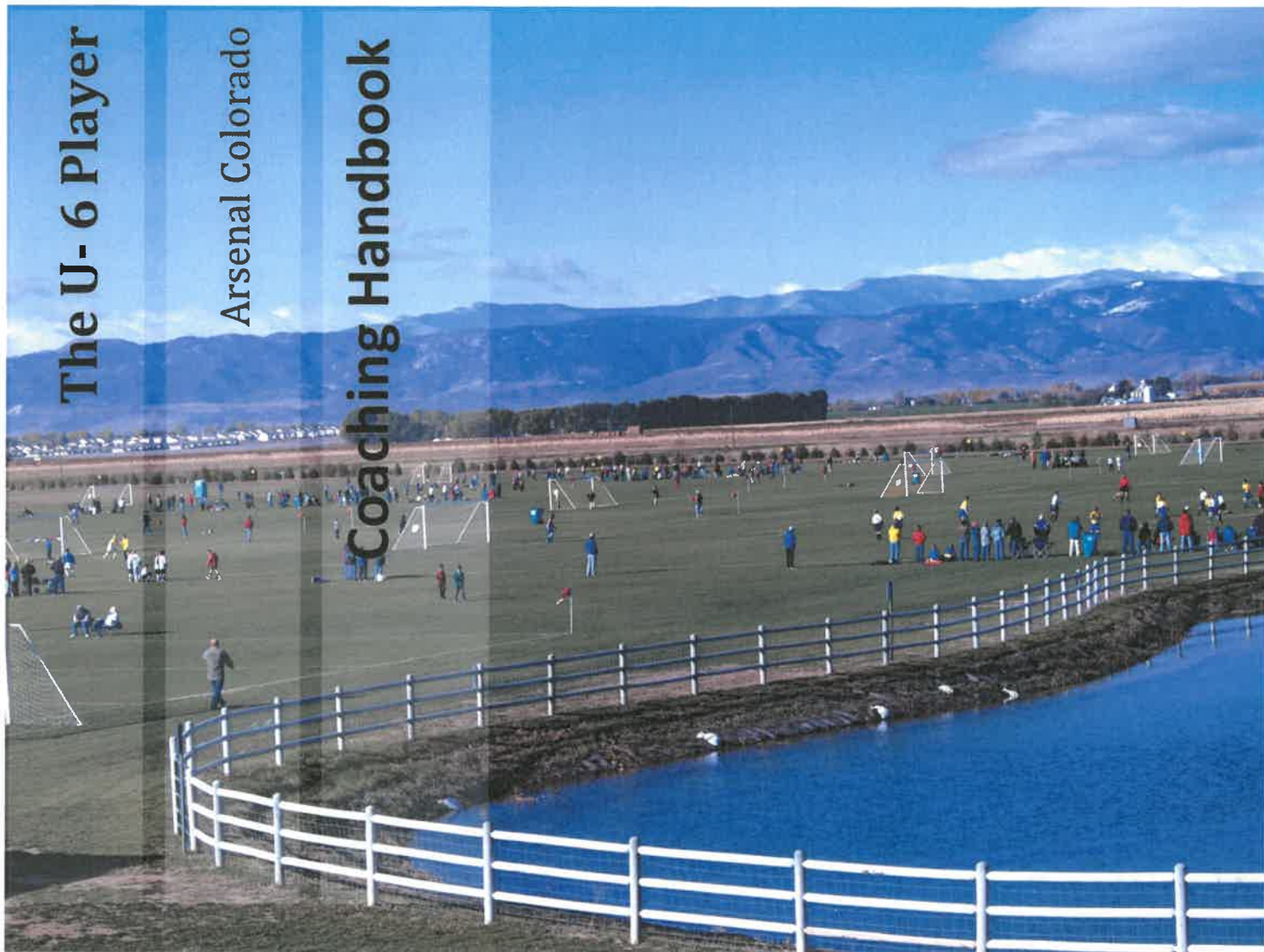


The U- 6 Player

Arsenal Colorado

Coaching Handbook



Arsenal Colorado
2721 S. College Ave
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The objective of Arsenal Colorado's coaching Development Program is to provide a graduated educational curriculum aimed at providing our coaches with the skills necessary to create an environment where player development will occur. The philosophy of the club is to promote the game of soccer while instilling a love for the game in every player.



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THE U6 PLAYER

It is important coaches understand the dynamic impact they will have on young children. This impact can be positive or negative depending on coach training and motivation. Understanding basic development traits in young children will help coaches achieve positive results.

Psychomotor Development:

Boys vs. Girls

- Height, weight, and heart rates are similar
- Psychological differences are minimal.

Motion & Growth

- Loves activities that include skipping, jumping, and running.
- Poor eye, hands, and foot coordination.
- Balance is increasing.
- Youngsters are products of their experiences.

Health and Safety

- Beginning to move with ease
- Gives the exercise 100% effort until fatigued.
- Quick to recover.

