



The Soccer Education Specialists

Team Training Coaching Manual

Experience Excellence in Sports Education



A division of USA Sport Group



TABLE OF CONTENTS

CONTENTS	PAGE
Introduction	1
Philosophy	2
Methodology	2
Developing Positive Attitudes	3
Playing Age & Level Identification	4
Components Of Soccer	5
Designing a Practice	7
Developing a Practice	8
Key Points to a Successful Practice	9
The Three Pillars	10
How Children Learn	11
Delivery & Presentation	13
Teaching Styles	14
Coaching within a Small Sided Game	15
Intervention	15
Communication Skills	17
Disciplinary Procedures	19
Mentoring Club Coaches & Clients	21
Coaching a Youth Soccer Team	22
Match Day Operations	24
Laws Of The Game	27
Rules for All Ages	31
Safety	32
Child Protection	33
Basic First Aid & Emergency Procedures	34
Goal Post Safety	40
Evaluating Players	42
End of Season Player Rankings	46
Tryout Procedure	47
Tryout Grading Sheet	51
Thresholds of Training	52
FootworX	59

In an attempt to raise players overall knowledge and ability it is essential that there is a high level of consistency in our coaching. It is essential that we all share and adhere to the same coaching philosophy to ensure that there is a high degree of consistency in the content and delivery of what is being coached. USA, Inc. has devised a coaching manual, inspired by our own coaching experiences and coaching bodies such as the English, Scottish and Welsh Football Associations, United States Soccer Federation, National Soccer Coaches Association of America as well as many other resources.

The coaching manual has been devised as a resource and guide for all USA, Inc. staff. The following guidelines act as a *framework* within which you should plan your own coaching sessions dependent upon players age and ability. It is vitally important that we each have our own trademark and inject our own personal coaching style and individuality into our sessions. All coaches should plan their sessions carefully allowing for any deviation in age and ability as well as differentiation between individual players. As an educator you are constantly having to evaluate both your players and your coaching. This is an ongoing process over the course of a training session, scrimmage, or game, as well as weekly, monthly and seasonally. It may be necessary to adapt your own coaching according to the outcome of your evaluation.

“the closer I look the more I see”

Do not be afraid to change any aspect of your coaching but at the same time do not be afraid to let your players make mistakes and challenge them outside of their comfort level.

As coaches we have an abundance of knowledge and the opportunity to educate and inspire individuals

The role of the coach as one which *"enables the athlete to achieve levels of performance to a degree that may not have been possible if left to his/her own endeavors"*. Dyson speaking to the 19th session of the International Olympic Academy, Greece 1979, widened the horizon when he said that *"the wise coach develops not only the fullest physical potential in his charges, but also those capacities and habits of mind and body which will enrich and ennoble their later years"*. The role of the coach could be quite daunting since the above implies what could be construed as quite awesome responsibility, especially for the part-time non-professional.

We believe the role of the coach is to create the right conditions for learning to happen and to find ways of motivating your players. The roles that you will find you undertake as a coach will be many and varied and you will find at some stage in your coaching career that you will be: instructor, assessor, friend, mentor, facilitator, demonstrator, advisor, supporter, fact finder, motivator, counselor, organizer, planner and the fountain of all knowledge.

INTRODUCTION

MISSION STATEMENT

As the premier providers of soccer training on the east coast we will deliver diverse soccer programs, which are both inspirational and educational. These programs are age and ability appropriate and are founded on the principles of safety, learning and enjoyment.

PHILOSOPHY

The underpinning principles of our programs:

- Safety, Learning & Enjoyment
- The Five P's: Proper Planning Prevents Poor Performance
- Educate & inspire all players
- Player Development in the five components of soccer
- Maximum participation
- Structured and progressive learning
- Identify all potential partners and foster relationships between them
- Develop positive attitudes

METHODOLOGY

Progressions where appropriate through the five components of soccer:

1. **Technical**
2. **Tactical**
3. **Physical**
4. **Psychological**
5. **Social**

When planning any coaching session there are various factors that need to be considered:

- Age
- Ability
- Encouragement of reflective coaching
- Structured activities, conditioned games
- Analysis of players
- Use of resources

EDUCATION

As coaches you are expected to draw knowledge from a variety of resources including:

- Coaching manual
- Colleagues
- Observation
- Relevant coaching bodies
- Online resource library & additional objective coaching literature

DEVELOPING POSITIVE ATTITUDES

In order to develop positive attitudes players should be encouraged to:

- Observe the conventions of fair play, honest competition and good sporting behavior;
- Understand and cope with a variety of outcomes; including both success and limitations in performance;
- Be aware of the effects and consequences of their actions on others and the environment; and
- Appreciate the strengths and be aware of the weaknesses of both themselves and others in relation to different skills;
- Respect all participants of the game and demonstrate character beyond the sporting arena.

I WANT TO PLAY!

What I hear, I tune out:

What I hear, see and feel sparks my interest

What I hear, see feel and practice, I begin to experiment with:

What I hear, see, feel, practice and experiment with

I begin to acquire knowledge and skill

This is fun.

I want to play

Not stand in lines!

Listen to lectures!

Or run laps!

PLAYING AGE & LEVEL IDENTIFICATION

United Soccer Academy provide 'innovative & progressive programs' that are age and ability specific to the clients and players needs. As a coaching organization we need to be able to identify the needs of our players quickly in an attempt to deliver age and ability appropriate sessions. Below is a suggested outline of the American school structure and the programs available at each age. This is a very simple outline that enables us as coaches to identify a players age level and program options.

School Grade	Age	Team	Format	USA, Inc. Program
Pre School	3	*	3v3	Soccer Squirts
Pre Kindergarten	4	*	3v3	Soccer Squirts
Kindergarten	5	*	3v3	Soccer Squirts
1st Grade	6	*	4v4	Pre Academy / Recreation
2nd Grade	7	U8	4v4	Academy / Travel / Recreation
3rd Grade	8	U9	4v4	Travel / Recreation
4th Grade	9	U10	8v8	Travel / Recreation
5th Grade	10	U11	8v8	Travel / Recreation
6th Grade	11	U12	11v11	Travel / Recreation
7th Grade	12	U13	11v11	Travel / Recreation
8th Grade	13	U14	11v11	Travel / Recreation
Freshman	14	U15	11v11	Travel / High School
Sophomore	15	U16	11v11	Travel / High School
Junior	16	U17	11v11	Travel / High School
Senior	17	U18	11v11	Travel / High School

Please note: Playing formats can vary depending upon league association, State, ability level & club discretion.

COMPONENTS OF SOCCER

FIVE Pillars

- **TECHNICAL:** fundamental skill
- **TACTICAL:** decision making
- **PHYSICAL:** fatigue
- **PSYCHOLOGICAL:** mental
- **LIFESTYLE:** social

ECONOMICAL TRAINING

Incorporating the following components of soccer
(select as you wish).

TECHNICAL

Warm Up

- **Maximum participation**
- **Highly engaging**

Fundamental (Individual)

- No / passive pressure from opposition
- Progressing towards execution at top speed

Game Related Practice (1v1, 2v2 to 4v4) (Group)

- Tailored practice to expose learned technique
- Incrementally add game pressure

Conditioned Game (Team)

- Execution at game speed
- Does not have to be 11 v 11 or even numbered exercise

Functional Training

- Technical Functional training isolates one aspect of an individual's function within a team. The most common example of functional training is goalkeeper training.

Technical-Tactical Training

- Isolation of a specific specialized skill, e.g. the service to the near post space
- Organized to elicit repeated trials during exercise

Free Play

- All conditions and restrictions removed

TACTICAL

Individual Tactics

- Player with ball vs. the pressurizing defender
- Impact of the individual dual

Group Tactics

- Soccer game is a series of group tactical situations in the immediate area of the ball tied together by changes in the point of attack
- Groups can be numbered (i.e. 2 v 2, 3 v 2) or players combining in areas (i.e. the right wing, right midfield player and center striker)

Group tactics taught in stages

- Possession
- Direction
- To two small goals
- To two small goals with counter
- To large goals

Team Tactics

- To imprint a style of play
- To move throughout the parts of field

PHYSICAL

The desired level of fitness for the players you are coaching should be achieved through normal training sessions. Advanced conditioning should begin as the team improves or gets older. However, the elements that should be recognized are

- Anaerobic Capacity
- Aerobic Capacity
- Speed
- Strength
- Flexibility

PSYCHOLOGICAL

The application and implementation of technique, tactics, and fitness by an individual player and a team. Teams normally begin this type of training approaching the age of 14, however there are psychological factors at work with players of all ages. There are multiple techniques you can use as a coach to facilitate and promote learning. We must make a conscious effort to encourage the overall professional and moral development of our players helping them to improve mentally, socially and physically as people.

LIFESTYLE

- Home & Social life
- Diet & Nutrition
- Drugs

DESIGNING A PRACTICE

The design of a practice, gives you the coach the opportunity to place your own personal input into the development of your players. The design of the practice should follow careful consideration of the following issues:

ENJOYMENT

Players play for enjoyment. Try to incorporate elements into your design which are light hearted and fun but do not lose sight of the practice goals and objectives.

INNOVATION

Try to be innovative with the design. This may mean altering some of the practice or introducing a different way of scoring an activity or game. Do not be afraid to change any part of your coaching session.

MAXIMUM ACTIVITY

Try to avoid practices that involve young players having to stand and watch for long periods. Attempt to set up activities so that everyone is working.

DIFFERENTIATION (EXTENSION & SUPPORT)

It is possible to set up your practices so that it can challenge the more developed player (extension) and the least developed player (support) and both feel they have achieved success.

COMPETITIONS

Most children enjoy playing in competitive situations. Attempt to design your practice to incorporate this by setting lots of short term goals, such as how many points you can score or how many times you can perfect a certain technique in a limited amount of time.

PART II: PLANNING AND ORGANIZING A PRACTICE

When planning and organizing a practice, the following points should be considered:

THEME

Each practice should have specific goals and objectives. These will be short term which are linked into the long term plans of the season. In order to achieve these objectives, a single theme for the practice should be chosen. Encouraging an individual theme for a practice session aids the learning and understanding of all players. Despite the enthusiasm to coach all aspects of the game, coaches should concentrate solely on the theme of the practice. Age of the players should be considered when planning a practice. For proper guidelines, refer to "Thresholds of Training" and "Playing Age & Level Identification".

TIME

The length of the time allocated for practice will influence the planning and design. See the suggested Individual session format guide.

EQUIPMENT

What equipment do you require to successfully coach in your practice? It is recommended that the coach have 8-10 balls, 20-25 cones, 10 pinnies and a basic first aid kit.

FACILITY

Several important factors should be taken into consideration such as whether you play indoors or out, the size of the field, the surface and the availability of goals.

WEATHER

Extremes of weather can cause you to adapt the design of your practice.

DEVELOPING A PRACTICE

The development of a practice can contain several key components, all of which should be geared towards achieving the goals and objectives of your practice. It is noted that the session format below can/ and should be altered and changed based on the theme and the ability of the players. The guidelines are a framework and any deviation from it can be justified if learning is taking place:

Warm-Up

A series of activities, linked to the theme, to prepare the body (players) mentally and physically for the rest of practice. Coaches should utilize the use of soccer balls during the warm-up phase wherever possible. The warm-up is a good way to introduce the technical points related to the theme.

Fundamental

The fundamental section of the practice will continue to build upon the technical points that were introduced in the warm-up which are related to the theme of the practice. The coach should present these concepts using simple, logical coaching points. As progress is made, pressure can be added to allow techniques to be progressed into skills. All players need to experience success at this stage, however it is understood that the extent to that success will be different for each player.

Game-Related Practice

A technique becomes a skill when it is performed regularly under pressure. Pressure can be added by increasing/reducing both players involved and the playing area.

An > or a < in time or space will result in a change in the intensity and pressure of the activity.

Conditioned Game

Conditioning a game allows a situation to occur while still encouraging concentration on a particular theme. Ask yourself what do you want your players to do? What are you trying to achieve? Placing restrictions on players is artificial but can *encourage* the desired behavior.

Free Play

NO RESTRICTIONS; The final stage of a practice is unconditioned play, which allows the coach and the players to see how much has been learned. Players need this time to make as many decisions for themselves as possible. Allow at least 15-20 minutes free play in a 1.5 hour session.

Evaluation Process

This is a vital, but so often a neglected part of coaching. It involves such questions as:

- What went well and why?
- What did not go so well and why?
- What was achieved; and
- What is needed in the future

The answers to these questions form the foundation of your planning for future coaching sessions and also a valuable resource as to feedback on your own coaching delivery techniques.

KEY POINTS TO A SUCCESSFUL PRACTICE

Competition

Foundation to building a winning team. Effective practice sessions should demand that a heavy emphasis be placed on performing in competitive situations. The close relationship between practice and competition encourages the player to play at a competitive pace in any situation. Competition is often the necessary catalyst needed to bring out the best in each of us.

It is very difficult to replicate the actual Match Condition in practice however, the more pressure (or competition) placed on a player in training, the better prepared the player will be to respond to pressure in a game.

Please note that players need to experience success and so the fundamental aspect of the game is very important and each player needs to understand the importance of technique and the skill of mastering the ball.

Individual Technique

Refine Technique: There is no such thing as a player with perfect technique. Thus players must continue to work on technique in training. Any player who wishes to improve their game must be pushed to work at their hardest to make their weaknesses into strengths—and their strengths even better. A good coaching session, over time, will show the player the positive results of working hard (improving technique) and ultimately encourage the player to practice on their own.

Routine, Creativity & Systematic Preparation for Standard Situations

For every player, truly successful learning comes about through repeatedly solving typical problems that occur time and again in the game. Coaches, through their experiences should have an inventory of these “typical problems” and utilize them to form the foundation for their training sessions. Over time the reactions of the players to these “typical problems” will become automatic. By integrating creative training sessions into the general practice pattern, we can keep players enthusiastic and challenged while providing them the opportunity to discover and perfect their solutions to specific situations.

Have Fun!

The main reason why people stop an activity is because it is no longer fun. At the youth level, it is nice to win, but it is more important that the players are enjoying themselves. Studies have shown that children who think school is fun achieve more academically and develop positive learning habits. As a coach you have the ability to make soccer enjoyable which will in turn help develop your players.

