

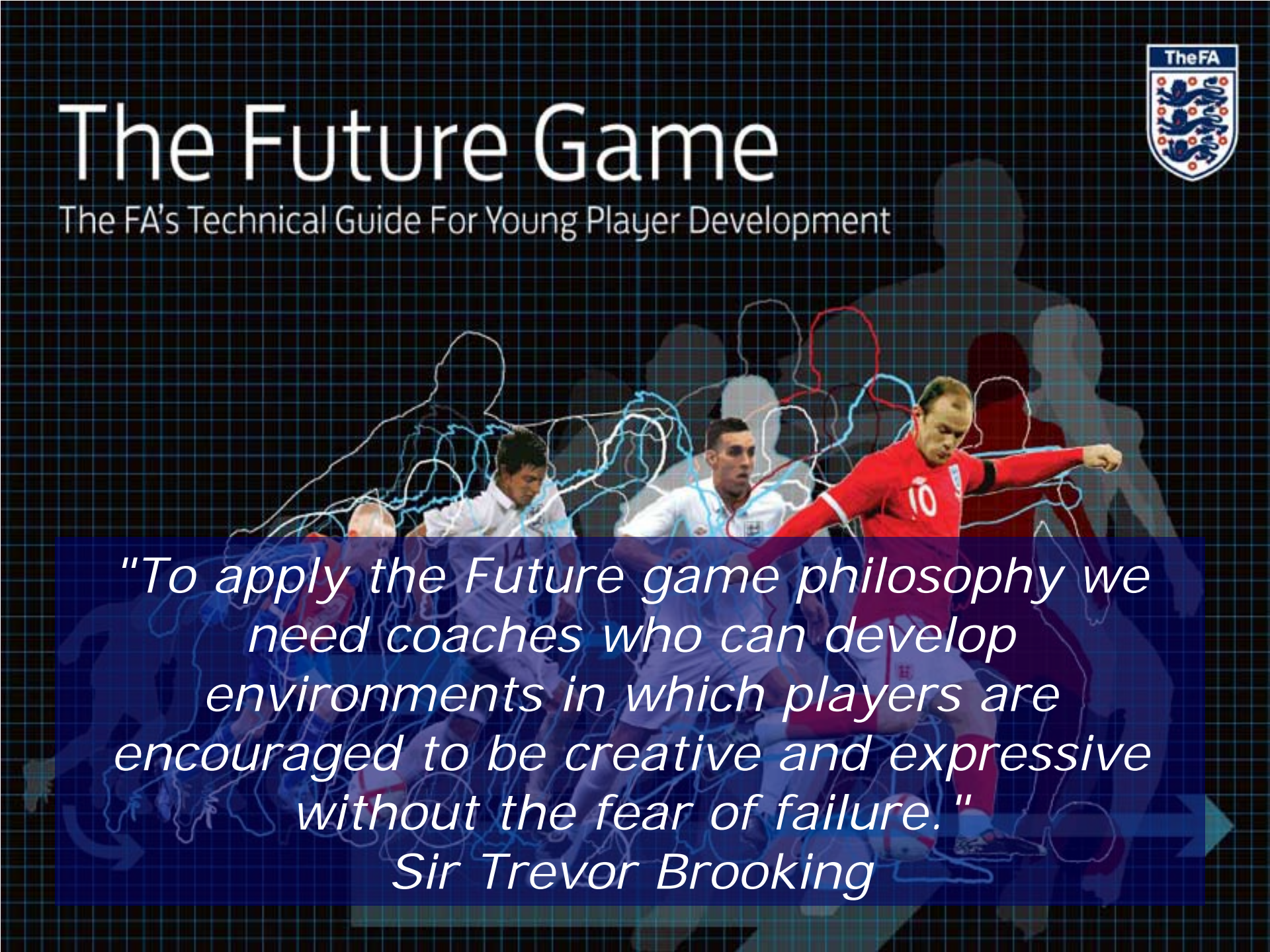


Developing the Environment

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The Future Game

The FA's Technical Guide For Young Player Development

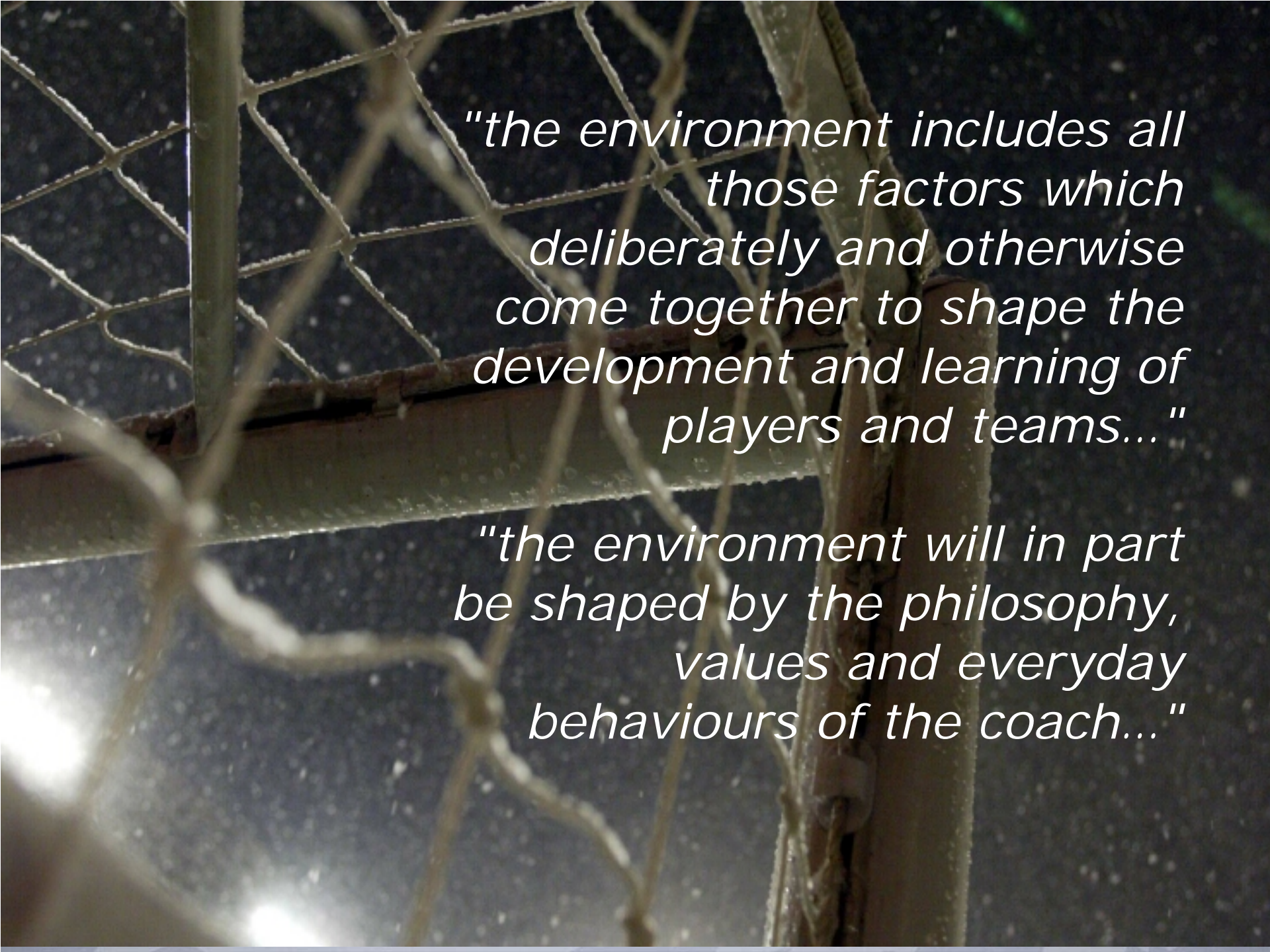
A background image showing several football players in action. Overlaid on the image are numerous thin, white, curved lines that suggest movement and speed, particularly around the players' heads and bodies. The overall color scheme is dark with blue and red accents.

