

ARLINGTON SOCCER CLUB GAME

THE HOW



ASC CLUB OVERVIEW

The Arlington Soccer Club (ASC) is a dominantly volunteer non-profit organization dedicated to the advancement of the game of Soccer in Arlington, Massachusetts. With the support of our DoC the Arlington Soccer Club provides over 2000 boys and girls between the ages of 4 - 19 an opportunity to play soccer in the Spring and Fall seasons.



What Influence ASC's Approach to who WE are?

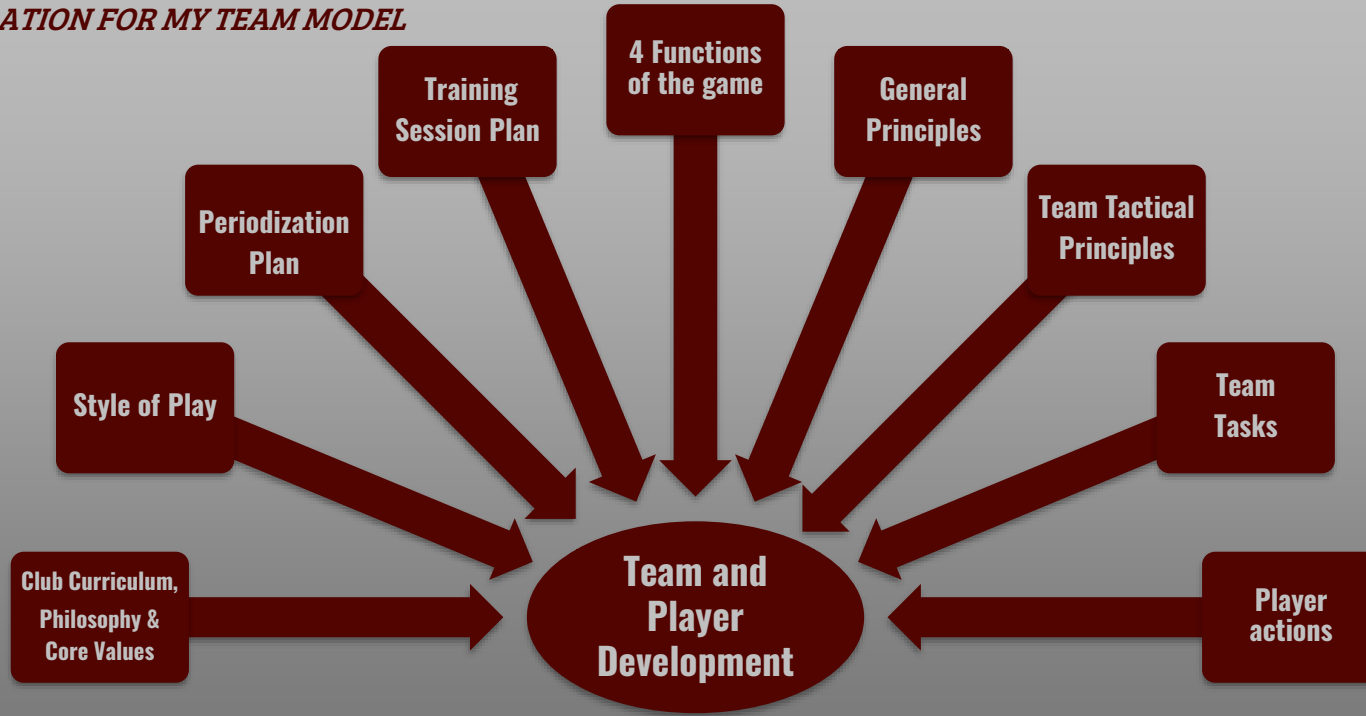
The holistic approach to what guides us to being ASC:

- ❑ Incorporating US Soccer player development model to support our identity
- ❑ Keeping the game fun for all, Team & Player development over winning with age-related development goals
- ❑ Game related approach as the main focus of the training environment
- ❑ The culture of our players and families



COMPONENTS FOR PLAYER DEVELOPMENT

THE FOUNDATION FOR MY TEAM MODEL



ASC MISSION & PHILOSOPHY

THE FOUNDATION FOR MY TEAM MODEL

ASC Mission Statement

The mission of the ASC is to provide a fun environment for children to play the game of soccer while promoting good sportsmanship and the skill development of all players.

