



Survival Guide: 7v7 (U10/3rd & 4th Grade): To provide beginner volunteer coaches of 8, 9 and 10-year-old players with a process to successfully navigate the soccer season.

Introduction: Massachusetts Youth Soccer Association has played a significant role in fostering youth soccer development and promoting the sport's growth within the state of Massachusetts. Established in 1974, Mass Youth Soccer has been at the forefront of organizing, supporting, and regulating youth soccer activities for several decades.

Many of you are parents of children in the program and have been asked to volunteer as a coach. At the U10 age group, you may have children that have participated in the program for 3 or more years while other children are just beginning their soccer journey. Your primary role is to help the children enjoy their experience and continue to a life-long passion for the game.

Welcome to the team!

Mission: Massachusetts Youth Soccer, a nonprofit educational and service organization, is dedicated to the equitable and ongoing development of youth soccer players, coaches, referees, clubs, and leagues in an inclusive, unbiased, safe, affordable, and fun environment for all.

Prior to the season

- Complete risk management responsibilities
 - ✓ Each year that you coach in Massachusetts, you are required to complete risk management tasks that help to ensure the safety of the players that you will be working with throughout the year and maintain compliance with Federal and State Law. Massachusetts Youth Soccer Adult Registration
 - ✓ SafeSport Abuse Prevention
 - ✓ Safe and Healthy Playing Environments
 - ✓ CORI verification.

You can find more information on those procedures and links to each of those here: [Massachusetts Youth Soccer Adult Registration Process](#)

Start this process as soon as possible to allow for the CORI verification to process and to allow yourself time to complete the SafeSport Abuse Prevent and Concussion Awareness courses.

- Communicate with Director of Coaching, Recreational or Travel Director, Age Group Coordinator and/or President. Whomever is overseeing the program.

Soccer programs can be governed and overseen with a variety of organizational structures. As a new coach to the program, you need to understand who your direct supervisor is so that you can work with them to get you up to date on necessary items, problem solve together, and use them for support throughout the year. As an example, some programs have dedicated Age Group Coordinators that oversee a specific age group within the program. Some have a Director of Coaching that oversees the entirety of the soccer side of the program, which can be from working with you as you develop as a coach to the creation of the practice schedule. Be sure to understand the roles that each person within your organization plays so that you know who to go to for specific questions or feedback, allowing you to have a more successful year.



At the U10 age group, a few new variables are introduced to coaches, parents & children.

- Some organizations have in-town only. This means you only play against children from your town.
- Other organizations have a travel component which means you play against children from surrounding towns or other towns in your defined league.
- And other organizations may have a combination of both depending on size, number of participating children, needs of the program and other considerations the organization needs to address. You may play in the travel, the in-town or possibly, both. Check with your organization for details.

The sooner you are able to confirm and inform the practice time(s), location, and days of the week to your families, the better it will be for families to plan their schedules. Be Mindful, even at the youngest ages, players can have multiple after-school activities going on and their weeks can fill up.

In-town games are scheduled internally, so your program may be able to provide you with game information to send out to the parents as well. Travel games are usually scheduled by the league instead of your organization. Travel game schedules usually take a little longer to receive. Please inform the parents of your team that the schedule will be shared as soon as you are able to access it.

7v7 teams may train 1 day a week but, depending on your organization, could be twice per week. Games are 1 day per week. At times, they can be twice per week if there are games that need to be made up due to weather cancelations. Games will either be on Saturday or Sunday depending on the league and whether you are an in-town program or involved in travel. Your organization will be able to confirm dates with you. Games consist of 2 x 25 minutes halves with a brief half-time between. Some leagues, you may discover play 2 x 30-minute halves. Be prepared for about 70 minutes of your day for games along with travel to and from fields, warm up prior to games and a player wellness check after the game.

Documents to have on hand prior to first meeting. Host organization should provide this information.

- **Receive Roster** – names, parent/guardian information, phone numbers and email addresses
- **Emergency medical information**-allergy, emergency contacts other information needed in the event of unforeseen medical situation
- **Weather related guidelines**
- **Emergency Action Plan** in case an injury does occur on the field.
- **Season Schedule** (if playing in a travel league)

Many programs will provide you with the necessary equipment to have a successful year ahead with your team. Items like balls (size 4 for U10/7v7 age group), cones, pinnies and first aid kit are essential items to helping you run a safe and effective training session. Additional items like small, portable goals (if available) can help enhance your team's experience during sessions.

