



# Policy Manual 2021/22

A guidance document for Coaches, Parents & Players

# INDEX

- 1. Club Information**
  - Important Club Contacts
  - Team Staff
- 2. Codes of Conduct**
  - Player
  - Parent
  - Coach
- 3. Grievance Procedure**
  - Player/Parent
  - Coach
- 4. Playing Time Policy**
- 5. Playing Up Policy**
- 6. Player Evaluations, Assessments & Movement**
  - Player Evaluations
  - New Player Evaluations
  - Current Player Assessment Reports
  - Retain & Release
  - Exit Procedure
    - Player Movement – Coach Initiated
    - Player Movement – Player Initiated
- 7. Player Safety & First Aid**
- 8. Emergency Action Plan (EAP)**
  - Player Medical Form
- 9. Development Philosophy**
- 10. Developmental Coaching**
  - Characteristics of Development
  - Communication/Teaching Styles
  - U13-U18 Practice Priorities
- 11. Practice Planning**
  - Session Planning Guidelines
  - Recommended & General Practice Structures
  - Principles of Play
  - Session Plan
- 12. Player Pathway:**
  - Excellence Route

## Forward

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Welcome to the Fraser Valley Selects program, a collaborative program of the Fraser Valley Youth Soccer Association (FVYSA) and supported by its member organizations:

*Abbotsford Soccer Association*

*Abbotsford United S.C.*

*Aldergrove Youth Soccer*

*Chilliwack FC*

*Langley Utd*

*Mission Soccer Club*

We would like to start out by thanking all the coaches, assistant coaches, managers, players and of course the parents, for their continuing support and overall contribution to the on-going success of the FV Selects.

The purpose of this manual is to provide a primary and ready reference source for all persons coaching, managing or playing within the FV Selects program.

The manual contains a compilation of policy documents as well as coaching guidance and information.

It is not intended to be a definitive way on how to coach children but, it is intended to provide you with a compilation of basic resources and general overview, you will need to run a fun, safe and productive season for your players.

It is expected that all coaches and managers read this manual and familiarize themselves with its content and pass along the relevant information to your parent group.

Should there need to be any clarification of any part of this document, you are guided to connect with the relevant Technical Director, for either the Male or Female programming.

Thank you,

*Andrea Laycock*

Andrea Laycock

Executive Director

[soccer-coach88@shaw.ca](mailto:soccer-coach88@shaw.ca)

[mailto:president@abbotsfordsoccer.com](mailto:mailto:president@abbotsfordsoccer.com)

*Glenn Wilson*

Glenn Wilson

Technical Director – Male Program

[fvselects.boys@gmail.com](mailto:fvselects.boys@gmail.com)

*Ian Knight*

Ian Knight

Technical Director – Female Program

[fvselects.girls@gmail.com](mailto:fvselects.girls@gmail.com)



## **CLUB INFORMATION**

## Important Contacts

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Fraser Valley Youth Soccer Association has a great team of dedicated volunteers and paid staff.

Please contact us if you have any questions or concerns about any of the programs, our coaches, or your child. We are here to help and assist and want to make sure that you have all the correct information about the program and any of its operations.

Below are your key contacts for FVYSA:

### STAFF

POSITION	NAME	E-MAIL
EXECUTIVE DIRECTOR	Andrea Laycock	<a href="mailto:soccer-coach88@shaw.ca">soccer-coach88@shaw.ca</a>
TECHNICAL DIRECTOR – BOYS	Glenn Wilson	<a href="mailto:fvselects.boys@gmail.com">fvselects.boys@gmail.com</a>
TECHNICAL DIRECTOR – GIRLS	Ian Knight	<a href="mailto:fvselects.girls@gmail.com">fvselects.girls@gmail.com</a>

### CLUB OFFICE

**Mailing Address:** P.O. Box 3, Chilliwack, BC, V2P 7H3, Canada.

Notice of any changes will (where possible) be posted to the FVYSA / Selects web site home page.

**Web Site:** [www.fvysa.ca/fv-selects/](http://www.fvysa.ca/fv-selects/)

## FV Selects Team Staff

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### COACHING STAFF – BOYS TEAMS

TEAM	NAME	E-MAIL
U13 (10)	Dan Davidson	<a href="mailto:daniel.james.davidson@gmail.com">daniel.james.davidson@gmail.com</a>
U14 (09)	Kevin Picard	<a href="mailto:kevinpicard00@gmail.com">kevinpicard00@gmail.com</a>
U15 (08)	Rick Turner	<a href="mailto:rturner173@gmail.com">rturner173@gmail.com</a>
U16 (07)	Robb Rutley	<a href="mailto:robbrutley@gmail.com">robbrutley@gmail.com</a>
U17(06)	Connor MacMillan	<a href="mailto:Cmac07@msn.com">Cmac07@msn.com</a>

### COACHING STAFF – GIRLS TEAMS

TEAM	NAME	E-MAIL
U13 (10)	Morgan Astles	<a href="mailto:morgan.astles@gmail.com">morgan.astles@gmail.com</a>
U14 (09)	Dan Davidson	<a href="mailto:daniel.james.davidson@gmail.com">daniel.james.davidson@gmail.com</a>
U15 (08)	Ian Knight	<a href="mailto:fvselects.08g@gmail.com">fvselects.08g@gmail.com</a>
U16 (07) Venhola	Tyrone Venhola	<a href="mailto:ty.venhola@gmail.com">ty.venhola@gmail.com</a>
U16 (07) Shepherd	Mike Shepherd	<a href="mailto:shepherd_m@shaw.ca">shepherd_m@shaw.ca</a>
U17 (06) Knight	Ian Knight	<a href="mailto:fvselects.girls@gmail.com">fvselects.girls@gmail.com</a>
U17 (06) Connorton	Amy Connorton	<a href="mailto:amy.connorton@gmail.com">amy.connorton@gmail.com</a>
U18 (05)	Dennis Schmidt	<a href="mailto:dennis_schmidt@sd42.ca">dennis_schmidt@sd42.ca</a>



## **CODES OF CONDUCT**

## Codes of Conduct - Players

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### Obligations toward the game

Player Name: .....

- I Will:
1. Make every effort to develop my own sporting ability, in terms of skill, technique, tactics and stamina.
  2. Give maximum effort and strive for the best possible performance during a game, even if the team is in a position where the desired result has already been achieved.
  3. Set a positive example for others, particularly young players and supporters.
  4. Avoid all forms of gamesmanship and time-wasting. Game management tactics will be within the laws of game, fair play & respect.
  5. Always have regard to the best interests of the game, including where publicly expressing an opinion on the game and any particular aspect of it, including others involved in the game.
  6. DO NOT use inappropriate language.

### Obligations towards the Team

- I Will:
1. Make every effort consistent with Fair Play and the Laws of the Game to help the team win.
  2. Resist any influence that might, or might be seen to, bring into question commitment to the team and to the team winning.

### Respect for the Laws of the Game and Competition Rules

- I Will:
1. Know and abide by the Laws, rules and spirit of the game, and the competition rules. Accept success and failure, victory and defeat, equally.
  2. Resist any temptation to take banned substances or use banned techniques.

### Respect towards Opponents

- I Will:
1. Treat opponents with due respect at all times, irrespective of the result of the game.
  2. Safeguard the physical fitness of opponents, avoid violence and rough play, and help injured opponents.

### Respect towards the Referees

- I Will:
1. Accept the decision of the Referee without protest.
  2. Avoid words or actions that may mislead a Referee.
  3. Show due respect towards Referee.

### Respect towards Team Officials

- I Will:
1. Abide by the instructions of their Coach & Team Officials, provided they do not contradict this Code.
  2. Show due respect towards the Team Officials of the opposition.

### Obligations towards the Supporters

- I Will:
1. Show due respect to the interests of supporters.

Player Signature: ..... Date: .....

## Codes of Conduct – Parents/Caregivers/Guardians

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The expectations & attitudes of Parents/Caregivers/Guardians have a significant bearing on a child's attitude towards:

- Other Players
- Referees
- Managers
- Spectators

Parents/Caregivers/Guardians within the FV Selects programs are always positive and encouraging towards all of the players—not just their own.

