



standard  
chartered

## Train the Trainer Programme

November 2023





## Societal Challenge and our Action



Find out how Standard Chartered and Liverpool FC are empowering girls to succeed through sport.

[Find out more >](#)

### The Problem

Twice as many girls drop out of sport than boys by the age of 13.

### The Impact

Sport has been shown to positively influence young women throughout each stage of life.

### Our Action

Create a joint 4-year initiative with Liverpool Football Club called 'Play On'

### Why it's Unique

We keep girls playing on, setting the foundation for tomorrow's leaders.



# Train the Trainer Programme

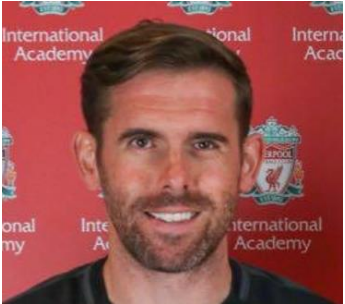
Day 1





## Meet the team

We have a team of experts delivering this programme; A license coaches, experienced in delivering women and girls programmes in different settings.



**Steven  
Gillespie**

LFC Senior  
International Academy  
Program Manager



**Ellis  
Nickson**

LFC International Academy  
Program Manager



**Karl  
Carney**

Department Manager: Sport  
& Physical Activity,  
LFC Foundation



**Leah McAteer  
Thompson**

Female Empowerment &  
Allyship Coordinator,  
LFC Foundation



**Megan Dykes**

Coordinator  
LFC Foundation



# Steven Gillespie

## LFC Senior International Academy Program Manager

### Experience:

Head Coach, LFC IA

LFC Academy Graduate

LFC IA Programme Manager

20 Years Experience Coaching and Playing with LFC

### Qualifications:

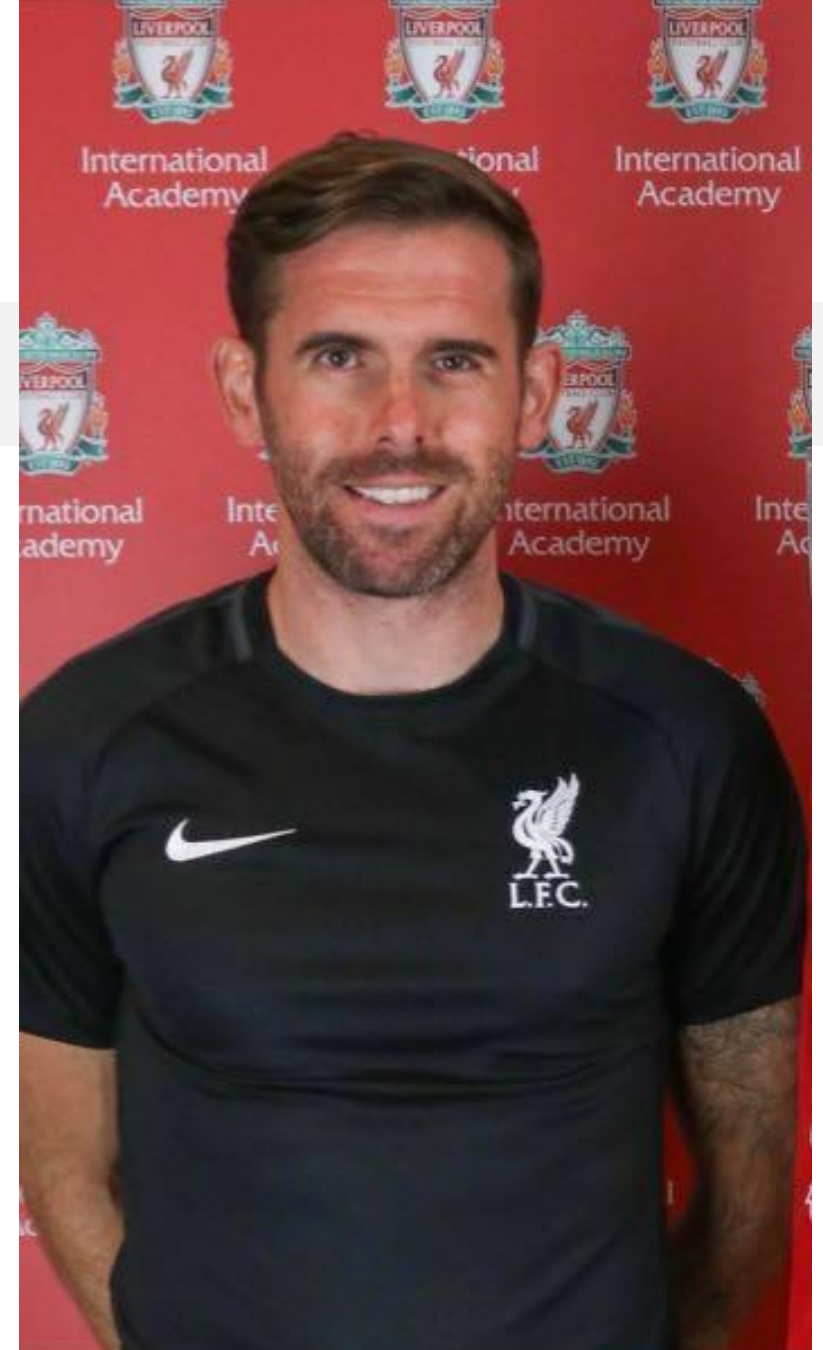
UEFA A

FA Youth Modules

LFC Safeguarding Officer

Equality, Diversity and Inclusion Champion

LFC Accreditation assessor





## Ellis Nickson

### LFC International Academy Program Manager

#### Experience:

Head Coach, Japan IA (7 Years)

Residential Lead Coach

13 Years Experience Coaching

#### Qualifications:

UEFA B

FA Youth Modules

LFC Safeguarding Officer

LFC Accreditation assessor





# Karl Carney

## LFC Foundation Department Manager: Sport & Physical Activity

### Experience:

Delivered across multiple countries Worldwide

LFC Academy graduate

Oversee all sport & football locally, domestically & internationally

20 Years experience coaching and playing with LFC

Travelled on three First Team Tours including Australia, Indonesia & Thailand

### Qualifications:

UEFA B

FA Youth Modules

LFC Safeguarding Officer

Level 5 in Leadership & Management

LFC Foundation Quality Assurance creator & assessor





# Leah McAteer Thompson

## Female Empowerment & Allyship Coordinator, LFC Foundation

### Experience:

11 years coaching experience

Coached at County level & other Premier League clubs

16 years playing experience including County level & 2 years at Manchester United

6 months coaching in California

Travelled on two First Team Tours in 2018 & 2019

Delivered across Ireland, Norway, Malawi, Indonesia & Germany

### Qualifications:

UEFA C

FA Youth Modules

Mental Health First Aider

Level 2 Award in Effective Mentoring

Level 1 in Disability Sports Coaching

Level 2 in Talent Identification





# Megan Dykes

## Coordinator LFC Foundation

### Experience:

Semi-professional footballer for Stoke City Women

Delivered football programmes internationally including Malawi, Norway, Malta & Spain

7+ years' experience delivering across LFC Foundation programmes

LFC Foundation College graduate, with playing experience internationally in Dubai, Barcelona & Valencia

