

UNITED STATES SOCCER FEDERATION

SMALL-SIDED GAMES



ASSOCIATE REFEREE GRADE 11 TRAINING COURSE

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ACKNOWLEDGMENTS

This manual is intended for use in the training of referees in the skills necessary for properly managing and conducting small sided games, the official games of U.S. Youth Soccer for U6s and U8s. Further modifications with regard to field size, ball size, duration, substitution procedures, etc, are left up to league organizers.

For continuity purposes, this course is modeled after the Entry Level Training Course for the United States Soccer Federation Referee Grade and it is intended as one of the entry points into the USSF referee grade system for official certification. The successful student will have the necessary training to understand small-sided games modifications, mechanics and will be able to conduct a small-sided game. The certification level attained upon successful completion of this course is the Associate Referee Grade (grade 11). An Associate Referee may only referee small-sided games, that is, 3 v 3 and 4 v 4. This distinction is made between a U10, 8 v 8 game where Law 11, Offside; Law 12, Fouls and Misconduct; Law 13, Free Kicks; and Law 14, Penalty Kick are fully applied. The small-sided games course format does not allow for enough time to teach the aforementioned laws.

Each lesson plan includes a time allocation for each lesson. These are guidelines only and should prove helpful in the creation of an agenda, which is left to the discretion of the instructor to ensure flexibility in meeting the desired objective of individual groups or communities.

This course was adapted, from the USSF Referee Grade Course, by Adolfo Reginato, National Instructor Trainer. His efforts in completing this project are greatly appreciated.

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LAW 1 - THE FIELD OF PLAY

SUBJECT:

The Field of Play

LESSON OBJECTIVE:

The student will name the lines and elements of the field of play, identifying the purpose of each.

EQUIPMENT AND MATERIALS NEEDED:

Overhead projector, screen, transparencies, blank papers for students, copies of The Small Sided Game - The Official U.S. Youth Soccer 3 v 3 and 4 v 4 Program brochure (one per student). Handout of the 3 v 3, 4 v 4 field diagrams, or of the appropriate model being taught.

APPROXIMATE TIME NEEDED:

15 minutes.

LEARNING SET:

Ask the participants to picture a regulation soccer field in their minds and then sketch it on a sheet of paper, including and labeling as many elements as possible.

STRATEGIES TO ACTIVELY INVOLVE THE PARTICIPANT:

Upon completing the sketches, the instructor will go through the diagram of the field and give the correct information for all the elements of the field placing special emphasis on the different field requirements for 3 v 3 and 4 v 4 play.

The sketches should be kept at hand so the students may refer to them as the course progresses.

INFORMATION: FACTS, CONCEPTS, SKILLS TO BE TAUGHT:

Make reference to the diagram contained in The Official U.S. Youth Soccer 3 v 3 and 4 v 4 Program brochure and ensure the following points are taught:

3 v 3:

- Maximum/minimum length: 30 yds/20 yds
- Maximum/minimum width: 20 yds/15 yds
- Recommended length/width: 25 yds/20 yds
- The center circle will measure three (3) yards in radius
- Four corner arcs with a two (2) foot radius
- Goal area: three (3) yards from each goal post and three (3) yards into the field of play joined by a line drawn parallel to the goal line.
- The lines shall be distinctive and their width shall not exceed five (5) inches.
- Recommended goal size is 4 feet by 6 feet.

4 v 4:

- Maximum/minimum length: 50 yds/40 yds
- Maximum/minimum width: 30 yds/20 yds
- Recommended length/width: 50 yds/30 yds
- The center circle will measure five (5) yards in radius.
- Four corner arcs with a two (2) foot radius
- Goal area: three (3) yards from each goal post and three (3) yards into the field of play joined by a line drawn parallel to the goal line.
- The lines shall be distinctive and their width shall not exceed five (5) inches.
- Recommended goal size is 6 feet by 12 feet.

CLOSURE:

Have the students work in pairs, naming the parts of the field and locating them on their sketches.

LAW 2 - THE BALL

SUBJECT:

The Ball

LESSON OBJECTIVE:

The student will identify a legal ball from several shown as well as the size requirements for a small-sided game.

EQUIPMENT AND MATERIALS NEEDED:

One size three ball that meets the requirements and two others that do not.

APPROXIMATE TIME NEEDED:

10 minutes.

