

Active Start - U4 & U6

Soccer Coaching Package - SSUFC

Welcome to *Active Start* Coaching!

The Saugeen Shores United Football Club (SSUFC) relies on volunteers to create an amazing soccer experience for nearly 700 youth soccer players on more than 60 teams. Thank you for volunteering to coach one of these teams!

We want to make coaching as easy and enjoyable as possible, so we have put together a package with everything you need to have a successful coaching season.

In this coaching package you will find information about Soccer Canada philosophy, SSUFC policies and safety protocols, general player developmental information, and practice plans to use during U4 & U6 weekly soccer sessions. We have also prepared a condensed practice plan with a listing of activities for you to easily reference when you are running the sessions each week.

SSUFC Policies & Safety Protocols

Here is an excerpt from the SSUFC Mission Statement:

Our Mission is to provide for our members of all ages and skill levels the opportunity to play soccer for their enjoyment, for their improvement, and for the improvement of the game. SSUFC is committed to developing the whole player and not just their soccer skills.

It is our hope that everything we do with the program is for the betterment of all our participants.

Field Safety, Player Safety & First Aid

When you arrive at a soccer session, quickly scan the field area for broken glass or any other object that could harm a player or damage equipment. Also check the balls and nets for damage, and remove damaged equipment from the playing area.

All players require shin guards and long socks over top of the shin guards. Soccer cleats are recommended, but running shoes are accepted. Player should remove their hats, sun glasses (unless they are prescription), and all jewelry, including watches, bracelets, necklaces, earrings, etc.

Ask parents if any of your players have an epipen or any other health conditions that you should be aware of to keep players safe and supported during the season. Remind parents that they need to stay at the field during each session, or they need to make arrangements with another parent to be responsible for their child. If a player needs to go to the bathroom during a soccer session you can direct them to the parent

Remind players to bring a water bottle to stay hydrated, especially in the heat of summer. Take plenty of water breaks during the session.

Young players often try to stand and balance on the on the soccer ball. In the past we have had a player fall off of a ball and break their arm. Please remind your player to not stand on the ball.

First Aid kits will be available at each field location, either in/near the shed or with the convenor. In the case of a minor cut or scrape that requires a band-aid, alert the parent and direct them to the convenor or first aid kit location to tend to the injury.

Field Locations

In the case of a medical emergency that requires a 911 call, the field addresses are as follows:

JH Roberston Soccer Complex - 700 Pierson Ave, Port Elgin (main access gate at corner of Pierson and Bricker)

Helliwell Soccer Fields - 100 Grenville St, Southampton (main parking lot access to field)

SDSS Sports Field - 780 Gustavus St, Port Elgin (behind school, access off Gustavus)

In the case of any incident or injury, large or small, a Player Injury Report and Incident Report Form should be filled out and submitted to the convenor or Club. The division convenor can assist in filling out these forms.

Head Balls & Concussion Protocol

There is no heading the ball in U4 & U6, and it is uncommon for there to be a blow to the head serious enough to cause a concussion. Nevertheless, the concussion protocol is attached to this coaching package so you can become familiar with the signs of a concussion and the procedure if a head blow occurs and concussion is suspected.

Severe Weather

The Club will make all cancellation decisions in the case of inclement weather and will notify players and coaches by email, Facebook, and Instagram no later than 4:30 pm of that day. Soccer will be cancelled in the case of thunder or lightning, when the temperature is above 31 degrees, or when the humidex is above 40 degrees. If you hear thunder during a soccer session, notify parents that soccer is over for the evening and ensure that everyone on your team leaves the field. We do play soccer in the rain, and a session would only be cancelled due to rain if the fields are drenched to the point where playing on them would cause damage to the field.

Soccer Canada Philosophy

Soccer Canada breaks its youth programming into three developmental stages leading up to full-field soccer play starting at age 13. Active Start is for players aged 4 to 6, FUNdamentals is for ages 7 to 9, and Learn to Train covers ages 10 to 12.

Active Start uses a “movement-oriented game-based approach” with an emphasis on physical literacy, both with and without the ball. Physical literacy is understood to be “an individual’s belief in their ability to move well and actively participate in activities requiring physical competence.”

In U4, many of the activities are done without the ball first, and then a ball is added when the players are more comfortable with the movements. In U6 we continue to work on movement and physical literacy, but more of the activities are done with the ball. For some U6 activities, players can choose whether or not to incorporate a ball based on their skill and comfort level with the activity.

Soccer Canada recommends that one parent/caregiver of each player is on the field participating with their child in both the U4 and U6 divisions. We recognize that this doesn’t work for all families, so we have modified the actives and designed our practice plans to primarily involve just the players and the coach(es). Some activities do require additional adults (Trick or Treat, Mario Kart), so you will sometimes ask parents or older siblings to help out during the session.

