

We are the longest running Youth Soccer Program in the Cape Fear Area!



**FOR YOUTH DEVELOPMENT®
FOR HEALTHY LIVING
FOR SOCIAL RESPONSIBILITY**

SPRING 2022 SOCCER COACHES MEETING

Welcome to our Spring 2022 Soccer League, currently we have a little over 1,450 players, 160 teams, 1,700+ practices sessions, 640+ games and a staff of 50 to pull the season off. Our coaches are our most valuable asset so thank you for taking the role this season.

One of the most important things we as staff and coaches need to keep in mind is that 70% of kids will quit youth sports by the time they turn 12, that's 7 out of 10 kids or 1,000 kids playing this season will quit by age 12. The #1 reason they quit is that they no longer find it fun. The #1 reason they no longer fun is that we as coaches, staff and parents turn it into something it shouldn't be. Keep it fun, this does not mean it is less competitive.

We are fortunate to be playing this season and to have balanced and age specific rosters. To continue playing we need to keep it safe. Teach your kids, players, and parent to stay home if they do not feel well.

Each site has a YMCA site lead and usually 1 or 2 staff to assist parents finding fields and coaching teams without coaches assigned yet. Soccer balls will be at your field at the start of your practice, for U10 and below, there should be a ball for every player and one for the coach.

There will be a green flag at each field. You can find cones here if you would like them. This is also where you will find first aid and a rescue breather. When staff are not coaching or helping a parent this is where you will find us. We also have a master list of rosters. Pennies (practice bibs) will be checked out to coaches at for the season so just ask your site lead. At the end of your practice please have your team collect all balls and cones and place in the bag at your field, our staff will come and disinfect or switch out for the next teams use. Please help us by not leaving your balls and equipment left across the field before leaving.

Field Maps are available at the link below. Make sure your team knows what field number they should report to. There are orange signs at all our fields to help locate your site. Wait until your practice time to take the field and leave promptly after your practice as we need to keep interaction between groups limited.

https://ymcasoccer.playerspace.com/index.cfm?league=4626&action=news&content_action=news&content_id=1852

Attached you will find our League Rules, Sportsmanship Rules, training basics and concussion plans.

There are a lot of training stuff available on-line, you can find the ones we recommend at the link below.

https://ymcasoccer.playerspace.com/index.cfm?league=4626&action=news&content_action=news&content_id=1863

We are here to help, email is the best way to get into contact with us.

Lee Spooner, Director of Athletics:

Lee.Spooner@ymcasenc.org

Jon Newsome, Assistant Director of Athletics:

Jon.Newsome@ymcasenc.org

YMCA of Southeastern NC Athletics

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2021 Youth Soccer League

Rule Modifications



Y of Southeastern NC
SOCCER PROGRAM

These are the basic rule modifications for our League.

Issues should be addressed to the Director of the program:
Lee Spooner, lee.spooner@ymcasenc.org (910)251-9622 ext.232

We are here to have fun and is the #1 objective of our program! The only talent scouts at our fields are you. 70% of children will drop out of sports by the age of 13. The #1 reason kids stop playing sports is that becomes no longer fun for them. "Winning" is ranked around 48th in why kids enjoy playing soccer.

Our league uses the US Youth Soccer Association age determination standard. Players may play up one division to play with friends or teammates. They may not play down a division. Players must be 4 years old to play in our league.

Our referees are trained to give a brief explanation of infringements and share basic rules of the game.

Coaches may agree on team size before the game if each team has the same number of players. If a team is short players, coaches should even out team rosters. The goal is getting kids playing.

Most of our referees are USSF licensed referees or in the progress of earning one. Showing any dissent is a violation of the laws of the game and will be treated as such. Please do not show dissent to our referees and make sure your team understands this expectation. HINT: Your player is more likely to get a warning from the referee vs. a card if the coach is already addressing the issue.