LEARNING SET:

Pass the balls around the class and ask the participants which one(s) are legal and which one(s) are not.

STRATEGIES TO ACTIVELY INVOLVE THE PARTICIPANT:

While the students examine the balls, discuss what makes the balls acceptable or not acceptable.

INFORMATION: FACTS, CONCEPTS, SKILLS TO BE TAUGHT:

The ball shall:

- Be spherical
- Be made of leather or other suitable material
- Contain no material that might prove dangerous
- Be a size three (3) for youth small-sided games

CLOSURE:

Working in pairs, each student turns to a partner and states one requirement for a ball to be legal. The instructor recaps, bringing out all requirements.

LAW 3 – THE NUMBER OF PLAYERS

SUBJECT:

Number of Players

LESSON OBJECTIVE:

The student will state the number of players needed in a small-sided game as well as when a substitution can occur.

EQUIPMENT AND MATERIALS NEEDED:

None.

APPROXIMATE TIME NEEDED:

10 minutes.

LEARNING SET:

Ask the participant to think of how many members their team had the last time they played a team sport.

STRATEGIES TO ACTIVELY INVOLVE THE PARTICIPANT:

The students will be asked to be involved in a demo of the substitution procedure.

INFORMATION: FACTS, CONCEPTS, SKILLS TO BE TAUGHT:

- The maximum and minimum number of players on the field at any one time shall be three (3) for 3 v 3 and four (4) for 4 v 4.
- No goalkeepers are allowed.
- Both teams may substitute between quarters, at half time or when a player is injured.
- It is recommended that each player play a minimum of 50% of the total playing time.
- Teams may be co-ed.
- Local competition rules may include provisions for other substitution opportunities, i.e., on the fly, etc.

CLOSURE:

Each student will write down what the maximum number of players on the field at any one time and what the appropriate time for substitution is for small-sided games. Each student will then discuss their work with a partner and correct each other as needed.

LAW 4 – THE PLAYERS' EQUIPMENT

SUBJECT:

Players' Equipment

LESSON OBJECTIVE:

The participants will list the basic and acceptable equipment that can be used by the player during small-sided games.

EQUIPMENT AND MATERIALS NEEDED:

Open

APPROXIMATE TIME NEEDED:

10 minutes

LEARNING SET:

Use imagery to have the students picture a soccer player and write down two pieces of the player's equipment that added to the safety and fairness of the game.

STRATEGIES TO ACTIVELY INVOLVE THE PARTICIPANT:

Using the information obtained in the set, compile a list of equipment. Narrow down the list by impeaching those items that are not required. Discuss the need for certain items to ensure safety and fairness.

INFORMATION: FACTS, CONCEPTS, SKILLS TO BE TAUGHT:

- A player must not use equipment or wear anything which is dangerous to himself or another player (including any kind of jewelry)
- Required equipment: Jersey or shirt, shorts, socks, shin guards and footwear (tennis shoe or soft-cleated soccer shoe are recommended)
- The shin guards are mandatory and must be covered by the stockings.
- If there is a problem with the player's equipment, the referee shall ask a player to correct their equipment without stopping the game. If it has not been corrected by the next by the next stoppage, the player must leave the field to correct his/her equipment and must check in with the referee after doing so.

CLOSURE:

The student writes down a list of the required equipment and checks his/her work with a small group of students.

LAW 5 – THE REFEREE [ASSOCIATE REFEREE - GRADE 11]

SUBJECT:

The Referee [Associate Referees - Grade 11]

LESSON OBJECTIVE:

The learner will state the powers and duties of the referee in small-sided games.

EQUIPMENT AND MATERIALS NEEDED:

Overhead projector and screen, overheads, chalkboard, standard referee equipment.

APPROXIMATE TIME NEEDED:

20 minutes

LEARNING SET:

Ask the participants to write down what they believe to be the powers and duties of the referee.

STRATEGIES TO ACTIVELY INVOLVE THE PARTICIPANT:

Give the class several situations and, either in groups or individually, have the participants determine which power or which duty the referee is using.

