



Club Coach Handbook

2021-2022

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Introduction:

The purpose of this Handbook is to familiarize you with the club philosophy, principles, values and vision policies and procedures.

Our Handbook is directly aligned with our club Culture. Our Club philosophy seeks to attract, develop and prepare motivated student athletes with the skills needed to successfully face new challenges presented to them by soccer, academics and life. All resources are dedicated to nurturing the talents of each individual under our cultural values. In return each student is expected to live up to a high standard of conduct.

You should read, understand and comply with all provisions of this Handbook. It describes many questions that usually comes up each season and we answer them clearly in the handbook.

One of our primary objectives is to provide an environment where our players can enhance their skill set through professional training, direction, supervision, and mentorship. We intend for this Handbook to offer two-way communications: what you can expect from us, and what we expect from you.

Players, coaches, & parents should familiarize themselves with the contents of the Cub Handbook immediately, and should direct any questions to the Director of Player Development Roger and Laurie Thomas.

No Handbook can anticipate every circumstance or question about policy. As the Club continues to grow, the need may arise, and our club reserves the right to amend, revise, supplement, or rescind any of the contents in handbook.

CHAPTER 1:

- Values
- Vision
- Objectives

Values:

						
INTEGRITY	RESPECT	HUMILITY	COMPETITIVE	RESPONSIBILITY	COLLABORATION	ENJOYMENT
Honest	Accepting	Humble	Passion	Citizenship	Corporation	Fun
Courage	Considerate	Honorable	Relentless	Selfless	Community	Family
Authentic	Engaged	Thankfulness	Energetic	Committed	Support	Individual
Resilient	Supportive	Awareness	Unity	Disciplined	inclusiveness	Growth
					Culture	Deiversity
					People Centric	

Vision:

- Provide an Enjoyable Training and
- Game Environment regardless of skill level.
- Develop a Long-Term Relationship with the members
- and their families.
- Develop our Coaches and Our Players.
- Share our Knowledge within the Club; Grow TOGETHER.
- Ultimately the long-term friendship and connection within the club shape our identity and make us strong.

Objectives:

- Strive to develop the players potential as a person, player, and competitor with the support of the club.
- To make a habit of giving our BEST effort at each training and game and in other parts of their life - for example, scholastically, athletically, and especially in regards to their character.
- To have each player and coach focus on this effort, to ensure that players will develop the necessary tools and players and as people.

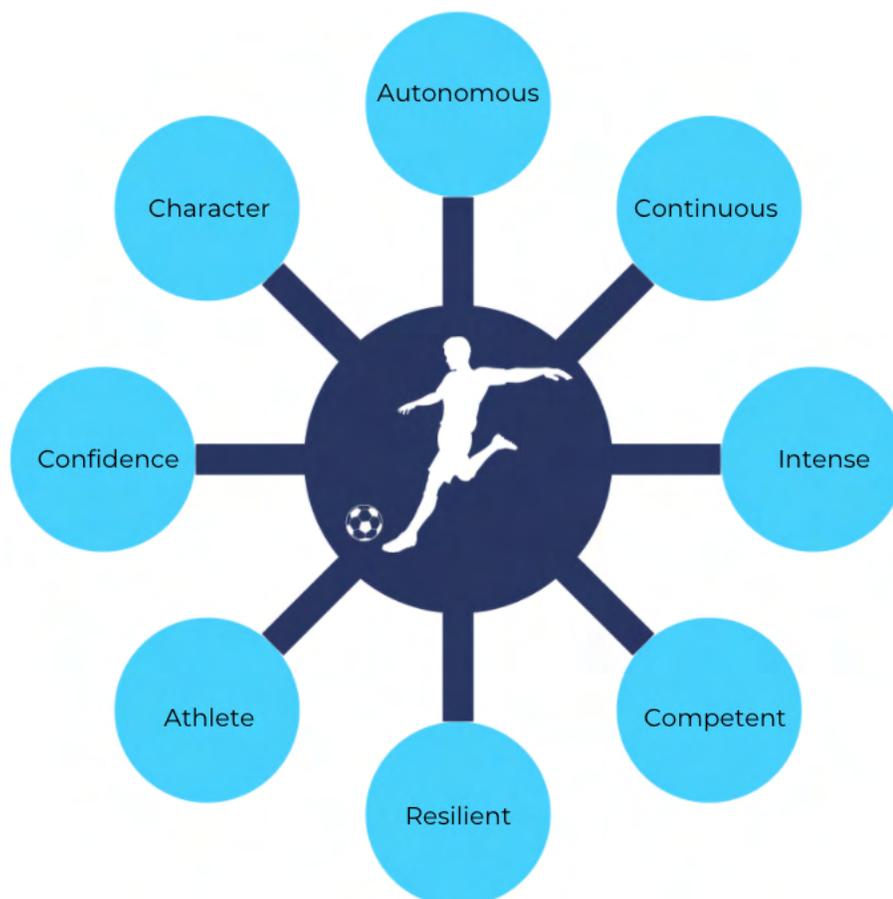
CHAPTER 2: PLAYER MODEL

Describe the club player model: what type of player do we want to produce?

The idea for creating a Club Player model was born with the aim of having a clear and defined and common goal that facilitate and stimulate the synergy between all the coaches in the club. To find your path we start by defining your goal, the model of football player to be developed (trained) will show us the way(method) to be traced and develop to achieve the intended goal. The characteristics of the player we want to train arises from the the demand of the game. It is the analysis of the evolution of the game of football that show us what are the peculiarities necessary for a football player to be ready to be faced and solved the complexity of the game itself.

Some studies / analysis carried out recently, show for example passes on the ground have increase, how the speed of passes has increased, how the players have maintained high intensity running speed longer, the number of transitions has increase& has speed up, the space has decreased etc.

