



D LICENSE 2021 CANDIDATE RESOURCE PACKET

U.S. SOCCER COACHING EDUCATION

US Soccer D License Candidate Resource Packet

Objectives:

This document is intended to help compile pertinent D License Course resources so that the learner can refer to them during the course.

Please note that all resources are contained within the Digital Learning Center.

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OPTION 1 SCHEDULE (SUBJECT TO CHANGE)



The goals of the course are to help coaches understand how: 1) to create game-like training sessions that encourage players’ ownership (decision-making) 2) to create a game day environment that encourages players’ ownership (decision-making)				Course Learning Objectives 1.To understand how to use a Coaching Profile to identify individual learning needs in order to create a player-centered environment 2.To demonstrate an understanding of developmental stages & age characteristics 3.To create a safe, fun, inclusive and organized game-day environment 4.To observe the game, recognize formations and all player actions 5.To further develop a comprehensive understanding of P-P-P methodology 6.To demonstrate an understanding of how to structure one activity 7.To plan, create, organize, facilitate and reflect on 2 P-P-P training sessions based on the same goal in 1 week 8.To implement a plan for child safety and risk management 9.To demonstrate an understanding of how to inform, involve and inspire parents				
Six Tasks of a U.S. Soccer Coach								
	Leadership (L) Coaching Games (CGs) Coaching Training Sessions (CTS) Leading the Team (LT) Leading the Player (LP) Managing the Performance Environment (MPE)							
LEGEND								
Modules = Independent study done at your own pace								
Interaction = Instructor facilitated meeting (Large group, mixed group, or instructor group)								
Week	Course Component	Task(s)	Type	Time	Due Date/Meeting Date	Interaction Time	Link	Assignment Due
1	Module 1- Introduction	All	Independent Study	40				
1	Introductory Interaction		LARGE GROUP Virtual Mtg	60				1.1 Performance Wheel#1
1	Module 2- Building Blocks Part 1: Player Needs & U.S. Soccer Philosophies		Independent Study (Video Quiz)	20				
1	Building Blocks Part 1- Player Needs & U.S. Soccer Philosophies Interaction	LP	Mixed Group Virtual Mtg	45				
2:1 Call (candidates:instructor)- 15 minutes each group/individual								
Learner Engagement Time					165	minutes		
Week	Course Component	Task(s)	Type	Time	Due Date/Meeting Date	Interaction Time	Link	Assignment
2	Module 3- Building Blocks Part 2: Player Developmental Stages & Age Characteristics	LP	Independent Study	18				
2	Module 4- Building Blocks Part 3- Game Understanding	Game Understanding/ CGs	Independent Study	25				
2	Building Blocks Part 2- Player Developmental Stages and Age Characteristics & 3-Game Understanding Interaction	Game Understanding/ CGs	Instructor Group Virtual Mtg	130				
Learner Engagement Time					173	minutes		
Week	Course Component	Task(s)	Type	Time	Due Date/Meeting Date	Interaction Time	Link	Assignment
3	Module 5- Building Blocks Part 4A: Methodology	CTS	Independent Study (Video Quiz)	40				
3	Building Blocks Part 4A- Methodology Interaction	CTS, LP	Mixed Group Virtual Mtg	90				
3	Module 6- Building Blocks Part 4B: Methodology (Skill Acquisition)	CTS, LP	Independent Study	45				
INSTRUCTOR OFFICE HOURS								
3	Module 7- Building Blocks Part 4C: Methodology (Structuring an Activity Part 1)	CTS, LP	Independent Study	65				
3	Building Blocks Part 4B & 4C- Methodology (Skill Acquisition & Structuring an Activity) Interaction	CTS, LP	LARGE GROUP Virtual Mtg	90				3.1 Training Session Goal
Learner Engagement Time					330	minutes		

OPTION 1 SCHEDULE (SUBJECT TO CHANGE)

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Week	Course Component	Task(s)	Type	Time	Due Date/Meeting Date	Interaction Time	Link	Assignment
4	Module 8- Coaching Games A: Formations Part 1	Game Understanding/ CGs	Independent Study	20				3.2 Player Actions, Key Qualities, and Activity Objective
4	Module 9- Coaching Games B- Coach of the Future	CGs, LP	Independent Study	16				
4	Coaching Games Interaction Part 1 (Formations Part 1 and Coach of the Future)	Game Understanding/ CGs	Mixed Group Virtual Mtg	105				
4	Module 10- Coaching Training Sessions A: Structuring an Activity Part 2	CGs/CTS	Independent Study	60				
INSTRUCTOR OFFICE HOURS								
4	Coaching Training Sessions Interaction A- Structuring an Activity Part 2	CGs/CTS	LARGE GROUP Virtual Mtg	60				

Learner Engagement Time **261** minutes

Week	Course Component	Task(s)	Type	Time	Due Date/Meeting Date	Interaction Time	Link	Assignment
5	Module 11A- 4v4 Coaching Games	Game Understanding/ CGs	Independent Study	25				
5	4v4 Coaching Games Interaction	Game Understanding/ CGs	Mixed Group Virtual Mtg	45				
5	Module 11B- 4v4 (U6) Stages of Development	LP/CTS	Independent Study	20				3.3 begin 1-week plan. Core Activity graphic (focus on # of players, field size, and method of scoring).
5	4v4 Stages of Development Interaction A (U6)	LP/CTS	Mixed Group Virtual Mtg	30				
5	Module 11C- 4v4 (U7/U8) Stages of Development	LP/CTS	Independent Study	20				
5	4v4 Stages of Development/Coaching Training Sessions Interaction	LP/CGs/CTS	Instructor Group Virtual Mtg	90				

Learner Engagement Time **230** minutes

Week	Course Component	Task(s)	Type	Time	Due Date/Meeting Date	Interaction Time	Link	Assignment
6	Module 12- Coaching Games C: Formations Part 2	CG	Independent Study	30				
6	Module 13- Coaching Training Sessions B: Structuring an Activity Part 3	CTS	Independent Study (Video Quiz)	45				
6	Module 14A- Leading the Player	LP	Independent Study	26				
6	Module 14B- Leading the Team	LT	Independent Study	25				1.2 PW#2
Instructor Office Hours to answer any questions/Session planning help								

Learner Engagement Time **126** minutes

Week	Course Component	Task(s)	Type	Time	Due Date/Meeting Date	Interaction Time	Link	Assignment
7	Coaching Games D- Formations Part 3/Coaching Training Sessions Module B Interaction Structuring an Activity Part 3	CGs/CTS	Instructor Group Virtual Mtg	75				
7	Leading the Player/ Leading the Team Interaction	LP/ LT	Mixed Group Virtual Mtg	90				
7	Module 15- Manage the Performance Environment (MPE) Module	MPE	Independent Study	20				3.4- Core Activity Graphic + LC and MC Graphic (focus on # of players, field size, method of scoring and duration).

Instructor Office Hours to answer any questions re: LT/LP.

Learner Engagement Time **185** minutes

OPTION 1 SCHEDULE (SUBJECT TO CHANGE)

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Week	Course Component	Task(s)	Type	Time	Due Date/Meeting Date	Interaction Time	Link	Assignment
8	Module 16A- 7v7 Coaching Games	CGs/CTS	Independent Study	30				
8	Module 16B- 7v7 Stages of Development	LP/CTS	Independent Study	30				
8	7v7 Coaching Games/Stages of Development Interaction	LP/CGs/CTS	Instructor Group Virtual Mtg	120				3.5- GQs and KWs for Practice Phase
9v9 collaborative project due in the following week so that the learners have time to co-create the one-week plan and training session.								
Learner Engagement Time				180	minutes			

Week	Course Component	Task(s)	Type	Time	Due Date/Meeting Date	Interaction Time	Link	Assignment
9	MPE Interaction	MPE	Instructor Group Virtual Mtg	60				MPE assignment /reflection
9	Module 17A- 9v9 Coaching Games Module	CGs/CTS	Independent Study	25				
9	Module 17B- 9v9 Stages of Development	LP/CTS	Independent Study	30				
9	9v9 Coaching Games/Stages of Development Interaction	LP/CGs/CTS	Instructor Group Virtual Mtg	120				
Group 11v11 collaborative project due in the following week so that the learners (group of 6) have time to co-create the one-week plan and training session.								
Instructor Office Hours to answer any questions re: co-created 9v9 one-week plan and complete training session.								
Learner Engagement Time				235	minutes			

Week	Course Component	Task(s)	Type	Time	Due Date/Meeting Date	Interaction Time	Link	Assignment
10	Module 18A- 11v11 Coaching Games	CGs/CTS	Independent Study	25				
10	Module 18B- 11v11 Stages of Development Module	LP/CTS	Independent Study	30				
10	11v11 Coaching Games/Stages of Development Interaction	LP/CGs/CTS	Instructor Group Virtual Mtg	120				
10	Module 19- Leadership	Leadership	Asynchronous (Video Quiz)	30				
Learner Engagement Time				205	minutes			

Week	Course Component	Task(s)	Type	Time	Due Date/Meeting Date	Interaction Time	Link	Assignment
11	Leadership Interaction	Leadership	Mixed Group Virtual Mtg	60				3.6 One Week Plan & Final CTS due here
11	Course Review/Field Component Preview	All	LARGE GROUP Virtual Mtg	60				
11	Field Component			360				
Learner Engagement Time				480	minutes			

Learner Engagement Time					480	minutes	Total	
Week	Course Component	Task(s)	Type	Time	Due Date/Meeting Date	Interaction Time	Link	Assignment
12	PDPs	All	Instructor Group Virtual Mtg	90				1.3 PW#3 as part of the PDP
Learner Engagement Time					90	minutes		Total Hours
Total					2660	minutes		44.3333333

OPTION 2 SCHEDULE (SUBJECT TO CHANGE)



The goals of the course are to help coaches understand how:				Course Learning Objectives				
1) to create game-like training sessions that encourage players’ ownership (decision-making)				1.To understand how to use a Coaching Profile to identify individual learning needs in order to create a player-centered environment				
2) to create a game day environment that encourages players’ ownership (decision-making)				2.To demonstrate an understanding of developmental stages & age characteristics				
Six Tasks of a U.S. Soccer Coach				3.To create a safe, fun, inclusive and organized game-day environment				
Leadership (L)				4.To observe the game, recognize formations and all player actions				
Coaching Games (CGs)				5.To further develop a comprehensive understanding of P-P-P methodology				
Coaching Training Sessions (CTS)				6.To demonstrate an understanding of how to structure one activity				
Leading the Team (LT)				7.To plan, create, organize, facilitate and reflect on 2 P-P-P training sessions based on the same goal in 1 week				
Leading the Player (LP)				8.To implement a plan for child safety and risk management				
Managing the Performance Environment (MPE)				9.To demonstrate an understanding of how to inform, involve and inspire parents				
LEGEND								
Modules = Independent study done at your own pace								
Interaction = Instructor facilitated meeting (Large group, mixed group, or instructor group)								
Week	Course Component	Task(s)	Type	Time	Due Date/Meeting Date	Interaction Time	Link	Assignment Due
1	Module 1- Introduction	All	Independent Study	40		40		
1	Introductory Interaction		LARGE GROUP Virtual Mtg	60		60		1.1 Performance Wheel#1
1	Module 2- Building Blocks Part 1: Player Needs & U.S. Soccer Philosophies		Independent Study (Video Quiz)	20		20		
1	Building Blocks Part 1- Player Needs & U.S. Soccer Philosophies Interaction	LP	Mixed Group Virtual Mtg	45		45		
2:1 Call (candidates:instructor)- 15 minutes each group/individual								
Learner Engagement Time					165	minutes		
Week	Course Component	Task(s)	Type	Time	Due Date/Meeting Date	Interaction Time	Link	Assignment
2	Module 3- Building Blocks Part 2: Player Developmental Stages & Age Characteristics	LP	Independent Study	18		18		
2	Module 4- Building Blocks Part 3- Game Understanding	Game Understanding/ CGs	Independent Study	25		25		
2	Building Blocks Part 2- Player Developmental Stages and Age Characteristics & 3-Game Understanding Interaction	Game Understanding/ CGs	Instructor Group Virtual Mtg	130		130		
Learner Engagement Time					173	minutes		
Week	Course Component	Task(s)	Type	Time	Due Date/Meeting Date	Interaction Time	Link	Assignment
3	Module 5- Building Blocks Part 4A: Methodology	CTS	Independent Study (Video Quiz)	40		40		
3	Building Blocks Part 4A- Methodology Interaction	CTS, LP	Mixed Group Virtual Mtg	90		90		
3	Module 6- Building Blocks Part 4B: Methodology (Skill Acquisition)	CTS, LP	Independent Study	45		45		
INSTRUCTOR OFFICE HOURS								
3	Module 7- Building Blocks Part 4C: Methodology (Structuring an Activity Part 1)	CTS, LP	Independent Study	65		65		
3	Building Blocks Part 4B & 4C- Methodology (Skill Acquisition & Structuring an Activity) Interaction	CTS, LP	LARGE GROUP Virtual Mtg	90		90		3.1 Training Session Goal
Learner Engagement Time					330	minutes		

OPTION 2 SCHEDULE (SUBJECT TO CHANGE)

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Week	Course Component	Task(s)	Type	Time	Due Date/Meeting Date	Interaction Time	Link	Assignment
4	Module 8- Coaching Games A: Formations Part 1	Game Understanding/ CGs	Independent Study	20		20		3.2 Player Actions, Key Qualities, and Activity Objective
4	Module 9- Coaching Games B- Coach of the Future	CGs, LP	Independent Study	16		16		
4	Coaching Games Interaction Part 1 (Formations Part 1 and Coach of the Future)	Game Understanding/ CGs	Mixed Group Virtual Mtg	105		105		
4	Module 10- Coaching Training Sessions A: Structuring an Activity Part 2	CGs/CTS	Independent Study	60		60		
INSTRUCTOR OFFICE HOURS								

Learner Engagement Time **201** minutes

Week	Course Component	Task(s)	Type	Time	Due Date/Meeting Date	Interaction Time	Link	Assignment
5	Module 11A- 4v4 Coaching Games	Game Understanding/ CGs	Independent Study	25		25		
5	Module 11B- 4v4 (U6) Stages of Development	LP/CTS	Independent Study	20		20		3.3 begin 1-week plan.Core Activity graphic (focus
5	Module 11C- 4v4 (U7/U8) Stages of Development	LP/CTS	Independent Study	20		20		
5	Module 16A- 7v7 Coaching games	CGs/CTS	Independent Study	30		30		
5	Module 16B- 7v7 Stages of Development	LP/CTS	Independent Study	30		30		

Learner Engagement Time **125** minutes

IN-PERSON MEETING #1 (Sat)- WEEK 5

	Game Understanding field Session-Roadmap 3-D Lecture (on field) Candidates as field players.		Field Session	75		SAT 9:00-10:15 AM
	Travel to Classroom			15		SAT 10:15-10:30 AM
	4v4 Coaching Games Interaction	Game Understanding/ CGs	Classroom Session	45		SAT 10:30-11:15 AM
	4v4 Stages of Development Interaction (U6, U7/U8)	LP/CTS	Classroom Session	45		SAT 11:15 AM - 12:00 PM
	4v4 Coaching Training Sessions Interaction/Planning & Presenting a Training Activity	CTS	Classroom Session	60		SAT 12:00-1:00 PM
	Working Lunch/Travel to Field		Travel	90		SAT 1:00-2:30 PM
	4v4 Practice Coaching	CTS	Field Session	120		SAT 2:30-4:30 PM
	Break/Travel to Classroom/Dinner		Travel	60		SAT 4:30-5:30 PM
	7v7 Coaching Games/Stages of Development Interaction	LP/CGs/CTS	Classroom Session	135		SAT 5:30-7:45 PM
	LBLF			15		SAT 7:45-8:00 PM

Total IP Time **660** minutes

IN-PERSON MEETING #1 (Sun)- WEEK 5

	7v7 Practice Coaching	Game Understanding/ CGs	Field Session	120		SUN 9:00-11:00 AM
	Skill Acquisition Field Session #1	CTS	Field Session	45		SUN 11:00-11:45 AM
	Lunch/Travel to Classroom		Travel	105		SUN 11:45 AM -1:30 PM
	Coaching Training Sessions Interaction A- Structuring an Activity Part 2	CGs/CTS	Classroom Session	90		SUN 1:30-3:00 PM
	Travel to Field		Travel	30		SUN 3:00-3:30 PM
	Practice Coaching/Collaborative Project TBD	CTS	Field Session	120		SUN 3:30-5:30 PM
	LBLF			30		5:30-6:00 PM

Total IP Time **540** minutes

Week	Course Component	Task(s)	Type	Time	Due Date/Meeting Date	Interaction Time	Link	Assignment
6	REFLECTION		Instructor Group Virtual Mtg	60		60		
6	Module 12- Coaching Games C: Formations Part 2	CG	Independent Study	30		30		

OPTION 2 SCHEDULE (SUBJECT TO CHANGE)

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6	Module 13- Coaching Training Sessions B: Structuring an Activity Part 3	CTS	Independent Study (Video Quiz)	45		45		3.3 begin 1-week plan (where the session fits). Core Activity graphic
6	Module 14A- Leading the Player	LP	Independent Study	25		26		
6	Module 14B- Leading the Team	LT	Independent Study	25		25		
6	Module 15- Manage the Performance Environment (MPE) Module	MPE	Independent Study	20		20		PW#2
Instructor Office Hours to answer any questions/Session planning help								
Learner Engagement Time				125	minutes			
Week	Course Component	Task(s)	Type	Time	Due Date/Meeting Date	Interaction Time	Link	Assignment
7	Coaching Games D- Formations Part 3/Coaching Training Sessions Module B Interaction Structuring an Activity Part 3	CGs/CTS	Instructor Group Virtual Mtg	40		40		
7	Leading the Player/ Leading the Team Interaction	LP/ LT	Mixed Group Virtual Mtg	90		90		
Instructor Office Hours to answer any questions re: LT/LP.								
Learner Engagement Time				130	minutes			

OPTION 2 SCHEDULE (SUBJECT TO CHANGE)

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Week	Course Component	Task(s)	Type	Time	Due Date/Meeting Date	Interaction Time	Link	Assignment
8	MPE Interaction	MPE	Instructor Group Virtual Mtg	60		60		
8	Module 19- Leadership	Leadership	Independent Study (Video Quiz)	30		30		3.5- GQs and KWs for Practice Phase
9v9 collaborative project due in the following week so that the learners have time to co-create the one-week plan and training session.								

Learner Engagement Time 90 minutes

Week	Course Component	Task(s)	Type	Time	Due Date/Meeting Date	Interaction Time	Link	Assignment
9	Leadership Interaction	Leadership	Mixed Group Virtual Mtg	60		60		MPE assignment /reflection
9	Course Review/Field Component Preview	All Learning Objectives	LARGE GROUP Virtual Mtg	60		60		
Group 11v11 collaborative project due in the following week so that the learners (group of 6) have time to co-create the one-week plan and training session.								
Instructor Office Hours to answer any questions re: co-created 9v9 one-week plan and complete training session.								

Learner Engagement Time 120 minutes

Week	Course Component	Task(s)	Type	Time	Due Date/Meeting Date	Interaction Time	Link	Assignment
10	Module 17A- 9v9 Coaching Games Module	CGs/CTS	Independent Study	25		25		
10	Module 17B- 9v9 Stages of Development	LP/CTS	Independent Study	30		30		
10	Module 18A- 11v11 Coaching Games	CGs/CTS	Independent Study	25		25		
10	Module 18B- 11v11 Stages of Development Module	LP/CTS	Independent Study	30		30		

Learner Engagement Time 110 minutes

IN-PERSON MEETING #2 (Sat)- WEEK 10

	9v9 Coaching Games/Stages of Development Interaction	Game Understanding/ CGs	Classroom Session	105		SAT 9:00-10:45 AM
	9v9 Coaching Training Sessions Interaction/Planning & Presenting a Training Activity	LP/CTS	Classroom Session	60		SAT 11:00 AM - 12:00 PM
	Working Lunch/Travel to Field		Travel	90		SAT 12:00-1:30 PM
	9v9 Practice Coaching	CTS	Field Session	150		SAT 1:30-4:00 PM
	Break/Travel to Classroom/Dinner		Travel	75		SAT 4:00-5:15 PM
	Coaching Training Sessions Module B Interaction Structuring an Activity Part 3	CGs/CTS	Classroom Session	90		SAT 5:15-6:45 PM
	Break/Travel to Classroom/light Dinner		Travel	75		SAT 6:45-7:00 PM
	Practice Coaching from Collaborative assignment.		Field Session	105		SAT 7:00-8:45 PM

Total IP Time 750 minutes

IN-PERSON MEETING #2 (Sun)- WEEK 10

	Practice Coaching from Collaborative assignment.	CTS	Field Session	105		SUN 9:00-10:45 AM
	Skill Acquisition Field Session #2	CTS	Field Session	45		SUN 11:00-11:45 AM
	Lunch/Travel to Classroom		Travel	105		SUN 11:45 AM -1:00 PM
	11v11 Coaching Games/Stages of Development Interaction		Classroom Session	90		SUN 1:00-2:30 PM
	Travel to Field		Travel	30		SUN 2:30-3:00 PM
	11v11 Practice Coaching	CTS	Field Session	180		SUN 3:00-6:00 PM
	LBFL			30		SUN 6:00-6:30 PM

Total IP Time 585 minutes

Week	Course Component	Task(s)	Type	Time	Due Date/Meeting Date	Interaction Time	Link	Assignment
12	PDPs	All	Instructor Group Virtual Mtg	90		90		1.3 PW#3 as part of the PDP
Learner Engagement Time					90	minutes		Total Hours
Total					4194	minutes		
11.25 downtime					675	3519 minutes		58.65

OPTION 2 SCHEDULE (SUBJECT TO CHANGE)



2021 U.S. SOCCER BLENDED D LICENSE COURSE GUIDE

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PREFACE



This guide provides information about the 2021 D License Course. The program is designed to meet the demands of the Grassroots coach.

The Blended National D License is a 45 to 60-hour course, held over a minimum of 12 weeks (maximum of 24 weeks). The course is designed for the grassroots coach who meets the prerequisites outlined in the General Information section of Admission. In the Blended learning approach, candidates will engage in e-learning and be engaged in various methods included online modules (independent study) and interactions facilitated by the instructor. The apex of the course will be the Field Component(s). There are two options for the format delivery: Option 1 (one in-person meeting) and Option 2 (two in-person meetings). Candidates that register for this course are expected and required to attend all meetings.

Blended Learning encompasses a mixture of online and face to face working methods and learning activities, where the candidates actively work with learning content, individually and in collaboration with each other and with the teacher/instructor. Blended learning tends to outperform classroom learning by relatively large magnitudes, probably because the e-learning used in blended learning often uses more effective learning methods. Blended learning is not just about efficiency, but also about learning more effectively.

The focus of this course is to facilitate the improvement of candidates in the Six Tasks of a Coach across all four of U.S. Soccer's game models (4v4, 7v7, 9v9, 11v11). The goals of the course are to help coaches understand how:

- to create game-like training sessions that encourage players' ownership (decision-making)
- to create a game day environment that encourages players' ownership (decision-making)

There are nine learning objectives for the Blended D License Course that are intended to help achieve the course goals:

1. To understand how to use a Coaching Profile to identify individual learning needs in order to create a player-centered environment
2. To demonstrate an understanding of developmental stages & age characteristics
3. To create a safe, fun, inclusive and organized game-day environment
4. To observe the game, recognize formations and all player actions
5. To further develop a comprehensive understanding P-P-P methodology
6. To demonstrate an understanding of how to structure one activity
7. To plan, create, organize, facilitate and reflect on 2 P-P-P training sessions based on the same goal in 1 week
8. To implement a plan for child safety and risk management
9. To demonstrate an understanding of how to inform, involve and inspire parents

The D License course is specifically designed for coaches working in the Grassroots environment. In addition to the course goals and learning objectives, the course experience is based on the qualities and learning needs of each individual candidate. The profile of the D License Coach is the connection between the content, assignments, and the assessment of the assignments. The profile will safeguard the quality and standards of the D License Course.

The United States Soccer Federation would like to thank you for your time and dedication to the sport of soccer. Soccer is truly an influential sport in the lives of many people and it will continue to grow and flourish in our nation with the support of committed coaches such as yourself. At U.S. Soccer, we believe that every coach is a valuable asset in the future development of this great game. Grassroots is the foundation upon which player development is built and if we all work collectively, we will continue to grow the sport at all levels.

Thank you for your continued dedication to your team and the sport of soccer!



GENERAL INFORMATION



OBJECTIVES OF THE COURSE

The overall objective of the D License Course is to enable candidates to acquire or further develop the competencies (knowledge, skills, attitude, and personal traits) necessary to work as a coach in the grassroots environment.

To develop the competencies, U.S. Soccer has defined Six Tasks of a U.S. Soccer Coach:

- **Coaching Games (CG)** Create an environment that supports and guides players toward giving their best contribution to the game in order to further develop and score more goals than the opponent.
- **Coaching Training Sessions (CTS)** Facilitate an environment which supports and guides players on the field in order to develop them to their full potential as well as prepare players/the team for the game.
- **Leading the Team (LT)** Create an environment of inclusion and engage players based on agreed upon team behaviors and goals.
- **Leading the Player (LP)** Give players individual, unconditional attention and mentor them to fulfill their potential.
- **Managing the Performance Environment (MPE)** Influence off-the-field circumstances and persons in order to create the best possible conditions for the development and performance of the players.
- **Leadership (L)** Demonstrate coaching actions which are guided by a player-centered philosophy in order to accomplish defined team and player goals.

ADMISSION

ELIGIBILITY REQUIREMENTS:

To apply for the course, candidates must be 16 years of age and possess a unique combination of three of the eight Grassroots Licenses, which now formally represent the prerequisite to progress to the U.S. Soccer D License. Specifically, candidates must have completed a minimum of three grassroots courses, in the form of two in-person courses and one online course:

- Introduction to Grassroots Coaching Module
- Two in-person courses (one of which must be the 11v11)
- One online course across any of the four levels (4v4, 7v7, 9v9, 11v11)

Coaching candidates who have earned the E or F License will have the following opportunities to use those certifications toward the D License prerequisites:

- U.S. Soccer E License + Introduction to Grassroots Coaching Module
- U.S. Soccer F License + Introduction to Grassroots Coaching Module + 11v11 in-person license + one additional in-person license

CONTENT

The course consists of two components: a practical component and a theoretical component.

PRACTICAL COMPONENT

Depending on which format option (1 or 2), there will be learning experiences during the Field Component(s) geared to the practical part of the course such as: coaching games and coaching training sessions.

Throughout the course, the candidates can utilize the practical components and execute the assignments in their own environment. The assignments for the Final Training Session (Coaching Training Sessions) and Personal Development Plan assignment (Leadership) will be part of the final assessment.

THEORETICAL COMPONENT

The engagements (both modules for independent study and the instructor led interactions) will be focused on the experiences of the candidates related to the main objectives of the course (Tasks of a Coach) and the assignments. This educational approach will require candidates to exchange experiences on the topics, enlarge their theoretical understanding and develop the ability to apply the theory in practice.

HOURS OF EDUCATION

	#	Hours	Total Hours
Virtual Course Meetings	19	26	26
Field Component (Option 1)	1 day	6	6
In-Person Meetings (Option 2)	4 days	6-11	26
Modules/Assignments	25	13	13
Individual Assignments	10	Varies	12
Pre-Course Webinar	1	1	1

TOTAL HOURS OF EDUCATION

Option 1=58
Option 2=78

ATTENDANCE

Candidates are expected and required to attend all meetings.

FRAUD AND PLAGIARISM

In the event of fraud or plagiarism, the candidate's enrollment will be terminated immediately. Fraud and plagiarism are understood as any illegitimate actions of candidates that make it impossible to form a correct opinion of their competencies. The following actions will be classified as fraud or plagiarism:

- Copying another candidate's assignment work
- Handing in non-authentic work
- The provision of false information

GENERAL INFORMATION



TERMINATION AND REFUND

Please check with the host organization.

MISSING DUE DATES

The candidate must submit the assignment on or before the due date. This includes completing the self-study module prior to joining the instructor led interaction. Furthermore, each candidate must prepare their own answers to the critical thinking questions, scenario based questions, discussion points, etc to be prepared to participate in the group discussions.

Candidates will have up to four attempts to submit an assignment. If the assignment does not meet the standards based on the Profile of the D License Coach, the instructor will put the assignment into "revision request" and the candidate must review the assignment. The instructor may decide if there will be additional opportunities to review the assignment.

The final revision is due two (2) weeks after the latest due date.

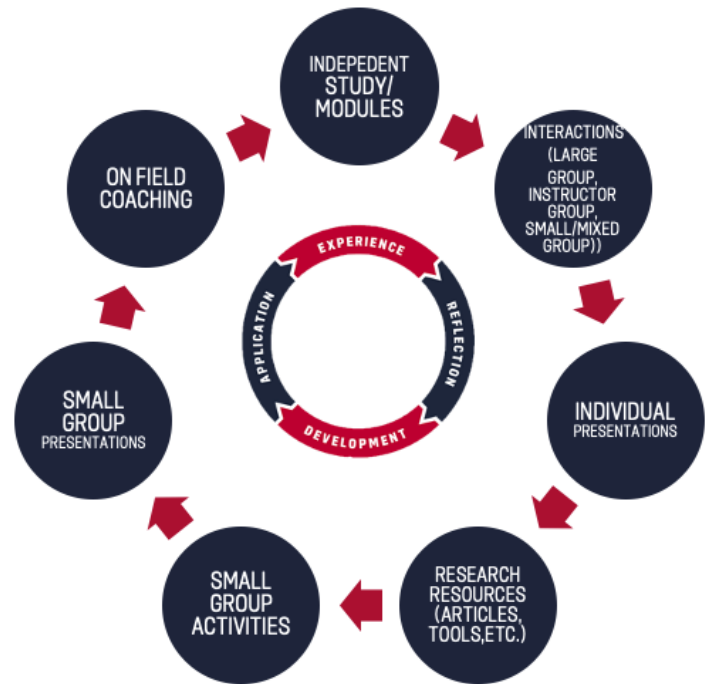
DIGITAL LEARNING CENTER

U.S. Soccer's Digital Learning Center (LC) is a state-of-the art online educational platform. The LC allows coaches to create a personal profile, register for courses, communicate with technical staff, take part in online courses, create session plans with an online graphics tool and access an archive of U.S. Soccer training sessions.

Candidates should become proficient in using new technology tools and specifically the LC. The LC is where assignments are submitted, and instructor communication will take place. Candidates are expected to check the communication tab in the LC frequently for course updates.

For technical support inside of the LC, please visit
<https://ussoccerfederation.force.com/lcsupport/s/>
 or

<https://ussoccerfederation.force.com/lcsupport/s/contactsupport>



PROFILE OF A D LICENSE COACH



The profile describes the tasks, processes and competences of a D License Coach. The competencies are broken down in actions and outcomes. The profile of a D License Coach is an extension and culmination of the profile of the Grassroots Coach.

GENERAL INFO REGARDING THE ROLE OF A D LICENSE COACH CONTEXT OF THE GRASSROOTS ENVIRONMENT

The D License Coach:

- Helps players of any age develop, but the majority are between 6-13 years old
- Coaches players that are typically associated with a wide range of ability levels and experiences
- Creates an environment where motivation for playing is about participation and a love for soccer

PURPOSE OF THE ROLE

The D License Coach:

- Works towards developing to full potential through life-long learning
- Facilitates self-improvement in all 6 Tasks of a Coach: Coaching Games, Coaching Training Sessions, Managing the Performance Environment, Leading the Team, Leading the Player, Leadership
- Promotes Grassroots soccer, which provides continuous opportunities for players along their unique pathway/journey

RESPONSIBILITIES AND ROLES

The D License Coach:

- Creates game-like training sessions that encourage players' ownership (decision-making)
- Creates a game day environment that encourages players' ownership (decision-making)
- Uses the U.S. Soccer Grassroots Player Development Framework to support players in having fun and developing in a child-friendly environment through the sport of soccer
- Plans, executes, and evaluates coaching games and play-practice-play training sessions based on the stages of youth development for all four game models
- Builds and manages relationships with those who can influence the performance environment (parents)

TASKS AND PROCESSES OF A D LICENSE COACH COACHING GAMES

- Organizing and providing playing time for each player according to U.S. Soccer's Player Development Initiatives
- Reading the game based on the U.S. Soccer Grassroots Roadmap
- Setting developmentally appropriate goals for the game with your team based on the U.S. Soccer Grassroots Player Development Framework in all four game models (4v4, 7v7, 9v9, 11v11)
- Coaching team and players on game day
- Evaluates

COACHING TRAINING SESSIONS

- Planning and executing a Play-Practice-Play training session for all four game models in a pedagogically responsible way with a high-level of fun
- Demonstrating coaching points based on key words, guided questions, and answers
- Developing a one-week plan
- Evaluating

LEADING THE TEAM

- Demonstrating an understanding of age-appropriate team values for all four game formats (responsibility and accountability)
- Evaluating

LEADING THE PLAYER

- Understanding the development stage of all four game models and recognizing the relative ability levels, development characteristics, and individual needs of each player
- Support the player in a child-friendly environment to achieve learning goals
- Evaluating

MANAGING A PERFORMANCE ENVIRONMENT

- Building and managing relationships with those who can influence the performance environment
- Preparing and hosting a parent meeting
- Evaluating

LEADERSHIP

- Leading oneself by continuous learning
- Leading others by understanding the characteristics and importance of being a role model
- Self reflecting and self developing

PROFILE OF THE D LICENSE COACH



COACHING GAMES (CG) Create an environment which supports and guides players toward giving their best contribution to the game in order to further develop and score more goals than the opponent.

THE COACH IS ABLE TO:	OUTCOMES:
PRE-GAME	
<ul style="list-style-type: none"> organize all necessary aspects of the game before it begins (including check for players' well being) link game preparation to prior training session goals communicate with individual players and the team relative to game objectives implement a formation and substitution pattern for all four game models (4v4, 7v7, 9v9, 11v11) 	<ul style="list-style-type: none"> every one involved is organized the game environment is safe and the team is ready to play there is a connection between training and game objectives players are informed and understand game objectives
<ul style="list-style-type: none"> set developmentally appropriate goals for the game with your team in all four game models (4v4, 7v7, 9v9, 11v11) 	<ul style="list-style-type: none"> formation chosen is focused on development of the players substitution pattern is balanced and based on the developmental needs of the players (the team has a blend of players with various ability levels that have opportunities to play with other teammates of various ability levels) goals are based on the development need(s) of the team/player(s)
GAME	
<ul style="list-style-type: none"> create a safe, fun, inclusive and organized environment for players 	<p>PLAYERS:</p> <ul style="list-style-type: none"> demonstrate their understanding of the game enjoy playing are safe play with confidence feel respected by and connected to one another
<ul style="list-style-type: none"> demonstrate a basic understanding of attacking, defending and transition 	<ul style="list-style-type: none"> the grassroots roadmap is applied when reading the game
<ul style="list-style-type: none"> encourage and support players playing freely and making their own decisions in the game 	<ul style="list-style-type: none"> players play freely and make their own decisions players improve as a result of playing the game
<ul style="list-style-type: none"> apply the Player Development Initiatives for the age-group coached 	<ul style="list-style-type: none"> players play according to U.S. Soccer's Player Development Initiatives
<ul style="list-style-type: none"> read the game for the appropriate age group 	<ul style="list-style-type: none"> information about player & team behavior during the game
<ul style="list-style-type: none"> give players positive, specific, developmentally-appropriate and honest feedback at the appropriate moments for all four game models (4v4, 7v7, 9v9, 11v11) 	<ul style="list-style-type: none"> players are motivated and engaged desired behavior is reinforced unsuccessful behavior is improved
<ul style="list-style-type: none"> balance silent observation with verbal feedback 	<ul style="list-style-type: none"> players play freely and make their own decisions
<ul style="list-style-type: none"> use a guided discovery approach with all players during the game in all four game models (4v4, 7v7, 9v9, 11v11) 	<ul style="list-style-type: none"> players are allowed to make mistakes and will be guided to solutions through questioning and/or reminders

PROFILE OF THE D LICENSE COACH



COACHING GAMES (CG) Create an environment which supports and guides players toward giving their best contribution to the game in order to further develop and score more goals than the opponent.

