



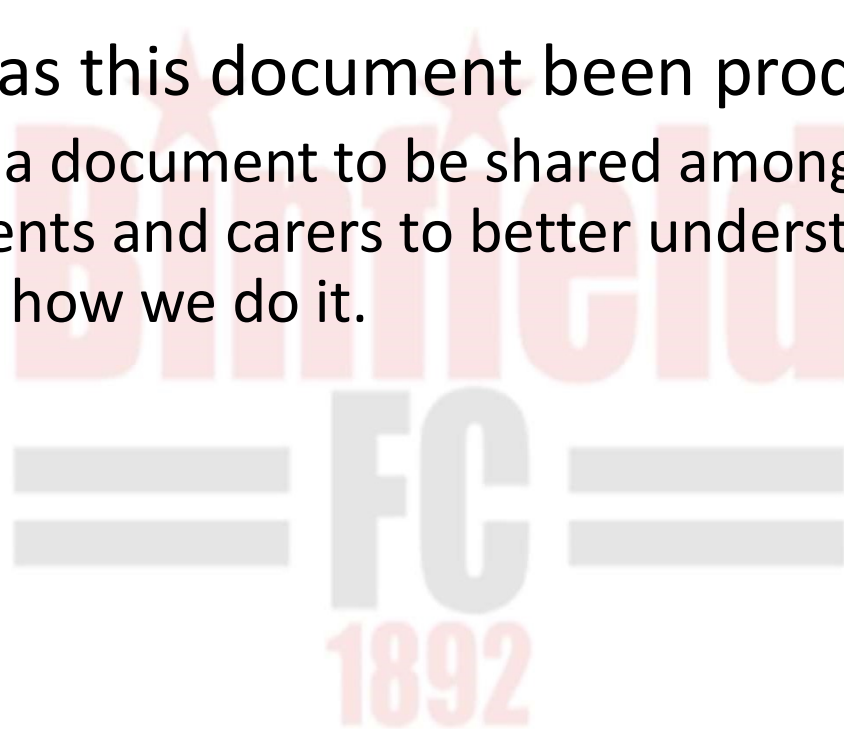
Binfield FC 'The Moles'

Club Ethos and
Coaching Philosophy

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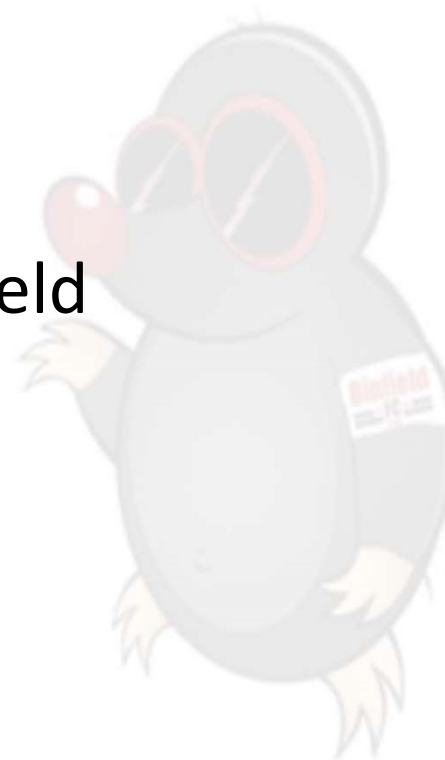
Introduction

- Why has this document been produced?
 - It is a document to be shared among the coaches, players, parents and carers to better understand what we stand for and how we do it.



Who We Are

- Binfield FC
- Established in 1892
- Home ground - Hall Farm Lane, Binfield
- Nickname - The Moles
- FA Vase Finalist 2021
- Isthmian League - Step 4



Defining Binfield FC



Club Ethos

Our Club ethos is a written declaration that sets out how we want to run as a club.

It's simple and concise and can be understood by players, parents and officials.



Coaching Philosophy

Our clearly defined coaching philosophy provides direction, purpose and guidance to the process of coaching young players.



Player Development

We promote a holistic approach based upon the FA's four-corner model for long term player development



Playing Philosophy

Our clearly defined playing philosophy which provides direction, purpose and guidance to the process of how we want to play