Parents / Caregivers / Guardians are encouraged & expected to:

1. Remember that your sons/daughters are involved in organized soccer for their enjoyment, not yours.
2. Display Good Sportsmanship at all times.
3. Treat all team officials, players (including your opponents) and referees, with respect, at all times.
4. Encourage your son/daughter to always play by the rules.
5. Teach your son/daughter that an honest effort is as important as victory so that the result of each game is accepted without undue disappointment.
6. Turn defeat to victory by helping your son/daughter to work toward skill improvement and good sportsmanship. Never ridicule or yell at your son/daughter for making a mistake.
7. Provide your son/daughter with plenty of encouragement because that is the best way they learn.
8. Do not publicly question the coaches or manager's judgment and never question their honesty.
9. Never openly criticize the performance of a referee or an assistant referee.
10. The coaches selected are given the task of coaching your son/daughter. Under no circumstances is it permissible to communicate any information to the players during games or practices except through the coach or assistant coach. (There is a difference between coaching and cheering). That is why they are there.
11. Please let your son/daughter speak on their behalf. The coaching staff is encouraging them to be responsible for their own experiences whilst involved in our program.

Parents/Caregivers /Guardians accept:

If any game is abandoned by the game referee, due to unacceptable behavior of a FVS parent/caregiver/guardian, that person (s), will be responsible for any/all League Fines levied against the FVS team.

Name of Parent / Caregiver / Guardian: \_\_\_\_\_

Signature of Parent / Caregiver / Guardian: \_\_\_\_\_

Date: \_\_\_\_\_



## **Codes of Conduct - Coach**

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Coaching is a position of trust. Therefore, a Fraser Valley FC Coach will be a positive role model for their players, their team, their fans, their club, and their family and will maintain their personal integrity and dignity at all times.

### **Coaches Have a Responsibility to:**

1. Attend all training sessions and games as scheduled.
2. Treat everyone fairly within the context of their activity, regardless of gender, place of origin, color, sexual orientation, religion, political belief or economic status.
3. Direct comments or criticism at the performance rather than the athlete.
4. Consistently display high personal standards and project a favorable image of their sport and of coaching.
  - Refrain from public criticism of players, fellow coaches, parents, officials, and other Club and Non-Club members. This includes when using various forms of Social Media and Discussion Boards.
  - Refrain from the use of profane, insulting, harassing or otherwise offensive language while coaching and in the conduct of his/her duties.
  - Abstain from the use of tobacco products, illegal, and banned performance enhancing drugs and discourage their use by athletes.
  - Abstain from drinking alcoholic beverages while performing or fulfilling the role as coach, especially in the presence of underage athletes. This extends to tournaments or out-of-town travel games where the Coach is the primary supervisor responsible for the team.
  - Discourage the use of alcohol in conjunction with athletic events or victory celebrations at the playing site.
5. Ensure that the activity being undertaken is suitable for the age, experience, ability and fitness level of the athletes and educate athletes as to their responsibilities in contributing to a safe environment.
6. Consider the athletes' future health and well-being as foremost when making decisions regarding an injured athletes' ability to continue playing or training.
7. Recognize and accept when to refer athletes to other coaches or sport specialists.
8. Allow athletes' goals to take precedence over their own.
9. Regularly seek ways of increasing professional development and self-awareness.
10. Treat opponents and officials with due respect, both in victory and defeat, and encourage athletes to act accordingly. Actively encourage athletes to uphold the rules of their sport and the spirit of such rules.
11. In the case of minors, communicate and co-operate with the athlete's parents or legal guardians, involving them in management decisions pertaining to their child's development.
12. In an educational institution, be aware of the academic pressures placed on student-athletes and conduct practices and games in a manner so as to allow academic success.

### **Coaches Must:**

1. Ensure the safety of the athletes with whom they work.
2. At no time become intimately and/or sexually involved with their athletes. This includes requests for sexual favors or threat of reprisal for the rejection of such requests.
3. Respect athlete's dignity; verbal or physical behaviors that constitute harassment or abuse are unacceptable (definition of harassment is attached).
4. Never advocate or condone the use of drugs or other banned performance enhancing substances.
5. Never provide under-age athletes with alcohol.

### **Definition of Harassment**

Harassment takes many forms but can generally be defined as behavior including comments and/ or conduct which is insulting, intimidating, humiliating, hurtful, malicious, degrading or otherwise offensive to an individual or groups or individuals or which creates an uncomfortable environment.

**Harassment may include:**

- written or verbal abuse or threats;
- sexually oriented comments;
- racial or ethnic slurs;
- unwelcome remarks, jokes, innuendoes, or taunting about a person's body, attire, age, marital status, ethnic or racial origin, religion etc.
- displaying of sexually explicit, racist or other offensive or derogatory material; sexual, racial, ethnic or religious graffiti;
- practical jokes which cause awkwardness or embarrassment, endanger a person's safety, or negatively affect performance;
- unwelcome sexual remarks, invitations or requests whether indirect or explicit, or intimidation; leering (suggestive staring), or other obscene or offensive gestures;
- condescension, paternalism or patronizing behavior which undermines self-respect or adversely affects performance or working conditions;
- physical conduct such as touching, kissing, patting, pinching, etc.;
- vandalism; physical assault.

I acknowledge that this Code of Conduct has been adopted by Fraser Valley FC and agree that if I fail to abide by the aforementioned rules and guidelines, I will be subject to disciplinary action by Fraser Valley FC that could include, but is not limited to the following:

- Warning
- Probation
- Game suspension
- Season suspension
- Removal from program

In the event a situation rises which calls for interpretation, Fraser Valley FC will take into account the best interest of each athlete, the entire team, Fraser Valley FC, and the integrity of the soccer game. Fraser Valley FC Executive decisions will be final.

\_\_\_\_\_  
Coach's Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Coach Name (Please Print)

\_\_\_\_\_  
Fraser Valley FC Technical Director/Head Coach

\_\_\_\_\_  
Date



## **GRIEVANCE PROCEDURE**

## Grievance Procedure – Player/Parent

Whilst every effort will be given to ensure the safe and professional running of all FV Selects programs, should there be any issue which gives rise for concern from any party within the program, the following procedure is provided to offer guidance to all and which should be followed in sequential order;

Attempting to resolve issues directly with the team coach must be the first step on the part of the player/parent. If an issue fails to get resolved or the player/parent requires further guidance or input, then their second step can be to contact the respective Technical Director.

It is important that FV Selects coaches are always approachable to parents. If parents have concerns involving their child or wish to offer feedback on their child's progress, coaches must have a willingness to engage in dialogue via a respectful meeting of all parties. E-mail and/or telephone correspondence may be used however, it is recommended and preferred than in-person meetings are arranged to try and resolve any concern or issue.

### 1. Complaint by the player;

- a. Consult with the Team Head Coach
- b. Consult with Club Technical Director
- c. Consult with Fraser Valley Executive
- d. Consult with B.C. Soccer Association

### 2. Complaint by parent;

- a. Consult with the Team Head Coach
- b. Consult with Club Technical Director
- c. Consult with Fraser Valley Executive
- d. Consult with B.C. Soccer Association

Should there be a need to take any of the above actions, the complainant is advised to bring his/her complaint to the attention of the relevant person/s within 7 days.

If no solution or satisfactory conclusion to the matter is received within 7 days, the complainant will be obligated to take the next step.

It will be the policy of FV Selects to deal with all complaints as quickly as possible and with absolute discretion during its investigations. As far as possible, every complaint will be dealt with 'in-house' and only as an ultimate resort will the advice and guidance of the B.C. Soccer Association be sought.

I confirm that I have read and understand the above Grievance Procedure and agree to abide by the terms and conditions stated.

Name: ..... Signed..... Date.....  
Player

Name: ..... Signed..... Date.....  
Parent

Name: ..... Signed..... Date.....  
On behalf of FV SELECTS

**Grievance Procedure – Coach**

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Whilst every effort will be given to ensure the safe and professional running of all FV Selects programs, should there be any issue which gives rise for concern from any party within the program, the following procedure is provided to offer guidance to all and which should be followed in sequential order;

Attempting to resolve issues directly with the team coach must be the first step on the part of the player/parent. If an issue fails to get resolved or the player/parent requires further guidance or input, then their second step can be to contact the respective Technical Director.

It is important that FV Selects coaches are always approachable to parents. If parents have concerns involving their child or wish to offer feedback on their child’s progress, coaches must have a willingness to engage in dialogue via a respectful meeting of all parties. E-mail and/or telephone correspondence may be used however, it is recommended and preferred than in-person meetings are arranged to try and resolve any concern or issue.

**1. Complaint by Coach;**

- a. Consult with the Club Technical Director
- b. Consult with Club Executive
- d. Consult with B.C. Soccer Association

Should there be a need to take any of the above actions, the complainant is advised to bring his/her complaint to the attention of the relevant person/s within 7 days.

If no solution or satisfactory conclusion to the matter is received with 7 days, the complainant will be obligated to take the next step.

It will be the policy of FV Selects to deal with all complaints as quickly as possible and with absolute discretion during its investigations. As far as possible, every complaint will be dealt with ‘in-house’ and only as an ultimate resort will the advice and guidance of the B.C. Soccer Association be sought.

