Overview

Player development should be the main goal for the youth soccer programs in the state of Florida. To that end coaches, players, parents and administrators need to keep this in mind in decisions that are made at the team, club, league and state level.

This manual is meant to be a resource book for coaches and administrators. We will start off with the organization of soccer in our country, region, and state. As the main emphasis of the manual is player development we have included several documents from FYSA and US Soccer in regards to the individual player age group goals, specifics of age group training, the role of the coach, and various developmental issues to consider with youth players. Team and risk management will be covered as well as coaching ethics, parent management, and risk management. Club development is crucial to player development in Florida. It is the clubs who see the players on a day to day basis and can effect the most change. We have provided some ideas such as academy play to provide ideas for potential improvement. The Olympic Development Program and our Coaching Education Program are run through our state office. Information in regards to these two programs is included. Finally we have included resources to allow the reader to explore for more information that may be helpful to their programs.

We decided to make this more a book coaches could go to as a resource as opposed to a “how to” manual with activities. There are many other publications and areas you can look at for that material. A resource section is provided at the end of the manual with links to find information. We hope this manual will lead you in the right direction for many of the questions we receive here at the state office.
Organization of Youth Soccer

FIFA
Confederation Internationale de Football Association, world governing body of soccer
www.fifa.com

CONCACAF
Confederation of North, Central American and Caribbean Association, region of world soccer in which the United States participates
www.concacaf.com

USSF
United States Soccer Federation, national governing body of soccer
www.ussoccer.com

US Youth Soccer
United States Youth Soccer, governing body of youth soccer for U.S. State Associations
www.usyouthssoccer.org

Region III
Region III includes eleven other state associations within the southern part of the country
www.usysregion3.org

FYSA
Florida Youth Soccer Association, state governing body of soccer
www.fysa.com

FYSA Organization Chart

FYSA
EXECUTIVE COMMITTEE
BOARD OF DIRECTORS
REGION A VP
District Commissioner A1-A5
REGION B VP
District Commissioner B1-B5
REGION C VP
District Commissioner C1-C6
REGION D VP
District Commissioner D1-D4
Player development should be the main focus of our administration, leagues, and clubs and teams. Training and games should be appropriate for the age level they are intended for. The goal here is to develop players so that as the progress to the next level of the game and they are ready and prepared. The two levels that we deal with in Florida Youth Soccer are players at the youth (U6-U12) and junior (U14-U19) levels.

The youth level is where we need to realize that the game the players play is not the “adult game”. Age appropriate training is crucial at the age groups to match the activities to their abilities, needs and individual characteristics. The game must be enjoyable for the players in order to keep their enthusiasm high so they continue to the junior level. The activities need to be fun but there also needs to be a purpose. U6 and U8 player emphasis needs to be on individual skills and comfort with the ball. The play for these players is limited to the area immediately around the ball. The concept of transition where if we have the ball everybody is on attack and when we lose the ball everybody is an defense is more important than stressing positional play. U10 players now begin to expand the game but not to the “adult” level. They do at this time begin to use their fellow players a bit more. The transitional concept matures in players where they may begin to decide who goes into attack and who stays or vice versa. This is also the time at which the passion for the game begins to emerge. The U12 game is called the “age of tactical awareness”. This is the transitional years from youth level soccer to the junior level which tends to begin to mimic the “adult game”.

The junior level the ball skills should be refined, they should begin to development an insight to the game and an overall passion for the game. Player development should occur through a systematic approach. There is a priority structure in what should be covered in training players of these ages (see US Soccer training priorities). Team success should be a result of this systematic approach as opposed to building teams to win games.

Training sessions for both levels should include activities that get to the game as opposed to fundamentals drills that do not have the pressures of the game. These activities should be appropriate for the age group. A player learns a concept better if they experience it and therefore make the proper decision on their own as opposed to being told when and what to do. The concept of identifying the positive and praising is a much better approach than focusing on the negative and punishing. Each player needs to be challenged by an activity but should not be taken to the point of frustration. An activity that is either too easy or too hard does not benefit the players in their development.

Competition is inherent in the game of soccer. The basic concept of if I have the ball I want to get it past you to score a goal. Player development occurs through playing games. As a coach are we playing for a result or do we play the game for the development of players. The players should be on the field each time playing to their highest ability. It is our job as a coach to develop players. To this end we must put players in different roles, try different systems, and different approaches and be willing to stick to those changes so the player can develop. Playing for a result all of the time can hinder a player’s development. As a player we always play for a result but as a coach we sometimes coach for the better good down the road. In terms of looking for competitions and games we should look for quality of game versus quantity of game. Too often we think we need to play more games to get better. This way of thinking tends to do two things reduces the amount of training and causes burnout both of which are detrimental to a players development.

Every decision made at the administrative, league or club decision should be made in terms of how does it affect the development of the player? 

**CLAUDIO REYNA IS THE US SOCCER TECHNICAL DIRECTOR-YOUTH**

1. **Development over winning.**

“Our players are naturally competitive,” Reyna said. “We don’t need to ramp that up anymore. The whistle blows, our kids want to win. That’s one of our strengths and we’re proud of it. But if we’re manipulating and thinking winning-over-development, we’re making a huge mistake. We’re short-cutting the development of players. … "Our aim is to produce skillful, creative, confident players.”

Reyna, who made several references to Barcelona’s famed youth program, quoted star playmaker Xavi: “Some youth academies worry about winning. We worry about education.”

2. **Quality Training.**

“Make every session a quality session, come prepared, don’t waste time,” Reyna said. “Keep players focused and active. … If you have 12 one-hour sessions in a month, and you waste 10 minutes each session, you can waste two sessions in a month.”

3. **Age appropriate.**

“Providing players with too much too soon leads to confusion and hurts development,” he said. “We don’t need coaches teaching 8-year-olds zonal defending or an offside trap, just like we don’t teach a second-grader calculus. Kids learn rapidly, but at different stages in their lives.”

4. **Have fun and inspire your players.**

“If we make it fun, we’re going to inspire them. Soccer is a great, fun game,” said Reyna. “Let’s make sure we create an environment so that our players want to come back to our training sessions and be part of the fun.”

**PLAYER DEVELOPMENT IN THE UNITED STATES: MAINTAINING A PERSPECTIVE**

**By: Manfred Schellscheidt, Ken Lolla, John Ellinger, George Gelnovatch, Thomas Rongen, Glenn Myernick and Bruce Arena**

U.S. Soccer believes that first and foremost youth soccer is a sport that players should experience and enjoy as a game with a focus on individual experimentation and development. U.S. Soccer encourages creating soccer environments that will help promote the players’ lifelong love of the sport. These environments should allow for the creativity, spontaneity and experimentation that the game of soccer naturally encourages. Too often, children are put into situations where development is secondary and winning is a priority, which leads to burnout and stifles individual skill development.

We believe that a player’s development is enhanced when the short-term goals of a coach are pursued within the perspective of the player’s long-term needs. The following is a two-part commentary on the importance of (1) Having competition and perspective in player development, and (2) Allowing children to experience soccer as it makes sense for their age and level of soccer maturity. Part one addresses the theoretical stages of player development and how each successive step is built upon the foundations established in the previous stage. In the second part, the current Men’s National Team coaching staff comments on the charge of their specific age group, and how it fits into the overall United States Men’s National Team program of development and success. The development of a player spans three general stages:
A player’s chances of success at the Senior level are greatly enhanced by mastering the building blocks of soccer that are best addressed at the Youth and Junior levels.

At the Youth level, ball skills, enjoyment of and experimentaton within the game are key for a player’s development.

At the Junior level, ball skills, enjoyment and insight into the game, with a gradual introduction to fitness, mental toughness and results. At this point, any success in winning matches should begin to be the product of a consistent and systematic approach to the game that focuses more on player development than on team-building. (The theory being that individually competent soccer players that are placed together on a team are more prepared to win than well-organized players who are unable to stand alone on their soccer abilities).

At the Senior level, players need to use all these qualities together, along with a commitment to excellence, in order to figure out how to win. If a player skips a step at the Youth or Junior levels, he will find success and enjoyment more difficult as he moves toward the senior level.

At the Youth and Junior levels, there are several points to address when discussing how to achieve these goals:

(1) The game is the best teacher - let the kids learn from it by setting up opportunities for them to play
(2) Allow kids to learn in environments that are sensitive to age and abilities (emotional and athletic) and that offer a variety of experiences.
(3) Age and ability competition is a central element in a player’s development.
(4) At the youth level, a competitive environment is not a result-oriented environment. The differences must be clear. A competitive environment at the youth level encourages decisions from player and coach alike that focus on performance rather than results. (Favoring ball skill and inventiveness as the means to find success within the rules and spirit of the game)
(5) At the junior level, technical skill and attacking soccer are still important themes, but now there is a greater focus on developing players’ insight into the game by emphasizing the role of the game itself as a forum for learning. (Still focusing on the performance, rather than the result)
(6) At the youth and junior levels, matches are important as a means to player development (enjoyment, ball skill, insight, fitness), not as the aim. The usefulness of the game, in this respect, can occur in many different forms, from the 4v4 to the full-sided match model. Even at the Senior level, the game still offers opportunities for growth — only the weight of balance between factors such as enjoyment, ball skill, insight, fitness and results shift more toward the latter.

A General Description of the Developmental Stages of a Youth Soccer Player in the United States

Youth Level – Zone 1

At the early levels of youth soccer...

“Kids are just getting to know the game; they’re exploring, checking things out, feeling their way into the game. They may wave to you in the middle of the game or spin around, with their arms out, at midfield because of some sudden, mysterious inspiration. They want to run, to chase, to kick to be with their friends — and to follow the ball wherever it goes (and who can blame them?) During these years the kids should touch the ball as much as possible, learn physical balance, learn to guide the ball with both feet, and start kicking with some accuracy. When they play games, they should absolutely be left alone: the field should be their world, on the child’s terms. These years should be about FREE PLAY with the world’s favorite toy (the ball) and about falling in love with the game.”

- Mass. Youth Soccer Association

At the latter stages of the Youth level (ages 8 to 12) the goal is to provide training and game environments that promote the continued growth of ball skill, an increasing game awareness and an appreciation for taking calculated risks in the attack through the 3v3 to 8v8 game model. The small-sided game model is an effective method for developing ball skill and game awareness because it increases opportunities for players to have contact with the ball and to both attack and defend without the tactical regimentation that can occur in 11v11 soccer.

Games are a forum for players to test their ball skills and game awareness, and should be considered an additional means of development, rather than the objective. Results become important as they give the players a competitive focus in the match. Coaches are encouraged to promote soccer that:

(1) Is free flowing,
(2) Is coach-guided, not coach-directed,
(3) Demands that all players on the field — regardless of their specified position — participate in defending and attacking.

Junior Level – Zone 2

As the players graduate to the junior level, they should be comfortable with the ball and have an insight into the game that will allow them to deal with the increasing pace of the game (both in athletic speed and speed of decisions). The goal at this point in a player’s development is to begin expanding his understanding of the game as much as his technical and game maturity will allow. Again, this is accomplished through the small-sided game model for practice (up through 9 v 9 games) and the full-sided game for matches. The graduation to the full-sided game model should be a logical and subtle step. The ideas and principles that apply to the smaller game models continue to apply to the bigger game. The outcome of the game is still largely determined by ball skill and game insight.

Senior Level – Zone 3

If a player has been exposed to a program that is able to address his/her needs and abilities over the long-term, this player should be prepared for this next stage of the game. At this point, winning is the purpose of the game. The emphasis is therefore to have players pull together all the components of their game in order to be as competitive as possible (both as an individual player and as part of a team) and get a positive result in individual matches. If their ball skills are insufficient, or they lack basic concepts of team play, they will struggle to have a positive impact on the game. Ill-prepared players will have difficulty continuing their soccer careers at the higher levels. At the Senior Level, the performance should determine the result. While there is still a measurable focus on development, the emphasis is now more on insight and team concepts, rather than individual development of ball skills.
There is not just “one way” to teach soccer to players, nor is there just one style of coaching. There is a broad spectrum of styles and methods for how each of us experiences the game. Some of this comes from our backgrounds, while some of this also is the product of our own personalities. At the youth and junior levels, however, there is a set of fundamental principles that must be considered by anyone involved with soccer. In general, young soccer players require a certain amount of uninterrupted play. This allows them to experience soccer first hand. They should be allowed the opportunity to experiment, and with that, succeed and fail.

The coach’s long term goal is to prepare the player to successfully recognize and solve the challenges of the game on his or her own. It is vital that the coach approaches soccer with this in mind.

### Basic Ideas to Consider When Coaching Youth Soccer

The most fundamental skill in soccer is individual mastery of the ball and the creativity that comes with it. This should be a priority in training and games, especially in the early years. As this skill is mastered, the rest of the game becomes easier - both to teach and to learn. Practices should be built around facilitating the development of the skills necessary to move and control the ball well. As these individual skills and the creativity to make them come alive in the game are developed to a level of competence, the finer points, first of passing skill and later of team organization can be taught.

