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National
Coaching
Certification
Program



Programme
national de
certification des
entraîneurs

COACH WORKBOOK



Soccer for Life

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Soccer for Life

Course Outline

Day 1

Hours	Location	Content
30 min	Classroom	Course Registration and Introduction
20 min		Task 1 - Role of the coach – What is soccer?
20 min		Task 2 - Role of the coach – Knowledge of the players
20 min		Task 3 - Role of the coach – Teaching & organizational skills
60 min	Field	Task 4 - Model coaching by the Learning Facilitator (LF)
30 min	Classroom	Task 5 - Key elements of a successful session
1 hour	Lunch	
20 min	Classroom	Mini Lecture - GAG Methodology
30 min	Field	Task 6 - Planning the delivery of a session
2.5 hours		Task 7 - Practice Coaching session
5 min		Task 8 - Self Coaching Assessment
30 min	Classroom	LF Mini Lecture on the Principles of the game

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Soccer for Life

Course Outline

Day 2

Hours	Location	Content
20 min	Classroom	Task 9 - Planning a Coaching Session – Attacking/Defending
2 x 90 min	Field	Task 10 - Practice Coaching Session - Attacking/Defending Principles
5 min	Field	Task 11 - Self Coaching Assessment
1 hour	Lunch	
25 min	Classroom	Task 12 - Safety and Liability
15 min	Classroom	Task 13 - Safety - Emergency Action Plan (EAP)
45 min	Classroom	Task 14 - Systems and Styles of Play
60 min	Field	Task 15 - Model Coaching by the LF -
45 min	Field	Task 16 - Model Coaching by the LF – FIFA Laws
10 min	Classroom	Conclusion and Course Evaluation

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Goals of this clinic

This clinic has been designed for the community coach in soccer who is working with players in the Active For Life stage.

The objective is to assist a coach, regardless of prior soccer background, to gain the knowledge required to work with players in order to facilitate their soccer development.

The goals of this workshop are to help prepare you to do some of the things that will be required of you as an Active for Life coach. We will focus on the following:

- To provide information on Canadian Soccer Association's Long Term Player Development model "Wellness to World Cup"
- Provide you with some information to help you understand the development stage of the children you are working with
- Consider the safety factors involved in running a session
- Show you how to manage your sessions using appropriate content
- Provide you with a resource that you can use to plan your sessions this summer
- Provide you with advice you can use to work with players and parents in this stage



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COMMUNITY SPORT MODEL: SETTING THE PRACTICE SCENE



You will find the following symbols in this Workbook



This symbol means refer to the *Reference Material*



These symbols mean that you can refer to the material on the coach DVD or download it from the web site



This symbol indicates that the next activity will be on the field

Task 1 - Role of the Coach (20 min) - What is Soccer?

Activity: Sprint of ideas

Process:

The LF will give you 2 minutes to list a variety of ways how you can learn the game!

The LF will do a mini-lecture for you to get a basic understanding of “What is soccer”

Task 2 - Role of the Coach – Knowledge of the players (20 min)

Activity: Think and Share

Process:



1. Read pages 24 to 31 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 players in the early stage of Soccer for Life?
2. What are the development characteristics of players in the late stage of Soccer for Life?
3. What are the practice recommendations of players in the stage?

2. Share your answers with another coach.

3. Take the time to add to your answers during or after the discussions and debrief.

Tip:

Understanding what motivates children to participate in sport and coaching according to those motivations will go a long way toward keeping children involved in sport. The truest measures of your success as a community coach are the smiles on faces of the children and whether you are gaining children in your program or losing them. Children get better at a sport through practice and encouragement. They will come to practice eagerly if they are feeling successful and are having fun.

Task 3 – Role of the Coach - Teaching and organisational skills (20 min)

Activity: Jig Saw

Process:

1. The LF will assign to 3 separate small groups one of the following questions:
 - 1.1 *Before a session: what would I consider*
 - 1.2 *Related to the set up*
 - 1.3 *Related to my players*
 - 1.4 *Related to myself*
 - 1.2 *During the practice, what would I consider*
 - 1.2.1 *Related to the set up*
 - 1.2.2 *Related to my players*
 - 1.2.3 *Related to myself*
 - 1.3 *After the session, what would I consider*
 - 1.3.1 *Related to the set up*
 - 1.3.2 *Related to my players*
 - 1.3.3 *Related to myself*
2. Within your small group, come up with a common answer and prepare yourself individually to explain this answer to someone else in the class:
Our assigned question is _____

3. The LF will now regroup you so that you will find yourself with 2 coaches that have worked on the 2 other questions. You will each have a chance to present the common answer that you have previously prepared with your initial group.
4. The LF will now conduct a mini-debrief session on this topic.



Task 4 - Model Coaching by the Learning Facilitator (60 min)

Activity: Observation and participation

Process:

The Learning Facilitator will demonstrate on the field how to coach a S4L session. Make sure to bring a pen/pencil and your workbook with you when you leave the classroom for the field.

