

UEFA C CRIB SHEET



Fun. Safe. Friendly.
More than football.
Respect+.



IN POSSESSION



Penetrate

- How can we move the ball forward
- Try to keep the ball if we can't go forward

Creativity

- Producing the unexpected to beat the opposition
- Either individually or jointly as a team

Movement

- Moving effectively around the pitch to make space to create options
- Moving effectively around the pitch to cut off or fill space
- How players move around the pitch

Support play

- Where should a player move to create options for their team mates
- Where should a player move to cover for their team mates

Create space

- Using the whole pitch - width, length and depth
- Choosing the right space to attack
- Controlling the spaces around the pitch

Balance

- When your team is well-balanced, players move in tandem
- Whatever happens, they don't get too close together – or too far apart

Attacking sayings:

Let's go forward!

Pass, move, receive

Heads up, eyes open

Can we get a goal
in 10 seconds

OUT OF POSSESSION



Delay

- Slow down the opposition
- Delay - Deny - Dictate
- Prevent opposition from playing forward
- Show outside or inside



Press

- Applying pressure to the player with ball
- Applying pressure to the player without the ball
- Decision making for 'intelligent pressing'



Be patient

- Take time - no rushing
- Consider the best decisions for -
 - positioning and placement
 - speed of approach
 - player in focus



Provide cover

- Players fill in the gaps made by their team mates
- Covering the positions of team mates
- Decision making for 'intelligent pressing'



Balance

- When your team is well-balanced, players move in tandem
- Whatever happens, they don't get too close together – or too far apart



Being compact

- Stay close together to reduce gaps between players
- Cover gaps to stop and block passes

Defending sayings:

Run in fast,
slow down

Surfboard baby!

Get close to your mate

Can we nick it?

GIBBS' REFLECTIVE CYCLE

AUTHENTICITY

- My authentic self
- Confidence and self-belief
- Insights
- Reflection

BEHAVIOURS

- Organisation
- Observation
- Communication
- Management

KNOW MY PLAYERS

- Likes
- Dislikes
- More than a label
- Motivation
- Who they are
- Experiences

VALUES

- Fun
- Safe
- Friendly

KNOWING ME

- Strengths
- Growth
- Unknowns



STEP MODEL (INDIVIDUALISATION)

- Space
- Task
- Equipment
- Players

SESSION PLANNING MODEL

- Why? - Learning activity
- Outcomes - Must, Should, Could
- Player engagement
- Coach behaviour

INTERVENTIONS

- Explain
- Demonstrate
- Imitate
- Practice

MANAGEMENT

- Behaviour
- Session
- Player
- Engagement

COACHING POINTS

BLOOM'S TAXONOMY

- Create
- Evaluate
- Analyse
- Apply
- Understand
- Remember

STEP INS

- Coaching points
- Structured
- Coach in logical order

PRINCIPLES OF PLAY

IN POSSESSION

OUT OF POSSESSION



Penetrate



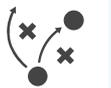
Creativity



Delay



Patience



Movement



Support play



Press



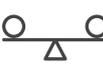
Provide cover



Create space



Being compact



Balance

PRACTICE SPECTRUM



Unopposed



Unopposed and interference



Overload



Match up



Technique



Skills

PRACTICAL VALUES



Directional



Focused on playing forward



Goal-orientated



Opposed



Varied

FORMAT

Singles (1v1)

Duos (2v2)

Small sided (3v3 - 4v4)

Match setup (5v5 upwards)

PITCH GEOGRAPHY

Location on the pitch

Pitch reference points

Pitch realistic



CAPABILITIES OF SKILFUL PLAYERS



Scanning



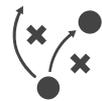
Positioning



Deception



Technique



Movement



Timing

LEARNING STYLES



Visual



Auditory



Reading/writing



Kinesthetic

BEHAVIOURS



Thinking



Feeling



Doing

DECISION MAKERS



Realism



Repetition



Responsibility

FOUR CORNERS



Social



Physical



Psychological



Technical/tactical

GOLDEN POINT OF LEARNING

Engagement & development



Difficulty

4 CORNERS MODEL



SOCIAL

Communication. Self-esteem. Teamwork.

- Teamwork
- Applauding others
- Encouraging others
- Communication
- Collaborating
- Offering help and advice
- Leadership
- Empowering
- Making new friends
- Behaviour
- Fun
- Smiles
- Self-esteem
- Partnerships
- Listening
- Talking



PHYSICAL

Co-ordination. Conditioning. Challenge.

