



TABLE OF CONTENTS	
SECTION 1: “E” LICENSE- COURSE GUIDEBOOK	
• Course Focal Points • Expected Outcomes	
SECTION 2: METHODS OF COACHING (PART I)	
• Long Term Athlete Development • The BASIC Stage (9-12)	
SECTION 3: METHODS OF COACHING (PART II)	
• Teaching in Shorts • Training design and Planning	
SECTION 4: PRINCIPLES of PLAY	
• Defending Principles • Attacking Principles • Style of Play	
SECTION 5: TEAM MANAGEMENT:	
• The Coach as a Conductor • Best Practices for a safe environment	
SECTION 6: ASSIGNMENTS and FORMS	
• Practice Plan Template • Sample Forms • Instructor Field Sessions • Candidate Field Sessions	



"E" LICENSE Presentation Notes

CANDIDATE LEARNING OBJECTIVES: U.S. Soccer "E" LICENSE



What is the "E" License?

Develop the core coaching competencies necessary to effectively teach the 9-12 year old athlete and team

Understand the characteristics and needs of an athlete in the Basic Stage of our Long Term Athlete Development Model

Establish a foundation of knowledge and experience in order to proceed through the sequence of coaching development courses

CANDIDATE LEARNING OBJECTIVES: U.S. Soccer "E" LICENSE



What are the specific target outcomes of the course?

- ☐ Understand and effectively apply the principles of Long Term Athlete Development
- ☐ Demonstrate competency in planning an age-appropriate training session
- ☐ Demonstrate the essential competencies to execute a team training session that is focused on a technical function of the game
- ☐ Understand concepts and recognize the principles of attacking and defending in a small-sided game environment (3v3 to 9 v 9 adaptable to local competition structure)

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E LICENSE: COURSE SCHEDULE (sample) Friday evening through Sunday



	FRIDAY	SATURDAY	SUNDAY
9 AM		PERIODIZATION: Planning a Micro-Cycle	VIDEO ANALYSIS III Principles of Play (3v3 to 7 v 7)
10		Video Analysis I Technique Video Analysis II Tactics in SSG	CANDIDATE PRESENTATIONS (Assign. A) The Coach as a Conductor
11		INSTRUCTOR FIELD SESSION: Individual Defending & Attacking	INSTRUCTOR FIELD SESSION: Teach in a SSG (3v3 – 4v4)
NOON		LUNCH	LUNCH
1 PM		INSTRUCTOR FIELD SESSION: Functional Technique	INSTRUCTOR FIELD SESSION: Teach in a SSG (5v5 to 9v9)
2		INSTRUCTOR FIELD SESSION: Functional Technique	CANDIDATE PRACTICAL TESTS
3		CANDIDATE PRACTICE COACHING (Pre- assigned topics)	CANDIDATE PRACTICAL TESTS
4		CANDIDATE PRACTICE COACHING (Pre- assigned topics)	CANDIDATE PRACTICAL TESTS
5	OPENING / ORIENTATION Objectives and Protocols	REVIEW TODAY PREVIEW TOMORROW	SUMMARY & CLOSING
6	Methods I Long Term Athlete Development		
7	Methods II Coaching Tools, Training Design		
8	Candidate Presentations (Assign. C) Coaching Self-Analysis		

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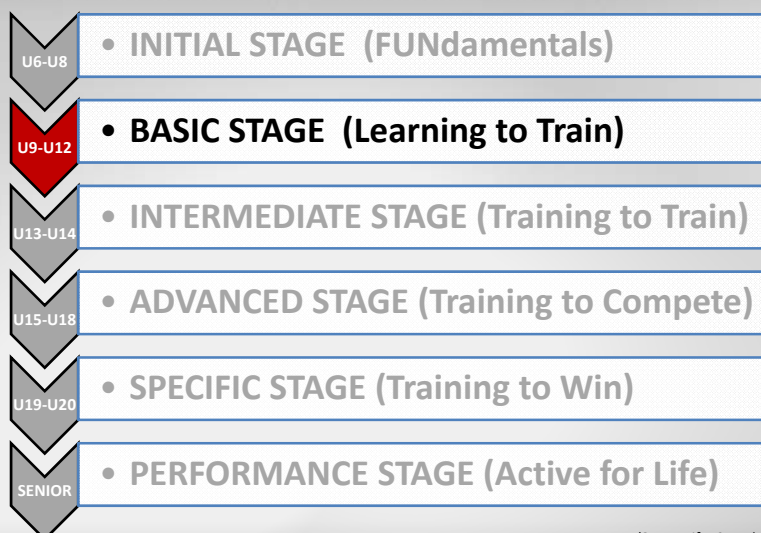


METHODS OF COACHING I

Athlete Development Model

METHODS OF COACHING I

The Developmental Stages of a Soccer Athlete....

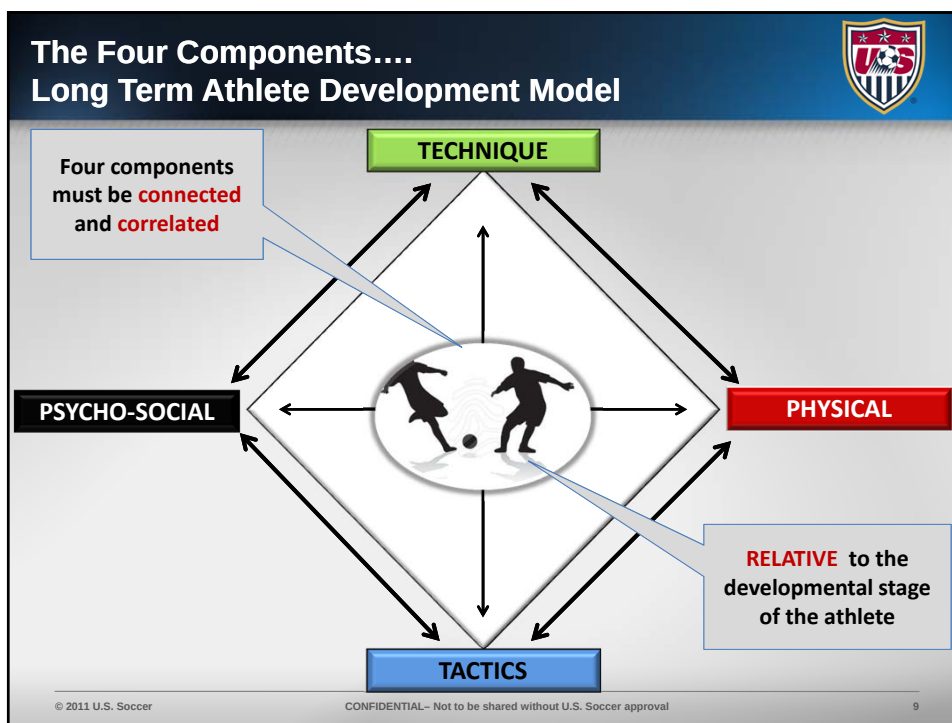


(Sport4Life, Canada)

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METHODS OF COACHING I

Debate, Discuss, and Develop an action plan....

