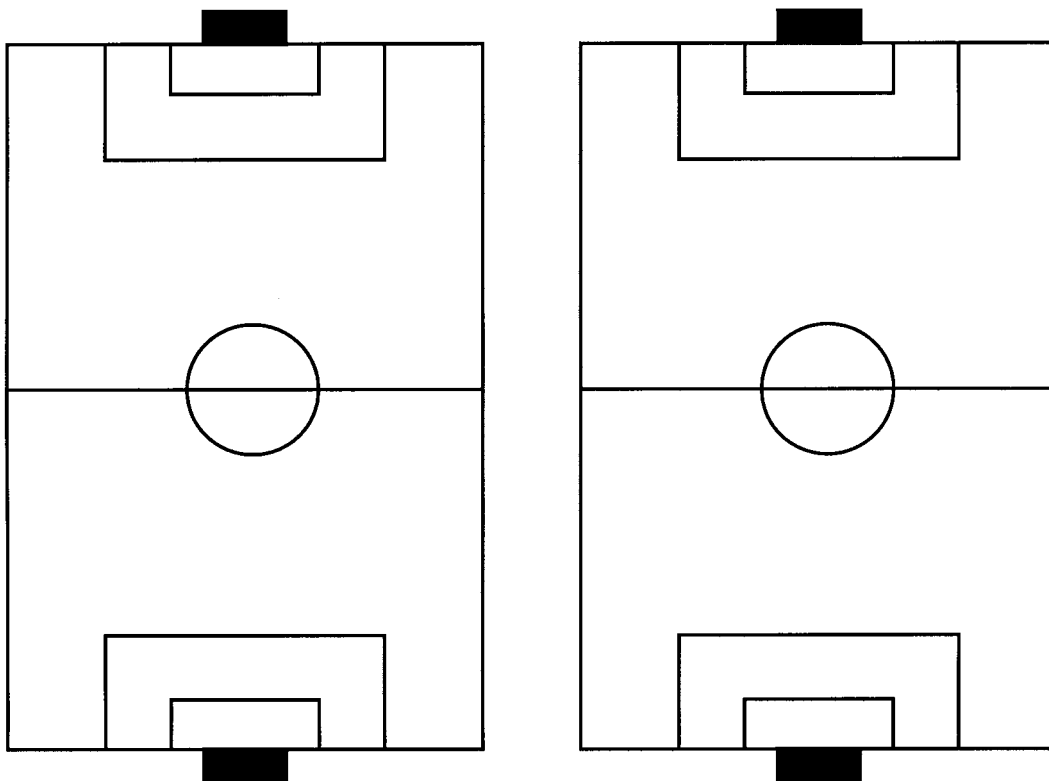
PASSING

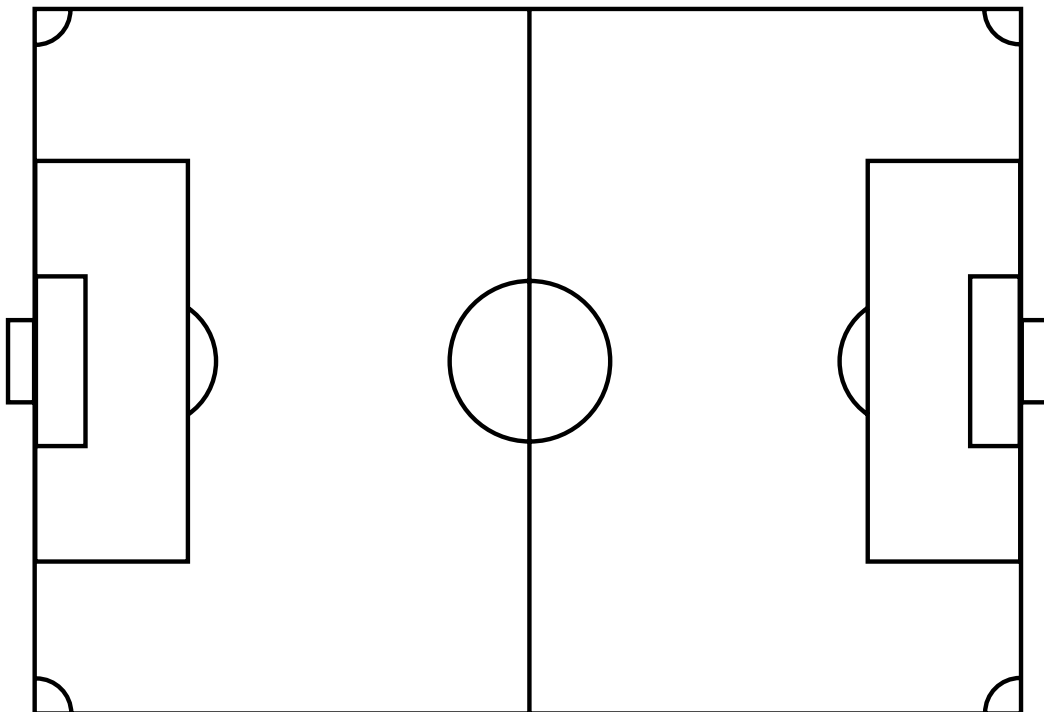
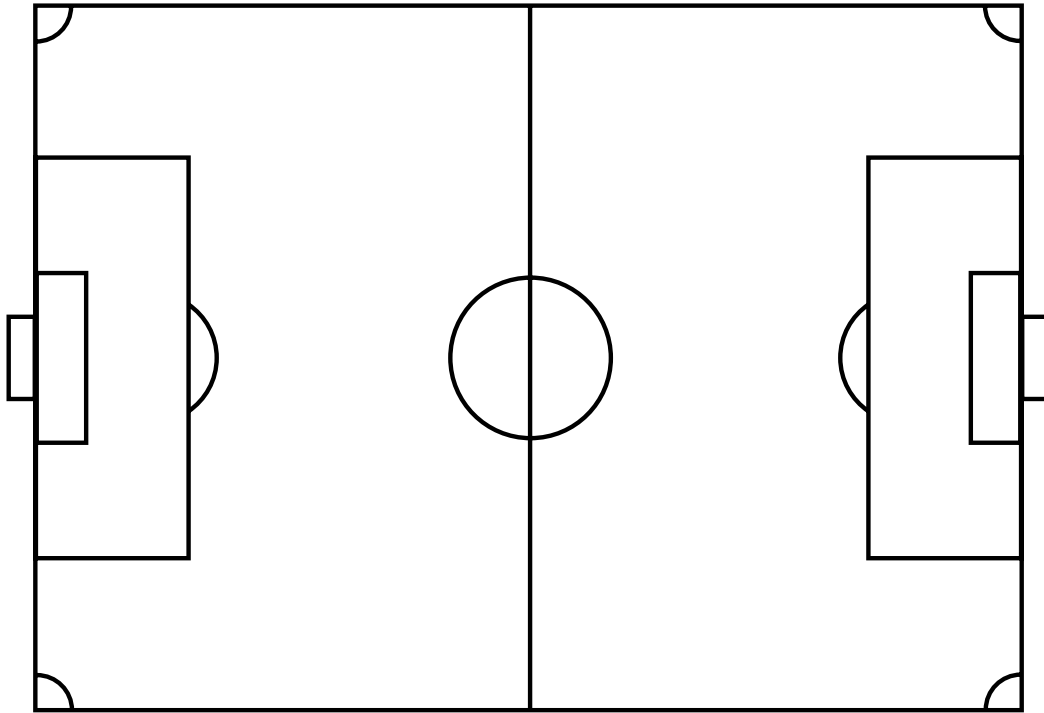
Session demonstrates techniques of short and long passing. Techniques for passing with the inside of foot, outside of foot, chipping and instep drive are illustrated. Key coaching points are:

- Body mechanics
- Balance
- Weight of pass
- Accuracy
- Disguise
- Vision
- Tactical application to the game – selection of pass, timing of pass

Field session may include examples of the following:

- Moving and passing in groups of 2 or 3
- 3v1 or 4v2 games for possession
- 4v4 (defending and attacking multiple goals)
- 4v4 / 5v5





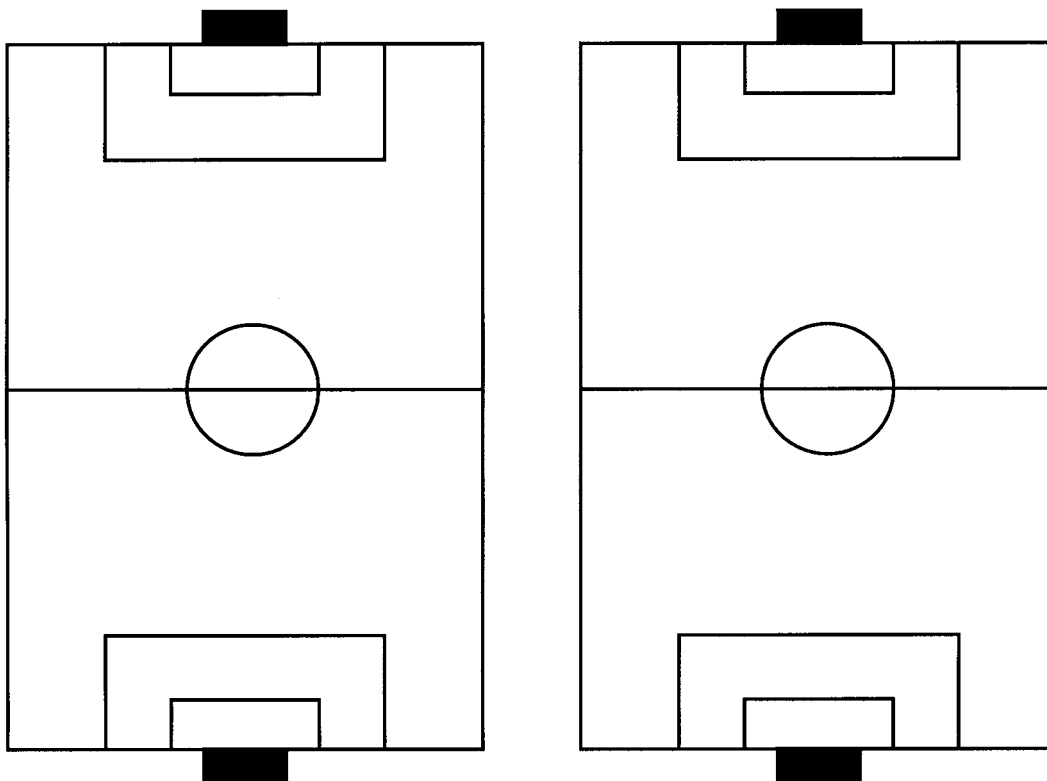
RECEIVING & TURNING

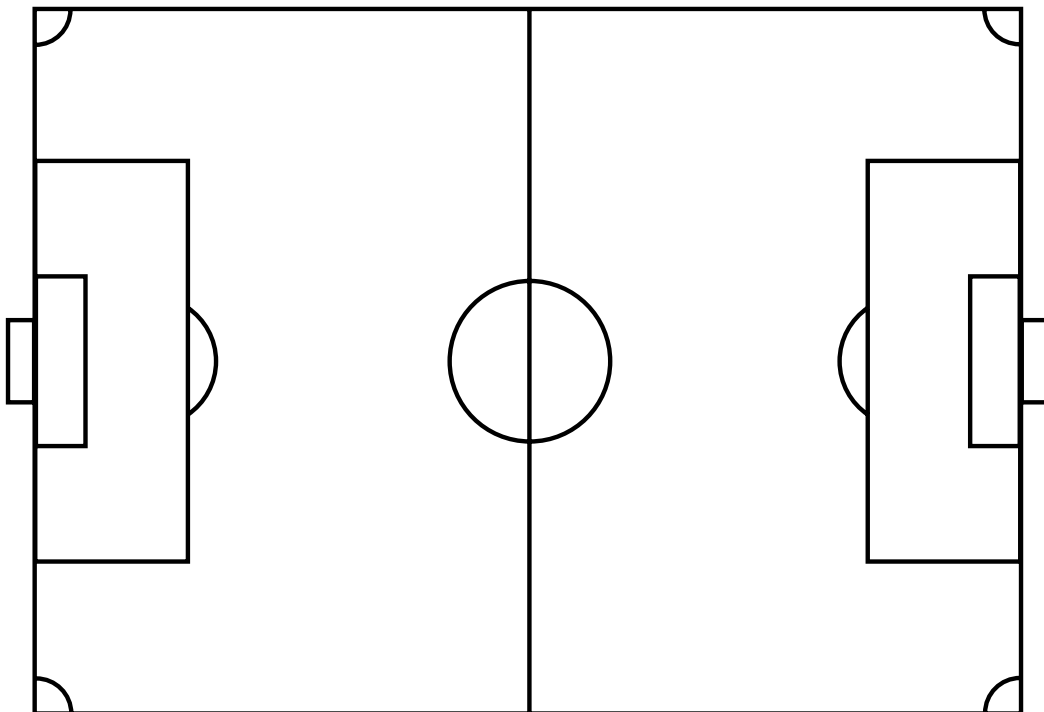
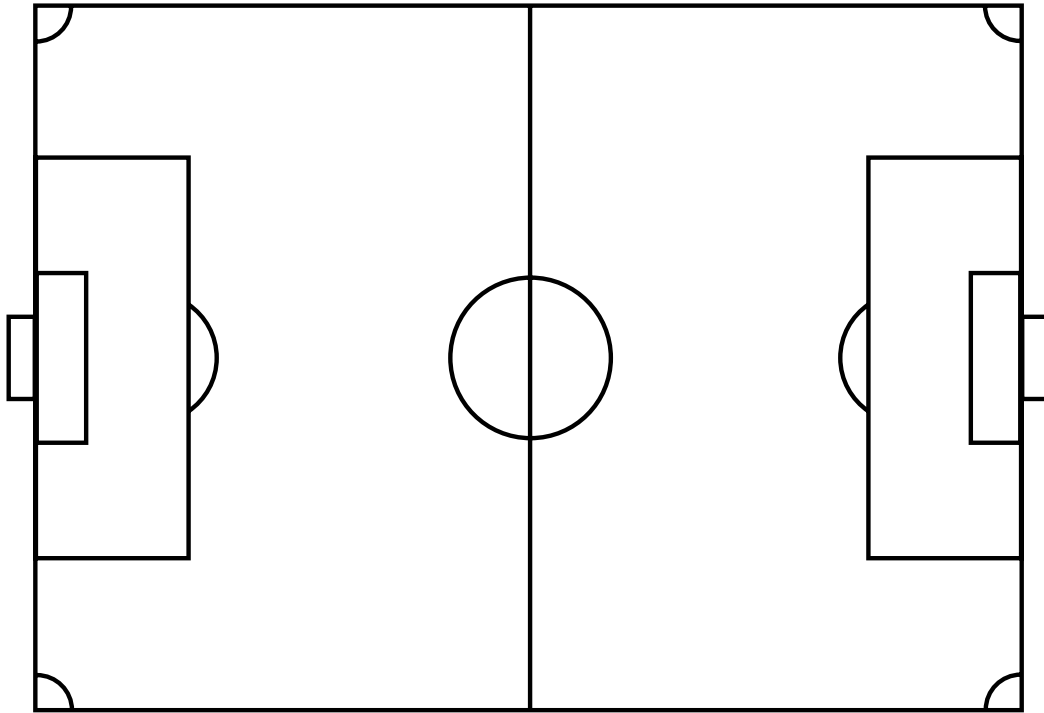
Session demonstrates techniques for receiving a ball on the ground and in the air using various surfaces of the body. Key coaching points are:

- Body mechanics
- Body position and balance
- Get into line of flight of the ball
- Select controlling surface to use
- Present controlling surface to ball
- Relax and withdraw controlling surface just before contact
- Importance of first touch to control and prepare ball
- Turn with one touch
- Vision
- Tactical application to the game – first touch takes ball away from pressure

Field session may include examples of the following:

- Moving and passing in groups of 2 or 3
- Roxborough Windows (half working – half resting)
- 1v1 / 2v2 to goal with server
- 4v4 / 5v5





