



**2018 Season**

**“FUNdamentals” U8/U9  
Coaching Handbook**

**[www.tillsonburgsoccer.ca](http://www.tillsonburgsoccer.ca)**

**Have Fun, Make Friends,  
Learn Teamwork, Be Active**





# May 2017

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
	1	2	3	4	5	6
7	8	9	10	11	12	13
14 Mother's Day	15  U6B 6:00 U8B 6:00 U10B 7:15 U12B 6:30	16  U7G 6:00 U9G 7:15 U12G 6:30	17  U6B 6:00 U8B 6:00 U10B 7:15 U12B 6:30	18  U7G 6:00 U9G 7:15 U12G 6:30  U7G Photos U9G Photos	19	20
21	22 Victoria Day  U6B 6:00 U8B 6:00 U10B 7:15 U12B 6:30  U6B Photos U12B Photos	23  U7G 6:00 U9G 7:15 U12G 6:30  U12G Photos	24  U6B 6:00 U8B 6:00 U10B 7:15 U12B 6:30	25  U7G 6:00 U9G 7:15 U12G 6:30	26	27
28	29  U6B 6:00 U8B 6:00 U10B 7:15 U12B 6:30  U8B Photos U10B Photos	30  U7G 6:00 U9G 7:15 U12G 6:30	31  U6B 6:00 U8B 6:00 U10B 7:15 U12B 6:30			
					Notes	

# June 2017

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
				1	2	3
4	5 U6B 6:00 U8B 6:00 U10B 7:15 U12B 6:30	6 U7G 6:00 U9G 7:15 U12G 6:30	7 U6B 6:00 U8B 6:00 U10B 7:15 U12B 6:30	8 U7G 6:00 U9G 7:15 U12G 6:30	9	10 Fundraising & Teamware orders DUE
11	12 U6B 6:00 U8B 6:00 U10B 7:15 U12B 6:30	13 U7G 6:00 U9G 7:15 U12G 6:30	14 U6B 6:00 U8B 6:00 U10B 7:15 U12B 6:30	15 U7G 6:00 U9G 7:15 U12G 6:30	16	17
18 Father's Day	19 U6B 6:00 U8B 6:00 U10B 7:15 U12B 6:30	20 U7G 6:00 U9G 7:15 U12G 6:30	21 U6B 6:00 U8B 6:00 U10B 7:15 U12B 6:30	22 U7G 6:00 U9G 7:15 U12G 6:30	23	24 Circle of Friends Festival Fundraising Pick-up (Clubhouse)
25	26 U6B 6:00 U8B 6:00 U10B 7:15 U12B 6:30	27 U7G 6:00 U9G 7:15 U12G 6:30	28 U6B 6:00 U8B 6:00 U10B 7:15 U12B 6:30	29 U7G 6:00 U9G 7:15 U12G 6:30	30	
					Notes	

# July 2017

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
						1 Canada Day
2	3 U6B 6:00 U8B 6:00 U10B 7:15 U12B 6:30	4 U7G 6:00 U9G 7:15 U12G 6:30	5	6	7	8
9	10 U6B 6:00 U8B 6:00 U10B 7:15 U12B 6:30	11 U7G 6:00 U9G 7:15 U12G 6:30	12	13 WCSA Youth Soccer Festival  Registration Deadline  U8+	14	15
16	17 U6B 6:00 U8B 6:00 U10B 7:15 U12B 6:30	18 U7G 6:00 U9G 7:15 U12G 6:30	19	20	21	22 WCSA Youth Soccer Festival  U8+
23	24 U6B 6:00 U8B 6:00 U10B 7:15 U12B 6:30	25 U7G 6:00 U9G 7:15 U12G 6:30	26	27	28	29
30	31 U6B 6:00 U8B 6:00 U10B 7:15 U12B 6:30				Notes	

# August 2017

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY	
		1  U7G 6:00 U9G 7:15 U12G 6:30	2	3	4	5	
6	7 Civic Holiday  U6B 6:00 U8B 6:00 U10B 7:15 U12B 6:30	8  U7G 6:00 U9G 7:15 U12G 6:30	9	10	11	12  2017 End of Season Festival	
13	14	15	16	17	18	19	
20	21	22	23	24	25	26	
27	28	29	30	31			
						Notes	

# About this Handbook

**TMSC BELIEVES THAT EVERY PLAYER DESERVES THE BEST POSSIBLE SOCCER EXPERIENCE.**

Whether they dream of playing for Canada's National Teams, or simply want to have fun with their friends, taking the right approach to the game when children are young sets the stage for a lifetime of enjoyment.

The Canada Soccer Pathway provides a roadmap for players of all ages and aspirations who want to play soccer at the recreational, competitive, or high performance levels, with the aim of encouraging lifelong participation. The Pathway is built around the principles of Long-Term Player Development (LTPD).

For players under the age of 12, many of whom are lacing up cleats for the first time, the goal of this approach is simple:

**GET KIDS TO FALL IN LOVE WITH THE GAME.**







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## The Role of The Coach

Teacher. Mentor. Role model. Cheerleader. Parent. Occasional disciplinarian.

Soccer coaches wear many different hats, particularly when they’re training young players, many of whom are lacing up their cleats for the first time. You might find yourself leading a fun activity one minute and reining in a distracted player the next.

You must be flexible, because a session or drill that was meant to last 10 minutes might need to be switched up after half that time to keep the players engaged.

Above all, make sure everyone is enjoying the session—including you.

Being a coach is demanding, but it’s also incredibly rewarding. There’s nothing quite like witnessing the thrill a young player gets when they score their first goal, or make a fantastic pass. And the lessons a child learns from a good coach can last a lifetime.

The objective isn’t just to develop better soccer players—it’s to develop well-rounded people who are disciplined, persistent and able to work well with others.

Shaping the lives of young people is a tremendous responsibility. As a coach, you must do everything you can to foster a player’s love for the game, and to help them achieve their potential.

Good coaches seek out new ways to develop their knowledge of the game and how players learn. This toolkit is designed to get you started.

But it’s not just about what you teach. It’s about how you teach.

Ultimately, it’s your personality and enthusiasm that will have the biggest impact on your players.

When putting an activity together for this age, make it **SIMPLE**:

- S**imple activities are best.
- I**dle time should be minimal.
- M**ake a game out of a practice.
- P**rovide a range of activities.
- L**et kids have a positive experience.
- E**xtend beyond soccer-specific objectives.

## Coaching Guidelines

**REMEMBER** as a coach you need to be dedicated to the development of all players whether technically-able or new to the game. Your position is very important. You are a role model to these children. Set exemplary standards. Develop good touch and technique, good sportsmanship, and a positive atmosphere. Maintain equality throughout your sessions and emphasize fun and development.

- 1. COMMUNICATION:** Ensure the terminology you use is clear and precise.
- 2. POSITIVE REINFORCEMENT:** Whenever possible give individuals and/or groups positive reinforcement. Refrain from using negative comments. Use praise as an incentive.
- 3. BE CREATIVE AND USE INITIATIVE:** If the activity or game is too advanced, modify to increase the chances of success. If an activity is stagnant, change to something more fun.
- 4. MAKE A DIFFERENCE:** Be motivational and inspirational. Enthusiasm and being energetic are contagious.
- 5. KEEP PLAYERS ACTIVE:** If the activity is static, get helpers or assistants to keep everyone involved.
- 6. EACH PLAYER IS AN INDIVIDUAL:** Be aware of player differences. Aggressive or quiet, recognition of player personalities will allow you to respond to all players, and they will respond to you positively.
- 7. STRIVE FOR QUALITY:** In all demonstrations make the desired objectives clear. If a player shows mastery of a skill, use him/her to demonstrate.
- 8. REINFORCE CORRECT TECHNIQUE:** In all activities and games, continually emphasize the use of correct techniques.
- 9. ENCOURAGE PLAYER MOVEMENT:** At all times make players aware of importance of readiness. Keep the players moving.
- 10. DEVELOP PLAYER RESPECT:** Continually get players to support one another. To show good sportsmanship towards all players including opponents, and respect for others attempts and effort.
- 11. EQUALITY AMONGST PLAYERS:** Give equal attention to all players in group or games. Do not leave the less competent players behind nor slow the advanced players.
- 12. FUN AND ENJOYMENT:** Players will respond and continue if things are fun.

## TMSC Coaching Tips

Every soccer player is unique and it’s important to understand and appreciate the differences between players at various age levels.

When you’re planning a training session, consider the group of players you’re working with and the outcomes you want to achieve, and choose your coaching method accordingly.

In no particular order, here are five coaching techniques that will give you some options to help meet the needs of individual players:

- 1. Command**

The coach tells the player what to do and demonstrates it.

Example: “I want you to pass the ball to your partner.”

- 2. Question & Answer**

The coach leads with a question and requests an answer from players.

Example: “Which one of your teammates could you pass the ball to?”

- 3. Observation & Feedback**

The coach and players observe an activity and discuss the outcome.

Example: “Let’s watch and see what happens.”

- 4. Guided Discovery**

The coach asks a question and issues a challenge.

Example: “Can you show me how you would get the ball past the defender?”

The player then demonstrates how he/she would do it.

- 5. Trial & Error**

The players and/ or coach decide on a challenge, and the players are encouraged to find their own solutions with minimal support from the coach.

**Remember**, a method that works well with one player may not be effective with another. So it’s important to be flexible, to set realistic goals, and to give positive feedback as often as possible. It’s also important to remember that, no matter how wonderful a coach you are, it’s very difficult to force a player to be interested in your training session when he or she really doesn’t want to be there. Make the experience lots of fun and all your players will want to come back the next time.

## Good and Bad Coaches for Youth Sports

Too often our coaching role models come from professional sports (entertainment) rather than from youth sports (education). The problem with this is that the sole purpose of pro sports is winning-at-all-costs whereas youth sports have a greater purpose: long-term player skill development and learning life lessons through sport. What separates a good coach from a bad coach is the ability to put aside your ego and take responsibility for developing the whole team, sometimes at the expense of winning.

### **A Good Youth Coach is someone who is:**

- Patient
- Involved and Caring
- Knowledgeable
- Fair
- Positive

### **A Poor Youth Coach is someone who is**

- Angry
- Dictatorial and Controlling
- Critical
- Condescending
- Negative

The only thing you can really control is your attitude and how you react to a situation. As a coach you will constantly be dealing with new and sometimes difficult circumstances. There will be a lot of challenges. How you deal with the challenges is what separates a good coach from a bad one. You have a choice to either be a positive and motivating influence on the children that you are coaching or to be a negative influence on them. Take the time to consider your actions before you act. ***Remember that it is the kid's game*** and you are there to guide their learning and to encourage a love for the game.

# Long-Term Player Development

**TMSC BELIEVES THAT EVERY PLAYER DESERVES THE BEST POSSIBLE SOCCER EXPERIENCE.**

LTPD is about putting the player first, and offering age-appropriate opportunities for kids to enjoy the game of soccer. Making the game fun is key in teaching and coaching, so that players will continue in the game and may even coach or referee as they get older.







## Long-Term Player Development (LTPD)

**LTPD** is a program for soccer player development, training, competition, and recovery based on biological age (i.e. physical maturity) rather than chronological age. It is player centred, coach driven, and administration, sport science, and sponsor supported.

- Eliminates gaps in the player development system
- Guides planning for optimal athlete performance at all stages
- Provides a framework for program alignment and integration, from volunteer club coaches to national and professional teams
- Follows scientific principles and practical coaching experiences

### Tillsonburg Soccer Club and LTPD

We have employed the LTPD philosophy in our house league program for quite some time now. Size of ball, number of players on the field and lack of Mini Field Scores and Standings are all ways that the environment is tailored to provide players with fun, positive and developmental opportunities in the game of soccer.

Under the guidance of the Canadian Soccer Association and the Ontario Soccer Association and EMSA, the plan has been developed for our members. Long Term Player Development has been used by many top sports countries in Europe and South America for years.

#### Benefits for Players & Parents

- Better understanding of what makes a good soccer program
- More players learning at their level and having fun
- Appropriate game and league structures (e.g. size of balls, goals, field etc.)
- More opportunity for players to realize their athletic potential
- More coaches who are knowledgeable in leading safe, effective practices

#### Benefits for Coaches

- Information and education on effective coaching and practice methods
- Guidelines for appropriate game structures
- Guidelines on appropriate competition levels
- Established pathways for players development for all levels of ability and ambition
- • Affirmation of best practices for coaches

## “FUNdamentals” Philosophy

### “Fun with the ball”

Skill development at this stage should be well structured, positive and FUN; and should concentrate on developing the ABC’s of Agility, Balance and Coordination plus Speed. Coaches should create a stimulating learning environment where the atmosphere is about freedom and fun.

Learning to understand the movements going on around them is a critical skill to be developed at this age. Playing small-sided games, 3v3, 4v4 etc. can develop a player’s ability to read what others are going to do (the play) based on their movements.

Let your players make decisions, expose them to working out problems and finding their own solutions.

### Format

At this age goalkeepers can be introduced although players should play in all positions including goalkeeper. Again no scores or standings are maintained. Players will play a fair amount of time in each position.

### Recommendations

- Individual Technical work: take the mentality of the age and fit into activities
- Dribbling, passing, shooting
- Everybody with a ball as much as possible
- Comfortable moving the body and ball together
- Dribbling – feet - rolling the ball, pushing it, stopping it, introduction of surfaces, running with the ball, intro of specific moves (fakes, feints and turns)
- Passing – inside of foot, outside of foot, under the ball, techniques with movement
- Receiving – feet, thighs, chest, – catching, receiving ball w/feet, preparing
- Finishing – both feet, volleys – all very introductory and basic
- Ball Mastery with more movement, creativity, and all surfaces
- Individual Tactics –they are starting to conceptualize, so just allow for games/ activities bring out decision-making opportunities.
- Games, activities, exercises should mirror the game and tactical implications are within the game, but keep objectives on technical development.
- Small-sided games are fun and challenging, 1v1-2v2-3v3-4v4 and 5v5
- Simple Tactics – get away, keep ball, get ball back, and pass it – all focusing at an individual stage that is about all they can understand, with no pressure to play
- Basic goalkeeping introduction e.g. catching, diving, jumping - for all players

## The Four Corner Development Model

The Four Corner LTPD model consists of technical, psychological, physical and social/emotional components. Each corner of the model reflects a wide aspect of a player’s development that has to be considered. The gradual progressive development of players is fundamental to the enjoyment, technical competency and retention in the game. The Four Corner approach places the player at the centre of the development process with soccer experiences that meet the four key needs of the player.

As we develop our young people to become athletes, and most importantly good people, it’s vitally important that the whole person is developed. Soccer can be used as a vehicle for this development. Each practice session or game can be used to develop a child in all four corners.

The four corner development model, as illustrated below, is a change in thinking or approach for some soccer coaches. In the past, we have focused most, if not all, of our information and learning in the Technical and Physical areas of our sport. Very little has gone into developing a player’s Psychological or Social /Emotional skills and qualities.



## Psychological / Mental

Creating learning environments that challenge players to be imaginative, creative and reflect on their performance—both during and after practice/game—is fundamental to the development of the future player. Coaches should adopt different coaching styles and methods to meet the individual needs of young players, understanding that there is more than one way for players to learn the game.

### TIPS FOR PHYSICAL DEVELOPMENT:

- Use different methods to communicate with different types of learners.
- Visual (seeing): tactics boards, posters, diagrams, cue and prompt cards as well as arrangements of cones on the pitch are some ways in which coaches can communicate with players visually
- Auditory (hearing): As well as speaking with the players and asking questions, coaches can encourage players to discuss aspects of the game in pairs, small groups and also with the whole group. Through communication with others, players can help solve game-related problems and learn more about the game
- Kinaesthetic (doing): physically ‘walking through’ positional arrangements and freeze-framing parts of the game can help paint pictures in the mind of the players and contribute to the understanding of the game
- Help players learn the game and develop their decision-making skills by seeing game-related problems for players to solve. **For example**, “in this passing practice try and turn with no-touches whenever possible; try and work out when you will be able to do this and when you won’t”

## Physical

To become an effective soccer player there are basic physical movement skills that need to be developed. Agility, balance, coordination, and speed (ABC’S) are all essential qualities for players; between the ages of 4-12 young players have a “window of opportunity” to develop these attributes.

Addressing the state of physical literacy of children is one of the biggest challenges we currently face in society and coaches should help communicate the benefits of physical activity and a healthy lifestyle.

### **TIPS FOR PHYSICAL DEVELOPMENT:**

- Children are not mini adults and shouldn’t be subjected to running laps of the field and doing push ups.
- Through well-designed practice all coaching activities can include physical outcomes.
- A shooting practice may include a physical challenge which is realistic to the demands of the game e.g. a defender and an attacker may have to turn and race onto a through ball before taking a shot at goal. In this way the players are working on turning, acceleration and deceleration as well as the technical elements of the exercise.
- Coaches working with young players should be aware of the key windows for physical development and which aspects of a players development can be improved and when.
- Appropriate movement skills such as tag games and activities which develop agility, balance and coordination should be encouraged through enjoyable games.
- Don’t expect too much from young players too soon!

## Social / Emotional

Playing soccer can help children learn many life skills: cooperation, teamwork, communication and friendship are some of the benefits of joining a team and playing the game. To allow these social skills to develop, players should be allowed a safe and supportive environment and given encouragement to learn the game.

### TIPS FOR PHYSICAL DEVELOPMENT:

- Coaches should strive to create a positive environment which is welcoming for players both during games and training. How you treat your players is crucial to ensuring this is positive and fulfilling for the young player.
- Players should be praised and recognized for effort and endeavour as well as ability. This will highlight the process of learning and striving to get better rather than just the final outcome.
- As coaches are in a significant position of influence with their players it is important to give consideration to the type of role-model you are. What are your values and beliefs and how is this demonstrated in your behaviour?

## Technical / Tactical

Players improve by playing lots of soccer and being active in other complementary sports and activities. That said, without a skilled mix of guidance, challenge, appropriate questioning, demonstration and teaching, it’s unlikely that players will reach their true potential.

### **TIPS FOR TECHNICAL DEVELOPMENT:**

- Use the coaching activity to challenge and develop players technically
- Encourage players to try new skills.
- Appropriate challenges may be set for the whole group or for individuals within the group For example, in a passing practice some players may be challenged to play one-touch passes whenever they think it’s appropriate.
- When appropriate, practice activity should replicate the demands of the game, encouraging players to think and make decisions just as they would in a game.
- Clever practice design should allow players to repeat and re-visit elements of the game without experiencing boredom.





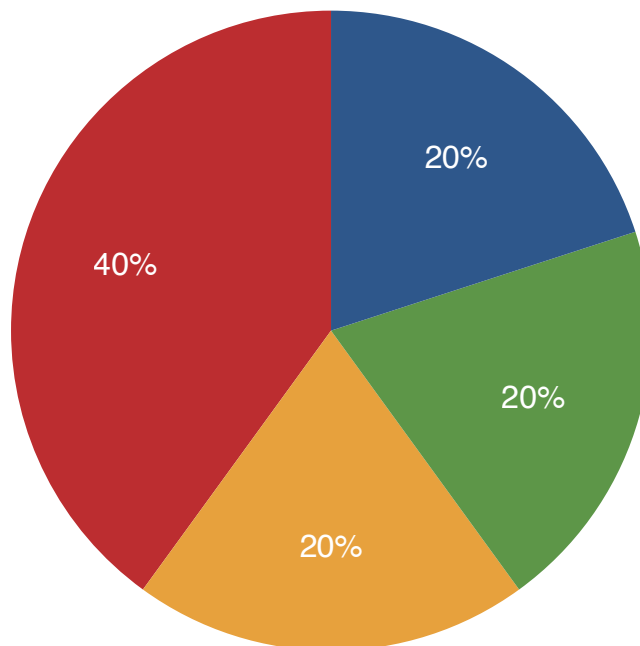
## The “FUNdamentals” Training Model

Canada Soccer recommends a “station” approach to training. Players move from one skill-building activity to the next at regular intervals. The time spent on each activity varies based on the age of the player.

This method is not only more fun for young players—who tend to have short attention spans—but also allows training sessions to be tailored to a team’s individual needs, depending on the number of players, the number of parents and coaches present, and the available facilities.

