



BC SOCCER

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Long Term Player Development Stage 3:

Under 9 to Under 12's

Learning to Train

Small-Sided Soccer - Club Development Manual



Small-Sided Soccer - Club Development Manual

The Small-Sided Soccer - Club Development Manual has been created to provide member clubs within British Columbia a roadmap to responsible and beneficial age appropriate development programming for stage three “Learning to Train”.

The following are key components and guidelines to the implementation of these responsible and effective development practices within this stage of development.

Contents

Wellness to World Cup Long Term Player Development.....	2
Overview: Stage 3 - Learning to Train.....	3
Technical Leadership.....	4
Coaching Standards.....	4
Forming of Teams	5
Player Evaluations, Assessments, Selection and Placement Procedures for Under 11 & Under 12:	5
Game Structures:	6
Stage Appropriate Player Development Programming	6
The CSA recommends the following.....	6
Key Development Aspects of Stage Three: “Learning to Train”	7
Playing-Up Policies: Individual and Team	8
Summary	8
Appendix A - Sample Player Evaluation Form for Under 11 through U12.....	9
Appendix B - Competition in the Early Stages of LTPD.....	10
Appendix C: PLAYING UP POLICY - Individual Players.....	12
Appendix D: PLAYING UP POLICY - Teams	13
Appendix E: Official Under 9 & Under 10 Playing Rules.....	14
Appendix F: Official Under 11 & Under 12 Playing Rules.....	17



Wellness to World Cup Long Term Player Development

As coaches, teachers, administrators and parents, we need to look at the big picture for Canadian soccer. We want to develop “star” players who can play on the big stage, but we also want to encourage recreational players who can benefit from the health aspects of soccer and give back to the game for years to come as coaches, officials, and administrators.

Long-Term Player Development (LTPD) is the Canadian Soccer Association’s pathway to success on both fronts. LTPD is a player-centred approach that provides guidelines for correct training, competition, and recovery based on scientific principles of human development and athlete training, combined with the knowledge of expert coaches.

Player-centred means we respect the developmental needs of our players first and foremost. We ensure that our young players have fun while they learn so they want to continue playing. It also means we provide challenging opportunities for special talents so they can develop their abilities and pursue excellence. All of these needs are addressed in the seven stages of LTPD.

LTPD is designed to promote lifelong wellness for all soccer participants and optimal performances for elite players, particular in growth and development years when performances can become instable and lead to drop out. LTPD encourages players to enjoy the game and improve their performances through:

- ❖ Logical and integrated training and practice programs
- ❖ Application of scientific principals in growth, development and maturation
- ❖ Provision of an optimal structure for competition at all stages of LTPD



Overview: Stage 3 - Learning to Train

This stage introduces players to disciplined training and begins to develop their understanding of principles of play alongside their skills practice. Repetitions are important to develop technical proficiency, but creating a fun and challenging environment is still paramount to stimulate learning and promote a love of the game. Game formats can range from 6v6 to 8v8 as players advance through this stage, and again a simple league schedule can be created, but no standings should be kept – the emphasis is still FUN. All players play equal time and try all team positions, including goalkeeping, and the training to competition ratio should be 2 to 3 training sessions for every game.

GOAL: Focus on technique, skill development and introduce tactics. Talent identification is introduced but *FUN* is still paramount to this stage.

TECHNICAL: Golden age of skills learning. Teach more advanced skills and movements. Practice skills in games to encourage decision making. Develop and refine dribbling. Continue to develop turns, drag backs, shielding, and hooks, as well as fakes such as step overs and scissors. Refine short passing, develop passing with outside of foot and chips, and introduce medium and long passes. Introduce receiving with all parts of the body and shooting with volleys and half-volleys. Heading may be introduced towards the end of this stage.

TACTICAL: Continue small-sided games. Introduce attack and defense principles and basic team play with 2 and 3 player combinations. Introduce positional awareness in a variety of positions. Teach basic set pieces (free kicks, correct throw-ins).