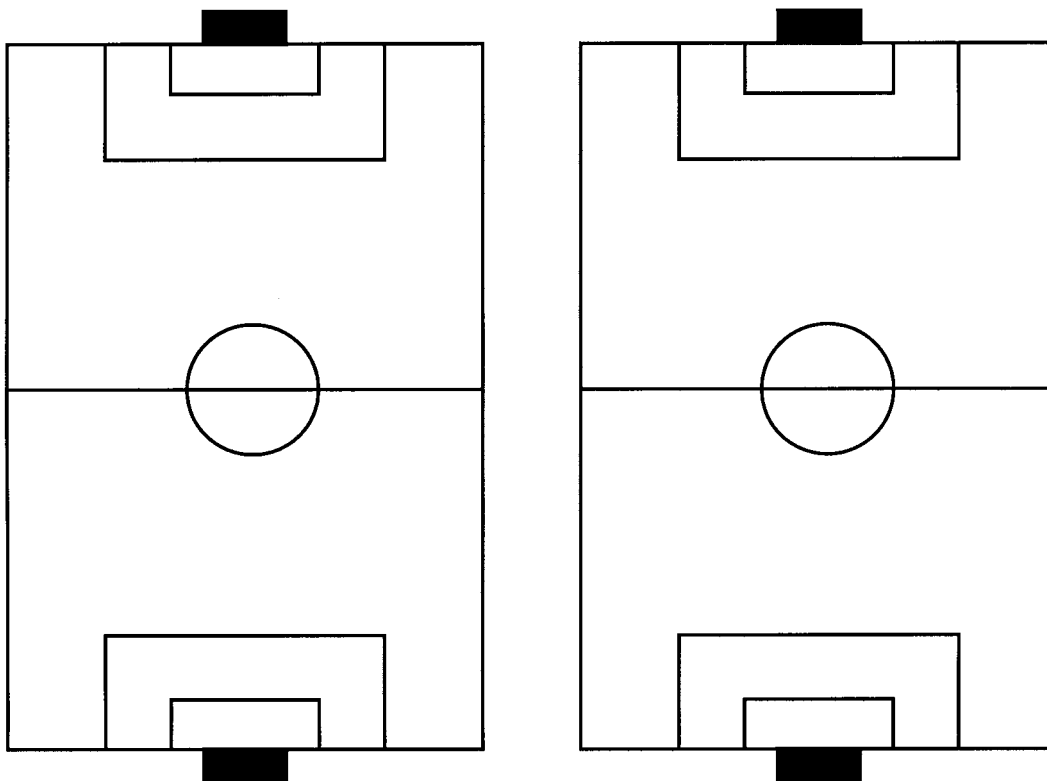
FINISHING

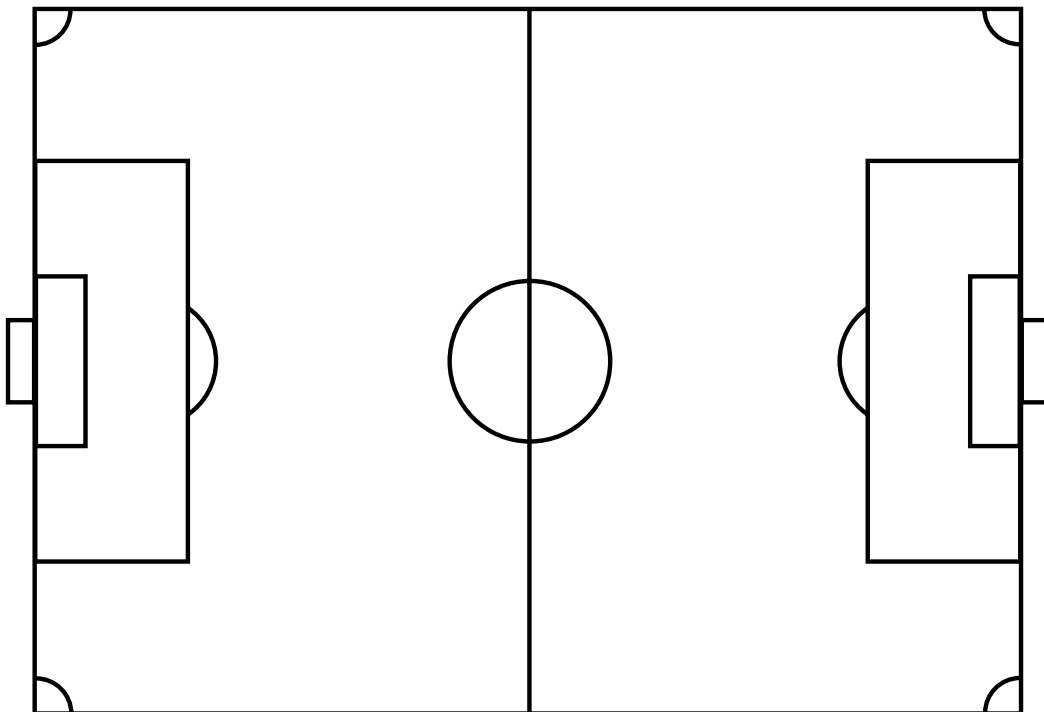
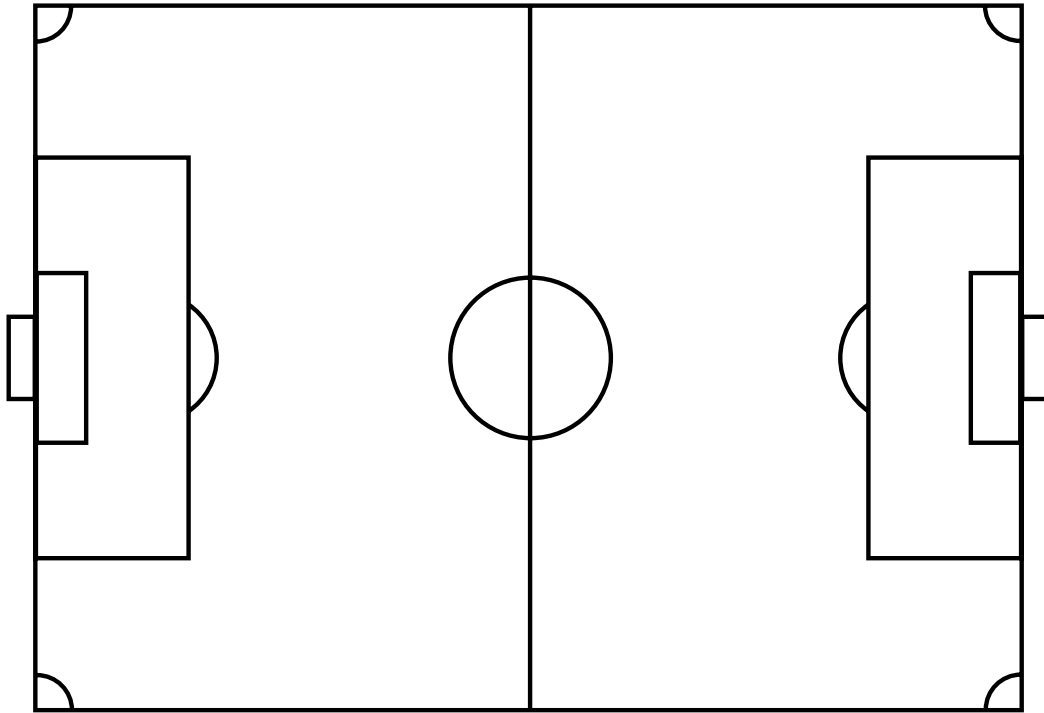
Session demonstrates basic techniques for shooting and introduces games to develop finishing. Use of various surfaces of foot to drive, bend or strike balls first time is introduced. Key coaching points are:

- Body mechanics and control of body
- Body position and balance
- Eye on ball
- Quality of preparation touch
- Contact surface
- Aggressive and positive mentality
- Vision and anticipation
- Tactical application to the game – choice of foot surface, placement versus power, positioning to gain an advantage

Field session may include examples of the following:

- Roxborough Two-Goal Shooting Exercises
- 1v1 / 2v2 / 3v3 to goal with servers or side players
- 4v4 / 5v5





HEADING & CROSSING

Session presents basic techniques of heading and crossing.

- The difference in heading for attack and defense is demonstrated.
- Lofted, driven and bending balls to near and far post are introduced.

Key coaching points for heading are:

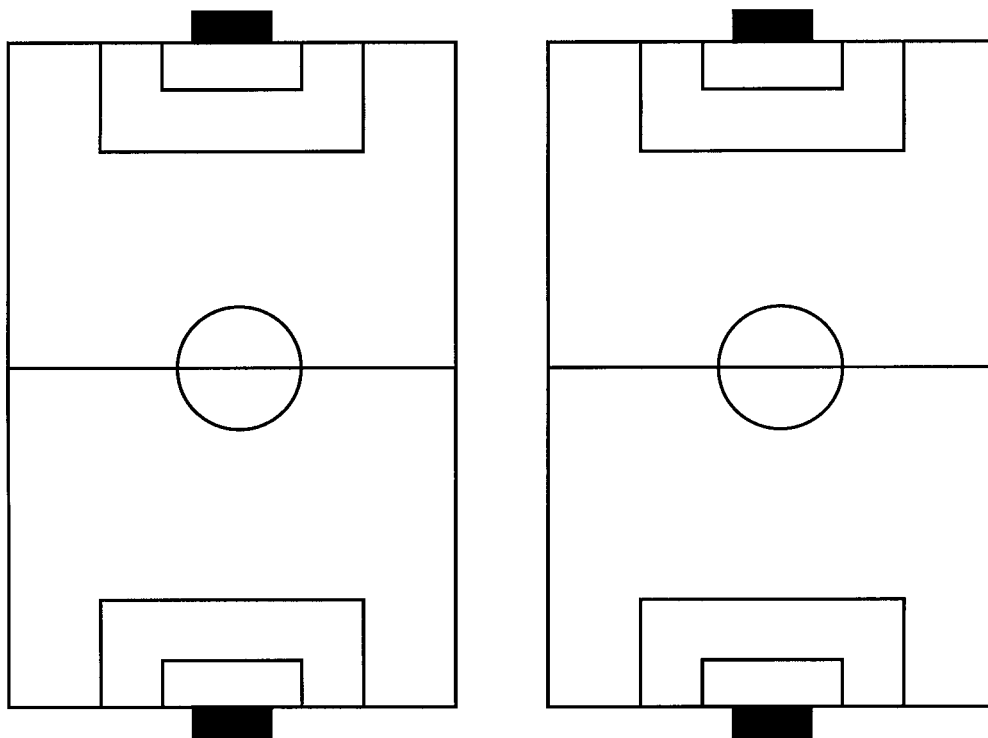
- Body mechanics
- Eye on the ball – read flight of ball
- Body in line of flight
- Area of contact
- Use of upper body and legs to generate power
- Foot positioning
- Timing of jump to attack ball at highest point – just before your opponent
- Tactical application to the game
 - a) Heading for Defense – height for time, width for safety, power for distance
 - b) Heading for Attack – direct or deflect ball to target, flick on's

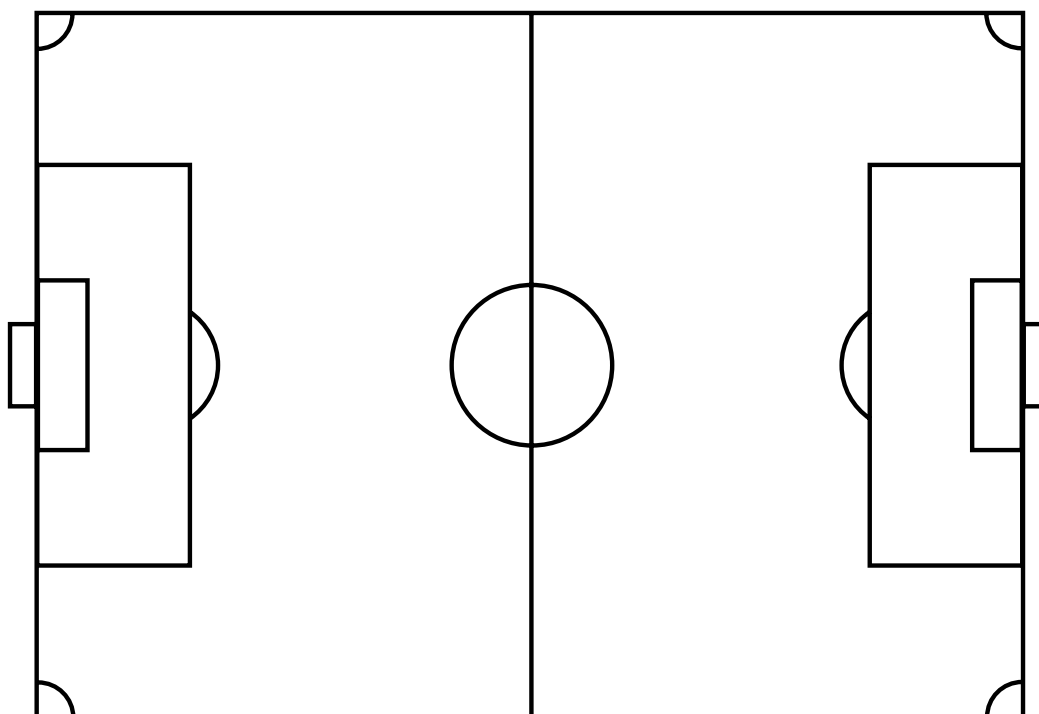
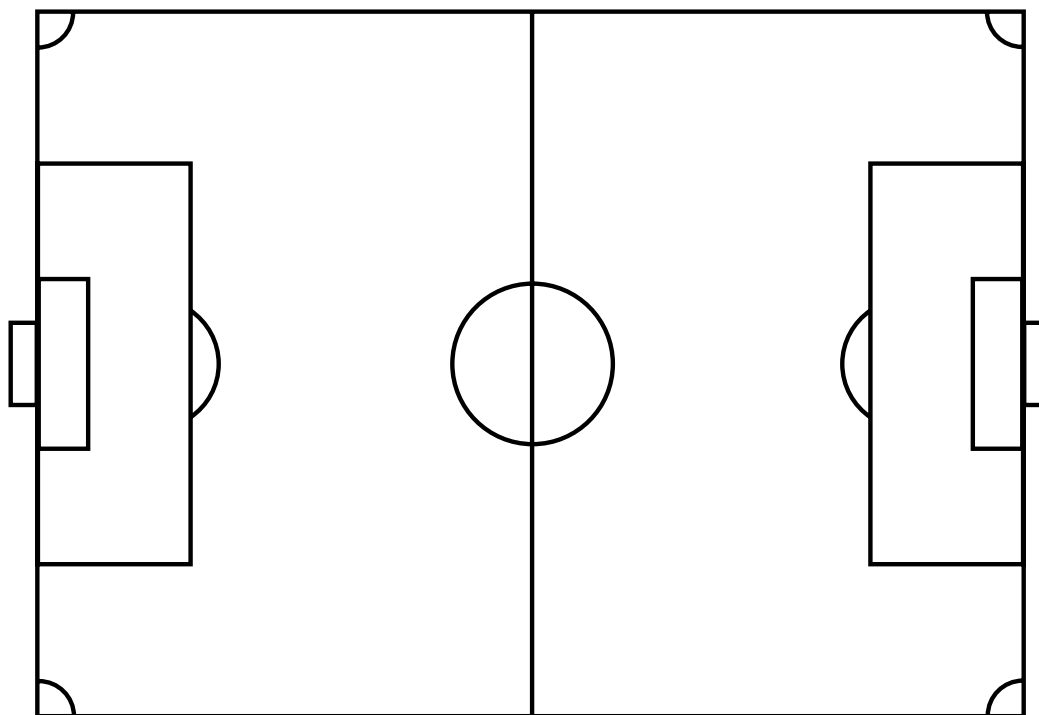
Key coaching points for crossing are:

- Body mechanics
- Body shape and balance
- Eye on the ball
- Angle of approach
- Preparation touch before crossing
- Quality of cross – weight of cross, speed of cross
- Tactical application to the game – choice of cross to create goal scoring opportunity

Field session may include examples of the following:

- Roxborough Windows (half working – half resting)
- Various Flank Patterns for crossing with NP and FP runners
- 5v4 to large goal + target player as counter goal
- 6v6 / 7v7





GOALKEEPING

Session demonstrates basic techniques for shot stopping and distribution.

- Handling, footwork, body shape and stance, getting set and diving are introduced for shot stopping.
- Distribution with the hands and feet are demonstrated and their application in a game illustrated.

Key coaching points for shot stopping are:

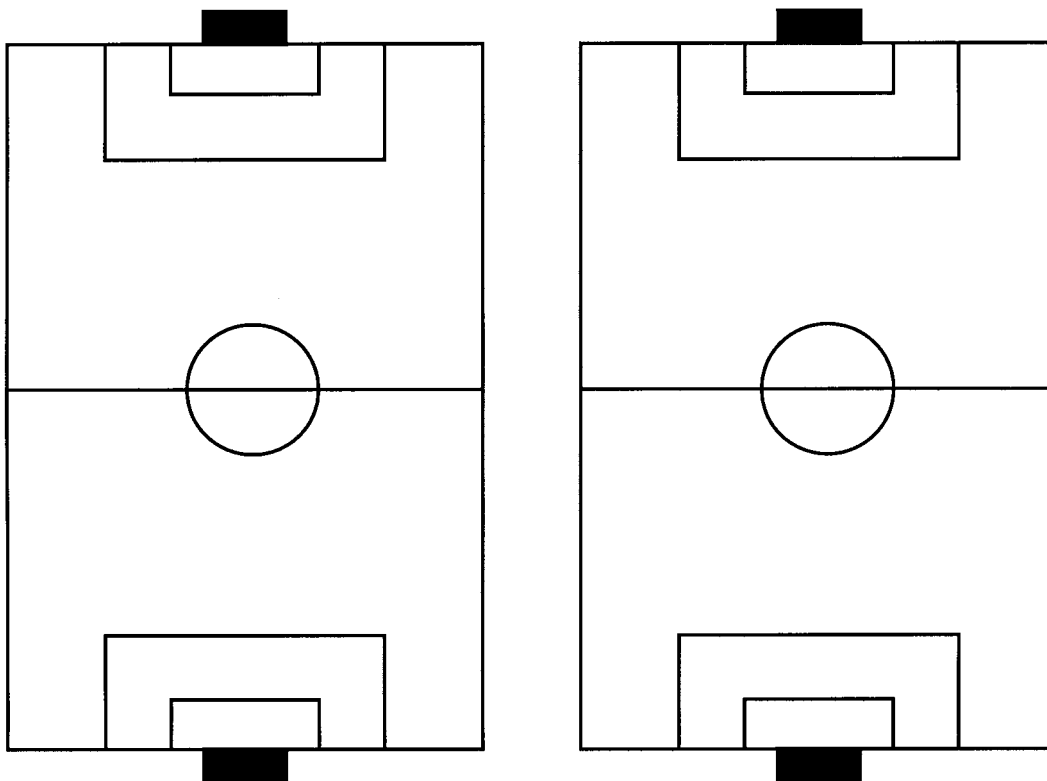
- Body mechanics
- Body shape, balance, weight transfer
- Eye on ball
- Positioning and angle play

