Community Sport Stream
Learning to Train
## Course Outline

<table>
<thead>
<tr>
<th>Hours</th>
<th>Location</th>
<th>Content</th>
</tr>
</thead>
<tbody>
<tr>
<td>30 min</td>
<td>Classroom</td>
<td>Course Registration and Introduction</td>
</tr>
<tr>
<td>20 min</td>
<td>Classroom</td>
<td>Task 1 - Role of the coach – what is soccer?</td>
</tr>
<tr>
<td>20 min</td>
<td>Classroom</td>
<td>Task 2 - Role of the coach – Knowledge of the children</td>
</tr>
<tr>
<td>20 min</td>
<td>Classroom</td>
<td>Task 3 - Role of the coach – Teaching &amp; organizational skills</td>
</tr>
<tr>
<td>60 min</td>
<td>Field</td>
<td>Task 4 - Model coaching by the Learning Facilitator (LF)</td>
</tr>
<tr>
<td>30 min</td>
<td>Classroom</td>
<td>Task 5 - Key elements of a successful session</td>
</tr>
<tr>
<td>1 hour</td>
<td></td>
<td>LUNCH</td>
</tr>
<tr>
<td>45 min</td>
<td>Classroom</td>
<td>Methodology - GAG</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Task 6 - Participants plan a session (GAG)</td>
</tr>
<tr>
<td>2.5 hours</td>
<td>Field</td>
<td>Task 7 - Participants deliver (GAG)</td>
</tr>
<tr>
<td>5 min</td>
<td></td>
<td>Task 8 - Self Assessment</td>
</tr>
<tr>
<td>30 min</td>
<td>Classroom</td>
<td>LF Mini Lecture - Principles of the Game</td>
</tr>
</tbody>
</table>
# Course Outline

<table>
<thead>
<tr>
<th>Hours</th>
<th>Location</th>
<th>Content</th>
</tr>
</thead>
<tbody>
<tr>
<td>20 min</td>
<td>Classroom</td>
<td>Task 9 - Planning a coaching session - Attacking/Defending Principles</td>
</tr>
<tr>
<td>90 min</td>
<td>Field</td>
<td>Task 10 - Practice coaching session - Attacking Principles</td>
</tr>
<tr>
<td>90 min</td>
<td>Field</td>
<td>Task 10 - Practice coaching session - Defending Principles</td>
</tr>
<tr>
<td>5 min</td>
<td>Classroom</td>
<td>Task 11 - Self Assessment</td>
</tr>
<tr>
<td>1 hour</td>
<td></td>
<td>LUNCH</td>
</tr>
<tr>
<td>25 min</td>
<td>Classroom</td>
<td>Task 12a - Safety and liability</td>
</tr>
<tr>
<td>15 min</td>
<td>Classroom</td>
<td>Task 12b - Safety - Emergency Action Plan (EAP)</td>
</tr>
<tr>
<td>45 min</td>
<td></td>
<td>Mini-lecture - Game management - format</td>
</tr>
<tr>
<td>60 min</td>
<td>Field</td>
<td>Task 13 - Model coaching by the LF - Goalkeeping</td>
</tr>
<tr>
<td>45 min</td>
<td>Field</td>
<td>Task 14 - Model coaching by the LF - Simple Rules of the game &amp; set plays</td>
</tr>
<tr>
<td>15 min</td>
<td>Classroom</td>
<td>Conclusion and Course Evaluation</td>
</tr>
</tbody>
</table>
Course Objectives
Goals of the Course

Get more information

- CSA's **Long Term Player Development** model “*Wellness to World Cup*”
- What is the game of soccer
- **Resource** that you can use to plan your sessions
- **Advice** you can use to work with players and parents in this stage
- Help you understand the **development stage** of the children you are working with.

Better understand

- Physical Literacy
- Role of the coach
- How to **manage** your sessions/matches using appropriate content
- Allow you to **deliver** some age appropriate content and **provide feedback**.
- Consider the **safety factors** involved in running a session
What is LTPD?
Long Term Player Development (LTPD)

- **Launched in 2008** by the Canadian Soccer Association.
- Follows the *principles of athlete development* as laid out in the generic model Long Term Athlete Development (LTAD).
- The seven stage model provides a *framework* for development that ensures *enjoyable lifelong playing* opportunities for players of all levels of ability, as well as development of a *pathway for elite players* who pursue excellence.
NEW CSA/NCCP LTPD ALLIGNED COACHING CERTIFICATION PATHWAY
Coaching Pathway – Community Sport Stream