Communication with the families of your players is an essential part of making sure that your team environment runs smoothly. Building a positive relationship with the families helps ensure that everyone in and around the team is pulling in the same direction. Families want to know that they have someone that cares about their player and is prioritizing a positive experience for the players. Consistent and relevant communication shows families that you are organized and thinking about the best ways to serve the children.



Prior to the start of the season, you should reach out to your families and introduce yourself; giving background on yourself, potential involvement in the game in the past, any potential past experiences in teaching or coaching, and noting how excited you are to begin working with the team. It is also beneficial to make the parents/guardians aware that you are safesport and have completed the CORI background checks so their children are with an adult who is safe and able to help in case of emergencies.

This might also be a suitable time to set expectations around communication from families to you in terms of RSVPing for practices and games, setting boundaries on communication after a game, and telling families about what kind of communication they can expect from you during the week.

You can find a sample email within the resources.

Communication

Determine if the club uses a communication app for the parents (ex. Stack Team app or TeamSnap) check with your club.

Why it is important to use an app: Soccer programs will typically have some communication protocols that they want each coach to abide by throughout the year. Some may use a communication app, which allows you to not only communicate with your team through a chat/messaging function, but also allow you to input practice and game information and collect RSVPs for each event. If your program does use one of these apps, make sure to touch base with the organization's leadership to see if there are any specific guidelines they have for its usage.

Other programs may choose to stick to email as the primary form of communication. Make sure to determine if the program has certain protocols that need to be followed when emailing individual families or the team. For example, should everyone be BCC'd on the email to avoid reply-all emails? Does your direct supervisor, Director of Coaching, or President need to be CC'd on emails that you send to your team? Typically, there are some policies in place that are designed to keep you as the coach covered in case any issues arise.

Parent meeting(s) – at a minimum, should be conducted prior to the start of the season & following the season (wrap up). Many organizations also encourage could be conducted in season after a training/game

As mentioned, the families of your players can help you navigate the season successfully. Everyone wants what is best for the players and working together can help make your role as the coach easier. Host a parent meeting early in the season to allow the players' families to put a face to your name. This could be done in-person or on a video call, which may allow you to have an accompanying presentation. Regardless of the setting, this would also be a good setting to reiterate what your expectations are from the families in terms of communication and field any questions families may have about the upcoming year.

PROTIP: Use the pre-season Team Meeting to learn names of parents, guardians, and siblings!

- Look for help...assistant coaches, snack volunteers, possible social events Coaching a team can be burdensome if you are left with all the responsibilities. Ask for any volunteers that would like to be an assistant coach so that you have someone there to offer you support and share ideas and plan sessions throughout the season. This can also be helpful in building effective relationships with the children as some coaches may be more effective when building rapport with each child.



Ask for curriculum from organization

The most common form of soccer that you see on tv is adults playing 11v11. The game at 7v7, with 8-, 9- & 10-year-old children is very different and so the expectations and practices that would be suitable for adults will not meet the needs of your U9/U10 players. Most programs, however, will have a week-by-week, season-by-season curriculum built for you to follow that includes the activities/games which you can conduct during your session.

Some organizations might give more flexibility to design your own sessions but may ask that you work from a specific methodology such as Play-Practice-Play. There is a list of resources at the end of this section that can help navigate what a practice should look like at this age group.

Resources List

There are an infinite number of resources out there for youth soccer coaches today. Being able to navigate through what makes sense for you and your players can be tricky and so we have put together a list of resources that can help you:

- [Play-Practice-Play](#): Play-Practice-Play is an approach to coaching that allows for players to play the game in deliberate, game-like situations in an effort to keep players active and experiencing the game of soccer as opposed to standing in lines and doing traditional *drills*.
- [Massachusetts Youth Soccer Association Sessions](#): MYSA offers a number of session plans organized by Player Age Groups and Training Themes that are designed specifically to be age appropriate.
- [Introduction to Grassroots Coaching](#) a free, 20-minute, online course provided by US Soccer.
- [Five Things to know about Play-Practice-Play](#)
- [US Soccer 7v7 Grassroots Course](#): US Soccer offers a full soccer coach licensing pathway, including a 7v7 course that can be taken either online or in-person. The 7v7 course goals are to help you better understand the basic needs of a grassroots player who is playing 7v7, the basic structure of the game, the basic structure of a training session, and the basic tasks of a grassroots coach while also helping you observe the game, recognize moments, and basic player actions, learn about the Play-Practice-Player methodology, and create a player-centric environment. [At Home Training Ideas](#): You may find times where you don't have a large number of players at practice. During Covid, MYSA put together 'at home' training ideas for individuals and small groups that you can utilize.
- [The Coaching Manual](#): A tiered subscription service that provides you with pre-made sessions from different contributors across the game, with some accompanying video. It also allows you to plan and design your own sessions.
- https://mcusercontent.com/b64f740fe225f00687212bb61/files/375fe302-f7ab-2021-f521-d9144af953f6/new_coaches_starter_pack_TCM.pdf
- MOJO
- [Soccer Starts at Home](#): Written by Tom Byer, this book gives parents the tools to help develop their player's confidence with the ball while at home.
- Parent Meeting PowerPoint Template

All coaches are strongly encouraged to take the 7v7 Grassroots course (on-line minimum or in-person)
[MA Youth Partner access Link](#)

In Season:

- What to expect from this age group



Start with your child. What are their likes and dislikes? What motivates them to play or why did they sign up? Have realistic expectations based on their cognitive and playing abilities. Continue building all your practice activities and games based on the foundation of fun, enjoyment, dignity, respect, safety, inclusion, and development so that all players are excited about coming back for the following session. Your training activities at U9/U10 age group should look like the traditional game of soccer (compared to U6 and/or U8 practices), but this does not suggest the children you are working with fully comprehend the game as played by older children and adults. Think about your child as you begin to understand their needs as a child player. Children in this age group are still very playful, have imaginations outside of soccer, have lots of energy, begin to understand of to follow rules to games (not necessarily the laws of the game of soccer) and begin to enhance the understanding of sharing. Sometimes, in soccer, we refer to this as passing or the basics of collaboration with teammates. We still focus much of our training on individual actions, but we also encourage working together to solve situations on the field. In a sense, “how can I solve a situation” and “how can we solve a situation?” Both are important for a child to understand the game. As a coach, we need to encourage both.

Children are still quite fragile and must be treated with Dignity & Respect. This would suggest that each child should receive your undivided attention. As adults, we need to listen to what the children have to say as much as the child should do the same to their teammates and to the coach. Try to create agreed upon behaviors and guidelines to ensure each child feels as though they are not only involved but belong in the group. This can be a challenge as some children can be disruptive at times or unengaged.

Examples of agreed upon behaviors:

- When the coach is speaking, it is polite to listen. When the children are speaking, the coach will listen to you as well.
- When you need to get a drink or go to the bathroom, please ask the coach.
- The coach will allow you to play more than the coach will stop practice to talk.
- The players will focus on the activity and try their hardest to achieve the training goal.

Questions such as these can be asked to the children, so they feel a part of the process. Yes, some of these questions may seem leading but seeking the answer from the players will help establish the child/coach rapport. These should not be mandates. Instead, there should be a discussion which you, the coach, will follow and the children are encouraged to follow as well.

Think of how you can allow each child to experiment with different roles within the activity to make a connection to what they enjoy. Be mindful, there is a reason for each behavior. At times, it may take some trial and error to reach the child. You may not always feel as though you are making headway but, often your positive approach may influence the child in many ways outside of the game. If a child is unruly, a simple statement or question could be about the agreements or promises we all made together. This could help with child accountability as well.

Safety is an overarching concept. Not only will coaches need to ensure the field is safe, but each child is safe from physical and emotional threats as well. Prior to each session with the team, remember to walk the field and check for any dangerous area. Sometimes animals burrow into the ground or an aluminum can may be chopped up in a lawn mower and create dangerous situations. If these are items that can be safely picked up or repaired, please do so. If not, you may need to adjust the size of your field to avoid the dangerous areas. Ask the children when they arrive, to help check the field. This is another example of giving ownership back to the children.



