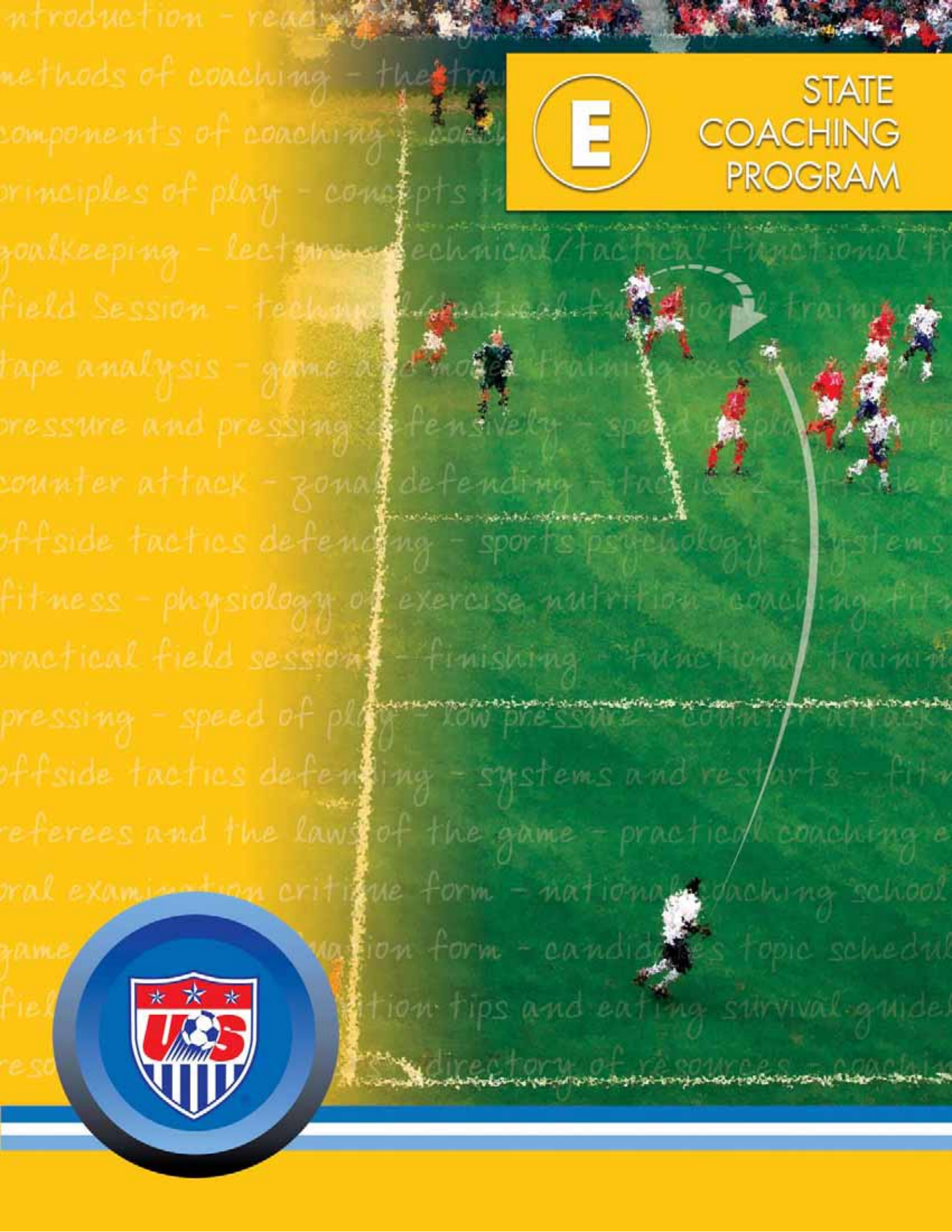




# STATE COACHING PROGRAM



**U.S. SOCCER  
“E” CERTIFICATION  
COURSE  
Candidate Manual**



Contents by USSF



The "E" Certificate course manual contents are owned by the United States Soccer Federation. Any reproduction or other dissemination of Coaching Instructor's Workbook without the express written consent of the United States Soccer Federation is strictly prohibited.

© 2001-2005 United States Soccer Federation

# U.S. SOCCER “E” CERTIFICATION COURSE

## Curriculum Overview

### INTRODUCTION

- 1.0 US Soccer Federation Coaching Education
  - 1.1 The “E” License Course
    - A. objectives
    - B. candidate expectations
  - 1.2 Schedule

### METHODS OF COACHING

- 2.0 The Game – What is Soccer?
  - 2.1 The Game is the Best Teacher
  - 2.2 Using Small-Sided Games to Teach
  - 2.3 What is Player Development
  - 2.4 Role of the Coach
  - 2.5 Age Characteristics
    - A. U.10
    - B. U.12
    - C. U.14



- 2.6 How Do Players Learn?
- 2.7 How to Teach
  - A. preview
  - B. time factors
  - C. explanation and/or demonstration
  - D. practice
  - E. corrections
- 2.8 Components of Coaching Soccer
  - A. technique
    - 1. fundamental
    - 2. game related
    - 3. game conditions
  - B. tactics
    - 1. individual
    - 2. group
    - 3. team
  - C. fitness
  - D. psychological
  - E. economical training
  - F. SAID Principle
- 2.9 Practice Organization
  - A. cycle of development
  - B. organization in a progressive manner
  - C. practice organization
    - 1. use of grids
    - 2. use of equipment

## **TEAM MANAGEMENT & ADMINISTRATION**

- 3.0 Safety and Ethical Aspects
  - A. laws of the game
  - B. teaching and instruction of players
  - C. appropriate training and medical programs
  - D. equipment and supplies
  - E. supervise and control players
  - F. insurance
  - G. risk management
  - H. ethics

- 3.1 Team Organization
  - A. parent – coach meeting
  - B. player – coach meeting (individual)
  - C. team – coach meeting (group)
  - D. equipment needs
  - E. game organization
  - F. seasonal planning

## TACTICS

- 4.0 What are Tactics?
  - A. player's decisions
  - B. short term planning
  - C. team strategy
  
- 4.1 What are Principles of Play?
  - A. concepts that govern how the game is played
  - B. principles are consistent regardless of the age
  
- 4.2 Principles of Defense
  - A. immediate chase
  - B. delay
  - C. depth
  - D. balance
  - E. concentration
  - F. control and restraint
  
- 4.3 Defensive Roles
  - A. pressuring defender
  - B. covering defender
  - C. balancing defender
  
- 4.4 Principles of Attack
  - A. penetration
  - B. depth
  - C. mobility
  - D. width
  - E. improvisation



- 4.5 Attacking Roles
  - A. player on the ball
  - B. supporting player(s)
  - C. unbalancing player(s)

- 4.6 Deployment of Players
  - A. 7 v 7
  - B. 9 v 9
  - C. 11 v 11

## **LAWS**

- 5.0 Modified Laws of the Game

- 5.1 Laws of the Game

## **CARE AND PREVENTION OF INJURIES**

- 6.0 Overview of basic care and prevention procedures

## **PRACTICAL FIELD SESSIONS**

Dribbling  
Passing  
Receiving  
Heading  
Shooting  
Goalkeeping  
Defending  
Attacking

## **COMPREHENSIVE ASSESSMENT & REVIEW**

- 7.0 On the Field
  - A. technical session
  - B. tactical session
  - C. goalkeeping session
- 7.1 In the Class
  - A. laws
  - B. methods
  - C. principles of play
  - D. care & prevention
  - E. team management

**COMPREHENSIVE ASSESSMENTS & LESSON PLANS**

8.0 Assessments to complete

- A. laws
- B. methods
- C. principles of play
- D. care & prevention
- E. team management
- F. blank lesson plans

**BIBLIOGRAPHY****ADDITIONAL MATERIALS**





UNITED STATES SOCCER FEDERATION

# Introduction

## 1.0 U.S. Soccer Federation Coaching Education

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

Coaching certification begins at the state level with introductory the 6-hour “Youth Module” and the 18-hour “E” Certificate courses. These courses cover elementary principles of coaching and the “E” Certificate course prepares interested coaches for the 36-hour “D” License. Successful completion of the “D” course certifies coaches with either a State or National “D” License. Both licenses are non-expiring and are awarded following the completion of both theoretical and practical testing. Candidates wishing to attend a US Soccer National Coaching School to take the “C” License course must have earned and held a National “D” License for a minimum of 12 months.

### 1.1 The “E” Certificate Course

The “E” is designed for the parent/coach who may or may not have any previous soccer playing or coaching experience. The curriculum focuses on the development of the player, both individually and as part of the team. The emphasis will be to build on the player’s technical development by applying tactical concepts within game situations. The content in this manual along with the information presented by the instructor, should assist you in learning more about the game and the best way to coach youth players.



A. Objectives for the “E” Certificate

- To prepare coaches working with players ages 9-12 years old by expanding their knowledge and understanding of the technical and tactical demands of the game and the developmental process necessary for players of these ages.
- To provide an understanding of practical coaching methodology and the framework necessary to prepare players and a team for competition.
- To prepare coaches for whom this represents their final coaching course as well as those who plan to pursue an advanced US Soccer Federation State and or National License.

B. Expectations of candidates

- Participate in all activities (field, lecture and discussion groups)
- Complete the On the Field and the In the Class Comprehensive Assessment & Review

## 1.2 Course Schedules

Given the variety of candidates attending a “E” Certificate course, flexibility in scheduling is necessary. A sample schedule is included, although the course schedule may be altered to accommodate the specific needs of a course. Regardless of how the course schedule is altered, the curriculum components and the time allotment per session/course must remain the same.

A. Course Component Allotment/Organization

B. Sample Schedule

## US SOCCER “E” CERTIFICATE COURSE

**Course Component Allotment/Organization – Duration 18 hours**

### **Classroom / Theory – 5.5 hours**

Methods of Coaching – 90 minutes

Team Management – 60 minutes

Tactics – 90 minutes

Laws – 45 minutes

Care and Prevention of Injuries – 45 minutes

### **Field / Practical – 10 hours**

Dribbling – 70 minutes

Passing – 70 minutes

Receiving – 70 minutes

Shooting – 70 minutes

Heading – 70 minutes

Goalkeeping – 70 minutes

Defending – 90 minutes

Attacking – 90 minutes

### **Comprehensive Assessment & Review – 2.5 hours**

Practical – 90 minutes

Written – 60 minutes



**“E” Certificate Course  
Sample Schedule**

Day / Time	70 minutes	70 minutes	70 minutes	45 minutes	90 minutes	60 minutes	70 minutes
Day 1	Registration begins 1 hour prior to Opening			Opening Course Orientation (30 minutes)	Lecture Methods of Coaching	Lecture Team Management	70 minutes
	Field	Field	Field				
Day 2	Field	Field	Field	Lecture	Lecture	Field	Field
	Dribbling	Passing	Receiving	Laws of the Game	Tactics – Principles of Play	Shooting (70 minutes)	Goalkeeping
Day 3	Field	Field	Field	Lecture	Field	Lecture	Field
	Heading	Defending Principles of Play (90 minutes)	Attacking Principles of Play (90 minutes)	Care and Prevention	Comprehensive Assessment & Review - Practical	Comprehensive Assessment & Review - Written	Presentation of Certificates (15 minutes)

# Methods of Coaching

## 2.0 The Game – What is Soccer?

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

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

## 2.1 The Game is the Best Teacher

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

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

## 2.2 Using Small-Sided Games to Teach

The use of small-sided games creates the right environment for player development by allowing players to develop creatively by allowing them to respond to the problems presented by the game. Small-sided games



encompass all components of the game, i.e., technique, tactics, fitness and psychological and provide a highly economical way to train players.

Small-sided games accentuate these areas of player development:

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

### 2.3 What is Player Development?

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

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

### 2.4 Role of the Coach

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

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

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

## 2.5 Age Characteristics

It is important to understand that age characteristics are not always the same for each individual at the same time. Although the chronological age of two players may be the same, the biological age may be different.

AGE CHARACTERISTICS TABLE			
	U.10 Characteristics	U.12 Characteristics	U.14 Characteristics
<b>C h a r a c t e r i s t i c s</b>	<ol style="list-style-type: none"> <li>1. Lengthened attention span</li> <li>2. Still in motion, but not so busy</li> <li>3. Psychologically becoming more fun</li> <li>4. Boys and Girls beginning to develop separately</li> <li>5. Overall and small motor skills becoming more refined</li> <li>6. Prefer team type balls and equipment</li> <li>7. Pace factor becoming developed (able to think ahead)</li> </ol>	<ol style="list-style-type: none"> <li>1. Enjoys competition</li> <li>2. Psychological development has progressed</li> <li>3. Teamwork has improved</li> <li>4. Coordination has improved</li> <li>5. Technical competency has improved</li> <li>6. Development of speed and strength</li> <li>7. Problem solving can take place with teammates</li> <li>8. Self-appearance and peer pressure is a concern</li> <li>9. Varying stage of puberty for both boys and girls</li> </ol>	<ol style="list-style-type: none"> <li>1. Differences in mental development</li> <li>2. Sense of belonging, achievement and accomplishment</li> <li>3. Varying stages of puberty</li> <li>4. Displays independence and is self-critical</li> <li>5. Aware of praise, status and personal recognition</li> <li>6. A time of self-discovery</li> </ol>





These differences found due to the biological age of children are readily apparent in size, maturity and motor skills. However, there are general characteristics that are apparent within the different age bands.

## 2.6 How Do Players Learn?

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

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

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

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

What information do we give players when coaching?

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

- C. Feedback about performance.
  - 1. Should be immediate and specific.
  - 2. Corrections – addressing the group as well as the individual

## 2.7 How to Teach

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

- A. Preview
  - 1. What are you going to coach?
  - 2. Why are you going to do it?
  - 3. Where does it belong in the full game?
- B. Time Factors
  - 1. When in the training session?
  - 2. When during the weekly cycle?
  - 3. When in the seasonal cycle?
- C. Explanation and/or Demonstration
  - 1. Paint a clear picture – “paint a picture”
  - 2. Explain rules of activity.
  - 3. Explain why you are doing this.
  - 4. Remember: “Show it – Talk it – Do it”
- D. Elements of the Practice
  - 1. Organization – appropriate size space, location on the field, necessary equipment, training realistic to the full game.
  - 2. Activities for training – too hard creates frustration – too easy becomes boring.
  - 3. Starting the practice – allow players to play in beginning to get feel of game and develop a rhythm – provides opportunity for coach to see if they understand activity.
  - 4. Coachable moments – opportunities during the practice to provide instruction.
  - 5. Starting and restarting the practice – where it was stopped
    - a. by the coach – with incremental pressure
    - b. by the players – when all are ready
  - 6. Always have an objective, i.e., number of goals, consecutive passes, etc.