INFORMATION: FACTS, CONCEPTS, SKILLS TO BE TAUGHT:

The referee's duties and powers are:

- *To enforce the Laws of the Game*
- *To control the match in cooperation with the assistant referee*
- *To ensure that the ball meets the requirements of Law 2*
- *To ensure that the players' equipment meets the requirements of Law 4*
- *To act as timekeeper and keep a record of the match*
- *To stop, suspend or terminate the match for any infringement of the Laws*
- *To stop the match, if in his opinion, a player is seriously injured*
- *To allow play to continue until the ball is out of play if a player is, in his opinion, only slightly injured*
- *To ensure that any player bleeding from a wound leaves the field of play. The player may only return on receiving a signal from the referee, who must be satisfied that the bleeding has stopped*
- *To allow play to continue when the team against which an offence has been committed will benefit from such an advantage and penalizes the original offence if the anticipated advantage does not ensue at that time*
- *To punish the more serious offence when a player commits more than one offence at the same time*
- *To take disciplinary action against players guilty of cautionable and sending-off offences. He is not obliged to take this action immediately but must do so when the ball next goes out of play*

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- To take action against team officials who fail to conduct themselves in a responsible manner and may at his discretion, expel them from the field of play and its immediate surrounds
 - To act on the advice of assistant referees regarding incidents which he has not seen
 - To ensure that no unauthorized persons enter the field of play
 - *To restart the match after it has been stopped*
 - To provide the appropriate authorities with a match report which includes information on any disciplinary action taken against players, and/or team officials and any other incidents which occurred before, during or after the match

Note: The participants need to be familiarized with the duties and powers of the referee. These should be mentioned and briefly explained, keeping in mind the time constraints, as well as the age level players we are dealing with. Please emphasize the points that are listed in italics.

CLOSURE:

After discussing 2 duties or powers of the referee have each student come up with an example of each and share it with a small group of students. Continue until all items have been covered. At the end, have each student present one item with an appropriate example.

LAW 6 – THE ASSISTANT REFEREES

Only one assistant referee is necessary. Parents or other volunteers may be used to indicate when the ball has crossed the touch line or goal line. Please see the Referee - Assistant Referee Mechanics section in this guide for more specific instructions on mechanics and responsibilities.

An assistant referee shall be appointed to operate on the opposite side of the field to the main referee.

The assistant referee shall have the same powers as the main referee. Furthermore, the following shall also apply to him: "He shall have discretionary powers to stop the game for any infringement of the Laws."

If the main referee and the assistant referee both signal a foul simultaneously and there is a discrepancy as to which team is to be awarded the free-kick, the decision of the main referee shall be given priority. The main referee and the assistant referee have the right to caution or send off a player, but in the case of a discrepancy between them, the main referee's decision shall prevail.

In the event of undue interference by the assistant referee, the main referee may dispense with his services and arrange for a replacement to be appointed, reporting the matter to the authority responsible.

The assistant referee shall be equipped with a whistle.

REFEREE - ASSISTANT REFEREE MECHANICS

SUBJECT:

Referee - Assistant Referee Mechanics

LESSON OBJECTIVE:

1. The learner will state their responsibility as referee or assistant referee with regard to mechanics to the satisfaction of the instructor.
2. The learner will demonstrate the signals for a referee and assistant referee to the satisfaction of the instructor.

EQUIPMENT AND MATERIALS NEEDED:

Overhead projector and screen, overheads, chalkboard, diagrams of the field, whistles, etc.

APPROXIMATE TIME NEEDED:

20 Minutes

LEARNING SET:

Ask the students to think about the last time they saw a referee or a assistant referee signaling a throw-in, goal kick, or corner kick.

STRATEGIES TO ACTIVELY INVOLVE THE PARTICIPANT:

The students will be involved in modeling each referee signal and each assistant referee signal.

INFORMATION: FACTS, CONCEPTS, SKILLS TO BE TAUGHT:

Referee Mechanics: The referee will run on one touch line, entering the field only when needed, i.e., confusion about placement of the ball, injury assessment, etc. The referee will be responsible for throw-ins, goal kicks and corner kicks on his side of the field and is responsible for fouls all over the field. The referee shall have full responsibility for the nearest touch line in addition to one of the goal lines.

Assistant Referee Mechanics Assistant Referee: The assistant referee will run on the touch line opposite the referee. The assistant referee is responsible for calling throw-ins, goal kicks and corner kicks as well as assisting the referee in controlling the game in accordance with the Laws of the Game. The assistant referee shall have full responsibility for the nearest touch line in addition to one of the goal lines. The assistant referee shall carry a whistle.

