



# Technical Policy Manual 2021/22

A guidance document for Coaches, Parents & Players

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Welcome to Abbotsford Soccer Association.

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

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

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 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 to pass along the information to the relevant parental group.

Should there need to be any clarification of any part of this document, contact Ian at the email address below.

Thank you

*John Werrell*

John Werrell

President

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

*Ian Knight*

Ian Knight

Technical Director

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



**CLUB  
INFORMATION**

## Important Club Contacts

Abbotsford Soccer Association has a great team of dedicated volunteers and paid staff, who are able to answer any questions you may have.

Please contact us if you have any questions or concerns about any of the Club 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 Club and any of its operations and programming.

For quick and accurate information, it is recommended that you go directly to the person who is responsible for the area pertaining to your question.

Below are your key contacts for Abbotsford Soccer Association:

### BOARD OF DIRECTORS

POSITION	NAME	E-MAIL
PRESIDENT	John Werrell	<a href="mailto:president@abbotsfordsoccer.com">president@abbotsfordsoccer.com</a>
VICE PRESIDENT	Nick Field	<a href="mailto:nickfield@gmail.com">nickfield@gmail.com</a>
SECRETARY	Mark Byrne	<a href="mailto:asamini274@gmail.com">asamini274@gmail.com</a>
TREASURER	Mark Byrne	<a href="mailto:asamini274@gmail.com">asamini274@gmail.com</a>
DIRECTOR	Aaron Salter	<a href="mailto:aaronsalter2000@yahoo.com">aaronsalter2000@yahoo.com</a>
DIRECTOR	Margaret Minhas	<a href="mailto:margaretminhas@gmail.com">margaretminhas@gmail.com</a>
DIRECTOR	Pablo Longoria	<a href="mailto:pablo@treefrogdigital.com">pablo@treefrogdigital.com</a>
DIRECTOR	Spencer Schmidt	<a href="mailto:spencer.schmidt@outlook.com">spencer.schmidt@outlook.com</a>
DIRECTOR	Steve Gerspacher	<a href="mailto:sgerspa@gmail.com">sgerspa@gmail.com</a>
DIRECTOR	Gurp Mahil	<a href="mailto:gurp_m@hotmail.com">gurp_m@hotmail.com</a>

### STAFF

POSITION	NAME	E-MAIL
GENERAL MANAGER	Dan Village	<a href="mailto:gm@abbotsfordsoccer.com">gm@abbotsfordsoccer.com</a>
OFFICE MANAGER	Diane Turner	<a href="mailto:info@abbotsfordsoccer.com">info@abbotsfordsoccer.com</a>
TECHNICAL DIRECTOR	Ian Knight	<a href="mailto:td@abbotsfordsoccer.com">td@abbotsfordsoccer.com</a>
REFEREE & GAME FIELD SCHEDULER	Marissa Byrne	<a href="mailto:byrnemmx5@me.com">byrnemmx5@me.com</a>
HEAD REFEREE	Mike Chapman	<a href="mailto:headref@abbotsfordsoccer.com">headref@abbotsfordsoccer.com</a>

### CLUB OFFICE

**Office Address:** Bateman Park, 34645 Prior Avenue Abbotsford, B.C. V2S 6E9

**Mailing Address:** PO Box 492, Abbotsford, V2T 6Z7, BC, Canada.

**Telephone:** (604) 859-3033.

#### Opening Hours:

**Monday – Friday:** 10 am - 3 pm

**Saturday – Sunday:** CLOSED

**Holidays:** CLOSED

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

**Web Site:** [www.abbotsfordsoccer.com](http://www.abbotsfordsoccer.com)

**TECHNICAL COMMITTEE**

<b>NAME</b>	<b>POSITION/PROGRAM</b>	<b>E-MAIL</b>
Ian Knight	Technical Director	<a href="mailto:td@abbotsfordsoccer.com">td@abbotsfordsoccer.com</a>
Colin Miller	Technical Lead, Divisional - Adult	<a href="mailto:colin@abbotsfordsoccer.com">colin@abbotsfordsoccer.com</a>
Trevor O'Neill	Technical Lead, Grassroots	<a href="mailto:trevor@abbotsfordsoccer.com">trevor@abbotsfordsoccer.com</a>
Courtney Dowdall	Lead Coach, First Kicks (U4-U6)	<a href="mailto:courtney@abbotsfordsoccer.com">courtney@abbotsfordsoccer.com</a>
Courtney Dowdall	Co-Lead Coach, Sister Kicks (U7-U10)	<a href="mailto:courtney@abbotsfordsoccer.com">courtney@abbotsfordsoccer.com</a>
Sheri Hanson	Co-Lead Coach, Sister Kicks (U7-U10)	<a href="mailto:sheri@abbotsfordsoccer.com">sheri@abbotsfordsoccer.com</a>
Mohamed Berra	Head Coach, Development Academy	<a href="mailto:asacoachmohamed@gmail.com">asacoachmohamed@gmail.com</a>
Tyrone Venhola	Head Coach, GK Academy (U10-U18)	<a href="mailto:goalkeeping@abbotsfordsoccer.com">goalkeeping@abbotsfordsoccer.com</a>



**DEVELOPMENT**  
**PHILOSOPHY**

## 1. Mission and Goals

- ◆ The mission of Abbotsford Soccer Association is to promote the game of soccer in our community.
- ◆ 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 mandated to obtain the required age-appropriate 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 to win the ball.

