



Practice Plan

Name: Matthew Callahan

Date: 2004

Age Group: U10

Theme: Foot Coordination & Speed

Activity

Coaching Points

1st Activity (warm-up) *Island Game*

Use disc cones to set up small islands (small squares) in a large playing area. Have everyone dribble around in the area. On the coaches signal everyone must dribble with speed to an island; however, only two people are allowed per island. The player (or two) who does not get to an island scores one minus point. Play to see who has the least minus points.

Progressions: Start game without balls and then add them.

2nd Activity *Ball Stealing*

Split the team into two groups and give one group red vests and one group blue vests. Give one of the teams balls to dribble. Those players try to dribble inside the area without losing possession of their ball to the other team. The objective is to see which team, red or blue, has the most balls at the end. Players from the same team can work together to steal balls or to keep possession (passing??).

Progressions: Rotate who starts with the balls.

3rd Activity *Everyone vs. Everyone*

Set up several small gates in the playing area. Give half to three-quarters of the team a ball. Players with a ball try to dribble/shoot through as many of the small gates as they can. Players without a ball try to steal a ball from someone who has one and then they try to score. Play multiple games and allow everyone to have a chance to beat their own score.

Progressions: Define how goals are scored - by dribbling or shooting.

4th Activity *Edge of the World*

Each player gets a ball and stands on one sideline of an area. The objective is for everyone to pass his or her ball so that it stops as close to the other sideline as possible. If the ball goes past the sideline it falls off the edge of the world. Players get points for getting their ball within one yard (distance depends upon ability) of the line without going over.

Progressions: Players play ball with laces, inside of foot, etc.

5th Activity (the game) *Outta There*

In a 25 x 15 yard grid with a goal at each end, play 1v1. The coach stands on the touchline with a supply of balls and a small line of players on each side. The coach plays a ball in and the first person from each line plays 1v1. If a player scores they stay on and the other person leaves. A ball is immediately played back into the game. If the ball goes out of bounds both players are "outta there." This should be a very fast paced game.

Progressions: Start with 1v1 and progress to 2v2.

- When dribbling for speed the players do not have to dribble the ball as close
- Their should be about five or six steps in between each touch of the ball

- When someone is trying to stop their ball from being taken away, can they keep their body between the ball and the defender?
- If you are going to lose your ball can you find a teammate to give your ball to?

- Don't tell the players that they can't dribble through the same gate twice, see if anyone is creative and dribbles through the same gate back and forth
- As soon as players go through a gate they should look up to find an open gate and then go for it!

- Instead of having a line you could also have an end zone in which the players try to get their ball to stop.

- This game should be very fast paced
- As soon as the ball goes out of bounds throw another ball in immediately
- The coach is the master of the balls, look to see for players that aren't having a lot of success and distribute the ball straight to them
- Vary how balls are distributed into the playing area



Author: Ian Barker

National Youth Certificate Course



Topic: Tackling

US YOUTH SOCCER

Lesson Plan

US YOUTH SOCCER

Age: U10

Activity Name	Description	Diagram	Purpose/Coaching Points
1 "Rehearsal"	<ul style="list-style-type: none"> Have 2 players stand 2-3 steps on either side of the ball. On command both players should squarely step to address and block the ball. 		<ul style="list-style-type: none"> Players rehearse safely a "block" tackle. Inside of foot to ball. Get weight into the tackle. Do not stretch or go to ground.
2 1 vs. 1 "Faced Up"	<ul style="list-style-type: none"> 1 vs. 1 to goal. Coach serves ball to slightly favor one player. If you have 10+ players use 2 grids. 	10x12 	<ul style="list-style-type: none"> Close to the ball. Maintain a good distance to tackle and recover. Get body behind tackle. Tackle without crossing feet.
3 1 vs. 1 "From Recovery"	<ul style="list-style-type: none"> 1 vs. 1 to goal. (As above but...) Players attack goal they start at. Defender must recover goal side. 	10x12 	<ul style="list-style-type: none"> Recover goal side. Do not tackle from behind. Face up to opponent. Tackle firmly with closest foot.
4 2 vs. 2 "Decisions"	<ul style="list-style-type: none"> 2 vs. 2 to goal. Restarts are passed in. Play 3-4 minute sets with good rest. 	15x20 	<ul style="list-style-type: none"> Defender not on ball must be ready to close. Close as ball is traveling. Ensure proper tackling technique.
5 6 vs. 6 "The Game"	<ul style="list-style-type: none"> 6 vs. 6 including keepers. No conditions on play. Be prepared to stop 2-3 times in 15 minutes to review topic. 	40x50 	<ul style="list-style-type: none"> All tackles should be made from the front. Avoid going to ground. Tackle with either foot as situation demands. Do not reach; stay compact.



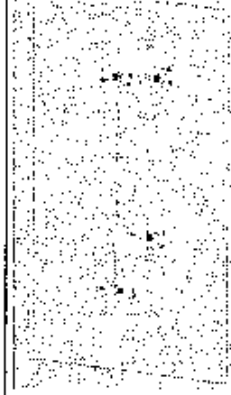
Lesson Plan



3

Box to Box

Two players per team. Two boxes are made approximately 20-30 yards apart. There is a player from each team in one box. One team starts the game. When the ball is played to the other box, the attacking team gets the opportunity to get the first touch. Then they have to dribble outside of the box (square) to receive a point. The defending player is outside the box and has to wait until the attacking player gets the first touch. The defending player tries to win the ball after the first touch has been made. If the attacking player is successful in bringing the ball down and dribbling outside of the square then they keep it. If the defending player wins the ball after the first touch, then they become the attacking team. Coach may have to allow serving players to toss ball in air and then strike it to their teammate in opposite box.

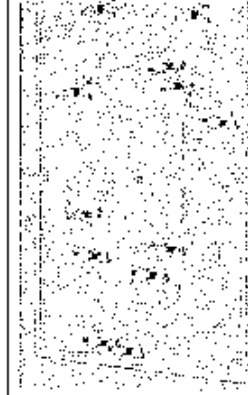


1. First touch and importance of cushioning ball
2. Get in line with the ball
3. Select controlling surface early
4. Relax body part at impact.
5. Take first touch away from where pressure is coming from.

4

6v6 (4v2 in each half)

Play 4v2 in each half. Field is 50 x 30 yards with no one allowed over half line. Four players from each team go into their defensive half of the field. The other two players go into the attacking half. The defending players can only defend with two. The other two defending players retreat back to their goal until possession is regained or the attacking team scores. Could make a restriction that the ball played into other half has to be in the air.

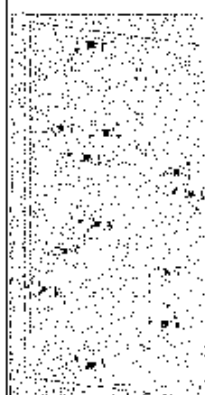


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5

6v6 match

Session should end with a 6v6 match played on a field that is 50 x 30 or 60 x 40.



Control made easier by early selection, getting in line of flight of the ball, and relaxing body part at impact.

4. Teach soccer fundamentals appropriate to the age groups.
5. Arrive at practice on time and not leave the field until each child has been picked up by their parent or guardian or other authorized adult.

2. *Player Responsibilities:*

- a) To arrive at practice and games on time.
- b) To bring proper equipment to each practice and game.
- c) To treat teammates and coaches with respect.
- d) To inform the coach if they will miss a game or practice.

3. *Parents' Responsibilities:*

- a) Provide transportation to and from all practices and games ensuring that your child is prompt, not only in arriving but also in departure. (Remember, the coaches would like to go home immediately after practices and games)
- b) Ensure your child brings equipment to and from all games and practices when appropriate.
- c) Be available to kick the ball around with your child.
- d) Build the attitude that winning is not everything. The rewards lie in the fun of playing.
- e) Be a good listener. Make you child feel important and let them know they are contributing to a team effort.
- f) Lastly, allow your child to be a child.

PLAYER EQUIPMENT

1. Shin guards.
 - These are an absolute requirement for games and should also be worn for practices.
2. Soccer shoes.
 - Baseball or football type shoes with square or rectangular cleats are not to be used. Soccer cleats must be rubber or molded plastic (no-metal cleats). Coaches should check their players' shoes for illegal cleats, protruding nails or sharp edges to avoid injuries to other players. Sneakers are also acceptable.
3. Water bottle.
 - Each player should provide his or her own water bottle for practices and games.

COACHING EQUIPMENT

A good coach is never without the following:

- 1) Players' medical release forms. You must have these with you at all practices and games. Verify that all the information is filled out and correct.
- 2) First aid kit.
- 3) Balls.
 - inflated to proper pressure. Each player should have their own but bring spares, as someone will usually forget theirs.
- 4) Cones or discs to set up small areas for practice drills, as obstacles for dribbling drills, etc.
- 5) Whistle and clipboard are helpful items.
- 6) Water should be available during practices and games. Have players bring their own water bottles, (but bring an extra bottle for that same player who also forgot to bring their soccer ball)

SUGGESTIONS FOR DEALING WITH PARENTS

Coaching is both fun and rewarding, but you may occasionally experience difficulty with a parent. Some will question how much their child plays, (Why isn't he playing more?) or question your judgment as coach. Whatever their concern, just remember a parent is generally just looking out for their child, often at your expense. Do not get discouraged. (Easier said than done.) There are things you can do to optimize positive communications between yourself and parents.

1. Have a parent meeting before or at the first practice. Discuss your plans and expectations for the upcoming season. Encourage questions and express your expectations of what you require from them. (i.e. if they are just dropping their child off at practice, supply a phone number where they can be reached, etc.)
2. Express appreciation for their interest and concern. This will make them more at ease with you.
3. Always listen to their ideas and concerns. Remember that all parents are protective of their child. Encourage parental involvement. (If you have a preference for a certain time parents should voice their concerns, such as before or after practice, make this clear at your parent meeting.)
4. Know what your objectives are and do what you believe is best for the team, not the parents. No coach can please everyone!
5. Know the organization and game rules. Be prepared to abide by them and to explain them to the parents.
6. Handle any confrontation one on one and not in a crowd situation. Definitely not in front of the team. Try not to be defensive. Let the parent talk and actively listen to them. Often a parent will vent their frustrations just by talking. Listen to their viewpoint, then thank them for it. Do not lose your temper.

