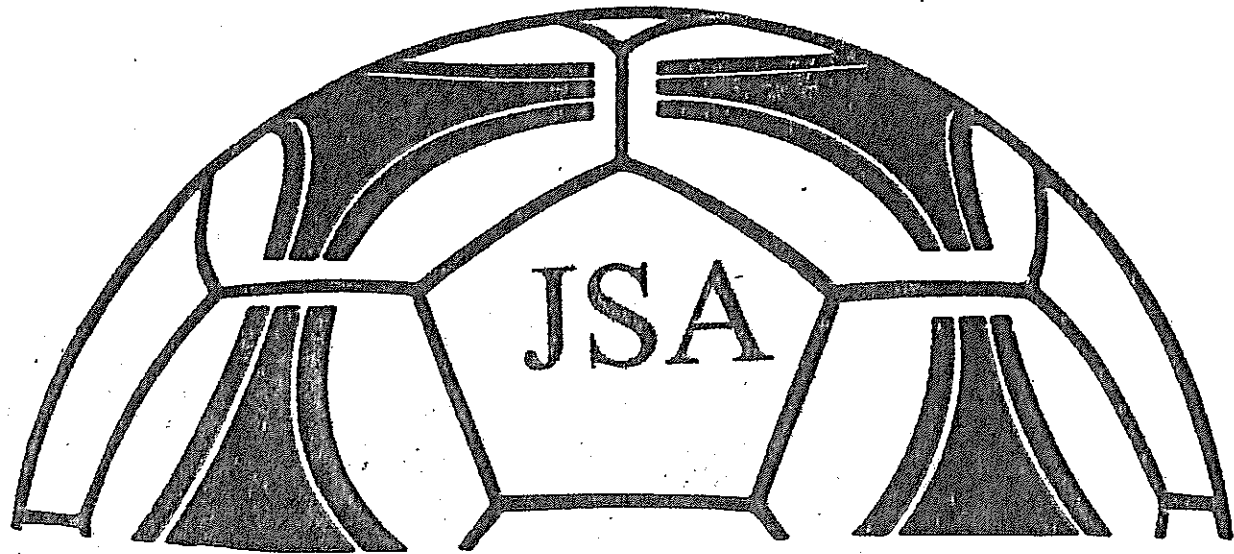


Jacksonville



Soccer Association

Coaches Handbook

COMPLIMENTS OF
KWIK GOAL LTD.

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SUGGESTIONS FOR A TYPICAL EFFECTIVE PRACTICE — YOUTH COACHES GUIDE

Andrew Caruso ©1985 - 1988 Revision

An effective practice teaches a basic technique, tactic or concept and then masters it through several stages of development. It starts with simple activities without pressure and ends in a more complex activity with pressure. There should be regular changes of activity throughout practice. The following five steps should serve as a guide for the various segments of the practice.

- I. Warming-up & Stretching
- II. Individual Technique and/or Tactics
- III. Group Tactics (small sided games)
- IV. Special Situations (Restarts)
- V. Team Tactics or Scrimmage

*Remember to have special activities for the keeper.

The individual technique (Roman Numeral II) that is taught is the focus of the entire session and is evident in every part of the practice.

I. WARM-UP AND STRETCHING (10 - 20 minutes)

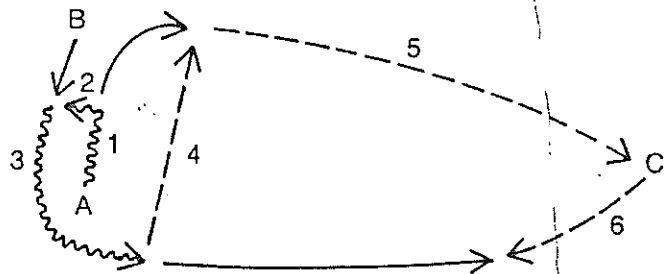
A. Warm-Ups. Generally use the ball—while stretching is static, warm-up is movement oriented including running, dribbling, juggling, and passing. The idea of warm-up is to get an abundant flow of blood through the muscles of the body. This is done by increasing the pulse rate. When the heart is pumping faster and harder, the muscles will get 'warmed' up. The stretching activities will increase the athletes flexibility. Stretching cold muscles can actually break down muscle tissue and RESTRICT flexibility.

Warm-up exercises may include:

1. Youth teams should always include a minimum of 10 minutes of dribbling moves. Most days the dribbling is 20 minutes or more, but the minimum of 10 minutes is a must. Generally every player has a ball, but some of the dribbling activities can be pairs with partners facing each other, then dribble toward your partner, then changing direction when a yard away from each other.
2. Have two lines, 10 yards apart, facing each other (if more than 12 players present set up 2 groups) that carry on ball exchange activities. In this activity players can dribble and leave, pass two-touch, one-touch, dummy, touch-feint-pass, chip, head ball, collect from air serves, etc.
3. Juggling, lifts and drops are still great warm-up activities contrary to opinions versed by some. However, players must move (walk), change directions, use both the left and right side of the body, go from low (foot) to high (head) parts of the body and must drop the ball for a collection. Relifting the ball should be done in a variety of ways. In short, juggling is good when it does not use repetition of the same body part in a boring manner, but when used as prescribed here it is an excellent warm-up activity. To increase the flexibility aspects of juggling emphasize the outside and inside of the foot as this stretches the leg muscles beautifully. Finally, have player 'catch' (collect) the ball with various body parts.
4. Circle Activities: passing, one or two balls, add one or two defenders, leave your spot and go where you passed it, wait until defender commits, and other ball exchange activities.
5. Groups of 2 or 3 players: collecting, dribbling, shielding, passing, heading, playing keep away.
6. A grid 20 yards x 20 yards with pairs passing; when near

someone go slow and possess; in the open drive (dribble fast); release ball to partner when partner calls for ball which is done by accelerating (running fast). Be certain eye contact is made before the pass.

7. Short sided exercises, 3 on 3 shooting at small goals (or use corner flags, obstacle course markers, grid goals).
8. Dribble in a grid and follow coach's commands - lift ball, feint, inside the foot, outside the foot, turn, scissor, chop, etc; emphasize looking up and speed adjustments (near someone keep ball close, in open space drive fast).
9. Games such as soccer volley ball or soccer tennis may be included here. Catching games are excellent. You can run without the ball, but not with the ball. This is done with 2 teams playing keep away.
10. Some days warm-ups should include passing and receiving activities such as 4V2. Another good warm up is short-short long passing with 3 players; the long pass is always supported by player who did not deliver the long ball. Dribbling, feints, exchanges, 2 touch passes, are all included by the two players who are close to each other. The long ball is sent one touch and it is passed on to the player who supports with one touch. This tends toward combination play. This of course begins to set a high level mentality which is tactically upsetting to any defense.



Passes 5 and 6 are both one touch passes in order to encourage combinational movement of ball for the match. Movements 1, 2 & 3 are dribbling or passes involving 2 or more touches and emphasize accuracy.

At some point the keeper and final defenders separate to warm-up together in order to improve communications, build confidences and for carry over to the days of competition.

The keeper should have vigorous receptions, (fly, rolling and bouncing balls, long throws, volley kicks and dives). The keeper should have the possibility of 100% success in the balls that are given to him on the days of games so that he not only warms up his body but his confidence is built and thereby is mentally ready for the contest.

All practice transactions should be quick and smooth.

B. Stretching. The warm up has provided blood circulation necessary to proper stretching. Often stretching is incomplete because some basic muscle groups are not stretched. Stretch muscles of all seven basic muscle areas:

- 1) Neck Area - side to side, forward to back. Overcome hand pressure of self, or teammate. NEVER omit neck area since the occurrence of injuries in this area can be catastrophic.
- 2) Upper and Lower Back - forward, backward and sideways.
- 3) Abdominals - often neglected but widely used in soccer.
- 4) Groin Area
- 5) Upper Leg - front and back (thigh and esp. hamstring)
- 6) Lower Leg - calf and side (esp. archillies)
- 7) Ankles and Arches - ankles rotated; arches by standing on toes for approximately 10 seconds.

Use static stretching (a slow controlled movement) as opposed to any ballistic (jerky, bouncy movements). Basically once the muscle is felt, back off slightly, and hold for a period of time. Generally three to five repetitions of approximately 15 seconds or more are adequate.

The colder the weather or the older the player, the longer the stretching time.

General suggestions regarding stretching:

Use Variety of Procedures - sometimes individually and other times in pairs, usually with ball. Younger groups and/or early in the season stretch together, later on it can become an independent activity.

Stretching should be accompanied by humor, questions, cues regarding previous or future games, etc.

INTERMINGLED warming-up & stretching is excellent. Good blood flow is maintained for maximum stretching.

II. INDIVIDUAL TECHNIQUES AND TACTICS (Skill. 10-20 minutes)

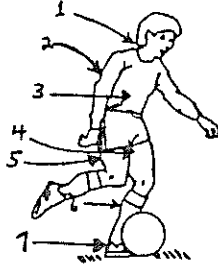
Whatever technique is chosen to be done in this segment, becomes the focus of the entire practice. However, space, time and pressure are manipulated and activities move from individual to group to a team situation.

A. Possible skills to be taught: dribbling, passing, collecting, heading, shooting, shielding, tackling, and ball turning. Tactics might be square passes, actual runs, overloads, etc. However, you must be very specific. Instead of passing, make it outside the foot passes preceded by a feint, or low trajectory power instep shooting, or volley clearing.

- 1) Specificity is important to clarify details. For instance, a volley shot on goal received from the wing almost seems to defy basics because the kicker has non-kicking foot off the ground, leans forward and away from the ball, contacts the top half of the ball hip-high. Without the correct details the whole skill is almost impossible to execute. Always attempt to INTEGRATE a given technique to a given tactic. Ex. outside of the foot pass combined to 1-2 movement that involves proper acceleration to receive.

- 2) See if you can break the technique down to its main parts and demonstrate the various segments. An advanced player can often demonstrate while the coach explains it. Correction will be easier if you can identify segments of the technique. Of course the whole skill must also be seen. Give a clear picture for the player. Only correct practice makes perfect!

If someone makes good progress on a particular technique have them demonstrate. Accentuate the positive. "That's a good steady head", "excellent follow through", "I can see improvement, the crowd will love the goal you score with that power," "good control", etc. Correction is a must, but the preponderance of "COACH TALK" IS POSITIVE.



Continue a skill by adding pressure (less space or time, or more active defenders). Some days individual tactics are substituted for technique. All sessions have shortsided games to put to use whatever was taught.

- 3) Keeper Instruction. Example: Accentuate proper knee bend and hand reception of ground balls. Do not forget the keeper in your planning.
- 4) The keepers learnings must also be put into a game like situation involving decision making and/or practicing the technique learned in a match situation.