PHYSICAL: Continue to develop ABCs. Maintain flexibility and suppleness. Introduce warm-up. Continue to develop quickness and agility.

MENTAL: Introduce basic mental preparation with goal-setting, determination and concentration. Experience success and receive positive recognition.

LIFESTYLE: Enjoy a variety of sports and physical activities. Identify complementary sports.

PERSONAL: Fair play and ethics. Accept training structure and discipline. Promote group interaction skills and internal motivation.

GOALKEEPING: Players still take turns in goal. Resist temptation to limit goalkeeping to a few. Continue developing ball handling, ball rolling and over-arm throws, footwork, goal kicks, drop kicks, moving back passes and punts. Introduce side-arm and javelin throws, deflecting. Introduce variety of new dives. Introduce catching and deflecting crosses from a simple thrown service.

Technical Leadership

It is paramount to the process of development within Stage Three - Learning to Train that all member clubs have a key **TECHNICAL LEAD** to oversee best practices for Small-Sided Soccer - Club Development Programming.

This Technical lead is an individual who knows the “game” and the “player” and who has a strong understanding of the key messages that need to be communicated. This person will have past experience and appropriate certification standards to design, communicate and implement evaluation and assessment process within a member club.

The technical lead must provide direction and authority as it relates to the following areas of the programming:

- ✓ **Evaluation and assessment environment and coaching selections**
- ✓ **Oversight as it relates to selection and placement of players within team(s) and programs**
- ✓ **Oversight as it relates to individual players playing up an age group**
(See Playing Up Policy - Individual Players)
- ✓ **Oversight as it relates to teams potentially playing up and the scheduling of appropriate match play environments to challenge players with similar abilities**
(See Playing Up Policy - Teams)

Coaching Standards

BC Soccer’s player development programming is built upon a “PLAYER FIRST” mentality. There is an essential requirement for BC Soccer to identify appropriate coaching standards within all stages of development which is supported by Long Term Player Development Plan (LTPD). Please see below the chart for coaching course recommendations from 2012 beyond.

Age Group	LTPD Stage*	Coaching Courses
U9-U12	Learn To Train	Learn To Train + NCCP Making Ethical Decisions

**These courses are part the new Community Sport Stream Courses (Active Start, FUNDamentals, Learn To Train, Soccer For Life) launched in 2012 based on the CSA’s Long Term Player Development initiative which has replaced and enhanced the old Community Coaching Courses (Childrens, Youth and Senior). Coaches with previously recognized training in the old Community model are encouraged to register for these new “stage specific” courses as a recommendation while they should check with their club, competition and/or league requirements as it relates to mandatory standards.*

“A coach’s mission is essentially to convey knowledge and social skills to young players. To achieve this, the coach must understand children’s characteristics and take into account age and skills. In short, the coach must teach through encouragement and achievement. “Play” is children’s main activity, an essential need and innate in all children. Thus the main objectives of soccer at these ages are to introduce children to the practices of soccer through play”

FIFA GRASSROOTS - 2012

LTPD's recommendations for appropriate coaching certification standards are imperative in these stages of development and in the training of the physical literacy stream of development.

Forming of Teams

District Associations and their Member Clubs are expected to form teams from all registrants each year in a manner that is equal and respects the developmental needs of children at the following age groups: Under 6, Under 7, Under 8, Under 9 and Under 10.

No teams should retain all players from the previous year, thereby making a select team.

Player Evaluations, Assessments, Selection and Placement Procedures for Under 11 & Under 12:

BC Soccer recommends all member clubs commit to supporting and promoting a responsible, ongoing, progressive evaluation and assessment process as it relates to player identification, selection and placement.

This would include the removal of the reference and promotion of the "TRY OUT" mentality within their club and team atmosphere.

Evaluation camps are the preferred vehicle which should assist the coaching staff with the evaluation process of the player's capabilities and potential. These evaluation camps should be held throughout the season to aid in selection and the placement of players for ongoing programming and as it relates to the following year's program and/or teams.

