The Coach as a Role Model

1. Be a positive role model for your players

It will be your wish that the children become positive and responsible persons in the future. Therefore, you should act and behave, as you would like the children to act and behave. What you expect from the children you must show to them. Lead by example!

Remember: It is more important how you act and behave than a theoretical talk about topics. Please show them positive behaviour and values, because you are a role model for them. Show them interpersonal manners like:

- Fairness
- Helpfulness
- Respect
- Trustworthiness
- Tolerance
- Patience
- Self-criticism

2. Be upfront with the children

- Listen to the young players and speak to them regularly.
- Show the children that you are interested in each of them. Try to find out about their private background like family situation, school, friends, challenges, hobbies, etc.
- Give special attention to the discriminated and handicapped players and include them in the game.

3. Interact and communicate with your players in a right way

- Show the children that you accept all of them. This is the condition for an open and interactive exchange.

- Please realise that with children it is not only important what you say but also how you say it. Especially your way of speaking, your facial expressions and your gestures are important!

  Avoid:
  - Shouting at the children
  - Hurtful actions
  - Accusations

4. Increase the codetermination

- Respect wishes, suggestions and ideas of the young player as often as possible during your training session.

- Depending on age, you should confer duties and responsibilities to the children, for example to manage the warm up for the training.

- Point out to every player how important motivation, initiatives and self-criticism are.

The reliability of the players will improve, if the coach is a good role-model.
5. Be positive
- Compliment the children while training, because this makes them accessible to constructive criticism.
- Make the individual progress of performance clear to your players.
- Show the fun and pleasure you are getting through football and pass it on to the children.
- Show your players that you have a special kind of humour by solving a challenge or a stressful situation with a funny and spontaneous slogan.

6. Solve problems within your team
- Solve problems with group involvement. (Ask questions about reasons, facilitate the problem solving process.)
- Organise an peaceful conflict-solving talk.
- Let the children talk in an open way so they can express their own suggestions for solutions.
- You should decide a solution together with your players.
- Solve problems before they escalate.
- Tell the children that interpersonal conflicts are normal.

7. To review is good
- You should always criticise the way of acting but you should NEVER criticize the children in a personal or private manner!
- Avoid pointing fingers. If you have a problem with the behaviour of a child, try to show it how you think about it. Rather, use "I have a problem with the way you behave / act!" than "Your behaviour / acting is wrong!" It will give the child space to think about it and respond.
- You should always tell them concrete points of criticism while using youth-friendly language.
- You should always start and finish a dialogue on a positive note.

Solving problems in a group involves the players and helps them understand the problem and the consequences better.
Which capabilities distinguish a good coach in children and youth’s football?

OBJECTIVES

The participants learn that the coach’s capability in sport is not enough to carry out an age justifiable training in children and youth’s football. Next to sporting capabilities (technical, methodical, organisational) the participants must recognise that the coach especially needs social and personal capabilities to care for children and youths outside of (the) training and games.

CONTENTS

What must a coach be able to do to be able to perform this function? According to the modern understanding with focus on participant orientation there are typically five areas of capability between which a balance must constantly be brought about to ensure a successful functioning (see PPP S1 Slide B).

Everybody knows immediately what is meant with the technical, methodical and organisational capabilities. Those capabilities as a requirement for the co-worker are quickly named and accepted. In many cases, though it is more difficult with the social capability and the personality. Often not enough importance is attached to them (e.g. a subliminal, one-sided performance orientation). See PPP S1 Slides C and D for the definitions.

Two important points are enough to substantiate the social and personal capabilities:

- The function of every leader, be it coach, youth leader, managing director, etc., is carried out on a social structure. To be able to apply expert knowledge usefully and so that the message arrives and is accepted, not only methodical capabilities are required, but also social ones.

