



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

# **SHEBOYGAN FALLS YMCA YOUTH SOCCER COACH'S MANUAL**

**Fall 2016 - Spring 2017 Season**



**SHEBOYGAN FALLS YMCA**  
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**Revised 8/24/16**

## **YMCA OF THE USA YOUTH SPORTS PHILOSOPHY**

### **Participation – Everyone plays!**

1. There are no tryouts or cuts at the beginning of the season.
2. Once the season starts, everyone plays equally in every game and receives the same treatment. There are no MVPs or all-star teams.
3. The most highly skilled and the least skilled players are given equal attention by the coach.
4. During the season, we would like each child to have an opportunity to score if possible.

### **Fun – We play sports to have fun!**

1. Winning is kept in perspective; no score or league standings are kept, there are no play-offs or championship games.
2. The overall environment created by the coach and reinforced by the officials is positive, relaxed and enjoyable.
3. Players, coaches, officials and parents are urged to follow the YMCA House Rules:
  - Speak for Yourself
  - Listen to Others
  - Avoid Put-Downs
  - Take Charge of Yourself
  - Show Respect

### **Fitness – Regular cardiovascular exercise is important for a lifetime!**

1. Physical exercise such as push-ups or running laps is not used as a punishment.
2. Warm-up and conditioning exercises are included in every practice session and before games.
3. Encouraging fitness and good health means developing the whole person; spirit, mind and body.

### **Skills – Emphasize the fundamentals!**

1. Equipment, facilities and rules of the game are modified to be appropriate for the age of the players.
2. Coaches prepare lesson plans for each practice session, which includes practice of previously taught skills and the introduction of new ones.
3. Coaches help players measure their skills, set goals and evaluate their progress against their own standards.
4. Officials take the time to explain their calls to the players.

### **Teamwork – Focus on cooperation, not competition!**

1. Balanced teams are formed by attempting to equalize skill, size and ability, age and school.
2. Players have the opportunity to play a variety of positions.
3. Teams schedule time to talk about teamwork – how it feels to be part of a team, what each team member needs to do to help other individuals and the group and how the idea of teamwork relates to school and home.

### **Fair Play– Fair play involves respect!**

1. Respect for oneself – taking responsibility for one's own behavior and learning.
2. Respect for one's teammates – working to become a team player who unselfishly contributes to the good of the whole team.
3. Respect for the other team – considering the other team as an essential partner in competition.
4. Respect for the rules and the officials who uphold them.

### **Volunteers – Volunteers are the KEY!**

1. Volunteer coaches are carefully selected based on their knowledge, experience and support of the YMCA Youth Sports Philosophy.
2. The YMCA staff member assigned to Youth Sports manages the program through volunteers.

## **WHAT EVERY COACH SHOULD KNOW**

Athletics play a vital role in the education of young people. While participating in athletics, young people develop their bodies, learn physical and mental discipline, learn to operate as a member of a team, acquire self-motivation and self esteem and learn to win and lose with dignity. These attributes will be vital to their success in life beyond school.

What we should bear in mind at all times is that only a few youth will go on to become professional or Olympic athletes. A greater number will be able to earn scholarships to colleges or universities because of their athletic achievements – but even that number is small compared to the vast number of youth who participate in sports in our community. Therefore, coaches must focus on instilling good values and building character through sports opportunities.

Here are some important guidelines to follow if you are to reach your goal of guiding young people to their highest achievements on and off the playing field and be respected by players and parents at the same time. Every coach must take the absolute and unequivocal stance that “sports are for kids.” And all coaching actions should stem from this stance, including the following:

- Play as many kids as possible. Also, keep in mind that you tell parents and players that your intention is to play as many kids as possible, and if you don't, you will lose credibility.
- Structure practices so players can handle them, considering their academic day and physical endurance.
- Always treat players with respect. Recognize the desire, as well as the sacrifices that they are making to be out for the sport.
- Never put down a player in any way during practice, during games or meets, on or off the field.
- Never physically assault a player.
- Never tell a player that he or she cannot improve. In other words, never tell youth what they can't do. Always offer assistance for improving. Encourage and teach. Think before you speak, because every word you say to a young person has an impact.

