



5th Grade and older Coaching Manual

Proficiencies for players 5th grade and older:

- Understand and implement set pieces that occur during the game:
 - Throw-ins
 - Corner Kicks
 - Goal Kicks
 - Free Kicks
 - Kick Offs
- Be able to perform the following techniques:

Running with the soccer ball:

- Using the laces, point the toes down towards the ground
- Push the ball ahead, into the player's stride

Dribbling the soccer ball:

- Show ability to change direction with the ball at varied speeds using various parts of the foot; sole, lace, inside and outside

Pass the soccer ball over a varied distance ranging from 10 yards to 20 yards:

- Plant the non-kicking foot alongside the ball
- Using the inside of the foot push through the middle of the ball
- Follow through (weight into the ball)

Strike (shoot) the ball with good technique

- Approach the ball at an angle (open the body)
- Hop onto standing foot which should be placed next to the ball
- Keep the ankle locked – toe down and heel up
- Keep momentum forward by getting the body over the ball
- Make a solid contact with the ball
- Follow through – toe pointed
- Watch the ball during the whole process

- Understand the role of the first defender:
 - Pressure the ball, jockey and delay
- Defensive organization and concepts
 - Players understand that when we lose the ball we need to get pressure on the ball
 - Closest player pressures the ball
 - Main aim of this pressure is to slow the oppositions attack down
- Offensive organization and concepts
 - Players understand that when we win or gain possession of the ball we need to transition to an offensive mind-set
 - Player on the ball tries to penetrate the opposition's defense as quickly as possible
 - Three ways to do this: Shoot, dribble or pass
 - First thought – CAN I SHOOT?
 - If not, can I get into a position to shoot by dribbling?
 - If not, can I get the ball to a player on my team who can shoot?
 - All players including the goalkeeper must understand their role in the team's offense.
 - Defensive players must push up to join in the attack.

Coaching 5th grade and up:

Practices are recommended but are still optional at these grade levels. See the ESA website for published session plans. (www.edinasoccer.org)

Practice Session Suggested Structure (based on a 1hr 30min time frame)

Warm Up: 15 – 20 minutes

1000 touches; every player should have a ball!

Main Session: 45 minutes

A – Review last session if appropriate to do so.

B – Introduce topic and demonstration.

Small sided games (scrimmage): 25 minutes

4v4, 5v5, 6v6, 7v7, 8v8

Suggested topics for practice:

- ✓ Ball Mastery – working with a ball each to improve individual dribbling technique and moves, as well as gaining confidence with the ball at the players feet
- ✓ Passing – working with a partner in both static (pure technique) and in active (game like) activities to improve passing accuracy and correct weight of the pass
- ✓ Shooting – working on striking technique, improving the range of the shot, long and short distances, placement vs. power
- ✓ Passing and receiving
- ✓ Receiving and turning
- ✓ 1v1 Defending
- ✓ Possession

Set Pieces

Throw-ins:

When the ball crosses over one of the sidelines of the field the team that did not put the ball out of play has to restart the game with a throw-in.

- The ball must be thrown back onto the field:
- Hold the ball behind the head with both hands
- The player's feet must be firmly planted on the ground
- Release the ball over the head and into the field of play

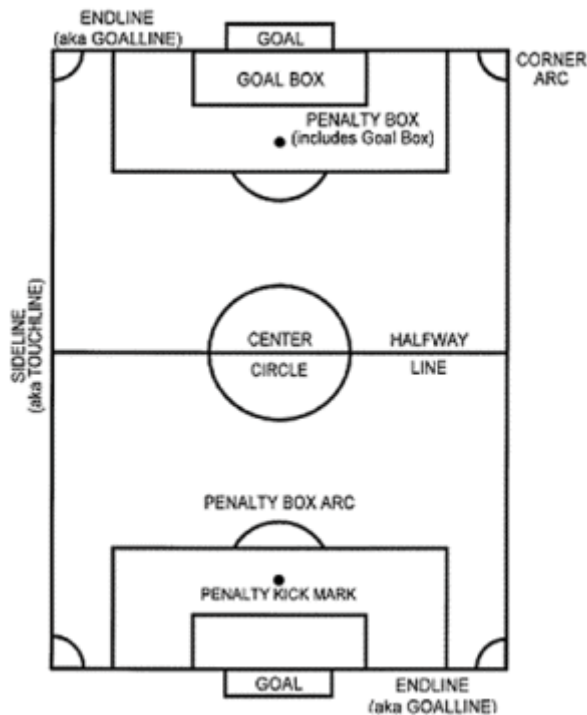
Goal kicks:

When the ball goes out of bounds behind the defending team's goal and the last touch was from an attacking player. The defending team restarts the game with a goal kick.

- Goalkeepers should take the goal kicks
- Goalkeepers should place the ball on the white line parallel to the goal

- The goalkeeper should then take a couple of steps back and approach the ball at an angle to strike the ball down the field (ideally into the wide areas for the forward(s) to run on to) or pass the ball quickly to a defender in a wide position for the team to build up play towards the other team's goal through his/her defense

Field of play



Recommended Formation for Development

ESA recommends that 5th grade and older teams play a 2-3 system of play:

- Goalkeeper
- 2 Defenders
- 3 Forwards (usually described as two midfielders and one "target" forward)

