



WCFA COACHES CORNER #2

DECEMBER 2021



SESSIONS, TIPS & TOOLS

COACHES:

FIVE TOP TIPS



PLANNING: SESSION CONSIDERATIONS

PLAYERS:

PLAYER OWNERSHIP



DID YOU KNOW?

Westmorland board member and referee Pete McDonnell was part of Liverpool's European Cup winning squad in 1977!

Liverpool went on to beat Borussia Monchengladbach 3-1 in the final at Rome's Stadio Olimpico.



SESSION OF THE MONTH!

COURSES: WHAT'S ON

COACHES - FIVE TOP TIPS



1) THE SESSION ISN'T WORKING

If you ask yourself 'why are the players here?', the answer will always be: to play a game. If your session isn't going to plan, don't be afraid to put the group in to a game! For example, you had planned 1 v 1's as your session practice, but isn't going as you had expected. Perhaps link this into the game, challenging your players to try and beat an opponent before sharing the ball or shooting.

2) THE GROUP DON'T UNDERSTAND WHAT I MEAN

It can be frustrating that after you've explained the practice for the seventh time, there's a couple of players that still haven't fully understood! Players learn in different ways, so what is understood by one, might not be the case for another. Tie in visual communication with your verbal instructions: coach demonstrations, player demonstrations, tactic boards, cones (if no tactic board), etc

3) PLAYERS ARE FINDING THE PRACTICE TOO EASY OR TOO HARD

By adapting, editing and changing aspects of your practice, you can find different outcomes for everyone. Example 1: for players finding a 2 v 2 practice too easy, make the pitch smaller.

Example 2: A player doesn't get a touch of the ball in your *SSG. Make that player the 'magic player', and the team in which the magic player is on, can only score if the 'magic player' has been involved in their teams goal.

There are loads of different ideas to adapt your practice to challenge your players. Be creative!

4) THERE IS NOT ENOUGH PLAYERS AT TRAINING TO HAVE EVEN TEAMS

Instead of the coach joining in and showing the kids how Messi plays, there's no problem in having a 6 v 5 (for example) *SSG. There are going to be numerous times on match days whereby in certain areas of the pitch, teams will be overloaded/underloaded. Let players practice different scenarios.....perhaps you could tie in tip number 3?

5) THE KIDS WON'T STOP MESSING AROUND

If players are displaying poor behaviour, then you might feel frustrated and want to stop the practice. You can't always control the players behaviour, but you can certainly control your own. By staying in control of your emotions you can look at tweaking the session to motivate your players, using a calm mindset.

*SSG - Small Sided Game

PLANNING - SESSION CONSIDERATIONS



1) IS THE LANGUAGE RELEVANT TO THE AGE GROUP?

Your planning must take in to account the type of language that you might use with your players. Have you ever been to any training sessions or matches where you hear a coach shouting: gamble, channels or mid-block.....to a group of U8's? It might sound impressive as an onlooking by-stander, but do the children really know what the coach is asking of them? Perhaps: take a risk, find space and stay together might be better fitting? There are no right or wrong words to use to help your group, as long as the words are relevant to the age of the group in which you are coaching!

2) WHAT ARE THE WEATHER CONDITIONS?

In Cumbria, we are blessed with all kinds of weather.....which can usually all happen in one day! What if your training session was on a Tuesday evening in the middle of January and the heavens had just opened? Would you have the group stood in lines waiting to have their go at whatever practice you had planned?

Equally, would you have have your group running around non stop for an hour in the middle of a heatwave in July?

Food for thought, but certainly a factor to consider when planning your sessions.

3) PLAN FOR DIFFERENT NUMBERS!

It can be frustrating when you have planned a session for all 14 of your players, and then only 9 turn up to training! Even worse, there's a school trip (which most of your team are a part of), meaning that only 5 players have arrived to training! Whatever session you plan, always be prepared to adapt the session to accomodate any numbers for training. You only need 2 players to have a game, right?

4) REVISIT A PREVIOUS SESSION!

Have you ever had a particular session that your group absolutely loved? There must have been a reason that they enjoyed it so much?

Don't be afraid to revist a previous session.....there's a reason why it worked so well first time round!

PLAYERS - PLAYER OWNERSHIP



Ownership - the act, state or right of possessing something.

Have you ever started a session and within 5 minutes, someone has yelled 'when are we playing a game?' Equally, have you ever planned a finishing session which includes several progressions, and on explaining it to the group a child asks: 'can we have a defender in it?'. Knowing that this is one of your progressions, you politely ignore the child and get the group going.

These are all common occurrences which happen every single day up and down the country. So the question is: what can we do?

Well, the session should be about them.....and not you! Giving your players a certain amount of ownership in what they do in their sessions is a great tool to use, and will undoubtedly increase their learning environment, and let them explore ideas of their own. There is no harm at all in arriving to a session with a plan for the evening, but asking the players what rules/constraints they would love to see in the practice. You're now there to guide, facilitate and coach their own ideas.