## 7. The Basis for a Youth Practice

- ◆ Soccer enjoyment is first and foremost.
- ◆ The players need 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?

## **Abbotsford Soccer Association - Playing Philosophy**

*The ASA teams will promote inter-passing with intelligent, timely support & movement, in order to provide goal-scoring opportunities by penetrating the opponents defensive line across the width of the field, if appropriate counter-attacking possibilities are denied.*

*Defensively we will develop flexibility in players so that they are comfortable in executing both high press or an organized medium to low block.*

*ASA players will be encouraged to develop within this style, whilst we recognize that every player is an individual and very different.*



**PLAYING TIME  
POLICY**

## Playing Time Policy

All ASA coaches are to abide by the Playing Time Policy, as set out by the Club.

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 Club. All players must uphold Club & Team standards/ethics, in order to maximize their playing time opportunities.

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

- (a) **All U7-U16 Players within the Community League** programming are recommended to play all available playing time, **in each session**.
- (b) **All Super 8's Players within the U11-U12 Div3 (Recreation)** program are recommended to play a minimum 50% of available playing time, **in each game**.
- (c) **All Super 8's Players within the U11-U12 Div1/Div2 (Development)** program are recommended to play a minimum 50% of available playing time, **over the course of the season**, inc. exhibition games/tournaments etc...
- (d) **All U13-U18 Players within Div3 (Recreation)** programming are recommended to play 50% of available playing time, **in each game**.
- (e) **All U13-U18 Players within the Div1/Div2 (Development)** programming are recommended to play 50% of available playing time, **over the course of the season**, inc. exhibition games/tournaments etc...
- (f) 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 Club.
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 recommended, 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 entering Cup Play.

***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 Clubs' Technical Director, Ian Knight, via e-mail to [td@abbotsfordsoccer.com](mailto:td@abbotsfordsoccer.com)***



**PLAYING UP  
POLICY**

## Playing Up Policy

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ASA 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 ASA 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 ASA 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  
MOVEMENT**



## Changes to Player Evaluation /Tryout Process

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Following the launch of the CSA Long-Term Player Development (LTPD) model – ‘Wellness to World Cup’ and your club’s on-going support of the over-riding principle of LTPD... **“A Player 1<sup>st</sup> Mentality”** we have introduced a new approach to the areas of Player & Team placement.

From spring of 2013, we have utilized a more structured program and ‘multi-step’, approach, that places each individual player at the forefront of any/all decisions, with respect to their on-going placement.

We believe (and support the notion) 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.

### **Player Evaluation**

By introducing and utilizing a continual, season-long evaluation and assessment of players, (by Club Staff coaches) and an annual ‘Player Report’ submitted by the Team Coach, we believe that all players will receive a more focused & individualized appraisal of their abilities.

### **Team Placement**

Teams will be submitted to the various Leagues/Tiers, based upon the following...

- a) The players that make up each of the respective teams.
- b) The record/performance level of that team in the previous season.

### **New Players**

Any new player wishing to join our club will be allowed to do so, by first completing an on-line Evaluation Application Form, requesting the opportunity to do so and by providing some background to their playing history.

All other issues surrounding in-season ‘player movement’ (either from within our own club or from another club), such as Game Permits, Transfers, opportunities to train with or to attend Tournaments with another team, ***must be cleared by and in full knowledge of our Club Technical Director.***

## Player Movement – Coach Initiated

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Following the completion of the player & team placement process (usually ending around July annually), 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).

For all such instances, the following protocol **MUST be followed**, in order to maintain the integrity and respect of everyone involved...

- i) A letter/e-mail must be sent to the club Technical Director (TD), Ian Knight ([td@abbotsfordsoccer.com](mailto:td@abbotsfordsoccer.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.  
**\*\*Please note...this should NOT be done by the requesting coach!**
- iii) The TD 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 Club's Divisional Team program (U11-U18), wish to have the opportunity to be evaluated for a position, at a higher level of play, they should be guided to complete the **Internal Player Transfer Application Form**.

The Internal Player Transfer Application Form can be found on the Club web site or can be requested from the Club Technical Director, Ian Knight – [td@abbotsfordsoccer.com](mailto:td@abbotsfordsoccer.com)

A copy is provided here for guidance...