### Qualifications:

First Class Degree in Football Coaching & Development

UEFA C

Level 2 Talent Identification

Level 2 Lean Organisational Management





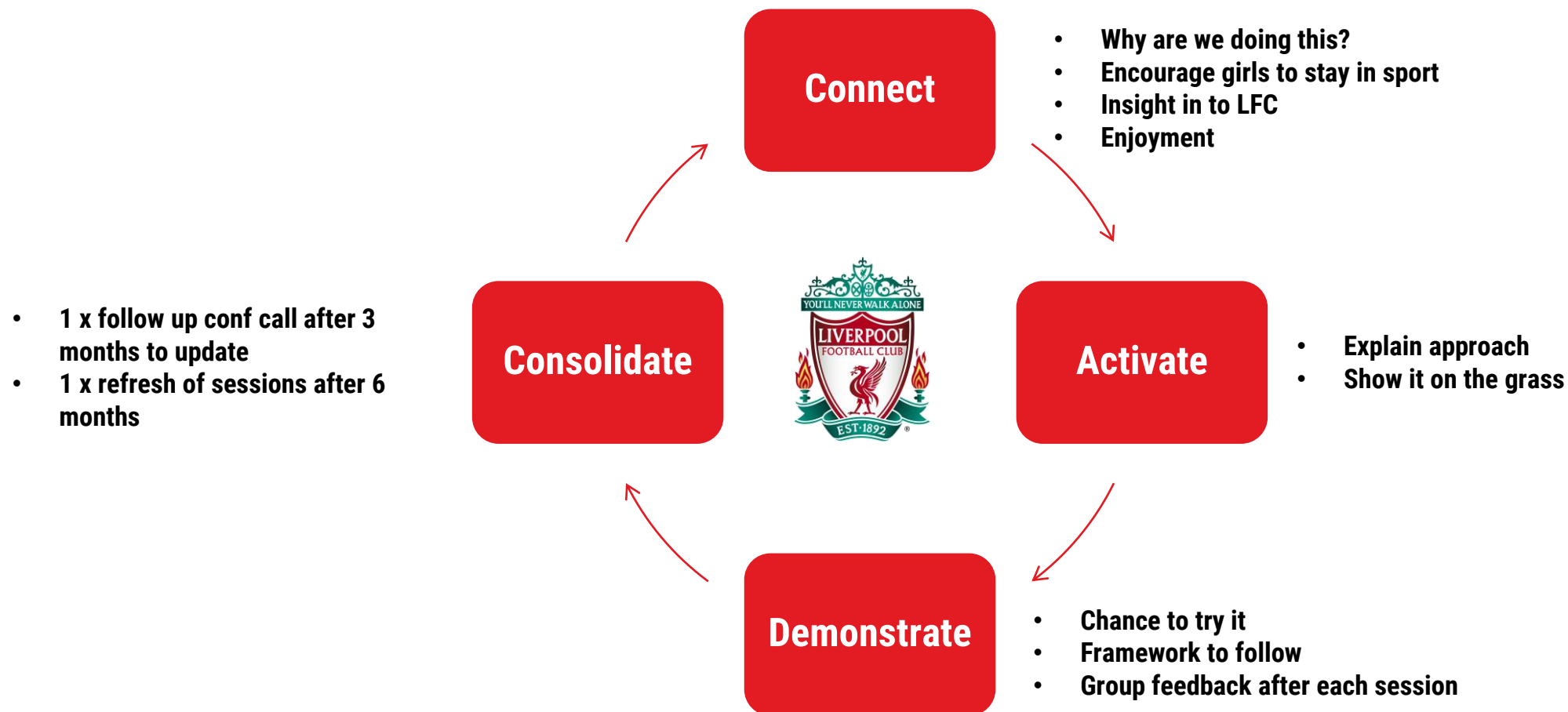
# Programme Purpose & Objective

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# Learning cycle







## Vision

To be the world leader in the development of children through football

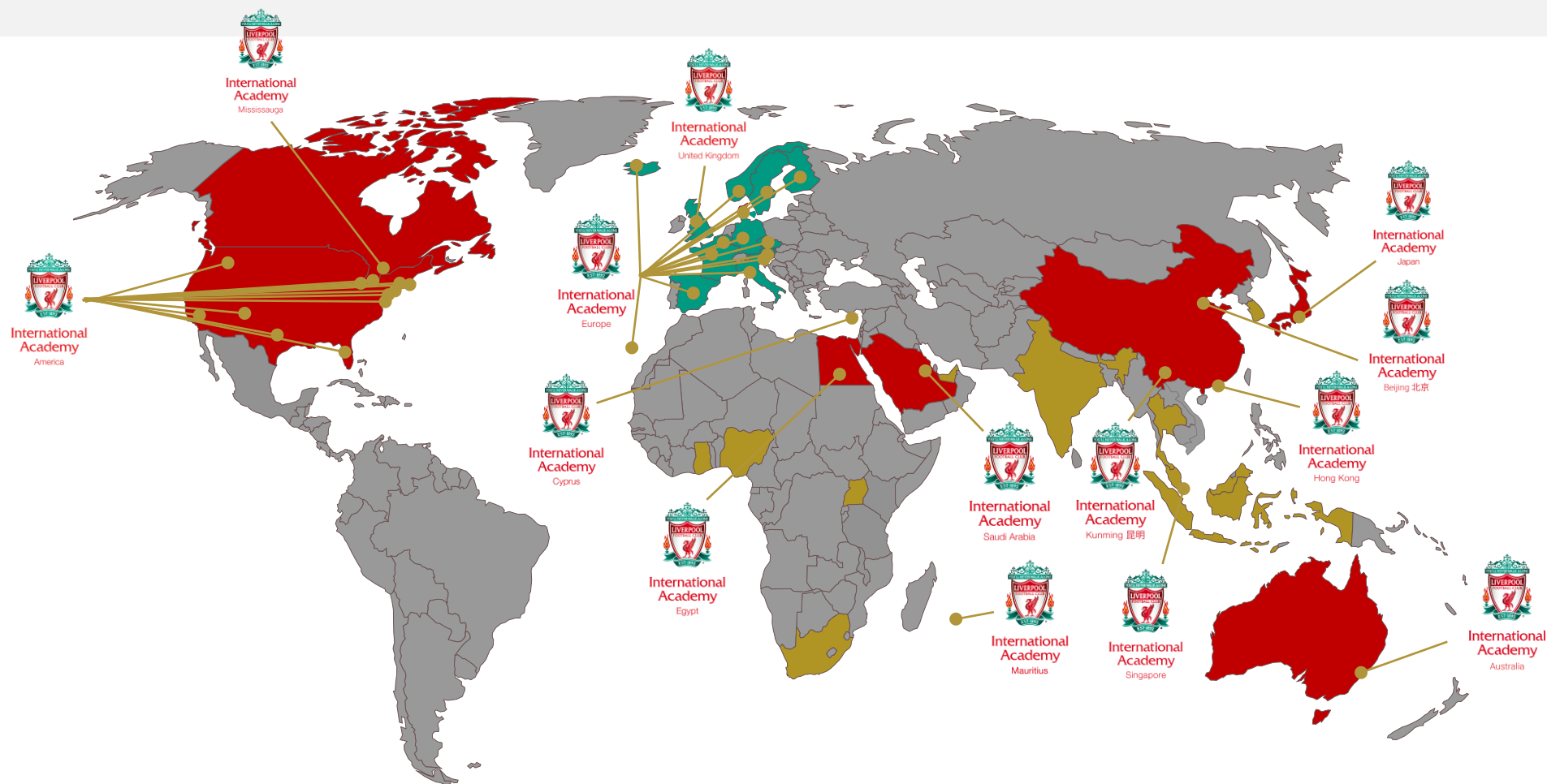
## Guiding Principle

**To be authentic in every aspect of our youth coaching operation**





# Locations: Academy soccer school clinics



## Our values



### Ambition

Know that dreams are to be achieved



### Commitment

Put your heart and soul into everything



### Dignity

Earn respect through honesty and integrity



### Unity

Work to bring the best out of each other



## The Liverpool Way award

1. One winner
2. Chosen by LFC coaches
3. Demonstrates the values





# Insight into the LFC Academy Development Model

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**'Be Yourself'**





**Jürgen Klopp's willingness to give youth a chance means hope springs eternal for Liverpool's Academy prospects**

# Development Model Task





# Development Model Task

- Core techniques (receiving skills, moving skills and releasing skills)
- High repetition of techniques/skills
- Opposed and unopposed

- Challenged appropriately
- Sessions to encourage interaction, problem solving, competing as a team
- Asking questions



- Attack and defend principles of play
- Decision making opportunities
- Who, what, where, when and why

- Agility, balance, stability, coordination, reactions, strength, endurance, power and speed.
- Sessions with fundamental movements plus game related movements

- Brave with and without the ball, freedom of expression
- Promote a winning mentality
- Include competition

# The non-negotiables

In every single session there is a minimum requirement at LFC.

We call this **the non-negotiables**.

Players and staff must agree with the non-negotiables and ensure that the group adhere to them throughout the season.

## TASK:

In groups of 4 you have 15 minutes to create example non-negotiables.





# The non-negotiables

## Safeguarding

The safeguarding of our players is our number one priority

## Curriculum

The curriculum must be followed

## Log Sessions

All sessions are logged on SSP

## Accreditation

All coaches must be accredited

## Give 100%

Always give 100% effort and application

## Respect

Respect decisions of staff and officials

## Be Brave

Being courageous in and out of possession, being brave to get on the ball

## Positivity

Positive body language

## LFC Values

The LFC values are always promoted.  
They are;  
Ambition, Commitment, Dignity and  
Unity



# Person Centred Approach

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'Be Yourself'



# Person Centered Approach

## Benefits of Person-Centred Approach

- Builds positive and trusting relationships and enhance motivation, commitment, enjoyment and opportunities to engage and support from a wellbeing and educational wrap-around perspective
- Person-centred coaching adopts a holistic transformational methodology and long-term view of development
- Recognises players are not solely defined by their sporting capabilities, but acknowledges the importance of nurturing their personal, social, physical and psychological growth alongside their footballing ability (Four Corner Model synergy)
- Promote character development, values, life skills and behaviours that support the growth of well-rounded individuals who can thrive on and off the pitch



# Person Centered Approach

A person-centred approach is an approach that places the individual needs, aspirations, and development of the people you coach at the centre of the coaching process.

It focuses on nurturing their holistic growth, both as players and individuals, whilst creating a positive and supportive environment for their progress.