THE THREE PILLARS

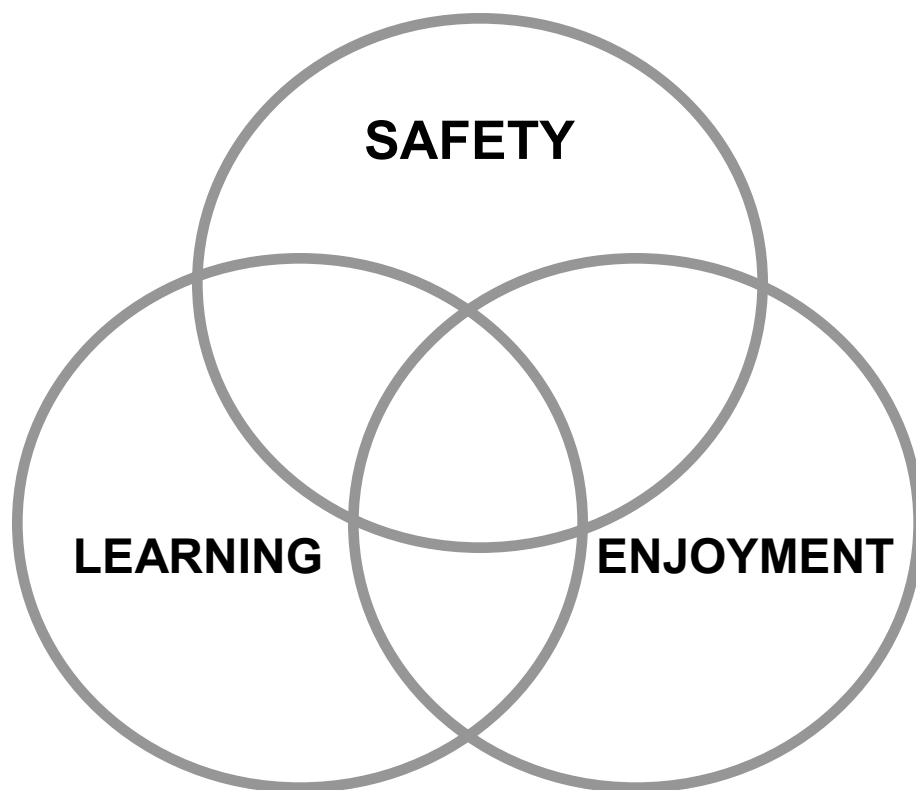
As coaches we can only truly determine a player's ability through **assessment/evaluation**. It is imperative that we as coaches as part of a large and respected coaching organization have a sound understanding of a recreation player, a travel player etc. and can recognize the **attainment targets** at each level and how they can progress to the next level.

The Thresholds Of Training have been designed progressively to allow players to progress to the next level. The evaluation process has been designed in accordance with the Thresholds of Training to determine the players current level of play and what they need to achieve in order to progress to the next level. *How* players progress to the next level must also be determined.

USA, Inc. have identified three elements that are present in all of our own programs, that we call the Three Pillars Of Soccer.

It is recognized that all USA, programs contain the elements of Safety, Learning and Enjoyment. It is your responsibility as a coach to ensure that these elements are at the forefront of your mind in all sessions. All are their own entity yet encompass each other. The USA program identifies a player's age and ability level (from the age and curriculum breakdown model) which will in turn affect the extent to which an element is present at any time during a USA program. It is also recognized that Safety, Learning and Enjoyment are interpreted differently at each program level.

An emphasis is placed upon the individual importance of safety which has to be at the forefront of the coaches mind before learning & enjoyment can take place.



HOW CHILDREN LEARN

REMEMBER:

“It is also recognized that Safety, Learning and Enjoyment are interpreted differently at each program level.”

Coaches/teachers and educators need to understand *how* children learn in order for players/children to develop in any skill or activity. Key to this is *what is enjoyment* for each program/age level. What is enjoyment for a 5 year old is very different to enjoyment for a high school player. With this in mind we have identified below three key elements for each program /age level. Please note that player’s/children’s learning will be different *within* a program/age level based upon the individual’s ability level and psychological make up.

SOCCER SQUIRTS

SAFETY	LEARNING	ENJOYMENT
<ul style="list-style-type: none"> Constant Supervision Distinct Boundaries Player Comfort Zone 	<ul style="list-style-type: none"> Fine & Gross Motor Skill Child Centered Approach Social Interactions 	<ul style="list-style-type: none"> Animated/Story Telling Games Coaches Personality Coach Familiarization

PRE ACADEMY

SAFETY	LEARNING	ENJOYMENT
<ul style="list-style-type: none"> Controlled & Disciplined Environment Basic Rules of The Game Awareness Of Actions 	<ul style="list-style-type: none"> Body & Ball Coordination Guided Discovery Small Group Dynamics 	<ul style="list-style-type: none"> Underlying Theme Fun Games Coaches Personality Introduction To Competition

RECREATION

SAFETY	LEARNING	ENJOYMENT
<ul style="list-style-type: none"> Controlled & Disciplined Environment Rules Of The Game Fine Balance Of S/L/E 	<ul style="list-style-type: none"> Skill Acquisition & Refine Technique Guided Discovery/Direct Increased Competition 	<ul style="list-style-type: none"> Challenging & Competitive Fun Games Obtainable Goals SSG With Group Targets

TRAVEL

SAFETY	LEARNING	ENJOYMENT
<ul style="list-style-type: none"> Disciplined Environment Sportsmanship/Coach As Role Model Specific Rules Of The Game 	<ul style="list-style-type: none"> Technical Refinement & Tactical Application Under Progressive Pressure Problem Solving Self & group Performance Appraisal 	<ul style="list-style-type: none"> Competition, Challenging Player Comfort Zone Conditioned Games Self/Team Expression

HIGH SCHOOL / COLLEGE

SAFETY	LEARNING	ENJOYMENT
<ul style="list-style-type: none"> Coaches Discipline Manage Outside Factors Coaches Personality Coach/player Familiarity 	<ul style="list-style-type: none"> Team Based Approach Direct Style/Problem Solving Knowledge Of Complete Athlete 	<ul style="list-style-type: none"> Team Challenging Environment Winning Social Interactions

DELIVERY & PRESENTATION

Players learning will be different *within* an age group based upon their ability level and psychological make up. Learning within an age group can be achieved by the coach through **differentiation**.

The ability to deliver multiple coaching/teaching styles and techniques to promote learning within a group of players of different abilities.

Players will naturally as part of the game experience different outcomes having been set the same task. Outcomes become less diverse as players are grouped according to ability. It is not realistic to set players of different abilities the same task, but rather related tasks according to levels of ability. In order to determine the individuals task it is your job as a coach to engage in the process of ongoing evaluation. **Lets go back to.....**

I Want To Play

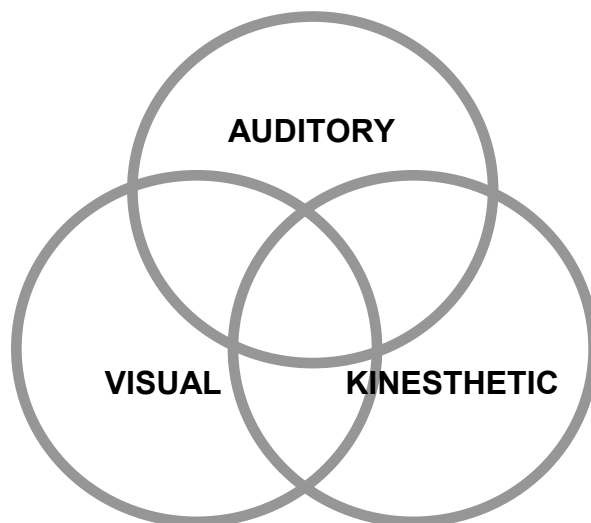
What I hear, I tune out:
What I hear, see and feel sparks my interest
What I hear, see feel and practice, I begin to experiment with:
What I hear, see, feel, practice and experiment with
I begin to acquire knowledge and skill
This is fun.
I want to play
Not stand in lines!
Listen to lectures!
Or run laps!

People learn through different cues, and there is an equal split in the population with regards to which cue people prefer. These can be summarized as:

- **Auditory** ("What I hear.."). Verbalize the task through explanation.
- **Visual** ("What I see..."). Demonstrate to the group, paint a picture.
- **Kinesthetic** ("What I Feel..."). Allow them to try it, & practice how it should feel.

Make the assumption that each third of your team learns through one of the learning cues above, then in your presentation and delivery of a task or coaching point, your explanation must involve *all three* learning cues. The key to coaching is *demonstration*. If you follow the above as a guide then you have differentiated your delivery. How they practice and experiment will be differentiation by outcome.

*Tell them, and they will forget
Show them, and they will learn
Involve them, and they will understand*



TEACHING STYLES OVERVIEW

DIRECT/COMMAND

"I want you to dribble the ball in the sequence of inside/outside/inside outside using your favorite foot only"

Coach makes decisions, demonstrates and gives instructions for players to follow. Coach evaluates what skills a player has learned and provide feedback. Direct or command coaching style is very effective for fundamental technique learning. A popular method of doing this is utilizing question and answer technique.

PEER

"Looked like you leant back too far when you kicked the ball"

Also known as reciprocal style where players are typically put into pairs and given guidelines to help them coach/teach each other. Players guide and evaluate each other based upon criteria set by the coach. Peer coaching helps with social interaction, giving and receiving, and helping the player become a reflective learner.

PROBLEM SOLVING

"I want you to dribble the ball but every time you touch the ball the ball must change direction"

Coach sets a problem or series of problems and players are guided towards common goals. Players are able to respond in ways appropriate to themselves. Players learn new skills but not necessarily the same ones (differentiation by outcome). Coach knows where the players should be guided, but also gives them the freedom to find out *how* to get there themselves. Players are empowered to make decisions for themselves which is a critical skill in the game of soccer.

COACHING WITHIN A SMALL SIDED GAME (SSG)

Educating The Individual, Unit & Team

It should be remembered that all phases of a quality training session should be characterized by action punctuated by occasional intervention.

You, as the coach, may observe that certain patterns repeat themselves in a game, or over the course of a series of games. These patterns are sometimes attacking and sometimes defensive. They can be due to a system of play, a style of play, or breakdowns in technique. The coach may use the method of "Coaching in the Game" to improve these patterns especially when it is difficult to artificially create the environment (e.g. using cones, grids, uneven numbers etc.) The key to this method is the coach who must be able to:

- mentally picture the patterns of play desired
- anticipate what's about to happen
- find some "trigger method" to restart the exercise at the point where rehearsal can take place.

"Coaching within the Game" usually involves teams of equal strength and larger numbers (5v5 through 11v11).

Advantages:

- Very realistic.
- Players enjoy it.
- Facilitates team work and tactical understanding

Disadvantages:

- Demanding on coach's knowledge.
- Exposes poor technique.
- Too much emphasis on competitive aspect diminishes learning.
- Too complex for many coaches [NOT Academy staff!] and players to analyze.

INTERVENTION

The act of intervening during a training session is the quintessence of coaching. The positive Academy Staff member will intervene with caution, choosing moments with care. The simplest method is called "freezing play". It involves four steps. With practice the entire process can be completed in less than two minutes [used equally to provide positive feedback to reinforce good habits or negative feedback to improve the level of play, technically or tactically].

PROCESS

STOP, RE-CREATE, REHEARSE & RESTART

• **"STOP".**

The coach stops the action the instant a coaching point needs to be made. This is the coach's judgment call. The coach must be certain that at the exact moment one clear, simple point can assist the players to reach a higher level of development. The coach must ensure that the players will practically freeze in their tracks in order to preserve the picture, which will form the basis of the coaching point.

• **RE-CREATE**

The coach chooses one single coaching point to make. The coach then communicates that point to the player, group of players or team whoever needs to understand it (AUDITORY): The clearest and most effective form of communication in most cases is a physical demonstration (VISUAL). Any verbal communication must be simple, clear, and concrete. The coach must use terms that the players recognize as genuine.

• **REHEARSE**

The coach takes training time to allow the players to run through the proposed solution to the problem (KINESTHETIC).

INTERVENTION (CONTD.)

• RESTART

The coach then restarts the exercise in exactly the same manner and circumstance that led up to the stoppage. This allows the players the chance to confirm and enhance its effectiveness.

The aim is to paint a picture for players as efficiently as possible. This means using the minimum amount of words and time to fix the problem and begin play as quickly and cleanly as possible.

A SMALL SIDED GAME MUST....

- 1) Encourage realism: The players will develop the capacity to overcome the challenge posed by the training session. The design of the session must ensure the usefulness of this capacity, and that it is related to the aim of developing the players'. Do not place a restriction on a game just for the sake of a condition. What is the purpose of the condition? Does it serve it's purpose and help develop players? There will be times when the game is slightly artificial but may be necessary to encourage a particular skill. Think carefully as there may be a better condition to use that does not take away players decision making ability.
- 2) Have managed starts and re-starts: To ensure frequency the coach must take charge of how the game is to start, how it should be stopped, and how it is to re-start. The coach cannot completely rely upon the rules of soccer to accomplish these tasks in every case. Therefore the coach manipulates the start point each time to reinforce the desired behavior.
- 3) Be simple: Do not over complicate the game. Too many constraints on the game sacrifice the ability of the game to teach.
- 4) Flow: This is an attempt to describe the feel, intensity, and the focus that characterizes good training sessions. The most common problem is preventing players from getting into the action by talking to them. Some common ingredients of Small Sided Games that flow:
 - Challenges that are tough enough to challenge, but not hard enough to be impossible.
 - Game environment is free from distractions i.e. stray equipment on the field.
 - Clear goals.
 - Immediate feedback from the game.
 - Players feel sense of control over their actions.

Particular techniques or aspects of play can be focused on, within Small Sided Games by conditioning the play. This involves placing a "rule" or restriction on the players'. Examples include:

EMPHASIS

Quality of support and passing
 Quality of 1st touch and passing
 Quality of shielding and dribbling
 Encouraging compact team play
 Quality of finishing
 Encouraging flank play
 Quality of man-man marking
 Quality passing to feet
 Dribbling/ability to beat a player
 Possession (# of passes counts as a goal in addition to scoring in goal)

CONDITION

One-touch maximum
 Two-touch maximum
 Three-touch minimum
 All players must be over half-way line for team to score
 Must score with one-touch finish
 Can only score from cross
 If "your" player scores do 50y sprint
 Walking soccer, 2 touch.
 Cannot pass forwards

Advantages:

- Coach controls aspect of play.
- Habits are ingrained in players.
- Normally played in game-like situation.

Disadvantages:

- Conditions of game become more important than good soccer.
- Takes away players' decision making and judgment.

COMMUNICATION SKILLS

Communication is the art of successfully sharing meaningful information with people by means of an interchange of experience. Coaches wish to motivate the players they work with and to provide them with information that will allow them to train effectively and improve performance. Communication from the coach to player will initiate appropriate actions. This however, requires the athlete to not only receive the information from the coach but also to understand and accept it.

Coaches need to ask themselves:

- Do I have the player's attention ?
- Am I explaining myself in an easily understood manner ?
- Has the player understood ?
- Does the player believe what I am telling him/her ?
- Does the player accept what I am saying ?

