



City of
Wooster
RECREATION

2022 COACHES PACKET



Table of Contents



Coaches,
Please use this packet as a guide to coach your youth team! This packet gives instruction for different skills, parent/coach expectations, league rules, and more. Please take the time to read through this and become familiar with the Wooster Soccer Association’s expectations. If you have any additional questions please contact the City of Wooster Recreation Department. Thank you and best of luck to you and your team!
-City of Wooster Recreation



Table of Contents

Coaching Youth Soccer.....3

Lesson Plan Form.....4

Parent Expectations.....6

Sportsmanship Policy.....7

Knowledge of Age Characteristics.....8

Soccer Skills to Teach.....9

Concussion Information Sheet.....15

Resources.....17

Thank You.....18

Appendix.....19

Successful Candidate for Coaching Must Be:

- Available to coach practice two times a week
- Available to coach games on Saturdays throughout the season
 - Able to pass a background check

GENERAL TASKS OF THE COACH

- Training and preparation of the team
- Organization
- Communication
 - Internal (within the team)
 - External (outside of the team; e.g., parents)
- Monitoring and supervising
- Match-coaching and coaching of training sessions
- Working with the team

TASKS

- To create a good working atmosphere and be willing to listen and seek solutions.
- To communicate with the team and parents.
- To maintain contact with the Recreation Department soccer coordinator, educational establishments and parents of young players.
- To speak with the players, either individually or collectively, and understand the players' developmental characteristics.
- To conduct the training sessions.
- To plan the match preparations.



THINGS THAT YOU AS A COACH SHOULD STRIVE TO BE

- Concerning your willingness to listen to others
 - You must display an interest in other people and show willingness to listen to the personal and psychological problems of others.
 - You must feel at ease in your position as a mentor.

- Concerning your attitude of open-mindedness
 - You must not be afraid of change or wary of innovations.
 - You must not harbor doubts about yourself after a series of defeats or in conflict situations.
 - You must remain open to all constructive proposals.
- Concerning the reinforcement of your ideas and opinions (external feedback)
 - You must not give too little or no encouragement, or praise too little or not at all (particularly with young players).
 - You must ensure that you give positive feedback as well.
 - You must not show a tendency to generalize too much.

SOME KEY POINTS TO HELP WITH CORRECTION

- How the coach should behave
 - Be attentive
 - Concentrate on the objective(s).
 - Lead the action and motivate the players
 - Observe
 - Stimulate
 - Correct
- Correction
 - Do not highlight too many mistakes at the same time.
 - Focus on the essential (i.e., what can bring about immediate success).
 - Do not be aggressive, especially during exercises where players are working on psychomotor skills (TECHNICAL).
 - Address the whole team or the player(s) concerned.
 - Be convincing, fair and precise.
 - Give positive reinforcement.
 - Inspire confidence by being persuasive.
 - Vary the tone of your voice when giving your feedback.
 - Encourage internal feedback (self-assessment on the part of the player).
 - Take inspiration from the saying, “Small is beautiful.”



Lesson Planning Form

<i>Warm-Up Activity</i>	<i>Organization</i>	<i>Key Coaching Points</i>
<i>Individual/Small Group Activity</i>		
<i>Small Group Activity</i>		
<i>Small Sided Game</i>		



Lesson Planning Form Example – Faints/Moves

Warm-Up Activity	Organization	Key Coaching Points
Individual/Small Group Activity	<ul style="list-style-type: none"> • 20 x 20 yd. square • All players inside • Each player tries to get as many touches as possible • Stop every 1 - 2 min. to stretch upper body to lower body 	<ul style="list-style-type: none"> • Ball control • Stretching
Small Group Activity	<ul style="list-style-type: none"> • Set up cones around 5 yards apart • Dribble around two different ways • Approach cones from different sides • Use one foot on the way down, opposite foot on the way back 	<ul style="list-style-type: none"> • Use all sides of foot • Work on dribbling ball
Small Sided Game	<ol style="list-style-type: none"> 1. 20 x 20 yd. square using dummy's/corner flags for corners <ul style="list-style-type: none"> • Each player has a ball, teach them new moves from packet 2. Use dummy's or corner flags <ul style="list-style-type: none"> • Have kids pair up and pass a ball back and forth around dummy/corner flag 	<ol style="list-style-type: none"> 1. Learning different moves 2. Trapping and passing the ball <ul style="list-style-type: none"> • Getting around a defender
	<ul style="list-style-type: none"> • Simulate a real game • Apply all skills • Stop game as needed to address different situations and teaching moments 	<ul style="list-style-type: none"> • Putting skills to use • Making a game like situation