7. Resist unfair pressure from the parents. It is your responsibility to make the final decision that is best for the team. This doesn't mean that you shouldn't listen to the parents.
8. Don't discuss individual players with other parents. This will come back to haunt you. Show the same respect for each player that you want the parents to show you.
9. Ask the parents not to criticize the children during practice or a game. Don't let your players be humiliated, even by their own parents.
10. Don't hold the players responsible for their parents' actions.
11. Be consistent, and more importantly be fair. If you treat all your players equally and with respect, you will gain their respect and that of their parents as well.

Coaching Tips and Advice

1. Be realistic in selecting your objectives for the season. Consider the age and experience of your players. Decide on your priorities – what are the important things to cover before the games begin?
2. Designate (or draft) one or more assistant coaches. They are extremely valuable. They make it possible that each player gets some individual attention. Parents who would like to help but lack the necessary skills should be encouraged to attend practice to help shag balls or direct traffic during drills. You can never have too much help, especially with younger players. The best time to solicit help is at your parent meeting.
3. Prepare a bad weather contingency plan. If you need to cancel practice or a game, have an organized plan to inform parents. A telephone tree would work well and make your job easier.
4. Have a written plan for each practice. The plan may be written out in detail or it may just be notes jotted on the back of an envelope, but it really should be written. Writing down your plan will help you organize the equipment and setup you will need for the skills you will cover.
5. When you plan your practices, keep these points in mind:
 - a) Minimize the amount of talking that you do.
 - b) Get all the players involved.
 - c) Turn "drills" into games.
 - d) Give players a lot of touches with the ball.
 - e) Give players a lot of chances to shoot and score.
 - f) Let the kids PLAY!
6. Keep the practice focused. If you are trying to teach new skills, concentrate on a single major topic (i.e. passing).
7. Practices should follow a progression:
 - a) Warm-up.
 plan so that each player uses a ball. Incorporate games and exercises that emphasize a lot of touches and dribbling. If possible, use or create conditioning exercises that require the players to work with a ball rather than just running; the kids will have

more fun and they will learn more soccer skills. Be sure to include stretching at the end of warm-ups.

b) Drills

- they should be appropriate for the skills you are teaching. Limit the number of drills in a given practice and don't spend too long on any drill. Remember a child's attention span is limited. Maximize the number of touches. No child likes to stand in line waiting.

c) Scrimmage

- remember, the kids signed up to PLAY soccer. Small-sided games are an excellent practice tool. They keep everyone involved and by reducing the size of each playing field, you can have two games going at the same time.

d) Cool down

8. The main points to remember for a successful practice are:

- a) Be prepared. Have a plan.
- b) Keep it simple.
- c) Maximize touches for each player.
- d) Make it FUN!
- e) Strive for a progressive acquisition of basic skills. Begin with relatively simple drills. Always consider the age and skill level of your players.
- f) Always have time when the players JUST PLAY.
- g) Always be SAFETY CONSCIOUS.

*

COACHING UNDER-10 PLAYERS

CHARACTERISTICS OF U - 10 PLAYERS:

- Gross and small motor skills becoming more refined and reliable. " Boys and girls begin to develop separately.
- Ability to stay on task is lengthened. They have the ability to sequence thought and actions.
- Greater diversity in playing ability and physical maturity. •Skills are emerging. Becoming more predictable and recognizable.
- Some children begin moving from concrete thinking to abstract thinking.
- Able to pace themselves, to plan ahead.
- Increased self-responsibility. They remember to bring their own equipment.
- Starting to recognize basic tactical concepts, but not exactly sure why certain decisions are better.
- Repetition of technique is very important, but it must be dynamic, not static.
- Continued positive reinforcement needed.
- Explanations must be brief, concise, and mention "why".
- Becoming more "serious". Openly, intensively competitive, without intention of fouling.
- Still mostly intrinsically motivated. " Peer pressure starting to be a factor.
- Adult outside of the family may take on added significance.
- Prefer identification with a team. Like to have good uniforms, equipment, balls.
- More inclined towards wanting to play instead of being told to play. Will initiate play more.

INVOLVING THE PARENTS:

It is imperative that coaches get the parents involved. Not only are they are a major resource for your team, but the U-10 player still views their parents as the most significant people in their lives. A pre-season meeting should be held with the parents so that objectives and team policies can be addressed. Some topics that you may want to address at this meeting are:

- A means of contacting everyone without one person doing all of the calling. (Phone chains)
- Choosing a team administrator, someone to handle all of the details.

- Complete all paperwork required by your league or club. •Discuss the laws of the game.
- Carpool needs.
- Training and game schedules. How you feel about starting and ending on time, what your attendance expectations are, what you think is a good excuse to miss training.
- What each player should bring to training: inflated ball, filled water bottle, soccer attire, shin guards cleats or sneakers.
- Most importantly, your philosophy about coaching U-10 players. Let them know that everyone plays; that the game does not look like the older player's games; that you are there to ensure that their player is safe and has a good time, as well as learn about soccer.
- What your expectations for them is during game time. How do you want them to cheer? Do they know that they should not coach from the sidelines?
- Above all, try to enjoy yourself. If you do they probably will too.

THINGS YOU CAN EXPECT:

Some coaches say that the 9 and 10 year-old players are beginning to "turn the corner" and starting to look like real soccer players. However, games are still frantically paced and unpredictable for the most part. These players are starting to find out how much fun it is to play the game skillfully, but they will still stop and laugh if the referee gets hit in the backside with the ball during a game. Some other things that we can expect when working with this aged player are:

- They start to understand offsides, but still forget themselves when the goal is in front of them.
- They will really beat up on each other during practice... especially boy's teams.
- During a game, the parents will scream out "HAND BALL" or "COME ON REF, CALL IT BOTH WAYS" at least fifteen times.
- They might cry after the game if they loose, but will forget it if you ask them if you want to go out for burgers and fries.
- You might actually catch them practicing on their own without you telling them to do so.
- Their parents are telling them to do one thing during the game, you are telling them another thing, but what they end up doing might be what their friend is telling them to do.
- You will see a pass that is deliberate. You might even see a "back pass".
- You will see your first \$100 pair of cleats during practice. They will call the other team bad names... really bad names.

COACHING RATIONAL:

Some of the players that are playing as U - 10's are seasoned veterans of the youth soccer scene. Some of them may have already been involved in traveling to play in tournaments. As a result, some of them might be very nervous about the whole process. It is our job to keep things in perspective for these young, developing players. True, some of them are becoming quite skillful and are seeing how fun it is to play the game when they can really control the ball. However, many of them are still learning the ropes. Even the more experienced players need to have the game be fun!!!

Emphasis is still placed on having players learn how to control the ball with his/her body, but now, they need to find themselves in more game-like situations. Training is more dynamic and starting to have players make simple, basic decisions such as "Which way is there more space?" or "Who should I pass to?"

Following are some more items that a coach of U-10 players should consider:

- Use small sided games as the main teaching vehicle. Not only will they get more touches on the ball, but the full 11-a-side game is still too complicated for them to understand.
- How we group players during training takes on even added significance because of the wide margins of ability levels. We need to mix players up often.
- Stretching is becoming more important, along with a good warm-up. Since the game is faster, make sure that they also have good shinguards. Safety and preventive measures take on added significance.
- Training twice a week is plenty. Sessions need not go longer than one hour, fifteen minutes.
- They should all come with their own size #4 ball. In fact, they still need to be encouraged to play with it by themselves.
- Put them into competitive environments as much as possible. This will not only keep them focused, but, it will allow the game itself to teach them. It also will keep things fun for them, and allow you to deal with issues such as 'winning' and 'loosing' which is now a very big concern for them.
- Now it is possible to teach them positional play with the expectation that they will get it some of the time. However, it is absolutely necessary that you do not allow players to specialize in any one position. They need to learn basic principles of the game, first. Having them play all of the positions is best for their individual development. Remember, our first responsibility is to develop players and let them have fun.
- Whenever possible, allow them to solve their own puzzles. Don't immediately give them solutions on how they can play better.

TYPICAL TRAINING SESSION:

Here are some items that should be included in a U-10 training session:

WARM-UP:

A brief warm-up is appropriate in order to get the players thinking about soccer and to prepare them physically for the time ahead. This should involve individual body activities that involve the ball. Since there can be one theme to the session, hopefully, the warm-up will lead into the theme of the day. Static stretching is also appropriate at this time after the players have broken a sweat, again, hopefully done with the ball. Again, the warm-up should get the players ready to play. It should be lively, fun, and engaging as well as instructional. There is nothing like a good, fast paced activity to grab the player's attention and make them glad that they came to practice.

INDIVIDUAL OR SMALL GROUP ACTIVITIES:

Follow the warm-up with some kind of individual activity, not necessarily a real 1v.1 game, but some kind of activity where players act as individuals or cooperate in small groups in a game environment. An example would be a kind of tag game, or a keep-away game. Keep players in motion at all times. Avoid having them wait on lines. Play games of "inclusion" instead of games where the "looser sits". Be creative. These players like "crazy"

games with a lot of action.

PLAY THE GAME:

Small sided soccer can be used to heighten intensity and create some good competition. Play 4 v.4 up to 8 v.8. Be creative. Play with 4 goals, or 2 balls. Play with or without boundaries. Perhaps play to emphasize a particular skill (can only dribble the ball over a goal line in order to get a point). Use cones if you don't have real goals. Keep players involved. Have more than one game going on at a time if necessary. Switch teams often, give everyone a chance to win. Also, it is important that every player has a chance to shoot on goal as often as possible.

