

IMMEDIATE REQUIRED NEEDS OF A NEW COACH (DO ASAP):

- **Obtain Grassroots Coaching License** - all coaches need to at least complete the free USSF grassroots coaching license that is available on their website.
- **Clearances** - Cannot coach until clearances are obtained. Karla Cooper is POC
- **Set up meeting with coaching director (and/or VP of Travel)** - Reach out and set this meeting up in the next 2 weeks
- **Code of Conduct** - Sign and return code of conduct to coaching director
- **Make Contact with Parents** - Set up a parent meeting
- **Set up schedules** - Work with Nate and Chris on upcoming schedule
- **Get familiar with website** - Know the ins and outs of IVU site and Teamsnap
- **Access Plans on website** - Head to coaches corner. **Password:** Coaches (capital "C"). The newest plans are a la carte fashion, but layed out based on our club philosophy. There are several years worth of old plans and other resources on the site as well.

TOOLS/RESOURCES – emails on website

- Schedules of training - Nate Stroik
- Help with leagues/tournaments - Chris Young
- Help with training - Tim Grinstead
- Help with registration - Karla Cooper
- Help with equipment - John Cramm
- Help with goalkeeping - Ryan Ulrich



Coach Code of Conduct

Coaches will:

1. Lead by example, demonstrating fair play and sportsmanship at all times.
2. Understand and demonstrate knowledge of the rules of the game, and teach these rules to their players.
3. Motivating players to produce their best effort, inspiring players to learn, and encouraging players possess positive attitude.
4. Take responsibility to control the actions of our fans.
5. Be accountable for all Iron Valley United issued property, fields, and buildings, including equipment located on the field or in the building being utilized.
6. Report all injuries or damage to property to the Club President or VP Travel within 24 hours of such occurrence.
7. Report to the Club President or VP Travel any inquiry into the policy of the program or possible violation thereof, as well as whatever action has been taken.
8. Abide by all Club rules and regulations.
9. Ensure the cleanliness of facilities upon completion of activities.

Under no circumstances will a coach:

1. Engage in any activity or conduct that may be detrimental or reflect adversely upon the Club, its members or its programs
2. Physically, psychologically or verbally abuse any youth on his or her team, or any other team, referee, Club volunteers, or parent even in jest.
3. Strike, push, or shove any game official, another coach, or a spectator.
4. Use profanity, profane gestures, arguing, inciting disruptive behavior by spectators and/or players, or engage in any conduct contrary to the spirit of good sportsmanship.
5. Drop any player from participation without the action first being approved by the Club President and VP Travel. If player or parent actions justify possible suspension, the Club President and VP Travel must be notified immediately in order to call together a discipline committee to investigate alleged misconduct.
6. Represent himself or herself as an officer or spokesperson for the Club to any group, committee, or county agency without approval of the Club board.

7. Offer to any other group or organization use of any Club equipment or facilities without approval of the Club President, VP Travel or Board.
8. Condone the use of any drugs, alcoholic beverages, or any other undesirable activity.

Coach's Signature

Date

TRAINING PRINCIPLES

Topical and Progressive Practices

TOPICAL

What is a topic? Topics are themed ideas. Every practice should be focused on one topic. Below are some examples. For younger ages may only focus on a technical topic for a week of training. Older ages may focus on an MACRO tactical topic, while covering MICRO technical topics.

IE: SEAMS is the macro topic for several weeks. We will be covering other topics inside this MACRO TOPIC. At younger age, you may cover one of these MICRO topics for a whole week or two.

Overall Topic: **SEAMS**

Other Topics Covered:

Shooting	Passing	Receiving	Running W Ball
Combination Play	Finishing	Speed/agility	Possession
Vision in Traffic	1v1 Def	1v1 Att	Att from Wide
Box Play Att/Def	Chaos Possession	Weighted Pass	Ball Control on Thru
Endurance Training	Final Third	Finish Cross	Track Runners Def
	Inc Speed of Play	3rd Man Runs	GK close range/ box

ENCOURAGE ALL COACHES TO FOCUS ON TWO MACRO TOPICS PER SEASON AND SEVERAL MICRO TOPICS.

PROGRESSIVE

Practice should begin with just a player and ball, and build all the way to whole team game. The topic should be taught in all phases.

Example of a practice outline (notice other topics are covered here like defending etc but focus is on teaching the main topic):

Topic: Turning to escape pressure (dribble and pass)

- PHASE 1: (Me and the ball - no defense) Dribbling drill that involves turning; evolves into receiving a pass on turn. (DRIBBLE/PASS Square)

- PHASE 2: (add some defense) 2v1 grids. In a 2v1, player will have to turn and escape some to complete pass. Every 5 passes = 1 pt. Defender wins and they swap out with whomever lost ball.
- PHASE 3: (small sided games; 4v4 or 5v5 etc) 4 goal game. N, S, E, W goals. One team plays the N, E goals and one team plays the S and W goals. Creates natural turn opportunities to score. Must dribble through gate. 5v5.
- PHASE 4: Scrimmage but encourage moments to turn and escape pressure before making next pass.

DEVELOPMENT OVER WINNING

We all want to win as coaches. All of us. As a club, we prioritize the development of the individual over winning as a team. If you focus on development and building sound players, the winning will occur naturally.

Ask: Was that a decision based on winning or developing the player?

Long term, we want to develop soccer players that can make it to college. In order to get to college showcase tournaments and provide opportunities, winning has to be a part of this formula. Prioritize the player first.