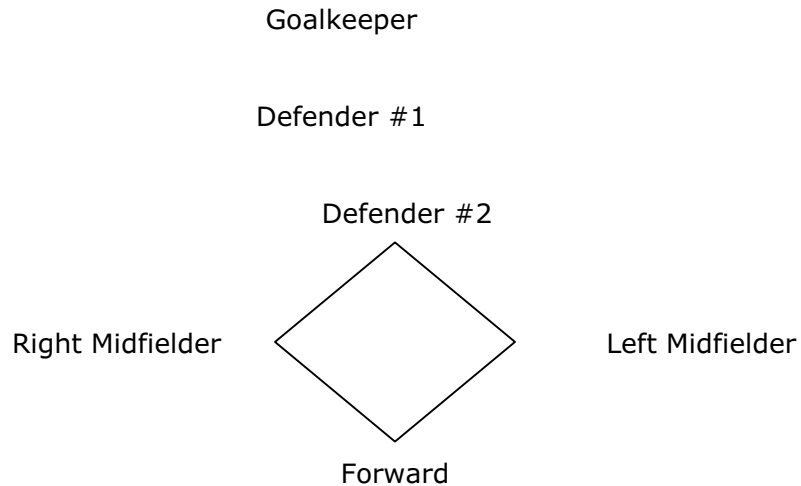
This means that when a team is attacking one of the two defenders should step into the attack creating a diamond shape

This allows for the offensive aspects of play to naturally come out, depth, penetration, width, mobility and improvisation.

The forward and the defender who steps into the offense provide depth, one at the base of the diamond and the other at the tip.

The two midfielders should try to provide width by staying as wide as possible to stretch the other team's defense and allow for passing lanes and space to open up to attack.

The movement of these players to provide width and depth generates mobility within the team and therefore players are able to improvise and take risks in the appropriate area which is what we want to see in the attacking third of the field.



Effective Game Management: 5th grade and up

It is important to have a clear plan for the game as it is to have a plan for a team practice. Take into account the following questions:

- How many players you will have at the game?
- What positions will the players play?
- At what time will you make substitutions?
- How often will you make substitutions?

You must also take into account that you want to ensure equal playing time and the opportunity for players to experience different positions over the course of the season.

Using a simple system will help in guiding your thoughts and will keep a record of vital information to be able to review at various parts of the season.

How to determine the length of the shifts?

ESA recommends that the coaches rotate players in thirds. This allows them to play a good amount of time in each shift to get into the pace of the game and actually have an impact.

The timing of the shifts should be closely watched, it is easy to forget to start the time or for a stoppage not to happen therefore delaying the substitution to take place.

An ideal way is to tell the players straight away before kick off what position and shift they are in and have them ready to go at the half way line 30 seconds before they need to go on.

Why shouldn't players play different positions during a game?

ESA encourages coaches to play players at different positions within the season. It is not ideal however to have players playing different positions during the same game.

When you are bringing players in and out the feedback you supply to players is vital for the improvement of their play during a specific game. It becomes useless information if then you put them into a different position where your feedback is not relevant.

Therefore coaches should allow players to play a certain position for a length of time for example: one week or at least 2 games.

The Goalkeeper Position

If you do not have a suitable candidate for goalkeeper, then an ideal approach is to assign each player one game to play in goal.

However, it is not always that easy. Many players (and parents) can have issues with playing the goalkeeper position. This is where the coach needs to "sell" the position and make it one that is not as foreign as they might think it is or that it means standing in goal and getting shot at.

In team practices, coaches can integrate some throwing and catching exercises as warm ups and should rotate goalkeepers in shooting games.

Many coaches like to assign 2 goalkeepers to each game, therefore switching at half-time, this is ok as long as the second goalkeeper is warmed up, changed into the appropriate gear and ready to go just as the first half goalkeeper should be.

If you decide to change the goalkeeper at half time, you could approach the full game as two different games the first half being one game, the second half being a second game. Obviously the players and parents will need to buy in to this philosophy as we all know the "real game" is two halves total and the score at the end of the game counts.

ESA Coaches should ensure that the goalkeeper is clearly identified by wearing a training vest or a goalkeeper jersey and gloves.

What happens at half time?

You must keep any half time team talk to a minimum. A magnet/white board is vital to have at this age as you can visually explain any changes and helps keeps the players focused.

During the first half you should be making notes of areas where the team is doing well, areas to improve on in the second half and areas to generally as a team.

Once you have determined this short list you should then select two or three points to talk about during half time. There are a variety of ways to do this:

1) Praise sandwich: state one positive area, one area to improve on and follow up with another positive area.

2) Units of play: state one area the defenders need to improve (include the GK in the defense) state one area the midfielders need to improve and one area the forwards need to improve.

3) Transitional play: State one area the team needs to work on defensively and one area the team needs to work on offensively.

4) Technical feedback: state areas of technique that needs to be improved for example: I'd like everyone to take two touches rather than one touch.

Whatever approach you take, keep it simple and concise.

What happens after the game?

Many coaches have different approaches after the game. This is something you will discover what works best for you and the team. At these levels it is recommended that the coach says "good job, we'll see you at practice" rather than go into any long speeches. In the event that you are not holding any practices a very brief observation of improvements that you saw in the second half and one main item that you would like to see them improve upon in the next game would be sufficient.

As a coach you should take notes on the second half, especially if you will play the team again. You can note things such as: who was/were the key player/players for the other team, what style of play did the other team play, the list goes on and on.

Also you should be noting areas of weakness for practice purposes, if you read back on your notes and see for example that in the last three or four games that the team is weak in trapping the ball then this should be integrated into your training sessions.

Team Management Tool

In order to be organized for these games the Team Management Tool on the next page is highly recommended or you could create one of your own.

This tool gives the option to write out your roster, shift patterns, as well as recording your half time team talk, the score at half time and at the end of the game and post game comments/thoughts.

Game:
First Half

Date:
Shift Length:

Player	1 st	2 nd	3 rd	

Half Time Talk (3 points or less).

Half Time Score:

Second Half

Shift Length:

Player	1 st	2 nd	3 rd	

Post Game Comments/Thoughts

Final Score: