



# ***THE RAPIDS WAY***

Colorado Rapids





# Rio Rapids Coach Education

August 25<sup>th</sup> 2015



**Coaching Methodology  
& Curriculum Application**



# Style of Play Elements



## ATTACKING

*Vertical thinking, always looking to penetrate*

- **Fast Paced Possession with purpose and with progress**
- **Technically Quick Players**
- **Mobility**

## GAME INTELLIGENCE

*Principle based vs Position based*

- **Speed of Thought**
- **Synchronized Technique and Movement**
- **Sharp in Transition**
- **Role Understanding**
- **Rotation in flow of game**

## DEFENDING

*Recover the ball high on the field when possible*

- **Concentration**
- **Organized**
- **Brave**
- **Mentally tough**

# Building Blocks



## Age Appropriate Training Focus and Priorities

Club Identity and Form a Winning Culture

Fine Tune all Techniques and Develop Team Tactical Understanding & Intelligence

Fully Develop All Techniques and Team Understanding & Intelligence

Small Group Technical & Tactical Understanding & Intelligence

Individual Technical & Tactical Understanding & Intelligence

Individual Ball Confidence & Free Play

Physical Preparation

Psychological Preparation and Mental Skills

Health Awareness, Injury Prevention and Nutrition

Social and Life Skills

Fun and Enjoyment

**PERFORMANCE PLAYERS**

**PRE-PERFORMANCE PLAYERS**

**DEVELOPING PLAYERS**

**INITIATION**

U5 – U6 – U7 – U8 – U9 – U10 – U11 – U12 – U13 – U14 – U15 – U16 – U17 – U18 – U19 – U20 – U21 – U22 – U23 – MLS/W



## Main components of the game : ALL DEVELOPED TOGETHER

- **Technique** : This is the “how to perform the skill” part of the game.  
The “mechanics” of skill performance.
- **Tactics** : The “decision-making” part of the game.  
This is the “when, why, what and where” part of the game.
- **Physical** : The physical and health awareness part of the game.  
These elements include: general health, balance, endurance, flexibility, speed, agility, quickness, strength, power...
- **Psychosocial** : The intangible part of the game such as: confidence, focus, motivation, mental toughness, managing emotions, fun, enjoyment, friends, life-skills, interaction with peers and coaches.



## The Skill of the Coach

**WHAT** to teach: Program structure/elements, curriculum, age group priorities – designed to fit the style of player.

**WHEN** to teach it: Curriculum order, periodization.

**HOW** to teach it & **WHY** we teach it: Know yourself, your delivery, etc & understanding the methodology...this is coaching!

The game is the same game for all players, old or young – the four pillars are all rolled into one and are taught together during every session, not performed separately!



**PEDAGOGY: The art of conveying a message.**

**Giving of Information:**

- **94% is visual body language.**  
**...Of the remaining 6%...80% is how you say it!**

**Know yourself:**

- **Understand your own body language**
- **Voice and inflection**

**Clear, concise information and delivery that commands attention from players.**



## TRAIN THE BRAIN

The art of the educator is to balance the resources of the players (**what they can do**) and the constraints of the session (**difficulty level, restrictions, conditions etc**).

**If this balance is incorrect, we could delay or distort the player epiphany.**

- Too easy (resources too much greater than constraints) will not stretch and challenge players sufficiently.
- Too difficult (constraints too much greater than resources) will discourage players too much.

**ALWAYS INCLUDE THE DECISION MAKING ELEMENT  
IN TRAINING SESSIONS.**



# Whole – Part – Whole Method



## THE WHOLE – PART – WHOLE TEACHING METHOD

### What is the whole – part – whole method?

Framework to a session.

- **WHOLE:** Game activity – larger group, more complex, often more opponent pressure, high game context.
- **PART:** Broken down/simplified/often smaller group activity, lower game context.
- **WHOLE:** Game activity – larger group, more complex, often more opponent pressure, high game context.



## THE WHOLE – PART – WHOLE TEACHING METHOD

So, we know what it is in relation to the framework /  
order of a training session, but...

Do we know WHY this format is beneficial in teaching  
& player learning.