THE COACH IS ABLE TO:	OUTCOMES:
POST-GAME	
<ul style="list-style-type: none"> implement a short routine after each game to check players' well being give positive, basic and developmentally appropriate and honest feedback from the game organize the week ahead and say "good-bye" for the day 	<ul style="list-style-type: none"> players are physically and emotionally stable following the game players are motivated and engaged Feedback is based on game objectives players/parents are informed
EVALUATING AND REFLECTING	
<ul style="list-style-type: none"> check if the outcomes have been achieved reflect on own behavior relative to desired outcomes 	<ul style="list-style-type: none"> achieved outcomes based on the task of coaching games continuous assessment of own impact on players and team

PROFILE OF THE D LICENSE COACH



COACHING TRAINING SESSIONS (CTS) Facilitate an environment which supports and guides players on the field in order to develop them to their full potential as well as prepare players/the team for the game.

THE COACH IS ABLE TO:	OUTCOMES:
PREPARING	
<ul style="list-style-type: none"> select a developmentally-appropriate "Play-Practice-Play" training session for the age-group/game model coached implement a weekly plan for players based on the game model and age group coached consider potential adaptations to the selected training session plan based on perceived player needs create a developmentally-appropriate "Play-Practice-Play" training session for all four game models (4v4, 7v7, 9v9, 11v11). develop a two-week training plan plan for rest, recovery and expected physical load based on the developmental stage of players in all four game models (4v4, 7v7, 9v9, 11v11) maximize the quality of the player experience by ensuring the players are challenged by the game in training ensure that player energy level is balanced with the demands of the training 	<ul style="list-style-type: none"> the selected training session meets the developmental needs of the players a weekly plan the training session is adaptable to meet the needs of the players a planned "Play-Practice-Play" training session that meets the developmental needs of the players a two-week training plan that connects training to games the training session demand is appropriate to the players - age, level, and schedule
EXECUTING	
<ul style="list-style-type: none"> check and adapt according to the five elements of a training session create a safe, fun & developmentally-appropriate training environment (able to implement a short routine to check on the well being of the players) facilitate the designed training session to maximize activity time and quality of play, while minimizing management/lecture time demonstrate an understanding of attacking, defending and transition for the game model coached encourage players to play freely and make their own decisions give players positive, specific, developmentally-appropriate and honest feedback celebrate players' successes and view mistakes as opportunities for learning provide demonstrations effectively guide players through mistakes demonstrative the effective use of teaching interventions, using the coach's "tool kit" in all four game models (4v4, 7v7, 9v9, 11v11) 	<ul style="list-style-type: none"> the five elements are checked during the training session the training session is adapted, as necessary, to meet player needs the training session is safe, fun & developmentally appropriate the coach demonstrates an understanding of U.S. Soccer's Grassroots Player Development Philosophy players participate in game-like activities and playing at game-like speeds for the majority of the training session players understand what they are doing and why players play freely and make their own decisions interventions are limited and effective players are motivated and engaged desired behavior is reinforced unsuccessful behavior is improved players experience success and use mistakes as meaningful learning opportunities. errors are normalized players see what it is they are being asked to do players feel safe and learn through their mistakes players improve as a result of the training session the session flows

PROFILE OF THE D LICENSE COACH



COACHING TRAINING SESSIONS (CTS) Facilitate an environment which supports and guides players on the field in order to develop them to their full potential as well as prepare players/the team for the game.

THE COACH IS ABLE TO:	OUTCOMES:
EVALUATING THE TRAINING SESSION WITH THE PLAYERS	
<ul style="list-style-type: none"> implement a short routine after each training session to check players' well being give positive, specific, developmentally appropriate and honest feedback from the training session organize the week ahead and say "good-bye" for the day 	<ul style="list-style-type: none"> players' physical and emotional well-being is checked motivated players feedback is based on training objectives informed players/parents

EVALUATING AND REFLECTING	
<ul style="list-style-type: none"> check if the outcomes have been achieved reflect on own behavior relative to desired outcomes 	<ul style="list-style-type: none"> achieved outcomes based on the task of coaching training sessions continuous assessment of own impact on players and team

PROFILE OF THE D LICENSE COACH



LEADING THE TEAM (LT) Create an environment of inclusion and engage players based on agreed upon team behaviors and goals.

THE COACH IS ABLE TO:	OUTCOMES:
DEVELOPING A POSITIVE TEAM CULTURE	
<ul style="list-style-type: none"> demonstrate an understanding of age-appropriate team values for all four game models (4v4, 7v7, 9v9, 11v11) create a sense of team spirit & unity 	<ul style="list-style-type: none"> agreed upon team behaviors, based on the development stage of the players willingness of each player of the team to work together with loyalty and enthusiasm
<ul style="list-style-type: none"> set co-constructed goals with the team, based on agreed upon team behaviors prevent, recognize and manage conflict effectively 	<ul style="list-style-type: none"> The team works to achieve the established goals conflicts are reduced and compromises found
EVALUATING AND REFLECTING	
<ul style="list-style-type: none"> check if the outcomes have been achieved reflect on own behavior relative to desired outcomes 	<ul style="list-style-type: none"> achieved outcomes based on the task of leading the team continuous assessment of own impact on players and team

LEADING THE PLAYER (LP) Give players individual, unconditional attention and mentor them to fulfill their potential.

THE COACH IS ABLE TO:	OUTCOMES:
GUIDING PLAYERS	
<ul style="list-style-type: none"> unconditionally guide each player understand the developmental stage associated with all four game models (4v4, 7v7, 9v9, 11v11) and recognize the relative ability levels and needs of individual players help players take responsibility and hold themselves accountable for their own development in all four game models (4v4, 7v7, 9v9, 11v11) 	<ul style="list-style-type: none"> all players receive unconditional attention players are coached based on their stage of development and ability level players take action to develop themselves further
EVALUATING AND REFLECTING	
<ul style="list-style-type: none"> check if the outcomes have been achieved reflect on own behavior relative to desired outcomes 	<ul style="list-style-type: none"> achieved outcomes based on the task of leading the player continuous assessment of own impact on players and team

PROFILE OF THE D LICENSE COACH



MANAGING THE PERFORMANCE ENVIRONMENT (MPE) Influence off-the-field circumstances and persons in order to create the best possible conditions for the development and performance of the players.

THE COACH IS ABLE TO:	OUTCOMES:
ANALYZING THE CONDITIONS	
<ul style="list-style-type: none"> understand the performance environment and think of ways to positively influence it understand & identify the key people and factors which influence the performance environment (e.g. parents) 	<ul style="list-style-type: none"> the performance environment is recognized and considered as it related to the players' experiences factors and people which influence the performance environment are identified (e.g. parents)
CREATING AN OPTIMAL SITUATION FOR PERFORMANCE	
<ul style="list-style-type: none"> implement a plan for child safety & risk management effectively manage the week to week routines for and with the team build relationships with those who can influence the performance environment (e.g. parents) delegate responsibilities to more effectively develop the team and its players implement a plan for parent meetings 	<ul style="list-style-type: none"> players are safe and risks are mitigated the week to week routines are carried out key people within the team environment are informed and engaged (e.g. parents) tasks are shared among the coach, players and parents parents are engaged and positively contribute to the development of their child & the team
EVALUATING AND REFLECTING	
<ul style="list-style-type: none"> check if the outcomes have been achieved reflect on own behavior relative to desired outcomes 	<ul style="list-style-type: none"> achieved outcomes based on the task of managing the performance environment continuous assessment of own impact on players and team

PROFILE OF THE D LICENSE COACH



LEADERSHIP (L) Demonstrate coaching actions which are guided by a player-centered philosophy in order to accomplish defined team and player goals.

THE COACH IS ABLE TO:	OUTCOMES:
LEADING ONESELF	
<ul style="list-style-type: none"> articulate a grassroots coaching philosophy reflect on own performance and seek feedback from others articulate own learning needs and take action to address them identify values & standards and how to display them in coach behavior 	<ul style="list-style-type: none"> a grassroots coaching philosophy the coach practices reflection the coach plans for further development and takes action to improve Coach behavior is consistent with identified values and standards
LEADING OTHERS	
<ul style="list-style-type: none"> be a role model in appearance and behavior within all team environments, on and off the field lead the team in meetings, electronic communication and the practicing of digital citizenship (social media) prevent, recognize and manage conflict effectively foster leadership in others create a holistic, reality-based and experiential learning environment for players 	<ul style="list-style-type: none"> the coach is a role model for others to follow communication is effective and responsible conflicts are reduced and compromises found leadership opportunities are created players develop based on the U.S. Soccer Coaching Philosophy
EVALUATING	
<ul style="list-style-type: none"> check if the outcomes have been achieved 	<ul style="list-style-type: none"> achieved outcomes based on the task of leadership

1. LEADERSHIP



ASSIGNMENTS:

1.1, 1.2, & 1.3 Complete the Performance Wheel

1.4 Prepare a Personal Development Plan

Watch the video modules and complete the template questions

Modules 4, 8, 9, 11A, 16A, 17A, 18A

TYPE OF ASSIGNMENT:

Development and Assessment

COURSE LEARNING OBJECTIVE:

Course Learning Objective#1: To understand how to use a Coaching Profile to identify individual learning needs in order to create a player-centered environment.

ADDITIONAL OBJECTIVES:

- Reflect on own performance and seek feedback from others
- Assess yourself based on the 6 Tasks of a U.S. Soccer Coach (see the D License Coach profile)
- List your more memorable experiences in your Book of Experience
- Use all Self-Development Cards to monitor your experiences
- Articulate own learning needs and take action to address them
- Prioritize two (2) development goals and take action steps to improve them
- Participate in providing peer feedback for fellow candidates

WHERE CAN YOU CARRY OUT THE ASSIGNMENT?

- Within your home environment (Development Period)
- Following the Field Component

HOW CAN YOU CARRY OUT THE ASSIGNMENT?

STEPS:

1. Use the U.S. Soccer Grassroots Player Development Framework to help create a player-centered environment and hold yourself accountable to facilitating that environment to help players/team achieve their Development Goals
2. Pre-Course: Read the profile of a D License Coach
3. Pre-Course: In the LC, complete the Performance Wheel #1 as part of Module, bring to the first course interaction, and be prepared to discuss specific competencies that want to develop
4. Development Period: Complete the Performance Wheel a second time
5. Development Period: Prepare and upload a ten (10) minute presentation to articulate your top two (2) learning needs based on reflection of the process of completing the Performance Wheels
6. Following the (final) Field Component: Complete the Performance Wheel (third time), upload into the LC and provide any other reflections on the process
7. Following the (final) Field Component: Deliver a short (no longer than ten (10) minute) presentation on your top two (2) learning needs and a plan for improvement

WHAT SHOULD BE THE RESULT OF THE ASSIGNMENT?

The D License Coach will be competent in demonstrating coaching actions, which are guided by a player-centered philosophy in order to accomplish defined team and player goals (see D License Coach Profile)

1. LEADERSHIP



SUPPORT

- Modules 1 & 19
- The instructor
- Your candidate partner
- Mentor

Supporting Tools/Documents

- LC
- Course Guide/Profile of a D License Coach
- U.S. Grassroots Roadmap
- U.S. Soccer Grassroots Player Development Framework
- U.S. Soccer Self-Development Cards
- U.S. Soccer Book of Experience
- The Performance Wheel

DUE DATE(S)

- 1.1 Performance Wheel (1): Beginning of course during Module 1
- 1.2 Performance Wheel (2): Middle portion of course
- 1.3 Performance Wheel (3): End of course with assignment 1.4
- 1.4 Personal-Development Plan: Submitted after the (final) In-person Meeting. Delivered virtually to peers and instructor after the (final) Field Component

COMPLETION

- 1.1, 1.2, & 1.3 The Performance Wheel (Three (3) separate times)
- 1.4 Prepare three (3) slides and deliver a personal development plan that prioritizes two (2) development goals answering the reflection questions:
 - What were your experiences of importance?
 - What development occurred during the course?
 - What are your next steps?
- Feedback from the instructor
- Approval of the instructor

HOW WILL IT BE ASSESSED?

Candidate will be assessed on the competence to demonstrate coaching actions, which are guided by a player-centered philosophy in order to accomplish defined team and player goals. Use the D License Coach Profile as your frame of reference.

2. COACHING GAMES



ASSIGNMENT:

Use the U.S. Soccer Grassroots Player Development Framework throughout the assignment.

Watch the video modules and complete the module questions

Modules 4, 8, 9, 11A, 12, 16A, 17A, & 18A

TYPE OF ASSIGNMENT:

Development

LEARNING OBJECTIVES:

Course Learning Objective #2: To demonstrate an understanding of developmental stages and age characteristics

Course Learning Objective #3: To create a safe, fun, inclusive and organized game-day environment

Course Learning Objective #4: To observe the game, recognize formations and all player actions

WHERE CAN YOU CARRY OUT THE ASSIGNMENTS?

In the LC by watching the videos and completing the questions. (Development Period)

HOW CAN YOU CARRY OUT THE ASSIGNMENTS?

STEPS:

1. Complete the video modules; within each assignment either provides answers or think about your answers to the module questions. Contribute to group discussions.

WHAT SHOULD BE THE RESULT OF THE ASSIGNMENTS?

The D License Coach is competent in creating an environment that supports and guides players toward giving their best contribution to the game in order to further develop and score more goals than the opponent. Use the D License Coach Profile as your frame of reference.

SUPPORT

- Modules 4, 8, 9, 11A, 12, 16A, 17A, 18A
- The instructor
- Your candidate partner
- Mentor

Supporting Tools/Documents

- LC
- Course Guide/Profile of a D License Coach
- U.S. Grassroots Roadmap
- U.S. Soccer Grassroots Player Development Framework
- U.S. Soccer Self-Development Cards
- U.S. Soccer Book of Experience
- Template for team system based on U.S. Soccer's suggested teaching formation

DUE DATE(S)

Each module is due prior to the instructor facilitated interaction.

COMPLETION

- Completed modules.
- Feedback from the instructor
- Approval of the instructor

HOW WILL IT BE ASSESSED?

Candidate will be assessed on the competence to create an environment which supports and guides players toward giving their best contribution to the game in order to further develop and score more goals than the opponent. Use the D License Coach Profile as your frame of reference.

3. COACHING TRAINING SESSIONS



ASSIGNMENTS:

Use the U.S. Soccer Grassroots Player Development Framework throughout the Coaching Training Sessions assignments

3.1, 3.2, 3.3, 3.4, & 3.5 Structuring an Activity

3.6 Final Training Session and One Week Plan: Plan, create, organize, facilitate and reflect, on a "Play-Practice-Play" training session

Modules 5, 6, 7, 10, 11B, 11C, 13, 16B, 17B, & 18B

TYPE OF ASSIGNMENT:

Development & Assessment

COURSE LEARNING OBJECTIVES:

Course Learning Objective #4: To further develop a comprehensive understanding of P-P-P methodology

Course Learning Objective #5: To create a safe, fun, inclusive and organized game-day environment

Course Learning Objective #6: To demonstrate an understanding of how to structure one activity

Course Learning Objective #7: To plan, create, organize, facilitate and reflect on 2 P-P-P training sessions based on the same goal in 1 week

ADDITIONAL OBJECTIVES:

- Develop a one-week (1) training plan that plans for rest, recovery and expected physical load based on the developmental stage of players in the age group/game model coached
- Create a developmentally appropriate "Play-Practice-Play" training session for the age-group/game model coached
- Consider potential adaptations to the selected training session activity/plan based on perceived player needs
- Demonstrate an understanding of attacking, defending, and transition for the game model coached
- Demonstrate the effective use of teaching actions, using the coach's "tool kit" for the age-group/game model coached:- Check and adapt according to the Five Elements of a Training Activity (provide demonstrations)
- Create a safe, fun, and developmentally appropriate training environment
- Facilitate the selected training session to maximize activity time and minimize management/lecture time
- Celebrate players' successes and view mistakes as opportunities for learning/ Effectively guide players through mistakes

WHERE CAN YOU CARRY OUT THE ASSIGNMENT?

In the LC. If possible, execute the plan/session with your own players, in the home environment (Development Period)

HOW CAN YOU CARRY OUT THE ASSIGNMENT?

STEPS:

1. Complete all modules.
2. In the LC, use the template to create a one-week (1) plan based on the training session and game schedule based on the developmental stage/objectives of your team
3. Within the one-week (1) plan, select the training session goals, player actions, and key qualities; structure the number of players, field size, and duration
4. Complete assignments 3.1, 3.2, 3.3, 3.4, and 3.5 as separate components of 3.6 the Final Training Session
5. In the LC, design an age appropriate "Play-Practice-Play" training session/Final Training Session based on the developmental stage/objectives of the players
6. Execute a portion of the training session during the Field Component- minimum fifteen (15) minutes (Option 1)
7. Evaluate the outcome with the instructor
8. Self-reflect on your own coaching, the activities, and the players and their response

WHAT SHOULD BE THE RESULT OF THE ASSIGNMENT?

The D License Coach is competent in facilitating an environment which supports and guides players on the field in order to develop them to their full potential as well as prepare players/the team for the game (see D License Coach Profile).

SUPPORT

- Modules 5, 6, 7, 10, 11B, 11C, 13, 16B, 17B, & 18B
- The instructor
- Your candidate partner
- Mentor

Supporting Tools/Documents

- LC
- One-Week Training Plan Template
- Course Guide/Profile of a D License Coach
- U.S. Grassroots Roadmap
- U.S. Soccer Grassroots Player Development Framework
- U.S. Soccer Self-Development Cards
- U.S. Soccer Book of Experience
- U.S. Soccer Coach's Tool Kit
- Five Elements Assessment Form

3. COACHING TRAINING SESSIONS



DUE DATE(S)

- 3.1, 3.2, 3.3, 3.4, & 3.5 Structuring an Activity are "cumulative" assignments that build off of each other: each is due at separate times throughout the course
- 3.6 One-Week Plan and Final Training Session: Ten (10) days after Module 18A
- Execute a portion during the Field Component
- Reflection on the facilitation of the Plan: Following the Field Component and prior to the PDP

COMPLETION

- 3.1 Age Group & Training Session goal
- 3.2 Player Actions, Key Qualities, and Activity Objective
- 3.3 One-Week Plan and Core Practice Activity Graphic
- 3.4 Entire Practice Phase (Core, Less Challenging & More Challenging) activities including duration
- 3.5 Guided Questions and Key Words
- 3.6 Completed One-Week Plan and entire P-P-P training session (Play 1, Core, LC, MC, & Play 2)
- Feedback from the instructor
- Execute a portion of the session during the Field Component
- Reflection on the execution
- Feedback/approval of the instructor

HOW WILL IT BE ASSESSED?

Candidate will be assessed on the competence to facilitate an environment which supports and guides players on the field in order to develop them to their full potential as well as prepare players/the team for the game. Use the D License Coach Profile as your frame of reference. Use the Five Elements Assessment Form.

4. LEADING THE TEAM & 5. LEADING THE PLAYER



ASSIGNMENT:

Use the U.S. Soccer Grassroots Player Development Framework throughout all assignments.

4.1 Answer Module questions re: co-constructing values/goals (inside of Module 14B)

5.1 Answer Module questions to determine methods to give players individual, unconditional attention (inside of Module 14A)

Modules 14A (LP) & 14B (LT)

TYPE OF ASSIGNMENTS:

Development

COURSE LEARNING OBJECTIVES:

- **Course Learning Objective #1:** To understand how to use a Coaching Profile to identify individual learning needs in order to create a player-centered environment
- **Course Learning Objective #2:** To demonstrate an understanding of development stages & age characteristics

WHERE CAN YOU CARRY OUT THE ASSIGNMENT?

Inside the LC (Modules 14A and 14B).

If possible, with your own team and players, in the home environment (Development Period).

HOW CAN YOU CARRY OUT THE ASSIGNMENT?

STEPS:

Answer the module questions for Leading the Team and the Leading the Player to complete the modules. Contribute to the group discussion.

- 4.1 Identify three goals to co-construct with your team. Describe an example of how you used them to recognize and prevent/manage conflict. Reflect on how you do in creating an environment of inclusion.
- 5.1 Determine methods to give players individual, unconditional attention to all players. Think about how you will help one player to identify two specific key qualities and a defined competency for each key quality.

WHAT SHOULD BE THE RESULT OF THE ASSIGNMENTS?

- The D License Coach will be competent in creating an environment of inclusion and engage players based on agreed upon team behaviors and goals (see D License Coach Profile).
- The D License Coach will be competent in giving players individual, unconditional attention and mentor them to fulfill their potential (see D License Coach Profile).

SUPPORT

- Modules 14A & 14B
- The instructor
- Your candidate partner
- Mentor

Supporting Tools/Documents

- LC
- Course Guide/Profile of a D License Coach
- U.S. Soccer Grassroots Roadmap
- U.S. Soccer Grassroots Player Development Framework
- U.S. Soccer Coach's Tool Kit
- U.S. Soccer Book of Experience
- U.S. Soccer Self-Development Cards

DUE DATE(S)

Prior to the interaction.

COMPLETION

Complete reflection questions:

- Both assignments do not need to be executed, however, the goal is to prepare the processes to help your team identify three goals and to help one player identify two specific key qualities.

HOW WILL IT BE ASSESSED?

LT-Candidate will be assessed on the competence to create an environment of inclusion and engage players based on agreed upon team behaviors and goals.

LP-Candidate will be assessed on the competence to give players individual, unconditional attention and mentor them to fulfill their potential.

6. MANAGING THE PERFORMANCE ENVIRONMENT



ASSIGNMENT:

Use the U.S. Soccer Grassroots Player Development Framework throughout the assignment. Plan, organize, and host a parent meeting to inform, involve, and inspire the parents.

Module 15

TYPE OF ASSIGNMENT:

Development

COURSE LEARNING OBJECTIVES:

- **Course Learning Objective #8:** To implement a plan for child safety and risk management
- **Course Learning Objective #9:** To demonstrate an understanding of how to inform, involve and inspire parents

ADDITIONAL OBJECTIVES:

- Understand the performance environment and think of ways to positively influence it
- Understand & identify the key people and factors which influence the performance environment (e.g. parents)
- Build relationships with those who can influence the performance environment (e.g. parents)
- Implement a plan for parent engagement/meetings

WHERE CAN YOU CARRY OUT THE ASSIGNMENT?

With your own players' parents, in the home environment
Can be done virtually. (Development Period)

HOW CAN YOU CARRY OUT THE ASSIGNMENT?

STEPS:

Use the U.S. Soccer Parent Meeting Template to:

1. Complete the module.
2. Identify the key people and factors that influence your own performance environment
3. Plan to inform parents about the plan for child safety and risk management (refer to Safesport)
4. Establish goals for the parent meeting that include:
 - informing by explaining the U.S. Soccer Grassroots Player Development Philosophy and the Player Development Framework
 - inspiring parents to be engaged and positively contribute to team development
 - involving parents by delegating responsibilities
5. Schedule the meeting (virtual if need be) and host it with your team's parents
6. Reflect on your strengths and weaknesses

WHAT SHOULD BE THE RESULT OF THE ASSIGNMENT?

The D License Coach will be competent in influencing off-the-field circumstances and persons in order to create the best possible conditions for the development and performance of the players (see D License Coach Profile).

SUPPORT

- Module 15
- The instructor
- Your candidate partner
- Mentor

Supporting Tools/Documents

- LC
- Course Guide/Profile of a D License Coach
- U.S. Soccer Parent Meeting Template
- U.S. Soccer Grassroots Roadmap
- U.S. Soccer Grassroots Player Development Framework
- U.S. Soccer Grassroots Player Development Philosophy
- U.S. Soccer Book of Experience
- U.S. Soccer Self-Development Cards

DUE DATE(S)

Module 15 is due prior to the interaction. The reflection on hosting the meeting is due with Module 17A

COMPLETION

- A completed plan following the U.S. Soccer Parent Meeting Template
- Complete a reflection answering the following questions to identify areas of strength and growth:
 - What did you do well?
 - What could you do better?
 - What will be your actions to grow?
- Feedback from the instructor
- Approval of the instructor

HOW WILL IT BE ASSESSED?

Candidate will be assessed on the competence to influence off-the-field circumstances and persons in order to create the best possible conditions for the development and performance of the players.

6. MANAGING THE PERFORMANCE ENVIRONMENT



ASSIGNMENT:

Complete the Introduction to Safe and Healthy Playing Environments

TYPE OF ASSIGNMENT:

Development

OBJECTIVES:

- Understand the health and safety promotion of your players
- Concussion protocol

WHERE CAN YOU CARRY OUT THE ASSIGNMENT?

In the LC (Development Period)

HOW CAN YOU CARRY OUT THE ASSIGNMENT?

STEPS:

1. Use the LC to watch the video
2. Answer the quiz questions correctly

WHAT SHOULD BE THE RESULT OF THE ASSIGNMENT?

The D License Coach will be competent in influencing off-the-field circumstances and persons in order to create the best possible conditions for the development and performance of the players (see D License Coach Profile).

SUPPORT

- The instructor
- Your candidate partner
- Mentor

Supporting Tools/Documents

- LC

DUE DATE(S)

During the Development Period

COMPLETION

The Player Safety Module has been completed

HOW WILL IT BE ASSESSED?

Candidate will be assessed on the competence to influence off-the-field circumstances and persons in order to create the best possible conditions for the development and performance of the players.



The U.S. Soccer Self-Development Cards are to be used throughout the course to help guide the reflection process.

Similar to the Page of Experience in the In-Person Course, each Self-Development card will guide you through a reflection of learning needs and action steps for competencies within each of the 6 Tasks of a U.S. Soccer Coach.

Be sure to utilize these cards throughout each course meeting after each classroom or field session. You will then utilize for your final Personal Development Plan presentation.

The self-development cards are also found in the DCC Course Resources in a fillable pdf version.



**COACHING
EDUCATION**

SELF-DEVELOPMENT CARD

COACHING GAMES

CANDIDATE NAME

INSTRUCTOR NAME

DEFINITION OF THE TASK

COACHING GAMES	WENT WELL	CHALLENGES	LEARNING NEEDS	ACTION STEPS
PREPARING THE GAME PLAN, LINKING TO PREVIOUS WEEK'S PLAN				
CREATING A SAFE, FUN, INCLUSIVE, AND ORGANIZED ENVIRONMENT FOR THE PLAYERS				
ENCOURAGE AND SUPPORT PLAYERS PLAYING FREELY AND MAKING THEIR OWN DECISIONS IN THE GAME				
IMPLEMENTING A FORMATION AND SUBSTITUTION PATTERN				



**COACHING
EDUCATION**

SELF-DEVELOPMENT CARD

COACHING TRAINING SESSIONS

CANDIDATE NAME

INSTRUCTOR NAME

DEFINITION OF THE TASK

TRAINING SESSIONS	WENT WELL	CHALLENGES	LEARNING NEEDS	ACTION STEPS
PREPARING (PLANNING)				
EXECUTING (FIVE- ELEMENTS)				
EVALUATING WITH PLAYERS				
EVALUATING AND REFLECTING				



**COACHING
EDUCATION**

SELF-DEVELOPMENT CARD

LEADING THE PLAYER/LEADING THE TEAM

CANDIDATE NAME

INSTRUCTOR NAME

DEFINITION OF THE TASK(S)

LEADING THE PLAYER/TEAM	WENT WELL	CHALLENGES	LEARNING NEEDS	ACTION STEPS
GIVING ALL PLAYERS INDIVIDUAL, UNCONDITIONAL ATTENTION				
HELPING PLAYERS TAKE RESPONSIBILITY/ HOLD SELF ACCOUNTABLE FOR DEVELOPMENT				
SETTING CO-CONSTRUCTED GOALS WITH THE TEAM				
DEVELOPING AGREED UPON TEAM BEHAVIORS				



**COACHING
EDUCATION**

SELF-DEVELOPMENT CARD

MANAGING THE PERFORMANCE ENVIRONMENT

CANDIDATE NAME

INSTRUCTOR NAME

DEFINITION OF THE TASK

MANAGING ENVIRONMENT	WENT WELL	CHALLENGES	LEARNING NEEDS	ACTION STEPS
IDENTIFYING KEY FACTORS AND PEOPLE THAT INFLUENCE THE ENVIRONMENT				
BUILDING RELATIONSHIPS WITH THOSE THAT CAN INFLUENCE THE ENVIRONMENT				
DEVELOPING THE PARENT MEETING PLAN				
IMPLEMENTING THE PARENT MEETING PLAN				



**COACHING
EDUCATION**

SELF-DEVELOPMENT CARD

LEADERSHIP

CANDIDATE NAME

INSTRUCTOR NAME

DEFINITION OF THE TASK

LEADERSHIP	WENT WELL	CHALLENGES	LEARNING NEEDS	ACTION STEPS
EXHIBITING A PLAYER CENTERED ENVIRONMENT FOCUSED ON FUN & DEVELOPMENT				
ACCOMPLISHING DEFINED TEAM AND PLAYER GOALS				
LEADING OTHERS				
LEADING ONESELF				



GRASSROOTS PLAYER DEVELOPMENT FRAMEWORK

U.S. SOCCER COACHING EDUCATION

PLAYER DEVELOPMENT FRAMEWORK

(ZONE 3)

(ZONE 1)

(ZONE 2)

Learning the fundamentals of the game in game like situations. Understanding the purpose & structure of the game, direction of play and basic rules.

Learning the basic understanding of attacking, defending and transition by playing together.

Learning the basic understanding of attacking, defending and transition by playing as a team (7v7).

Learning the fundamentals given his/her role, position and tasks in the team (9v9)

Learning the alignment of the roles, positions, and designated tasks in the team (11v11).

Development of the specific qualities of a player in their position to maximize their contribution to the result of the game

Development of the specific qualities of a player to be the best player in their position to win the game

Further development and mastering of the specific qualities of a player to create a winning team and the league

U6 "The ball is playing with me...I am playing with the ball."

U7-U8 "Playing with my friends."

U9-U10 "Playing as a team"

U11-U12 "Playing my role and position for the team"

GR U13+ "Being the best player that I can be for my role and position in the team"

U-15 & U-16 EXECUTE THE KEY QUALITIES SUCCESSFULLY

U17-U18 EXECUTE THE KEY QUALITIES SUCCESSFULLY IN ORDER TO WIN THE GAME

U-19 & U-20+ WIN THE GAME AND THE LEAGUE



U.S. SOCCER GRASSROOTS PLAYER DEVELOPMENT FRAMEWORK



(Framework- a basic structure underlying a system)

U.S. SOCCER GRASSROOTS PLAYER DEVELOPMENT PHILOSOPHY

At the grassroots level, children learn and develop to their full potential through game-like experiences in an enjoyable environment that supports individual growth.

U.S. SOCCER COACHING EDUCATION PHILOSOPHY

Reality Based: The game is what drives changes in behavior, reflection and decision making for the player/the team and the coach

Holistic Approach: Input and consideration for all interconnected aspects of the game, the athlete and the desired outcome

Experiential Learning: The evaluation, analysis and reflection of experiences to develop competencies and improve behavior

KEY QUALITIES OF A U.S. SOCCER PLAYER

1. Read and understand the game and make decisions
2. Take initiative, be pro-active
3. Demonstrate focus
4. Execute with optimal technical abilities
5. Execute with optimal physical abilities
6. Take responsibility and accountability for their own development and performance

The U.S. Soccer Grassroots Player Development Framework is a simplified overview of the development pathway of U6 to U13+ grassroots players related to the four game models and player ages, based on goals, needs, key qualities, and player/coach behavior.

We define player development as a series of progressive changes leading to a higher level of differentiation and functioning. Two characteristics of development are change and progress. Differentiation is the developmental process when the qualities of a player are getting more advanced and refined. The combination of growth, maturation and learning lead to a higher level of functioning. When maturing, it is about physical growth. Learning is the process by which experience results in a change in behavior. Children of different ages will process and reason information in different ways.

The stages of player development see development as a regular succession of stages, in a process of continuous progress. This development is a combination of cognitive, psychosocial and motor development.

- Cognitive development is the development of intelligence, conscious thought, and problem-solving ability.
- Motor development refers to the development of a child's bones, muscles and ability to move around and manipulate his or her environment.
- Psychosocial development is the development of the personality, including the acquisition of social attitudes and skills.

There will be a holistic approach when looking at these different aspects of development. This means, input and consideration for all interconnected aspects of the game, the player and the desired outcome.

U.S. SOCCER GRASSROOTS PLAYER DEVELOPMENT FRAMEWORK



GAME MODEL: 4v4

AGES: 6 - 8

4v4

	DEVELOPMENTAL GOALS	DEVELOPMENTAL NEEDS	KEY QUALITIES	ATTACKING PLAYER ACTIONS	DEFENDING PLAYER ACTIONS	PLAYER BEHAVIORS	COACH BEHAVIORS
AGE 6	<p>"The ball is playing with me... I am playing with the ball."</p> <p>Learning the fundamentals of the game in game-like situations. Understanding the purpose and structure of the game, direction of play, and basic rules.</p>	<p>Activity based games that emphasize exploration and experimentation.</p> <p>Ball experiences in game-like situations.</p> <p>Exploring physical abilities.</p>	<ul style="list-style-type: none"> Reads and analyzes situations regarding the structure of soccer attacking/defending/transition Takes initiative-creates opportunities instead of reacting Wants to score Shows comfort with the ball Is involved and engaged throughout every game/training session 	<ul style="list-style-type: none"> Shoot Pass or dribble forward 	<ul style="list-style-type: none"> Protect the goal Steal the ball 	<p>Small, incidental things are important</p> <p>Always in motion</p>	<p>Appreciate the things they take seriously, even if you don't</p> <p>Use routines to manage them during practice and games</p>
AGES 7 - 8	<p>"Playing with my friends."</p> <p>Learning the basic understanding of attacking, defending, and transition by playing together..</p>	<p>Activities focused on the goals of attacking and defending and how to accomplish them</p> <p>Ball experiences in game-like situations with attention for the key qualities of a player</p> <p>Experiences of attacking and defending together (reading & decision making)</p>	<p>In addition to the KQs listed above:</p> <ul style="list-style-type: none"> Applies (basic) knowledge of the cues Understands where and when to move themselves and the ball Confronts situations Demonstrates bravery Delivers on agreements and promises Evaluates and reflects on their own performance 	<ul style="list-style-type: none"> Spread out Create passing options Support the attack Plus all player actions above 	<ul style="list-style-type: none"> Make it compact Keep it compact Plus all player actions above 	<p>Short attention span</p> <p>Live in the moment</p> <p>Focus is on self</p>	<p>Exercises are short and to the point, reminders are necessary</p> <p>Talk about what happens, not what happened</p> <p>Accept their behavior and praise when they share</p>

A>D Defend as quickly as possible (transition is always a part of attacking and defending but is not a focus for the Grassroots Coach).