Parent Expectations



HOW I CAN HELP MY CHILD'S ATHLETIC EXPERIENCE

1. Allow your child to perform and progress at a level consistent with their ability. Athletes mature at different ages and some are more gifted than others.
2. Teach your child to enjoy the thrill of competition and that improving skills and attitude are important.
3. Don't relive your athletic life through your child! This creates added pressure that your child does not need. This is your child's experience, let them enjoy it.
4. Don't compete with the coach. Keep in mind that they are balancing the development of your child with the growth and progress of an entire athletic team. Often coaches have many considerations that are not obvious to parents.
6. Remember, young athletes tend to exaggerate when being praised and/or criticized. Temper your reaction until you investigate.
7. An athlete's self-confidence and self-image will be improved by support at home. Comparison to others is discouraged. Encourage the athlete to do their best regardless of family or friends who may have been outstanding players.
8. Insist on positive behavior in school and a high level of performance in the classroom. Numerous studies indicate extracurricular involvement helps enhance academic performance.

EXPECTATIONS DURING GAMES

- Cheer for our team and players.
 - Opponents and referees deserve respect. Realize that players and officials will make mistakes.
 - Your support is needed when things aren't going well.
1. Concentrate on what is best for the team. Preoccupation with statistics can be very distracting.
 2. Attempting to communicate with coaches, players, or officials during a game only creates tension and is completely unacceptable. Be a respectful spectator.
 3. Conduct that draws unwanted attention to oneself usually leads to embarrassment for your child. Please keep their well-being in mind at all times. Don't jeopardize losing the opportunity to watch your child participate.



The Wooster Recreation Department recognizes the importance of emphasizing GOOD SPORTSMANSHIP in all aspects of activities. With this in mind, the following are fundamentals of good sportsmanship in all activities that the Department urges fans, spectators, participants, staff members, and parents to follow:

1. Gain an understanding and appreciation for the rules of the game.
2. Exercise positive behavior at all times.
3. Recognize and appreciate skilled performances regardless of affiliation.
4. Exhibit respect for the opponents and officials at all times.
5. Openly display pride in your actions at every opportunity.

Unacceptable behavior shall include, but not be limited to, the following types of conduct. Such conduct will result in removal from the activity:

1. Insubordination to referees, coaches, or other personnel supervising the activity.
2. Fighting, intimidation of, or attempt to intimidate, or taunting of referees, coaches, players, participants, or spectators.
3. Throwing debris or littering the playing field or facility.
4. Verbal abuse or use of profane or obscene words or gestures during a game or activity.
5. Disruptive behavior or conduct.

The Wooster Recreation Department will not tolerate any violations of the above. Good sportsmanship is expected from everyone before, during, or after any contest. Any concerns regarding any part of an athletic or activity program must follow the complaint procedures of the Department. During or immediately after an event is NOT the proper time to raise questions or concerns about a program. If there is a problem during the duration of the game, coaches should address the Department supervisor in the golf cart. All other problems should be taken to the Recreation Coordinator at the City of Wooster Recreation Department.

Violations of any of the above "FUNDAMENTALS OF GOOD SPORTSMANSHIP" guidelines will result in the following consequences:

- 1. Immediate removal from the contest or activity.**
- 2. Upon investigation by the Wooster Recreation Department involved violator(s) may be suspended from activities for a period up to one year depending upon the severity of the infraction.**

Knowledge of Age Characteristics



To be an effective coach, not only do you need to have knowledge of the game principles, you need the knowledge of the specific characteristics of the age group you are working with. For this segment we will be concentrating on the methodology of how the players of different age groups think and act.

NON-DIRECTIVE COACHING

Qualities:

- In the non-directive coaching environment, the coach takes on a magical quality.
- He/she can play games at the children's level and on their terms.
- Coaches take on the roles of the facilitator and number-one cheerleader.
- Emphasis is on having fun, free from pressure of competition.

Keys:

- Camouflage and conceal, disguise soccer techniques in a story.
- Use analogies whenever possible.
- Keep instructions to a minimum.

5- AND 6- YEAR OLDS

Off the field

- Very random in their thinking.
- There is no logical pattern to their thoughts, and often, their actions.
- They make up their own rules and expect others to know them.
- They are self-centered.
- Sometimes they're unsure of themselves and new surroundings.
- They become easily distracted.
- They become easily frustrated with excessive verbal directions.
- They're imaginative.