“Chronological age is a poor guide to segregate adolescents for competitions.”
Sport4Life, Canada)

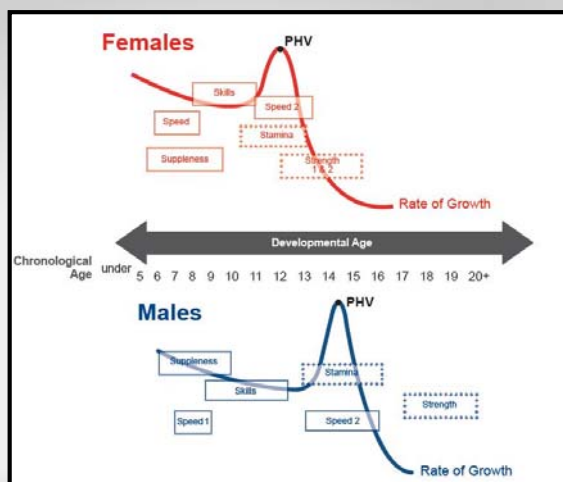
Currently most youth sports programs are structured around chronological age. We should recognize that sport science confirms that athletes of the same age between ages 10 and 16 can be as much as 4-5 year in developmental separation.

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The Long Term Athlete Development Model Debate, Discuss and Develop... an action plan



How does this impact development?



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METHODS OF COACHING I

The Developmental Stages of a Soccer Athlete....



Do you know WHO you are coaching?



• BASIC STAGE "Learning to Train"

Skill development (technical fx's)

Multi-lateral development?

Physical development?

Psycho-social development?

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The Long Term Athlete Development Model

BASIC STAGE: 9-12 Years



TECHNIQUE

MAXIMIZE OPPORTUNITIES to develop individual technique and ball mastery.

- ✓ Position-related
- ✓ Realism and relevance to a game function.
- ✓ Unopposed environment is balanced with opposed.



GAME UNDERSTANDING and DECISION-MAKING are most effectively learned through small-sided games and activities.

- ✓ 3 v. 3 to 7 v. 9
- ✓ Develop creativity and encourage problem-solving through free play.

TACTICS

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The Long Term Athlete Development Model

BASIC STAGE: 9-12 Years "Learning to Train"



At 9-12 years...

- Self-confidence and motivation are highly influenced by peer attitudes and coach / adult interactions
- Encourage unstructured play
- Structure competition to address differences in training age and abilities

PSYCHO-SOCIAL



PHYSICAL

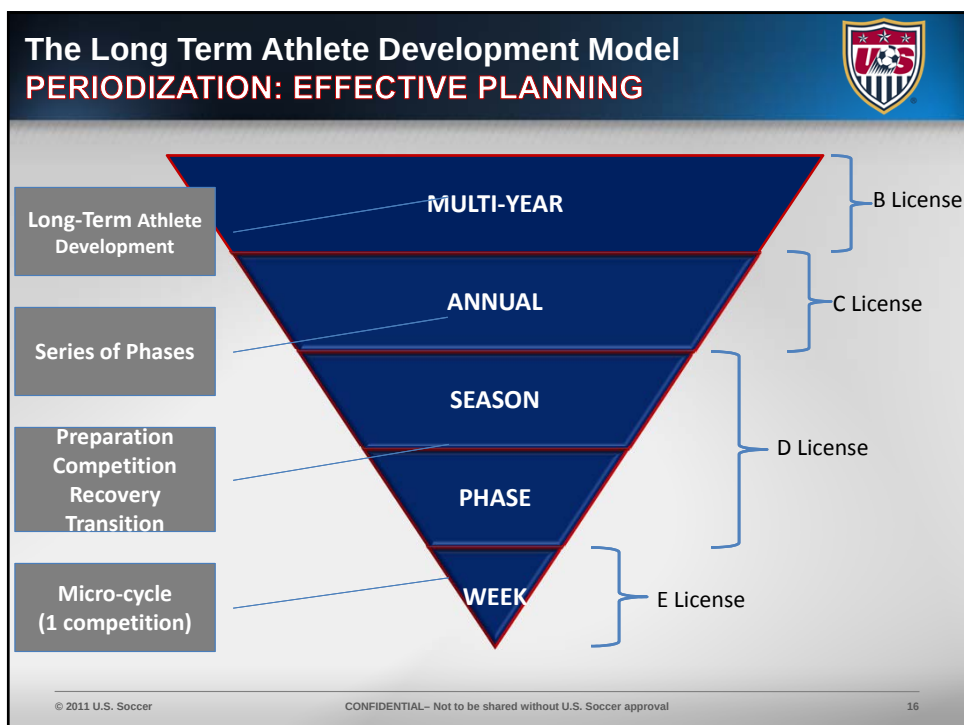
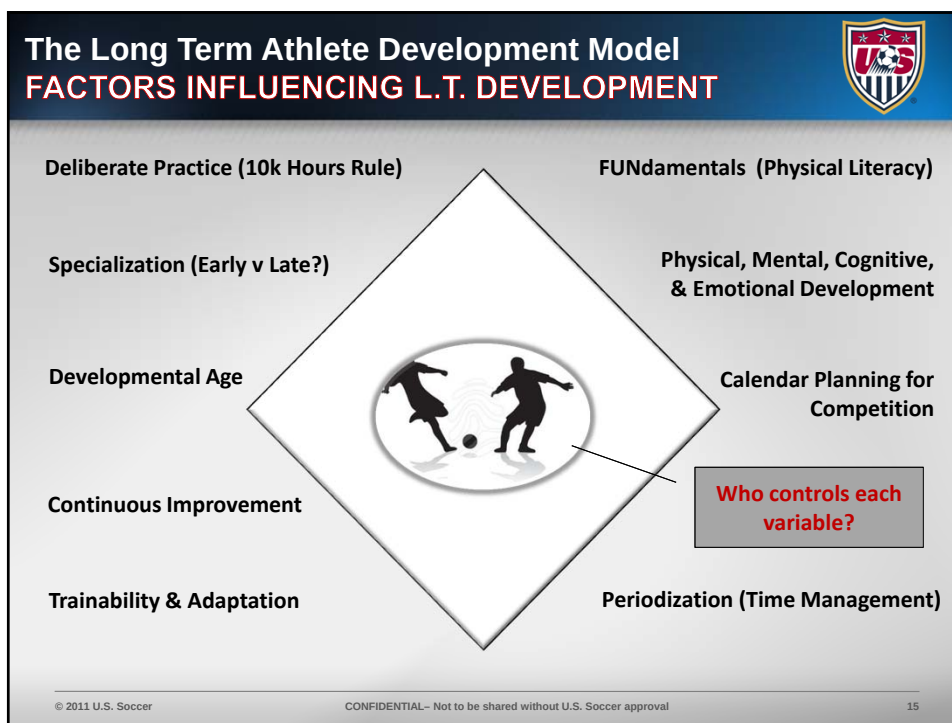
FUNDAMENTAL MOVEMENTS ;