When a team is up by 5 goals, the opposing team may add a player to the field and is not removed until the team that was up by 5 gets to only being up by 1. If the score is 10 up the opposing team will add an additional player. (If the losing team does not have subs the winning team will remove a player instead.) Referee, in their discretion, may bring opposing team to halfway line for goal kicks to help balance games.

Under no circumstances should coaches, players and/or spectators (parents) vocally criticize any player, coach, official or other spectator. Issues should be addressed to the Director of the program. Remember, this is recreational soccer and we are here to make sure the kids have fun!

Players are not allowed to wear jewelry. Those with new ear piercings will need to tape the ear. Shin guards are required for U8 and up, shin guards must be worn under the socks.

Every player in our recreational league, regardless of skill level or ability, will play a minimum of half of every game. The only Exception is due to player injury, behavior or an agreed discussion with coach.

Everyone on our fields (home or away) are expected to follow the YMCA's Code of Conduct at all times.

 **7 out of 10**
players **QUIT** organized sports by the age of 13

#1 reason kids quit....
...it becomes no longer
fun for them.



NO GOALIE COACHING FROM BEHIND THE TOUCH LINE
(Spectators are included in this rule and cannot stand behind the goal line.)

NO HEADING FOR U12 AND BELOW IN PRACTICES OR GAMES

NO SLIDING OR SLIDING TACKLES IN ANY DIVISION



U5 & U6: Ages 4 & 5

- Field Size 20 x 30 Goals 4'x6'
- Roster Maximum 8
- One coach allowed on field with team.
- Ball is put back into play by using "new ball" method by coach.
- Games will be played with four 8-minute quarters. Quarter breaks are 2 minutes each.
- No referees. We expect coaches to modify the game so kids have fun.
- Size 3 Ball
- Play 4v4 (No Goalie)

U7 & U8: Ages 6 & 7

- Field Size 30 x 40 Goals 6'x12'
- Roster Maximum 10
- One coach allowed on field with team, during the first 2 games of the season or if allowed by referee.
- Ball is put back into play by using a throw in. (One retake per team.)
- No Penalty kicks. Violations inside the penalty area will be moved to the penalty area line.
- On Goal Kicks the opposing team will be moved back to the half line.
- Games will be played with four 10-minute quarters. Quarter breaks are 2 minutes each.
- One referee. Offside's will not be called.
- Size 3 Ball
- Play 6v6 (Includes Goalie)

U9 & U10 - Ages 8 & 9

- Field Size 35 x 55 Goals 6'x18'
- Roster Maximum 12
- Ball is put back into play by using a throw in. (No retakes.)
- Games will be played with two 25-minute halves. Halftime break is 5 minutes.
- One referee. Offside's will not be called.
- Size 4 Ball
- Play 7v7 (Includes Goalie)

U12 - Ages 10 & 11

- Field Size 50x80 Goal 8'x24'
- Roster Maximum 14
- Ball is put back into play by using a throw in. (No retakes.)
- Games will be played with two 30-minute halves. Halftime break is 5 minutes.
- Three referee system. Offside's will be called.
- If a yellow card is issued, the player must be benched for the rest of the game, this is to prevent a red.
- Size 4 Ball
- Play 9v9 (Includes Goalie)

Middle School - Ages 11 to 14

- Field Size 50x90 Goals 7'x21'
- Roster Maximum 16
- Ball is put back into play by using a throw in. (No retakes.)
- Games will be played with two 30-minute halves. Halftime break is 5 minutes.
- Three referee system. Offside's will be called.
- If a yellow card is issued, the player must be benched for the rest of the game, this is to prevent a red.
- Size 5 Ball
- Play 11v11 (Includes Goalie)

High School - Ages 14 to 18

- Field Size 50x90 Goals 7'x21'
- Roster Maximum 16
- Ball is put back into play by using a throw in. (No retakes.)
- Games will be played with two 30-minute halves. Halftime break is 10 minutes.
- Three referee system. Offside's will be called.
- If a yellow card is issued, the player must be benched for the rest of the game, this is to prevent a red.
- Size 5 Ball
- Play 11v11 (Includes Goalie)

Field and goal sizes are averages, in some cases we may need to adjust due to space.
Practice space is at least space equal to half your game field.