"To apply the Future game philosophy we need coaches who can develop environments in which players are encouraged to be creative and expressive without the fear of failure."

Sir Trevor Brooking

What do we understand by the environment?

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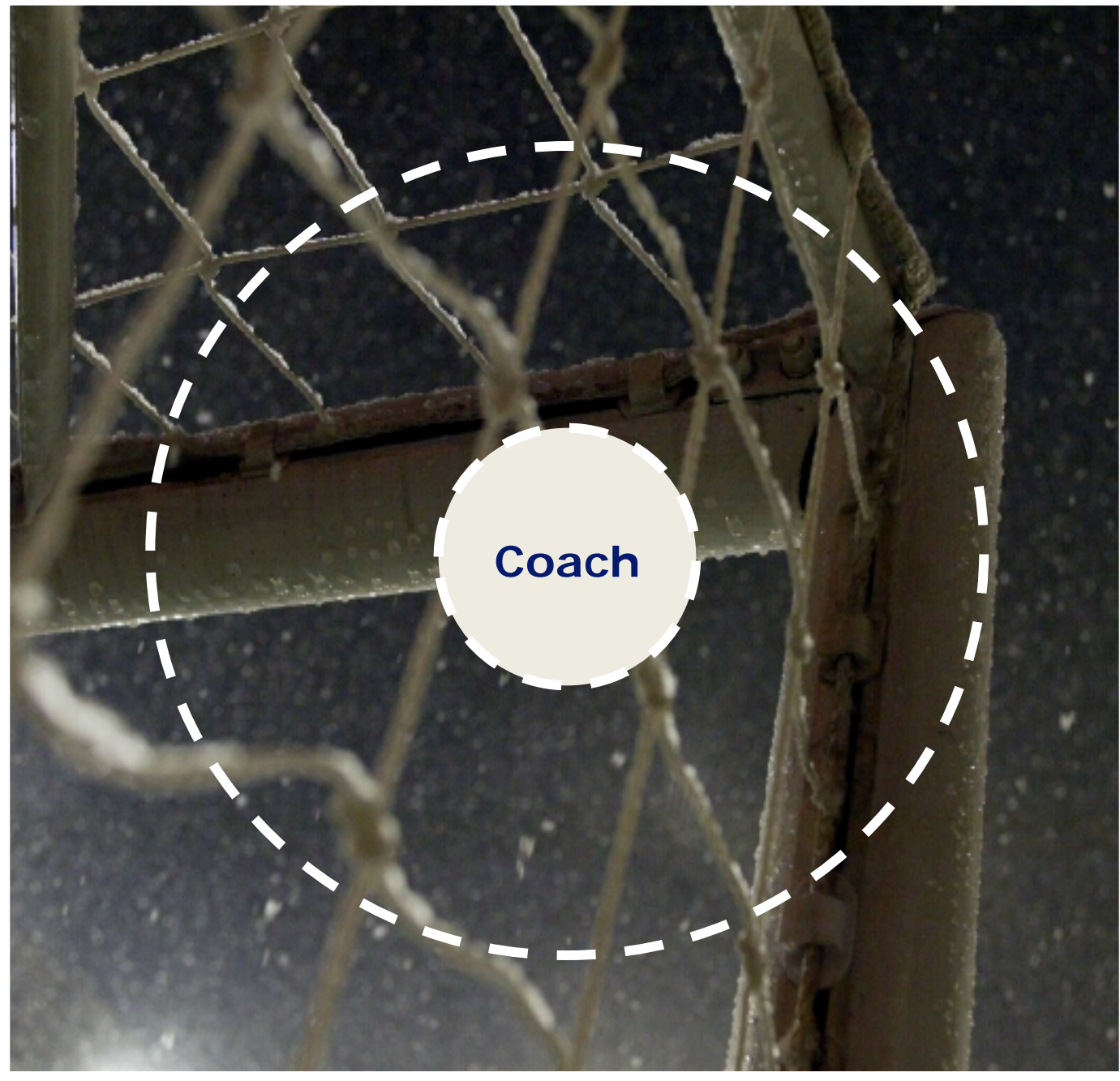


"the environment includes all those factors which deliberately and otherwise come together to shape the development and learning of players and teams..."

