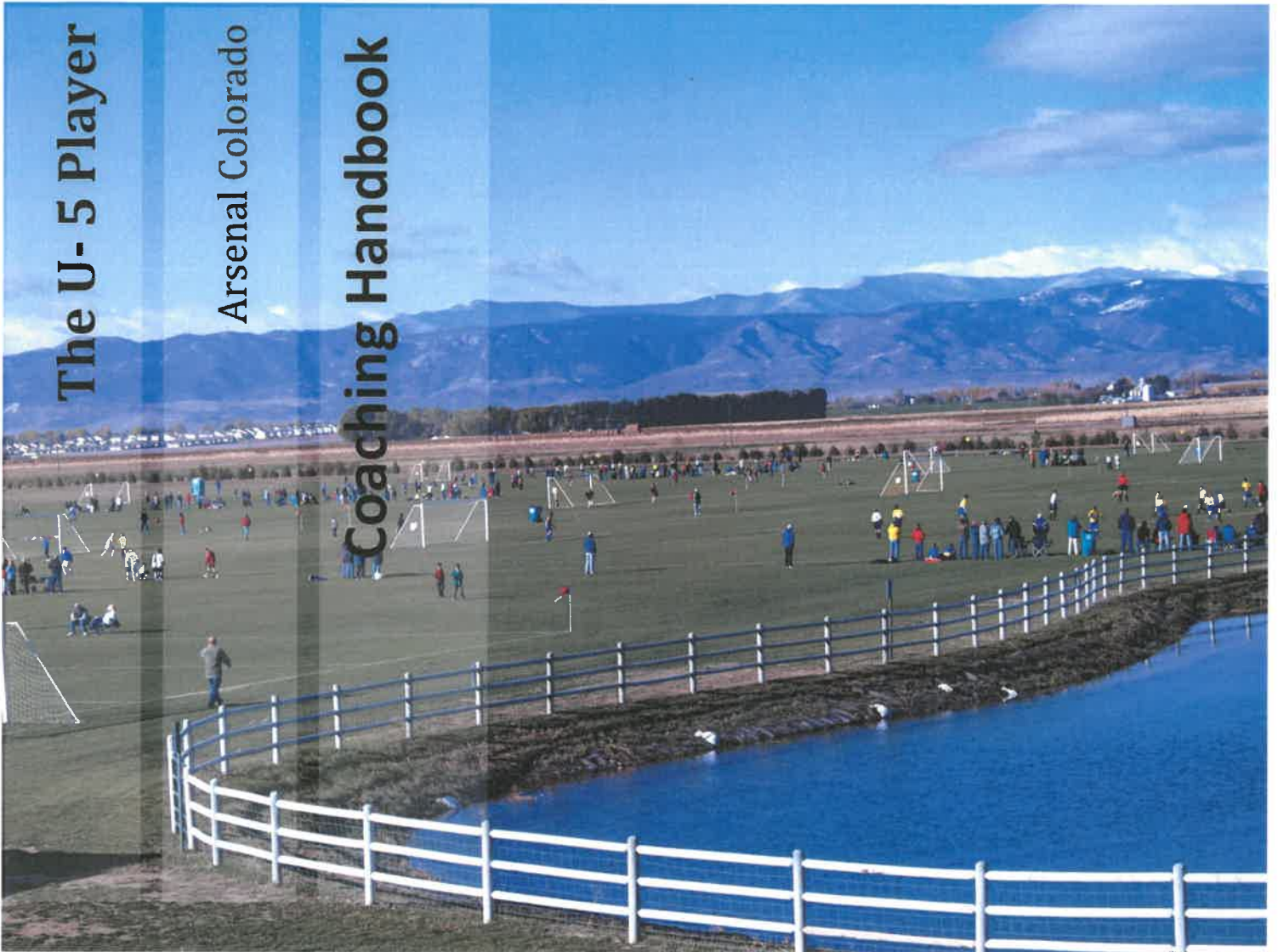


The U- 5 Player

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 U5 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 levels of 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 to whom they look up.

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 U5 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

- Know, understand and abide by team rules for behavior with consistency appropriate for age level.
- Understand difference between “having fun” and being “disrespectful”.
- Understand that they should “take a knee” when another player is injured on the field.
- Camaraderie and fair play.
- Aware when the coach is talking or demonstrating, the player should be watching and listening.
- Ball in and out of play.
- Fouls with emphasis on handling the ball (a.k.a. handball) and dangerous play.