Non-verbal messages

At first, it may appear that face-to-face communication consists of taking it in turns to speak. While the coach is speaking players are expected to listen and wait patiently until the coach finishes. On closer examination it can be seen that people resort to a variety of verbal and non-verbal behavior in order to maintain a smooth flow of communication. Such behavior includes head-nods, smiles, frowns, bodily contact, eye movements, laughter, body posture, language and many other actions. The facial expressions of athletes provides feedback to the coach. Glazed or down turned eyes indicate boredom or disinterest, as does fidgeting. Fully raised eyebrows signal disbelief and half raised indicate puzzlement. Posture of the group provides a means by which their attitude to the coach may be judged and act as pointer to their mood. Control of a group demands that a coach should be sensitive to the signals being transmitted by the athletes. Players faces usually give a good indication of how they feel, and a good working knowledge of the meaning of non-verbal signals will prove invaluable to the coach.

Communication blocks

Difficulties in communicating with a player may be due a number of issues including the following:

- The player's perception of something is different to yours
- The player may jump to a conclusion instead of working through the process of hearing, understanding and accepting
- The player may lack the knowledge needed to understand what you are trying to communicate
- The player may lack the motivation to listen to you or to convert the information given into action
- The coach may have difficulty in expressing what she/he wishes to say to the player
- Emotions may interfere in the communication process
- There may be a clash of personality between you and the player

These blocks to communication work both ways and coaches need to consider the process of communication carefully.

Effective Communication contain six elements: Before communicating with a player, coaches should consider:

- **WHY** they want to communicate
- **WHO** they wish to communicate with
- **WHERE** and **WHEN** the message could best be delivered
- **WHAT** is it that they want to communicate
- **HOW** they are going to communicate the information

Be Positive

When coaches provide information to the player, which will allow them to take actions to effect change, it is important that they provide the information in a positive manner. Look for something positive to say first and then provide the information that will allow the athlete to effect a change of behavior or action.

Coaches should:

- Develop their verbal and non-verbal communication skills
- Ensure that they provide positive feedback during coaching sessions
- Give all athletes in their training groups equal attention
- Ensure that they not only talk to their players but they also listen to them as well

CONTROLLING THE GROUP

The Team Management section talks about a team pre season meeting. It is extremely important as a coach to find out what is expected of you as a coach of a recreation or travel team. The section How Children Learn looks at how educators need to understand the expectations of players of different ages. As a coach you have to share the same expectations as the team once agreed at the team meeting. You can work with all parties to modify their expectations but it is their team. The team meeting hopes to lay out all expectations

- Agreed shared goals
- Player, parent, manager and coach expectations
- How are we going to achieve our goals?
- Implementation of agreed goals into coaching sessions

“Don’t smile until Christmas” or in our case “Don’t smile until Summer”

Setting Your Stall Out

The ‘teacher training’ quote above works on the premise that children/players respect educators that are firm but fair. Children do not respect teachers that allow themselves to be walked all over. The above quote is directed at teachers who begin their teaching in a new school at the beginning of September. Once you have the respect of the group (after Christmas) it is easier to allow children a little more freedom. Once your players have lost any respect for you as their coach, this is very difficult to get back.

Making Your Session Run Smoothly:

- Thorough planning of sessions to ensure that they are interesting and innovative.
- Tell the group what the plan is for the session (avoid players asking “when are we playing a scrimmage”).
- Tell players what is expected of them.

“Please can you put your hand up to ask me a question?”

“If I ask you to freeze, can you stand still and look at me?”

- Command group with your voice. This does not mean you have to shout.
- Don’t let things go!! Players talking whilst you are talking, swearing/cursing, not helping pick up equipment, comments under breath etc. Address any issues or displays of behavior that are unacceptable to you as a coach. Addressing the issue does not necessarily mean disciplinary action. Quite often a disapproving look or quiet word will allow the child the chance to modify their behavior before disciplinary action is required.
- Set jobs and responsibilities for them to do during and at the end of the session.

“Paul you are in charge of making sure the balls come in!”

“Zach can you please collect the pinnies in for me?”

Helpful Tips:

- Sit the group down and start your introduction, within the first 1-2 minutes it will be clear who is going to push you to the boundaries. Acting quickly and asking the child to not act like that, even if its just sitting/standing nicely or not shouting out. This is important so that the group knows that you are not a push over.....THEN DON’T LET THINGS GO!!
- To begin with, what you DON’T say is just as important if not more so than what you do say! It is not a good idea to start threatening players with laps, runs or sitting out. Be firm but fair.
- Let them know you’re not happy with statements as opposed to questions. Questions can be dangerous!!

“You and I will fall out, in a minute”

“If you are trying to upset me today you are very close”

Fluctuating your voice: It is important to use your voice effectively to engage your audience. Monotone (whether it be loud or quiet) allows your audience to switch off. Talking quietly or in a softer tone can make players listen harder and focus more on you

Wait Time: Being quiet lets players know that you are waiting for them to start.

DISCIPLINARY PROCEDURES

FACT! Children will misbehave. Rather than allowing yourself to get annoyed or frustrated, understand it but don't accept it, and develop strategies to correct the behavior.

Most behavioral situations can be rectified and concluded with a word rather than an action. It is important to understand why a child is misbehaving. Can they do the task? Are they bored with the task you set them?

"Jimmy I'm watching you", "Jimmy you doing ok over there?"

"Sarah I don't think you are doing what I asked you to do?"

"David can you please do what I asked you to do"

"Paul, everyone else in the group seems to be able to keep on task but you"

"Todd can you show me how to...."

With younger children

"Who can show me good listening skills?"

"Daniel is sitting nice and ready!"

"I have one superstar ready to play!"

"Jimmy are you looking at me"

Questions are sometimes very dangerous particularly if you allow the child the option/choice to say the answer you don't want to hear, which is usually the smart answer!! This just leads to further disciplinary behavior to manage. You need to judge the situation and the child as sometimes it is possible to give them a choice.

Positive praise to other members " I like the way that Jimmy did....can you demonstrate for the rest of the group for me?" Group/peer recognition is very important to most children. If a player does mess around and then they do something positive, it is important that you praise the change in behavior.

If a player is constantly messing around and not paying attention, what should you do?

1. Ask yourself "am I engaging the child? Am I creating an atmosphere in which they have the opportunity to learn?"
2. If the answer is yes and the child is isolated in their behavior then have a brief word with the child to the affect of: "Simon, I think you could be working a little harder than you are doing" OR Simon, can you show me how to....". Ask the child to demonstrate what you are asking them to do as the task maybe too easy for them. If it is too easy make it more challenging for the player (differentiation).
3. If behavior continues pull the child to one side (never humiliate and definitely not in front of the entire group) and ask them if there is a problem and why are they messing around. "You now have the next 5 minutes to show me that you can behave".
4. If behavior continues sit child out, but close to the rest of the group so that you can keep an eye on them whilst you are coaching but not so close that they can be a distraction to the rest of the group. Ask the child " Why do you think I have sat you out?" If they know what they have done you can ask them to think about what you want to see from them if they do not want to sit out. If they do not know what they have done ask them to sit down and think about it for 5 minutes. After the time has elapsed, go back and ask them if they are ready to go back in? Are they are going to behave? What do I want to see? "Would you like to join the rest of the group?"
5. Any further disruptions can again mean sitting out for a longer period of time (5-10 minutes max) but will be concluded with a quiet word with the team manager or if necessary the player's parents when they pick the child up from practice. "Simon did not work too well today in practice, any reason why they are not focusing?" Allow the parent the opportunity as there maybe a circumstantial reason for the child's behavior. Ask the parent if they could just speak to their child in hope that they will come prepared to work harder next practice (parental reinforcement).
6. If problem continues for further sessions please ask & use your team manager or USA, Inc management as help in dealing with the situation. There may be a common theme and the player may have a history of similar behavior.

ONCE you have engaged the child keeping them on task is key. Ask them to help you pick up or set out your equipment but always begin " Andrew would you mind helping me..., or would you do me a favor and..."

It is **ESSENTIAL** to use 'PLEASE and 'THANK YOU' at all times, but even more so when the child is displaying the correct behavior or corrected behavior.



REWARD vs. PUNISHMENT

It is never a good idea to award physical punishments, particularly to young players, such as sit ups and press ups. All this results in is players developing a dislike to exercise.

Use points or goals in competitions (both awarding and taking away) as a means to motivate. Soccer specific tasks are extremely beneficial to the individual and include such tasks as juggling, step ups on the ball, and various other combinations etc.

If you desperately feel the need to punish a certain behavior, use productive methods that demonstrate sound organization such as picking up or carrying equipment. However always finish with a thank you as it is a task that you have not had to do yourself and the task has been very helpful to you.

At times with certain teams and players it may be necessary to send them on a short run, but if you find that this is a common method of discipline in your sessions then it is obviously not effective and so you should look upon other disciplinary techniques.



MENTORING CLUB COACHES & CLIENTS

Academy Staff

United Soccer Academy, Inc. provides an extensive coaching service offering a concept of total soccer for the development of players aged 3-19. We pride ourselves on developing all participants of the game including parents and coaches, beginner through advanced.

Our service as 'soccer educationalists' involves developing relationships and partnerships with the client. These are developed over time and demand a high degree of professionalism from the coaching staff. We are professionals in our field and have a significant amount of experience within the game that we are fortunate and able to pass on to others.

As coaches we have an abundance of knowledge and the opportunity to educate and inspire individuals.

Mentoring, serving as a guide, counselor, adviser, tutor and teacher for another person, usually in an academic or occupational capacity.

The mentoring process is gradual and you will begin by taking overall control of the sessions and provide explanations as to your actions. Over time you will involve the mentee at various stages of your session who will compliment your actions and philosophy to the players. Any contradiction between mentor and mentee will only confuse the players. The relationship is a partnership with the end aim being for the mentee to take *part* of the session.

Approaching coaches & parents as a mentor

- Listen
- Guide coaches, parents thoughts
- Question
- Offer ideas, suggestions & solutions to posing questions
- Guide a philosophy & methodology to coaching
- Teach
- Explain
- Demonstrate
- Stimulate opinion & thought
- Provide advice & help
- "What I hear, see, feel & practice, I begin to experiment with:
- Evaluate
- Provide feedback

The above is a list of actions that will help you to guide and advise the coaches and parents that you mentor. Justification of your actions as a coach comes through your own actions on the field. Paint a picture for coaches and parents to compliment your offer of USA, Inc. coaching methodology. You must be familiar with our methodology of coaching if you are to mentor.

***Tell them, and they will forget
Show them, and they will learn
Involve them, and they will understand***

COACHING A YOUTH SOCCER TEAM

By far the most important goal of coaching youth soccer is to instill a love of the game in each player. Even if the coach is unable to accomplish anything else, if they can get the players to love the game and look forward to the next practice, the next game and the next soccer season, then the coach can consider themselves to have been successful.

The second goal of youth coaching is to instill a desire to master the ball in each player. Coaches must convince each player of the need and the enjoyment to develop soccer skills. Players must learn to want to master the skills and techniques, not feel that they are being forced to master the skills. However, this does not mean that players can't be challenged or that you should expect anything less than their full attention at both practices and games.

Too many adults equate winning games with the success in coaching. Unfortunately with young players, the easiest way to win is to have the players neglect skill development and just kick ball down the field and run after it. This does not promote development, yet some coaches think they are soccer geniuses because their teams are able to win on a regular basis.

Winning must not be a high priority. Obviously players will have more fun (and will love the game more) if they win than if they lose, but coaches must discipline themselves to keep their priorities in line and concentrate on the enjoyment of the game and player skill development.

At the end of the season, a coach should look at the team and compare it to what it was at the beginning of the season. If the players have developed a great love for the game and have improved their skills and knowledge of the game, then the coach has had a successful season. If the coach looks primarily at the team's record, then they are most likely more interested in satisfying their own ego rather than their players' well being.

TEAM MANAGEMENT

It is important that as coaches we fully understand the role we play with each team that we train. The teams are not ours, we are contracted to coach and so have to be careful when entering a new team relationship. Each club has its own philosophy and within each club the philosophy can also differ from team to team. The team manager and parents often play a significant role on the teams objectives but we must establish team objectives prior to the start of the season. Below are some preliminary questions we like to ask with regards to a club's philosophy.

- Q.** Does the club have a player development philosophy?
- Q.** If so how is it administered & measured?
- Q.** How does the club prepare players for travel soccer?
- Q.** Are players developed from Kindergarten to 1st grade to U8 travel?
- Q.** Who decides what players should learn?

"Most of our youth clubs in the USA are not clubs in the developmental sense of the word. They are merely a collection of teams which happen to have the same name and, possibly, wear the same uniforms"

Jeff Tipping, NSCAA

In an attempt to answer some of the above questions parent managers are asked to complete a Team Analysis sheet so that you the coach/trainer can better service our client.

SEASON RESPONSIBILITIES

Throughout our early training sessions we should establish the following

- 1) Season plans – Breaking down the season into components (use Team Analysis Sheet)
 - a) Discuss and understand YOUR role within the team with the Parent Coach/Team Manager
 - b) Agreed shared goals:- players, parents coaches managers (Pre Season team Meeting)
 - c) Practice preparation and plan (systems of play, pre match prep etc)

Role of Coaching Staff

Plan & lead all team practice sessions
 Plan, perform, evaluate and analyze games & sessions
 Lead game-day match preparation including warm up
 & Cool down

Role of Parent Coach/Team Manager

Assist all team practice session/reinforce
 Organize Pre game Administration
 Organize game-day Administration

Roles & responsibilities need to be clear prior to the start of the season. The outline above needs clarification through discussion with the Team Manager. Discuss the roles above as well as; Side line management & coaching responsibilities, Team Selections, Formation and Positions. Initially the team manager should choose the team until you are familiar enough to take over.

PRE SEASON TEAM MEETING

It is important to have a pre season meeting with both parents and players, either separately or together. The meeting will allow you to agree on shared goals and objectives for the team (coaches, parents, players) for the season ahead. Work with the parent manager of the team to establish roles and responsibilities in advance of the team meeting.

The team meeting is your opportunity to listen to the team manager and parents as to their (player) objectives for the season. Once you have listened you can begin to formulate the teams objectives for the season. It is also an opportunity to explain your:

1. Background in playing & coaching
2. Coaching Philosophy (USA, Inc. Methodology of Coaching)
3. Goals for the team this season (professional development vs winning).
4. Player feedback: All conversations should take place 24 hours after the game/practice. USA, Inc.
5. Coaching staff will not discuss with parents, any child BUT their own!!!
6. SAGE: see Game Day Applications
7. Club/Team rules (playing time, positions, attendance, behavior, inclement weather procedures, snacks)
8. Practice & Games (pre match/training fluids, nutrition, clothing, equipment, snacks, rest and prompt pick up and drop off, arrive 30 mins before KO on game day)

Winning and performance

Is **NOT** as important as...

Learning and development!!!!

Although the team still wants to be competitive

How we measure SUCCESS:

- Attendance and attitude
- Understanding and **Enjoyment** of the game
- Self development
- Sportsmanship
- Athleticism
- Played and trained/practiced well
- Worked hard and gave 100% for the team
- Showed ability to play in a different position

MATCH DAY OPERATIONS: SETTING A GOOD EXAMPLE

To avoid negative parental/coach activity at youth soccer matches, Mid New Jersey Youth Soccer Association (MNJYSA) have developed the S.A.G.E scheme (Set A Good Example). We at United Soccer Academy fully support this scheme and hope that you, as game day coaches will instill the same positive attitudes to your players.

