

# Learning football

– a grassroot approach –



# Introduction



- **Language problem?**
- **Education model**
- **Facts and numbers**
- **Philosophy on football and the learning of football (and the implications)**
- **Profile of the coach**



# Nico Romeijn

- **Head of Education**
- **Player**
- **Physical Education**
- **Coaching Experience**
- **Scout WC 2006 Germany**
- **Assistant Coach u.19**
- **Jira Panel**
- **UEFA Technical instructor (student exchange UEFA Pro)**
- **Tutor**
- **Expert in concepts of Learning**

# Language

**Do we speak the same language?**

**Are we 'thinking' we speak the same football language?**

**Similarities and differences: what can we learn out of it?**





# Education model/ courses



V	UEFA PRO				Head youth Department			
IV	UEFA A Seniors		UEFA A Youth		Technical Youth Co-ordinator II (TYC II)		Keeper-coach Pro	
IV	UEFA B							
III	Coach Futsal II	UEFA C Seniors		UEFA C Youth		TYC III	Mentor	Keeper-coach Level 3
II	Coach Futsal III	Coach	Coach U8-U12	Coach U13-U19	Coach disabled players	Keeper-coach Level 2		
		mod. U8 mod. U10 mod. U12						
I Level	Youth Football Leader							

# Courses (2011-2012)



<b>UEFA PRO</b>	<b>0 (2012-2013: 18)</b>
<b>UEFA A YOUTH</b>	<b>1 / 24 / 13</b>
<b>UEFA A SENIORS</b>	<b>2 / 32 / 23</b>
<b>UEFA B</b>	<b>7 / 112 / 93</b>
<b>UEFA B (ex-) professional players</b>	<b>1 / 22 / 19</b>
<b>UEFA C (ex-) professional players</b>	<b>1 / 26 / 22</b>

**12 / 216 / 170**

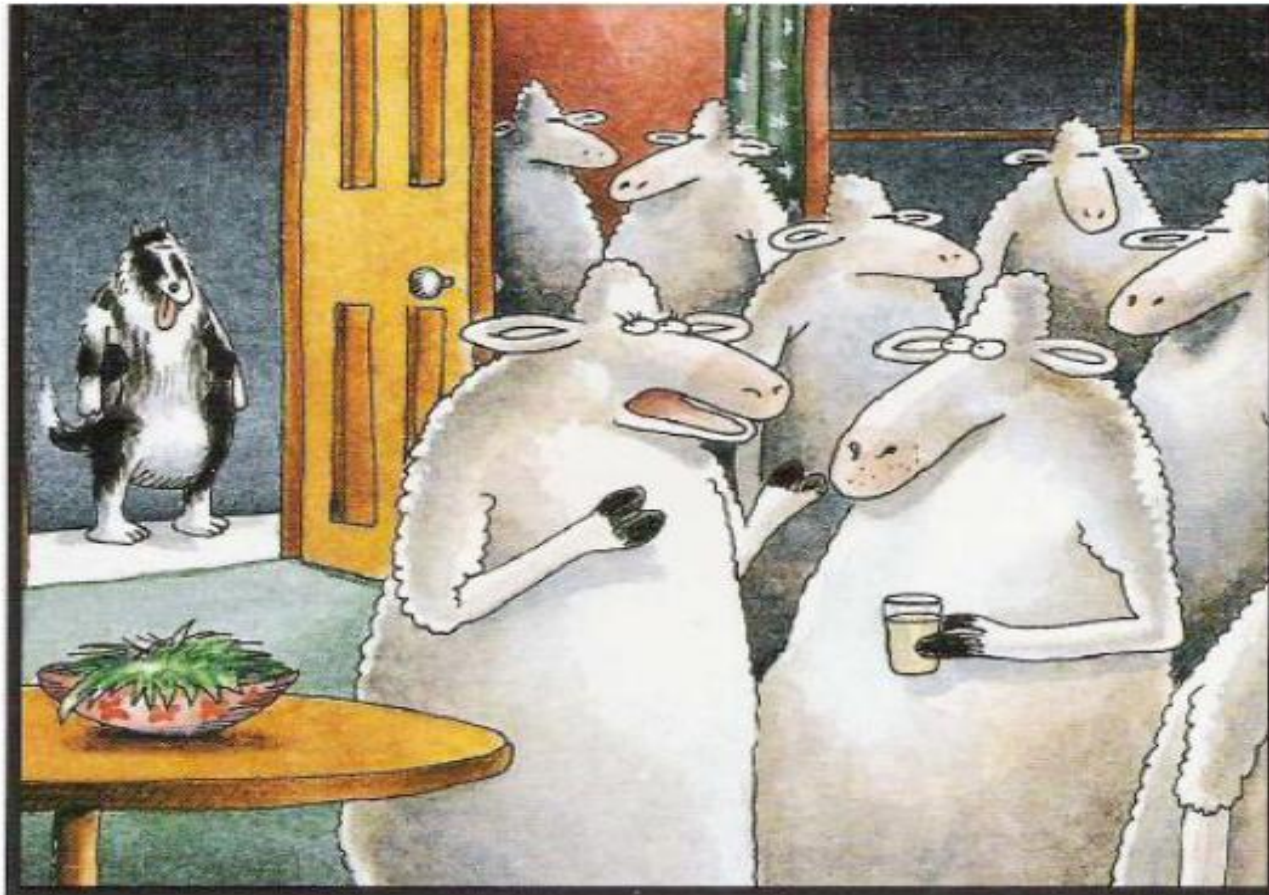
# Courses districts (2011-2012)