- Especially in the field of training children and youths, institutions co-workers are role models. Who is a role model and why, the role model cannot decide - that the young people do totally on their own. It depends very much on the way the role model function is performed!
In the eyes of the young sports players, the coaches are not only specialists in their field of training, but also models on how one can live with sport. Sometimes they are role models, often only confidantes for everyday questions, often only friendly adults that understand sport and life. The coaches do not only supply know-how in sport and certain techniques, they are also the ones that assist the young people as everyday helpers and supporters.

Must the institution co-worker, apart from sport, now also fill these additional responsibilities; must he become an educational man? At this point one must not become frustrated (e.g. due to expected overworking) as it would be unreasonable. Such educational and social features are not additional features in the institution work, they are always part of the game! In sporting as well as non-sporting custodial situations. One must be aware of this, to be able to create the opportunity to consider these points better and to control them properly. Apart from that, generally every course participant has a good measure of social and personal capabilities from other areas of life and from experience - even if it is often subconscious! These capabilities can be developed further. That is why one can actually speak of an educational man - not in the sense of overworking, but rather as a well-qualified amateur!

With the aid of PPP S1 Slide E, actual requirements of a children and youth coach will be clarified, describing the social and educational requirements in the institution's everyday realistically and more understandably. Additionally the instructor, together with the participants, should compile actual examples on how to realise the educational guidelines.

**PROCEDURE**

With the participant-orientated introduction (PPP S1 Slide A), the views and experiences of the participants will quickly be made clear to all.

Should there be a slant towards mainly naming technical orientated requirements, then the instructor can call for motivations from the participants by asking specific questions and with the help of examples can make the high value of social and personal capabilities evident. If need be the participants can fill in a second questionnaire and can work on social and personal capabilities of the coach.

With the help of PPP S1 Slides B-D the instructor summarises the introduction phase. With Slide E social and personal capabilities using the children's coach as an example can be further specified. With the central message being that care-giving in children and youth's football may not be limited to training and games, one can proceed to the next training phase.
Corner stones of a custodial plan

OBJECTIVES

The participants must get to know specific, practical care functions while dealing with children and youths and work on specifically realising their own function in the institution.

CONTENTS

Nowadays it belongs to the work of the institute that coaches and co-workers of the institution do not only concentrate on the practical areas of sport (training, competitions). Research over the past years confirm that especially the coach as a person - especially his social and personal capabilities - is responsible for children and youths joining the institution and staying with their chosen form of sport. Apart from the sporting duties the coach has to look after the educational orientation of the children and youths, so as to be true to the responsibility towards the youth.

Specific action possibilities towards practical realization should be worked on so that the participants do not feel overworked. ("But I do not have an educational training as a teacher has!")

PPP S1 Slide F gives a summary of typical (education orientated) emphasis on care giving of children and youths. These can be specified during course discussions or in the form of the proposed group work.

Corner pillars of an education orientated custodial plan:

- The development of the personality must in essence concentrate on the self-responsibility of children and youths. This can quite easily be promoted by the coach right from the beginning by allocation of tasks during training (set-up, dismantling) or within the team (team captain, youth representative, etc.)

- Part of self-responsibility is to recognize the responsibility of the individual for the group. Egocistical behaviour must be set aside for a homogeneous team performance. Here one can point out good role models (e.g. the national team).

- Main objective is furthermore to promote the personal performance orientation of children and youths. Fun and pleasure in football has to be developed in children - especially through attractive training. The coach should assist his players in setting realistical goals, depending on their own ability, and to develop health orientated characteristics (for children: correct nutrition; for youths: handling of alcohol, tobacco, etc.). Every player wants to develop himself further, learn new techniques, learn better ball handling, etc.
  The coach can further this attitude by e.g. giving the players homework (exercises with the ball, ball magic exercises, etc.) to motivate self-training.