1. Individually, take notes on how the facilitator follows the guidelines for:

- Selecting the Activities
- Organization
- Safety before and during the session
- Demonstration and Explanation
- Manner and appearance

Notes:

2. Share your answers with another coach.

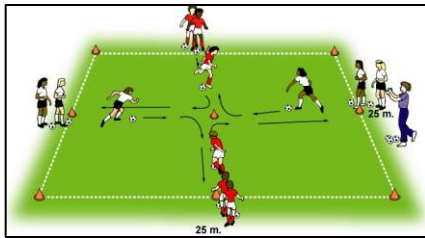
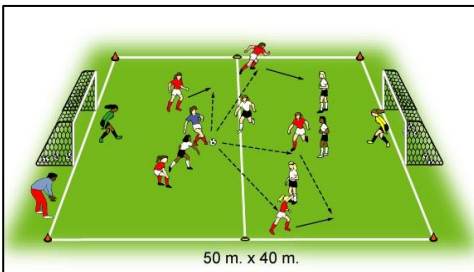
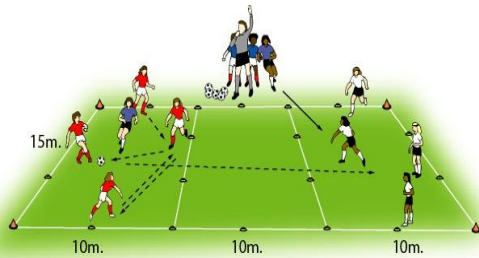
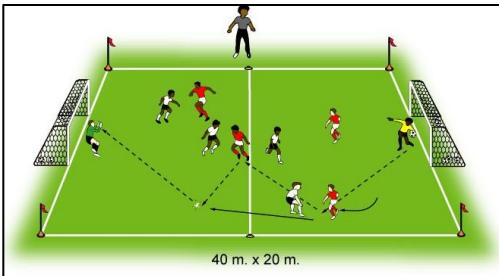


Phase	Time	Activity Name	Emphasis
Warm up/Agility	10-12 mins		
Break	2 mins		
Small side Games	10 mins		
Break	2 mins		
Technical/Tactical Work	15 mins		
Break	3 mins		
Small sided Games	10 mins		
Cool Down	5 mins		

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Example of a “Soccer For Life” session

Phase	Time	Activity Name	Coaching Points
<p>Warm up/Agility</p> <p>Four groups of 3 players working in a 25x25m area as shown.</p> <ul style="list-style-type: none"> • A ball per player. • Nine markers breaking the area down into four quarters. 	10-12 mins		<p>Carry out the exercises at a jogging pace.</p> <ul style="list-style-type: none"> • Exaggerate the movements. • Work in both directions so that each player gets to work with both feet.
Break	2 min		Hydration/rest
<p>Small Sided Games</p> <p>Two teams of 6 including the GKs, plus 1 neutral player.</p> <ul style="list-style-type: none"> • Neutral player always plays for the team in possession. • Playing field of 50x40m. • All soccer balls in the goals. • Play starts with the GK. 	10 mins		<p>Accurate passes with good ball speed.</p> <ul style="list-style-type: none"> • Open your body to the play when receiving a pass. • Support in triangles – wide and deep. • Don't support too close to the ball. Remember: distance = time. • Be seen between players
Break	2 min		Hydration/rest
<p>Technical/Tactical</p> <p>Set-up area 30x15m</p> <ul style="list-style-type: none"> • Divide players into three groups of four and position them as shown. • Central area is a “no go zone”. • Play takes place in the end zones only. • Teams must switch roles by going around coach. 	15 mins		<p>Accurate passes with good ball speed.</p> <ul style="list-style-type: none"> • Open your body to the play when receiving a pass. • Support in triangles – wide and deep. • Don't support too close to the ball. Remember: distance = time.
Break	3 min		Hydration/rest
<p>Small sided Games</p> <p>Two teams of 5 including the GKs.</p> <ul style="list-style-type: none"> • Playing field of 40x20m. • One goal at each end. 	10 mins		<p>Draw the defender by running at him and get it back behind the defender.</p> <ul style="list-style-type: none"> • Disguise the pass (use outside of foot, open out and play back inside, etc) • Work in triangles with support player

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Key Factors for Coaching Techniques

The Soccer for Life Stage:

Dribbling:

Ball close to body

Attack defender straight-on

Timing

Change of speed/Direction

Passing:

Target (awareness)

Watch the ball

Part of the foot

Part of the ball

Heading:

Eyes open and on the ball

Direction

Part of the head

Contact through the ball

Receiving the Ball:

Body behind the ball

Decision-what next
(what/how)

Move to the ball

Directional touch
(cushioned surface)

Shooting:

Watch the ball

Part of the foot

Part of the ball

Accuracy before power

Support:

Angle of support (behind,
in front, to side of ball)

Distance from ball

Timing of movement

Communication (Verbal &
Body Language)

1v1 Defending:

Goal side/Ball side

Angle of approach

Speed of approach

Group Defending:

Nearest player pressure
the ball

Other players support first
defender

Tight and Loose Marking

Compactness

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Task 5 – Key elements of a successful field session (30 Min)

Activity: Small group Poster Presentation

Process:

1. **The LF will now divide you in 4 groups. Each groups will be assigned one of these 4 questions:**
 1. What field equipment is required to run the session and what would you use it for?
 2. When teaching a new skill, I need to consider:
 3. When deciding on a teaching style to use in a given situation, I need to consider:
 4. What is meant by the term “game based learning” and how would you apply it to your sessions?
2. **Once you are set, your group needs to brainstorm on the assigned question and come up with a common answer. A recorder in your group will then create a giant poster using a flip chart to present it to the other groups afterwards. (10 min)**
3. **After 10 min of preparing your poster, a designated presenter will go around the other groups and present to them the answers you have agreed on. All presenters will rotate to one small group at a time. (15 min)**
4. **You may take personal notes on each of the questions during the different poster presentations.**

What field equipment is required to run the session and what would you use it for?