I confirm that I have read and understand the above Grievance Procedure and agree to abide by the terms and conditions stated.

Name: .....

Team (Age/Gender) .....

Signed: .....

Date: .....

Name: ..... Signed.....

Date.....



## **PLAYING TIME POLICY**

## Playing Time Policy

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All FV Selects coaches are to abide by the Playing Time Policy, as set out by the FVYSA.

It is the player's duty to uphold their responsibilities to ensure that they get the best soccer experience possible, from their time with the FV Selects program. All players must uphold program & team standards/ethics, to maximize their playing time opportunities.

Playing Time may change at the discretion of the Team Coaching Staff, under the conditions outlined in section (c).

- (a) **All U13-U18 Players within a FV Selects Team** are recommended to **play** a minimum **50%** of available playing time, over the course of the program duration (May-April) and which includes any/all Exhibition games, Tournament games & Fall Season games.
- (b) **All U13-U18 Players within a FV Selects Team** are recommended to **start** a minimum of **30%** of available games, over the course of the program duration (May-April) and which included any/all Exhibition games, Tournament games and Fall Season games.
- (c) Coaches will empower all players to play significant roles in all games and will reward players with playing time for high levels of Attendance, Hard Work, Commitment to the Team and Performance.

Coaches may forfeit playing time from a player if any of the following are to occur;

1. There is a disciplinary issue, were a Player breaks the Code of Conduct and/or Code of Ethics as set out by the FVYSA.
2. The Player fails to attend training and DOES NOT inform the Team Coaching Staff of their absence.
3. The Player is knowingly late for training and DOES NOT inform the team Coaching Staff of their tardiness.
4. The Player DOES NOT put in a good effort during training sessions and/or games.
5. The Player is DISRUPTIVE and DISRESPECTFUL during training sessions, games or any other team function.

Players should also understand that there may be times in games where they do not see as much playing time, as others, due to tactical decisions made by the Team Coaching Staff. Sometimes in a team game, a coach may utilize his/her discretion and call upon the particular skills of a specific player, in order to assist the team to remain competitive or, to utilize a particular player for a specific position/role within the team.

### **Cup Play:**

Cup Play may be viewed as the 'business end' of the season and as such, coaches will be empowered to utilize the most consistent performers during regular season games. Coaches will utilize the regular season/League games to continually assess all players and ultimately decide upon the best 'Starting 11' for each Cup game.

***If there are any Playing Time issues or uncertainty, Players are advised to discuss them with their respective Team Head Coach.***

***Players/Parents may also bring any concerns to the attention of the respective Technical Director;***

***Glenn Wilson (Boys Teams) – [fvselects.boys@gmail.com](mailto:fvselects.boys@gmail.com)***

***Ian Knight (Girls Teams) – [fvselects.girls@gmail.com](mailto:fvselects.girls@gmail.com)***



## **PLAYING UP POLICY**



## Playing Up Policy

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FV Selects fully supports the philosophy of continuing to place all players at a level of play that will challenge, test and encourage development. For instances when this might involve a player being considered for a place within an older age group, the FVS will follow the 'Playing Up' policy of the governing Provincial body of BC Soccer.

Any players who are being considered for potentially playing up an age group should meet the following guidelines for selection;

### **Technical Ability**

A player must demonstrate a high degree of individual skill which must be transferable to competitive match situations. In addition, a player's individual skill must meet or excel the technical abilities of other participating players within the age group the player wishes to participate.

### **Physical Ability**

A player must surpass other players within their age group in physical strength, technical skill and speed, and have the ability to blend in with players of the intended age group.

### **Mental Ability**

Player must surpass other players within their age group in game awareness and general knowledge of the game. To include the mental strength that will be necessary when dealing with older and physically superior opponents.

### **Social Ability**

Player must be able to interact with players within the intended age group on and off the field (games, dressing room, training and social gatherings).

## Playing Time Policy

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It is required that teams implement a minimum playing time policy for those participating under age players. This policy should be subject to the discretion of the coaching staff as it pertains to the health, safety and eligibility (code of conduct) of the individual player.

This is not an equal play policy but a minimum playing policy which should reflect a minimum of 50% play over the duration of the entire season and not just one match/game.

### **\*\*Important Note:**

It will be incumbent on any/all FVS Coaches to first contact the Technical Director, before any player is approached with an offer to play up. Any coach found to be approaching players without first discussing this with the Club Technical Director, may face discipline action.



**PLAYER EVALUATIONS  
ASSESSMENTS & MOVEMENT**

## **Player Evaluations**

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Following the launch of the CSA Long-Term Player Development (LTPD) – ‘Wellness to World Cup’, the FV Selects program fully supports the over-riding principle of **“A Player 1<sup>st</sup> Mentality”**. To that end, the FV Selects program has introduced a multi level approach to player evaluation.

We believe that all players want to be recognized for their individual ability notwithstanding the ‘social’ and ‘fun’ side of playing soccer and being involved with friends.

***Please note dates noted in this section are subject to change depending on the season calendars.***

### **New Player Evaluations**

A player who is seeking to gain a place in the within the FV Selects team program MUST complete the online [Evaluation Application Form](#). No player can be evaluated within the FV Selects program without first submitting this form.

Once this form is received, the player will be invited to attend the current training program of the respective age group/team. New applicants will be offered a maximum of up to four (4) training sessions, by way of evaluation. Following this period of evaluation, players will either receive an offer to attend a final Invitation/Team Selection Evaluation session or, will be released from the process.

Only in exceptional circumstances will players be evaluated ‘in-season’ and only after receipt of the Evaluation Application Form has been acknowledged by the Technical Director.

**\*Applications for the 2023/24 Season are accepted throughout the 2022/23 season. The Final Evaluation session for all respective teams will be concluded by March 15<sup>th</sup>, 2024.**

### **Current Player Assessment Reports**

Registered players within the FV Selects team program are in receipt of season-long evaluation and assessments, including three (3) individual, periodized assessment reports conducted by Team Head Coaches, which we believe offer all players a more focused appraisal of their abilities.

Players within the U14-U17 age groups, will also complete a periodized self-evaluation report, which will be submitted to the Team Head Coach, on three (3) separate occasions during the season.

### **Retain & Release**

All registered players, within a FV Selects team, can expect to be notified of their status for the following season by the production of a Retain & Release list, by the respective Team Head Coach in March of each season.

Those players being ‘retained’ will receive a formal letter from the respective FV Selects TD and/or team Head Coach. Upon receipt of the letter, the retained player is invited to register for the following season, via a deposit equal to the amount of the final Invitation/Team Selection Evaluation fee.

Players who have not shown a high level of consistency to their play throughout the season may not be selected to the ‘retain list’ initially but, maybe invited to attend the final invitational evaluation session, in order to maintain their position within the team/program.

Players who may have consistently fallen below the required standards of play within the Metro division, may receive

their 'release' from the program, in March/April.

### **Exit Procedure**

Players receiving a release from the FV Selects program will be assisted by the respective program TD, who will provide communication with supporting partner clubs, to find an appropriate placement for the following season.

### **Player Movement – Coach Initiated**

Following the completion of the player selection process, teams are said to be set. However, for a variety of reasons coaches are sometimes faced with the need of having to request a player from another team, either for a short period of time (game permit) or on a full-time basis (transfer).

In the interests of integrity & respect the following protocol **MUST be followed** for all such instances;

- i) A letter/e-mail must be sent to the respective FV Selects Technical Director, Glenn Wilson (Boys) – [fvselects.boys@gmail.com](mailto:fvselects.boys@gmail.com) OR Ian Knight (Girls) – [fvselects.girls@gmail.com](mailto:fvselects.girls@gmail.com) enclosing all the relevant detail, as to why a player is requested.
- ii) The TD will give full consideration to the request, as well as to make the first contact with the Head Coach from whose team a player is requested OR the Club TD of the club from who the player is requested.  
**\*\*Please note...this should NOT be done by the requesting coach!**
- iii) The respective TD or Team Head Coach will contact the parents of the player being offered the opportunity to move up.  
**\*\*Please note...this should NOT be done by the requesting coach!**
- iv) If the opportunity is accepted, then the relevant paperwork can be completed, by all parties.
- v) If the opportunity is rejected, by the player, no further action will be taken.

### **Player Movement – Player Initiated**

Should any player, within the FV Selects Team program, wish to have the opportunity to be evaluated for a position at a higher level of play (i.e. BCSP) they are guided to complete the evaluation form for the franchise in which they wish to be evaluated for:

A full list of BCSP Franchises can be found [here](#).



**PLAYER SAFETY & FIRST AID**

## **First Aid / Injury Information**

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At most games and practice sessions there is rarely a fully trained doctor, physiotherapist or first aider present to administer first aid to injured players. Coaches, therefore, are likely to be the first to respond to a player's injury.

