



**ACADEMY**  
**COACHING RESOURCE**  
**MANUAL**

# CONTENTS PAGE

---

SVU MISSION, VISION, CORE VALUES.....	PAGE 3
COACHING CONSIDERATIONS.....	PAGE 4-6
PRINCIPLES OF COACHING BASICS.....	PAGE 4
PLANNING A SESSION.....	PAGE 4-5
RUNNING A GAME.....	PAGE 5-6
GAME DAY CONSIDERATIONS.....	PAGE 6
TECHNICAL COACHING POINTS: A must know for every coach.....	PAGE 7-9
U9-U10 ACADEMY PROGRAM DESCRIPTION AND GOALS.....	PAGE 10-11
TRAINING YOUR AGE GROUP.....	PAGE 12
DEVELOPMENTAL GUIDELINES.....	PAGE 12
COACHING CHARACTERISTICS FOR THIS AGE.....	PAGE 12
TRAINING PRIORITIES.....	PAGE 12
PLAYER DEVELOPMENT.....	PAGE 13
LAWS OF THE GAME.....	PAGE 14-16
APPENDIX A: SVU EMERGENCY INFORMATION FORM .....	PAGE 17
APPENDIX B: PHILOSOPHY & PSYCHOLOGY OF COACHING SOCCER: WHY CHILDREN PARTICIPATE	PAGE 18-20
APPENDIX C: SOCCER INJURIES: PREVENTION & CARE.....	PAGE 21-23
APPENDIX D: INCIDENT REPORT FORM.....	PAGE 24
APPENDIX E: ACADEMY CURRICULUM & SESSIONS.....	DOCUMENT TO FOLLOW

# VISION, MISSION & CORE VALUES

## Vision

"The Preferred Soccer Organization of the Central Valley"

## Mission

To offer a variety of programs which will encourage players to reach the level to which they aspire by providing dedicated coaches and exceptional training in a fun and positive environment."

## Core Values

Our core values are at the heart of who we are. They represent the best of our club and provide the foundation that guides all of our efforts. Our core values allow us to maintain and strengthen our relationships within the entire community. They remind us of what is most important and keep us focused on the right things.

## Community

- ✓ We are responsible, caring, and active citizens within and beyond the soccer community.

## Character

- ✓ We have a high regard for truth, play according to the rules, strive to act in ethical ways and are sincere in our actions.
- ✓ We respect others and ourselves and embrace our diversity.

## Development

- ✓ We believe soccer presents endless possibilities.
- ✓ We seek to create an environment where every person can reach their highest potential.
- ✓ We value the whole person and welcome people of different talents, abilities and experiences.

## Sportsmanship

- ✓ We are gracious competitors regardless of the final score and conduct ourselves with dignity under pressure and in the face of adversity.
- ✓ We work collaboratively and we work hard in a cooperative spirit.
- ✓ We are grateful for our opportunities and mindful that our participation in the club and soccer is a privilege and not an entitlement.

# COACHING CONSIDERATIONS

## PLANNING AND TRAINING

“They don’t care how much you know until they know how much you care.”

---

### PRINCIPLES OF COACHING

- ✓ **BE PREPARED: WRITE A SESSION PLAN OR SIMPLY PRINT ONE;** make sure you are familiar with the session, it is fun and flows quickly from one exercise to the next (keep those buggers moving!).
- ✓ **BE PRODUCTIVE:** Begin with the end in mind and save time to PLAY THE GAME EVERY SESSION! Solicit help from any and all parents for anything and everything.
- ✓ **BE PROGRESSIVE:** Work from ball mastery (every player with a ball), to small games to THE GAME!
- ✓ **BE POSITIVE:** Always smile, give high fives and act in a positive way at all times!
- ✓ **BE PATIENT:** Understand that every player’s experience is different and every player learns in a different way.
- ✓ **BE PROACTIVE:** Get to know your players, parents, SVU support staff and other experienced coaches. You are not alone so tap into all resources that are available to you. Attend coaching worktops, clinic and get your players and parents involved too!
- ✓ **BE YOURSELF:** Use your personality and your strengths to bring to the kids a love for the game and a love of learning and building confidence in themselves.

### PREPARING FOR THE START OF THE SEASON

- ✓ **RECRUIT AND ORGANIZE YOUR SUPPORT STAFF:** Several weeks before the first practice/training session, recruit friends or other parents to help you. Volunteer areas include:
  - One or two assistant coaches confident enough to take the lead in your absence.
  - Snack Coordinator: This is one of the most important roles in having a successful season 😊.
  - Team Communicator (Team Manager in training): if you do not have the time to communicate via e-mail, text or phone team information, changes, cancellations, find someone who is happy to take this on.
  - Mud monsters, traffic cops, pirates, cone movers, backup goalkeepers and occasional goal movers 😊.  
Recruit any positive and willing parents that stay at practice to assist you in any of the aforementioned areas.
- ✓ **SEASON PLANS AND SESSION ORGANIZATION:** Meet with your staff or your AGC/Director of Coaching and plan your top two to four sessions for the season.
- ✓ **PRE/FIRST DAY OF PRACTICE PARENT MEETING:** A must to ensure a successful season. This allows you to introduce yourself to your parents and players and to state your objectives (fun and learning) and expectations for the season: including any necessary last-minute recruitment of volunteers.

### TRAINING/PRACTICE CONSIDERATIONS

“First comes thought; then organization of that thought, into ideas and plans; then transformation of those plans into reality. The beginning, as you will observe, is in your imagination.” -Napolean Hill

### COACHING SOCCERISMS:

- ✓ BEGIN WITH THE END IN MIND!
- ✓ THE GAME IS THE GREATEST TEACHER!
- ✓ PLAGIARISM IS FLATTERY IN SOCCER!
- ✓ A PICTURE PAINTS A THOUSAND WORDS!

