

# COACHING

## LEARNING THOUGHTS

### THE BUILDING BLOCKS

Knowing myself  
Foundations  
My development plan

### MY PLAYERS AT THE HEART

Who are my players?  
Understanding who they are  
The four corners  
Their Footballing life  
Their non-Footballing life  
Their practice spectrum preferences  
The different ages of every child  
Their typical pitch locations  
The VARK model of learning

### THE COACHING MAGIC

The 4 corners model  
The STEP model  
The ADAPT Model  
Activity Inclusion Model (AIM)  
Session structure  
Play phase  
Intervention wheel

### GETTING TECHNICAL

In possession  
Out of possession  
Transition  
Capabilities of skilful players  
Session planning



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

# KNOWING MYSELF



## FOUNDATIONS

*Strengths. Values. Beliefs.*

As a coach my aim is to create an environment where children feel safe, have fun and make friends. Football is the activity that brings us together - an enjoyable environment is what keeps us together.

Through reflection and self-analysis, I aim to continuous improve myself through actions that have a positive impact on myself, on my coaching team and my children.

*Why?*

Helping people and organisations transform to be the best versions of themselves

*How?*

I create an environment where children who have a disability can make friends, play football and have fun in a safe and welcoming space.

*What?*

I provide PAN disability footballing opportunities for children who have a disability aged from 5 to 16.



### Values

- Fun, safe and friendly environment.
- All about the child.
- Welcoming and supportive to all.
- Creating opportunities for everyone.



### Beliefs

- Every child deserves to have the opportunity to feel welcome and able to play football.
- Every child deserves to have their needs met in an environment that understand them.
- Every child deserves to feel safe, secure and respected by everyone in the club.



### Approach

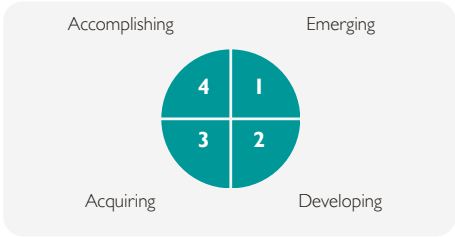
- Child-centred.
- Respect first.
- Empathetic.
- Nurture relationships.
- Build on strengths.
- High standards.



### Strengths

- Energetic.
- Positive.
- Smiling.
- Creative.
- Organised.
- Fair.

# MY DEVELOPMENT PLAN



## 1. Coaching strengths and areas for development

Identify and adopt solutions to challenges within my coaching role.

### WHERE I AM AT THE MOMENT

**ACQUIRING**

- I know who I am and where my skill set and personal characteristics can be best used.
- I also know where my comfort zone ends and where I would struggle in coaching.

### WHERE I WANT TO BE

Can accurately identify all coaching strengths and areas for development.

### HOW I WILL GET THERE

Proactively learn about my 'unknowns' and develop plans to improve my known areas of development.

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- Creating a 'reflection culture' in the club.
- Implementing video reviewing of my coaching practice.
- Seek 360 degree feedback from all.
- Create an action plan to improve the elements that are identified.

## 2. Game development

Know how game formats and basic principles of the game support making the game appropriate for players.

### WHERE I AM AT THE MOMENT

**ACQUIRING**

- Knowing how my players fit within the KDFL junior format.

### WHERE I WANT TO BE

A complete understanding by comparing your players' game characteristics and their relevance to individual players, small groups and other football formats.

### HOW I WILL GET THERE

Gain a greater depth of knowledge of the 'skilful capabilities' and develop a toolbox of activities that I can use to develop specific elements.

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- Research ideas for developing 'skilful techniques' from the FA learning hub.
- Study more 'real game' events and analysis.
- Learn from other coaches.
- Put time aside to truly dig into each of my players - observe > analyse > identify > action plan.

