

A nighttime photograph of a soccer field. In the center background is a soccer goal with a white frame and net. Two tall stadium lights on either side of the goal illuminate the scene, creating bright starburst effects against the dark sky. The field is green grass with white markings. A soccer ball is on the grass in the lower right foreground.

WORPLESDON RANGERS FC

OUR COACHING PHILOSOPHY



Version 1.0 July 2015



**Why Do We Need a
'Coaching Philosophy'?**

Our coaching philosophy provides purpose, direction and guidance to the process of coaching our young players....it supports our 'Star Treatment' ethos as a Club....



'Star Treatment'....



....influences how we coach our young players

Football for All	Our coaching is inclusive. Coaches who do not share this view will not wish to join Worplesdon Rangers – or will leave us very quickly
Competition	We teach young players a healthy respect for competition and to strive for their ‘personal best’
Respect	We encourage mutual respect between our players, coaches, opponents, parents and match officials
Enjoyment	The learning process for our young players must be enjoyable to be effective
Development	We provide age-appropriate coaching in a fun and safe environment to help young players realise their potential



**So, our coaching philosophy is
there to help support our ethos as
a Club and to develop our unique
coaching 'brand'....**

**It is *not* there to stifle innovation or to
encourage a 'one size fits all' approach
to the coaching of young players!**





About Our Coaches

What Makes a Great Youth Football Coach?

All our Coaches are brilliant volunteers who share a passion for the 'beautiful game'. We look for people who:

- ❖ Can help foster a life-long love of the game
- ❖ Encourage children to be the best that they can be
- ❖ Communicate with young players in an age-appropriate way
- ❖ Accept that young children are not miniature adults
- ❖ Understand how players learn and develop
- ❖ Realise that young player development is a long-term process
- ❖ Will serve as desirable role models for young players to look up to
- ❖ Put the children they coach at the centre of all that they do



What Is the Role of the Youth Football Coach?



FRIEND

Makes the environment welcoming and inclusive



MOTIVATOR

Sets appropriate challenges to inspire players



FACILITATOR

Creates the conditions for players to learn and develop



MENTOR

Listens to players, gives advice and extends their thinking



ROLE MODEL

Sets a professional example in terms of attitude and behaviour

The Grass Roots Football Coach Profile

ATTITUDES	SKILLS/KNOWLEDGE	BEHAVIOUR
Knows why they want to coach and what they want to achieve	Understands the technical requirements of the game	Role models respectful behaviour in all coaching and match-day situations
Has a positive mind-set to help young players achieve their full potential	Coaching sessions are planned with clear objectives	Is positive and encouraging in both their verbal and non-verbal communication
Values diversity in their squad and is inclusive in their words and actions	Uses fine-tuned observation and listening skills to make judgements and decisions	Communicates clearly in an age-appropriate fashion
Accepts their responsibility as an influential role model	Knows how a player's body and mind respond to exercise and training	Willing to demonstrate technical skills through personal example
Takes a measured approach to competing, winning and defeat	Adopts safe practices and avoids harm/injury to players	Gives players frequent and timely recognition and feedback
Acknowledges that it's not just about 'our team' - but 'our Club'	Coaches with discipline and structure, while ensuring players have fun	Minimises coaching during matches
Sees their role as about developing players' confidence/belief - as well as skill	Understands how physical and emotional development affects player development	Is inclusive in coaching sessions and on match days
Is there to help players grow and develop; not to 'showboat'	Uses questions to develop players' thinking style and decision-making	Abides by the FA Respect Code of Conduct



Respect



Respect

Respect Code of Conduct

Coaches, Team Managers and Club Officials

We all have a responsibility to promote high standards of behaviour in the game.

In The FA's survey of 37,000 grassroots participants, behaviour was the biggest concern in the game. This included the abuse of match officials and the unacceptable behaviour of over competitive parents, spectators and coaches on the sideline.

Play your part and observe The Football Association's Respect Code of Conduct in everything you do.

On and off the field, I will:

- Show respect to others involved in the game including match officials, opposition players, coaches, managers, officials and spectators
- Adhere to the laws and spirit of the game
- Promote Fair Play and high standards of behaviour
- Always respect the match official's decision
- Never enter the field of play without the referee's permission
- Never engage in public criticism of the match officials
- Never engage in, or tolerate, offensive, insulting or abusive language or behaviour.