- **Learning Objective:** how to put the person at the centre of your coaching & the benefits of this approach?
- **Task One** – In groups, draw your idea of the required characteristics of a good coach and role model and feedback to other groups without using any words on your sketch  
*(Items required – flipchart paper, pens)*
- **Task Two** – Based on key characteristics a coach requires, create a team of 11 players (characteristics) by discussing in your groups the 3 most important characteristics including a captain and manager from our compiled list and place your team on the large tactics board and share with wider group  
*(Items required – characteristics cut-outs, large tactics board)*
- **Task Three** – Self-reflecting on your transformational characteristics and behaviours  
*(Items required – flipchart paper, pens)*

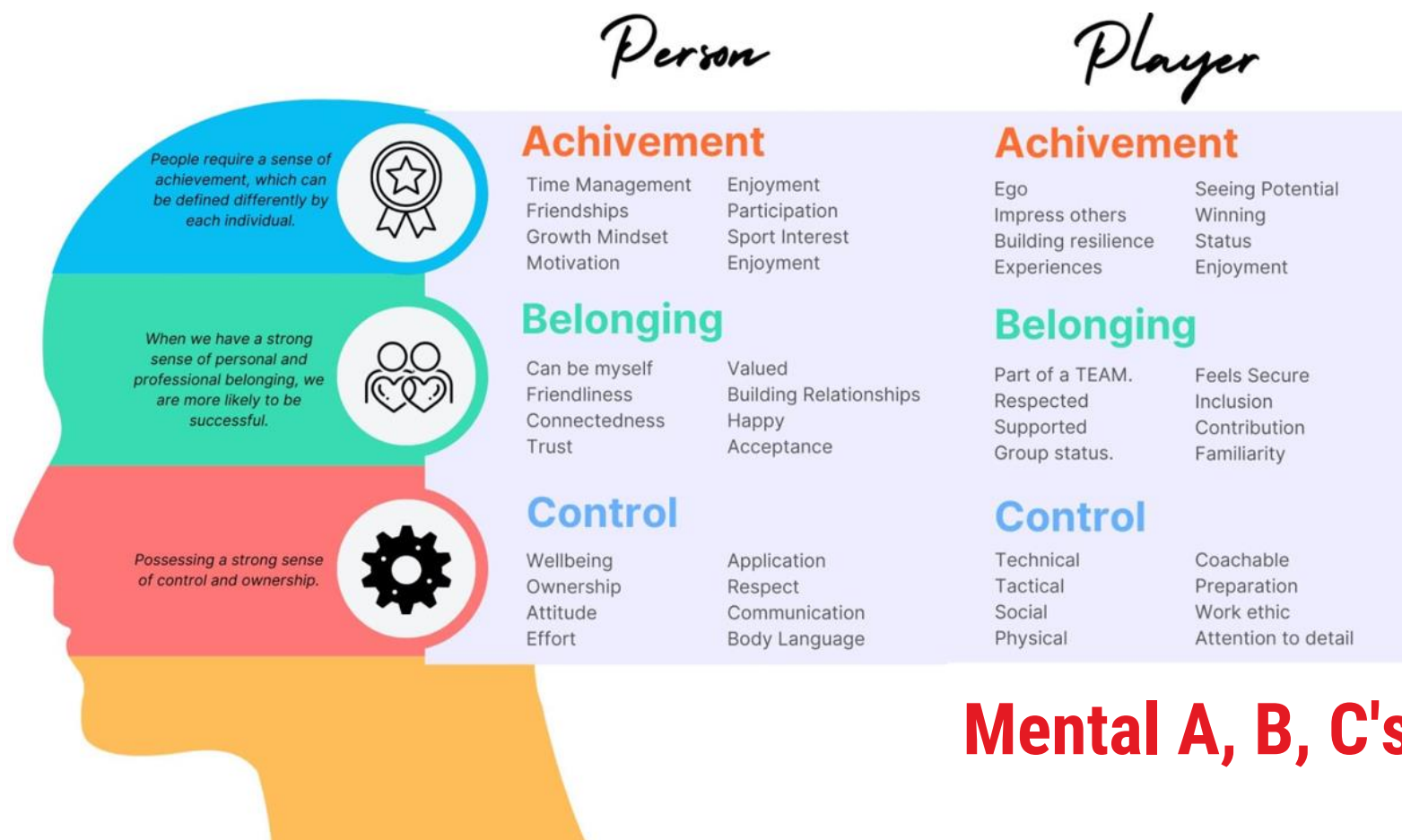




## Task 1

In groups, draw your idea of the required characteristics of a good coach & role model and feedback to other groups without using any words on your sketch

# Person Centered Approach



## Mental A, B, C's

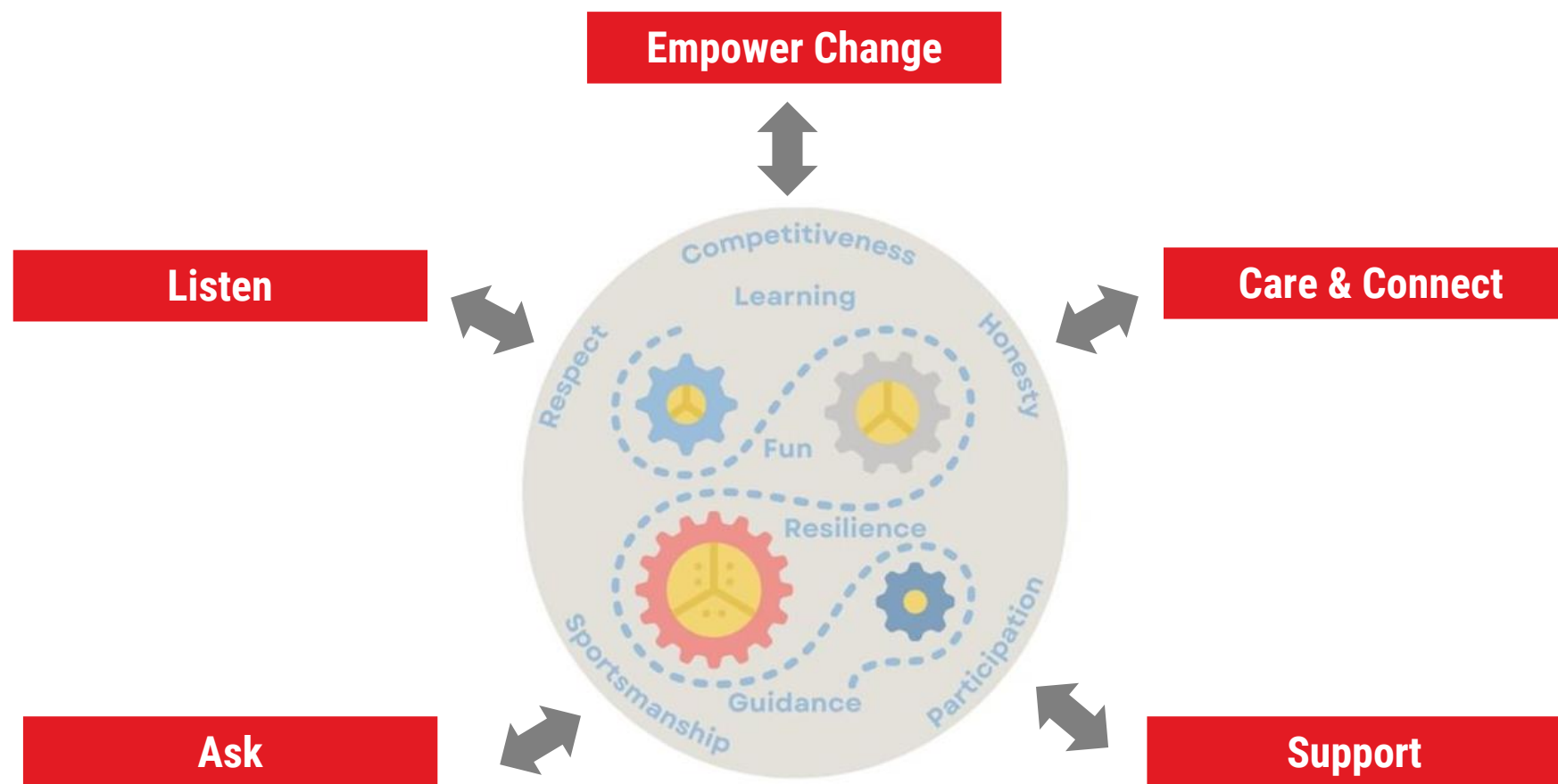




## Task 2

Create a team of 11 players by discussing in your groups the 3 most important characteristics from our compiled list

# Person Centered Approach





# Person Centered Approach

Effective coaching in the women's and girls' game is characterised by core qualities of transformational leadership.