### *Internal Player Transfer Application Form*

Player's Name: \_\_\_\_\_  
FIRST LAST

Date of Birth: \_\_\_\_\_  
DAY - MONTH - YEAR

Gender: \_\_\_\_\_

Position(s): \_\_\_\_\_

E-Mail: \_\_\_\_\_

Tel #: \_\_\_\_\_

Current Team: \_\_\_\_\_

Current Coach Name: \_\_\_\_\_

Coach E-Mail: \_\_\_\_\_

Reason for Transfer Application:

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Team or Level of Play Applying to: \_\_\_\_\_

*By signing below, I acknowledge that the appointed Team Head Coach, to whom I am applying, is under no obligation to offer an evaluation. He/She may choose to scout/watch me during a game, prior to me receiving any evaluation.*

Signed: \_\_\_\_\_

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

Completed forms can be sent to; Internal Player Transfer, PO Box 492, Abbotsford, BC, V2T 6Z7 or hand delivered to the Club Office: Bateman Park, 34645 Prior Avenue Abbotsford, B.C. V2S 6E9.



**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.



## RTRN2PLAY

# Head Injury & Concussion Tracking Form



The following multi-section tracking form must be completed IN FULL & IN SEQUENCE by the appropriate personnel. When all sections are completed the athlete can **RTRN2PLAY**.

### SECTION A – DETAILS

PLAYER NAME: .....

GENDER: .....

DATE of BIRTH: .....

VENUE of INCIDENT: .....

MATCH OR TRAINING

DATE of INCIDENT: .....

TIME of INCIDENT: .....

Provide a brief description of the incident:

.....  
.....  
.....  
.....  
.....  
.....  
.....

Given the guidance of FIFA – “SCAT3” the following symptoms were observed;

- |                                                |                                                   |                                                 |
|------------------------------------------------|---------------------------------------------------|-------------------------------------------------|
| <input type="checkbox"/> Loss of consciousness | <input type="checkbox"/> Blurred vision           | <input type="checkbox"/> Difficulty remembering |
| <input type="checkbox"/> Seizure or convulsion | <input type="checkbox"/> Balance problem          | <input type="checkbox"/> Fatigue or low energy  |
| <input type="checkbox"/> Amnesia               | <input type="checkbox"/> Sensitivity to light     | <input type="checkbox"/> Confusion              |
| <input type="checkbox"/> Headache              | <input type="checkbox"/> Sensitivity to noise     | <input type="checkbox"/> Drowsiness             |
| <input type="checkbox"/> “Pressure in head”    | <input type="checkbox"/> Feeling slowed down      | <input type="checkbox"/> More emotional         |
| <input type="checkbox"/> Neck Pain             | <input type="checkbox"/> Feeling like “in a fog”  | <input type="checkbox"/> Irritability           |
| <input type="checkbox"/> Nausea or vomiting    | <input type="checkbox"/> “Don’t feel right”       | <input type="checkbox"/> Sadness                |
| <input type="checkbox"/> Dizziness             | <input type="checkbox"/> Difficulty concentrating | <input type="checkbox"/> Nervous or anxious     |

Following initial assessment at the field,

- ☐ Emergency services were called
- ☐ The athlete was transported to hospital via ☐ Ambulance ☐ Parent (indicate appropriately)
- ☐ The athlete remained ‘at-field’ for a period of observation.

### SECTION B – AT FIELD OBSERVATION

The athlete was observed for a further time period of .....minutes.

- ☐ No changes in condition were observed/noted
- ☐ The athlete’s condition changed. Give details:

.....  
.....  
.....  
.....

The athlete was instructed to visit his/her family MD and was supplied with this Tracking Form

COACH NAME: ..... SIGNATURE: .....

PARENT NAME: ..... SIGNATURE: .....

**RTRN2PLAY**  
**Head Injury & Concussion**  
**Tracking Form**

**SECTION C - INITIAL MD ASSESSMENT**

DOCTOR NAME: .....

PRACTICE ADDRESS: .....  
.....  
.....  
.....  
.....

DIAGNOSIS: .....  
.....  
.....  
.....

**RTRN2PLAY – INITIAL PLAN (MD)**

Following a possible period of complete rest, the athlete is cleared to undertake the following ‘steps’ in their recovery;  
*The athlete must be symptom free before progressing on to each subsequent next step.*

1. Light aerobic exercise such as walking or stationary cycling. NO resistance training
2. Sport specific training (e.g. skating in hockey, running in football/soccer), progressive addition of resistance training. NO PHYSICAL CONTACT.
3. Non-contact training drills.

MD NAME: ..... SIGNATURE: ..... DATE: .....

**SECTION D - RTRN2PLAY INITIAL PLAN (TECH)**

Following a successful, symptom free period of ..... days (insert appropriate number) the athlete has completed all 3 steps of the RTRN2PLAY INITIAL PLAN.

COACH NAME: ..... SIGNATURE: ..... DATE: .....

**SECTION E – SIGN-OFF**

Following a successful RTRN2PLAY –Initial Plan, the athlete is cleared to undertake the following 2 Steps in their recovery;  
*The athlete must be symptom free before progressing on to each subsequent next step.*

1. Full contact training.
2. Competitive Match Play

MD NAME: ..... SIGNATURE: ..... DATE: .....

An athlete is **NOT PERMITTED** to return to any team activity without this **RTRN2PLAY** Tracking Form being completed in full including all signatures and MD official stamp.