Signals: Demonstrate all the signals that may be used by the referee and assistant referee at a small-sided game.

Note: These are loose guidelines. It is left to the officials to coordinate their efforts in order to maximize field coverage. Also, please take the time to explain to the players what is being called and why.

CLOSURE:

Through a discussion within small groups and demonstrations of the signals, each participant is to demonstrate that they have met the objective.

LAW 7 – THE DURATION OF THE MATCH

SUBJECT:

Duration of the Match

LESSON OBJECTIVE:

The learner will state that the periods are to be equal and the interval requirements. The student will demonstrate this learning through discussion in small groups or with a partner to the full satisfaction of the instructor.

EQUIPMENT AND MATERIALS NEEDED:

Overhead projector and screen, overheads, chalkboard.

APPROXIMATE TIME NEEDED:

15 Minutes

LEARNING SET:

Ask the students to explain their understanding of what constitutes the length of a game.

STRATEGIES TO ACTIVELY INVOLVE THE PARTICIPANT:

Ask the student to write down the lengths of the quarters for a small-sided game.

INFORMATION: FACTS, CONCEPTS, SKILLS TO BE TAUGHT:

Duration 3 v 3: The game shall be divided into four (4) equal eight (8) minute quarters.

Duration 4 v 4: The game shall be divided into four (4) equal twelve (12) minute quarters.

Interval (3 v 3 and 4 v 4): There shall be a two (2) minute break between quarter one (1) and quarter two (2), and another two (2) minute break between quarters three (3) and four (4). There shall be a half-time break of five (5) minutes between quarters two (2) and three (3).

CLOSURE:

Through a discussion within small groups, or with a partner, each participant is to demonstrate that they have met the objective.

LAW 8 - THE START AND RESTART OF PLAY

SUBJECT:

The Start and Restart of Play

LESSON OBJECTIVE:

The learner will describe the procedure to start or restart play and how to deal with infringements of this Law. This learning will be demonstrated in small group activities to the complete satisfaction of the instructor.

EQUIPMENT AND MATERIALS NEEDED:

Overhead projector and screen, overheads, chalkboard, ball.

APPROXIMATE TIME NEEDED:

10 minutes

LEARNING SET:

Ask the students to think about a recent game they saw (any sport) and what the referee did to get the game started.

STRATEGIES TO ACTIVELY INVOLVE THE PARTICIPANT:

The students work in small groups and demonstrate how the referee conducts the coin toss ceremony with the captains.

INFORMATION: FACTS, CONCEPTS, SKILLS TO BE TAUGHT:

Coin toss:

- A coin is tossed and the team which wins the toss decides which goal it will attack in the first half of the match
- The other team takes the kick-off to start the match
- The team which wins the toss takes the kick-off to start the second half of the match
- In the second half of the match the teams change ends and attack the opposite goals (no change of ends is required between quarters)

Kick-Off:

- at the start of the match
- after a goal has been scored
- at the start of any quarter or the second half of the match

Procedure:

- all players are in their own half of the field
- the opponents of the team taking the kick-off are at least 3 yards away from the ball for 3 v 3 and 5 yards away from the ball for 4 v 4
- the ball is stationary on the center mark
- the referee gives a signal

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- the ball is in play when it is kicked and moves forward
 - the kicker does not touch the ball a second time until it has touched another player

When is kick-off needed: At the start of a match, after a goal is scored; after half-time, after each quarter.

CLOSURE:

Have small groups demonstrate coin toss. Discuss the kick-off procedures and how to deal with infringements. Make sure the three (3) yard minimum for 3 v 3 and five (5) yard minimum for 4 v 4 are understood.

LAW 9 – THE BALL IN AND OUT OF PLAY

SUBJECT:

Ball In and Out of Play

LESSON OBJECTIVE:

The learner will explain, to the satisfaction of the instructor, the two times that the ball is out of play.

EQUIPMENT AND MATERIALS NEEDED:

Overhead projector and screen, overheads, chalkboard, ball, and a three yard piece of toilet paper.

APPROXIMATE TIME NEEDED:

10 minutes

LEARNING SET:

Instructor describes a situation where the ball rolls along one of the boundary lines. Ask the students when the referee should blow the whistle to indicate that the ball is out of play.