We must therefore learn to read the game of football more deeply, and quickly than the others to understand and if necessary, implement the path we must take, with the aim of improving our training proposal.



CHAPTER 3:

Describe your training model?

Our Training Model contains our Teaching Philosophy, Soccer Principles and Training Structure, which describes how we organize our training sessions. This chapter is followed by our Game Model in Chapter III, which is our interpretation of the “inspiring possession style soccer” we want our teams to play.

- A. Teaching Philosophy
- B. Soccer Principles
- C. Training Structure

A. TEACHING PHILOSOPHY

Our Training Model provides our players a journey of well-guided self-discovery based on 7 main teaching elements: Cognitive Fidelity; Pattern Recognition; Progressivity; Growth Environment; The Soccer Club Way; Focus; and Fun.

The first two elements deal with the type of activities we use in training. Cognitive Fidelity means that our training activities force our players to think and make choices: to Perceive, Conceive, Decide, Deceive, Execute, and Assess.

Pattern Recognition:

Means our activities repeatedly expose our players to game like situations so they can then recognize those patterns and the Soccer Principles applicable to solving the challenges posed by such patterns.

Progressivity:

Means that our activities become progressively more difficult, not only technically, but cognitively. This progressive cycle is like that of the most successful story-mode video games. First, the player is placed in a simple intro mode where they are provided clear succinct instructions. The player is allowed to practice in this environment and to experience almost immediate success. Then, difficulty is increased, which causes failure, but that failure is not punished. It is pursued. This causes the player to keep trying and to eventually achieve success again. At which point the cycle repeats.

The progressiveness of our training is demonstrated in our Player Development Program, which describes our progressive skill training levels as well as how our Soccer Principles are first introduced to our players.

Growth Environment.

Progressivity, however, only works within a Growth Environment, where failure and mistakes are not only accepted, they are invited. Our training sessions are constantly asking our players to step outside their comfort zone, to look for challenges that first test them with failure, before ultimately succeeding. Since our training activities intrinsically punish the player—such as the player going to the middle in a rondo—failure does not have to be punished by the coach or team. It is quite the opposite. Our coaches encourage failure and mistakes. They celebrate mistakes.

Our coaches understand that the player wants to learn and get better. They may pull a player out to correct something, then quickly put them back in. But the coach does not remonstrate a player for making a mistake. The activity does that itself. Instead, our coaches celebrate the effort and confidence to attempt a skill or apply a concept. Only in an environment that celebrates the attempt, will a player have the confidence to attempt new more difficult challenges. This environment with the coach as facilitator providing positive support and rewarding the player for their effort gives them the confidence to step out of their comfort zone to test themselves with new challenges, which is what leads to growth and development.

Focused.

Since all our training activities demand players to think, are not repetitive, and provide rewards, they are less boring than the alternative. This creates a focused environment where players are more focuses on the activity, rather than the coach. This state of “deep work” increases retention of the lessons learned. To make meaning of the chaotic action in a soccer game, our players need to be exposed to certain concepts (not thoughtless drills) repeatedly, so they can embed them in their brain and recall them immediately in a game. This way, our coaches help players use their natural learning system to their advantage. We do this by designing training activities that teach players to choose the right information from the patterns the game presents. These rhythms and patterns are the essence of understanding the game.

Fun.

The wonderful thing about our training paradigm is that it solves one of the major challenges of coaching. How do we make practice fun? If players are thinking, learning, competing, and achieving success, they are inherently going to have more fun and be more engaged than with repetitive activities with a coach telling them what to do, when and how to do it, and then pointing out the mistakes. Fun is a natural biproduct of our training method that a coach achieves, without necessarily trying.

In summary, our training model is based on seven teaching elements:

Cognitive Fidelity (activities force players to think and make choices)
Pattern Recognition (activities repeatedly expose players to patterns of play) Progressivity (activities are progressively more difficult, technically & cognitively) Growth Environment (coaches encourage failure and mistakes, and reward effort) our Soccer Club Way (Internal Competition & Leaders Lead)

Focused (players are more focuses on the activity, rather than the coach)

Fun is the natural product of our training sessions.

What are the Team Principles?

Team principles

- Create and use space
 - Play in gaps and between lines
 - Counter movements/ escape moves to get unmarked
 - Create numerical superiority
- Change the point of attack(SPoA)

Find runner in behind opponents back line

- Close the DGC (Direct Goal Channel)
- Collective pressing
- Recover and create density

What are individual principles?

Individual principles

We have several fundamental habits we call our Club Habits:

Open Hips (or Profile), Checking Your Shoulder and 1v1 Defending.

- Open Hips is the almost sideways body angle our players consistently use when receiving the ball, which allows them to receive the ball on their far foot. Others refer to it as “receiving across the body”, “on the half turn”, or “on the back foot”.
- Checking Your Shoulder is the process of scanning the field that allows a player to perform the first step of the cognitive process: Perception.
- 1v1 Defending refers to the basic positional elements of good 1v1 defending.
If you are at one of our trainings, or watching a team play, you will get exhausted if you try to count how many times a player receives the ball on their far foot with their hips open, checks over their shoulder to perceive their surroundings, or implements solid 1v1 positional principles.