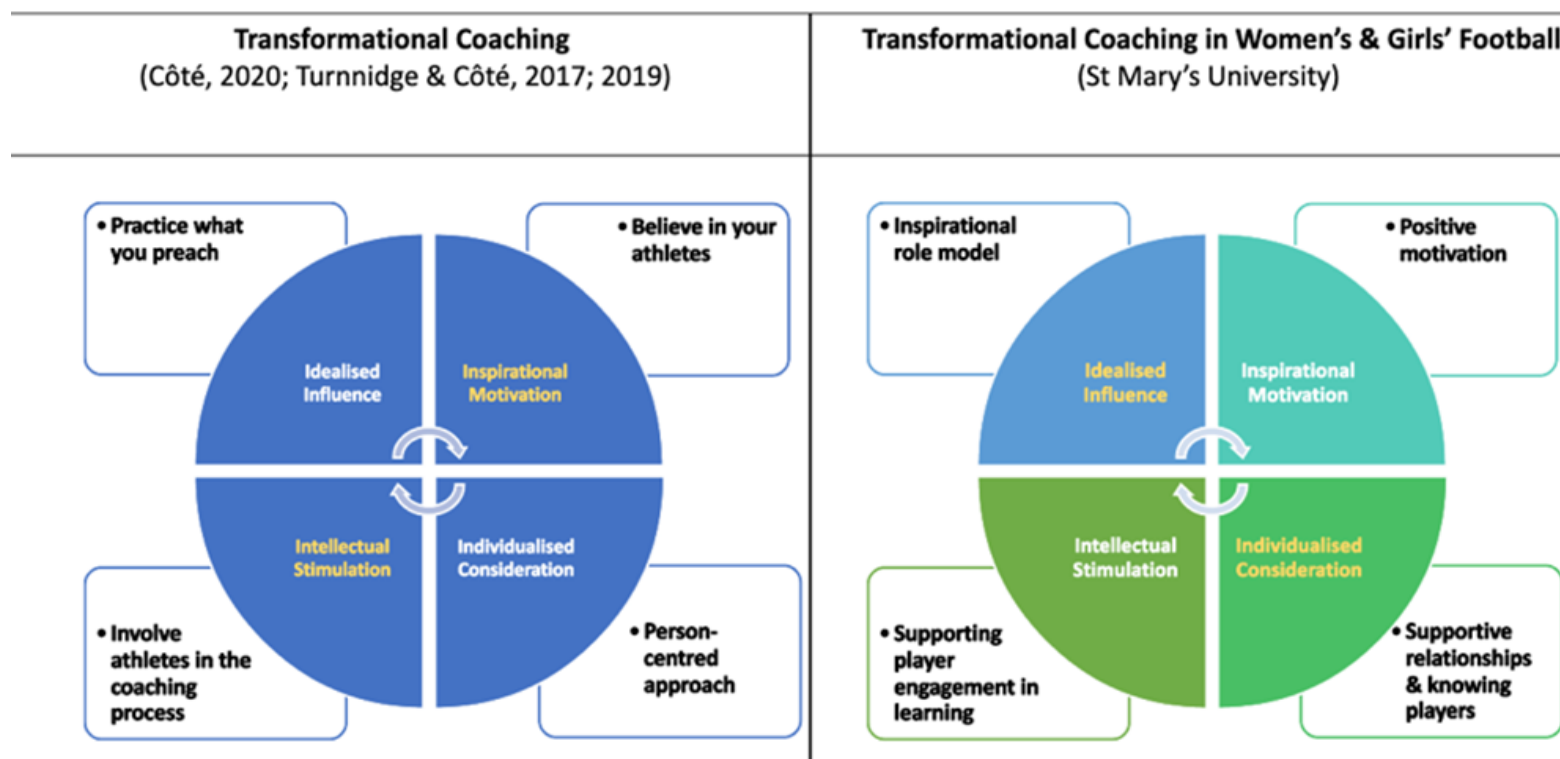


Figure one - shows the transformational coaching model alongside the transformational coaching in women's and girls' football model.

## Person Centered Approach

Categories	Transactional	Transformational
Leader's source of power	Rank, position	Character, competence
Follower reaction	Compliance	Commitment
Time frame	Short term	Long term
Rewards	Pay, promotion, etc.	Pride, self-esteem, etc.
Supervision	Important	Less important
Counselling focus	Evaluation	Development
Where change occurs	Follower behaviour	Follower attitude, values
Where "leadership" found	Leader's behaviour	Follower's heart



**Transactional**

**Transformational**



# Four Pillars of Transformational Player/Coach Development





## Task 3

**If you are coaching women and girls' football, it will be helpful to become familiar with what transformational leadership is, and how this looks in action.**

Start by being **clear on your personal values**, and how these transpire in your everyday behaviours, in football and away from football. This will help you to become more aware of your coaching behaviours.

**Below are some questions to consider:**

- Which transformational coaching behaviours do you display most often?
- Which transformational coaching behaviours would you like to enhance?
- What do you think it feels like to be coached by you from the participants perspective?





# Barriers to Participation

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until you succeed to become the best version of yourself.



## Barriers to participation

- Participation rates among women and girls are much lower than men's. There are many reasons for this gender gap that can be grouped as practical, psychological, financial & institutional.
- **Learning Objective:** identify barriers to participation for female players & define strategies to overcome these.
- **Task One** – Can you identify what barriers negatively impact female players from participating in football?
- **(Items required – flipchart paper, pens)**
- **Task Two** – Can you identify resolutions to reducing or removing these barriers to increase female participation?
- **(Items required – flipchart paper, pens)**





## Task 1

In groups, can you identify what barriers negatively impact female players from participating in football?



## Barriers in numbers



**84%**

of girls say their menstrual cycle is a barrier to undertaking more physical activity

**64%**

of girls think lack of motivation is a contributing factor

**73%**

of girls don't like others watching them participate in sport

**43%**

of girls who once considered themselves 'sporty' drop out of sport after primary school

## Barriers to participation

### Practical

- Time available
- Childcare
- Access to facilities
- Time of sessions – safety concerns

### Psychological

- Body image
- Confidence
- Habit
- Level of interest

### Financial

- Costs of memberships
- Equipment
- Classes
- Family pressures of career

### Institutional

- Lack of mentors
- Lack of role models
- Lack of females in leadership roles
- Family pressures of career



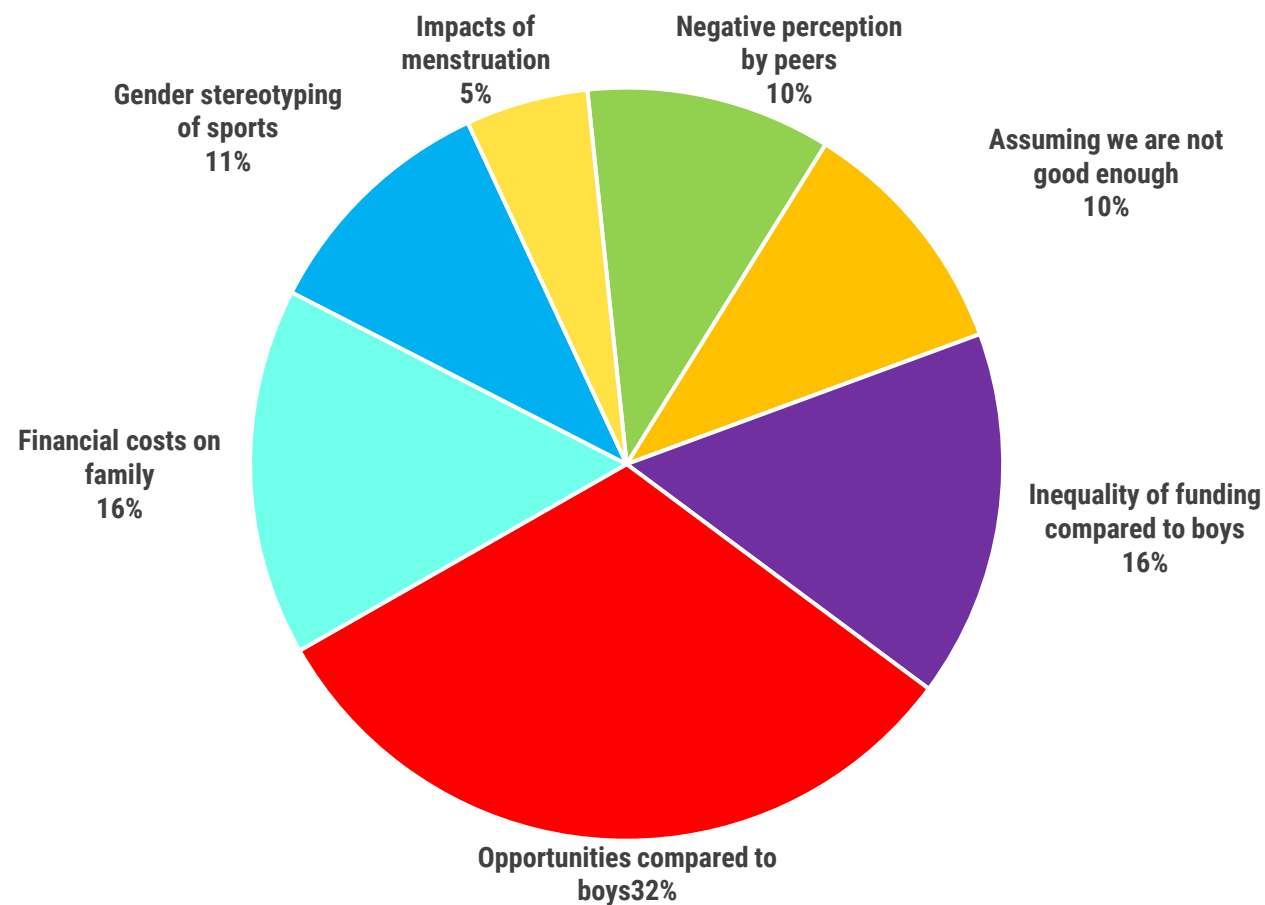


## Task 2

Can you identify resolutions to reducing or removing these barriers to increase female participation?