- E. Corrections (coaching)
  - 1. Reasons to stop the practice
    - a. question by the player
    - b. natural stoppage in the practice
    - c. necessary correction
    - d. something good happens
  - 2. Freeze concept – convey quick, clear correct information
  - 3. Restarting exercise
    - a. rehearse correction – first at slow speed then add speed and increase pressure
    - b. put back into game – begin practice with reason for stoppage
  - 4. Assessment / Adjustments
    - a. is my coaching having an effect on the game, the practice and the players
    - b. identify the specific problems – is it technical, tactical, physical or psychological
    - c. Put into large game – always make practice as realistic to the game as possible

### 2.8 Components of Coaching Soccer

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

MODERN COMPONENTS OF COACHING SOCCER			
Technique	Tactics	Physical	Psychological
<ul style="list-style-type: none"> <li>▪ Fundamental</li> <li>▪ Match Related</li> <li>▪ Match Conditions</li> </ul>	<ul style="list-style-type: none"> <li>▪ Individual</li> <li>▪ Group</li> <li>▪ Team</li> </ul>	<ul style="list-style-type: none"> <li>▪ Athletic Attributes</li> <li>▪ General Endurance</li> <li>▪ Local Muscle Endurance</li> </ul>	<ul style="list-style-type: none"> <li>▪ Applied Psychology</li> <li>▪ Individual Discourse</li> <li>▪ Team Management</li> </ul>

- A. Teaching Technique
  - a. Fundamental Stage
    - 1. No pressure from opponent
    - 2. Begin at slow speed and work towards execution at top speed
    - 3. Reduced strength and power

- b. Match Related
  - 1. Introduce pressure of an opponent
  - 2. Incrementally add pressure based upon the player’s level of success
- c. Match Conditions
  - 1. All restrictions taken off the opponents
  - 2. Does not have to be 11v11 or an even numbered exercise
  - 3. Importance of small-sided games for technical training

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

- B. Teaching Tactics
  - a. Individual tactics (1v1 for attacking and defending)
    - 1. Player with the ball versus the pressuring defender
    - 2. The importance of individual duels
  - b. Group tactics (begins by forming a pair)
    - 1. Small groups of players around the ball become effective tactical units
    - 2. Groups can be numbers of 2v1, 2v2, 3v2, 4v2, 4v3, etc.
    - 3. Groups can be players combining to form a line, i.e., back line, or in certain areas, i.e., 2 strikers and a central midfielder
    - 4. Progression of teaching tactics
      - Unrestricted space – Restricted space – To one large goal with counter goals – To two large goals.
      - Numbers up and numbers down

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



c. Team Tactics

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

C. Fitness for Soccer

- a. **General endurance** – the ability to withstand the varied intensity of a soccer game plus overtime, i.e., 120 minutes of match play for a senior level player
- b. **Endurance** training prevents the onset of fatigue and provides for a continuation of effort.
- c. **Aerobic** (with  $O^2$ ) capacity is the ability of the cardiovascular system to deliver oxygenated blood to the muscles and return depleted blood to be re-oxygenated.
- d. The method of training most commonly used to develop general endurance (aerobic capacity) is **interval training**.
  1. Interval training has both a work and relief period
  2. The principle dictates that work is done at approximately 80% of MHR while the relief is carried out at 20% of MHR
  3. At the beginning of the season the work to relief ratio may be 1:3 (30 seconds of work to 90 seconds of relief).
  4. As athletes become fitter we lower the ratio of relief to 1:2 and eventually to a time ratio of 1:1
  5. During the relief period the player does not come to a complete rest. Light activity is carried out during this period
- e. **Local muscle endurance** – is the ability of a specific group of muscles to be intensely active for a necessary period of time in the absence of oxygen.
- f. **Anaerobic** (without  $O^2$ ) training must always be organized in an interval training method although the source of energy is predominately through the anaerobic breakdown of glycogen.

- g. **Glycogen** is stored in the muscular system. A player's diet must consist of high quantities of carbohydrates, proteins, iron and vitamins for the necessary production of glycogen during this high intensity exercise.
- h. **Athletic attributes** – soccer requires the development of many athletic attributes. These attributes enhance the quality of performance of a player within the game.
- i. **Flexibility** – is the ability to conduct movements in certain joints with an appropriate range of motion.
1. An increase range of motion assists the player to execute technically and aids the player to prevent injury.
  2. The most common method of improving flexibility is through static stretching.
- j. **Agility** – is the ability to change direction quickly and easily with the body and the body parts.
1. The ability to change direction with and without the soccer ball is a critical element of the game.
  2. Individual ball work, i.e. ball juggling, fast footwork, etc., and small-sided games assist in improving agility
- k. **Balance** – is the ability of the body to maintain stability and equilibrium while running or standing on one leg.
1. The ability to maintain your balance during kicking or when being challenged for the ball is important.
  2. Small-sided games and activities require players to maintain their balance while being challenged by the opponent.
- l. **Speed** – speed for soccer is more complex than running a race. The application of speed within the game is determined by the following movements and actions found in the game:
1. Movement of ball
  2. Movement of the opponent
  3. Movement of a teammate
    - a. We can differentiate between various types of speed that are required of a player within the game. They are:
      - Pure Speed – the ability to overcome the distance between two points in the shortest amount of time.
      - Technical Speed – the ability to control and manipulate the ball with the body, legs or feet at speed.
      - Speed of Action – processing information from the game and choosing an appropriate response quickly to the situation.

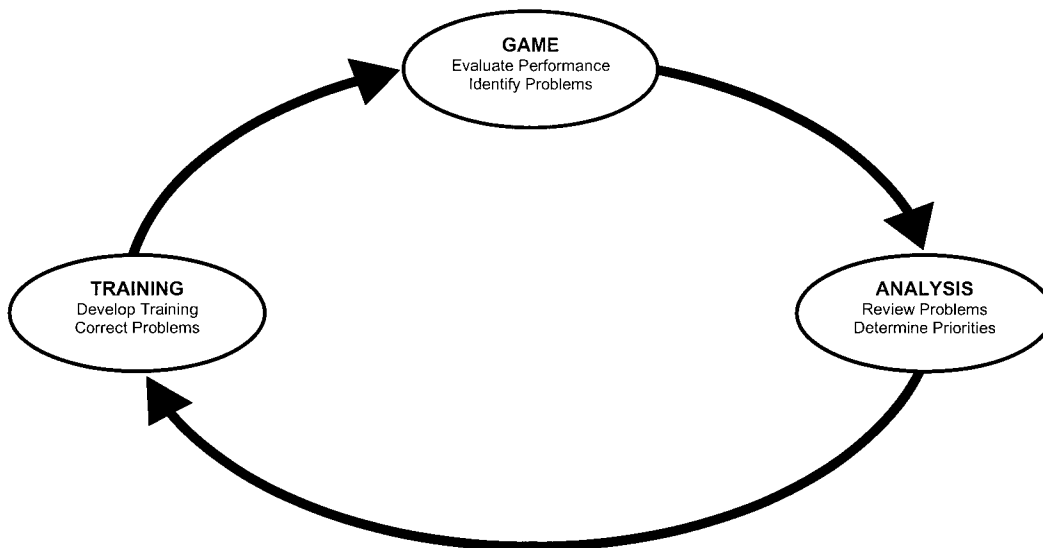


- Mental Speed – ability of the player to be aware of all factors, conditions and options inside and outside of the game (opponents, teammates, crowd, etc.)
  - m. **Strength** – the ability to overcome resistance or oppose an obstacle through muscular strength.
  - n. **Power** – the application of strength in time and is connected to explosive action of performance.
- D. Psychological Aspects
- a. The continued development of a positive attitude for all aspects of the game.
  - b. The development of a responsible attitude within the player in regard to themselves and the game.
  - c. The development of a responsible attitude toward the team, coaches, referees, officials, etc.
  - d. The application and implementation of technique, tactics and fitness by individual players and the team.
- E. Economical Training
- a. Economical training demands that we combine as many of the components of coaching as possible into our training activities and games in order to obtain maximum results in a minimum amount of time. The American coach must be extremely economical in their team training given the limited practice time available within the current U.S. youth soccer culture.
- F. SAID Principle
- a. The SAID Principle – Specific Adaptations to Imposed Demands
  - b. All training should be specific to the technical, tactical, physical and psychological demands of the game and the positions of the players.
  - c. Soccer training must replicate the game – what is done in training must be what happens in the game.
  - d. To be fit to play soccer, training must be specific to the needs and demands of actual competition.

## 2.9 Practice Organization

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

**Cycle of Development – Correcting Soccer Problems**



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

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





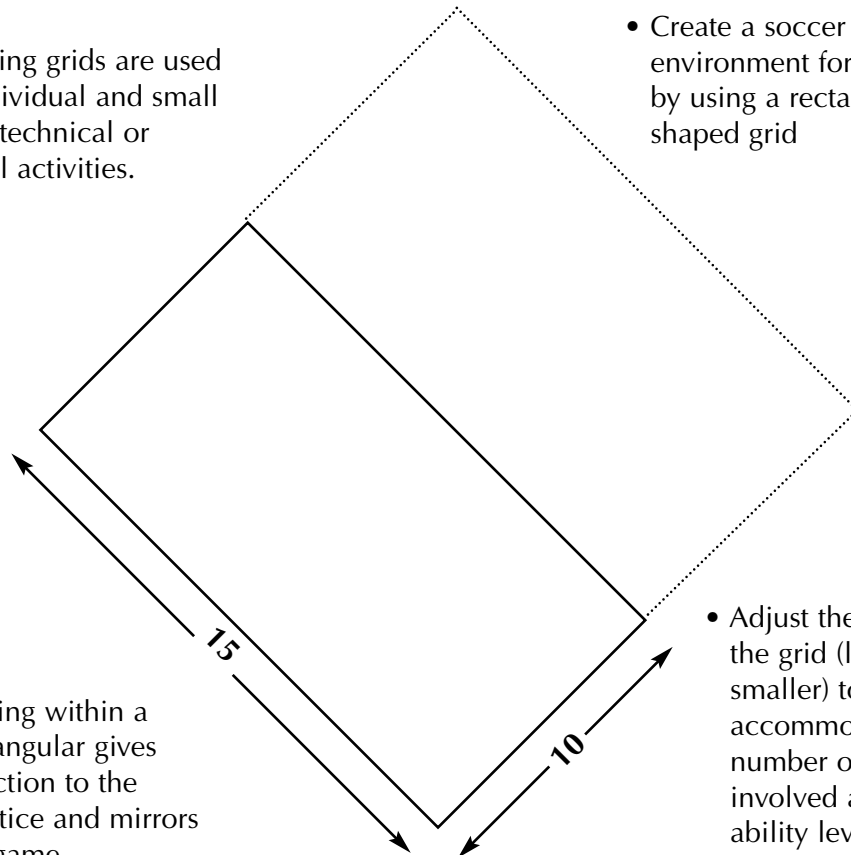
- C. Small group activities – this area includes small group games that may provide a lead into larger group games or activities. Small group activities will provide the majority of work within your coaching session.
- D. Large group activities and/or team activities – This does not mean 11v11. Large group games can be situations that are numbers up, numbers down or even numbered.
- E. Cool down – following the training session a cool down of light exercise and static stretching aids the player to recover from the training session.

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

### THE COACHING GRID

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

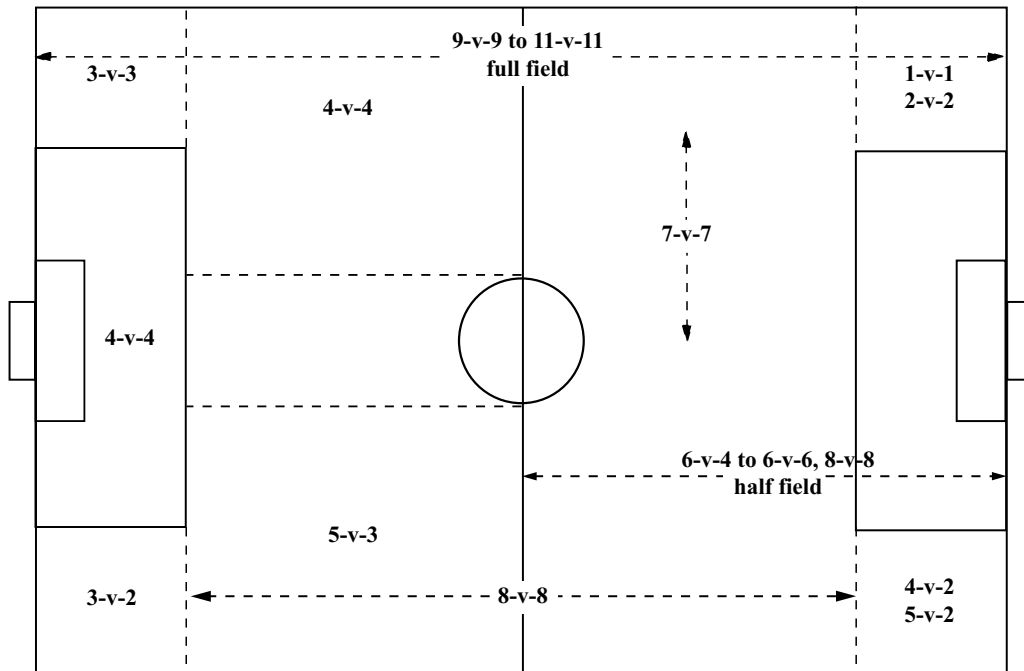
- Create a soccer environment for practice by using a rectangular shaped grid



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

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

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



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

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

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

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



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

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

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

# Team Management and Administration

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

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

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

### 3.0 Safety and Ethical Issues

It is the responsibility of the Coach to:

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



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

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

### 3.1 Team Organization

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

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

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

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

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



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

During the game – You must analyze your own team and the opponent. You must control your emotions in order to analyze objectively. What substitutions to make and when to make them: if injuries occur, want to change the tempo or tactic of the game, special situations due to score (extra defender or extra attacker)? Give substitutes proper warm-up time.