Surveillance (head up, perceive and train the eyes)

- break the line
- play into gaps between the line, offer a pass in the gaps between the line

Control facing forward

1st, 2nd and 3rd line passes

- Rhythm passes

Area Specific Team Principles:

	Phases of the game: Collective possession to advance/build out of the back	Unbalance/Destabilize opponent (on last line)	Finishing (Last pass + 1v1 with GK)
Offense	<ul style="list-style-type: none"> ● Goal kick exits/build out the back ● Creating numerical superiority overloads ● Getting open ● Play in the gaps and between the lines 	<ul style="list-style-type: none"> ● Combination play to create numerical superiority/overloads with providing balance ● Set the defense to switch the point of attack ● Penetration play after creation of space ● Final player on the run behind opponents backline 	<ul style="list-style-type: none"> ● Look to play through zone 14 ● Creating a time edge for yourself and teammates ● Combination play (Actions of 2, 3, 4 players) Series of plays ● Changing speed to beat opponent ● Crashing the box, looking ot finish 1st, 2nd and 3rd chance ● Getting unmarked ● Anticipate and adjust yourself to shoot
Defense	<p>Phases of the game: Impede opponents progress/Re-balance</p> <ul style="list-style-type: none"> ● Press the ball/Counter press (6 second rule) player closest to ball. The rest collectively adjust and press the area ● Protecting space behind our backline when there is no pressure on the ball (Vertical Balance) ● Close space of DGC (Direct Goal Channel) and re-organize line to prevent penetrating pass 	<p>Re-organize/Direct collective defending action</p> <ul style="list-style-type: none"> ● Create density and be active in the DGC (Direct Goal Channel) ● Direct and organize the defense base on the timing of the pass (Trapping) ● Organize defense repositioning (Cover for a teammate) ● Providing cover for a teammate during defensive play (Defensive numerical superiority) 	<p>Protect the goal</p> <ul style="list-style-type: none"> ● Delaying (bumping) tracking to re-organize our lines after caught out of position ● Good positioning (Position "ball, goal and man") ● Anticipate, adjust to intervene (Timing of tackle) ● Intervene to start counter attack or to maintain possession

TRAINING STRUCTURE METHOD:

WEEKLY METHODOLOGY

U9-U12

DAY 1	Time (Minutes)
Ball Mastery	10
Motricity	10
Technical Topic	15
Principle Game	20
Team Organization	20
DAY 2	Time (Minutes)
Fun Game, Juggling, Rondos	10
Discovery Game	15
Technical Topic	10
Positional Game	20
Game (6v6) (5v5) (4v4)	20
DAY 3	Time (Minutes)
Rondo, Ball Mastery, SAQ	10
Principle Game	15
Positional Game	15
Team Organization Game	35

U13 & UP:

DAY 1: METHODOLOGY

		TUESDAY	
WARM UP	25'	Warm Up	Mobility / Strength
		Specific Warm Up- Physical	Passing Pattern / Rondo
MAIN PART	60'	Exercise 1	Positional Possession
		Exercise 2	Conditioned game
		Exercise 3	Scrimmage
COOL DOWN	10'	Cool Down	Slow run + Stretching

DAY 2: METHODOLOGY

WEDNESDAY	
Warm Up	Mobility / Endurance
Specific Warm Up- Physical	Endurance
Exercise 1	Discovery Game- Principles of Play
Exercise 2	Situational Game
Exercise 3	Scrimmage - Set Piece
Cool Down	Stretching

DAY 3

THURSDAY	
Warm Up	Speed & Agility
Specific Warm Up- Physical	Speed & Agility / Positional Technique
Exercise 1	11v11 Phases of Play
Exercise 2	8v8 +GK (Reduced Pitch) Addressing Reality Based Situation- Ex.: Understanding Functions
Exercise 3	SSG Transitional Games - Finishing Games_ Tempo Games, Competitive Games, Duals, etc.
Cool Down	Stretching

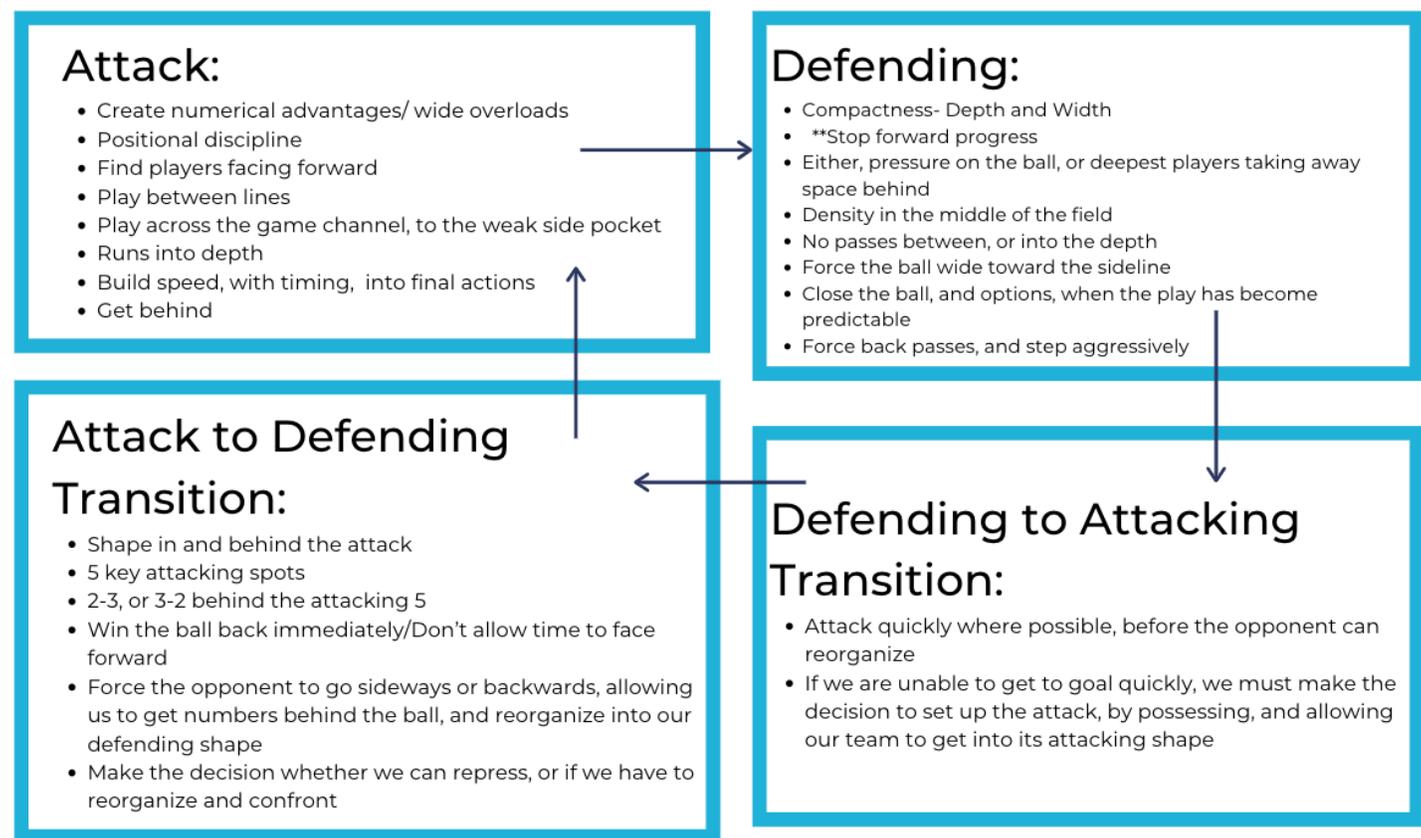
CHAPTER 4:

- Game Model

Our Club Way is the name of our Game Model and is an expression of the style of soccer we want our teams to play.

It is our club-wide soccer identity which incorporates the principles our teams demonstrate in the four moments of a soccer game:

- Moment 1: In Possession (when we have the ball);
Moment 2: Transition Defense (when we lose the ball);
Moment 3: Defense (when opponent has the ball; and defense (when we recover the ball)).
Moment 4: Transition Off



CHAPTER 5:

- COACH DEVELOPMENT PROGRAM
 - Coaching Model
 - Buy-In
 - Teaching
 - Role Model
 - Communication
 - Vocation & Ambition
 - Coach Education Program
 - Coach Evaluations
 - Coaching Resources

It is impossible to develop great players without great coaches. As facilitators of our players' stories, our coaches are an integral part of their development. Accordingly, our goal is not only to be a great club in developing intelligent and skilled players of good character. It is also to be a great club in developing high quality coaches who can facilitate that development in our players. Therefore, we have created a detailed Coach Development Program.

Director of Coaching who is responsible for all club activities, feel that the development of coaches goes hand in hand with the development of players, and is responsible for the development of our coaches; responsible for ensuring we have the best coaching possible. In simple terms, the DOC manages "How" are coaches' coach, and also manages "What" they coach.

6 Tasks of a Coach



COACHING LICENSE PATHWAY

GRASSROOTS PATHWAY

PRO PATHWAY

ONLINE OR
IN-PERSON COURSES

4 v 4
U6-8

7 v 7
U9-10

9 v 9
U11-12

11 v 11
U13+

D

C

B

A
SENIOR

A
YOUTH

PRO

A. COACHING MODEL

The first part of our Coach Development Program is our Coaching Model. This is our vision of an ideal coach, which is broken into five elements. These elements serve as the standards by which our coaches are hired, developed, and evaluated. It is the vision of how we want our coaches to coach and reflect our community's priorities and values.

They are:

Coach Buy-in; Teaching; Role Model; Communication; and Vocation/Ambition.

1. Coach Buy-In

We are a "Club", in the true sense of the word.

- We are part of a community with shared values working hard to do the best we can for our kids.
 - Too many places are less clubs, and more an ephemerally convenient amalgamation of individual coaches who see themselves the lords of their limited soccer fiefdom. They collect some good players and have the vision to compete at the highest of levels. The error in that dynamic is that the players become the facilitators of the coach's aspirations; instead of the coach being the facilitator for the players. Another mistake is income driven enterprises that have no connection to the community or expand well beyond their community to chase the money. That model also fails because it flips the facilitation dynamic. Players are the facilitators of the organization's monetary goals, instead of the organization being the facilitator of the kids' goals.

- In contrast, our coaches understand our player first vision.
- **They understand our sense of community.** In fact, they are attracted to being part of something that is bigger than the sum of its parts.
- We are a community.
- We are a club and our coaches buy-in to that vision.
- This vision includes our Player Model, Training Model, and Game Model, as well as this Coaching Model.
- The reality is that our vision and philosophy is not for everyone; and that's fine. It's kind of the point. That does not say anything bad about a coach who disagrees, just as it does not say anything bad about us. We have strong convictions about who we are, what we want to do, and how we do it.

Having said all this, our vision is not a strait jacket which calls for robot coaches to execute explicit instructions. It is a vision for the style of soccer we want to play and the best way to develop players and coaches toward that end. ***But its power; its strength; is that it provides both players and coaches the foundation and flexibility to express their individuality within that vision.*** That expression is what sets the great players and coaches apart from the rest.

2 Teaching

At their core, our coaches are teachers, educators. As mentioned earlier in the Player Model, our methodology works to develop the **five personal attributes** that lead to success on and off the field:

- Growth Mindset,
- Positive,
 1. Respectful,
 2. Dedicated, and
 3. Responsible

For a coach to create a Growth Mindset environment, they themselves first must have a Growth Mindset. Our coaches are intimately aware of the things they cannot control and the things they can control. For example, coaches and players cannot change the weather, the state of the field, the referee or what their opponent does. We can only change how we react to these external elements. And thus, we focus on that. **We focus on what we can change.**

Our coaches also work to develop attributes such as being humble and establishing a player-centric learning environment. **What does a player-centric environment mean?**

- It means everything is done with the player's need in mind and not those of the coach or the parent. It assumes the players want to learn and improve. If the player is not learning, it is the coach who must change their teaching tactic, not the child that needs to change.
- As educators, coaches must try different ways to reach different kids. We must be flexible and change, adapt, and adjust, to reach each individual player.