Psychomotor Development Effects on Coaching Players

1. Similarity between genders allows for co-ed play.
2. Stretching is done more for habit rather than necessity.
3. Employ activities that include a ball for each player.
4. Select activities that introduce various body parts.
5. Teach fundamental soccer motor skills.
6. Skills that use multiple coordination will be learned at a slower pace.
7. Player movement patterns will vary from activity to rest.
8. Use frequent but short recovery breaks throughout the practice.

Cognitive Development

Understanding

- Responds well to symbols and objects in the practice environment.
- Poor judgment in regards to safety.
- Awareness of space. Spatial: the space my body is in.
- Focus on “me.”

Basic Problem Solving

- Can only comprehend one task at a time.
- Prefers short stories to long discussions.
- Prefers doing over watching.

Cognitive Effects on Coaching Players

1. The coach is responsible for a disciplined safe environment.
2. Use of various colored cones and scrimmage vests will assist players.
3. Keep explanation and demonstration time short and simple.
4. Refrain from introducing multiple thoughts.
5. Keep play space open.
6. The game is centered on the ball.
7. Use descriptive phrases like “Cat & Mouse” or “Steal the Bacon”
8. All the players to become familiar with and master activities before introducing a new one.
9. If the players do not comprehend an activity, feel free to move on to something else and examine your presentation methods for reintroduction later.
10. Keep distractions minimal – face players away from sun or other practices when explaining or demonstrating.

Psychosocial Development

Relational

- “Me” oriented – have difficulty sharing.
- Little or no concern for team concepts.
- Parents or guardian have the greatest influence in their lives.
- Parents are their primary influence and whom they look up to.

Sensitivity

- Prone to exaggerate
- Need positive reinforcement and praise.
- Need plenty of room to move.

Psychosocial Effects on Coaching Players

1. Expect respect but earn their trust.
2. Maintain eye contact at their level when addressing a player or team.
3. Establish simple behavior rules for practice.
4. Use time-outs rather than exercise for discipline.
5. Solicit parents help for severe behavior problems.
6. Encourage through positive reinforcement over negative critique.
7. Find at least one good word of praise for the child and team at every game or practice.

COACHING THE U6 PLAYER

The Fort Collins Soccer Club insists that the primary role of the coach with young children is to be a facilitator and teacher. It is the coach's responsibility to make the soccer experience safe, fun, and fair. It is also important to realize that each child is unique and will progress in mastering fundamentals skills at different rates.

Soccer Knowledge

Coaches are encouraged to allow children to proceed at their own pace, reinforcing fundamentals, while allowing the child to be innovative in their execution.

-Soccer Knowledge

- Ball in and out of play.
- Fouls with emphasis on handling the ball (a.k.a. handball) and dangerous play
- Camaraderie and fair play

-Soccer Tactics

- Moving in the correct direction to score or defend.

-Soccer Skills

- Enhancement fundamental motor skills like running, jumping etc.
- Kicking the ball.
- Instep (laces) drive with either foot.
- Kick-in or throw-in (varies with individual leagues).

How to Teach Younger Players

These four teaching principles will be used in all levels of soccer.

Principle #1 – Progressive Training

Progressive training influences learning by gradually increasing the complexity within and activity. It also is the process of applying skills, and decisions learned in an earlier activity with subsequent activities. The progression of soccer fundamentals at each practice at each practice will begin with an individual activity and end with a team free play game.

Principle #2 – Variety vs. Repetition

Although repetition results in skill improvement for adults, it will have little impact on young children. A child will not enjoy nor appreciate the slight fundamental improvement that accompanies kicking the ball back and forth to a teammate one hundred times. The coach must add simple variation of fundamental skills within the practice activities to keep the interest of the child.

Principle #3 – Team Balance

Coaches should avoid placing all the skilled players and less skilled players on another team. When doing activities that require two teams it is best to balance the team with similar skill levels.

Principle #4 – Identify a Child’s Uniqueness

The coach will need to understand what motivates each child. While there are similarities, no two children are alike. Different words or actions will motivate some children and discourage others. The ability to discover each child’s unique motivation will measurably add to a positive coaching and playing experience.

Training Activities

Young soccer players view “practice” as “play.” Therefore, it is important that the soccer practice introduce activities that encourage play and fun while teaching soccer fundamentals.

Age appropriate player progression of fundamental soccer skills will occur as the practice progresses from the individual activity to the large group activity. Coaches must be aware that each player will progress at different rates – some will progress quickly, while others develop slowly.

The coach will also discover that some players will experiment with various soccer techniques and decisions that have not been introduced by the coach. The young player is merely attempting to mimic their older siblings, parents, or professional favorite.

Soccer activities must be age appropriate and employ the principles, progressive training, variety vs. repetition, team balance, and identify a child’s uniqueness. Most activities are designed for small sided play. This allows each player more frequent contact with the ball and opportunity for decision making.

