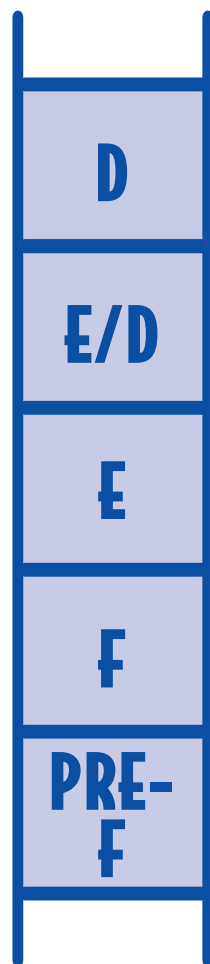


CYSA COACHING PROGRAM

Climb the CYSA Learning Ladder



Welcome to the CYSA Coaching School Program, Guidelines for Coaching, Player and Team Development, Modified Laws of the Game and First Aid.

The educational procedure of our school is established by the United States Soccer Federation (USSF) which mandates that all coaches, regardless of background, follow the educational steps from "F" through National "D", without skipping a level. It is also required that the information be used for one full season before proceeding to the next course.

The Coaching School is part of an educational procedure and the materials can be mastered by anyone with an open mind who enjoys children, teaching and the sport of soccer.

All coaches, regardless of past playing or coaching experience, can gain valuable information and instruction on the modern methods of coaching/teaching youth soccer.

OBJECTIVES

The purpose of The Coaching Program is to educate, promote and stimulate your interest in youth soccer.

To assure understanding of the topics taught, we combine classroom discussion with field participation. Our objectives include:

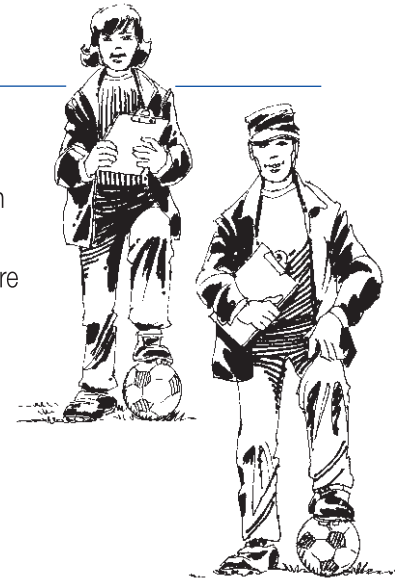
- Helping you to understand your players.
- Giving you a teaching framework that works.
- Allowing you to experience the thrills and agonies of playing soccer.
- Giving you the opportunity to evaluate your knowledge of youth soccer.

Our intent is to give information that will make coaching and playing soccer more enjoyable.

OUR TEACHING STAFF

Youth Oriented and Experienced

- The State Teaching Staff consists of "A", "B" and "C" United States Soccer Federation licensed coaches.
- The District Teaching Staff consists of State and National "D" licensed coaches who are eligible to teach the "Pre F" Orientation Course and can assist at all other courses.



COACHING COURSES

"PRE-F" ORIENTATION COURSE



Objectives: Prelude to the "F" course. Introduction to Youth Soccer and the CYSA Coaching School.

Course Length: Three Hours (flexible),
 Two Hours Classroom (flexible):

- Coach's (Teacher's) Role
- Player's Role
- Parent's Role

One Hour Field (flexible):

- Introduction to "The Routine".

Testing: None

Prerequisites: Minimum age is 13 years old. Open mind and willingness to have FUN!

Cost: **FREE** - Includes CYSA Orientation Manual.

Enrollment: Check with your local League, Club or District Recreation Coordinator.

On The PRE "F" Course:

I have played soccer for about 10 years and was never exposed to the tools presented in this course. It seems like the game is cut down into little pieces, which are easier to bring over and explain to somebody else. The tools given to me in this course will be of great help!

San Francisco Coach

"F" COURSE



Objectives: Prelude to the "E" course.

Course Length: Nine Hours total.

Three Hours Classroom:

- "The Routine"
- Methods of Coaching and Teaching
- Players and Their Game Responsibilities

Six Hours Field:

- "The Routine" in action
- Role of the First Attacker
- Role of the First Defender

Testing: None

Prerequisites: Minimum age is 14 years old. Open mind and willingness to LEARN!

Cost: **\$25** - Includes the book *FUNdamental SOCCER - PRACTICE of Champions*, "F" Certificate and Badge.

Enrollment: Check with your local League, Club or District Coaching Coordinator.

On The "F" Course:

I have to say that after coaching six seasons I wish I had taken the course earlier as I had learned some materials at other coaching clinics and in books. This course was very valuable and I believe (now) that CYSA has a great philosophy!

Los Gatos Coach

"E" COURSE



Objectives: Prelude to the "E/D" course.

Course Length: Eighteen Hours total.

Six Hours Classroom:

- Systems of Play
- Principles of Attack
- Principles of Defense

Twelve Hours Field:

- Roles of the First and Second Attacker
- Roles of the First and Second Defender
- Tactics and the Laws of the Game

Testing: None

Prerequisites: Completed "F" course. Minimum age is 15 years old. Open mind and willingness to gain understanding.

Cost: **\$40** - Includes the book *FUNdamental SOCCER - TACTICS*, "E" Certificate and Badge.

Enrollment: For additional "F" and "E" course information, call your District Coaching Coordinator.

On The "E" Course:

I have played at the University level. I was a walk-on my freshman year; I was leading scorer on a team that went to National. And I learned in this course things that I wish had been coached-in at any level? In a word. Outstanding! My National Championship hat off to you and your program!

Redding Coach

"E/D" COURSE



- Objectives:** Preparing for "D" course.
- Course Length:** Thirty-two Hours
- Six Hours Classroom:
- Fifteen Attacking Themes
 - Fifteen Defending Themes
- Twenty-Six Hours Field:
- Fifteen Attacking Themes
 - Fifteen Defending Themes
- Testing:** Self evaluation - Be prepared to receive Points of Refinement.
- Prerequisites:** Completed "E" course. Minimum age is 16 years old. High school coaches need verification from their Athletic Director.
- Cost:** **\$100** - Fee includes "E/D" Manual, Wallet Certificate and Badge.
- Enrollment:** For application and registration information, contact your District Coaching Coordinator.

On The "E/D" Course:

My personal experience with the clinic was great. I grew up around soccer in Spain; therefore, I was familiar with the skills and tactical knowledge presented at the clinic. In the part I had problems teaching these skills to my players, especially the older kids. This clinic has given me the tools to do so. Thank you!

Sacramento Coach

Note: Fifteen (15) applications must be received two weeks prior to the scheduled course date in order for this course to be held. The District "E/D" Course is mandatory as a prerequisite to the "D" Course.

