

Bethel Park Soccer Association

Flights Program

Effective August 2009

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The Flight Soccer Program, our in-house recreational program, focuses on the fundamental skills needed to play soccer and the rules of the game. As your child advances in flights, more skills and rules are added. It is played on Saturdays at the time and location listed on the chart below. Generally, the first hour is focused on teaching and practicing skills with your team. The second hour is match play. Flights are organized by age. The first three levels combine both boys and girls. Please see our registration form each year for the birthdates for each flight level.

Flights Schedule Fall 2009

Flight 1	Village Green	1:30-3:15
Flight 2	Village Green	8:30-10:30
Flight 3	Village Green	11:00-1:00
Flight 4 Girls	Neil Armstrong	8:30-10:30
Flight 4 Boys	Millennium	8:30-10:30
Flight 5 Girls AND Boys	Neil Armstrong	11:00-1:00

General Flights Checklist What to bring?

Proper size ball

Soccer cleats (no cleat up front)

Shin guards which must be under soccer socks

Appropriate athletic attire

Water Bottle

Is it your week to bring the team snack?

Flight 1 - a parent must stay entire session

Flight 2 and above - a parent should stay unless they have another team parent willing to be responsible

Weather cancellations - you will get a call from your coach if the flight day is canceled

Flight	Sides	Ball Size	Goal Keepers	Offside Rule	Basic Rules	Coach position	Referees
1	4 v 4	3	Keeper Position; no punting	Only if Blatant	Game-like	One coach per team on the field	No; coaches make calls
2	4 v 4	3	Keeper Position; no punting	Only if Blatant	Game-like	One coach per team on the field	No; coaches make calls
3	5 v 5	4	True Keeper	Yes	Game-like	Sideline or behind goal	Yes
4	7 v 7	4	True Keeper	Yes	Game-like	Sideline	Yes
5	Varies	4	True Keeper	Yes	Game-like	Sideline	Yes

The above will be discussed in detail throughout the next few pages, but can be used as a guideline to keep with you. This can also be shared with parents prior to season start.

Lesson Plans

Lesson plans will be provided to all coaches. These lesson plans are very specific and provide level appropriate skill development. These plans can also be adjusted to accommodate special needs players.

Each lesson plan details the activity with a description and diagram, along with the purpose and coaching points. All lesson plans will be given at the beginning of the season and each coach will be expected to follow said lesson plan provided for the specific week.

Every lesson plan can be measured by the ability of all players to grasp the lesson and to perform the techniques taught by the plan. All coaches should report any concerns about the lesson to a commissioner.

(Please see Training Manuals provided by Kelly Mehalko, Appendix A and B)

Assessments

Skill assessments will be done at the end of each season for each player, using a basic assessment form. These assessments will provide for mixed ability teams from Flight 2 – Flight 5. Every coach will also be given an “exceptional player” form to fill out on any player on the opposite playing team that they see as a player that could be considered for a higher flights level.

(Appendix C and D)

Changes to Flight 1
-Effective fall 2009-

Flight 1 Soccer will follow the “Rules of the Game”. By teaching players the rules of the game from the start, bad habits are not developed, better training can be provided and thus the end product is a higher level of match play. This also leads to ongoing changes in development at each flight level as players are “ready” to learn new techniques and do not need to be re-taught.

Flight 1 will use Pugg goals as training aids and during match play. This will be valuable in keeping the score lower and they are size appropriate for that age.

During the matches, it is encouraged that the coaches aid the players in keeping the ball in bounds by “helping” the ball’s direction on the sidelines (i.e.: kicking it subtly back into play). However, as the ball does go out, specific calls should be made and players taught the appropriate response to the out of bound ball. Through lesson plans and match play, coaches should point out ball control and out of bounds areas.

Changes to Flight 5
-Effective fall 2009-

Flight 5 Training will be conducted with In-House Staff including Travel Coaches, MLS Coaches and Board Members. Each trainer will only have to commit to one week of training in the 8-week period.

The boys and the girls will train together at each session. The matches will be dependent on number of attendees and the comfort level of the attendees. The teams will be done in a uni-sex or coed manner depending on the above factors.

Matches

All matches will be skill oriented versus score oriented. It is understood that players do keep score and they get excited when they “win”. This is always going to be the case; it is our job as coaches to make that a more positive focus and to use tools to not let games get lopsided in recreational soccer. . Some examples of techniques to enforce focusing on skill development are: striking the ball with the non-dominant foot (left-footed, in most cases), taking the ball to each corner flag before a shot on goal may be taken, having each team member take turns scoring.

Please see the attached articles about matches and keeping them fun and developmental. The articles include: “It’s Wonderful to Win, But...” (Appendix E), “ Remember, it’s Playtime” (Appendix F), and “ Are the Kids Having Fun” (Appendix G).

Code of Conduct

This code is attached (Appendix H). Please have every player and parent on your team sign the signature page on the very first day of each season.

Progression of Flights to Travel

In the spring of Flight 3, a representative from the BPSA Board will speak to parents and players about travel soccer. Information about Bethel Park Travel Soccer is included in this manual and is available at **bpsoccer.org**.

Bethel Park Travel Soccer

A natural extension to our in-house program, Travel Soccer is an important part of soccer in Bethel Park. The primary goal of BPSA Travel Soccer is the total development of players from 9 to 14 years old in the game of soccer. The program provides talented and promising players enhanced exposure to the game, the opportunity for quality coaching and the chance to compete against teams of similar talent. Our program's objective is to field teams of the highest possible quality to represent BPSA in the PAWest District 4 South Division and possibly the PAWest State Open Soccer Tournament. BPSA Travel Soccer teams follow the rules and regulations of PAWest, USYSA and its affiliated organizations.

What to expect from Travel Soccer:

1. Team training sessions twice a week for 1.5 to 2 hours per session.
1. An 8 to 10 match season in the fall and spring; matches are played on Sunday.
1. BPSA typically fields teams in the Under 10 thru Under 14 age groups (see age chart below). Teams will play in leagues based on ability with 3B being the highest caliber of travel play. Younger teams typically start out in Division 4.
1. Teams will travel to local communities for away matches; Division 3B teams will likely travel greater distances to play against other select teams.
1. Selection to a team is based on the player's assessed skills. A skill assessment is typically held in late spring to help coaches place travel players on the appropriate skill-based teams for the fall season.
1. Players are provided a uniform jersey, shorts and matching socks. \$25.00 fee is collected by the head coach at the time of ordering.
1. U10 travel players should continue to play with their Saturday Flight teams and their U10 coach will explain requirements for that team; U11 travel players are encouraged to participate in available Saturday in-house programs.

The deadline for registering for Travel Soccer is 3-4 weeks before the deadline of our in-house "Flights" program. Players who wish to start in the Travel program during a spring season should contact the Registrar or the appropriate age group coach. Team rosters are limited based upon PA West guidelines. For more information about travel soccer please go to www.bpsoccer.org.

Additional Pages Provided:

Soccer Goalkeeper (Appendix I)

Written by Laura Hoffman, Flights Coach, 2008-present

Soccer Food (Appendix J)

Written by Larry Shaw, Director of Coaching Development

The Rules of Soccer (Appendix K)

Taken from The Dangerous Book for Boys by Gonn Iggulden

Bethel Park Coaches Training Manual, Flight 1-3 (Appendix A)

Written by Kelly Mehalko, Coach and Player Development Coordinator

Bethel Park Coaches Training Manual, Flight 4-5 (Appendix B)

Written by Kelly Mehalko, Coach and Player Development Coordinator



FLIGHT

1-3

Training Sessions

Website: www.bpsoccer.org
Kelly Mehalko- 412-854-1985

Rule #1 Have fun. Be energetic. Make the players laugh. Be silly. Fuel their fire for the game!! See rule #2

Rule #2 The most important aspect of putting together an effective training session is being able to organize the players, equipment, and are effectively to ensure the maximum use of time is made. See rule #1

Equipment:
for players

- shin guards worn under socks
- Proper soccer cleats
- Water
- Size 3 ball

Rules:

- Proper throw ins (use discretion with F1/2 when ball is clearly out of bounds.)
- Goal kicks – when the other team touches the ball before it goes over your end line
- Corner kick – when your team touches it last when it goes over your end line.
- No slide tackling-keep players upright and encourage use of their skills

NEW-Keeper uses their hands. No punting. They should distribute the ball by rolling the ball like a bowling ball to a player on their team.

Number of players on the field:

F1	4v4	3 field players and a keeper	coaches make calls
F2	4v4	3 field players and a keeper	coaches make calls
F3	5v5	4 field players and a keeper	refereed

Coaches:

Training: Both teams train together on the field
Some games/drills you can do as a whole group. Others you will have to break the players into smaller groups.
Use the training sessions provided for each week. Feel free to add to it. Be flexible.
Not all players or groups are the same. Be ready to make adjustments.

Games: -During games, F1 you may enter the field when the players are playing the game, but please stand toward the sides so the players have room to play.
-F2, give instruction during the game, but try to stay on the sideline
-F3 Stay on the sideline. Give instruction when players come off the field.
-Encourage your players to use the skill you worked on that day. Make a big deal out of it when they do!
-Be positive-use the players name along with some positive feed back

Day1- Get your players email addresses-easy communication.
Snack list
Hand out jerseys
Have code of conduct signed by each parent-you can find that on the BP website

Training Sessions

WEEK 1

Dribbling and ball control
Turn #1 Drag back

1. Tag
2. Simon says- without then with the ball (Simon says stop ball with your left elbow-then the players resume a dribble etc. Always have the players resume a dribble)
3. Introduce the drag back
4. Dribble relay- Place all balls at the half line. Have players race out and get a ball. First by carrying the ball back then ask them to dribble the ball back so the next player can go.
 - use the drag back when collecting the ball. Encourage the use of both feet.
 - Keep ball close- don' kick as far as they can
 - line should not be anymore then 4/line.
5. On the Highway- Have players dribble around the field. Tell them they are out and about in Bethel Park and they need to obey the traffic signals and speeds. When they come to a red light, have them stop the ball with the bottom of their feet. Yellow light means slow down. Green light means go-speed it up. Take them on the highway where they need to run as fast as they can with the ball.

