



**2009**

**Youth Cheerleading**  
**Coaches Manual**

# 2009 Youth Cheerleading Program

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## I. **ROLE OF THE VOLUNTEER COACH**

The Tallahassee Parks, Recreation and Neighborhood Affairs would like to thank you for accepting the responsibility of coaching one of our youth football teams. No program can be a success without good leadership.

The hours will be long and you are serving without pay, but your job is most important. You will be building the moral fiber, mental health, and physical strength of young boys and girls who will be the citizens of tomorrow.

These athletes are at a most impressionable age and the training you give them, good or bad, will have a lasting effect on their young lives.

For some, playing on your team may be their only contact with organized sports. We know you will want them to remember it as a pleasurable and meaningful experience.

Without your help, this program would not be possible. For the players, parents, and the Tallahassee Parks, Recreation and Neighborhood Affairs, THANKS!

## II. **YOUTH CHEERLEADING COACHES CODE OF CONDUCT**

Every coach must fill out the "Volunteer Coach Information Sheet" and turn in immediately to their head coach and the head coach immediately must turn in to the TALLAHASSEE PARKS, RECREATION AND NEIGHBORHOOD AFFAIRS staff.

### **A. CODE OF CONDUCT**

The Tallahassee Parks, Recreation and Neighborhood Affairs operate many recreational and sports programs for young persons and provide facilities for the operation of many others. The Department, parents and players recognize and greatly appreciate the commitment of its volunteer administrators, officials, and coaches involved in those programs.

Whether the program is operated by the Department or is operated by an independent organization which utilizes facilities maintained by the Department, the Department is committed to creating, through those programs, opportunities and experiences which will foster the development of positive moral and ethical standards within the youth of our community, and will promote good sportsmanship among all participants. The achievement of those goals, in large part, depends on the character and conduct of persons involved in those programs as administrators, officials, and coaches.

No person has a right, or property interest, in participating as a volunteer in any of those programs. Such participation is controlled initially by the administrators for the particular program; but, as a result of its obligation to the welfare of participants, its interest in the continuity and image all such programs, and its interest in regulation of activities using facilities maintained by the Department, participation by volunteers is ultimately subject to the oversight and sole discretion of the Department.

An inducement to permitting their participation in programs which utilize its facilities, the Department must be assured that such persons are committed to conducting themselves in a manner which will serve as a positive role model for the participants and which will be consistent with the high moral and ethical standards, and with the ideals of good sportsmanship, which the Department seeks to develop through all athletic programs.

In order to assure the Department of his/her continuing commitment to those goals, the undersigned administrator, official, and coach hereby agrees to abide, and be bound, by the following standards of conduct and further agrees to the authority of the Department to enforce those standards.

1. Abstain from using any tobacco or alcohol products in or around the playing field or the sports complex in which the field is located.
2. Refrain from participating in any game or practice activity when you have consumed alcohol prior to arriving for that activity.
3. Refrain from using abusive or profane language in or around the playing field or the sports complex in which the activity is located.
4. Refuse to permit a player to participate in a practice or game when in doubt as to the player's health or physical condition.
5. Abide by a doctor's decision in all matters relating to a player's health and physical ability to participate.
6. Provide equal opportunities for all players regardless of race, color, ethnic background, religion, or age, or otherwise qualified.
7. Refrain from accepting or offering any gift, gratuity, or favor that might influence your judgment, or with the intent of obtaining special privileges, and from exploiting any relationship with a player for your personal gain or other advantage.
8. Strive to promote good mental and physical health in all aspects of participation and refrain from any type of verbal or physical abuse of any players.
9. Constantly display and demand good sportsmanship in practice and in games, including, but not limited to, accepting decisions of game officials in a professional manner; refrain from criticizing opposing coaches, players, and fans; congratulate opposing players and coaches following a game; refrain from teaching unsportsmanlike strategies; and refrain from "running up the score" rather than providing more players with opportunities to participate.
10. Consistently act in a manner which is in keeping with the positive image and high standards of personal conduct which each program should strive to teach and to foster. No volunteer who is accused or convicted of acts involving criminal conduct, moral turpitude, or other conduct, which is inconsistent with the overall goals and welfare of the tackle program or the Department shall be permitted to participate in such a program in any capacity without the prior written permission of the Department.

11. Conduct yourself in accordance with all rules, regulations, and determinations of the particular league or program in which you are participating.
12. Make any criticism "constructive" in nature and reserve it for private moments.
13. **Hold a pre-season parents' meeting, and maintain open communications with parents relating to all aspects of participation, including conduct of both parents and players.**
14. Consistently act in the best interests of the players and the particular athletic program in which you are participating to provide a positive experience for each player and to promote a positive image of the program.
15. Do not attempt to make a farce of the game by telling or teaching players unsportsmanlike strategies.
16. Always speak to officials in a courteous manner when discussing a rules interpretation.