***‘..every referee, player, and coach deserves RESPECT
whether they are great at what they do, or less than great.
By giving that respect, we set a good example for our players..’***

Things we know but sometimes forget.

Set a good example by not criticizing and showing respect for everyone, the same RESPECT we would want if we were coaching, playing or refereeing.

Expectations of parents	Expectations of coaches
Cheer and support the team	Remain positive and be constructive at all times
Applaud good work by players from either team	
Please don't offer a reward if players score a goal or win as they will be concentrating on the reward rather than having fun	If opposition excel, use this as a teaching model for our own team
Don't yell instructions during the game. It is too distracting and often too late and may contradict what the coach has told them	Set realistic objectives for the team in pre match talk i.e. ensure we take a good first touch whenever possible, number of shots on goal, "I want to see us look to beat opponents 1on1 in the attacking third" etc.
Be positive, not angry, frustrated, or critical	Do not commentate on the game, your instructions will lose their effectiveness. Offer suggestions on simple aspects such as team shape and possession. Tweak & choreograph
Don't criticize any player (Both teams), referee, coach or parent.	Promote player confidence and keep them excited about playing
Shake hands with your child's coach and the referees when the match is over	Coach is to have same positive/controlled demeanor whatever the score
Shake hands with your child's coach and the referees when the match is over, win or lose	Ensure that both you and your team congratulate your opponents in a way that is humble if you have won, nor derisory in defeat
Express pride often to your child for his or her achievements, big or small	We are here to educate players on the game of soccer, not necessarily to win the season 10 and 0
Remember that the game is for the kids and that the fun, both theirs and ours, is more important than winning.	Ensure that we do not create the 'halo' effect to our best players, and a negative effect for our weaker players

MATCH DAY: THE THIRD TRAINING SESSION OF THE WEEK

The weekend soccer game at the junior level (7-12 year old) should be viewed as the second or third coaching session of the week, not as an independent entity.

It is wonderful opportunity to observe how effective our training sessions have been up to that point. Specifically those that have been delivered in the previous week for example, if we have been working on passing and movement in training but see no evidence of it during the game then we know that we need to reinforce and supplement our work in this area. Thus our primary consideration is continual development.

With long term development in mind the coach should produce a flexible, season long plan which ensures sharply focused training sessions and continuity between sessions.

Each practice should build on the previous ones – reinforcing what has already been cover – and the games should be an integral part of that “coaching unit” e.g. keeping possession.

There is a temptation to coach everything on game day. However, if the coach does not remain focused on this key unit then why should the players? If the players do not focus on the key unit then how can we assess learning?

Unfortunately, within the frenzied excitement of game-day it is all too easy to be caught up in the thrill of winning. The coach (even at this age) sometimes feels judged on his/her record of wins and losses and this can undoubtedly affect their approach towards the game. This often manifests itself in a risk- free ‘kick the ball hard and chase” philosophy which may be supported by an unknowledgeable parent audience. Worse still one may see the hysterical berating of some children and the complete exclusion of others which so often accompanies a results driven approach. Of course, this strategy may win games in the short term but it will surely hinder the longer-term development and enjoyment of the players.

Game day is an exciting experience for everyone concerned but it is about the children!!

Parents should have a simple but important role to play; they should constantly encourage and cheer for their team. Their role is support not coach the players. This should be made clear from the start of the season otherwise the children are exposed to too much conflicting, subjective and varied instruction.

MATCH DAY: PRESSURES.....FROM A CHILD'S EYES

A mother was making a breakfast of fried eggs for her son.

Suddenly, her son burst into the kitchen.

"Careful," he said, "CAREFUL! Put in some more butter! Oh my GOD!
You're cooking too many at once. TOO MANY! Turn them! TURN THEM NOW!
We need more butter. Oh my GOD! WHERE are we going to get MORE BUTTER?
They're going to STICK! Careful . CAREFUL! I said be CAREFUL!
You NEVER listen to me when you're cooking! Never! Turn them! Hurry up!
Are you CRAZY? Have you LOST your mind? Don't forget to salt them. You know you
always forget to salt them. Use the salt. USE THE SALT! THE SALT!"

The mother stared at him. "What in the world is wrong with you? You think I don't know how to fry a couple of eggs?"

The son calmly replied, "I just wanted to show you what it feels like when I'm playing soccer"

MATCH DAY: LOGISTICS

Arrive at least 30 minutes prior to kick off

Game times do not often allow for a 30 minute warm up on the game field so find an appropriate place to warm up the team prior to kick off.

1) Pre game actions

- a) Warm players up gradually and progressively through increased activity including several stoppages for stretches
- b) Warm players up functionally (in their playing positions/area of the game field if space allows)
- c) Discuss and ensure Individuals know their roles, objectives and targets
- d) Make sure all players are hydrated properly
- e) Assist club coach in any admin roles/responsibilities if needed but your primary role is to manage and coach the team.
- f) Checking in process begins approximately 15 minutes before kick off:
Team manager will provide the referee with all players/coaches game day passes.
Players equipment will be checked by Referee.
- g) Team selections, formation and positions are chosen
- h) Deliver pre-match team talk, ensure all players know role within the team (set team objectives for the game). Mental visualization techniques.
- i) Team captains picked for that game

2) Early game prep as coach (observation role)

- a) Identify opponents system of play (Team Analysis Sheet)
- b) Identify the opponents style of play
- c) Identify opponents key players; evaluate GK
- d) Identify opponents other strengths/weaknesses i.e. set plays, re-starts
- e) How does my team match up? What can we do to counteract their strengths and maximize ours? Without neglecting player development is key.

3) Half time

- a) Ensure proper environment for talk
- b) Replenish liquids
- c) Check for injuries
- d) Assessment of the first half ensuring to address the teams pre game objectives**
- e) Short talk on second half objectives and tactics, emphasize and be positive (limit to three points)
- f) Psychological and physiological prep for second half

4) Post game

- a) Replenish liquids
- b) Check for injuries
- c) Physiological – correct cool down/stretch
- d) Psychological – team, individual, winning and losing, team performance.
- e) Evaluate for this weeks training session & plan accordingly.

LAWS OF THE GAME

SMALL-SIDED 8 v 8 SOCCER PLAYING RULES

Field Size

The field measurements will conform to the diagram set forth at the end of this Handbook. The goal shall be seven (7) feet high by twenty-one (21) feet wide.

Ball Size

The ball will be size 4.

Number of players

The games will be played with a maximum of eight (8) players and a minimum of 5 players, one of which *must* be a goalkeeper.

Start of Play and Free Kicks

The start of play shall conform to FIFA Law VIII, except that the opponents must be eight (8) yards from the center mark while the kick-off is in progress. When a free kick is awarded, opponents must be eight (8) yards away when the kick is taken.

Penalty Kick

Taking of Penalty Kicks shall conform to FIFA Law XIV, except that the penalty mark shall be ten (10) yards from the goal line, and opponents must be eight (8) yards away before the kick is allowed.

Throw In

When a player's throw In is in violation of the Law the player will be told the correct procedure by the referee and allowed to take it again. Should the second attempt also be in violation then the ball will revert to the other team.

Corner Kick

The encroachment distance will be ten (10) yards.

Substitutions

Because of the age of the players substitutions will be unlimited by either team at stoppage of play. Free substitution is permitted during the entire game. A team may substitute on its own throw-in, on a goal kick by either team, any referee stoppage of play (injury, fix a net, etc.), or after a goal has been scored by either team. However, the MNJYSA rule that a player must play one-fourth of the time applies. MNJYSA recommends that all players play as equal a time as is practical.

SOME RULE CHANGES DIFFERENT TO FIFA:

Substitutions: can only be made on your teams throw in or goal kick.

Dangerous play: Players can't play the ball while on the ground.

LAWS OF THE GAME

FULL-SIDED 11 v 11 SOCCER PLAYING RULES

The following is a modified version of the FIFA (Federation Internationale de Football Association, the governing body of the sport) Laws of the game.

Law 1. The Field of Play

The soccer field is rectangular, not more than 130 yards in length (minimum 100 yards) and not more than 100 yards in width (minimum 50 yards). At each end there is a goal, penalty area (six yard box). There is a semi-circular arc at the edge of the penalty area. There is a line that divides the field equally in two (half-way line). There are also small arcs in the corners of the fields, into which the ball must be placed on corner kicks (see Rule 17).

Law 2. The Ball

The ball is made of leather or synthetic material. Its circumference is between 27 and 28 inches and its weight between 14 and 16 ounces for a full-sized (Size 5) ball. The referee must decide a ball's appropriate pressure, and is at liberty to replace the ball at any time. The ball may not be changed during the match without the permission of the referee. A size 4 ball is used up to U12 and a size 5 from then on.

Law 3. Number of Players

A match is played by two teams, each consisting of not more than eleven players, one of whom is the goalkeeper. A match may not start if either team consists of fewer than seven players. Local leagues determine substitution rules.

Law 4. Players' Equipment

Players should not wear anything that might injure himself or herself or another player. For this reason, players are inspected by the referee and have them remove watches and jewelry. The goalkeeper must wear distinguishing colors. Shin pads (guards) are a definite requirement, and no player will be allowed to participate without them. Shin pads must be covered entirely by socks. Clothing should be unrestricted and cleats should be worn where applicable.

Law 5. The Referee

The referee enforces the laws of the game. He/she controls the match in co-operation with the assistant referees. He/she acts as timekeeper and keeps a record of the match. The referee is responsible for administering punishment for the rule infractions and misconduct. The referee may halt the game for injury or cancel the game due to inclement weather, spectator interference or misconduct. He/she ensures that no unauthorized persons enter the field of play. All decisions by the referee are final.

Law 6. Assistant Referees

There are two assistant referees (lines people) they assist the referee to control the match in accordance with the Laws of the game. Their duties, subject to the decision of the referee, are to indicate when the ball is out of play, which team/side gets the ball, and whether it should be put back in play by throw-in, corner kick, or goal kick. Lines people also assist in substitutions. They communicate all this by using their flags.

Law 7. Duration of the Game

An adult game consists of 45-minute halves. Youth soccer time rules vary according to age group. Games may differ in duration according to competition and tournament rules.

Law 8. Start and Restart of Play

A toss of the coin determines which team chooses between having the ball first (the kick off) or defending one end of the field or the other. After a team score, the other team restarts play with another kick off from the center spot. A dropped ball is a way of restarting the game after a temporary stoppage. A goal can be scored directly from the kick-off.

Law 9. The Ball In and Out of Play

The ball is only out of play when it has fully crossed one of the field boundaries. It is still in play if it bounces off a goal post, corner flag or official. Play is also stopped when the referee blows the whistle.

Law 10. Method of Scoring

A goal is scored when the entire ball crosses the line between the two goal posts. The team that scores the most goals wins. If zero or an equal number of goals are scored the contest is a tie.

Law 11. Offside

A player is considered offside position if they are closer to their opponents' goal than both the ball and the second last defender at the moment the ball is played.

A player is not in an offside position if:

He is in his own half of the field.

He is level with the second last defender.

The ball was received directly from a goal kick, corner kick, or throw –in.

A player is not penalized for being offside unless, in the opinion of the referee, he is seeking to gain advantage or is interfering with play or an opponent. An indirect free kick is awarded for being offside.

Law 12. Fouls and Misconduct

The following offenses are penalized by a direct free kick from the point of the foul:

Kicking, or attempting to kick, an opponent.

Tripping an opponent.

Charging an opponent in a dangerous manner.

Spitting at, striking, or attempting to strike an opponent.

Holding or pushing.

Deliberately contacting the ball with hands or arms (except the goalkeeper)

When tackling, making contact with the opponent before making contact with the ball.

Should the defensive team commit any of the following offenses in the penalty area, a penalty kick is awarded.

An indirect free kick is awarded for the following offenses:

Playing in a dangerous manner.

Charging fairly when the ball is not within playing distance.

Obstructing an opponent.

* Prevents the goalkeeper from releasing the ball from his hand.

Delaying by the goalkeeper (time wasting)

If defensive player deliberately plays or throws- in the ball to his goalkeeper and the goalkeeper plays it with his hands.

A caution (yellow card) is issued to a player if he:

Shows dissent (by word or action) with a referee's decision.

Enters or re-enters the field without the referee's permission.

Is guilty of un-sportsmanlike conduct.

Displays persistent infringement of the Laws of the Game.

An indirect free kick is awarded for the last three infractions.

A player can be sent off (red card) the field for:

Serious foul play.

Violent behavior

Use of foul or abusive language.

If the game is stopped to send off a player, it is resumed by awarding an indirect free kick to the opposing team.

Law 13. Free Kick

Free kicks are either direct or indirect. For both direct and indirect free kicks, the ball must be stationary when the kick is taken. The kicker cannot touch the ball a second time until it has touched another player.

Direct Free Kick can be kicked directly into the goal without the assistance of another player.

Indirect Free Kick requires the assistance of another player (he must touch the ball) before the ball can be kicked.

The referee signals an indirect free kick by a raised arm. On free kicks the opposing team must be at least 10 yards away, unless standing on their own goal line. For a team taking a free kick from their / **its** own penalty area, the opponents must be outside the penalty area and at least 10 yards distant / **away**.

Law 14. Penalty Kick

A penalty kick is awarded to the attacking team when the defending team commits any foul that would result in a direct free kick in their penalty area. The penalty kick is taken from the penalty mark. The person taking the kick cannot play the ball a second time until it has been touched by another player. If the ball rebounds off the goalkeeper or goal post into the field of play, it is live.

Law 15. Throw – In

A throw in is a method of restarting play. It is awarded when the whole of the ball passes over the touchline, either on the ground or in the air, from the point where it crosses the touchline. The ball is in play immediately when it enters the field of play. The thrower may not touch the ball again until it has touched another player.

Law 16. Goal Kick

A goal kick is a method of restarting play. A goal kick is awarded when the whole of the ball, having last touched a player of the attacking team, passes over the goal line, either on the ground or in the air.

Law 17. Corner Kick

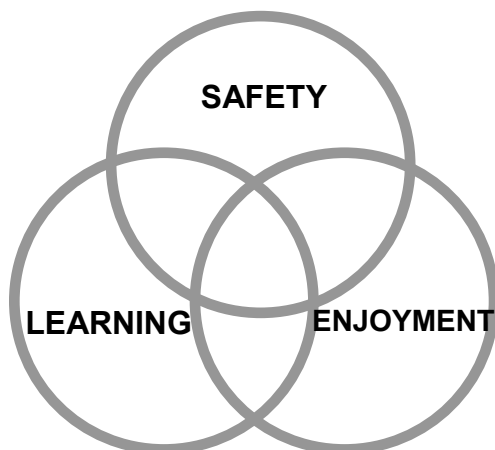
A corner kick is a method of restarting the play. A goal may be scored directly from a corner kick. A corner kick is awarded when the whole of the ball, having last touched a player of the defending team, passes over the goal line, either on the ground or in the air.