What about the child that asked when they would be playing a game? Why not ask the group at the end of your session what they liked most about the practice. Children will give you the answers of what they enjoyed, so your next session could be what they have told you? In the case of the child wanting to play a match, they have indirectly told you what activity they enjoy doing. So if you had planned a passing practice, perhaps you could link this into what the child asked.....a match!

What of the coach that got asked to put a defender in the practice? They could either respond with: what a great idea.....and start the practice from there. Or, perhaps respond to the child: what a great idea!!! Can we add that into the session as we go?

Either way, the players have been given some ownership of the session.

On a side note of player ownership, for those (certainly) coaching a younger age group, ask your group to go and mark a pitch out for their SSG in training. I guarantee that you'll see a weird and wonderful array of pitches! But right there are the players taking ownership, determining how big or how small their pitch size, creating their own rules, structure and learning environment.

SESSION OF THE MONTH -

RISKY BUSINESS

(WILL YOUR PLAYERS PLAY IT SAFE OR TAKE A RISK?)

RISKY BUSINESS



The group is split into two teams, attackers and defenders. The attackers will always start in the box positioned off the pitch, by the half way line. Half of the defenders will start behind one goal, while the other half start behind the other goal.

The attacking team has 5 attempts (5 balls) to score. For each attempt, they must decide whether to send out 1 attacker only, 2 attackers, 3 attackers or 4 attackers. Once the attackers have attacked one goal, their next attempt (from the box) must be at the opposite goal and so on, until 5 attempts have been made.

The defending team must only send out two defenders for each attempt, irrespective of the number of attackers. If the defenders steal the ball, they must attack the opposite goal (as they would in a game).

An attempt is over once a goal has been scored (either team), or if the ball goes out of play.

SCORING SYSTEM:

If the attacking team send (and score):

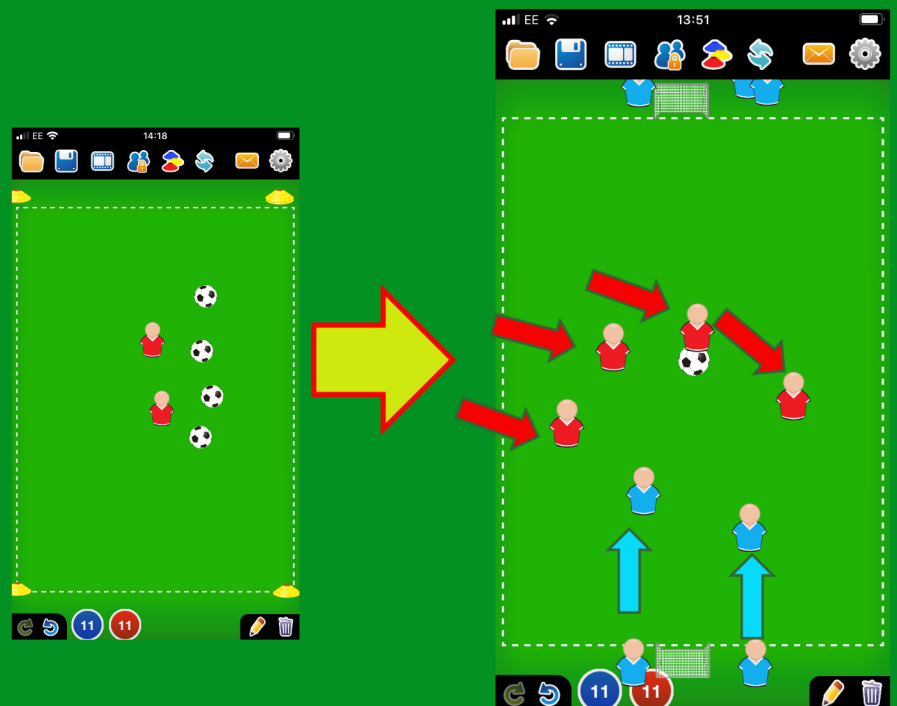
1 ATT v 2 DEF = 4 GOALS

2 ATT v 2 DEF = 3 GOALS

3 ATT v 2 DEF = 2 GOALS

4 ATT v 2 DEF = 1 GOAL

If the defending team steal and score themselves, they are awarded whatever points the attackers would have got!



AFTER 5 ATTEMPTS, SWAP OVER. *PLAYER OWNERSHIP/PROGRESSION - WHAT CHANGES, POINTS SCORING SYSTEM, ETC MIGHT THEY CHANGE?

COURSES

For up to date courses including the FA Playmaker, Introduction to Coaching Football, as well as Safeguarding, First Aid and Referee courses, please check our website: WestmorlandFA.com

Have you completed the 'old' FA Level 1 or have recently completed the Introduction to Coaching Football course?

At the Westmorland County FA, we are looking for coaches within the county who are keen to progress on to the FA Level 2 Coaching Football award.

INTERESTED?

Please contact us for further information about the FA Level 2 course.

In the meantime, we would like to wish all our amazing coaches & volunteers a:

MERRY CHRISTMAS AND A HAPPY NEW YEAR!!!



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ENGLAND
FOOTBALL





Russell Armer
Homes



Happy Hot Tub
CLEAN • READY • CLEAR