

FIRST AID SUPPLIES

The first aid kit should be kept on hand at training sessions and matches. One of the adults associated with a soccer team should be the designated first aid caregiver. It is highly recommended that this person hold a first aid certification from the American Red Cross at the minimum.

Sterile first aid dressing

2 x 2 in. (5 x 5 cm.) for small wounds

Quantity: box of 12

For open wounds or dry dressings for burns. These are packaged sterile. Do not try to make your own.

Sterile first aid dressing

4 x 4 in. (10 x 10 cm.) for larger wounds and for compress to stop bleeding.

Quantity: box of 12.

For open wounds or dry dressings for burns. These are packaged sterile. Do not try to make your own.

Large sterile dressing

14 x 14 in. (36 x 36 cm.)

Quantity: 2

For covering large chest or abdominal wounds.

Roller gauze bandage

1 in. x 5 yd. (2.5 cm. x 5 m.)

Quantity: 2

For finger bandage.

Roller gauze bandage

2 in. x 5 yd. (5 cm. x 5 m.)

Quantity: 2

To hold dressings in place.

Adhesive tape

1- and 2-in. (2.5- and 5-cm.) width

Quantity: 1 roll each

To secure dressings in place.

Triangular bandage

37 x 37 in. (94 x 94 cm.) square, cut or folded diagonally, with 2 safety pins

Quantity: 8

For use with triangular bandage.

Soap

Quantity: 1 bar

For cleansing wounds, scratches, cuts. Antiseptics are not necessary.

Table salt

Quantity: 3 tsp. (15 gm.), premeasured, in container and measuring spoon

For use in heat exhaustion (1 tsp. [5 gm.] in 1 quart [1 liter] water).

Paper drinking cups

Quantity: 25

To administer fluids for emergencies. Players should use their personal water bottle at all other times.

Flashlight

Quantity: 1

For use in darkened areas and at night. Check the batteries periodically.

Scissors with blunt tips

Quantity: 1

For cutting bandages or clothing.

Tweezers

Quantity: 1

To remove splinters and other foreign objects, except stingers from insect bites.

Splints, long and short board or inflatable type

Quantity: 1 package

For splinting broken fingers and stirring solutions.

Tongue depressors, wooden

Quantity: 6 to 12

For splinting broken fingers and stirring solutions. Have one that is padded as a bite stick for seizures.

Tourniquet

(with strip of cloth, 20 in. [50 cm.] long, folded to 3-4 in. [7.5-10 cm.] wide)

Quantity: 1

For severe injuries when no other method will control bleeding. Only for use by qualified and trained persons.

Short stick

4 to 6 in. (10-15 cm.) long & 1 in. (2.5 cm.) thick

Quantity: 1

To use with tourniquet.

Syrup of Ipecac and activated charcoal

Quantity: 1 container each

To use for poisoning. Syrup of Ipecac may be a prescription item, so ask your physician.

Rubbing or grain alcohol

Quantity: 3-4 oz. (84-112 gm.)

For sterilizing scissors.

Ice in a cooler clearly marked for emergency use only

For sprains, strains, bruises, etc.

R.I.C.E. = Rest, Ice, Compression & Elevation

Containers of water

Quantity: 1 gal. (3.8 liters)

For cleansing wounds, abrasions and eyes.

Blanket

Quantity: 1

For warmth in case of shock.

Nail clipper

Quantity: 1

To clip broken toe and fingernails.

Large bath towels

Quantity: 2

For bandages or dressings. Old soft towels and sheets are best. Cut in sizes necessary to cover wounds. Towels are burn dressings. Place over burns and fasten

with triangular bandage or strips of sheet. Towels and sheets should be laundered, ironed and packaged in heavy paper. Relaundry every 3 months.

Small bath towels

Quantity: 2

Same as large bath towels.

Bed Sheet

Quantity: 1

Same as large and small bath towels.

Ace or tensor bandages

Quantity: 2 of each of these sizes, 3 inch, 4 inch and 6 inch.