RULES — ALL AGES

Rules	Rule Objectives; Players Should:
1 <ul style="list-style-type: none"> • Throw ins 	<ol style="list-style-type: none"> 1. Understand why a throw in is taken. 2. Understand which team takes the throw in. 3. Know how to take a thrown in.
2 <ul style="list-style-type: none"> • Kick-off 	<ol style="list-style-type: none"> 1. Understand why a kick-off is taken. 2. Understand which team takes the kick-off. 3. Know how to do a kick-off.
3 <ul style="list-style-type: none"> • Corners 	<ol style="list-style-type: none"> 1. Understand why a corner is taken. 2. Understand which team takes the corner. 3. Know how to take a corner.
4 <ul style="list-style-type: none"> • Foul restarts 	<ol style="list-style-type: none"> 1. Understand why a foul is given. 2. Understand which team takes the kick on restart. 3. Know how to restart from a foul.
5 <ul style="list-style-type: none"> • Goal kicks 	<ol style="list-style-type: none"> 1. Understand why a goal kick is given. 2. Understand which team takes the goal kick. 3. Know how to take a goal kick.
6 <ul style="list-style-type: none"> • Offside (older players only!) 	<ol style="list-style-type: none"> 1. Understand why offside is given. 2. Understand which team starts with the ball. 3. Understand how that team restarts.



It is paramount when you are responsible and accountable for others that the environment is safe.



**S
A
F
E
T
Y**

Safety can include many aspects such as equipment, location, environment, coaches ability, age of child/player. Some important preventative measures you must consider when, designing and delivering your coaching sessions.

- Equipment, Footwear, shin guards, clothing
- Goals, flags, PUGG goals,
- Environment, field, location, goose poop & doggy doo! debris, pot holes, shade.
- Jewelry
- Emergency phone
- First aid kit
- Medical history: epilepsy, allergic reactions (peanuts) epi pens, A-D-D
- Injury prevention & recognition
- Weather: Heat, Rain, thunderstorms, lightening
- STOP FOR THUNDER do not wait for lightening
- Sunburn, Heat stress
- Poison Ivy, lime disease (*see handout*)
- Wild life (bears, deer, bee's snakes, dogs)
- Management of your group
- Drinking & eating children's food
- Group attendance forms (*see child protection & safety handout*)
- Communicate directly & effectively with parent/guardian
- Supervision to & from bathroom, cars/parking lot
- Strangers (aunts, uncles etc?)

CHILD PROTECTION & SAFETY

SAFETY has always been our number one priority for all United Soccer Academy, Inc. programs. We have systems in place to ensure the safety of our players on our programs and must ensure that they are followed by all academy staff & coordinators.

Background Checks

All of coaching staff have their FA coaching certificate or equivalent and are police background checked in the UK. Prior to arrival academy staff must have their paperwork approved by U.S Immigration and attend interview at the U.S Embassy in order to obtain a work visa in the United States. Upon arrival all academy staff must complete a New Jersey Youth Soccer Kid Safe form that is completed at the New Jersey Youth Soccer office or equivalent state organization.

Ratio of Adults to Kids

We strive for 1 coach per 12 players, however sometimes this may rise to 18 players dependent upon the age of the players. For Younger players 3-5 we do not go over 10/12 players per group. If group numbers do increase beyond 10 then an additional staff member will be added. All of our camps have a coordinator who monitors the dynamics and safe running of the camp.

ABUSED CHILDREN

Child abuse is a generic term. It includes a non-accidental physical injury, sexual abuse or sexual molestation, emotional abuse, and neglect. Staff should be alert to the physical and emotional state of all children each time they work with them.

By law, you are required to report any suspected cases of child abuse. This is probably the hardest part of your job but for the safety of the child please be prudent in reporting any cases. Immediately contact a company director if a suspected case arises. Do not report the case to the authorities yourself.

This is a very sensitive area. Finding out more information will depend upon your relationship with the player and your knowledge of their home life and background. Asking a general low key question may simply put your mind at rest but do not ask lots of detailed questions

Below are some possible observations and lead questions:

Observation: Billy has Bruising on the arm.

Question: Billy that looks sore!!! How did that happen?

Observation: Hearing Jenny using sexually explicit language.

Question: Jenny where did you hear that word??

Be careful asking questions, and if in doubt contact a director immediately. We will discuss the do's and don'ts of this very sensitive subject during staff orientation.

BASIC FIRST AID & EMERGENCY PROCEDURES

In the case of team training, United Soccer Academy, Inc. is not responsible for the medical care or emergencies of players. A team representative should be present, at all sessions, to tend to those needs. However all staff are given a basic first aid kit (band aids, tissues, ice packs, tape, gauze etc) as some minor incidents may be able to be dealt with by coaching staff. For our summer programs the lead staff member will be equipped with a fully stocked basic first aid kit that will permit you to attend to the situations that may arise.

Please note it is your responsibility to keep your first aid kit stocked at all times. Additional supplies may be acquired from the office, please just ask.

As an academy staff member, you may only provide first aid for basic cuts, bruises, friction burns, insect bites, etc. Qualified physicians must handle all other accidents. **USE GLOVES WHENEVER BODILY FLUID IS VISIBLE.**

In the event of an incident please follow the below steps:

1. Remain calm and assess the situation
2. Keep group calm & keep all other children away from incident.
3. Decide on treatment (common injuries and treatments):
 - Cuts/scrapes (clean with soap & water or antiseptic wipes and apply band aids/plasters).
 - Bruises/bangs (elevate and ice).
 - Possible sprains/strains/muscle pulls (elevate and ice).
 - Possible breaks/soft tissue damage (elevate and ice).
 - Possible neck/back injury (don't move, keep stable and calm).
 - Heat emergencies (see related section).
 - Nosebleeds (pinch nose to prevent further blood flow, tilt head forward (not backwards as it causes blood to go down throat!!) keep head elevated (above heart) and apply tissue to nose, allowing blood time to clot. Wash off with cool water/wipes when bleeding stops.
 - Asthma (ask child if they have an inhalant and allow them to administer it themselves. Allow them to rest).
 - Dizziness (provide juice or sugar mixed with water and let rest in shade.)
 - Always throw away used ice packs and treatment aids in garbage cans, not in first aid boxes (i.e. tissues, bandages).

**If an accident occurs that requires immediate medical attention
Contact emergency services 911, notify parents & USA Office**

Regardless of the program, an accident form must always be completed for any injury. It is to be completed by the team trainer or the program director. The form should be submitted to the office within 24 hours of the incident. See copy in appendix for reference.

Basic First Aid Formula **P.R.I.C.E.**

Prevention

Rest

Ice

Compression

Elevation

HEAT RELATED INJURIES

The death of NFL player Korey Stringer in 2001 has taught us some powerful, if saddening, lessons: Preventing heat stroke isn't a matter of physical ability, stamina, youth or willpower. Even the best athletes, who are at the pinnacle of their career, in the best possible physical condition, can have a hard time seeing the danger signs. Once the body begins to succumb to overheating, there may be nothing within our control we can do.

PREVENTION, however, is very much within our control. Here are some simple steps to take against heat stroke:

- Don't assume that brief workouts are less risky than extended ones. According to one study, 40 percent of heat stroke cases occurred during short workouts.
- "Pre-hydrate" your body by drinking a pint of fluid 15 to 30 minutes before exercising outdoors.

If you are exercising for a long stretch of time, drink a half-pint to a pint of fluid every half hour. This will need to be increased as the temperatures rise.

Heat related injuries are almost entirely preventable by the coach. During excessive hot weather, drink plenty of water and take several breaks (in shade if possible). Pay close attention to the signs and symptoms of any heat related injury.

Heat Cramps: Mild forms of heat stress. Symptoms include muscle twitching and cramps in the legs, arms and abdomen. Drink plenty of fluids and eat slightly salted foods.

Heat Exhaustion: Serious in nature, can lead to heatstroke. Shown by excessive thirst, slow pulse, pale and cool skin, weakness, fatigue, profuse sweating, lack of coordination and mental dullness. Remove from activity immediately and place in cool environment in reclining position with feet elevated. If the person faints, place head on floor or ground and call emergency help.

Heat stroke: Very serious and can lead to death. Shown by hot, red, dry skin, little or no sweating, a rapid pulse and a very high temperature. Remove from activity and pack person in ice or very cold water and immediately call for help. Check body temperature every 10 minutes so the body temperature does not fall below 100° F, which will cause hypothermia.

HYPERthermia: (hyper)
INCREASE in temperature **HEAT**

HYPOTHERmia: (hypo)
DECREASE in temperature **COLD**

LYME DISEASE

Lyme Disease is an infection caused by the bacterium *Borrelia burgdorferi*, which can be transmitted by the bite of certain species of ticks. The disease often starts as a skin rash and can progress to more serious stages involving joint, nerve, or heart tissue. Antibiotics are usually effective, especially if treatment starts early in the disease process. Lyme Disease has now been reported in at least 47 states in the U.S., as well as in many countries throughout the world.

THE TICK

ACTUAL SIZE (left to right) of larva, nymph, adult male, adult female, and engorged adult female Ixodes ("Deer Ticks") and adult male and female Dermacentor ("Dog Ticks")



Four Forms

of the Ixodes tick - larva, nymph, adult male, and adult female are shown.
Photo: M. Fergione.



Adult Female Ticks

Ixodes ("Deer Tick") - left, and Dermacentor ("Dog Tick")
Photo: M. Fergione.



In the United States, two closely related tick species - *Ixodes scapularis* and *Ixodes pacificus* - have been identified as harboring and transmitting the disease - causing *Borrelia* bacterium to people and animals. *I. scapularis*, the black-legged tick, is found in the eastern U.S., and *I. pacificus*, the western black-legged tick, is on the West Coast. Keep in mind that *Ixodes* species are smaller than the common American "dog tick," which does not transmit the Lyme Disease-causing spirochetes.

THE BITE

Most people do not feel a tick biting nor the subsequent drawing of blood it needs for nourishment. If left undisturbed, the tick will remain attached to its host and become engorged with blood over the next 2-4 days, eventually dropping off. If the *Ixodes* tick happens to be a carrier of the *Borrelia* spirochetes, it may transmit them to the host during this feeding process. Once in your body, the spirochetes can multiply. Not all ticks carry the spirochete, and a bite does not always result in the development of Lyme Disease -- even if the tick is a carrier.



REMOVAL

Remove the tick promptly; the sooner you remove it, the less chance of infection. Use either a tick-removing device or fine-point tweezers. Do not squeeze the tick's body; grasp it where its mouth parts enter the skin and tug gently and repeatedly, until it releases its hold by withdrawing its barbed mouth part from your skin. Above all, be patient -- proper tick removal will take time.

Save the tick in a covered jar of alcohol labeled with the date, the body location of the bite, and the place where you think you acquired the tick. Wipe the bite area with antiseptic, or wash with soap and water. Call your local or State Board of Health if you want to have the tick identified.



SYMPTOMS

A typical early symptom of the disease is a slowly expanding red rash at the site of the tick bite. The rash usually appears within a week to a month after the bite and can slowly expand over several days. Sometimes there are multiple, secondary skin rashes. This large rash should not be confused with the harmless red spot that usually is seen immediately after receiving the bite. Many people have a small redness at the site of the bite, which is a normal sensitivity to the bite itself (if you are uncertain contact your doctor).

Although a majority of infected persons develop the classic red rash, many do not. Other common symptoms of early Lyme Disease -- with or without the rash -- are flu-like, and include fatigue, headache, neck stiffness, jaw discomfort, pain or stiffness in muscles or joints, slight fever, swollen glands, or reddening of the eyes. A pregnant or nursing woman who is bitten by a tick or develops a rash or flu-like symptoms should contact her doctor.

If untreated, Lyme Disease can progress to more serious stages. In these later stages of the disease, the joints, the heart, and the central nervous system can be involved. One example is so-called "Lyme Arthritis," with attendant joint pain and swelling. These symptoms, which usually occur in a single joint, can go away after a few days, and recur in another joint. Heart symptoms, which can occur within one to three weeks after the rash, include dizziness, weakness, and an irregular heartbeat. Still other patients may develop weakness of facial muscles -- drooping of an eyelid or a corner of the mouth, or inflammation of the eye.

TREATMENT

Lyme Disease is treatable. Naturally, it is easier to treat when it is detected early. However, even in its later stages the disease commonly responds to medication. Antibiotics are the treatment of choice, and your physician will choose the one that is best for you.

Keep in mind that you may contract the disease repeatedly or have a relapse. Although research is underway on vaccines that could provide long-term protection, they are at least several years from approval.

PREVENTION

Be aware of and avoid tick habitats, such as tall grass, bushes, brush, and woods. If you go into such habitats, wear shoes and appropriate clothing -- a hat, long-sleeved shirt, and long pants tucked into socks. The use of tick repellents on the outside of clothing may be helpful.

Before coming indoors, brush off your clothing. Once inside, remove all clothing and check for ticks. Family members can help each other with such inspection. Remove and dispose of any unattached ticks. If you find a tick that is attached to you, follow the procedure outlined under Tick Removal. Monitor the bite area and be alert for early symptoms, such as an expanding rash or flu-like signs over the next month or so.

Since pets that are allowed outdoors can cause us to come in contact with ticks, frequently inspect your pet and remove any attached or unattached ticks, and use tick-control products that your veterinarian recommends. These preventative measures are important to help protect pets because they also can get Lyme Disease.

POISON IVY: How To Identify

An irritating plant...

POISON IVY is a woody shrub or vine with hairy looking aerial roots. It grows to 10 feet or more, climbing high on trees, walls and fences or trails along the ground. All parts of poison ivy, including the roots, are poisonous at all times of the year.

The toxin in poison ivy is an oil which causes an irritating skin reaction on many people. The reaction, an itchy rash with clear blisters, is variable in severity among people, and can vary from year to year on the same individual.

The poison ivy reaction can be reduced if you change clothing immediately and wash the exposed skin with soap and water. If you can wash all the oil off exposed skin within 5 minutes of contact, no reaction will occur. Even water from a running stream is an effective cleanser. The oil from poison ivy can remain active on clothing and footwear as long as a year so be careful not to expose yourself to the oil again. The oil can also be transmitted on pet fur and in the smoke of burning poison ivy.



POISON IVY is commonly confused with other plants. Here are the key differences to look for to distinguish poison ivy from its lookalikes.

POISON IVY CONTROL can be done at any time of the year, but is best achieved May through July while the plants are flowering. Poison ivy should be accurately identified before you attempt any control measures. *Spraying is recommended over burning because poison ivy oil vaporizes when hot, carries in smoke and can cause a severe rash.*

Poison ivy foliage within reach can be sprayed with glyphosate (sold under the trade names Roundup, Kleenup and others) according to label directions. When using this or any herbicide, always read and follow label directions carefully. Take care to avoid other plants and do not spray so heavily the herbicide drips off the leaves. Glyphosate is a nonselective herbicide and will kill any vegetation it contacts.