Each training session is built around four activity stations, one focusing on General Movement skills, one on Coordination, one on Soccer Technique and another on Small-Sided Games. Addressing all four of these training “pillars” at each practice session will help develop well- rounded young players with a foundation in physical literacy, solid soccer skills and, ideally, an enduring love of the game.

- General Movements
- Soccer Technique
- Soccer Coordination
- Small-sided Games



## General Movement

### General Movement activities include:

- **Agility** – running, changing direction, speeding up / slowing down, and stopping.
- **Balance** – hopping, jumping and landing.
- **Coordination** – combining different movements, moving with the ball, falling and getting up safely.

At the FUNdamentals stage (U-6/U-8 Girls; U-6/U-10 Boys), general movement activities should make up about 20% of practice time (i.e., 15 minutes of a 75-minute training session). At this age, coaches can introduce fun circuits and obstacle courses that combine different movements—such as spinning jumps, sideways jumps and jumping over hurdles—to challenge players in different ways.

### \*TIP

It’s important to keep young players active and engaged. In this Tool Kit, you’ll find options for each activity that will allow you to switch it up often. Every few minutes, challenge your players with something different that goes beyond the basic drill: have them move in different ways, use time restrictions or have them compete with each other to get them excited and keep them interested.

## Coordination

### A player’s coordination will improve by:

- The fun of games and activities to develop agility, balance and speed
- Getting lots of touches on the ball.
- Using all parts of the foot.
- Learning to control the ball in the air.

At the FUNdamentals stage (U-6/U-8 Girls; U-6/U-10 Boys), coordination drills should make up about 20% of practice time (i.e., 15 minutes of a 75-minute training session). The following activities focus on dribbling, controlling the ball and passing to improve coordination.

### \*TIP

At this stage of development, continuing to build a player’s physical literacy (running, jumping, twisting, kicking, throwing, and catching, etc.) through fun games is key. As players start to become friends with the ball, encourage them to use all 6 parts of the foot (inside, outside, laces, sole, heel, and toe) to control it and to try moving it in different directions.

## Small-sided Games

- Are FUN!
- Will motivate your players more than any other activity.
- Should involve small groups playing in small areas.
- Should involve an age-appropriate level of decision-making (how and when to pass the ball to other teammates).
- Provide players with the best chance to practice individual skills.

At the FUNdamentals stage (U-6/U-8 Girls; U-6/U-10 Boys), small-sided games should make up about 40% of practice time (i.e., 30 minutes of a 75-minute training session). The following games are designed to work on dribbling, passing and shooting skills.

### \*TIP

At this stage of development, continuing to build a player’s physical literacy (running, jumping, twisting, kicking, throwing, and catching, etc.) through fun games is key. As players start to become friends with the ball, encourage them to use all 6 parts of the foot (inside, outside, laces, sole, heel, and toe) to control it and to try moving it in different directions.

## Soccer Technique

A player’s soccer technique—which revolves around core skills such as passing, receiving and controlling the ball—will improve through:

- Getting lots of touches on the ball.
- Fun competitions that motivate players to use different techniques.
- Opportunities to make quick decisions about the best technique to use in a given situation
- Plenty of positive feedback.

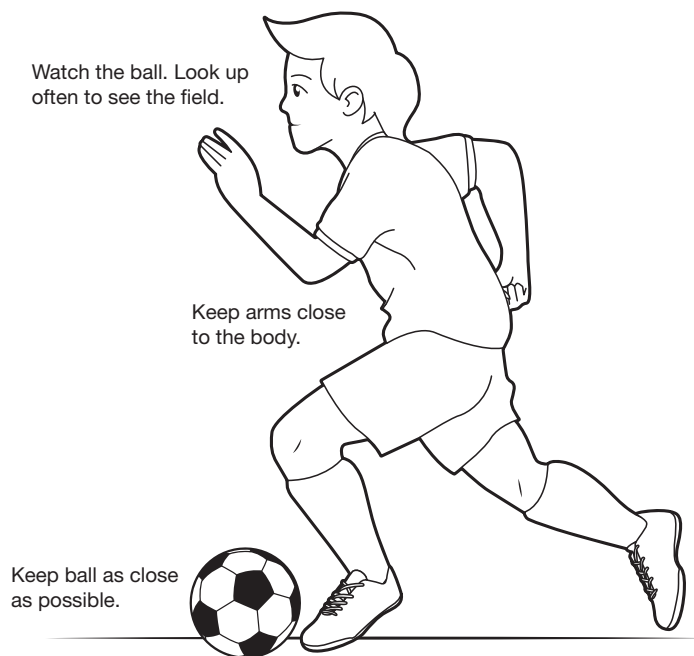
At the FUNdamentals stage (U-6/U-8 Girls; U-6/U-10 Boys), technique drills should make up about 20% of practice time (i.e., 15 minutes of a 75-minute training session).

### **The following activities focus on dribbling, control, passing, and shooting.TIP\***

These activities will help players develop a feel for the ball in increasingly large areas by continuing to work on fundamental techniques like dribbling, shooting, faking, turning, and passing. While having fun is still a key motivator, discipline will become more and more important as players transition from “game-playing” to “training.”

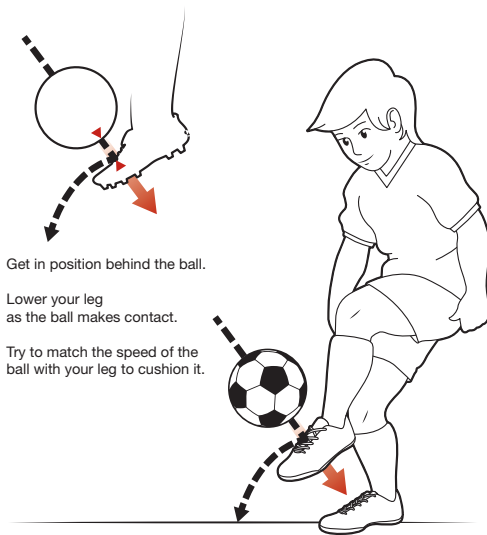
# DRIBBLING

“DRIBBLING” MEANS MAKING FRIENDS WITH THE BALL AND USING YOUR FEET TO MOVE IT IN A CONTROLLED WAY.



# CONTROL

“CONTROL” MEANS USING YOUR FEET AND OTHER PARTS OF YOUR BODY (EXCEPT YOUR ARMS AND HANDS) TO KEEP THE BALL CLOSE.

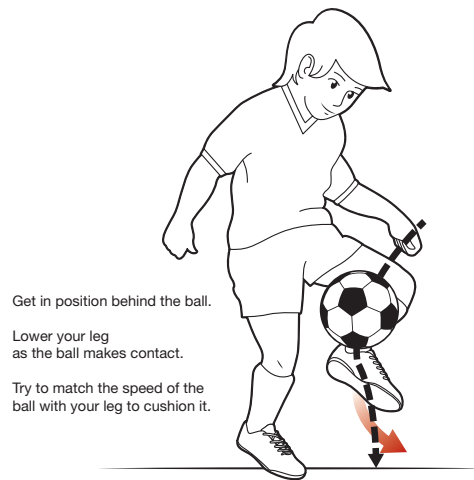


Get in position behind the ball.

Lower your leg as the ball makes contact.

Try to match the speed of the ball with your leg to cushion it.

**Top of Foot (Laces)**

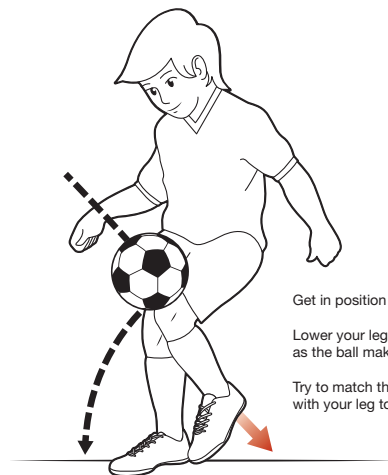


Get in position behind the ball.

Lower your leg as the ball makes contact.

Try to match the speed of the ball with your leg to cushion it.

**Inside of Foot**



Get in position behind the ball.

Lower your leg as the ball makes contact.

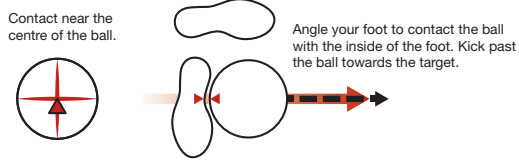
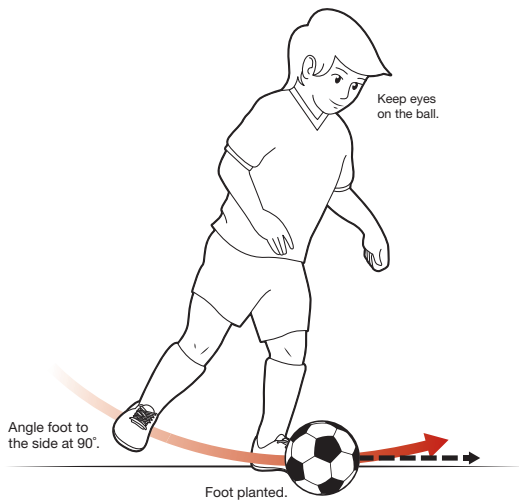
Try to match the speed of the ball with your leg to cushion it.

**Thigh**

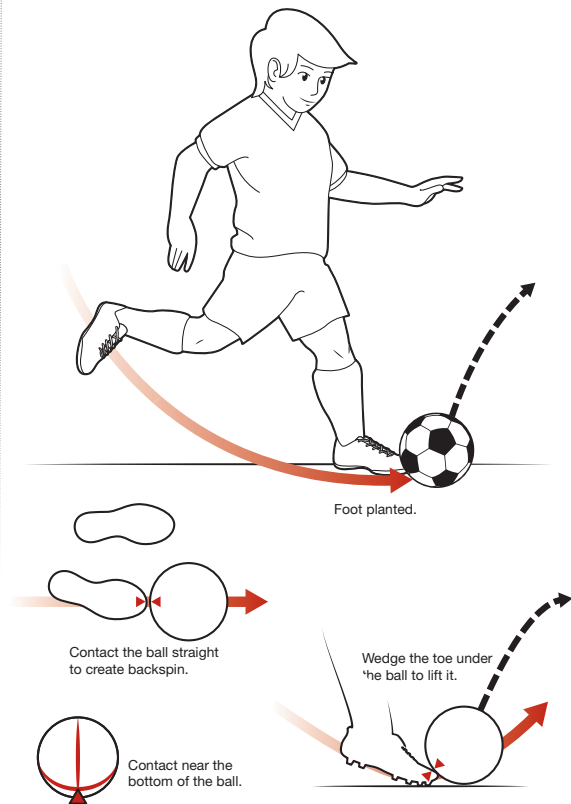
# PASSING

“PASSING” MEANS USING YOUR FEET TO GET THE BALL TO YOUR TEAMMATES IN A CONTROLLED WAY.

## Push Pass

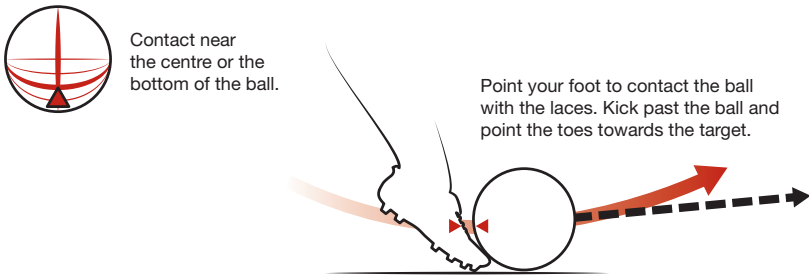
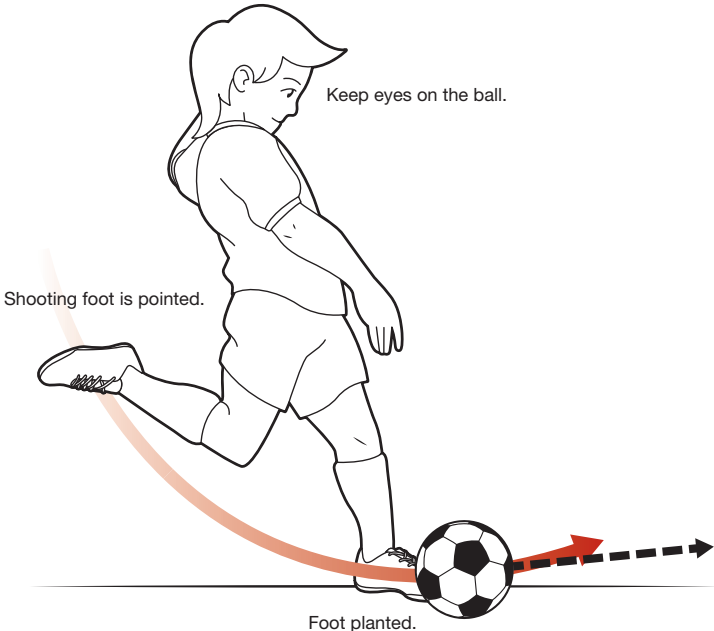


## Chip Pass



# SHOOTING

“SHOOTING” MEANS USING YOUR FEET TO GET THE BALL INTO THE NET.







# Practice Plans

TMSC BELIEVES THAT EVERY PLAYER DESERVES  
THE BEST POSSIBLE SOCCER EXPERIENCE.







## "Learn to Train" Preferred training model



If working with a larger group organize players into groups of 10-12. Each station has a coach who will lead that specific station for the session. Players rotate every 12-15 minutes with a 2 minute break in between each station to have a water break and move to the next station. If working with a smaller group you can still have the 4 stations and players will move together through all 4 stations until all are complete.

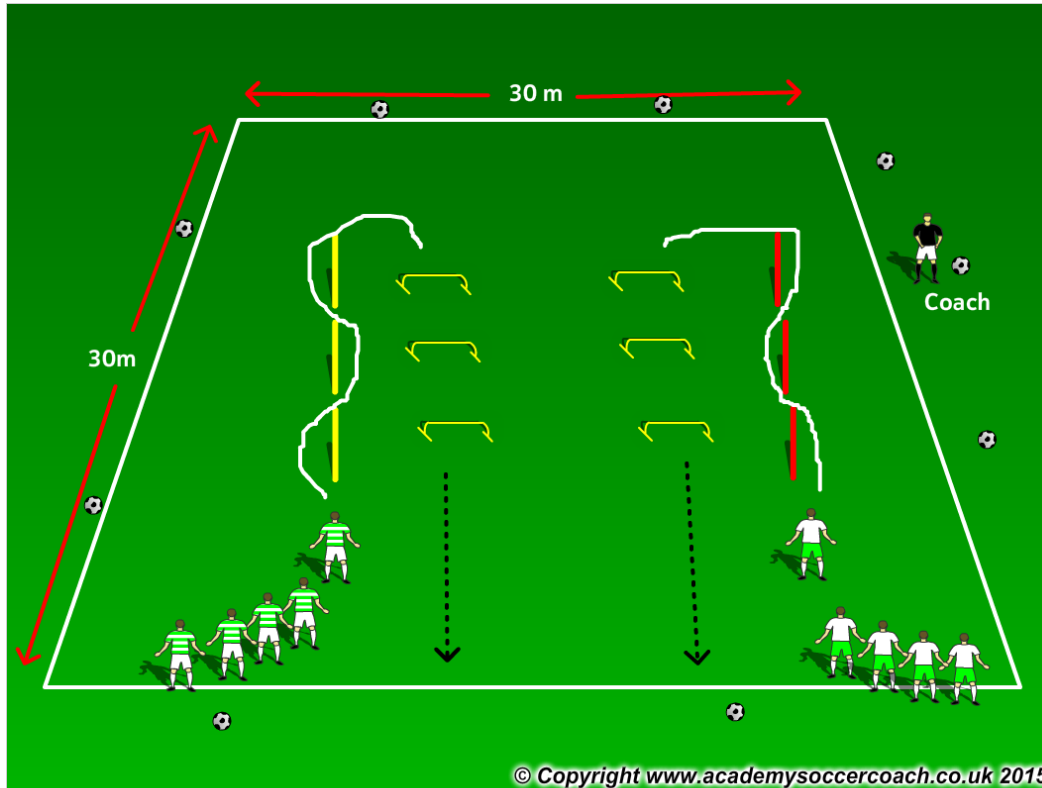




# FUNdamentals practice plan

## Station A

### General Movements



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**Organization:** 3 or 4 Poles, 3 or 4 hurdles. Place equipments as it shown in diagram.

**Procedure:** first player from each team runs in and out of the poles, and jumping over the hurdles. When they finish the last hurdle, he/she sprint to the end of the line. The team that finish faster win.

**Time frame. 8-10 minutes**

**Emphasis:**

Changing direction  
 Agility, Balance, Coordination  
 Awareness  
 FUN!

<p><b>Psychological</b></p> <p>Positive reinforcement          Confidence          Being safe</p>	<p><b>Technical</b></p> <p>N/A</p>
<p><b>Physical</b></p> <p>Eye-foot coordination          Agility, Balance          Change of Direction</p>	<p><b>Social</b></p> <p>Listening          Communicating          Celebrating</p>



# FUNdamentals practice plan

## Station B

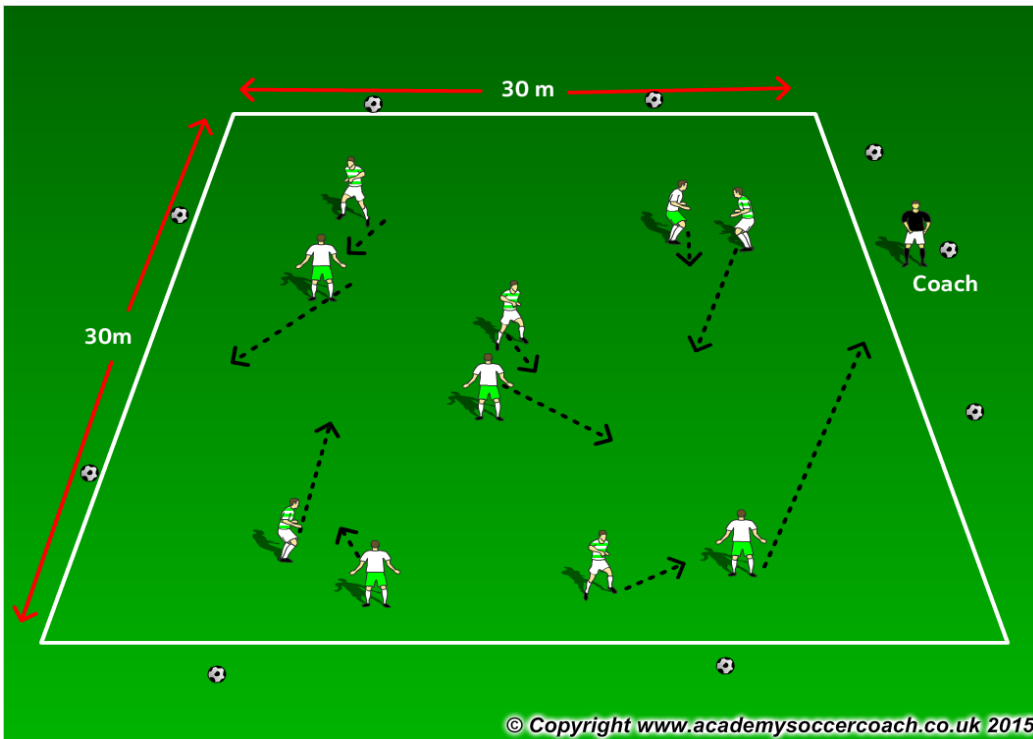
### Soccer Coordination



Time frame. 8-10 minutes

Emphasis:

Dribbling  
Changing direction/Speed  
Balance  
FUN!



**Organization:** A 30mx30m field. 10 players divided in two teams, 5 pinnies.  
**Procedure:** 5 players have the pinnies tucked in back of their short, and moving around the field, and the other 5 players trying to take the pinnies. Last Player with pinnies will earn a point for his/her team.  
**Progression:** Same procedure as above, players with pinnies can have the ball.