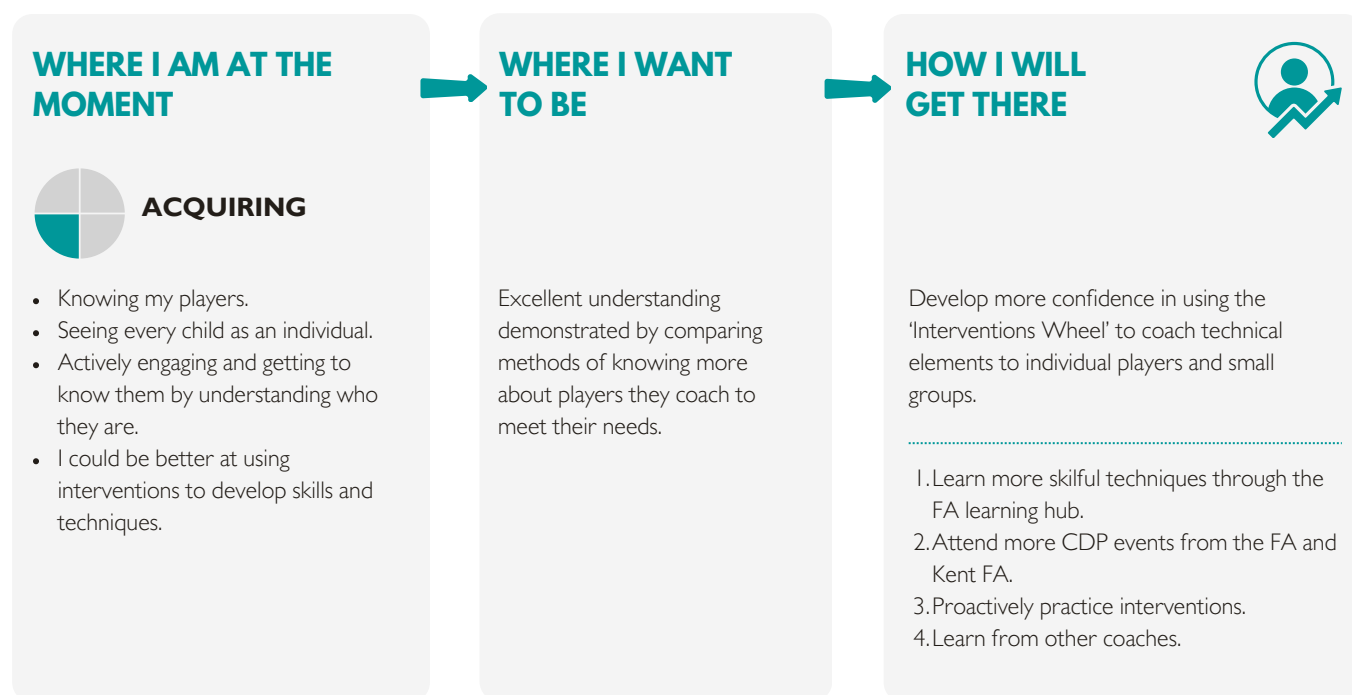
### 3. Principles of play

Develop and apply knowledge about football and players to help individual players I coach to become more skilful.



### 4. Player development

Develop knowledge about players to help individuals to become more skilful.



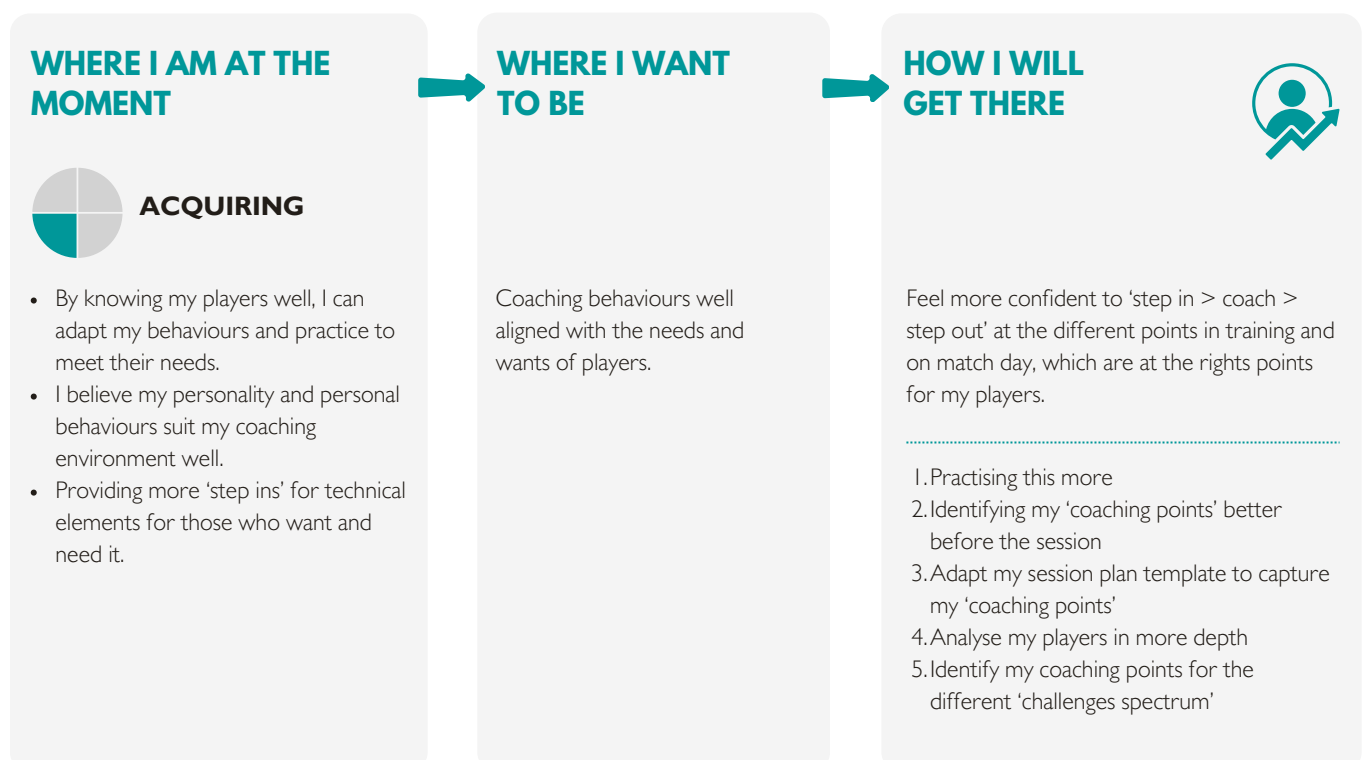
## 5. Short term programme planning

Create short term coaching programmes to help the players I coach learn basic Football technical and tactical actions.



## 6. Coaching behaviour

Apply basic coaching principles to lead and deliver suitable games and activities to help the players I coach stay in love and learn about football.



# WHO ARE MY PLAYERS?



## UNDERSTANDING WHO THEY ARE

*What makes the child tick. What makes them them.*



**Likes**



**Dislikes**



**More than a label**



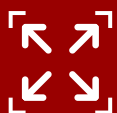
**Motivation**



**Who they are**



**Experiences**



## THE FOUR CORNERS

*Identifying and meeting the varied needs of each child.*



**Social**

Football is a team game. This corner aims to cultivate relationships in the team, improving areas such as teamwork, communication, and leadership. These qualities help to make a player a better member of the team, able to work well with their fellow players even during tough periods.