Most injuries that occur will be minor in nature, but some can be major injuries that do not occur often but, will require recognition and prompt, appropriate action.

Your role may involve the following tasks:

- Informing parents or guardians of the injury
- Transporting or arranging for transportation of an injured player to hospital or the nearest suitable medical facility.

For this reason, all coaches are strongly encouraged to take a first aid course organized by one of the voluntary services (i.e. St. John Ambulance or Red Cross). Attending such a course and holding a valid certificate will put both the coach and his/her players at ease with the knowledge that their medical interests are not being overlooked.

This information is aimed at an introductory level to offer general advice on the "do's & do not's" and give an insight into the signs and symptoms of several injuries that may be encountered.

## **Player Safety Essentials**

Every coach/team staff for ALL Abbotsford Soccer Association teams is responsible for making sure that the following items are present at ALL practices and games:

- Properly stocked First Aid kit
- Medical History Cards for ALL players and ALL team staff (carded coaches & managers)
- Medical Consent Forms for ALL players and ALL team staff (carded coaches and managers)
- Emergency Action Plan
- Identified First Aid person (can be a parent)

Coaches are also responsible for making sure that the following items are checked prior to ALL team practices and games:

- ✓ Equipment is safe for players to use (balls, cones, goals etc...)
- ✓ Field conditions (free of pot-holes, dangerous objects, dog duty...)
- ✓ Weather Conditions (lightning, excessive heat/rain/cold)
- ✓ All players are wearing shin guards.
- ✓ All players are wearing appropriate footwear.
- ✓ All jewelry/hats are removed (except for religious headwear)
- ✓ First Aid kit is present.
- ✓ Medical History Cards are present.
- ✓ Medical Consent Forms are present.

***\*\*\*If there are any safety concerns with the field conditions, please report them to the Club IMMEDIATELY\*\*\****

## ***\*\*IMPORTANT***

**IF A PLAYER'S INJURY/SYMPTOMS ARE SEVERE DO NOT TOUCH OR MOVE THE PLAYER.**

**Call 911 Immediately, if a player is showing any of the following symptoms;**

- A) Loss of consciousness
- B) Broken leg or arm or any suspected fractures,
- C) Severe neck pain with or without any arm pain numbness or tingling,
- D) Dislocations – shoulder, knee, hip, ankle (finger – may drive to hospital)
- E) Severe abdominal pain,
- F) Chest pain,
- G) Difficulty breathing
- H) Seizure

### **Recognition of Injury and Testing**

There is a set procedure for ‘recognizing’ an injury and the degree of injury. For example, minor (1<sup>st</sup> degree) or major (3<sup>rd</sup> degree) on the field of play. A simple reminder of this procedure is the word “**S.A.L.T.A.P.S.**”

It is easy to miss out aspects of the assessment and to fall in to bad habits. Generally, if a player has suffered a major injury (e.g. fracture, dislocation or severe muscle or ligament injury) he/she will not be ‘rolling about’. They will remain still and will probably tell you something is wrong.

Remember, there are five (5) signs of inflammation: Heat, Swelling, Pain, Discoloration and Loss of Function.

The term “**S.A.L.T.A.P.S.**” explains the assessment procedure and stands for:

**S** *See the initial injury.*

**A** *Ask for the history.* The therapist/coach asks the player what is wrong, where the injury is etc... He/she does not touch or move the injured part yet.

**L** *Look for signs of inflammation, deformity, etc.* The therapist/coach looks at the injury site. This may mean taking the sock down to look at an ankle. You can’t see through socks, although some therapists seem to think you can. You are looking for signs of inflammation. Do not ask for movement. There may be visible deformity which signifies a major injury. If so, you would not proceed further but call for an ambulance. Emergency Action Plan (EAP).

**T** *Touch for tenderness, pain, swelling, pins & needles, etc.* If there is no visible deformity of the at the injury site the injured part can be exposed and gently palpated. The objective is quickly to establish whether there are any signs or symptoms such as:

- Palpable pain/tenderness
- Swelling
- Loss of skin sensation
- Altered skin sensation such as ‘pins and needles’
- Any obvious deformity of the part compared to the other limb.

When palpating the part, remember to observe the player’s face for response (e.g., a grimace caused by discomfort or pain). Also, remember that verbal communication is vital in order to establish whether palpation causes pain, exactly where the problem is, and the grade or perceived level of injury (see below). No movements are asked for at this stage. You may decide to go no further at this stage and ensure that the player takes no further part in the training session or game.

**A** *Active: ask for active movements from the player.* Up to this point, no movements of the injured part have been asked for. It may well be that the injury is of such a level that, having been through the previous testing

procedures, it would be unwise to ask for active movements. The player will be asked to carry out all the major movements associated with the nearest joint or joints. While he/she is carrying out these purely active movements, the 'therapist' notes the range of movement gained in each direction and again checks the injured player's facial expression, looking out for signs of discomfort or pain.

- P** *Passive: coach/ therapist moves the part passively.* You never move the players injured part unless he/she has demonstrated a good range of active movement. A passive movement is where the therapist performs the desired movement of a body part for the player. The player takes no active part in this at all. With knowledge of how far the player has moved his/her joint or body part actively, the therapist moves the part through this range and a little further, checking all the time for facial reaction. If this causes no undue problem, then the therapist will move on to strength testing. All movements available are tested.
- S** *Strength: therapist resists movements of the injured part by the player.* If the player responds well to these then functional weight-bearing tests can be carried out. You may decide that the player is not going to continue the game or training session and therefore there is no need for strength testing. The therapist resists the action of muscles working over the injured part. All movements available are tested. Again, the therapist checks for pain or discomfort, through facial expression and questioning.

If the player passes through the seven (7) areas covered by the "S.A.L.T.A.P.S." assessment, he/she is then helped into the standing position for application of weight-bearing functional tests. For a minor ankle injury, the following progressive activities could be used;

- Assisted standing
- Standing unaided
- Walking forward unaided
- Jogging on the spot
- Jogging forwards (straight line)
- Jogging backwards (straight line)
- Quarter-pace running
- Half-pace running
- Three-quarter pace running
- Stopping and starting
- Full pace sprinting
- Side to side running (zig-zag, figure of eights etc..)

### Summary

Before leaping into action, the following guided 'on-field' recognition testing must always be followed...

- ✓ Remember, it is very important to realize that in minor injuries, where the player will carry on, all stages of the assessment will be carried out. However, in moderate to severe injuries, the assessment will not be completed as the coach/therapist realizes that the signs and symptoms are substantial and that to continue would cause further injury.
- ✓ As the grade of injury rises, so do the signs and symptoms of injury. At some point, a decision will be needed: Is the player fit to carry on? Sometimes, this is a clear-cut decision but, sometimes it is not so clear! Be guided by what you see, touch, feel and what the player's active movement state is.
- ✓ Never stray from the "S.A.L.T.A.P.S." testing routine.
- ✓ Never continue progression through the "S.A.L.T.A.P.S." testing routine when a player's signs and symptoms, lack of movement or unwillingness to move the affected part indicates termination at the point reached.



## Head Injuries/Concussions

### ***What is a Concussion?***

A concussion is a brain injury that affects the way you think and remember things for a short time. It can cause many symptoms but they can't be seen on x-rays or computed tomography (CT) scans.

### ***What Causes a Concussion?***

Any blow to the head, face or neck, or somewhere else on the body that causes a sudden jarring of the head, may cause a concussion, such as being hit in the head with a ball or being checked into the boards in hockey.

### ***What are the symptoms and signs of concussion?***

A person does not need to be knocked out (lose consciousness or pass out) to have had a concussion. Some of the problems that may happen with a concussion are shown in Table 1.

**Table 1: Symptoms and Signs of Concussion**

<b>Cognitive Features (thinking problems)</b>	<b>Symptoms</b>	<b>Signs</b>
1. Not knowing the time, date, place, time of game, opposing team or score of game	1. Headache / Dizziness	1. Poor coordination or balance
2. General confusion	2. Feeling "dazed" "dinged" or stunned - "having my bell rung"	2. Blank or glassy-eyed stare
3. Not being able to remember things that happened before or after the injury	3. Seeing stars or flashing lights	3. Vomiting
4. Being knocked out	4. Ringing in the ears	4. Slurred speech
	5. Sleepiness	5. Slow to answer questions or follow directions
	6. Loss of vision	
	7. Double vision or blurry vision	
	8. Stomach ache, stomach pain or nausea	

### ***What should you do if a child gets a concussion?***

The child should stop playing the sport right away. Do not leave him/her alone. A doctor should see him/her as soon as possible that day. If a child is knocked out, call an ambulance to go to the hospital immediately. Do not move the child or remove sport equipment, such as a helmet. Wait for the paramedics to arrive.