Week 2

Dribbling and ball control
Turn #2 inside hook

1. **Squirrel game**- have players place a piney in the back of their shorts so it is sticking out like a tail. Have a couple players you designate as the foxes. It is his/her job to steal as many tails as they can in 30 seconds.
Variation: when a fox steals your tail, you become the fox and they become the squirrel.
-Allow players to steal as many tails as they can in an allotted time. --
The condition is they have to put each piney in as a tail. You can only steal one tail at a time.
2. Introduce the foundation (piston like motion) No tin men
3. Revisit the drag back briefly and introduce the inside hook
4. Place cones out on field randomly. Players then dribble around. When they come to a cone they must do a designated turn and change direction. Make it a game. Give them a time limit. Have them count how many times they can turn in that time. (Encourage the use of both feet for turns)
5. **Shark attack**- Designate 2 taggers. If players get tagged they become a tagger

Make a box on each corner of your area.

When the coach calls out shark attack, the players have to dribble to a beach (box) to stay safe. Periodically close off a beach so the players have fewer to choose from and have to use their skills to get out of trouble. Show them how using their turns might come in handy.

Week 3

Dribbling and passing

Turn #3 outside hook

-go over the drag back and inside hook briefly.

1. Introduce outside hook.

2. Knockout- All players have a ball. Ask players to dribble around the area (half field). They try to knock out another player's ball while dribbling and protecting their own if their ball gets knocked out they have to do 5 turns of their choice then reenter the play. To complete the game, if your ball gets knocked out, you come back in without a ball and try to knock out another player's ball-until there is just one left!!
-- If they dribble their ball out of bounds on their own, then they do 3 jumping jacks then return to play.

2. Cowboys and Indians-

Divide players into two teams. Place one team on one side of the grid and one on the other. Ask two players to be volunteers from each team. They will be your dribblers or cowboys on a horse (dribble a ball). The players on the outside have to pass the ball at the runners trying to hit them below the waist or they can hit their horse (ball). Have each player be a cowboy. If a player hits a cowboy, their team gets a point. (They can hit either dribbler).

Play game once then show proper passing technique.

Place plant foot facing where they want the ball to go.

“Cutting the grass” so the ball rolls end over end.

4. Ice cream shop-

Place cones in twos randomly around the half.
Have players partner up. The teams must dribble to a gate and pass through to get a point.
Game: The pairs must try to visit as many ice-cream shops as they can in a designated time frame (the shops close in one minute!). When they pass the ball to their partner through the door (gate), each of them collects a scoop of ice cream. They can not go through the same shop back to back. They can visit one then go to another then come back if they wish. But encourage them to go to as many shops as possible.

Week 4

Dribbling and passing
Turn #4 Cruyff

1. Squirrel game
2. Foundation with drag back
 - Introduce the Cruyff –
 - Free dribble. On the coach's command do the cruylff, drag back, inside hook and outside hook
3. Soccer bocce- Pair up players. Player one passes ball as far as they want inside the field. Player 2 then tries to hit player ones ball. If they miss, player one then gets to try to hit 2's ball where it stopped until one hits the others ball. That player gets a point then they start over.
--Encourage proper passing technique to hit the ball.
Proper pace on the ball
4. Keep away- 3 players pass to try and keep the ball away from a defender. Give a time frame (play for 30 seconds at a time so players don't get frustrated)
 - If the defender wins the ball they give it back. Progress to if the defender wins the ball then the last player to touch it is now in the middle.

Week 5

Dribbling/ passing/ shooting
Turn #5 Gascoigne

1. Spiderman- Select one players to be “the Spiderman”. Position him/her in the middle of the area without a ball. Position all other players with a ball on one end of the area. On the coaches “go”, the players have to try and dribble to the opposite end without getting their ball tackled away. If tackled away, that player joins Spiderman’s team.
2. Introduce the gascoigne.
3. Place a cone in the center of the half. On the coach’s command, the players dribble into the cone and do a turn of the coach’s choice. Go through all turns learned.
4. Where’s the coach? Each player has a ball. The coach or coaches move around the area and when they stop and open their legs to create a goal, the players must pass their ball though for a point.
5. Goal!! Divide players into two teams. One team on one end and the other team on the other end. Place 3 balls on disc cones as goals in front of each team. One point for each knocked off ball.
The players then attempt to knock the balls off the cones by passing.
NOTE: 3 players on each team will not have a ball. If you want, instead of using balls on cones, you can enlist a couple parents to stand with their legs open so each player has a ball.

Week #6

Dribbling/passing/shooting
Turn #6 Figure 8

1. Planets

Four teams.

As many balls as you have.

Place all of the balls in the center of the area.

Make 4 boxes (planets) on the corners of the area

I would start this on by having players use their hands first-then go to a dribble.

On the coaches “go”, one player (astronaut) from each team collects one ball (moon rock) at a time and returns it to his/her planet. Then the next one goes until the balls are gone. See who collected the most balls.

Add: As well as collecting from the center area, you can now steal from others planets (one ball at a time) (give a specified time limit) this one gets a little crazy!

2. Introduce the figure 8

3. Free dribble- Use left foot only, right, both feet, push and pull the ball with the soles of feet.

Turns –drawback, inside hook, outside hook, cruyff, gascoigne and figure 8

4. Go to Goal-

3 or 4 lines of players

One player passes the ball between the legs of the player in front of them so they can shoot the ball.

5. Shooting-

On the coaches “go”, players run the perimeter of the area though the cones. Meanwhile, the coach passes a ball into the field. Which ever player gets there first takes a shot on goal.

Week 7

1. All Players in a square. Half with a ball, half without. Players with a ball must dribble a ball to a player with out a ball. Encourage players to change direction-using the turns they've learned.

2. Follow the leader- Place sets of cones 2 yards apart in the area. Player's pair up-one is the leader, the other is the follower. The leader leads the follower through the cones to score as many goals as possible in 60 seconds. Change roles.

3. It's a race!!- 2 teams of players. One ball/ group. (Break large group into 2 smaller ones)
Players on team A pass against the coach and count how many passes they can make with the coach before the other team runs dribbles around the group.

4. Coconuts- Players pair up.
Place a disc with a ball on top in between each pair
Players attempt to pass the ball to knock the ball (coconut) off the cone (tree). Each time they knock a coconut off the tree, they get a point. Give a certain time limit to play.

5. Singing numbers- 2 teams of players. Instruct each team to think of a song.
The balls are placed off to one side for the coach.
2 sets of cones for larger goals at each end of area.
Have one team at one end in the goal and the other team in the other end in the goal.
Give each player a number (ex. 1-6 on one team and 1-6 on the other.)
The players in the goal link arms so they are all connected.
The coach then calls out a number and passes a ball into the middle. The players with that number come out and try to score a goal on the other team. When the ball goes out of play or the player gets a shot off, the coach calls a different number. If the player scores, his/her team has to sing part of their song in order for the goal to count.
ADD: call 2 numbers so the players can pass to score. Then three numbers...and so on... loads of fun. Make sure they are singing!!!

Week 8

You did it!! This is your week to take a couple games the kids really liked and use them as a warm up to your games. Maybe choose 2/3 quick games. You will most likely be playing a couple games today so choose ones that will get the blood pumping early for your little stars.

Thanks for all you do and all the smiles you've created!! The kids especially appreciate it!!!!!!

URNS

#1- Drag back

- Step 1 Step plant foot beside the ball.
- Step 2 Place bottom of foot lightly on the ball.
- Step 3 Roll the ball with the bottom of your foot in the opposite direction while opening up your hips. (They should naturally follow)
- Step 4 Come away with the same foot so you can run.

#2 Inside Hook

- Step 1 Step your plant foot a little behind the ball but back enough so the ball can easily roll past it.
- Step 2 Swing your hips so your other foot goes on the other side of the ball so you can use the inside of your foot to hit the ball.
- Steps 3 Touch the ball with the inside of the foot so that the ball rolls past your plant foot. (Not too far-just enough to keep control of the ball)
- Step 4 Come away with the opposite foot so you can run.

#3 Outside hook

- Step 1 Step plant foot a little father out next to the ball.
- Step 2 Swing your leg you'll turn with to the back of the ball- point your toes to the sky and lock your ankle, making your foot look like a hook.
- Step 3 Take a step with your plant foot so that your hips follow the motion of where your turning foot is. You will be sideways between the defender and the ball.
- Step 4 Come away with the same foot you used to turn with so you can run. (Do not come away with the opposite foot because it lessens the space between the ball and the defender.

#4 Cruyff

- Step 1 Plant foot beside ball with toes pointing to the side. Leave enough room for the ball to roll behind your heel.
- Step 2 Your hips will follow the position of the plant foot so you are side on to the defender.
- Step 3 Use the tip of the inside of your foot to tap the ball behind your plant foot.
- Step 4 Come away with the plant foot so you can run.

#5 Gascoigne

- Step 1 Touch the ball lightly with the bottom of your foot so the ball stops.
- Step 2 Step over the ball with that same foot so the ball is between your legs.
- Step 3 Drag the non-step over foot behind the ball so it comes next to your other foot. You will be sideways on.
- Step 4 come away with the non step over foot so you can run.