**GRIEVANCE  
PROCEDURE**

## Grievance Procedure – Player/Parent

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Whilst every effort will be given to ensure the safe and professional running of ASA's Technical 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;

**1. Complaint by the player;**

- a. Consult with the Team Head Coach.
- b. Consult with Club Technical Director.
- c. Consult with Club Executive.
- d. Consult with Fraser Valley Youth Soccer Association (District).
- e. 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 Club Executive.
- d. Consult with Fraser Valley Youth Soccer Association (District).
- e. 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 ASA 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 ASA

## Grievance Procedure – Coach

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Whilst every effort will be given to ensure the safe and professional running of ASA's Technical 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;

**1. Complaint by Coach;**

- a. Consult with the Club Technical Director.
- b. Consult with Club Executive.
- d. Consult with Fraser Valley Youth Soccer Association (District).
- e. 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 ASA 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/Level.....  
Coach

Signed..... Date.....

Name: ..... Signed..... Date.....  
On behalf of ASA



**CODES  
OF  
CONDUCT**



## **Codes of Conduct**

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The Abbotsford Soccer Association, Codes of Conduct establishes a clear set of guidelines and principles for all coaches, players and parents / guardians within the program. The primary goal of the Codes of Conduct is to ensure that we create a learning environment that is fun, positive, safe and enjoyable, while adhering to the principles of the Abbotsford Soccer Association Player Development Philosophy.

The Code of Conduct is based on the concept of Fair Play, defined by five (5) basic principles:

1. Respect for the laws of the Game.
2. Respect for the Game Officials and their decisions.
3. Respect for all participants, including team-mates, coaches and opponents.
4. Participation
5. Maintaining self-control at all times.

Coaches should read and discuss all the Codes of Conduct with all members of their Team. It is a condition of continuing Club/program membership that all members follow the Codes of Conduct at all times.

Players and coaches will be judged based on their performance on and off the field of play, as an individual and as a member of a team. Their personal conduct, both in and out of competition reflects upon the Club/program and their team's image. It is the responsibility of the players and coaches to safeguard the reputation and pride of those who they represent.

### **Player Guidelines**

1. The Player agrees to dress and wear appropriate attire whenever he/she is representing ASA and to conduct themselves, at all times, in a manner that will be a credit to the Club/Program/Team.
2. Respect and consideration must be shown towards all ASA Staff, the public and all volunteers who are involved with hosting a training session, game or tournament.
3. Players are reminded that in most instances, they are guests and should always conduct themselves as such.
4. Players must adhere to any rules set out by ASA Staff and/or Team Coaching Staff, governing curfew at all functions and events.
5. The use of tobacco, consumption or possession of alcohol and illegal substances will not be tolerated. Zero tolerance is in effect.

### **Coach Guidelines**

1. The Coach agrees to dress and wear appropriate attire whenever he/she is representing ASA and to conduct themselves, at all times, in a manner that will be a credit to themselves and the Club/Program/Team.
2. Respect and consideration must be shown towards all ASA Staff, the public and all volunteers who are involved in hosting a game or tournament.
3. Coaches must adhere to any rules set out by ASA.
4. The use of tobacco, consumption of alcohol and illegal substances while in the presence of players is NOT allowed.
5. All ASA Coaches must agree, in writing, to adhere to the ASA Code of Conduct and ethics as described in this document.

## **Code of Conduct – Coaches**

1. I will support and follow the ASA Player Development philosophy.
2. I understand and I will adhere to the ASA Child Protection Policy. (including the submission of a Police Background Check, as required).
3. I acknowledge that my first responsibility is the well-being, health and safety of all players.
4. I will be responsible for the actions of my players and parents and will work to educate the parents and players about the ASA philosophies and Codes of Conduct.
5. I will strive to keep “winning” & “losing” in perspective while teaching the importance of overall long-term player development over the “win at all costs” mentality.
6. I will teach all of my players to play fairly and to respect the Laws of the Game, the game officials, coaches, team-mates and opponents.
7. I will not ridicule or yell at my players for making mistakes or for performing poorly. I will remember that children play to have fun and must be encouraged to have confidence in themselves.
8. I will remember that children need a coach they can respect. I will be generous with praise and set a good example.
9. I will ensure that all players get equal instruction, support and playing time (in accordance with the ASA Playing Time Policy).
10. I will strive to help each player reach his/her full potential and work to prepare them to move to the next level of play, if appropriate.
11. I will encourage players on my team to move to the next level of play, when ready to do so.
12. I will make sure that equipment and facilities are safe and that they are suitable for the age/ability of my players.
13. I will be reasonable when scheduling games and practices, remembering that young student-athletes have other interests and obligations.
14. I will seek assistance from the Club Technical Director, in order to obtain proper coach education and coach training to continually upgrade my coaching skills.
15. I will follow all rules and policies set forth by BC Soccer & ASA.
16. I will work in the spirit of cooperation with all ASA staff, administrators, fellow coaches and spectators, in order to provide the players with the maximum opportunity to develop.