"the environment will in part be shaped by the philosophy, values and everyday behaviours of the coach..."

Your impact as a coach

	You	The Player	The Team	The Influencers
Philosophy of Coaching				
Philosophy of Play				
Philosophy of Preparation and Rehabilitation				
Philosophy of Progression				



Coach




What are our principles of Development?

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Principles of Development

1. Step by step challenges which 'scaffold' up
2. Meaningful performance goals
3. Reflection and Mentoring
4. Tacit blended with Formal learning
5. Directed practice and 'safe' rehearsal
6. Experience in different contexts
7. Benchmarking against the 'next' or best standard

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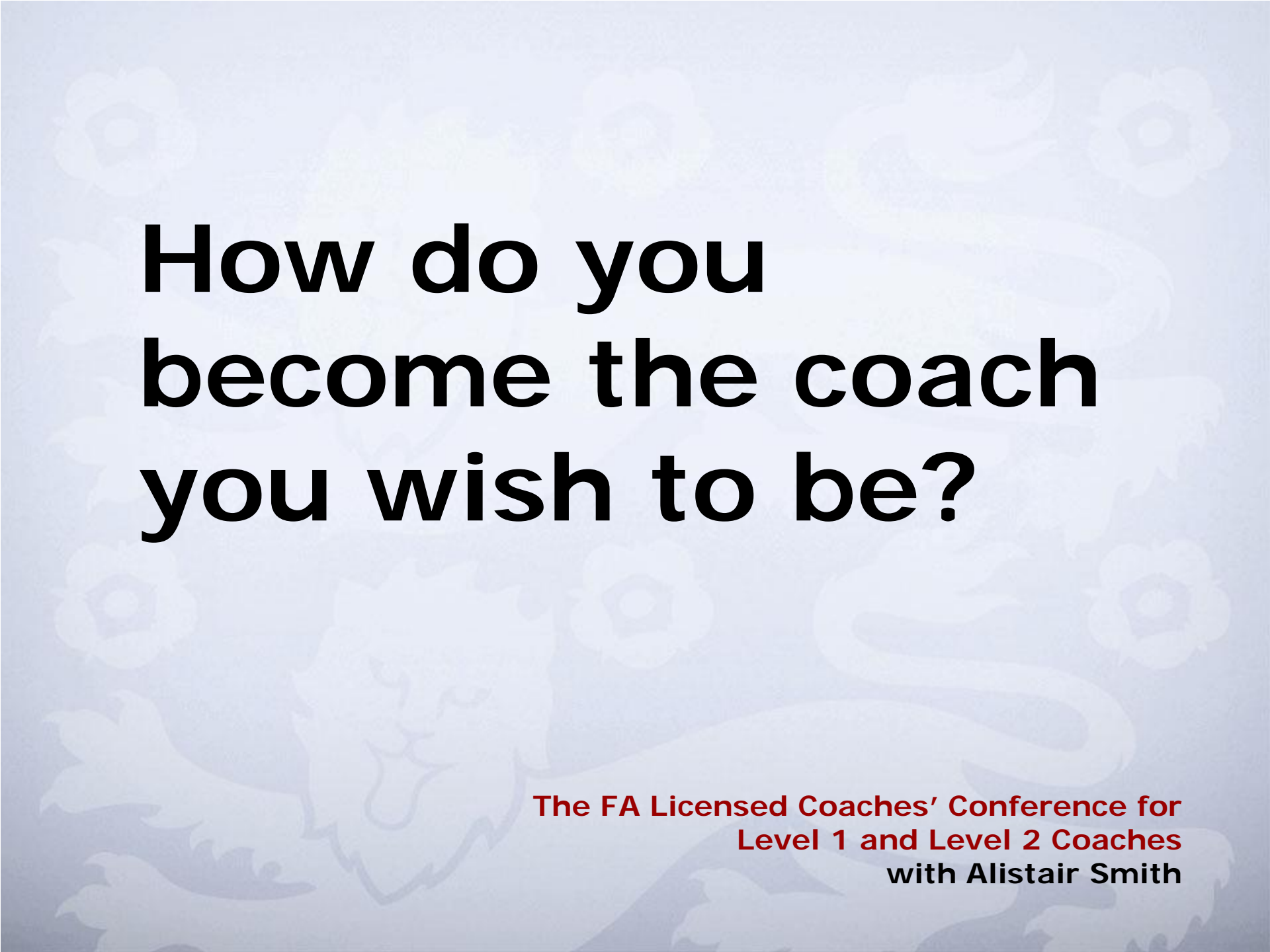
What are our principles of Learning?

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Principles of Learning

1. Build from players' prior knowledge
2. Provide the Big Picture for any practice and 'chain' experiences together
3. Active and varied engagement
4. Embedded problem-solving and transfer of learning
5. Ongoing performance feedback
6. Peer support and challenge
7. Lots of 'safe' rehearsal and review

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How do you become the coach you wish to be?

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**What
has
made
you the
coach
you are?**

Baseline

Knowledge * * * * *	Attributes * * * * *
Skills * * * * *	Experiences * * * * *

**What will
make you
the coach
you wish
to be?**

Benchmark

Knowledge

- * how players learn
- * developmental stages
- * skill acquisition
- * session planning
- * principles of play
- * clear philosophy of play, of preparation and of progression

Attributes

- * empathy
- * integrity
- * resilience
- * flexibility of thought
- * openness
- * enthusiasm