- ✓ Agility
- ✓ Balance
- ✓ Coordination
- ✓ Speed

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METHODS of COACHING I

U-9 Seasonal Planning

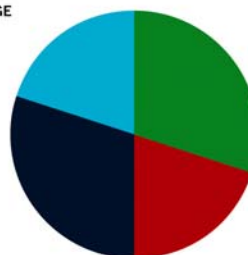


CURRICULUM – U9 – SEASON PLAN

ORGANIZATION			
Sessions per week	2-3	Session time	75-90'
Players per team	12-14	Game time	50'
SESSION STRUCTURE		ASPECTS TO CONSIDER	
Warm-up	10'	- Size of the training area - Time of the practice - Intensity of the practice - Rules - Number of players - Teammates – opposition	
Physical	15'		
Technique	20'		
Tactics	15'		
Scrimmage	25'		
Cool Down & Debrief	5'		
Comments ▶ The player will keep maximum contact with the ball in individual practices and less touches in collective practices. ▶ Match: We strongly recommend 6v6 and 8v8 games. ▶ Formations: 2-1-2 or 3-3-1.			

CONTENT DISTRIBUTION

BASIC STAGE



SCRIMMAGE 30% TACTICS 20% TECHNIQUE 30% PHYSICAL 20%

METHODS of COACHING I

U-10 Seasonal Planning

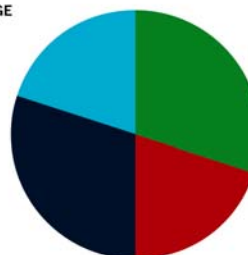


CURRICULUM – U10 – SEASON PLAN

ORGANIZATION			
Sessions per week	3	Session time	75-90'
Players per team	12-14	Game time	50'
SESSION STRUCTURE		ASPECTS TO CONSIDER	
Warm-up	10'	- Size of the training area - Time of the practice - Intensity of the practice - Rules - Number of players - Teammates – opposition	
Physical	15'		
Technique	20'		
Tactics	15'		
Scrimmage	25'		
Cool Down & Debrief	5'		
Comments ▶ The player will keep maximum contact with the ball in individual practices and less touches in collective practices. ▶ Match: We strongly recommend 6v6 and 8v8 games. ▶ Formations: 2-1-2 or 3-3-1.			

CONTENT DISTRIBUTION

BASIC STAGE



SCRIMMAGE 30% TACTICS 20% TECHNIQUE 30% PHYSICAL 20%

METHODS of COACHING I

U-11 Seasonal Planning

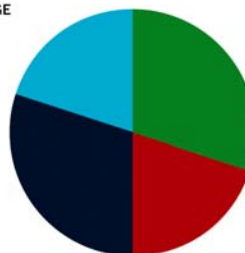


CURRICULUM – U11 – SEASON PLAN

ORGANIZATION			
Sessions per week	3	Session time	90'
Players per team	14	Game time	60'
SESSION STRUCTURE		ASPECTS TO CONSIDER	
Warm-up	10'	- Size of the training area - Time of the practice - Intensity of the practice - Rules - Number of players - Teammates – opposition	
Physical	15'		
Technique	20'		
Tactics	15'		
Scrimmage	25'		
Cool Down & Debrief	5'		
Comments ► Prepare collective practices with the ball to develop the technical and tactical intelligence of the player. ► Match: We strongly recommend 8v8 or 9v9 games. ► Formations: 3-3-1 or 3-2-3.			

CONTENT DISTRIBUTION

BASIC STAGE



SCRIMMAGE 30%	TACTICS 20%	TECHNIQUE 30%	PHYSICAL 20%
------------------	----------------	------------------	-----------------