- Building up team spirit is initially only limitedly possible due to the development of the children. A "we" feeling can be developed with small measure (e.g. joint greeting- and farewell-ritual). Realistic assessments of winning or losing, the integration and acceptance of performance-weaker players or the observance of joint rules are further practical everyday tasks that the coach can use to develop and promote the team spirit.
Of course, the coach should be aware of the backgrounds of the children (parents, school performance, etc.) and should contribute towards the players reconciling their sporting and school requirements.

PROCEDURE

With the aid of PPP S1 Slide F, an introduction to the following group work on the practical conversion of the main custodial tasks can be given. If possible, the participants should also consider age specific factors (children, older youths). Because non-sporting care also depends on the stage of development of the children and youths.

After the presentation of the results, the instructor holds a class discussion on the feasibility of the solution suggestions.

Self-Reflection: The Trainer / Co-worker as a Role Model

OBJECTIVES

The participants must recognize that sporting as well as non-sporting care in children and youth football primarily depends on the role model function of the coach and co-worker.

CONTENTS

The participants must consider how they see themselves in their (present or later) role as a institute co-worker. A checklist - Role Model (Supplements Page 9), is available for self-examination. Of course, the suitability of the position does not only depend on the own wishes and imagination, but on the target group that the co-worker has to lead.

PPP S1 Slide G illustrates clearly how such requirements can look in practice in children’s football.

PROCEDURE

The self-examination results from individual work done through the Checklist - Role Model. If necessary, a short exchange of ideas phase can follow. It would be sensible if the institution regularly, e.g. once a year, carries out such a self-reflection.

In conclusion, a short lecture should point out that the suitability of the own conduct naturally also depends on the respective target group. The slides introduce typical ideal profiles.
The Coach as a Role Model

If there is enough time, the instructor can also discuss or confront typical traditional conceptions of coaches in children and youth’s football:

- How do I win as many games and tournaments as possible?
- How do I offer the children and youths the best possible fun?
- How do I confirm myself as coach (personal target)?
- How can I provide for the continuance of this division (membership)?

From such confrontations, it is easy to discuss the *responsibility* of the coach / co-worker for growing children / youths and their respective sporting as well as non-sporting requirements - they must be seen in a well-balanced proportion to each other.

*The coach should be both a teacher and a friend to the players.*
Player Development Phases

Children
- 6-9: Fun Phase
- 10-12: Foundation Phase
Youth / Teenagers
- 13-16: Formative Phase
- 17-20: Final Youth Phase

Guidelines on Training with Children / Youths

- Train individually
- Train on focus / objectives
- Train technique oriented
- Train with exercises and games
- Train in detail
- Train the personalities
- Train with motivation and fun

No matter what their age, everybody wants to be their best at what they love doing!
The Coach as a Role Model
"Role Model" - Self-examination Checklist

Not only for coaches, also for caretakers, directors, parents, ...!

As a reference person of children and youths, you always also have the role model function and often influence their outlook and conduct more than you are aware of. That is why you must examine your own conduct (be honest!) by means of the following questions:

1. How do you handle conflicts?
2. How do you handle defeat, how do you celebrate wins?
3. How do you make contacts and how do you form these?
4. How do you conduct yourself towards your group?
5. Are you impartial or do you favour individual members of the group?
6. Are you available to listen to problems?
7. How do you personally handle alcohol and nicotine?
8. In what tone of voice do you speak?
9. What do you do to enhance the group atmosphere?
Philosophy of Training with Children and Youths

Children 6-12

Philosophy of Children’s Football

Children’s football is very special and different to youth or adult football. Remember the interests and wishes of the children every second during training, games and coaching and pay attention to their individual abilities. Children’s football is not training with small adults!

When involving children from the ages of 6-12, the emphasis of training programmes and games should be on enjoyment and fun with the support of modified rules.

Children’s Coach

The training activities should focus on broad skills development with no emphasis on any particular skill or position.

During interaction with children, the coach is required to provide a positive and stimulating learning environment with due recognition given for effort, participation, skills improvement, social interaction and good teamwork.