Our coaches understand that kids are humans, not robots. They have things going on that affect their behavior. Our coaches strive to make the soccer field the kids' sanctuary. Even with, for example, a bully, the anger comes from somewhere else. We need to connect with them, individually. We ask them to be their best self. The field is where they can come to not be judged; to just be. It's their sanctuary. Many times, it is the worst kid, that needs us the most.

Even though player-centric means all decisions we make are from the perspective of what is best for the individual kid, it does not mean it is easy or coddling. Quite the opposite.

- Coaching is oriented towards players taking ownership of their development.
- We place them in progressively more stressful situations, so they learn to solve problems themselves.

Here we should make a special side note on two topics: yelling and intensity.

- Our coaches are especially aware that if we want to train the cognitive process, we must train the part of the brain that controls cognition: the neocortex, or the front part of the brain.
- When coaches shout at a player, they risk shutting down the neocortex and firing up their limbic system (emotional system).
- This frustrates our goal of training kids to be intelligent soccer players.
- Regarding intensity, our coaches try to focus mental intensity (helping players place attention on correct things) to facilitate their cognitive process. For example, in high pressure environments, our coaches focus on keeping things simple, **by focusing the players on clear objectives using our Soccer Principles.**
 - This takes emotional and physical pressure off the players. In rare occasions does a coach need to add emotional intensity. For example, a coach may need to add emotional intensity sometimes when facing a weaker opponent.
 - But in high stressful situations, the coach tries to lower the mental intensity by focusing the players on clear soccer objectives.

3. Role Model

This is self-explanatory. Coaches are role-models and need to set an example to the players. This means not only exhibiting the five personal attributes that lead to success on and off the field (Growth Mindset, Positive, Respectful, Dedicated, and Responsible), **but also being able to maintain discipline and control of training sessions.** Other examples are:

- Showing up Early to training and games
- Being Prepared
- Dressing in Coach Uniform
- No Cell Phone for coaches or players once practice or games start
- Respect the Referee

4. Communication

Coaches must be good communicators, not only with their players, but also with parents and club management.

- Coaches must be positive and honest with their players by communicating instructions in a clear and concise manner. Coaches also use club-wide Key Words so as players progress through our program they do not have to learn new terms every year.
- During the week, coaches should be able to communicate to the players and parents the schedule and objectives for the week.
- During practice, the coach explicitly states the purpose and objective of every exercise, stating clearly, and repeatedly, the Soccer Principles and, or skill they are trying to emphasize in that activity.
- He or she should also communicate how such session fits into our Game Model. As part of our coaches' communication with management, they must file Training Reports with the DOC each Friday after that week's last training.

- During the weekend, the coach should establish specific goals before a game (not just to win) and provide a positive but honest assessment afterwards.
- During games, the coach should focus on being concise and coaching off-the-ball, so players on-the-ball are free to make decisions and mistakes.

Each Coach files a Match Report, which addresses the above, to the DOC before the end of each weekend.

5. Vocation & Ambition

- People do not care what you know; they want to know that you care.
- Our coaches love coaching.
- They develop individual relationships with each player and care about their development.
- They also care about growing, learning, and developing as coaches.
- It is not just a job. It is a vocation.
- If coaching is just a way to get a little extra money, this club is not the place for you.

B. COACH EDUCATION PROGRAM

We are committed to not only hiring great coaches, but also helping them in their development. To this end, our Director of Coaching has an individualized coach development and education plan for each coach in our club. This includes not only United States Soccer Federation licenses, but non-federation courses such as United Soccer Coaches, as well as other third-party courses.

- Our DOC holds mandatory monthly coach meetings with all the club's coaches with each meeting having a specific topic based on our model. The meeting contains a video presentation showing the best practices related to the topic, as well as do's and don'ts. It also provides an open forum for discussion and collaboration to assist coaches with obstacles they are facing and provides them the opportunity to share challenges and best practices with their colleagues.

C. COACH EVALUATIONS

- Our coaches are evaluated based on our Coaching Model using the Coach Evaluation Form made by the DOC. However, the evaluation process is less about critiquing our coaches and more about creating a formalized self-assessment program combined with a peer-feedback program to allow for on-going learning and development of our coaches.
- We have regular weekly meetings of part-time technical staff to review, discuss, and assess technical topics and the success of current training sessions, methodologies, and plans. Along with the above-mentioned monthly coach meeting, our technical staff wants to also film our coaches' training sessions and conduct semesterly small group or one-on-one coach training sessions to review the videos of training sessions and games, as well as to discuss best practices and challenges faced by our coaches.
- Our club also has a coaching mentoring program allowing young staff the opportunity to observe and learn from senior staff within the training and competition environment.

D. COACHING RESOURCES

Our coaches are provided the resources to assist in their professional development and growth:

1. Monthly Coaching Staff Meetings
2. Coach Training Meetings
3. Videos of Training Sessions c. Articles

6. Reports: Coaches are required to file the following regular reports with the DOC

- a. Training Report: due Friday evening every week (one per training session)
- b. Game Report: post-match written evaluations, due Sunday evening after all weekend games are played, identifying areas of strength and weakness, and areas for future focus and training emphasis (one per game).
- c. Middle of the year Player Evaluation: due in early December-January to assist players in identifying areas of strength and weakness, especially in technical areas, and areas for future training focus.
End of the year Player Evaluations: due by the 15th of May, to assist players in identifying areas of strength and weakness