Steps when arriving at the field:

- Have your lesson plan ([Massachusetts Youth Soccer Association Sessions](#)) handy so you can always refer to it. Make sure you select U10 sessions so they are age appropriate.
- Organize your pennies and balls so that they're ready to go. Usually, each child will bring a soccer ball but sometimes they forget it at home or in the car. Having a couple extra soccer balls, if available, has proven to be a good tip.
- Start setting up your field space. Utilize your cones and visualize your activities. Start setting up with the end in mind. This means you set up your last activity first with one set of colored cones. Then you use a different set of cones to set up your 2nd to last activity. And then you can set up your 1st activity (warm up). It will allow you smoothly to move from one activity to the next without too much headache.
- As each child arrives, greet each child as they arrive at the field; even the child who is arriving late deserves the same greeting as the first child to arrive. Connect with each child to find out one personal item. Ask how school is going or if they had any fun adventures.

At the end of the session

- Ask the children to help you pick up the cones. Make a game (race) out of it but remember to use different colors. If not, kids will pick up any cone they see to win the race. For example, the challenge for the players could be for each child to pick up 1 blue cone and bring it to the coach. All children win when they come back with 1 blue cone. If they come back with the wrong color, check for understanding. Which color cone were you challenged to bring back? Either way, quickly move on, reset the cone if needed and continue with the session.
- A simple question asking, "What do you remember learning today's session?" "What did you enjoy about the activity?" Simple questions like these can generate a conversation with the children and help you, as the coach, determine which activities were more enjoyable.

Weather: Weather can change throughout the season and even throughout your session. Please be aware of weather-related guidelines to help keep the children safe. Please [click here](#) to see MA Youth Soccer's Weather Policy.

Water breaks: a general rule of thumb, anytime a child asks for water, always allow them time to drink. Even if they just came back from a drink, it is ok to ask for another. Be mindful of temperatures as it may not seem hot to an adult coach, but children's bodies regulate differently so they may need more breaks than an adult would. Sometimes, this also creates a moment for you, the coach, to reorganize your activity or even set up for the next game.

Educational/Developmental Considerations

The development of each player is one of our goals as coaches. However, development comes in many shapes and sizes. Development could include helping the players understand WHERE the need to be WHEN the ball is in a certain area (both attacking and defending). WHAT they need to do once they have arrived. WHY it is important to dribble (in all positions) and WHEN is dribbling the best choice instead of passing. As in the U6 & U8 age groups, you may still need to stress how they can use soft touches to keep the ball close or big touches to push the ball further in front of them. Development can also mean improving a child's ability to focus on specific tasks for a period of time.

Layering an activity is a method of introducing an activity and slowly adding new rules or conditions as the game goes on. This is a means of keeping the child engaged, acknowledging their ability to process information so the child can process small bits of information instead of trying to remember a list of



guidelines. Making games inclusive rather exclusive. Can we give our children a different task to stay mentally engaged in the training session so that he/she doesn't become disruptive?

For example, consider a 3v2 game. This is 3 players attacking against 2 defenders. (Generally speaking, the team I am working with would be listed first. If I am focused on the team of 2, then the activity would be listed as a 2v3).

We can take a step-by-step process to help the players process the game and rules. Be mindful, in a 15-20minute activity, you will get better results if you provide information in steps. Try to create a process for which you can use to deliver a message to the children.

- Round 1-multiple games are set up to eliminate down time. The only item relevant at this point is understanding the field, where and how they score and other brief game rules.
- Round 2 & 3-add the coaching points as challenges for the players to try to achieve. For example, if your training session goal is to build up in the attacking half, introduce 1-2 concepts per round for players to try to achieve.
- Round 4 & 5-In this round, increase the complexity of the tasks as the players demonstrate a better understanding of the game.
- Include technical considerations as well as decision making ideas to each coaching point.
- By the end of the activity, the players have achieved the same outcome but instead of asking them to remember, we layer the concepts they achieve step-by-step.
- If you have too many players for 1 activity, set up multiple fields. Be mindful of fatigue and maintain the quality you hope to achieve. For this reason, substitutions may be needed. Coaches will need to monitor the work to rest ratio to ensure all players are engaged but allow for adequate rest as well.

As you may notice, all these steps will not be in a lesson plan because of limited space in the plan. All players remain engaged in the activity and each new layer seemingly creates a new game within the game. It is helpful to review each activity you intend to play during your session to determine how to introduce the boundaries then provide simple steps for the players to learn new steps along the way. Check for Understanding: Ask questions, as mentioned above, "What did they enjoy about today's session?" or "think back on the session. What did you learn today about the training session goal?" (specific to your goal). This can generate a conversation with the players and inform you, the coach, as to how effective your session was.

