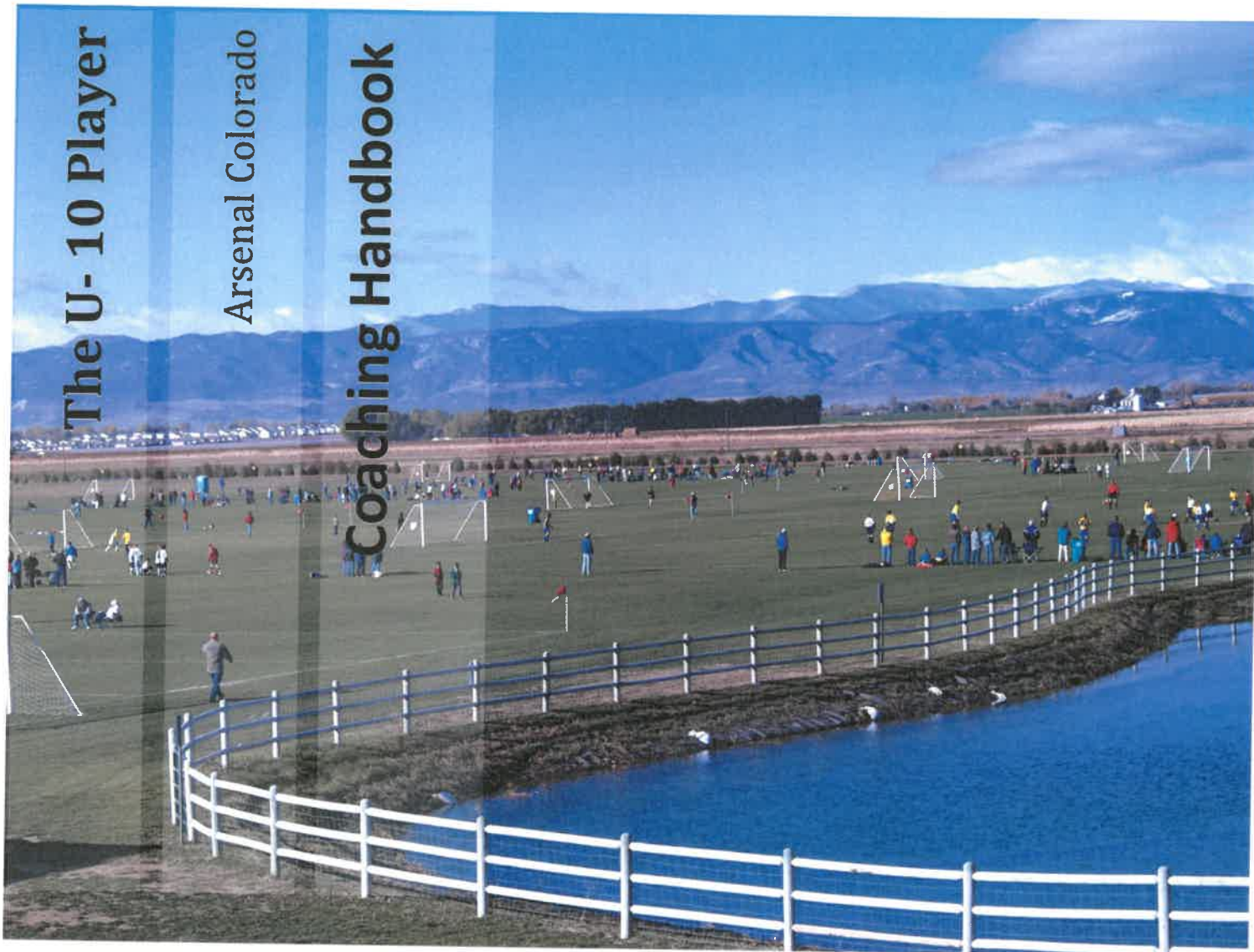


The U-10 Player

Arsenal Colorado

Coaching Handbook



Arsenal Colorado
2721 S. College Ave
Fort Collins CO 80527

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.



