



Kensington Little Mountain Soccer Association - KLMSA

Coaches, Players & Parents Code of Conduct Manual

Version 1.2

Prepared for:
KLM Coaches

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A Coach's Creed

The primary responsibility of a youth soccer coach & educator is to help the young players to have fun, learn and improve.

This responsibility is greater for a youth coach & educator than any other official in the club or league. Coaching & Teaching must be conducted for the joy and long term development of the players – and for no other reason!!!

KLM Coaches Code of Conduct

Each coach is expected to:

- Fully understand and embrace the role of a youth soccer coach & Educator, see section "The role of the Coach" for more details.
- Fully understand and embrace the concept of coaching from the Touchline, see section "Coaching from the Touchline" for more details.
- Fully understand and 100% adhere to the rules as stipulated under the section 'Referee Relations'. As a coach, leader and educator the coach sets the example for the players and the parents. **Coaches are not permitted under any circumstances to yell at the referee or dispute calls.**
- Teach the concept of sportsmanship to players. This means promoting fairness, developing a team respect for the ability of opponents as well as for the judgment of officials and opposing coaches. Above all keep in mind that a good sport is a good loser as well as a graceful winner.
- Any, and all, fines and performance bonds, issued to the club, or the coach, by the governing soccer bodies, as determined by the said soccer governing body disciplinary committee, and as a direct result of coach misconduct, are the sole responsibility of the respective coach and must be paid in full by the coach, prior to the respective coach returning to any KLMSA sponsored soccer activities.
- Coaches must be aware of, and educate the team players on the 'Players code of conduct' as outlined in this document. Coaches are responsible for the conduct of their team players during team practises and games.
- Coaches must be aware of, and educate the team parents & spectators on the 'Spectators/Parents code of conduct' as outlined in this document. Coaches are responsible for the conduct of their team parents during team practises and games.
- Be positive and promote a strong self-acceptance and healthy self-image in all participants. Only criticize players in a constructive manner and NEVER in an abusive or put-down manner.

- Avoid over-playing the talented players, knowing that average players need and deserve equal time. Ensure all players average at least half a game over the course of the season.
- Refrain from the use of harsh, abusive or profane language, as well as discouraging it's use. Since young players often look up to the coach, this adult plays an important role in building character in kids.
- Be reasonable in demands placed on the players. This is about improving the skills of the kids and not about boosting your own ego.
- Do not engage in poaching, or attempting to poach, players from other KLM teams, or teams from other clubs. The coaches are not permitted to approach any player of official from any other team or club regarding a player potentially joining ones team. Any, and all, conversations pertaining to player movement must be conducted via the KLM Head Coach and must follow the KLMSA, VYSA and BCSA rules for player movements between teams and/or clubs.
- Always put the long-term well-being of players' first understanding children participate in soccer for fun and enjoyment. The main goal is building stronger kids for the future, not just a winning team for the present.
- Always follow the Sportsmanship and Game etiquette guidelines as outlined in this document
- Coaches must be aware of, and always follow, the 'coaches responsibilities and player safety guidelines' as outlined in this document.
- Coaches must be aware of, and always follow, the 'care and prevention of injuries guidelines' as outlined in this document.

The Role of the Coach

Coaching is for anyone who enjoys sport and cares about children. It's for high-school athletes, women and men, parents and grandparents. What does it take to coach? It takes people who are sensitive and caring. People who are organized, who want to work with others, and who will teach from the heart. When working with your players, you should remember that you are a teacher, a leader and a counselor.

As a teacher, you should:

- provide simple teaching points to help your players learn.
- Encourage skill development through games and other activities.
- Provide lots of activity to help contribute to an active lifestyle.

As a leader, you should:

- set goals that are challenging but realistic.
- offer encouragement and support to help your players be the best they can be.
- Instill the importance of being a good sport and playing fair.

As a counselor, you should:

- listen to your players' concerns and deal with them as best you can while being supportive.
- Make sport a positive, fun place to be!

When you coach youngsters the results are real and immediate. You share in the small victories as they develop skills. You feel it in their energy and enthusiasm. You see it in their smiles. But the results of coaching are also subtle and long term. Through soccer, you will help your players to grow and develop as individuals. The athletic skills they learn from you may only be used for a few years, but the attitudes they develop toward themselves and others will last a lifetime. These wonderful benefits do not come easily. There is a clear time commitment involved in being a coach – for planning, practices, and games. And there is a real responsibility as you enter the lives of young people. But the effort is worth it. Ask long-time coaches about their involvements in soccer and they will tell you they have gained more from coaching than they ever gave up because of it.