Some younger players are nervous about playing organized soccer, so we encourage parents to be ready to come onto the field and participate in the activities if their child is feeling unsure, particularly in the first few weeks of the season. Even when a child is comfortable at soccer, they might have an off night and not want to participate. If this is the case you can encourage the parent to join in the activity to support the child, but if the child still does not want to participate, don’t push it. If the child is done, that’s okay, they can leave the session early and come back for more soccer the following week.

All U4 & U6 sessions look like soccer practices with no formal soccer matches against other “teams”. According to Soccer Canada, “Active Start players are not developmentally ready for playing with other teammates and sharing the ball. Some advanced players may be ready for periodic team play, but this should not be permanent.” Some activities can be modified to allow advanced U6 players to work together with a teammate sharing one ball, but there should always be the option of each player having their own ball.

Developmental Characteristics of Active Start Players

Our Active Start players are aged 3 through 6, with our U4 players being 3 or 4 years old and our U6 players being 4, 5, or 6 years old. None of the U4 players have attended kindergarten, so they may not be familiar with taking direction and participating in organized activities with other children. Our U6 players have completed one or two years of kindergarten, but there will still be a wide range of behaviours and abilities within a group of up to ten U6 players.

In general, Active Start players:

- are very imaginative
- have improved coordination
- need well established routines
- have short attention spans
- constantly compare themselves to others
- require recognition and appreciation from parents and other close individuals
- prefer individual activities
- enjoy activities that stimulate their senses

Practice Session Basics

There are three basic objectives of all Active Start soccer sessions:

- Explore different movements and actions
- Create an environment that presents moments to explore and interact with the ball
- Create a fun and enjoyable experience

Physical Literacy includes both balance movements and travelling movements. These movements are incorporated into Active Start activities, and you can reference these lists when an activity calls for physical literacy movements.

Travelling Movements

- Walking
- Running
- Jumping
- Hopping
- Skipping
- Side Shuffle
- Backwards
- Crawling
- Rolling

Balance Movements

- One leg balance
- Landing
- Spinning
- Stopping
- Twisting
- Dodging

All U4 & U6 practice sessions are 45 minutes long. You will start with a short “warm-up” and then lead your players through 4 or 5 fun activities during each session. The warm-up generally includes physical literacy movements and ball-on-foot movements. Each activity will last 7 to 10 minutes including a short water break to transition between activities. The water break can give you or your assistant coach time to set up cones, etc. for the next activity.

Many activities have ways of making them easier or harder to suit the abilities of the players. Soccer Canada recommends that you make an activity easier if players are unable to have a balanced consistency of success and failure. Making an activity easier often involves removing the ball and focusing on different physical literacy movements. You can make an activity harder if players are consistently having success and need to be presented with a new problem to solve. Examples of making activities harder include: adding a ball to a movement activity, adding hazards (cones) to avoid, or adding a shooting zone so players need to release the ball further away from a target.

As the season progresses and U6 players get more comfortable interacting with the ball, encourage them to try activities with their left foot as well as their right foot while dribbling and shooting. You could also give opportunities for some of the older, more advanced players to work together during an activity sharing a single ball.

Warm-up

Try to arrive at the field 5 to 10 minutes before the session begins to give time to set up the field for the first activity. Welcome each child by name as they arrive at the field. Try to start promptly, and continue to welcome players into the warm-up activities as they arrive.

At the start of the season, try to help the players learn each other’s names. Encourage the rest of the team to welcome each player, saying “Maddie just arrived. Let’s all say: Hello Maddie!” Or, “It’s Aiden’s turn to be the leader. Who should we follow? Aiden!”

Start the warm-up with physical literacy movements using a game like “Coach Says…” or “Follow the Leader”. Have the players form a circle, and lead them through different physical literacy movements either by doing the movement and having them copy you, or by saying “Coach says balance on one leg” or “Coach says hop back and forth from one foot to the other”, etc. You can then play “Follow the Leader” by walking, running,

skipping, side shuffling, etc. around the field while the players follow and mimic your actions. Once players get the hang of it you could let players take turns being the “leader”.

For U6 you can do fewer of the physical literacy movements and warm up by having each player get a ball and practice the following movements:

- **Toe Taps** -Stand on one foot and tap the ball with the bottom of the other foot. Alternate feet 5 to 10 times.
- **Push Pulls** - Stand on one foot and move the ball forward and backward with the sole of the other foot, then change feet.
- **Side Rolls** - Stand on one foot and move the ball side to side with the sole of the other foot, then change feet.

Remind players to not putting weight on the ball when they tap the ball or roll it back and forth.

The following two activities are a bit harder. and could be given as an additional option for the stronger players, or could be introduced to the whole team as players get more comfortable with Push Pulls and Side Rolls.

- **Hopping Pulls** - Pull the ball backward three times with the sole of one foot while hopping backward with other foot, then change feet
- **Side Hops** - Pull the ball inward across the front of your body three times with one foot while hopping sideways with the other foot, then change feet

For U4, the warm-up can just be physical literacy movements, and the ball can be introduced later in the session based on the activities for that session.

Activities

This package includes 17 activities for U6 players, with 10 to 12 of the activities that have modifications for U4 players. As mentioned, many of the same activities are done without a ball for U4 and with a ball for U6.