- **Individual Activity**

All young players should be comfortable with this activity since it incorporates only one or two players.

Player progression is built within the individual activity by transitioning from simple skills and decisions to more complex. Player progression will also occur when the skills and decisions learned in the individual activity are carried over to the small group activity.

- **Small Group Activity**

The small group activity normally includes groups of 2-4 players. Since the small group activity introduces player interaction, the coach must take into account the age appropriate developmental characteristics of the children.

For example: Don’t initially expect much passing from u-6 players because they are “me” oriented.

Fundamental skills and decisions learned in the individual activity should be carried over to the small group activity.

The U-6 player is 'me' oriented and will tend to focus on themselves and the ball rather than the surrounding teammates. That is OK.

- **Large Group Activity**

The large group activity is often considered a "free play" activity or simulated game for the players. Player progression and age appropriate development factors are still important aspects of the large group activity.

Many U-6 players will be experiencing organized sports for the first time. Praise and encouragement from the coach will help the players adjust to the large group activity.

Let the children play, "coaching" should be limited during this activity. Calling players by name, clapping, and giving high-fives, are positive coaching elements.

The Training Session

This section gives the coach insight into what is expected of the parents and coach. The coach will begin to understand how to incorporate the principles learned into individual, small group, and large group activities.

Player Equipment & Parent Responsibilities

- **Player Equipment**

These items should be properly marked with the child's name. Keep all player equipment (balls, water bottles, etc.) in a designated area at practice and games. How equipment is supplied to the player may vary between leagues. It is generally understood that the parents are responsible for the following:

- **Soccer Ball (U-6 = size 3)**
- **Shin Guards (mandatory)**
- **Cleats/Boots**
- **Appropriate clothing for practice and games**
- **Water bottle**

Other player/parent responsibilities are as follows:

- **Be on time for training and games.**
- **Child is prepared for training and games.**
- **Respect the coach, referee, and other players.**
- **Notify the coach when unable to attend training or games.**
- **Care of personal and team equipment.**

Team Equipment & Coach Responsibilities

- **Team Equipment**

Coaches should have the following basic equipment

1. A few age appropriate soccer balls. (#3)
2. A basic first aid kit.
3. Player emergency numbers and medical release forms
4. Water and extra cups
5. Cones
6. Scrimmage Vests
7. Whistle
8. A cellular phone or access to public phones
9. Clipboard or notepad and pen
10. Plenty of patience

(Optional)

1. Extra shin guards for players
2. Name tags for players
3. Portable goals

• **Coach Responsibilities**

1. Arrive early and inspect the field for safety.
2. Have the playing areas identified before players arrive.
3. Bring all the needed equipment and player forms.
4. Have an adult helper. (assistant coach)
5. **Have a prepared practice plan.**
6. End the practice on time.
7. Never leave a child without authorized adult supervision.

The Practice Plan (Program Design)

Young soccer players love familiar situation and settings. Can you imagine a young child having a new place to sit in school each day? Much of the teacher's day would be spent making the child comfortable rather than learning.

Consistent structure will help the player adapt and learn.

In addition, the practice components should be broken down into time segments that are similar game components. The following chart demonstrates how the practice components build upon each other and timing with game components.

<u>Practice Components</u>		<u>Game Components</u>
Player Arrival	>>	Player Arrival to Game
Warm-up	>>	Warm-up before the Game
Individual Activity	>>	First Half of the Game
Break	>>	Halftime
Small Game Activity	>>	Second Half of Game
Cool Down	>>	End of Game

The Practice Component

- **Player Arrival**

Greet the players and the parents. Direct the players to a pre-designated assembly area as they arrive. Coaches can use this time for player-to-player, and coach-to-player socialization. Individual play with the ball is encouraged as well while they wait for the entire team to show up. (I.e. Juggling). This is the time that should be loaded with individual encouragement and review. Get to know your players as individuals so you will learn how to motivate them when the time comes.

- **Warm-up**

Do a few dynamic-stretching exercises preferably with a ball (after moderate activity). A large group activity like “Simon Says” or “Sharks and Minnows” can be introduced at this time.

- **Individual Activity**

This activity takes into consideration the principles and age appropriate development learned. Player progress may be monitored and individual instruction given during this activity. The sequence of progression represents a continuum and the age is not the critical variable. Review player progress according to the age and unique aspects of each child.

A large group game like “Simon Says” can still be considered an individual activity since the focus of learning is still centered on the individual’s response.

The most frequent individual activity is the 1 vs. 1 play against a teammate. Fundamental skills can now be used against an opponent allowing the coach to monitor player progress. To keep the activity fun rotate players frequently so the teammates are exposed to different skill levels. In addition, the coach may vary the activity by requiring a specific skill be used prior to scoring.

Cones mark the goal behind the players and may also be used to indicate outside boundaries. The size of the playing area and width of the goal is dependent upon the ages of the players. Older players would require a more restrictive playing space. As well as the number of players will decide the size of field.