Remember that you are coaching fragile, maturing, growing, human beings – some of whom won't reach the peak of their athletic ability for many years. Your job is to try to keep them participating. Remember, children participate in other activities too. Have appreciation and empathy for that fact and encourage it. Never encourage a player to participate only in the sport you are coaching.

- Make certain there is no child who is unable to participate due to lack of funds.
- Allow no athlete to put down another athlete. If you see or hear of this happening, address it.
- Emphasize improvement, not just winning as a sign of success.
- Don't put a player in the game and then spend the entire time screaming at him or her. Everyone will be disgusted.
- Try to talk to every person on the team. Just a quick “good effort today!” can do wonders.
- Be careful not to direct excessive coaching interest toward an exceptional athlete or athletes.
- Make certain every player has the proper equipment, and ensure all equipment meets safety guidelines.
- Remind children, or teach them, the importance of good nutrition and rest.

Use the following philosophy in regard to competition: Competition between players on the team should be as limited as possible until the actual competition. Participation should be as broad as possible until you must limit it at the time of the actual competition.

Your high regard for academics and your attitude toward the role of sports will speak volumes for your professionalism. Continually work with players to maintain their academic standards. Remember that a child's first responsibility is to academic pursuits.

Be supportive of all activities and all sports – not just your sport, or all male or all female sports. Think of your sport as a part of the broad scope of activities that are offered to youth, and encourage them to participate in other activities; i.e., football coaches should encourage players to attend drama performances. Hold the attitude that some players may excel beyond others, but all can become “lifetime” fans and spectators by participating in athletics.

Parents play a vital role in our program. They want to understand how you are going to operate. Always have a parent orientation meeting during the first week of practice so that all parents understand your philosophies, policies, and practices. Have a lesson plan for talking to parents at the orientation. Keep to a practice schedule upon which parents can rely. Type and proofread the schedules you give to parents. Mistakes in grammar reflect poorly upon you. Describe practice routines to parents so they know why you are doing certain things. Let parents know several days in advance if there are changes in practice or game schedules. Encourage parent attendance at events. Send schedules home as early as possible. Don't embarrass or criticize kids in front of their parents. If you can't say something good, don't say anything. And never tell "inside jokes" that make fun of a student. Remember that the most supportive parent you have may belong to the student who rarely leaves the bench.

Make positive rules that are player and team centered. Remember that all communications should start with the best interest of the athlete. Avoid developing relationships with parents based upon the athletic promise of their children. Develop a way for players to provide recognition for their parents at an event or meet. Teach players specific ways to interact with their parents after a game or event. If parents are ignored or treated poorly by their children, they will wonder why they should come to events.

At all times, remember that you represent yourself, the YMCA, your profession and your sport. Never do or say anything you wouldn't want a player or parent to do. Recognize that everyone involved with the activity is human. Therefore, you must allow people to make mistakes; players, parents, assistants and officials. Make a list of the positive benefits of the sport and give examples such as:

- Maturity
- Conditioning
- Character building
- Teamwork
- Skill Building
- Responsibility

Never swear or use off-color language of any kind. Do not accept gifts. Conduct business as business. Continue to learn as a coach. Always be the last person to leave the locker room or field. Take care of equipment. Make sure it is cleaned and stored properly.

Notify your administrator immediately if there is an injury in a practice or game so that he or she can notify the appropriate people. Call parents to check on any injured player. Set enforceable rules that can stand the test of public scrutiny. Instruct players on a code of conduct for the bench, and follow it yourself. Don't be afraid to allow the athletes to decide team rules and the punishment for breaking them.

