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# Coach Workbook



Learn to Train

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# Learn to Train Course Outline Day 1

Time	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 children
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
60 min		<b>Lunch</b>
45min	Classroom	Methodology - GAG
		Task 6 - Participants plan a session (GAG)
2.5 hours	Field	Task 7 - Participants deliver (GAG)
5 min	Classroom	Task 8 - Self Assessment
30 min		LF Mini Lecture - Principles of the Game



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# Learn to Train Course Outline Day 2

Time	Location	Content
20 min	Classroom	Task 9 - Planning a coaching session Attacking/Defending Principles
90 min	Field	Task 10 - Practice coaching session - Attacking Principles
90 min		Task 10 - Practice coaching session - Defending Principles
5 min	Classroom	Task 11 - Self Assessment
<b>60 min</b>		<b>Lunch</b>
25 min	Classroom	Task 12a - Safety and liability
15 min		Task 12b - Safety - Emergency Action Plan (EAP)
45 min		Mini-lecture - Game management - format
60 min	Field	Task 13 - Model coaching by the LF - Goalkeeping
45 min		Task 14 - Model coaching by the LF - Simple Rules of the game & set pieces
15 min	Classroom	Conclusion and Course Evaluation



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## Goals of this clinic

This clinic has been designed for the community coach and parent in soccer who is working with children in the Learn to Train stage.

The objective is to assist a coach/parent, regardless of prior soccer background, to gain the knowledge required to work with children 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 Learn to Train coach and parent. We will focus on the following:

To provide information on Canadian Soccer Association's Long Term Player Development model "Wellness to World Cup"

- To provide information on Canadian Soccer Association's Long Term Player Development model "Wellness to World Cup"
- To introduce the concept of Physical Literacy
- Provide you with some information to help you understand the development stage of the children you are working with.
- Show you how to plan your sessions considering 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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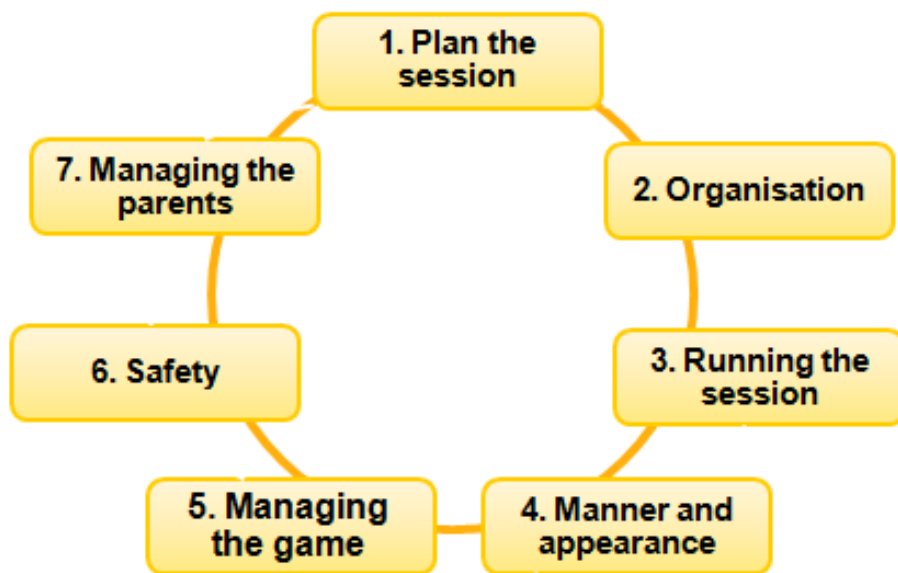
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## COMMUNITY SPORT MODEL: SETTING THE PRACTICE SCENE



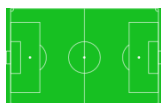
You will find the following symbols in this Workbook



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 (30 min)

### Part 1 – General philosophy (5 min)

**General philosophy: “Youth prefer to be stimulated instead of being instructed”.**

Take a couple of minutes to write down what you think and how you feel when you read the previous quote:

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The LF will now outline the general tasks of the “Grassroots Coach”

### Part 2 – What is soccer? (25 min)

**Activity: Sprint of ideas**

**Process:**

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

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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 children (20 min)

**Activity:** Think and Share

**Process:**

1. Read pages 28 to 30 in the Reference Material section at the end of this workbook.



Once you are done, answer the following questions individually:

pg. 28-30

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?