1. Length: One hour!
  2. Focus & Organization: Every session/practice should have a specific plan & specific goals
  3. Flow: Activities should flow from one exercise to another quickly and efficiently with little room for downtime (or they will eat you up 😊).
  4. Progressive: Teach from simple to complex/Begin with every player with a ball, end with the game.
  5. Sections
    - a. Warmup/Ball Mastery
    - b. Multiple small-sided games
    - c. The game
- 
- ✓ **ORGANIZE**: Arrive early with a clear plan and a small cheat sheet in which to refer to your plan.
  - ✓ **CHALLENGE THEM**: Don't be afraid to compete: create chances in every session for each player to win and lose in a fun and exciting way. Raise their ceiling for success- do not limit it.  
CAN ATTITUDE: You can juggle- even if it's once or twice. CANNOT ATTITUDE: 6 year olds can't juggle!
  - ✓ **CURRICULUM GUIDES**: Expect what is developmentally possible. CAN EXPECT: 5 year olds to focus in 5-7 minute segments. CANNOT EXPECT: 7 year olds to stand in line for 5 minutes waiting for their two chances to shoot. Follow curriculum guides and online SVU session plans as needed to teach in an age appropriate way.
  - ✓ **DISCOVERY & OBSERVATION**: U5-U11: Golden Age of Development Through Discovery! Watch how they are trying to solve a problem before you tell them it is WRONG. There are many ways to be successful. Let them be problem solvers, be Socratic. Guide them and allow them to make decisions.
  - ✓ **FREEDOM AND CREATIVITY**: Allow them to play without fear, without constant stoppage, and with lots of positive feedback. We want to encourage EVERY PLAYER to develop a relationship with the ball!
  - ✓ **DYNAMIC**: Training must be DYNAMIC; no lines, laps or static work. NEVER associate fitness with punishment.
  - ✓ **LEARNING STYLES**: Players learn by doing. Show them, demonstrate and they will try to replicate. Through doing, they will learn and understand.

## RUNNING A GAME

- ✓ **WARM UP**: Arrange for players to arrive at a set time before kickoff. Include a consistent warm up that is both dynamic and with the ball. Discourage players from arriving and shooting on goal.
- ✓ **PRE GAME**: Before kickoff, spend a small amount of time giving clear instructions regarding positions, substitutions and goals for the game. Set age appropriate goals and encourage parents to do the same. BIG TEAM CHEER!
- ✓ **COACHING THE GAME**:
  - OBSERVE FIRST! Keep in game comments to a bare minimum; let the players get into a flow of the game including making mistakes before making changes or offering criticism; ask parents to support in the same way.
  - Allow learning through self-discovery.
  - Players should play multiple positions.
  - Give every player positive feedback each time they come off the field.

- Every word from you should be positive, specific and constructive.
- ✓ **DO NOT MICRO MANAGE:** Constantly telling them what to do will frustrate them and limit their learning. They will only develop if they problem solve....not you!
- ✓ **SUBSTITUTES:** Have a policy and rotate players regularly. Be sure that every player has the chance to start a game! When a player leaves the game; talk to them, tell them what they did well and offer advice on what they can do better.
- ✓ **HALF TIME:**
  - Hydrate
  - Stretch (to create good habits)
  - Check for injuries
  - Share with the team TWO things they did well and TWO things you would like to see them work improve. Last thing they should hear from their coach is motivational, encouraging comments. BIG TEAM CHEER!
- ✓ **PLAYERS ON THE BENCH:** Keep these players active. Stand with them, talk to them about the game. Ask them questions about the game. Watching the game is a useful learning tool.
- ✓ **AFTER THE GAME:**
  - Maximum two comments about what they did well.
  - Snacks! Strongly encourage parents to bring snacks that a healthy and hydrating!
  - Stretch
  - Check for injuries
  - Announce the next team function (practice, game, etc.)
  - Send every player home knowing that they did well and with a smile.

## GAME DAY CONSIDERATIONS: HOW TO KEEP PLAYERS ENGAGED WHEN WE GET CAUGHT IN A LOP-SIDED SITUATION:

There may be times where your team or the opposing team may be losing by a considerable number of goals. When this happens (as it will), most important is to remain positive and be a problem solver whether you are on the winning or losing end of the situation. Here a few ways to even things out and keep the kids having fun:

- ✓ **INCREASE NUMBERS:** To keep as many players from both teams as involved as possible without punishing the team that is winning, the losing team should add a player to the field.
- ✓ **LIMIT TOUCHES:** Even the most talented teams are challenged when their touches are limited. Limit players to two touches maximum before they must pass. This increases your teams speed of play and proscribes a philosophy of more ball sharing.
- ✓ **ROTATE POSTIONS:** Move your best forwards to defense and in goal and give your best defenders the opportunity to play forward
- ✓ **ONE TOUCH SHOOTING:** Another consideration that will improve, not limit, your team's play is by limiting shooting to striking a shot directly from a pass.

# SOCCKER TECHNIQUES

## COACHING POINTS

---

### DRIBBLING PRINCIPLES

#### *Types of Dribbling*

1. Speed: when in an open space
2. Beating an opponent: use of fakes, feints and changes of speed and direction
3. Possession: learning to hold the ball when defensive pressure exists; using upper body to hold off.
  - ✓ Lean forward and over the ball
  - ✓ Knees bent, on the balls of feet
  - ✓ Relax body
  - ✓ Balance is a must
  - ✓ Keep ball close for possession and to beat an opponent
  - ✓ Use inside, outside, instep (laces) and bottom (sole) of both feet
  - ✓ Be creative, use imagination - develop your own style
  - ✓ Use body feints
  - ✓ Change speed and direction
  - ✓ Look up as much as possible
  - ✓ Use body to shield/protect ball
  - ✓ Don't be afraid to fail. Take risks, particularly in offensive third of the field.

### PASSING PRINCIPLES

- ✓ Three qualities of a pass: 1. Timing 2. Accuracy 3. Pace
- ✓ Eyes on the ball at the moment of contact
- ✓ Non-kicking foot alongside of the ball toe pointing towards target
- ✓ Inside of the foot pass: Ankle locked and toe pulled up close to 90 degree angle on kicking foot
- ✓ Follow through toward target (like putting a golf ball)
- ✓ Strike the ball at the midline or above
- ✓ Outside-of-the-foot pass: toe pointed down, strike across the ball toward the target
- ✓ Long passes:
  - *Driven ball*: the player should drive through the middle of the ball by snapping lower leg and by following through across the grass, not by bringing leg up into the air with the kicking foot. Plant foot even with the ball and pointed at target.
  - *Flighted ball*: the player should be making contact with the ball below the midline with toe pointed down and out, follow through with leg lifting in a motion that follows the desired path of the ball. Plant foot slightly behind ball, pointed at target.
- ✓ Practice passing with both feet on a consistent basis.

### RECEIVING PRINCIPLES: FIRST TOUCH

- ✓ Move to the ball
- ✓ Position the body directly in the line of flight of the ball and determine the proper surface to be used: foot, thigh or chest.
- ✓ At the moment of contact with the ball, the part of the body contacted is relaxed and gives slightly to slow or redirect the momentum of the ball.
- ✓ Keep the ball close (don't stop the ball completely) and guide it in the desired direction. The first touch must be constructive to prepare for the next move: shoot, pass or dribble.

- ✓ Awareness of space and time: before the ball arrives, the player should be aware of the position of opponents and teammates. Be thinking ahead – know where you are going and strive to get there with your first touch.

