

HSC Intramurals

Hoover Soccer Club

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HSC Intramural Plan

- **Age Appropriate Program**
- **Safe Environment**
- **Coaching Attributes**
- **Ball Mastery**
- **Player Development not Team Wins**
- **USYSA and Guided Discovery**
- **Benefit of activities on gameday not just a game**

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- Is the implementation of a structural training program based on **age group**, psycho-motor (physical), cognitive (thinking and learning) and psychosocial considerations (development of self in relation to others).
- Is committed to creating an **environment of enjoyment and development** for each child. Safety needs to be the number one priority.
- Coaches should consistently demonstrate **enthusiasm, patience, a desire for knowledge**
- Coaches **do not need an overriding knowledge of soccer** as we are aware many coaches or activity leaders are **volunteers** and may not have a soccer background.
- However, an **open approach to gaining some understanding** of the world's game is desired. In addition, a **desire to embrace a developmental long term approach** that will not only encourage children to develop a lifetime passion for the beautiful game but more importantly **allow them to seek to embrace challenges** beyond the sport are also expected.

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- This long term approach **does not include coaching to win at all cost, yelling and harsh critiquing**. Recent studies show that more than 73% of all children who play organized youth sports end up quitting by the time they reach the age of 13. Dr. Ronald Quinn states in the official US Youth Soccer Manual: **"The needs of the child, while playing soccer, should be placed above the needs, convenience and self interest of the adults.**
- True player development focuses on the **development of the player**, not the coach or even the development of the team. Therefore, it is **important that coaches understand how children experience soccer**. Good coaching consists always taking into account the age and ability when teaching.
- **"Good coaching includes many touches on the ball and many repetitions – or Ball Mastery."**
- Philosophy is modeled after the **"Dutch vision,"** developed by the Dutch Federation in 1986.

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- In many countries around the world children learned the game of soccer through a natural development by playing “**soccer in the streets.**” The children spend countless hours of their youth playing the game with their friends in an **unstructured** environment.
- For example a young soccer player growing up in Holland in the sixties would play on average 2 to 3 hours of small-sided games every day - rain, snow, wind or sunshine.
- This **child-owned** learning process involves a relation to soccer, endless repetitions, always fun and **imaginative**, and **group generated rules** and **challenges**.
- Over the course of a year this would average to about 1,000 hours of soccer. In Holland, children were not eligible to play for a club until the age of 10. Considering that most of the children started playing soccer at about 5, Dutch youngsters would enter the club environment with approximately 5,000 to 6,000 hours of soccer under their belts.

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- These countless hours of learning soccer explains the advanced technical and tactical development of many youngsters around the world. Playing “**street soccer**” develops the **soccer brain** or, the ability of “**reading the game** ” and be a “Soccer Savvy Player” according to the United States Youth Soccer Association (USYSA).
- As society has changed all over the world this natural development of children-owned learning has been replaced by a more **adult-controlled process**.
- Thus, the club’s implementation of the USYSA’s doctrine that engages the player in discovery is called “**Guided Discovery**”. (see accompanying document on Tykes / Intramural website).
- Guided discovery **implies asking meaningful questions**. This allows the child the opportunity to practice problem solving and will help them to become more not only capable of solving problems that occur in games but increase the likelihood that they will embrace future challenges.
- **The coach guides (facilitates) the players, through effective age appropriate questioning to discovery.**

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- Goals of Effective Questioning:
- Actively involving athletes in the learning process
- Enhancing their task mastery
- Enhancing their conceptual understanding
- Promoting both simple (low-order) and complex (high order) thinking
 - Example of a Low Order Question
 - How can you stop the ball?
 - What part of the foot do you use to make a short pass?
 - Example of a Low Order Question
 - How can we move the ball to the other end of the field quickly?
 - Why should we play high-pressure defense?
- According to Lynn Kidman in Developing Decision Makers... An Empowerment Approach to Coaching, "Why? And How? Questions enhance the athlete's ability to make decisions, one of the central goals of empowerment...it is important for coaches to allow athletes to think about questions and help encourage them to answer. athletes in the learning process

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- Examples of Guided Questioning:
- In a 3 vs. 3 situation, what happens when you dribble the ball towards the sideline?
- In a 4 vs. 4 situation, what's the best way to get the ball to your teammate? Let's try it!
- Why is it important for you to lift your head up when you have the ball? Great, show me

- Positive Coaching Responses:
- Great...so how could we get to the goal? Show me!
- I like that idea...what other skill could you use to get the ball to our teammate? Show me!
- Now you're getting the idea! Where could you position yourself so that you could see both the player and the ball? Show me!

Restarts and Positioning of Coaches on Game day

	Tykes	U5	U6	U8
Kick Off	Dribble	Pass	Pass	Pass
Free Kick	Dribble	Dribble	Pass	Pass
Goal Kick	Dribble	Dribble	Pass	Pass
Corner	Dribble	Dribble	Pass	Pass
Throw In	Dribble or Parent	Dribble	Pass	Throw
Ref	None	Volunteer	Volunteer	Volunteer
Coach	Whole Field	Whole Field	Only own Half	Sideline

Q & A - Activity before Game

- **Why is there an practice activity before a game?**
- 18 months ago – a study was taken off several games at each group. The findings showed that even in a small sided environment most players do not get many opportunities to enhance there technical ability or begin to make basic tactical choices.
- The following data was based on game length and then halved for average playing time. A touch was considered a definite contact and not when surrounded by other players and trying to get the ball by a kicking motion

U5 Game Length **32** mins Avg Playing Time **16** mins
Number of Touches **18** Average Per Minute **1.125**

U6 Game Length **32** mins Avg Playing Time **16** mins
Number of Touches **23** Average Per Minute **1.4375**

U8 Game Length **40** mins Avg Playing Time **20** mins
Number of Touches **36** Average Per Minute **1.8**

- The following are expected touches in 1 activity
U5 8 mins **110-130** touches **13-16** per minute
U6 8 mins **130-150** touches **16-18** per minute
U8 8 mins **180-220** touches **18-22** per minute

Q & A – Activity before Game

- **Why is there an practice activity before a game?**
- The activity will give players' an **opportunity's for individual development** as well as better preparing them for the challenge of competition [**emotionally, mentally and physically**] provided by other players.
- For example at U5 and even U6 – the game is 3 vs. 3 but players will take the ball off their own teammates, thus, it can resemble 1 vs. 5. At U7/8 although the game is 4 vs. 4, quite often at least 1 player on a team will still take the ball off a teammate, therefore, making the game 3 vs. 5.
- For some players the highlight of the gameday besides the tunnel and snack maybe the activity before the game. They may thrive and laugh and be happy most when they play Cars, Clean Up Your Room, Nemo, Sharks & Minnows in Pairs or Treasure Chest. **Some may not feel engaged** by a game where there is only **1 ball between 6 or even 8**.
- This may vary each week for each child but the purpose of the activity is to help the child enhance their ball mastery, make decisions, improve their coordination/movement and have fun. As a result of the activity each game is reduced by 2 mins each quarter so the player is not fatigued at the end of the game. This still entails games of 24 and 32 mins and with the activity the recommended 32 and 40 mins of participation by USYSA.