"D" COURSE



- Objectives:** Rating your youth coaching ability.
- Course Length:** Four Days
- Classroom:
- Discussions and Lectures
- Field:
- Game Observation
 - Field Demonstrations and Examinations
- Testing:** Quizzes, Oral Examinations and Field Examination.
- Prerequisites:** Completed "E/D" course, no exceptions. Minimum age is 17 years old. (Proof of attending a referee course fulfills the "D" Course requirements.
- Cost:** Includes Room & Board, Manual, Wall and Wallet Certificate and Badge.
- Enrollment:** Enrollment is limited to qualified applicants.

On The "D" Course:

I want to thank CYSA for organizing such a wonderful course. It was a fantastic experience that I will not soon forget. I had a great time with the instructors and was actually sad to leave because I wanted to learn all that I could from such great instructors and people. I only wish I could have had some of them as my own coach when I was younger.

Sonora Coach

GOALKEEPING COURSE

- Objectives:** Training the Goalkeeper.
- Course Length:** Nine Hours total.
- Three Hours Classroom:
- The Goalkeeper "Routine"
 - Methods of coaching and teaching the Goalkeeper
 - Goalkeeper game techniques and responsibilities
- Six Hours Field:
- The Goalkeeper "Routine" in action
 - Learning and teaching specific Themes
- Instructors:** Carefully selected goalkeeper specialists.
- Testing:** Self evaluation when instructing (team) goalkeeper.
- Prerequisites:** Minimum age is 14 years old.
- Cost:** **\$20** - Fee includes the book *FUNdamental SOCCER - Goalkeeping*, Certificate and Badge.
- Note:** Coaches must be prepared to have ONE of their goalkeepers attend the last 3 hours of the course.

On the Goalkeeping Course:

Your instructor was well educated in teaching this specific position. I never realized how much I didn't know about goalkeeping after playing the position for many years. The instructor brought the coaching into a step by step progression – which was great. You hired an excellent instructor and I hope to see more excellent ones as I wait for other licensing courses...!

Fresno Coach

WORKSHOPS

- Objectives:** Presentation of "requested" Theme.
- Course Length:** Minimum of three hours.
- Format:** Players are taught "theme" by instructor. Participating coaches observe, take notes and ask questions.
- Instructors:** USSF licensed coaches. Specific individuals can be requested.
- Testing:** None.
- Prerequisites:** Minimum age is 14 years old.
- Application:** Contact your District Coaching Coordinator.
- Note:** Organizers must be prepared to provide at least twelve (12) players for demonstration purposes.



BRING TO ALL COURSES

Writing materials for the classroom sessions. Playing attire and equipment for field sessions. An attitude of wanting to learn and have some FUN!

PLANNING

Planning and organizing practices prevent poor game performance!

The following are guidelines for conducting a practice routine which will produce real results.

- **Be Punctual**

Coach - Arrive early and leave late.

Players - Arrive on time and leave on time.

- **Be Prepared**

Bring the things you will need.

- **Be Professional**

Dress appropriately, act appropriately, be prepared to be flexible.

- **Be Patient**

Be flexible, have empathy, assume nothing.

Realize that it takes time to learn to play soccer.

- **Be Positive**

Smile. Discipline with dignity. Be firm, fair, consistent and matter-of-fact.

- **Be Proactive**

Attend coaching and referee courses. Get to know everyone involved - players, parents, coaches, etc.

- **Be Productive**

Get the players to do what you want them to do.



ACTIONS that keep them practicing:

- Not calling their name.
- Giving them clear directions.
- Teaching them the practice session rules.
- Teaching them the practice session routine.
- Giving them specific positive reinforcement.

ACTIONS that stop them from practicing:

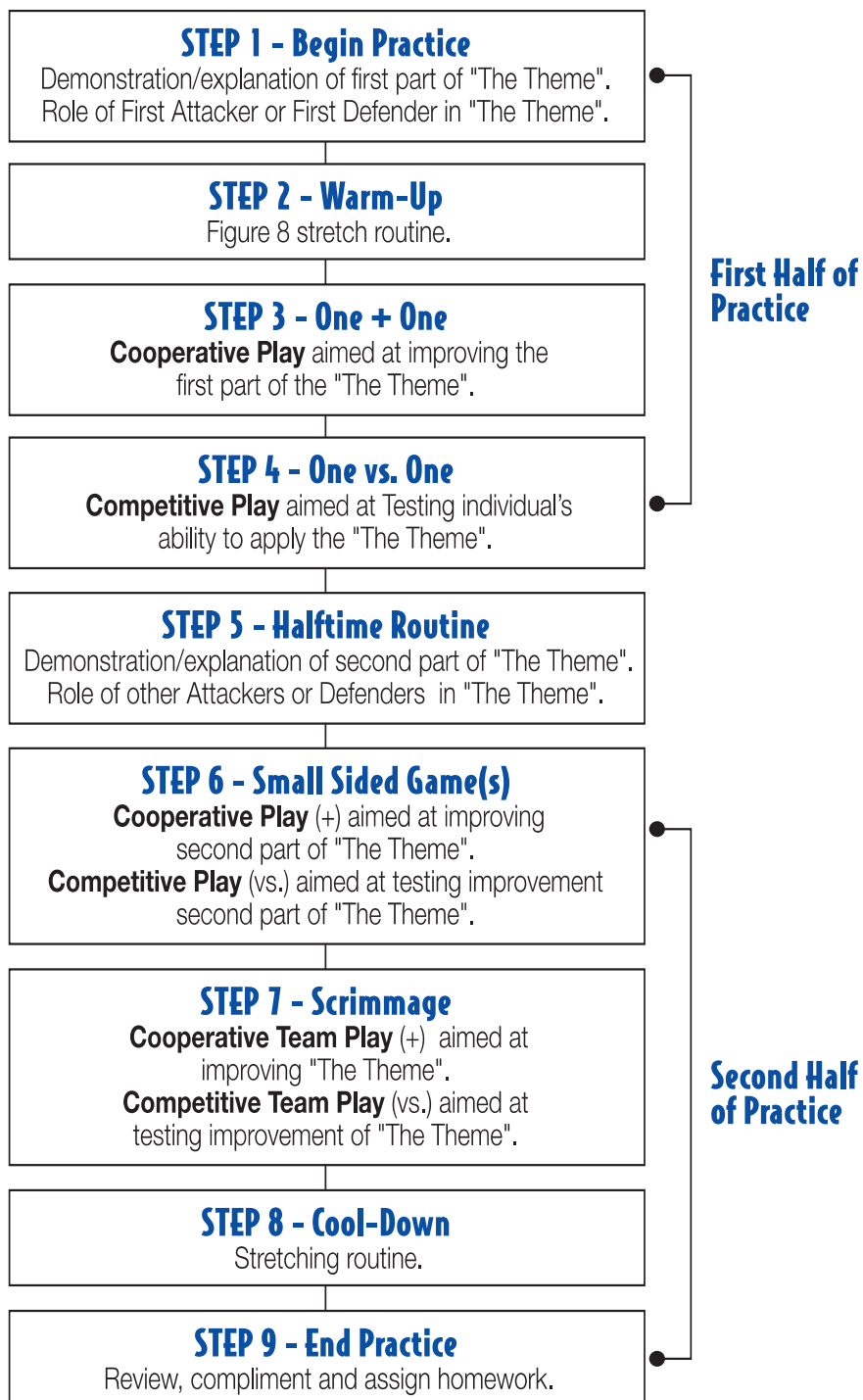
- Calling out their name.
- Giving them unclear directions.
- Not having defined practice session rules.
- Not having a defined practice session routine.
- Giving them only critical or negative reinforcement.

