



Farnborough Youth FC

Club Ethos & Philosophy

November 2014

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Our club ethos is a written declaration that sets out how we want to run as a club. It's simple and concise and can be understood all club members.

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Club Ethos

Our club ethos is a written declaration that sets out how we want to run as a club. It's simple and concise and can be understood all club members.

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Club Ethos

To provide football for children of all abilities in the local community in a safe and friendly environment.

To promote player development through age appropriate coaching according to the FA's long term development plan.

To promote team values through the Club Codes of Conduct setting out what is expected in general terms of players and their parents

To offer a challenging but supportive environment where children can learn from their mistakes without undue pressure and anxiety.

To encourage all players to try their best and make the most of their abilities.

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Coaching Philosophy

Our clearly defined coaching philosophy provides direction, purpose and guidance to the process of coaching young players.

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Coaching Philosophy

Coaching Aims

- Develop the whole player across all four corners of the Football Association's LTPD model.
 - Improve the player's movement skills: agility, balance, co-ordination and speed (ABCs).
 - Develop the player's technical skills.
 - Increase the player's decision-making capabilities.
 - Teach the player life skills (co-operation, teamwork, communication and friendship).
- Make the game safe, fair and enjoyable.
- Provide age-appropriate coaching (5-11, 12-18).

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Coaching Philosophy

Role of the Coach

- Facilitator

- Allow players to enjoy playing & fall in love with the game.

- Mentor

- Listen to players, give guidance and encourage them to think about their game.

- Motivator

- Set appropriate & achievable challenges to inspire the players.

- Friend

- Make the environment welcoming and inclusive.

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Coaching Philosophy

A Good Coach will ...

- Put the needs and the expectations of the children at the centre of all activities.
- Understand & recognise that all children are individuals with differing abilities/aspirations/reasons for playing.
- Encourage children to try and reach their potential and be the best they can be.
- Motivate players through positive encouragement.
- Allow and encourage children to try new things without fear of failure.
- Support all players equally and inspire regular practice.

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Coaching Philosophy

A Good Coach will also...

- Understand issues (football & non-football) that impact on young player development.
- Use age-appropriate language and actions when communicating with their players.
- Understand that different children learn in different ways.
- Consider the self esteem and motivation of their players.
- Enhance the children's long term love of the game.
- Understand that children are not mini-adults and that developing football players is a long term process.

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Coaching Philosophy

Coaching Qualifications

- As a minimum, all managers at our club will undergo the following training courses;
 - The FA Level 1 Award in Coaching Football
 - FA Emergency Aid
 - FA Safeguarding Children Workshop
 - FA Youth Award Module 1 (up to Under 11 only)

- All our coaches have Enhanced FA DBS checks.
 - The FA requires everyone who works or volunteers in children's football and regularly cares for, trains, supervises or is in sole charge of children to apply for a FA DBS Enhanced Disclosure.

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Coaching Philosophy

The Behaviour of Our Coaches

- Coaches are required to strictly follow the club's Code of Conduct and the FA Respect Campaign.
- Players must be free to play during matches, with only positive encouragement from coaches.
- Information from the touchline should be kept to the minimum and delivered in the form of occasional questions from the coaching staff.
- Patrolling the touchline giving continuous shouted instructions must not happen.
- Players always try their best and will learn from their mistakes without being told they have done wrong.