III. GROUP TACTICS (15-25 minutes)

Observe the individual technique taught in 3 v 3 or similar situation. 4 v 4, 4 v 3, 4 v 2, or whatever GROUP situation is suited to the skill taught. Generally the 3 v 3 is preferred because of the simplicity and increased ball contact. Therefore, a greater amount of practice is achieved in a given amount of time. A simple clue for beginning coaches is that if only one ball is in use for more than a ½ hour of practice you probably could have had a better practice. Keep the idea of stations, small groups, more than one ball, more than one activity (Ex. keeper doing dives, field players do 3 v 3 with emphasis on feints), and positive reinforcement. Remember, you can always make it succeed — if it's not working, reduce the pressure, add space, give more time, make it simpler, or do only part of what you intended. If you're feeling frustrated or angry or find yourself yelling, consider giving more space and time or less pressure. If the skill is altered and permits success everyone will be happier and learn more.

Sometimes it is necessary to completely change the activity and come back to it in a future practice.

IV. SPECIAL SITUATIONS (15-25 minutes)

Special situations are kept to a minimum for young (under 12) players.

Special situations are preferred before scrimmage (team tactics) because it MUST NOT be forgotten (omitted) in view of the fact that more than 50% of all goals are scored from restart situations. Be certain to practice all transitions: Examples; goal kick, corner, indirect, direct, penalty kicks, drop balls, and throw-ins. Include shoot outs if used in your league. Practice quick transitions from defense to offense, or O to D. Be sure to do much of this practice in relation to goal with your regular keeper in net.

Appropriate keeper instruction should be given for various special situations.

Create make believe situations and then practice for that situation. Pretend there is a 30 mile per hour head wind, cross wind, a muddy field, poor field surface, opponent is in great condition, opposing keeper moves out too much, great sweeper, or whatever your most formidable opponents do. Ex. Coach calls out: "We are in Denmark for the World Youth Title with 40,000 people present and you have a penalty shot. Go ahead, shoot!"

V. TEAM TACTICS (20-30 minutes)

Scrimmage is 11 v 11 full field with keepers. We will only consider 5 basic positions: Strikers, Midfields, Full backs, Free back and Keeper. Anytime we have the strikers supported by midfielders attacking the final defenders (full backs and free back) and the keeper, this is team tactics. This is practical since many coaches have no more players than this to work with at any given practice.

Possible Activities: Establishing a spread on offensive possession, establishing width on an attack, lateral runs, wall passes (1-2 movement), through balls, mid-field shooting, final defender overlaps, etc. Other possibilities include what various players (strikers, mid-fielders, final defenders) should be doing on offense and defense in each third of the field. The emphasis is still on the technique or concept taught that session.

Any drill worth doing is worth doing several times — repeating drills avoids wasting time on instructions (and other talk) and keeps players in movement and contact with the ball. Every

practice cannot be the major teaching of something new, but one major idea a week is reasonable. Encourage watching games in the community, on TV, attendance to pro games, etc. The coach, if present, may want to ask players questions while watching or point out special features of the games. Do not talk continuously. The keeper can generally go in goal for the team tactics part of a practice. Note that alternating of high aerobic activities with less active activities. Players must be forced to remain active for reasonable periods and then recover.

PRACTICE STAGES	Young Players	H.S. Players
	(Approximate Time)	
I. Warm Up & Stretching	15 minutes	20 minutes
II. Individual Technique	15 minutes	20 minutes
III. Group Tactics (shortsided games)	15 minutes	20 minutes
IV. Special Situations	15 minutes	20 minutes
V. Team Tactics (6 v 4 or more) (Scrimmage or 11 v 11 with keepers)	20 minutes	30 minutes

Transitions must be smooth and quick.

With youth teams EVERY practice involves player development. This generally means dribbling instruction in addition to other basic player development aspects such as passing and receiving, shooting, etc. Yes, there may be 20-30 minutes of a 1½ hour session devoted to preparing for a specific opponent who has a specific tactic. However, player development must exist in every practice and for the majority of the practice. This is true simply because the role of the youth coach is development, fun, and sportsmanship, not trophies and wins. Of course, we play every match to win, but not sacrificing development, fun and sportsmanship.

The second reason we always put the priority on development is because youth teams frequently are not capable of team tactics due to lack of technique and lack of understanding of small group tactics.

Example: A keeper should kick long when the other team stays forward, but most of the time he should release to his defenders because most of the time our opponents withdraw to midfield and therefore, have numerical advantage at midfield and beyond. The problem with youth teams is they frequently DO NOT withdraw so the long ball would be appropriate. On the other hand many keepers cannot reach the midfield line or beyond.

Incidentally, there is difficulty with professional keepers even in World Cup Play in this regard.

In any case, development precedes team tactics. Many team tactics are near impossible due to lack of technique, lack of small group tactics and undeveloped discipline. At the very least it would take up more time than its value and would thereby diminish player development.

SOCCER PRACTICE GENERALIZATIONS

- Try to use progression which starts with the simple and moves to the complex. A carefully developed sequence GREATLY helps player development.
- It's best to have a thread of continuity for the entire practice—relate all activities for the session to one skill, or at least relate several parts of the practice together.
- Have a ball available for every player (players can bring their own; coach backs this up by also bringing some balls).
- Every practice should involve shooting at goal with some form of pressure.
- Always have a goal available and a net on it so that good shooting habits are developed (i.e., players shoot at corners instead of at keeper).
- At times use stations.
- At least part of the time divide into smaller groups.

- Attempt to have players with the ball as much as possible.
- Never omit the thinking parts of the game (establishing width, etc.)
- Instead of coach talk, design a drill that teaches what you want players to learn.
- The idealized five part practice is obviously not always possible, but at least change activities regularly.
- Have scrimmage vests, cones, obstacle course markers, soccer balls, medicine balls, pendulum balls and first aid kit, etc. available. (It might take a year or two to obtain all the equipment, but BEGIN.)
- ALWAYS HAVE A COMPLETE PLAN, even if you deviate or change it—you can never get to where you are going unless you have an idea where you would like to go).
- Most people function best with a written plan, use practice planners for yearly and daily plans.
- Advance planning of the practice is vital.
- BE POSITIVE.
- ASK QUESTIONS instead of constantly giving answers.
- Economical coaching (one drill which incorporates a given technique, group & team tactic and/or conditioning) is a must.
- Always have water at the field—individual large mouth bottles or team drinker will suffice—(No one should drink directly from a team drinker.)
- If you only like games and not practices, consider coaching a different sport.
- Players should enjoy practice, but just as important the coach should enjoy the practice too.
- You are a role model, a leader, and have much more influence than you may realize. Try to find something positive in every practice for every player, ESPECIALLY the weakest players—with your confidence in them, they will gain confidence and therefore play better.
- Work with everyone at various times (not just the group, but the individual). Try to have 5 or 10 minutes at every practice devoted to 1 or 2 players. Be fair, alternate who you work with at each practice.
- Try to have one contest, game, or fun activity in every practice and think mostly of rewards. Not another part to the practice, but one of the five EXISTING parts might fill this need.
- Constantly encourage players to practice on their own; juggle, play 1 v 1, 2 v 2, shooting, kicking at a wall, hang a ball from the tree to practice heading, work out with small balls (3", 4½" and 6" balls are great for this purpose—many great players are developed from small ball activities; note, the Brazilians).
- Move all grid activities to working on goal.

SOCCER BASICS

- When in possession all players must think, act, support and be offensive; when the other team has possession, everyone is on defense.
- Offense usually wants to spread out, that is, use full width of the field and have depth, though overloads often take place at the same time.
- Defenses should want some compactness, cover, and pressure on the ball. On any change of possession, these behaviors should be immediately visible (spreading out or compactness).
- A player spends better than 95% of the game time without the ball, learn to be useful without the ball (dummy runs, etc.).
- Call for the ball by accelerating to a receiving position (generally open space).
- Help your teammate, "man on," "turn," "I got ball." Offense is characterized by visual or action communication, while defense has more voice usage. (However, communication is a must!).

- If you have cover on defense you can attack the ball, without cover you must delay, give weak side help, stay goal side.
- Even long clearing should have an intended receiver—almost all ball contacts (passes) must attempt to insure possession with gambles taken in vicinity of goal in order to score.
- Use feints to provide time and space.
- Have intentions even before you receive a ball, learn to visually check all around you on a regular basis, and try to work with your head up when in possession.
- Players must communicate constantly.

PRINCIPLES OF COACHING

- I. **Warm up**—Warm up seven major soccer muscle areas. See Diagram on Page one.
- II. **Practice** must be FUN (have some competitive activities, and/or fun activities).
- III. **Conditioning** is part of every practice and can be done in conjunction with ball skills, techniques, tactics, etc.
- IV. **Change activities**—As indicated in program listed which has 5 basic activities in a given practice.
- V. **Demonstrate** and explain. Have the team do the exercise; **correct**, and **continue**. (Do not talk steady; stop activity for one minute, correct, then continue).
- VI. Even though there is correction, the core behavior is **praise**. Players are there because they want to be so they **MUST** be doing well. If they are not, it is best to assume it's your problem (be it true or false) and that you can give them the correct level activity so success will be achieved and therefore praise is in order.
- VII. **Successful activity counts the most**. Do not fear leaving an activity. Go to the rest of your plan, you might need time to think about why it did not go well.
- VIII. Be sure the team has real **input**. Listen and observe carefully. You will never stop being the leader as a coach, but great leaders know the needs, feelings, levels, etc. of those they lead; they learn what is needed from listening as well as observing, thinking, creating, etc.
- IX. **Technique** (skills) precedes tactics and systems of play. **Technique (skills) must be practiced** by everyone, (even professionals) because skills have a **MAINTENANCE** aspect as well as a learning aspect. After skills, individual tactic, group tactics, and team tactics, and finally try to use the same skill in a scrimmage in a given team system of play. However, soccer thinking skills (tactics) must begin as early as age 6, though it may simply be a 1-2 movement.
- X. **Thematic Practice**, attempt to relate areas of given practice to one basic skill. However, break it down to manageable components following the basic practice procedure (steps one through five).
Only correct practice is valuable; when players are too tired or too disinterested, stop and rest or change to another activity. Poor repetitions are counter productive. Proper repetition develops excellence. Guideline: 50% or more incorrect repetitions demands a change. 96% or more correct repetitions may be a sign the activity is too easy and therefore possibly boring.
- XI. Use a clearly developed **progression** from attaining technical quality to using the skill in a match related (shortsided game) situation.