How you handle losses can make you as a coach. Make certain that you are in control after a loss. Present a mature, adult image that offers encouragement as well as constructive criticism. Learn from the loss; then let it go. Remember the Law of Blame and Credit: In any situation, if you try to take all the blame, people won't let you. If you try to blame others for the whole problem, they may not accept any of the blame. The second part of this law teaches us about taking credit. If you do something extremely well or experience a big success and try to take all the credit, people may deny you any credit. On the other hand, if you give away all the credit for an obvious success, people will insist you take some or all of the credit for the success.

Understand that the sun comes up again tomorrow. Today's "big deal" is tomorrow's "so what!" Don't make the kids boost your morale. You are the adult. Never expect kids to be more mature than you. Don't make statements just for effect such as: "You played so terribly, I'm going to start the second team in the next game!" Such comments truly make you look bad and cause you to lose the respect of the team. And if players repeat the statement at home, the results are predictable. Remember, anger is an honest emotion, but it must always be controlled. You can get mad at what athletes do, but not at them.

No player wants to lose. Therefore, every effort should go into making the players feel successful, not berating a loss. Don't forget to show appreciation for the people who contribute to the success of the program; parents, administrators and community. Keep a file card listing information about every player you coach. You might want to review it someday when a former player stops by for a visit.

## THE YMCA COACHING PHILOSOPHY

### Your Coaching Objectives

What is an appropriate coaching philosophy? Many coaches never ask themselves this question and coach without thinking about the effect they are having on their young athletes. YMCA sports are different because coaches are encouraged to think about their philosophy before they begin coaching. One basic decision you must make is to first decide your coaching objectives. These might include:

1. Having fun – you and your players.
2. Helping young people develop.
3. Having a winning team.

Which of these objectives is most important to you? When given these choices, coaches usually agree that development and fun should be the most important coaching objectives. But during games, many of these same coaches scream at athletes who make mistakes and keep less skilled players on the bench. Despite expressing concern for their players, these coaches obviously believe that winning is the most important objective.

Coaches in YMCA sports support a philosophy which attempts to put winning in its proper perspective. This philosophy is simple to remember:

### **Athletes First, Winning Second**

Supporting this philosophy means that every decision you make is based first, on what you think is best for your athletes and second, on what may improve the chance of winning for the athlete or the team. Don't misunderstand this philosophy. There's no suggestion that winning is unimportant. Striving to win is essential for enjoyable competition. Unless you instill this desire, you'll be cheating your athletes out of the enjoyment and development sports can bring.

Winning is fun and exciting. But it is only fun and exciting if it is kept in perspective. Adults who expect their players to perform like the pros and who value winning above all other goals spoil the pleasure in playing. Winning at all costs leads to an acceptance of cheating and a view of the other team as the enemy. Coaches in YMCA sports should try to remember that the children on their team have come to have fun, to learn new skills and to participate in a program which will enrich the quality of their lives.

As you begin thinking of ways to put the philosophy "Athletes First, Winning Second" into practice, consider the following suggestions:

### **Help Every Player in the Program**

Give all players equal attention and help regardless of skill level. More skillful players will receive many opportunities to play, so pay particular attention to the less skilled player. It's impossible to predict a child's potential ability when given encouragement and assistance.

### **Help Develop Healthy Spirit, Mind and Body**

Remember that the young people in your program are not just bodies to be trained, but also have minds and spirits. Physical fitness and skills are important, but so are mental attitudes and spiritual growth. The goal is to bring these elements together in one experience.

### **Your Coaching Style**

Once you've decided your coaching objectives, you need to plan how to achieve them. How will you coach? There are at least 3 distinct coaching styles. Will you make all the decisions and expect players to follow your commands without questions? You're probably familiar with the authoritarian "do as I say, don't ask questions" attitude of many "big time" coaches. Is this a style which will help your players develop? Probably not, unless your main objective is to teach young people how to follow orders.

A different style, which might seem attractive if you feel you don't know much about youth sports, is to let your players run the program. If you just throw out the ball and let the kids play, there's no danger of you making any silly or embarrassing mistakes! Unfortunately, with this coaching style, you won't help the players develop skills and values, and with poor supervision, there is an increased risk of injury.