Table of Contents

⑤ The Player

- **Psychomotor Development**
 - Effects on coaching players
- **Cognitive Development**
 - Effects on coaching players
- **Psychosocial Development**
 - Effects on coaching players

⑤ Coaching the Player

- **Soccer Knowledge**
 - Knowledge
 - Tactics
 - Skills
- **How to teach younger players**
 - Progressive Training
 - Variety vs. Repetition
 - Team Balance
 - Identify a player's uniqueness
- **Training Activities (Progressive Formats)**
 - Individual Activities
 - Small-Group Activities
 - Team or large group Activities

⑤ The Training Session

- **Player Equipment & Responsibility**
- **Coach Responsibility**
 - Field Safety
 - Equipment (Field Set up)
 - Session Plan (including warm up and cool down)

⑤ Player Development

- **Player Expectations**
- **Curriculum Training Sessions (see online coaching library)**
- **Special Training Sessions (see online coaching library)**

⑤ For the Parents

- **Behavior**
- **Expectations**
- **Risk Management**

⑤ First Aid

⑤ Glossary of Soccer Terms

⑤ Laws of the Game (modified)

THE U-10 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 and Girls

- Greater Physical Differences
- Psychological differences are apparent
- Self-critical

Motion & Growth

- Gross motor skills more refined
- Greater diversity in playing ability and maturity

Health and Safety

- Prone to heat loss and related injury
- Full rest periods

Psychomotor Development Effects on Coaching Players

1. Many players repeat newly acquired skill in an effort to master them.
2. Stretching is a requirement for practice and games after muscle warm-up.
3. Skill differences among players will be apparent.
4. Capable of using multiple motor movements in activities. There is an increased evidence of speed.
5. Let the child discover through experimentation after fundamentals are established.
6. Players are stronger and have increased endurance.
7. Must be aware of heat related injuries.

Cognitive Development

Understanding

- Recognizes basic concepts of time and space but not always certain of why
- Able to demonstrate responsibility
- Focuses on “me” and the “team.”

Basic Problem Solving

- Begins to think ahead (anticipate)
- Ability to recall specific information
- Repetition will result in improvement

Cognitive Effects on Coaching Players

1. Many returning players have chosen to play soccer.
2. A greater emphasis on responsibility will be introduced.
3. The team will begin to take precedence over the individual.
4. Players will demonstrate a greater understanding of consequences and begin to understand the reasoning.
5. Basic tactical concepts may be introduced but don't expect players to understand the reasoning.
6. Good instruction and demonstration will result in better player retention.
7. Certain players will want to perform and impress family and friends.

Psychosocial Development

Relational

- Begins to identify with team.
- Adults outside of family are accepted.
- Enjoys Friends.
- Will blame others.

Sensitivity

- More intense and serious about playing.
- Needs positive reinforcement.
- Feelings can get hurt easily.
- Start to show confidence in an independent ability to solve problems.

Psychosocial Effects on Coaching Players

1. Coach should be aware of the player's fears and peer pressure.
2. The player appreciates extra attention and training.
3. Introduce team behavior rules and fair discipline.
4. Use time-outs rather than running laps for discipline.
5. Solicit parents help for severe behavior problems.
6. Encourage through positive reinforcement over negative critique.
7. Praise. Praise. Praise
8. Team and individual sportsmanship efforts.

"I don't believe skill was, or ever will be, the result of coaches. It is a result of a love affair between the child and the ball"
–Manfred Schellscheidt

COACHING THE U-10 PLAYER

The Fort Collins Soccer club insists that the primary role of the coach with young athletes is to be a facilitator and teacher. It is the coach's responsibility to make the 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

- Enhancement of U-9 soccer knowledge.
- Direct and Penalty Kicks
- Sportsmanship.

Soccer Tactics

- Continue to build upon individual and small group understanding.
- Soccer depth
- Positional responsibility (not chess on grass).

Soccer Skills

- Enhancement of all U-9 skills
- Body control/receiving.
- Goalkeeper skills.
- Throw-ins.
- Fundamental soccer skills using vision and turning.

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 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. Get to know your players! 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 introduces 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 four 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-10 player is still focused on the individual, but will begin to understand the team dynamic. The U-10 player will begin to pass or distribute the ball to all teammates.

- **Large Group Activity**

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

The coach should remember to use praise and encouragement to help the players adjust to the large group activity. Calling players by name, clapping, and giving high-fives, are positive coaching elements. Encourage the players to treat their teammates and referee with respect.

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

Coaches should expect the U-10 player to be more actively involved in the care and distribution of team equipment.

- **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-10 = size 4)**
- **Shin-guards (mandatory)**
- **Cleats/Boots (mandatory)**
- **Appropriate clothing for practice and games**
- **Water bottle**

Other player/parent responsibilities are as follows:

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

Team Equipment & Coach Responsibilities

- **Team Equipment**

Some leagues will provide the coach with basic equipment to be used at practice and games. If the league provides the equipment, the coach should be aware of the league policy regarding the return of the equipment.

The U-10 player should be completely responsible for the care, distribution, and collection of team equipment at practice and games.

Coaches should have the following basic equipment

1. A few age appropriate soccer balls.
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. 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.
5. Have a prepared practice plan.
6. End the practice on time.
7. Never leave a child without authorized adult supervision.

The Practice Plan

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. Use this time for player-to-player and coach-to-player socialization and individual play with the ball.