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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

**Activity: Jig Saw**

**Process:**

**1. The LF will assign to 3 separate small groups one of the following questions:**

1.1 During a practice, how would you do the following as a coach?

a) Choose an activity      b) Organize an activity      c) Run an Activity

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

1.3 How will you manage the parents during your coaching responsibilities?.

**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 \_\_\_\_\_**

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**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 do a mini-lecture and you can also refer to page 36 (appendix 2) in the reference material section at the end of the workbook.**



p.36

## 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 L2T 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:**

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### 2. Share your answers with another coach.



## 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 5 groups. Each groups will be assigned one of these 5 questions:
  1. What field equipment is required to run the session and what would you use it for?
  2. When planning and conducting a session, I need to consider:
  3. When teaching a new skill, I need to consider:
  4. When deciding on a teaching style to use in a given situation, I need to consider:
  5. 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?

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When teaching a new skill, I need to consider:

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

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

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## Mini Lecture

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 (25 min)

**Activity:** Town Hall Poster Presentation

**Process:**

The LF will divide the class into groups containing three coaches each.

- Using the practice plan template provided on the following page, 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 L2T session on page 13 of this document)
- You have 10 minutes to design your session. The Facilitator will briefly meet with each group to go over their sessions.
- At the end of the 20 minute period, a presenter from each group will report back to the larger group on the session they have designed using the flip chart as a poster. (20 min)
- Once all posters have been presented, divide the different activities in your design session to each of the coaches in your group. (5 min)

### 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 afterwards. One after the other, you will each facilitate one of the activities you have designed here in task 6. 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 conduct a debrief of 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” on page 15 (Task 8)
- Once you are done, join the group to serve as a player for the other coaches.

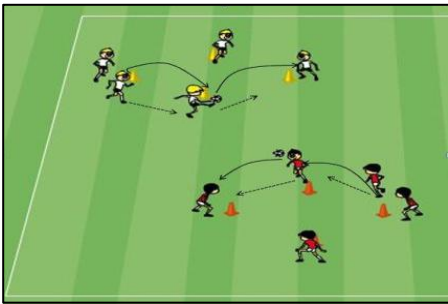
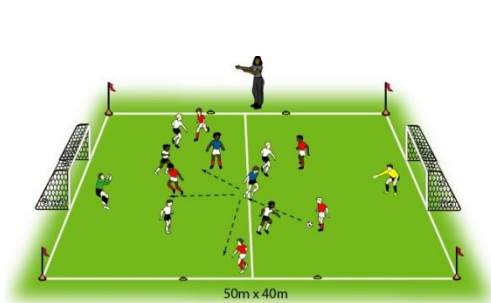
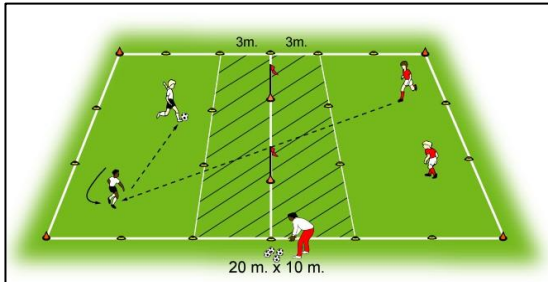
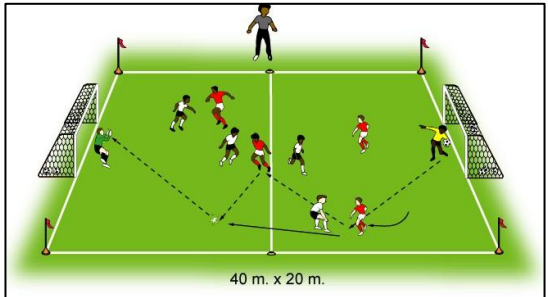
Session Plan: \_\_\_\_\_

