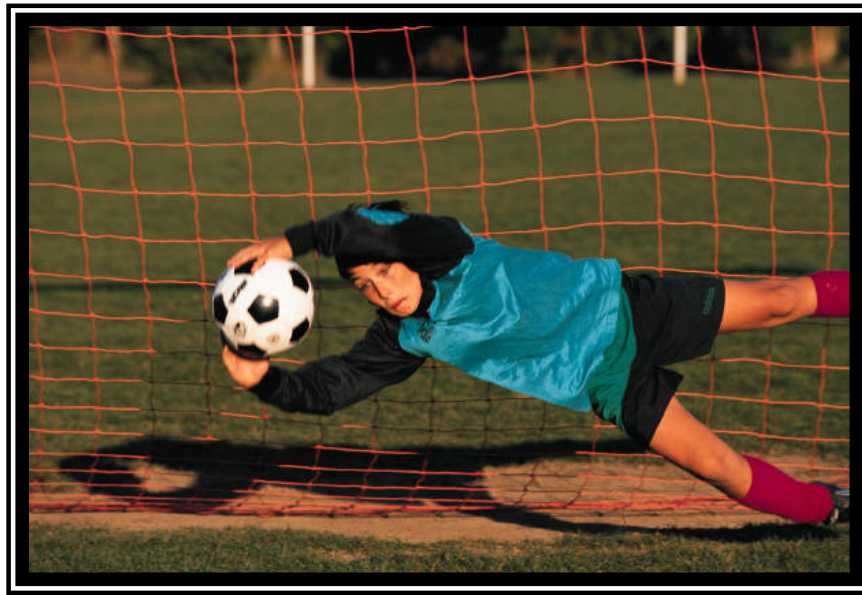




Wilmette Park District



VOLUNTEER COACH SOCCER MANUAL



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Welcome to the Wilmette Park District!

We are pleased that you will be joining us for our upcoming **Youth Soccer Sports League**. As a member of this team, you are playing a role in carrying on the tradition of the Wilmette Park District youth sports league experience. In an effort to assist you, the Park District has developed this coaching manual to help you make it all happen. Its design is intended to...

- Assist you in understanding the philosophy of the Wilmette Park District youth sports leagues, as well as realizing the goals the Park District strives for in its youth sports leagues.
- Better prepare you to face the challenges that you may encounter as a youth sports coach.
- Educate you regarding policies and procedures of the Wilmette Park District that govern our programs.

We encourage you to ask questions and make suggestions along the way and expect your best effort each day. The positive attitude, creativity, and energy of the coaches are what make our sports leagues great and keep youth coming.

Youth Sports League Goals

The Wilmette Park District strives to put youth sports into perspective by putting the emphasis on being a winner in life, rather than just on the field/court. Through sports, players can build self-esteem, learn valuable social skills, stay active, develop leadership skills, and learn to set goals for themselves. We attempt to achieve these goals by...

- Teaching players the skills they need in order to be successful in the sport they are playing.
- Making sure that players are having fun at practices and games, so they will want to continue playing in the future.
- Ensuring that everyone participates equally in practices and games and gets as many touches as possible.
- Focusing on the effort rather than the score.

Concussion Awareness

All coaches are required to take an online concussion course prior to their first practice.

Get prepared for the new season in less than 30 minutes at

<http://www.cdc.gov/concussion/HeadsUp/youth.html>

Heads Up: Concussion in Youth Sports is a free, online course for coaches, featuring interviews with leading experts, dynamic graphics and interactive exercises, and compelling storytelling to help you recognize a concussion and know how to respond if you think that your athlete might have a concussion.

Once you complete the training and quiz, please print out the certificate and return it to Soccer Coordinator Andy Zavattero at the Community Recreation Center, 3000 Glenview Road, Wilmette.

Emergency Phone Numbers

- **Dial 911** for Fire, Paramedics, and Police.
- **Dial 911** when calling from a Park District phone.

Important 911 Information

- Exact location of accident, street names and park
- Your name and the number you are calling from
- Type of injury and circumstances

Accident Report Procedures

- Report all accidents/injuries involving players, coaches, spectators or Park District employees immediately to the Field Supervisor.
- Inform him/her that 911 has been called, so that he/she can assist in directing emergency personnel to the exact location of the injured party.
- If an accident occurs while practicing, please report it to the Field Supervisor.
- On Saturdays, each field is equipped with a red first-aid bag.