COMMUNITY SPORT STREAM

Soccer for life

Learning to train

FUNdamentals

Active Start

1. Active Start
2. FUNdamentals
3. Learn to Train
4. Train to Train
5. Training to Compete
6. Training to Win
7. Active for Life
Physical Literacy as a Foundation of Participation and Excellence

PARTICIPATION
- Active for life

EXCELLENCE
- Train to win
- Train to compete
- Train to train

PHYSICAL LITERACY
- Learn to Train
- FUNdamentals
- Active Start
CSA – NCCP STATUS

Learning to train + Making Ethical Decisions = Trained
What is Physical Literacy?
What is Physical Literacy?

Physical Literacy gives children the **tools** they need to take part in physical activity and sport, whether they choose **high performance** or simply **lifelong recreational play**.

- **Fundamental Movement Skills**
- **Fundamental Sports Skills**
- **Reading the Environment** (Decision making skills)
In a wide range of physically challenging situations
- With more poise
- With more economy
- With more confidence

In different environments (Land, water, ice, air)
- Read the situation
- Anticipate what is next
- Respond appropriately

Well established sense of physical self
Self esteem and self confidence

Margaret Whitehead & CS4L Expert group
Physical Literacy as a Foundation of Participation and Excellence

Physical Literacy
- Learn to Train
- FUNdamentals
- Active Start

Boys 9-12
Girls 8-11
Fundamental Sport Skills

Boys 6-9
Girls 6-8
Fundamental Movement skill

Boys 0-6
Girls 0-6
Basic Human Movements

See ➔ Interpret ➔ Plan ➔ Execute

Margaret Whitehead & CS4L Expert group
Physical Literacy
Learning Fundamental skills

Body grows and matures

The child's body is not mature enough to learn the Fundamental Movement Skills
The child's body is "Ready to Learn"
Optimum time to learn the Fundamental Movement Skills
Optimum time to teach
Time for Remedial Work

Give child a wide range of movement opportunities
Remedial instruction

Birth | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11

Age
Role of the “Grassroots Coach”
Task 1
“Youth prefer to be stimulated instead of being instructed.”

Johann Wolfgang von Goethe

FIFA Grassroots manual
Role of the Coach Profile

- Teaching and organisational skills
- Knowledge of children
- Basic knowledge of soccer

L2T Educator
What is Soccer?
How do we learn the game?
What is soccer?

To young players the game of soccer is all about the ball, as they progress in the sport it's about developing the BASIC skills and developing an understanding for the fundamentals of the game.

- As players progress, they **begin to recognize game situations** that they have experienced and **how those problems were solved**.
- For this reason all training should relate to the **game in a simple form** as well as **more difficult game situations**.
- **Repetition** is the key to learning.
What is soccer?

GAME SITUATION

4 attackers (in blue) against 6 defenders (in red) + one goalkeeper (in black)

Offensive situation: 4 v 6
Defensive situation: 6 v 4

COACHING FORMULA

Considering the age group of the players, a coach can take this game situation and develop it into a training session.

1. Chose a **THEME**
2. Have an **AIM and OBJECTIVE**
3. Utilizing a **SPECIFIC AREA ON THE FIELD, CREATING A VISUAL CUE** and **DIRECTION** for his/her players
What is soccer?
From the game to training

Example of a theme at training

Attack:

Game situation: 1 v 0

One player with a ball

GAME SITUATION

1 attacker (in blue) vs One goalkeeper (in black)

Offensive situation: 1 v 0 Sequencing against a goalkeeper

COACHING FORMULA

THEME: Individual progression to goal
OBJECTIVE: Attack the goal
ZONE OF THE FIELD: Wing – offensive 1/3
VISUAL CUE: Goal (keeper) – field lines
DIRECTION: Towards a goal

COACHING POINTS:
• Ability to run with the ball at pace
• Head up, keeping speed, maintaining ball possession
• Ability to sequence with a shot (to score)
What is soccer?
From the game to training

Example of a theme at training

**GAME SITUATION**
- 1 attacker (in blue)
- **versus** 1 defender approaching from behind (in red)
- 1 goalkeeper (in black)

**Offensive situation:** 1 v 1
**Sequencing with a shot on goal**

**COACHING FORMULA**

**THEME:** Individual progression to goal

**OBJECTIVE:** Attack the goal + options to solve the problem of the defender (approaching from behind)

**ZONE OF THE FIELD:** Wing - offensive 1/3

**VISUAL CUE:** Goal (keeper) - Field lines opponent

**DIRECTION:** Towards a goal

**COACHING POINTS:**
- Ability to run with the ball at pace
- Solve problem of the defender (fakes, change of direction, rhythm and speed)
- Head up, keeping speed, maintaining ball possession
- Ability to sequence with a shot (to score)
What is soccer?