Half time – Allow player appropriate time to cool down – let them talk among themselves and replace fluid before talking to them. Note injuries and prepare substitutes by having them warm-up before half-time talk (if possible). Ask the players for their input. Give them 2 or 3 key points of information for the second half. Highlight what is necessary to win the game. Make your substitutions.

Postgame – The safety of the players is your first concern. Check for injuries. Keep your post-game comments brief. Think carefully before making comments to the media, especially after a heated match. You may want a cooling off period before addressing the media. Remind the players of the schedule for the next training session or the week's schedule, if necessary. Remember – “after the match is before the next match”.

- Seasonal Planning:

Preseason – How long do you have for preseason? Do you have High School or College rules to follow? Training games – How many? Number of training sessions? What do you want to accomplish during pre-season based upon the components of the game? Is this a new team or a team who has been together for several seasons? Will you perform fitness testing? If so, what test and how will you use the results (don't just test for the sake of testing). Remember, preseason training is a replication of the season to come.

Competition Period – Use a calendar to show dates of games, game times, travel days, days off, preparation days, tournaments, play-offs, etc. and how to organize yourself in regards to these factors. Develop a cycle to meet your team's needs. What are the High School or College rules

regarding seasonal play. Develop short and long term goals for the season. Planning should be based upon the needs of the players and the team according to the technical, tactical, physical and psychological demands of the game. Postseason – How much time off? Players need regeneration. Use the off-season time to plan for next season. What are the specific rules regarding off-season especially for the High Schools and Colleges. This is a time for the evaluation of the players and staff. Out of season training program to maintain physical conditioning.





# Tactics

## 4.0 What are Tactics?

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

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

## 4.1 What are Principles of Play?

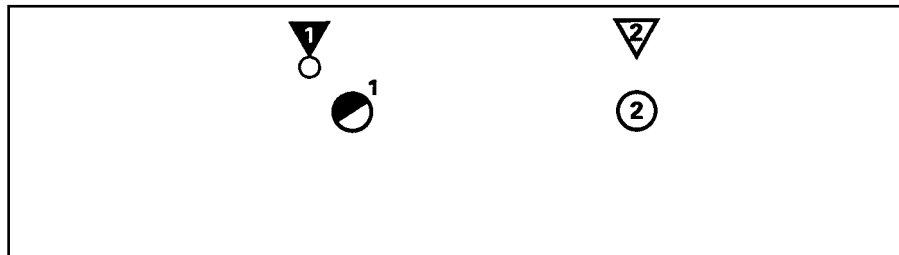
The game of soccer is best understood and played when strategy and tactics are based upon certain principles. These principles are applied to both **attack** and **defense** and are know as ***Principles of Play***.



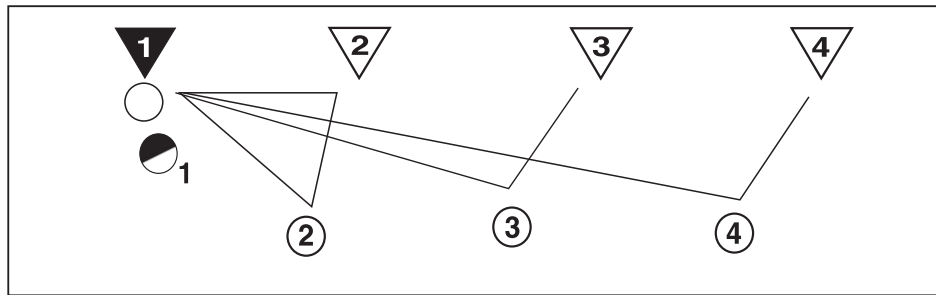
#### 4.2 Principles of Defense

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

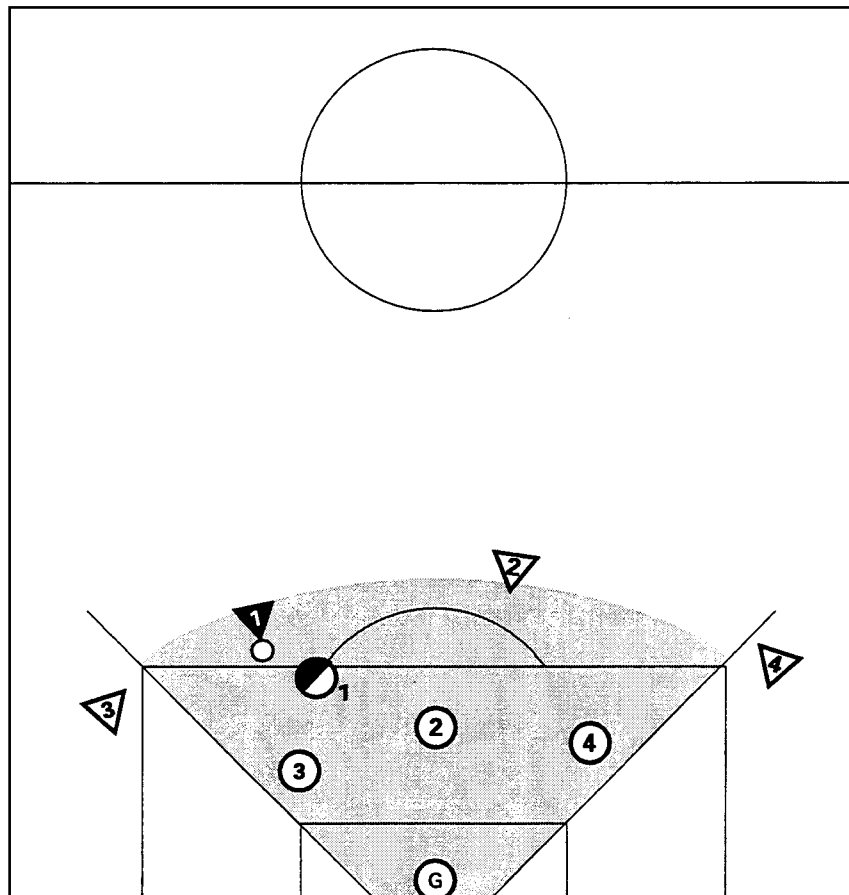
- A. Immediate chase – The moment possession is lost the nearest player(s) try to regain possession or apply pressure on the ball. Players giving immediate chase can also help to delay the attack by making recovery runs that deny the opponent the opportunity to play the ball quickly forward.
- B. Delay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



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



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





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

#### 4.3 Defensive Roles

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

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

#### 4.4 Principles of Attack

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

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



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

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

#### 4.5 Attacking Roles

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

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

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

#### 4.6 Deployment of Players

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

- 4 - defenders
- 4 - midfielders
- 2 - forwards

Several factors must be taken into consideration when arranging the players to form a system. It is important to select a system that the players are comfortable with and allows them to express themselves.

- The system should fit the players physical, technical, tactical and psychological qualities.
- Most players feel comfortable on one side or the other (left to right) and when possible should be used where they feel most comfortable.
- A well balanced team has players who can score goals, dribble, distribute the ball and defend.

It is important to note that a system of play is just a basic organizational plan. A system will not score goals; only players can do that. And there is no system that provides a defense that caters to players that can not or will not run. Whatever system is employed certain common principles must be observed:

- Even the most adventurous attacking team must not throw caution to the wind and have all players rushing forward at the same time; a loss of possession would leave them vulnerable to counterattack.
- While teams must think positively on offense, they must attack in such a way that if they lose possession they have players well





positioned to regain the ball.

- Even the most defensive-minded teams cannot afford to remain in their defensive third of the field for the entire game if they want to win.
- Teams on defense must have players in forward positions to play the ball to when they regain possession.

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

When developing the system of play start with a basic 3-3-2 formation. This provides balance and distribution of players to cover the space on the field. Where you decide to place the remaining two players depends on:

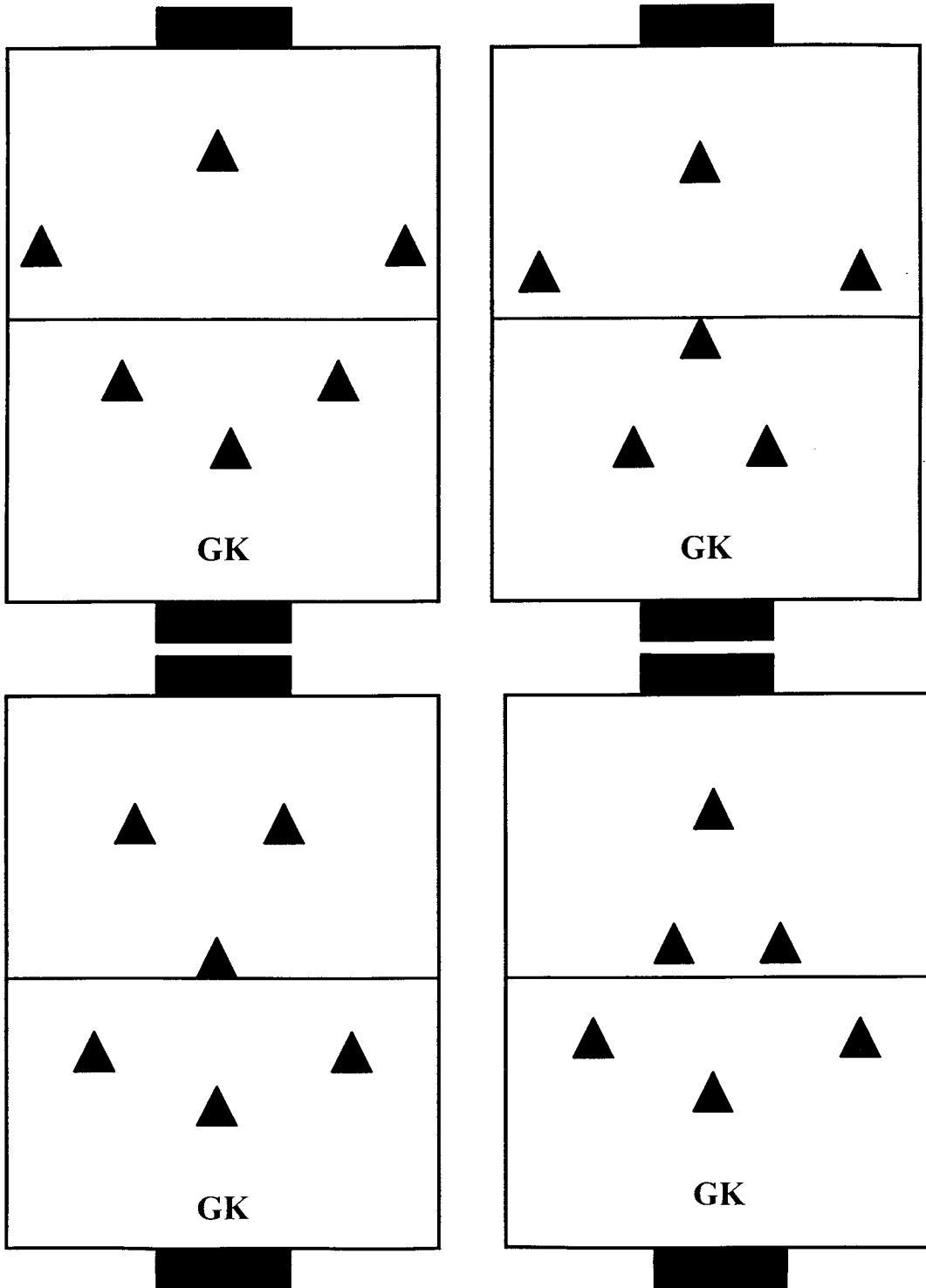
- needs of the team
- physical, technical, tactical, psychological make-up of the team
- weather
- score
- the circumstances of the particular game

### Summary

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

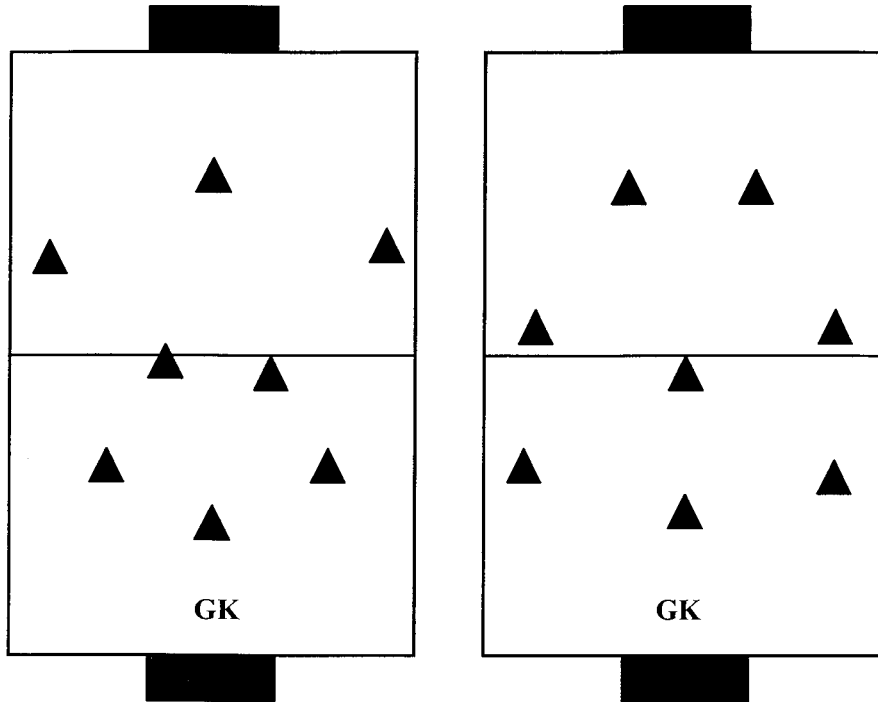
- The players must meet the demands of the game; not the demands of the coach system.
- It should be the goal of every youth coach to give all players an appreciation for all positions during their formative years, 6-14.
- Locking players into a single position during critical stages of fun, discovery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

Examples of Deployment of Players for 7v7 (U.10)

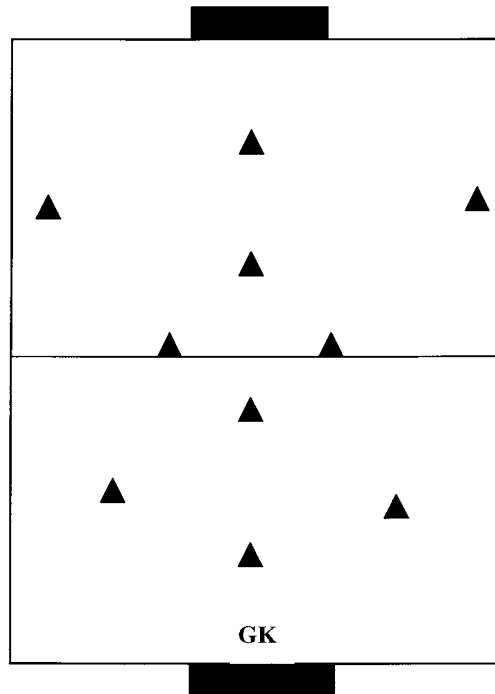




Example of Deployment of Players for 9v9 (U.12)



Example of Deployment of Players for 11v11 (U.14)



# Modified Laws

## MODIFIED LAWS FOR U-8

### LAW I – THE FIELD:

#### A. Dimensions:

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

#### *Recommendations:*

Length: 40 yards                      Width: 25 yards (1/4 of a full size field)

#### B. Markings:

1. Distinctive lines necessary, sidelines and endlines.
2. A halfway line can be marked out across the field or otherwise indicated.
3. While other markings are possible, they are not required to ensure the enjoyment and development of the youngsters.
  - a. A center circle with a five (5) yard radius.
  - b. Four corner arcs with a two (2) foot radius.
  - c. Goal area - three (3) yards from each goal post and three (3) yards into the field of play joined by a line drawn parallel with the goal line.