To kill poison ivy that climbs high into trees, cut the vine off 6 inches above ground level. Treat the stump with glyphosate (according to label directions) immediately after cutting to kill the roots and prevent sprouting. If resprouting does occur, treat the leaves with glyphosate.

Poison ivy can be very persistent, so you may have to spray the vines two or more times for complete control. Poison ivy can spread along fence or hedge rows and under trees by birds dispersing the seeds. Treating young seedlings with glyphosate will kill them and limit the spread of poison ivy.



1. What can I do to relieve the itch?

There is no cure for the rash once it begins, only relief of the symptoms. Avoid further contact with the plant oils if possible. Removal of any remaining oils in the early stages of the rash (i.e., first 24-48 hours) can help reduce its severity and duration.

Minor itching, pain, oozing, and swelling can be relieved with over-the-counter anti-itch treatments that contain zinc acetate, diphenhydramineHCl, menthol zinc oxide, or hydrocortisone. In severe cases a physician can prescribe antihistamine creams, tablets, or shots.

2. Do the blisters cause the rash to spread?

No. The blisters are the body's natural allergic reaction to poisonous plants. If the blisters break and ooze, the fluid **does not** contain the oils that cause spreading. Oils from the original contact with the plant that have not bonded with skin cells continue spreading (unless removed) for the first 1 or 2 days. If new areas of rash appear after 3 days, you are getting re-exposed to the plant oils, most likely from contaminated clothing, tools, or even your cat or dog.

3. How long will the rash last?

Mild cases can last 5-12 days. More severe cases can last up to 30 days or longer, due to re-exposure.

4. Can I get the rash from someone else?

Generally speaking, no. Once the rash appears (i.e. within 1-3 days), the original oil has all bonded to the victim's skin, so it can't be spread to others.

5. How long do the urushiol oils last?

OILS DO NOT EVAPORATE and can remain active for a year or longer after being picked up on tools, clothing, animal fur, etc.

6. Should I break the blisters?

Never break the blisters! An open blister can easily become infected and lead to blood poisoning. If the blisters break, cover loosely with a sterile bandage.

7. I've never gotten the rash before. Can I get it now?

Yes, you can begin getting the rash at any time during your life. Three out of four people are sensitive to poison oak and ivy. Sensitivity is just a matter of being exposed enough times until the body becomes allergic to the poison oil.

8. Should I wrap or cover the rash with bandages?

Air is helpful to healing any wound. If you cover the rash with a sterile bandage, cover loosely to allow healing oxygen to reach the surface of the skin. It is important to keep the rash very clean; changing the sterile bandage frequently reduces the risk of infection. Seek medical attention if rash becomes red, feverish or shows other signs of infection.

9. Are dead plants safe to touch?

No. The poison oils remain toxic and do not evaporate. All parts of the living or dead poison plants, including the roots, contain the urushiol oils. Be especially careful of dead vines on firewood and leafless vines in the winter.

10. Do I need to clean urushiol oil from clothing and tools?

Yes. The poison oil will remain active on these articles and can cause a rash months, or even years later. Removal of the oil with a thorough cleansing is important to avoid contaminating unsuspecting victims in the future.

11. Can I get the rash from my pets?

Yes. Since the animals' fur protects their skin from the poison oil, they won't get a rash. However, the oil will remain on their fur and will contaminate you when you touch them. Removal of the poison oil from your pet with a thorough, effective cleanser will help avoid contaminating you and your family with an unwanted and unsuspected rash.

12. Is it possible to get a rash by breathing the smoke of burning poison plants?

Yes. The urushiols are carried in the smoke from burning leaves or brush. If you think you have inhaled the oils, see your physician immediately; this can be a very serious condition. In several states it is illegal to burn poison plants. NEVER BURN IT! Avoid breathing the smoke.

13. Does bleach remove the urushiol oils or help heal the rash?

No. Bleach may appear to be a quick fix to poison plant rash. However, bleach removes the top layer(s) of your skin. Using it can irritate your skin and in the process weaken it so that the rash may become worse, or it could lead to an infection. Your skin may then become more sensitive to getting the rash in the future.

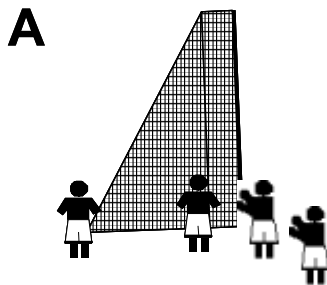
GOAL POST SAFETY

YOU MUST!!!!

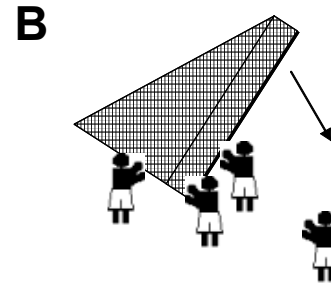
1. ensure all goals are anchored or they cannot be used.
2. remember that an anchored soccer goal is much less likely to tip over but not impossible.
3. remember to secure the goal to the ground, preferably at the rear of the goal.
4. avoid moving goals at all costs. If they look unsafe do not touch.
5. check all goals prior to moving as individual bars/posts can come loose at the joint and potentially fall on to persons carrying the goal.
6. use adults to help move goals and avoid using players.
7. understand how to carry/move a goal correctly
8. ensure that nobody is below the cross bar or underneath the goal when moving.

How To Carry/Move Goals Safely

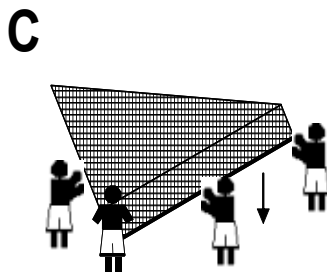
Please use your common sense when carry goals. If goals are or look unsafe DO NOT USE!!!!!!!!!!!!!!!!!!!!!!



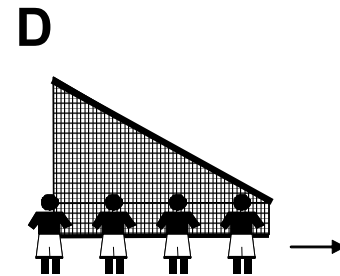
A: At least 3 people, on each (post) side of the goal.



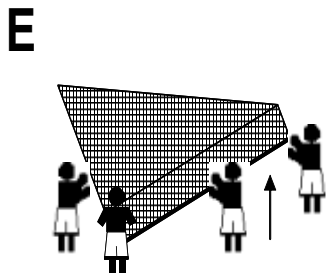
B. Stand by the outside of post not under the crossbar



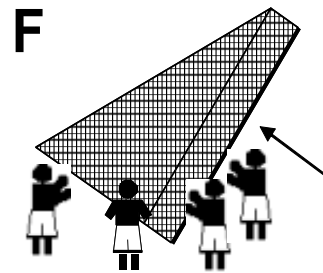
C. Slowly lower the cross bar with all three persons taking the weight of the goal.



D. Walk slowly when moving the goal



E. Place the bottom of the posts down on the ground with at least 2-3 persons on each post.



F. Push the goal upward by walking towards the post going hand under hand on each post. Do not touch or be underneath the crossbar.

GOAL POST SAFETY (CONTD.)

12-year old Boy Dies From Falling Soccer Goal Second Such Death In Less Than Six Months

Another Needless Death

A twelve-year old California boy died on April 22 after a heavy iron soccer goal at his San Jose middle school fell, striking his head and pinning him to the ground. It appears that Luis Jimenez, a seventh grader at the J.W. Fair Middle School in East San Jose, was one of a group of boys trying to set the goal upright during recess to play a pickup soccer game, when it slipped from their hands and came back down, hitting the boy on the head. "There was blood everywhere," said one boy. As many as 400 students were having lunch in the vicinity, when the accident took place. Jimenez's death comes less than six months after the falling goalpost death of six-year old Zachary Tran in a Chicago suburb and highlights the continuing deadly hazard posed by soccer goalposts.

Many Goals Are Unsafe

There are between 325,000 and 600,000 soccer goals in the United States. Many are unsafe because they are unstable and either unanchored or not correctly anchored or counterbalanced. In addition, even properly secured goalposts pose an unnecessary danger to players, primarily goalies, because the vast majority are unpadded. The American Journal of Sports Medicine reported in 1995 that, even though goalies comprise only six percent of soccer players, they suffer nineteen percent of all soccer injuries. When a player collides with the post of a heavy, stationary goal post, the player absorbs all of the impact of the collision.

According to the Consumer Product Safety Commission:

At least 36 fatalities and 56 major injuries nationwide during the period 1979 to 2011 have been linked to unanchored or portable soccer goals, four in 1990 alone.

Never let anyone hang on the crossbars of soccer goalposts!!!

PLAYING FIELDS

An Overlooked Safety Hazard

During a college lacrosse game, I stepped into a hole on a poorly maintained field, tearing my anterior cruciate ligaments (ACL) and the menial meniscus cartilage in my right knee. My knee was so badly damaged it required two surgeries and months of casts and rehabilitation. I never played lacrosse again. If someone had taken a few moments to check the field before the game began, I probably would never have been injured.

One of the biggest hazards in outside field sports, yet often the most overlooked, is the field itself. One quarter of all injuries. Fully 25% percent of all soccer injuries result from poor field conditions.

Don't count on the referee. The referee is usually the one responsible for inspecting the field before a game begins to ensure that it is in a playable condition. Unfortunately, all too often, the referee barely arrives at the field in time for the game itself (if he or she shows at all!) and assumes that the coaches have inspected the field!

Coaches are too busy. The coaches are so busy getting their team ready to play and giving last minute instructions that they also don't have time to check the field for holes, puddles, broken glass, stones or other debris. Most coaches are happy to leave this task to the ref., so they don't bother to check the field themselves.

EVALUATING PLAYERS

The information below is useful when evaluating players.

Game Observations: *What to look for?*

- Greatly influences the game.
- Influences the game
- Involved in the game without dominating.
- Sporadic involvement in the game.
- Contributes little to the game

Comments

The comments you write are based upon your observations and are more valuable than a grade; so when writing comments think about the 4 pillars.

Using the Four Pillars in player evaluation

In evaluating a soccer player, consider the five pillars of the game and see where the player ranks in each of the five categories. The five categories are:

- Technical
- Tactical
- Physical
- Psychological

The first category to look at is Technical ability. Does he or she strike and receive the ball properly? Do they run properly? A player's speed is factored into the Physical category, but running technique would be under Technical because a player's running technique could be corrected if it is improper, resulting in an upgrade of the Physical category rating). Also, do they strike balls properly in a game situation? A number of players can strike a ball beautifully without pressure but can't replicate the feat in a game situation.

The Tactical pillar consists of attributes such as; do the players know where to be on the field and when to be there? How is their positioning and their decision-making on the field? Do they dribble too much or not shoot enough?

The third pillar is the Physical aspect. A player's size, speed, strength, coordination and conditioning are included in this category. In assessing speed, greater importance should be given to sprinting speed (10-40 yards) opposed to speed over a longer distance, such as a two-mile run. Other ways to determine this ranking would include a person's body fat percentage, jumping ability, etc.

The fourth (and final) pillar is Psychological. This includes whether a player places greater emphasis on team accomplishments instead of individual accomplishments, whether they can handle pressure and their character (trustworthiness, loyalty, dedication, self-discipline). Also included in this category is how they interact with their teammates, coaches, referees and refereeing decisions.

Having just been involved with the evaluation of an entire team using these four pillars, I can honestly say that in doing this, you can really see what you need to work on with your team (if you are a coach) or with yourself (if you are a player). We gave each player a + if they were thought to be a positive in that pillar, a - if they were thought to be a negative in that pillar and a ? if we didn't know (we actually went with +? and ?- if we thought they were leaning one way or the other). When you see a lot of minus signs in the Technical pillar, it is clear what the focus for upcoming training sessions should be. If there are plenty of plus signs on the tactical side, it means you are doing a good job there. The same is true with the remaining categories.

EVALUATING PLAYERS (CONTD.)

One of the best things you can do as a coach is to evaluate the players, then share the evaluations with them. Discuss the reasons they graded poorly in certain areas and explain why they achieved high marks in other areas. Once you explain the reasons for the grading (and it's extremely important that they be done honestly and objectively), help identify steps that can be taken to improve their grade in that category. This is where your role as a coach can have an impact that extends beyond simply teaching them soccer. Show them how character matters, how attitude matters, how lifestyle matters, how physical conditioning matters in a person's long-term success and happiness and you will be successful as a coach.

If you are a player, evaluate yourself objectively, then see what you need to work on to get all plus signs. (By the way, only one player on the college team I was evaluating received three plus signs; no one else had more than two. This was a high level group, so the results emphasize the importance of being objective and not giving positive marks freely).

Use these four pillars to make yourself better and to make your team better. In the long run, you will be successful.

EVALUATION METHODS

USA inc. will use a variety of evaluation techniques dependent on the clients request. These club specific evaluations tend to include a Team Evaluation and/ or a Club Specific Player Evaluation and Ranking.

Also new for 2013 USA inc. will provide Radar Performance Analysis; an evaluation tool used to visually highlight numerous indicators of performance relating to the four areas of involvement in soccer: Technical, Tactical, Physical & Psychological.

Further details and training will be covered at staff development sessions and/or during your orientation period.

GRADING CRITERIA

The following criteria are to be used as a method of player and team development. United Soccer Academy, Inc. evaluations are designed in accordance with our Thresholds Of Training Model to help teams and players improve in the four areas of soccer: Technical, Tactical, Physical & Psychological. The evaluation grades are based upon the players or team's current skill and ability level.

(1) Exceptional

Excellent for the teams age level and is considered to have a 'Good Base' at the next threshold level. Consistently demonstrates the learned ability to perform the skill in pressure situations.

(2) Good base

Above average for this age level of play and is considered 'Average Ability' at the next threshold level. Demonstrates the learned ability to perform the skill in most pressure situations.

(3) Average ability

A firm foundation of the skill for their age level. Demonstrates a sound ability to perform the skill in a closed environment and sometimes under pressure.

(4) Inconsistent

Fluctuations in ability to perform the skill consistently in a fundamental/non pressured situation. Ability to perform the skill is inconsistent and with additional practice would show signs of improvement.

(5) Needs Work

Below average for their age level, demonstrating poor knowledge and application of the skill. Difficulty executing the skill and would benefit from significant development in the area.