- **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.

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.

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

1. Experimentation with combination of ball touches while attacking.
2. Defensive front tackling to regain possession.
3. Introduction to receiving the ball with other body parts for control.
4. Improved vision while dribbling.

- **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.

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-10 individual activity (practice progression).

1. Relates to player spacing and position.
2. Looks for opportunities to delay attacker while defending.
3. Begins to anticipate the actions of teammates and opponents.
4. Awareness of additional fouls – Kicking, Jumping, and hitting another player.

- **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-10 individual and small group activity (practice progression).

1. The player will be introduced to team decisions and knowledge as they begin their transition to the U-11 eleven-a-side game.
2. Understand the importance of team play.
3. Awareness of additional U-10 restarts – direct and penalty kicks.
4. Coach will learn to assist off the ball if the player needs immediate field instruction.

- **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 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. They should be taught to respect one another’s differences and to share in individual strengths and triumphs.

Addressing children at eye level and referring to them by name enhances relationships with your players.

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. Is there learning occurring?
6. Are there any discipline or safety problems?
7. Were coaching comments positive?

The U-10 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-11 recreational or competitive 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-10 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-9 recreational team practices twice per week, sometimes three.
- Games are played on Saturdays at local city parks
- Practices should be 75 minutes in length.

The U-10 Curriculum

- **Season Calendar-**

The curriculum will be broken up into two parts; Season 1 (Fall season) and Season 2 (Spring season) Each Season will consist of 20 sessions (2 per week for a duration of 10 weeks) that have been designed and approved by both US Youth Soccer and the Fort Collins Soccer Club. Following this curriculum will ensure that all players will be following the same club methodology and will be working towards the same age appropriate goals. All 20 training sessions in Season 1 will focus on meeting the expectations of a player at the beginning of their U-10 spring season. All 20 training sessions in Season 2 will focus on meeting the expectations of a player at the beginning of their U-11 competitive year.

U-10 SEASON 1 / Fall Season

The curriculum is based around the following recommendations

- A recreational season is 8 weeks long. (+2 weeks of pre-season training)
- A U-10 recreational team practices twice per week
- Games are played on Saturday
- Practices should be 60 minutes in length; not exceeding 75 minutes.
-

Season 1/Fall season goals and expectations;

Upon Completion of the player's first U-10 season they will be expected to know and be able to demonstrate the following:

- Ball control while dribbling at pace
- The ability to complete all individual moves at game pace, and under pressure
- The ability to receive and control the ball with foot, thigh, and chest under pressure.
- The ability to shoot and finish under pressure, knowing when to use power and when to use placement.
- The ability to complete a wall pass, show for a pass, and to overlap.
- General tactical awareness
- The ability to disrupt an opponent's dribble, 1 v 1 defending.
- General group tactics defending
 - Delay forward Progress
 - Deny penetration
 - Direct to pressure
 - Dispossess
- Balance and Coordination
- The ability to juggle the ball 20 to 30 times.

Season 1 (Fall Season)

Weekly Focus/Goals:

Week 1 Day 1- Skills- Dribbling at speed, timing Day 2- Passing & receiving-inside/outside foot	Week 2 Day 1- Skills- Dribbling for possession Day 2- Passing & Receiving – controlling ball & turning
Week 3 Day 1- General Group Tactics- wall pass/showing for pass Day 2- Receiving thigh and chest	Week 4 Day 1- Skills- Dribbling 1 v 1 to beat opponent Day 2- Defending- disputing an opponents dribble 1v1
Week 5 Day 1- Passing & Receiving Day 2- Receiving and controlling the ball under pressure	Week 6 Day 1- Skills- Dribbling 1 v 1 to beat an opponent Day 2- Shooting/Finishing
Week 7 Day 1- Receiving and controlling the ball turning thigh and chest Day 2- Shooting/Finishing- volleys	Week 8 Day 1- General Group tactics wall pass/showing for pass under pressure Day 2- Defending (Pressure/Cover)
Week 9 Day 1- Skills- Dribbling for possession Day 2- Shooting/Finishing	Week 10 Day 1- Skills- Dribbling to beat an opponent 1v1 Day 2- Shooting/Finishing

U-10 SEASON 2 / Spring Season

The curriculum is based around the following recommendations

- A recreational season is 8 weeks long. (+2 weeks of pre-season training)
- A U-10 recreational team practices twice per week
- Games are played on Saturday
- Practices should be 60 minutes in length; not exceeding 75 minutes.