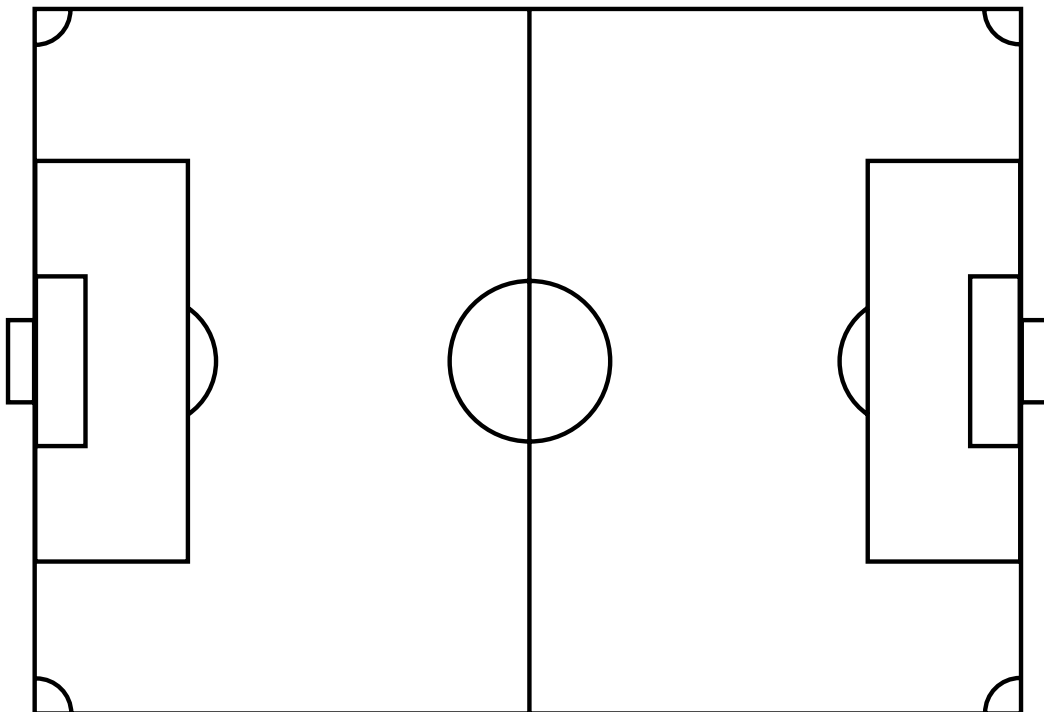
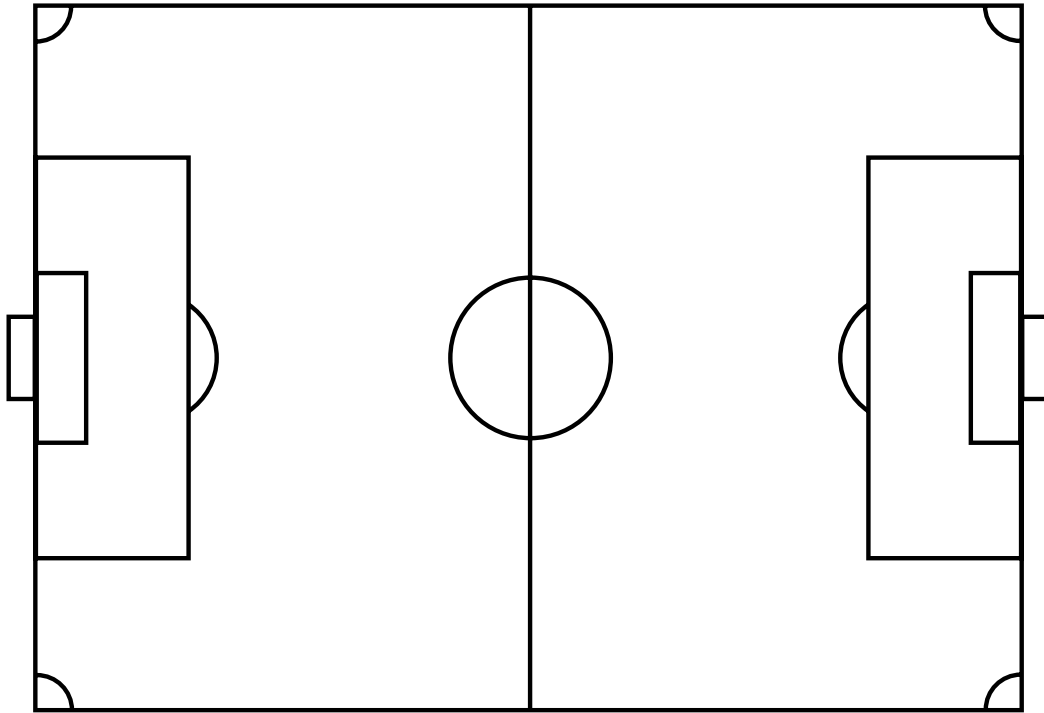
Key coaching points for distribution are:

- Selection of distribution – throwing or kicking based on distance – ability to take own goal/free kicks
- Distribution to feet or to space – changing the point of attack from goal
- Starting the attack – supporting the outfield players – organizing the defense
- Technical ability and positioning to handle a back pass

Field session may include examples of the following:

- Introduction to throwing or kicking to targets for technique
- Introduction to shot stopping techniques
- GK + 2v3 in enlarged penalty area (44x30) + 3 target players for distribution
- 5v5 – with conditions placed on goalkeepers distribution following a save (feet or hands)





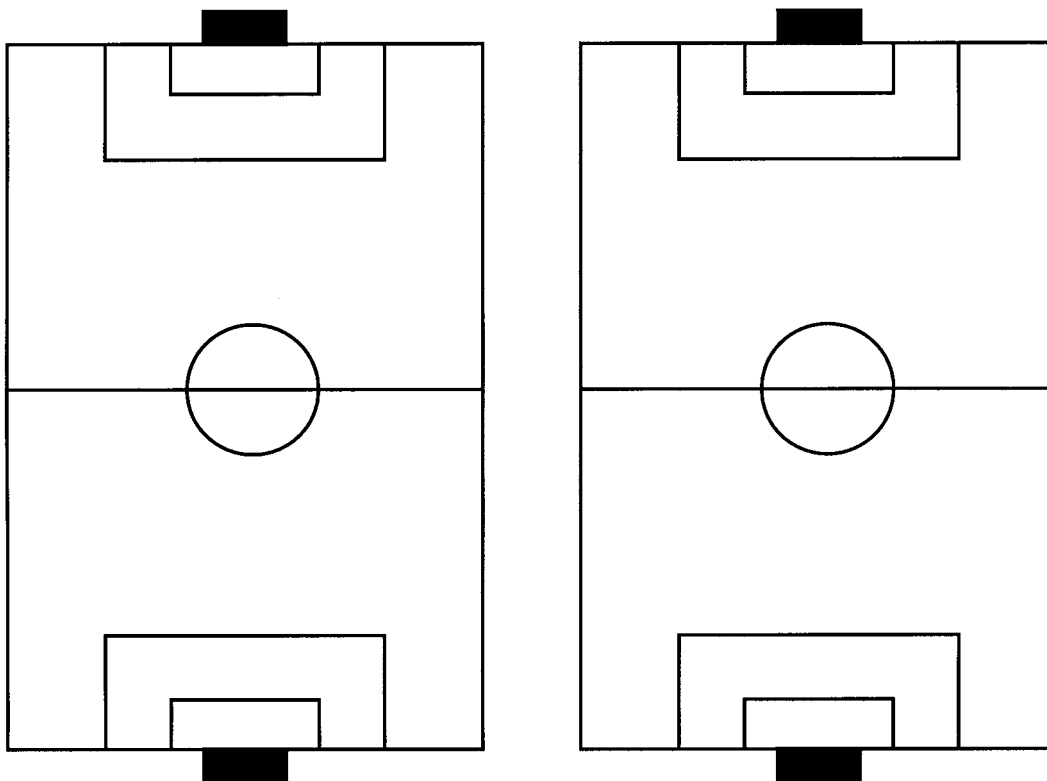
POSSESSION

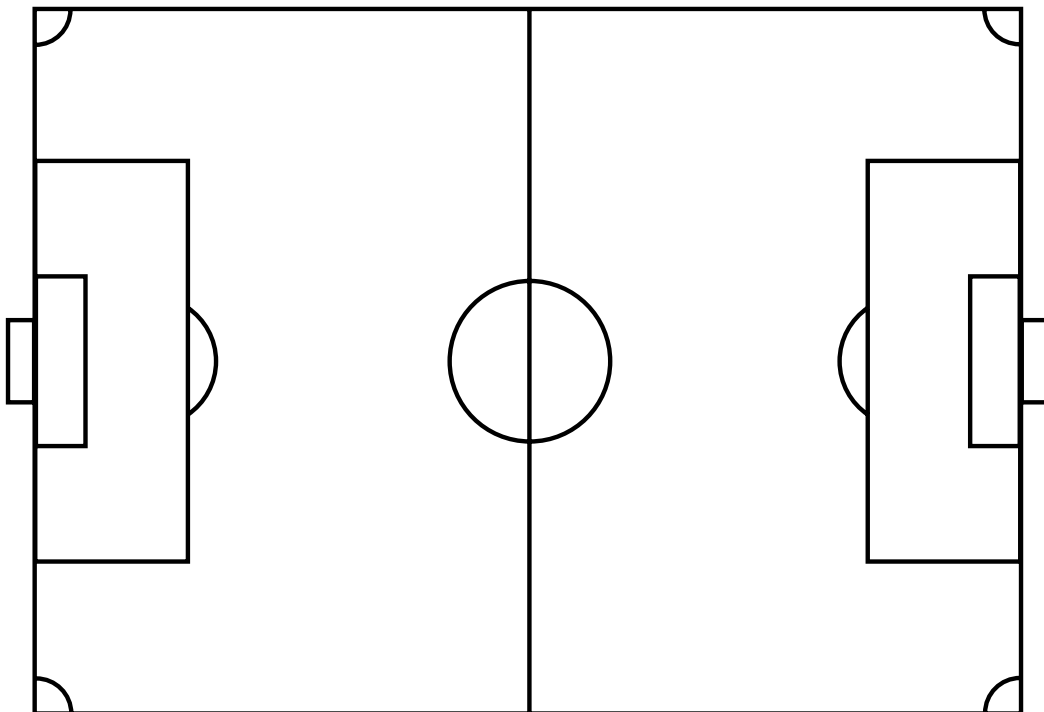
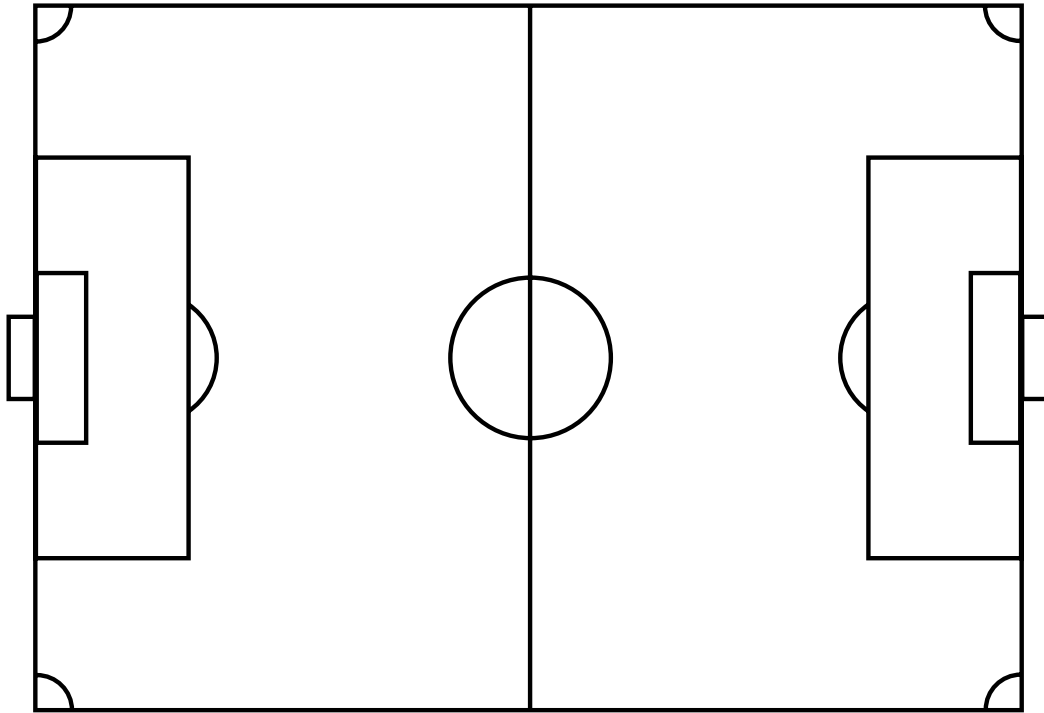
Address individual and group possession in numbers up, numbers even and numbers down situations. Incorporate speed of play and penetration within session. Key coaching points are:

- Roles of players in order to maintain possession
- Angle, Distance and Timing of Support
- Vision
- Body position – open to field
- Decision making
- Verbal and visual communication
- Shape of team to maintain possession

Field session may include examples of the following:

- 1v1 / 2v2 with side and end players
- 4v2 / 5v3 games for possession
- 4v4 / 5v5





DEFENDING

Session focuses on principles of defending as applied in 1v1, 2v2 and 3v3. The roles and responsibilities of a pressuring and covering defender are identified. Changing from attack to defense and back again is included within session so that transition in defending is highlighted.

Key coaching points for 1v1 are:

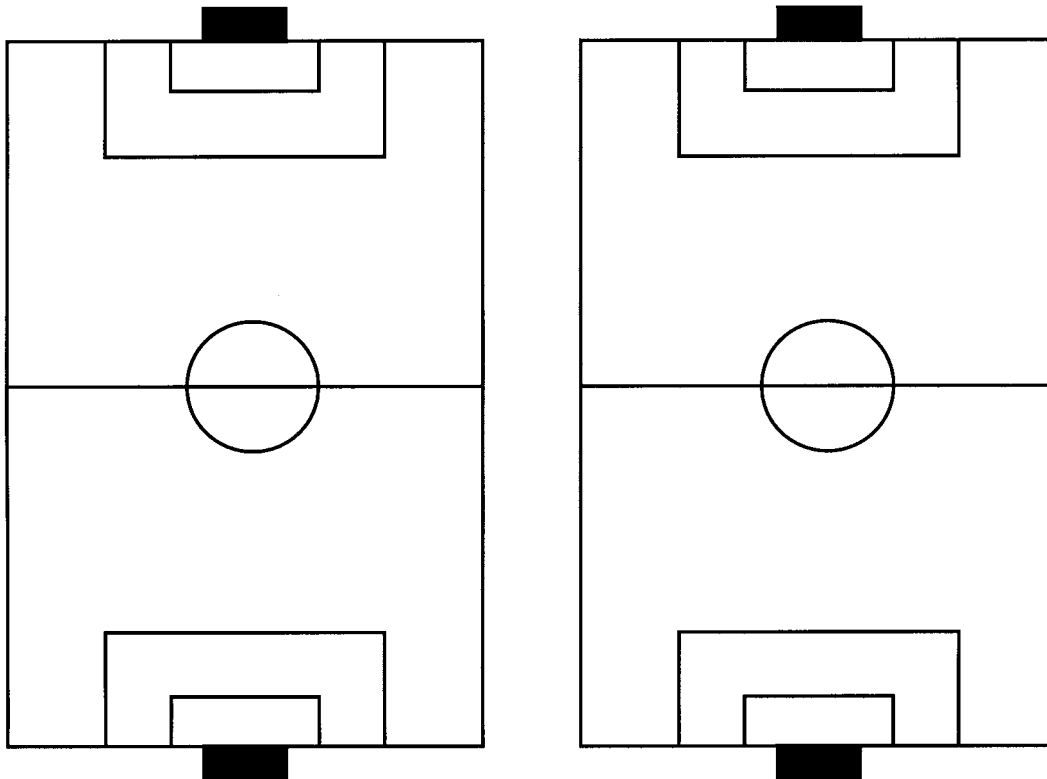
- Closing down – pressuring opponent
- Recovery runs – goal side positioning
- Angle and speed of approach
- Body shape, balance, and foot positioning
- Control and restraint
- Delay and channel
- Deny turn
- Timing and decision to tackle

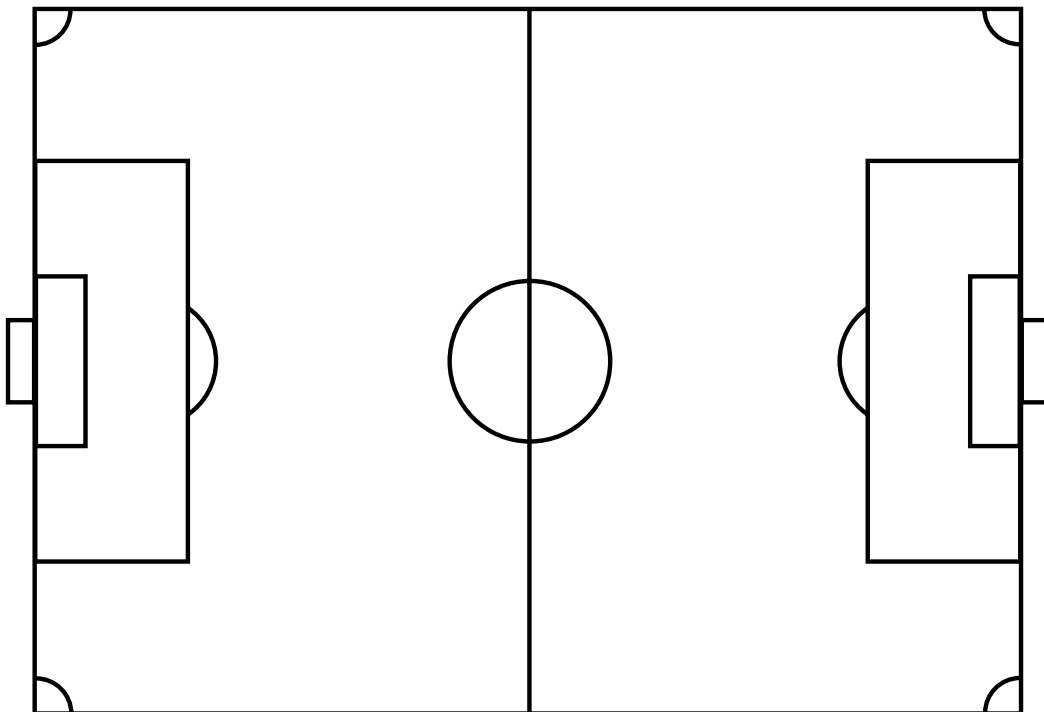
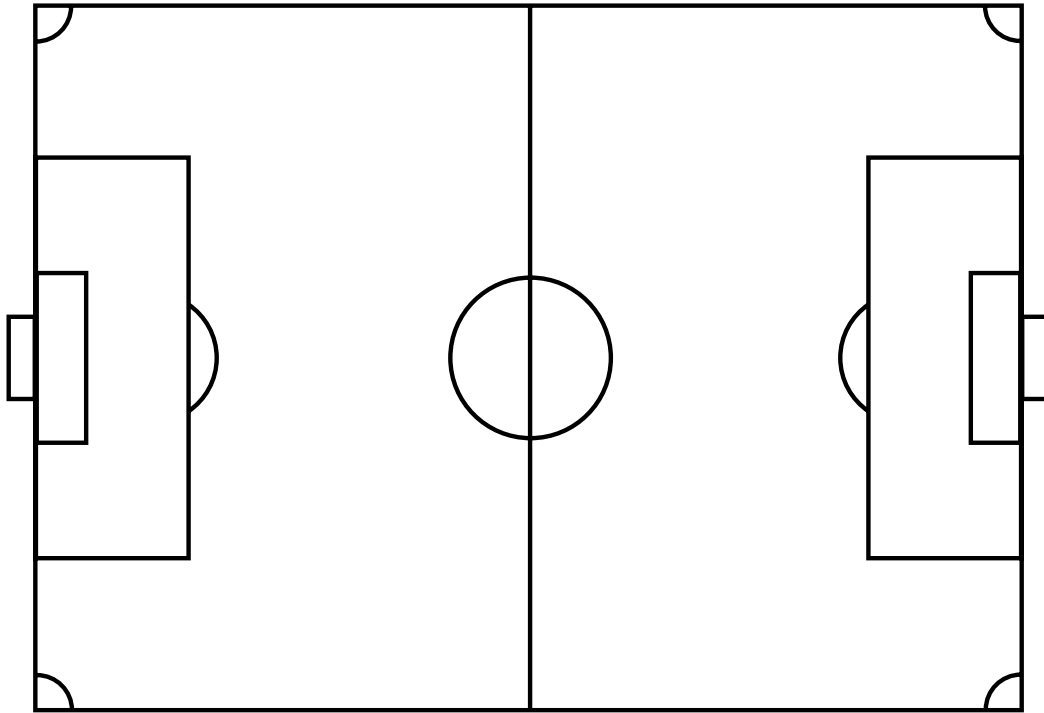
Key coaching points for 2v2 are:

- Angle and distance of cover
- Intercept pass – deny turn – deny penetration
- Tracking – recovery runs
- Changing role of pressure and cover
- Visual and verbal communication – recognizing visual cues for decision making

Key coaching points for 3v3 are:

- Positioning to provide cover and balance
- Intercepting pass
- Defending vital space – squeeze toward center (compactness-concentration)
- Defending space behind
- Tracking players





ATTACKING

Session focuses on principles of attack as applied to player in possession (1st attacker), close supporting attacker (2nd attacker) and unbalancing attacker (3rd attacker). Two player combinations are highlighted during this session.

