

Monday 14<sup>th</sup> March 2016

# Match day Management with Hunts FA Mentors

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and Mike Joyce

FA Licensed Coaches club event at St. Neots Town FC



# FA Mentoring Programme

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LEARNING

**List all the considerations that you as a coach think about with regards to the match day experience for your players**

# Philosophy

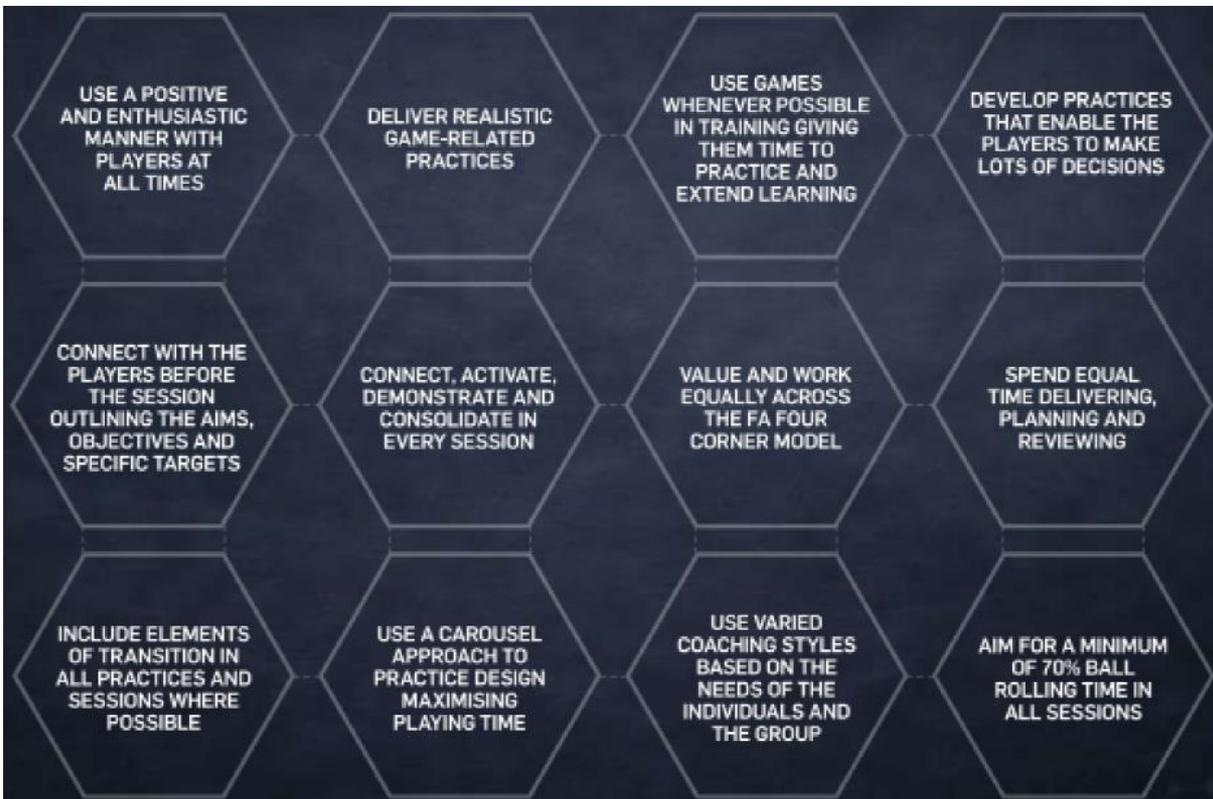
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- To produce technically excellent and innovative players with exceptional decision making skills.
- Ability to retain the ball and play through the thirds.
- Develop excellent teachers of the game.
- We need to create a culture that encourages and supports our players to enjoy and improve.
- We should create a safe and positive environment where our players can be creative, take risks and express themselves **without fear of criticism or failure.**
- We need to manage mistakes effectively without negativity and offer encouragement and praise, to build confidence and self esteem.