The town and club coaches who work with our youth and junior players on a daily basis play a fundamental role in the development of soccer players in this country. Towns and clubs should strive to place experienced players on a daily basis play a fundamental role in the development of soccer players in this country. Towns and clubs should strive to place experienced players in this country. Towns and clubs should strive to place experienced players in this country. The development efforts of one season are not noticeable in children until the next year. As these individual skills and the creativity to make them come alive in the game are developed to a level of competence, the finer points, first of passing skill and later of team organization can be taught.

Coaching soccer can be confusing at times because the game changes dramatically as the player improve in both skill and physical ability. When coaching young, developing players, as well as the adolescent players, U.S. Soccer feels it is helpful to keep the following ideas at the forefront of your mind:

1. Set up situations where the players can learn by playing the game. The game is the best teacher for young players.

2. Coaches can often be more helpful to a young player’s development by organizing less, saying less and allowing the players to do more. Set up a game and let the kids play. Keep most of your comments for before and after practice and during water breaks. Comments should be kept short and simple. Be comfortable organizing a session that looks like pickup soccer.

3. Teaching and learning the game of soccer is a process: make your goals seasonal, as well as daily and weekly. Often, at the younger ages, the developmental efforts of one season are not noticeable in children until sometime in the next season.

4. Set age-appropriate goals i.e., know what the child is able to do at that age.

5. From a developmental standpoint, the young ages are the best ones for learning skills. Spend the time now encouraging this growth. By the age of 17 the capacity to pick up new motor skills begins to wane, while the ability to conceptualize team organization, tactics and strategy increases. As a coach, work with these strengths, not against them.

6. Do not expect games and practices to look like professional soccer. If you want to use high level soccer as a teaching tool, focus on the individual skill level of professional players, not their organization. Give your players opportunities to see what older, more skilled players, i.e., a high school, college player or an older brother or sister, can do with the ball. On occasion, invite some of these players to participate in your practice. Use them to model good soccer qualities. Let your players learn by experiencing the game alongside or against these better players. Older players can also be used as “neutral players.” In this case, the neutral player helps whichever team has the ball i.e., he or she never defends. Maybe that neutral player has limited touches and/or can’t score, but he or she gives the team with the ball a better chance of keeping the ball. By helping to maintain possession, the neutral player(s) helps the game maintain some rhythm, and gives the kids a clearer picture of the game’s possibilities.

7. Recognize and understand how the skills learned at each age are connected to preparing the player to move into the next phase of his or her development. Know what the next level of play is, and the general tools that your players should carry with them as they move on. Help them to be prepared.

8. Allow your players to develop these requisite skills in an environment where the main goal is to have fun with the ball.

9. The value of matches is that they provide youngsters with an opportunity to showcase their newly acquired skill and creativity. It is always nice to win, however that should not be your focus at the younger age groups (through 14 years).

10. Have a clear idea of what it is you want to accomplish at practice. Create exercises/games that replicate and repeat the movements and situations that are found in soccer and that allow the player to grow comfortable and confident with the ball at his or her feet. Encourage players to move with the ball at his or her feet and be creative. Encourage players to move with the ball at his or her feet and let the kids play. Keep most of your comments for before and after practice and during water breaks. Comments should be kept short and simple. Be comfortable organizing a session that looks like pickup soccer.

11. Don’t be afraid to experiment to find what works best.

12. Remember that the game is the best teacher for the players. Coaches and parents should think of themselves more as facilitators, monitors, guides or even participants, to provide a rich environment for the kids to learn from and enjoy.

### Encourage Creativity and Ball Skills Before Tactics!

The youth coach has an important role in encouraging the development of these fundamental tools. One of the goals of this coaching guide is to introduce parents/youth coaches to an approach to coaching youth players that 1) embraces the lessons that are found in the game itself, and 2) is player-centered rather than coach-centered.

A primary focus for the coach at the youth level, through the U-12 age group, is to provide an environment that comes close to simulating the pickup games of our youth. In this setting much of the creativity and personality of kids developed naturally, without the involvement of adults. Kids need to be allowed to play freely, develop their skills and use them in a creative manner. Coaches should organize only as far as it helps to create this environment. "Beside the games, what do our training sessions look like? Are they mobile or static? Are the players free to experiment and learn from the game or are they constantly instructed? Is there room for trial and error, or are they simply told what to do and where to go? (Breathing life into soccer) ... is more about converting our training sessions into some form of street soccer
in which players, with the help of the coach experiment with the basic elements of the game in a competitive way… Learning (in this case, soccer) is about experimenting with new things and relating to them. Mastery means coming to grips with things we have experimented with, often with repetition. It is all about developing an understanding and feel for the game. The lessons for all of us will come from the game and so will the answers. In the beginning the person and the game are separate, maybe even for apart. When things get good, the game and the person become one.” (Manfred Schelleheid: Experimenting With The Game)

With this in mind, try to encourage comfort with the ball and the confidence to use this skill creatively. Encourage the dribbler at the younger ages; your team of 8 to 10 year olds should be full of them. Dribbling, at the younger ages, is the child’s attempt to gain control over the ball. Controlling the ball is primary skill that every other skill in soccer depends upon. Although controlling the ball may seem to be a simple task, it actually takes an enormous amount of the Child’s energy. Do not expect him or her to look to pass or to pass with any level of competence or awareness, until he or she has first mastered this skill. Consider these two points.

Children from about age 6 to 12 have an almost limitless capacity to learn body movement and coordination (i.e., motor skills). At the same time, their intellectual capacity to understand spatial concepts like positions and group play is limited. Work to their strengths.

**CONSIDER THIS:** At the younger ages (6 to about 10), soccer is not a team sport. On the contrary, it is a time for children to develop their individual relationship with the ball. The fact that younger children are placed into team environments is not their fault. Do not demand that the more confident players share the ball. Encourage them to be creative and go to goal. Do the same with the rest of your players. Work to bring all your players up to that level of confidence and comfort with the ball. Coaches should avoid the impulse to “coach” their players from “play to play” in order to help them win the match. Coaches should not be telling their young players to “pass rather than dribble,” to “hold their positions” or to “never” do something (like pass or dribble in front of the goal).

A copy of Best Practices may be downloaded at: [http://www.ussoccer.com/coaches/resources.aspx](http://www.ussoccer.com/coaches/resources.aspx)
Principles of Youth Coaching

• Developmentally Appropriate.
• Clear, Concise and Correct information: Brevity - Clarity - Relevance.
• Simple to Complex: There should be a flow that is appropriate to the age of the players and the topic of the practice - in some instances this will proceed from a warm-up or organizing activity and lead to small group games followed by large group games and then to “The Game” - While the progression may vary, every practice should start “Simple” and end with “The Game”.
• Safe and Appropriate training area.
• Decision making.
• Implications for the Game.

Coaching Activities Checklist

• Are the activities fun?
• Are the activities organized?
• Are the players involved in the activities?
• Is creativity and decision making being used?
• Are the spaces used appropriate?
• Is the coach’s feedback appropriate?
• Are there implications for the game?

Training Considerations

1. Don’t make practice too simple, it will not challenge players.
2. Don’t make practice too hard, it will frustrate players.
3. Motivation is the key to learning, players must want to learn.
4. Observe, then coach. Let the players work out early problems. Give hints to solving problems instead of all the solutions. Ask opinions. Avoid over-coaching.
5. Training should like the game.
6. Avoid playing to one goal without transition.
7. Small-sided games with goalkeepers are excellent training games.
8. Allow players to play without fear.

Practice to Game Model

Coaching Priorities

We also recommend the prioritization of events by coaches:

• Objectives are identified and a season plan is developed that balances training, competition and rest and recovery.
• The interest of the player must be dictated by the quality of scheduling and the choice of events.
• Entering all the possible competitions/tournaments available can have a long lasting negative impact on basic skill and fitness development.
• A systematic approach will maximize the chances of achieving peak performance by bringing players to peak form for important competitions and minimize the chances for over-training, over-use injuries and burn-out.

• We recommend the following training session to match ratios:
  - U6-U8 1:1
  - U10-U12 2:1
  - U14-U19 3:1
• In order for an athlete to adapt (improve technical, tactical and psychological components) there must be periods of low intensity activity or complete rest interspersed with periods of high intensity activity.
• “More is not better.” Quantity alone does not improve quality; soccer should be a test of skill not survival.
• Practicing or playing in matches where players are “going through the motions” due to fatigue or lack of interest reinforce bad habits and retard development.
• Sound nutrition and ample rest allow for more rapid recovery from intense activity.

### TRAINING SESSIONS

<table>
<thead>
<tr>
<th>AGE</th>
<th>SESSIONS/WEEK</th>
<th>DURATION</th>
<th>TYPE OF ACTIVITIES</th>
</tr>
</thead>
<tbody>
<tr>
<td>U-6</td>
<td>1</td>
<td>45 minutes</td>
<td>Many with short duration mini games</td>
</tr>
<tr>
<td>U-8</td>
<td>1 or 2</td>
<td>45-60 minutes</td>
<td>Many with short duration mini games</td>
</tr>
<tr>
<td>U-10</td>
<td>2</td>
<td>60 minutes</td>
<td>Fewer activities – longer duration</td>
</tr>
<tr>
<td>U-14</td>
<td>2 or 3</td>
<td>75 minutes</td>
<td>group games</td>
</tr>
<tr>
<td>U-19</td>
<td>3</td>
<td>90 minutes</td>
<td>2 or 3 technical and tactical games</td>
</tr>
</tbody>
</table>

For all age groups we recommend one game per week. When multiple games are played, i.e. tournaments, we recommend that the games be reduced in time. – U.S. Soccer National Coaching Staff
The following document is provided as a guideline for coaches of youth players 5 to 18 years of age. The intent is to:

- Provide age-appropriate focus for training during the course of the season.
- Provide benchmarks for what young players should achieve by the end of the season.
- Provide building blocks for development through the years.

It must be understood that players mature at different rates. Age determines to a certain degree what players are physically, mentally and socially capable of on the soccer field. Some players will be capable of more complex skills and thought processes than others as they develop. These training priorities provide a foundation for development but it is up to the individual coach to know and understand their players and introduce more advanced aspects of the game as it is appropriate. It is vital to practice and master the basics in order that players can succeed at the next level.

**U6 THEME: Individual Play**  
**CHARACTERISTICS OF U-6 PLAYERS**

- Differences between boys and girls are minimal.
- Progress in motor development starts with the head and moves downward to the feet and from the center of the body outward.
- Easy fatigue, rapid recovery
- Emphasis of fundamental movement skills:
  - Increased use of all body parts.
  - Play consists of a high degree of imagination and pretend activities.
  - Tend to only one task at a time in problem solving situations.
  - Process small bits of information at a time, long sequential instructions are not processed.
- Simple rules only.
- Limited understanding of time, space relations, and boundaries.
- Beginning to develop self-concept, body awareness, and self-image through movement.
- Egocentric, see world only from their perspective, demonstrated through parallel play. They all want the ball.
- Need generous praise and the opportunity to play without pressure.
- May verbalize team, but does not understand group or collective play.

**TRAINING-GAME**

- Number of Practices per week one
  - Practice to Game Ration 1:1
- Duration of Practice 45 min-1 hour
- Tournaments none
- Games per Year 16-20

**U8 THEME: Playing with Buddies-in pairs**

**CHARACTERISTICS OF U-8 CHILDREN**

- Skeletal system is still growing; growth plates are near joints, thus injuries to those areas merit special consideration.
- Cardiovascular system is less efficient than an adult’s; a child’s heart rate peaks sooner and takes longer to recover to full resting rate.
- Temperature regulation system is less efficient than adults; children elevate their core body temperature more quickly with activity and take longer to cool down than adults.
- There is perceivable improvement in pace and coordination from U-6 to U-8, however the immaturity of a U-8’s physical ability is obvious.
- Limited ability to attend to more than one task at a time; the simple task of controlling the ball demands most of their attention capacity, thereby leaving little or no capacity for making additional decisions.
- Concept of time and space relationship is just beginning to develop and will be limited by capacity to attend to multiple tasks.
- Limited experience with personal evaluation; effort is synonymous with performance, “if I try hard, then I performed well” regardless of the actual performance.
- Self-concept and body image are beginning to develop; very fragile.
- Great need for approval from adults such as parents, teachers and coaches. They like to show individual skills.
- Easily bruised psychologically by both peers and adults; negative comments carry great weight.
- Like to play soccer because it is “fun”; intrinsically motivated.
- True playmates emerge with the inclination toward partner activities.
- Team identity is limited; “I play on Coach Bob’s team” or “I play on the Tigers” - club and league concepts are non-existent.
- There is desire for social acceptance; they want everybody to like them.