### SHOOTING/FINISHING PRINCIPLES

- ✓ Urgent to arrive, relaxed to perform!
- ✓ Positive attitude and approach to finishing is 70% of the battle!
- ✓ Accuracy is the key - finishing is merely passing the ball into the goal past the goalkeeper
- ✓ Power is determined by:
  - torque of the hip
  - snap of the lower leg
  - proper position of the of the locked (not floppy) foot instep/laces and can also be inside of the foot with toe locked up
  - proper point of contact- through the midpoint of the ball
  - follow through where the lower leg and foot drive low and towards the target
- ✓ Body alignment - whenever possible, head and kicking knee over the ball and hips and shoulders square to target.
- ✓ Non-kicking foot placed comfortably beside the ball, with the toe pointing to the target.
- ✓ Eyes kept on the ball at the moment of contact - on approach to goal take a quick look up and pick out target, then focus on ball. Common error: Many young players try to look at the target while making contact with the ball.
- ✓ Keep head still throughout the follow through.
- ✓ Follow through - ankle remains firm, toe down and follow through to the target.
- ✓ Do not try to over-hit the ball. Common error: many kids swing so hard at the ball that they usually swing around the ball and mis-hit it badly.

### HEADING PRINCIPLES

- ✓ It is appropriate to begin teaching heading at the age prior to when players are attaining a proficiency at playing balls in the air; we must prepare them at U8 to be able to perform attacking and defending headers at U10.
- ✓ Key: Keep it Fun! Keep the distance of services appropriate (very short at first)! Limit repetitions!
- ✓ Eyes open
- ✓ Chin in to start, mouth closed, keep neck firm
- ✓ Attack the ball - don't let the ball attack you
- ✓ Contact the ball just above the eyebrows or forehead
- ✓ Arms help to propel the head forward as well as aid in balance
- ✓ Use legs and back for power (arch and uncoil)
- ✓ Foot action - rocking motion, back foot to front foot
- ✓ Timing of the jump is very important - make contact with ball at the highest possible point
- ✓ strike through midpoint or just above
- ✓ Attacking Headers: strike through the midpoint or slightly above the midpoint of the ball
- ✓ Defensive Headers: strike through bottom half of ball

### GOALKEEPING PRINCIPLES

- ✓ Stance/Ready Position
  - Feet shoulder width apart
  - Knees slightly bent
  - Hands waist-high with fingers pointed down, thumbs slightly angles up but relaxed (like your hands on a piano)
  - Relaxed body posture
  - Weight in balls of feet
- ✓ Catching positions
  - "Basket Catch" Low Balls/Shots

Basket Catch refers to low shots where the keeper can get their body behind the ball.

- Get body behind the ball
- Knees are slightly bent
- Fingers pointed down with little fingers almost touching
- Catch the ball with hands contacting the bottom half of the ball.
- Bring ball up to chest with arms cupping the ball to the chest
- “Contour Catch” Mid-body Balls/Shots  
Contour Catch refers to mid range shots where the keeper can get their body behind the ball.
  - Get body behind the ball
  - Knees slightly bent
  - Fingers pointed down with little fingers almost touching
  - Forearms vertically positioned and parallel
  - Catch the ball with hands and forearms contacting the top half of the ball.
  - Bring/flick ball into chest area with arms cupping the ball to chest
- “High Catch”  
Shots or crosses that must be caught above the head
  - Get body behind the flight/path in which the ball is coming
  - Thumbs nearly touching forearms inside shoulder width and vertically parallel
  - Catch the top half of the ball in such a way that the thumbs and pointer fingers make an open triangle
  - Bring ball down to the chest with arms cupping the ball to chest
- Technical Training/How to prepare for a shot
  - Shot Play
    - Advance off the line as shooter approaches, cutting down angle!
    - Set feet in good body position (as described above) when shooter’s leg pulls back for shot.
    - Make every attempt to get body behind ball.
- Tactical Training
  - Goalkeeper should be positioned different when ball is in different thirds of the field: farthest when ball is in opponent’s third and closest to the goal when the ball is in own third of the field.
  - Angle of play: goalkeeper should be “squeezing to the post the wider the location of the ball handler and progressing centrally as the ball moves towards the middle. Key to teach that the goalkeeper shifts lateral position more slowly than the ball handler is dribbling or the ball is passed/crossed.
  - Critical: Goalkeeper must bisect or creep forward out of the goal, cutting down on the shooter’s angle and making the goal smaller. **OUR GOALKEEPER’S MUST BE GIVEN THE CONFIDENCE TO DO THIS AND TO NOT STAY ON THEIR GOAL LINE!**
  - Goalkeeper is the first player on attack after they make a save, take a goal kick or receive a pass back; **WE MUST TEACH OUR GOALKEEPER’S TO BE CONFIDENT WITH THEIR FEET** in cutting out through balls, on pass backs and in taking their own goal kicks.
- Diving
  - **DIVE OUT AT BALL** (to again cut out angles)
  - Land on side, not back or belly.
  - Lower arm should fully extend out from sides across the ground to catch the ball or push ball wide.
  - On save: lower hand is directly behind the ball, upper hand is on top of the ball to brace the ball between lower hand and ground; upper leg is bent at approximately a 45 degree angle for cushion and protection.

# U9-U10 ACADEMY PROGRAM

## DESCRIPTION AND PROGRAM GOALS

[WWW.SHENVALLEYUNITED.COM](http://WWW.SHENVALLEYUNITED.COM)

---

The Academy will provide coach certified, age appropriate, and advanced level training for U9/U10 players that demonstrate a passion, ability, and willingness to participate in a fun and competitive soccer environment. The Academy Curriculum is focused on bridging a player's introductory recreation soccer experience through current age appropriate technical and early tactical level developmental guidelines in order to support players in reaching the highest level of soccer to which they aspire.

### **Team Selection, Developmental Guidelines & Competition Schedule:**

#### **Player Selection:**

- Two U9 and two U10 teams will be selected during the tryout process.
- Evaluators will strive to select Single Gender Teams when possible.
- 10-12 players will be selected per team in a tryout format.
- Players will be selected for the Fall and Spring Seasons during the May Academy Tryout Session.
- The selection target is age pure. However, periodic exceptions may be made at the discretion of the Academy Director/DOC and with approval of the Board of Director's Member supervising Academy.
- Spring Open Tryouts will be held only to fill open roster spots vacated by non-returning players from the Fall Season.