#### Psychological

Confidence  
Being safe

#### Technical

Dribbling  
Running with the ball

#### Physical

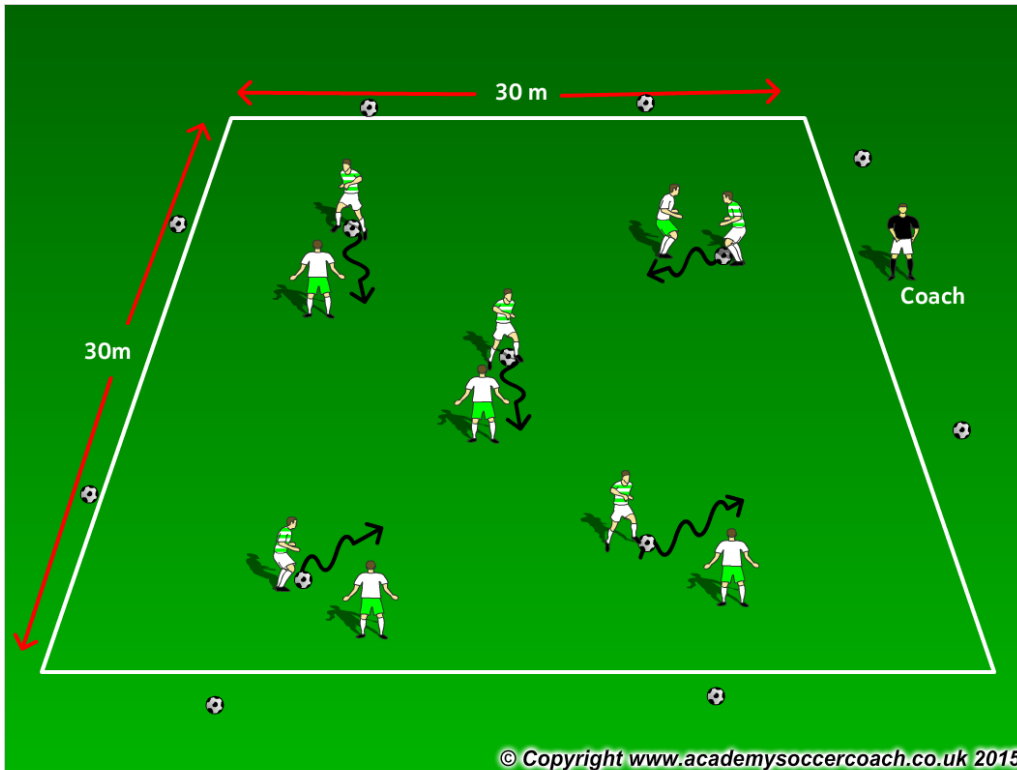
A,B,C's  
Change of Direction

#### Social

Listening  
Communicating  
Interacting with friends



**FUNdamentals practice plan**  
**Station C**  
**Soccer technique – Dribbling**



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**Organization:** A 30mx30m field. 10 players divided in two teams, extra balls around the field.

**Procedure:** 5 players have the ball, and moving around the field trying to dribble to pass the players without the ball. Players use different dribbling move. i.e.: Fake and turn, step over. Players change the role on coach's call.

**Time frame. 8-10 minutes**

**Emphasis:**

Dribbling  
 1v1 attacking  
 Change of speed  
 Agility, Balance, Coordination  
**FUN!**

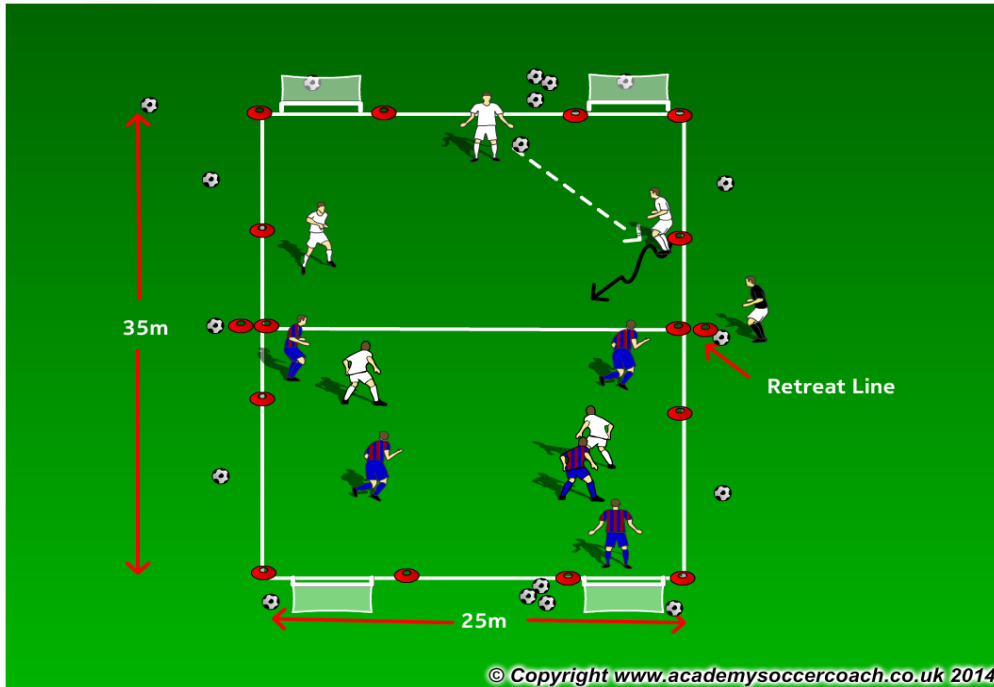
<p><b><u>Psychological</u></b>            Positive reinforcement            Confidence            Being safe            Fun</p>	<p><b><u>Technical</u></b>            Dribbling            Part of the foot            Part of the ball            Using both feet</p>
<p><b><u>Physical</u></b>            Speed            A,B,C's            Change of Direction</p>	<p><b><u>Social</u></b>            Listening            Communicating            Interaction with peers</p>



# FUNdamentals practice plan

## Station D

### Small sided game with retreat line



**5V5 with the Retreat line.**  
**Organization.** Players play 5v5 on a 35mx25m field. The Retreat line is located at the half way line. 2 goals are located at each end  
**Procedure.** Once the ball goes out for a goalkick or the goalkeeper has control of the ball the oppersition must retreat behind the retreat line. Once the player receives the pass from the goalkeeper the game is live.  
 When scoring a goal team in possession has two goals to score on.  
 If you have odd numbers you can have the extra player become a neutral player in the game who plays for the team in possession.

Time frame. 8-10 minutes

Emphasis:

Dribbling

1v1

Changing direction/Speed

Imagination

**FUN!**

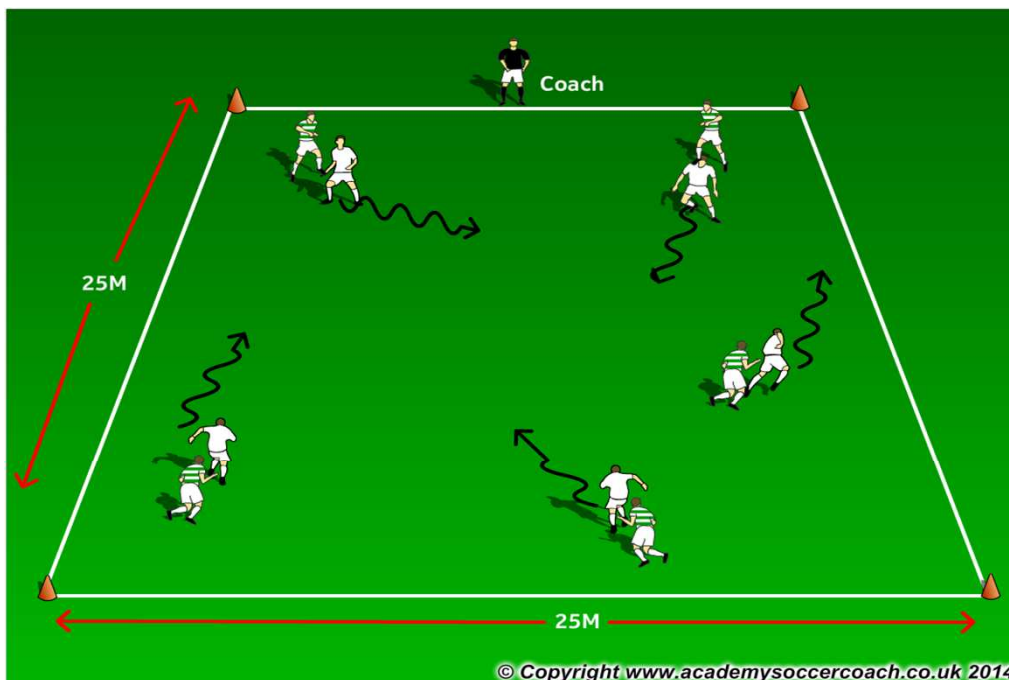
<p><u><b>Psychological</b></u>            Fun            Confidence            Being safe            Decision making</p>	<p><u><b>Technical</b></u>            passing            Dribbling            Shooting</p>
<p><u><b>Physical</b></u>            Speed            A,B,C's            Change of Direction</p>	<p><u><b>Social</b></u>            Listening            Communicating            Celebrating</p>





## FUNDamentals practice plan – Week 10

### Station A General Movements



**Follow my Leader**  
Organisation. Players are placed into pairs in a 25mx25m area.  
Procedure. 1 player becomes the leader and the 2nd player becomes the follower. Encourage the players to use different movements such as walking, running, jumping, rolling, running backwards and also sideways. After 30 seconds players switch.  
Progression. Each player has a ball.

Time frame. 8-10 minutes

Emphasis:

Listening  
Different types of running/movements  
Changing direction  
Agility, Balance, Coordination  
FUN!

<b><u>Psychological</u></b> Confidence Being safe	<b><u>Technical</u></b> N/A
<b><u>Physical</u></b> A,B,C's Change of Direction	<b><u>Social</u></b> Listening Communicating Celebrating



# FUNdamentals practice plan – Week 10

## Station B

### Soccer Coordination – Passing and Receiving



**Passing and Moving**  
 Organisation. Players are placed into 2s inside 30mx30m area.  
 Procedure. Players pass and move inside area. Focus should be on how the player passes and receives the ball.  
 Progression. To make it fun/competitive for the players add gates into the area and on the command of "Shopping" players look to pass the ball through the gates. each gate =1point, after 60 seconds pair with the most points wins the competition. Repeat game several times.

**Time frame. 8-10 minutes**

### Emphasis:

- Passing - Receiving
- Dribbling
- Changing direction
- Agility, Balance, Coordination
- Imagination
- Change of speed
- FUN!**

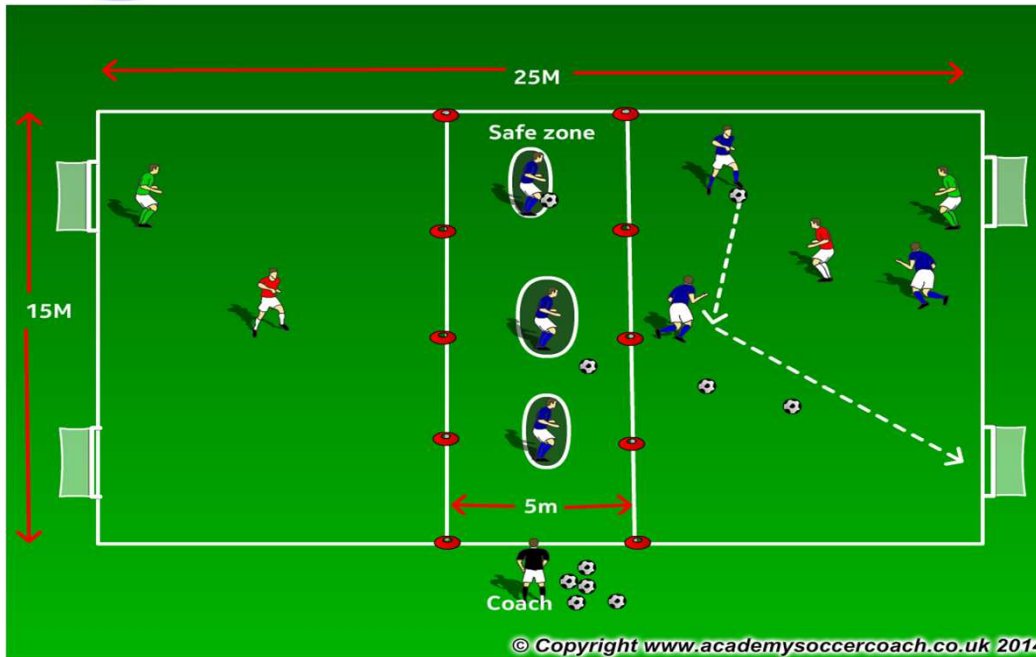
<p><b><u>Psychological</u></b></p> <p>Confidence Being safe</p>	<p><b><u>Technical</u></b></p> <p>Passing - Receiving Dribbling Running with the ball</p>
<p><b><u>Physical</u></b></p> <p>A,B,C's Change of Direction</p>	<p><b><u>Social</u></b></p> <p>Listening Communicating Celebrating</p>



## FUNdamentals practice plan – Week 10

### Station C

### Soccer Technique – 3v1 to goal



**Organisation.** Field size is 15mx25m with a 5m safe zone in the middle. 3 attackers, 2 defenders and 2 goalkeepers set up as above.

**Procedure.** Activity starts with 3 players in central safe zone, with defender & GK defending goal at either end. The coach plays a ball into the attackers in the safe zone and they look to attack either end.

If attackers' progress is blocked, they can take ball back into safe zone & attack in other direction.

Should GK save an attempt on goal, the goalkeeper should roll the ball to the defender if possible, who then transfers the ball into the defender in the opposite half. Defender receives and attempts to turn & score against GK at that end. Keep rotating the players to allow them all to experience attacking, defending and goalkeeping.

**Time frame.8- 10 minutes**

### **Emphasis:**

- Passing - Receiving
- Running with the ball
- Dribbling
- 1v1 attacking/defending
- Shooting
- Changing direction
- Agility, Balance, Coordination
- Imagination
- FUN!

### **Psychological**

Confidence  
Being safe

### **Technical**

Dribbling  
Running with the ball  
Shooting  
Passing/Receiving

### **Physical**

A,B,C's  
Change of Direction

### **Social**

Listening  
Communicating  
Celebrating



# FUNDamentals practice plan – Week 10

## Station D

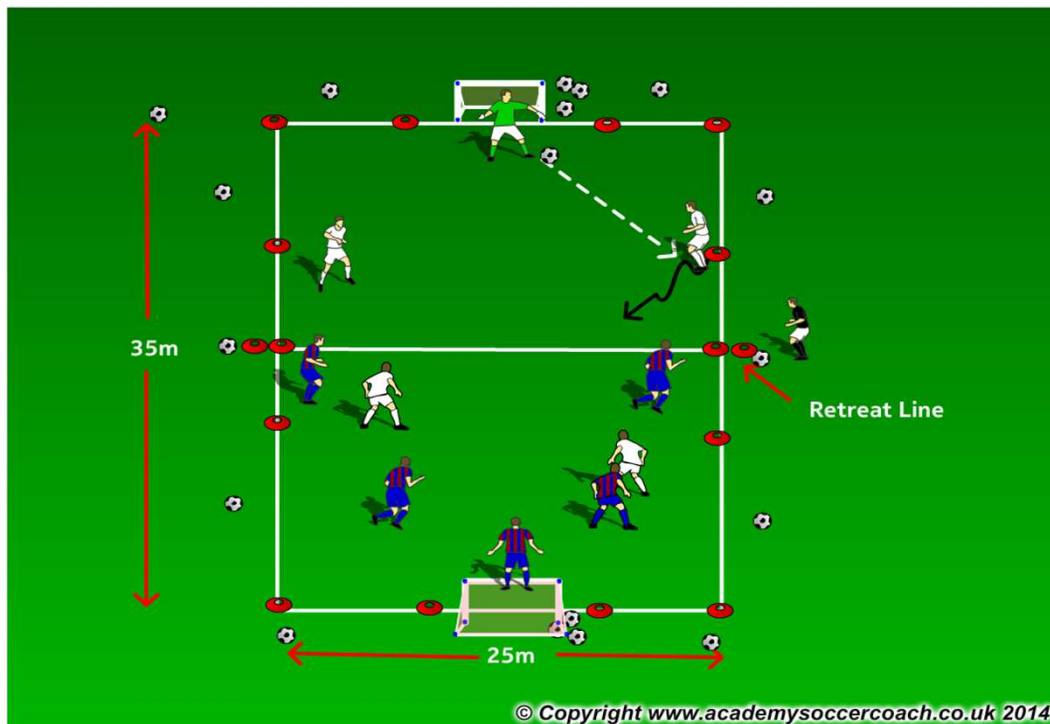
### Small Sided Game – 5v5 with Retreat line



**Time frame. 8-10 minutes**

#### Emphasis:

- Listening
- Running with the ball
- Passing
- Shooting
- Dribbling
- Team work
- Changing direction
- Agility, Balance, Coordination
- Imagination
- FUN!



**5V5 with the Retreat line.**  
**Organisation.** Players play 5v5 on a 35mx25m field. the Retreat line is located at the half way line.  
**Procedure.** Once the ball goes out for a goalkick or the goalkeeper has control of the ball the oppersition must retreat behind the retreat line. Once the player receives the pass from the goalkeeper the game is live.  
 If you have odd numbers you can have the extra player become a neutral player in the game.

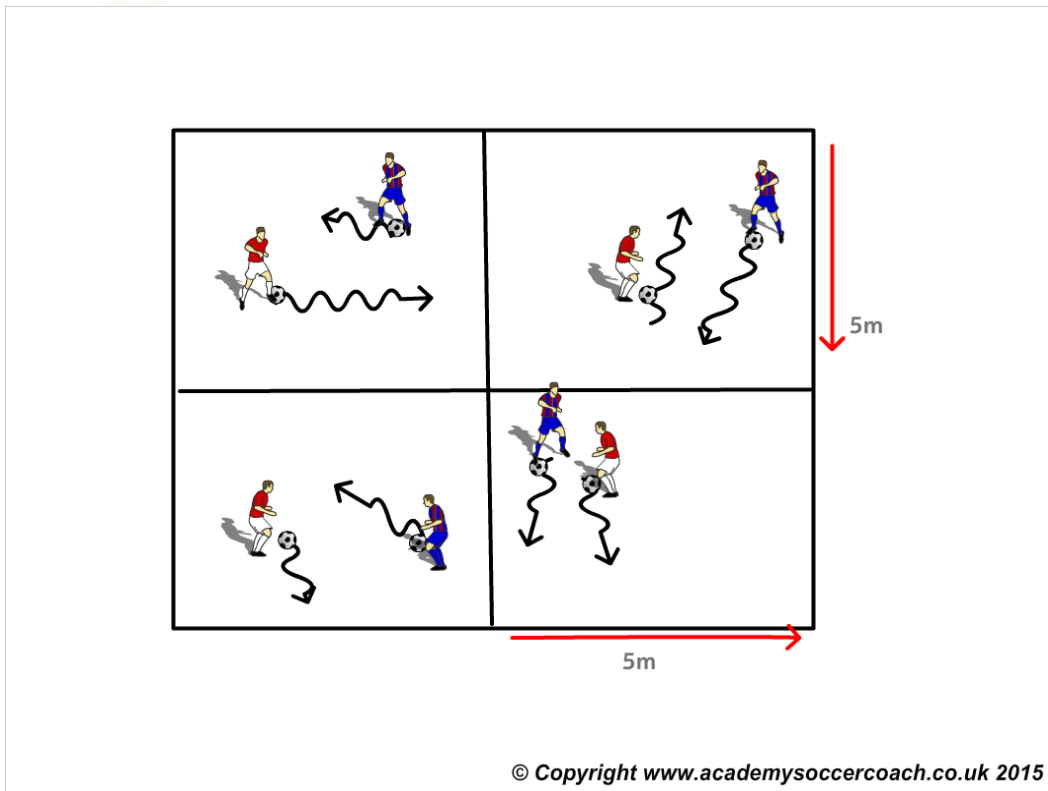
<b><u>Psychological</u></b>	<b><u>Technical</u></b>
Confidence Being safe	Dribbling Running with the ball
<b><u>Physical</u></b>	<b><u>Social</u></b>
A,B,C's Change of Direction	Listening Communicating Celebrating



# FUNdamentals practice plan – Week 11

## Station A

### General Movements



**General Movements:**  
**Organization:** A20x20m (divided to 4 areas of 5x5m) Balls, and 2 sets of different colour pinnies.  
**Procedure:** Every player has a ball in their own area. Players have to keep control of their ball and kick their opponents' ball out. If player's ball is kicked out, on return juggle for 2-5 times.

