

Burke AC Rules

U6 Age Group

Specific age group rules vary slightly and are designed to help facilitate the learning process for each player. Burke AC rules are based on recommendations from the Virginia Youth Soccer Association (www.vysa.com) and US Youth Soccer (www.usyouthsoccer.org).

This chart outlines the basic rules of the game. It is based on the Laws of the Game which are adopted by soccer's international governing body FIFA.

Law	Description	U6
I	The field	min- 13x20 max- 25x30 goals- 6' Pugg Lined
Ia	# of Fields	3 - 4
II	The ball -size	3
III	Teams	3v3
IIIa	Goalkeepers	No
IV	Equipment	USYS
V	Referee	Parent overseer
VI	Assistant referee	No
VII	Duration	4 – 8 min quarters
VIII	Start and restart of game (kickoff)	Players choice at midfield
IX	Ball in and out of play	Players choice
X	Scoring	N/A
XI	Offside	No
XII	Fouls and misconduct	Players choice restart
XIII	Free kicks	Players choice
XIV	Penalty kick	No
XV	Throw-in	Players choice
XVI	Goal kick	Players choice
XVII	Corner kick	Players choice
	Rosters (Approximate)	12
	Practices	1 practice 45 min. long

Players choice means that a player can choose to dribble, pass or, if appropriate, throw the ball in.

Additional Rules

Scores & Standings

Burke AC does not keep any official standings and coaches do not need to report scores at the conclusion of each game.

Playing Time

Every player playing House soccer is expected to play at least 50% of every game unless there are extraordinary circumstances.

No Slide Tackles Until U9

Slide tackling shall not be permitted until players are in the U9 or older age groups when referees are present.

Coaches Responsibilities on Sideline

Coaches are responsible for the behavior of their sideline – spectators and players. You may receive a card for inappropriate behavior of any persons on your team or watching your team.

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Slaughter Rule

It is important that we try and make sure that all the games are fun for all the players. Part of this is trying to avoid situations where teams run up the scores on game day.

Coaches working with multiple micro fields should attempt to balance each field. Often, coaches will chat before the game and determine if they are going to have one field set up for the more experienced players and another for the less involved players. But soccer is a fluid game and as it progresses, it may be necessary to move players around to help avoid obvious inequities.

If one team has a +3 goal difference (3-0, 5-2, etc.), the opposing team should have the option to start taking goal kicks from the penalty box rather than the goal box.

If one team has a +5 goal difference (5-0, 7-2, etc.), the opposing team has the option to add one player to the field or add a second goalkeeper.

If the imbalance continues or gets more pronounced, the coaches should consider additional steps (some of these options only apply to single field games for U9 and older age groups):

- Moving players to positions they are less comfortable with or don't play as frequently;
- Asking players to take shots from outside the penalty box; (Or only shoot with the first touch.)
- Asking players to use their non-dominant foot for passes and shots on goal;
- Asking players with limited experience as goalie to play in goal;
- Having the leading team complete a certain number of consecutive passes before they can shoot;
- Remove an additional player.

Ask other coaches for other suggestions they may have to balance play and make the game a skill learning situation for both teams.

If this does not change the balance between the teams the leading team should inconspicuously withdraw one or more player(s) in an attempt to balance the level of play.

If the other team is able to score and come up to less than a +4 differential then the leading team may place their player(s) back on the field.

Sidelines

Spectators shall not enter the space between fields unless called by one of the coaches. At multi-field games, spectators are welcome to sit anywhere along the perimeter of the fields. Spectators should remain at least two yards away from the field.