Skills

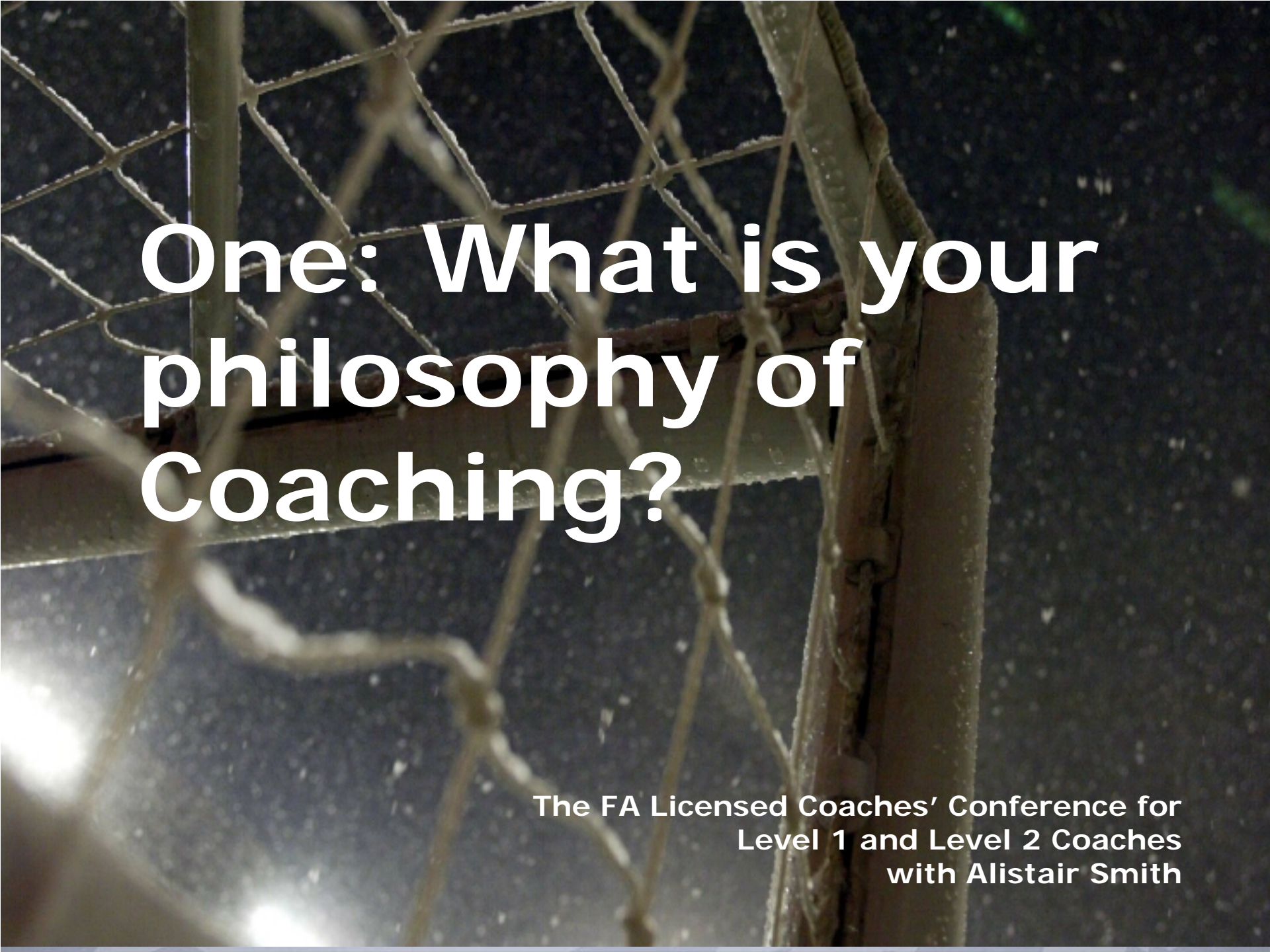
- * communication
- * technical skills
- * knows to intervene
- * can read a game
- * able to devise a practice

Experiences

- * worked with children
- * played football
- * refereed
- * led a work team
- * completed FA coaching courses
- * watched games at all levels

Have a personal philosophy of coaching; of play; of preparation and of progression: apply these to yourself, your players and your teams - and to the influencers around you...

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One: What is your philosophy of Coaching?

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Where are you on the coaching continuum?

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Five Strategies for becoming the coach you want to be:

1. Articulate and share your philosophy
2. Understand player learning
3. Watch matches as a coach not a fan
4. Improve your coaching flexibility
5. Know how to motivate and how to avoid de-motivating

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Which key words
best describe
your philosophy?