Enhancement of what was learned through age progression and progressing to:

1. Fundamental motor skills like running and kicking the ball.
2. Receiving – Moving toward a loose ball.
3. Attacking – Moving toward opponents’ goal and shooting.
4. Defending – stealing the ball and protecting the goal

- **Break**

The break component of the practice should be conducted in a similar fashion to halftime during a game. The coach gathers all players in a central (preferably shaded) location for a short rest and replenishment of fluids. (5 minutes)

The frequency of team practice breaks is dependent on the age of players and weather conditions. Coaches should be aware that certain players will require additional breaks due to individual physical conditions.

Young players may ask to go to the bathroom or drinking fountain during this time. If so, it is important to never leave a child unattended or without an adult supervisor during the break period.

- **Small Group Activity**

The small group activity will include up to four players depending on the age and size of the team. This activity allows the players to build upon their individual skills while learning how to interact with teammates (player progression).

The coach should continue observation and give positive comments on improving soccer fundamentals to the players. As with all activities the coach will vary the intensity and pressure of the activity according to the skill level and age of the children.

Another variation of the small group activity is playing 3 vs. 3. This format introduces the smallest team unit called the player triangle.

Enhancement of what was learned through age progression and building upon what was learned during the U-6 individual activity (practice progression).

1. Enhancement of individual skills and decisions.
2. Awareness of common U-6 fouls – Dangerous Play and Handling (a.k.a. handball).
3. Ball in and out of play – Kick-in or throw-in restart.
4. Team attack – all players attacking when the team has the ball.
5. Team defense – all players defending when the team loses the ball.

- **Large Group Activity**

The final game practice component is the large group activity. This activity should simulate actual “game” conditions. The players will build upon all skills learned during the individual and small game activities.

At times it will be necessary for the coach to give new or young players limited guidance during this activity. However, coaches should refrain from critique and allow the children to play and be innovative with what has been learned.

Verbal encouragement of the team, high-fives, and the reinforcement of good sportsmanship are appropriate during the large group activity.

Enhancement of what was learned through age progression and during the U-6 individual and small group activity (practice progression).

1. Introduction of U-6 restarts – Corner Kick, Goal Kick, Indirect Kick, Kick-In or Throw-In and Kick-Off.
2. The seed planting of sportsmanship through camaraderie and fair play.
3. Learning to play without constant instruction or pressure.
4. Opportunity for coach to learn to take notes over verbal instructions.

• **Cool Down**

The last practice component is the cool down period. When the coach is finished with the activities during the Field Session, they will really appreciate how important the cool down component is for practice and games.

During this time the coach can review the practice and express their excitement about the team progress.

Players will use this time to relax and stretch. Coaches should use this time for player and team encouragement and praise.

Practice Relationship Building

At the beginning of the season young players may feel threatened by the organized sports environment. Good relationships are important to the success and enjoyment of the team.

It is important that coaches realize this fact. To decrease player fears the coach should integrate relationship building between the individual players, the parents, and coaching staff.

Players should be taught to have mutual respect for each other regardless of individual playing ability.

Addressing children at eye level and referring to them by name enhances relationships with your players. Nametags at the first practice will aid the coach in this process

1. Know each other by name. Coach to player and player to player.
2. Model respect and sportsmanship. Coach to players and player to player.
3. Discover unique motivational techniques for each player.

Practice Evaluations

The coach should always evaluate each practice session. A candid evaluation will improve future practices and provide more enjoyment for the players.

1. Was the practice organized?
2. Were the games and activities age appropriate and fun or did I lecture too much?
3. Did the activities flow smoothly?
4. Were the players moving and active or did they stand in lines?
5. Did individual and team learning occur?
6. Are there any discipline or safety problems?
7. Were my coaching comments positive?

The U-6 Curriculum

The curriculum will ensure that all players will be following the same club methodology and will be working towards the same age appropriate goals. The Curriculum is designed to meet the expectations of a player at the beginning of their U-7 recreational year.

To find specific training sessions to correlate to the anticipated expectations please visit our online coaching library at www.soccerfortcollins.org

The expectations are listed on the following page.

U-6 Season

The curriculum is based around the following recommendations

- A recreational season is 8 weeks long. (+1 week of pre-season training, and +1 week after regular season leading up to tournament.)
- A U-6 recreational team practices once per week
- Games are played on Saturdays at local city parks
- Practices should be 45 minutes in length; not exceeding 60 minutes

Arsenal Colorado Player Expectations

Technical Skills		U6
Dribbling	<ul style="list-style-type: none"> ● Able to change the direction of the ball with the outside and inside of dominate foot. ● Able to perform 'toe taps' using both feet. ● Able to perform "foundation". ● Able to change the direction of the ball using the soles of the feet. 	
Receiving	<ul style="list-style-type: none"> ● Able to receive the ball by absorbing the ball with inside of either foot with one touch ● Able to control a ball passed to them on the ground with any surface of the foot in less than 3 touches 	
Passing/Ball Striking	<ul style="list-style-type: none"> ● Demonstrate proper passing technique with the dominant foot. ● Make a 5 yard push pass using dominant foot. 	
Heading	N/A	
Shooting	<ul style="list-style-type: none"> ● Be able to shoot the ball at the goal emphasizing that the toe should not be used but to use the inside and outside of both feet. 	
1 v 1 Defending	N/A	
Juggling	<ul style="list-style-type: none"> ● Juggle the ball 3 - 4 times using upper thigh and/or feet. 	