Safety Rules

- Offenses that will not be allowed:
 - Slide tackling
 - Kicking or attempting to kick an opponent
 - Tripping or attempting to trip an opponent
 - Jumping at an opponent
 - Charging violently or dangerously
 - Charging from behind
 - Pushing an opponent
 - Punching, striking or attempting to strike an opponent
 - Holding opponent
 - Handling the ball
- Footwear must be soft, soccer cleats. Football cleats are NOT allowed.
- Shin guards are mandatory and are to be worn underneath the socks.
- The wearing of jewelry is prohibited under all soccer rules with the exception of medical medals, which must be taped inside the uniform worn. Coaches must check before each game to be certain that players are not wearing bracelets, necklaces, chains or earrings. Players with earrings that cannot be removed must have earrings padded and taped. Rubber bands and soft headbands may be worn to control hair.
- Coaches must make sure all players leave with their designated adult from all practices and games.

Important Wilmette Park District Phone Numbers

Sara Hilby, Sports Supervisor
(847) 256-9689 | shilby@wilpark.org

Carol Heafey, Recreation Program Mgr.
(847) 256-9692 | cheafey@wilpark.org

Andy Zavattero, Soccer Coordinator
(847) 920-3928 | azavattero@wilpark.org

Community Recreation Center Front Desk
(847) 256-9686

Rainout Line (847) 920-7949, Ext. 1 **or** log onto www.wilmettepark.org, go to the Sports page, and click on the Rainout link to register for electronic updates. You will have the option to receive updates via text or email for all sports programs.

Severe Weather Protocol

- To receive notification of delays or cancellations, please call our new **Rainout Line** at **(847) 920-7949, Ext. 1** or log onto www.wilmettepark.org, go to the Sports page and click on the Rainout link to register for electronic updates. You will have the option to receive updates via text or email for all sports programs.
- If you see/hear lightning or thunder during your practice, please stop practice and report it to the Field Supervisor. Practice will be delayed a half-hour after the last lightning or audible thunder has occurred.
- If lightning or thunder is seen/heard during a game, report it immediately to the Field Supervisor. At that time, the games will be delayed a half-hour after the last lightning strike has been seen or audible thunder has occurred. A decision will then be made by the Field Supervisor to cancel or continue the games.
- In case of a Tornado Alert, games **STOP**. Leave for a place of safety.

Cancellation Procedures

- **Practice:** In case of practice cancellation, we cannot guarantee make-up availability due to limited building and field space. Contact Sara Hilby to inquire about making up a practice.
- **Game:** If the Park District must cancel a game, an additional game will be added to the end of the season. If a coach needs to cancel a game, he/she must notify Andy Zavattero at (847) 920-3928 and contact the opposing coach to schedule a make-up game, preferably on a Monday or Tuesday. The Park District must have at least one-week notice to insure that referees are available.

Coaches' Pre-Game Checklist

- Players should be in proper attire.
 - Uniform shirt tucked in
 - Uniform shorts
 - Uniform socks
- Players' shin guards are under their socks.
- Players' shoes are tied and/or double knotted.
- Players are not wearing jewelry.
 - If the earrings are new and cannot be removed, please make sure the ear is padded and taped for everyone's safety. We have materials for this at the sports van.
- If player's hair is tied back, please make sure it is a soft material – no hard clips, headbands or beads for safety purposes.
- Have players arrive 15 minutes prior to the game for warm-ups.
- Goalie jersey is of a contrasting color to your uniform and the other team's color. If you do not have one, they are also available at the sports van.
- If you are coaching a younger team, please remind parents and players to use the restrooms before the game. This will help both you and the players.
- After warm-ups are finished, make sure you have put all your equipment away.

Coaches' Season Checklist

A map of the field layout and game schedules can be found at www.wilmettepark.org under the Sports tab. Please let your team members know where to find this information!

Uniforms

- **Fall Season:** All players will receive a new uniform. This uniform will consist of a jersey, shorts and socks. All players will need to keep the uniform for the Spring season.
- **Spring Season:** All returning players should have team uniforms from the previous Fall season. Coaches will be giving new sets of uniforms for new players only.

Equipment

- If you are practicing at the Community Playfield, equipment will be provided for you at the time of your practice. We will also have equipment for you on Saturdays, so you can warm-up before each game.
- If you are not practicing at the Community Playfield, we will also provide equipment for you, but you will need to fill out an Equipment Rental form. The equipment must be returned at the end of the season.

Practice Procedures

- We will have staff at the Community Playfield. The staff will set up the goals and put soccer balls at each field.
- We will cancel practices if it is pouring rain, lightning is visible or thunder is audible.
- See the cancellation section for contact information.
- There will be first aid available at the field if needed. Please report accidents to the Field Supervisor.

Cancellation Updates

- Cancellations for games and practices will be posted at www.wilmettepark.org under the Closings tab.
- The Rainout Line is (847) 920-7949, Ext. 1.