CHAPTER 6: Age Group Organization

Player Development Framework

Game Model: 7v7

Ages: 9-10 years old

DEVELOPMENTAL GOALS	DEVELOPMENTAL NEEDS	KEY QUALITIES	ATTACKING PLAYER ACTIONS	DEFENDING PLAYER ACTIONS	PLAYER BEHAVIORS	COACH BEHAVIORS
<p>"Playing as team."</p> <p>Learning the basic understanding of attacking, defending, and transition by playing as a 7v7 team.</p>	<p>Developing relationships with the other players, how decisions and movement affect others (teammates and opponents)</p> <p>Experiences in game-like situations for key qualities related to attacking and defending</p> <p>Experiences of attacking and defending as a team</p>	<p>In addition to the KQs of a 4v4 player:</p> <ul style="list-style-type: none"> Aligns own actions with the other players, positions Challenges opponents Deals with adversity Is proficient in 1v1 situations to create or to steal/regain the ball 	<p>U6</p> <ul style="list-style-type: none"> Shoot Pass or dribble forward <p>U7/U8</p> <ul style="list-style-type: none"> Spread out Create passing options Support the attack <p>U9/U10</p> <ul style="list-style-type: none"> Create a 2v1 or 1v1 Change the point of attack 	<p>U6</p> <ul style="list-style-type: none"> Protect the goal Steal the ball <p>U7/U8</p> <ul style="list-style-type: none"> Make it compact Keep it compact <p>U9/U10</p> <ul style="list-style-type: none"> Pressure, cover, balance Outnumber the opponent 	<p>Participate enthusiastically in competitive activities</p> <p>Practice repeatedly to get better</p> <p>Take losing hard, in practice and games</p> <p>Want to know "why"</p> <p>Need lots of positive reinforcement</p>	<p>Encourage them to try to win, but always be fair</p> <p>Recognize their effort, give them things to practice on at home</p> <p>Focus on how they play and improve, not the results</p> <p>Guide them toward finding the answers themselves</p> <p>Give plenty of praise</p>
				<p>A>D Defend as quickly as possible (transition is always a part of attacking and defending but is not a focus for the Grassroots Coach).</p>	<p>D>A Attack as quickly as possible (transition is always a part of attacking and defending but is not a focus for the Grassroots Coach).</p>	

U9 | U10 System Of Play 7v7



**1-3-2-1
VARIATIONS**



**1-2-3-1
VARIATIONS**



**1-3-1-2
VARIATIONS**

Player Development Framework

Game Model: 9v9

Ages: 11-12 years old

Developmental Goals 9v9	Developmental Needs	Key Qualities	Attacking Player Actions	Defending Actions	Player Behaviors	Coach Behaviors
<p>Learning the fundamentals given her or his role, position, and team in the 9v9 team.</p>	<ul style="list-style-type: none"> Gaining fundamental understanding of the meaning of role, position and task in a team Experiences in game like situations for the task specific key qualities of attacking and defending Experiences of position specific task execution during defending and attacking 	<ul style="list-style-type: none"> Aligns own actions with other players position Challenges Opponents Deals with adversity Is proficient in one v ones to create or steal and regain the ball Applies Knowledge of the details and implication of ques Reads and analyze situations regarding attacking/defending/transitions in split second and or under pressure, thinks fast Thinks ahead Has the technical skills to create Use body Creates a personal plan Involve and engage throughout the game Evaluates and reflects Deliver on agreements and challenges 	<p>Pass or dribble forward</p> <p>Spread-out</p> <p>Create passing options</p> <p>Support the attack</p> <p>Create 2v1 or one vs one</p> <p>Change the point of attack</p> <p>Get unmark</p> <p>Counter movement</p> <p>Body orientation</p> <p>Play with the second foot</p> <p>Surveillance</p> <p>First, second, third line passes</p> <p>Rhythm passes</p>	<p>Protect the goal</p> <p>Steal the ball</p> <p>Make it compact</p> <p>Keep it compact</p> <p>Pressure cover, balance</p> <p>Outnumber opponents</p> <p>Recover and create density</p> <p>Body orientation</p>	<p>Participate enthusiastically in competitive activities</p> <p>Practice repeatedly to get better</p> <p>Takes losing hard in practice and in games</p> <p>Want to know why</p> <p>Needs lots of positive reinforcements</p>	<p>Encourage them to try to win, but always be fair</p> <p>Recognize their effort and give them things to practice at home</p> <p>Focus on how they play, not the results</p> <p>Guide them towards finding the answer themselves</p> <p>Gives plenty of praise</p>

U11 | U12 System Of Play 9v9



**1-3-4-1
VARIATIONS**



**1-4-3-1
VARIATIONS**



**1-3-2-3
VARIATIONS**

Player Development Framework

Game Model: 11v11

Ages: 13 & Up years old

Developmental Goals	Developmental Needs	Key Qualities	Attacking Player Actions	Defending Actions	Player Behaviors	Coach Behaviors
<p>Being the best player that I can be for my role and position in the team.</p> <p>Goal learning the alignment of the role, positions, and designed Task in the PSC 11v11 team</p>	<ul style="list-style-type: none"> Gaining Fundamental understanding of the meaning of the role, position and the designated task in a team Experiences the Alignment of position specific task execution during defending and attacking 	<ul style="list-style-type: none"> Aligns own actions with other players position Challenges Opponents Deals with adversity Is proficient in one v ones to create or steal and regain the ball Applies Knowledge of the details and implication of ques Reads and analyse situations regarding attacking/defending/transitions in split second and or under pressure, thinks fast Thinks ahead Has the technical skills to create Use body Creates a personal plan Involve and engage throughout the game Evaluates and reflects Diliver on agreements and challenges Is adaptable and flexible in 	<p>Pass or dribble forward</p> <p>Spreadout</p> <p>Create passing options</p> <p>Support the attack</p> <p>Create 2v1 or one v one</p> <p>Change the point of attack</p> <p>Get unmark</p> <p>Counter movement</p> <p>Body orientation</p> <p>Play with the second foot</p> <p>Survailance</p> <p>First, second, third line passes</p> <p>Rhythm passes</p>	<p>Protect the goal</p> <p>Steal the ball</p> <p>Make it compact</p> <p>Keep it compact</p> <p>Pressure cover, balance</p> <p>Outnumber opponents</p> <p>Recover and create density</p> <p>Body orientation</p>	<p>Participate enthusiastically in competitive activities</p> <p>Practice repeatedly to get better</p> <p>Takes losing hard in practice and in games</p> <p>Want to know why</p> <p>Needs lots of positive reinforcement</p>	<p>Encourage them to try to win, but always be fair</p> <p>Recognise their effort and give them things to practice at home</p> <p>Focus on how they play, not the results</p> <p>Guide them towards finding the answer themselves</p> <p>Gives plenty of praise</p>

