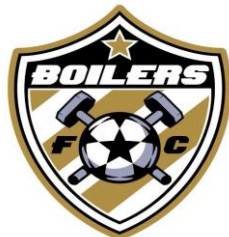


**Boilers FC Coaching**  
**Curriculum**  
**2017-2018**





## Contents Page

<u>Introduction.....</u>	<u>P3</u>
<u>Aim Of the Curriculum.....</u>	<u>P3</u>
<u>Club Philosophy.....</u>	<u>P4</u>
<u>Coaching Styles.....</u>	<u>P5</u>
<u>The Coaching Process.....</u>	<u>P7</u>
<u>Long Term Player Development.....</u>	<u>P9</u>
<u>Four Pillars of Coaching.....</u>	<u>P10</u>
<u>Team Tactical Principals.....</u>	<u>P12</u>
<u>Player positions on the field and numbering system.....</u>	<u>P13</u>
<u>Age Specification</u>	
<u>11U/12U.....</u>	<u>P14</u>
<u>13U/14U.....</u>	<u>P19</u>
<u>15U/High School.....</u>	<u>P23</u>
<u>Health and Safety Players.....</u>	<u>P25</u>
<u>Coach.....</u>	<u>P26</u>



## Introduction

In the US alone there are over 5,000 youth soccer clubs and each club has an obligation to its players to provide them with an opportunity to play and learn the game of soccer, while at the same time helping them grow as individuals. In order to achieve this we need to create a sound curriculum, which must be developed and updated on a regular basis to keep it up to date with new and improved ideas throughout the soccer world. If we can create a club where player training and the playing environment is of a high quality, we can maximise player development.

*"You must love the game and want to share with the players a certain way of life, a way of seeing football." - Arsène Wenger, Arsenal Football Club, manager*

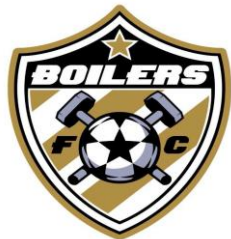
## Aim Of the Curriculum

The following coaching curriculum is exclusively for Boilers FC coaches and has been designed using information and case studies from several world class academy sources from across Europe as well as player development models from both the US and the UK. The aim of this curriculum is to help coaches better understand aspects of coaching in general and also better understand the capabilities of their players at each level of their youth development using the four pillars of coaching, which should ensure that the players are getting a high quality soccer experience, and in turn creating a more positive, player centred learning environment.



## Club Philosophy

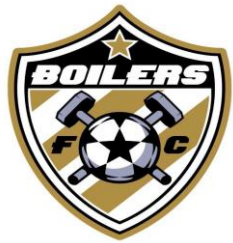
The philosophy of Boilers FC is to provide an opportunity for players to develop and get the best possible soccer playing experience and develop a love for the game, we aim to accomplish this by developing the players using soccer not just for technical soccer skills, but also for the players social and the physical development.



## Coaching Styles

There are three main coaching style that a coach can use when working with a group of players, As a coach we must be aware that some players may learn differently than others and therefore being able to switch between each coaching style is going to provide our players with the best opportunity to learn.

1. The first style is a “commanding”. In this style the coach will make all the decisions about practise, will show the players where to pass, run, dribble, shoot and exactly what they want the players to do. You will come off as a much disciplined coach, very decisive and someone who knows exactly what they want to see. However, be aware that using this style of coaching too much can seem that you are coming off as a very bossy coach, who wants one thing and one thing alone, it does not allow for players to make their own decisions as they will fear doing something wrong.
2. The second style is “Submissive” which is the complete opposite of the commanding coach. This type of coach makes as very few decisions as possible, they will most likely set up and exercise and let the players take part, or even worse not have a plan at all and just let the players do what they want. Using this style too much you will find your players have poor discipline and no direction. Technically it may hold your players back as if a player is not corrected from using bad technique it may stall their progression and ability in later years.
3. The third and final coaching style is “co-operative”. This style allows you to have control of the session while at the same time giving the players the opportunity to have a voice and answer questions.



