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KIN 857
Final Project

Positive Youth Football Program
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KIN 857

Abstract

This project is a proposal for a positive youth sports program to be held during the summer at Limestone College. This project is set to define how the program will be run and used to positively influence the local children on the benefits and positive influence football has on their lives. With the help of Tom Farrey's book *Game On* and the video lecture of Dan Gould, I have been able to come up with a program that can train coaches on how to positively influence the players and instruct them on the values of football. With the program laid out, this project entails ideas on how to train coaches, and it also includes a full practice and game schedule. The overall goal is to achieve a way to promote football as a positive influence on the youth in the area, and gain support from the community.

Key Terms:

Football

Coaching

Positive Coaching

Youth

Encouragement

Community

Introduction

The plan I am expecting to put into place is a youth flag football league. This league would be a community league that has many beneficial qualities about it. As a college football coach it is important for the community to have a growing support for the team that I coach, and in turn we are expected to show the same support to the community around us. The idea of this league would be for two major reasons. The first is for the school to provide an educative and positive sports league for the local children to come to and learn the basic fundamentals of the sport of football, and the second is to gain community support for the football program.

Yes, this is a concept that would be to benefit both the community and the football program, but how can it benefit the football program if it is meant to educate the youth? It is simple; the leagues are operated and lead by the coaching staff and players on the football team. This way the players are gaining community service experience and being shown in a positive light to the community. With the concepts learned in positive coaching and youth development I plan on being able to encourage my concept for a positive youth developmental football program to be held for local kids.

Purpose of the Program

As I mentioned before the purpose of the program is what is referred to as a two-prong approach. It has two basic needs for the community and the football program itself. With this approach, I feel it could benefit the youth of the community and also draw support for the program overall. It ultimately helps to spread the positive nature of the

sport and pass down the information of the game to a new generation of children to respect and learn from. With these three ideas in effect, I think my concept could be useful for all college football programs across the country.

Naturally the idea for this league is first and foremost for the children of the area. I see the local children as the future of the sport because of how important football is to the town, they are brought up to one day play football for the local high school, and continue the winning tradition. The only problem is the closest youth football program in the area is 25 minutes away in Spartanburg, so this would be able to provide a closer program and easier commute for families to attend. The idea is to get the local children involved in the sport so they can learn the fundamentals of the game before they move to the higher levels and have little to now experience. I find it crucial to help the local kids in any way that we can so that they can love the game as much as the people of the town who have had the experience playing it.

As for the college team, I feel this would be an amazing way for the players to give back to the community that supports them each week. With the town being the size that it is, it becomes extremely easy for our players to be noticed. With our players being noticed everywhere they go, is both positive and negative. The positive aspect is that the players can be identified by the locals and be supported or complimented about how they played the previous week. The down side is the stigma that goes with every football program in the country at any level, no matter what someone will find something to blame the football team for, and that is on and off campus. I have countless examples of our players being falsely accused of things in the community because the people responsible "looked like

football players". The poor stigma of football players does not help any program, so I think a community based program, that is run by the college football team would help to drum up support and reinforce the positive outlook on the program.

The final stage of the importance of the program would be to promote the sport in a positive manner. That is the entire point of any youth sports program because the most important part is to teach the children the skills necessary for the sport, while at the same time teaching them the values of teamwork, integrity and respect. These values are some of the most important things that can be taught to a child as they are developing into adults because most children are not given the chance to learn these values, which leads them down the rough road of life. The sport of football is something that can be valuable assets to a child growing up because it teaches so much about life as you play the game. The aim of the youth football program is to teach the children the life skills that are going to be necessary for the future, while giving them knowledge of the sport so that they can be valued members of the football community.

With these three ideas in mind, I feel that this youth football league can be a great boost for the college and the surrounding community. There is no football program in the country that is not aware or willing to serve as a form of community service to give back to the gracious community that supports having the program in their town. Also, there is no group more deserving of the attention or support than the local youths. I am not trying to say that the youths of the area should be the only focal point for community service, all I am saying is that the children of the area are the ones that we want to support us as the games and to idolize the players because one day when they get into high school and start getting

recruited, they will remember the program that helped them find their love for the sport. It is a way for the school to network to the local children and gain a support for game days on Saturdays and support for an overall support for the college. The goal is to build the interest to play football in the children, and then one day is an option for them to continue their football career.