Behavioral Skills	
Team Rules	<ul style="list-style-type: none"> ● Know, understand and abide by team rules for behavior with consistency appropriate for age level.
Sportsmanship	<ul style="list-style-type: none"> ● Understands difference between "having fun" and being "disrespectful".
Responsibility	<ul style="list-style-type: none"> ● Aware that when the coach is talking or demonstrating, the player should be watching and listening.

Tactical Skills	
Rules	<ul style="list-style-type: none"> ● Understands when a throw-in, goal kick or corner kick is applicable. ● <u>Throw in</u> - understands that ball must be thrown from behind and over the head with both feet on the ground behind touch line. ● <u>Goal Kick</u> - understands that attacking team must stay out of penalty area. ● <u>Corner Kick</u> - understands that defending team must stay at least 5 yards away from ball until it is in play. ● <u>Start of Play/Kick-off</u> - understands ball must move forward and across the center line; the player taking the kick-off may not touch the ball again until another player touches it.
Positional Roles	<ul style="list-style-type: none"> ● Understand the basic concept of offense and defense.
Attacking Strategy	<ul style="list-style-type: none"> ● Understands movement of ball to opposing teams goal. ● Understand the general concept of positional responsibility.
Defensive Strategy	<ul style="list-style-type: none"> ● Consistently defends by "shielding" the offensive player away from the goal.

For the Parents....

Here are a few ways parents can be involved with their child's soccer team, and make the game more enjoyable for themselves.

- ⑤ **Be knowledgeable of the game, and its laws.**
- ⑤ **Encourage fair play.**
- ⑤ **Be supportive, i.e. be sure the player attends all practices; pick him/her up on time.**
- ⑤ **Attend Games**
- ⑤ **Be positive or quiet at games**
- ⑤ **Be respectful; set expectation that your child is respectful**
- ⑤ **Focus on good nutrition**
- ⑤ **Volunteer to help coach**
- ⑤ **Become a referee**
- ⑤ **Play the game of soccer**
- ⑤ **Be calm and have good manners**
- ⑤ **Support coach and referee decisions**
- ⑤ **Encourage communication between coach and players**
- ⑤ **Ask your child to describe their role on the field, what the new skills are that they have learned**
- ⑤ **Watch training sessions**
- ⑤ **Concentrate on praising other children on the field**
- ⑤ **Read and watch for articles about older soccer player's success within your club. Share them with your child. Provide identifiable role models for your children.**

First Aid

A first aid kit should be kept on hand at training sessions and matches. It is highly recommended that this person administering the first aid hold a first aid certification from the American Red Cross.

First aid kit should include:

Roller Gauze bandage

1" x 5 yr

Qty 2

For finger bandage

Adhesive tape

1" and 2"

Qty 1 roll each

To secure dressings in place

Triangular bandage

37" x 37" square, cut or folded diagonally, with 2 safety pins

Qty 1

For making sling

Scissors with blunt tip

Tweezers

Wire splint

Qty 1

For splinting broken fingers

Tongue depressors, wooden

Qty 12

For splinting broken fingers

Alcohol wipes

Qty 12

For sterilizing and cleaning wounds

Ace bandages

Qty 2 each of 3, 4 and 6 inch.

Band-aids

1"x3" and extra large

Qty 24 1x3, 12 extra large

Triple antibiotic (Neosporin)

Qty 1 tube

Hand sanitizer

Other: Flashlight, Container of water, Blanket, Moleskin, Safety pins, Vaseline



Language and Terminology

In Possession

- 1) Switch- change the point of attack
- 2) Tempo- knowing when to speed it up and when to slow it down
- 3) Fast and Forward-looking to have a direction and idea in the speed of play
- 4) Target- to play the ball forward into a forward to join
- 5) Link Up- connect passes and joining numbers forward
- 6) First Touch Away- taking first touch away from pressure
- 7) Knock and Move- passing and moving to find space to move into
- 8) Find a Pass- basic instruction in keeping possession
- 9) Take On- using the 1v1 element of the game on the dribble
- 10) First Time- playing with one touch
- 11) Join- encouraging a player to join into the attack; most of the time will be a player not on the ball
- 12) Swing It- play around the back/through the middle to find space and players
- 13) Starting Position- speaking to where the player is beginning in their movement
- 14) Take a Chance- looking to be opportunistic (i.e. bouncing ball, ball played back to the keeper from their defender...)
- 15) Take a Look- checking your shoulders, having an idea where pressure is coming from
- 16) Roll It- simple instruction to make an easy pass to a teammate
- 17) Inviting Pressure- knowing when to not possess to possess, as it will invite pressure from opposition
- 18) Penetration Passes
 - P1- a penetrating pass that breaks a line of defense
 - P2- a penetrating pass, but it goes around a line of defense
 - P3- a pass that keeps possession, but goes backwards or square
- 19) Define The Shape- instruction to show the shape on the field with the players positioning
- 20) Entry Ball- a penetrating pass to a target in a dangerous area