## Barriers to participation

### LFC U14's EXPERIENCES TO BARRIERS

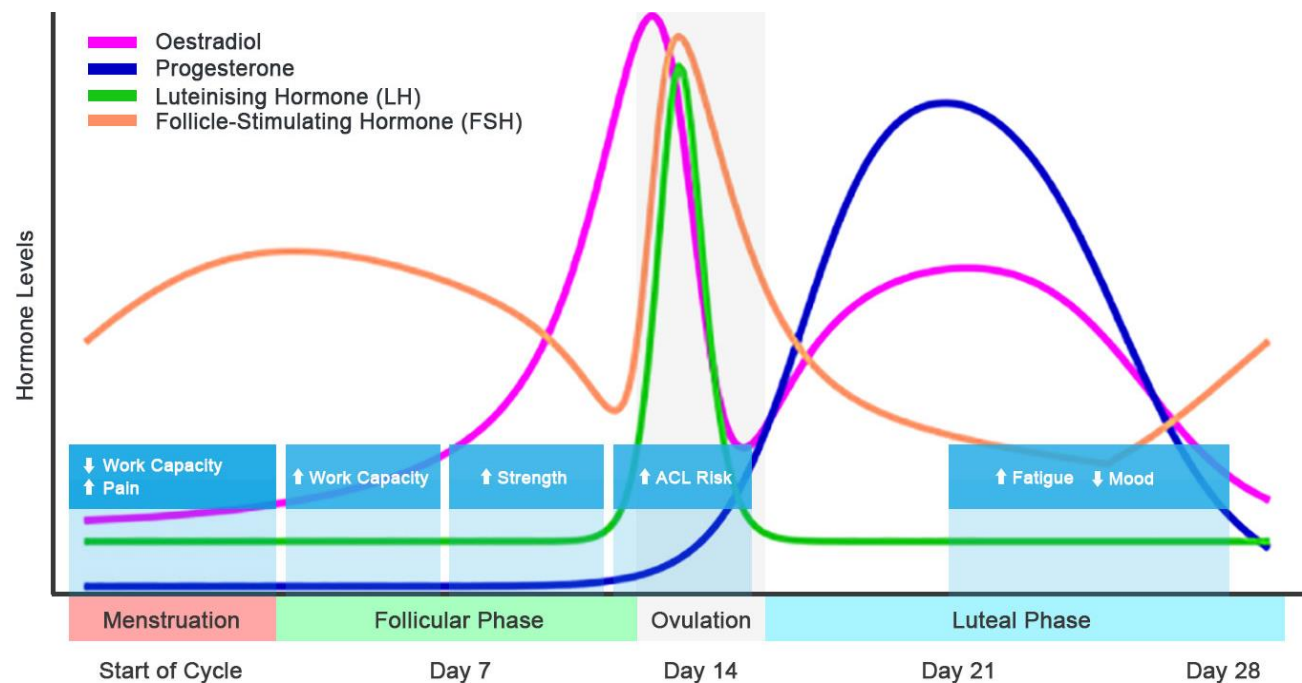




# Menstruation Cycle Effects

More than **four in five (84%)** teenage girls say their interest in sport and fitness diminished after starting their period and almost **one in four (23%)** say they feel embarrassed to take part in physical activity during their menstrual cycle.

## Female athlete experiences





**Break**





# LFC Coaching Constraints & Considerations

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## Simplicity



Don't make football more complicated than it is; the game has enough demands for the players so we don't need a manager who asks more questions.

**JURGEN KLOPP**



Football is a simple game based on the giving and taking of passes, of controlling the ball and of making yourself available to receive a pass. It is terribly simple.

**BILL SHANKLY**





# Vision

- **Topic.** Sessions that bring out the content
- **Play/Practice.** Consider implications of straying too far away from the game
- **Rules**
  - **Reward** – Incentives that bring out desired behaviours
  - **Restrict** – Limit one thing to increase another
  - **Relate** – To the game
- **Ability and age appropriate**
- **Inspirational/Memorable.** How Play/Practice was Inspiring/Memorable, in own settings



## Example LFC academy coaching sessions









# Train the Trainer Programme

Day 2





# agenda



10:30  
11:15

Building on  
Playing  
Centred  
Approach  
(Classroom)

11:15  
12:00

Delivery  
styles at LFC  
– Learning  
Preferences  
(Classroom)

12:00  
13:00

LUNCH

13:00  
13:45

Mental Health  
and  
Wellbeing  
(Classroom)

13:45  
14:30

Balancing  
your Lifestyle  
(Classroom)

14:30  
15:00

BREAK

15:00  
15:45

Example  
Coaching  
Sessions  
(Pitch)

15:45  
16:30

Example  
Coaching  
Sessions: Group  
feedback  
(Pitch)





# LFC Player Centred Approach & Key Principles

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## Trent Alexander – Arnold: LFC academy to Champions League Winner

Trent started at the LFC Academy aged six and progressed rapidly through the age groups to become an integral member of LFC's first team, an England National Team regular, Ballon D'Or nominee and Champions League winner

## A player centered approach

**Long term player development (LTPD) and players enjoying their football are at the core of our playing and coaching philosophy.**





## A player centered approach

**We feel an attacking style of play based on effective possession of the ball is the best style to improve learning and development.**



## A player centered approach

**To develop creative players with comfortable midfield attributes, freedom of expression is vital in an environment that promotes individual decision making.**





## A player centered approach

**Players need to be encouraged to express themselves without the fear of failure. Young players should never be discouraged from trying new things or criticised if they make a mistake. Coaches should always praise effort and application.**





## A player centered approach



**Mistakes are a great opportunity for learning and improvement.**



**We always prioritise what is best for the player, keeping them at the centre of our development model.**





## Pre academy phase

### INSPIRE AND ENGAGE

- Up to U8
- One or two sessions per week (plus games programme)
- 1-to-1.5-hour sessions
- Coach to player ratio 1:16 max (plus assistant)
- No set programme cycle
- Game formats: U5, U6 & U7 5v5 max, U8 6v6/7v7 max or follow local governing body regulations



## Foundation phase

### BUILD THE 'HARD DRIVE' & 'OUTPLAYING' QUALITIES

- U9 – U12
- 1 to 3 sessions per week (plus games programme)
- 1-to-2-hour sessions
- Coach to player ratio 1:16 max
- 5-week programme cycle
- Game formats: 6v6/7v7/8v8/9v9 or local governing body regulations





# Youth Development phase

## LEARNING TO COMPETE

- U12+
- 3+ sessions per week (plus games programme)
- 1.5-to-2-hour sessions
- Coach to player ratio 1:16 max
- 5-week program cycle
- Game formats: 9v9 & 11v11 or local governing body regulations



# Our five guiding principles for young players

## Passion for the game

Be passionate, maintain your enjoyment and remember why you started to play football

## Desire to compete

Be competitive but not to the detriment of your development, mistakes are great learning opportunities

## Challenge yourself

See every training session and match as an opportunity to improve

## Learn the game

Become a student of the game, listen to your coach and ask questions

## Talent is not enough

To make the most of your talent you must be committed to working hard



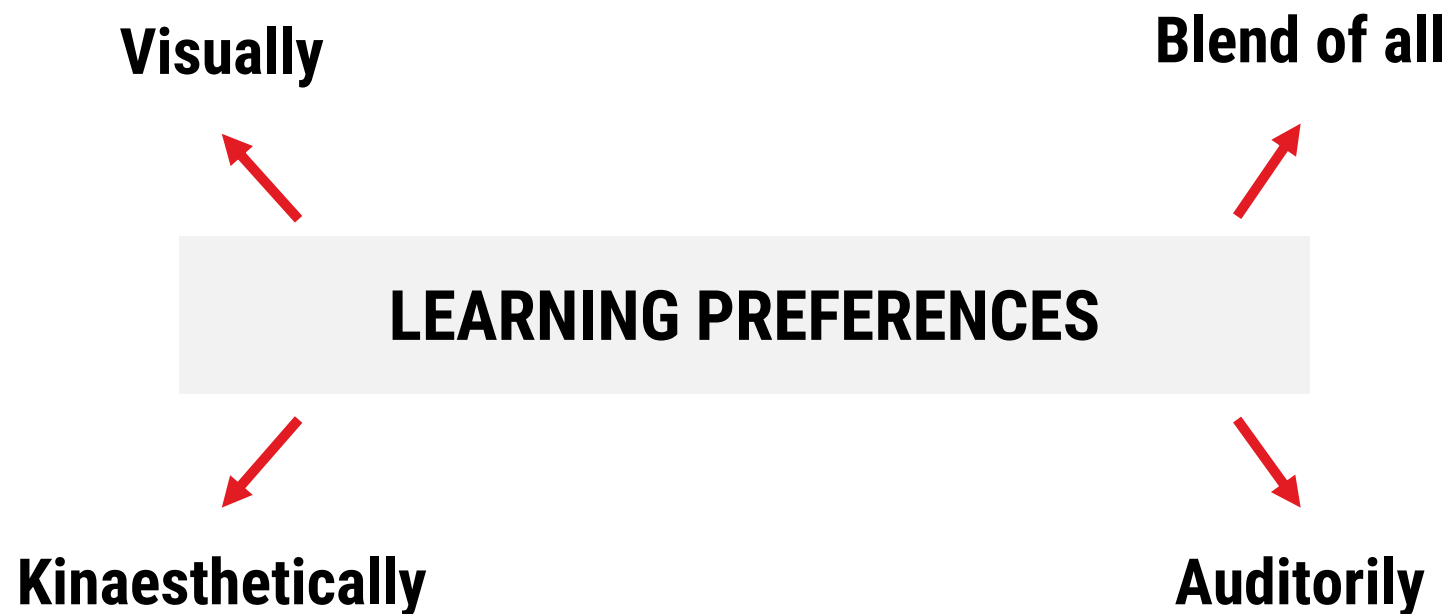


# Delivery Styles at LFC: Learning Preferences

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## Learning preferences

- Identify how players process information
- Share findings
- Maximise potential & participation





## Delivery styles



# Learning and delivery styles

How does each delivery style make the player feel?

Is that how we want the player to feel?