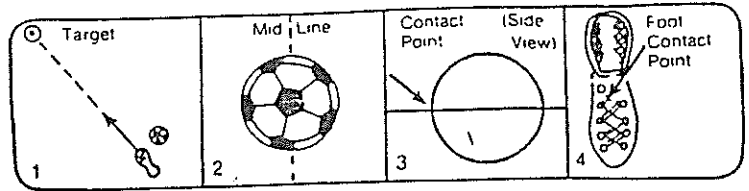
SAMPLE PRACTICE SEQUENCE #A

POWER INSTEP KICK-SHOOTING (keeping balls low)

I. Warm Up and Stretching (15 minutes).

Dribble ball for pre-stretch warm-up.

Stretch all seven basic muscle areas. Warm up having groups of 4 play keep away, three maintaining possession, one defends, and as drill is in progress let players move out from 8 yards apart to 15 yards and use the instep kick pass.



(Observe errors players make when using instep kick).

II. Technique (20 minutes)

Teach the instep kick:

Emphasize correction of technique observed in warm up drill.

- Ankle locked, toe down.
- Non-kicking foot facing target and on side of ball a little distance away. Dia. #1.
- Eye on exact place of kicking (midline of ball). Dia. #2.
- Strike center slightly above the midpoint (strike the top half of the ball. Have players touch the correct spot on the ball.) Dia. #3. To lift ball is struck at a lower point.
- Head down and steady—see foot hit through the ball.
- Identify proper place on footwear that should contact the ball (center of shoe laces preferred) a very slight turning in of the foot. Dia. #4.
- Follow through so that non-kicking foot is lifted from the ground and land on kicking foot.
- Demonstrate the knee lift by striking a ball 4 or 5 times that is held in place (medicine ball useful for showing this). Knee over ball for low trajectory.
- In shooting, accuracy comes first, then power.
- Encourage players to use their hands for body balance.
- **Demonstrate** complete kick.

Stress only 1 or 2 points at first. Not all in one day.

Players practice in pairs (one or two pairs working on goal—change and rotate periodically). Make corrections of individuals. Stop practice and correct the major (most common observed) fault. Generally the biggest problem players have is striking the top half of the ball in order to keep shot low.

Players continue practicing the technique.

Continue practice with ball rolling slowly toward the player (be certain the balls are still being shot low) also continue kicks with a one touch dribble.

Increase difficulty appropriate to your players—balls from the side, with a bounce, receive-turn-shoot, etc.

Add: Receiver moves when the player is three paces away from kicking the ball and the kicker must still send ball in the correct direction (simulates adjusting to keepers move or a moving receiver). Use pairs at 20 to 30 yards apart.

III. GROUP TACTICS (20 minutes)

Make groups of approximately five players—one goalie defending the goal. Other groups use the flexible corner flags for goals (ones that do not fall when hit; obstacle course markers). Have one defender and three attackers who set up one person for a 15-20 yards power instep shot on goal. Be sure to follow your shot. Above age 12 this may be more appropriate with 3 v 2 instead of 3 v 1. For more advanced players instead of one dribble and the shot, or a ball rolling toward them you can add square ball instep power shot.

Players who are very advanced can use swerves, but they must call out **how** shot will swerve, **in** or **out**, before execution.

Have players only use their non-dominant foot (righties use left foot) for four or five minutes. Be certain the shots are still low; if not, stop and explain how the low shot has to be gone down to while the up shot is played to the height of the goal keepers hands. Keeper is already erect and therefore requires little effort for a save.

IV. SPECIAL SITUATIONS (15 minutes)

Coordinated Sample—Offensive Indirect Free Kick.

SAMPLE PRACTICE SEQUENCE - #B

Heading — Emphasis on Turning Ball and Keeping It Down.

I. (A) WARM UP AND STRETCHING

Play 4 v 2, then stretch all seven basic muscle areas using pairs.

WARM-UP WITH BALL

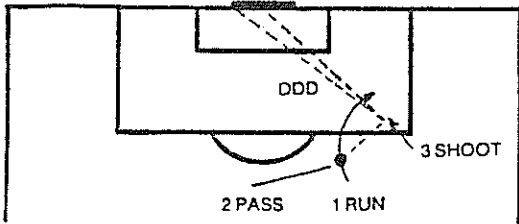
Dribble activity with commands called out; stop, backwards, forward, etc. Dribble MAKING BELIEVE you are picking up grass. feint dribble with outside of foot, go left, swing your arms, simulate heading a ball, shuffle sideways, skip, jump, somersault, etc. Do some juggling which emphasizes heading since that is the lesson of the day.

II. INDIVIDUAL TECHNIQUE

For young children a pendulum header T-bar is helpful, or one or two pendulum balls hung from a goal, or serves from very close (4 feet).

Emphasis: Proper contact location—forehead near hair line—at the curvature of the skull (skull is thickest there). The pendulum devices slow up the ball and make proper instruction easier, but a good job can be done if attention is given to proper serving...(though you can never achieve the number of repetition for a given time period as when you have a pendulum device). The ball in full free flight from long distances at early stages encourages eye closing, and what we really want is eyes opened. Have more advanced players turn the ball 90°. Therefore, it is best to have 3 people in a group—header, server and receiver. Ball should bounce at the receiver's feet.

Demonstrate how by going up, pitching head down and slightly sideways, making contact with top half of the ball you can get the ball to go down which inevitably is a nightmare for the keeper to save. Shots taken with the head use the flat portion of the forehead.

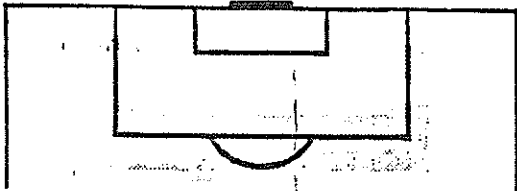


In general, keep restarts simple with few passes as possible to reduce chances of error.

Use your own favorite set play. After play is set up and understood, consider two groups. Have no less than one attempt every minute—hopefully more. Obviously, there is incidental defensive free-kick practice occurring. Player one fakes shot and runs wide, player two passes it to three, player three shoots a hard instep shot with an attempt to see where the opening in the goal is. If player number one is unattended, ball can go to number one and he can shoot. It is often best to have the team divided into two separate groups so there are more attempts. Everyone should get one or two chances to do the shooting, with the players who will actually do this in a game getting extra opportunities. The coach can drop the ball anywhere and see how fast the defense can set up or how fast the offense can set up. Only call out who will kick it when the ball is set up. This should be a fast moving drill.

V. GROUP TACTICS (Scrimmage - 20 minutes)

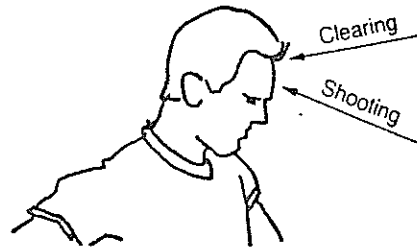
Team scrimmage, but the defense will be passive within three or four yards of the penalty box line (shaded areas) so that offensive players can have much practice taking power instep shots.



Any time ball is in shaded area the defense should relax to allow much long distance shooting.

Another way is to set up two half field groups with a goal keeper, two defenders, and four or five attackers. Simply rotate positions periodically. This is also good practice for the keeper.

No practice is complete without shooting on goal with some pressure. Therefore, increase the pressure by allowing more defensive pressure everywhere, or even increase the number of defenders. Of course, every practice requires a goal with a net. If this is a problem call us we can recommend inexpensive lightweight portable units that can be easily carried in a car and be put up by one person in minutes. We also have flexible flags that provide for groups while others are on the goal(s). Remind players to practice the technique on their own—if you have a small balls skill program incorporated in your program it might be worth trying shots with a 6" ball to sharpen visual skills.



If players are not establishing height this is a problem. This is where the pendulum device can force players to jump up. The T-Pendulum Heading device is very good because you can set one side at a height for the taller players. Try to get players to at least make contact with top half of ball when it is 12" above their heads while standing on their toes. Obviously advanced players should be able to go much higher. Be certain to challenge your players jumping ability. See if players can use the arm thrust and neck snap. The back curvature is a must. Order of priority: Accurate direction; establishing height; power (high ball velocity).

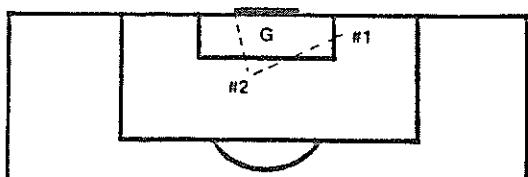
Let server get further away maintaining proper location, eyes opened, and ball being TURNED. If goal is available have one or two pairs working the drill in the goal area. Rotate groups for use of goal.

Have players jump over cardboard boxes or other safe objects for establishing height.

III. GROUP TACTICS

Put a keeper in the goal and have a 3 v 1 defender situation. For young players while the three are attacking the goal (or the make shift obstacle course flag goals) player number 1

suddenly picks up a ball and hand serves it for a shot to number 2. Number 2 tries to score a header goal to open area of goal and to the ground forcing the keeper to a low dive.



Chances for shots occur at random though everyone gets a chance to be an attacker.

Variations: 3 v 2, 4 v 2, 3 v 1 but ball kicked to shooter instead of served by hand; 6 v 4 no keeper and ball is lifted by kicking; make any adjustments necessary to achieve a level where it is not something players could do without instruction nor is it so hard as to be overly frustrating or impossible. Instruction is usually challenging, but players can achieve results with hard work.

IV. SPECIAL SITUATIONS

Use your corner kick play. Some coaches prefer many people out of the box with a player going near post, another far post, another going just inside the penalty line, with others prepared for kicking shots or feeding head balls to the head of the three positions indicated.

Use one or two defenders and four or five strikers. Have a player hand serve balls to the open man for a turning head shot.

Variations: Eliminate server and have balls kicked in from corner, add defenders. For accuracy emphasis, use two keepers with no other defenders.

V. TEAM TACTICS

6 v 6, 8 v 8, scrimmage, but in any case call for a corner kick every three minutes, even though no situation calling for one occurred.

Variations: Call for one from left corner and one from right each time there is a corner kick. Stress heading technique.

SAFETY

Have players bring a drink to practice. Large mouth squirt bottles are convenient for this purpose, especially since they can be frozen or receive ice cubes. For hot weather water is the preferred drink. Electrolytes can be diluted (1-2 parts water) to make them less objectionable.

First aid courses are advised and having a first aid kit is a definite. It is best for matches of youth groups to have a qualified parent responsible for this (possibly a nurse). It relieves the coach, gets parents involved, and hopefully responsibility will reduce negative yelling and irresponsibility. Youth coaches should make an effort to take a first aid course.

EQUIPMENT

Serious play requires equipment. Equipment can be gathered over a period of time. Required equipment is a goal with net affixed, obstacle course flags, cones, scrimmage vests, first aid kit, and a ball for each player (players can bring their own). Other equipment might be a pendulum header unit or two pendulum balls to hang from a goal, 5-aside goals, skill balls, a soccer medicine ball, whistle, and stop watch.