In addition to the recommended ongoing evaluation and assessment of players there are four (4) recommendations from BC Soccer for the evaluation, selection and placement of players;

Match Play and Training Environments

- ✓ *This provides the coaching staff the opportunity to evaluate and assess players in environments which present appropriate dilemma and problem solving requirements within the technical, tactical, physical and emotional categories*
- ✓ *It provides opportunities for coaches to receive an overall understanding of the player(s) within realistic and longer term environments*

Open

- ✓ *These sessions should be open to any players who desire an opportunity to demonstrate their ability to participate within the proposed age group.*
- ✓ *A maximum number of players should be set at each session to provide for a more responsible evaluation process.*

Invitation Only

- ✓ *A maximum number of players should be set at each session to provide for a more responsible evaluation process. It is recommended for the evaluation and assessment of players that the ratio of player to coach be set at the following;*
 - *One (1) coach to every sixteen (16) players being evaluated and assessed*

Evaluation and Assessment Criteria

- ✓ *All evaluations and assessments should be conducted under the direction and guidance of the technical lead and supported by experienced and trained coaches within the community stream of development.*
- ✓ *In addition evaluations and assessments should be implemented using a universal system which identifies player's competencies over a period of time and in multiple environments.*
- ✓ *This system should not be a numbering system to avoid subjectivity and focus on the overall age specific competencies. See Appendix A*

Game Structures:

Girls and Boys:

Age Group	LTPD Stage	Game Format	Game Duration	Ball Size
u9	Learning to Train	7v7	2 x 25 min.	4
u10	Learning to Train	7v7	2 x 25 min.	4
u11	Learning to Train	8v8	2 x 30 min.	4
u12	Learning to Train	8v8	2 x 30 min.	4

Stage Appropriate Player Development Programming

As found within all seven stages of development within LTPD, stage three “Learning to Train” is based on the findings that the greater the quality of a players preparation and environment the greater likelihood of remaining active in the ‘game’ throughout their lives, regardless of their level of ability.

In addition it is found that the player’s performance peaks will be higher and be maintained longer due the quality and the environment which they exist within.

The CSA recommends the following:

- ✓ Small leagues provide fixtures, but no league standings are recorded
- ✓ All players play equal time and try all team positions
- ✓ Training : Competition ratio should be 2 to 3 training sessions for every game
- ✓ Other sports continue to be important, but the balance begins to shift in favor of soccer.

Key Development Aspects of Stage Three: “Learning to Train”

The effect of the role-model is very important at this stage. Children begin to identify with famous players and successful teams, and they want to learn imaginative skills. Skill demonstration is very important and players learn best by doing. Players move from self-centered to self-critical and they have a high stimulation level during basic skills training. Repetitions are important to develop technical excellence, but creating a fun and challenging environment is still essential for stimulating learning.

PHYSICAL

- Optimal training window for speed, flexibility and movement skills

TECHNICAL

- Building a greater repertoire of soccer related skills, techniques and delivered through a structured training atmosphere

TACTICAL

- Develop environmental awareness and execute simple combination and soccer specific movement patterns

EMOTIONAL

- Provides for intrinsic motivation through the activity of play which promotes and fosters desire, demands and discipline

GOAL

Focus on technique and skill development and introduce tactics. FUN is still paramount.

To enhance the overall commitment of member clubs to deliver on these recognized principles for a player’s development, member clubs may group players with “SIMILAR ABILITIES” together within their programming and teams.

This will assist the club in providing a positive and beneficial learning environment for player’s who possess the required competencies within the respective stage of development and address their current maturation status.

The oversight of such programming must always be implemented by the technical lead and be focused on the “PLAYER” and their individual development, as their level of competency, potential and joy should remain the

main criteria. In doing this, the focus would be taken away from any one particular result(s) being the only measurement for success.