ASC Coaching Philosophy

The ASC promotes the development of individual technical skills as the foundation for success in soccer. The

ASC believes that player development, participation, and enthusiasm for the sport of soccer is more important than the outcome of any game.



ASC ORGANIZATION CHART

Club Officers, Age Group Directors, and Youth Programs Organization

Travis Baggett
Club President

Paige Forster
Director of Coaching

Develops and leads coaching plans for all levels of youth soccer.
Supervises Professional and Volunteer Coaches, providing feedback and development plans appropriate to age and competition levels.
Works with Development Director and Program Directors to develop Try-Out evaluation plans for Competitive Teams.

Patsy O'Brien
Vice President

Cheryl Mastrogiovanni
Secretary

Dean Carman
Treasurer

Mike Girioni
Immed. Past President

Tahir
Majid

*1st Grade
Clinic*

Mike
Girioni

*Kindergarten
Clinic*

Dave
Erbe

*Pre-K
Clinic*

Erdin
Beshimov

*Intown
Grade 2*

Laura
Tikonoff

*Intown Girls
Grades 3 & 4*

Adrian
Viteri

*Intown Boys
Grades 3 & 4*

Chris Connelly
Scott
Scheibner
*BAYS Boys
Grades 3 - 12*

Patsy O'Brien
Rhamy Zeid
*BAYS Girls
Grades 3 - 12*

Volunteer Coaches (280 - 350) / Professional Coaches (5)

1st Grade
16 Teams

Kindergarten 14
Teams

Pre-K
10 Teams

Intown Boys
16 Teams

Intown Girls
12 Teams

2nd Grade
22 Teams

BAYS Boys
~30 Teams

BAYS Girls
~28 Teams

Youth Soccer Players (~2,000)



ASC ORGANIZATION CHART

Functional Directors

**Jana
Chhaduri**
DEI
Director

Oversees progress on the stated DEI mission of the ASC, including improving gender, economic, and racial diversity, adaptive programming for differently-abled players, building community partnerships, and fostering a culture of DEI.

Julie Koskey,
Events
Director

Plans and coordinates club events that bring together players, families, coaches, and the community. This role oversees event logistics, supports volunteers, and helps create positive, well-organized experiences that strengthen the Arlington Soccer Club.

**Lauren
Backman**
Equipment
Director

- Orders and distributes uniforms for 2,000 ASC youth soccer players, in fall and spring seasons. Maintains equipment and supplies to support routine and annual club activities. Organizes biannual equipment distribution to ASC coaches. Resolves time sensitive uniform and equipment issues.

**Matt Clarke-
Lauer,**
IT
Director

- Manages and maintains ASC website.
- Publishes ASC club news, community messages, and registration information.

Tim Haines
Fields
Director

- Works with Town Parks and Recreation Department to secure fields for Spring and Fall programs.
- Coordinates with Program Directors to determine field needs for games and practices.
- Monitors weekend field conditions and communications.

**Chris
Carlsmith**
Referee
Director

- Recruits youth and adult soccer referees for all game levels.
- Trains referees and communicates policy updates regarding organization rules and changes.

**Henry
Brush**
BAYS
Representative

- Represents the club on the BAYS Board, assists with the operational function of the BAYS league.
- Specifically works within the BAYS Grade 3 age group at present.

Maria Dubyaga
Winter Programs
Director

- Works with Director of Coaching to develop off-season programs for club participants.
- Works with Town to secure space for Winter Programs.
- Evaluates success and solicits feedback on Winter Programs.



ASC EMPLOYEES

Paige Forster

Director of Coaching

Develops and leads coaching plans for all levels of youth soccer. Supervises Professional and Volunteer Coaches, providing feedback and development plans appropriate to age and competition levels.

Works with Development Director and Program Directors to develop Try-Out evaluation plans for Competitive Teams.

Lauren Backman Locke

Club Registrar

Manages registration for 2,000 ASC participants (fall and spring).

Manages registrations related to tryouts, online and winter programs.

Main point of contact for youth athletes and their families

Laura Fuller

Risk Manager

Guides ~300 ASC Coaches through credentialing process.

Resolves issues with background checks and training certifications

Prints and distributes Coaches' IDs.

Paul Athanasiadis

Referee Assignor

Assigns referees to home games.