YOUTH CLUB

One or two alternate (assistant) coaches should be prepared to do a practice. After all, youth coaching is a hobby with job responsibilities necessitating priority. However, player practices should almost never be cancelled (and need not if others are prepared to fill in). The reason practice should not be cancelled

is because there will be reasons why players must miss practice (illness, etc.). Seldom will there be 100% attendance.

Hopefully the head coach can make at least four of five scheduled practices and hopefully all players will be present for at least one practice per week.

Fitness is an aid to safety.

Game playing safety demands that players have had **practice**. Please recall that it is near impossible to instruct or improve players during contests. What little can be done is when players are on the sidelines. If not involved in play a very simple, single idea might be handled.

Talking to a player with the ball or involved with play is **destructive**. Therefore, practice is really when the preponderance of teaching is accomplished. Game experience is **needed**, but without instruction in practice players' growth is very restricted.

BIBLIOGRAPHY

For overall knowledge of youth coaching of all sports, though excellent for soccer: *Youth Sports Guide for Coaches and Parents*, many authors, but edited by Jerry R. Thomas, available through AAVPER Publications, 1201 16th Street N.W., Washington D.C. 20036.

Winning Soccer Drills is a collection of useful, clear, diagramed and varied drills from individual technique to team tactics and includes special situations (250 drills). *Winning Soccer Drills*, James P. McGettigan Parker Publishing, West Nyack, New York 10994.

A basic complete soccer guide for information including laws, techniques, coaching, fitness, team administration, etc. is *The Official Soccer Book* of the USSF, Walter Chyzowych, available through USSF, New York, New York 10000.

For Goaltending - *So Now You Are A Goalkeeper*, by Joe Machnik and Frans Hoek.

For learning basic responsibilities for first, second and third attackers and defenders purchase *Teaching Soccer Skills* by Eric Worthington.

For overall basics of soccer *The Football Association Coaching Book of Soccer Tactics and Skills* by Charles Hughes.

RECOMMENDED VIDEOS

"Soccer Fundamentals with Wiel Coerver" by Trace Video Sports Club, "On The Attack" by Budweiser available through Kwik Goal Ltd., "The Winning Kick" and "Championship Ball Skills" with Tom Mulroy also available through Kwik Goal Ltd. Call for a complete bibliography.

Of course there is no limit to the imagination, but never forget practice is fun, because when it is not, you are not too far away from contest **defeats**.

Enjoy! Please feel free to call for any help whatsoever. We maintain a research library, subscribe to all soccer publications, have mailing lists and are glad to assist you in anyway possible. Of course, our major resources and expertise is in relation to soccer equipment. We try to help in related areas as best we can.

There are many answers we don't have, but we often know of someone who may be able to help you!

THANK YOU

Special thanks to Richard Broad of Middle States Soccer Camps for his diligent assistance, as well as Anthony DiCicco, Dan Gasper, Irv Schmid, Hank Steinbrecher, A. Dikranian, Ron Broadbent, Jerry Yeagley, Hubert Vogelsinger, Bob Wernersbach, Chris Sweeney, Joe Machnik, Wiel Coerver, Tom Gibbons, USSF and the National Soccer Coach's Association of America for their clinics and National Licensing Courses.

FIRST PRACTICE TIPS

- Call every parent to announce when and where the first practice will be. Be sure to explain whatever additional equipment you may want the kids to bring (e.g. balls). **TALK TO A PARENT ONLY.** Invite one if not both of the parents of each child to a short meeting just before practice..
- At the meeting, explain some of your background, what you hope to accomplish and what you will expect from the kids. Also, explain what you will expect from the parents (i.e. kids on time, advance notice of absences, working with the kids at home, etc). Involve the parents.
- If necessary, ask for an assistant coach or two. This gets more parents involved and gives them the confidence to coach on their own.
- Ask for a volunteer or two to be team parent(s). Ask them to organize the parents into teams of two. One brings juice and the other fruit to each game. Arrange it so that every parent who can gets to do this once during the season. Also have them organize parents into a phone tree. This will make your job **MUCH** easier.
- Be sure to explain that if circumstances prevent their doing so that is understood. For those who can, the kids would certainly appreciate it and it would raise their enjoyment level.
- Add any other points you wish. Be sure to thank the parents for their time and dedication to their children in advance.
- Remind each child who has a ball to bring it to every practice. This makes drills flow much more smoothly.
- Lay down the law on behavior immediately. **NO** foul language. **NO** fighting. Act as a team. Everyone here is equal. That goes for away from practice as well. Hurt feelings away from practice carry into practice. **NO** talking while the coach is explaining drills. There is nothing wrong with making a mistake. Practice is the place to make them. Encourage them to ask questions or even give suggestions. They will if you make them believe you will listen. Often their suggestions and questions are quite good.

GAME DAYS

1. Prior to meeting your team, check at the concession stand for any messages, handouts, etc.
2. Have team ready for play no later than 10 minutes prior to your scheduled game time. It is suggested that you have your team meet 20 minutes prior to game time to stretch, warm-up, name starting line-up, and otherwise prepare for your game.
3. Immediately after the game before yours ends, move immediately to your bench and send captains to the middle of the field for the coin flip and meeting with the officials.
4. At half-time, you have approximately 8 minutes. Whether you are playing quarters or halves, it is best if you have your line-ups for each period ready PRIOR to the start of the game.
5. In the event of inclement weather, listen to the local radio stations and/or contact your league commissioner for up-to-date information. Scheduled games may be canceled only by the president or an official designated by the president.
6. Games are to be rescheduled ONLY through your league commissioner. When a time has been agreed upon, the commissioner will be responsible for securing officials.
7. Any questions, comments, or problems are to be directed immediately to your league commissioner.

Eleven players constitute a full starting team. One player must be a goal keeper. The goal keeper must wear a jersey of a color unlike his team or the opposing teams. The goalie should be very vocal, have good hands, and be fearless. Goalies must HATE being scored on. However, remember one thing: when a goal is scored it is RARELY the fault of the goalie. The ball must get through ten other players before it gets to the goalie. If the ten other players are doing their job, it will be difficult for the other team to score.

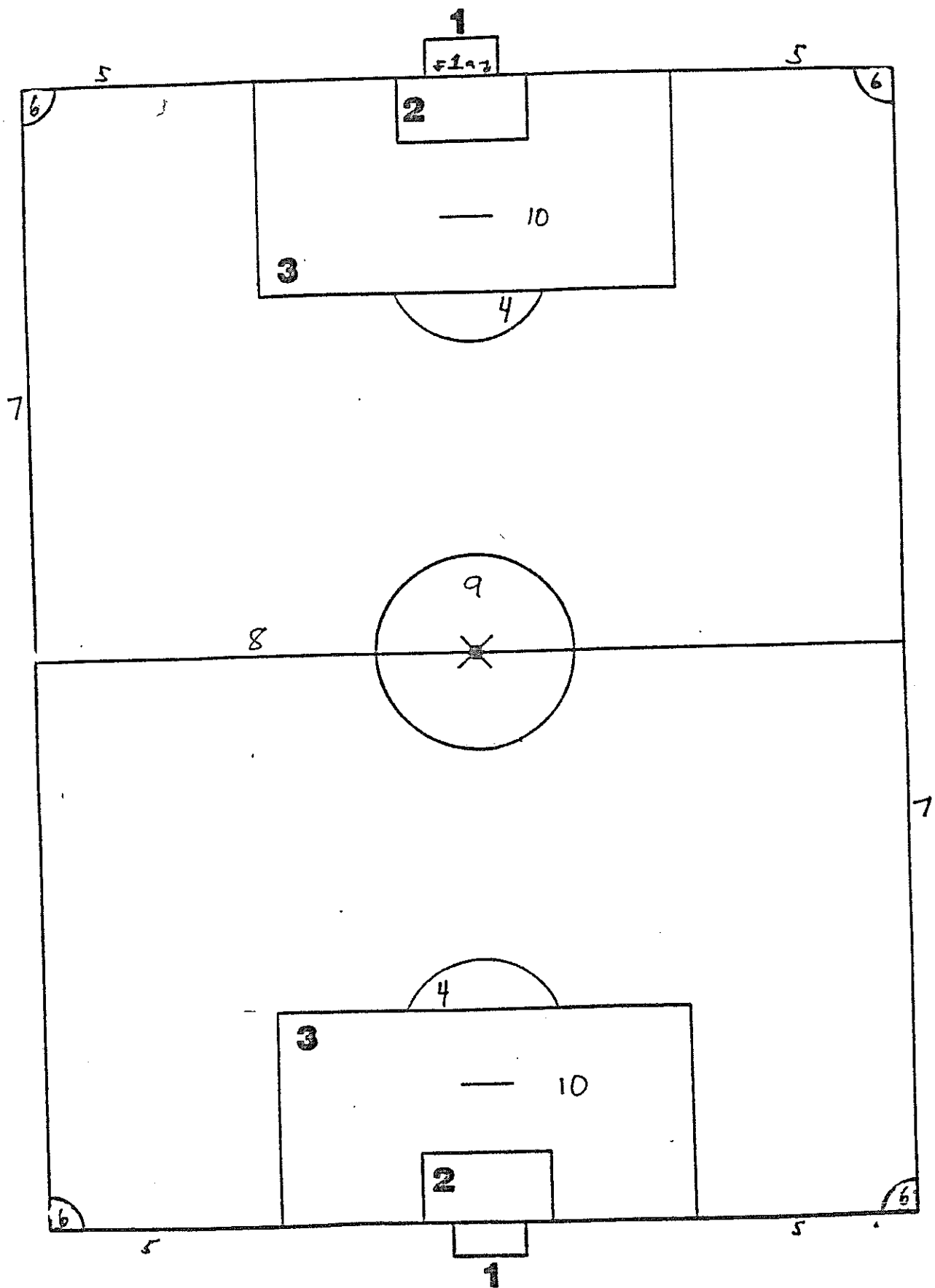
Beyond having a goal keeper, there are no set restrictions as to the number of players who must be defensivemen, mid-fielders, or forwards. However, a team usually divides itself into three parts: forwards, mid-fielders, and fullbacks (see the half-field map). Forwards are responsible primarily for scoring. Mid-fielders play both offense and defense. They are largely responsible for controlling the ball and therefore the game. The fullbacks primarily play a defensive role. They usually are assigned to "guarding" the other teams forwards.

Now that you know a little bit about where the players play and what their jobs are, lets take a look at the field. The attached full-field map is numbered to help you understand more clearly. Simply follow the key below.

- 1 - The goal: This is the objective of the other team. If they can put the ball all the over the goal line (1a) they will receive one point.
- 2 - Goal Area: A goal kick may be taken from any point within or on the line of this box.
- 3 - Penalty Area: The goal keeper is allowed to use his/her hands anywhere within this box. Outside this area, the goalie becomes like every other player and cannot use his/her hands except for throw-ins. If a major or intentional foul occurs in this area a penalty kick results. The kick is taken from the short line (10) in the middle of the area. If a minor foul occurs, an indirect kick is taken at the point the foul occurred. On an indirect kick, two players must touch the ball before scoring.
- 4 - Restraining Circle: This circle is only used during penalty kicks to keep the players ten yards away from the kicker.