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 Learn to Train session

Phase/ Organization	Time	Activity Name	Coaching Points
<b>Warm up/Agility</b> <ul style="list-style-type: none"> <li>Groups of five players – one ball for five</li> <li>a diamond shape</li> </ul>	10-12 mins		<b>Coaching Points:</b> <ul style="list-style-type: none"> <li>Be relaxed and light on the feet.</li> <li>Present playing surface to control the ball.</li> <li>Quality touches.</li> <li>Balance</li> <li>Quick feet adjustment</li> </ul>
<b>Break</b>	2 mins		Hydration/rest
<b>Small Sided Games</b> <p>Two teams of 6 includes the GKs plus 2 neutral players.</p> <ul style="list-style-type: none"> <li>Playing field of 50x40m.</li> <li>The 2 neutral players are always on the team in possession.</li> </ul>	10 mins		<ul style="list-style-type: none"> <li>Get behind the ball to receive it.</li> <li>Receive the ball facing forward</li> <li>Relax your controlling surface on contact.</li> <li>Keep the ball rolling &amp; out of your feet.</li> <li>Watch the ball.</li> <li>Passing: Part of foot; part of ball.</li> </ul>
<b>Break</b>	2 mins		Hydration/rest
<b>Technical/Tactical</b> <p>Use markers to set up a number of 20x10m areas as shown.</p> <ul style="list-style-type: none"> <li>Use a halfway line with a 3m “no go area” on each side.</li> <li>Use two flags or cones to make a central 6m gate.</li> </ul>	15 mins		As above
<b>Break</b>	2 mins		Hydration/rest
<b>Small sided Games</b> <p>Two teams of 5 including the GKs.</p> <ul style="list-style-type: none"> <li>Playing field of 40x20m.</li> <li>One goal at each end.</li> </ul>	10 mins		<p>Draw the defender by running at them with the ball.</p> <ul style="list-style-type: none"> <li>Pass the ball and get it back behind the defender.</li> <li>Disguise the pass (use outside of foot, open out and play back inside, etc.)</li> <li>Work in triangles with support player</li> </ul>

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# Key Factors for Coaching Techniques

## The Learn to Train Stage:

### Dribbling:

Ball close to body

Attack defender straight-on

Change of speed/Direction

### Passing:

Watch the ball

Part of the foot

Part of the ball

### Heading:

Eyes open and on the ball

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

## Task 8 - 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.

### Organization

*Use of space*  
*Realistic*  
*Appropriate*

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### Content

*Clear*  
*Demonstration*  
*Coaching Style*

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### General Impression

*Confident*  
*Enthusiastic*  
*Respectful*  
*Control*

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## 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.

### Principles of Attack:

- **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/Defense 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.

<b>SSG</b>	
<b>Tactic</b>	
<b>SSG</b>	

**Reminders:**

Keep in mind that when we go 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 the part of the session you have prepared (activity). At the end of your group session, the LF will debrief of your sessions with the entire class.



## Task 10 - Practice Coaching Session – Attacking/Defending (2x90 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:

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2. List 3 things that you would do differently if you would run this activity again:

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## Task 12 a. – Session/ Safety & 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 in soccer?**

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**2. What would be the strategies for managing these kids?**

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

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When the LF gives you the signal, you will re-pair with another coach and share your answers.

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



## Task 12 b. - 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 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.”

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

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Pair and share your answers with another coach.

Read pages 31 to 33 in the Reference Material at the end of this workbook.

The LF will then conduct a mini-lecture.



## LF Mini Lecture on Managing the game (45 mins)

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### TASK 13 - LF Model session : Goalkeeping (60 min)

**Activity:** Observation and participation

**Process:** Once you come back from the field, take a few minutes to write down a few notes from the session that the LF just modeled.

**Notes:**

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### Task 14 – Model coaching by the LF: Simple Rules of the game & set plays (45 min)



**Activity:** Observation and participation

**Process:** Once you come back from the field, take a few minutes to write down a few notes from the session that the LF just modeled.

**Notes:**

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# 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](http://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,**