A third coaching style, and one which all YMCA coaches are encouraged to develop, is to let your athletes share in the decision making process. Unless young people are given the opportunity to express opinions and make decisions, they will not become responsible adults. Unfortunately, this coaching style – the cooperative style – is the hardest to develop. You face the difficult task of deciding how much you need to structure and organize the program and how much input you should encourage from your athletes. Cooperative style coaches give direction and provide instruction when it is needed, but they also know when to let athletes make decisions and assume responsibility.

A cooperative coaching style will help you to develop a good relationship with your players. Your players will show more respect and be more willing to listen if they know that you are genuinely interested in their opinions. This coaching style is especially effective when teaching values and good sportsmanship.

## DEVELOPMENTAL CHARACTERISTICS AND INTERESTS OF CHILDREN

### TRANSITION YEARS: KINDERGARTEN – GRADE 1 (5 – 6 YEARS)

#### Physical

- Enjoy long periods of free play
- Develop hand-eye coordination
- Enjoy small group cooperative games
- May require rest after high energy play
- Improved body coordination; yet still can fall easily

#### Social-Emotional

- Eager to receive adult praise
- Enjoy dramatic play
- Eager to engage in new activities/adventures led by involved adult
- Eager to identify with older children
- Enjoy exploring new materials and equipment
- Can be easily frightened by novel or strange events
- Prefer play in small groups
- Like responsibilities they can handle
- Learning to cooperate with others, but may at times display selfish behavior

#### Cognitive

- Understand language better than they speak
- Are interested in the present; vague concepts of past/future
- Eager to learn
- Ask many questions
- Define things by their use
- Developing a sense of humor
- Communicate best within a small group of peers
- May need guidance of adult when starting a new task

### MIDDLE YEARS: GRADES 2 – 3 (7 – 9 YEARS)

#### Physical

- Enthusiastic about games
- Experiencing improvement in both gross and fine motor skills
- Possess a high activity level
- Practice variations of movement for physical activities
- Enjoy games that allow for comparison of skills
- Enjoy games that allow for self-improvement

#### Social-Emotional

- Have a strong drive toward independence
- Develop a strong sense of loyalty to friends
- Need to belong to a group
- Play with and are friends with same gender peers
- Like to take on responsibility
- Live in a world of games, rituals and humor only inhabited for children
- Like to have a best friend
- Have a rigid sense of right and wrong
- Need help accepting peers who are different or left out of a group

#### Cognitive

- Like to talk; use language to express feelings/tell stories
- Developing a sense of time
- Enjoy collecting things
- Enjoy problem-solving games like treasure hunts
- Can plan and carry out projects with adult support
- Becoming more self-directed in activities
- Better able to understand and appreciate differences of opinion

### PRE-ADOLESCENT YEARS: GRADES 4 – 6 (10 – 12 YEARS)

#### Physical

- May be careless about their clothes, room and body cleanliness
- Girls may have sudden growth spurt and beginning signs of puberty
- Enjoy physical activities that master specific skills
- Enjoy competitive games
- Possess a high activity level
- Enjoy games that allow for comparison of skills
- Enjoy games that allow for self-improvement

#### Social-Emotional

- Enjoy small, peer-dominated group discussions
- Like to join organized groups
- Are anxious to grow up
- Are intensely loyal to their peer group
- Form close one-on-one friendship
- Have a growing desire to assert individuality and independence
- Can be daring and competitive
- Can be critical of peers and adults
- Are self-conscious of their abilities

#### Cognitive

- Ask many questions and want thoughtful answers
- Can often understand other points of view
- Developing strong interests, hobbies and collections
- Engage in daydreaming
- Enjoy problem-solving games and puzzles, etc
- Enjoy rule-based games
- Are beginning to develop view about social/global issues
- Begins to enjoy humor by telling jokes/understanding sarcasm.