- 5 - End Line: If the offensive team kicks the ball over this line, the defending team gets a goal kick. When kicked, the ball must completely clear the penalty area before being touched or it will be rekicked. If the defending team kicks the ball over the end line, the opposing team gets a corner kick.
- 6 - Corner: This is the area from which a corner kick is taken. The ball must be placed inside the arc. The offense can then kick the ball into the penalty area to try to score or, if a player is really good, the ball can be curved directly into the goal. (That takes LOTS of practice).
- 7 - Touchline: These are the sidelines of soccer. If the ball is kicked over the line by the red team, the blue team gets a throw-in.
- 8 - Center Line: This marks the center of the field and divides the field into two halves with each team defending a half.
- 9 - Center Circle: Kick-offs to start games and halves, take place in the center of this circle. No defensive players are allowed into this circle until the ball is touched.
- 10 - Penalty Line: This is the line from which penalty kicks are taken (see number 3).

AERIAL VIEW OF A SOCCER FIELD



DRIBBLING TIPS

- Use inside and outside of feet. Players should always be taught to use both feet.
- Work on keeping the players head up. The player can't see who is open or where the defenders are if he/she is looking at his/her feet.
- Touch the ball often and keep it very close to your feet. The more often you touch the ball and the closer you can keep it while still moving at a good pace will mean better control.
- Don't dribble very long. Coaches should always teach players to touch to ball 2 or 3 times and then pass.
- Don't always move straight ahead. Practice moving from left to right (zig-zag). That makes it more difficult for the defender to take the ball away and helps the dribbler find angles for passing and shooting.

PASSING

- Passes should be made with the inside of the foot. Using the instep provides MUCH better accuracy.
- Keep passes on the ground.
- Give and gos are the best passes to use.
- Players who do not have the ball should be taught to move to the space and/or exchange spots to create space. DO NOT allow players to simply stand or run straight ahead (as is their instinct). NO STANDING STILL!
- Teach players to MOVE TO the ball when receiving a pass.

TRAPPING

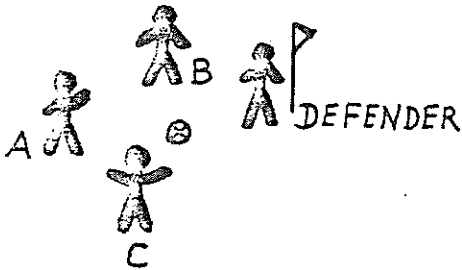
- Use the instep of the foot to trap the ball.
- Keep the body square when receiving a pass. DON'T just stick a foot, thigh, or head out to trap. Keeping the body square prevents the ball from getting by you if the trap is not perfect.
- When using the chest, head, and thighs it is important to "give" or cushion the ball just as it hits. It is kind of like catching the ball. A well performed trap will drop like a rock right at the players feet.
- Know BEFORE you trap where you want to go with the ball.

SHOOTING

- Use the top of your foot (i.e. the area between the laces and the instep) to shoot.
- Practice keeping shots low. A perfect shot is kept 1-2 feet above the ground.
- Practice shooting in the lower corners of the goal or, if you are on a side angle, for the opposite upper corner.
- Take the first opportunity to shoot. Don't waste time trying to line up the "perfect" shot or bring the ball to a "perfect" position. A player usually has only a mere second to take advantage of the opportunity.
- Practice keeping the head down and the knees bent to wind up for a shot. The best example is like a spring. Wind up by bending the knees, keeping over the ball and "exploding" the body through the ball.
- The hardest shot isn't always the best shot. More often, accuracy with a little power is better than power with no accuracy.

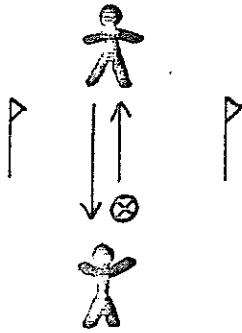
THROW-INS

- Hold the ball with both hands behind the ball with thumbs almost touching.
- Stand with feet shoulders width apart. Do NOT let the feet leave the ground.
- Face the direction you are throwing.
- Bring the ball back behind the head. The ball must come all the way behind the head before being thrown forward. The throw-in must be one continuous motion.
- Bend at the waist to provide power.
- In general, throw the ball to a teammates feet. That makes it easier for your team to keep control of the ball.
- Most of the time, the ball will be thrown down the line.
- NEVER step on or over the sideline as that will be a foot fault and the ball will be awarded to the opposing team.



3 V 1 Shooting at a Stick

Three players, A, B, and C, pass among themselves until one has a clear shot at a stick guarded by a defender who must try to prevent the ball from hitting it.



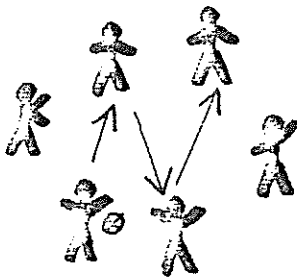
Pass Between the Sticks

Two players must pass back and forth to each other between 2 sticks. First they must stop the ball before passing it; then they must first-time pass. When the exercise becomes too easy, decrease the distance between the sticks or increase the required passing distance.



Passing with 2 Balls

Two players, each with a ball, simultaneously pass back and forth to each other, first in a stationary position and then while moving.



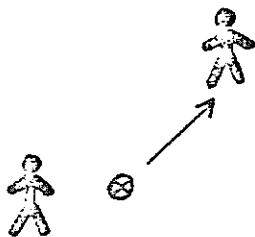
Hot Potato

Players standing in a circle pass the ball back and forth to each other as quickly as they can within a time limit. Whoever has the ball when time is called is eliminated. The last player left is the winner.

PASSING EXERCISES

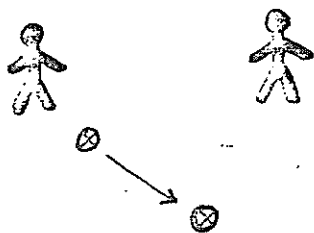
Players should use the inside of the foot, the outside of the foot, the instep, and the heel in learning this most basic of all soccer skills. Short and long passes,

low and high passes, executed with both feet, should be incorporated in the exercises. Wall, cross, and through passes should also be included.



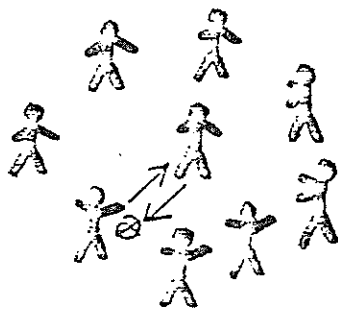
Pass Through the Legs

Players attempt to pass the ball through each other's legs. They score 1 point each time they succeed.



Pass to Your Partner's Ball

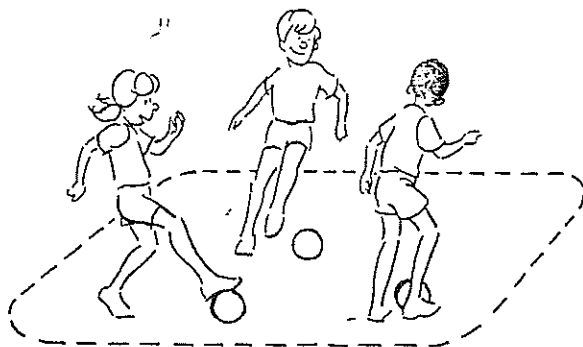
Players take turns passing at their partner's ball. Each touch of the ball counts as 1 point.



Man in the Middle

Players standing in a circle take turns passing the ball to the middle man, who passes it back. The ball may be passed after first stopping it or without stopping it.

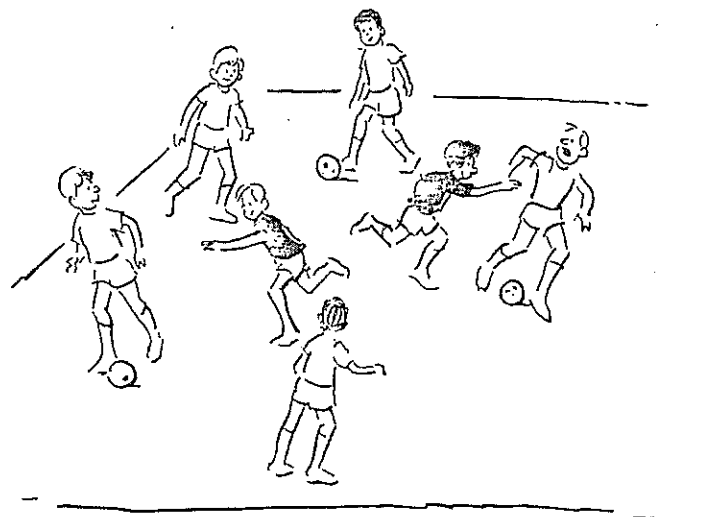
COACHING POINTS: Good game to teach players to look up when dribbling.



VARIATIONS:

Pacman. Two players are selected to be pacmen and stand outside grid until the game begins. All other players dribble the ball inside the grid. Pacmen try to tag the players who are dribbling the balls. If tagged, the player is "frozen" until another player passes a ball through the frozen player's legs. Game ends when all players are frozen.

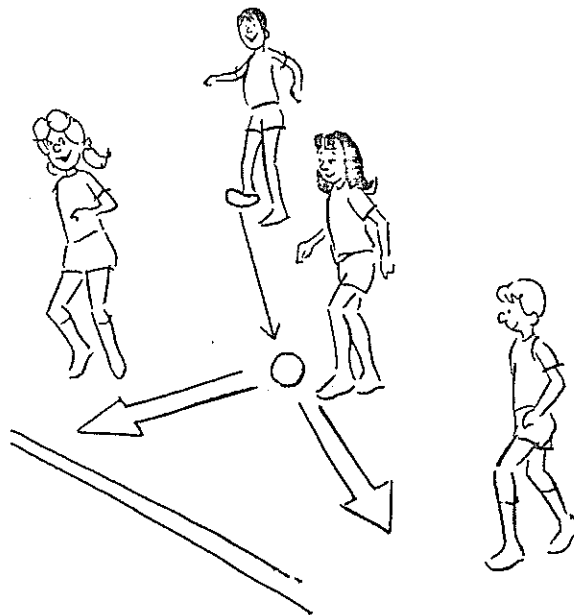
Space raiders. Choose two players to be "raiders." All other players dribble the balls inside the grid. Raiders try to steal the balls without fouling. Players who lose the balls become raiders and must help steal the balls. Game ends when every player loses the ball. This can be made more difficult by specifying the foot players must use to dribble. Can divide into teams and see how many balls each team can steal in 60 seconds.