On the field:

- They don't see a difference between the player and the ball; it's all one.
- They toe the ball.
- They follow the ball.
- They want the ball for themselves.

7- AND 8- YEAR OLDS

- Seven -and eight-year-olds are beginning to develop a bit of logic to their thinking.
- They can do simple problem-solving if guided by questions and backing up of the process.
- They're more willing to try things.
- They become frustrated with long verbal directions.
- They do better with concrete examples, or demonstrations.
- They're imaginative.
- They're concerned about "fairness," which means that everything is equal.
- They begin to be able to approach opponents.
- They are not so frightened by the ball coming at them.
- They still follow the ball, but at times will pull away from the group.

9- TO 11- YEAR OLDS

- Concrete in their thinking.
- Realize that there is a logical structure to groups, so positions, roles and team concept can be introduced.
- Begin to be able to see things from others' point of view.
- Plays, if presented concretely, can be introduced.
- Fun, recognition and friendships are important.
- They sometimes think they know it all.
- They want to belong.
- Look for organization in sessions.
- Sense of fun and freedom comes from game situations.
- Team-oriented.
- Embarrassed easily if attention is called on them.
- Aware of adult inconsistency.
- Challenging age group.
- Want to be challenged.
- Begin to see space and switch attention from the ball to space.



RUNNING WITH THE BALL

Travel with the ball quickly over an unoccupied area or space of the field. Move at pace in possession of the ball in straight or angled running movements.

The first touch of the ball should be well in front to allow an opportunity to look up. To cover the grounds quickly, take a couple of long touches with the laces of the front foot. Once running with the ball, ensure that players keep touching the ball well in front of them. This will enable them to keep their heads up and travel quickly. Fewer touches equal greater speed. The more they touch the ball, the slower they will run. The player should run straight and, if possible, pass with the high instep without interrupting their normal stride. If they have to pass, they should avoid passing with the side of the foot as this will slow them down.

Coaching Points

- First touch
- Use instep (top of foot) to push the ball
- Eyes up
- Keep the ball at a controllable distance and move quickly into open space

Common Faults

Head and eyes kept down and use of the inside of the foot to run with the ball, lack of speed to exploit space.

DO

- Take the first touch of the ball well in front to allow time to look up and travel quickly.
- Take fewer touches for greater speed. The more you touch the ball, the slower you will run.
- Keep your head up.

DON'T

- Touch the ball too far in front of you.
- Touch it with the inside of your foot.
- Keep your head down.

DRIBBLING

Dribbling is an exciting, exhilarating and enjoyable technique used to beat and move past opponents with the ball. Players need to recognize the space between and behind players and try to unbalance the opponent and change direction with pace. Dribbling allows the player to move past an opponent.

A good dribbler uses all surfaces of the foot. The inside of the foot allows the player to push or carry the ball. The outside of the foot is used when the player is running at speed. The sole of the foot can be used to stop the ball or pull it back to change direction. The player should use either foot, keeping the ball within a stride and be able to change direction quickly without losing the ball.

Coaching Points

- Head up
- Awareness of other players and space
- Close control
- Bend the knees
- Change direction and pace of both self and ball
- Decide on a technique to use after a dribble, e.g., passing

WHERE?

Dribbling should be encouraged, but it involves risk. Definitely dribble in and around your opponent's half, but don't dribble in and around your own defending half.

WHEN?

As often as possible. Even the best dribblers frequently fail. DON'T be afraid to have a go as it is the best way to beat an opponent and excite people.

WHY?

Good dribblers dribble for a purpose – to beat players, to cross, to shoot. Encourage and develop dribblers.

TURNING

Turning is another exciting technique used to change direction of play with the ball. The best players are able to perform dazzling moves in possession of the ball in order to keep composed possession. Turning moves in different directions are also used to escape tight areas and to confuse opponents.

Coaching Points

- Head up and body balanced
- Start slowly, get the technique right
- Bent knees
- Accelerate away

DO

- Keep head up and body balanced.
- Start slowly and use proper technique.
- Bend knees.
- Accelerate away after the turn.
- Practice the turn.
- Learn at least three different turns.

HOOKING THE BALL WITH THE INSIDE OF THE FOOT:

Reach and hook the ball back with the inside of the foot, and move the ball into the opposite direction and push away.



HOOKING THE BALL WITH THE OUTSIDE OF THE FOOT:

Reach and hook the ball back with the outside of the foot, and move the ball into the opposite direction and push away.



