



# **RIO RAPIDS – COACHING ED**

**Rio Rapids SC**

**U12-U15 Coaching Education In-Service**

**Monday, August 22, 2016**

**Curriculum Implementation and  
Training Session Best Practices,  
Methodology, Design & Planning**

**FOCUS ON EXCELLENCE**



# RIO RAPIDS – COACHING ED



## Keys to Coaching

- ❑ **WHAT** to teach: Colorado Rapids 16-week Curriculum and Rio Rapids Age Group Objectives – matched to the level of the team/players
- ❑ **WHEN** to teach it: Planning for a season, month, week and session
- ❑ **HOW** to teach it & **WHY** we teach it: Understanding important coaching methodologies and how the ideas connect to the bigger picture of playing style and player development

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## Colorado Rapids Style of Play

These are constants to apply in the game

- **INTELLIGENT:**
  - Decision making
  - Speed of thought...coordinate
  - Synchronized technique and movement
  - Importance of transition
- **ATTACK MINDED:**
  - Positive, vertical thinking
  - Penetration
  - Mobility
- **QUICK POSSESSION TO ADVANCE FORWARDS**
- **TECHNICALLY QUICK/QUALITY PLAYERS:** Understanding of time and space
- **UNDERSTAND ROLES:** Rotate within the flow of the game, and develop the player roles and responsibilities, not positions
- **DEFENSIVELY TOUGH:**
  - Concentration
  - Organized
  - Mentally tough
  - Brave
  - Effective

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## WHAT: Key Components of the Game

- **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.

All 4 should be developed & trained together

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## WHAT: Curriculum and Age Group Objectives

- ❑ **THEME:** Attacking or defensive
- ❑ **GAME PHASE:** Phase of play/Area of the field
  - ❑ What is happening in the game and where on the field
- ❑ **GAME PRINCIPLE:** The specific game principle to be focused on within the game phase
- ❑ **TECHNICAL EMPHASIS:** An essential technical ability required to achieve success in the game principle/phase

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## WHEN: Putting together a training plan

- ❑ **Season/Month**
  - ❑ Use Colorado Rapids Curriculum as a template
  - ❑ Target training to game ratio of 3:1
- ❑ **Week**
  - ❑ Focus on a specific game phase/technical area
  - ❑ Training intensity/workload
  - ❑ Avoid being reactionary based on game results/opponent
- ❑ **Session**
  - ❑ Maximum length of 90 minutes
  - ❑ Focus on Theme-Phase-Game Principle-Technical Emphasis

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## Weekly Planning/Development Cycle



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## Weekly Plan

### Week 1 - August 22-27: Possession to Progress

	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
Team Activity	Training	Off	Training	Off	Training	DCSL Game	Off
Session Intensity	Low/Medium		High		Medium/Low	High	
Game Theme	Attacking		Attacking		Attacking		
Game Phase	Possession to Progress		Possession to Progress		Possession to Progress		
Game Principle	Creation and use of space		Play in the gaps and between lines		Creating numerical superiority		
Technical Emphasis	Receiving across the body: open body shape/peeking		Short passing and receiving		Dribbling control - engaging defenders		
Session Notes							

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## HOW: Train the Brain

- ❑ It is vital that we teach game intelligence along with individual technique – one without the other is of little use.
- ❑ Speed of decision making may be the most important trait in a young player.
- ❑ Optimizing player growth: challenge sweet spot
- ❑ Training implementation:
  - ❑ Include decision making in all activities - layering
  - ❑ Add/change conditions so players have to think/adjust
  - ❑ Modify training variables to find sweet spot

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## HOW: Whole-Part-Whole Teaching Method

- ❑ Recommended session framework
- ❑ **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. Similarities to first whole activity.

Psychological element for players:

Provides a natural rhythm to their learning.

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## HOW: Why Whole-Part-Whole?

- ❑ **WHOLE 1:** Promotes decision making, gives players pictures they may see in the game, allows coaches an opportunity to observe & identify. Engages players, provides context and prepares for learning.
- ❑ **PART:** Simplifies pictures, often easier to perform so allows success, can focus on specific technique/skill which may allow more coaching information. Chunking as learning strategy.
- ❑ **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. Links parts together to form whole - association/recall.

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## HOW: Training Variables to Optimize Challenge

- ❑ Playing area: size, shape, zones, channels, direction
- ❑ Players: number, neutrals, numbers up or down
- ❑ Goals: number, shape, size, type, position
- ❑ Restrictions: offside line, touch, pass (be careful not to encourage artificial behaviors)
- ❑ Balls: number, size/weight, restart, placement of service

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## Group Session Planning Activity

- ❑ Each group assigned a curriculum topic
- ❑ Identify a technical area of emphasis for the theme-phase-game principle
- ❑ Brainstorm and create a list of the key coaching points that need to be addressed in this session
- ❑ Design a whole-part-whole training session to effectively teach/coach this information
- ❑ Present key coaching points and describe one part and one whole activity to group

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