ABSOLUTE NO's FOR TRAINING

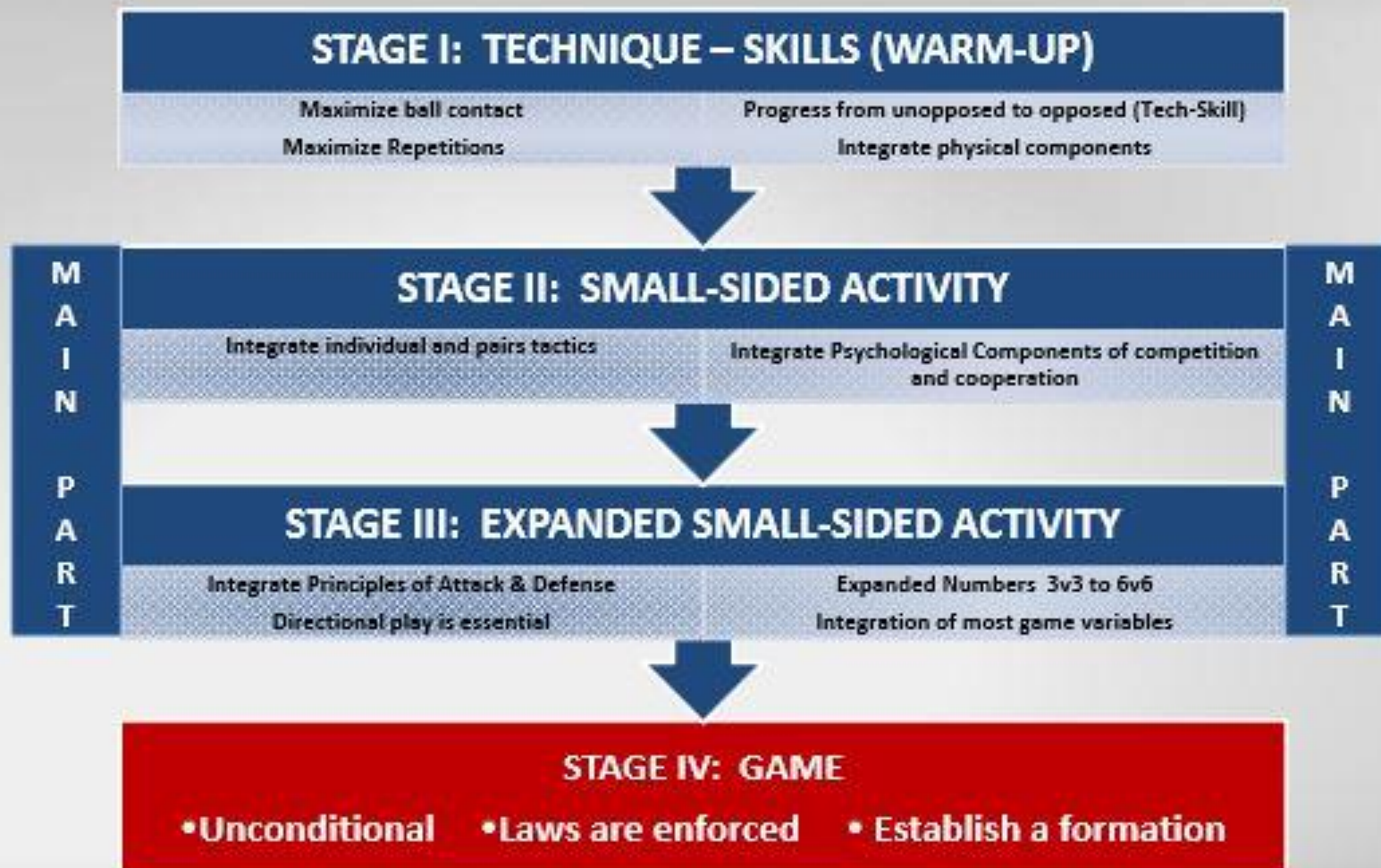
- No laps - no running without a ball and no one runs laps in a game.
- No lectures - Keep practice about the ball and coaching points short and precise. No one is coming to hear you spout your knowledge; they want to play. Practice conciseness.
- No lines - Figure out ways to make more or smaller lines. Do not do the drill where a player passes to a coach who lays off and shoots (While 10 kids stand and wait.) Boring. Be more creative. If you need help, ask.

BUILD A HIGH CHARACTER, COMPETITIVE CULTURE

- Be examples of sportsmanship and good character. This means sideline game behavior especially.
- Build a culture where kids want to come to practice and support each other and grow, while having fun
- Be competitive in every facet. Learn how to compete and win/lose and keep composure.
- Training is a time to coach/teach; the game is the weekly test. Don't talk the entire game. If you find yourself doing this, ask how you can teach and train better. Soccer is a players game and they must understand and think on their own.
- Connect with other coaches and the club staff. Build community.
- Talk with your parents regularly about team goals and direction.

METHODS of COACHING II

Teaching Progression (4 Stages)



Ways to start training

While people are arriving:

- When first two people show up, have them start playing 1v1 pickup.
- Each time, a new person arrives have them join. Keep adding until there is a full pickup game being played before practice starts.
- Benefits include: not just shooting on goal before practice, more touches on the ball, warm up players, and you'll notice that kids will start trying to get to practice earlier

Beginning practice (prior to phase 1):

Sometimes an optional 2 or 3 minute warmup can be inserted prior to Phase 1 to provide additional touch and warmup and ball skills. Should be kept short though in order to move through practice and should maximize ball touch. Examples below:

All Ages – Dribbling Square

U8 and below – crab dribbling, follow the leader (goofy moves like dribbling then sit n spin on ball, hop with ball between legs, etc), 10 steps to heaven, balloon juggling, simon says

U10 and up – Continuous touch 1:1 attack and ball control moves:

(link to moves below <https://www.youtube.com/playlist?list=PLC7830F362D4ACD6E>)

EXAMPLES:

- Continuous Scissors (No Touch)
- Continous Scissors (small touch)
- Continous Step Overs (No Touch)
- Continuous Step Overs (Outside Touch)
- Toe Taps/ Toe Taps with movement
- Tap, Tap, Roll
- Inside Squishes
- Inside, Squish, Catch
- Inside, Inside, Outside
- Inside Pulls
- Heel Toe (then add pull back)
- Slap Cut (both feet)
- Continous Reverse Cruyff
- Backwards Triangles
- Double L's

Coaching Notes

GAMES

2019-2020 League and Cup Fees

AGE GROUP	R	AR	AR	TOTAL
U9/10	\$36	\$21	\$21	\$78
U11/12	\$46	\$33	\$33	\$112
U13/14	\$53	\$37	\$37	\$127
U15/16	\$62	\$42	\$42	\$146
U17/19	\$68	\$48	\$48	\$164

1. Get familiar with your league website. Report scores within required timeframe.
2. Most leagues will show a referee as confirmed/unconfirmed on the schedule
3. Player check-in typically occurs within 15 minutes prior to start
 - a. Player cards
 - b. Ref fee (most leagues require each team to pay half)
 - c. League Score card completed
 - d. 2 copies of line-up
4. Team warm ups should include a rondo and possibly a 'go to goal game' that has been covered in training. It should not include a line of players shooting a ball passed by the coach.
5. Coaches should carry a binder with medical releases available in case of an emergency, official roster, concussion protocol and lightning policy with them to games and training.
6. Attire – look like a coach. Wear IVU club gear whenever possible. When not available try to wear a polo with club colors. Do NOT wear sunglasses or jeans.

Training

1. Attire - look like a coach. Wear IVU club gear whenever possible. When not available try to wear a polo/athletic top with club colors. Pro team/college gear is OK. Do NOT wear sunglasses or jeans.
2. Before practice, only allow players to juggle or set up their own pickup game.
3. Keep sessions moving and on schedule. Start and end on time.
4. Avoid drills with lines – use club provided curriculum and leverage coaches corner <http://www.ironvalleysoccer.org/about-club/coaches-corner/>
5. Keep the environment fun so that kids enjoy learning the sport, yet disciplined so that kids understand they need to pay attention and respect the coach and their teammates
6. Review USYS age appropriate development recommendations

Management

1. Use your team manager to assist with organizing the parents
2. Communicate with your team
 - a. Have at least 1 parents meeting when the season starts
 - b. Email at least every 1-2 weeks to keep parents in the loop
 - i. what you've been working on and what to look for in games
 - ii. post game report
 - iii. any other training related insights
3. If a parent wants to speak to you about their child schedule a meeting with them at least 24 hours after the game. Speak with them over the phone or in person. Do not answer an email with anything other than a request to meet.
4. If parents are not following the parent code of conduct, are disrupting practice/games, it is recommended you try to address initially. Escalate any issue to VP Travel and President. Parents and players can be suspended from club activities for poor behavior.

Coaching Development

1. Complete USSF Grassroots training for your age group
 - a. Additional coaching courses will be reimbursed but depending on cost may require a minimum coaching commitment. Review USSF and USC offerings.
2. Come to coaches meetings
3. Participate in game and training critiques

The Principles of Possession Soccer

(adapted from US Soccer ODP coaching manual)

If you watch top level teams play possession soccer, you will notice the following player behavior patterns repeat themselves time and again:

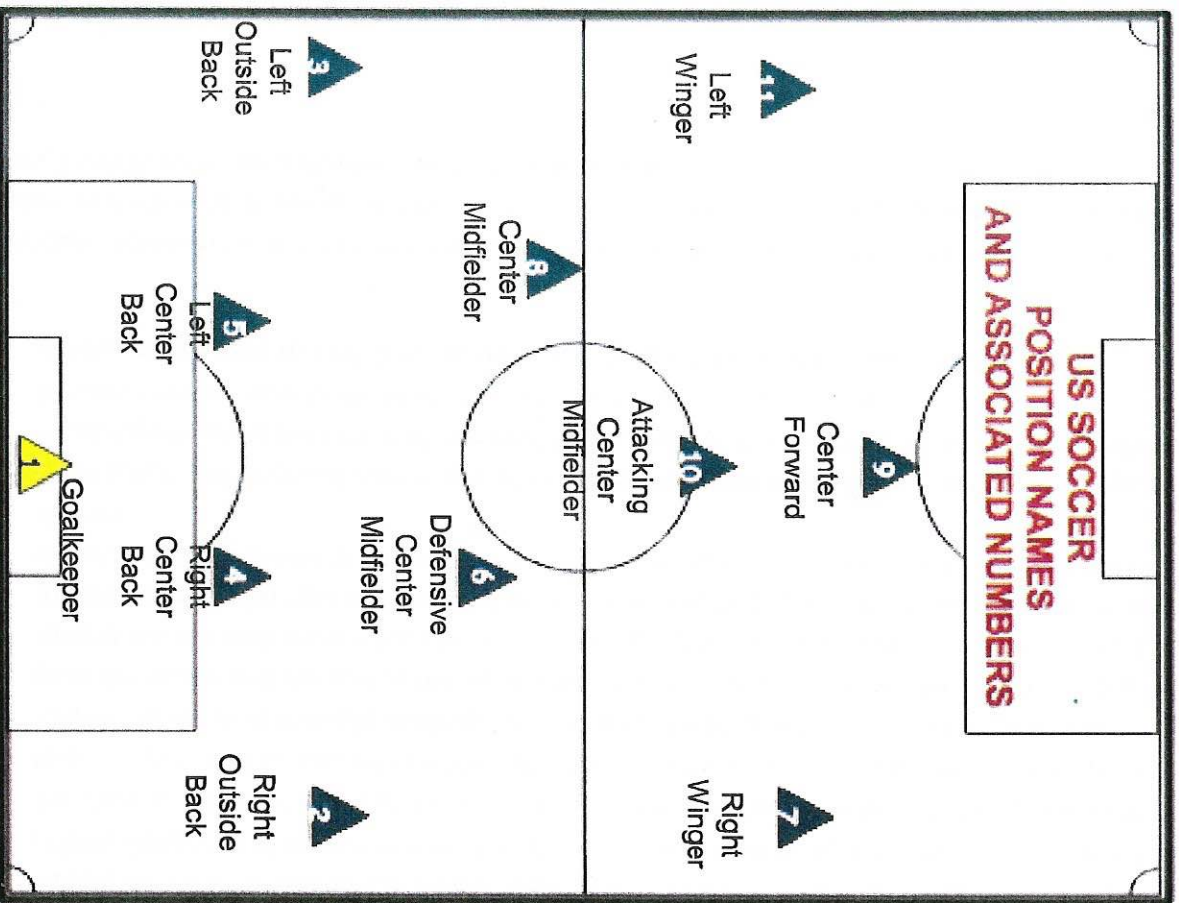
1. **When a team has the ball, it spreads out and makes the field as big as possible, with the players spread to create many triangles.** In a 1-4-3-3 formation, it is paramount for the two wingers to get wide and stay wide to stretch the other team's back line and open up gaps for through balls. Players on the back line drop off to a safe distance from opponents and offer support behind the ball. The back line needs to sense when a teammate with the ball is about to be pressured and they need to offer him/her a safe outlet by back pedaling and communicating to him/her.
2. **When a team wins the ball, they immediately play the ball into another area of the field.** By 'another area', we mean either a back pass to relieve pressure, or a switch, or a counterattack. Most of the time, it will be a back pass or a switch. A counter attack is hard to succeed, requires precision and superior speed of play and often results in a quick turnover and should only be used when the other team is clearly off balance. Playing the ball into 'another area' immediately after winning the ball gives the rest of the team the time to open up and transition into an attacking shape that makes the field as big as possible.
3. **Every back pass is usually followed by a lateral or diagonal pass to switch the point of attack.** This creates the possession rhythm and flow thus forcing opponents to adjust and chase. Players should not hesitate to switch the point of attack multiple times in the same possession if opponents are well organized defensively.
4. **The ball doesn't stay in one area for long.** After two or three passes within an area, the ball is usually switched into another area. Ball circulation should be quick and involve a lot of one and two touch play.
5. **Players open their body to the field and have as much of the field as possible within their line of vision.** Players should look around and always know where their teammates and opponents are. By opening their body, players always try to receive the ball facing up field or at least being sideways on. This helps them make good decisions on where to move and what to do with their first touch. By knowing what's around them, players learn to anticipate 'trouble' and release the ball quickly or play a one touch pass into another area.
6. **Players should peel off tight marking by moving to the blind side of their opponent where he/she cannot see both the player and the ball at the same time.** Very few passes are made to a player who is checking hard toward the ball with his/her back to goal and being tightly marked. In the case when a player does need to check toward the ball with tight marking and receives the ball, that player should be prepared to play a one touch pass either to another player or back to the original player. Hence the importance of knowing what's around you at all times.
7. **Most passes are diagonal passes into players who are open to the field or with a sideways on stance.**
8. **Goalkeepers rarely punt the ball and goal kicks are played out of the back to start the build-up.** Hence, keepers need to learn to distribute the ball rather than just kick it long.
9. **Throw-ins are used to switch the point of attack rather than just thrown down the line.**

The principles listed above don't produce robots. They create the foundation for possession soccer. Once these principles are deep-seated, the game has a better flow, the players know what's around them, and this knowledge gives them the confidence to use individual creativity and cunning.

Standardized Nomenclature For Positional Numbering



**U.S. SOCCER
POSITION NAMES
AND ASSOCIATED NUMBERS**



SYSTEM: "1-4-3-3"

3 FORWARDS

3 MIDFIELDERS

4 BACKS

1 GOALKEEPER

A Fact Sheet for COACHES

HEADS UP CONCUSSION

One of the main jobs of a youth sports coach is keeping athletes safe. This sheet has information to help you protect athletes from concussion or other serious brain injury, learn how to spot a concussion, and know what to do if a concussion occurs.

WHAT IS A CONCUSSION?

A concussion is a type of traumatic brain injury—or TBI—caused by a bump, blow, or jolt to the head or by a hit to the body that causes the head and brain to move quickly back and forth. This fast movement can cause the brain to bounce around or twist in the skull, creating chemical changes in the brain and sometimes stretching and damaging the brain cells.

HOW CAN I HELP KEEP ATHLETES SAFE?

Sports are a great way for children and teens to stay healthy and can help them do well in school. As a youth sports coach, your actions create the culture for safety and can help lower an athlete's chance of getting a concussion or other serious injury. Aggressive and/or unsportsmanlike behavior among athletes can increase their chances of getting a concussion or other serious injury. Here are some ways you can help keep your athletes safe:

Talk with athletes about the importance of reporting a concussion:

- Talk with athletes about any concerns they might have about reporting their concussion symptoms. Make sure to tell them that safety comes first and you expect them to tell you and their parent(s) if they think they have a concussion.

Create a culture of safety at games and practices:

- Teach athletes ways to lower the chances of getting a concussion.
- Enforce the rules of the sport for fair play, safety, and sportsmanship.
- Ensure athletes avoid unsafe actions such as:
 - › Striking another athlete in the head;
 - › Using their head or helmet to contact another athlete;
 - › Making illegal contacts or checking, tackling, or colliding with an unprotected opponent; and/or
 - › Trying to injure or put another athlete at risk for injury.