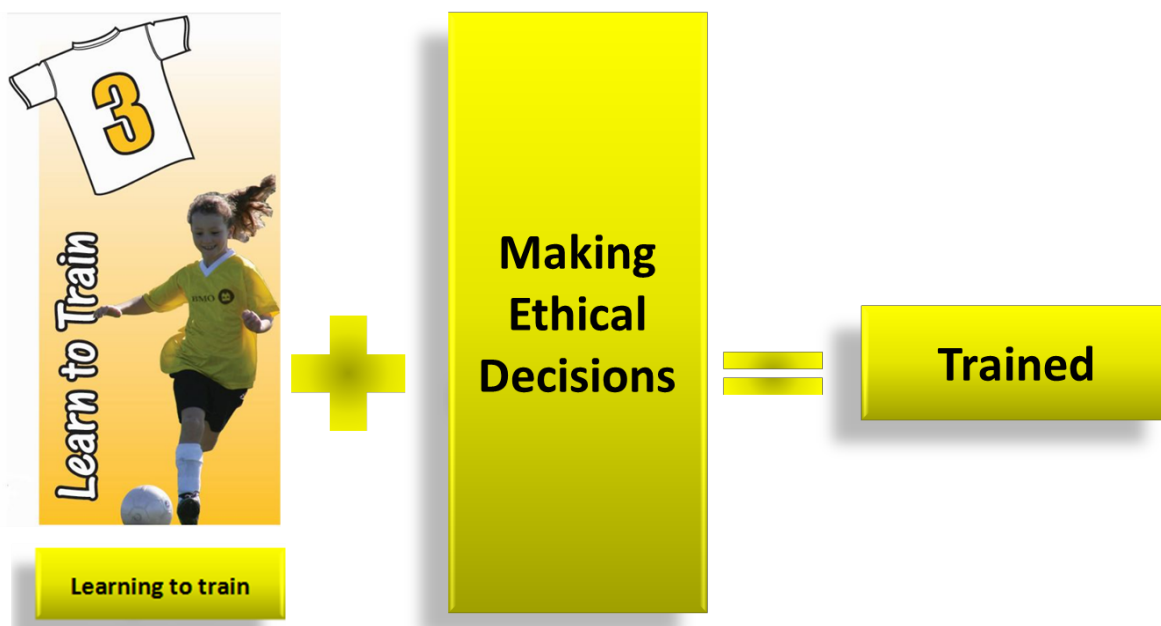
**Player Centered**

**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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## Physical Literacy

Physical Literacy can be described as;

- Fundamental Movement Skills
- Fundamental Sports Skills
- Reading the Environment (Decision making skills)

## Physical Literacy as a Foundation of Participation and Excellence



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## Stage 3: Learn to Train

### U8- U11 female and U9 – U12 male

#### Introduction

The U8- U11 female and U9-U12 male age group is the third stage of soccer development that our players go through, commonly known as “the golden age of learning”

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.



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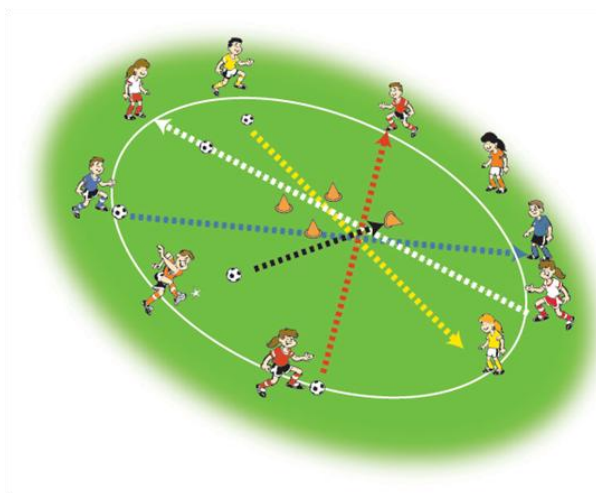


### What are your reasons for becoming an L2T coach?

- I was asked to by my club
- I want to spend more time with my child
- I want to work with young children in sport
- I have experience playing soccer
- I have coached before and enjoyed it
- It is rewarding helping young children develop a love for the game
- I am getting paid to coach

### What do you think are the reasons that children are involved?

- **Parent sign them up**
- **Played before and loved it**
- **To have fun**
- **Being with friends**
- Being active
- Learning new skills
- Testing these skills against
- Like the challenge and excitement
- **Want to play for Canada**



## Player characteristics

### Physical

- **Frailty:** fragile & malleable bones / regular growth / tendon & muscle & back pain
- **Coordination:** Improved coordination and ability to sequence, movement better synchronized, with more poise and balance,
- **Natural suppleness:** Flexibility and range of motion reduced / muscle and joint stiffness
- **Improved perception:** see width if coached to play constructively ability to work short and intense moments, better notion of time
- **Difference between boys and girls:** Girls' growth begins sooner, boys show a little more power