Define the game situations illustrated below?

Define the coaching formula for each?

Progression: 2
Game Situation: 1v1

Defender Approaches from the side

Defender Approaches from in front
What is soccer?

Coaching Attack with Progressions

Define the game situations illustrated below?
Define the coaching formula for each?

Game situation: 2 v 1
Game situation: 2 v 2
Game situation: 2 v 3
What is soccer?

Coaching Attack with Progressions

Define the game situations illustrated below?

Game situation: 3 v 3

Game situation: 3 v 4

Game situation: 4 v 4

Define the coaching formula for each?
Role of the coach
Player characteristics

- Teaching and organisational skills
- Knowledge of children
- Basic knowledge of soccer

L2T Educator
Task 2
Think and Share

• Read pages 27 to 28 in the Reference Material section at the end of this workbook

• Once you are done, answer the following questions individually:
  1. What are the development characteristics of children at the L2T stage?
  2. What are the differences between children in the early stage and late in the stage?
  3. What are the practice recommendations of children in the stage?

• Share your answers with another coach

• Take the time to add to your answers during or after the discussions and debrief
Debrief

The effect of the role-model is very important at this stage. Children begin to identify with famous players and successful teams, and they want to learn imaginative skills. Skill demonstration is very important, and the players learn best “by doing.” Players move from self-centered to self-critical, and they have a high stimulation level during basic skills training.

This is also an important time to teach basic principles of play and to establish a training ethic and discipline. Repetitions are important to develop technical excellence, but creating a fun and challenging environment is still essential for stimulating learning.
Task 3
Teaching & organizational skills
Role of the coach
Teaching & organizational skills

Teaching and organisational skills

L2T Educator

Knowledge of children

Basic knowledge of soccer
Task 3
Jig Saw

What should you consider:

1. During a practice, how would you do the following as a coach?
   a. Choose an activity
   b. Organize an activity
   c. Run an Activity

2. What type of manner and appearance should a coach have with his players?

3. How will you manage the parents during your coaching responsibilities?
The tasks of the “Grassroots coach”

Coaching in training

- GAG
  - Methodology

- PLAN
  - Organisational & Communication skills
  - Demonstration, implementation and corrections

- Communication
  - Formation

Coaching in match

- Establishing team spirit (feedback)
- Rotating & substituting players
- Planning the game – Warm up

Leading

- Emotional and technical leadership
- Teaching by encouragement
- Role model

Managing

- Safety
- Parents
- Player social environment
The tasks of the “Grassroots coach”

Teaching and organisational skills

• Managing the training sessions
• Managing the game
The Role of the Coach

1. Plan the session
2. Organisation
3. Running the session
4. Manner and appearance
5. Managing the game
6. Safety
7. Managing the parents
Task 4
L2T
Model coaching by the Learning Facilitator
Sample L2T Session

- Instructor will deliver Model FUNdamental session using the participants as players. Key elements to be brought out by instructor.
Task 5
Key elements of a successful field session
Field equipment required to run the session, I need to:

- Must have inflated and appropriately sized ball per player

Be resourceful!
Planning the session

Determine your objective
- Number of players
- Level of the players
- Select exercises & games

Plan the roll out
- Equipment
- Organise the space
- Execution (based on methodology)

Plan the evaluation
- FUN
- Learning
- Playing
Organization

- Show up early to allow time to set up the field and equipment prior to players arriving.

- Have a designated area they can go and practice with friends/parent while others arrive.

- Define areas clearly with cones. Have a specific area set up for balls and pinnies.
Role as a coach
Methodology during the session
Command style
- “Stop! Stand still! I want you to always shoot using your instep like this...”

Question & Answer
- “Stop! Stand still! In this situation, how many passing options to you have and which one do you think would be best?”