Ammonia caps (ampules)

Quantity: 1 dozen

Band-aids

Quantity: 1 x 3 in. 2 dozen, extra large 1 dozen

Cotton balls

Quantity: 25

Cotton tip applicators (Q-tips)

Quantity: 1 box

Elastikon tape

Quantity: 2 rolls of 3 in.

Germicide solution

Quantity: 1 bottle

Medicated ointment

Quantity: 1 tube

Moleskin adhesive felt

Quantity: 1 sheet 6 inch square

For use on blisters.

Oral screw

Quantity: 1

For seizures.

Safety pins

Assorted sizes

Skin lube (Vaseline)

Quantity: 1 lb.



SOCCER PLAYERS' BILL OF RIGHTS

Written by medical, physical education and recreation experts. Paraphrased for soccer. Written in an attempt to protect young players from adult exploitation. The BILL OF RIGHTS is directed at coaches, leaders of soccer programs, officials and parents in the hope that their implementation will provide the beneficial effects of soccer to all players.



Right of the opportunity to participate in soccer regardless of ability level.

Right to participate at a level that is commensurate with each player's developmental level.

Right to have qualified coaches.

Right to participate in safe and healthy environments.

Right of each child to share in the leadership and decision-making of their soccer participation.

Right to play as a child and not as an adult.

Right to proper preparation for participation in soccer.

Right to an equal opportunity to strive for success.

Right to be treated with dignity by all involved.

Right to have FUN through soccer!

Adapted from the "YOUTH SPORTS GUIDE For Coaches and Parents". Published by the Manufacturers Life Insurance Company and the National Association for Sport & Physical Education.

Pre-Season Recommendations

Once your team has been assigned to you it is suggested that you contact all parents and arrange a pre-season meeting. This will afford you the opportunity to meet the parents and also give you the chance to express your ideas and opinions regarding the important task of coaching your team's age group. In this meeting you can discuss the following topics.

- ◆ Reasons for coaching this particular team.
- ◆ Soccer background - coaching, playing, etc.
- ◆ Time availability for training sessions and matches. Choose a site for training sessions.
- ◆ Help needed from each parent.
- ◆ Attitude toward winning and losing.
- ◆ Children and sports and sportsmanship.
- ◆ Aims and goals for upcoming season.
- ◆ Sideline behavior of the adults at training sessions and matches.
- ◆ Discipline: handling a mild case and handling a severe case.
- ◆ Substitution.
- ◆ Rules and regulations of the local club/league.
- ◆ Laws of the Game - modified version for their child.
- ◆ Obtain at least one, hopefully two, assistant coaches.
- ◆ Obtain team mother or manager to handle refreshments, uniform fittings, team functions, help with all administrative functions as required by the club/league, etc.
- ◆ Obtain basic information as pointed out in the example below:

EXAMPLE

Johnny Jones	123 Main Street	222-1234	(home)
	Anytown, USA	222-5678	(dad office)
		222-9123	(mom office)

E-mail address; cellular phone #; beeper #; etc.

Jersey #

6

parents' names

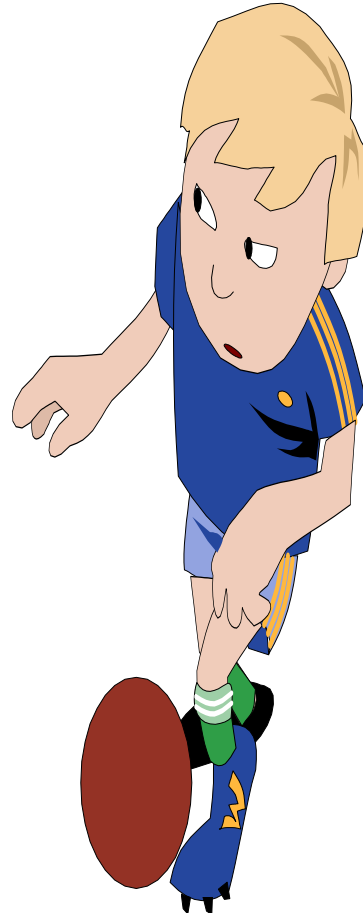
Jim and Jan

~ Helpful information to know about each child.