When teaching a new skill, I need to consider:

When deciding on a teaching style to use in a given situation, I need to consider:

What is meant by the term “game based learning” and how would you apply it to your sessions?

The LF will conduct a mini-lecture on the principles of what we call the GAG Session Structure. (20 min)



Task 6 – Planning a Coaching Session (30 min)

Activity: Small group work

Process:

- The LF will divide the class into small groups of 3.
- Using the practice plan template provided on page 9 of this workbook, your group has to design on a flip chart a session that would be appropriate to the needs of your players. Select the exercise based on the growth and development of the players. (you can find an example of a S4L session on page 10 of this document)
- You have 30 minutes to design your session. The Facilitator will briefly meet with each group to go over their sessions.

Important Notes:

Keep in mind that the session you are designing will actually be delivered by the members of your small group on the field later on. One after the other, you will each facilitate one of the activities you have just designed. Once on the field, your group will have five minutes to set up the group session and each member will have a specific number of minutes (determined by the LF) to run a part of the session you have designed. At the end of your group session, the LF will debrief your session with the entire class.

Task 7 - Practice Coaching Session (2.5 hours)



Activity: On field coaching

Notes:

- After delivering your own activity, take 5 minutes to fill up the “Self Coaching Assessment” below (Task 8).
- Once you are done, join the group to serve as a player for the other coaches.

Task 8 - 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:



LF Mini Lecture on the Principles of the game (30 min)

Rationale:

You have just heard during the LF mini-lecture that coaches should have an understanding of the basic Principles, which undergird effective team play. These Principles are divided into two categories; attacking and defending. Applying these Principles appropriately is the basis of tactical development.

Attacking Principles:

- **Dispersal** - The location of players in order to stretch and pull defenders out of position.
- **Support** - To keep possession we need support in front, to the side & behind the ball.
- **Penetration** - Can we score or advance the ball effectively
- **Mobility** - Movement and the interchanging of positions to unbalance defences.
- **Improvisation** - Doing the unexpected. Individual football techniques to unlock defences

Defending Principles:

- **Delay** - The prevention of forward passing options.
- **Depth/Cover** - Closely supporting the 1st defender and the restricting space for attackers
- **Compactness** - To assemble as quickly as possible as a team to protect vulnerable areas of the field.
- **Balance** – Sealing off the space away from the ball in order to keep the defensive lines compact and limit the opponents attacking options.
- **Control & Restraint (Patience)** – Being patient and waiting for the correct moment to attempt to win the ball.

Notes for Day 2:

Tomorrow morning in class, the LF will form new small groups of 3, will assign you a session template and you will prepare for the delivery of a new coaching session on the field, based on the Principles of Play.

End of Day 1 !



Task 9 – Planning a Coaching Session – Attacking/ Defending (20 min)

Activity: Small group work

Process:

- The LF will divide the class into new small groups of 3.
- The LF will assign to your group a pre-design template of a practice plan. Your task is to design a new practice plan based on a particular principle of Attack/Defence by using the template below.
- You have 20 minutes to design your session. The Facilitator will briefly meet with each group to go over the task.

SSG	
Tech/ Tactic	
SSG	

Reminders:

Keep in mind that when we go on the field, your group will have five minutes to set up your session and each member will have a specific number of minutes (determined by the LF) to run the part of the session you have prepared (activity). At the end of your group session, the LF will debrief with the entire class.



Task 10 - Practice Coaching Session – Attacking/Defending (2 x 90 min)



Activity: On field coaching

Process:

- After delivering your own activity, take 5 minutes to fill up the “Self Coaching Assessment” below.
- Once you are done, join the group to serve as a player for the other coaches.

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 – Safety and Liability (25 Min)

In this section, you will have a chance to reflect on how to provide a safe environment before, during, and after practices and games? This will be a good checklist that you can photocopy and use this season to remind you what to do.

Activity: **Pair and Share**

Process: Partner with another coach in the room and answer the following 3 questions below.

1. What are the potential risks to consider in soccer?

2. What would be the strategies for managing these risks?

3. What can you do to prevent injuries during the season?



Task 13 - Safety – Emergency Action Plan (EAP) - (15 Min)

Activity: Think and Share

Process: Read the following scenario and answer the question below on what you would do:

“Assume you are running a practice with your young players. While you’re working with a group of players, 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.”

Write what you would do below, step by step, if you were faced with this situation.

Pair and share your answers with another coach.