LEARNING

# England DNA 5 Core Elements and Coaching Fundamentals



# check List

Grassroots football is ingrained in the social fabric of English culture. Every weekend, players, coaches, referees, parents and volunteers unite to experience the enjoyment of the game.

## What is the purpose of grassroots football?

- An introduction to the enjoyment of playing the game.
- A setting where all children who want to play have the opportunity to do so.
- An environment where children can develop skills and learn to play the game
- A challenging but supportive arena where children can learn from their mistakes without undue pressure and anxiety
- A culture in which coaches and parents encourage and support children to get better and improve their skills
- An opportunity to develop a culture of practice, appropriate challenge, fun and enjoyment

As junior clubs, in many instances, have taken over the role of informal play the role of the coach is integral in ensuring this positive first experience of the game of football.



LEARNING

## 4 Point Team Playing Philosophy

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### Winning

1. Do what it takes to win.
2. Don't take risks, get it forward early and get stuck into them.
3. Most effective team starts every game. Subs get on if and when manager decides.
4. Try to develop but not at the cost of the result.

### Development

1. Positive Attitude, Respect and Sportsmanship for all.
2. Try to play attacking and creative football.
3. Equal playing time or everybody gets at least half the game.
4. Try to win but **never** at the cost of points 1,2 or 3.



## Aims - If you build it – they will come!

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- Match day should be just another part of a player's learning journey – an opportunity to link the training and games programme, with players Testing, experimenting and trying new skills, Strategies and tactics.
- Match day shouldn't be seen as a one-off event detached from other aspects of player learning.



LEARNING

# Creating a Positive Learning Environment

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- Allow players to have the opportunity to make decisions.
- Give the players clues not answers.
- Always put yourself in the child's position/point of view.
- Players should be encouraged to experiment without the fear of failure.
- Players ownership of the different elements including performance.
- Touch line standards of behaviour **SAFE, RESPECT & LEARN.**
- Create the same environment at training and matches **SAFE, RESPECT & LEARN.**
- Players given responsibility for own good practice of warm up & match details.



# Four Corners on Match day

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## Technical

Consistent messages on:

- Technical aspects of the game
- Technical aspects of players

## Psychological

Preparation

- Motivation      Self esteem
- Knowing the player / routine?

## Physical

Warm up / down – physical prep

- Physical application in game
- Temperature! (Substitutes) ?

## Social

Team Work

- Interaction / Positive
- Positive / Communication



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## Countdown to Kick-off

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- **45 mins before:** Social time / Arrival activity / Engage with group.
- **35 mins before:** Discuss team focus, Playing Rota, positions, Roles & responsibilities, Player cards & challenges given.
- **25 mins before:** Warm up / stretches (dependent on age).
- **15 mins before:** Ball work, Player discussion.
- **5 mins before:** Targets set (in possession & out of possession?) Starting positions / challenges re-visited. Use of visual aids / cones.



# Warm ups

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## Under 11's

### FUNdamentals

1. Tag games
2. Handball

### Ball related (with decision)

1. Groups of 3 or 4 players passing + receiving
2. 8v4 keep ball

## Parents

1. Goals, Respect area, ref+flags
2. What are your son/daughter going to do

## U11+

### Gradual heart raiser increase

1. Passing + Receiving (feet/hand)
2. Dynamic Stretches

### Ball related (with decisions)

1. Circle work-pass/Running with the Ball
2. 5v5+5 SPARE

## Parents

1. Goals, Respect area, ref+flags
2. What are your son/daughter going to do

# Playing Periods and Breaks

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## Playing Periods

- Touchline Feedback / Coaching, lots of positive re-enforcement / praise.
- Talking to individuals – sandwich comment (praise-coaching-challenge)
- Use of child friendly language

## Breaks (Half time etc.)

- Refer back to team & individual challenges. What went well – what could we improve on . Re-set targets/ challenges as necessary encouraging
- Player to player feedback
- Players to challenge/ better themselves