**TRAINING-GAME**

- Number of Practices per week two
  - Practice to Game Ration 2:1
- Duration of Practice 1 hour
- Tournaments 1 to 2 festival format
- Games per Year 20-24
Age Group Specifics
Recommended Training Priorities - U.S. Soccer National Coaching Staff

U12 THEME: Dawn of Tactical Awareness
CHARACTERISTICS OF U-12 CHILDREN

- The average age for the beginning of pubescence in girls is 10 years with a range of 7-14, for boys is age 12 with a range of 9-16.
- Flexibility training is key to prevention of injury.
- Overuse injuries, burnout and high attrition rates associated with high-intensity children’s programs that fail to stress development and learning enjoyment.
- Begin to develop abilities to sustain complex coordinated skill sequences.
- Changes in thought process are the result in an increased ability to acquire and apply knowledge.
- Begins to think in abstract terms and can address hypothetical situations.
- A systematic approach to problem solving appears at this stage, the game of soccer must present the ability to think creatively and solve problems while moving.
- More TV, Less structured play.
- Beginning to spend more time with friends and less with parents.
- Popularity influences self-esteem.
- Whether a child enters puberty early or late has important psychological implications.
- Children are susceptible to conform to peer pressure.
- Most children seek peers that are most like them in age, race, sex and socioeconomic status, opportunity to introduce the value of cultural diversity.
- Developing a conscience, morality and a scale of values.

HIGHEST EMPHASIS
Individual Skills:
- Dribbling to beat an opponent
- Dribbling to attack space
- Dribbling to shield/protect the ball
- Short Passing
- Long Passing**
- Kicking
- Finishing
- Heading**
- Receiving
- Turning
- Receiving and Turning**
- Tackling
- Ball Control (juggling and juggling tricks)

Individual Tactics:
- Dribbling to beat an opponent
- Dribbling to attack space
- Dribbling to shield/protect the ball
- Defending 1v1
- Defending 2v1

Small Group Tactics:
- Passing and Support (recognition, angle, timing, shape)
- Combination Play (wall pass, takeover, overlap)**
- Penetration (concentrate on small-sided games up to 4v4, number up and down situations)
- Possession (concentrate on small-sided games up to 4v4, number up and down situations)
- Defending 1v2
- Defending 2v2
- Defending 2v3**
- Defending 3v2**
- Defending 3v3**

Lower EMPHASIS — Functional Play, Team Play and Set Plays.

All activities should be challenging, motivating and involve TRANSITION!!!

Suggested Training Topics for U-11 through U-14 players
All activities should be realistic, challenging, motivating and involve TRANSITION!!!

U-14 Training Priorities
U-13 AND U-14: Development of Individual Skills, Individual and Small Group Tactics

High Priority
- The importance of Possession – Do Not Give the Ball Away!
- Development of individual skill, All practices must challenge the player in competition.
- Understanding of combination play, Support, Takeovers and Wall Pass
- Individual and small group defending, one session in three devoted to 1v1’s, 2v2’s and 3v3’s.
- Develop an understanding of; Delay, Tracking Back, Depth and Balance.

LOWER EMPHASIS — Functional Play, Team Play and Set Plays.

All activities should be challenging, motivating and involve TRANSITION!!!

U-16 Training Priorities
U-15 and U-16: Development of Group Skill/Tactics

High Priority
- Development of individual skill should be covered in the warm-up.
- Understanding of combination play, Support, Takeovers, Wall pass, Third man running and Overlap.
- Do Not Give the Ball Away!
- One session in three devoted to 3v3’s, 4v4’s and 5v5’s.
- Develop an understanding of; Depth (role of strong side defenders), Balance (role of weak side defenders), Concentration and Communication (Who-What-When).
Age Group Specifics
Recommended Training Priorities - U. S. Soccer National Coaching Staff

Lower Emphasis – Functional Play, Team Play and Set Plays.
All Activities should be challenging, motivating and involve TRANSITION!!!

U-17 Training Priorities
U-17: Development of Positional Play
- Individual and group skill should be covered in the warm-up.
- Functional Play, Attacking roles and responsibilities, Defending roles and responsibilities, one in three practices devoted to defensive aspects of the game.
- Match-related practice, offense vs defense.
- Crossing, Develop a complete understanding of; Crossing angle, Overlaps and Near & Far post runs.
- Set Plays, Develop a complete understanding of; Attacking and defending responsibilities at corner kicks, free kicks and Importance of possession from throw-ins, in defensive and midfield thirds of the field versus possession and creativity in the final third.

All activities should be challenging, motivation and involve TRANSITION!!!

U-18 Training Priorities
U-18: Development of Team Play
- Individual and group skill should be covered in the warm-up.
- Functional Play
- Team Play, match-related practice (offense vs defense) and Match conditioned.
- One in three practices devoted to defensive aspects of the game.

Central Florida’s Polk County
DESTINATION of CHAMPIONS

Central Florida’s Polk County is home to more than 225 sporting events annually and the headquarters for Florida Youth Soccer Association. Florida State Soccer Association, the Independent Softball Association and USA WaterSki. Our world-class facilities host Major League Baseball’s Detroit Tigers during Spring Training and World Championship soccer events, including the FYSA State Cup and The Disney Soccer Showcase.

The Lake Myrtle Sports Complex boasts 11 international-sized soccer fields and five collegiate baseball fields, making it the centerpiece of Central Florida’s sports facilities. The County hosts national- and world-championship tournaments annually in soccer, baseball, softball, basketball and numerous other sports. The Chain of Lakes, Tigertown Baseball Complexes and the Lake Myrtle Sports Complex anchor the available baseball facilities, providing 11 Major League Baseball fields.

Off the field, Polk County offers exciting adventures that will make your visit complete. With top-notch lodging and restaurants and the future home to LEGOLAND Florida, which will open late 2011. For your copy of the Official Guide to Sports and Sports Facilities in Polk County or for a Vacation Guide filled with things to see and do, call 1-800-828-7655, code FYSA or visit www.CentralFloridaSports.com.

Follow us on Twitter: @centralflsports
Issues to Consider with Youth Players

Age of Competitive Play

While it is acknowledged and recognized that preteen players should be allowed to pursue playing opportunities that meet both their interest and ability level, we strongly discourage environments where players below the age of twelve are forced to meet the same “competitive” demands as their older counterparts therefore we recommend the following:

1. 50% playing time
2. No league or match results
3. 8 v 8 at U12
4. Academy programs are a good alternative (see academy section)

The key to this concept is to realize that competition is part of the game. When the competitiveness needs to be tempered is in regards to results being the sole measure of their play. Coaching decisions should not be based upon a desired result but more in regards to the level of their play.

Festivals for Players Under 10

We believe that Soccer Festivals should replace soccer tournaments for all players under the age of ten. Festivals feature a set number of minutes per event (e.g., 10 games x 10 minutes) with no elimination and no ultimate winner. We also endorse and support the movement to prohibit U10 teams from traveling to events that promote winning and losing and the awarding of trophies. Festivals do not preclude players from playing a competitive game. The game by its nature is competitive. The difference is that the result is not the over riding factor of the event. Coaches need to give each player quality playing time and allow the player to experience different roles within the game. Our older more competitive teams are already playing games in this format to prepare them for future events where the results do count.

FYSA has developed an academy festival which incorporates appropriate play for players U10 and below. The format of the festival includes tiered play, mixed play, and free play. The flexibility of the groups involved allowed us to mix teams and clubs. This allows for competitive games.

Tournament Play

We believe that excessive play at competitive tournaments is detrimental to individual growth and development, and can serve to reduce long-term motivation. Do not multiple matches being played on one day and one weekend have a negative effect on the quality experience and development of the individual player? Further far too many playing schedules include so many tournaments and matches that there is never an “off season.” We believe that players under the age of twelve should not play more than 100 minutes per day, and those players older than thirteen should not play more than 120 minutes per day.

QUALITY OF PLAY IS MORE IMPORTANT THAN QUANTITY OF PLAY

FYSA offers DC Cups, Davis/Hackworth Cup, and Region Cup as events that may provide additional opportunities of play.

We also recommend to tournament managers and schedulers:

• The players should be allowed ample rest between matches.
• That all tournament matches be of the same length and that no full-length match be introduced during play-off rounds.
• Kick-off times allow players a reasonable opportunity to prepare for competition. This encompasses rest and recovery, nutrition and adequate time to warm-up and stretch after traveling a long distance in addition to taking into consideration extreme environmental conditions.

Playing Up

The majority of clubs, leagues and district, state or regional Olympic Development Programs in the United States allow talented, younger players to compete on teams with and against older players. This occurs as a natural part of the development process and is consistent throughout the world. Currently, however, there are isolated instances where the adult leadership has imposed rules or policies restricting the exceptional, young player from “playing up.” These rules vary. Some absolutely will not allow it. Others establish team or age-group quotas while the most lenient review the issue on a case by case basis. Associations that create rules restricting an individual player’s option to play at the appropriate competitive level are in effect impeding that player’s opportunity for growth. For development to occur, all players must be exposed to levels of competition commensurate with their skills and must be challenged constantly in training and matches in order to aspire to higher levels of play and maintain their interest in and passion for the game.

When it is appropriate for soccer development, the opportunity for the exceptional player to play with older players must be available. If there is a concern regarding the individual situation, the decision must be carefully evaluated by coaches and administrators familiar with the particular player. When faced with making the decision whether the player ought to play up, the adult leadership must be prepared with sound rationale to support their decision. Under no circumstances should coaches exploit or hold players back in the misplaced quest for team building and winning championships, nor should parents push their child in an attempt to accelerate to the top of the soccer pyramid. In addition, playing up under the appropriate circumstances should not preclude a player playing back in his or her own age group. When the situation dictates that it is in the best interests of the player to do so, it should not be interpreted as a demotion, but as an opportunity to gain or regain confidence.

An option to rostering a player up would be to have the player train with older teams or guest play at appropriate events. This would allow the player to acclimate his or herself to a higher playing level without a permanent placement.

Some rationale for the above includes:

The playing environment must provide the right balance between challenge and success. The best players must have the opportunity to compete with and against players of similar abilities. Players with less ability must be allowed to compete at their own level in order to enjoy the game and to improve performance.

In conclusion the development of players and advancement of the overall quality in the United States is the responsibility of every youth coach, administrator and policymaker in this country. It is our obligation to provide an environment where every player is given the opportunity to improve and to gain the maximum enjoyment from their soccer experience and ultimately, what is best for the player. FYSA rule requires approval from FYSA Director of Coaching if a player is playing up more than one year.

Realizing Player Potential

To maximize player potential, we believe that State Associations and progressive clubs should work to expose their better coaches, who should hold the “Y” License, to their youngest players. It is also seen as important that mentoring programs be established for community soccer coaches to improve the quality of youth soccer training.

The developmental approach emphasizes the growth of individual skills and group tactical awareness. We feel too much emphasis is placed on “team” play and competition in the preteen years. We believe in an inclusion model for preteen players. From this perspective, the goal of youth soc-


Issues to Consider with Youth Players


cer programs at all levels is to include players in matches at an age when experience is more important than outcome.

Further options for players in their teen years that are not interested in competing at the highest level, but still have a love for the game should be created. Perhaps older teen coed teams or high school based teams on a recreational basis.

Minimum age of play

We believe that a child must be five years old by August 1 to register with a soccer club for the soccer year September 1 to August 31. Children younger than five years old should not be allowed to register with a soccer club.

Coaching Licenses

We believe that competitive level coaches should hold a minimum of a “D” License. Recreation level coaches should hold a minimum of an “E” certificate, if they are coaching teenage or older players (13 years old and up) and an age appropriate Youth Module certificate if they are coaching children (U6 thru U12). Coaches working at the top level (premier/classic) should hold a “C” License or National Diploma. Ideally they should hold a “B” License and/or an Advanced National Diploma.

The overall intent here is to create minimum license requirements in Region III and to establish levels of license with commensurate levels of play. The rationale for these requirements follows:

• To provide continuing education on the game in Region III.
• To ensure that Region III coaches have an equal opportunity for education and standards in the game as our domestic and foreign counterparts. Many countries now require mandatory licensing.
• To create the appropriate training environment to minimize the risk of injury. To provide information on the prevention and care of injury.
• To reduce the risk claims against negligence and to be accountable for background screening.

Risk Management

We believe all coaches involved in youth soccer should be subject to background checks and that coaching licenses be required as part of the risk management process. We also believe that each coach should be issued a registration card, certifying that they have completed the risk management process and have attained the required coaching certification.

State and Regional competitions for players under 12

We believe that youth soccer is too competitive at the early ages, resulting in an environment that is detrimental to both players and adults; much of the negative behavior reported about parents is associated with preteen play. The direct and indirect pressure exerted on coaches and preteen players to win is reinforced by state “championships” and tournament “winners.” We therefore advocate that, in the absence of regional competition for under 12’s, state festivals replace state cups. We also strongly recommend that the status quo be maintained with regard to U12 regional and national competition.