D>A Attack as quickly as possible (transition is always a part of attacking and defending but is not a focus for the Grassroots Coach).

U.S. SOCCER GRASSROOTS PLAYER DEVELOPMENT FRAMEWORK



GAME MODEL: 7v7

AGES: 9 - 10

7v7

DEVELOPMENTAL GOALS	DEVELOPMENTAL NEEDS	KEY QUALITIES	ATTACKING PLAYER ACTIONS	DEFENDING PLAYER ACTIONS	PLAYER BEHAVIORS	COACH BEHAVIORS
<p>"Playing as team."</p> <p>Learning the basic understanding of attacking, defending, and transition by playing as a 7v7 team.</p>	<p>Developing relationships with the other players, how decisions and movement affect others (teammates and opponents)</p> <p>Experiences in game-like situations for key qualities related to attacking and defending</p> <p>Experiences of attacking and defending as a team</p>	<p>In addition to the KQs of a 4v4 player:</p> <ul style="list-style-type: none"> Aligns own actions with the other players, positions Challenges opponents Deals with adversity Is proficient in 1v1 situations to create or to steal/regain the ball 	<p>U6</p> <ul style="list-style-type: none"> Shoot Pass or dribble forward <p>U7/U8</p> <ul style="list-style-type: none"> Spread out Create passing options Support the attack <p>U9/U10</p> <ul style="list-style-type: none"> <i>Create a 2v1 or 1v1</i> <i>Change the point of attack</i> 	<p>U6</p> <ul style="list-style-type: none"> Protect the goal Steal the ball <p>U7/U8</p> <ul style="list-style-type: none"> Make it compact Keep it compact <p>U9/U10</p> <ul style="list-style-type: none"> <i>Pressure, cover, balance</i> <i>Outnumber the opponent</i> 	<p>Participate enthusiastically in competitive activities</p> <p>Practice repeatedly to get better</p> <p>Take losing hard, in practice and games</p> <p>Want to know "why"</p> <p>Need lots of positive reinforcement</p>	<p>Encourage them to try to win, but always be fair</p> <p>Recognize their effort, give them things to practice on at home</p> <p>Focus on how they play and improve, not the results</p> <p>Guide them toward finding the answers themselves</p> <p>Give plenty of praise</p>
				<p>A>D Defend as quickly as possible (transition is always a part of attacking and defending but is not a focus for the Grassroots Coach).</p>	<p>D>A Attack as quickly as possible (transition is always a part of attacking and defending but is not a focus for the Grassroots Coach).</p>	

U.S. SOCCER GRASSROOTS PLAYER DEVELOPMENT FRAMEWORK



GAME MODEL: 9v9

AGES: 11 - 12

9v9

DEVELOPMENTAL GOALS	DEVELOPMENTAL NEEDS	KEY QUALITIES	ATTACKING PLAYER ACTIONS	DEFENDING PLAYER ACTIONS	PLAYER BEHAVIORS	COACH BEHAVIORS
<p>"Playing my role and position for the team."</p> <p>Learning the fundamentals given his/ her role, position, and tasks in the 9v9 team.</p>	<p>Gaining fundamental understanding of the meaning of role, position and task in a team</p> <p>Experiences in game-like situations for the task specific Key Qualities of attacking and defending</p> <p>Experiences of position specific task execution during defending and attacking</p>	<p>In addition to the KQs of a 7v7 player:</p> <ul style="list-style-type: none"> Remains calm and composed Is technically proficient to be effective Is coordinated in their movement Is adaptable and flexible in dealing with (unexpected) challenges and problems Articulates their own learning needs 	<p>U6</p> <ul style="list-style-type: none"> Shoot Pass or dribble forward <p>U7/U8</p> <ul style="list-style-type: none"> Spread out Create passing options Support the attack <p>U9/U10</p> <ul style="list-style-type: none"> Create a 2v1 or 1v1 Change the point of attack <p>U11/U12</p> <ul style="list-style-type: none"> <i>Change the pace/ rhythm</i> <i>Switch positions</i> 	<p>U6</p> <ul style="list-style-type: none"> Protect the goal Steal the ball <p>U7/U8</p> <ul style="list-style-type: none"> Make it compact Keep it compact <p>U9/U10</p> <ul style="list-style-type: none"> Pressure, cover, balance Outnumber the opponent <p>U11/U12</p> <ul style="list-style-type: none"> <i>Stay involved</i> <i>Mark the player/ mark the area</i> 	<p>Ready and eager to learn</p> <p>Will try more complex tasks</p> <p>Notice indifferences and unfair treatment</p> <p>Players will develop at different rates (gender differences in maturation)</p> <p>Like to organize themselves without the coach</p>	<p>Come to training prepared with ideas to guide your players</p> <p>Encourage players to be creative and try new things</p> <p>Be consistent in what you say and how you treat individuals/ the team</p> <p>Organize groups to guarantee fun and challenge for every player</p> <p>Support their being independent and self-responsible</p>

A>D Defend as quickly as possible (transition is always a part of attacking and defending but is not a focus for the Grassroots Coach).

D>A Attack as quickly as possible (transition is always a part of attacking and defending but is not a focus for the Grassroots Coach).

U.S. SOCCER GRASSROOTS PLAYER DEVELOPMENT FRAMEWORK



GAME MODEL: 11v11

AGES: 13+

11v11

DEVELOPMENTAL GOALS	DEVELOPMENTAL NEEDS	KEY QUALITIES	ATTACKING PLAYER ACTIONS	DEFENDING PLAYER ACTIONS	PLAYER BEHAVIORS	COACH BEHAVIORS
<p>"Being the best player that I can be for my role and position in the team."</p> <p>Learning the alignment of the roles, positions, and designated tasks in the 11v11 team.</p>	<p>Gaining understanding of the meaning of role, position and designated task in a team</p> <p>Experiences of the alignment of position specific task execution during defending and attacking</p>	<p>All key qualities at U13+</p>	<p>All Player Actions</p> <ul style="list-style-type: none"> • Shoot • Pass or dribble forward • Spread out • Create passing options • Support the attack • Create a 2v1 or 1v1 • Change the point of attack • Change the pace/ rhythm • Switch positions 	<p>All Player Actions</p> <ul style="list-style-type: none"> • Protect the goal • Steal the ball • Make it compact • Keep it compact • Pressure, cover, balance • Outnumber the opponent • Stay involved • Mark the player/ mark the area 	<p>Engage in problem solving activities</p> <p>Challenge ideas</p> <p>Demonstrate mood shifts</p> <p>Differences between genders</p> <p>Do not always play fairly</p>	<p>Use guided questions to support their thinking/decision making</p> <p>Listen first and consider their perspective</p> <p>Be patient and consistent in your treatment</p> <p>Give each player individual attention and care</p> <p>Encourage self-regulation, e.g. refereeing own games at training</p>

A>D Defend as quickly as possible (transition is always a part of attacking and defending but is not a focus for the Grassroots Coach).

D>A Attack as quickly as possible (transition is always a part of attacking and defending but is not a focus for the Grassroots Coach).



The U.S. Soccer Grassroots Roadmap is an observational tool to read and teach the game. It provides structure, helps you in selecting training session goals, and helps you in assessing player's behaviors.

It provides us with a common structure to view the game and have discussions with consistent language/terminology.

The Roadmap begins with the moment of the game (either attacking or defending) and the first three columns are considered the constants (Where, Why/Goal, and How) because they occur in every game at every level from grassroots to professional.

The fourth and fifth columns are considered the variables because these are choices that players make in the action of the game, and choices that coaches make in helping create player centered-development environments.



GRASSROOTS ROADMAPS



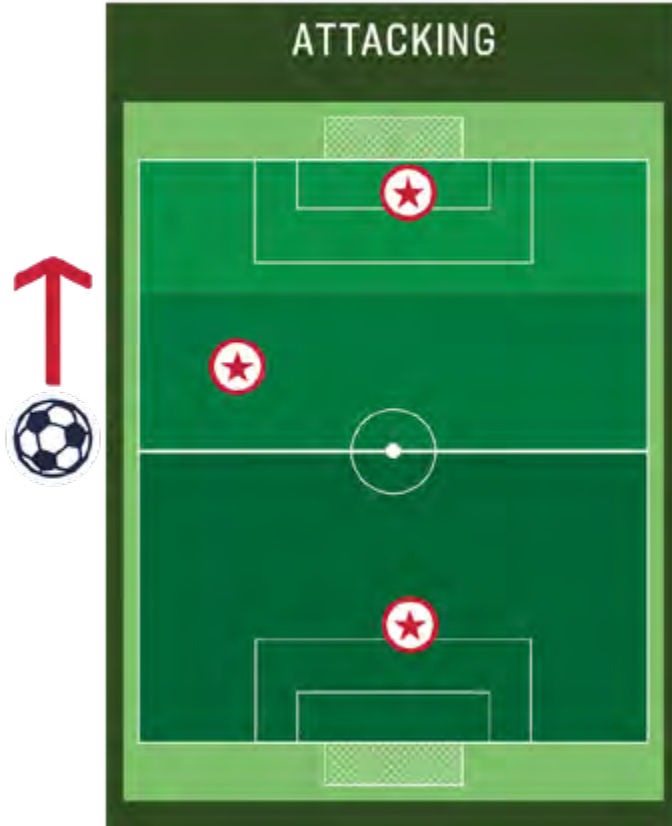


ATTACKING GRASSROOTS ROADMAP

ATTACKING				
WHERE Where is it happening on the field?	WHY/GOAL Why do players attack? What are the goals?	HOW How are players going to accomplish the goals?	WHAT/PLAYER ACTIONS What can players do to achieve the How and the Why?	WHO/QUALITIES Who are these players? What qualities do they need to execute the actions?
Own half Build up	<ul style="list-style-type: none"> • Move the ball forward 	<ul style="list-style-type: none"> • Find openings • Create openings 	<ul style="list-style-type: none"> • Shoot • Pass or dribble forward • Spread out • Create passing options • Support the attack • Create a 2v1 or 1v1 • Change the point of attack • Change the pace/rhythm • Switch positions 	<ol style="list-style-type: none"> 1. Read and understand the game and make decisions 2. Take initiative, be pro-active 3. Demonstrate focus 4. Execute with optimal technical abilities 5. Execute with optimal physical abilities 6. Take responsibility and accountability for their own development and performance
Opponent's half Build up	<ul style="list-style-type: none"> • Create Chances 			
Close to the goal Scoring	<ul style="list-style-type: none"> • Score goals 			



TRAINING SESSION GOALS - ATTACKING



Improve scoring goals (3)

Improve building up in opponent's half in order to create chances (2)

Improve building up from own half in order to move the ball to the opponent's half (1)

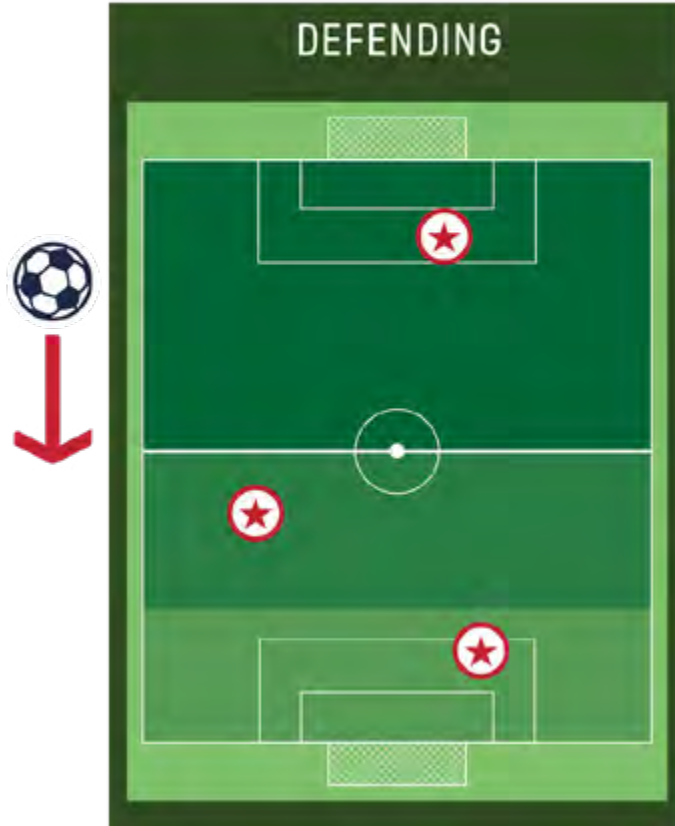


DEFENDING GRASSROOTS ROADMAP

DEFENDING				
WHERE Where is it happening on the field?	WHY/GOAL Why do players defend? What are the goals?	HOW How are players going to accomplish the goals?	WHAT/PLAYER ACTIONS What can players do to achieve the How and the Why?	WHO/QUALITIES Who are these players? What qualities do they need to execute the actions?
Opponent's half Prevent the build up	<ul style="list-style-type: none"> Prevent the opponent from moving the ball forward Regain the ball 	<ul style="list-style-type: none"> Close the openings (to the goal) Keep the openings (to the goal) closed 	<ul style="list-style-type: none"> Protect the goal Steal the ball Make it compact Keep it compact Pressure, cover, balance Outnumber the opponent Stay involved Mark the player/mark the area 	<ol style="list-style-type: none"> Read and understand the game and make decisions Take initiative, be pro-active Demonstrate focus Execute with optimal technical abilities Execute with optimal physical abilities Take responsibility and accountability for their own development and performance
Own half Prevent the build up	<ul style="list-style-type: none"> Prevent the opponent from moving the ball forward Regain the ball 			
Close to the goal	<ul style="list-style-type: none"> Prevent scoring goals Deny chances 			



TRAINING SESSION GOALS - DEFENDING



Improve preventing the opponent from building up in their own half (1)

Improve preventing the opponent from building up and creating chances in our half (2)

Improve preventing the opponent from scoring (3)



KEY QUALITIES OF A GRASSROOTS PLAYER

1. READ AND UNDERSTAND THE GAME AND MAKE DECISIONS	<ul style="list-style-type: none"> • applies knowledge of the cues • reads and analyzes situations regarding attacking/defending/transition • understands where and when to move themselves and the ball • aligns own actions with other players and positions
2. TAKE INITIATIVE, BE PROACTIVE	<ul style="list-style-type: none"> • creates opportunities instead of reacting • confronts situations • challenges opponents
3. DEMONSTRATE FOCUS	<ul style="list-style-type: none"> • plays to win • demonstrates bravery • deals with adversity • remains calm and composed
4. EXECUTE WITH OPTIMAL TECHNICAL ABILITIES	<ul style="list-style-type: none"> • shows comfort with the ball • is technically proficient to be effective • is proficient in 1v1 situations to create or to regain the ball
5. EXECUTE WITH OPTIMAL PHYSICAL ABILITIES	<ul style="list-style-type: none"> • demonstrates physical awareness (what their bodies can do) • is coordinated in their movement
6. TAKE RESPONSIBILITY AND ACCOUNTABILITY FOR OWN DEVELOPMENT AND PERFORMANCE	<ul style="list-style-type: none"> • is involved and engaged throughout every game/training session • delivers on agreements and promises • is adaptable and flexible in dealing with (unexpected) challenges and problems • articulates own learning needs • evaluates and reflects on own performance



PLAYER ACTIONS

	4 v 4	7 v 7	9 v 9	11 v 11
	U-6, U-7, U-8	U-9, U-10	U-11, U-12	U-13+
ATTACKING	U-6 <ul style="list-style-type: none"> • Shoot • Pass or dribble forward U7/U8 <ul style="list-style-type: none"> • Spread out • Create passing options • Support the attack 	<ul style="list-style-type: none"> • Shoot • Pass or dribble forward • Spread out • Create passing options • Support the attack • Create a 2v1 or 1v1 • Change the point of attack 	<ul style="list-style-type: none"> • Shoot • Pass or dribble forward • Spread out • Create passing options • Support the attack • Create a 2v1 or 1v1 • Change the point of attack • Change the pace/rhythm • Switch positions 	<ul style="list-style-type: none"> • Shoot • Pass or dribble forward • Spread out • Create passing options • Support the attack • Create a 2v1 or 1v1 • Change the point of attack • Change the pace/rhythm • Switch positions
A>D	DEFEND AS QUICKLY AS POSSIBLE			
DEFENDING	U-6 <ul style="list-style-type: none"> • Protect the goal • Steal the ball U-7/U-8 <ul style="list-style-type: none"> • Make it compact • Keep it compact 	<ul style="list-style-type: none"> • Protect the goal • Steal the ball • Make it compact • Keep it compact • Pressure, cover, balance • Outnumber the opponent 	<ul style="list-style-type: none"> • Protect the goal • Steal the ball • Make it compact • Keep it compact • Pressure, cover, balance • Outnumber the opponent • Stay involved • Mark the player/mark the area 	<ul style="list-style-type: none"> • Protect the goal • Steal the ball • Make it compact • Keep it compact • Pressure, cover, balance • Outnumber the opponent • Stay involved • Mark the player/mark the area
D>A	ATTACK AS QUICKLY AS POSSIBLE			



U.S. SOCCER COACHING EDUCATION

PLAY-PRACTICE-PLAY OVERVIEW

INTRODUCTION



U.S. Soccer developed and implemented the Play-Practice-Play methodology at the Grassroots level. Researched and developed by technical leaders, this player-centered approach allows coaches of all levels to help create training environments to fulfill the two basic needs of players of all ages: to have fun and to develop!

The game of soccer is very unpredictable and free-flowing. It's constantly changing between the moments of attacking, defending, and both transitional moments in between. Each of the three phases of Play-Practice-Play replicates those moments and are easy for the coach to implement. The environment provides players with what they like and with what they need to analyze the game, make decisions, be creative with their own solutions, and to ultimately become independent, critical thinkers.

U.S. SOCCER GRASSROOTS PLAYER DEVELOPMENT PHILOSOPHY

At the grassroots level, children learn and develop to their full potential through game-like experiences in an enjoyable environment which supports individual growth



THE 1ST PLAY PHASE



As children arrive at practice, they immediately start playing small games (2v2, 3v3, or 4v4, or a game with unequal numbers based on the available number of players). The coach's priorities during the first play phase are to welcome the players, ensure safety, and observe/monitor their behaviors while PLAYING.

There is an intention within this first phase based on the training session goal that the coach has selected prior to the session; the coach has an influence by using teaching actions, such as positive specific praise, key words, and asking guided questions.

These teaching actions help plant seeds for players to think about the goal while experiencing the fun of a small-sided game and to learn by making decisions, creating their own solutions, and solving the problems that the game presents. Empirical data has shown that children learn best when they experience periods of play in a safe environment where they can experiment and make decisions. The goal of this phase is to get players excited about training and primed to learn about today's training-session goal based on a real context that they have just experienced.

ATTACKING TRAINING SESSION GOALS	DEFENDING TRAINING SESSION GOALS
<ul style="list-style-type: none"> • Building up from own half to move the ball to the opponent's half • Building up in opponent's half to create chances • Score goals 	<ul style="list-style-type: none"> • Prevent the opponent from building up in their own half • Prevent the opponent from building up and creating chances in our half • Prevent the opponent from scoring

FAQ- When do the players warm up and stretch?

It's important to prepare their bodies for the motor skills and movements that they will use while playing. Improving flexibility is important to prepare them for practice or the game and also to help prevent injury. We see a decrease in flexibility as growth accelerates. Specific flexibility training through tag games or moving games are appropriate from the age of 11-12 (prior to puberty). It is also best carried out when players are warm after some movement. Coaches should consider the first break in play 1 as a potential time for stretching.



THE PRACTICE PHASE



The Practice Phase is where the players will actively learn through continued guidance from the coach. This phase uses game-like activities – directional, located in the corresponding area of the field for the training objective, and free-flowing with attacking, defending, and both transition moments. The activities set up meaningful repetitions of today's goal.

There are three options (or challenge levels) in the Practice Phase: Core, Less Challenging, and More Challenging. Coaches start with the core activity and then decide to move to the less or more challenging activity to find the appropriate level of challenge for the players. Players build on their previous experiences from the 1st Play Phase and apply their own solutions with the coach's guidance.

Along the way, players will make mistakes and the coach continues to help by not only using positive reinforcement, guided questions, and key words, but also other teaching actions such as demonstrations, feedback, or directions. The coach also interacts with the players about the “why” of the desired behaviors. The goal of the practice phase is to help players further develop their solutions to the challenges presented in the 1st Play Phase.

5 ELEMENTS OF A TRAINING ACTIVITY

- 1. Organized:** is the activity organized in the right way? (is it safe and the ball stays in play?)
- 2. Game-like:** is the activity game-like? (attacking, defending, & transition)
- 3. Repetition:** is there repetition when looking at the overall goal of the session?
- 4. Challenging:** are the players being challenged? (is there the right balance between being successful and unsuccessful?)
- 5. Coaching:** is there effective coaching, based on the age and level of the players?

	4 v 4	7 v 7	9 v 9	11 v 11
	U-6, U-7, U-8	U-9, U-10	U-11, U-12	U-13+
ATTACKING	U-6 <ul style="list-style-type: none"> • Shoot • Pass or dribble forward U-7/U-8 <ul style="list-style-type: none"> • Spread out • Create passing options • Support the attack 	<ul style="list-style-type: none"> • Shoot • Pass or dribble forward • Spread out • Create passing options • Support the attack • Create a 2v1 or 1v1 • Change the point of attack 	<ul style="list-style-type: none"> • Shoot • Pass or dribble forward • Spread out • Create passing options • Support the attack • Create a 2v1 or 1v1 • Change the point of attack • Change the pace/rhythm • Switch positions 	<ul style="list-style-type: none"> • Shoot • Pass or dribble forward • Spread out • Create passing options • Support the attack • Create a 2v1 or 1v1 • Change the point of attack • Change the pace/rhythm • Switch positions
A>D	DEFEND AS QUICKLY AS POSSIBLE			
DEFENDING	U-6 <ul style="list-style-type: none"> • Protect the goal • Steal the ball U-7/U-8 <ul style="list-style-type: none"> • Make it compact • Keep it compact 	<ul style="list-style-type: none"> • Protect the goal • Steal the ball • Make it compact • Keep it compact • Pressure, cover, balance • Outnumber the opponent 	<ul style="list-style-type: none"> • Protect the goal • Steal the ball • Make it compact • Keep it compact • Pressure, cover, balance • Outnumber the opponent • Stay involved • Mark the player/mark the area 	<ul style="list-style-type: none"> • Protect the goal • Steal the ball • Make it compact • Keep it compact • Pressure, cover, balance • Outnumber the opponent • Stay involved • Mark the player/mark the area
D>A	ATTACK AS QUICKLY AS POSSIBLE			

FAQ- What about technique?

Technique is the isolated execution of a soccer action, whereas skill is the execution of the technique in a context with decision-making. Within a game-like context, players learn fundamental skills (techniques performed in the context of the game) through playing. U.S. Soccer has developed a list of developmentally appropriate Player Actions (see figure 3) which coaches select as part of the training session goal. They are integrated with the Key Qualities which are also needed for the player to perform the action.

THE 2ND PLAY PHASE



The final phase offers players the opportunity to scrimmage now with larger numbers involved and with minimal interruptions; this is why the players came to training. The coach still has an influence through specific teaching actions such as key words and checking for understanding through guided questions.

It is also an opportunity to learn the Laws of the Game/Rules, as it mimics a game with using the max roster size for the age group. For instance, 7v7 has a max roster size of 12, so the final game is 6v6 and all players are encouraged to play and apply what they have learned in the previous two phases. In this final phase, the main priority for the coach is to check the effectiveness of his/her teaching actions from the 1st Play and Practice Phases. A half-time is built in to this phase, so that the coach can help players reflect on their first-half performance and look for solutions to challenges in the game related to today's training session goal. The coach now can use all previously used key words and guided questions, and help the player get organized for the second half of play.

Following the conclusion of the session, coaches should take a moment to check on the players' well-being, review the objectives of the training session, check for players' understanding of today's training session goal, and inform or remind them about the next training or game.

FAQ- When do they learn the rules (throw-ins, corner kicks, etc.)?

Within the holistic approach, players learn the rules of the game through playing and experiencing the moments when/where the rule occurs. The 2nd Play Phase provides many of these moments within a context that most closely resembles the game.

Conclusion

The Play-Practice-Play methodology helps coaches create enjoyable environments, with the ultimate goal of developing players to their full potential. The methodology has three main objectives:

1. Play-Practice-Play helps coaches create a player-centered environment. This means having a holistic approach to coaching that places the needs and motivations of all players at the forefront.
2. In order to help players transfer what they have learned in practice to games, this methodology provides players with multiple opportunities to experience realistic game moments and make decisions.
3. When using this methodology, coaching becomes much easier and training is more enjoyable for both the players and coaches.

All of these factors have been proven to increase motivation to make playing soccer a lifetime activity. Play-Practice-Play promotes fun, inclusion, and development. All the best on your soccer journey!





The following document details the diagramming standards to help you better understand the 7v7 session plan is the session that we will use during the Building Blocks.


The next page details the diagramming standards that we will use throughout the course. Please familiarize yourself with them and use them when planning your own sessions.





Diagramming Standards




Diagramming Key and Symbols

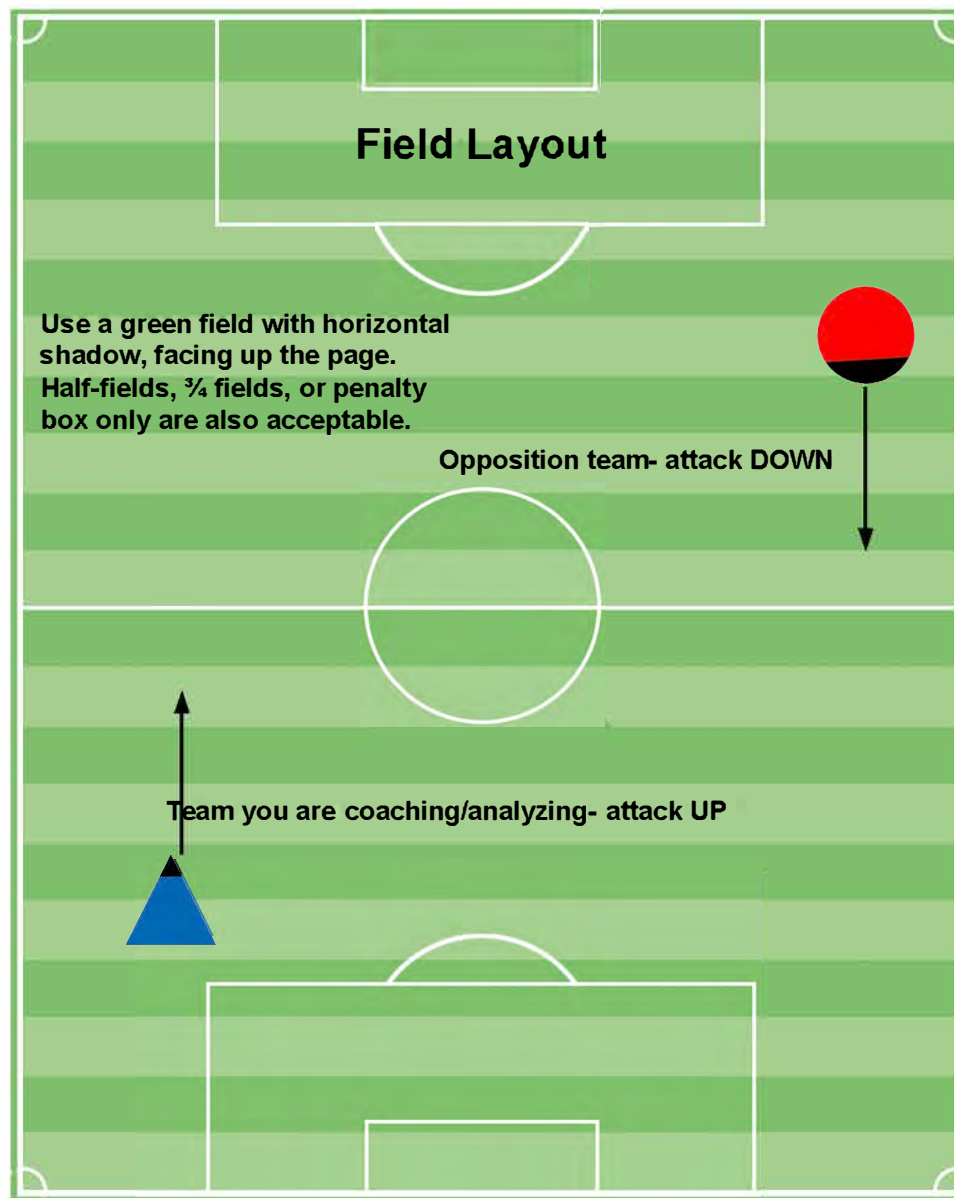
 The players you are using

 The opposition players

 **PASSES or SHOTS** are represented using solid lines with an arrow head. Length of the line indicates distance, arrow head represents the end point of the pass. Angle and length should be drawn in proportion to the field.

 **DRIBBLING or RUNNING WITH THE BALL** is represented using a snaked line with an arrow head.

 **PLAYER MOVEMENT or RUNNING WITHOUT THE BALL** is represented using a dashed line with an arrow head.



7v7 Defending- Improve Preventing the Opponent from Building Up in Their Own Half (B)

GOAL: Improve preventing the opponent from building-up in their own half

PLAYER ACTIONS: Steal, Get compact, Stay compact

KEY QUALITIES: Read game/make decisions, Initiative, Focus

AGE: U9-U10 / 7v7 / 12 players

MOMENT: Defending

DURATION: 90 min

**1ST PLAY PHASE: Intentional Free Play**

OBJECTIVE: To prevent the opponent from building up, win the ball back and score.

ORGANIZATION: Mark out two 24 x 16-yard fields. Divide players into four teams of three. Teams play 3 v 3 on 6-yard goal lines without goalkeepers. Free play, kick-ins. Play for 30 minutes with two to three breaks.

KEY WORDS: Hunt the ball, get together, move together

GUIDED QUESTIONS: 1) What does the closest defender to the ball need to do? 2) What are some cues to steal the ball? 3) What do the other two defenders need to do? 4) How do we deal with the opponent when they spread out and create passing options?

ANSWERS: 1) Protect the goal by blocking the path towards our goal. 2) When the attacker's head is down or takes a bad touch. 3) Get compact to close openings. 4) Continue to protect the goal by staying compact/together to keep the openings closed.

NOTES: First break: Coach asks questions, players continue playing to discover answers. Second break: Players share answers with coach and each other. Refer to the Training Session Manual.

**PRACTICE (Core Activity): 6 v 5 + GK (Two Small Goals to Large Goal)**

OBJECTIVE: To prevent the opponent from building up, win the ball back and score.

ORGANIZATION: Mark out a 36X45 yard field and include the build-out line. 6 blues (2-3-1) attack large goal vs. 6 reds (1-2-3) to two small goals. Mostly begin from red goal kick, but vary the restarts (from GK hands, throw-ins, play blue team attack, etc). Play for 30 minutes with 2-3 breaks.

KEY WORDS: Hunt the ball, stay together, move together

GUIDED QUESTIONS: 1) Who should pressure the opponent with the ball? 2) When do you step to steal the ball? 3) How do you step to steal the ball? 4) Why do the other defenders need to get compact and stay connected?

ANSWERS: 1) The closest defender. 2) When the attacker's head is down, takes a bad touch, or makes a soft pass. 3) Fast approach (long steps) while the ball is moving, and then slow arrival (short steps) when close. 4) To keep openings closed and keep them closed by moving together.

NOTES: Start with the Core Activity after the first Play Phase. If it's too difficult, switch to the Less Challenging Activity. If it's too easy, switch to the More Challenging Activity. Spend a total of 30 minutes in the Practice Phase. Refer to the Training Session Manual/Coach's Toolkit.

**PRACTICE (Less Challenging): 6 v 5 + GK (Two Small Goals to Large Goal)**

OBJECTIVE: To prevent the opponent from building up, win the ball back and score.

ORGANIZATION: Same as core activity, except with just one 15-yard goal line in the middle. Be sure to vary restarts from the red team (goal kick, from GK hands, throw-ins, start with blue team, etc).

KEY WORDS: Look for a soft pass, hunt the ball, stay together, move together

GUIDED QUESTIONS: 1) Who should pressure the opponent with the ball? 2) When do you step to steal the ball? 3) How do you step to steal the ball? 4) Why do the other defenders need to get compact and stay connected?

ANSWERS: 1) The closest defender. 2) When the attacker's head is down, takes a bad touch, or makes a soft pass. 3) Fast approach (long steps) while the ball is moving, and then slow arrival (short steps) when close. 4) To close openings and keep them closed by moving together.

NOTES: Start with the Core Activity and decide whether the level of challenge is appropriate for the players. Switch to this Less Challenging Activity if the Core Activity is too difficult. Spend a total of 30 minutes in the Practice Phase. Refer to Training Session Manual/Coach's Toolkit.

7v7 Defending- Improve Preventing the Opponent from Building Up in Their Own Half (B)

GOAL: Improve preventing the opponent from building-up in their own half

PLAYER ACTIONS: Steal, Get compact, Stay compact

KEY QUALITIES: Read game/make decisions, Initiative, Focus

AGE: U9-U10 / 7v7 / 12 players

MOMENT: Defending

DURATION: 90 min

**PRACTICE (More Challenging): 6 v 5 +GK (End Zone to Large Goal)**

OBJECTIVE: To prevent the opponent from building up, win the ball back and score.

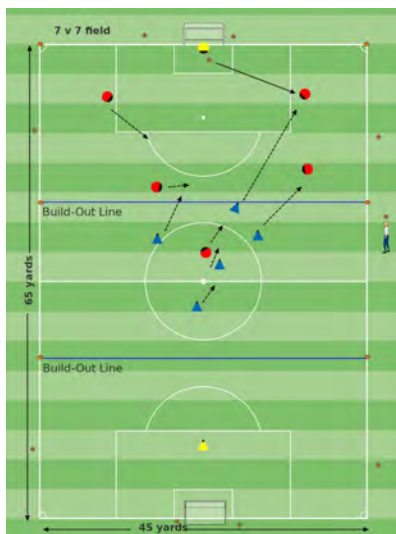
ORGANIZATION: Same as core activity, except use an end zone instead of goal lines for the Red team to score, and red must dribble into it or pass to the coach there to score. Be sure to vary the restarts so that the red team uses different options to try to build up.