[INSERT YOUR LOGO]



- Tell athletes that you expect good sportsmanship at all times, both on and off the playing field.

Keep up-to-date on concussion information:

- Review your state, league, and/or organization's concussion guidelines and protocols.
- Take a training course on concussion. CDC offers concussion training at no cost at www.cdc.gov/HEADSUP.
- Download CDC's HEADS UP app or a list of concussion signs and symptoms that you can keep on hand.

Check out the equipment and sports facilities:

- Make sure all athletes wear a helmet that fits well and is in good condition when appropriate for the sport or activity. There is no "concussion-proof" helmet, so it is important to enforce safety rules that protect athletes from hits to the head and when a helmet falls off during a play.
- Work with the game or event administrator to remove tripping hazards and ensure that equipment, such as goalposts, have padding that is in good condition.

Keep emergency contact information handy:

- Bring emergency contact information for parents and health care providers to each game and practice in case an athlete needs to be taken to an emergency department right away for a concussion or other serious injury.
- If first responders are called to care for an injured athlete, provide them with details about how the injury happened and how the athlete was acting after the injury.

HOW CAN I SPOT A POSSIBLE CONCUSSION?

Athletes who show or report one or more of the signs and symptoms listed below—or simply say they just “don’t feel right” after a bump, blow, or jolt to the head or body—may have a concussion or other serious brain injury.

SIGNS OBSERVED BY COACHES OR PARENTS:

- Appears dazed or stunned.
- Forgets an instruction, is confused about an assignment or position, or is unsure of the 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 or after a hit or fall.

SYMPTOMS REPORTED BY ATHLETES:

- Headache or “pressure” in head.
- Nausea or vomiting.
- Balance problems or dizziness, or double or blurry vision.
- Bothered by light or noise.
- Feeling sluggish, hazy, foggy, or groggy.
- Confusion, or concentration or memory problems.
- Just not “feeling right,” or “feeling down”.

NOTE: Concussion signs and symptoms often show up soon after the injury, but it can be hard to tell how serious the concussion is at first. Some symptoms may not be noticed or may not show up for hours or days.

WHAT ARE SOME MORE SERIOUS DANGER SIGNS TO LOOK FOR?

In rare cases, a dangerous collection of blood (hematoma) may form on the brain after a bump, blow, or jolt to the head or body and can squeeze the brain against the skull. Call 9-1-1 or ensure an athlete is taken to the emergency department right away if, after a bump, blow, or jolt to the head or body, he or she has one or more of these danger signs:

- One pupil larger than the other.
- Drowsiness or inability to wake up.
- A headache that gets worse and does not go away.
- Slurred speech, weakness, numbness, or decreased coordination.
- Repeated vomiting or nausea, convulsions or seizures (shaking or twitching).
- Unusual behavior, increased confusion, restlessness, or agitation.
- Loss of consciousness (passed out/knocked out). Even a brief loss of consciousness should be taken seriously.

CONCUSSIONS AFFECT EACH ATHLETE DIFFERENTLY.

While most athletes with a concussion feel better within a couple of weeks, some will have symptoms for months or longer. Talk with an athlete’s parents if you notice their concussion symptoms come back after they return to play.

WHAT SHOULD I DO IF I THINK AN ATHLETE HAS A POSSIBLE CONCUSSION?

As a coach, if you think an athlete may have a concussion, you should:

REMOVE THE ATHLETE FROM PLAY.

When in doubt, sit them out!

KEEP AN ATHLETE WITH A POSSIBLE CONCUSSION OUT OF PLAY ON THE SAME DAY OF THE INJURY AND UNTIL CLEARED BY A HEALTH CARE PROVIDER.

Do not try to judge the severity of the injury yourself. Only a health care provider should assess an athlete for a possible concussion. After you remove an athlete with a possible concussion from practice or play, the decision about return to practice or play is a medical decision that should be made by a health care provider. As a coach, recording the following information can help a health care provider in assessing the athlete after the injury:

- Cause of the injury and force of the hit or blow to the head or body.
- Any loss of consciousness (passed out/knocked out) and if so, for how long.
- Any memory loss right after the injury.
- Any seizures right after the injury.
- Number of previous concussions (if any).

INFORM THE ATHLETE’S PARENT(S) ABOUT THE POSSIBLE CONCUSSION.

Let them know about the possible concussion and give them the HEADS UP fact sheet for parents. This fact sheet can help parents watch the athlete for concussion signs or symptoms that may show up or get worse once the athlete is at home or returns to school.

ASK FOR WRITTEN INSTRUCTIONS FROM THE ATHLETE’S HEALTH CARE PROVIDER ON RETURN TO PLAY.

These instructions should include information about when they can return to play and what steps you should take to help them safely return to play.

WHY SHOULD I REMOVE AN ATHLETE WITH A POSSIBLE CONCUSSION FROM PLAY?

The brain needs time to heal after a concussion. An athlete who continues to play with concussion has a greater chance of getting another concussion. A repeat concussion that occurs while the brain is still healing from the first injury can be very serious and can affect an athlete for a lifetime. It can even be fatal.

SOME ATHLETES MAY NOT REPORT A CONCUSSION BECAUSE THEY DON'T THINK A CONCUSSION IS SERIOUS.

They may also worry about:

- Losing their position on the team or during the game.
- Jeopardizing their future sports career.
- Looking weak.
- Letting their teammates or the team down.
- What their coach or teammates might think of them.^{1,2,3}

WHAT STEPS CAN I TAKE TO HELP AN ATHLETE RETURN TO PLAY?

An athlete's return to school and sports should be a gradual process that is approved and carefully managed and monitored by a health care provider. When available, be sure to also work closely with your team's certified athletic trainer.