- a) Nicknames
- b) Allergies
- c) Medication they are taking
- d) Handicaps
- e) Type of personality

10 Point Checklist

- I. Ensure good coaching!
- II. Delegate responsibility to team parents.
- III. Set guidelines for the sidelines!
- IV. Teach basic safety.
- V. How to handle injury and illness.
- VI. Give kids straight advice about soccer shoes.
- VII. Inform kids about good nutrition.
- VIII. Prevent dehydration.
- IX. Develop a team philosophy.
- X. Understand the game.



Some Thoughts about Warming Up, Stretching and Cooling Down

For seven year olds:

- ★ Warm up should be fun – light activities like tag or knockout.
- ★ Get a ball to each player as soon as possible.
- ★ Stretching is not important at this age and there is no need to introduce it as ‘something for the future’. Perhaps some “body parts” for balance and coordination, but no formal stretching.
- ★ Cooling down is important – this brings kids down from their ‘heightened state’ and gives everyone a chance to help collect gear, review and talk – parents are more likely to listen now. A good time for a little ‘parent education’ by the coach. The cooling down period is also a time to give homework.

For ten year olds:

- ▶ With slightly older kids the warm up sets the tone and pace of training; mental challenges can be introduced too.
- ▶ Starting in pairs is a good idea for kids at this age – for balance, teamwork and communication. The players ‘start as a team’.
- ▶ Coaches can bring brief, simple coaching points into warm up; the implicit message is that this is a learning environment, an instructional activity – as well as pure fun.
- ▶ Playing various forms of keep away in the beginning of practice is a good, consistent way to begin. It puts together the four elements of soccer right away.
- ▶ Cooling down is short; review, look ahead, praise them, go home.

For thirteen year olds:

- ◇ Warm up is very important now to set tone, rhythm and climate at training sessions.
- ◇ Coaches should pay close attention to body language, attitude, alertness, posture, getting the heads up.
- ◇ Fun is still really important, but coaches can adopt an instructional approach from the beginning: Coerver stuff, easy tactical ideas (like body shape, footwork, changes of direction), isolated technical activities or keep away. As an example of a way to put together the technical and tactical early on, here in the warm up – play keep away with the constant reminder: don’t stop the ball.

- ◇ This is now physical and mental preparation.
- ◇ These are adolescents, growing fast, with changing bodies, so stretching is important. Rhythmic, integrated stretching is good – interjected into warm up activities – individually or in pairs, as opposed to bringing everyone together or getting into a circle, etc. Stretching is quiet time, no group chants or anything like that.
- ◇ Cooling down for these players is easy movements and light running, some talk, and more stretching. At the very end it could be lying down, breathing deeply, relaxing – that’s also time for the coach, with a lowered voice, to ask about injuries, talk tactics, give homework, and reflect on the training session.
- ◇ This cooling down period is also time to reinforce habits such as drinking plenty of water. The players should be encouraged to drink water before, during and after training sessions, so while they are cooling down they should be replenishing water.



Team Management Ideas

Maintaining Team Discipline

by Jeff Pill, U.S. Soccer National Staff Coach

Team discipline is crucial to the overall success of any team endeavor. Not only do disciplined teams perform well on the field, but, if teams are able to maintain good discipline both on and off the field, the overall soccer experience is far more positive for all involved; parents, players, coaches and administrators.

In fact, maintaining team discipline is one of the biggest fears or challenges for beginning coaches. Often, coaches are lost or ineffective because they are unable to maintain order and discipline with their team.

Towards the end, I have included several brief suggestions on what I have found to be successful in maintaining good team discipline. Hopefully, you have developed your own "list" of what works for you. If not, let this serve as inspiration to come up with your own system.

1. Plan Ahead

The single most important thing that can help is the coach's organization. Here, if it is obvious to the players that practices are conducted in an orderly manner, with clear goals and objectives, they are more likely to treat both the coach and the training time seriously. If practices flow easily from one activity to the other with minimal "down time", the players are able to stay focused on the task at hand. By making training meaningful and educational, the players will be motivated to pay attention and keep focused.

