

GLEBE YOUTH CLUB PHILOSOPHY



Our aim at Glebe Youth is to focus on the development of each player and team we have by ensuring we create a fun, learning environment for the players.

We aim to ensure that when players leave the club, they have a better chance of succeeding in the world through the skills they would have learned at Glebe Youth; whether it is in football or any other profession.

What type of players do we want to produce?

- Players who are confident in their technique - Technique should be emphasised by coaches especially at the earliest age groups. After a certain point (around 18-20), technique becomes harder to improve. In contrast, the youth (especially young children) absorb knowledge more easily and so it's critical for them to have as much time with the ball as possible.

- **Players with game intelligence**

- The aim is to develop players who understand the game. They are able to make the right decisions in a short amount of time and space.

- **Players who feel comfortable in more than 1 position**

- As players grow older, they tend to prefer or excel in one position. However they often only experience playing one or two similar positions in their playing career, most likely due to the pressure applied by a coach due to placing winning over development of a player. Players should rotate positions frequently throughout the course of their early football career, especially at youth stage. It provides them with different views of a match and so they learn more about the game, which leads to an improved game intelligence that is common among great players. They might end up liking a position they didn't think they could play!

- **Players with a desire to learn**

- Players should NOT play in fear of making a mistake. This curbs their creativity because if you're not prepared to be wrong, you'll never come up with anything original. Mistakes should be viewed as a learning curve to success and this should be emphasised by coaches. A continuous hunger to develop and work hard should be inspired into every player at Glebe.

- **Players who are mentally strong**

- Setbacks will occur in a player's career. Setbacks will occur in LIFE. There are two responses to setbacks; have a negative view and dwell on them or push on with a positive attitude and focus on what's happening now. The more we as coaches and a club dwell on setbacks, the less we focus on what is occurring in the present moment. So we as coaches should encourage players to have a positive attitude. This will allow players to deal with inevitable setbacks within a game and to keep on persisting, which they could hopefully use in other aspects of their life.

- **Sessions are fun**

- The aim of every session should be that the players enjoy the session, which leads to freedom of expression on the ball and in their play.

- **Create a learning environment**

- Mistakes should be seen as a learning curve and not berated by the coach or parents. Players should be encouraged to try new skills and be creative in their play in training and on match day.

- **No lines, laps and lectures ("The 3 L's").**

- Lines are defined as children standing in line waiting to execute the tasks given by coaches. One ball per child is the answer, minimum 1 ball per 2 children.

- Laps are defined as coaches punishing the children to run laps around the pitch if they have not performed well, or have done anything the coach did not like. Or they are defined as a warm up, which signifies a lack of preparation by the coach; not utilising the limited time available for a session.

- Lectures are defined as coaches standing on the pitch giving long talks and/or theory instead of the children doing different exercises. Leads to a lack of time on the ball and learning-by doing. "I hear and I forget, I see and I remember, I do and I understand" - Confucius.

- **Small Sided Games**

- Small Sided Games (SSG) should be at the heart of everything we do at training; technically, tactically, psychologically and socially. SSG are the best way for children to learn as they keep a practice both real and fun. You can adapt them to every aspect of the game. SSG create more passes, dribbles, shots, goals and decisions compared to 7+ a side. As a grassroots club it is also important that players are given more actual playing time especially when they may only train once or twice a week.

- Above all the children like the adapted games much more than repetitive drills.

- **Develop physical literacy**

- They need the physical competence to do the technical stuff and the technical qualities to do the tactical stuff. ABC's (Agility, Balance, Coordination) should be worked on in every training session, specifically for the younger age groups (6-14 years old).

- **Sessions should incorporate some sort of individual ball work**

- Starting the session with individual ball work is far more likely to increase their comfort with the ball and dribbling skills, which will help to develop their technique.

- **Training should be competitive without placing too much pressure on players**

- Development is key but incorporating competition in training breeds focus and allows players to get used to feelings that accompany competition, which builds mental strength. However, winning should never take priority over development. Winning at all costs is detrimental to the development of a player.

- **U6. The objective is to build comfort with the ball and control of the ball.**

- ABC's (Agility, Balance, Coordination)
- Technical work; Unopposed and opposed (mostly unopposed)
- Exploration of using different part of the foot to manipulate the ball – SSG

- **U7 through to U9. Goal orientated actions with the ball (Beating an opponent to score).**

- ABC's (Agility, Balance, Coordination)
- Technical work; Unopposed and opposed
- Encourage 1v1 work, progressing to 2v1, 2v2 etc
- Introduce uneven team games to develop different game situations - SSG

- **U10 through to U11. Learning to play goal orientated together.**

The players should be introduced to the concept of needing each other to be successful.