Below are five gradual steps that you, along with a health care provider, should follow to help safely return an athlete to play. Remember, this is a gradual process. These steps should not be completed in one day, but instead over days, weeks, or months.



BASELINE:

Athlete is back to their regular school activities, is no longer experiencing symptoms from the injury when doing normal activities, and has a green light from their health care provider to begin the return to play process.

An athlete should only move to the next step if they do not have any new symptoms at the current step.

STEP 1:

Begin with light aerobic exercise only to increase an athlete's heart rate. This means about 5 to 10 minutes on an exercise bike, walking, or light jogging. No weightlifting at this point.

STEP 2:

Continue with activities to increase an athlete's heart rate with body or head movement. This includes moderate jogging, brief running, moderate-intensity stationary biking, moderate-intensity weightlifting (less time and/or less weight than a typical routine).

STEP 3:

Add heavy non-contact physical activity, such as sprinting/running, high-intensity stationary biking, regular weightlifting routine, non-contact sport-specific drills (in 3 planes of movement).

STEP 4:

An athlete may return to practice and full contact (if appropriate for the sport) in controlled practice.

STEP 5:

An athlete may return to competition.

REMEMBER:

It is important for you and the athlete's parent(s) to watch for concussion symptoms after each day's return to play progression activity. If an athlete's concussion symptoms come back, or he or she gets new symptoms when becoming more active at any step, this is a sign that the athlete is pushing him- or herself too hard. The athlete should stop these activities, and the athlete's health care provider should be contacted. After the okay from the athlete's health care provider, the athlete can begin at the previous step.



[INSERT YOUR LOGO]

CONCUSSION FACT SHEET FOR PARENTS



WHAT IS A CONCUSSION?

A concussion is a type of traumatic brain injury. Concussions are caused by a bump or blow to the head. Even a “ding,” “getting your bell rung,” or what seems to be a mild bump or blow to the head can be serious.

You can’t see a concussion. Signs and symptoms of concussion can show up right after the injury or may not appear or be noticed until days or weeks after the injury. If your child reports any symptoms of concussion, or if you notice the symptoms yourself, seek medical attention right away.

WHAT ARE THE SIGNS AND SYMPTOMS OF CONCUSSION?

If your child has experienced a bump or blow to the head during a game or practice, look for any of the following signs of a concussion:

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”



SIGNS OBSERVED BY PARENTS/ GUARDIANS:

- 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



DANGER SIGNS

Be alert for symptoms that worsen over time. Your child or teen should be seen in an emergency department right away if s/he has:

- One pupil (the black part in the middle of the eye) larger than the other
- Drowsiness or cannot be awakened
- A headache that gets worse and does not go away
- Weakness, numbness, or decreased coordination
- Repeated vomiting or nausea
- Slurred speech
- Convulsions or seizures
- Difficulty recognizing people or places
- Increasing confusion, restlessness, or agitation
- Unusual behavior
- Loss of consciousness (even a brief loss of consciousness should be taken seriously)

WHAT SHOULD YOU DO IF YOU THINK YOUR CHILD HAS A CONCUSSION?

1. **SEEK MEDICAL ATTENTION RIGHT AWAY**
A health care professional will be able to decide how serious the concussion is and when it is safe for your child to return to regular activities, including sports.
2. **KEEP YOUR CHILD OUT OF PLAY.**
Concussions take time to heal. Don't let your child return to play the day of the injury and until a health care professional says it's OK. Children who return to play too soon - while the brain is still healing - risk a greater chance of having a second concussion. Repeat or later concussions can be very serious. They can cause permanent brain damage, affecting your child for a lifetime.
3. **TELL YOUR CHILD'S COACH ABOUT ANY PREVIOUS CONCUSSION.**
Coaches should know if your child had a previous concussion. Your child's coach may not know about a concussion your child received in another sport or activity unless you tell the coach.

HOW CAN YOU HELP YOUR CHILD PREVENT A CONCUSSION OR OTHER SERIOUS BRAIN INJURY?

- Ensure that they follow their coach's rules for safety and the rules of the sport.
- Encourage them to practice good sportsmanship at all times.
- Make sure they wear the right protective equipment for their activity. Protective equipment should fit properly and be well maintained.
- Wearing a helmet is a must to reduce the risk of a serious brain injury or skull fracture.
 - However, helmets are not designed to prevent concussions. There is no "concussion-proof" helmet. So, even with a helmet, it is important for kids and teens to avoid hits to the head.

HOW CAN I HELP MY CHILD RETURN TO SCHOOL SAFELY AFTER A CONCUSSION?

Children and teens who return to school after a concussion may need to:

- Take rest breaks as needed
- Spend fewer hours at school
- Be given more time to take tests or complete assignments
- Receive help with schoolwork
- Reduce time spent reading, writing, or on the computer

Talk with your child's teachers, school nurse, coach, speech-language pathologist, or counselor about your child's concussion and symptoms. As your child's symptoms decrease, the extra help or support can be removed gradually.



JOIN THE CONVERSATION  www.facebook.com/CDCHeadsUp

TO LEARN MORE GO TO >> WWW.CDC.GOV/CONCUSSION

Content Source: CDC's Heads Up Program. Created through a grant to the CDC Foundation from the National Operating Committee on Standards for Athletic Equipment (NOCSAE).

Guidelines for coaching heading in soccer

By Andy Coutts, director of technical education, Minnesota Youth Soccer Association

In association with the US
Youth Soccer coaching
department

Summary: A reference for youth soccer coaches regarding age-appropriate training of heading the ball. These guidelines represent a safe, progressive and research-informed approach based on player characteristics at various stages of development and based on the amount, intensity and type of heading typically demanded of players in matches within each age group.