Each coach needs to be able to go from one style to another, there is no one perfect way to coach, it needs to be a blend of styles. All depending on the situation you are in, the type of players you have as some may react more to a commanding style better than a submissive style, the amount of time that you have been coaching the team, the topic that you are coaching. If starting a new topic you may need to be more commanding so that the players can get the idea of the activity and what you want them to do and as it progresses you can switch to being more of a co-operative style, seeing if the players can solve a problem within the activity and then finally when they become able to solve problems themselves you can be more submissive. You must always switch up too to keep your players engaged, asking them questions about activities will keep them on their toes and attentive to what you are saying just in case you question them.



## The Coaching process

The coaching process is what every coach goes through when planning a session and it will probably be something that you do without even realising it. You think about what you want to achieve out of the session, you plan that session, deliver it and then afterwards you will most likely evaluate how that session went, anything from a 'that went well' to a more detailed thought of 'maybe I could have made the area bigger, maybe I shouldn't have done that practise as the players didn't really get it, etc...'. There are many different adaptations of the coaching process, but the simplest way to remember it is with three words

### **PLAN – DO – REVIEW**

The coaching process is constant, so when you have finished reviewing your previous session you can use that information to create and plan the next session and the cycle continues.

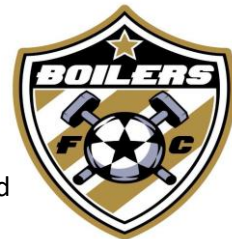
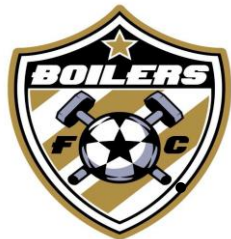
#### Plan

Have a plan in place, don't just turn up to a practise with no idea what you are going to do, have a topic or a key theme and stick to it, have those sessions in mind that are going to help you bring out the topic. You don't always have to produce a detailed session plan, just some ideas on a small scrap piece of paper is good just so you can remember what you are doing.

#### Do

Conduct the session, be positive, be energetic, show the players that you want to be there, and above all make sure the players are having fun and learning. Be aware as well that there are several different tools you can use when coaching to deliver a good and effective session; the following are tools that can be used to progress from individual to group to team interaction:

- Coaching in the flow – Coach from the side-lines as the training session goes on, without stopping the activity which allows play to continue while still giving the players information.



Individual coaching – One-on-one, pull a player to the side while the activity goes on and coach them, again this keeps the activity flowing for the rest of the team while you help the individual player with what they may be struggling with.

- Make corrections at a natural stoppage in the game – such as free kicks, ball going out of bounds, injury, etc. This gives you time to highlight certain things that are happening as well as pass on information to your team
- Manipulation of the training exercise – For example, a four goal game to teach the players how to look both ways, switch the point of attack or shift defensively. Activities like this are great for helping players understand certain aspects of the game and have fun at the same time, hopefully learning key skills without even realizing that they are.
- Freeze – The least desired way to teach during a game scenario unless working on tactical aspects as stopping the session to paint a picture kills the flow of the activity. It is more appropriate to use a freeze when working on technical training and you wanting to highlight a certain aspect of the skill.

### Review

After the session is over if when you are driving home just have a think about what went well? What didn't go so well? And if you were to do that session again what would you do differently?

Evaluating and reviewing your session as it is happening is also beneficial for your players and don't be afraid to change things if the activity is not working, make area's bigger, smaller, change activities if the players are finding it too difficult, make it more challenging id the players are finding it too easy. Being able to adapt and change your session will ensure that your players are always challenged to their ability levels which will keep them engaged at all times.





## Long Term Player Development

Long Term Player Development (LTPD) is a programme for training, player development and competition which is all based on the biological age and physical maturity rather than looking at the age of the players.

LTPD has many advantages:

- It can eliminate gaps between age groups as most of the ideas will overlap each other from one age group to the next.
- It can be an excellent guide and resource for optimal planning for training sessions.
- It follows scientific principals and practical coaching experiences to allow for optimal training of the players.
- It gives the players a better understanding of a good soccer programme.
- More of the players will learn at their level, have fun, and not get too frustrated in doing activities and exercises that are too advanced or difficult for them therefore optimizing their athletic potential.
- Gives coaches more knowledge so they can lead a safe and effective session.