YMCA Sportsmanship Policy

- Be Nice, we are all here to have fun. (Simply, don't be a jerk.)

NO PLAYER, PARENT, SPECTATOR, COACH OR TEAM OFFICIAL SHALL:

- Refuse to abide by a game official's decision.
- Show dissent towards an official's decision.
- Lay a hand on, push, shove, strike, or threaten anyone.
- Throw any item.
- Be guilty of a physical attack as an aggressor upon anyone.
- Be guilty of personal verbal abuse upon anyone for any reason.
- Other than the coach or team captain, discuss with an official in any manner, the decision reached by the official.
- Be guilty of using unnecessary rough tactics against the body and person of an opposing player in the play of the game.
- Using foul language or profanity of any kind.
- Failure to following instructions/request from YMCA Staff.



LEAGUE GUIDELINES

Please remember we are here to have fun. We do not record scores and do we keep stats, we play soccer. These guidelines below come from the US Youth Soccer Association, who is working hard on the overall player experience. 7 out of 10 kids quit sports by the age of 13 and the number one reason is "It's no longer fun". The verbs from those other than the coach have been proven to do more harm to a players development than good, I know it's hard so please just try to at least use half of what you usually use.

A few parents "Don'ts" from the US Youth Soccer Association:

- Don't criticize coaches, referees, players or volunteers.
- Don't use verbs during a game.

*Example of verbs we hear from other than the coach: kick-it, attack, run, dribble, defend, fight, pressure, pass, think, talk.

- Don't complain about coaches in public.
- Don't yell at the referees. (U8 and below these are our very newest referees, be gentle.)
- Don't coach the kids (verbs), allow the coaches to communicate with the players.
- Don't concern yourself with the score.
- Don't critique your child's effort immediately after the game. (Wait at least 30 minutes.)

We are a tobacco free campus (including vapor) and pets are NOT allowed at sites used by the YMCA program.

Issues and/or Concerns:

We will address all concerns and issues, **please email them to us**. Most concerns should not be addressed on game day, email us, we will address and correct before next game weekend. Our coaches are 100% volunteer, we are a non-profit recreational soccer league. With over 1,800 kids in our programs, issues will present themselves. Our number one rule is do not argue in front of the children. As with any competitive sport, emotions get involved. We will address all issues and concerns, there are 1,000 of you and a couple of us, give us time to address (sometimes things need to cool down before we can talk with you). Our league has enough teams that you more than likely will not play the same team twice this season, so please keep that in mind. If there is an unsafe condition, please see your coach first and they will let the correct staff know.

Age Determination:

For Fall 2021 and Spring 2022 age will be based on a child's age as of 12/31/2021.

Effective August 2017 U.S. Soccer will use calendar birth years for player placement.

Play with your friends:

We allow players to play up one division so that they can play with their friends. Players can play up one division, however players cannot play down a division or more than two up.

Roster Sizes:

As we are a recreational league and do not have tryouts or evaluations. We do not make exceptions to our roster maximums to ensure equal playing time and balanced games. Returning players from the previous season have until the on-time deadline for the next season to be placed on the same roster. Spots are held until this date, after the deadline spots will become open to others.

ISSUES SHOULD BE EMAILED TO:

YMCA Director of Athletics: Lee.Spooner@ymcasenc.org

YMCA Assistant Director of Athletics: Jon.Newsome@ymcasenc.org



HIGHLIGHTS FROM THE NATIONAL YOUTH COACHING COURSE

Below are important Highlights regarding the National Youth Coaching Course

Three areas of focus when designing activities for our youngest player:

1. Psychomotor (Physical) – understanding that children grow at differing rates. Therefore, each player's balance, center of gravity, body mass, gross and fine motor control must be taken into consideration when designing a practice session.
2. Cognitive (Thinking & Learning) – having a clear understanding of how a child perceives their particular surroundings is vitally important to creating an appropriate training session.
3. Psychosocial (Psychological & Sociological) – we have to understand that force feeding skill drills to a youngster is a losing proposition. We have to create an interest and desire to practice a skill.