#6 Figure 8

- Step 1 Stand behind the ball
- Step 2 Take your foot and without touching the ball, trace the ball from the outside around to the top inside of the ball.
- Step 3 Turn toward the foot you stepped with. So, if you step with your right foot, you turn to your right. If you step with your left, you turn to your left.
- Step 4 Come away with the foot you traced the ball with so you can run.



Flight 4 and 5 Training Sessions

www.bpsoccer.org
Kelly Mehalko 412-854-1985

Rule #1 Have fun. Be energetic. Make the players laugh. Be silly. Fuel their fire for the game!! See rule #2

Rule #2 The most important aspect of putting together an effective training session is being able to organize the players, equipment, and are effectively to ensure the maximum use of time is made. See rule #1

Equipment:
for players

- shin guards worn under socks
- Proper soccer cleats
- Water
- Size 4 ball

Rules:

- Proper throw ins
- Goal kicks – when the other team touches the ball before it goes over your end line
- Corner kick – when your team touches it last when it goes over your end line.
- No slide tackling-keep players upright and encourage use of their skills
- Keeper uses their hands. They can punt the ball or distribute the ball by rolling it like a bowling ball to a player on their team.

Number of players on the field:
6 plus a keeper

Coaches:

Training: Both teams train together on the field
Some games/drills you can do as a whole group. Others you will have to break the players into smaller groups.
Use the training sessions provided for each week. Feel free to add to it. Be flexible.
Not all players or groups are the same. Be ready to make adjustments.

Games: -During games, Encourage your players to use the skill you worked on that day. Make a big deal out of it when they do!
 -Be positive-use the players name along with some positive feed back

Day1- Get your players email addresses-easy communication.
 Snack list
 Hand out jerseys
 Have code of conduct signed by each parent-you can find that on the BP website

Week 1

Dribbling

Turn 1 Drag back

1. All players dribble around area with the ball-keeping it close.

-upon coaches command players:

Use right foot only

Use left foot only

Inside of both feet

Outside of both feet

Anything they want

Introduce the drag back then use it in this drill

- 2 Players are organized into 4 corner boxes with a ball for each player.

-upon command, 1 player from each team at a time must retrieve a ball from a different box until 1 team has 6 balls (or whatever you decide)

Have the players use their hands first then go to dribbling

Progress to:

Same game as before but add 1 defender from each team in the middle zone attempting to prevent access. (No tackling the ball)

**add: the defender can win the ball and put it back in their zone

*use different surfaces of your foot to beat the defender

*change speed after you beat a defender

3. Play 4v4

Place random sets of cones in the area.

Play 4v 4 on inside of area. Have all others stand on the outside ready for a pass. Goals are scored by dribbling through a gate.

*dribble on 1v1 occasion

*Keep head up to know when dribbling is appropriate and when passing is needed.

Week 2

Turn #2 inside hook

Turn #3 Outside hook

Heading

1. Chain tag One player is designated the tagger. When the tagger tags another player, they join hands to make a chain. They continue to tag (chain up) until there are four then they spit into form another group.

Introduce the inside and outside hook

2. 20x20 yard area

- 2 equal groups

- One group with a ball, then other is without.

- players with the ball randomly dribble around the area

- When faced by a defender, they should turn and accelerate into space.

- No tackling

- Switch roles

3. Heading: Partner up

Players kneel across from each other in a line

With the ball in your hands, bring the ball back toward your head and hit the ball with your forehead to your partner.

- *No head bobbing

- *Use your hands to help momentum

Progress: Up to feet same thing then have their partner throw the ball to them.

Talk about: where you hit the ball determines where it will go.

- Hit ball under, the ball will go up- great from clearances typically used in defense

- Hitting the ball in center will drive the ball- like when shooting.

- Hitting on the top will drive the ball down either to score or to pass to a teammate.

4. Heading relay: 2 or 3 teams of equal # of players (no more than 6 per group)

Players will kneel one behind the other. One player is designated the server.

The server starts by throwing the ball to the first player who has to head it back to the server. The server must catch it. If he/she does not, then they start over. Do this until the ball is successfully headed to the server by each player. If the ball is dropped or miss hit, they start over. It is a race.

This is a fun game. Give a couple of players a chance to be a server.

5. Finesse and Heading: Have players split into 3 equal teams with one ball per player.

One team on one goal post(throwers), another team on the other goal post(passers) and one about 20 yards out.

Player one goes by striking their ball at the goal. After they do this, they run in to hit a ball passed out by the passing line. Then they head a ball from the throwing line.

Every time they score, they get a point. Keep track of points.

Week 3

Passing

Turn #4 Cruyff

1. 2 equal teams

Inside players pass to the outside players. The outside player then dribbles in and finds another outside player to pass to.

Add: Drag back, inside and outside hook,
Introduce the Cruyff and add

2. 4v2 10 x 10 area

Outside players maintain possession of the ball by passing the ball through the area.

If an inside player wins the ball, they switch with the outside player that it last touched.

*prepare the ball in the direction you wish to pass

3. 20 X 20 yard area

Play 3v2 in the area with players on the outside. If the 2 defenders win the ball, they attempt to keep possession by passing to the players on the outside.

Week 4

Passing

Turn # 5 Gascoigne

Fake

Scissors

1. 20 x 20 yard area with random cones.

-One ball between three players

-Players move randomly around the area

-Players dribble ball to cone, turn and pass to a player in their group.

-Make a move past the cone then find a player.

**Keep your head up

**Keep the ball close

**Turn at a safe distance from the cone

**Make accurate passes

2. The gauntlet:

Split groups into two teams

Divide an area into 5 equal zones (5 yards apart)

Team #1 tries to dribble through the zones that are being defended by team 2. Award points for dribbling through each zone.

Switch roles

Progression: pair up and pass through the zones

4. 30 x 40 yard area

2 teams of 7

3 playing zones

Players remain in their zone

Teams attempt to score by passing through each zone.

Goals are scored by passing the ball into the goalkeeper who is in a box 5 yards from the end line.

Week 5

Turn #6 Figure 8
Spin with the ball

1. Diaper Tag 30 X30 yard area
 Designate 2 taggers
 Players move around area freely. When they get tagged, they freeze and stand with their legs apart. To unfreeze, another player has to crawl through their legs.

Introduce the figure 8

2. 30x 40 yard area
 Split into 2 equal teams
 One group on outside without the ball
 One group on inside with the ball
 - a. Players dribble and pass to a player on the outside and exchange places with them.
 - b. When you pass, you become a passive defender. The outside player dribbles in to the defender, does a figure 8 dribbles to outside, does another figure 8 and then resumes play by passing to another outside player.....
 - c. Choose a different turn each time
 - d. Introduce the spin move
 - e. Same as above, but instead of turning, they do the spin move before they pass.
 - f. Choose one of the moves to beat a defender (fake, scissors or spin)
3. Singing numbers- 2 teams of players. Instruct each team to think of a song.
 The balls are placed off to one side for the coach.
 2 sets of cones for larger goals at each end of area.
 Have one team at one end in the goal and the other team in the other end in the goal.
 Give each player a number (ex. 1-6 on one team and 1-6 on the other.)
 The players in the goal link arms so they are all connected.
 The coach then calls out a number and passes a ball into the middle. The players with that number come out and try to score a goal on the other team. When the ball goes out of play or the player gets a shot off, the coach calls a different number. If the player scores, his/her team has to sing part of their song in order for the goal to count.
 ADD: call 2 numbers so the players can pass to score. Then three numbers...and so on... loads of fun. Make sure they are singing!!!

Week 6

¼ turn

Stop n go move

1. **Squirrel game**- have players place a piney in the back of their shorts so it is sticking out like a tail. Have a couple players you designate as the foxes. It is his/her job to steal as many tails as they can in 30 seconds.

Variation: when a fox steals your tail, you become the fox and they become the squirrel.
-Allow players to steal as many tails as they can in an allotted time. --The condition is they have to put each piney in as a tail. You can only steal one tail at a time.

2.

Have players dribble toward cone. As they come to the cone they cut the ball with the inside of the foot toward the next cone.

3. Introduce the ¼ turn. This is similar to the drag back except you do not turn a full turn. You open your hips while dragging the ball a quarter turn.

Dribble again in grid using the quarter turn

4. Introduce give and go (1-2)

Have receivers stand on each outside cone.

Players now dribble to the middle then play a give n go with the player on the outside.

5. 10 x 10

2v1 to end line

The dribbler comes forward to beat the defender. If the defender defends the pass then the dribbler accelerates to the end line. If the dribbler engages the defender, the pair attempts a give n go.

Week 7

1. Body part tag: 15 x 15 area
Designate 1 or 2 players as taggers
Taggers can tag anywhere on the body
When a player gets tagged they have to hold the spot where they got tagged with one hand. When they get tagged again, they hold that spot with the other hand. When they get tagged a 3rd time, they are out and need to get a ball and juggle.
2. Groups of 3 pass and move on the field. Make sure they are attempting short and long passes.
3. Passing game;

Split group into 2 teams.

Place half of each group in on zone then the other half in the other (alternating zones)

Players attempt to move (pass/dribble) the ball in their zone so they can pass to a player on their team in the other zone. (Stay in your zone)

If the pass to the player in another zone is successful and stays in that zone then that team gets a point. Play to 5 or whatever you choose

The team without the ball tries to defend so no passes are made through their zone.