METHODS of COACHING I

U-12 Seasonal Planning

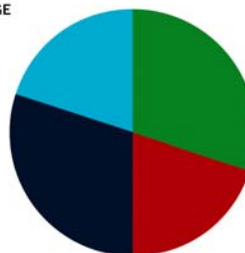


CURRICULUM – U12 – SEASON PLAN

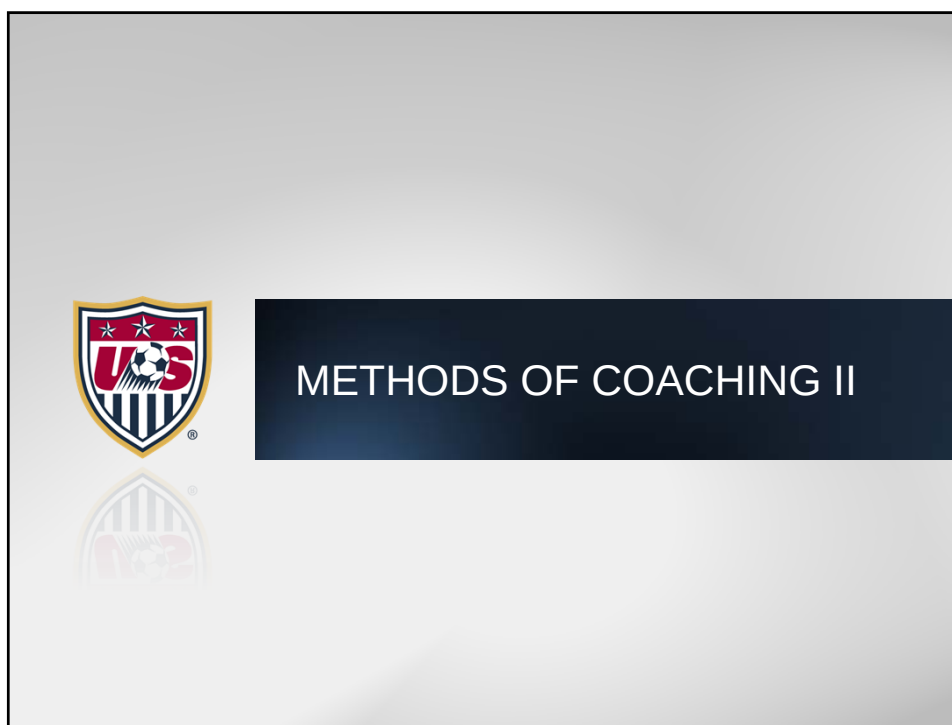
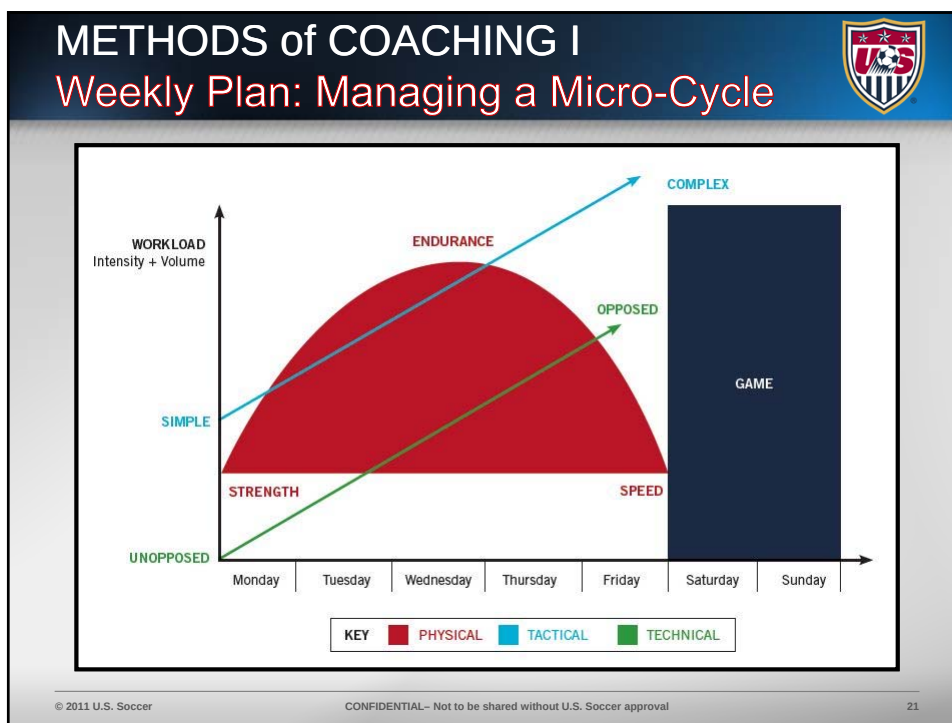
ORGANIZATION			
Sessions per week	3	Session time	90'
Players per team	14	Game time	60'
SESSION STRUCTURE		ASPECTS TO CONSIDER	
Warm-up	10'	- Size of the training area - Time of the practice - Intensity of the practice - Rules - Number of players - Teammates, opposition and support players	
Physical	15'		
Technique	20'		
Tactics	15'		
Scrimmage	25'		
Cool Down & Debrief	5'		
Comments ► Prepare collective practices with the ball to develop the technical and tactical intelligence of the player. ► Match: We strongly recommend 8v8 to 9v9 games. ► Formations: 3-3-1 or 3-2-3 in 9-a-side.			

CONTENT DISTRIBUTION

BASIC STAGE



SCRIMMAGE 30%	TACTICS 20%	TECHNIQUE 30%	PHYSICAL 20%
------------------	----------------	------------------	-----------------

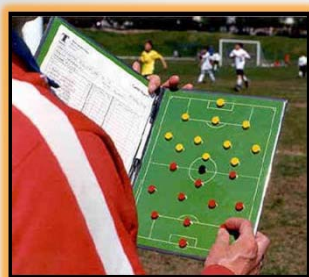


METHODS of COACHING II

The Skills of Teaching



“Are you teaching soccer, or are you teaching kids?”



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METHODS of COACHING II

Communicating: The Art of Questioning



Are you a presenter or a teacher?

FACTUAL

- Definitive, simple answers (Recall level)

CONCEPTUAL

- Require higher levels of processing and thought (compare, contrast or surmise)

PROVOCATIVE

- Divergent thought, evaluative, require complex reasoning (similarities, differences between two or more concepts)



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METHODS of COACHING II

Managing the Environment



The skillful coach constantly assesses and manipulates the environment, thus challenging and stimulating players to find creative solutions



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METHODS of COACHING II

Presentation Essentials



CONCISE

Simple, bite-size packets

CORRECT

accurate information

CONNECT

4 components of athlete development



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METHODS of COACHING II

Teaching Essentials



I HEAR, and I forget.....

I SEE, and I remember...

I DO, I understand...



(Chinese Proverb)

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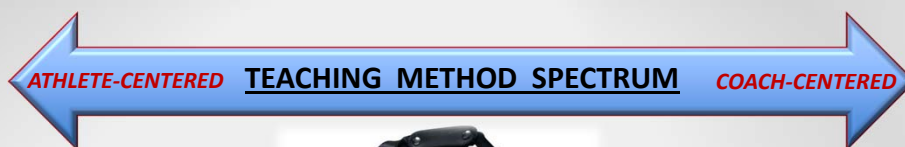
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METHODS of COACHING II

Communicating: Training Environment



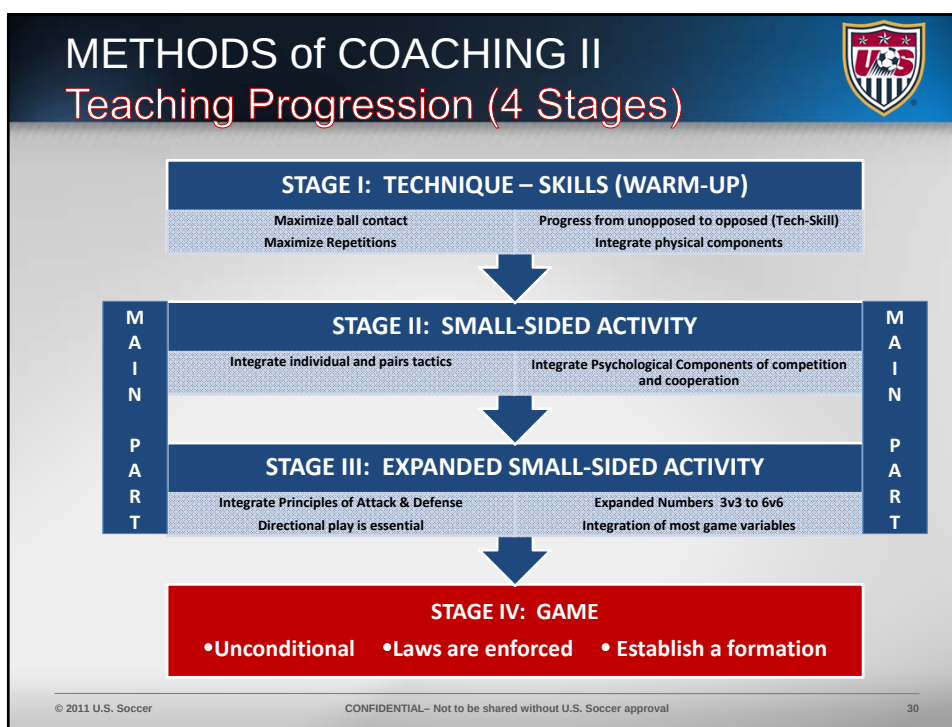
The “craft” of coaching is the ability to link a learning moment with an effective teaching method