**Physical**

Footballers have never been so physically fit. The physical corner is made up of 12 areas, including speed, balance, strength and endurance. Without these abilities, a player will struggle to carry out technical skills such as dribbling and turning and will be hindered in their tactical movement both on and off the ball.



**Psychological**

Strong emotions and pressure situations are a big part of football. It's essential that players are confident, resilient and focused. This corner reminds coaches that as well as developing the players as athletes, they need to help them develop as people who are able to cope with the demands of the game.



**Technical/tactical**

This corner covers the kind of skills, such as passing, finishing and tactical awareness that most people think of when asked what a footballer needs to be good at. They are an important part of the game, but as the model makes clear, they're linked to the other corners and are only one element of what makes for a good player.



## THEIR FOOTBALLING LIFE

*Important things to consider and learn.*



What do they want to get out of it?



What are their objectives?



What activities do they like to do in training?



What team do they support?



Who is their favourite player?



Why do they play football?



## THEIR NON-FOOTBALLING LIFE

*Important things to consider and learn.*



What are their favourite TV programmes?



What are their favourite films?



What are their favourite songs?



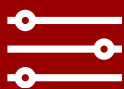
What does 'home' look like?



Where do they go to school?



What other sports do they enjoy?



## THEIR PRACTICE SPECTRUM PREFERENCES



Unopposed



Unopposed  
and  
interference



Overload



Match up



Technique



Skills

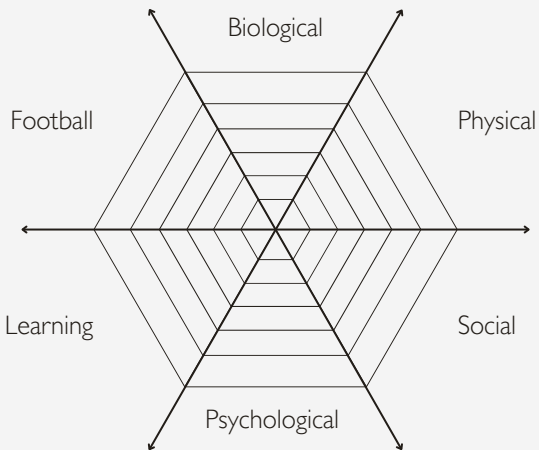
Questions to consider...

- Why do they have that specific preference?
- Where do I think they shine?
- How can I help them develop the skills and confidence to move along the spectrum?



## THE DIFFERENT AGES OF EVERY CHILD

*These different aspects make up the whole child.*



### Biological age

Their actual age since their birth.



### Physical age

Their physical development. Think how big they are, how they run, and their motor skills.



### Social age

How they communicate with others, their independence from parents, and their confidence.



### Psychological age

How old they feel, act, and behave. Think about how mature, reliable and sensible they are.



### Learning age

Think about how they communicate with others, their independence from parents, their confidence, etc.

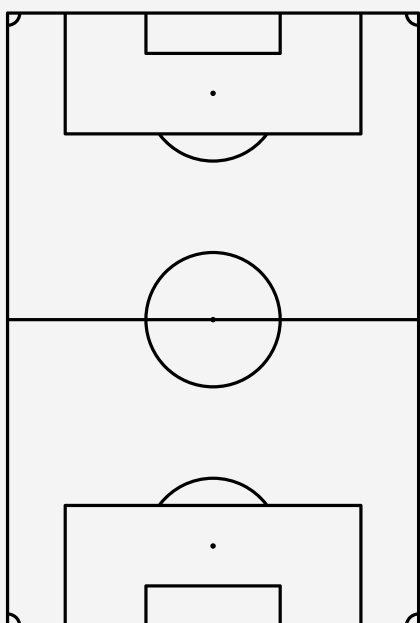


### Football age

How old they feel, act, and behave. Think about how mature, reliable and sensible they are,



## THEIR TYPICAL PITCH LOCATIONS



Questions to consider...

- Where do they like to play?
- Where do they naturally gravitate to?
- Where is their skill set best placed?
- How can I help them to play in the position that they want to with the skills and confidence that they need to do it?

Remember, this is a guide - the child is likely to evolve, change and alter as they grow and develop.



# THE VARK MODEL OF LEARNING



*It is important to know how players and teams learn best to succeed.  
Just like coaching methods are different, so are the ways players learn.*



## Visual

Visual learners prefer the use of images, maps, and graphic organisers to access and understand new information.

### Tips

- Video Analysis: Show game clips to point out good plays or spots for improvement.
- Tactical Diagrams: Use whiteboards or tablets to create formations and explain strategies.
- Visual Cues: Use hand signals or markers on the field to help players know where to go during practice.



## Auditory

Auditory learners best understand new content through listening and speaking, especially in situations like lectures and group discussions. They may use repetition as a study technique and benefit from the use of mnemonic devices.

### Tips

- Team Talks: Give interesting talks before and after games. Focus on important messages and plans.
- Group Discussions: Let players evaluate plays, share ideas, and learn from each other.
- One-on-One Coaching: Share specific and detailed feedback during training sessions.



## Reading/writing

Students with a strong reading/writing preference learn best through words. They may present themselves as copious note takers or avid readers, and are able to translate abstract concepts into words and essays.

### Tips

- Written instructions and tactical guides
- Reword main ideas and principles to gain a deeper understanding.
- Organise diagrams, charts, and graphic organisers into statements.
- Researching coaching theory and tactics.
- Review practices and performance.



## Kinesthetic

Learn best by understanding information through tactile representations of information. They are hands-on learners and learn best when figuring things out by hand and practice.