Program Structure

When putting together this youth leagues, there are a lot moving parts that need to be handled from who is in charge, where the teams will practice and play, when they will practice, how will the groups be divided up, who will be running the teams, where does the equipment come from, and so many more. Luckily I found that if it is a program put on by the football program, a program that deals with so many logistics during a regular season, that a youth program could be handled with ease. With so many moving parts for a program that will be quite large it is important to not only have all your bases covered, and have each member of the staff working together to promote the positive development of the children and the game of football.

The best way to go through the logistics of the program would be to take a top-down approach by addressing the hierarchy of how the program will be run. Naturally our head coach would serve as the main advisor and overseer of the program, he will be responsible for communication with the administration of the school and the parents of the children. He will continue the responsibilities of a head coach, where he deals with the political aspects of the program, while the assistant coaches work on the other details entailed with

the leagues. With our head coach handling the administration and parents, the assistant coaches on staff will then be in charge of making sure there is field space for practices and games, the distribution of the equipment (which will be discussed later), and the overall logistics of scheduling and managing of the team leaders. The assistant coaches will be the school representatives at every event for the liability purposes of having a qualified CPR/First Aide staff member available at all times in case of injuries. With the assistant coaches serving as the main staff members responsible for making sure that the logistics of everything are in place, the last portion of the staff would be the coaches' of the teams, or in other words, the "team leaders". The team leaders would be made up of the players on the football team. I find using the players as the team leaders it would give them the opportunity to interact with the local children and give the kids an opportunity to spend time with players they watch each Saturday.

Since we have positions for the members of the staff and the members of the football team to perform in the community service project, the next step would be to organize the leagues. When it comes to the sport of football there can be many different ways of organizing how the game can be played. For the most part the number of participants is critical in deciding how the teams will be made up and how the season can be organized. For the sake of the proposal I will make the total number of children involved a number relative to making the league easier to understand how it would operate. The league will be broke into three age groups (or leagues). The first league being made up of 6 to 8 year-olds. The second being children comprised of 9 to 11 year-old, and the final group being 12 to 14 year-olds. The program would be primarily for grade school students so that

they can learn to respect the game and others before they join the ranks of high school football players. With these groups in place, for the sake of the argument we get 120 kids to join the program, and there is an even 40 per age group that we have set. With those numbers we would divide the kids into 4 teams and put 10 players on a team. We would have 3 or 4 of our players to work with each team so that we could divide our players out amongst the teams and then allow them to practice with their team and teach them how the game is played. With 10 players on a team, it would be impossible to play 11 on 11 like regular football, so we would adjust it to have the teams play 7 on 7 and use a 45-yard field. With the use of a 45-yard field we could have two games being played at the same time.

If the program were able to bring in more than 120 kids from the local area to play it would be a success for us because we would be able to schedule practices twice a week for each team, and then hold games on Saturdays and Sundays so that the parents would be able to come out and watch their children play in the game (refer to figure 1 for the practice schedule). With a schedule in place that allows for multiple teams to practice and play at once, we could run an effective program that would not interfere with the day-to-day work of the players and coaches on the team. With the scheduled being comprised of four teams per leagues, we could set up the schedule so the league will last 8 weeks that allows each team to play each other twice, and then two additional weeks for a semi-final game and a championship weekend (refer to figure 2 for the game schedule). Having a two month program for kids to come to during the summer would be great because it gives the parents an opportunity to have some time away from their kids, and gives the kids a chance to go outside and burn off a lot of energy.

The next aspect of the program would be the cost of the families to have their children play in the league. The best part about this is that since it is a community service project, so it is a non-profit program, so there is no field cost or need to pay the coaches. There would be a \$25 fee so that the program would be able to buy flags, which run about \$5 a belt according to SportsAuthority.com and the other \$20 for a team t-shirt for the kids to wear for their games. The minimal cost is crucial to the program because it allows the lower income families in the area a chance to have their child involved in the program. The reason we are only accounting for the cost of flags and a t-shirt is because we are a college and have access to 3 separate fields on campus, and a field house that is full of cones and footballs of all sizes for the different age groups. It is an advantage to have the equipment on site at all times, so we do not need to charge the families extra so that we can go out and buy equipment each year. I also would have to agree that the NCAA does play a role in the program because we will be asking our players to help out with the season, and since it is community service it is completely mandatory for our players to want to help. Luckily we have a group of players that would be willing to help with the program and devote some of their summer to building a strong bond with the community. Due to NCAA regulations we are not allowed to pay our players for their service to the program, which makes it voluntary, but they are allowed to be representatives of the program. So the overall cost of the program would be minimal because we would not have to pay field fees, pay coaches, or buy much equipment. So in the end the program is able to assess the needs of all social classes in the town.