Age	Training Frequency	Methodology	Emphases
U6	None		Not appropriate to attempt heading at this age before body awareness and visual tracking become more refined
U8	No formal training	Beach ball or a soft and small ball Balance ball on forehead Head ball out of own hands/juggle and catch - Use the lightweight soccer ball	Fun and body awareness No teaching; Ensure safety for players who want to try heading a ball on their own
U10	1 activity, 0-3 times per season	Size 4 or softer ball, e.g. Nerf ball Head ball out of own hands/juggling Self-toss – use lightweight soccer ball	Comfort and basic technique ✓ Mouth closed ✓ Eyes open ✓ Hairline contact ✓ Heading at a goal
U12	1 activity, 0-1 times per week	Size 4 or softer/lighter ball, e.g. volleyball Underhand toss – use lightweight soccer ball Teammate (not coach) serves with feet <ul style="list-style-type: none"> • Chipping Incorporate into skill games <ul style="list-style-type: none"> • e.g. Soccer-tennis 	Confidence and improved technique ✓ Chin tucked in (neck contracted to fix head to the trunk) ✓ Torso extension and flexion ✓ Heading to pass/heading to clear ✓ Introduce jumping; two-footed takeoff ✓ Passive opponent
U14	1-2 activities, 0-2 times per week	Size 5 or smaller ball, e.g. size 4 or 3 ball Underhand toss/throw-ins – initially use the lightweight soccer ball Teammate (not coach) serves with feet <ul style="list-style-type: none"> • Chipping and crossing Incorporate into training games <ul style="list-style-type: none"> • e.g. Head-Catch 	Refined technique and basic tactics ✓ Arms slightly away from body to provide a barrier for own body/head in anticipation of contact from opponents ✓ Footwork to head ball at highest point possible; one-footed takeoff ✓ Attacking/defending headers ✓ Active opponent
U16+	1-2 activities, 1-3 times per week	Teammate/coach serves with feet Incorporate into match situations <ul style="list-style-type: none"> • e.g. Set pieces 	Performance under pressure and body contact Refined technique and advanced tactics ✓ Footwork and body control for power and accuracy ✓ Near/far post considerations ✓ Heading to initiate counterattack/heading to clear ✓ Flick headers; create separation from opponent to avoid head-to-head contact ✓ Diving headers to score

The Game for All Kids!®

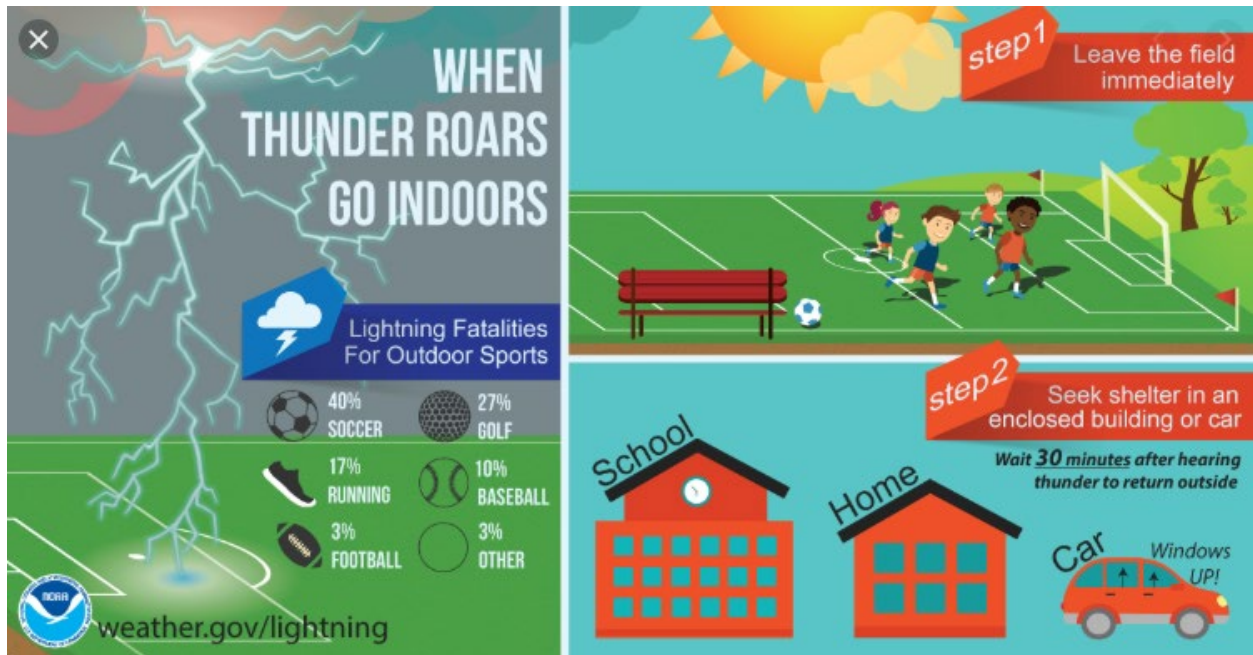
Parents meeting
Iron Valley United Team Name
Coach name and licensing