Youth 13-20

Philosophy of Youth Football

Adolescents and young adults between the ages of 13-20 often have fundamental skills and knowledge to compete at a very advanced level in their respective age groups, although their performance has scope for development, as the player is still physically maturing in terms of strength, speed and stamina. Thus, they are often ready to approach activities involving complex ball skills and game strategies. The coach, therefore, is required to produce a detailed programme of activities and coaching strategies that teaches fundamental ball skills as well as the full range of tactical principles. Furthermore, the coach needs to demonstrate his ability to conduct training sessions and analyse match situations specifically suited to young adult players.

The Youth Coach

Increasing environmental challenges such as higher demands in schoolwork, increased interests in other social activities, new and unexplored interest in the opposite gender, negative pressure and demands from peer groups, and in many instances dealing with family problems at home, are all significant factors experienced by young adults. Therefore, coaches should seek a personal contact to each player as an adviser with interpersonal skills to assist adolescent players also outside the playing field.

Maintaining a healthy lifestyle with good nutritional intake and avoiding illegal substances, developing strength, speed, flexibility, having adequate rest and sleep, are all critical to developing the player’s personal potential. In conclusion, the coach has the responsibility to bring up the child to be a respectful, selfconfident, positive thinking, healthy, sporty adult.

It is important to set and reinforce standards of behaviour and ensure that consequences of inappropriate behaviour are clearly understood by all, including players, parents and officials.

With all these new ideas, do not forget: Focus should always be on ‘fun to play football’!
Children gain positive experiences through the support and encouragement given by coaches. It is important to realize that young children should never be exposed to unrealistic expectations. Therefore, the coach has an important role to play in attracting more young people to the game and consequently getting them permanently involved.

The coach is required to provide a positive and encouraging learning environment during interaction with children. The emphasis should be on maximum participation, skills improvement and social interaction for the individual player, and fostering good team spirit within the team.

Objectives:
- Football provides opportunities to install good social values and healthy lifestyle habits in young children, and is instrumental in a child's upbringing. The concepts of 'fairplay' and good sportsmanship are vital elements during any participation in sports.

- Coaches are strongly advised to place more emphasis on promoting fun and enjoyment, instead of focusing on results and winning matches during training and competitions. In addition, at children's level, the focus should be on the development of the individual player's fundamental skills and understanding of the game and no importance should be placed on team tactics and particular positions within the team.

Finally, coaches need to remember that player development is a long journey, a process that needs patience. We must be patient in our approach and efforts in order to provide children with the opportunity to mature and fine-tune their skills at a pace with which they are comfortable.
The coach should follow the code of conduct reflecting the following principles:

- Encourage interested young people to play football.
- Encourage children to develop basic skills and avoid over-specialization in one position during their formative years.
- Do not treat the child as if he/she were a miniature adult.
- Do not scold or yell at a child for taking decisions.
- Never give personal success more relevance than the educational objective.
- Do not assume that a team’s success is dependent on the coach’s input alone.
- Focus on the young person’s efforts and performance rather than the overall outcome of the match or tournament.
- Teach young people the ideas of ‘fair play’ and accepting defeat without too much disappointment.
- Encourage young people always to play according to the rules and to respect the officials and coaches’ decisions.
- Never expose players, spectators and officials to personal abuse and ridicule.
- Be patient. Some children take longer than others to develop.
- Teach young people to appreciate and recognize the value and importance of the coaches, parents and officials.
- Strike a balance between education and football development of a young player.
- Provide awareness of essential nutritional food and proper health care.

Include Life Skills in your Training Sessions whenever you can!
Goal orientated Preparation and Structuring a Training Session

OBJECTIVES

The participants learn important planning principles and basic steps for planning training sessions, from the preparation, to the basic structuring, to the actual planning of the course of the match.

CONTENTS

PPP S4 Slide A shows six systematic planning steps that must be observed while preparing a training session.