-Soccer Tactics

- Understand the basic concept of the game: two teams, own goal, opposing goal, out of bounds, direction of play.
- Start of Play/Kick-off – understands the 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.
- Understand the basic concept of offense and defense.
- Understand the movement of ball to opposing team goal.
- Understand stopping/shielding the ball from their goal.

-Soccer Skills

- Understand how to properly dribble the ball by using the bottom fo the foot to stop the ball.
- Able to perform ‘toe taps’ using both feet.
- Able to change the direction of the ball with dominate foot.
- Able to receive the ball by absorbing the ball with inside of both feet with one touch.
- Able to pass the ball to another player emphasizing that the toe should not be used but to use the inside or outside of foot.
- Be able to shoot the ball at the goal emphasizing that the toe should be not be used but to use the inside or outside of the foot.
- Juggle the ball 1-2 times using upper thigh and/or feet.

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-5 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-5 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-5 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-5 = size 3)**
- **Shin Guards (mandatory)**
- **Cleats/Boot/Shoes**
- **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-5 individual activity (practice progression).

1. Enhancement of individual skills and decisions.
2. Awareness of common U-5 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-5 individual and small group activity (practice progression).

1. Introduction of U-5 restarts –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 or 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-5 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-6 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.

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-5 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

Technical Skills	
Dribbling	<ul style="list-style-type: none"> ● Understand how to properly dribble the ball by using the bottom of the foot to stop the ball. ● Able to perform 'toe taps' using both feet. ● Able to change the direction of the ball with dominate foot.
Receiving	<ul style="list-style-type: none"> ● Able to receive the ball by absorbing the ball with inside of both feet with one touch.
Passing/Ball Striking	<ul style="list-style-type: none"> ● Able to pass the ball to another player emphasizing that the toe should not be used but to use the inside or outside of 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 or outside of the foot.
1 v 1 Defending	N/A
Juggling	<ul style="list-style-type: none"> ● Juggle the ball 1-2 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". ● Understand that they should take a knee when another player is injured on the field.
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"> ● Understand basic concept of the game: two teams, own goal, opposing goal, out of bounds, direction of 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.
Defensive Strategy	<ul style="list-style-type: none"> ● Understands stopping/shielding the ball from their 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

U5 League Modified Rules of the Game

The first team listed on the schedule wears white, sits on the north or west side of the field and provides a #3 game ball. The second team listed on the game schedule wears red. Teams must be ready to play at their scheduled times.

Duration The game will consist of four (4) eight (8) minute quarters separated by a two (2) minute break in between periods. There will be a five (5) minute break at half time. Games tied after regulation play shall end in a tie. The referees will keep official game time. There are no time outs, so the clock will run continuously. Games will start and end promptly.

Players Modified FIFA 11 v 11 Rules of the Game will be applied. There will be three players on the field per team at any given time. There will be no goalies. Players/Player lined up or placed in front of the goal is highly discouraged. Substitutions may occur at any time.

The Playing Field The fields locations and maps are provided in your coach's packets. They are marked with touch lines, end lines and a half way line. The fields are approximately 20 to 30 yards wide by 30 to 40 yards long.

Start of Play The team wearing white will kick off at the beginning of the first and second quarters. The team wearing red will kick off at the beginning of the third and fourth quarters.

Dead Ball All dead ball kicks (kick-ins, free kicks) are indirect except for corner, penalty kicks and kick-offs. Opposing players should be three yards away from the ball on all throw-ins, free kicks and kick-offs.

Throw-ins The ball shall be thrown into play from the sidelines. Opposing players must be 3 yards away from the ball on all throw-ins.

Goal Kicks Goal kicks can be taken from any point on the end line or goal area.

Offside There is no offside in the U5 league.

Slide Tackling *Slide tackling will not be allowed.* Players should be taught to stay on their feet for their own safety and the safety of the other players.

Equipment Basic equipment for players will consist of: a jersey or white/red t-shirts, shorts or sweats, shinguards, socks that cover the shinguards and athletic footwear. A water bottle and a #3 ball would be additional equipment. **No jewelry, watches, rings, belts, necklaces, earrings or anything dangerous to players shall be permitted. The only exception would be for medical alert identification.**

Officials The officials will be calling the game *very loosely*. The focus will be on trying to keep the ball in play as much as possible, while the players begin to get an idea of what soccer is all about in a fun and safe environment.

Fun The keyword here is **FUN**. Soccer at this level should be a great time for all involved!