When working with players, I will:

- Place the well-being, safety and enjoyment of each player above everything, including winning
- Explain exactly what I expect of players and what they can expect from me

- Ensure all parents/carers of all players under the age of 18 understand these expectations

- Never engage in or tolerate any form of bullying

- Develop mutual trust and respect with every player to build their self-esteem

- Encourage each player to accept responsibility for their own behaviour and performance

- Ensure all activities I organise are appropriate for the players' ability level, age and maturity

- Co-operate fully with others in football (e.g. officials, doctors, physiotherapists, welfare officers) for each player's best interests.

I understand that if I do not follow the Code, any/all of the following actions may be taken by my club, County FA, league or The FA:

- Required to meet with the club, league or County Welfare Officer
- Required to meet with the club committee
- Monitored by another club coach
- Required to attend an FA education course
- Suspended by the club from attending matches
- Suspended or fined by the County FA
- Required to leave or be sacked by the club.

In addition:

- My FACA (FA Coaches Association) membership may be withdrawn.

TheFA.com/Respect



The 5 Questions That We Encourage Our Coaches to Ask of Themselves....

Why do I coach?

Am I still coaching these players for all the right reasons?

What are my personal goals as a coach?

Am I a good coach?

How could I be an even better coach?



What We Actively Discourage....



- ❖ Constant shouting/behaving aggressively
- ❖ Disrespectful of match officials and opponents
- ❖ Treats children on the pitch as if they were 'mini-adults'
- ❖ Forgets that all children want to do is play football
- ❖ Gives long, laboured, technical explanations
- ❖ Turns up unprepared for the session or match
- ❖ Continuously interrupts play
- ❖ Criticises young players in front of their team-mates
- ❖ Places too much emphasis on winning at all costs
- ❖ Takes every opportunity to 'showboat' their own skills
- ❖ Always gives priority match time to their own son/daughter
- ❖ Puts players into fixed positions at the earliest age
- ❖ Coaching is uninspiring: irrelevant drills, few touches of the ball
- ❖ Excludes less able players in favour of their 'stars'
- ❖ Coaches their players how to cheat or bend the rules

Coaching Qualifications

Each team at our Club will have a minimum of one Manager/Coach possessing **The FA Level 1 Award in Coaching Football**

As a minimum, *all* Coaches will undergo the following accreditations:

- ❖ FA Emergency First Aid
- ❖ FA Safeguarding Children Workshop
- ❖ Enhanced FA DBS check

The Football Association requires everyone who works or volunteers in children's football and who regularly cares for, trains, supervises or is in sole charge of children to apply for an FA DBS Enhanced Disclosure.





FA Licensed Coaches' Club

As an FA Charter Standard Club, we encourage our Coaches to sign up for free membership of the Surrey FA Licensed Coaches' Club. Benefits include:

- ❖ Website with online resources, session plans, interviews and coaching news
- ❖ Free England tickets and discounts on FA Learning courses
- ❖ Access to accredited local training events
- ❖ FA Photo Coaching Licence
- ❖ Option to purchase insurance
- ❖ Option to subscribe to The FA's coaching magazine
- ❖ Option to subscribe to UEFA's coaching tool, TaxtX





Coaching Aims

The Aims of Coaching at WRFC

- ❖ Make the game safe, fair, inclusive and enjoyable
- ❖ Provide age-appropriate coaching (5-11, 12-16, 17+)
- ❖ Develop the whole player:
 - ❖ Improve players' movement skills: agility, balance, co-ordination and speed (ABCs)
 - ❖ Develop players' technical skills and ball mastery
 - ❖ Increase players' decision-making capabilities
 - ❖ Teach players life skills (co-operation, teamwork, leadership, communication)





WRFC Coaching Philosophy: Developing the Whole Player

Growth & Maturation

- ❖ Recognise that children grow and mature at remarkably different rates
- ❖ Be patient and encouraging with *all* the players in your squad
- ❖ Don't over-burden early- or late-developers
- ❖ Don't mistake physical maturity for emotional maturity
- ❖ Understand that all some players need is time
- ❖ Avoid confusing current performance with future potential