The coach in Training: (experience + Teaching)

Short Term: Training and preparation for competition.

Long Term: Planned and target oriented measures aimed at improving and stabilizing a player's performance level (background and stages of developments).

- a) Good preparation
- b) Objectives
- c) Explanation of tasks and execution
- d) Correction and improvement

a) Good Preparation:

This includes the planning of the training session.

- Where? location
- When? day and time
- How many players? Number of groups, etc.
- Equipment? Balls, bibs, markers, etc.
- Climate? Weather conditions, field conditions, etc.
- Length of practice? According to age of players
- General set-up? Content, games and exercises
- Organization? 3 steps – warm-up, main part and conclusion

b) Objectives:

- Skill and tactical (game) behavior: giving consideration to age and performance level
Load – Recovery (gradual increase)

(Conditioning will also be a consideration, particularly for players aged 14 and older, but young players will improve this aspect in a dynamic, game related training program.)

- I. **From easy to difficult** (simple to complex): Players must be able to master a task before moving on to a more difficult one. This is important in order to build self-confidence and motivation. Difficult tasks given too early will lead to frustration and uncertainty.
- II. **From known to unknown:** Players must have enough time to become accustomed to certain tasks in order to master them. Frequently implementing new and unknown exercises can lead to uncertainty and loss of confidence and interrupts the learning process.
- III. **Be flexible** and able to differentiate between the performance levels of the players within the group.
- IV. Players (children) must be given enough **time and "space"** to experience the task.
- V. **Experiencing success motivates** players and encourages them to learn more.

c) Explanation of tasks and execution:

A player can only fulfill a certain task successfully when he/she is totally aware of what he/she has to do!

- I. When the coach calls the group together each player must be able to listen without distraction and be able to see the coach's gestures.
- II. Generally the coach should be positioned so that the group is in front of him/her (not too close or in the middle of the group).
- III. The explanation of the task occurs when everyone is quiet and is paying attention (no distractions).
- IV. All explanations should be brief and precise.

- V. A short demonstration of the task will make for a better understanding (players can be used for this purpose).
- VI. Use variety when selecting small groups. Not just separating the weak and strong players but also mixing them up (a variation of this could be better players against the majority).

Generally the coach should be positioned so that the group is in front of him/her (not too close or in the middle of the group).

d) Correction and Improvement:

An important factor for success in the practical work carried out during training is observation! Coaches should remember:

- I. Take up a position outside the playing area. This gives the coach a good vantage point and does not disturb the players.
- II. When beginning an exercise give the players enough time to find their own solutions to a specific task before offering your own (self reliance).
- III. Offering a good demonstration and explanation will erase mistakes or difficulties.
- IV. The coach should acknowledge good performances and courageous efforts with praise and encouragement.
- V. When correcting players: Allow play to flow and only make corrections if mistakes are repeated.
- VI. Individual correction unless it is a common problem.
- VII. Correct only one mistake at a time; usually the most obvious one.
- VIII. Correction requires:
 - a) Explanation
 - b) Good demonstrations
 - c) Execution by players
- IX. Corrections in games or game-like situation only when the action is interrupted.
- X. Be positive and constructive – show solutions and don't dwell on the mistakes.
- XI. Try to get a response from the players (ask them!).

When beginning an exercise give the players enough time to find their own solutions to a specific task before offering your own (self reliance).

The Coach as a Leader:

The coach needs to show enthusiasm, sportsmanship, fairness and justice as these things will have an impact on the players.

Coach – Children:

- Be a positive example! What you expect from players, you must be prepared to live up to yourself. (Personal conduct, children imitate their idols, etc.)
- Communication is important. Give children the impression that you care and take them seriously.
- Social integration. Work to develop team spirit.
- Take care of “outsider” and weaker group members.
- Be patient and show understanding.

Coach – Players in Puberty Stage:

- Help players who are longing for acknowledgment.
- Understand when they become obstinate. In one on one talks, show interest in their problems.
- Be positive.
- Give players responsibility within the group.
- Be objective and explain decisions/opinions.
- Plan social activities that provide a positive influence on the group as a whole (young people are looking for the support that a group has to offer).

Coach – Juniors:

- Treat them as individuals (young adults).
- Listen to them and be ready to discuss things.
- Have them take responsibility.
- Create a team spirit.

