



“Active Start” U4/U5 Coaching Handbook

www.tillsonburgsoccer.ca

**Have Fun, Make Friends,
Learn Teamwork, Be Active**



About this Handbook

TMSC BELIEVES THAT EVERY PLAYER DESERVES THE BEST POSSIBLE SOCCER EXPERIENCE.

Whether they dream of playing for Canada's National Teams, or simply want to have fun with their friends, taking the right approach to the game when children are young sets the stage for a lifetime of enjoyment.

The Canada Soccer Pathway provides a roadmap for players of all ages and aspirations who want to play soccer at the recreational, competitive, or high performance levels, with the aim of encouraging lifelong participation. The Pathway is built around the principles of Long-Term Player Development (LTPD).

For players under the age of 12, many of whom are lacing up cleats for the first time, the goal of this approach is simple:

GET KIDS TO FALL IN LOVE WITH THE GAME.



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The Role of The Coach

Teacher. Mentor. Role model. Cheerleader. Parent. Occasional disciplinarian.

Soccer coaches wear many different hats, particularly when they’re training young players, many of whom are lacing up their cleats for the first time. You might find yourself leading a fun activity one minute and reining in a distracted player the next.

You must be flexible, because a session or drill that was meant to last 10 minutes might need to be switched up after half that time to keep the players engaged.

Above all, make sure everyone is enjoying the session—including you.

Being a coach is demanding, but it’s also incredibly rewarding. There’s nothing quite like witnessing the thrill a young player gets when they score their first goal, or make a fantastic pass. And the lessons a child learns from a good coach can last a lifetime.

The objective isn’t just to develop better soccer players—it’s to develop well-rounded people who are disciplined, persistent and able to work well with others.

Shaping the lives of young people is a tremendous responsibility. As a coach, you must do everything you can to foster a player’s love for the game, and to help them achieve their potential.

Good coaches seek out new ways to develop their knowledge of the game and how players learn. This toolkit is designed to get you started.

But it’s not just about what you teach. It’s about how you teach.

Ultimately, it’s your personality and enthusiasm that will have the biggest impact on your players.

When putting an activity together for this age, make it **SIMPLE**:

Simple activities are best.

Idle time should be minimal.

Make a game out of a practice.

Provide a range of activities.

Let kids have a positive experience.

Extend beyond soccer-specific objectives.

Coaching Guidelines

REMEMBER as a coach you need to be dedicated to the development of all players whether technically-able or new to the game. Your position is very important. You are a role model to these children. Set exemplary standards. Develop good touch and technique, good sportsmanship, and a positive atmosphere. Maintain equality throughout your sessions and emphasize fun and development.

- 1. COMMUNICATION:** Ensure the terminology you use is clear and precise.
- 2. POSITIVE REINFORCEMENT:** Whenever possible give individuals and/or groups positive reinforcement. Refrain from using negative comments. Use praise as an incentive.
- 3. BE CREATIVE AND USE INITIATIVE:** If the activity or game is too advanced, modify to increase the chances of success. If an activity is stagnant, change to something more fun.
- 4. MAKE A DIFFERENCE:** Be motivational and inspirational. Enthusiasm and being energetic are contagious.
- 5. KEEP PLAYERS ACTIVE:** If the activity is static, get helpers or assistants to keep everyone involved.
- 6. EACH PLAYER IS AN INDIVIDUAL:** Be aware of player differences. Aggressive or quiet, recognition of player personalities will allow you to respond to all players, and they will respond to you positively.
- 7. STRIVE FOR QUALITY:** In all demonstrations make the desired objectives clear. If a player shows mastery of a skill, use him/her to demonstrate.
- 8. REINFORCE CORRECT TECHNIQUE:** In all activities and games, continually emphasize the use of correct techniques.
- 9. ENCOURAGE PLAYER MOVEMENT:** At all times make players aware of importance of readiness. Keep the players moving.
- 10. DEVELOP PLAYER RESPECT:** Continually get players to support one another. To show good sportsmanship towards all players including opponents, and respect for others attempts and effort.
- 11. EQUALITY AMONGST PLAYERS:** Give equal attention to all players in group or games. Do not leave the less competent players behind nor slow the advanced players.
- 12. FUN AND ENJOYMENT:** Players will respond and continue if things are fun.

TMSC Coaching Tips

Every soccer player is unique and it’s important to understand and appreciate the differences between players at various age levels.

When you’re planning a training session, consider the group of players you’re working with and the outcomes you want to achieve, and choose your coaching method accordingly.

In no particular order, here are five coaching techniques that will give you some options to help meet the needs of individual players:

- 1. Command**

The coach tells the player what to do and demonstrates it.

Example: “I want you to pass the ball to your partner.”

- 2. Question & Answer**

The coach leads with a question and requests an answer from players.

Example: “Which one of your teammates could you pass the ball to?”

- 3. Observation & Feedback**

The coach and players observe an activity and discuss the outcome.

Example: “Let’s watch and see what happens.”

- 4. Guided Discovery**

The coach asks a question and issues a challenge.

Example: “Can you show me how you would get the ball past the defender?”

The player then demonstrates how he/she would do it.

- 5. Trial & Error**

The players and/ or coach decide on a challenge, and the players are encouraged to find their own solutions with minimal support from the coach.

Remember, a method that works well with one player may not be effective with another. So it’s important to be flexible, to set realistic goals, and to give positive feedback as often as possible. It’s also important to remember that, no matter how wonderful a coach you are, it’s very difficult to force a player to be interested in your training session when he or she really doesn’t want to be there. Make the experience lots of fun and all your players will want to come back the next time.

Good and Bad Coaches for Youth Sports

Too often our coaching role models come from professional sports (entertainment) rather than from youth sports (education). The problem with this is that the sole purpose of pro sports is winning-at-all-costs whereas youth sports have a greater purpose: long-term player skill development and learning life lessons through sport. What separates a good coach from a bad coach is the ability to put aside your ego and take responsibility for developing the whole team, sometimes at the expense of winning.

A Good Youth Coach is someone who is:

- Patient
- Involved and Caring
- Knowledgeable
- Fair
- Positive

A Poor Youth Coach is someone who is

- Angry
- Dictatorial and Controlling
- Critical
- Condescending
- Negative

The only thing you can really control is your attitude and how you react to a situation. As a coach you will constantly be dealing with new and sometimes difficult circumstances. There will be a lot of challenges. How you deal with the challenges is what separates a good coach from a bad one. You have a choice to either be a positive and motivating influence on the children that you are coaching or to be a negative influence on them. Take the time to consider your actions before you act. ***Remember that it is the kid's game*** and you are there to guide their learning and to encourage a love for the game.

Long-Term Player Development

TMSC BELIEVES THAT EVERY PLAYER DESERVES THE BEST POSSIBLE SOCCER EXPERIENCE.

LTPD is about putting the player first, and offering age-appropriate opportunities for kids to enjoy the game of soccer. Making the game fun is key in teaching and coaching, so that players will continue in the game and may even coach or referee as they get older.



Long-Term Player Development (LTPD)

LTPD is a program for soccer player development, training, competition, and recovery based on biological age (i.e. physical maturity) rather than chronological age. It is player centred, coach driven, and administration, sport science, and sponsor supported.

- Eliminates gaps in the player development system
- Guides planning for optimal athlete performance at all stages
- Provides a framework for program alignment and integration, from volunteer club coaches to national and professional teams
- Follows scientific principles and practical coaching experiences

Tillsonburg Soccer Club and LTPD

We have employed the LTPD philosophy in our house league program for quite some time now. Size of ball, number of players on the field and lack of Mini Field Scores and Standings are all ways that the environment is tailored to provide players with fun, positive and developmental opportunities in the game of soccer.

Under the guidance of the Canadian Soccer Association and the Ontario Soccer Association and EMSA, the plan has been developed for our members. Long Term Player Development has been used by many top sports countries in Europe and South America for years.

Benefits for Players & Parents

- Better understanding of what makes a good soccer program
- More players learning at their level and having fun
- Appropriate game and league structures (e.g. size of balls, goals, field etc.)
- More opportunity for players to realize their athletic potential
- More coaches who are knowledgeable in leading safe, effective practices

Benefits for Coaches

- Information and education on effective coaching and practice methods
- Guidelines for appropriate game structures
- Guidelines on appropriate competition levels
- Established pathways for players development for all levels of ability and ambition
- • Affirmation of best practices for coaches

“ActiveStart” Philosophy

“First steps, first kicks”

At this introductory level the objective is to get children moving and to keep them active. No competitive games should be played – the objective is for adults and children to play together informally. The children being active, together, with a well-known family member will give them a sense of security and safety and as such enhance their first group soccer experience.

The physical literacy curriculum provides for learning basic fundamental movement skills such as running- jumping- twisting- throwing- catching.

The technical requirements are not about teaching the techniques of soccer. They are to encourage children to enjoy becoming friends with the ball. They can experience the following through fun and imaginative games: running with the ball, stopping and changing direction with the ball, dribbling, kicking and shooting.

Format

No team games are played at this development stage. Players are involved in interactive competitions with parents, grandparents, older siblings etc. Practice should be 30 to 45 minutes in length.

Small-sided games can be 1v1, e.g. Mom or Dad vs. Child. During practice each player should have a ball, lots of touches, left and right foot. Just let them play with lots of movement. Encourage the use of both feet, different parts of foot and body.

Recommendations

- It must be FUN!
- Every child has a ball
- Parents present – but not on the field with players, unless the player needs it.
- Physical Literacy – more emphasis on the technique, of jumping/running/hopping – add competitions
- Basic ball familiarization games, rolling, bouncing, kicking, catching.
- Players still learn by playing games using imagination – relate the games more to the techniques of soccer
- Players will respond to a high-energy environment.
- Change the session activity or game often.
- These players love praise and enthusiasm
- Introducing the game at 1 v 1 and 2 v 2
- No Goalkeepers yet

The Four Corner Development Model

The Four Corner LTPD model consists of technical, psychological, physical and social/emotional components. Each corner of the model reflects a wide aspect of a player’s development that has to be considered. The gradual progressive development of players is fundamental to the enjoyment, technical competency and retention in the game. The Four Corner approach places the player at the centre of the development process with soccer experiences that meet the four key needs of the player.

As we develop our young people to become athletes, and most importantly good people, it’s vitally important that the whole person is developed. Soccer can be used as a vehicle for this development. Each practice session or game can be used to develop a child in all four corners.

The four corner development model, as illustrated below, is a change in thinking or approach for some soccer coaches. In the past, we have focused most, if not all, of our information and learning in the Technical and Physical areas of our sport. Very little has gone into developing a player’s Psychological or Social /Emotional skills and qualities.



Psychological / Mental

Creating learning environments that challenge players to be imaginative, creative and reflect on their performance—both during and after practice/game—is fundamental to the development of the future player. Coaches should adopt different coaching styles and methods to meet the individual needs of young players, understanding that there is more than one way for players to learn the game.

TIPS FOR PHYSICAL DEVELOPMENT:

- Use different methods to communicate with different types of learners.
- Visual (seeing): tactics boards, posters, diagrams, cue and prompt cards as well as arrangements of cones on the pitch are some ways in which coaches can communicate with players visually
- Auditory (hearing): As well as speaking with the players and asking questions, coaches can encourage players to discuss aspects of the game in pairs, small groups and also with the whole group. Through communication with others, players can help solve game-related problems and learn more about the game
- Kinaesthetic (doing): physically ‘walking through’ positional arrangements and freeze-framing parts of the game can help paint pictures in the mind of the players and contribute to the understanding of the game
- Help players learn the game and develop their decision-making skills by seeing game-related problems for players to solve. **For example**, “in this passing practice try and turn with no-touches whenever possible; try and work out when you will be able to do this and when you won’t”

Physical

To become an effective soccer player there are basic physical movement skills that need to be developed. Agility, balance, coordination, and speed (ABC’S) are all essential qualities for players; between the ages of 4-12 young players have a “window of opportunity” to develop these attributes.

Addressing the state of physical literacy of children is one of the biggest challenges we currently face in society and coaches should help communicate the benefits of physical activity and a healthy lifestyle.

TIPS FOR PHYSICAL DEVELOPMENT:

- Children are not mini adults and shouldn’t be subjected to running laps of the field and doing push ups.
- Through well-designed practice all coaching activities can include physical outcomes.
- A shooting practice may include a physical challenge which is realistic to the demands of the game e.g. a defender and an attacker may have to turn and race onto a through ball before taking a shot at goal. In this way the players are working on turning, acceleration and deceleration as well as the technical elements of the exercise.
- Coaches working with young players should be aware of the key windows for physical development and which aspects of a players development can be improved and when.
- Appropriate movement skills such as tag games and activities which develop agility, balance and coordination should be encouraged through enjoyable games.
- Don’t expect too much from young players too soon!

Social / Emotional

Playing soccer can help children learn many life skills: cooperation, teamwork, communication and friendship are some of the benefits of joining a team and playing the game. To allow these social skills to develop, players should be allowed a safe and supportive environment and given encouragement to learn the game.

TIPS FOR PHYSICAL DEVELOPMENT:

- Coaches should strive to create a positive environment which is welcoming for players both during games and training. How you treat your players is crucial to ensuring this is positive and fulfilling for the young player.
- Players should be praised and recognized for effort and endeavour as well as ability. This will highlight the process of learning and striving to get better rather than just the final outcome.
- As coaches are in a significant position of influence with their players it is important to give consideration to the type of role-model you are. What are your values and beliefs and how is this demonstrated in your behaviour?

Technical / Tactical

Players improve by playing lots of soccer and being active in other complementary sports and activities. That said, without a skilled mix of guidance, challenge, appropriate questioning, demonstration and teaching, it’s unlikely that players will reach their true potential.

TIPS FOR TECHNICAL DEVELOPMENT:

- Use the coaching activity to challenge and develop players technically
- Encourage players to try new skills.
- Appropriate challenges may be set for the whole group or for individuals within the group For example, in a passing practice some players may be challenged to play one-touch passes whenever they think it’s appropriate.
- When appropriate, practice activity should replicate the demands of the game, encouraging players to think and make decisions just as they would in a game.
- Clever practice design should allow players to repeat and re-visit elements of the game without experiencing boredom.

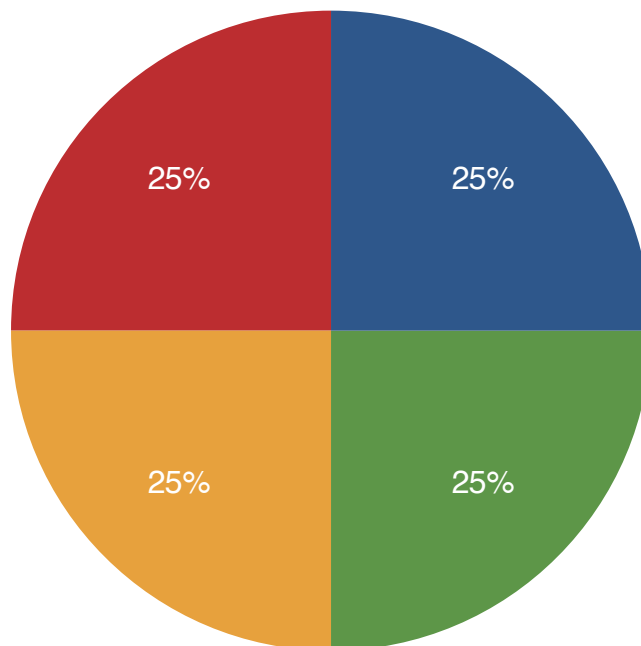
The “ActiveStart” Training Model

Canada Soccer recommends a “station” approach to training. Players move from one skill-building activity to the next at regular intervals. The time spent on each activity varies based on the age of the player.

This method is not only more fun for young players—who tend to have short attention spans—but also allows training sessions to be tailored to a team’s individual needs, depending on the number of players, the number of parents and coaches present, and the available facilities.

Each training session is built around four activity stations, one focusing on General Movement skills, one on Coordination, one on Soccer Technique and another on Small-Sided Games. Addressing all four of these training “pillars” at each practice session will help develop well- rounded young players with a foundation in physical literacy, solid soccer skills and, ideally, an enduring love of the game.

- Soccer Technique
- Soccer Coordination
- General Movements
- Small-sided Games



General Movement

General Movement activities include:

- **Agility** – running, changing direction, speeding up / slowing down, and stopping.
- **Balance** – hopping, jumping and landing.
- **Coordination** – combining different movements, moving with the ball, falling and getting up safely.

General movement activities should make up about 25% of practice time at the U-4/U-6 level (i.e., 15 minutes of a 1-hour training session). At this age, the emphasis is on being able to run with the ball under control, or “making friends with the ball.”

*TIP

It’s important to keep young players active and engaged. In this Tool Kit, you’ll find options for each activity that will allow you to switch it up. Every few minutes, challenge your players with something different that goes beyond the basic drill: keep the rules simple, but use time restrictions or have them compete with each other to get them excited and keep them interested.

Coordination

A player’s coordination will improve by:

- The fun of games and activities to develop agility, balance and speed
- Getting lots of touches on the ball.
- Using the inside of the foot when passing and receiving the ball

At the U-4/U-6 level, coordination drills should make up about 25% of practice time (i.e., 15 minutes of a 1-hour training session). The following activities focus on dribbling, controlling the ball and passing to improve coordination.

*TIP

At this stage of development, physical literacy (running, jumping, skipping, etc.) is key. Don’t worry if players aren’t mastering technique with the ball just yet – work on their coordination using both sides of the body and help them get comfortable moving forwards and backwards. Above all, let the kids have fun!

Small-sided Games

- Are FUN!
- Will motivate your players more than any other activity.
- Should involve small groups playing in small areas.
- Should involve an age-appropriate level of decision-making (how and when to pass the ball to other teammates).
- Provide players with the best chance to practice individual skills.

At the U-4/U-6 level, small-sided games should make up about 25% of practice time (i.e., 15 minutes of a 1 hour training session). The following games are designed to work on dribbling, passing and shooting skills.

***TIP**

At this stage of development, physical literacy (running, jumping, skipping, etc.) is key. Don't worry if players aren't mastering technique with the ball just yet – work on their coordination using both sides of the body and help them get comfortable moving forwards and backwards. Above all, let the kids have fun!

Soccer Technique

A player's soccer technique—which revolves around core skills such as passing, receiving and controlling the ball—will improve through:

- Getting lots of touches on the ball.
- Fun competitions that motivate players to use different techniques.
- Plenty of positive feedback.

At the Active Start stage (U-4/U-6), technique drills should make up about 25% of practice time (i.e., 15 minutes of a 1-hour training session). The following activities focus on dribbling, control, passing, and shooting.

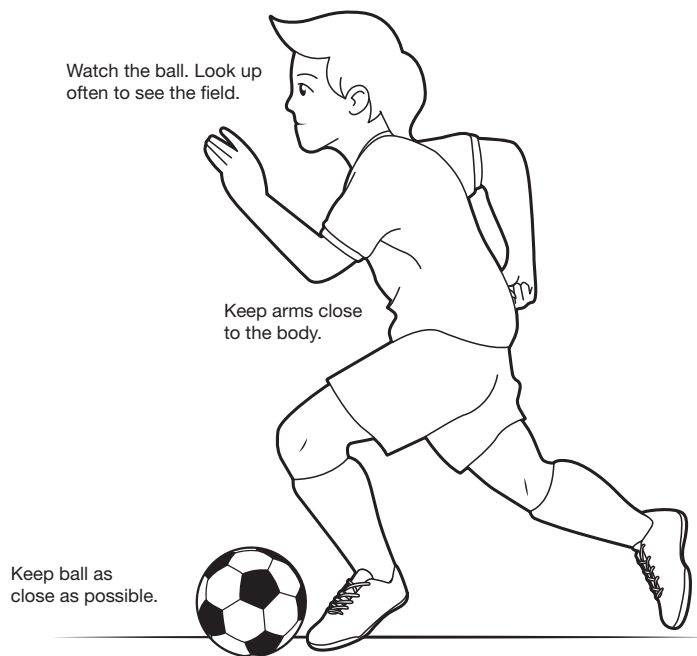
TIP*

These activities are intended to teach the basics of soccer, but don't get too hung up on replicating exactly what you see in this Tool Kit. With the youngest players, less structure is often better. Sometimes it's enough to let the kids just have fun with the ball. So go with the flow and use your enthusiasm and energy to keep them engaged.

SOCCER TECHNIQUE

DRIBBLING

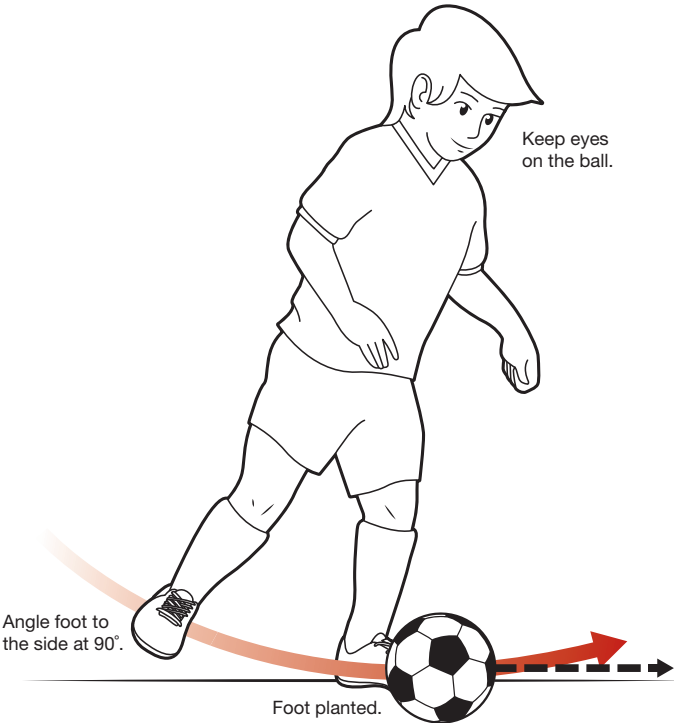
“DRIBBLING” MEANS MAKING FRIENDS WITH THE BALL AND USING YOUR FEET TO MOVE IT IN A CONTROLLED WAY.



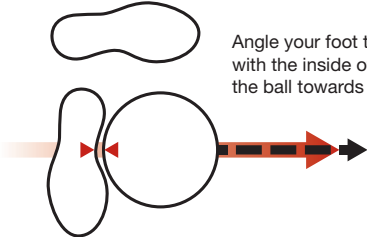
SOCCER TECHNIQUE

PASSING

“PASSING” MEANS USING YOUR FEET TO SHARE THE BALL WITH YOUR TEAMMATES IN A CONTROLLED WAY.



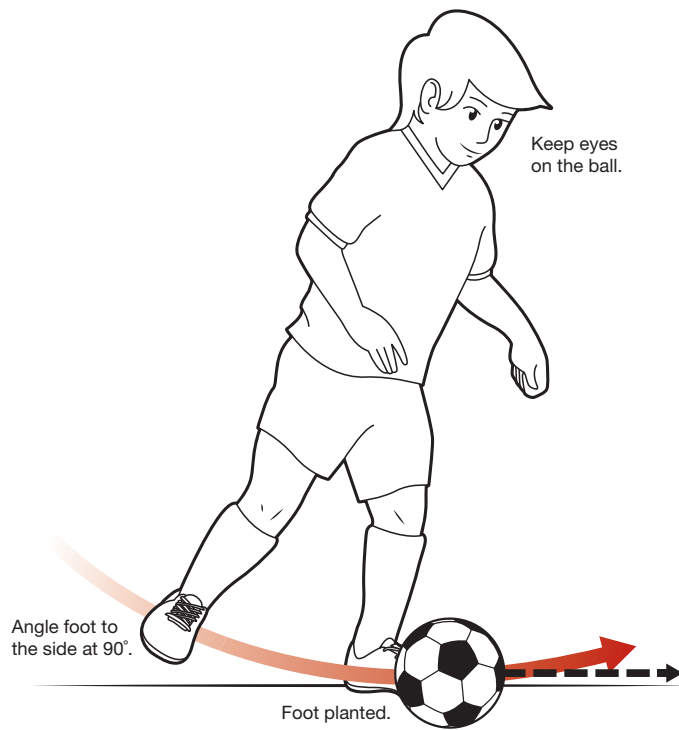
Contact near the centre of the ball.



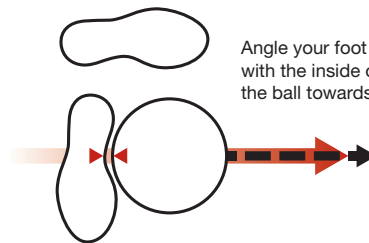
SOCCER TECHNIQUE

PASSING

“PASSING” MEANS USING YOUR FEET TO SHARE THE BALL WITH YOUR TEAMMATES IN A CONTROLLED WAY.



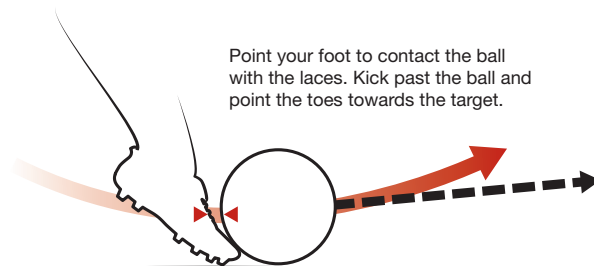
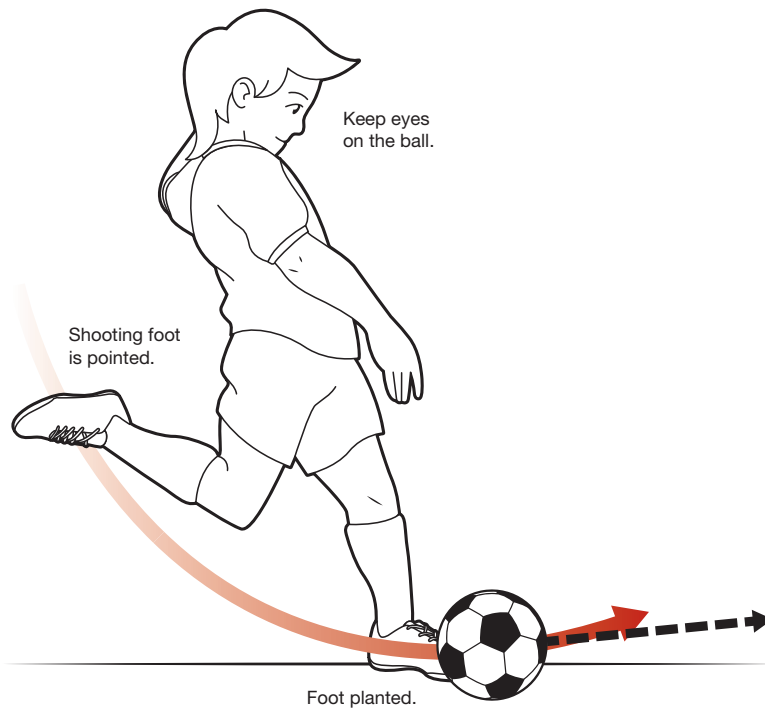
Contact near the centre of the ball.



SOCCER TECHNIQUE

SHOOTING

“SHOOTING” MEANS USING YOUR FEET TO GET THE BALL INTO THE NET.



Practice Plans

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THE BEST POSSIBLE SOCCER EXPERIENCE.



Week 1

Focus: Physical Literacy Activity Name: Follow the leader

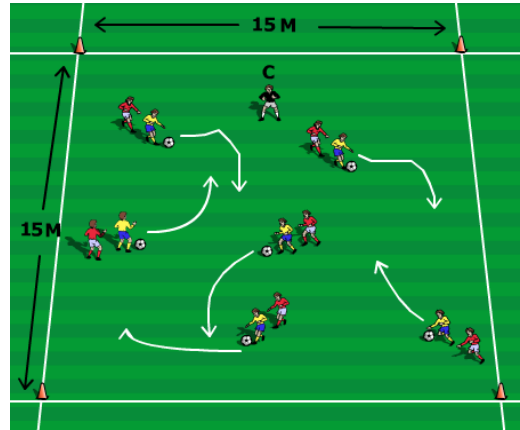
Introduction

Each child partners with his/her parent and finds space inside the playing area not too close to other pairs. As well as being purposeful each exercise described should be treated as fun/inventive and is performed alternately by the child and parent together. Jogging forward – child follows parent – parent weaves around the area. As coach shouts change they quickly switch roles:

Variations

As above but skipping, hopping (one foot), bunny hopping (two foot) giant steps, walking backwards

Coach calls out commands, touch ground with hand, sit down, stand up, dive and roll on ground etc



Emphasis

Listening
Following Instruction
Physical Literacy
Having Fun!



