

# Coach's Toolkit–HOW

Interaction	HOW
Observe and Adjust	<ul style="list-style-type: none"><li>• Watch the activity/session to ensure the organization allows the players to achieve the objective. In the event the environment is not fully organized, the coach should change factors of the activity to help the players achieve the objective.</li></ul>
Positive Reinforcement	<ul style="list-style-type: none"><li>• Verbally communicating to the player(s) or team the player action(s) that was executed. They should focus on steps of the process more than the outcome.</li><li>• The positive reinforcement should connect to the desired behavior and defined coaching points and language.</li></ul>
Directive Feedback/Explicit Guidance	<ul style="list-style-type: none"><li>• Coach-led response (written or verbal) to an observation and focuses on specific instructions or recommendations</li></ul>
Model/Demonstrate	<ul style="list-style-type: none"><li>• Explicitly walk the players through a tactical scenario or a solution to a tactical scenario, by explicitly showing them the specific behaviors or actions to use.</li><li>• Explicitly show the execution of the player action (execution of decision)</li><li>• Explicitly show an example of the mechanics of the technique to the players or Request a player to show the mechanics of the technique.</li></ul>
Questioning/Guided Problem Solving	<ul style="list-style-type: none"><li>• Plan questions to achieve the training session objective, desired player behavior and actions.</li><li>• Questions chosen will require the player to use critical thinking skills.</li><li>• The coach increases or decreases the complexity of the question(s) or problem(s) based on the player(s) needs related to current knowledge and understanding</li><li>• The coach utilizes questions that incite curiosity, exploration, creativity and discovery</li></ul>

# Coach's Toolkit–WHEN

Interaction	WHEN	
Introduction	<ul style="list-style-type: none"> <li>Coach sets the context for the activity/training session</li> </ul>	<ul style="list-style-type: none"> <li>The coach introduces the training session objective and orients the players towards the game moment or game situation.</li> <li>The coach describes the activity by clarifying roles and expectations for the players, number of players, size and shape of the field, ways of scoring, duration, recovery time, repetition/sets and rules.</li> <li>Layer information through phases to allow players to start playing quickly</li> </ul>
During Active Play	<ul style="list-style-type: none"> <li>The coach interacts with the player(s) to reinforce desired behavior with the coaching points and language defined for the training session/activity.</li> <li>The coach does NOT interact with the player(s) when they are executing a player action on the ball.</li> <li>The coach interacts with the player(s) during the activity before or after the decision-making process of the player(s).</li> </ul>	
Planned Stoppage	<ul style="list-style-type: none"> <li>The coach interacts with the player(s) during the activity at a predetermined time that is within the training session plan.</li> </ul>	<ul style="list-style-type: none"> <li>Use of clear, concise, memorable language</li> <li>Focus on one single idea only–no overload to working memory</li> <li>Use correction instead of just critique</li> <li>Fast feedback / Receive it – Try it – Reflect.</li> <li>Players have a chance to rehearse the desired behavior</li> </ul>
Natural Stoppage	<ul style="list-style-type: none"> <li>The coach interacts with the player(s) during the activity at a point when the ball and players have become inactive during what is designed to be an active period.</li> </ul>	
Pause to Capture a Moment	<ul style="list-style-type: none"> <li>The moment or situation is recreated as soon as possible.</li> <li>The coach interacts by pausing the player(s) during the activity to influence the player decision making and/or execution</li> </ul>	

# Five Elements of a Training Session

## Organized

An overview of components that allow for a training session to be organized

**Session Goal:** developmentally appropriate session goal

**Set Up Field:** Optimal use of available space & preparation of pitch (cones, balls, bibs)

**Safe Learning Environment:** check of surrounding to ensures player safety (field, equipment, players etc.)

**Description:** Clear rules and expectations for both teams in relation to the training session goal and activity objective (starts, re-starts, scoring)

**Awareness of physical demand placed on the players. Applies an appropriate physical demand based on the developmental stage of the players.**

**Players understand the defined playing area.**

**Have the correct number of players on the field for each team according to the training session plan.**

**The management of players throughout each activity so that all players participate (rotation in each each activity and able to experience the training session goal.**

**Transition:** Efficient transition between different activities and phases

### Outcomes

The training environment is safe and fun for players

The players are clear on what is expected in each activity of the training session

# Five Elements of a Training Session

## Game-Like

An overview of components that allow for a training session to be game-like

**At least one ball (based on age group i.e. 4v4)**

**Two teams:** Two clearly defined teams in each activity/phase

**Four Moments:** The 4 Moments of the game may occur for both teams.

**Scoring opportunities:** Provide directional scoring opportunities for both teams (through large goals, small goals, or end zones).

**Respect Laws of the Game and apply appropriately based on the activity/phase.**

**Players decision making is present.**

**Outcomes**

The training environment provides players with an enjoyable, game-like experience.

The players experience and understand what they are doing and why as it relates to the training session goal.

# Five Elements of a Training Session

## Repetition

An overview of components that allow for a meaningful number of repetitions during the activity.

**Players experience the game and the goal of the session ie. playing time, player actions, and key qualities.**

### Outcomes

Players experience meaningful repetitions of today's training session goal.

## Challenging

An overview of components that allow activity to have different levels of challenge

Developmentally appropriate activities based on the player developmental stage, goals, and needs.

The ability to recognize when to move between less challenging and more challenging within an activity.

### Outcomes

A balance between successful and unsuccessful actions

# Five Elements of a Training Session

## Coaching

An overview of components that allow for influencing the players to the desired behavior

**Observation position:** the position allowing for a good observation (linked to the training session goals) and possible coaching.

**Interactions:** use of teaching actions from the coach's toolkit based on the player's needs.

**Utilizes the training session plan to deliver teaching actions that allow for maximum play time.**

### Outcomes

Players experience success and use mistakes as meaningful learning opportunities.

Players feel safe and learn through their experiences.