Priorities of Coaching

We also recommend the prioritization of events by coaches:

• Objectives are identified and a season plan is developed that balances training, competition and rest and recovery.
• The interest of the player must be dictated by the quality of scheduling and the choice of events.
• Entering all the possible competitions/tournaments available can have a long lasting negative impact on basic skill and fitness development.
• A systematic approach will maximize the chances of achieving peak performance by bringing players to peak form for important competitions and minimize the chances for overtraining, over-use injuries and burn-out.

We recommend the following training session to match ratios:

- U6-U8: 1:1
- U10-U12: 2:1
- U14-U19: 3:1

In order for an athlete to adapt (improve technical, tactical and psychological components) there must be periods of low intensity activity or complete rest interspersed with periods of high intensity activity.

• “More is not better.” Quantity alone does not improve quality; soccer should be a test of skill not survival.
• Practicing or playing in matches where players are “going through the motions” due to fatigue or lack of interest reinforce bad habits and retard development.
• Sound nutrition and ample rest allow for more rapid recovery from intense activity.

League Play and Matches per year

We believe that the optimal playing and learning environment includes participating in no more than two matches per week. We also believe that players should not compete in more than one full match per day and no more than two full matches per weekend. There must be a day of rest between full-length matches. We strongly oppose the practice of scheduling regular season and/or make-up matches in a manner that results in four full matches in the same week. Modified FIFA rules apply: no reentry per half for the U14 and younger age groups and no reentry after substitution for the U15 and older age groups. In addition, we believe that players should not compete in more than 40 playing dates in a calendar year. Players must have one full month off from all soccer activity.

National and Regional Cups

We believe that, in order to be consistent with the final stages of the competition, the national tournament for the top players should adopt a no reentry rule for state and regional level play.

The Professional Link

We believe that the professional level plays a necessary and vital role in the growth and development of youth and amateur soccer. In all soccer cultures, the professional level serves to provide for the vertical movement of top players and creates the conditions for national heroes to emerge. The professional influence also accounts for much of the indirect education that permeates soccer societies. Television ratings and paid attendance have a significant local and national impact on media perception and civic response. We feel that promoting professional soccer is foundational to all professional coaching positions.

Active Coaching

We believe that top-level coaches, particularly those in administrative positions, such as club and state directors and national staff coaches must remain active practitioners. In order to gain respect and proactively affect change it is essential that coaches in leadership positions are current in their knowledge and constantly evolving their craft. In addition:

• Soccer continues to evolve rapidly and nowhere more dramatically than at the youth level in the United States. Coaches must have practical contact with the newest trends and be well positioned to
ISSUES TO CONSIDER WITH YOUTH PLAYERS

• Many coaching directors in the United States are in their 20’s and 30’s and still developing their personal philosophy and pedagogy. If these talented young coaches are removed from their fertile learning environment before gaining the lessons of experience, the short and long-term impact on the next generations of players will be sorely felt.
• Personal growth stagnates without constant challenge. Each new training session is an opportunity to reaffirm or reassess existing soccer knowledge, beliefs and pedagogical skills. Each level of play provides unique coaching challenges and, in order to service the needs of players and coaches at every level, practical and ongoing contact with players of all ages and abilities is essential.
• Top club coaches are influenced by actions, not words. To gain the confidence and respect of these coaches, it is important for the coaching director to demonstrate their knowledge and skills as a field coach. Without respect, the possibilities for positive growth and evolution within the top leagues and clubs are severely hamstrung.
• The director of coaching is often uniquely placed to vertically integrate the technical, tactical, physical and psychological insights gleaned from the regional and national teams programs. Often, these messages can only be delivered through contact with players; this is particularly the case at the area and state Olympic Development Program levels.
• One of the most important messages in the coaching education process is that coaching skills evolve with use and erode through inactivity. This message is true of both experts and beginners. Coaching directors must be seen to practice what they preach.
• The motivation for coaches to administrate can be found in the rewards of the field.
• The vast majority of soccer coaches within the United States are parents with no formal background in the sport. The coaching director must serve as a role model and inspiration for this population by conducting clinics and workshops and by learning to appreciate and focus the unique challenge of the parent/coach experience. This process is practical, ongoing and very demanding.
• The director of coaching must remain connected and sensitive to the balance of competitive pressures that influence those players striving to reach the top level and those coaches making a living from the game. Competition is a necessary and important element in sport and society. Without periodic re-exposure to the stresses of intense competition, coaches in leadership positions can easily lose touch with the balance between the theoretical and the practical: X’s and O’s must always be grounded in the reality of the playing level.
A club is more than a collection of teams. Too often a club is a collection of teams that work independently. A club in order to function properly needs to have a mission statement and a clear sense of direction. A model club system has to have an administration and coaches who are willing to work together to provide a system by where each is making the decisions based upon their area of expertise. Facilities is the third component that is necessary in order to handle training, games, and other activities.

A club must develop a philosophy in terms of what their goals and priorities are. The first question a club needs to ask is what sort of club they are looking to be. There are four levels of clubs: Recreational, Competitive, Developmental Combination, or Elite Level Combination. Depending on the level at which a club is at and the resources they have will determine at what level they are looking to.

We will look at a variety of examples of clubs and see what level you may find yourself at. I will be looking mainly at multi team clubs. Single digit clubs are a phenomenon in Florida but will not be addressed in this example. These clubs have mainly been spawned from disgruntled groups who have broken off from other clubs. There are some examples of smaller communities as well who have formed clubs that fall into this age group.

Florida is behind the rest of the country in terms of organization of their club system. Established clubs are beginning to make inroads into the professionalization of their clubs but this trend needs to continue. Many states have clubs who have consolidated into larger clubs where they have more resources to draw from, more political clout when it comes to working on facilities, and more political power within their state associations.

**Recreational Club**

These clubs typically begin as small neighborhood clubs with younger aged players. The coaching base is typically the volunteer parent coach. They may have some teams at the older age levels but the largest part of their program is with players born U12 and below. In order to best meet the needs of the club is to find a director of coaching whose emphasis is on the U12 and below player. The director should not be a trainer of teams but a trainer of coaches. Since most of the coaches have little to no experience in coaching the director would then help those coaches via clinics, symposiums, and observations with feedback for the coaches. If the club is not ready to hire a director FYSA does offer coaching courses that are age specific for the parent coach. This would improve the coaching of the players across the board. The role of the administration is to make decisions as to how to fund this and what the clubs goals in terms of expanding will be.
Club Development

Recommendations
Director of Coaching - National Youth License, National A License (or working on)
Coaching - age specific modules for U12 and below coaches, E license for U14 and above head coaches
Administration - handle organizational issues in terms of registration, funding, fields and scheduling

Competitive-only club
These clubs have typically started as teams who wish to compete at a competitive level U14 and above without the feeder system of a younger age program. The down side to this type of club is the lack of a feeder system and the resources that brings. Their resources are limited to those players who are members of the club. They also have a limited political clout due to the lack of numbers involved. A director of coaching should be in charge of placing qualified coaches for each of the teams. The administration should be involved with fundraising and organizational issues.

Recommendations
Director of Coaching - National A License
Coaching - Head coaches U14 C License and U16 and above B License or higher, asst. coaches D License or higher.
Administration - handle organizational issues

Developmental Combination Club
This is a club who has the combination of recreational and competitive players. The main goal of this club would be to develop the younger players to feed into the older competitive groups. With this type of club you have the size and resources to run a very good program. The main issue of a club at this level is maintaining the balance between the recreational and competitive program. Both groups have needs that need to be addressed. If a director is hired it is usually for one side or the other. In order for a director of coaching to be effective at this size of club you could perhaps split the position and hire two part time directors one for recreational and one for competitive. The second alternative would be to have the one director be more of a resource person for the coaches rather than a hands on person with the teams. He would be directing the coaches as opposed to being a coach. In either instance in terms of coaching the head coaches need to be paired with teams that they are qualified to coach. Administratively you need more of everything. More fields, more coaches, more equipment......

Recommendations
Director of Coaching - A license, National Youth Coaching - Head coaches U12 and below age specific module, U14 C License, U16+ A or B license
Administration - Executive board that includes representatives from both sides of the club.

Elite Level Club
If given an ample amount of funding and an adequate amount of fields here is what the elite club should look like. The club would have an executive director who would handle the day to day operations of the club. On the coaching side you would have a director of coaching which would oversee the entire program as well as assistant directors that would oversee the boys comp, girls comp, and rec programs. The teams would be coached by a professional staff both on the competitive and recreational side. Administration would oversee the program but would not be involved with the day to day operations. They would take more of an advisory role. The professional staff would offer guidance in terms of team, extra training as well as a calendar of events.

Recommendations
Director of Coaching - A License, National Youth Coaching - Head Coaches U12 and below age specific module, U14 C License, U16+ A or B license
Administration - Executive director, club board with representatives of all sided of the club would serve in an advisory role.
Currently some clubs in Florida and other states have established soccer academies. The development of the “Soccer Academy” approach for youth players ages U-10 thru U-12 is based on the recognition of several characteristics unique to these players. They are:

1. There is a wide range of variation in their physical maturity.

2. Growth spurts are more dramatic and can enhance or detract from a child’s physical ability for short durations.

3. At this same time, players in these ages make great strides in their ability to play the game. These advances appear as big steps, intermittently, rather than a slow gradual process.

4. During these ages, there is a great increase in cognitive ability. The increased ability to process complex ideas affects their learning and ability to address hypothetical situations.

5. It is vital to place player development over results. Competition is important in this age group however it needs to be appropriate competition.

Because the “academy” term is used for a variety of programs, the FYSA Staff Academy Committee has established “FYSA Academy Accreditation”

**Goal:** To implement a program where we can match the abilities of the players with appropriate competitions. The academy process also allows for the flexibility of player movement within the given club.

**Target:** Initially the academy program would target players in the U9 and U10 age group. The goal is to extend this process through the U12 age group.

**Style of Play:** In a festival setting play could occur in a tiered or mixed setting. This would allow players to be placed based on ability or mixed so that players could be exposed to higher levels of play.

**Definition:** The “academy” name is used many different ways. To that end we as a committee propose that an “academy” needs to be defined by Florida Youth Soccer. The designation that would be" FYSA accredited academy". This designation would allow for areas or registration designation and rostering abilities to be determined at the state, region and district level.

**Requirements:**
1. Program Director would need to hold a nationally recognized coaching license and the US Soccer National Youth License.
2. Academy Program would be open to all players within the club.
   No selection or rating of players for entry is allowed.
3. Each program would be required to have a Parent Education Program as part of their academy.
4. 75% of the academy coaches should have taken the appropriate age group module or the National Youth License.

**Application:** After the initial academy application is made a club retains FYSA sanctioned academy status for one year. Application for the next seasonal year would need to be made. The applications would be reviewed by the FYSA Academy Committee.

**Additional items in terms of Academy Play**

**Registration:** Registration for academies is allowed for by FYSA rule. The real determining factor is the rules of competition of the region, league, or tournament you are playing in.

**Competitions:** Changes in region, district, leagues, and tournaments need be made to allow for FYSA accredited academies to play off of rosters.

**Implementation:** Provide a support group of coaches and administrators to address issues of implementation. For example concerns dealing with referees, uniforms, scheduling, facilitators, and fields.

**Support:** The National Youth License will be held to allow for program directors to fulfill the license requirement. The academy committee is also developing a parent education program for the academy programs that do not have those in place already.

**Process:** The academy program is a process. It should not be viewed as a one year fix but as an ongoing process to allow for the appropriate play in appropriate environments for our younger age players.
Parent Corner
Role of the Parent

Florida Youth Soccer Endorses Growing Champions for Life!
Florida Youth Soccer is excited to announce a special relationship with Growing Champions for Life, Inc. The endorsement of this exciting organization means access to the inspirational videos, interesting audio interviews, educational assessments, and stimulating courses of the GCFL web site for FYSA members at a special discounted price.

The philosophy of Growing Champions for Life (a non-profit organization) is dedicated to creating cohesive families, healthy teams, and principle-centered athletes who win at life, not just at sports. Founder David Benzel said, “The True Hero Inner Circle program is designed to help families create the most positive sport family environment possible while developing confident athletes who see their parents as heroes.”

The program is a perfect fit for FYSA’s commitment to positive sport families and healthy player development at every level. To gain access to the True Hero Inner Circle resources at a special FYSA discounted price. Go to: http://growingchampionsforlife.com/membership/fysa

Pregame/Practice
- Ensure players have proper equipment (shoes properly fit), shin guards, shorts, t-shirts, socks). As the players get older they should take this responsibility.
- Time and site of practice/game game-arrive 30 minutes prior to match. Practice-arrive on time, make sure site is correct and coach is present.
- Minimize instructions to players during practice in terms of play.
- Ensure players have proper fluids and they have eaten properly.

