



90+ Development Plan

2023



Mission Statement

The 90+ project exists to mentor under-resourced urban youth by fostering holistic development through the sport of soccer.

Vision Statement

Our vision is to transform communities by inspiring under-resourced urban youth through mentoring and soccer.

Purpose

The 90+ project believes soccer can play an essential role in promoting the physical, mental and emotional development, welfare and recreation of youth. Our passion is to use the beautiful game and the power of mentoring to foster a spirit of community, promote and develop character, sportsmanship, and service and to enable under-resourced urban youth to reach their fullest intellectual and athletic potential —regardless of economic background.



Welcome to: 90+

Being a soccer player is not something that starts when you play a game or kick a ball. It does not start when you step onto the ‘pitch’ or show up to train. Being a soccer player is about a state of being.

Being a soccer player is something that you are. All the time. It is about character and being someone of integrity. It is about leadership and being someone who cares for and models respect toward others. It is about understanding that soccer is about more than wins and losses but about how we play the game.

This guide will help understand 90+ and understand your journey as you develop and become the best that you can be — both on and off the field. It reviews character traits and skills, communicates what we value and reminds you why we really play the game.

Is 90+ a “club”?

We are often asked, “Is The 90+ Project a soccer club?”

The short answer to the question is “NO”.

We are not a soccer club, rather we are a youth development organization that uses soccer to accomplish our desired goals.

The reason we have heard this question from time to time is due to the fact that 90+ offers certain programs that people come to associate with clubs. Some think, “Since 90+ has teams, play games in a league, and wear uniforms...they must be a club”. While

some parts of 90+ might look like a club, there are a host of differences between traditional soccer clubs and our organization.

Soccer clubs tend to be about “player development” and we at 90+ prioritize “people development”. We focus on the growth of the person first and the player second. We are committed to the growth of the whole athlete both on and off the field.

Soccer clubs evaluate teams by wins and losses and hold yearly tryouts to acquire “better” players for their teams. 90+

believes the quality of the team is not just determined by the score but by how we play the game.

Our commitment to the player is for as long as they want to play the game. There are NO tryouts and NO cuts. Once a player is a part of 90+, they are always a part of 90+.

90+ is not a club, we pride ourselves in being a collective community of people who love the game of soccer.



What does 90+ mean?

90, the standard amount of minutes in a soccer game, represents a “story”; a defined moment in time that has a beginning and end, highs and lows and in ways is a microcosm of life. The + (plus) stands for the “added time” that is acknowledged at the end of each half. This extra time has been woven into the game to make up for wasted time or moments when the game had setbacks or interruptions. Our desire is to use the added time to invest and add (plus) to the story of each young person that is a part of our project.

Who plays for 90+?

90+ is first and foremost about the players. While soccer is our passion, it comes second to our players.

90+ is for everyone. Any child can apply and any child can play. 90+ was started with a vision to transform communities by inspiring under-resourced urban youth through the game of soccer. 90+ continues to be committed to making the game accessible to everyone, regardless of economic background.

The 90+ project believes soccer can play an essential role in promoting the physical, mental and emotional development, welfare and recreation of youth. Our passion is to use the beautiful game and the power of mentoring to foster a spirit of community, promote and develop character, sportsmanship, and service and to enable all children to reach their fullest intellectual, social and athletic potential.



"Sport is, in itself, an important moral and educative significance: It is a training ground in virtue, a school of inner balance and outer control, an introduction to more true and lasting conquest."

[Pope John Paul II]

THE 90+ PROJECT CORE VALUES

UBUNTU / COMMUNITY

"I am, because WE are"

The overarching focus of The 90+ Project is the idea that we are better off individually when we live in community, diversity and togetherness. We strive for deep and meaningful relationships with players and coaches as we seek to create a culture of belonging.

GROWTH MINDSET

"Thrive on Challenge"

90+ believes that our intelligence, creativity, integrity, and strengths are developed through the process of hard work, learning from feedback, embracing challenge, and developing resilience. When we practice a growth mindset, we see challenges and failure as an opportunity and we seek to celebrate wins on the journey of growth in sport and life.

INTEGRITY

"Doing the right thing"

We believe that the strength of a community is based on the integrity of its members. Integrity to us means high moral character, mutual respect and honesty. We believe in the inherent dignity of each person no matter their background; everyone has the right and responsibility to contribute to the good of the whole society.

EQUITY & INCLUSION

"Together we are Stronger"

The 90+ Project aims to ensure fair and equal access to participation, resources, and information. We accept and seek to represent all individuals and communities and will never turn away anyone based on race, ethnicity, gender, disability, sexual orientation, religion, or socio-economic status as we seek to build an equitable community together.

90+ Project Organization Development Plan

PRACTICES

We are in the process of developing practices for each of our values and working toward an enhanced curriculum that incorporates “heroes” and models of each of these practices. This is the core of what we do as a youth development organization.

Sample of some of the practices:

Unselfish – Putting the team first.

Loyal – Showing allegiance. - using difficult times to demonstrate my commitment.

Courageous – Operating outside of your comfort zone.

Resilient – Bouncing back from challenges and seizing the opportunity to improve.

Hardworking – Paying the price with effort.

Accountable – Taking responsibility for your actions.

This is it! - Making the most of every moment. Be all in!

Focused – Eliminating distractions.

Competitive – Striving to be your best.

Motivated – Having a strong purpose.

Trustworthy – Being dependable.

Trust-willing – Depending on others.

Honesty – speaking the truth.

Respectful – Showing Consideration / Treat people the way you want to be treated.

Humble – Distributing credit. / acknowledging that achievement results from the investment of others

Appreciative – Recognizing the good in someone or something.

Creative – breaking from expected patterns to make something new

Curious – Passionate to learn or understand.

Justice - taking personal responsibility to stand up alongside others against inequality and discrimination.

Honor - respecting others because of their worth as human beings

Inclusiveness - An acceptance of another’s opinions, views, and suggestions.

Why the focus on character at 90+?

Character is what's inside you. It is what makes you...you!

Coach Wooden, one of the greatest coaches of all time once said, "Be more concerned with your character than your reputation, because your character is what you really are, while your reputation is merely what others think you are." Talent will only take you so far. Character is what allows you to overcome challenges and setbacks, and character must be developed.

90+ believes that sport does not just build character, but it reveals character. It reveals what is inside each of us. It helps us deal with adversity and develop sportsmanship. 90+ is committed to influence players in the development of character through sport.

Character Lessons

Sample of Character Lessons

We are in the process of further developing these lessons and incorporating them into practices.

ENCOURAGEMENT

Tell a couple of kids "good job" or "you worked really hard today" or "(name) I really liked when you did (fill in the blank)"

Did you guys hear what I just said to them? Can anyone tell me what that's called?

Encouragement! You're totally right!

Can someone explain what encouragement is?

Yes, encouragement is when you use your words to show someone that you are supporting them and have confidence in them! Encouragement feels very good to receive but also very good to give.

What are some ways that you can give encouragement to someone here at camp? What are some ways that you can give encouragement to someone at home?

Those are all great ideas to encourage somebody! My challenge to you today is to choose one person that you are going to encourage whether it be here or at home!

90+ Project Organization Development Plan

LISTENING TO OTHERS

You like to be listened to, right? When we are listened to, we feel important, valuable and loved. You can make others feel important, valuable and loved by just listening to them!

How can we listen? We can listen with three body parts. Our eyes, ears and our mouths.

How do we listen with our eyes? Our ears? Our mouths?

Why do you think we find it hard to listen to each other at soccer practice, at school or at home?

Those are all great ideas! It can be so hard to listen when we also have ideas and words that we want to share. But, if we listen to others, then they will be more willing to listen to us!

Can someone tell me who they are going to try and do a really good job of listening to this week?

RESPECTFUL

Does anyone know what the word respect means?

Does anyone know how we can show respect?

Yes! We can show respect at soccer practice by listening to the coach and others, paying attention during drills and treating others as we would like to be treated.