ASC Core Values

Family

Opportunity

Relentless

Accountability

Leadership

Learn



ASC Player Development Framework - Based of US Soccer

U5-6 (G Prk-k/K/1)	Me and My Ball	No formation/tactics consist of only very general instructions
U7-8 (G2)	Learning to master the ball	1-2-1 formation/basic tactical instructions/everyone plays ALL positions
U9-10 (G3/4)	Learning to play together with purpose 1	3-2-1 formation/basic tactical instructions/everyone plays ALL positions
U11-12 (G5/6)	Learning to play together purposefully 2	3-2-3 formation/limited tactical instructions/talent for specific positions are more clear (but flexible)
U13-14 (G7/8)	Learning the positions and basic tasks in 11v11/ Train to play phase	4-3-3 formation: Extending tactical instruction explaining the positions and basic tasks
U14-15 (G8/9)	Learning how the basic tasks link together/ Train to play phase	4-3-3: Choice/specializing for a position & corresponding tactical instructions
U16-17 (G10/11)	Learning how to play as a team / Training to Compete phase	4-3-3: Extending development on one position related to the team's output
U18-19 (G11/12)	Performing/winning as a team	4-3-3: Perfecting per position and as a team: result-oriented team-work



PLAYER DEVELOPMENT FRAMEWORK

(ZONE 3)

(ZONE 1)

(ZONE 2)

Further development and mastering of the specific qualities of a player to create a winning team and the league

U19-U20+

U-19 & U-20+ WIN THE GAME AND THE LEAGUE

U17-U18

U17-U18 EXECUTE THE KEY QUALITIES SUCCESSFULLY IN ORDER TO WIN THE GAME

U15-U16

U-15 & U-16 EXECUTE THE KEY QUALITIES SUCCESSFULLY

11v11

U13-U14

GR U13+ "Being the best player that I can be for my role and position in the team"

9v9
U11-U12

U11-U12 "Playing my role and position for the team"

7v7

U9-U10

U9-U10 "Playing as a team"

U7-U8

U7-U8 "Playing with my friends."

4v4

U6

U6 "The ball is playing with me...I am playing with the ball."

Learning the fundamentals of the game in game like situations. Understanding the purpose & structure of the game, direction of play and basic rules.

Learning the basic understanding of attacking, defending and transition by playing together.

Learning the basic understanding of attacking, defending and transition by playing as a team (7v7).

Learning the fundamentals given his/her role, position and tasks in the team (9v9)

Learning the alignment of the roles, positions, and designated tasks in the team (11v11).

Development of the specific qualities of a player in their position to maximize their contribution to the result of the game

Development of the specific qualities of a player to be the best player in their position to win the game



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Developmental Approach to player positions

While some players may be more suited to one or two positions, it is highly important that between the ages of 5-10 years old, players experience playing in all positions. This is important for long term player development as well as understanding the game from a holistic view. As coaches it is part of our role to provide development opportunities to all players and the ASC philosophy highlights the importance of this.

As players age into 11+ specific player positions will start to become more clear and naturally players will develop and become more suited to the different demands of specific positions. With this, the amount of positions players play will decrease but there is still a level of flexibility.

Finally, we recommend that players play no more than 2 positions per game. Different positions require different levels of demand and player actions. Cognitive and physical demand go hand in hand, this is something we should be aware of when coaching players. The more positions a player plays within one game, the more decisions they have to make, therefore the brain needs to work harder meaning the physical component may suffer as well as the cognitive demand being hard to maintain.

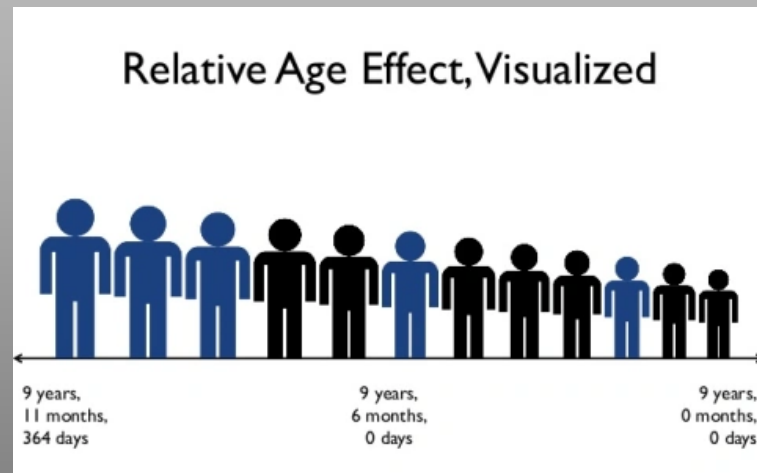


Relative Age Effect (RAE)