THE CYSA PRACTICE ROUTINE

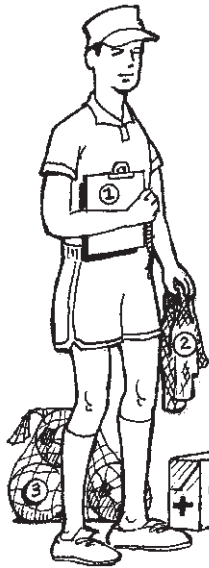
BEFORE EACH PRACTICE:

- **Establish a theme.**
 - Determine what is to be learned or accomplished.
- **Establish a ritual.**
 - Arrive early, check the weather and field conditions, greet the players and socialize. Have the players participate in a **FUN** activity.

The Flow



EQUIPMENT COACHES WILL NEED

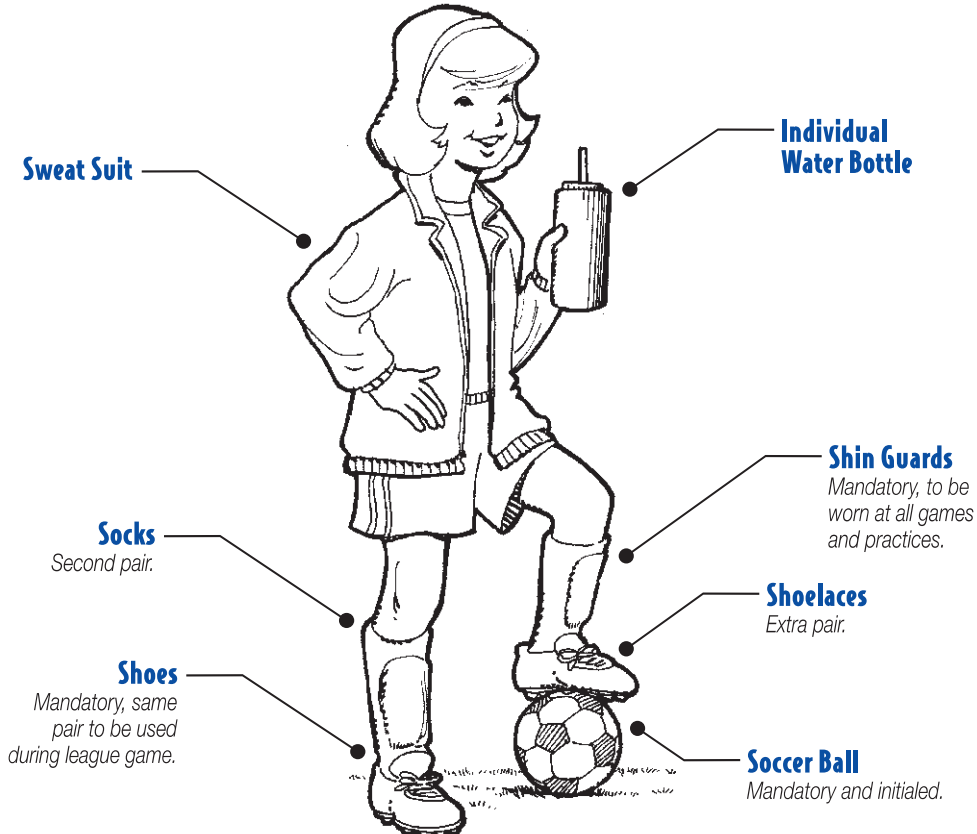


1. Clipboard or Index Cards (*with practice session notes*)
2. Bibs (*to distinguish between teams*)
3. Soccer Balls (*just in case*)
4. First Aid Kit
5. Goal Nets (*create realistic shooting situations*)
6. Cones/Flags (*mark goals or boundaries*)
7. Water Container (*assure availability of water*)

Optional items:

- Air Pump & Needle (*properly inflate balls*)
- Whistle (*game control and assembly*)
- Pen and Note Pad (*jot down important notes for future review*)
- Watch (*stop and start on time*)
- Stopwatch (*to time improvement & events*)
- Marking Pen (*for identification marking player/team articles*)
- Magnetic Playing Field (*to use as visual aid*)
- Tape Recorder (*music for warm-up and crowd noise during practice*)

EQUIPMENT PLAYERS WILL NEED



PLAYER DEVELOPMENT

A technical overview.

The acquisition of soccer skills is a long developmental process where player's progress gradually from a simple action to complex involvement in the game. The following structure will identify a number of stages players go through to achieve soccer competence.



FUN PHASE - 6 to 8 YEARS

- Introduction to soccer.
- The love of soccer is best nurtured by allowing the freedom of expression within small group situations. The fascination for the ball and the thrill of scoring goals will produce the desire to play *real* soccer.



FORMAL PHASE - 12 to 16 YEARS

- The recognition of adult standards and the drive towards competence.
- The pace of development quickens at this level due to the acceleration of physical and mental maturation. The demands of skill training should like-wise increase. Awareness within the 11-a side game becomes an important part of the work.



FOUNDATION PHASE - 8 to 12 YEARS

- The romance period.
- Acquisition of basic skills.
- The introduction of key concepts.
- The motivation to learn basic skills is never greater than this age level. Children gradually begin to change from being self-centered to being self-critical and develop the need for group or team games. The game itself should be central to all skills training. Remember that 11-a side soccer is too sophisticated and complicated for young players small-sided games, which provides the right amount of pressure for the child's level of development, are more appropriate.



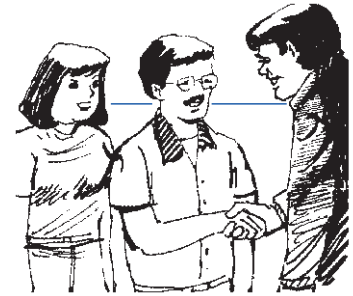
FINAL PHASE - 16 YEARS & UP

- The "flower of bloom".
- Conforming to adult standards.
- Sound understanding of the games principles and concepts.
- Mastery of basic skills leading to artistry.
- Emotional stability when confronted with pressure situations.

DEVELOPING YOUR SOCCER FAMILY

Parents, Team Manager and Players

The following are guidelines for conducting the meeting. The CYSA highly recommends a get-acquainted party or picnic before the start of each session.