Coach – Dealing with parents:

- Pre-season meeting.
- Explain your philosophy, ideas, objectives and plans for the team.
- Don't be over ambitious. Promise only what you feel you can deliver.
- Parents are only concerned with the impact your program will have on their own son or daughter.
- No parental influence from the sideline – shouting and yelling (apart from general encouragement) leads to confusion. Scared and anxious children may lose interest in playing.
- Fair play! Encourage respect for opponents and game officials.
- Ask for volunteers to support you (assistance coach, transportation, social activities, etc.).
- General organization (game/tournament schedules, training schedule).

The Coach before, during and after the game:

Before the game:

- Organization - Schedule, transport, equipment, etc.
- Direct game preparation - team set-up - starting players and substitutes
- pep-talk - strategy, specific task for individual
- Specific tasks for the team (based on the opposition)

During the game:

- Coaching – Observation – Support
- Corrections (how?), substitutions
- Half time talks – be positive, encouraging

After the game:

- Win or lose, be fair – shake hands with opponents and the officials (fair play).
- Have a positive attitude.

A coach should be prepared to enhance his/her knowledge. Should seek out new ideas for games and exercises and pursue self development opportunities through coaching courses aimed at game observation, etc.

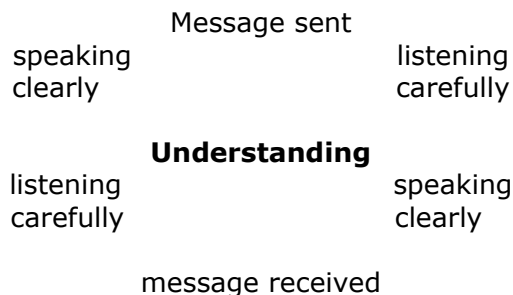
Continue your studies – don't stagnate

Coaching with Care

Coaching with care means communicating effectively and keeping everyone involved. It requires knowing your players and having them play fair. And it means attending to fitness and safety. This section covers these important issues.

Communication

Communication is a two-way process. Good communication leads to understanding.



Meetings with Parents and Players

Meetings with players and parents will encourage communication and help build a positive relationship. Many coaches like to hold three meetings each season: one at the beginning, one at midseason, and one at the end. Some coaches have meeting with players and parents together; others like to hold a separate meeting for each group.

The age range of your players and the approach you like to take will determine how you handle meetings and how many you hold. Remember, much can be accomplished in brief sessions before and after practices or games. And sometimes it may be preferable to speak to players or parents individually.

Here are some things you might want to cover if you hold a **players meeting** at the beginning of the season:

- Welcome and introductions
- Goals and roles
- Your coaching philosophy
- Players' hopes and expectation
- Schedule for league and tournaments
- Schedule for practices
- Plans for social activities
- Plans for other activities such as fundraising
- Questions and answers.

A **parents meeting** at the beginning of the season can be helpful in a number of ways. It provides an opportunity to get to know parents and to discuss plans for the season. It is also a good time to recruit volunteers!

Here are some items you should cover at the meeting:

- Welcome and introductions
- Teams objectives
- Your coaching philosophy
- Parents' expectation
- Ways parents can assist and be involved
- Schedule for practices, games, and tournaments
- Arrangements for car pooling
- Equipment costs, other expenses, fundraising activities
- Question and answers.

You can use this meeting to hand out schedules and circulate a team directory. Don't forget to have parents complete a Player Medical Information card for their child.

Communication with Players

Ongoing communication with your players will be easier if you have taken the time at the beginning of the season to talk about goals, outline your approach and help answer questions.

Here are a few simple tips to help you communicate effectively with your players during practice and games:

- Give them an opportunity to speak.
- Listen to what they say and how they say it.
- Speak to them using words they understand. Always keep it simple.
- Bend down (or crouch or kneel) so you can talk to them at their level.
- Speak to every player at every session.

Helping your Players to Feel Good about Themselves

As a coach, you can help your players to develop confidence and self-esteem. Here are some ways you can do it:

- Greet them individually when they arrive for each session. Make them feel good about being there.
- Show confidence in their ability to learn.
- Encourage effort without always focusing on results.
- Avoid elimination games and other activities that may add undue pressure. Create situations where there are lots of opportunities for "success".
- Be specific when telling them what you like about their effort or performance.
- Use a smile, a nod, or a wink to acknowledge them.
- Praise them for special things they have done. A "pat on the back" means a lot.
- Give them responsibilities. Involve them in making decisions and give them a chance to be a "leader".
- Ask for their input and invite their questions.