Season 2/Spring season goals and expectations;

Upon Completion of the player's second U-10 season they will be expected to know and be able to demonstrate the following:

Season 2 (Spring Season)

Weekly Focus/Goals:

<u>Week 1</u> Day 1- Skills- Dribbling to beat an opponent Day 2- Passing & receiving-repetition and refinement	<u>Week 2</u> Day 1- Skills- Dribbling to possess the ball Day 2- Passing & Receiving – controlling ball & turning under pressure
<u>Week 3</u> Day 1- General Group Tactics- wall pass/showing for pass under pressure Day 2- General Group Tactics- overlapping	<u>Week 4</u> Day 1- Defending against 1v1 disrupting an opponents dribble Day 2- Group Tactics defending- disrupting ball oriented marking
<u>Week 5</u> Day 1- Receiving- controlling ball, thigh, chest, and head. Day 2- Receiving and controlling the ball under pressure, volley pass	<u>Week 6</u> Day 1- Skills- Dribbling 1 v 1 to beat an opponent 1v1 Day 2- Shooting/Finishing
<u>Week 7</u> Day 1- Receiving and controlling the ball under pressure Day 2- Group Tactics- Defending	<u>Week 8</u> Day 1- Dribbling to possess the ball Day 2- Shielding possessing the ball under pressure
<u>Week 9</u> Day 1- Group Tactics- Possessing the ball Day 2- Shooting/Finishing	<u>Week 10</u> Day 1- Skills- Dribbling to beat an opponent to goal Day 2- Shooting/Finishing

Technical Skills	
Dribbling	<p><u>Dribbling for Penetration</u></p> <ul style="list-style-type: none"> ● Dribble 25 yards at game speed, opposed using each foot in stride, as appropriate. ● Successfully demonstrate 8 deceptive moves (scissor, step over, Cruyff) opposed at game speed. <p><u>Dribbling for Possession</u></p> <ul style="list-style-type: none"> ● Be able to retain possession of the ball in a 10' x 10' grid in traffic (multiple defenders). ● Keep possession of the ball, demonstrating good shielding technique with head up until a better option is presented.
Receiving	<ul style="list-style-type: none"> ● Receive and turn rolling ball with either foot, setting the ball up to be played to a teammate or space while under pressure. ● Receive a pass with correct body part. ● Receive a soccer ball on either the foot, chest, thigh or head under pressure.
Passing/Ball Striking	<ul style="list-style-type: none"> ● Make a push pass with proper weight and accuracy with either foot under pressure. ● Make an instep (laces) pass with proper weight and accuracy with either foot under pressure. ● Make a pass with outside of either foot under pressure. ● Able to play a 20 yd flighted ball.
Heading	Per US Soccer's policy heading is not allowed until a player's U11 season.
Shooting	<ul style="list-style-type: none"> ● Be able to shoot and finish under pressure and know when to use power and when to use placement. ● Intro to finishing balls served from flanks. (crossed) ● Able to finish balls rolling to, away and off to the sides.
1 v 1 Defending	<ul style="list-style-type: none"> ● Be able to dispossess another player of the ball in a 1 v 1 situation with proper block tackling technique when facing an opposing player or beside the player. ● Delays an attacker who is in possession of the ball during small-sided game at least 50% of the time. ● Be able to demonstrate the 4 D's of tactical defending (delay, deny, direct, dispossess) and can execute at game speed.
Juggling	<ul style="list-style-type: none"> ● Juggle the ball 10-15 times using feet only.

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". ● Will shake the hands of referees and the players and coaches of the opposing team.
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 how to gain position through proper use of arms and body within the confines of the rules. ● Able to identify all field markings and explain each of them. ● Maintains outside position when attacking. Able to reposition into outside position if instructed by teammate or coach. <p>Able to recognize difference between indirect and direct free kicks. (referees hand signals)</p>
Positional Roles	<ul style="list-style-type: none"> ● Understands and demonstrates in small-sided games that attacking third is for attacking, middle third for possession, and defending third for safe play away from goal. ● Understands supporting positional roles and responsibilities. ● Understands principles of what it means to be in and out of possession as an individual and/or team.
Attacking Strategy	<ul style="list-style-type: none"> ● Plays ball by dribbling or passing into a positive space when attacking. ● Takes attacking risks in attacking third. ● Is aggressive in attacking third to shoot and finish. ● Intro to functional play in attacking third. ● Intro of flank play. ● Using width to create space.
Defensive Strategy	<ul style="list-style-type: none"> ● Understands roles of 1st and 2nd defender and 3rd defender. ● Understands concept of team (group) defending. ● Understands how to maintain team shape on defense as the ball is in play.

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.

