



# **U.S. SOCCER GRASSROOTS COACH EDUCATION**

PLAY-PRACTICE-PLAY (PPP) MODEL:  
AN EVIDENCE-BASED APPROACH

# INTRODUCTION



When children arrive at practice they have little desire to stand in lines, run laps, perform drills, or be lectured, they simply want to have fun, connect with their teammates, and learn through engaging and enjoyable activities. Therefore, it is important for coaches to keep these factors in mind when creating and designing their practice environments. As for practice design, the debate about the optimal quantity, quality, type, sequencing and combination of learning activities during Zone 1 development (ages between of 6-12), is ongoing within the athlete development and performance literature.<sup>3,7</sup>

While there is no single best approach to practice design,<sup>5</sup> athlete development research indicates that participation in different types of learning activities (i.e., child-led or adult-led, structured or unstructured) such as 'informal play'<sup>6</sup>, 'deliberate play'<sup>7,8,9-11</sup> or more structured activities such as 'deliberate practice'<sup>12</sup> are important influences in the athlete development process.<sup>5</sup> Recent studies, specific to soccer, indicate that high levels of engagement in low structured informal play or soccer specific deliberate play activities are an important component in the athlete development process and practice pathway of high-level performers.<sup>4,8,13-14</sup>

## PLAYERS LEARN:

what they like	intrinsic motivation as the driver for learning
what they need	transfer, no gap between the training and the game
to read, analyze and decide	how players perceive and explain a situation is the driver for their behavior
to be creative	looking for solutions
to reflect	thinking about experiences and how to use experiences
to learn	developing and improving learning habits
to be independent critical thinkers	independent/social and responsible/accountable adults

## U.S. SOCCER GRASSROOTS PLAYER DEVELOPMENT PHILOSOPHY

At the grassroots level, children learn and develop to their full potential through game-like experiences in an enjoyable environment which supports individual growth



# EVIDENCE-BASED PRACTICE DESIGN



At the Grassroots level, the U.S. Soccer Coach Education Department is committed to an evidenced-based approach to coaching education and player development. Evidence-Based Coaching (EBC) focuses on integrating three key components; 1. The best available research on player development, 2. Coaching expertise and, 3. An appreciation of the needs and values of the learner (i.e. player). With that, in an attempt to create a developmentally appropriate practice environment, U.S. Soccer has adopted a three stage practice plan model (i.e., 'Play-Practice-Play'). This approach aligns with the best available research on athlete development pathways and is designed with the intent of maximizing player enjoyment, intrinsic motivation, and skill development.<sup>2,15-16</sup>

## THE 3 PHASE TRAINING SESSION: PLAY-PRACTICE-PLAY MODEL (ZONE 1 DEVELOPMENT)

TRAINING PHASE	PHASE 1: FIRST PLAY	PHASE 2: PRACTICE	PHASE 3: SECOND PLAY
<b>THEORETICAL FRAMEWORK</b>	<ul style="list-style-type: none"> <li>• Learning by playing</li> <li>• Deliberate play (Cote)</li> </ul>	<ul style="list-style-type: none"> <li>• Learning and quality improvement through game like activities</li> <li>• Play-Practice activities (Lauder)</li> <li>• Teaching Games for Understanding (Griffin &amp; Butler)</li> </ul>	<ul style="list-style-type: none"> <li>• Contextual learning by playing the game</li> <li>• Let them play (Fonseca, Tamarit)</li> </ul>
<b>PURPOSE</b>	<ul style="list-style-type: none"> <li>• A fun introduction to practice</li> <li>• Games orientate players to the training goal (2v2, 3v3, 4v4)</li> </ul>	<ul style="list-style-type: none"> <li>• Activities/game-situations focuses players on the training goal</li> <li>• Conscious learning</li> </ul>	<ul style="list-style-type: none"> <li>• Training goal in the game format (based on maximum roster size)</li> <li>• Opportunity to implement their learning</li> </ul>
<b>ACTIVITY CHARACTERISTICS</b>	<ul style="list-style-type: none"> <li>• Fun, inclusive, implicit learning, creativity</li> </ul>	<ul style="list-style-type: none"> <li>• Fun, actively involved, repetitions, challenging</li> </ul>	<ul style="list-style-type: none"> <li>• Fun, even numbers, position rotations, rules</li> </ul>
<b>TEACHING ACTIONS</b>	<ul style="list-style-type: none"> <li>• Monitoring ('the game teaches')</li> <li>• Five elements (1-5)</li> <li>• Key words</li> <li>• Guided questions</li> <li>• Positive reinforcement</li> </ul>	<ul style="list-style-type: none"> <li>• Active teaching</li> <li>• Five elements (1-5)</li> <li>• Key words</li> <li>• Guided questions</li> <li>• Positive reinforcement</li> <li>• Demonstration</li> <li>• Feedback</li> <li>• Learning circle</li> </ul>	<ul style="list-style-type: none"> <li>• Observation</li> <li>• Checking for understanding</li> <li>• Five elements (1-5)</li> <li>• Key words</li> <li>• Guided questions</li> <li>• Positive reinforcement</li> <li>• Feedback</li> </ul>