## Intervention styles

**Gain players trust & attention  
with praise/encouragement,  
especially before correction**

**Be clear and concise**

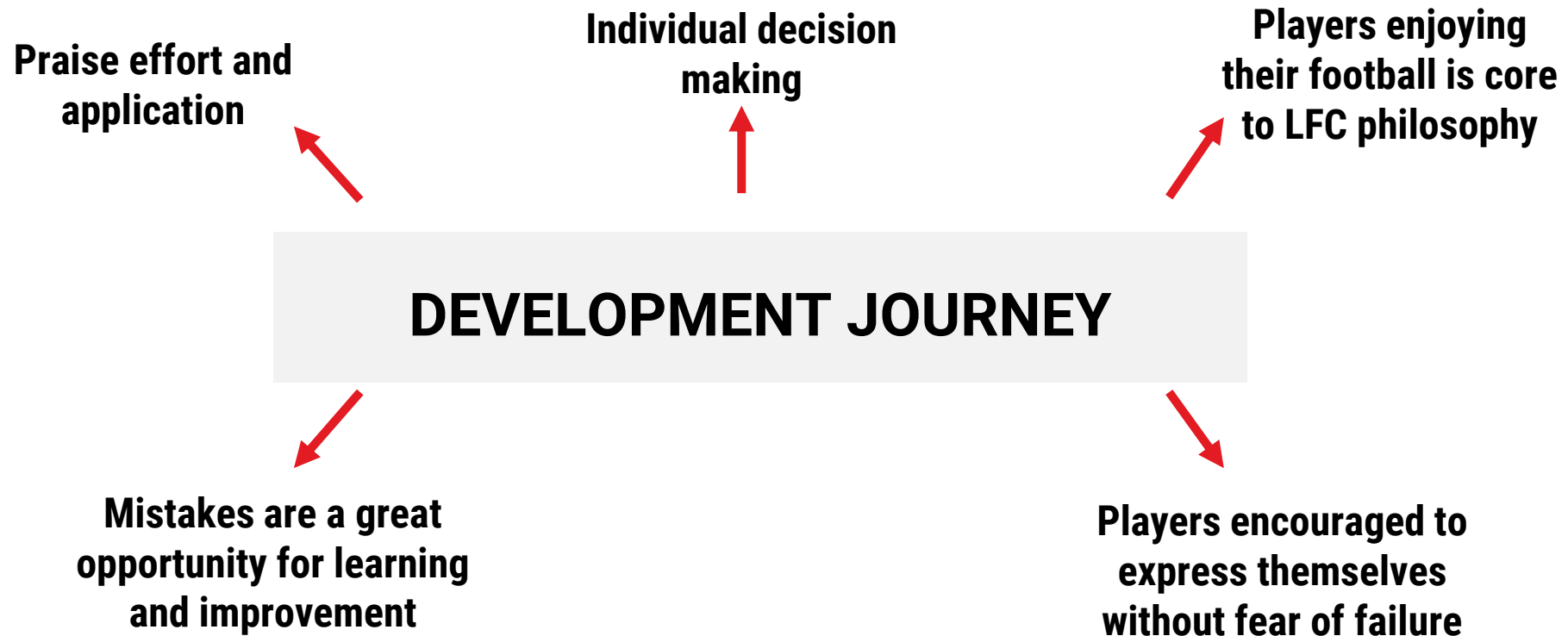
**70/30 ball rolling time**

### INTERVENTION STYLES

**Allow player the chance to  
explain; improves process of  
learning.**

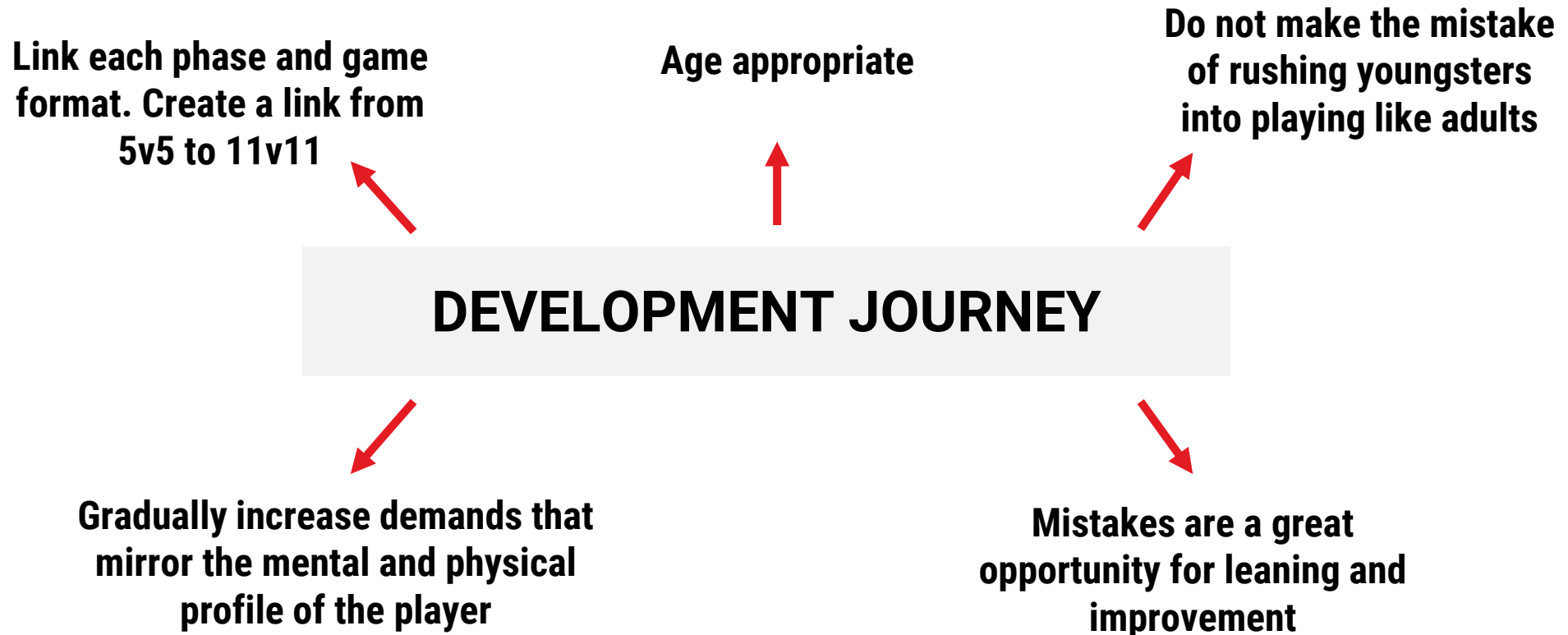
**Constructive Intervention.  
Avoid “this is not right” and focus  
on “this is better”.  
Build the player’s confidence.**

## Player centered approach





## Development journey



# Rewards

## MISBEHAVIOUR

- It's natural and often not personal
- Be consistent when non-negotiables are broken

**Reward intention over  
outcome**

**Reward emotional and social skills  
(TLW)**

**REWARDS**

**Reward effort**

**Reward learning part of the skill  
before all**



## Role models



**Prominent LFC players should be used as role models to help inspire players and help demonstrate**



**Vital to making sessions authentic**



**Children are influenced by our role models both on and off the pitch**



**The sessions are aligned with our player development model and help to recreate famous LFC moments**





**LFC's Academy has a track record of developing world class players**





**Break**



# Mental Wellbeing

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'Be Healthy'



# Mental Health & Wellbeing

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## Today's session overview

**What is Mental Health?**

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**How can sport positively impact mental health?**

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**What is Confidence? How do we build our confidence?**

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**What is Resilience? How can we be more resilient?**





## What is mental health

**It is the way that we feel and our mindset!**

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**It is something that each and every person has.**

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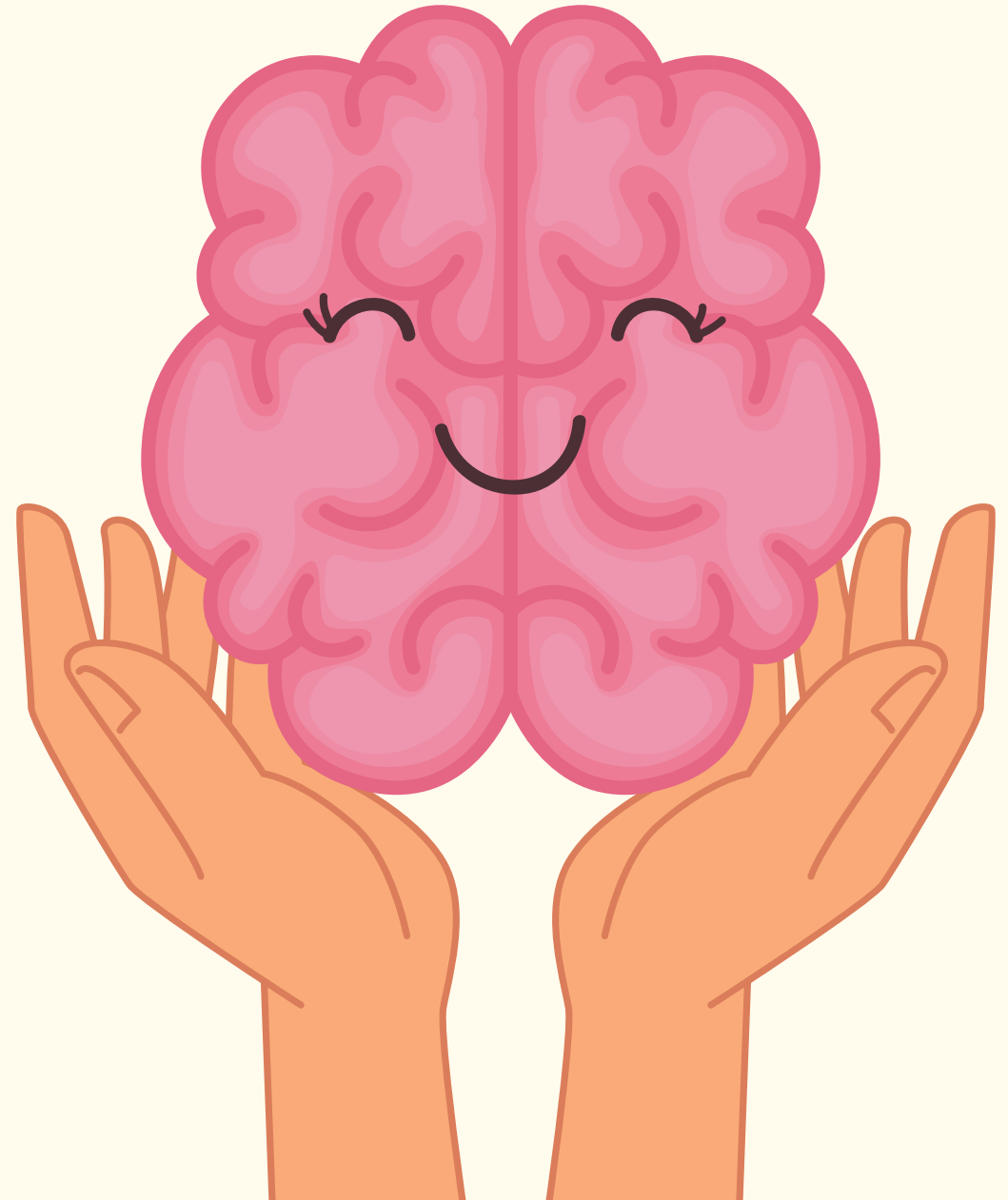
**It is just as important as physical health!**