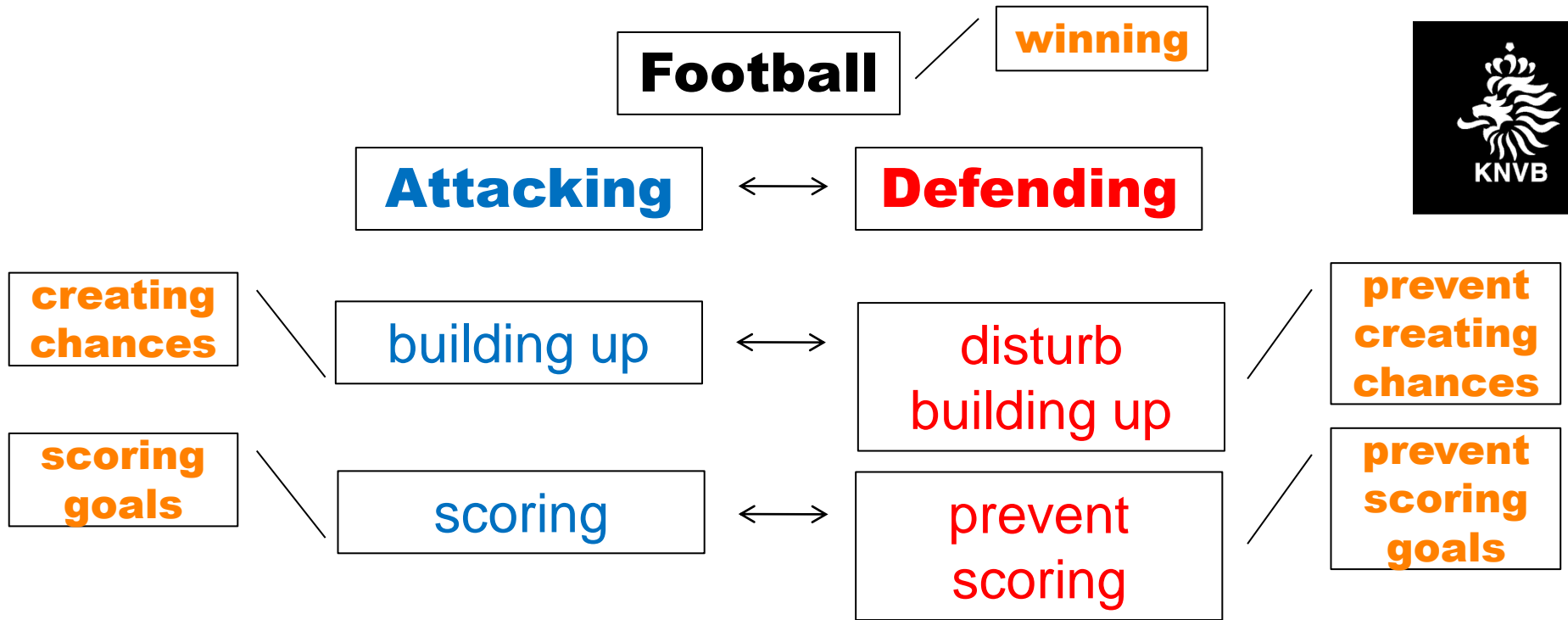
<b>UEFA C YOUTH</b>	<b>18 / 349 / 264</b>
<b>UEFA C SENIORS</b>	<b>14 / 260 / 203</b>
<b>Coach U13-U19</b>	<b>37 / 568 / 496</b>
<b>Coach U12</b>	<b>6 / 80 / 74</b>
<b>Coach U10</b>	<b>6 / 64 / 64</b>
<b>Coach U8</b>	<b>13 / 227 / 212</b>
<b>Coach U8-U12</b>	<b>74 / 1147 / 1050</b>
<b>Futsalcoach II</b>	<b>1 / 14 / 11</b>
<b>Futsalcoach III</b>	<b>2 / 22 / 15</b>
<b>Coach disabled players</b>	<b>2 / 38 / 36</b>
<b>TYC II</b>	<b>0 / 0 / 0</b>
<b>TYC III</b>	<b>2 / 24 / 20</b>
<b>Keepercoach level 3</b>	<b>1 / 19 / 15</b>
<b>Keepercoach level 2</b>	<b>7 / 126 / 111</b>
<b>Youth Football Leader</b>	<b>10 / 164 / 156</b>