KEY WORDS: Delay, force inside/outside, step, hold, slide

GUIDED QUESTIONS: 1) Where should the first defender try to force the opponent? 2) When do the other defenders hold position or drop back? 3) What do we do if the opponent tries to change the point of attack? 4) What can we say to help us prevent their build-up?

ANSWERS: 1) Towards our help defenders or to a weaker opponent (could be inside or outside). 2) When we do NOT get pressure on the ball. 3) Stay in a compact block and slide across together to keep the openings closed. 4) Be specific- "Delay, Force inside/outside, Step, Hold, Slide right/left"

NOTES: Start with the Core Activity and decide whether the level of challenge is appropriate for the players. Switch to this More Challenging Activity if the Core Activity is too easy. Spend a total of 30 minutes in the Practice Phase.

**2ND PLAY PHASE: The Game**

OBJECTIVE: To prevent the opponent from building up, win the ball back and score.

ORGANIZATION: Mark out a regular 7 v 7 field with build-out lines. Play 6v6 (Blue 1-1-3-1 vs Red 1-2-2-1). Play for ~30 minutes including one "halftime" (5 min.) using the Laws of the Game (LOTG) and according to the standards of play found in the U.S. Soccer Player Development Initiatives (PDIs).

KEY WORDS: Hunt the ball, stay together, move together, force inside/outside

GUIDED QUESTIONS: Half-Time- Repeat all questions previously used as needed. End of Game- 1) How did you do in stealing the ball? Where and when should we move to do it? 2) Why is it important to focus as a team to get compact and stay compact? 3) How did you take initiative and confront the situation?

ANSWERS: Half-Time- Repeat all questions/answers previously used as needed. Players provide examples (specific communication, forming a compact block, forcing the opponent in a certain direction).

NOTES: Refer to the Training Session Manual and U.S. Soccer Coach's Tool Kit for the appropriate Teaching Actions during specific Teaching Moments (in flow and at "halftime"). Allow the players to play freely; observe to check for player's understanding on today's training session goal.

Five Elements of a Training Activity

1. **Organized:** Is the activity organized in the right way?
2. **Game-like:** Is the activity game-like?
3. **Repetition:** Is there repetition, when looking at the overall goal of the session?
4. **Challenging:** Are the players being challenged? (Is there the right balance between being successful and unsuccessful?)
5. **Coaching:** Is there effective coaching, based on the age and level of the player?

Training Session Self-Reflection Questions

1. How did you do in achieving the goals of the training session?
2. What did you do well?
3. What could you do better?



The following resource, the Grassroots Training Session Manual, is a step-by-step guide to conducting a Play-Practice-Play training session.

You can utilize this Manual to break down the coaching actions to use in each phase of Play-Practice-Play.

The Coach's Tool Kit is an additional resource to help coaches use appropriate **Teaching Actions** during the moment of application. This includes the Five Elements of a Training Activity, which are meant to be used as reflection during the action of the training activity. The Five Elements must be worked through in progressive order, starting with "Organization", before moving to the fifth element, "Coaching".

GRASSROOTS TRAINING SESSION MANUAL



FIRST PLAY PHASE

1	Organization	<ul style="list-style-type: none"> Set up the field according to the Play-Practice-Play training session plan. Start with the final “play phase,” then add “practice,” then the first “play phase” inside of that. Think about how to transition from one phase to the next as quickly as possible. Ask players to help, where appropriate.
2	Starting the first play phase with players arriving individually	<ul style="list-style-type: none"> Welcome each player (and parent), individually. When players arrive at different times, briefly explain the activity (30 seconds) and get them involved in first play phase (1v1, 2v1, 2v2, etc.). If a single player arrives early, involve him/her in setting up or spend time together with the ball (unconditional attention).
3	Starting the first play phase with the whole team	<ul style="list-style-type: none"> Bring all players together to start the training session. Think about your position and that of your players (sun/wind in your face, not theirs; use a circle/half circle where everyone is in the first row, etc.). Collective welcome, brief explanation (30 seconds) of the first play activity: PEP: “picture,” “explain,” “play!”
4	Check and adapt	<ul style="list-style-type: none"> Using the “five elements of a training activity” from the training session plan, check the first four in sequential order (organized, game-like, repetition, challenging). Adapt as necessary (clarify rules, adjust size of space, size of goals, numbers of players, balance the teams).
5	Key words and guided questions 1	<ul style="list-style-type: none"> Bring players in (all together from various fields or address each field individually). Once the first four elements have been checked, apply the fifth element (coaching) using the key words and guided questions from the training session plan. No response needed, players continue playing to discover their own answers (e.g. “think about the following as you play, how can you create an opening?”). This step should take no longer than one minute.
6	Play	<ul style="list-style-type: none"> Continued observation based on the first four elements. Guided question and key word reminders plus specific praise when players show desired behaviors based on the goal and objectives of the training session.
7	Key words and guided questions 2	<ul style="list-style-type: none"> Bring players in (all together from various fields or address each field individually). Same questions as #5 & #6. This time players share their answers with the coach and/or each other. Interact with players about the “why” of the desired behavior. This step should take no longer than two minutes.
8	Play	<ul style="list-style-type: none"> Continued observation Key words and guided question reminders plus positive, specific reinforcement when players show desired behaviors based on the goal and objectives of the training session.

GRASSROOTS TRAINING SESSION MANUAL



PRACTICE PHASE

9	Transition	<ul style="list-style-type: none"> Quickly transition from first play phase to practice phase by organizing players, removing cones, adjusting goals, balls, etc. Involve players, e.g. make a game out of it.
10	Starting the first practice phase activity	<ul style="list-style-type: none"> Think about your position and that of your players (sun/wind in your face, not theirs; use a circle/half circle where everyone is in the first row, etc.) Review the key word(s) from first play phase so players recognize the connection to what they did earlier. Brief explanation/demonstration of the first practice exercise: PEP: "picture," "explain," "play!" This step should take no longer than one minute.
11	Observation/ adaptation	<ul style="list-style-type: none"> Using the "five elements of a training activity" from the training session plan, observe the first four in sequential order (organized, game-like, repetition, challenging). Adapt as necessary (clarify rules, adjust size of space, size of goals, numbers of players, balance the groups).
12	Key words and guided questions	<ul style="list-style-type: none"> Bring players in (all together from various fields or address each field individually). Once the first four elements have been checked, apply the fifth element (coaching) using key words and guided questions from the training session plan. Interact with players about the "why" of the desired behavior
13	Play	<ul style="list-style-type: none"> Continued observation based on the first four elements. Pay closer attention to elements #3 and #4 (repetition and challenge). Observe the balance between successful and unsuccessful actions as well as the numbers of opportunities players get to experience the goals and objectives of the training session. Adapt as necessary (clarify rules, adjust size of space, size of goals, numbers of players, balance the groups). Apply the fifth element (coaching) using key words and guided questions reminders plus specific praise when players show the desired behavior.
14	Additional teaching interventions	<ul style="list-style-type: none"> Use the Coach's Tool kit (see document). Players must be able to see and hear the coach/each other. Provide a demonstration (e.g. technical focus). Use teaching interventions when appropriate throughout the practice phase. This should take no longer than two minutes.
15	Play	<ul style="list-style-type: none"> Continued observation based on the first four elements. Pay closer attention to elements #3 and #4 (repetition and challenge). Observe the balance between successful and unsuccessful actions as well as the numbers of opportunities players from both teams/ groups get to experience the goals and objectives of the training session. Adapt as necessary (clarify rules, adjust size of space, size of goals, numbers of players, balance the groups). Apply the fifth element (coaching) using key words and guided questions reminders plus specific praise when players show the desired behavior.
16	Collective summary of practice phase	<ul style="list-style-type: none"> Think about your position and that of your players (sun/wind in your face, not theirs; use a circle/half circle where everyone is in the first row, etc.). Recap the practice phase (takeaways based on key words and answers to guided questions). Interact with players about the "why" of the desired behavior. This should take no longer than two minutes.

GRASSROOTS TRAINING SESSION MANUAL



SECOND PLAY PHASE

17	Transition	<ul style="list-style-type: none"> • Quickly transition from practice to second play phase by organizing players, removing cones, adjusting goals, balls, etc. • Involve players, e.g. make a game out of it.
18	Starting the second play phase	<ul style="list-style-type: none"> • Think about your position and that of your players (sun/wind in your face, not theirs; use a circle/half circle where everyone is in the first row, etc.) • Review the key word(s) from the practice phase so players recognize the connection to what they did earlier. • Brief explanation (30 seconds) of the second play phase: PEP: "picture," "explain," "play!" • No referee (players take responsibility for their own game in applying the Laws of the Game).
19	Coaching in the flow	<ul style="list-style-type: none"> • Key word and guided question reminders plus specific praise when players show the desired behavior (based on the goal and objectives of the training session).
20	'Halftime talk'	<ul style="list-style-type: none"> • Collective evaluation of the first half. • Select appropriate key word(s) & guided question(s) from the training session, based on first half observations. • Players answer. • Interact with players about the "why" of the desired behavior. • This should take no longer than five minutes.
21	Play	<ul style="list-style-type: none"> • Guided question and key word reminders, plus praise when players show the desired behavior.
22	Collective summary of the training session	<ul style="list-style-type: none"> • Collective evaluation of the training session. • Check for understanding using questions focused on the key words. • Players share answers with the coach and/or each other. • Interact with players about the "why" of the desired behavior.
23	Ending the session	<ul style="list-style-type: none"> • Collect all equipment, involve players. • Positive, specific feedback, organize players for week ahead, say goodbye to players and parents (unconditional attention).

U.S. SOCCER COACH'S TOOL KIT

ON THE FIELD



WHAT - TEACHING ACTIONS	PURPOSE OF THE ACTION	WHEN - THE MOMENT OF APPLICATION
CHECK - ADAPT	<ul style="list-style-type: none"> Observe and check the created situation on the field, adapt if necessary based on the Five Elements of a Training Activity 	<ul style="list-style-type: none"> Ongoing In the flow (sideline coaching) Planned stoppage (break) Natural stoppage (ball out of bounds) In the situation (freeze)
GIVE POSITIVE REINFORCEMENT	<ul style="list-style-type: none"> Reinforce effective actions in order to use it again in similar situations Motivate players 	<p>The application of coaching actions can be a single action or combined actions during different moments.</p> <p>Examples:</p> <ul style="list-style-type: none"> In the situation (freeze): combination of demonstration, Q&A and feedback Planned stoppage (break): Q&A and encourage players to focus them
USE OF KEY WORDS	<ul style="list-style-type: none"> Encourage and support players to focus on cues and/or desired behavior 	
ASK QUESTIONS (and collect answers)	<ul style="list-style-type: none"> Use guided questions to force players to think about cues and/or desired behavior Check for understanding Reflect 	
DEMONSTRATE (player and/or coach)	<ul style="list-style-type: none"> Model desired behavior Visualize the situation Check for understanding 	
GIVE FEEDBACK	<ul style="list-style-type: none"> Collect information on players' behavior related to the objective of the activity 	
COMMAND	<ul style="list-style-type: none"> Tell players what to do 	<p>BASIC MODEL OF TEACHING (LEARNING CIRCLE)</p>
APPLY THE LEARNING CIRCLE (as a concept)	<ul style="list-style-type: none"> Use a combination of coaching observation and player reflection to get players thinking about and/or modeling the desired behavior and applying their newly learned abilities 	



The following four training session plans are the ones that are available to you through the free Intro Module. They are also the training sessions that we use during the In-Person Courses.

If you have taken any other Grassroots course, you have access the bucket of training sessions for that specific game model. You can find them in the LC by clicking on the Planning Tool < Training Sessions. Be sure to click on the U.S. Soccer Library tab (highlighted in yellow below).

Sessions

MY LIBRARY GROUP LIBRARY **US SOCCER LIB** Calendar

Graphics
Training Exercises
Training Sessions
Calendar

LEARN TO USE THE PLANNING TOOLS

CREATE NEW FILTERS

Standard ☒ Grassroots

PLAYER-ACTIONS: Please select ...

KEY QUALITY: Please select ...

GOAL: Please select ...

MOMENT: Please select ...

NUM OF PLAYERS: 1 22

7v7 Defending- Improve Preventing the Opponent from Building Up in Their Own Half (B)

U.S. Soccer Curriculum updated on Mar 28, 2019

Moment
Defending

Goal
Preventing build-up in opp half

Key Qualities
Road game/make decisions • initiative • Focus

Player Actions
Steal • Get compact • Stay compact

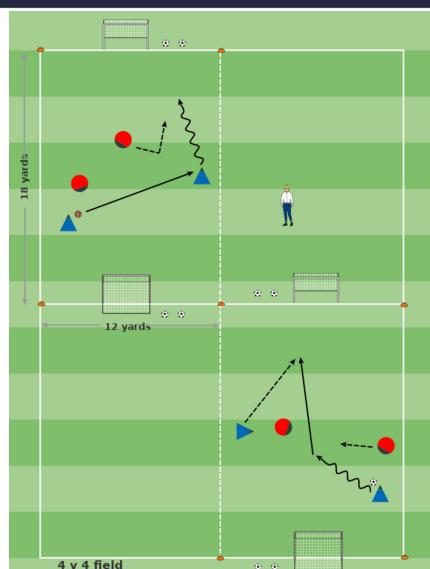
Age
U9-U10 / 7v7

No. Players
12

Duration
90 min

Ask a Question

Please utilize these sessions as references during the course to get ideas, however, be sure that all work in creating training sessions is your own.



1ST PLAY PHASE: Intentional Free Play (2v2s)

OBJECTIVE: To pass or dribble past opponents and create chances

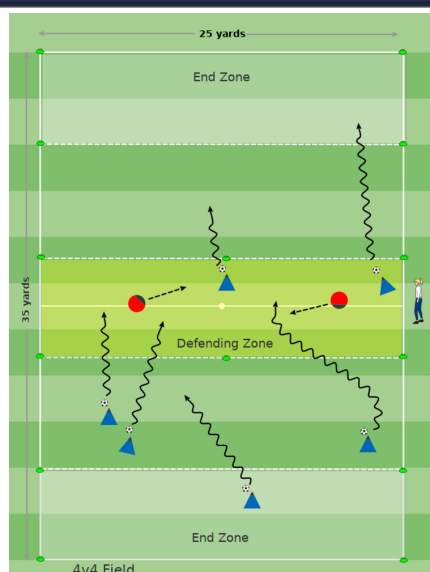
ORGANIZATION: Mark out two 18 x 12-yard fields, each with two mini goals. Players are divided into pairs to play 2 v 2. Free play and rotate players between games. Play for 20 minutes with a minimum of two to three breaks.

KEYWORDS: Head up, look for an opening, go forward

GUIDED QUESTIONS: 1) What is an opening? 2) How do you find an opening? 3) How do you create an opening? 4) What should you do if you see an opening?

ANSWERS: 1) An open path towards the goal. 2) Look at the opponent's position. 3) Make the opponent move. 4) Pass or dribble through it

NOTES: First break: Coach asks questions, players continue playing to discover answers. Second break: Players share answers with coach and each other. Refer to the Training Session Manual.



PRACTICE (Core Activity): Dribbling Game

OBJECTIVE: To dribble past opponents

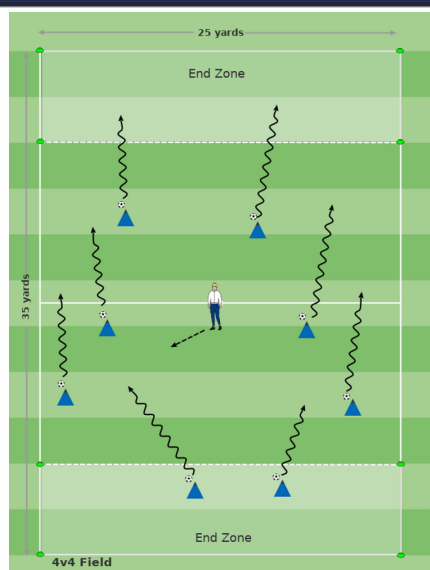
ORGANIZATION: Mark out a 35 x 25 yard grid with a defending zone (with two defenders) & two end zones. Each player starts with a ball at an endzone & dribbles towards the other end zone. Defender must stay within the zone & tries to win the ball & dribble to the endzone for safety. The original attacker can try to win the ball back & dribble to the endzone for safety, but if not, becomes the defender for the next turn, or rotate every two minutes.

KEYWORDS: Head up, be brave, soft touches/hard touches

GUIDED QUESTIONS: 1) How do you keep the ball close? 2) When should you do that? 3) How do you dribble faster? 4) When should you do that?

ANSWERS: 1) Take soft or small touches with the ball. 2) When I'm close to the defender. 3) Use hard or bigger touches. 4) When you see an opening or the defender is not close.

NOTES: Start here at the Core Activity after the first Play Phase. If the challenge is too difficult, move to the Less Challenging Activity. If it's too easy, move to the More Challenging Activity. Spend a total of 20 minutes in the Practice Phase with 2-3 breaks. Refer to the Training Session Manual.



PRACTICE (Less Challenging): Dribbling Game (Coach as defender)

OBJECTIVE: To dribble past opponents

ORGANIZATION: Same as Core Activity, except the coach now acts as a defender. Keep all the players going in the same direction.

KEYWORDS: Head up, soft touches/hard touches

GUIDED QUESTIONS: 1) How do you keep the ball close? 2) When should you do that? 3) How do you dribble faster? 4) When should you do that? 5) Why is it important to keep your knees bent while dribbling?

ANSWERS: 1) Take soft or small touches with the ball. 2) When I'm close to the defender. 3) Use hard or bigger touches. 4) When you see an opening or the defender is not close. 5) To change directions quickly.

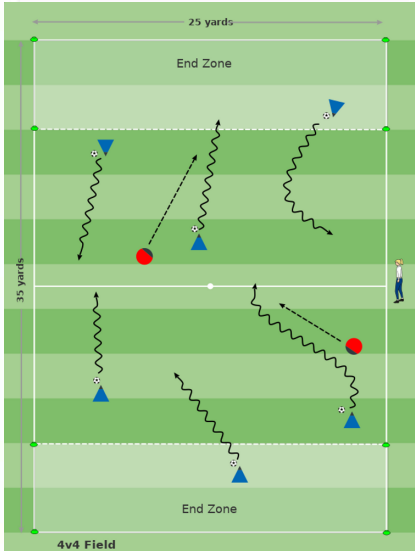
NOTES: Start with the Core Activity and switch to this Less Challenging activity if the Core Activity is too difficult, or for a more technical focus. For running with the ball, keep knees bent, lean slightly forward to keep shoulders over the ball and take longer touches.

Today's 4v4 Training Session Plan

GOAL: Improve building-up in opponent's half in order to create chances

PLAYER ACTIONS: Pass or dribble forward

KEY QUALITIES: Read the game/make decisions, Focus



PRACTICE (More Challenging): Dribbling Game (Two free defenders)

OBJECTIVE: To dribble past opponents.

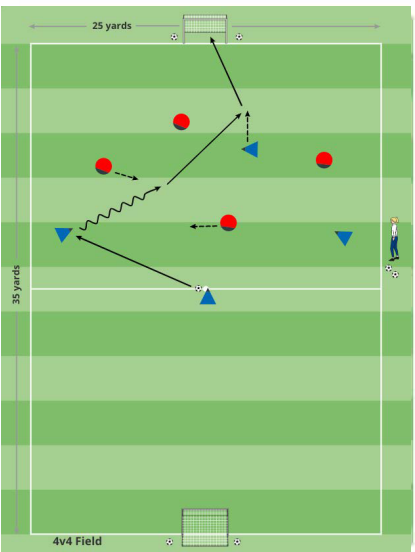
ORGANIZATION: Same as Core Activity, except the two defenders may defend anywhere but the end zones. If a defender wins the ball, he/she should try to dribble to an endzone for safety. The original attacker tries to regain the ball, but if not, becomes a defender. If necessary, rotate the defenders every two minutes to ensure no one player stays there for too long.

KEYWORDS: Head up, be brave, opening, accelerate

GUIDED QUESTIONS: 1) Why is it important to keep your head up? 2) What should you do when you see an opening? 3) Why do you take long or hard touches when you see an opening? 4) What types of touches do you take as you approach the endzone? Why?

ANSWERS: 1) To see the position of the defenders and openings. 2) Use an acceleration touch to go through it. 3) To be able to look up while running with the ball. 4) Small or soft touches to slow down.

NOTES: Start with the Core Activity and decide whether the level of challenge is appropriate for the players. Switch to this More Challenging Activity if the Core Activity is too easy. Spend a total of 20 minutes in the Practice Phase. Refer to the Training Session Manual.



2ND PLAY PHASE: The Game

OBJECTIVE: To pass or dribble past opponents and create chances

ORGANIZATION: Mark out a regular 4 v 4 field (35 x 25 yards) with two appropriate goals to play 4v4 . Divide players into two teams to each play in a 1-2-1 formation. Spread out extra balls around the field to ensure a good flow.

KEYWORDS: All previous KWs- Opening, head up, be brave, soft touch/ hard touch

GUIDED QUESTIONS: All previously used GQs. 1) How do you keep the ball close? 2) When should you do that? 3) How do you dribble faster? 4) When should you do that?

ANSWERS: 1) Take soft or small touches with the ball. 2) When I'm close to the defender. 3) Use hard or bigger touches. 4) When you see an opening or the defender is not close.

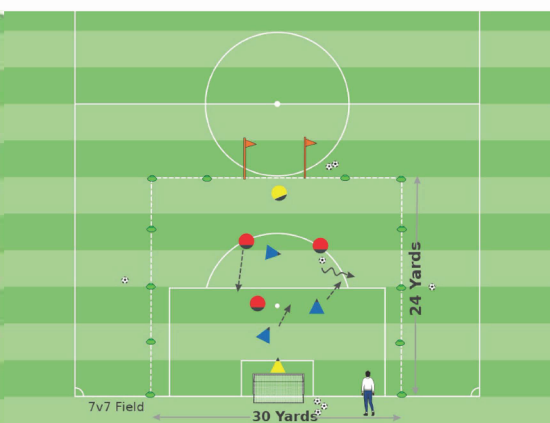
NOTES: Play according to the Laws of the Game (LOTG) and according to the standards of play found in the U.S. Soccer Player Development Initiatives (PDIs). Play for 20 minutes including one "halftime" (5 minutes max). All previously used key words and guided questions are available to help guide the players.

Five Elements of a Training Activity

- 1. **Organized:** Is the activity organized in the right way?
- 2. **Game-like:** Is the activity game-like?
- 3. **Repetition:** Is there repetition, when looking at the overall goal of the session?
- 4. **Challenging:** Are the players being challenged?(Is there the right balance between being successful and unsuccessful?)
- 5. **Coaching:** Is there effective coaching, based on the age and level of the player?

Training Session Self-Reflection Questions

- 1. How did you do in achieving the goals of the training session?
- 2. What did you do well?
- 3. What could you do better?



1ST PLAY PHASE: Intentional Free Play (4v4 w GK's)

OBJECTIVE: Prevent the opponent from scoring goals.

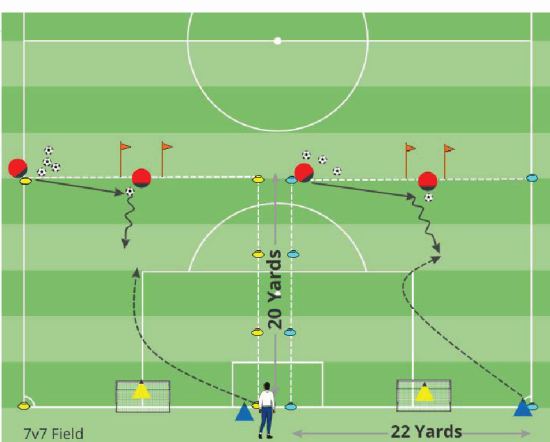
ORGANIZATION: Mark out a 24 yards long X 30 yards wide field with two age appropriate goals. Teams play 4 v 4 including goalkeepers. Spread out extra balls around the field to ensure a flow. Play for 20-30 minutes with minimum two-three breaks.

KEYWORDS: Step to the ball, staggered stance, "on toes"

GUIDED QUESTIONS: 1) How can we stop the opponent from scoring? 2) Where should you position yourself to do that? 3) What is a good stance/footwork for lvl defending? 4) How do you stay ready while defending?

ANSWERS: 1) Protect the goal. 2) Between the ball and the goal. 3) Staggered stance with one foot in front of the other. 4) Stay on toes and keep a slight bend to the knees.

NOTES: **First break:** Coach asks questions, players continue playing to discover answers. **Second break:** Players share answers with coach and each other. Refer to the Training Session Manual for further guidance.



PRACTICE (Core Activity): 1 + GK v 1 (Large goal to small goal)

OBJECTIVE: Prevent the opponent from scoring goals.

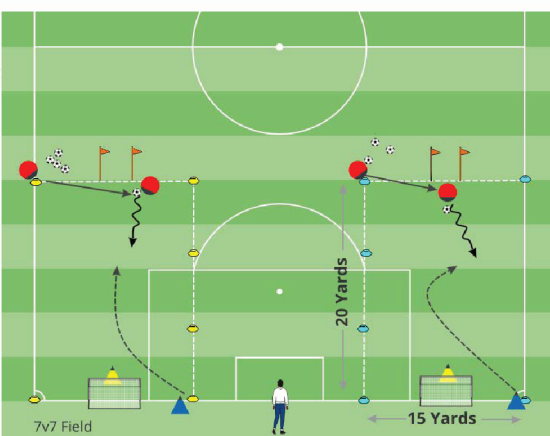
ORGANIZATION: Mark out two 20X22 yard fields with 5 yards between them. Each field will have one large goal & one small counter goal. Play 2 blues (1 goalkeeper + 1 defender) vs. 1 red. Play begins by passing to the red player on the field. Players (including blue GK) rotate after each round.

KEYWORDS: Fast approach/slow arrival, staggered stance, "on toes"

GUIDED QUESTIONS: 1) Where should you position yourself to stop the opponent from scoring? Why? 2) How do you approach the ball carrier? 3) What type of footwork should you use to stay ready? 4) When do you step to steal the ball?

ANSWERS: 1) Between the ball and the goal to protect the goal. 2) With fast approach (long steps to close down the space) but slow arrival (with shorter steps as you get closer). 3) Staggered stance, on toes, with knees slightly bent. 4) When the attacker's head is down or takes a bad touch.

NOTES: Start here at the Core Activity after the first Play Phase. If the challenge is too difficult, move to the Less Challenging Activity. If it's too easy, move to the More Challenging Activity. Spend a total of 20-30 minutes (including a minimum of 2-3 breaks) in the Practice Phase. Refer to the Training Session Manual.



PRACTICE (Less Challenging): 1 + GK v 1 (less space)

OBJECTIVE: Prevent the opponent from scoring goals

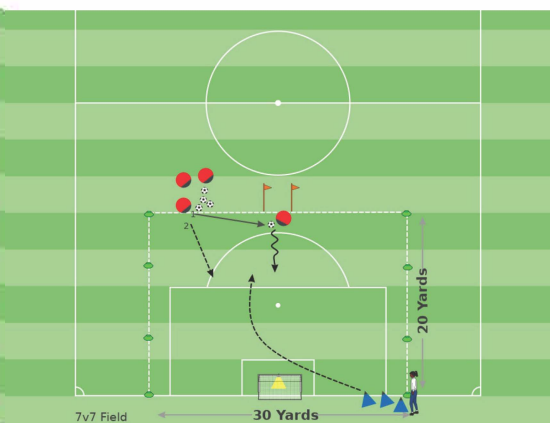
ORGANIZATION: Same as Core Activity, except width is reduced to 15 yards.

KEYWORDS: Close it down, no shot, be patient

GUIDED QUESTIONS: 1) How do you prevent the shot? 2) When should you close it down? 3) How do you approach the ball carrier? 4) Where should you force the opponent? Why?

ANSWERS: 1) Get between the ball and the goal. 2) While the ball is 'traveling' during the initial pass. 3) With fast approach (long steps to close down the space) but slow arrival (with shorter steps as you get closer). 4) Away from the goal. To force a bad shooting angle.

NOTES: Start with the Core Activity and switch to this Less Challenging activity if the Core Activity is too difficult, or for a more technical focus. For a block tackle, use the same foot as the dribbler (right to right) and keep heel down/toe up with ankle locked.



PRACTICE (More Challenging): 1 + GK v 2 (large goal to small goal)

OBJECTIVE: To prevent the opponent from scoring goals.

ORGANIZATION: Create one 20X30 yard grid with one large goal and one small counter goal. Now, the attacker who makes the initial pass joins the first attacker to play 2v2.

Variation-add a 3rd blue player after the red team completes a 2nd pass.

KEYWORDS: Force head down, be patient, isolate

GUIDED QUESTIONS: 1) How do you force the attacker's head to go down? 2) What should you look at and why? 3) When should you step in to tackle? 4) Why should you curve your run when applying initial pressure?

ANSWERS: 1) By arriving quickly to deny time and space to the dribbler. 2) On the ball to focus on when to step in to tackle. 3) When the opponent takes a bad touch or has his/her head down. 4) To force the dribbler away from the goal and to isolate him/her from the teammate to play 1v1.

NOTES: Start with the Core Activity and decide whether the level of challenge is appropriate for the players. Switch to this More Challenging Activity if the Core Activity is too easy. Spend a total of 20-30 minutes in the Practice Phase. Refer to the Training Session Manual.



2ND PLAY PHASE: The Game

OBJECTIVE: To prevent the opponent from scoring goals.

ORGANIZATION: Mark out a 35X30 yard field with two appropriate goals to play 4v4 (or larger game w/ increased space if numbers permit). Divide players into two teams to each play in a 1-2-1 formation. Spread out extra balls around the field to ensure a good flow.

KEYWORDS: All previous Key Words- Step to the ball, staggered stance, "on toes", etc.

GUIDED QUESTIONS: 1) How can we stop the opponent from scoring? 2) Where should you position yourself to do that? 3) What is a good stance/footwork for 1v1 defending? 4) How do you stay ready while defending?

ANSWERS: 1) Protect the goal. 2) Between the ball and the goal. 3) Staggered stance with one foot in front of the other. 4) Stay on toes and keep a slight bend to the knees.

NOTES: Play according to the Laws of the Game and the standards of play found in the U.S. Soccer Player Development Initiatives. Play for 20- 30 minutes including one "halftime" (5 minutes max). All previously used guided questions and keywords are available to help guide the players.

Five Elements of a Training Activity

1. **Organized:** Is the activity organized in the right way?
2. **Game-like:** Is the activity game-like?
3. **Repetition:** Is there repetition, when looking at the overall goal of the session?
4. **Challenging:** Are the players being challenged? (Is there the right balance between being successful and unsuccessful?)
5. **Coaching:** Is there effective coaching, based on the age and level of the player?

Training Session Self-Reflection Questions

1. How did you do in achieving the goals of the training session?
2. What did you do well?
3. What could you do better?



GOAL: Improve scoring goals

PLAYER ACTIONS: Shoot, Pass or dribble forward

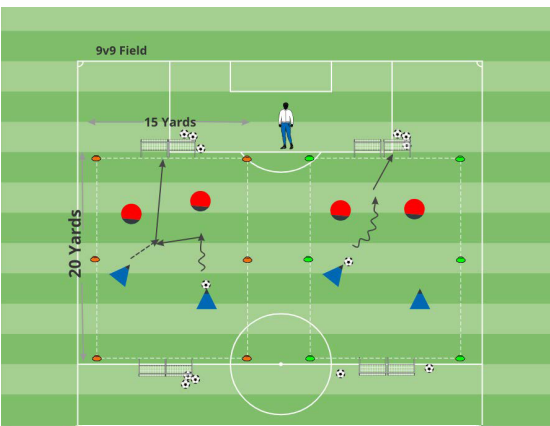
KEY QUALITIES: Read game/make decisions, Optimal technical

US Soccer

AGE: U11-U12 / 9v9 / 8+ players

MOMENT: Attacking

DURATION: 75-90 min



1ST PLAY PHASE: Intentional Free Play (2v2s)

OBJECTIVE: Improve scoring goals

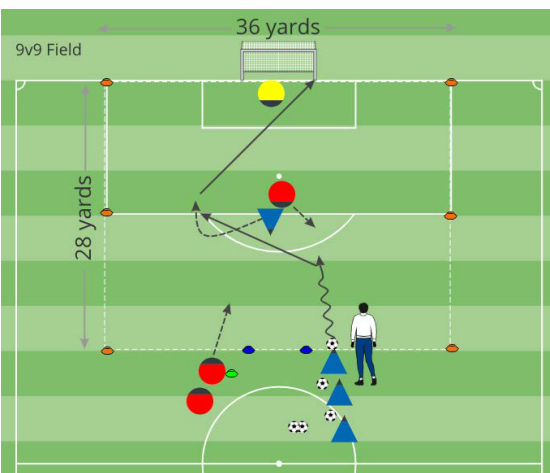
ORGANIZATION: Mark out two 20 x 15 yard fields with double small goals. Free play: Teams play 2 v 2 excluding goalkeepers. Play Phase should last for 20-30 minutes with minimum two to three breaks (rotate players). If more than 8 players, organize another game or play outnumbered games (3v2).

KEYWORDS: Look forward, create a chance, lock ankle

GUIDED QUESTIONS: 1) When can you shoot? 2) What if you cannot shoot? 3) When shooting/passing, where should your plant foot (non-kicking foot) face?

ANSWERS: 1) When I see an opening to goal. 2) Look to create an opening by dribbling or passing. 3) Towards the intended target (the goal or a teammate).

NOTES: First break: Coach asks questions, players continue playing to discover answers. Second break: Players share answers with coach and each other. Refer to the Training Session Manual for further guidance.



PRACTICE (Core Activity): 2v2+GK

OBJECTIVE: Create chances using dribbling and passing

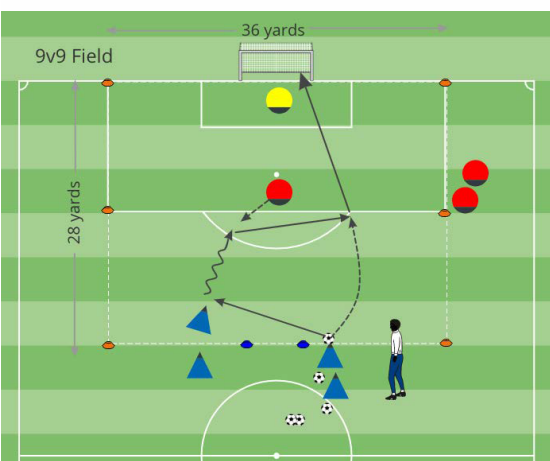
ORGANIZATION: Mark one 28x36 yard grid with one large goal & one small counter goal. Red GK and 2 defenders vs. 2 blues (1 forward, 1 midfielder). 2nd red defender starts just behind the blue forward starting spot. The activity begins when the blue midfielder plays the ball.

KEYWORDS: Look forward, create a chance, lock ankle

GUIDED QUESTIONS: 1) How do you know if you can shoot? 2) What can you do if you can't shoot? 3) What are the best surfaces of your foot to use while shooting? 4) When should you use your laces? 5) When should you use your inside of the foot?

ANSWERS: 1) I see an opening to goal. 2) Create or find an opening by dribbling or passing. 3) With my laces or inside of the foot. 4) To shoot with power. 5) To shoot with more accuracy.