Good coaches answer these questions when designing a practice. And these concepts were emphasized repeatedly throughout the course:

- Is it Developmentally Appropriate? – are we designing activities that a particular age group can execute with success? For example: are we trying to design a practice for 6 year olds to complete a passing sequence? Six year olds view their soccer ball as a 'toy' and are reluctant to share their 'toy' with another player. Therefore, individual skill technique with a ball should be a primary focus at this age.
- Is the information Clear, Concise & Correct? – coaches tend to talk too much. Too much information confuses a player. Too little information doesn't give them enough to work with. Coaches must take the "Get In, Get Out" approach with their information. Let the players get to playing as quickly as possible.
- Is it designed to be Simple to Complex? – are the activities designed in a way to build upon one another while meeting the player's interests and abilities along the way?
- Is the training area Safe & Appropriate? – not only is the playing area free of danger (glass, holes, branches, etc) but a child's fear of failure eliminated as well.
- Are we asking the players to Make Decisions in the activity? – spatial (where to run or pass), temporal (when do I pass or run), kinesthetic (how do I dribble or pass correctly)?
- Does it Look Like Soccer? – does the activity engage the player with appropriate game related problem solving situations?

U6's (One Player, One Ball)

Psychomotor – physical movements clumsy; need multiple water breaks

Cognitive – one thing at a time; tactical ideas very limited; no boundaries

Psychosocial – coach must make player feel secure; inclusion in entire group; sensitive

Player constantly in motion

Short attention span

Little concern for team activities

No sense of pace (one speed)

45 min training session

GAMES:

Body Awareness, Target Games, Body Part Dribble, Everybody's It (Maze Games), Gate Games

U8's (Two Players, One Ball)

Psychomotor – Improved coordination; need multiple water breaks

Cognitive – ability to recall previous events; still one task at a time; starting to understand time and space

Psychosocial – desire for social acceptance; team identity limited; parent still most influential person; sensitive

Inclined to more group activities

Boys and girls still similar

Identifying with sports heroes

No sense of pace (one speed)

GAMES:

Ball Retrieve in Pairs, Gates in Pairs (Maze Games), Pac Man, Boss of the Balls

U10's (Three to Four Players, One Ball)

Psychomotor – gaining strength, endurance, power; growth spurts

Cognitive – recall memory; complex instruction/problem solving; understanding of anticipation

Psychosocial – initiate play on their own; becoming serious about soccer; obvious social interaction with 'friends'

Player constantly in motion

Short attention span

Little concern for team activities

No sense of pace

60 min training session

GAMES:

Ball Retrieve (Groups of 4), Elbow Tag, Hurricanes & Ladders, Defrost Tag, Get Outta Here

U12's (4-8 Players)

Psychomotor – endurance increased, can strike a ball, coordination improved, significant growth

Cognitive – perform more complex tasks, abstract thinking, use of teammates to problem solve, eager to learn

Psychosocial – girls form cliques/boys take broad approach, popularity and self esteem; modified rules

Game is the Teacher

FREEZE Method – effective but not to overused

Let players play to future things out/avoid over-coaching

More realistic re-starts

Players keep score

GAMES:

Tiger Tail, Soccer to One Target (Target games), Barrel Ball, Triangle Goal (Maze games), 4 Goal Game

Using Guided Discovery in your Coaching

Guided Discovery is the art of asking of asking meaningful questions. Using questions in your coaching will give the player the opportunity to learn problem solving. This will give the player the chance to be more capable of solving the problem when the player encounters the same situation in the game.