TEAM EVALUATION COMMENTS

TECHNICAL ASSESSMENT

Dribbling (possession in attack)

"Team is comfortable dribbling & holding the ball"

Passing (pace and accuracy, short and long ball)

"Accuracy is good but players struggle with the correct weight of pass. Long & lofted passing needs much work"

Receiving (1st and 2nd touch from both ground and air)

"We have worked a lot on players opening up their body to receive the ball and have made some good progress. Development should continue"

Shooting/Finishing (accuracy and power, short and long range)

"Not enough shots on goal. Accuracy is good but weight & power are weak (same as passing)"

Heading (accuracy and power, pass or shoot)

"Limited part of the game for female players, however the girls show evidence of sound heading technique & ability. Would like to see players heading the ball more during games"

Defending (winning balls from both ground and air)

"Exceptional. Team is always first to the ball"

TACTICAL ASSESSMENT

1st Attacker (1v1 decisions, recognizing when to hold or attack)

"Team holds ball well, however I would like to see more players take on opponents 1 on 1"

2nd/3rd Attacker (mobility through combination play, changing point of attack, timing and choice of runs and support positions)

"Changing point of attack has been good (opening up body to receive the ball). Combination play needs work and will be the focus for the latter part of the spring season"

1st Defender (pressuring the ball, control and composure)

"Very good individual ability to defend (good pressure on the ball)"

2nd/3rd Defender

"team is weak defending as a group/unit/team. No communication, no discipline to delay players. Defending is an area we will continue to work on in practice"

PHYSICAL ASSESSMENT (areas that involve the fitness aspects of the game, i.e. team change of pace once ball is won. Speed, endurance, agility and change of pace with or without ball)

"Very Good"

PSYCHOLOGICAL ASSESSMENT (areas that involve the mental aspects of the game, i.e. training mentality is not focused which effects game results)

"Overall sound training mentality. A couple of players lack the same ability to concentrate. I have spoken directly to these players over the course of the season and will continue to work with them on this"

GENERAL COMMENTS (any comments that can help the team improve not covered in the evaluation).

"Team has made much progress this season. Defending is not an issue but more and ongoing project for the team".

PLAYER EVALUATION COMMENTS

Thesaurus

POSITIVE

Excellent	Wonderful	Great	Strong	Likeable
Above Average	Hustles	Works well	Satisfactory	Works hard
Work Ethic	Attitude	Well deserved	Good Base	Exceptional
Outstanding	Willing	Brilliant	Fantastic	Highly Regarded
First Rate	Sound	Superb	Tremendous	Incredible
Bright	Talented	Gifted	Capable	Able
Intelligent	Intense	Passionate	Determined	Admirable
Commendable	Very Good	Marvelous	Splendid	
Impressive	Magnificent	Amazing	Extraordinary	

NEGATIVE

Weak	Needs work	Poor	Inconsistent	Good grasp
Lacking (Lacks)	Disappointing	Below average	Unsatisfactory	Unacceptable
Below par	Missing	Absent	Deficient	Inadequate

TECHNICAL

"good passing/dribbling/shooting technique".
 "good 1st touch"
 "strikes ball well"
 "excellent"
 "good dribbling skills"
 "dribbles ball well"
 "runs with the ball with confidence"
 "sound overall technique"

TACTICAL

"defends well, one on one"
 "struggles as supporting 2nd defender"
 "influences attacking play"
 "timing of runs is good"
 "choice of runs needs work"
 "recognizes when to change point of attack"

PSYCHOLOGICAL

"lacks focus in game"
 "sound work ethic"
 "always first to practice"
 "always the first to help out"

END OF SEASON PLAYER RANKINGS



Club: _____

Team Name: _____

Age: U Sex: M / F

Club Coach: _____

Date: / /

Academy Coach: _____

Player Name	Final Rank	Additional Comments
	1	
	2	
	3	
	4	
	5	
	6	
	7	
	8	
	9	
	10	
	11	
	12	
	13	
	14	
	15	
	16	
	17	
	18	
Player Name	Rank	Additional Comments
	GK 1	
	GK 2	

TRYOUT PROCEDURE

The purpose of a tryout is to select, in the most unbiased and objective way, players for a team. USA, Inc. has established a tryout process to ensure the process is as objective and effective as possible.

Professionalism: is essential that our staff arrive in a punctual manner to set up fields, to brief colleagues and club/parent evaluators and to start the tryout on time.

Equipment:

Supplied by the club: registration sheets, numbers, pins.

Supplied by United Soccer Academy: game balls, flags, discs, pinnies, evaluation forms & clip board.

Procedure:

The tryout procedure evaluates all players in a small sided game (4v4 to 8v8) situation leading to a large sided evaluation (8v8/11v11) with players playing in their preferred position where possible. Evaluators may randomly move players to different teams & fields to allow evaluators to assess players in different environments. Players may also remain stationary and play on the same field but with different players for the entire tryout.

- The purpose of the tryout is to evaluate not coach. Do not give a running commentary. With the younger players you may need to stop them and tell them to space out more or look to pass, not just run with the ball.
- Make sure your notes are legible and comments are professional. When clubs select teams, the board members and coaches do refer to the evaluation sheets. We have to hand in all sheets at the end of the tryout. Be professional.
- All clubs have their own policy as to who can be at the tryout field and who can evaluate at a tryout. Some clubs allow a head coach to evaluate his or her own age group, others do not. USA, Inc. usually has a "heads up" on this situation but if you are unclear, ask the club board representative who can and who cannot evaluate. Tryouts are not always staffed exclusively by USA, Inc. staff.

Preparation:

Whilst players register multiple small sided fields are set up. All players go through a light warm-up, their numbers are noted on the evaluation sheet (in order) and players are then randomly separated into small sided games (with goalkeepers if they are present). Players will be identified by their number only.

- Line players up and make sure they are correct numerically. Check your sheet and have a head count, we cannot miss anyone. Be aware of late arrivals and make sure they get a fair evaluation.
- When sending players out to their starting field, do not send #s 1 - 5 to field A as a team and then #s 6 - 10 to field A as their opponents. There has in the past been an instance where a whole group of A team players started on field A and little or no movement took place. Coaches and parents all felt the tryout was fixed. Be systematic and send one or two players to each field as you divide up all the players, this way we have a random start point.

Evaluation Process

The objective of the tryout is to end up with the better players on field A and the weaker players on field D. Players are moved accordingly through the field system every 5 minutes or so whilst the games continue. Every 15 to 20 minutes, players will be given a water break at which time the evaluators should talk to discuss players and their thoughts. It is important to make notes on players as the evaluation forms are handed in to the clubs and are referred to for player selection. Towards the end of the small sided session each evaluator needs to rank their players 1 through 10 (or however many players are on that field). Because each field is ranked, there is now a rank of all the players at the tryout.

In most cases large sided games are then organized, players can be re- ranked as a result of observing players in large sided games

- Move players quickly.
- Do not be afraid to send a player back down if they have been sent up to you.
- Discuss players and parity of players (or not) at water breaks.
- Water breaks are not a time for you to go and shoot on goal with other staff. Parents and club officials are observing all of your actions.
- Use the time you have for the tryout. If you need slightly longer then take it, we can bill for it.
- We are concerned with the “bubble players”. Do not be afraid to rest the stronger players if it gives you a better look at others. Just be aware of how parents can and will interpret this.
- Field B is typically “the bubble field.” Place a keen eye on this field. The lead USA, Inc person should take this field.
- If and when you get to large sided games, try to place players in their more preferred position. It will not be perfect but especially do this for “bubble” players. That way we have a good look at them.

Do Not Be Influenced By a Club Coach or Parent!

Reminder: Tryouts for the players, the club, club coaches and parents are very important. United Soccer Academy, Inc. tryouts are proven to be successful and are a growing part of our business. Be professional, objective and honest at all times. That way we “give the game back to the players.”

Goalkeeper Tryouts:

Some clubs will hold separate tryouts for their goalkeepers, others will do it on that day.

Be Aware Of:

The better players will pick themselves, it is usually the players ‘on the bubble’ that we need to scrutinize. Be aware of players ranked 8 to 18 (depending on small or large sided).

Coaches and parents, do not be influenced, this is meant to be objective.

The information below is useful when evaluating players. The comments evaluators write are often more valuable than a grade, so when coaches write comments it is important that they think about the 4 pillars. Please note that a different emphasis will be placed upon each pillar based upon the player’s age and level of development.

Using the four out of the four pillars in player evaluation/skill assessment

In evaluating a soccer player, you will be able to consider only four of the five pillars of the game. Coaches will observe and evaluate players in the four pillars below grading where the player ranks in each of the four categories. The four categories are:

- Technical
- Tactical
- Physical
- Psychological

Technical

The cornerstone of the game is a players technical ability. Foundation is key for young players in their learning of the game, and it is important for players to demonstrate technique consistently so that it becomes a skill. Skill can be defined as: “the learned ability to bring about some end result with maximum certainty and minimum outlay of energy, or time and energy”

Tactical

Once players have acquired the techniques needed to play the game they must be applied within the changing environment of the game. This a players ability to make decisions in an open environment. Do players select the right surface to control the ball, do players choose the right passing technique to get the ball into the desired area of he field, do they make the correct run into the box? All of these are tactical areas of the game that need to be observed by the evaluator.

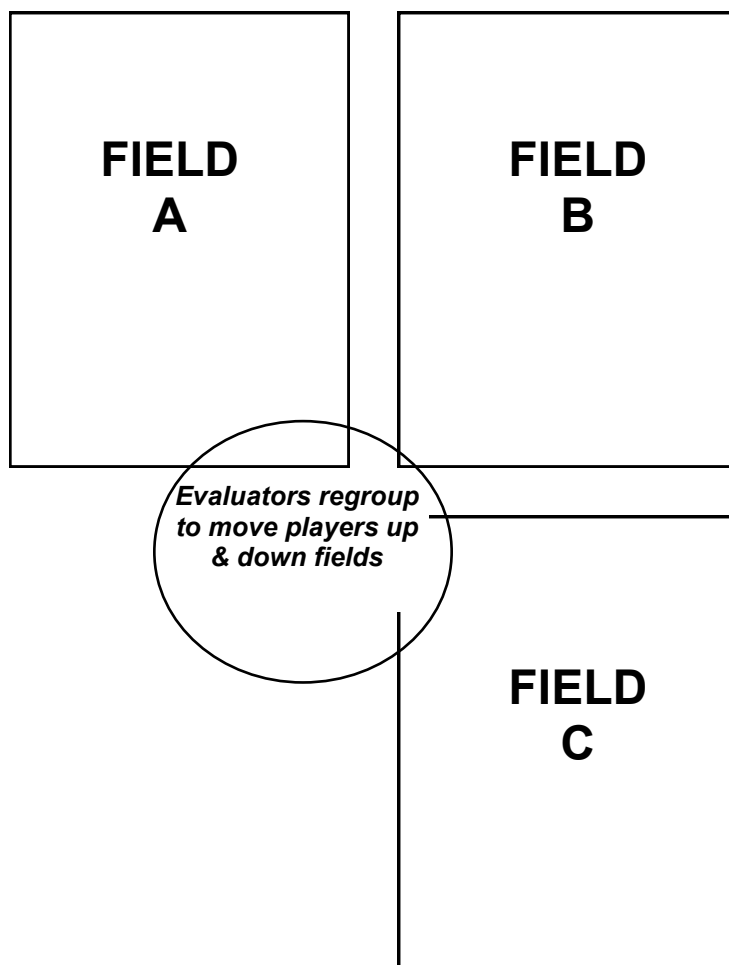
Physical

A player's size, speed, strength, coordination and conditioning are included in this category. In assessing speed, greater importance should be given to sprinting speed (10-40 yards) opposed to speed over a longer distance, such as a two-mile run. Observing players in both small sided and large sided games physical strengths and weaknesses can be identified. Less importance should be placed upon the physical attributes of younger players as they are still developing as players.

Psychological

The application and implementation of technique, tactics, and fitness by an individual player and a team. Teams normally begin this type of training towards the age of 15, however there are psychological factors at work with players of all ages. There are multiple techniques you can use as a coach to facilitate and promote learning. We must make a conscious effort to encourage the overall professional and moral development of our players helping them to improve mentally, socially and physically as people. Psychological includes whether players place greater emphasis on team accomplishments instead of individual accomplishments, whether they can handle pressure and their character (trustworthiness, loyalty, dedication, self-discipline). Included is how players interact with their teammates, coaches, referees (and referee decisions) and most importantly will be a player's work ethic.

FIELD LAYOUT



PLAYER TRYOUT COMMENTS

1. Ensure you stipulate the behavior being shown by the player.
2. Make comments short & concise.

Format: "Good.....(stipulate technique, tactical skill or psychological trait)"

TECHNICAL ATTRIBUTES

"good passing/dribbling/shooting/1st touch technique".

"strikes ball well"

"excellent use of body to shield ball"

"good dribbling skills"

"passes to feet ball well"

"runs with the ball with confidence"

"sound overall technique"

"heads ball with correct technique"

"weak passing technique"

"selfish in front of goal" (can be a good thing or bad thing, you decide)

TACTICAL ATTRIBUTES

"defends well, one on one"

"struggles as supporting 2nd defender"

"influences attacking play"

"timing of runs is good"

"choice of runs needs work"

"recognizes when to change point of attack"

"opens up the field well"

"reads the game well"

"great vision"

PHYSICAL ATTRIBUTES

"strong in challenge"

"holds off defenders well"

"uses pace to beat players"

"quick to react to ball"

"uses height advantage well"

"does not utilize size/strength, height etc"

"gets passed players with pace"

"slow which makes beating players difficult"

PSYCHOLOGICAL ATTRIBUTES

"lacks focus in game"

"sound work ethic"

"does not work well in practice"

"does not hustle"

"lacks focus"

"always gives 100%"

OVERALL GAME PLAYING ATTRIBUTES

"greatly influences the game"

"influences the game"

"involved in the game without dominating"

"sporadic involvement in the game"

6v6—8v8 Tryout Grading Sheet



Club: _____ Age: U Sex: M / F / Coed

Evaluator: _____ Date: / /

[illegible]

Player Ability Grading Scale (field finish & tryout specific)

Field A Players ONLY

1.0 – High
1.5 – Medium
2.0 – Low

Field B Players ONLY

2.5 – High
3.0 – Medium
3.5 – Low

Field C Players ONLY

4.0 – High
4.5 – Medium
5.0 – Low

HOW TO USE THE THRESHOLDS OF TRAINING

The technical and tactical objectives are designed specifically to be delivered over a series of 10 practice sessions but can be adapted for programs of differing lengths & players of varying abilities. It is important that each objective is delivered individually, so that each player can focus on that particular area.

Practice sessions should be planned so that they involve a WARM-UP, an introduction to the technique or skill (FUNDAMENTAL), a progression of the technique or skill (GAME RELATED) and a conditioned and unconditioned scrimmage (CONDITIONED GAME). It is important that each section of the practice session is based on the same “theme”, whether technical or tactical. For example a practice session on control would have elements of control in the warm up, introduction and progression of the technique, as well as the conditioned and unconditioned scrimmage.

USA, Inc. have designed & produced a series of 10 session topics for each threshold level that cover all technical and tactical thresholds. There are learning objectives & outcomes for each session and assumes player success at the previous level. The 10 session topics allow coaches to repeat sessions if necessary over the course of a 10 week season, plus allowing coaches the freedom to add their own input into the program based upon the needs of the players. The players will practice more than twice per week, thus allowing the opportunity for development and skill acquisition to be greatly increased.