NOTES: Start here at the Core Activity and decide if the challenge is too difficult, then move to the Less Challenging Activity. If it's too easy, move to the More Challenging Activity. Spend a total of 20-30 minutes (including a minimum of 2-3 breaks) in the Practice Phase.



PRACTICE (Less Challenging): 2v1+GK

OBJECTIVE: Create chances using dribbling and passing

ORGANIZATION: Same as core but 2 v 1 with one less red defender. Both blues start in the same area of the field. Rotate players between attacking/defending.

KEYWORDS: Look forward, create a chance, accuracy

GUIDED QUESTIONS: 1) How do you know if you can shoot? 2) What are the best surfaces of your foot to use while shooting? 3) When should you use laces? 4) When should you use inside of the foot?

ANSWERS: 1) I see an opening to goal. 2) With my laces or inside of foot. 3) To shoot with power. 4) To shoot with more accuracy.

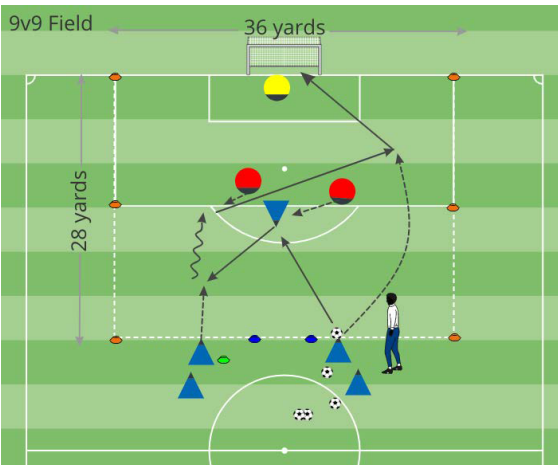
NOTES: Start with the Core Activity and switch to this Less Challenging activity if the Core Activity is too difficult, or for a more technical focus. Toes on the plant foot (non-kicking) are pointed in the direction of the target; plant foot is at the side of the ball; keep knee over ball and lean slightly forward while shooting (body over ball).

Today's 9v9 Training Session Plan (8 players minimum)

GOAL: Improve scoring goals

PLAYER ACTIONS: Shoot, Pass or dribble forward

KEY QUALITIES: Read game/make decisions, Optimal technical execution



PRACTICE: (More Challenging) 3v2+GK

OBJECTIVE: Create chances using dribbling and passing

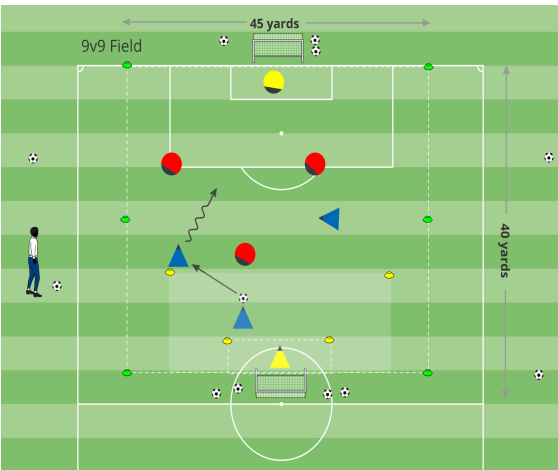
ORGANIZATION: Same as Core but play 3v2+GK with players starting as shown: 2 defenders starting side by side vs. 1 attacker with 2 attackers starting by their defensive goal.

KEYWORDS: Look forward, create an angle

GUIDED QUESTIONS: 1) How can you create a shooting opportunity? 2) How can you prepare the ball to shoot? 3) When should you use laces to strike the ball? 4) When should you use inside of the foot?

ANSWERS: 1) By dribbling or passing to an open teammate. 2) Push it out to a slight angle and 'powerstep' on to the plant foot. 3) To shoot with power. 4) To shoot with more accuracy or 'pass' it into the goal.

NOTES: Start with the Core Activity and decide whether the level of challenge is appropriate for the players. Switch to this More Challenging Activity if the Core Activity is too easy. Spend a total of 20-30 minutes in the Practice Phase. Refer to the Training Session Manual.



2nd PLAY PHASE: The Game

OBJECTIVE: Improve scoring goals

ORGANIZATION: Mark out a 40 x 45-yard field with age-appropriate goals to play 4v4 including goalkeepers (or larger game w/ increased space if numbers permit). Divide players into two teams to each play in a 1-2-1 formation. Spread out extra balls around the field to ensure a good flow.

KEYWORDS: All previously used KWs- Look forward, create a chance, lock ankle

GUIDED QUESTIONS: All previously used GQs- 1) How do you know if you can shoot? 2) What can you do if you can't shoot? 3) What are the best surfaces of your foot to use while shooting? 4) When should you use the laces? 5) When should you use inside of the foot?

ANSWERS: 1) When I see an opening to goal. 2) Create or find an opening by dribbling or passing. 3) With my laces or inside of foot 4) To shoot with power. 5) To shoot with more accuracy.

NOTES: Use the Laws of the Game (LOTG) and according to the standards of play found in the PDIs. Play for 20-30 minutes including one "halftime" (5 minutes max). All previously used guided questions and keywords are available to help guide the players.

Five Elements of a Training Activity

1. **Organized:** Is the activity organized in the right way?
2. **Game-like:** Is the activity game-like?
3. **Repetition:** Is there repetition, when looking at the overall goal of the session?
4. **Challenging:** Are the players being challenged? (Is there the right balance between being successful and unsuccessful?)
5. **Coaching:** Is there effective coaching, based on the age and level of the player?

Training Session Self-Reflection Questions

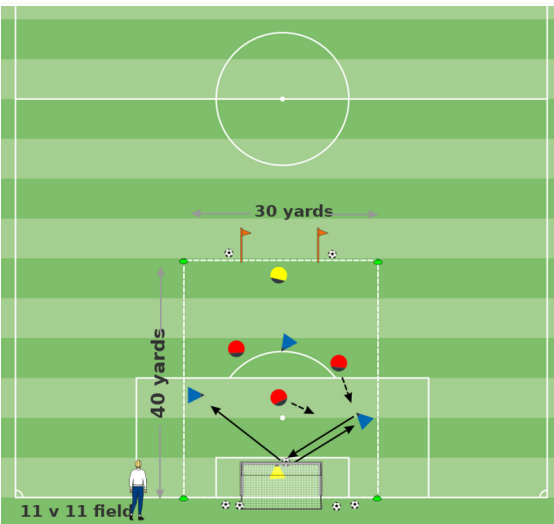
1. How did you do in achieving the goals of the training session?
2. What did you do well?
3. What could you do better?



GOAL: Improve building-up from own half in order to move the ball to the opponent's half

PLAYER ACTIONS: Pass or dribble forward, Spread out, Create passing options

KEY QUALITIES: Read game/make decisions, Initiative, Optimal technical



1ST PLAY PHASE: Intentional Free Play

OBJECTIVE: To build from your own half & move the ball forward to create chances.

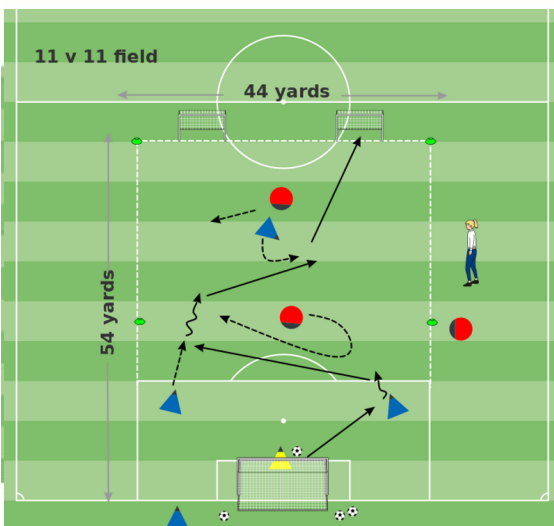
ORGANIZATION: Mark out one 40 x 30 yard field with large goals. Free play: Teams play 4 v 4 including goalkeepers with flag goals. Play Phase should last for 20-30 minutes with minimum two to three breaks. If more than 8 players, organize another game (ex. 2v2, 3v3, etc.)

KEY WORDS: Create space, head up, hips open

GUIDED QUESTIONS: 1) How can you outnumber your opponents while building up during the attack? 2) Where can you go to create space? 3) What does it mean to have your hips open when receiving the ball?

ANSWERS: 1) By involving the goalkeeper. 2) Spread out across the width of the field; push forward and engage the opposing defenders. 3) To put myself in a position to see as much of the field as possible (where the ball is coming from and where it needs to go).

NOTES: First break: Coach asks questions, players continue playing to discover answers. Second break: Players share answers with coach and each other. Refer to the Training Session Manual for further guidance.



PRACTICE (Core Activity): 4 v 2 from Large Goal to Two Small Goals

OBJECTIVE: To build from your own half and move the ball forward.

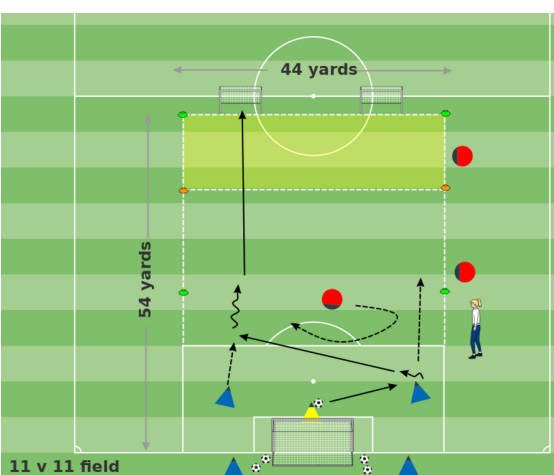
ORGANIZATION: Mark out one 54 x 44-yard field and play 4 blues (1-2-1) to two small goals versus 2 reds (1-1) to one large goal. Ball starts with the GK. Rotate attackers and defenders, as well as any substitutes after 2-3 rounds. Play for 20-30 minutes with two breaks.

KEY WORDS: Create space, head up, hips open

GUIDED QUESTIONS: 1) What would be a good attacking shape for the four blue players? 2) What should the central defender do if he/she cannot pass or dribble forward? 3) Where should the central midfielder be when the center backs/goalkeeper have the ball? 4) How should he/she receive the ball?

ANSWERS: 1) A diamond with a 1-2-1 formation. 2) Look to pass sideways or back to the goalkeeper. 3) Offer a forward passing option behind the opposing forward. 4) With hips open to see the field to focus on moving the attack forward.

NOTES: Start here at the Core Activity after the first Play Phase. If the challenge is too difficult, move to the Less Challenging Activity. If it's too easy, move to the More Challenging Activity. Spend a total of 20-30 minutes (including a minimum of 2-3 breaks) in the Practice Phase. Refer to the Training Session Manual.



PRACTICE (Less Challenging): 3 v 1 from Large Goal to Two Small Goals

OBJECTIVE: To build from your own half and move the ball forward.

ORGANIZATION: Same as Core Activity, except teams play 3 v 1 (no midfielders), and attackers should try to shoot from outside the marked end zones to encourage a realistic moment of passing to a midfielder. Variation to add a 2nd red defender that stays in the zone to increase the challenge.

KEY WORDS: Head up, hips open, positive first touch

GUIDED QUESTIONS: 1) How do you build out of the back? 2) What should the central defender do if he/she cannot pass or dribble forward? 3) What is a good technique to use when receiving the ball? 4) Why is it helpful to use a positive first touch?

ANSWERS: 1) Look for an opening to pass or dribble forward. 2) Look to pass sideways or back to the goalkeeper. 3) With hips open and heel down/toe up; add a slight 'hop' with the first touch. 4) Because pushing the ball into positive space away from the defender creates more space and time.

NOTES: Start with the Core Activity and switch to this Less Challenging activity if the Core Activity is too difficult, or for a more technical focus. Toes on the plant foot (non-kicking foot) are pointed in the direction of the target; keep ankle locked while passing.



GOAL: Improve building-up from own half in order to move the ball to the opponent's half

PLAYER ACTIONS: Pass or dribble forward, Spread out, Create passing options

KEY QUALITIES: Read game/make decisions, Initiative, Optimal technical



PRACTICE (More Challenging): 4 v 2 from Large Goal to Two Small Goals

OBJECTIVE: To build from your own half and move the ball forward.

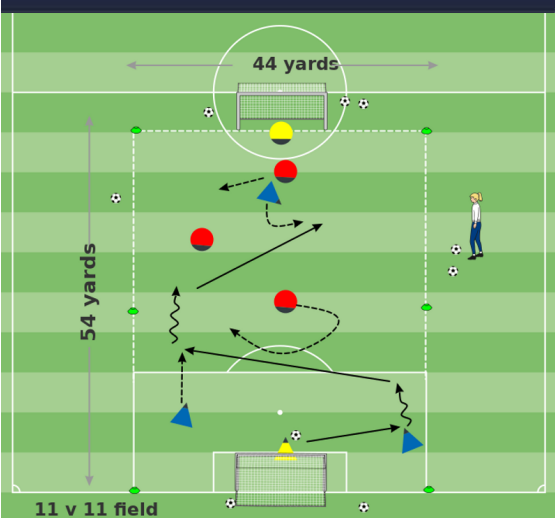
ORGANIZATION: Same as Core Activity, except the field is just 30 yards wide.

KEY WORDS: Create space, head up, hips open

GUIDED QUESTIONS: 1) What would be a good attacking shape for the four blue players? 2) What should the central defender do if he/she cannot pass or dribble forward? 3) Now with less space, how can the central midfielder create passing options? 4) How can you receive the ball in a proactive way?

ANSWERS: 1) A diamond (1-2-1 formation). 2) Pass sideways or back to the goalkeeper. 3) Take initiative to quickly change angles & distance of support to create space from the opposing midfielder. Stretch the field vertically. 4) Across the body and into positive space away from the defender.

NOTES: Start with the Core Activity and decide whether the level of challenge is appropriate for the players. Switch to this More Challenging Activity if the Core Activity is too easy. Spend a total of 20- 30 minutes in the Practice Phase. Refer to the Training Session Manual.



2ND PLAY PHASE: The Game

OBJECTIVE: To build from your own half & move the ball forward to create chances.

ORGANIZATION: Mark out a 54 x 44-yard field to play 4v4 (or larger game w/ increased space if numbers permit). Divide players into two teams to each play in a 1-2-1 formation. Spread out extra balls around the field to ensure a good flow.

KEY WORDS: Create space, head up, hips open

GUIDED QUESTIONS: 1) What is a good attacking shape for all four players (GK, CB, MF)? 2) What should the defender do if he/she cannot pass or dribble forward? 3) Where should the central midfielder be when the center backs/goalkeeper have the ball? 4) What is a proactive way to receive the ball?

ANSWERS: 1) A diamond with a 1-2-1 formation. 2) Look to pass sideways or back to the goalkeeper. 3) Offer a forward passing option behind the opposing forward. 4) With hips open to see the field to focus on moving the attack forward.

NOTES: Use the Laws of the Game (LOTG) and according to the standards of play found. Play for 20- 30 minutes including one "halftime" (5 minutes max). All previously used guided questions and keywords are available to help guide the players.

Five Elements of a Training Activity

1. **Organized:** Is the activity organized in the right way?
2. **Game-like:** Is the activity game-like?
3. **Repetition:** Is there repetition, when looking at the overall goal of the session?
4. **Challenging:** Are the players being challenged? (Is there the right balance between being successful and unsuccessful?)
5. **Coaching:** Is there effective coaching, based on the age and level of the player?

Training Session Self-Reflection Questions

1. How did you do in achieving the goals of the training session?
2. What did you do well?
3. What could you do better?



U.S. SOCCER GRASSROOTS COACH EDUCATION

PLAY-PRACTICE-PLAY (PPP) MODEL:
AN EVIDENCE-BASED APPROACH

INTRODUCTION



When children arrive at practice they have little desire to stand in lines, run laps, perform drills, or be lectured, they simply want to have fun, connect with their teammates, and learn through engaging and enjoyable activities. If you want to create a practice environment where your children (players) have fun and are motivated to learn, you must first understand why they play soccer. They play soccer because they love the game! Therefore, it is important for coaches to keep these factors in mind when creating and designing their practice environments. As for practice design, the debate about the optimal quantity, quality, type, sequencing and combination of learning activities during Zone 1 development (ages between of 6-12), is ongoing within the athlete development and performance literature.¹⁻⁷

While there is no single best approach to practice design,⁵ athlete development research indicates that participation in different types of learning activities (i.e., child-led or adult-led, structured or unstructured) such as 'informal play'⁸, 'deliberate play'^{1,2,9-11} or more structured activities such as 'deliberate practice'¹² are important influences in the athlete development process.⁵ Recent studies, specific to soccer, indicate that high levels of engagement in low structured informal play or soccer specific deliberate play activities are an important component in the athlete development process and practice pathway of high-level performers.^{4,8,13-14}

PLAYERS LEARN:

what they like	intrinsic motivation as the driver for learning
what they need	transfer, no gap between the training and the game
to read, analyze and decide	how players perceive and explain a situation is the driver for their behavior
to be creative	looking for solutions
to reflect	thinking about experiences and how to use experiences
to learn	developing and improving learning habits
to be independent critical thinkers	independent/social and responsible/accountable adults

U.S. SOCCER GRASSROOTS PLAYER DEVELOPMENT PHILOSOPHY

At the grassroots level, children learn and develop to their full potential through game-like experiences in an enjoyable environment which supports individual growth



EVIDENCE-BASED PRACTICE DESIGN



The U.S. Soccer Coach Education Department is committed to an evidenced-based approach to coaching education and player development. Evidence-Based Coaching (EBC) focuses on integrating three key components; 1. The best available research on player development, 2. Coaching expertise and, 3. An appreciation of the needs and values of the learner (i.e. player). With that, in an attempt to create a developmentally appropriate practice environment, U.S. Soccer has adopted a three stage practice plan model (i.e., Play-Practice-Play'). This approach aligns with the best available research on athlete development pathways and is designed with the intent of maximizing player enjoyment, intrinsic motivation, and skill development.^{2, 15-16}

THE 3 PHASE TRAINING SESSION: PLAY-PRACTICE-PLAY MODEL (ZONE 1 DEVELOPMENT)

TRAINING PHASE	PHASE 1: FIRST PLAY	PHASE 2: PRACTICE	PHASE 3: SECOND PLAY
THEORETICAL FRAMEWORK	<ul style="list-style-type: none"> • Learning by playing • Deliberate play (Cote) 	<ul style="list-style-type: none"> • Learning and quality improvement through game like activities • Play-Practice activities (Lauder) • Teaching Games for Understanding (Griffin & Butler) 	<ul style="list-style-type: none"> • Contextual learning by playing the game • Let them play (Fonseca, Tamarit)
PURPOSE	<ul style="list-style-type: none"> • A fun introduction to practice • Games orientate players to the training goal (2v2, 3v3, 4v4) 	<ul style="list-style-type: none"> • Activities/game-situations focuses players on the training goal • Conscious learning 	<ul style="list-style-type: none"> • Training goal in the game format (based on maximum roster size) • Opportunity to implement their learning
ACTIVITY CHARACTERISTICS	<ul style="list-style-type: none"> • Fun, inclusive, implicit learning, creativity 	<ul style="list-style-type: none"> • Fun, actively involved, repetitions, challenging 	<ul style="list-style-type: none"> • Fun, even numbers, position rotations, rules
TEACHING ACTIONS	<ul style="list-style-type: none"> • Monitoring ('the game teaches') • Five elements (1-5) • Key words • Guided questions • Positive reinforcement 	<ul style="list-style-type: none"> • Active teaching • Five elements (1-5) • Key words • Guided questions • Positive reinforcement • Demonstration • Feedback • Learning circle 	<ul style="list-style-type: none"> • Observation • Checking for understanding • Five elements (1-5) • Key words • Guided questions • Positive reinforcement • Feedback

STAGE 1: PLAY - 'DELIBERATE PLAY'



When players arrive at practice it is important that coaches create an environment that is engaging and enjoyable. One way to engage players is through low structured small sided games (i.e., 2v2, 3v3, 4v4) also referred to as 'deliberate play' in the athlete development literature.^{2,16} 'Deliberate play' refers to smaller, informal game-like representations (i.e. small-sided games) of the official game format and are designed primarily for the purpose of enjoyment¹. These 'deliberate play' games are ideally governed by the players while being loosely monitored by the coach, and focus on promoting enjoyment of competing¹⁹ rather than the outcome (i.e. winning).¹

The key point, for Grassroots coaches, is that 'deliberate play' promotes enjoyment, inclusion and development.

When players are more engaged, feel included and enjoy themselves it will likely increase motivation to continue playing. This is particularly important during the adolescent years where dropout is higher.¹³

When coaches design practices that promote opportunities to engage in 'deliberate play', it should be viewed as intentionally creating a fun and player-centered environment that contextualizes the development of skill and tactical awareness. When engaged in 'deliberate play' the game/environment is the primary teacher and the coach serves as a facilitator who, when necessary, guides players to find solutions as opposed to providing the answers. In this stage of the practice, the coach's goal is to help create the environment that orientates the players to the practice objective via 'deliberate play'. While there are clear benefits to having a coach instruct and provide feedback on performance, we must also appreciate that in the teaching-learning process we don't always have to instruct in order for learning and development to occur.

Benefits of 'Deliberate Play'

A growing body of athlete development literature suggests that engagement in 'deliberate play' is important and has a number of positive implications for the physical, social, cognitive, and emotional development of children.^{1,2,16-18,20} More specifically, research investigating the practice pathway of elite soccer players indicates that high levels of engagement in less structured soccer specific 'deliberate play' and practice activities are an important component for attaining high-level performance.^{3,4,8,13,14} The benefits of 'deliberate play' include:

- Increases enjoyment and intrinsic motivation
- Promotes motor and cognitive development
- Promotes game awareness
- Promotes inclusion
- Provides players with frequent ball contact
- Promotes social interaction and problem solving skills
- Promotes game-like decision making (i.e., tactical cues)
- Contextualizes technical development (i.e., skill = tactical application of technique)



STAGE 2: PRACTICE ACTIVITIES



During the second stage, known as 'practice', the goal is to create an environment that develops the player in relation to the practice objective and any related player actions and key qualities of the player. While 'deliberate play' is a positive introduction to the practice and has an important role in practice design, it can only facilitate the learning process to a point.⁵ In order to facilitate learning further players must be engaged in different forms of learning activities such as 'play-practice' activities²¹⁻²², 'Teaching Games for Understanding' (TGFU)²³ or elements of 'deliberate practice'.¹²

Research shows that the practice pathway to maximizing development is dynamic, the acquisition of skill is non-linear⁷ and that there is flexibility in the types of training activities an athlete engages in to achieve optimal performance.⁵ The key is to create a practice environment that integrates a balance of developmentally appropriate activities that find the right challenge point for the learner.²⁴ 'Play-practice' activities refer to activities that are designed, and guided, by coaches to improve aspects of performance (i.e., player actions or key qualities) while emphasizing fun and enjoyment at the same time.²¹⁻²² The TGFU model, a games-centered teaching pedagogy, places emphasis on developing tactical awareness and decision making within the framework of modified games^{23,25} and facilitates the learners understanding of when, where, and how to apply their technique in a game context.²⁵ Deliberate practice is more highly structured and primarily focused on the goal of improving performance as opposed to just the inherent enjoyment of participating.¹²

One of the key qualities of a coach is the ability to design practices that incorporate developmentally appropriate learning activities that are enjoyable, educational, game-like, and challenging.

The characteristics of developmentally appropriate practice activities include:

- Frequent skill repetitions - improves ball mastery
- Activities are player-centered
- Activities are game-like in nature (i.e. problem-solving, decision making)
- Provide opportunities for instructional feedback to facilitate learning and development

It is important to reiterate that while some activities can be more structured, and coach-led, they don't have to be any less enjoyable. The goal of grassroots coaches is to find a way to create an engaging environment that incorporates activities that are educational, enjoyable and game-like.



STAGE 3: THE GAME - LET THEM PLAY!



During the final stage of every practice the players should be provided with the opportunity and freedom to play, without interruption, in a format (i.e., 4v4, 6v6, 8v8, 9v9) that replicates the game. The format is based off of the maximum roster size per the U.S. Soccer Player Development Initiatives for the age group being coached (i.e. U6-U8 is 8 so 4v4, U9-U10 is 12 so 6v6, U11-U12 is 16 so 8v8, and U13+ is 18 so 9v9). This is the time for players to express themselves, without being micro-managed, and work through the process of applying their technical and tactical skills within a game context. At this stage of the practice the coach is checking to see if the player is able to transfer the skills learned in practice into the game environment. The point at which the player is unable to find a solution, or make the necessary corrections, is an opportunity for the coach to engage, at appropriate teachable moments, in the learning process.

SUMMARY

In closing, the key ingredients of an effective grassroots practice environment is one that has a careful balance between 'deliberate play', a variety of learning activities, and regular game opportunities. These three components, when combined, create an effective practice environment that maximizes player enjoyment and development.



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The following resource, the Peer to Peer Five Elements Assessment form, provides each candidate the opportunity to understand and apply the assessment competencies for the task of Coaching Training Sessions.

Each candidate will utilize this form when observing his/her partner in practice coaching during both meetings.

The Five Elements Assessment form is also available as a "Self-Assessment" resource in the LC Resources. This version can be used during your training sessions with your team during the development period to help guide your reflection of your own coaching actions and behavior.

It is suggested that you become familiar with the Five Elements of a Training Activity and regularly practice checking and adapting them during the action of your training sessions. The Assessment forms will help you reflect after your training is complete. They also help you understand the process of your summative assessment process during the second meeting.

U.S. Soccer D License Peer to Peer Assessment Coaching Training Sessions

Candidate Name _____ Date _____ Peer Assessor Name _____

Training Session Goal _____

Ratings

3, 4 = meets the criteria/most of the time meets the criteria

2 = most of the time didn't meet the criteria

1 = didn't meet the criteria

Most important idea is to focus the assessment on the 5 Elements + Reflection (grey areas).



**COACHING
EDUCATION**

Element	Actions	Outcomes	Notes	1	2	3	4
The training session plan	Uses the Play Practice Play training session plan/methodology	<ul style="list-style-type: none"> - the training session is safe, fun & developmentally appropriate - a planned U.S. Soccer P-P-P training session - the coach demonstrates an understanding of U.S. Soccer's philosophy and principles - training session goals/objectives are accomplished 					
Organized	<i>Is the training session organized in the right way?</i>	Look at: <ul style="list-style-type: none"> - The activities and coach's explanation give the players the opportunities and information to practice the goal of the training session and the objective of the activities - The use of the field (training areas, size, cones, etc.) 					
	applies an appropriate physical demand based on the developmental stage of players	- training session load is developmentally appropriate					
	explains to the players (rules of the activity)	- players are informed (short introduction and quick start to the activities)					
	adapts the training session, as needed	<ul style="list-style-type: none"> - adjustments are made to the activities if necessary (changing the number of players, size of the playing area, or the way that the team scores) - the session flows 					
Game-like	<i>Is the activity game-like?</i>	Look at: <ul style="list-style-type: none"> - The characteristics of the game and structure of the game (A/D/T) - Activities reflect the game of soccer and the moment of the game relative to the developmental stage of the players 					
	creates a game-like environment where players play freely and make their own decisions	<ul style="list-style-type: none"> - players experience and understand what they are doing and why - players experience success and use mistakes as meaningful learning opportunities - errors are normalized (players feel safe and learn through their mistakes) 					

Repetition	<i>Is there meaningful repetition, when looking at the overall goal of the training session?</i>	<i>Look at:</i> - Repetition of player actions driven by decision making and understanding the game based on the training session goal(s)				
	organizes the activity time to maximize time on the goal/objectives and minimize management & lecture time	- players experience success and use mistakes as meaningful learning opportunities for the training session goal - interventions are limited and effective				
Challenging	<i>Are all the players being challenged (is there a right balance between being successful and unsuccessful for both teams)?</i>	<i>Look at:</i> - The balance between successful and unsuccessful actions; must not be too easy or too difficult				
	adapts the training session, as needed	- adjustments are made to the activities if necessary (changing the number of players, size of the playing area, or the way that the team scores)				
Coaching	<i>Is there effective coaching, based on the age and level of the players?</i>	<i>Look at:</i> - Players improve as a result of the teaching of the coach				
	teaches at appropriate moments, using the U.S. Soccer Coach's Tool Kit	- the connection between guided questions/ keywords and the training session goal				
	provides demonstrations	- players see what it is they are being asked to do				
	gives players positive, specific, developmentally-appropriate and honest feedback	- players are motivated and engaged - desired behavior is reinforced - unsuccessful behavior is improved - feedback is based on training goals and activity objectives				
	celebrates players' successes and sees mistakes as steps toward meeting learning objectives.	- players experience success and use mistakes as meaningful learning opportunities. - players feel safe and learn through their mistakes.				
	checks players' well being	- players are physically and emotionally in a good shape				
	organizes the week ahead and says "good-bye" for the day	- informed players/parents				
Reflection	Reflects on own behavior relative to desired outcomes.	<i>Look at:</i> - Continuous assessment of own impact on players and team				
	check if the goals are accomplished	- achieved outcomes based on the task of coaching training sessions				



**COACHING
EDUCATION**



The following resource, the **Definitions of the 5 Elements of a Training Activity**, provides a detailed explanation of each of the 5 Elements. It can be used during the design, execution and reflection of the task of Coaching Training Sessions.

Each candidate will utilize the 5 Elements during multiple portions of the course, so this is a valuable resource.

It is suggested that you become familiar with the Five Elements of a Training Activity and regularly practice checking and adapting them during the action of your training sessions. The Assessment forms mentioned earlier will help you reflect after your training is complete. They also help you understand the process of your summative assessment process during the second meeting.

U.S. Soccer D License 2020 Resource- Definitions of the 5 Elements of a Training Activity



**COACHING
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The 5 Elements of a Training Activity are a tool for the coach to use to observe and check the created situation on the field, adapt if necessary, based on the player behavior within the training session goal. For the D License Course, the focus is on “organized” as the key element since they all work in sequential order (#1-#4 first, and then work towards coaching).

Element	D License
Organized	An overview of components that allow for a training session to be organized
	Session Goal: Developmentally appropriate session goal
	Set Up Field: Optimal use of available space & preparation of pitch (cones, balls, bibs)
	Safe Learning Environment: check of surroundings to ensure player safety (field, equipment, players etc)
	Description: Clear rules and expectations for both teams in relation to the training session goal and activity objective (starts, re-starts, scoring)
	Demand: Awareness of physical demand placed on the players. Applies an appropriate physical demand based on the developmental stage of the players.
	Spacing: Appropriately defined field spacing to bring out realistic, game-like player behaviors
	Positioning: Players are in the right position in the formation at the start of the exercise and each repetition.
	Substitutions: The management of players throughout each activity so that all players participate (rotation into each activity and able to experience the training session goal)
	Transition: Efficient transition between different activities and phases
	Outcome- The training environment is safe and fun for players
	Outcome- The players are clear on what is expected in each activity of the training session
Game-Like/ Game Realistic	An overview of components that allow for a training session to be game-like
	At least one ball (based on game model i.e. 4v4, 7v7)
	Two Teams: Two clearly defined teams in each activity/phase
	Four Moments: The 4 Moments of the game may occur for both teams.
	Scoring opportunities: Provide directional scoring opportunities for both teams (through large goals, small goals, or end zones)
	Respect Laws of the Game and apply/modify appropriately based on the activity/phase. For example, for play 1, sideline kick-ins allowed. For play 2, all laws of the game apply.
	Player decision making is present.
	Outcome- The training environment provides players with an enjoyable, game-like experience.
	Outcome- The players experience and understand what they are doing and why as it relates to the formation and training session goal.
Repetition	An overview of components that allow for a meaningful number of repetitions during the activity
	The activity is organized in a way that allows players to experience repetition of the player actions to develop the KQ of today's training session goal.
	Outcome- Players experience meaningful repetitions of today's training session goal.
Challenging	An overview of components that allow activity to have different levels of challenge
	The ability to design developmentally appropriate activities based on the player developmental stage, goals and needs.
	The ability to recognize when to move between less challenging/more challenging within an activity.
	Outcome- A balance between successful and unsuccessful actions.
Coaching	An overview of components that allow for influencing the players to the desired behavior
	Observation position: the position allowing for a good observation (linked to the training session goals) and possible coaching interventions/teaching actions
	Interactions: Utilizes the training session manual to deliver teaching actions from the U.S. Soccer Coach's Tool Kit based on the player's needs.
	Length: amount of time spent within the interaction allows for maximum play time
	Outcome- Players experience success and use mistakes as meaningful learning opportunities.

U . S . S O C C E R F E D E R A T I O N



U.S. Soccer D License- Using Formations to Promote Long-Term Individual Player Development Part 2

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OVERVIEW



For the grassroots club or coach, a key consideration for any discussion of formations, systems of play and player roles and responsibilities is how to use them as structures for long-term player development.

- The goal of this process is to facilitate a learning line throughout the D License course to help you understand how the **choices** you make as a coach regarding a **formation** have an impact on **individual player development.**

The focus is placed on the development of the individual player in the game of soccer...

coaching a team, one player at a time!

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PLAYER DEVELOPMENT INITIATIVES



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CURRENT LANDSCAPE

**THE COACHING AND PLAYING ENVIRONMENT NEEDS TO BE IMPROVED FOR
6-12 YEAR OLDS.**

- Too much emphasis placed on the result of the game
- The priority should be to develop skills and abilities
- There is a need to educate and empower parents and coaches
- U.S. Soccer offers grassroots courses specifically designed for introductory coaches working with players 12 and younger



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STRUCTURAL CHANGE

WE CAN'T KEEP DOING THE SAME THING AND EXPECT TO GET DIFFERENT RESULTS

Long-term development of players is the top priority

- Kids under the age of 12 don't win World Cups, so we should not treat them like adults or professional players
- Players need to be put in the best possible environment to succeed

There are no shortcuts

- Success requires a long-term approach and commitment
- Individual player development within a fun soccer experience is a priority



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STARTING POINT

FIRST SET OF CHANGES DESIGNED TO GROW AND IMPROVE THE GAME:

- Small-Sided Games
- Development philosophy and playing standards for players 12 and younger



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SMALL-SIDED GAMES: OBJECTIVES

- Develop improved skills with the ball > Improve confidence and comfort
- Develop intelligence with and without the ball > Promote faster decisions and better awareness
- Develop partnerships within the team



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SMALL-SIDED GAMES: OBJECTIVES

- Provide an age appropriate environment
- Standards align with physiological needs of players based on year of birth
- Uniformity across the country and across membership
- Having consistent standards allows U.S. Soccer, and the programs of our members, to provide more meaningful messaging and education for parents, players, coaches and referees



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SMALL-SIDED GAMES CHART

	U6 6 YEARS OLD AND YOUNGER	U7 7 YEARS OLD AND YOUNGER	U8 8 YEARS OLD AND YOUNGER	U9 9 YEARS OLD AND YOUNGER	U10 10 YEARS OLD AND YOUNGER	U11 11 YEARS OLD AND YOUNGER	U12 12 YEARS OLD AND YOUNGER
Field Size Ranges (yards)	Length 25-35 Width 15-25	Length 25-35 Width 15-25	Length 25-35 Width 15-25	Length 55-65 Width 35-45	Length 55-65 Width 35-45	Length 70-80 Width 45-55	Length 70-80 Width 45-55
Maximum Goal Size (feet)	Height 4 Width 6	Height 4 Width 6	Height 4 Width 6	Height 6.5 Width 18.5	Height 6.5 Width 18.5	Height 7 Width 21	Height 7 Width 21
Ball Size	3	3	3	4	4	4	4
Players	4v4 No GK	4v4 No GK	4v4 No GK	7v7 GK	7v7 GK	9v9 GK	9v9 GK
Game Time (minutes)	4x10	4x10	4x10	2x25	2x25	2x30	2x30
Offside	No	No	No	Yes	Yes	Yes	Yes

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PLAYER ROLES AND RESPONSIBILITIES



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We believe

The learning environment has a major impact
on developing every individual to their full potential

Better Environments = Better Players

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PLAYER-CENTERED ENVIRONMENTS

“THE PLAYER IS THE MAIN ACTOR”

“Player experiences that meet player
needs result in player development.”