Name: ..... Team: Age/Gender/Level.....  
Coach

Signed..... Date.....

Name: ..... Signed..... Date.....  
On behalf of ASA

## **Code of Conduct for Parents**

1. I will not force my child to participate in sports.
2. I will remember that my child plays sports for his/her enjoyment, not for mine.
3. I will encourage and help my child to focus on the performance and not the result (the overall development of my child as an athlete, soccer player and young person is what sport is all about. Winning is not as important as the performance. A child should never feel defeated by the outcome of a match).
4. I will encourage my child to play within the Laws of the Game and to resolve conflicts without resorting to hostility or violence.
5. I will never ridicule or yell at my child for making a mistake or losing a game/competition.
6. I will remember that children learn best by example. I will applaud good plays/performances by both my child's team and their opponents.
7. I will never question a game official's judgment or honesty in public.
8. I will support all efforts to remove verbal and physical abuse from children's sporting events.
9. I will respect and show appreciation for the volunteer coaches, who give their time to provide sport activities for my child.
10. I understand that parents must not coach from the side-line during games and/or training. This is the job of the coach.
11. I will strive to support my child unconditionally by being supportive and always focusing on the positive aspects of his/her game.
12. I will encourage my child to speak with the coach. (if your child is having difficulties in training and/or games, or can't attend training etc... encourage him/her to speak directly with the Coach. This "responsibility taking" is a big part of becoming a mature person. By handling 'off the field' tasks, your child is claiming ownership of all aspects of the game).
13. I will monitor my child's stress level to make sure that they are handling stress effectively from the various activities of life.
14. I will monitor my child's eating and sleeping habits. (Be sure that your child is eating correct foods. Players should be in bed at a reasonable time hour on the night before a game and early enough on other nights to ensure that adequate rest is being taken).
15. I will help my child keep his/her other priorities correct. He/She needs to maintain a focus on schoolwork, family relationships and other things besides soccer.

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

Name: ..... Signed..... Date.....  
On behalf of ASA

## Code of Conduct for Players

1. I will participate because I want to, not just because my parents or coaches want me to.
2. I will play within the Laws of the Game and in the spirit of the game.
3. I will remember that participation in sports is a privilege, not a right and that I am expected to represent my Club/Team/Coach and team-mates with honor, both on and off the field. Consistently exhibit good character and conduct myself as a positive role model for younger players.
4. I will live and play with class; be a good sport; be gracious in victory and accept defeat with dignity; give fallen opponents help, compliment extraordinary performance, show sincere respect in pre-and post-game rituals.
5. I will not engage in disrespectful conduct of any sort including profanity, obscene gestures and offensive remarks of a sexual or racial nature, trash-talking, taunting, boastful celebrations or other actions that demean individuals or the sport.
6. I will exercise self-control; I will not fight or show excessive displays of anger or frustration and will have the strength to overcome the temptation to retaliate.
7. I will show respect for coaches, game officials, team-mates and opposing players at all times. Infractions that occur during the game are governed by the Laws of the Game and will be decided by the appointed game official/s.
8. I will treat all game officials with respect; I will not complain about or argue with a game official's calls or decisions during or after the match.
9. I will remember that winning isn't everything – that having fun, improving my skills, making friends and doing my best are also important.
10. I will not attend any team function (meetings, social event, training or game) under the influence of, or in possession of illicit drugs, alcohol or tobacco.

PLAYER NAME: .....

TEAM/GENDER/LEVEL: .....

SIGNATURE: .....

DATE: .....

### FIFA Fair Play

1. Play to win
2. Play fair
3. Observe the Laws of the Game
4. Respect opponents, team-mates, referee's, officials and spectators
5. Accept defeat with dignity
6. Promote the interests of football
7. Reject corruption, drugs, racism, violence and other dangers to our sport. Football's huge popularity sometimes makes it vulnerable to negative outside interests.
8. Help others to resist corrupting pressures.
9. Denounce those who attempt to discredit our sport.
10. Honor those who defend football's good reputation.





**DEVELOPMENTAL  
COACHING**

## Characteristics of Development

It is important to understand that players of all ages need to be coached and dealt with in different ways, depending on their level of maturation from a physical, mental, social and emotional perspective. Too often coaches make the mistake of treating young soccer players as adults and do not take into consideration that young players are not able to perform, understand and communicate the same way that adults are capable of. With this in mind, please refer to some of developmental characteristics of young soccer players and people that have been outlined below....