## STAGE 1: PLAY - 'DELIBERATE PLAY'



When players arrive at practice it is important that coaches create an environment that is engaging and enjoyable. One way to engage players is through low structured small sided games (i.e., 2v2, 3v3, 4v4) also referred to as 'deliberate play' in the athlete development literature.<sup>2,36</sup> 'Deliberate play' refers to smaller, informal game-like representations (i.e. small-sided games) of the official game format and are designed primarily for the purpose of enjoyment'. These 'deliberate play' games are ideally governed by the players while being loosely monitored by the coach, and focus on promoting enjoyment of competing<sup>19</sup> rather than the outcome (i.e. winning).<sup>1</sup>

**The key point, for Grassroots coaches, is that 'deliberate play' promotes enjoyment, inclusion and development.**

When players are more engaged, feel included and enjoy themselves it will likely increase motivation to continue playing. This is particularly important during the adolescent years where dropout is higher.<sup>13</sup>

When coaches design practices that promote opportunities to engage in 'deliberate play', it should be viewed as intentionally creating a fun and player-centered environment that contextualizes the development of technique and tactical awareness. When engaged in 'deliberate play' the game/environment is the primary teacher and the coach serves as a facilitator who, when necessary, guides players to find solutions as opposed to providing the answers. In this stage of the practice, the coach's goal is to help create the environment that orientates the players to the practice objective via 'deliberate play'. While there are clear benefits to having a coach instruct and provide feedback on performance, we must also appreciate that in the teaching-learning process we don't always have to instruct in order for learning and development to occur.

### Benefits of 'Deliberate Play'

A growing body of athlete development literature suggests that engagement in 'deliberate play' is important and has a number of positive implications for the physical, social, cognitive, and emotional development of children.<sup>1,2,16-18,20</sup> More specifically, research investigating the practice pathway of elite soccer players indicates that high levels of engagement in less structured soccer specific 'deliberate play' and practice activities are an important component for attaining high-level performance.<sup>1,4,8,13,34</sup> The benefits of 'deliberate play' include:

- Increases enjoyment and intrinsic motivation
- Promotes motor and cognitive development
- Promotes game awareness
- Promotes inclusion
- Provides players with frequent ball contact
- Promotes social interaction and problem solving skills
- Promotes game-like decision making (i.e., tactical cues)
- Contextualizes technical development (i.e., skill + tactical application of technique)



## STAGE 2: PRACTICE ACTIVITIES



During the second stage, known as 'practice', the goal is to create an environment that develops the player in relation to the practice objective and any related team tactical principles and key qualities of the player. While 'deliberate play' is a positive introduction to the practice and has an important role in practice design, it can only facilitate the learning process to a point.<sup>5</sup> In order to facilitate learning further players must be engaged in different forms of learning activities such as 'play-practice' activities<sup>21-22</sup>, 'Teaching Games for Understanding' (TGFU)<sup>23</sup> or elements of 'deliberate practice'.<sup>12</sup>