Read pages 32-34 & 41 in the Reference Material at the end of this workbook. The LF will then conduct a mini-lecture.



Task 14 - Systems and Styles of Play (45 min)

Activity: Town Hall Poster Presentation

Process:

1. The LF will now divide you in 4 groups. Each groups will be assigned one of these 4 questions:
 - a. List the different **philosophies** of play?
 - b. **Draw** your players on the field and present the different ways to organize your 11 players and explain why for each?
 - c. List the game **components**?
 - d. What are the different **moments** of the game?
2. Once you are set, your group needs to brainstorm on the assigned question and come up with a common answer. A recorder in your group will then create a giant poster using a flip chart to present it to the other groups afterwards. (15 min)
3. After 20 min of preparing your poster, a designated presenter from your group will present to the larger group (Town Hall) the answers you have agreed on. (15 min)
4. You may take personal notes on each of the questions during the different poster presentations.

A: _____

B: _____

C: _____

D: _____

5. Mini lecture by the LF (15 min).

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Task 15 - Model Coaching by the LF - Goalkeeping (60 min)

Activity: Observation and participation

Process:

The Learning Facilitator will demonstrate on the field how to run a goalkeeping session. Make sure to bring a pen/pencil and your workbook with you when you leave the classroom for the field.

1. Individually, take notes on how the facilitator follows the guidelines for:

- Selecting the Activities
- Organization
- Safety before and during the session
- Demonstration and Explanation
- Manner and appearance

Notes:

Task 16 - Task 16 - Model coaching by the LF – FIFA Laws of the game and Set Plays (45 min)

Activity: Observation and participation

Process:

The Learning Facilitator will use the small-sided game to teach FIFA laws of the game and demonstrate on the field how to run a session focusing on “Set Plays”.

1. Individually, take notes on how the facilitator follows the guidelines for:

- When is the ball in and out of play?
- When can the GK use their hands?
- What is a foul/stoppage?
- How is the game restarted?
- What is offside?

Notes:



Reference Material



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Introduction

The NCCP vision for children in community sport

Children play a sport in order to have fun and to be with friends. Every child involved in sport should have a positive experience, which is only possible when the sport environment is both physically and emotionally safe.

The children depend on you, the coach in community sport, to build and maintain the sport environment. Children will be able to develop a love for sport when your leadership is directed at valuing each and every one of them. You have an important opportunity to have an impact on the lives of the children involved in your program.

This workshop is intended to support your efforts by providing you the opportunity to learn and improve as a coach. Congratulations on taking the step to participate in this workshop, and thank you for the time that you are giving to develop sport for children in Canada.

A new structure for the NCCP

The NCCP is in the process of changing from its old structure with five levels (1 to 5) and three components (Theory, Technical, and Practical) to a new structure that is based on the three different streams in which coaching takes place in Canada.

THE NEW NCCP STRUCTURE

Community Sport

- Initiation
- Ongoing participation

Competition

- *Introduction*
- *Development*
- *High performance*

Instruction

- *Beginners*
- *Intermediate performers*
- *Advanced performers*

The NCCP recognizes community coaches as important leaders in the sport experiences of Canadian youth. This is reflected in the new structure of the program.

For more information on the changes to the NCCP, visit the Coaching Association of Canada website at www.coach.ca



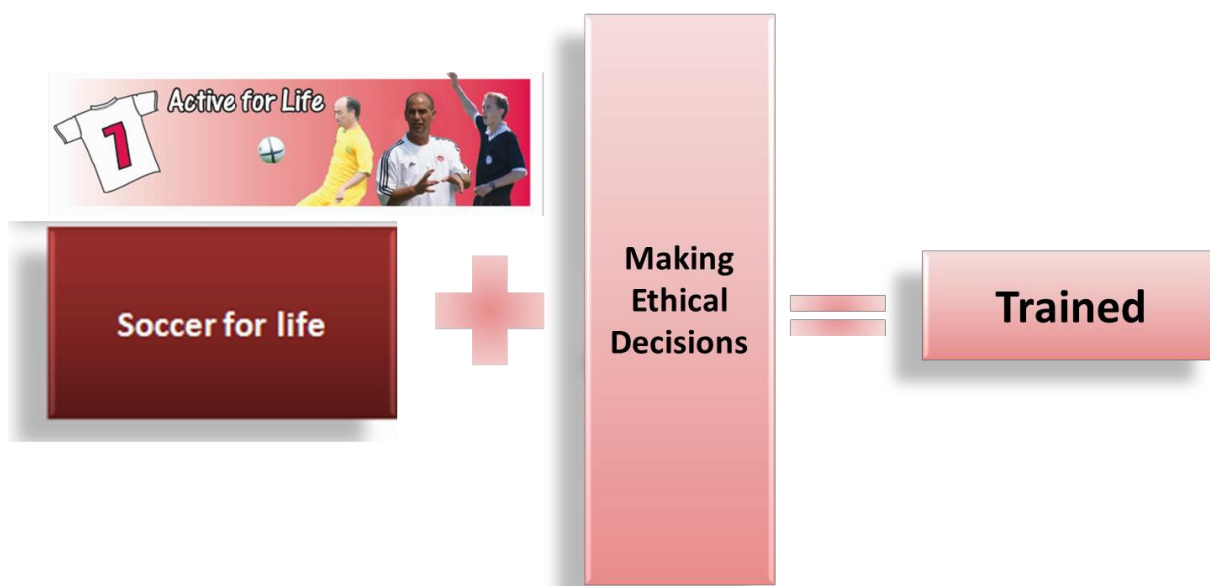
Long Term Player Development (LTPD)