Focus - Ball Literacy

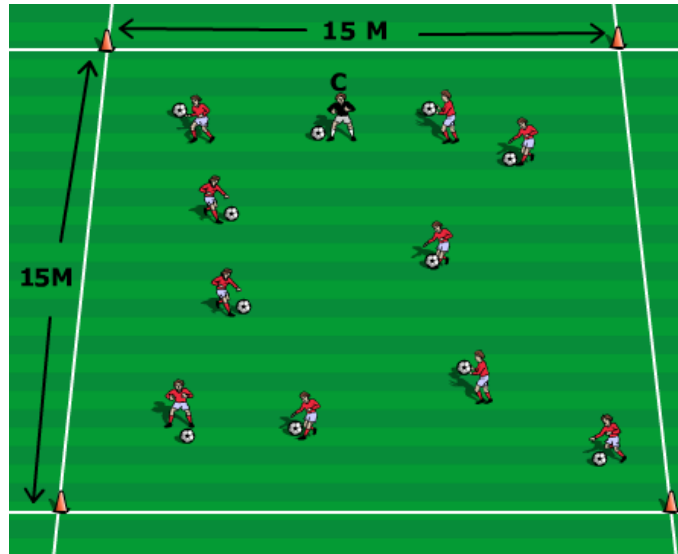
Name of Game: Making friends with the ball

Organization

Players partner with their parents and find space in the area. Game starts with parents rolling the ball back and forth with the children. Parent and children take turns tossing and catching the ball back and forth to one another. Parents then hold the ball out (quite low to start) and drop it letting the child control it with the bottom of the foot. Have the child shout "Ole!" when successful in controlling the ball. Parents can play a pass 5-6 yards away and have child run and get the ball and bring it back. Parent send with legs shoulder width apart and child kicks the ball between their legs – child then dives on the ball on the other side. Repeat with child retrieving the ball with feet. Switch role to have child play a pass and parent retrieving the ball. Have parents set up a small net with cones and have them act as a passive goalkeeper with child taking shots on them to score.

Alternatives

Harder – Instead of parents perform in partners. Increase distances and add Competition between partners



Emphasis

- Becoming familiar with the ball
- Basic kicking/passing motions
- Fun with mom or dad



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Focus - Ball Literacy
Name of Game: Nuts and Squirrels

Organization

Teams are divided into 4 groups - each group is given a different colored pinni. All the balls positioned in middle square. On coaches command 1 player from each group collects a ball (nut) from the middle. Player dribbles ball back to their triangle (tree) – next player can go when the ball is stopped in the triangle. When the coach stops the game, the team with the most balls (nuts) in their triangle wins the game.

Alternatives

Easier – Instead of dribbling players use hands.
 Harder – One player from each group is allowed to steal a ball from the other team's triangle.



Emphasis

- Running
- Turning – different types
- Gets first touch out of feet to travel quicker
- Keep ball in close control when approaching your tree.
- Stopping the ball
- Teamwork
- Having Fun!

Focus – Small sided Game
Name of Game – Chain Soccer

Organization

Set up a small grid, depending on number of players. Separate players/parents into 2 teams as shown below. Number players 1,2,3,4,5 etc. Call out a number. That numbered player/parent combo from each team enters into the field to challenge for the ball. Players try to score on opposing side while defending their own side. Parents and players not called can act as goalies on their side.

Alternatives

Harder (U6) – No parents. Ask children to link arms and work together to stop goals.
 Harder (U6) – Increase the # of players called into the grid to 2 or 3.



Emphasis

- Dribbling
- Shooting
- Goal celebrations
- Teamwork
- Having Fun!

Week 2

Focus- Physical Literacy Activity Name: Freeze Tag

Introduction

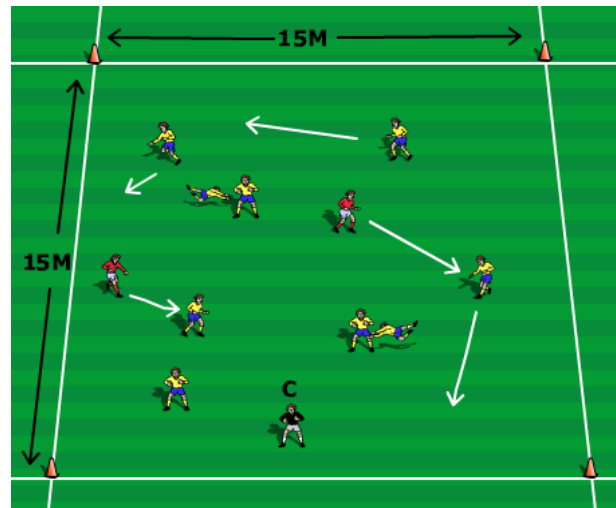
Set up a 20m x 20m grid. Players travel around the grid with a ball. Coach/parent tries to tag the players. When a player is tagged he/she must stand still with legs shoulder width apart and pick up ball. Players are unfrozen when a teammate can dribble a ball through their legs.

Variations

Easier (U4): Start with no balls, players hold hands out to side - player freed by going under an arm – progress to under legs

Harder (U6): Have players replace coach(es) as taggers.

Harder (U6): Players must perform 2 juggles to unfreeze.



Emphasis

- Running
- Change of directions
- Teamwork
- Having Fun!

Focus – Ball Literacy Name of Game: Topple me Coconuts

Organization

Split players into 2 teams and have them line-up as shown below. Place balls on top of cones like coconuts. Ask players to alternate making passes/shots to try and knock the ball off of a cone. If a player is successful they can go and retrieve both balls and bring them back to their side. Encourage celebrations!

Alternatives

Easier (U4): Start with rolling the ball across a smaller distance.



Emphasis

- Passing
- Shooting
- Goal celebrations
- Teamwork
- Having Fun!

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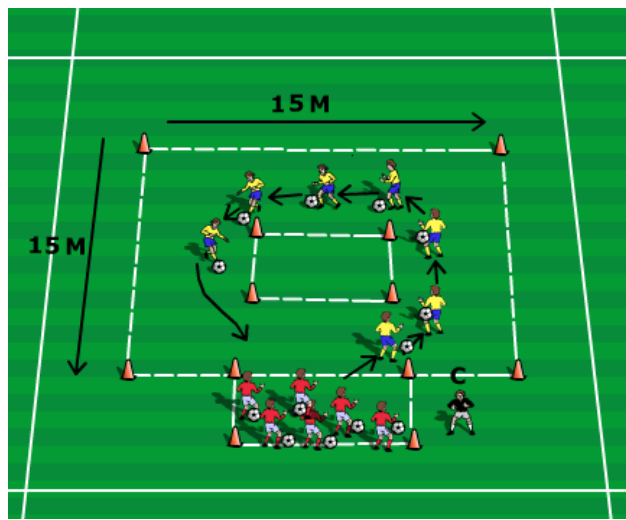
Focus - Ball Literacy
Name of Game: Indy 500

Organization

Players start from "Pit row" with parents. Player starts by exiting the pits and dribbling the ball in a clockwise direction around the track following their parent. If the ball exits the track they must make 3 toe taps on the ball to restart the engine. Parent and player can switch roles with child following parents. Encourage players to make "Vroom! Vroom!" car sounds while driving!

Alternatives

- Easier – run the track first with no balls.
- Easier – layers carry ball in hands and run around track
- Harder – Have players drive the truck on their own.
- Harder – Switch directions and have drivers go counter-clockwise.
- Harder – Change direction before completing circuit on coaches' command



Emphasis

- Introduction to dribbling
- Player takes lots of small touches to move the ball forward
- Turning in different directions
- Having Fun!



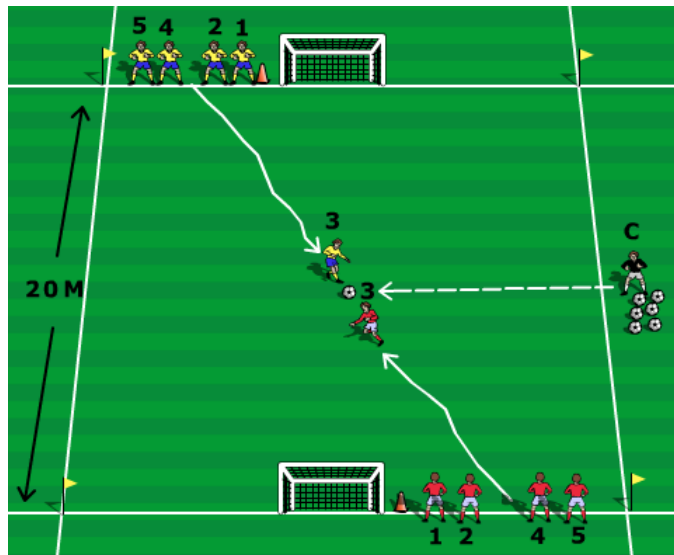
Focus – Small Sided Game
Name of Game: Numbers Games – 2 Goals

Organization

Set up a small grid, depending on number of players. Separate players into 2 teams as shown below. Number players 1,2,3,4,5 etc. Call out a number. That numbered player on each team must race around the cones into the field where a ball is placed. Players must attempt to score on their opponent's goal while defending their own. Encourage celebrations after a goal!

Alternatives

- Easier: have them just run it as a race with a ball in their hand and have them throw the ball in goal
- Easier (U4): Put two balls so each can score goals
- Harder (U6) – Increase number of players to 2 or 3 to encourage teamwork (grid size may need to increase to accommodate this.)



Emphasis

- Dribbling
- Shooting
- Goal celebrations
- Teamwork
- Having Fun!



Week 3

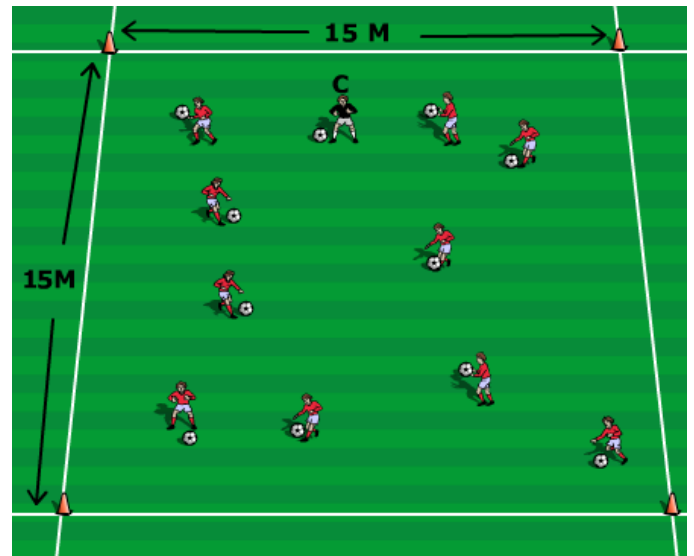
Focus – Ball Literacy
Name of Game: Red Light/ Green Light

Organization

Players move around the grid dribbling the ball – when coach shouts red light players stop. Green light players go. Go speeding – players go faster. Crash - players dive on their ball., Coach can be creative

Alternatives

Easier – Players play without a ball



Emphasis

- Keeping control of the ball, Stopping with control/Change of pace

Focus - Ball Literacy
Name of Game: Nuts and Squirrels

Organization

Teams are divided into 4 groups - each group is given a different colored pinni. All the balls positioned in middle square. On coaches command 1 player from each group collects a ball (nut) from the middle. Player dribbles ball back to their triangle (tree) – next player can go when the ball is stopped in the triangle. When the coach stops the game, the team with the most balls (nuts) in their triangle wins the game.

Alternatives

Easier – Instead of dribbling players use hands.
Harder – One player from each group is allowed to steal a ball from the other team's triangle.



Emphasis

- Running
- Turning – different types
- Gets first touch out of feet to travel quicker
- Keep ball in close control when approaching your tree.
- Stopping the ball
- Teamwork
- Having Fun!



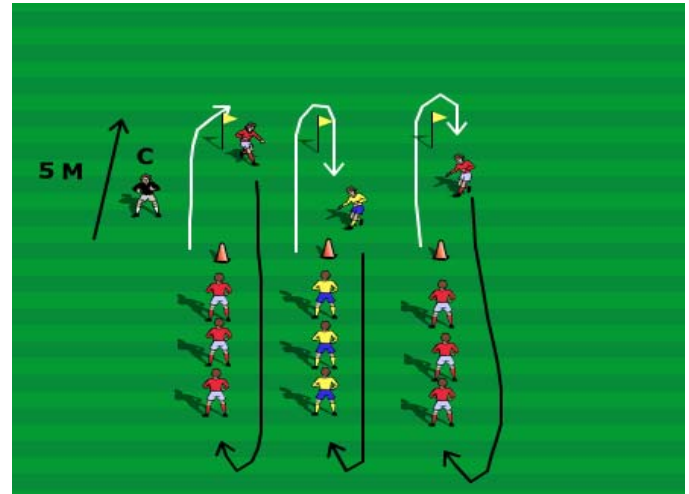
Focus: Physical Literacy
Activity Name: Relay Games

Introduction

Divide your players into three teams. Players on coaches command run around the flag and high five their team mate on their return. Once team mate touched next player can go. Players can then repeat using different actions, hopping one leg, bunny hops, etc

Variations

1. **Easier (U4)** – Players can run around their flag with parent holding hands.
2. **Harder (U6)** – Coach can make the game into a little race. Placing emphasis on completion of exercise and not winners



Emphasis

- Running
- Hopping
- Jumping
- Twisting
- Having Fun !