The instructor should initially go through the process with the participants systematically (PPP S4 Slides B-D, Supplements Page 15 and Work Sheet 9 (See Supplements Page 16)) so that they can work up a guideline for their own institution. The more experienced the participants become, the more the methodical steps of organising flow together.

The following questions about the framework (Supplements Page 15) are part of the preparation:

- When and where? (depending on the time of year and the weather, size of the training ground, time constraints due to early start in the afternoon - can all be there punctually?)
- For what group? (No. of players was planned for 16, but 10 cannot come due to a school outing; is there anything special to be done after last week's game, any mistakes to be worked out?)
- Necessary equipment and materials? Not only the number of balls and goals, also cones, flags, etc. have to be planned for. The best planning with the most motivating exercises are useless if the necessary equipment is missing or being used by another group.

The decision on focal points also depends on the particular group. That is why PPP S4 Slide B shows different methodical guidelines being used by the coach during children's football training.

The same applies to the basic build-up of training units (PPP S4 Slide C).
Preparation of Training
Systematic Planning and Building Up a Training Session

Additionally specific guidelines for the structuring (PPP S4 Slide D) and the organising of a training session (PPP S4 Slide E) are shown, using the children’s football as an example, where the contents and the time planning of a training unit must be considered.

PROCEDURE

The instructor explains the most important steps in planning a training unit. The second part of the double lesson is totally participant orientated.

The instructor introduces the Work Sheet 9 (see Supplements Page 16), with whose help the participants as a group will outline suitable training units.

The following solutions can assist in the practical procedure of planning a training unit (PPP S4 Slide E).

Do not forget to always include refreshment breaks in your planning.
Clarifying the Framework for the Preparation of a Training Session

1. Training Venue / Gymnasium
   - What venue is available? (a playing field, half a playing field, etc.)
   - What is the condition of the ground like? Will certain forms of training have to be excluded because of the ground?
   - How many goals are available? (If necessary plan for alternative goals, e.g. pole goals)
   - Is another team training at the same time on the same playing field (if necessary, make arrangements with their coach)?
   - Where is the best place for goal shooting training to be organised (catch-fence, etc.)?

2. Training Group / Team
   - How many players are expected at training (e.g. excused from training)?
   - Consider alternatives to building the play- and exercise-groups!
   - Consider performance differences within the group (e.g. combination of equally strong groups!)

3. Training Material
   - Is there a ball for every player?
   - Children's Football: Do I have age appropriate balls available?
   - Do I have marking aids available (cones, poles, bibs, etc.)?
   - Especially for the gymnasium: What equipment, what kind of balls can I use?

4. Other
   - Is a helper, carer, co-trainer available (if not, this must be considered while organising the training)?
Additional Work Sheets required for this Supplement can be found in the Work Sheets Section of this manual.

Work Sheet 9

Work Sheet 10
All Sides of Training
Tasks for the Coach before, during and after the Training

Tasks in and around the Training

**OBJECTIVES**

Taking children’s football as an example, the participants compile essential measures and tasks before, during and after the training.

**CONTENTS**

Due to the example of children’s football, important organisational measures are proposed. They are subdivisible into tasks before, during and after training. With older training groups, the measures will have to be adjusted according to the age.

*Note:* these criteria will also be a part of the following training-observations.

**Before the training (PPP S5 Slide A)**

- **Arrive punctually**
  Arrive at least 15 to 20 minutes before the training starts. This time is necessary to leisurely take care of the following requirements.

- **Short checking of pitch condition**
  The coach assesses the condition of the pitch (is the pitch too hard, too soft, are there any moorhills, or holes?) and the necessary goals (where must the goals stand, are the goal nettings and fastenings available?) if necessary, bring in order.

- **Locker rooms**
  The trainer checks that the locker rooms are unlocked. He pays particular attention to: are the locker rooms and showers clean, is there any broken glass, are there any damages or dangerous spots?