**Time frame. 8-10 minutes**

**Emphasis:**

Changing direction  
 Agility, Balance, Coordination  
 Awareness  
 FUN!

<p><b><u>Psychological</u></b>          Positive reinforcement          Confidence          Being safe</p>	<p><b><u>Technical</u></b>           N/A</p>
<p><b><u>Physical</u></b>          Eye-foot coordination          A'B'C's          Change of Direction</p>	<p><b><u>Social</u></b>          Peer Interaction          Problem Solving</p>



# FUNdamentals practice plan – Week 11

## Station B

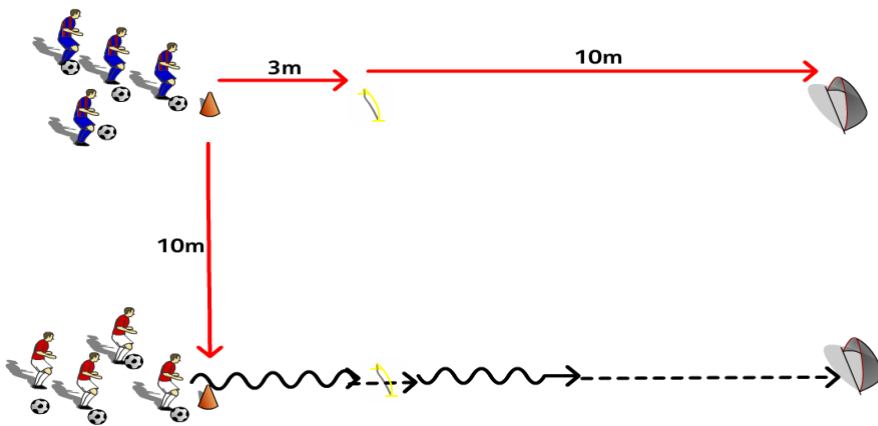
### Soccer Coordination



**Time frame. 8-10 minutes**

**Emphasis:**

Dribbling  
Changing direction/Speed  
Balance  
FUN!



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**Coordination:**

**Organization:** Hurdles, balls, and mini goals. Place two starting cones side by side 10 m apart. Set up a hurdle 3m in front of each starting cone, and there is a mini goal 10 m beyond each hurdle. Players line up in two equal sized team in front of each a starting cone, each have a ball.

**Procedure:** On the coach's signal, players dribble toward the hurdle, passes under the hurdle, jump over them, take the ball and finish on the goal. Players then run with their ball in back of the line.

**Variation:** Players can take off with right or left foot. They can also do quick feet before jumping.

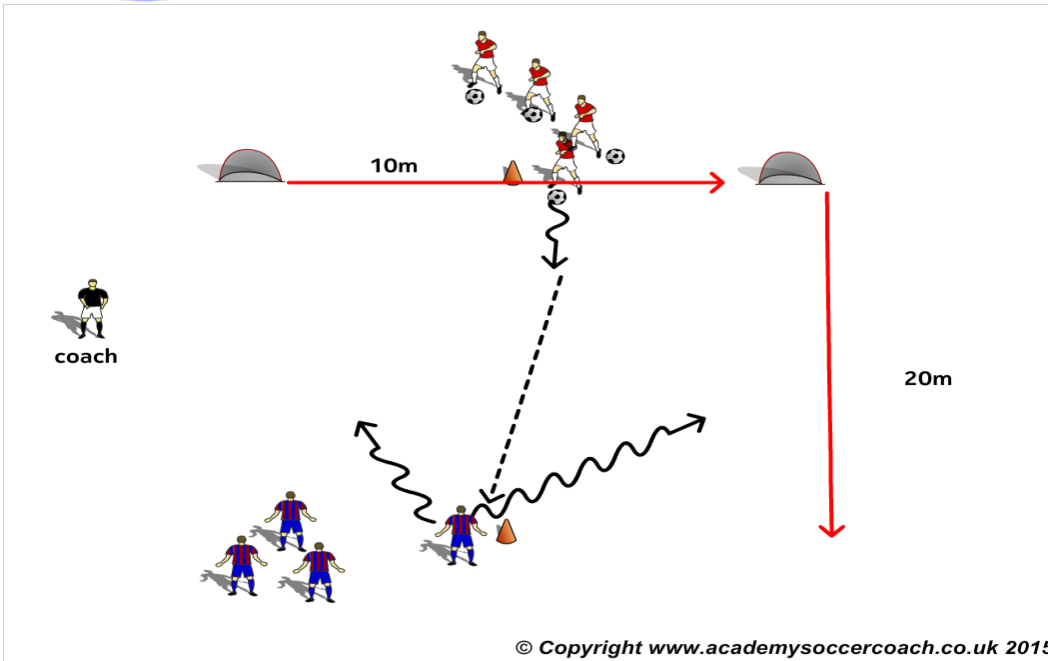
<b><u>Psychological</u></b>	<b><u>Technical</u></b>
Confidence Being safe	Dribbling Running with the ball
<b><u>Physical</u></b>	<b><u>Social</u></b>
A,B,C's Change of Direction	Listening Communicating Interacting with friends



# FUNdamentals practice plan – Week 11

## Station C

### Soccer technique – Dribbling



#### **Dribbling/faking**

**Organization:** Set up two mini goals 10m apart. Place a starting cone between two goals, and one cone 20 m in front of it. Players line up in two equal sized team at the starting cones. The players between the goals each have a ball.

**Procedure:** The first player between the goals dribbles onto the field, passes to the first player at the other cone and then became a defender. The receiver takes the ball forward and tries to score on either goal. If the defender wins the ball, he/she can counterattack on either goal.

**Time frame. 8-10 minutes**

**Emphasis:**

Dribbling  
1v1 attacking  
Change of speed  
Agility, Balance, Coordination  
**FUN!**

<p><b><u>Psychological</u></b> Positive reinforcement Confidence Being safe Fun</p>	<p><b><u>Technical</u></b> Dribbling Part of the foot Part of the ball Using both feet</p>
<p><b><u>Physical</u></b> Speed A,B,C's Change of Direction</p>	<p><b><u>Social</u></b> Listening Communicating Interaction with peers</p>



# FUNdamentals practice plan – Week 11

## Station D

### Small sided game with retreat line



Time frame. 8-10 minutes

Emphasis:

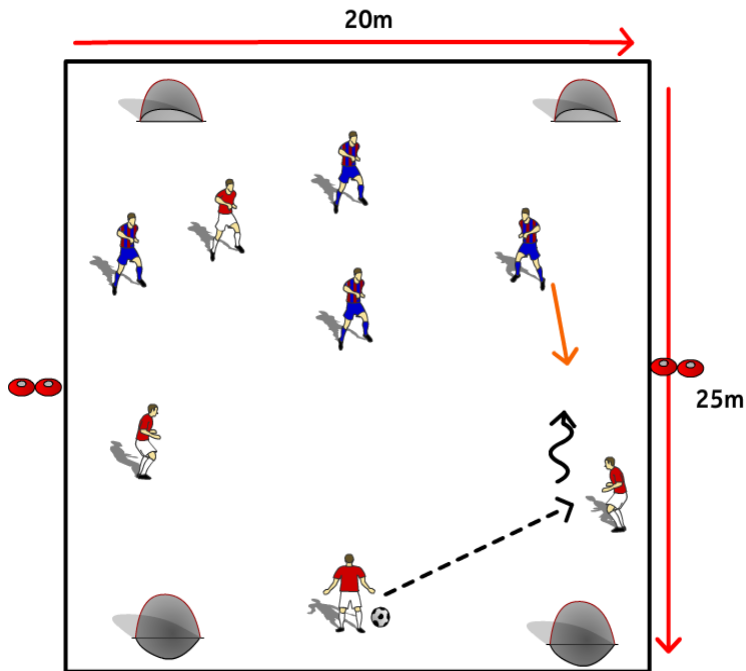
Dribbling

1v1

Changing direction/Speed

Imagination

**FUN!**



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4v4 small sided game with retreat line.

4 mini goals.

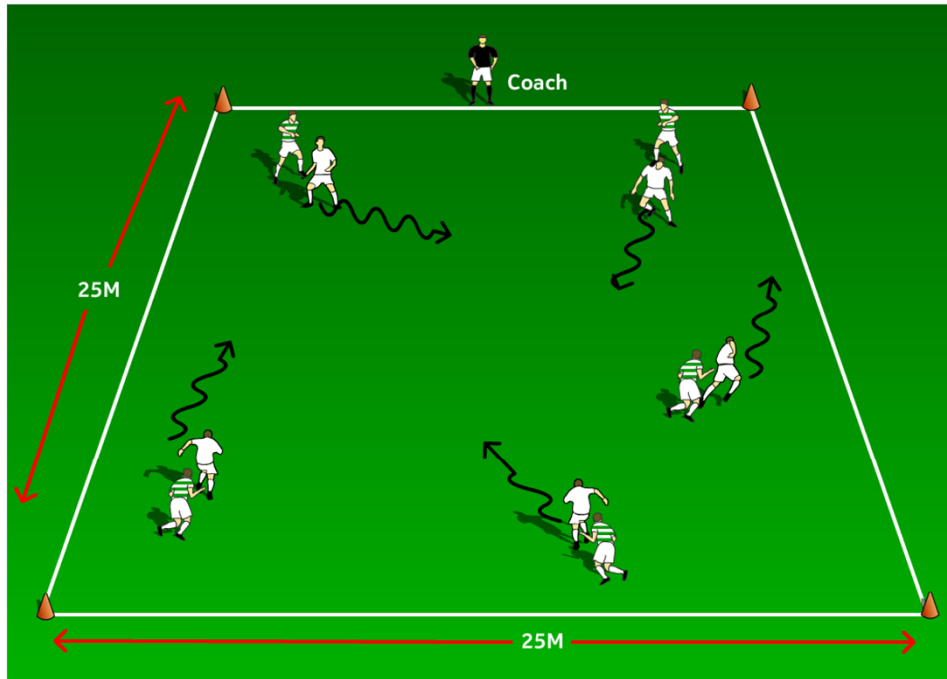
<p><b><u>Psychological</u></b> Fun Confidence Being safe Decision making</p>	<p><b><u>Technical</u></b> Passing Dribbling Shooting</p>
<p><b><u>Physical</u></b> Speed A,B,C's Change of Direction</p>	<p><b><u>Social</u></b> Listening Communicating Celebrating</p>





# FUNDamentals practice plan – Week 12

## Station A General Movements



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**Organization:** Players are placed into pairs in a 25m x 25m area.  
**Procedure:** 1 player becomes the leader and the 2nd player becomes the follower. Encourage the players to use different movements such as walking, running, jumping, rolling, running backwards and also sideways. After 30 seconds players switch.  
**Progression:** Each player has a ball.

**Time frame. 8-10 minutes**

### Emphasis:

- Listening
- Different types of running/movements
- Changing direction
- Agility, Balance, Coordination
- FUN!**

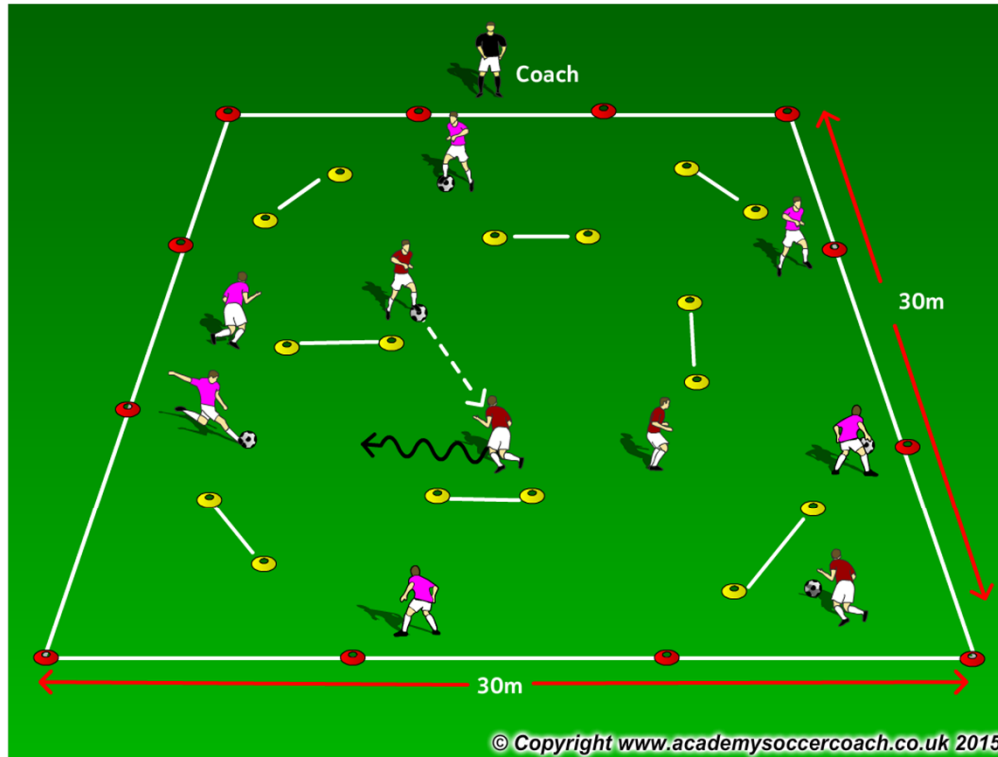
<b><u>Psychological</u></b>	<b><u>Technical</u></b>
Confidence Being safe	N/A
<b><u>Physical</u></b>	<b><u>Social</u></b>
A,B,C's Change of Direction	Listening Communicating Celebrating



## FUNdamentals practice plan – Week 12

### Station B

## Soccer Coordination – Passing and Receiving



**Organization:** Players are placed into 2s inside 30m x 30m area.  
**Procedure:** Players pass and move inside area. Focus should be on how the player passes and receives the ball.  
**Progression:** To make it fun/competitive for the players add gates into the area and on the command of "Shopping" players look to pass the ball through the gates. Each gate = 1 point, after 60 seconds pair with the most points wins the competition. Repeat game several times.

**Time frame. 8-10 minutes**

### **Emphasis:**

Passing - Receiving  
 Dribbling  
 Changing direction  
 Agility, Balance, Coordination  
 Imagination  
 Change of speed  
 FUN!

### **Psychological**

Confidence  
 Being safe

### **Technical**

Passing - Receiving  
 Dribbling  
 Running with the ball

### **Physical**

A,B,C's  
 Change of Direction

### **Social**

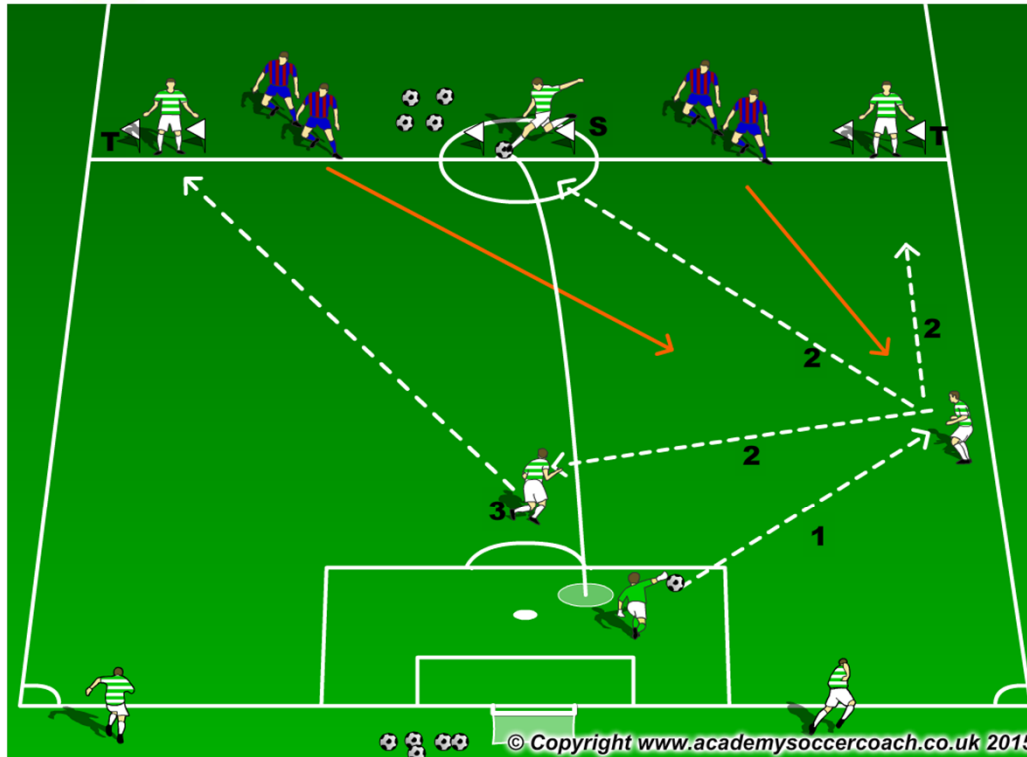
Listening  
 Communicating  
 Celebrating



## FUNdamentals practice plan – Week 12

### Station C

### Soccer Technique – 3v2 – Playing out



**Organization:** Players set up as above.

**Procedure:** S plays ball into the goalkeeper. The goalkeeper now looks to distribute the ball to one of his/her team mates. As soon as the player receiving the ball touches the ball the 2 strikers are released to pressure the ball. The team in possession now look to get the ball to T or S to score a point. If the Strikers win possession they head to goal. All players rotate through all positions.

**Time frame.8- 10 minutes**

### **Emphasis:**

Passing - Receiving

Changing direction

Agility, Balance, Coordination

Imagination

FUN!

### **Psychological**

Confidence

Being safe

Decision making

### **Technical**

Passing

Receiving

### **Physical**

A,B,C's

Change of Direction

### **Social**

Listening

Communicating

Celebrating



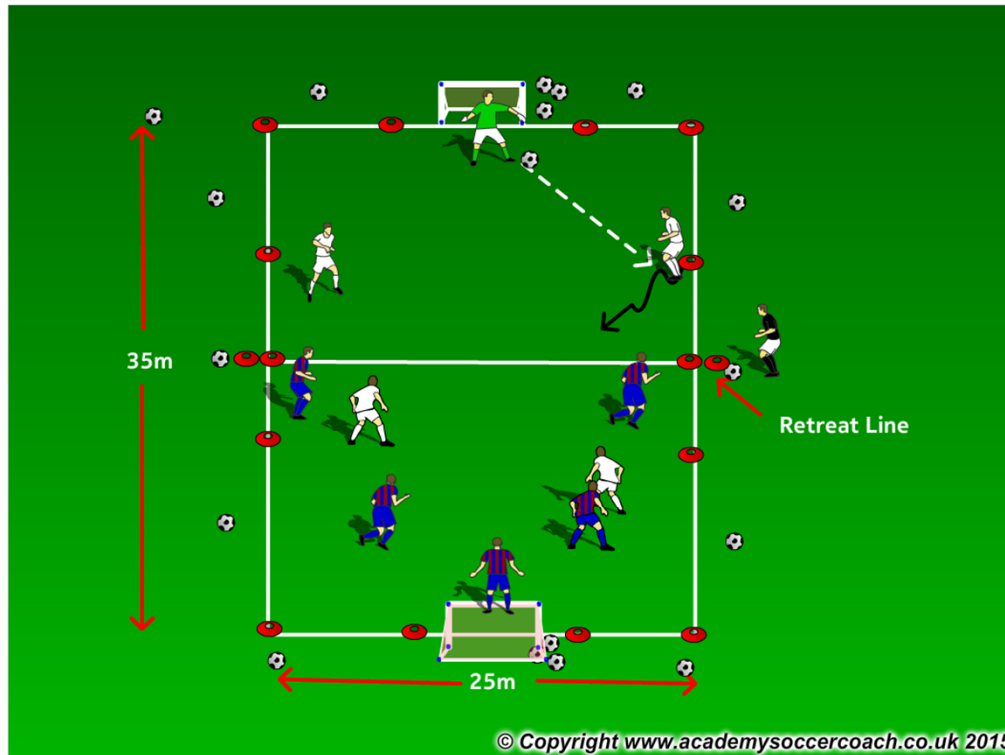
**FUNdamentals practice plan – Week 12**  
**Station D**  
**Small Sided Game – 5v5 with Retreat line**



**Time frame. 8-10 minutes**

**Emphasis:**

- Listening
- Running with the ball
- Passing
- Shooting
- Dribbling
- Team work
- Changing direction
- Agility, Balance, Coordination
- Imagination
- FUN!