**193 / 3102 / 2727**

# Structure



**"Henry! Our party's total chaos! No one knows when to eat, where to stand, what to . . . . Oh, thank God! Here comes a border collie!"**



- Describe what you see in relation to the structure of the game
- Use the intention of the teamtask as frame of reference: in order to...
- Talk about player development in terms of:
  - action with the ball,
  - actions without the ball,
  - insight,
  - communication

in order to...

# Implications for training and learning



- ☐ The training exercise is based on the structure and characteristics of football > **MOTIVATION!**
- ☐ Learning is repetition
- ☐ Adapt the exercise to the training group (children, adults, level etc.)
- ☐ Effective coaching behaviour

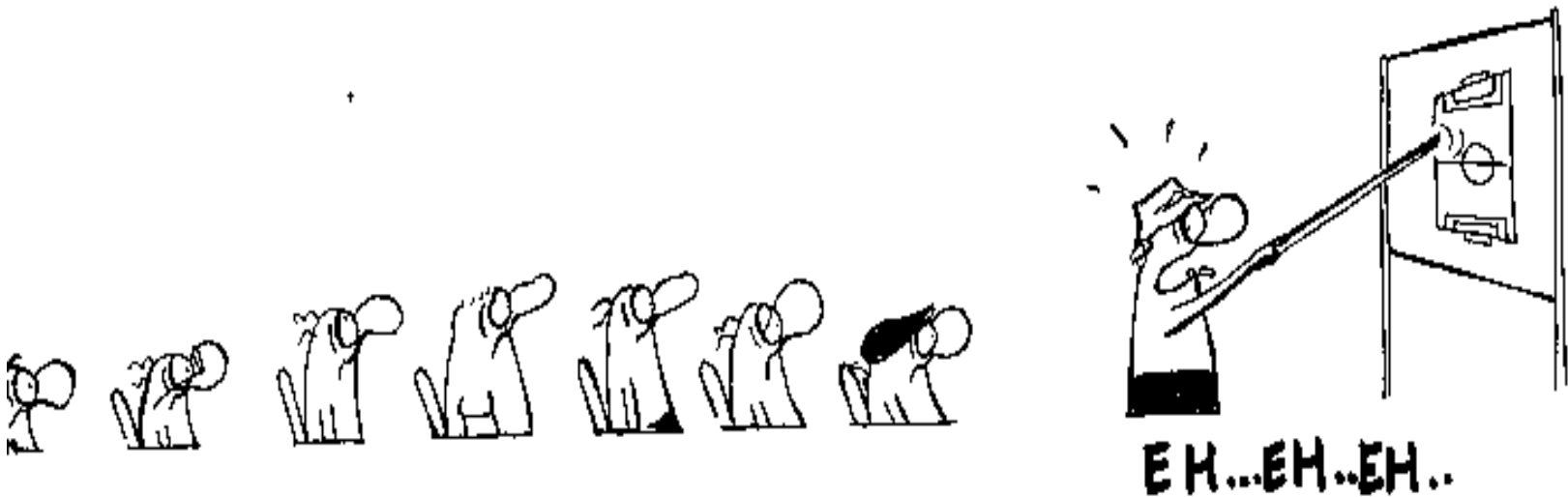
# Coach profile | core competences



- ❑ **Knowledge of youth-football and the skills how to deliver**
- ❑ **Ability to work together with the youth-players (communication, leadership)**



# Competences (1)



**Knowledge and skills of the trainer coach**

# Competences (2)



**I told you to  
run, didn't I?**

**attitude and personal qualities of the trainer coach**

# Key points guiding youth players



- ☐ **Give structure (also regarding the behaviour)**
- ☐ **Give complements; be positive (reward positive behaviour)**
- ☐ **Ignore negative behaviour**
- ☐ **Isolate the child with continuous negative behaviour**

## Communication

**“We have to be the change we wish to**

***Mahatma Gandhi***



# Reflection

## LEARNING BY DOING

*Coaches have to think about the things they do*



*Reflection is necessary for the learning process*



**Thank you for your  
attention**