STRATEGIES TO ACTIVELY INVOLVE THE PARTICIPANT:

By placing the toilet paper on the floor, create a boundary line. Using the soccer ball, ask the students to identify whether the ball is in play or out of play. Use several angles and distances to illustrate good positioning and the importance of being close to play.

INFORMATION: FACTS, CONCEPTS, SKILLS TO BE TAUGHT:

The ball is out of play when:

- it has wholly crossed the goal line or touch line whether on the ground or in the air
- play has been stopped by the referee

The ball is in play at all other times

Reinforce the concept of the lines belonging to the area they delimit

CLOSURE:

Have the participants demonstrate the ball out of play by moving a ball across the toilet paper line or by moving the coin across the line on the transparency. Using choral response, the rest of the students will demonstrate their understanding by indicating when the ball is out of play.

LAW 10 – THE METHOD OF SCORING

SUBJECT:

Method of Scoring

LESSON OBJECTIVE:

The learner will distinguish between a "good" goal and a goal that should be disallowed. The learners will make this distinction to the satisfaction of the instructor.

EQUIPMENT AND MATERIALS NEEDED:

Overhead projector and screen, overheads, chalkboard, ball, and a three yard piece of toilet paper.

APPROXIMATE TIME NEEDED:

10 minutes

LEARNING SET:

Ask the students: Did they ever see a referee disallow a goal (in any sport)? How did the students feel? Why do they think it happened?

STRATEGIES TO ACTIVELY INVOLVE THE PARTICIPANT:

Using a coin to represent the ball, and the enclosed transparency of the goal, or the soccer ball and the toilet paper, the instructor will demonstrate different situations allowing the students to respond.

INFORMATION: FACTS, CONCEPTS, SKILLS TO BE TAUGHT:

Define when a goal should be allowed: A goal is scored when the whole of the ball passes over the goal line, between the goalposts and under the crossbar, provided that no infringement of the Laws of the Game has been committed previously by the team scoring the goal.

CLOSURE:

Have the participants use the transparency and the coin to demonstrate when a goal should be allowed.

LAW 11 - OFFSIDE

No offside will be called in small-sided games.

LAW 12 - FOULS AND MISCONDUCT

SUBJECT:

Fouls and misconduct

LESSON OBJECTIVE:

Upon completion of this lesson, the participant will recognize and name each of the ten penal and three out of the five technical fouls (the ones that don't include the goalkeepers)

EQUIPMENT AND MATERIALS NEEDED:

Overhead projector and screen, overheads, chalkboard, ball.

APPROXIMATE TIME NEEDED:

60 minutes

LEARNING SET:

Ask the participants if they recall a situation (any sport) where a player was penalized for doing something against the rules. How did the referee react?

STRATEGIES TO ACTIVELY INVOLVE THE PARTICIPANT:

Use transparencies to present the information, making sure that you clearly explain observable behaviors, which indicate these penal offenses. Emphasize the fact that most of the fouls at the U6 and U8 level are the result of incidental contact.

Have the class break into groups so they can develop and present demonstrations of each of the 10 penal offenses.

Use same technique for the technical offenses.

INFORMATION: FACTS, CONCEPTS, SKILLS TO BE TAUGHT:

Penal Fouls:

List the penal offenses and take the time to describe each foul briefly.

An indirect free kick is awarded to the opposing team if a player commits any of the following six offences in a manner considered by the referee to be careless, reckless or using excessive force:

- kicks or attempts to kick an opponent
- trips or attempts to trip an opponent
- jumps at an opponent
- charges an opponent

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- strikes or attempts to strike an opponent
 - pushes an opponent

An indirect free kick is also awarded to the opposing team if a player commits any of the following four offences:

- tackles an opponent to gain possession of the ball, making contact with the opponent before touching the ball
- holds an opponent
- spits at an opponent
- handles the ball deliberately

Punishment: In small-sided games, all fouls will result in an indirect free kick from the point of the foul, regardless of classification (penal or technical). Also, please put special emphasis on the fact that most fouls will result from carelessness and lack of motor control and not from recklessness or disproportionate force. It is therefore recommended that more time be spent on the kinds of fouls that are more likely to occur at these age groups, tripping, pushing, holding, and handling the ball.

Technical Offenses:

Of the technical offenses listed in Law 12, only two (2) apply to small-sided games. In all cases, as with the penal fouls, the ball must be in play and the offense must occur on the field of play.