1. Briefly discuss with parents and players your personal philosophy and objectives.

- reasons for coaching this particular team
- soccer background, coaching, playing, courses attended
- time availability for practices and games - help needed
- attitude on winning and losing
- children and sportsmanship
- goals for the upcoming season
- sideline behavior during practice and games
- how you will discipline
- substitution policy
- lines of communication

2. Compile a parent roster.

- name, address, phone, emergency phone
- vital information on each child: nickname, allergies, medicine, parents work hours, etc.

3. Discuss parents' responsibility to the players.

- provide transportation, arrive early for games and practices
- put identification on clothing, balls, shoes, etc.
- create incentive to raise money for equipment purchases
- encourage practice at home
- kick the ball around the yard in your spare time
- set up a back yard slalom course
- play one-on-one games
- provide game films and watch them together

- go to local amateur or professional games together
- go to social functions put on by the club
- present a positive sports-minded attitude

4. Discuss parents' responsibility at games.

- exemplify good sportsmanship
- make positive calls to players
- never criticize a referee's decision, learn the rules
- stay behind the restraining line.
- do not use profanity
- do not bother the coach
- support the team by attending all the games
- react positively to the team's losses and wins
- no alcoholic beverages allowed

5. Discuss parents' responsibility with extracurricular.

- help with fund raising activities to pay for registration, uniforms, etc.
- assist at practice sessions and games - but only if requested
- provide team with needed items, such as cones, bibs, etc. or suggest a good source

6. Discuss Team Managers' responsibility.

- assist coach in registration of players, collecting birth certifications, etc.
- assign parent duties
- supervise fund raising activities
- arrange refreshments for games

- collects & cleans uniforms when necessary
- plans & arranges social events such as picnics
- assists coach with last minute calls for changes in team practice
- makes arrangements for team photos
- creates newsletter to keep communication flowing between parents & coach

7. Discuss practice sessions.

- where will practice be held?
- what time will practice start & end?
- how often will practice be during the week?
- how many sessions are mandatory to attend?
- what are practice session rules?
- what procedure will be used to excuse a child?
- what are the consequences for missing practice?
- how will child get home from practice
- can parents observe a practice session?

8. Distribute handouts.

- season schedule of practices and games
- location and means of transportation
- team rules at games & practice
- handling of emergencies
- time & date of social functions
- team roster, including names & phone numbers

MODIFIED LAWS OF THE GAME

This section presents the CYSA Coaching Committee guidelines and recommendations for developing young players.

Why These Modifications are Necessary

- Players have more actual playing time.
- Players are required to make more decisions.
- Players have increased contact with the ball.
- Players have more practical space to play in.
- Players experience recurring situations frequently.
- The work rate and involvement of a player stays consistent.
- Total running distance is basically the same for large or small fields.
- Players have energetic workouts due to playing both offense and defense.
- While learning both offense and defense, a player will become more complete and will have a better understanding of the roles of teammates.

Size of the Ball

- Lighter.
- Less intimidating.
- Less stress on joints (injuries).
- Easier to imitate adult performance.

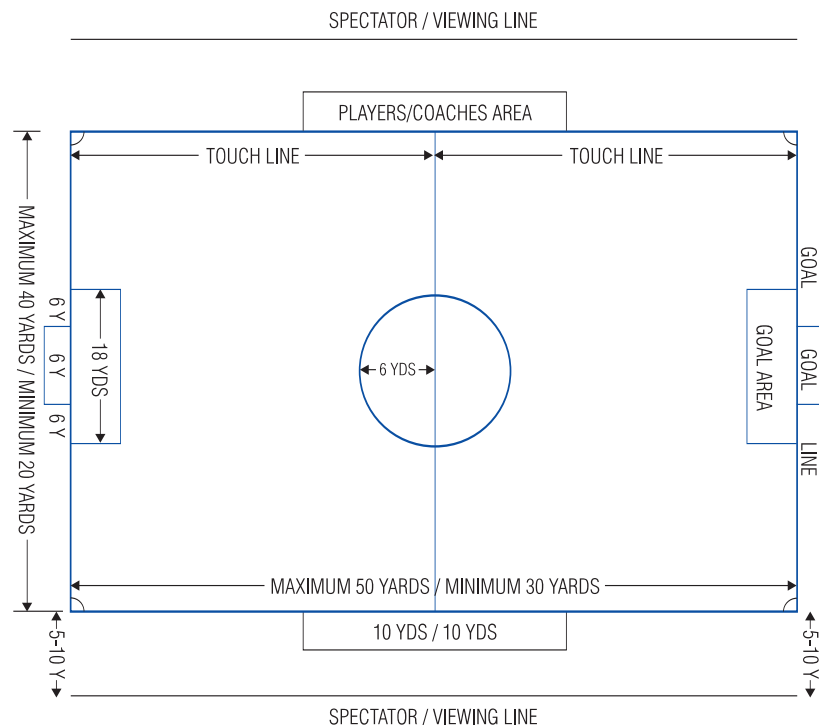
Size of the Field

- Contusive to their physical size.
- More efficient use of space.
- Two games can be played simultaneously across a regulation field.
- Bringing goals closer to the action means more goals and that's fun!

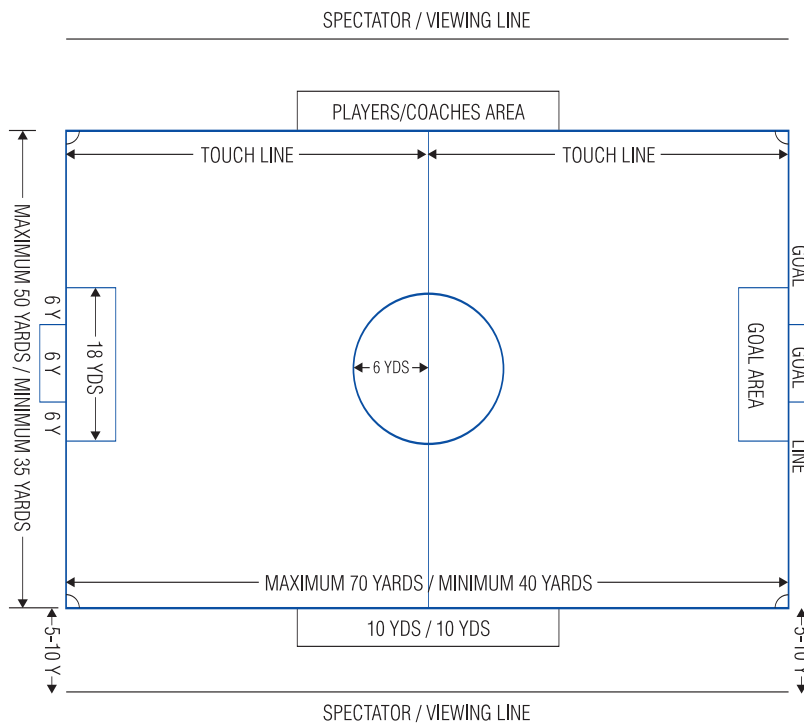
Size of the Goal

- Reinforces preferable shooting habits.
- Gives goalkeeper realistic responsibilities.