### **III. CHEERLEADING RULES, REGULATIONS AND INFORMATION**

1. **COACHES**- Each squad will have two (2) coaches, if possible. All coaches must complete a "blue" background form before performing their role as a coach.
2. **ELIGIBLE PLAYERS:**
  - A. **PEE WEE SQUAD** - This program is for 6-10 year olds.
  - B. **JUNIOR SQUAD** - This program is for 11-13.
3. **EQUIPMENT**- Tallahassee Parks, Recreation and Neighborhood Affairs will provide a shirt and skort for the year.
4. **COST**- The registration fee for city players will be \$19.45.
5. **INSURANCE**- Recreation accident insurance will be offered for \$6.30 per player. It is a \$100,000 non-deductible policy. Coverage is optional.
6. **NUMBER OF PLAYERS PER SQUAD** - Each squad will have a maximum of ten (10) players and two (2) coaches. If a squad has a considerable amount less than the opposing squad for a game, the coaches are encouraged to share girls.
7. **RAIN POLICY** – All squads and coaches are encouraged to come to all scheduled practices and games. Games will not be canceled before the scheduled time, unless decided by the league supervisor. Please encourage all parents to attend the games even with the threat of rain or cold weather.
8. **CHEERS/CHANTS**- Squads are only to use the cheers and chants found in the back of this manual. All additions or deletions to the chants must be approved by the league supervisors and/or field supervisors.
9. **PLAYER SUPERVISION** - In order to insure the safety of all players, the Tallahassee Parks and Recreation Dept. is asking each coach to stay with your players after practices and games until all players have been picked up. If the same parents are consistently late, let your supervisor know. The supervisor will talk to the parents about this. If it continues, a player may be

dismissed from the league. **Under no circumstances shall a coach leave a player unattended.**

10. **MANDATORY PARENTS MEETING** - All coaches **must** have a preseason meeting with parents to discuss the philosophy of the program, expectations, parental conduct, various rules and regulations, and other necessary team information.
11. **ACCIDENT REPORTS** - Fill out an Accident Report for any injury that you feel will either need or potentially need, medical attention. A copy of the report should be turned into the Parks, Recreation and Neighborhood Affairs Department within 24 hours. Use the form provided online at talgov.com or ask your park supervisor.
12. **TEAM PICTURES/TROPHIES** - The Tallahassee Parks, Recreation and Neighborhood Affairs Dept. cannot endorse or take responsibility for team activities beyond what is established as standard procedures in conducting this activity. Activities such as photography sessions, team pictures, etc. are activities that parents must understand are their personal choice and ultimate responsibility if they opt to participate in them. **Coaches are advised to refrain from actually organizing "outside" activities.** If parents want to undertake these activities it must be understood that mandatory donations for these events from team members is prohibited. All donations are voluntary and cannot affect a participant's rights to any benefits afforded any other player.

#### **IV. TEACHING CHEERLEADING SKILLS**

Although it is helpful to have performed the skill, teaching it successfully requires much more than that. Even if a coach has never performed the skill, the skill can still be taught successfully with the acronym IDEA.

- I        Introduce the skill
- D        Demonstrate the skill
- E        Explain the skill
- A        Attend to those practicing the skill

##### **1. Tips to Engage the Crowd**

These are five steps to crowd success, keys that your squad members should be aware of when they are in front of a crowd: unity, material, direction and instruction, delivery, and timing.

**Unity:** Squad's main goal is to lead the crowd and to create group pride. Achieve this by employing group dynamics in cheers and chants.

**Material:** A crowd's vocabulary is limited and attention span is limited. Keep the words simple and familiar so that they are easy to remember.

**Direction and Instruction:** Squad members must tell the crowd what to do, so you need to teach them every chance you get. A common way to help the crowd become involved is to use visual aids, such as signs. Make sure to keep them simple and easy to see. The key is to "keep it simple" for the fans!

**Delivery:** A squad's delivery is the key to involving the crowd. The delivery should be enthusiastic, positive, and encouraging for the crowd.

**Timing:** Squad members need to know when it's appropriate to make the crowd yell, so make them aware of the game situation. Timing is important. For example, the squad shouldn't be yelling "Defense" when the team has possession of the ball. The key to proper timing is to be aware at all times of what is happening in the game.

\*Courtesy of American Sport Educator Program – 2009 "Coaching Youth Cheerleading"

## CHEERLEADING RULES AND GUIDELINES FOR CHEERLEADERS

- No Gum or candy allowed while practicing or performing
- No jewelry (Only stud earrings are acceptable)
- Always wear tennis shoes while practicing or performing
- Stretch and warm up prior to any cheer activity
- Be aware of the distance between you and other cheerleaders. Spread out at least arms length apart.
- Listen to your team captain/coach to hear the cheers being called
- Use your voice effectively. Yell your words loudly and articulate. DO NOT sing or scream cheers
- No “woooo” ing. Use words when showing spirit
- Do not walk off of the field without permission from your team parent/coach.
- Make sure hair is up and out of the face at all times.
- Face the audience when you cheer.
- Smile!!

## CHANTS

*A chant is a short simple yell usually with motions, which is repeated three times. A chant is to be performed on the sidelines while the ball is in play.*

What do we want?	P-S-Y-C-H-E-D	
T-D	Psyched is what we want to be!	Parks and Rec
What's that?	GET PSYCHED! Alright (team name)!	We're jammin' with
Touchdown!	GET PSYCHED! Alright!	Parks and Rec
M-O - V-E	Who rocks the house?	Red and White
Move that ball for a T-D!	The (team name/mascot) rock the house And when the (team name/mascot) rock the house	Red and White (Clap, Clap, Clap)
Offensive, Offensive Score to win!	We rock it all the way down	Touchdown, team! Score 6 (Clap, clap, clap)
Push 'em back! Push 'em back! Go Big (color)!	1... We are the (team name/mascots) 2... A little bit louder 3... I still can't hear you 4... More, more, more	Defense! Become the Offense! Get that ball!
Grab it! Steal it! Take it away! We want the ball to go the other way!	R-O-W-D-I-E That's the way we spell rowdie! Rowdie! Let's get rowdie! Get Rowdie!	Now is the time, Defense hold that line! O-F-F-E-N-S-E! Offense Score for Victory!
Be aggressive! B-E aggressive! B-E-A-G-G-R-E-S-S-I-V-E!	Let's get a little bit rowdy	If you want to win,
Explode! Ignite!	R-O-W (pause) D-Y	you've got to cheer with all your might.
Defense, let's fight!	We've got spirit! XX XX S-P-I-R-I-T, spirit!	When we say GO, you say FIGHT!
L-E-T-S G-O Let's go, Lets go	Let's hear it!	GO! FIGHT! GO! FIGHT! GO! GO! FIGHT! FIGHT!
L-E-T-S G-O LET'S GO!	Big G! (clasp clasp) Little O! (clasp clasp) Big G! Little O! Let's go!	GO! GO! FIGHT! FIGHT!