### Tips

- Repetitive Passing Drills: Focus on touch, accuracy, and power of the pass by doing it over and over.
- Small-Sided Games: Set up game situations where players can practice their skills in a fun way.
- Shadow Play: Let players copy movements and techniques without a ball. This helps them remember the actions better.

# THE 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
- Equal - 1v1, 2v2
- Overload - 3v2, 4v3
- Underload - 2v3, 3v4
- Possession
- Understanding pressure
- Positioning
- Make space
- Support play



**Learn more:**

<https://learn.Englandfootball.com/articles-and-resources/coaching/resources/2022/the-fa-4-corner-model>

# THE STEP MODEL



## SPACE

*Where is it happening?*

- Increase or decrease the playing area.
- Change distances to be covered (being closer allows less response time).
- Change the distance, areas or targets to score points.
- Change the speed of the game or activity.
- Use zones to group people together or separate them.
- Vary the size or height of the target area.
- Allow players to move either nearer or further away from opposition players.

### Coaching tips...

- Use marked pitch areas
- Not too many cones
- Provide a safe space



## TASK

*What is happening?*

- Ensure everyone takes part in as much as they can and want to.
- Change rules, timing, duration or speed of activity.
- Break into smaller or complex challenges.
- Let people observe before taking part.
- Clear explanations, visual signs, pictures and diagrams can help to explain.
- Set open-ended challenges to encourage decision making and imagination.
- Repeat activity to build familiarity.

### Coaching tips...

- Reduce boredom
- Change up activities
- Be clear, concise and direct



## EQUIPMENT

*What is being used?*

- Variety of equipment, such as size, height, weight, shape, texture, colour, length and feel.
- Different ways to receive a ball.
- Sport equipment vs. non-sport equipment.
- Include additional equipment like ramps, grips.
- Use a whistle alongside visual cues.
- Use spots or cones to mark out zones.
- Different sized goals.
- Add in more footballs.

### Coaching tips...

- Use a whiteboard or flashcards
- Regulate emotions
- Use fidget toys



## PLAYERS

*Who is taking part?*

- Change how people are involved and take part.
- Team work or solo:
  - Work alone or with a partner.
  - Bigger or smaller groups.
  - As leader or follower.
- Group in similar ability or different ability.
- Teams could be equal in size or unequal.
- Consider the negative effect of physical contact, 'hustle bustle' and partner changes on peoples' experiences.

### Coaching tips...

- Small sided games
- Lots of touching the ball
- Buddy systems



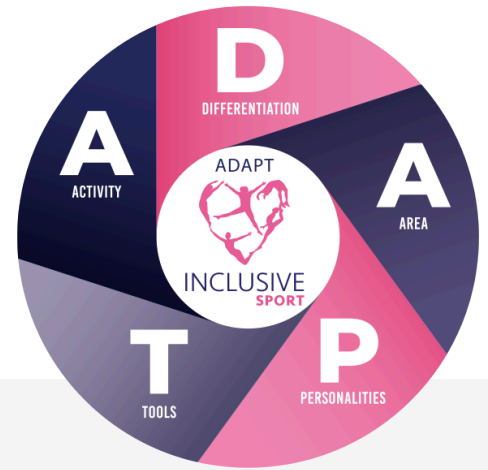
**Learn more:**

<https://www.ukcoaching.org/ukc-club/resources/the-step-model>

# THE ADAPT MODEL

Our ADAPT model places inclusion at the heart of physical education, sport and physical activity.

The model reconceptualises the traditional STEP model and uses considerations and prompt questions for those who are teaching and planning and offers justification for each aspect of the model.



## ACTIVITY

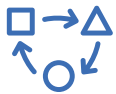
*Accommodate the needs, abilities, and background of all participants*

### THINGS TO CONSIDER

- What is the intended outcome of the activity?
- Will the activity/activities be suitable for abilities, needs and backgrounds?
- Will the activity be an open one?
- Will the activity be modified?
- Will there be a parallel activity?
- Will there be a specific activity for some children?
- Is the activity engaging?
- Does the activity have scope for adaptation?

### IDEAS FOR ADAPTION

- Offer a selection of activities to cover a wide range of needs and abilities.
- Allow all participants to experience all the different activities.
- Offer tailored outcomes based on the ability and needs of the participants.
- Offer a core activity complimented with either modified, parallel or a specific activity.
- Use an outcome based on attitudes and behaviours rather than performance.
- Break down more complex skills to allow participants to develop at a manageable ball pace.



## DIFFERENTIATION

*Modify activities to cater for a range of needs, abilities, and backgrounds*

### THINGS TO CONSIDER

- How will you adapt the activities to cater for all abilities and needs?
- Will you differentiate by changing or adding an activity?
- Will you differentiate by offering additional support?
- Will you differentiate by providing additional equipment or resources?
- Will you differentiate by tailoring your expectations?
- Will you use passive or active adaptations?
- Are you differentiating based on skill development, engagement, or social/emotional development?

### IDEAS FOR ADAPTION

You will need to decide on what your intended outcome of the activity is and then consider how you will differentiate to best achieve it. Here are some examples:

**Skill development** - Differentiating the activity by changing, modifying or adding a parallel activity.

**Engagement** - Differentiating the activity by tailoring your expectations.

**Social/emotional development** - Differentiating the activity using additional support such as support staff. Use additional equipment and resources tailored to the participant as an ongoing differentiation strategy.

**Passive or active?** Consider whether the participants will benefit from knowing that an activity has been adapted for them and the impact on the self esteem and confidence.