Relative Age Effect

- ❖ Academies show a bias towards players born between September-December
- ❖ These are typically the older players in any given age group
- ❖ 2014 research from China suggest that it has no effect on match outcomes
- ❖ Design and deliver your coaching to help offset this ‘relative age effect’:
 - ❖ Consider changing pitch size, ball size, match format, match rules
 - ❖ Consider grouping bigger and physically more developed players to compete against each other



Evaluating Players

A range of factors need to be considered when a coach evaluates a young player's true ability:

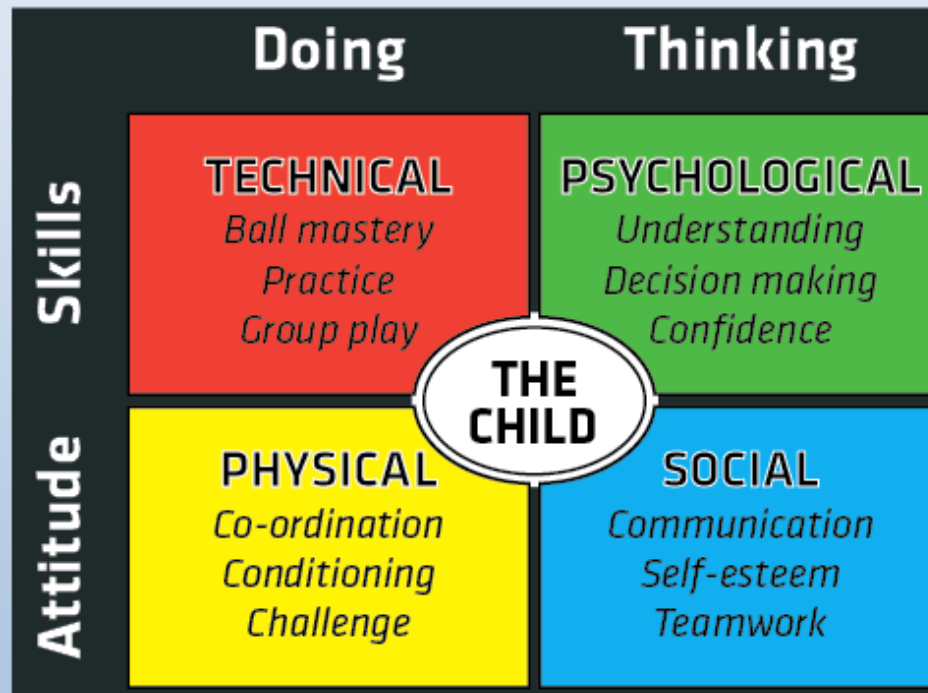
- ❖ Chronological age
- ❖ Physical maturity
- ❖ Emotional maturity
 - ❖ Social maturity
- ❖ Physical well-being
 - ❖ Body type
- ❖ Adolescent growth spurt
 - ❖ Skill and 'will'
- ❖ Previous experience
- ❖ Own team's playing standards
- ❖ Opponent's playing standards
 - ❖ Person-playing position 'fit'
- ❖ Recent training/match exposure
- ❖ Instructions given to the player



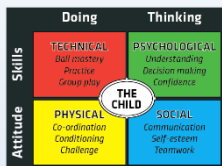
Player Development Is a Long-Term Journey....



The FA's 4-Corner Model of LTPD



Coaching must seek to develop 'the whole player', using age-appropriate coaching

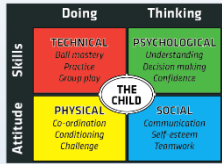


Technical: General Coaching Tips

- ❖ Encourage skill-building and immediate transfer to small-sided practice games
- ❖ Make sure skills practice sessions replicate the demands of the game
- ❖ Alter space, task, equipment or players (STEP) to vary difficulty/suit the player
- ❖ Be creative in designing activities to optimise number of touches of the ball
- ❖ Avoid players 'queuing to practice' and frequent 'stop'/'stand still' commands
- ❖ Use technology to aid the skill acquisition process