What are some ways that you can show respect at home?

Those are all good ideas. You can do your chores when you are asked without having to be reminded, you can say 'please' and 'thank you', and you can clean up after yourself after playing or eating.

Respect is one of the best ways to show someone that you care about them and for them!

TRUSTWORTHY

Our word of the day today is trustworthy! Can anyone tell me what that means?

Yes! Trustworthy means that you can be trusted. You can be trusted with a bunch of things like: being there for a friend when they need it, important information, to be kind to your friends and family or even that you are going to work hard in whatever you do. I know that for me, being trustworthy is something I want my friends to see me as and something that I want my friends to be.

How would you guys feel if you trusted your friend with something important and they told others or did not do that important thing? You would feel disappointed, hurt and let down! That is how others would feel if you were being untrustworthy as well.

What are some examples of ways you can be trustworthy to your friends? To your family? To your teammates?

90+ Project Organization Development Plan

COOPERATIVE

A team that works together and cooperates is the strongest kind of team. When everyone on a team, whether it be a soccer team or a family, chooses to cooperate, things run more smoothly.

Cooperation means working together for the same reason or to achieve the same goal. Cooperation often looks like: doing what you are asked to do, offering assistance to those in need or listening to instructions so things can be completed.

Can you all give me examples of when cooperation did not take place and what happened because of it? How do you think it would've been different if cooperation did happen?

What is one way that you each want to cooperate this week? Why?

RESPONSIBLE

To be responsible means to have the ability to take care of what you need to get done. It means that you are aware of the tasks that you have and you do your best to complete them.

Does anyone want to share a time where they were able to show that they were responsible?
Awesome, those are all great instances of responsibility.

You can be responsible in all aspects of your life: at home, at school, in friendships and on the soccer field!

At home, you can complete your chores on time. At school, you can stay on top of your homework and study for your tests. In your friendships, you can apologize and have meaningful conversations with them. In soccer, you can do all you can in your position to help the team, check-in with teammates and help your coach clean up all of the practice gear.

Let's all see how responsible we can be in these four aspects throughout the next couple of days and check in next practice.

CONFIDENCE

Having confidence is often seen as something that is negative or self-focused. When confidence is had in the right way however, it can be very positive for a team and an individual.

Being a confident person means that you believe in yourself and your abilities. A confident person does not question how good they are at something, how much they are valued or how they will be perceived. Their confidence is helpful and inspiring to others.

Sometimes confidence can be confused as cockiness. What do you guys think the difference is?

What do you guys think confidence would do for your soccer? your family? your schoolwork?

90+ Project Organization Development Plan

FILL A BUCKET

All day long, everyone in the whole world walks around carrying an invisible bucket. You can't see it but it's there. You have a bucket, each person in your family has a bucket.

Your bucket has one purpose. It is to hold the good thoughts and good feelings you have about yourself.

When your bucket is full you feel very happy. You feel sad and lonely when your bucket is empty. Other people feel the same way too.

So how do you get a full bucket you might ask...well here is how it works...you need others to fill your bucket and you need to fill other people's buckets. So how do you fill a bucket?

You fill a bucket when you show love to someone, when you say or do something kind toward someone else, or even when you give someone a smile. Anything that makes someone feel special. That is a bucket filler.

But you can also dip into a bucket and pull out good feelings. You dip into a bucket when you make fun of someone, treat people poorly, or even ignore someone. That's being a bucket dipper.

Many bucket dippers think that they can dip into someone else's bucket and steal good feelings to put into their bucket but they end up always feeling empty. It never works that way...you never fill your own bucket when you dip into someone else's...but guess what...when you fill someone else's bucket, yours gets filled at the same time.

All day long you are either filling someones bucket or emptying it by what we say and do.

What are some examples of bucket fillers and dippers?

Good, those are all great answers. Here's a couple more examples.

Fillers:

saying something kind:
complements
offering a smile
giving someone a hug
helping
sharing

Dippers:

interrupting
bullying
calling names
hurting
stealing
lying

What is one way you will fill someone's bucket this next week?

Player Development

Player Development ON & OFF the Field

90+ believes that player development occurs both on and off the field and seeks to prioritize both aspects of player growth. 90+ will encourage all players to develop skills and abilities in line with the game and the soccer development curriculum. Additionally, coaches and all leadership with 90+ will highlight player development off the field. The ability to know how to lose with dignity and win with class, the ability to put your teammates over yourself and to value how hard and how well we have played over an above a result is just the beginning of the desired areas of development within each 90+ participant.

The players will consistently be reminded of the above values in each training session. The goal is to never have a training session, an institute training, or a game go by without at least one of these values being brought up and discussed.



90+ Project Organization Development Plan

Player Expectations ON and OFF the Field

The 90+ Project believes that player development occurs both on and off the field and seeks to prioritize both aspects of player growth. Below are some expectations for players off the field, in training, in the game and following the game.

Player Expectations Off the Field:

Public Image

The fact that you are a member of the The 90+ Project automatically carries with it a responsibility. Youngsters, fans, classmates, teachers, coaches, parents, and community members watch your actions. This is an opportunity to set a proper example. You are a constant representative of the 90+ community, and it is your responsibility to consistently represent our values with pride and dignity.

Body Language

Your image both on and off the field represents the soccer program and its teams. Anyone that wears a 90+ Project uniform is a part of our family and deserves support. Negative body language is destructive, and will not be tolerated. Avoid negative body language in training, while playing, as a reserve, or in meetings.

Language

Your use of language should be positive and appropriate. The goal of language is to encourage your teammate and reinforce what they offer to the team rather than criticism. Language should not be directed toward a teammate or opponent. On the field you should express yourself in an appropriate and mature manner. Remember that you represent more than yourself as a member of the soccer program, and eyes and ears of many people are upon you.

Punctuality

Live by one simple rule. “Early is on time, and on time is late”. Being punctual shows your teammates how much you truly care about them, the team, and the program.

Self Care

Your body is the most important asset you have in playing the game. Taking care of it through proper nutrition, sleep and conditioning is mandatory in order to excel at the highest level.

- Eat Healthy; refrain from “junk” food, carbonated beverages, and excessive sweets.
- Take the extra time to stretch and strengthen your body.
- Efforts to improve agility and strength are directly within your control as an individual player.
- Proper rest is essential to both your physical and mental well-being. Allow ample time for rest each night and especially on nights prior to a game. Rested bodies are productive bodies.

90+ Project Organization Development Plan

- Pay attention to your stress level. Your body is not able to distinguish between different stressors. Whether the stress is coming from strenuous exercise or challenging homework the internal effect, if unmanaged, can be the same. Identify your stress and develop methods to manage it in order to maximize your consistency as a soccer player.
- Pay considerable attention to your hydration. The benefits of proper nutrition can quickly be negated by lack of hydration, or improper hydration. Carry a water bottle with you during the day, and don't pass a water fountain without taking a quick drink. Proper hydration is necessary 48 hours before activity, so it is how you prepared two days earlier that will determine your current state of hydration.

Player Expectations For Training:

- Punctuality is essential for training
- Be prepared for any type of weather conditions. As a player, it is your responsibility to be fully and properly dressed and ready to go at the designated training times.
- Proper training attire includes training shirts, shorts or training pants, and shinguards. Remove all accessories that are not game legal. Live with the phrase "train the way you play."
- 100% participation and effort is required, including jogging to and from activities.
- Pay careful attention to all instructions. Ask appropriate questions. Understand the topic. Make mistakes and learn.
- Equipment and liter must be picked up and accounted for after every session. "Wherever we go we will leave it better then we found it"

Player Expectations During the Game:

Officials

FIFA laws dictate that only captains may speak to the official during a match. The 90+ Project will honor this etiquette. FIFA at times ignores this rule with professionals who both swear and complain to the officials. Following their example will not be tolerated. Referees will ALWAYS be treated with respect and addressed properly. Disrespect towards officials will not be tolerated from players, coaches, parents, or fans. Let your talent and effort speak for you.