The relative age effect is a phenomenon in which children born in, or close to, a critical age cut-off period may have an advantage in both athletic and academic endeavours. An earlier birth is typically associated with increased physical ability. This was shown in a recent study,, where more mature soccer players were faster than their 'less mature' peers due to a biological advantage. As a result, it appears that the relative age effect (i.e. being born later potentially puts you at a disadvantage) is principally due to being physically, emotionally and cognitively less developed than other children.

In addition, individuals born in the early quartiles are more likely to persevere in sport, by being able to actively dominate in physical bouts and key performance measures. This suggests that as time goes on, those who are less mature drop out of sports as they are not as successful, motivated, or fulfilled by the experience in their younger years of competition (See Figure 1).

Source: <https://www.scienceforsport.com/relative-age-effect/>





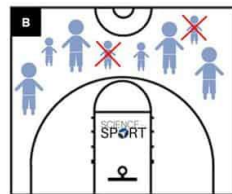
What is it?

The relative age effect (RAE) is a phenomenon in which children born in, or close to a critical age cut-off period may have an advantage in both athletic and academic endeavours.



Dropout

It is possible that due to the RAE those who are less mature drop out of sports as they are not as successful, motivated, or fulfilled by the experience in their younger years of competition.



Quartiles

To investigate and measure the relative age effect, birth date is distributed over four quarters. The exact months of these three month quartiles vary depending on the country. For example in England Q1 begins in September.



Maturity

The RAE becomes more evident during the timing of peak height velocity and peak weight velocity, where skeletal and biological adaptation allows the individual to reach maturity sooner.



RAE plateau

The RAE process generally evens out after the age of 17, and may even reverse as less developed athletes negotiate and interact with a variety of methods to handle a more physically developed opponent.



Key message

Talent development systems may be missing opportunities to nurture world-class athletes by 'releasing' them from their academies/systems during vital learning periods (e.g. ages 11-16).



Our summary

The relative age effect does exist and it is important for talent identifiers to consider the relative age effect when assessing youths as biological maturity can often be mistaken for superiority.

For the full article check out the Science for Sport website

SCIENCE
SPORT

Summary of RAE

As coaches and talent identifiers it is important to consider the relative age effect when assessing youth players as biological maturity can often be mistaken for superiority.

We want all of our coaches to be aware of this so that all players are given a place to develop and are not overlooked or pigeonholed.



Player Centered Vs Coach Centered

At ASC we expect our coaches to create player centered learning environments. Creating this encourages player participation in decision making, with the primary goal of the coach being to help their players take greater ownership and responsibility of the sporting behaviors that affect their performance (Hanson, 2007-2014). Players have a role in problem solving and through a shared approach to learning, develop an understanding of what behaviors contribute to improved performance. As a result, players become self-aware and learn to self-correct technique and tactical play (Hanson 2007-2014, Kidman & Davis, 2006). In this way a player-centered approach represents a major paradigm shift from prescription to empowerment (Kidman & Davis 2006).

We know players need support and guidance from the sidelines during games, but this should be limited. Let players learn by doing. We do not want our coaches joystick coaching during games!



ASC PLAYING STYLE- Possession Based

- Possession based, with an emphasis on playing through the thirds to create goal scoring opportunities.
- Defensively; we want to win the ball back as quickly as possible with a high press to force a mistake. If we do not win the ball back, we regain our shape into a mid-block.

"Without the ball you can't win. If we have the ball they can't score."- Johan Cruyff



The 4 moments of the game



The 4 moments of the game - Definitions

Attacking: The team is in possession of the ball, and the opponent is in their organized defensive shape. *This moment can start anywhere on the field and lasts until the team loses possession.*

