



WYOMING
S O C C E R

Coaching Education Webinar Starts 4.00pm



WYOMING
S O C C E R

Session Planning & Curriculum Development



**Failure to Prepare,
is Preparing to Fail.**

How to plan and what to plan for?



Macro, Meso and Micro Cycles

- Macro: August 1 – July 31
- Meso: 1 Month
- Micro: 1 Session

Macro: What do my players need to know at the end of this season? (Long Term Planning)



Considerations:

- Age & Game Model (4v4, 7v7, 9v9, 11v11)
- Where are they now? Where do they need to be? According to competency matrix.
- Level of Play
- Frequency of Training/Games
- Resources (Coaching Education? Existing Curriculum? DOC? WSA? Fields? Equipment etc)

Macro: What do my players need to know at the end of this season? (Long Term Planning)



Competency Matrix

Macro: What do my players need to know at the end of this season? (Long Term Planning)



[Link to excel file:](#)

Meso Cycle (Medium Term Planning)



- Work backwards
- Month to Month plan
- No individual session plans but outlining what we are working on and when
- Which players are we targeting?
- Fluid in nature based off of experience

Meso Cycle (Medium Term Planning)



[Link To Curriculum](#)

Micro Cycle – Session Planning



Considerations:

- Is it **ORGANIZED**? Cones, Lines, Goals, Bibs, transitions.
- Is it **GAME-LIKE**? Appropriate for soccer? Direction? Boundaries? Rules? Is it realistic?
- Is there **REPETITION**? Are the actions of the players reflective of the session topic?
- Is it **CHALLENGING**? Are the players engaged? Are they being tested appropriately?
- Is there effective **COACHING**? Are coaching points on topic and specific?



Planning the Session

Is it **ORGANIZED**? Cones, Lines, Goals, Bibs, transitions.



- Arrive early.
- Appropriate space.
- Taking cones away, not adding as session goes on.
- Bibs laid out in positions.
- Session should 'expand' as it develops.
- Less space affects speed of play and therefore quality.

Is it **GAME-LIKE**? Appropriate for soccer? Direction?
Boundaries? Rules? Is it realistic?



- Player actions – i.e. its not football or baseball.
- Directional? Target players, end zones, goals, dribble lines etc.
- Numbers – do they represent game like situations?
Numbers up/down etc.
- Building towards scrimmage – should be culmination of every session.

Is there **REPETITION**? Are the actions of the players reflective of the session topic?



- Topic specific player actions (Defending/Attacking)
- Appropriate area of the field
- Isolated Technique? In Game? Meaningful repetitions.
- Tactical Repetitions – restart point? Session focus.

Is it **CHALLENGING**? Are the players engaged? Are they being tested appropriately?



- Spatial
- Time
- Opposition
- Numbers up/down
- 'Slanty-line theory' – must be challenging for all players at all level of ability within group.

Is there effective **COACHING**? Are coaching points on topic and specific?



- Specificity – Spend time setting up opposition to be game like but don't focus on defending if its an attacking topic.
- Choose a focus group each session.
- Keep it brief! They are there to play soccer, not listen to you talk
- Consider keeping your learning language consistent.
- Use all of the COACHING TOOLKIT, not just freeze.

The Coaching Toolkit



Methods to interact with players to create the **MOST EFFECTIVE AND EFFICIENT** learning environment.

Keep the players on task – downtime results in lack of investment.

Keep it concise and on topic – nobody wants to be lectured.

'Be a surgeon, not a butcher'

WHAT - TEACHING ACTIONS	PURPOSE OF THE ACTION	WHEN - THE MOMENT OF APPLICATION
CHECK - ADAPT	<ul style="list-style-type: none"> Observe and check the created situation on the field, adapt if necessary based on the Five Elements of a Training Activity 	<ul style="list-style-type: none"> Ongoing In the flow (sideline coaching) Planned stoppage (break) Natural stoppage (ball out of bounds) In the situation (freeze)
GIVE POSITIVE REINFORCEMENT	<ul style="list-style-type: none"> Reinforce effective actions in order to use it again in similar situations Motivate players 	
USE OF KEY WORDS	<ul style="list-style-type: none"> Encourage and support players to focus on cues and/or desired behavior 	<p>The application of coaching actions can be a single action or combined actions during different moments.</p>
ASK QUESTIONS (and collect answers)	<ul style="list-style-type: none"> Use guided questions to force players to think about cues and/or desired behavior Check for understanding Reflect 	<p>Examples:</p> <ul style="list-style-type: none"> In the situation (freeze): combination of demonstration, Q&A and feedback Planned stoppage (break): Q&A and encourage players to focus them
DEMONSTRATE (player and/or coach)	<ul style="list-style-type: none"> Model desired behavior Visualize the situation Check for understanding 	
GIVE FEEDBACK	<ul style="list-style-type: none"> Collect information on players' behavior related to the objective of the activity 	
COMMAND	<ul style="list-style-type: none"> Tell players what to do 	
APPLY THE LEARNING CIRCLE (as a concept)	<ul style="list-style-type: none"> Use a combination of coaching observation and player reflection to get players thinking about and/or modeling the desired behavior and applying their newly learned abilities 	



Methodology



Play Practice Play

- Typically three stages
- **Play Phase 1** – small sided version of the game upon arrival.
- **Practice Phase** – Technical/Tactical breakdown.
- **Play Phase 2** – larger sided game with application of learned behaviors/actions.