STEP OVER, OR FIGURE EIGHT:

Step over the ball in a figure of eight movement, swivel your hips and hook the ball back with the inside of the foot and push away.



THE DRAG BACK:

Stop the ball with the bottom part of your boot, half turn your body out and drag the ball in the opposite direction and push away.



THE "CRUYFF" TURN:

Feint to shoot or pass, position the standing leg in front of the ball, turn your foot inward with the toe and touch the ball with the inside of your foot.



THE STOP AND TURN:

Stop the ball with the bottom part of your boot, go past the ball, turn and push the ball away.



THE STOP AND ROLL:

Roll the bottom part of your foot over the ball, stopping it and pushing it in the opposite direction with the outside of the foot, turn and push away.



SHOOTING

Shooting is an extension of passing, projecting the ball towards the goal with a variety of techniques. The golden rules of shooting are to “make the goalkeeper save” and “you will not score goals unless you shoot.”

Coaching points for all shooting exercises

- Place non-kicking foot alongside and slightly behind the ball
- Point kicking foot downward and inward
- Hit ball with the laces and full instep
- Make contact with the middle of the ball
- Keep the ball low

Accuracy in shooting is more important than power.

Therefore if you are going to miss:

- Don’t miss over the bar.
- Don’t miss at the near post.
- If you have to miss – miss just beyond the far post.

LOW SHOTS

- Low shots are more difficult for the goalkeeper to save.
- Low shots can be deflected into goal by another player. High shots going over the bar cannot be deflected.
- Low shots can also cause problems for the goalkeeper by bumping or skidding on the surface.
- Low shots are best achieved by striking through the middle of the ball with the laces.

HIGH SHOTS

- High shots allow the goalkeeper to pick up the flight of the ball and move shorter distances to save them.

NEAR OR FAR HALF OF THE GOAL

Shots going away from the keeper are harder for the keeper to save and hold than shots towards the near half of the goal. Rebounds are possible when goalkeepers fail to hold. If the attacker shoots for the near half of the goal and the goalkeeper deflects the ball, a corner results. If the attacker shoots for the far half of the goal and the keeper deflects the ball, this can present an opportunity for a teammate to score off a rebound. Shots to the far half of the goal, therefore, have a greater chance of presenting secondary opportunities.

DO

- Place non-kicking foot alongside and slightly behind the ball.
- Point kicking foot down and inward.
- Hit ball with the laces and full instep.
- Make contact with the middle of the ball.
- Keep the ball low.

DON'T

- Stretch to shoot.
- Look up.
- Make contact under the ball.



PASSING

Passing is one of the most important techniques in the game. It allows players to move and position the ball accurately to other players, or into spaces for players who are in better positions to keep possession of the ball and to move up the field towards the goal.

INSIDE OF THE FOOT PASS

This is the most accurate method of passing. The surface of the foot used should be from the bottom of the big toe joint area to the bottom half of the arch of the foot. The approach to the ball should be almost in a straight line. The non-kicking foot should be alongside the ball pointing at the target. The kicking foot should strike the ball at the mid-line or slightly above, enabling the ball to stay on the ground. The knee should be bent and the swing action should come from the hip, followed by a proper follow-through with the foot ending up pointing at the intended target. The arms should be used for balance.

Coaching points

- Approach the ball almost in a straight line
- Strike through the middle part of the ball
- Point kicking foot outward
- Leg swing action from the hip

Common faults

Young players often approach the ball from the side and attempt to use the inside of the foot, therefore making it mechanically impossible to pass the ball accurately. They may swing across their own body, again making it impossible to kick the ball in the correct manner.

OUTSIDE OF THE FOOT PASS

This method can be used to perform one of three things:

1. Bend the ball into the path of a team-mate;
2. Bend the ball into space away from a player to run onto;
3. Bend the ball during a shot on goal.

The kicking foot should be pointed down and towards the inside of the player with the ankle locked. The foot should strike the ball either left or right of the center, which will make the ball bend. The knee should be bent with the kicking action coming from the hip.

The follow through should have the kicking leg come across the player's body. The non-kicking foot should be alongside and slightly behind the ball at impact.

Coaching points

- Approach on the angle or straight on
- Point toe of kicking foot down
- Lock ankle
- Strike the ball slightly off-center

Common faults

The approach angle is wrong. The non-kicking foot too far away from the ball and the player is unlocking their ankle.