#### **Competitive Schedule:**

- The Academy will strive to provide competition for players on a bi-weekly basis.
- Up to 4 Academy Festivals per season
- One Tournament per traditional season (other voluntary tournaments possible as recommended by the Academy Director/DOC)
- Up to 4 friendlies that would include local games and duel Academy play days.
- Matches and friendlies will be scheduled by Executive Director, Eilidh Thomson.
- Additional playing opportunities: Players seeking every weekend competition are encouraged to enroll in SVU's recreation program.

### **IS THE SVU ACADEMY THE RIGHT FIT FOR YOUR CHILD?**

#### **Academy players...**

- Show a love for the game of soccer
- Commitment to year-round development
- Training to have fun, develop and compete
- Respect their coaches and pride themselves on being good listeners
- Help one another learn

- Arrive to practice early and ready to play!

#### **Academy parents...**

- Are expected to understand the developmental goals of their Academy players.
- Support & cheer Academy Players on in a developmentally appropriate manner.
- Are expected to be a part of the Academy Team and to volunteer in some capacity.

#### **ACADEMY GOALS:**

- To provide a bridge from SVU Recreation Soccer to SVU Travel Soccer.
- A positive, educational, and fun soccer experience.
- Appropriate soccer development opportunities for every player within the context of the SVU coaching philosophy.
- Each player is trained by certified, Academy staff coaches twice a week.
- Inspire and prepare young players to attain their soccer goals and to compete at a high level (SVU Travel, High School and College).

#### **ACADEMY STAFF**

- Executive Director & Technical Director
- **Academy Director & SVU Director of Coaching : Nora Maguire White:** Maguire White has over 17 years of coaching experience at the collegiate, high school, and youth levels. Maguire White has been educating coaches as a National Soccer Coaches Association of America (NSCAA) National Academy Staff Coach since 1998.
- **Selected Staff Coaches trained specifically in the Academy curriculum.**
- **Academy Administrator & Director of Registration: Rebecca Poma.** Two years Academy Coordinator and eight years administrative & volunteer support service experience.

#### **TRAINING:**

- Two, 90-minute training sessions per week

#### Academy style training twice a week means:

- 1 player, 1 ball, maximum touches every training session
- Small-sided games every training session
- Compete. Work Hard. Have Fun!

#### **HOME GAMES LOCATION:**

- Home games are played almost exclusively at Smithland Soccer Complex, occasionally at Monger Field

#### **FEES:**

- To Be Determined prior to tryouts

# TRAINING YOUR AGE GROUP

## CHARACTERISTICS AND TRAINING PRIORITIES

---

The following pages represent Shenandoah Valley United's recommendations on best practices in soccer according to the player's chronological age, from Under-6 through Under-18. It is just as important, however, to consider the players' "soccer age" (i.e., his or her level of soccer competence or soccer IQ), when determining themes to address in training/practice and matches/games. Remember these recommendations are based on what is widely considered developmentally appropriate and presumes some assumption that the players have the ball skill necessary to progress onto the next level of challenges. It is the responsibility of the coaches to continually evaluate and assess the needs of their players. Parents and coaches alike should also encourage their players to build a relationship with the ball outside of practice on their own with the ball or by playing pickup.

### ENCOURAGE BALL SKILLS, FUN & CONFIDENCE/RISK TAKING AT THE PRIORITIES

The youth coach has a critical responsibility to instill in youth players a love of the game by focusing on fun and skill development/ball mastery that in turn builds confidence. One of the goals of this coaching guide is to introduce parents/youth coaches to a coaching and parental support approach to that 1) embraces the lessons that are found in the game itself, and 2) is player-centered rather than coach-centered. What does this mean?

By default, the well-intentioned and seemingly reasonable approach of many youth coaches is to look to adult soccer as their guide to teaching the game. What most youth coaches find helpful in the adult game is the organization and positional responsibilities (tactics) that the adult players exhibit so well. They are concepts that adults can understand well and so, as coaches, many tend to bring an organizational or tactical approach to coaching youth. Coaches often focus on keeping the players under control and teaching what appears to be the basics of the game: organization, positions, tactics, how to prepare to win games. We choose order over apparent chaos. It is tempting to strive to have the youth games look like adult games, with kids holding their own in set positions, organized and disciplined. The magic of the Dutch players of the early seventies, or Brazil's great players of the sixties, however, was not created from original structure but original free play. All brilliant players are players that have a magical relationship with the ball first. It began when they were children, in pickup games where the player and the game were the dominant factors. There were neither adults nor a set schedule of mandatory practices and games. That said, we live in a different world today. Adult supervision is often necessary to ensure proper safety. The presence of adults, however, does not have to inhibit the opportunity for children to be creative and experiment in their approach to learning and loving the beautiful, flowing game of soccer.

#### **CONSIDER THIS:** Do You Notice an Uneven Skill Level within Your Team?

Often times on younger teams (8-10 years) you will notice a small number of relatively competent players per team who always seem to be around the ball. They have some quality(s), speed, strength, tenaciousness, and ball skill that separate them from their teammates. The rest of the kids are more like on-field spectators, never actively seeking to participate. If the ball does land at their feet, they look to get it as far away from themselves as possible, as quickly as possible. A consistent problem for the youth coach and players is that the ability level on a team is very uneven. This is a normal situation for younger teams across the country, especially, but not limited to the recreation level. There are several reasons for this imbalance: 1) Children start playing at different ages. There could be first-timers playing alongside kids who have been playing for several seasons. 2) Children in this age bracket develop at different rates, both physically and emotionally. 3) For many kids who lack the basic soccer tools, a full-out match can be intimidating. To address this challenge, try playing games with 2 or 3 balls going at one time. Another option is to be creative when choosing your groups for 'mini-games,' putting the more confident players together playing against each other and the more developing players playing in a different area. Occasionally, using these methods will allow for all of the players to be both challenged and accomplished at a level that is appropriate to their own developmental level.

# PLAYER DEVELOPMENT

## U9 - U10: 3<sup>rd</sup> GRADE AND 4<sup>th</sup> GRADE

---

Soccer for this age is a fun activity for the kids that encourages a lot of games to goals and encourages experimentation with the ball. The ratio of balls to players should be small enough that all your players are involved all the time. The focus is on developing a relationship with the ball in a joyful environment. There should be no standings and no awards.

At this age, there are some children that are becoming more physically mature. Among your group, there are now some bigger and faster players whose eye-hand and eye-foot coordination is a little ahead of the majority of your players. Some of your players may also demonstrate a greater capacity to stay focused for longer periods of time. At the same time, they are still people of action rather than thought. Explanations must still be brief, concise and purposeful. What seemed to make sense to them last practice may have to be almost relearned at the next practice. Care should be taken with players, regardless of athletic ability, to address ball skill, especially in tight spaces.