Age Groups 5-11

Foundation Phase

Coaching recommendations for players aged 5-11 years



Age Groups 12-16

Youth Development Phase

Coaching recommendations for players aged 12-16 years

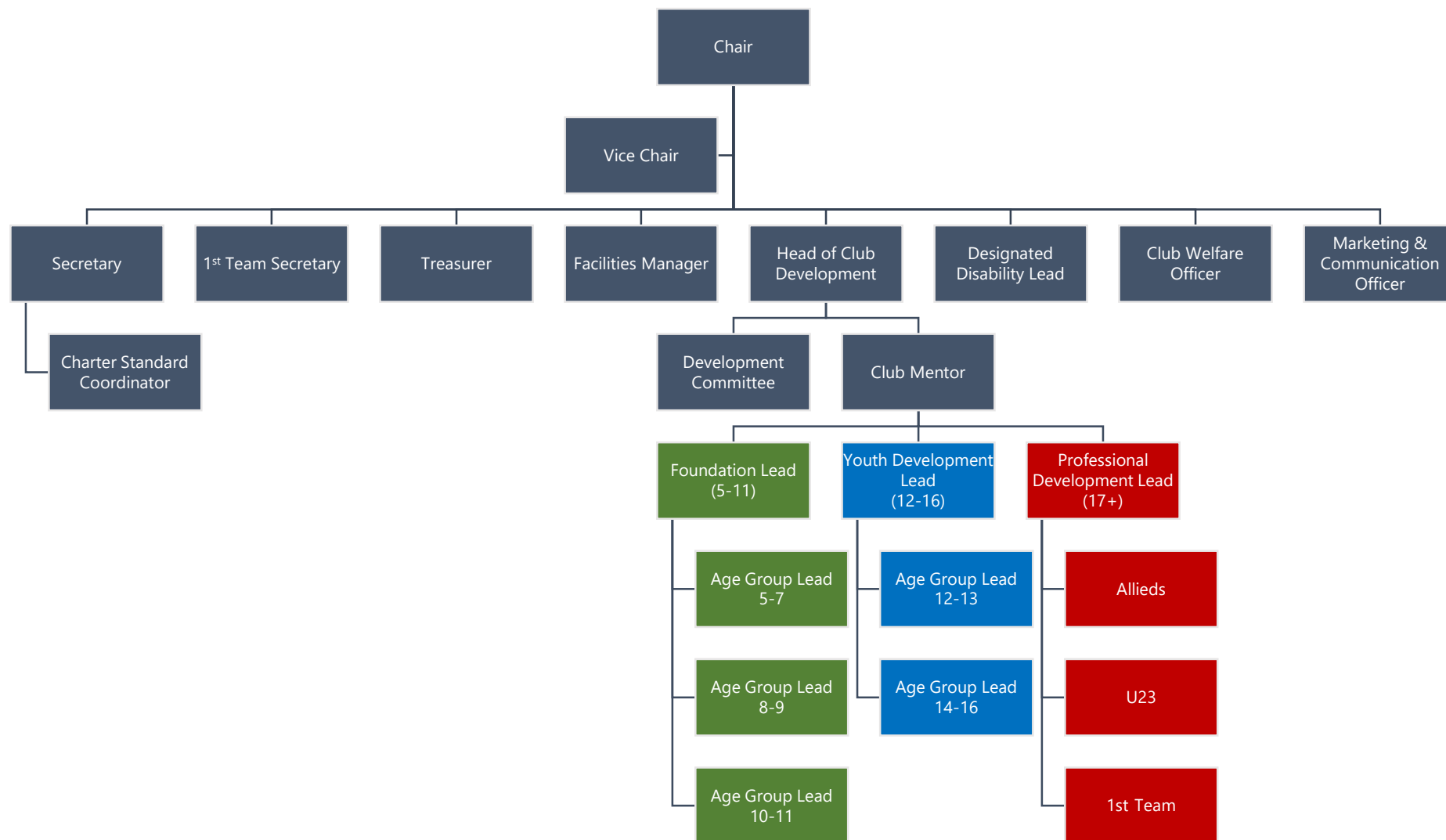


Age Groups 16+

Professional Development Phase

Coaching recommendations for players over 16

Binfield FC Club Organisation

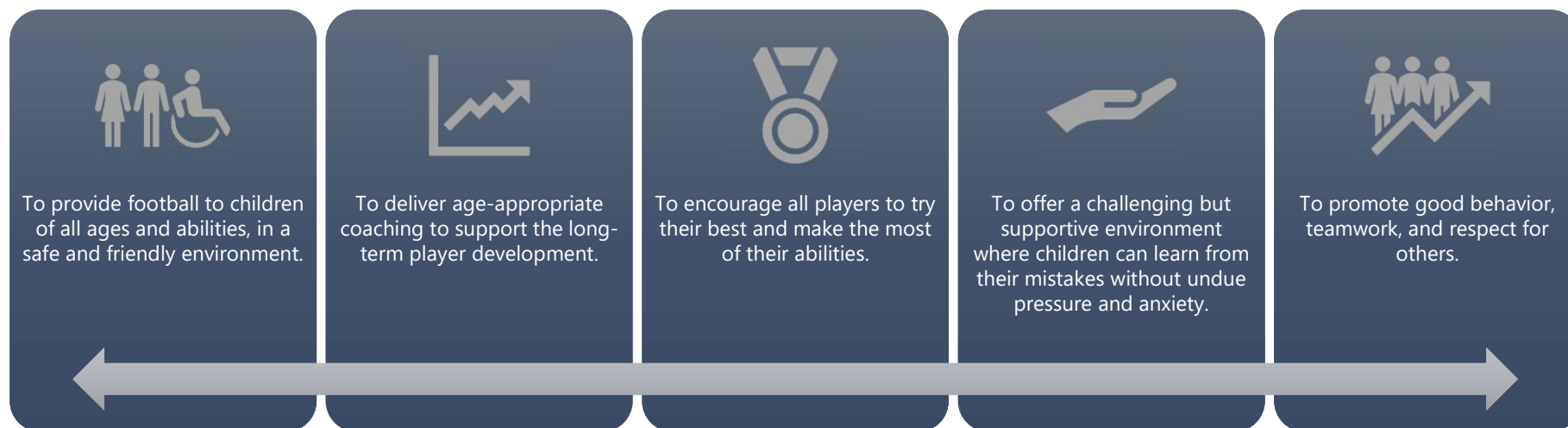


Club Policies

- Check out the website for the latest policies that are in place within Binfield FC
- Safeguarding for Children and Adults

Club Ethos

Our club ethos is a written declaration that sets out how we want to run as a club. It's simple and concise and can be understood by players, parents/carers and officials.



Coaching & Playing Philosophy

- This document is split into two main sections; Coaching and Playing Philosophy
- Coaching Philosophy concentrates on coaches and how they should coach the team
- Playing Philosophy looks at how the 1st Team play and tries to filter this down through the age groups. This will ensure that players are 1st Team ready when they reach the Professional Development Phase

Coaching Philosophy

A Coaching Philosophy is unique to each coach who takes control of a team.

Everybody is the different. We will all have a different approach to coaching the game.

Within Binfield FC the coaches are presented with the overall coaching aims. From there they can form their own coaching philosophy on how best to coach.

Through CPD events their philosophy on coaching can be refined.

We therefore ask each coach to consider the following when they take up the role as a Coach at Binfield:

- Your Beliefs
- Your Values
- Your Behaviour

Coaching Beliefs

Coaching beliefs will impact on the Coaches Values and Behaviour and are personal to everyone.

- Think of a belief (for example: importance of winning over player development)
- Write it down
- Try the belief
- Then adapt it, if necessary

Here are just a few examples

- I believe as coaches we are critical to the development of the player
- I believe as coaches we are often misunderstood, under supported, undervalued, and never fully prepared
- I believe an important part of my coaching should be to guide, protect, and nurture
- I believe as coaches we must invest heavily in my personal and professional development
- I believe in giving players equal amount of playing time for each game
- I believe the squad should be able to play in any given position

Coaching Values

As a coach what do you value most? Here are just a few examples

- Self

- Learning
- Understanding
- Action
- Inspiring

- Others

- Respectful
- Honesty
- Teamwork
- Attitude
- Hard work



- Ultimately, having fun

Coaching Behaviour

What are behaviours?

A behaviour is defined as:

“The way in which someone acts or conducts their self, especially towards others or in response to a situation or stimulus”

Your behaviour as a coach is guided by your beliefs and your values.

- Knowledge + Skill = Behaviour
 - Knowledge = Understanding
 - Skill = Being able to
 - Behaviour = How you understand and respond
- People
 - Communication, Relationships, Inspirational
 - Provide positive interaction with peers, parents, and coaches
 - Provide feedback and guidance when mistakes happen
 - Challenge the players during training and matches
- Practice
 - Planning, Doing, Reviewing, Technical Knowledge
- Personal
 - Philosophies & Values, Progressive, Collaborative
 - Coaches are required to strictly follow the FA Respect Code of Conduct
 - Coaches must act responsibly
 - Coaches are the role models for the players
 - Coaches are representatives of the club

Role of the Coach

▪ **Mentor**

- Listen to players, give advice and extend their thinking
- Show empathy towards players, parents/cares, and other coaches

▪ **Motivator**

- Set appropriate challenges to inspire the players
- Encourage players to try new skills

▪ **Friendly**

- Make the environment welcoming and inclusive to all

▪ **Facilitator**

- Allow players to enjoy playing the game
- Create engaging sessions

▪ **Passionate**

- Passion for the game
- Passion for the players

▪ **Understanding**

- The needs of the players throughout the players' journey
- Your role with the team, individuals, and parents
- External factors that may impact each player

▪ **Knowledge**

- Of the game
- Supporting players individual needs

▪ **Child-like**

- Understand what it's like to be a child
- Provide age-appropriate coaching

Coaching Aims

- Make the game safe, secure, fair, and enjoyable for everyone
- Provide age-appropriate coaching (5-11, 12-16, 16+)
- Develop players across the 4-Corner Model from the FA, to support Long Term Player Development (LTPD).
 - Physical - Improve the player's movement skills
 - Technical - Develop the player's technical skills.
 - Psychological - Increase the player's decision-making capabilities.
 - Social - Teach the player life skills.
- When planning sessions give equal time to the Plan, Do and Review process
- Enhance your own knowledge by attending CPD events

Coaching Qualifications

At Binfield all coaches as a minimum will undergo the following training courses;

- The FA Level 1 Award in Coaching Football or FA Playmaker
 - Playmaker is an entry level course for volunteers in the Grassroots game
- FA Emergency Aid
- FA Safeguarding Children Workshop

All our coaches will also require to have an Enhanced FA DBS check to work with children

- The FA requires everyone who works or volunteers in children's football and regularly cares for, trains, supervises or is in sole charge of children to apply for an FA Enhanced DBS (Disclosure and Barring Service)

Coaching Qualifications

▪ **FA Playmaker - Entry course into coaching Football**

- The FA Playmaker supported by BT is our new, free online entry-level football course perfect for anyone interested in taking a more active role in grassroots football. There are five modules in total, and you don't need any previous football experience or qualifications before signing up.

▪ **Level 1 - Introduction to Coaching Football**

- This will be an online course designed to provide learners with an introduction to coaching the game. The course will be complemented by practical and face to face learning experiences delivered locally as part of our ongoing coach development offer.

▪ **Level 2 - in Coaching Football**

- This nationally recognised qualification, awarded by 1st4sport Qualifications will take you on a journey through the core components of the England DNA – How We Coach, How We Play, How We Support and The Future Player, helping you to begin shaping or refining your own coaching philosophy.

Coaching Qualifications

▪ **Level 3 - UEFA B**

- The FA Level 3 (UEFA B) in Coaching Football will help you develop your players by designing practices that encourage decision-making, while meeting their technical, tactical, physical, psychological and social needs. Football is filled with complex decision-making scenarios, so designing relevant game-like practices with plenty of decision-making opportunities is crucial. They ensure that players can practice and prepare for competition.

▪ **Level 4 - UEFA A**

- As the fourth level within our coaching pathway, this is the highest practical coaching course that is on offer - and it's all about building on your technical and tactical skills to make you more effective in supporting the development of players in the 11v11 environment.

▪ **Level 5 - UEFA PRO**

- The FA Level 5 (UEFA Pro) in Coaching Football is the highest professional game coaching course offered and is designed to develop highly-skilled and aspiring leaders, managers and coaches capable of creating sustained success in football. Building on the technical knowledge you've developed on your learning journey; the focus is on developing winning team-leadership and management strategies that will challenge your knowledge and understanding of coaching.