- I. Philosophy & Approach
 - A. General philosophy
 - i. Based on USYS Player Development Model & USSF Training Curriculum
 - a) Above all else, age appropriate development comes first
 - Play most positions – integral to understanding the game at a deeper level and overall development
 - Every practice is based on USSF standards and includes a technical and tactical component.
 - Focus this season will be: *Example from U14 based on USSF standards & USYS player development model: continue to shift more towards tactical (possession, combo play), and less on technical (passing, shooting, control). It is expected that players begin to work outside of practice more on technical aspects of the game.*
 - B. Playing Time
 - i. Goal is at least 40% playing time for each player
 - ii. No expectation for equal time – earned week by week
 - C. Commitment
 - i. Fall (Aug-Nov)
 - a) 7 league games starting 9/7 thru 10/27
 - b) 2 tournaments (IVU Blast Columbus Day weekend & Hempfield weekend before Thanksgiving)
 - c) 2x/week practices, Mon & Thurs, main session Thurs since least conflicts with MS soccer schedule
 - ii. Winter (Jan-Feb)
 - a) Secondary to “in-season” sports
 - b) Futsal at Spooky Nook or another indoor league, games only
 - iii. Spring (Mar-June)
 - a) 6-7 league games
 - b) State Cup (at least 3 games, earlier start than league)
 - c) Memorial Day weekend tournament & Beach tournament in July
- II. Codes of Conduct
 - A. Player – RESPECT: Yourself, Teammates, Coaches, Opponents, Refs
 - B. Parent
 - i. Be Positive & Supportive
 - ii. Do NOT watch practice from the sidelines
 - iii. Do NOT coach from the sidelines
 - iv. Do NOT speak to/at the referees or opposing players/coaches
- III. Team Business
 - A. Communication – Team Snap
 - a) Contact info under roster – feel free to text / email call
 - b) Please respond with availability timely – helps with planning!
 - B. Funding - Pricing model is based on level of the team. Details and what is covered will always be given out at time of evaluations.

Highlights from USSF, USYS, NSCAA and others which the philosophy is built from:

- Players have no chance of becoming soccer savvy players if they are simply cogs in the team wheel. Transition in training session activities must become an ever-increasing aspect as they mature. Players who are over-coached in matches become robotic in their performance and cannot make tactical decisions fast enough. Slow decision-making leads to reaction players instead of anticipation players. The over-coaching comes not only from coaches, but spectators who constantly yell out to the players what to do and when to do it.
- Too often coaches concentrate on a team formation to the exclusion of essential developmental needs. A common question is, "What is the best formation to win?" Some coaches are quick to permanently place a player in a specific position. That is an erroneous decision. In fact, many coaches teach the game by position. This approach has an over emphasis on a particular system of play and the team formation to execute that system. Systems are not the focus, but rather the framework. The decisive factor is the player and his or her individual qualities, specifically technical expertise. Players must be given the chance to play every position in soccer to deepen their understanding of the game. While it takes more coaching talent to do so, teaching positioning prior to the roles of positions in a formation develops anticipation players. Do not lock players in a position!
- "There is no magic formula or short cut to successful development. Coaching at youth levels is all about working with players to improve performance, not about recruiting players to build teams to win championships. Soccer is a player's game and players should be considered first when political, administrative and coaching decisions are made." - Bobby Howe, U.S. Soccer, former director of coaching, professional and National Team
- The goals of youth soccer should be to promote physical activity, fun, life skills (i.e., self-reliance, conflict management and purposeful interaction with others), fair play and good health. Many soccer programs start out like this, but change over time because adults and children misunderstand the difference between competition and cooperation.
- If the coach instead guides the players in a player-centered training environment, then they gradually become capable of holistic thinking in their soccer performance.
- For players to become self-reliant, the coach must not micromanage the game for them.
- During the match the coach can call out some general reminders, "mark up" for example, but for the most part should remain quiet, only yelling out loud praises while sitting and quietly observing the match. It is the players who should be heard the most during a match.
- It is essential to note that overly competitive trends are not only adversely affecting the essence of player development, but also blur the line between ethical and unethical behavior. The mission of any youth organization revolves around these fundamental goals: develop character, instill values, teach respect for authority and society, develop confidence and a positive self-image and help youth reach their potential in life. The goal is to use soccer as the vehicle to achieve this mission.
- **"Once they cross that line, it's their game. It's not about us as coaches; it's about them being able to make decisions."** - Jay Hoffman, US Youth Soccer Region I ODP Boys, former head coach



When should activities be stopped?

In general, a significant lightning threat extends outward from the base of a thunderstorm cloud about 6 to 10 miles. It's important to account for the time it will take for everyone to get to safety. Here are some criteria that could be used to stop activities.

- **If you see lightning.** The ability to see lightning varies depending on the time of day, weather conditions, and obstructions such as trees, mountains, etc. In clear air, and especially at night, lightning can be seen from storms more than 10 miles away provided that obstructions don't limit the view of the thunderstorm.
- **If you hear thunder.** Thunder can usually be heard for a distance of about 10 miles provided that there is no background noise. Traffic, wind, and precipitation may limit the ability to hear thunder to less than 10 miles. If you hear thunder, though, it's a safe bet that the storm is within ten miles.

Where should people go for safe shelter?

There is no place outside that is safe when a thunderstorm is in the area. Stop the activity immediately and get to a safe place immediately. Substantial buildings with wiring and plumbing provide the greatest amount of protection. Office buildings, schools, and homes are examples of buildings that would offer good protection. Once inside, stay away from windows and doors and anything that conducts electricity such as corded phones, wiring, plumbing, and anything connected to these. **Note that small outdoor buildings including dugouts, rain shelters, sheds, etc., are NOT SAFE.** In the absence of a substantial building, a hard-topped metal vehicle with the windows closed provides good protection.

When should activities be resumed?

Because electrical charges can linger in clouds after a thunderstorm has seemingly passed, experts agree that people should **wait at least 30 minutes after the last thunder before resuming outdoor activities.**



Travel Team Tiered Pricing Model

Price / player



2 seasons for U9-U14, 1 season for U15+, winter season for U11+, 1 tournament for all

2 seasons for U9-U14, 1 for U15+, winter & state cup U11-U16, 2 tourneys up to U14, 3 U15+

2 seasons for U9-U14, 1 for U15+, winter season for all, state cup U11-U16, 2 tourneys U9-U12, 4 U15+, Winter train U11+, Trace U16+