In addition, any grouping of players of similar abilities (e.g. Club Team and Academy Programming) must encourage and should be focused on meeting the recommended training to play ratio set out within LTPD standards as it relates to stage three (3) which are two (2) to three (3) training sessions for every one (1) match played.

Programming should include ongoing evaluation and assessments of players and should provide opportunities for players to enter or be re allocated to another level of play.

This will address the varied maturing process (physically, technically, tactically and emotionally) within the development of players and will offer opportunities to those players who have displayed the required competencies.

Playing-Up Policies: Individual and Team

Individual Playing-Up Policy, see Appendix C

Team Playing-Up Policy, see Appendix D

Summary

Long Term Player Development and its principles are predicated on the idea a properly integrated player development pathway can achieve two objectives for Canadian soccer;

- ✓ Optimized development of players of ALL levels
- ✓ Increased retention within the game.

It is BC Soccer's hope that the use of this document will encourage all member clubs to train and develop the appropriate skills and capacities at the right time so to offer all players an opportunity to flourish within the game regardless the level they are deemed to be component within at any one time.

Appendix A - Sample Player Evaluation Form for Under 11 through U12



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PLAYER EVALUATION FORM

PLAYER INFORMATION

PLAYERS NAME	FIRST NAME		LAST NAME	
	DATE OF BIRTH (DD/MM/YY)		HEIGHT	WEIGHT
PERSONAL INFORMATION	JERSEY#	POSITION	CLUB TEAM	

PLAYER EVALUATION

TECHNIQUE / SKILL	RATING			DATE OBSERVED	COMMENTS
	☺	☹	☹		
DRIBBLING	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
1 st TOUCH	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
SHORT PASS	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
LONG PASS	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
HEADING	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
FINISHING	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
SPEED	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
COORDINATION	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
ENDURANCE	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
1 V 1 ATTACKING	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
1 V 1 DEFENDING	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
ATTITUDE	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
CONCENTRATION	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
DECISION MAKING	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		

☺ GOOD ☹ SATISFACTORY ☹ NEED'S IMPROVEMENT



Competition in the Early Stages of LTPD



One element of Long-Term Player Development (LTPD) that frequently stirs controversy is the recommendation to eliminate league standings below U12. The controversy arises from the popular claim that standings, as well as league championships and trophies at these early ages, are essential to motivating young players to “compete”.

The elimination of standings in children’s leagues is not intended to reduce the intensity of competition among players in a game situation. LTPD recognizes that playing with competitive commitment and intensity is necessary to advance player development in ball technique, decision-making, mental concentration, and other skills and capacities.

However, experience shows us that young children will compete even in the absence of league standings. All young players understand that soccer is a game for scoring goals and “winning.” Simple observation of children’s soccer around the world shows that the absence of a trophy or league title does nothing to diminish each player’s desire to compete each time they step onto the soccer pitch for a match.

The important difference is that the elimination of standings below U12 diminishes the incentive for coaches at these levels to play to “win the league” because they are chasing a trophy and a league title at the end of the season. It also reduces pressure from parents to win, to perform, and to avoid mistakes.

Why is this distinction important?

When coaches in children’s leagues chase trophies and titles, and when parents criticize and pressure their children, poor player development is the most frequent result. Coaches tend to play only their strongest players, leave their “weak” players on the bench, specialize players in positions prematurely, use game tactics aimed solely at guaranteeing a win (e.g. kicking the ball down the field, not trying to create controlled buildup), and promoting a general attitude of “don’t take chances – don’t experiment with your skills or decisions – just play safe by kicking the ball far and away.”

These problems are more easily addressed in the absence of league standings. Coaches of children’s teams are easily able to justify equal playing time for all players, experiment with positions and field alignments, and promote a general willingness among players to try their skills in a game setting without being preoccupied with failing their teammates and the overall effort to “win the league.”

When standings are eliminated in children’s soccer below U12, games are still won and lost, and competition still takes place among the players. However, it is now far easier for coaches to pursue a broad-based approach to player development rather than a narrow view of “we must win three points today or we cannot challenge for the league title.”