The following are the top 9 objectives in the development of a soccer player at the youth level:

- 1) Develop the child's appreciation and love for the game.
- 2) Keep winning and losing in proper perspective, get the players to understand winning is not everything in youth sport, and you never loose but you learn.
- 3) Be sensitive to each player's development needs and know that each player is going to develop at different rates and some quicker than others and vice-verse.
- 4) Educate the players to the technical, tactical, physical and psychological (four components of soccer) demands of the game for their level of play.
- 5) Implement rules and equipment modifications according to the players' age group, such as getting them using the correct size ball for their age group, being able to head the ball, etc..
- 6) Allow players to experience all positions.
- 7) Players need to have fun and receive positive feedback, never berate, embarrass or highlight a particular player if they make a mistake.
- 8) Training should be conducted in the spirit of enjoyment and learning, not a military regiment.
- 9) Strive to help each player reach their full potential and be prepared to move to the next stage of development.
- 10) Did they enjoy it? Did they get a sweat on? Did they learn something?



## **Four Pillars of Coaching**

To become a world class soccer player you must have a compilation of attributes from all areas of development, not just one. A player with good technique and foot skills can be held back if they are not quick enough, strong enough or powerful enough and it is the same if the player has good strength and not enough technical ability, so it is important as a coach to be aware of these. The four pillars of coaching are technical skill, tactical awareness, physiological attributes and psychological attributes and are the key components that a soccer player must possess in order to become a world class player.

### **Technical**

Types of technical attributes include the following:

- Receiving skills
- Turning Skills
- Travelling with the ball (Dribbling)
- Types of passing and passing over various distances
- Attacking and defending skills
- Finishing Skills
- Ariel Ability
- Tackling

### **Tactical**

The players ability to make decisions, understand tactical instructions and tactically manage the game

- Understand positions on the field and the roles of that player and units of players
- Recognise and adapt to the state of the game
- Be able to identify opponents weaknesses and play to your teams strengths
- Be able to play and understand various types of formations and be able to perform against these.



### Physical

Top level players are more than just soccer players, they are seen as athletes with various types of physical attributes such as:

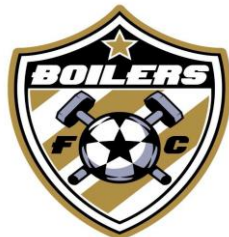
- Speed
- Agility
- Co-ordination
- Power
- Strength both lower body and upper body
- Flexibility

### Psychological

Psychology in soccer is a proficiency that uses psychological knowledge and skills to look at the performance and well-being of players, developmental issues and the social aspects of playing soccer. When looking at psychological aspects we can look at players:

- Confidence
- Concentration
- Behaviour
- Social interaction and relationship with team mates
- Responsibility
- Commitment
- Desire
- Motivation

In order to give the players the best opportunity to become good soccer players a coach must pay attention to all four of the pillars. Far too often we get caught up in the technical side and the physical side of the game and neglect the other two, if a player is struggling with a skill or is not physically as fit as their team mates it may be that they just find learning certain skills harder than others or perhaps their learning style is different than other players so it is important to make sure that all factors are considered.



## **Team Tactical Principals**

These are the coaching points that you as a coach need to go through with your players and can form the foundation for any session you may want to coach.

### **Attacking – When you are in possession of the ball**

1. Spread out
2. Utilize space and create passing options
3. Pass or dribble forward and look to penetrate
4. Create 2v1's or 1v1's
5. Create diagonal passing lanes
6. Vary your runs to not become predictable
7. Play early crosses if there is space in behind the defence
8. Get Numbers into the box
9. Push the defensive line up and take preventative measures

