Rio Rapids SC

U9-U11 Coaching Education In-Service

Monday, August 22, 2016

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

FOCUS ON EXCELLENCE

Keys to Coaching

- **WHAT** **to teach: Colorado Rapids 12-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

- **TECHNICAL:** Provides essential technical topics

- **GAME PRINCIPLE:** Connect to a specific game principle/application

    - Turning with the ball - to escape a defender, to attack open space, to create separation for a shot or pass, etc.

    - Short range receiving and passing – to maintain possession, to penetrate to goal, to set up a shot

- **GAME PHASE:** Phase of play/Area of the field

    - What is happening in the game and where on the field

    - Attacking: Possession to Progress, Imbalance to Penetrate, Final 3rd/Finishing

- **THEME:** Attacking or defensive

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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 2:1**
- **Week**
    - **Focus on a specific game phase/technical area**
    - **Training intensity/workload**
    - **Avoid being reactionary based on game results/opponent**
- **Session**
    - **Maximum length of 75 minutes**
    - **Focus on Technical Emphasis-Game Principle-Phase-Theme**

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Weekly Planning/Development Cycle

Weekly Plan

Week 1 - August 22-27: Ball Mastery and Turning with the Ball						
	Monday	**Tuesday**	**Wednesday**	**Thursday**	**Friday**	**Saturday**	**Sunday**
Team Activity	Off	Training	Off	Training	Off	DCSL Game	Off
Session Intensity		High/Medium		Medium		High	
Game Theme		Attacking		Attacking			
Game Phase		Possession to Progress		Possession to Progress			
Game Principle		Creating separation from a defender/ escaping pressure		Attacking open space/areas without defenders			
Technical Emphasis		Turning with the ball: pull back, inside& outside cuts		Turning with the ball: squash and turn, cruyff turn, step over			
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 Theme-Phase-Game Principle for the technical topic**

- **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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