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**It is constantly changing.**

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**If we invest in our mind it will help us to keep a positive mindset and have good mental health!**



# Mental Health continuum

The mental health continuum is a range of wellbeing having mental health and mental illness at the two extreme ends. Depending on the circumstances of any individual at any time, they may find themselves at one point of the continuum and shift position as their situation improves or deteriorates.





## Open discussion

**In groups you have 5 minutes to talk about the questions below:**

**How can sport be used to positively influence and impact your mental health & wellbeing?**



# W.A.T.C.H



Foundation

THE CLUB'S OFFICIAL CHARITY

An aerial view of a football pitch with players in various colored kits (red, white, blue, yellow) scattered across the field. The pitch is green with white markings for the center circle, half-way line, and goal areas. The text 'WITHDRAWN · ANXIETY · TIREDNESS · CHANGE · HARM' is overlaid in white capital letters across the center of the pitch.

WITHDRAWN · ANXIETY · TIREDNESS · CHANGE · HARM



## What is confidence?

**Confidence is:**

**' the feeling or belief that one can have faith in or rely on someone or something'**

**Confidence helps us feel ready for life's experiences. When we're confident, we're more likely to move forward with people and opportunities – not back away from them.**

**And if things don't work out at first, confidence helps us try again.**

## What is resilience

**Resilience is:**

**The ability to recover quickly from difficulties**

**The ability to cope with stressful situations**

**The ability to 'bounce back' from things that are hard**

**It is also important to know that being resilient isn't something you have to do alone,  
having a team and leaning on people for support is also a key part of being resilient!**



# 10 Mental Benefits of Sports

Teen sports can have a significant positive impact on teen well-being. Not only do sports reduce stress, they also give teens ways to bond and practice collaboration, while reaping the physical and mental health benefits of exercising.

## 10 Mental Benefits of Sports

Scientists have been exploring the link between exercise and mood for more than 100 years. As a result, they have produced a large body of research on physical activity and mental health, including the link between sports and mental health. Both biological and psychological factors come into play.

1. Exercise positively impacts levels of serotonin, a chemical that helps regulate mental health, and stimulates the neurotransmitter norepinephrine, which improves mood.
2. Physical activity releases endorphins, the body's natural "happy chemicals," and reduces levels of the stress hormone cortisol.
3. Sports are associated with lower rates of stress, anxiety, [depression](#), and suicidal behavior.
4. Participation in team sports reduces the risk of [teen substance abuse](#) and other reckless behaviors.
5. Team sports enhance resilience, empathy, confidence and empowerment.
6. They have also been shown to increase executive functioning, creativity, cognitive development, and self-regulation.
7. Improved teamwork and social responsibility are additional benefits of team sports for mental health.
8. The more time spent being physically active, the less time a teen spends on social media, which is proven to [lower adolescent well-being](#).
9. Teen sports, as well as other outdoor activities, get teens outside so they can experience the [benefits of time in nature](#).
10. Sleep improves when teens are physically active—which is important because [sleep is essential for maintaining mental health](#).

Childline: 0800 1111

PFA Member 24/7/365 Counselling Helpline: 07500 000 777

Police: 101 (999 in an emergency)

# Need Someone to Talk to?



**Stephen Hale**

Stephen.hale@liverpoolfc.com  
07785 646 368



**Lorna Duckworth**

Lorna.Duckworth@liverpoolfc.com  
07841 629 809



**Julie Grundy**

Julie.grundy@liverpoolfc.com  
07770 341 275

You can also report a concern on [www.liverpoolfc.com/fans/safeguarding](http://www.liverpoolfc.com/fans/safeguarding)  
or Nicola Fryer, Liverpool FC Director of Safeguarding 07912 120 888



**Foundation**  
THE CLUB'S OFFICIAL CHARITY



**NSPCC**

TACKLING CHILD ABUSE TOGETHER

**2022/23 SEASON**



# Balancing Education, Sport & Lifestyle

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## Balancing education, sport and lifestyle

For many young people, the transition into high school is a time of both excitement and trepidation. One of the biggest challenges they face is finding a balance between education, sport and lifestyle. This is a key reason as to why the most common age for girls to drop out of sports participation is 12 years old.

- **Learning Objective:** Understand challenges of a balanced approach and share methods to ensure they are better prepared
- **Task One** – In your groups, discuss personal experiences of balancing your lifestyles and align to some of the challenges your young people may face in balancing their education, sport & lifestyles.
- (Items required – flipchart paper, pens)
- **Task Two** – Using the weekly planner template and SMART model, plan out your weekly commitments.
- (Items required – Weekly planner template, pens)

# Task 1

**What matters most to you? Is it achieving top grades during exams? Making the top team for football? Striving to get into a particular university on scholarship? Meeting with friends over the weekend?**

**Rather than scrambling to do too many things, and feeling unable to give enough time or attention to any of them:**

1. Start first by thinking about what the players priorities are (from most to least important) - this helps you to support them in focusing when they begin to feel overloaded.
2. Next, set goals that link to each of your players priorities.
3. Then, break down these goals so that you and the young person can measure progress during the a short-medium-long term approach through transformational and transactional methodologies (consider SMART goal setting).

# Task 1

## Considerations for the young person

- Training times (late evenings)
- Pressure of exam results
- Under achievers in education
- Balance of training with homework, exam revision
- Pressure on gifted and talented pupils being used in other school sports
- Relationships, socialising and social pressures

## Considerations for you

- How do you balance your lifestyle?
- What is your understanding of your environment i.e lifestyle?
- How do you prioritise your commitments (career, family, lifestyle)?
- When you was growing up, what relatable challenges did you face that align to your players?



## Smart goals

### Goals that are SMART are:

- Specific – state exactly what will need to be done
  - Measurable – clear what success will look like
  - Achievable – know it is possible
  - Realistic – know it is practical
  - Time-bound – state when it will be achieved
- 
- Example - "I want to become fit"

	Person A
S	I will increase how much exercise I do
M	I will do an average of 60 minutes of moderate intensity activity a day
A	I can see myself doing it
R	I can do it by walking daily and going to the gym twice a week
T	I will achieve it by the end of this summer term

# Time management

## What is time management ?

Time management is the process of planning and exercising conscious control of time spent on specific activities - especially to increase effectiveness, efficiency, and productivity.







## Task 2

**Using the weekly planner template and SMART model, plan out your weekly commitments.**



**Break**



# Example Coaching Session

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## Example LFC academy coaching sessions



# Task

## Task

- In groups, plan and deliver a 20-minute session, following the framework.
- 10-12 players



# Groups

## GERRARD

Coach 1  
Coach 2  
Coach 3

## KEARNS

Coach 1  
Coach 2  
Coach 3

## WILLIAMS

Coach 1  
Coach 2  
Coach 3

## SALAH

Coach 1  
Coach 2  
Coach 3

## HINDS

Coach 1  
Coach 2  
Coach 3

## BARNES

Coach 1  
Coach 2  
Coach 3

## DOWIE

Coach 1  
Coach 2  
Coach 3

## TRENT

Coach 1  
Coach 2  
Coach 3



# Train the Trainer Programme

Day 3





# agenda



10:00  
10:45

Empowering  
Women in  
Leadership  
(Classroom)

10:45  
11:15

Task and  
Session  
Preparation  
(Classroom)

11:15  
12:00

1 2 1  
Reflection  
and  
Feedback  
(Classroom)

12:00  
12:30

BREAK

12:30  
13:15

1 2 1  
Reflection  
and  
Feedback  
(Pitch)

13:15  
14:00

1 2 1  
Reflection  
and  
Feedback  
(Pitch)

14:00  
14:45

Closing  
Presentation  
(Pitch)

14:45  
16:30

TURN 'N  
TENDER





# Empowering Women in Leadership

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'Be Empowered'





# Empowering Women in Leadership

Empowering women is a crucial step toward achieving gender equality worldwide. Women's empowerment can be defined as promoting women's sense of self-worth, their ability to determine their own choices, and their right to influence social change for themselves and others.

How?