## YMCA SOCCER RULES AND GUIDELINES

Age Group	Game Length	Ball Size	# of Players	Minimum Players
U-8	Four 12-minute quarters	3	6	4 players to start game
U-10	Two 25-minute halves	4	7	6 players to start game
U-12	Two 30-minute halves	4	9	6 players to start game
U-14	Two 35-minute halves	5	11	7 players to start game

Teams who do not have the minimum number of players at the start of the game will forfeit. A scrimmage may be arranged by the coaches at that time.

### Uniforms and Equipment

- All players must wear a colored t-shirt designated for their team.
- Shin guards are required and must be fully covered by socks.
- Shirts must be tucked into shorts.
- No jewelry is allowed. Medic alert bracelets are an exception but must be taped. Medic alert necklaces must be removed.
- No baseball caps or bandannas may be worn. Sweatbands are permissible if they do not pose a safety hazard.
- Goal keeper may wear a baseball cap when sun affects vision.
- Players should wear shorts without pockets, belt loops, snaps or zippers. Athletic shorts are preferred. Sweat pants without pockets, belt loops snaps or zippers may be worn during cold weather.
- Players who wear clothing that may pose a safety risk to themselves or other players are not allowed to play as determined by a referee.
- **No hard casts or splints are allowed.**

### Protective Head Gear

Soft type head gear is acceptable during games. Any head gear with hard plastic or metal components will not be allowed. The head gear must be worn properly and used for its intended purpose and is up to the discretion of the referee.

### Heading of the Soccer Ball

Heading of the soccer ball **is not permitted in the U8 and U10 leagues.**

### Game Time

Games are to start at scheduled times. A referee may allow a 5-minute grace period after the scheduled time or after the finish of the previous game, whichever is later. Teams should not warm up on the field unless time permits. The referee can reduce the length of the half-time if the game is running late.

### Start of Play

The ball must be touched to start play and may not be played again by the kicker until touched by another player. If ball is replayed by kicker, the opposing team gets an indirect kick. If the ball does not move forward or sideways the kick is restarted.

### Coaching from the Sideline

- Coaches may offer positive encouragement and direction from the sideline.
- Coaches and players for both teams should be located on the same side of the field (each occupying half of the sideline) and on the opposite side of the field from spectators, unless field layout does not allow it.
- Coaches may move about their half of the sideline. They may only enter the field when beckoned by the official or during halftime.
- One U-8 coach can be on the field at all time.
- Players and spectators must remain behind the second line next to the touch line or five feet from the touch line, whichever is further.

### **Substitutions**

- Unlimited substitutions will be allowed with the permission of the referee in the following situations: goal scored, goal kicks, injuries, throw in your favor and halftime.
- Substitutes must wait by midfield until signaled by the referee to enter the game.

### **Pass back to Goalie**

- A ball played back to a goalie by the defending team may not be handled (hands) by the goalie. A foul will result in an indirect kick from the spot of touching the ball.
- If the ball is touched in the goal area, the ball will be placed on the 6 yard line directly parallel to the spot of the foul.
- The goalie may play a pass back ball as any other player but may not use their hands.
- Heading back to the goalie is not considered a pass back, therefore the goalie may handle the ball.

### **Slide Tackling**

No slide tackling is allowed except in the U-14 division. First offense is a verbal warning, second offense is a yellow card and the third offense is disqualification from the game. The player's number should be recorded and given to the Sheboygan Falls YMCA Youth Sports Director.

### **U-8 & U-10 Coed and Girls Competitiveness Rule**

In the course of a game, should one team accumulate a 5 goal advantage, the team that is losing has the opportunity to add one player to its squad on the field. A subsequent goal that adds to the lead gives the team that is losing another opportunity to add another player. A maximum of two players is allowed to be added to the squad during the game.