Make-up Games

- Schedule only when fields are available.
- To schedule make-up games, please contact Sara Hilby at (847) 256-9689 or shilby@wilpark.org or Andy Zavattono at (847) 920-3928 or azavattero@wilpark.org.
- Contact us at least **ONE WEEK** in advance. We cannot guarantee a referee, but giving us at least one week notice will allow us time to attempt to secure a referee for your make-up game.
- We cannot bump other teams off their practice fields to make room for your team.

Trophies

- Each child gets a trophy/medal at the end of the Spring season
- Please pick them up at the end of the season at the sports van.
- If your team has a bye the last week of games, please contact the Soccer Department at (847) 920-3928 or azavattero@wilpark.org to make other arrangements.

Coach/Parent Communication

Ongoing and open communication is essential for a positive experience for each parent. Parents/guardians are encouraged to discuss questions and concerns with coaches and/or Sports Supervisor Sara Hilby. As much as possible, communication from coaches to parents should be in writing to eliminate confusion. Coaches are strongly encouraged to send home a letter on the first day of practice introducing themselves (or an email to all parents prior to the first practice). Additionally, written reminders about game times or other changes to the usual routine are encouraged.

Reminders like these, as well as comments to parents at the end of practices or a quick email to let the parents know how their child is doing, are greatly appreciated by parents. This will also make it easier for coaches to approach a parent about a problem with a player if one should arise later in the season. All coaches are encouraged to include the Sports Supervisor Sara Hilby in their communication with parents to help keep the supervisor aware of what is going on with the team.

Should a coach need to contact a parent regarding a safety, medical, or behavioral issue, it is important to document the conversation, so that the Park District will have written records in case of a dispute or continued problem later in the season.

Sportsmanship

Youth sports leagues are for fun and skill development. Players and parents (and even other coaches) are going to follow the example you set in how they respond to game and practice situations. Coaches are expected to exhibit good sportsmanship at all times and expect the same from their teams. Coaches should share the following with their players:

- If a player makes a mistake, don't pout or make excuses. Learn from it and be ready for the next play.
- If a teammate makes a mistake, offer encouragement, not criticism.
- If you win, don't rub it in.
- If you lose, don't make excuses.

Please remember the primary job of an official is to manage the game within the rules of the league and maintain a fair and safe playing situation for all participants. It should be understood that all officials will make judgments that coaches may not always agree with. Regardless of the situation, a coach should accept the decision as final. If you feel the need to question a decision made by an official, approach the individual at the appropriate time, in a calm and mature manner. Yelling, screaming, jumping up and down, or continually nagging or questioning an official once the game has resumed will not accomplish anything.

If a player or parent is found to be abusive or argumentative towards an official, coaches are expected to take steps to correct this situation immediately. Coaches are to assume responsibility for the conduct of these individuals during games.

How to Be a Great Coach

Acting the Part

As coaches, we have the amazing ability to impact the lives of the players we encounter. Therefore, the behavior of each coach is under careful watch and in many situations will be patterned by players and parents. We are role models who should be confident, excited and enthusiastic each day. The following are some general leadership guidelines and group mechanics techniques:

- Speak as though you have something important to say and the players will believe that you do.
- Exhibit energy and enthusiasm in every action and word.
- Keep players' attention by changing your tone and volume.

- If you have a sense of humor, use it. Be natural. Boys and girls will notice your ease of manner and be at ease with you.
- Remember your manners: learn players' names, shake their hands, and say "please" and "thank you."
- Position yourself so that the sun is in your eyes, not the players'. Avoid wearing sunglasses while leading groups; this limits eye contact and hinders players' ability to read your expressions.
- If you want your players to be on time, always start on time. Make sure that your first activity at each practice is fun and exciting, so they won't want to miss it.
- Don't do something you don't want the players to imitate. Don't yell if you don't want the players to yell. Don't sit unless you are conducting an activity where sitting is appropriate.
- Watch your language: both negative language and foul language are unacceptable.
- Dole out loads of positive reinforcement and appreciation to players (even those on the opposing team), parents, league volunteers and staff. Encourage players to do the same.
- Always be familiar with what is being taught; think about or practice the activity before presenting it to the group. Ask for guidance from League Coordinators or other coaches.
- Focus on the process, as well as the product. Make sure that you reward the effort as much (or more) than the outcome.
- Work hard to make everyone feel like part of the team at all times; don't tease players or let other players ostracize a player.
- Remember **YOU** are important. Coaches are leaders and have a tremendous impact on how much a player enjoys the season.