Guided discovery
- In a context – giving time to players to achieve a task (how many times can you score after a penetrating passes to a player running onto?”
Managing the parents

Meeting set up before the start of the first activity (ideally) or immediately after the 1st session

Introduce yourself, as well as introducing your assistants

Present the objectives and how you intend to work

Share responsibilities with the parents

Ask for the vacation dates for better planning
The Practice Session
Methodology
Game : Activity : Game
Game : Activity : Game (GAG)
GAME – ACTIVITY – GAME (GAG)

**Ingredients**

**COMPONENTS OF THE INTRO GAME**
- One ball
- Bi-directional on goals (or zones/targets if needed)
- Two teams (although neutral players may be used if needed)
- Regular rules of the game (conditions may be added to emphasize the theme);

**COMPONENT OF AN EXERCISE**
- Exercise to simplify the game (complimentary theme)
- Activity is placed in the area of the field it occurs in the game (if possible)
- Could be simple or complex (closer to game situation)

**COMPONENTS OF THE FINAL GAME**
- One ball
- 2 goals
- Rectangular field
- 2 equal teams
- Regular rules of the game
GAME – ACTIVITY – GAME (GAG)

Advantages

ADVANTAGES OF THE INTRO GAME
- It is FUN
- It is a form of a game
- High decision making
- Presents the two basic elements of cooperation and opposition

ADVANTAGES OF AN EXERCISE
- Allows for a more simplified practice activity
- High repetition of a skill required in a game situation
- All players get an opportunity to try
- Activity is often placed in the area of the field as it occurs in the game

ADVANTAGES OF THE FINAL GAME
- It is FUN (it is a game)
- High decision making
- Learning from the game
- It is realistic
- Players try the repeated skills back in the game
Task 6

Learn to Train

Participants planning the delivery of a coaching session
Plan the delivery of the exercise provided
Task 7
Learn to Train
Practice Coaching Session
Task 7
Practice Coaching Session
### Task 3 - Self Coaching Assessment (5 min)

**Activity:** Pair and Share

**Process:**
After the field session, take the time to share with a partner the Self Assessment form you have completed during your practice coaching session. Try to list things that went well, and things you would do differently if you would run this activity again in the future. Practice being an active and effective listener when another coach is commenting on your performance.

<table>
<thead>
<tr>
<th>Organization</th>
</tr>
</thead>
<tbody>
<tr>
<td>Use of space</td>
</tr>
<tr>
<td>Realistic</td>
</tr>
<tr>
<td>Appropriate</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Content</th>
</tr>
</thead>
<tbody>
<tr>
<td>Clear</td>
</tr>
<tr>
<td>Demonstration</td>
</tr>
<tr>
<td>Coaching Style</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>General Impression</th>
</tr>
</thead>
<tbody>
<tr>
<td>Confident</td>
</tr>
<tr>
<td>Enthusiastic</td>
</tr>
<tr>
<td>Respectful</td>
</tr>
<tr>
<td>Control</td>
</tr>
</tbody>
</table>
Mini-lecture
Principles of the game
### Principles of play

<table>
<thead>
<tr>
<th>IN POSSESSION</th>
<th>NOT IN POSSESSION</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>FIELD OCCUPATION</strong></td>
<td><strong>System of play</strong> (see slide 60)</td>
</tr>
<tr>
<td><strong>PLAYER MOVEMENT</strong></td>
<td><strong>Team Block (Dispersal)</strong></td>
</tr>
<tr>
<td></td>
<td><strong>Player movement (mobility)</strong></td>
</tr>
<tr>
<td><strong>BALL CIRCULATION</strong></td>
<td><strong>Progression – create uncertainty</strong></td>
</tr>
<tr>
<td><strong>INDIVIDUAL ACTIONS</strong></td>
<td><strong>Improvisation</strong></td>
</tr>
</tbody>
</table>
Team Bloc (Dispersal)
On gaining possession players spread out front to back and sided to side, in order to stretch and pull defenders out of position.
**Offensive Principles of play**

Player movement (mobility)

Good supporting positions by getting unmarked.