Points to consider:

- Keep ball moving
- Pass with in your zone to find space to penetrate the defense.
- Weight of passes
- Keep ball on the ground
- Recognizing space
- Communication

Week 8

You did it!! This is your week to take a couple games the kids really liked and use them as a warm up to your games. Maybe choose 2/3 quick games. You will most likely be playing a couple games today so choose ones that will get the blood pumping early.

Thanks for all you do and all the smiles you've created!! The kids especially appreciate it!!!!!!

URNS

#1-Drag back

- Step 1 Step plant foot beside the ball.
- Step 2 Place bottom of foot lightly on the ball.
- Step 3 Roll the ball with the bottom of your foot in the opposite direction while opening up your hips. (They should naturally follow)
- Step 4 Come away with the same foot so you can run.

#2 Inside Hook

- Step 1 Step your plant foot a little behind the ball but back enough so the ball can easily roll past it.
- Step 2 Swing your hips so your other foot goes on the other side of the ball so you can use the inside of your foot to hit the ball.
- Steps 3 Touch the ball with the inside of the foot so that the ball rolls past your plant foot. (Not too far-just enough to keep control of the ball)
- Step 4 Come away with the opposite foot so you can run.

#3 Outside hook

- Step 1 Step plant foot a little father out next to the ball.
- Step 2 Swing your leg you'll turn with to the back of the ball- point your toes to the sky and lock your ankle, making your foot look like a hook.
- Step 3 Take a step with your plant foot so that your hips follow the motion of where your turning foot is. You will be sideways between the defender and the ball.
- Step 4 Come away with the same foot you used to turn with so you can run. (Do not come away with the opposite foot because it lessens the space between the ball and the defender.

#4 Cruyff

- Step 1 Plant foot beside ball with toes pointing to the side. Leave enough room for the ball to roll behind your heel.
- Step 2 Your hips will follow the position of the plant foot so you are side on to the defender.
- Step 3 Use the tip of the inside of your foot to tap the ball behind your plant foot.
- Step 4 Come away with the plant foot so you can run.

#5 Gascoigne

- Step 1 Touch the ball lightly with the bottom of your foot so the ball stops.
- Step 2 Step over the ball with that same foot so the ball is between your legs.
- Step 3 Drag the non-step over foot behind the ball so it comes next to your other foot. You will be sideways on.
- Step 4 come away with the non step over foot so you can run.

#6 Figure 8

- Step 1 Stand behind the ball
- Step 2 Take your foot and without touching the ball, trace the ball from the outside around to the top inside of the ball.
- Step 3 Turn toward the foot you stepped with. So, if you step with your right foot, you turn to your right. If you step with your left, you turn to your left.
- Step 4 Come away with the foot you traced the ball with so you can run.

PARENT VOLUNTEERS:

Please list at least three parents who were very helpful in terms of telephoning and clerical work, or as assistant coach, referee, linesmen, etc.

Name	Phone No.	Abilities

SUGGESTIONS:

Three things you really liked this year

Three things you really didn't like this year

Three suggestions for improvement

No Comments

WOULD YOU BE WILLING TO:	<input type="checkbox"/> Coach next year	<input type="checkbox"/> Attend summer clinic for coaches or referees
	<input type="checkbox"/> Referee next year	<input type="checkbox"/> Help with administration on the Regional Board
	<input type="checkbox"/> Coach or referee for Spring League	<input type="checkbox"/> Other _____

Bethel Park Flight Soccer
Exceptional Player Form

Date: _____

Coach filling out form: _____

Flight #: _____

Player's Name: _____

Player's Team Name: _____

This child is an Exceptional Player because:

Would you recommend this child play up? _____

Has MLS or the Player and Coaching Development Coordinator observed this player: _____

Use of this form: Coaches will fill these forms out for players *on the team they are matched against for that week*. You will not use this for the players on your own team. Each week, the coach will have the opportunity to submit an exceptional player form for *one* child they observed that week. The form should be used for a player that shows a higher than average knowledge of the game, shows exceptional skill on the field, and has a high level of coachability. Please be specific in your response as to why you found the player to be exceptional. If you do not observe a player, during a match, that meets that criteria, you will not submit this form for that week.

This form is not to be circulated around to players and parents and should be handled responsibly by the Individual Coaches. This form is a subjective evaluation of the players' performance for the just concluded season and is being used to 1) Help in the development of teams for the following season 2) Determine whether additional training should be recommended for a particular individual 3) Determine whether a player should be advanced thru the flight program.

December 30, 2008

YOUTH BEAT: IT'S WONDERFUL TO WIN, BUT ...

There's universal agreement that a results-driven approach to youth soccer is a detriment to player development. And although ignoring the scoreline is easier said than done - it's worth the effort.

By Mike Woitalla (from the December issue of Soccer America)

As I sat down to write this article, in which I planned to deliver all sorts of advice on how to be a good youth coach, I was struck by a recollection of something I did while coaching 9-year-olds last Saturday. It was halftime. The players chewed on orange wedges as if they hadn't been nourished in weeks. But a girl who had been goalkeeper for the last half of the first half spoke with the girl who was putting on the keeper's jersey for the start of the second half. "I want to take the next goal kick, OK? Because I didn't get to take a goal kick when I was goalie," she said. I piped in with, "No. It's better that the goalkeeper takes the goal kicks because then we have more players in the field." Before the second-half whistle I realized how ridiculous I was being, but only now am I truly contemplating why I intervened and why I shouldn't have. It's always a chore finding four volunteers for goalie in each game. Goal kicks were obviously one of the few things the girl enjoyed about being goalkeeper. She missed out on getting to take one, and here I was ruining a decent solution to her disappointment, and perhaps decreasing the chances that she would want to play goalkeeper in the future. Moreover, the fact that two 9-year-olds were cooperating to make a decision on what they would do on the field displayed teamwork - only to be trounced by the coach. Shame on me. So why did I intervene? I'd like to think that I was giving them valuable soccer advice, but that's disingenuous. The truth is I was worried about giving up a goal, I was concerned with winning the game. I wanted the girl with the stronger shot to take the goal kick. I thought the other girl might kick it straight to an opponent. But what if she did? She would have to try to make a tackle. Her defensive skills would be tested. If she failed to tackle, our keeper would have a chance to make a save, giving her some action. And if the other team did score, so what? The eager goal-kick taker may have learned something about how to aim her shot. And conceding a goal in a U-10 game really isn't such a big deal, now is it? This may not have been the most egregious example of overcoaching or overemphasizing results. But it does demonstrate that as coaches of young players, we must constantly restrain ourselves from letting our competitive instincts interfere with the children's soccer experience. PERFORMANCE OVER RESULTS. I am well aware of the many

reasons why coaching a youth team to get results - rather than to focus on their technical skills - is a detriment to the long-term development of players. Every time I talk to U.S. youth national team coaches they cite (in addition to youth soccer's high cost) the overemphasis on results as the biggest problem in the American youth game. They stress that coaching a team of young children to win now is a different approach than coaching young players to be winners in the future. The U.S. Soccer Federation's "Best Practices" guide, a must-read for youth coaches, says: "The value of matches is that they provide youngsters with an opportunity to showcase their newly acquired skill and creativity. It is always nice to win, however, that should not be your focus at the younger age groups (through 14 years). ... "At the youth level, a competitive environment is not a results-oriented environment. The differences must be clear. A competitive environment at the youth level encourages decisions from player and coach alike that focus on performance rather than results. (Favoring ball skills and inventiveness as the means to find success within the rules and spirit of the game.)" Tony Lepore, who heads the U.S. Soccer Development Academy scouting department, says it is crucial to remind youth coaches that players "making mistakes is a really important part of learning and growing at these ages." Discouraging risk-taking - instructing players to boot the ball upfield rather than dribbling out of danger, for example - prevents them from developing the skills they'll need at the higher levels. It's not just an American issue. Sir Trevor Brooking, the English FA's director of football development, has called for a coaching revolution. "Let's allow them to have fun, take away the importance of winning and stop the young players being afraid of making mistakes," he says. The FA's 2008-09 handbook states: "U-7s or U-8s are not permitted to play in leagues where results are collected or published or winner trophies are presented. This is deemed to be detrimental to the development of the player and the game and will not be sanctioned." The FA also indicated that the guidelines may be adjusted to apply to older age groups. Jose Ramon Alexanco, the director of Barcelona's successful youth program, told me that, "We don't demand that the youth teams win. We demand that they play good soccer. We don't use the word, 'winning.'" There are many ways to win games at the youth level that stifle development. Make an exceptionally athletic kid play goalkeeper all the time. Don't allow players to explore positions they're not yet adept at. Pack the defense. Keep the fastest tallest, kid at sweeper all the time. Man-mark the other team's best player. Introduce tactics at the developmental stage when children should be afforded freedom to learn from the game, and so on. "A positive for us is when we see clubs looking at individuals first rather than the team results," says Lepore. WHO'S KEEPING SCORE. Many youth leagues don't keep score at the youngest age levels. I've often heard adults

say, "Oh, but the kids know the score." Of course, they do. That's missing the point. Children, it seems to me, are naturally competitive. I've seen little ones throw tantrums the first time they lost at Uno. They want to win and don't need extra encouragement from adults. Not keeping score is an attempt to keep the adults from getting wrapped up in who wins and loses. But I don't think it works. Watch the sideline reactions to the success and failures on youth soccer fields. When 20 parents celebrate a goal, it's quite a ruckus. They are caught up in the drama of child's play and begin viewing it as if they were fans at a pro game. How sweet it was when a bunch of 9-year-olds jumped for joy and hugged each other when they won, 3-2, on a last-minute goal. Then the next week, a series of little mistakes - ones that could have been prevented with some coaching maneuvers and perhaps a shout from the sideline - meant they gave up a tying goal in the last minute. But wasn't that experience just as valuable for the players as the happy ending? That parents and coaches are overly enthusiastic at their children's soccer games isn't a result of bad intentions. Youth soccer games get exciting and dramatic. Parents want to see their children win and they don't want to see their children disappointed. But they need to restrain themselves. The same goes for coaches, who, of course, want to see their players enjoy a win. Besides creating an environment that best enables children to enjoy and learn the game, when the match starts it's time for the adults to sit back and remind themselves that it's the children's game, and theirs alone. Oh, and that goal kick? The goalie let the other girl take it. The ball went straight to a teammate. But it doesn't really matter where it went, does it?