The faster, stronger players should not be encouraged to use their athleticism to solve all their problems. Building comfort with the ball at ages nine and ten will provide them with a variety of crucial tools they will need as they get older, and the level of ball skill and athleticism rises. Begin to introduce the players to the idea of thinking about their decisions and movement as being related to themselves and one or at most two of their teammates and one or two of their opponents.

### UNDER 10 AGE CHARACTERISTICS

- ✓ Enter “golden age of learning” they want to learn skills, refine them and be challenged.
- ✓ Boys and girls start to develop differently. Athletic players will dominate during this age.
- ✓ The players ability to concentrate increases
- ✓ Keeping the score in competition helps maintain this focus but the coach must put a proper perspective on winning and losing.
- ✓ Team concept emerges; they enjoy wearing a uniform, wearing the same items or having the same ball
- ✓ Some become more serious about playing and competing.
- ✓ Fine motor skills become more refined.

### COACHING CHARACTERISTICS FOR THIS AGE GROUPS

- ✓ Energetic. Plays while facilitating practice. Stimulates ideas.

### UNDER 10 TRAINING PRIORITIES

- ✓ Dribbling; running with the ball
- ✓ Passing; technique at speed using a variety of surfaces (laces, inside, outside) crossing a ball. Introduce lofting a ball, driving a ball.
- ✓ Receiving; ground and air balls
- ✓ Shooting; from different angles, turning and shooting, breakaway, finishing from a pass.
- ✓ Heading; introduce partner activities
- ✓ Tackling: poke and block tackles.
- ✓ Defending: Role of the 1<sup>st</sup> and 2<sup>nd</sup> defenders; introducing pressure from various angles. Understanding of goal side and ball side defense.

# SVU OFFICIAL LAWS OF GAME

## UNDER 10: 3<sup>rd</sup> AND 4<sup>th</sup> GRADE

---

### LAW 1 THE FIELD OF PLAY

**Dimensions:** The field of play must be rectangular. The length of the touchline must be greater than the length of the goal line.

Approximate Length: 70 yards

Approximate Width: 50 yards

The Field of Play dimensions are smaller to accommodate the eight versus-eight game and are appropriate for the movement capabilities of eight and nine-year-old children. These adjusted dimensions provide more practical space allowing players to be successful.

**Field Markings:** Distinctive lines not more than five (5) inches wide. The field of play is divided into two halves by a halfway line. The center mark is indicated at the midpoint of the halfway line. A circle with a radius of eight (8) yards is marked around it.

**The Goal Area:** Conform to FIFA, which states: It is defined as two lines which are drawn at right angles to the goal line, 6 yds from the inside of each goalpost. These lines extend into the field of play for a distance of 6 yds and are joined by a line drawn parallel with the goal line. The area bounded by these lines and the goal line is the goal area.

**The Penalty Area:** A penalty area is defined at each end of the field as follows: Two lines are drawn at right angles to the goal line, ten (10) yards from the inside of each goalpost. These lines extend into the field of play for a distance of ten (10) yards and are joined by a line drawn parallel with the goal line. The area bounded by these lines and the goal line is the penalty area. Within each penalty area a penalty mark is made eight (8) yards from the midpoint between the goalposts and equidistant to them. An arc of a circle with a radius of eight (8) yards from each penalty mark is drawn outside the penalty area.

**Flag posts:** Conform to FIFA.

**The Corner Arc:** Conform to FIFA.

**Goals:** Conform to FIFA with exception that the minimum distance between the posts is eighteen (18) feet. The distance from the lower edge of the crossbar to the ground is a minimum six (6) feet and a maximum seven (7) feet.

**Safety:** Goals must be anchored securely to the ground. Portable goals may only be used if they satisfy this requirement.

### LAW 2 THE BALL

Size four. (4). The smaller ball is lighter and more easily kicked, received, dribbled and passed.

### LAW 3 THE NUMBER OF PLAYERS:

A match is played by two teams, each consisting of not more than eight players, one of whom is the goalkeeper. A match may not start if either team consists of fewer than five players.

**Substitutions:** Both teams may substitute any number of players:

On a goal kick, after a goal, during an extended time out (as for an injury), between periods and at official water breaks.

The team in possession of the ball on a throw-in may substitute any number of players.

A substitution is completed as soon as the substitute enters the field, with the permission of the referee.

When a player goes down with an injury, the clock will be stopped, and the player must be substituted for and can only return at the earliest, with the next permissible substitution stoppage.

**The Number of Players:** the eight-a-side game now includes the goalkeeper. The smaller number of field players will provide the opportunity for the children to further develop their physical and technical abilities. These are valuable traits for all soccer players to develop. With fewer players on the field each child has an increased number of contacts with the ball and has more actual playing time. Additionally the players will be required to make more decisions and experience repeating game situations more frequently. The work rate and involvement of players will be more consistent. While learning both offense and defense, players will become well rounded and will understand more readily the roles and importance of teammates. The need for the players to make the mental and physical transition from offense to defense and vice-versa will be enhanced in this playing environment.

**LAW 4 THE PLAYERS' EQUIPMENT:**

Conform to FIFA. Non-uniform clothing is allowed based on weather conditions, but uniforms must still distinguish teams.

**LAW 5 THE REFEREE:**

Must be Currently Registered. All rule infringements may be explained to the offending player.

**LAW 6 THE ASSISTANT REFEREES:**

None required under USA Soccer Association League Rules.

**LAW 7 THE DURATION OF THE MATCH:**

Conform to FIFA with the exception of the match being divided into two (2) equal halves of twenty-five (25) minutes each. There will be a mandatory 1-2 minute water break halfway through each half (with the game clock stopped). Coaches may use this as an opportunity to substitute similar to any half change. There shall be a half-time interval of five (5) minutes.

**LAW 8 THE START AND RESTART OF PLAY:**

Conform to FIFA with the exception of the opponents of the team taking the kick-off are at least eight (8) yards from the ball until it is in play.

**LAW 9 THE BALL IN AND OUT OF PLAY:**

Conform to FIFA.

**LAW 10 THE METHOD OF SCORING:**

Conform to FIFA.

**LAW 11 OFFSIDE:**

Conform with FIFA

**LAW 12 FOULS AND MISCONDUCT:**

Conform to FIFA.

**LAW 13 FREE KICKS:**

Conform to FIFA with the exception that all opponents are at least eight (8) yards from the ball. Direct Kicks are possible, if called.

**LAW 14 THE PENALTY KICK:**

Conform to FIFA with the exception that the penalty mark is made eight (8) yards from the midpoint between the goalposts and equidistant to them. Players other than the kicker and defending goalkeeper are at least eight yards from the penalty mark. The distance of eight yards conforms to the radius of the center circle.