How and why do we make games Inclusive instead of Exclusive?

Inclusive Activities are games which keep the children involved and fully participating. They should not be sitting on the side watching the other children play. Use of substitutes can and sometimes should be used but the play portion should be longer than the rest portion.

Exclusive Activities are games which include elimination in the game, or the rest time is significantly longer than the play time.

If we pause for a moment and think about the environment. Which children tend to be eliminated from an activity? Generally, it is the player who is struggling the most in the game. This is the player who needs to be included in the game and encouraged to try do better instead of feeling a sense of frustration or discouragement. This is why it is so important to keep the children engaged and included instead of excluded.

Player's equipment needs and how to know what to get and how to wear

Below is a list of equipment children should bring to each session and, in some cases, must be worn in order to participate.



- Jersey/t-shirt – unless otherwise noted, children wear play clothes from home.
- Shorts – (sweatpants/shirt when the weather turns cold)
- Shin guards – cover the shins and will need to be purchased by the parents at a Dick’s store or Walmart. (These are mandatory, and children may not participate without them)
- Socks – Shin guards should be covered with the socks. Therefore, “soccer socks” will seem long but they are meant to be worn over the shin guards.
- Shoes - can be flat “sneaker type” shoes however, at this age, shoes should be cleated soccer type shoes. No metal cleats or baseball type shoe can be worn. Soccer shoes tend to be more universal than most other shoes. It is helpful to ask at the store what shoes can be worn for soccer.
- A soccer ball – size 4 (size 5 is too big for this age group)
- Water – bring plenty of water for the length of the training. Be mindful, children will spill or splash some of the water so this should influence the amount of water provided.

Pre-season team meeting. (Ex: Socks over shin guards, water bottle, soccer ball,) should address equipment needs.

Choose a session (or 2) for your weekly training(s).

The training session should be player not coaches centered. Be prepared to adapt and modify the session based on their mood and attention span. Provide demonstrations for visual learners. Children should experience success as well as challenges. Coaches can use mistakes as meaningful learning opportunities. Everything is based on the individual player their understanding of the game.

Create a Safe Environment

Multi-tasking is the key to making sure all kids are included and treated fairly. Have a safe learning conditions that are free from physical harm, intimidation, harassment and bullying. It’s all about the kids. Help and guide kids through mistakes so that they feel safe. All players can play to win but learn through losing. Be positive in your verbal expression and body language. Every player plays at least 50% of the time. Make sure that also the less gifted players enjoy themselves. Understand that motivation for playing is about participation and a love for soccer. Efforts are valued to build self-esteem. Build Rapport with each kid-building rapport starts with a positive word or welcome to each child as they arrive and before they leave. High 5’s can complement your greeting and children enjoy jumping the achieve the high 5’s. Asking children about other activities they are involved in, life at home, and school can reveal the core motivations of what each child enjoys and how to motivate them.

Conduct your session (at the U9/U10 age group, training should begin to look much more like the game of soccer)

- Select a training session theme. This may come from the organization or, feel free to use our list of sessions [MA Youth Soccer Session Plans](#)
- Allow yourself time to review the plan. Remember, the session plan is a guide and can be modified if needed for the number of players or available space.
- Arrive at the field at least 15 minutes early to set up the first activity before the children arrive. Once they arrive, your focus will be on the children instead of on the set up.
- Greet each child. Ask how school is going or how their day was.
- Get the children playing the game as soon as training begins. Be careful not to start too soon as children will begin to tire of soccer before the session is over and may want to go on to their next scheduled event (play date, swimming, other sport)