In this light, it should be clear that competition remains at the centre of the LTPD approach. Less skilled players are assured more playing time in the competitive environment so they can develop their competition skills, and all players gain experience in a variety of positions. Most importantly, and far more subtly, all players are encouraged to practice and experiment with their skills in a competition environment without fear of making a mistake that could cost a league result.

Measured in the context of the physiological, emotional and mental developments that take place during childhood, it is essential that players be permitted and even encouraged to make mistakes. This is the only way they can achieve the practice required to refine their ball control and decision-making skills in a competitive setting.

Some coaches will always want to win at all costs, regardless of whether or not there are league standings. This is an unfortunate reality of community children's sport. However, the LTPD approach to competition below U12 provides the best overall incentive for coaches and players to focus on broad-based player development instead of a "win at all costs" approach.

Appendix C: PLAYING UP POLICY - Individual Players

BC Soccer and its Player Development model support the philosophy of continuing to challenge its member players. Players that choose to be considered for potentially playing up an age group must meet the following guidelines for selection:

Technical Ability

A player must demonstrate a high degree of individual skill which must be transferable to competitive match situations. In addition, a player's individual skill must meet or exceed the technical abilities of other participating players within the age group the player wishes to participate in.

Playing Time Policy

It is required that teams implement an equal or minimum playing time policy for those participating under age players. This policy should be subject to the discretion of the coaching staff as it pertains to the health, safety and eligibility (code of conduct) of the individual player.

- ❖ Under 6-Under12- equal playing time
- ❖ Under 13- Under 18- minimum playing time of 30% (over duration of entire season not one match)

This policy is as per the Canadian Soccer Association's Long Term Player Development and BC Soccer's Rules and Regulations Appendix 1 - Small-Sided/Mini Soccer Operations Manual

Physical Ability

A player must meet or exceed other players within their age group in physical strength, technical skill and speed, and have the ability to blend in with players of the intended age group.

Mental Ability

Player must meet or exceed other players within their age group in game awareness and general knowledge of the game. To include the mental strength that will be necessary when dealing with older and physically superior opponents.

Social Ability

Player must be able to interact with players within the intended age group on and off the field (games, dressing room, training and social gatherings).

The selection of an underage player will *ONLY* be supported by BC Soccer if the player meets these guidelines. This policy has been developed to address individual player circumstances to ensure that specific windows of trainability are not missed; adhere to LTPD's national game structure; and to avoid coach/ parent aspirations of a player's perceived development.

For further information please visit the BC Soccer website at www.bcsoccer.net and view the Canadian Soccer Association's *Long Term Player Development: 'Wellness to World Cup'* documents.

Appendix D: PLAYING UP POLICY - Teams

BC Soccer and its Player Development model support the philosophy of continuing to challenge its member teams. First and foremost, the Club's *Technical Lead* should exercise a player-centred approach with grouping players of similar abilities together and are encouraged to offer competition through organized game play (*see appendix B*) with other players of similar ability within their own age group. It is recommended that these activities are delivered within their club, district or neighbouring club teams with similar programming. If this option is unavailable, the Club's *Technical Lead* may recommend on a case by case basis that a team play up an age but it is essential that the *GROUP* of players meets the following guidelines for selection:

Technical Ability

A team's performance must meet or exceed the technical abilities of other participating teams within the age group the team wishes to participate in. A team must demonstrate a high degree of individual and group skill, which must be transferable to competitive match situations. In addition,

Playing Time Policy

It is required that teams implement an equal or minimum playing time policy for those participating under age players. This policy should be subject to the discretion of the coaching staff as it pertains to the health, safety and eligibility (code of conduct) of the individual player.