	Physical Characteristics	Emotional and Social Characteristics	Intellectual Characteristics
<b>Ages 5 to 8</b>	<ul style="list-style-type: none"> <li>• Eye-hand co-ordination not fully developed (precise focus and spatial judgment)</li> <li>• Large muscles may be more developed than small muscles.</li> <li>• Usually show enthusiasm for most physical activity</li> </ul>	<ul style="list-style-type: none"> <li>• May show intense and variable emotions (may sometimes be judgmental and critical of others)</li> <li>• Learning to co-operate with others for longer period of time (friendships may change frequently)</li> <li>• Continue to develop feelings of independence and may begin to define them in terms of what they have or own.</li> <li>• Begin to develop the ability of share possessions and take turns.</li> </ul>	<ul style="list-style-type: none"> <li>• Learn from direct experiences</li> <li>• Continue to expand their understanding and use of language to clarify thinking and learning</li> <li>• May understand concepts like tomorrow or yesterday but are still unsure about length of time</li> <li>• Assert personal choice in decision making</li> </ul>
<b>Ages 9 to 11</b>	<ul style="list-style-type: none"> <li>• Continue to develop co-ordination (skill development in physical activities may depend on this increase in co-ordination)</li> <li>• Continue to refine fine-motor development (girls may reach puberty and may experience rapid growth spurt)</li> <li>• Show increased co-ordination, but growth spurts may begin to interfere.</li> <li>• May begin to show a preference for some physical activities over others.</li> <li>• May appear to enjoy more complex group games and simple sports (show a strong sense of loyalty to a group or team)</li> </ul>	<ul style="list-style-type: none"> <li>• May appear relatively calm and at peace with themselves</li> <li>• Becoming more outgoing and develop close or best friends</li> <li>• Generally positive about themselves (define self by physical characteristics and possessions as well as likes and dislikes)</li> <li>• Continue to develop the ability to work and play with others (need social acceptance)</li> </ul>	<ul style="list-style-type: none"> <li>• Continue to use direct experience, objects and visual aids to help understanding</li> <li>• Can expand thinking more readily through writing, reading and</li> <li>• Continue to develop understanding of time but may forget dates and responsibilities</li> <li>• Need increased ownership in decision making</li> </ul>
<b>Ages 12 to 15</b>	<ul style="list-style-type: none"> <li>• Continue to develop and refine hand-eye skills and demonstrate increased muscle co-ordination</li> <li>• Boys reach puberty and may experience rapid and uneven growth (arms and legs may grow rapidly)</li> <li>• May show periods of relatively poor coordination and awkwardness (may show poor posture due to rapid growth)</li> <li>• Understand safety rules but sometimes take risks.</li> <li>• Often engage in more formal team activities (continue to show great loyalty to group or team)</li> </ul>	<ul style="list-style-type: none"> <li>• May begin to show bouts of anxiety or moodiness (emotions may come close to the surface)</li> <li>• Start to question adult authority</li> <li>• Sometimes engage in self put-down (may begin to define self in terms of opinions, beliefs and values and to expand their sense of self by copying the culture or current fad)</li> <li>• Gradually gaining independence from parental influence (may view brothers and sisters as a bother or nuisance)</li> </ul>	<ul style="list-style-type: none"> <li>• Begin to develop abilities to manipulate thoughts and ideas, but still need some hands-on experience</li> <li>• Can do some abstract reasoning</li> <li>• Often like jokes and words with double meanings</li> <li>• Developing abilities to talk about current events, plans for the future and career aspirations</li> <li>• Need ownership of decision making with responsible guidance</li> </ul>

## 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><i>Command / Direct:</i></b>	<ul style="list-style-type: none"><li>▪ Coach directed</li><li>▪ Coach tells, informs and instructs the player(s)</li></ul>
<b><i>Guided Discovery:</i></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><i>Inclusion:</i></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

## **U11-U12 Practice Priorities**

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### **General Practice Content**

**Technique** – Developing all techniques on BOTH sides of the body, using multiple contact surfaces.

**Technique on Demand** – Technique under pressure of time, space and/or an opponent.

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

**Speed of Play** – Moving the ball and supporting quickly.

**Position** – Body shape when receiving a pass; positioning in attacking and defending situations.

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

**Protection** – Protecting central attacking areas and preventing entries into the penalty area.

### **Technical Skills (Key Factors)**

- ✓ Passing – Short & Long with inside/instep and outside of foot.
- ✓ Receiving – Body behind the ball, cushion balls that are on the ground/bouncing/in the air. All surfaces & on the move.
- ✓ 1v1 Attacking – positive attitude, ‘tricks’, speed.
- ✓ 1v1 Defending – Pressure, body position, footwork, patience, challenge.
- ✓ Finishing – Various surfaces (Inside/Instep, Volley’s/Half-Volley’s/Headers).
- ✓ Heading – Basic introduction/Simple progressions.

### **Tactical**

- ✓ Basic Principles of Play.
- ✓ Promote attacking play.
- ✓ 1v1 – 3v3 games to develop technical skills.
- ✓ 1<sup>st</sup> & 2<sup>nd</sup> defender roles (Pressure/Cover).
- ✓ Combination Play (Wall Pass, Overlap, Take-Over).
- ✓ Angles of Support
- ✓ Possession (small games 2v1, 3v1, 5v2).

### **Psychological**

- ✓ Create a fun practice environment.
- ✓ Introduce competition to training environment.
- ✓ Encourage decision-making.
- ✓ Increase demands.
- ✓ Discipline
- ✓ Begin to create students of the game. Encourage players to attend professional games or watch them on TV; take your team to college/University games or watch older teams within the Club.