Player movement (with and without the ball) to create space and unbalance the opponent.
Progression – create uncertainty

Can we score or effectively progress with the ball by shooting, dribbling or passing the ball behind the opposition, into our teammates feet or to a negative supporting option.
Improvisation with the ball
Unexpected actions. Make use of individual technical skills to unbalance a tight defense
Team Block (Compactness)

Reduce the spaces: compact defense by reducing the spaces between the defenders (depth/width).
Delay – create certainty

Limit the choices and speed of progression by closing down the player in possession, provide cover close and away to anticipate the play and make the play predictable.
**Team balance**

Sealing off dangerous space away from the ball in order to keep the defensive lines compact and limit the opponents attacking options. (pressure, direction, interception, loss of possession)
Control & Restraint (Patience)
Pressure on the ball carrier - Being patient and waiting for the correct moment to attempt to win the ball
Task 9
Learn to Train
Participants planning the delivery of offensive and defensive combination plays
Plan the delivery of the exercise provided
Task 10
Learn to Train
Candidates delivering their session
Task 10
Delivering a session (2 x 90 mins)

Attacking & defending principles
Task 11 - Self Coaching Assessment (5 min)

1. List 3 things that went well during your delivery:

2. List 3 things that you would do differently if you would run this activity again:
Task 12 a.
Safety, Injuries and Liability
What are the key potential risks to consider in soccer?

- Coach must manage key potential risks:

  - **Environment**
    - Field & Weather
  
  - **Equipment**
    - Unsafe goals
    - Damaged soccer balls

  - **Human risks**
    - Variety of strength & weaknesses of players

*Gathering of information (Pre-existing conditions)*
Strategies for Managing Risk

Information to gather

- Risks of the activity
- Participants’ medical information
- Participants’ contact information in case of emergency
- Facility safety checklist
- Past injury reports
- Sample forms are provided in toolbox

Actions to take

- Planning
- Designing an Emergency Action Plan
- Inspecting equipment and facilities
- Informing participants and parents
- Supervising activities
What can you do to prevent injuries during the season?

### Preventing injuries during practice & competition:

**Before a practice or competition**
- Inspect equipment and facilities
- Meet with the officials
- Prepare an Emergency Action Plan
- Plan specific safety measures for the practice/competition

**During a practice or competition**
- Inform participants of specific safety measures relating to activities, facilities, and equipment
- Ensure there is proper supervision
- Evaluate participants
- Ensure that fair play principles are followed

**After a practice or competition**
- Store equipment safely
- Fill in an accident report if necessary
## What would be the key elements of an Emergency Action Plan?

### Access to telephones
- Cell phone, battery well charged
- Training venues
- Home venues
- Away venues
- List of emergency phone numbers (home competitions)
- List of emergency numbers (away competitions)
- Change available to make phone calls from a pay phone

### Participant information
- Personal profile forms
- Emergency contacts
- Medical profiles

### Directions to access the site
- Accurate directions to the site (practice)
- Accurate directions to the site (home competitions)
- Accurate directions to the site (away competitions)

### Personnel information
- The person in charge is identified
- The call person is identified
- Assistants (charge and call persons) are identified
What would be the steps to follow when an injury occurs?

**Step 1:** Control the environment so that no further harm occurs
- Stop all participants
- Protect yourself if you suspect bleeding (put on gloves)
- If outdoors, shelter the injured participant from the elements and from any traffic

**Step 2:** Do a first assessment of the situation
If the participant:
- is not breathing
- does not have a pulse
- is bleeding profusely
- has impaired consciousness
- has injured the back, neck or head
- has a visible major trauma to a limb
- Cannot move his/her arms or legs or has lost feeling in them

*If the participant does not show the signs above, proceed to Step 3*

**Step 3:** Do a second assessment of the situation
- Gather the facts by asking the injured participant as well as anyone who witnessed the incident
- Stay with the injured participant and try to calm him/her; your tone of voice and body language are critical
- If possible, have the participant move himself/herself off the playing surface. Do not attempt to move an injured participant.
Step 4: **Assess the injury**
Have someone with first aid training complete an assessment of the injury and decide how to proceed.
If the person trained in first aid is not sure of the severity of the injury or there is no one available who has first aid training, activate EAP. If the assessor is sure the injury is minor, proceed to step 5.

Step 5: **Control the return to activity**
Allow a participant to return to activity after a minor injury only if there is no:
- Swelling
- Deformity
- Continued bleeding
- Reduced range of motion
- Pain when using the injured part

Step 6: **Record the injury on an accident report form and inform the parents**
Task 12 b.