## CHEERS

*A cheer is a longer yell that involves motions and sometimes jumps. A cheer is not repeated. A cheer is usually performed during time-outs, half time, or when the ball is not in play.*

Two Bits

Hey, You (team name) fans,

Four Bits

Stand up and clap your hands!

Six Bits

Go, (team name), Go!

A Dollar

Go, (team name), Go!

All for the (team mascot)s

Hey, You (team name) fans,

Stand up and holler!

Now let's see you wave your hands!

Go, (team name), Go!

(Team name) fans in the stands

Go, (team name), Go!

Yell with all your might

When we yell out (team name)

Hey, hey its time to fight

You yell out fight!

Everybody yell (colors of team)

(team name)! FIGHT!

(Colors of team)!

(team name)! FIGHT!

Hey, hey let's do it again

Everybody yell GO! FIGHT! WIN!

Y-E-L-L

Go, Fight, Win!

Y-E-L-L

Go, Fight, Win!

Everybody Yell!

Go (team name)!

If you want to win,

Let's go (team name)!

You've gotta cheer with all your might

When we say GO, you say FIGHT

Let's get fired up! GO!

GO! FIGHT! GO! FIGHT!

Let's get fired up! FIGHT!

GO! GO! FIGHT! FIGHT!

Let's get fired up! WIN!

GO! GO! FIGHT! FIGHT!

Let's get fired up!

GO! FIGHT! WIN!

(Team name)!

Lets Win! (clap)

Hey (mascot name) are you there?

First and ten!

We're here!

Do it again!

Throw your hands up in the air and cheer!

(Team name)! Lets Win! (clap)

(Mascot name) fans, clap your hands!

Yell, WE ARE THE BEST!

Hey, Hey (team name) team

Yell it, WE ARE THE BEST!

Show 'em how it's done!

(team name/ mascot)

1-2-3-4, Big Red

Are number 1!

Is here, Stand up and cheer

Yell It, Go Team Go!

## **EMERGENCY PROCEDURES**

We want to emphasize the importance of conducting yourselves properly in dealing with medical emergencies at your facilities. Realizing we are not empowered or trained to "treat" victims, we still have the responsibility to render front line aid and supervise the situation. This may involve discussing the situation with the victim, coach, or parent, or to call in the Ambulance Service. Listed below are some guidelines to follow, which should always be coupled with good common sense.

In the event of an accident or emergency:

1. Try to determine the extent of the injury. If in doubt as to the seriousness of the accident, do not move the patient. Keep him comfortable and reassured and call an ambulance. If the situation calls for it, apply ice or keep the patient warm and comfortable.
2. Front line care of an accident would include use of ice, stoppage of bleeding, restoring breathing, and treatment for shock, heat exhaustion or stroke.
3. Be sure victim is as comfortable as possible. If it's cold, cover them. If it's hot, loosen equipment, etc. **USE GOOD COMMON SENSE!**
4. Call for additional support. Use other adults to secure necessary materials and never leave the patient alone with other players.
5. If an ambulance is called, be sure you have someone to direct it to the site. Assist paramedics in any way you can.
6. Always prepare an accident report that will be turned in to the supervisor who will then get the information to the Parks and Recreation Dept.
7. Be sure you have access to a phone within a short period of time.
8. Submit a follow up report of the injured person. Call to find out the extent of the injury and how he is doing.

Above all, supervisors and coaches are to take charge during these incidents and must coordinate aid rendered. Please advise all your coaches of the importance of being sure all aspects of an accident are handled properly and expeditiously.

# **Tallahassee Parks, Recreation & Neighborhood Affairs Department**

## **Lightning Safety for All Outdoor Activities**

### **Lightning-Safety Policy**

All adults participating in or observing outdoor activities or events are responsible for their own safety and the safety of their children. Adults shall monitor threatening weather conditions at all times.

During supervised activities, before each practice, warm-up time or game, the umpire, home team coach, recreation supervision personnel or other official shall appoint an adult as a designated "weather watcher." The "weather watcher" will make the call to stop play, remove individuals from the field, and announce a warning to the spectators should weather conditions be determined to be potentially dangerous due to the approach of a lightning storm.

Signs of imminent thunderstorm activity are darkening clouds, high winds and thunder or lightning. Even storms that are many miles away can pose a lightning danger to your area. This may mean the appropriate decision is to suspend activities even before the first sight of lightning or sound of thunder.

All participants shall have the right to leave an athletic site or recreational activity, without fear of repercussion or penalty, in order to seek a safer structure or location if they feel they are in danger from impending lightning activity. Safety is the number one consideration. The activity can be made up later.