One of the most glaring issues and college can face right now is a liability case where someone has been injured while on the premises of the college, or competing at a camp that is on campus. So what we would have each individual do is sign a waiver releasing the school from any liability of injury, and then also have each participant turn in their insurance information and any other information that the staff would need in case of an emergency. It would be helpful to have this information on file at every event because then the coaches can take action if an emergency arises. Having that paper work would help to keep the school safe from any lawsuits and keep the players and coaches protected if anything were to happen under their supervision.

Identification of Literature

When it comes to creating a program like these, there are many factors that needed to be researched and implemented. For the most part it is crucial for coaches to understand what developmental stages a child is at, so they can better understand what to focus on to make the athlete feel more involved in the sports. Being able to identify and have a clear plan of how to execute an athletic development plan to help the children get on a path for further development. The other problem that is faced, is that since the staff running the program is comprised of college coaches how have spent all their time coaching players at the peak of their athletic ability, and college students, with little to no experience coaching, each would have to be trained in how to best coach developmental players. Even though coaching the sport of football can be simple, the main reason behind the program is being able to properly coach the youth players involved to develop into productive athletes in the

future, so the stages of development they are in are crucial, so each coach must be prepared and ready to relearn how to coach.

When trying to find out how to coach children at a sport, it is important to be well versed on the developmental stages the athletes are at. Within the realm of positive coaching there is a strategy referred to as a Long Term Athlete Development plan (LTAD), which can be used to track the develop of athletes through their career playing a sport. I found this strategy to be most helpful in my research because it gives the coaches an idea of where each age group should be, and what they should focus on while they are in that stage of development. If we are able to follow these guidelines for my football program, we can see a great success at the proper development of the players.

Since the youngest group we will be servicing is from the ages of 6 to 8, they fit perfectly into the first stage of the LTAD. “Stage 1 – FUNdamentals...Build overall motor skills...speed, power, and endurance and develop using FUN games” (Farrey, 2008). Within the first stage of development Farrey talks about how this is the crucial point in the development stage where the children are still learning about what their body is capable of, and how to use it. At this point in the process coaches should focus on using fun drills and games to get the children interested in the sport, so their enjoyment of the game develops. Farrey continues, “Appropriate and correct running, jumping, and throwing techniques are taught...if children and parents have a preferred sport, participation once to twice per week is recommended” (Farrey, 2008). With the coaches being able to focus on these developmental points, we can make the 6 to 8 year-old groups interested in the sport and ensure that they are having a good time. This stage is meant to further the development of

the game and help the players refine motor skills and learn some of the true basics of the game, running, throwing and catching.

The second stage of the LTAD plan that Farrey talks about is the “Learning to Train” phase, which would be beneficial for our second tier age group of the 9 to 11 year-olds. Farrey (2008) describes this phase as, “Build overall sports skills...during this time children are developmentally ready to acquire general sports skills that are cornerstones of all athletic development”. In this phase the staff needs to focus on how they are going to develop the children into becoming athletes. This phase is where the athlete starts to perfect their motor skills, and begin experimenting by pushing their limits. This phase is where the coaches should focus on a more defined concept of the game. Putting the players through drills that are more specific to their ability, while still fun at the same time. The players should also feel the difference in the intensity of a game and how the outcome could affect them. This phase is where some coaches need to have patience with the players because of how intense some of the athletes may become while at this phase, that they need to coach the whole child, and not just the ones who are excelling above the rest. Farrey (2008) also recommends that there’s a 70:30 practice to competition ratio, which fits our program because the players would practice twice a week with one game on the weekend. So by this standard we would still be following the protocol of how the players should be developing.