The Active Start activities are arranged into the following categories:

1. Exploring Movement and the Ball
2. Exploring Space and Escaping
3. Exploring Kicking the Ball
4. Exploring Travelling with the Ball
5. Exploring Game Play

For each activity you will see a description of the activity, a diagram of the field layout, ways to make it easier or harder, and whether it is more suitable for U4 or U6 and for earlier or later in the season. The diagrams are taken from the original Soccer Canada Active Start activity guides where circles indicate players and triangles indicate parents. Since we aren't actively including parents in Active Start activities, use the diagrams as guides and refer primarily to the activity descriptions.

We have included enough activities to provide options and variety throughout the season, but you are welcome to use other activities that you have found online or that you have used with a group of U4 or U6 players in the past. Soccer Ontario has many weeks of Active Start practice plans at: <https://www.ontariosoccer.net/grassroots-practices>.

When selecting activities, avoid those that have a high risk of players tripping, like when balls are kicked or rolled toward players who are trying to avoid those moving balls. Also avoid activities that contain a higher risk of players running into each other. Many activities have multiple players moving around the same space, so before these activities remind players to keep their head up and looking in the direction they are moving so they avoid other players. This is especially important when a ball is involved, since players tend to look down at the ball when are learning how to dribble instead of looking around and just peeking down or seeing the ball with their peripheral vision.

The main soccer skills that will be learned and practiced in these activities are dribbling, shooting, and (to a lesser extend) passing.

- **Dribbling** means using your feet to move the ball in a controlled way. Encourage your players to look up to see the field/obstacles around them while they are dribbling.
- **Shooting** means using your feet to score. Encourage players to use the side or top (laces) of the foot to shoot, not the toe.
- **Passing** means using your feet to get the ball to your teammates in a controlled way. The side or top of the foot should be used, not the toe.

Exploring Movement and the Ball

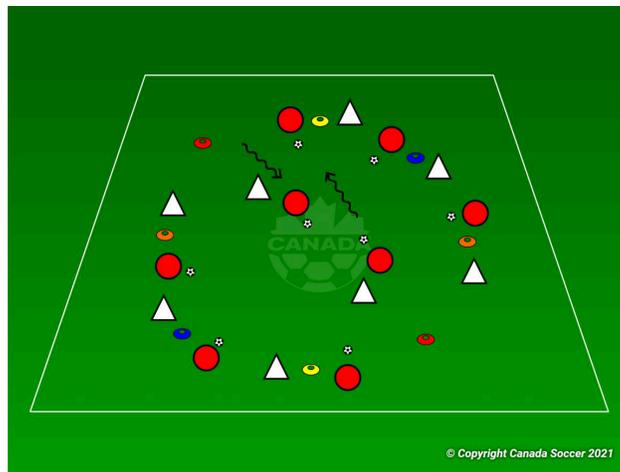
These activities get players moving and give them opportunities to interact with the ball. They are suitable for both U4 and U6 players, and can focus more on just movements, or more on interacting with the ball.

Fruit Salad

Setup: Make a large circle of cones, one for each player. One player stands at each cone. The coach assigns each player to be a type of fruit, with two or three players being assigned the same fruit.

Action: When the coach calls a fruit name, those players switch spots while doing a physical literacy movement. Call “fruit salad” to have everyone change to a new cone.

Make It Harder: For U6 add a ball for each player and have them dribble to switch spots.



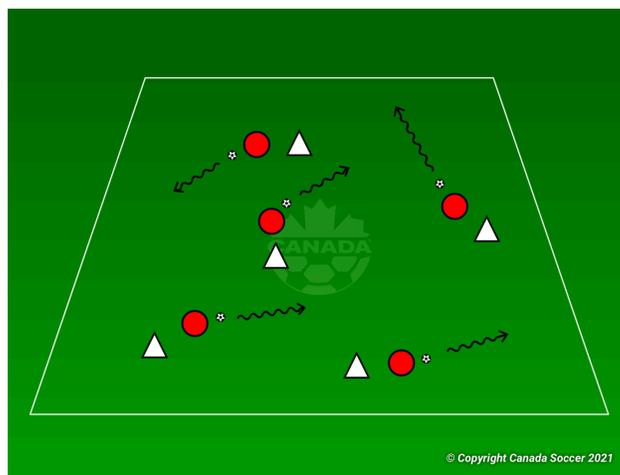
Pirates

Setup: Make a large square out of cones. Each player has a ball.

Action: The players are pirates on the ship and they dribble around the ship until the captain (coach) calls the following commands:

- “Captain is Coming” = pirates stop and control the ball with the bottom of their foot and salute saying “Ay Ay Captain!”
- “Scrub the Deck” = pirates do side rolls
- “Climb the Rigging” = pirates do toe taps and climbing motions with their arms
- “Pirate Overboard” = pirates run to the side of the square and dive to the ground
- “All Aboard” = pirates pick up their ball and throw it in the air three times, either catching the ball or letting it fall to the ground

Make it Easier: U4 players can optionally do this activity without the ball and just doing physical literacy movements for each captain’s call (balance on one foot, hop side to side).