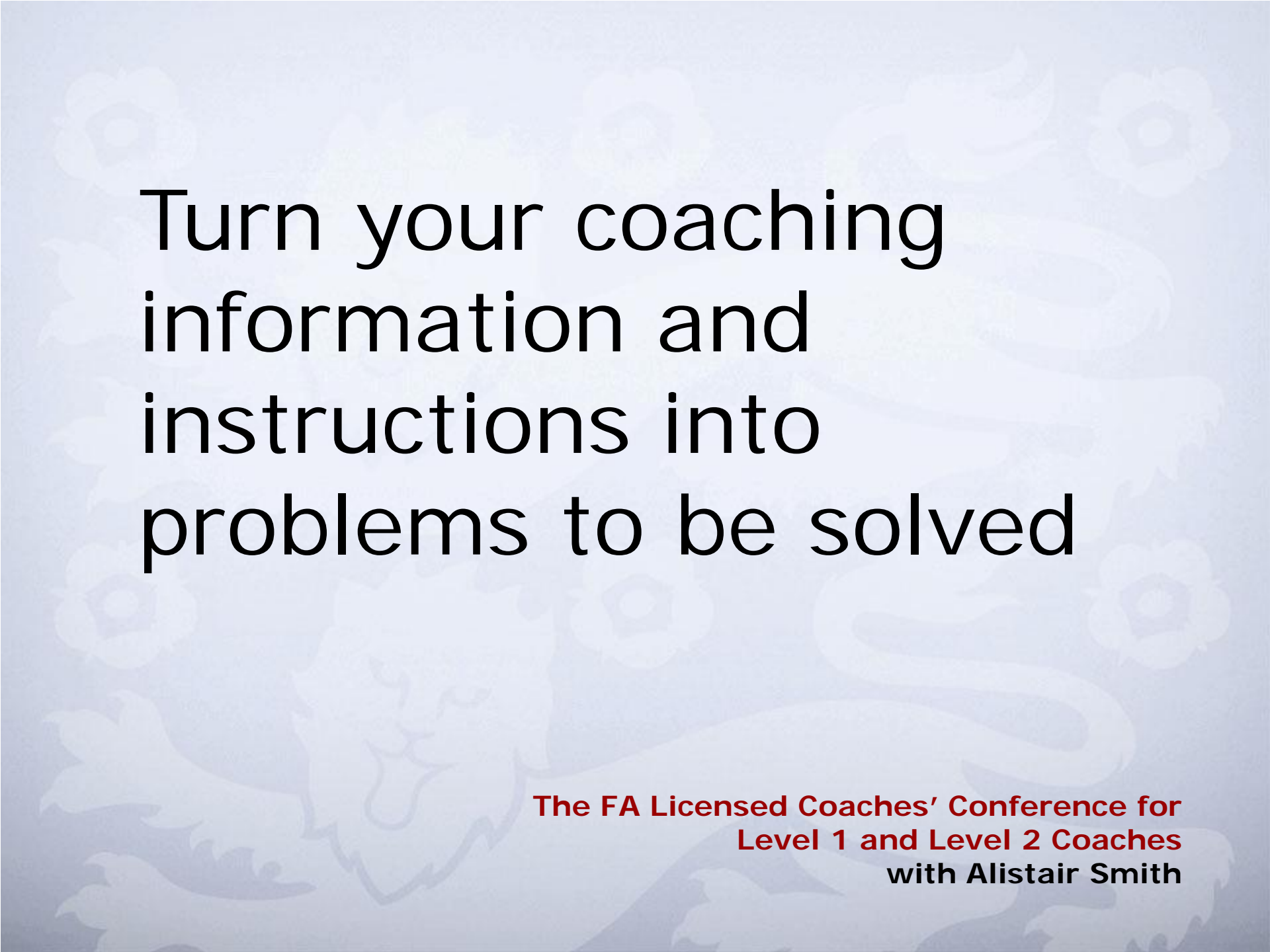


Model the behaviours
you want. Remember,
you will get more of
what you reinforce...

individual skills
unit responsibilities and roles
problem-solving behaviours

Motivation and Mindset (Dweck)

Fixed	Growth
Believes ability is related to gifts	Believes ability is related to effort
Intelligence is fixed	Intelligence is malleable
Explain failure in terms of lack of ability	Explain failure in terms of lack of effort
Attracted to affirming tasks	Attracted to extending tasks
Evades challenges	Embraces challenges
Receives ego related praise	Receives task related praise
Favours comparison feedback	Favours improvement feedback
Threatened by the success of others	Curious about the success of others
More likely to cheat or give up	Unlikely to cheat or give up



Turn your coaching
information and
instructions into
problems to be solved

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Change your coaching
language from
describing what you
want them to do - to
how you want them to
learn

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Make it safe for players
to experiment and take
learning risks

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BASICS - the learning environment formula

Belonging

Aspiration

Safety

Identify

Challenge

Success



Two: What is your philosophy of Play?

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Which three teams do you admire and what specific aspects of their play impress you?

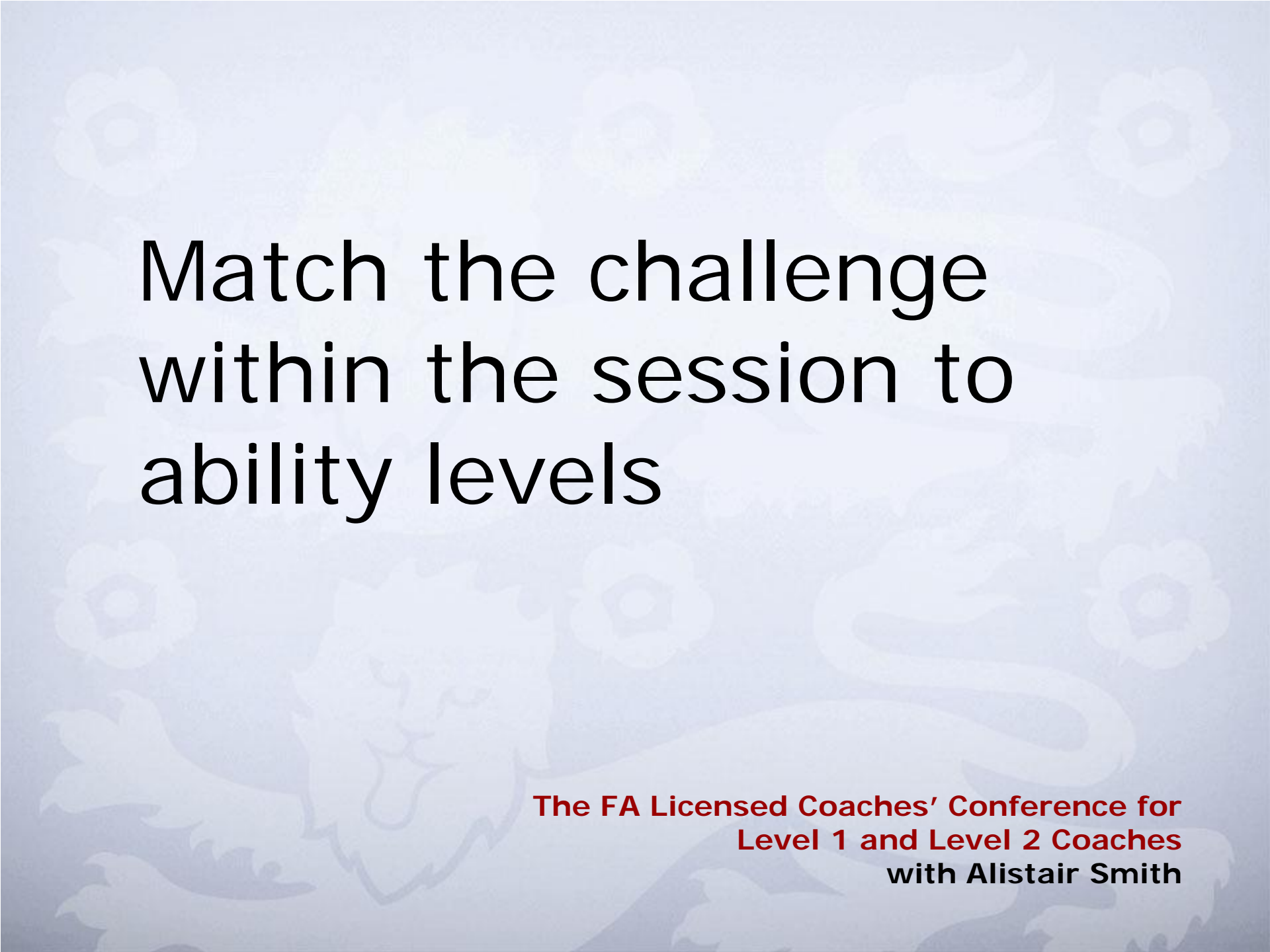
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How would you
describe your
philosophy of play?
What would be your
three key performance
indicators (KPI)?