## WHY do we use the whole – part – whole method?

- **WHOLE 1:** Promotes decision making, gives players pictures they may see in the game, allows coaches an opportunity to observe & identify.
- **PART:** Simplifies pictures, often easier to perform so allows success, can focus on specific technique/skill which may allow more coaching information.
- **WHOLE 2:** Allows players to attempt to transfer tasks performed in the 'part' back into the more complex decision making process and environment of a game.

**Psychological elements for players:  
Provides a natural rhythm to their learning.**



## THE WHOLE – PART – WHOLE TEACHING METHOD

### First whole:

- Engagement of players - First whole introduces the content, provides motivation and focuses the learner by revealing the meaningfulness of the later content.
- Prepares the learner for the instructional events to follow.

### Part:

- Much of the content detail is not retained through simply performing the 'part' alone. The brain performs a simplification effect and will therefore only retain the most outstanding pieces of the 'part' content once the learner moves away from this element.

### Second whole:

- Links the parts back together to form the whole.
- Association and recall – by allowing the learner to return to a 'whole' situation and link 'parts' together, we allow the brain's memory to recall more the detail of the 'part' content. In order for this recall to take place, the second whole must be organized in a way which resembles the first whole.



## THE WHOLE – PART – WHOLE TEACHING METHOD

**“It is not only the mastery of each individual part of instruction that is important, but the relationship between those ‘parts’ through the ‘second whole’ that provides the learner with the complete understanding of the content.”**



## THE WHOLE – PART – WHOLE TEACHING METHOD

**As a coach / teacher of the game, what are you responsible for in terms of methodology?**

- **You need to know not only how to format a session...**
- **But WHY it is formatted that way...**
- **And HOW to teach it!!**

**We are aiming to foster within our players a deep & complete understanding of the content that we teach, to the point where we produce high level cognitive thinkers who develop the ability to add, improve and invent for themselves within the context of the game of soccer.**

# Coaching



## **Session format:**

- **Whole-Part-Whole**

## **Coach set up:**

- **Organize your session. From end to beginning. THINK.**

## **Session flow:**

- **Cones, players, coaching method – stopping to coach, coaching in the flow, pulling individuals to one side. Keep the intensity and player engagement consistent throughout sessions.**

## **Coaching position: Be aware of where you coach from.**

- **Multiple players, multiple groups. Attention to as many as possible.**
- **Physical work: With the ball, within your session. Soccer specific when not.**
- **NO LINES, LAPS, LECTURES**
- **THINK – PLAN – DO**



## Building your session

### Consider:

- **What is the curriculum topic you will be working on?**
- **Which age group priorities that fit into a session themed around that topic? Look at all four components of the game.**

### Specifically look at - what is the:

- **Technical emphasis you want to focus on within the topic? Pick one or more.**
- **Tactical emphasis you want to focus on within the topic? Pick one or more.**





## Weeks 1 and 2 Academy Program

### Theme: Offensive

#### Week 1: Phase - Collective possession to advance

- Session 1: Game principle - Creation and use of space
- Session 2: Game principle - Play in the gaps and between lines
- Session 3: Game principle - Creating numerical superiority

#### Week 2: Phase - Collective possession to advance

- Session 4: Game principle - Getting unmarked/open (creating separation)
- Session 5: Game principle - Combination play (2 or 3 + players) and series of plays
- Session 6: Game principle - Combination play (2 or 3 + players) and series of plays

# Building Your Curriculum



## Weeks 1 and 2 Academy Program

### Technical Needs to Achieve Outcomes

#### Short Range Receiving and Passing

**Key Receiving Teaching Points:** Receiving is a means to an end

- Move into the line of the ball
- Move down the line of the ball if necessary (slower pass)
- Adjust non-kicking foot and sink at the knee
- Solid contact with the middle of the ball and cushion the touch
- Quick flowing movement into the ball : first touch is the first step of pass

**Key Passing Teaching Points:**

- Positive step just to side and just behind the ball
- Bend the non-kicking leg into the pass
- Toes curled up and ankle turned out for solid contact
- Firm contact through the middle of the ball
- Push through towards teammate to ensure pace and accuracy of pass
- Maintain balance after pass in order to move quickly and support pass

Receiving, passing and moving are all part of one flowing motion!!