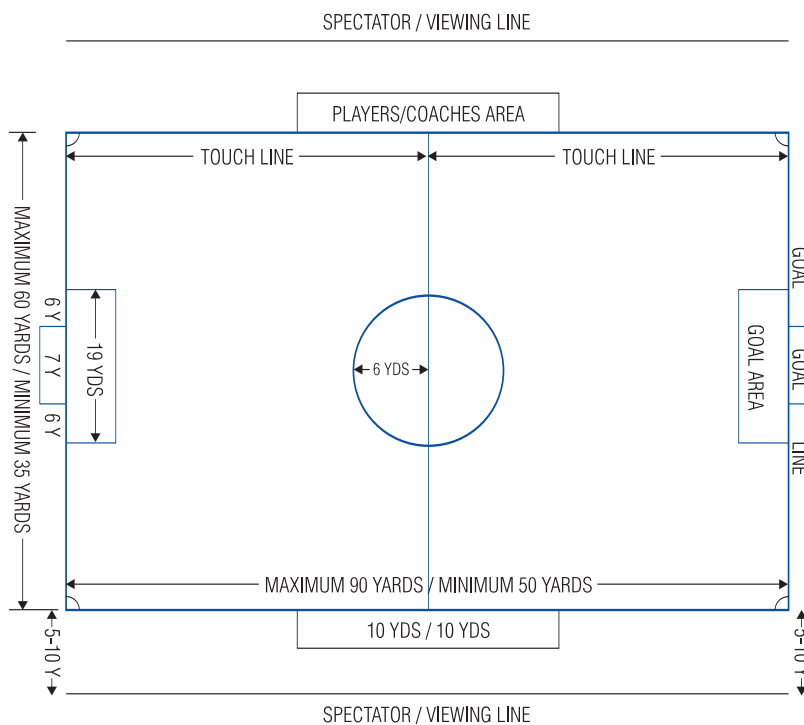
I. The U-6 Field of Play



1. The U-8 Field of Play



1. The U-10 Field of Play



A. DIMENSIONS:

The **U-6** field of play shall be rectangular, it's length being not more than 50 yards nor less than 30 yards and it's breadth not more than 40 yards nor less than 20 yards. The length in all cases exceed the breadth.

The **U-8** field of play shall be rectangular, it's length being not more than 70 yards nor less than 40 yards and it's breadth not more than 50 yards nor less than 35 yards. The length in all cases exceed the breadth.

The **U-10** field of play shall be rectangular, it's length being not more than 90 yards nor less than 50 yards and it's breadth not more than 60 yards nor less than 35 yards. The length in all cases exceed the breadth.

B. MARKINGS:

- Distinctive **LINES** at least 2-5 inches wide.
- A **HALFWAY LINE** shall be marked out across the field.

- A **CENTER CIRCLE** with a 6 yard radius.
- Four **CORNER ARCS** with a 1 yard radius.
- **GOAL AREA** – Six (6) yards from each goal post and six (6) yards into the field of play then joined by a line drawn parallel with the goal line.
- **PLAYER/COACHES AREA** – Twenty (20) yards long. Beginning at the halfway line go ten (10) yards down the touchline into each half of the field.
- **SPECTATOR VIEWING LINE** – Will be marked out five to ten (5-10) yards from the touchlines and behind the Player/Coaches Area.

C. GOALS:

U-6 and U-8: Six (6) feet high and six (6) yards wide.

U-10: Seven (7) feet high and seven (7) yards wide.

Minimum – Size of a hockey goal.

2. The Ball

U-6 and U-8: Size three (#3).

U-10: Size four (#4).

3. The Number of Players

U-6: Maximum players on roster is seven (7).
Maximum on the field at any one time is five (5).
Minimum on the field at any one time is three (3).
Goalkeepers is optional – but not recommended!

U-8: Maximum players on roster is eleven (11).
Maximum on the field at any one time is seven (7).
Minimum on the field at any one time is four (4).

U-10: Maximum players on roster is thirteen (13).
Maximum on the field at any one time is nine (9).
Minimum on the field at any one time is five (5).
To conform with USYSA rules, U-10's must play 8 vs. 8, whenever the play is interleague.

SUBSTITUTION: Unlimited – with Referee's permission.

PLAYING TIME: Each player must play 50% of the game.

SEX: Co-educational teams are highly recommended.

CYSA Board of Directors Resolution (4/21/96): *"Although the CYSA will comply with USYSA's 8v8 rule, while actively working to repeal this USYSA rule, the CYSA Board of Directors recommends and supports the 5-7-9-11 Player Development Progression for the league's experimentation and consideration."*

The above resolution is also supported by the CYSA Recreation and Coaching Committees.

4. Player's Equipment

- Jersey or shirt – with number, Shorts, Socks, Footwear, Shinguards are Mandatory.
- A player shall not wear anything which is dangerous to another player or themselves, including any kind of jewelry.

5. Referees

- Official referees can be used, if available. Older age group players are highly recommended.
- Are encouraged to explain the infraction called on the offending player.
- Their decisions on points of fact connected with the game shall be final!

6. Assistant Referees

- Anyone who can tell the ball has gone totally over the touch or goal lines.

7. Duration of Game

- U-6:** The game is to be divided into two (2) equal halves of sixteen (16) minutes each.
- U-8:** The game is to be divided into two (2) equal halves of twenty (20) minutes each.
- U-10:** The game is to be divided into two (2) equal halves of twenty-five (25) minutes each.
- A 'substitution break' shall be whistled mid-way in each half.
- Substitutions can be made at any other time with Referees permission.
- Half time break of five (5) minutes.

8. Start of Play

- Opponent must be 6 yards from the center mark when place kick (kick-off) is in progress.

9. Ball In and Out of Play

- Conform to FIFA laws of the game. "The ball is out of play only when it has wholly crossed the goal or touch lines".
- The ball is out of play only when it has wholly crossed the goal or touch lines.

10. Method of Scoring

- The whole of the ball must cross the goal line between the goal posts and under the cross bar.
- The ball can not be thrown, carried or intentionally propelled by hand or arm over the goal line.

11. Off-Side

- No off-side is to be called!

12. Fouls and Misconduct

- All fouls will result in and **INDIRECT FREE KICK** with opponent 6 yards away.
- The referee must explain **ALL** infractions to the offending player.

13. Free Kicks

U-6 & U-8: Shall be classified under only one heading "**INDIRECT**".

- A goal may not be scored until the ball has been played or touched by a second player – of either team.

U-10: Conform to FIFA Laws of the Game.

14. Penalty Kick

- No penalty kicks are to be taken during these games.
- Tie games stand!

15. Throw-In

- Conform to FIFA laws of the game.
- One re-throw must be allowed if foul throw occurs.
- Referee shall explain proper method before allowing player to re-throw.

16. Goal Kick

- Conform to FIFA laws of the game.
- Goal kick may be taken from any point inside the goal area – six yard area.
- Opponent must be six yards from the ball.