## AREA

*Accessible environment with the potential to adapt working areas*

### THINGS TO CONSIDER

- Is the environment accessible for all needs, abilities, and backgrounds?
- Is the activity indoors or outdoors?
- Can the space be adapted to maximise engagement?
- How many activities will you have in the area?
- Is the environment clear and tidy with the equipment easily accessible?
- How does the environment feel and sound?
- What are the sensory needs of your group?

### IDEAS FOR ADAPTION

There are two elements to consider when deciding on the area you are going to use and how you will use it. The first is the general area you decide to use such as hall, playground or studio and the second is the way you will use the area during the activity.

Here are some points to consider for both elements:

#### General Area and Environment

- Ensure the area is clear and tidy to minimise distractions.
- Ensure the lighting, acoustics and temperature of the room considers the sensory needs of your group.
- If the room is used for other activities such as assemblies or lunchtime it would be helpful to clarify the expectations of how you will be using the area.

#### Adapting the area during the session

- Use a smaller or larger area depending on whether you are adding challenge or making an activity more accessible.
- Use coloured/marked areas to ease understanding of activity.
- Use different areas for modified, parallel or specific activities.
- Create a timeout (self-regulation) area to support behavioural, emotional and social development.



## PERSONALITIES

*Ensure participants and those that support them are grouped effectively*

### THINGS TO CONSIDER

- Are participants grouped on ability, needs or backgrounds?
- How are supporting adults utilized?
- Are you using the strengths of your support staff effectively?
- What are the interests of the children in your group?
- Are the participants grouped based on ability?
- Are you using mixed ability groups to allow for peer-to-peer support?

### IDEAS FOR ADAPTION

To adapt a session considering the personalities of the group including staff will really help.

- **Personality of staff** - Utilise the existing relationships between staff to support children to engage and develop during the activity.
- **Personality of children** - Consider the different interests and behaviours of the children in the group so you can offer activities that will be engaging.
- **Combine personalities** - Consider the relationship of the children in your group balancing the need to maintain social groups alongside any potential disruption.

Here are some examples of how you can utilise personalities during your activity:

- Use the relationship of support staff to support children who may be struggling.
- Use friendships in the group to act as mentors and buddies..
- Group children based on their ability and needs.
- Group children based on their interest and behaviours.
- Use confident children to act as role models during activities.
- Use mixed ability groups to facilitate peer to peer support.



## TOOLS

Utilise communication skills, high quality equipment and inclusive resources

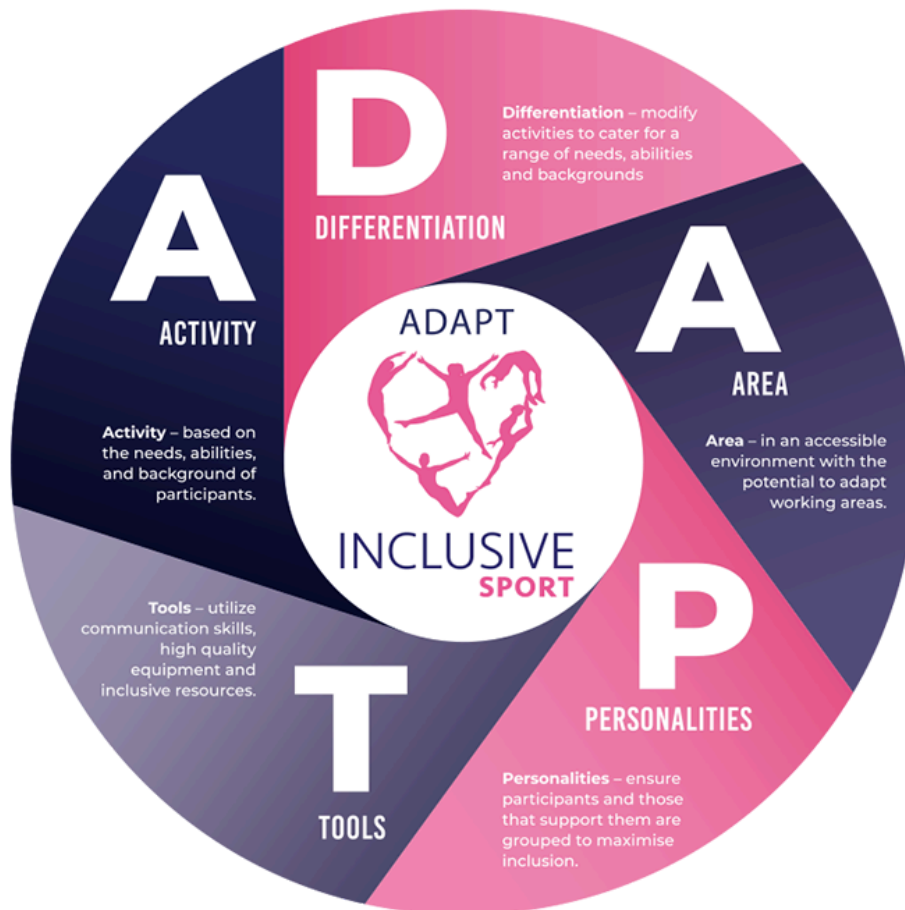
### THINGS TO CONSIDER

- Is your equipment accessible and inclusive for all needs and abilities?
- How can you adjust equipment to maximise engagement?
- How do you communicate with participants?
- What is the role of your support staff?
- Do you need communication resources?
- Can you use videos and visual cards?
- How will you use your voice and body language?
- How can you use other participants in the group to act as role models?