- ABC's (Agility, Balance, Coordination)
- Technical work; Unopposed and opposed
- Encourage 1v1 work, progressing to 2v1, 2v2 etc. Uneven team games to develop different game situations – SSG

- **U12 through to U13. Learning to play from a basic task.**

This entails build up and scoring when in possession and disturbing build up and preventing scoring when defending. This is accomplished by functional positional training that begins with simplified versions of the game tasks

- . - ABC's (Agility, Balance, Coordination)
- Technical work; Unopposed and opposed
- Functional positional play (role of defenders, midfielders, forwards)
- SSG - Position specific

- **U14 through to U15. Fine tuning the basic tasks as a team.**

- Technical work; Unopposed and opposed
- Functional play - Phase of Play - SSG - Position specific
- Team Shape (In and Out of Possession)

- **U16 through to U17. Playing as a team.**

The emphasis is learning to be a team player by understanding how the individual ability benefits the team. - Technical work; Unopposed and opposed. - Functional play - SSG - Position specific - Patterns of Play - Team Shape (In and Out of Possession) Coach the coach: Help for coaches

- **Motivation and encouragement**

- Whenever a player makes a mistake, they should be encouraged to try again and keep persisting. Motivating a player creates a stronger bond between the coach and the player, inspires persistence and a positive mindset.

–Children don't care about how much you know, until they know how much you care.

- **Every child is different**

– treat them as a separate individual

- Pay attention to how you speak to every member of your team. Every player has their own personality and it's important you cater the way you handle a situation with each player.

- **No shouting**

– This applies at both training and practice. 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.

- During match day, there will be no 'touchline shouting'. Stay silent, let the players play and observe the match. Look for what the team may need to work on and apply it in your next training session.

- **Equal match time**

- No matter the ability of the individual, every player should experience a similar amount of time on the pitch.

- No player should be on the bench for numerous games in a row. It is detrimental to their development and makes them feel like they're not a part of the team. If a player is a substitute one week, let them start the next week.

- **Children mature and develop at different rates**

- Don't base team selection on who's the biggest and/or fastest. Our development centres on technical ability and game intelligence. Some children might be short now and experience growth spurts later on in their life. So basing team selection on genetic attributes is harmful to the development of all players.

- The ability of the individual should not play a part in who you select. A player with limited ability may never have been coached or given the opportunity to play, so they may blossom with the trust given to them by coaches to play.

- **Training sessions need to be realistic**

- Although it's great to be creative with your training sessions, make sure they stay as realistic and true to the game as possible. - Goals should be incorporated into every session.

- Always end in a match with no conditions and just let the kids play!

- **Themed-training session**

- Make sure there is a theme running through your training session and a steady progression to a game where they are able to show off what they learned.

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

o Warm-up: Players work in twos passing through a variety of different sized gates, using different techniques and surfaces of the foot.

o Skill development: Play a small-sided possession game (e.g. 3v1 or 4v2) on appropriate sized pitch. o Game: Any 4v4 game (SSG) with a focus on passing or a through-the-thirds game.

- **Use a variety of coaching techniques**

- Engage players in their learning. Let the game be the teacher rather than telling them what to do. - Use questions wisely to help bring out the coaching points of your session.

- Every individual learns in different ways. Some players learn through what they hear, some may need to see it in action and some may need to do it themselves to fully grasp it. Make sure you vary your coaching style.

- Use these different techniques for different situations that arise in your training session: The Art of Coaching You can learn a brilliant book of coaching drills by heart, but the ability to act at the right moment, to make an accurate analysis and to show how things should be done, is much more important. That is the heart of the matter.

• **What is success? How do we measure success?**

- The happiness and well-being of the players.

- The retention rate of players in each age group.

- The number of new members that join and new teams that need to be made

. • **Inclusion**

- Not based on talent, everyone is given a chance.

- Equal opportunities.

- Of parents in the club. Can be a major aid to development of player.

• **Team spirit between all age groups**

- No individualistic mentality of each age group.

- Watching each other's games when possible.

• **Build a community spirit between volunteers, coaches, parents and players**

- One club. Everybody helps each other out.

• **Teaching life lessons, setting the right example and being a role model**

- Respect campaign

- This applies to coaches, parents and everyone involved in running the club.

- No swearing or abusive language.

- No bullying between players or between coaches and players.

- No racism.

- Respect the referee.

- Respect the opposition.

- Fair play at all times.

<https://www.Englandfootball.com/participate/explore/inclusive-football/Respect>