- ④ **Be knowledgeable of the game, and its laws.**
- ④ **Encourage fair play.**
- ④ **Be supportive, i.e. be sure the player attends all practices; pick him/her up on time.**
- ④ **Attend Games**
- ④ **Be positive or quiet at games**
- ④ **Be respectful; set expectation that your child is respectful**
- ④ **Focus on good nutrition**
- ④ **Volunteer to help coach**
- ④ **Become a referee**
- ④ **Play the game of soccer**
- ④ **Be calm and have good manners**
- ④ **Support coach and referee decisions**
- ④ **Encourage communication between coach and players**
- ④ **Ask your child to describe their role on the field, what the new skills are that they have learned**
- ④ **Watch training sessions**
- ④ **Concentrate on praising other children on the field**
- ④ **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



FORT COLLINS SOCCER CLUB
EST. 1978

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)

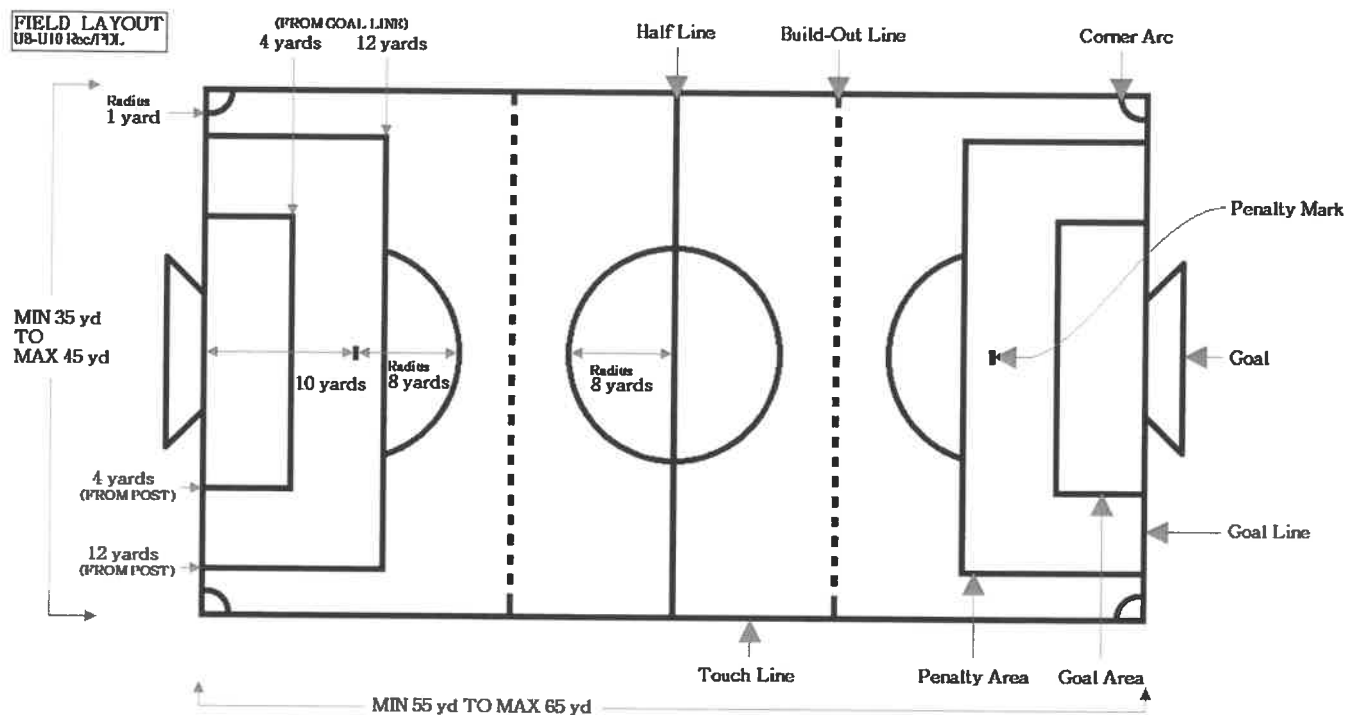


FORT COLLINS SOCCER CLUB

MODIFIED FIFA LAWS OF THE GAME

Recreational & PDL League

U8 - U10



LAW I – THE FIELD

- A. **DIMENSIONS:** The field shall be rectangular, its length being not more than 65 yards nor less than 55 yards and its width not more than 45 yards nor less than 35 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 an eight (8) yard radius.
 5. Four corner arcs with a one (1) yard radius.
 6. Goal Area – four (4) yards from each goal post and four (4) yards into the field of play joined by a line drawn parallel with the goal-line.
 7. Penalty Area – twelve (12) yards from each goal post and twelve (12) yards into the field of play joined by a line drawn parallel with the goal line.
- C. **GOALS** - Maximum: seven (7) feet high and twenty one (21) feet wide. Minimum: six (6) feet high and sixteen (16) feet wide.