#### C. Goals:

Maximum: Six (6) feet high and twelve (12) feet wide for 5v5

Minimum: Size of Hockey goals. 4-1/2 feet x 9 feet for 4v4

### LAW II – THE BALL: Size three (3).



**LAW III – NUMBER OF PLAYERS:**

- A. Maximum number of players on the field at any one time:  
Four (4). No goalkeeper or 5 with a goalkeeper
- B. Maximum number of players on the roster should not exceed ten (10).
- C. Substitutions:
  - 1. Injuries.
  - 2. See LAW VI I.
- D. Playing time: Each player SHALL play a minimum of 50% of the total playing time.
- E. Teams and games may be co-ed.

**LAW IV – PLAYERS EQUIPMENT:**

Conform to FIFA with the following exceptions:

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

**LAW V – REFEREE:**

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

**LAW VI – LINESMEN:** Not necessary.

**LAW VII – DURATION OF GAME:**

- A. The game shall be divided into two (2) equal twenty (20) minute halves.
- B. There shall be a half-time break of five (5) minutes between the two halves.

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

**LAW VIII – THE START OF PLAY:**

Conform to FIFA with the following exceptions:

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

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

**LAW X – METHOD OF SCORING:** Conform to FIFA.

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

**LAW XII – FOULS AND MISCONDUCT:**

Conform to FIFA with the following exceptions.

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

**LAW XIII – FREE KICKS:**

Conform to FIFA with the following exceptions:

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

**LAW XIV – PENALTY KICKS:**

No penalty kicks are to be taken during these games.

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

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

**LAW XVI – GOAL KICK:**

Conform to FIFA with the following exceptions:

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

**LAW XVII – CORNER KICK:**

Conform to FIFA with the following exception:

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

*Recommendations:*

- Opposing parent/coaches and players should shake hands after each game.
- Do not record league standings.



- Do not record final score.
- Participation awards for ALL.

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

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

## MODIFIED LAWS FOR U-10

### LAW I – THE FIELD:

#### A. Dimensions:

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

*Recommendation:*

Length: 70 yards                      Width: 50 yards (1/2 of a full size field)

#### B. Markings:

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

#### C. Goals:

Maximum: Seven (6-1/2) feet high and eighteen (18-1/2) feet wide.

Minimum: Size of Hockey goals.

**LAW II – THE BALL:** Size four (4).

**LAW III – NUMBER OF PLAYERS:**

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

**LAW IV – PLAYERS EQUIPMENT:**

Conform to FIFA with the following exceptions:

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

**LAW V – REFEREE:**

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

**LAW VI – LINESMEN:** Use club linesmen.

**LAW VII – DURATION OF GAME:**

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

**LAW VIII – THE START OF PLAY:**

Conform to FIFA with the following exception:

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

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





**LAW X – METHOD OF SCORING:** Conform to FIFA.

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

**LAW XII – FOULS AND MISCONDUCT:** Conform to FIFA.

**LAW XIII – FREE KICKS:**

Conform to FIFA with the following exception:

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

**LAW XIV – PENALTY KICKS:**

Conform to FIFA with the following exception:

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

**LAW XV – THROW-IN:** Conform to FIFA.

**LAW XVI – GOAL KICK:** From top of the penalty area.

**LAW XVII – CORNER KICK:**

From corner of penalty area and goal line.

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

*Recommendations:*

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

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

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

**MODIFIED LAWS FOR U-12****LAW I – THE FIELD:**

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

*Recommendation:*

Length: 100 yards

Width: 65 yards

- B. Markings:
1. Distinctive lines not more than five (5) inches wide.
  2. A halfway line shall be marked out across the field.
  3. A center circle with a ten (10) yard radius.
  4. Four corner arcs with a one (1) yard radius.
  5. Goal area – six (6) yards from each goal post and six (6) yards into the field of play joined by a line drawn parallel with the goal line.
  6. Penalty area – eighteen (18) yards from each goal post and eighteen (18) yards into the field of play, joined by a line parallel with the goal line.
- C. Goals:  
Maximum: Twenty-one (21) feet wide and seven (7) feet high.

**LAW II – THE BALL:** Size four (4).**LAW III – NUMBER OF PLAYERS:**

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

**LAW IV – PLAYERS EQUIPMENT:**

- A. Conform to FIFA.



**LAW V – REFEREE:**

- A. Registered Referees.

**LAW VI – ASSISTANT REFEREE:**

- A. Registered or Club.

**LAW VII – DURATION OF GAME:**

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

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

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

**LAW X – METHOD OF SCORING:** Conform to FIFA.

**LAW XI – OFF-SIDE:** Conform to FIFA.

**LAW XII – FOULS AND MISCONDUCT:** Conform to FIFA.

**LAW XIII – FREE KICKS:** Conform to FIFA.

**LAW XIV – PENALTY KICKS:** Conform to FIFA.

**LAW XV – THROW-IN:** Conform to FIFA.

**LAW XVI – GOAL KICK:**

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

**LAW XVII – CORNER KICK:**

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

# Care & Prevention

## 6.0 Overview of Basic Care and Prevention Procedures

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

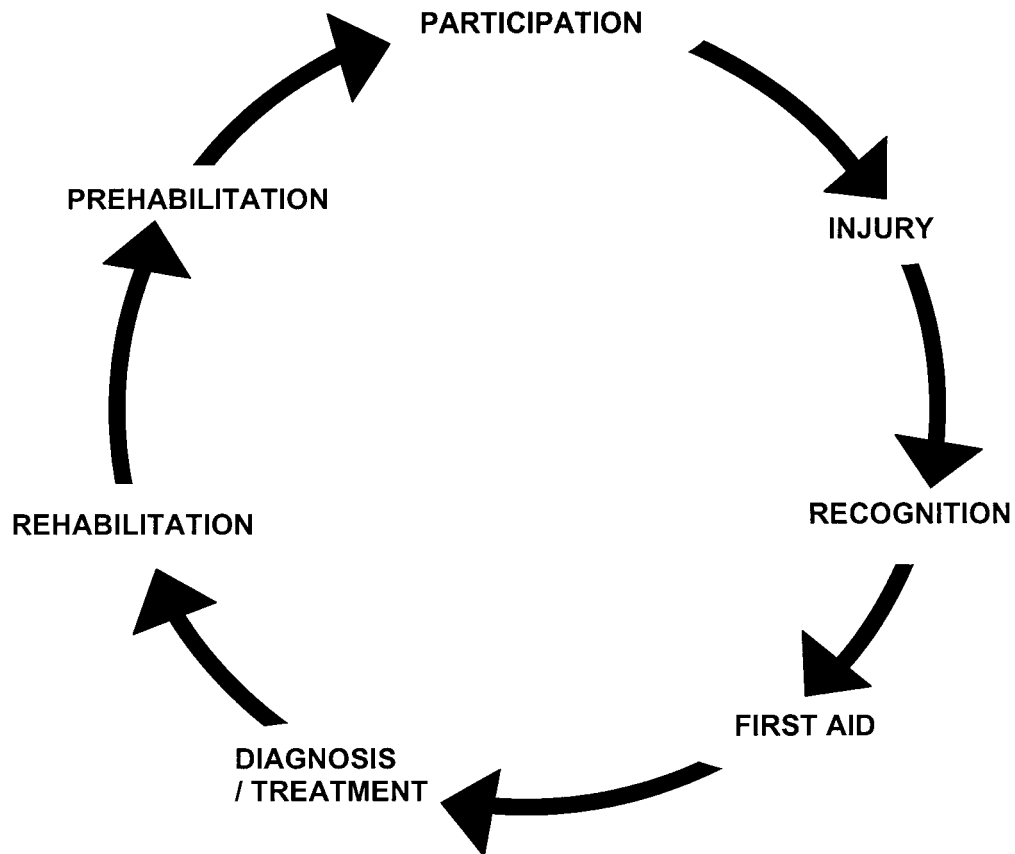


- Shin guards mandatory for training and games.
  - No jewelry.
4. Ample supply of water
  5. Ample breaks for the players to rest and get a drink
  6. Training times and game time away from period in the day of high heat and humidity
  7. If a player is injured inform the parents.
    - If the parents are not at the game follow up with a phone call of what took place
    - It is recommended that if the player has to go to the doctor the coach should request a written permission slip for the player to return to activity.
  8. Coaches need to know:
    - Rest
    - Ice
    - Compression
    - Elevation
    - Strains
    - Sprains
    - Blisters
    - Broken bones and recognition of them
    - Cramp
    - Heat exhaustion and heat stroke
    - Concussion and head injuries
  9. Rules of thumb when handling an injured player
    - Avoid panic
    - Check for breathing, bleeding, consciousness, deformity, discoloration, and shock
    - Dependent upon nature of injury avoid **moving** the patient
    - Inspire confidence and reassure patient
    - Use common sense
    - Seek professional help
    - Check for history of injury (how it happened)
  10. Use certified athletic trainers when available.  
Always ERR on the side of caution
  11. If a players parents are involved with medical profession e.g., orthopedic, internal medicine, it is a good idea to have them attend your games. Set up a local network

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

### THE CIRCLE OF CARE

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





# Practical Field Sessions

## Technique

The technical emphasis of the “E” Certificate course is to assist coaches to observe and correct technique in individual and small group games. It is recommended that instructors design their teaching sessions to work with small numbered games, i.e., 3v3, 4v4 or 5v5.

The task of the instructor is to provide the following:

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

Technique sessions are:

Dribbling  
Passing  
Receiving

Shooting  
Heading  
Goalkeeping

## Tactics

Tactics with the “E” Certificate focuses on the practical application of the principles of play as they are applied within individual and small group games. It is recommended that instructors design their teaching sessions to work with small numbered games, i.e., 3v3, 4v4 or 5v5.





The task of the instructor is to provide the following:

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

Tactic sessions are:

Principles of Defending  
Principles of Attacking

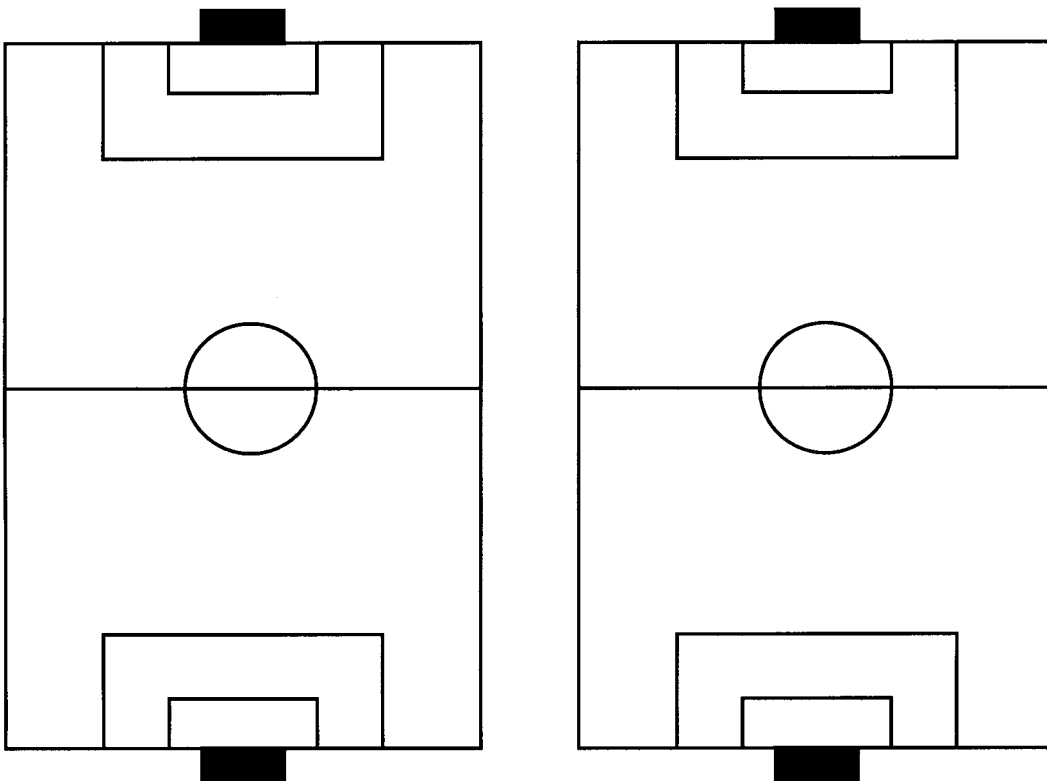
## DRIBBLING

Session demonstrates techniques of dribbling for possession, screening, speed and to how beat an opponent. Key coaching points are:

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

Field session may include examples of the following:

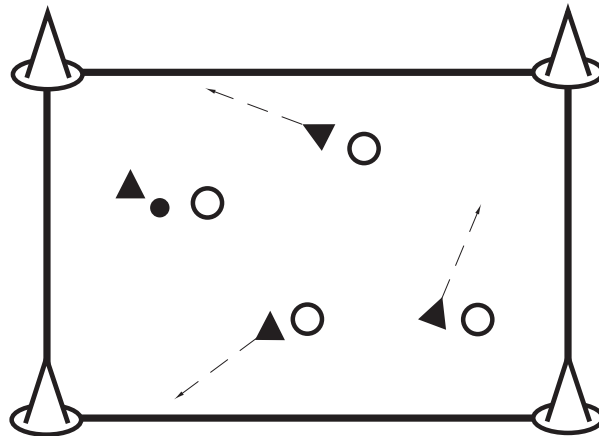
- 1v1 screening
- 1v1 / 1v2 attacking on the dribble
- 4v4 line soccer (long line/short line)
- 4v4 / 5v5





#### 4 V 4 LINE SOCCER – DRIBBLING GAME

Size of the field: 40 x 20 yards (or wider). Use cones to mark the goal line.