Key coaching points for player in possession (1st attacker) are:

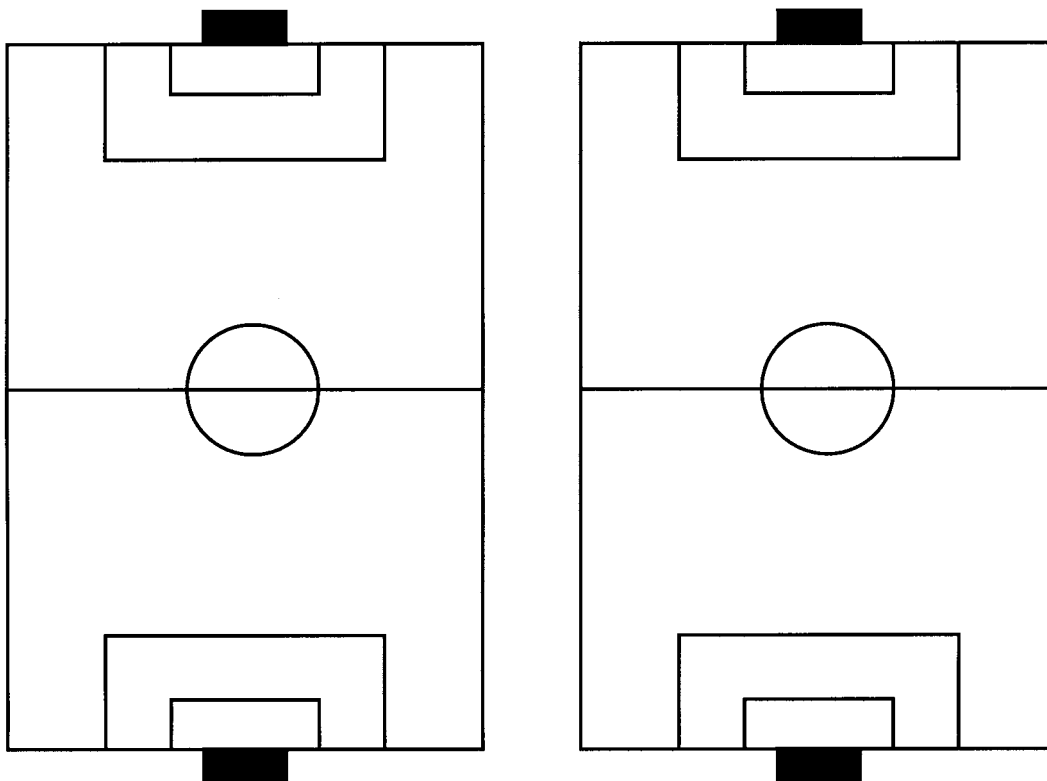
- When to shoot
- When to pass
- When to dribble

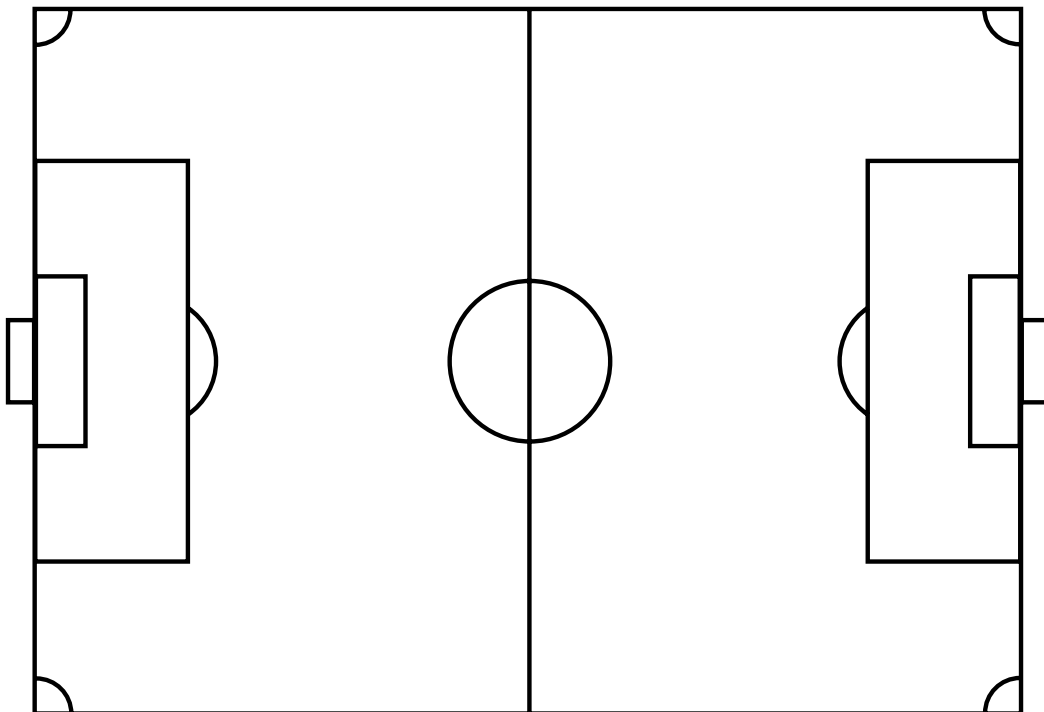
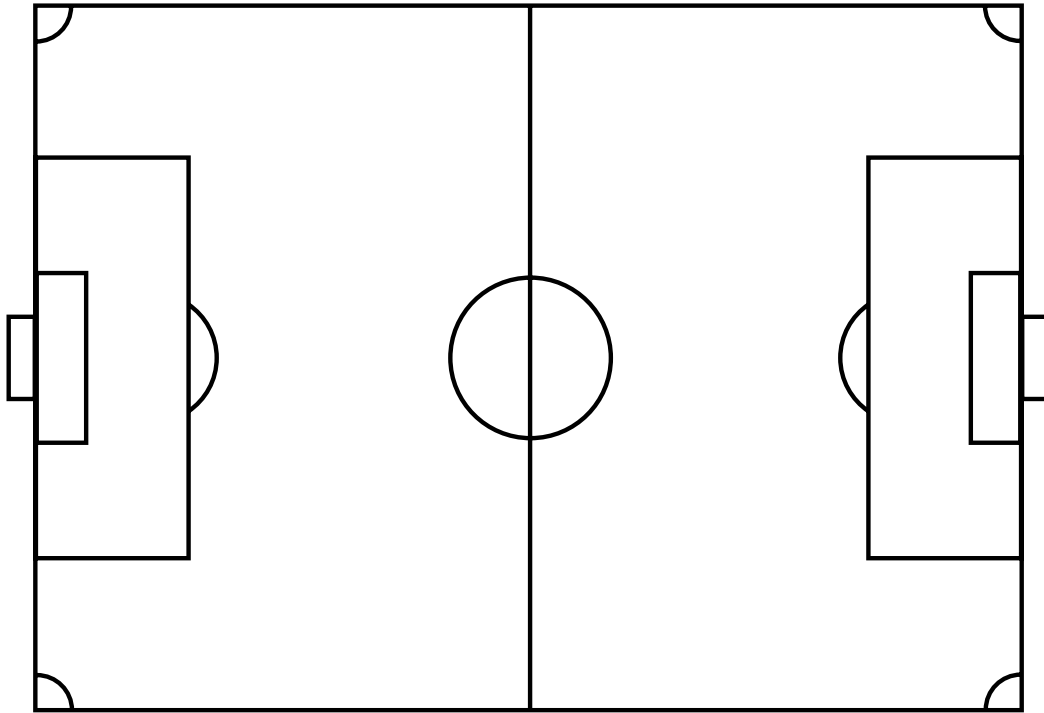
Key coaching points for player giving close support (2nd attacker) are:

- Supporting angle and distance to ball
- Support position behind ball
- Support position in advance of the ball
- Support position lateral to ball
- Combination play (1-2, double pass, overlap, take over)

Key coaching points for unbalancing attacker (3rd attacker) are:

- Unbalancing the defense
- Create space for others
- Attack space behind defense





FITNESS

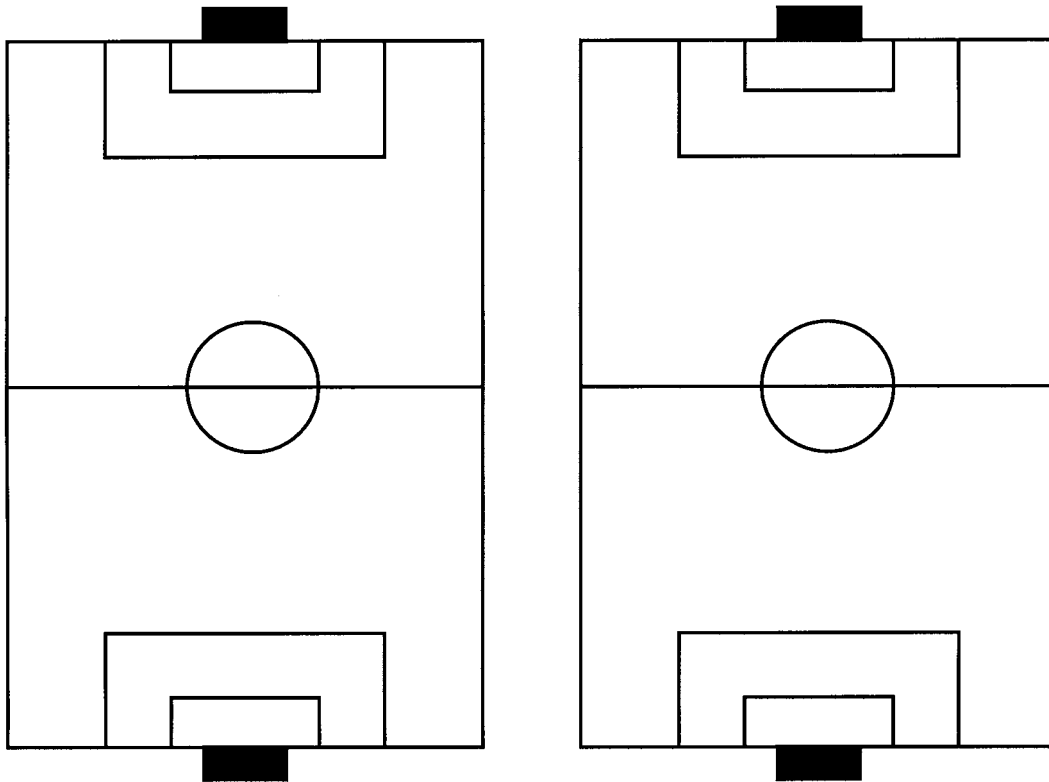
Session will clearly demonstrate how incorporating the ball in fitness training promotes psychological motivation, economical training and soccer specific fitness. Instructors will clearly demonstrate activities involving a ball that develop the following fitness attributes.

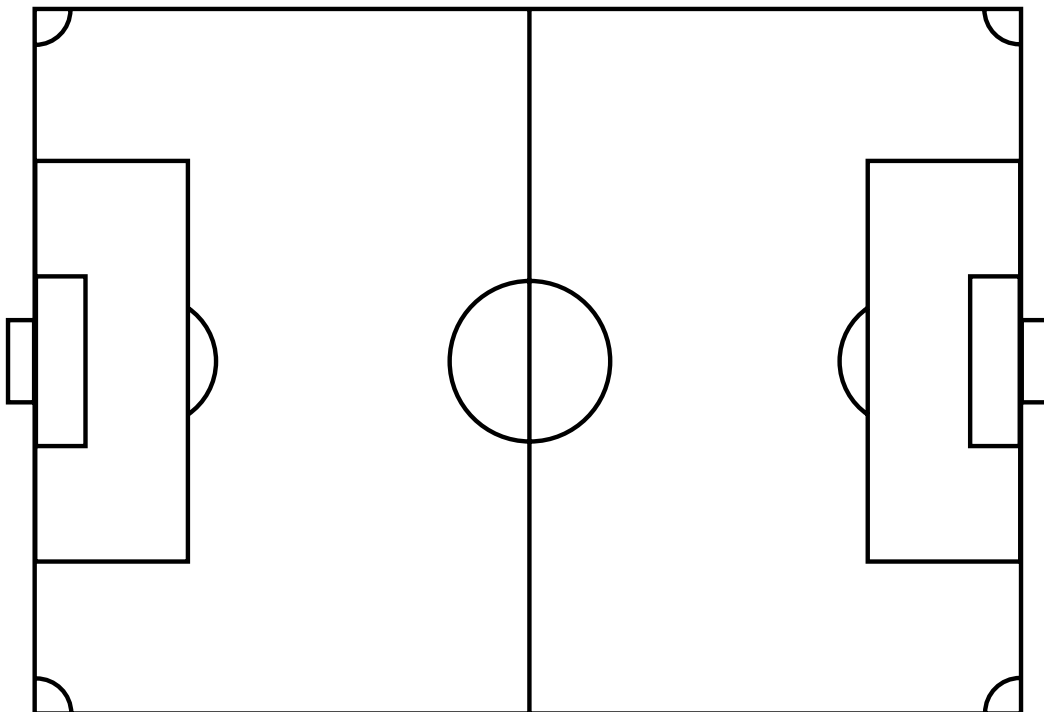
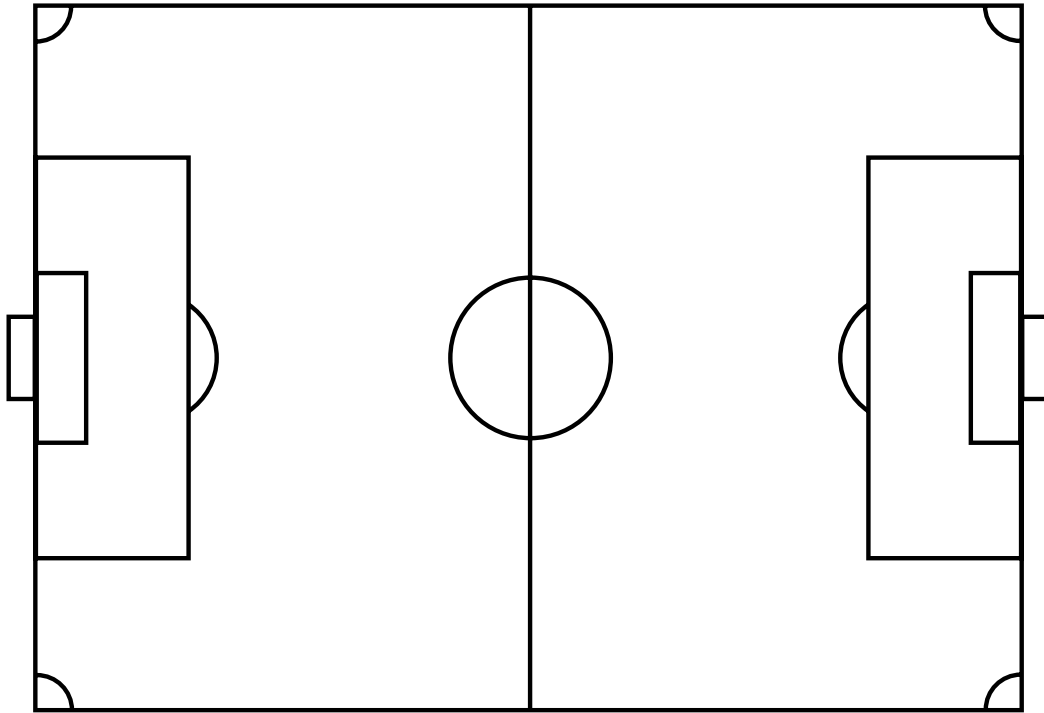
- General Endurance
- Flexibility
- Agility
- Balance
- Speed
- Strength & Power

Specific fitness topics will include:

- Interval training – Work to Relief Ratio – 1:3, 1:2, 1:1
- Understanding of when and why to apply interval training
- Targeting the Heart Rate – Aerobic 60-80% of maximum HR – Anaerobic 95% of maximum HR

Activities to demonstrate fitness training may be divided into individual, group and team categories in order to illustrate way to vary the fitness routine.