Coaching Interventions

- When coaching any age group, we need to consider how we deliver the session that you've planned
 - Some players don't enjoy being shouted at
 - Some don't like having their mistakes highlighted in front of their peers
 - Most don't like constant stopping of the game to listen to the coach talk at length
 - All just want to play football
- We also need to consider different types delivery methods when coaching
 - Use drive-bys to deliver a short concise message to an individual or unit
 - Take only 30 seconds on group interventions to deliver a concise message
 - Consider "building block" information

Coaching Interventions

- A variety of coaching methods should be used to help players learn the game.
 - Command (Directive)
 - Question and Answer
 - Observation and Feedback
 - Guided Discovery
 - Trial and Error

These methods are defined as the “5 Pillars” of coaching

Coaching Methods “5 Pillars”

Coaching Methodology	Command (Directive)	Question & Answer	Observation & Feedback	Guided Discovery	Trial & Error
Player / Coach Interventions	Coach provides solution by telling and showing the players	Coach leads with a question to gain answers from the players	Coach and players observe	Coach asks a question or issues a challenge	Players and/or coach decide on challenge
Example	“I want you to...”	“Can you tell me what you can do here?”	“Let’s watch this”	“Can you show me...”	“Try for yourself...”
Description	Coach determines the desired outcome of the session	Coach poses questions and players offer verbal solutions to the challenge	Players and coaches observe and discuss feedback	Coach prompts and players offer their own visual solution	Players are encouraged to find solution with minimal support

Coaching With Visual Aids

- Consider using various visual aids when running a session, this will help the visual learners within your squad.
 - Whiteboards
 - Hand outs
 - Use of bibs and cones
 - Tablets
 - Videos

Player Development

- A holistic approach based upon the FA 4-corner model for long-term player development (LTPD): Technical, Physical, Social, and Psychological.
- We look to develop individuals and the team to maximize their potential within a Safe, Secure, Positive learning environment
- Varied & Structured planning sessions to support our young players:
 - The Athletes (wingers)
 - The Warriors (defence and midfield generals)
 - The Technicians (game changers)
- For each development phase we need to consider, what does success look like?
 - Foundation Phase
 - Youth Development Phase
 - Professional Development Phase
- Overall if we “If we develop the player, we then develop the team and together we achieve success”
 - Person first, Player second
- As coaches we need to provide a wide range of opportunities and experiences

The FA 4 Corner Model



Technical

- Ball Mastery - Encourage players to try new skills in practice and associate them to the game
- We must allow the players to “FAIL” – First Attempt In Learning
- Use the STEP Principle to challenge the players: Space, Task, Equipment or Players
- Guide players to create, score and prevent goals
- Quality of various types of passing & Receiving skills
- Turning skills
- Dribbling and Running with the ball
- Attacking and Defending skills
- Movement with and without the ball

Aim - Ball Mastery, Unopposed Play, Opposed Play, Group Play
Looking to develop a player's technique

Physical

- Movement games - Teaching Games for Understanding (TGfU)
- Games to develop agility, balance, co-ordination (ABC)
- Improve speed and evasive skills using games such as tag
- Speed and endurance should be age appropriate
- Practices designed well will include disguised Physical outcomes
- Players develop at different rates so adapt a practice to suit the player
- Age-appropriate sessions
- Younger age groups a warmup could be incorporated into the arrival activity
- Other considerations: flexibility, power, strength, physical resilience, recovery and nutrition

Aim - Movement, Co-ordination and Conditioning

Looking to develop a player's movement

Psychological

- Use different methods of communication to engage with different types of learners (VARK)
 - **Visual** - Tactics boards, Tablets, Videos, posters, diagrams, cue and prompt cards, as well as cones on the pitch.
 - **Aural** - Speak with players, ask questions, encourage discussions in groups amongst the players to solve game-related problems.
 - **Read/write** - Information supplied in written form
 - **Kinaesthetic** - Demonstration to the team by the coach or by a player to their team-mates
- Use age-appropriate terminology and language
- Give players the opportunity to reflect after each activity
- Develop the players 5 C's: Confidence, Concentration, Communication, Control, and Commitment

Aim - Understanding, Decision Making, Confidence and Individual and Team
Develop the players learning and coping skills

Social

- In the social corner there is a need to support the players with their own social skills in line with the club's code of conduct
- Support the players and their behavior during training and on match days
- Using pre-determined sessions so we can support the players with teamwork, relationships, accountability, responsibility, and independence
- Life-skills in and outside of football
- Emphasis on player education – every game and training aim to learn at least one thing
- Get to know the player and their background

Aim - Communication, Self Esteem, Teamwork and Trust
Develop the players enjoyment of playing football

The Coerver Method

- The Coerver Method is a comprehensive training program for young players teaching both individual skills and team play for all ages and abilities.
- It is based on a building block learning approach, starting with the ball mastery within the foundation phase.

The Coerver Method



External Factors Ability and Opinion

A player's performance in practice and matches can be influenced by some or all the following factors. These need to be considered when forming an opinion of a player's true ability;

- Date of Birth
- Body Type
- Adolescent Growth Spurt
- Physical Maturity
- Psychological Maturity
- Social Maturity
- Previous Experience
- Opposition
- Own Team's Playing Standards
- Position Suitability
- The Instructions Given to the Player
- Recent Playing Activity

External Factors

Growth and Maturation

- Appreciate that all players will physically and mentally mature at different rates
- Be patient, supportive and encourage ALL players in your squad
- Understand that all some players need is 'time'

- Don't mistake levels of physical maturity for maturity in other areas
- Don't assume that the current success of a player is an indicator of on-going proficiency
- Don't over-burden the players that represent the extreme early or late developer

External Factors

Relative Age Effect

- Recruitment trends in professional academies show a bias towards players born between Sept-Dec, making them the older players in their age group.
- Design and deliver challenges which offset the relative age effect;
 - Consider changing the pitch size, the size of the ball, rules of the practice/game, the game format.
 - Consider grouping bigger and physically developed players to compete against each other in practice.
 - Consider grouping players based on ability within the squad

Consider

What it's Like to be Young

- As a 7-year-old the game will look and feel totally different to that of a 9, 11, 13 and 15-year-old
- Children learn through building blocks, start simple and then progress through the development phases
- If a coach tries to 'fast-forward' the young players development too quickly, important stages and skills may be missed in their learning
- Young players are not adults, physically and mentally
- Our young players should not be compared against the adult game and players
- Every child will have a different reason to play football

Consider Young Players Self-Esteem

- Coaches should consider how their decisions will impact upon a young player's self-esteem, motivation and enjoyment of the game
- For example, what would it feel like to be repeatedly used as a substitute?
- Coaches should praise effort and positive behaviour as well as good play

Managing Behaviour

- Outline rights and responsibilities to players.
 - Refer to FA Players Respect Code of Conduct.
- Have a strategy in place to support children to behave in ways that help them gain the most from their time with us
- If you must intervene, do so in a calm and controlled manner
- If boundaries are consistently broken, then there should be a consequence
- As a coach, remember the only person's behavior you can control is your own, so set a good example
- Don't punish or praise, try and understand the player

Managing Distractions

- By planning the coach can create an environment that minimizes distractions and helps players to stay engaged
- Organize sessions that are interesting, challenging, varied and fun
- Provide challenges on an individual level
- Incorporate the arrival activity as part of your session
- Keep discussions short and on point during the session
- Think of using a carousel approach - have more than one activity and split the group

Formats of the Game

- Young players should be exposed to a variety of games they can play rather than struggling to understand a game created for adults. The competitive formats are now based on age groups:
 - U7 & U8 - 5-a-side
 - U9 & U10 - 7-a-side
 - U11 & U12 - 9-a-side
 - U13+ - 11-a-side
- With each format the pitch dimensions, rules, squad sizes and playing equipment changes to enable the correct level of player development to happen.