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Player Development

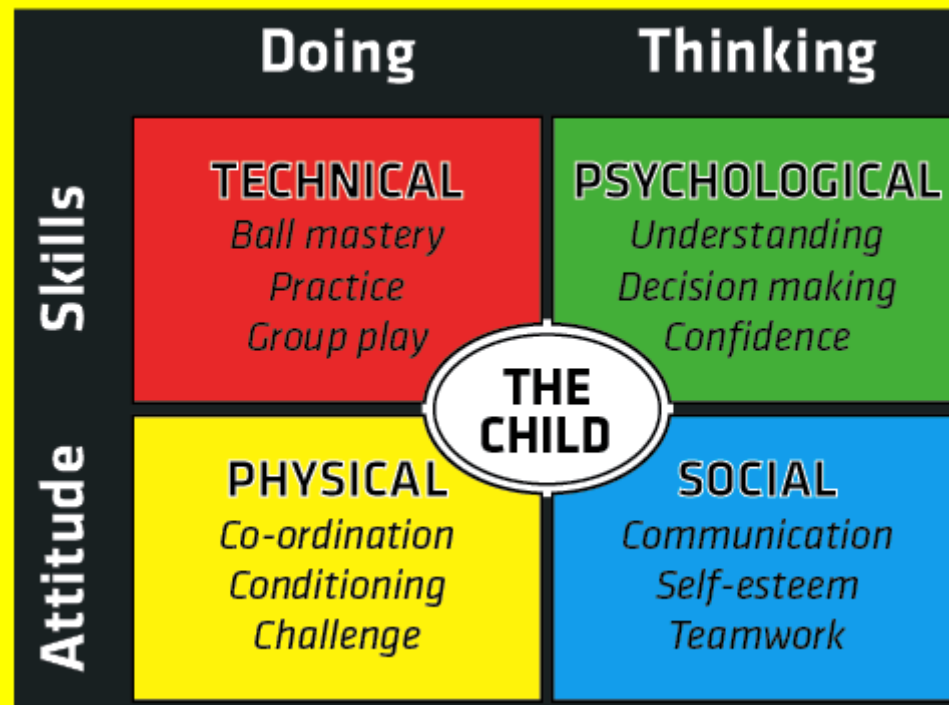
We follow a player-centred approach based around the four-corner model of learning and the theory of ‘Long Term Player Development’.

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Player Development

The Four Corner Model



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Player Development

Technical

- Players should be encouraged to try new skills in practice and work out where & when they can be used in a game.
- Where appropriate (age & experience dependant), practice should replicate the demands of the game, encouraging players to think and make decisions just as they would in a match.
- Vary the difficulty to match the needs of each individual, by altering the Space, Task, Equipment or Players (STEP).
- The interruption by the coaches should be kept to a minimum to allow players experience the flow of the game and practice. Where interruption is necessary, it should be relevant and positive.

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Player Development

Physical

- Appropriate movement skills which develop agility, balance, co-ordination and speed should be encouraged through enjoyable games such as tag.
- Through well designed practice, all coaching activities should include physical outcomes.
- Remember players grow at different rates and may need support and patience as they develop, both at the start of their playing careers and when they reach puberty.
- Children are not mini-adults and shouldn't be subjected to laps of the pitch or press-ups.

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Player Development

Psychological

- Recognise that different children learn best with different learning methods and ensure that all methods are used when communicating instructions.
 - Visual (seeing): Tactics boards, posters, diagrams, cue and prompt cards, as well as cones on the pitch.
 - Auditory (hearing): Speak with players, ask questions, encourage discussions in groups amongst the players to solve game-related problems.
 - Kinaesthetic (doing): Demonstration to the team by the coach or by a player to their team-mates.

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Player Development

Social

- Create a positive and welcoming environment.
- Be a good role model for the players.
- Praise players for their efforts as well as their ability.
- Manage mistakes to the player's advantage – understand what they were trying to do. Sometimes they will have the right idea but just fail in the execution of the technique or the skill. This could be used to identify training needs.
- Create a positive and welcoming environment.
- Make sure football is fun, but with a purpose. Ensure the development of skills and game understanding.

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Player Development

Judging Player Ability

- A player's performance in practice and matches can be influenced by a large number of factors, all of which need to be considered when forming an opinion of a player's true ability. These include but not are not limited to:

Date of Birth	Gender	Body Size & Type	Growth Spurt
Maturity (Physical, Psychological & Social),	Previous Experience	Confidence	Opposition
Position Suitability	Own Team's Playing Standards	The Instructions Given to the Player	Recent Playing Activity

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Player Development

Growth & Maturity

- Recognise that all players will be maturing & growing at different rates, at different ages and according to gender.
- Recognise that physical maturity will not always develop at the same rate as maturity in other areas.
- Don't over-burden the players that are either extremely early or late developer.
- All players in the squad will need patience, support & encouragement.
- Recognise that the current success or failure of a player is not necessarily an indicator of on-going proficiency.
- Understand that all some players need is 'time'.