Making a Lesson Plan

A. When making a lesson plan remember the following points:

- Design your session for no more than 18 players
- Age group would be an U.14 team
- Design activities to flow from simple to complex – add elements of the game as you progress
- Design session to include individual, small group and large group activities
- Use progression for teaching techniques or tactics as a guide for planning session
- Use the appropriate space on the lesson plan to diagram your activity, describe the organization and list the key coaching points
- Include the objectives of the game or exercise and the method of scoring
- If using restrictions, make sure they are applicable to your objective and topic
- Include the general dimensions for the playing area – you should be prepared to adjust the size during your session if needed
- Use the area of the field that is most applicable to your topic if possible to provide a clearer reference for your players
- Make sure your activities are realistic to the game

B. When diagramming remember the following points:

- Keep diagrams simple
- Use a straight line for a pass – a dotted line for a run – a scribbled line for a dribble
- Indicate size of the area on lesson plan next to diagram
- Indicate neutral players with an N

Finally, your practice must make sense:

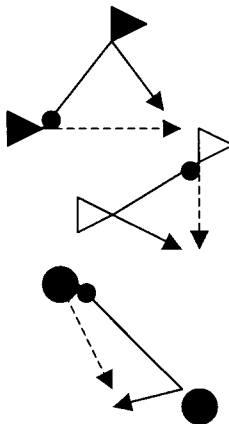
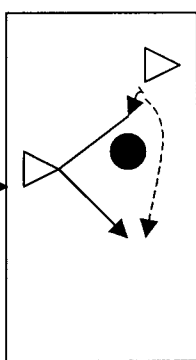
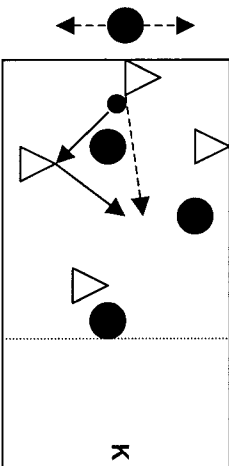
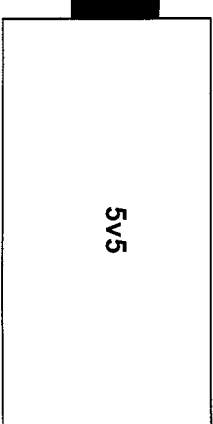
- Does it look like soccer?
- Will your players understand where the practice fits in the game?
- Are the objectives you set for the players to achieve realistic?
- Are your instructions clear and to the point?
- Does the activity or practice bring out the actual elements of the game?



Name _____

Topic **1-2 Combination – Wall Pass**

Date _____

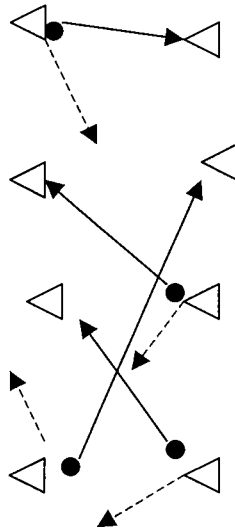
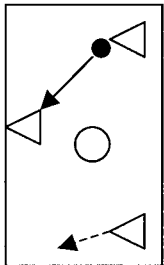
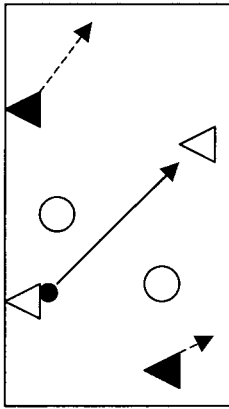
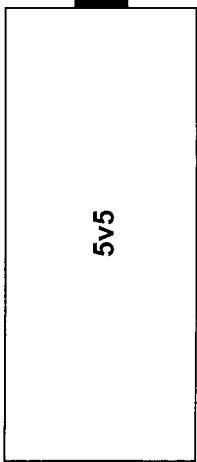
UNRESTRICTED SPACE – WARM UP	ORGANIZATION	KEY COACHING POINTS
 <p>RESTRICTED SPACE</p> 	<ul style="list-style-type: none"> Ball between two players – players moving and passing with 1-2 combinations 	<ul style="list-style-type: none"> Create 1-2 passing combination Use of outside of foot for first pass Accelerate through to receive return pass Return pass played into path of player but not too deep
ONE GOAL WITH COUNTER	ORGANIZATION	KEY COACHING POINTS
 <p>GAME – TWO GOALS</p> 	<ul style="list-style-type: none"> 4v3 to Goal Team of four attacks goal – use of 1-2 combinations going forward Goal scored from penetration created by 1-2 counts double After defending team wins ball they can score a goal if they reach target player with a pass Use of offside/restraining line to keep game compact 	<ul style="list-style-type: none"> Ability of players to create 1-2 combination going forward Deep player showing for through pass to create 1-2 combination with player running forward Correct angle and distance of support players to create 1-2 action Quick transition from attack to defense for both teams
COOL DOWN	ORGANIZATION	KEY COACHING POINTS
	<ul style="list-style-type: none"> Players jog and stretch at end of practice 	<ul style="list-style-type: none"> Focus on major muscle groups



Name _____

Topic Passing

Date _____

FUNDAMENTAL – WARM UP	ORGANIZATION	KEY COACHING POINTS
	<ul style="list-style-type: none"> ▪ Ball between two – players moving and passing 	<ul style="list-style-type: none"> ▪ Accuracy of pass ▪ Speed of pass ▪ Pass to feet ▪ Pass to space
MATCH RELATED ACTIVITY	ORGANIZATION	KEY COACHING POINTS
	<ul style="list-style-type: none"> ▪ 3v1 possession game ▪ 5 passes equal a goal – defender winning ball and reaching touch line scores goal ▪ Defender changes to attacking team after scoring goal 	<ul style="list-style-type: none"> ▪ Accuracy of pass ▪ Weight of pass ▪ Disguise of pass ▪ Timing of Release ▪ Correct supporting positions ▪ Body position open to field
MATCH RELATED ACTIVITY	ORGANIZATION	KEY COACHING POINTS
	<ul style="list-style-type: none"> ▪ 4v2 (2v2+2) possession game ▪ Team of 4 scores goal when making through pass ▪ ▲ are neutral players and always play on attacking team ▪ Defending team of two quickly change to attack when winning the ball 	<ul style="list-style-type: none"> ▪ Accuracy and quality of through pass ▪ Speed of play to make through pass for goal ▪ Disguise of pass to prevent telegraphing pass ▪ Use of different surfaces of foot for passing ▪ Supporting positions of player in advance of ball so penetration is achieved
MATCH CONDITION GAME	ORGANIZATION	KEY COACHING POINTS
	<ul style="list-style-type: none"> ▪ 5v5 game (includes GK) ▪ No restrictions on players ▪ Field is 45x20 to encourage deep pass 	<ul style="list-style-type: none"> ▪ Correct shape of team ▪ Look for deep pass first ▪ Selection of pass – to feet or to space ▪ Keep possession – speed of play
COOL DOWN	ORGANIZATION	KEY COACHING POINTS
	<ul style="list-style-type: none"> ▪ Players jog and stretch at end of practice 	<ul style="list-style-type: none"> ▪ Focus on major muscle groups



NOTES

Course Summary

Purpose

At this time the instructor will review with you the testing schedule, testing procedures, grading policies and assignment of practical testing topics.

Testing Schedule

- Practical field exams
- Video exam

Testing Procedures

- Practical field exams
- Video exam

Grading Policies

The instructor will explain the grading scale and the evaluation criteria.

National “D” and State “D”

The instructor will explain the distinctions between the National “D” and State “D” licenses.

Assignment of Topics

The Instructor will assign the practical test topics for the practical field exam. You will receive a different topic than you had for practice coaching.



Practical Field Test Reminders

The following is a list of reminders to help you prepare for and present your practical field exam:

- Be prepared!
- Look the part; wear something that will distinguish you as the coach when you are working with the players.
- Be confident with the volume and inflection of your voice.
- Coach within your own personality.
- Find coachable moments within your practice.
- Stop play, give instruction and restart play.
- Use appropriate grid sizes and number of players, make adjustments if you notice it is not quite right.
- Increase or reduce pressure at the appropriate moments.
- Stick to your topic.
- Coach the player not the method.



UNITED STATES SOCCER FEDERATION

Candidate Assistance

Time has been set aside within the “D” Course for candidates to meet informally with their instructors to ask questions about course content, lectures, practical field sessions, development of their lesson plan and testing topics. Instructors will provide feedback and suggestions to candidates about the organization of their lesson plan and selection of activities, however candidates are responsible for constructing their own lesson plans.

Instructors will make themselves available to candidates during designated times of the course. This is an optional session for the candidates and attendance is not required.

Instructors **will** assist candidates in the following ways:

- Provide suggestions to candidates about their practice coaching topics
- Clarify and review content from lectures and field sessions
- Answer questions regarding methodology and theory

Instructors **will not** assist candidate in the following ways:

- Write out lesson plans for candidates
- Provide questions or answers to written tests
- Discuss any grades given in course



Candidates **must** adhere to the following:

- Seek additional assistance only during the designated time period
- Do not obligate the instructors to stay beyond the designated time period
- Ask the instructor to prepare lesson plans for them

Tests, Forms & Lesson Plans



"D" LICENSE COURSE

Methods & Tactics Video Examination

CANDIDATE'S NAME _____

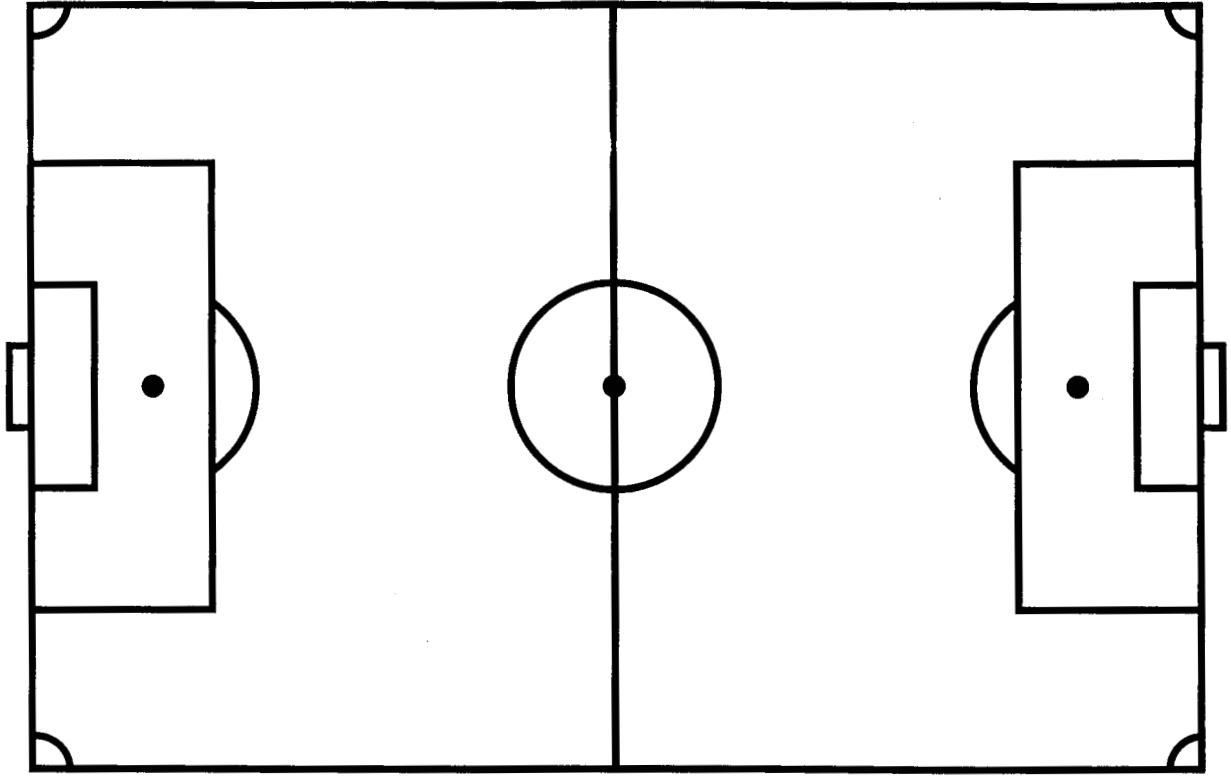
Circle Team & Analysis Topic: *Light / Dark -- Technique / Tactics*

Indicate Video Exam Edit #: _____ Exam Date: _____

A. Identify the principle of play or technique that you have observed in the specified video edit.

B. Briefly describe the observed events that reflect the correct or incorrect execution of this principle or technique. Be specific.

C. Using the space to the right, diagram an exercise that would reinforce proper execution of the principle or technique that you have identified. Include the following: a) dimensions of your training area; b) brief description of any restrictions that you may apply (i.e. one-touch passing or rules for scoring); c) brief text notes to help clarify your diagram.



GRADE: _____ (1 - 5 Scale)

PLEASE USE BACK IF NEEDED



UNITED STATES SOCCER FEDERATION

"D" LICENSE COURSE **Methods & Tactics Video Examination**

CANDIDATE'S NAME _____

Circle Team & Analysis Topic: *Light / Dark -- Technique / Tactics*

Indicate Video Exam Edit #: _____ Exam Date: _____

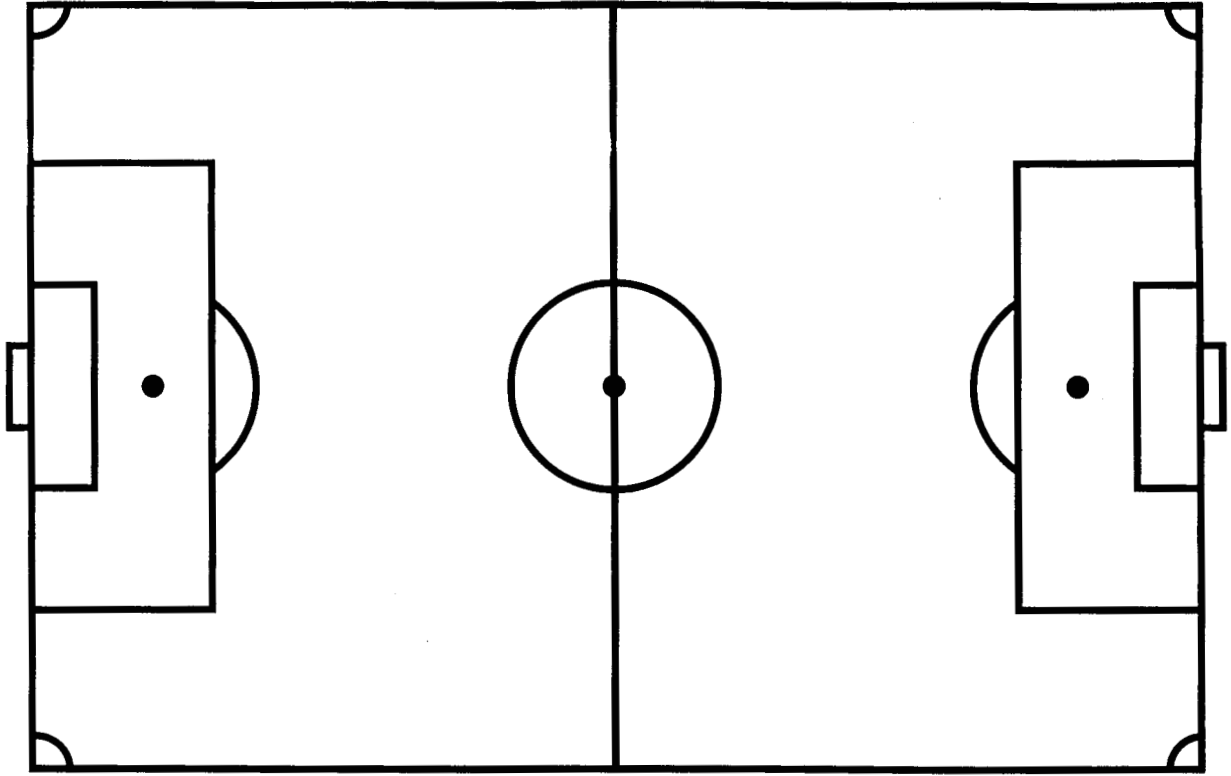
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UNITED STATES SOCCER FEDERATION