(This article originally appeared in the December 2008 issue of Soccer America magazine.)

March 24, 2007

REMEMBER, IT'S PLAYTIME

Taking the drilling and screaming out of youth soccer will make the game more enjoyable and create better players.

By Mike Woitalla, [Soccer America Magazine](#)

Let's take the approach so many adults bring to youth soccer to other children's activities.

Take a bunch of 6-year-olds to the playground, but don't let them scamper off to explore the different structures. Make them all line up and wait patiently to take turns on the monkey bars. If one of them wanders off toward the swings, scream at him.

Be sure to tell them exactly how they should climb. Yell at the slow ones to go faster. While they're hanging from a bar, shout at them to "grab the next bar!"

At the sandbox, don't just let them start digging around willy-nilly. No building mounds or castles until we teach them the proper way to hold the shovel. Line them up for the shovel drill and don't forget to yell, "Dig, dig, dig!"

After 50 minutes of instructions on the various aspects of proper playground usage, give the kids 10 minutes to play.

Sounds ludicrous, doesn't it? So do these scenarios, but they're real and all too common:

A 9-year-old dribbles downfield and comes to a screeching halt because his coach doesn't let defenders past the halfway line.

In an 8 v 8 game of 7-year-olds, two players on each team are forced by their coach to remain planted in front of their own goal. Wouldn't want to be vulnerable to a counterattack, would we?

A 6-year-old girl who started playing soccer a couple weeks earlier dribbles the ball toward the goal while her coach moves along the sideline screaming, "Kick it into the goal! Kick it hard! Kick it into the goal! Kick it hard!"

And I'm wondering what it would be like to have someone four times as big as I am hollering at me while I try to perform a skill that is barely within my capabilities.

One of my favorites is the "Spread out!" scream. I hear this from coaches, directed at 6-year-olds. Apparently they haven't noticed that these kids can barely kick the ball more than five yards, so it's a bit unlikely that they'll be able to exploit the flanks and whip in a cross.

Perhaps the most puzzling aspect of youth soccer is the insistence on making young players do drills instead of just letting them play small-sided games, the way Pele, Diego Maradona and Ronaldo did when they were young.

In America, children start playing organized soccer three or four years before those guys did. That's the way it is, because in today's world they usually can't just go outside and play pickup soccer for hours on end. But that doesn't mean they should have to show up at a practice and be instructed as if they haven't left the classroom.

Besides the fact that, after obeying adults all day at school while planted in a chair, children deserve and need playtime without overbearing adult interference, children learn soccer from playing and mimicking others, not from instructions.

The Brazilian and Argentine players who delight us so much developed their skills playing without adults looking over their shoulders stifling their creative impulses and critiquing their "mistakes."

Said Juergen Klinsmann recently about the decline of German talent: "Today all the youth soccer is played in organized tournaments, we don't have kids playing in the streets any more. But it's in street soccer where the real talent appears."

So it would make sense for coaches to replicate the kind of soccer the Ronaldinhos of the world played when they were under 10. But there are youth coaches - lots and lots, I fear - who feel they're being generous if they devote a third of their practice to scrimmaging. I imagine a 6-year-old Maradona would have quit the sport if his introduction to it entailed doing the drills we make our kids do instead of letting him run around trying to score.

Of all the hundreds of successful American and international players I have interviewed or researched, they have had in common the fact that they played soccer as much as they could outside of their organized leagues - in their

backyard, in their house, at the local park. They did so because they had fallen in love with the game.

The chances that children will develop a passion for the game are much greater if they have a good time playing it. And I can't imagine anyone with a soccer background will disagree that the most fun part of soccer is playing a game, with goals to score on.

And when children play mini-games they should be allowed to play as they please - explore the game and not be talked to constantly by the coach. Above all, young children shouldn't be discouraged from dribbling.

Expecting an under-8 team to develop a passing game is like forcing little kids to figure out Rubik's Cube instead of letting them play with Legos.

Young kids can comprehend the concept of dribbling and they like to do it. So they should be encouraged. After all, a look at higher levels of the game reveals what a precious skill dribbling is. We have far more good passers than good dribblers. Moreover, dribbling develops ball skills that will help players become good passers.

Fortunately, the U.S. Soccer Federation is trying to send the message to youth coaches that "the game is the best teacher," a favorite phrase of Manfred Schellscheidt, who contributed to U.S. Soccer's "Player Development Guidelines: Best Practices for Coaching Soccer in the United States."

Schellscheidt, the head of U.S. Soccer's U-14 boys development program, has won national titles at the pro, amateur and youth levels. Richie Williams, who played on Schellscheidt's two McGuire Cup-winning teams before winning college and MLS titles, described Schellscheidt's practices: "Our training sessions were basically just playing."

A key part of "Guidelines" are recommendations for team sizes and goalkeeper-use at particular levels, and which rules to apply or not apply - for example, 3 v 3 games without keepers for children under-8.

"Guidelines" encourages coaches to create practice sessions that simulate pickup games, to organize less, to say less, to allow players to do more, to encourage the dribbler ...

One hopes that "Guidelines" will have an impact on the well-intentioned adults

who run our youth leagues but sometimes forget that soccer for young children is playtime.

(This article originally appeared in the February 2006 issue of Soccer America Magazine.)

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Recreational Soccer: Are the Kids Having Fun?

*By: Jacob Daniel
Director of Coaching*

Coaching at the youth level, especially at the recreational level, can be summed up tongue-in-cheek as grown-up structure on a collision course with youthful spontaneity. If you ask many coaches, they will tell you of their constant battle to impose organization on a bunch of exuberant carefree kids.

Let us study the weapons used by both sides in this war on grass. The coaches arm themselves with whistles. The kids, who, I am sure, would love to get their hands, or lips, on some of those, tend to rely on their complete range of vocal chords. The coaches use line ups with boring, repetitive drills. The kids use peer fighting, tickling, hair pulling, tears and a complete lack of collinear principles. When the going gets tough, the coaches like to wear out the kids by resorting to long team talks, lectures and dissertations. The kids, when cornered by lectures, respond with short attention spans and perpetual motion techniques. The coaches, in an attempt to convince the kids into believing that everyone is on the same side, initiate goal setting and seasonal objectives. The kids, once they read through this tactical maneuver, revert to goal climbing and seasonal objections.

Who am I rooting for in this inter-generation conflict? For the kids of course!! Call me a traitor, but I am on the side of playful abandon.

Seriously, when one considers the amount of structure disciplined organization inflicted on our kids in school and at home, one appreciates the need to balance it out with periods of play and fun activities without regard for results, provided, of course, that child safety is not sacrificed. Allow me to relate to you some real life examples:

HOW COULD YOU LET ME DOWN LIKE THIS?

In one 3v3 game between two U-6 teams, I witnessed a mother running onto the field to scream at her child and spank him on his derriere for scoring on his own goal (the poor child lost his orientation for a moment, dribbled towards his team's net and scored a beautiful own goal).

MY CHILD WILL GO ALL THE WAY TO THE TOP!

I frequently get inquiries from parents who are looking for a trainer for their child as a form of "individual soccer tutoring". In some cases, getting a trainer is not a bad idea. But when a parent wants to find out what his/her seven year old child's weaknesses are so that the child can work to improve on these weaknesses, I tell him/her that seven year olds have not lived on this planet long enough to develop strengths and weaknesses. Does the parent of a grade 1 student ask the teacher what weaknesses should he/she work on to enable his/her child to become a lawyer??? A seven year old child should play soccer for one purpose and one purpose only: to have fun!

At this point, most of you reading this article are probably saying to yourselves that the above examples are but extreme cases of overzealous parents whose behavior does not resemble yours. I hope so. But below this extreme level of unrealistic parental expectations exists a multitude of

more subtle examples of misplaced priorities of well meaning but misguided coaches and parents. Read on.

POST GAME INQUEST.

Your nine year old son plays goalkeeper and has just conceded a soft goal with two minutes left in the game, which caused your team to lose 2:1. On the drive home, you can't help yourself and start dissecting the play that led to the goal. You are extra careful to sound calm, friendly and not accusing. After all, you are merely trying to help your son learn from the experience, learn from his mistakes. Your son bursts out crying and says: "I don't want to talk about it!" I am no child psychologist, but the above incident suggests to me that this keeper is under too much pressure to perform and is not enjoying himself.

ORGANIZED CHAOS.

Some coaches, when they want their teams to work on passing, use drills with line ups similar to this one: They place their players in two parallel lines about ten yards apart. The two players in front of the two lines move up the field inter-passing the ball while all the other players watch and wait for their turn. In one such practice session that I observed, each player touched the ball about once every four minutes. Suggestion: Why not give one ball to each pair and let all the pairs simultaneously inter-pass while moving randomly in a large area. Some coaches do not like this suggestion because it's too messy – balls flying all over the place, players bumping into each other, balls hitting the wrong players (sounds much like the real game, doesn't it?)