The final stage of the LTAD plan that would benefit our program is called the “Training to Train” phase. This phase focuses on the sport specific skills that the players need to develop to become more skilled athletes in that sport. This grouping speaks best to our oldest group we plan on hosting, our 12 to 14 year-olds. “Build the aerobic base, build

strength toward the end of the phase, and further develop sport-specific skills...Special emphasis is also required for flexibility training due to the sudden growth of bones, tendons, ligaments, and muscles...during competitions, athletes play to win and do their best, but the major focus of training is on learning the basics opposed to competing” (Farrey, 2008). In the third stage the coaches need to focus more on the drills that are going to prepare the athletes for their games and competitions, but still make the drills fun because fun is the reason why they are playing. With this stage being more sport-specific the coaches need to do a good job of not letting the athletes take the sport too seriously because kids this young can get burned out a lot faster than they would if they were older. This stage would be the biggest challenge for our players to work with, so they would have to be focused on making sure they are coaching them in a correct manner.

While we are planning on hosting these kids for the summer, it will critical that we are prepared to coach them for the two months. As I mentioned before, it would be a lot of work for the coaching staff and players to coach the children because the coaching staff for the college has spent their career already coaching athletes at the end of the LTAD plan, and the players would have little to no experience coaching in general. The best way for this to work, is to have all the coaches be trained or re-trained in some of the basics of coaching so that we can run an effective program, so that all the children are being properly developed and trained for the sport. That being said, there are some tactics I have found that would be beneficial to the overall development of the coaches to make them more effective teachers for the program.

The first thing the coaches should be trained in is realizing the influence they have on the players they are working with. Dan Gould has a video lecture titled “What The Research Says About Coaching Young Athletes” where he discusses the influences coaches have on young athletes. He discusses how there are three major areas that a coach can influence a player. He describes them as such, “Interpersonal Behaviour”, “Values and Attitudes”, and “Goal Priorities” (Gould, 2014B). With these areas in perspective the coaches would be able to recognize their actions as a coach, a put them into practice to be more effective. The first being the interpersonal behaviour of the coach, while looking at this concept the coaches will be able to determine how they interact with the players. For the most part this has to do with how the players portray the coach as being fun, nice, mean, angry, intense, and so on. The overall behaviour of the coach can be impactful on how the players interact and play on the field. If the child does not like their coach because of how they act, than it will be tougher to teach that player to play, let alone like the sport. The second point that Gould talks about is the values and attitudes of the coach. The biggest problem the players could see in their coach is a lot of contradiction in how they speak and how they act. If a coach tries to impress a concept of how the game is about fun and not winning, but then acts as if winning is the only thing that is important, than the players will notice a contradiction in the coaches values, and will become resentful. The coaches should be taught how to understand what they want the players to take away from the sport, and then follow it through. The final characteristic is the coach’s goals priorities. Here the coaches show the players what they feel is most important for the players to take away from the experience. This area is where the coach can set the tone of what the team is

looking to accomplish on the year, and if the coach begins to change his goals, or act differently towards them, the players will see it and lose the connection that has been made. The coaches should be trained in these ideas so they can properly influence their players at that young age, so they will be able to effectively coach.

Once the coaches have been given the chance to recognize their behaviours and figure out the goals of the season, the next phase is going in depth in how they will interact with the players. The coach-player interaction is extremely important in sports because if the two can communicate positively they will end up having greater success with one another. Gould (2014B) talks about the different behaviours of coaches when they are in sports and makes some great points about the concepts based on research of Smith, Smoll, F.L., and Hunt (1977). In their research they were able to identify that there are two types of behaviours coaches exhibit while they are coaching. The first being reactive, and the second being spontaneous. With work, a coach can be effective in both areas.

With regards to the reactive behaviour of coaches it is important to realize that these responses are mostly the typical responses from coaches during play. Gould describes the response as, "The way a coach would react after a player gets a run, or makes a basket" (Gould, 2014B). These behaviours are typical positive responses that one would expect from a coach in a situation, but it can also be negative. A coach needs to work on how they respond to certain situations because some coaches can be caught up in constantly making negative comments to players, and rarely making any positive feedback for when a player does well. In these situations a coach needs to be able to recognize their behaviour and correct it so that the players can feel some form of support for what they are

doing. I plan on being able to make the coaches aware of how they respond to the players, so that they are not constantly being negative towards one player, and positive towards others.