#### **LIGHTNING SAFETY STRATEGIES**

Lightning safety strategies include avoiding shelter under trees, avoiding open fields and spaces.

Individuals who feel their hair stand on end or skin tingle or hear crackling noises should assume the lightning-safe position (i.e., crouched on the ground, weight on the balls of the feet, feet together, head lowered, and ears covered). Do not lie flat on the ground.

#### **SAFE LOCATIONS**

The following areas are not appropriate shelter and should be avoided: Any area of higher elevation; wide-open areas such as sports fields, tall isolated objects such as flag poles, light poles, or trees; metal fences and metal bleachers, unprotected open buildings like dugouts, picnic pavilions, and rain shelters. The primary choice for a safe structure is any fully enclosed, substantial building. If a substantial building is not available, a fully enclosed vehicle with a metal roof and the windows completely closed is a reasonable alternative. Convertible vehicles and golf carts do not provide a high level of protection and cannot be considered safe from lightning.

A swimming pool can be a dangerous location during thunderstorms. The current can be propagated through plumbing and electric connections via the underwater lights and drains of most swimming pools. Lightning current can also enter the building, either into the electric wiring inside the building or through underground plumbing pipelines that enter the building. If lightning strikes the building or ground nearby, the current will most likely follow these pathways to the swimmers through the water. Small structures, such as rain or picnic shelters or athletic storage sheds, are generally not properly protected and should be avoided during thunderstorms as well. These locations may actually increase the risk of lightning strike via a side flash and cause injury to the occupants.

#### **CRITERIA FOR POSTPONEMENT OF ACTIVITIES**

When determining whether or not to suspend play, the designated "weather watcher" should use his/her common sense, good judgment and the "30-30 Rule." If a thunderstorm appears imminent before or during an activity or contest (regardless of whether or not lightning is seen or thunder heard), postpone or suspend the activity until the hazard has passed for at least 30 minutes.

## **The 30-30 Rule**

Criteria for suspension of activities:

By the time the flash-to-bang count approaches 30 seconds, all individuals should already be inside a safe shelter.

If activity has been suspended due to lightning, the designated weather watcher should wait at least 30 minutes after the last lightning flash or sound of thunder prior to resuming activity. Each time additional lightning is observed or thunder is heard, the minimum 30-minute waiting period should be reset.

### **Criteria for resumption of activities:**

Wait at least 30 minutes after the last sound (thunder) or observation of lightning before leaving the 'safe shelter' to resume activities.

The 30-minute rule can also be explained in another way. A typical thunderstorm moves at a rate of approximately 25 miles per hour. Experts believe that 30 minutes allow the thunderstorm to be about 10 to 12 miles from the area, minimizing the probability of a nearby, and therefore dangerous lightning strike.

A clear sky or lack of rainfall are not adequate indicators for resuming play. The minimum 30-minute return-to-play waiting period should not be shortened. Play should not be resumed even after the 30-minute waiting period if any signs of thunderstorm activity remains in the area or if the weather forecast indicates the threat is not over.

## **THE FLASH-TO-BANG METHOD**

The flash-to-bang method is the easiest and most convenient means for determining the distance to a lightning flash and can also be used to determine when to suspend or postpone activities. The flash-to-bang method is based on the fact that light travels faster than sound, which travels at a speed of approximately 1 mile every 5 seconds.

To use the flash-to-bang method, begin counting on the lightning flash, and stop counting when the associated clap of thunder is heard. When storms have a high flash rate, it is important to correlate a specific flash with the thunder it produced. Divide the time to thunder (in seconds or count one thousand one, one thousand two, and so on) by 5 to determine the distance, in miles, to the lightning flash. As the flash – to - bang count approaches 30 seconds, all persons should be seeking, or already inside, a safe structure or location. This is the minimal guideline when using the flash-to-bang method to halt activities.

**A significant principle to remember is, “if you see it (lightning) flee it, if you hear it (thunder), clear it.”**

**NO LIGHTNING SAFETY GUIDELINES CAN GUARANTEE ABSOLUTE SAFETY. IT IS THE RESPONSIBILITY OF EVERY PERSON TO BE AWARE OF WEATHER CONDITIONS AND TAKE APPROPRIATE ACTION TO BE SAFE. USE COMMON SENSE AND GOOD JUDGMENT. PLAN AHEAD AND MAKE SAFETY YOUR NUMBER ONE PRIORITY.**

## **HEAT RELATED EMERGENCIES**

Heat related emergencies usually result from loss of fluids and electrolytes (salts) from heavy sweating. As a person continues to lose fluids through sweat, the blood volume is decreased. Blood flow to the skin increases, reducing blood flow to the vital organs. The circulatory system is affected; therefore the person goes into mild shock. If treated immediately, heat cramps and heat exhaustion can usually be reversed with prompt care.

**HEAT CRAMPS** – Loss of fluids and electrolytes can begin to produce painful spasms of skeletal muscles, generally in the legs and abdomen. Skin is moist. Body temperature is usually normal.

Treatment –

Have person drink cool water and rest in a cool place.

**HEAT EXHAUSTION** – Cool, moist, pale, clammy or ashen, headache, nausea, dizziness, weakness, exhaustion.

Treatment –

Have person drink cool water and rest in a cool place.

**HEAT STROKE** – Red, hot, dry. Body temperature continues to climb. Person may vomit and begin to show changes in level of consciousness. Sweating may stop because body fluid levels are low. When sweating stops, the body cannot cool itself effectively and body temperature rapidly rises. Soon the brain and other vital organs, such as the heart and kidneys begin to fail. Convulsions, coma and death will result.