### **Physical**

- ✓ All fitness is done with a ball or is agility based.
- ✓ Focus on developing player coordination and balance with the ball.

### **Training Focus**

- ✓ All training should be fun.
- ✓ Sessions should be devoted to 1v1, 2v2, 3v3 games to develop technique with focus on attacking.
- ✓ All training should involve transition.
- ✓ Players should be going to goal as often as possible.
- ✓ Begin to keep score and make games competitive.



## **U13-U18 Practice Priorities**

### **General Practice Content**

Abbotsford Soccer Association 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.
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.
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 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.
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.

## **17-19 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 other 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**

### **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.
- ✓ 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

## Definitions of General Practice Structures

The following definitions have been developed to ensure that you 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 all 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 Defence 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 skilled attackers the team should become stingy, totally committed, deadly serious, get the job done defenders!

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

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

Attack
Penetration
Support
Width
Mobility
Improvisation

Transition



Defence
Delay
Depth
Concentration (Compaction)
Balance
Discipline/Patience

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

As soon as the ball is re-possessioned, 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 goal-keeper, 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 his/her immediate playing area.

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

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 defence.

### ***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 re-gained 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.



## Session Plan



Theme: \_\_\_\_\_

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

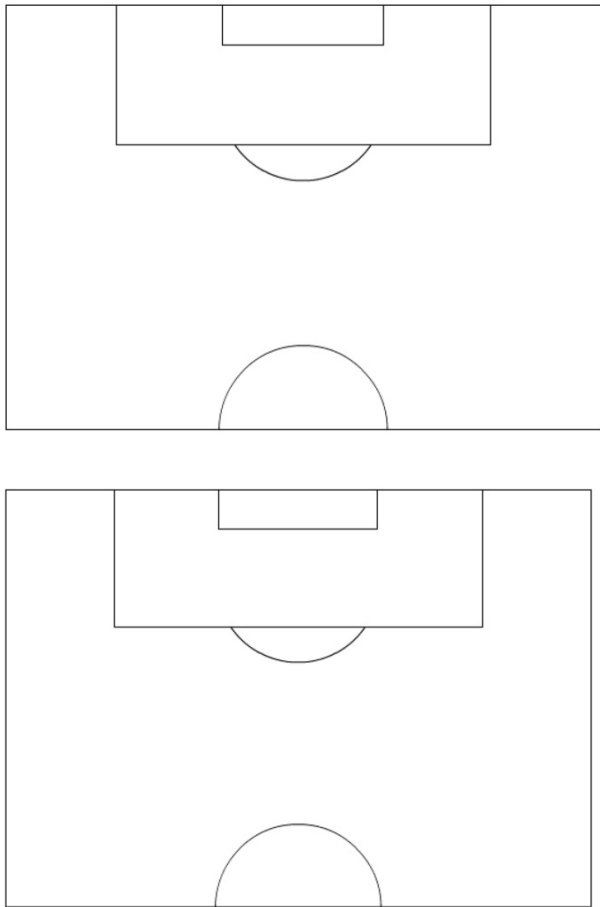
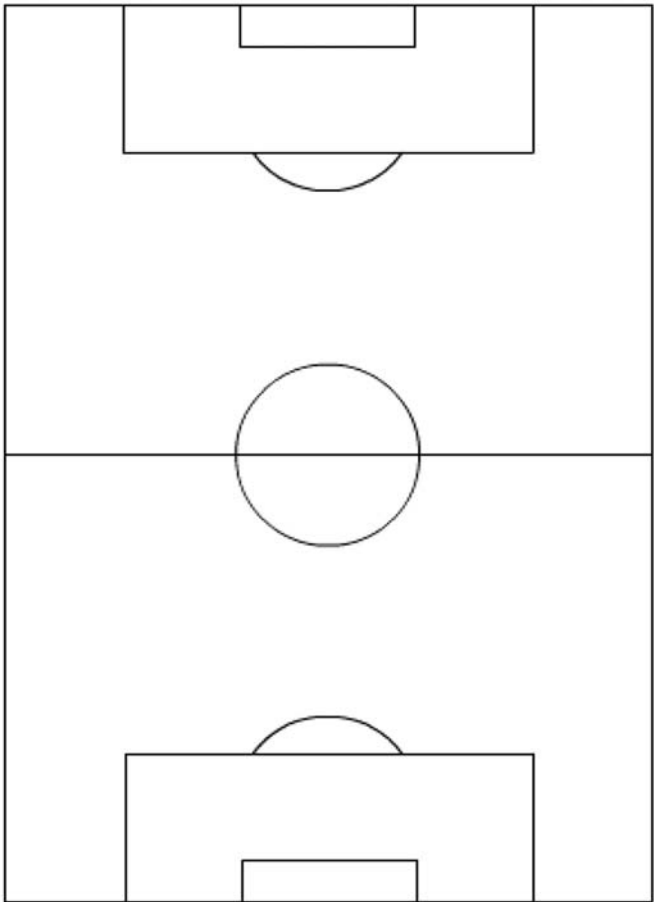
Location: \_\_\_\_\_