# Playing Periods and Breaks

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## Post game

- Respect – handshake other team/coach/referee. Applaud spectators
- Effort over result – what is success?
- Praise / highlight positives. Discuss areas to improve on.
- Homework ? Leave with positive comments





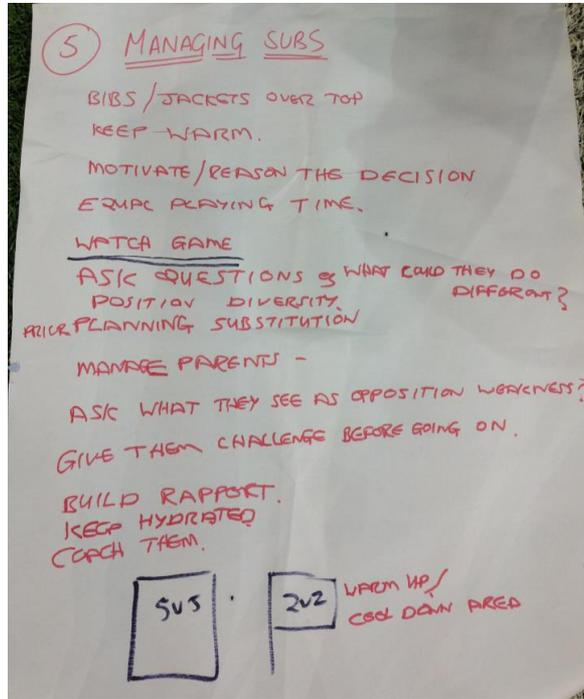
**Get rid of it!**

**Get it in the box!**

**Get into space!**

# Managing Subs

- Bibs / Keep warm
- Motivate / Reason decision
- Ideally equal playing time
- Mini Game / Ball work
- Observation & Feedback tasks



## Some Extra Tips

**Arrival Activities** – Never underestimate the power that ‘Hello Iain, how are you? How’s your week been?’ can have. It shows that you value the person first before the player. Try to get the players active, preferably with a ball, as soon as possible after they arrive. Using whatever space you have available – even if it is only a few yards off the side. Activities that don’t need set players, your input and that can grow with the arriving players works best.

**Warm Ups** – keep it relevant to the players and realistic to the game. They don’t run laps or widths of the pitch in a game so why would they in a warm up? Small games or ball in hand activities can work well and don’t forget to include the goalkeeper(s). They are a part of not apart from the team

**Team Talks** – Do they have to be led solely by the coach or can the players take ownership? Consider the attention span of the group - a very non-scientific figure might be 20 seconds plus their age. They will remember more of what is said at the start and finish so be as clear as possible. Even better if you have some simple player/position specific goals that you can physically hand out to the players so that they can absorb at their own rate. Who sets the goals though?

**During The Game** – The players and parents will pick up on what you say, how you say it and just as importantly, your body language. If you are constantly prowling the touchline, what message does this send out? Consider investing £3 in a stool. The more relaxed and calm you are, the more chance your players will be the same. It also sets an example to the parents. If you do need to give some feedback then think about when and how you do it and how often. During play, the players are completely focused on the action and won’t actually take in much detail anyway. Sometimes a thumbs up is all it takes.

# Managing Parents

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- Explained philosophy/aims & development goals previously
- Code of Conduct
- Encourage praise for both sides
- Manage expectations
- Respect
- Parental tasks – Goals, line, observation, stats collecting etc.