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Using Formations in a Player-Centered Environment



There are choices and consequences for both short-term and long-term goals.

In a coach-centered environment, a formation or system are often used to try to achieve short-term results.



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Using Formations in a Player-Centered Environment



In a player-centered environment, formations help players understand their roles and responsibilities as they relate to the long-term individual player development.

- While coaching training sessions, the coach should heavily consider how to organize (1st element) the players during the activities so that they can experience opportunities to learn the specific roles and responsibilities of what is expected in games.
Ex.- 6 reds (3 midfielders and 3 forwards) vs. 5 blues (goalkeeper, 3 defenders and 1 midfielder)

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Choices



We believe that through creating positive, supportive, and challenging learning environments we can impact player development.

We have certain structures (i.e. formations) that we can choose to use in certain game models for expected player behaviors.

The choice in formation will impact the expected player actions.

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Key Aspects on the Philosophy on Soccer



The context in which an action occurs is vital.

- Actions can only be understood relative to that context.

We strive to teach the game using objective observations through a framework built on the constants of the game (i.e. U.S. Soccer Grassroots Roadmap).



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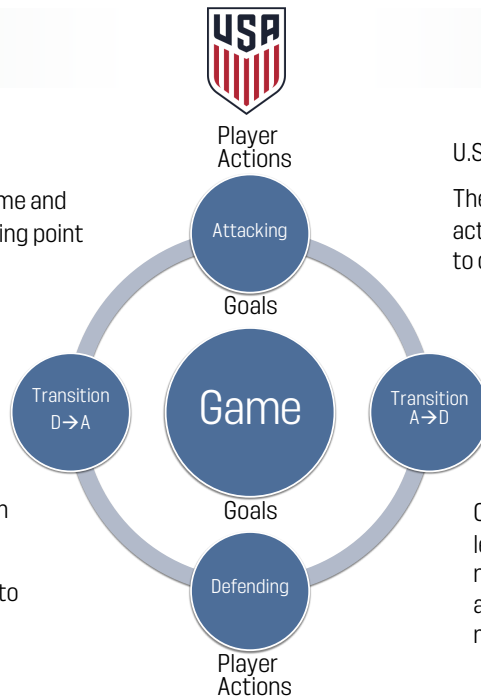
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Roadmap

U.S. SOCCER ROADMAP (Constants)

Provides us with the moments of the game and desired team behavior (goals) as a starting point (attacking or defending)

Every player contributes to the team in the four moments of the game...each moment has specific goals i.e. attacking= build up to create chances to score goals



U.S. SOCCER ROADMAP (Variables)

The key qualities influence the player actions, which are what the players decide to do (visible behaviors) to achieve the goal

Our training environments help players learn and develop the key qualities needed to execute the desired player actions based on the goal of the moment

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Key Qualities

The key qualities influence the player actions, which are what the players decide to do (visible behaviors) to achieve the goal

1. Game Understanding & Decision making
2. Take Initiative (Be pro-active)
3. Demonstrate Focus
4. Optimal Technical (execute with optimal technical ability)
5. Optimal Physical (execute with optimal physical ability)
6. Responsible (take responsibility and accountability for their own development and performance)



The training environments we create should help players learn and develop the key qualities needed to execute the player actions.

As the players develop their key qualities, the quality of their player actions improve.

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Shaping the Environment



We have three other structures that help shape the environment:

- Formation (our main focus for this discussion)
- System of Play
- Style of Play

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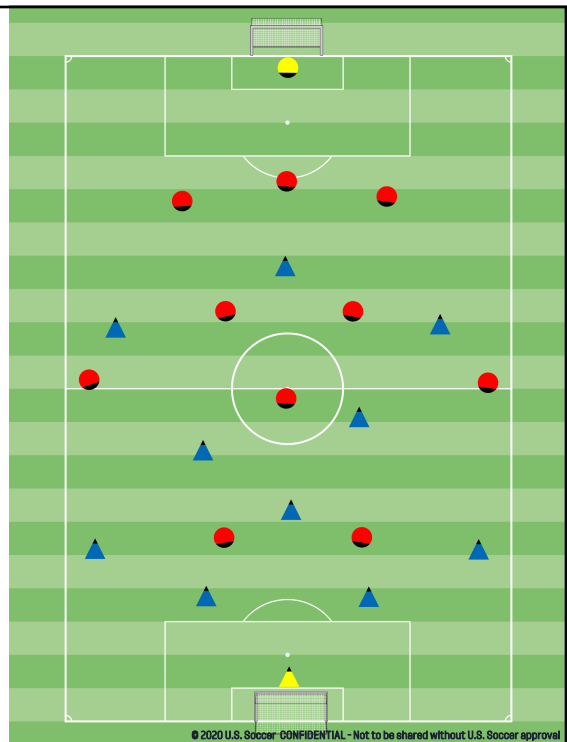
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1. Formation

An arrangement of players on the pitch:

- Blue team 1-4-3-3
- Red team 1-3-5-2



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1. Formation Explained

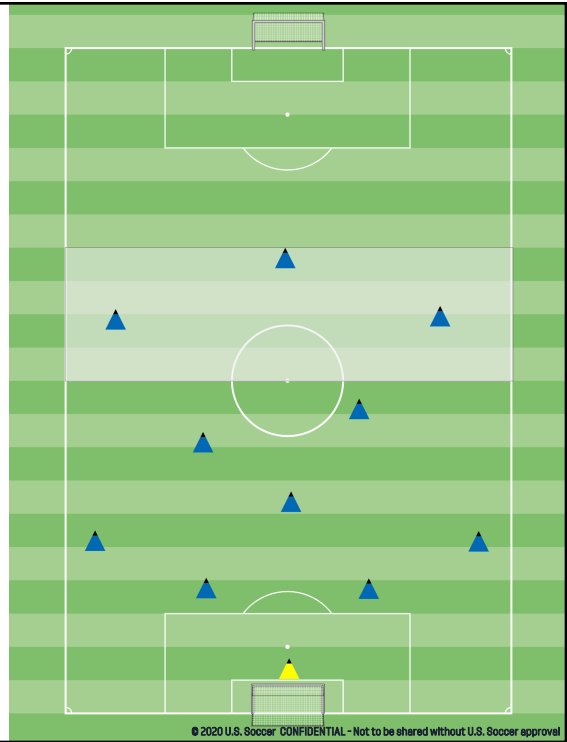
The formation begins with the back line (goalkeeper and defenders) and then progresses to the midfielders and then forwards...

1= Goalkeeper

4= Defenders

3= Midfielders

3= Forwards



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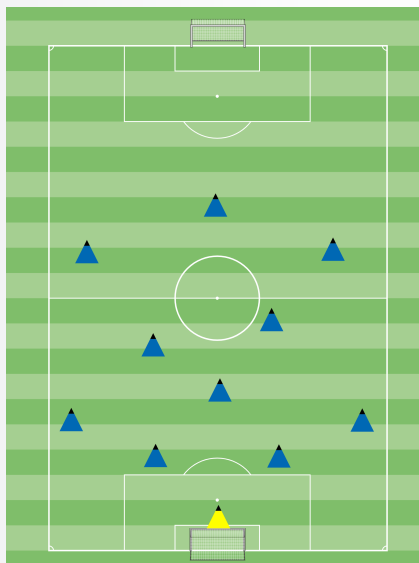
21

Why do we use 1-4-3-3 as a formation/system for player development?



This formation is just one organizational structure that we will use throughout the course because it provides a common end point.

It is not the only way, but A way.



1-4-3-3 provides a structure for multiple triangles and diamonds (to create passing lanes). It creates two blocks (5 attacking players and 5 defending players) as well as 1v1 situations across the field.

Remember the goal is to help players develop individual qualities that can connect in small groups (lines) and then into the larger 11v11 game (multiple lines).

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Philosophy on HOW TO PLAY Soccer - Style of Play



EXAMPLE (reference to the U.S. Soccer Grassroots Roadmap)

- in attack, we build up from our half to move the ball forward into the opponents' half to create chances and score goals
- we want to utilize quick transitions (from attacking to defending and defending to attacking)
- while defending, we will try to prevent opponents' build-up in their own half to regain the ball closer to our attacking goal

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Overview of Choices and Consequences



11v11 to 9v9 to 7v7 to 4v4

(begin with the end in mind)

- It's important to provide players with the building blocks to connect from one stage to the next.
- This helps makes things recognizable for individual players within the team/game context (expected behaviors while the challenge increases).



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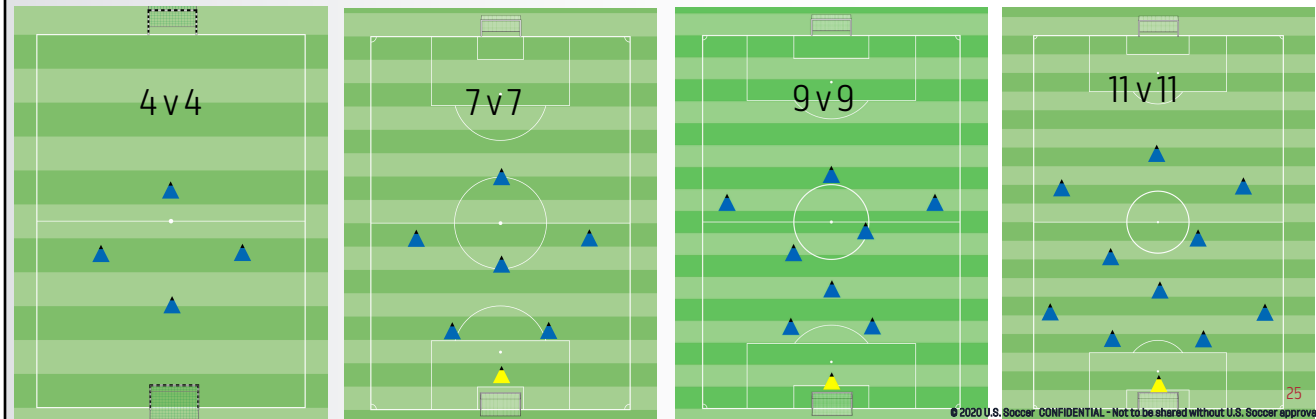
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Overview of Choices and Consequences



We need a systematic and simple progression from stage to stage

-When we make choices, the ultimate focus is to build to 11v11



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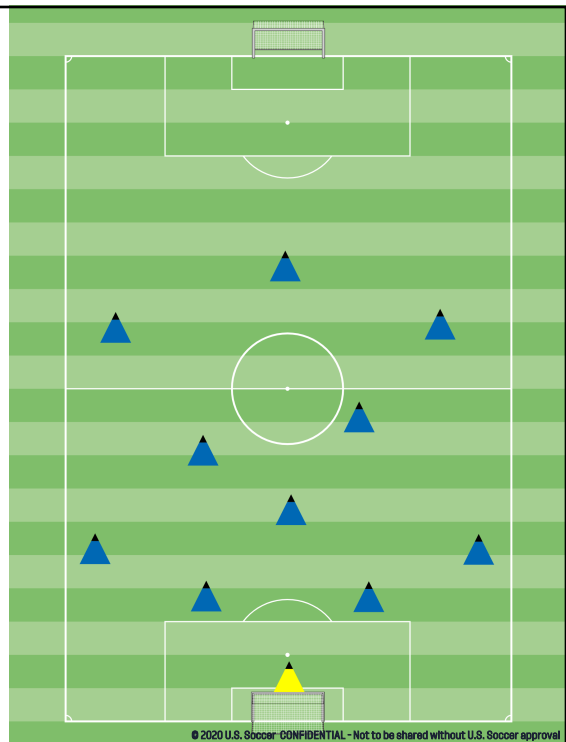
Player Roles and Responsibilities

Formations help provide a starting point for organizing the team.

Included in this structure for organization are the general areas of operating on the field, i.e. roles and responsibilities.

1-4-3-3 provides a structure for player roles and responsibilities that are supported by multiple triangles and diamonds (to create passing lanes).

Here are some examples of roles and responsibilities for players in this formation.



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10/15/20



1= Goalkeeper

Defending

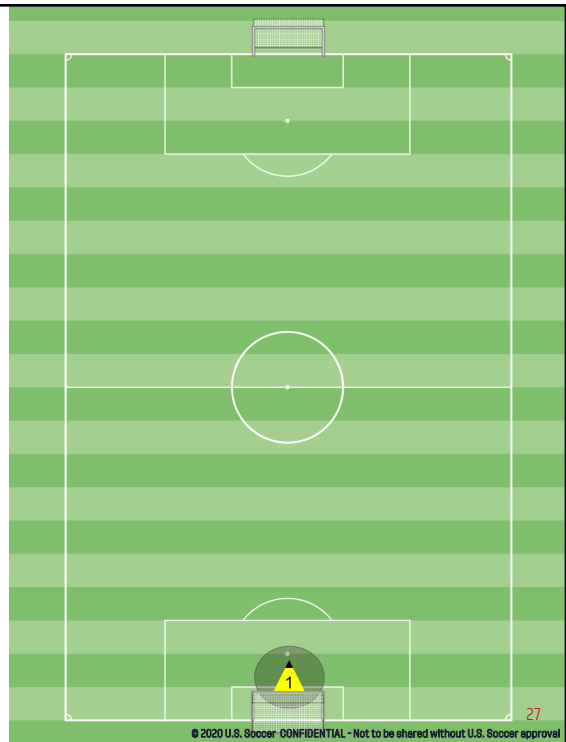
Main priority is to keep the ball out of the goal

Organize the defenders (is a coach on the field by directing teammates because of vantage point)

Attacking

Help build-up the attack

First line of attack (distribution)



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2 & 3= Outside Backs

Defending

Defend wide attacking players

Provide defensive cover for the center backs (4 & 5) and the wingers (7 & 11)

Provide balance defensively when the ball is on the opposite side (stay involved)

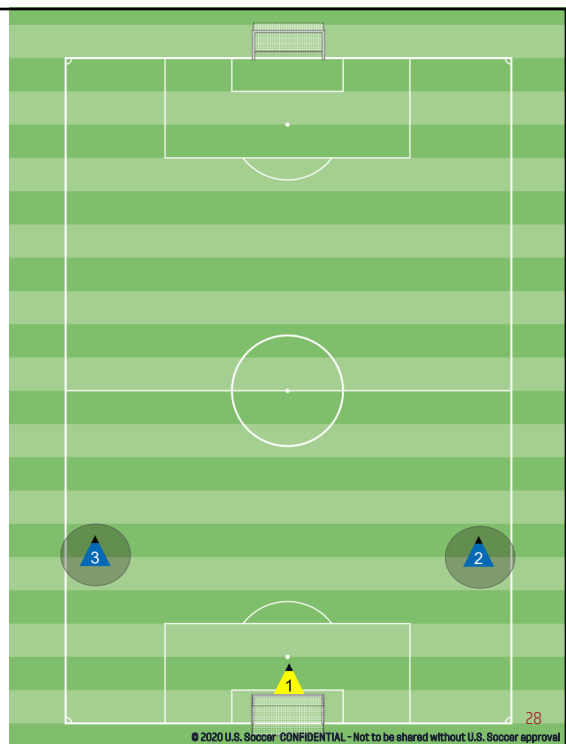
Attacking

Spread out while building-up

Proficient in 1v1 to create or regain the ball

Pass or dribble forward (technical proficient in long and short passing)

Support the attack by staying connected with the wingers



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4 & 5= Center Backs

Defending

Read the game to intercept long and through passes

Defend the opponents' central forward(s)

Provide defensive cover for the outside backs (2 & 3) and defensive center mid (6)

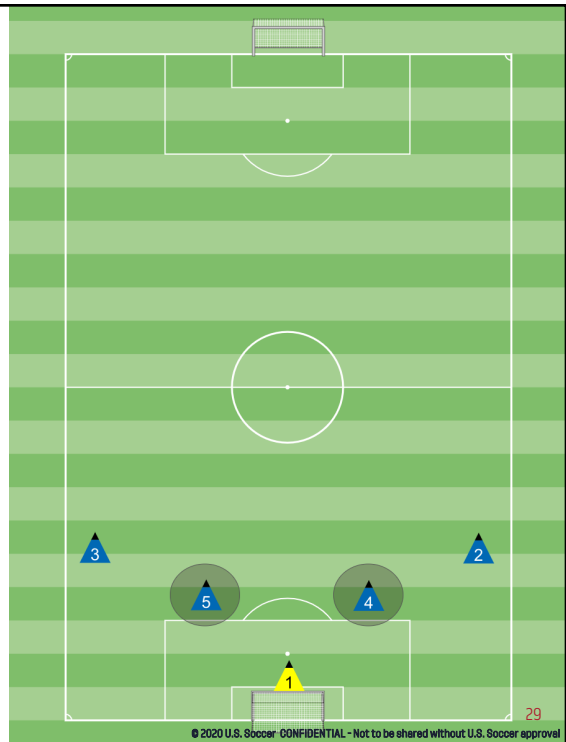
Is a coach on the field to organize defensive line and direct other team members on defense

Protect the goal and steal the ball (proficient in 1v1 defensive situations)

Attacking

Create passing options and support the attack

Pass forward (technical proficient in short and long diagonal passes under pressure)



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6= Defensive Midfielder

Defending

Protect the goal and steal the ball (proficient in 1v1 defensive situations and intercepting passes)

Work with the other midfielders to make it compact and keep it compact

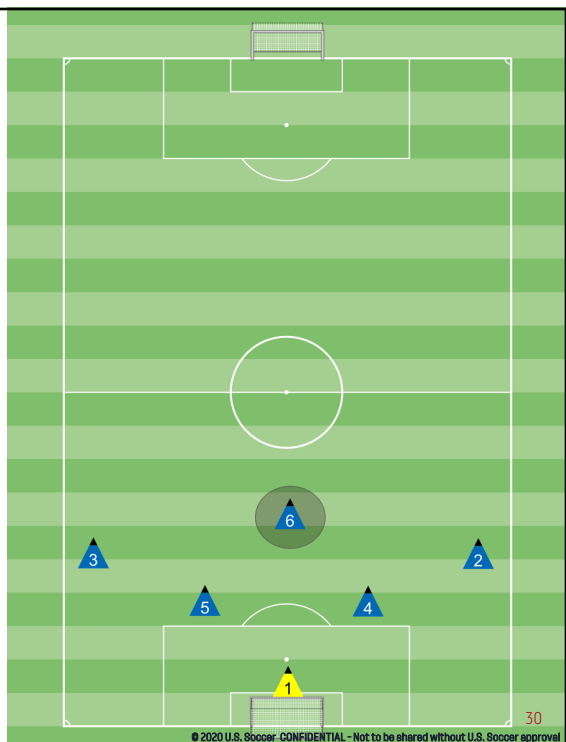
Attacking

Create passing options when building up (for both the defenders and the other midfielders)

Move into space ahead of time to support the attack (aligns movements with teammates)

Pass forward (technically proficient to change the pace rhythm)

Dribble forward (when there is no passing option and there are openings; look to create 2v1 or change the point of attack)



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8= Center Midfielder

Defending

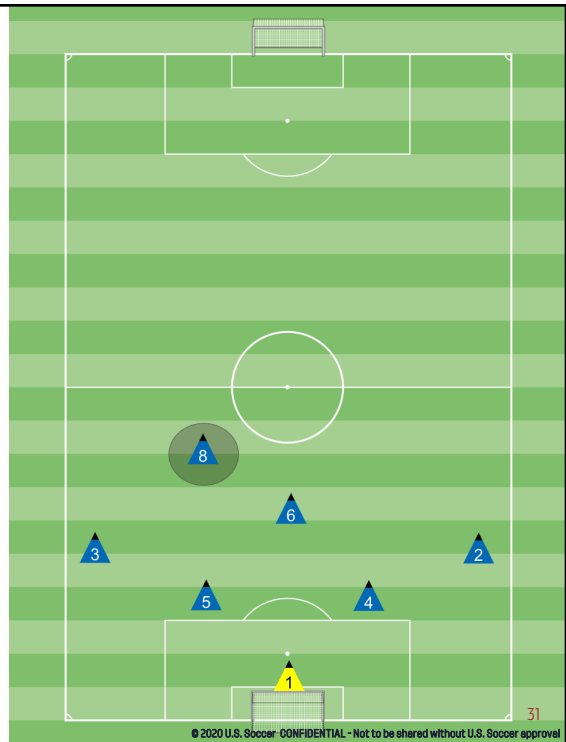
Provide cover for the other midfielders and work with them to make it compact and keep it compact

Attacking

Create passing options when building up (for the defenders, the other midfielders, and the forwards)

Create chances by supporting the attack/changing the pace rhythm/creating 2v1s or 1v1s

Has the initiative and technical skills to dribble or pass forward



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10= Attacking Center Midfielder

Attacking

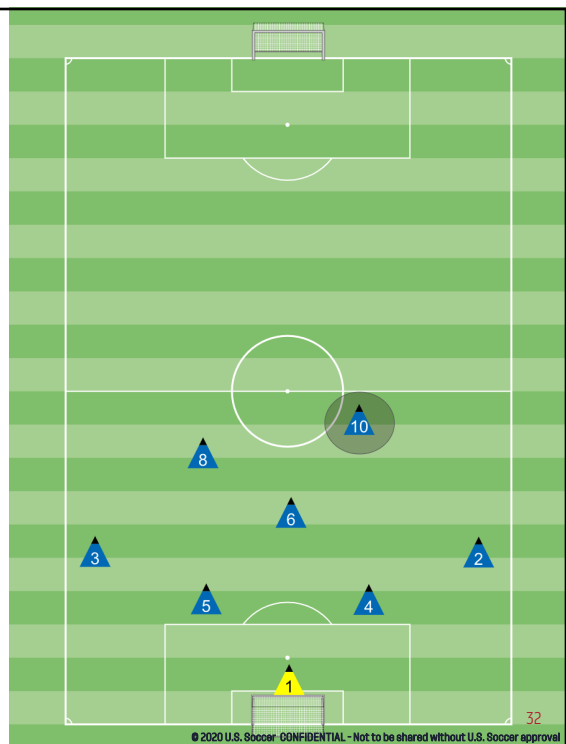
Create passing options when building up (for the defenders, the other midfielders, and the forwards)

Is proactive and creates chances by supporting the attack/changing the pace rhythm/creating 2v1s or 1v1s

Has the initiative and technical skills to dribble or pass forward, or shoot

Defending

Help defend the center of the field



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7 & 11= Wingers/Wing Players

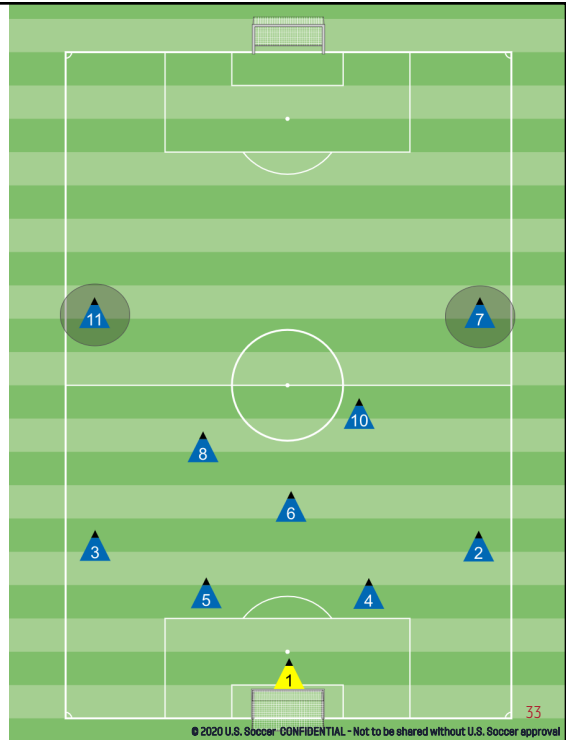
Attacking

Spread out to create passing options when building up (for the outside defenders, the midfielders, and the central forward)

Moves the ball forward by shooting, passing, or dribbling (technically proficient in 1v1 situations and crossing)

Defending

Prevents the opponents from building up on the wide areas (help the outside backs)



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9= Center Forward/Striker

Attacking

Score goals by taking initiative (moves the ball forward by shooting, passing, or dribbling)

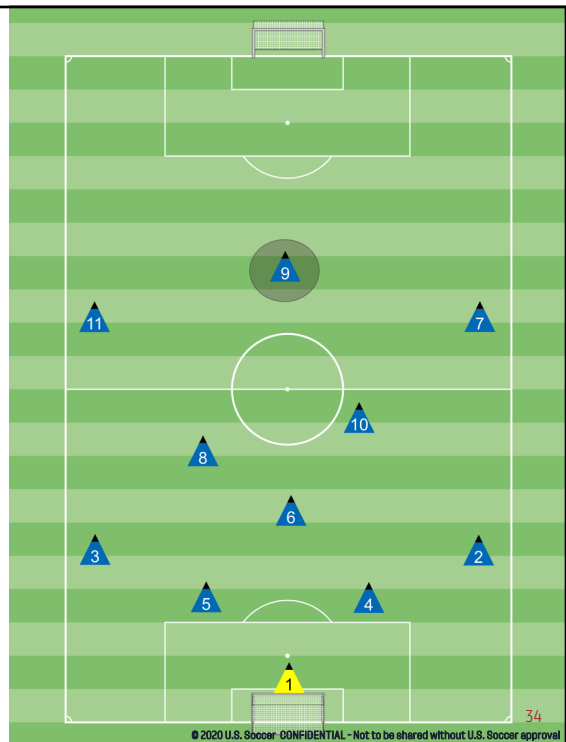
Spread out (provides depth vertically)

Keep and protects the ball higher up the field (with back towards goal)

Create passing options by supporting the attack with varied runs to get behind opposition back line

Defending

Can be the first line of defense in preventing the opponent from building-up



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The focus is placed on the development of the individual player in the game of soccer...
coaching a team, one player at a time!

Every player is
unique,
no two players are the same

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U . S . S O C C E R F E D E R A T I O N



U.S. Soccer D License Coaching Training Sessions Structuring an Activity Part 1

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1



Besides meeting players' basic needs, another goal of structuring a game-like training activity is **to recreate the soccer environment so that players have realistic moments to read the game and make decisions.**

What are the most important characteristics of the environment that we must consider?

Let's discuss...

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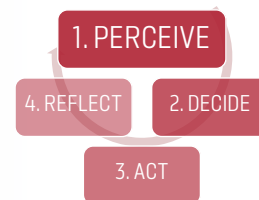
2

Considerations When Structuring an Activity - How does it connect to the game?



Factors to Consider: What does the game look like for the individual player?

- Ages and stages of development/ individual capabilities of the players
- PDIs/Laws of the Game for the age group
- Duration of the training session
- Moment/ Training session goal/ Activity objective (context)
- Player Actions/Key Qualities to be developed
- Number of players
- Field size/equipment/methods of scoring
- Duration of the Activity/Speed of Play
- Weekly plan (training & game schedule)
- Weather conditions



Course Learning Objective #6- To demonstrate an understanding of how to structure one activity/ exercise

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3

Structuring an Activity - Developmental Characteristics & PDIs



- Ages and stages of development/ individual capabilities of the players
 - Who are your players and what are their needs? What is the appropriate level of challenge for them? (reference the Player Development Framework/Grassroots Roadmap)
- PDIs/Laws of the Game for the age group
 - How do they influence the player's decision-making?
 - i.e. Build-Out Line at 7v7

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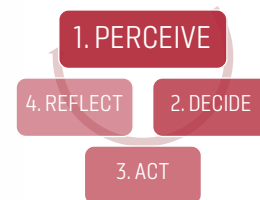
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Considerations When Structuring an Activity - How does it connect to the game?



Factors to Consider: What does the game look like for the individual player?

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Course Learning Objective #6- To demonstrate an understanding of how to structure one activity/ exercise

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Structuring an Activity - Session Duration



- Duration of the training session
 - Length of the training session is based on the age group:
 - U6 = 45 minutes
 - U8 = 45 to 60 minutes
 - U10 = 60 to 75 minutes
 - U12 = 75 minutes
 - U14 = 75 to 90 minutes
 - U16+ = 90 minutes
- Additional consideration- where does this training session fit within the weekly cycle?
 - Is it right after a game, before a game, or one of multiple sessions in the week?

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Structuring an Activity - Session Duration



- Duration of the session
 - Where does this training activity fit within the overall session plan?
 - Play-Practice-Play is typically divided into thirds i.e. for a 90-minute 11v11 training the time spent in each activity would be 30 minutes.
 - However, coaches may elect to spend more or less time in any of the phases based on the needs of the players.

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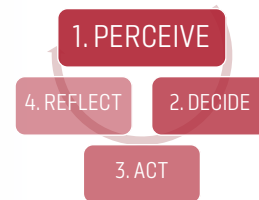
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Considerations When Structuring an Activity - How does it connect to the game?



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- Duration of the Activity/Speed of Play
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- Weather conditions

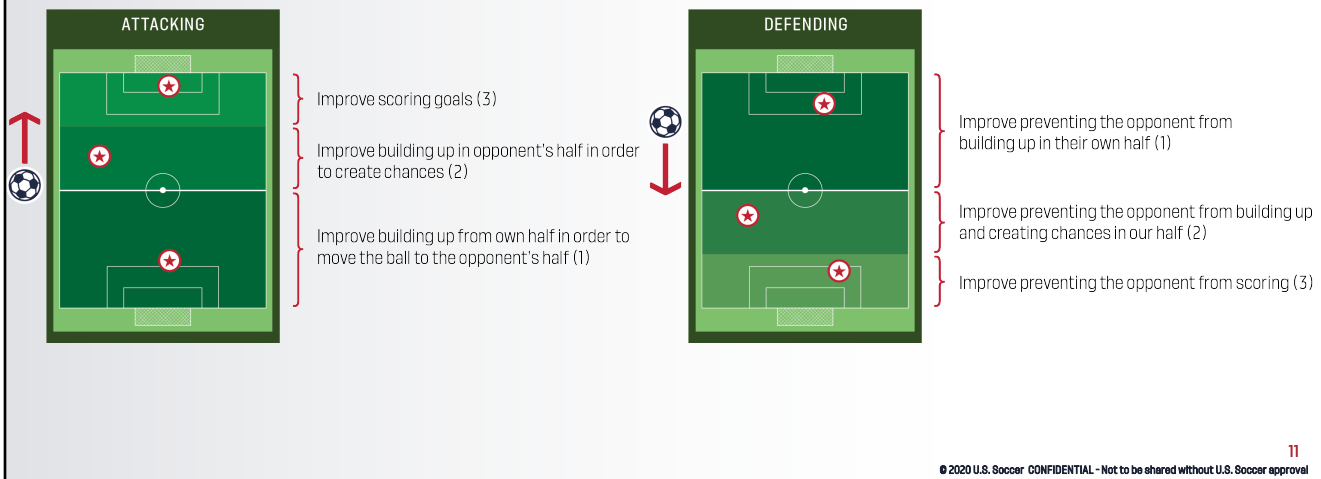


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Structuring an Activity - Using the Structure and Goals of Soccer (Training Session Goals)



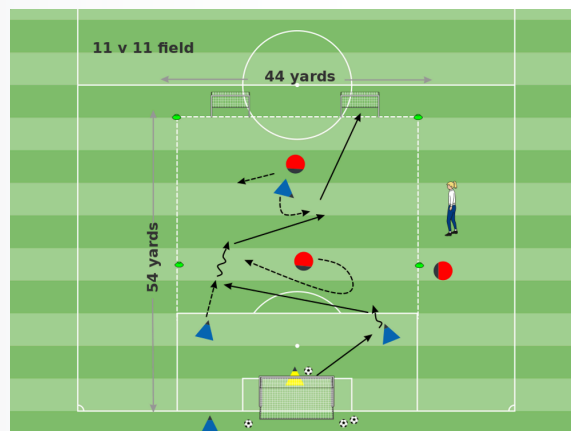
11

Structuring an Activity - Defining the Objective



Each activity will have a specific objective that will be based on a mixture of the constants and variables from the Roadmap.

Look at this example and make three notes on what makes it **organized** and what makes it **gamelike**.



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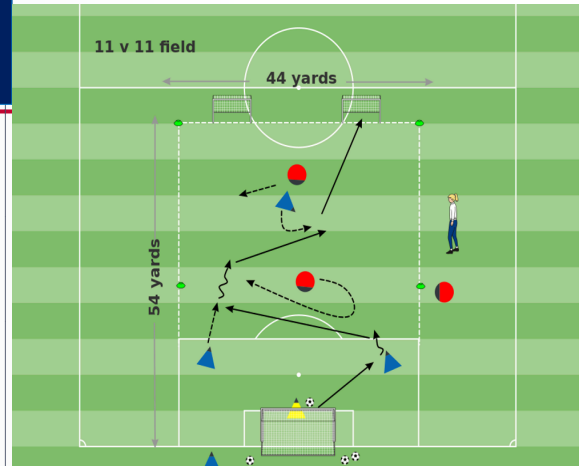
12

Attacking Grassroots Roadmap



Create an attacking objective for the blue team based on the constants from the Roadmap.

WHERE Where is it happening on the field?	WHY/GOAL Why do players attack? What are the goals?	HOW How are players going to accomplish the goals?
Own half build up	Move the ball forward	<ul style="list-style-type: none"> Find openings Create openings
Opponents half build up	Create Chances	
Close to the goal	Score goals	



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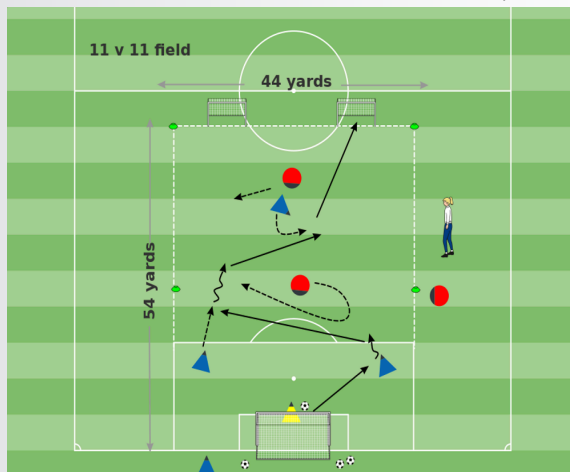
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13

Attacking Grassroots Roadmap



Create an attacking objective for the blue team based on the variables from the Roadmap.