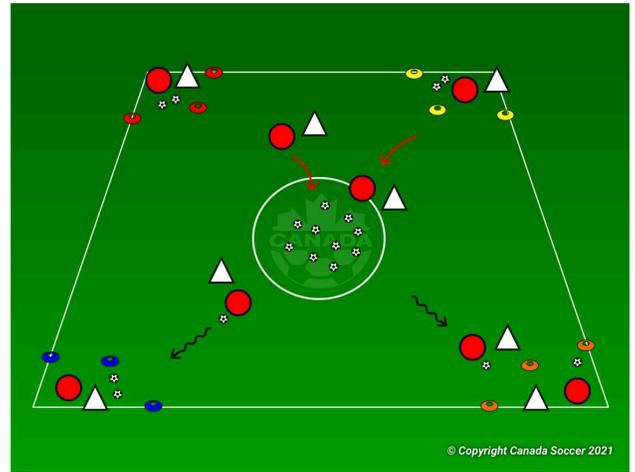


Nuts and Squirrels

Setup: Create four semi-circles out of cones to make the corners of a large square - these are the nests. Put all of the balls in the middle of the square - these are the nuts. The players are the squirrels, and they start in the nests.

Action: On the coach's call, one squirrel from each nest runs to the centre and dribbles a ball back to their nest. When the first squirrel returns, the second squirrel can go.

Make it Easier: U4 players can start by carrying the ball back to the nest with their hands while doing a physical literacy movement. As they get more comfortable with the ball they can try dribbling.



Lightening McQueen

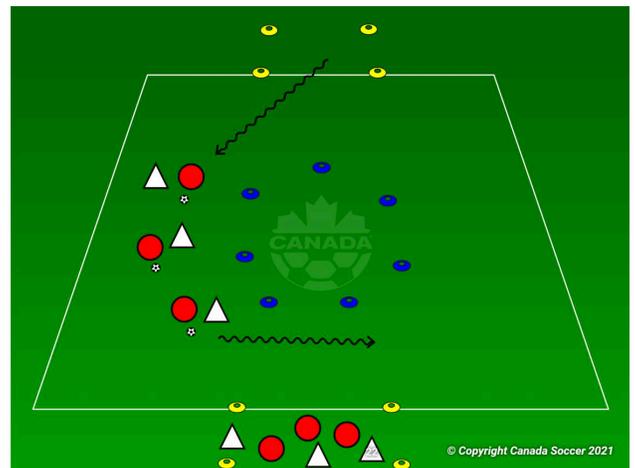
Setup: Create an oval race track and two square pit stop areas out of cones. Each player has a ball. They are the racers. Half of the racers start in each pit area.

Action: When the coach says “go”, racers leave the pit and start dribbling the ball around the track. Both pits can go at the same time, or you can have each pit take turns doing a lap before going back to their pit. During the lap call out race car themed instructions:

- “Flat Tire” = hop in a circle around the ball
- “Get Gas” = go to a pit and do toe taps
- “Reverse” = everyone starts heading the opposite direction around the track.

Make it Easier: For U4, you can play this game without the ball, using race track related literacy movements:

- “Flat Tire” = two foot hops
- “Get Gas” = hop from one foot to the other
- “Skid Around the Corner” = side shuffle
- “Crash” = do a couple of rolls on the ground before continuing around the track
- “A horse ran onto the race track!” = skip/gallop around the track like a horse



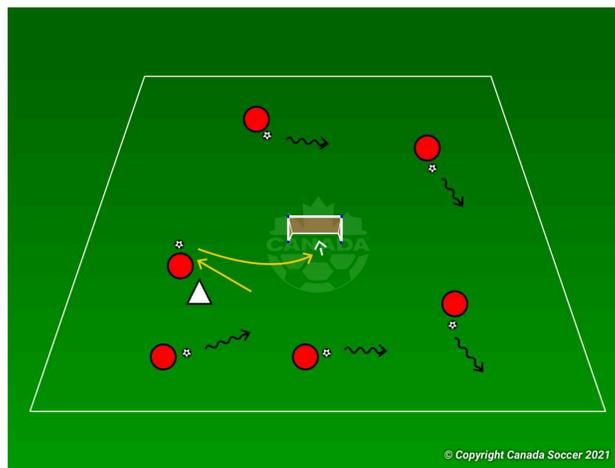
Explore Space and Escaping

These activities help players to think about the space around them and decide where they should go, either with (U6) or without (U4) the ball, to escape an opponent. Try to involve a ball as much as possible as the players get comfortable with the activities.

Pirates' Treasure

Set up: Mark a large area with cones to be the Pirates' Island. Put the pop-up net ("treasure chest") in the middle of the area. Each player has a ball ("treasure").