Important aspect of the game:

- You can score by DRIBBLING the ball over the goal line – long line or short line.
- With good position play you can create more scoring chances or 1 v 1 situations.
- Defenders must choose the right position between their opponents and the goal line.

Demands of the game.

Possession of the ball:

- You must play the ball quickly by positional play.
- Playing the ball directly is important to create scoring chances.
- Changing the direction of play, vision, and good ball skills are important elements (dribbling and taking your opponents on). These situations have to be coached.

Possession of the ball by the opponent:

- Keep your eye on the ball.
- Stop your opponents from scoring by good defending and no fouls.
- Give cover to your teammates.

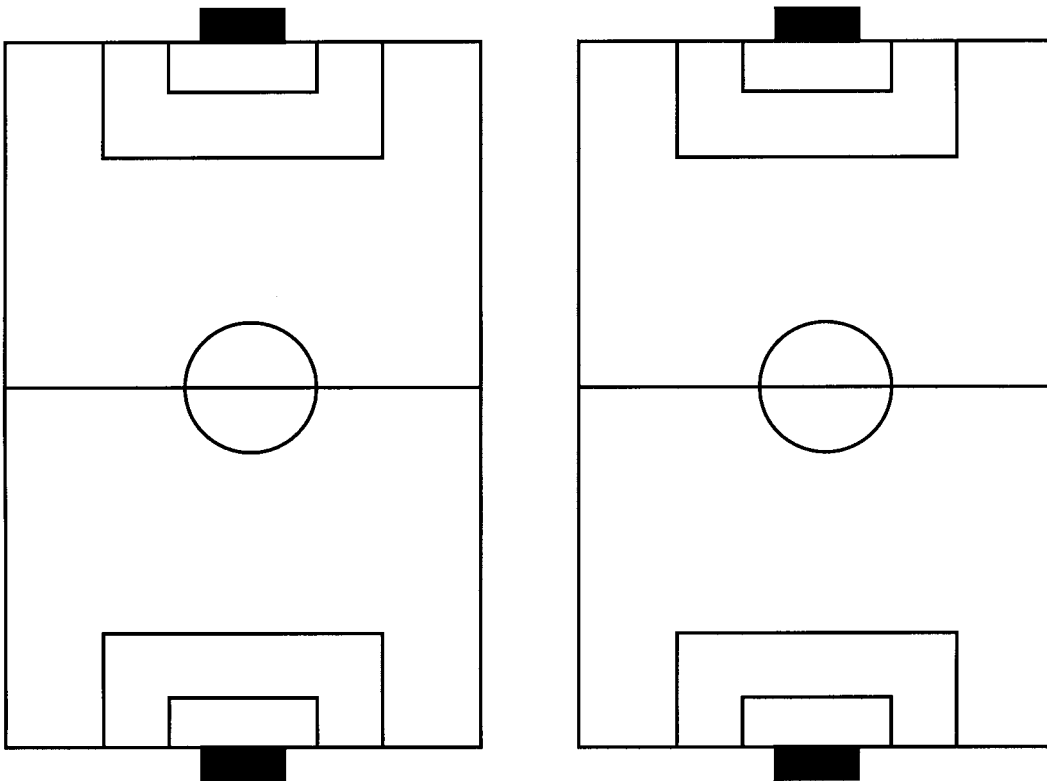
## PASSING

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

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

Field session may include examples of the following:

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

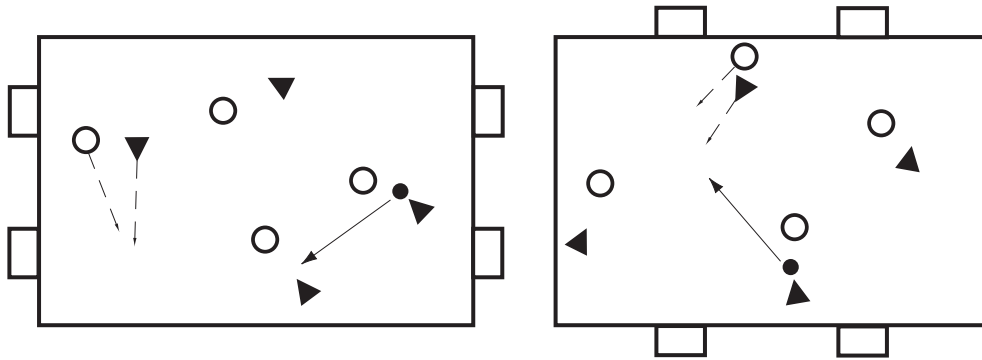




### 4 V 4 WITH 4 SMALL GOALS – PASSING GAME

Size of the field: 40 x 20 yards.

Size of the goals: 2 x 1 yards.



Important aspect of the game:

- Creating scoring chances by quickly switching the play from one side of the field to the other.

Demands of the game.

Possession of the ball:

- Fast play (direct or two touch).
- Wing players have to be alert to receive the ball and go to the goal as quick as possible.
- The deepest player tries to receive the ball from the player at the back or from the players on the sides. He must be alert and ask for the ball at the right moment (eye contact, selling a “dummy”)

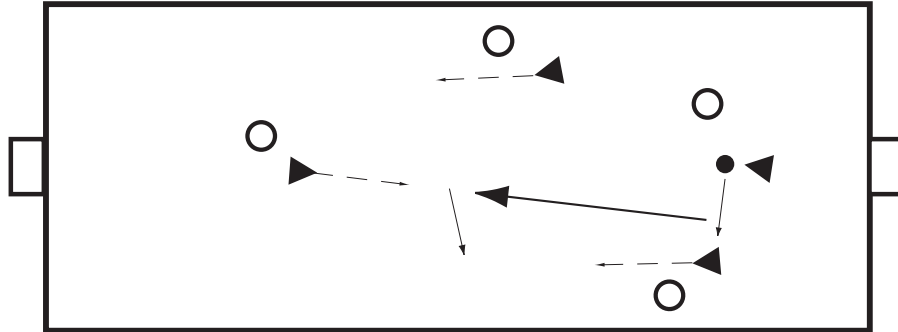
Possession of the ball by the opponent:

- Defenders must see the right moment to attack the ball. For example when your opponent has been played the ball too hard and he hasn't got it under control.
- Mark your opponents tightly and pressure them into making mistakes.

**4 V 4 ON A LONG AND NARROW FIELD – LONG PASSING GAME**

Size of the field: 40 x 10 yards.

Size of the goals: 3 x 2 yards.



Important aspect of the game:

- To be able to win the ball in a tight area in front of your own goal and then with a quick break playing one of your teammates deep to try and score yourselves.

Demands of the game.

Possession of the ball:

- Attacking carefully and with quick positional play in a tight area try to score.
- Good ball control, passing, dribbling, etc.

Possession of the ball by the opponent:

- Try to win the ball. When winning the ball there must be a good contact between the player that runs deep and with the player on the ball. The long pass has to come as quickly as possible.



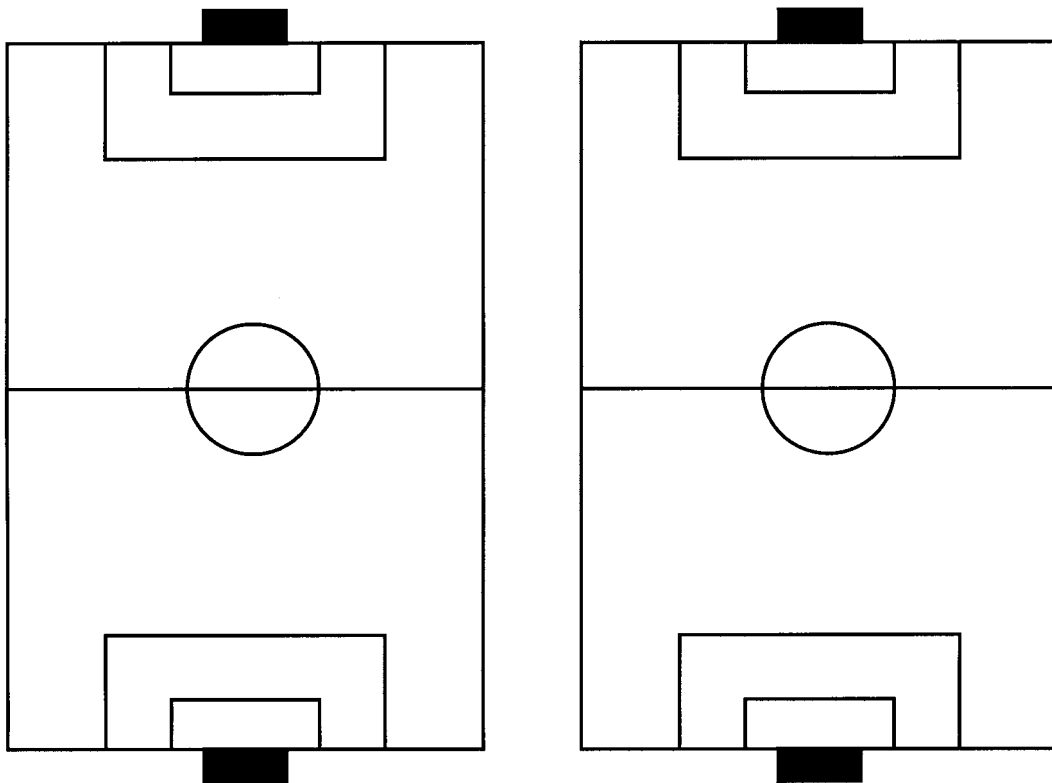
## RECEIVING

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

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

Field session may include examples of the following:

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

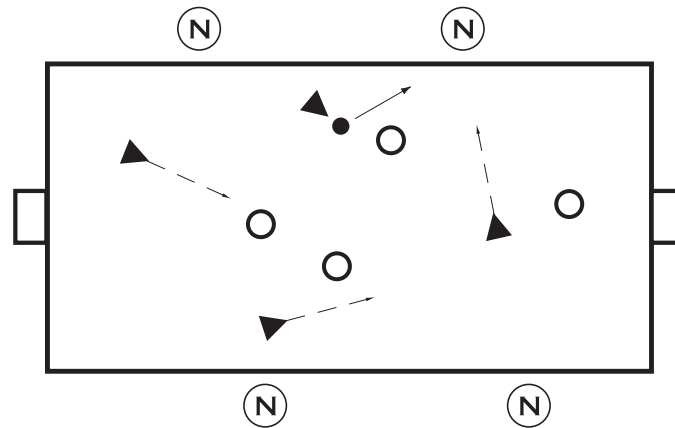


**4 V 4 – RECEIVING GAMES**

Size of the field: 40 x 25 yards (or wider).

Use cones to mark goal lines.

Size of the goals: 2 x 2 yards.



Important aspect of the game:

- You can score by shooting the ball into the goal.
- N players can be used to keep possession (support play by moving along the sidelines).
- N players pick up the ball and return ball into play with a toss (or throw-in).
- With good technique and positional play, you can maintain possession and create scoring chances.
- Defenders must choose the right positions between their opponents and goal, or to intercept the ball.

Demands of the game.

Possession of the ball:

- You must use proper technique to keep possession of the ball.
- Changing the direction of the ball with your first touch, vision, and proper ball skills are important elements when receiving the ball. These elements must be coached.

Possession of the ball by the opponent:

- Keep your eye on the ball.
- Read the game, anticipate the pass, and get into a good position to intercept the ball.
- Stop your opponents from scoring by good defending and no fouls.



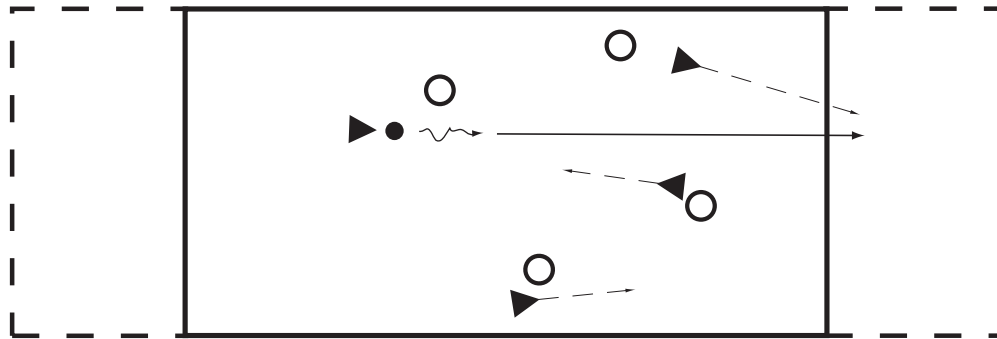


#### 4 V 4 – RECEIVING GAMES

Size of the field: 40 x 25 yards (or wider).

Use cones to mark goal lines.

Size of neutral area (scoring area): 7 to 10 yards (no longer).



Important aspect of the game:

- You can score by passing the ball to a teammate running into the neutral (scoring) area, either in the air, or on the ground, depending on the coaching objectives.
- Player receiving the ball must control the ball cleanly inside the neutral (scoring) area for the goal to count.
- With good technique and positional play, you can maintain possession and create scoring chances.
- The defenders must choose the right positions between their opponents and the neutral (scoring) area to intercept the ball, but cannot enter the neutral area to defend.

Demands of the game.

Possession of the ball:

- You must use proper technique to keep possession of the ball.
- Changing the direction of the ball with your first touch, vision, and proper ball skills are important elements when receiving the ball. These elements must be coached.

Possession of the ball by the opponent:

- Keep your eye on the ball.
- Read the game, anticipate the pass, and get into a good position to intercept the ball.
- Stop your opponents from scoring by good defending and no fouls.