**LAW 15 THE THROW-IN:**

Conform to FIFA.

**LAW 16 THE GOAL KICK:**

Conform to FIFA.

**LAW 17 THE CORNER KICK:**

Conform to FIFA with the exception that opponents remain at least eight (8) yards from the ball until it is in play.

**ADVANTAGES OF PLAYING SMALL SIDED GAMES**

- ✓ More time with the coach
- ✓ Energetic workouts due to playing both offense and defense
- ✓ More efficient use of field space
- ✓ Matches can be played simultaneously across a full size field
- ✓ Children are physically more efficient in smaller space
- ✓ Children are actively involved for a longer period of time
- ✓ It takes less time to score a goal or advance to goal
- ✓ Greater success rate for the players

***US Youth Soccer Recommendations***

- ✓ Opposing coaches, players and parents should shake hands after each match.
- ✓ Parent/coaches, non-participating players and spectators should be there to enjoy and encourage the activity of the youngsters.
- ✓ Spectator and team benches should be on opposite sides of the field.
- ✓ No alcoholic beverages or tobacco products will be consumed or allowed near the playing area.
- ✓ No slide tackles to be allowed in this age group.

Adapted from USYSA U-10 rules for use in SVU youth soccer

FIFA Laws of the Game can be found at [www.ussoccer.com/laws/index.jsp.html](http://www.ussoccer.com/laws/index.jsp.html)

Appendix A

SVU EMERGENCY INFORMATION FORM

PARTICIPANT'S NAME: \_\_\_\_\_ DATE OF BIRTH: \_\_\_\_\_

PARENT'S/GUARDIAN'S NAME: \_\_\_\_\_

ADDRESS: \_\_\_\_\_ CITY: \_\_\_\_\_ ZIP: \_\_\_\_\_

HOME PHONE: \_\_\_\_\_ CELL PHONE: \_\_\_\_\_

FAMILY PHYSICIAN: \_\_\_\_\_ PHONE: \_\_\_\_\_

EXISTING MEDICAL CONDITION OF WHICH STAFF/COACH SHOULD BE AWARE: \_\_\_\_\_

\_\_\_\_\_

MEDICATION(S) TAKEN: \_\_\_\_\_

ALLERGIES TO MEDICINE OR FOOD: \_\_\_\_\_

1. In the event of accident, injury or illness, where can parent/guardian be reached if not at home?

PARENT/GUARDIAN: \_\_\_\_\_ CELL/WORK PHONE: \_\_\_\_\_

PARENT/GUARDIAN: \_\_\_\_\_ CELL/WORK PHONE: \_\_\_\_\_

2. Who should the SVU Staff or Coach contact if parent/guardian cannot be reached?

<u>NAME</u>	<u>ADDRESS</u>	<u>PHONE</u>	<u>RELATIONSHIP</u>
-------------	----------------	--------------	---------------------

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

## Appendix B

### Philosophy and Psychology of Coaching Soccer:

#### Understanding Why Children Participate

By: Dr. Colleen Hacker, NSCAA National Academy Staff Coach and Professor of Sports Psychology at Pacific Lutheran University; Tacoma, Washington

A majority of the reasons children participate in sport are intrinsic reasons. The top priorities are:

- To learn and improve their skills
- To have fun
- To be with friends
- To experience the excitement of competition
- To enhance their physical fitness
- To demonstrate their competence

Notice that the extrinsic goal of winning and beating others is not at the top of the list.

Similarly, when children drop out of soccer, their withdrawal can be traced to the inability of the sport experience to meet their primary motivations for participation. The common reasons are:

- Failing to learn or improve their skills
- Not having fun
- Not being with their friends
- Lack of excitement, improvisation and creative opportunities
- Lack of exercise, meaningful movement and fitness improvements
- Lack of optimal challenges and/or consistent failure

Practical suggestions for coaches:

1. Encourage players to measure their performance by improvements in their own, personal levels of proficiency and ability rather than by comparing themselves to other players or to other teams based on the game outcome.
2. Because children have several reasons for participation and not just one, design practices to meet as many different participation motives as possible (i.e. learning, fun, friendship, fitness, challenge, etc.).
3. Utilize the K.I.S.S. principle (Keep It Short and Simple) when introducing new skills: - Give short effective demonstrations while briefly explaining the new skill or concept use picture cues liberally; - Focus only on one or two important aspects critical to performance success (avoid "paralysis by analysis"); - Decrease time spent in transition between activities, drills and games. Keep practices short, clear and well planned.
4. Utilize a positive approach to skill instruction by focusing on what the athlete did correctly ("catch them being good").
5. Make practices meaningful, fun challenging and exciting - Avoid static line drills; - Encourage creative improvisation by players; - Optimally challenge all athletes throughout the full range of abilities (avoid coaching only the mid-ability performer - Eliminate "elimination games" because players most in need of improvement and repetitions are usually the first to be eliminated; - Be fully focused on the players and the activity (coach the players as well as the game).
6. Plan time for the children to meet and make new friends (ice cream stops after practices, pizza parties, watch a video, free time before and after practice).
7. Focus on teaching players the active, ever-changing game of soccer rather than the static, predictable soccer drills.
8. Utilize dual function fitness activities that concurrently enhance fitness and also improve soccer skills (i.e. soccer tag with

a ball) and/or psychological dispositions (players are having so much fun they don't realize that they are conditioning too).

9. Provide competitive challenges for athletes that can help define success not only by comparison to others but also by improving one's own standard of accomplishment.

**Editor's Note:** The Philosophy of Coaching Soccer is taken from Appendix A of the NSCAA State Diploma Course. Contact the NSCAA at 800-458-0678 for more information about the Coaching Academy or for details on scheduling a course in your area.

**Know the Factors That May be Stressful for Youth Players** Coaches and parents can do a great service to children by helping each athlete develop self-confidence, a sense of personal worth and mastery, and a constructive attitude toward failure and adversity. Behavior that adults view as encouraging can often be perceived by athletes as stress producing and pressure-filled. Kids will freely choose to participate in activities that they view as worthwhile, enjoyable and fun. The challenge for adults is to maximize the inherent joy of what Pele calls "the beautiful game of soccer" and minimize experiences that increase children's anxiety and likelihood of burnout.