1.	<b>Warm-Up</b>	<b>Time:</b>
<u>Organization Rules:</u>	<u>Diagram:</u>	<u>Coaching Points:</u>
		<u>Progressions:</u>

2.		<b>Time:</b>
<u>Organization Rules:</u>	<u>Diagram:</u>	<u>Coaching Points:</u>
		<u>Progressions:</u>

3.		<b>Time:</b>
<u>Organization Rules:</u>	<u>Diagram:</u>	<u>Coaching Points:</u>
		<u>Progressions:</u>

4.		<i>Time:</i>
<i>Organization Rules:</i>	<i>Diagram:</i>	<i>Coaching Points:</i>          <i>Progressions:</i>





**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.

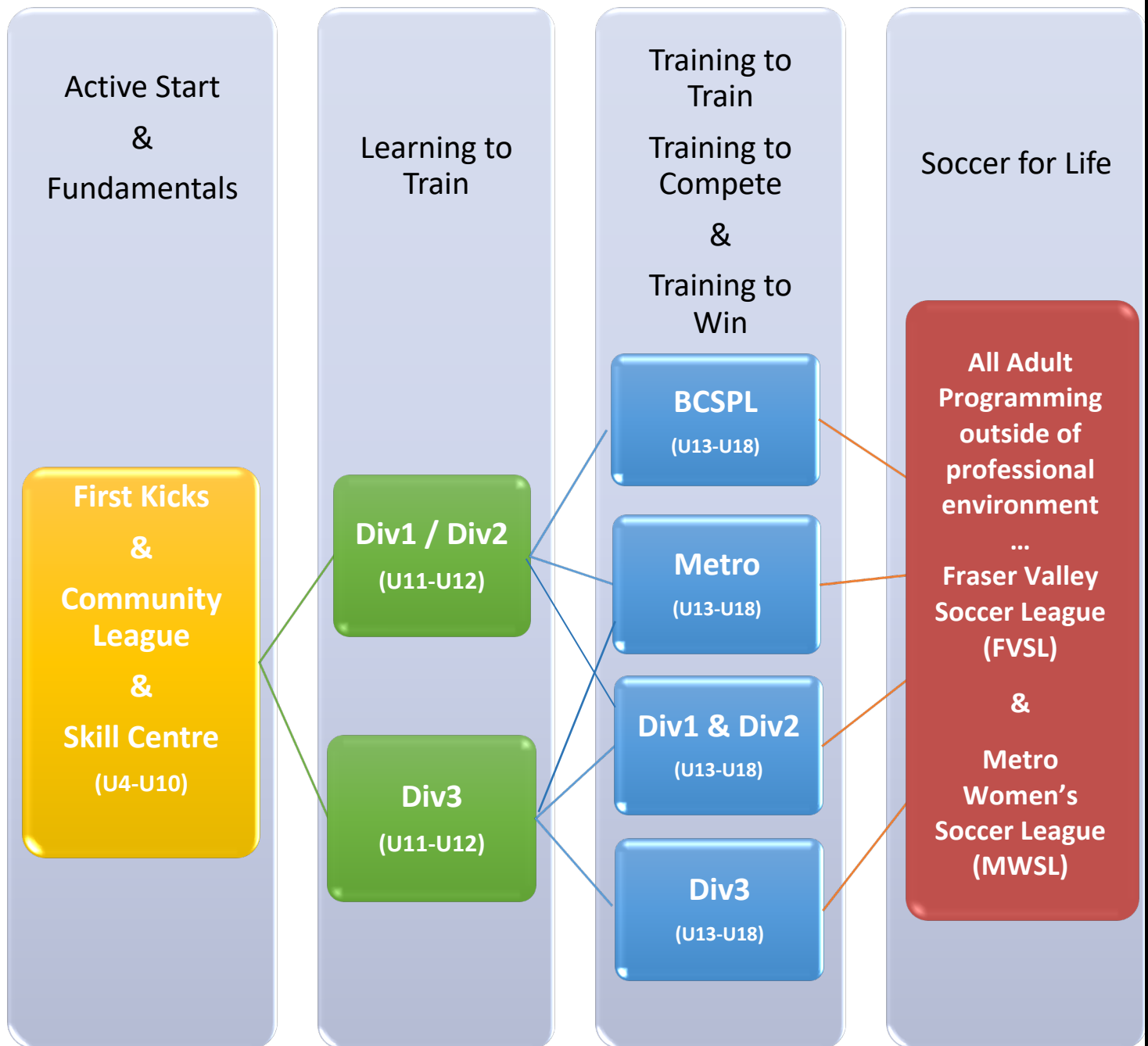


## PLAYER MEDICAL FORM



<b>PLAYER'S NAME:</b>	<b>D.O.B:</b>  day / month / year
<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>TEL #:</b>
<b><i>IMPORTANT</i></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?	
Parental Signature:	Date:

# Stages of LTPD Applied to ASA Programming



# Player Pathway – Excellence Route