### ***How long will it take to get better?***

The signs & symptoms of concussion often last for seven (7) to ten (10) days but may last much longer. In some cases, children may take many weeks or months to heal. A child who has had a concussion before may take longer to heal.

### ***How is a concussion treated?***

The most important treatment for a concussion is rest. That means not exercising, bike riding, play wrestling with family or friends, playing video games or working on the computer. Children may have to stay home from school because schoolwork may make their symptoms worse. Children who go back to school or resume

activities before they are completely better, are more likely to get worse and to have symptoms longer. Even though it is very hard for an active child to rest, this is the most important step. Once a child is completely better at rest, he/she can start a gradual increase in their activities. It is important to see a doctor before returning to activity to ensure they are completely better.

### ***When can children return to school after a concussion?***

Sometimes children who have a concussion find it hard to concentrate in school, and may get a worse headache or feel sick to their stomach if they try to learn. Children should stay home from school if their symptoms get worse while they are in class. Once they feel better, they can try going back to school for half days at first. If they are okay with that, then they may go back full-time.

### ***When can a child return to sport after a concussion?***

Children should not go back to sports if they have any concussion symptoms or signs. They must rest until they are completely back to normal. After they have been back to normal and have been to see a doctor, they can then go through the steps to gradually increase activity:

- ✓ Complete rest until all symptoms have subsided
- ✓ Light exercise, such as walking or stationary cycling for 10-15 minutes.
- ✓ Try a sport-specific activity (such as skating in hockey or running in soccer) for 20-30 mins.
- ✓ Move to 'on-field' practice, such as ball drills, shooting and other activities with no contact (e.g. no tackling and no heading the ball)
- ✓ Once cleared by a doctor, move to 'on-field' practice with body contact.
- ✓ Game play.

Note: Each step must take at least one day. If a child has any symptoms of a concussion (headache or feeling sick to the stomach) that come back during activity, he/she should stop the activity immediately and rest for 24-48 hrs. The child should be seen by a doctor and cleared before starting the step-wise plan again.

### ***When should a child go to a doctor?***

Every child who gets a head injury should be seen by a doctor as soon as possible. A child who has been diagnosed with a concussion should see a doctor immediately if symptoms get worse, such as:

- Being more confused;
- Worsening of a headache;
- Vomiting more than once;
- Not waking up;
- Having trouble walking;
- Experience a seizure; or
- Behaving strangely.

Problems caused by a head injury can get worse later that day or night. A child should not be left alone and should be checked on through the night. If there are concerns about a child's breathing or sleep, wake them up. Otherwise, let them sleep. If a child seems to be getting worse, see a doctor immediately. No child should go back to a sport until they have been cleared to do so by a doctor.



## **EMERGENCY ACTION PLAN**

## **Emergency Action Plan**

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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 1<sup>st</sup> Aid and CPR will give you the confidence and knowledge you need to deal with emergencies effectively.

You should maintain a complete 1<sup>st</sup> Aid Kit, to help you deal with minor injuries.

Develop an **Emergency Action Plan** and write it down, so that everyone involved, with your team, is clear with the procedure and responsibilities of key personnel.

Designate a **'Person in Charge'** and also a **'Call Person'**.

### **Person in Charge:**

- Most qualified in 1<sup>st</sup> Aid and emergency procedures.
- Know what? and where? the emergency equipment is located
- Secure a controlled and calm environment.
- Assess and tend to the injured player.
- Direct others involved until medical personnel arrive.

### **Call Person:**

- Keep a record of emergency phone numbers and know the location of facility telephone, if mobile's are not available.
- Make the telephone call, for assistance.
- Guide the ambulance (if required) in and out of the facility.



**PLAYER MEDICAL INFORMATION**

<b>PLAYER'S NAME:</b>	<b>D.O.B:</b>
<b>ADDRESS:</b>	
<b>TEL #:</b>	<b>HEALTH INSURANCE #:</b>
<b>MOTHER'S NAME:</b>	<b>MOBILE #:</b>
<b>FATHER'S NAME:</b>	<b>MOBILE #:</b>
<b>FAMILY DOCTOR:</b>	<b>FAMILY DOCTOR TEL#:</b>

**Is the player allergic to any drugs, if so what?**

**Does the player have any other allergies?**

**Does the player suffer from any serious illness? (please tick)**

**1. Asthma\_\_\_\_\_ 2. Diabetes\_\_\_\_\_ 3. Epilepsy\_\_\_\_\_ 4. Others\_\_\_\_\_ (please advise):**

**Is the player on any regular medication, if so what?**

**Does the player wear glasses/contact lenses?**

**Any other relevant information?**

**Parents Name: .....**

**Date:**

**Signed: .....**



## **DEVELOPMENT PHILOSOPHY**

## 1. Mission and Goals

- ◆ The mission of FVYSA is to promote the game of soccer in our District.
- ◆ Our goals are to maximize player development through education and training, to provide a playing environment that is safe and fun and to raise the knowledge/understanding of coaches at all levels of play.

## 2. General Principles

- ◆ Player development is first and foremost. Results are secondary to development.
- ◆ Through the U16 age group, training and development are more important than the result.
- ◆ Respect the individual player. Allow each player to develop their individual qualities.
- ◆ If appropriate, allow players to 'play up'.
- ◆ Allow players to play in different positions.
- ◆ Skills training should be our focus when working with youth players.
- ◆ Coaches should always consider what is best for the individual player.
- ◆ Allow the players to be creative.

## 3. Tips for the Youth Coach

- ◆ Do not put too much emphasis on the game results. Patience is key.
- ◆ When your team steps on the field they should do everything possible to win the game however, your emphasis should be on the quality of play.
- ◆ Set individual and team goals. Also, periodically, sit down with the individual player to discuss their progress.
- ◆ Allow players to play in different positions on your team.
- ◆ Encourage your best players to play in demanding positions.
- ◆ Encourage players to attend extra training.
- ◆ Have organized practices which are fun, challenging and competitive.
- ◆ The key to your practices should be repetitions of the fundamentals, however, try to present these exercises in different variations.
- ◆ Be excited about the game. If you are excited, the players will follow suit.

## 4. Responsibilities of Team Head Coaches

### Safety

- ◆ Your first responsibility is the health and safety of all participants
- ◆ It is recommended that you become certified in basic first aid.
- ◆ Be prepared to handle First Aid situations as well as medical emergencies at all practices and games.
- ◆ Know and understand the Laws of the Game.
- ◆ Inspect equipment and field conditions for safety reasons.
- ◆ Utilize proper teaching and instruction of players regarding safe techniques and methods of play.
- ◆ Implement appropriate training programs to make sure players are fit for practice and competition.
- ◆ Supervise and control your players to avoid injury situations.

## **Player Development**

- ◆ Develop the players' appreciation of the game. This includes watching games on television, in person and following high school, college and pro teams.
- ◆ Keep winning and losing in proper perspective.
- ◆ Be sensitive to each player's developmental needs.
- ◆ Educate the players to the technical, tactical, physical and psychological demands of the game appropriate to their age group.
- ◆ Allow players to experience different roles on the field.
- ◆ Players need to have fun and receive feedback.
- ◆ Practice should be conducted in the spirit of enjoyment and learning. Strive to help each player reach their full potential and be prepared to move to the next level.

## **Ethics**

- ◆ Strive to maintain integrity within our sport.
- ◆ Know and follow all the rules and policies set forth by the Club, League, Provincial and National Associations.
- ◆ Work in the spirit of cooperation to provide the players with the maximum opportunity to develop.
- ◆ Be a positive role model.
- ◆ Set the standard for sportsmanship.
- ◆ Keep sport in proper perspective.
- ◆ Encourage moral and social responsibility.
- ◆ Continue your own soccer education.

## **Additional**

- ◆ Coaches are encouraged to obtain the highest level of training & certification possible.
- ◆ Coaches should be familiar with the other teams and coaches in their age group.
- ◆ Be organized.
- ◆ When communicating with the players be positive, keep it simple and be specific.
- ◆ When communicating with the players, make eye contact with each player.
- ◆ Speak in a calm voice.

## **5. Player Responsibilities**

- ◆ Players should be on time for practices and games. (45-60 minutes prior to game time).
- ◆ Players should take care of their uniform and shoes. (No muddy shoes).
- ◆ Players should be respectful towards their teammates, coach, opponents, officials and parents.
- ◆ You represent yourself, your team and your club. Show pride.
- ◆ Practice the way you would play in a real game.
- ◆ Take care of your body. Eat healthy. Drink plenty of fluids.
- ◆ Do not blame teammates in practices or games. Everyone makes mistakes. Work harder to make up for other's mistakes.
- ◆ Give your best at all times. Even when things are not working out as well as expected.
- ◆ Play as a team. Share the ball with your teammates. Do not play selfish.
- ◆ Practices are mandatory. If you must miss, contact your coach in advance.
- ◆ In general, you earn your playing time through your practice performance.



