

# 5. Training Methodology - Structure

Bryst Football Academy training sessions follow the GAG methodology in accordance with Long Term Player Development.

With Active Start groups the session may include additional activities and games (GAGAG) depending on their psychological and emotional development.

With Train to Train and Train to Compete groups the activities should be in the form of a Phase of Play or Functional session.



We have successfully established an optimal learning environment for our players. Although each age group is assigned a head coach for their league games, we will sometimes mix groups of similar ages and their coaches to enhance this learning environment during training sessions. Players will have to adapt to play with different group configurations and experience different coaching styles. This includes players from different programming. The objective of every training session across all groups will have the same end goal – to improve the individual player. Each coach will always focus on improving individual technique and tactical understanding, social/emotional, physical and psychological development. The topics covered over the course of the year will provide the players with an extensive soccer curriculum. By constantly tweaking the environment in which they train, the end product is a young person who can play a high level regardless of who they play with. They have enhanced social skills, are confident in large groups and can cooperate with peers.

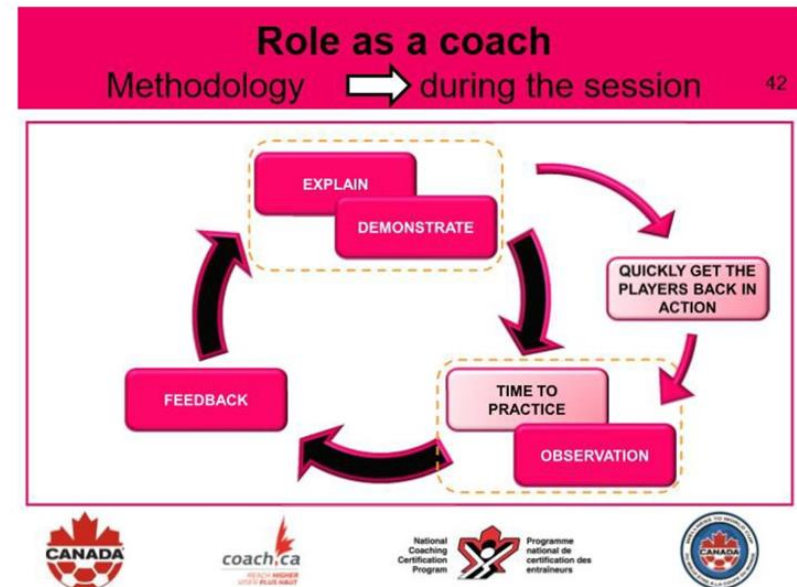
# Training Methodology – Coaching Points

Bryst Football Academy coaches understand that sessions must have a clear focus, and that the messages they deliver must be consistent with that focus.

By reinforcing key factors during a session, players are more likely to absorb and remember the information.

Our coaches use the following methodology when making a coaching point. This caters to visual, oral and kinesthetic learners.

1. Observe the play and analyse the play
2. Stop the play when a coaching point can be made that is consistent with the focus of the session. Freeze the players in position.
3. Ask the players what could be done differently
4. Demonstrate what should have been done. This means taking place of the player who is being corrected and acting out the correct technique as the ball is moving
5. Rewind the play, and ask the player in question to rehearse the technique or movement
6. Rewind the play and go live



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# Training Methodology – Explaining an Activity or Game

Bryst Football Academy coaches understand that player behavioral management is an important part of the coaching role.

The goal is to create an optimum learning environment by establishing mutual respect between the player and the coach. Once this is achieved the coach can demand that players stay on task so that they can maximize their soccer development.

When dealing with players from all phases of LTPD there will always be circumstances where behavioral management is a necessary tool. This can include instances such as:

- Dealing with a player who is distracted when the coach is explaining the rules of an activity
- Dealing with a player who is becoming emotional – showing signs of anger, frustration

Bryst coaches are trained in the following methodology to explain a game or activity.

1. When introducing and explaining any activity or game players should kneel or sit in a line so that all players can view the playing space. This also enables the coach to see every player's face with eye contact, as the session is explained.
2. Ask questions about what the cones define, the shape of the space and what pinnies represent. This engages the players in the set up.
3. Visually and orally explain the activity. This could be a walk through or how to score.
4. Ask the players to demonstrate their understanding. A show of hands will give an indication of how many players understand their task.
5. Choose a player to repeat the demonstration to clarify for players who do not understand.
6. Allow the players to play.
7. Review player understanding of the session.
8. Repeat 1-5 if necessary.

# Training Methodology – Managing Behavior

At any point in this process there could be behavioral issues ranging from minor to major distractions. Bryst coaches are trained to follow the following general procedure:

1. Warn the player about their behavior
2. On second/third/fourth offence (professional judgement and experience is required) ask the player to sit away from the group so that the distraction is removed so the coach can continue and the group can quickly get into play. If there are multiple players, they must sit separately.
3. When the activity is running smoothly (hopefully this can be less than 5 minutes once the coach has fully explained the game or activity and the group is playing) the coach has time to deal with the player who is sat out.
4. Sit next to the player and re-establish your expectations regarding being focused on coach instructions for games and activities. Doing this in a 1on1 situation hands control to the coach in this discussion.
5. Use your knowledge of the player to find a reason to praise the player, for example – you scored a great goal in the first game today.
6. Send the player back into play with a high 5. This ends the conversation on a high for the player.

The benefits of this approach are:

- The example to the group is that the standards for listening and focus are high.
- The coach will learn a lot about the personality of the player in the 1v1 discussion.
- The player will respect the authority of the coach.
- A positive relationship will develop
- Behavioral issues on the whole are less frequent.

By following this methodology, coaches are able to build strong relationships with the player, which results in an optimal learning and training environment for all.

\*This is a general methodology that may not be suitable for all children.