SUGGESTION SESSION GUIDE FORMAT

Use the formats below as a guide only. Progression assumes success for players at the previous level and so some flexibility is needed in respect to content and time of any session format. The format below is categorized in parts, although distinct there is room for overlap and amalgamation of parts.

<u>COMPONENT</u>	<u>(%)</u>	<u>1 HOUR</u>	<u>1.5 HOUR</u>	<u>2.0 HOUR</u>
Warm Up	15	10 mins	10 mins	20 mins
Fundamental	20	10 mins	20 mins	25 mins
Game-Related Practice	25	15 mins	25 mins	30 mins
Conditioned Game	35	20 mins	30 mins	40 mins
Cool Down	5	5 mins	5 mins	5 mins

The Thresholds of Training that are offered contain the elements of both technical and tactical objectives in soccer that players at each age level should experience. Players should attain all of the objectives in the “Threshold” category, and several objectives in the “Premier” category. The aim is to challenge every player to his or her highest possible level of development. The technical and tactical aspects cover:

1. Creative Play
2. Shooting (Accuracy)
3. Receiving & Control
4. Attacking (1v1, 2v1)
5. Passing (Switch of Play)
6. Passing (Penetration)
7. Changing Direction
8. Defending (1v1, 2v2)
9. Passing (Possession)
10. Shooting (Power)

THRESHOLDS

THRESHOLDS OF TRAINING— 3RD GRADE

Technical

1. Creative Play
2. Shooting (Accuracy)
3. Receiving & Control
4. Attacking (1v1)
5. Passing (Switch of Play)
6. Passing (Penetration)
7. Changing Direction
8. Defending (1v1)
9. Passing (Possession)
10. Shooting (Power)

Tactical

1. Rules of the Game
2. Creating shooting opportunities
3. Dealing with pressure
4. Attacking in wide areas
5. Switch of play, transfer and creating width
6. Penetration and support
7. Changing point of attack
8. Pressure and positional awareness
9. Width, length, depth and support
10. Set pieces and restarts

Technical (3rd Grade Threshold)

- Creative Play
- Shooting (Accuracy)
- Receiving & Control
- Passing (Switch of Play)
- Passing (Penetration)
- Changing Direction

Tactical (3rd Grade Threshold)

- Rules of the Game
- Creating shooting opportunities
- Dealing with pressure
- Switch of play, transfer and creating width
- Penetration and support
- Changing point of attack

Technical (3rd Grade Premier)

- Attacking (1v1)
- Defending (1v1)
- Passing (Possession)
- Shooting (Power)

Tactical (3rd Grade Premier)

- Attacking in wide areas
- Pressure and positional awareness
- Width, length, depth and support
- Set pieces and restarts

THRESHOLDS OF TRAINING— 4TH GRADE

Technical

1. Creative Play
2. Shooting (Accuracy)
3. Receiving & Control
4. Attacking (1v1)
5. Passing (Switch of Play)
6. Passing (Penetration)
7. Changing Direction
8. Defending (1v1)
9. Passing (Possession)
10. Shooting (Power)

Tactical

1. Rules of the Game
2. Creating shooting opportunities
3. Dealing with pressure
4. Attacking in wide areas
5. Switch of play, transfer and creating width
6. Penetration and support
7. Changing point of attack
8. Pressure and positional awareness
9. Width, length, depth and support
10. Set pieces and restarts

Technical (4th Grade Threshold)

- Creative Play
- Shooting (Accuracy)
- Receiving & Control
- Passing (Switch of Play)
- Passing (Penetration)
- Changing Direction

Tactical (4th Grade Threshold)

- Rules of the Game
- Creating shooting opportunities
- Dealing with pressure
- Switch of play, transfer and creating width
- Penetration and support
- Changing point of attack

Technical (4th Grade Premier)

- Attacking (1v1)
- Defending (1v1)
- Passing (Possession)
- Shooting (Power)

Tactical (4th Grade Premier)

- Attacking in wide areas
- Pressure and positional awareness
- Width, length, depth and support
- Set pieces and restarts

THRESHOLDS OF TRAINING— 5TH GRADE

Technical

1. Creative Play
2. Shooting (Accuracy)
3. Receiving & Control
4. Attacking (1v1)
5. Passing (Switch of Play)
6. Passing (Penetration)
7. Changing Direction
8. Defending (1v1)
9. Passing (Possession)
10. Shooting (Power)

Tactical

1. Rules of the Game
2. Creating shooting opportunities
3. Dealing with pressure
4. Attacking in wide areas
5. Switch of play, transfer and creating width
6. Penetration and support
7. Changing point of attack
8. Pressure and positional awareness
9. Width, length, depth and support
10. Set pieces and restarts

Technical (5th Grade Threshold)

- Creative Play
- Shooting (Accuracy)
- Receiving & Control
- Passing (Switch of Play)
- Passing (Penetration)
- Changing Direction
- Shooting (Power)

Tactical (5th Grade Threshold)

- Rules of the Game
- Creating shooting opportunities
- Dealing with pressure
- Switch of play, transfer and creating width
- Penetration and support
- Changing point of attack
- Set pieces and restarts

Technical (5th Grade Premier)

- Attacking (1v1)
- Defending (1v1)
- Passing (Possession)

Tactical (5th Grade Premier)

- Attacking in wide areas
- Pressure and positional awareness
- Width, length, depth and support

THRESHOLDS OF TRAINING— 6TH GRADE

Technical

1. Creative Play
2. Shooting (Accuracy)
3. Receiving & Control
4. Attacking (1v1)
5. Passing (Switch of Play)
6. Passing (Penetration)
7. Changing Direction
8. Defending (1v1)
9. Passing (Possession)
10. Shooting (Power)

Tactical

1. Rules of the Game
2. Creating shooting opportunities
3. Dealing with pressure
4. Attacking in wide areas
5. Switch of play, transfer and creating width
6. Penetration and support
7. Changing point of attack
8. Pressure and positional awareness
9. Width, length, depth and support
10. Set pieces and restarts

Technical (6th Grade Threshold)

- Creative Play
- Shooting (Accuracy)
- Receiving & Control
- Passing (Switch of Play)
- Passing (Penetration)
- Changing Direction
- Shooting (Power)

Tactical (6th Grade Threshold)

- Rules of the Game
- Creating shooting opportunities
- Dealing with pressure
- Switch of play, transfer and creating width
- Penetration and support
- Changing point of attack
- Set pieces and restarts

Technical (6th Grade Premier)

- Attacking (1v1)
- Defending (1v1)
- Passing (Possession)

Tactical (6th Grade Premier)

- Attacking in wide areas
- Pressure and positional awareness
- Width, length, depth and support

THRESHOLDS OF TRAINING— 7TH GRADE

Technical

1. Creative Play
2. Shooting (Accuracy)
3. Receiving & Control
4. Attacking (2v1)
5. Passing (Switch of Play)
6. Passing (Penetration)
7. Changing Direction
8. Defending (2v2)
9. Passing (Possession)
10. Shooting (Power)

Tactical

1. Rules of the Game
2. Creating shooting opportunities
3. Dealing with pressure
4. Attacking in wide areas
5. Switch of play, transfer and creating width
6. Penetration and support
7. Changing point of attack
8. Pressure and positional awareness
9. Width, length, depth and support
10. Set pieces and restarts

Technical (7th Grade Threshold)

- Creative Play
- Shooting (Accuracy)
- Receiving & Control
- Passing (Switch of Play)
- Passing (Penetration)
- Changing Direction
- Passing (Possession)
- Shooting (Power)

Tactical (7th Grade Threshold)

- Rules of the Game
- Creating shooting opportunities
- Dealing with pressure
- Switch of play, transfer and creating width
- Penetration and support
- Changing point of attack
- Width, length, depth and support
- Set pieces and restarts

Technical (7th Grade Premier)

- Attacking (2v1)
- Defending (2v2)

Tactical (7th Grade Premier)

- Attacking in wide areas
- Pressure and positional awareness

THRESHOLDS OF TRAINING— 8TH GRADE

Technical

1. Creative Play
2. Shooting (Accuracy)
3. Receiving & Control
4. Attacking (2v1)
5. Passing (Switch of Play)
6. Passing (Penetration)
7. Changing Direction
8. Defending (2v2)
9. Passing (Possession)
10. Shooting (Power)

Tactical

1. Rules of the Game
2. Creating shooting opportunities
3. Dealing with pressure
4. Attacking in wide areas
5. Switch of play, transfer and creating width
6. Penetration and support
7. Changing point of attack
8. Pressure and positional awareness
9. Width, length, depth and support
10. Set pieces and restarts

Technical (8th Grade Threshold)

- Creative Play
- Shooting (Accuracy)
- Receiving & Control
- Passing (Switch of Play)
- Passing (Penetration)
- Changing Direction
- Passing (Possession)
- Shooting (Power)

Tactical (8th Grade Threshold)

- Rules of the Game
- Creating shooting opportunities
- Dealing with pressure
- Switch of play, transfer and creating width
- Penetration and support
- Changing point of attack
- Width, length, depth and support
- Set pieces and restarts

Technical (8th Grade Premier)

- Attacking (2v1)
- Defending (2v2)

Tactical (8th Grade Premier)

- Attacking in wide areas
- Pressure and positional awareness

FOOTWORX

United Soccer Academy has developed 19 innovative technical ball skills for players of every age and ability.

During practice, each skill should be completed for 45-60 seconds. Please note that it is mandatory that USA coaches promote effective technique; not how fast each player perform the skills.

You can decide which variety of skills to integrate into your coaching sessions. It is important that all 19 exercises are completed with regularity to ensure measurable levels of development can be identified. As a result, do not neglect any of the exercises.

During the FootworX testing procedure, if at any point a player loses control of the ball they must recommence from zero. Reinforcement of effective technique is vital to record successful and valid results and therefore should be promoted at all times.

During assessments each skill will be performed for 20 seconds.

- | | |
|--|-------------------------------------|
| 1. Toe Taps | 11. Juggling No Bounce |
| 2. Box Balls | 12. Dribbling Preferred Foot |
| 3. Scissors | 13. Dribbling Non-Preferred Foot |
| 4. Sole Roles | 14. Turning Inside |
| 5. Drag Backs | 15. Turning Outside |
| 6. Ball Maneuver 1 (Outside Outside) | 16. Samba Touches |
| 7. Ball Maneuver 2 (Outside Outside Inside) | 17. Lace Touches Preferred Foot |
| 8. Ball Maneuver 3 (Inside Inside Outside) | 18. Lace Touches Non-Preferred Foot |
| 9. Ball Maneuver 4 (Outside Outside Cruyff) | 19. Lace Touches Alternate |
| 10. Juggling One Bounce | |

FootworX Videos:

Go to UnitedSoccerAcademy.com, select Training Services from the top menu, click FootworX, browse all 19 videos.

How to Log Scores Online?

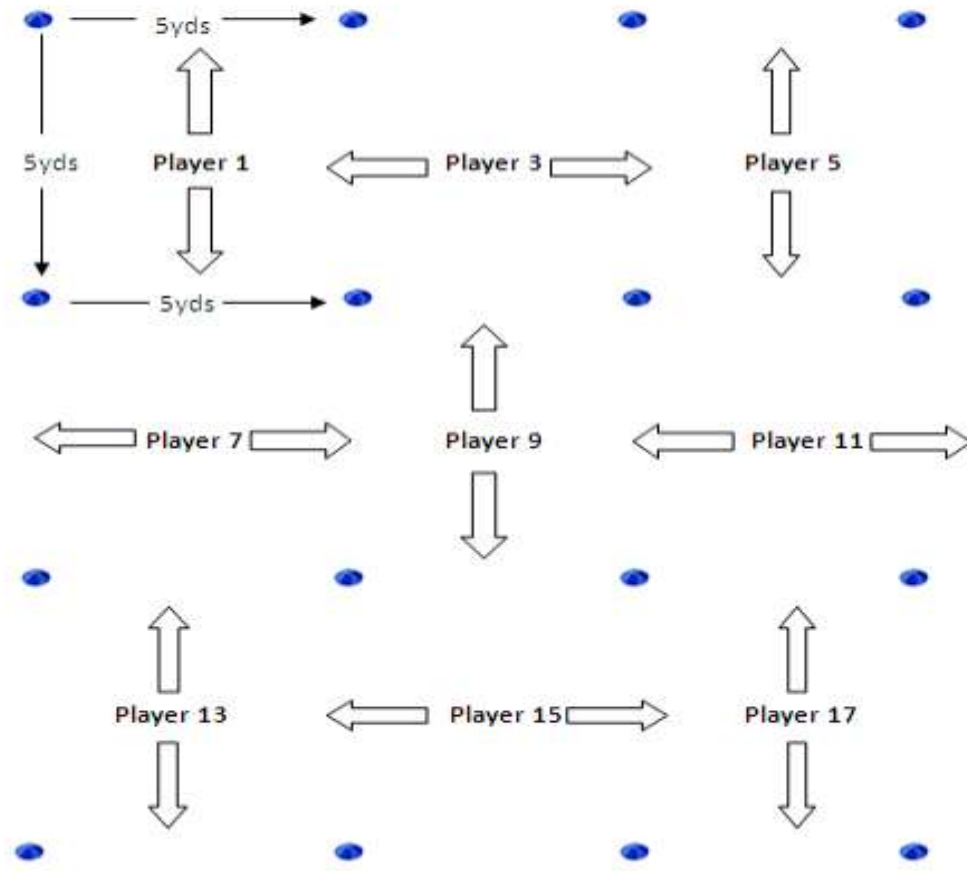
Go to UnitedSoccerAcademy.com, select Training Services, and click on FootworX.

Responsibility of Coaches:

Email the above information to your team distribution list with frequent reminder of future test dates.

TEST LAYOUT 1

Session Layout



Two players are assigned to each grid. While Player 1 completes the exercise Player 2 counts scores. Each player practices the skill for 60 seconds.

To ensure effective completion of some of the exercises each adjacent grid performs each skill in a different direction. Player 1 will work left to right whilst the next grid (Player 3) will work top to bottom. This rule also applies to each row. For example, whilst Player 1 works left to right, Player 7 must work top to bottom.

TEST LAYOUT 2

Session Layout – Dribbling and Turning



Player 1



Player 3



Player 5



Player 7



Player 9



Player 11



Player 13



Player 15

Players are again working in pairs and perform the dribbling and turning exercises as shown above. One player performs the exercise while the other player rests. Eight players are able to complete the exercise at the same time. Again, importance should be placed on control at all times to avoid disrupting other players.



NOTES

OUR 6 CORE VALUES

1. Experience Excellence
2. Be Open and Honest
3. Recognize and Appreciate
4. Do More with Less
5. Drive Change and Development
6. Have Pride and Passion



A division of USA Sport Group