**Organization:** Players play 5v5 on a 35m x 25m field. The Retreat line is located at the half way line.  
**Procedure:** Once the ball goes out for a goal kick or the goalkeeper has control of the ball the oppersition must retreat behind the retreat line. Once the player receives the pass from the goalkeeper the game is live.  
 If you have odd numbers you can have the extra player become a neutral player in the game.

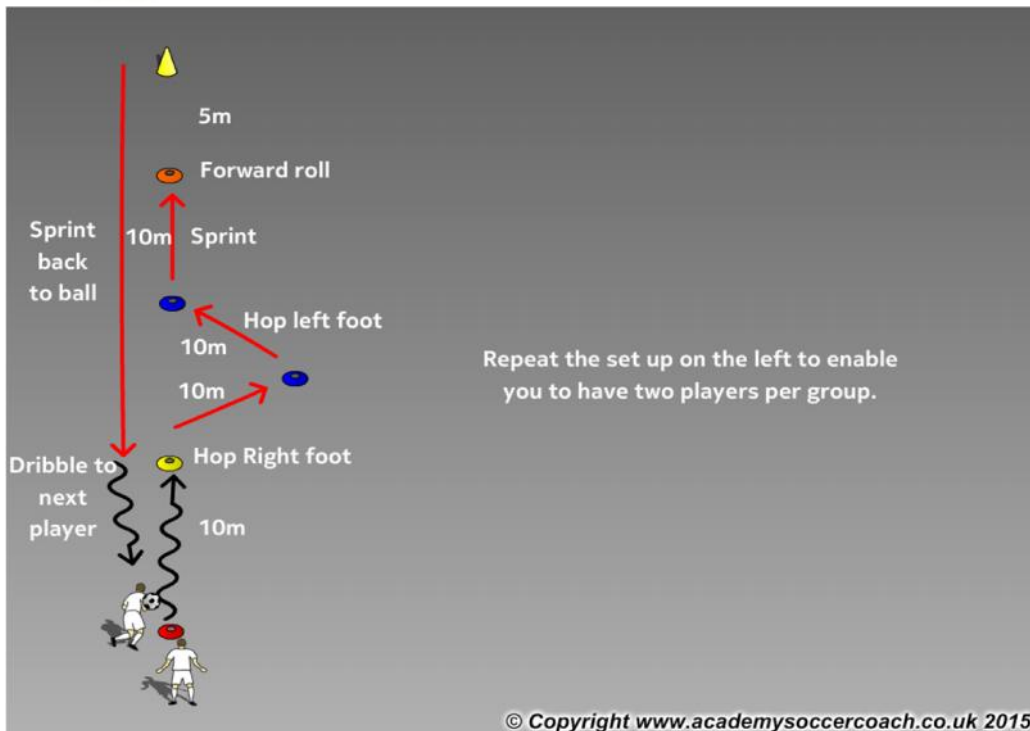
<p><b><u>Psychological</u></b>          Confidence          Being safe          Decision making</p>	<p><b><u>Technical</u></b>           Dribbling          Running with the ball</p>
<p><b><u>Physical</u></b>          A,B,C's          Change of Direction</p>	<p><b><u>Social</u></b>          Listening          Communicating          Celebrating</p>



## FUNdamentals practice plan – Week 13

### Station A

### General Movements



**Organization:** Players are placed in to pairs and are set up as shown above. Set up 4 - 5 stations to enable you to work with 8-10 players.

**Procedure:** Player dribbles from the red disk to the yellow disk and stops the ball. The player then hops on their right foot to the blue disk and then on their left foot to the next blue disk. The player then sprints to the orange disk and does a forward roll. They then sprint around the yellow cone and back to the ball. They dribble the ball to the next player who then goes. Repeat or change to allow for different variations of movements.

Time frame. 8-10 minutes

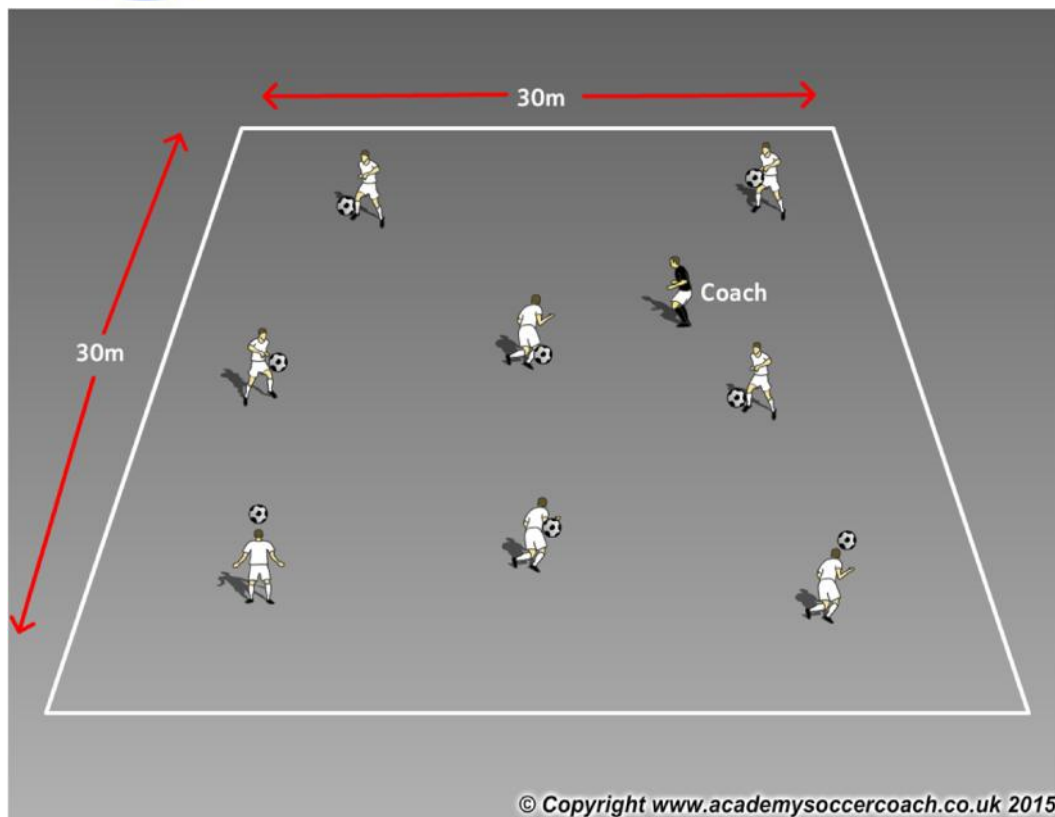
Emphasis:

Changing direction  
Agility, Balance, Coordination  
FUN!

<p><b><u>Psychological</u></b> Positive reinforcement Confidence Being safe</p>	<p><b><u>Technical</u></b>  Dribbling</p>
<p><b><u>Physical</u></b> Agility, Balance Change of Direction Speed</p>	<p><b><u>Social</u></b> Listening Communicating Celebrating</p>



**FUNdamentals practice plan – Week 13**  
**Station B**  
**Soccer Coordination**



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**Organization:** Players are placed inside a 30m x 30m area all with a ball.  
**Procedure:** Players are asked to juggle the ball using any part of their body. Coaches can also challenge the players. I.e. can you go right foot, left foot? Can you go right foot, left foot, right thigh, left thigh? Coaches can also set each player individual challenges to meet the individual needs of the player.

**Time frame. 8-10 minutes**

**Emphasis:**

Juggling  
Control  
Balance  
FUN!

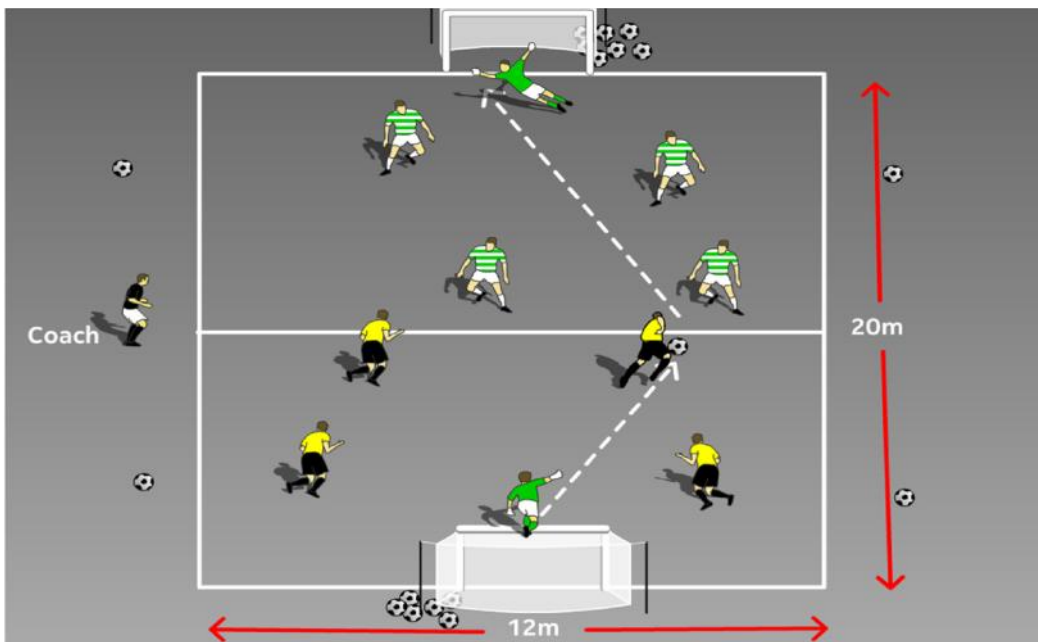
<b><u>Psychological</u></b> Confidence Being safe Individual Goals	<b><u>Technical</u></b>  Juggling Control
<b><u>Physical</u></b>  A,B,C's Change of Direction	<b><u>Social</u></b> Listening Communicating Interacting with friends



## FUNdamentals practice plan – Week 13

### Station C

### Soccer technique – Shooting



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**Organization:** Players are placed into 2 teams of 4 or 5 in a field 20m x 12m as shown above.

**Procedure:** Players must stay within their own half of the field. Once the gk gets the ball players move to receive the ball, once they receive the ball they look to get a shot at goal as fast as possible. There should be more shooting than passing.

**Progress to allowing 1 player from each team to play within the opponents half if ability and time permits. Players must be getting success.**

Time frame. 8-10 minutes

Emphasis:

Shooting  
Receiving  
Goalkeeping  
Agility, Balance, Coordination  
**FUN!**

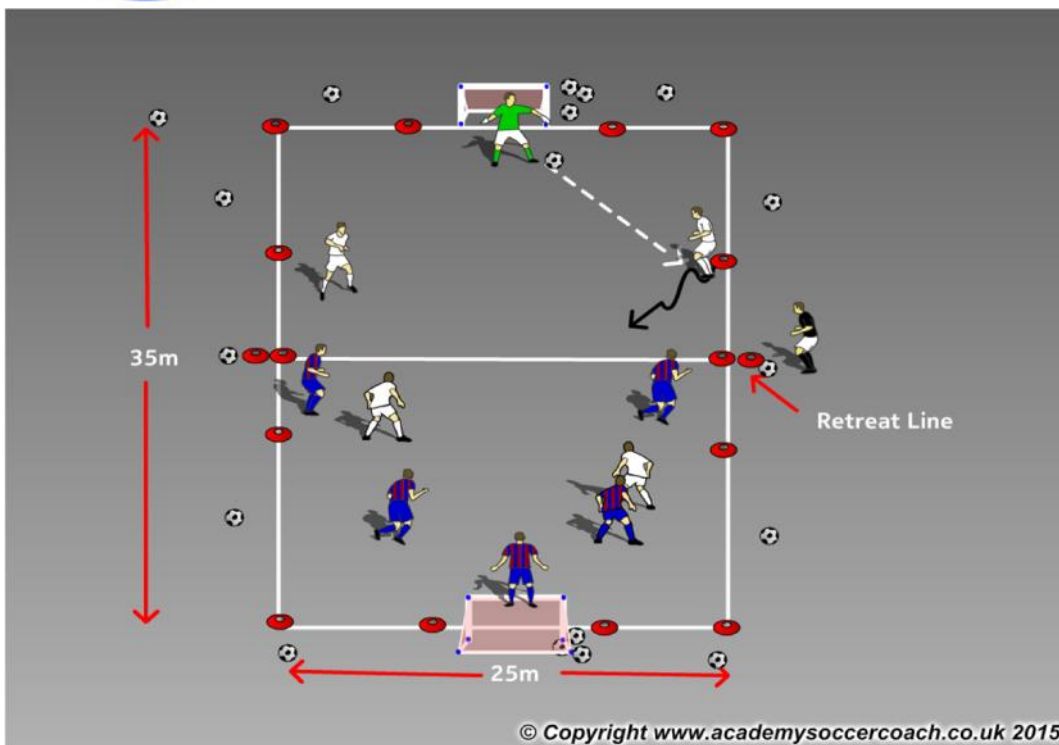
<p><b><u>Psychological</u></b> Positive reinforcement Confidence Being safe Fun</p>	<p><b><u>Technical</u></b> Shooting Part of the foot Part of the ball Using both feet</p>
<p><b><u>Physical</u></b> Speed A,B,C's Change of Direction</p>	<p><b><u>Social</u></b> Listening Communicating Interaction with peers</p>



# FUNdamentals practice plan – Week 13

## Station D

### Small sided game with retreat line



**Organization:** Players play 5v5 on a 35m x 25m field. The Retreat line is located at the half way line.

**Procedure:** Once the ball goes out for a goal kick or the goalkeeper has control of the ball the opposition must retreat behind the retreat line. Once the player receives the pass from the goalkeeper the game is live.

If you have odd numbers you can have the extra player become a neutral player in the game.

Time frame. 8-10 minutes

Emphasis:

Dribbling

1v1

Shooting

Changing direction/Speed

Imagination

FUN!

<p><b><u>Psychological</u></b> Fun Confidence Being safe Decision making</p>	<p><b><u>Technical</u></b> Passing Dribbling Shooting</p>
<p><b><u>Physical</u></b> Speed A,B,C's Change of Direction</p>	<p><b><u>Social</u></b> Listening Communicating Celebrating</p>

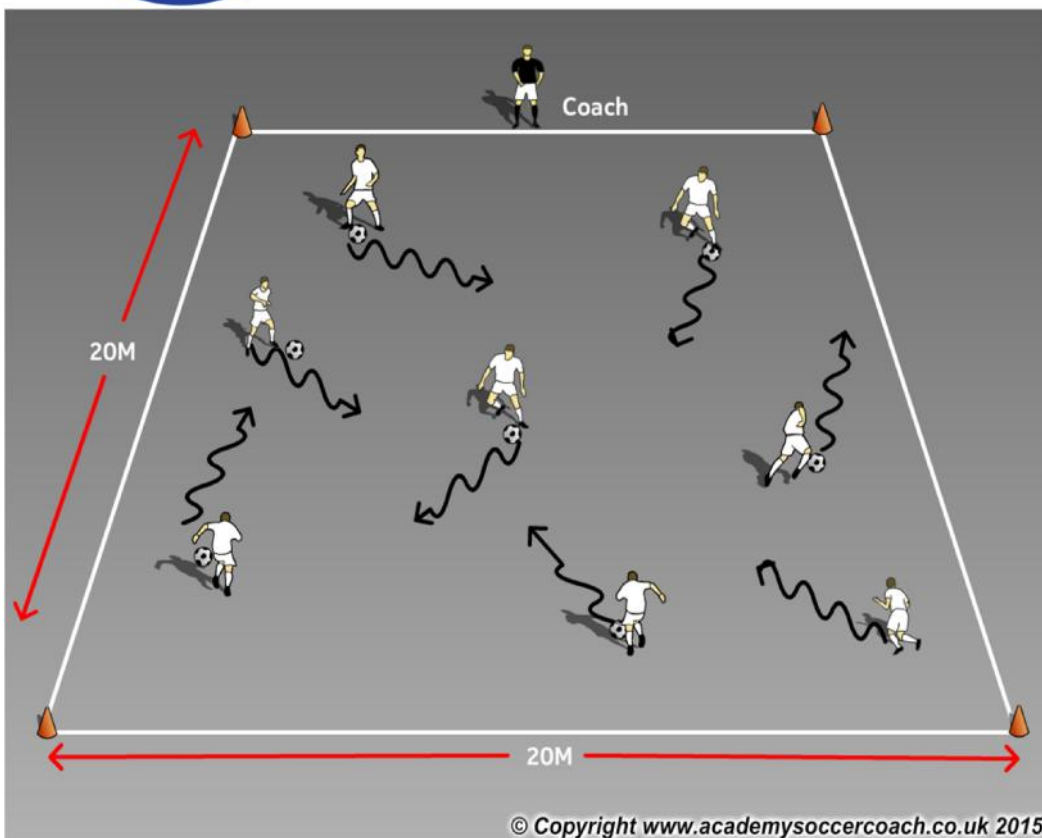




## FUNdamentals practice plan – Week 14

### Station A

### General Movements – Body breaks



**Organization:** 20m x 20m area. Each player has a soccer ball.  
**Procedure:** Players dribble inside the area. The coach calls out a body part and the player must stop the ball and place the correct body part on the ball. The coach calls go for the players to dribble again.

Time frame. 8-10 minutes

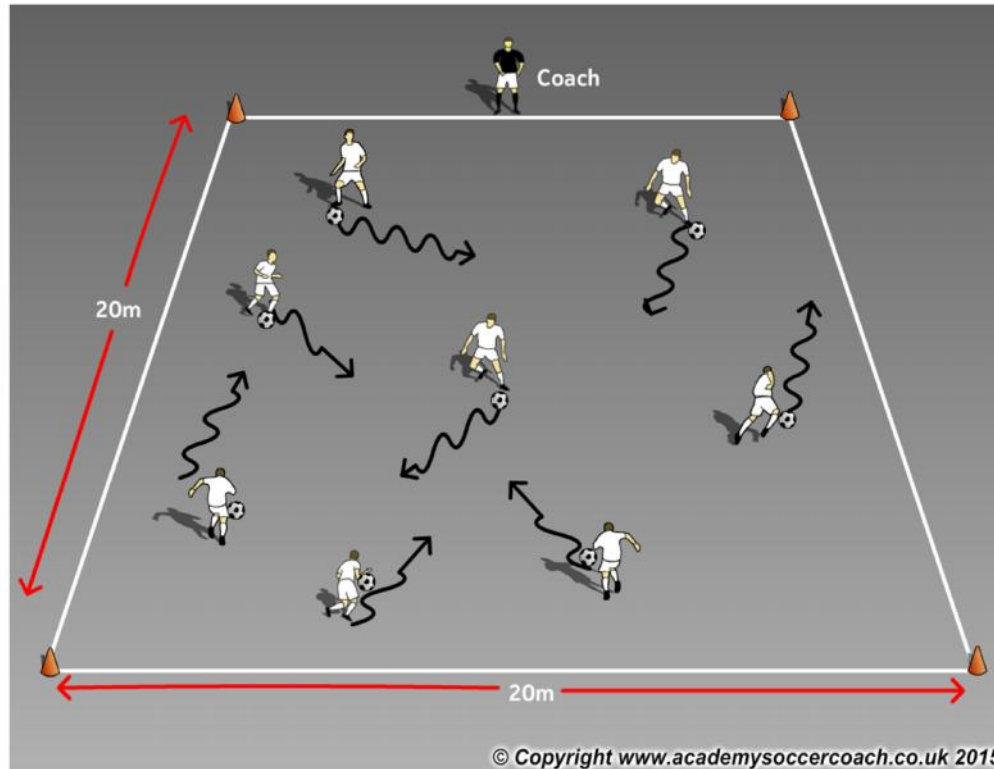
### Emphasis:

Changing direction  
Agility, Balance, Coordination  
Dribbling  
FUN!