- **Put materials together**
  The coach puts together the necessary materials and equipment as per his training plan and checks their condition: balls, cones, poles, bibs, etc.

- **Update training plan**
  The coach checks his training plan again and considers new information (e.g. players excused from training, missing equipment or materials, wet pitch)

- **Greeting of players and parents**
  The coach greets all the arriving players and parents. If players arrive too late, the trainer should request that they arrive on time in future. He does not reprimand them due to continued late coming. That can be discussed quietly at a later stage.
Assist players with their changing of clothes
The coach should assist the younger children, with their parents support, e.g. lace up the shoes. If the shoelaces are left too long, the players can injure themselves (by falling on their head!).

Attendance list
An attendance list allows the coach to see why players possibly often do not appear for training (negligence by the parents, listlessness, overlapping of appointments, problems within the team, and problems with the coach, etc.)

Involve the players in the organisation of the training session
It is educationally sensible to involve the players in the organisation of the training session. That means that they must help the coach to take materials or equipment to and from the pitch or take over smaller jobs (e.g. inform the caretaker that something is needed or is not in order).

Never leave children unattended (helpers?)
When the children, especially the younger ones, do not all appear at the same time for training, the first ones should not run around on the playing field, while the coach is still busy with the others in the locker room or still waiting for latecomers. Particular care is necessary, if the children need to reach the sports ground via a longer unclear route or have to cross a busy street. The best is if helpers or parents stay in the locker room while the coach goes to the playing field. Once all children start arriving punctually, these problems will be solved!

Have a telephone for emergencies
The coach must be aware where the nearest telephone on the institution’s sports ground is. If he does not have a cell phone available, and no other telephone is available (e.g. the building is locked, the public phone is broken), the coach must complain to the responsible person (youth leader, manager of the institution).

Remind the players of:
Health awareness - like drinking enough water and eating properly
Personal hygiene - like washing regularly.
During the training (PPP S5 Slide B)

- Preferably start the training with all players at the same time
  If in spite of everything the children still arrive late for training, the coach can go to the playing field and hand out balls so as not to discourage the need for play and movement in the punctual children (on condition that there is a helper or parent in the locker room). This avoids idle time.

- Greet the players at the beginning of the training
  The coach calls all children together and requests that the ball be put aside. The coach asks how they are, if anyone has any health problem (e.g. cough, cold or is feeling unwell), or if there is anything new that the children would like to inform him about. This phase should not take too long, as the children are eager to start training.

- Advise them about the objective and content of the training session
  With preschool children the coach only needs to say a few words (e.g. "I brought along some super games for you and I hope that you will enjoy them!"). With bigger children the coach can refer to their last game or the last training, what should be corrected in general or specifically and what should therefore be concentrated on today.

- Give the explanations in a simple easily understandable language for children
  When the coach gives any explanations, he should concentrate on the two most important pointers only. If necessary, the coach will call the children together to explain the next game or the next exercise. Thereby he should ensure that the ball be put aside and that all players can see him (e.g. the children should all sit down or they should stand in a half circle). Demonstrations with simple explanations of the game ease the understanding for the later performance.

- If need be, also play in the game
  The coach should on occasion also play along, at the same time though not dominating the game. He thereby signals to the children that he is a part of the team and that he is interested in their game. If the players are still unfamiliar with a new game, they will learn quickest through seeing and copying.

- Create free space and encourage creativity
  Next to the principle "Learn through demonstration", the coach should also enable the children to "Learn through tasks". The children should find their own solutions for problems. This stimulates their creativity!

- Do not always correct at every mistake
  The coach should watch the children playing and exercising without them feeling that they are being watched. Especially in sensitive children that would cause insecurities. The coach should only step in and correct a situation if a child, after repeated attempts, cannot succeed in solving a task.