As a team we are going to work on-

1) Having width when we have the ball

2) Applying pressure by the nearest defender when the other team have the ball

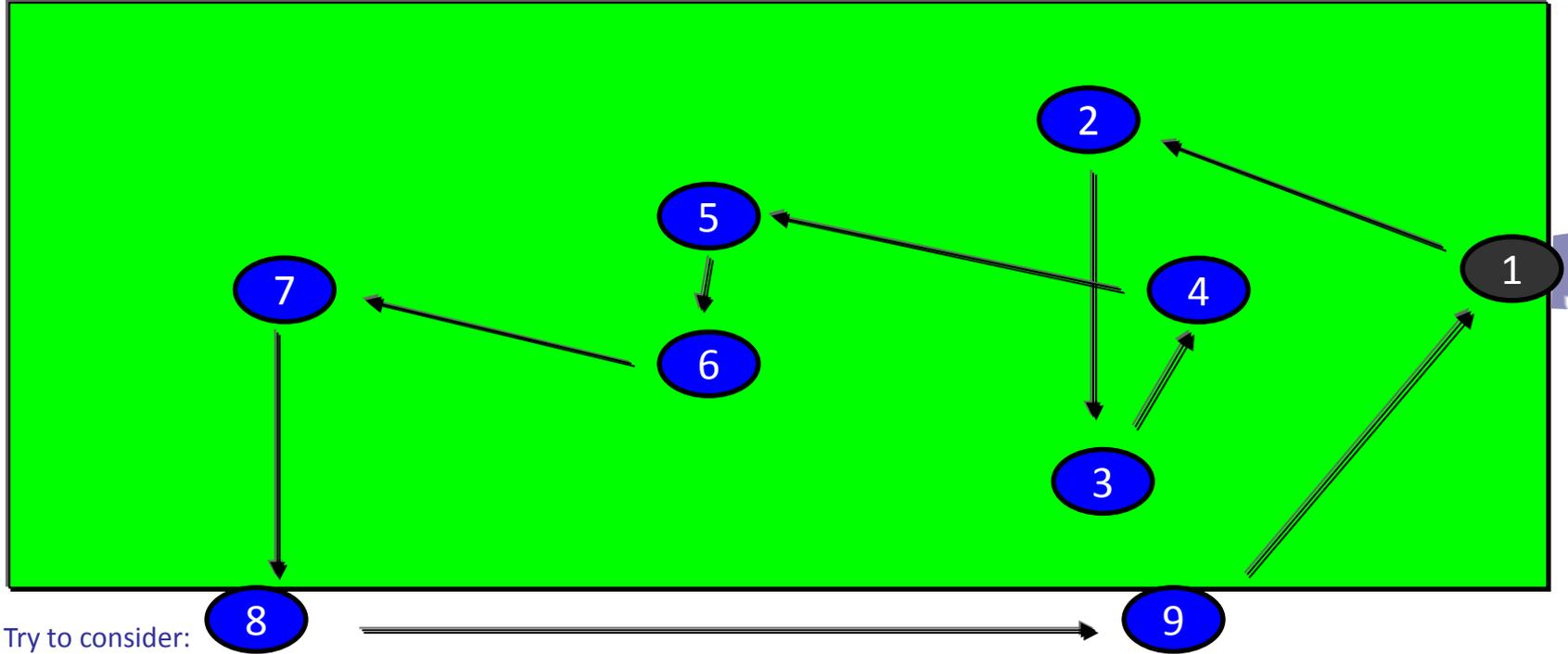
Name	Coach Challenge	Player individual challenge
Ryan	Try to work out when to come off your line	Work on my quick goal kick
James	Look for opportunities to RWTB into space down to wing	When to use tricks and skills to beat players
Josh	Can you push the defence up with the ball?	My left foot
Emily	Try to link up passes from the defence?	Using the inside part of my foot to pass
Carl	When can you help out in attack?	
Paul	Try to look for passes into the strikers feet	
Sam	Try to find spaces in behind the defence	
Sarah	Look for opportunities to switch play	
Connor	Try to mark goal side of the striker	



LEARNING

# Suggested Player Rotation in Mini-Soccer

- 1 – All players experience every position (including GK and substitute) equally
- 2 – Try to rotate positions every 2-3 weeks (remember that left defender + right defender etc. are similar)



Try to consider:

a. The more positions that players practise in (regardless of favour, size, speed or current ability) the more rounded a development they will experience

## Team Challenge – When to and when not to pass forward

Theo

Try to work out when to  
pass the ball & when to  
Run with the ball

Kate

Can you  
push the  
defence up  
with the ball

Wayne

Try to find spaces in  
behind defence

Gareth

Look for  
opportunities  
to switch  
play

Joe

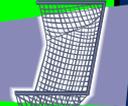
Try to work out  
when to come  
off your line