Soccer is the largest participation sport in Canada and the world, providing healthy physical activity for players at all levels of ability. In June 2008, the Canadian Soccer Association launched their Long Term Player Plan (LTPD) "**Wellness to World Cup**". The seven stage model follows the generic Long Term Athlete Development (LTAD) model that has been adopted by numerous sports around the world to provide a comprehensive development foundation. Long Term Player Development (LTPD) is a program of soccer player development, training, competition, and recovery based on biological age (i.e. physical maturity) rather than chronological age.

LTPD is,
Player Centered
Coach Driven
Administration, Sports Science & Sponsor Supported

Under the CSA's leadership, LTPD can provide the framework for high quality programs at all stages that ensure enjoyable lifelong playing opportunities for players of all levels of ability, as well as development pathways for elite players who pursue excellence. The Canadian Soccer Association's Technical Department is striving to be at the leading edge of implementation of the LTPD and has modified the coaching development pathway to reflect the stages of development of the LTPD.

LTPD and Canadian Soccer Association Coaching Pathway – Community Stream



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Soccer for Life



STAGE 7: Soccer for Life 13 and up Female and Male “SOCCER FOR HEALTH & GRASSROOTS GROWTH”

At any stage in the LTPD model, regardless of their level of ability, players may decide to play soccer as a purely recreational sport so they can continue to enjoy the game and maintain lifelong wellness. They might be youth players who decide not to pursue high performance, or they might be top players from senior clubs, colleges, universities, and semi-professional teams who enjoy competition but do not intend to play at the international level. They might also be complete newcomers to the game who discover an interest in soccer in late adolescence or adult life. Players at all levels should have opportunities to become active in soccer coaching, officiating and administration. The recruitment and retention of players, coaches, referees and administrators is key to the ongoing development of both grassroots and elite soccer in Canada.

Youth Players

Many youth players pursue the dream of representing Canada; others play for simple enjoyment of the game, the camaraderie of being on a team, and the health benefits that the sport provides. LTPD seeks to provide opportunities for youth players to continue in the game, even if they do not pursue high-performance play.

Competitive and High-Performance Players

Many players with senior clubs, colleges, universities and semi-professional teams enjoy competition but do not intend to play at the international level. Along with thousands of adults playing in various competitive divisions, they deserve opportunities to continue playing at an appropriate level that sustains their passion for the beautiful game.

Newcomers

Soccer attracts newcomers of all ages who want to enjoy a team sport while learning new skills and improving their health and wellness. Opportunities should exist to encourage these latecomers to learn and play the game, regardless of their skill level or ability.

Player Retention

After they retire from playing, soccer players of all abilities (including senior club, high-performance and professional) should be encouraged to pursue careers as soccer coaches, mentors, referees, administrators or sport science specialists. Soccer and its governing bodies benefit when players are formally encouraged and retained within the fabric of the game.

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Player characteristics and training recommendations

Soccer Players in S4L Stage Who Are They?

Different Age Groups



Aims Per Age Category / Phase

AGE	AIM	CONTENT
12-16 year match is a mean to develop the player	To develop game maturity (11v11)	Team tasks, tasks per line, individual tasks
16-18 year match is the aim	To develop competition maturity	Content of the session based on match analysis
18 and up competition is the aim	To develop optimal maturity in top level football	Specialisation, multifunctional influencing

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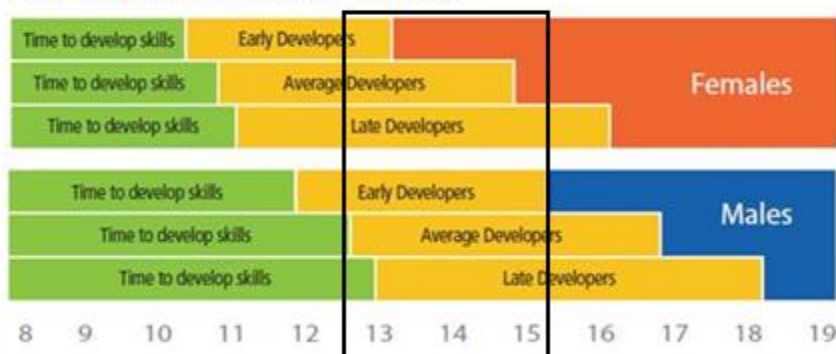
Player Characteristics 13-15 year olds

- Huge difference in growth rates of players in this stage.