WARM-DOWN & HOMEWORK:

Finish the session with a warm down. Give them some more stretches to do with the ball. You may want to review what you started the session with. Also, give them some homework so that they practice on their own. Think of some ball trick that you would like to see them try to do, like, bounce it off their head, then thigh, then foot, and then catch it. Can one player kick a ball to a partner and then back without it hitting the ground? Can they do that with their heads? It is important to finish on time. This is especially essential if the players are really into it. Stop at this point and you will get an enthusiastic return.

U-10 TRAINING IDEA - "TEAM KNOCK OUT"

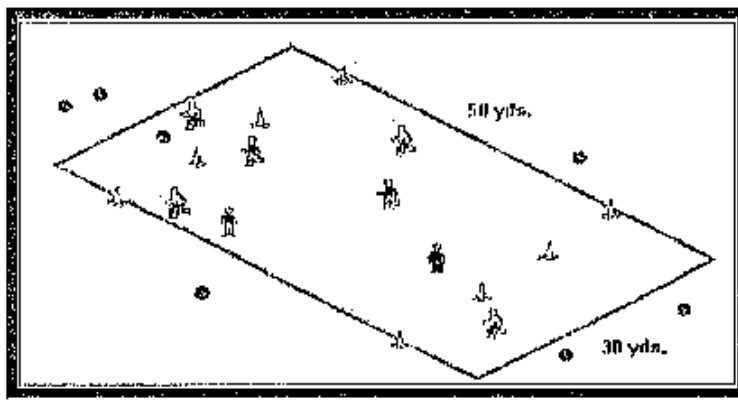
Here is a game to use in the 'Small Group Activity' phase of the practice. It is an engaging game that is fun to play and challenges players in almost all aspects of the game.

THE GAME:

- Divide the squad up into two teams.
- To start, each player on the team that is inside the field will need a ball. Those on the outside of the field do not need a ball.
- When ready, players on the outside run into the grid, attempt to steal any ball they can and put it through any one of the goals that are marked by the cones.
- Players with the ball attempt to keep the ball away from the defenders by dribbling or passing to a teammate that has lost their ball.
- If an attacking player loses a ball, they immediately try to 'steal' it back.
- The game stops when all of the balls have been kicked through the goals. Then the two teams switch roles.
- Keep track of how long it takes each team to steal all of the balls.
- If a ball is kicked out of bounds it goes over to the other team for a throw-in.

This game is good for teaching dribbling skills as players find themselves in situations where they have to dribble to keep possession as well as dribble to beat an opponent. Also, they find themselves in situations where they may have to pass to a teammate as well as find themselves playing defense as well. Because there are so many balls, and so many goals, it is just a crazy enough game to be appreciated and enjoyed by a typical nine-year-old.

U -10 TRAINING IDEA "END ZONE GAME"



Here is a 4 v.4 game that is free flowing and gives players a lot of problems to solve. It is a good game to use towards the end of the session as it is very close to the 'real' thing.

One particularly good thing about this game is that since teams end up attacking in two, different directions, it forces players to play in different positions. They are at the back of the team when their team attacks one end-zone, while they will find themselves at the top of the team when they attack in the other direction. This is great for their development.

THE GAME:

- Set up the field as shown with a seven yard 'End-Zone' at each end.
- Score a goal by getting the ball from one 'End-Zone' to the other by passing or dribbling.
- Once a goal is scored, immediately attack going in the other direction. Do not give the ball to the other team. The 'End-Zones' are free, only the attacking team can enter these areas.

This game also encourages players to "SPREAD OUT" and work together, which, players are starting to be able to do at this age. At first, players will be tempted to just kick the ball up the field instead of passing. With patience, and demonstration of what is possible, this game could have a dramatic impact on their ability to play attractive, skillful soccer.

Written by Jeff Pill, NHSA Director of Coaching. Special thanks to Dr. Thomas Fleck and the National Youth Coaching Staff, Bill Buren, Dr. David Carr, Dr. Ronald Quinn, Virgil Stringfield.

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COACHING-GUIDELINES

1. **COMMUNICATION:** Ensure the terminology you use is clear and precise. Let players know you are in-charge.
2. **POSITIVE REINFORCEMENT:** Whenever possible give individuals and/or groups positive reinforcement. Refrain from using negative comments. Use praise as an incentive.
3. **BE CREATIVE AND USE INITIATIVE:** If the drill or game is too advanced, modify to increase the chances of success.
4. **MAKE A DIFFERENCE:** Be motivational and inspirational. Enthusiasm and being energetic are contagious.
5. **KEEP PLAYERS ACTIVE:** If the drill is static, create need of helpers or assistants to keep everyone involved.
6. **EACH PLAYER IS AN INDIVIDUAL:** Be aware of player differences. Aggressive or quiet, recognition of player personalities will allow you to respond to all players, and they will respond to you positively.
7. **STRIVE FOR QUALITY:** In all demonstrations make the desired objectives clear. If a player shows mastery of a skill, use him/her to demonstrate.
8. **REINFORCE CORRECT TECHNIQUE:** In all drills and games continually emphasize the use of correct techniques.
9. **ENCOURAGE PLAYER MOVEMENT:** At all times make players aware of importance of readiness. Emphasize weight forward on toes and bouncing instead of flat footed-ness.
10. **ROTATE POSITIONS:** All players should be active as servers, assistants. In game situations change positions each quarter.
11. **DEVELOP PLAYER RESPECT:** Continually get players to support one another. To show good sportsmanship towards all players including opponents, and respect for others attempts and effort.
12. **EQUALITY AMONGST PLAYERS:** Give equal attention to all players in group or games. Do not leave the less competent players behind nor slow the advanced players.
13. **FUN AND ENJOYMENT:** Players will respond and want to continue if things are fun. Create their enjoyment.

- **REMEMBER AS A COACH YOU SHOULD BE DEDICATED TO THE DEVELOPMENT OF ALL PLAYERS WHETHER TECHNICALLY ABLED OR NEW TO THE GAME. YOUR POSITION IS VERY IMPORTANT. YOU ARE A ROLE MODEL TO THESE CHILDREN. SET EXEMPLARY STANDARDS. DEVELOPING GOOD TOUCH AND TECHNIQUE, GOOD SPORTSMANSHIP AND A GOOD ATMOSPHERE IS THE GOAL. KEEP AWAY FROM CREATING A PRESSURE TO WIN. MAINTAIN EQUALITY THROUGHOUT YOUR SESSIONS AND EMPHASIZE FUN AND DEVELOPMENT.**

COACHING POINTS

DTT. (Developing Touch and Technique.)

- Maintain close control with both feet.
- Be agile, stay on toes.
- Use all parts of feet, inside, outside, laces, sole.
- Move to get behind balls path.
- Keep a soft contact.
- Concentrate on center of ball.
- Keep head up.
- Control ball first, don't just kick it away.
- Change direction and speed when turning.
- Be a friend with the ball.

PASSING.

- Use inside of feet.
- Change body position so it's comfortable.
- Stay relaxed. Don't be like a robot.
- Look at ball when passing.
- Pass to other players, not just kick and hope.
- Move afterwards.
- Move away from players to receive ball.
- Turn body to face ball when receiving.
- Stay spread out.

SHOOTING.

- Keep toe pointing down.
- Lock ankle.
- Strike with shoelaces.
- Strike through center of ball.
- Swing leg and follow through.
- Keep relaxed except keep foot locked.
- Accuracy before power.
- Keep knee and head over ball.
- Place standing foot alongside ball, not in front or behind.
- Aim for bottom corners of goal.
- Accuracy before power.
- Follow after shooting.
- Use foot closest to the ball, I.E. left or right foot.

GAMES.

- All of the above.
- Keep moving.
- Encourage movement towards ball.
- Encourage use of width.
- Keep positions only loosely restricted.
- Take Time-out to rotate subs and positions.
- Coach, educate, and support during games.
- Explain all fouls and calls made.
- Create an understanding of the Laws of the Game.

PRACTICE TIPS

This page is designed to help coaches overcome some common practice time occurrences. There are 30 solutions listed here to some common problems. Some of these solutions contain a direct link to a sample in the practice plan manual.

NOT ENOUGH SOCCER BALLS AT PRACTICE or half the team left them at home!

1. Use "ghost" players who play without ball. They can tag a player on shoulder and replace that player. Good in individual activities and when only 1 or 2 balls missing.
2. Revise practice session to be less Individual and more small group. Good for passing and shooting type activities that work 1 ball between 2,3 or more players. Useful if half balls or more are missing.
3. If only 2 balls present: play a 3 Vs 3 style tournament, IE 2 games of small-sided being played at once. Only 1 ball, rather than play 6 Vs 6 play 3 teams of 4 NON-STOP SOCCER, where teams rotate after each goal or set time.

HAVE AN ODD NUMBER OF PLAYERS AT PRACTICE or I planned for 12 but got 9!

4. If you have an Assistant or spare parent have them work with a goalkeeper.
5. When doing pair activity make a triangle.
6. If small group activity, ie In groups of 3 players pass to a central player who turns and passes, add spare player to one group and the passes are alternated.
7. In small group activities use spare as a shadow defender with no tackling allowed (vary)
8. Scrimmage time at the end of practice and only 9 players:
 - Play 5 vs 4 and make the team with less players loaded with stronger players
 - Play 5 vs 4 and have team of 5 attacking small goal
 - Play 5 vs 4 and team 4 with GK, team 5 without
 - Use Asst./ parent/ brother - sister to even teams
 - Play yourself
 - Play 4 vs 4 with a floating player who plays for the team in attack (good for more advanced players.)
 - Play 4 vs 4 and use a sub. Good for more active activities, longer period of play

HOW YOU CAN INCLUDE GK SPECIFIC TRAINING or my keeper needs work but so do my field players?