"D" LICENSE COURSE

Methods & Tactics Video Examination

CANDIDATE'S NAME _____

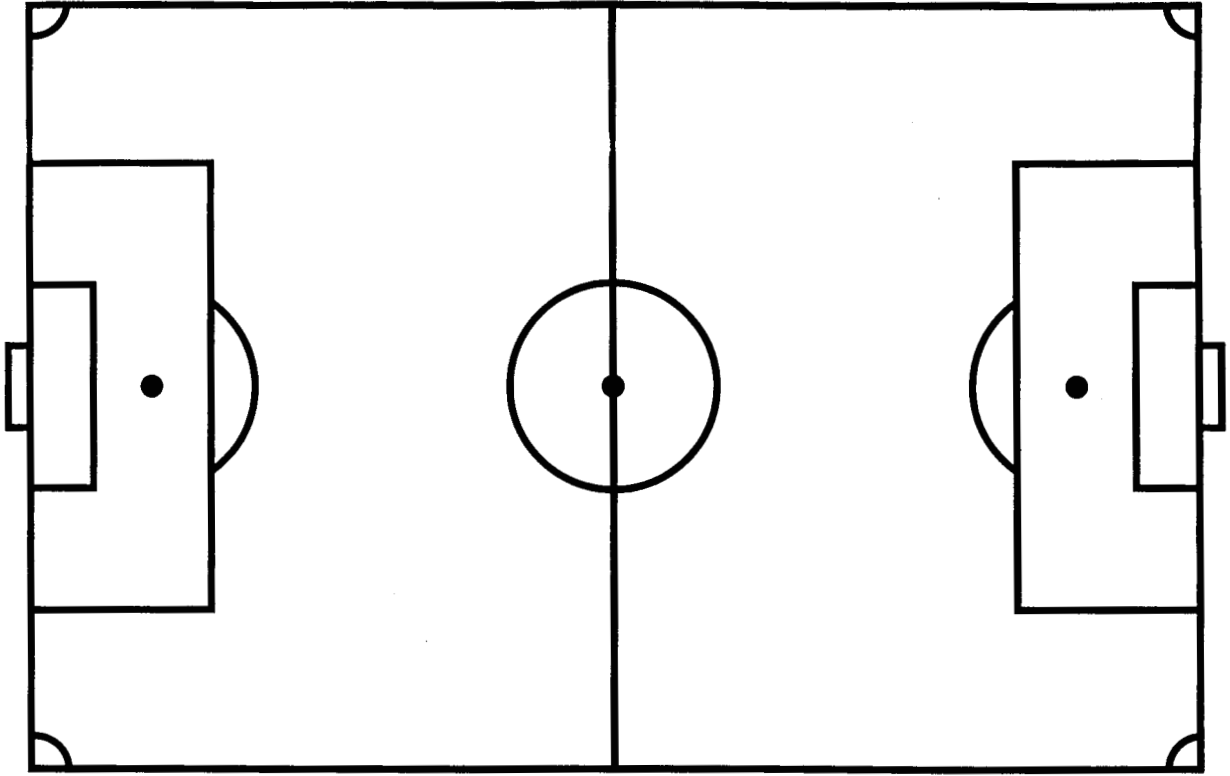
Circle Team & Analysis Topic: *Light / Dark -- Technique / Tactics*

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GRADE: _____ (1 - 5 Scale)

PLEASE USE BACK IF NEEDED



UNITED STATES SOCCER FEDERATION

U.S. SOCCER FEDERATION "D" LICENSE COURSE

Candidate Examination Summary

Candidate's Name _____

Location _____ Date _____

Instructors _____

Examination Category

Indicate Credit Awarded / Not Awarded:

Care & Prevention of Injuries	Credit Awarded <input type="checkbox"/>	Credit Not Awarded <input type="checkbox"/>
Laws of the Game	Credit Awarded <input type="checkbox"/>	Credit Not Awarded <input type="checkbox"/>

Grading Scale: 1 – Excellent 2 – Good 3 – Average 4 – Below Average 5 – Fail

Theory Exam – Tactics & Methods Grade _____

Practical Field Exam – Methods Grade _____

Practical Field Exam – Coaching (Grade Multiplied by 2). Grade _____

Total Score _____

FINAL SCORE (Result determined by ÷ Total Score by 4) _____

Check License Level Awarded

- ☐ National "D" License (Course Result of 1.0 – 3.0)
- ☐ State "D" License (Course Result of 3.1 – 4.9)
- ☐ Fail (Grade of 5 in any one category)

COMMENTS

Evaluators Signature / Date

Evaluators Signature / Date



UNITED STATES SOCCER FEDERATION

LAWS OF THE GAME TEST**TRUE/FALSE (Circle your choice)**

- T F** 1. The lines are part of the areas of which they are boundaries.
- T F** 2. The touch lines and goal lines are part of the field of play.
- T F** 3. A ball on top of the touch line is out of play (in touch).
- T F** 4. Both goalposts and the crossbar must have the same width and depth.
- T F** 5. The ball shall be spherical, 27 – 28 inches in circumference, and weight from 14 oz. to 16 oz.
- T F** 6. The minimum number of players per team is 11.
- T F** 7. The minimum number of players per team is 7.
- T F** 8. A substitute must enter the field at the halfway line.
- T F** 9. The player substituted for must leave the field at the halfway line.
- T F** 10. The most important concern for referees regarding players' equipment is players' safety.
- T F** 11. The role of the referee is to protect players and to allow them to play within the letter and the spirit of the law.
- T F** 12. The referee shall not allow coaching from the sidelines.
- T F** 13. The function of the Assistant Referee is to assist and not to insist.
- T F** 14. Assistant Referees' signals are for the players.
- T F** 15. At the penalty kick and the kick-off the ball must be kicked forward.
- T F** 16. The game shall consist of two equal halves.
- T F** 17. If a player takes a throw-in from any position other than the point where the ball passed over the touch line, the throw-in goes to the opposing team.



A goal may be scored directly from:

- T F** 18. A throw-in.
- T F** 19. A penalty kick.
- T F** 20. A kick-off.
- T F** 21. A goal kick.
- T F** 22. An indirect free kick.
- T F** 23. A corner kick.
- T F** 24. At the taking of a free kick the ball must be stationary at the place where the foul was committed.
- T F** 25. A player putting the ball into play may not play the ball a second time until it has been touched by another player.
- T F** 26. At the taking of a penalty kick the goalkeeper remains on his goal line, facing the kicker, between the goalposts until the ball has been kicked.

**Indicate the correct punishment for the following fouls:
(circle your choice)**

D: Direct

I: Indirect

- D I** 27. Kicking or attempting to kick an opponent.
- D I** 28. Striking or attempting to strike an opponent.
- D I** 29. Spitting at an opponent.
- D I** 30. Goalkeeper takes more than six seconds with the ball.
- D I** 31. Tripping or attempting to trip an opponent.
- D I** 32. Pushing an opponent.
- D I** 33. Dangerous play.
- D I** 34. Preventing the goalkeeper from releasing the ball from his hand.

- D I 35. Holding an opponent.
- D I 36. Charging an opponent carelessly, recklessly, or with excessive force.
- D I 37. Impeding the progress of an opponent.
- D I 38. Handling the ball deliberately.
- D I 39. Tackling an opponent to gain possession of the ball, making contact with the opponent before touching the ball.

Multiple Choice

- 40. A charge in the back of an opponent is legal:
 - A. When he is playing the ball
 - B. Never
 - C. When he is impeding progress
 - D. Always
- 41. A referee may caution a player who delays the taking of a freekick by standing less than ten yards from the ball.
 - A. Only when the freekick is within thirty yards of the opponents' goal
 - B. Only if he has previously warned the player
 - C. Never
 - D. Any time it happens
- 42. When a player is injured, the referee shall not stop play.
 - A. Unless the player sits down
 - B. If the referee thinks the injury is not serious
 - C. If the player can go to the touch-line for treatment
 - D. If the player is off the field of play
 - E. B, C and D above
- 43. A substitute can enter the field.
 - A. Any time his coach tells him to
 - B. Whenever there is an injury
 - C. Only when authorized by the referee
- 44. How many offenses are there for which a player can be dismissed from the field?
 - A. Seven
 - B. Five
 - C. Three
 - D. An infinite number



45. Briefly explain the Offside Law (5 points).

Name: _____

Date: _____

Course Site: _____

LAWS OF THE GAME - ANSWER SHEET

1.	23.
2.	24.
3.	25.
4.	26.
5.	27.
6.	28.
7.	29.
8.	30.
9.	31.
10.	32.
11.	33.
12.	34.
13.	35.
14.	36.
15.	37.
16.	38.
17.	39.
18.	40.
19.	41.
20.	42.
21.	43.
22.	44.

45.



UNITED STATES SOCCER FEDERATION

“D” License Care & Prevention - Test

Name: _____

Date: _____

Course Site: _____

1. Why are the A.B.C.'s most important in first aid?
2. If there is an unconscious player in the field, what should you do?
3. What does R.I.C.E. stand for?
4. How long should you ice an injury?
5. What is heat exhaustion?
6. What is the difference between heat stroke and heat exhaustion?
7. What is the best fluid to give your players to drink at half time?



8. What are the symptoms of shock?
9. What is the first aid for shock?
10. Of the following, which requires emergency care? (circle all that apply)
 - a.) Heat stroke
 - b.) Fractures
 - c.) Cramps
 - d.) Concussion
11. What is the best way to ice a muscle?
12. How should you take care of a bruise (contusion)?
13. What is the proper way to stretch a muscle?
14. What should you find out about player's background?
 - a.) Allergies
 - b.) Previous injuries
 - c.) Medications currently taking
 - d.) All of the above

PRACTICAL COACHING EVALUATION FORMS



UNITED STATES SOCCER FEDERATION

D LICENSE COURSE
Practical Coaching Evaluation

NAME: _____

TOPIC: _____

CRITERIA: _____ GRADING: _____

I. CANDIDATE

- | | |
|------------------------|-------|
| 1. Appearance | E S U |
| 2. Voice | E S U |
| 3. General Attitude | E S U |
| 4. Enthusiasm | E S U |
| 5. Motivational Skills | E S U |

II. OUTLINE (Methods)

- | | |
|----------------------------|-----------|
| 1. Reflects Topic | 1 2 3 4 5 |
| 2. Outline Organization | 1 2 3 4 5 |
| 3. Appropriate Progression | 1 2 3 4 5 |

III. PRESENTATION / ORGANIZATION (Methods)

- | | |
|-------------------------------|-----------|
| 1. Organization / Equipment | 1 2 3 4 5 |
| 2. Organization / Field Space | 1 2 3 4 5 |
| 3. Organization / Players | 1 2 3 4 5 |
| 4. Explanation / Players | 1 2 3 4 5 |

IV. COACHING / TEACHING ABILITY

- | | |
|---------------------------------|-----------|
| 1. Appropriate Progression | 1 2 3 4 5 |
| 2. Knowledge / Content | 1 2 3 4 5 |
| 3. Recognizes Coachable Moments | 1 2 3 4 5 |

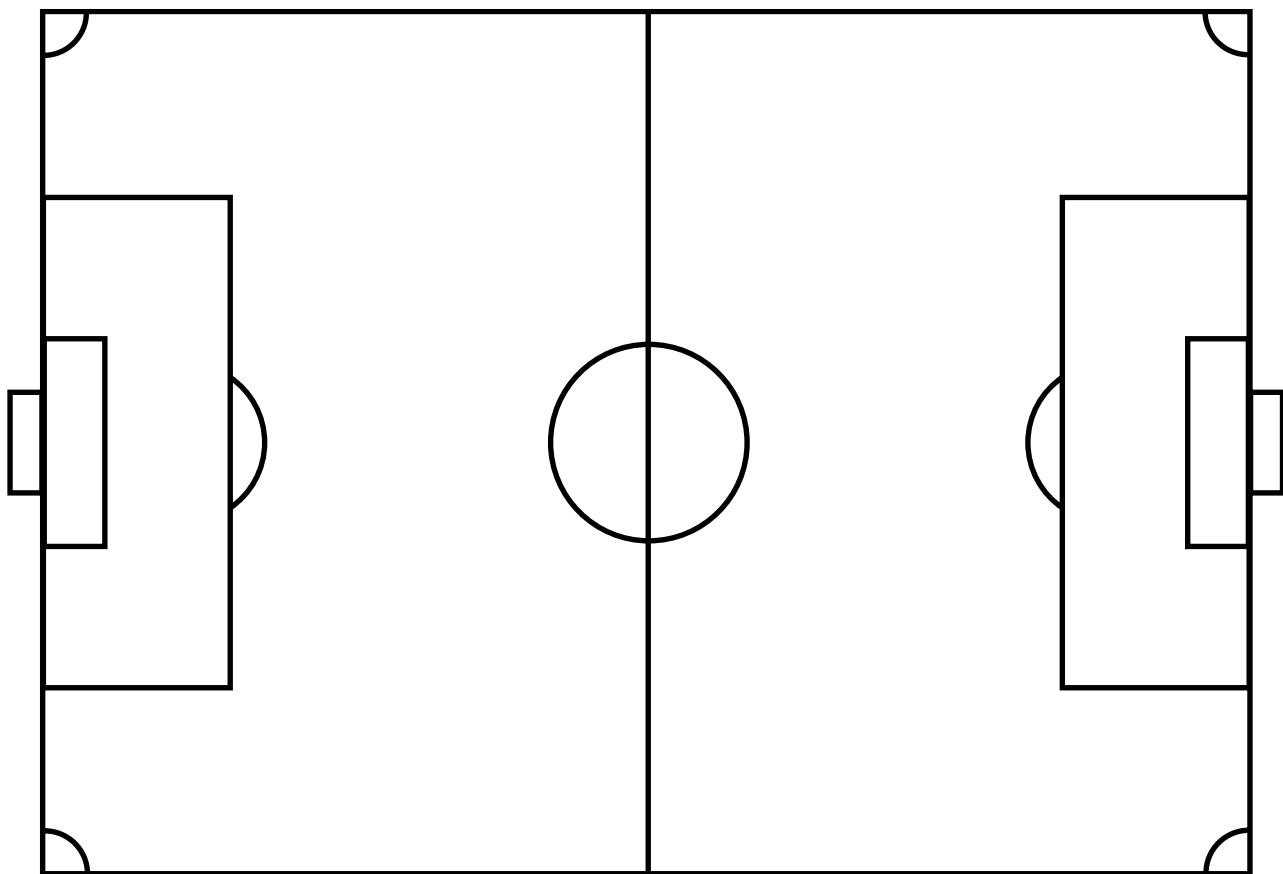
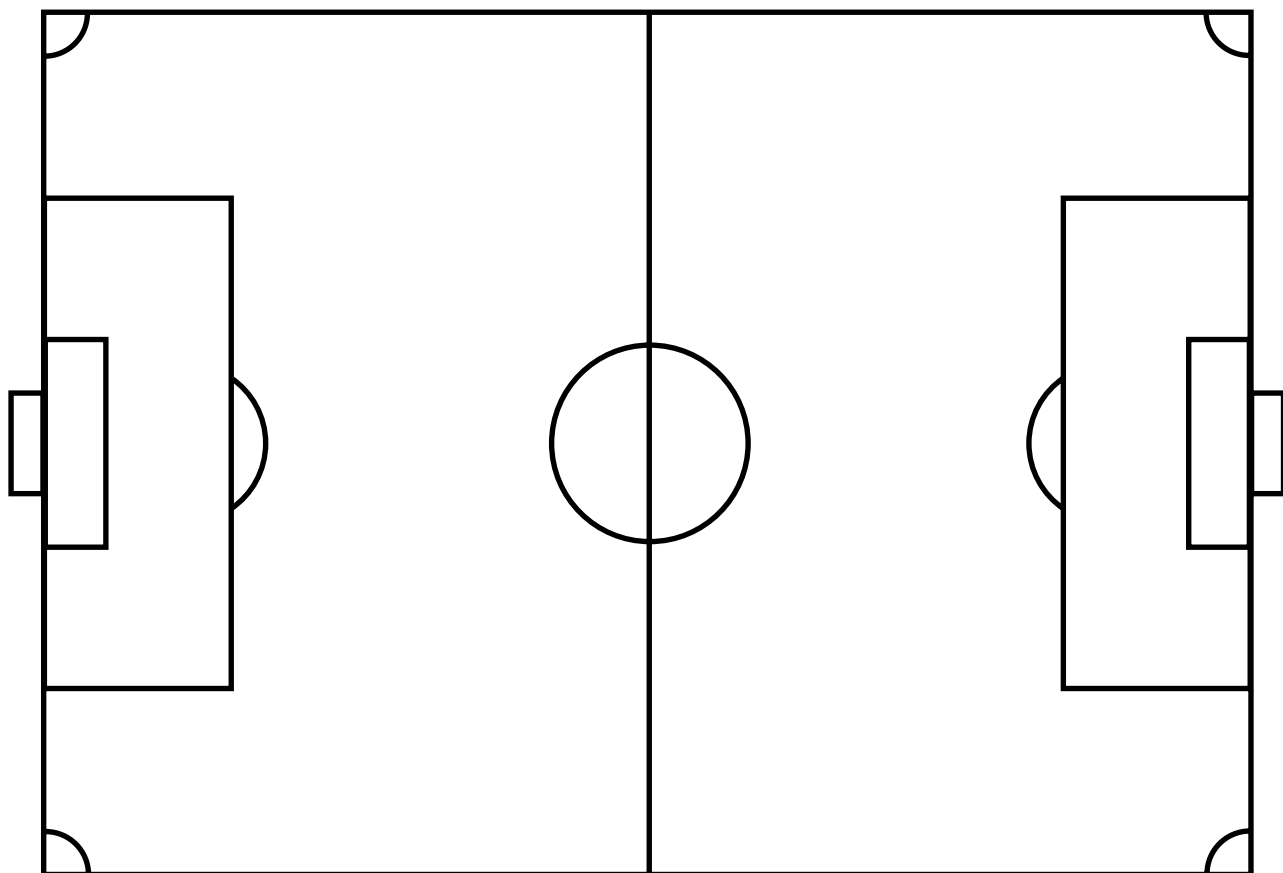
GENERAL COMMENTS: _____

GRADING SCALE: 1 – Excellent 2 – Good 3 – Average 4 – Below Average 5 – Not Acceptable

National "D" State "D"

