

Youth Training Sessions

Karl DeWazien

- ❖ The key word for U10's is patience, for u14's is repetition, for u14's and up it is psychiatrist.
- ❖ With u10's and under teach them to love to play soccer without adult supervision. For players up to u14 help them perfect technique. For u14's and up coaches can work on tactics.
- ❖ In order to be able to take constructive criticism you must love the game.
- ❖ 75% of our youth soccer players drop out between 10 and 14.
- ❖ U10's are dependent on adults, and our American coaching system promotes making them dependent even as they grow older.
- ❖ U14 players are independent and we are working toward being interdependent
- ❖ When you are dependent the focus is on you (the coach), independent players focus is on I, and interdependent players have a focus on we.
- ❖ For the first attacker teach them first to look ,even 5 and 6 year old children. You can use this saying, "Ball in flight look left and right."
- ❖ It takes 6 hours of practice to develop a concept!
- ❖ Professional players need to see options (read the game) 2 plays ahead.
- ❖ Second, teach them to move. Teach them all to move with the ball, even the keeper in far end away from ball. I.e. as the ball moves from left to right across the field they move from left to right across the field. This keeps them mentally focused on the game.
- ❖ Third item to teach is "bring the ball under control." Do not say trap the ball. The child thinks trap means stop the ball dead. **Start everything with a serve** (to help them learn to control the ball). Do not begin with a stationary ball. If you must begin with a stationary ball, then place a defender between the ball and the goal. Use simple serves for u5's: a rolled ball. Increase the complexity of the serve with age and skill. If we do this they will teach themselves to control the ball by u12.
- ❖ The next point to teach is for the player to keep the ball under control against opposition.
- ❖ Create a game environment in practices.
- ❖ Stop giving out oranges at half of game. They will not get enough liquid this way. The acid in oranges eats your stomach lining.
- ❖ Make same routines for practice as games for intake of water. Serve the water from a hose not iced water.
- ❖ Use terminology so child develops self talk that helps perform the task. His example was "push, peek, place." These buzz words help the player learn how to shoot.
- ❖ The 5th point made was to teach players how to release the ball under control with his "push, peek, and place" idea.
- ❖ In saying place you exhale and it is physically impossible to be tight it relaxes muscles.
- ❖ Start every action with a serve and end every action with shot on goal.
- ❖ Do not reward missed shots with "nice try." This says to the player that you feel it is ok to miss.
- ❖ Karl then demonstrated over coaching by asking a coach attending his session to stand up. Then he criticized him for how he stood up, asked him to sit down and do it again, found more picky problem with how he did it. He did this to show how we tell our players they are failures.
- ❖ Before one of your games play a game between parents and children. Make it full length then talk to the parents about your goals for the players.
- ❖ Note that to release the ball is passing and this is no. 5.
- ❖ 1st Defender points– 1) look, 2) stance – side on, bend – showed how to hit the stance and move, 3) shuffle
- ❖ Defense - Front foot is most important one.
- ❖ Defense - Teach stance starting even at youngest age, but have patience, it may take years to achieve.
- ❖ Practice session – first need a theme, socialize at start of every practice, then tell them the theme.
- ❖ Kids not bored with repetition of drills, it's the adults who get bored. If there is a game they like repeat, repeat, and if they get good then add pressure.
- ❖ Children only listen for 12 seconds.
- ❖ Kids come to practice to play!

- ❖ Third practice step is the warm-up. Make it a fun game and the coach observes. If they are having fun continue playing or ask them what they would like to do.
- ❖ How do you handle those who don't want to play – have such a great time with the rest that he will want to join in, or make him the assistant coach.
- ❖ At least five minutes before they are put in as subs they should start running.
- ❖ After warm-up stretch even with young kids to begin habits.
- ❖ Next practice step is to play small sided games while coach pulls some aside to instruct.
- ❖ If the ball and/or the player stops moving then learning stops.
- ❖ When setting up small sided games place the goals 10 yards apart per player on the larger team and then make adjustments.
- ❖ Don't start with side boundaries for young players. Add them later when their skill at the task has improved and you need to increase the difficulty.
- ❖ When introducing a new concept start with 4v0 and give the side with no players points if certain restrictions are missed (like missed pass or receiver not controlling the ball, Etc.).
- ❖ Do not have even sided games at practice for U10's and below.
- ❖ Karl encouraged coaches to use a 2 touch restriction in games to develop passing.
- ❖ In practice games he suggested placing a two touch restriction on the team with larger numbers and make the team with smaller numbers (less players) be unrestricted
- ❖ For young kids (U10 and below) he said if you put the players in even sided games you will have little passing because of the constant pressure on the ball. The players will not have the time to see or make the decisions to pass effectively. You as coach should control the numbers on each side of practice games so players can achieve the goals you have for them.
- ❖ Karl suggested youth practices be structured as follows: 1) Warm-up, 2) Stretch, 3) Small sided game (i.e. 4v0, 2v1), 4) Controlled game, 5) Free game, 6) Cool down

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