In spite of all your efforts, some players may still not respond. If any of them are uninterested, difficult, or unhappy, talk to them about it.

Communicating with Parents

A pre-seasons meeting (or individual discussion) with parents will set the stage for open and effective communication throughout the year. It will give you a chance to explain your coaching philosophy and approach, and provide an opportunity to deal with any questions or concerns they may have.

It is important to listen to parents whenever they want to talk to you about their child. But as a coach you should do more. It is also your role to guide parents in their involvement in the sport. You can do this in a number of ways:

- Encourage them to acquire an understanding and appreciation of the game through knowledge of basic rules, skills, and strategies.

- Demand the same respect for fair play from them as you do from your players.
- Discourage those who want to “coach” from the sidelines. Getting messages from others will only confuse your players.

Parents should guide their children’s involvement in sport, but they should be encouraged to let them make their own decisions. A child who really doesn’t want to play soccer should not be forced into doing so. This will only lessen the chance of the child taking it up later and can even lead to negative feelings about sport in general.

From time to time, some parents may have to be reminded that it’s just a game....
For children!

Knowing Your Players

Maintaining some simple records will help you manage your team. Having a Player Medical Information card on file for each player is important for safety. A Team Directory is useful for administration, and it can help with team spirit!

Medical Information Card

Develop Player Medical Information cards for all players in the team. Photocopy the number you require, then ask parents to complete one for their child at the beginning of the season.

Review all the cards when parents return them to you, and ask for any additional information you may need. Knowing these details will help you prevent problems and deal more effectively with injuries or accidents if they do occur.

Ethics and Fair Play

Soccer challenges everyone involved – players, coaches, officials, and parents – to do their best honestly and fairly. Your conduct as a coach will serve as an example to others. You will find more useful information on this subject in the section on “fair Play” later in this manual.

Fair Play in Action:

Here are some examples to demonstrate the fair-play approach to soccer:

Try saying this:

Not this:

Respect

"Would you please explain that to me?"

"Don't you know the laws of the game?"

Fairness

"It's your turn to go on."

"Your stay here. We want our strong players on."

Honesty

"Play a game of Mini-Soccer and call your own fouls and goals."

"Someone has to be the Ref before we can play."

Make sure that your talk to your players about what fair play should mean to them.

Fun and Fitness

Improving the fitness level of your players is an important part of your program. But you don't have to set aside time to do it. And it doesn't have to be boring! Fitness activities should be a natural, normal, and fun part of every session:

- Include all kinds of bending and stretching activities (serious and silly!) in your warm-up routine and as a part of your drills. These will improve **flexibility**.
- Use various stunts, games and races to develop **agility, coordination, balance, and quickness**.
- Devote part of each practice to short bursts of activity (alternating with rest). This will enhance **speed**.
- Keep your players moving – for **aerobic endurance**. Keep your instructions (and their standing around) to a minimum. Strive for continuous activity throughout each session.
- Use partner activities (pulling, pushing and lifting movements, for example) to develop **muscular strength** and **endurance**.

Summary: The role of the Coach

The coach should:

- Realize that the player is an integral part of the “athletic triangle” (parent-child-coach).
- Take a keen interest in the personal development of the children.
- Treat all members of the team in a fair manner.
- Listen for feedback from parents and children.
- Offer a “healthy philosophy of winning”
- Teach the rules of Mini-Soccer.
- Encourage an understanding of the game.
- Be an impartial and understanding official.
- Ensure that practices are interesting, enjoyable and appropriate.
- Involve parents in the practices.
- Involve the players in the decision making.
- Emphasize appreciation of the skills and techniques of the game.
- Emphasize effort, co-operation and sportsmanship.
- Devise strategies to ensure equal playing-time and positional rotation.
- Care!

COACHING FROM THE TOUCHLINE

Simple, even-keeled, encouragement from the sidelines is preferred. Naturally, the assistant coaches are not expected to remain mute during the games, but their information should not contradict the head coach. Enlisting assistants to help on the sidelines with player substitutions is generally acceptable, but only the designated coach should communicate with the referee.

It is important to realize that although we as coaches are permitted to instruct from the sideline, this is not a license to take over the game from the players. Coaching is best done during practice time, not during the game. Let the players make their own decisions on the field, so they develop a feel for the game.