John

Try to mark  
goal-side of  
the striker

Sarah

When to use tricks  
& skills to beat a  
player



# Questions?

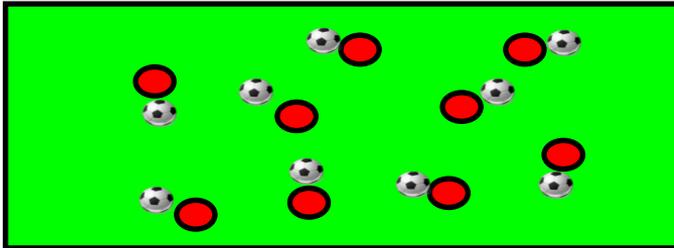
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# Match Day Management – Practical Demonstration

## Arrival Activity

- Use a coned area or a natural confined space, e.g. penalty box, centre circle, etc.
- Every player has a ball and is encouraged to dribble randomly within the space – mixing movements and skills.
- Players are challenged to perform certain skills or techniques.
- Challenges can be from coach, captain or players taking turns.
- Examples of challenges: only use less dominant foot, use outside / inside technique on alternating feet, perform a skill on command, e.g. Cruyff Turn, Ronaldo Chop, Maradona, flip-flap, etc.

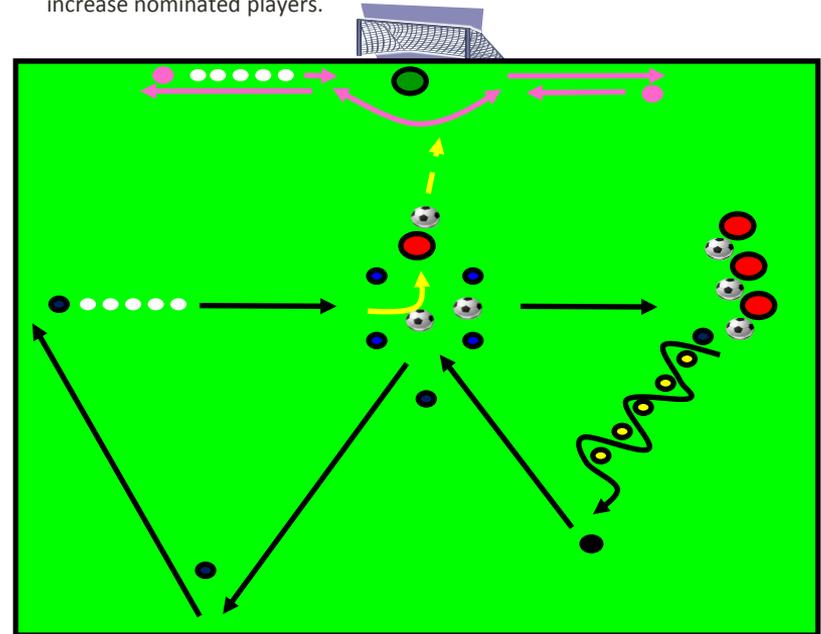


## Warm-Up

- Players complete the circuit around the black cones (movement shown by black arrows).
- Players collect / deposit their ball in the blue square as they pass by.
- Dynamic stretches along the long sides of the big triangle – determined by coach, captain or players in turn.
- ABCs – agility exercise in white cones.