U13 & UP System of Play 11v11



1-4-3-3 WITH VARIATIONS



1-4-4-2 WITH VARIATIONS



1-3-4-3 WITH VARIATIONS

CHAPTER 7:

A. CODE OF ETHICS

1. PLAYERS

a. Expectations:

Players are expected to:

- Show up dressed and ready for practice 5 minutes early,
- Show up dressed and ready for a game 45 or 60 minutes prior to the start of the game, based on coach's request,
- Bring their Water Bottle to games and practice,
- Bring Home and Away uniforms to all games,
- Commit to our Game Model, which includes this Code of Ethics,

b. Code of Ethics:

1. Encourage good sportsmanship by demonstrating positive support for all players, coaches, and officials at every game, practice, or other youth sports event,
2. Play to win but place the emotional and physical well-being of myself and teammates ahead of my personal desire to win,
3. Not harass, taunt, intimidate, or verbally abuse any officials, coaches, or players,

4. Encourage my teammates, including times when they make mistakes; and not criticize them, but instead offer positive constructive support,
5. Not send any emails, voicemails, texts or other social media messages or posts, which disrespect coaches, teammates, etc.,
6. Make all complaints respectfully & privately with my coach and/or the technical staff,
7. Support coaches and officials to encourage a positive and enjoyable experience for all,
8. Participate in the sports psychology program if available to my team,
9. Demand a sports environment free from drugs, tobacco and alcohol and will refrain from their use,
10. Treat other players, coaches, fans, and officials with respect regardless of race, sex, creed, or ability,
11. Not cheer when an opposing team's player makes a mistake,
12. Not cheat or engage in any form of unethical behavior,
13. Abide by any rulings made by the disciplinary committee regarding violations.

Off-the-field behavior:

- Life does not stop because of Soccer. While as a club we encourage you to make soccer your number one priority outside of Family and School, we expect that you strive for excellence in everything you pursue.
- Your family relationship and schoolwork come hand in hand with a successful growth in the sport.
- As that Role Model that you are now becoming, we expect that you will adhere to the Policies and Guidelines of the club and that all players will exercise sound judgement in their decisions and interactions on and off the field.

Social Media:

- Players are advised that publishing comments or opinions about the club, other competitive clubs, officials, or fellow members in any social media forum is not endorsed by the club, and could potentially lead to the expulsion of member(s) if the breach is considered significant.

Disregarding the above may result in discipline by the coach. Serious or recurring problems will be referred to the Club Leadership Committee.

Social Events

- Team building is a critical part of the success of players

2. PARENTS

a. Expectations:

Parents are expected to ensure that their child:

- Shows up dressed and ready for practice 5 minutes early,
- Shows up dressed and ready for a game 45 or 60 minutes prior to the start of the game, based on coach's request,
- Help their Player prepare all items such as equipment night before the game and water bottle to games and practice,

- Bring Home and Away uniforms to all games,
- Commit to our Game Model,
- Submit feedback to coaches during season

Parent Code of Ethics:

1. Provide positive support, care, and encouragement for my child playing in at the club,
2. Encourage good sportsmanship by demonstrating positive support for all players, coaches, and officials at every game, practice or event,
3. Place the emotional and physical well-being, as well as the development of the players ahead of my personal desire to win,
4. Not harass, taunt, intimidate, or verbally abuse any officials, coaches, players, or other parents,
5. Not coach my child or interfere in any way with the coach's decisions,
6. Focus on the "I love watching you play" model,
7. Always encourage my child, including times when they make mistakes; I will never criticize my child in front of anyone,
8. Not send any emails, voicemails, or have verbal communication with my coach, program directors, or other parents that harasses, and /or shows disrespect to coaches or program directors; all complaints must be dealt respectfully & privately with the Coach and/or technical staff,
9. Support coaches and officials working with my child, to encourage a positive and enjoyable experience for all,
10. Participate in the sports psychology program if available to my kid's team,
11. Demand a sports environment for my child that is free from drugs, tobacco and alcohol,
12. Ask my child to treat other players, coaches, fans and officials with respect regardless of race, sex, creed or ability,
13. Help my child enjoy the youth sports experience by doing whatever I can, such as being a respectful fan, assisting with coaching, serving as team parent, or providing transportation,
14. Not cheer when an opposing team's player makes a mistake; I will also not distract, criticize, or intimidate the other team's players,
15. Not cheat or engage in any form of unethical behavior,
16. Not engage with referee, or another team's parents or players,
17. Abide by any rulings made by the Club regarding violations of the terms of this Agreement.