USE BACK FOR DIAGRAMS OR ADDITIONAL COMMENTS

Assessor's Signature



D LICENSE COURSE
Practical Coaching Evaluation

NAME: _____

TOPIC: _____

CRITERIA: _____ GRADING: _____

I. CANDIDATE

- | | |
|------------------------|-------|
| 1. Appearance | E S U |
| 2. Voice | E S U |
| 3. General Attitude | E S U |
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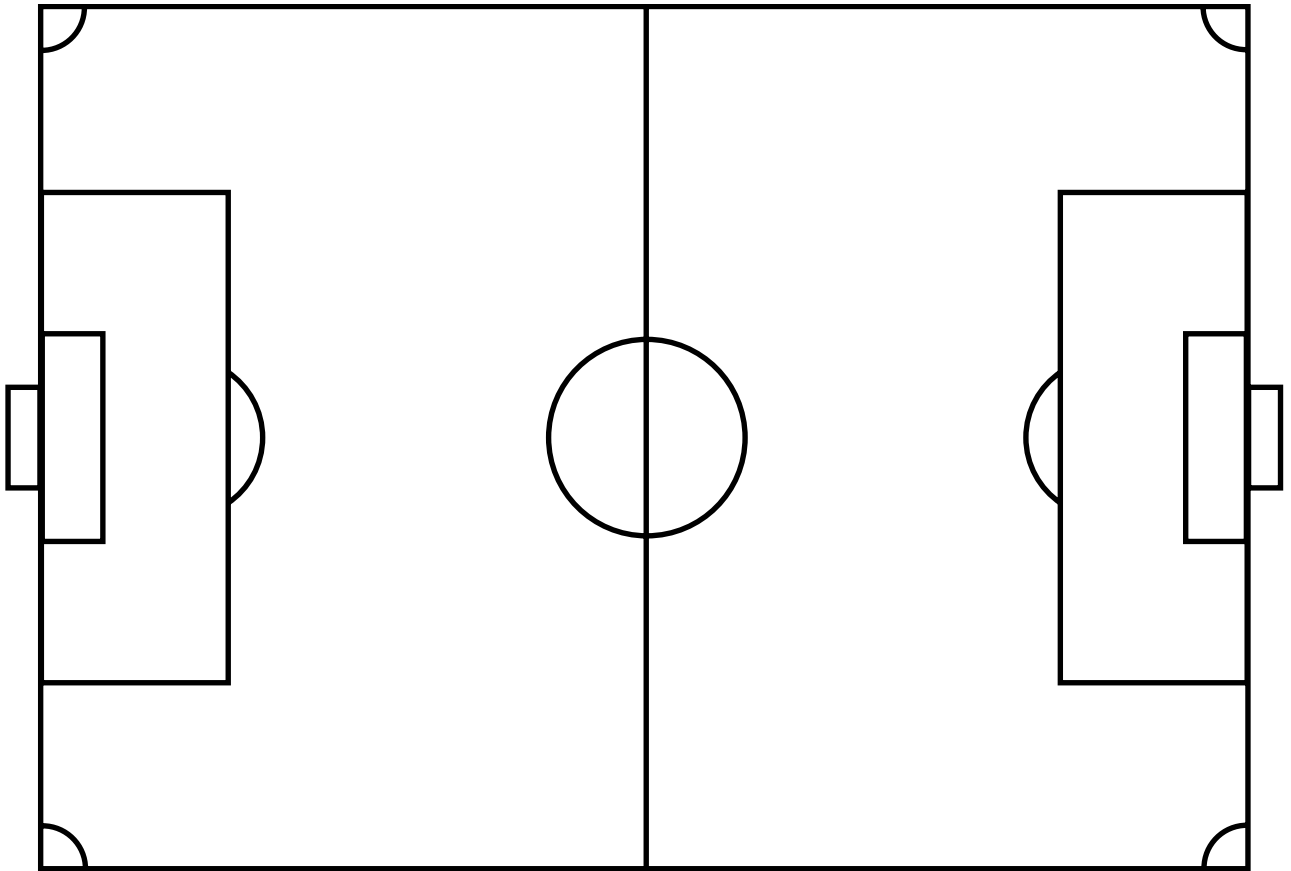
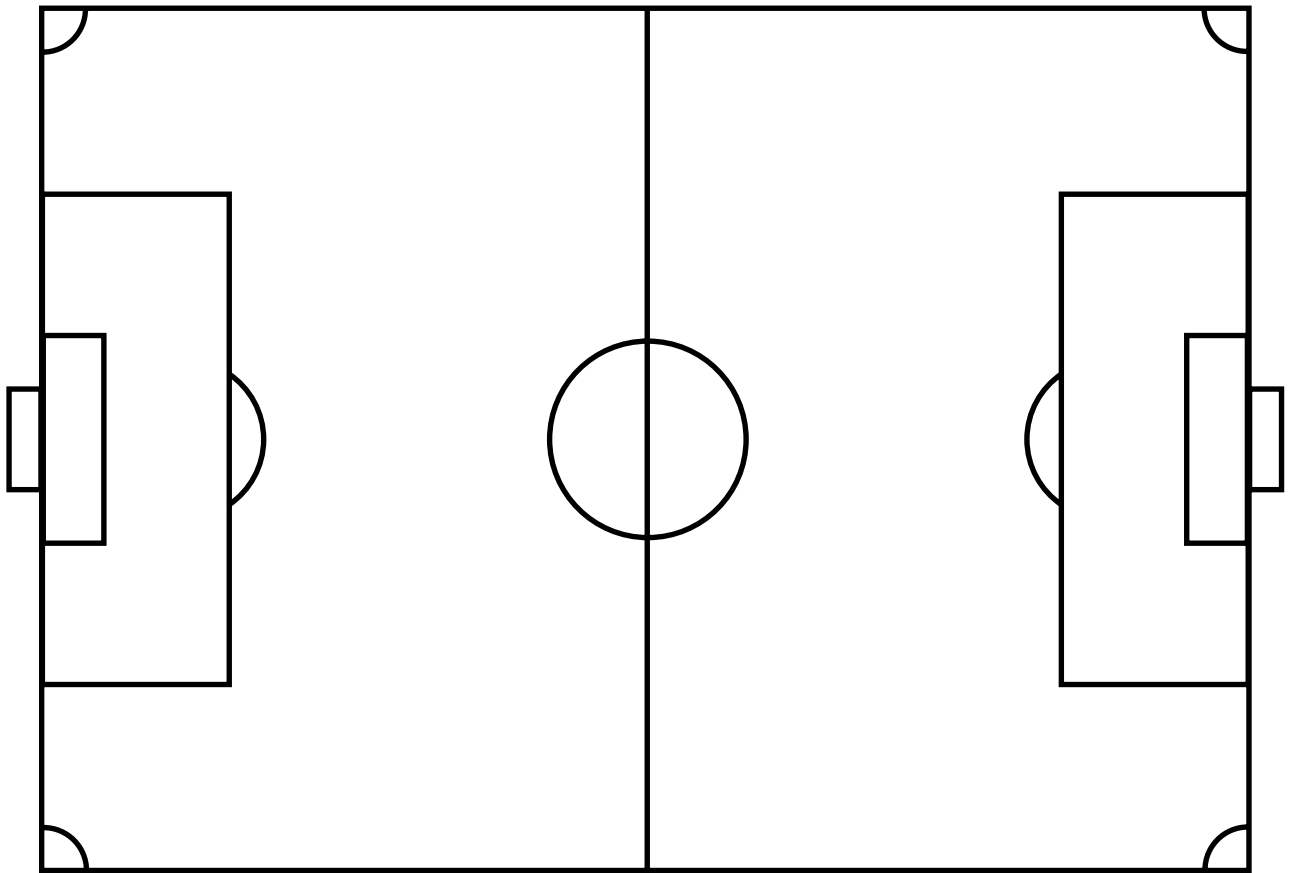
GRADING SCALE: 1 – Excellent 2 – Good 3 – Average 4 – Below Average 5 – Not Acceptable

National "D" State "D"

USE BACK FOR DIAGRAMS OR ADDITIONAL COMMENTS

E – Exceptional S – Satisfactory U – Unsatisfactory

Assessor's Signature _____



D LICENSE COURSE
Practical Coaching Evaluation

NAME: _____

TOPIC: _____

CRITERIA: _____ GRADING: _____

I. CANDIDATE

- | | | | |
|------------------------|---|---|---|
| 1. Appearance | E | S | U |
| 2. Voice | E | S | U |
| 3. General Attitude | E | S | U |
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II. OUTLINE (Methods)

- | | | | | | |
|----------------------------|---|---|---|---|---|
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- | | | | | | |
|-------------------------------|---|---|---|---|---|
| 1. Organization / Equipment | 1 | 2 | 3 | 4 | 5 |
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| 3. Organization / Players | 1 | 2 | 3 | 4 | 5 |
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IV. COACHING / TEACHING ABILITY

- | | | | | | |
|---------------------------------|---|---|---|---|---|
| 1. Appropriate Progression | 1 | 2 | 3 | 4 | 5 |
| 2. Knowledge / Content | 1 | 2 | 3 | 4 | 5 |
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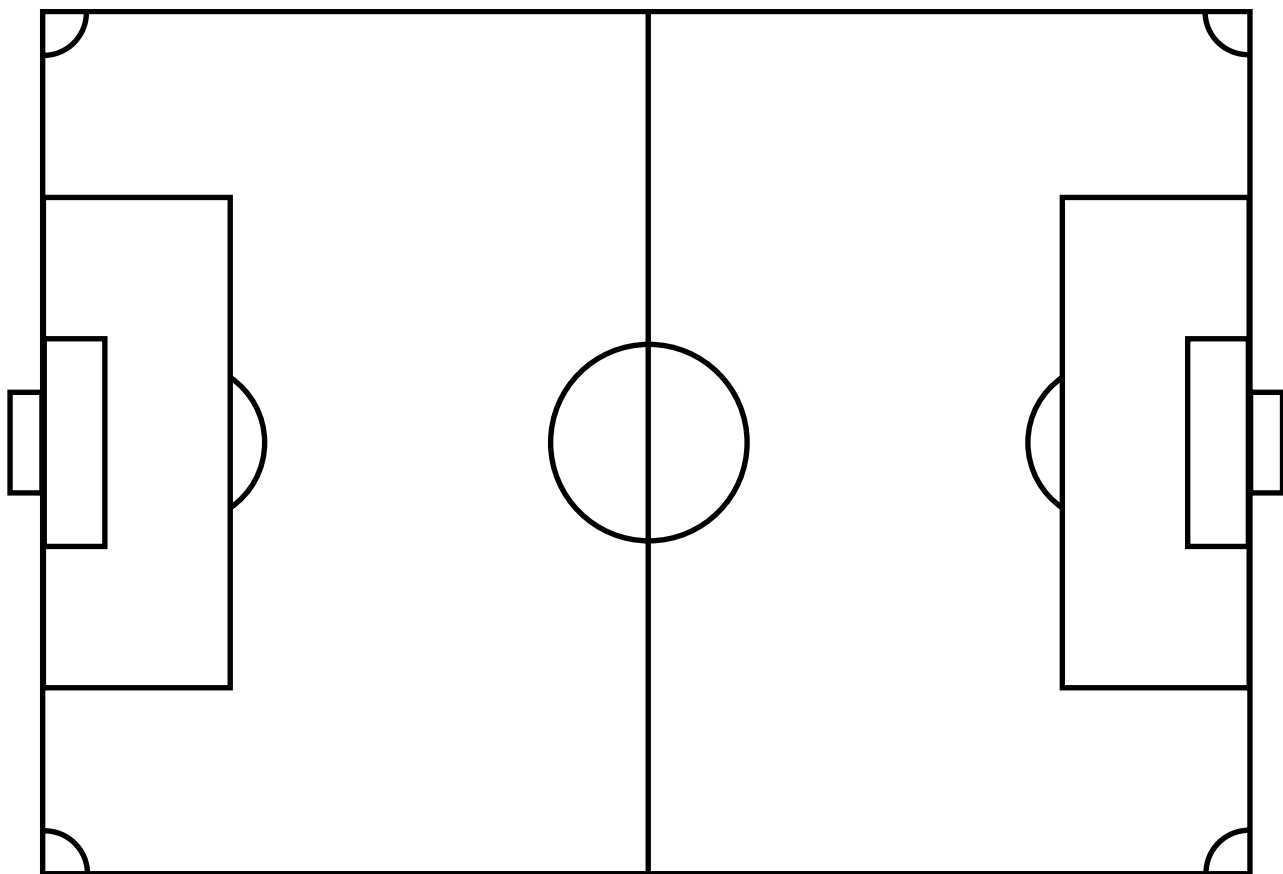
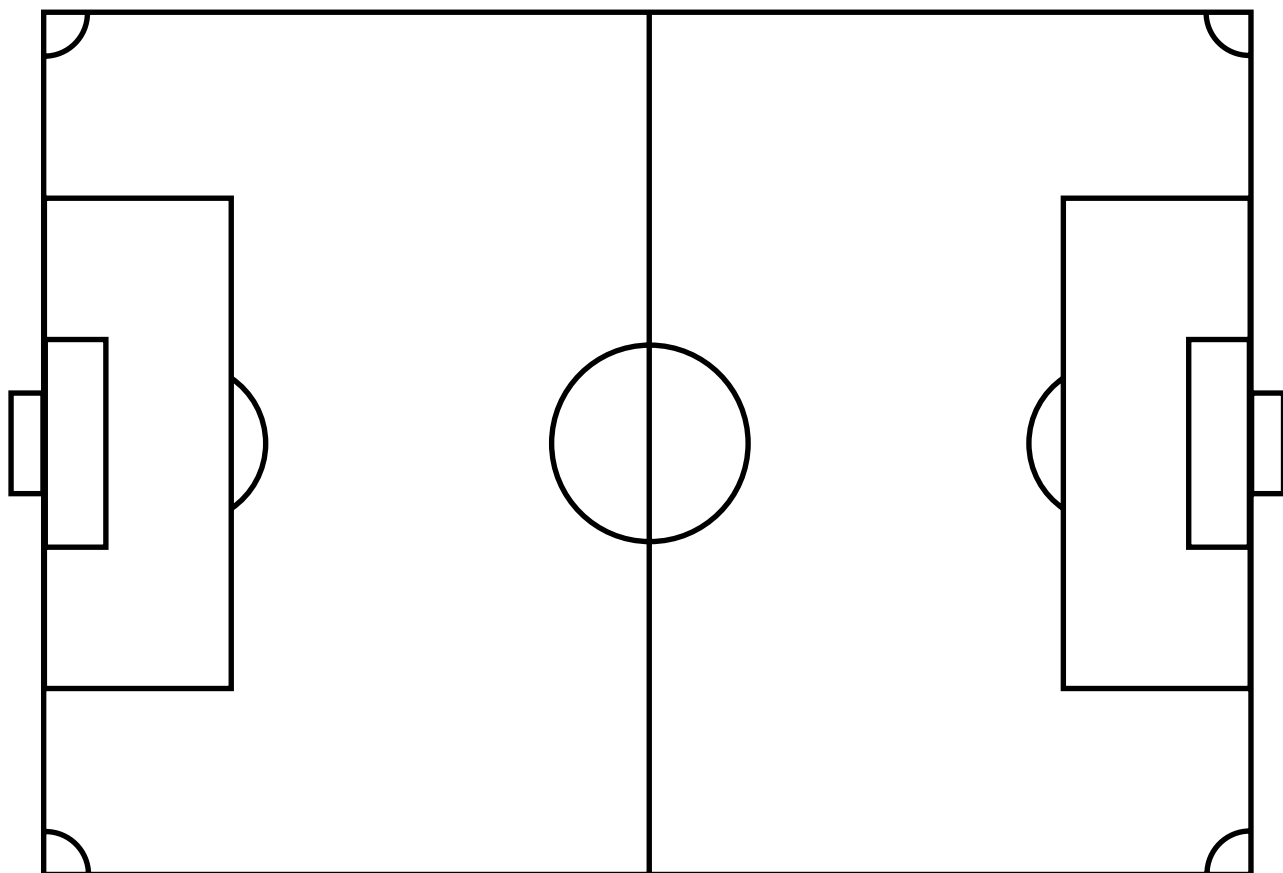
Assessor's Signature

COURSE SITE: _____

TESTING DATE: _____

COMMENTS: _____

E – Exceptional S – Satisfactory U – Unsatisfactory



D LICENSE COURSE
Practical Coaching Evaluation

NAME: _____

TOPIC: _____

CRITERIA: _____ GRADING: _____

I. CANDIDATE

1. Appearance
2. Voice
3. General Attitude
4. Enthusiasm
5. Motivational Skills

E S U
E S U
E S U
E S U
E S U

II. OUTLINE (Methods)

1. Reflects Topic
2. Outline Organization
3. Appropriate Progression

1 2 3 4 5
1 2 3 4 5
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III. PRESENTATION / ORGANIZATION (Methods)