Tips for Coaching Your Own Child

- Examine your motivation for coaching. Don't coach your child if your sole intent is to "create a star." You should be willing to do what's best for your entire team's development, not just your child.
- Realize that your child's teammates (and their parents) may become jealous – and rightfully so – if you give preferential treatment to your child. Nothing is more negative to relationships with other parents and players as when a coach unfairly favors his/her own child.
- Some coaches go out of their way to be harder on their own children than other players, so that no one thinks that the coach's child is getting special treatment. This doesn't solve problems; instead, it creates new ones. Do your best to treat your child the same as other players.
- Don't compare your child to other players. Let your child develop at his/her own rate.
- Have a discussion with your child before the season starts to talk about your different roles as a coach and a parent. Give your child a chance to ask any questions or voice any concerns; for example, what he/she should call you at practices. Be sure to explain to your child why you want to coach the team and how you will coach the team.
- Remember that equal treatment of players includes time during and away from practices and games. Don't be a parent during practice and don't be a coach on the car ride home from a game. Tell your child that when you are coaching, you will need to treat him/her like everyone else on the team, but things will go back to normal when you are wearing your "parent hat" again. Resist the temptation to talk with your child about the other players' performance or about what positions other players should be playing.
- Because of your emotional commitment to your child, it is hard to be objective. You may find it useful to ask another person (not your spouse!) for an objective evaluation of whether he/she thinks you are treating your own child fairly compared to how you treat other players on the team.

Player Personalities

Working with players with challenging personalities can be difficult but also rewarding. Below are some tips for working with some of the most common personality traits that coaches may struggle with:

The Shy Players

These players will not want to participate in some of the drills or interact much with the other players. Let these children work things out at their own pace. Ask the children and the parents what would help them feel more comfortable. If the children want to sit out, allow them (where the coach can still supervise) and tell them to join the team when ready. Generally, they will join the team when they have warmed up to the group a bit. Coach enthusiasm will help speed this up.

The Talkative Players

These players always have something to say. Try to channel this energy into something positive by encouraging them to communicate with their teammates. For example, they should tell their teammates “good job” or encourage each other on the field. Coaches will not be able to stop the chatter, so they should try to put it to good use instead.

The Scared Players

These players seem to like coming to practice but don’t want to risk falling down or getting dirty. Let these players participate on their own terms and do not draw attention to the “wimpy attitude.” Instead, be sure to praise these players when they do take a risk. After enough positive reinforcement, they generally come around.

The Helpful Players

These players are always at the coach’s side, offering to help. Let them! These players can pick up balls or lay down cones. Keep them busy!

Challenges During Games

Some players who do great during practices suddenly don’t perform during games. Below are some common issues that coaches may face:

Players Who Just Want to Sit On the Bench

The pressure of games really affects some players. Some players may love performing in front of a crowd, but others become shy. Don’t force these players to play; they generally will not participate anyway and may get upset. Talk to them about the importance of helping teammates and how fun it will be (just like during practice). Don’t bring up the fact that parents/grandparents are there to watch; that just puts more pressure on the player. This may be something to bring up with parents as they may not realize that their child is feeling this way and will need to understand why their child isn’t receiving the same playing time as the other children.

Players Who Want to Be in the Game but Don’t Participate

Talk to these children about why they aren’t active in the game and see if anything is bothering them. In future games, coaches may need to direct the player to pass to this player to get them involved (although make sure that times are picked for all players to be passed to, so these children aren’t singled out).

Players Who Don’t Play as a Team Member

These “ball hogs” will sometimes upset other teammates, but they are generally are some of the better players on the team. Don’t give them too much flack as long as they perform well. However, in a recreation league, this needs to be addressed immediately, so everyone gets the same chance to play and succeed. Speak with these children individually about the importance of passing. Coaches should give positive reinforcement when these children pass to other players.

The Team Just Swarms the Ball

Encourage players to spread out using phrases like “move to the open space” or “find your position.” Players generally start swarming and then will spread out on their own, so give them a few minutes before you start directing them to move. If they continue to swarm, work on passing and positions in practice.

Everyone Takes Too Many Shots/Just Kicks or Throws the Ball as Hard as Possible

Encourage players to pass to other players and specifically recognize this, so all the players can hear. Just like in a drill during practice, tell the players that they have to pass the ball to a teammate at least 2 times before going for the goal/basket.

Loud Parents

Let the parents know your coaching philosophy and the league philosophy from the beginning of the season in the form of a letter or quick talk to parents before or after your first practice. Encourage parents to let you do the coaching while they do the cheering. Remind them that if the players hear instructions from too many sources, it can be distracting. Give parents examples of specific things they should say, especially if you’re trying to reinforce something specific like passing.

