



<p><b>AYSO Advanced Coaching Course Instructor Notes</b></p>
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Effective Date	December 21, 2010
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Class Length	18 hours
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Revision: December 21, 2010 by John Ouellette, AYSO National Coach

## Part One - Introduction

Instructor:

The AYSO **Advanced Coach Manual** is your lesson plan. The next few pages should help you use the manual. *Your instructor notes are your presentation guide.*

Players must be used as demonstrators for this course.

The classroom portion of this course is a very important component of this course however, the field portion is what makes this course what it is. Don't spend a lot of time reviewing material that was covered in other AYSO courses. For the most part you should have coaches who have some experience.

### **Facilities required**

- Classroom
- A Soccer Field

### **Materials**

- Course roster
- Power Point Presentation
- Copy of Instructor Notes
- Course Manuals
- Tests

### **Equipment**

- LCD Projector and Screen
- Flip Chart and Markers
- Marker Board
- Balls
- Scrimmage Vests
- Cones
- Whistle

As you introduce the Advanced Coach Course ensure that you explain to the coaches in attendance that the AYSO Advanced Coaching Course is designed to provide the experienced coach with a methodology necessary to coach and develop AYSO U19 players.

It remains important to remember the philosophy that brings us together. AYSO is unique because it recognizes the needs of young people by holding to the AYSO philosophies of: everyone plays, positive coaching, balanced teams, open registration, good sportsmanship, and player development. These elements have made AYSO a model for other youth sports groups and have resulted in astounding growth. Our

philosophy is reflected in the Advanced Coach Manual and must be incorporated in the Advanced Coach Course.

### **Coaching Cycle and Principles of Play**

The coaching cycle and principles of play remain the same as in the Intermediate Coach Course; however, the U19 player is required to perform at a higher physical level and at a higher degree of intensity. Therefore, they also require a greater understanding of the game for the player and his coach.

It is imperative that the coaches understand that this course will focus on the selection process involved in teaching players to recognize and create opportunities for themselves and their teammates.

Additionally, the objectives of this course are to teach a coach how to develop observational skills and evaluate players performance; combined with analyzing play, recognizing and correcting errors, and coaching sessions to build skill, confidence, and knowledge of when, where, and why to use the techniques. This is another step in the process of continuing education, the aim of which is to enable the players to benefit from qualified coaching, which will, in turn, give them the best possible playing experience.

While the emphasis in previous courses requires the instructor to deliver largely technical material, the Advanced Course instructor has to also serve as a facilitator for discussion and evaluation among the participants.

Like all of the other AYSO Coaching Courses, **time** is the enemy. Careful preparation and awareness of time are necessary to present a course that is faithful to the curriculum and will meet the needs of the coaches taking the course.

The Advanced Coach manual is not a stand-alone item. ***It is recommended that you do not give the manual to the students till late Saturday.*** The students can use notepads to take notes. If they are given the manual too soon, they will not be required to think, they will be able to find the answers in the manual.

There is a pre-test and a post course test for this course.  
Give the pre-test right after you give your Introduction (surprise them).

A Post-test must be given at the end of the course.

Tie your presentation to the manual so the participants can more effectively use the manual as a reference tool.

In order to accomplish all of the activities in this course, you must schedule players no younger than U16 to assist. You will find that while coaches want to get it done, they often don't have the skills and stamina to achieve the desired outcome.

**It is recommended that you change-out teams after about two hours.**

This course, again, is about analysis not about whether the coaches can play.

The coaches can't be doing an analysis if they are playing.

Always give the participants a clear overview of the course objectives.

When teams of youth players are brought in to demonstrate, make sure the players and their coach are aware of the course procedures and that the evaluation process will be positive but that it is a learning environment for the coaches attending the course.

As the coaches get the idea, start asking for more. Don't allow comments like "It was a poor pass" to stand-alone. Ask "Why was it a poor pass? What technical and/or tactical elements were at fault?"

Helpful hints:

AYSO Instructors must:

Use the AYSO materials

Teach what is in the manuals

Stay on track

Support the AYSO National Coaching Program.