A Few Things to Avoid:

- Don't continually shout instructions – they often reach the players too late (the action has moved to a new situation), and may be distracting.
- Don't send one of your assistants to instruct from the opposite touchline to "cover the field." It is doubly distracting to the players (often the instructions coming from opposite sides of the field differ!). It is irritating and disrespectful to the other team if they are located there.
- Don't send a parent or assistants to coach from behind the goal line. Coaches and spectators do not belong there! The coach can be "cautioned" for allowing this infraction to occur.

A Few Good Ideas:

- Your sideline coaching should be limited. Prepare your players to think for themselves as much as possible. Take notes of situations and skills that your team has problems with and work on them during practice.
- Watch how the opposition plays and point out to your substitutes anything that can be to your team's advantage (e.g. all their goal kicks go to a certain area, their defense plays far back or far forward, etc.).
- Remind the players going into the game for whom they are substituting and what is expected of them.
- The less time spent shouting and the more time observing, the better understanding you will develop of your team, and the more information you will have to help them during your next practice.
- Remember that as coaches we are in a supporting role. It is the kids' show!

Positions

- In the younger age groups, each player should be given the opportunity to play both offense and defense. The idea of a 7 or 8-year-old defensive specialist is absurd.
- Don't emphasize positions too much. Sometimes players will ask you if a particular position (such as fullback) is allowed to score - YES or, if a fullback is ever allowed to cross the halfway line - YES. Younger players often get the

erroneous belief that they are assigned to a particular place on the field and are not allowed to leave it, no matter what the situation. This does not mean that players should all wildly chase the ball, but don't inadvertently teach your players inflexibility in the name of positions.

- In the 3V3 and 4V4 games the kids will tend to follow the ball like bees around honey. Give them either a forward or defending name (so they get used to the terminology) but don't get too worried if they are not staying in their positions. They don't have the psychological capacity yet to understand conceptual ideas and tactics.
- In the 6v6 game, you may play 3 defenders and 2 forwards along with the goalkeeper. Or if it's the 8V8 game then you might play 3 fullbacks, 2 halfbacks, and 2 forwards and one goalkeeper. It is important to try and place the players in a system (line-up) to evenly cover the field.
- Caution against inflexibility: your forwards should know that they may at times have to help the defense, and that they shouldn't stay so far up field that the defenders can't clear the ball to them. Also, a defender should know that if he or she has the ball in midfield and has a clear path into the attacking area, the player doesn't have to relinquish the ball but can continue into the attacking zone. A teammate can fill in for the attacking defender until he/she is able to recover.
- Don't make the mistake of placing all of your best players on offense. If you have only weak players on defense, the other team may spend most of the game in front of your goal while your forwards wait in vain for the ball that never comes.
- Another common mistake: Don't play your defenders too far back. If they are positioned at the edge of your own penalty area while the ball is down at the other end of the field, then when the other team clears the ball you will have given up a significant amount of space without a contest. Instruct your defenders to step up and challenge for the ball. You want your team to move up and down the field as a unit without too much space between them. Also, you don't want your defenders too near your own goalkeeper. They will often block his/her view and keep the opposition onside at all times. If one of your defenders is standing next to the goalkeeper, an opposing forward can be positioned near your goal without any fear of being called offside.

SUBSTITUTIONS

The coach's main duty, besides watching out for the welfare of his or her players, is to keep track of playing time and to substitute players in and out so that every player plays a comparable amount of time. Know the situations when it is permissible to substitute.

KLM requires that each child play at least 50% of a game at the recreational level. Know the club rules and abide by them. Explain to your parents (e.g. at the Parent Meeting) when you can legally substitute players during a game. Prepare a fair substitution schedule before each game, follow it as best you can, and keep it on file for the season.

We strongly recommend that coaches prepare their lineups before the game and substitute between periods or, for older players, midway in each half and at half time, Remember: Keep an eye on your watch!

TIP: Have the substitutes sit together, near you, and away from the parents, so you know exactly where they are when you want to make a change.

Rotate players! Particularly in young age groups. Don't limit forward positions to a few; everyone should have a chance to play defender, midfield, and forward, All players should be encouraged to try goalkeeping, but no player should be forced to play the position. Giving each player some goalkeeping experience during practice scrimmages will increase their confidence to try it during a game.