9. If odd number of players, remove GK and have them work with Asst or Parent.
10. In individual and group activities allow GK's to use hand. IE Your topic is passing and receiving and your activity is give 'n' go's. Allow Gk to use hands to receive and distribute, or if a defending activity allow them to dive to try and intercept passes.
11. In activities make topic goal orientated. If playing 1 vs 1 game trying to knock over opponents cone, have 1 player attack a cone and other attack a GK and goal.
12. Small and large group activities can be goal orientated also. Playing 5 vs 2 keep away, after 6 passes can attack goal

PRACTICE TIPS

HOW TO PICK TEAMS FOR SCRIMMAGES or I don't want to use captains?

13. Use your knowledge and judgement to evenly match up individuals
14. Play offense versus defense, or as the Dutch do, play left side versus right side
15. For Random teams:
 - Choose 1 player to give everyone a number. You turn away then pick random numbers
 - Choose players by criteria like 1st letter of 1st name (or any 1st - last combo with 1st name, last name, mom - dad's name etc)
 - Choose players by criteria of date of month born, month of year born etc

HOW TO RESTRICT DEFENDERS/OPPOSITION or my defenders always win the ball without the others gaining experience!

16. Have opposition play only as a shadow (good for introducing new topics as its only light pressure)
17. Have defender play as a ghost, IE no tackling only pressure to force an error or interception
18. Restrict movement of defender by playing as a crab on all 4's (good for less experienced)
19. Ensure adequate grouping. IE less experienced might need 6 vs 1 to achieve success, more experienced maybe 3 vs 1
20. Increase the playing area especially in examples like above

HOW TO INCREASE COMPETITION FOR THE MORE ADVANCED PLAYERS ON TEAM or my good players are creaming the weaker ones and not learning!

21. In pair or group activities match players up by talent/ experience
22. If 1 exceptional player then match against an Ass/ parent/ older brother - sister for greater physical challenge
23. Reduce the space the stronger player must work in
24. Make their target smaller or further away
25. Limit their number of touches
26. Limit them to use their weaker foot only
27. Allow a less experienced player to play more intense opposition, IE rather than shadow defend can play 100%
28. In scrimmage you as coach play Against that 1 stronger player
29. 9 players for scrimmage, maybe play 3 stronger players vs 6

IN SOME ELIMINATING GAMES PLAYERS SIT OUT FOR 5 MINUTES or its my weaker players who lose first - and they need the practice!

30. In games like Knockout, players should do a skill activity that allows them back into the game. Rather than score game by eliminating players, score by number of successes in a set period of time, thus allowing players back in after they :
 - dribble to a distant cone: juggle the ball x times: do x toe taps

8 WEEK SCHEDULE

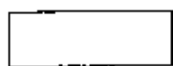
WEEK	FORMAT	PRACTICE	GAME
1.	INTRO.	BASIC TECHNIQUE - FOOT SKILLS	15 - 20 MIN
2.	INTRO.	BASIC TECHNIQUE - PASSING	15 - 20 MIN
3.	CONTROL	CONTROL AND TURNING	4 * 10 MIN
4.	PASSING	PASSING GAMES	4 * 10 MIN
5.	ATTACK	SHOOTING TECHNIQUE AND GAMES	4 * 10 MIN
6.	DEFENCE -	DEFENDING AND GOALKEEPING	4 * 10 MIN
7.	TEAMWORK	COMBINING SKILLS LEARNT	4 * 10 MIN
8.	FESTIVAL OF FUN		SERIES OF GAMES.

PROGRAM TEACHING PLANS.

KEY TO DIAGRAMS.

A, B, C Etc.

Player.



Playing area.

O

Ball.

X

Conc.



Movement of ball.



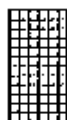
Movement of player



Movement of Player with ball



Feet with ball.

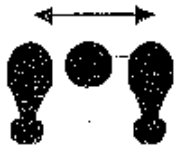


Goal

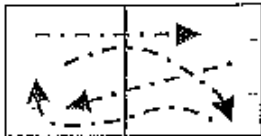
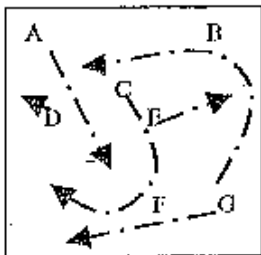
WEEK 1: BASIC FOOT SKILLS

WARM - UPS: 10 - 15 MINS.

TIC - TOC



TECHNIQUE: 10 - 15 MINS.



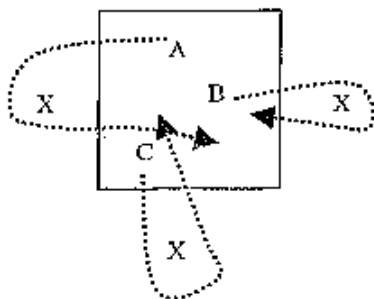
2 Squares C

WATER BREAK:

GAMES 1: 10 - 15 MINS.

Musical Soccerballs

X



BALL GYMNASTICS:

Stationary: Roll ball with bottom of foot forwards and backwards with right then left. Repeat from side to side, and then in a circular motion. Repeat all with increased speed.

On Toes.

Tick-Tock. Pass the ball from inside of left to inside of right (See Diagram)

Hat Dance. Lightly touch ball with bottom of right foot then with left. Ball should remain still. Increase speed for both.

Movement. Tick-Tock but move ball slightly forwards each touch. Take it width of field then turn and return. Same with Hat dance. Sideways stance. Roll right foot over ball and stop with inside-of left. On return use other feet.

SQUARE ACTIVITIES. (SEE DIAGRAM)

Commands. Move ball inside square. Coach gives Commands like Stop, Go, Turn Left foot, Right foot, Insides, Tic-toe, etc.

Other Commands. Body Parts. Touch ball with that BP.

Find Spaces. As kids move their ball inside square they try to find as much space as possible. On Coaches command player with most space is winner.

2 Squares A. Add a 2nd square and have players on command move ball into new square.

2 Squares B. Split kids into 2 groups, 1 in each square, on command they leave their ball and switch squares to find a new one.

2 Squares C. Same as above but take the ball with them, avoiding bumping in the middle. (See Diagram)

Lose your Shadow. In the double square each player has ball and partner. The Shadow has to try and stay within 1 yd of 2 Square C. Partners Switch between Leader and Shadow.

SQUARE GAMES:

Pac Dudes. Kids inside square dribble around, 1 player (GHOST) outside square. On command Pac Dudes the for Musical Ghost has to kick all the balls out of the square. Winner is last one in square. Emphasize shielding and turning. Change ghosts. U7 all have go as Ghost. U8 have 2 Ghosts.

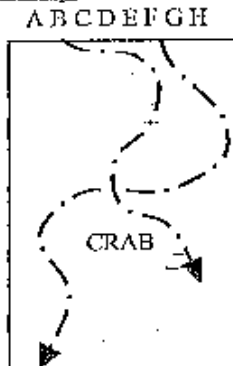
Musical Soccerballs. Place 4 cones outside square. Dribble in square, on command, players stop ball and leave it, and run to touch any one of the 4 cones. Coach removes 1 ball and When they come back into square they put there foot on ANY available ball. Player who doesn't get a ball is out. Get that player to remove next ball. Make sure all players are moving in square, not staying by the sides. (See diagram)

WEEK 1: BASIC FOOT SKILLS

WATER BREAK:

GAMES 2: 10 - 15 MINS.

TMNC set-up.



TEENAGE MUTANT NINJA CRABS.

Players start at end of the Island with their Soccer balls. Coach starts as crab sitting with legs forward, and can only move in this position. On Command TMNC, players have to dribble ball past Crab to the other end (Beach.) without their ball going into the ocean. They must stop the ball on the line. Crab moves to kick ball into ocean. If ball goes into ocean, then that player becomes crab. When everyone has reached the beach, and crabs are ready, then repeat in opposite direction. Last one still on Island is winner. Emphasize. close control and movement from side to side to get past the crabs. (See Diagram)

WATER BREAK: RECAP: GAME PREP: Use this time to recap on the practice and to organize for the game.

GAME: 15 - 20 MINS.

Play 4 vs 4. Do not use GK's

SEE ADDITIONAL DRIBBLING GAMES AT END OF MANUAL FOR MORE VARIATIONS. BY ADDING THESE ADDITIONAL GAMES TO THIS STRUCTURE, YOU WILL HAVE SEVERAL MORE DRIBBLING PRACTICES.

WEEK 2: BASIC PASSING

WARM - UPS: 10 - 15 MINS.

straight line are the winners.

TEAM GAMES.

Zig Zag. Have 3 teams of 4. Set up about 5 cones per team. players in turn zig zag through cones using foot and surface coach has stated. When all have been 1st team sitting down in

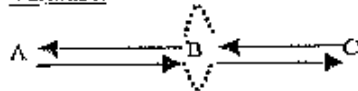
Pass and Stop. In pairs players are 3yds apart. Player 1(X) passes and player 2(X₂) stops ball. Player 2 runs backwards and player 1 runs forwards to pass ball again. Repeat for length of field then return with player roles switched.

Golf. Set up a series of cones 2 yds apart around field. Players have to pass ball through the course with the least amount of touches possible.

WATER BREAK:

TECHNIQUE: 10 - 15 MINS.

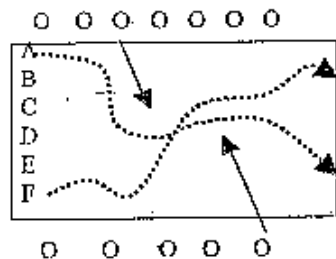
Various 2



Various 3



GAMES 1: 10 - 15 MINS.



VARIOUS.

1. In pairs approx. 5 yds apart players pass back and forth. GIVE GOOD DEMO OF TECHNIQUE. Emphasize stopping ball 1st.

2. In 3's approx. 5 yds apart with 2 balls. A passes to B. B stops ball and passes back, then turns to face C, who passes in. Repeat and rotate player B.

3. Numbers. In pairs, 1 ball, 4 cones in cross shape. A is by bottom cone and passes to B in center of cross. When he passes shouts a # 1,2,3,4. B stops, passes back and then runs to touch that cone. When A shouts 1 players change position after passes.