Action: Players dribble the ball around the Pirates' Island while the pirate tries to tag them. When tagged, the player dribbles their ball to the net and kicks their "treasure" into the "treasure chest". Then they become a pirate and help tag others.



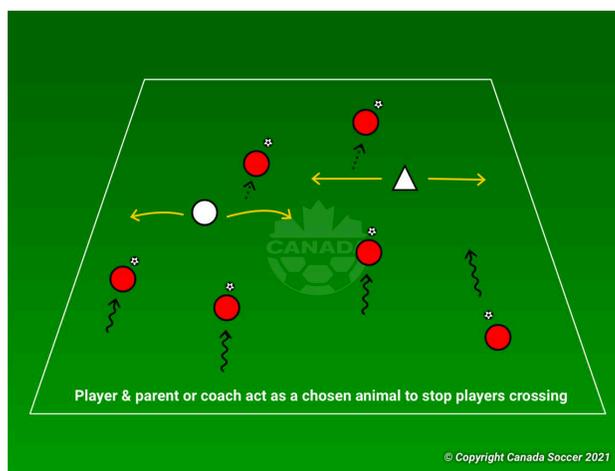
Make it Easier: U4 players can carry the ball and throw it into the net when tagged. If players are dribbling, any players who become pirates need to hop instead of run while chasing other players.

Make it Harder: Make a small area with cones a distance in front of the net. This can be the "treasure launching zone" where players dribble into after they are tagged before shooting the ball into the net.

Animal Crossing

Setup: Create a large square with cones. Players start at one side of the square, each with a ball. Coaches start in the middle of the square.

Action: Coaches assume an animal position and start moving around like that animal (crab, elephant, mouse, snake, bird, etc.). When the coach calls "Animal Crossing!", players try to dribble the ball across the square while avoiding the coaches.



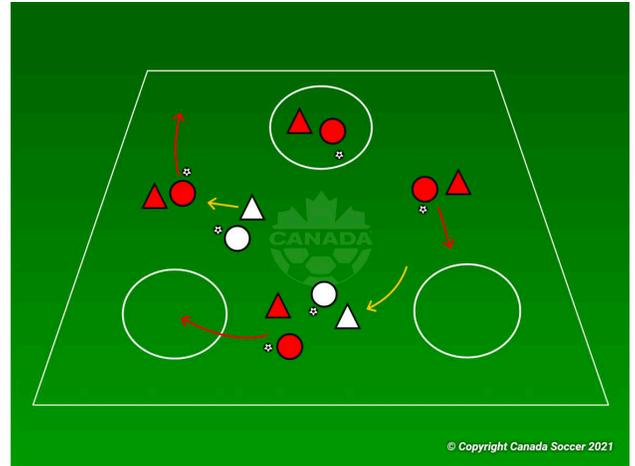
Make it Easier: Start without the ball and have players do animal movements. Or, have coaches perform a slower movement for the animal, like rolling or crawling.

Aliens

Set up: Create a large playing area and several small “safe zones” out of cones. Players each have a ball and are the earthlings. Coaches start as the aliens.

Action: Aliens try to tag the earthlings. If tagged, earthlings remove their ball from the playing area, turn into aliens, and try to catch remaining earthlings. Earthlings can take refuge in the safe zones, but can only stay there for 5 seconds before having to leave.

Make it Easier: Aliens need to walk, hop or skip instead of running when they chase earthlings, especially when several players have become aliens.



Exploring Kicking the Ball

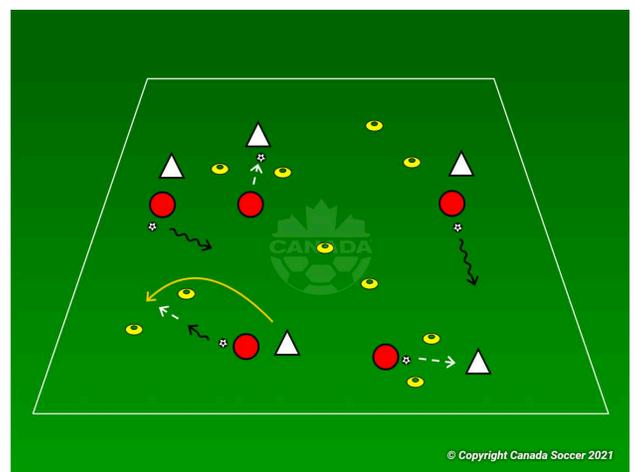
These activities give players opportunities to kick the ball toward a target. These activities can't be modified to be done without a ball, so they can be introduced for U4 teams as players become ready. U6 players generally enjoy kicking the ball at a target, so be sure to include at least one of these activities in each U6 session. These activities can be made easier or harder by having players shoot the ball closer to or further from the target.

Gates

Setup: Place pairs of cones as goals randomly throughout your playing area. Each player has a ball.