Practice-what to look for
- Players should be engaged in activity; players should not be standing around.
- Players should be getting touches on the ball.
- Positive feedback from coach.
- Parent should sit and observe-no parental coaching.

Team Management
One of the most crucial aspects of an enjoyable coaching experience is effective team management. In youth soccer, this means working with both players and their parents. Two primary things you need to do are to formalize your own “Philosophy of Coaching” and hold a “Parent-Coach Meeting”. There are two factors that should be prominent in any philosophy of coaching. They are “Player Development” and “enjoyment of the Game”. The meeting needs to be held before the first game. Issues that need to be covered are:

- A discussion of your coaching philosophy and objectives for the season.
- Discuss what is expected of the parents; i.e. transportation, communication, general program support and good sportsmanship.
- Secure parents to perform needed roles; i.e. team parent, communications, snacks, first-aid and fund raising.
- Expectations of players; i.e. soccer ball, water and shin guards.
- Expectation of you the Coach; i.e. being on time, effective communication with the players and parents and improving your skill by attending coaching courses.

Safety and Ethical Aspects
It is recommended that you check with your club regarding rules and regulations that pertain to coaches. The Florida Youth Soccer Association may be reached by phone at 863 268-8220 or on the web at www.fysa.com.

Be aware of your responsibility in regard to health and safety issues.

Games
- Do not shout or yell at players-it will only distract them.
- Feedback often times is incorrect-For example cheering a player who kick the ball away down the field is just getting rid of the ball and should be looking for opportunities to keep it or give it to a teammate.
- If you want to coach-volunteer to help out.
- Applaud good play on both sides.
- Refrain from abusing referees. Often in these games they are learning just like the players.

Post Practice/Game
- Ask player how they think they played? Listen only-do not comment.
- What did you do well?
- Did you win? or Did you score a goal? Are not proper questions.
- Parental Critique after game or in car going home is a player’s greatest fear.
- This is even harder for players whose mom or dad is coaching.

Other Information
- Get out and play with your players-no instruction unless they ask.
- Just have fun with them.
- Do not reward players for goals-this tends to detract from the team play of the game.
- Let the coach know any special concerns he/she may need to know about.
- Encourage players to respect their teammates, coaches, referees, and opponents.
- Address concerns in regards to team or players to coach away from field and player.

Online Resources for Parents
FYSA maintains a parents page on their website at http://www.fysa.com/parents/index_E.html. Information and helpful links to many related organizations are posted on the “Parents” page.

FYSA COACHES HANDBOOK 2012 - 2013
Team Management

FYSA CODE OF ETHICS

Players
- I will encourage good sportsmanship from fellow players, coaches, officials and parents at all times.
- I will remember that soccer is an opportunity to learn and have fun.
- I deserve to play in an environment that is free of drugs, tobacco, and alcohol; and expect everyone to refrain from their use at all soccer games.
- I will do the best I can each day, remembering that all players have talents and weaknesses the same as I do.
- I will treat my coaches, other players and coaches, game officials, other administrators, and fans with respect at all times; regardless of race, sex, creed, or abilities, and I will expect to be treated accordingly.
- I will concentrate on playing soccer. Always giving my best effort.
- I will play by the rules at all times.
- I will at all times control my temper; resisting the temptation of retaliate.
- I will always exercise self control.
- Conduct during competition towards play of the game and all officials shall be in accordance with appropriate behavior and in accordance with FIFA’s “Laws of the Game”, and in adherence to FYSA rules.
- While traveling, shall conduct themselves so as to being credit to themselves and their team.
- Alcohol, illegal drugs and unauthorized prescription drugs shall not be possessed, consumed or distributed before, during or after any game or at any other time at the field and/or game complex.

Coaches/Volunteers
- I will never place the value of winning before the safety and welfare of all players
- I will always show respect for players, other coaches, and game officials.
- I will lead by example, demonstrating fair play and sportsmanship at all times.
- I will be demonstrate knowledgeable of the rules of the game, and teach these rules to my players.
- I will never use abusive or insulting language. I will treat everyone with dignity.
- I will not tolerate inappropriate behavior, regardless of the situation.
- I will not allow the use of anabolic agents or stimulants, drugs, tobacco, or alcohol by any of my players.
- I will never knowingly jeopardize the eligibility and participation of a student-athlete.
- Youth have a greater need for example than criticism. I will be the primary soccer role model.
- I will at all times conduct myself in a positive manner.
- Coaching is motivating players to produce their best effort, inspiring players to learn, and encouraging players to be winners.
- Coach’s actions on sidelines during games shall be in the spirit of “good sportsmanship” at all times. Profanity, profane gestures, arguing, inciting disruptive behavior by spectators and/or players, or any conduct not in the spirit of good sportsmanship, shall require disciplinary action from the affiliate.
- Alcohol, illegal drugs and unauthorized prescription drugs shall not be possessed, consumed or distributed before, during or after any game or at any other time at the field and/or game complex.

Parents/Spectators
- I will encourage good sportsmanship by demonstrating positive support for all players, coaches, game officials, and administrators. at all times.
- I will place the emotional and physical well being of all players ahead of any personal desire to win.
- I will support the coaches, officials, and administrators working with my child, in order to encourage a positive and enjoyable experience for all.
- I will remember that the game is for the players, not for the adults.
- I will ask my child to treat other players, coaches, game officials, administrators, and fans with respect.
- I will always be positive.
- I will always allow the coach to be the only coach.
- I will not get into arguments with the opposing team’s parents, players, or coaches.
- I will not come onto the field for any reason during the game.
- I will not criticize game officials.
- Alcohol, illegal drugs and unauthorized prescription drugs shall not be possessed, consumed or distributed before, during or after any game or at any other time at the field and/or game complex.
The peak season for severe weather occurs in the United States between May and August, typically in the late afternoon and early evening.

**LIGHTNING**

a. Recognizing the threat

1. Apply the 30-30 rule — When you see lightning, count the time until you hear thunder. If this time is 30 seconds or less, seek proper shelter. If you can’t see the lightning, just hearing the thunder is a good back-up rule. Wait 30 minutes or more after hearing the last thunder before leaving shelter.

2. Know and heed warning systems and community rules — Many communities or park systems have lightning detection and warning systems. Use this information and obey the rules established by the community or park system.

3. Know and apply the rules or procedures established by the competition authority.

4. Minimize the risk of being struck — Referees must protect the safety of all participants by stopping game activities quickly, so that participants and spectators may retire to a safer place before the lightning threat thunder, you are within reach of lightning.

b. Seeking proper shelter

1. No place outside is safe near thunderstorms

2. The best shelter is a large, fully enclosed, substantially constructed building. A vehicle with a solid metal roof and metal sides is a reasonable second choice.

c. If there is no proper shelter, avoid dangerous locations:

1. Higher elevations

2. The best shelter is a large, fully enclosed, substantially constructed building. A vehicle with a solid metal roof and metal sides is a reasonable second choice.

3. Tall isolated objects, such as trees, poles, or light posts.

4. Unprotected open buildings

5. Rain shelters

6. Bus stops

7. Metal fences and metal bleachers

d. If you cannot avoid these locations, crouch down on the balls of your feet, with your head tucked into your chest and your hands over your ears.

e. If someone is hit: All deaths from lightning result from cardiac arrest and stopped breathing. CPR and mouth-to-mouth resuscitation be come involved in such assistance only if they have proper training.

f. Remain calm young players.

**OTHER TYPES OF SEVERE WEATHER**

a. Severe storms or tornadoes

Obey local rules and heed warnings (meaning that a severe proper shelter immediately — see above. Remember, according to standard weather warning terminology a “warning” represents a more immediately likely occurrence than a “watch.”

b. Hurricanes

There is usually plenty of advance notice, so games will probably have been cancelled. Look for warning signs.

c. Hail

Stop the game, clear the filed, and seek proper shelter — see above.

**NO SEVERE WEATHER SAFETY GUIDELINES WILL GIVE 100% GUARANTEED TOTAL SAFETY, BUT THESE STEPS WILL HELP YOU AVOID THE VAST MAJORITY OF CASUALTIES.**

If there is a possibility of severe weather, the referee and assistant referees should discuss these guidelines in their pregame of their respective duties. Referees in particular should clearly identify what assistance they expect in detecting and bringing to their immediate attention any dangerous weather conditions which may not be directly visible to them. If such conditions develop only after a match has begun, the referee should take the the assistant referees. A brief word to the coaches regarding steps the referee will take to ensure player safety in threatening weather conditions would be useful.
Coach v Coach/Player the Implications

There are times when a coach wants to jump in and play with his/her players. We do it for a variety of reasons; to get our daily workout, to compete, to show players how to do it, or to help out. We have many motivations but does it affect the team and its well being. You also have to realize that an adult body and a youth body are two different things. Soccer is a contact sport and contact does occur. When the adult and the youth collide there may be injuries. None of us want that and we must be careful that it doesn’t. I know for myself I am not nearly as nimble and I can’t avoid those collisions nearly as easy as in days gone by.

From a pure coaching perspective here are the situations that can occur when the coach enters the field as a player

Player/coach

This is the situation that is often seen where the former player begins his coaching career. The player/coach tends to play with the players more then coaching the players. A large part of coaching is observation and if you are playing you are not able to observe all of the players. This is the type of coach who needs to step away from the game when it involves the team he is coaching. This coach has a lot to offer but needs to realize the differences in their roles.

Show off

This is the coach who likes to show the players what he/she can do. That is all fine and good but the idea is finding out what the players can do or can’t do. Players do learn from examples given by the coach. They should be short demonstrations not from long demonstrations that take away from the time the player should be spending with the ball.

I have to win

Coaches by their nature are competitive. Sometimes their competitiveness gets in the way of the learning of the players. By this I mean certain things a coach might do are not within the confines of the rules. We set a bad example for the players in how they should play the game fairly. This can also occur as we get frustrated with our players play. Our attitude often affects our players in a negative manner. Even if we play within the confines of the rules the coach dominates the game thus taking away the learning opportunities of the players.

Play me the ball

The coach who inserts himself in the game does affect the dynamics of the game. By adding yourself in the game the players tend to focus on getting the ball to the coach. It only makes sense to the players is that if I can get the ball to the coach he will be pleased with me. Often times the coach’s body language lets the player know as to whether he is pleased with their play. A good example is my play on a reserve team that the 1st team coach played with. When he played with us you always wanted to try and get him the ball so he would look favorably upon us and move us up to the first team. Our team was always more effective when he missed a game as we were more free flowing and would incorporate all of our teammates into the game.

Parent/Player game

Seems like a good idea on the surface but often you have all of the dynamics for disaster both for the players and the parents. The parents want to prove themselves to the players and they may or may not be physically capable to do this. This creates a situation where the parent gets hurt or they are unable to avoid a player and the player gets hurt.

Coaches need to know what their role is with the team. By inserting yourself into the game you relinquish the coaching role and become a player. This is not something we want to do on a frequent basis. There are times when a coach can insert himself into the game. When you do though you want to make sure in your mind what goal you wish to obtain by doing so. You need to be careful you are not changing too much in terms of the dynamics of your team. Ultimately you will not be on the field with them and your team needs to function as a team. The coach who plays at the end of practice with the team every practice never allows for the team to function as a team at the end of the practice. You have made the game different than the one you have trained them for throughout the preceding part of the practice. You are also unable to observe and analyze you team when you are playing as you have a very limited perspective. Lastly we don’t want as a coach to put ourselves in a situation where we could hurt one of our players. I think as a coach I would feel very bad but beyond that we may be opening ourselves up to even more serious problems.
Coaching Education
FYSA Coaching Courses

Current information on FYSA coaching courses is posted on the FYSA website (www.fysa.com). From the home page, go to the “COACHES” tab and when the drop-down menu appears, click on “Coaching Courses”. The Florida Youth Soccer Association offers a variety of coaching courses. They are:

PPC Clinic
2 hour clinic will include both a player clinic and parent coach education module. This clinic will focus on age specific training for the players and parent coach module in order to provide information on issues dealing with the various age groups.

6/8, 8/10 and 10/12 Modules
Modules provide age specific training with appropriate activities for youth players. Each of the three modules is six hours. Modules may be held in one day or split over evenings. The minimum age to enroll in a module is 12 years. The minimum number of coaches needed to hold a module is 15.

F Certificate
8 hour course is an introductory course to 11 a-side soccer of players 12 years old and up. This course will include player development philosophies, team management and the current progression for training sessions. This course also serves a good foundation for the following courses. The minimum age to attend is 14 years. The minimum number for the F course is 15.

E License
This course has been recently revised by U.S. Soccer. There are Pre-Course Assignments posted at www.fysa.com/assets/942/15/New%20E%20License%20Course%20Pre.pdf that must be submitted and verified before any coach may register for an E course. The Pre-Course Assignments take about four to eight hours to complete and are the only requirement to attend the E course. The E course is a prerequisite for the D license. The course focuses on the progression of a training session. All coaches participate in coaching a field session with an assigned topic that is evaluated. This course is 20 hours and spans Friday evening thru Sunday. The E course will now require at least two instructors and a two month advance scheduling. The minimum age is 16 years. The minimum number of coaches for the E course is 16.