Research shows that the practice pathway to maximizing development is dynamic, the acquisition of skill is non-linear<sup>7</sup> and that there is flexibility in the types of training activities an athlete engages in to achieve optimal performance.<sup>5</sup> The key is to create a practice environment that integrates a balance of developmentally appropriate activities that find the right challenge point for the learner.<sup>24</sup> 'Play-practice' activities refer to activities that are designed, and guided, by coaches to improve aspects of performance (i.e., technical skills, team tactical principles or key qualities) while emphasizing fun and enjoyment at the same time.<sup>21-22</sup> The TFGU model, a games-centered teaching pedagogy, places emphasis on developing tactical awareness and decision making within the framework of modified games<sup>23,25</sup> and facilitates the learners understanding of when, where, and how to apply their technique in a game context.<sup>25</sup> Deliberate practice is more highly structured and primarily focused on the goal of improving performance as opposed to just the inherent enjoyment of participating.<sup>12</sup>

**One of the key qualities of a coach is the ability to design practices that incorporate developmentally appropriate learning activities that are enjoyable, educational, game-like, and challenging.**

The characteristics of developmentally appropriate practice activities include:

- Frequent technical repetitions - improves ball mastery
- Activities are player-centered
- Activities are game-like in nature (i.e. problem-solving, decision making)
- Provide opportunities for instructional feedback to facilitate learning and development

It is important to reiterate that while some activities can be more structured, and coach-led, they don't have to be any less enjoyable. The goal of grassroots coaches is to find a way to create an engaging environment that incorporates activities that are educational, enjoyable and game-like.





## STAGE 3: THE GAME - LET THEM PLAY!



During the final stage of every practice the players should be provided with the opportunity and freedom to play, without interruption, in a format (i.e., 5v5, 7v7, 9v9) that replicates the game. This is the time for players to express themselves, without being micro-managed, and work through the process of applying their technical and tactical skills within a game context. At this stage of the practice the coach is checking to see if the player is able to transfer the skills learned in practice into the game environment. The point at which the player is unable to find a solution, or make the necessary corrections, is an opportunity for the coach to engage, at appropriate teachable moments, in the learning process.

### SUMMARY

**In closing, the key ingredients of an effective grassroots practice environment is one that has a careful balance between 'deliberate play', a variety of learning activities, and regular game opportunities. These three components, when combined, create an effective practice environment that maximizes player enjoyment and development.**



# **Training Manual Step by Step Guide**

# GRASSROOTS TRAINING SESSION MANUAL



## FIRST PLAY PHASE

1	<b>Organization</b>	<ul style="list-style-type: none"> <li>Set up the field according to the Play-Practice-Play training session plan.</li> <li>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.</li> <li>Ask players to help, where appropriate.</li> </ul>
2	<b>Starting the first play phase with players arriving individually</b>	<ul style="list-style-type: none"> <li>Welcome each player (and parent), individually.</li> <li>When players arrive at different times, briefly explain the activity (30 seconds) and get them involved in first play phase (1v1, 2v1, 2v2, etc.).</li> <li>If a single player arrives early, involve him/her in setting up or spend time together with the ball (unconditional attention).</li> </ul>
3	<b>Starting the first play phase with the whole team</b>	<ul style="list-style-type: none"> <li>Bring all players together to start the training session.</li> <li>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.).</li> <li>Collective welcome, brief explanation (30 seconds) of the first play activity: PEP: "picture," "explain," "play!"</li> </ul>
4	<b>Check and adapt</b>	<ul style="list-style-type: none"> <li>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).</li> <li>Adapt as necessary (clarify rules, adjust size of space, size of goals, numbers of players, balance the teams).</li> </ul>
5	<b>Key words and guided questions 1</b>	<ul style="list-style-type: none"> <li>Bring players in (all together from various fields or address each field individually).</li> <li>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.</li> <li>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?").</li> <li>This step should take no longer than one minute.</li> </ul>
6	<b>Play</b>	<ul style="list-style-type: none"> <li>Continued observation based on the first four elements.</li> <li>Guided question and key word reminders plus specific praise when players show desired behaviors based on the goal and objectives of the training session.</li> </ul>
7	<b>Key words and guided questions 2</b>	<ul style="list-style-type: none"> <li>Bring players in (all together from various fields or address each field individually).</li> <li>Same questions as #5 &amp; #6.</li> <li>This time players share their answers with the coach and/or each other.</li> <li>Interact with players about the "why" of the desired behavior.</li> <li>This step should take no longer than two minutes.</li> </ul>
8	<b>Play</b>	<ul style="list-style-type: none"> <li>Continued observation</li> <li>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.</li> </ul>