The second portion that Gould discusses is about the spontaneous behaviours coaches may have while on the field. "How a coach may talk to the players while they are on the side line before the game" (Gould, 2014B). These behaviours are when the coaches do not have filters and usually say the first thing that comes to their mind. In some instances this is some of the most powerful behaviour exhibited by a coach because they would be able to give a passionate speech that gets the players psyched for the game, but in other instances it could be bad. Some coaches could lose their cool while talking to a referee, player or parent and then truly regret what they have said. Which is why I plan on making sure the players we choose to coach the team are aware of everything they say because they need to realize they will be dealing with grade school children, that should not be hearing certain things, or being told certain things. If coach I able to train themselves to be an eloquent spontaneous speaker, than he can be effective in the eyes of the players.

A little later on in Gould's lecture (2014B) he discusses the elements of positive coaching. The list is extremely long and I could spend a lot of time discussing each element, but to keep it simple (and bearable) I will briefly discuss a few and how they would apply to the overall education of our coaches to make them effective leaders on the field. He discusses the importance of rewards for the players, because if there is a reward, they will be more driven to perform certain tasks. The idea of a reward system can be beneficial for our coaches to pursue because they will have more success motivating the younger kids in

the program to get through practice or games if they know they will have some form of reward at the end. Next Gould discusses how important it is for the coaches to have positive forms of encouragement where the coaches need to respond to the player's performance in a positive and encouraging manner. Even if the players are not getting certain aspects of the game down, the coach must stay positive and encourage them so that the player does not lose interest in learning the game because they are struggling at first. The final part that I found important for our coaches to remember while coaching the children is that they have to keep a winning attitude and have a positive view on the mistakes of the players. If a coach is showing they are supporting the players, than he is showing the players he is believing in them to be able to get the job done and if the player believe, than they will perform at a higher level. The coaches need to know the importance of their actions and how they take hold on the players and the lasting effects they can hold.

The next phase of the coaching training I plan on discussing for the further benefit of the program is looking at another Gould lecture titled, "Essential Youth Development Coaching Skills" (2014A). Within the lecture Gould discusses the benefits of building relationships with the players on the team. If a coach is capable of building a purposeful relationship with their players, than they will be able to make a great impact on their development. "Players don't care what you know, until they know that you care!" (Gould, 2014A) There Gould talks about how the players will not build the relationships with the coaches, unless they understand whether or not the coaches actually care about their development as players. The trust built between a player and a coach is important to the overall benefit to the team because the players need to be able to trust what the coach is

saying so the team can perform well. As well as the coach believing that the players are capable of performing, the coach needs to have a relationship with the players so that they can be a full team. The relationship is important because it shows that the coach and the players have an open lane of communication, which brings me to the final point of coaches training for the football program.

With players and coaches working constantly on the field to win a game, or perform well there must be an open and effective form of communication. The plan is for the coaches to be able to talk to the players in a manner that both are respectful and understood. A concept that is important to the overall concept of the program I am looking to host. Gould (2014A) talks about the effectiveness of communication based off his own research from 2001 and the basics of forming effective communication. "Get to know the players as individuals. Establish credibility and trust. Be knowledgeable. Be consistent. Be sincere. Develop good communication skills: eye contact; active listening; messages high in information. No hidden agendas" (Gould, 2014A). All very important aspects of the communication needed for a football program. The coaches need to understand how important their communication styles go into effect when they are working with players. If the coaches are able to communicate freely with the players they will be ore effective in instructing them, building trust and having a positive approach to coaching.

If the concepts that have been talked about can be performed, I truly believe that the youth football program I am designing can be a great benefit for the children, college and community. It would give the college and the community a bridge to build even more connections as the two share the town in the future. I believe that if these goals are put in

place the program can be especially effective in promoting the sport of football even more in the community and create more support for the program.