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How would you transfer
your three KPIs into
practice and onto the
pitch?

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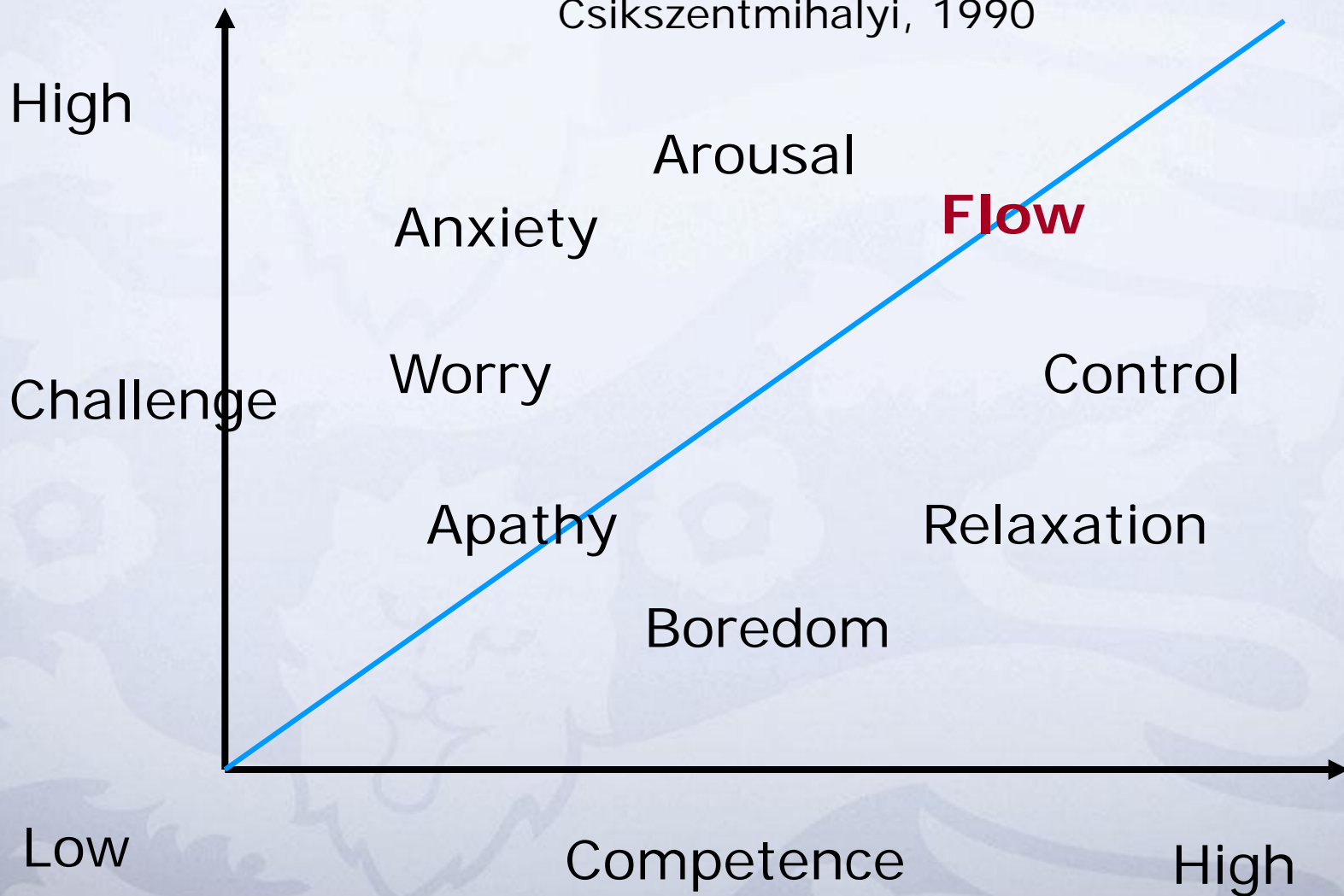