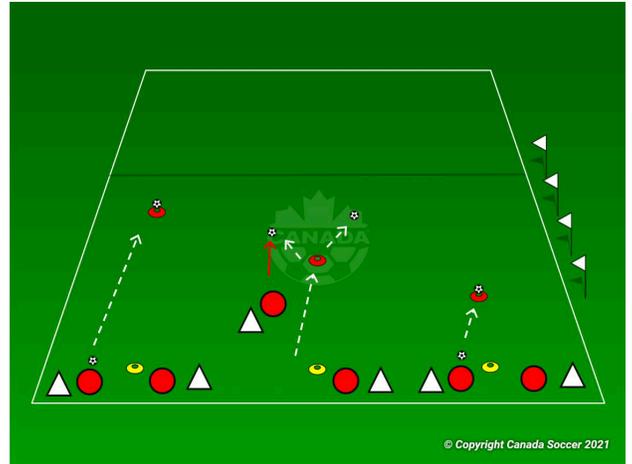
Action: Players dribble the ball around the playing area and either dribble or kick the ball through the gates.

Make it Harder: Have players give themselves one point for dribbling through the gates, two points for kicking it through with their dominant foot (usually the right foot), and three points for kicking it in with their non-dominant foot (usually the left foot). Advanced players could be given the option to work in pairs to pass the ball through the gates to their partner.



Coconuts

Setup: Arrange a line of cones spread out across one side of the playing area, one cone for each pair of players. Arrange another line of cones a short “shooting distance” away from the first line of cones. Players work in pairs of two players with two balls. Each pair starts at a cone on the first line, and balances one of their balls on the corresponding cone in the second line. The cones are the palm trees, the ball on the cone is the coconut, and the players are the monkeys.



Action: Players take turns kicking their remaining ball at the coconut to knock it off the tree. If a player misses, they run to bring back the ball for their partner. They can carry the ball back or dribble it back. Alternately, both players could run up to the ball's new location so the other partner can kick the ball toward the coconut from a different position. Remind your “monkeys” that an accurate shot is sometimes better than a hard shot.

Make it Harder: When players knock down the coconut, move the “tree” further away from the starting cone.

Make it Easier: Either move the “tree” closer to the starting cone, or encourage players to take several light shots towards the coconut until they are close enough to easily hit it. If you have enough balls, allow U4 players to have their own ball and coconut, or have 3 or 4 players shoot toward the same coconut. Replace the coconut each time it is knocked off so the rest of the monkeys can take their shots when they get close enough.

Mosquito

Setup: Players line up along one end of the playing area, each with a ball. The coach is the mosquito. (The set up is similar to Animal Crossing, but the action is different.)

Action: The coach pretends to be a mosquito (make buzzing sounds and flap your hands at your sides like little wings) and flies across the playing area in front of the line of players. Players try to hit the coach as s/he “flies” past. If a player hits the coach with their ball, the coach can fall on the ground as if they have been squished by a fly swatter.

Make it Easier: Allow players to chase you by dribbling the ball to get closer before taking a shot.

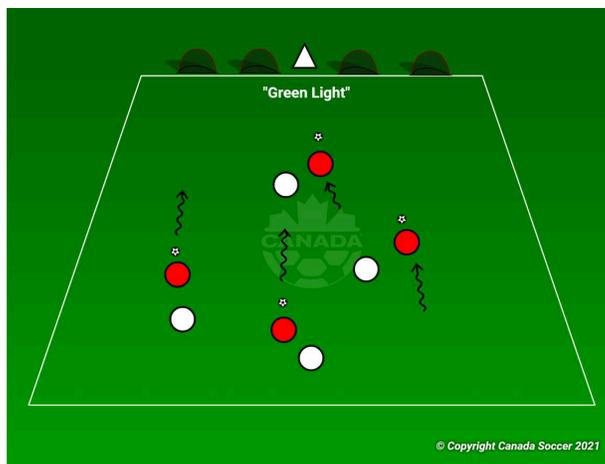
Exploring Travelling with the Ball

These activities encourage players to dribble the ball with control and add speed as they are ready. Since the primary goal is controlling the ball while dribbling, players can do these activities at the speed that works for them. This could allow U4 players to engage with these activities as the season progresses and as they get more comfortable moving the ball around with their feet.

Red Light, Green Light

Setup: Players line up along one side of the playing area, each with a ball. The coach is on the other side of the playing area.

Action: When coach says “green light”, players dribble toward the coach’s side of the playing area. When coach says “3-2-1 red light”, players need to stop their ball and control it with the bottom of their foot. Any player whose ball is not controlled when red light is called either goes back to the start, goes back to the position of the furthest away player, or does an action (like toe taps or push pulls) before continuing with the game. The round ends when several players have made it across the playing area.



Make it Harder: Set up a few cone goals on the coach’s side of the playing area. Players can take a shot during “green light” when they think they are close enough to hit the target. Instead of verbal cues, use visual signals (like arms down for “green light” and arms up for “red light”) so players have to look up and search while they are dribbling.

Trick or Treat

Setup: This activity requires 5 or 6 helpers, either parents, grandparents, or older siblings. Before the session, prepare 70 to 80 small squares of paper or box board (cut up an empty cereal box). Give 10 to 15 squares to each helper and have them stand in random spots in the playing area. The helpers are houses, the squares are candy, and the players are trick-or-treaters.