### **Throw-In**

- When the whole of the ball passes over a touch-line, either on the ground or in the air, it shall be thrown in from the point where it crossed the line by a player on the team not touching the ball last.
- The thrower must face the field of play and at moment of delivering the ball, must have both feet on the ground either on or behind the touch-line.
- The thrower shall use both hands and shall deliver the ball from behind and over the head.
- The person taking the throw-in may not touch the ball until it has touched another player.
- A ball replayed by the thrower results in an indirect free kick from the spot where the ball was touched.
- Failure to correctly execute a throw-in will result in the ball being awarded to the opposing team at the point where the previous throw-in was attempted.

### **Second Chance Throw-Ins**

Second chance throw-ins will be allowed at the U-8 and U-10 divisions only. Referees should notify the coaches at the start of the game how second chance throw-ins will be handled.

### **Goal Kick**

- A goal kick is when the whole of the ball passes over the goal-line outside the goal posts either in the air or on the ground when last touched by the attacking team.
- The ball may be kicked from any spot within the goal area.
- The kicker shall not replay the ball until it is touched by another player.
- The ball must leave the penalty area to be considered in play. A ball not leaving the penalty area will result in retaking the kick. The team kicking the ball may have players within the penalty area; however they may not be touched by a second player until the ball leaves the penalty area.
- Goals may be scored directly from a goal kick.

### **Corner Kick**

- A corner kick is when the whole of the ball passes over the goal-line outside the goal posts either in the air or on the ground when last touched by the defending team.
- The ball will be kicked from the quarter circle at the corner nearest the spot the ball left play.
- The corner flag may not be removed.
- Defending players must remain 6, 8 or 10 yards from the corner position until the ball is played as follows: 6 yards for U-8, 8 yards for U-10 and 10 yards for U-12 and U-14.
- Goals may be scored directly from such a kick.

### **Build Out Line (for U10 Division Only)**

The build out line is used to promote playing the ball out of the back in an unpressured setting. When the goalkeeper has the ball, either during play or from a goal kick, the opposing team should move behind the build out line. Once the opposing team is behind the build out line, the goalkeeper can pass or throw/roll the ball to a teammate (no punting.) After the ball is put into play by the goalkeeper, the opposing team can cross the build out line and play resumes as normal.

### **Intentional Heading of the Ball**

Intentional heading of the ball **is not permitted in the U8 and U10 leagues**. If a player intentionally heads the ball in a game, an indirect kick will be awarded to the opposing team from the spot of the offense. If the deliberate header occurs within the goal area, the indirect free kick should be taken on the goal line parallel to the goal line at the point nearest to where the infringement occurred.

### **Offside Position**

It is not an offense in itself to be in an offside position. A player is in an offside position if he is nearer to his opponent's goal line than the ball and the second last opponent.

A player is not in an offside position if he is in his own half of the field of play, he is level with the second last opponent or he is level with the last two opponents.

### **Offside – Offense**

A player in an offside position is only penalized if at the moment the ball touches or is played by one of his team, he is, in the opinion of the referee, involved in active play by:

- Interfering with the play, or
- Interfering with an opponent, or
- Gaining an advantage by being in that position.

### **Offside – No Offense**

There is no offside if a player receives the ball directly from:

- A goal kick, or
- A throw-in, or
- A corner kick

### **Offside – Infringements/Sanctions**

For any offside, the referee awards an indirect kick to the opposing team to be taken from the place where the infringement occurred. Obvious off-sides will be called in the U-8 division. Players will not be allowed to stand off-side near the opposing goal while play is on the other side of the field.

### **Ties**

Games will end in a tie.

### **Fouls and Misconduct**

The following fouls and misconduct will result in a free kick taken at the spot of the foul if committed outside the penalty area:

#### **Direct Free-Kick**

##### ***More Serious Infractions***

Kicking an opponent  
Tripping  
Jumping at opponent  
Charging violently  
Charging from behind  
Striking an opponent  
Holding  
Pushing  
Hand Ball

#### **Indirect Free-kick**

##### ***Minor or Technical Infractions***

Dangerous play  
Obstruction  
Charging away from the ball  
Goalie holding the ball more than 5 seconds  
Ball handled by goalie on pass-back  
Wasting time  
Off-side  
Heading in U8 and U10 leagues

The ball is placed at the spot of the foul and must be stationary prior to the kick. Opposing players must remain at least 10 yards from the ball kicked, 8 yards for U-10 division and under. Ball is in play when it is touched. Please note all fouls in the U-8 division are **indirect**.