Things You Can Expect

Age 6 and Under

- Most players cry immediately when something is hurt. Some cry even when something is not hurt.
- Twenty seconds after the start of the game, every player will be within 5 yards of the ball.
- Several players will slap at the ball with their hands or pick it up.
- A model rocket that is launched from a nearby field will get 99% of the players’ attention. By all means, stop what you are doing and go watch. The children sure will.
- During the season, you will end up tying at least 40 to 50 shoelaces.
- Team play and passing is an alien concept to most of these players. They know if they pass the ball, they may never get it back. They may even steal the ball away from their own teammate.
- The children will do something absolutely hysterical. Make sure you laugh!

Age 8 and Under

- There will be at least 200-300 falls during the season, but now players will usually pick themselves back up.
- The puddle in front of the goal is still too tempting to resist.
- They will wear their uniform to bed.
- Passing is not an important part of their game, no matter how much anybody yells at them to do otherwise.
- Incidental things are important. They are forming habits that will impact their future participation. Ask them to take care of their equipment, cooperate, listen, behave and try hard; however, realize they often forget and will need to be reminded.

Age 10 and Under

- They are starting to find out how much fun it is to play the game skillfully, but they will still stop and laugh if the referee gets hit on the backside with the ball during the game.

- They start to understand off-sides but still forget themselves when the goal is in front of them.
- They will really beat up on each other during practices, especially boys' teams.
- They might cry after the game if they lose but will forget it if you ask them to go out for ice cream.
- You might actually catch them practicing on their own without you telling them to do so.
- Their parents are telling them to do one thing during the game, you are telling them another thing, but what they end up doing might be what their friend is telling them to do.
- You will see a pass that is deliberate.
- They will call the other team bad names, really bad names.

Age 12 and Under

- They will yell at their teammates when they make a mistake.
- They will openly question the referee's decision.
- They will pass the ball even when they know they will not get it back.
- Players will encourage each other.
- Team cooperation is emerging.
- They will point out inconsistencies between what you say and what you do. They are "moral watchdogs."
- The difference in skill levels between players is pronounced.
- Some players might be as big as you are; others might be half your size.
- Some of the players will come to training with expensive accessories (i.e., matching uniforms, sweats suits, bag, etc.).
- They will get together with their friends and be able to set up and play their own games.

Characteristics of Players

Age 6 and Under

- Short attention span.
- Can attend to only one problem at a time.
- May understand simple rules that are explained briefly and demonstrated.
- May or may not understand or remember what lines mean on a field or what goal they should aim for. We need to be patient and laugh with them as they get "lost" on the field.
- Easily "bruised" psychologically. Shout praise often. Give hints. Don't criticize.
- Need generous praise and to play without pressure.
- Will play on a team but will not really engage with their teammates. Thus, a 3 v 3 game in their world is a 1 v 5 game because they all want the ball at the same time.
- Very individually oriented (me, mine, my).
- Constantly in motion, but with no sense of pace. They will chase something until they drop. They are easily fatigued, but recover rapidly.
- Physical coordination is limited. Eye/hand and eye/foot coordination is still developing.
- Catching or throwing skills are still developing.

Age 8 and Under

- Attention span is a bit longer than 6 and under player but is still is not at a competitive stage.

- Inclined towards small group activities.
- Always in motion, scratching, blinking, jerking, rocking.
- Easily “bruised” psychologically. They will remember negative comments for a long time.
- They want everyone to like them.
- Developing physical confidence.
- Starting to imitate older players and sports heroes.
- Lack of sense of pace. They go flat out until they drop.
- Skeletal system growing rapidly. Often results in apparent lack of coordination.
- Cardiovascular and temperature regulations system is not developed. Their heart rate peaks quickly and they overheat quickly. Make sure they get adequate water breaks.
- They need to be encouraged constantly.
- Better at recognizing when ball is out of play and remembering what goal they are going for.

Age 10 and Under

- Gross and small motor skills becoming more refined and reliable.
- Ability to stay on task is lengthened. They have the ability to sequence thought and actions.
- Greater diversity in playing ability and physical maturity.
- Skills are emerging. Becoming more predictable and recognizable.
- Able to pace themselves.
- Starting to recognize basic tactical concepts but are not sure why certain decisions are better.
- Repetition of techniques is very important, but it must be dynamic, not static.
- Continued positive reinforcement is needed.
- Explanations must be brief, concise and mention “WHY.”
- Becoming more serious. Openly, intensely competitive, without intention of fouling.
- Still mostly intrinsically motivated. Peer pressure starting to become a factor.
- Prefer identification with team.
- More inclined towards wanting to play instead of being told to play.
- Possible to teach them positional play with the exception that they will understand it.