The coach should use questions that actively involve the player/team in the learning process. This will enhance their task mastery and conceptual understanding. There are two types questioning the coach should use, simple (low order) and complex (high order). This will promote the player to actual think of what they are doing. This will help the player paint a picture in their head of what they actually need to do versus being told.

Examples of Low Order Question

Who can tell me how we shoot the ball?
What part of foot do we use to make a short pass to our teammate?
What are some ways we can collect a ball in the air?

Examples of High Order Question

What is the fastest way to move the ball down the field?
What happens when you pass the ball behind you teammate?
What are some ways we can get the ball to Mike on the other side?
Why would we want to play high pressure defense in this situation?

Example of Guiding the Player through the Question

Who can tell me how we shoot the ball?

- What should we do with our eyes?
- Where is your planting foot?
- Which way should our planting foot be positioned?
- What part of the foot do we use?
- Where should our knee be?
- What do we want do with our arm?
- What do we do after shoot the ball?
- Now you got the idea! Great Job!
- Did everyone see what Mike just did? Can we all do what Mike did? Let's try it!

Dr. Muska Mosston's Slanty-Line Theory

The slanty-line concept takes the traditional method of the straight-line concept as typified in the old game of high-water low-water, where the rope starts on the ground and everyone jumps over it. Then two children raise the rope to a new level. As children are unable to jump over the rope they are eliminated until only one person is left. This approach is most counterproductive in the development of young people because you first eliminate individuals who need the activity the most. Mosston takes this rope but slants it. Now children who want to run and jump and feel successful can do so. When the players feel comfortable and secure, they seek out new challenges. In this approach everyone participates at their own ability level.

Example of the straight line approach



Knock-Out Game (exclusion)

- All players dribble around in a grid
- Players try to knock out someone else's ball
- If you ball is kicked outside of the grid you must sit until only one player is left inside the grid.

Example of the slanty-line approach



Knock-Out Game (inclusion)

- All players dribble around in a grid
- Players try to knock out someone else's ball
- Each player must keep count of how many they knock out of the grid
- If your ball is kicked outside of the grid, you must dribble you ball around the grid before returning. **Note:** Doing push-ups is not helping the player learn to dribble
- Play for a set time limit and ask players to beat their score by one.

Mosston's slanty-line concept is the belief that all children have a right to participate in activities at their own ability level. Children will not continue activities in which they are continually eliminated or wait to take turns. Given opportunities, children seek out challenges and take

risk. The practice plans outlined in this manual apply the slanty-line concept allowing players to participate at their own pace and level.

Csikszentmihalyi's Flow Concept

Flow is that period of time in which the activity or task matches your ability. People can experience flow in almost any activity if these two factors are present and evenly balanced. This flow concept is also critical for effective soccer training. In order to get the most out of your players and have them grow and develop according to their own biological, intellectual, social, and emotional clocks, you must understand and provide opportunities for your players to enter a state of flow. When not in a state of flow, several other emotional and motivational states may occur. If the ability of your players exceeds the task or exercise, your players experience boredom. This could explain the difficulty children have when standing in line waiting to dribble through a series of cones. On the other side, when you ask players to perform task which are beyond or perceived to be beyond their abilities, they experience frustration or anxiety. Ask yourself if a certain type of behavior is a discipline problem or just a normal reaction by a child whom you placed in a situation without the right tools.

Understanding this concept of flow and how it relates to growth and development, enables you to select tasks that are not only age appropriate, but promote rather than restrict growth.

Dr. Marianne Torbert Expansion Equalization Interactive Challenge

Torbert's Requirements For Growth Producing Experiences Dr. Torbert has identified three interrelated concepts that when applied to play activities enhance and increase the growth and development of children.

EXPANSION

"Expanding Opportunities = anything that increases the number of potential growth experiences." In youth soccer it could include such things as allowing for more turns, increased ball contacts, increase equipment, i.e., one ball per person. Reducing the down time between activities and selecting activities that allow everyone to play.