### IDEAS FOR ADAPTION

To adapt your activity there are variety of tools you can use ranging from equipment and resources to yourself and others. The more tools you have on your toolbelt the more ways you will be able to adapt a session. Here are some examples to consider:

- Use modified equipment.
- Use visuals cards and videos to show techniques, playing areas and examples of the sport in action
- Use pictures/photos/emojis to support communication.
- Use your tone of voice and body language.
- Use support staff to model, lead parallel activities or helicopter to support with enjoyment and participation.



Learn more:

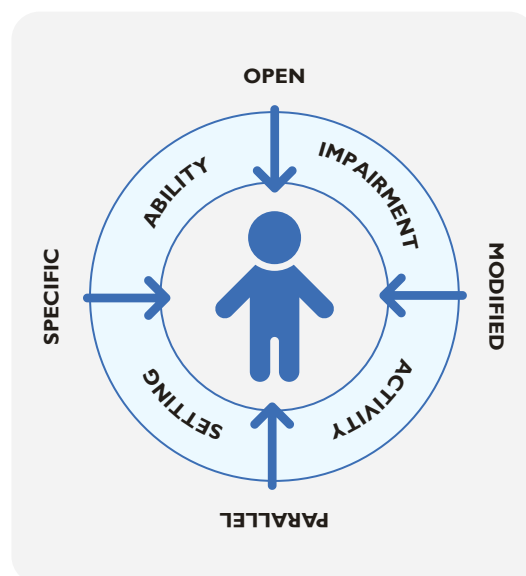
<https://inclusivesport.org.uk/about/adapt>

# ACTIVITY INCLUSION MODEL (AIM)

A tool to help plan sessions by encouraging consideration of participants' needs right from the start. The four factors that influence inclusion (and inform the structure of provision) for each individual participant are ability, activity, impairment and the setting. Each planned programme activity can be described as:

- Open activity
- Modified activity
- Parallel activity
- Specific activity

All need to be considered when creating the most appropriate provision.



## OPEN

*Everyone can take part.*

Coaches can use open activities to:

- form part of warm ups and cool downs
- encourage social interactions in sessions
- promote cooperation activities to develop individuals holistically.

For example, a mixed ability group taking part in the same warm-up activity at the start of a session before breaking out into different sessions.



## MODIFIED

*People do the same activity in different ways.*

Coaches can:

- Use the STEP model to help modify activities.

For example; in tennis, allowing people with mobility difficulties or low levels of fitness an extra bounce before having to return the ball is a good modification.



## PARALLEL

*Organised in ability groups.*

Coaches can:

- Group people by experience, skill, fitness
- Adjust the rules, equipment and playing area to suit the requirements of each group
- Allow people to move between groups as they develop their abilities or become more confident.

For example, your swimming group can be split into three separate lanes based on how fast they can swim.



## SPECIFIC

*People take part in unique activity.*

Coaches can:

- Set up a unique activity like a specific disability sport
- Include specific activity or tasks for people who have an injury.

For example, in a netball session the Goal Shooters may practice some specific skills and then join back into the main session.

The greater the impact of ability, activity, impairment or setting, the more likely modified, parallel or specific activities will be required. These four factors will help you to use the AIM and STEP Tool effectively in your delivery:

### ABILITY

Refers to the individual's skills, strengths, and capabilities. This includes physical abilities, cognitive abilities, and social skills.

### ACTIVITY

Describes the specific activity being undertaken. This could be a sport, a recreational activity, or an exercise programme.

### IMPAIRMENT

Refers to any physical, sensory, or intellectual impairment that affects an individual's participation in the activity. This could include mobility limitations, sensory deficits, or cognitive difficulties.

### SETTING

Encompasses the environment in which the activity takes place. This includes the physical environment, the social environment, and the cultural context.



**Learn more:**

<https://scottishdisabilitysport.com/activity-inclusion-model-aim>

# SESSION STRUCTURE



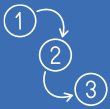
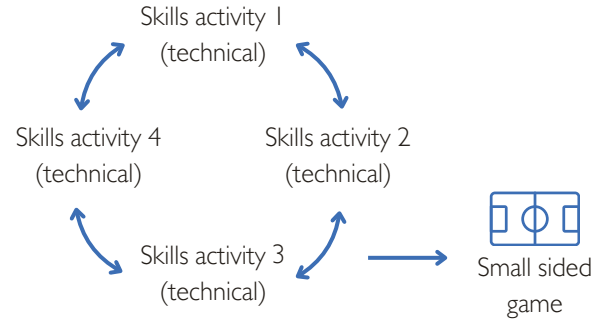
## PART

*Broken down into separate sections.*



## CAROUSEL

*Moving around different activities.*



## PROGRESSIVE PART

*Separate sections working to a final activity.*



## WHOLE-PART-WHOLE

*Start with a game; end with a game.*



### Arrival

Start with an arrival activity in pairs or small groups involving a ball with lots of touches



### Practice

Introduce the session topic and practice technical skills



### Progress

Introduce challenges - both at group and individual level



### Play

Finish with a match to put learning into action



**Learn more:**

<https://learn.englishfootball.com/articles-and-resources/coaching/resources/2023/How-to-structure-a-training-session>



# 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

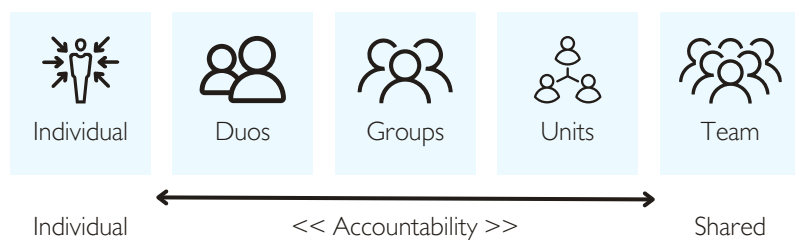
- Telling
- Sharing
- Explaining

## INVOLVEMENT AND INTERVENTIONS

### Involvement

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

### Empowering challenges spectrum



Learn more:

<https://app.thecoachingmanual.com/Content/22308>

# PLAY PHASE

## FORMS OF PLAY



### Physical play

Encouraging children to: run, jump, twist, turn, balance, hop, skip, roll, stop, start, change direction and combinations of all these things to ensure they experience a wide range of movement challenges.