Age 12 and Under

- They begin to develop the abilities to sustain complex, coordinated skill sequences.
- Most players are able to think abstractly and are able to understand some team concepts that are foundational to the game.
- They are beginning to be able to address hypothetical situations and solve problems.
- They are susceptible to conformity and peer pressure.
- They are developing a conscience, morality, and scale of values.
- Players tend to be highly self-critical. Instruction needs to be enabling. Show them what can be done instead of what not to do.
- Although they are more serious with their play, they are still mainly involved because it is fun.
- They are openly competitive. A few may foul on purpose.
- They are looking towards their role models and heroes in order to know how to act.

Designing a Great Practice

Before you can plan your practice, you must first decide the purpose of the practice. Is it to get to know the skill level of the players, to improve a particular weakness, or to introduce a new skill? The factors

that influence this decision may be the time frame within the season, an upcoming game, or the current mental state or attitude of your players. Early in the season, you will typically introduce new skills and topics. Later on, as you think your players have begun to master some of the basics, you can challenge them with something new. After the team has played a game or two, you can cater your practices to a specific weakness you observed during the game. On occasion, you may discover that you and the participants just need a break. Be realistic about how much information your players can handle. Choose 2-4 key points that you want to make and choose activities that reinforce these points.

Plan the progression of your practice to include five parts: past skill warm-up, new skill training, team training, scrimmages, and cool-down. Water breaks are recommended after the new skill training and after the team training. Each break should be about 1-3 minutes. These breaks provide time for the youth to rest and not have to follow directions, as well as give coaches time to set up the next drill.

Stretches

Some of the best stretches are the ones that imitate the movement the players will be doing on the field.

Shoulder Muscles

1. Move one arm across your body, almost as if you were going to take a backhand swing. Grasp the elbow of the arm with your other hand and gently pull the arm further across your body. Hold for a count of 10 and repeat three times with each arm.
2. Interlace your fingers above your head. With the palms facing up, push your arms up and back gently. Hold for 15 seconds.
3. With your arms overhead, hold the elbow of one arm with the hand of the other arm. Gently pull your elbow behind your head, creating a stretch. Hold for 15 seconds.
4. With your arms extended overhead, hold the outside of your left hand with your right hand. Keeping your arms as straight and comfortable as possible, pull the left arm to the right side. Hold for 15 seconds and repeat on the right hand.

Back Muscles

1. Lying on your back, raise one leg, and grabbing the leg right below the knee, slowly bring it to your chest. Keeping your other leg straight and your head on the ground, hold this position for a count of 10. Repeat three times with each leg.

Groin Muscles

1. Sit on the ground. Put the soles of your feet together with your knees as close as possible to the ground and pointed outward. Grasp your ankles and hold that for a count of 10. Relax and repeat three times. You can also try to lean over your feet and try to take your nose towards your toes.
2. Start in a sitting position with your legs spread apart. Place your hands on the insides of your legs and try to reach the inside of your ankles. Bend forward from the hips, keeping your knees flat. Hold until you feel tightness on the inside of your legs. Relax and repeat.

Hamstring, Achilles and Calf Muscles

1. Sit on the floor and place the leg you wish to stretch straight out in front of you. Then bend the other leg, putting the sole of that foot to the knee of the straight leg. With a straight back, bend from your hips and reach for the toe of the straight leg. Hold for about 20 seconds and switch legs. **DO NOT** bounce to try and reach the toe.
2. Stand facing a wall with one leg in front of the other. The front knee is bent and the hands are on the wall. The back leg is straight with the heel flat on the floor. Lean toward the front

- knee, keeping the back foot and heel flat. Hold for 6-10 seconds. Relax and repeat with other leg.
3. Get in a push-up position, but put one knee on the ground. Put your weight on the toes of the other foot and then push the heel down until you feel a slight pull. Hold that position for a count of 10. Relax and repeat three times with each leg.
 4. Stand with your hands on your hips. Spread your feet 6-12 inches apart and slowly raise your body up on the toes, lifting the heels. Return to starting position and repeat 10-15 times. These also work if you stand on the edge of a step, letting your heels hang just over the edge.
 5. Sitting on the ground, keep both legs together and straight in front of you. Try to lean forward and touch your toes, keeping the legs straight. Hold for a count of 15 seconds. **DO NOT** bounce when reaching for your toes. You could also vary this stretch by pointing or flexing your toes.

Skill Warm-Up

Warming up for 5-10 minutes is an important part of getting your practice started. For young players, the mental aspect of warming up is just as important as the physical benefits. The intensity level should be fairly low at the beginning and then should slowly increase. Start the warm-up with 1 or 2 activities that the players are familiar with or that require little instruction such as dribbling, shooting, or passing. After the activities, lead the players through a brief, light stretch.

Skill Training

The skill training part of your practice is where the players get the most out individual skill development. Typically this part of practice should last 10-20 minutes. For younger teams, this part may be the longest and may include several drills. Coaches should have equipment for every 1-2 players. Coaches should pay close attention to the players' technique.