D License
The D license is the highest state license course for coaches of players 13 and up. Depending on results of testing a coach who passes may receive a “D” or “D (r)” (recommendation to attend National C course after a one year wait) designation. There is no waiver to attend the D license course. To attend the D course, a coach must have held an E license for at least six months. The D course is usually held over two weekends. The D course will now require at least two instructors and a three month advance scheduling. The minimum age is 17 years. The minimum number required to hold a D course is 24.

Attendance Policy
In order to earn a license, a coach must attend the entire course and pass the exams. In the event a coach misses part of a course, it is the responsibility of that coach to attend the missed segment at another course in order to attain a license.
How to Host a Coaching Course

The application for an affiliate club or league to host a course is posted at:

www.fysa.com/assets/942/15/How%20to%20Obtain%20a%20Coaching%20Course.pdf

The link above provides the information, procedures and an application to host:
Parent/Player Clinic, Youth Modules (U6/8, U8/10 or U10/12), F Certificate, E License and D License

The Steps to Obtain a Coaching Course:

1. Download the procedure and application from the link above and then check the FYSA website to see if another course has been scheduled in your area. If the same course has not been scheduled in your area, mail the “Request for Coaching Course” form with three potential dates and the appropriate deposit.
2. Course requests for the Parent/Player Clinic, Modules and F course should be submitted at least three weeks in advance. The E course requires at least two months advance scheduling and the D course requires at least two months advance scheduling.
3. Approval of requests will be affected by the availability of instructors. A confirmation will be sent to the local course coordinator and the course will be posted on the FYSA website. Courses are not confirmed by FYSA prior to receipt of the application and deposit.
4. Provide a facility for the course. A full size field (age appropriate), goals, net, water and soccer balls (suggest each participant bring their own ball and water) are needed. A classroom with a blackboard, chalk, desk or tables and chairs is required. Classroom for the E and D courses should be able to hold at least 30 coaches with a screen or suitable wall space to project a power-point presentation.
5. Unlike the Modules and F course, coaches will register directly for the E and D courses with the FYSA office. FYSA will update the local course coordinator about the registration count. There will be at least two instructors assigned to each course. The minimum number of coaches for the E is 16 and 24 for the D course. Two weeks prior to the course, FYSA will determine if there is a sufficient number coaches registered to hold the course or if it needs to be rescheduled or cancelled. FYSA will approve E and D courses based on availability of qualified instructors and proximity of other courses to avoid courses being cancelled due to low numbers.
6. The Youth Modules require age specific players at times as noted the course schedule. This is a requirement of the course. Failure to do so may negate the ability for the coaches to obtain their certification for the course.
7. A local site coordinator whose duties will include:
   - Notify the State Director of Educational Services ten days in advance if the class is to be rescheduled or cancelled. Failure to do so will result in a fine to the host/club or league. Courses cancelled within 24 hours of starting will result in forfeiture of the full deposit.
   - Work with Director of Educational Services in setting times of the course.
   - Notify Director of Educational Services ten days prior of the approximate number of candidates so that the proper amount of materials are sent to the course.
   - Make sure all applications/medical releases are signed by candidates as well as the course roster.
   - Coordination as to the usage needs at the facility.
   - Mailing of additional fees to the State office at the conclusion of the course.

8. The assignment of an instructor will be determined by the Director of Educational Services. If you would like a specific instructor, include that request on your form.
Module Schedule
9:00am – Noon Lecture-Characteristics
1:00pm – 2:00pm Field-Appropriate Age group
2:00pm – 3:00pm Field-Appropriate Age Group
3:00pm – 4:00pm Summary and Q & A

F Schedule
9:00am - 9:30am Lecture-Course Orientation
9:30am - 10:30am Field-How/when to pass and receive
10:30am - 11:30am Field-How/when to dribble
11:30am - 12:30pm Field-How/when to shoot
1:30pm - 2:45pm Lecture-Methods of Coaching
2:45pm - 3:00pm Lecture-Prevention and Care / Team Management
3:00pm - 4:00pm Field-Principles of defense
4:00pm - 5:00pm Field-principles of attack

E Schedule
Friday
5:30pm - 8:00pm Lecture/orientation/Methods of Coaching
8:00pm - 9:00pm Lecture/Candidates’ Presentations
Saturday
9:00am - 10:00am Field/Individual Defending and Attacking
10:00am - 11:00am Field/Functional Technique
11:00am - Noon Field/Functional Technique
1:00pm - 2:00pm Lecture/Team Management
2:00pm - 3:00pm Lecture/Principles of Play
3:00pm - 6:00pm Field/Candidate Coaching/Review
9:00am - 10:00am Field/Teaching SSG (3v3, 4v4)
10:00am - 11:00am Field/Teaching SSG (5v5, 9v9)
11:00am - Noon Field/Candidate Coaching
1:00pm - 2:00pm Lecture/Review
2:00pm - 3:00pm Lecture/Candidates’ Presentations
3:00pm - 6:00pm Field/Candidate Coaching

D Schedule
Friday (1st weekend)
6:00pm - 7:30pm Lecture-Review of Methods
7:30pm - 9:00pm Field-Instructor Field Sessions
Saturday
9:00am - 10:30am Field-Instructor Field Sessions
10:30am - 12:00pm Field-Practice Coaching
1:30pm - 2:30pm Lecture-Introduction of Game Analysis/Transition
2:30pm - 5:00pm Field-Practice Coaching
Sunday
9:00am - 10:30am Field-Instructor Field Sessions
10:30am - 12:00pm Field-Practice Coaching
1:30pm - 5:00pm Field Practice Coaching
Friday (2nd weekend)
6:00pm - 9:00pm Field-Instructor Field Sessions/Practice Coaching
Saturday
9:00am - 12:00pm Field-Practice Coaching
1:30pm - 3:00pm Lecture-Course Summary
3:00pm - 4:30pm Oral Exams
Sunday
9:00am - 12:00pm Field-Field Exams

National Coaching Schools /Programs – U. S. Soccer
The U.S. Soccer Federation’s 39-year tradition of certifying American soccer coaches continues with numerous sessions scheduled at various locations around the United States. Designed to meet the changing needs of today’s game, the National Coaching School offers a complete, nine-day coaching course in a residential environment that immerses coaches in the culture of soccer. The course is conducted at three levels and emphasizes field instruction in the areas of technique, tactics, and fitness. The course also includes instruction in coaching methodology, team management, and sport psychology.

Thousands of coaches have completed U.S. Soccer Federation coaching schools since they were first developed in 1971. Courses are directed by a faculty of knowledgeable coaches, many of whom have coached at the highest levels in the United States. The objective is to provide all soccer coaches, from the beginner to the most advanced, with up-to-date theoretical and practical knowledge, so coaches across the United States can ensure that players develop to their full potential.

The U.S. Soccer National Coaching School Program provides:

1. Courses in which coaches can earn nationally certified credentials and take advantage of the opportunities and recognition inherent in the attainment of various levels of coaching expertise.
2. A proven curriculum which improves a coach’s knowledge of the game.
3. Valuable information on current coaching trends and international developments in the game.

Certification Process
Coaching certification begins at the state level with introductory courses, which cover the elementary principles of coaching and prepare interested coaches for the 36-hour “D” license course. All state licenses are non-expiring. National “A”, “B” and “C” courses consist of seven days of instruction and two days of extensive oral, written, and practical examinations. The “A” License is valid for a period of four (4) years. “A” Licensed coaches must participate in the USSF Continuing Education Program (CEP) in order to keep their license current. The “B” and “C” Licenses are non-expiring licenses. Coaches with expired “A” Licenses must re-take the “A” course and pass the examinations in order to be awarded the “A” License.
Course Details

“C” License

The primary emphasis in the National “C” License course is the close relationship between technique and tactics. In this course, technique and tactics will be addressed together. In practice field sessions and the final field exam, the candidate is required to address the impact that technique has on tactics.

Three (3) General Goals of the National “C” License Course:

1. To prepare coaches to better recognize problems and solutions as they occur in the run of play and to communicate this information to their players,
2. To create rich soccer environments that allow players to grow, and
3. To provide a foundation for any coach wishing to pursue higher levels within U.S. Soccer’s Coaching Education Program.

The National “C” License course will also provide a foundation in the following areas: tactics, technique, methods of coaching and issues in youth player development, some of which have been introduced in the “D” License course, and will be expanded upon in the National “B” and National “A” License courses. These include but are not limited to the following objectives:

- Observe and identify the technical and tactical demands of the game.
- Focus on the application of technique and small group tactics in games up to 7v7 to big goals.
- Organize, develop and implement appropriate training sessions to correct and reinforce the demands of the game.
- Recognize soccer problems and offer appropriate technical and tactical guidance to the players.
- Develop a better understanding of the responsibilities of coaching.

“B” License

The National “B” License Course is designed to introduce concepts that are targeting toward coaching players age 16 to college level. The National “B” License focuses on recognizing the principles of the game and its technical applications in 9v9 game situations. Candidates will learn to teach and implement these principles through functional training sessions leading up to the 9v9 game. The course will help candidates get a better understanding of the responsibilities of coaching at advanced levels and will prepare those coaches who wish to pursue the National “A” License.

Key Elements of the National “B” License course:

- Help coaches to observe and identify tactical and technical breakdowns in game situations.
- Learn to develop and implement appropriate training sessions to meet the demands of the game.

“A” License

The National “A” License course is designed to introduce concepts that are targeted toward coaching older players (older junior level and senior level players). The National “A” License focuses on recognizing the principles of the game and its technical applications in 11v11 game format and how these principles influence positional, group and team organization. The course also examines player, team and game management issues as they relate to the senior level player.

Key Elements of the National “A” License Course:

- Candidates are encouraged to understand the “Four Pillars of the Game” (Technical, Tactical, Psychological & Physical) and to devise plans for and effectively improve those areas with their team
- Candidates are encouraged to explore the variety of methodologies open to them and to solve coaching problems in the 11v11 game format. This varies in task from team management, game management, and practice management issues.
- Much attention is given to breaking down the principles of play and the various systems by watching games played (video analysis) and playing in the games themselves.
WAITING PERIOD: There is a mandatory waiting period of at least six (6) months from the E to the D and at least one (1) year between each level of license (“D” through “A”).

National Coaching Schools / U. S. Youth Soccer Programs
Coaching Courses approved by the USSF, are provided by each of our fifty-five member State Associations. Courses are available for beginning to the advanced coach— from age appropriate State Youth Coaching Modules to the National “C” License and the National Youth Certificate Course. For a schedule of National Youth License Courses check the “Coaches” section of www.usyouthsoccer.org.

U.S. Youth Soccer Workshop and Coaches Convention (Largest youth soccer coaching convention in the U.S.) offers a wide range of topics for novice to the experienced youth coach. Guest presenters have included Aime Jacquet, Jurgen Klinsmann, Steve Sampson, April Heinrichs, John Ellinger and Tony DiCicco.

Publications- From coaching books, videos and CD ROMs to free brochures US Youth Soccer has a great selection of materials for youth soccer programs. Materials available include our “Official Coaching Manual”, the bestselling “Parent/Coach Primer” and “Assistant Coach Series” to the first CD Rom series specifically for U6-U12 coaches.

Assistance to State Associations and their member leagues and clubs is available from the U.S. Youth Soccer Coaching Department: State or local Workshop sessions are available for Implementing the Small Sided Game, Recreational Soccer, Soccer Across America, TOPSoccer, Kohl’s American Cup and more!

For more information on coaching services email nationaloffice@usyouthsoccer.org or call (800) 4SOCCER.
FLORIDA YOUTH SOCCER ASSOCIATION ODP

Mission Statement
The primary goal of the Florida Youth Soccer Association Olympic Development Program is to identify players for our men’s and women’s Youth National Teams. The selection process takes place through state, regional and national trials.

The primary benefit to the player is to be able to try out, train, and play against the best players in their age group. This allows the best players to be with the best in order to further their development as soccer players.

Our State Staff is comprised of professional, college, high school, and club coaches. All of these coaches are nationally licensed by US Soccer. It is the goal of our staff to conduct these trials in a fair and impartial manner.

Florida Youth Soccer association encourages all players to try out through our program. We continue to strive to make this program the finest in the country.

Purpose of FYSA Olympic Development Program
The main goal of the FYSA ODP is to identify and develop outstanding soccer players within the state of Florida for selection to State Teams and for advancement to the Region III Olympic Development Program and to the National Youth Teams.