TARGET: Developing football technique



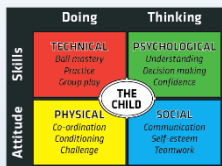


Physical: General Coaching Tips

- ❖ Start training for agility at the earliest age with fun games such as ‘tag’
- ❖ Incorporate activities for developing agility, speed, balance, co-ordination
- ❖ Remember that players develop physically at different rates; be patient!
- ❖ Children are not ‘mini-adults’: avoid pointless laps of the pitch, press-ups etc.
- ❖ Ensure warm-ups are age-appropriate, safe and have clear physical benefits
- ❖ Adapt technical drills to include desired physical outcomes

TARGET: Improving Movement



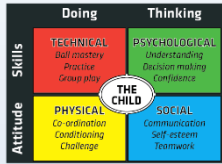


Psychological: General Coaching Tips

- ❖ Be aware of how players develop and mature psychologically and emotionally
- ❖ Use different communication methods to engage players e.g.
 - ❖ Visual - marker cones, tactics boards, online skills clips, match videos
 - ❖ Auditory - ask questions, give feedback, encourage team discussion
 - ❖ Kinaesthetic – coach demonstration, player-to-player demonstration
- ❖ Respect the fact that players learn in different ways
- ❖ Don't underestimate the value of practice and experimentation
- ❖ Help players transfer what they learn in training to matches (and vice-versa)
- ❖ Make your coaching relevant to each player's individual needs

TARGET: Increasing learning





Social: General Coaching Tips

- ❖ Be a good role model: health, fitness, positive attitude, technique, conduct
- ❖ Create a safe, positive and welcoming environment for all
- ❖ Praise for effort as well as ability
- ❖ Be encouraging and help young players *learn* from their mistakes
- ❖ Make your sessions enjoyable: ‘fun - but with serious intent’
- ❖ Have the emotional resilience to bounce back quickly after a defeat

TARGET: Enjoying football





Coaching the Four Corners: 5-11 Year Olds

Coaching the 'Four Corners': 5-11 Year Olds

PRIMARY SCHOOL AGE	TECHNICAL	PHYSICAL	PSYCHOLOGICAL	SOCIAL
<ul style="list-style-type: none"> ❖ 5 to 11 year olds (by DoB) ❖ Chronological age has to take account of variance in gender, ability, maturation and development needs of the individual ❖ 2 LTDP phases: 5-8 and 8-11 	<p>Basic techniques</p> <p>'Ball and the wall' activities</p> <p>Improving basic skills</p> <p>Group practice</p> <p>Games as the teacher</p> <p>Interchange of positions</p> <p>Invasion game principles</p> <p>Playing other sports</p>	<p>ABCs: Agility, Balance, Co-Ordination, Speed</p> <p>KGB: Kinaesthesia (movement), Gliding (ice and snow) and Buoyancy (water)</p> <p>CPK: Catching, Passing, Kicking</p> <p>RJT: Running, Jumping, Throwing</p> <p>Motor Control: multi-skills; mixed activities</p>	<p>Enthusiasm</p> <p>Imagination and exploration</p> <p>Avoiding anxiety and boredom</p> <p>Progressive introduction to mental skills</p> <p>Progressive group activities</p> <p>Understanding games</p>	<p>Fun and enjoyment</p> <p>Support from parents, schools and clubs</p> <p>Inclusion and participation</p> <p>Form relationships</p> <p>Safe environment</p> <p>Simple rules and ethics</p> <p>Group behaviour can be influenced as a foundation</p>



Coaching 5-11 Year Olds: Build Self-Esteem

- ❖ Appreciate what it's like to be young!
- ❖ What gives a 7-8 year old enjoyment on a pitch will differ from a 15-16 year old
- ❖ If a coach tries to 'fast forward' players too quickly, it can demotivate (fast)
- ❖ Young players shouldn't be benchmarked against professional players
- ❖ Consider how your coaching decisions impact on your players' self-esteem
- ❖ Try to see it from their perspective: what would it feel like to always be 'sub'?
- ❖ Praise effort and positive behaviour – as well as technical ability and results



Coaching 5-11 Year Olds: Positive Learning Environment

- ❖ Encourage players to be creative and take considered risks (training and games)
- ❖ Remember, mistakes can and *will* happen – use them as a learning opportunity
- ❖ Very young players don't mess up on purpose!
- ❖ Let players make some of the decisions
- ❖ Let them know their opinions count!
- ❖ Create opportunities for players to explore and use their creativity
- ❖ Let *all* your players 'smell' success!



