

Concord-Carlisle Youth Soccer

Summary of Rules and Coaching Guidelines

Kindergarten, Grades 1 & 2

September 1, 2002

Coaching Guidelines

- Every player has a ball.
- No drills where players wait in line.
- Send them home tired.
- Fun through games and challenge.
- Simple focus: passing, ball handling, shooting.

Field Use

Location	Kindergarten and 1 st grade soccer will be played at the students' school locations (Alcott, Willard, Cousins Field (for Thoreau) or at Banta Davis field). 2 nd grade games will be played at Willard School, Banta Davis, and Cousins field.
Scheduling	Your soccer activities and games will be scheduled at a time and a location.
Use of Fields in Messy Weather	In a word, DON'T . If the field is wet with dew, please play. If rain is falling or if the field has been rained on and is soggy to the point that cleats will tear up the field or leave foot prints, <u>do not play</u> . (See "rescheduling" below) Check the CCYS web site (ccysoccer.org) each Saturday morning if there will be or has been rain to determine whether the fields are "open" or "closed" for play. The Club Director will decide for all fields in Concord and Carlisle on which the Club plays.
Rescheduling Games	Kindergarten and 1 st grade: If inclement weather causes cancellation of a Saturday morning session, coaches may reschedule the games at their discretion. 2 nd grade: If inclement weather causes cancellation of games, coaches may reschedule the games at their discretion. There is no "master schedule" kept for 2 nd grade fields. They are "first come, first served."

Off limits fields	<p>You may not use (under any circumstances) the following fields for any reason:</p> <ul style="list-style-type: none"> • Cushing field • Emerson field (any of the three fields there) • Ripley field • Banta Davis field
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Team Structure

Sides	<p>We play</p> <ul style="list-style-type: none"> • Kindergarten: 3 v 3 • First grade: 4 v 4 • Second grade: 5 v 5
Formation	<p>3 v. 3: The typical configuration is "two up, one back" in a triangle to encourage passing among the three players. The three players are intended to move up and down the field together as a unit, attempting to score. The "back" player is not supposed to play a "goal keeper" role. We don't teach "positions" at this age. Players should form triangles with each other based on where they are on the field at any given time.</p> <p>Note: In practice, you can begin to teach this formation by placing small cones down the center of the field and having each forward stay on his or her half of the field, knowing that each can go anywhere within their rectangle.</p> <p>4 v. 4: The suggested formation is a diamond (1-2-1). Alternatively, a 2-2 formation (which provides two triangles of 3).</p> <p>5 v 5: The suggested formation is 3 –2.</p>
Goals	<p>Kindergarten: Pugg goals First grade: Pugg goals Second grade: Fold-A-Goals (4 feet by 8 feet)</p>
Goalies	No goalies. No player may use his or her hands to control the ball or permanently guard the goal.
Playing Time	Equal for all players. 6 shifts per half, 3 - 4 minute periods, at the discretion of the two coaches. Shorter is better earlier in the season. Longer is better later in the season. Half-time of no more than 8 minutes.
Coaches	<p>Kindergarten and 1st grade: Minimum one coach. Desirable two or more coaches.</p> <p>2nd grade: Two coaches (minimum)</p>

Pre-Game Prep

Pre-Game	Before each game, talk to the coach of the other team. Confirm a set of rules and
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Meeting with Other Coach	guidelines for the game. Home team usually sets up the field.
Girls and Boys	<p>We separate girls and boys beginning with 2nd grade. If your team is made up of girls and boys, experiment to discover what works for your players. Boys tend to be more aggressive; girls tend to be more committed to team play. There are arguments on both sides of the issue of playing 'co-ed' lines versus single gender lines. [At these ages, most coaches play co-ed lines. When you meet with the other team's coach, come to an agreement about whether to mix weaker and stronger players in each line or to play one 'strong line' and one 'weak line'.]</p> <p>At this age, co-ed is (on average) successful.</p>
Shirts	Home team wears blue, away team wears white.
Field Size	<p>Roughly 25 paces wide by 35 paces long for grades 1 - 2, a little smaller for Kindergartners, perhaps 20 x 30 paces. Judge by how tired they look and whether they have enough room to maneuver.</p> <p>If you're not using Pugg goals, make goals with cones, three to four feet wide.</p>