- Agility
- Balance
- Co-ordination
- Passing
- Speed of movement
- Turning
- Running
- Jumping
- Throwing
- Shielding
- Range of movement patterns



PSYCHOLOGICAL

Understanding. Decision making. Confidence.

- Decision making
- Gaining confidence
- Learning new skills
- Recognise their own success
- Making and learning mistakes
- Patience
- Rules
- Awareness
- Use of imagination
- Celebrating success
- Resilience
- Growing leaders



TACTICAL/TECHNICAL

Ball mastery. Practice. Group play.

- Ball control
- Dribbling with the ball
- 1 v 1, 2 v 2
- Possession
- Understanding pressure
- Positioning
- Make space
- Support play

STEP



Space

- Areas of pitch
- Small or bigger size
- Shape
- Distances



Task

- Individual targets
- Specific outcomes
- Technical elements
- Passing options



Equipment

- Ball size - bigger or smaller
- Goal - bigger or smaller
- Zones or areas
- Equipment from different sports



Players

- Numbers
- Overloads or underloads
- Different positions
- Groups
- Ability levels

INTERVENTION WHEEL



Step In Starters

- Can you show me...?
- How would you...?

Step In Approach

- Ask a question
- Offer a challenge
- Player demonstrations

Step In Starters

- Try this...
- How did that go?
- What could you change?

Step In Approach

- Joint decisions
- Player finds solutions
- Minimal support



Step In Starters

- What do you think...?
- How can you...?
- What might you...?

Step In Approach

- Ask open questions
- Players offer solutions

Step In Starters

- Let's watch this...
- How does X do...
- Can you identify...

Step In Approach

- Observe practice
- Discuss feedback

Step In Starters

- I want you to...
- Can you...

Step In Approach

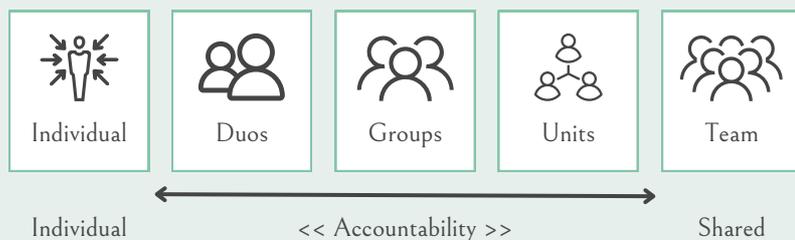
- Telling
- Sharing
- Explaining

INVOLVEMENT AND INTERVENTIONS

Involvement

- Have a clear focus
- Be patient
- Matchday <=> Training
- Notes to aid memory
- Involve everyone
- Learning opportunities

Empowering challenges spectrum

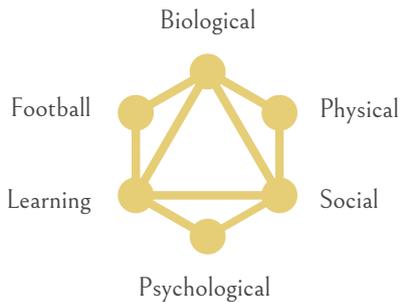


KNOW MY PLAYERS



Likes	Dislikes	More than a label
Motivation	Who they are	Experiences

The whole child



Footballing life

- What do they want to get out of it?
- Their objectives
- The activities they like to do in training
- The team they support
- Their favourite player
- The strengths of their game
- The weaknesses of their game
- Why they play football

Non-footballing life

- TV programmes
- Films
- Music
- Family
- School

Learning and coaching style

- | | | | |
|----------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none"> • Visual • Auditory • Reading/writing • Kinesthetic | <ul style="list-style-type: none"> • Guided discovery • Trial and error • Observe and feedback • Direction | <ul style="list-style-type: none"> • Social • Physical • Psychological • Technical/tactical | <ul style="list-style-type: none"> • Question and answer • Reflections |
|----------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------|

KNOW MYSELF



Foundations

- Strengths
- Values
- Beliefs



Insight

- Review
- Learn
- Revise



Growth

- Personal development plan
- Continuous professional development

JOHARI WINDOW

MY AWARENESS >

< AWARENESS OF OTHERS

OPEN SELF

- Known to me.
- Known to others.

BLIND SELF

- Unknown to me.
- Known to others.

HIDDEN SELF

- Known to me.
- Unknown to others.

UNKNOWN SELF

- Unknown to me.
- Unknown to others.