- As you review each activity, be mindful that children cannot process all the details, only 1-3 concepts at a time. This would suggest you set up the activity and provide just enough information to understand the boundaries and direction of the game. Each round, you can layer additional information into the game.
- The methodology we currently follow is Play-Practice-Play. This is designed to ensure children spend more time in game-like activities rather than “drill-like” activities. The first Play phase allows for children to arrive at the field and immediately begin playing the game the way they view the game; minimal instruction. The phase will help you, the coach, introduce a few concepts related to the session plan’s theme (attacking or defending). Generally, attacking themes tend to be more enjoyable than defending themes and are helpful in creating more comfort with the ball. The first Play phase is not necessarily a teaching phase. Instead, this is your chance to guide the players in the environment you hope to create. In a sense, you are helping the children put on their soccer hats and begin to think about the game.
- The next phase is the Practice phase. This is the phase where the coach teaches or attempts to change player behavior from where they currently are to the desired behaviors we hope to see. Since this age group is quite egocentric, the primary emphasis is the player and the ball (me and my ball). Consider what the play can do such as dribble the ball, pass the ball (only the technique of passing not the receiver/teammate) & shooting. For the team without the ball, the individual actions are to protect the goal (get between the ball and the goal) and steal the ball (tackle the ball away from the opponent. See resources for individual action resources.
- The final phase is the Play 2 Phase. Quickly transition from practice to second play phase by organizing players, removing cones, adjusting goals, ball, etc. Involve players, for example. Make a game out of it. Think about your position and that of your players (sun/wind in your face, not theirs; use a circle/half circle where everyone is in the 1st row, etc.) Brief explanation (30 seconds) of the second play phase. PEP. “picture”, “explain”, “play”. No referee needed. In this phase, you, the coach, will determine if the children have been able to process the concepts you introduced in the Practice phase and apply it to the game.
- *U.S. Soccer Play On: Overview for Coaches and the Player Development Initiatives (PDI’s) Pages 13-23 are in resources and is helpful when creating a safe and fun environment!*

Once the session ends

- Collect all equipment by involving children.
- Check in with players for well-being with players after each session.
- Questions similar to what was mentioned above.
- This may seem obvious but always remember to say goodbye to all players and parents and thank them for their participation.

Game Day coaching tips and expectations

- Plan your game ahead of time. Consider how many players may be in attendance. What formation or shape you intend to play. You will have:
 - 1 goalkeeper
 - A line of defenders (can be 1, 2 or 3)
 - A line of midfielders (can be 1, 2 or 3)
 - A line of forwards (can be 1, 2 or 3.
 - When you add up your Goalkeeper + your line of Defenders + your line of Midfielders + your line of forwards, the total number of players should = 7 players.
- Consider how you intend to substitute players.



- Discuss roles with your assistant coach. 1 coach may need manages the players on the bench while 1 coach addresses the players on the field. This could help reduce overloading the players with information.
- At this age group, different organizations and leagues have different rules. Please make sure you are aware of the player development initiative (resourced below) and any local rules which may influence how you manage the game.

Mid-season check in with players and parents

- Throughout each session and throughout the season, check in with the children and the parents. An ongoing process to build relationships with parents can help you create and influence that perfect performance environment. Follow up with parents that have specific tasks on your team.
- Discuss any evaluation and reflection process the organization implements. Some parents' feedback will help you assess your impact on players and entire team and then connect it with your desired outcomes.

Post Season (usually follow last game day) Not much interaction takes place post season)

End of season meeting with parents to thank them all for their support and provide next steps for the children if they plan to play again in the spring season. Some programs may offer winter training as well. Please check with the organization to help provide information to the parents.

Close of the season with organization

- Return equipment to the organization for inventory and storage for the next season.
- Follow up on any club driven surveys if applicable. These can also be addressed during the end of season meeting.
- Inform the organization of your intentions volunteer again the next session. Be careful! You may have found a new favorite past-time.

Once again, thank you so much for volunteering with your organization. The organization is always appreciative of your efforts. What you put into the program makes for a better environment for all. Below are a few resources which you can use to help get you started with introductions, meetings, training sessions & games. If you should have any additional questions, please reach out to the MA Youth Soccer Technical Department.

Tommy Geis
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Resources:

[US Youth Soccer Player Development Framework](#)

[US Soccer Play On: Overview for Coaches](#)

[Player Development Initiatives \(PDI's\)](#) – focus on pages 24 - 39

[Coach introduction template \(page down\)](#)

[Example of a parent meeting agenda \(2 pages down\)](#)

[MA Youth Partners](#)

[Coach introduction template \(1 page down\)](#)

[Example of a parent meeting agenda \(2 pages down\)](#)



Coach introduction template – Please edit as needed for your team

Dear Parents & Players of **Insert Team Name**

Hope you are all well and enjoying your **summer**, it won't be long now until we are back out on the field!!!

Please take a moment to read through this message as it will help ensure a smooth start to our upcoming season.