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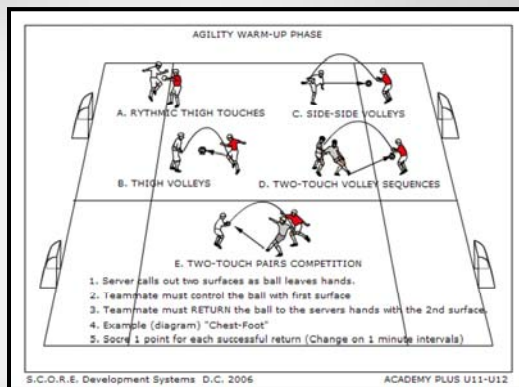
METHODS of COACHING II

Stage I: Technique-Skills Warm-up



- ✓ GAME ENVIRONMENT (demands)
- ✓ GAME REQUIREMENTS
- ✓ PLAYING AREA (GAME)
- ✓ ATHLETE DEVELOPMENT PLAN

HOW DO EACH OF THESE 4 DOMAINS INFLUENCE THE DESIGN OF STAGE I?



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METHODS of COACHING II

Stage II- Small-Sided Activity



- ✓ GAME ENVIRONMENT (demands)
- ✓ GAME REQUIREMENTS
- ✓ PLAYING AREA (GAME)
- ✓ ATHLETE DEVELOPMENT PLAN

HOW DO EACH OF THESE 4 DOMAINS INFLUENCE THE DESIGN OF STAGE II?



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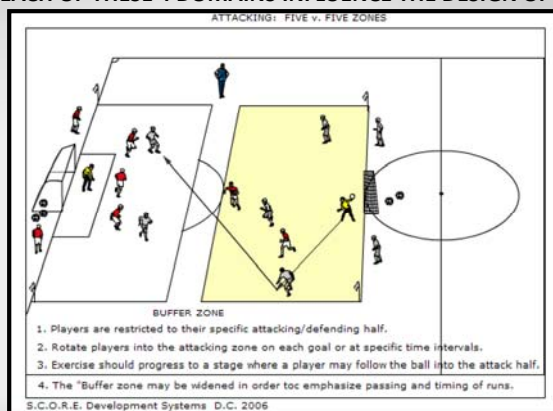
METHODS of COACHING II

Stage III- Expanded Small-Sided Activity



- ✓ GAME ENVIRONMENT (demands)
- ✓ GAME REQUIREMENTS
- ✓ PLAYING AREA (GAME)
- ✓ ATHLETE DEVELOPMENT PLAN

HOW DO EACH OF THESE 4 DOMAINS INFLUENCE THE DESIGN OF STAGE III?



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METHODS of COACHING II

Stage IV- The Game



- ✓ GAME ENVIRONMENT (demands)
- ✓ GAME REQUIREMENTS
- ✓ PLAYING AREA (GAME)
- ✓ ATHLETE DEVELOPMENT PLAN

HOW DO EACH OF THESE 4 DOMAINS INFLUENCE THE DESIGN OF STAGE IV?



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SECTION 5: PRINCIPLES OF PLAY



PRINCIPLES OF PLAY

General Style of Play



MATCHES



Offensive Style of play



Quick Transition & Finishing



Position Specific

PRINCIPLES OF PLAY

General Style of Play



FORMATIONS (9-12years)



6 v 6

Recommend a 2-1-2 Formation



7 v 7

Recommend a 2-3-1 Formation



8 v 8

Recommend a 3-3-1 Formation



9 v 9

Recommend a 3-2-3 or 3-3-2 Formation



11 v 11

Recommend 4-3-3 or 4-4-2 Formation

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PRINCIPLES OF PLAY

ATTACKING PRINCIPLES



PENETRATION= (FORWARD PLAY)



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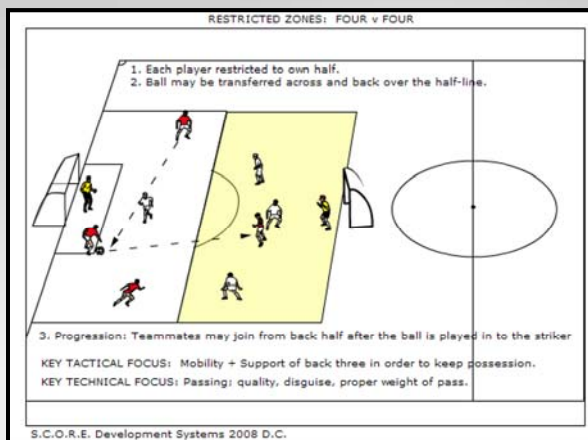
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PRINCIPLES OF PLAY

ATTACKING PRINCIPLES



SUPPORT= (DEPTH)



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PRINCIPLES OF PLAY

ATTACKING PRINCIPLES



MOBILITY= (CREATING & USING SPACE) Diagonal runs, overlaps, switching positions



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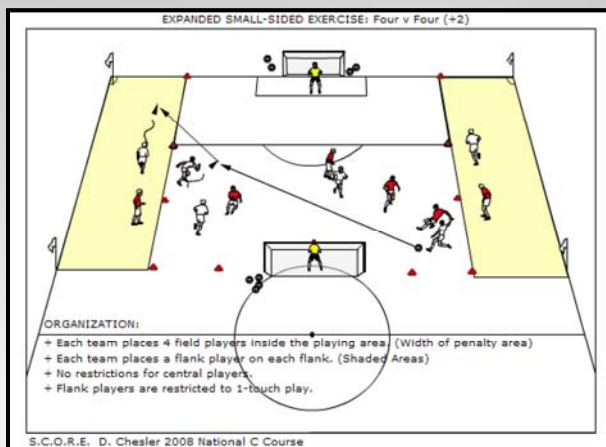
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PRINCIPLES OF PLAY