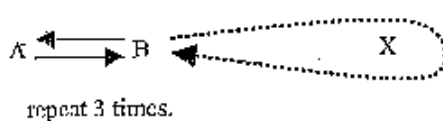
4. 3 squares. Have 2 pairs in each square, with 1 ball per pair. Players move around inside their square, on command pass to their partner. Repeat. Emphasize movement and looking up.

BRITISH BULLDOGS.

Set up Island like TMNC (Week 1). Have players start at one end with all the balls lined up along the two sides. Coach starts as BB. On command players have to run to other end of Island, dodging balls that BB is passing in. If hit below knee they become a BB. Reset all the balls and repeat till everyone hit. Winner-starts as BB for next game.

WATER BREAK:

GAMES 2: 10 - 15 MINS.



repeat 3 times.

Elvis Presley.

Divide into pairs and place approx. 5 - 10 yds from each other. Player A has ball. Payer B must call A's name before A passes. A passes. B stops and passes back when A calls his name. After passing B turns and runs to cone approx. 15 yds away. On return they repeat. Repeat 3 times and on final return players do Elvis shake, to show they are finished. New game A and B swap roles;

Passing Circle. Set up 2 circles. Player A is in center and other

WEEK 2: BASIC PASSING

players have to pass to one another. Player A has to try and intercept. All players have a go as A. How many passes can be made without A touching ball.

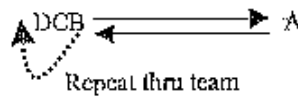
WATER BREAK: RECAP: GAME PREP: Use this time to recap practice and to prepare for practice.

GAME: 15 - 20 MINS.

Play 4 vs. 4. Do not use GK's

WEEK 3: CONTROL AND TURNING

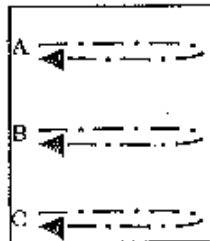
WARM UPS: 10 - 15 MINS.



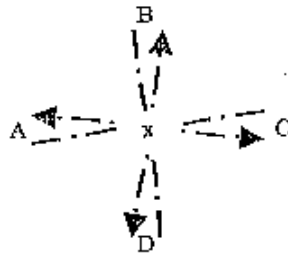
WATER BREAK:

TECHNIQUE: 20 - 25 MINS.

Choice of set ups.



OR:



WATER BREAK:

GAMES 1: 15- 20 MINS.

PASSING GAMES.

Wall game. Set up 2 or 3 teams. Player A is 5 - 10 yds from group. A is the Wall. Each player passes to the Wall. When it comes back he stops it, and then goes to end of line. All players pass to wall, then player B becomes wall. All players have turn as wall. When B, C, and D have turn as Wall team is finished and sit down in line.
Recap. BALL GYMNASTICS.

COERVER MOVES. (ALSO SEE MOVES APPENDIX)

U7

1. roll
2. Cut (inside and outside)
3. Cryuff
4. Barnes

U8

1. roll
2. cut (inside and outside)
3. Cryuff
4. Barnes
5. Step 1 and 2.
6. Scissors.

Roll: Roll backwards with sole of shoe.

Cut: Cut across body with inside. Then with outside.

Cryuff: Put standing leg alongside ball. Look to shoot, then turn foot inwards and drag ball back behind standing foot with inside of other foot.

Barnes: Step over ball with outside of one foot (LUNGE), then push ball forwards with outside of other foot.

Step 1: Fake a pass with inside of foot, but step over ball and cut ball back with outside of same foot.

Step 2: Opposite as above. Step over with outside, cut with inside.

Scissors: As with Step 1, but cut ball back with inside of other foot.

Turning. Allow approx. 5 mins of freedom. In half field get them moving with the ball trying new tricks, moves, or coerver.

(SEE MOVES APPENDIX FOR DIAGRAMMED MOVES)

J V. 1'S.

Set up. -Square with 1 pair per side, 1 ball per pair. A and B face each other about 1 yd. apart. A has ball and B is shadow. B is not allowed to steal ball. A must try and stop ball by 1 of the cones while 'losing' B. Start without ball to get the idea of body movement.

Emphasize upper body movement, change of direction and speed.

Keep away. Set up. 3 squares, 2 pairs per square, 1 ball per pair.

Player A has to try and keep ball away from B. And C-away from D.

When player loses ball, or when coach gives command, whichever is first, players switch roles.

WATER BREAK: RECAP: GAME PREP: If Space time, recap Coerver moves.

Use this time to recap practice, and to organize for the game.

GAME: 4 * 10 MIN. QTRS.

WEEK 4: PASSING GAMES

WARM UP: 10 - 15 MINS.

seconds to get away. Player has to pass ball at his shadow. Scoring repeat. Keep running score.

VARIOUS.

Recap. Coerver moves. Allow players freedom to try and practice moves. assist and re-demonstrate where necessary.

Tag. Area of half the field, players in pairs, 1 ball per pair, playing shadow ball. On coaches command the Shadow has 3 for U8 is through legs, for U7 within 1 yd or a hit. Switch and

TECHNIQUE: 20 - 25 MINS.

JUGGLING.

Start with feet. Hold ball in hands. Drop ball onto laces and try to catch. Repeat with other foot. Then kick, let it bounce, and kick again. Increase number of kicks. *Advanced players* shouldn't let bounce.

Emphasize: Be relaxed. Don't throw ball. Focus on Ball. Bend knee to strike, keep ankle-solid (don't flick). Controlled kicks.

Thigh, repeat above procedures. Use thigh not knee.

Head. Repeat above procedures. Keep head back, eyes open and looking at ball, and neck tight.

Tony Head. Now try combinations of the above. Try to meet Tony Head. TOE - KNEE - HEAD.

GAMES 1: 15 - 20 MINS.

NETBALL.

Set up. 3 vs. 3 in each half of field.

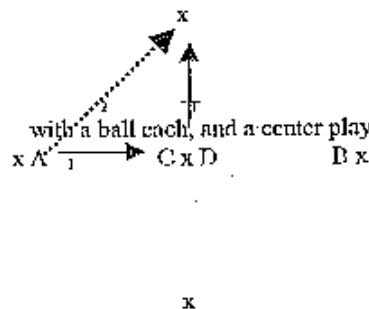
Objective. Players have to get ball to an end zone, by passing it with their hands.

Rules. Players cannot be tackled. Players cannot move when they have ball in hands. Must roll ball to other players to move ball forwards. (U8's can also Basketball pass). To score a player must receive ball standing in end zone.

Star Game. Rotation-Clockwise. Emphasize, passing to players, moving to ball to receive.

Set up. In groups of 4 have 2 players at points and 2 in center, and 2 balls. Players A and B at opposite points of start

Star game



coaches command of left or right, the ball is passed to the facing center player (1). The center player turns as A and B run to the next point (2), and then passes them the ball (3). They continue passing around in the direction the coach shouted and try to catch the other team. Then switch player roles and repeat.
Emphasize: Turning body and ball, accurate passes, and movement.

note: B and D do the same

WATER BREAK: RECAP: GAME PREP: If spare time repeat a previous weeks game. Recap practice and organize for game.

GAME: 4 * 10 MIN. QTRS.

Set conditions for first 3 quarters.

1 and 3: 3 passes = goal

2: Try to beat defender with move. 4:

WEEK 5: SHOOTING TECHNIQUE AND GAMES

WARM UP: 10 MINS.

2 GROUPS.

Coerver: Half the group practice coerver moves in half field.

Juggling: Other half practice juggling. Change after 5 - 7 mins.

TECHNIQUE: 10 - 15 MINS.

SHOOTING.

Striking with laces.

1. Circle around coach. players sit in crab position. Try to kick back into coaches hands. 2. This time players are standing and drop ball onto their foot. Same objective. 3. Same but in pairs approx. 5 yds apart. 4. Now drop ball and try and get through partners legs. 5. Ball on ground. Partner approx. 7 - 10yds away. try to get through legs. 6. Set up. Goal of 2 cones approx. 12ft. Players either side of goal approx.

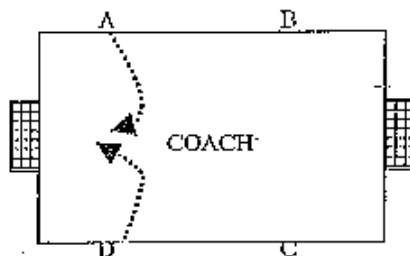
Emphasize: Strike middle of ball, strike with center of foot, keep ankle solid, flex from hip and knee, focus on ball only, be relaxed.

GAMES 1: 20 MINS.

PASS AND SHOOT.

Set up. 2 lines of players facing goal on half way line, in line with goal posts. Coach approx. 7 yds from players. Goal divided into 3. Play. Players pass to coach who passes to side and/or forwards. Player runs on and shoots to goal. U7 can dribble. have to shoot before arc and aim for corners. 10 points for corners, 5 points for center.

Numbers game.



NUMBERS.

Set up. 4 groups of players. Each group is numbered 1 thru 3. Coach on center spot with all balls.

Play. Coach calls # and groups A play D, and B play C, in each half. Player whose # is called tries to score, without going into arc.

Progression. Call 2 or 3 #'s.

(SEE DIAGRAM.)

GAMES 2: 10 - 15 MINS.

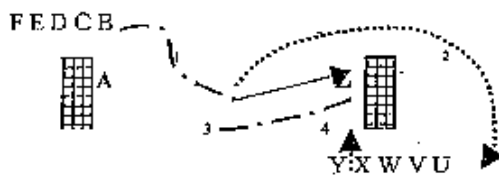
SHOOT AND SAVE.

Set up. Bring goal to half way line (GET ASSISTANCE.). GK in each goal, and players in line outside left post. Balls in both goals

Play. Player takes ball and dribbles towards goal (1) opposite and shoots. Then goes to end of other line (2). The GK now becomes a Forward, takes ball, dribbles (3) and shoots. 1st player in the line replaces the GK (4)

Players in line can assist collecting balls. Repeat rotation at other end.