### **Defending – When you are out of possession of the ball**

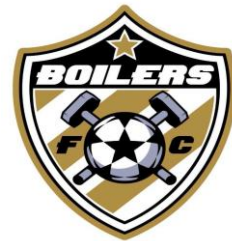
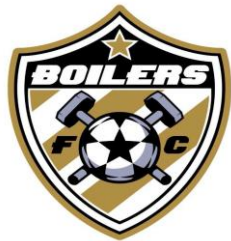
1. Get Compact
2. Stay Compact
3. Pressure the player with the ball
4. Outnumber the opposition
5. Provide cover and delay the oppositions attack when you are outnumbered
6. Stay in your defensive zones when the opposition changes position
7. When necessary switch zones to track players
8. Be aware of long balls played behind your defensive line
9. The defence moves as a collective unit
10. Anticipate the opponents moves

### **When transitioning from attacking to defending – As soon as you have lost the ball after being in possession**

1. Pressure the ball immediately after losing it with the closest player to the ball
2. Get organised and get balanced as quickly as you can
3. Delay the oppositions attack while you are outnumbered

### **When transitioning from defending to attacking – When you have successfully won the ball back from being out of possession.**

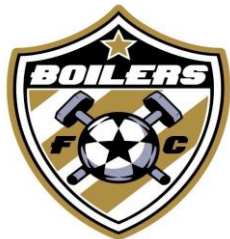
1. Pass or dribble forward
2. Create passing lanes
3. Give support
4. Keep the ball when you cannot play forward
5. Push the defensive line up



## Player positions on the field and numbering system

We as coaches need to make sure that all the players understand and know where to play and what to do when they are on the field. Below is the US Soccer numbering system which is a good method for players to learn the positions and responsibilities on the field of play. However, you can have more than one player in each position when setting out your team, so you may not want a #10 but you want two #9's, that is fine, this system does not mean that you have to play this formation but it is just a way for the players to understand better positions on the field and also it can help when making substitutions on game days.





## **Age Specification for 11U and 12U**

The players at 11U moving from 10U will be playing on a bigger field, with bigger goals with more players on the field, so that is a major factor that coaches need to consider at this age group and again continuing to develop the players passion and love of the game. Be aware that there are now going to be significant physical differences now between players of different genders and even players on the same team, players grow and develop at different speeds and your smallest player one season may be your tallest player the next, your best dribbler may be somewhere in the middle of the pack as they have grown and haven't developed that co-ordination yet.

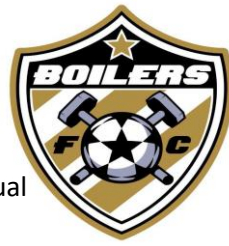
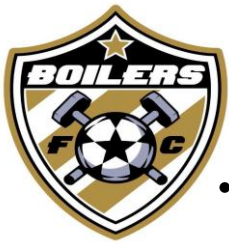
### **General Characteristics:**

Players are able to deal with flighted balls better due to their physical growth. They should be able to perform more complex tasks, run, strike the ball, and think at the same time. They should be eager to learn and wanting to improve for their own self-esteem. Strength and power will start to become a factor in their games and performance.

### **Components of the game for 11-12U**

#### **Technical**

- Passing and receiving: Building off the basics learned in 10U and mastering them, experiment with different types of ball to control, different heights, speeds, spins. Using all parts of their feet again. Introduce first touch passing in team and group activities, passing with both feet.
- Passing as a team: Angles of support, combination play, passing as a team, keeping possession of the ball



- Dribbling and turning: Build off basics learned and master them, lots of focus on individual skills, moves and turns, encourage experimentation and trying skills during practises and games.
- Shooting: Technique of shooting at 11U, how to strike a ball well and clean, inside of foot, laces shot, 1v1 with goalkeeper scoring. As they get into 12U introduce outside of foot shooting, bending shots, and more about shot selection and decision making, volleys, half volleys.
- Crossing the ball: Types of cross (driven, lofted, curled, deep) technique of crossing the ball.
- Defending: Refresh about body position, how to slide tackle properly.