ATTACKING PRINCIPLES



WIDTH



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PRINCIPLES OF PLAY

ATTACKING PRINCIPLES



IMPROVISATION



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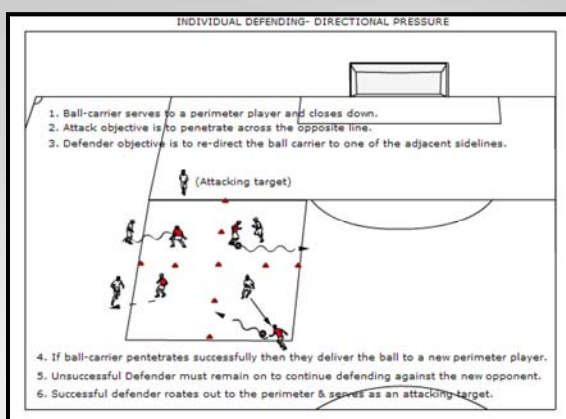


DEFENDING PRINCIPLES

PRINCIPLES OF PLAY DEFENDING PRINCIPLES



PRESSURE- 1st Defender

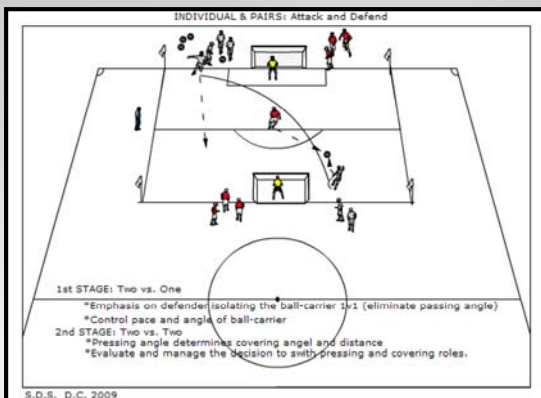


PRINCIPLES OF PLAY

DEFENDING PRINCIPLES



SUPPORT= (COVER)- 2nd Defender



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PRINCIPLES OF PLAY

DEFENDING PRINCIPLES



BALANCE= 3rd Defenders



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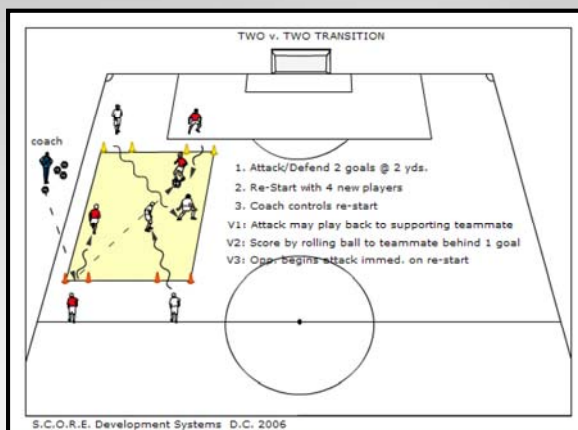
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PRINCIPLES OF PLAY KEY DEFENDING CONCEPTS



DELAY



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FUTURE DEFENDING CONCEPTS (D Course)

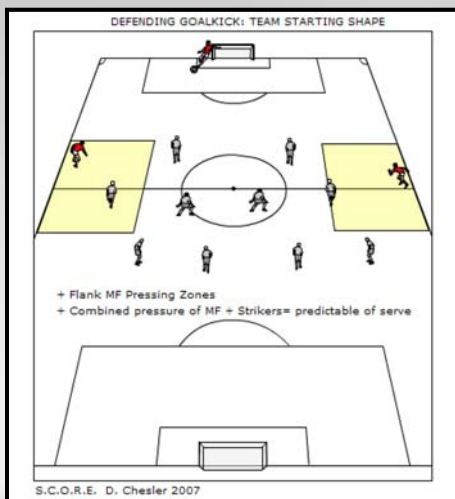


PRINCIPLES OF PLAY

KEY DEFENDING CONCEPTS



COMPACTNESS



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PRINCIPLES OF PLAY

KEY DEFENDING CONCEPTS



MARKING



TRACKING



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SECTION 6: TEAM MANAGEMENT

TEAM MANAGEMENT DAY-OF-GAME TASKS



- **Pre-game**...player passes, field directions, uniform choice, players arrival time, etc.
- **Half-time**...location?, water, injuries, etc.
- **Post-game**...
Regeneration +water
Injuries
Announcements
NO MATCH ANALYSIS!



TEAM MANAGEMENT STAFF CONSIDERATIONS



- To provide proper instruction for the activity
- Club to provide certified age appropriate coaching staff
- To provide proper supervision for training and games



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TEAM MANAGEMENT ATHLETE PHYSICAL SAFETY



- To make reasonable selection of players
- To take proper precautions to guard against post-injury aggravation
- To provide proper equipment for the activity
- To provide a safe and appropriate training area

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TEAM MANAGEMENT LEGAL CONSIDERATIONS



- Never leave a player alone after training or games
- Be certain that players depart with their parents or designated individual
- Avoid being left alone with players who are not your children

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TEAM MANAGEMENT “TOP 10” SAFETY GUIDELINES



1. Proper use of equipment (shin guards, no jewelry, uniforms designed for climate)
2. Always SECURE goals and CHECK for stability
3. Always have a 2nd adult present. Adults with a Member PASS
4. Proper fitting shoes, proper type of shoe for surface
5. Check for glass, holes, sharp objects
6. Upkeep and monitoring of playing surfaces
7. Avoid scheduling training during the hottest periods of the day and when there is intense humidity
8. Ice, Ice bags & Water Supply, frequent water breaks
9. Exercises that decrease repetition of dangerous encounters
10. Always carry First Aid Kit, Emergency Info and phone

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TEAM MANAGEMENT PARENT PROMISE LIST



DON'T

- ☐ I WILL NOT PRESSURE MY CHILD TO PARTICIPATE IN SOCCER
- ☐ I WILL NEVER QUESTION THE OFFICIAL'S JUDGEMENT IN PUBLIC
- ☐ I WILL NEVER CRITICISE OR YELL AT MY CHILD FOR PERFORMANCE OR LOSING A COMPETITION