### **Fouls within the Penalty Area**

- If a foul is committed by the attacking team, ball placement is at the spot of the foul; same as regular field of play.
- If a foul is committed by the defending team, ball placement will be determined by the severity and location of the foul.
- A foul committed by the defending team resulting in a direct free kick will be a designated penalty kick.
- A foul committed by the defending team resulting in an indirect free kick will be taken from the spot of the foul unless the spot is within the goal area.
- Fouls within the goal area will result in the ball being placed at point on the goal-area line adjacent to the spot of the foul not nearer the goal.

Please note for U-8 division only: **no kicks shall be taken by the attacking team within the defending team's penalty area.**

### **Direct Kick**

A goal may be scored directly from the kick.

### **Indirect Kick**

A goal cannot be scored unless played or touched by another player.

### **Penalty Kick**

- Direct kick awarded to the attacking team as a result of a foul within the penalty area.
- The kick is taken from the penalty mark, 12 yards from the goal line, 10 yards for U-10 division.
- All players except the goalie and kicker must remain outside the marked penalty area until the ball is kicked.
- The goalie must remain on the goal line but is allowed to move side to side prior to the kick.
- If the goalie moves off the goal line prior to the kick, the kick will be retaken if a score was not scored.
- The ball is in play and players may enter the penalty area when the ball is played.
- No penalty kicks at the U-8 division.

## **YELLOW AND RED CARDS**

Unsportsmanlike behavior and/or misconduct will not be tolerated by players, fans or coaches. Unruly spectators must be controlled by the coach. Unsportsmanlike actions by the spectators will result in fouls assessed against the coach and possible disqualification of the team based on the following sequence: verbal warning, yellow card on coach, red card on coach, team disqualification. Referees should report all concerns regarding spectator and coach's behavior to the Sheboygan Falls YMCA Youth Sports Director.

### **Yellow Card**

Play will be stopped on a (caution) yellow card and will be presented to a player or coach for the following misconduct:

- |   |   |
|---|---|
| <ul style="list-style-type: none"><li>• Unsportsmanlike behavior</li><li>• Failure to maintain distance on restart</li><li>• Dissent by words or action</li><li>• Entering field of play without referee's permission</li></ul> | <ul style="list-style-type: none"><li>• Delay to restart of play</li><li>• Deliberately leaving field without permission</li><li>• A player receiving a yellow card must leave the field until the next opportunity to substitute</li></ul> |
|---|---|

### **Red Card**

Red cards should be given only in extreme cases of unsportsmanlike conduct, continued disregard for the rules or threat of injury from continued play.

- Players and coaches who received a red card are disqualified from the game and must leave the playing area prior to restarting the game.
- Failure to comply will result in the suspension of play and the game will be forfeited by the offending team.
- A player receiving a red card must leave the field and **may not** be substituted. The offending team must play the remainder of the game short-handed.
- Violations include serious foul play, player deliberately handles the ball to prevent a goal, violent conduct, swearing or abusive language, spitting at an opponent or any other person and a second yellow card in the same game.
- Referees are instructed to notify the Sheboygan Falls YMCA Youth Sports Director of the players and coaches receiving cards. Suspensions and cautions will be reviewed by the Sheboygan Falls YMCA Youth Sports Director and may result in additional reprimands or disqualification if deemed appropriate.

Please note: yellow and red cards are not given at the U-8 division. Any unsportsmanlike behavior will be explained to the player and coach. The referee may ask to have the player substituted for unsportsmanlike behavior.