# GRASSROOTS TRAINING SESSION MANUAL



## PRACTICE PHASE

9	<b>Transition</b>	<ul style="list-style-type: none"> <li>Quickly transition from first play phase to practice phase by organizing players, removing cones, adjusting goals, balls, etc.</li> <li>Involve players, e.g. make a game out of it.</li> </ul>
10	<b>Starting the first practice phase activity</b>	<ul style="list-style-type: none"> <li>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.)</li> <li>Review the key word(s) from first play phase so players recognize the connection to what they did earlier.</li> <li>Brief explanation/demonstration of the first practice exercise: PEP: "picture," "explain," "play!"</li> <li>This step should take no longer than one minute.</li> </ul>
11	<b>Observation/adaptation</b>	<ul style="list-style-type: none"> <li>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).</li> <li>Adapt as necessary (clarify rules, adjust size of space, size of goals, numbers of players, balance the groups).</li> </ul>
12	<b>Key words and guided questions</b>	<ul style="list-style-type: none"> <li>Bring players in (all together from various fields or address each field individually).</li> <li>Once the first four elements have been checked, apply the fifth element (coaching) using key words and guided questions from the training session plan.</li> <li>Interact with players about the "why" of the desired behavior</li> </ul>
13	<b>Play</b>	<ul style="list-style-type: none"> <li>Continued observation based on the first four elements.</li> <li>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.</li> <li>Adapt as necessary (clarify rules, adjust size of space, size of goals, numbers of players, balance the groups).</li> <li>Apply the fifth element (coaching) using key words and guided questions reminders plus specific praise when players show the desired behavior.</li> </ul>
14	<b>Additional teaching interventions</b>	<ul style="list-style-type: none"> <li>Use the Coach's Tool kit (see document).</li> <li>Players must be able to see and hear the coach/each other.</li> <li>Provide a demonstration (e.g. technical focus).</li> <li>Use teaching interventions when appropriate throughout the practice phase.</li> <li>This should take no longer than two minutes.</li> </ul>
15	<b>Play</b>	<ul style="list-style-type: none"> <li>Continued observation based on the first four elements.</li> <li>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.</li> <li>Adapt as necessary (clarify rules, adjust size of space, size of goals, numbers of players, balance the groups).</li> <li>Apply the fifth element (coaching) using key words and guided questions reminders plus specific praise when players show the desired behavior.</li> </ul>
16	<b>Collective summary of practice phase</b>	<ul style="list-style-type: none"> <li>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.).</li> <li>Recap the practice phase (takeaways based on key words and answers to guided questions).</li> <li>Interact with players about the "why" of the desired behavior.</li> <li>This should take no longer than two minutes.</li> </ul>