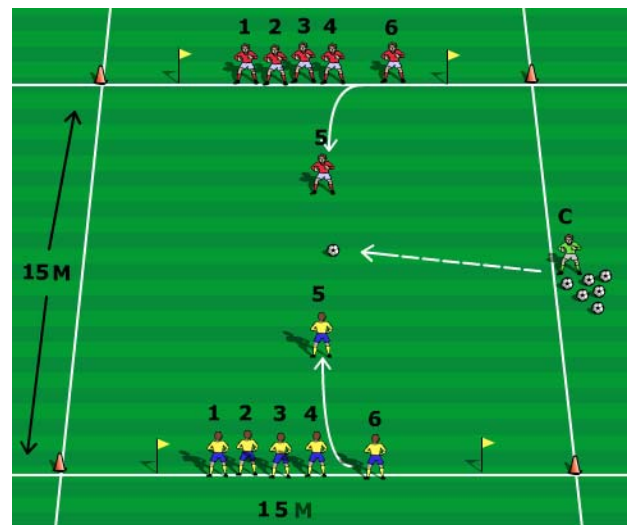
Focus – Small sided Game
Name of Game – Chain Soccer

Organization

Set up a small grid, depending on number of players. Separate players/parents into 2 teams as shown below. Number players 1,2,3,4,5 etc. Call out a number. That numbered player/parent combo from each team enters into the field to challenge for the ball. Players try to score on opposing side while defending their own side. Parents and players not called can act as goalies on their side.

Alternatives

- Easier (U4):** Put two balls so each can score goals
Harder (U6) – No parents. Ask children to link arms and work together to stop goals.
Harder (U6) – Increase the # of players called into the grid to 2 or 3.



Emphasis

- Dribbling
- Shooting
- Goal celebrations
- Teamwork
- Having Fun!



Week 4

Focus- Physical Literacy Activity Name: Freeze Tag

Introduction

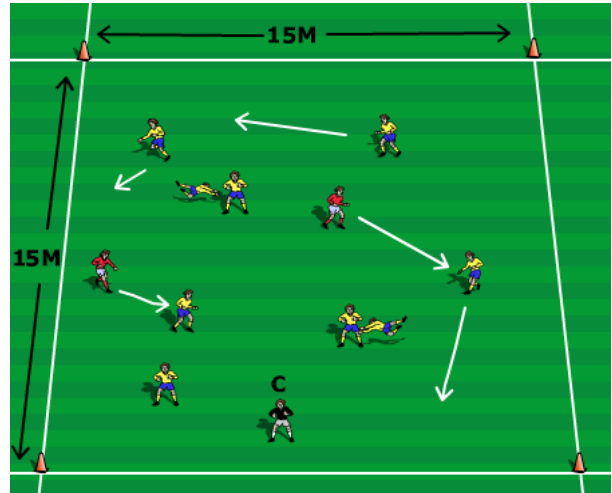
Set up a 20m x 20m grid. Players travel around the grid with a ball. Coach/parent tries to tag the players. When a player is tagged he/she must stand still with legs shoulder width apart and pick up ball. Players are unfrozen when a teammate can dribble a ball through their legs.

Variations

Easier (U4): Start with no balls, players hold hands out to side - player freed by going under an arm – progress to under legs

Harder (U6): Have players replace coach(es) as taggers.

Harder (U6): Players must perform 2 juggles to unfreeze.



Emphasis

- Dribbling into space
- Change of directions
- Teamwork
- Having Fun!

Focus- Bal Familiarity Activity Name: Pirate Pete

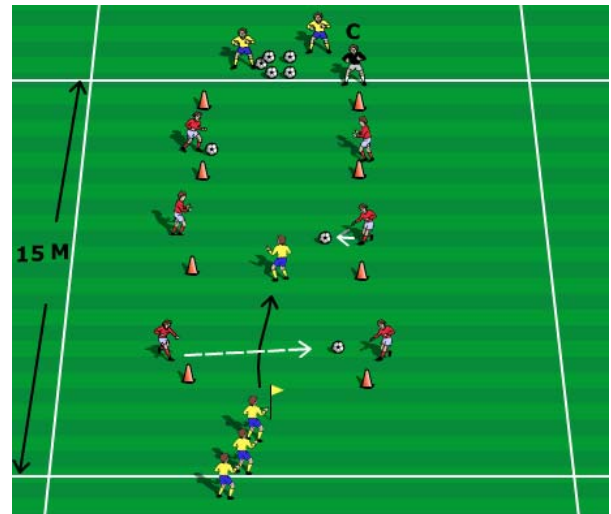
Introduction

Divide the players into two teams. Put the teams in two different pinni colors. One team has to run through the channel to get to the treasure (balls). The other team kicks the ball to their team mate trying to hit the other team with the ball below the knee as they run through. If players get struck by the ball they have to go back and try again. When players get to treasure (Ball) they bring back a piece back to their ship. Players change roles after a set time. Count the pieces (Balls) each team collects.

Variations

Easier (U4): Players can role the ball rather than kick it. Players can carry treasure back in their hands. Parents can help.

Harder (U6): Players can shoot the ball. Players can dribble both ways with the ball.



Emphasis

- Running
- Spatial Awareness
- Kicking (passing/shooting)
- Hitting a moving target
- Having Fun!

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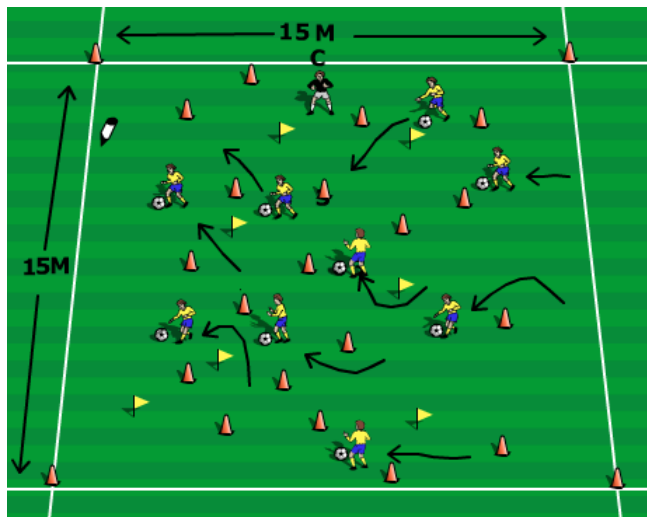
Focus - Ball Literacy
Name of Game: Enchanted Forest

Organization

Set up a 20m x 20m grid. Scatter cones around grid as "spooky trees". Other obstacles such as rings, hurdles or larger cones can be used as different challenges. Start by having parent lead player with a ball through the forest avoiding the spooky trees. Players can pick up ball and toss it over the taller spooky trees.

Alternatives

Easier – First explore the forest with no balls.
 Harder – Have players travel from one end of the forest on their own to rescue mom or dad, who are stuck on the other side.
 Harder – Have parent chase children through the forest. Switch roles.



Emphasis

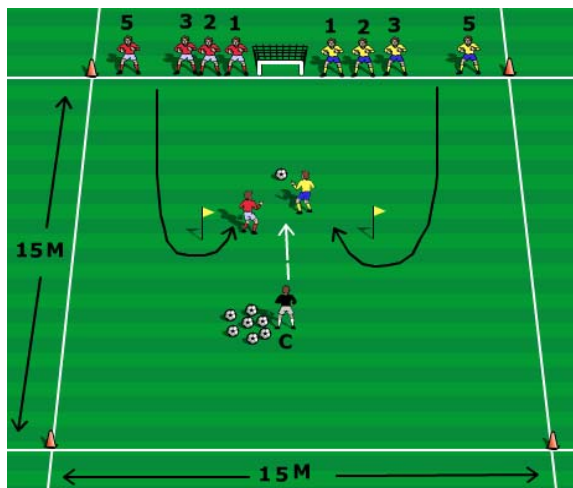
- Small touches to keep the ball close
- Keep ball in close control when approaching a tree.
- Turning in different directions.
- Having Fun!

Focus – Small Sided Game
Name of Game: Numbers Games with one net
Organization

Set up a small grid, depending on number of players. Separate players into 2 teams as shown below. Number players 1,2,3,4,5 etc. Call out a number. That numbered player on each team must race around the cones into the field where a ball is placed. Players are trying to both defend and score on the same net. Encourage celebrations after a goal!

Alternatives

Easier (U4): Have players vs. parents to allow players to always win.
Harder (U6) – Increase number of players to 2
Easier (U4): Put two balls so each can score goals or 3 to encourage teamwork (grid size may need to increase to accommodate this.)



Emphasis

- Dribbling
- Shooting
- Goal celebrations
- Teamwork
- Having Fun!

Week 5

Focus - Physical Literacy Activity Name: Donkey Tails

Introduction

Half the players are given a pinni to tuck into the back of their shorts as a tail. Coach shouts "Go!" players without a tail attempt to grab a tail from the players with one. Once players get a tail they must now avoid having it taken.

Variations

1. **Easier (U4):** Partner player with his/her parent and make it a 1 on 1 challenge with mom/dad!!



Emphasis

- Running
- Change of Directions
- Finding Space
- Having Fun!

Focus - Ball Literacy Name of Game: North/South Game

Organization

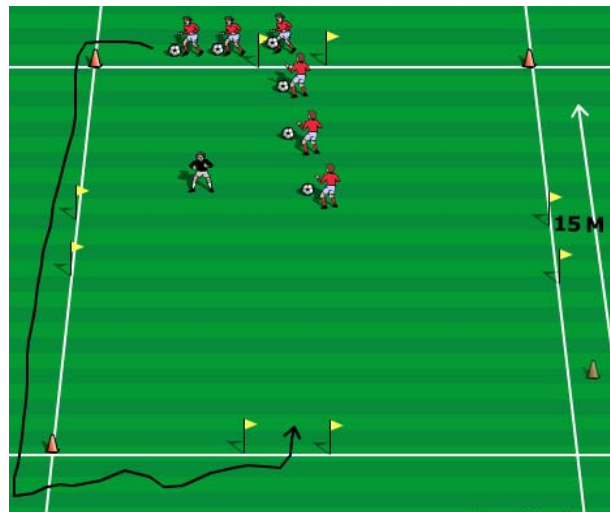
Start by having players dribble around grid. Coach shouts out "North" and players must dribble out the "North" goal, around the outside of the grid and re-enter through the "South" goal. Alternate between "North" & "South". Once players are comfortable with "North" & "South", introduce "East" & "West" goals.

Alternatives

Easier – Use colours instead of directions, red, blue green etc

Easier - Perform with no balls start or have parents accompany players on their "voyage."

Harder – Parents exit opposite goal as players and race around the grid to see who can get back in first; parents or players (allow players to win!)



Emphasis

- Running with the ball under control
- Turning in different directions.
- Having Fun!

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Focus – Ball Literacy
Name of Game – Houses

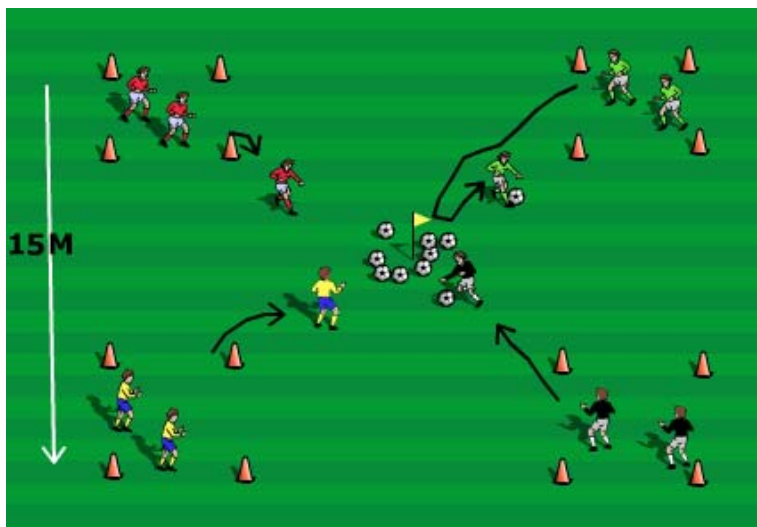
Organization

Set up four houses by placing four cones in each corner of the playing area. A parent/child team is stationed inside each house. Place all the balls in the middle of the playing area. On the coach's signal, one player at a time runs out to get a ball and brings it back to the house (must stop the ball inside the house). When the balls are all recovered, count the number of balls in each house.

Alternatives

Easier - Start by using hands to bring the balls back. Dribble ball back and stop ball in the house before next player can go.

Harder - Once all players have a ball they can switch houses or take balls back into middle again.



Emphasis

- Running
- Dribbling
- Stopping the ball
- Teamwork
- Having Fun!

Focus – Small Sided Game
Name of Game: Numbers Games – 2 Goals

Organization

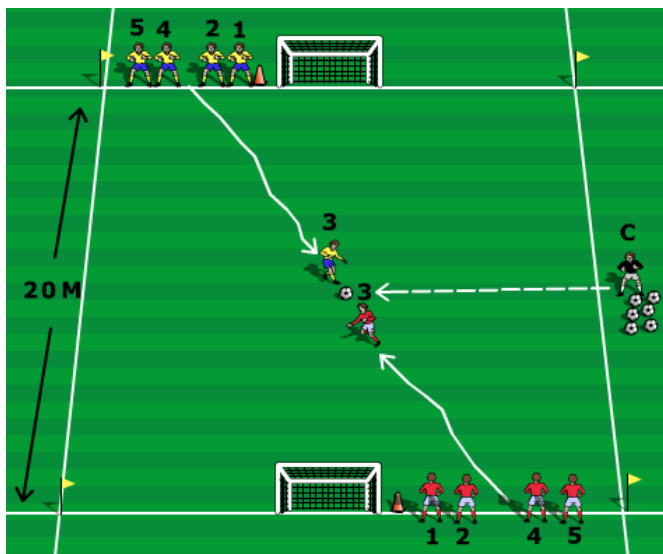
Set up a small grid, depending on number of players. Separate players into 2 teams as shown below. Number players 1,2,3,4,5 etc. Call out a number. That numbered player on each team must race around the cones into the field where a ball is placed. Players must attempt to score on their opponent's goal while defending their own. Encourage celebrations after a goal!

Alternatives

Easier: have them just run it as a race with a ball in their hand and have them throw the ball in goal

Easier (U4): Put two balls so each can score goals

Harder (U6) – Increase number of players to 2 or 3 to encourage teamwork (grid size may need to increase to accommodate this.)



Emphasis

- Dribbling
- Shooting
- Goal celebrations
- Teamwork
- Having Fun!