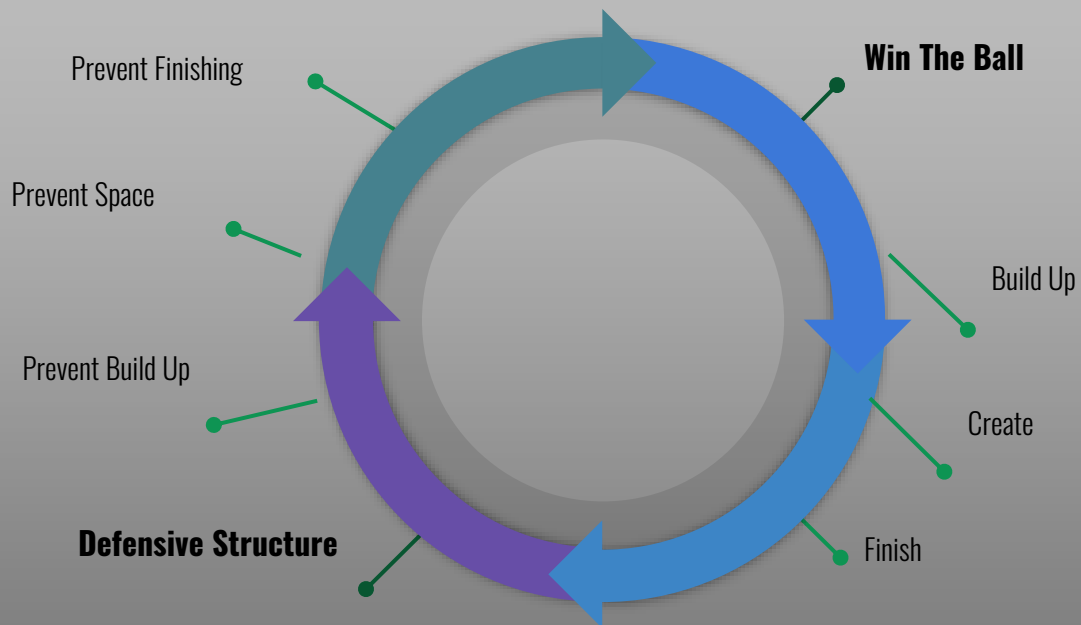
Attacking Transition: The team has just regained possession and the opponent is not organized in their defensive shape. This moment lasts until the opponent becomes organized defensively.

Defending Transition: The team has just lost the ball and is not organized in their defensive shape. This moment lasts until the team becomes organized defensively.

Defending: The team is not in possession but organized is in their defensive shape. This moment can start anywhere on the field and lasts until the team regains possession.



Transitional Moments & Actions



U12-U14 = FIND SUCCESS IN OUR STYLE

U8-U11 = IMPROVEMENT & DEVELOPMENT OF THE PLAYING STYLE

	U12-U14 = FIND SUCCESS IN OUR STYLE		U8-U11 = IMPROVEMENT & DEVELOPMENT OF THE PLAYING STYLE	
OBJECTIVES	SCORE GOALS		PREVENT GOALS	
IDEAL	GET THE BALL & OUR PLAYERS INTO GOAL SCORING POSITIONS		PREVENT OPPONENT GETTING THE BALL AND THEIR PLAYERS INTO GOAL SCORING POSITIONS	
MAIN MOMENTS	ATTACK	ATTACK TO DEFENDING	DEFENDING	DEFENSE TO ATTACKING
GENERAL PRINCIPLE	EXPLOIT THE OPPONENT WHEN UNBALANCED/DISORGANIZED	QUICK TRANSITION TO DEFEND & GET ORGANIZED AND BALANCED	GET ORGANIZED & BALANCED/STAY ORGANIZED & BALANCED	QUICK TRANSITION TO ATTACK & EXPLOIT OPPONENT WHEN UNBALANCED AND DISORGANIZED
TEAM TACTICAL PRINCIPLES	1. Structured Build-up 2. Controlled quick Possession in the middle third 3. Combination Play v Organized Opponent 4. Vary the types of runs to try and get behind/between the defensive line(s) of the opponent 5. Individual Skill to convert scoring chances	1. Pressure the ball immediately after losing it, using players closest to the situation 2. Get organized and balanced as quickly as possible; make it compact 3. Delay THE opponent's' attack when outnumbered	1. Defend in 2s and 3s 2. Win the ball back as soon as possible with high pressure. 3. When necessary, switch from high press to mid-block. 4. Deny opponents time and space to build up 5. Limit opponents ability to create scoring chances	1. Pass or dribble forward as soon as we win it 2. Support off the ball to create passing lines 3. Retain possession if you can't play forward 4. Push up the defensive line
				