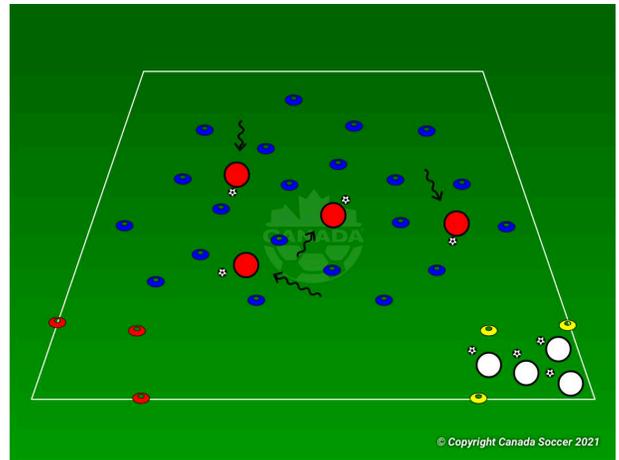
Action: Players dribble around the playing area going from house to house collecting candy. When they arrive at the house they need to stop and control the ball by placing their foot on the ball and say “trick-or-treat”. When all the candy is handed out players can count how many they got. Encourage players to get candy from each house before going back to the same house a second time.

Swamp

Setup: Place lots of cones randomly around the playing area. These are the swamp rocks. Create a few bases at the edges of the playing area. Players each have a ball and start in one of the bases.

Action: Players dribble their ball into the swamp and attempt to navigate through the swamp to another base without hitting any swamp rocks.

Make it Harder: Add some up-turned cones as stinky swamp flowers that players have to dribble to and stomp on while they continue to avoid swamp rocks. Have a swamp monster (coach) that stomps around the swamp for the players to avoid. Players can give themselves two points for each stinky swamp flower they stop on, and lose a point for each swamp rock they hit with their ball or if they are caught by the swamp monster.



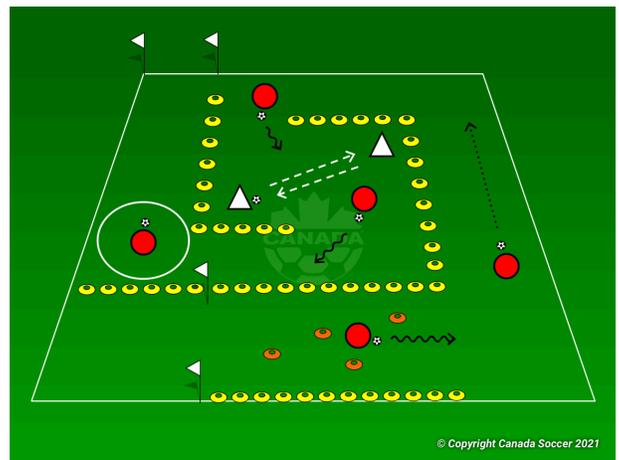
Mario Kart

Setup: Create a maze-like race track out of cones. Place a few cones on the track to be the “banana peels”. Have a parent or two find a spot along the track. They will act as moving “mushroom” obstacles during the race. The players are the racers and assemble at the starting line with one ball each.

Action: When “Go!” is called, the parent “mushrooms” start wandering back and forth across the track, and racers dribble their ball through the track, avoiding “banana peels” and the “turtle shell”. If racers hit a “banana peel”, they have to spin in a circle before continuing with the race. If they or their ball hits a “mushroom”, they have to do a movement, like 5 toe taps, push pulls, or side rolls before continuing the race.

Make it Harder: Have the parents gently lob rolled-up soccer socks at racers as they navigate the course. If they get hit, they do a movement before continuing.

Make it Easier: Have a race track with no obstacles. This is better for U4 players who are still learning how to dribble and might not be ready to avoid obstacles. When faster racers finish, they can restart at the beginning of the track, and now the slower racers on the track are natural obstacles.



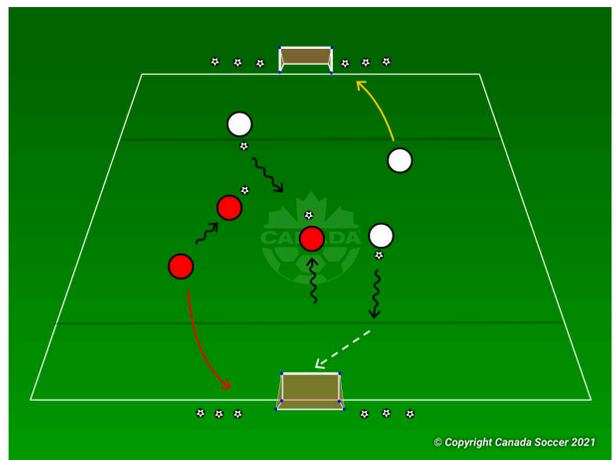
Exploring Game Play

These activities start to look more like soccer games where players are dribbling the ball across a field and shooting on goal with other players around. They are more suitable for U6 players, or would need to be made slower and smaller for U4 players. These activities can be played with unlimited balls, but they can also be modified as the season progresses to allow stronger players to challenge each other for the ball and try to score while an opponent is trying to take the ball away.

3v3 or 2v2 No Goalkeeper

Setup: Have two goals across from each other - one can be the pop up net, and use cones for the other. Half of the balls are lined up beside each net, and half of the players start beside each net.

Action: Have two or three players on each side dribble across the field at the same time and try to score on the opposite net. Once they've scored, they run back to their starting spot and a new player enters the playing area and tries to score with the next available ball. Encourage cheering when a player scores on either net. Once all the balls are in the nets, players retrieve them and place them beside the nets to start a new round.



Make it Harder: This activity can occasionally be used as a modified mini soccer match part way through the season for those U6 players that are ready. If you have lots of players, split them into two groups so you have 3v3, 3v2, or 2v2, with the stronger players in one group and the weaker players in the other group. The weaker players can play the original way, and the stronger players who are ready for game play can do the modified version.

Start the same way as before, with half of the players and half of the balls beside each net. Both “teams” enter the field at the same time, with one ball per team. They can try to score on the opposite net and also try to stop the other team from scoring on their net. If a team scores, or if they have the ball taken away by the other team and are unable to get it back, they can get a new ball from behind their net and attempt to score. When all of the balls have been used to score, mix up the “teams” and start a new round.

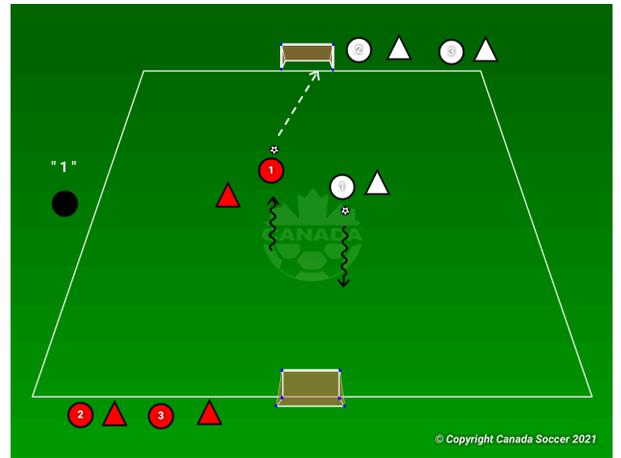
Numbers Game

Setup: Have two goals across from each other - one can be the pop up net, and use cones for the other. Half of the players start beside each net. Assign each player a number, so there are pairs of matching numbers on each side. Line up the balls across the playing area

Action: When coach calls a number, both players with that number race to get a ball and dribble it to the opposite net to shoot on goal. Once they've scored, they can stay on that side and join the other line of players. Then another number is called.

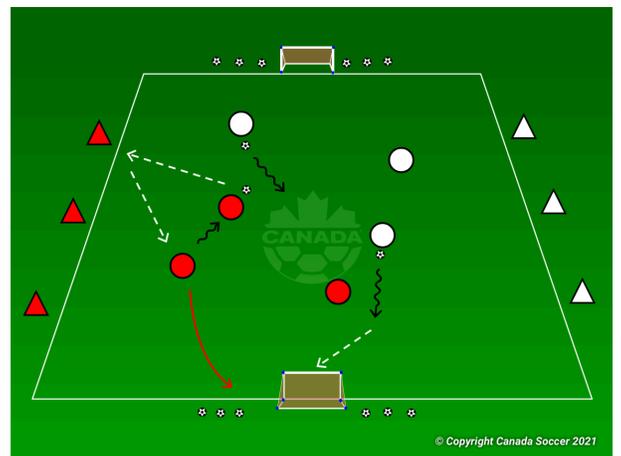
Make it Harder: Have a shooting zone a distance from the net so they have to shoot further away from the goal.

Make it Even Harder: Have only one ball at a time and have the players go 1v1. Only do this with U6 players who are ready, and make sure to match players with a numbered partner who is similar in speed and skill.



Bumpers

Setup: Create a soccer field style space with a goal on each side (use the pop-up net and cones). Players are divided into teams so they can play 3v3, 3v2, 2v2, or 2v1. If you have more than 6 players, divide the group in half and have two games happening at once. Have a few parents stand along the sides of each field to act as the sidelines and keep the balls in the playing area. Two balls start near the middle of the field, one for each team, and the rest of the balls are split in half beside each net.



Action: Each team tries to score a goal on the opposite net while trying to stop the other team from scoring on their net. If a ball goes toward the boundary of the field, the parent "bumper" passes the ball back into the playing area.

Make it Easier: Allow as many balls on the field as you have players.

Make it Harder: Allow only one ball. Use this method only near the end of the U6 season and only for those players who are ready. It will be important to divide your group into opposing teams with like-skilled players.