LOFTED PASS

The approach to the ball is at an angle so that the player has a full range of motion from the hip. The player's body position should be leaning away and back from the ball, which provides lift. The non-kicking foot should be alongside and slightly behind the ball. The position of the toe of the kicking foot should be pointed away from the player, with the ankle locked. The instep of the foot should strike the ball through its bottom half, hitting through the ball. The player should hit through the center of the ball to avoid pulling or slicing.

Coaching points

- Approach at an angle
- Head down
- Ankle locked
- Selection of the foot surface and which part of the ball to contact to achieve the desired result

Common faults

No approach angle. Head comes up too early. The non-kicking foot is too close or too far away. The wrong surface of the foot is used. Ankle unlocked.





PASSING (continued)

CHIP PASS

The approach to the ball is the same as for a lofted pass, but then a stabbing motion with the foot is made.

Coaching points

- Approach at an angle
- Selection of the foot surface and which part of the ball to contact to achieve the desired result
- Stabbing action
- Posture and stance

Common faults

There is no approach angle and the player's head comes up too early. The non-kicking foot is too close or too far away and the wrong foot surface is used.

DO

- Get in line with the ball.
- Select the surface of the foot to make contact on the ball to bring it under control.
- Use the correct surface of the foot on the ball to achieve the desired pass.
- Keep your head still and kick through the ball.

DON'T

- Stand on the ball with your leading foot.
- Approach incorrectly.
- Set body or posture incorrectly.

RECEIVING

The game of soccer is so dynamic and ever-changing. You need to react as best as you can to the various different game situations in which you will need to receive the ball to keep possession. Selecting the correct part of the body early and bringing it to the ball is critical when discussing receiving.

INSIDE/OUTSIDE OF THE FOOT RECEIVING

These are the most-used receiving techniques during a game, when players are controlling ground passes. Players need to be light on their feet and move in line with the ball.

INSTEP RECEIVING

Due to the small surface area available to control the ball, receiving with the instep part of the foot (laces) is a difficult technique to learn, but an effective one that will assist in your speed of play, so players should try to master this technique.

THIGH RECEIVING

When looking to receive balls at mid-height, the thighs can be an effective part of the body to gain control of the ball. The thighs facilitate a large surface area with which to cushion the ball, and are a great way to learn how to successfully receive the ball in the air.

CHEST RECEIVING

Receiving the ball at chest height also gives you a large surface area in which to cushion and control the ball. It's a wonderful technique to use in tight situations when the ball is moving in the air to you and to deflect the ball into space for you or a teammate to move onto.

HEAD RECEIVING

This is the most difficult technique when receiving the ball in the air, as the surface area is not only small, but hard. Even though it is a difficult technique, it is again quite effective, as you can deflect, redirect and set the ball up for yourself and your teammates to move onto.

Coaching points

- Read the flight of the ball
- Select the receiving surface early
- Bring the selected area of the body to the ball to cushion it
- Know what you are going to do with the ball before receiving it, in order to keep possession.

Common faults

Young players often do not select the receiving part of the body, which in turn allows the ball to deflect randomly off of them.

THROW-INS

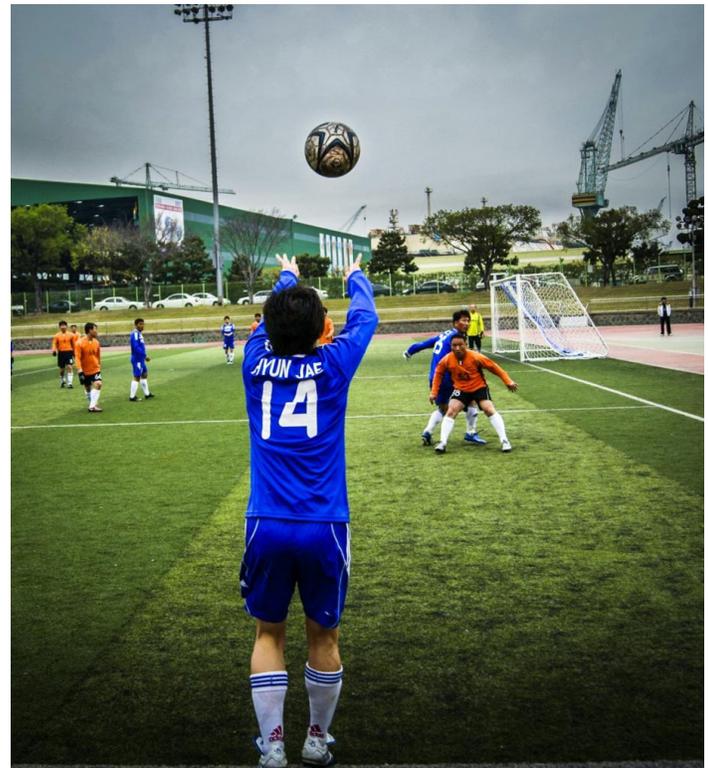
Throw-ins are small but crucial moments in a soccer game: they present an opportunity to maintain possession of the ball, capitalize on a turnover or - unfortunately-lose possession of the ball. As such, the throw-in is one of the most fundamental skills in soccer.