- ❖ Under 6-Under12- equal playing time
- ❖ Under 13- Under 18- minimum playing time of 30% (over duration of entire season not one match)

This policy is as per the Canadian Soccer Association's Long Term Player Development and BC Soccer's Rules and Regulations Appendix 1 - Small-Sided/Mini Soccer Operations Manual

Physical Ability

A team must meet or exceed other teams within their age group in physical strength, technical skill and speed, and have the ability to blend in with other teams of the intended age group.

Mental Ability

The team must meet or exceed other teams within their age group in game awareness and general knowledge of the game. To include the mental strength that will be necessary when dealing with older and physically superior opponents.

Social Ability

Most importantly, a team must be able to interact with players within the intended age group on and off the field (games, dressing room, training and social gatherings).

The selection of an underage team will *ONLY* be supported by BC Soccer if all players within the team meet these guidelines. This policy has been developed to address those individual team circumstances to ensure that specific windows of trainability are not missed; adhere to LTPD's national game structure; and to avoid the perceived *SUPER TEAM* mentality and any coach/parent aspirations of a team's perceived development needs.

For further information please visit the BC Soccer website at www.bcsoccer.net and view the Canadian Soccer Association's *Long Term Player Development: 'Wellness to World Cup'* documents

Appendix E: Official Under 9 & Under 10 Playing Rules

The BCSA recommended modifications to the FIFA Laws of the Game.

Law 1: The Field of Play

Length: 40 (Min) 55 (max) Meters

Width: 30 (Min) 36 (max) Meters

Field Markings:

Distinctive lines not more than fifteen (15) centimetres wide. The field of play is divided into two halves by a halfway line. The centre mark is indicated at the midpoint of the halfway line. A circle with a radius of eight (8) meters is marked around it.

NB: All field markings may be marked by the means of cones (woz-makers)

The Goal Area:

A goal area is defined at each end of the field as follows: Two lines are drawn at right angles to the goal line, ten (10) meters from the inside of each goalpost. These lines extend into the field of play for a distance of ten (10) meters and are joined by a line drawn parallel with the goal line. The area bounded by these lines and the goal line is the goal area.

The Penalty Area:

None

Flag posts:

None

The Corner Arc:

None

Goals Posts:

Goals must be placed on the centre of each goal line and measure 3.657 x 1.83 Meters or 12 feet wide and 6 feet high.

Law 2: The Ball

The ball must conform to FIFA standards and must conform to the FIFA inflation specifications.

Size four (4)

Law 3: The Number of Players

A match is played by two teams, each consisting of not more than seven players, one of whom is the goalkeeper. Players will take equal turns to play in all field positions including the goalkeeper position that must be rotated at half time. It is not necessary that all players play in the goalkeeper position during a single game. A match may not start if either team consists of fewer than five players one of whom is the goalkeeper.

Team Size: 11 minimum / 14 maximum

Substitutions: At any stoppage, substitutions are unlimited and must be done with the officials' permission.

Playing time: All players SHALL play equal playing time.

Law 4: The Players Equipment

Conform to FIFA. Non-uniform clothing is allowed based on weather conditions, but uniforms must still distinguish teams. The goalkeeper should wear a colour that distinguishes him/her from both teams. Shin guards are mandatory and must be worn under the socks. Jewellery is not permitted.

Law 5: The Referee

A Small-Sided Referee must be used. The referee's role is to keep players safe and ensure that the game is played under the 'fair play' code. A Small-Sided Referee can send a team official from the field if they fail to conduct themselves in a responsible manner.

Law 6: The Assistant Referees

None. The referee or nominated person decides as to which team the throw in is awarded to.

Law 7: The Duration of the Match

The match will be divided into two (2) equal halves of twenty five (25) minutes each. There shall be a half-time interval of five (5) minutes.

Law 8: The Start and Restart of Play

Conform to FIFA with the exception of the opponents of the team taking the kick-off are at least eight (8) meters from the ball until it is in play. Dropped balls are not part of Small Sided Games Program at this age group and an indirect free kick will be awarded to the team who had possession when the play was stopped.