- **Boost self esteem**-Empowered women go on to empower others—so encourage the women around you.
- **Shut down negativity**- Women are constantly exposed to negativity as they're often held to unrealistic standards of beauty displayed in magazines, on TV, and more recently on social media. Don't be afraid to shut down negativity directly and honestly, your fellow females will appreciate you.
- **Lead by example**-This is one of the most important ways you can empower women. Young women are deeply influenced by their role models, so make sure you're a good one. Celebrate different types of beauty, empower women with kindness and strength, and encourage women to make their aspirations a reality.
- **Become a mentor**- Whether you find a mentorship program in your community or focus on inspiring your friends and sisters, being a mentor is a great way to inspire young women. Gather a group of gals and encourage them to participate in an empowerment activity.

## Empowering Women in Leadership

- Draw a picture of yourself in the frame
- Write at least one thing you like about yourself
- Work your way around the room and write one positive thing on other peoples portraits
- Try and get around everyone if you can!





## Empowering Women in Leadership

### JK Rowling

- Successful author
- Mother died left with no family and moved to a foreign country
- Left an abusive relationship after giving birth
- Unable to provide for her daughter
- Decline in mental health with suicidal thoughts
- Had the first Harry Potter book rejected dozens of times and took two years to get published
- 30 years old when her first book was finally published
- Now has a \$1 billion dollar net worth.



## Empowering Women in Leadership

### **Sarina Wiegman**

- During her early years, she lived in a country that forbade girls playing football.
- Due to this at the age of six Sarina cut her hair to look like a boy just so she could play football.
- Was not aloud to play with friends due to their parents views
- Was bullied throughout her childhood for playing football
- Trained as P.E teacher and fulfilled this full-time job throughout her whole playing career despite playing for her national team.
- First non British permanent England women's manager
- Number of titles and personal achievements such as EURO 22 Winner, awarded commander of the order of the British Empire and UEFAS women's coach of the year





## Self Esteem Flowers

Some days we can be a lot harsher to ourselves.

Ways to make us feel better is doing something we enjoy doing or something that makes us feel good.

We will make our own feel-good flower and write in the petals some things that help you relax or feel happy.

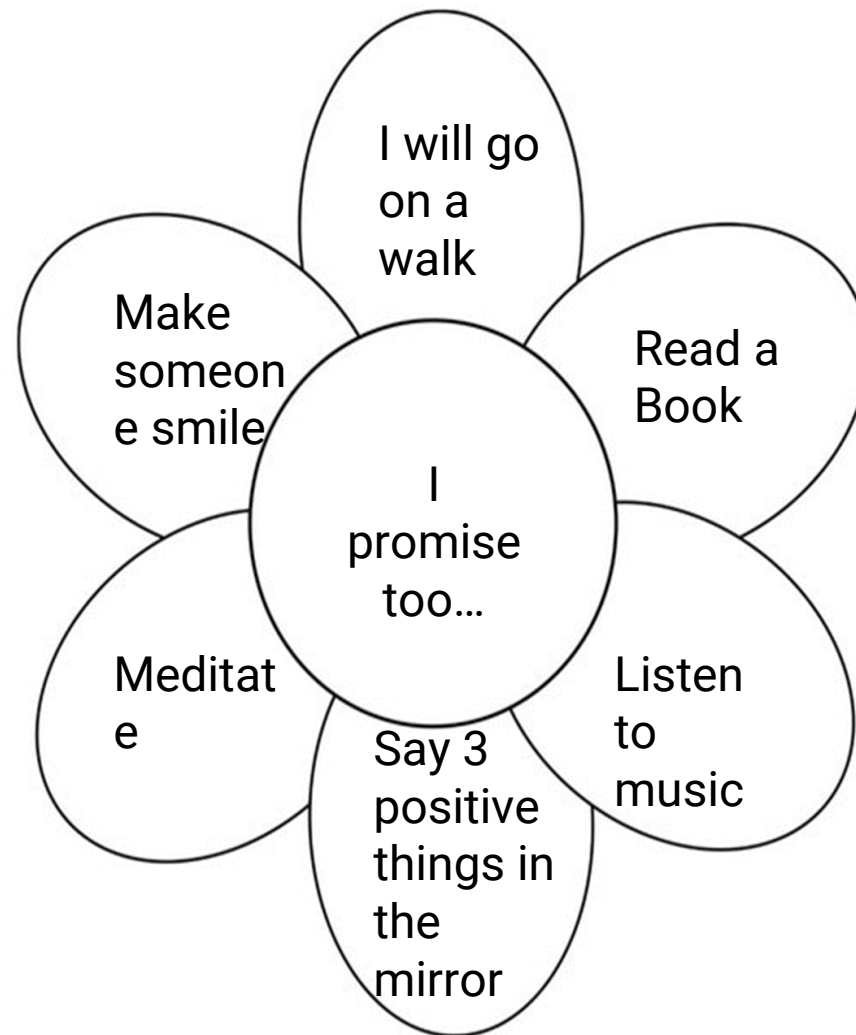
Try doing at least one thing a week off your flower!

**WE**



**Foundation**

THE CLUB'S OFFICIAL CHARITY





## Empowering Women in Leadership





# Coaching Assessment

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# Assessment

## ASSESSMENT TASK:

1 hour to plan your 15-minute session





A group of female soccer players are gathered in a huddle, likely during a break in play. They are wearing white jerseys with black accents and black shorts. One player in the center is holding a white water bottle. The background is slightly blurred, showing an outdoor setting. The entire image is overlaid with a semi-transparent red filter.

# Break



# LFC eAcademy

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## LFC eAcademy

LFC eAcademy is an award-winning digital product that helps players improve their football skills and stay active by learning to play The Liverpool Way.

This will guide programmes outside of structured sessions and means that players can engage with LFC and benefit from being part of the LFC International Academy even when it may not be possible or appropriate to train as a team.



eAcademy





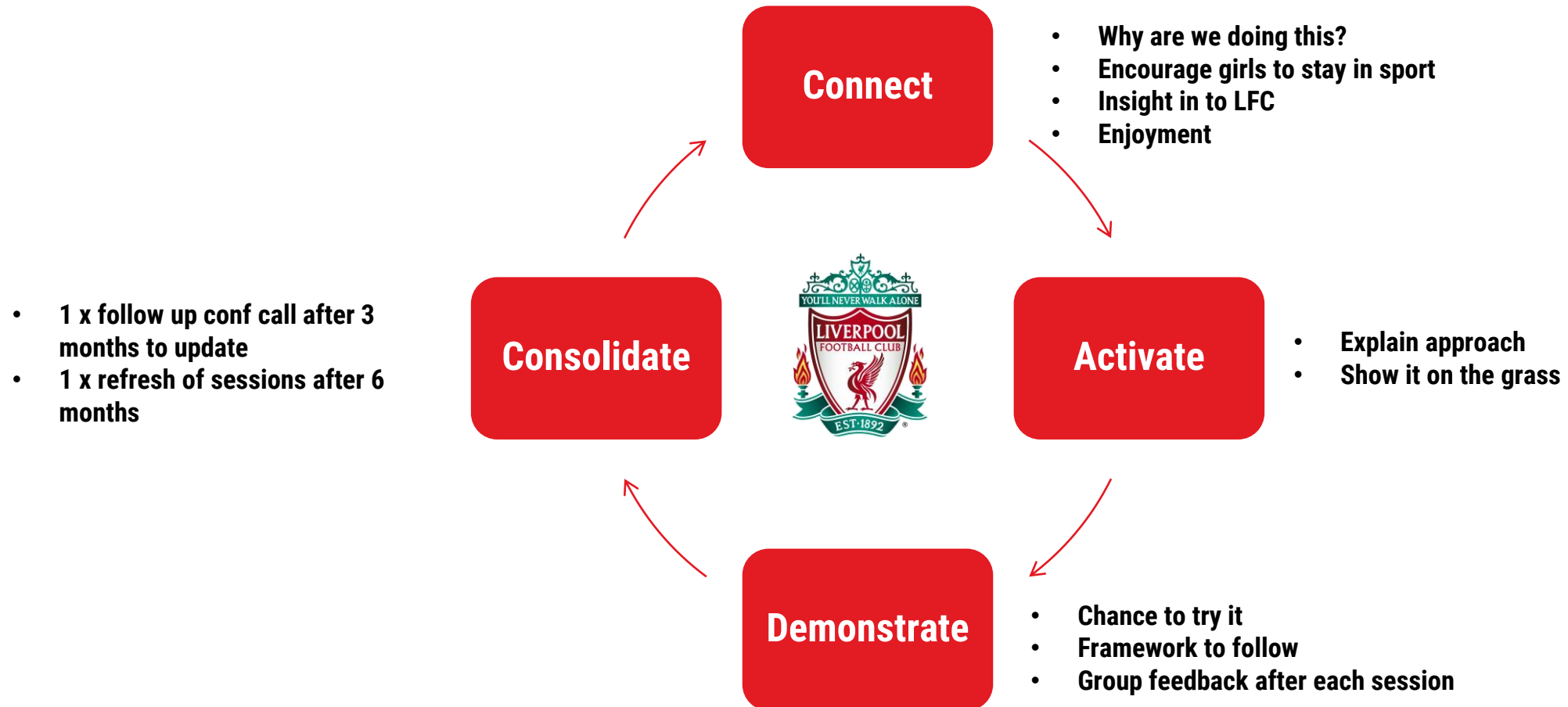
## LFC eAcademy

The contents of the eAcademy can also be used to add an additional, supplementary individual training program as and where necessary for example:

- Additional, individual specific training programs
- Continuous 'homework' programs
- Opportunities to develop techniques identified in player feedback process
- Pre-season
- Off-season
- Cancelled sessions



# Learning cycle





# Train the Trainer Programme