Objectives
1. Identification
2. Selection
3. Development
4. Training
5. Competition
6. Evaluation

Overview
The Florida Youth Soccer Association will provide its players the opportunity to try out, train and compete with players in their respective age groups in order to find out where they stand with other players from around the state. The players will initially be selected through two-day trials at the regional level, which will be held in the four regions around the state (A, B, C, and D). Typically the younger two age groups are selected in the fall with the older age groups selected in the spring. ODP applications, sites, and dates can be found in the FYSA newsletter or on the FYSA website at www.fysa.com.

Players may also be identified through the FYSA Scouting Program. These players may only be brought in by National Staff Coaches or by the FYSA Director of Coaching. These players will be brought into the next level of the process once they have been identified. This process continues on to the regional and national level.

As players grow older and mature, selection becomes an integral part to the process throughout the system. In the younger age groups, the focus is more on development and larger numbers selected since the ability level and capacity of these players change more rapidly. For players of all ages the most important factor is continued development. Any player who plays soccer in the state of Florida is eligible to participate in the Olympic Development Program. However in order to participate in State trials you must become a registered player. A player’s status as a US citizen, non-US citizen, or in the citizenship process may affect their selection.

Once players are selected at the regional level all the age groups are brought into state trials to identify pools of players who will represent Florida as state teams. For the youngest age group we offer training centers and an in-state developmental camp. For the other age groups they typically get together twice to finalize the teams and prepare them for region III camp.

Staff
Our state staff is comprised of some of the finest coaches in the state. All of our coaches are nationally licensed through US Soccer. The coaches come from the professional, college, high school, and club ranks. We endeavor to keep this process as fair and impartial as is possible. Coaches are not to make selections in the age groups in which they coach a club team. Coaches may not make decisions on players that they know at the club level. These decisions are deferred to the other coaches within the group selecting. The coaches do the regional and state trials on a volunteer basis.

What are the Benefits of Participating in US Youth Soccer ODP?
1. Development as a player. The opportunity to train and play with the best players in one’s age group.
2. Quality instruction from nationally licensed coaches.
3. Quality competition. Games against other state association ODP teams.
4. Exposure to regional and national team coaches.
5. The opportunity to represent one’s state, region, or country in competition.
6. Exposure to college coaches.

US Youth Soccer
The US Youth Soccer Olympic Development Program was formed in 1977 to identify a pool of players in each age group from which a National Team will be selected for international competition; to provide high-level training to benefit and enhance the development of players at all levels; and, through the use of carefully selected and licensed coaches, develop a mechanism for the exchange of ideas and curriculum to improve all levels of coaching. In 1979 the program expanded, the organization became more efficient and a multi-year plan was developed. State associations were encouraged to develop programs which supported and worked in tandem with National and Regional programs. At the beginning of 1982 a formalized program for girls was created, with the addition of a full committee. From 1982 until the present, international events for youth national teams have increased substantially and the US Youth Soccer Olympic Development Program has kept pace by instituting trials and player pools for five age groups in the boys’ program, and five age groups in the girls’ program.

The ODP Selection Process
Each State Association holds ODP tryouts on an annual basis. Age Groups and try-out dates may be different from state to state, based on seasonal and state considerations. The Florida Youth Soccer Association holds open tryouts each year. Information about tryout dates, locations and applications are available on the FYSA website (www.fysa.com). For the 2012-2013 seasonal year, players born in 2000 will be the youngest age group. These tryouts are conducted by state staff coaches who are recognized for their ability to identify and train players with superior skills. Players may also be identified through the FYSA scouting process and invited into the next level of the ODP process. The state association head coach or State Coach will be assisted in the selection process by several other qualified coaches. Players are evaluated on the four components that make up a soccer player; Technique, Tactics, Fitness and Athletic Ability, Psychological Component (attitude). Players selected to a state team are invited to attend Regional Camp.

Regional Camps
US Youth Soccer is divided into four regions, each which offers a regional camp for state association ODP teams in each eligible age group. FYSA state teams attend Region III ODP Camp. Generally, Region III Camp is held in June/July and is typically located in Alabama. The camps are designed to provide high level competition and training for participating players. During this training and competition, players who are capable of performing at a higher level of play are identified for possible national team camp, pool, or team participation. Each region varies somewhat as to the specifics and the cost of their camps.
National Camp
National Camps and Interregional events are held throughout the year at various locations in the United States. The National Team Coach or a National Staff Coach is present at these events to observe, train, and identify players for placement in the national pool or on a national team.

What are the Benefits of Participating in US Youth Soccer ODP?
1. Development as a player. The opportunity to train and play with the best players in one’s age group.
2. Quality instruction from nationally licensed coaches.
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4. Exposure to regional and national team coaches.
5. The opportunity to represent one’s state, region, or country in competition.
6. Exposure to college coaches

Training Session
This is intended to be an overview of a typical training session with your team in each of the age groups. Rule of thumb is to NOT have Lines-Laps-Lectures as part of your training. The players need to be engaged in activity as much as possible. Breaks should be often but short. You do not necessary have to do all the activities in a training session so if one is working keep it up. More detailed explanations of activities can be found in the US Youth Soccer Coaching Manual and in the US Youth Soccer Practice Activities for U6/8, U10 and U12. FYSA also hosts coaching modules where these activities will be demonstrated with the players. You can go to the FYSA website www.fysa.com for information and scheduling of these courses.

U6 TRAINING SESSIONS
Session 1

Body Part Dribble - players are asked to dribble and stop ball with various parts of their body. Ask them for ideas.

Pretend to be.... - As they control the ball ask them to pretend to be various things, such as an animal or a car. Ask them for ideas.

Red light Green light - Players asked to start and stop the ball on command. You may want to use hand gestures to make them look up as they dribble

Individual Gate Game - set up gates with cones, players are to dribble between the cones (gates) How many can they do in 1 minute.

Session 2

Ball retrieval - individual-coach gathers the balls. Toss them away and have the players bring them back to the coach. Try various ways (hand, knee, foot, etc). Once they get comfortable coach may move around.

Can you do this? - coach performs a movement with the ball. Players would then imitate movement. It is important that they try. Do not expect mastery. Look for good examples.

Knockout - In a confined area each player with a ball. Players then try to knock the other players ball out. If a ball goes out they get a task to do then they are back in.

1v1 to goal - Have players point to which direction they are to go. Toss ball out and let players go at it. Vary tosses so each player get a chance or you want to challenge stronger player.

3v3 scrimmage the game
Training Session

U8 ACTIVITIES

Session 1

Hospital Tag - each player has a ball and is dribbling. If player is tagged they must touch with their hand the body part that was tagged. If tagged three times they then go and do a special activity (at hospital). They are then “healed” and can resume play.

Gate Game - in pairs set up gates with cones. Players must work together to pass between the cones (gates). They then go to other gates. How many gates can they pass the ball thorough in a minute.

4 goal game - place small goals in the four corners of a field. The pairs of players then try to score on each of the goals. You can add gate minders or defenders to make more challenging.

4v4 scrimmage - the game

Session 2

Ball retrieval in pairs - coach gathers ball and tosses them away to pairs of players. The players then play the balls to one another to get the ball back to the coach. You can give them the amount of passes required, number of touches per player, or movement of the coach to make more challenging.

Amoeba tag - one player starts with a ball and tries to tag other players in a confined area. When a player gets tagged they then get a ball and helps. Game ends when all players have been tagged. Variations include using no balls, players may tag or pass a ball into a player to tag them.

Hungry Hippo - just like the popular board game. Set up zones in four corners of the field. All balls placed in the center. Objective is to get the balls back into your own zone. Players may take balls from other players’ zone. Game ends with a time limit and the players with the most balls in their zone wins.

2v2 to goal - players play in pairs. Goals on either end of field. Coach tosses ball to one team and the game is on. When the ball goes out a new pair of players enters.

4v4 scrimmage - the game

U10 ACTIVITIES

Session 1

Tag game - players dribble trying to tag the other players below the knee

Team Handball - Set up two goals. Players play the game with their hands trying to score on the other goal. They have three steps once they get the ball, no taking ball when opponent is in possession, 3 sec rule once they get the ball. Variation: they can only score with a headed ball.

Team Knockout - variation of knockout. Set up two teams usually played in penalty area. Each player on one team has a ball. Their objective is to score into the goal all of their balls. Their opponent objective is to defend and if they get a ball is to possess it by inter-passing. Once all balls are scored then roles reverse. Keep time to see which team scores the fastest.

Scrimmage - the game

Session 2

Ball Retrieval in groups - Coach gathers balls. Coach then tosses balls out to play for them to return to coach. Restrictions: Each players must touch the ball, certain number of passes, coach can move around.

Capture the ball - just like capture the flag. Each team is given a side of the field. Their ball is placed on their end of the field. The objective is to get your opponents ball to your side of the field under control. If a player is tagged on their opponents side of field they are placed in “jail” until tagged by one of their teammates.

Inside finishing - a ball retrieval type of game. Players hand the ball to coach. He then tosses a various angles. Players must control the ball and score on the goal. Variation: players must score with first touch. This allows for more finishing than the standard stand in line and wait for you turn to shoot.

Scrimmage - the game
Training Session

U12 ACTIVITIES
Session 1

Sequence passing - Number players off. Players then pass in sequence 1 to 2 to ... to 1. Emphasis on vision of passers and positioning of support player.

Possession game - Set two teams in a confined area. 3 to 5 consecutive passes scores a point.

Game to endline - transition passing game to a direction. Players score by stopping ball dead on the end line

Scrimmage - the game

Session 2

Over under - Group dynamic game. Team A kicks a ball away. Team B collects the ball and forms a line. Team B then passes the ball alternating over their head and between their legs. Team A during this time consolidates as a group and one runner runs around the outside of the group counting how many times they are able to get around before Team B accomplishes their task. Then Team A kicks the ball away and they reverse roles.

Line passing - Two groups in a line pass the ball between each other. When a player passes to the other line they go to the end of the opposite line. When a bad pass is made both lines must move to get to the ball in order to restart the activity. Variations: one touch or two touch passing.

Target game inside out - three teams-two in and one out. Two teams inside play a possession game. Players on outside station themselves on the outside of the area and support the players on the inside. They are allowed one touch passing on the outside. Rotate teams.

Counter goal game - before scrummaging instead of going to two goals set up two small goals wide on the endline opposite the one goal. Since many of us only have half a field and one large goal to train on this allows us to deal with getting width to get forward.

Scrimmage - the game

TRAINING PLAYERS U13 AND OLDER

Coaches should organize their practice session in a progressive manner that provides for individual, small group, large group and/or team activities. An example of a practice format would be:

Technical Warm-Up
• without pressure of opponent
• pressure from the ball and imposed demands
• should utilize techniques that will be needed for the topic

Small Sided Activities
• introduce pressure from opponent
• some aspects of pressure may be contrived
• does not need to be directional, but may be directional
• should have transition
• technical execution should be observed and addressed as appropriate

Expanded Small Sided Activities
• larger numbers at least 5V5 (closer to the “Big Picture”)
• may have special conditions
• must have direction and transition
• may be over the line, to targets, to small goals or to large goals
• if large goals are used, offside should be enforced
• tactical execution should be observed and addressed as appropriate

Match Condition – “The Game”
• 7v7 including keepers in large goals
• no special conditions
• tactical issues addressed as needed with the understanding that there should be no freezes at this stage
• players need time to develop a rhythm and the coaches observation at this stage are more important for planning future practice sessions.

Cool Down - Light jog and stretching.
Relative Playing Time to Game Format

This table shows effective playing time relative to game format and roster size. The figures are presented as a) percentages of total playing time and b) as actual minutes played. Both figures assume equal rotation of players. At the youth level, a minimum goal of 70% playing time is recommended.

Table provided by Dr. Thomas Turner

<table>
<thead>
<tr>
<th>Single Game</th>
<th>Roster Size</th>
<th>3</th>
<th>4</th>
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<td>3 v 3 (U-5/6)</td>
<td>4 x 8 min. quarters</td>
<td>100%</td>
<td>75%</td>
<td>60%</td>
<td>50%</td>
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<tr>
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<td>4 x 12 min. quarters</td>
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<td>80%</td>
<td>66%</td>
<td>57%</td>
<td>48 min</td>
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<tr>
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<td>4 x 12 min. quarters</td>
<td>100%</td>
<td>83%</td>
<td>71%</td>
<td>62%</td>
<td>48 min</td>
<td>34 min</td>
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<tr>
<td>6 v 6 (U-9/10)</td>
<td>2 x 25 min. halves</td>
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<td>85%</td>
<td>75%</td>
<td>66%</td>
<td>48 min</td>
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<td>72%</td>
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EFFECTIVE PLAYING TIME RELATIVE TO GAME FORMAT AND ROSTER SIZE

0% playing time is recommended.