Methodology



4 Stage Session Plan

- **Warm Up**
- **Technical Development Activity (Orientation)** – focus on setting up opposition to be an appropriate challenge.
- **Game Related Activity (Learning)** – teaching your focus group.
- **Game (Implementation)** – apply the learned behaviors/actions.

Considerations



How many players do you have?

What equipment do you have?

What field space do you have? Is it lined?

Planning Tools:

- **Academy Soccer Coach** - <https://www.academysooccercoach.co.uk/>
- **Sport Session Planner** - <https://www.sportsessionplanner.com/>
- **USSF Digital Learning Center** - <https://learning.ussoccer.com/coach>

Examples



Play Practice Play

Example – 7v7

Play Practice Play

Example – 11v11

Examples



4-Stage Example 1 - DLC

Session Planning Doc

Blank Session Planner

Examples



- USSF Online GR Courses gives you access to DLC Planning Tool and 12 Session Plans per game model.
- WSA will cover the expense of doing the online courses.
- Take less than 2hrs per course.

Reflection



- Important after every session and game.
- Transcribe your thoughts onto paper – make it tangible.
The car ride home is not enough.
- Track your own progress.
- Track progress of players.



State Association

Element	Actions	Outcomes	Notes			
The training session plan	Uses the Play Practice Play training session plan/methodology	<ul style="list-style-type: none"> - the training session is safe, fun & developmentally appropriate - a planned U.S. Soccer P-P-P training session - the coach demonstrates an understanding of U.S. Soccer's philosophy and principles - training session goals/objectives are accomplished 				
Organized	<i>Is the training session organized in the right way?</i>	<p>Look at:</p> <ul style="list-style-type: none"> - The activities and coach's explanation give the players the opportunities and information to practice the goal of the training session and the objective of the activities - The use of the field (training areas, size, cones, etc.) 				
	applies an appropriate physical demand based on the developmental stage of players	- training session load is developmentally appropriate				
	explains to the players (rules of the activity)	- players are informed (short introduction and quick start to the activities)				
	adapts the training session, as needed	<ul style="list-style-type: none"> - adjustments are made to the activities if necessary (changing the number of players, size of the playing area, or the way that the team scores) - the session flows 				
Game-like	<i>Is the activity game-like?</i>	<p>Look at:</p> <ul style="list-style-type: none"> - The characteristics of the game and structure of the game (A/D/T) - Activities reflect the game of soccer and the moment of the game relative to the developmental stage of the players 				
	creates a game-like environment where players play freely and make their own decisions	<ul style="list-style-type: none"> - players experience and understand what they are doing and why - players experience success and use mistakes as meaningful learning opportunities - errors are normalized (players feel safe and learn through their mistakes) 				



Repetition	<i>Is there meaningful repetition, when looking at the overall goal of the training session?</i>	<i>Look at:</i> - Repetition of player actions driven by decision making and understanding the game based on the training session goal(s)				
	organizes the activity time to maximize time on the goal/objectives and minimize management & lecture time	- players experience success and use mistakes as meaningful learning opportunities for the training session goal - interventions are limited and effective				
Challenging	<i>Are all the players being challenged (is there a right balance between being successful and unsuccessful for both teams)?</i>	<i>Look at:</i> - The balance between successful and unsuccessful actions; must not be too easy or too difficult				
	adapts the training session, as needed	- adjustments are made to the activities if necessary (changing the number of players, size of the playing area, or the way that the team scores)				
Coaching	<i>Is there effective coaching, based on the age and level of the players?</i>	<i>Look at:</i> - Players improve as a result of the teaching of the coach				
	teaches at appropriate moments, using the U.S. Soccer Coach's Tool Kit	- the connection between guided questions/ keywords and the training session goal				
	provides demonstrations	- players see what it is they are being asked to do				
	gives players positive, specific, developmentally-appropriate and honest feedback	- players are motivated and engaged - desired behavior is reinforced - unsuccessful behavior is improved - feedback is based on training goals and activity objectives				
	celebrates players' successes and sees mistakes as steps toward meeting learning objectives.	- players experience success and use mistakes as meaningful learning opportunities. - players feel safe and learn through their mistakes.				
	checks players' well being	- players are physically and emotionally in a good shape				
	organizes the week ahead and says "good-bye" for the day	- informed players/parents				
Reflection	Reflects on own behavior relative to desired outcomes.	<i>Look at:</i> - Continuous assessment of own impact on players and team				
	check if the goals are accomplished	- achieved outcomes based on the task of coaching training sessions				



Questions?