

Skills to be Taught:

1. **Baggio Turn** (Roll ball with the sole of the right foot under right hip. After rolling the ball, clear out right hip by stepping inside the line of the ball and take away with the inside of the left foot)
2. **Outside Hook** (Some distance from the ball, reach out with a relatively straight leg and chop down on the ball with the outside of the foot so the ball changes its direction of movement 180 degrees. Take ball away with the outside of the same foot)

Warm-Up (10 Minutes)

"Body-part Dribble." Each player dribbles a ball. Tell the players to stop the ball with a body part . . . be creative. Also, you can have the players dribble the ball with different surfaces.

Progression:

1. Stop the ball with knee, chest, elbow, head, etc.
2. Dribble the ball using left foot, bottoms of feet, knees, shoulders, head, etc.
3. Dribble the ball but after 5/6 touch, change direction by rolling ball with sole of foot, using the heel of foot, by stopping the ball, etc.

Skill Teaching (10 minutes)

Teach the Baggio and Outside Hook Turns. This can be done as a large group with a ball each or in a "drill-type" activity. If you use a "drill-type" activity, it should be completed quickly.

Skill Repetition Game (5 - 10 minutes)

"Monster Turns." Let the players dribble around in a defined area. 2-4 players do not have a ball and are "taggers." The other players have their ball and dribble around from "tagger to tagger." They must approach a "tagger" and execute a turn without their ball being touched. Play for a minute and see who gets the most turns without having their ball touched. Switch "taggers" and play again. Add extra points for the featured turns (both left and right).


1 v 1 Games (10 minutes)

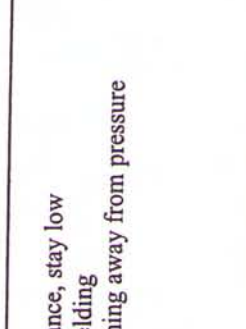
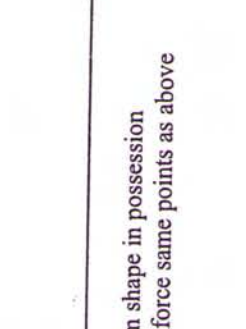

"Multiple Goals Game." Set-up 9 goals throughout your playing area. Players play 1 v 1 and can score in any goal. A player scores by dribbling through a goal and stopping the ball within 2 yards. He then leaves the ball for his partner, who can score in any goal . . . except the one just scored upon. Show the kids after a couple of games that you can lead your defender to one and then turn to attack another. Add points for executing a Baggio or Outside Hook Turn before scoring.

3 v 3 or 4 v 4 Street Soccer Games (20+ minutes)

4 v 4 games (or 3 v 3 with smaller groups) to be played for at least 5 minutes per game (2 games are played at same time). Before first game and at the end of each other game, get the children on a line and mix them into different teams (1, 2, 3, 4; 1, 2, 3, 4; etc). All teams to play a diamond formation (1 defender, 2 midfielders and 1 forward). You can play the 2 games simultaneously on the same field by having one game played N-S and the other E-W. Keep coaching to a minimum. Keep interruptions to a minimum, but remind the kids to try and maintain the diamond as they play.

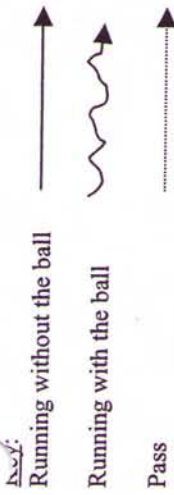
# TOPIC: L...bbling (Individual Possession)

- Key:**
- Running without the ball 
  - Running with the ball 
  - Pass 

	<u>ORGANIZATION</u>	<u>KEY COACHING POINTS</u>
<p><u>ACTIVITY 1</u></p> 	<p>Moving with the ball in a confined space.</p> <ul style="list-style-type: none"> <li>Introduce turning with the ball – outside and inside of foot, pullback and cruyff.</li> </ul>	<ul style="list-style-type: none"> <li>Change direction and speed</li> <li>Head up</li> <li>Awareness of space</li> </ul>
<p><u>ACTIVITY 2</u></p> <p>X X.</p> <p>.X X</p>	<p><b>1 v 1 combat</b></p> <ul style="list-style-type: none"> <li>Whoever has the ball at the end wins.</li> <li>30 seconds and switch partners</li> <li>Players should attempt to hold their ground and not run away</li> </ul>	<ul style="list-style-type: none"> <li>Balance, stay low</li> <li>Shielding</li> <li>Turning away from pressure</li> </ul>
<p><u>ACTIVITY 3</u></p> 	<p><b>Multiple Base Game</b></p> <p>Play to a player in a base and take their place.</p> <ul style="list-style-type: none"> <li>1 ball 1v0</li> <li>(Include a change of direction move)</li> <li>2 balls 2v0</li> <li>3 balls 3v0</li> <li>3 balls 3v1 (add a defender)</li> <li>4 balls 4v3 (add a couple of defenders)</li> <li>Every time you add a ball or a base you remove a base. The game becomes more complex.</li> </ul>	<ul style="list-style-type: none"> <li>First touch away from pressure</li> <li>Awareness of opponents and teammates</li> <li>Players in bases be ready to play</li> </ul>
<p><u>ACTIVITY 4</u></p> 	<p><b>4 v 4 + gk's</b></p> <ul style="list-style-type: none"> <li>Play with no restrictions</li> </ul>	<ul style="list-style-type: none"> <li>Team shape in possession</li> <li>Reinforce same points as above</li> </ul>

**TOPIC: Passing and Support:**  
**(laying the groundwork for combination play)**  
 U10's

Coach Name: Tom Turner, Region II  
 Girls Head Coach



<u>ACTIVITY 1</u>	<u>ORGANIZATION</u>	<u>KEY COACHING POINTS</u>
	Small sided game (2 teams) (Players added as the kids arrived to start practice) <ul style="list-style-type: none"> <li>• A typical street soccer environment</li> </ul>	✓
<u>ACTIVITY 2</u> 	2 v 2 to Targets <ul style="list-style-type: none"> <li>• End players play to own colors (team)</li> <li>• Play into the end players (targets) for a goal</li> </ul>	✓ ✓ ✓ ✓ Movement without the ball When to pass or dribble Can I score? Look to penetrate by passing, dribbling, combining.
<u>ACTIVITY 3</u> 	2 v 2 Keep away <ul style="list-style-type: none"> <li>• Use players on outside</li> <li>• Movement by players on outside along the line</li> <li>• Method of scoring is to connect in 3's. If they connected in 2's they still keep possession, but no goal.</li> </ul>	✓ ✓ ✓ Can they involve 3 players? When ball is played to outside player, the ball is played back into 3 <sup>rd</sup> player. Move to receive the ball Head up (vision)
<u>ACTIVITY 4</u> 	5 v 5 with goalkeepers 20x30 yards <ul style="list-style-type: none"> <li>• Free play</li> </ul>	✓ ✓ ✓ Movement to support. Can you see the ball and your teammates? Is your shape as "BIG" (spread out) in possession and "small" out of possession

## COACHING KEYS TO SUCCESS

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**COMMUNICATION:** Ensure the terminology you use is clear and precise. Let players know you are in charge.

**POSITIVE REINFORCEMENT:** Whenever possible give individuals and/or groups positive reinforcement. Refrain from using negative comments. Use praise as an incentive.

**BE CREATIVE AND USE INITIATIVE:** If the drill or game is too advanced, modify to increase the chances of success.

**MAKE A DIFFERENCE:** Be motivational and inspirational. Enthusiasm and being energetic are contagious.

**KEEP PLAYERS ACTIVE:** If the drill is static, create need of helpers or assistants to keep everyone involved.

**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.

**STRIVE FOR QUALITY:** In all demonstrations make the desired objectives clear. If a player shows mastery of a skill, use him/her to demonstrate.

**REINFORCE CORRECT TECHNIQUE:** In all drills and games continually emphasize the use of correct techniques.

**ENCOURAGE PLAYER MOVEMENT:** At all times make players aware of importance of readiness. Emphasize right forward on toes and bouncing instead of flat footed-ness.

**ROTATE POSITIONS:** All players should be active as servers, assistants. In game situations change positions each quarter.

**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.

**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.

**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 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.
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- **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.

## **U9/U10 Coach's Guide**

### **Coaching Emphasis – Individual technical development, small-group decision-making and fun**

Because of the cognitive and psychomotor abilities of U9/10 children, coaches should focus on teaching their players the key fundamental soccer techniques. Special emphasis should be placed on developing players who are willing and able to go 1v1. Coaches should not sacrifice their players' technical development in order to win games, regardless of what the parents want. Players' decision-making can be enhanced through small group play in small-sided games.

### **Soccer Knowledge**

'Spreading Out' to create length and width when we have the ball, the 'moves' used by professional players and greater awareness of professional teams/players through watching 'pro' games.

### **Team Positions**

Players can be exposed and asked to play a position. However, coaches must remember that positions are 'fluid' not fixed and that, developmentally, many children will still have a difficult time playing a position. Coaches must make allowances for these children, enable them to roam and adjust their team accordingly. Rotate those players into the goalkeeper position, who are willing to go in goal.

### **Technique**

The following techniques should be covered with children through the use of developmentally appropriate games (especially conditioned small-sided games). Drills are to be avoided by inexperienced coaches (drills focusing on intricate individual technique can be used for short periods by qualified, experienced soccer coaches). The techniques to be covered in the order of importance are:

1. Dribbling the ball (coaches should place special emphasis on developing the skills to go 1v1 and beat defenders).
2. Running with the ball to attack space.
3. Turning with the ball to elude a defender or change direction.
4. Shooting (nurture an aggressive attitude towards shooting and cover multiple shooting skills while stressing the volley and driven techniques).
5. Passing (with inside and outside of foot).
6. Receiving the ball (wedge and cushioning techniques to minimize the number of touches needed to control the ball).
7. Heading (to be introduced in a 'user friendly' manner).
8. Shielding the ball for possession.

## **Tactics**

Below are some tactical considerations for the U10 coach. Coaches must remember that our players' technical development is vastly more important than tactics at this age. However, coaches can help players make better use of their greater technical prowess by making superior decisions. Team tactics can be addressed one practice out of every ten.

1. 1v1 or individual attacking tactics. Players must first be coached to be aggressive to take on defenders 1v1. In addition, they need to learn the techniques used to beat defenders 1v1. Players should be taught an array of 1v1 moves (ball feints, body feints, fakes, turns, etc.). Only then can we guide players to apply them effectively by learning how, when and where to beat defenders. Players need help becoming more comfortable when playing with their back to the opponent's goal.
2. Creativity. Players need to be encouraged to improvise and take risks in solving tactical problems. Coaches and players need to remember the difference between creative decisions (good/unique ideas...that might not always work out) and bad decisions (making the same mistake twice!).
3. Vision. Players should be encouraged to 'get their heads up', to 'see the field' and to scan for options before receiving the ball, so they already know upon controlling the ball what their next action will be.
4. Play quickly but with purpose. Coaches are compelled to discourage 'kick ball'. Players should not be allowed nor encouraged to kick, 'send' or 'dump' the ball aimlessly down the field. However, our players have to be encouraged to play (think, execute) quickly.
5. Small-group play. Focus on support play. Do players move or stand still when not in possession? Do they move into open spaces at the right time? Players should be encouraged to 'find' new positions to help their teammates, rather than be told where and when to move.
6. Individual defending. Do players try to recover the ball after losing possession? Encourage players to defend actively with caution, rather than over pursue the ball. Do not use a sweeper, since this will hinder individual defending development.
7. Team play. Does the team attack and defend together as a large group? Does the team transition quickly (on their own) from attack to defense after losing the ball and from defense to attack after winning the ball?

## **Practice Schedule**

Two 'one hour' practices per week. Practices should not last more than 70 minutes. Players can be encouraged to attend a third 'skills' practice if it is offered by the club.

## **Recommended Activities**

Tag games with the ball, 1v1 games, small group activities, small-sided conditioned games and small-sided scrimmages.

Motor skills are becoming more refined. A great diversity in maturity and playing ability is apparent. The players have a better sense of reality, but still like imaginative games (role playing). U10s demonstrate more responsibility (will bring own ball, water, choose shirt, etc). They are a little more aware of their play or performance. Players will recognize basic tactical concepts (width, depth, and support). They have more leg strength which means more power. Passing becomes a real part of the game. Repeating technique is very important but must be done in a dynamic, interactive environment. Explanations must be brief and concise as for all kids. Players are able to work in small groups during practices. Practice activities should focus on small groups working together to solve problems. Coach can also include games with one player one ball and pair activities. Practice lasts 75 – 90 minutes max.



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## Characteristics of U6, U8 and U10 Children

Although children differ significantly, there are some common traits that all coaches need to be familiar with and take into account when “coaching” children. If we observe young children closely, we see that many of these characteristics inhibit their ability to play “real soccer” and practice activities are adjusted accordingly. Activities should fit the developmental levels of the children; the children should not fit the activities.

### U6 Children (Run with the ball; Turn with the ball; Kick the ball)

- Short attention span – get to activities ASAP
- Most are individually orientated - me, mine, my ball ... I’m not going to pass!
- Psychologically easily bruised – we must consider: how to give feedback, being positive, being the odd one out, our reaction to losing, etc.
- Little or no concern for team activities – teamwork does not exist
- Boys and girls physical development is similar
- Eye hand and eye foot coordination is primitive – simple activities designed to help them gain more coordination are needed
- Love to run around, jump, etc. - so let them (not every activity has to have a ball, try an activity without a ball and then with it)

### U8 Children (Dribble; Run with the ball; Turn; Pass; Receive; Shoot; etc.)

- Attention span beyond U6 but still not extended – we can expand slightly on skill repetition
- Some children inclined toward group activities (pairs) - i.e., passing



## BASIC SOCCER RULES

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The rules described here represent an abridged "reference" version of the complete rules of soccer. Many soccer leagues have modifications of these laws, especially for small-sided leagues (3-a-side or 4-a-side leagues).

**Advantage** -- when the referee allows a foul to occur without penalty or stoppage of play. Referee allows the offensive team to continue play if they have an advantage over the defense.

**Direct kick** -- a kick awarded after a serious foul in which the ball can be kicked directly into opponent's goal. Intentional fouls that can result in a direct kick are: 1) kicking or attempting to kick an opponent, 2) tripping, 3) jumping at an opponent, 4) charging from behind (unless the opponent is obstructing), 5) Striking or attempting to strike, 6) spitting at an opponent, 7) holding or pushing, 8) using hands on the ball.

**Indirect free kick** -- a kick awarded after a foul where the ball must be touched by another player from either team before going into the goal. Fouls resulting in an indirect kick include: 1) dangerous play, 2) charging fairly, but when ball is not within range, 3) obstructing an opponent, 4) charging the goalkeeper, 5) when a goalkeeper takes more than four steps with the ball, delays the game, or has touched the ball with the hands when it was deliberately kicked by a teammate.

**Off-side** -- a player must not be ahead of the ball when the ball is played by a teammate in his or her direction unless one or more opponents are ahead of him or her. (One opponents or the ball must be between the offensive player and the goal). Offside is judged at the moment the ball is kicked. A player cannot be offside when in his or her own half of the field, or if the player receives the ball from a throw-in, goal kick, or corner kick.

**Penalty kick** -- a penalty kick is awarded when the defending team commits a foul, which results in a direct free kick inside the penalty area. All players except the goalkeeper and the kicker must stay outside the penalty area at least 10 yards away from the penalty mark. The kicker may not play the ball after the kick until another player touches it. The goalkeeper must stand on the goal line until after the ball has been kicked.

**Corner kicks** -- when the defending team sends the ball over their goal line, the attacking team restarts play by kicking the ball from the corner closest to where the ball went out. Opponents must be 10 yards away until the ball travels its circumference. Another player must touch the ball before the kicker can play it again. A goal can be scored directly from the corner kick.

**Goal kicks** -- when the attacking team sends the ball over the goal line, the defending team is awarded a goal kick. The kick must leave the penalty area. Another player must touch it before the kicker can play it again. No opponents may be in the penalty area when the kick is taken.

**Yellow card/Red Card** -- players can be warned by the referee and ejected from the game if they use violent conduct, create a serious foul, or use abusive language. Players can be warned or ejected for: repeated misconduct after a caution, entering or leaving the field without the referee's permission, disagreeing with the referee, or for un-sportsmanlike conduct toward anyone. A yellow card is a warning. A red card is an ejection.

**Out of bounds** -- the ball is out of play when it has completely crossed the touchline or the end line.

**Throw-in** -- a throw-in is taken to restart the game after the ball goes out of bounds past the touchline. It is taken from the point where the ball crossed the line. The ball is thrown with two hands from behind the head. Both feet must be on the ground on or behind the touchline.

## SOCCKER LINGO

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**50/50 ball** -- when the ball is in a position that either team has a chance of getting to first and gaining possession.

**Chip** -- to lift or kick the ball in the air.

**Clear** -- when the defensive team kicks the ball far away from the goal.

**Cross** -- to kick or "center" the ball from near the sidelines of the field into the center (usually ball is kicked in the air).

**Defenders** -- also called fullbacks, players who try to prevent the other team from scoring, usually includes two outside fullbacks, a stopper (center fullback), and a sweeper (see definition below).

**Direct kick** -- see rules above

**Dribble** -- a technique used by players to advance the ball with his/her feet, also used to keep possession of the ball against defensive pressure.

**Drop ball** -- when the referee is uncertain about a foul or out-of-bounds call a drop ball is implemented to restart play. The ball is dropped between two opposing players. The ball must hit the ground before either player kicks it.

**Forwards** -- players whose primary purpose is to score goals. Includes left and right wing and center striker(s).

**Give and go** -- player with ball passes to teammate runs into open space (often for a return pass)

**Goal-side** -- a position in which a defender is between the ball and his or her goal.

**Hat trick** -- three goals scored in one game by one player.

**In-direct kick** -- see rules above.

**Juggling** -- a technique that describes keeping the ball off the ground. A player can juggle by using the feet, thighs, chest, head and top of the shoulders.

**Marking** -- when a player defends or covers an opponent.

**Midfielders** -- also called halfbacks, these players support the forwards, shoot on goal, and also play defense.

**Nutmeg** -- when a player pushes the ball between the legs of a defender.

**Off-side** -- see rules above.

**Passing lane** -- a position in which a player is able to receive a pass without the ball being intercepted by an opponent.

**Square pass** -- a pass made straight across the playing field (one that doesn't go forward or backward).

**Stopper** -- the center defender, the player(s) who defend or mark the opposing team's center forward.

**Striker** -- another name for forwards, usually the center forward.

**Support** -- a position of help, players are in support when they are open for a pass.

**Sweeper** -- usually the last defender, player behind the other defenders.

**Tackle** -- to win possession of the ball; to dispossess an opponent of the ball.

**Throw-in** -- players use this technique to restart play when a ball goes out of bounds over a sideline. See rules above.

**Trap** -- to settle or control the ball.

**Wingers** -- attacking players or forwards who play near the sidelines or flanks (left-wing or right-wing).

## PRACTICE TIPS

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Be organized in advance. Have a practice plan.

- Be ready to move from one activity to the next.
- Use each player's name frequently.
- Treat all players with respect. Don't demean.
- Acknowledge specific things individual players do well.
- Find good assistant coaches. Plan in advance what you want them to do at each practice.
- Be enthusiastic.
- Use your voice. Fluctuate it to stress points and to get a player's attention (see below).
- Demonstrate skills and concepts. Paint a clear picture for your players.
- Manufacture successes.
- Give knowledgeable, constructive instruction.
- Give the gift of failure (see below).

### **Elaboration**

#### Be organized in advance

Be prepared before you get to the field. Know what you're going to do. Know how the field should be set up. The more quickly your practice moves from one activity to another the better. If players are standing around in lines and not playing the game, the greater the chance for fooling around and discipline problems. Know what you want to accomplish. Have a plan in place.

#### Use your voice

How you say something is as important as what you say. The volume of your voice is crucial when coaching. Modulating the intensity of your voice can produce results. Say for example that a person's voice has five levels of volume. Normal conversation is level 1. Screaming uncontrollably is level 5. Most coaching is done at level 2 or 3. The coach communicates a strong, confident stream of information. When things break down, when players aren't paying attention, the coach can jump to level 4 for a few quick remarks. Watch players react. You are in control.

#### Demonstrate soccer skills

Many players learn by seeing. Coaches like to talk. Coaches should try to paint pictures. Demonstrations can help show players new skills or concepts. If you can't demonstrate find a player who can.

#### Adjust for success

Players must be successful in your practice. You must manufacture success. Successes increase the joy and fulfillment the players experience. If a drill or exercise is too difficult, players become frustrated, they become discouraged. Be prepared to adjust a drill so that players can accomplish the objective. You may have to make a grid larger or a goal wider. You may have to decrease the number of defenders. Look for ways to adjust for successes.

## PRACTICE TIPS

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### Give the gift of failure

Coaches should acknowledge players when they do something well. Not when they mess up. When we yell at a player, we highlight the fact that they made a mistake. We scare players. We create players who are afraid to take risks. The player becomes afraid to fail. They think, "I'll get yelled at if I make a mistake." Often, these types of players drift into the background, into the middle of the pack or back of the herd.

If you want a player to make an impact--to be an impact player--let them know it's okay to take chances, that it is okay to make mistakes! Instead of pointing out the obvious mistake, don't say anything. Bite your tongue. (Make a note. Work on the "mistake" in a practice session). If you have to yell, say "Nice try!" or "Unlucky" or "Good Idea" or "You'll get it next time." Build confidence, don't rip it apart. Remember these players are on your team. It's your job to make them better no matter what their ability.

# 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!

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

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## 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

## PRACTICE PLANNING

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### IS AS EASY AS 1-2-3.

Conducting an organized practice is critical to maximizing the time a coach spends with the team. Here's an easy "1, 2, 3 Practice Planning Model" that enables coaches to plan a practice for younger players who need work on basic skills and on playing together as a team.

#### 1. One player, one ball

Start practice with activities that require each player to work with her own ball. Choose drills or games that focus on dribbling, juggling and repetitive touches on the ball. In between activities--every few minutes--have players do a set of muscle stretches or calisthenics. The aim for phase ONE is to get players warmed up while improving their "comfort" with the ball.

Examples of games or drills to use in phase ONE:

- Tag games that have players dribbling around a defined area while avoiding being tagged, hit or having their balls kicked out of the grid. (Blob tag, tunnel tag, hospital tag, avoid-the-goalie-tag, top gun, knock-out games, etc.);
- Fundamental ball touch exercises such as the Coerver dribbling moves;
- Juggling;

End phase ONE with a "1 vs. 1" drill or game.

Remember: for phase one to be successful, every player must have a ball at practice. Coach must require that every player bring a ball and coach should bring extra balls to practice.

#### 2. Two players, one ball

In the next phase of practice, two players work with one ball to develop basic skills such as passing, shooting, receiving and ball control. Choose drills or games that are dynamic. Players should rarely be standing around. Emphasis is on correct technique and basic-decision making.

Examples of phase TWO activities:

- Players work in pairs passing back and forth while advancing toward a shot on goal.
- Players practice receiving throw-ins or high balls.
- In pairs, players work on volleying (one-touch) or control and volley (two-touch).
- End phase TWO with "2 vs. 1" or "2 vs. 2" drill or game. Players work on keeping possession of the ball and deciding when to pass, when to dribble or when to shoot.

## PRACTICE PLANNING

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### 3. Three players (or more), one ball

During this phase of the practice teamwork and tactics are addressed. Activities should be game-related. Try to simulate real game situations with two teams competing toward specific objectives. Work on positions, spacing and special game situations such as kick-offs, free kicks, goal kicks, and corner kicks.

Examples of phase THREE activities:

- Keep-away games (monkey in the middle, 5 vs. 2)
- Games that have two teams competing. Scrimmages with restrictions or scoring variations such as: 1) team gets point for three consecutive passes, 2) team gets point for dribbling ball across end line, 3) team gets point for passing ball to a target player/coach, 4) four goal game. And so on.

End phase THREE with an unrestricted scrimmage using full-size goals and goalies if possible.

To help maximize practice time, write out a "practice plan." Also lay out grids before practice starts so that you can move quickly from one activity to the next when players arrive. Do some research. Try to find activities that players enjoy and that serve to improve basic skills. Give positive feedback and encouragement. Be enthusiastic. Let your players know when they've done something correctly.

## PRACTICE MISFITS

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.

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# 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.

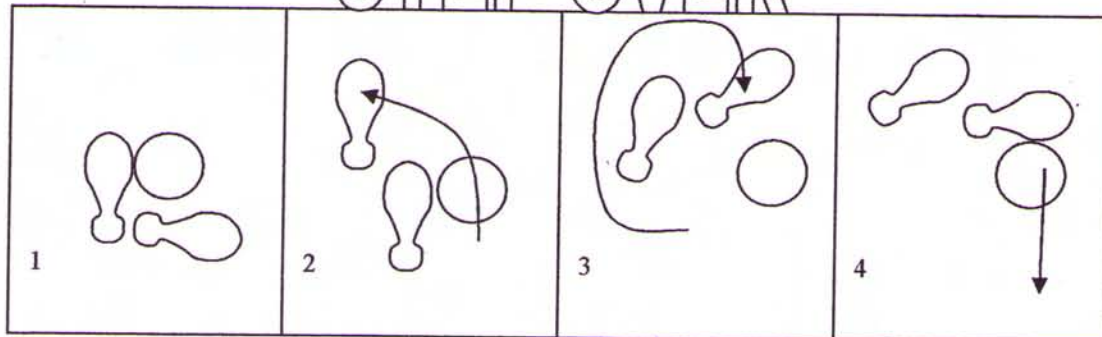
Basic Set-up for turn activities.

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 1<sup>st</sup>. 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.

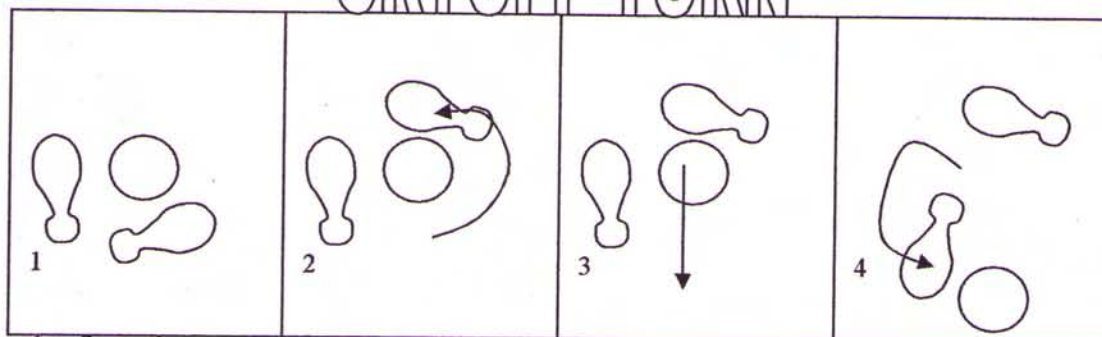
# MOVES APPENDIX

## STEP OVER



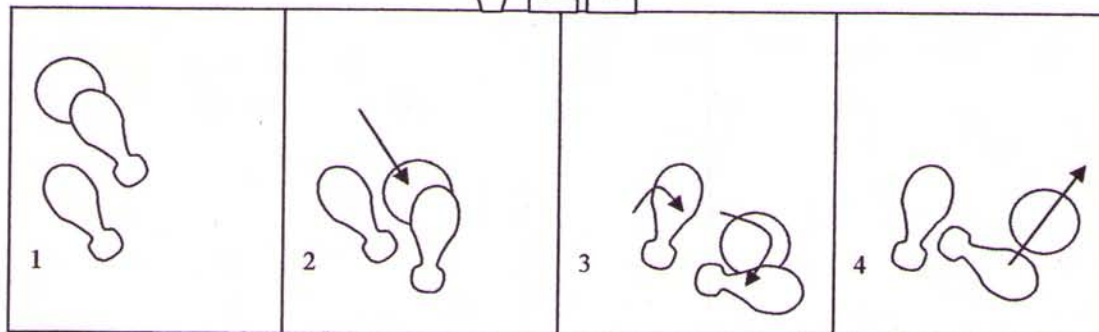
1. Stand in passing position (left foot alongside ball, right behind it)
2. Right foot steps over ball and to the outside of the left.
3. Swivel on the right foot and swing the left foot around the outside of the right
4. Knock the ball back (180) where you just came from and follow.

## CRYUFF TURN



1. Set-up in a passing position for a 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

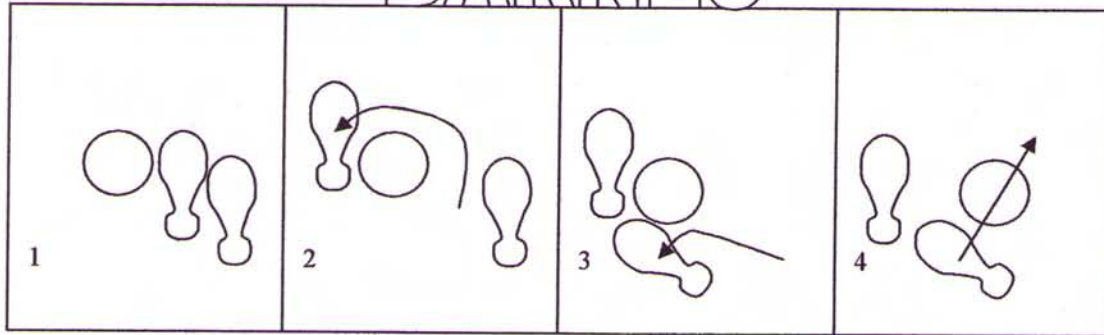
## VEE



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

# MOVES APPENDIX

## BARNES



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

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