Dribble, dribble, pass

ORGANIZATION: Players pair up and practice dribbling and passing. Each player touches the ball to gain control, dribbles once with each foot, and passes to partner.

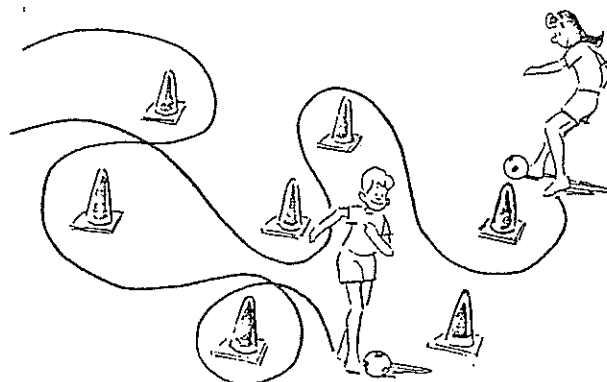
COACHING POINTS: A good drill to practice touch control and dribbling with each foot. Begin with players walking. Progress to jogging, then running at game speed.



Zig-zag

ORGANIZATION: Set up cones or other markers 6 to 10 ft apart. Players dribble in zig-zag motion around the cones. This can be practiced around cones marking grid practice area.

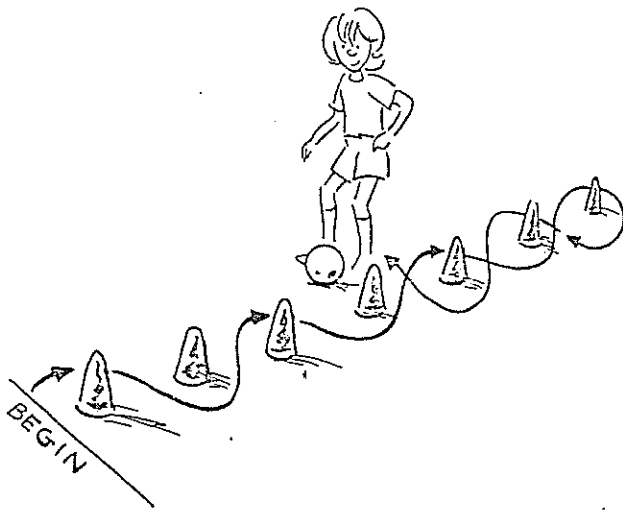
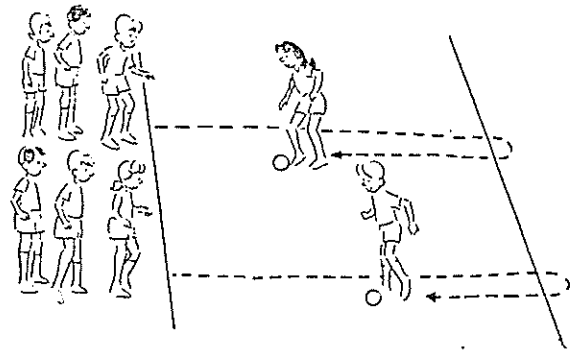
COACHING POINTS: Players should dribble as fast as they can control the ball. As players become better skilled, they can speed up and change directions as they dribble around cones.



VARIATIONS:

- *Dribble Around Cones Skill Check.* Mark a starting line and turnaround line 10 yd apart and space six cones evenly apart between the lines. Players are timed as they dribble in and out of the cones to the turnaround line and back. Encourage players to record their time in the record chart in their players' manuals.
- *Shuttle Run Skill Check.* Use the same starting line and turnaround line used for Dribble Around Cones. Players are timed as they dribble to each line twice. Encourage players to record their time in the record chart in their players' manuals.

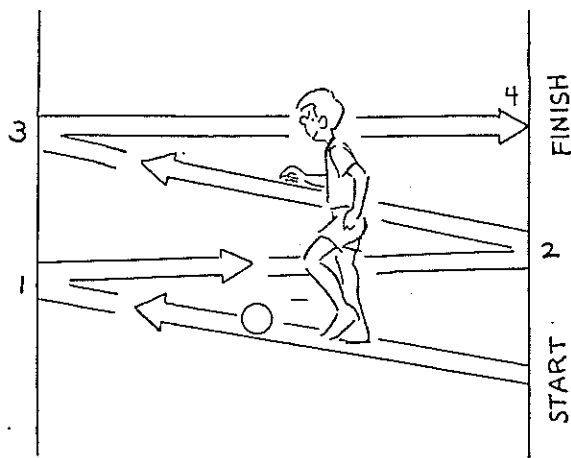
COACHING POINTS: Players will dribble faster using both feet and controlling the ball rather than kicking the ball hard and running fast.



Whistle dribble

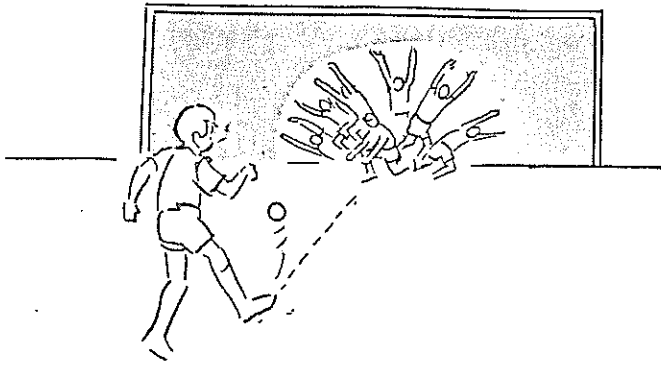
ORGANIZATION: Use a whistle and point in the direction players are to dribble or use commands such as "stop," "forward," "right," and "left."

COACHING POINTS: Players will enjoy this fun drill because of the spontaneity of your commands, so keep them guessing. Also, this is a good drill to practice changing directions quickly, as players must do in game situations.



Dribble/relay races

ORGANIZATION: Players line up at one side of field and race each other, dribbling to the other side and back again. Players can choose several teams to have relay races. Each team member dribbles across the field and back, then passes to the next teammate.

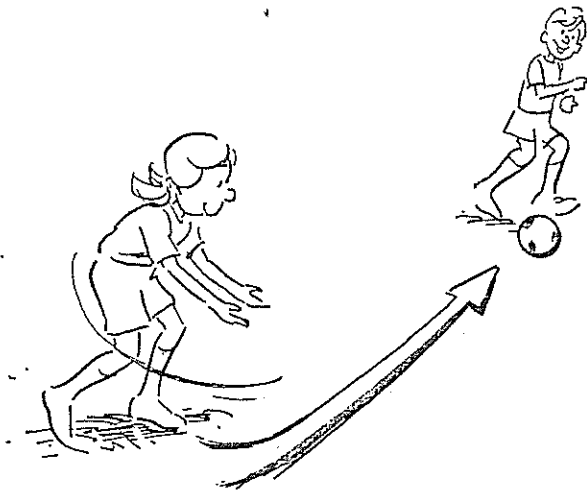


Trapping and control drills

Toss or pass and trap

ORGANIZATION: Players pair up and toss or pass the ball to each other. Receiving player traps the ball.

COACHING POINTS: Emphasize moving to the ball, reaching out the foot, leg, or chest to meet the ball, cushioning the ball, and keeping the ball close to the feet.



VARIATIONS:

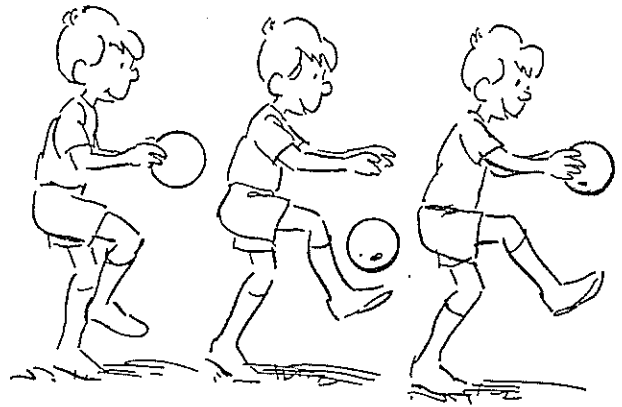
- Trap with inside, outside, and top of feet.
- Trap with top of thigh.
- Trap with chest.

Drop, kick, and catch

ORGANIZATION: This is a good drill for players to learn how to juggle and how to develop a "feel" for the ball. Hold the ball over the foot or thigh, then drop, kick, and catch. As players improve, encourage them to kick the ball twice, three times, and as many times as possible

before catching. Players can also learn to juggle using the head by tossing the ball, heading, and catching.

COACHING POINTS: Stress watching and moving to the ball.



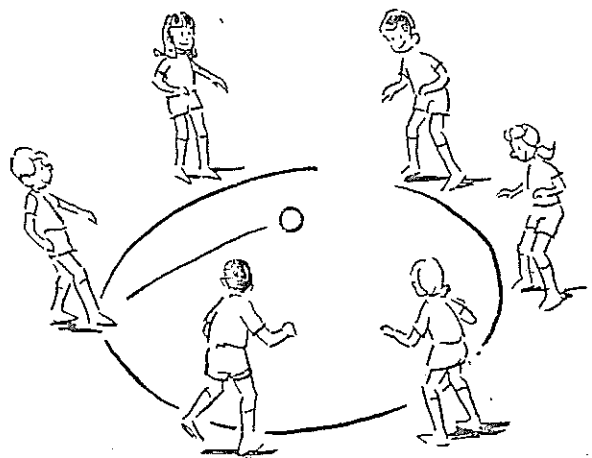
VARIATIONS:

- Keep the ball in the air using the legs, feet, and head.
- *Juggle Skill Check.* Players count the number of times they can juggle. Encourage players to record their scores in the juggle record chart in the players' manuals.

Juggle around the world

ORGANIZATION: Each player chooses the name of a country; then everyone forms a circle and juggles the ball around the world. Players can call out the name of a country and juggle the ball to that player; that player then calls out another country and passes. Also, players can head the ball around the world.

COACHING POINTS: Keep the ball in the air as long as possible by watching and moving to the ball.



Pepper

ORGANIZATION: One player called the passer stands in front of some teammates. These players pass the ball in the air until the passer makes a poor pass or lets the ball touch the ground. If other players make poor passes or let the ball touch, they move to the end of the line. Players at the front of the line take the passer's position.