## Part 2

### AYSO Vision/Mission Statements

It is important that the students understand that they are still required to coach using the AYSO Vision and Mission Statements as their coaching guide. So remind them:

AYSO Vision Statement

To provide world class youth soccer programs that enriches children's lives.

AYSO Mission Statement

To develop and deliver quality youth soccer programs, which promote a fun, family environment based on our philosophies:

Everyone plays, positive coaching, balanced teams, open registration, good sportsmanship, and player development.

## Part 3

### Test Time

Use the Intermediate Coach Course (final examination) for the opening of the Advanced Course. Collect the test and handout a blank copy of the exam to each student. Review the test and have each student fill-in the correct answers. It is important that they understand that the information they received at the U-12 and Intermediate course is the foundation for the Advanced Course.

As the instructor it is a good thing for you to review the students test (the first one) it will give you a very good idea of their level of understanding and knowledge.

### **Qualities of a Coach      15 minutes (Time is the enemy)**

There is a considerable amount of material in this chapter, if you spend too much time on anyone topic from this chapter you will never finish on time. Suggest to the coaches that they read this chapter very closely because it will help them with their team management.

A key to this chapter are the points to remember so cover them.

Every coach needs:

- Knowledge of the game
- Always place an athlete's well being first
- Ability to communicate knowledge to players
- Ability to observe and correct...

### **Understanding the U19 Player 20 minutes**

Make this a fun session. It is important that the coaches working with U-19 players understand that working with teenagers can be challenging but most coaches who coach the U19 players find it to be extremely rewarding and very positive. Remind the coaches to read the chapter in the manual.

It is important that the coaches in attendance begin to understand this age group: Choose to highlight a few of the bulleted ones you like.

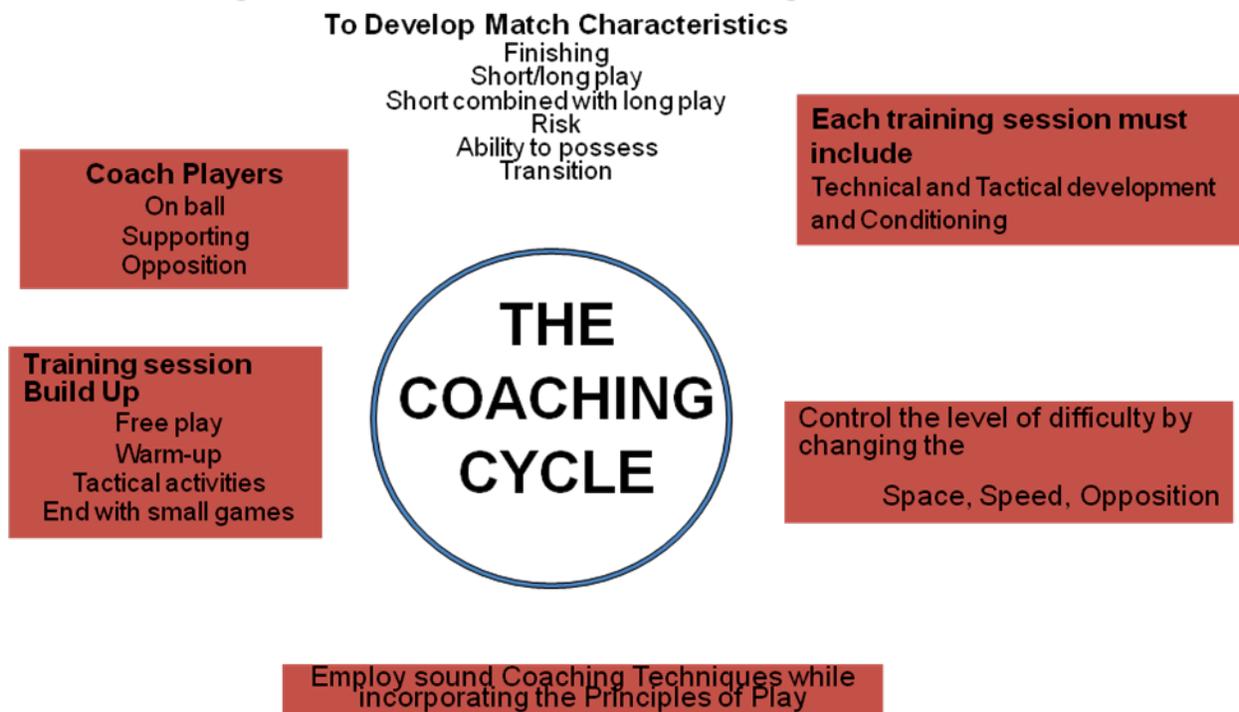
- This is the last step before being an adult.
- This is a time for adolescents to decide about their future line of work and think about starting their own families in a few years.
- They want and need to start making their own decisions.
- They must put a little distance between themselves, their parents and their coach. This does not mean that you can't continue to "look after them" or help them when needed. You should, as much as possible, let them learn from the results of their actions.