Law 9: The Ball In and Out of Play

Conform to FIFA.

Law 10: The Method of Scoring

Conform to FIFA.

Law 11: Offside

None

Law 12: Fouls and Misconduct

Conform to FIFA with the exception that all fouls shall result in an indirect free kick. An indirect free kick is awarded to the opposing team at the centre spot on the halfway line if a goalkeeper punts or drop-kicks the ball in the air from his/her goal area into the opponents goal area. No cards shown for misconduct. If a player intentionally strikes, deliberately kicks or spits at an opponent, this player must be substituted and will not be permitted to participate further during the game. The coach should inform the player as to why and correct these actions.

Law 13: Free Kicks

Conform to FIFA with the exception that all free kicks are indirect. All opponents are at least eight (8) meters from the ball.

Law 14: The Penalty Kick

None

Law 15: The Throw-In

Conform to FIFA.

Law 16: The Goal Kick

Conform to FIFA except that: it shall be taken from anywhere within the goal area. Opponents must remain at least eight (8) meters away from the ball until it is in play. Unlike FIFA goal cannot be scored directly from a goal kick.

Law 17: The Corner Kick

Conform to FIFA with the exception that opponents remain at least eight (8) meters from the ball until it is in play. Unlike FIFA a goal cannot be scored directly from a corner kick.

Appendix F: Official Under 11 & Under 12 Playing Rules

The BCSA recommended modifications to the FIFA Laws of the Game.

Law 1: The Field of Play

Length: 60 (Min) 75 (Max) Meters

Width: 42 (Min) 55 (Max) Meters

Field Markings:

Distinctive lines not more than fifteen (15) centimetres wide. The field of play is divided into thirds and by a centre spot that indicates a centre spot that is located at the midpoint. A circle with a radius of nine (9) meters may, but not mandatory be marked around it. An offside line parallel to the centre line should be marked from touch line to touch line at the attacking third mark.

NB: All field markings may be marked by the means of cones (woz-makers)

Goal Area

None

The Penalty Area:

A penalty area is defined at each end of the field as follows:

Two lines are drawn at right angles to the goal line, eleven (11) meters from the inside of each goalpost. These lines extend into the field of play for a distance of eleven (11) meters and are joined by a line drawn parallel with the goal line. The area bounded by these lines and the goal line is the penalty area. Within each penalty area a penalty mark is made nine (9) meters from the midpoint between the goalposts and equidistant to them.

Flag posts:

Conform to FIFA if used, they however are not mandatory).

The Corner Arc:

Conform to FIFA if marked, they however are not mandatory)

Goals Posts:

Goals must be placed on the centre of each goal line and measure 5.486 x 1.83 Meters 18feet wide and 6 feet high.

Law 2: The Ball

The ball must conform to FIFA standards and must conform to the FIFA inflation specifications.

Size four (4)

Law 3: The Number of Players

A match is played by two teams, each consisting of not more than eight (8) players, one of whom is the goalkeeper. A match may not start if either team consists of fewer than seven players one of whom is the goalkeeper. All players shall play equal playing time.

Team Size: 12 Minimum / 16 Maximum

Substitutions: At any stoppage, substitutions are unlimited and must be done with the officials' permission.

Playing time: All players SHALL play equal playing time.

Law 4: The Players Equipment

Conform to FIFA. Non-uniform clothing is allowed based on weather conditions, but uniforms must still distinguish teams. The goalkeeper should wear a colour that distinguishes him/her from both teams. Shin guards are mandatory and must be worn under the socks. Jewellery is not permitted.

Law 5: The Referee

A Small-Sided Referee must be used. The referee's role is to keep players safe and ensure that the game is played under the 'fair play' code. A Small-Sided Referee can send a team official from the field if they fail to conduct themselves in a responsible manner.

Law 6: The Assistant Referee

A nominated person

Law 7: The Duration of the Match

The match will be divided into two (2) halves of thirty (30) minutes each. There shall be a half-time interval of five (5) minutes.