Coaching 5-11 Year Olds: Let Players Play

- ❖ Give all players equal match time whenever and wherever possible
- ❖ Help players develop their game understanding by rotating positions
- ❖ Ensure players play 'a game' in every coaching session
- ❖ Don't let the players' arena become dominated by adults
- ❖ Avoid repeated 'stop/stand still' interventions – let the game flow
- ❖ Seek to optimise touches of the ball in training situations
- ❖ Don't take subs to a match if you have no intention of playing them



Coaching 5-11 Year Olds: Movement Skills

- ❖ Recognise the window of opportunity at this age to improve ABCs
- ❖ Build in movement skill challenges to coaching activities e.g.
 - ❖ Tag games
 - ❖ Running and dodging
 - ❖ Throwing and catching
 - ❖ Jumping and balancing
 - ❖ Quick changes of direction
 - ❖ Hand-eye-foot co-ordination games
 - ❖ Stretching, twisting, turning

Coaching 5-11 Year Olds: Small-Sided Games

The game is essentially a sequence of individual and small group competitions played out in different parts of the field....

- ❖ Recognise the value of small-sided games in coaching e.g. 1v1, 2v1, 2v2, 3v3 etc.
- ❖ Uneven numbers of players per side to increase the level of challenge
- ❖ Small-sided games offer players more time on the ball
- ❖ Decision-making can be made more controlled and containable

Coaching 5-11 Year Olds: Skill Development and Decision-Making

- ❖ Practice should faithfully replicate the real demands of the game
- ❖ Create lots of opportunities to practice different aspects of the game
- ❖ Goals should be used in training to aid players' enjoyment and motivation
- ❖ Incorporate lots of small-sided games on appropriate sized pitches
- ❖ These will test decision-making, help embed practice and develop skills



Coaching 5-11 Year Olds: Themed Practice

- ❖ Develop a coaching session around a common theme e.g.
 - ❖ Warm-up: Players work in twos passing through a variety of different sized gates, using different techniques and surfaces of the foot
 - ❖ Skill development: Play a small-sided possession game (e.g. 3v1 or 4v2) on appropriate sized pitch
 - ❖ Game: Any 4v4 game with a focus on passing or a through-the-thirds game



Coaching 5-11 Year Olds: Appropriate Challenges

- ❖ Set challenges in training e.g. use weaker foot
- ❖ Pair players up in practice sessions to challenge and aid learning
- ❖ Reinforce the learning from practice sessions on match days....
- ❖Set individual players a 'transfer challenge' to incorporate into their game
- ❖ Review these after a game, providing supportive feedback

Coaching 5-11 Year Olds: Vary Your Interventions

- ❖ Avoid shouting at players and publicly highlighting their mistakes
- ❖ Try not to keep stopping their games for lengthy 'coach talks'
- ❖ Use different communication methods to get players to think about their game:
 - ❖ Command (directive)
 - ❖ Question and answer
 - ❖ Observation and feedback
 - ❖ Guided discovery
 - ❖ Trial and error learning



Coaching 5-11 Year Olds: Different Coaching Styles

COACHING STYLE	COMMAND (DIRECTIVE)	QUESTION AND ANSWER	OBSERVATION AND FEEDBACK	GUIDED DISCOVERY	TRIAL AND ERROR LEARNING
PLAYER/COACH INTERVENTIONS	Coach 'shows and tells'	Coach leads with open questions to elicit the desired answer	Coach and players observe	Coach asks a question or issues a challenge	Players and/or coach decide on the challenge
EXAMPLE	'Here's what I want you to do....'	'When might you use this technique in a match...?'	'Let's watch Jordan do this (observe)...what did he do well? What might he do differently next time...?'	'Can you find a way to control the ball more effectively using a different part of your foot...?'	'Just have a go and try this for yourself...it doesn't matter if you don't get it right first time....'