- plays in a dangerous manner
- impedes the progress of an opponent

Note: The rest of the technical offenses deal with the goalkeeper and since in small-sided games, goalkeepers are not used, there is no reason to talk about this section.

Disciplinary Sanctions:

In games involving very young children, the likelihood of having to display a yellow or red card is minimal at best. If any player exhibits behavior normally associated with a cautionable or sending-off offense, explain to the player that what they are doing is wrong and not acceptable and/or ask the coach to substitute the player in question.

Give examples of the following behaviors in the context of a U6 or U8 game:

Cautionable Offences

- is guilty of unsporting behaviour
- shows dissent by word or action
- persistently infringes the Laws of the Game
- delays the restart of play
- fails to respect the required distance when play is restarted with a corner kick or free kick
- enters or re-enters the field of play without the referee's permission
- deliberately leaves the field of play without the referee's permission

Sending-Off Offences

- is guilty of serious foul play
- is guilty of violent conduct
- spits at an opponent or any other person
- denies an opponent a goal or an obvious goal-scoring opportunity by deliberately handling the ball (this does not apply to the goalkeeper within his own penalty area)
- denies an obvious goal-scoring opportunity to an opponent moving towards the player's goal by an offence punishable by a free kick or a penalty kick
- uses offensive, insulting or abusive language
- receives a second caution in the same match

CLOSURE:

Have the participants work in small groups and, without their notes; attempt to write down all the key elements for each of the parts of this lesson.

LAW 13 – FREE KICKS

SUBJECT:

Free Kicks

LESSON OBJECTIVE:

Upon completion of this lesson, the participant will (1) List the elements necessary for correctly taking a free kick and (2) state the special considerations for small-sided games

EQUIPMENT AND MATERIALS NEEDED:

Overhead projector and screen, overheads, chalkboard, ball.

APPROXIMATE TIME NEEDED:

10 minutes

LEARNING SET:

Ask the students if they have ever seen a goal scored directly from a free kick and to think about what happened before and after the free kick was taken.

STRATEGIES TO ACTIVELY INVOLVE THE PARTICIPANT:

After explaining the mechanics of free kicks for small-sided games, engage participants by having them compile a list of elements necessary for correctly taking a free kick.

INFORMATION: FACTS, CONCEPTS, SKILLS TO BE TAUGHT:

- All free kicks shall be classified under one heading INDIRECT, and consequently, a goal may not be scored until the ball has been touched by another player of either team.
- Since all free kicks are considered to be indirect free kicks, the referee must signal accordingly for every free kick being taken and will hold the signal until the ball has been touched by a second player or the ball has gone out of play.
- Opponents must be at least three (3) yards away from the ball for 3 v 3 and at least five (5) yards away for 4 v 4 at the taking of a free kick.
- The ball is in play when it is kicked and moves.
- The kicker cannot play the ball a second time until it has touched another player.
- No kicks shall be taken by the attacking team within the defending team's goal area. Place the ball at the closest spot immediately outside the goal area.

CLOSURE:

Have the student write down the elements necessary to correctly take a free kick. Upon completion of this activity, have each student check his or her work with a partner.

LAW 14 – THE PENALTY KICK

No penalty kicks will be called in small-sided games.

LAW 15 – THE THROW-IN

SUBJECT:

The Throw-In

LESSON OBJECTIVE:

The learner will state when to give a throw-in and what constitutes a "good" throw-in.

EQUIPMENT AND MATERIALS NEEDED:

Use a ball to demonstrate the correct way to throw the ball in.

APPROXIMATE TIME NEEDED:

10 minutes

LEARNING SET:

After demonstrating a throw-in, the instructor asks if it was properly taken. During the discussion, the instructor highlights why the throw-in was good or bad.

STRATEGIES TO ACTIVELY INVOLVE THE PARTICIPANT:

Class works in pairs or small groups. Each student demonstrates a throw-in and others critique it: was it properly taken; why or why not. The instructor then has one student demonstrate for the entire class, with others critiquing as a unit.

INFORMATION: FACTS, CONCEPTS, SKILLS TO BE TAUGHT:

A throw-in is a method of restarting play.