Coach Introduction

Introduce yourself as the coach. Talk about background in the game, any licensing that you, make parents aware that you've completed SafeSport, Concussion Recognition, and any other health and safety certificates you have in order to keep their child safe. Include your reason or "WHY" you are volunteering to coach.

Expectations

If this is your first season with **INSERT ORGANIZATION**, welcome. If your child is a returning player, welcome back! Hopefully when registering for the team this season you were aware of the program's mission statement and philosophy.

This link will allow you to take a closer look at some of the great reasons you are part of **ORGANIZATION NAME: INSERT 'ABOUT US' SECTION OF ORGANIZATION IF AVAILABLE**

Your child has their own development process. My first goal is to ensure your child enjoys their experience in the game. My next objective will be to help your child gain a better understanding of the U10 game and develop their ability as a player. I will work to build on their unique strengths while improving their areas of growth. I will take a holistic approach to better understand and appreciate your child both on the field and off so I can help them grow as players and people. Be mindful, this is a process, and it will take time & patience so please work with me to help your child gain a passion for the game of soccer.

As a parent of a child in the organization, I ask that you support the development process of your child. **IF YOUR PROGRAM HAS A DEVELOPMENT PATHWAY - Here is the development pathway within the club: INSERT LINK**

What all of this means is that we do place an expectation on you as parents. We simply ask that you provide your children with support, you allow me the ability to coach and that you and I are aligned with what the goals are for your child. As a program with a development-first mindset things will take time, what is key is that we understand that to provide your child with the most enjoyable and developmental they must be willing to fail and make mistakes, that is one of the biggest learning tools and something that has to be embraced.

Communication throughout the year is a key part of our success on and off the field. If your child is going to miss practices or games, it is important to me to know. The best way to reach me is **through text or email. I check this regularly. Here is my contact information (your phone number & email)**. I am usually available up until **9:00pm**. After this time, I tend to shut down my computer and phone.

Each player should come to training with:

- Jersey/t-shirt – unless otherwise noted, children wear play clothes from home.
- Shorts – (sweatpants/shirt when the weather turns cold)
- Shin guards – cover the shins and will need to be purchased by the parents at a Dick's store or Walmart. (These are mandatory, and children may not participate without them)



- Socks – Shin guards should be covered with the socks. Therefore, “soccer socks” will seem long but they are meant to be worn over the shin guards.
- Shoes - can be flat “sneaker type” shoes however, at this age, shoes should be cleated soccer type shoes. No metal cleats or baseball type shoe can be worn. Soccer shoes tend to be more universal than most other shoes. It is helpful to ask at the store what shoes can be worn for soccer.
- A soccer ball – size 4 (size 5 is too big for this age group)
- Water – bring plenty of water for the length of the training. Be mindful, children will spill or splash some of the water so this should influence the amount of water provided.

Pre-season team meeting. (Ex: Socks over shin guards, water bottle, soccer ball,) should address equipment needs.

Fall Training and Game Schedule

Below is the fall training schedule and game schedule. Please note this is subject to change and any changes will be communicated directly to you.

INSERT TRAINING SCHEDULE AND GAME SCHEDULE (LINK)

Please try to have your child available each week for our training. If, for whatever reason, you will be missing or running late, notify me as soon as possible so we can properly prepare for our training activity set up.

We will host a parent meeting on **date (usually following training or game)** to further discuss our program, create a snack schedule for post games and answer questions you may have moving forward.

I look forward to a great season ahead and working with everyone to ensure that the players enjoy themselves and learn.

Example of a parent meeting agenda - *Please edit as needed for your meeting (remember to take notes)*
(meeting should be limited to 15-20 minutes as many children and parents will other events to attend)

Welcome statement

Brief recap of who you are (introduction)

Review of any club or league policies

Updates to schedule (if applicable)

Ask parents their expectations from the programs (it is always important to hear from the parents in order to be aware of any concerns or comments)

Review coach expectations of parents

- Support for coach
- Sideline behavior
- How parents can help managing children
- Child drop off and pick up (usually parents stay at training and game but in case they do not)

Identify volunteers for post-game snacks as well as volunteers to help any social events for the team. (This may also be a good time to identify an assistant coach if needed.)

Q & A

Next steps and recap of the meeting

(Meeting should be **informative**, **involve** and engage the parents and **inspire** the group to positively support the team and program)