My point is that at the recreational level, the game is kind of messy and the suggestion mentioned above is a lot more game-like than standing idle in a line waiting for your turn, and then, when your turn comes, passing the ball while running in a straight line.

PLAY YOUR POSITIONS AND DON'T BUNCH UP!!

We have all seen the 'swarm'. Six year olds all bunching up on the ball. We have all screamed at them: spread out! Play your position!! Now, if I was a six year old, I would also go after the ball and disregard my position. After all, the ball is always up for grabs. Nobody really has any control over it. Does anybody really expect me to believe that my six year old team mate is going to control the ball, look up to see me on the other side of the field and switch play by placing a 30-40 yard pass to my feet?? There is no point in worrying about positions if your players have not yet mastered the technique of passing the ball under pressure. Let the swarm be. You cannot artificially speed up the learning process. It's for this reason that modified soccer and 3-a-side soccer exists: to reduce the size of the swarm, because you cannot eliminate it before its time.

In closing, I do believe that the coaches at the recreational level are getting better all the time. There are many coaches and parents who are in sync with the sensitivities and needs of their kids. I hope that through the coaching courses and clinics, we can get more coaches to stop and ask themselves: Are the kids having FUN?

Bethel Park Soccer Association

Code of Conduct and Rules of Discipline.

In order to ensure that the principles of sportsmanship, fair play, and mutual respect among players, coaches, officials, and spectators characterize all competition sponsored by the Bethel Park Soccer Association, the following Code of Conduct have been established. It is the obligation of all board members, flight commissioners, coaches, parents, and players to create an environment that promotes this objective. We abide by our Code of Conduct to create the proper environment for our youth.

Bethel Park Soccer Association (BPSA) provides the opportunity for youth to develop superior life skills through team play, sportsmanship, top competition and hard work. An emphasis on fair play and respect for all participants is a primary element of our club's mission

Section 1 - Coaches Role

The coach's role is one of teaching soccer skills and sportsmanship to the players. The coaches are responsible for communicating practice and game times to the players and parents. All coaches within the soccer program will promote good sportsmanship among players, foster team camaraderie, and help participants have fun while teaching players the technical skills of soccer. The program will not tolerate un-sportsmanlike conduct of coaches. Such un-sportsmanlike conduct includes berating or making unkind comments to a player or referee that would reasonably be expected to cause substantial embarrassment to the player or referee. Other examples include the intentional or willful failure to follow program rules. Each coach agrees to the club's code of conduct, certifies that he/she has read all PAWest soccer rules and will abide by them. The coach will ensure that his/her conduct sets a good example for team members and spectators. To meet these responsibilities, the coaches are expected to:

1. Know the official Laws of the Game of soccer and the rules of PAWest and abide by them.
2. Instruct player and parents in the rules and motivate each player to compete according to the rules at all times.
3. Respect the game officials at all times. Refrain from questioning their decisions or challenging their authority.
4. Ensure that fans of his or her team exhibit sportsmanship and maturity at all times and assist league and game officials in maintaining control of spectators during games.

5. Respect the coaches and players of the opposing team before, during, and after the game.
6. Teach each player, especially through personal example, to be humble and generous in victory and proud and courteous in defeat.
7. Maintain control of his/her emotions and avoid actions, language, and/or gestures that may be interpreted as hostile and humiliating.
8. Teach and practice good sportsmanship and fair play by personally demonstrating commitment to these virtues.
9. Promote the concept that soccer is merely a game, and that players and coaches on other teams are opponents, not enemies.

Section 2 - Player's Role

Every player is expected to:

1. Learn and respect the rules of soccer, team guidelines, and the rules of PAWest and abide by them at all times.
2. Show respect and courtesy to officials and coaches by following their instructions and directions.
3. Respect the game officials and refrain from addressing them or commenting on their decisions during or after the game.
4. Maintain control of his/her emotions, and not retaliate; avoiding the use of abusive or profane language, taunting or humiliating remarks, and/or gestures and physical assault upon another player at any time even if it is believed that the player has been wronged.
5. Respect the coaches and players of the opposing team and display sportsmanship at the conclusion of a game. Be humble and generous in victory and proud and courteous in defeat. Remember that soccer is a game; treat players and coaches on other teams as opponents, not enemies.
6. Not use or possess tobacco, alcohol or illegal drugs
7. Work for the good of the team and give my best efforts at all times.

Section 3 - Parents and Spectators

The parents' role is one of support to the players and coaches. Parents should not engage in "coaching" from the sidelines, criticizing players, coaches, team administrators or game officials or trying to influence the makeup of the team at any time. Every parent and spectator is expected to:

1. Learn and respect the rules of soccer, team guidelines, and the rules of PAWest and abide by them at all times.
2. Show respect and courtesy to game officials, coaches, team managers and players at all times.
3. Respect the game officials and refrain from questioning their decisions or from addressing them in a loud, disrespectful, or abusive manner.
4. Cheer for your child's team in a positive manner, refraining at all times from making negative or abusive remarks about the opposing team. Maintain control of your emotions and avoid actions, language, and/or gestures that may be interpreted as hostile and humiliating.
5. Ensure that your child is at all games and practices at the required time or provide the coach with an appropriate excuse beforehand.
6. Demonstrate appropriate gestures of sportsmanship at the conclusion of a game, win or lose.
7. Promote the concept that soccer is merely a game, and that players and coaches on other teams are opponents, not enemies.
8. Let the coaches coach. You have entrusted the care of your player to these coaches and they need to be free to do their job. If a player hears a lot of people telling him what to do it diverts his/her attention away from the task at hand.
9. Allow a 24-hour grace period following a game to talk to the coach about the game.
10. Teach and practice good sportsmanship and fair play by personally demonstrating commitment to these virtues.

Section 4 - Rules of Discipline

The following infractions, when committed by a player, a coach, or any member, shall be reported to and reviewed by the BPSA Disciplinary Committee of the Board which may impose additional sanctions above and beyond those imposed by game officials or PAWest for each infraction upon approval of the Board. The Disciplinary Committee will conduct a hearing and make a recommendation for Board approval of action to be taken. The BPSA Disciplinary Committee shall be composed of the following members, all of whom must be present to consider an infraction:

League Commissioner - Chairman
President - member
Board member (Referee Committee) - member
Board member (at large) - member

In the event that one of the aforementioned committee members is unavailable for an extended period, such positions may, with consent of the affected player or coach, be filled by either the Board Vice President or another Board member.

Section 5 - Infractions

This list of infractions is not meant to be all-inclusive and specific wording and rule references may be changed from time-to-time by any relevant rule revisions.

Nevertheless, this list serves as a good guideline to BPSA:

- Attempting to injure game or team official.
- Striking or applying physical force to game official.
- Detrimental behavior.
- Persisting in unsportsmanlike conduct.
- Obscene, profane, abusive language.
- Obscene gesture.
- Persisting in player misconduct after being assessed a penalty for the same or similar conduct.
- Attempting to injure opponent.
- Deliberate injury of opponent.
- Willful, intentional, or grossly irresponsible acts which result in damage to a public or private facility being used in association with any BPSA game, practice or other event or to property within or belonging to such a facility.
- Use of alcohol or illegal drugs.
- Smoking or use of tobacco products within any BPSA facility or event.
- Gross insubordination or disrespectful actions to League or Association officials or coaches or to officials and coaches from opposing teams and associations.
- Attempting to injure anyone.

Section 6 - Penalties

First violations of the Code of Conduct may be addressed by the Board President through the issuance of a verbal reprimand or a written warning;

Second and subsequent violations of the Code of Conduct shall be referred to the Disciplinary Committee for appropriate action by majority vote.

Any violations of the above listed Infractions by players, coaches, or members shall result in immediate suspension by agreement of any two Disciplinary Committee members or by individual action of the League Commissioner from participation in any BPSA practice or games. Any such suspension shall remain in effect until the matter has been considered by the Disciplinary Committee and, thereafter, for such length of time as the Board by majority vote deems appropriate. Consideration by the Disciplinary Committee shall be within 3 days of the violation.

Signed:

Player's Name

Date _____

Parent/ Guardian Name

Date _____

Coach's Name

Date _____

Note: Each player and at least one legal guardian, and each coach, is required to sign a copy of the BPSA Code of Conduct and Rules of Discipline. Normally, this form is provided during registration.

A soccer goalkeeper is a very specialized position and they have very different responsibilities than that of their field player teammates. Additionally, they use different equipment, and ultimately, must practice different skills in preparation for games. To play the position well requires training, special attention to safety, and a knowledgeable coach.

Even though goalkeepers 'stand back in the box' for the game, they need to be just as physically fit as their teammates, and have a mental toughness. Additionally, they need confidence, as having a confident goal keeper, he/she will protect your goal to the best of their ability at all times!

This specialized position does come with some great advantages, (being able to use your hands within the penalty box), but also, with some great responsibilities. Their primary responsibility is of course, keeping the ball out of the net by defending the goal. This alone can cause for a soccer keeper to be under a ton of pressure, as one simple mistake could cost their team the game. Additionally, they are also responsible for initiating an attack, meaning, after a save is made, they generate the first play to start the offensive attack. Another responsibility of the goalkeeper is communication. It is essential that the goalkeeper give direction to his or her teammates while on the field.

They can see the whole field at all times, and should learn at an early age the importance of communication with their teammates, and the proper way to do so. Even at a young age, a vocal goalkeeper can remind defenders to mark up, and keep the ball out of the center of the field.