LAW II – THE BALL:

Size four (4).

LAW III – NUMBER OF PLAYERS

- A. Maximum number of players on the field at any one time: seven (7), one of whom shall be the goalkeeper (who will need to be identified by wearing a different color jersey or pinney).
- B. Maximum number of players on the roster shall not exceed twelve (12).
- C. Substitutions – an unlimited number of players may be substituted:
 1. by the team that has the throw-in
 2. by the opposing team during the throw-in, ONLY if the team throwing in is subbing
 3. on any goal kick
 4. after any goal is scored
 5. at half-time
 6. for any injury
- D. Each player **shall** have equal playing time. All positions **shall** be rotated.

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. Socks: Players are encouraged but not required to wear red socks; the sock must completely cover the shinguards.
- D. Shinguards: MANDATORY and must be worn over the shin.
- 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.
- G. Players on PDL rosters will adhere to the uniform policy set forth by the Player Development League guidelines.

LAW V – THE REFEREE

- A. If a certified referee is not assigned by the club, 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. (Referees are NOT provided for u8 during league play. The club will try it’s best to provide a certified USSF referee for the u9 and u10 ages during league play.)
- 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 are NOT provided for these matches.

LAW VII – DURATION OF THE GAME

- A. The game shall be divided into two (2) equal twenty-five (25) minute halves.
- B. There shall be a five (5) minute half-time interval.
- C. Time shall be extended to permit a penalty-kick being taken at or after the expiration of the normal period in either half.

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. Kick off at the start of each half. The teams shall change ends at half time.
- C. Kick off 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 eight (8) 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 Referee 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 Referee 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, provided it has not been thrown, carried or intentionally propelled by hand or arm by a player of the attacking side. This does not apply to a goalkeeper who is within his/her own penalty area. A team may not score directly on itself from a direct free kick or goal kick. The team that scores the greater number of goals is the winner.

LAW XI – OFF-SIDE

- A. A player is in an off-side position if he/she is nearer to his/her opponents' goal line than the ball, unless:
 - 1. he/she is behind the defending team's **build-out line** (or not in the attacking third of the field).
 - 2. he/she is not nearer to his opponents' goal-line than at least two of his/her opponents.
- B. A player shall not be declared off-side by the referee;
 - 1. merely because of his/her being in an off-side position, or
 - 2. if he/she receives the ball direct from a goal-kick, a corner-kick or a throw-in.

LAW XI – OFF-SIDE (continued...)

- C. *It is not an offense in itself to be in an off-side position. A player shall only be penalized for being in an off-side position if, at the moment the ball touches, or is played by one of his/her team, he/she is, in the opinion of the referee, involved in active play by:*
1. interfering with play, or
 2. interfering with an opponent, or
 3. gaining an advantage by being in that position
- D. If a player is declared off-side, the referee shall award an indirect free kick to the opposing team from the place nearest to where the “off-side line” was established when the infringement occurred.

LAW XII – FOULS AND MISCONDUCT

- A. The Club Official must explain ALL infractions to the offending player.
- B. A foul may only occur on the field, during play and against an opponent.
- C. All fouls will result in either an **INDIRECT FREE KICK** or a **DIRECT FREE KICK** at the spot of the foul (with exception to any fouls inside the goal area... See law XIII).
- D. A player who commits any of the following nine offences in a manner considered by the Club Official / Referee to be careless, reckless or involving disproportionate force will result in a **DIRECT** free kick for the opposing team:
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 (player should be dismissed from the field)
 6. pushes an opponent
 7. holds an opponent
 8. spits at an opponent (player should be dismissed from the field)
 9. handles the ball deliberately, i.e., carries strikes or propels the ball with his/her hand or arm.
- E. A player who commits any of the following four offences in a manner considered by the Club Official/Referee to be dangerous or unsporting will result in an **INDIRECT** free kick for the opposing team:
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
 4. shows dissent towards the referee
- F. Misconducts pertaining to Goal Keepers within his/her own penalty area that will result in an **INDIRECT** free kick for the opposing team:
1. takes control of ball in his/her hands and holds onto it more than 5 to 6 seconds, **AFTER** all opponents drop behind build-out line, without releasing it into play. (Goal Keeper does not have to wait for all opponents to drop behind build-out line before releasing the ball).
 2. touches the ball with his/her hands after it has been deliberately kicked (using feet) or thrown (from throw-in) to him/her from a teammate.
 3. has control of the ball in his/her hands and then sets it into play where after he/she handles the ball again before an opponent touches it.
 4. punts the ball. The Goal Keeper may not punt the ball, instead it may be thrown or kicked after it has been released and touches the ground.
 5. indulges in tactics, which in the opinion of the referee, are designed to waste time.