Team Training

Team training refers to the stage in practice where the skills are put into play in game-like drills and situations by introducing a defender, working in a specific direction, or utilizing the help of teammates. For these 10-15 minutes, maintain a strong emphasis on proper technique and reiterate the points introduced earlier in the practice.

Scrimmages

Players are put in true game situations for 10-15 minutes (at the most). Don't be quite as concerned with proper technique, but still reinforce the same points brought up earlier in practice. Make sure that the coach controls the scrimmage and that everyone benefits from it, possibly by limiting ball touches or rewarding players that successfully demonstrate what was taught in practice.

Cool Down

The main purposes of this part of practice are to cool down the players, congratulate them on a good practice, and possibly assigning a take-home challenge. Design it so the players are slowing down their pace and then finish it with stretching.

Making the Most of a Practice

- Keep the players moving. Avoid having players stand in long lines. If you need more equipment to accomplish this, ask for it.
- Have players handle the equipment (ball, stick, etc.) as much as possible, so that they become more comfortable with it.
- Change activities every 5-7 minutes. The guideline for attention span is about 2-5 minutes per year of age (20 minutes max, even for adults).
- Change the pace. Mix walking, jogging, running and sprinting.
- Keep instructions short and sweet. Be careful not to over coach. Try to demonstrate what you want them to do as opposed to telling them. Involve the players in the demonstration.
- Create opportunities to be successful. Balance challenges with reality. When players feel successful, they will be more likely to try something new.
- Use logical consequences for behavioral problems. Logical consequences are outcomes that relate to the child's behavior. For instance, if a player is not listening and interferes with a drill, then he/she does not get to participate in that drill or has to go last. Punishments such as making players do laps doesn't teach proper behavior and makes players look at running as negative, which it isn't!

**Remember...This is not a competitive league.
We do not keep score! You should not either!**

Coaches' Code of Ethics Pledge

I hereby pledge to create and maintain a happy, healthy environment that is conducive to the enjoyment of our youth by following this Code of Ethics:

- I will place the emotional and physical well-being of all my players ahead of a personal desire to win.
- I will treat each player as an individual, remembering the large range of emotional and physical development for the same age group.
- I will do my best to provide a safe playing situation for my players.
- I will do my best to organize practices that are fun and challenging, providing growth opportunities in skills for all my players.
- I will lead by example in demonstrating fair play and sportsmanship to all my players.
- I will be knowledgeable about the rules of soccer, and I will teach these rules to my players.
- I will use those coaching techniques appropriate for each of the skills that I teach and the level of development of each player.
- I will remember that I am a youth sports coach and that the game is for children and not adults.
- I will provide opportunities for all players to participate in both practice and game situations, allowing the players to apply new skills and demonstrate their abilities.
- I will never coach or appear in public under the influence of drugs or alcohol.

Parents' Code of Ethics Pledge

I hereby pledge to provide positive support, care and encouragement for my child participating in youth sports by following this Code of Ethics:

- I will encourage good sportsmanship by demonstrating positive support for all players at every game, practice and other sports event.
- I will place the emotional and physical well-being of my child ahead of any personal desire to win.
- I will insist that my child play in a safe and healthy environment.
- I will provide support for coaches and officials working with my child to provide a positive enjoyable experience for all.
- I will demand a sports environment free of alcohol, tobacco and drugs and agree to refrain from their use at all youth sports events.
- I will remember that the game is for children and not for adults.
- I will do my best to make youth sports fun for my child.
- I will ask my child to treat other players, coaches, fans and officials with respect regardless of race, sex, creed or ability.
- I will promise to help my child enjoy the youth sports experience within my personal constraints by assisting with coaching, being a respectful fan, and providing transportation or whatever I am capable of doing.
- I assume the responsibility to arrange transportation for my child to and from every practice/game site.

Parents: The Wilmette Park District wants children to receive the best possible opportunity to enjoy this recreational experience. Parents must remember the proper perspective about the purpose of the activity. Please remember that coaches are volunteers; sometimes we expect more from them than they can give. Parents are expected to follow this ***Code of Ethics Pledge***. If they do not, the only ones hurt are the children. This is their activity; help ensure that it is a positive experience for all.