Player Characteristics 13-15 year olds

- Onset of physical maturity
- Girls on average ahead of boys



- Potential for loss of coordination during this phase.
- Loss in technical ability – players may seem to be getting worse

Early Adolescence - Physical Development

Basic characteristics	General impact on performance	Implications for the coach
Significant proportional changes occur in bone, muscle, and fat tissue.	Athletes may temporarily lose some of their kinaesthetic awareness, their ability to 'know where they are'.	Because athletes will need to constantly change their positions, monitor carefully to ensure appropriate adaptations are being made.
Different parts of the body grow at different rates. Arm and leg length increases before the trunk.	Athletes may appear gangly and lose control of their extremities.	Make athletes aware of the effect of their changing body shape. Skills already refined may need to be re-learned.
Decreases in flexibility result directly from growth.	Movement may become restricted.	Emphasizes low stretching exercises.
Increases in growth and decreases in flexibility make adolescents prone to injury from acute impact.	Injury can result from exercise of an acute nature such as forced elongation of muscles during kicking and jumping or from overuse.	Vary land-based activities and activities to avoid overuse.
Girls begin their growth spurt between 10 and 14 years and grow at very different rates.	Athletes are very different sizes at the same age.	Be aware that age-related groupings may not be appropriate.
There is a significant increase in the production of red blood cells.	The oxygen transportation system is improved.	Introduce structured aerobic training to make the most of these changes. Only short duration anaerobic training is recommended.
The central nervous system is almost fully developed.	Agility, balance, and co-ordination are fully trainable.	Use this period for maximum improvement in skill development.
Abstract thinking becomes firmly established.	Adolescents should be part of decision-making processes and be more responsible for their decisions.	Base decision making for strategies on skill level.
A new form of egocentric thought develops.	The result may be a strong fear of failure.	Plan for success. Introduce coping strategies, including mental imagery.
Young people are eager to perfect their skills.	Structure successful skill learning based on individual needs.	Build on success. Be aware that athletes develop at very different rates and although early developers make early progress, include all athletes. Be aware that late developers may have greater potential.



Early Adolescence - Emotional Development

Basic characteristics	General impact on performance	Implications for the coach
Physical, mental, and emotional maturity may not develop at the same time.	Athletes who look mature may not act it. Confusion or anxiety may arise.	Develop communication skills and understanding.
Tensions may arise between adults and adolescents.	Adolescents need help to cope with their physical and emotional changes.	Ensure two-way communication channels are always open. Allow athletes input into the decision making.
Hormonal activity increases.	Athletes may experience mood swings and behaviour may change.	Communicate and accept changes, but don't let hormonal changes be an excuse for negative behaviour.
Social interaction between males and females becomes important.	Athletes want to form friendships and it is important to allow time for them to develop positive relationships.	Try to organize social events that allow social interaction.

Late Adolescence - Physical Development

Basic characteristics	General impact on performance	Implications for the coach
Post-menarche height begins to stabilize. Increase in height is about 5%. Stabilization of muscular system also occurs.	Muscles have grown to mature size, but increases in muscular strength continue into the 20s.	Maximize strength training to bring about overall improvement. Optimize neuromuscular training.
Skeletal maturation continues.	Connective tissue is strengthening.	Continue progressive overloading in training.
By 17, girls have generally reached adult proportions.	Girls proportionately gain more weight during this period.	Optimize aerobic training. Be aware of how to deal with weight gains. Teach athletes how to compete in varied circumstances.
Rate of improvement in motor ability declines.	Rate of improvement in skill development declines.	Be aware that the rate of improvement in motor ability will be slower, but improvement will still be made.



Late Adolescence - Mental and Cognitive Development

Basic characteristics	General consequences for performance capabilities and limitations	Implications for the coach
Generally by 16, the brain has reached adult size, but continues to develop neurologically.	Athletes can understand the technical requirements of their sport.	Make sure athletes understand why they are doing certain things.
Critical thinking becomes more established.	Athletes can make decisions about their training pathway.	Allow athletes input and reduce the amount of feedback and make athletes think for themselves. Develop awareness of performance by increasing kinaesthetic knowledge.
There should be complete understanding and acceptance of the need for rules, regulations, and structures.	Rules are seen in simplistic terms and must be clear and well defined.	Always be seen to be fair because adolescents have a strong sense of fairness in making decisions. Make athletes part of the decision-making process.

Late Adolescence - Emotional Development

Basic characteristics	General impact on performance	Implications for the coach
Major decisions about examinations, universities, and employment work have to be made.	There are 'pulls' on time and energy.	Build in prophylactic breaks. Be aware of external pressures. Seek professional guidance to ensure the correct career and educational pathway.
Peer group pressure leads to conflicting loyalties.	An athlete may give up sport because of peer pressure and the need to be seen as one of the gang.	Be sensitive in goal setting to ensure that common goals are established and met.
Self-actualization and self-expression are important.		Treat athletes as adults. Share goals and work co-operatively towards them. Maintain a coach-led structure.
Interactions with friends of both sexes continue to be a strong priority.		Allow time to establish independent social interaction.