## Player characteristics

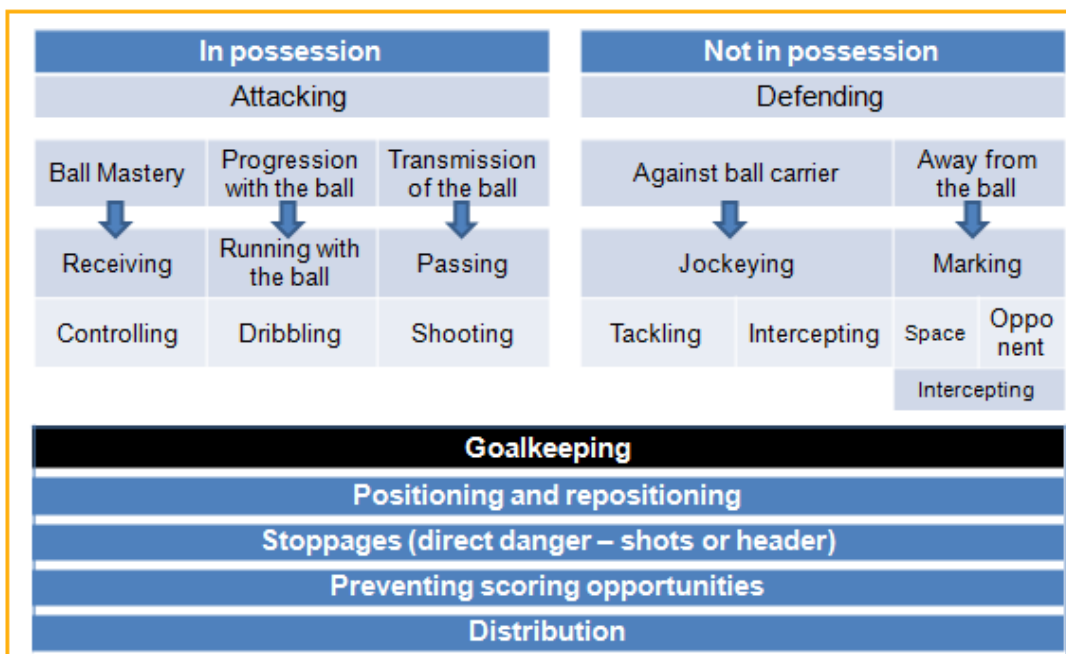
### Social, mental & Psychological

- **Egocentric:** Strong sense of camaraderie / Capacity to analyse and be critical
- **Cooperation and idols:** Models are key (imitation) – ability to understand simple collective plays
- **Improved understanding:** be careful of disrespectful comments / be sensitive to players of different calibre – weaker players are left aside
- **Motivation for the game:** Increased curiosity – sponges and willingness to learn / better concentration / highly responsive
- **Need attention and structured environment:** Need a COACH and good demonstrations / Trust between the coach and the player / careful of the cliques

## Practice Recommendations

- It must be FUN!
  - Developing Physical Literacy
  - Developing technique and sequencing
  - Developing the Fundamentals of the game
  - Love praise and enthusiasm
  - Everybody with a ball as much as possible (pumped up)
- 
- Basic comfort ability with ball in relation to the body and movement in individual and partner environments
- 
- Individual Technical work - take the mentality of the age and fit into activities developing technique
- 
- Introduction of basic skills (dribbling, passing, etc.)

## What are the practice recommendations of players in the stage?



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## BALL MASTERY

- Ball Mastery with more movement, creativity, and all surfaces
- **Receiving** – feet, thighs, chest, head– catching, receiving ball w/ feet, preparing

## BALL PROGRESSION

- **Dribbling** – feet - rolling the ball, pushing it, stopping it, introduction of surfaces, running with the ball, intro of specific moves (Fakes, feints and turns) using above skills
- **Running with the ball** – moving at pace with the ball

## BALL TRANSMISSION

- **Passing** – inside & outside of foot, under the ball, techniques with movement, head up
- **Finishing** – both feet, volleys – all very introductory

## DEFENDING SKILLS

- **Tackling** – technique, block tackle, toe poke

## COLLECTIVE PLAY

- **Individual Tactics** –they are starting to conceptualize, so just allow for games/activities bring out decision making opportunities.
- **Simple Tactics** – get away, keep ball, get ball back, pass it – all focusing at an individual stage that is about all they can understand, with no pressure to play.

*Games, activities, exercise should mirror the game and tactical implications that are within the game, but keep the objectives on technical development, use of skills.*

- **Basic goalkeeping**



## 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 have access to a charged and working cell phone
- make the telephone call for assistance.
- guide the ambulance (if required) in and out of the facility.





## Emergency Action Plan Checklist

### 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.*



## Emergency Action Plan (EAP)

### 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)

---



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### 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.



# APPENDIX

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# Appendix 1

## COMMUNITY COURSE EVALUATION

Learning Facilitator

Active Start **FUNDamentals** Learn To Train **Soccer For Life**

- Circle one

DATE: LOCATION:

	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?	<b>ADD: DELETE:</b>			
<b>Physical location of the course was:</b>	<b>COMMENTS:</b>			
Excellent Satisfactory Disappointing	Positive:			
<b>The course was:</b> 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 Learn to Train 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 Group 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/performances - 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](mailto:ray_clark@soccercan.ca)

***All enquiries regarding local Community Coach Courses contact:***

**For French Courses contact:**

### ***Quebec Soccer Federation***

Eric Leroy, Technical Director [eleroy@federation-soccer.qc.ca](mailto:eleroy@federation-soccer.qc.ca)  
 Web Site: <http://www.federation-soccer.qc.ca/>

### ***BC Soccer Association***

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### ***Alberta Soccer Association***

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### ***Saskatchewan Soccer Association***

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