17. Corner Kick

- Conform to FIFA laws of the game.
- May be taken from any point inside corner arcs.
- Opponent must be six yards from the ball.

18. Common Sense

- No league standings are to be kept.
- Team officials and players are encouraged to shake hands with opponent before and after the game.
- Publicity of game and results are discouraged.

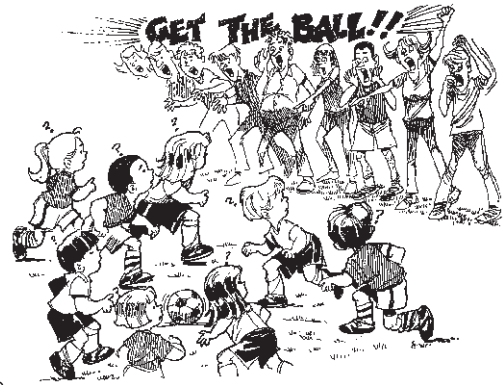
TEN COMMANDMENTS FOR COACHES



1. Be patient!
2. Improve one weakness at a time.
3. Encourage questions and discussions.
4. Encourage the players when appropriate.
5. Prepare your players for the unexpected in the game.
6. Provide only one tip or suggestion at a time.
7. Permit the players to make mistakes and learn from them.
8. Focus on individual improvement rather than comparing others.
9. Urge them to practice their technique for short periods each day.
10. They will continue to participate if they are playing and learning!

TEN COMMANDMENTS FOR PARENTS

1. Emphasize enjoyment and fun!
2. Praise effort as well as improvement.
3. Avoid heckling, jeering or distracting players.
4. Applaud positive performance by either team.
5. Appreciate a good play - no matter who makes it.
6. Always encourage your child to play by the rules.
7. Respect the judgment and strategy of the coach.
8. Relax and enjoy the game whether your team wins or not.
9. Attempt to understand and be informed of the rules.
10. Avoid criticizing players, coaches or referees for the loss of the game.



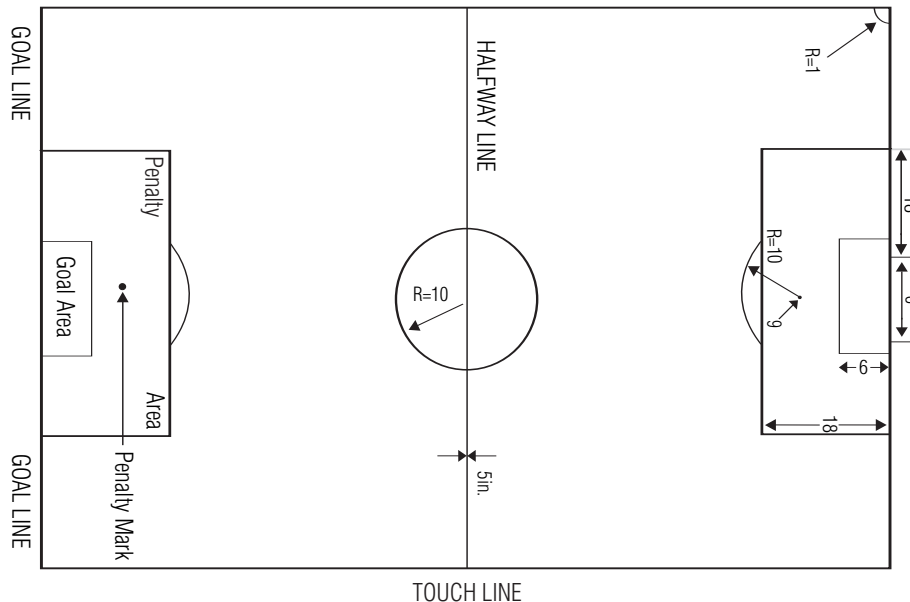
TEN COMMANDMENTS FOR PLAYERS



1. Treat opponents with respect.
2. Control your temper at all times.
3. Play hard, but play within the rules.
4. How you play is far more important than winning or losing.
5. Where rules apply, try to understand them and stick to them.
6. Play for the "fun of it", not just to please your parents or coach.
7. Win without boasting, lose without excuses and never quit.
8. Respect officials and accept their decisions without gesture or argument.
9. Always remember it is a privilege to represent CYSA and your community.
10. Be a good Sport!

A Brief Summary of the Laws of the Game

The following is a summary of the Guidelines and Recommendations by the Federation International de Football Association.



1. Field of Play _____

The field must be rectangular. Goals must be securely anchored.

2. The Ball _____

See Section 3:07:01 CYSA Constitution.

3. Number of Players _____

Maximum: 11. Minimum: 7.

4. Players' Equipment _____

Player cannot wear anything, including any kind of jewelry, dangerous to himself/herself or another player. (See section 3:08:01 of CYSA Constitution)

5. The Referee _____

- Enforces the Laws.
- Decisions regarding facts connected with play are final, including whether a goal is scored.
- Keeps a record of the game.
- Allows no person other than players and assistant referees to enter field without permission.
- Takes disciplinary action against players and team officials guilty of cautionable and sending-off offenses.

6. Assistant Referees _____

Assists referee in officiating the game.

7. Duration of the Game

Varies with the age group. (See section 3:07:01 of CYSA Constitution)

8. Start of Play

- A. The winner of the coin toss determines which goal that team will attack in the first half. The other team takes the kick-off.
- B. Play begins with a kick-off. All players must be on their own side of the field and players of the team not taking the kick must remain outside the Center Circle until the ball is in play. The ball is in play when it is kicked and moves forward.

9. Ball in And Out of Play

- A. The ball is out of play when all of the ball has completely crossed over the touch line or goal line or when the referee has stopped play.
- B. The ball is in play at all other times.

10. Methods of Scoring

A goal is scored when all of the ball has completely crossed over the goal line, between the goal posts and under the crossbar, provided that the Laws of the Game were not infringed by the team scoring the goal.

11. Off-Side

An attacking player is off-side only if the player is (1) in the opponents half of the field, (2) in front of the ball, (3) closer to the opponent's goal line than the second last opponent, and (4) is in the opinion of the referee involved in active play at the moment the ball touches or is played by one of the player's teammates.

12. Fouls and Misconduct

- A. There are ten major fouls. It is a major foul if, in the opinion of the referee, a player carelessly, recklessly or with excessive force:
 1. Kicks or attempts to kick an opponent.
 2. Trips or attempts to trip an opponent.
 3. Jumps at an opponent.
 4. Charges an opponent
 5. Strikes or attempts to strike an opponent.
 6. Pushes an opponent.

It is also a major foul if a player does any of the following regardless of whether the act was done carelessly, recklessly, or with excessive force:

7. Makes contact with the opponent before touching the ball while tackling an opponent for possession of the ball.
8. Holds an opponent.
9. Spits at an opponent.
10. Deliberately handles the ball (except for goalkeeper within own penalty area.)

