

Coaching Survival Skills

For the novice coach

Part 1: Understanding Kids



don't stop your curiosity,

Characteristics of Kids

AGE 5 - 7

- **Skill levels**
- Building basic movement skills e.g. throwing, catching, running, punting, falling
- Can build sequences of two or more skills
- Effort more important than outcome
- **Social Skills**
- Work well individually, in pairs or small groups
- Respond well to positive general feedback
- Limited attention span

Characteristics of Kids

AGE 8 - 10

- **Skill Levels**
- Able to apply game related skills
- Can adapt to more structured activities including modified games
- Can develop sense of team
- **Social skills**
- Work well in pairs, small groups and teams
- Respond well to constructive and positive feedback
- Can develop and strong sense of belonging
- Emphasis on fun, fairness and inclusion

Characteristics of Kids

AGE 11 - 12

- **Skill Levels**
- Refine skills and start to understand game strategies
- Modified rules and safety remain important
- Team skills established
- **Social Skills**
- Attracted to social opportunities
- See sport as way of developing independence
- Skill differences between same age become more obvious
- Cannot de-personalise criticism
- May lack patience and practice ethic
- Family support pivotal

Implications for Football Coaching

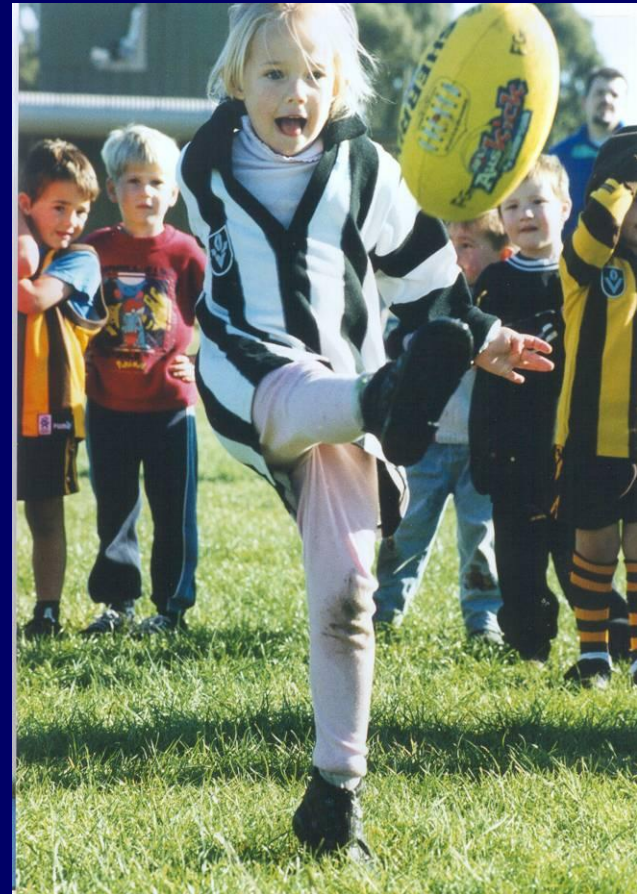
Age 5-7	Age 8-10	Age 11-12
Implications	Implications	Implications
<ul style="list-style-type: none"> • Relatively short training sessions (20-40mins) • Built skills with simple steps and lots of practice • Simple activities and short games • One or two quality “cues” per session. 	<ul style="list-style-type: none"> • Introduce sport specific skills • Lots of encouragement to practice at home and with friends • Training session between 40 and 70 minutes • More complex activities with team aspect in them 	<ul style="list-style-type: none"> • Increase intensity and complexity of challenges almost like a game situation • Consider players with special needs or those who have not physically or skill wise developed at the rate of others • Don’t specialise too early • Training sessions approximately 50-80 minutes • Involve as many team centered activities and modified games as possible.



Skill Development Model

5 PROGRESSIVE STAGES

- **1. FUNDAMENTAL MOTOR SKILLS**-a preparatory stage generally 5-8 years
- **2. BASIC SKILLS**-a foundation stage generally 8-9 years
- **3. EXTENSION SKILLS**- a stage of building on foundation skills generally for 10 y.o.
- **4. GAMES SKILLS**- a stage of using the skills in a game generally for 10-12 years
- **5. MATCH SKILLS**- a stage of playing the standard game generally for 13 years and older



Effective Communication

- **Warm greeting, get to know the players name A.S.A.P.**
- have a plan or work from a set plan
- **talking and joking and playing some games with children**
- keep instructions brief and simple- not too many
- **listen to players/others**
- positive and constructive feedback
- **stay around to meet parents and talk to players**
- obtain a whistle and use it sparingly



Proactive Coaching

- well organised
- **energetic/enthusiastic**
- patient/tolerant
- **fair/consistent**
- creative/flexible
- **fun to be around**
- sound & fair discipline
- **resourceful with helpers and equipment**



Effective & Safe Learning Environment

- Establish any health limitations in your group
- **instruct safe & responsible actions**
- insist on appropriate attire and adequate protective equipment if needed
- **check conditions of the ground and climate**
- provide effective warm-up and cool-down
- **develop appropriate activities and constant supervision**
- if matching players couple with similar sizes
- **remember first aid provisions and hydration breaks**



Part 3: Teaching Basic Possession Skills- Practical

Go and have fun in the meadows...