Safety

Think and Share
Read the following scenario and answer the question below on what you would do (page 19 of your CW):

“Assume you are running a practice with your young players. While you’re working with a group of kids, another one comes to you in a panic and tells you that two of his/her teammates have just collided and that they knocked their heads together hard. One appears to have lost consciousness and seems disoriented.”
Game management
Mini-lecture
Match contributes to the development of the player

The player perform in the match

Long term player development
## Managing the game

<table>
<thead>
<tr>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>Planning the game (formation)</td>
</tr>
<tr>
<td>Warm up (From the sessions provided by the CSA)</td>
</tr>
<tr>
<td>Everyone plays – planning the timing - substitutions</td>
</tr>
<tr>
<td>Players rotate position</td>
</tr>
<tr>
<td>Laws of the game</td>
</tr>
<tr>
<td>Feedback</td>
</tr>
</tbody>
</table>
Game structure!

Recommended training times: 45 to 70 minutes

Season length: 18 to 20 weeks, indoor and/or outdoor

Other recommendations:
- All players **play equal time and try all team positions**, including goalkeeping;
- The training to competition ratio should be **2 to 3 sessions for every game**;
- No league standings;
- Game format are organized to support basic playing experience

<table>
<thead>
<tr>
<th>Game Format</th>
<th>Squad Size</th>
<th>Game duration</th>
<th>Ball Size</th>
<th>Min/Max width</th>
<th>Min/Max length</th>
<th>GOAL SIZES no larger than</th>
</tr>
</thead>
<tbody>
<tr>
<td>6 v 6</td>
<td>Ideal8/Max 10</td>
<td>2 x 25 min.</td>
<td>3/4</td>
<td>30 to 36m</td>
<td>40 to 55m</td>
<td>6f/1.83m X 14f/4.27m</td>
</tr>
<tr>
<td>7 v 7</td>
<td>Ideal9/Max 12</td>
<td>2 x 25 min.</td>
<td>4</td>
<td>30 to 36m</td>
<td>40 to 55m</td>
<td>6f/1.83m X 16f/4.88m</td>
</tr>
<tr>
<td>8 v 8</td>
<td>Ideal11/Max 14</td>
<td>2 x 30 min.</td>
<td>4</td>
<td>42 to 55m</td>
<td>60 to 75m</td>
<td>6f/1.83m X 18f/5.49m</td>
</tr>
</tbody>
</table>
Managing the Game - Format

Formation 1

Formation 2

6 v 6 Game

1-3-1

2-1-2
Managing the Game - Format

6 v 6 Game
Formation 3

2-2-1

7 v 7 Game
Formation 1

3-2-1
Managing the Game - Format

Formation 2

7 v 7 Game

Formation 3

2-3-1

3-1-2
Managing the Game - Format

Formation 3

8 v 8 Game

Formation 1

3-1-3

3-2-2
Managing the Game - Format

8 v 8 Game
Formation 3

2-3-2
Task 13

LF session on the Goalkeeper
Task 14
Model coaching by the LF – Simple Rules of the game & set pieces
Wrap-up & Evaluation
Measuring Success

How do you judge the success of your mini soccer program?

- Did they play?
- Did they enjoy?
- Did they learn something?
- The players are looking forward to coming back next session / next year

How does your club judge the success of the program?

- The players come back
- Equally as important, you the coaches come back for another year and develop a love from working with players.

You will be much more comfortable the second year coaching in the program – you will know what works and will be much more confident to try new things.
TIPS TO MAKE YOUR COACHING ENJOYABLE?

- Parent meeting at the end of the first session.
- Introduce yourself, assistant coach(s). Ask for help if needed. Snack, equipment, uniforms, festivals, photos, assistant coach.
- Outline the basic objectives of the program.
- Consider giving them a one page hand-out with the information on it.
- Phone chain/e-mail chain - can be organized to maximize communication.
- Sharing of responsibilities.
- Safety measures (players phone number, emergency numbers, Med.Ins. Number, etc...). Club should provide !!!!
- Understand that summer programs players will go on vacation and numbers will drop. Combine with neighbors team to make session work.
Wrap-up and Evaluation

Coaches, take a few minutes to review and make any further notes.

Please take a few minutes and share a thought of two about the workshop.

Please complete a workshop evaluation form.
Thank you for your participation in this workshop and for your commitment to helping children playing soccer at the Learning to train level.

- **What next?** The CSA and NCCP offer other workshops for coaches in the Physical Literacy Stream. More information can be found at the websites below:
  - Canadian Soccer Association: [www.SoccerCanada.com](http://www.SoccerCanada.com)
  - Coaching Association of Canada: [www.coach.ca](http://www.coach.ca)

- **Some of the best resources you have now are one another, so why not keep in touch and help each other out?**
Thank you !!!!!