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Player Development

Managing Distractions

- By planning ahead the coach can create an environment that minimises distractions and helps players to stay 'on-task' for longer.
- Organise sessions that are interesting, challenging, varied and fun.
- Avoid players being stood in line or asking them to wait around for too long without a focus.
- Plan arrival activities so players can begin practising as soon as they arrive.

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Player Development

Managing Behaviour

- Ensure that all players are aware of, have read and understand the club's codes of conduct for players and their responsibilities outlined within it.
- Give time to players that are behaving well, rather than those misbehaving, and make sure to praise and reward them.
- If you have to intervene, do so in a calm and controlled manner.
- If boundaries are consistently broken then there should be a consequence.
- As a coach, remember the only person's behaviour you can control is your own, so set a good example.

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Coaching Recommendations

Age Group 4-11 Years

Creating a positive and enjoyable learning environment which prioritises skill development, decision-making, fundamental movement skills and experimentation is crucial for young players in this age-group who are learning how to play.

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Age 4-11

Positive Learning Environment

- Encourage players to be creative and take considered risks in both practice and games.
- Remember – mistakes will happen.
- Let players make some of the decisions.
- Let them know that their opinions count too.
- Create opportunities for players to explore, question and use their natural curiosity and imagination.
- Allow all players to experience success, regardless of the match result.

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Age 4-11

Let Them Play

- All children should be given equal playing time on match-day wherever and whenever possible.
- By playing children in different positions in both practice and games, it will develop their game understanding.
- Ensure players are given the chance to play a 'game' during every practice session.
- Remember that 'It is Their Game' and it must not become dominated by adults.

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Age 4-11

Technique, Ability & Skill

- It is important to recognise the difference between technique & skill and the different requirements for developing each
 - Technique = The basic movements of performing a physical activity combined into a pattern of movement
 - Ability = The possession of the capability of performing a specific technique
 - Skill = The ability to choose and perform the right techniques at the right time, successfully, regularly and with a minimum of effort.

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Age 4-11

Types of Practice

- There are three types of practice, and the type of practice used is dependent on whether you are looking to develop or refine techniques or skills:
 - **Constant practice** - involves a player repeating specific movements with the aim of acquiring, refining or maintaining technique. In a constant practice a player focuses on learning the same technique under constant conditions.
 - **Variable practice** - involves a player practising a variety of techniques and skills under different conditions.
 - **Random practice** - involves a player practising a variety of skills under different and changing conditions.

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Age 4-11

Technique Development

- Technique can only be developed when players have contact with the ball, so try to give the players a ball each when learning a new technique where appropriate.
- Repetition is essential when developing and refining technique.
- Players will learn technique at different rates so allow them to learn them unchallenged if necessary.
- As players techniques improve, introduce additional challenges to ensure that they retain their motivation.
- 'Practice Makes Permanent'

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Age 4-11

Skill Development & Decision Making

- Practice should replicate the demands of the 'game' as much as possible. Give lots of opportunities to practice different aspects of the game (shooting, dribbling, tackling, passing, goalkeeping), in context.
- Goals should be used in practice as often as possible to help players' enjoyment and motivation.
- Small-sided games on appropriate sized pitches provide young players with opposition, decision-making and challenge, all of which help their skill development.

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Age 4-11

Themed Practice

- Try and link the different parts of a coaching practice together. For example
 - **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.

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Age 4-11

Setting Appropriate Challenges

- Set challenges in practice sessions, e.g. Use your weaker foot when you next can in practice.
- Reinforce the learning focus from practice sessions on match day and ask the players to use that in the game where possible.
- Set players specific challenges that link to the theme of a recent practice session, which can be discussed at half-time and after the game. This can allow players to achieve the feeling of success even if the team loses.
- During practice sessions try to 'match' players up in lots of different ways (e.g. tallest v tallest, tallest v shortest) in order to meet their individual needs.