## Warm-Up (continued)

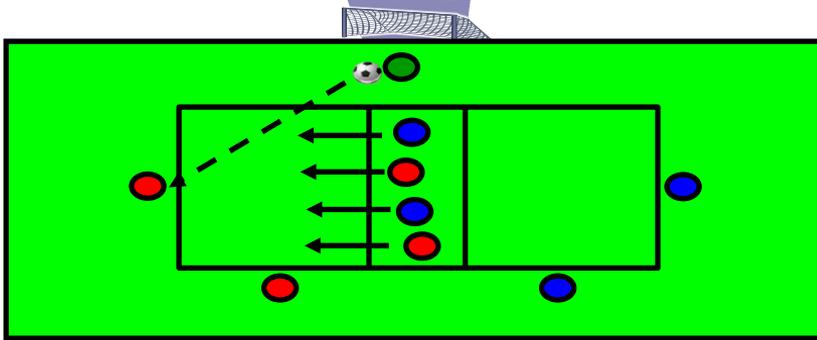
- Goalkeeper completes circuit around pink cones (movement shown by pink arrows).
- Dynamic stretches to the left of goal, quick feet in ready position in front of goal and ABCs in white cones to the right.
- **Progressions** – for each circuit one nominated Player, e.g. holding a coloured bib, collects a ball from the blue square and shoots at the goal. Goalkeeper forced to watch the Player and be in position. Change / increase nominated players.



# Match Day Management – Practical Demonstration

## Pre-match Ball Work

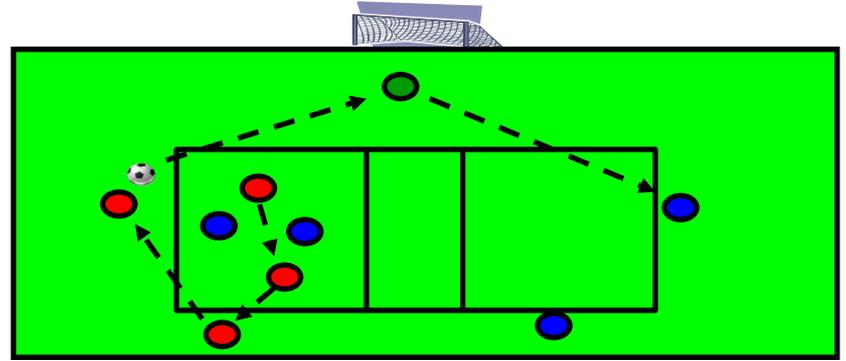
- Bring recent training into the match day environment.
- Game related play building up to match pace.



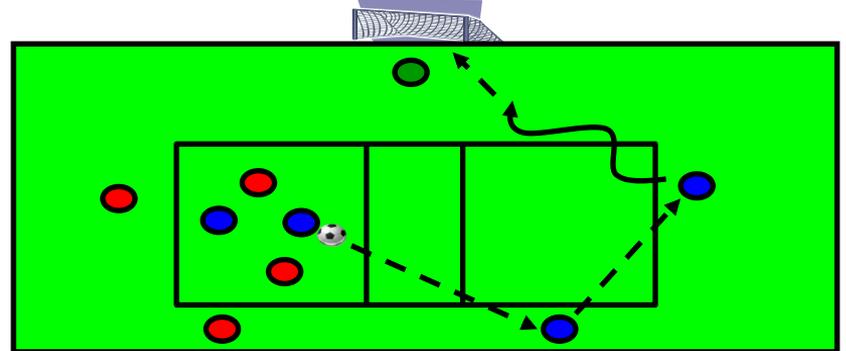
## Switching Play

- 1 x Goalkeeper (Neutral) and 2 x teams of 4 Players.
- Playing area is a 3 x 1 grid with two playing areas (10 x 10) and safe zone in the middle.
- 2 Players from each team remain outside the grid – the others move to different squares within the grid according to the play.
- GK starts play by serving the ball to a player outside the grid (from either team). Players from the safe / waiting zone move into the nearest playing area.
- The team in possession tries to keep the ball – target is 5 passes. The team out of possession try to win the ball (within that playing area).
- When team in possession completes the target number of passes they switch the ball via the goalkeeper to 'score'.

- Play then continues but now with the other team in possession and the players within the grid moving to the new playing area.



- When the team out of possession win the ball they switch it across to their team mates outside the opposite playing area who then play forward and attack the goal – scoring in the usual way.