90+ Project Organization Development Plan

The Role of a Reserve

Any player not on the field will be considered a reserve. If player (A) starts a match and is replaced by substitution (Player B) player (A) will then be considered a reserve. The image we project from the bench represents our organization, and communicates a message to our opponents, fans, and officials. We would like to communicate respect, class, pride, and enthusiasm. Reserves need to pay attention, focus on the game, cheer, encourage and help their teammates in any way possible. Possible needs include water, ice, warm-ups, etc. A reserve may be called to enter the match expectedly or unexpectedly. Thus, players should occasionally loosen up, and move within the designated area to keep ready. When asked to prepare for a substitution, players should immediately warm-up within the designated area. After appropriate warm-up players should seek instruction and assignment from their coach.

Substitutions

Exiting and entering players are to jog on and off the field (unless injured). New Rules require the player being substituted to exit the field at the nearest point of the sideline and then walk around to the designated team area. Upon exit players go first to the coach or assistant coach, receive instruction, then go get water, put on warm-ups if needed, and then join the bench. Players may be asked to sit next to a coach for further instruction. ALL players are to applaud and support every player that enters or exits a match.

On Field Behavior

90+ soccer players are expected to have high expectations and be demanding of themselves and their teammates. However, negative body language or criticism toward anyone will not be tolerated. Maturity means controlling your emotions.

Player Expectations Post Game:

End of Match

At the conclusion of the match, all players will shake hands with opponents and opposing coaches. Following that, all players will shake hands with the officials. After shaking hands, players are to move as a team toward the parent / fan section and applaud the supporters for their investment and support. After applauding the parents and fans, players are to immediately report to the designated area for cool-down and post game meeting with the coaches. At the conclusion of the meeting, the team will collect their belongings, team equipment, and trash. Remember, leave it better than you found it. The team will then exit the field. Parents and friends can join then.

90+ Parents / Guardians Expectations

90+ believes the most important role in the life of a player is played by the parents or guardians of the child. Our role is to come alongside the parents to assist in the character and skill development of the player. Therefore, this significant responsibility comes with these expectations. Parents will:

- keep The 90+ Project and 90+ coaches posted on current or ongoing health issues or past medical problems and allergies so we can ensure player safety
- always respect the referees' decisions and will encourage their players to respect the opposition, coaches and referees
- never engage in, or tolerate, offensive, insulting, or abusive language or behavior
- understand that children play for fun and will applaud effort and good play more than success and team outcomes more than individual player outcomes
- stay positive, encourage and motivate all players and never criticize a player for making a mistake as mistakes are essential for learning and growth
- let the 90+ coaches play their role and not confuse the players by instructing them from the sidelines of games or practices.
- place the emotional and physical well-being of the players ahead of any personal desire to win.
- understand that as a supporter, they represent the 90+ Project and the community.

90+ is developing more material to educate and empower parents and to support them in making informed decisions with their children. These will be found in the future on the website and in podcast format.

90+ Coaches Expectations

Being a soccer coach with The 90+ Project is a significant responsibility. The following are descriptions of what you can expect as a parent from your 90+ coach:

- ensure that character and leadership development of your player are placed in the highest regard. 90+ coaches are expected to place character development as a higher goal than soccer development in our developmental program
- are responsible for the wellbeing and care of the players. Coaches will ensure that the field surface for practice and games is clear and safe for play and that all players are properly equipped to play. Shinguards, socks covering their shinguards and proper footwear are essential
- in conjunction with 90+ leadership, develop training that is age appropriate and designed with progressive player development over the course of the season. Coaches will come prepared and equipped for training
- will be open and available throughout the season. Feel free to email or text with questions. Coaches are open to meeting before or after a training, if needed, but want to reserve training time for the players and their development
- promote fair play and sportsmanship at all times and seek to embody and encourage the team to model the core values of 90+ with other coaches, players, parents and referees
- will ensure that all players receive equal playing time and will exposure to all field positions throughout the season. While players will likely express a general interest or proclivity toward certain positions, coaches will work to ensure that the players expand their knowledge and experience of all positions

90+ Coaching Development

The 90+ Project is establishing a system for coaching development that will be implemented in 2023 and beyond. The program will consist of the following:

- developing a coaching pathway through varied and consistent coach learning opportunities.
- an incentive program for coaching development where we reward the continued improvement of coaches and their development in both character training, equity and inclusion training and soccer coaching development.
- develop a robust set of additional in-house coaching development opportunities for coaches including but not limited to the following: ethics, character, safety, FIFA 11+, concussion protocols, weather related safety, SafeSport certification, equity and inclusion training, etc.
- ensure all 90+ coaches understand, implement and preach The 90+ Project's person development as well as "footballing" philosophy.
- provide easy access to education curriculum and materials to all interested coaches.
- reinforce our coaching evaluation pathway which includes training assessments, game evaluations, pathways of development, and utilize new techniques of assessment.
- develop our own pathway utilizing web based training and provide more coaching curriculum through visual, online database, and
- facilitate the delivery of national blended learning opportunities; united soccer coaches, community level courses (4v4,7v7,9v9,11v11), etc.
- ensure coaches are up to league standards on coaching certifications.

90+ Player Development

The 90+ Project zone one development plan for the 90+ Project.

The purpose of this section is to guide our soccer coaches in a thoughtful and researched approach to player development. Coaching is both an art and a science, as well as a life long process of development. Whether you have coached for five months, five years or for what seems like a lifetime, there is still room to grow. What is contained in this short document is a brief review of material to add in the development of a coaching philosophy, player-centered learning environments, and age appropriate training methods. Additionally, there will be material on understanding players and player learning styles as well as some proper teaching strategies to assist in the developmentally-based project-wide soccer and character curriculum that 90+ is establishing.

The material continued within this document is founded on some very important assumptions.

- Coaches must establish a coaching philosophy. The most essential ingredient to coaching success is the coach's philosophy. A coaching philosophy embodies what ultimately guides and directs coaching practice. (Bennie and O'Connor, 2010) One's philosophy, or personal statement about their values and beliefs, (Kidman and Hanrahan, 2004) reveals itself both in a coach's actions as well as in their ability to lead with clear vision (McConnell, 2000). From the philosophy flows the leadership style which in many ways effects the coach's preferences for teaching style, core values, organization and overall management (Bennie and O'Connor, 2010). A coach's philosophy must be something they truly own for themselves (Kidman and Hanrahan, 2004) which creates consistency with style of play, issues of discipline, standards of conduct, training expectations and a coaching philosophy can even create a strong connection between the coach and their athlete (Karpel, 2006; Martens,1996). The philosophy also effects practice planning, parent communication, player interaction, and game day expectations. Having a clear coaching philosophy can also support the goals and objectives of the team (Diefenbach & Lauer, 2009). Everything the coach thinks and does comes from the center of who they are and located in that center is their philosophy.
- Everything 90+ does must be athlete-centered. An athlete-centered approach places the holistic development and well-being of the player at the forefront and recognizes athletes as active participants with ownership over their sports experience (Kerr & Stirling, 2008).

90+ Project Organization Development Plan

- The 90+ Project is focused on Long-Term Athlete Development (LTAD). This is a player centered and coach driven model or philosophy of athlete training that seeks to both maximize the players long term potential while maintaining the players enjoyment in the sport (Balyi, 2013).
- The 90+ Project seeks to utilize the physical, mental, and emotional development of players to inform our coaching. One's age is an essential factor in choosing appropriate content and methodology as one's development alters how one sees the world. (Canadian Sport for Life, (2015).
- The 90+ Project seeks to provide a psychologically and physically safe environment for athletes to develop as people and players will emphasizing character and leadership development thorough the 5 C's of positive youth development: competence, character, connection, confidence, and caring and compassion (Lerner, 2000).

U6 PLAN

Active Start Stage (ages 0–6)

Long-Term Athlete Development Model (Balyi, Way, Higgs, 2013; Canadian Sport for Life, 2015).