### Tactical

- Positions of the players for the move up to bigger field and more players on the field
- Defending: 2v1 (outnumbered) roles of 2<sup>nd</sup> and 3<sup>rd</sup> defenders when defending as a team.
- Effective communication, where to show attackers, where cover is, help your fellow teammates.
- Reinforce the principals of defending.
- Attacking: How to make combinations effectively and where to make those combinations on the field.
- Principals of attacking play need to be reinforced
- Forward runs and movement off the ball, where to move too
- Spacing on the field

### Physical

- Improve player strength and fitness, again all with a soccer ball or body resistance (aim to get the players doing the body resistance exercises outside of practise)



- Focus on players agility, speed, quickness and co-ordination
- Reaction time
- Range of motion (flexibility)
- Include proper warm ups and cool downs (Dynamic Stretches)
- Player growth at different rates



### **Psychological**

- Make sure all practises are kept fun again to maintain that interest
- Teamwork
- Confidence
- Mental skills to push themselves through motivation and also handle the stress of failure
- How to learn from each match
- Fair play
- Discipline

### **Typical 11U/12U session**

1. Warm up- Small group activities, dynamic stretching (5 Mins)
2. Time spent on improving individual technical attributes and skills (15 mins)
3. Team activities, working in groups to achieve a goal of the session. (35 Mins)
4. Small sided conditioned game (Put conditions on the game to get out the topics you have been practising, for example if working on wide play say that the ball must go wide before a goal can be scored) (15 Mins)
5. Finish with regular game with Goalkeepers (10 Mins)
6. Cool Down (5 Mins)





## Game Days for 11/12U

### Pre-game

- Coach arrives before the players
- 10-20 mins of a warm-up with a 50/50 split on individual work and group work (possession activities)
- Introduce goalkeeper to warm-up using both foot skills warm up and goalkeeper specific warm up( Such as catching, throwing, etc)
- Dynamic stretches (not that they are essential but they need to be there to help develop good habits for when the players get older)
- Tell players starting line-up, do not over emphasise tactics but make sure the players know where they need to go.
- Team huddle and send them out
- ALWAYS BE POSITIVE!!!!!!!!!!

### During the game

- SIT DOWN/STAND AND ENJOY THE GAME!!!!
- Find a balance between joystick coaching (telling the players where to go and what to do all the time), cheerleading (just constantly congratulating the team for all play, good or bad) and being Non-existent ( Sitting there and saying nothing). But limit your coaching, get the players to make mistakes, fix those mistakes and make those decisions.
- Be sure all players get time to play and develop.
- Switch players positions either during the game or at substitutions
- If dominating, come up with ideas to limit this (tell players to keep possession, look to play forward and backwards, space and width)



### Half-time

1. Tell the players to relax and hydrate, don't start talking to them as soon as they come off, give them a chance to catch their breath.
2. Get on the players level, kneel down or sit down with them, make sure that they are not looking into the sun and there are no distractions behind you.
3. Be sure your instructions are positive and your emotion level is under control, no shouting, singling out players who may or may not have been at fault for goals or situations in the game.
4. Keep your instructions simple and address basic principles.
5. Substitutions that you may make
6. Limit your talk, so the players again can have some time to themselves before the second half begins
7. Quick warm up before the second half starts (again start to develop this as a habit)

### Post Game

1. Get the players to line up and shake hands with opposition players and then officials
2. Brief cool down and stretch (Develop habit)
3. Quick debrief about the game, say what they did well as a team and what as a team we need to work on, do not single out individuals for poor play or mistakes.
4. Remind players about next game if you have more than one in a weekend, if not them the next practise



## 13U and 14U

Players progressing from 12U to 13U will need to get used to using a full size field, bigger goals, and using a size 5 soccer ball which may be something that some of the players have never done or used before so be aware, especially when working on spacing.

### General Characteristic's:

Players should be able to execute a wide range of skills starting to turn themselves into an overall player rather than someone who is good at one thing and no good at others. With all players going through various growth spurts it may result in temporary gangly movements which could impede their ability to do certain skills so be patient with them, but still look for quality in their play. The player tend to be very critical of their own performance so they may need constant positive reinforcement, but at the same time test their limits to ensure the players are challenged and improve.

### Components of the game for 13U and 14U

#### Technical

- (All technical aspects need to be worked on especially since the players are going through puberty, to help them re co-ordinate themselves)
- Experiment with different services of ball to help test players control, such as spinning the ball, chipped passes.
- Work on correct heading of crosses and corners, correct heading technique is paramount to protecting the players (head with forehead, attack the ball, be prepared).
- Lots of team play and group activities to work on those technical skills (passing, dribbling, shooting, etc..)