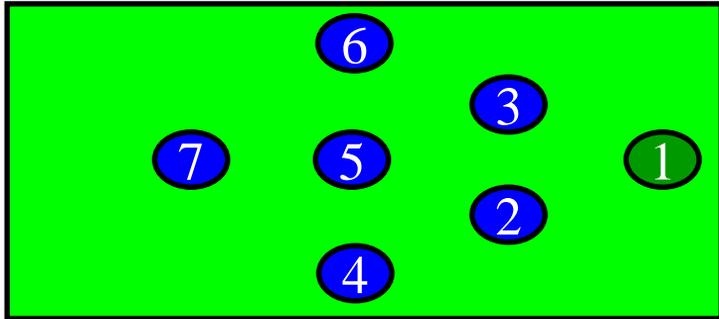


- Progression – allow a defender to recover to defend the attack on goal.

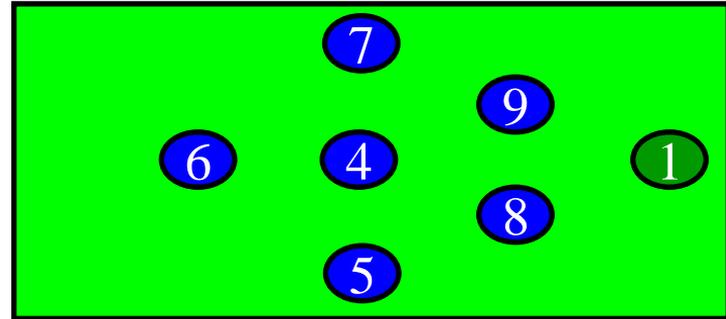
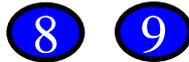
# Match Day Management – Practical Demonstration

## Substitutions and Rotations

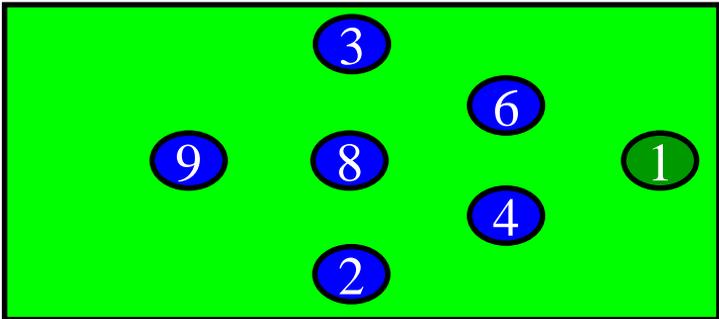
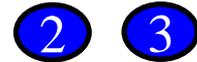
- Ideally matches are played with four periods but if not then substitutions and rotations can be made at an appropriate time, e.g. the midpoint.



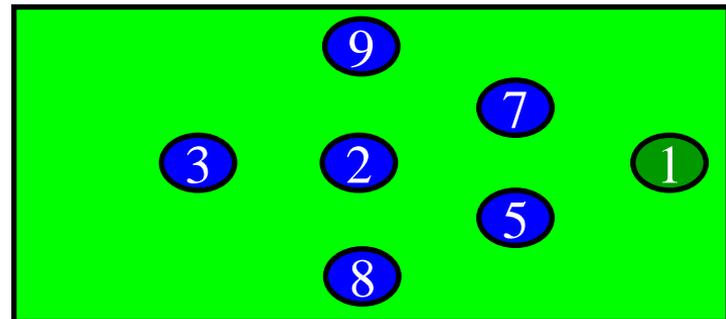
Starting Line Up



Start of 2<sup>nd</sup> Half



Mid Point in 1<sup>st</sup> Half



Mid Point in 2<sup>nd</sup> Half



# FA Coach Mentors

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- [Andy.Coles@HuntsFA.com](mailto:Andy.Coles@HuntsFA.com)



# My Magic Sports Kit

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- <https://www.youtube.com/watch?v=C2uH9Dle8mQ>
- This is a great video for mums and dads, coaches and sports providers to share, a good reminder that children are out there to enjoy sport, have fun and make friends.