<b><u>Psychological</u></b> Positive reinforcement Confidence Being safe	<b><u>Technical</u></b>  Dribbling
<b><u>Physical</u></b> Agility, Balance Change of Direction Speed	<b><u>Social</u></b> Listening Communicating Celebrating



**FUNdamentals practice plan – Week 14**  
**Station B**  
**Soccer Coordination – Tag Tails**



**Organization:** Inside a 20m x 20m area each player tucks a pinnie down the back of their shorts which becomes the player's tail; each player also has a soccer ball.

**Procedure:** On the coach's command, all players move around the grid and try to grab as many "tails" as they can from other players. If your tail is taken you do 3 jumping jacks, place your tail back in your shorts and continue to play.

**Time frame. 8-10 minutes**

**Emphasis:**

Dribbling  
 Control  
 Balance  
 A,B,C'S  
 FUN!

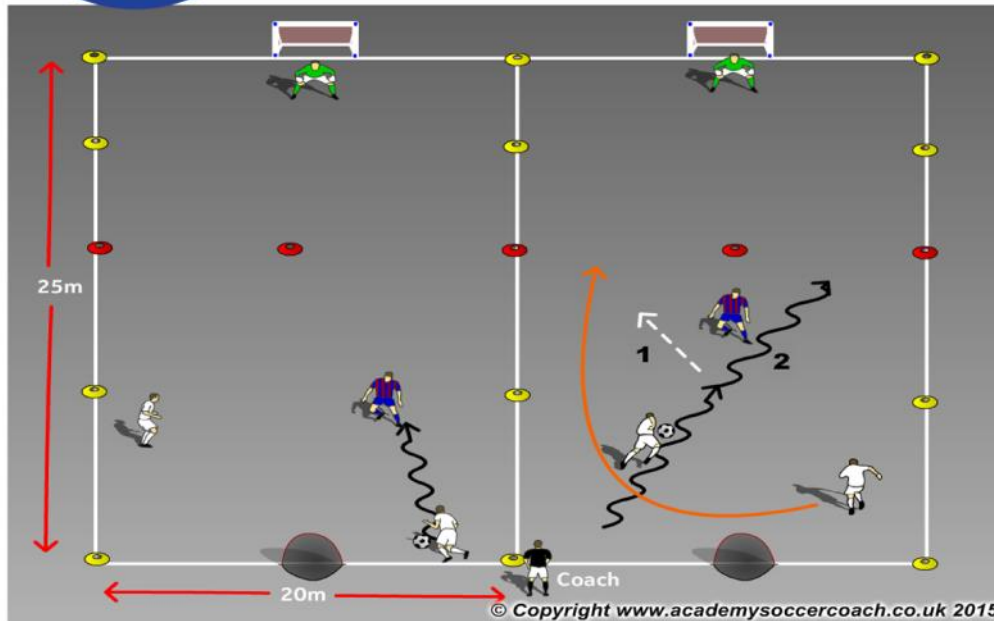
<p><b><u>Psychological</u></b>            Confidence            Being safe            Individual Goals</p>	<p><b><u>Technical</u></b>            Juggling            Control</p>
<p><b><u>Physical</u></b>            A,B,C's            Change of Direction</p>	<p><b><u>Social</u></b>            Listening            Communicating            Interacting with friends</p>



## FUNdamentals practice plan – Week 14

### Station C

### Soccer technique – 2v1 to goal



**Organization:** Players are placed into groups of 4 and set up as shown above in a 20m x 20m channel.

**Procedure:** The 2 attackers start with the ball with the objective to beat the defender and then score past the goalkeeper. The Defender can only defend in the area in front of the red cones. Once the attackers are passed the cones they are 2v1 with the goalkeeper. If the defender wins possession of the ball they attempt to score in the pug net below.

Ask the players to figure different ways out to beat the defender. In the example above we see the attacker running at the defender with the supporting player overlapping. The player in possession of the ball now has two options, dribble or pass.

Rotate the defender after each completion.

Time frame. 8-10 minutes

Emphasis:

Dribbling

Passing

Shooting

Decision making

FUN!

#### Psychological

Positive  
reinforcement  
Confidence  
Decision making  
Fun

#### Technical

Dribbling  
Passing  
Shooting  
Defending

#### Physical

Speed  
A,B,C's  
Change of Direction

#### Social

Listening  
Communicating  
Interaction with peers



## FUNdamentals practice plan – Week 14

### Station D

### Small sided game – 3v3 to neutral players



Time frame. 8-10 minutes

Emphasis:

1v1

Possession

Changing direction/Speed

Imagination

**FUN!**



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**Organization:** Players are organized into 2 teams of 3 with 2 neutral players inside a 30m x 20m playing area.

**Procedure:** Players play 3v3 with the aim of getting the ball to a neutral player. Once they have the ball to one neutral player for them to score another goal they attempt the ball to the other neutral player. As the coach allow the players to play with minimal stoppages. Change neutral players every few minutes.

#### Psychological

Fun  
Confidence  
Being safe  
Decision making

#### Technical

Passing  
Dribbling  
Receiving

#### Physical

Speed  
A,B,C's  
Change of Direction

#### Social

Listening  
Communicating  
Celebrating



## FUNDamentals practice plan – Week 15

### Station A

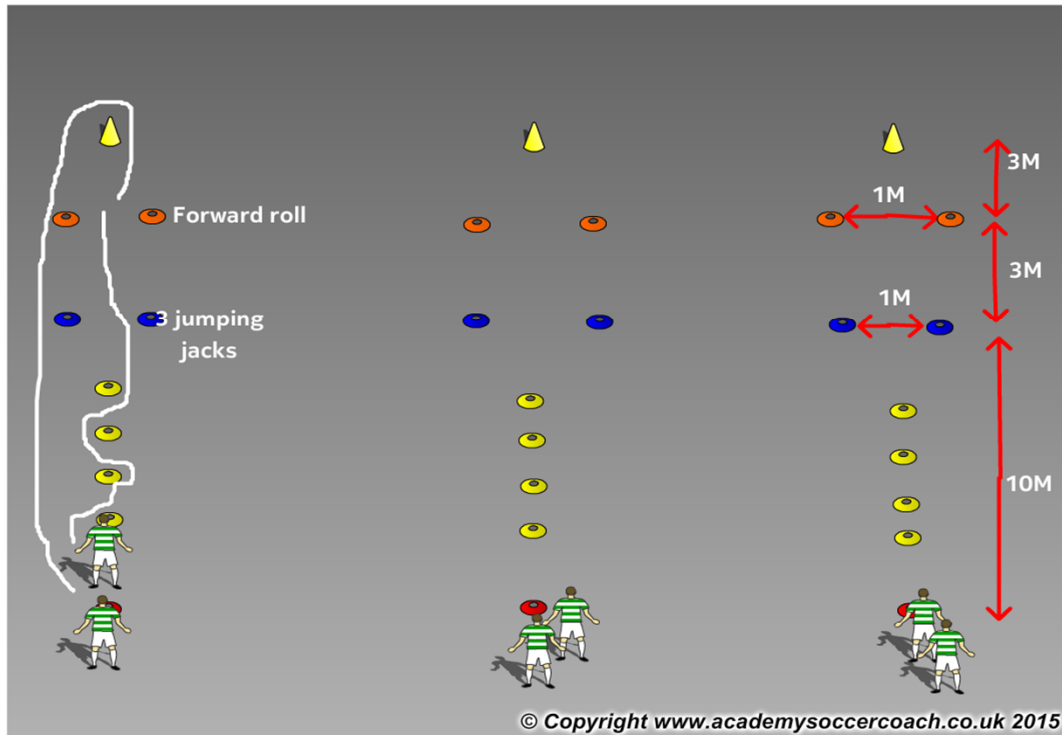
### General Movements – Relay Races



**Time frame. 8-10 minutes**

**Emphasis:**

Changing direction  
Agility, Balance, Coordination  
FUN!



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**Organization:** Players are placed into 2 or 3s.  
**Procedure:** The 1st player runs in and out of the yellow cones and then sprints to the blue gate. The player performs 3 jumping jacks and then runs backwards to the orange cones where they perform a forward roll. They then run around the end yellow cone and sprint straight back to the start, give their partner a high 5 and then the next player goes. Players waiting perform jumping jacks.

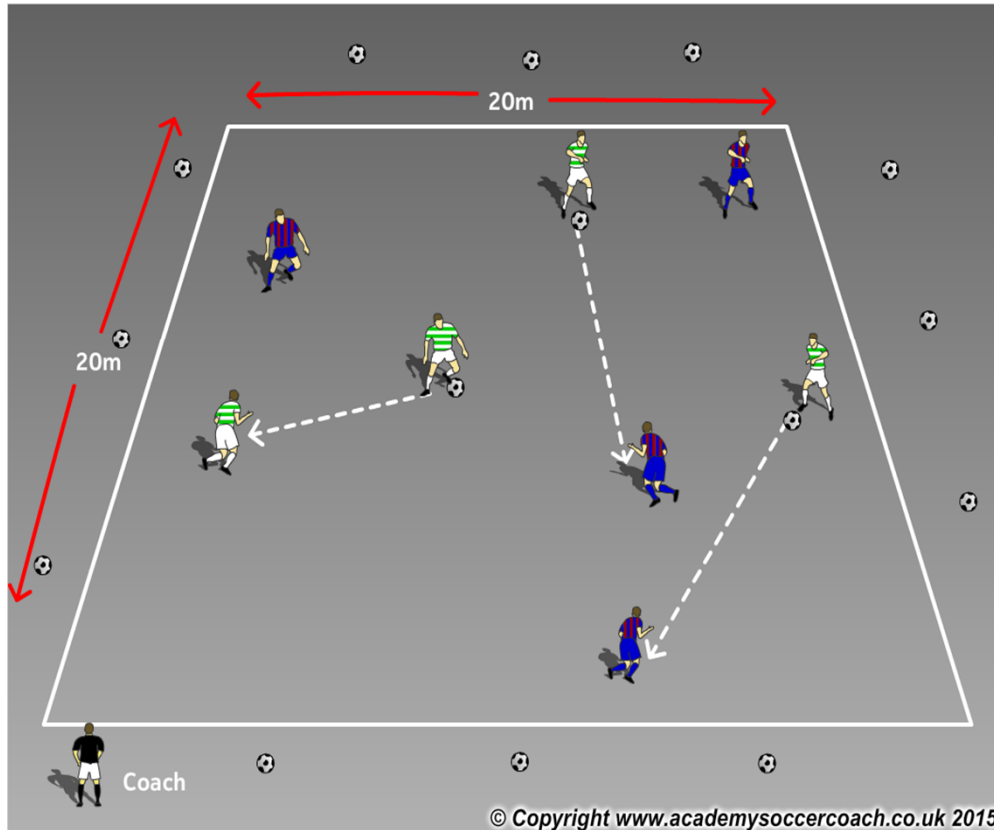
<p><b><u>Psychological</u></b> Positive reinforcement Confidence Being safe</p>	<p><b><u>Technical</u></b>  N/A</p>
<p><b><u>Physical</u></b> Agility, Balance Change of Direction Speed</p>	<p><b><u>Social</u></b> Listening Communicating Celebrating</p>



## FUNdamentals practice plan – Week 15

### Station B

### Passing and Receiving



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**Organization:** 2 teams of players, 1/2 players with a ball. Use a 20m x 20m area  
**Procedure:** Players pass the ball using various surfaces of the foot and receiving with various surfaces of the foot. Encourage quick passes, accuracy and pace.

Time frame. 8-10 minutes

### Emphasis:

Passing  
 Receiving  
 Balance  
 A,B,C'S  
 FUN!

#### Psychological

Confidence  
 Being safe  
 Individual Goals

#### Technical

Passing  
 Receiving

#### Physical

A,B,C's  
 Change of Direction

#### Social

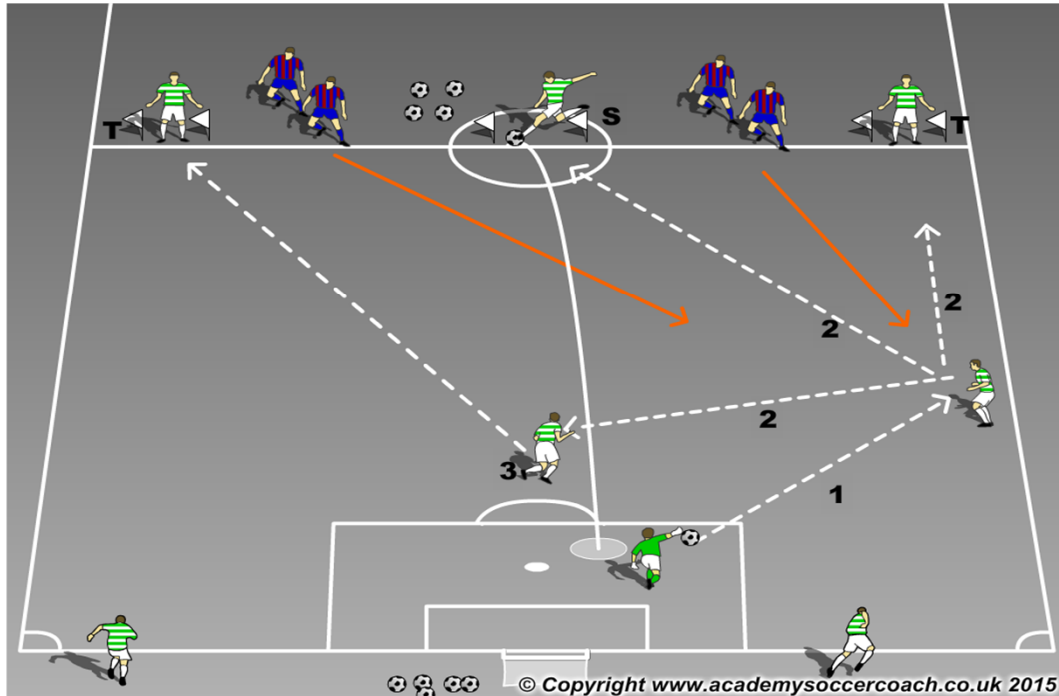
Listening  
 Communicating  
 Interacting with friends



## FUNdamentals practice plan – Week 15

### Station C

## Soccer technique – Playing out from the Goalkeeper



**Organization:** Players set up as above.  
**Procedure:** S plays ball into the goalkeeper. The goalkeeper now looks to distribute the ball to one of his/her team mates. As soon as the player receiving the ball touches the ball the 2 strikers are released to pressure the ball. The team in possession now look to get the ball to T or S to score a point. If the Strikers win possession they head to goal. All players rotate through all positions.

Time frame. 8-10 minutes

### Emphasis:

Dribbling  
 Passing  
 Decision making  
 FUN!

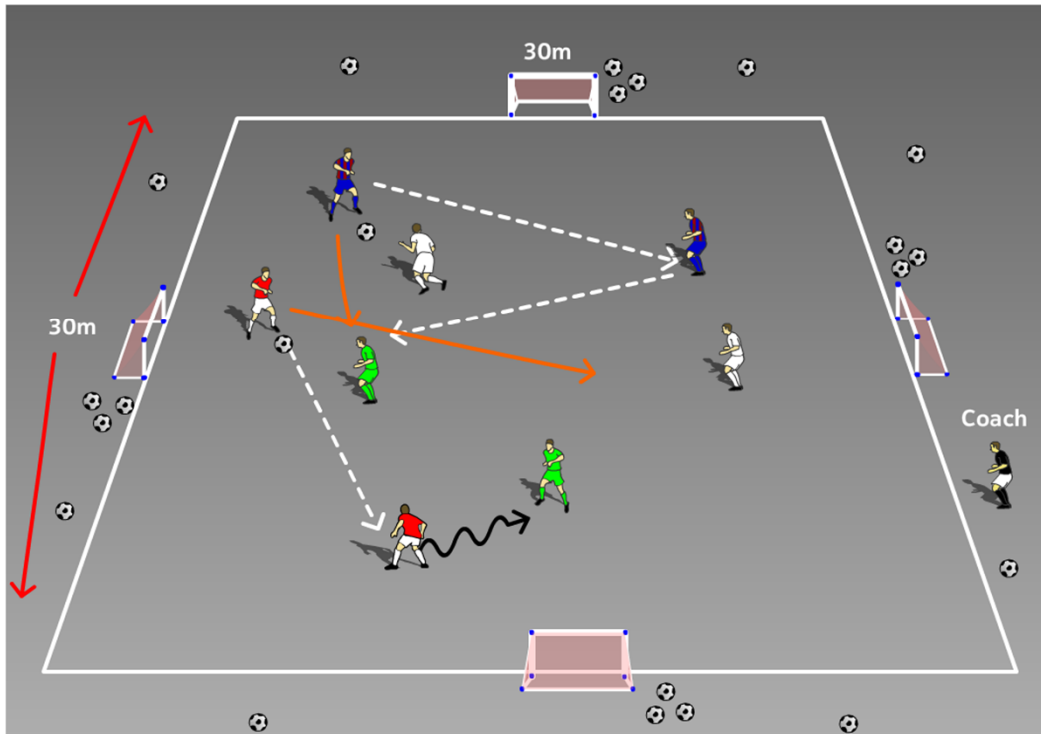
<p><b><u>Psychological</u></b>          Positive reinforcement          Confidence          Decision making          Fun</p>	<p><b><u>Technical</u></b>          Dribbling          Passing          Defending</p>
<p><b><u>Physical</u></b>          Speed          A,B,C's          Change of Direction</p>	<p><b><u>Social</u></b>          Listening          Communicating          Interaction with peers</p>



## FUNdamentals practice plan – Week 15

### Station D

### Small sided game – Two 2v2 games on the same field



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**Organization:** 4 teams of 2 players are placed on to a field 30mx30m.  
**Procedure:** Players play two games of 2v2 with one game being played in one direction and the other game being played in the opposite direction. Players are now placed in to a game situation that will enable them to make decisions based on what is happening around them.

**Time frame. 8-10 minutes**

**Emphasis:**

Passing  
 Receiving  
 Attacking/Defending  
 Decision making  
 FUN!