Coaching Points

- Pick up the ball with both hands, one on each side
- Place your feet where the ball exited the field
- Arch your back slightly
- Bring the ball up and over your head
- Release the ball with a forward flick of the wrist

Common Faults

The ball must be thrown with two hands. Must come from over head. Feet must both be behind the line. The thrower cannot be the first to touch the ball off the toss.



Concussion Information Sheet



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.
- 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. NFHS offers concussion training at no cost at <https://nfhslearn.com/?courseID=38000>.
- 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

Concussion Information Sheet



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”.

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.



League Information

Wooster Recreation Department Soccer Page

- <https://www.woosteroh.com/recreation/soccer>

Wooster Soccer Association / Wooster Edge Website

- <https://www.woostersoccer.com/default.aspx?portalid=11977>

Practice Planning

WSA Soccer Drills

- <https://www.youtube.com/playlist?list=PLvEkgIs2hCO9025zJsaP5G1VF5rAn-Dg0>

Soccer Coach TV

- <https://www.youtube.com/channel/UCgKQCQJCKYrRKwqr-17inQsQ>

Progressive Soccer

- https://www.youtube.com/channel/UckZM4O__WAhfWIsuH9BeRHw

Thank You!

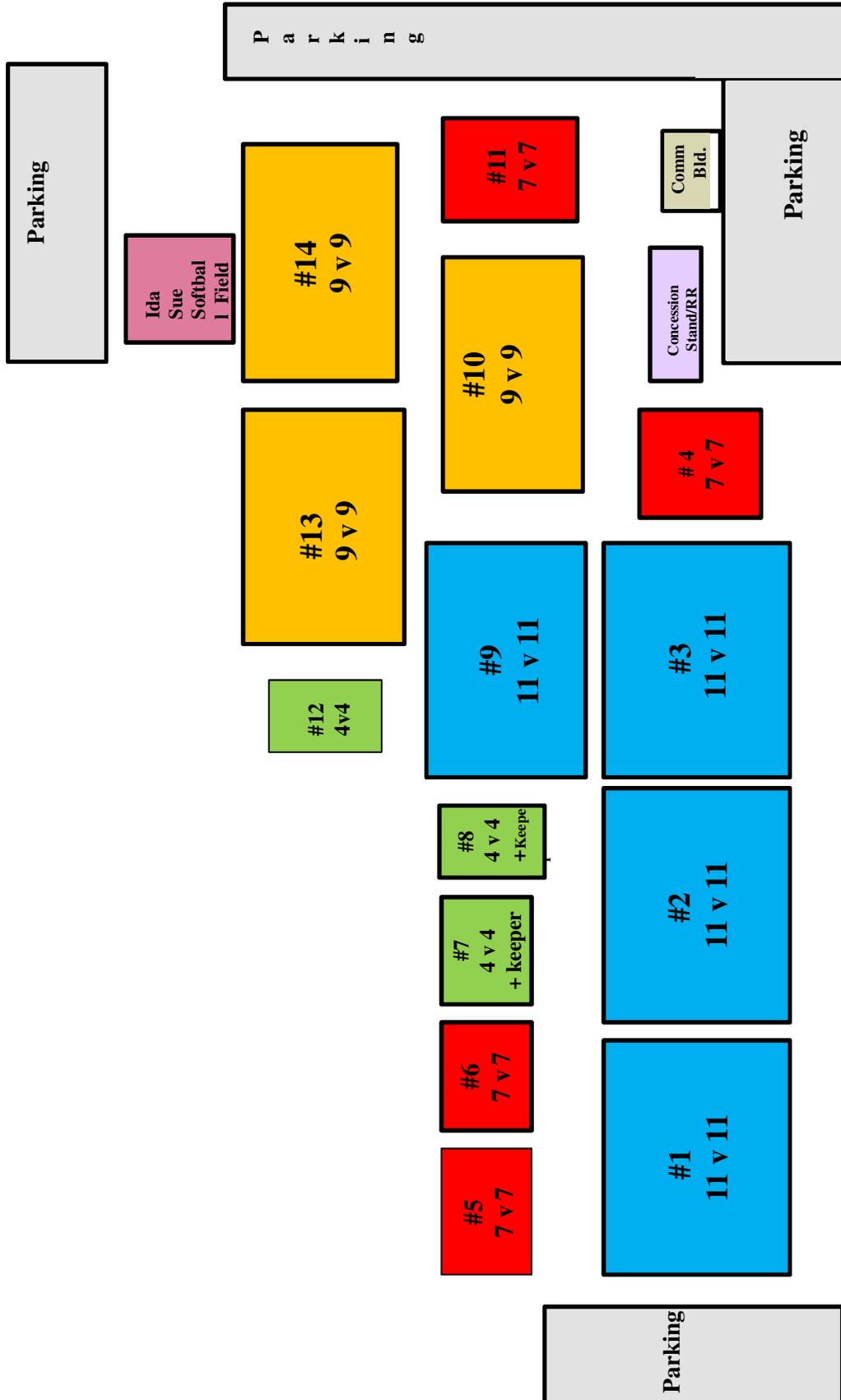


Thank you for supporting the Wooster Soccer Association!

Great things happen when kids get together to play. They make friends, have fun, work on sportsmanship, get exercise, practice teamwork, learn leadership and compete. Your support makes it all possible... Thanks!



Appendix



Ohio Department of Health Concussion Information Sheet

For Interscholastic Athletics

Dear Parent/Guardian and Athletes,

This information sheet is provided to assist you and your child in recognizing the signs and symptoms of a concussion. Every athlete is different and responds to a brain injury differently, so seek medical attention if you suspect your child has a concussion. Once a concussion occurs, it is very important your athlete return to normal activities slowly, so he/she does not do more damage to his/her brain.

What is a Concussion?

A concussion is an injury to the brain that may be caused by a blow, bump, or jolt to the head. Concussions may also happen after a fall or hit that jars the brain. A blow elsewhere on the body can cause a concussion even if an athlete does not hit his/her head directly. Concussions can range from mild to severe, and athletes can get a concussion even if they are wearing a helmet.

Signs and Symptoms of a Concussion