### Tactical

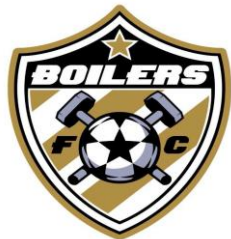
- Individual, group and unit tactics, how to defend and attack as a team rather than focusing on 2/3 players focus on a unit of players or more 4+.
- Set piece instructions, who take's free kicks, what we do from free kicks, corner kicks, goal kicks.

### Physical

- Again be very aware of the physical changes of you players through this age group
- Work on improving the players acceleration, speed, endurance (fitness), flexibility.
- Educate the players a little on nutrition, what to eat before the game, after the game, what they should be drinking to hydrate themselves.

### Psychological

- Players should be able to focus on the entire match and should not zone out at practises either as long as they are kept engaged, keeping their focus is crucial.
- Players need to focus on coach instruction over parent instruction
- Manage their emotions both during the game, and after, keep reinforcing fair play and respecting of the oppositions and officials.



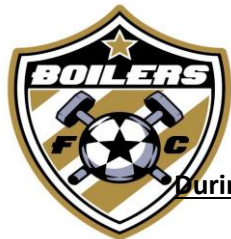
### Typical 13U/14U Session

1. Warm up- Small group activities, dynamic stretching (5 Mins)
2. Time spent on improving individual technical attributes and skills (10 mins)
3. Team activities, working in groups to achieve a goal of the session that must be challenging and engaging for the players. (40 Mins)
4. Small sided conditioned game (Put conditions on the game to get out the topics you have been practising, for example if working on wide play say that the ball must go wide before a goal can be scored) (15 Mins)
5. Finish with regular game with Goalkeepers (10 Mins)
6. Cool Down (5 Mins)

### Game Days for 13U and 14U

#### Pre-game

- Coach arrives before the players
- Dynamic stretches
- 20-30 mins of a warm-up with a 50/50 split on individual work and group work (possession activities)
- Introduce goalkeeper to warm-up using both foot skills warm up and goalkeeper specific warm up (Such as catching, throwing, etc)
- Tell players starting line-up, make sure they know what they are doing. Let the players know who takes free kicks, corners, etc..
- Team huddle and send them out
- ALWAYS BE POSITIVE!!!!!!!!!!



### During the game

- SIT DOWN/STAND AND ENJOY THE GAME!!!!
- Limit your talking during the game; this will encourage your players to make decisions for themselves as well as focusing on the game rather than your voice.
- Switch players positions either during the game or at substitutions
- Be sure all players get time to play and develop.

### Half-time

1. Tell the players to relax and hydrate, don't start talking to them as soon as they come off, give them a chance to catch their breath.
2. Be sure your instructions are beneficial for the players, if the team is losing the last thing the players want to hear is what they did wrong, focus on telling them what they did right and how to fix the problems. Be positive make sure the players go back on the field feeling positive rather than heads down feeling negative.
3. Substitutions that you may make
4. Limit your talk, so the players again can have some time to themselves before the second half begins
5. Quick warm up before the second half starts

### Post Game

1. Shake hands with opposition players and then officials
2. Brief cool down and stretch
3. Quick debrief about the game, say what they did well as a team and what as a team we need to work on, do not single out individuals for poor play or mistakes.
4. Remind players about next game if you have more than one in a weekend, if not them the next practise





## 15U+

Focus now can be more weighted on the results side rather than everyone plays. We still want every player to play and get game time however it is now about balancing and judging the game to look at when you can put players, where you put the players and then subbing them out again, players will want to win, and win alone.

### General Characteristic's:

Will be able to understand more complex session ideas and will need challenging more either physically or mentally. Fear of ridicule and being unpopular, and a strong need to conform exists, as well as dressing and behaving like their peers in order to belong. Very concerned about their physical appearance. Caught in the middle of transitioning from being a kid to becoming an adult.