- Individual corrections, corrections in front of the group
  If the children make different mistakes, the coach will correct them individually. If a few children make the same typical mistakes, the coach will correct them collectively in front of the whole group.
All Sides of Training
Tasks for the Coach before, during and after the Training

- Watch the motivation of the children in the games and exercises
  Normally the little footballers are very eager players. Sometimes though a certain listlessness or even grumbling, especially with certain exercises, can occur. The coach should then ask himself the following questions:
  - Is this exercise possibly unsuitable for the children (e.g. not playful enough)?
  - Are the children being overstrained or under stimulated?
  - Are they perhaps too exhausted and can therefore no longer concentrate?
  - Can the exercise requirements be adapted?
This exercise might have to be changed.

- Separate activity with individual children
  The coach may not give the impression that he has favourites, rather that he encourages stronger and weaker children the same. The praise of the coach and cheering on are important for the children’s motivation and self-confidence.

- Deviations from the training plan
  If need be, e.g.
  - The training will start later than planned.
  - If a game does not work out, it should be interrupted to effect necessary changes (team formation, task, pitch size, equipment).
  - Certain play- and exercise phases necessitate more / less time than planned.
  - Children need more / less time to recover (take the weather into consideration!), children need breaks for drinking.
  - The children ask for a certain game.

- Set-up and dismantle the equipment used for training together
  The children should support the coach. The coach takes care that they are careful with the equipment used. During the complete training period all the children are involved in setting up and dismantling the equipment used, e.g. collecting cones or other equipment. If any balls are missing, all the children look for them together.

- The children must review the training session at the end
  After all the equipment has been dismantled and / or collected, the coach calls all the children together and asks them how they enjoyed the training and which play form they enjoyed most. This gives the coach important information about the choice of training contents and the methodical implementation.

Let the players check the pitch conditions, take care of the material and put the necessary material on the pitch.
All Sides of Training
Tasks for the Coach before, during and after the Training

After the training (PPP S5 Slide C)

- **Leave the sports ground in a clean condition**
  Take care that the children do not leave any empty cool drink tins, bottles or other stuff.

- **Store the equipment and balls**
  They should be in good working order. If something goes missing or equipment is damaged, the coach must make a note of it so that he can tell the responsible person (e.g. the grounds man, the youth spokesperson).

- **Shower and get washed**
  Based on a decision between the parents and the coach, he ensures that the children shower or wash themselves. He should not insist on shy or new children taking a shower so as not to possibly hurt their sense of shame.

- **Leave the locker room in a clean condition**
  That means that one should not enter the locker rooms with very dirty shoes, but that one should take them off outside and clean them at the place provided for (do not knock off the dirt against the locker room wall or at the entrance to the locker room. The coach must ensure that everything - also the shower room - is left in a clean condition and no paper or any other item is left on the floor.

- **Remind them of the next training session or the next game**
  The children are sent home with that reminder. If some children are collected immediately after the training, the coach should remind them during the review at the end of the training session.

- **Talk to individual parents**
  About problems with their children, arranging lift clubs to away matches, etc.

- **Talk to individual children**
  If the trainer watched inappropriate behaviour during the training session (listlessness, quarrels, etc.) he should find out the cause. He should talk in a friendly fatherly manner.

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**Encourage the players to take care for a clean environment.**

How you leave behind the pitch reflects on how you take care of yourself!
PROCEDURE

The introduced points are criteria for the following training-observation and evaluation. That is why it is important at this point that the participants understand what this means.

The instructor introduces the proposed measures individually without adding the specific implementations and examples. He can for example do this by writing the suitable catchword on the board or by showing the slide one row at a time.

The task of the participants is then to name suitable examples. After that, the next principle is introduced and the participants again name specific implementations, etc. As several of the proposed measures of the basic course are also discussed at other points, this is a good opportunity for repetition and use, alt. a learning control.

With PPP S5 Slide D the instructor explains a few education orientated requirements of a coach in children's football. The conduct of the coach towards children will be a further subject of the following exercise observation.

While planning the training, consider the wishes of the children!