Training:

Training Sessions to Match Ratio: 1:1 - - One day per week. 45 minutes of training. (Snow, 2012)

Training Prioritization: Fitness, Technical, Psychology, Tactical (Snow, 2012)

Typical U-6 Training Session

- 45 minutes or less.
- Every player should have a ball.
- Warm-up, including movement, use of ball, fun games and challenges (15 min)
- Soccer Activities, individual and partner activities, game like situations (15 min)
- Free Play, finish with a 3v3 game with two goals, no goalkeepers (15 min)

The end of each training session should be devoted to playing 3v3 practice games. Fun games involving 1v1, 2v1, 1v2 and 2v2 can lead into the final activity of 3v3. Coaches can use this time to teach the rules of the game, discuss spacing, and game situations. (Snow, 2012)

90+ Project Organization Development Plan

Coaches, use a games approach to learning. Make sure each player has a ball as the increased number of touches on the ball will more quickly develop players. Have a selection of game-like activities planned, avoid being drill oriented and focus on fun.

Game Play: Field Size (length x width (yards) = 25 x 20. (Snow, 2012) Ball Size: 3

Player Goals:

Encourage creativity and imagination

Focus on movement skills and coordination

Enhance speed, agility, and balance

Training: Fold soccer education and technique into fun game like activities Include time in each session for “free play”. (small sided games) (White, 2012)

Coaching essentials:

Importance of Small Sided Games: When athletes are thrust into age-appropriate small-sided games, due to the smaller pitch and the less number of participants, they see an increase in touches and encounter greater involvement in the action (Cooper, 2007). Additionally, skill development such as passing and dribbling, as well as tactical development such as running without the ball and player cooperation are enhanced (Katis & Kellis, 2009).

Coaching Education Recommendation: USSF National "F" License and/or State "E" Coaching License. United Soccer Coaches Foundations of Coaching and 4v4 development training.

U8 PLAN

FUNDamental stage (ages 6–9 for boys, 6–8 for girls)

Long-Term Athlete Development Model (Balyi, Way, Higgs, 2013; Canadian Sport for Life, 2015).

Training:

Training Sessions to Match Ratio: 1:1 - - One day per week. 45-60 minutes of training. (Snow, 2012)

Training Prioritization: Technical, Fitness, Psychology, Tactical (Snow, 2012)

90+ Project Organization Development Plan

Typical U-8 Training Session

- 1 hour or less.
- Warm-up, each player with a ball, dynamic stretching, skill activities (15 min)
- Soccer Activities, individual body awareness, individual and partner activities. Add more maze-type games. Introduce target games with a variety of player combinations: 1v1, 2v1, 1v2 and 2v2. (20-25 min)
- Free Play, small-sided game of 4v4, two goals and no goalkeepers. (20 min)

The end of each training session should be devoted to playing 4v4 practice games. Fun games involving 1v1, 2v1, 1v2, 2v2, 1v3, 2v3 and 3v3 can lead into the final activity of 4v4. Coaches can use this time to teach the rules of the game, discuss spacing, and game situations. (Snow, 2012)

Game Play: Field Size (length x width (yards) = 35 x 25. (Snow, 2012) Ball Size: 3

Player Goals: Same as U6 material above. (White, 2012)

Coaching essentials:

- Importance of motor development: The most important periods of motor development are at the younger ages (Balyi, 2013). Additionally, fine motor skill development is best tapped into before the age of ten (Brooks, 2016).
- Childhood development (refer to appendix)
- Teaching Games for Understanding (Bunker & Thorpe, 1982) is a concept that uses the approach of teaching kids games by playing games as an alternative to skills based teaching (Kirk and MacPhail, 2002). The TGFU approach enables players to learn the tactical sides of the game and practice the technique within the game rather than separate from it (Kirk, 2005). “By playing purposeful games, athletes enjoy training and their intrinsic motivation is increased which in turn enhances their desire to learn and encourages them to continue participating in sport.” (Kidman, 2005).

Coaching Education Recommendation: USSF National "F" License and/or State "E" Coaching License. United Soccer Coaches 4v4 development training.

90+ Project Organization Development Plan

U10 PLAN

Learning to Train Stage (ages 9–12, 8–11)

Long-Term Athlete Development Model (Balyi, Way, Higgs, 2013; Canadian Sport for Life, 2015).

Training: Training Sessions to Match Ratio: 2:1 - - Two days per week. 60-75 minutes of training. (Snow, 2012)

Training Prioritization: Technical, Psychology, Fitness, Tactical (Snow, 2012)

Typical U-10 Training Session

- 1 hour and 15 minutes or less.
- Warm-up, partner and small group activities, dynamic stretching. (15 min)
- Soccer Activities, individual and partner activities, introduce small group activities (4 to 6 players).
Add more directional games. Play to targets and/or zones. (20-25 min)
- Free Play, small-sided game of 6v6, two goals with goalkeepers. (20-25 min)
- Cool Down (5-10 min)

The end of each training session should be devoted to playing 4v4, 5v5 and 6v6 practice games. Fun games involving smaller numbers can be played, especially 1v1, 2v1 and 3v2 or 5v3 leading up to a final training activity. (Snow, 2012)

Game Play: Field Size (length x width (yards) = 55 x 40. (Snow, 2012) Ball Size: 4

Player Goals:

Technical mastery & skill acquisition

Small sided games & playing opportunities

Encourage and develop confidence

Develop goal setting and discuss improvement indicators

Ask a combination of Low and High Order Questions (guided discovery)

(Snow, 2012) (White, 2012)

Coaching essentials:

- Empowerment: What is needed by soccer coaches more than any other team sport is player empowerment. Coaches need to help their players think for themselves, manage their games and to collectively problem solve during the course of play (Kidman and Davis, 2006). An empowerment

90+ Project Organization Development Plan

approach to coaching is athlete centered rather than strictly dictated by a more prescriptive coaching style (Kidman, et al. 2001).

- Environment: Coaches should provide a psychologically and physically safe environment in which coaching is player centered (Hellison, 2000). Players should be encouraged to respect the rights and feelings of others, be self-directed and responsible for one's own well-being as well as being sensitive and responsible for the well-being of others, and understand the role of effort in improving oneself (Hellison, 1995).

Coaching Education Recommendation: USSF National "F" License and/or State "E" Coaching License. United Soccer Coaches 7v7 and 9v9 development training.

U12 PLAN

Learning to Train Stage (ages 9–12, 8–11)

Long-Term Athlete Development Model (Balyi, Way, Higgs, 2013; Canadian Sport for Life, 2015).

Training: Training Sessions to Match Ratio: 2 or 3:1 -- Two to Three days per week. 75 minutes of training. (Snow, 2012)

Training Prioritization: Technical, Tactical, Psychology, Fitness (Snow, 2012)

Typical U-12 Training Session

- 1 hour and 30 minutes or less.
- Warm-up, small group activities, dynamic stretching, include ball as often as possible. (15 min)
- Soccer Activities, introduce large group/team activities (6 to 8 players). Continue with directional games. Play to targets and/or zones. (30 min)
- Free Play, small-sided game of 8v8, two goals with goalkeepers. (25-35 min)
- Cool down activity, including static stretching (5-10 min) (Snow, 2012)

Game Play: Field Size (length x width (yards) = 80 x 50 (Snow, 2012) Ball Size: 4

Player Goals: Same as U10 material above. (Snow, 2012, White, 2012)

Coaching essentials:

90+ Project Organization Development Plan

- Guided Discovery: Further implement guided discovery which moves the athlete into higher conceptual understanding by promoting both low-order and high-order thinking (Kidman, 2005). Power in question asking.
- Player Feedback: Effective communication consistently uses praise and inquiry. Praise can also be a sign of effective communication and is a significant tool in feedback (Cushion and Jones, 2001). The reinforcement of positive or desired actions can be encouraged with consistent praise. Coaches should be aware of the ratio of praise to criticism extended to players. Wiggins suggests the use of a mental colon for every statement of value when providing feedback (Scherer, 2016). Just saying “good pass” provides the player some positive feedback but the use of the colon adds specificity to the feedback. To say “good pass: the pass was well weighted and accurate” provides the concrete, specific feedback that the athlete needs.
- Player centered training:
 - coach ask questions / coach creates an environment conducive to learning
 - creating awareness / players are invested in goal setting
 - players are active and using their minds and bodies / enables athletes to be active in practicing the skill
 - helping the athlete to notice performance (Kidman & Davis, 2006).