EQUALIZATION

"Equalizing Challenges = that which equalizes the opportunity for each participant to be challenged and grow at their ability level." This closely relates to the slanty-line and flow concepts; children have a right to participate in activities at their own ability level. When applied to youth training, you make a conscious effort to select, design, and provide training sessions that motivate each player.

INTERACTIVE CHALLENGE

"Interactive Challenges = a equalization in which players participating at their personal level actually contribute to the growth of other players who may be a level below." The achievement of this concept is a critical element for successful youth coaching. All teams have players with a wide range of abilities, and it is the responsibility of the coach to stimulate the growth of each player. Providing activities that pose interactive challenge enable each player to participate at their own level while also stimulating the growth of the other players with whom they interact.

Dr. Marianne Torbert APPROACHING MOVEMENT ANALYSIS

Do You Know That...

1. No one is destined to be unskilled.
2. Understanding the key to the mechanics of sport and play can greatly increase your success; at the same time it can reduce the time normally required to improve your skills.
3. All individuals can improve their balance. By increasing your balance not only your agility, but also your power and accuracy will improve.

Teaching And Learning

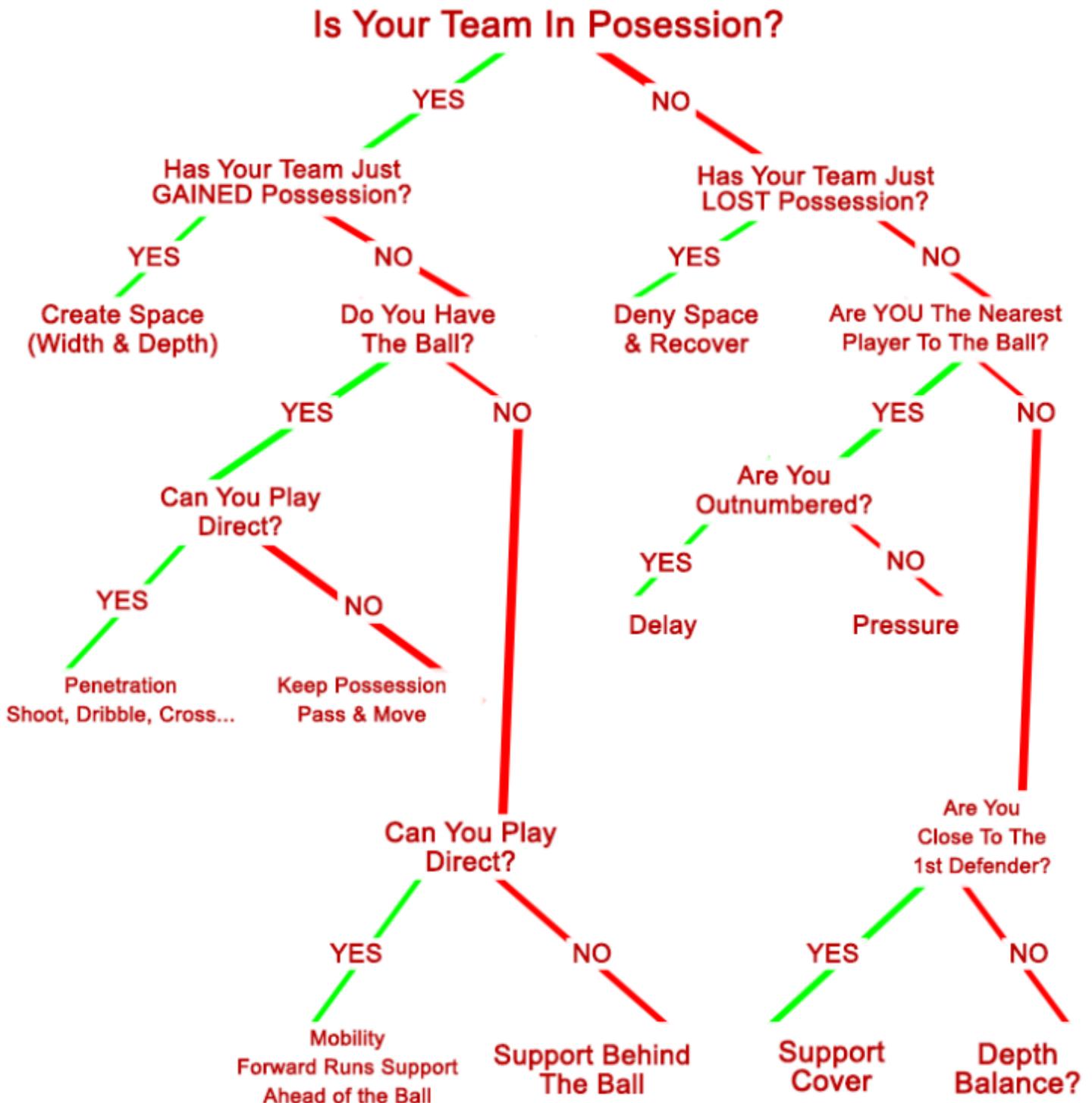
1. Remember that feelings are important to learning and changing
2. Don't invest your identity in instant success. Mistakes are also a vital part of learning.
3. Try to recognize improvement - even when it may seem minimal.