Treatment –

Check ABC's

Call 911

Remove person from the hot environment.

Have the person lie down in a cool or shady area. Elevate the legs slightly.

Loosen or remove clothing

Apply cool, wet towels or sheets or cold packs to the body.

Fan the person to help increase evaporation.

If you only have ice or cold packs, place them on the person's wrists and ankles, in each armpit, and in the groin to cool the large blood vessels.

Give small amounts of water to a fully conscious person.

Do not apply rubbing (isopropyl) alcohol. The alcohol may cause poisoning through the skin or through inhalation.

Monitor vital signs.

## PREVENTING PROBLEMS

**Develop Policies and Procedures:** *Clearly defined organizational policies and procedures help clarify the rights and responsibilities of parents and how they should behave within the confines of the youth sports environment. Without boundaries and guidelines for behavior it is difficult to hold individuals accountable for their actions later. Often, parents are out of control because no one has ever told them they are not supposed to be out of control!*

**Communication:** Communication is the key to so many things a youth sports administrator is responsible for and dealing with parents is no exception! Policies and procedures will have no effect unless all involved, including the parents, are made aware of them and understand them. This is where communicating with the parents is vital. Parents must be acknowledged for the important role they play. There are several opportunities for the administrator to communicate with parents effectively: Registration, orientation and parent meetings.

Registration: Provide parents with important information in the following areas following, or during registration:

- Organizational philosophy and goals
- Season schedule
- Maps to fields or other facilities
- Policies and Procedures Manual
- Safety information about equipment
- Information about areas for parent involvement
- Details about the orientation meeting
- Parents' Code of Ethics
- The coaching approach and philosophy to be employed
- Team goals

**Orientation Meeting:** A parents' orientation meeting is a vital tool in developing a positive youth sports experience for children. Orientation meetings can be held on a league wide basis, on an individual basis with each coach meeting his/her team's parents, or both. The orientation meeting allows parents to raise questions and concerns while coaches and administrators are both present. It also allows the coach to get to know the parents he/she will be dealing with during the season. A healthy two-way communication process should be encouraged and initiated at the orientation meeting. Time should be left at the end of the meeting for questions from parents.

Topics to be discussed at this meeting should include:

- Structure of the league – who should parents contact with concerns or questions.
- Philosophy of the league – equal play, skill development, FUN, etc.
- Program specifics – rules, location, times, etc.
- Season specifics – duration, special events, etc.
- Equipment specifics – what is needed, what is optional, etc.
- Transportation guidelines
- Health & safety guidelines – inclement weather policies, etc.
- How parents can get involved
- The rights & responsibilities of the youth sports parent
- Parent's Code of Ethics

**Get to Know the Parents Informally:** The administrators and coaches of each team should make a point of getting to know the parents of the children. The coach should be aware that all families are different and the motives for children being involved in sports will vary. It may be useful for the coach to have the parents complete a simple questionnaire, asking them specifically what they want their child to get out of the youth sports experience. This questionnaire can be completed at the time of registration and then given to each coach.

By informing each parent of the organizational philosophy many problems may be prevented in the future. Also, if the parents feel comfortable, it is more likely that youth sports administrators will have an open, constructive relationship with them. Coaches may make the effort to contact each of his/her

players' parents on an individual basis or simply spend time talking to each parent at the orientation meeting. What is important is that during and after practices and games the coaches and administrators acknowledge the parents as a valued part of the youth sports experience. If ignored or shown any disrespect, parents feel less secure and are less likely to be supportive.

## **Ten Commandments of Sports for Parents**

1. Thou shall be sure that your child know that – win or lose, scared or heroic – you love him/her, appreciate his/her efforts, and that you are not disappointed in him/her.
2. Thou shall try your best to be completely honest about your child's athletic capability, his/her competitive attitude, his/her sportsmanship--and his/her actual skill level.
3. Thou shall be helpful--but don't coach him/her on the way to the rink, track, court, field or pool--or on the way back home.
4. Thou shall teach your child to enjoy competition for competition's sake, remembering that there are lessons to be learned in winning as well as in losing.
5. Harken `O parents: Try not to relive your athletic life through your child--or try to create an athletic career to replace the one that you never had.
6. Thou shall not compete with the coach--remember, in many cases, the coach becomes a hero to the athletes, a person who can do no wrong.
7. Thou shall not compare the skill, courage or attitudes of your child with that of other members of the squad or team--at least not in his/her hearing.
8. Thou shall get to know the coach so that you can be sure that his\her philosophy, attitudes, ethics, and knowledge are such that you are happy to expose your child to him\her.
9. Always remember that children tend to exaggerate, both when praised and when criticized. Temper your reactions when they bring home tales of woe--or tales of heroics.
10. Thou shall make a point of understanding courage and the fact that it is relative. Some of us climb mountains but fear flight-- some of us will want to fight but turn to jelly if a spider crawls nearby. A child must learn: courage is not absence of fear, but rather doing something in spite of fear.

## **SKILLS CARD – FIRST AID AMERICAN RED CROSS**

### **B. CHECKING AN ILL OR INJURED PERSON – Conscious Person**

1. **Check** scene, then **Check** person.
2. Obtain consent.
3. **Call 911** for any life threatening conditions.
4. Ask the person
  - a. What is your name?
  - b. What happened?
  - c. Where do you feel pain or discomfort?
  - d. Do you have any allergies?
  - e. Do you have any medical condition?
  - f. Are you taking any medications?
  - g. When did you last eat or drink anything?
5. Check head to toe for
  - a. Bleeding, fluids or wounds.
  - b. Skin color or temperature.
  - c. Medical ID bracelets or necklaces.
  - d. Observable signals of pain.