WHAT/PLAYER ACTIONS

What can players do to achieve the How and the Why?

- Shoot
- Pass or dribble forward
- Spread out
- Create passing options
- Support the attack
- Create a 2v1 or 1v1
- Change the point of attack
- Change the pace/rhythm
- Switch positions

WHO/QUALITIES

Who are these players? What qualities do they need to execute the actions?

1. Read and understand the game and make decisions
2. Take initiative, be pro-active
3. Demonstrate focus
4. Execute with optimal technical abilities
5. Execute with optimal physical abilities
6. Take responsibility and accountability for their own development and performance

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Structuring an Activity - Learning Objective



Now combine both learning objectives together.

- Example (constants)- To build from our own half and move the ball forward by finding openings
- Example (variables)- To read the game and be proactive in our attack by passing or dribbling forward
- Example (combination)- To be proactive and find openings to build from our own half to move the ball forward by passing or dribble forward
- Does the activity allow for repetition of the desired Player Actions?
- Did you also consider the Key Qualities?

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Structuring an Activity - Decision Making Process(on and off the ball)

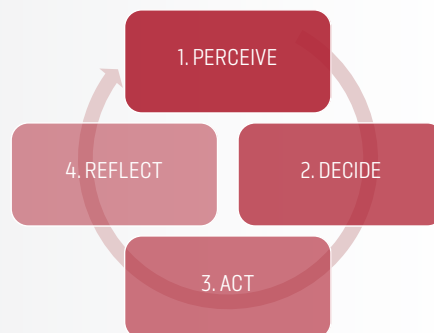


At its most basic level, soccer is all about the 'Player Actions'- the actions a player does to achieve the WHY/GOAL and the HOW (i.e. move the ball forward by finding openings). The coach tries to influence the environment to help players develop the Key Qualities.

A player's actions are easy to see and analyze, but we must also look at what makes a player do what they do. The answer lies in the cognitive processes/brain.

U.S. SOCCER ROADMAP (Variables)

The key qualities influence the player actions, which are what the players decide to do (visible behaviors) to achieve the GOAL.



Before the players can make a decision, they need to be able to PERCEIVE the situation, it must be organized, game-like, and have repetition of today's training session goal and activity objective.

Our training environments help players learn and develop the key qualities needed to execute the desired player actions based the goal of the moment (either attacking or defending).

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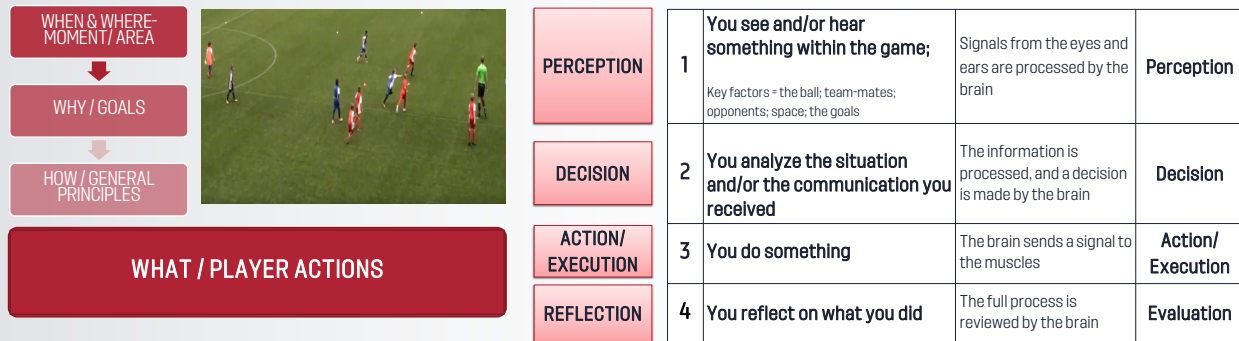
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Structuring an Activity - Decision Making Process (on and off the ball)



The four stages of Perception, Decision, Execution and Reflection are so closely inter-dependent that they cannot be separated.



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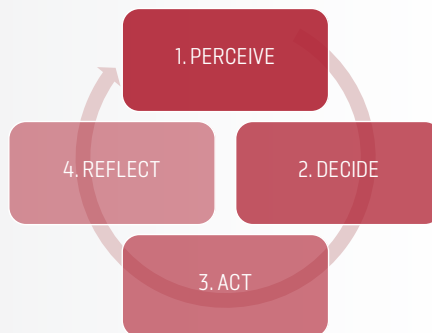
What Does the Game Look Like for the Players?



Applying the Key Qualities

1. Game Understanding & Decision Making

6. Responsible (take responsibility and be accountable for their own development and performance)



5. Optimal Physical (execute with optimal physical ability)

4. Optimal Technical (execute with optimal technical ability)

1. Game Understanding & Decision Making
2. Take Initiative (Be pro-active)
3. Demonstrate Focus

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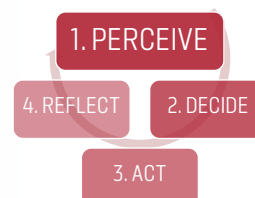
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Considerations When Structuring an Activity - How does it connect to the game?



Factors to Consider: What does the game look like for the individual player?

- Ages and stages of development/ individual capabilities of the players
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Course Learning Objective #6- To demonstrate an understanding of how to structure one activity/ exercise

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Structuring an Activity - Number of Players



- How do the players **perceive** the soccer situation?
- What soccer action(s) does the player **decide** to perform?
- What is the quality of the soccer action(s) that the player **executes**?

The coach helps create an environment for this to occur by designing training activities with game-specific affordances, by manipulating things like:

- The number of opponents
- The number of teammates

This is obviously impacted by the total number of players at today's training.

Max Roster Size based on the PDIs

- 4v4- 8 players
- 7v7- 12 players
- 9v9- 16 players
- 11v11- 18 players

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Structuring an Activity- Number of Players



Numbers of players	
Big	Small
Complexity ↑	Complexity ↓

- The complexity of an activity is player specific. It is based on several factors:
 - The individual player's ability to perceive the game situation
 - The individual's skill, experience and game understanding
- Complexity** is a measure of how many variables there are in an activity
 - The more players we add to the team, the more the complexity increases

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What/Player Actions 4v4, 7v7, 9v9, 11v11 - Cumulative Learning



	4 v 4	7 v 7	9 v 9	11 v 11
	U-6, U-7, U-8	U-9, U-10	U-11, U-12	U-13+
ATTACKING	U-6 • Shoot • Pass or dribble forward U7/U8 • Spread out • Create passing options • Support the attack	• Shoot • Pass or dribble forward • Spread out • Create passing options • Support the attack • Create a 2v1 or 1v1 • Change the point of attack	• Shoot • Pass or dribble forward • Spread out • Create passing options • Support the attack • Create a 2v1 or 1v1 • Change the point of attack • Change the pace/rhythm • Switch positions	• Shoot • Pass or dribble forward • Spread out • Create passing options • Support the attack • Create a 2v1 or 1v1 • Change the point of attack • Change the pace/rhythm • Switch positions
	A>D DEFEND AS QUICKLY AS POSSIBLE			
DEFENDING	U-6 • Protect the goal • Steal the ball U-7/U-8 • Make it compact • Keep it compact	• Protect the goal • Steal the ball • Make it compact • Keep it compact • Pressure, cover, balance • Outnumber the opponent	• Protect the goal • Steal the ball • Make it compact • Keep it compact • Pressure, cover, balance • Outnumber the opponent • Stay involved • Mark the player/mark the area	• Protect the goal • Steal the ball • Make it compact • Keep it compact • Pressure, cover, balance • Outnumber the opponent • Stay involved • Mark the player/mark the area
	D>A ATTACK AS QUICKLY AS POSSIBLE			

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Complexity of a Training Activity

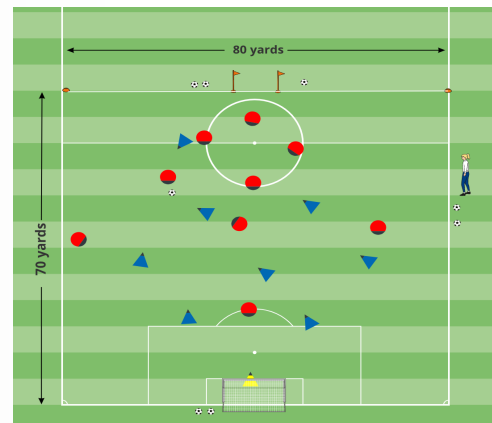


3 + GK v 2

WHAT/PLAYER ACTIONS

What can players do to achieve the How and the Why?

- Shoot
- Pass or dribble forward
- Spread out
- Create passing options
- Support the attack
- Create a 2v1 or 1v1
- Change the point of attack
- Change the pace/rhythm
- Switch positions



8 + GK v 9

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- The more players in an activity, the more complex it will be as it is closer to mimicking the full game.



- The fewer the players in an activity, the more actions each player performs; this increases the demands on each individual (**Demand is "the ask of that person"**).
- The result is that activities with smaller numbers will be less complex but result in more individual demands/actions.



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Structuring an Activity - Number of Players



- Rest between sets can have a major impact on how the activity you are doing affects each players' body, and the decision-making process.
- When structuring an activity, keep in mind the players that will rotate in, how/when they will rotate in, and where they will be positioned (safely) when not in the play.

Does the activity allow for a flow so that all players can participate and will have opportunities to work on the desired Player Actions?

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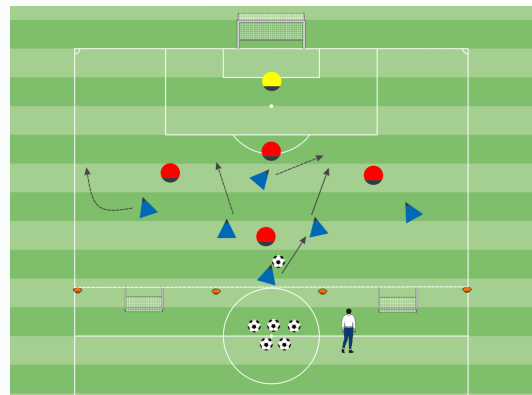
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Structuring an Activity - Using Formations



In a player-centered environment, formations help players understand their roles and responsibilities as they relate to long-term individual player development.

- While coaching training sessions, the coach should heavily consider how to **organize** (1st element) the players during the activities so that they can experience opportunities to learn the specific roles and responsibilities of what is expected in games.



Ex.- 6 blues (3 midfielders and 3 forwards) vs. 5 reds (goalkeeper, 3 defenders and 1 midfielder)

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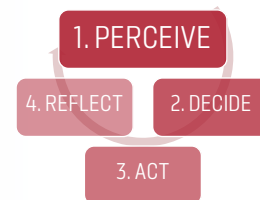
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Considerations When Structuring an Activity - How does it connect to the game?



Factors to Consider: What does the game look like for the individual player?

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Course Learning Objective #6- To demonstrate an understanding of how to structure one activity/ exercise

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Structuring an Activity- Field space/Equipment



- How do the players **perceive** the soccer situation?
- What soccer action(s) does the player **decide** to perform?
- What is the quality of the soccer action(s) that the player **executes**?

The coach makes this happen by designing training activities with game-specific affordances, by manipulating things like:

- The size of the field
- The size and position of the goals/targets

Field Size	
Big	Small
Complexity ↓	Complexity ↑
Speed of Play ↓	Speed of Play ↑

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Structuring an Activity- Field Sizes

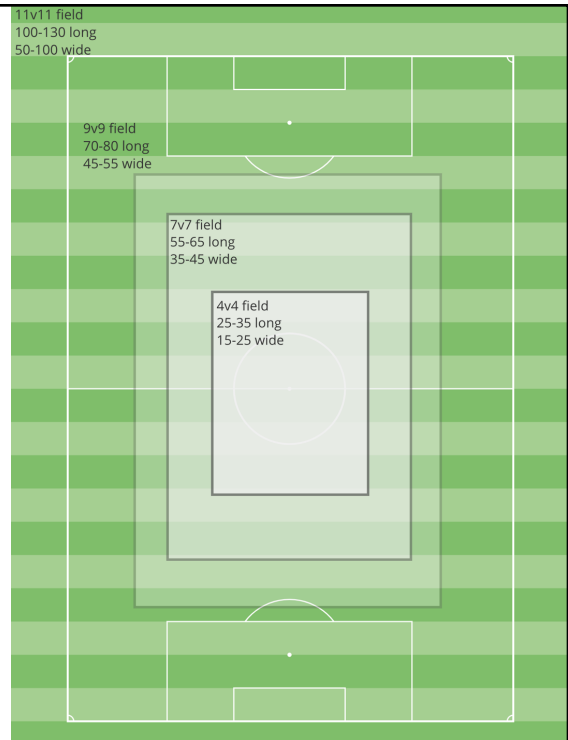
Things to consider:

11v11 = 100-130 yds long x 50-100 yds wide

9v9 = 70-80 yds long x 45-55 yds wide

7v7 = 55-65 yds long x 35-45 yds wide

4v4 = 25-35 yds long x 15-25 yds wide



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Structuring an Activity- Field Size



- Reality-based learning starts with **perception**. Think about how much space is typically needed for the desired action in the game...
- To calculate the minimal activity size/area, take the total area of the age-appropriate field, and divide it by the total number of one team's field players in the game (excluding the goalkeeper).

Generally, across all game sizes, each field player has:

11 yds long x 7 yds wide

Multiply the area by 2 for a 2v2 game, i.e. 22 yds long X 14 yds wide

Multiply the area by 3 for a 3v3 game, i.e. 33 yds long x 21 yds wide

Multiply the area by 4 for a 4v4 game, i.e. 44 yds long X 28 yds wide

For a 4v4 game including GKs with age-appropriate goals, use the number of field players as the dividend (i.e. 3).

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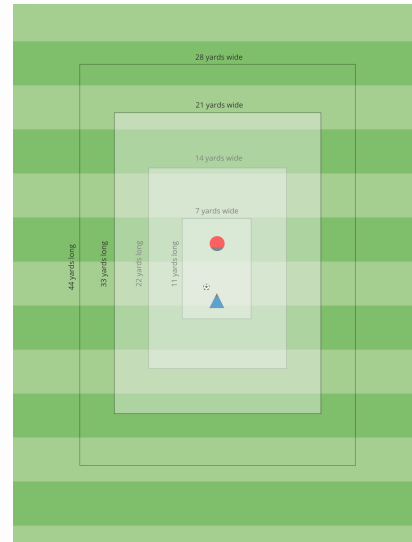
Field Size Formula



Generally, across all game sizes,
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11 yds long x 7 yds wide

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Structuring an Activity - Field Size/Organization



The way that you **organize** your field space is also crucial in creating a game-like environment where the realistic demands of the game are present.

- Is it related to the proper field location based on the goal/objective?
- Will the key roles have affordances to execute the desired player actions?



Example- Build-Up Own Half

If the two blue center backs are the key roles, what player actions can they execute in this activity design?

WHAT/PLAYER ACTIONS

What can players do to achieve the How and the Why?

- Shoot
- Pass or dribble forward
- Spread out
- Create passing options
- Support the attack
- Create a 2v1 or 1v1
- Change the point of attack
- Change the pace/rhythm
- Switch positions

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Structuring an Activity - Field Size



The goal is to create a game-like environment where the realistic demands of the game are present, however, the amount of space available to you will play a large role on how you structure the activity.



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Structuring an Activity - Field Size



If you do not have the space that you need, consider this as part of “Managing Your Performance Environment” and think about the ways you can positively influence it.

Plan accordingly while keeping in mind the realistic demands of the game and be sure to make optimal use of available space and preparation of the pitch.



How do the age group characteristics impact the grid set-up?

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Structuring an Activity - Field Size & Age Characteristics

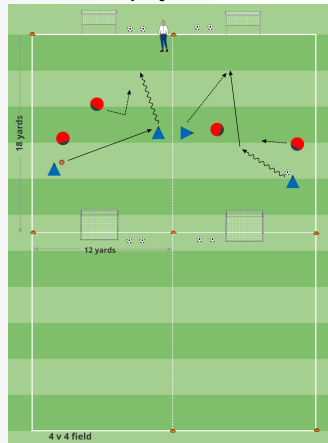


How do the age characteristics impact the grid set-up?

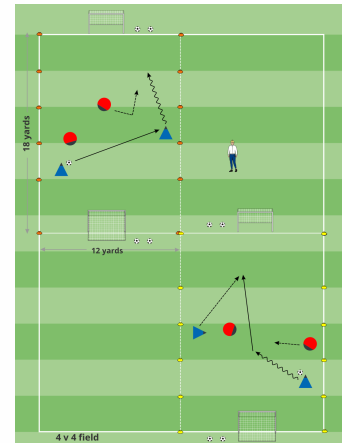
Younger players (4v4 or 7v7) may need more of a well-defined space/grid using more cones to designate the playing area.

The way that you structure grids needs to keep in mind the safety of the players and to ensure a good flow.

Would the space between the two grids be safe enough for the players?



What is another way to organize it?



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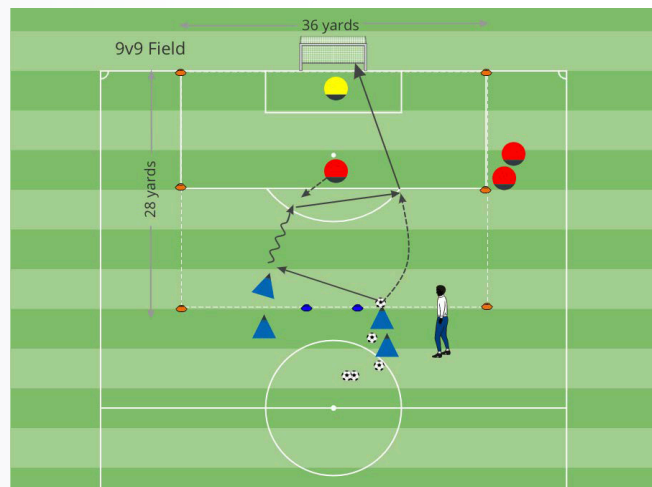
Structuring an Activity- Field Size/ Best Practices for Organizing



Use natural field markings whenever possible.

Extend the penalty area twice its normal length but use the same width.

Example- 9v9 Improve Scoring Goals Activity- 2v1 + GK



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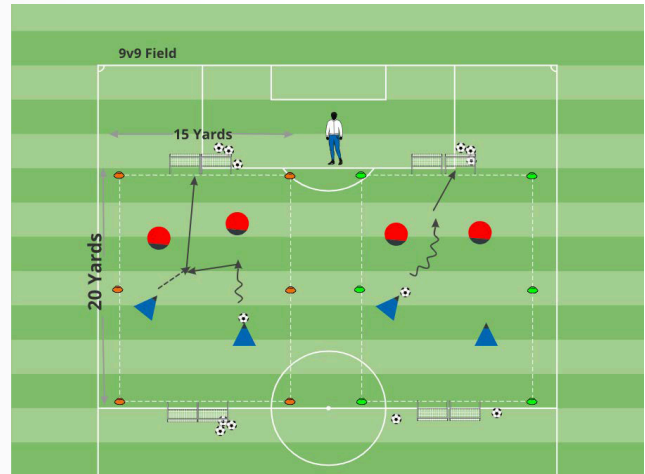
Structuring an Activity- Field Size/ Best Practices for Organizing



With two or more grids side by side, use different color cones to differentiate the grids.

If using cones for goals, it is a good idea to utilize a different color than the field outline. Or use double cones side by side, or larger cones.

A good coaching position is between the two grids and a few yards back so that you can see both grids at the same time.



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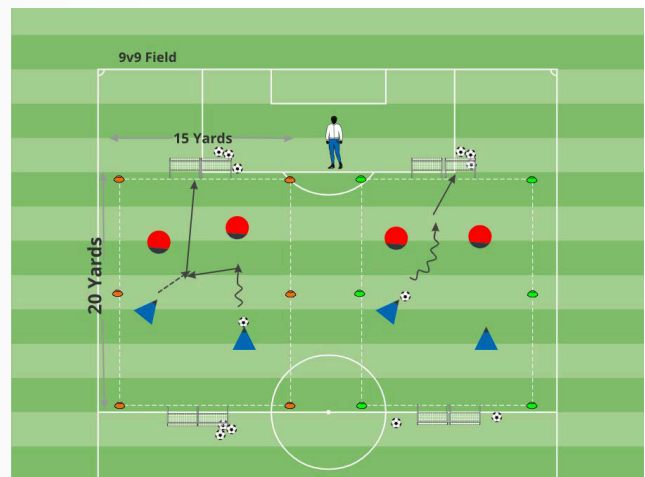
Structuring an Activity- Size and Position of Goals/Method of Scoring



Based on the training session goal/ activity objective, and the number of players, you have decisions to make about the method of scoring and the equipment used.

Notice the double goals here for an example Play 1 Activity.

What could be the Training Session Goal? Why?



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Structuring an Activity- Size and Position of Goals/Method of Scoring

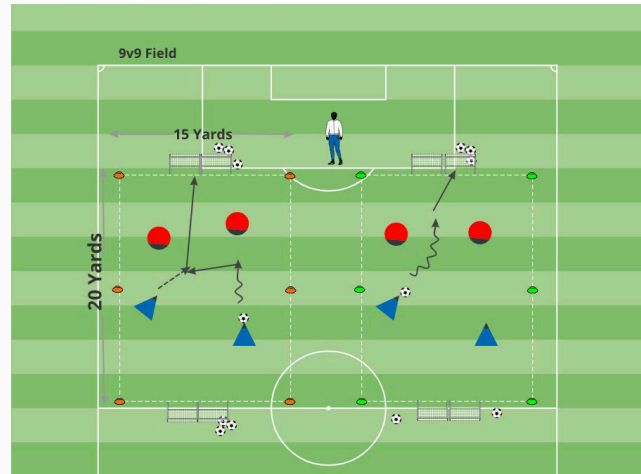


What are some other ways to re-organize this 9v9 Play 1 Activity to make it even more game-like?

Think about the desired player actions:

Blue team= Shoot

Red team= Protect the goal

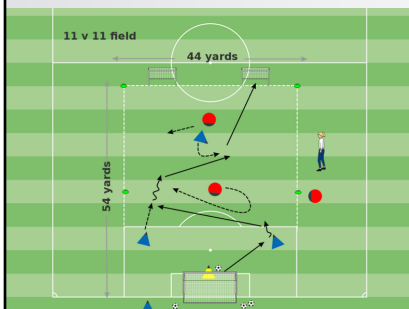


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Structuring an Activity- Size and Position of Goals/Methods of Scoring

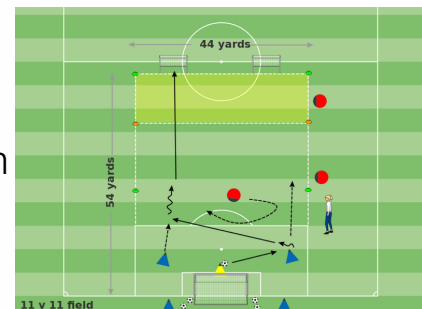


Core- 3+ GK v2

Here is the earlier 11v11 example to Build Up in our Own Half.

In the LC example, the blue team tries to shoot from outside of the marked endzone.

How does changing the scoring method impact the player actions? Why?



Less Challenging- 2+ GK v1

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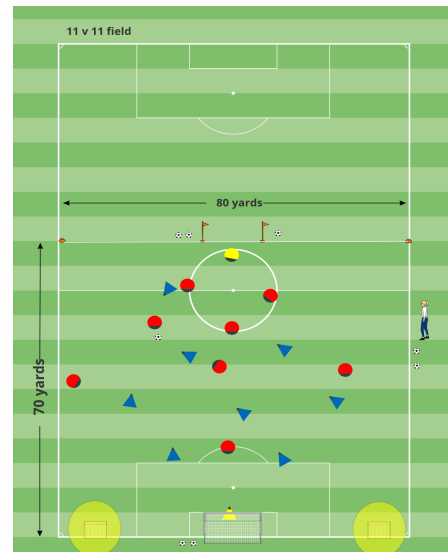
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Structuring an Activity- Method of Scoring



- In this 11v11 Core Activity example, the blue team's objective is to prevent the opponent from building-up and creating chances in our own half by getting compact and staying compact.
- Blue is playing 1-4-3-1 vs. red (1-2-3-3). The blue team defends the large goal and tries to score in the flag goal (with GK).
- How might the two additional small goals influence the blue team defending "Player Actions" to make it compact/keep it compact?



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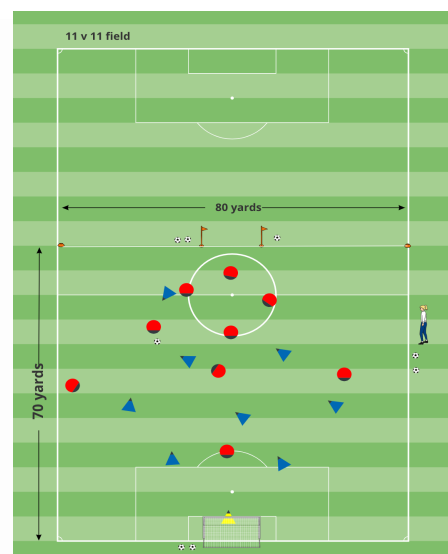
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Structuring an Activity - Method of Scoring



- In this 11v11 Core Activity example, the blue team's objective is to prevent the opponent from building-up and creating chances in our own half by getting compact and staying compact.
- How does the red team defending a large goal with a goalkeeper in this location/area of the field impact the way that they build-up and create chances?



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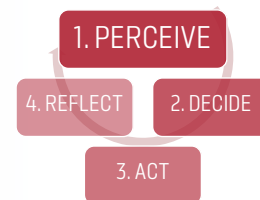
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Considerations When Structuring an Activity - How does it connect to the game?



Factors to Consider: What does the game look like for the individual player?

- Ages and stages of development/ individual capabilities of the players
- PDIs/Laws of the Game for the age group
- Duration of the training session
- Moment/ Training session goal/ Activity objective (context)
- Player Actions/Key Qualities to be developed
- Number of players
- Field size/equipment/methods of scoring
- Duration of the Activity/Speed of Play
- Weekly plan (training & game schedule)
- Weather conditions



Course Learning Objective #6- To demonstrate an understanding of how to structure one activity/ exercise

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Structuring an Activity- Duration of the Activity



- How do the players **perceive** the soccer situation?
- What soccer action(s) does the player **decide** to perform?
- What is the quality of the soccer action(s) that the player **executes**?

The coach makes this happen by designing training activities with game-specific affordances, by manipulating things like:

- The duration of the activity, the number of breaks

Think about duration as a safety principle.

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Structuring an Activity- Duration of the Activity



One major question to ask yourself in planning an activity is:

“How long does this particular moment/action occur in the game for this age group and quality of the players?”

Understanding the players' developmental characteristics is key to establishing a proper demand on the players. Keep in mind:

1. The players have a finite amount of energy that must be managed during the session/activity.
 - Younger players are quicker to exhaust energy but are also quicker to recover.
2. The demands of each activity are specific to what actions you are asking the players to do.
 - These demands must match what realistically occurs in the game.

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Structuring an Activity - Duration of the Activity

Think about the speed of play of the desired player actions...how fast do the players need to play to be successful?

Then think about, “How long does this action typically last in a game?”

The **intensity** of the exercise is based on how fast you are asking them to play.

Example - how long does a 1v1 typically last in a game?

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Structuring an Activity - Duration of the Activity



Intensity is the actual speed of play of the desired action.

Effort is the mental and physical willingness of the players to perform the action.

Well-planned breaks/resting intervals not only help with the rotation of players to ensure that all players participate but also help create the proper physical demands of the activity.

As coaches, we must constantly monitor the speed of play. When players slow down, why is that?

Numbers of Players	
Big	Small
Complexity ↑	Complexity ↓
Speed of Play ↓	Speed of Play ↑

How does this impact the duration?

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- The more players in an activity, the lower the intensity and overall speed of play.



- The fewer the players in an activity, the higher the intensity and overall speed of play.
- These factors help define the qualities of the environment you create.
- Now we must consider the duration of the player's experience in creating a realistic game moment.

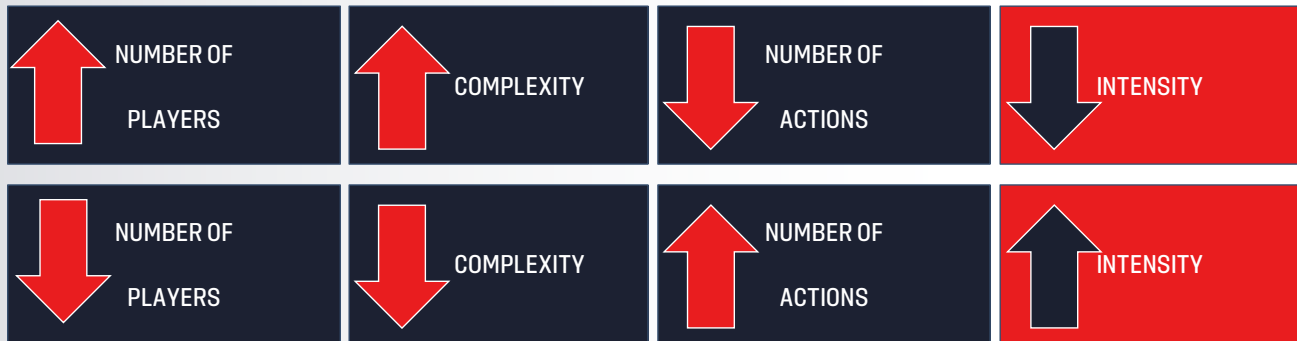


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How can long can the players sustain the speed of play in this environment that we created?



This helps us determine the quantity of the player's experience.

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Structuring an Activity - Duration of the Activity



There is always an energy balance in relation to the training requirements.

Quantity refers to the **repetitions** of the desired player actions in the activity.

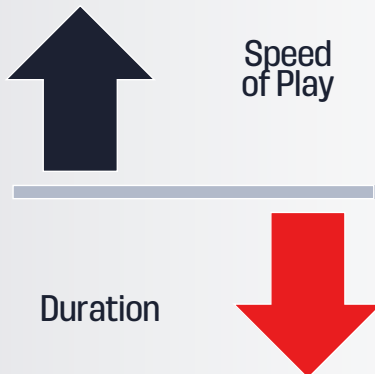
You should be aware of this and must plan for and manage the moment to ensure a balance between the quality and quantity of the player actions.

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Structuring an Activity - Duration of the Activity



The higher the speed of play, the shorter the action is in the game, and the faster the player fatigues.

Therefore, as speed of play increases, the duration of the activity decreases.

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Structuring an Activity - Duration of the Activity



Numbers of Players	
Big	Small
Complexity ↑	Complexity ↓
Speed of Play ↓	Speed of Play ↑
Duration/Time ↑	Duration/Time ↓

Field Size	
Big	Small
Complexity ↓	Complexity ↑
Speed of Play ↓	Speed of Play ↑
Duration/Time ↑	Duration/Time ↓

- The fewer the players in an activity, the more actions each player performs; this increases the demands on each individual. The result is that activities with smaller numbers result in faster fatigue and must be shorter in duration.
- Rest between sets can have a major impact on how the activity you are doing affects your body, and the decision-making process. Smaller activities will need more frequent/longer breaks for the players.

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Structuring an Activity - Weekly Plan



The demands placed on a player are cumulative. This can be applied over any window of time, from the session to the week and beyond.

Generally, players need 96 hours (U18 and above) for complete recovery after a game and 48 hours for U14 and below. This is even less for younger players.

Remember, player energy is finite, so it is up to you to manage the energy the players have "in the tank" each day.

While you are doing this, you also have to be aware of where they are going in the longer term - that is, what are they doing tomorrow in terms of training, other sports/activities, and maybe more importantly, what are they going to be doing on the weekend?

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As you can see, there are many factors that rely on you as the coach to properly structure the activity and it's not just about trying to **coach** the players' effort.

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Structuring an Activity - Weather Conditions



Environmental conditions can significantly impact player health and safety. Extreme temperatures, severe weather and the integrity of the playing field and the proper use of equipment all impact the players' ability to practice and compete safely.

[U.S. Soccer's Recognize to Recover](#) program gives players, parents, coaches and referees information and guidelines to make sure the desire to play does not cloud the decision-making process when it comes to evaluating environmental conditions to ensure the safety of those on the field.

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Structuring an Activity - Weather Conditions



Young players are more sensitive to hot and cold exposure.

Consider when it's extremely hot or cold to shorten the training activity duration and provide multiple (short) breaks to check on players' well-being.

If it is cold and wet, be sure to keep all players included so that no one is standing/waiting too long before playing. Consider activities where all players are active.

Always try to err on the side of caution regarding heat/cold conditions.

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Key Messages for Structuring an Activity



Effectively structuring an activity is a vital part of the planning process so that we can recreate the soccer environment.

There are many factors to consider and they all come down to you asking yourself the following questions:

“What does the game look like for the individual player?”

How does this activity connect to the game?”

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U.S. Soccer D License Coaching Training Sessions Structuring an Activity Part 2- Duration and Weekly Plan

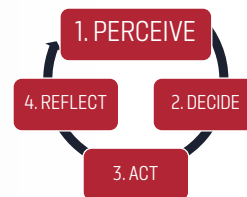
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1

Structuring an Activity- Key Factors



- Ages and stages of development/ individual capabilities of the players
- PDIs/Laws of the Game for the age group
- Duration of the training session
- Moment/ Training session goal/ Activity objective (context)
- Player Actions/Key Qualities to be developed
- Number of players
- Field size/equipment/methods of scoring
- Duration of the Activity/Speed of Play
- Weekly plan (training & game schedule)
- Weather conditions



5 Elements of a Training Activity

- **Organized**
- **Game-Like**
- **Repetition**
- **Challenge**
- *Coaching*

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Structuring an Activity- Duration of the Activity



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- What is the quality of the soccer action(s) that the player executes?

The coach makes this happen by designing training activities with game-specific affordances, by manipulating things like:

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Think about duration as a safety principle.

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Structuring an Activity- Duration of the Activity



One major question to ask yourself in planning an activity is:
“How long does this particular moment/action occur in the game for this age group and quality of the players?”

Understanding the players' developmental characteristics is key to establishing a proper **demand** on the players. Keep in mind:

1. The players have a finite amount of energy that must be managed during the session/activity.
 - Younger players are quicker to exhaust energy but are also quicker to recover.
2. The demands of each activity are specific to what actions you are asking the players to do.
 - These demands (physical and cognitive) must match what realistically occurs in the game.

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Structuring an Activity- Duration of the Activity

Think about the speed of play of the desired player actions...how fast do the players need to play to be successful?

Then think about, "How long does this action typically last in a game?"

The **intensity** of the exercise is based on how fast you are asking them to play.

Example- how long does a 1v1 typically last in a game?

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Structuring an Activity- Duration of the Activity



Intensity is the actual **speed of play** of the desired action.


Effort is the mental and physical willingness of the players to perform the action.