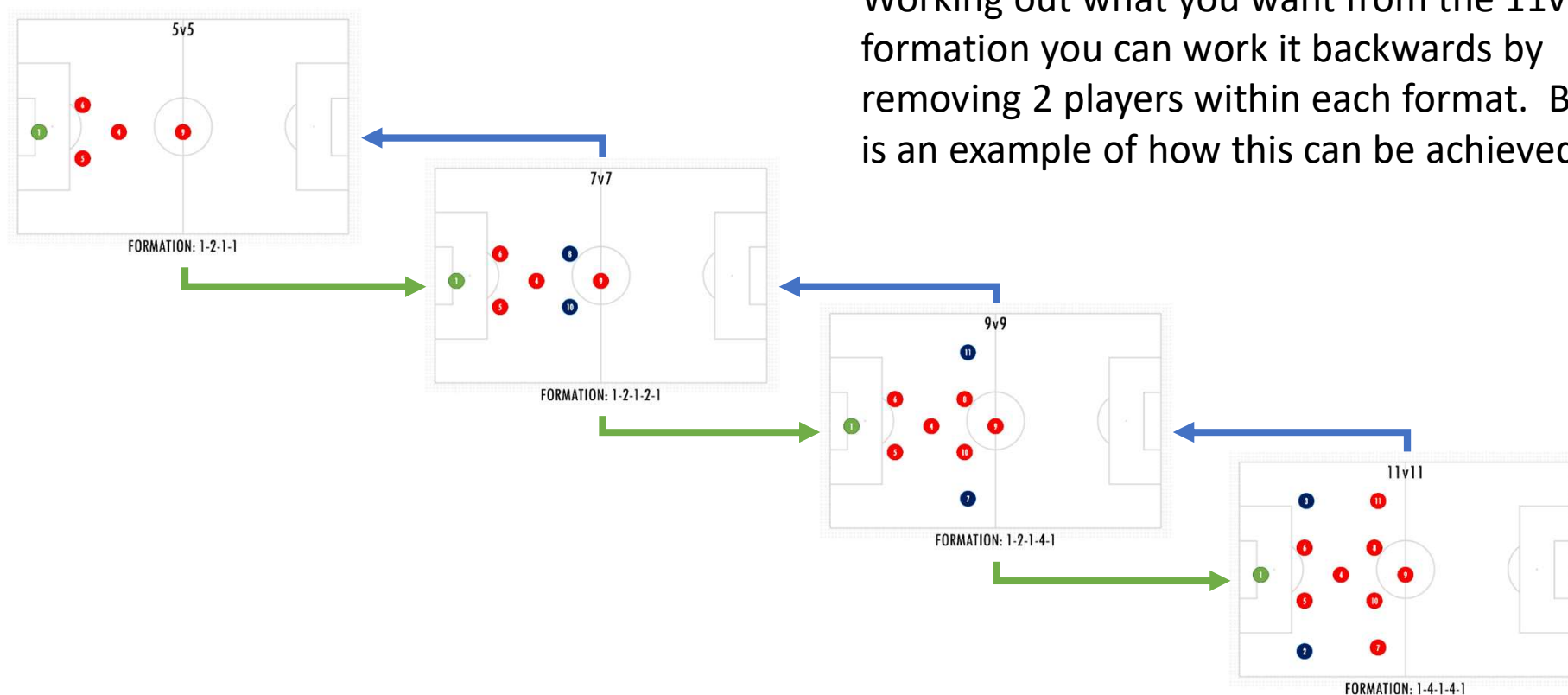
Suggested Formations

Game formats in the Foundation Phase are usually 5v5 at U7 & U8, 7v7 at U9 & U10 and 9v9 at U11 & U12

- 5v5 1-1-2-1 GK, DEF, MID x2, STR
- 7v7 1-2-3-1 GK, DEF x2, MID x3, STR
- 9v9 1-2-3-2-1 GK, DEF x2, MID x3, WB x2, STR
- 11v11 Flexible Formation based on available players

Think about the formation you would like to play as part of your philosophy when reaching 11v11 and then work backwards from there.

Formations Transformation



Working out what you want from the 11v11 formation you can work it backwards by removing 2 players within each format. Below is an example of how this can be achieved



Binfield FC Playing Philosophy

The playing philosophy of Binfield FC is:

“An attractive brand of possession based, fast attacking football. While looking to control and dominate attacking and defending situations”

In order to achieve this, we will endeavor to develop and produce players who can be highly competent in Attacking, Defending and the Transitional aspects of the game.

Non Negotiables

Linking the playing philosophy through all the age groups from Soccer School to the 1st Team the following areas are nonnegotiable:

- Walk - Jog - Run
- Compete
- Press
- Body Contact
- Regain & Retain
- 1st, 2nd and 3rd Passing

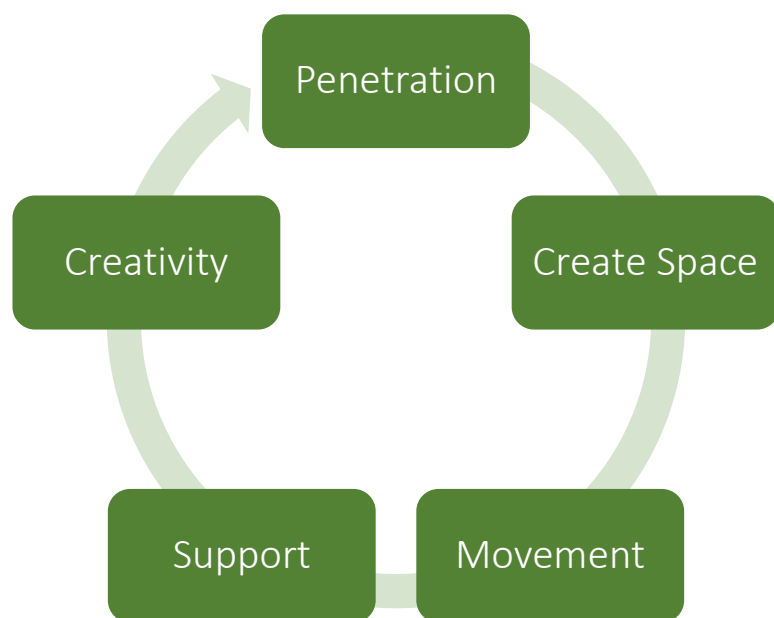
Basic Skills

Linking on from the non-negotiables we look at the basic skill-set that we can coach the players:

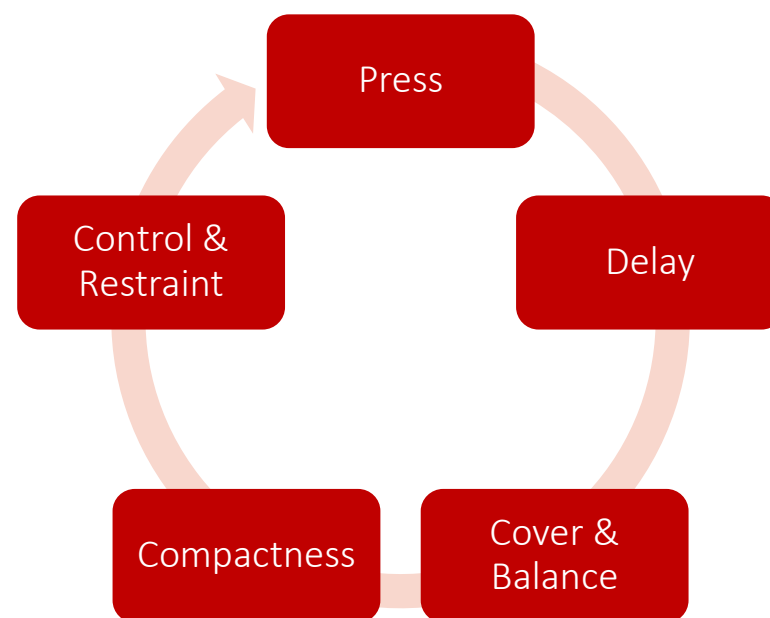
- Ball Mastery (Turns/Dribbles/1st Touch)
- Variety of Passing
- Various Receiving Techniques
- Possession – Confident and Composed
- Defending – Heading (later development phases), Clearances, Tackling & Interceptions

Principles of Attacking & Defending

The Principles of Attacking will focus on the following:



The Principles of Defending will focus on the following:



Attacking

Coaches will encourage their team to play fast attacking football using the Principles of Attacking

Roles & Responsibility along with constant movement is fundamental to the attacking play and practices.

Formations and individual roles are designed to encourage players to:

- To Receive
- To Deceive
- To Retrieve

Attacking

- **Defensive third**
 - Look towards utilizing the distribution from the Goalkeeper - highest pass first otherwise try to penetrate through the thirds by retaining possession.
- **Middle Third**
 - On entering the middle third of the pitch we will look to create attacking over-loads using rotation of players
 - From the highest pass looks towards winning the first and second ball to gain possession of the ball
- **Attacking third**
 - All players have the licence to express themselves in the final third and produce something “magical” where an opportunity to finish is always the end result.
- Movement is key to creating space throughout our play; players will be encouraged to drive and slide, drive and shoot

Transitioning to Defend

When possession is lost and transition to defend occurs, the players out of possession decide when, where, and how to delay the opposition attack and attempt to regain possession of the ball.