WEEK 6

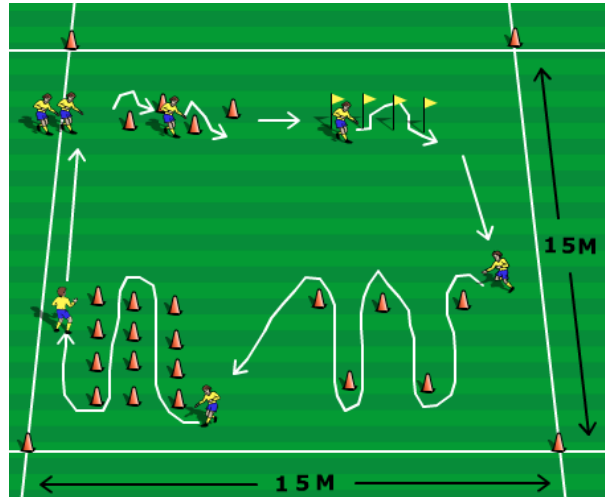
Focus – Physical Literacy
Activity Name: Obstacle Course

Organization

Set up an obstacle course inside a designated area. The children start at the first station and move in a clockwise direction around the course carrying out the exercises shown below. Parents follow and encourage their child.

Variations

1. Hops (1 footed & 2 footed)
2. Running backwards
3. Sideways shuffles
4. Introduce a ball at 3, 4 or 5.



Emphasis

- Listening
- Following Instruction
- Physical Literacy
- Having Fun!

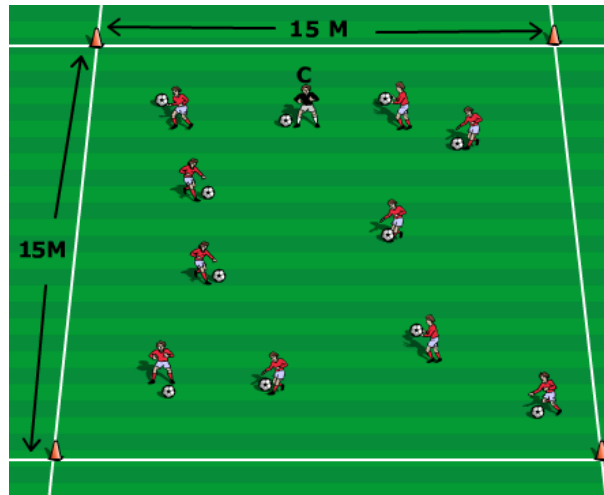
Focus - Ball Literacy
Name of Game: Making friends with the ball

Organization

Players partner with their parents and find space in the area. Game starts with parents rolling the ball back and forth with the children. Parent and children take turns tossing and catching the ball back and forth to one another. Parents then hold the ball out (quite low to start) and drop it letting the child control it with the bottom of the foot. Have the child shout "Ole!" when successful in controlling the ball. Parents can play a pass 5-6 yards away and have child run and get the ball and bring it back. Parent send with legs shoulder width apart and child kicks the ball between their legs – child then dives on the ball on the other side. Repeat with child retrieving the ball with feet. Switch role to have child play a pass and parent retrieving the ball. Have parents set up a small net with cones and have them act as a passive goalkeeper with child taking shots on them to score.

Alternatives

Harder – Instead of parents perform in partners. Increase distances and add Competition between partners



Emphasis

- Close Ball control
- Coordination
- Control
- Dribbling
- Shooting

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Focus – Ball Literacy
Name of Game - King/Queen of the Ring

Organization

Players have a ball each. Players must keep ball within a defined area .
 Players are encouraged to kick other balls out of area. When a player gets their ball kick out of the grid, they must leave the grid and practice a skill (3 juggles, toe taps etc) and then they are allowed to return to grid.
 Ask players to keep track of how many times they lost possession.

Alternatives

Easier – Parent and child can play keep away in pairs. Parent letting child enjoy success

Harder - Progress to last man standing (King/Queen of the ring). When a player gets their ball knocked out of the square they are now “out” and are not allowed to return to the grid. They remain outside the grid cheering for their teammates. Continue this until everybody is knocked out and there is only one player left. This player becomes the King/Queen of the Ring.



Emphasis

- Keep Ball close
- Dribbling
- Shielding ball
- Moving away from danger
- Having Fun



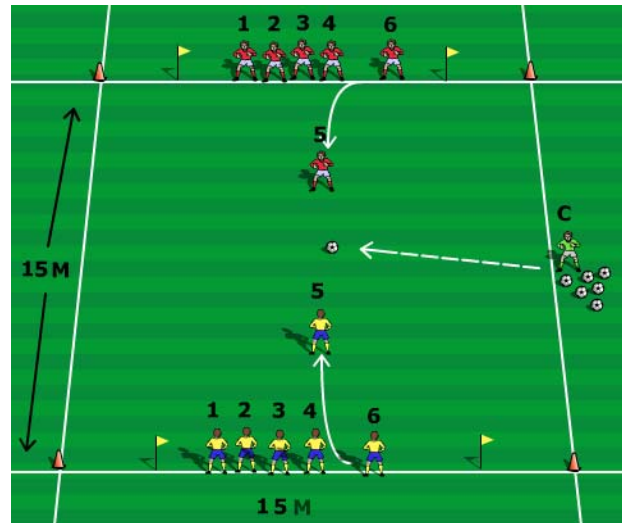
Focus – Small sided Game
Name of Game – Chain Soccer

Organization

Set up a small grid, depending on number of players.
 Separate players/parents into 2 teams as shown below.
 Number players 1,2,3,4,5 etc. Call out a number. That numbered player/parent combo from each team enters into the field to challenge for the ball. Players try to score on opposing side while defending their own side. Parents and players not called can act as goalies on their side.

Alternatives

- Easier (U4):** Put two balls so each can score goals
Harder (U6) – No parents. Ask children to link arms and work together to stop goals.
Harder (U6) – Increase the # of players called into the grid to 2 or 3.



Emphasis

- Dribbling
- Shooting
- Goal celebrations
- Teamwork
- Having Fun!



Week 7

Focus: Physical/Ball Literacy
Activity Name: Red Light/Green Light

Introduction

Set up a 15m x 15m grid. Players line up opposite coach, as shown below. Coach gives commands “Green Light” for go and “Red Light” for stop. Players dribble towards coach during “Green Light” and must stop ball and stand still during “Red Light.” If a coach catches a player moving during “Red Light” he/she must return to the start. First player to reach the opposite side of the grid wins!

Variations

- Easier (U4):** Start with no balls or have parents help players.
- Harder (U6):** Use red/green cones or pinnis instead of shouting commands.



Emphasis

- Listening
- Dribbling
- Stopping the ball
- Having Fun!

Focus – Ball Literacy
Name of Game – Shark Attack

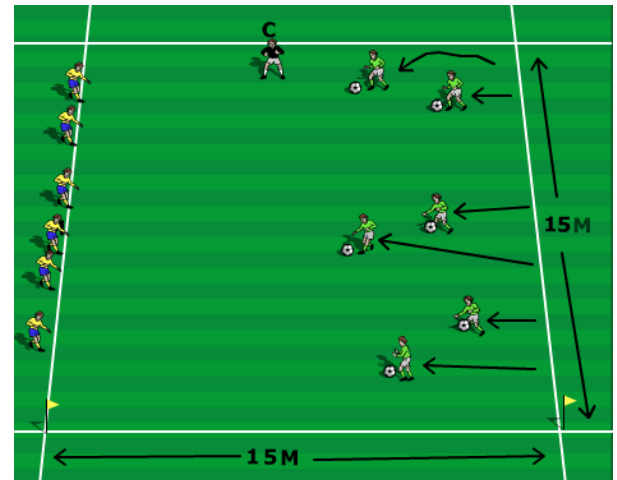
Organization

Players (Fishes) start on one end of the grid with a ball each. Coach/parents are the Shark without a ball. Objective is for players to dribble from the coral reef into the open ocean using different parts of the foot. When coach shouts shark attack – parents and coach try and steal the players ball. Player has to turn and get back to the safety of the coral reef. When player loses their ball they join their parents as sharks

Alternatives

Easier – Divide team into two and let a parent and player play sharks.

Harder – Divide players into two teams and let the two teams have a turn at been a shark and dribbling fish.



Emphasis

- Dribbling
- Keeping ball close
- Keeping control of ball
- Changing direction
- Stealing the ball (Defending)
- Having Fun

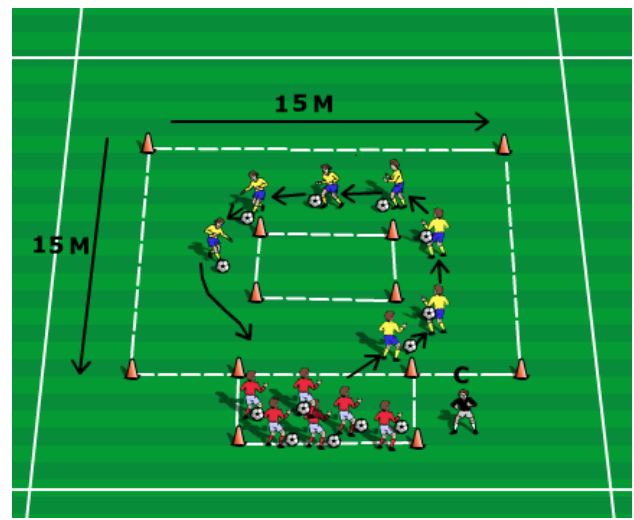
Focus - Ball Literacy
Name of Game: Indy 500

Organization

Players start from "Pit row" with parents. Player starts by exiting the pits and dribbling the ball in a clockwise direction around the track following their parent. If the ball exits the track they must make 3 toe taps on the ball to restart the engine. Parent and player can switch roles with child following parents. Encourage players to make "Vroom! Vroom!" car sounds while driving!

Alternatives

- Easier – run the track first with no balls.
- Easier – layers carry ball in hands and run around track
- Harder – Have players drive the truck on their own.
- Harder – Switch directions and have drivers go counter-clockwise.
- Harder – Change direction before completing circuit on coaches' command



Emphasis

- Introduction to dribbling
- Player takes lots of small touches to move the ball forward
- Turning in different directions
- Having Fun!

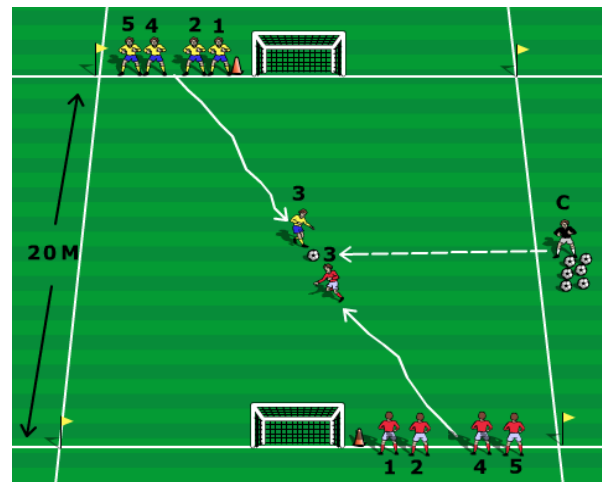
Focus – Small Sided Game
Name of Game: Numbers Games – 2 Goals

Organization

Set up a small grid, depending on number of players. *Separate players into 2 teams as shown below.* Number players 1,2,3,4,5 etc. Call out a number. That numbered player on each team must race around the cones into the field where a ball is placed. Players must attempt to score on their opponent's goal while defending their own. Encourage celebrations after a goal!

Alternatives

- Easier:** have them just run it as a race with a ball in their hand and have them throw the ball in goal
- Easier (U4):** Put two balls so each can score goals
- Harder (U6) –** Increase number of players to 2 or 3 to encourage teamwork (grid size may need to increase to accommodate this.)



Emphasis

- Dribbling
- Shooting
- Goal celebrations
- Teamwork
- Having Fun!

Week 8

Focus: Physical Literacy
Activity Name: Follow the leader

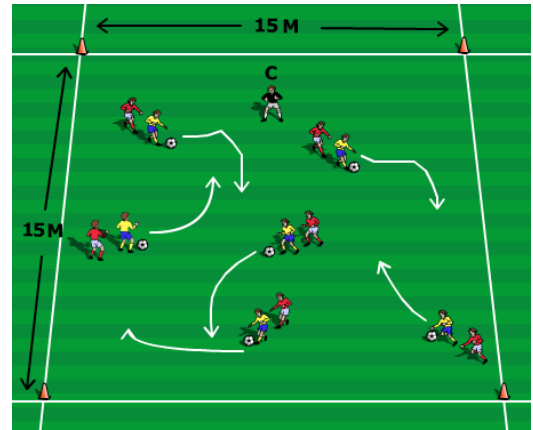
Introduction

Each child partners with his/her parent and finds space inside the playing area not too close to other pairs. As well as being purposeful each exercise described should be treated as fun/inventive and is performed alternately by the child and parent together. Jogging forward – child follows parent – parent weaves around the area. As coach shouts change they quickly switch roles:

Variations

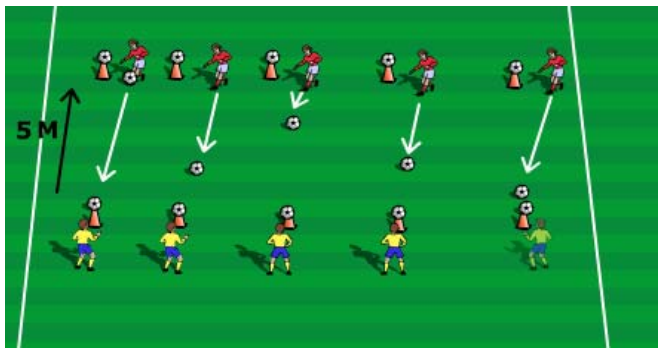
As above but skipping, hopping (one foot), bunny hopping (two foot) giant steps, walking backwards

Coach calls out commands, touch ground with hand, sit down, stand up, dive and roll on ground etc



Emphasis

- Listening
- Following Instruction
- Physical Literacy
- Having Fun!



Emphasis

- Passing
- Shooting
- Goal celebrations
- Teamwork
- Having Fun!



Focus – Ball Literacy
Name of Game: Topple me Coconuts

Organization

Split players into 2 teams and have them line-up as shown below. Place balls on top of cones like coconuts. Ask players to alternate making passes/shots to try and knock the ball off of a cone. If a player is successful they can go and retrieve both balls and bring them back to their side. Encourage celebrations!