Coaching Education Recommendation: USSF National "F" License and/or State "E" Coaching License. United Soccer Coaches 7v7 and 9v9 development training.

CONCLUSION

The 90+ Project is committed to player development both on and off the field. We will continue to promote character and leadership development and will use the game of soccer to enhance skills, develop personal responsibility and encourage good citizenship.

90+ also likes to play beautiful soccer that results in great match performance and hopefully team victory. However, 90+ will never sacrifice short term victories for long term development. 90+ acknowledges it takes many years to develop quality soccer players as soccer is a long-term development and late specialization sport. With this in mind, coaches will be committed to view players development over years of play rather than a game or season and will factor in developmentally appropriate expectations as we put the player first.

90+ Project Organization Development Plan

SOURCES

Balyi, Istvan, Way, Richard and Higgs, Colin. (2013) Long-term athlete development. Champaign, IL : Human Kinetics, 2013.

Bennie, Andrew & O'Connor, Donna (2010). Coaching Philosophies: Perceptions from Professional Cricket, Rugby League and Rugby Union Players and Coaches in Australia. *International Journal of Sports Science & Coaching* Volume 5, Number 2, 2010.

Brooks, Christine M. (2016) Long-Term Athlete Development (LTAD) Model: Practical Coaching Insights. *Olympic Coach*. Vol. 27 Issue 2, October, 2016.

Bunker, D., & Thorpe, R. (1982). A model for the teaching of games in the secondary school. *Bulletin of Physical Education*, 10, 9–16.

Canadian Sport for Life. (2015). Long-term athlete development 2. Retrieved from <http://canadiansportforlife.ca/> [accessed July 25, 2017].

Dieffenbach, K., & Lauer, L. (2009). Coaching ethics: An oxymoron, a lost art, a moot point? Creating a culture of principles and standards. Symposium of the American Alliance for Health, Physical Education, Recreation, and Dance. Tampa, FL.

Hellison, D. (2003). *Teaching responsibility through physical activity* (2nd ed.). Champaign, IL: Human Kinetics.

Karpel, M. P. (2006). *An Inquiry Into the Philosophies and Coaching Processes of Successful Division I Head Baseball Coaches*, PhD Thesis, Brigham Young University, 2006.

Katis, A., & Kellis, E. (2009). Effects of small-sided games on physical conditioning and performance in young soccer players. *Journal of sports science & medicine*, 8(3), 374.

Kerr, G. A., & Stirling, A. E. (2008). Child protection in sport: Implications of an athlete-centered philosophy. *Quest*, 60(2), 307-323.

Kidman, Lynn (2005). *Athlete-centred Coaching: Developing Inspired and Inspiring People*. IPC Print Resources, 2005.

Kidman, L. and Davis, W. (2006), *Empowerment in Coaching*, In J. Broadhead and W. Davis (Eds) , *Ecological Task Analysis Perspectives on Movement*, Champaign, IL: Human Kinetics.

Kidman, L. & Hanrahan, S. (2004). *The coaching process – A practical guide to improving your effectiveness: 2nd Edition*. Palmerston North: Dunmore Press Limited.

Kidman, Lynn, Thorpe, Rod, Jones, Robyn L. and Lewis, Craig. (2001). *Developing Decision Makers: An Empowerment Approach to Coaching*. Innovative Print Communications; 2001.

Lerner, R. M., Fisher, C. B. & Weinberg, R. A. (2000) *Toward a science for and of the people: promoting civil society through the application of developmental science*, *Child Development*, 2000.

Martens, R. (1996). *Successful coaching* 4th edition. Human Kinetics.

McConnell, R. (2000). *The successful coach: A practical guide for beginners and experts*. Auckland: Harper Collins.

Snow, Sam. (2012) Technical Director, US Youth Soccer. Who are these young players - zone 1. Retrieved January 28, 2018, from <http://assets.ngin.com/attachments/document/0096/9202/WhoAreTheseYoungPlayers.pdf>.

Snow, S. (2012). US youth soccer player development model. Retrieved from: http://www.usyouthsoccer.org/assets/1/3/us_youth_soccer_player_development_model.pdf

90+ Project Organization Development Plan

White, Gary. (2012). Long Term Player Development. Washington Youth Soccer. Jan. 2012.

APPENDIX

Cognitive (learning) Domain:

5- to 7-year-olds

- Vocabulary increasing to approximately 2,000+ words
- They are developing their oral language skills, acquiring new vocabulary, and sentence structures.
- Can compose sentences with five or more words
- Can count up to 10 objects at one time
- Begin to reason and argue; uses words like why and because
- They understand concepts of space, time, and dimension.
- They understand concepts like yesterday, today, and tomorrow.
- They know left and right.
- They begin to see things from other school-age children's perspectives and begin to understand how their behavior affects others.
- Can categorize objects: "These are toys; these are books."
- Are able to sit at a desk, follow teacher instructions, and independently do simple in-class assignments
- They begin to develop a sense of self-confidence and mastery of their learning.

(Goldfarb, Jones, Levy, & Tocek, 2011 and Virtual Lab School)

8- to 12-year-olds

- Develop a longer attention span
- Are willing to take on more responsibility (i.e. chores)
- Understand fractions and the concept of space
- Understand money
- Can tell time
- Can name months and days of week in order
- Enjoy reading a book on their own
- They can interpret the context of a paragraph and writes stories.
- They begin to think hypothetically, considering a number of possibilities, and are able to think logically.
- They become more goal oriented.
- Most early adolescents are fully capable of perspective taking and understand and consider other's perspectives.
- Cognitive development may be impacted by school-age children's emotional state.

(Goldfarb, Jones, Levy, & Tocek, 2011 and Virtual Lab School)

Psychomotor (physical) Domain:

5- to 7-year-olds

- Gain up to 2.3 kilograms (five pounds) per year
- Grow approximately 8 centimetres (three inches) per year
- Demonstrate a preference for being right-handed or left-handed
- Can colour between the lines, print name legibly, and manage fasteners like zippers, buttons, and snaps independently
- Can catch and throw a medium-sized ball from 1.5 metres (five feet) away
- Hops; may be able to skip
- Stands on one foot for 10 seconds or longer
- Can manage playground equipment independently, such as pumping legs on a swing
- Uses a fork and spoon and sometimes a table knife
- Develop enough muscle coordination to climb, swim, and skate
- Can use the toilet on her or his own

(Goldfarb, Jones, Levy, & Tocek, 2011 and Virtual Lab School)

8- to 12-year-olds

- Weight gain speeds up
- Strong motor skills, but balance and endurance can vary
- Sense of body image begins to develop
- Sleep up to 11 hours a night

90+ Project Organization Development Plan

- Begin riding a two-wheeler bicycle without training wheels
 - Can use a pair of scissors to cut out complex shapes
 - Permanent teeth begin to appear
 - Improved hand-eye coordination (can bounce and catch a tennis ball)
 - Becomes more aware of his or her body as puberty approaches; body image develops
 - Develops secondary sex characteristics like breasts and body hair
- (Goldfarb, Jones, Levy, & Tocek, 2011 and Virtual Lab School)

Psychosocial (emotional) Domain:

5- to 7-year-olds

- Are willing to play cooperatively, take turns, and share
 - Show jealousy toward siblings
 - Understand their own feelings
 - Identify and manage emotions
 - Understand the consequences of their actions
 - Start developing a sense of morality
 - Enjoy playing alone, but prefer to play with friends
 - Establish and maintain positive relationships and friendships
 - Can dress themselves
 - Are able to use words to describe their own feelings
 - Develop greater empathy and offer to help when they see another in distress
 - Form a positive self-concept and self-esteem
 - Be able to express an opinion and negotiate
 - Begin understanding different viewpoints
 - Start making more sense of “who I am” (“Who am I like? Who likes me?”)
 - Develop a sense of family history (identity)
 - Tackle questions about death
 - Accept that parents are not all powerful
- (Goldfarb, Jones, Levy, & Tocek, 2011 and Virtual Lab School)

8- to 12-year-olds

- Show a competitive spirit when playing games
 - Befriend children of the opposite gender
 - Show an interest in joining a club or sports team
 - Form a sense of humor and enjoy telling jokes
 - Can distinguish between fantasy and reality
 - Are able to do pretend play with another child or group of children
 - Help out with chores at home, such as clearing the table after a meal or tidying up personal belongings
 - Strengthen cooperative skills
 - Adjust to a sexually developing body and handle the agonies of feeling awkward and self-conscious
 - Work out values and beliefs and often passionately adopt an ethical stance
 - Establish independence and individuality
 - Behave appropriately in a variety of social situations
 - Refine communication skills
 - Resolve interpersonal conflicts and understand the difference between passive, assertive and aggressive responses
 - Become more independent and responsible for actions
 - Value and respect rules and authority
 - Know how to act appropriately and safely in cyber social world
 - Manage emotional changes accompanying puberty (torn between needing the security of the familiar and craving the unknown)
 - Develop more positive self-esteem and resilience by building strengths and accepting limitations
- (Goldfarb, Jones, Levy, & Tocek, 2011 and Virtual Lab School)

90+ Player Style of Play and Player Responsibilities

The 90+ Project “footballing” philosophy:

Style of Play

As a coaching staff we will highlight the following set of desires that represent The 90+ Project style of play and are points of emphasis within our training.

INTELLIGENT

90+ Players are soccer smart. Players are students of the game, are able to make adjustments based on what they see, and understand team tactics and style of play.

POSITIVE POSSESSION

90+ desires to play an indirect style of soccer by maintaining possession and building attacks from the back as opposed to playing “kick and run” soccer. However, players should have an awareness of the most appropriate penetrating pass and look to put the other team

PRESSURE and PHYSICALITY

90+ desires to mold teams that are defined by being hard working and hard in the tackle but always within the laws of the game. Our team should understand how and when to apply pressure in order to regain possession of the ball and defend our goal.

CONFIDENT and ATTACK-MINDED

90+ desires confident and attack minded players. This confidence is created with self belief, hard work, repetition and team camaraderie - all created in a positive coaching environment. We want to take risks and play the game with flair and creativity.

90+ Project Organization Development Plan

Player Positional Abilities

GOALKEEPER #1

Excellent technical ability with feet.

Ability to pass accurately over a range of distances (short / medium / long) using feet.

Supreme distribution over a range of distances using different throwing techniques.

Has excellent handling ability (dealing with crosses, retaining shots into the body).

Has excellent shot stopping ability (high / low diving saves).

Dominant in 1v1 situations.

TEAM IN POSSESSION

Plays with speed and control when in possession of the ball.

Always positioned to receive a pass from team mate as part of build up play.

Pass decision – hit 6 to pass between the lines, hit 7, 9, 11 in order to launch a counter attack, hit 2, 3, 4, 5 to switch the point of attack or retain possession with depth.

TEAM NOT IN POSSESSION

Positioning in relation to the ball, teammates and opposition.

Communication with defensive line in relation to position of the ball and opposition.

Command of the penalty area.

Understands how to protect the goal (near post, far post, attacks from central areas).

Proactive – always thinking and assessing.

Has a strong will / desire to prevent conceding goals.

Is disciplined and responsible.

Is a consistent performer.

Is a leader. Conducts and organizes the team with effective communication.

Power – jumping / diving / ability to stop the ball.

CENTER DEFENDER #4 & 5

Excellent technical ability with feet.

Ability to pass accurately over a range of distances (short / medium / long) using feet.

Quality aerial ability.

TEAM IN POSSESSION

Plays with speed and control when in possession of the ball.

Always positioned to receive a pass from team mate as part of build up play.

Pass / Dribble decision: penetrate, change the point of the attack, retain possession with depth.

TEAM NOT IN POSSESSION

Decision making – man mark / zonal mark.

Understands intercept, pressurize, cover, delay in defending.

90+ Project Organization Development Plan

Supreme awareness and understanding of adjustments to be made.

Conducts and organizes the team.

Effective communication to organize the team in relation to the ball and opponents.

Focused despite passive role in the play.

Understands offside coordination of the back line.

Disciplined and responsible.

Is a leader. Is pro-active.

Is an effective communicator – has continuous dialogue with the team.

Has a 'never give up' mentality.

Speed over short and medium distances. Endurance – ability to compete for a whole game. Power – ball striking in passing, height of leap in aerial game, the physical game in 1v1 situations. Agility.

FULL BACK # 2 & 3

Excellent first touch.

Excellent dribbling skills.

Excellent passing technique over short and medium distances.

Excellent crosser of the ball – particularly when in motion. Ability to execute at speed.

TEAM IN POSSESSION

Looks to join the attack to provide an overload in wide area. Timing of runs.

Providing balance when the point of attack is changed.

Always in a position to receive the ball during build up.

Pass selection – penetrate / retain possession.

TEAM NOT IN POSSESSION

Recovery / positional interchange in transition .

Effective communication with team mates.

Excellent 1v1 defender.

Disciplined and responsible.

Always in an attitude to receive the ball.

Willingness to work hard for the team in attack and defense.

Enjoys the attacking element to the game.

Relishes the defensive challenge.

Speed over short, medium and long distances.

Endurance – ability to play at maximum velocity for the length of a game.

Power in pass / cross from wide areas.

Power in movement – explosive in changes of direction.

CENTER MIDFIELDER #6, 8 & 10

Excellent range of passing techniques - inside / outside / driven / curved.

Excellent passing over various ranges – short / medium / longer.

Medium / long range shooting.

Composure to finish in front of goal.

90+ Project Organization Development Plan

Excellent first touch– particular in tight areas / under pressure.

Industrious - hard working / box to box.

The most creative players within the team. Capable of producing a moment of magic in attack. Will look to go beyond the attackers in the attempt to score.

Possess excellent soccer IQ – always sees the solution to the puzzle.

Always wants to receive the ball.

Disciplined and responsible – must work for the team in attack and defense.

Play with self confidence and assurance.

TEAM IN POSSESSION

Plays with speed and control when in possession of the ball.

Always positioned to receive a pass from team mate as part of build up play.

Pass decision: usually the link between defense and attack.

Dictates the rhythm of possession.

Penetrate or switch the point of attack. Interchangeability with midfield teammates.

Movement and ability to find pockets of space in tight areas.

Look to join attacks – get beyond striker for combination play.

Timing of forward runs.

TEAM NOT IN POSSESSION

Recovery / positional interchange in transition .

Decision making – maintain balance to the team in transition.

Communication – commanding, articulate and respectful.

Provides pressure in midfield – looks to break up opposition attacks.

Organizes and adjusts the team in relation to the opposition.

Speed over short and medium distances.

Endurance – ability to play at maximum velocity for the length of a game.

Power in pass / cross from wide areas.

Power in movement – explosive in changes of direction.

WIDE FORWARD #7 & 11

Supreme ability to dribble / run with the ball at speed.

Excellent first touch. Crossing ability.

Aerial cross for far post runners - use the instep to curve away from the goalkeeper – placed between goalkeeper and defenders.

Driven cross – low, flat trajectory aiming for near post or central runners.

Central cross – aimed at the penalty spot for runners coming across the goalkeeper.

Pass quality – ability to penetrate a defense with a pass.

Finishing ability – balls in the air or on the ground.