#### One Touch Passing and Combination Play

**Key Teaching Points:**

- Quick, balanced footwork to get in line with ball
- Toes curled up and ankle turned out for solid contact
- Punch through the ball to ensure pace, accuracy and timing of pass
- Maintain balance after pass in order to support or make dynamic runs
- Combinations should be simple, positive, fast paced, accurate and well timed

**YOU MUST STRESS THE NEED FOR THE BALL CARRIER, RECEIVER AND PLAYERS INVOLVED TO READ EACH OTHERS INTENTIONS.**

**LOOK AT THE PLAYERS' BODY LANGUAGE TO ENSURE THAT THEY SYNCHRONIZE THEIR MOVEMENTS, PLAY TO THE CORRECT SPACE, PASS TO THE CORRECT FOOT....COORDINATE!!**

**PLAYERS MUST LEARN TO GIVE INFORMATION WITH THEIR BODY SHAPE, EYE CONTACT AND BODY MOVEMENTS TO THEIR TEAMMATES...THESE INTENTIONS MUST THEN BE READ AND UNDERSTOOD BY ALL PLAYERS.**

# Building Your Curriculum



## RIO RAPIDS SOCCER CLUB

### U13 Age Group Objectives

	Individual ball work	Passing & Ball Striking	Receiving	Defending	Goalkeeping
<b>Technical</b>	Ball Mastery	Introduce Passing - Outside of foot (Speed & Weight)	Develop disguise in ball receiving	Develop Defending 1v1 techniques	Goalkeeping specific training
	Master moves to beat a defender	Develop passing - Inside of foot (speed & weight)	Develop receiving ball across body		
	Master moves to turn away from a defender	Passing driven, chipped, lofted and bent balls	Master receiving - Inside of foot		<b>Color Key</b>
	Develop shielding while dribbling	Develop Crossing techniques - bending/driven/clipped	Master receiving - Outside of foot		Priority
			Develop receiving - Aerial - Chest, Thigh, Head		Secondary
		Develop peripheral awareness of surroundings prior to receiving ball		Third	
<b>Physical</b>	Agility, Coordination & Balance	Change of Direction with and without ball	Flexibility & Mobility (Warm Up & Cool Down)	Aerobic & Anaerobic Conditioning	Introduce ACL injury prevention training/warm-up
	Nutrition	Rest and recovery			
<b>Psycho-Social</b>	Motivation/Love of the game	Sportsmanship	Self Confidence	Respect & Discipline	Teamwork
	Punctuality	Self Discipline	Competitiveness/Desire	Responsibility	Appearance
	Commitment	Emotional Balance	Leadership		
<b>Tactical</b>	<b>Possession Phase</b>	<b>Defending Phase</b>	<b>Organizational</b>		
	Penetration v possession	Introduce defending 1v2	Set Piece Organization		
	Possession to Progress - Playing through lines	Introduce Zonal Defending in 3s and 4s	Understanding 1 playing formation		
	Possession to Imbalance - Overloads/Interchange & Movement	Basic Pressing Tactics			
	Final Third - Finishing				
	Refine Roles and responsibilities				
Transition to attack & defense					

# Session Building & Curriculum Application



## **Warm-up:**

**Can you design a warm-up that not just prepares the players physically and mentally for the session, but is also relevant and connected to the principle that you will be working on?**

## **Whole 1:**

- **Is your first ‘whole’ activity a suitable one that will offer the opportunity for the players to perform the technical emphasis, tactical emphasis, and principle that your are teaching?**
- **Do you use conditions/restrictions to help the activity to bring about those focus points?**

## **Part:**

**Does your ‘part’ activity allow...**

- **Simplified ways for players to find the technique, tactic, principle of focus?**
- **More individual repetition of the technique, tactic, principle of focus?**
- **More focused individual/group teaching opportunity for you?**

## **Whole 2:**

**Does the second ‘whole’ activity present plenty of opportunity for the players to find and attempt what you have just simplified for them in the ‘part’ within a realistic game environment?**



**QUESTIONS?**