Players' Code of Ethics Pledge


I hereby pledge to maintain a positive attitude and be responsible for my participation in youth sports by following this Code of Ethics:

- I will encourage good sportsmanship from fellow players, coaches, officials and parents at every game and practice.
- I will attend every practice and game that is reasonably possible and notify my coach if I cannot.
- I will expect to receive a fair and equal amount of playing time if practices are attended.
- I will do my best to listen to and learn from my coaches.
- I will treat my coaches with respect, regardless of race, sex, creed or abilities, and I will expect to be treated accordingly.
- I deserve to have fun during my sports experience and will alert parents or coaches if it stops being fun.
- I deserve to play in an environment free of alcohol, tobacco and drugs and expect adults to respect that wish.
- I will encourage my parents to be involved with my team in some capacity, because it is important to me.
- I will remember that sports are an opportunity to learn and have fun.

Players: Thank you for being a part of the **Wilmette Park District's Soccer Program**. We are here to serve you. Along with the opportunity to participate comes responsibility. Players are expected to follow this ***Code of Ethics Pledge***. Your effort and time are required for this to be a positive experience. Remember, we are here to provide opportunities; you have the ability to control the outcome.

Sample Accident Form

 PDRMA Park District Risk Management Agency		Accident/Incident Report Attorney/Client Privileged Document		Form 01	
1	Agency name	Today's date			
2	Date of incident (mm/dd/yyyy)	Time of incident (hh:mm a.m./p.m.)			
3	Name of person completing report	Title of person completing report			
4	Business phone number	Business email			
5	How did the incident occur? (Provide a brief, factual description; do not speculate on fault, etc.)				
6	Name of the location (park, pool, community center; Ex. Smith Pool, Johnson Community Center) or nearest intersection where the incident occurred.				
7	Is there an address for this location? <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Unknown				
If yes, please provide the following:					
Street address _____					
City _____ State _____ Zip code _____					
8	Location (Specify the exact type of location/facility where injury occurred. Ex. maintenance garage, sports field, aquatic outdoor, golf course, etc.)				
9	Primary location (Specify exact location. Ex. lap pool, cart storage, classroom, pavilion)				
BODILY INJURY If an employee was injured, please submit the form for an Employee Injury (Form 04) type of incident.					
10	Was a person injured? (Ex. patron, citizen, participant, volunteer) <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Unknown				
11	If yes, please provide the following information:				
Last name _____ First name _____					
Address _____					
City _____ State _____ Zip code _____					
Home phone # _____ Work phone # _____ Cell phone # _____					
Age _____ Sex <input type="checkbox"/> Male <input type="checkbox"/> Female					
12	Is injured person an agency volunteer? <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Unknown				
13	Describe the injury (affected body part and type of injury; Ex. contusion, bruise, laceration, sprain, break, etc.)				
14	Did injured person make any statements? <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Unknown				
If yes, what did injured person say? _____					

 <p>PDRMA Park District Risk Management Agency</p>	<h2 style="margin: 0;">Accident/Incident Report</h2> <p style="margin: 0;">Attorney/Client Privileged Document</p>	<p>Form 01 (pg. 2)</p>
<p>15 Was first aid administered? <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Unknown</p> <p>Name and position of person who administered first aid _____</p> <p>What first aid was given? _____</p> <p>Did first aid involve AED and/or CPR? <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Unknown</p> <p>If yes, please submit a PDRMA post-AED form.</p> <p>Were paramedic services offered?</p> <p>Called and refused (at scene by patron) <input type="checkbox"/> Yes Offered and called <input type="checkbox"/> Yes</p> <p>Offered and refused <input type="checkbox"/> Yes Offered, refused, called by agency anyway <input type="checkbox"/> Yes</p> <p>Unable to respond and called <input type="checkbox"/> Yes</p> <p>Were police called? <input type="checkbox"/> Yes If yes, please provide the following information.</p> <p>Name of police department _____</p> <p>Name of officer _____</p> <p>Do you expect this person to submit a claim? <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Unknown</p>		
PROPERTY DAMAGE		
<p>16 Was property damaged as a result of this accident/incident? <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Unknown</p> <p>17 If yes, how was the person involved in the accident/incident?</p> <p>Owner of property adjacent to park district <input type="checkbox"/> Patron <input type="checkbox"/></p> <p>Vehicle owner <input type="checkbox"/> Other <input type="checkbox"/></p> <p>18 Last name (or business name) _____ First name (not necessary if business name) _____</p> <p>Address _____</p> <p>City _____ State _____ Zip code _____ Phone number _____</p> <p>Describe the property damage _____</p> <p>_____</p>		
WITNESS INFORMATION		
<p>19 If there was a witness(es) to the accident/incident, please provide the following information:</p> <p>Last name _____ First name _____</p> <p>Address _____</p> <p>City _____ State _____ Zip code _____ Phone number _____</p> <p>20 Did witness make any statements? <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Unknown</p> <p>If yes, what did witness say? _____</p> <p>_____</p> <p>_____</p> <p>21 Where was witness when the accident/incident occurred? _____</p> <p>_____</p>		