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

A throw-in is awarded:

- when the whole of the ball passes over the touch line, either on the ground or in the air
- from the point where it crossed the touch line
- to the opponents of the player who last touched the ball

Procedure

At the moment of delivering the ball, the thrower:

- faces the field of play
- has part of each foot either on the touch line or on the ground outside the touch line
- uses both hands
- delivers the ball from behind and over his head
- Parent/coach/referee shall allow a second throw-in if the player commits an infraction on the initial attempt and shall explain the proper method before allowing the player to re-throw

The thrower may not touch the ball again until it has touched another player.

The ball is in play immediately it enters the field of play.

CLOSURE:

Through a discussion within the small groups, or with a partner, each participant is to demonstrate that they have met the objective.

LAW 16 – THE GOAL KICK

SUBJECT:

Goal Kick

LESSON OBJECTIVE:

The participants will state when to award a goal kick and when the goal kick is properly taken and in play.

EQUIPMENT AND MATERIALS NEEDED:

Overhead projector, screen, transparencies.

APPROXIMATE TIME NEEDED:

10 minutes

LEARNING SET:

Students will be asked why they think a goal kick is awarded. (It is not necessary that they know why, and they certainly are not to be judged on whether they know when it is awarded.) This will set the scene for the instructor to introduce the facts of the Law.

STRATEGIES TO ACTIVELY INVOLVE THE PARTICIPANT:

The instructor will produce examples of goal kicks taken properly and improperly. The instructor then asks the students to respond to each example; i.e., whether or not each is proper.

INFORMATION: FACTS, CONCEPTS, SKILLS TO BE TAUGHT:

A goal kick is a method of restarting play.

A goal may not be scored directly from a goal kick.

A goal kick is awarded when:

- the whole of the ball, having last touched a player of the attacking team, passes over the goal line, either on the ground or in the air, and a goal is not scored in accordance with Law 10

Procedure

- the ball is kicked from any point within the goal area by a player of the defending team
- opponents remain outside the goal area and at least three (3) yards away from the ball until the ball is in play for 3 v 3 and at least five (5) yards away from the ball until the ball is in play for 4 v 4:
- the kicker does not play the ball a second time until it has touched another player
- the ball is in play when it is kicked directly beyond the goal area

Infringements/Sanctions

If the ball is not kicked directly into play beyond the penalty area:

- the kick is retaken

If, after the ball is in play, the kicker touches the ball a second time (including with his hands) before it has touched another player:

- An indirect free kick is awarded to the opposing team, the kick to be taken from the place where the infringement occurred, unless it took place within the goal area. If that is the case, the ball shall be placed at the closest spot directly outside of the goal area.

For any other infringement of this Law:

- the kick is retaken

CLOSURE:

Through a discussion within small groups, or with a partner, each participant is to demonstrate that he has met the objective.

LAW 17 – THE CORNER KICK

SUBJECT:

Corner Kick

LESSON OBJECTIVE:

The participants will state when to award a corner kick, when it is properly taken, and when the ball is in play.

EQUIPMENT AND MATERIALS NEEDED:

Overhead projector and screen, overheads, chalkboard, ball.

APPROXIMATE TIME NEEDED:

10 minutes

LEARNING SET:

Ask the students why they think a corner kick is awarded.

STRATEGIES TO ACTIVELY INVOLVE THE PARTICIPANT:

The instructor will produce examples of properly taken and improperly taken corner kicks. The instructor then asks the students to respond to each example.

INFORMATION: FACTS, CONCEPTS, SKILLS TO BE TAUGHT:

A corner kick is a method of restarting play.

A goal may not be scored directly from a corner kick.

A corner kick is awarded when:

- the whole of the ball, having last touched a player of the defending team, passes over the goal line, either on the ground or in the air, and a goal is not scored in accordance with Law 10

Procedure

- the ball is placed inside the corner arc at the nearest corner flag post
- the corner flag post is not moved
- opponents remain at least three (3) yards away from the ball until the ball is in play for 3 v 3 and at least five (5) yards away from the ball until the ball is in play for 4 v 4:
- the ball is kicked by a player of the attacking team
- the ball is in play when it is kicked and moves
- the kicker does not play the ball a second time until it has touched another player

Infringements/Sanctions

If, after the ball is in play, the kicker touches the ball a second time (including with his hands), before it has touched another player:

- an indirect free kick is awarded to the opposing team, the kick to be taken from the place where the infringement occurred

For any other infringement:

- the kick is retaken

CLOSURE:

Through a discussion within small groups, or with a partner, each participant is to demonstrate that he has met the objective