Alternatives

Easier (U4): Start with rolling the ball across a smaller distance.

Focus- Ball Familiarity
Activity Name: Pirate Pete

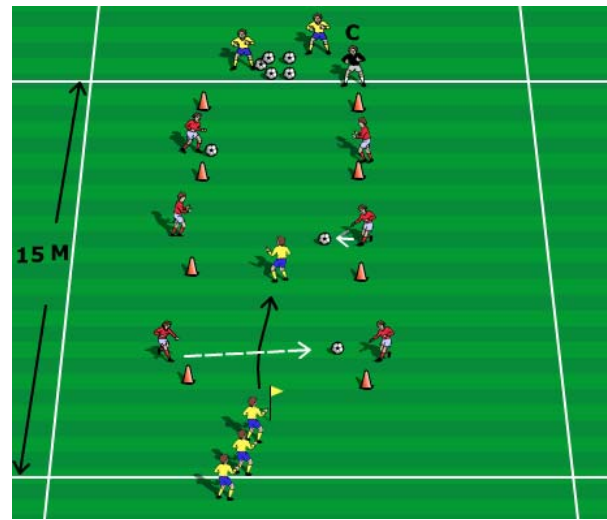
Introduction

Divide the players into two teams. Put the teams in two different pinni colors. One team has to run through the channel to get to the treasure (balls). The other team kicks the ball to the player running through the channel mate trying to hit the other team with the ball below the knee as they run through. If players get struck by the ball they have to go back and try again. When players get to treasure (Ball) they bring back a peace back to their ship. Players change roles after a set time. Count the pieces (Balls) each team collects.

Variations

Easier (U4): Players can role the ball rather than kick it. Players can carry treasure back in their hands. Parents can help.

Harder (U6): Players can shoot the ball. Players can dribble both ways with the ball.



Emphasis

- Running
- Spatial Awareness
- Kicking (passing/shooting)
- Hitting a moving target
- Having Fun!

Focus – Small Sided Game

Name of Game: Numbers Games with one net
Organization

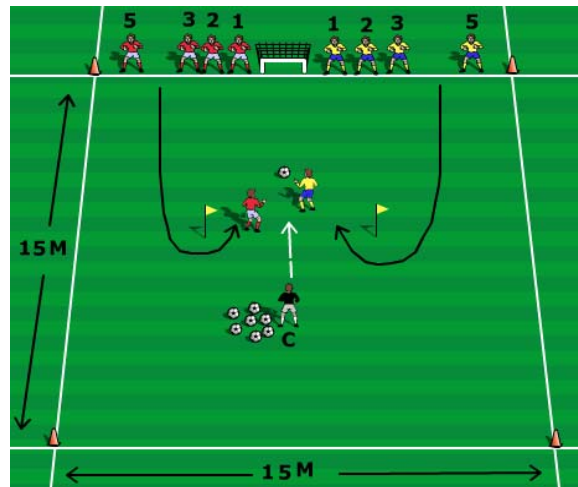
Set up a small grid, depending on number of players. Separate players into 2 teams as shown below. Number players 1,2,3,4,5 etc. Call out a number. That numbered player on each team must race around the cones into the field where a ball is placed. Players are trying to both defend and score on the same net. Encourage celebrations after a goal!

Alternatives

Easier (U4): Have players vs. parents to allow players to always win. Have two balls so both players can score

Easier (U4)– Two balls so both players can have success scoring.

Harder (U6) – Increase number of players to 2 or 3 to encourage teamwork (grid size may need to increase to accommodate this.)



Emphasis

- Dribbling
- Shooting
- Goal celebrations
- Teamwork
- Having Fun!

Week 9

Focus- Physical Literacy Activity Name: Freeze Tag

Introduction

Set up a 20m x 20m grid. Players travel around the grid with a ball. Coach/parent tries to tag the players. When a player is tagged he/she must stand still with legs shoulder width apart and pick up ball. Players are unfrozen when a teammate can dribble a ball through their legs.

Variations

Easier (U4): Start with no balls, players hold hands out to side - player freed by going under an arm – progress to under legs

Harder (U6): Have players replace coach(es) as taggers.

Harder (U6): Players must perform 2 juggles to unfreeze.



Emphasis

- Running
- Change of directions
- Teamwork
- Having Fun!

Focus – Ball Literacy Name of Game - King/Queen of the Ring

Organization

Players have a ball each. Players must keep ball within a defined area . Players are encouraged to kick other balls out of area. When a player gets their ball kick out of the grid, they must leave the grid and practice a skill (3 juggles, toe taps etc) and then they are allowed to return to grid. Ask players to keep track of how many times they lost possession.

Alternatives

Easier – Parent and child can play keep away in pairs. Parent letting child enjoy success

Harder - Progress to last man standing (King/Queen of the ring). When a player gets their ball knocked out of the square they are now "out" and are not allowed to return to the grid. They remain outside the grid cheering for their teammates. Continue this until everybody is knocked out and there is only one player left. This player becomes the King/Queen of the Ring.



Emphasis

- Keep Ball close
- Dribbling
- Shielding ball
- Moving away from danger
- Having Fun

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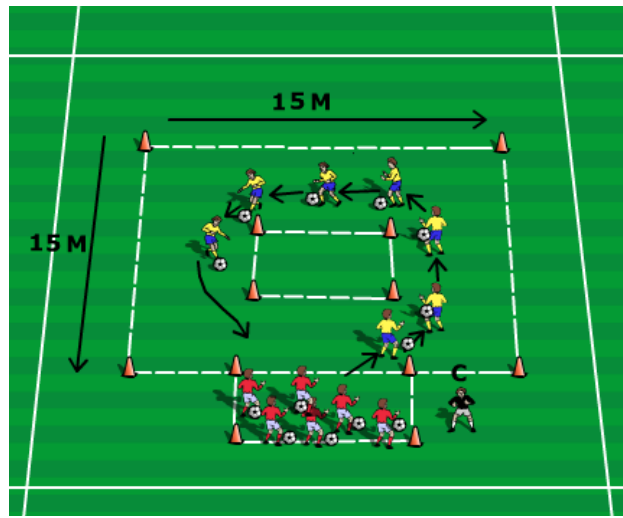
Focus - Ball Literacy
Name of Game: Indy 500

Organization

Players start from "Pit row" with parents. Player starts by exiting the pits and dribbling the ball in a clockwise direction around the track following their parent. If the ball exits the track they must make 3 toe taps on the ball to restart the engine. Parent and player can switch roles with child following parents. Encourage players to make "Vroom! Vroom!" car sounds while driving!

Alternatives

Easier – run the track first with no balls.
 Easier – layers carry ball in hands and run around track
 Harder – Have players drive the truck on their own.
 Harder – Switch directions and have drivers go counter-clockwise.
 Harder – Change direction before completing circuit on coaches' command



Emphasis

- Introduction to dribbling
- Player takes lots of small touches to move the ball forward
- Turning in different directions
- Having Fun!

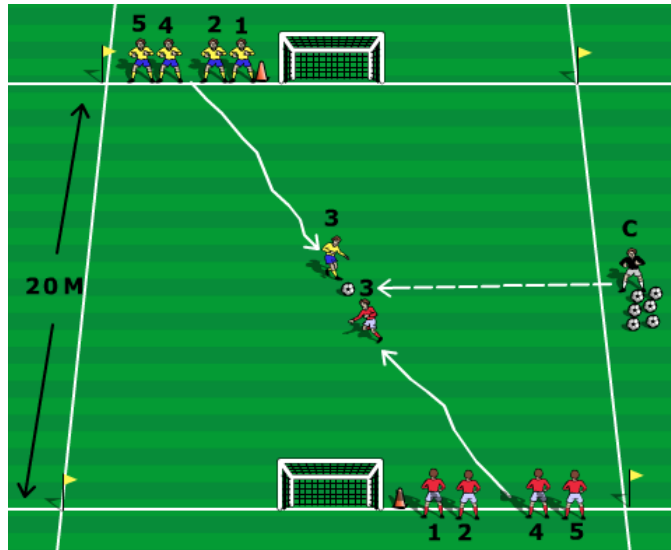
Focus – Small Sided Game
Name of Game: Numbers Games – 2 Goals

Organization

Set up a small grid, depending on number of players. *Separate players into 2 teams as shown below.* Number players 1,2,3,4,5 etc. Call out a number. That numbered player on each team must race around the cones into the field where a ball is placed. Players must attempt to score on their opponent's goal while defending their own. Encourage celebrations after a goal!

Alternatives

Easier (U4): Put two balls so each can score goals
Harder (U6) – Increase number of players to 2 or 3 to encourage teamwork (grid size may need to increase to accommodate this.)



Emphasis

- Dribbling
- Shooting
- Teamwork
- Having Fun!

Week 10

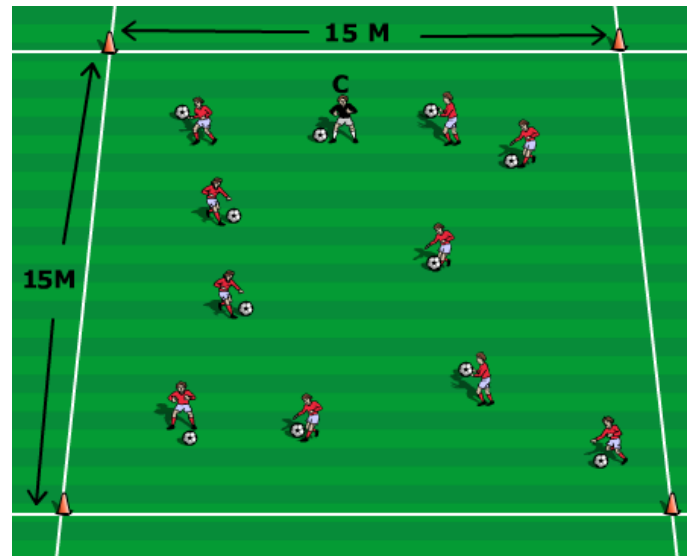
Focus – Ball Literacy
Name of Game: Red Light/ Green Light

Organization

Players move around the grid dribbling the ball – when coach shouts red light players stop. Green light players go. Go speeding – players go faster. Crash - players dive on their ball., Coach can be creative

Alternatives

Easier – Players play without a ball



Focus - Ball Literacy
Name of Game: Nuts and Squirrels

Organization

Teams are divided into 4 groups - each group is given a different colored pinni. All the balls positioned in middle square. On coaches command 1 player from each group collects a ball (nut) from the middle. Player dribbles ball back to their triangle (tree) – next player can go when the ball is stopped in the triangle. When the coach stops the game, the team with the most balls (nuts) in their triangle wins the game.

Alternatives

Easier – Instead of dribbling players use hands.
Harder – One player from each group is allowed to steal a ball from the other team's triangle.

Emphasis

- Keeping control of the ball, Stopping with control/Change of pace



Emphasis

- Running
- Hopping
- Jumping
- Twisting
- Having Fun !

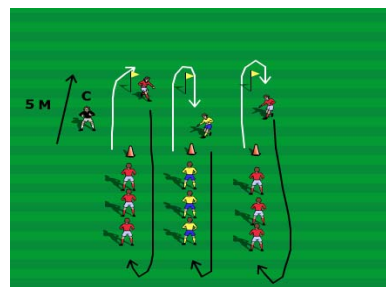
Focus: Physical Literacy
Activity Name: Relay Games

Introduction

Divide your players into three teams. Players on coaches command run around the flag and high five their team mate on their return. Once team mate touched next player can go. Players can then repeat using different actions, hopping one leg, bunny hops, etc

Variations

- Easier (U4)** – Players can run around their flag with parent holding hands.
- Harder (U6)** – Coach can make the game into a little race. Placing emphasis on completion of exercise and not winners



Emphasis

- Running
- Turning – different types
- Gets first touch out of feet to travel quicker
- Keep ball in close control when approaching your tree.
- Stopping the ball
- Teamwork
- Having Fun!

Focus – Small sided Game
Name of Game – Chain Soccer

Organization

Set up a small grid, depending on number of players. Separate players/parents into 2 teams as shown below. Number players 1,2,3,4,5 etc. Call out a number. That numbered player/parent combo from each team enters into the field to challenge for the ball. Players try to score on opposing side while defending their own side. Parents and players not called can act as goalies on their side.

Alternatives

- Easier (U4)**– Two balls so both players can have success scoring.
- Harder (U6)** – No parents. Ask children to link arms and work together to stop goals.
- Harder (U6)** – Increase the # of players called into the grid to 2 or 3.



Emphasis

- Dribbling
- Shooting
- Goal celebrations
- Teamwork
- Having Fun!

WEEK 11

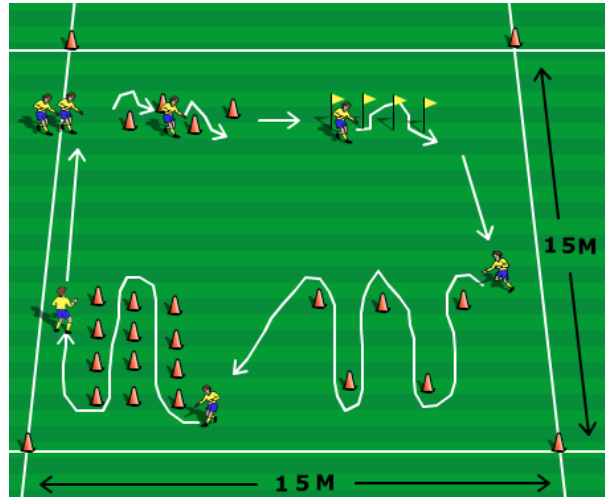
Focus – Physical Literacy Activity Name: Obstacle Course

Organization

Set up an obstacle course inside a designated area. The children start at the first station and move in a clockwise direction around the course carrying out the exercises shown below. Parents follow and encourage their child.

Variations

- Hops (1 footed & 2 footed)
- Running backwards
- Sideways shuffles



Emphasis

- Listening
- Following Instruction
- Physical Literacy
- Having Fun!