DO YOU KNOW WE RETAIN

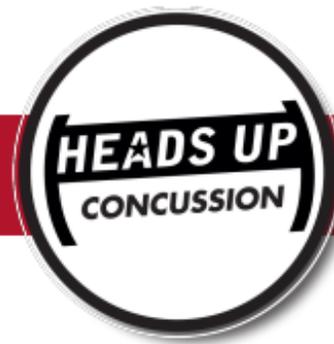
- 10% of what we read
- 20% of what we hear
- 30% of what we see
- 50% of what we see and hear
- 70% of what we discuss
- 80% of what we personally experience
- 95% of what we teach someone

Why we say soccer doesn't start looking like “real” soccer until age 8. Below shows all the decisions that a player must make in a “real” game.

Decision Making Flow Chart



HEADS UP CONCUSSION ACTION PLAN



IF YOU SUSPECT THAT AN ATHLETE HAS A CONCUSSION, YOU SHOULD TAKE THE FOLLOWING STEPS:

1. Remove the athlete from play.
2. Ensure that the athlete is evaluated by a health care professional experienced in evaluating for concussion. Do not try to judge the seriousness of the injury yourself.
3. Inform the athlete's parents or guardians about the possible concussion and give them the fact sheet on concussion.
4. Keep the athlete out of play the day of the injury. An athlete should only return to play with permission from a health care professional, who is experienced in evaluating for concussion.

▶ **"IT'S BETTER TO MISS ONE GAME THAN THE WHOLE SEASON."**



CONCUSSION SIGNS AND SYMPTOMS

Athletes who experience one or more of the signs and symptoms listed below after a bump, blow, or jolt to the head or body may have a concussion.

SYMPTOMS REPORTED BY ATHLETE

- Headache or "pressure" in head
- Nausea or vomiting
- Balance problems or dizziness
- Double or blurry vision
- Sensitivity to light
- Sensitivity to noise
- Feeling sluggish, hazy, foggy, or groggy
- Concentration or memory problems
- Confusion
- Just not "feeling right" or is "feeling down"

SIGNS OBSERVED BY COACHING STAFF

- Appears dazed or stunned
- Is confused about assignment or position
- Forgets an instruction
- Is unsure of game, score, or opponent
- Moves clumsily
- Answers questions slowly
- Loses consciousness (even briefly)
- Shows mood, behavior, or personality changes
- Can't recall events prior to hit or fall

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HEADS UP

TO LEARN MORE GO TO >> WWW.CDC.GOV/CONCUSSION