The team will be encouraged to play with high intensity during this transition phase to regain shape to delay the attack.

Roles & Responsibilities along with constant movement are fundamental to the transitional play and practices. Formations and individual roles are designed to encourage players to:

- To Delay
- To Deny
- To Retrieve

Defending

Coaches will encourage their team to delay the forward play, deny the opposition space and time by pressing the ball when possession has been lost.

Before a player engages the opposition they would need to assess the state of the game to make a decision about when, where, and how to regain possession of the ball.

This emphasises the need for constant movement during this phase, especially:

- To Delay
- To Deny
- To Retrieve

Defending

- **Defensive third**
 - In the defending third we look to show away from goal into the half space and then become compact in the middle of the pitch in front of goal
- **Middle third**
 - Using the attacking philosophy where we will look to overload the central areas, we will look to regain the ball as quickly as possible
 - In the middle third we will encourage the players to show the opposition inside to utilize the player advantage gained when in possession of the ball
- **Attacking third**
 - In the attacking third of the pitch we will encourage the players to show the opposition inside to utilize the player advantage
- If the opposition play through the press the next phase of our defending would be to recover, deny, delay, control and restrain the opposition's penetration with the emphasis on regaining the ball.

Transitioning to Attack

Coaches will encourage their team to play with a high intensity in this transitional phase. Attempt to defend and force the opposition away from goal whilst remaining patient and looking for opportunities to regain the ball and counter attack

Constant movement is a fundamental part of the transitional play and practices, formations and individual roles are designed to encourage players to:

- To Receive
- To Deceive
- To Retrieve

Development Phases

Our Club Philosophy will be broken down into the 3 development phases following the FA guidelines, and they have a consistent thread to link them together and even up into the 1st Team.

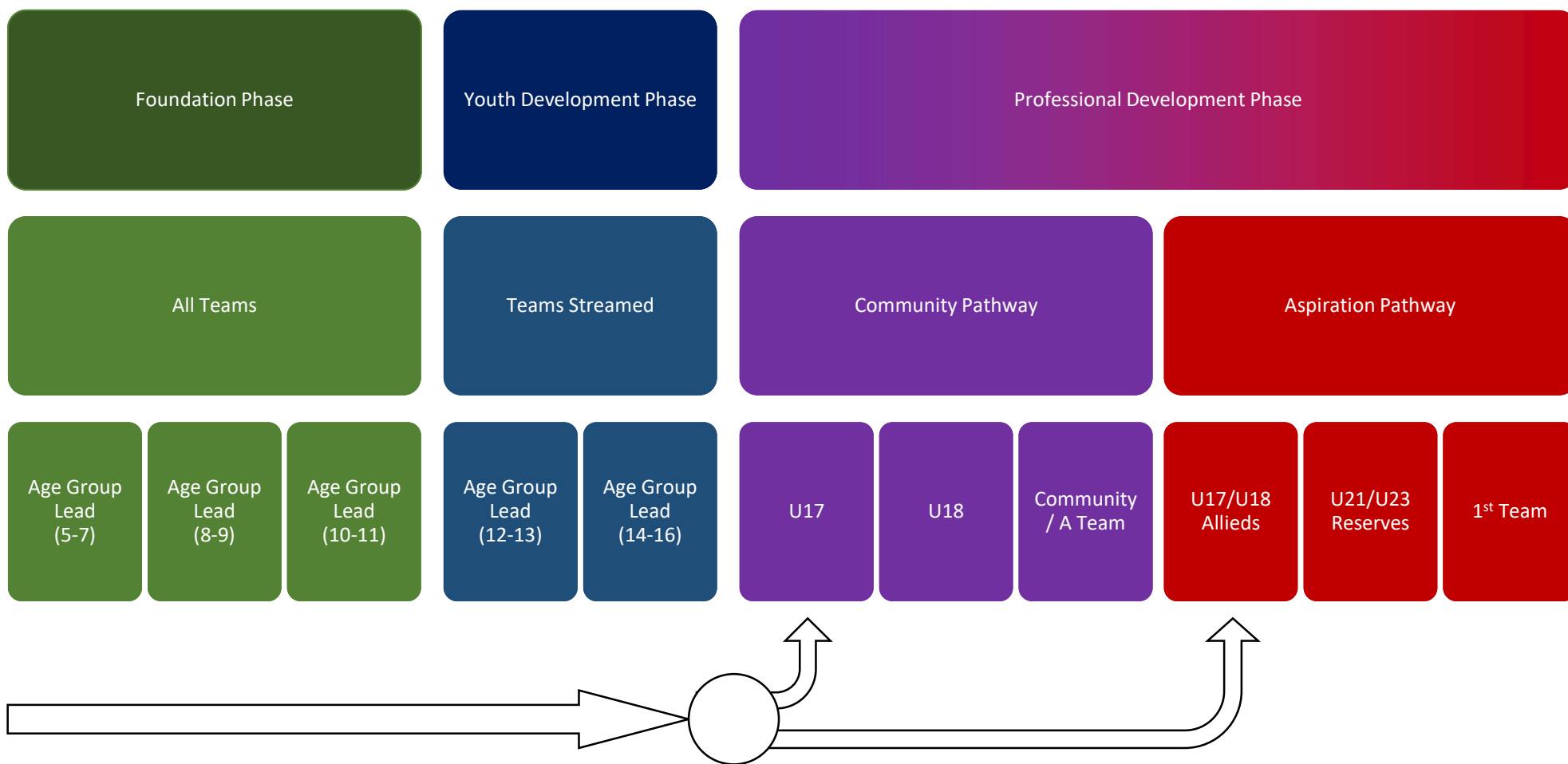
“Develop the coach, develop the player, develop the team and together we can achieve success”

- Foundation Phase - 5-11
 - Individual ball mastery
 - Progressive team play
- Youth Development Phase - 12-16
 - Developing tactical knowledge on how to play
- Professional Development Phase - 17+
 - Developing technical and tactical teamplay
 - Learning how to win