Athletes do not have to be “knocked out” to have a concussion. In fact, less than 1 out of 10 concussions result in loss of consciousness. Concussion symptoms can develop right away or up to 48 hours after the injury. Ignoring any signs or symptoms of a concussion puts your child’s health at risk!

Signs Observed by Parents of Guardians

- ◆ *Appears dazed or stunned.*
- ◆ *Is confused about assignment or position.*
- ◆ *Forgets plays.*
- ◆ *Is unsure of game, score or opponent.*
- ◆ *Moves clumsily.*
- ◆ *Answers questions slowly.*
- ◆ *Loses consciousness (even briefly).*
- ◆ *Shows behavior or personality changes (irritability, sadness, nervousness, feeling more emotional).*
- ◆ *Can’t recall events before or after hit or fall.*

Symptoms Reported by Athlete

- ◆ *Any headache or “pressure” in head. (How badly it hurts does not matter.)*
- ◆ *Nausea or vomiting.*
- ◆ *Balance problems or dizziness.*
- ◆ *Double or blurry vision.*
- ◆ *Sensitivity to light and/or noise*
- ◆ *Feeling sluggish, hazy, foggy or groggy.*
- ◆ *Concentration or memory problems.*
- ◆ *Confusion.*
- ◆ *Does not “feel right.”*
- ◆ *Trouble falling asleep.*
- ◆ *Sleeping more or less than usual.*

Be Honest

Encourage your athlete to be honest with you, his/her coach and your health care provider about his/her symptoms. Many young athletes get caught up in the moment and/or feel pressured to return to sports before they are ready. It is better to miss one game than the entire season... or risk permanent damage!

Seek Medical Attention Right Away

Seeking medical attention is an important first step if you suspect or are told your child has a concussion. A qualified health care professional will be able to determine how serious the concussion is and when it is safe for your child to return to sports and other daily activities.

- ◆ *No athlete should return to activity on the same day he/she gets a concussion.*
- ◆ *Athletes should NEVER return to practices/games if they still have ANY symptoms.*
- ◆ *Parents and coaches should never pressure any athlete to return to play.*

The Dangers of Returning Too Soon

Returning to play too early may cause Second Impact Syndrome (SIS) or Post-Concussion Syndrome (PCS). SIS occurs when a second blow to the head happens before an athlete has completely recovered from a concussion. This second impact causes the brain to swell, possibly resulting in brain damage, paralysis, and even death. PCS can occur after a second impact. PCS can result in permanent, long-term concussion symptoms. The risk of SIS and PCS is the reason why no athlete should be allowed to participate in any physical activity before they are cleared by a qualified healthcare professional.