### Components of the game for 15U+ players

#### Technical

- All based around turning those basic skills and mastered skills and turning them into professional skills, looking at quality and quantity. A good player will be able to play a great pass 6/10 but a pro player will be able to play that pass 9/10.

#### Tactical

- Players should be able to adapt to different tactics for different situations in the game during the flow of play
- Focusing not just on the ball and around the ball play but also away from the ball, there are 11 players on the field and what is each one of those 11 players doing at any given time during the game.
- Be able to build up through the different units to focus on team play rather than one or two units



- Learn all set plays and not just one way to take them, vary set play types and different moves and options.



### Physical

- Players starting to build that muscular endurance to turn themselves from soccer players into athletes.
- Interval training improving overall fitness and recovery time
- Power, vertical jump, plyometric training.
- Range of motion and agility training

### Psychological

- They will be personally accountable for their mistakes
- Communication should be good with teammates and social skills should be good
- Improved sportsmanship and competitive attitude

### Typical training session for 15U+

1. Warm up- Small group activities, dynamic stretching (10 Mins)
2. Team activities, working in groups to achieve a goal of the session that must be challenging and engaging for the players. (30 Mins)
3. Functional practise, working with the team as units of players (midfielders, attackers if working on attacking) Have the players set out in your formation and make it as game realistic as you can (30 Mins)
4. Small sided conditioned game (Put conditions on the game to get out the topics you have been practising, for example if working on wide play say that the ball must go wide before a goal can be scored) (10 Mins)
5. Finish with regular game with Goalkeepers (10 Mins)
6. Cool Down (5 Mins) maybe even post practise in order to extend the game.





## Health and Safety

### Players

- If injured do not risk players health for a result or just to get them back on the field, you must protect the players and putting them back onto the field after they have been injured may make the injury worse.
- Concussion Protocol
- Check training area before practise and games looking for issues with the playing surface, animal waste, glass, needles, etc..
- Equipment check before the game and before practise also, Make sure the goals are anchored down and secure. Make sure all the balls are the appropriate size for the players you are coaching are that they are in good condition and fully inflated. Make sure all of your pinnies are washed regularly, it doesn't take long to quickly wash them and dry them once every few weeks at least as no player wants to wear a smelly pinnies.
- As the coach of a team you need to look for signs of bullying in the team and put a stop to it, weather that be from players in the team, parents or other coaches. It is our duty as coaches to make sure that the players we have receive equal treatment and have a fun and enjoyable soccer experience. If we see something or hear something that may suggest otherwise it is our duty to put a stop to it.
  - \*A parent who pushes too hard
  - \*A coach or manager who has a win-at-all-costs philosophy
  - \*A child or young person intimidating another
  - \*An official who places unfair pressure on a child or young person.
  - \*A parent who pushes a player too hard

**Always let the club know about any cases similar to these! CC Rodney and Aaron on all**

**emails!**



## Coach

The health and safety of the players is paramount but you also need to take certain steps to help protect yourself as a coach.

- Make sure you always have your medical release forms handy just in case of an emergency, it contains important information about the players and we hope that we never have to use them but if you need them you had better have them.
- Be aware of weather regulations, if you see thunder or hear lightning you must immediately remove the players from the playing area and get them into cover, once a strike is seen or thunder is heard you must wait 30 mins before you can resume training or the game.
- Don't leave yourself 1-1 with a player as that can lead to allegations that may not be true, always have another coach or parent stay if you are waiting on players being picked up. Also never leave players behind on their own, even if they say their parents are 5 mins away, you must stay until that player has been collected, while they are at practise and games the players are your responsibility.
- Watch your language and attitude. Things like swearing and bad sportsmanship are things we do not want our coaches to do or teach their players to do. This is to either the referee or the opposition. Referees make mistakes, they make mistakes in some of the biggest games on the planet such as the World Cup Final, so please understand that they will make mistakes, but tell your team to forget about them and move on. Play the game!
- Be careful what you say about players and parents as even good points taken out of context can lead you into a lot of trouble.
- Make sure you always have your medical release forms and a cell phone handy just in case of an emergency, it contains important information about the players and we hope that we never have to use them but if you need them you had better have them otherwise the consequences could be serious.