Early Adulthood - Physical Development

Basic characteristics	General impact on performance	Implications for the coach
Physiologically, the body reaches maturity during this stage.	All physiological systems are fully trainable.	Ensure that physical training programs employ the most advanced techniques and sport science information to facilitate maximum adaptation and minimize injuries.
		Ensure that all muscle groups and body alignments are well-balanced, complemented with optimum flexibility ranges.
		Use state-of-the-art testing and monitoring programs.
		Carefully monitor overtraining and overstress.
Final skeletal maturation in females occurs at about 19-20 years and in males about 3 years later.		Organize regular medical monitoring Schedule additional blood tests for females in case of anemia.

Early Adulthood - Mental and Cognitive Development

Basic characteristics	General impact on performance	Implications for the coach
Neurologically, the brain matures about 19-20 years of age.	Athletes are capable of self-analyzing and correcting and refining skills. Athletes can analyze and conceptualize all facets of their sport.	Establish winning as the major objective.
	Well-developed information processing skills improve the athlete's ability to visualize verbal instructions.	Implement principles of adult learning.
There is a complete understanding and acceptance of the need for rules, regulations, and structure.	The young adult must perceive the rules and structure as being clearly defined and fair.	Involve athletes in decision making and planning team or group activities.

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Early Adulthood - Emotional development

Basic characteristics

General consequences for performance capabilities and limitations

Implications for the coach

There is a need to be self-directed and independent.

Athletes are ready to assume responsibility and accept the consequences of their actions.

Emphasize goal setting to give definite direction and purpose to the athlete's overall program.

Self-actualization and self-expression are important.

Treat athletes as adults and with respect. Remember that the coach's direction and structure remain important.

Major decisions on career, education, and lifestyle are priority at some point in this stage.

Major changes in interests, hobbies, and physical activities occur.

Make professional guidance available, considering off-season and educational pursuits.

Interactions with the opposite sex continue to be a strong priority with lasting relationships developing.

Provide athletes with ample opportunities for independent social interaction.



Emergency Action Plan

Although serious injuries or accidents are rare, you must be ready to deal with them if and when they occur. As a first step, formal training in first aid and CPR for all team staff will give you the confidence and knowledge you need to deal with emergencies effectively.

You should maintain a complete First Aid Kit to help you deal with minor injuries.

Develop an Emergency Action Plan and write it down so everyone involved is clear on their responsibilities. Designate key individuals to carry out the plan (i.e., the person in charge, and the call person).

Person in Charge

The person in charge should be the one who is most qualified in first-aid and emergency procedures. This individual will:

- know what emergency equipment is available at your facility
- secure a controlled and calm environment.
- assess - and tend to - the injured player.
- direct others involved until medical personnel arrive.

Call Person

This individual will:

- keep a record of emergency phone numbers and know the location of telephones in the facility.
- make the telephone call for assistance.
- guide the ambulance (if required) in and out of the facility.



Emergency Action Plan Checklist (EAP)

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

Directions to access the site

- Accurate directions to the site (practice)
- Accurate directions to the site (home competitions)
- Accurate direction to the site (away competitions)

Participant information

- Personal profile forms
- Emergency contacts
- Medical profiles

Personnel information

- The person in charge is identified
- The call person is identified
- Assistants (charge and call persons) are identified

- *The medical profile of each participant should be up to date and located in the first aid kit.*
- *A first aid kit must be accessible at all times and must be checked regularly. See the appendices for suggestions on contents for a first-aid kit.*



Emergency Action Plan

Phone numbers

Team/Event _____

Emergency Site _____

Ambulance _____

Person in Charge _____

Police _____

Call Person _____

Fire Department _____

Hospital _____

Facility _____

Details of Location (to be read over the telephone to emergency dispatcher)

Diagram of Home Facility

Use the space on the back side of this page to draw a detailed diagram of your home facility. Mark on it the location of the telephones, first-aid room, desired routes for attending medical personnel, and anything else that might be helpful.



APPENDICES

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Appendix 1

COMMUNITY COURSE EVALUATION		Learning Facilitator					
Active Start	FUNDamentals	Learn To Train	Soccer For Life	DATE:	LOCATION:		
- Circle one				Strongly Agree	Agree	Disagree	Strongly Disagree
The Instructor encouraged discussion & feedback from the participants.				1	2	3	4
The Instructor presented content clearly & understandably.				1	2	3	4
The Instructor allowed adequate time for discussion & feedback.				1	2	3	4
The Instructor created an enjoyable learning experience.				1	2	3	4
The Instructor was well prepared.				1	2	3	4
I would attend another course with this Instructor.				1	2	3	4
The Instructor was often off topic & was not in tune with the technical level of the course participants.				1	2	3	4
The course content was highly relevant to my coaching needs				1	2	3	4
This course provided me with valuable new skills or knowledge I can use in my coaching.				1	2	3	4
The information in the course was appropriate to my needs				1	2	3	4
Are there any topics you would like to see added or deleted from this course?				ADD:			
Physical location of the course was:				COMMENTS:			
Excellent Satisfactory Disappointing				Positive:			
The course was: Too Long Too Short Right Length - Circle one							
Please rate the overall quality of your Facilitator by circling the word the best describes your feelings.				Excellent	Good	Average	Poor
Additional Comments:							



Appendix 2

Key Factors of being a Coach

The Soccer for Life Coach:

Think safety!