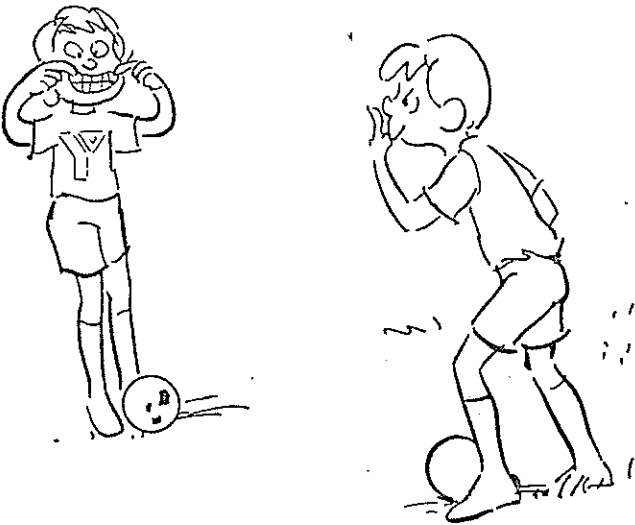
COACHING POINTS: Players should try to develop a feel for the ball playing Pepper. Also, players can play Pepper heading the ball.

Dribbling drills

Funny dribble

ORGANIZATION: Players pair up and dribble the ball while making funny faces at their partner.

COACHING POINTS: Use any part of the feet to dribble. This is a drill for fun and enjoyment.



Duck, duck, goose

ORGANIZATION: Players form a large circle and sit down. Coach selects one player to dribble the ball around outside of circle. Player walks dribbling the ball and must lightly touch head of each seated player and say the word *duck* or *goose*. Seated player remains in position if called duck, but if called goose, must get up fast and chase the dribbler. In the meantime the dribbler must dribble the ball as fast as possible around the circle and sit down in goose's position before being tagged. Goose takes dribbler's role if tag is not made.

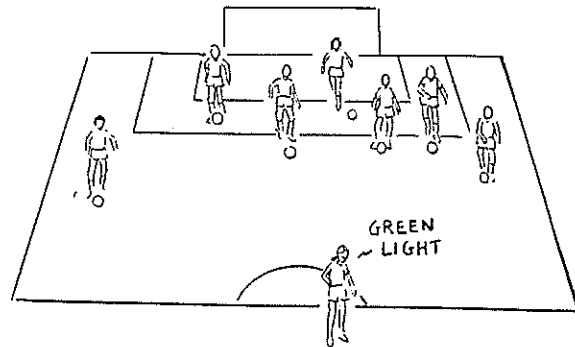
COACHING POINTS: Fun drill for young players. Useful for developing change of speed when dribbling. Make sure everyone gets a chance to be the goose.



Red light, green light

ORGANIZATION: Every player has a ball and lines up along one end of the field. One player is selected as the caller and stands at the other end and calls the commands, "red light" or "green light." Players can dribble toward the coach on "green light" but must stop quickly on "red light" because the caller spins around to spot any moving players. Players seen moving are sent back to the starting position. Players try to get beyond the caller without being spotted.

COACHING POINTS: Good with younger players. The variation puts players in position of making fair calls. To ensure honesty, it may be necessary for an assistant coach or a player to watch the moving players.



Wiggle dribble

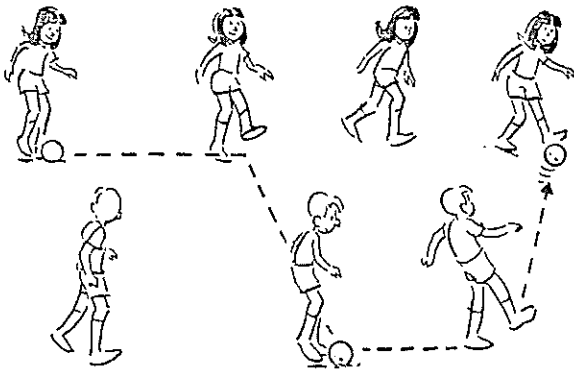
ORGANIZATION: Each player has a ball. Players gather inside a grid area and dribble, trying not to touch the other players or the balls.

Passing and shooting drills

Take a walk

ORGANIZATION: Players pair up and pass the ball to each other. Then, players walk along the field passing the ball back and forth and gradually progress to passing while jogging and running.

COACHING POINTS: Emphasize accurate, quick passes, and proper receiving techniques.



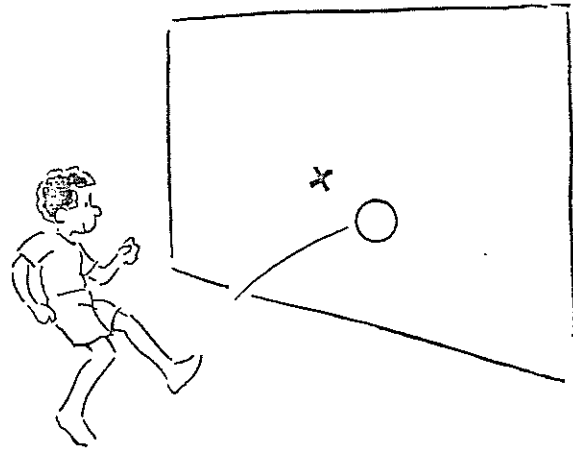
VARIATIONS:

- *Pass Ahead.* Partners pass ahead, leading players with the ball.
- *Pass Through Cones or Legs.* Partners can pass through cones to each other, or through each other's legs.
- *Pass and Shoot.* Partners pass the ball to penalty circle and shoot at goal.

Wall volley

ORGANIZATION: Each player has a ball and practices passing against a kicking wall. Players can pick a spot low on the wall for passes on the ground or high on the wall for lofted passes.

COACHING POINTS: Accurate, controlled passes are better than powerful, uncontrolled passes. Encourage players to develop passing and shooting skills using both feet.



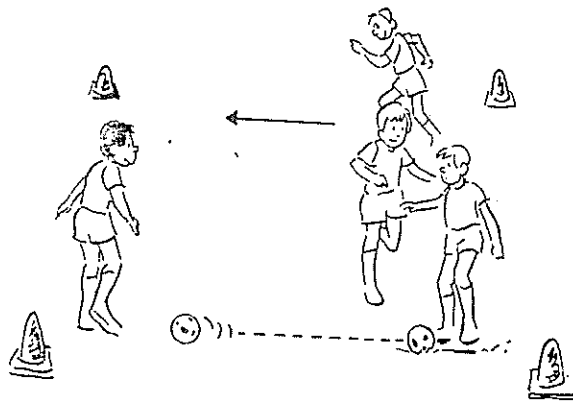
VARIATIONS:

- *Shoot to the Corner.* Paint the outline of a goal on the kicking wall and practice shooting to the corner of the wall.
- *30-Second Wall Volley Skill Check.* Players pass as many times as possible in 30 seconds. Encourage players to record scores in the charts located in their players' manuals.

Pass and move

ORGANIZATION: Three players pass the ball inside a grid with one defender trying to intercept. The object is to teach players to pass to players who are open and to move to an open area after passing.

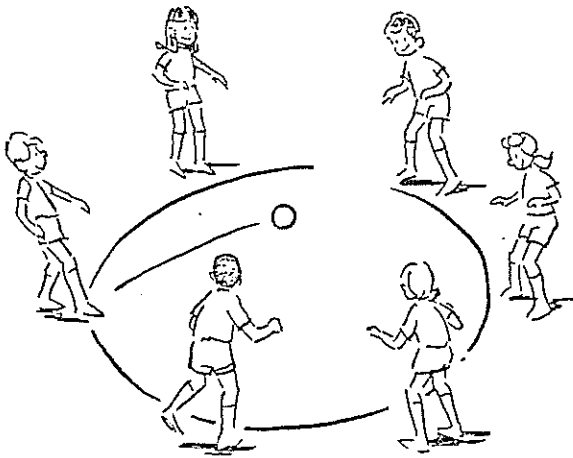
COACHING POINTS: Players should move to the side of the defensive player rather than hiding behind the defensive player. Defensive player should try to anticipate passes and move toward the passer to reduce the passing angle.



Circle passing

ORGANIZATION: Players form a circle and pass to each other. Pass to any player in the circle except to players on either side of the player with the ball.

COACHING POINTS: Passes should be crisp and accurate. Powerful passes are difficult to receive.



VARIATIONS:

- *Pressure Passing.* One player is in the middle of the circle and tries to intercept passes.
- *Pass Around.* Player in the middle of the circle passes around the circle to each player.

Soccer golf

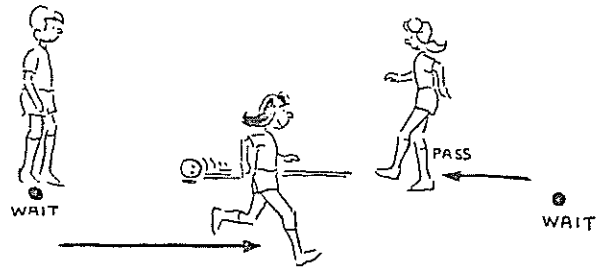
ORGANIZATION: Select a course with trees, sprinkler heads, fence posts, and so forth, as "holes." Players shoot around the course, keeping track of the number of passes it takes to hit a hole.

COACHING POINTS: Soccer Golf is a good game to practice lofted and curve passes.

Scramble

ORGANIZATION: Three or more players line up, passing the ball between each other. The player who passes runs around to the other side in time to receive the next pass.

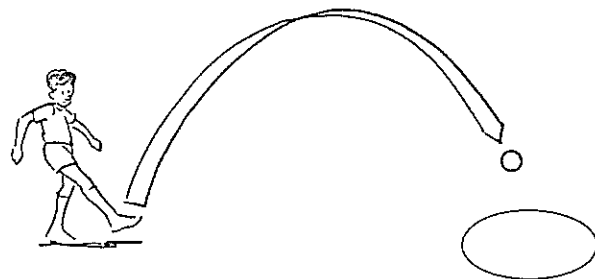
COACHING POINTS: Encourage one-touch control and accurate passes. Players should pass accurately.



Target passing

ORGANIZATION: Players stand away from a circle of rope, bicycle tire, or some type of hoop and try to pass the ball into it. Passes on the ground should stop inside the hoop. Lofted passes or head passes should first bounce inside the hoop.

COACHING POINTS: Emphasize correct passing and heading techniques. As players become better skilled, they should move farther away from the hoop.



Volley/half-volley practice

ORGANIZATION: Players pair up and take turns tossing and kicking volleys or half-volleys. Begin with easy tosses, moving farther apart as players improve.

COACHING POINTS: Begin with volleys using the inside of each foot. Progress to using the top of the foot. Stress the importance of timing and balance for volleys and half-volleys.

Roll and shoot

ORGANIZATION: Line up players in front of penalty area and roll or toss balls for shots to goal. Wait for each player to retrieve his or her ball before tossing to the next player.

COACHING POINTS: Stress accurate shots away from the center of the goal.

Practice 5

Performance objectives Players will understand basic soccer rules and player positioning, and will be able to perform goalkeeping duties.