- Adolescents also need to be around other adults, both male and female. These can be relatives, neighbors, teacher or coaches. Of course, they should be positive role models.
- Teenagers can learn from these role models about things like how to fix the car, getting along with others, ideas for future jobs or how to train for a soccer game.
- Finally, don't worry if teenagers want to spend time alone. They can "spend hours" day dreaming about their future life. They might be planning the things they can do or will buy "when they grow up."
- Remember, to travel far, one begins with the first few steps!

### Coaching Cycle 30 minutes

This session should be just a review for the most part but it is a critical part of the advanced course so make sure that there is a good understanding of the coaching cycle before you move on. The Coaching Cycle Power Points are very good. Remember TIME will be your enemy.

## To organize each training session use



## Observation and Evaluation Principles of Play

As an Advanced Coach Course Instructor you need to change the coach's mindset of the Principles of Play. The Principles of Play remain constant but at this level a coach needs to understand that the principles of play may be analyzed by considering the players around the ball in a small group of three attacking players and three defending players and how to build it to five players to put all of the principles of play into use.

The player with the ball is termed the first attacker. The player SUPPORTING the teammate with the ball is termed the second attacker and provides depth, the third attacking player will create width and the fourth attacker provides mobility and the fifth attacker creates creativity. Conversely on defense, the first defender is responsible for delay and is nearest the ball; the second defender provides depth the third defender provides concentration the fourth defender provides balance and the fifth defender provides composure. The Power Point slide only builds to three's, when you take the students to the field build it to 4's and 5's.

Stress that it is important to remember that one player alone cannot carry out all of the attacking or defending principles of play. Each player has basic responsibilities that depend upon which team has the ball and where the ball is on the field. The advanced player makes tactical choices based on their skill level and understanding of the game.

Use the following for a basic guideline while incorporating the Principles of Play.

Example Goalkeeper has the ball in hand he is the first attacker his job to begin the attack.

<b>Position</b>	<b>Own Team Will Ball</b>	<b>Other Team With Ball</b>
Goalkeeper	- begin the attack	- stop scoring attempt
Defenders (Fullbacks)	- maintain possession - advance ball	- stop scoring attempt - regain possession
Midfielders (Halfbacks)	- advance ball - maintain possession	- delay attack - regain possession
Strikers (Forwards)	- score - advance ball - maintain possession	- regain possession - delay attack

The basic responsibilities of a position apply to any player who has moved to another location during the play. As a Sweeper Back goes forward the role of Sweeper Back must be filled by a teammate otherwise the defending organization would be compromised.

#### Points to Remember

- Attacking principal of play.
- Penetration, depth, width, mobility and creativity.
- Defending principal of play.
- Delay, depth, concentration, balance, composure.
- Positional responsibilities.
- Area of responsibility.

#### Observation & Evaluation

The art of observation and evaluation is crucial to the development of every coach. Tell the coach that if as coach they do not SEE WHAT IS HAPPENING, they cannot CORRECT errors or determine what techniques and tactics their players need to work on.

Stress that observing any game, training session, activity, or free play is like watching a movie or a tape. At some time, you mentally STOP the action and analyze a single FRAME or instant of the action. The more factors that they can analyze from each situation, the more information they get to help them solve problems.

The simple exercise in the PowerPoint will aid them to in their training and game observation skills.