<p><b><u>Psychological</u></b>            Fun            Confidence            Being safe            Decision making</p>	<p><b><u>Technical</u></b>            Passing            Receiving            Attacking/Defending</p>
<p><b><u>Physical</u></b>            Speed            A,B,C's            Change of Direction</p>	<p><b><u>Social</u></b>            Listening            Communicating            Celebrating</p>





**FUNdamentals practice plan – Week 16**  
**Station A**  
**General Movements – Ball familiarity**



**Time frame. 8-10 minutes**

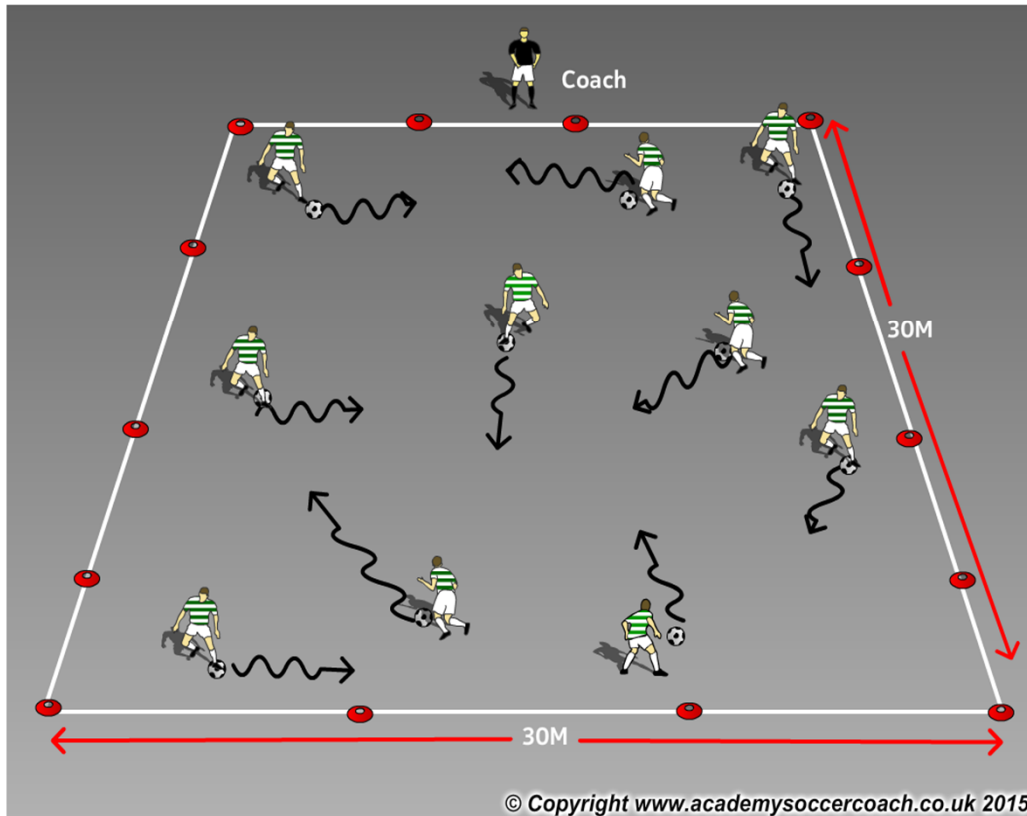
**Emphasis:**

Dribbling

Changing direction

Agility, Balance, Coordination

FUN!



**Organization:** Players dribble freely inside 30m x 30m area.  
**Procedure:** Players are asked to express them self's and be creative by attacking space and showing different moves. On coaches command players will perform different touches on the ball, for example Toe Taps.

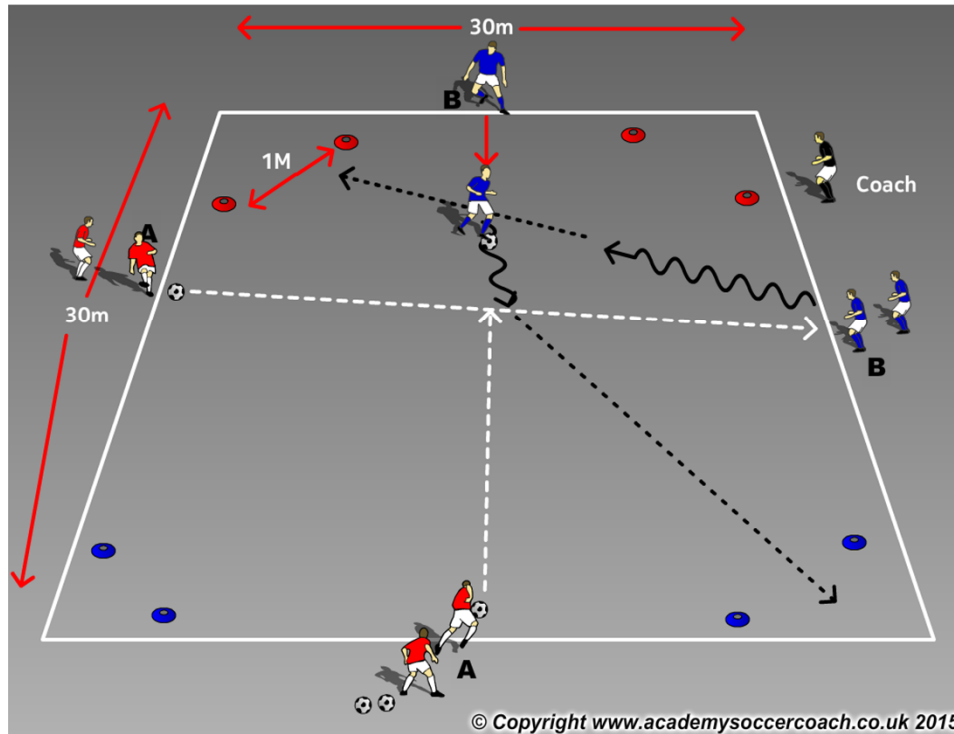
<p><b><u>Psychological</u></b>          Positive reinforcement          Confidence          Being safe</p>	<p><b><u>Technical</u></b>           Dribbling</p>
<p><b><u>Physical</u></b>          Agility, Balance          Change of Direction          Speed</p>	<p><b><u>Social</u></b>          Listening          Communicating          Celebrating</p>



## FUNdamentals practice plan – Week 16

### Station B

### 1v1 to goals – 2 games at once



**Organization:** Area is 30m x 30m with 1 goal in each corner, 1m in width.  
**Procedure:** Player A's plays the pass to player B's on the opposite side of the area. Player B attempts to dribble past player A and dribble through one of the goals. If player A takes the ball away from play B he/she then tries to dribble the ball through any of the goals. Keep rotating the service so that all players are attackers. 2 1v1 games are happening at the same time  
**Progression:** Players progress to play 2v2 if success is being achieved.

Time frame. 8-10 minutes

### Emphasis:

Passing  
 Receiving  
 Balance  
 A,B,C'S  
 FUN!

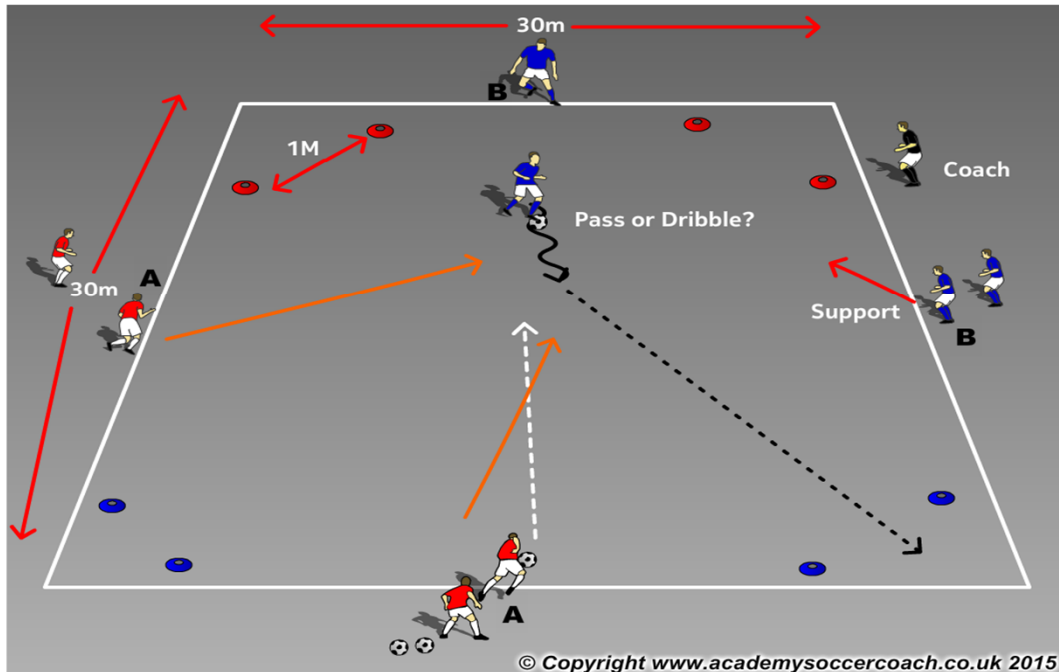
<p><b><u>Psychological</u></b>            Confidence            Being safe            Individual Goals</p>	<p><b><u>Technical</u></b>            Passing            Receiving</p>
<p><b><u>Physical</u></b>            A,B,C's            Change of Direction</p>	<p><b><u>Social</u></b>            Listening            Communicating            Interacting with friends</p>



## FUNdamentals practice plan – Week 16

### Station C

### Soccer technique – 2v2



**Organization:** Area is 30m x 30m with 1 goal in each corner, 1m in width.  
**Procedure:** Player A plays the pass to player B on the opposite side of the area. Player B on the side now comes in as support and the second Player A now comes in as another defender. Players now play 2v2. Player B attempts to dribble past player A and dribble through the blue goals. If player A takes the ball away from player B he/she then tries to dribble the ball through the red goals. Keep rotating the service so that all players are attackers. Players are now asked to make decisions - Do I dribble or pass?

Time frame. 8-10 minutes

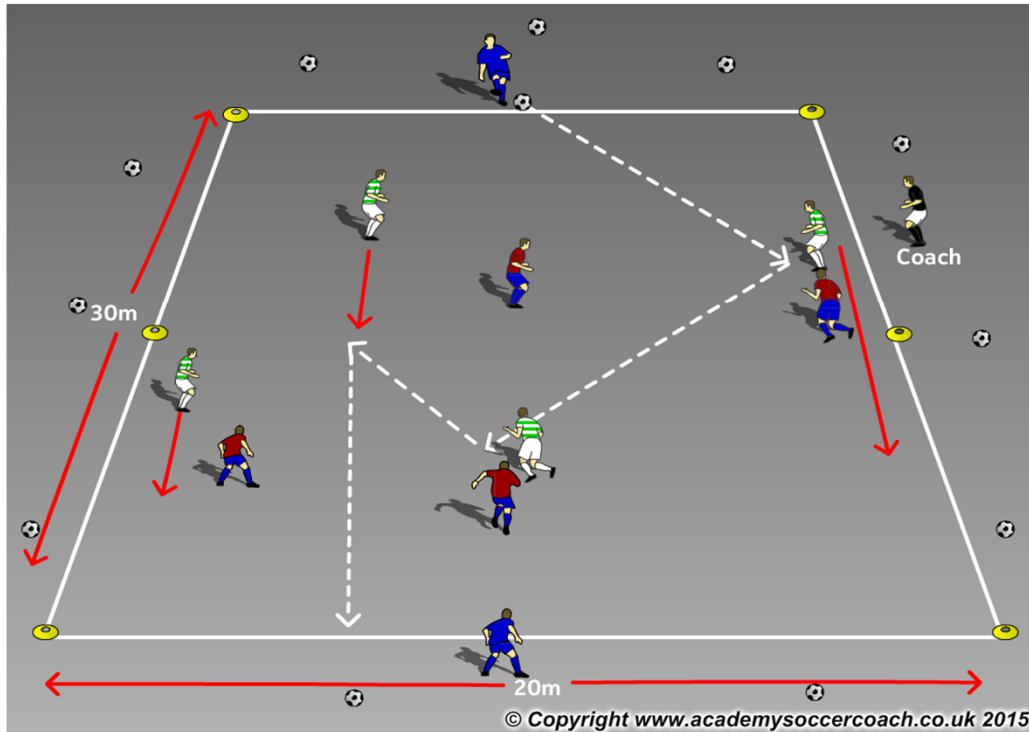
Emphasis:

Dribbling  
 Passing  
 Decision making  
 FUN!

<p><u>Psychological</u>          Positive reinforcement          Confidence          Decision making          Fun</p>	<p><u>Technical</u>          Dribbling          Passing          Defending</p>
<p><u>Physical</u>          Speed          A,B,C's          Change of Direction</p>	<p><u>Social</u>          Listening          Communicating          Interaction with peers</p>



**FUNdamentals practice plan – Week 16**  
**Station D**  
**Small sided game – 4v4 to Target players**



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**Organization:** Players are organized into 2 teams of 4 with 2 neutral players inside a 30m x 20m playing area.  
**Procedure:** Players play 4v4 with the aim of getting the ball to a neutral player. Once they have the ball to one neutral player for them to score another goal they attempt the ball to the other neutral player. As the coach allow the players to play with minimal stoppages. Change neutral players every few minutes.

**Time frame. 8-10 minutes**

**Emphasis:**

- Passing
- Receiving
- Attacking/Defending
- Decision making
- FUN!**

<p><b><u>Psychological</u></b>          Fun          Confidence          Being safe          Decision making</p>	<p><b><u>Technical</u></b>          Passing          Receiving          Attacking/Defending</p>
<p><b><u>Physical</u></b>          Speed          A,B,C's          Change of Direction</p>	<p><b><u>Social</u></b>          Listening          Communicating          Celebrating</p>

# TMSC House League Rules

TMSC BELIEVES THAT EVERY PLAYER DESERVES  
THE BEST POSSIBLE SOCCER EXPERIENCE.





## TMSC House League Rules

### 1. The Field of Play

U5 – Micro	approx. 15m x 20m, goals are approx. 1.2m high x 3.6m wide
U6 – Micro	approx. 20m x 30m, goals are approx. 1.2m high x 3.6m wide
U7-U10 – Mini	approx. 30m x 40m, goals are approx. 1.8m high x 5.4m wide
U12 – Intermediate	approx. 40m x 60m, goals are approx. 2.1m high x 6.3m wide
U15/U18 – Full	approx. 50m x 70m, goals are approx. 2.4m high x 7.2m wide

*Refer to Field Diagrams for additional details.*

**Note:** For the purposes of these rules, the units “yard (yd)” and “meter (m)” are considered to be equal and are to be approximated by one adult pace or step.

### 2. The Ball

U5/U6	Size 3
U7-U10	Size 4
U12	Size 4
U15/U18	Size 5

### 3. The Duration of the Game

U5	1 x 20min straight time.
U6	1 x 25min straight time.
U8	1 x 20min with 5 min half time.
U10	2 x 25min with 5 min half time.
U12	2 x 30min with 5 min half time.
U15	2 x 40min with 5 min half time.
U18	2 x 45min with 5 min half time.

**Fair Play Code:** In the event that there are player shortages or extreme heat, the coach from either team may approach the referee prior to the start of the game and request an additional 2 min. water break be given mid-way through the half.

## 4. The Number of Players

- U5** 3v3 or 4v4\* with no goalkeeper.
- U6** 4v4 one of which is to be a goalkeeper.
- U7-U10** 7v7 one of which is to be a goalkeeper.
- U12** 9v9 one of which is to be a goalkeeper.
- U15/U18** 11v11 one of which is to be a goalkeeper.

\* U5 ideally play 3v3, but allow 4v4 if required so that not more than half of the players are sitting out at any time.

**Fair Play Code:** If a team has less than the required number of players then the coaches are encouraged to make arrangements to either share players or play with an equal number of players on the field.

## 5. Substitutions

### U6 and younger

Unlimited substitutions may be made at any stoppage in the game. Substitutions should be made in coordination with the other team.

### U8 and Older

Unlimited field player substitutions are permitted at the following times:

- Throw-in – the team that has possession may sub (other team may piggy back)
- After a goal is scored – subs allowed by either team
- During a goal kick – subs allowed by either team
- Start of 2nd half – subs allowed by either team
- To replace an injured player (at the discretion of the Referee) – injured player may be subbed

Goalkeepers are only to be substituted at half time or if they suffer an injury.

### Substitution Procedure

At an appropriate stoppage in play, the coach is to address the referee and request a substitution. The referee will confirm permission to make the substitution. The referee may choose to disallow a substitution at any time and for any reason.



## 6. The Players’ Equipment

- Players must not use equipment or wear anything that may pose a danger to themselves, or another player.
- No jewellery is allowed (except Medical Alert bracelets).
- Headbands or elastics must be soft material and contain no metal or hard plastic.
- Any casts or braces are to be brought to the attention of the referee before the start of the match in order that they are inspected by the referee. The referee may require additional cover or may deem the cast/brace to be a hazard and the player as ineligible to play.
- Each player is required to wear shin guards. Guards are to be covered by socks.
- Metal studded cleats are not allowed.
- Each team’s uniform is to consist of jersey, socks and matching shorts.
- Shorts are to be standard mid-thigh soccer shorts (tights or bathing suit bottoms are not allowed).
- Each player is to wear a team jersey with a unique number. If there is a conflict with jersey colours then the home team will change (if they have 2 different colour jerseys), or wear pinnies.
- Any exceptions to the rules are to be discussed in advance with the referee.

## 7. The Start and Restart of the Ggame

### Definition of Kick-Off

A kick-off is a way of starting or restarting play:

- At the start of a match
- After a goal has been scored
- At the start of the second half

### THE Ball in and out of play

Goal lines and Touch lines

### The Ball is OUT of play when:

- It has wholly crossed the field markings (lines/ cones), whether on the ground or in the air.
- Play has been stopped by the Referee.

### The Ball is is in play at other times, including when:

- It rebounds into play from a goal-post, a cross- bar, or a corner flag post, and remains in the field of play.
- It rebounds off the referee, where applicable, when they are on the field of play

## 8. The Method of scoring

A goal is scored when the whole of the ball has crossed over the goal line between the goal posts and under the cross- bar.

When goal posts are not available and cones are used instead, a goal is scored when the ball passes between the cones without touching them, below 5 feet.

The Referee shall be the sole judge as to whether a goal has been scored.

If, at any time during the match, one of the teams has amassed a 5 goal lead, then they are to play with 1 player less than the opposing team until the lead has been reduced to less than 5 goals, at which point they will return to playing with equal numbers.

## 9. Offside

There is NO offside in the U6, U7, U8 or U10 small-sided game.

## 10. Fouls and misconduct

The Game Leader must attempt to explain ALL infringements to the offending player. Remember most acts of handball or fouls and misconduct at this level are caused by a lack of coordination, with no intent.

### Slide tackling

Slide tackling is not allowed and an offence is punished by awarding the opposing team a direct free kick from the location of the offence.

### U8 and Younger

All free kicks are indirect. Play is restarted when the ball is kicked or passed. The ball must be stationary before it is kicked. A goal may not be scored from an indirect free kick until another player has touched the ball. All opposing players are to be a minimum of 6m award from the position of the ball.

### Ejection from the Game

If an ejection occurs (player receives either 2 yellow cards in one match, or a direct red card) then the referee is to complete an Incident Report and submit it to the referee coordinator immediately following the game.

## 11. Free kicks

All free kicks are indirect.

## 12. Penalty Kicks

There are no penalty kicks in the U6, U7 or U8 small-sided game.

## 13. Throw-ins & Kick-ins

### U10 and older

A throw-in is used to restart play for U10 and older.

### U8 and younger

A kick-in is used to restart play for U8 and younger.  
A goal cannot be scored directly from a kick-in.

### Kick-in Procedure

The ball is placed on the touchline at the location it went out of play. The ball is to be stationary and on the ground. The ball is passed in to play. The kicker cannot touch the ball again until it has been touched by another player. All opposition players are to be a minimum of 6yd away from the kicker.

### U6 and younger

Field markings are to be corner flags and cones. Boundaries are to be explained but can be less tightly controlled than older age groups.

A throw-in or dribble is a method of restarting play.

A throw-in is awarded to the opponents of the player who last touched the ball when the whole of the ball crosses the touch line, either on the ground or in the air.

A goal cannot be scored directly from a thrown-in.

## 14. Goal Kick

A goal kick or dribble in is awarded when the whole of the ball passes over the goal line either on the ground or in the air, having last touched a player of either team, and a goal has not been scored.

### The “Retreat Line”

The Ontario Soccer Association has introduced the “Retreat Line” to allow mini soccer players more time and space to make initial plays after restarts of play that begin with the goalkeeper. For all games other than full field (11v11) play, the opposing team is to be positioned beyond the retreat line (refer to Field Diagrams) on a goal kick or after the goalkeeper has made a save. The goalkeeper kicks the ball into play and the opposing team cannot advance beyond the retreat line until: the ball has been touched by another player; or the ball has advanced beyond the retreat line. The goalkeeper can choose to play the ball before the players have fully retreated. If the goalkeeper plays the ball before the players have fully retreated then the ball is considered to be immediately “in play”.

## 15. Additional Information

### Parents and Spectators

Refer to the published Field Diagrams for the location of the designated player and spectator areas. Players, coaches, and spectators are required to stay back a minimum of 2m from the edge of the field.

Parents/guardians for children under 8 years old are expected to remain near the field (but in the designated spectator areas) at all times. Parents/guardians for children under 8 years old who fail to comply with this rule may be subject to de-registration.

### Tournament and Festival Rules

Tournaments and Festivals will be organized for divisions at various times. Tournament specific rules will be published in advance and where there is a conflict with these rules, the tournament specific rules will be given precedence.