DO

- ☐ I WILL REMEMBER THAT CHILDREN LEARN BEST BY MODELING. I WILL RECOGNIZE AND REWARD GOOD PLAYERS' PERFORMANCES BY BOTH MY CHILD'S TEAM AND THE OPPONENT
- ☐ I WILL TEACH MY CHILD THAT DOING ONE'S BEST IS AS IMPORTANT AS WINNING, SO THAT MY CHILD WILL NEVER FEEL DEFEATED BY THE OUTCOME OF A GAME/EVENT
- ☐ I WILL SUPPORT MY CHILD IN ALL CIRCUMSTANCES BY OFFERING PRAISE FOR COMPETING FAIRLY AND FOR HONEST EFFORT
- ☐ I WILL ENCOURAGE MY CHILD TO PLAY IN THE SPIRIT OF THE RULES AND TO RESOLVE CONFLICTS WITHOUT RESORTING TO HOSTILITY OR VIOLENCE
- ☐ I WILL REMEMBER THAT MY CHILD PLAYS SOCCER FOR HIS OR HER ENJOYMENT, NOT FOR MINE
- ☐ I WILL SUPPORT ALL EFFORTS TO REMOVE VERBAL AND PHYSICAL ABUSE FROM YOUTH ACTIVITIES
- ☐ I WILL RESPECT AND SHOW APPRECIATION FOR THE COACHES WHO GIVE THEIR TIME TO PROVIDE SPORT ACTIVITIES FOR MY CHILD, UNDERSTANDING THAT I HAVE A RESPONSIBILITY TO BE A PART OF MY CHILD'S DEVELOPMENT
- ☐ I WILL RESPECT AND SHOW APPRECIATION FOR THE OTHER PARENTS WHO SHARE THESE STANDARDS OF BEHAVIOR

I AGREE TO HONOR THE GAME: _____

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TEAM MANAGEMENT RESOURCES and REFERENCES



- The Challenges Facing Parents and Coaches in Youth Sports: Assuring Children Fun and Equal Opportunity, Douglas E. Abrams, Villanova Sports and Entertainment Law Journal
- Through the Eyes of Parents, Children, and a Coach: A Fourteen-Year Participant-Observer Investigation of Youth Soccer, Steven Aicinena
- Games Girls Play, Caroline Silby
- Sports Done Right™ - The Maine Center for Sport and Coaching
www.mcsc.umaine.edu/sportsdoneright
- Developing Decision Makers, Dr. Lynn Kidman, www.ipcltd.com
- Teaching Character through Sport: Developing a Positive Coaching Legacy, by Bruce Brown
- Parent Booklet- The Australian Sports Commission
- The Cheers and Tears, Shane Murphy, PhD.
- Attitudes are Contagious, VHS: Mass. Youth Soccer Association
- Positive Coaching Alliance, www.positivecoach.org
- SportSafe: Canadian Centre for Ethics in Sport, www.sport.gov.bc.ca/ssafe.htm

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SECTION 7: ASSIGNMENTS & FORMS

ASSIGNMENT #1: TEAM MANAGEMENT The Coach as a “Conductor”



BACKGROUND

The modern youth coach is much more than a tactician. The title has evolved into a set of responsibilities more analogous to a symphony “conductor” who must coordinate and harmonize many interrelated components. Effective coaching is the integration of; practical knowledge of the game and player development , managing parents, managing athletes, and supporting volunteers. Additionally, it is critical that the coach maintain an environment that is safe and developmentally appropriate.

Select ONE of the 3 Assignment Options Described Below. This is a pre-course assignment to be completed in advance and [submitted at the E Course opening](#).

ASSIGNMENT A: PERSONAL COACHING PHILOSOPHY

- ✓ Read and Review the TEAM MANAGEMENT SECTION of this E License Guidebook.
 - ✓ Read and Review any or all of the REFERENCES & RESOURCES that are listed in order to complete this assignment.
- Prepare a 1-2 Page **PERSONAL COACHING PHILOSOPHY** that will serve as a tool for your initial 9-12 year old Team Parent-Player Meeting. Please include: • Player Development Goals • Coaching core values • Player Expectations • Parent Expectations

ASSIGNMENT B: TRAINING PLANS (2)

- ✓ Read and Review the METHODS OF COACHING I and II Sections of this E License Guidebook.
 - ✓ Read and Review any or all of the [U.S. Soccer Curriculum](#) that is located in PDF format on the US. Soccer Website.
- Prepare 2 full practice plans that will serve as **TRAINING PLANS TO DEVELOP PASSING AND SMALL-GROUP PLAY** with your 9-12 year old team. Please Utilize the Practice Plan Template provided in this Guidebook.

ASSIGNMENT C: COACHING BEHAVIOR SELF-ANALYSIS

- ✓ Read and Review the METHODS OF COACHING I and II Sections of this E License Guidebook.
 - ✓ Read and Review any or all of the [U.S. Soccer Curriculum](#) that is located in PDF format on the US. Soccer Website.
- PREPARE A TWO PAGE SELF-ANALYSIS OF YOUR TEACHER-COACH METHODS.** The analysis is to be completed by recording your coaching dynamics for an undivided 15 minute segment of 1 practice session with your team. You may have a peer coach track your actions OR you may have your session video-taped and then analyze the tape yourself.
- PAGE 1: A reaction and summary statement regarding the data that you have collected. I.D and describe 1-3 developmental targets.
- PAGE 2: The completed COACHING BEHAVIORS tracking form (next page)



TRACKING FORM

COACHING BEHAVIORS

Enter a check-mark (✓) for each occurrence in each category below.

VERBAL FEEDBACK	PERIOD:	PERIOD:	PERIOD:	TOTAL	COMMENTS
POSITIVE					
NEGATIVE					
CORRECTIVE					
NEUTRAL					
USE OF QUESTIONS	PERIOD:	PERIOD:	PERIOD:	TOTAL	COMMENTS
GUIDED					(applicable to an athlete during a field session)
LEVEL I FACTUAL?'s					Simple, definitive answers at the recall level of thinking.
LEVEL II CONCEPTUAL?'s					Delve deeper than facts & require sophisticated processing. Can be divergent, convergent or evaluative.
LEVEL III PROVOCATIVE?'s					Highest challenge, entice & stimulate complex problem-solving. A combination of divergent & evaluative questions.
DELIVERY OF INFORMATION	PERIOD:	PERIOD:	PERIOD:	TOTAL	COMMENTS
VERBAL					
NON-VERBAL					
FIELD DEMONSTRATION					
COMBINED					

ASSIGNMENT #2: LAWS OF THE GAME

The Essential FIFA & Modified SSG Rules



Understanding the rules of sport is critical for many reasons. First and foremost is the obvious need to protect the players through compliance with a safe and fair environment for competition. A second element in understanding the rules of play is to realize that the rules may be modified in order to create an appropriate developmental environment for youth participants. This assignment (#2) represents an integrated approach to understanding the FIFA Laws as well as the Modified Rules of Play that exist in your local youth soccer environment.