Shoot and save



WATER BREAK: RECAP: GAME PREP: Use this time to recap, and organize for game.

GAME: -4 * 10 MIN. QTRS.

WARM UP: 5 - 10 MINS.

2 GROUPS.

Coerver: Half the group practice coerver moves in half field.

WEEK 6: DEFENDING AND GOALKEEPING

Juggling: Other half practice, juggling. Change after 5 - 7 mins.

TECHNIQUE AND GAME: 25 MINS.

DEFENDING.

1 v 1. In squares have 2 pairs working. Defender has to try and win ball. When done, swap roles.

Progression. In squares, 2 pairs. 1 player from each pair at opposite sides of square. 2 balls. Pairs alternate turns. A passes to B, who controls. A follows pass and is defender, tries to force out of square or win possession. A and B swap roles after each turn.

GAME.

Set up. Divide field into 4 qtrs. using cones. Coach on center spot. 1 defender on goal line in each segment. other players in 4 groups on half way line.

Play. Attackers take ball to defenders. Defenders job to force ball back to half way line. Attacker has to stop ball on goal line.

Attacker becomes defender.

Progression. Only half 2 sections and play 2 vs. 2.

Emphasize: Don't back away, don't rush in, stay goal side, chase back if beaten, timing, jockeying, staying low, forcing wide.

TECHNIQUE AND GAME: 25 MINS.

GOALKEEPING.

Prep. With no ball, players on half way line facing 1 goal. On command, run forwards, backwards, left and right. Always face same goal. Emphasize on sideways running, bring feet together And then apart.

Pairs. Approx. 5 - 7 yds apart with 1 ball. Each player in goal of approx. 12ft. Players serve to one another.

1. Rolling to feet.
2. Throwing to chest.
3. Rolling to side (close)
4. On knees. Roll further to corners.
5. Variety of above.

Emphasize: Not stepping back, on toes, get body behind ball, hold to chest, scooping to collect ball, keeping legs together.

GAME.

Repeat any shooting game that uses GK repetitively. Or add GK to a shooting drill.

WATER-BREAK: RECAP: GAME PREP:

use this time to recap practice, and to organize for game.

GAME: 4 * 10 MIN. QTRS:

Set Conditions in 1st and 3rd qtrs.

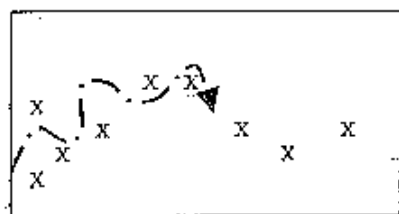
1st. Select a passing condition. i.e. 3 passes = goal.

3rd. Select a control condition. i.e. limit 3 touches.

WEEK 8: SEASON FINALE

*This is a fun end-of season finale. Play a series of 4 * 20 min games, with 5 min water breaks between game, or some of the players favorite games. A final game of Parents Vs. Players can be played. This can be followed by presentations of participation certificates to all players.*

ADDITIONAL DRIBBLING GAMES



How to play: Set up a bending line of cones. At 1 end of the line place a Wicked Witch (a parent, asst coach) and have players at the other end of the cones. Each player tries to dribble down the windy orange brick road, zig-zagging through the cones. At the end of the road when they meet the Wicked Witch they have to shoot the ball past her to melt her.

Game: What's the time Mr Wolf

How to play: Coach starts as the big bad wolf. Each little pig has a brick house (a cone) The Pigs shout "What's the time Mr Wolf" and the wolf shouts back a time. Each player advances the ball the number the wolf shouts out. Pigs ask again and repeat. When the Wolf shouts "Dinnertime", the pigs have to dribble their soccer balls back to their house and the wolf chases and tries to kick their ball away. Let each player have a go as the wolf.

Teaching points: Use soft touches to keep away from Wolf, and then dribble at speed and stop ball with feet only.

Progressions: Put cones in the way as trees that players avoid. Use multiple wolfs, or place wolf close to houses so pigs have to get past



Game: Pac Dudes

Players in side square with their ball. Dribbling around trying not to bump each other who lose control of ball. Coach starts on outside of square and is a Ghost. On command Pac Dudes, the ghost has to try and knock everybody's ball out of the square.

Game: Knockout

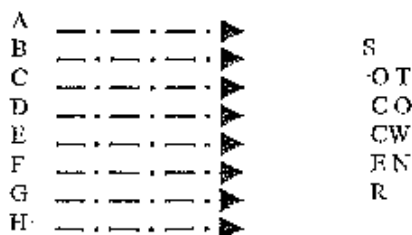
Each player with a ball inside a square. On command "knockout" players are allowed to try and kick other players balls out, but must keep their own ball inside square.

Game: Traffic Lights

How to play: Players start on one end of (Soccer city) grid with their soccer balls (car). Coach is the traffic light (or traffic cop). Coach shouts various colors of traffic lights and players try to drive their soccer cars to Soccer town at the other end of grid. On command "red light" players need to stop their car with the sole of the foot and not move. If they move they return to soccer city and start again. Play to see who reaches Soccer town first.

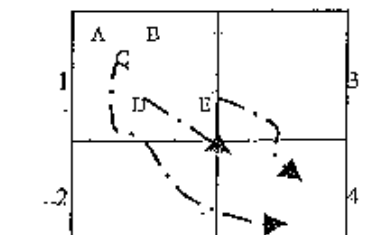
Teaching Points: Dribbling and control movement.

Progressions: Add "yellow light" and make players do a stationary tic-toc or hat dance. Add additional commands: reverse where players go backwards, go home players turn and head back home, left, right etc.



Multiple Square Games:

- A:** Using 4 adjacent squares. All players start in one square with ball. Coach calls a square number and players move their ball to that square and keep dribbling inside new square until coach calls another number.
- B:** Split players into all 4 squares. Call 2 square numbers and those players have to switch squares.
- C:** Have players from 1 square on command try to go and steal balls

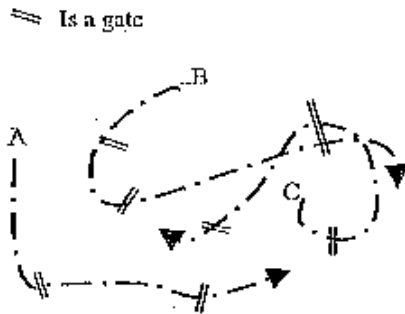


ADDITIONAL DRIBBLING GAMES

set time and see who can steal the most balls.

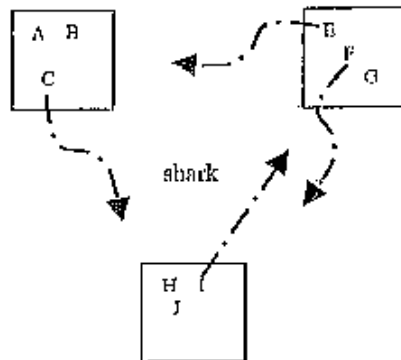
Game: Relay races.

Set up multiple teams of 3 or 4 players. For each team set up a short course of cones that players have to dribble through. Players then dribble back, give ball to next person who repeats the course. When all players in a team have completed they sit in a straight line with their hands on their heads.



Game: Downhill Skiing

Set up multiple gates in a grid. Each gate should be about 2-3 ft wide. Players are skiing (dribbling their ball) inside the grid but not going through the gates until the coach shouts "Lets go Skiing" then players try to ski through as many different gates as possible in the time coach allows.



Game: Shark Attack

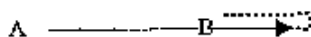
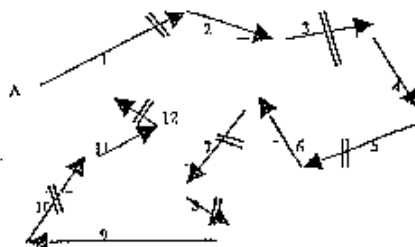
Set up 3 Islands. Divide players onto the 3 Islands. Each player with a ball. Coach starts as the shark in the middle of the ocean. The shark holds a cone on his/her head, or hands to designate a shark-fin, so everyone knows they are the shark. When Coach shouts "shark attack" the players have to swim (dribble) their balls to either of the other 2 islands. The shark attempts to kick soccer balls away. Any soccer balls kicked away, then that player also becomes a shark. Play until 1 person left, who becomes the new shark for the next game.

Teaching points: Players have to respond to the defenders movements and keep possession of the ball. A lot less static and more game like than the above relay races.

From the other players and get them back to their square. Give each square a

ADDITIONAL PASSING GAMES

Set up several cones as pins. Arrange players in a circle around the pins and have each player attempt 2 passes to knock as many pins down as possible.



Game: Soccer Golf

Set up a golf course similar to the skiing course using gates as the holes. Have players pass their ball through the gates in the order you designate. Players count their number of passes. The lowest score wins.
Teaching points: A variety of passing techniques, short, angled, long.
Variation: have players design the course, or use obstacles such as trees, parents that players have to pass around.

Game: Tunnel Game

In pairs players have a ball. 1 player stands with his/her legs shoulder width apart. Player tries to pass ball through the legs. They take it in turns to try and score points.

Scoring: 3 pts if it goes through without touching. 2pts if it touches a leg and still goes through, 1 pt hits leg but doesn't go through. 0pt if misses.

- Progression: As ball goes through legs the tunnel player, turns and runs and receives it dribbles back towards partner and passes. The partner moves to let the ball pass through legs, turns and runs to receive it.
- Teaching point: For the progression it gets the receiver into getting their body behind the ball.

Game: Stuck in the mud.

In a grid about 20 by 20, players are dribbling their soccer balls. Have 2 or 3 players as Swamp Monsters outside the grid with a ball each. On "go" the swamp monsters dribble their balls into the grid and attempt to hit players on the knees and below or soccer ball. If a player gets hit, or leaves the grid, they are stuck in the mud and they pick the ball up and hold it on their head, and stand with legs apart. Other players may release them by passing their ball through the stuck players legs. Rotate through the team as Swamp monsters and see who can get the most people stuck.