While playing in this position, it is important for the keeper to get behind the ball to catch it, and in doing so, it is essential

for the goalkeeper to stay square to the ball. In other words, he should never twist or turn his body sideways while trying to block a shot or catch the ball. A keeper needs to always remember to 'react', not 'act' when an offender has the ball and is about to take a shot. By this, it meant that a keeper must have good patience, and to know just when the 'right' opportunity presents itself to attack the ball. If he/she acts too soon, they are increasing their chances of NOT getting the ball into their hands. .

Other important characteristics needed in a successful goalkeeper are: great flexibility and agility, excellent balance, power and strength, as well as super reflexes and jumping ability.

Laura Hoffman

Soccer Food

Nutritional advice for Soccer players, parents and coaches:

Sports nutrition, diet and food and drink for soccer players are becoming increasingly scientific and recognized for its importance in the game of soccer.

Almost every professional soccer club has a nutritionist or similar expert advisor for their team.

This article covers the most important principles of sport nutrition for amateur players and coaches.

Why is sport nutrition or diet important in soccer?

- 1 Food provides us with energy for our body including: muscles, brain and other organs. Soccer requires plenty of exercise, and therefore it is important to have energy available to us during training sessions or the game. The energy available to us at any particular time depends on our blood sugar levels.
- 2 If we over-eat, we become over-weight. The heavier we are, the more work our muscles have to do to take us the same distance. This reduces our stamina, and our ability to accelerate quickly. If we don't eat correctly, we can become weak and our overall health can decline, because we are not getting enough nutrients.
- 3 A healthy diet improves our general level of health, and can help us recover more quickly from injuries.
- 4 Along with a program of fitness training, our diet can help us develop stamina and improve athletic performance.
- 5 Diet is essential for our growth, and development.

What to eat and when to eat it

The timing of the meals you eat is important. On the day of a match the intake of fat and protein should be restricted, as these nutrients require a relatively long time to digest. Plan to have your pre-match meal at least 3 hours before the match. Your pre-match meal should be: high in carbohydrate (this is the fuel that your body needs to perform at the highest level) low in fat, low in protein, not too bulky, and easy to digest. You should eat foods such as: breakfast cereal with low fat milk, toast or bread with jam/honey, sandwiches with banana/honey/jam, pasta/rice, energy bars, and orange juice.

Calorie intake according to UK Dept of health for Women is approx 1940 calories per day, for men it is around 2550, the figures below apply to adults with low activity levels

Age	Calories per day	
	Boys	Girls
1-3	1,230	1,165
4-6	1,715	1,545
7-10	1,970	1,740
11-14	2,220	1,845
15-18	2,755	2,110
Adults	2,550	1,940

A snack high in carbohydrate may be eaten about 2 hours before a match; however, the time reference is only a guideline as there are great individual differences in the ability to digest food.

It is a good idea for you to experiment with a variation of foods at different times before training sessions. Food such as toast, bread or crumpets with jam/honey, sweetened cereal and low fat milk, orange juice and fruits such as bananas/grapes could be eaten.

During the cool down you should drink sports drinks and small snacks, such as bananas/grapes, Jaffa cakes/Jammy dodgers. (see last page for US equivalent)

Once the game is over, fluids should be replaced and carbohydrates should be eaten as soon as possible, around 50grams of carbs should be eaten within approx 2 hour's after the game, which helps to promote recovery of glycogen stores, and you should aim to eat a meal, which is high in carbohydrates, such as pasta, spaghetti, rice, (curry with rice as long as the fat content is low) noodles, low fat pasta sauce, bread, potatoes and baked beans, beans on toast!

Carbohydrate rich foods must be the main source of calories in your diet. Table 1 lists foods, which contain a lot of carbohydrate. You should aim to eat the main bulk of your diet from complex carbs. Simple carbs should not be consumed in large quantities and are more useful as snacks between workouts, or to top up your energy intake. The carbs you eat should be balanced with a healthy intake of protein, low fat and plenty of fruit and vegetables, which are an excellent source of carbs.

Table 1 Carbohydrate-rich food:

<u>Complex carbs</u>	<u>Simple carbs</u>	<u>Mixture of complex and simple carbs</u>
Bread	Sugar	Cakes
Pasta	Jam	Biscuits
Rice	Honey	Puddings
Noodles	Yoghurt	Sweet pastries
Oats	Fromage Frais	Cheesecake
Breakfast cereals	Ice cream	Breakfast cereals (sweetened)
Pulses (peas, beans, lentils)	Jelly	Bananas
Baked beans	Raisins	Grapes
Apricots, peaches	Full sugar cordials	Oranges
Potatoes	Jelly sweets	Mangos
Parsnips, sweet corn	Soft drinks (Lucozade, sprite, energy drinks)	

If you do not eat enough carbs (kcal/energy) then you will not have the energy to complete the match (or training) and subsequently your performance will suffer, and more importantly you will be more susceptible to injury.

Fluids

We have done good food, and we have looked at what snacks can boost the body during and after a match or training session. Now let's look at what you should drink.

The water lost from the body during sweating needs to be replaced to stop you getting tired quickly, and also speed up the recovery process – that means feeling fitter and sharper afterwards a lot sooner.

These checks will help players:

- Weight – 1kg of weight loss during training is equal to 1 litre of fluid lost. As well as the normal 6-8 glasses of water per day, the water lost through sweating must be replaced.
- The “pee test” – If your urine is dark coloured, it means you need to have a drink. Lots of trips to the toilet, producing clear coloured urine, shows you have taken on enough fluid.
- Thirst – Being thirsty is an unreliable indicator of when you need to have a drink. If you're thirsty, you're actually already partly dehydrated, so if you finish training session and your gasping it's a good give away you have not taken on enough fluids.

What's best to drink?

For soccer players, the best fluid to drink is a diluted carbohydrate/electrolyte solution. In plain English, that's the kind of drinks like Isostar, Lucozade Sport and Gatorade.

I personally make my own sports drink: 1 Litre of diluted squash, lemon or orange, or half fruit juice and half water with a pinch of salt. Basically that is a good enough sports drink and costs pennies!

How much should I drink?

Only a little – but often. If you drink too much too quickly all that will happen is you will get stomachache.

Don't drink fizzy sports drinks just before a game either; they are OK after a match

For a typical day of the match starting at 3pm:

Breakfast:

Cereal with semi-skimmed milk, or full fat for kids.

Toast with low fat spread, jam or marmalade and any other bread.

Fruit or yoghurts.

Fry-ups: bacon/sausage grilled or cold meats.

Eggs scrambled-boiled or poached.

Baked beans

Fluid: water – fruit juice – glass of milk, unfortunately tea & coffee are diuretics!

Snacks: fruit – cereal bars in between breakfast/lunch.

Chocolate – mars bars – snickers are OK but in moderation!

NO CRISPS, they are just sticks of fat!

Light lunch:

From 11.30am

Pasta – rice – chicken grilled

Salads with tuna

Jacket potatoes with baked beans and or tuna, and steamed veg.

Fluid intake for the day should be at least 2-2 ½ litres of water, sipping all day.

For kids, they need at least 1-1 ½ litres of water before lunch.

For halftime try some Jaffa cakes or bananas or grapes for a quick boost. Mangos are now taking over the Orange as a high carb halftime snack; one Mango contains about 42 grams of carbs compared to the Orange that has about 15 grams!

And don't forget full time treats, now the match is over, the players can get a treat as a reward for competing/winning a game, but only after the game! Gone are the days of sandwiches and a cup of tea at half time, even for the grass roots players, food and nutrition is a big part of the soccer player's life.

Eat & play well, and also, have fun!

Parents, be a guide for life's big game

Children who participate in sports programs have the opportunity to maximize their potential physically, mentally, emotionally and socially, but it doesn't just happen.

Although good coaching and league administration are important, nothing can replace knowledgeable, interested and supportive parents.

Sp how can moms and dads help their children make the most of their athletic endeavors?

First, know the rules of the game.

The more parents know about the sport their child is playing, the more calm and at ease they will be, parents may not be aware of the updated rules of their child's sport, and may sit on the sidelines wondering why a call was, or was not made?

Parents should also be aware of the developmental milestones for the activity so they can ascertain if their child is physically & mentally ready to take on that sport.

Helping children set goals

Another dimension of sports parenting: helping your children to set goals.

The more goals your children set and reach for themselves, the more successful they will be and the more fun they will have, but, those goals need to be realistic.

The coach may be a good source for providing drill pointers, but collaborating with parents has even more benefits.

For the parents, knowing their child's coach, that their coach is not too tough, is organized & structured and are being coached in a safe environment, plus, are always giving positive re-enforcement.

One of the best ways to keep in touch with your child's coach, is to volunteer, ask if they need an assistant coach or administrator, offer to spear-head a fund raising event or sign up to bring snacks for the kids after the game has finished.

Another great way to get involved is to be the team's journalist! Bring your camera and start taking pictures of the kids at practices and games, (with permission) then create an online website such as: <http://www.soccercoach1966.com> for a team photo album, this can encourage communication between team members, their families and coaches.

Communication is another key to good sports parenting, especially when it comes to talking with your child about life lessons such as winning well, dealing with defeat, cooperation, perseverance and the like.

Talking about cooperation and how players have to work together to protect the goal and how it's important to pass the ball to other players, particularly if they are nearer the goal! Also talk about being patient with everyone, because we all make mistakes, players, parents and coaches!

One of the biggest lessons is perseverance, sometimes you have to remind players that skills are not going to come easy, and that practice is very important.

One of the most important things is to listen to the player's frustrations & excitements, sometimes they don't want you to solve their problem, they just want you to listen, but talk must also be accompanied by action/demonstration.