Evaluation and Effectiveness

If the plan is put into effect, I can't see why the program would not be successful. To evaluate the effectiveness of the program the best way to approach the system would be to receive feedback from the parents at the end of the season to determine what they did like or did not like of how it was run. The final week of the season the teams will play their final game and it would give a chance for the head coach and other assistants to go around to the parents and ask them to fill out a survey of some kind to voice their opinions and feedback, to ultimately determine on how to make the program even better. This would also give us the opportunity to have the parents tell us if they would be interested in joining again for the next summer, or if they would refer us to other people in the community. Of course we would take the players opinions into account by having the coaches talk to their players and find out if they had a fun time, and what we could do to make it better. I think the biggest way to judge if it was effective or not would be to see the community turnout to our games in the fall, because if we get a rise in attendance, it could be attributed to the overall feedback of the community members appreciating what we were able to do for their children and hosting a positive youth developmental league. I think being able to evaluate the system from the external points will be effective, but I would also like to talk to each member of the college staff and players involved to see what they found to be positive or

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negative for the program because I know the individuals involved will have more critical reviews on what needs to be fixed or changed.

Conclusion

I overall found this process to be very insightful because I was able to use the concepts we have learned in the course to effectively create a program that could be beneficial to the improvement of the school I work for and to get the children and community excited about the football program they have in town.

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Figure 1

Practice Schedule for Limestone College Youth Flag Football League

Bernard League (BL): ages 6-9

Limestone League (LL): ages 9-11

Saints League (SL): ages 12-14

Each Team will be assigned a number between 1 and 4. Find your assigned league and team number for practice schedule. Practices are on Tuesday and Thursday. Sunday will be used as a day to make up practices and games if needed.

Week	Time	Team	Field
1	6:00-7:00pm	BL 1 & BL 2	1
1	6:00-7:00pm	BL 3 & LL 1	2
1	6:00-7:00pm	LL2 & LL3	3
1	7:00-8:00pm	SL 1	1
1	7:00-8:00pm	SL 2	2
1	7:00-8:00pm	SL 3	3
2	6:00-7:00pm	BL 1 & BL 2	1
2	6:00-7:00pm	BL 3 & LL 1	2
2	6:00-7:00pm	LL2 & LL3	3
2	7:00-8:00pm	SL 1	1
2	7:00-8:00pm	SL 2	2
2	7:00-8:00pm	SL 3	3
3	6:00-7:00pm	BL 1 & BL 2	1
3	6:00-7:00pm	BL 3 & LL 1	2
3	6:00-7:00pm	LL2 & LL3	3
3	7:00-8:00pm	SL 1	1
3	7:00-8:00pm	SL 2	2
3	7:00-8:00pm	SL 3	3
4	6:00-7:00pm	BL 1 & BL 2	1
4	6:00-7:00pm	BL 3 & LL 1	2
4	6:00-7:00pm	LL2 & LL3	3
4	7:00-8:00pm	SL 1	1
4	7:00-8:00pm	SL 2	2
4	7:00-8:00pm	SL 3	3
5	6:00-7:00pm	BL 1 & BL 2	1
5	6:00-7:00pm	BL 3 & LL 1	2
5	6:00-7:00pm	LL2 & LL3	3
5	7:00-8:00pm	SL 1	1
5	7:00-8:00pm	SL 2	2
5	7:00-8:00pm	SL 3	3
6	6:00-7:00pm	BL 1 & BL 2	1
6	6:00-7:00pm	BL 3 & LL 1	2
6	6:00-7:00pm	LL2 & LL3	3
6	7:00-8:00pm	SL 1	1

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6	7:00-8:00pm	SL 2	2
6	7:00-8:00pm	SL 3	3
7	6:00-7:00pm	BL 1 & BL 2	1
7	6:00-7:00pm	BL 3 & LL 1	2
7	6:00-7:00pm	LL2 & LL3	3
7	7:00-8:00pm	SL 1	1
7	7:00-8:00pm	SL 2	2
7	7:00-8:00pm	SL 3	3
8	6:00-7:00pm	BL 1 & BL 2	1
8	6:00-7:00pm	BL 3 & LL 1	2
8	6:00-7:00pm	LL2 & LL3	3
8	7:00-8:00pm	SL 1	1
8	7:00-8:00pm	SL 2	2
8	7:00-8:00pm	SL 3	3

Practices each week are scheduled for the same time on Tuesday and Thursday. So each week represents 2 practices. The teams that are scheduled to share a field will use one half each practice.