Law 8: The Start and Restart of Play

Conform to FIFA with the exception that opponents of the team taking the kick-off are at least nine (9) meters from the ball until it is in play.

Law 9: The Ball In and Out of Play

Conform to FIFA.

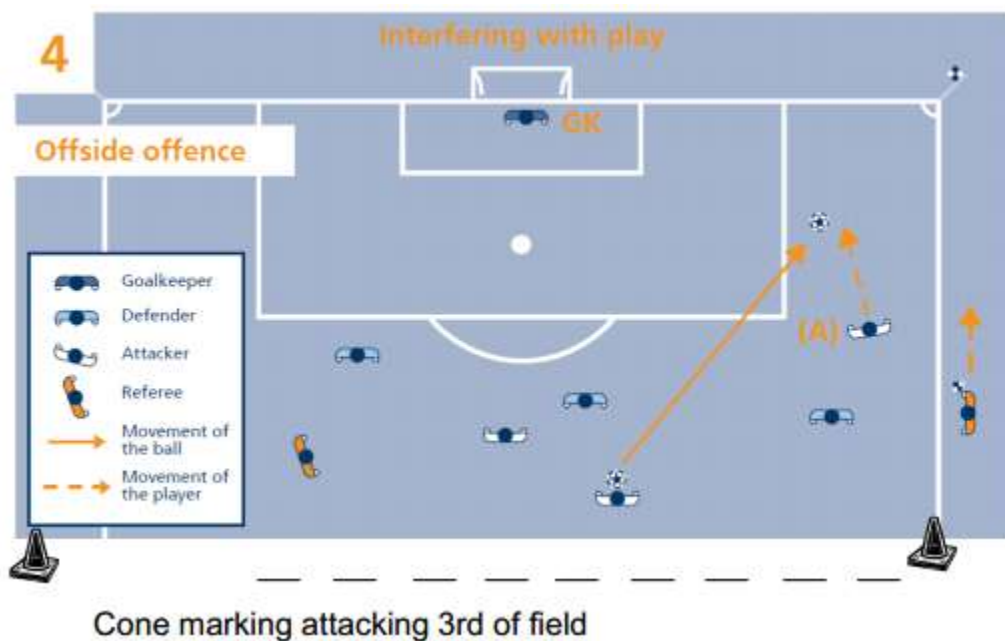
Law 10: The Method of Scoring

Conform to FIFA.

Law 11: Offside

Conform to FIFA, with the exception of only occurring in the attacking third. A line may be marked as a dotted line, and solid line or single cones on the touch line.

When an offside offence occurs, the referee awards an indirect free kick to be taken from the position of the offending player when the ball was last played to him by one of his team-mates.



A player in an offside position (A) may be penalised before playing or touching the ball, if, in the opinion of the referee, no other team-mate in an onside position has the opportunity to play the ball.

Law 12: Fouls and Misconduct

Conform to FIFA with the exception that an indirect free kick is awarded to the opposing team at the centre spot on the halfway line if a goalkeeper punts or drop-kicks the ball in the air from his/her penalty area into the opponents penalty area. Cautionary and expulsion cards are used.

Law 13: Free Kicks

Conform to FIFA with the exception that opponents are at least nine (9) meters from the ball. An indirect kick awarded to the attacking team that occurs inside the penalty area, shall be taken from the outside edge of the penalty area in line where the offense took place.

Law 14: The Penalty Kick

Conform to FIFA with the exceptions that the penalty mark is marked at nine (9) meters from the goal line. All players except the player taking the kick must be nine (9) meters from the ball.

Law 15: The Throw-In

Conform to FIFA.

Law 16: The Goal Kick

Conform to FIFA except that it shall be taken from anywhere within the penalty area. Opponents must remain at least nine (9) meters away from the ball until it is in play.

Law 17: The Corner Kick:

Conform to FIFA with the exception that opponents remain at least nine (9) meters away from the ball until it is in play.