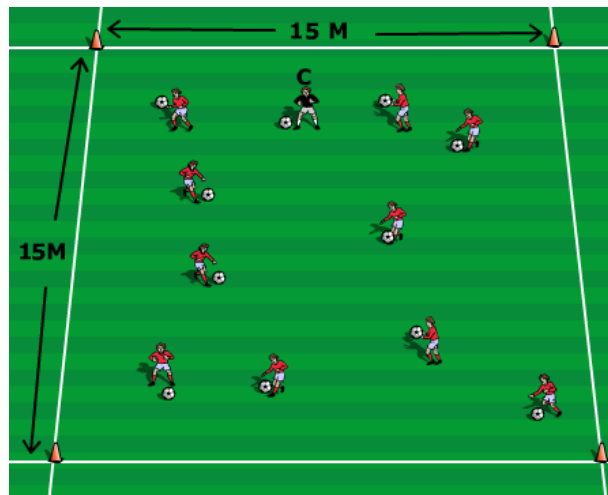
Focus - Ball Literacy Name of Game: Making friends with the ball

Organization

Players partner with their parents and find space in the area. Game starts with parents rolling the ball back and forth with the children. Parent and children take turns tossing and catching the ball back and forth to one another. Parents then hold the ball out (quite low to start) and drop it letting the child control it with the bottom of the foot. Have the child shout "Ole!" when successful in controlling the ball. Parents can play a pass 5-6 yards away and have child run and get the ball and bring it back. Parent send with legs shoulder width apart and child kicks the ball between their legs – child then dives on the ball on the other side. Repeat with child retrieving the ball with feet. Switch role to have child play a pass and parent retrieving the ball. Have parents set up a small net with cones and have them act as a passive goalkeeper with child taking shots on them to score.

Alternatives

Harder – Instead of parents perform in partners. Increase distances and add Competition between partners



Emphasis

- Close Ball control
- Coordination
- Control
- Dribbling
- Shooting

CANADIAN SOCCER ASSOCIATION • L'ASSOCIATION CANADIENNE DE SOCCER



Programme national de certification des entraîneurs



Focus – Ball Literacy
Name of Game - King/Queen of the Ring

Organization

Players have a ball each. Players must keep ball within a defined area. Players are encouraged to kick other balls out of area, When a player gets their ball kick out of the grid, they must leave the grid and practice a skill (3 juggles, toe taps etc) and then they are allowed to return to grid.
 Ask players to keep track of how many times they lost possession.

Alternatives

Easier – Child plays with parent. Parents lets child enjoy success in both roles
Harder - Progress to last man standing (King/Queen of the ring). When a player gets their ball knocked out of the square they are now “out” and are not allowed to return to the grid. They remain outside the grid cheering for their teammates. Continue this until everybody is knocked out and there is only one player left. This player becomes the King/Queen of the Ring.



Emphasis

- Keep Ball close
- Dribbling
- Shielding ball
- Moving away from danger
- Having Fun



Focus – Small sided Game
Name of Game – Chain Soccer

Organization

Set up a small grid, depending on number of players. Separate players/parents into 2 teams as shown below. Number players 1,2,3,4,5 etc. Call out a number. That numbered player/parent combo from each team enters into the field to challenge for the ball. Players try to score on opposing side while defending their own side. Parents and players not called can act as goalies on their side.

Alternatives

Easier (U4)– Two balls so both players can have success scoring.
Harder (U6) – No parents. Ask children to link arms and work together to stop goals.
Harder (U6) – Increase the # of players called into the grid to 2 or 3.



Emphasis

- Dribbling
- Shooting
- Goal celebrations
- Teamwork
- Having Fun!



TMSC House League Rules

TMSC BELIEVES THAT EVERY PLAYER DESERVES
THE BEST POSSIBLE SOCCER EXPERIENCE.



TMSC House League Rules

1. The Field of Play

U5 – Micro	approx. 15m x 20m, goals are approx. 1.2m high x 3.6m wide
U6 – Micro	approx. 20m x 30m, goals are approx. 1.2m high x 3.6m wide
U7-U10 – Mini	approx. 30m x 40m, goals are approx. 1.8m high x 5.4m wide
U12 – Intermediate	approx. 40m x 60m, goals are approx. 2.1m high x 6.3m wide
U15/U18 – Full	approx. 50m x 70m, goals are approx. 2.4m high x 7.2m wide

Refer to Field Diagrams for additional details.

Note: For the purposes of these rules, the units “yard (yd)” and “meter (m)” are considered to be equal and are to be approximated by one adult pace or step.

2. The Ball

U5/U6	Size 3
U7-U10	Size 4
U12	Size 4
U15/U18	Size 5

3. The Duration of the Game

U5	1 x 20min straight time.
U6	1 x 25min straight time.
U8	1 x 20min with 5 min half time.
U10	2 x 25min with 5 min half time.
U12	2 x 30min with 5 min half time.
U15	2 x 40min with 5 min half time.
U18	2 x 45min with 5 min half time.

Fair Play Code: In the event that there are player shortages or extreme heat, the coach from either team may approach the referee prior to the start of the game and request an additional 2 min. water break be given mid-way through the half.

4. The Number of Players

- U5** 3v3 or 4v4* with no goalkeeper.
U6 4v4 one of which is to be a goalkeeper.
U7-U10 7v7 one of which is to be a goalkeeper.
U12 9v9 one of which is to be a goalkeeper.
U15/U18 11v11 one of which is to be a goalkeeper.

* U5 ideally play 3v3, but allow 4v4 if required so that not more than half of the players are sitting out at any time.

Fair Play Code: If a team has less than the required number of players then the coaches are encouraged to make arrangements to either share players or play with an equal number of players on the field.

5. Substitutions

U6 and younger

Unlimited substitutions may be made at any stoppage in the game. Substitutions should be made in coordination with the other team.

U8 and Older

Unlimited field player substitutions are permitted at the following times:

- Throw-in – the team that has possession may sub (other team may piggy back)
- After a goal is scored – subs allowed by either team
- During a goal kick – subs allowed by either team
- Start of 2nd half – subs allowed by either team
- To replace an injured player (at the discretion of the Referee) – injured player may be subbed

Goalkeepers are only to be substituted at half time or if they suffer an injury.

Substitution Procedure

At an appropriate stoppage in play, the coach is to address the referee and request a substitution. The referee will confirm permission to make the substitution. The referee may choose to disallow a substitution at any time and for any reason.

6. The Players’ Equipment

- Players must not use equipment or wear anything that may pose a danger to themselves, or another player.
- No jewellery is allowed (except Medical Alert bracelets).
- Headbands or elastics must be soft material and contain no metal or hard plastic.
- Any casts or braces are to be brought to the attention of the referee before the start of the match in order that they are inspected by the referee. The referee may require additional cover or may deem the cast/brace to be a hazard and the player as ineligible to play.
- Each player is required to wear shin guards. Guards are to be covered by socks.
- Metal studded cleats are not allowed.
- Each team’s uniform is to consist of jersey, socks and matching shorts.
- Shorts are to be standard mid-thigh soccer shorts (tights or bathing suit bottoms are not allowed).
- Each player is to wear a team jersey with a unique number. If there is a conflict with jersey colours then the home team will change (if they have 2 different colour jerseys), or wear pinnies.
- Any exceptions to the rules are to be discussed in advance with the referee.

7. The Start and Restart of the Ggame

Definition of Kick-Off

A kick-off is a way of starting or restarting play:

- At the start of a match
- After a goal has been scored
- At the start of the second half

THE Ball in and out of play

Goal lines and Touch lines

The Ball is OUT of play when:

- It has wholly crossed the field markings (lines/ cones), whether on the ground or in the air.
- Play has been stopped by the Referee.

The Ball is in play at other times, including when:

- It rebounds into play from a goal-post, a cross- bar, or a corner flag post, and remains in the field of play.
- It rebounds off the referee, where applicable, when they are on the field of play

8. The Method of scoring

A goal is scored when the whole of the ball has crossed over the goal line between the goal posts and under the cross- bar.

When goal posts are not available and cones are used instead, a goal is scored when the ball passes between the cones without touching them, below 5 feet.

The Referee shall be the sole judge as to whether a goal has been scored.

If, at any time during the match, one of the teams has amassed a 5 goal lead, then they are to play with 1 player less than the opposing team until the lead has been reduced to less than 5 goals, at which point they will return to playing with equal numbers.

9. Offside

There is NO offside in the U6, U7, U8 or U10 small-sided game.

10. Fouls and misconduct

The Game Leader must attempt to explain ALL infringements to the offending player. Remember most acts of handball or fouls and misconduct at this level are caused by a lack of coordination, with no intent.

Slide tackling

Slide tackling is not allowed and an offence is punished by awarding the opposing team a direct free kick from the location of the offence.

U8 and Younger

All free kicks are indirect. Play is restarted when the ball is kicked or passed. The ball must be stationary before it is kicked. A goal may not be scored from an indirect free kick until another player has touched the ball. All opposing players are to be a minimum of 6m award from the position of the ball.

Ejection from the Game

If an ejection occurs (player receives either 2 yellow cards in one match, or a direct red card) then the referee is to complete an Incident Report and submit it to the referee coordinator immediately following the game.

11. Free kicks

All free kicks are indirect.

12. Penalty Kicks

There are no penalty kicks in the U6, U7 or U8 small-sided game.

13. Throw-ins & Kick-ins

U10 and older

A throw-in is used to restart play for U10 and older.

U8 and younger

A kick-in is used to restart play for U8 and younger.

A goal cannot be scored directly from a kick-in.

Kick-in Procedure

The ball is placed on the touchline at the location it went out of play. The ball is to be stationary and on the ground. The ball is passed in to play. The kicker cannot touch the ball again until it has been touched by another player. All opposition players are to be a minimum of 6yd away from the kicker.

U6 and younger

Field markings are to be corner flags and cones. Boundaries are to be explained but can be less tightly controlled than older age groups.

A throw-in or dribble is a method of restarting play.

A throw-in is awarded to the opponents of the player who last touched the ball when the whole of the ball crosses the touch line, either on the ground or in the air.

A goal cannot be scored directly from a thrown-in.

14. Goal Kick

A goal kick or dribble in is awarded when the whole of the ball passes over the goal line either on the ground or in the air, having last touched a player of either team, and a goal has not been scored.

The “Retreat Line”

The Ontario Soccer Association has introduced the “Retreat Line” to allow mini soccer players more time and space to make initial plays after restarts of play that begin with the goalkeeper. For all games other than full field (11v11) play, the opposing team is to be positioned beyond the retreat line (refer to Field Diagrams) on a goal kick or after the goalkeeper has made a save. The goalkeeper kicks the ball into play and the opposing team cannot advance beyond the retreat line until: the ball has been touched by another player; or the ball has advanced beyond the retreat line. The goalkeeper can choose to play the ball before the players have fully retreated. If the goalkeeper plays the ball before the players have fully retreated then the ball is considered to be immediately “in play”.

15. Additional Information

Parents and Spectators

Refer to the published Field Diagrams for the location of the designated player and spectator areas. Players, coaches, and spectators are required to stay back a minimum of 2m from the edge of the field.

Parents/guardians for children under 8 years old are expected to remain near the field (but in the designated spectator areas) at all times. Parents/guardians for children under 8 years old who fail to comply with this rule may be subject to de-registration.

Tournament and Festival Rules

Tournaments and Festivals will be organized for divisions at various times. Tournament specific rules will be published in advance and where there is a conflict with these rules, the tournament specific rules will be given precedence.

Fair Play Code

All house league games are to be governed by a Fair Play Code which emphasizes sportsmanship, and the safety, wellbeing, and enjoyment of the player above all other concerns.

Every house league player is entitled to receive fair playing time. Rule of thumb: coaches shall ensure that every able-bodied player is on the field for at least 50% of a game (for example 25min of a 50min game). Players also need to be given adequate rest and hydration breaks during a game to ensure their safety, therefore no player is to play more than 80% of a game (for example 40min of a 50min game). Exceptions to this rule are for the goalkeeper who may play the full game, to account for player shortages, and to account for any injuries or fitness concerns.

Coaches, parents, players, and spectators are encouraged to keep in mind that the governing principles behind recreational sport are: Fun, Fitness, and Fair Play. The actual score in an individual match is not a good indicator of success. As such, no league standings are kept and the results of any individual match should not be over-emphasized.

Incident Reporting

Any events that involve behavior that contravenes the TMSC Policies or significant breaches of the TMSC Codes of Conduct should be reported in writing. An Incident Report form (available online) is to be completed and submitted to the Referee Coordinator.

Appendix

POLICIES AND PROCEDURES

CODE OF CONDUCT

CONCUSSION INFORMATION

SEVERE WEATHER POLICY

TMSC CLUB MAPS & FIELD DIAGRAMS

TMSC COMMUNICATION TREE



Code of Conduct for Coaches and Managers

The following code of conduct applies to any coach or team official involved in Tillsonburg Soccer Club’s programs.

A Coach or Manager must abide by the following Standards of Behaviour:

1. Physical safety and health of athletes

- Ensure that training or competition site is safe at all times
- Be prepared to act quickly and appropriately in case of emergency
- Avoid placing athletes in situations presenting unnecessary risk or that are beyond their level
- Strive to preserve the present and future health and well-being of athletes

2. Coaching responsibly

- Make wise use of authority of position and make decisions in the interest of athletes
- Foster self-esteem among athletes
- Avoid deriving personal advantage for a situation or decision
- Know one’s limitations in terms of knowledge and skills when making decisions, giving instructions or taking action
- Honour commitments, word given, and agreed objectives
- Maintain confidentiality and privacy of personal information and use it appropriately

3. Integrity in relations with others

- Avoid situations that may affect objectivity or impartiality of coaching duties
- Abstain from all behaviours considered to be harassment or inappropriate relations with an athlete
- Always ensure decisions are taken equitably

4. Respect

- Ensure that everyone is treated equally, regardless of age, ancestry, colour, race, citizenship, ethnic origin, place of origin, language, creed, religion, athletic potential, disability, family status, marital status, gender identity, gender expression, sex, and sexual orientation
- Preserve the dignity of each person in interacting with others
- Respect the principles, rules, and policies in force

5. Honouring sport

- Strictly observe and ensure observance of all regulations
- Aim to compete fairly
- Maintain dignity in all circumstances and exercise self-control
- Respect officials and accept their decisions without questioning their integrity

Code of Conduct Contract

It is the objective of the Tillsonburg Soccer Club, supported by team coaches and officials to provide a safe program for all players to participate in, enjoy and enhance their skills.