90+ Project Organization Development Plan

TEAM IN POSSESSION

Always in a position to receive the ball and go forward with first touch.
Stay wide, open the body to the field.
Cross decision using M.O.D.E. (Moment, Observation, Decision, Execution).
Timing of runs to meet crosses (far post run).
Exploiting movement of supporting full back (2 or 3).

TEAM NOT IN POSSESSION

Recovery / positional interchange in transition .
Effective communication with team mates.
Ability to apply pressure and prevent an opposition counter.
Intelligence to close spaces as a team.
Passive and active phases (always thinking and assessing).
Disciplined and responsible (hard working in attack and defense).
Patient – willing to continually make attacking runs without always receiving the ball.
Loves the attacking side of the game. Relishes 1v1 duels.
Takes pride in creating scoring opportunities from passes and crosses.
Plays and executes at explosive speed.
Play with confidence and assurance.
Speed over short, medium and long distances.
Endurance – ability to play at maximum velocity for the length of a game.
Change of pace – ability to play at 3 speeds (medium, quick over long distances, explosive over short distances).
Power in cross delivery. Power in shot.
Agility.

STRIKER #9

Can play with left foot, right foot, head.
Excellent first touch (ground and aerial control).
Ability to play with back to goal.
Pass quality over short distances (combination play).
Ability to finish with a range of techniques.

TEAM IN POSSESSION

Movement – ability to get in between defenders.
Movement – ability to drag opponents out of position to create space for others.
Look to receive and go forward (shoot, dribble, 1v1, combination play).
Flick ons feet, head, in order to combine with runners.

TEAM NOT IN POSSESSION

Recovery / positional interchange in transition .
Effective communication with team mates.

90+ Project Organization Development Plan

Ability to lead the press.

Intelligence to close spaces as a team.

Killer mentality.

Plays with self confidence and assurance.

Ruthless eye for goal / creation of opportunities for others.

Disciplined and responsible. Works hard for the team in attack and defense.

Speed over short and medium distances.

Endurance – ability to play at maximum velocity for the length of a game.

Change of pace – ability to play at varying speeds (medium, quick off the ball, explosive over short distances).

Power in shot. Power with back to goal / duels. Power in the aerial game.

Agility.

Player Roles

Players are expected to know the positional dynamics of various player positions. Each has unique responsibilities. As coaches we are teaching, practicing and demonstrating our expectations before placing players in their assigned position. At 90+, players are often used in positions outside of the players “preferred” position or position they grew up playing. This is for the benefit of the team and we will do all we can to allow the player to thrive in their assigned position. Every player in our program is important and the role they play is vital, however, no individual is more important than the collective. We seek to put Program First, Team second and Player third. We will do everything we can to optimize Program, Team and Player.

Player Safety

Weather & Emergency Action Plans Lightning Policy

90+ Project Thunder/Lightning Policy

The United States Soccer Federation (USSF) position is that if you can hear thunder you are within reach of lightning and that referees must protect the safety of all participants by stopping game activities quickly, so that participants and spectators may retire to a safer place before the lightning threat becomes significant. Applying the 30-30 rule is recommended and to wait 30 minutes or more after hearing the last thunder before leaving shelter.

The 90+ Project position regarding severe weather states: “It is said that lightning can strike from a clear blue sky that is within a ten mile radius of a storm. It is therefore strongly recommended that practices and games be terminated immediately upon hearing thunder or seeing lightning”.

In view of the above, the following is the position of 90+ Project regarding severe weather and is to be instituted by coaches and referees at all practices, games and other 90+ Project sponsored events.

90+ Project will not cancel entire days or remaining games due to active thunderstorms in our area as these storms usually pass through quickly. Regardless of the weather overhead, when thunder is heard and/or lightning is seen, suspend play and direct participants to a safe area by following the guidelines below. Play may resume 30 minutes after the last thunder is heard, or lightning seen.

Areas considered safe:

- Inside a fully enclosed metal vehicle with windows up
- Inside a substantial building (roof and four walls)

Unsafe Areas:

- Small buildings including picnic shelters and the open area of a concession stand
- Anywhere near metallic objects like flagpoles, antennas, towers, underground watering systems, soccer goals, metal bleachers, electric equipment
- Open fields, trees and water

Open area without shelter:

- Avoid standing in groups
- Spread out to reduce risk
- Crouch on your feet, keep your head low
- Avoid being the tallest object

90+ Project Organization Development Plan

- Avoid lying on the ground

If a strike occurs to an individual:

- Call 911
- If you are qualified to do so, apply First Aid or CPR immediately
- People struck by lightning do not carry an electrical charge and are safe to touch

Restarting after the All-Clear (30 minutes after the last boom is heard or strike is seen):

- Games which have completed the first half will be considered finished and the score at the time play was suspended shall be the final score.
- Games which have completed less than one half; the referee will resume by starting the second half, reducing the remaining time if necessary so that the match ends at the scheduled time.

*Adapted from AYSO Thunder/Lightning Policy

First Aid

The 90+ Project Coaches will have first aid kits available at the field during all games.

90+ asks all parents to provide the coaches and organization with all player emergency contact details and any medical conditions. 90+ asks for information on pre-existing conditions or any medical issues at registration, however, it is best for parents to also reinforce with the coach at the beginning of the season any health issues or conditions so they can be ready to respond.

Coaches will have access to all parent contact information via the Team Snap app.

First Aid Kit Contents:

- adult & child CPR instructions
- CPR mask
- cold compress
- Advil
- sunscreen
- Neosporin
- bandaids
- alcohol swabs
- gauze
- Pre-wrap
- athletic tape
- rubber gloves
- eyewash

Injury Report Form

If an injury does occur during a practice or a game. You will need to fill out the 90+ Injury Report Form. This form provides details about the incident, the injured player and the current state of the player. This link is on the 90+ Project website for both your and our convenience. Head to the 90+ Project website to fill out the Injury Report Form sometime within 24 hours of the injury occurrence. The link is : _____

Below is our samples of player safety material in coaches packets:

BEAT THE HEAT

Summer's high temperatures put student athletes at increased risk of heat illness. There are several types of heat illness. They range in severity, from heat cramps and heat exhaustion, which are common but not severe to heat stroke, which can be deadly. Although heat illnesses can be fatal, death is preventable if they're quickly recognized and properly treated.

DEHYDRATION AND HEAT ILLNESSES

As a rule-of-thumb, most athletes should consume 200 to 300 milliliters of fluid every **15 MINUTES OF EXERCISE.**

It takes only **30 MINUTES** for cell damage to occur with a core body temperature of 105 degrees.

Currently, 13 states have heat-acclimatization policies, for secondary school athletics with New Jersey being the first.

Exertional heat stroke is one of the top three killers of athletes and soldiers in training.

- From 2010-15, 20 athletic heat stroke fatalities were reported.
- It takes seven to 14 days for a body to adapt to exercising in the heat.
- Dehydration at levels of 3 to 4 percent body mass loss can reduce muscle strength by an estimated 2 percent.

SAFETY TIPS

Have sports drinks on hand for workout sessions lasting longer than an hour.

Keep beverages cold – cold beverages are consumed 50 percent more than warm beverages.

Hydrate before, during and after activity.

Remove unnecessary equipment, such as helmets and padding, when environmental conditions become extreme.

Clothing worn by athletes should be light colored, lightweight and protect against the sun.

- For the first week or so, hold shorter practices with lighter equipment so players can acclimate to the heat.
- Follow a work-to-rest ratio, such as 10-minute breaks after 40 minutes of exercise.
- Get an accurate measurement of heat stress using a wet-bulb globe temperature, which accounts for ambient temperature, relative humidity and radiation from the sun.
- If someone is suffering from exertional heat stroke, remember to cool first and transport second.
- Have large cold tubs ready before all practices and games in case cold water immersion is needed to treat exertional heat stroke.