Numbers of Players	
Big	Small
Complexity ↑	Complexity ↓
Speed of Play ↓	Speed of Play ↑





How does this impact the duration?

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- The more players in an activity, the lower the intensity and overall speed of play.

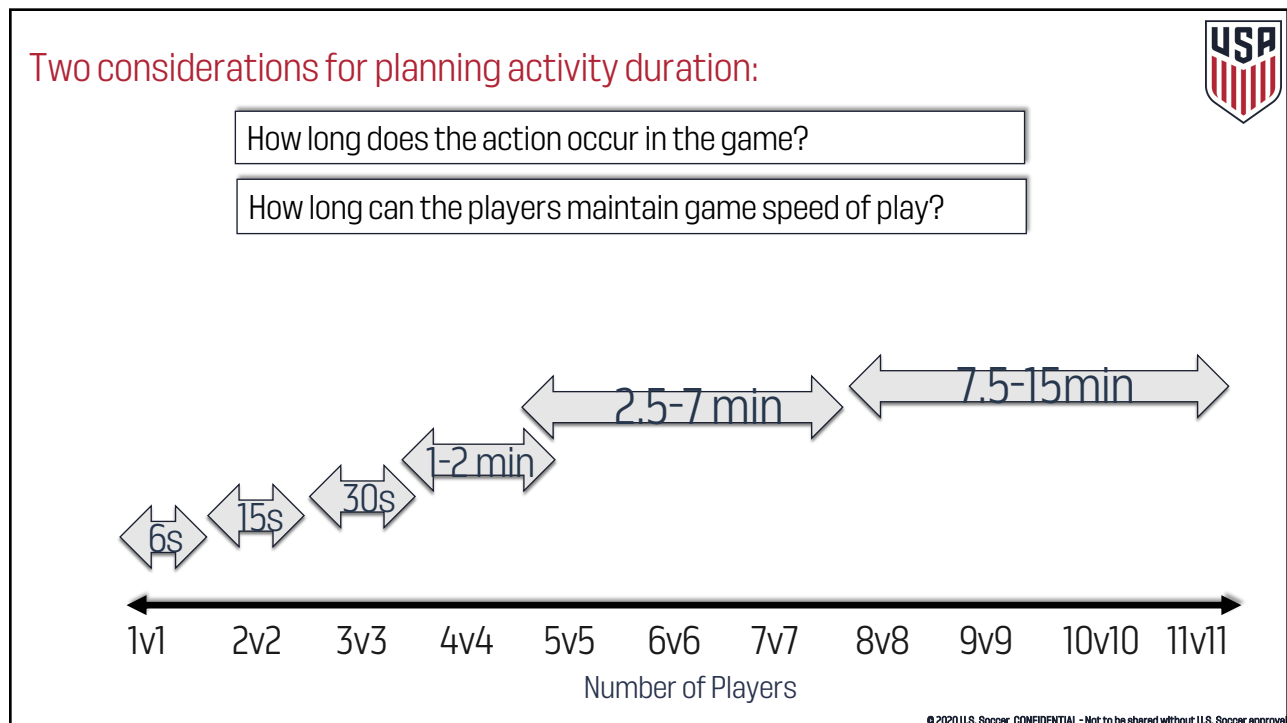
 NUMBER OF PLAYERS	 COMPLEXITY	 NUMBER OF ACTIONS	 SPEED OF PLAY
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- The fewer the players in an activity, the higher the intensity and overall speed of play.
- These factors help define the qualities of the environment you create.
- Now we must consider the duration of the player's experience in creating a realistic game moment.

 NUMBER OF PLAYERS	 COMPLEXITY	 NUMBER OF ACTIONS	 SPEED OF PLAY
--	---	--	--

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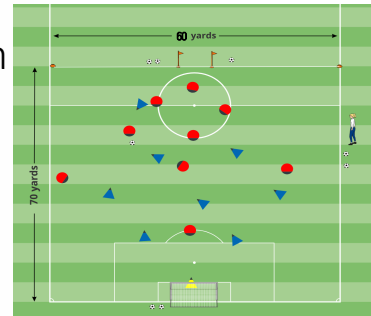
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Duration of a Training Activity

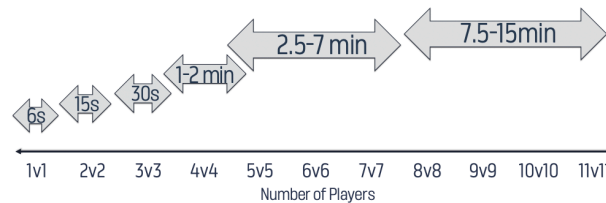


A) 3 + GK v 2

What is the maximum duration you would structure for each 11v11 activity (based on the number of players) before
A) rotating players or
B) allowing recovery time?



B) 8 + GK v 9



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How can long can the players sustain the speed of play in this environment that we created?

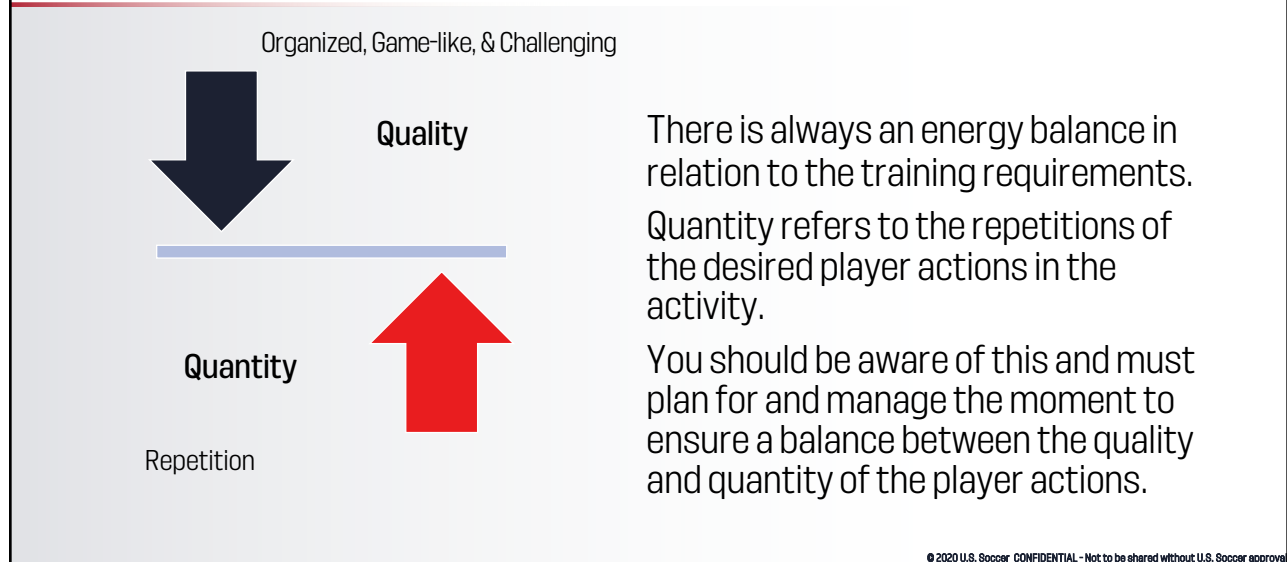


This helps us determine the quantity of the player's experience.

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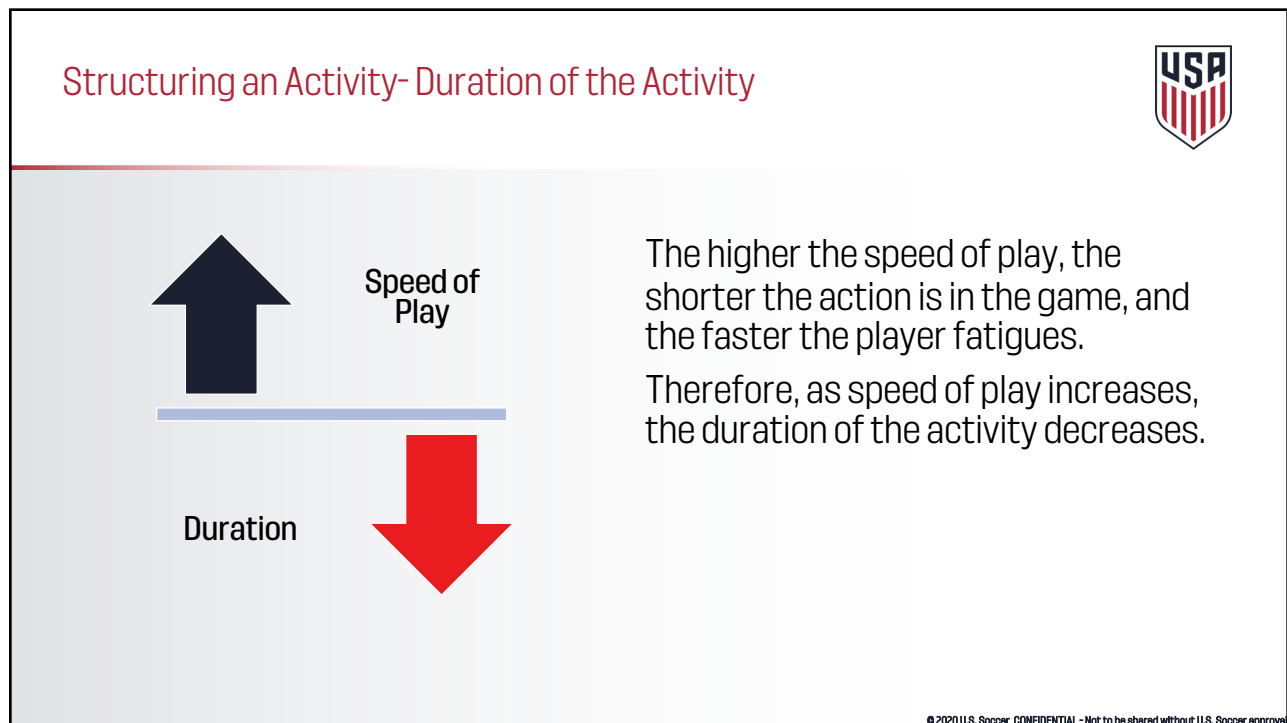
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Structuring an Activity- Duration of the Activity

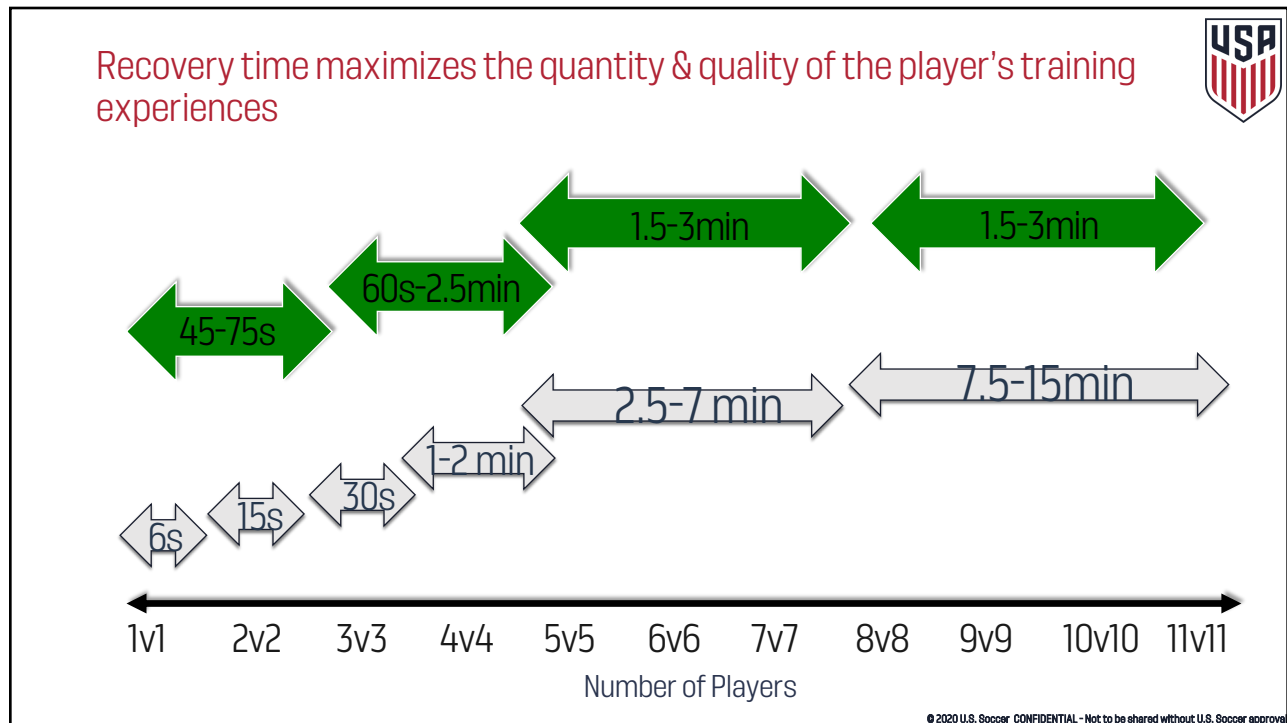


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Structuring an Activity- Duration of the Activity



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Structuring an Activity- Duration of the Activity

Intensity is the actual speed of play of the desired action.

Effort is the mental and physical willingness of the players to perform the action.

Well-planned breaks/resting intervals not only help with the rotation of players to ensure that all players participate but also help create the proper physical demands of the activity.

As coaches, we must constantly monitor the speed of play.
When players slow down, why is that?

Numbers of Players	
Big	Small
Complexity ↑	Complexity ↓
Speed of Play ↓	Speed of Play ↑

Duration?

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Structuring an Activity- Duration of the Activity



Numbers of Players	
Big	Small
Complexity ↑	Complexity ↓
Speed of Play ↓	Speed of Play ↑
Duration/Time ↑	Duration/Time ↓

Field Size	
Big	Small
Complexity ↓	Complexity ↑
Speed of Play ↓	Speed of Play ↑
Duration/Time ↑	Duration/Time ↓

- The fewer the players in an activity, the more actions each player performs; this increases the demands on each individual. The result is that activities with smaller numbers result in faster fatigue and must be shorter in duration.
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As you now know, there are many factors that rely on you as the coach to properly structure the activity and it's not just about trying to **coach** the players' effort.

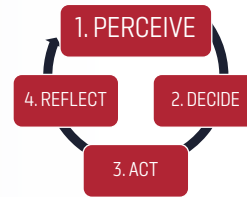
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Structuring an Activity- Key Factors



- Ages and stages of development/ individual capabilities of the players
- PDIs/Laws of the Game for the age group
- Duration of the training session
- Moment/ Training session goal/ Activity objective (context)
- Player Actions/Key Qualities to be developed
- Number of players
- Field size/equipment/methods of scoring
- Duration of the Activity/Speed of Play
- Weekly plan (training & game schedule)
- Weather conditions



5 Elements of a Training Activity

- **Organized**
- **Game-Like**
- **Repetition**
- **Challenge**
- *Coaching*

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Weekly Plan



Why is it important to have a weekly plan?

What should you consider within your weekly plan?

A weekly plan helps you by:

1. Connecting your training session goals to the game
2. Creating a singular focus for the players
3. Maximizing the quality of the player experience by ensuring appropriate challenge
4. Planning for rest, recovery, and expected physical load

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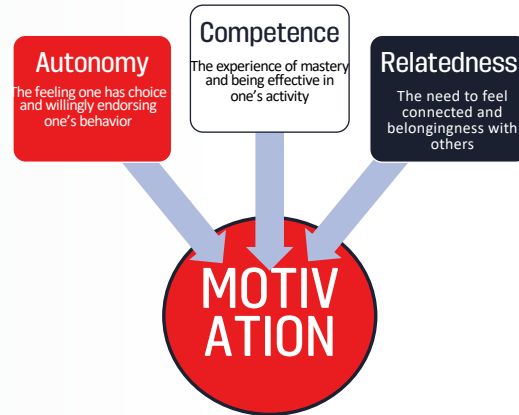
Weekly Plan- 1. Connecting Training Session Goals to the Game



Are you connecting your training session goals to the game?

Connecting your training session goals to the game not only helps you measure your own effectiveness as a teacher/coach, but it also helps you measure the players' long-term development and can help keep them motivated.

Think back to the Self- Determination Theory...



Setting goals can help support players in autonomy, competence, and relatedness.

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Weekly Plan- 2. Singular Training Focus



Think about how children learn a subject in school.

Creating a singular focus for the players in a weekly plan helps them improve the key qualities and player actions needed to be successful in achieving a certain training session goal.

7v7- U10		12 players	75 minutes total	Key Quality #1
Training Session Goal		Improve Preventing Scoring Goals		Read & Understand the Game/Make Decisions
Session		Player Action 1	Player Action 2	Key Quality #2
Week 1	1	Protect the goal	Steal the ball	Demonstrate Focus
	2	Steal the ball	Make it compact	Optimal Technical

The focus is placed on long-term player development rather than focusing on several different concepts and potentially confusing or overwhelming them.

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Weekly Plan- 3. Appropriate Challenge



Organized, Game-like, & Challenging



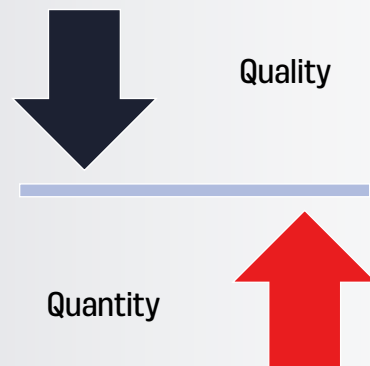
How does creating the appropriate challenge for players impact the weekly plan?

It helps by maximizing the **quality** of the player experience by ensuring the players are **challenged** by the game in a training activity.

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Weekly Plan- 3. Appropriate Challenge



Are we coaching an activity or are we coaching players in the game through an activity?

We, as coaches, are responsible for the environment we create to make it reality-based and game-like.

We coach players.

We teach the game.

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Role of the Coach in Developing Skilled Players



Providing the appropriate level of **challenge** is necessary to helping the players stay motivated.

Too easy= become bored

Too difficult= become frustrated



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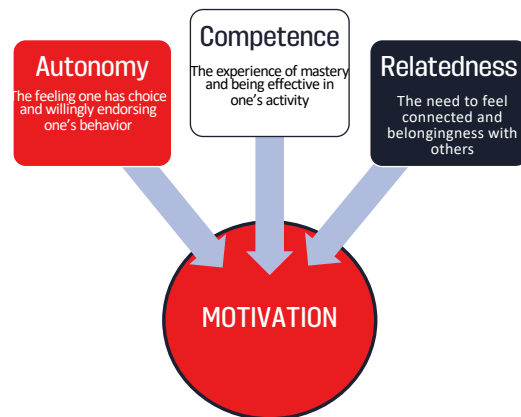
23

Self-Determination Theory



Core: All human beings have a set of basic psychological needs

- The need for competence
 - To feel confident, successful in relation to challenge
- The need for relatedness
 - To feel cared for by others
 - To care for others
 - To feel you belong
- The need for autonomy
 - The belief that one's actions are self-directed



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Practice Phase (options)



There are three options (or challenge levels) in the Practice Phase: Core, Less Challenging, and More Challenging.

Start with the core activity and use the Five Elements to decide to move to the less or more challenging activity, or make another adjustment, to find the appropriate level of challenge for the players.



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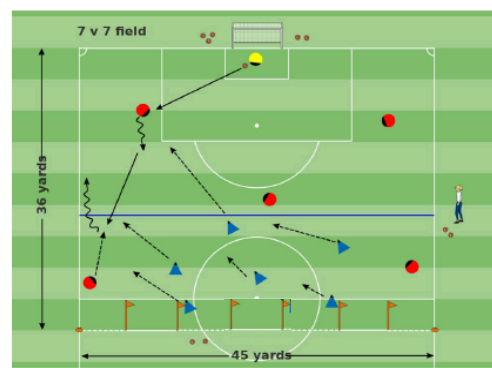
25

Structuring an Activity- Challenge Level/Weekly Plan



Structuring an activity to have a more or less challenging option requires more than just adding/subtracting players or making the field size larger/smaller.

You can also manipulate the method of scoring or the formation (of your focus team or the opponent).



7v7 Core Activity

6 v 5 + GK (large goal to three counter goals)

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Practice (Less Challenging or More Challenging)



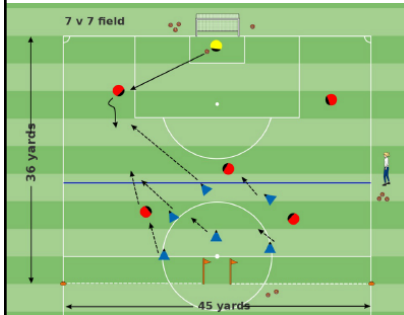
The Practice phase has two optional activities based on the ability of your players.

How was each activity modified here to make it either less or more challenging?

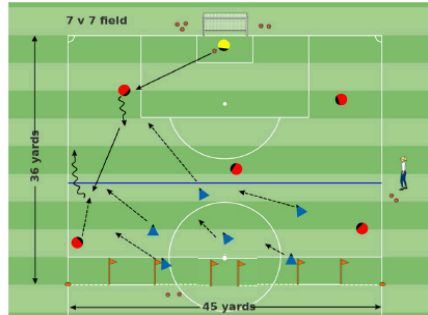
Less Challenging 6 v 5+ GK

Goal: Prevent the opponent from building-up in their half.

More Challenging 6 v 5 + GK (Endzone)

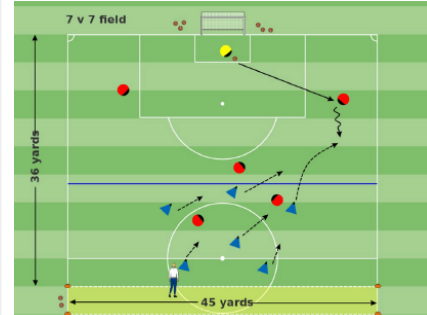


How has the challenge level changed for the focus team (blue team) regarding how they defend?



7v7 Core Activity

6 v 5 + GK (large goal to three counter goals)



How has the challenge level changed for the focus team (blue team) regarding how they defend?

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Practice (Less Challenging or More Challenging)



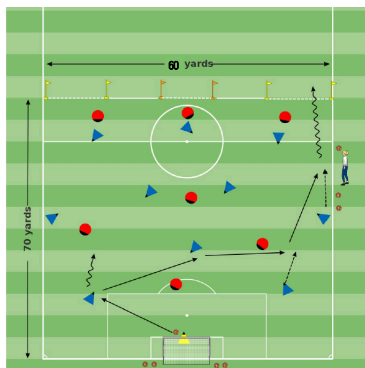
The Practice phase has two optional activities based on the ability of your players.

How was each activity modified here to make it either less or more challenging?

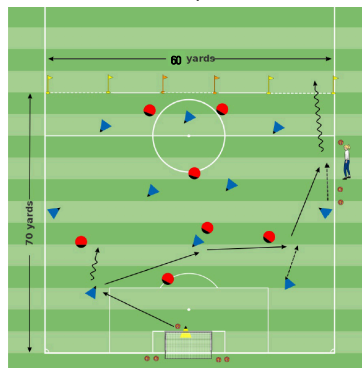
Less Challenging 11 v 7 (dif. formation)

Goal: Build-Up in Our Half

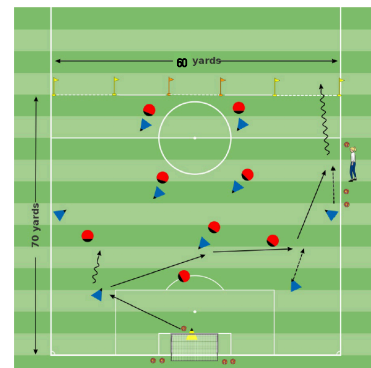
More Challenging 10 v 8



How has the opponent's (red team) formation changed to make it less challenging?



11v11 Core Activity- 11 v 7
Large goal to three counter goals (1-4-3-3 vs. 2-2-3)



How did changing the number of players impact the formation for both teams to make it more challenging for the focus (blue) team?

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Structuring an Activity- Connecting Activities in A Weekly Plan



How does the challenge level of an activity impact your weekly plan?

If your 11v11 team trains twice a week and plays one game on the weekend, how would you structure your training activities in your sessions if your weekly goal is Improve Building

Up in Own Half?



Tuesday's Training		
Less Challenging	Core	More Challenging
3v1	4v2	5v3

Thursday's Training		
Less Challenging	Core	More Challenging
4v2	5v3	6v4

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Structuring an Activity- Connecting Activities in A Weekly Plan



If your 11v11 team trains twice a week and plays one game on the weekend, how would you structure your training activities in your sessions if your weekly goal is Improve Building Up in Own Half?

Tuesday's Training			Player Actions	Key Qualities
Less Challenging	Core	More Challenging	Pass or dribble forward	Read the game/ make decisions
3v1	4v2	5v3	Spread out	Optimal Technical
Thursday's Training			Player Actions	Key Qualities
Less Challenging	Core	More Challenging	Spread out	Read the game/ make decisions
4v2	5v3	6v4	Create passing options	Take initiative/ be proactive

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Structuring an Activity- Connecting Activities in A Weekly Plan



As you can see, how you structure your activities and the connection between them can help you plan for the appropriate level of challenge for your players based on their developmental stage.

Now, how can it help you plan for the appropriate physical load?

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Weekly Plan- 4. Planning for Physical Load



Do you know your players?

What other activities are they potentially involved in outside of soccer?

Using the weekly plan helps coaches in planning for rest, recovery, and expected physical load based on the developmental stage of the players.

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Structuring an Activity- Weekly Plan



The demands placed on a player are cumulative. This can be applied over any window of time, from the session to the week and even the season.

Generally, players (U18 and above) need 96 hours for complete recovery after a game and 48 hours for U14 and below.

The recovery time is even less for younger players.

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Structuring an Activity- Weekly Plan



Playing multiple games in one day/weekend presents a challenge for allowing players the proper recovery time.

Our misguided desire to win at all costs at the youth levels often comes at the expense of individual player development.

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7v7 Player Development Philosophy



TRAINING



The training-to-game ratio should be 2-3 training sessions per game played

PARTICIPATION



Players should participate in no more than 20 games per calendar year in no more than one game per day

REST DAYS



Players should have a minimum of 2 rest days per week during the season along with planned breaks from organized soccer during the calendar year

TRAVEL



Any travel should be limited to no more than an hour away

EVENTS



Events (tournaments, showcases, festivals, etc.) should provide predetermined number of games with no advancement, placement games or champions

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9v9 Player Development Philosophy



TRAINING



The training-to-game ratio should be 2-3 training sessions per game played

PARTICIPATION



Players should participate in no more than 30 games per calendar year in no more than one game per day

REST DAYS



Players should have a minimum of 2 rest days per week during the season along with planned breaks from organized soccer during the calendar year

TRAVEL



Any travel should be limited to day trips with limited allowances for overnight stays

EVENTS



Events (tournaments, showcases, festivals, etc.) should provide predetermined number of games with no advancement, placement games or champions

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11v11 Player Development Philosophy



Generally, players (U18 and above) need 96 hours for complete recovery after a game and 48 hours for U14 and below.

The number of games in any window of time should be considered in relation to the time it takes to adapt to the game's demands. For players U18 and above, adaption time is 96 hours.

The greater the congestion of games and the longer the congestion continues, the greater the chance of injury.

- If you have a game-centric schedule you must ask yourself, "is it in the best interest of the players?" If not, think of ways to manage your performance environment and influence key decision makers (club director, league president, etc.).

The demands placed on a player are cumulative. Therefore, it's important to know your players (leading the player) and to use a substitution pattern that is balanced and based on the developmental needs of the players.

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Structuring an Activity- Weekly Plan



If your U16 team played a game on Saturday and one on Sunday, and is scheduled to train on the following Monday and Thursday, how would you take into account the players' needs during **Monday's session**?

Games	Monday's Training		Player Positions	Key Qualities
Sat- 1 game	Less Challenging	Core	Forward	Read the game/ make decisions
Sun- 1 game	3v1	4v2	Striker	Optimal Technical



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Structuring an Activity- Weekly Plan



If your team played ONE game on Saturday, and trains on the following Monday and Thursday, how would you structure your training activities in both sessions to account for the cumulative demands? Could you use the previous plan?

Games	Monday's Training		Player Actions	Key Qualities
Sat- 1 game	Less Challenging	Core	Move forward	Read the game/ make decisions
Sun- no game	3v1	4v2	Spout	Optimal Technical
	Thursday's Training		Player Actions	Key Qualities
Sat- 1 game	Less Challenging	Core	Spout	Read the game/ make decisions
Sun- no game	4v2	5v3	6v4	Take initiative/ be proactive

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Structuring an Activity- Weekly Plan



Remember, player energy is finite, so it is up to you to manage the energy the players have "in the tank" each day and throughout the week.

While you are doing this, you also have to be aware of where they are going in the longer term - that is, what are they doing tomorrow in terms of training, other sports/activities, and maybe more importantly, what will the next weekend look like for each individual?

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Recap



To be able to plan effectively is a key competency for a coach.

Think of duration as a safety principle and how much demand (both physically and cognitively) that you are placing on the players.

There are many factors to consider when creating a weekly plan that is part of a larger player development plan:

1. Connecting your training session goals to the game
2. Creating a singular focus for the players by connecting activities (long-term player development)
3. Maximizing the quality of the player experience by ensuring appropriate challenge
4. Planning for rest, recovery, and expected physical load

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Key Messages for Structuring an Activity



Effectively structuring an activity is a vital part of the planning process so that we can recreate the soccer environment.

There are many factors to consider and they all come down to you asking yourself the following questions:

“What does the game look like for the individual player?
How does this activity connect to the game?”

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U.S. Soccer D License Leadership Presentation Assessment



**COACHING
EDUCATION**

Candidate Name _____




Date _____

Instructor Name _____

Assessment:

- meets the criteria/most of the time meets the criteria
- most of the time didn't meet the criteria
- didn't meet the criteria

LEADING ONESELF		NOTES	●	●	●
ACTIONS	OUTCOMES				
- articulates a grassroots coaching philosophy	- <i>a grassroots coaching philosophy</i>				
- reflects on own performance and seek feedback from others	- <i>the coach practices reflection</i>				
- articulates own learning needs and take action to address them	- <i>the coach plans for further development and takes action to improve</i>				
- identifies values & standards and how to display them in coach behavior	- <i>coach behavior is consistent with identified values and standards</i>				

LEADING OTHERS		NOTES			
ACTIONS	OUTCOMES				
- is a role model in appearance and behavior within all team environments, on and off the field	- <i>the coach is a role model for others to follow</i>				
- leads the team in meetings, electronic communication and the practicing of digital citizenship (social media)	- <i>communication is effective and responsible</i>				
- prevents, recognizes and manages conflict effectively	- <i>conflicts are reduced and compromises found</i>				
- <i>fosters leadership in others</i>	- <i>leadership opportunities are created</i>				
- <i>creates a holistic, reality-based and experiential learning environment for players</i>	- <i>players develop based on the U.S. Soccer Coaching Philosophy</i>				
EVALUATING					
- checks if the outcomes have been achieved	- <i>achieved outcomes based on the task of leadership</i>				

Learning Need #1

Plan for improvement:

Learning Need #2

Plan for improvement:



2020 U.S. Soccer Parent Meeting Template



Please refer to the Profile of the D License Coach.

6.1 MANAGING THE PERFORMANCE ENVIRONMENT

Assignment:

Use the U.S. Soccer Grassroots Player Development Framework throughout the assignment. Plan, organize, and host a parent meeting to inform, involve and inspire the parents.

- a. Identify the key (specific) people and factors that influence your own performance environment. What roles and characteristics make them key people?

- b. How will you inform parents about the plan for child's safety and risk management? (in regards to Safesport <https://uscenterforsafesport.org/> What factors need to be considered?

- c. How will you plan to inform, involve and inspire parents? Establish goals for the parent meeting that include:
 - i. *Informing* Parents on US Soccer Grassroots Player Development Philosophy. List key discussion points:

 - ii. Informing Parents about Players developmental goals and needs (based off of US Soccer Grassroots Players Developmental Framework). List key discussion points:

 - iii. *Inspiring parents* to be engaged and positively contribute to the development of their child and team. List key discussion points:

 - iv. What ways will you *involve the parents* by delegating responsibilities to more effectively develop the team and its players. Who should be involved and what are the defined roles? What are some potential issues/conflicts of interest?


- d. When and where is the meeting scheduled? Why did you choose this setting?





Diagramming Standards




Diagramming Key and Symbols

 The players you are using

 The opposition players

 **PASSES or SHOTS** are represented using solid lines with an arrow head. Length of the line indicates distance, arrow head represents the end point of the pass. Angle and length should be drawn in proportion to the field.

 **DRIBBLING or RUNNING WITH THE BALL** is represented using a snaked line with an arrow head.

 **PLAYER MOVEMENT or RUNNING WITHOUT THE BALL** is represented using a dashed line with an arrow head.

Field Layout

Use a green field with horizontal shadow, facing up the page. Half-fields, $\frac{3}{4}$ fields, or penalty box only are also acceptable.

Opposition team- attack DOWN

Team you are coaching/analyzing- attack UP



The following resources are blank training session plans to be used in the course during both meetings while you are in the class designing the sessions that you will execute on the field with grassroots players.

Outside of the classroom sessions and during the development period, you will utilize the LC Planning Tool.

In the course resources <Lecture Resources, you will find a helpful video that will show you how to utilize the planning tool. See highlighted yellow session below.

USA DIGITAL COACHING CENTER

COURSES **GROUPS** **RESOURCES** **PLANNING** **HELP**

ZACHARY CRAWFORD
Admin U.S. Soccer **ADMIN**

D License (Apr/June 2019)
Apr 5, 2019 - Jun 15, 2019 Kansas City, KS [RETURN TO COURSE OVERVIEW](#)

COURSE DETAILS **CANDIDATES** **GROUP MEMBERS** **RESOURCES** **ASSIGNMENTS** **LIBRARY** **COMMUNICATION** **EVALUATIONS**

Lecture Resources	Sample 4v4 P-P-P Training Session 4v4 Play-Practice-Play training session. Updated 2019.	1.1 MB
Field Resources	Sample 7v7 P-P-P Training Session 7v7 Play-Practice-Play training session. Updated 2019.	974.1 kB
Course Guide	Sample 9v9 P-P-P Training Session 9v9 Play-Practice-Play training session. Updated 2019.	1.0 MB
Instructor Resources	Sample 11v11 P-P-P Training Session 11v11 Play-Practice-Play training session. Updated 2019.	1.0 MB
Schedule	Diagramming Standards Diagramming Keys and Symbols	207.4 kB
Roster	How to Create a Training Session and Exercise Demonstration with step-by-step instructions to create a training session and exercise.	



Five Elements of a Training Activity

1. **Organized:** Is the activity organized in the right way?
2. **Game-like:** Is the activity game-like?
3. **Repetition:** Is there repetition, when looking at the overall goal of the session?
4. **Challenging:** Are the players being challenged? (Is there the right balance between being successful and unsuccessful?)
5. **Coaching:** Is there effective coaching, based on the age and level of the players?

Training Session Self-Reflection Questions

1. How did you do in achieving the goals of the training session?
2. What did you do well?
3. What could you do better?