Game Situations

Kickoffs	<p>Ball is placed in the center of the field. A player from the team that is kicking off (the offense) should pass the ball to another player on his or her own team to begin play. Ball must move forward into opponent's side of field. Team B (defense) lines up 5 yards or so off the ball to allow kickoff.</p> <p><u>Discourage</u> players from kicking-off as in American football (trying to kick the ball the length of the field).</p>
Ball out of bounds on touch line	<p>Team that last touched the ball loses possession. Other team passes ball in from spot where ball went out with a foot pass. Defending team backs up a few yards to allow the pass in to take place.</p> <p>Encourage quick re-starts to keep the flow of the game moving.</p>
Restarts after ball out of bounds	<p>Team winning possession brings the ball in from the sideline at the spot where the ball went out of bounds or is brought in from the appropriate corner if it would have been a goal kick of a corner kick. The ball should be passed into the field of play with a foot pass. (Throw-ins do not start until third grade). Defending players must give the ball handler 7 yards of open field.</p>
Ball out of bounds over opponent's goal line by attackers	<p>If Team B shoots at Team A's goal and misses, Team A places the ball in the closest corner of the field and puts the ball in play by passing to one of his or her own team mates. (This is in place of a goal kick.)</p>
Ball out of bounds over their goal line	<p>If Team B shoots at Team A's goal and the ball goes out of bounds, over the goal line on which the goal sits, last touched by a Team A player, Team B gets the ball in the corner of the field on the side of the field closest to where the ball went over the goal</p>

by defenders (Corner kick)	line. The ball is put in play by Team B's player using a pass. (This is in place of a corner kick.)
Restart after a goal is scored	The team that scored the goal now plays defense and the other team kicks off. (See above for Kick offs).
Substitutions	<p>One of the coaches should keep time. When 3 or 4 minutes has passed, a time out should be called when the ball goes out of bounds the next time, and the lines change - three out, three in.</p> <p>If your team has more than or less than exactly two lines of players, you'll need to improvise to keep playing time as equal as possible.</p>
Referees	There are no referees. Coaches "double" as referees and on-field coaches. Second graders (fall season) may need an on-field coach. By spring, second grade season, you can coach more from the sidelines. In general, the coach from one team takes the first half on the field as referee. The other team's coach takes the second half.
Fouls	<p>In general, you stop play only for "dangerous play" like pushing, really obvious "hand balls", etc. The main thing is: Let them play and keep the action rolling. You can take a pause to do a little coaching as appropriate, to teach the players about rules or process as appropriate.</p> <p>If a player is overly aggressive, or threatening to other players on the field, consider keeping that player off the field for two rotations and talking to the player about his or her behavior. Kids hate to not play when they're supposed to, so this usually gets their attention.</p>
Injuries	See below.

Post-Game

Post-Game Cheers	When in doubt: "2, 4, 6, 8, who do we appreciate, other team, other team, Yea!" It's old, but it works! Then, line up and "slap hands".
Collect all equipment	<p>If you arrive with six balls and a goal, make sure you leave with six balls and equipment a goal. Some coaches have a knack for picking up (or losing) equipment during the season.</p> <p>It's a good idea to mark all team equipment with your team's name so you can determine whose is whose post-game.</p>
Policy on Injuries	<p>Coaches should have medical forms for their players. If a player sustains an injury of any kind, inform the child's parent immediately, if they are at the game. Regardless of whether the parent says 'OK' to going back in the game, use your own judgment, and err on the side of not playing child who has been hurt.</p> <p>If the child's parent is not present, and the child has been injured, we recommend that you not put the child back in the game.</p>

If the injury is serious (head injury, neck injury, back injury), call the Concord EMTS. Don't move the child before the EMTs come.

Solving Common Game Problems When One Team Dominates the Other

Problems	Remedies	<i>“YOUR Comments ?”</i>
Too many break-aways, fast breaks, etc., OR one team reaching fatigue first from not enough subs	Shorten the field , but keep it the same width.	<i>“My players aren’t keeping up, we’re running out of legs . . .”</i>
A couple of “Top Guns” on the winning team are scoring all the goals	“Transform” Top Guns need to into Assist Kings or Queens . . . Challenge them to provide assists to ALL other players on their team first <u>before</u> Top Guns score again	<i>“Let’s encourage BALANCED scoring by all the players on your team – instead of only a few players scoring”</i>
Too many “Top Guns” on the winning team	The team that’s winning must start scoring goals by using only the “weak” (left ?) foot	<i>“This a great opportunity for these players to learn . . . that our Club wants players to shoot well with both feet !!”</i>
One team clearly dominates in many respects	If it’s 3 vs. 3, then the team that is losing by 3 goals or more adds one more player to make it 4 vs. 3	<i>“Let’s play for the ‘spirit of the game’. . . your team leads by 3 goals or more . . . can’t we find a sporting way to create joy for BOTH teams ?”</i>
One team still dominates after trying remedies above	Widen the goal defended by the team that’s winning, and / or narrow the size of the goal defended by the losing team.	<i>“We’re hoping for both teams to score some goals; we can always revert if your team starts losing by 3 goals”</i>