- B. The punishment for a major foul is a direct free kick from the point where the foul occurred. If the foul is committed by a defender within the penalty area, a penalty kick is awarded.
- C. There are four minor fouls that may be committed by any player and five that may be committed by goalkeepers. A player commits a minor foul if the player:
 1. Plays in a dangerous manner.
 2. Impedes the progress of an opponent.
 3. Prevents the goalkeeper from releasing the ball from the goalkeeper's hands.
 4. Commits any other offense, not previously mentioned, for which play is stopped to caution or dismiss a player.

A goalkeeper commits a minor foul if the goalkeeper, within his or her own penalty area, does any of the following:

1. Takes more than six seconds while controlling the ball with his or her hands before releasing it into play.
 2. Touches the ball again with his or her hands after releasing it into play before it has been touched by any other player.
 3. Touches the ball with his or her hands after it has been deliberately kicked to the goalkeeper by a teammate.
 4. Touches the ball with his or her hands after the goalkeeper has received the ball directly from a throw-in taken by a teammate.
 5. Wastes time.
- D. The punishment for a minor offense is an indirect free kick from the place where the offense occurred.
 - E. A player is cautioned and shown the yellow card if the player:
 1. Is guilty of unsporting behavior.
 2. Shows dissent by word or action.
 3. Persistently infringes the Laws of the Game.
 4. Delays the restart of play.
 5. Fails to respect the required distance when play is restarted.
 6. Enters or re-enters the field without the referee's permission.
 7. Deliberately leaves the field without the referee's permission.
 - F. A player is sent off and shown the red card if the player:
 1. Is guilty of serious foul play.
 2. Is guilty of violent conduct.
 3. Spits at any person.
 4. Denies the opposing team a goal or an obvious goal-scoring opportunity by deliberately handling the ball (does not apply to goalkeeper within own penalty area).
 5. Denies an obvious goal-scoring opportunity to an opponent moving towards the player's goal by an offense punishable by a free kick or a penalty kick.
 6. Uses offensive, insulting or abusive language and/or gestures.
 7. Receives a second caution in the same game.

13. Free Kicks

- A. Direct free kicks are awarded for the ten major fouls. A goal may be scored directly from a direct free kick.
- B. Indirect free kicks are awarded for other offenses, infractions, and misconduct. A goal cannot be directly scored from an indirect free kick; the ball must be touched by any player other than the kicker before a goal can be scored from an indirect free kick.

14. Penalty Kicks

- A. A penalty kick is awarded when one of the ten major fouls is committed by a defender against an opponent in the defender's own penalty area while the ball is in play.
- B. The ball is placed on the penalty mark. The defending goalkeeper remains on the goal line between the goal posts until the ball is kicked. All players other than the kicker and the defending goalkeeper must stay outside the penalty area and arc and behind the penalty mark until the ball is kicked. A goal may be scored directly from a penalty kick.

15. Throw-in

- A. When all of the ball passes completely over the touch line on the ground or in the air, play is restarted with a throw-in taken by a player of the team opposite to that of the player who last touched it. A throw-in requires that the player taking the throw-in face the field, have part of each foot on or outside the touch line, use both hands, and deliver the ball from behind and over his or her head.
- B. The penalty for an improper throw-in is for a throw-in to be taken by a player of the opposing team.

16. Goal-Kick

When the ball is last touched by an attacking player before going completely over the goal line and a goal is not scored, play is restarted by the defending team kicking the ball from anywhere within its goal area. Defending players may be anywhere on the field. Attacking players must remain outside the penalty area until the ball is in play. The ball is in play when it is outside of the penalty area.

17. Corner Kick

When the ball is last touched by a defending player before going completely over the goal line and a goal is not scored, play is restarted by the attacking team taking a kick from within the corner arc on the side of the field where the ball went over the goal line. Defenders must be at least ten yards away when the corner kick is taken. The ball is in play when it has been kicked and moves.

FIRST AID GUIDE

These procedures are from the American Red Cross and are a guide ONLY. CYSA is not responsible for this guide and recommends consulting a physician when necessary or calling 911 for emergencies.

Emergency Action Principles

1. Stay Calm.
2. Survey the scene for safety (yours).
3. Check victim for response - "tap and shout" - if no response, send someone to call 911.
4. Look, listen and feel for breathing for about 5 seconds.

If the athlete is not breathing or you cannot tell:

1. Position the victim on his or her back, while supporting the head and neck.
2. Tilt the head back and lift the chin.
3. Look, listen and feel for breathing for about 5 seconds.

If the athlete is not breathing:

1. With the victim's head tilted back and chin lifted, pinch the nose shut. With a child, do not lift the head back as far. Give 2 slow breaths. Breathe into the victim until the chest gently rises.
2. Check the pulse for 5 to 10 seconds.
3. Check for severe bleeding.
4. Give care for the conditions you find.
5. If no breathing, begin rescue breathing (artificial respiration). If no pulse, find qualified person to begin CPR.

Basic First Aid Techniques:

Bleeding:

To reduce the risk of infection, whenever possible wear latex gloves and wash hands before and after treating an open wound.

1. Direct Pressure - place a dressing over wound and apply direct pressure. If dressing is not available, use towel, clothing, or bare hand.
2. Elevate the wound if no suspected fracture. Elevate the wound above level of heart. Continue direct pressure.
3. Apply pressure bandage as a last resort.
4. Pressure Points - if direct pressure and elevation does not stop the bleeding, apply pressure to a pressure point while maintaining direct pressure. Note: Any place there is a pulse is a pressure point.

Internal Bleeding:

Any victim with a deep puncture wound or deep bruise, who becomes restless, nauseated, faint, cool, pale or weak.

1. Maintain an open airway. Send someone to get medical help.
2. Treat for shock - maintain normal body temperature.
3. Do not give fluids.
Always phone 911 if necessary!

Heat Exhaustion:

Victim may have pale and clammy skin, profuse perspiration, weakness, nausea, dizziness, headache, and possible cramps.

1. Give victim cool water.
2. Have victim lie down with feet elevated 8-12 inches.
3. Loosen victim's clothing.
4. Cool victim by using cool wet cloths and fanning the victim or by moving to an air-conditioned area.

Head Stroke:

Victim may have hot, red, dry skin, (if sweating from heavy exercise, skin may be wet), rapid and strong pulse, high body temperature (105F or more).

This is an immediate and life threatening emergency.

1. Send someone to call 911 immediately.
2. Get the person out of the heat and into a cooler place.
3. Cool the victim fast. Wrap wet sheets around the body and fan.
4. Watch for symptoms of shock.
5. Give nothing by mouth.

Blisters:

It is best to leave a blister unbroken if you can relieve all pressure from blister by using moleskin or other type of padding. If pressure must be relieved, ask a family member of the victim to seek proper medical help.

Scrotum:

1. Gently roll victim on back and bend knees or elevate legs.
2. Loosen belt and gently rub abdominal muscles. Don't lift victim and drop on his backside. A testicle, which has already been driven into the pelvis, may complicate the problem.