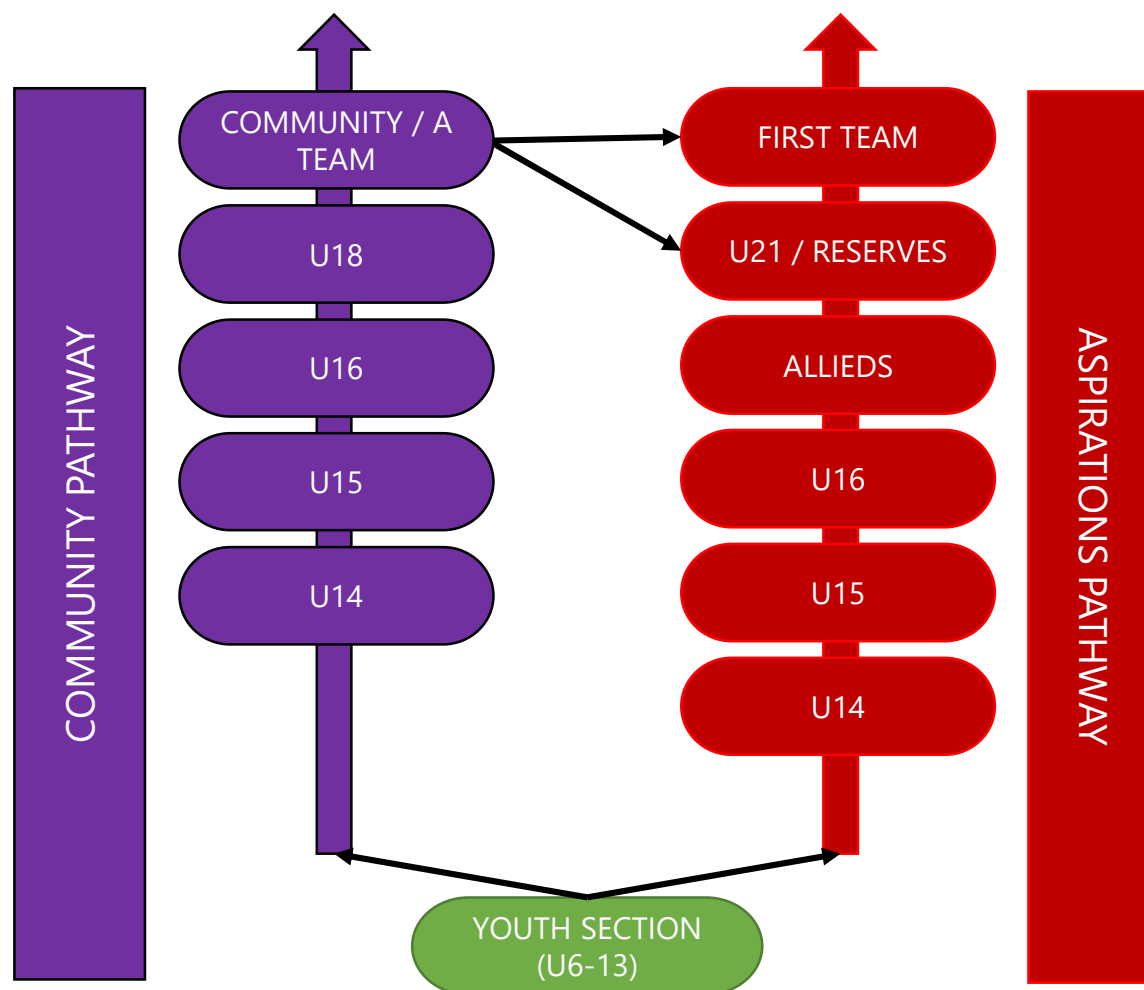
Player Pathway

- The player pathway is designed to clearly show the link between youth football and adult football
- As we are an inclusive club there is a pathway for those wanting to play at a higher level and those wanting to play at a community level
- If there is more than one team in an age group then streaming may be possible to ensure that players are challenged and coached accordingly
- Talent ID will be used to identify any potential players to promote within and outside the club

Player Pathway



Player Pathway



Development Model

PLAYER DEVELOPMENT CONTINUUM AND MODEL																
Stage of Development	Stage 1			Stage 2			Stage 3			Stage 4			Stage 5			
Age in Years	0-3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18
LTPD	Active Start			FUNdamentals			Learning to Train			Training to Train			Training to Compete			
Age Group	U4-U6			U7-U9			U10-U12			U13-U15			U16-U19			
Soccer Age (development)	2 years +/-			2 years +/-			2 years +/-			2 years +/-			2 years +/-			
Coaching Time per year	40-90 Hours			100-120 Hours			150-320 Hours			150-320 Hours			150-540 Hours			
Development Focus 4 Corners	1. Social 2. Physical 3. Technical 4. Psychological 5. tactical			1. Technical 2. Social 3. Physical 4. Tactical 5. Psychological			1. Technical 2. Social 3. Tactical 4. Physical 5. Psychological			1. Technical 2. Tactical 3. Physical 4. Psychological 5. Social			1. Tactical 2. Psychological 3. Technical 4. Physical 5. Social			
Specialist Training	No Positions			Attack & Defend			Specialist Positions			Groups & Units			Whole Team			
Players per session	12			12 to 15			12 to 18			12 to 18			18 to 22			
Length of Session	30 to 45 mins			45 to 60 Mins			60 to 90 Mins			75 to 90 Mins			75 to 90 Mins			
Training to game ratio	Training only			4:1			3:1			3:1			2:1			
Training format	1v1 to 3v3			1v1 to 5v5			1v1 to 8v8			4v4 to 11v11			4v4 to 11v11			
Game Format	Training only			3v3 to 5v5			5v5 to 8v8			7v7 to 11v11			11v11			
Match Format	n/a	n/a	n/a	n/a	5	5	7	7	9	9	11	11	11	11	11	11
Player assessment frequency	Once per season			2 per year			3-4 per year			3-4 per year			4+ year			
Coach Certification	Level 1			Level 2			Level 2			Level 3			Level 3+			

Player Development Continuum: Development occurs on a continuum where development is more important than the chronological age of the player. Developmental differences between players of the same age are commonplace and can correlate to +- 2 years of chronological age. Thus, in a mixed ability group of 10-year-old players, it is feasible to have players performing at a level of an average 8-year-old and an average 12-year-old - a 4 year development range.

Coach Certification are only shown as guidelines and may not be possible due to the relevant courses not being available

Positive Learning Environment

- Encourage players to be creative and take risks in both practice and games
 - Remember – mistakes will happen, it's how we support the player to deal with the mistakes which will have the biggest impact
- Encourage effort
- Lose the word “unlucky” when talking to the players
 - What does unlucky really mean? **“Having or bringing bad luck”**
- During the players journey, let them make decisions of their own within your playing and coaching philosophy. Provide guidance if it doesn't work, that's your role as a coach
- Let them know that their opinions and decisions count as well
- Create opportunities for players to explore, question and foster their natural curiosity and imagination
- Allow all players to experience success and failure

Foundation Phase

Players aged between 5 and 11 years

Learning to Love the Game

LTPD - Active Start

Children in this age group could well be starting their sporting journey and will be looking for an activity to enjoy doing on their own or within a group.

Before moving on to the next stage within the Foundation Phase we give the children every opportunity to play with the ball as much as possible and to develop a love for the game.

At Binfield we offer this start within the Sunday Soccer School

Foundation Phase

Players Aged 5 - 11 Years

As a Foundation Phase coach, your sessions are a player's 'first steps' into football.

Get them right and you'll help your team to develop a love of physical activity – plus skills and abilities that are useful in all areas of life.

By creating a positive and enjoyable learning environment which prioritizes skill development, decision-making, fundamental movement skills and experimentation which is crucial for young players in this age-group who are learning how to play.

- Variety of Techniques - Basics
- Skill Acquisition
- Ball Mastery
- Score/Create/Stop Goals
- SSG & Connect & Combine
- Allow Mistakes

Develop Fundamental Movements

- Between the ages of 5-11 players, we have a 'window of opportunity' to develop their agility, balance, coordination, and speed (ABCs).
- We should be creative in how we design our practices and build in a physical benefit for the players for example:
 - Tag Games
 - Running and Dodging
 - Throwing and Catching
 - Jumping and Balancing

LTPD - FUNdamentals

U6 to U9 coaches incorporate FUN into play while developing core strength and a range of movement coupled with the knowledge of new skills

The Foundation Phase needs to have the following mix of:
Technical, Physical, Psychological, and Social attributes

- Good, quick feet
- A good range of skills
- Introduction of sharing the ball by passing & receiving
- ABCs
- Confident and comfortable with the ball
- Developing decision makers
- A desire to learn
- Have fun and enjoy the game

LTPD – Learning to Train

Within the U10 – U12 age group, coaches should be encouraging players on how to train by using a structured learning environment.

Moving on from the FUNdamentals stage we are looking to enhance the learning from the previous stage by using the 4 Corner Model of:
Technical, Physical, Psychological, and Social attributes

- Passing & Receiving
- Turning
- Dribbling
- Finishing
- Pressing
- Marking
- Covering
- Intercepting

Let the Players Play

- All children should be given equal playing time on match-day wherever and whenever possible.
- Help players develop their game-understanding by rotating positions during practice and games. This will develop their own experience of playing
- Ensure players are given the chance to play a 'game' during every practice session.
- Don't let the children's arena become dominated by adults either by take part or with coaching feedback
- Remember not to join in!
 - You risk injuring a player
 - You are taking away from the players learning
 - You might get nutmegged and embarrassed

Skills Development & Decision Making

- Practice should replicate the demands of the 'game' as much as possible.
- Give lots of opportunities to practice different aspects of the game (shooting, dribbling, tackling, passing, goalkeeping), in context.
- Goals should be used in practice as often as possible to help players' enjoyment, motivation, and provide realism.
- Small-sided games on similar size pitches based on age provide young players with opposition, decision making and challenge, all of which will help develop their own skill-set.

Appropriate Challenges

- Set challenges in practice sessions
 - *'Try using your weaker foot when you can'*
 - *'Make a pass with the outside of your foot'*
- Reinforce and relate the learning focus from practice sessions to match days
- Set players specific challenges that link to the theme of a recent practice session, which can be discussed during breaks in play
 - Maybe prepare a challenge sheet before the game and mark as you go along
- During practice sessions try to 'match' players up in lots of different ways in order to meet their individual needs

Use Small Sided Games

- Players should experience a variety of formats of the game, played on appropriately sized pitches.
- The game is essentially a series of different scenarios (1v1, 2v1, 1v2, 3v2 etc.) and players should experience a variety of these game-like challenges during practice sessions.
- Coaches should use unbalanced sides in practice as a tool to challenge the players with and without the ball.