THE TILLSONBURG SOCCER CLUB IS A STRONG SUPPORTER OF, AND HAVE ADOPTED THE ‘ZERO TOLERANCE’ POLICY OF BOTH THE OSA AND EMSA.

1. Team coaches and officials shall conduct themselves at all times in a proper manner so as to not bring the game into disrepute. High standards of personal conduct and fair play shall be maintained at all times.
2. Team coaches and officials shall be responsible to abide by the playing rules as set out by all governing bodies.
3. Communicate with players, parents/guardians to ensure all understand, support and abide by the playing rules and codes of acceptable conduct.
4. Decisions of game officials will be accepted absolutely by players and team coaches/officials.
5. Game officials are not to be verbally and/or physically abused in any manner whatsoever by coaches, players, parents/guardians and/or team’s supporters.
6. Abusive or foul language by coaches, players, parents/guardians or spectators will not be tolerated.
7. Violent conduct will not be tolerated
8. The team Head Coach is responsible for ensuring that the above rules are understood and abided by supporting coaching staff and managers.
9. The team Head Coach will abide by the TMSC Tobacco Free Policy and will inform all team officials, parents and guardians of the policy.

Team coaches or officials are expected to inform the League of breaches of this Code of Conduct and Sportsmanship.

I acknowledge that I have read the above Code of Conduct and Sportsmanship and will respect and abide by its rules. I understand that any breach in these rules will result in disciplinary action through TMSC and/or EMSA.

NAME OF HEAD COACH

HEAD COACH SIGNATURE

TEAM NAME

AGE GROUP

Concussion Procedure and Protocol

What is a concussion?

A concussion is a neurologic injury which causes a temporary disturbance in brain cells that comes from and is the result of an extreme acceleration or deceleration of the brain within the skull. The common misconception is that you must be hit in the head to cause a concussion injury – this is not true! Because a concussion is the result of acceleration or deceleration of the brain, a concussion can happen with a significant blow to anywhere on the body, provided sufficient acceleration/deceleration is transmitted to the brain tissue. If the head or face is struck, there may be no other visible signs of a brain injury. It can cause changes in the brain that may not be seen in a CT scan or X-Ray. Balance, reaction time and cognitive skills can also be impacted.

What are the signs and symptoms of a concussion?

Symptoms of a concussion range from mild to severe and can last for or appear within hours, days, weeks, or even months. In some cases there may be no symptoms at all. If you suspect a concussion, or notice any of the symptoms listed below, contact your doctor immediately. In severe cases, proceed to an Urgent Care Centre or Emergency Room immediately.

Visible Symptoms

- Loss of consciousness or responsiveness
- Loss of motion / slow to rise
- Unsteady on feet / balance issues
- Grabbing / clutching head
- Dazed, vacant or blank look
- Vomiting
- Disoriented
- Bleeding from nose / ears
- Sensitivity to light
- Unequal pupils (eye)
- Seizures or convulsions
- Deteriorating conscious state

No-Visible Symptoms

- Confusion / disorientation
- Complaints of pain / headache
- Complaints of dizziness / nausea
- Complaints of fuzzy / blurred vision
- Inability to concentrate
- Easily upset / angered (emotional)
- Nervous / anxious
- Tired / sleeping more or less than usual
- Complaints of tingling / burning feeling in arms & legs
- Trouble falling asleep
- Memory loss – unable to remember events leading up to incident

* Please note that complaints of neck pain should be addressed immediately as a head injury may also result in a neck / spinal injury.

TMSC Emergency Protocol – Player Concussion

A player showing any signs/symptoms of a concussion must be removed from play immediately. All Coaches/Trainers are required to be familiar with the use of this tool and follow the Club’s protocol without question. The player is not to re-enter the game or practice. A Match official may communicate their concerns with other team players, or technical staff.

- In the event of a loss of consciousness call 911 for assistance immediately. Do not move the player unless absolutely necessary for safety reasons.
- Ensure that a member of the team staff stays with the player.
- Notify any family members immediately if they are present.
- The player must be evaluated by a physician prior to returning to play. Documentation from the physician is required. Average recovery period is 10 -14 days, but can sometimes longer.

Return to Play Stages Protocol

This is a multi-part process that requires supervision from the player’s health care provider at each stage.

1. Limited activity	Physical and cognitive rest
2. Light aerobic exercise	Walking, swimming, cycling
3. Sport specific exercise	Light running skills, no heading
4. Non contact training drills	Passing / movement
5. Full contact practice	Normal training cycle
6. Return to play	Normal game play

* A minimum of 24 hrs is required between each stage. Any recurrence of symptoms requires the player to return to the previous level. Coaches, Assistant Coaches, Managers and Trainers are not authorized to oversee Return to Play processes.

Caution

TMSC is committed to providing a safe environment for all players regardless of age and gender. It is, however, ultimately the responsibility of the teammate, technical staff or parent to ensure that appropriate professional care is provided to players in the event of injury. In the event of a concussion diagnosis, premature return to play can result in serious and sometimes permanent injury, particularly in the event of a second impact. Parents should seek ongoing medical evaluation for the benefit of the player’s long term health and safety.

Severe Weather Policy

In general, games and training will proceed rain or shine. Participants are responsible to check the weather report and dress appropriately.

The safety of the participants is the primary concern when considering whether or not to modify, delay, or cancel a game or training session. Extreme heat or the presence of lightning, hail, torrential rain, freezing rain, or extremely high winds may all pose safety concerns.

Decision Makers

During or prior to beginning a training session, the coach or team manager is the main decision maker regarding whether to modify, delay, or cancel training due to severe weather.

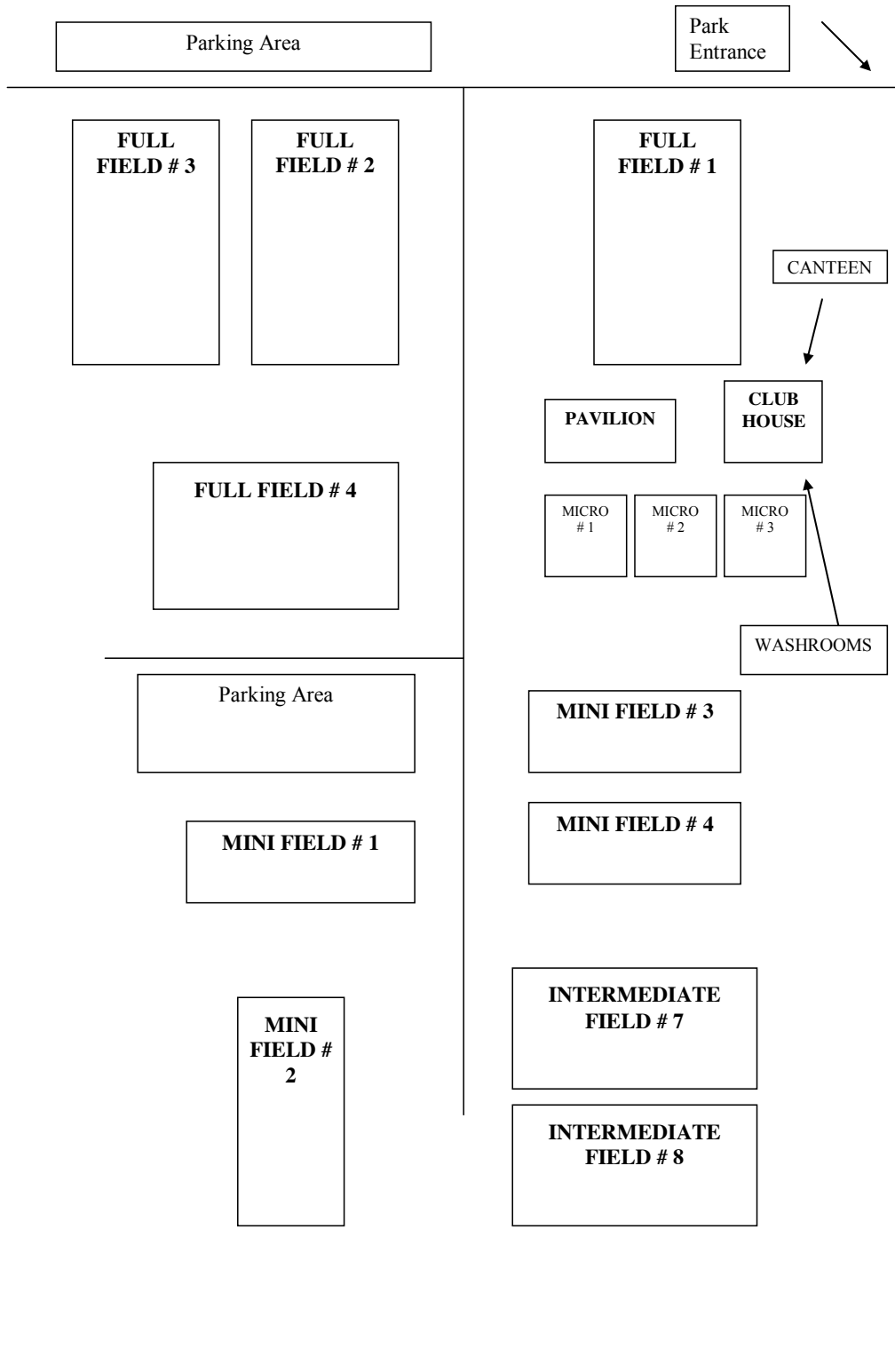
During or prior to beginning a league game, the referee is the main decision maker regarding whether to modify, delay, restart, or cancel a match due to severe weather. Teams will be directed to take proper shelter and must remain at the venue until the referee restarts the game or declares a postponement.

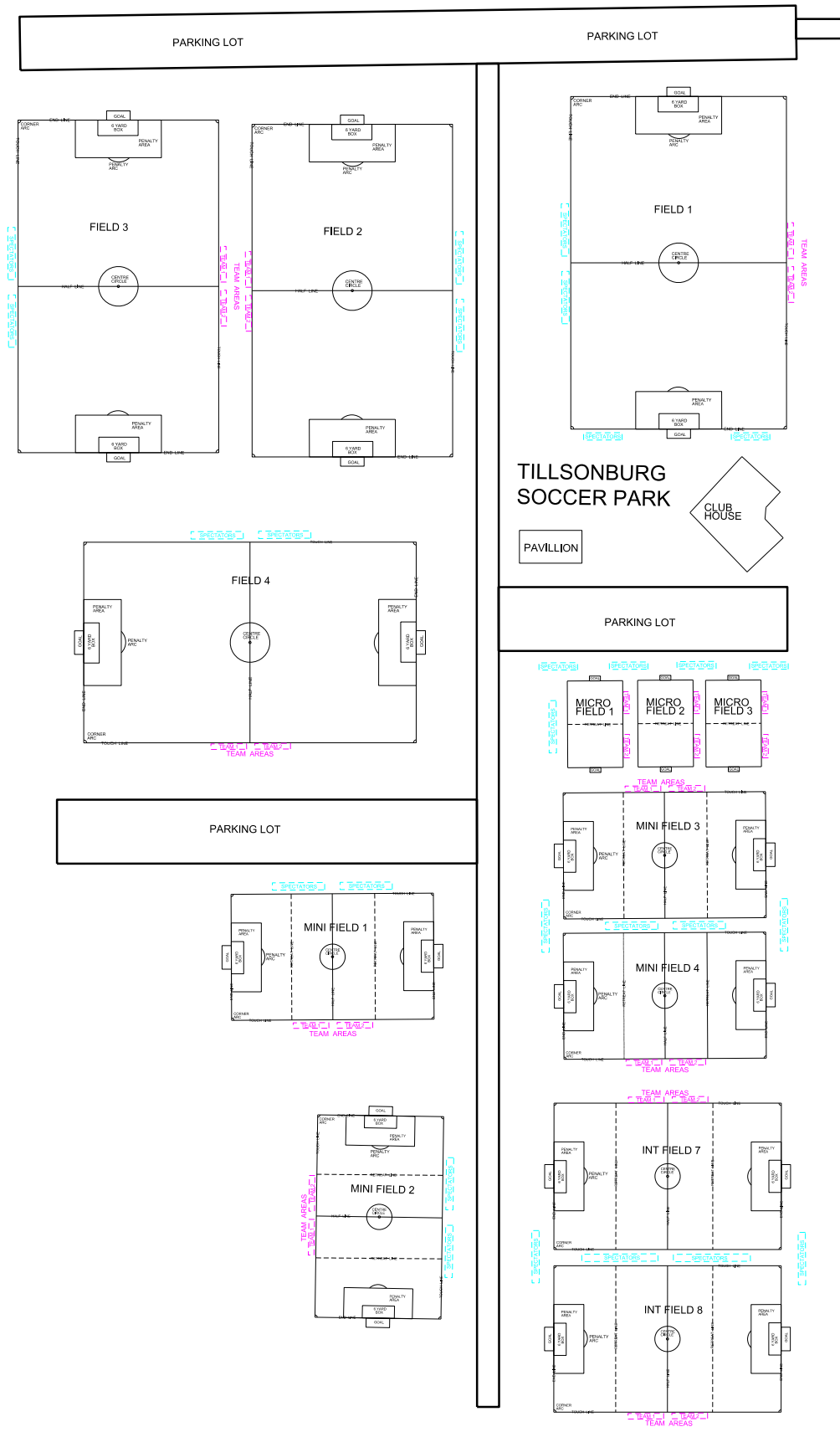
The Referee Coordinator, the Director of Facilities, the Director of Operations, or the Club President has the right to cancel all events and close the park due to severe weather. Division Conveners will communicate to team coaches if the park will close due to a severe weather event. Coaches are expected to communicate accordingly with their players.

Lightning

The presence of lightning poses a significant safety concern. When lightning is detected, the distance to the lightning can be determined by counting the time between the flash and the first sound of the thunder. When lightning is seen, count the time until thunder is heard. If this time is thirty (30) seconds or less, seek proper shelter. Wait thirty (30) minutes or more after hearing the last thunder before leaving the shelter.

TMSC Facility Map & Field Diagrams





REMEMBER
THESE ARE KIDS
THIS IS JUST A GAME
COACHES ARE VOLUNTEERS
REFEREES ARE HUMAN
THIS IS NOT THE WORLD CUP
RESPECT THE GAME
AND HAVE FUN!