2. Choose Your Activities Carefully

There is nothing worse than putting players through "boring" drills that are inappropriate to their playing ability either by being too difficult or too easy. Activities should be fun, challenging and replicate the demands of the game itself. In this way, the players sense that their time is not being wasted. Having activities be competitive motivates them to play their best. Keep the players moving and engaged. Make sure that there are plenty of balls at hand so that a good activity is not interrupted by taking unnecessary time out to chase the ball. Even young players will engage themselves in a great game. Remember, your parents will appreciate the fact that their young player comes home and sleeps through the night because they have tired themselves out in healthy, engaging fun activities.

3. Have A Clear Picture In Mind of What Appropriate Behavior Looks Like

If you know what the players will look like when they are playing the game, you will be able to recognize when they are not playing the game correctly, or not behaving appropriately. This will enable you to step in immediately when inappropriate behavior is seen. As soon as you notice it, you must deal with it. Having a clear picture in your mind will allow you to be decisive. Then, you should also have a clear picture in your mind of how you are going to deal with the situation. Having players do push ups or run laps as

punishment is inappropriate, especially for younger players. Removing them from an activity is more effective. Their primary desire is to be involved in their peer group. Therefore, removing them from the activity is an effective way to deal with problems that occur. As one coach said, "Don't be afraid to use the bench!"

4. Involve The Parents

Especially with the younger players, having the parents support and reinforcing your discipline policies are crucial. Your expectations for player behavior should be clearly stated during the preseason parent meeting. Enlist their support. It has been my experience that they will be glad to do so.

5. Remember, You Are The Role Model

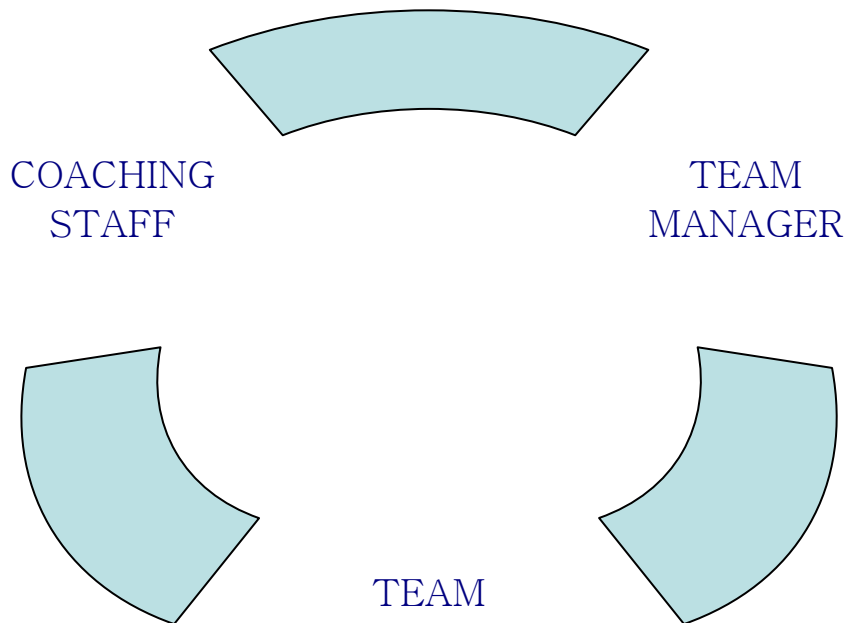
It is always good to remember that our actions are speaking so loudly that the players can not hear what we are saying. If we ask for respect, but show that we don't respect others (e.g. the referee) then we are asking for problems. If we expect players to be kind to each other, but we are not kind to ourselves, then expect the worst. Model appropriate behavior and get it in return.