Foundation Phase

In Possession

- Stay on the ball, master the ball
- Develop a mastery of the ball and the confidence to try new things.
- Excite with the ball and seek creative solutions
- Be exciting and positive in possession, playing with individuality and with elements of disguise and surprise.
- Connect and combine creatively with others
- Combine creatively and intelligently with others to create and score goals.

Foundation Phase

Out of Possession

- Positive and enthusiastic defending
- Enjoy winning the ball back, be difficult to beat 1v1 and look to start attacks when you get the ball.

- Intelligent defending
- Be positive and creative in your positioning and ability to win the ball. Be alert when the opposition have possession.

- Master a variety of defensive techniques and roles
- Enjoy defending in a variety of roles and develop a range of techniques to regain possession.

Foundation Phase

Transition

- Instinctive decision-making
- React quickly and positively when the ball is won or lost and have a range of individual options and actions.
- Positive and intelligent attacking reactions
- Have a positive attitude when possession is regained, travelling quickly with and without the ball. Take every opportunity to attack, create and score goals.
- Positive and intelligent defensive reactions
- Try to win the ball back quickly and prevent opponents from starting attacks. Be proactive when the ball is lost and have confidence in your ability to defend.

Youth Development Phase

Players aged between 12 and 16 years

Youth Development Phase

Players Aged 12 - 16 Years

Coaches should continue to prioritize a positive learning environment (as recommended in the 5-11 section), ensuring methods and content are made appropriate to the age and ability of the players in this age-range.

When coaching in the Youth Development Phase, it's crucial to develop youngsters as people, as well as players, and to develop life skills as well as football skills.

Within the Youth Development Phase, we will break this down further

- U12 - U14
- U15 – U16

Learning to Compete

- The Youth Development Phase is the core stage to the overall Long Term Player Development and within this phase we can further nurture players to prepare them for the competitive element of the game.
- Therefore, we believe Youth Development players need to further develop their mix of Technical, Tactical, Physical, Psychological and Social attributes.
- Sessions should be motivating for all, enriching and productive. 30% of each session should be made up of Technique – Ball Mastery – Passing, Receiving & Possession, with the other 70% used for themed game understanding and maybe reviewing the previous game.

Training to Train

- Provide a structured session plan
- Realistic passing, receiving and possession practices which create appropriate pressure, interference and distraction will help young players develop their awareness and game understanding.
- Become more effective 'off the ball'. Develop an understanding of movement to support team-mates and how to create and exploit space.
- Develop scanning, predicting and assessing skills to form a 'picture' before receiving the ball.

Develop Tactical Understanding

- Develop an understanding of the 4 phases of play during a match:
 - In Possession (Attacking)
 - Transition To Out Of Possession
 - Out Of Possession (Defending)
 - Transition To In Possession

- Within these phases we have the additional phases which the players will need to recognize and react to:
 - Attacking when opponents are 'in balance'
 - Attacking when opponents are 'out of balance'
 - Defensive play whilst 'in balance'
 - Defensive play whilst 'out of balance'
 - The finishing phase
 - Goalkeeping

Introduce Position Specific Practices

- As players mature, they will begin to recognize the significance of practice sessions related to their role within the team
- Positional practices should be introduced as appropriate to supplement individual and team learning
- This should be balanced with experience playing and practicing in different positions

Encourage Players to be Self Reflective

- At the end of the session encourage a team debrief
- Players should be encouraged to reflect on their effectiveness in practice and games and challenge them to think about how they may improve next time.
- This process may be done individually, in small groups or collectively.
- It may be enhanced if the team/player and the coach discuss realistic and achievable challenges and goals to work towards.

Encourage Creativity

- Coaches should continue to encourage players in this age group to be creative by designing challenging practice sessions.
- Master the skill of posing effective questions to develop the players' active involvement in the training and learning process.
- Encourage players to think, examine, judge and evaluate to find their own solutions.

Youth Development Phase

In Possession

- Stay on the ball, master the ball
- Look to receive the ball in all areas of the pitch and be prepared to stay in possession.
- Excite with the ball and seek creative solutions
- Seek creative solutions to game situations particularly when outnumbered or in congested areas.
- Connect and combine creatively with others
- Stay connected with the ball and your teammates to retain possession, open up compact defences and score goals.

Youth Development Phase

Out of Possession

- Positive and enthusiastic defending
- Be prepared to defend 1v1 and be confident without cover or support.
- Intelligent defending
- Outwit your opponent with excellent patience, timing and intercepting skills.
- Master a variety of defensive techniques and roles
- Win the ball cleanly, regaining and retaining possession in the same action to start attacks.

Youth Development Phase

Transition

- Instinctive decision-making
- Dominate transition: react quickly and positively to the first individual action when both attacking and defending.
- Positive and intelligent attacking reactions
- React instinctively and intelligently when possession is regained, recognising opportunities to disorganise the opposition. Manage the state of the game when opportunities to attack are limited.
- Positive and intelligent defensive reactions
- Prevent progression by disrupting or destroying momentum, forcing errors and protecting the goal.

Professional Development Phase

Players aged 17+

17+

Coaching Recommendations

Coaches should continue to prioritize a positive learning environment (as recommended in the 5-11 section), ensuring methods and content are made appropriate to the age and ability of the players in this age-range.

Within the Professional Development Phase, we will look at the following age group:

- U17+

Learning to Win

In the Professional Development Phase, we would look to mirror how the 1st Team play and coached.

This will ensure that players can transition easily between the teams allowing them to cope with the demands and needs of playing 1st Team football.

Proposed Playing Formation

In the Professional Development Phase our vision is to play 1-4-3-3 to mirror the 1st Team, but the formation should be adaptable based on available players. The following are just a few different formation options available:

- 1-4-3-3
- 1-4-5-1
- 1-4-4-2
- 1-4-1-4-1
- 1-4-2-3-1

Training to Compete

Sessions should be motivating for all, enriching and productive. 20% of each session should be made up of Warm Up - Technique – Ball Mastery – Passing & Receiving, with the other 80% used for themed game understanding and reviewing the previous game. For example:

- Recreate match scenarios and try and solve the problem by creating different outcomes
- Reproduce pressure situations to enhance players coping skills and ability
- Develop 'off the ball' play to help understand a player's impact on the overall game
- Develop scanning, predicting and assessing skills to form a 'picture' before receiving the ball.

Develop Advanced Tactical Understanding

The Club philosophy provides the opportunity for players to develop their Technical attributes, to develop a Tactical understanding of the game which in turn requires Psychological skills, and develops a Physical aspect to prepare players for the modern game

We should at this point have “**The Future Binfield**” player ready to play 1st Team football

During the Professional Development Phase, the focus will be on tactical awareness with regards to how we play in the 1st Team.

Professional Development Phase

In Possession

- Stay on the ball, master the ball
- Retain possession with intent: both individually and as a team.
- Excite with the ball and seek creative solutions
- Open up compact defences with outstanding individuality and teamwork.
- Connect and combine creatively with others
- Use clever combinations to create and finish opportunities.

Professional Development Phase

Out of Possession

- Positive and enthusiastic defending
- Dominate individual defending scenarios to regain quickly and cleanly in order to start attacks.
- Intelligent defending
- Defend in an appropriate manner in relation to the state of the game.
- Master a variety of defensive techniques and roles
- Work individually and collectively to dominate defending scenarios and nullify opposition attacks.

Professional Development Phase

Transition

- Instinctive decision-making
- React instinctively to transitions - both individually and as a team - based on the state of the game and pre-determined team tactics and strategies.
- Positive and intelligent attacking reactions
- Recognise opportunities to penetrate the opposition quickly, whilst also understanding when to retain and build possession, control the tempo and change the speed of play.
- Positive and intelligent defensive reactions
- Recognise, understand and react to potential danger.

Players Welfare

- During practice and games coaches will look after the welfare of the players
- Away from the club a player must ensure that they represent the club to the best of their ability
- Players should ensure that they look after themselves, physically and mentally

Coaches Safeguarding Responsibilities

- It is everyone's responsibility within the club to ensure the safety of its members and have safeguarding at the forefront of everything you do.
 - All coaches in youth football must have an in-date DBS check and hold a safeguarding children certificate.
 - Coaches in adult football who have players under-18 or adult disability football need to have a DBS and hold a safeguarding certificate and undertake Adults at Risk Safeguarding training.
 - Members of a club committee to complete Safeguarding for Committee Members training.
 - The club will have a Safeguarding, Equality and Respect policies in place for members of the club to adhere to.