Teaching Points: Good passing technique, passing to where a player is running, good control, turning and changing of direction technique for the players in the swamp.

Game: Soccer Bowling

MOVES APPENDIX

There are hundreds of moves, fakes and turns. Some are differentiated from others by slight variations. Some are basic and some very complex. Some are named for the movement and some named for the player who best personified the move. There is always overlap in what 1 person might call a move compared to another person. This list will arm you with an additional 4 moves. Each move is diagrammed like a dance step class and has descriptions to follow. Read through and replicate the steps to become familiar with the moves.

It is important to remember the function of a move is to beat a defender in a 1 vs 1 situation. In the target age groups U8 - U12 to beat a defender can simply mean to create enough space to make a pass, relieving pressure or maintaining possession. Too often in youth soccer, players are able to perform a move well but at the wrong time. The position of the opponent is very important. A Cryuff turn at the wrong time can and will lead the ball into the defenders possession. Ensure in your practice sessions you not only give them ample opportunities to practice with no opposition to get the mechanics down, but provide many opportunities where some passive then active opposition is provided to develop an appreciation of the opponents position in choosing a successful move.

Some key teaching points that will enable your players to better accomplish moves.

- Develop comfort with the ball by doing rollovers, toe touches, stop-go's <<Fast footwork>>
- Develop a sense of motion in your player, bouncing, stepping to ball, relaxed body posture
- Disguise move with an upper body fake, drop of shoulder, a look or point one way, a pass or shot set-up. This movement generally creates an "attacking space" beyond and to the opposite side of the fake
- Recognize when the player is off balance and penetrate the "attacking space."

**The "attacking space" is the space the player in possession wants to attack with the ball. This can be beyond the defender, to either side or withdrawn from the defender. If a space is beyond the defender then the player should be encouraged to penetrate that space. The addition of the fake (body movement) usually creates a larger and more obvious space to attack. A Move laterally across the defender can create better passing angles and opportunities and a cut back or other move withdrawing from the defender can relieve pressure and allow possession to be maintained.

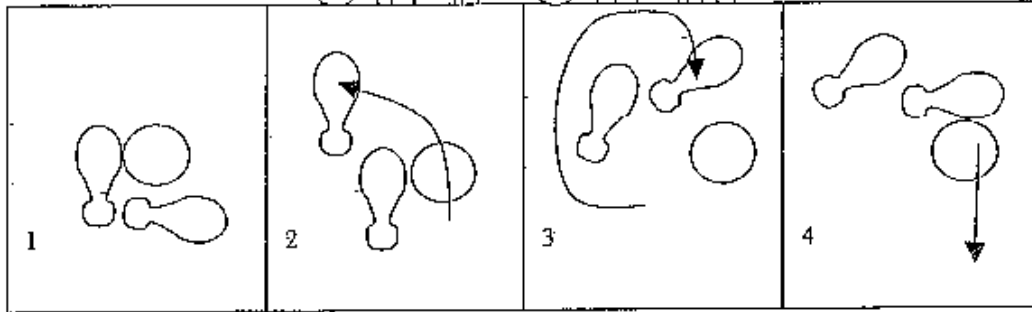
Basic Set-up for turn activities.

You can control the practice environment by creating 2 lines about 5 -10 yds apart. Have players start on 1 line approximately 5 - 10 yds between each with a ball. Walk through the mechanics of the move stationary 1st. Then players can walk towards other line and do move before it, repeat in opposite direction with other foot. And finally have them Dribble with more speed. It is vital you develop 2-footed players so please provide time to practice with both feet. For more limited space, you can set-up a square and have players work between cones to serve 4 players. Alternatively create a Hexagon with a central cone. Players can work each boundary line (6) and also the interior lines (spokes of a wheel) for another 6 players. This is easier for more proficient players.

Once mechanics and body movements are mastered you can put players back into the square game environments in your session to provide some opposition.

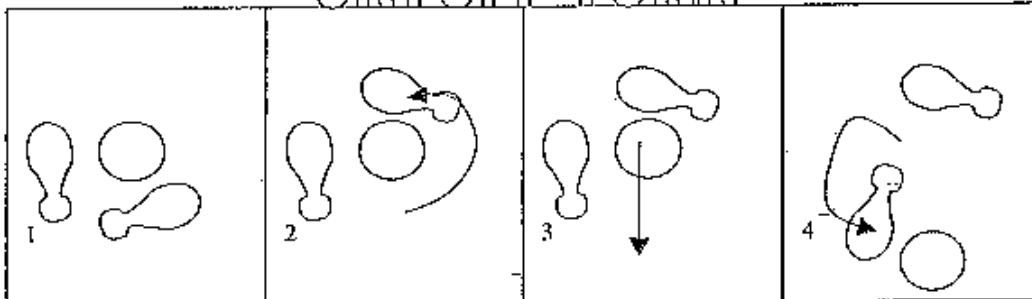
MOVES APPENDIX

STEP OVER



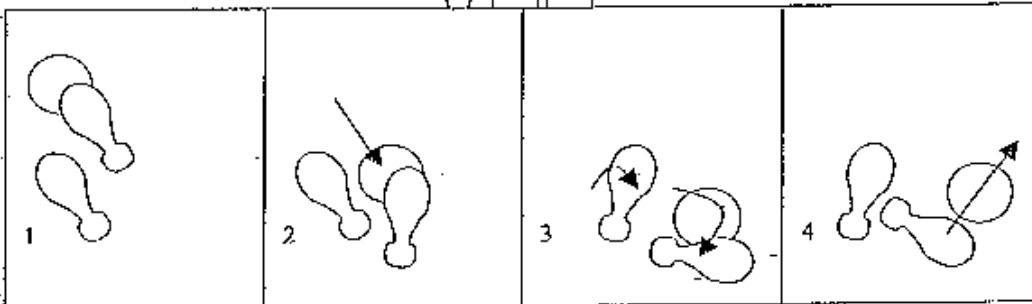
1. Stand in passing position (left foot alongside ball, right behind it)
2. Right foot steps over ball and to the outside of the left.
3. Swivel on the right foot and swing the left foot around the outside of the right
4. Knock the ball back (180) where you just came from and follow.

CRUYFF TURN



1. Set-up in a passing position (right foot pass).
2. Right foot fakes a pass but circles around and in front of the ball (pointing at other toe at 90 degree angle)
3. Using inside of the right foot push the ball back through gap
4. and spin to the left to follow ball

VEE



1. With the ball and body turned to the left
2. drag the ball back with the sole of the right foot
3. and then use the inside of right foot to move in the opposite direction. As you roll ball back, turn hips and left foot
4. to allow a forwards push pass and follow

BARNES



MOVES APPENDIX

1. Position ball on outside of left foot.
2. Step over ball with outside of the left foot, and lunge forward .-(Can be more effective if the left foot circles forward and around the ball rather than stepping over)
3. Using the outside of trailing right foot
4. Play the ball away to the right

Rules for Under 10 Players

1. Length of Game.
 - a) 10 minute quarters.
 - b) 2 minutes between quarters.
 - c) 5 minutes between halves.
 - d) Home team supplies timekeeper.
 - e) Clock is stopped during game only for an injury.
2. Dimension of Field.
 - a) Length is 70 yards.
 - b) Width is 40 yards.
3. Size #4 soccer ball is to be used.
4. Substitutions are permitted only in certain situations including:
 - a) Between quarters.
 - b) After a goal is scored.
 - c) On a goal kick if your team has possession.
 - d) On a throw in if your team has possession.
 - e) On a corner-kick if your team has possession.
 - f) After an injury. (For the injured player.)
5. Teams will play 7 to a side plus a goaltender. (8 + 1)
6. After the half, teams will switch sides.
7. When the ball goes out of play, play will be resumed in the following manner:
 - a) Over the sidelines – restart with a throw in.
 - b) Over the goal line, last touched by attacking team – restart with a goal kick. All opposing players must be 10 yards from the ball.
 - c) Over the goal line, last touched by the defending team – restart with a corner kick. All opposing players must be 10 yards from the ball.
 - d) After a goal is scored – restart with a kick-off. All opposing players must be 10 yards from the ball.
 - e) After an injury – restart with a drop ball.
8. Fouls and Misconduct.

At this level penalty kicks will be both direct and indirect kicks depending on the infraction. A player who INTENTIONALLY commits any of the following fouls shall be penalized by the awarding of a direct kick to be taken by the opposing team from the place where the offense occurred.

 - a) Kicking or attempting to kick an opponent.
 - b) Tripping or attempting to trip an opponent.
 - c) Striking or attempting to strike an opponent.

- d) Pushing an opponent if it is careless, reckless or done with excessive force.
- e) Holding an opponent.
- f) Jumping at an opponent. (A player's feet leave the ground but he is not jumping straight up and they make contact with an opponent.)
- g) Handling the ball. i.e. carrying, striking or propelling the ball with the hand or arm. The key judgment for this rule is whether the contact was "hand to ball" (foul) or "ball to hand" (no foul).

A player who **INTENTIONALLY** commits any of the following fouls shall be penalized by the awarding of an indirect kick to be taken by the opposing team from the place where the offense occurred.

- a) Obstruction. (This occurs when a player is not playing the ball but is preventing someone else from moving toward the ball.)
- b) Dangerous play. (This occurs when the play is dangerous to the opponent or the player himself and the action denies an opponent the fair opportunity to play. An example would be a player kicking near the face or torso of an opponent.)

9. Coaches are not permitted on the field during games.

SPECIFIC RULES OF SYSAP

1. Playing time.

All players are entitled to play at least on half of each game. The SYSAP understands that failure to practice, disciplinary action, sickness or injury might be cause for an individual to play less than one half.

2. Equipment.

All players must wear shin guards. Soccer shoes with rounded, molded plastic cleats are recommended however regular sneakers are permissible. All players on the field must be attired in matching jerseys, goalenders are to wear a pinney.