## 6. Focus of training

The focus of our training is that everything in practice should resemble the actual game as much as possible. Exercises and drills serve a purpose; however, the majority of the practice should be spent playing the game. If in doubt, ask yourself the following question: "Are we playing soccer?" There must be teammates, an opponent, a field with boundaries, a direction, a purpose to the game and an objective.

A game will have the best results when the following elements are present:

1. Scoring goals.
2. Attacking to create scoring chances.
3. Defending to prevent goals and win the ball.

## 7. The Basis for a Youth Practice

- ◆ Soccer enjoyment is first and foremost.
- ◆ The players have to understand how the practice relates to the game.
- ◆ As a coach, you must create the right environment for training.
- ◆ Create a competitive, challenging atmosphere in which positive encouragement and feedback is an important part.

## 8. The 'Common Thread' for our Teams

- ◆ We achieve the required outcomes through dedicated, focused hard work.
- ◆ Encourage players to play with flair, creativity and confidence.
- ◆ Respect, don't fear your opponent.
- ◆ Accept the referee's decisions.
- ◆ Play within the team concept.
- ◆ Communicate with your teammates.
- ◆ We control the pace of the game.
- ◆ When we have the ball, create space on the field.
- ◆ When the opponents have the ball, condense spaces on the field.
- ◆ When we have the ball, look to play forward, however, if you don't like what you see, keep the ball in the team.
- ◆ Constructive criticism is part of the development.

## 9. Playing Style

Consider the three main moments in a game:

- We have possession
- The opponent has possession
- Transition from offense to defense and from defense to offense.

### **When we are in Possession:**

- ◆ Does everyone understand that the objective of the game is to score goals?
- ◆ Are we making it difficult for the opponent to defend?
- ◆ Do we use all the space on the field? Width as well as depth?
- ◆ Are we making the opponent chase the ball?
- ◆ Are we getting the right players in scoring situations?

- ◆ Is their proper movement when we have the ball?
- ◆ Does every player understand their role when we have the ball?
- ◆ Are players creating space for each other by moving in and out of space?
- ◆ Are we playing the ball deep when appropriate?
- ◆ Are we using the wide players and are we getting crosses in front of the goal?
- ◆ Are we using the goalkeeper in the build-up?
- ◆ Is our build-up too fast or too slow?
- ◆ How is the quality of the pass?
- ◆ Is there too much dribbling?
- ◆ Are we switching the field?
- ◆ Are we getting players out of the back involved in the offense?
- ◆ Are we taking advantage of 1 vs 1 situations?
- ◆ Are the players communicating and coaching each other?

#### **When the Opponents are in Possession:**

- ◆ Are we collectively pressuring the ball immediately?
- ◆ Are we marking up?
- ◆ Are we making it difficult for the opponent to start their offense?
- ◆ Are we winning the 1 v 1 battles?
- ◆ Is the spacing between the players correct?
- ◆ Are we making too many fouls?
- ◆ Are we taking away their time and space?
- ◆ Do we have pressure and cover around the ball?
- ◆ Are we communicating and coaching each other on the field?
- ◆ Are we aggressive in winning the 1 v 1 battles and loose balls?
- ◆ Is our goalkeeper directing and organizing out of the back?

#### **The Transition from Offense to Defense:**

- ◆ How do we lose the ball? (Short pass, long pass, dribble, etc)
- ◆ Do the players react quickly during the transition?
- ◆ Is there immediate pressure on the ball?
- ◆ Are we organized as a team?

#### **The Transition from Defense to Offense:**

- ◆ Are we looking to go forward immediately?
- ◆ Are we looking to keep possession until there is an opening to attack?
- ◆ Are we looking to slow down the play, or speed up the play?

### **Fraser Valley Selects - Playing Philosophy**

**All Fraser Valley Selects teams will strive to produce exciting, attacking soccer, based on a possession philosophy. We will apply a good work ethic and have the Physical and Psychological determination to apply the correct Technical skills and Tactical play(s), in all areas of the field.**



**DEVELOPMENTAL COACHING**

## Communication/Teaching Styles

As all players learn at different levels and by different means, it is essential that a coach understands and applies the different communication and teaching styles throughout all sessions, to ensure that the message they are trying to relay get across to all players involved in the session.

Communication Style	Characteristics
<b>Command / Direct:</b>	<ul style="list-style-type: none"><li>▪ Coach directed</li><li>▪ Coach tells, informs and instructs the player(s)</li></ul>
<b>Guided Discovery:</b>	<ul style="list-style-type: none"><li>▪ Coach Assisted</li><li>▪ Coach sets challenges</li><li>▪ Suggest to players</li><li>▪ Question players</li><li>▪ This method allows the players to take part in the learning experience.</li></ul>
<b>Inclusion:</b>	<ul style="list-style-type: none"><li>▪ Coach sets the goal/outcome</li><li>▪ Assists players in reaching goal</li><li>▪ No “right” or “wrong” answer</li></ul>

### Communication Skills

- Flexibility of Approach
- Language of Influence
- Voice Qualities
- Address Intellect & Emotion

### Inspiring Vocabulary

- Eliminates all negative vocabulary (Don't/Can't)
- Body Language ('Talking without Speaking')
- Questioning (To Achieve? Open-Closed/Why?)

### Coach as a Teacher

- Elicits Responses
  - By what is said
  - By how it is said
  - By what he/she asks
  - By what is shown
  - By what is done
  - By how it is done
- Prepares thoroughly
- Creates a “LEARNING ENVIRONMENT”
- Motivates players out of the “Comfort Zone”
- Provokes others to inquire and learn
- Involves players in the “Learning Process”
- Empathizes with Players

## **U13-U18 Practice Priorities**

### **General Practice Content**

Fraser Valley Selects coaches should look to address the following components in practice on a consistent basis. Heavy emphasis is to be placed on possessing the ball, in different scenarios...counter-attacking, playing out of dangerous areas, slow build up's etc, as well as positioning (tactically and body position to receive/pass the ball). Patterned passing sequences and attacking sequences also need to be introduced to players at young ages and built on as they become older and more experienced.

**Possession** – Keeping possession of the ball (inter-passing & movement).

**Position** – Passing/receiving a pass; positioning in attacking and defending situations.

**Pattern** – Reading, creating and playing out of patterns in attacking and defending situations.

**Protection** – Protecting major creating, delivering and scoring areas that pose the greatest threats.

**Penalties** – Attacking and defending set pieces (free-kicks, corner kicks etc...).

### **Attacking Tactical Play**

1. Counter-attack from regains of possession in middle third and/or defending half of the field.
2. Developing play from the Gk's possession;
  - Playing out from a throw in defending 3<sup>rd</sup>.
  - Counter-attack from GK collecting the ball.
  - Dribble & Drive on the diagonal.
3. Developing play from defenders in defensive 3<sup>rd</sup> or defending half to supply and/or break into Midfield areas.
4. Receiving and movement skills and understanding from Midfield players
5. Supplying forward players as a priority
6. Interchanges and movement amongst players ahead of Centre-backs.
7. Midfield runs up to and beyond forward players.
8. Wide attacking play, to produce crossing opportunities.
9. Attacking Set-Plays in central and wide areas, in the attacking half.

### **Attacking Technical Content**

1. Development and retention of possession (opposed directional practice).
2. Fast, quick and early ground passing (Speed of Play), with variety of foot surfaces.
3. Passing with 'side' and 'backspin' over varied distances in the air and on the ground.
4. Switching Play – passing skills (20-60 yd passes on ground and aerial).
5. One-touch passing skills.
6. Measured 'through' balls/passes.
7. Clever, unorthodox, unexpected, disguised passes over 10-40 yds.
8. Receiving on the move at speed – ground and aerial passes.
9. Individual and group 'ball retention' skill (1<sup>st</sup> touch and body/positional skills).
10. Individual 'space and time' making skills.
11. Understanding of 'movement' necessity and capability.
12. Group/unit and team interchange and movement skills.
13. Player combination skills (wall-passes, take-overs etc...).
14. Running with the ball - away from and at opponents and spaces.
15. Releasing and combining with others on a run with the ball.
16. Crossing & finishing skills.
17. Positional and 'Tactical-Tactical' ball work (e.g. FB advancing down the flank, Back four changing play, Midfield overlaps).