3. COACHES

a. Expectations: Coaches are expected to:

- Show up dressed and ready for practice and have the field set up before start time,
- Show up dressed and ready for a game 45 or 60 minutes prior to the start of the game, based on age group,
- Prepare Training Plan prior to practice,
- Make post training notes on the Training Plan the same day of the training session to assist players in identifying areas of strength and weakness, especially in technical areas, and areas for future training focus,
- Prepare Game Report prior to the game including expected substitution pattern,
- Make post-match comments and notes on Game Report the same day and prior to next game if multiple games on the same day, identifying areas of strength and weakness, and areas for future focus and training emphasis.
- Provide explicit, clear objectives to players regarding the Soccer Principles being emphasized in an exercise,
- Have Position Profiles finalized for each position prior to the start of the season,
- Conduct player evaluations as requested by the technical staff to assist players in identifying areas of strength and weakness,
- Commit to this Game Model,
- Participate in coach education and club meetings,
- Be a positive influence in building the players up and being part of the technical team.

b. Code of Ethics:

1. Adopt Player Frist model and club-wide development vision,
2. Encourage good sportsmanship by demonstrating positive support for all players, coaches, and officials at every game, practice, or other youth sports event,
3. Play to win but place the emotional and physical well-being of the players as well as long-term development of the whole roster ahead of desire to win.
4. Not harass, taunt, intimidate, or verbally abuse any officials, coaches, and players,
5. Encourage my players, including times when they make mistakes; and not criticize them, but instead offer positive constructive support,
6. Not send any emails, voicemails, texts or other social media messages or posts, which disrespect coaches, teammates, etc.,
7. Support technical staff and officials to encourage a positive and enjoyable experience for all,
8. Participate in the sports psychology program if available to my team,
9. Demand a sports environment free from drugs, tobacco and alcohol and will refrain from their use,
10. Treat other players, coaches, fans, and officials with respect regardless of race, sex, creed, or ability,
11. Not cheer when an opposing team's player makes a mistake,
12. Not cheat or engage in any form of unethical behavior,
13. Abide by any rulings made by the club regarding violations.

B. COACHES

1. COACH REIMBURSEMENT POLICY

- a. Tournament, Cup or League Games with Overnight Stay (1-3 nights).
 - b. Coaches shall receive a daily per diem* rate from each player on the team as follows: \$50 per day
 - c. The team shall also cover coaches for other travel related expenses: and/or van rental)
- *Per diem only applies for game days.

C. Referee Fees

1. FYSA Cups, ECNLR, FCL, Sunshine Conference, FCL State Cup, FCL League 1 & 2, and SFUYSA games will be paid by the club. Coach will be responsible for receiving an advance from the club and pay the referees on game day.
2. All tournaments, non-FYSA or FCL cups, friendlies or leagues not mentioned above, the parents will be responsible to pay the referee fee for each match.

Team Management

Team Managers

Each team will have a parent manager to handle administration. The manager can have several assistants to handle different aspects of the job. The tasks include:

- Collect necessary paperwork (Birth certificate, player photo, etc.) for league registration.
- Budget, collect, and manage team fees, and pay team expenses
- Communicate information to the team, such as practice dates and times, information from the club, etc.
- Assist club as necessary to collect club dues from players on the team
- Organize team fundraising
- Register for tournaments in coordination with club tournament schedule and coach
- Handle game-day player check-in
- Report scores as needed
- Organize team volunteers for club events such as the tournament
- Make overnight team travel arrangements
- and there's more, depending on the team and its needs

Please note, that the team manager is NOT a go-between for concerns that need to be discussed between parent and coach. Managers are nominated by their coach and approved by the Director of Soccer Operations.

Social events coordinators:

The teams will also have Social Events coordinators that will assist in organizing the events to build team chemistry, camaraderie, etc. These events will be discussed later on in this booklet. Social events coordinators will be assigned and announced at a later date.

How do you communicate with your coach at our club?

How to Communicate with your Club Coach

- 24 hours rule (really 48 or 72 hours is even better) - any concerns that you have of a coach's behavior or communication that cannot be handled between coach and player are to be expressed after 24 hours have passed and emotions are under control
- Allow all communication about playing time, tactics, and development to occur between player and coach. (This is a huge growing opportunity for the child) In the situation of an introverted or anxiety ridden child try to use guided communication or just proximity support for these conversations
- When something new or different happens to your child such as decreased playing time, a non-start or new position, wait to see if this situation happens three times before it becomes a concern to address
- Coaching your child to ask the right question - If you want your child to play anew or different position first have your child understand how the coach views their strengths and why they feel those strengths are best suited in the position they are currently playing. Lastly, ask your child to ask for an opportunity to challenge themselves in a different position either at training or games that the team is well in control off. (Another

opportunity to play a new position is in school soccer) Gain experience in a new position in school soccer before asking your coach to try you in that position

- To show your seriousness text or email for a scheduled meeting and let them know the topic. Have your questions written out, bring a pen and paper to capture the coach's response.

The Do's

- Encourage from the sidelines with terms that can only be interpreted as positive! Great work, you rock, etc...
- Motivate your child before the game with goal setting or words of encouragement
- Enjoy the opportunity to watch your child play and grow from all the amazing experiences that being part of a team has to offer
- Thank the coach after the game
- Wear our clubs gear as much as possible!
- Tell your child after the game that you loved watching them play

The Don'ts

- Give instructions from the sidelines, even simple ones including the word "Go".
- Talk/comment to other parents about another player on the team or the opposing team
- Address the referee ever
- Address the opposition teams parents
- Speak, call, email, or text the coach with questions or grievances until at least 48 hours has past since the game
- Give the coach your opinion
- Contact the director before you have tried to communicate with the coach
- Critique your child's play

What is the attendance policy?

- 1 missed practice in the week will result in the possibility of not starting
- 2 missed practices in the week will result in the possibility of not playing the first half
- 3 missed practices in the week and the player must attend the game to just be a vocal supporter
- The reason the policies are written in a manner that is subjective to a coaches decision is solely for the purpose of common sense. (If you have one GK and then she will always play. Holding her accountable may have to come in the form of doing an extra at the next session. Or a player is not comfortable playing in a position and the only option is playing the player who didn't attend training. Or an injury occurs and the coach doesn't have another option.)
- The why to the attendance policy
 - Teaches accountability and responsibility
 - Gives credibility to your training sessions
 - Builds trust and enthusiasm with committed reliable players
- Late for practice or not communicating attendance can also have consequences - shag balls until you can be used in the session, sprints at the end of practice, fitness for the first half of practice.