### Fair Play Code

All house league games are to be governed by a Fair Play Code which emphasizes sportsmanship, and the safety, wellbeing, and enjoyment of the player above all other concerns.

Every house league player is entitled to receive fair playing time. Rule of thumb: coaches shall ensure that every able-bodied player is on the field for at least 50% of a game (for example 25min of a 50min game). Players also need to be given adequate rest and hydration breaks during a game to ensure their safety, therefore no player is to play more than 80% of a game (for example 40min of a 50min game). Exceptions to this rule are for the goalkeeper who may play the full game, to account for player shortages, and to account for any injuries or fitness concerns.

Coaches, parents, players, and spectators are encouraged to keep in mind that the governing principles behind recreational sport are: Fun, Fitness, and Fair Play. The actual score in an individual match is not a good indicator of success. As such, no league standings are kept and the results of any individual match should not be over-emphasized.

### Incident Reporting

Any events that involve behavior that contravenes the TMSC Policies or significant breaches of the TMSC Codes of Conduct should be reported in writing. An Incident Report form (available online) is to be completed and submitted to the Referee Coordinator.

# Appendix

**POLICIES AND PROCEDURES**

**CODE OF CONDUCT**

**CONCUSSION INFORMATION**

**SEVERE WEATHER POLICY**

**TMSC CLUB MAPS & FIELD DIAGRAMS**

**TMSC COMMUNICATION TREE**





## **Code of Conduct for Coaches and Managers**

The following code of conduct applies to any coach or team official involved in Tillsonburg Soccer Club’s programs.

**A Coach or Manager must abide by the following Standards of Behaviour:**

### **1. Physical safety and health of athletes**

- Ensure that training or competition site is safe at all times
- Be prepared to act quickly and appropriately in case of emergency
- Avoid placing athletes in situations presenting unnecessary risk or that are beyond their level
- Strive to preserve the present and future health and well-being of athletes

### **2. Coaching responsibly**

- Make wise use of authority of position and make decisions in the interest of athletes
- Foster self-esteem among athletes
- Avoid deriving personal advantage for a situation or decision
- Know one’s limitations in terms of knowledge and skills when making decisions, giving instructions or taking action
- Honour commitments, word given, and agreed objectives
- Maintain confidentiality and privacy of personal information and use it appropriately

### **3. Integrity in relations with others**

- Avoid situations that may affect objectivity or impartiality of coaching duties
- Abstain from all behaviours considered to be harassment or inappropriate relations with an athlete
- Always ensure decisions are taken equitably

### **4. Respect**

- Ensure that everyone is treated equally, regardless of age, ancestry, colour, race, citizenship, ethnic origin, place of origin, language, creed, religion, athletic potential, disability, family status, marital status, gender identity, gender expression, sex, and sexual orientation
- Preserve the dignity of each person in interacting with others
- Respect the principles, rules, and policies in force

### **5. Honouring sport**

- Strictly observe and ensure observance of all regulations
- Aim to compete fairly
- Maintain dignity in all circumstances and exercise self-control
- Respect officials and accept their decisions without questioning their integrity

## Code of Conduct Contract

It is the objective of the Tillsonburg Soccer Club, supported by team coaches and officials to provide a safe program for all players to participate in, enjoy and enhance their skills.

### **THE TILLSONBURG SOCCER CLUB IS A STRONG SUPPORTER OF, AND HAVE ADOPTED THE ‘ZERO TOLERANCE’ POLICY OF BOTH THE OSA AND EMSA.**

1. Team coaches and officials shall conduct themselves at all times in a proper manner so as to not bring the game into disrepute. High standards of personal conduct and fair play shall be maintained at all times.
2. Team coaches and officials shall be responsible to abide by the playing rules as set out by all governing bodies.
3. Communicate with players, parents/guardians to ensure all understand, support and abide by the playing rules and codes of acceptable conduct.
4. Decisions of game officials will be accepted absolutely by players and team coaches/officials.
5. Game officials are not to be verbally and/or physically abused in any manner whatsoever by coaches, players, parents/guardians and/or team’s supporters.
6. Abusive or foul language by coaches, players, parents/guardians or spectators will not be tolerated.
7. Violent conduct will not be tolerated
8. The team Head Coach is responsible for ensuring that the above rules are understood and abided by supporting coaching staff and managers.
9. The team Head Coach will abide by the TMSC Tobacco Free Policy and will inform all team officials, parents and guardians of the policy.

Team coaches or officials are expected to inform the League of breaches of this Code of Conduct and Sportsmanship.

I acknowledge that I have read the above Code of Conduct and Sportsmanship and will respect and abide by its rules. I understand that any breach in these rules will result in disciplinary action through TMSC and/or EMSA.

---

NAME OF HEAD COACH

---

HEAD COACH SIGNATURE

---

TEAM NAME

---

AGE GROUP



## Concussion Procedure and Protocol

### What is a concussion?

A concussion is a neurologic injury which causes a temporary disturbance in brain cells that comes from and is the result of an extreme acceleration or deceleration of the brain within the skull. The common misconception is that you must be hit in the head to cause a concussion injury – this is not true! Because a concussion is the result of acceleration or deceleration of the brain, a concussion can happen with a significant blow to anywhere on the body, provided sufficient acceleration/deceleration is transmitted to the brain tissue. If the head or face is struck, there may be no other visible signs of a brain injury. It can cause changes in the brain that may not be seen in a CT scan or X-Ray. Balance, reaction time and cognitive skills can also be impacted.

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

Symptoms of a concussion range from mild to severe and can last for or appear within hours, days, weeks, or even months. In some cases there may be no symptoms at all. If you suspect a concussion, or notice any of the symptoms listed below, contact your doctor immediately. In severe cases, proceed to an Urgent Care Centre or Emergency Room immediately.

#### Visible Symptoms

- Loss of consciousness or responsiveness
- Loss of motion / slow to rise
- Unsteady on feet / balance issues
- Grabbing / clutching head
- Dazed, vacant or blank look
- Vomiting
- Disoriented
- Bleeding from nose / ears
- Sensitivity to light
- Unequal pupils (eye)
- Seizures or convulsions
- Deteriorating conscious state

#### No-Visible Symptoms

- Confusion / disorientation
- Complaints of pain / headache
- Complaints of dizziness / nausea
- Complaints of fuzzy / blurred vision
- Inability to concentrate
- Easily upset / angered (emotional)
- Nervous / anxious
- Tired / sleeping more or less than usual
- Complaints of tingling / burning feeling in arms & legs
- Trouble falling asleep
- Memory loss – unable to remember events leading up to incident

\* Please note that complaints of neck pain should be addressed immediately as a head injury may also result in a neck / spinal injury.

## TMSC Emergency Protocol – Player Concussion

A player showing any signs/symptoms of a concussion must be removed from play immediately. All Coaches/Trainers are required to be familiar with the use of this tool and follow the Club’s protocol without question. The player is not to re-enter the game or practice. A Match official may communicate their concerns with other team players, or technical staff.

- In the event of a loss of consciousness call 911 for assistance immediately. Do not move the player unless absolutely necessary for safety reasons.
- Ensure that a member of the team staff stays with the player.
- Notify any family members immediately if they are present.
- The player must be evaluated by a physician prior to returning to play. Documentation from the physician is required. Average recovery period is 10 -14 days, but can sometimes longer.

### Return to Play Stages Protocol

This is a multi-part process that requires supervision from the player’s health care provider at each stage.

<b>1. Limited activity</b>	Physical and cognitive rest
<b>2. Light aerobic exercise</b>	Walking, swimming, cycling
<b>3. Sport specific exercise</b>	Light running skills, no heading
<b>4. Non contact training drills</b>	Passing / movement
<b>5. Full contact practice</b>	Normal training cycle
<b>6. Return to play</b>	Normal game play

\* A minimum of 24 hrs is required between each stage. Any recurrence of symptoms requires the player to return to the previous level. Coaches, Assistant Coaches, Managers and Trainers are not authorized to oversee Return to Play processes.

### Caution

TMSC is committed to providing a safe environment for all players regardless of age and gender. It is, however, ultimately the responsibility of the teammate, technical staff or parent to ensure that appropriate professional care is provided to players in the event of injury. In the event of a concussion diagnosis, premature return to play can result in serious and sometimes permanent injury, particularly in the event of a second impact. Parents should seek ongoing medical evaluation for the benefit of the player’s long term health and safety.

## **Severe Weather Policy**

In general, games and training will proceed rain or shine. Participants are responsible to check the weather report and dress appropriately.

The safety of the participants is the primary concern when considering whether or not to modify, delay, or cancel a game or training session. Extreme heat or the presence of lightning, hail, torrential rain, freezing rain, or extremely high winds may all pose safety concerns.

### **Decision Makers**

During or prior to beginning a training session, the coach or team manager is the main decision maker regarding whether to modify, delay, or cancel training due to severe weather.

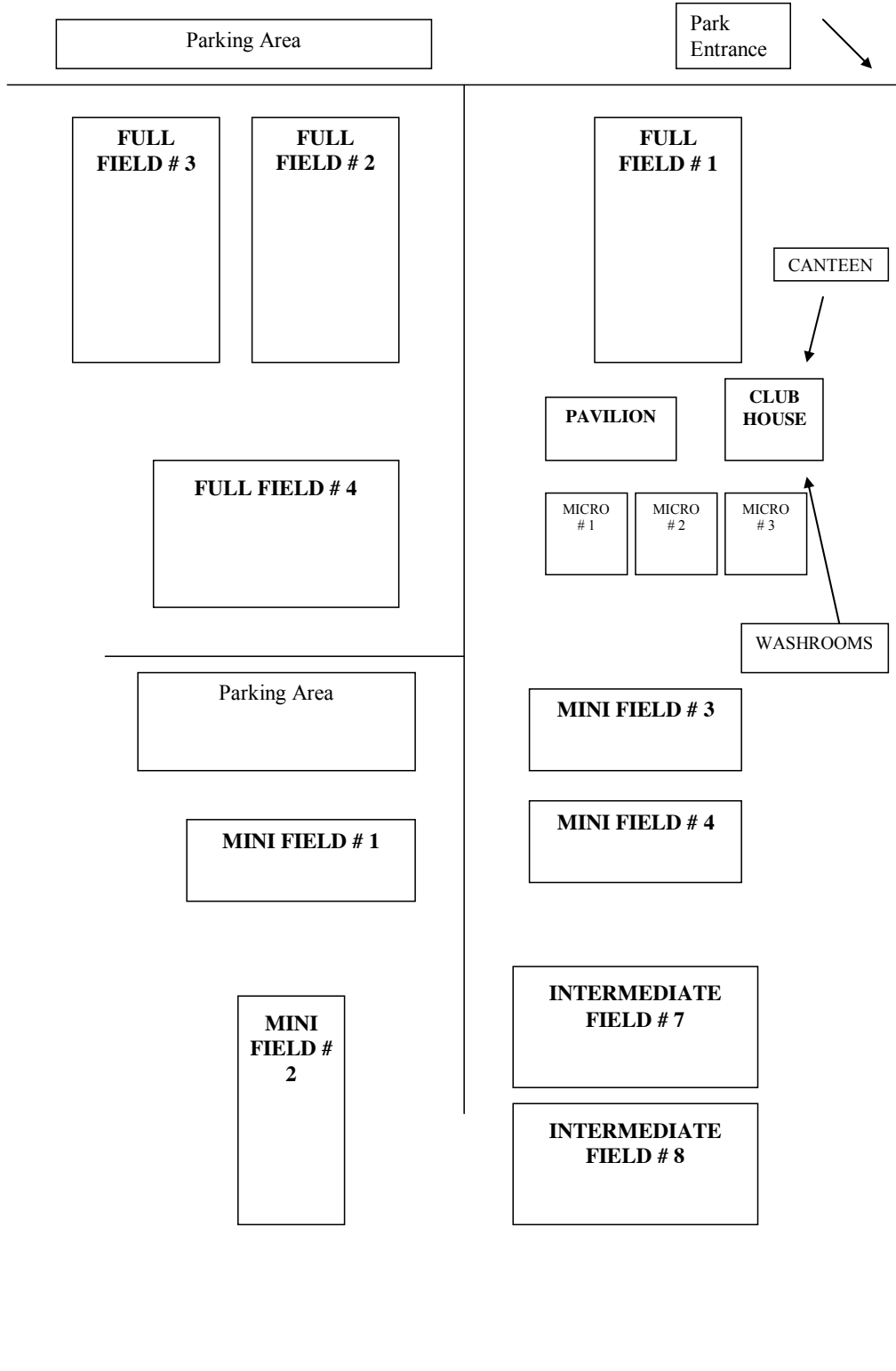
During or prior to beginning a league game, the referee is the main decision maker regarding whether to modify, delay, restart, or cancel a match due to severe weather. Teams will be directed to take proper shelter and must remain at the venue until the referee restarts the game or declares a postponement.

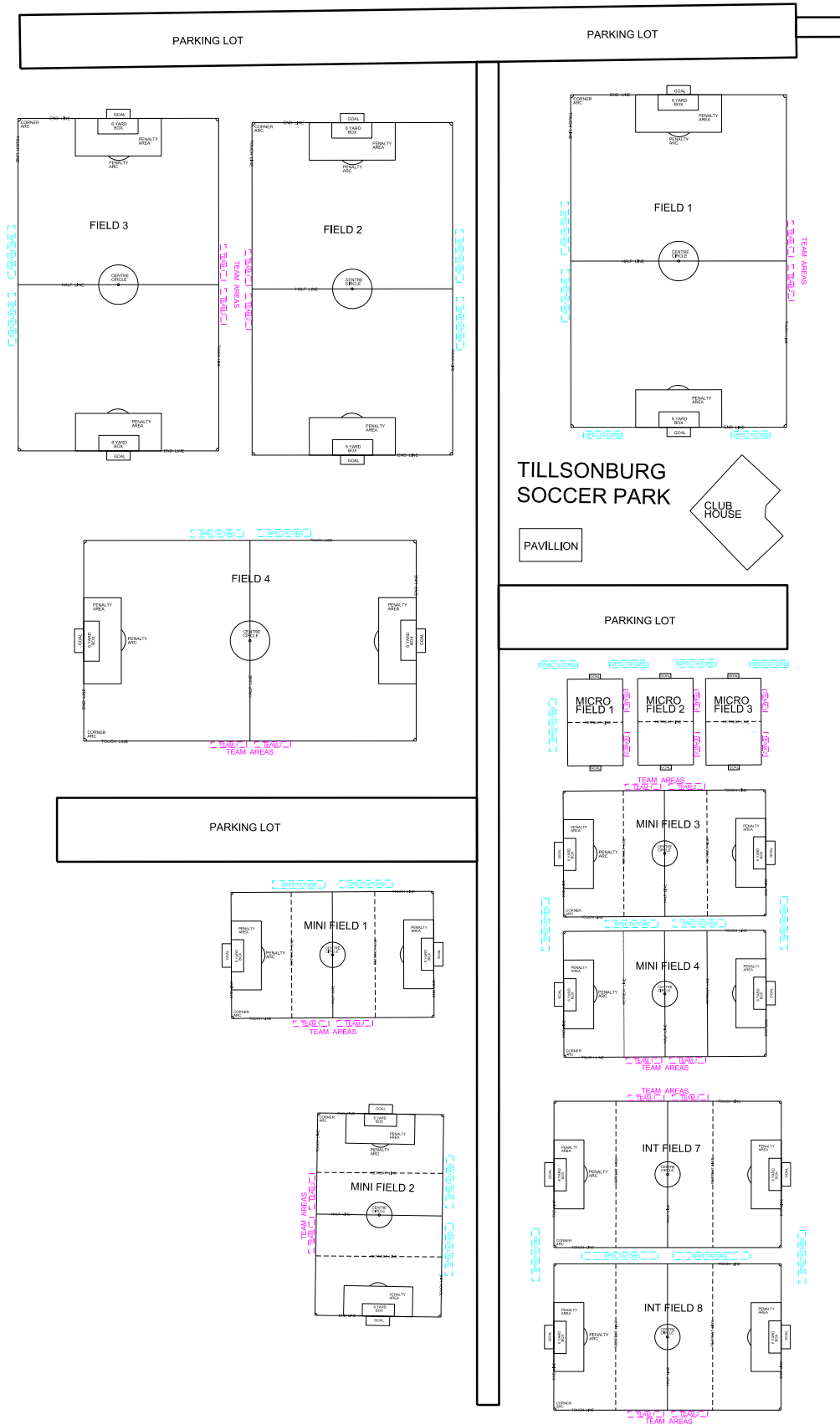
The Referee Coordinator, the Director of Facilities, the Director of Operations, or the Club President has the right to cancel all events and close the park due to severe weather. Division Conveners will communicate to team coaches if the park will close due to a severe weather event. Coaches are expected to communicate accordingly with their players.

### **Lightning**

The presence of lightning poses a significant safety concern. When lightning is detected, the distance to the lightning can be determined by counting the time between the flash and the first sound of the thunder. When lightning is seen, count the time until thunder is heard. If this time is thirty (30) seconds or less, seek proper shelter. Wait thirty (30) minutes or more after hearing the last thunder before leaving the shelter.

# TMSC Facility Map & Field Diagrams





## Tillsonburg Minor Soccer Communication Tree

### Executive Members

Name	Title	Email
Sebastian Fardella	President	fardella4@gmail.com
Wayne Beard	Vice-President Director of Facilities	wbeard1@execulink.com
Clayton Collver	Treasurer EMSA Liaison	catwoboy@rogers.com
Corinne Cvitkovic	Secretary Parent Involvement Committee	corinne.cvitkovic@gmail.com
Jennifer Bakker	Director OPS Committee Chair	pinkybakker@gmail.com
Rob Fabi	Director Fundraising, Marketing & Comm.	robfabi@hotmail.com
Christopher Kelly	Director	chris@thefamilykelly.com
Mark Locker	Director	markdlocker@yahoo.ca
Michael Papaioannou	Director	pappy3@rogers.com
George Ambrus	Director at Large	

### Club Operations

Name	Position	Email
Jennifer Bakker	House League Convenor Uniform Coordinator Mini Field Scheduling	pinkymbakker@gmail.com
Wayne Beard	Equipment Coordinator Field Scheduling	wbeard1@execulink.com
Corinne Cvitkovic	Parent Involvement Committee	corinne.cvitkovic@gmail.com
Seb Fardella	Website Coordinator	fardella4@gmail.com
Jeff Helsdon	Team Sponsor Coordinator	jhelsdon@bellnet.ca
Shelly Klassen	Club Registrar	klassen09@gmail.com
Mark Locker	Titans SC Rep Convenor	markdlocker@yahoo.ca
Bob McCormick	Signs Coordinator	bob.mccormick@investorsgroup.com

**House League**

<b>Division</b>	<b>Convenor Name</b>	<b>Email</b>
U4	Corinne Cvitkovic Christopher Kelly	corinne.cvitkovic@gmail.com chris@thefamilykelly.com
U5	Mel Grant	melgrantck@hotmail.ca
U6 Boys	Corrine Cvitkovic	corinne.cvitkovic@gmail.com
U6 Girls	Mel Grant	melgrantck@hotmail.ca
U8 Boys	Corrine Cvitkovic	corinne.cvitkovic@gmail.com
U8 Girls	Christopher Kelly	chris@thefamilykelly.com
U10 Boys	Jennifer Bakker	pinkybakker@gmail.com
U10 Girls	Donna Young	dryoung96@hotmail.com
U12 Boys	Karen Helsdon	khelsdon@bellnet.ca
U12 Girls	Karen Helsdon	khelsdon@bellnet.ca
U15 Co-ed	Jeff Helsdon	jhelsdon@bellnet.ca
U18 Co-ed	Megan Simmonds	megsimmonds@gmail.com
Adult Rec	Christopher Kelly Bob McCormick	chris@thefamilykelly.com bob.mccormick@investorsgroup.com





**REMEMBER**  
**THESE ARE KIDS**  
**THIS IS JUST A GAME**  
**COACHES ARE VOLUNTEERS**  
**REFEREES ARE HUMAN**  
**THIS IS NOT THE WORLD CUP**  
**RESPECT THE GAME**  
**AND HAVE FUN!**