### **Defensive Tactical Play**

1. Defending from the front - Pressing with two forwards in attacking half.
2. Team defending/compression of play.
3. Recovering and defending from a deeper line.
4. Defending in the defending half.
5. 'Sliding & squeezing' as a team.
6. Create a 'compact' defensive unit.
7. Defending in the defending third.
8. 'Unit' defending.
9. Whole team 11v11 defending.
10. Defending Set Plays in the defending third – 'Zonal orientation'.
11. Read, anticipate, prioritize and act decisively.

### **Defensive Technical Content**

1. Defending alone in a counter-attack context.
2. Showing both 'inside' and 'outside'
3. Screening opponents preferred pass options.
4. Pressing from the front and behind.
5. Interceptions, challenging, blocking – passes, crosses, shots.
6. 'Shifting' and 'Turning' in defending situations.
7. Heading from a variety of ball trajectories.
8. One-touch clearances skills (headers/volley's etc...)
9. Body/Positional work – receiving and protecting the ball.

### **13-14 Year's old**

#### ***Have acquired...***

1. Efficient, orthodox ball control skills.
2. Efficient short range passing skills (10-25yds).
3. Receive and release with surface variety.
4. Basic understanding of support play.
5. Effective 'turning with ball' skills – limited variety.
6. Basic ball manipulation/maneuver skills.
7. Basic ball retention understanding and skills.
8. Some dribbling skills.
9. Basic 'running with the ball' abilities.
10. Basic heading skills.
11. Pressing & marking skills.

#### ***Need to Learn...***

1. Increased range of controlling skills (surfaces – flight, height, speed).
2. Extended variety of short and medium range passing skills (10-40yds).
3. Pass and combination play with others (e.g. wall-pass, overlap).
4. Development of 'feel' for ball on contact skills (e.g. control, pass, shoot, cross etc...).
5. Appropriate disguise/deception to all contact skills.
6. Ability to protect and maneuver the ball under pressure.
7. Improved heading skills.
8. Support play with 'movement' appreciation.
9. Safety/Risk factors in possession skills.
10. Running with the ball.
11. Marking and tracking.

12. Reading of the game defensively – for interceptions, challenges etc...

### **15-16 Year's old**

#### ***Have acquired...***

1. Coping with 1v1 (Att/Def) situations.
2. Assured and efficient basic control, passing and support skills and developing the ability to disguise intention.
3. Basic ball retention skills (screening and maneuvering the ball).
4. Extended, though not comprehensive range of passing skills (increased range, repertoire, sensitivity).
5. Basic movement skills and resultant effect (working in small group/unit).
6. Knowledge and selection of combination play (wall-pass, overlap, take-overs etc...)
7. Knowledge of circumstance and the value of running with the ball.
8. Improved dribbling skills and application where 'appropriate'.
9. Improved 'feel' on all contact skills.
10. Changing of ball position and of 'play', beneficial to individual and/or team.
11. Improved heading skills.
12. Basic understanding/application of 2<sup>nd</sup> defender (cover and positioning).
13. How/When to intercept and/or challenge for the ball.
14. Ability to read the game and begin to prioritize decision-making and actions.

#### ***Need to Learn...***

1. Escaping man-markers and operating when man-marked.
2. Using body on receiving ball and in possession of the ball; to protect possession.
3. Clever personal and positional specific movements.
4. Movement and benefits of simple interchanges of position.
5. Increased variety of pass and control skills with appropriate disguise.
6. Increased/improved heading skills.
7. Increased understanding of safety/risk and the use of team possession for tactical reasons.
8. Movement of self and how to affect opposition defenders, for the benefit of attacking advantage.
9. Increased understanding of group/unit and team defending in 8v8 into 11v11.
10. Defending when out-numbered and against combination play.
11. Recognition and employment of counter-attack option.

### **17-18 Year's old**

#### ***Have Acquired...***

1. 'Clean' extended range and varied contact skills – controlling touch, distribution skills, shooting, crossing etc...
2. All aspects of support and movement understood.
3. Ability to respond appropriately to player's movement.
4. Create space for self and team and effectively use the space created in possession.
5. Appropriate application of deception (feint/dummy) on receiving the ball.
6. Ability to play 1 & 2 touch effectively.
7. Know how to cope 1v1 – dribble, combine, simple pass according to situation and individual skill/characteristics.
8. Operating when man-marked.
9. Changing direction of play.
10. Understanding of priorities in use of possession according to personal and team play requirements.

#### ***Have Acquired – Defending***

1. Marking and how to 'man-mark'.
2. Pressing skills and 'splitting' opponents.
3. Tracking opponents.
4. Defending when not 'immediately' involved against the ball (e.g. sliding, covering, squeezing etc...).
5. Defending in units (e.g. back four – press, cover balance etc...)

6. Defending against combination play.
7. Handing over opponents to team-mates (passing –on).
8. Reading and anticipating the developing the play.





**PRACTICE PLANNING**

## **Session Planning Guidelines**

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### **General Practice Structure**

Below is a general outline for a practice (see practice definitions):

1. *Warm-Up*
2. *Technique practice development*
3. *Skill practice*
4. *Small-Sided Game*

### **Tactical Practice Structure**

1. *Warm-Up*
2. *Skill practice*
3. *Functional and/or Phase of Play*
4. *Small-Sided Game*

### **Practice Planning – Coach Checklist**

The following points provide a practice planning checklist for coaches to use:

- ✓ Prepare a practice plan and bring it with you!
- ✓ How much space you have for your practice?
- ✓ What equipment will you need? (balls, cones, pinnies etc...)
- ✓ How many players will you have?
- ✓ What is the topic of the practice? (Only cover One (1) topic per practice)
- ✓ Prepare drills/games that have all players involved (short lines!)
- ✓ Allow players enough “game time” to explore and learn
- ✓ Name the drills/techniques/games, so that players remember what they have been taught

### **Practice Objectives**

- ✓ Ensure that all players have been coached/affected
- ✓ Create a practice that is fun, but has a purpose
- ✓ Try to use drills or games that are focused on the needs of the player(s)/team
- ✓ Always encourage the players to be positive
- ✓ Challenge players

## **Recommended Practice Structure - GAG**

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In recognition & support of the CSA Coach Licensing Stream, it is recommended that the GAG structure/methodology be utilized by FV Selects coaches whenever possible.

### **GAG Methodology:**

To fulfil its dual objective, a training session must be structured in such a way that it alternates between games and exercises based on the global-analytical-global (GAG) method.

### **Warm Up**

At the start of the session, a game related to football is recommended for opening the session. Neuromuscular coordination with and without the ball must always take place immediately after the game of football and make up the second part of the warm-up. The opening stage of the session must not exceed 15 minutes

### **Initial Game**

The first stage of the session's key part is made up of one or two themed games which will highlight the main objective of the session. During this part, the coach emphasises the main subject by intervening and giving guidance, thus identifying the session's theme. The first game lasts 15 minutes.

### **Analytical**

Once the players have identified the objective through the game, analytical exercises will ensure that the technical move is repeated and certain details corrected. The coach's input during this analytical part of the session is very important as he/she must demonstrate, observe, correct and encourage. The length of the analytical part is 12-15 minutes.

### **Final Game**

The second game can be directed and/or free and must offer players the possibility of applying what they have practised in real "match" situations. During this part of the session, the coach gives the players more freedom to express themselves by letting them play without intervening too much. This game will be the longest game of the session (20-25 minutes)

### **Cool Down**

The "cool-down" part must fulfil its low-intensity objectives while also satisfying the players need to play. It must therefore be composed of one or two low-intensity games. The length of the cool-down is 5-10 minutes. The alternation of the global and analytical methods can be repeated once or twice during a session for the same theme.

## **General Practice Structures**

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The following definitions have been developed to ensure that FV Selects coaches have an understanding, of how to plan and deliver a variety of practice sessions. Functional Practices, Small-Sided Games, Phase of Play practices and Eleven-a-side games can also be utilized to deliver successful coaching sessions.

### **Technical Practice:**

Is an unopposed practice with the emphasis on the development of a game technique. Challenges to the development of the technique may be gradually introduced and will be in the form of increased or decreased time, area, target or degree of difficulty in practice depending on the rate of improvement in the players' performance.

### **Skill Practice:**

Is an opposed practice with the emphasis on developing the bond of a technique and decision-making. The practice contains objectives for all players which are derived from the technical theme being practiced. Appropriate areas, the number of players involved and "imposed conditions" will vary around the skill theme for development.

**Functional Practice:**

Is a practice situation in which a player or small group of players (Unit) develop an understanding of their attacking and/or defending roles/responsibilities and accompanying skills. Practice will be best sited in the area of the field, where the player or team unit operates in a game.

