

P-P-P TRAINING SESSION MANUAL



FIRST PLAY PHASE

1	Organization	<ul style="list-style-type: none"> • Set up the field according to the Play-Practice-Play training session plan. • Start with the final “play phase,” then add “practice,” then the first “play phase” inside of that. Think about how to transition from one phase to the next as quickly as possible. • Ask players to help, where appropriate.
2	Starting the first play phase with players arriving individually	<ul style="list-style-type: none"> • Welcome each player (and parent), individually. • When players arrive at different times, briefly explain the activity (30 seconds) and get them involved in first play phase (1v1, 2v1, 2v2, etc.). • If a single player arrives early, involve him/her in setting up or spend time together with the ball (unconditional attention). • Bring all players together to start the training session.
3	Starting the first play phase with the whole team	<ul style="list-style-type: none"> • Think about your position and that of your players (sun/wind in your face, not theirs; use a circle/half circle where everyone is in the first row, etc.). • Collective welcome, brief explanation (30 seconds) of the first play activity: PEP: “picture,” “explain,” “play!” • Using the “five elements of a training activity” from the training session plan, check the first four in sequential order (organized, game-like, repetition, challenging).
4	Check and adapt	<ul style="list-style-type: none"> • Adapt as necessary (clarify rules, adjust size of space, size of goals, numbers of players, balance the teams). • Bring players in (all together from various fields or address each field individually).
5	Key words and guided questions 1	<ul style="list-style-type: none"> • Once the first four elements have been checked, apply the fifth element (coaching) using the key words and guided questions from the training session plan. • No response needed, players continue playing to discover their own answers (e.g. “think about the following as you play, how can you create an opening?”). • This step should take no longer than one minute. • Continued observation based on the first four elements.
6	Play	<ul style="list-style-type: none"> • Guided question and key word reminders plus specific praise when players show desired behaviors based on the goal and objectives of the training session. • Bring players in (all together from various fields or address each field individually).
7	Key words and guided questions 2	<ul style="list-style-type: none"> • Same questions as #5 & #6. • This time players share their answers with the coach and/or each other. • Interact with players about the “why” of the desired behavior. • This step should take no longer than two minutes. • Continued observation
8	Play	<ul style="list-style-type: none"> • Key words and guided question reminders plus positive, specific reinforcement when players show desired behaviors based on the goal and objectives of the training session.



PRACTICE PHASE

9	Transition	<ul style="list-style-type: none"> • Quickly transition from first play phase to practice phase by organizing players, removing cones, adjusting goals, balls, etc. • Involve players, e.g. make a game out of it.
10	Starting the first practice phase activity	<ul style="list-style-type: none"> • Think about your position and that of your players (sun/wind in your face, not theirs; use a circle/half circle where everyone is in the first row, etc.) • Review the key word(s) from first play phase so players recognize the connection to what they did earlier. • Brief explanation/demonstration of the first practice exercise: PEP: "picture," "explain," "play!" • This step should take no longer than one minute.
11	Observation/adaptation	<ul style="list-style-type: none"> • Using the "five elements of a training activity" from the training session plan, observe the first four in sequential order (organized, game-like, repetition, challenging). • Adapt as necessary (clarify rules, adjust size of space, size of goals, numbers of players, balance the groups).
12	Key words and guided questions	<ul style="list-style-type: none"> • Bring players in (all together from various fields or address each field individually). • Once the first four elements have been checked, apply the fifth element (coaching) using key words and guided questions from the training session plan. • Interact with players about the "why" of the desired behavior
13	Play	<ul style="list-style-type: none"> • Continued observation based on the first four elements. • Pay closer attention to elements #3 and #4 (repetition and challenge). Observe the balance between successful and unsuccessful actions as well as the numbers of opportunities players get to experience the goals and objectives of the training session. • Adapt as necessary (clarify rules, adjust size of space, size of goals, numbers of players, balance the groups). • Apply the fifth element (coaching) using key words and guided questions reminders plus specific praise when players show the desired behavior.
14	Additional teaching interventions	<ul style="list-style-type: none"> • Use the Coach's Tool kit (see document). • Players must be able to see and hear the coach/each other. • Provide a demonstration (e.g. technical focus). • Use teaching interventions when appropriate throughout the practice phase. • This should take no longer than two minutes.
15	Play	<ul style="list-style-type: none"> • Continued observation based on the first four elements. • Pay closer attention to elements #3 and #4 (repetition and challenge). Observe the balance between successful and unsuccessful actions as well as the numbers of opportunities players from both teams/ groups get to experience the goals and objectives of the training session. • Adapt as necessary (clarify rules, adjust size of space, size of goals, numbers of players, balance the groups). • Apply the fifth element (coaching) using key words and guided questions reminders plus specific praise when players show the desired behavior.
16	Collective summary of practice phase	<ul style="list-style-type: none"> • Think about your position and that of your players (sun/wind in your face, not theirs; use a circle/half circle where everyone is in the first row, etc.). • Recap the practice phase (takeaways based on key words and answers to guided questions). • Interact with players about the "why" of the desired behavior. • This should take no longer than two minutes.