### Imaginative play

Encouraging children to: generate ideas, try them out, mimic others, enter new and exciting worlds, suspend their disbelief, use their imagination as only children can.



### Social play

Encouraging children to: work together, encourage, help, collaborate to achieve a shared goal, discuss, question, and share ideas and thoughts.



### Object play

Encouraging children to: throw, catch, manipulate, touch, feel, balance and bounce as their fine and gross motor skills are challenged in different ways through the use of different objects.

## FEATURES OF PLAY



### Collaboration and competition

Collaborate to achieve a common goal.



### Motivation and enjoyment

Stay motivated to keep trying if unsuccessful.



### Agency and choice

Feel empowered to offer ideas and suggestions.



### Participation and voice

Know that their ideas are valued and that they can have an input into what the activities become.

## OUTCOMES OF PLAY



### Characteristics of effective learning

Learn more effectively and consolidate previous learning.



### Communication and language development

Expand their use of language and ability to communicate with others.



### Physical development

Gain confidence in their body and what it's capable of doing.



### Personal, social and emotional development

Be capable of imaginative thoughts and ideas.



### Safe environment

A safe, supportive and positive environment is created for all children.



### Memorable experiences

Memorable experiences of being active and playing sport are shared with their parents and carers, and other children.



### Celebrate individuality

The individuality and potential of each child is celebrated.



### Fun activities

Children are given opportunities to engage in fun activities that encourage creativity and experimentation.



### Voice and choice

Children's views and ideas are valued, and we actively encourage them to share these.



### More than football!

The approach is geared towards creating a new generation of sports lovers, as well as future players.



### Keep it simple

Young children may be unable to decipher complicated instructions or rules.



### Be patient

Children may take more time to make decisions, leading to more pauses and activities taking longer than planned.



### Keep to their pace

Children may not be ready to fully understand the perspective of another person.



### Be observant

It's important to recognise young children may be more vulnerable due to the early stages of their verbal development.



### Be trustworthy

Children need to feel safe, protected and able to identify a trusted adult at this young age.



### Use the resources

Harness the power of play.



### Using imagination

The children will have amazing imaginations. Use this in your sessions!



### Have fun!



Learn more:

<https://learn.Englandfootball.com/courses/football/play-phase>

# GETTING TECHNICAL: 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

## TRANSITION



### Read the game

- Recognise the game situation
- Make a decision



### Positions

- Return to position
- Spot gaps and risks



### Get ready

- Be prepared to tackle
- Be prepared to attack



### Scan and move

- Spot disorganisation
- Move as a team

# GETTING TECHNICAL: 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'



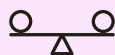
## Be patient

- 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

## TRANSITION



### Read the game

- Recognise the game situation
- Make a decision



### Positions

- Return to position
- Spot gaps and risks



### Get ready

- Be prepared to tackle
- Be prepared to attack



### Scan and move

- Spot disorganisation
- Move as a team

# CAPABILITIES OF SKILFUL PLAYERS

## ATTACKING

### Receiving

- A player needs to decide -
  - how to receive the ball and
  - whether to -
    - take on an opponent
    - entice an opponent
- The receiver needs to have a connection with the passer

### Finishing

- Less experienced players require more touches
- Make good contact with the ball
- Plan to follow up if a goal is not scored -
  - the rebound
  - win the ball back

### Moving with the ball

- Moving with the ball by dribbling or running with it
- Spot spaces to attack
- Have confidence to dribble against an opponent
- Consider the next stage of the attack

### Turning

- Knowing when to turn is key
- Use the right technique for the situation -
  - turning in space
  - turning when marked by a defender

### Passing

- Pass at the right speed, in the right place and at the right time
- Can be done over, round or through a defence
- The passer needs to have a connection with the receiver

## DEFENDING

### Intercepting

- Mixes skills of -
  - scanning
  - positioning
  - timing
  - deception
  - movement
- Need to read the game

### Pressing

- Put direct pressure on a player with the ball
- Delay them playing the ball forward
- The nearest player to the ball is the first to press
- Need to work as an unit

### Marking

- Tracking an opponents movement
- Mark -
  - close when near the goal
  - from a distance when away from goal
- Movement, timing and positioning are key

### Challenging

- Usually involves a degree of physical contact
- Important to win the first contact
- Challenging is increasingly technical
- The right challenge at the right time
- When winning the ball, start an attack

### Covering/recovering

- Being the next in line for a teammate
- Getting back into position when you are caught out
- Work as a unit