(**TIP:** For infants and children, check from toe to head. Do not separate them from parent or guardian.)
6. Continue to monitor Airway, Breathing and Circulation (**ABC's**).

### **C. SEVERE ALLERGIC REACTION (Anaphylaxis)**

#### **What to look for:**

- Occurs suddenly after contact with the substance
- Contact area swells and turns red
- Hives, itching or rash
- Weakness, nausea, vomiting or stomach cramps
- Dizziness
- Difficulty breathing, including cough or wheezing

#### **What to do** – Call 911 (Note: Some agencies might not allow you to take the following steps)

- After determining a person is having a severe allergic reaction, assist with prescribed medication (epinephrine auto-injector). (**TIP:** Use disposable gloves and other personal protective equipment).
- Verify person's name, directions and expiration date.
- Grasp the auto-injector firmly and remove safety cap.
- At a 90-degree angle, inject medication and hold firmly for 10 seconds.
- Continue to monitor ABC's
- Give used auto-injector to EMS personnel.

### **D. ASTHMA ATTACK – Call 911 (Note: Some agencies might not allow you to take the following steps)**

#### **What to look for:**

- Coughing or wheezing noises
- Difficulty breathing, shortness of breath
- Rapid, shallow breathing
- Sweating
- Tightness in the chest
- Unable to talk without stopping for breath
- Feeling of fear or confusion

**What to do:**

After determining a person is having an asthma attack, assist with prescribed medication (inhaler).  
(**TIP:** Always obtain consent and wash your hand immediately after giving care.)

1. Verify person's name, directions and expiration date.
2. Shake inhaler and remove cap. (**TIP:** If extension or spacer tube is available, attach and utilize.)
3. Have person breathe out and place lips around mouthpiece.
4. Quickly press down on inhaler canister while person inhales deeply. (NOTE: If possible, have person self-administer the medication.)
5. Have person hold breath for count of 10.
6. Exhale and rinse out mouth with water.
7. Note time administered and monitor **ABC's**.

**E. SEIZURE**

1. **Check** scene, then **Check** person.
2. Obtain consent.
3. Remove nearby objects.
  - DO NOT hold or restrain person
  - DO NOT place anything between person's teeth or in person's mouth
4. Protect the person's head.
  - Place a thin folded towel or clothing beneath it.
5. Check **ABC's** and **Care** for injuries
6. Place in recovery position.
7. Comfort and reassure the person. (**NOTE: CALL 911** if the person –
  - Does not regain consciousness
  - If pregnant
  - Is a known diabetic
  - Has sustained injury
  - Shows life-threatening conditions
  - Has never had a seizure, seizure last longer than 5 minutes or seizure is repeated.)

**F. POISONING****What to look for:**

Breathing difficulty  
Nausea, vomiting or diarrhea  
Chest or abdominal pain  
Sweating  
Changes in consciousness  
Seizure  
Headache or dizziness  
Irregular pupil size  
Burning/tearing of the eyes  
Abnormal skin color  
Burns around the lips, tongue or on the skin

**What to do:**

1. **Check** scene, then **Check** person
2. Obtain consent
3. For life threatening conditions, (e.g., unconscious, not breathing or a change in consciousness) **Call 911**. OR if conscious, Call the National Poison Control Center (PCC) at 800-222-1222 and follow advice given. (**TIP: DO NOT** give anything to eat or drink unless directed by PCC or EMS.)
4. **Care** for conditions found. (NOTE: If possible find out
  - What type of poison?
  - How much was taken?
  - When it was taken?
  - How the poison entered the body?

## **G. SHOCK**

### **What to look for:**

- Restlessness, irritability or confusion
- Altered level of consciousness
- Pale or ashen, cool, moist skin
- Rapid breathing and pulse
- Excessive thirst
- Nausea or vomiting

### **What to do:**

1. **Check** scene, then **Check** person
2. Obtain consent
3. **CALL 911**
4. Monitor **ABC's**
5. Control any bleeding
6. Keep person from getting chilled or overheated
7. Elevate legs 8-12 inches if you do not suspect a head, neck or back injury or broken bones in the hips or legs
8. Comfort and reassure the person

## **H. STROKE**

1. **Check** scene, then **Check** person.
2. Obtain consent.

### **SUDDEN SIGNALS OF STROKE, THINK F.A.S.T.**

Face – Weakness on one side of the face

- Ask the person to smile

Arm – Weakness or numbness in one arm

- Ask the person to raise both arms

Speech – Slurred speech or trouble getting the words out

- Ask the person to speak a simple sentence

Time – Note time signals first observed and **CALL 911**

## **I. CONTROLLING EXTERNAL BLEEDING (TIP: Use disposable gloves and other personal protective equipment.)**

1. **Check** scene, then **Check** person.
2. Obtain consent.
3. Cover wound with a sterile dressing.
4. Apply direct pressure until bleeding stops.
5. Cover dressing with bandage.
6. If bleeding does not stop –
  - Apply additional dressings and bandages.
  - Take steps to minimize shock.
  - **CALL 911** if not already done.

(NOTE: Wash hands with soap and water after giving care.)

## **J. BURN CARE (TIP: CALL 911 for serious burns.)**

1. **Check** scene, then **Check** person.
2. Obtain consent.
3. Stop the burning.
4. Cool the burn with cold running water until pain is relieved.
5. Cover the burn loosely with a sterile dressing.
6. Care for shock.