The S.P.I.R. Method

- **Show** name the skill, demonstrate 3 times, provide 2 coaching points
- **Practise** have players practise immediately with a relevant activity
- **Instruct** give feedback based on what has been taught
- **Reinforce/Reward**
encourage and reward effort and achievement

Part 3: A Typical Learning Session

Typical Learning Session

- Assemble at group into ability/age levels
- **5 mins**
- Warm Up- fun activities, plenty of balls, plenty of continuous activity
- **10 mins**
- Skill Teaching- developing skills with relevant drills, minimise instruction- maximise participation, recruit parents helpers- **35 mins**
- Modified Game- relating to skill taught and development of game skills- **20 mins**

AGE: 5-6 Youngstars ROLLING Session 1

FOR THIS SESSION YOU WILL NEED: [Icons: 10 cones, 1 ball, 1 whistle, 1 mat, 1 cone]

WARM-UP [Icons: 10 cones, 1 ball, 1 whistle, 1 mat, 1 cone] Use cones to set up this rolling field with parents if cones ready to assist.

WHISTLE DRILL: Children run within playing field until coach blows the whistle, at which time children must stop, look and listen. Continue with children skipping, hopping and walking backwards. The last child to stop when the whistle is blown is out of the game.

INDIVIDUAL ROLLING: Children lay on their back and roll left to right. Children then lay on their back with their legs tucked up, chin on their chest, and roll left to right.

PARTNER ROLLING: Partners lay on ground head-to-toe and roll over each other left to right. One child then lays on their back while their partner rolls their left and right. Swap roles.

GROUP ACTIVITY: Divide children into two groups of 10. Both groups lay on their back side-by-side. First child in the line rolls over the rest of the group. Repeat until every child has had a turn.

SKILL ACTIVITIES [Icons: 10 cones, 1 ball, 1 whistle, 1 mat, 1 cone]

CRICKET GAME: Use cones as separate activity stations. Divide children into four groups and spend five minutes at each station. Rotate through all

1 Using fingers, child rolls a round ball around a cone and returns to the end of the line. [Diagram]

2 Using inside of foot, child dribbles a round ball between two cones and returns. [Diagram]

3 Child walks backwards while swaying around cones, using their fingertips to roll a football. [Diagram]

4 Using fingers, child rolls a football around a cone and returns. [Diagram]

TUNNEL RELAY: Children stand in a single line behind each other with legs shoulder-width apart. Children roll a round ball between their legs using their hands, with the last child running the ball back to the front of the line. Repeat with the ball travelling under and over cones.

TIP: "Ask your children to keep their eyes on the ball and maintain control! On show at first, then increase speed. Blow whistle to rotate."

GAME TIME [Icons: 10 cones, 1 ball, 1 whistle, 1 mat, 1 cone]

ROLLERSBALL: Lay out four cones to create a rectangular playing area. Divide children into two teams. Split Team A on half and have them line up on the long edges of the rectangle facing each other. Team B stands at one end of the rectangle. Team A rolls five balls to each other while Team B tries to get to the other end of the rectangle without being hit by a ball. Children who are hit must sit out. Repeat until all of Team B is out. Reverse roles.

WHAT THE SYMBOLS MEAN... [Icons: 10 cones, 1 ball, 1 whistle, 1 mat, 1 cone]

Group Coaching Tips

Some tips to consider:

- **Group Formations- Semicircle, Open Square, Freely spaced, etc**
- **All eyes on the coach -no one behind the coach**
- **small children to the front ,taller children to the back**
- **coach to face the sun**
- **coach to speak with the wind**
- **use your whistle sparingly- but USE it!**
- **minimise distractions by assembling away from other noise or something going on behind the coach**
- **ask random questions to keep them focussed**
- **remember not to speak too long- two points/30 secs will do.**

Discipline

- **QUOTE:**
- **“My coach was the one person I could talk to. Even though I really couldn’t discuss the trouble I was having at home, my coach was one person who made me feel someone cared.”**

1. Don’t overdo regulation. Try to strike a balance between freedom and direction
2. Maintain order by establishing clearly what is expected in regard to:

Behaviour

Sportsmanship

Punctuality

Co-operation

3. Explain to players consequences of action (if old enough) and reasoning behind each of the rules
4. Use parents/adults to assist in this process

Recruiting Parents



- **TIPS**
- **Approach parent in non threatening way to help assist with activities**
- **Stress that technical expertise or football knowledge is not critical**
- **get parents to do partnered activities with their child, if possible**
- **recognise the efforts of the parents in front of the children**
- **receive a commitment from the parents that they will assist the following week.**

CONCLUSION AND REMEMBER...

**Always listen to good
advice...**



- Questions anyone?