HALFTIME

- Move the team into a shaded area when possible.
- Make sure they all have their water bottle.
- Keep the team together, away from the parents, so you are able to focus the group.
- Give positive feedback about the team's performance.
- Do not criticize individual players.
- Make only one or two statements regarding points to concentrate on in the second half.
- Ask the players if they have any questions.
- Have a team huddle and cheer before restarting the game.

AFTER THE GAME

- Immediately after the game, applaud both teams.
- Line up with your team to shake hands with the opponent.
- Shake hands with the referee.
- Have the players congratulate the other team with a cheer.
- Hand out refreshments
- Forget about the game results and only give praise and encouragement.
- Do not criticize while recapping the game.
- Check for injuries.
- Have everyone clean up the area before leaving.
- Remind them the time of the next game or practice.

REFEREE RELATIONS

The referees in our program have varying degrees of experience and ability. There may be times when your game is in the hands of a novice referee, possibly handling a game for the first time. Go easy on the referee! He or she has a hard job and they are usually teenagers. Just remember, it could be your child out there someday. How would you want them to be treated?

Set the example by treating all referees with respect, and insist that your players and parents do the same. Accept their decisions as part of the game. Don't make calls for them, shout at, or argue with them. Teach your players to focus on improving their own play and that of the team, not on criticizing the officials.

Coaches (and especially parents) need to be careful not to overreact to some of the inevitable bumping and incidental contact that occurs in a soccer game. Contrary to some misconceptions, soccer is a contact sport. Legal contact is clearly defined in the rules of the game.

There will inevitably be calls with which you disagree. Don't let it become a distraction for you or your team. Over the course of the game the "bad" calls will probably even out. If the referee does a good job, be sure to let him/her know and thank them after the game, regardless of the result.

The rules and officiating of soccer are rooted in the philosophy and spirit of the game. Soccer is a gentlemen's (and gentlewomen's) sport. The referee is in charge. Dissent is not allowed or tolerated. Unfair or unsportsmanlike advantage is not sought nor taken.

SPORTSMANSHIP & GAME ETIQUETTE

Teams should share one side of the field with the parents of both teams on the opposite side.

Pacing up and down the touchline, which is not a great idea under the best of circumstances, is extremely irritating if it means running in front of the opposing coach and screaming over his coaching. The best solution is just to quit pacing. But, if you must pace then you should remember to stay in your own half and not to go in front of your opponent's bench. A little consideration for others will increase everyone's enjoyment of the game.

After the game, give the other team a proper cheer (discourage cheers such as "Two, four, six, eight, who did we eliminate!" They are both arrogant and unsportsmanlike); then line up your squad and lead them across the field to congratulate the opposing players and coach. Teach your players to win humbly and to lose graciously.

Winning and losing: The outcome of the game will not be a life-or-death matter for your players unless adults teach them that it is. The children come to play; it is only adults who come to keep score. If you don't believe that, ask some players coming off the field what the score is. They often don't know (and don't really care that much) who is ahead. If your team is typical, you will have players at the end of games asking "Did we win?" even if the game was completely one-sided, and, by the time of the next team practice, many of your players will not remember who won, much less remember the score.

It is, after all, only a game. What is important is that the players have fun, give a good effort, and accept the result in a sportsmanlike manner.

Finally, remember that, as coach, you are responsible for the behavior of your spectators (parents and others) as well as your own and that of your team. Spectators must be educated about the proper place to stand to watch the game. All spectators should remain between the two 18-yard lines (marking the penalty area) and 2 yards behind the touchline. This provides a clear line of sight for the assistant referee (even if you don't use assistant referees at your level of play, it is a good idea to get the spectators into the habit of watching from well off the touchline). No one should ever be closer to the goal than 18 yards, and never directly behind the goal area.

COACH RESPONSIBILITIES AND PLAYER SAFETY

As a volunteer coach you will have the care, custody, and control of someone else's children for 30 up to 100 or more hours this season. In this capacity you have the potential both to create and to prevent accidents and injuries.