(NOTE: Do not break blisters; loosely cover blisters with a sterile dressing.)

## Inclusion Programming

Individuals with disabilities are no different than those without disabilities.

1. Enthusiasm, understanding and knowledge are **key factors** to successful inclusion.
2. Work hard to involve the participant in all aspects of the program.
3. Focus on their **abilities** rather than their **disability**.
4. Create opportunities that promote cooperation between individuals to achieve common goals.
5. **Respect the individual's right to privacy and confidentiality.** Ask permission before sharing information about their disability with others.
6. Recognize the importance of the individual with whom you are working.
  - a. Accept their worth
  - b. Create a supportive atmosphere
  - c. Establish friendship
  - d. Listen with your fullest attention
  - e. Develop self-confidence in the individual
  - f. Verbally compliment the participant for his/her efforts
  - g. Encourage problem-solving
  - h. Demonstrate patience and tolerance
  - i. Bring understanding to every situation
  - j. Ask the participant if they would like assistance and how you can best assist them
7. Be sensitive to the needs and limitations of his/her particular disability, while still capitalizing on his/her abilities.
8. Encourage building bridges with other participants.
9. Encourage involvement. Choose activities which involve the five senses (smell, taste, touch, hearing, vision)

## Sensitivity Awareness

Making friends is a crucial and fundamental component of a child's camp experience. Being accepted and feeling part of a group is very important to all individuals and FUN should be the #1 RULE! Children learn essential life skills from each other through communication, and sharing of ideas and feelings. Children without disabilities need to understand that although some of their peers have disabilities, they can develop new friendships while helping them to have fun.

### Remove Barriers:

Fear  
Ridicule, laughter or staring  
Being overly sympathetic  
Lack of knowledge and education  
Accepting & understanding things that are different

### Ways to Remove Barriers:

Icebreakers  
Model interaction  
Small Groups/buddies  
Modifying activity to fit All Children  
Teach and educate

Children and adults have preconceived attitudes and stereotypes about people with disabilities. It is the staff that has the opportunity to transpose these ideas and make positive learning experiences for ALL. Through inclusion, we have the opportunity to eliminate barriers and create a more cohesive environment within our community and in recreation.

## Disability Etiquette

**Ask Before You Help.** Just because someone has a disability, don't assume he/she needs help. If the setting is accessible, people with disabilities can usually get around fine. Adults with disabilities want to be treated as independent people. Offer assistance only if the person appears to need it. And if he/she does want help, ask how before you act.

**Be Sensitive About Physical Contact.** Some people with disabilities depend on their arms for balance. Grabbing them – even if your intention is to assist – could knock them off balance. Avoid patting a person on the head or touching his/her wheelchair, scooter or cane. People with disabilities consider their equipment part of their personal space.

**Think Before You Speak.** Always speak directly to the person with a disability, not to his companion, aide or sign language interpreter. Making small talk with a person who has a disability is great; just talk to him/her as you would with anyone else. Respect his/her privacy. If you ask about his/her disability, he/she may feel like you are treating him/her as a disability, not as a human being.

**Don't Make Assumptions.** People with disabilities are the best judge of what they can or cannot do. Don't make decisions for them about participating in any activity. Depending on the situation, it could be a violation of the ADA to exclude people because of a presumption about their limitation.

**Respond Graciously to Requests.** When people who have a disability ask for an accommodation at your business, it is not a complaint. It shows they feel comfortable enough in your establishment to ask for what they need. And if they get a positive response, they will probably come back again and tell their friends about the good service they received.

**Put The Person First.** Say 'person with a disability' rather than 'disabled person'. Say 'people with disabilities' rather than 'the disabled'. Use the persons name not their type of disability.

**Avoid** outdated terms like 'handicapped' or 'crippled'. Be aware that many people with disabilities dislike jargons terms like 'physically challenged' and 'differently abled'. Say 'wheelchair user' rather than 'confined to a wheelchair' or 'wheelchair bound'. The wheelchair is what enables the person to get around and participate in society; it's liberating, not confining. With any disability, avoid negative, disempowering words, like 'victim' or 'sufferer'. Say 'person with AIDS' instead of 'AIDS victim' or 'person who suffers from AIDS'. We should focus on the **individual** not the disability. Labels are so powerful, so remember to make their person more important than the disability.

**Be positive.** Words like 'pitiful' or 'hopeless' convey negative feelings. It is better to say 'she uses a wheelchair' instead of 'she is confined to a wheelchair'. The wheelchair is a means of mobility, to go to work, to travel and to play.

Be **accurate** with terms in which you use. Many terms are negative and degrading. The phrase 'people with disabilities' is more appropriate than 'the disabled' being that it allows for the emphasis to remain on the individual.

### **History of Attitudes Toward People With Disabilities**

Treatment of people with disabilities throughout history reveals how the attitudes toward people with disabilities have changed throughout the course of time. Hundreds of years ago, people with disabilities were left to die or were actually killed. They were thought to be possessed or as capable of bringing a curse upon those who came in contact with them. Later in history, people with disabilities were used in freak shows or as court jesters for people to laugh at. More recently, people with disabilities were put in institutions of like people. Only recently, society has begun to treat individuals with disabilities as people who contribute to society and who can learn skills and traits.

How can we change the attitudes?