Defensively

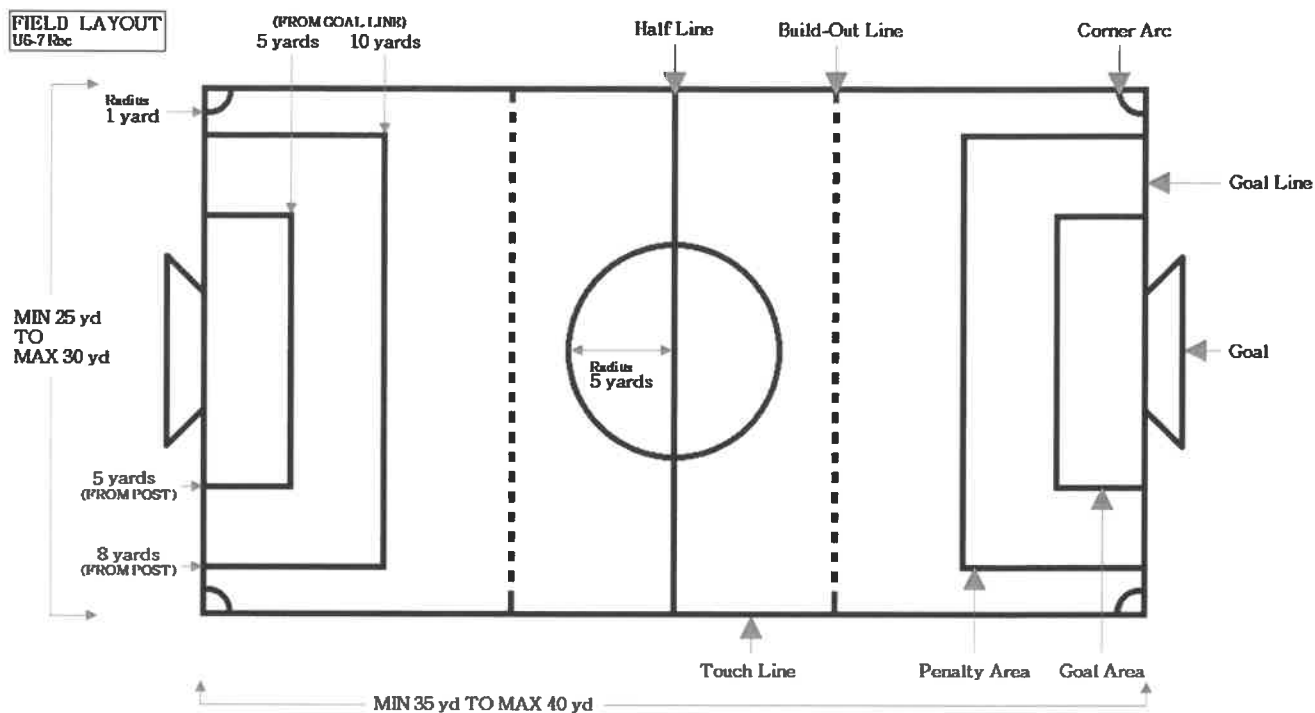
- 1) See Both- being able to see the player and the ball; Also speaks of a sideways on shape of the body
- 2) No Turn- not allowing the player to turn when they have their back to the defender
- 3) Steal Space- adjusting your shape to step, shift, and move out to make defense more compact in their shape
- 4) Shift- instructions to adjust shape and move towards the ball, again focusing upon compactness
- 5) Pinch- similar to shifting, just not as big of a movement
- 6) On Their Touch- getting yourself into good defensive shape and position when the player receives the ball
- 7) Put Their Head Down- in 1v1 situations, looking to get close to the player, forcing them to put their head down
- 8) Press- an adjustment defensively to put high pressure on the opposition, stepping out as a unit with intensity
- 9) Hunt It- similar to pressing, but in an individual role, looking to put pressure on the ball and try and win it back
- 10) Second Ball- referring to balls in the air, looking to find and win the second ball of the initial header.
- 11) Cut it Out- referring to your defensive shape, looking to cut out passes and eliminate options/passing lanes
- 12) Touch Tight- getting close enough in your defensive shape (1v1 or set piece marking) to touch the opposition
- 13) Pass Them Off- referring to the zonal defending idea of passing off a player once they leave your zone
- 14) Line of Confrontation- the line or area that we are going to begin defending (i.e the midline, or the top of circle)