**Practical suggestions for coaches:**

1. Avoid a "win at all cost" attitude.
2. Transform parental pressure into parental interest, support and encouragement.
3. Avoid over training, long, repetitive practices and excessive time and travel demands.
4. Avoid using perfection as the standard for judging an athlete's performance.
5. Don't associate a player's worth or value as a person with their performance and ability on the soccer field (i.e. winning or a great performance means that I like you more).
6. Make sure that your non-verbal behaviors are congruent with your words and that the coaching is consistent across situations (i.e. sulking after a loss even though the team played well or being happy following a poor performance by a winning team).

**Realize That Effective Feedback is the Breakfast of Champions** The familiar coaching adage that "what you do speaks so loudly that no one can hear what your saying" is especially important to remember when dealing with athletes. Players benefit most from coaches whose actions reflect both their implied and stated values. The ability to observe, analyze and communicate are three of a coaches most valuable assets. A word of caution, however, is that the beneficial effects of verbal instruction decrease in direct proportion to the amount given. Remember: Keep it Short and Simple. Take time to videotape yourself coaching, not only at practice but also in games. Observe yourself as others see you. Frequently there is significant difference between how coaches think they are talking, acting and communicating and what athletes perceive.

**Practical suggestions for coaches:**

1. Give specific, performance-contingent feedback to athletes rather than general comments lacking performance-related information.
2. Be liberal with praise. Most athletes prefer coaches who shout praise and whisper criticism rather than visa versa.
3. Tell athletes what improvements need to be made, why and most importantly, how to make those corrections successfully and consistently.
4. Observe and provide meaningful feedback to every athlete at least once each training session and game.
5. Combine verbal praise with consistent non-verbal forms of encouragement (i.e. a pat on the back, smile, a high five, etc.).
6. Maintain your credibility as a coach by being accurate and sincere in your feedback and praise. Ignoring errors, giving excessive praise for mediocre performance or excessive praise for performance on simple tasks conveys to the athlete that either you don't know what you're talking about or else you have very low expectations of them as performers.
7. Correct performance errors in non-threatening and non-punitive ways. Finding problems is the role of a critic not a

competent soccer coach. Good coaching requires the ability to not only recognize problems but also to solve them through effective, practical and successful solutions.

8. Reward effort as much as outcome. Repeated effort, especially in the face of failure and adversity, is one of the most important ingredients for future success.
9. Use the "feedback sandwich" when correcting youngsters. Find something the player did well and praise it. Next tell the athlete what they did incorrectly, what they need to do to improve and why. Finish with a positive, encouraging or motivational statement.
10. Foster an environment that allows for trying new skills, approaches and strategies without the fear of reprimand and punishment. Mistakes are integral to sport improvement. Ridicule, sarcasm and fear are impediments to both immediate and future performance successes.

**Putting it All Together** Athletes learn the game of soccer not only through the directed learning experiences that coaches provide in practice and game play but also through indirect means by observation and imitation. As a sport leader, you are a powerful and lasting role model for athletes by your thought, word and deed. Parents and coaches can serve as a player's greatest ally or worst nightmare depending on the attitude, behavior and motivation adopted for sport involvement. Remember, the game is for the kids. It is not for the ego or bragging rights of adults. Our role, as coaches, is to provide an opportunity for participation for all interested youngsters, access to appropriate and safe environments for instruction and competition, exposure to caring and competent leaders, holistic consideration of the child's entire development (physical, cognitive, social and psychological) and an unwavering belief in the worth and ability of children to succeed at their own unique level of accomplishment. When coaches expect every athlete to succeed, it's amazing how many of them really do.

Rather than measuring success in terms of numbers in the win/loss columns, perhaps the ultimate standard of our success as coaches should be judged by our ability to teach children to love and enjoy the game of soccer, to feel more confident and self-assured in their abilities and knowledge of the game, to experience mutual respect from both teammates and coaches, and most importantly, to feel appreciation and pride in the opportunity they had to play a sport they love under your direction as their coach.

Perhaps the most appropriate summary can be found in the "Bill of Rights for Young Athletes" (NASPE, 1977) written by medical, physical education and recreation experts in the hope of creating guidelines to maximize the beneficial effects of athletic participation for all.

### **Bill of Rights for Young Athletes**

1.	Right of the opportunity to participate in sport regardless of ability level
2.	Right to participate at a level that is commensurate with each child's developmental level
3.	Right to have qualified adult leadership
4.	Right to participate in safe and healthy environments
5.	Right of each child to share the leadership and decision-making of their sport participation
6.	Right to play as a child, not as an adult
7.	Right to proper preparation
8.	Right to equal opportunity to strive for success
9.	Right to be treated with dignity by all involved
10.	Right to have fun through sport

Editor's Note: **The Philosophy of Coaching Soccer is taken from Appendix A of the NSCAA State Diploma Course. Contact the NSCAA at 800-458-0678 for more information about the Coaching Academy or for details on scheduling a course in your area.**

## Appendix C

### Soccer Injuries: Prevention & Care

*US Youth Soccer strongly recommends that parents and coaches consider attending a Red Cross First Aid course and CPR (Cardiopulmonary Resuscitation) course.*

#### PREVENTION

The first line of defense in the treatment of athletic injuries is to prevent them. This is accomplished by a well planned program, competition among athletes with equal ability and size, proper warmup and adherence to the Laws of The Game. Other factors that can lead to the prevention of injuries:

- A. Proper use of equipment (shinguards, no jewelry, uniforms designed for climate)
- B. Continuous upkeep of the playing surfaces.
- C. Proper fitting shoes, proper type of shoe for surface.
- D. Ample water supply and breaks to rest players.
- E. Avoid scheduling training during the hottest periods of the day and when there is intense humidity.
- F. Full rehabilitation of initial injury prior to returning to play.
- G. Use proper preseason screening program by qualified personnel:
  - 1. Will insure that players are not entering the season with preexisting injury.
  - 2. Insures that rehabilitation is complete.
  - 3. Determines the general health of the player
  - 4. May need some suggestions for rehabilitation or conditioning.

It is suggested that the coach or someone from the team be responsible for assisting with injuries, which may include attending a certified Red Cross First Aid course.

It is recommended that the coach should follow up with a phone call immediately after the game to the parents regarding any type of injury, should the parents not be in attendance at the game.

#### CARE

The care of the injured athlete will begin the moment that an injury occurs. Immediate care will reduce the severity of the injury and the possibility of long-term disability. The coach, upon seeing an injured player should:

- A. Determine if the player is conscious and breathing. If unconscious and not breathing, begin CPR and call for medical assistance.
- B. Ask how the injury occurred: "Where did you get hit?", "did you twist you leg?", etc.
- C. Ask the player where it hurts.
- D. If the player is unable to continue, he should be checked to determine extent of the injury.