Parents should be good role models, when in the stands supporting their child, be positive on your teams achievements and also on the opponents if they have made a good play. Being your child's cheerleader is the biggest role as a sports parent; try to make it to as many games and practices as possible, offer encouragement and support and look for ways to let them know, you are their biggest fan.

Developmental milestones for children in sports.

Preschool:

Many children at this age are beginning to get involved in organized sports. To see if your child is ready. Assess his basic skills such as running, throwing and tracking objects in motion. Also consider his attention span. Is he focused enough to learn from group instruction?

Most children aren't ready to participate in organized sports until they are about 4-5 years old, even then, practices should be short and allow time for free play. Programs should focus on the fundamentals of skill development and emphasize fun over competition.

Early Elementary:

By now, many children have had at least one experience with an organized sport. The emphasis should continue to be on skill development and having fun, not on competition. This is a good time to analyze what you want your child to get out of athletic participation. Ask the child and they will more than likely want to have fun, be with their friends and learn new skills. Make sure this philosophy lines up with your child's coach and league instructions. Let them sample different sports activities until they find "Their" sport that they truly enjoy.

Late Elementary:

At this age, children are beginning to get a grip on coordination and have a better concept of team effort. This is also a time when relative age factor comes into play and those that mature physically and mentally may seem to have an advantage. If not handled properly, it may put extra pressure on the mature child to perform, which could lead to burnout.

Children who mature later may have to work harder on skill development and may not initially get their coach's attention, but given time and encouragement they often catch up with their counterparts. Because children mature at different rates, it is important to continue to emphasize the process not the results, and to praise effort instead of outcome. This is especially important as competition elevates. Look for programs that adhere to this philosophy and make sure that the entire team has an opportunity to participate in play, regardless of skill level.

Middle School:

This is a time when children are mastering skills and techniques. This can also be a time when league politics, controlling parents and abusive coaches may dominate an activity, though it can happen earlier, if the child feels like they have lost control over their activity, or is being pressured by others, they may be in danger of burnout, (or turn to another sport!)

Kids at this age are better able to understand and handle the pressure of competition, but performance and self-esteem issues are closely linked now and can effect how youth feel about themselves in other facets of life. They also may need encouragement and information to deal with the awkwardness of changing bodies and minds.

Soccer Tournaments

As a soccer coach, I don't have to tell you that coaching a youth soccer team while travelling in tournaments is a difficult task. One of the hardest responsibilities as a soccer coach while on the road is monitoring your players' food intake. As their soccer coach, it is important for you as their coach to give the players a list of foods that will help their bodies recover quickly and give them the most energy for the following games.

First of all, some of the tournaments I have coached in often play games with only a brief time between games. This is often not enough time to leave the complex to eat. In this situation, instruct your players to bring energy snacks that are easy and are an excellent energy source. These snacks are easy to carry and won't spoil.

SOCCKER SNACK FOODS

- Apples, Bananas, Dried Banana, Chips, Apricots, Raisins, Fig Newton's
- Graham Crackers, bagels, English muffins, Blueberry muffins, Oatmeal-raisin cookies, granola bars, hard pretzels, bread sticks, popcorn, cold cereal
- Corn Flakes, juice in a box, raw vegetables, fruit snack, fruit sauce

Here is a list of foods that are high in carbohydrates:

FRUITS:

- Apples, Bananas, Peaches, Apricots, Raisins, Oranges, Grapefruit, Kiwi
- Pineapple, Plums, Dates

BREADS/CEREALS

- Bagels, English Muffins, Granola Bars , Rice, Blueberry Muffins, Toast
- French toast, Dry Cereal, Pancakes, Waffles, Oatmeal, Pasta

VEGETABLES

- Corn, Broccoli, Potatoes, Carrots, Peas, Beans, Cabbage, Yams
- Cauliflower, Turnips, Green Peppers

DAIRY FOODS

- Milk, Yogurt

Soccer coaches, make sure your team has this list next time they travel on an out of town tournament.

Larry Shaw

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The Rules of Soccer

Taken from The Dangerous Book for Boys by Gonn Iggulden

There are only 17 main rules for the most popular game on Earth ~ SOCCER, or as known in England, FOOTBALL.

1. THE PITCH ~ Length: 100-130 yards. Width: 50-100 yards. The two long lines are called 'touchlines,' and the two short lines are called 'goal lines.' The pitch is divided by a halfway line and a center point where the 'kickoff' occurs to begin match play. At each goal there is a 6-yard box known as the 'goal area;' outside that there is an 18-yard box known as the 'penalty area.' A 'penalty spot' is drawn 12 yards in front of the goalposts. The goalposts are 8 yards apart and 8 feet high.

2. THE BALL ~ Circumference: Between 27 and 28 inches. Weight: Between 14 and 16 ounces.

Flight 1 ~ size 3

Flight 3 ~ size 4

Flight 5 ~ size 4

Flight 2 ~ size 3

Flight 4 ~ size 4

3. THE TEAMS ~ Eleven players maximum can be fielded by each team, including the goal keeper. Between three and seven substitutes can be used. Any player can change places with the goal keeper as long as the referee is told and the change is made while play is stopped.

Flight 1 ~ 3 + keeper

Flight 3 ~ 4 + keeper

Flight 5 ~ varies

Flight 2 ~ 3 + keeper

Flight 4 ~ 6 + keeper

4. CLOTHING ~ Players wear soccer shirts, shorts, shin guards under long soccer socks, and soccer cleats. Goal keepers wear a uniform of different color from the rest of their teammates.

5. THE REFEREE ~ All decisions made by the referee are final. The referee may give a verbal warning, a more serious 'yellow card' warning, or a 'red card' which results in immediate expulsion of that player from the match. A second 'yellow card' received in a match is equivalent to a 'red card.' The referee is also the timekeeper for match play and controls restarts after stoppage in play.

6. ASSISTANT REFEREES (LINESMEN) ~ Using flags along the sidelines, these indicate when a ball has crossed the lines and gone out of play and when a player may be penalized for being in an offside position. They also let the referee know which side is to take the corner, goal kick, or throw-in.

7. DURATION ~ Two halves of 45 minutes with a halftime of no more than 15 minutes.

Flight 1 ~ 2 20-min. halves

Flight 3 ~ 2 25-min. halves

Flight 5 ~ 2 30-min. halves

Flight 2 ~ 2 25-min. halves

Flight 4 ~ 2 25-min. halves

8. STARTING ~ A coin toss determines which team kicks off and begins play. The ball returns to the center spot after a goal and at the start of the second half. All opposing players must be in their own half at kickoff, at least 10 yards from the ball.

Flights 1-5 ~ 'Home team' gets first touch to begin the first half of match play.

'Away team' gets first touch to begin the second half of match play.

9. IN AND OUT ~ The ball is out of play when it crosses any of the touchlines or goal lines, or if play has been stopped by the referee. At all other times, the ball is in play.

10. SCORING ~ The whole ball must cross over the goal line. If a member of the defending team puts the ball into their own net by accident, it is an 'own goal' and counts for the other team. Whoever scores the most goals at the end of match play wins the match.

11. OFFSIDE ~ The offside rule is to prevent players from hanging around the goal of the opposing team and waiting for a ball to come to them. A player is 'offside' if the ball is passed to him while he is nearer to the goal than the ball and the last defender, excluding the keeper. An 'offside trap' occurs when defenders deliberately move up the field to leave a forward player in a position where he cannot take the ball without being called offside. Offsides cannot be called on a throw-in, a corner kick, or a goal kick.

12. FOULS ~ If the referee judges that a foul has been committed, he may give the opposing team a 'direct free kick' or an 'indirect free kick.' The kick is taken where the foul occurred. Fouls range from 'handballs' to kicking another player during match play. Depending on the offense, the player can be cautioned, carded, or ejected from the match.

13. FREE KICKS ~ 'Direct free kicks' can be shot at the goal if the ball is close enough. They are given for more serious fouls. 'Indirect free kicks' cannot be directly at the goal and must first be passed to another player. The ball is stationary when kicked. Opposing players must be at least 10 yards away from the ball. The opposing team will often put a 'wall' of players ten yards from the spot to block the kicker's vision or block the kick.

14. PENALTIES ~ If the offense happens within the penalty area of the opposing team's goal, a 'penalty kick' is awarded. This is to prevent "professional fouls," where an offensive player is deliberately fouled to prevent him/her from scoring.

During a penalty kick, the keeper must remain on the goal line between the posts until the ball has been kicked. All other players must be outside the penalty area, at least 10 yards from the penalty spot, or outside the 'penalty arc.'

The penalty kick must be a single strike at the goal. It can hit the goalkeeper or the posts prior to going into the net. A penalty kick that rebounds off the keeper is back in play and can be struck again. In a 'penalty shoot-out,' this does not apply and there is only one chance to score.

15. **THROW-INS** ~ A 'throw-in' is awarded to a team when an opposing teammate causes the ball to cross the touchline. The player taking the throw-in must face inward to the field and have both feet on the ground, on or behind the touchline. Both hands must be on the ball, and the ball must come from behind and over the head. The thrower must pass the ball to another player before he can touch it again in play.
16. **GOAL KICKS** ~ A 'goal kick' is awarded to a team when a player causes the ball to cross the goal line of the opposing team. The goal kick may be taken from anywhere within the goal area, by the keeper or another teammate. The ball must pass out of the penalty area before another player can touch it again in play.
17. **CORNER KICKS** ~ A 'corner kick' is awarded when an opposing teammate causes the ball to cross his own goal line. Defending players must be at least 10 yards away from the ball until it is kicked. The ball may go directly into the goal, or be touched by another player before going into the goal.