FORT COLLINS SOCCER CLUB

MODIFIED FIFA LAWS OF THE GAME

Recreational League U6 - U7



LAW I – THE FIELD

- A. **DIMENSIONS.** The field shall be rectangular, its length being not more than 40 yards nor less than 35 yards and its width not more than 30 yards and no less than 25 yards. The length in all cases shall exceed the width.
- B. **MARKINGS:**
1. Distinctive lines not more than five (5) inches wide.
 2. A halfway line shall be marked out across the field.
 3. Two build-out lines shall be marked out in a dashed line across the field in each half. (Please refer to separate “Build-Out Line Guidelines” posted on the website)
 4. A center circle with a five (5) yard radius.
 5. Four corner arcs with a one (1) yard radius.
 6. Goal Area – five (5) yards from each goal post and five (5) yards into the field of play joined by a line drawn parallel with the goal-line.
 7. Penalty Area – Eight (8) yards from each goal post and ten (10) yards into the field of play joined by a line drawn parallel with the goal line.
- C. **GOALS** - Maximum: Four (4) feet high and eight (8) feet wide

LAW II – THE BALL:

- Size three (3).

LAW III – NUMBER OF PLAYERS

- A. Maximum number of players on the field at any one time: FOUR (4). A goal keeper is not used.
- B. Maximum number of players on the roster shall not exceed seven (7).
- C. Substitutions: Players may be substituted at quarter and halftime breaks.
- D. Each player **shall** have equal playing time.

LAW IV - PLAYERS EQUIPMENT

- A. Shirt: Shall be the Red/White reversible jersey approved by Arsenal CO.
- B. Shorts: Must be athletic appropriate shorts (no jean or cargo shorts). Players are encouraged but not required to wear black shorts.
- C. Shinguards: MANDATORY and must be worn over the shin.
- D. Socks: Players are encouraged but not required to wear red socks; the sock must completely cover the shinguards.
- E. Shoes: Shall be safe – sneakers or soccer cleats. No street shoes, bare feet or football/baseball cleats (any cleats with a “toe” cleat is unsafe and shall not be allowed).
- F. NO jewelry, watches, rings, belts, necklaces, earrings or anything dangerous to players shall be permitted. The only exception would be for medical alert identification.

LAW V – THE REFEREE

- A. Each team supplies one parent for each game to serve as ‘Club Official’. Each parent volunteer shall read and be familiar with the Official Modified Rules of the club prior to the beginning of each season.
- B. All rule infractions shall be briefly explained to the offending player.
- C. The game is for the players and the primary function of the Club Official is to ensure:
 1. **SAFETY** of the players – stop play for any dangerous situation and for any injury.
 2. **EQUALITY** of play. Don’t allow any player to gain an advantage from any of the infractions listed in Law XII.
 3. **ENJOYMENT** of all players and spectators. Focus on the Positive aspects of individual skills and team play and above all, **ENCOURAGE GOOD SPORTSMANSHIP!**

LAW VI – ASSISTANT REFEREES:

Assistant referees shall not be used.

LAW VII – DURATION OF THE GAME

- A. The game shall be divided into four (4) equal ten (10) minute quarters.
- B. There shall be a two (2) minute break between quarter one (1) and quarter two (2), and another two minute break between quarters three (3) and four (4).
- C. There shall be a five (5) minute half time break between quarters two (2) and three (3).

LAW VIII – THE START OF PLAY

- A. The team that wins the coin toss shall choose which goal it will attack in the first half of the match. The other team takes the kick off to start the match. (Away team calls the coin toss).
- B. Kickoff at the start of each period. The team that kicks off in the first period shall kickoff in the same direction in the second period. The teams shall change ends at half time and the team that defended the kickoff in the first and second periods shall kickoff in the third and fourth periods.
- C. Kickoff after each goal by the team giving up the goal.
- D. All players must be in their half of the field when the ball is kicked and the defending players must be at least five (5) yards from the ball (outside the center circle).
- E. The ball is in play when it is kicked and moves. Only minimal movement is required.
- F. The player taking the kick off may not touch the ball again until it has been touched by another player – violation results in an indirect free kick for the opponents.
- G. A goal can be scored directly from a kick off (only on opposing team’s goal).

LAW IX – BALL IN AND OUT OF PLAY

- A. The ball *is out* of play when:
 - 1. It has **completely** crossed the goal-line or touch-line, whether on the ground or in the air.
 - 2. The Club Official has stopped play.
- B. The ball *is in* play at all other times from the start of the match to the finish including:
 - 1. If it rebounds from a goal-post, cross-bar or corner-flag into the field of play.
 - 2. If it rebounds off the Club Official when they are in the field of play.