Coaching 5-11 Year Olds: Things to Avoid

- ❖ Avoid shouting at players and publicly highlighting their mistakes
- ❖ Try not to keep stopping their games for lengthy technical talks
- ❖ Don't impose unrealistic adult expectations on young players
- ❖ Don't be so intent on winning that all the other enjoyment goes out of the game
- ❖ Don't use outdated coaching methods – the English game is rapidly changing
- ❖ Avoid young children waiting in queues – especially in the middle of December!





Coaching the Four Corners: 11-16 Year Olds

Coaching the ‘Four Corners’: 11-16 Year Olds

SECONDARY SCHOOL AGE	TECHNICAL	PHYSICAL	PSYCHOLOGICAL	SOCIAL
<ul style="list-style-type: none">❖ 11 to 16 year olds (by DoB)❖ Chronological age has to take account of variance in gender, ability, maturation and development needs of the individual❖ 2 LTDP phases: 11-14 and 14-16	<p>Refining techniques</p> <p>Skill execution under pressure</p> <p>Attacking and defending principles</p> <p>Introduction to tactics and team work</p> <p>Rotation</p>	<p>Adolescent growth spurt</p> <p>Aerobic development</p> <p>Changing shape</p> <p>Early/late maturation</p> <p>Athleticism changes</p> <p>Increasing variation between players</p>	<p>Self-concept</p> <p>Awareness</p> <p>Responsibility</p> <p>Goal-setting</p> <p>Confidence</p> <p>Coping strategies</p>	<p>Accept responsibility</p> <p>Fair play</p> <p>Peer group features</p> <p>Values and beliefs</p> <p>Appropriate behaviour</p> <p>Personal and group responsibilities</p>

Coaching 11-16 Year Olds: Relevant and Realistic Practice

- ❖ Passing, receiving and possession practice must be increasingly realistic:
 - ❖ Create pressure
 - ❖ Create interference
 - ❖ Create distraction
- ❖ Without this, players won't develop necessary awareness and decision-making
- ❖ Focus on what players are doing 'off the ball – as well as on it
- ❖ This develops movement to support team mates, create and exploit space
- ❖ Develop scanning and assessing ability to form a picture before receiving a ball



Coaching 11-16 Year Olds: Develop Basic Tactical Understanding

Introduce players to the six phases of the game....

- ❖ Attacking when opponents are 'in balance'
- ❖ Attacking when opponents are 'out of balance'
- ❖ Defensive play while 'in balance'
- ❖ Defensive play while 'out of balance'
- ❖ The finishing phase
- ❖ Goalkeeping



Coaching 11-16 Year Olds: Introduce Some Position-Specific Practices

Don't be surprised that changes in physical, emotional development and maturation challenge your thinking about 'best position'....

- ❖ As players age, they will increasingly see the relevance of training for their role
 - ❖ Introduce specific positional practice as appropriate
 - ❖ Gradually reinforce the message about 'interdependency', whichever position
 - ❖ Don't 'pigeon-hole' players too early
 - ❖ Allow them the experience of practising and playing in different positions
 - ❖ This builds a greater awareness in terms of game craft and the sense of 'team'
-



Coaching 11-16 Year Olds: Encourage Self-Reflection Amongst Players

*As young players age from 11-16, so their capacity to self-reflect develops.
Recognise this as a potentially powerful coaching tool....*

- ❖ Get players to reflect on their performance in practice sessions and matches
- ❖ Ask: 'What did you do well?' 'What could you have improved?'
- ❖ You can ask these questions individually, in small groups, or of the whole team
- ❖ Use reflective outputs to agree challenging goals (individually or collectively)
- ❖ Remember, a solution 'owned' is much more powerful than a solution imposed



Coaching 11-16 Year Olds: Encourage Creativity

Continue to be innovative as a coach – and encourage creativity in your players....