LAW XII – FOULS AND MISCONDUCT (continued...)

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.

Misconduct may occur at any time, anyplace against anyone. A player shall be cautioned / highly warned (yellow card offence):

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 with a corner kick or free kick
6. enters or re-enters the field of play without the referee's permission
7. deliberately leaves the field of play without the referee's permission

For offenses 1 through 3 the opponents will be awarded an indirect free kick from the place where the offense occurred. For offenses 6 and 7, if the referee stops the game to administer the caution, the game will be restarted by an indirect free kick taken by a player of the opposing team from the place where the ball was when the referee stopped the game.

A player shall be sent off the field of play, if in the opinion of the referee, he/she:

1. is guilty of serious foul play
2. is guilty of violent conduct
3. spits at an opponent or any other person
4. denies an opponent a goal or an obvious goal scoring opportunity by deliberately handling the ball (this does not apply to a goalkeeper in his/her 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 penalty kick
6. uses offensive, insulting or abusive language
7. receives a second caution in the same match

If play is stopped by reason of a player being ordered from the field for an offense without a separate breach of the Law having been committed, the game shall be resumed by an **indirect free kick** awarded to the opposing side from the place where the infringement occurred.

It is *serious foul play* when a player infringes the laws of the Game and uses intentional violence when challenging for the ball against an opponent.

It is *violent conduct* when a player is guilty of aggression towards an opponent even when they are not challenging for the ball. The ball can be in or out of play. If the ball is in play he/she shall be sanctioned with a direct free kick in favor of the team of the player who was attacked, from the place where the offense was committed, or with a penalty kick if it took place within the penalty area. If the ball is out of play, the game shall be resumed at the stage where it was interrupted prior to the offense (throw-in, free kick, etc.). Moreover, if a player attacks one of his teammates, the referee, an assistant referee, a spectator etc., this shall also be considered *violent conduct*.

LAW XIII – FREE KICKS

- A. Free kicks shall be classified as INDIRECT or DIRECT.
- B. A goal may not be scored directly from an indirect free kick, it must be touched by another player, any other player. A goal may be scored directly from a direct free kick.
- C. Any free kick (direct or indirect) awarded to the defending team, within its own goal area will be taken like a goal kick (for procedures see Law XVI).
- D. Any indirect free kick awarded to the attacking team within its opponent's goal area shall be taken on the goal area line which runs parallel to the goal line nearest to where the offense was committed. (Defenders may stand between the posts of the goal no closer than the goal line).
- E. The ball must be stationary when the free kick is taken.
- F. If a player of the opposing side encroaches into the penalty area, build-out line or within eight yards of the ball, as the case may be, before a free kick is taken, the referee shall delay the taking of the kick, until the Law is complied with.
- G. The kicker shall not play the ball a second time until it has been touched by another player – the violation results in an indirect free kick for the opponents.
- H. All opposing players must be at least eight (8) yards from the ball.
- I. The ball is in play when it is kicked and moves – only minimal movement is required.

LAW XIV – PENALTY KICKS

- A. A penalty kick shall be taken from the penalty mark
- B. All players with the exception of the player taking the kick, and the opposing goalkeeper, shall be within the field of play but outside the penalty area at least 8 yards from the penalty mark and must stand behind the penalty mark.
- C. The opposing goal keeper must stand on his/her own goal line between the goal posts until the ball is kicked. The goal keeper may move laterally along the goal line, but may not move forward.
- D. The ball shall be in play when it is kicked and moves forward -- only minimal movement is required, but it must be forward.
- E. A goal may be scored directly from a penalty kick.
- F. The player who takes the penalty kick may not touch the ball again until it has been touched by another player -- the violation results in an indirect free kick for the opponents.

For any infringement of this Law:

- a. By the defending team, the kick shall be retaken if a goal has not resulted.
- b. By the attacking team, if a goal is scored it will not be counted and results in an indirect free kick for the defending team at the spot of where the infringement occurred.

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.
- C. The thrower shall not play the ball again until it has been touched by another player, any other player – the violation results in an indirect free kick for the opponents.
- D. Opponents can stand in front of the thrower, but cannot jump or attempt to distract him/her.
- E. A goal cannot be scored directly from a throw-in.

LAW XV – THROW-IN (continued...)

- F. 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.