**Small-Sided Game:**

Is a directional game/practice situation involving goalkeepers and which involves less than eleven players per team. It can be utilized for the coach to work technically or tactically and is ideal for developing the principles of play and team understanding. Working areas are adapted to suit the reduced numbers of players and official rules are applied although modifications/imposed conditions may be utilized. The coach will usually work with one (1) team and on one (1) theme.

**Squad Practice:**

Is a directional game-type practice situation in which the playing area may be appropriately divided or zoned to suit the numbers and the needs of the activity. Goals or targets of some design are employed to signify the successful end of attacks. Squad practices can be used for the development of either individual player s or a group/unit within the team. Technical or Tactical themes may be used in a squad practice.

**Phase of Play:**

Is a practice situation utilizing the full width of the pitch but with a reduced length. It will involve team units either attacking or defending against opponents and is ideal for developing group/unit and team tactical understanding.

**Eleven-a-Side Practice (11v11):**

Is the final progression in practice sessions and is utilized to develop team tactical understanding and takes place on a full sized pitch with game rules applied. The practice seeks to establish understanding of player role and responsibility along with group/unit and team tactical understanding in attacking and/or defending situations. The practice is often best employed when work is conducted in the different thirds (Def/Mid/Att) of the pitch. The coach usually works with one (1) team and on one (1) theme.

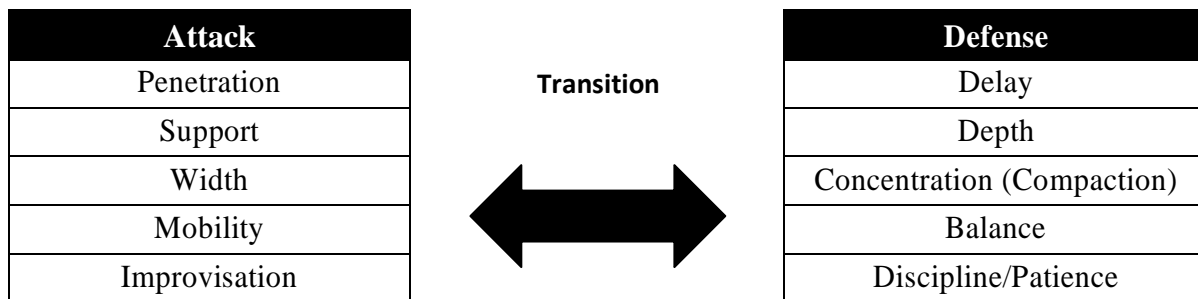
## Principles of Play

The five (5) Principles of Attack and five (5) Principles of Defense were formalized by Allen Wade, Director of Coaching for the English Football Association in 1960, when he wrote "The F.A. Guide to Coaching and Training". Every system of play takes into account these ten (10) principles. The Principles of Play revolutionized the thinking of soccer coaches the world over. These principles of play have since become a world standard in the development of team play. Other sports such as rugby and field hockey adapted the principles of play to their own game. We are summarizing these principles to show just how important they are in developing a system of play.

Some of the terminology from the original book in the 1960's may have changed, but nothing else has! Soccer is a game of 'cat & mouse' and each team changes its persona when the ball changes hands. From being creative, fun-loving, skillful attackers the team should become stingy, totally committed, deadly serious, get the job done defenders!

The five (5) principles of Attack & Defense reflect this. For every principle of attack, there is a counter to it, with a corresponding and neutralizing principle of Defense.

Attack	Defense
Penetration	Delay
Support	Depth
Width	Concentration (Compact)
Mobility	Balance
Improvisation	Discipline/Patience



### **Attacking Principle #1 – Penetration**

As soon as the ball is re-possessed, the first thought should be "Can we score?" If a forward player is unmarked and/or available in a 1v1 situation, the question then is "can we play the ball to him/her?" This is not 'kick & hope'. This is the quick counter-attack that so often catches team's off-guard. Even the goalkeeper, after making a save, or catching a cross, should look up field to see if a quick kick or throw could penetrate the opposition.

### **Defending Principle #1 – Pressure (Delay)**

The defending team must do everything possible to prevent quick counter-attack after losing the ball. This may be accomplished by one player going to the attacker with the ball and preventing the ball from being passed forward. However, unless his/her team-mates cooperate, one player delaying will easily be by-passed by the ball being played away from the pressurizing player.

### **Attacking Principle #2 – Support**

To keep possession, and to be able to move the ball down the field, the player with the ball needs support. Forward support, back support and side support will allow the player with the ball 'options' and help to put doubt in the minds of the defending players.

The first 'shape' of the tactical formation is now beginning, with triangles emanating from the player with the ball and

is/her immediate playing area.

### ***Defending Principle #2 – Cover (Support in Defense)***

As the attacking team seeks to support their team-mate in possession, the defending team supports their first defender – the pressuring / delaying player.

The defending support by the players nearest the pressurizing defender, should offer 'close' support. Their distance of support will depend upon the situation and what part of the field they are supporting the first defender. However, generally speaking, the defensive support is much tighter/closer than the attacking supporting players, as attackers are trying to create space, while the defenders are trying to restrict space.

### ***Attacking Principle #3 – Width***

Stretching the defending team is always in the minds of the attacking team. A team can be stretched vertically and laterally. The front players should push the defence back as far as they will go both vertically (down/up the field) as well as stretching the defence by utilizing the width of the field (laterally).

The exploitation of the width of the field pulls the defenders out of position and big holes appear in the back line between players. On the other hand, leaving the wide space clear to allow players to exploit the wide space from deep positions is involved with the principle of width. Wider players on the side away from the ball produce a third attacker, or attacker's.

### ***Defending Principle #3 – Concentration***

If attackers are trying to stretch the defence, it forces defenders to concentrate themselves in the most vulnerable areas. Concentration and balance work closely together, as do delay and support. If a defending team is in any way unsure of itself, it should fall back to cover the goal, stay compact and give away space in less dangerous parts of the field.

Players not in good defending positions will immediately recover by funneling back into space. These 'recovery runs' are very important and need to be immediately performed when possession is lost. The players' immediate objective should be to recover as quickly as possible towards the goal in an attempt to get 'goal-side' of the ball. As the player recovers, he/she assesses just how far the recovery needs to be and looks for and listens to advice from their team-mates..."Pick him up", "Come Back", "Hold there!"

### ***Attacking Principle #4 – Mobility***

Individual speed and the ability to interchange positions are so important in the modern game. As an attacker moves forward, sideways or diagonally, with or without the ball, the opposing team has to adjust and this can unbalance the defense.

### ***Defending Principle #4 – Balance***

If mobility is used to unbalance teams, then that principle of maintaining balance must be exercised to counter the attacking runs. Now the picture is becoming more complex as more players are needed to give the team balance.

### ***Attacking Principle #5 – Improvisation***

This is the most exciting principle. Improvisation is not exclusively reserved for the attacking third but, this is where it is most effective. Twists, turns, back-heels, dribbles, over-head kicks all have a place here (attacking 3<sup>rd</sup>) with only limited risks. If the ball is given away in the attacking/final 3<sup>rd</sup>, the opposition still have to penetrate through two-thirds of the field to create an opportunity to get a shot on goal.

### ***Defending Principle #5 – Discipline/Patience***

If a defending team has observed all the previous four principles, it will find itself, for the moment, in good shape to deal with most, if not all, continuances. Defending players should display good control & restraint with their decision-making, in deciding when, if appropriate, to make a challenge or tackle, in order to regain possession.

## **Transition**

The word 'Transition' has become a key 'buzz word' in today's game. What happens usually after possession has been regained or after the ball is lost can often determine the result of the game. This is when a quick counter-attack can catch

any team off-balance.

As teams attack they look to move out to open up spaces to become more creative and consequently take more chance and therefore, become more vulnerable if they give the ball away.

### **Thirds of the Field**

While the Laws of the Game and field markings split the field into two, the tactical considerations are better viewed by breaking the field into thirds.

Defending 3<sup>rd</sup>: The philosophy is one of caution. The defending 3<sup>rd</sup> is the 'no nonsense' zone, where any danger is met by playing for safety – perhaps a long kick/clearance, even playing the ball out of play.

Middle 3<sup>rd</sup>: The 'battleground' for dominance and the build-up area for most attacks. The middle 3<sup>rd</sup> is less dangerous and is the build-up zone, but any mistake made in there can also be costly.

Attacking/Final 3<sup>rd</sup>: Where goals are scored! For that reason the thinking here must be very different than in the defending 3<sup>rd</sup>. Final 3<sup>rd</sup> is the 'taking risks' zone. It is what attackers are looking to do with dribbles, fakes, turns, back-heels and anything that is going to create an opportunity for getting a shot at goal, either for themselves or a team-mate.

# Player Pathway – Excellence Route