Table provided by Dr. Thomas Turner
US Youth Soccer Small Sided Game Recommendations

ADVANTAGES OF PLAYING SMALL SIDED GAMES

• More time with the coach
• Energetic workouts due to playing both offense and defense
  • More efficient use of field space
• Matches can be played simultaneously across a full size field
  • Children are physically more efficient in smaller space
  • Children are actively involved for a longer period of time
  • It takes less time to score a goal or advance to goal
  • Greater success rate for the players

US YOUTH SOCCER RECOMMENDATIONS

• Opposing coaches, players and parents should shake hands after each match.
• Parent/coaches, non-participating players and spectators should be there to enjoy and encourage the activity of the youngsters.
  • Spectator and team benches should be on opposite sides of the field.
• No alcoholic beverages or tobacco products will be consumed or allowed near the playing area.
• Coaches of U12 teams should attend the U10/U12 Youth Module coaching course and the Grade 9 referee
Coaching Resources

CLUB

The primary resource for a coach is his club. It is important to know who the individuals are that administer the club. Every club will not have the exact same structure. A coach should compile a directory for use as needed. Some of the possible titles are:

- Club President
- Club Registrar
- Age Group Coordinator
- Director of Coaching

FLORIDA YOUTH SOCCER ASSOCIATION (FYSA)

The FYSA is the state organization. Clubs and leagues are affiliate members of the FYSA. There are districts in FYSA that are administered by District Commissioners. The state is also divided into four regions that are administered by Regional Vice Presidents. A list of state officials is posted on the FYSA website. Information about state sponsored events such as tournaments, coaching courses and ODP are posted on the FYSA website or by phone at 407 852-6770.

Website: www.fysa.com

US YOUTH SOCCER

The Florida Youth Soccer Association is a member of U. S. Youth Soccer, the organizations that governs youth soccer on a national level. U. S. Youth Soccer maintains a website and can be reached by phone at 1-800-4-SOCCER.

Website: www.usyouthsoccer.org

US YOUTH SOCCER COACHES CONNECTION

Benefits include:
- Subscription to Success in Soccer Magazine
- US Youth Soccer’s Kwik Kicks monthly e-newsletter
- Official “Coaches Connection” member T-shirt from adidas
- Choice of one US Youth Soccer educational DVD
- Discounted admission to special Connection clinics and events
- Discounts on coaching aids from Success in Soccer

To join the Coaches Connection, go to: www.usyouthsoccer.org/coaches/Coaches_Connection.asp

MODIFIED LAWS OF THE GAME FOR SMALL SIDED GAMES

To download Modified Laws of the Game for Small Sided Games, go to: www.usyouthsoccer.org/coaches/smallsidedgames.asp

US SOCCER

The Florida Youth Soccer Association is a member of U. S. Soccer, the national governing body of soccer. U. S. Soccer maintains a website with information about national programs and can be reached by phone at 312 808-1300.

Website: www.ussoccer.com

US SOCCER COACHESNET

Benefits include:
- Nike t-shirt
- Coaches notebook
- U.S. Soccer decal and pin
- Reduced rates on USSF National Coaching Schools
- Receive credits of $10 per year of paid membership which may be used towards the purchase of attendance at a USSF National Coaching school
- Discounts on coaching symposiums
- Special pre-sale US Soccer ticket options
- Exclusive voting for ussoccer.com’s ‘Athletes of the Year’
- Automatic registration into U.S. Soccer Fan
- Personalized membership card
- Special offers from Kwik Goal
- Liability Insurance Policy
- Reduced subscription rate on ‘Success in Soccer’ magazine
- Free admission to the National Soccer Hall of Fame and Museum

To join U S Soccer CoachesNet, go to: http://www.ussoccer.com/Coaches/CoachesNet.aspx

BEST PRACTICES FOR COACHING SOCCER IN THE UNITED STATES

U.S. Soccer’s Coaching Education Department has released a new publication designed to give youth and junior level soccer coaches in the United States a set of fundamental tools to help open up the game of soccer to young players in ways that celebrate the sport’s spontaneous qualities. The 70-page “Best Practices for Coaching Soccer in the United States” coaching book serves as the sport’s definitive new player development guidelines and is available now as a free download at ussoccer.com.

To download “Best Practices”, go to: http://www.ussoccer.com/Coaches/Resources.aspx
Coaching Resources

THE US SOCCER CURRICULUM
The U.S. Soccer coaching curriculum is another major step in the implementation of the framework developed by the Player Development Task Force, which was created in 2006 to review all aspects of player development in the United States and recommend a course of action.


FEDERATION INTERNATIONAL DE FOOTBALL ASSOCIATION
This is the international governing body of soccer. U.S. Soccer is an affiliate member. Information on international competition can be obtained on the website. Website: www.fifa.com

LAWS OF THE GAME
To download a PDF copy of "FIFA Laws of the Game", go to: http://www.fifa.com/worldfootball/lawsofthegame/index.html

NATIONAL SOCCER COACHES ASSOCIATION OF AMERICA (NSCAA)
The NSCAA is a national organization for soccer coaches who are coaching at all levels, young children to the pros. They host a convention each year that provides top clinicians from around the world and membership includes a subscription to Soccer Journal, a bi-monthly magazine. The NSCAA maintains a website and their phone number is 1-800-458-0678. Website: www.nscaa.com

OTHER WEBSITES
United State Olympic Committee: www.usoc.org
Women’s Professional Soccer (pro): www.womensprosoccer.com
Major League Soccer (pro): www.mlsnet.com
United Soccer Leagues (pro & amateur): www.uslsoccer.com
Growing Champions for Life: growingchampionsforlife.com
Soccer T.V. Listings: www.soccerTV.com
American Academy of Pediatrics: www.aap.org
American Academy of Orthopaedic Surgeons: www.aaos.org
American College of Sports Medicine: www.acsm.org
Physical Education Links: www.pelinks4u.org
National Alliance for Youth Sports: www.nays.org
Institute for the Study of Youth Sports: ed-web3.educ.msu.edu/ysi/
Youth Sports Parenting: www.momsteam.com
Center for Sports Parenting: www.sportsparenting.org/csp/
Citizenship Through Sports Alliance: www.sportsmanship.org/
Give Us Back Our Game: www.giveusbackourgame.co.uk

PUBLICATIONS
Available thru United States Soccer Federation: http://ussoccerstore.com/
- Soccer How To Play The Game
Available thru United States Youth Soccer: http://store.usyouthsoccer.org/
- Youth Soccer Parent/Coach Primer: Basic Philosophy & Techniques of Coaching Young Players
- Assistant Coach Series - U6/8 Activity Aids for the Parent/Coach
- Assistant Coach Series - U10 Activity Aids for the Parent/Coach
- Assistant Coach Series - U12 Activity Aids for the Parent/Coach
- The Novice Coach: An Introduction to Coaching Youth Soccer DVD Two-Disc Set
- Positive Parenting for Youth Soccer DVD

Available through National Coaches Association of America:
www.nscaa.com
- Soccer Journal - bi-monthly magazine
- Coaching Soccer

Other Recommended Publications:
The Baffled Parents Guide to Great Soccer Drills by Fleck & Quinn
From Chump to Champ by Benzel
Whose Game is it, Anyway? by Ginsburg, Durant & Boltzell
The Power of Play by Elkind
The Cheers and the Tears by Murphy
Just Let the Kids Play by Bigelow, Moroney & Hall
Revolution in the Bleachers by McMahon
Game On by Farrey

The books listed above and other soccer related publications and products can be located at amazon.com, Soccer Learning Systems (800 762-2376) or Reedswain (800 331-5191).
Informed Consent about Concussions or Head Injuries

Effective July 1, 2012 Florida Statute 943.0438, requires the parent or guardian and the youth who is participating in athletic competition or who is a candidate for an athletic team to sign and return an informed consent that explains the nature and risk of concussion and head injury, including the risk of continuing to play after a concussion or head injury, each year before participating in athletic competition or engaging in any practice, tryout, workout, or other physical activity associated with the youth’s candidacy for an athletic team.

The Facts:
- A concussion is a brain injury.
- All concussions are serious.
- Concussions can occur without loss of consciousness.
- Concussions can occur in any sport.
- Recognition and proper management of concussion when they first occur can help prevent further injury or even death.

What is a concussion? A concussion is an injury that changes how the cells in the brain normally work. A concussion is caused by a blow to the head or body that causes the brain to move rapidly inside the skull. Even a “ding”, “getting your bell rung”, or what seems to be a mild bump or blow to the head can be serious. Concussions can also result from a fall or from players colliding with each other or with obstacles, such as a goalpost, even if they do not directly hit their head.

To help recognize a concussion, you should watch for the following two things among your athletes:

1. A forceful blow to the head or body that results in rapid movement of the head.
2. Any change in the athlete’s behavior, thinking, or physical functioning.

3. Signs and symptoms of concussion that may be reported by a coach or other observer:
   - Appears dazed or stunned
   - Is confused about assignment or position
   - Forgets sports plays
   - Is unsure of game, score or opponent
   - Moves clumsily
   - Answers questions slowly
   - Loses consciousness (even briefly)
   - Can’t recall events prior to hit or fall

4. Signs and symptoms that may be reported by the player:
   - Headache or — pressure in head
   - Nausea or vomiting
   - Balance problems or dizziness
   - Double or blurry vision
   - Sensitivity to light
   - Sensitivity to noise
   - Feeling sluggish, hazy, foggy, or groggy
   - Concentration or memory problems
Confusion
✓ Does not —feel right

Both parents/guardians and players are advised to take the Center for Disease Control’s free online concussion training at [http://www.cdc.gov/concussion/HeadsUp/Training/HeadsUpConcussion.html](http://www.cdc.gov/concussion/HeadsUp/Training/HeadsUpConcussion.html).

Under Florida law this player who has a suspected concussion or head injury must be removed from play or practice. Before the player may return to practice or competition a written medical clearance to return stating that the youth athlete no longer exhibits signs, symptoms, or behaviors consistent with a concussion or other head injury must be received from an appropriate health care professional trained in the diagnosis, evaluation, and management of concussions. In Florida, an appropriate health-care professional (AHCP) is defined as either a licensed physician (MD, as per Chapter 458, Florida Statutes), a licensed osteopathic physician (DO, as per Chapter 459, Florida Statutes), a licensed physicians assistant under the supervision of a MD/DO (as per Chapters 458.347 and 459.022, Florida Statutes) or a health care professional trained in the management of concussions.

I have read and understand this consent form, and I volunteer to participate.

Player Name: ________________________________

Signature: ________________________________ Date: ________________

As parent or guardian, I have read and understand this consent form and I give permission for my child, named above, to participate.

Parent/Legal Guardian Name: ________________________________

Signature: ________________________________ Date: ________________
Possible Concussion or Head Injury Notification

In accordance with Florida Statute 943.0438, this is notify you that today, ________________, 20__, at the ______________________, ______________________ received a possible concussion or head injury during practice or competition. Under Florida law this player must be removed from play or practice. Before the player may return to practice or competition a written medical clearance to return stating that the youth athlete no longer exhibits signs, symptoms, or behaviors consistent with a concussion or other head injury must be received from an appropriate health care professional trained in the diagnosis, evaluation, and management of concussions. In Florida, an appropriate health-care professional (AHCP) is defined as either a licensed physician (MD, as per Chapter 458, Florida Statutes), a licensed osteopathic physician (DO, as per Chapter 459, Florida Statutes), a licensed physicians assistant under the supervision of a MD/DO (as per Chapters 458.347 and 459.022, Florida Statutes) or a health care professional trained in the management of concussions.

Symptoms that were observed are checked below:

__ Dazed look or confusion about what happened
__ Memory difficulties
__ Neck pain, headaches, nausea, vomiting, double vision, blurriness, ringing noise or sensitive to sounds
__ Short attention span - Can’t keep focused
__ Slow reaction time, slurred speech, bodily movements are lagging, fatigue and slowly answers questions or has difficulty answering questions
__ Abnormal physical and/or mental behavior
__ Coordination skills are behind, ex: balancing, dizziness, clumsiness, reaction time

Other ______________________________________________________________________________
_____________________________________________________________________________________

Please take the necessary precautions and seek an appropriate medical professional. Until a professional medical opinion is provided, please consider the following guidelines:

- refrain from participation in any activities the day of, and the day after, the occurrence
- refrain from taking any medicine unless (1) current medicine, prescribed or authorized, is permitted to be continued to be taken, and (2) any other medicine is prescribed by a licensed health care professional

Player Signature: ____________________________ Date: ____________

Parent/Legal Guardian Signature: ____________________________ Date: ____________

Team Official Signature: ____________________________ Date: ____________
The perfect meal when life revolves around this kind of clock.

As a proud partner of the Florida Youth Soccer Association, Publix believes in teamwork, good sportsmanship and, most importantly, a good meal. Deep marinated and slow-cooked, Publix Deli Rotisserie Chicken comes in a variety of flavors and is prepared fresh throughout the day. Stop by your neighborhood Publix any night and pick one up, so you can spend more time with the family and less in the kitchen.
SCORE Provides Service & Style

SCORE has created the Japan jersey with a sleek style and comfort.

Japan No.475