Session Designing

- In this section we look at how best to create a session plan which is appropriate for you and your team

Practice Design

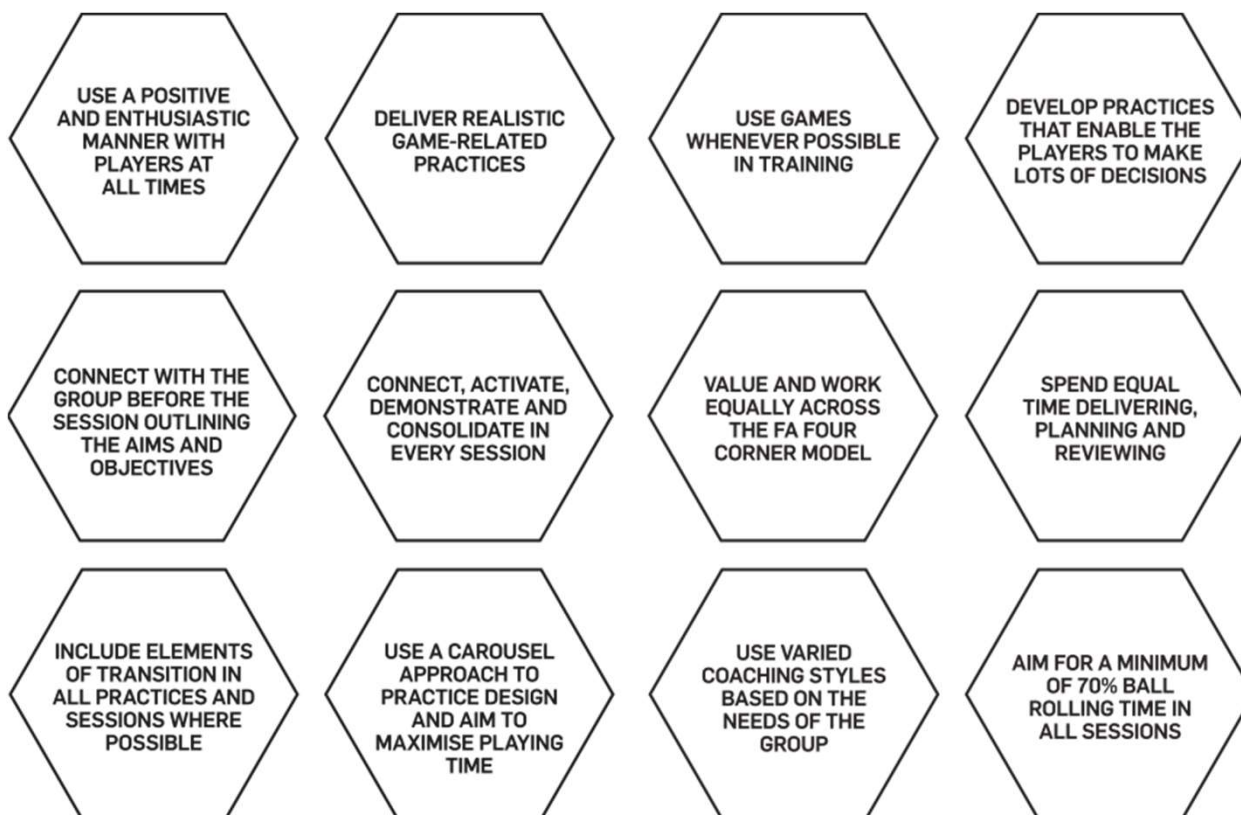
There are lots of areas to consider when creating a session plan, but if you consider the following then it will help with the overall planning:

- 12 Fundamentals
- 4-Corner Model

Consider having a **theme** for the session with the following elements;

- Warm-up or Arrival Activity
 - Players work in twos passing through a variety of different sized gates, using different techniques and surfaces of the foot.
- Skill development
 - Play a small-sided possession game (e.g. 3v1 or 4v2).
- Game
 - Any 4v4 game with a focus on passing or a through-the-thirds game.

Planning Fundamentals



Practice Design

- Constant
 - Helps develop in the technical corner
- Variable
 - Progression from the constant where you can introduce limited opposed practice based on the type of constant you have planned
- Random
 - Introduce games where the game is controlled by constraints
 - Constraints can then be amended or removed depending on the session outcomes
- Consider a carousel approach to training if you have enough coaches available

Practice Design

- Practices must be: COMPETITIVE / OPPOSED / DIRECTIONAL and have GOALS
- In and Out of balance practices on a variety of areas in a variable to random environment.
- Give the players repeated opportunities to solve problems
- Individual and Team Coaching Points to encourage Deeper Learning
- Practices designed to make players struggle and stretch themselves
- If players aren't making mistakes during practice, your practices are too easy

Season Curriculum

- As with most learning, coaches sometimes like to follow a curriculum
- Some coaches like to create a session on an adhoc basis based on a previous game or something they would like to work on
- Having a season curriculum has its pros and cons
 - Cons
 - It doesn't allow for any flexibility to do anything else
 - Training becomes fragmented with no end goal
 - Sessions might not be linked on a weekly basis
 - Short term success
 - Pros
 - However, using a curriculum allows you to provide a steppingstone approach to learning
 - This leads to an end goal over a period of time rather than a longer journey where you have no curriculum
 - There is a logical pathway of learning throughout the season
 - You can provide the information to the players, parents and other coaches
 - The sessions is linked to the previous one and to the next one

What Does the Final Plan Look Like

Ultimately your plan is something that works for you.

The level of content in your plan should reflect the amount of information you want to share with your players.

You should incorporate progression during the session through the STEPS principle

13 SEP 2016

13/09/2016 THE ELMS 1hr 9 MIXED - GOOD

AIM TO CONCENTRATE ON BALL RETENTION, PASS & MOVE AND SPATIAL AWARENESS

TEAMWORK PLAY

ARRIVAL - KEEP UP & CHALLENGE

When the players start to arrive hand out a ball each and ask them to practice their keepy ups. On the white board they can then write up how many they have done during the warm up. The challenge then to each player is "can you beat your best?"

KING OF THE BING

The game is played in a specified area. With 9 nine players split them into 3 teams of 3 with different coloured bibs.

Start the game with 2 teams in the area with a ball each. They need to retain possession of the ball. The final team will enter the area and try and get the ball and then seek to retain the ball. They will have 20seconds. At the end of 20 seconds whoever has a ball gains a point for their team. Rotate the team on the outside.

Keeping possession. Desire to win back the ball! If out to retain a point for the team. Shielding. Ball Control. Skill to get out of a situation.

NAVIGATE THE POLES

3 teams of 3.

Team 1 (Yellow) have one player inside the area and 2 on the outside. The aim for them is to move the ball from one side to the other using the middle player.

Team 2 & 3 (Blue and Red) will have a ball each and will become an obstacle for the yellow team. Each player must be passed in order of 1,2,3 or they have to produce a skill before passing the ball. The yellow will be score a point everytime they get the ball from one side to the other. After 30 seconds the team can rotate.

Skill, Ball control, creativity.



MAIN SESSION (RANDOM WARE) - THE GAME OFFICIALS

FORMATION: 1-2-1-4-1 - PH 1 - 4, 8 & 10 COMBINATION

IN POSSESSION **HALF PITCH**

KEY POINTS

- Ball position to retain and share
- Trigger and over when not in possession of the ball
- Patterns of play in a controlled scenario
- Communication
- Weight of pass - Crossing from wide
- Movement of the attacking half once the ball has been sent into wide left and right
- 4th Crossing
- 1 & 2 support 4

GOALS

Attacking team use 2-0 move and use one looking to get back into the game using our strengths. Can we score three viable plays with a first time finish.

Defending position will see with the BLUE midfield trying to pass the ball to the RED team whilst becoming compact and then moving out wide once in possession.

Try to Avoid

- Imposing unrealistic adult expectations and targets on younger players
- Don't be so intent on winning games that young players miss out on the opportunities to learn and fall in love with the game
 - Results are not published at the younger age groups, there is a reason
 - Playing matches should compliment the development of the player and the team
- Don't apply 'outdated' coaching methods with young players
- During practice avoid children standing in lines or queuing especially in the winter months
- Last minute session planning

The Match Day Experience

- Keep a consistent topic and link with training
- Provide individual challenges for your players
- Liaise regularly with parents/supporters
- Allow the players to make decisions
- Do not let the result be the determining factor
- Provide few and simple instructions
- Find your own match day routine
- Enjoy the game