# SESSION PLAN

Number

Session date

## Topic focus

Short, sweet and focused

## Activity summary

What it is

Why I'm doing

What I want to achieve

### WHAT'S IN FOCUS

#### Session structure

- ☐ Part
- ☐ Carousel
- ☐ Progressive Part
- ☐ Whole-part-whole

#### Principles of play

##### IN POSSESSION

- ☐ Penetrate
- ☐ Creativity
- ☐ Movement
- ☐ Support play
- ☐ Create space

##### OUT OF POSSESSION

- ☐ Delay
- ☐ Patience
- ☐ Press
- ☐ Provide cover
- ☐ Being compact
- ☐ Balance

##### TRANSITION

- ☐ Read the game
- ☐ Positions
- ☐ Get ready
- ☐ Scan and move

#### Capabilities

- ☐ Scanning
- ☐ Timing
- ☐ Movement
- ☐ Positioning
- ☐ Deception
- ☐ Technique

#### 4 corners

- ☐ Social
- ☐ Physical
- ☐ Psychological
- ☐ Technical/tactical

#### STEP options

SPACE	TASK	EQUIPMENT	PLAYERS

#### ADAPT options

ACTIVITY	DIFFERENTIATION	TOOLS
AREA	PERSONALITIES	

#### AIM options

OPEN	MODIFIED	PARALLEL	SPECIFIC

# ACTIVITY PLANNING

Number

Session date

Activity 1 - diagram

1

Priority coaching points

2

○

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3

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Activity 2 - diagram

1

Priority coaching points

2

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3

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Activity 3 - diagram

1

Priority coaching points

2

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3

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# SESSION REFLECTION

Number

Session date

Summary of session

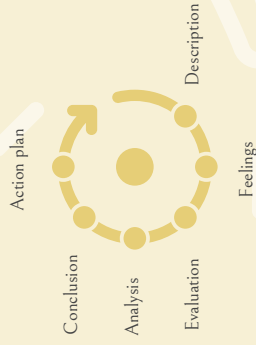
Lessons I've learnt

Review of outcomes, coaching points and session

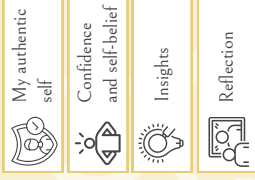
# NOTES, REFLECTIONS AND ADDITIONS

# NOTES, REFLECTIONS AND ADDITIONS

## GIBBS' REFLECTIVE CYCLE



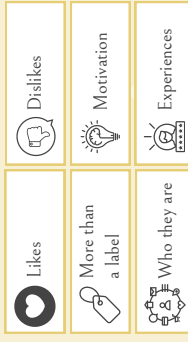
## AUTHENTICITY



## BEHAVIOURS



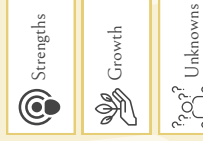
## KNOW MY PLAYERS



## VALUES



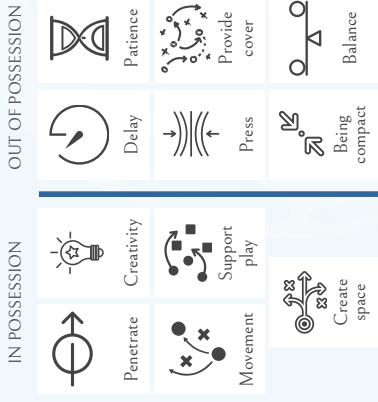
## KNOWING ME



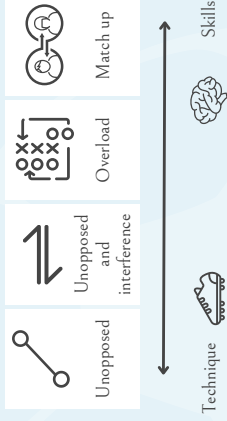
Meet players needs  
Score more goals  
Prevent goals  
Learn from experience  
Not too easy/hard



## PRINCIPLES OF PLAY



## PRACTICE SPECTRUM



## PRACTICAL VALUES



## PITCH GEOGRAPHY

Location on the pitch

Pitch reference points

Pitch realistic

## FORMAT

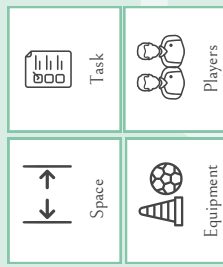
Singles (1v1)

Duos (2v2)

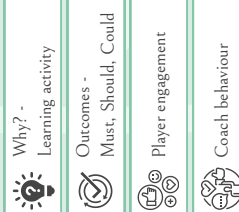
Small sided (3v3 - 4v4)

Match setup (5v5 upwards)

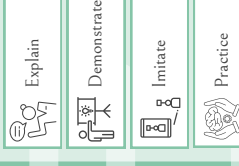
## STEP MODEL (INDIVIDUALISATION)



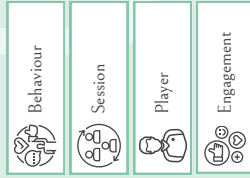
## SESSION PLANNING MODEL



## INTERVENTIONS



## MANAGEMENT



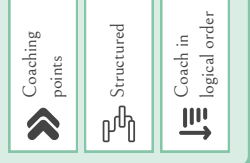
## COACHING POINTS



## BLOOM'S TAXONOMY



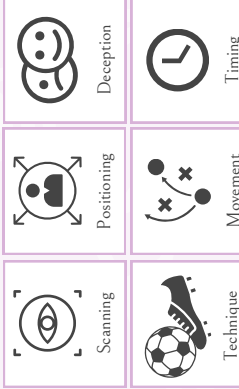
## STEP INS



## LEARNING STYLES



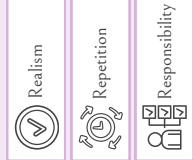
## CAPABILITIES OF SKILFUL PLAYERS



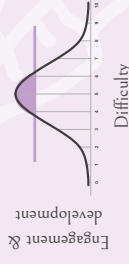
## BEHAVIOURS



## DECISION MAKERS



## GOLDEN POINT OF LEARNING



## FOUR CORNERS