Component/ Time	Activities/ Drills
Warm-up 5 min	Line Dribble Wall Volley
Practice 10 min	Shooting—Roll and Shoot Offense and defense—One on One
Teach 10 min	Introduce basic soccer rules and game procedures. Explain and demonstrate player positions and responsibilities.
Teach 10 min	Introduce keeping goal. Demonstrate moving to ball, blocking and catching, punching and kicking. Vacuum Cleaner
Scrimmage 20 min	Full-sided game. Players play two different positions.
Team Circle/ Evaluation 5 min	Have you learned any new skills? What part of practice is your favorite?

Practice 6

Performance objectives Players will be able to perform lofted passes, volley kicks, corner kicks, and goal kicks.

Component/ Time	Activities/ Drills
Warm-up 5 min	Dribble, Dribble, Pass
Practice 10 min	Keeping goal—Vacuum Cleaner Dribbling—Duck-Duck-Goose
Teach 10 min	Demonstrate lofted pass and volley kick. Practice lofted pass. Volley Practice
Teach 10 min	Demonstrate corner kicks and goal kicks. Corner Kick Practice
Scrimmage 20 min	Pass Through Zones 3 vs. 3 Small-Sided Games
Team Circle/ Evaluation 5 min	What do you think about people who are mean to others? How can people be nice to others?

Practice 7

Performance objectives Players will be able to work together effectively on offense and defense.

Component/ Time	Activities/ Drills
Warm-up 5 min	Kick to Corner of Goal Follow the Bouncing Ball
Practice 10 min	Offense—Offside Drill Heading—Toss and Head Throw-in—Reach for the Sky; Rock and Roll
Teach 10 min	Demonstrate working together to move ball. Demonstrate working together to protect goal. Passing Line 2 vs. 3 Pass and Move
Scrimmage 20 min	Full-sided game. Players play two different positions.
Team Circle/ Evaluation 5 min	What ways can people hurt themselves? How do you feel about smoking, alcohol, and drugs?

Practice 8

Performance objectives Players will be prepared to play first league game.

Component/ Time	Activities/ Drills
Warm-up 5 min	Dribble, Dribble, Pass
Practice 10 min	Passing—Scramble Shooting—Scatterball Defense—Pressure Passing Offense—Spin Like a Top
Teach 10 min	Discuss and practice team strategy.
Scrimmage 20 min	Full-sided game. Coach as if in a game. Remind players about rules as needed.
Team Circle/ Evaluation 5 min	How do you feel about the first game? Do you know any players on that team? Can opponents be friends? Information about first league game.

Practice plans for jugglers (Grades 5-6)

Practice 1

Performance objectives Players will be able to dribble, pass, and shoot using inside, outside, and top of both feet.

Component/ Time	Activities/ Drills
Introduction 5 min	Introduce players and coaches. Ask which players have previous soccer experience.
Warm-up 10 min	Instruct and demonstrate stretching and warm-up routine.
Teach 10 min	Introduce ready position. Teach passing, shooting, and trapping using inside, outside, and top of both feet. <i>Pass Through Cones</i> <i>Wall Volley</i> <i>Toss and Trap</i>
Teach 10 min	Introduce dribbling using inside, outside, and top of both feet. <i>Wiggle Dribble</i> <i>Red Light—Green Light</i>
Scrimmage 20 min	<i>Relay Races</i> <i>3 vs. 1 Pass and Move</i>
Team Circle/ Evaluation 5 min	What did you do for vacation?

Practice 2

Performance objectives Players will be able to trap using the chest and juggle using the feet, thighs, and head.

Component/ Time	Activities/ Drills
Warm-up 5 min	<i>Take a Walk</i>
Practice 10 min	Passing and shooting— <i>Circle Passing</i> Dribbling— <i>Zig-Zag</i>
Teach 10 min	Introduce chest trap. <i>Toss and Trap</i>
Teach 10 min	Introduce juggling using feet, thighs, and head. <i>Drop, Kick, and Catch</i>
Scrimmage 20 min	<i>3 vs. 3 No Dribble Minigames</i>
Team Circle/ Evaluation 5 min	Why is it important to work on basic skills? Are you afraid of making mistakes?

Practice 3

Performance objectives Players will be able to perform basic offensive movements.

Component/ Time	Activities/ Drills
Warm-up 5 min	<i>Funny Dribble</i>
Practice 10 min	Trapping— <i>Pass and Trap</i> Juggling— <i>Follow the Bouncing Ball</i>
Teach 10 min	Demonstrate moving to the ball, moving without the ball. <i>Passing Line</i> <i>3 vs. 1 Pass and Move</i>
Teach 10 min	Demonstrate spreading out, bringing ball down side of field, and throw-ins. <i>Explosion</i> <i>Reach for the Sky</i>
Scrimmage 20 min	<i>Soccer Baseball (Kickball)</i>
Team Circle/ Evaluation 5 min	What are your favorite foods? Do you think you eat a balanced diet?

Practice 4

Performance objectives Players will be able to perform basic defensive movements.

Component/ Time	Activities/ Drills
Warm-up 5 min	<i>Soccer Golf</i>
Practice 10 min	Passing and moving— <i>Scramble</i> Throw-ins— <i>Rock and Roll</i>
Teach 10 min	Demonstrate marking a player, side step, crossover step, and reducing passing/shooting angle. <i>Side Step and Crossover Step Practice</i> <i>Fake-Out</i>
Teach 10 min	Demonstrate tackling and kicking ball to side. <i>Front Tackle</i> <i>Clear Ball to Side</i>
Scrimmage 20 min	<i>Pass Through Zones</i> <i>Space Raiders</i>
Team Circle/ Evaluation 5 min	Why is it important to show respect to everyone?

Practice 5

Performance objectives Players will understand basic soccer rules and how to play goalie.

Component/ Time	Activities/ Drills
Warm-up 5 min	<i>Wiggle Dribble</i>
Practice 10 min	Shooting— <i>Kick to Corner of Goal Toss and Trap</i>
Teach 10 min	Introduce soccer playing positions and basic playing rules.
Teach 10 min	Introduce goalkeeping. <i>Vacuum Cleaner</i>
Scrimmage 20 min	<i>No Dribble 3 vs. 3 Minigame</i>
Team Circle/ Evaluation 5 min	What is teamwork?

Practice 6

Performance objectives Players will be able to move without the ball and perform corner kicks.

Component/ Time	Activities/ Drills
Warm-up 5 min	Standing throw-ins.
Practice 10 min	Passing/dribbling— <i>Dribble, Dribble, Pass Follow the Bouncing Ball</i>
Teach 10 min	Introduce corner kicks. <i>Corner Kick Drill</i>
Teach 10 min	Introduce moving without the ball. <i>Spin Like a Top Pass and Move</i>
Scrimmage 20 min	Full-field game. Everyone plays two positions.
Team Circle/ Evaluation 5 min	What is playing fair? Who is the referee?

Practice 7

Performance objectives Players will be able to pass the ball together and shoot after receiving a pass.

Component/ Time	Activities/ Drills
Warm-up 5 min	<i>Scramble</i>
Practice 10 min	Juggling— <i>Juggle Around the World</i> Shooting— <i>Roll and Shoot</i>
Teach 10 min	Introduce passing ball up field with teammates. <i>Passing Line</i>
Teach 10 min	Introduce moving to the pass and shooting. <i>Pass and Shoot</i>
Scrimmage 20 min	<i>3 vs. 3 Minigames</i>
Team Circle/ Evaluation 5 min	Which positions do you most like to play?

Practice 8

Performance objectives Players will be able to cut down passing angle and be able to play a regulation game.

Component/ Time	Activities/ Drills
Warm-up 5 min	<i>Pacman</i>
Practice 10 min	Passing— <i>Scramble</i> Throw-in— <i>Reach for the Sky</i>
Teach 10 min	Introduce cutting down passing/shooting angle. <i>Cut Down Angle Drill</i>
Teach 10 min	Discuss basic team offensive and defensive strategies. Practice moving ball and defending.
Scrimmage 20 min	Play full-field game. Enforce rules. Explain and correct errors.
Team Circle/ Evaluation 5 min	How do you feel about the upcoming game? Are opponents friends or enemies?

Practice plans for kickers (Grades 3-4)

Practice 1

Performance objectives Players will be able to pass and dribble using the inside, outside, and top of foot.

Component/ Time	Activities/ Drills
Introduction 5 min	Welcome players and introduce coaches.
Warm-up 10 min	Circle formation. Demonstrate stretching, dribbling, and throwing.
Teach 10 min	Introduce ready position. Teach passing using inside, outside, and top of foot. <i>1, 2, 3 Step</i> <i>Wall Volley</i>
Teach 10 min	Introduce dribbling with inside, outside, and top of foot. <i>Dribble While You Walk</i> <i>Funny Dribble</i>
Scrimmage 20 min	<i>Pass and Move</i>
Team Circle/ Evaluation 5 min	Which school do you attend? Which subjects do you like?

Practice 2

Performance objectives Players will be able to trap and control the ball using the feet and chest, and to shoot the ball at the goal.

Component/ Time	Activities/ Drills
Warm-up 5 min	Dribble around field.
Practice 10 min	Passing— <i>Pass with Partner</i> Dribbling— <i>Whistle Dribble</i>
Teach 10 min	Introduce trapping using foot and chest. <i>Pass and Trap</i> <i>Toss and Trap</i>
Teach 10 min	Introduce shooting using inside and top of foot. <i>Roll and Shoot</i>
Scrimmage 20 min	<i>Relay Races</i> <i>One on One</i>
Team Circle/ Evaluation 5 min	Do you have brothers or sisters? Are they older or younger than you?

Practice 3

Performance objectives Players will be able to perform throw-ins and juggle using the top of foot.

Component/ Time	Activities/ Drills
Warm-up 5 min	<i>Take a Walk</i>
Practice 10 min	<i>Scramble</i> <i>Zig-Zag</i>
Teach 10 min	Introduce juggling technique. <i>Drop, Kick, and Catch</i>
Teach 10 min	Introduce throw-ins (feet together). <i>Reach for the Sky</i>
Scrimmage 20 min	<i>Pressure Passing</i> <i>Space Raiders</i>
Team Circle/ Evaluation 5 min	Do you have any hobbies?

Practice 4

Performance objectives Players will be able to mark a player, perform the side step and crossover step, and know player positions.

Component/ Time	Activities/ Drills
Warm-up 5 min	Pass around the circle. Divide team into two circles.
Practice 10 min	Dribbling— <i>Boot the Ball</i> Passing— <i>Pass Through Cones</i>
Teach 10 min	Introduce side step and crossover step. Side-to-side and crossover practice.
Teach 10 min	Introduce defensive skill of marking a player. <i>Glue Man</i>
Scrimmage 20 min	<i>Fake-Out</i> <i>One on One</i>
Team Circle/ Evaluation 5 min	What do you like about the Y?