LAW X – METHOD OF SCORING

The whole of the ball must completely cross the goal-line below the cross-bar and between the goal-posts.

LAW XI – OFF-SIDE

There shall be no off-side.

LAW XII – FOULS AND MISCONDUCT

- A. All fouls will result in an INDIRECT FREE KICK at the spot of the foul (with exception to any fouls inside the goal area... See law XIII)
- B. The Club Official must explain ALL infractions to the offending player.
- C. A player who commits any of the following nine offences in a manner considered by the Club Official to be careless, reckless or involving disproportionate force:
 - 1. kicks or attempts to kick an opponent
 - 2. trips an opponent
 - 3. jumps at an opponent
 - 4. charges an opponent
 - 5. strikes or attempts to strike an opponent
 - 6. pushes an opponent
 - 7. holds an opponent
 - 8. spits at an opponent
 - 9. handles the ball deliberately, i.e., carries strikes or propels the ball with his/her hand or arm.

Or any of the following actions considered dangerous or unsporting:

- 1. dangerous play around other players (such as playing on the ground or kicking above waist)
- 2. **intentionally heading the ball**
- 3. impeding the progress of an opponent from getting the ball not within playing distance

DO NOT STOP PLAY FOR EVERY INCIDENT. THE LAWS OF THE GAME ARE INTENDED TO PROVIDE THAT THE GAME SHOULD BE PLAYED WITH AS LITTLE INTERFERENCE AS POSSIBLE, AND IN THIS VIEW IT IS THE DUTY OF THE CLUB OFFICIAL TO PENALISE ONLY DELIBERATE BREACHES OF THE LAW.

LAW XIII – FREE KICKS

- A. All free kicks shall be classified as INDIRECT.
- B. The ball is in play when it is kicked and moves – minimal movement is required.
- C. A goal may not be scored directly from an indirect free kick, it must be touched by another player, **any other player**.
- D. For infractions inside the goal area the free kick for an Attacking team shall be taken on the goal area line nearest the infraction or for a Defending team kicks will be taken just like a goal kick (see Law XVI for goal kick procedures).
- E. The ball must be stationary when the free kick is taken.
- F. The kicker shall not play the ball a second time until it has been touched by another player -- violation results in an indirect free kick for the opponents.

G. All opposing players must be at least five (5) yards from the ball.

LAW XIV – PENALTY KICKS

No penalty kicks are to be taken during these games.

LAW XV – THROW-IN

- A. Shall be taken when the ball has completely crossed the touch-line – either on the ground or in the air.
- B. Taken by a player of the team opposing the team that last touched the ball before it went out of play.
- A. The thrower shall not play the ball again until it has been touched by another player, any other player -- violation results in an indirect free kick for the opponents.
- C. Opponents can stand in front of the thrower, but cannot jump or attempt to distract him/her.
- D. A goal cannot be scored directly from a throw-in.
- E. A proper throw-in requires that:
 1. the thrower face the field, and
 2. throw the ball with BOTH hands, from
 3. directly over and behind his/her head, with
 4. both feet on the ground, and
 5. On or behind the touch-line.

****A second throw-in must be allowed if the player commits a foul on the initial attempt. The Club Official shall explain the proper method before allowing the player to re-throw.**

LAW XVI – GOAL KICK

- A. Shall be taken when:
 1. the ball has completely crossed the goal-line -- either on the ground or in the air; and
 2. not below the cross-bar and between the goal-posts; and
 3. Was last touched by a player of the **attacking** team.
- B. The goal kick is taken by a player on the defending team from anywhere within the goal area.
- C. Defending players may be anywhere on the field.
- D. Attacking players must be behind the defending team's build-out line. Once the ball has been put back into play they may cross the line.
- E. The ball must be kicked beyond the penalty area before it can be touched or played by any other player. If the ball does not clear the penalty area or if it is touched by any other player before it clears the penalty area the goal kick shall be retaken.
- F. The player who kicks the ball may not touch or play the ball again until it has been touched by another player outside of the penalty area, any player -- violation results in an indirect free kick for the opponents.
- G. A goal may be scored directly from a goal kick. Such a goal may be scored only against the opposing team.
- H. ***If the team is unable to get the ball into play after a reasonable effort, the game shall be restarted with a drop ball on the field at the build-out line.***

LAW XVII – CORNER KICK

- A. Shall be taken when:
 1. the ball has completely crossed the goal-line – either on the ground or in the air; and
 2. not below the cross-bar and between the goal-posts; and
 3. Was last touched by a player of the **defending** team.
- B. The ball is in play when it is kicked and moves – only minimal movement is required.
- C. The corner kick is taken by a player on the attacking team from the corner arc nearest the point where the ball went out.
- D. Attacking players may be anywhere on the field.
- E. Defending players must be five (5) yards away from the ball.
- F. The kicker cannot touch the ball again until it has been touched or played by another player – violation results in an indirect free kick for the opponents.

G. A goal may be scored directly from a corner kick.