Match the challenge
within the session to
ability levels

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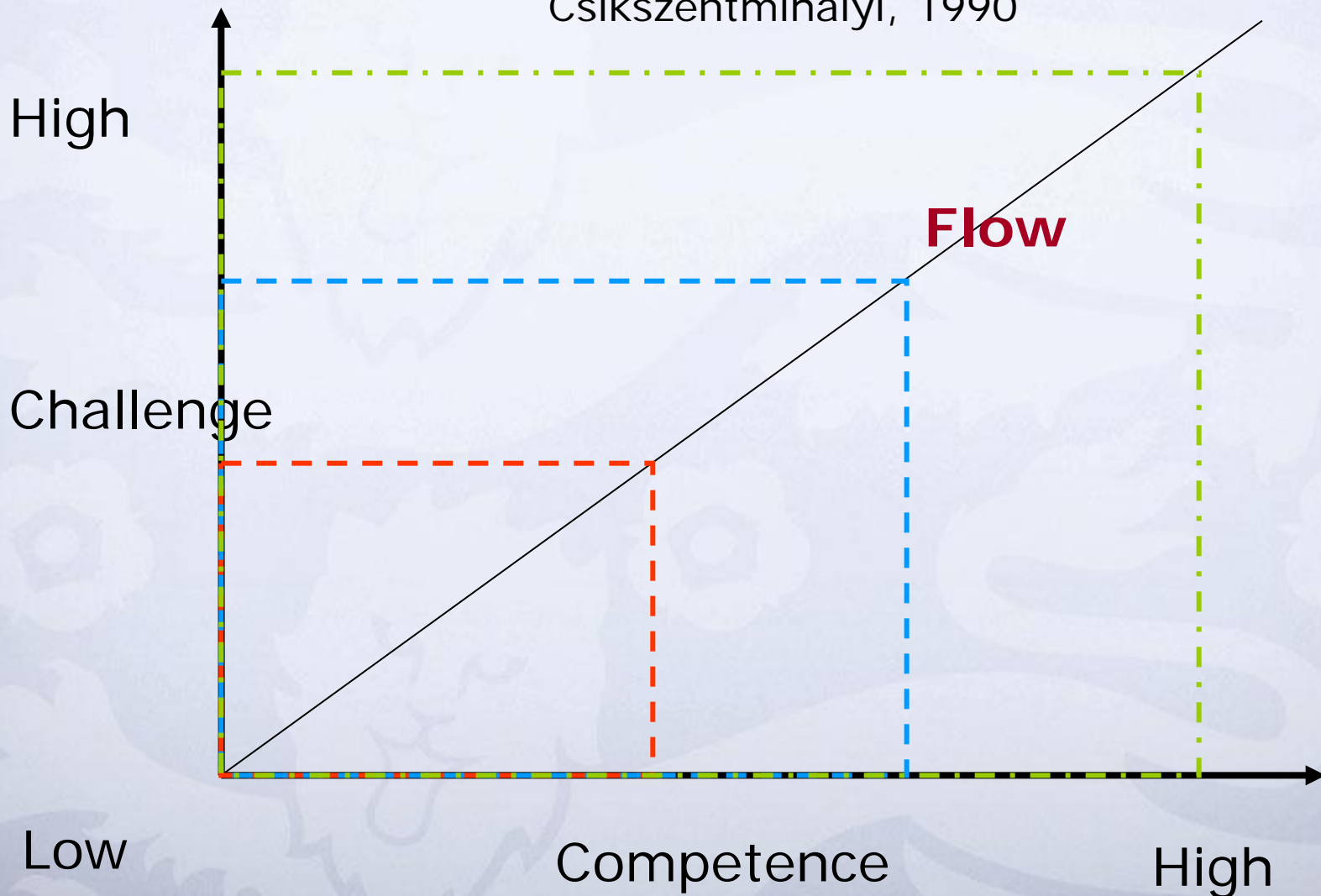
Session Design based on Theory of 'Flow'

Csikszentmihalyi, 1990



Session Design based on Theory of 'Flow'

Csikszentmihalyi, 1990



Differentiate the session by:

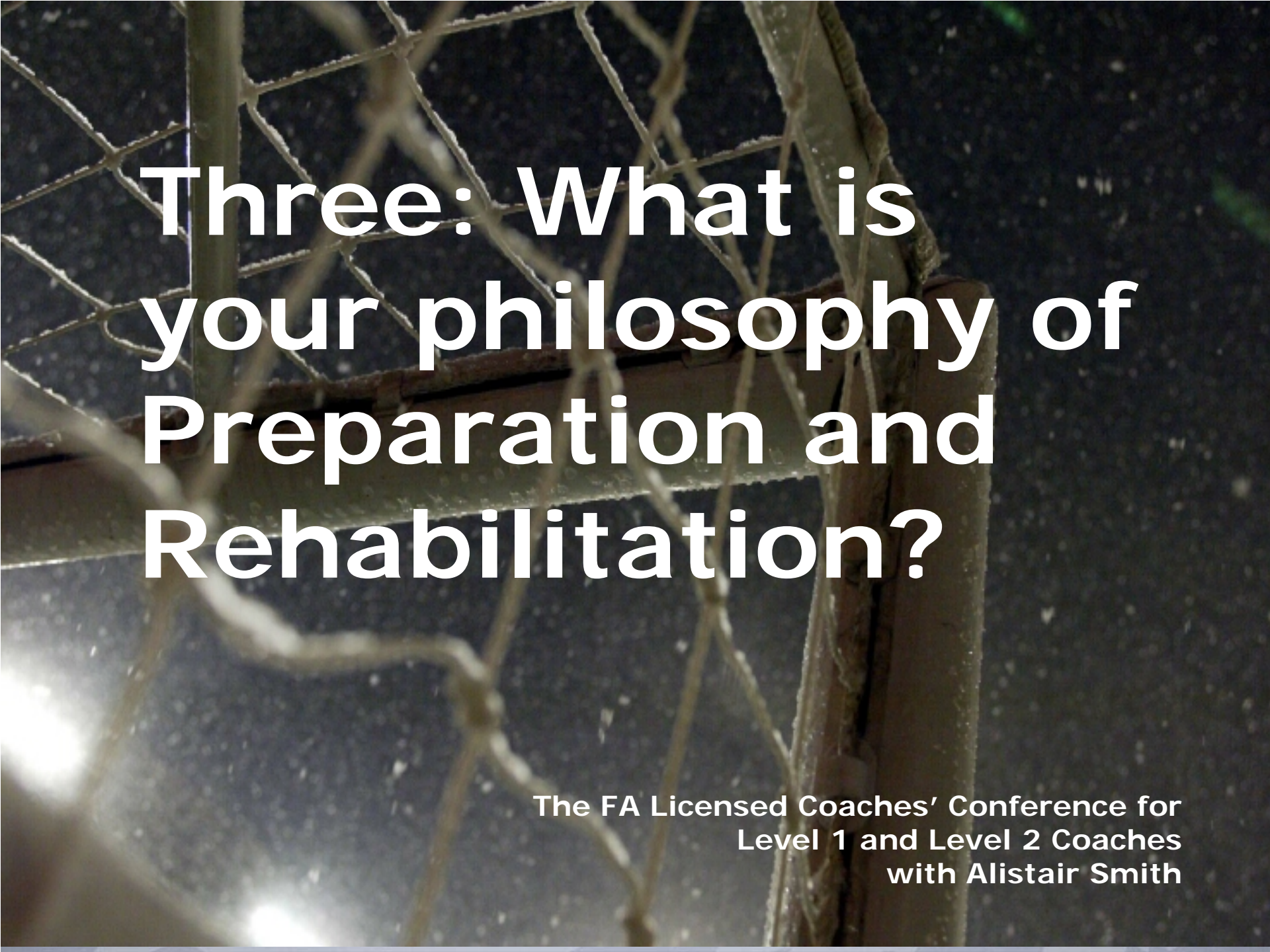
different ability groups
specific skills
duration, load or intensity
outcome
space
interference

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Activate problem-solving in the session by:

using player coaches
using different stations
providing problems to be solved
recreating street football
increase frequency of 4 v 4^{*}

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Three: What is your philosophy of Preparation and Rehabilitation?