Just like adults, children may have questions about disabilities that we find difficult to answer. By allowing a child to experience some of the challenges that a disability may pose, we can help that child better understand the struggles a person with a disability faces daily. We are not focusing on why the developmental disability occurred but in how we can make people's lives better.



## Tackle Football Emergency Action Plan

This Emergency Action Plan (EAP) is designed to assist City of Tallahassee's Parks, Recreation & Neighborhood Affairs youth tackle football program coaches and staff in responding to emergency situations during practice or games.

The development and implementation of the EAP will ensure the coaching staff is supplied with the information necessary for reacting responsibly and in a clearheaded manner in the event of an emergency situation.

### Emergency Responsibilities

During the practices the coaching staff is responsible for administering first aid of any ill or injured athlete. During the games the football staff will be responsible for administering any first aid. The coaches can assist in any way needed. The staff and coaches must follow the scope of his/her training in administering first aid and not exceed the scope of that training. The purpose of first aid is to stabilize the situation by preventing it from worsening. Once the situation has been stabilized, emergency medical personnel should provide all remaining treatment.

### The basic duties of first aid are:

- Check the scene for safety and stop all activity near the athlete.
- Check the injured athlete and protect the athlete from further harm.
- Do not move the athlete if there is a possibility of head or neck injury or if the athlete is unconscious.
- Contact parent or guardian if not already present.
- Assume that all blood, body fluids and any other potentially infectious materials are infected with a blood-borne pathogen.
  - a. Use nitrile gloves and sterilized bandages to administer first aid.
  - b. All bleeding must be stopped prior to re-entering the practice or game.
  - c. Any blood on an athletes uniform must be cleaned or disinfected before re-entering the practice or game.
  - d. All bandages or other materials that have come into contact with blood or other body fluids must be properly disposed of using the red Biohazard bags inside each team first aid kit.
- Activate the Emergency Action Plan and call EMS if the athlete shows any of the following signs:
  - a. Unconsciousness
  - b. Trouble breathing, pain, pressure or discomfort in the chest
  - c. Severe bleeding, vomiting or passing of blood
  - d. Seizing from a diabetic emergency
  - e. Severe headache, injuries to the back, neck, or head
  - f. Possible broken bones, or other signals that indicate that the athlete is at risk.
- Care for the injured or ill athlete until EMS personnel arrive.

### Specific Roles and Responsibilities of Staff

Communication is the key to quick emergency response. Coaches/staff and emergency medical personnel must work together to provide the best emergency response capability and must have athlete contact information as a part of pre-planning for emergency situations. Communication prior to the event

is a good way to establish boundaries and to build rapport for everyone. The importance of being properly prepared when athletic emergencies arise cannot be stressed enough.

During games, each field will have a minimum of three staff members (field supervisor, announcer, scoreboard operator) along with the coaches from both teams. Each staff member will have a designate role to ensure all steps of the action plan are followed through. Coaches from both teams and any medical personnel in the stands are encouraged to assist with any emergency.

#### **Field Supervisor-First Responder**

- Render First Aid/CPR as needed, follow guidelines established by American Red Cross
- Radio for league supervisor for assistance

#### **Scoreboard Operator- Second Responder**

- Activate EAP and call 911
- Will meet EMS as they arrive, and direct them to the site of the emergency.
- Will open any gates as necessary. Keys will be given by league supervisor on request.

#### **Making the Call:**

- Dial 911
- Provide name, current location, and telephone number to the dispatcher
- Explain nature of the emergency, whether medical or non-medical \*
- Provide number of athletes involved
- Review condition of athlete(s)
- Inform of first aid treatment initiated by first responder
- Provide specific directions as needed to locate the emergency scene
- Share other information as requested by dispatcher

#### **Announcer-Second Responder**

- Assist field supervisor with providing care if needed.
- Assist with crowd control

#### **League Supervisor**

- Assist w/first aid as needed
- Complete accident report, obtain all important information
- Request other staff members and/or volunteers to assist with crowd control including weigh-in/clean up crew
- Locate parents/guardians if onsite. If not, obtain permission if the individual is conscious. Must be done prior to administering any aid if individual is conscious.

#### **Coaching staff**

- Assist w/first aid as needed
- Assist w/crowd control

If the on-site EMS responders determine that the athlete is in an emergency situation, it is the policy of the City that the injured athlete be transported by ambulance, where the necessary staff and equipment is available to deliver appropriate care. Parents or guardians have the final say as to emergency transportation. City personnel will not transport injured athletes.

#### **Roles of First Responders**

1. Immediate care of the injured or ill athlete
2. Activation of emergency action plan (EAP)
  - 911 call (provide name, address, telephone number; number of individuals injured; condition of injured; first aid treatment; specific directions; other information as requested)
  - First aid kit retrieval
  - Direction of EMS to scene: designate individual to communicate EMS and direct to scene
  - Scene control: limit scene to first responder and move bystanders away from area

## **Non-Medical Emergencies**

### Lightning

See lightning policy in coaches manual

### Heat-Related Emergencies

See basic first aid in coaches manual

All other emergencies, 911 will be called and will be dealt with by proper authorities.

## **Important Information**

### **League Supervisor**

Brian Smatt (850) 933-4071

### **Address of Messer Park**

2899 Jackson Bluff Road

### Directions:

Off Jackson Bluff Road and Dupree Street

### Entry Point for EMS

Field #1 & 2: Main entrance off Dupree Street

Field #4: gate near skate park off Jackson Bluff between fields #3 & 4

### **Important Numbers**

Local NOAA weather: 942-8833

Poison Control: 800-282-3171

Hazmat: 800-564-7577