# GRASSROOTS TRAINING SESSION MANUAL

## SECOND PLAY PHASE



17	<b>Transition</b>	<ul style="list-style-type: none"><li>• Quickly transition from practice to second play phase by organizing players, removing cones, adjusting goals, balls, etc.</li><li>• Involve players, e.g. make a game out of it.</li></ul>
18	<b>Starting the second play phase</b>	<ul style="list-style-type: none"><li>• 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.)</li><li>• Review the key word(s) from the practice phase so players recognize the connection to what they did earlier.</li><li>• Brief explanation (30 seconds) of the second play phase: PEP: "picture," "explain," "play!"</li><li>• No referee (players take responsibility for their own game in applying the Laws of the Game).</li></ul>
19	<b>Coaching in the flow</b>	<ul style="list-style-type: none"><li>• 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).</li></ul>
20	<b>'Halftime talk'</b>	<ul style="list-style-type: none"><li>• Collective evaluation of the first half.</li><li>• Select appropriate key word(s) &amp; guided question(s) from the training session, based on first half observations.</li><li>• Players answer.</li><li>• Interact with players about the "why" of the desired behavior.</li><li>• This should take no longer than five minutes.</li></ul>
21	<b>Play</b>	<ul style="list-style-type: none"><li>• Guided question and key word reminders, plus praise when players show the desired behavior.</li></ul>
22	<b>Collective summary of the training session</b>	<ul style="list-style-type: none"><li>• Collective evaluation of the training session.</li><li>• Check for understanding using questions focused on the key words.</li><li>• Players share answers with the coach and/or each other.</li><li>• Interact with players about the "why" of the desired behavior.</li></ul>
23	<b>Ending the session</b>	<ul style="list-style-type: none"><li>• Collect all equipment, involve players.</li><li>• Positive, specific feedback, organize players for week ahead, say goodbye to players and parents (unconditional attention).</li></ul>

# U.S. SOCCER COACH'S TOOL KIT

## ON THE FIELD



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

# **SAMPLE SESSION (U10 7v7)**



**TITLE: PLAY/PRACTICE/PLAY TRAINING SESSION**

**GOAL:** Improve building up in opponent's half in order to create chances

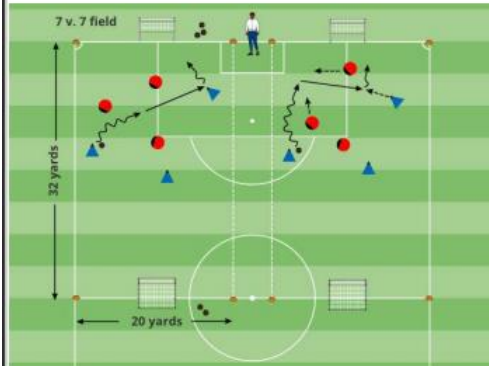
**PLAYER ACTIONS:** Spread out, create 1 v 1s and 2 v 1s, pass or dribble forward

**KEY QUALITIES:** Decision-making, reading the game, initiative, proactive play

U9-U10 / 7 v 7 / 12 players

**MOMENT:** Attacking

**DURATION:** 90:00 min



**1ST PLAY PHASE: Intentional Free Play**

**OBJECTIVE:** To pass or dribble forward and score goals.

**ORGANIZATION:** Mark out two 32 x 20-yard fields, each with two mini goals. Teams play 3 v 3. Free play, kick-ins. Play for 30 minutes with two breaks.

**KEY WORDS:** Opening, take opponents on, head up, go!

**GUIDED QUESTIONS:** 1) How do you find an opening? 2) What should you do if you see an opening?

**ANSWERS:** 1) Look at the opponent's position. 2) Pass or dribble through it.

**NOTES:** First break: Coach asks questions, players continue playing to discover answers. Second break: Players share answers with coach and each other.



**PRACTICE (Core Activity): 3 v 2**

**OBJECTIVE:** To create 1 v 1s and 2 v 1s and pass or dribble forward.

**ORGANIZATION:** Teams play 3 v 2 + GK on a 24 x 24-yard field with a standard goal and two small goals. Blue (attacking team) dribbles or passes in. Red starts from the top of the box and tries to win the ball and score on the small goals. All players (including the keeper) rotate every 2-3 minutes. Play for 30 minutes with two breaks.

**KEY WORDS:** Opening, take opponents on, head up, pass/dribble, go!

**GUIDED QUESTIONS:** 1) How do you find an opening? 2) What should you do if you see an opening? 3) How do you create an opening?

**ANSWERS:** 1) Look at the opponent's position. 2) Pass or dribble through it. 3) Make the opponent move.

**NOTES:** Start with the Core Activity after the first Play Phase. If it's too difficult, switch to the Less Challenging Activity. If it's too easy, switch to the More Challenging Activity. Spend a total of 30 minutes in the Practice Phase.