Fractures:

An open fracture will have a bone protruding through the skin. A closed fracture will have pain, swelling, irregularity, or deformity over injured area. A dislocation is a displacement of a bone end from the joint.

1. Do a primary survey.
2. Phone 911 for assistance.
3. Treat a dislocation as a fracture. Do not attempt to reduce a dislocation or correct any deformity near a joint as movement could cause further injury.
4. Leave fractured bone in the position found. Do not push bone back through skin.
5. Cover an open fracture wound with a large clean cloth or dressing.
6. Gently apply pressure to control bleeding.
7. Use pressure points if bleeding continues.
8. Apply splint, keep broken part in as normal a position as possible.
9. Observe victim for signs of shock.
10. Do not wash or clean wound.
11. Monitor breathing and pulse.
12. Apply a cold pack to a closed fracture. Do not apply a cold pack to an open fracture or dislocation.

Nosebleed:

1. Place victim in sitting position with head forward.
2. Apply pressure by pressing the bleeding nostril toward the middle of the nose.
3. If you suspect a head, neck, or back injury, do not try to control a nosebleed. Instead, keep the victim from moving and stabilize the neck and head.

Sprains & Strains:

Sprains are stretched or torn tendons, muscles, ligaments and blood vessels around joints, often at the ankle. There may be swelling, tenderness, discoloration, and pain upon motion. Any possible injury to muscles or joints should be treated like a fracture.

1. Do a primary survey.
2. Phone 911 if necessary.
3. Immobilize the injury area.
4. Apply well-padded ice bags.
5. Elevate affected area.
6. Any serious injury should receive medical attention.
7. Observe victim for shock.

Head, Neck and Spinal Injuries:

Injuries to the head, neck and/or spine are very serious. Look at the following when caring for a possible victim:

- Bumps, bruises or wounds on the head.

- Headache, dizziness, unconsciousness (immediate or delayed half an hour or more).
- Unequal pupils.
- Sleepiness or inability to be wakened.
- Bleeding or fluid draining from the mouth, nose or ears.
- Facial muscles or other body parts paralyzed or working abnormally.
- Numbness, loss of sensation or unable to move fingers, toes, or extremities.
- Deformity of neck or spine.
- Stabilize the head and neck as you found them.
 1. Stabilize the head and neck as you found them.
 2. Phone 911 for assistance.
 3. Do a primary survey.
 4. Continue to monitor breathing and pulse.
 5. Do not move victim unless absolutely necessary.
 6. Do not control bleeding from the nose or ears if a head injury is suspected. Ensure bleeding does not impair breathing. If airway becomes blocked by fluids, place victim on backboard and turn on side. If a backboard is unavailable, the victim may be turned on his side as a unit, supporting the head and neck, to clear the mouth.

First Aid Supplies:

- Absorbent cotton and adhesive tape: 1" and 1+" widths
- Alcohol - to cleanse and dry skin
- Arm sling/triangular bandage
- Bandage
- Band-aids - assortment
- Blanket
- Butterfly closures for cuts
- Gauze 4" x4" pads
- Gauze bandages, 1", 2" width rolls
- Ice packs
- Latex gloves
- Quarter (for phone call)
- Safety pins
- Scissors
- Sponge rubber for pressure/padding
- Tweezers

The following supplies should be used with utmost caution due to potential allergic reaction of the victim: analgesic balm, mercurochrome or iodine, neosporin antibiotic, non-aspirin, tincture of benzoine spray and vaseline petroleum jelly.

Use only as a guide... when in doubt, call 911!

Dangers from Concussions

- A ball hits the player in the head causing the player to be temporarily stunned.
- Two players accidentally hitting heads leaving one conscious but dazed and causing the other one to momentarily lose consciousness.
- A goalie's head hits the goalpost while diving for a ball and slumps to the ground unconscious.

These are examples of concussions. Medically, a concussion is defined as a temporary change in mental functioning such as awareness, visual abilities, equilibrium, etc., caused by trauma to the head. The injured individual may or may not lose consciousness.

The following are features frequently observed in individuals with a concussion:

- Vacant stare
- Befuddled expression
- Slowness in answering questions or following instructions
- Confusion
- Inability to focus and easy distractibility
- Disorientation, e.g., walking in the wrong direction, unaware of time, date and place
- Slurred or incoherent speech
- Loss of coordination, e.g., stumbling, inability to walk straight on a line
- Emotions out of proportion to circumstances, e.g., distraught, crying for no apparent reason
- Memory difficulties, e.g., doesn't remember questions
- Loss of consciousness, e.g., unresponsive to arousal
- Headache

A player who suffers a concussion should be removed from the game and assessed on the sideline. The player may or may not be allowed to continue depending upon the degree of the concussion and the sideline assessment. A major concern is the "second impact syndrome" if a player is struck again in the head without time to recover from the first event. In the second impact syndrome, a player who suffers a second impact develops swelling of the entire brain which can lead to death.

The following are methods to assess the injured player on the sideline:

Mental Function:

- Check to determine if the player know who she/he is, where she/he is, etc., in relation to time, place, person and situation
- Check for the ability to concentrate, e.g., have the player count backwards from 100 by 3 or 7 (or other number appropriate for age)
- Check for memory, e.g., ask for the name of team in previous game, recall three words or common objects immediately and again in five minutes, (e.g., white and black dog, yellow ball, name of other team), important recent events, etc.

Body Function (neurological function):

- Check for coordination and agility
- Check for strength
- Check for sensation to touch of face, arms, legs
- Check for ability to run to goal line and back from the coaches' area

When the player can return to play depends upon the severity of the concussion. The severity can be categorized into one of three grades.

Grade 1 Concussion:

- Temporary confusion
- No loss of consciousness
- Total recovery within 15 minutes from time of the injury
- This would be like a standing eight count

Grade 2 Concussion:

- Temporary confusion
- No loss of consciousness
- Not totally recovered within 15 minutes from time of injury

Grade 3 Concussion

- **Any** loss of consciousness
- Brief (seconds)
- Prolonged (minutes)

These are the recommendations for players who suffer a concussion.

Grade 1 Concussion:

- Remove from game
- Assess immediately and at five minute intervals
- Assess with exertional activities if appears to be totally recovered at rest
- May return to game if totally clear within 15 minutes

Grade 2 Concussion:

- Remove from game and evaluate as above
- Do not allow to return to game
- Send to physician for assessment no later than the next day
- Allow to play again only after one full week of being totally clear

Grade 3 Concussion:

- Transport player to emergency room
- Transport by ambulance if remains unconscious and/or has other injuries, e.g., possible neck injury
- Allow to play again only with clearance of physician
- Assume that player with a brief grade 3 concussion will not play for at least one week, that a player with a longer grade 3 concussion will not play for at least two weeks and that a player with multiple grade 3 concussions will not play for a least a month or longer.

The above article was adapted from the Quality Standards Subcommittee of the American Academy of Neurology. The Management of Concussion in Sports (practice parameters). *Neurology* 1997; 48:581-585.