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Figure 2

Game Schedule for Limestone College Youth Flag Football League

Bernard League (BL): ages 6-9

Limestone League (LL): ages 9-11

Saints League (SL): ages 12-14

Each Team will be assigned a number between 1 and 4. Find your assigned league and team number for game schedule. Games are on Saturday, and Sunday will be used as a rain makeup day for practices or games.

Week	Time	Teams	Field
1	1:00PM	BL1 v. BL2	1
1	1:00PM	BL3 v. BL4	1
1	1:00PM	LL1 v. LL2	2
1	1:00PM	LL3 v. LL4	2
1	1:00PM	SL1 V. SL2	3
1	2:00PM	SL3 V. SL4	3
2	1:00PM	BL1 V. BL3	3
2	1:00PM	BL2 V. BL4	3
2	1:00PM	LL1 V. LL3	1
2	1:00PM	LL2 V. LL4	1
2	1:00PM	SL1 V. SL3	2
2	2:00PM	SL2 V. SL4	2
3	1:00PM	BL1 V. BL4	2
3	1:00PM	BL2 V. BL3	2
3	1:00PM	LL1 V. LL4	3
3	1:00PM	LL2 V. LL3	3
3	1:00PM	SL1 V. SL4	1
3	2:00PM	SL2 V. SL3	1
4	1:00PM	BL1 V. BL2	1
4	1:00PM	BL3 V. BL4	1
4	1:00PM	LL1 V. LL2	2
4	1:00PM	LL3 V. LL4	2
4	1:00PM	SL3 V. SL4	3
4	2:00PM	SL1 V. SL2	3
5	1:00PM	BL1 V. BL3	3
5	1:00PM	BL2 V BL4	3
5	1:00PM	LL1 V. LL3	1
5	1:00PM	LL2 V. LL4	1
5	1:00PM	SL2 V. SL4	2
5	2:00PM	SL1 V. SL3	2
6	1:00PM	BL1 V. BL4	2
6	1:00PM	BL2 V. BL3	2
6	1:00PM	LL1 V. LL4	3
6	1:00PM	LL2 V. LL3	3

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6	1:00PM	SL2 V. SL3	1
6	2:00PM	SL1 V. SL4	1
7	1:00PM	BL#1 V. BL#4 (P1)	1
7	1:00PM	BL#2 V. BL#3 (P2)	1
7	1:00PM	LL#1 V. LL#4 (P1)	2
7	1:00PM	LL#2 V LL#3 (P2)	2
7	1:00PM	SL#1 V. SL#4 (P1)	3
7	2:00PM	SL#2 V. SL#3 (P2)	3
8	1:00PM	BL (LP1) V. BL (LP2)	3
8	1:00PM	BL (WP1) V. BL (WP2)	3
8	1:00PM	LL (LP1) V. LL (LP2)	1
8	1:00PM	LL (WP1) V. LL (WP2)	1
8	1:00PM	SL (LP1) V. SL (LP2)	2
8	2:00PM	SL (WP1) V. SL (WP2)	2

The season will be played on an 8-week schedule. Each team will play each other twice (2 times). For every win a team will be awarded two (2) points, zero (0) points for a loss, and one (1) point for a tie. At the end of the six-week regular season schedule the teams will be seeded 1 to 4 on the aforementioned point system and will play the playoff games in week 7 accordingly. The team with the highest point total will be seeded number one (1) and the lowest will be seeded number four (4). If there a tie in total points the tie breaker will go to the teams head-to-head games, and then to total points scored, and if need be to the total points against. The winners of the week 7 games will play one another in week 8 for the championship, while the other two teams will play a consolation game. There will be a barbeque fundraiser held on the final day of the season to raise funds for the football program at Limestone College, as well as awards to be given to the participants.

The Bernard and Limestone League teams will all play games on 45-yard fields and use the top of the numbers as the out of bounds. There will be 7 players on each side of the ball. The teams will play two (2) fifteen (15) minutes halves with a running clock. There is no overtime. Once the game is over, the teams may end in a tie and will be awarded the allotted points.

Then Saints League teams will play on a 100 yard field, but will use the tops of the numbers as the out of bounds markers to keep the game contained for 7 on 7 play. They will play tow (2) fifteen (15) minutes halves with stop clock. There is no overtime. Once the game is over, the teams may end in a tie and will be awarded the allotted points.

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