You should be aware of your responsibilities as a coach. Attention to these aspects will help minimize your personal risk, and prevent sports-related injuries. Your responsibilities include:

- Providing adequate supervision (general and specific to the game) - The health and safety of your team members are entrusted to your care. You must provide adequate supervision to avoid foreseeable accidents and injuries. NEVER leave players unattended! NEVER leave after a game or practice until parents or guardians have arrived!
- Sound planning - Carefully plan your practices and exercises so players progress and learn new skills. Construct written practice plans and keep them on record for the duration of the season.
- Warning players of inherent risks - Players and parents must know, understand, and appreciate the risks they are likely to encounter in soccer. Inform them at the parent orientation meeting.
- Providing a safe playing environment - Be certain that practice and playing fields are free of hazards (e.g. holes, rocks, broken glass or other debris) and that equipment (e.g. goal posts) is in proper condition. Warn your players NOT to hang from the goal cross bar!
- Evaluating players and determining any limitation required for participation - Be sure players are physically capable of performing the required skills, this includes mental and physical. Evaluate old injuries as carefully as you can before letting players return to action.
- Providing proper first aid - Have a first aid kit available along with a plan, which outlines emergency procedures. Know where to find emergency help and a telephone (put a couple of quarters in your first aid kit or have a cellular phone on hand). Don't attempt to provide aid beyond your qualifications. ALWAYS have your players' medical release forms with you - they should provide emergency phone numbers as well as permission for you to obtain emergency medical aid in the event a parent/guardian cannot be reached. Be aware of liability issues concerning transporting players.
- Respect the civil rights of your players on and off the field. Consider the factors of the game as it relates to officials and spectators. Keep good records of an event in case of an injury.
- It is to your advantage to have a 2nd adult in attendance at practice. This reduces the risk that you could unjustly be accused of inappropriate behavior. Coaches who successfully perform the above duties not only reduce their personal risk, but also demonstrate to parents and other coaches, his/her desire and willingness to act responsibly.

CARE AND PREVENTION OF INJURIES

"An ounce of prevention is better than a pound of cure."

Prevention of Injuries

The first line of defense in the treatment of athletic injuries is to prevent them. A well-planned program accomplishes this: competition among equal ability groups, proper warm-up, and adherence to the Laws of the Game. Other factors that can lead to the prevention of injuries are as follows:

- Proper use of equipment (shin guards, no jewelry, uniforms designed for climate).
- Upkeep and monitoring of playing surfaces.
- Proper fitting shoes/boots.
- Ample water supply and sufficient number and length of rest periods.
- Avoid scheduling practice during the hottest periods of the day and when there is intense humidity.
- Full rehabilitation from any injury prior to return to play, determined by a physician.
- Recommendation of a physical exam by qualified personnel prior to participation.

It is recommended that the coach follow-up a player's injury with a conversation with the player's parent.

Each coach should have and know how to use a First Aid Kit that includes, but is not limited to:

Team Safety and Information Card, plastic bags, and ties for ice, ice, tape, band aids, antiseptic, sterile pads, towelettes, gauze pads, elastic wrap, antibiotic cream and rubber gloves (care should be given to avoid contact with blood and body fluids and to use proper disposal of items soaked with such fluids).

Care

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

- Stay composed.
- Make sure that the airway is clear.
- Determine if the player is conscious.
- Determine how the injury occurred.
- Question the player to determine the location and severity of the injury.
- If the player is unable to continue, assist him/her to the sideline unless it is a head injury, then do not move and call for emergency help.

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

- Note the position of the injured part.
- Look for swelling and deformity.
- Compare it with the opposite side.
- Do not move the injured body part.

Treatment for minor injuries such as sprains, strains, and contusions is referred to as R.I.C.E. (Rest, Ice, Compression, and Elevation). R.I.C.E. treatments should occur immediately after the injury and a general rule is to ice for 20 minutes on and 20 minutes off - three consecutive times. The treatment helps in three different ways:

- Applying **Ice** to the injured area causes the blood vessels to constrict, limiting circulation to the injured area.
- Applying **Compression** with an elastic bandage inhibits the accumulation of blood and fluids in the area; thereby, minimizing pain and swelling.
- **Resting & Elevating** the injured area decreases fluid accumulation, and helps to reduce muscle spasms.

Some Familiar terms coaches should know:

- Sprain - ligaments are bands of tissue that attach bone to bone and stabilize joints. A sprain is an injury to one or more ligaments.
- Strain - a tearing injury to a muscle or a tendon (tendons attach muscle to bone).
- Contusion - a blow to a muscle or tendon caused by an outside force, which causes hemorrhaging to surrounding tissue.
- Abrasion - a loss of surface area of skin. The area should be cleaned with an antiseptic to prevent infection. An antibiotic ointment should be applied to keep the wound moist and destroy any bacteria present.