6. Recognize The Difference Between Open Acts of Defiance and Childhood Irresponsibility

"Kids will be kids" is a great phrase that both excuses a lot of inappropriate behavior, on one hand, and reminds us all that kids make mistakes on the other. When players openly defy, and act inappropriately, then swift, appropriate action is called for. However, when players momentarily forget themselves, and do not show any malicious intent, then a gentle reminder is perhaps more appropriate. Just remember, youngsters are often quite skillful at disguising the two types of behavior. We all have to be sharp in recognizing the difference so that we can act appropriately.

7. Finally, Be Sure To Put Yourself In Their Shoes

If we can remember what it is like to be at a fun practice that is both enjoyable as well as educational, we will be better off. Always ask yourself, "What would I like to do if I were at practice and needed to work on my passing?" This will enable you to avoid a lot of possible challenges.



Some aspects of team management will be age specific and/or level of competition specific. This is meant to merely be a beginning outline.

★ ADMINISTRATIVE RESPONSIBILITIES

- Registration
- Rosters
- Health forms
- Guest player form
- Travel permit
- International clearance

★ Team communication

- E-mail
- Phone tree
- Newsletter
- On-site meetings at training sessions and matches
- Training times, location, changes
- Match times, location, changes
- Olympic Development Program try-outs
- State, regional and national tournament rules
- Travel, maps, carpool, hotels, bus, flight, meals, study hall
 - Teach the players how to travel

★ Role in relationship to coach and partnership in player development

- ☆ Active participant in parent education
- ☆ Know club, league and state rules
- ☆ Attend the Annual General Meeting in order to stay up-to-date



Tips for integrating novice players into your youth soccer team!

Because of the visibility of the 2002 World Cup and the 2003 Women's World Cup your club may have many new players sign up this autumn.

Coaches of youth teams, especially recreation and rec. plus teams should



be prepared for mainstreaming novice players with their more experienced children. Certainly we want these children to come enjoy soccer with us.

However if the experience is not FUN and they sit on the bench in favor of more experienced players then they'll dropout in a year or less. Talk to the players and their parents at the beginning of the season to develop a sense of teamwork. Enlist the efforts of these team members to help you integrate new players. Everyone on the team should help teammates improve. Let them know that everyone is making a contribution. So here are a few ideas about merging the novice players with your returning team.

- ◆ Spend a few minutes at the beginning and/or end of your training session with these new players on the basics.
- ◆ Recognize the needs of your players and balance your needs with theirs.
- ◆ Devise training activities that follow the SLANTY LINE coaching method. In other words, there is room for *individual* success. A simple example would be ball juggling. Instead of setting what the team record is (in other words the number of juggles by the best juggler on the team) and having everyone trying to break that record; have the players try to beat their *personal* record. Now each player can try to set and beat their own records in any number of measurable techniques.
- ◆ Develop perspective: remember what you were like at their age and what you could do then; don't judge the players by what you can do now.
- ◆ Mix up your starting lineup. This will encourage the novice players to work hard and also encourage the returning players to help their teammates.

- ◆ Create activities of inclusion not exclusion. An example is the old dribbling game of knockout. Everyone dribbles and you try to knock out the other players' ball while maintaining control of yours. If your ball is knocked out then you sit out. This of course means that the worst dribbler on the team (the one who needs the most practice) gets knocked out early and the best dribbler on the team stays in. Now the kids who need the practice touching the ball are sitting on the ground watching the best two dribblers play. Make it a game of inclusion by having the players knocked out come to the coach and perform a simple dribbling move and then they go back into the game.
- ◆ Make sure all of the parents understand what you are trying to do with the team. Try to work with parents and make them part of the team rather than viewing them as critics to be avoided.
- ◆ When putting the players into groups for an activity, such as 4 vs. 4, have more experienced players join up with the novice players. Now your expectation should be that the returning players should help the new players learn.
- ◆ Use small group activities with a 1-returning player to 2-novice players' ratio.
- ◆ Emphasize ball skill improvement as your overall team goal.
- ◆ Monitor what the returning players say to the novices. Emphasize positive feedback amongst teammates. Become a communicator!

Courtesy of Sam Snow, Louisiana Soccer Association Director of Coaching and member of the US Youth Soccer Coaching Committee.