Characteristics of Under 10 Players

- Gross and small motor skills are becoming more refined and reliable. Boys and girls begin to develop separately.
- Ability to stay on task is lengthened. They have the ability to sequence thought and actions.
- Greater diversity in playing ability and physical maturity.
- Skills are emerging. Becoming more predictable and recognizable.
- Some children are beginning to move from concrete thinking to abstract thinking.
- They are able to pace themselves, to plan ahead.
- Increased self-responsibility. They remember to bring their own equipment.
- Starting to recognize basic tactical concepts, but not exactly sure why certain decisions are better.

- Continued positive-reinforcement needed.
- Explanations must be brief and mention "why".
- Becoming more "serious". Openly, intensively competitive, without intention of fouling.
- Peer-pressure starting to be a factor.
- Prefer identification with a team. Like to have good uniforms, equipment, balls.
- More inclined towards wanting to play instead of being told to play. Will initiate play more.

Things You Can Expect

Some coaches say that players at this level are beginning to "turn the corner" and starting to look like real soccer players. However, games are still frantically paced and unpredictable. These players are starting to find out how much fun it is to play the game skillfully. Some other things you can expect from players at this level are:

- They will really beat up on each other during practice.
- They might cry after the game if they lose, but will forget it if you ask them if they want to go for ice cream.
- You might actually catch them practicing on their own.
- Their parents are telling them to do one thing during the game, you are telling them to do another, but what they end up doing is what their friend is telling them to do.
- You will see a pass that is deliberate. You might even see a back pass.
- They will call the other team bad names. Really bad names.

Coaching Rationale

Emphasis should still be placed on having players learn how to control the ball with his/her body, but now, they need to find themselves in more game-like situations. Training should be more dynamic and should start having players make simple decisions such as "Which way is there more space?" or "Who should I pass to?"

The following are some more items that a coach of Under 10 players should consider:

- Use small sided games as the main teaching vehicle. That way they will get more touches on the ball.
- How you group players during training takes on added significance because of the wide margins of ability. You will need to mix players up more often.
- Stretching is becoming more important, along with a good warm-up. Since the game is faster at this level, make sure they have a good pair of shinguards. Safety and preventative measures take on added significance.
- Training twice a week is plenty. Practices don't need to go longer than one hour, fifteen minutes.

- They should all have their own size #4 ball. They need to be encouraged to play with it themselves.
- Put them into competitive situations as much as possible. This will keep them focused as well as allow the game itself to teach them. It will also keep things fun for them and allow you to deal with issues such as "winning" and "losing" which is now a very big concern for them.
- Now it is possible to teach them positional play with the expectation they will understand this concept some of the time. However, do not allow players to specialize in any one position. They need to learn the basic principles of the game first and having them play all the positions is one of the best ways to accomplish this. Remember that your first responsibility is to develop players and let them have fun.
- Whenever possible, allow them to solve their own problems. Don't immediately give them solutions on how they can play better.

Common Soccer Injuries and their Care

Whenever a player is injured, be certain to inform the parents or guardians of the injury, even if it seems minor and the athlete is able to continue with the practice or game.

PREVENTING DISEASE TRANSMISSION

Place an effective barrier between you and the victim's blood when you give first aid. Examples of such barriers are: the victim's hand, a piece of plastic wrap, clean folded cloth, rubber or latex gloves.

Wash your hands thoroughly with soap and water immediately after providing care.

HEAT EMERGENCIES

Heat Cramps

- Have athlete rest in a cool place.
- Give cool water.
- Stretch muscle and massage area.

Heat Exhaustion – Player's skin will appear pale and clammy, perspiration is profuse, may experience nausea, weakness, dizziness, headache, cramps.

- Have athlete lie down in a cool place with feet elevated 8 to 12 inches.
- Give cool water.
- Loosen tight clothing.
- Remove clothing soaked with perspiration.
- Apply cool wet cloths (such as towels) or ice packs (wrapped) to the skin.
- Call 911 if player refuses water, vomits or if level of consciousness changes.

Heat Stroke – Player will appear hot, red, will not be sweating (although skin may be wet from previous sweating), pulse will be rapid and strong, body temperature will be high (105 degrees or more). This is an immediate and life threatening emergency.

- Send someone to get emergency medical help (call 911).
- Get the athlete out of the heat and into a cooler place.
- Cool the player fast – immerse in a cool bath, or wrap with wet towels and fan him/her.
- Give nothing by mouth.

Preventing Heat Emergencies

- Avoid being outdoors during the hottest part of the day, if possible.
- Change the activity level according to the temperature.
- Take frequent breaks.
- Drink large amounts of fluid.

- Wear light-colored clothing, if possible.

ANKLE INJURIES

An injury to an ankle can take the form of a sprain or a break and may have different degrees of severity. Sprains are stretched or torn tendons, ligaments, and blood vessels around joints.

First Aid: Assume the injury could be severe.
 Immobilize the player (avoid any movement that causes pain).
 Begin the ICE routine (Ice, Compression, Elevation – elevation helps slow the flow of blood, thus reducing swelling).
 Have the player see a physician before returning to practice.

DON'T: Remove athlete's shoe and sock until ice is available.
 Have the player try to "walk it off".

Knee Injuries

The knee is the most complicated joint in the body, as well as the joint most frequently injured. It requires a specialist to treat knee injuries properly. Your job is to limit further injury and to get the player to the hospital.

First Aid: Help the player off the field.
 Apply ice to the injured area.
 Elevate the leg without moving the knee, if possible.
 Take the player to the hospital immediately.

DON'T: Move the knee to examine the injury.
 Allow the player to get up and "walk it off".
 Allow the knee to move freely.
 Allow the athlete to continue participating until he/she has seen a physician.

BISLOCATIONS

Dislocations and broken bones (fractures) are treated similarly. A dislocation is a displacement of a bone end from the joint. Dislocated joints will have pain, swelling, irregularity, or deformity over the injured area.

First Aid: Leave dislocated joint in the position found.
 Immobilize joint in the exact position it was in at the time of injury.
 Apply ice and elevate to minimize swelling.
 Have the player see a doctor immediately.

DON'T: Attempt to relocate a dislocation or correct any deformity near a joint (movement may cause further injury).

Assume the injury is minor.
Assume there is no broken bone.

BLISTERS

Blisters typically appear as a raised bubble of skin with fluid beneath; the fluid may be clear or bloody. The blister may be torn with new skin exposed. Generally painful.

First Aid: Rub ice over the area.
Place small moleskin doughnut over the outside edges of the blister and tape to prevent further friction.
If the blister is torn, wash area with soap and water; put ointment over the blister and cover with a protective dressing.

DON'T: Treat a blister lightly; infection can result, causing serious problems.
Puncture the blister – let a physician do so.

PREVENTATIVE STEPS: Properly fitting shoes and socks are essential.
Proper conditioning is necessary to allow the skin to become accustomed to the activity load.
Wear two pairs of socks if friction is extremely bad.

BLEEDING

In most cases, placing direct pressure over the wound can control bleeding. To reduce risk of infection, whenever possible wear latex gloves and wash hands before (and after) treating an open wound.

First Aid: Apply **DIRECT PRESSURE** to the wound with a clean compress (use clothing if a clean compress is not available).
Elevate the wound above the level of the heart.
Keep the player lying down.
If the bleeding is sufficient to soak through the compress, apply additional compresses as necessary directly over the others. Do not remove the compress.
Call for emergency help if bleeding is severe or persistent.

DON'T: Remove old compresses; this may cause more bleeding.
Treat any bleeding lightly.
Let dirt get into the wound.
Panic. Call for help if you are unsure.

NOSE BLEEDS

A bloody nose is a common occurrence following a blow to the face, or in association with high blood pressure, infection, strenuous activity or dry nasal passages. Although usually more annoying than serious, any bloody nose resulting from an injury to the face should be considered as a potential fracture. If you suspect a head, neck, or back injury, do not try to control a nosebleed; instead, keep the player from moving and stabilize the head and neck.

First Aid: Place the player in a sitting position leaning slightly forward.
Apply a cold compress to the athlete's nose and face.
Apply direct pressure by having the player pinch the nostrils with the fingers.
Take the athlete to the doctor if bleeding persists.

DON'T: Allow the player to blow his/her nose for several hours.
Stick anything up the nose to stop the bleeding without assistance of a medical professional or emergency personnel.
Lean head-backwards (player may choke on blood running down throat).

HEAD AND NECK INJURIES

These injuries can be the most devastating of all injuries. Permanent paralysis may result from any neck injury, so these injuries **MUST** be handled with extreme care.

Signs & Symptoms: Headache, dizziness.
 Unconsciousness (immediate or delayed).
 Unequal pupils.
 Tingling sensation or numbness in arms and/or legs.
 Inability to move fingers, toes, or extremities.
 Difficulty breathing.
 Athlete not alert.

First Aid: Call for paramedic or other help immediately.
Make sure the athlete is able to breathe.
Keep the player still (stabilize head and neck as you found them).
Maintain body temperature.
Call parents or guardian immediately.
Pass all important information on to doctors.

DON'T: Move the athlete.
Leave the player unattended.
Overstep the limits of your knowledge. **GET HELP IMMEDIATELY!**

BROKEN BONES

Fractures come in a variety of forms and may occur any place in the body where there is a bone. Remember, you are not a trained medical professional qualified to handle these many different situations. Your job is to recognize the injury (or possible injury) and to limit further injury.

Signs & Symptoms: May have heard a pop or snap, or received a direct blow to the area.
A closed fracture will have pain, swelling, irregularity, or deformity over the injured area. An open fracture will have bone protruding.

First Aid: -Leave fractured bone in position found.
Immobilize the joints above and below the suspected injury.
Cover an open fracture wound with a large clean dressing; control bleeding.
Apply ice to a closed fracture (not to an open fracture).
Transport the player to the hospital or call for an ambulance if you are unsure about moving the player.

DON'T: Attempt to straighten injured limb or push back protruding bones.
Allow player to move the injured area.
Allow dirt into any injured area with protruding bones.