Heat Injuries Coaches Should Be Aware of:

- Heat Cramps - an involuntary contraction of muscle or a muscle group that is repetitive and rapid in nature. Care - rest, drink water, and stretching.
- Heat Exhaustion - surface temperature approximately normal, skin pale and clammy, profuse perspiration, tired, and weak, headache - perhaps cramps, nausea, dizziness, possible vomiting and possible fainting (the player will most likely regain consciousness as the head is lowered). Immediate Care - move to a cool area, air-conditioning best, have the player lie down with feet elevated, remove restrictive apparel as appropriate, cool with wet cloths or by fanning, if alert - water may be given (1/2 glass per 15 minutes), if player vomits - take to hospital immediately and always refer to physician for further diagnosis, treatment and prior to return to activity.
- Heat Stroke - body temperature is high, skin is hot, red and dry, sweating mechanism is blocked, pulse is rapid and strong, player may lose consciousness. Immediate Care - seek immediate medical care (Call 911), while waiting; treat as above for heat exhaustion keeping in mind that if you reduce the body temperature too rapidly it can cause internal bleeding.

General Principles When Handling An Injured Player:

- Avoid panic; use common sense; seek professional help.
- Check for breathing, bleeding, consciousness, deformity, discoloration, and shock.
- Dependent upon the nature of the injury, avoid moving the player.
- Inspire confidence and reassure the player; determine how the injury occurred.
- Use certified athletic trainers when available; always ERR on the side of caution.
- It is recommended that if a player has had medical attention, he/she must have written permission from the doctor to return to activities.

Player Code of Conduct:

- Players shall remember:
- To play for the fun of it, not just to please parents or coaches.
- To play by the rules.
- Not to argue with the official's decision. Let your captain or coach ask any necessary questions.
- To control your temper.
- To work equally hard for yourself and your team. Your team's performance will benefit and so will your own.
- To be a good sport. Cheer all good plays, whether by your teammates or your opponents. Being a good sport means losing and winning gracefully.
- To treat all players as you yourself would like to be treated. Don't interfere with, bully or take advantage of any player.
- Never talk down to a teammate for making a mistake during the game. Give positive feedback on how to do things differently instead.
- That the goals of the game are to have fun, improve skills and feel good. Don't be a show-off by trying to get the most goals or always dribbling the ball by yourself.
- To cooperate with your coach, teammates and opponent, for without them you wouldn't have a game.

Spectator/Parent Code of Conduct

Parents and other spectators shall remember:

- That children play organized sports for their own fun. They are not here to entertain spectators and they are not miniature professional athletes. Participation for all kids should be a positive experience.
- To be on your best behavior, not using profane language or harassing players, coaches or officials.
- To applaud good plays both by your own team and those of the opposing team.
- To show respect for your team's opponents, realizing that without them there would be no game.
- Never to ridicule or scold a child for making a mistake during the game.
- To condemn the use of violence in all forms.

To respect the referee's decisions, understanding the referee's function is to assure a fair and safe game. Refs are trained to do their best, but are only human and make mistakes. (If you think you can do better, sign up to be a referee as we never have enough).

Kensington Little Mountain Soccer Association (KLMSA) Acknowledgement Form

All KLM Coaches and Managers must sign this Acknowledgement of the following:

- ✓ KLM COACHES CREED
- ✓ COACHES CODE OF CONDUCT
- ✓ THE ROLE OF THE COACH
- ✓ COACHING FROM THE TOUCHLINE
- ✓ REFEREE RELATIONS
- ✓ SPORTSMANSHIP & GAME ETIQUETTE
- ✓ COACHES RESPONSIBILITIES & PLAYER SAFETY
- ✓ CARE & PREVENTION OF INJURIES
- ✓ PLAYERS CODE OF CONDUCT
- ✓ SPECTATORS/PARENTS CODE OF CONDUCT

If you are involved on different levels of participation (parent, player, coach, manager, etc), you only need to sign one acknowledgement form.

Special note to KLM coaches, and Managers: it is important to remember that although soccer is a competitive game, it is still just a game! The true importance lies in the in the lessons learned on the field that will enrich the lives of the children far into the future. Those lessons are ours to teach!

I have read and understood the KLM coaches code of conduct as listed above as it stands this day ____/ ____/ _____ , and

I agree to abide by the rules of this organization and to fulfill my responsibilities as described.

Name _____

KLM Function: _____

Signature: _____

Witnessed by:

Name _____

KLM Function: _____

Signature: _____