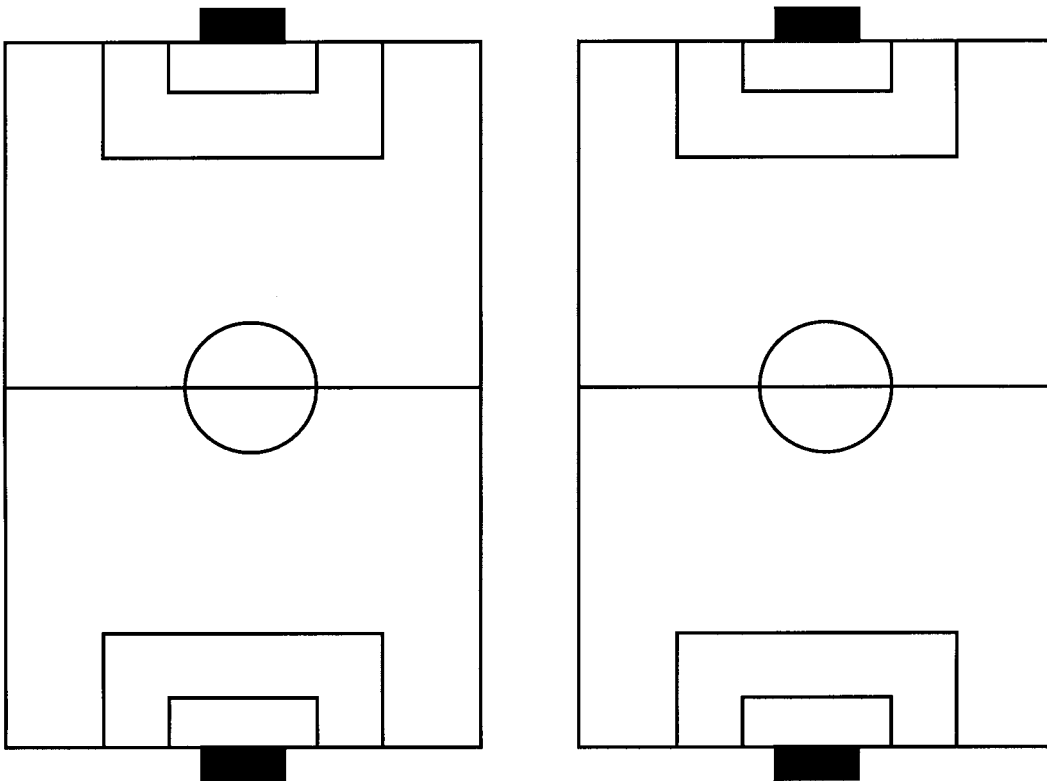
## SHOOTING

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

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

Field session may include examples of the following:

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

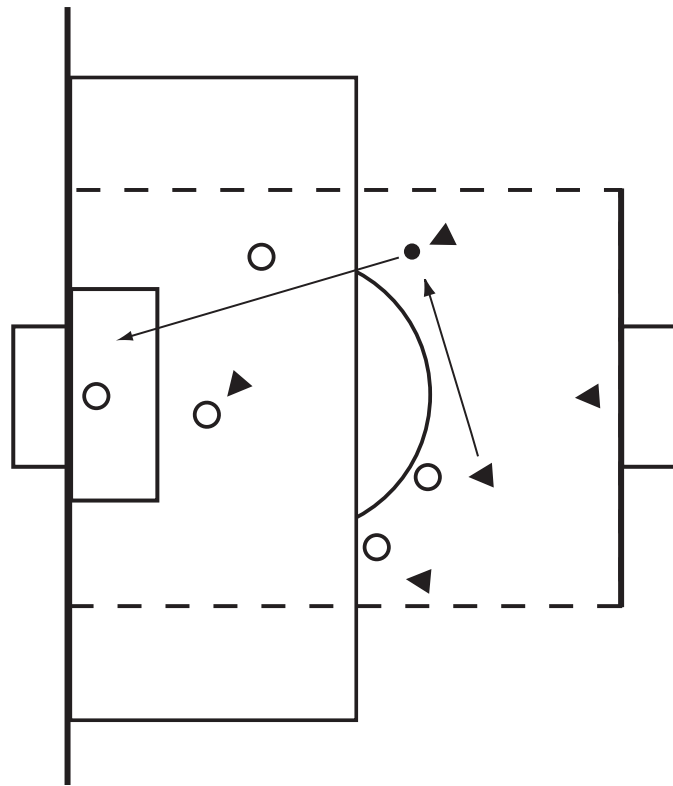




### 4 V 4 WITH 2 LARGE GOALS WITH OR WITHOUT GOALKEEPERS – SHOOTING GAME

Size of the field: 40 x 20 yards.

Size of the goals: Full Size.



Important aspect of the game:

- By giving your opponent too much room you will concede a lot of goals.

Demands of the game.

Possession of the ball:

- When you've got the chance score as quickly as possible with a good shot (a good shooting technique is important; this has to be coached).
- Make room for a shot by going past your opponent.

Possession of the ball by the opponent:

- Defenders must mark tightly, mustn't be beaten, don't be pushed back and eventually block the ball.

## HEADING

Session presents basic techniques of heading.

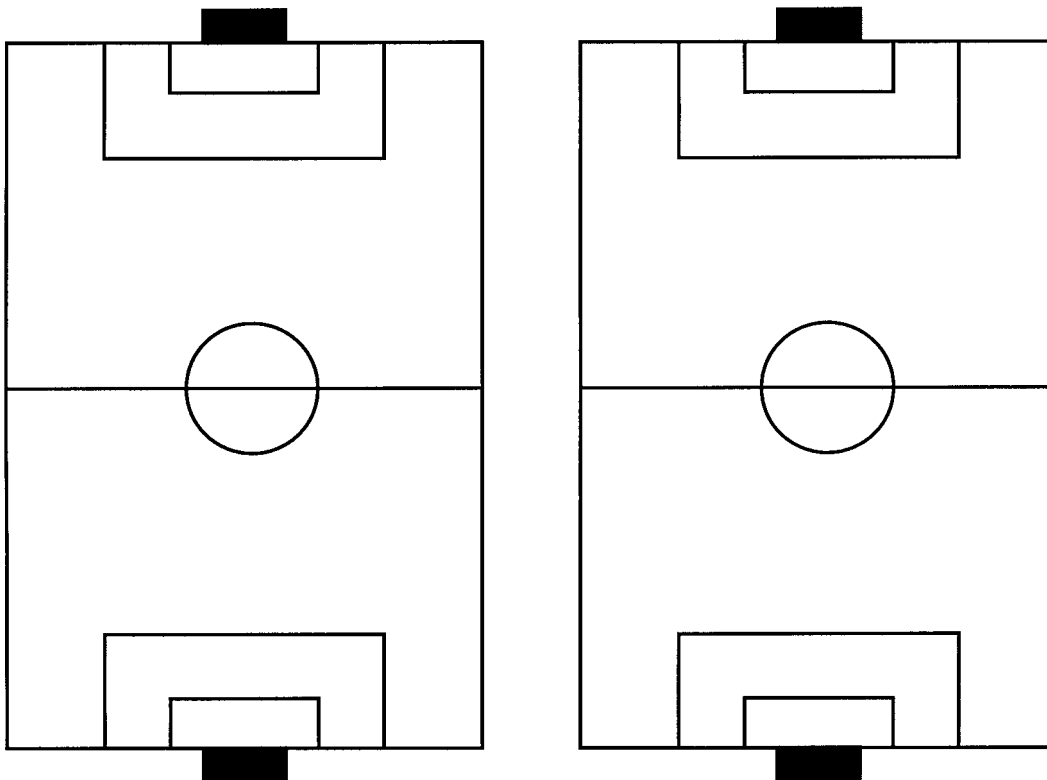
- The difference in heading for attack (passing and shooting) and defense (clearing) is demonstrated.

Key coaching points for heading are:

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

Field session may include examples of the following:

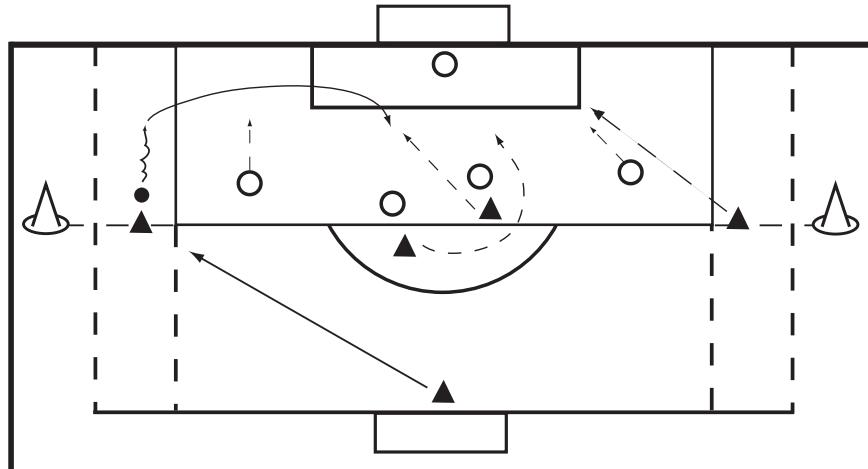
- Roxborough Windows (half working – half resting)
- Various Flank Patterns for crossing with NP and FP runners
- 5v4 to large goal + target player as counter goal
- 6v6 / 7v7





### 4 V 4 WITH 2 LARGE GOALS AND GOALKEEPERS – CROSSING AND HEADING GAME

Size of the field: 30 x 45/50 yards. Middle line. Free zones on the sides of the field (10 yards).



Important aspect of the game:

- Scoring with the head or volley.  
Scoring with shot from own half.
- Heading is the most important aspect here, for the strikers as well for the defenders.
- Shooting from outside of a certain area (minimum distance 16 meters).
- Positional play, building up, 1 v 1 on the flanks and crossing the ball are central of attention.
- High balls for the keeper.
- You can use this form to train the individual:

For example:

- Wing players who have to give a good cross.
- Defenders who have to defend.
- Strikers who have to score with the head.

Demands of the game.

## Possession of the ball:

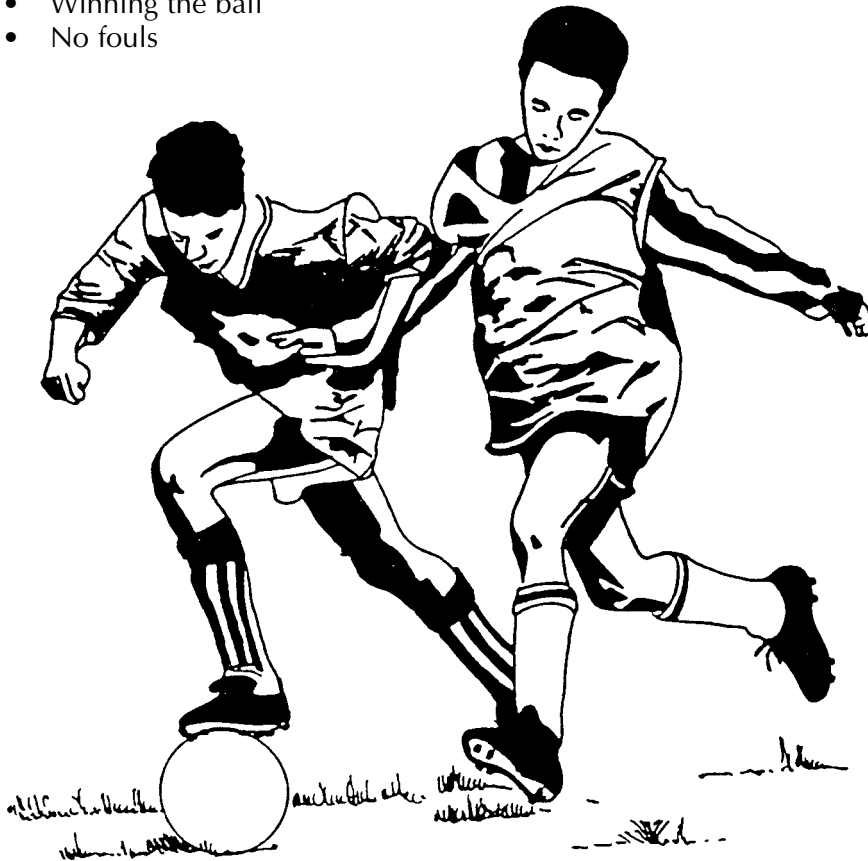
- Players playing their own positions.
- A careful build up, creating dangerous situations by playing to the flanks or shooting from a distance.

## Possession of the ball by the opponent:

- Defenders are asked to choose a good position but also to mark tightly and stop their opponents from crossing or shooting.

## Coaching keys:

- Choice of position
- Vision
- Blocking the ball
- The sliding tackle
- Heading
- Winning the ball
- No fouls





## GOALKEEPING

Session demonstrates basic techniques for shot stopping and distribution.

- Handling, footwork, body shape and stance, getting set and diving are introduced for shot stopping.
- Distribution with the hands – Over arm bowl, ‘Baseball’ throw, Underarm bowl and feet – Volley (punt), Goal kicks are demonstrated and their application in a game is illustrated.