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SECOND PLAY PHASE



17	Transition	<ul style="list-style-type: none">• Quickly transition from practice to second play phase by organizing players, removing cones, adjusting goals, balls, etc.• Involve players, e.g. make a game out of it.
18	Starting the second play phase	<ul style="list-style-type: none">• Think about your position and that of your players (sun/wind in your face, not theirs; use a circle/half circle where everyone is in the first row, etc.)• Review the key word(s) from the practice phase so players recognize the connection to what they did earlier.• Brief explanation (30 seconds) of the second play phase: PEP: "picture," "explain," "play!"• No referee (players take responsibility for their own game in applying the Laws of the Game).
19	Coaching in the flow	<ul style="list-style-type: none">• Key word and guided question reminders plus specific praise when players show the desired behavior (based on the goal and objectives of the training session).
20	'Halftime talk'	<ul style="list-style-type: none">• Collective evaluation of the first half.• Select appropriate key word(s) & guided question(s) from the training session, based on first half observations.• Players answer.• Interact with players about the "why" of the desired behavior.• This should take no longer than five minutes.
21	Play	<ul style="list-style-type: none">• Guided question and key word reminders, plus praise when players show the desired behavior.
22	Collective summary of the training session	<ul style="list-style-type: none">• Collective evaluation of the training session.• Check for understanding using questions focused on the key words.• Players share answers with the coach and/or each other.• Interact with players about the "why" of the desired behavior.
23	Ending the session	<ul style="list-style-type: none">• Collect all equipment, involve players.• Positive, specific feedback, organize players for week ahead, say goodbye to players and parents (unconditional attention).

SOCCER COACH'S TOOL KIT

ON THE FIELD



WHAT - TEACHING ACTIONS	PURPOSE OF THE ACTION	WHEN - THE MOMENT OF APPLICATION
CHECK - ADAPT	<ul style="list-style-type: none"> Observe and check the created situation on the field, adapt if necessary based on the five elements of a training activity 	<ul style="list-style-type: none"> Ongoing In the flow (sideline coaching) Planned stoppage (break) Natural stoppage (ball out of bounds) In the situation (freeze)
GIVE POSITIVE REINFORCEMENT	<ul style="list-style-type: none"> Reinforce effective actions in order to use it again in similar situations Motivate players 	<p>The application of coaching actions can be a single action or combined actions during different moments.</p>
USE OF KEY WORDS	<ul style="list-style-type: none"> Encourage and support players to focus on cues and/or desired behavior 	
ASK QUESTIONS (and collect answers)	<ul style="list-style-type: none"> Use guided questions to force players to think about cues and/or desired behavior Check for understanding Reflect 	<p>Examples:</p> <ul style="list-style-type: none"> In the situation (freeze): combination of demonstration, Q&A and feedback Planned stoppage (break): Q&A and encourage players to focus them
DEMONSTRATE (player and/or coach)	<ul style="list-style-type: none"> Model desired behavior Visualize the situation Check for understanding 	
GIVE FEEDBACK	<ul style="list-style-type: none"> Collect information on players' behavior related to the objective of the activity 	
COMMAND	<ul style="list-style-type: none"> Tell players what to do 	
APPLY THE LEARNING CIRCLE (as a concept)	<ul style="list-style-type: none"> Use a combination of coaching observation and player reflection to get players thinking about and/or modeling the desired behavior and applying their newly learned abilities 	