After determining that the injury IS NOT life threatening, the nature of the injury can be further determined:

- A. Note the position of the injured part.
- B. Look for swelling and deformity.
- C. Compare with opposite side.
- D. Ask the player and or teammates what happened.

Treatment should be as follows: **R.I.C.E.**

<b>Rest</b>	remove the player from the game.
<b>Ice</b>	apply ice to the injured part.
<b>Compression</b>	apply compression bandages

Elevation	elevate injured body part above heart if possible.
-----------	--

***The RICE treatment is the only first aid treatment that is safe for a sports injury without professional advice.***

The **RICE** treatment helps in three different ways:

- A. Applying ice chills the injured area causing the blood vessels to contract, reducing circulation to the injured area.
- B. Applying pressure with an elastic bandage inhibits the accumulation of blood and fluids in the area, thereby minimizing pain and swelling.
- C. Elevating the injured area decreases fluid accumulation to the injured area, puts the area to rest and helps reduce painful muscle spasms.

**RICE** treatments can do no harm to any type of injury. Almost anything else- including heat applications can cause harm in some instances.

After evaluation of the injured athlete, follow-up should be considered if:

- A. Gross swelling or deformity is present.
- B. The player is unable to bear weight on the injured part.
- C. Severe pain or discomfort is present.

***Some common terms that you should know in dealing with soccer injuries:***

- **Sprain-** An injury to one or more ligaments. Ligaments are bands of tissue that attach bone to bone and stabilize joints. CARE: RICE
- **Strain-** A tearing injury to a muscle or tendon (tendons attach muscle to bone, except the Achilles tendon). CARE: RICE
- **Contusion-** A crushing injury to a muscle or tendon caused by an outside force, which causes hemorrhaging to surrounding tissue. CARE: RICE
- **Abrasion-** A loss of surface area of the skin caused by sliding on the field surface. CARE: Clean area with antiseptic to prevent infection. An antibiotic ointment may be used to keep wound moist and prevent infection.
- **Blister-** The collection of fluid under the skin usually caused by friction between the shoe and the skin. CARE: If open, treat as an abrasion. If closed, it should be drained only by a qualified person.
- **Heat Exhaustion-** A heat illness characterized by pale, clammy skin and profuse perspiration. Person may complain of being tired and weak with headache. Possibilities of cramps, nausea, dizziness, vomiting or fainting. CARE: Move to cool area, have player lie down with feet elevated. Remove restrictive apparel. Cool with wet towels. If player is alert, water may be given. If player vomits- take to hospital immediately. Always refer to a physician for further diagnosis and treatment.
- **Heat Stroke-** A heat illness characterized by high body temperature, skin is dry and hot to the touch, rapid pulse, player may lose consciousness. CARE: Seek immediate medical attention (Call 911), while waiting, treat as above for heat exhaustion.
- **Cramps-** An involuntary contraction of a muscle or muscle group that is repetitive and rapid in nature. CARE: Hydrate with water and stretching.
- **Concussion-** An injury to the brain. May complain of headache, ringing of the ears, dizziness, blurred vision. CARE: Seek immediate medical attention.

**Rules of thumb when handling an injured player:**

- Avoid panic.
- Check for consciousness, bleeding, deformation, discoloration, breathing, shock.
- Depending on nature of injury avoid moving the injured player.
- Inspire confidence and reassure player.
- Use common sense.

- Seek professional help.
- Always err on the side of caution.

Use certified athletic trainers when available.

It is recommended that if a player has had medical attention, he/she must have written permission from a MD to return to activity.

### **Resumption of Activity Following an Injury**

The player must not be able to return to play in practice or game conditions until the following criteria have been met:

- The player should be able to run straight without pain; run and turn in a figure eight without a sign of a limp.
- Should be able to support weight with the injured part. If the injury is an ankle or knee, he should be able to do a toe raise on the injured side without being supported.
- The player should have practiced with the team prior to competition.
- There should be no pain or swelling or disability

Appendix D

## INCIDENT REPORT FORM

**PLAYER INFORMATION – (please print legibly)**

Last Name: \_\_\_\_\_ First Name: \_\_\_\_\_ D.O.B. \_\_\_\_\_  
 Street Address: \_\_\_\_\_ City: \_\_\_\_\_ Zip: \_\_\_\_\_

**PARENT/GUARDIAN EMERGENCY CONTACT INFORMATION**

Parent/Guardian #1		Parent/Guardian #2	
Relationship to player		Relationship to player	
Contact number		Contact number	

**CONCUSSION SIGNS AND SYMPTOMS**

Signs observed by coaching staff:	Symptoms reported by athlete:
<ul style="list-style-type: none"> <li>Appears dazed or stunned</li> <li>Is confused about assignment or position</li> <li>Forgetful</li> <li>Is unsure of game, opponent or score</li> <li>Moves Clumsily</li> <li>Answers questions slowly</li> <li>Loses consciousness (even briefly)</li> <li>Shows behavior or personality changes</li> <li>Can't recall events prior hit or fall</li> <li>Can't recall events after hit or fall</li> </ul>	<ul style="list-style-type: none"> <li>Headache or "pressure" in head</li> <li>Nausea or vomiting</li> <li>Balance problems or dizziness</li> <li>Double or blurry vision</li> <li>Sensitivity to light</li> <li>Sensitivity to noise</li> <li>Feeling sluggish, hazy or foggy</li> <li>Concentration or memory problems</li> <li>Confusion</li> <li>Does not "Feel right"</li> </ul>

**FAMILY DOCTOR CONTACT INFORMATION**

Treatment: \_\_\_\_\_ Phone: \_\_\_\_\_  
 Physician: \_\_\_\_\_ Date: \_\_\_\_\_

**INCIDENT REPORT**

Date: \_\_\_\_\_ Time: \_\_\_\_\_ Location: \_\_\_\_\_  
 Name of Person Reporting: \_\_\_\_\_  
 Details of what happened: \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 Action taken: \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

**MEDICAL RELEASE**

Above listed player has been treated for injuries and may resume participation on: \_\_\_\_ / \_\_\_\_ / \_\_\_\_  
 Additional Information: \_\_\_\_\_  
 Signature of Physician: \_\_\_\_\_ Print Name: \_\_\_\_\_ Date: \_\_\_\_\_  
 Signature of Parent/Guardian: \_\_\_\_\_ Print Name: \_\_\_\_\_ Date: \_\_\_\_\_  
 Signature of Player: \_\_\_\_\_ Print Name: \_\_\_\_\_ Date: \_\_\_\_\_

Copy 1 - is held by the person reporting – their signature is on the form.  
 Copy 2 - is held by the SVU and stored in a secure place.

**CONFIDENTIALLY MUST BE OBSERVED**