Key coaching points for shot stopping are:

- Body mechanics – body shape, balance, weight transfer, body behind the ball
- Footwork – lateral, forward, back, stay on your feet as long as possible
- “Getting set” – feet to be set not moving, starting position, angle play
- Good hands – “soft” hands

Key coaching points for diving area:

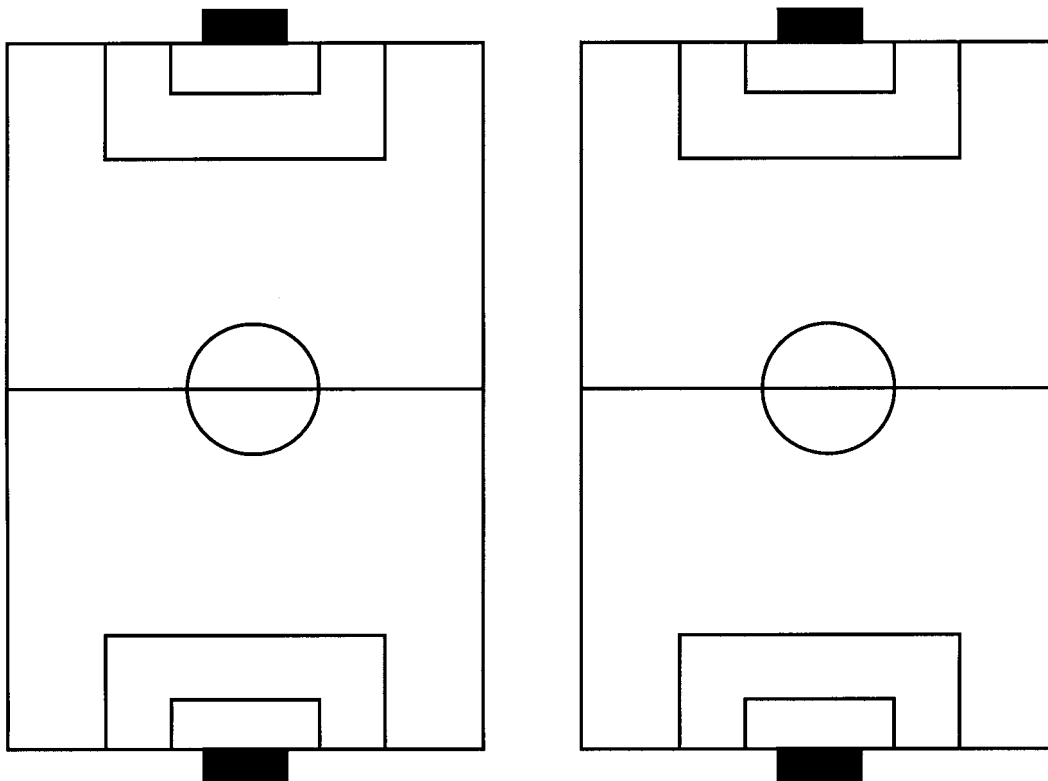
- Good body and diving shape (no diving on the stomach or rolling on the back)
- Attack the ball – step forward with the foot nearest the ball
- Diving progression can be taught from a seated position to a kneeling position to standing positions with the GK holding the ball before advancing to served balls

Key coaching points for distribution are:

- Selection of distribution – throwing or kicking based on distance – ability to take own goal/free kicks
- Starting the attack – supporting the outfield players

Field session may include examples of the following:

- Introduction to throwing or kicking to targets for technique
- Introduction to shot stopping techniques (including diving)
- Games for shot stopping and angle play



**GOALKEEPER PRACTICE FIELD SESSIONS**

Shot stopping:

Objectives: To receive repetition in shot stopping techniques.

Organization:

- Two goalkeepers work together.
- Set up the goals 15 - 20 yards apart.
- Use portable goals, cones, or corner flags.
- Service can be by throwing.
- Start by throwing the ball at one another then vary the service high/low and left and right.
- The objective is not to score on the opposing goalkeeper but to develop the shot stopping/diving by giving good ball service to execute **QUALITY TECHNIQUE**.

Coaching Points:

- Always ready to react (alert and alive).
- Quality footwork.
- Hand positions (leading with the palms).
- As much of the body behind the ball as possible.
- Set position.
- Recovery on partial saves (from down to up in to set position).
- Top quality execution on all techniques.







## Angle Play

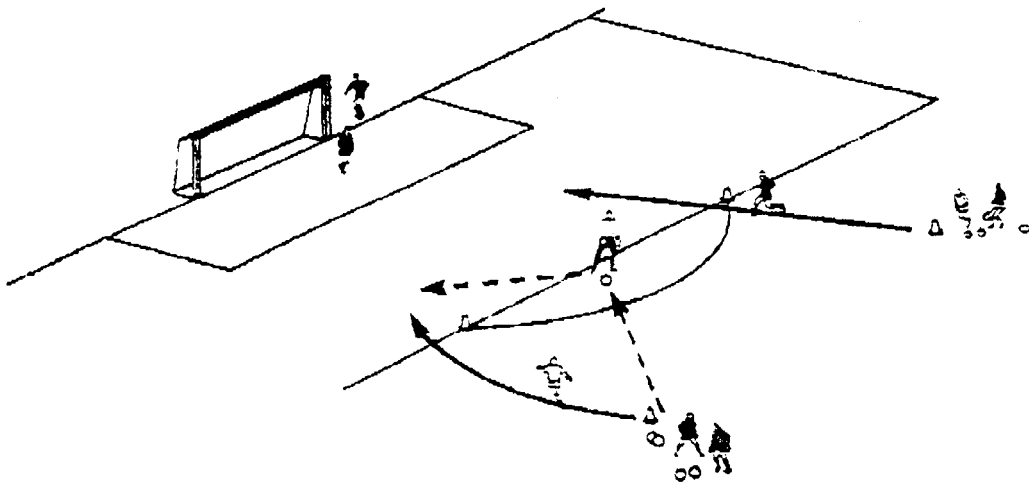
Objectives: To gain an understanding of the timing and movement out of goal, and the angles required when advancing off the goal line to deal with a through ball or impending shot.

### Organization:

- Set up field as below.
- Change the goalkeeper every 4 - 5 shots.
- The field players equally divided between the two far markers.
- One player with a ball plays it in to the server, who sets it up for a shot on either side.
- If the ball is played back outside the penalty, two touches only, if in to the penalty area it must be a first time shot.
- The shooter must always move in to the penalty area around the outside of the markers.
- The non shooting player can make any type of run inside the marker if so desired to follow up for goalkeeper rebounds.
- Field players should alternate their starting positions from left to right.

### Coaching Points:

- Goalkeepers decision making, to go all the way or to narrow the angle.
- Encourage the goalkeeper to get set and stay on their feet as long as possible.
- Good body shape/posture, not falling backwards are very important.
- Second barrier technique when going to ground.
- Recover quickly on rebounds.



## DEFENDING

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

Key coaching points for 1v1 are:

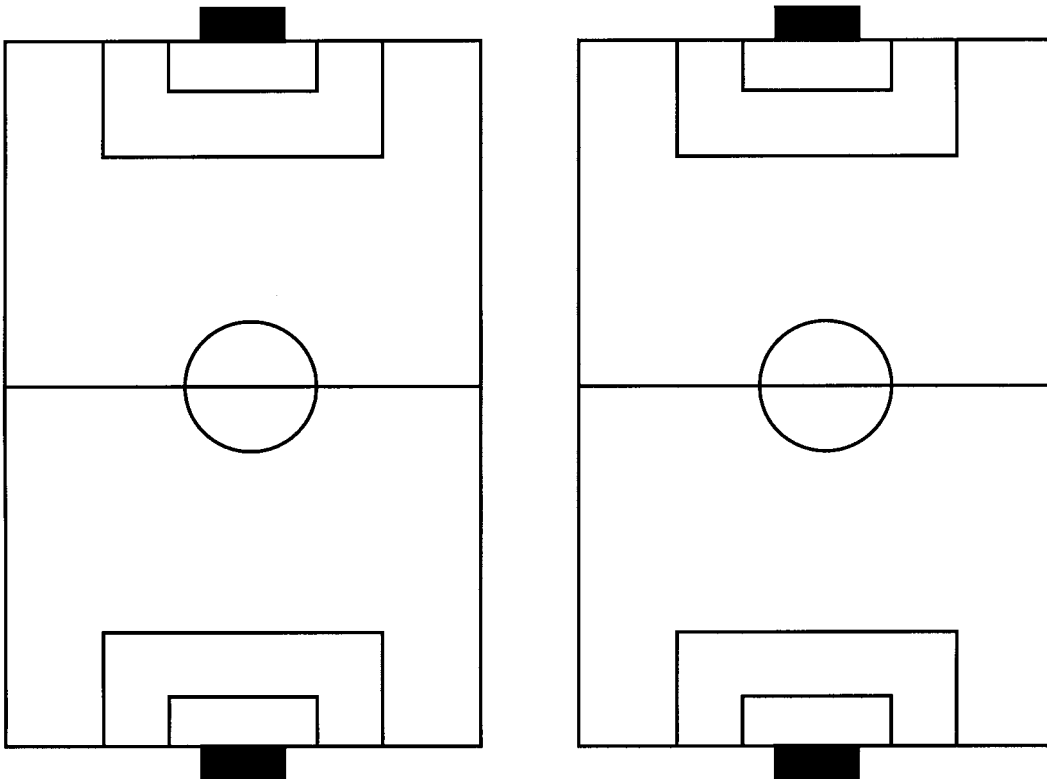
- Closing down – pressuring opponent
- Recovery runs – goal side positioning
- Angle and speed of approach
- Body shape, balance, and foot positioning
- Control and restraint
- Delay and channel
- Deny turn
- Timing and decision to tackle

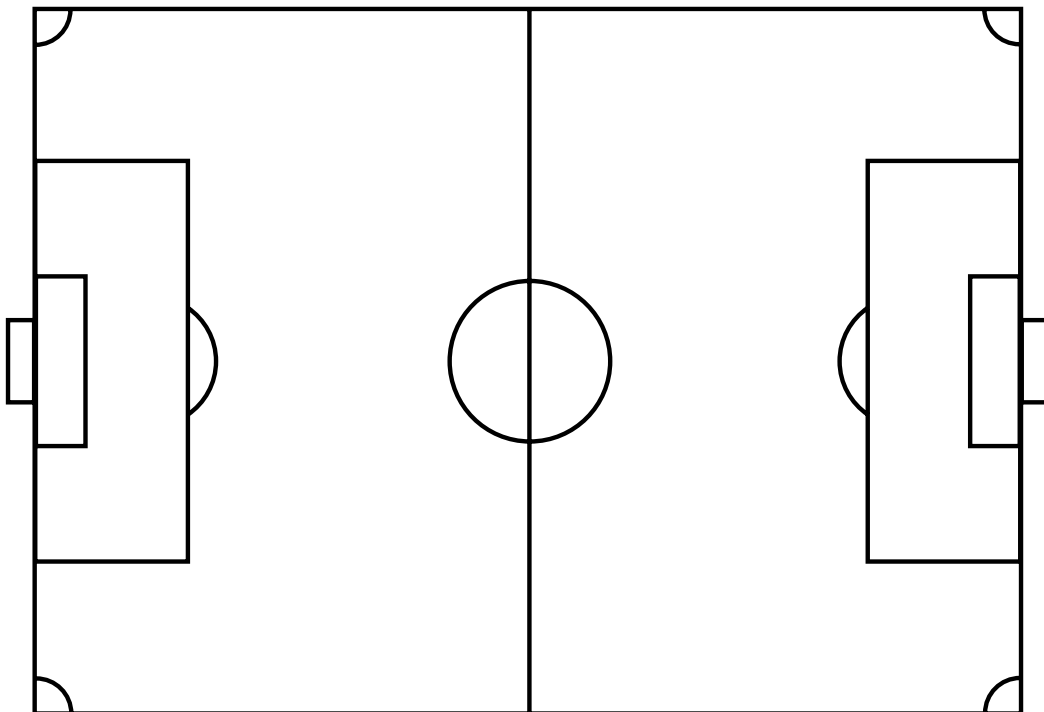
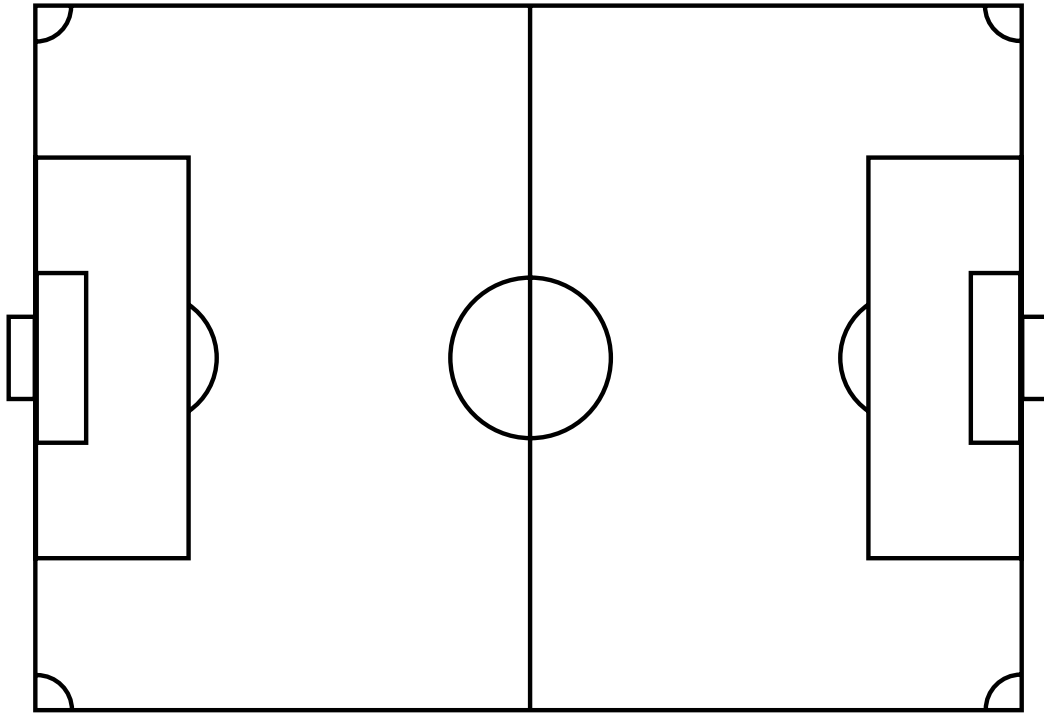
Key coaching points for 2v2 are:

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

Key coaching points for 3v3 are:

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





## ATTACKING

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

Key coaching points for player in possession (1<sup>st</sup> attacker) are:

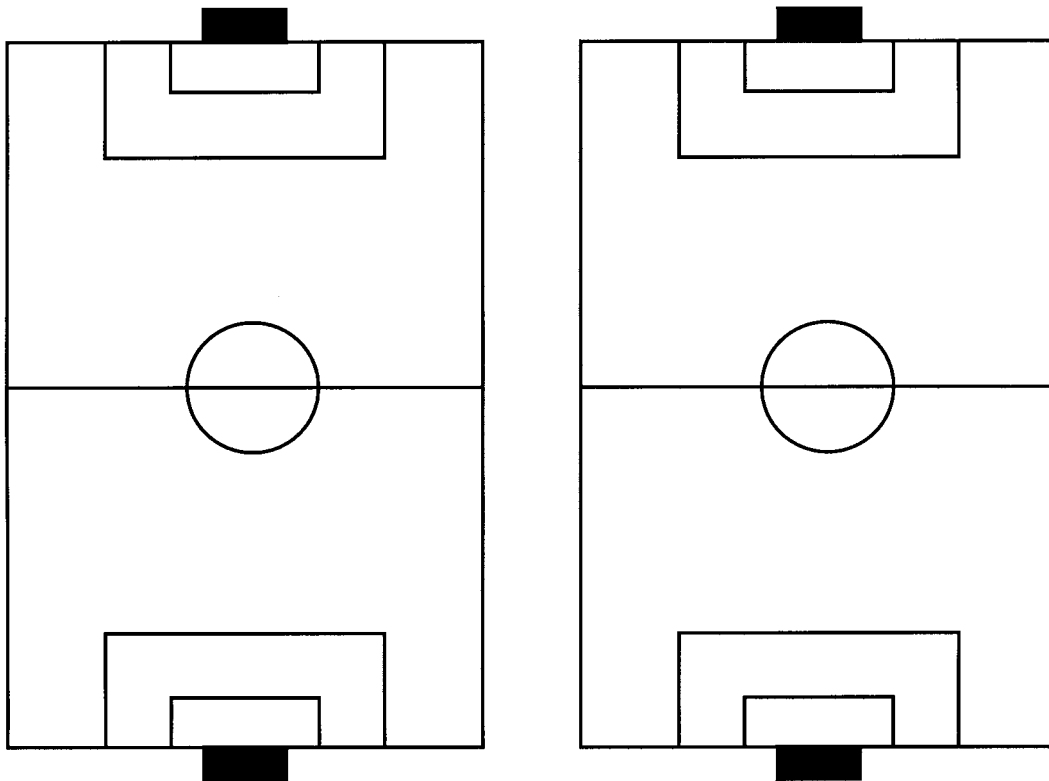
- When to shoot
- When to pass
- When to dribble

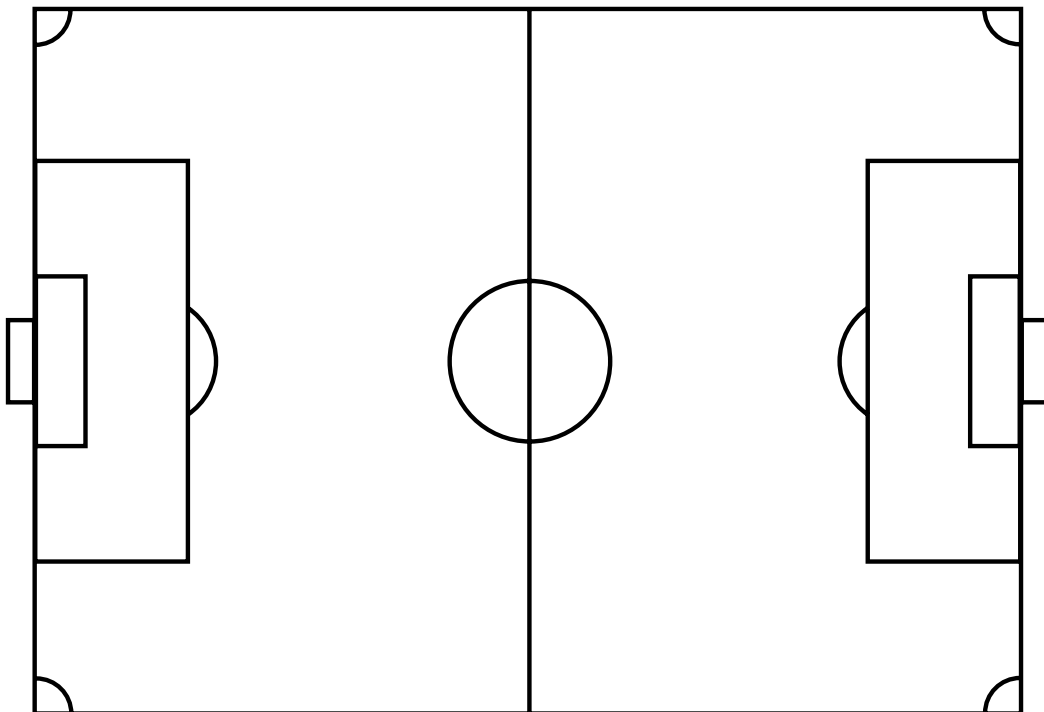
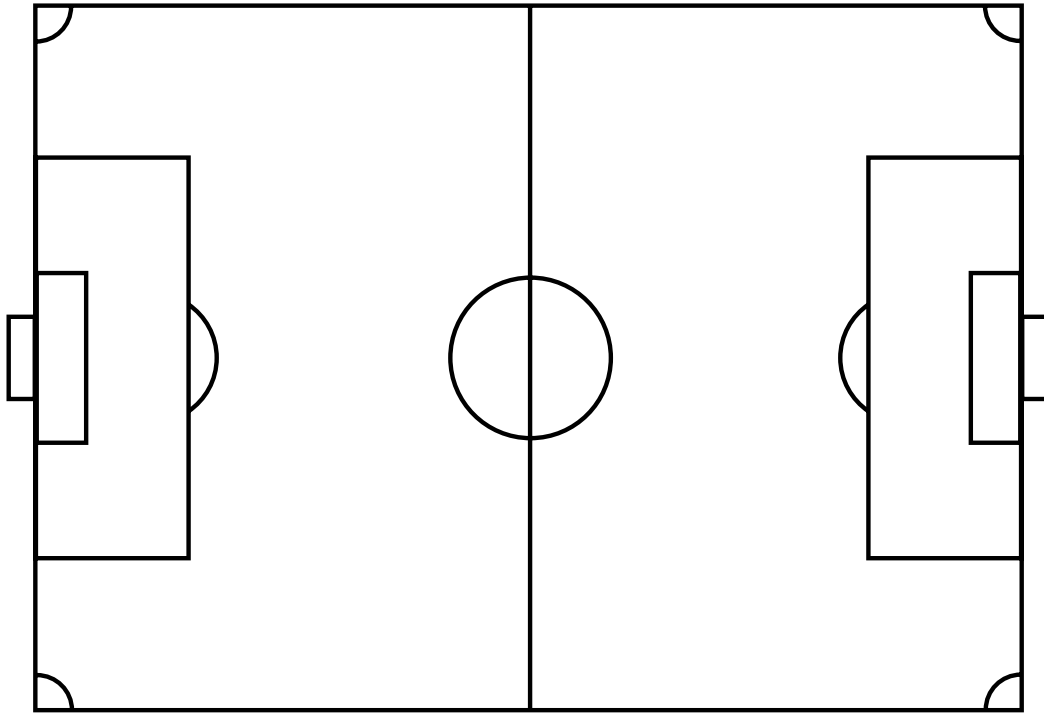
Key coaching points for player giving close support (2<sup>nd</sup> attacker) are:

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

Key coaching points for unbalancing attacker (3<sup>rd</sup> attacker) are:

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





# “E” Certificate Comprehensive Assessment & Review

## 7.0 On the Field

The class will be divided into at least three (3) groups. Each group will be asked to prepare a training session in at least one of the following three topics:

- A. Technical Session – i.e. Short passing
- B. Tactical Session – i.e. Support Play
- C. Goalkeeping Session – i.e. Catching Low Balls

Each group will select one coach to present the session for the class. The instructor will provide critique and feedback for each session to not only the coach and group, but also the whole class.

The purpose of this exercise is to give each coach some practical experience at designing a training session. It will also serve as a prelude for the coaches as to what to expect at the “D” License course.

## 7.1 In the Class

It is recommended that this comprehensive assessment be administered as a “take home” or an “in class” exercise. Time is also scheduled in the course for a review of the comprehensive assessment after it has been completed. The comprehensive assessment exercise should be viewed as a learning experience for the coaches, a chance to further solidify the information that they picked up during the course.



# Tests, Forms & Lesson Plans





UNITED STATES SOCCER FEDERATION

Name \_\_\_\_\_

## 'E' Certificate Comprehensive Assessment

### I. LAWS.

TRUE/FALSE (Circle your choice)

- T F 1. The lines are a part of the corresponding areas.
- T F 2. A ball on top of the touchline is out of play.
- T F 3. The back edge of the goal post must coincide with the back edge of the goal line.
- T F 4. The minimum number of players per team is eleven.
- T F 5. The minimum number of players per team is seven.
- T F 6. A substitute must enter the field of play at the halfway line.
- T F 7. The player substituted for must leave the field at the halfway line.
- T F 8. The most important concern for referees regarding player equipment is player safety.
- T F 9. The role of the referee is to protect players and to allow them to play within the letter and the spirit of the law.
- T F 10. The referee shall not allow coaching from the sidelines.
- T F 11. Linesmen's signals are for the players.
- T F 12. The penalty kick and the kick off must be kicked forward.
- T F 13. The game shall consist of two equal halves.
- T F 14. If a player takes a throw-in from any position other than the point where the ball passed over the touchline, the throw in goes to the opposing team.



**A GOAL MAY BE SCORED DIRECTLY FROM:**

- T F 15. A throw-in.
- T F 16. A penalty kick.
- T F 17. A kick-off (place kick).
- T F 18. A goal kick.
- T F 19. An indirect free kick.
- T F 20. A corner kick.
- T F 21. At the taking of a free kick, the ball must be stationary at the place where the foul was committed.
- T F 22. A player putting the ball into play may not play the ball a second time until it has been touched by another player.
- T F 23. At the taking of a penalty kick, the goalkeeper must have part of both feet on the goal line until the kick is taken.

**INDICATE THE CORRECT PUNISHMENT FOR THE FOLLOWING FOULS:**  
(circle your choice)

**D: Direct**

**I: Indirect**

- D I 24. Kicking at or attempting to strike an opponent.
- D I 25. Striking or attempting to strike an opponent.
- D I 26. Spitting at an opponent.
- D I 27. Goalkeeper's handling violation.
- D I 28. Tripping an opponent.
- D I 29. Pushing an opponent.
- D I 30. Dangerous play.
- D I 31. Charging an opponent fairly, but not within playing distance of the ball.

- D I** 32. Holding an opponent.
- D I** 33. Charging an opponent violently and dangerously.
- D I** 34. Obstructing an opponent when not within playing distance of the ball.
- D I** 35. Handling the ball.
- D I** 36. Charging the goalkeeper inside the goal area when he is not obstructing nor in possession.

**MULTIPLE CHOICE:** (Circle the correct answer)

37. A charge in the back of an opponent is legal:
- A. When he/she obstructing legally.
  - B. Never.
  - C. When he/she is obstructing illegally.
  - D. Always
38. A referee may caution a player who delays the taking of a freekick by standing less than ten yards from the ball.
- A. Only when the freekick is within thirty yards of the opponents' goal.
  - B. Only if he/she has previously warned the player.
  - C. Never.
  - D. Any time it happens.
39. When a player is injured, the referee shall not stop play.
- A. Unless the player sits down.
  - B. If the referee thinks the injury is not serious.
  - C. If the player can go to the touchline for treatment.
  - D. If the player is off the field of play.
  - E. B, C and D above.
40. A substitute can enter the field.
- A. Anytime his/her coach tells him/her to.
  - B. Whenever there is an injury.
  - C. Only when authorized by the referee.



41. List three offenses for which a player can be dismissed from the field?

42. Briefly explain the Offside Law.

## II. METHODS. Short Answers.

1. What are the four components of coaching?
2. What is the progression for teaching technique?
3. What is the general progression for teaching tactics?
4. What is functional training?
5. What is economical training?





2. What are the priorities of the attacker in possession of the ball and the pressurizing defender?

Attack

Defense

3. When coaching tactics, the coach's primary concern is with player's... (complete this sentence)

Attack

Defense

#### **IV. CARE & PREVENTION.**

1. What does "R.I.C.E." stand for?
2. What is the difference between a 'strain' and a 'sprain'?
3. What is the proper way to stretch a muscle?
4. What should you find out about each player's background?

5. How would you take care of a bruise?
  
  
  
  
  
  
  
  
  
  
6. Of the following, which requires emergency care (circle all that apply)?
  1. Heat Stroke
  2. Fractures
  3. Cramps
  4. Concussion
  
  
  
  
  
  
  
  
  
  
7. What is the best fluid to give the players at half time?

## V. TEAM MANAGEMENT.

1. Briefly list what you would cover during the pre-season parent meeting?
  
  
  
  
  
  
  
  
  
  
2. List some considerations for your team's pre-game organization?





# **TECHNICAL LESSON PLANS**



UNITED STATES SOCCER FEDERATION



Name \_\_\_\_\_

Topic \_\_\_\_\_

Date \_\_\_\_\_

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



UNITED STATES SOCCER FEDERATION



Name \_\_\_\_\_

Topic \_\_\_\_\_

Date \_\_\_\_\_

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



UNITED STATES SOCCER FEDERATION



Name \_\_\_\_\_

Topic \_\_\_\_\_

Date \_\_\_\_\_

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





UNITED STATES SOCCER FEDERATION

# TACTICAL LESSON PLANS



UNITED STATES SOCCER FEDERATION



Name \_\_\_\_\_

Topic \_\_\_\_\_

Date \_\_\_\_\_

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



UNITED STATES SOCCER FEDERATION



Name \_\_\_\_\_

Topic \_\_\_\_\_

Date \_\_\_\_\_

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



UNITED STATES SOCCER FEDERATION



Name \_\_\_\_\_

Topic \_\_\_\_\_

Date \_\_\_\_\_

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





UNITED STATES SOCCER FEDERATION

# Bibliography

## BOOKS

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

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

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

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

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

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



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

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

- KNVB (1995) ***The Dutch Vision on Youth Soccer – 4 v 4 Better Soccer, More Enjoyment***  
The Royal Dutch Soccer Federation (KNVB), Holland.

This manual explains the “Dutch Vision” for youth player development detailing how the use of 4 v 4 games are used to replicate “street soccer”. It also explains how to alter 4 v 4 games to train players on specific technical and tactical themes.

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

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

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

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

## VIDEOS

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

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

- ***Success in Soccer: Basic Training Fun and Games for Players 6-10.***

Deutscher Fussball-Bund, Germany. (Success in Soccer, USA)

***Volume 1***

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

***Volume 2***

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

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

Vidcrest, USA.

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

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

Reedswain, USA.

***Tape 1 – Principles of Goalkeeping***

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

***Tape 2 – Principles of Goalkeeping Distribution***

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

***Tape 3 – Goalkeeper Drills***

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

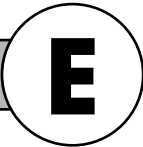


UNITED STATES SOCCER FEDERATION





UNITED STATES SOCCER FEDERATION



**NOTES**

A series of horizontal lines for taking notes.





**ussoccer.com**



U.S. Soccer Federation  
1801 S. Prairie Avenue  
Chicago, Illinois 60616  
(312) 808-1300