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Are you Proactive or Reactive or a bit of both?

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Could you make better use of time? What further investment in their own development might your players make?

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Before the match

weekday

optimise use of time

"process over outcome"

matchday

limit new information

routines and rituals

positive guidance

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During the match

- simple familiar messages
- name first, then positive guidance
- pre-rehearsed routines
- own team, own staff, own influencers

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After the match

- debrief guidelines

 - time out first

 - no pointless assurances

 - separate the behaviour from the player

 - positives

- physiological routines

- lifestyle

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Four: What is your philosophy of Progression?

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Managing the expectations of others

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Parent Feedback

Analysis reveals that parents education, social status, race, or wealth and not as important to IQ levels as how much they talked to their children and interacted with them in other ways.

Parents who talk to their children the most tend to praise the children's accomplishments, respond to their questions, provide guidance rather than commands, and use many different words in a variety of combinations. This type of interaction can...
"accurately predict the vocabulary growth, vocabulary use, and IQ scores of children."

Hart and Risley, Meaningful Differences in the Everyday Experiences of Young American Children, 1995, Paul H Brookes, Baltimore

Parenting Styles

Permissive → **Authoritative** ← Authoritarian

Spectating

Avoiding
Overlooking
Apologising
Denying

Consulting

Listening
Involving
Valuing
Growing

Guiding

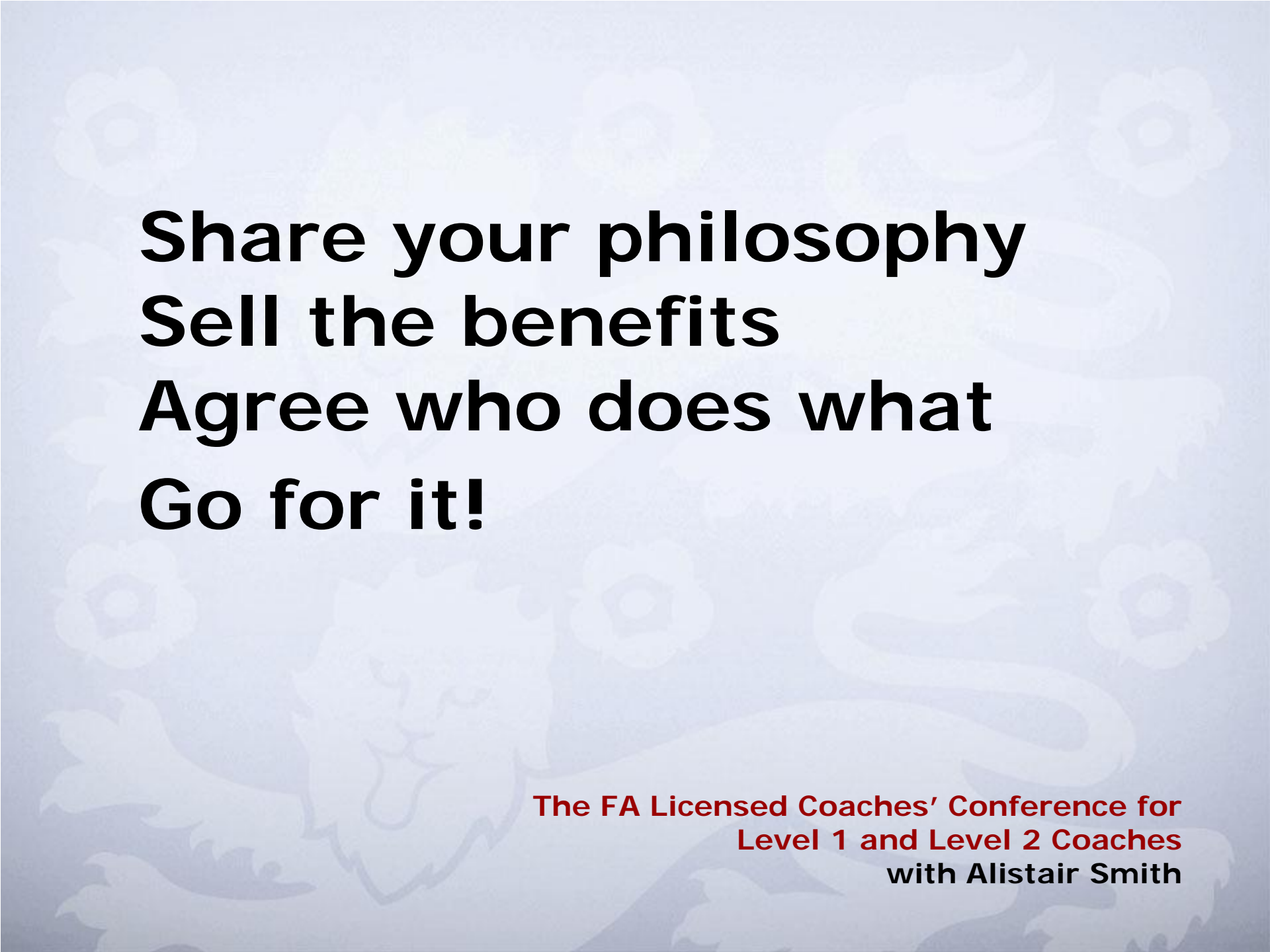
Suggesting
Directing
Encouraging
Shaping

Controlling

Managing
Protecting
Fussing
Manipulating

Demanding

Telling
Challenging
Dominating
Organising



Share your philosophy
Sell the benefits
Agree who does what
Go for it!

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alistair@alite.co.uk

on twitter: alatalite

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