There are 8 PowerPoint slides (FRAMES from a game). The game is being played between the defending (D) team and the Attacking (A) team with the ball. We ask you to take a brief glance of 5-15 seconds at each one, and then analyze each situation in terms of the attacking and defending principles which are listed in the manual (have the students use a note pad for their observations).

Have them begin their analysis of each situation by trying to identify the first, second, and third attackers and defenders (see Principles of Play). If they see something else, have them write it down.

Check off the principles that are being applied in each frame and have the coaches prepared to support your choices! Fun session but make sure the majority of your students participate. Do not let the most vocal coach answer all the time.

### **Observation and Evaluation – Part two (on the field)**

Part two of the observation and evaluation must be conducted on the field. Conduct a warm-up to get the players ready to play. Ask the coaches in attendance why you are conducting that particular warm-up. Ask them what Principles of Play (tactics) and what Skills (technical) are being emphasized in the warm-up. Get the students thinking about tactics and technical skills that must be trained.

The coaches need to develop skills in tactical and technique observation and evaluation. During the course, you will require the coaches to observe and evaluate in six areas:

- Ball control
- Dribbling
- Passing
- Shooting
- Goalkeeping
- Organization

As the lead instructor you must be extremely well versed on the technical and tactical use of each of the above skills.

Now comes the tricky part of this course.

Divide the coaches into groups of 4 to 6 coaches. They will work as a team with the other coaches, both observing and evaluating field work. All members of the coaching team must give input.

As the lead instructor you will lead all of the the analysis sessions.

There are several key points to remember when observing:

- When a breakdown occurs, the coach should take into account that many factors may have contributed.
- Draw a quick picture of situations that demonstrate your observations.
- Use a few key words to get your idea on paper quickly. When time permits, go back and expand on the important findings.

Giving the coaches no other information have them develop some time of an evaluation that will enable them to rate all the players 1-12 (1 being the best and 12 being the player that needs the most work).

Have the coaches do an actual evaluation using the activity they designed.

The coaches will be all over the place so ask them to tell you who was the **strongest** (how did they come to that decision) and who was the **weakest** (how did they come to that decision) and ask if their activity truly evaluate all of the players fairly in the above mentioned skills.

Each coach should note their personal observations on their own paper. Do not give them the observation checklist yet.

You will review the characteristics of these six areas by reviewing the checklists later in the course.

Now the lead instructor takes charge.

Have the players play 6vs6 in a 50X40 yard gird with a goal on each end line (use Keepers) for 10 minutes then ask the coaches to tell you who was the best player and why.

You should watch the play, check items that you see and make notes.

There are several points to remember when observing:

- When a breakdown occurs, the coach should take into account that many factors may have contributed.
- Draw a quick picture of situations that demonstrate your observations.
- Use a few key words to get your idea on paper quickly. When time permits, go back and expand on the important findings.

Your students will be all over the place.

Explain to the coaches that player evaluations is a long learning process, and coaches will need time and many training sessions to “read” many of these factors.

Now have the player’s play 6vs6 in a 50X40 yard gird with a goal on each end line (use Keepers) for 10 minutes then ask the coaches to tell you to only evaluate dribbling. Who was the best player and why, who was the weakest and why.

Do the same as the above for the remaining skills.

- Ball control
- Passing
- Shooting
- Organization
- Goalkeeping (Save Goalkeeping for Sunday or later in the day)

Last thing for observation:

Now give each student a copy of the Advanced Manual and have the players once again play 6vs6 in a 50X40 yard gird with a goal on each end line (use Keepers) for 10 minutes

then ask the coaches to tell you to only evaluate dribbling using the checklist from the manual. Now the coaches should understand the when's how's and why's of each of the skills.

Now you have to have the coaches fix the problems they have found. Use the activities in the manual. Take your time, you can't rush the process. Explain to the coaches that, that is exactly what they do as coaches. They move on before their team is ready to and then wonder why the players don't get the concept that they worked on.

Final Instructor notes:

Get a National Referee to do the Laws of the Game for you. Just make sure that they take no longer than the 90 minutes allotted for the Laws and that they teach the spirit and the intent of the laws.

You can include Injury Prevention during your warm-up session. But do cover it, it is important.

Time

Players