**Explaining the rules of the game to all players is beneficial to the growth and understanding of the player.**

## **2016 – 2017 YMCA YOUTH SOCCER CALENDAR**

**2016 Fall Season .....September 10 – October 29, 2016**

**2016 Spring Season ..... April 15 – June 3, 2017**

### **Coach's Meeting**

The coach's meeting is at 7:00pm on Tuesday, August 9, 2016 at the Sheboygan Falls YMCA.

### **Practices**

- Practices may begin the week of August 15.
- **Coaches must contact the parents of your players via email and/or a phone call the week of August 15. If possible, please contact parents by Wednesday, August 17.**
- If you have a problem reaching a parent, please contact Fred at [fluether@sheboygancountymca.org](mailto:fluether@sheboygancountymca.org) or 920-467-2464 x207.

### **Game Schedules**

The fall game schedules and field directions will be posted to our website on or by September 3, 2016:  
**[www.sheboygancountymca.org/formsschedules/](http://www.sheboygancountymca.org/formsschedules/)**

### **Game Cancellations**

- Game cancellations will be posted on our website at **[www.sheboygancountymca.org](http://www.sheboygancountymca.org)**.
- Coaches will be called and emailed if games are cancelled.
- You may also call the Sheboygan Falls YMCA at 920-467-2464 after 7:00am on Saturday morning.
- If a coach needs to cancel a game, please notify Fred immediately at 920-467-2464 x207.

## **VOLUNTEER COACH'S JOB DESCRIPTION FOR YMCA YOUTH SPORTS PROGRAMS**

### **Purpose of the Job**

To help each youth learn new skills and techniques, to enjoy and have fun participating in the sports league and to allow each youth to participate at a level commensurate with his/her own maturity and ability. To provide a safe and healthy environment, and to help each youth have an equal opportunity to strive for success.

### **Qualifications**

Coaches need only a very basic knowledge of the sport they will be coaching. The main requirements are that the prospective coach enjoy working with children, has the desire to make YMCA Youth Sports a positive experience for all players, and has the time to devote to coaching.

### **Responsibilities**

1. Attend a coach's meeting.
2. Schedule a practice one night a week, preferably the same night each week. This practice must be scheduled with your community site administrator.
3. Contact the kids on your team to let them know that you will be their coach and when and where the first practice will be held. Have a brief parent's meeting at the first practice to introduce yourself and state your expectations for the season, including parent involvement. Game schedules will be given to the coaches.
4. Read through the entire coach's packet so that you are more effective as a YMCA coach. The packet will also inform coaches of the YMCA Youth Sports Philosophy, goals, mission and how youth sports fits into the mission of the YMCA.
5. Coaches need to be well informed of the rules.
6. Coaches, officials and coordinators need to work together to ensure a quality program.
7. Call the YMCA Director if there are any questions, concerns, etc.
8. Try to involve other parents to help out at practices, games, car pooling, etc.
9. Always conduct yourself in a professional manner and be a role model in good sportsmanship for the players.
10. Involve all players in practice and games, treat all players equally and encourage all players to always give their best effort.
11. Young children should never be left unsupervised.
12. Volunteers, especially coaches who do not have a son or daughter on their team, are not encouraged to relate to the children in YMCA programs outside of coaching – weekend trips, babysitting, etc.
13. Staff or volunteers will not discipline children by use of physical activity or physical punishment.
14. Staff or volunteers will not verbally or emotionally abuse children, or punish them.

Please return the bottom portion of this form to the Youth Sports Director confirming that you have read and agree with the Volunteer Coach Job Description.

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**I have read the Volunteer Coach Job Description, including the purpose of the job, qualifications and responsibilities.**

\_\_\_\_\_  
Volunteer Coach – Print Last Name, First Name and Middle Initial

\_\_\_\_\_  
Birth Date

\_\_\_\_\_  
Volunteer Coach – Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Signature – Youth Sports Director

\_\_\_\_\_  
Date