- ❖ Be creative in the way you design and run your training sessions
- ❖ Look for new ideas online, through the Licensed Coaches' Club, network etc.
- ❖ Use coaching skills (e.g. questioning) to get players to think for themselves
- ❖ Encourage them to think about, examine and judge their own solutions
- ❖ Encourage creativity in their approach to competition and their style of play
- ❖ Continue to allow them to learn from their mistakes and take risks





Coaching the Four Corners: 16-20 Year Olds

Coaching the ‘Four Corners’: 16-20 Year Olds

SECONDARY SCHOOL AGE	TECHNICAL	PHYSICAL	PSYCHOLOGICAL	SOCIAL
<ul style="list-style-type: none">❖ 16 to 20 year olds (by DoB)❖ Chronological age has to take account of variance in gender, ability, maturation and development needs of the individual❖ 2 LTDP phases: 16-18 and 18-20	<p>Becoming technically proficient</p> <p>Executing the correct technique on demand</p> <p>Contributing to team play involving space and time</p> <p>Producing the techniques required to support both defending and attacking strategies</p>	<p>Muscle mass gains</p> <p>Strength improves</p> <p>Power increase</p> <p>Lactate training</p> <p>Improving recovery</p> <p>Full potential is progressively achieved</p>	<p>Lifestyle skills</p> <p>Developing a stable temperament</p> <p>Understanding match play</p> <p>Communication</p> <p>Advanced coping strategies are developed</p>	<p>Developing emotional stability</p> <p>Being socially responsible</p> <p>Recognising cultural differences</p> <p>Dealing with conflict</p> <p>Appreciating others</p>



Our Playing Philosophy

We don't have a single 'playing philosophy' as a Club, preferring instead that each team develops its own style over time.... However, we do identify strongly with the FA's vision for the future of the English game....



The Future Game....

In possession....

- ❖ A possession-based approach played through three-thirds of the pitch
- ❖ Quality passing and intelligent movement and support off the ball
- ❖ Penetrative, incisive and varied attacking play
- ❖ Players with the skill, dexterity and attitude to win in 1v1 situations
- ❖ Excellence in finishing
- ❖ Fast-break counter-attacking when the opportunities arise



The Future Game....

Out of possession....

- ❖ A real desire to regain the ball skilfully and intelligently
- ❖ Avoid 'chasing the game'
- ❖ A tactical approach to defending, in which all players contribute
- ❖ A controlled, calculated and assertive approach when and where necessary

The Future Game Applied To Grass Roots

With the ball....

- ❖ Play out from the back and through midfield when possible
- ❖ Progress to create chances - with clever and creative play
- ❖ Goalkeepers comfortable in possession, distributing the ball wisely
- ❖ Defenders who are comfortable to receive the ball and pass....
- ❖Or who can run it into midfield
- ❖ Possession-based football by building play through the three-thirds of the pitch
- ❖ Players discouraged from 'hoof and run' and wildly kicking balls into touch



The Future Game Applied To Grass Roots

With the ball....coaching implications

- ❖ First touch, decision-making and passing skills are paramount
- ❖ Passing skills to focus on accuracy, variety and incisiveness
- ❖ Possession work supported by intelligent movement off the ball
- ❖ Players to be encouraged to interchange position to receive the ball
- ❖ Less reliance on traditional positions – players given more freedom to roam
- ❖ Not restricted by ‘old school’ tactics and formations
- ❖ Build fast-break, counter-attacking skills
- ❖ Know when to opt for patient build-up play vs. incisive counter-attacking
- ❖ Individual dribbling skills and the ability to go past players with a skill or trick increasingly valued



The Future Game Applied To Grass Roots

Without the ball....coaching implications

- ❖ Coaching defending no longer to be neglected at grass-roots level
- ❖ All players to develop their understanding and application of defending skills
- ❖ End of the traditional mind-set 'only defenders defend'
- ❖ Players to be encouraged to regain possession skilfully and intelligently
- ❖ Players also encouraged to understand when try and regain the ball early
- ❖ ...And when to recover, drop-off and work together to prevent attacks
- ❖ Young players should also be introduced to player-marking and zonal defence



A nighttime photograph of a soccer field. In the center, a white goal with a net is visible. Two bright stadium lights on tall poles are positioned on either side of the goal, creating a starburst effect. The field is green and has white markings. In the foreground, a soccer ball with a white and blue geometric pattern sits on the grass. The background shows a dark sky and some trees.

If you would like to join
Worplesdon Rangers FC as a Coach

Contact us at www.wrffc.club