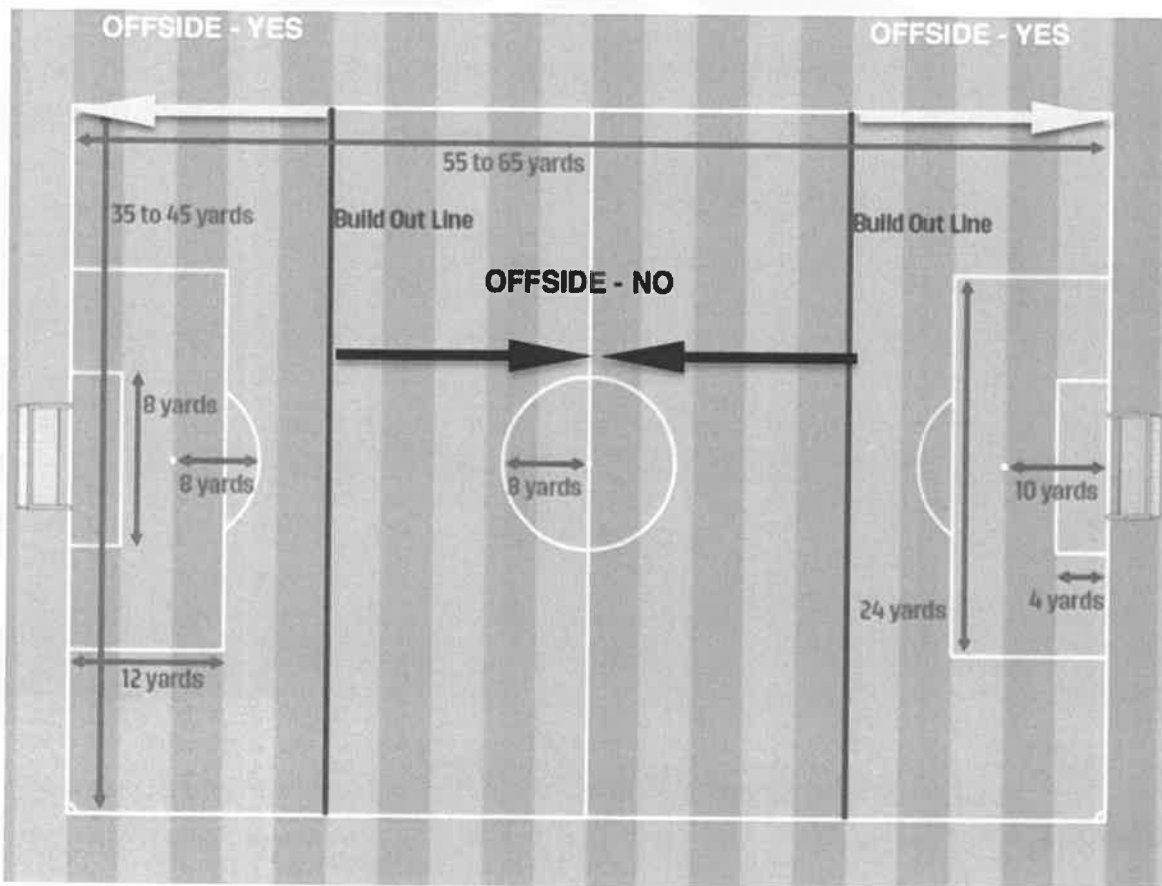
LAW XVI – GOAL KICK

- 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.
- G. A goal may be scored directly from a goal kick. Such a goal may be scored only against the opposing team.

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 corner kick is taken by a player on the attacking team from the corner arc nearest the point where the ball went out.
- C. Attacking players may be anywhere on the field.
- D. Defending players must be eight (8) yards away from the ball.
- E. 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.
- F. A goal may be scored directly from a corner kick.

Free Kicks – for 7v7 games the distance required to be given at the taking of free kicks (DFK, IFK) is 8 yards. (This distance is determined by the size of the center circle).



Build Out Line: The build out line is to be a line of different color or dotted, across the field equidistant between the penalty area line and the halfway line.

The build out line promotes playing the ball out of the back in a less pressured setting. When the goalkeeper has the ball, either during play from an opponent (made a save), or from at the taking of a goal kick, the opposing team must move behind the build out line until the ball is put into play. The ball is considered "in play" when the GK's intended recipient has received the ball, not the moment that the GK releases the ball.

Goalkeepers in possession of the ball may pass with feet, throw or roll the ball into play when the opponents have retreated behind the build out line. Once the ball has been put back into play the opposing team can cross the build out line and play resumes as normal.

Teammates of the GK may receive the ball from the GK between the goal line and build out line, and when played by the teammate the opponents may cross the build out line.

Goalkeepers may NOT punt the ball. Drop kicking the ball is the same as punting. If the GK punts or drop-kicks the ball the referee will stop play with the whistle and award an indirect free kick to the opposing team at the location where the punt occurred. If the GK punts from within the goal area, the indirect free kick is taken on the goal area line parallel to the goal line nearest where the infringement occurred.