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Age 4-11

Developing FUNdamental Movement Skills

- Between the ages of 5-11 players have a 'window of opportunity' to develop their agility, balance, co-ordination and speed (ABCs).
- Coaches should be creative in their practice design and build in a physical benefit for the players to ensure that these are fun and maintain the players enthusiasm and motivation, e.g.
 - Tag Games
 - Running and Dodging
 - Throwing and Catching
 - Jumping and Balancing

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Age 4-11

Coaching Methods

- Young players don't enjoy being shouted at, having their mistakes highlighted or having to stop playing the game to listen to the coach talk at length.
- A variety of coaching methods should be used to help players learn the game and coaches need to learn where and when each are appropriate, for example;
 - Command (Directive)
 - Question and Answer
 - Observation and Feedback
 - Guided Discovery
 - Trial and Error

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Age 4-11

The 'Five Pillars' of Coaching

'Five Pillars' Coaching Methods

CONTINUUM					
Coaching methodology	COMMAND (Directive)	QUESTION & ANSWER	OBSERVATION & FEEDBACK	GUIDED DISCOVERY	TRIAL & ERROR
Player/coach interventions	Coach tells & shows required solution.	Coach leads with question to gain response from players.	Coach & players observe.	Coach asks a question or issues a challenge.	Players &/or coach decide on challenge.
Example	"I want you to..!"	"Can you tell me what you can do here?"	"Let's watch this!"	"Can you show me..?"	"Try for yourself..!"
Description	Coach determines the chosen outcomes in practice.	Coach poses question & players offer verbal solution to challenge.	Players & coach observe & discuss feedback.	Coach prompts & players offer visual demonstration of their personal solution.	Players are encouraged to find solutions with minimal support from coach.

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Age 4-11

Using Small Sided Games

- Players should experience a variety of formats of the game, played on appropriately sized pitches.
- The game is essentially a series of different scenarios (1v1, 2v1, 1v2, 3v2 etc.) and players should experience a variety of these game-like challenges during practice sessions.
- Coaches should use uneven sides in practice as a tool to challenge the players.

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Age 4-11

Don't Forget How Young They Are

- What the game of football 'looks' like for a group of 7 and 8 year olds will be significantly different to the game played by older players and adults.
- If a coach tries to 'fast-forward' young players to this level too quickly, important stages of development may be missed.
- Young players shouldn't be benchmarked against adult professional players.

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Age 4-11

Consider Young Players' Self Esteem

- Coaches should consider how their decisions will impact upon a young player's self-esteem, motivation and enjoyment of the game.
- For example, what would it feel like to be repeatedly used as a substitute?
- Coaches should praise effort and positive behaviour as well as good play.

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Age 4-11

Things to Avoid

- Don't impose unrealistic adult expectations on young players.
- Don't be so intent on winning games that young players miss out on the opportunities to learn and fall in love with the game.
- Don't apply 'out-dated' coaching methods with young players.
- Avoid children standing in lines or queuing.

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Coaching Recommendations

Age Group 12-18 Years

Coaches should continue to prioritise a positive learning environment (as recommended in the 4-11 section), ensuring methods and content are made appropriate to the age and ability of the players in this age-range.

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Age 12-18

Ensure Practices are Realistic and Relevant

- Realistic passing, receiving and possession practices which create appropriate pressure, interference and distraction will help young players develop their awareness and game understanding.
- Become more effective 'off the ball'. Develop an understanding of movement to support team-mates and how to create and exploit space.
- Develop scanning, predicting and assessing skills to form a 'picture' before receiving the ball.

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Age 12-18

Develop Tactical Understanding

- Introduce players to the 6 phases of the game:
 - Attacking when opponents are 'in balance'
 - Attacking when opponents are 'out of balance'
 - Defensive play whilst 'in balance'
 - Defensive play whilst 'out of balance'
 - The finishing phase
 - Goalkeeping

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Age 12-18

Introduce Position Specific Practices

- As players get older they will begin to recognise the significance of practice sessions to their role within the team.
- Some specific positional practices should be introduced as appropriate.
- This should be balanced with experience playing and practising in different positions.

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Age 12-18

Encourage Players to be Self-Reflective

- Players should be encouraged to reflect on their effectiveness in practice and games, and challenged to think about how they may improve next time.
- This process may be done individually, in small groups or collectively.
- It may be enhanced if the team/player and the coach discuss realistic and achievable challenges and goals to work towards.

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Age 12-18

Encourage Creativity

- Coaches should continue to encourage players in this age group to be creative by designing challenging practice sessions.
- Master the skill of posing effective questions to develop the players' active involvement in the training and learning process.
- Encourage players to think, examine, judge and evaluate to find their own solutions.