



I would like to thank those members who attended the Coaches Association event in Colchester where John Allpress, one of the FA National staff was the guest coach. I personally thought that the session on the day was excellent and there was some good information shared with the group within the theoretical aspect of the day.

The S. T. E. P. process

There will not be many coaches who have come across this process and there is no reason why you should have. It is used to a degree in education and has also recently been introduced within some of the FA education courses.

The principle of it is, how can we adapt our sessions or practices to effect the players working within it. Those involved may be finding the task to difficult or they may be finding somewhat easy. What might we do to change this?

Firstly, we as coaches need to realise that within our team or group of players, we will have three categories.

- (i) Those who struggle with the task we have set them.
- (ii) Those who cope with the task, but are not yet ready to progress.
- (iii) Those who strive ahead and are ready to be tested further.

Listed below are the different ways that you could utilise to adapt the practice.

S - Space: You can alter the space that the players are using for a particular session, make it bigger, smaller, change the shape.

T - Task: Whilst still using the same session give the players different tasks; this could be juggling the ball, some players may be able to juggle the ball with no bounces, using different parts of their body, another player may not be as adept and their task can still be juggling, however we allow them to let the ball bounce between touches.

E - Equipment: Use different equipment to help the players of differing ability to achieve a degree of success. This could be different size or colour of footballs, also different sizes of goals we use within the practice.

P - Players: We can also change the practice just by the amount of people we use within it. Also think about using players in channels, end zones or target areas.

Your Ideas:

It would be good to hear from some of you pro-active coaches out there, as to how you may have used any different ways of changing your sessions, to suit the needs of your players. Drop me an email with your ideas.

Below I have included an interesting quote from a much respected coach in the game, which certainly echoes my thoughts and indeed the message I try put over when Tutoring Level 1 Coaching courses. Young players need to experience all positions, as each of those positions require different attributes, which we may cover in a bit more depth in the next newsletter.



" Young kids should be taught how to play in every area of the pitch, not taught to play a specific role. They don't need to be taught a role because it is innate. Every player has a natural disposition towards one role or another but first they have to learn to play everywhere."

Marcello Lippi





Fundamental Movement Skills

I thought it would be a good idea to include some information regarding incorporating fundamental movement skills into our practices. These are very important, as players need to work on movement skills, which will help to provide them with a foundation to work from and improve their overall agility, balance and co-ordination.

Below are the types of things we can work on:-

Running: Change of pace, short bursts as you accelerate away from players, accelerating off at an angle.

Jumping: This could be players jumping to head the ball, goalkeepers jumping to catch the ball at the highest point.

Turning: This could be with or without the ball. Players working on such things as shielding the ball from a partner. It is also important for players to work on turning away from opponents when not in possession of the ball, to create some individual space.

Speed: Sprinting into space, timed exercises, exercises where they have to use acceleration away from a player, like dribbling with the ball.

Agility: Getting players on their toes to receive the ball, lateral movement, maybe incorporating ladders for footwork exercises.

Balance: Feinting techniques, Dribbling techniques, Running with the ball and Passing.

Co-ordination: Goalkeeping exercises using right and left hand. Getting players to pass with right and left foot.

Further ideas - using markers spread around the area

Players working at various speeds and in different directions, forwards, backwards and sideways.

Moving in, out and around markers. Include Lateral movement and zigzagging.

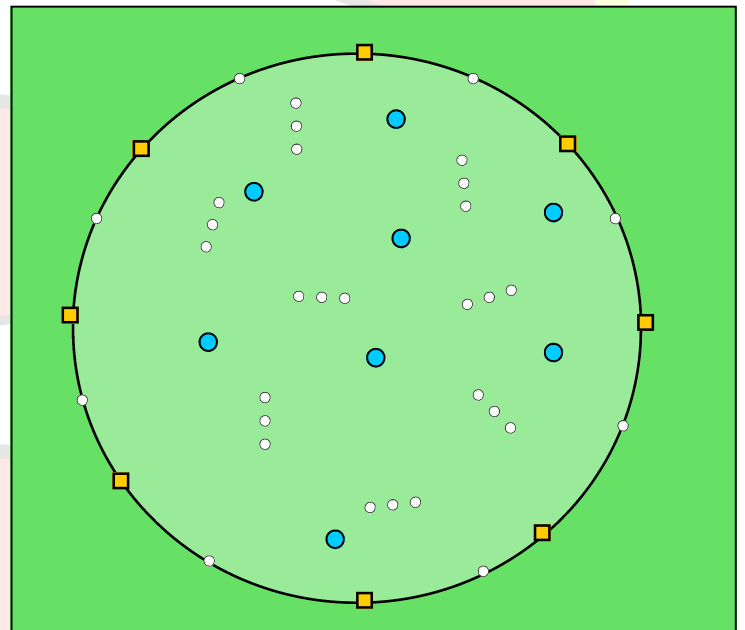
Jumping over the markers, taking off with one foot and taking off with two feet (forwards, sideways) wide platforms, narrow platforms for landing.

Hop over markers (forwards, sideways) left to right or right to left.

Run around marker - full circle (forwards, backwards, sideways).

Spread markers out - players moving around the area touching markers with body parts, knee, chest, elbow, hand etc, move off forwards, backwards or sideways.

Try and experiment with the markers and maybe have them different distances apart or have them offset rather than in a straight line.



Let the players experiment as well, what different ways can they find themselves.

Coach Mentoring within the County

You find that many coaches will have experienced an aspect of mentoring, in some way, shape or form, usually this will be on an informal basis and it may well be without actually realising it.

What we would like to do at the Essex FA, is offer some form of guidance to clubs and coaches around the county, in various ways. Below are four examples of what may be included.

- (i) Identifying a need for mentoring at your club.
- (ii) What type of mentoring do you think your coaches need.
- (iii) How can we assess our effectiveness.
- (iv) Creating an Action plan.

Should anyone want more information, feel free to contact me, details below.