Practice area

Equipment

EAP

Be Prepared

Plan your work

Work your plan

Get Organized

Set up your practice area early

Progressions or stations

Be Enthusiastic and Encouraging

Inspire the players

Praise their efforts

Get them Active

Keep the energy level high

Keep player involvement high

Be a Positive Example

Sportsmanship

Fairness

Patiently, Guide Them

Experiment

"Learn by Doing".

Guided discovery

Have Knowledge of the Game

Basic KFs of Technique/skill

Principles of Team Play

Understand the Stages of Development

Age appropriate practice

Key Development Milestones

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Appendix 3

Fair Play Code for Coaches

1. I will be reasonable when scheduling games and practices remembering that young players have other interest and obligations.
2. I will teach my players to play fairly and to respect the rules, officials and their opponents.
3. I will ensure that all players get equal instruction, support and playing time.
4. I will not ridicule or yell at my players for making mistakes or for performing poorly. I will remember that children play to have fun and must be encouraged to have confidence in themselves.
5. I will make sure that equipment and facilities are safe and match the players' ages and abilities.
6. I will remember that children need a coach they can respect. I will be generous with praise and set a good example.
7. I will obtain proper training and continue to upgrade my coaching skills.
8. I will not discriminate on grounds of race, gender, or sexuality.

Fair Play Please! - For the good of the game!

Name _____

Signature _____

Date _____

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Appendix 4

Fair Play Code for Players

1. I will participate because I want to, not just because my parents or coaches want me to.
2. I will play by the rules, and in the spirit of the game.
3. I will control my temper - fighting and “mouthing off” can spoil the activity for everybody.
4. I will respect my opponents.
5. I will do my best to be a true team player.
6. I will remember that winning isn’t everything - that having fun, improving skills, making friends and doing my best are also important.
7. I will acknowledge all good plays/performance - those of my team and of my opponents.
8. I will remember that coaches and officials are there to help me. I will accept their decisions and show them respect.
9. I will not discriminate on grounds of race, gender, or sexuality.

Fair Play - Please! - For the good of the game!



Appendix 5

Fair Play Code for Parents

1. I will not force my child to participate in sports.
2. I will remember that my child plays sport for his or her enjoyment, not for mine.
3. I will encourage my child to play by the rules and to resolve conflicts without resorting to hostility or violence.
4. I will teach my child that doing one's best is as important as winning, so that my child will never feel defeated by the outcome of a game/event.
5. I will make my child feel like a winner every time by offering praise for competing fairly and trying hard.
6. I will never ridicule or yell at my child for making a mistake or losing a competition.
7. I will remember that children learn best by example. I will applaud good plays/performances by both my child's team and their opponents.
8. I will never question the officials' judgment or honesty in public.
9. I will support all efforts to remove verbal and physical abuse from children's sporting activities.
10. I will respect and show appreciation for the volunteer coaches who give their time to provide sport activities for my child.
11. I will respect the oppositions players, coaches, and parents
12. I will not coach my child from the sidelines, just support them positively from the sidelines
13. I will not discriminate on grounds of race, gender, or sexuality.

Fair Play - Please! - For the good of the game!



Be Smart

Concussion Awareness and Management

Concussion – Signs and symptoms **WHEN IN DOUBT – SIT THEM OUT**

- Confusion and Disorientation
- Double Vision or Fuzzy Vision
- Loss of Consciousness
- Ringing in the Ears
- Headache Slow or Slurred Speech
- Dizziness Seeing “Stars”
- Nausea and Vomiting
- Feeling Stunned or Dazed
- Loss of Balance
- Emotional or Personality Changes

Concussion: Management and Rehabilitation

When a player shows ANY SYMPTOMS or SIGNS of a concussion

- ✗ The player should not be allowed to return to play in the current game or practice.
- ✗ The player should not be left alone, regular monitoring for deterioration is essential.

The player should not be left alone, regular monitoring for deterioration is essential. The player should be medically evaluated.

Concussion: Guidelines for Coaches, Players, Parents, and Officials

- Concussion is a Brain Injury
- You do not have to lose consciousness to have a concussion
- Symptoms are often subtle
- Wear properly fitted protective equipment
- The head (helmet/facemask) should never be used to make initial contact with another player
- A concussion may be caused by a direct blow to the head, face, neck, or anywhere else that causes a severe and sudden movement to the head/neck
- Medical Clearance by an appropriate physician is mandatory before return to play

Concussion: Follow these 6 steps before returning to play

Concussion Management should adhere to the following 6 steps:

1. No activity, complete rest. Once asymptomatic, proceed to step two
2. Light aerobic exercise such as walking or stationary cycling
3. Sport-specific training. (e.g. running in football, skating in hockey)
4. Non-contact training drills
5. Full-contact training after medical clearance
6. Game Play



Directory of Contacts for the CSA Coach Education Program

For general enquiries regarding all aspects of the CSA Coaching Program contact:

Canadian Soccer Association <http://www.canadasoccer.com/>
 Web Site:
 Ray Clark, Director of Coaching & Player Development ray_clark@soccercan.ca

All enquiries regarding local Community Coach Courses contact:

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Partners in Coach Education

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