1. Organization / Equipment
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4. Explanation / Players

1 2 3 4 5
1 2 3 4 5
1 2 3 4 5
1 2 3 4 5

IV. COACHING / TEACHING ABILITY

1. Appropriate Progression
2. Knowledge / Content
3. Recognizes Coachable Moments

1 2 3 4 5
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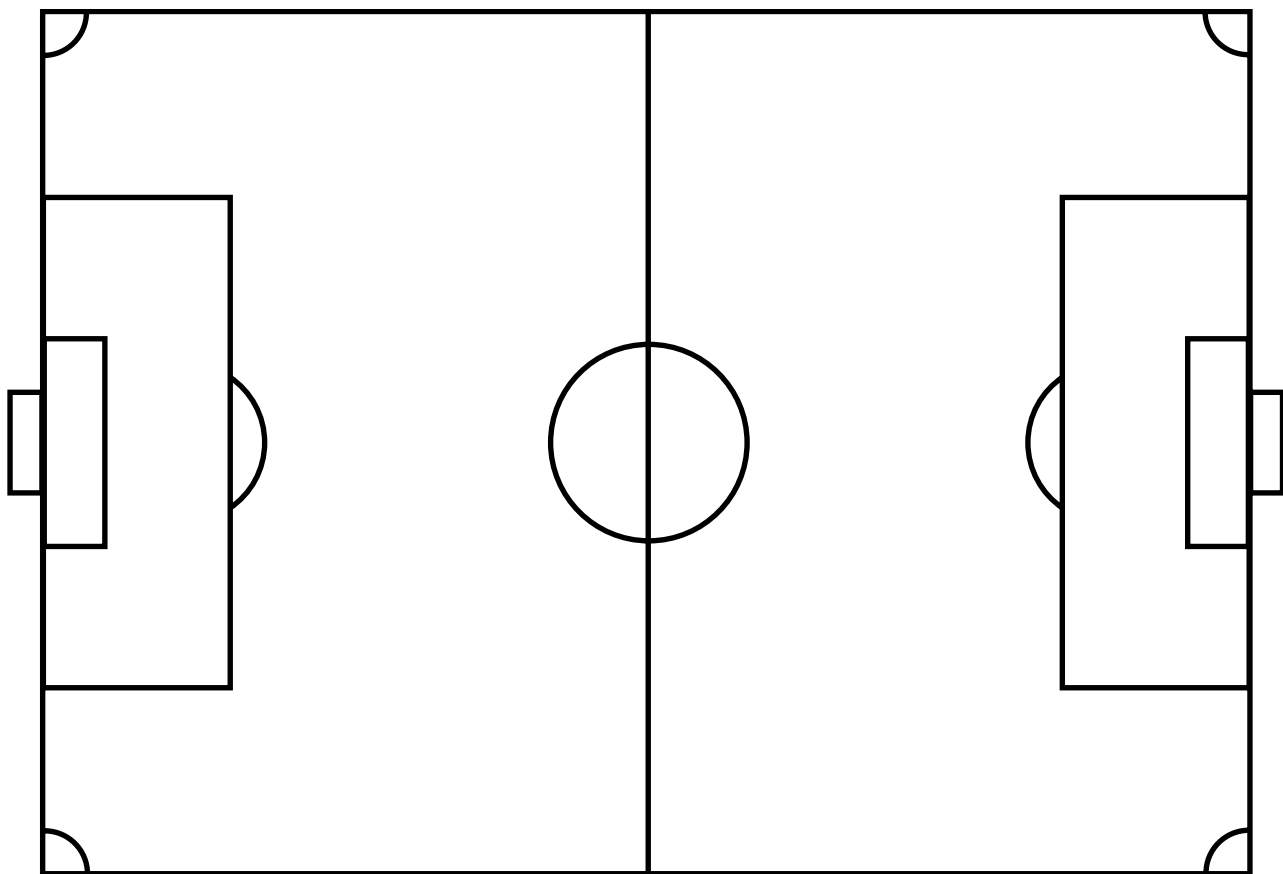
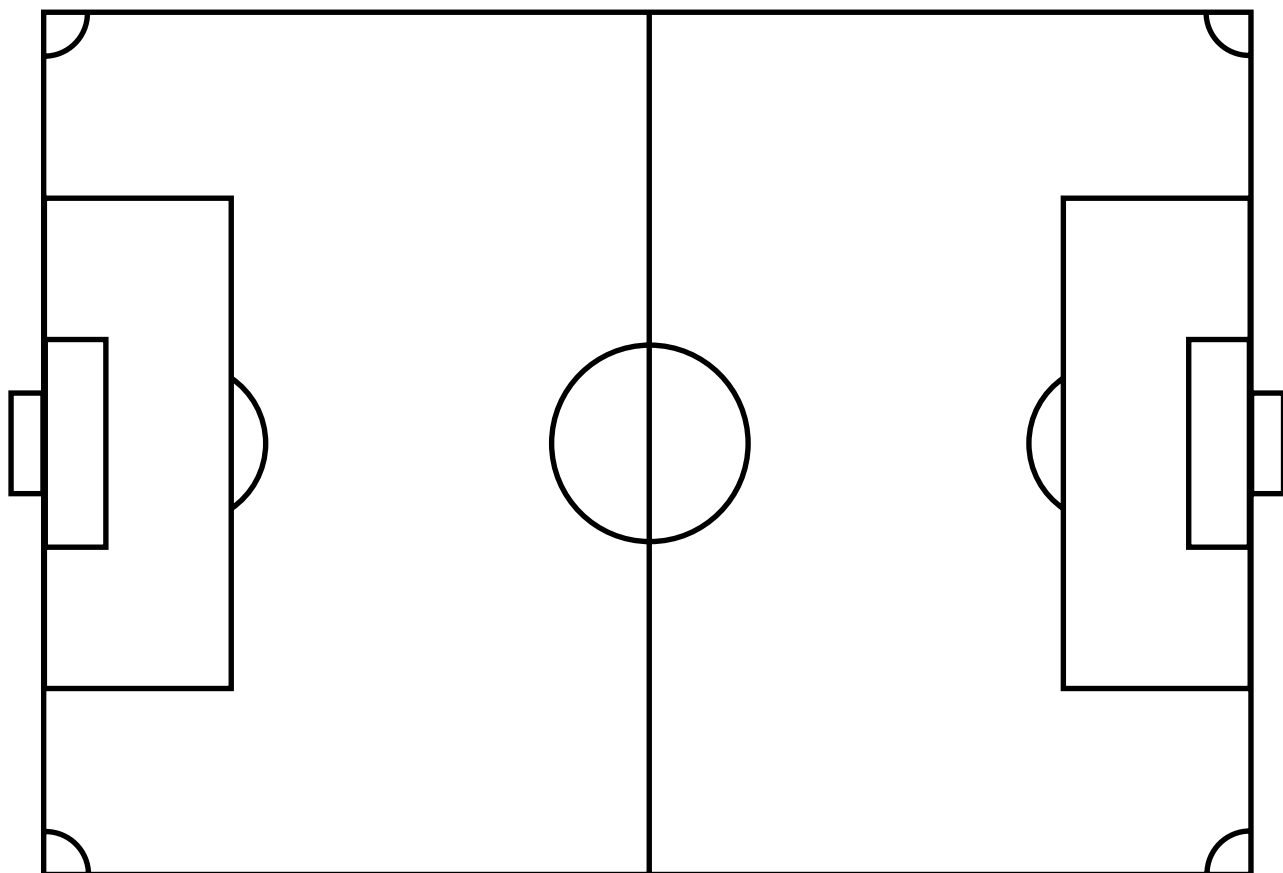
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Assessor's Signature _____



TECHNICAL LESSON PLANS



UNITED STATES SOCCER FEDERATION



Name _____

Topic _____

Date _____

FUNDAMENTAL – WARM UP	ORGANIZATION	KEY COACHING POINTS
MATCH RELATED ACTIVITY		
MATCH RELATED ACTIVITY		
MATCH CONDITION GAME		
COOL DOWN		



UNITED STATES SOCCER FEDERATION



Name _____

Topic _____

Date _____

FUNDAMENTAL – WARM UP	ORGANIZATION	KEY COACHING POINTS
MATCH RELATED ACTIVITY		
MATCH RELATED ACTIVITY		
MATCH CONDITION GAME		
COOL DOWN		



UNITED STATES SOCCER FEDERATION



Name _____

Topic _____

Date _____

FUNDAMENTAL – WARM UP	ORGANIZATION	KEY COACHING POINTS
MATCH RELATED ACTIVITY		
MATCH RELATED ACTIVITY		
MATCH CONDITION GAME		
COOL DOWN		



UNITED STATES SOCCER FEDERATION



Name _____

Topic _____

Date _____

FUNDAMENTAL – WARM UP	ORGANIZATION	KEY COACHING POINTS
MATCH RELATED ACTIVITY		
MATCH RELATED ACTIVITY		
MATCH CONDITION GAME		
COOL DOWN		



UNITED STATES SOCCER FEDERATION

TACTICAL LESSON PLANS



UNITED STATES SOCCER FEDERATION



Name _____

Topic _____

Date _____

UNRESTRICTED SPACE – WARM UP	ORGANIZATION	KEY COACHING POINTS
RESTRICTED SPACE		
ONE GOAL WITH COUNTER		
GAME – TWO GOALS		
COOL DOWN		



UNITED STATES SOCCER FEDERATION



Name _____

Topic _____

Date _____

UNRESTRICTED SPACE – WARM UP	ORGANIZATION	KEY COACHING POINTS
RESTRICTED SPACE		
ONE GOAL WITH COUNTER		
GAME – TWO GOALS		
COOL DOWN		



UNITED STATES SOCCER FEDERATION



Name _____

Topic _____

Date _____

UNRESTRICTED SPACE – WARM UP	ORGANIZATION	KEY COACHING POINTS
RESTRICTED SPACE		
ONE GOAL WITH COUNTER		
GAME – TWO GOALS		
COOL DOWN		



UNITED STATES SOCCER FEDERATION



Name _____

Topic _____

Date _____

UNRESTRICTED SPACE – WARM UP	ORGANIZATION	KEY COACHING POINTS
RESTRICTED SPACE		
ONE GOAL WITH COUNTER		
GAME – TWO GOALS		
COOL DOWN		



UNITED STATES SOCCER FEDERATION

TECHNICAL COACHING TOPICS "D" License Course		
Technical Topics	Candidate Practice Coaching	Candidate Practical Testing
Dribbling for possession / shielding		
Dribbling to beat an opponent		
Dribbling for speed		
Short passing		
Long passing		
Receiving ground balls		
Receiving and turning of ground balls		
Receiving flighted balls		
Finishing		
Shooting off the dribble		
Heading for attack		
Heading for defense		
Crossing flighted balls		
Crossing driven balls		
Shot-stopping for goalkeepers		
Distribution by the goalkeeper		



UNITED STATES SOCCER FEDERATION

TACTICAL COACHING TOPICS "D" License Course		
Tactical Topics	Candidate Practice Coaching	Testing at "D" Not Required
Coach the <u>pressing</u> defender		
Coach the <u>covering</u> defender		
Coach <u>defending</u> in 2v2		
Coach <u>defending</u> in 3v3		
Coach the <u>wall</u> pass		
Coach the <u>overlap</u>		
Coach the <u>double</u> pass		
Coach the <u>take over</u>		
Coach the <u>player with the ball</u> (decisions)		
Coach to <u>improve support</u> play		
Coach to <u>improve width</u> in attack		
Coach to <u>improve depth</u> in attack		
Coach to <u>improve team shape</u> for attack		
Coach to <u>improve team shape</u> for defense		
Coach to <u>improve possession</u> in 4v4 / 5v5		
Coach to <u>improve transition</u> in 4v4 / 5v5		



UNITED STATES SOCCER FEDERATION

“D” LICENSE COACHING POINTS

Technical coaching points and the principles of play form the foundation of knowledge from which to coach. It is important that you, the coach, have a complete understanding of the coaching points for teaching technique.

TABLE OF COACHING POINTS

Technique		Coaching Points
Passing		<ol style="list-style-type: none"> 1. Standing foot next to the ball pointed in the direction of the target. 2. For different passes the ankle locked with: <ol style="list-style-type: none"> a. Toe pointed toward the shin for inside the foot pass. b. Toe pointed down and inside for outside the foot pass. c. Toe down heel up for driven pass. 3. Bend at the knee. 4. Follow through. 5. Accuracy – pass should be to the intended target (player's feet). 6. Weight or Pace – pass should be played such that the receiver is able to control the ball or play it comfortably with one touch. 7. Timing – pass should be played into the path of the receiver. 8. Angle – passes should be played on angles, so that they are not intercepted. 9. Disguise – pass should be made, so that it does not "tell" the opponent where it is being played.
Receiving		<ol style="list-style-type: none"> 1. Get in line of the flight of the ball. 2. Watch the ball. 3. Make an early selection in the body surface to use. 4. Relax the controlling surface. 5. Control ball into a space or away from pressure. 6. Preparation touch (first touch) should allow the player to shoot, pass or dribble with the next touch.
Dribbling		<ol style="list-style-type: none"> 1. Head up to read the game. 2. Ball close enough to the body to keep control. 3. Change of speed 4. Change of direction. 5. To beat an opponent. <ol style="list-style-type: none"> a. Body feint or dribbling movement to "throw" the defender one way. b. Change of direction. c. Change of speed. 6. Individual Possession (Shielding). <ol style="list-style-type: none"> a. Body between the ball and opponent. b. Keep body "sideways". c. Lower center of gravity. d. Use arms to keep space. e. "Spin turn" away from opponent to relieve pressure. 7. Running with the ball for speed. <ol style="list-style-type: none"> a. Ball is pushed out further in front. b. Use the instep (laces) and outside of the foot. c. Longer running strides.

Coaching Points	
Technique Heading	<ol style="list-style-type: none"> 1. Get in line with the flight of the ball. 2. Watch the ball. 3. Make contact with the forehead. 4. Keep eyes open and mouth closed. 5. Time the run and jump to head the ball at your highest point. 6. For Attack: <ol style="list-style-type: none"> a. Direct the ball down toward the target – goal, teammate, path of teammate. b. Glance the ball toward the target. 7. For Defense: <ol style="list-style-type: none"> a. Direct the ball high, wide and for distance.
Shooting / Finishing	<ol style="list-style-type: none"> 1. Approach to the ball at an angle (open the body). 2. Standing foot next to the ball pointed in the direction of the target. 3. Ankle locked – toe down and heel up. 4. Body over the ball – momentum forward. 5. Solid contact. 6. Follow through – toe pointed. 7. Land on kicking foot. 8. Watch the ball during this whole process. 9. Consideration should be given to placement versus power in certain situations in and around the penalty area.
Crossing	<ol style="list-style-type: none"> 1. Look at the “runners in the box”. 2. Select type of cross – pull back on ground, driven low near post, driven high far post. 3. Prepare the ball on an angle towards the “box”. 4. Standing foot along side the ball and towards the middle of the field. 5. Pull the ball back away from the goal line.
Tackling	<ol style="list-style-type: none"> 1. Non tackling foot close to the ball – do not reach for the ball. 2. When making contact with the ball, ankle should be locked. 3. Momentum forward through the ball. 4. Watch the ball. 5. Time to tackle - after opponent touches the ball and foot goes down. 6. Low center of gravity. 7. Block tackle – use back foot. 8. Poke tackle – use front foot.



NOTES

Bibliography

BOOKS

- US Soccer. (1999) ***Soccer: How to Play the Game: The Official Playing and Coaching Manual of the United States Soccer Federation.***
Universe Publishing, New York.

Compiled by the coaching, educational and technical staff of US Soccer, this book offers extensive information on all aspects of the game: technique, tactics, laws, prevention and care of injuries, coaching preparation, organizational structure, model training sessions and more than 100 practice games and activities suitable for developing aspects of every player's game.

- Chyzowych, W. (1978) ***The Official Soccer Book of the United States Soccer Federation.***
Rand McNally & Co., USA

This book was the official coaching manual used in the USSF Coaching Certification System. It covers the following topics: basic skill development; goalkeeping; individual, group and team tactics; principles of play; systems of play; fitness training and coaching styles and techniques

- van Lingen, B. (1997) ***Coaching Soccer – The Official Coaching Book of the KNVB.***
Reedswain, Spring City, Pennsylvania

This book is used throughout Holland as the foundation for coaching soccer. It contains information pertaining to: What is Coaching, Reading the Game, The Dutch Concept on Player Development, Teaching Techniques, Coaching 4v4 and 7v7, Goalkeeping Training.



- Bisanz, G., Vieth, N. (1998) ***Success in Soccer: Basic Training.***
Deutscher Fussball-Bund, Germany.

This book contains information for training, games and educational support for players ages 6-14. It describes a variety of training methods for individual play and small group play including 4v4, shooting and combination play.

- Bisanz, G., Vieth, N. (1998) ***Success in Soccer: Advanced Training.***
Deutscher Fussball-Bund, Germany.

This book contains up to date practice games and exercises that are technically and tactically appropriate for players 14-18.

- Jolex Sport Publication. (1976) ***Soccer: Techniques & Tactics.***
Jolex Inc., Paramus, New Jersey

Technique and training are methodically and clearly explained, the techniques of soccer being illustrated by means of a series of sequence photographs. Practical tactics are dealt with in detail and there are sections on general and specialized training.

- Hughes, C. (1980) ***Soccer Tactics and Skills.***
British Broadcasting Corporation, London.

Advanced coaching information in tactics, skills and strategies from the English Football Association.

- DiCicco, T. (2000) ***Goalkeeper Soccer Training Manual.***
Reedswain, USA

A comprehensive collection of goalkeeping articles covering all aspects of goalkeeping including: technique, positioning, fitness, nutrition, tactics, psychology, communication and equipment.

VIDEOS

- ***The Dutch 4v4 Training Method***
KNVB, Netherlands. (Reedswain, USA)

This tape demonstrates the method of using small-sided games to teach a variety of on and off the ball skills to develop the players' ability to make creative decisions. These games are based on 4v4 while using various simple conditions to create an environment where players will work on specific skills which will transfer to the 11v11 game.

- ***Success in Soccer: Basic Training Fun and Games for Players 6-10.***
Deutscher Fussball-Bund, Germany. (Success in Soccer, USA)

Volume 1

Demonstrates activities to improve ball skills and coordination through games and exercises and also applying training techniques and small-sided games to game situations.

Volume 2

Demonstrates interesting variations on how to start a training session, small-sided games, alternating playing and practicing and examples of station training.

- ***Success in Soccer: Advanced Technique Training for Players 11-14.***
Deutscher Fussball-Bund, Germany. (Success in Soccer, USA)

Volume 3

Demonstrates ball coordination training, individual basic training, technical-tactical exercises for small groups and the progression from 4v4 to the 11v11 game.

Volume 4

Demonstrates additional ball coordination exercises and technical-tactical exercises for small groups, exercises for flexibility and strength and sample practice sessions.

- ***International Tactics Series:***
Soccer Learning Systems, USA.

Tape 1 – Individual Attacking

Demonstrates tactical concepts dealing with the decisions of the players in possession of the ball. It highlights the following key tactical and technical areas:



shooting, dribbling to penetrate, passing to penetrate, dribbling to relieve pressure, passing to relieve pressure and problem solving.

Tape 2 – Individual Defending

Demonstrates tactical concepts dealing with pressuring the player with the ball. It highlights the following key tactical and technical areas: intercepting the ball, tackling, denying the turn, channeling the player with the ball and defending zones.

Tape 3 – Group Attacking

Demonstrates tactical concepts dealing with group attacking moves and methods. It highlights the following key tactical and technical areas: 2 v 1 movements, 2 v 2 movements, combination play, role of the player away from the ball and finishing central attacks.

Tape 4 – Group Defending

Demonstrates tactical concepts dealing with group defending ideas and organization. It highlights the following key tactical and technical areas: marking, covering, balance, tracking, double-teaming and compactness.

- ***Pele – The Master and His Method.***

Vidcrest, USA.

Pele demonstrates his extraordinary skills which propelled him as the “King.” He demonstrates: ball juggling, dribbling, receiving, passing, shooting, heading, his perspectives on goalkeeping, free kicks, penalty kicks and match conditioning.

- ***The Soccer Goalkeeper with Frans Hoek***

Reedswain, USA.

Tape 1 – Principles of Goalkeeping

Demonstrates shot stopping, exercises, practices and goalkeeping games, goalkeeper’s warm-up and game situations.

Tape 2 – Principles of Goalkeeping Distribution

Demonstrates how to deal with crosses and breakaways, through passes and the back pass; tactical aspects of goalkeeping; coordination and jumping exercises for goalkeepers.

Tape 3 – Goalkeeper Drills

A series of excellent exercises emphasizing all the skills taught in the first two tapes, including distribution of the ball.



NOTES