SIGNS OF MINOR HEAT ILLNESS

Dizziness

Cramps, muscular tightening and spasms

Lightheadedness, when not associated with other symptoms

EARLY WARNING SIGNS OF EXERTIONAL HEAT STROKE

Headache, dizziness, confusion and disorientation

Excessive sweating and/or flushing

Fatigue

Nausea and/or vomiting

Chills and/or goose bumps

SIGNS OF EXERTIONAL HEAT STROKE

Core body temperature of more than 105 degrees

Signs of nervous system dysfunction, such as confusion, aggression and loss of consciousness

Increased heart rate

Rapid breathing

Seizures

Low blood pressure

Infographic courtesy of the National Athletic Trainers' Association, www.nata.org

Sources: Karolyi Stringer Institute, American Medical Society for Sports Medicine, NCAA



SIGNS AND SYMPTOMS

Athletes who experience one or more of the signs or symptoms listed below after a bump, blow, or jolt to the head or body may have a concussion.

SIGNS OBSERVED

- Appears dazed or stunned
- Is Confused about assignment or position
- Forgets an instruction
- Is unsure of game, score, or opponent
- Moves clumsily
- Answers questions slowly
- Loses consciousness (even briefly)
- Shows mood, behavior, or personality changes
- Can't recall events prior to hit or fall
- Can't recall events after hit or fall

SYMPTOMS REPORTED BY ATHLETE

- Headache or "pressure" in head
- Nausea or vomiting
- Balance problems or dizziness
- Double or blurry vision
- Sensitivity to light
- Sensitivity to noise
- Feeling sluggish, hazy, foggy, or groggy
- Concentration or memory problems
- Confusion
- Just not "feeling right" or is "feeling down"

SEEK IMMEDIATE MEDICAL ATTENTION FOR ANY OF THE FOLLOWING SYMPTOMS

- One pupil larger than the other
- Drowsiness or inability to wake up
- A headache that gets worse and won't go away
- Weakness, numbness or decreased coordination
- Repeated vomiting or nausea
- Slurred speech
- Convulsions or seizures
- Unusual behavior, confusion, restlessness or agitation
- Loss of consciousness

COACH ACTION PLAN

If you suspect that an athlete has a concussion, you should take the following four steps:

1. Remove the athlete from play.
2. Ensure that the athlete is evaluated by a health care professional experienced in evaluating for concussion. Do not try to judge the seriousness of the injury yourself.
3. Inform the athlete's parents or guardians about the possible concussion and give them the CDC fact sheet for parents on concussion.
4. Keep the athlete out of play the day of the injury and until a health care professional, experienced in evaluating for concussion, says they are symptom-free and it's OK to return to play.

ADDITIONAL AYSO COACH PROCEDURES

5. Submit AYSO Incident Report to Safety Director
6. Refer parents to the AYSO/CDC Information sheet and SAI information available at AYSO.org
7. Obtain signed AYSO Participation Release from Parent/Guardian prior to return to play
8. Obtain a Medical Release if required by State Law
9. Give all signed forms to your AYSO Safety Director

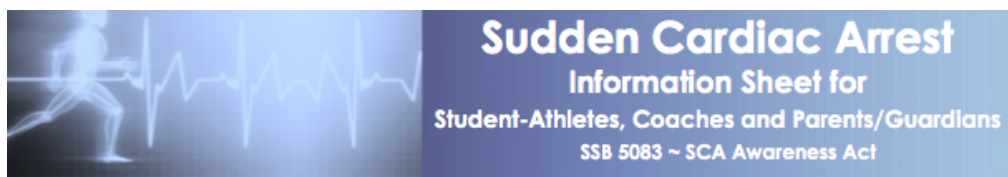
AYSO REFEREE ACTION PLAN

During a game, if there is any reason to suspect a concussion:

1. Whistle to stop play immediately.
2. Call the coach onto the field.
3. If safe, have the player leave the field to be checked for signs/symptoms. If any sign/symptoms are observed, the player must not play for the remainder of the day.
4. If signs/symptoms are observed after the player returns to play, remove player from the game.
5. File a supplemental game report of the incident with the appropriate AYSO authority.

REMEMBER, WHEN IN DOUBT, SIT THEM OUT.

For more information and to order additional materials free-of-charge, visit:
www.cdc.gov/Concussion



Sudden Cardiac Arrest

Information Sheet for Student-Athletes, Coaches and Parents/Guardians

SSB 5083 ~ SCA Awareness Act



What is sudden cardiac arrest? Sudden Cardiac Arrest (SCA) is the sudden onset of an abnormal and lethal heart rhythm, causing the heart to stop beating and the individual to collapse. SCA is the leading cause of death in the U.S. afflicting over 300,000 individuals per year.

SCA is also the leading cause of sudden death in young athletes during sports

What causes sudden cardiac arrest? SCA in young athletes is usually caused by a structural or electrical disorder of the heart. Many of these conditions are inherited (genetic) and can develop as an adolescent or young adult. SCA is more likely during exercise or physical activity, placing student-athletes with undiagnosed heart conditions at greater risk. SCA also can occur from a direct blow to the chest by a firm projectile (baseball, softball, lacrosse ball, or hockey puck) or by chest contact from another player (called "commotio cordis").

While a heart condition may have no warning signs, some young athletes may have symptoms but neglect to tell an adult. If any of the following symptoms are present, a cardiac evaluation by a physician is recommended:

- Passing out during exercise
- Chest pain with exercise
- Excessive shortness of breath with exercise
- Palpitations (heart racing for no reason)
- Unexplained seizures
- A family member with early onset heart disease or sudden death from a heart condition before the age of 40

How to prevent and treat sudden cardiac arrest? Some heart conditions at risk for SCA can be detected by a thorough heart screening evaluation. However, all schools and teams should be prepared to respond to a cardiac emergency. Young athletes who suffer SCA are collapsed and unresponsive and may appear to have brief seizure-like activity or abnormal breathing (gaspings). SCA can be effectively treated by immediate recognition, prompt CPR, and quick access to a defibrillator (AED). AEDs are safe, portable devices that read and analyze the heart rhythm and provide an electric shock (if necessary) to restore a normal heart rhythm.

Remember, to save a life: recognize SCA, call 9-1-1, begin CPR, and use an AED as soon as possible!



Cardiac 3-Minute Drill

- 1. RECOGNIZE Sudden Cardiac Arrest**
 - Collapsed and unresponsive
 - Abnormal breathing
 - Seizure-like activity
- 2. CALL 9-1-1**
 - Call for help and for an AED
- 3. CPR**
 - Begin chest compressions
 - Push hard/ push fast (100 per minute)
- 4. AED**
 - Use AED as soon as possible
- 5. CONTINUE CARE**
 - Continue CPR and AED until EMS arrives



**Be Prepared!
Every Second Counts!**

UW Medicine
Center For Sports Cardiology
www.uwsportscardiology.org

WIAA
Est. 1905
WASHINGTON INTERSCHOLASTIC
ACTIVITIES ASSOCIATION

NICK OF TIME FOUNDATION
SCA Awareness
Youth Heart Screening
CPR/AED in Schools
www.nickoftimefoundation.org

Strategic Plan

The 90+ Project is in the midst of a three year strategic plan for the organization. The timeline for this is January 2023, for the presentation to the board of The 90+ Project.

GENERAL INFORMATION & CONTACTS

90+ Project Office

518 West 3rd Ave.

Spokane, WA 99201

Website: www.90plusproject.org

Facebook @90PlusProject

Instagram @90PlusProject

Staff and Board 2023/24

Board and Staff consists of the following:

Board of Directors:

Chad Dashiell, Harry Daniels-Shatz, Jeff Lochhead, Krista Crotty, Matt Kinder, Nicole Wittwer, Russ Davis

Staff:

Mackenzie Sherstad: admin / registrar

Matt Kinder: coaching development coordinator

Russ Davis: executive director and co-founder

Stefan Andersson: 90+ league director, 90+ programming and professional “Yeller”



“Success is no accident. It is hard work, perseverance, learning, studying, sacrifice and most of all, love of what you are doing or learning to do.” [Pele]