THIS 2-Part ASSIGNMENT SHOULD BE COMPLETED and **SUBMITTED AT THE E COURSE OPENING.**

ASSIGNMENT #2 (PART A: FIFA LAWS)

✓ Please follow this link to the U.S. Soccer "Grade 8 Referee. <http://www.usoccer.com/Referees/Resource-Center/Referee-Resources.aspx>



SIGN IN TO THE GUESTBOOK AS "E CANDIDATE"

✓ **COMPLETE THE FOLLOWING LAWS MODULES;**

#4 EQUIPMENT	#13 FREE KICKS
#8 START/RESTART	#14 PENALTY KICKS
#9 BALL IN/OUT	#15 THROW IN
#10 SCORING	#16 GOAL KICKS
#11 OFFSIDE	#17 CORNER KICKS
#12 FOULS	

AS YOU COMPLETE EACH MODULE, PRINT A COMPLETION CERTIFICATE AND SUBMIT THESE AT THE COURSE OPENING.

ASSIGNMENT #2 (PART B: MODIFIED SMALL-SIDED GAMES RULES)

✓ Contact your local League or soccer organization to locate the modified rules of play for the Team that you coach.
 ✓ Read and Review the modifications for the following FIFA Rules #1 FIELD, #2 BALL, #3 # PLAYERS, #5 REFEREE, #6 ASST. REFEREE, and #7 DURATION OF GAME.

PREPARE A LIST OF EACH OF THESE RULES. FOR EACH RULE WRITE A BRIEF DESCRIPTION OF THE RULE AS IT APPLIES TO THE TEAM AND AGE DIVISION THAT YOU COACH.

ASSIGNMENT #3: RISK MANAGEMENT

Concussions in Youth Sports



Concussion prevention and management is a current focal point in many youth sport environments. We expect all licensed coaches to take responsibility in protecting the physical well being of the young athletes that we coach and teach. As part of your Team Management competency, we expect each E License coach to participate in the CDC on-line Concussion program. This program is called the "Heads Up" program.

THIS ASSIGNMENT SHOULD BE COMPLETED and SUBMITTED AT THE E COURSE OPENING.

ASSIGNMENT #3 (PART A: FIFA)

✓ Please follow this link to the CDC Website: <http://www.cdc.gov/concussion/HeadsUp/Training/HeadsUpConcussion.html>

✓ COMPLETE THE ON-LINE MODULE, ANSWERING THE QUESTIONS THAT APPEAR THROUGHOUT THE MINI-COURSE



AFTER YOU COMPLETE THE "HEADS UP" PROGRAM, PRINT A COMPLETION CERTIFICATE AND SUBMIT THESE AT THE COURSE OPENING.

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63

COACH:		TEAM:	DATE:	
TOPIC:				
STAGE	ORGANIZATION (DIAGRAM + RULES)	OBJECTIVES	KEY COACHING POINTS	
TECHNICAL WARM-UP				
SMALL-SIDED ACTIVITY (Main Part)				
EXPANDED SMALL-SIDED ACTIVITY (Main Part)				
MATCH				

COACH:		TEAM:	DATE:	
TOPIC:				
STAGE	ORGANIZATION (DIAGRAM + RULES)	OBJECTIVES	KEY COACHING POINTS	
TECHNICAL WARM-UP				
SMALL-SIDED ACTIVITY (Main Part)				
EXPANDED SMALL-SIDED ACTIVITY (Main Part)				
MATCH				

INSTRUCTOR FIELD SESSIONS					
Practical Coaching Models					
Day #1 (Saturday)		Day #2 (Sunday)			
1.0 hr.	ATTACK & DEFEND (Individual)	1-1.5 hr.	PRINCIPLES OF PLAY 3v3 to 4v4 Small-sided (Stage III)		
	Dribbling to penetrate or possess		Principles of Attack (primary focus on... support-mobility-width-penetration)		
	Pressing & Tackling	1-1.5 hr.	PRINCIPLES OF PLAY 5v5 to 7v7 Small-sided (Stage III + IV)		
2.0 hr.	FUNCTIONAL TECHNIQUE		Principles of Defending (primary focus on... Pressure, Cover, Balance / 1 st , 2 nd , 3 rd def)		
	Passing (contextual variety)				
	Receive and Re-direct (contextual variety)				
	Heading (attack and defend)				
	Goalkeeping- collecting the ball				

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CANDIDATE FIELD SESSIONS

Coaching Competency (Pass/Incomplete)



NAME	TOPIC (Group A)	NAME	TOPIC (Group B)
	Individual Defending		Individual Defending
	Individual Attacking		Individual Attacking
	Goalkeeping- rolling serves		Goalkeeping- rolling serves
	Receiving & re-directing aerial serves		Receiving & re-directing aerial serves
	Dribbling to penetrate- running with ball		Dribbling to penetrate- running with ball
	Dribbling to set up a pass		Dribbling to set up a pass
	Passing aerial serves		Passing aerial serves
	Passing and combining		Passing and combining
	Shooting- striking on goal		Shooting- striking on goal
	Receiving and turning		Receiving and turning
	Heading for attack		Heading for attack
	Heading for defense		Heading for defense
	Crossing		Crossing

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67

"E" PRACTICAL COACHING SUMMARY

Candidate Name:



PRACTICE PLAN: (Theory)

- ☐ Objectives are clearly stated.
- ☐ The session is formatted into 4 Stages.
- ☐ Each stage builds on previous stage.
- ☐ Outlined a system of play for Stage 4
- ☐ Appropriate plan for the development of this athlete level.

CANDIDATE APPEARANCE & ATTITUDE:

- ☐ Appropriate coaching apparel.
- ☐ Tone and demeanor are effective for youth environment.
- ☐ Recognizes and encourages positive outcomes.
- ☐ Actions show respect for participants and the game.

SESSION: (Performance)

- ☐ Training area set-up is safe & organized.
- ☐ Completed at least one transition between 2 stages.

COACHING TOOLS: (check if completed)

- ☐ Natural Stoppage
- ☐ Flow (continuous activity)
- ☐ Stop-Freeze
- ☐ Individual Reference

COMMUNICATION TOOLS:

- ☐ Verbal (Instructions)
- ☐ Non-verbal (Demonstration)
- ☐ Positive Feedback
- ☐ Negative Feedback
- ☐ Uses questions as a tool

INSTRUCTOR COMMENTS:

ASSIGNMENTS:

- ☐ The Coach as a Conductor
- ☐ #2 LAWS OF THE GAME (on-line)
- ☐ #3 CONCUSSION PROGRAM (on-line)

FINAL SCORING: PASS / INCOMPLETE (circle one)

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68