Recovery

A concussion can affect school, work, and sports. Along with coaches and teachers, the school nurse, athletic trainer, employer, and other school administrators should be aware of the athlete’s injury and their roles in helping the child recover.

During the recovery time after a concussion, physical and mental rest are required. A concussion upsets the way the brain normally works and causes it to work longer and harder to complete even simple tasks. Activities that require concentration and focus may make symptoms worse and cause the brain to heal slower. Studies show that children’s brains take several weeks to heal following a concussion.



<http://www.healthy.ohio.gov/vipp/child/returntoplay/concussion>

Appendix



Returning to Daily Activities

1. Be sure your child gets plenty of rest and enough sleep at night – no late nights. Keep the same bedtime weekdays and weekends.
2. Encourage daytime naps or rest breaks when your child feels tired or worn-out.
3. Limit your child’s activities that require a lot of thinking or concentration (including social activities, homework, video games, texting, computer, driving, job-related activities, movies, parties). These activities can slow the brain’s recovery.
4. Limit your child’s physical activity, especially those activities where another injury or blow to the head may occur.
5. Have your qualified health care professional check your child’s symptoms at different times to help guide recovery.

Returning to Learn (School)

1. Your athlete may need to initially return to school on a limited basis, for example for only half-days, at first. This should be done under the supervision of a qualified health care professional.
2. Inform teacher(s), school counselor or administrator(s) about the injury and symptoms. School personnel should be instructed to watch for:
 - a. Increased problems paying attention.
 - b. Increased problems remembering or learning new information.
 - c. Longer time needed to complete tasks or assignments.
 - d. Greater irritability and decreased ability to cope with stress.
 - e. Symptoms worsen (headache, tiredness) when doing schoolwork.
3. Be sure your child takes multiple breaks during study time and watch for worsening of symptoms.
4. If your child is still having concussion symptoms, he/she may need extra help with school-related activities. As the symptoms decrease during recovery, the extra help or supports can be removed gradually.
5. For more information, please refer to Return to Learn on [the ODH website](#).

Resources

ODH Violence and Injury Prevention Program
<http://www.healthy.ohio.gov/vipp/child/returntoplay/>

Centers for Disease Control and Prevention
<http://www.cdc.gov/headsup/basics/index.html>

Brain Injury Association of America
www.biausa.org/

National Federation of State High School Associations
www.nfhs.org

Returning to Play

1. Returning to play is specific for each person, depending on the sport. *Starting 4/26/13, Ohio law requires written permission from a health care provider before an athlete can return to play.* Follow instructions and guidance provided by a health care professional. It is important that you, your child and your child’s coach follow these instructions carefully.
2. Your child should NEVER return to play if he/she still has ANY symptoms. (Be sure that your child does not have any symptoms at rest and while doing any physical activity and/or activities that require a lot of thinking or concentration).
3. Ohio law prohibits your child from returning to a game or practice on the same day he/she was removed.
4. Be sure that the athletic trainer, coach and physical education teacher are aware of your child’s injury and symptoms.
5. Your athlete should complete a step-by-step exercise-based progression, under the direction of a qualified healthcare professional.
6. A sample activity progression is listed below. Generally, each step should take no less than 24 hours so that your child’s full recovery would take about one week once they have no symptoms at rest and with moderate exercise.*

Sample Activity Progression*

Step 1: Low levels of non-contact physical activity, provided NO SYMPTOMS return during or after activity. (Examples: walking, light jogging, and easy stationary biking for 20-30 minutes). **Step 2:** Moderate, non-contact physical activity, provided NO SYMPTOMS return during or after activity. (Examples: moderate jogging, brief sprint running, moderate stationary biking, light calisthenics, and sport-specific drills without contact or collisions for 30-45 minutes). **Step 3:** Heavy, non-contact physical activity, provided NO SYMPTOMS return during or after activity. (Examples: extensive sprint running, high intensity stationary biking, resistance exercise with machines and free weights, more intense non-contact sports specific drills, agility training and jumping drills for 45-60 minutes). **Step 4:** Full contact in controlled practice or scrimmage.

Step 5: Full contact in game play.

***If any symptoms occur, the athlete should drop back to the previous step and try to progress again after a 24 hour rest period.**