#### PRACTICE (Less Challenging): 2 v 1

**OBJECTIVE:** To create 1 v 1s and 2 v 1s and pass or dribble forward.

**ORGANIZATION:** Same as core activity, except teams play 2 v 1 + GK. All players (including the keeper) rotate every 2-3 minutes.

**KEY WORDS:** Opening, take opponents on, head up, pass/dribble, go!

**GUIDED QUESTIONS:** 1) How do you find an opening? 2) What should you do if you see an opening? 3) How do you create an opening?

**ANSWERS:** 1) Look at the opponent's position. 2) Pass or dribble through it. 3) Make the opponent move.

**NOTES:** Start with the Core Activity and decide whether the level of challenge is appropriate for the players. Switch to this Less Challenging Activity if the Core Activity is too difficult. Spend a total of 30 minutes in the Practice Phase.



#### PRACTICE (More Challenging): 4 v 3

**OBJECTIVE:** To create 1 v 1s and 2 v 1s and pass or dribble forward.

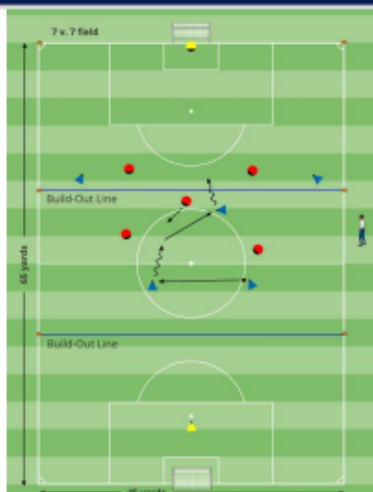
**ORGANIZATION:** Same as core activity, except teams play 4 v 3 + GK on half of a standard field. All players (including the keeper) rotate every 2-3 minutes.

**KEY WORDS:** Opening, take opponents on, head up, pass/dribble, go!

**GUIDED QUESTIONS:** 1) How do you find an opening? 2) What should you do if you see an opening? 3) How do you create an opening?

**ANSWERS:** 1) Look at the opponent's position. 2) Pass or dribble through it. 3) Make the opponent move.

**NOTES:** Start with the Core Activity and decide whether the level of challenge is appropriate for the players. Switch to this More Challenging Activity if the Core Activity is too easy. Spend a total of 30 minutes in the Practice Phase.



#### 2ND PLAY PHASE: The Game

**OBJECTIVE:** To move the ball forward, create chances and score goals.

**ORGANIZATION:** Teams play 6 v 6 on a 65 x 45-yard field with build-out lines and standard goals with goalkeepers. Both teams play a 1-2-1-2 formation. Play for 30 minutes including one "halftime" (5 minutes max).

**KEY WORDS:** Opening, take opponents on, head up, pass/dribble, go!

**GUIDED QUESTIONS:** 1. How do you find an opening? 2) What should you do if you see an opening? 3) How do you create an opening?

**ANSWERS:** 1) Look at the opponent's position. 2) Pass or dribble through it. 3) Make the opponent move.

**NOTES:** Play according to the Laws of the Game and the standards of play found in the U.S. Soccer Player Development Initiatives.

<p><b>Five Elements of a Training Activity</b></p> <ol style="list-style-type: none"> <li>1. <b>Organized:</b> Is the activity organized in the right way?</li> <li>2. <b>Game-like:</b> Is the activity game-like?</li> <li>3. <b>Repetition:</b> Is there repetition, when looking at the overall goal of the session?</li> <li>4. <b>Challenging:</b> Are the players being challenged? (Is there the right balance between being successful and unsuccessful?)</li> <li>5. <b>Coaching:</b> Is there effective coaching, based on the age and level of the players?</li> </ol>	<p><b>Training Session Self-Reflection Questions</b></p> <ol style="list-style-type: none"> <li>1. How did you do in achieving the goals of the training session?</li> <li>2. What did you do well?</li> <li>3. What could you do better?</li> </ol>
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